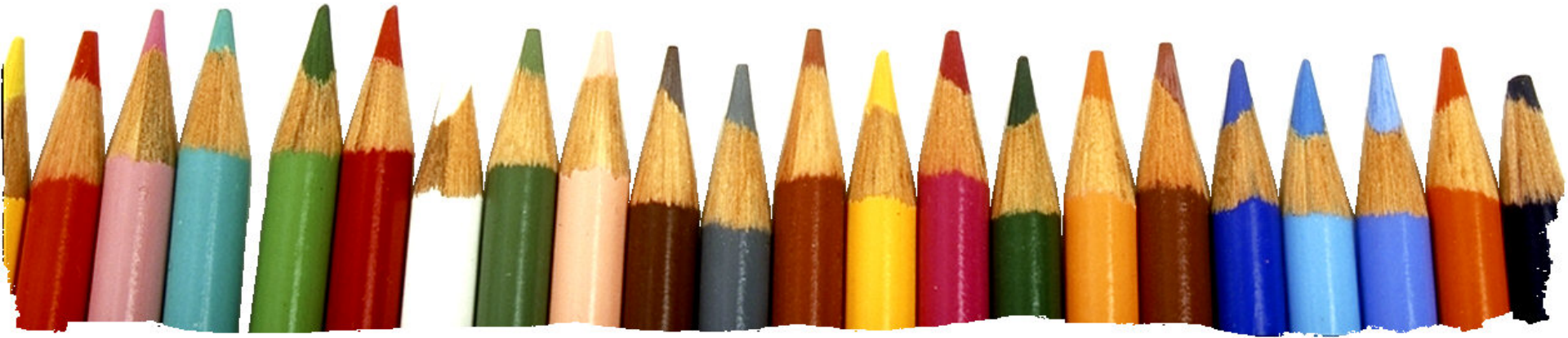




# Afterschool Programs That Follow Evidence-based Practices to Promote Social and Emotional Development Are Effective

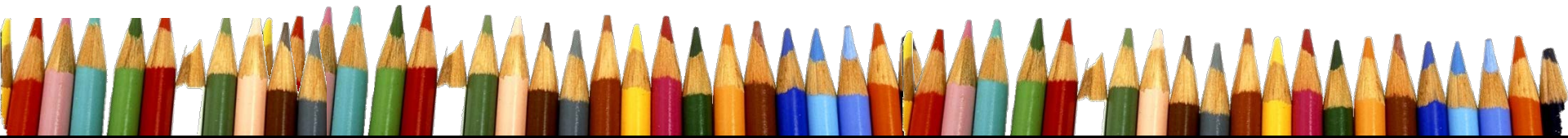
*Roger P. Weissberg, University of Illinois Chicago & the Collaborative for Academic, Social, and Emotional Learning (CASEL)*

*Joseph A. Durlak, Loyola University Chicago*



# Review of K to 12 Afterschool Programming

Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45, 294-309.



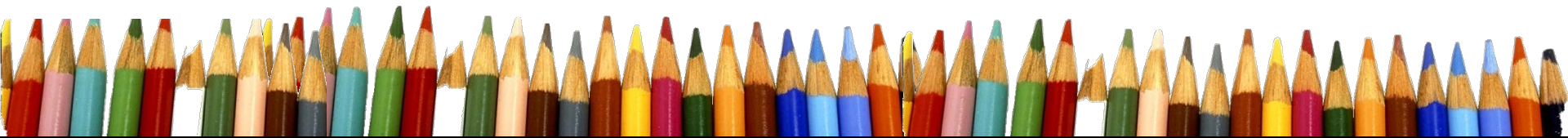
# Review of K to 12 During-School Programming

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*, 405-432.



# Key Questions about the Goals for 21<sup>st</sup> Century Education

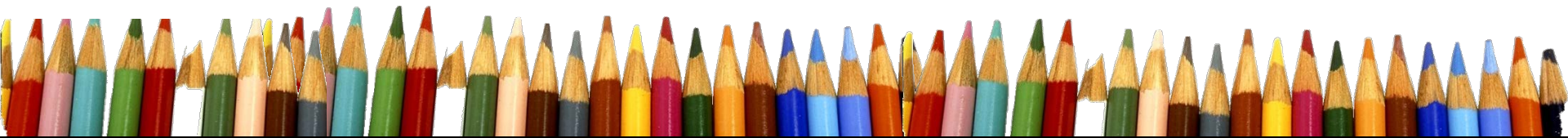
- What do we want students to be, to know, and to do by the time they graduate from high school in order to thrive in the 21<sup>st</sup> Century?
- How can an entire community be organized to ensure that all students reach the stated goals?



# Social and Emotional Learning (SEL)

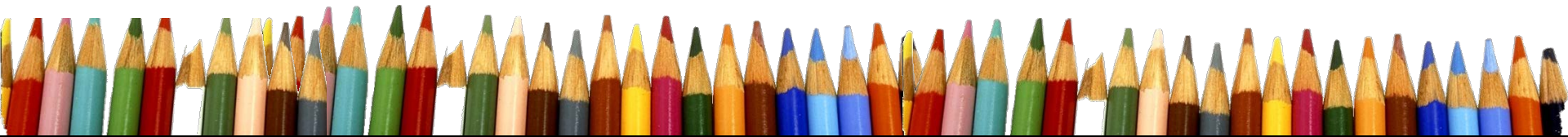
SEL involves processes through which children and adults develop fundamental emotional and social skills:

1. To understand and manage emotions
2. Set and achieve positive goals
3. Feel and show empathy for others
4. Establish and maintain positive relationships
5. Make responsible decisions



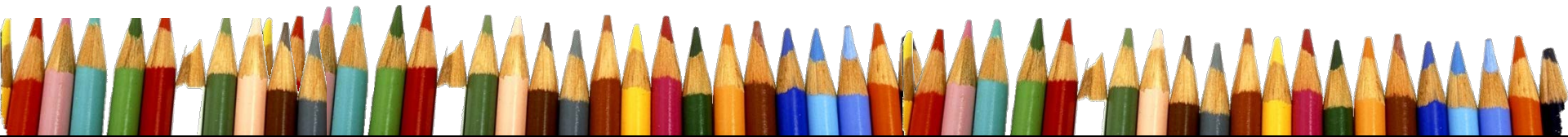
# Illinois K to 12 SEL Student Learning Standards

1. Develop **self-awareness** and **self-management** skills to achieve school and life success.
2. Use **social awareness** and **interpersonal** skills to establish and maintain positive relationships.
3. Demonstrate **decision-making** skills and **responsible behaviors** in personal, school, and community contexts.



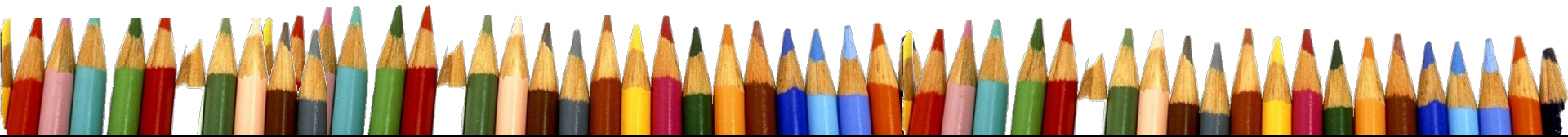
# Focus of the Review

- 68 afterschool programs with data at post
- Program goals: Promoting social-emotional skills
- Included studies:
  - Control group present
  - Out of school hours
  - Operate during the school year



# Why This Review is Important

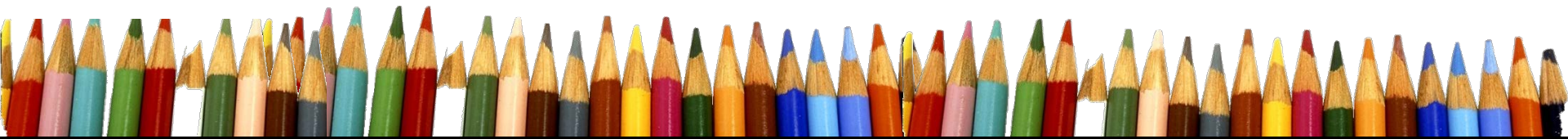
- Prior afterschool program reviews have not focused primarily on student social-emotional development
- Large number of programs evaluated
- 68% of program reports appeared  $\geq$  2001





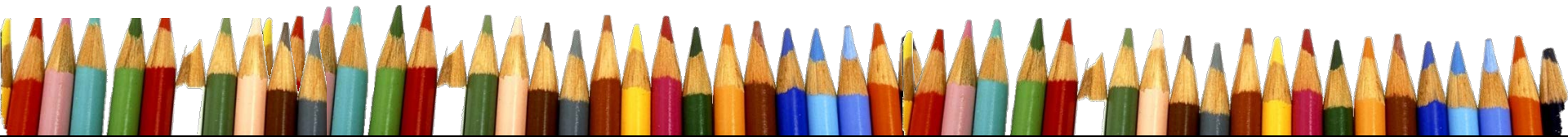
# Research Questions

- What types of outcomes can afterschool programs foster in youth?
- Can we identify the program features that lead to better youth outcomes?



# Findings

- Overall, afterschool programs are effective
- Youth benefit in three areas
  - Feelings and attitudes
  - Behavioral adjustment
  - School performance



# Student Outcomes: Programs Overall

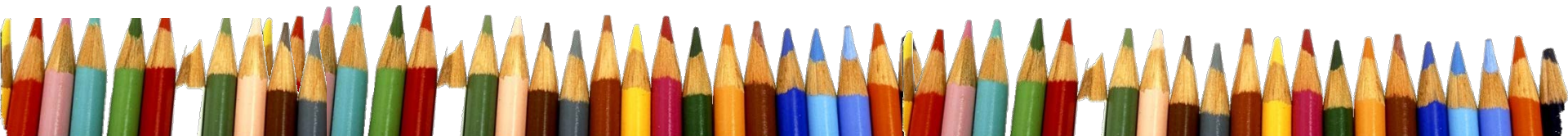
Positive Results for:

- Feelings and attitudes
  - Child self-perceptions
  - School bonding
- Behavioral adjustment
  - Positive social behaviors
  - Problem behaviors
  - Reduced drug use
- School performance
  - Attendance
  - School grades
  - Achievement test scores



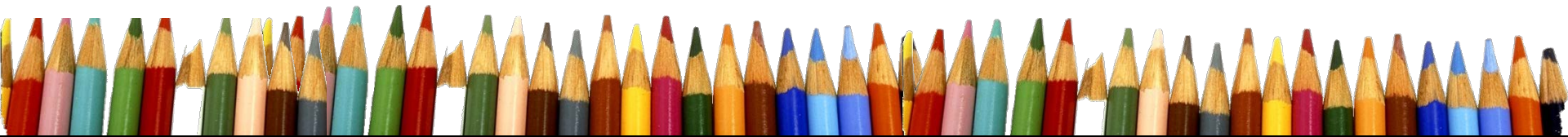
# Student Outcomes: SAFE and OTHER Programs

- |                             | SAFE programs:                      | Other programs:          |
|-----------------------------|-------------------------------------|--------------------------|
| • Feelings and attitudes    |                                     |                          |
| – Child self-perceptions    | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| – School bonding            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Behavioral adjustment     |                                     |                          |
| – Positive social behaviors | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| – Problem behaviors         | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| – Reduced drug use          | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • School performance        |                                     |                          |
| – Attendance                | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| – School grades             | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| – Achievement test scores   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |



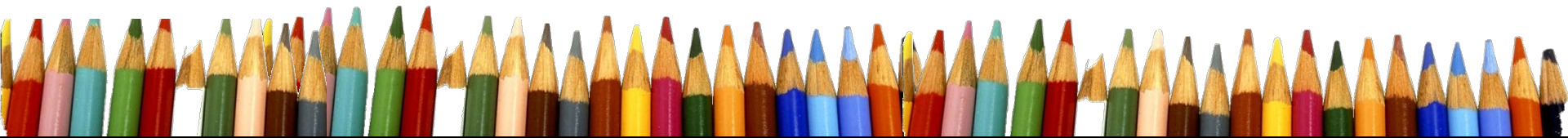
# Which Programs are Effective?

- Programs that used evidence-based skill training approaches were successful in **all** outcome areas.
- Programs that did not use these approaches did not deliver significant benefits to youth in **any** outcome area.



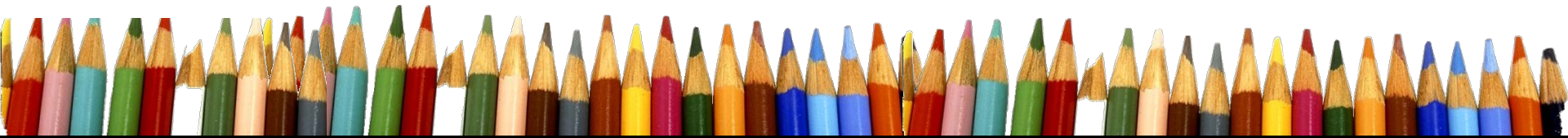
# SAFE Programs are Effective

- Sequential: Sequenced activities to teach skills
- Active: Active learning to practice skills
- Focused: Focused time on skill development
- Explicit: Explicit targeting of specific skills



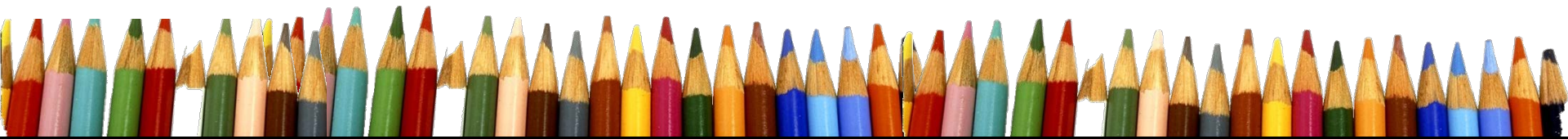
# Conclusions and Recommendations

- Quality afterschool programs can improve a range of important student learning and developmental outcomes.
- Programs that promote social-emotional development can also improve school performance.
- If programs intend to be successful, both program content and process are important.
- SAFE programs produce positive student outcomes.



# Policy Implications

- We should invest in evidence-based afterschool programs that offer broad opportunities to enhance social, emotional, and academic development.
- We should work hard to improve other programs to help them comport to program models that are effective.
- We should align effective interventions during the school day with those occurring after school to maximize the benefits for participating youth.





# A Final Comment

We hope that our analyses of during-school and afterschool SEL research – the most comprehensive yet – can help educators and other community decision makers establish coordinated quality programming that promotes the social, emotional, and academic learning of children and youth during school, after school, and in the summer.

- Weissberg & Durlak (2012)



# Thank You!

- For more information, contact:
  - [rweissberg@casel.org](mailto:rweissberg@casel.org)
  - [jdurlak@luc.edu](mailto:jdurlak@luc.edu)
- A brief report and a peer-reviewed article of the findings and other resources are available at:
  - <http://www.casel.org>

