

# Self-Awareness Handout 9: Resources and References

This handout provides additional resources and research to support student self-awareness and social and emotional learning (SEL) broadly. Many of these resources were used to develop the content of this module. You may want to refer to this handout for resources as you create your action plan with Handout 8.

For more information about New Jersey Department of Education’s (NJDOE) SEL efforts, contact NJDOE Office of Student Support Services at [SchoolClimate@doe.nj.gov](mailto:SchoolClimate@doe.nj.gov).

## Resources Supporting Teaching Strategies to Support Student Self-Awareness

CASEL. (2017). [*Examples of social and emotional learning in elementary school mathematics instruction.*](http://www.casel.org/wp-content/uploads/2017/08/SEL-in-Elementary-Math-8-20-17.pdf) Retrieved from http://www.casel.org/wp-content/uploads/2017/08/SEL-in-Elementary-Math-8-20-17.pdf

CASEL. (2017). [*Examples of social and emotional learning in high school English language arts instruction.*](http://www.casel.org/wp-content/uploads/2017/08/SEL-in-High-School-ELA-8-20-17.pdf) Retrieved from http://www.casel.org/wp-content/uploads/2017/08/SEL-in-High-School-ELA-8-20-17.pdf

CASEL. (2017). [*Examples of social and emotional learning in middle school social studies instruction.*](http://www.casel.org/wp-content/uploads/2017/08/SEL-in-Middle-School-Social-Studies-8-20-17) Retrieved from http://www.casel.org/wp-content/uploads/2017/08/SEL-in-Middle-School-Social-Studies-8-20-17.pdf

Center on Great Teachers & Leaders, American Institutes for Research. (2014). [*Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks.*](https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf) Retrieved from https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf

Dwyer, C., & Carlson-Jaquez, H. [*Using praise to enhance student resilience and learning outcomes: Helping students “bounce back” in the face of difficulties.*](http://www.apa.org/education/k12/using-praise.aspx) American Psychological Association. Retrieved from http://www.apa.org/education/k12/using-praise.aspx

Education World. Getting emotional: Learning about feelings. Adapted from Calhoun, Y. & Finlinson, E. Q. (2011). [*School volunteer handbook: A simple guide for K–12 teachers and parents.*](http://www.educationworld.com/a_lesson/getting-emotional-learning-about-feelings.shtml) Retrieved from www.educationworld.com/a\_lesson/getting-emotional-learning-about-feelings.shtml

Edutopia. (2008)[. *How to teach math as a social activity*](https://www.edutopia.org/video/how-teach-math-social-activity)*.* Retrieved from https://www.edutopia.org/video/how-teach-math-social-activity

Landmark School. (2017). [*Landmark teaching strategies: Include student in learning process.*](https://www.landmarkoutreach.org/wp-content/uploads/Promoting-Self-Awareness-1.pdf) Retrieved from https://www.landmarkoutreach.org/wp-content/uploads/Promoting-Self-Awareness-1.pdf

Martin-Kniep, G. O. (2000). Chapter 7. Reflection: A key to developing greater self-understanding. In [*Becoming a better teacher: Eight innovations that work*.](https://www.ascd.org/books/becoming-a-better-teacher) Alexandria, VA: ASCD. Retrieved from https://www.ascd.org/books/becoming-a-better-teacher

Politelli, N. (2013). [*Five strategies to improve self-awareness skills.*](http://learningworksforkids.com/2013/12/5-strategies-to-improve-self-awareness-skills/) Learning Works for Kids. Retrieved from http://learningworksforkids.com/2013/12/5-strategies-to-improve-self-awareness-skills/

Random Acts of Kindness. (2017). Free K–12 lesson plans. Retrieved from “Effects of a mindfulness-based education program on pre-and early adolescents’ well-being and social and emotional competence,” *Mindfulness, 1*(3), 137–151.

Ridge, H. (July 19, 2017). [*Five ways to support social-emotional learning in the 21st century classroom*](http://blogs.edweek.org/edweek/global_learning/2017/07/5_ways_to_support_social-emotional_learning_in_the_21st_century_classroom.html??qs=self+awareness)[Blog]. Retrieved from httpp://blogs.edweek.org/edweek/global\_learning/2017/07/5\_wasys\_to\_support\_social-emotional\_learning\_in\_the\_21st\_centurey\_classroom.html??qs=self+awareness

Transforming Education. (2017). [*Self-efficacy toolkit*](https://www.transformingeducation.org/self-efficacy-toolkit)*.* Retrieved from: https://www.transformingeducation.org/self-efficacy-toolkit/

Turnaround for Children. (2019). [*Building blocks for learning*](http://htpps://www.turnaroundusa.org/what-we-do/tools/building-blocks/)*.* Retrieved from https://www.turnaroundusa.org/what-we-do/tools/building-blocks/

Zakrzewski, V. (2012). How to help students develop hope. [*Greater Good Magazine*](https://greatergood.berkeley.edu/article/item/how_to_help_students_develop_hope)*.* Retrieved from https://greatergood.berkeley.edu/article/item/how\_to\_help\_students\_develop\_hope

## General Resources Supporting Social and Emotional Learning

The [Collaborative for Academic Social and Emotional Learning](http://www.casel.org) (https://casel.org) is a leader in SEL.

* Key resources are the [*CASEL Guides*](https://casel.org/guide/), which outline SEL programs with the most rigorous research base for preschool through high school.

The [Center on Great Teachers and Leaders](http://www.gtlcenter.org/sel-school) (https://gtlcenter.org/sel-school) has an “SEL School” that provides tools and strategies to integrate SEL with college and career readiness standards and teacher evaluation systems.

* One tool referenced is [*Teaching the Whole Child: Instructional Practices that Support Social-Emotional Learning in Three Teacher Evaluation Frameworks*](https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf) Retrieved from: <https://gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf>.

[Edutopia, Social & Emotional Learning (SEL)](https://www.edutopia.org/social-emotional-learning) (https://www.edutopia.org/social-emotional-learning) provides an online learning hub for SEL research, videos, and classroom materials.

[The National Clearinghouse on Supportive School Discipline](http://supportiveschooldiscipline.org/learn/reference-guides/social-and-emotional-learning-sel) (https://supportiveschooldiscipline.org/learn/reference-guides/social-and-emotional-learning-sel) reviews SEL research, tools, and strategies, and examples of SEL in schools.

[The ASCD Whole Child](http://www.wholechildeducation.org/) (http://www.wholechildeducation.org/) initiative provides a variety of tools and resources to help educators learn about and implement SEL in school.

[The Aspen Institute National Commission on Social, Emotional, and Academic Development](https://www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-academic-developement/) (https://www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-academic-development) provides a variety of tools and resources to support SEL.

* A resource referenced is[A Sampling of the Literature on Social, Emotional, and Academic Development.](https://assets.aspeninstitute.org/content/uploads/2017/01/SEAD-ReadingLists01.27.2017.pdf) Retrieved from: https://assets.aspeninstitute.org/content/uploads/2017/01/SEAD-ReadingLists01.27.2017.pdf.

## Research Regarding the Development of Student Self-Awareness

Andrade, H., Huff, K., & Brooke, G. 2012. [*Assessing Learning: The Students at the Center Series*](http://studentsatthecenter.org/topics/assessing-learning). Boston, MA: Jobs for the Future. Retrieved from: http://studentsatthecenter.org/topics/assessing-learning

Brackett, M. A., & Rivers, S. E. (2012). Transforming students’ lives with social and emotional learning*.* To appear in[*Handbook of emotions in education*](https://www.paused.org/sites/default/files/Brackett%282014%29Transforming_Students_Lives.pdf)*.* Retrieved from: https://www.paused.org/sites/default/files/Brackett%2CMA%282014%29Transfromining\_Students\_Lives.pdf

Durlak, C. M., Rose, E., & Bursuck, W. D. (1994). Preparing high school students with learning disabilities for the transition to postsecondary education: Teaching the skills of self-determination. *Journal of Learning Disabilities, 27*(1), 51–59.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432.

Dusenbury, L., Calin, S., Domitrovich, C., Weissberg, Roger P. (2015) [*What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice? A Brief on Findings from CASEL’s Program Reviews.* Chicago, IL: The Collaborative for Academic, Social, and Emotional Learning.](https://www.casel.org/wp-content/uploads/2016/08/PDF-25-CASEL-Brief-What-Does-SEL-Look-Like-in-Practice-11-1-15.pdf) Retrieved from https://www.casel.org/wp-content/uploads/2016/08/PDF-25-CASEL-Brief-What-Does-SEL-Look-Like-in-Practice-11-1-15.pdf

Gil-Olarte Marquez, P., Martin, R. P., & Brackett, M. A. (2006). Relating emotional intelligence to social competence and academic achievement in high school students. *Psicothema, 18,* 118–123.

Hamedami, M. G., & Darling-Hammond, L. (2015). [*Social emotional learning in high school: How three urban high schools engage, educate, and empower youth.*](https://edpolicy.standford.edu/sites/default/files/publications/scope-pub-social-) Stanford Center for Opportunity Policy in Education. Retrieved from https://edpolicy.stanford.edu/sites/default/files/publications/scope-pub-social-emotional-learning-research-brief.pdf

Hecht, M. L., & Shin, Y. (2015). Culture and social and emotional competencies. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of Social and Emotional Learning: Research and Practice* (pp. 50–64). New York, NY: Guilford Press.

New Jersey Department of Education. Developmental Indicators: SEL in the K-12 Classroom, 2019.

Jagers, R. J., Rivas-Drake, D., & Borowski, T. (2018). *Equity and social and emotional learning: A cultural analysis.* The Collaborative for Academic, Social, and Emotional Learning. Retrieved from https://measuringsel.casel.org/

Miller, A. L., Gouley, K. K., Seifer, R., Zakriski, A., Eguia, M., & Vergnani, M. (2005). Emotion knowledge skills in low-income elementary school children: Associations with social status and peer experiences. *Social Development, 14*(4), 637–651.

Neff, K. (2003). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity, 2,* 85–101.

Osher, D., Cantor, P, Berg, J., Steyer, L., & Rose, T. (2017). *Science of learning and development: A synthesis.* Washington, DC: American Institutes for Research.

Ryan, A. M., Gheen, M. H., & Midgley, C. (1998). Why do some students avoid asking for help? An examination of the interplay among students' academic efficacy, teachers' social–emotional role, and the classroom goal structure. *Journal of Educational Psychology*, 90(3), 528-535.

Schonert-Reichl, K. A., Oberle, E., Lawlor, M. S., Abbott, D., Thomson, K., Oberlander, T. F., & Diamond, A. (2015). Enhancing cognitive and social-emotional development through a randomized controlled trial. *Developmental Psychology, 51*(1), 52–66.

Usher, E. L., & Pajares, F. (2006). Sources of academic and self-regulatory efficacy beliefs of entering middle school students. *Contemporary Educational Psychology, 31*(2)*,* 125–141.

Wigfield, A., & Eccles, J. S. (1994). Children’s competence beliefs, achievement values, and general self-esteem: Change across elementary and middle school. *The Journal of Early Adolescence, 14*(2), 107–138.

Yoder, N. (2014). [*Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks.*](http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf) Washington, DC: Center on Great Teachers and Leaders. Retrieved from http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf

Zimmerman, B. J. (2000). Self Efficacy: An Essential Motive to Learn. *Contemporary Educational Psychology*, 25, 82-91.

Zubrzycki, J. Students ‘Self-Assess’ Their Way to Learning. (2015). [*Education Week*.](https://www.edweek.org/ew/articles/2015/11/11/students-self-assess-their-way-to-learning.html) Vol. 35, Issue 12, Page s12. Retrieved from https://www.edweek.org/ew/articles/2015/11/11/students-self-assess-their-way-to-learning.html

This work was originally produced at least in part by the Center on Great Teachers and Leaders and the Mid-Atlantic Comprehensive Center at WestEd, with funds from the U.S. Department of Education under cooperative agreement numbers S283B120021 and S283B1200. The content does not necessarily reflect the views or policies of the U.S. Department of Education nor does its mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. Copyright © 2019. Permission to reproduce and adapt for non-commercial use, with attribution to New Jersey Department of Education, American Institutes for Research, and WestEd, is hereby granted.