

Contents

1	Roots of the Movement; Development and Criticism	1
1.1	Introduction	1
1.2	Roots	2
1.2.1	Social-Emotional Skills and Affective Educational Objectives	2
1.3	21st Century Skills	3
1.3.1	Emotional Intelligence and the Programming of Social-Emotional Learning at School	4
1.4	More Recent Developments	6
1.4.1	Social-Emotional Skills Within the Framework of EU Competencies	6
1.4.2	Developments by the OECD: From Literacy to Cross-Curricular Competencies to Big Five States and Traits	8
1.5	Critical Perspectives	9
1.5.1	Social and Emotional Skills and Personal Development as Deliberate Goals in Schooling	9
1.5.2	Pop Psychology and Teachers as Lay Psychologists	10
1.5.3	Social and Emotional Outcomes as Formal Standards to Which Schools Could Be Held Accountable	11
1.5.4	Technology, State and Corporate Interests	11
1.5.5	International Standardization	12
1.5.6	The Perspective of Critical Theory	13
1.5.7	Conceptual Vagueness and Uncertainty About the Evidence Base as Fundamental Critical Issues	16
1.6	Summary and Discussion	16
	References	18

2	Conceptual Challenges	21
2.1	Introduction	21
2.2	The Non-cognitive Blob	22
2.3	Focus on Social and Emotional Attributes	24
2.4	Fundamental Conceptual Questions	24
2.4.1	Definitions	25
2.4.2	A Note on the Competency Concept	27
2.5	Further Categorization and Contextualization of Social and Emotional Skills, Based on Psychological Concepts	29
2.5.1	Constructs and Meta-Constructs of Personality and Intelligence	29
2.5.2	The Big Five Personality Factors	31
2.5.3	Recapitulation and Preliminary Conclusions	33
2.5.4	Kyllonen et al.'s (2014) Contribution to the Analysis of Personality, Motivation and College Readiness	35
2.5.5	Development of the Big Five Traits Across a Lifetime	36
2.5.6	Kyllonen's Interpretation of the Trait-State-Behavior Continuum	36
2.6	Towards a Comprehensive Framework of Skills in the Cognitive, Affective and Conative Domains	38
2.7	Summary and Conclusion	39
	References	41
3	Evidence from Psychological Studies	45
3.1	Introduction	45
3.2	The Big Five Personality Concept and the Five Main Traits	46
3.3	Facets of Traits	48
3.4	Stability of Personality Traits	50
3.5	The Genetic Basis of Personality Traits	52
3.6	Evidence on How to Change Personality	53
3.7	Evidence for Personality Trait Change by Means of Therapeutic and Counselling Interventions	53
3.8	Stability and Changeability of Facets of Traits	55
3.9	Summary and Conclusions	57
	References	60
4	Evidence From Educational Studies	67
4.1	Introduction	67
4.2	Contributions from Economists	68
4.2.1	Causal Modeling of Outcomes	69
4.2.2	Long Term Effects of the Perry Preschool Program	70
4.2.3	Comments	70

4.3	Non-cognitive Outcomes in Meta-Analyses of (Quasi-) Experimental Educational Intervention Studies	71
4.3.1	The Meta-Analysis by Durlak et al.	71
4.3.2	The Meta-Analysis by Sklad et al.	73
4.3.3	The Meta-Analysis by Wigelsworth et al.	75
4.3.4	The Meta-Analysis by Korpershoek et al.	76
4.3.5	The Meta-Analysis by Taylor et al.	77
4.4	In-Between Balance: How Convincing Is the Evidence?	78
4.5	Non-cognitive Outcomes in Educational Effectiveness Research	80
4.5.1	Introduction	80
4.5.2	Nonexperimental Educational Effectiveness Studies and Non-cognitive Outcomes	81
4.5.3	Opdenakker and Van Damme (2000)	83
4.5.4	Van Swynsberghen, VanLaar, De Fraine, and Van Damme (2017)	84
4.5.5	Brunner, Keller, Wenger, Fischbach, and Lüdtke (2018)	85
4.5.6	Experimental and Quasi-Experimental Studies	86
4.5.7	Hwang and Cappella (2018)	87
4.5.8	Polikoff, Le, Tien, Danielson, and Marsh (2018)	88
4.5.9	Gandhi, Slama, Park, and Williamson (2018)	88
4.5.10	O'Connor, Cappella, McCormick, and McClowry (2014)	89
4.5.11	Kraft and Dougherty (2013)	90
4.5.12	Gottfredson, Brown Cross, and Connell (2010)	91
4.5.13	Snyder, Flay, Vuchinich, Acock, Washburn, Beets, and Li (2010)	91
4.6	Summary and Conclusions	92
	Annex: Characteristics of Comprehensive School Reform Programs (Cited from Borman et al., 2003)	93
	References	94
5	Opening Black Boxes of the Meta-Analyses: What Do the Underlying Studies Look like?	99
5.1	Introduction	99
5.2	Review of Results of Program Evaluations of Skill Enhancement Programs by Kautz et al. (2014)	101
5.3	Case Descriptions of Program Evaluations of SEL Programs	102
5.3.1	Evaluation of the Tools of the Mind Curriculum (Barnett et al., 2008)	102
5.3.2	Evaluations of the Promoting Alternative Thinking Skills (PATHS) Program (Greenberg, Kusché, & Riggs, 2004)	103

5.3.3	Good Behavior Game (GBG, Witvliet, van Lier, Cuijpers, & Koot, 2009)	107
5.3.4	Zippy's Friends (Holen, Waaktaar, Lervåg, & Ystgaard, 2012)	108
5.4	The UK Resilience Program (Challen, Noden, West, & Machin, 2011)	110
5.4.1	The Lessons in Character (LIC) Program (Hanson, Dietsch, & Zheng, 2012)	112
5.4.2	Comer's School Development Program Cook et al. (1999)	115
5.4.3	Positive Action (PA) Key-Reference: Snyder, Flay, Vuchinich, Washburn and Beets 2010	117
5.5	Summary	125
5.6	Discussion: How Does Social-Emotional Learning Take Effect; Interrogating Program Theories	125
	Annex: Published Instruments in Program Case Descriptions	131
	References	136
6	Measurement of Soft Skills in Education	141
6.1	Introduction	141
6.2	Criteria to Judge the Quality of Measures	142
6.3	Descriptions of Instruments Rated by the Educational Endowment Foundation (2018)	144
6.3.1	The Short Grit Scale (GRIT-S)	145
6.3.2	Multidimensional Measure of Children's Perception of Control (MMCPC)	147
6.3.3	The Self-efficacy Teacher Report Scale (SETRS)	148
6.3.4	How I Feel Questionnaire	149
6.3.5	Emotion-Regulation Rating Questionnaire for Children and Adults (ERQ-CA)	150
6.3.6	Rosenberg Self-Esteem Scale (RSES)	152
6.3.7	The Child and Youth Resilience Measure (CYRM-12)	153
6.3.8	The Children's Self-Report Social Skills Scale (CS4)	154
6.3.9	The Basic Empathy Scale (BES)	155
6.3.10	The Expression and Emotion Scale for Children (EESC)	156
6.3.11	Brief Summary	157
6.4	Description of Instruments that were Used in the Intervention Studies (see Chap. 5)	158
6.4.1	The Social Skills Rating System (SSRS), Gresham and Elliott (1990). Tools of the Mind	158
6.4.2	The Emotional Awareness Scale for Children (LEAS-C), Bajgar et al. (2005). PATH	163

6.4.3	The Empathy Index for Children and Adolescents (IECA) (Bryant’s Empathy Index), de Wied et al. (2007). PATH	165
6.4.4	Kidcope-Child Version (Holen et al., 2012). Zippy’s Friends	166
6.4.5	The Strengths and Difficulties Questionnaire (SDQ) (Goodman, 1997). Zippy’s Friends	168
6.4.6	The Teacher Child Rating Scale (T-CRS) Hightower et al. (1986) Positive Action	170
6.5	Summary of all the Instruments	172
6.6	Discussion	174
	Annex	177
	References	187
7	Meta-Analysis of Educational Interventions Addressing Conscientiousness Facets	191
7.1	Introduction	191
7.2	Method	192
7.2.1	Literature Search	192
7.2.2	Eligibility Criteria	192
7.2.3	Coding	193
7.2.4	Meta-Analysis	194
7.2.5	Combining the Effects	194
7.3	Results	197
7.3.1	Descriptives	197
7.4	Meta-Analysis Results	198
7.4.1	Summary Effect	198
7.4.2	Moderator Analysis	199
7.4.3	Long Term Effects	200
7.5	Some Examples of Effective Interventions	200
7.5.1	Two Examples of Interventions with a Cognitive Focus	201
7.5.2	Two Interventions Without a Cognitive Focus	205
7.6	Conclusions	208
	References	209
8	Recapitalization and Discussion of the Main Findings and Implications for Educational Practice, Theory and Research	213
8.1	Development of the Soft Skills Movement in Education	213
8.2	Critical Questions and Technical Challenges	215
8.2.1	Appropriateness	215
8.2.2	Conceptual Fuzziness	215

8.2.3	Tenability of Technical Assumptions Concerning Measurement and Malleability	216
8.3	The Categorization of Concepts	216
8.3.1	Social and Emotional Attributes at the Core of the Soft Skills Movement	216
8.3.2	The Meaning of Social-Emotional Learning at School	217
8.3.3	Hierarchical Ordering of Personality Concepts and Implications for Measurement and Malleability	218
8.4	The Malleability of the Big Five Personality Traits and Trait Facets; an Excursion into Psychological Research	219
8.5	Overview of the Educational Research Evidence on Malleability	220
8.6	Opening “Black Boxes”; The Content of Social-Emotional Learning Programs and Further Reflection on Their Evaluations	221
8.7	Measurement of Social and Emotional Learning Outcomes	223
8.8	A Meta-Analysis of Educational Intervention Studies Addressing Conscientiousness Aspects	225
8.9	Implications for Educational Policy and Practice, and Research	225
8.9.1	Levels of Ambition and Evidence	225
8.9.2	Practice: Special Programs or an Embedded Approach?	228
8.9.3	Implications for Research	229
8.10	Making Up the Balance: The Political Economy of the Soft Skills Movement	234
	References	235
	Epilogue	237