Chapter 5

Toward a Broader Education

Social, Emotional, and Practical Skills

Yale University
Paulo N. Lopes and Peter Salovey

SUCCESS. New York: Teachers College Press.

To be included in J. R. Zins, R. P. Westley, and H.

Correspondence concerning this chapter should be addressed

P.O. Box 20825, New Haven, CT 06520-8205.

To Peter Salovey, Department of Psychology, Yale University,

p.0.2003
Resolving conflict creatively have undergone rigorous strategies (PATHS), the Seattle Social Development Project, and encouraging programs such as promoting alternative thinking. Programs that have been rigorously evaluated, however, the overall picture is a quite optimistic, when we synthesize the evidence for some time, is still limited. The number of such programs that have been rigorously evaluated, programs can promote children’s social and emotional adjustment.

Overall, there is good evidence that well-designed SEL research in these areas has been conducted with adults, emotional, and practical interventions -- even though much of the development, we focus on the theories of attachment -- social, and emotional and research addressing children’s social and emotional development. One chapter cannot do justice to all of the theory empirically, and in this chapter, we explore some of the theoretical and practical implications of social and emotional learning (SEL). Educators to make sense of it all?

Limitations. Studies often yield mixed findings. How are goals and assumptions. Every theory has its strengths and focus on early intervention program is inspired by different social and emotional learning? What skills should one really Toward a broader education:
They should be comprehensive, multiyear programs, integrated
across academic, social, and emotional learning (CASL) have outlined
programs are effective, we should seek to implement social and
emotional learning on a wider scale, but exactly how should we
face throughout life?

to prepare children better for the challenges they are likely to
different groups of students? How can we improve these programs
Learning from experience, what approaches work best for
much should we emphasize formal instruction as compared to
one quality program over another make much of a difference? How
curricula and teaching materials is important, but does choosing
generalized across settings and situations? The quantity of

toward a broader education

2001; Westenberg & Greenberg, 1998; 
Kusche & Greenberg, 1999; Kusche & Greenberg, 1999; Abbot, 1999,

evaluations, and the results are promising (e.g., Hawkins,

3
4. There may be more common ground between educational
counter-stepwise, failing to transfer across situations.

3. The skills to be taught may be partly domain- or
not part of the list.

2. The skills listed (e.g., managing feelings) may
encourage, or depend on, a wide array of other skills, which are

1. Overall, the list is likely to represent a very broad
range of skills, and it may be difficult to address all these

several challenges:

For a domain as broad as social and emotional learning, we face
interaction skills. In drawing up any such list of key skills
attitudes and values; responsible decision making; and social
under your headings: awareness of self and others; positive
colleege (2000) that key social and emotional competencies
tenity a set of key skills to focus on, pay off and
difficulties arise, however, when researchers try to
evaluated.

community partnerships; and be systematically monitored and
with adequate, ongoing support; promote school, family, and
a broad range of skills; be undertaken by well-trained staff
supportive, and challenging classroom and school climate; teach
culturally appropriate. They should promote a caring,
should be theoretically based, as well as developmentally and

Toward a broader education
be based on conventional goals and values and an appreciation of
guide decision-making, but decisions about education must also
prepare for the future. In other words, theory and research can
adaptation in the present, but they cannot always tell us how to
world. Empirical studies may tell us what contributes to
children’s development and influence the course of events in the
our goals and values — namely how we would like to shape our
assessments are necessary subjective because they depend on
extent at least on what we think these challenges will be. Such
face in the future, then the skills emphasized depend to some
schools are to prepare children for the challenges they will
This question is tricky to have no easy answer. If

One

limited time and resources, what skills should educators focus
based hierarchy of skills. But then the question remains: given
programs, rather than to present a theoretical and empirically
intended to give readers some idea about the breadth of SEL
It may be argued that these are merely
often less than completing.
rationale for emphasizing one set of skills over another is
5. For all these reasons, the theoretical and empirical
mechanisms (e.g., enhancing intrinsic motivation).
acknowledged, as these programs may operate through similar
programs stressing different key skills than is usually

Toward a Broader Education
Intervention work.

practices from these very different times of research and
we managed effectively to integrate important ideas and
motivation for school, Ukritertity, education would be better if
practised thinking, training optimism, or situational instructional
developing social and emotional skills, enhancing creativity and
seem to be effective in promoting different goals, such as
now know about different education or intervention programs that
emotional skills, but also creative and practical abilitites. We
in schools should be broadened to encompass not only social and
in Western schools, we think the range of competencies addressed
learning and logical-abstract thinking that have been emphasized
development. This involves going beyond the type of memory-based
reach to the whole child, and promote students' balanced
proponents of social and emotional learning often seek to

Further,
guidelines outlined by CASE, and we think they should be taken
modelling, and observation. These ideas already figure among the
important learning, that is, learning through experience,
to reach a broad set of competencies, and capital\ize on
we argue that, in the absence of a clear rationale for
of their lives.

the challenges that children are likely to face over the course
Toward a Broader Education
Peer, child, and emotional adaptation and their order to sit still through class and interact with teachers and need to control emotional outbursts and impulsive reactions in sustained intellectual engagement and studying. Children also motivate for challenging pursuits, thus contributing to faciliitate control of attention and the development of intrinsic interest. For example, emotional regulation skills may important for academic achievement, both directly and social, emotional, and practical skills are likely to be SEL and academic achievement.

Schools, good teachers, and quality teacher training. We model these skills and behaviors. To do this, we need good practice, providing constructive feedback, and having teachers learning environments, creating opportunities for them to childrnen to develop such skills by constructing situations. We can help developed through personal experience and practice. They have to be learned through explicit instruction alone. They have to be thinking creatively, or developing intrinsic motivation, cannot classroom, moreover, many attributes, such as managing feelings, and we may not have time to teach them effectively in the productive adults. The number of skills involved is very large, the skills that will help children to become healthy and may not be able to teach through explicit instruction many of we also need to capitalize on informal learning because we
is woven into traditional subject matters so as to make school
academic achievement; (2) whether social and emotional learning
to depend on several factors: (1) how we define and assess
emotional learning contributes to academic achievement is likely
genetically speaking, the extent to which social and

goal of education.

social and emotional adaptation should be viewed as an essential
contribute to academic achievement. Moreover, we believe that
social and emotional adaptation to school is likely to
emotional skills and academic outcomes, we also think that
but little empirical data on the relationship between social and
body of theory and research on social and emotional adaptation,
then academic achievement. We do this because there is a large
programs in terms of social and emotional adaptation, rather

in this chapter we often discuss the benefits of SEL

1999.

academic outcomes such as school drop-out (Hawkins et al.,
and emotional adaptation is associated with bonding to school, and
assess. However, there is evidence that children's social and
skills to quantify such as attention control, which are hard to
thinking the school-based promotion of social and emotional

as far as we know, there is little empirical evidence
their motivation for learning.

bonding to prosocial peers and adults may further contribute to

Toward a Broader Education
basic dexterity, perhaps, but often could not teach them to
other traditional subjects. Parents could teach their children
basic skills such as reading, writing, and arithmetic and a few
only a few years in school, classroom instruction focused on
Three or four generations ago, most children would spend
Preparing children for the challenges ahead
ability measures of emotional and practical skills.
practical intelligence, we describe recent efforts to develop
and objectively assessed. In our discussion of emotional and
Western schools that such knowledge and skills can be easily
learning and analytical skills have been overemphasized in
areas can be tracked over the years. One of the reasons why the
competencies can be evaluated and children’s progress in these
the range of competencies addressed in schools unless these
and decision-makers will likely be wary of efforts to broaden
evaluations of academic achievement. Accountability is crucial.
achievement in school we need to incorporate such skills into
education. We need to reverse the way that we define and assess
productivity lives, this should be viewed as an essential goal of
competencies is important for children to lead healthy and
If developing social, emotional, practical, and creative
toward a broader education.
The world has changed, so have schools. Young people need to be prepared for a future where they need to develop higher order thinking skills. This puts a premium on initiative, motivation, adaptability, and self-management. All this requires that they plan ahead and actively manage their lives. Freedom they enjoy to make career and lifestyle decisions also requires they adapt to changing technology and market demands. The longer they learn a trade for life, the more consistent they learn new skills. In a society undergoing rapid change, young people need to be prepared for a future that requires them to develop social and emotional regulation. People’s capacity to establish good relationships with others, leadership, informal networks, and quality customer service now require teamwork, participate and leadership.}

Emotional regulation now requires that they develop concentration, impulse control, and time management. Children also spend many more years in school. This needs to build social and emotional resources to cope with these problems of depression, social interaction, and drug abuse. They times have changed, young people are now more exposed to social and emotional competencies. Although educators also had to enforce discipline in the classroom, they could not pay much attention to reading and writing. Toward a broader education...
existing curriculum, so as to avoid overburdening teachers and

It is possible to infuse social and emotional learning into

from traditional subject matters in order to do so. At all, and whether we should be diverting time and effort away

also question whether these skills should be taught in schools

some of the skills that are important for life. Yet they may

most people probably agree that schools are not teaching

On what skills should we focus?

useful for what really matters

indeed (Dennier & Lucas, 1999). How can we make education more

educational achievement and life satisfaction is very weak

the most successful in life. The relationship between

rest? Children who outshine others in school are not necessarily

outcomes (Herrenstein & Murray, 1994). What accounts for the

about 10% to 15% of job performance ratings and other real-world

Analytical Intelligence (i.e., IQ) seems to account for

real-life problems and unforeseen challenges.

practical and creative abilities that allow people to deal with

abstract, and critical thinking. We are neglecting the sort of

extraordinary in analytical skills, encompassing logic,

as Sternberg (1995, 1999) has argued, schooling still focuses

continues to lag behind the changes required by modern society.

thinking is replacingrote learning. Yet educational reform

disciplines, and study a greater range of subjects. Critical

Toward a broader education
Learning. We may not be able to teach all relevant skills,

The third approach is to capitalize on implicit or informa-

tively to generalize.

For acquiring knowledge and learning from feedback, are also
all domains of life. Some learning skills, through strategies
monitoring and self-reflection, are applicable to practically
skills, for example, through planning and delegation, self-
to generalize across settings and situations. Self-management
The second approach is to emphasize skills that are likely
to resonate for a particular focus is less clear.

It is to promote social and emotional adaptation, then the
community. If there are no acute problems and the general
goals, however, prevention goals are not equally salient for all
priorities, and therefore emphasize conflict resolution skills.
Consider the prevention of violent and antisocial behavior a top
emphasis on particular skills. For example, many SEL programs
The first is that specific intervention goals may entail an
there are at least three ways to approach this question.
Instruction, how should we decide on what skills to focus?
resources, we cannot address them all through explicit
are important for life that, given limited school time and
is tricky to detect from investment in others. So many skills
inflexible, however. Paying more attention to one set of skills
students with more demands on their time. Some trade-offs are
to treat psychological problems much better than we understand.

negative outcomes for children. In general, however, we know how
parental and educational practices associated with positive and
will be happy and well-adjusted. We may know a lot about
but what is the best way to educate children so that they

individually.

children to become healthy, well-adjusted, and happy
not it is stated as such, their ultimate goal is to help
merit, to help children lead more fulfilling lives. Whether or
namely, to help children lead more fulfilling lives. Whether or
prevent specific problems, many have much broader goals --
promote positive youth development, while some SEL programs aim

STILL, it would be useful to have more guidance on how to
some of the best SEL programs use all three approaches.

In teaching of traditional subject matters,

skills. We can infuse social and emotional learning into the
children develop perspective-taking and conflict resolution
problems and disputes as they arise in the classroom to help
relationships with others. We can take advantage of everyday

school atmosphere can help children to nurture positive

healthy interaction with others in a supportive environment. A healthy
discussions to provide opportunities for children to learn to

we can use teamwork, collaborative learning, and small group
through experience and practice, modeling and observation. We

Toward a Broader Education
some SEL programs effectively promote children’s social and
goals and rely on different curricula. There is evidence that
beneficial for children, even if they target somewhat different
This suggests that different programs may be effective and
may be no single best solution.
course, every approach has its strengths and weaknesses. There
different environments and at different points in the life
and disadvantages, and these may be more or less salient in
Emphasizing one set of skills over another entails advantages
from investment in others. We cannot excel at everything.
practicing, and investing more in one set of abilities may detract
Development skills in any domain requires training and
development.
and there may be many ways to promote positive youth
good life. These may be many ways to be successful in any field.
enjoyment of daily pursuits. These may be many ways to lead a
satisfaction with life, fulfillment, meaningful engagement, or
and esteem, peace and confrontation, self-acceptance,
think of a well-adjusted individual as one who experiences joy
happiness can mean different things to different people. We can
Moreover, what do we mean by happiness and adjustment?
becomes difficult to identify optimal strategies.
that can influence adjustment over the life course, that it
how to promote psychological health. There are so many factors
Towards a broader education
generally cheerful and extroverted. But this person may not be and large gatherings. Maybe you will think of somebody who is will think of someone who might thrive at parties, receptions, think of someone who has good social skills. Perhaps you together?

We could go on, but do these skills and traits really go engage in interesting conversation, plan interesting, charming, agreeable, resourceful, assertive, negotiation, ability to emotional regulation, respect for social norms, empathy, taking, communication skills, cheerfulness, sense of humor, dealing with others: emotional understanding, perspective.

Think of all the skills and traits that may be useful for social outcomes, perhaps we should incorporate these skills into coherent and interesting set of skills associated with positive sustain good relationships with others. If we can identify a good social skills, but what does it take to establish and at interacting with others, we might say that these people have we all seem to think that some people are especially adept further guidance.

and research on social, emotional, and practical skills provide that one of these approaches is better than another. Can theory emotional adjustment, but we have no strong reasons for claiming Toward a Broader Education
of social information processing, which looks at how people generalize across domains and situations is linked to the theory. Reactions (La Greca, 1993), one set of skills that seems to have a strong impact on children's peer natural settings or have a strong impact on children’s peer training in the classroom may not always translate well into other settings for training or preventing problem behaviors. However, various evaluation studies suggest that social skills training is needed effectively in contact and informal learning.

Competence through formal instruction, we have to rely on skills for social interaction, and we cannot teach all of these. Children may not ensure competence in another area if one area is not developed (Khitron & Can, 2000; Steiner & et al., 2000). Developing skills is a complex process that involves social skills are weakly correlated for young adults. Although the evidence is mixed, more than a dozen studies of social intelligence, undertaken for researchers, the attempt to define and measure social

teamwork and conflict.

Toward a broader education
Practical and creative skills

raced by children and teachers (e.g., Caplan et al., 1992). This type of training helps reduce problem behaviors, as
the best plan (Zins et al., 2000). Several studies suggest that
possible consequences of different strategies; go ahead and try
action by generating alternative solutions and evaluating
problem and their feelings about it, plan the best course of
interpersonal problems, they should stop and think, identify the
Many self programs now teach children that when faced with
the only way to deal with stressful situations, for example,
perspective, so that they continue to believe that fighting to
tend to evaluate the outcomes of their actions from a biased
strategies for dealing with interpersonal problems. They also
limited response repetitions and generate few alternative
others, even when there was no hostile intent. They tend to have
case of aggression, they tend to attract the hostile intentions to
defer and delay in the way that they detect and interpret
In particular, children prone to aggression often reveal
access.

1994.

aggressive behavior and poor social adjustment (critic a dodge,
their reply. Deficits in these skills are associated with
of course of action, then monitor and evaluate the effectiveness of
what happened, consider possible responses, choose and plan a
interpret and respond to social events. They have to analyze

17 Toward a Broader Education
In Sternberg's overarching framework, practical intelligence is more directly linked to everyday, real-life problem-solving and critical thinking. Sternberg defines intelligence as one's ability to achieve expertise. The know-how and common sense that one acquires through solving everyday, real-life problems efficiently and effectively are based on practical intelligence. Practical intelligence helps us find creative solutions for new problems, the one that our educational system tends to favor: creative intelligence. Practical intelligence helps us find creative solutions for new problems. This is not just a matter of broad domains of ability in addition to memory and practical intelligence. Practical intelligence, analytical intelligence, and practical intelligence are distinct but related. Practical intelligence is something broader than IQ. It is the theory of Sternberg (1985, 1999) that practical intelligence is a form of intelligence that is developed in every culture over the last decades. Some studies suggest that intelligence can be developed across abstract thinking skills that children learn in Western schools. IQ scores really measure an achievement at the type of logical development expertise (Sternberg, 1999). According to him, what one's socio-cultural context he views intelligence as a form of success in life, given one's personal standards, and within one's context, intelligence is one's ability to achieve expertise. Therefore, it is crucial to understand that intelligence is not just a matter of IQ scores but is a broader concept that includes practical intelligence.
Analytical, creative, and practical skills are not permanent traits, and Sternberg and his team have shown that taking that into account 

... (Sternberg et al., 2000).

Target domain-specific (Sternberg & Sternberg et al., 2000). Reformulation, and they draw upon tacit knowledge that may be 

reframed in many different ways. They offer to extract creative 
tactics in many different ways. They offer to extract creative 
contrast, practical problems are often poorly defined and can be 

tackled in many different ways. They offer to extract creative 
contrast, practical problems are often poorly defined and can be 

tackled in many different ways. They offer to extract creative.

order, and the problems allow only one correct solution. In 

order, and the problems allow only one correct solution. In 

sequential problems using abstract rules and pricniples in sequential 

variations, and allow only one solution. Students can solve these 

variations, and allow only one solution. Students can solve these 

are usually clearly specified. Our involve a limited number of 

problems, they will often face later in life. Academic problems 

train children to solve at school are very different from the 

train children to solve at school are very different from the 

so that we have trouble putting into words. The problems we 

acquire through experience, usually without thinking about it.

the concept of tacit knowledge. This is the know-how that we 

Sternberg's approach to practical intelligence focuses on 

Sternberg's approach to practical intelligence focuses on 

less attention to emotions.

Sternberg's work tends to emphasize cognitive processes and pays 

difficulty, and developing self-confidence. However,

tryouts, persistency, managing self-pity, handling personal 

tryouts, persistency, managing self-pity, handling personal 

one might also find in SEL programs: motivation, consciousness 

for promoting practical skills in schools are several units that 

among the lessons outlined by Sternberg and Grigorenko (2000) 

intelligence encompasses social and emotional competencies.
delegation and assessment of academic achievement. They are
evaluating and assessing academic achievement. Moreover, they are trying to broaden the
their program. It also makes it easier to think their program to
make it easier for educators and policy-makers to buy into
skills into existing curricula and teaching materials. This
curriculum, Sternbergs team is introducing creative and practical
instead of asking educators to teach a whole new


better than others. People who are otherwise very intelligent
Moreover, some people seem to handle feelings and emotions

option. choices without considering all the pros and cons of every
Peetings guide our everyday behavior and allow us to make.
(Darwin, 1994) Emotions tell us what we like and what to do.
Difficulty making everyday decisions and managing their lives
Emotional information has been impaired due to brain injury have
emotions. For example, people whose capacity to process
have investigated started to emphasize the adaptive value of
disturbed rational thought and decision-making. Only recently
For a long time, emotions were seen as processes that

Emotional skills
domains, cultures, and situations.
do not know to what extent these abilities generalize across
skills to focus on for different abilities. Moreover, we still
pay little attention to emotions and does not specifically what sub-
applied to social and emotional learning. However, there work
ideas about creative and practical skills could also be usually
competences taught in school should be broadened. Many of their
Steinberg’s team has done a lot to show that the range of
continuing basics.
that children’s progress in these areas can be evaluated on a
developing tests of creative and practical ability to ensure

Toward a broader education
International Society of Emotion Researchers, or a normative society that gathers those of a sample of experts from an
organization and social interaction. Answers on the MSCEIT can be
regarded as a test of self-thinking processes, and managing emotions for purposes of self-emotional dynamics, integrating emotional information with other
expressions of emotion, understanding blends of emotions and
This test involves various tasks, including decoding facial
mayer, salovey, and caruso emotional intelligence test (MSCEIT).
assess emotional abilities without relying on self-report: the
mayer, salovey, and caruso (2001) developed a test to

Salovey, 1997). A

type of intelligence, and developing with age (Mayer, Caruso, a
set of information-processing abilities, distinct from other
suggests that these skills represent a coherent and interrelated
people to process and interpret emotional information. Evidence
functional view of emotions, they focused on skills that allow
emotions (see also mayer & salovey, 1997). Inspired by this
understanding emotions, using emotions in thought, and managing
intelligence encompassing our basic abilities: perceiving and
Salovey and mayer (1990) posited a theory of emotional

come across as inappropriate.

politicizations can lose elections because their emotional reactions
into account their own and other people's feelings. brighter
sometimes make disastrous decisions because they fail to take
toward a broader education.
In insurance company's customer claims teams, emotional
salutivity, 2003; Jopes, Safoley, & Peers, 2002). Among teachers of
Salutivity, a strong, in press; Jopes, Netzek, Schott, Selkin, &
and academic intelligence were statistically correlated (Jopes,
emotional characteristics, even when basic personality traits
interactions, and peer nominations for positive social and
friends and parents, the self-perceived quality of daily social
with the self-reported quality of relationships with both
2000). College students' scores on the MSQI were associated
being (Brackett & Mayer, in press; Carrozza, Chan, & Carpent,
reported empathy, relationship quality, and psychological well-
2002). Among college students, it was related to higher self-
referred behavior (Rubin, 1999). Among teenagers, it was linked
to less tobacco and alcohol consumption (Trimmend & Johnson,
prosocial behavior. Aversion for elementary- and middle-school children is
adults, a version for elementary- and middle-school children is
caruso, a strong, in press). Although this test was designed for
Mayer, Safoley, Caruso, A Jopes's, 2001; Salutivity, Mayer,
similar results, and the test has been shown to be reliable
sample of several thousand people. The two scoring methods yielded
Toward a Broader Education
intelligence was linked to higher manager ratings of effectiveness and higher team performance (Rice, 1999). Emotional abilities are also likely to be important for academic achievement (see Salovey & Sluyter, 1997). For example, perceiving emotions may be important for artistic expression and writing, as well as interpreting literature and works of art. Using emotions to facilitate thinking may help students to decide what activities to focus on, depending on how they feel. It may be easier to write a creative essay if one is feeling cheerful, because positive moods enhance divergent thinking and imagination. Negative moods may facilitate careful attention to detail and be more suitable for doing geometry proofs, for example. Understanding emotional vocabulary and emotional dynamics helps children to develop a good command of language and analyze the characters and plot of a novel. The ability to manage emotions may help students to handle anxiety-arousing situations, such as taking tests or starting creative projects. Solid evidence that emotional skills are associated with social adaptation comes from research with children, involving a variety of different assessment tools. In a large number of studies, children's abilities to read emotions in faces, understand emotional vocabulary, and regulate their emotions were related to different academic achievement. However, we do not yet have strong evidence linking emotional intelligence and academic achievement.
To determine if emotional intelligence is truly important,
emotional adaption used the term to designate very broad conceptions of social and
skilts, motivational and other factors. Other authors have also
was vastly expanded to include personality traits, societal
learning programs. In Goleman's writing, however, the concept
and contributed to the growing interest in social and emotional
emotional intelligence gained popularity through Goleman's
adaption (Greenberg, Kusche & Riggs, in this volume).
indicate that training emotional skilts contributes to societal
intervention programs that emphasize emotional competence
within schools (Kagan, 1998). Furthermore, evaluations of
predetermined to become inadapted and any grow up to be inadaptively
In fact, about one-third of the children who seem temperamentally
cope with, and compensate for, their temperamentual destinations.
certainty stable. Over the years, however, children can learn to
generally drive temperamentual destinations, which tend to be
people's capacity for emotional regulation may be linked to

2001; Saulnt, 1999).

Philippot, A. Custer, 1991; Halders, Denham, A. Dunsmore,
reviews see P伸びker, Papers, Cuthbert, A. Reiser, 2000; Delsen, P
adaptation, as read by peers, parents, and teachers for
toward a broader education
greater impact. Using appropriate teaching materials greatly
program of educational reform, school-wide changes may have far
whether their schools adopt new curricula or endorse a given
teachers can enrich classroom instruction regardless of
Teaching social and emotional skills
situations, but not others.

Some people may control anger or anxiety quite well in some
strategies may be more appropriate in some contexts than others.
should vary according to culture and context. Particular coping
importance everywhere, the way they are applied or expressed
need to keep in mind that although basic emotional skills may be
In drawing implications from this type of research, we also
programs of social and emotional learning.

to determine to what extent they should be emphasized in
suggest that they are important, but further research is needed
quantities that all programs seek to address. Available evidence
emotional intelligence are only a subset of the skills and
Caruso, 2000). The skills subsumed by this definition of
social and emotional competence and adaptation (Mayer, Salovey &
information, as outlined above, from broader conceptualizations of
describing a set of skills for processing emotional
new name, we therefore distinguish emotional intelligence.
functioning to show that we are not confusing old ideas with a
we need to distinguish it from other dimensions of psychological

toward a broader education
with social and emotional learning than others. Children take on new challenges. Some educators may feel less comfortable teaching these students or describing problems, may be reluctant to take action on a stressful situation.

Before taking action, ask students to think about different angles, and think things through at a problem from different angles, and think things through. They can then choose to breathe deeply, take responsibility for their emotions, listen to others, and respect other people's experience. They can encourage children to express and discuss groups for children to learn to interact with others through discussion.

Promote teamwork, group projects, and small discussion groups. Human nature, people's feelings, and emotional reactions. They can promote teamwork, group projects, and small discussion groups. Children can use literature or history classes, essays, and art projects, or even sports, to discuss and emotional regulation. Teachers can use literature or history.

Modelling or practicing negotiation skills, perspective-taking, and conflicts and arguments may be particularly fruitful for teachers. For example, teachers can use everyday situations that arise in the classroom, or in the schoolyard, as opportunities to promote a richer understanding of social and emotional competencies in their classrooms, even if changing educational perspectives, teachers can start to address a broader range of perspectives, and colleagues make it easier to implement changes.

Facilitates teachers' work, support from school administrators,
to help children become well-adjusted and productive adults.

Achievement. Integrating these two approaches may be a good way
attributes may enhance children's interest in learning and school
promoting a balanced mix of analytical, creative, and practical
adaptation and bonding to school. There is also evidence that
that self programs can promote children's social and emotional
range of competencies addressed in schools. There is evidence
likely to face in a fast-changing society, we should broaden the
In order to prepare children for the challenges they are

Conclusion

appreciation of the complexity of human nature.

help our youth to relate to others by promoting a deeper
response flexibly to the demands of the moment. Ideally, we would
children's repertoire of skills, and enhance their capacity to
skills over and over again, we should strive to expand
children and circumstances. More than drifting a limited set of
that we try. There are no simple formulas to be applied to all
challenges that we face. Helping children
the greatest challenges that we face in life, helping children
managing our emotions, and relating to others, are among

Fast changes.

children to develop new habits and skills, we should not expect
hard to change. It takes a lot of training and practice for
emotional reactions and coping habits may be deeply engrained and
can have tremendous impact.

Intervention programs. In the long run, however, small changes
expect to see dramatic changes from educational reform or
contribute to social and emotional adaptation, we should not
critically develop and the vast array of competencies that
children’s lives. Given all the factors that impact upon
or changing the way they teach, teachers can help to improve
character and questions and doubts. By adopting better curricula,
life course. However, educators should not wait for research to
social, emotional, and practical skills for adaptation over the
future research will certainly the importance of specific
one quality program or another.

Training is likely to be more important than choosing between
investing in good schools, good teachers, and quality teacher
the higher goal of investing in quality education. In the end,
issues of program content, as this may inadvertently undermine
concerns. We should avoid focusing public debate too much on
programs are most effective and for what purposes, groups, and
development. We do not know exactly what components of different
There may be many ways of promoting positive youth

29 Toward a Broader Education
References


102.


115.


**Journal of Consulting and Clinical Psychology**, 60, 56-68.


**Emotional intelligence and social psychology. Personality and Social Psychology Bulletin.**


Toward a Broader Education...


of pedagogy & adolescent medicine, 153, 226-34.

behaviors by strengthening protection during childhood, Archives

of adolescent health-risk


Halberstadt, A. & Bertham, S. A. & Dunsmore, J. C.

Educational Psychology, 27, 167-208.

Three settings, three samples, three syllabi. Comprehensive school-based tests of the triarchic theory of intelligence:


Educators (pp. 3-31). New York: Basic Books.


Emotional intelligence meets traditional standards for an emotion trait, in J. D. Mayer, D. R. Caruso, 


Social networks: Unpublished data, Yale University.


Psychotherapy: Where do we go from here? Journal of Clinical Child

La Greca, A. M. (1993). Social skills training with

(pp. 140-163). New York: Teachers College Press.

Learning and the elementary school child: A guide for educators

emotional distress, in J. Cohen (Ed.), Social emotional

classroom: Promoting emotional literacy and attachment


University Press.
York: Guilford.


School psychologists.

That work (pp. 71-99) Washington, DC: National Association of
Promoting school success: Strategies and programs.

Children, In K., M., Minke & C. Bear (Eds.), Preventing school
Problems--Promoting school success: Strategies and programs
R. P. (2000). Preventing social and emotional competence in
Children. J. B. Elias, M. J. Greenberg, M. T. & Weisberg,

Handbook of child psychology: Vol. 4. Child psychology in
Community, M. Greenberg, M. T. (1998). School and

p. 105.

alcohol use, personality and individual differences. 32, 95.
between emotional intelligence and early adolescent tobacco and
Educational Psychology, 90, 374-384.
Teaching, 11, 457-468.
Journal of
Improving reading instruction: The hierarchical model. Educational
Toward a broader education.
be sent to peter.salo@yale.edu. Electronic mail may
20820, New Haven, Connecticut 06520-8205. Department of Psychology, Yale University, P.O. Box
Laboratory of Psychology, Yale University, P.O. Box
(correspondence concerning this article should be addressed
the Department of Psychology, Yale University, P.O. Box
Center, and the Donganque Women's Health Investigator
National Institute of Mental Health
The National Cancer Institute (RO1-CA68427), and the Department of Psychiatry, University of Connecticut.
Roger M. Westberg, Andrees Xenachis, and Joseph Zins.
Cheryl Chinly, Lee, Helen Loes, David Plazeko, Robert
Dreier drafted this chapter. Kathryn Bates, Cory Head, Linda
We thank the following individuals for their comments on
Author Notes
7 Toward a Broader Education