

MOTIVATING THE SEL FIELD FORWARD THROUGH EQUITY

Edited by Nicholas Yoder
and Alexandra Skoog-Hoffman

ADVANCES IN MOTIVATION
AND ACHIEVEMENT

VOLUME 21

MOTIVATING THE SEL FIELD FORWARD THROUGH EQUITY

ADVANCES IN MOTIVATION AND ACHIEVEMENT

Series Editors: Stuart A. Karabenick and Timothy C. Urdan

Series Editor for Volumes 1–15: Martin L. Maehr

Recent Volumes:

- Volume 10: Advances in Motivation and Achievement Edited by Martin L. Maehr and Paul R. Pintrich
- Volume 11: The Role of Context: Contextual Influences on Motivation Edited By Timothy C. Urdan
- Volume 12: New Directions in Measures and Methods Edited by Paul R. Pintrich and Martin L. Maehr
- Volume 13: Motivating Students, Improving Schools: The Legacy of Carol Midgley Edited by Paul R. Pintrich and Martin L. Maehr
- Volume 14: Motivation and Religion Edited by Martin L. Maehr and Stuart A. Karabenick
- Volume 15: Social Psychological Perspectives Edited by Martin L. Maehr, Stuart A. Karabenick and Timothy C. Urdan
- Volume 16A: The Decade Ahead: Theoretical Perspectives on Motivation and Achievement Edited by Stuart A. Karabenick and Timothy C. Urdan
- Volume 16B: The Decade Ahead: Theoretical Perspectives on Motivation and Achievement Edited by Stuart A. Karabenick and Timothy C. Urdan
- Volume 17: Transitions across Schools and Cultures Edited by Stuart A. Karabenick and Timothy C. Urdan
- Volume 18: Motivational Interventions Edited by Stuart A. Karabenick and Timothy C. Urdan
- Volume 19: Recent Developments in Neuroscience: Research on Human Motivation Edited By Sung-Il Kim, Johnmarshall Reeve and Mimi Bong
- Volume 20: Motivation in Education at a Time of Global Change: Theory, Research, and Implications for Practice Edited by: Eleftheria N. Gonida and Marina Serra Lemos

ADVANCES IN MOTIVATION AND ACHIEVEMENT
VOLUME 21

MOTIVATING THE SELF FIELD FORWARD THROUGH EQUITY

EDITED BY

NICHOLAS YODER

National University, USA

And

ALEXANDRA SKOOG-HOFFMAN

*Collaborative for Academic, Social, and Emotional Learning,
USA*



United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2022

Copyright © 2022 by Emerald Publishing Limited

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80043-465-3 (Print)

ISBN: 978-1-80043-464-6 (Online)

ISBN: 978-1-80043-466-0 (Epub)

ISSN: 0749-7423 (Series)



Certificate Number 1985
ISO 14001

ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.



INVESTOR IN PEOPLE

We dedicate this volume in memory of Drs. Stuart Karabenick and Roger Weissberg, leaders in the fields of motivation and social and emotional learning, respectively, and mentors to us all.

This page intentionally left blank

CONTENTS

About the Editors ix

About the Contributors xi

Introduction: Motivating the SEL Field Forward through Equity 1

Nicholas Yoder and Alexandra Skoog-Hoffman

SECTION 1 MOTIVATION AND SEL

What Is the Role of Motivation in Social and Emotional Learning? 23

Stephen R. Getty, Kenneth E. Barron and Chris S. Hulleman

Motivation Theory and Its Yields for Promoting Students’ Social and Emotional Competence 43

Rebecca J. Collie

A Self-determination Theory Perspective on Social and Emotional Learning 61

Vanessa Kurdi, Mireille Joussemet and Geneviève A. Mageau

Teachers as Prosocial Leaders Promoting Social and Emotional Learning 79

Patricia A. Jennings, Tara L. Hofkens, Summer S. Braun, Pamela Y. Nicholas-Hoff, Helen H. Min and Karime Cameron

SECTION 2 EQUITY AND SEL

Integrating Culturally Relevant Pedagogy with Teacher Social and Emotional Competencies and Capacities Training to Support Racially Minoritized Students 99

Kamilah B. Legette, Elan C. Hope, Johari Harris and Charity Brown Griffin

**Implementing SEL with an Equity Lens: The Role of “Stretching”
in Teachers’ Practice** 113

*Enid M. Rosario-Ramos, Deborah Rivas-Drake and
Robert J. Jagers*

**Increasing Disciplinary Equity by Teaching Neutralizing Routines
to Teachers and Students** 127

María Reina Santiago-Rosario and Kent McIntosh

**Making Social and Emotional Learning Programs Relevant for
Latino Youth of Immigration: The Role of Cultural Adaptations** 143

Sara Castro-Olivo, Jessica Furrer and Nicholas Yoder

**Advancing Equity through Culturally Responsive Social
Emotional Education: Addressing International Student
Integration** 159

Tara Madden-Dent

**SECTION 3 RESEARCH-PRACTICE
PARTNERSHIPS**

**The Motivating Affordances of Research-Practice Partnerships
for Examining Equity-Based Social and Emotional Learning
Instruction** 179

*Gina McGovern, Colin Ackerman, Deborah Rivas-Drake,
Alexandra Skoog-Hoffman, Enid M. Rosario-Ramos and Robert
J. Jagers*

**Engaging in a Bidirectional Partnership to Support an Expanded
Definition of Student Success** 197

Katie H. Buckley and Lindsey Minder

**Engaging in Equitable SEL: How Researchers and Practitioners
Can Work Together to Expand Learning in Out-of-School Time** 213

Jessy Newman

**From Legislation to a Community Vision: Engaging Diverse
Stakeholders in Developing Statewide SEL Guidance** 229

Julie Petrokubi and Sarah Pierce

Index 245

ABOUT THE EDITORS

Nicholas Yoder, PhD, is the Senior Director of Research and Professional Learning for Harmony SEL and Inspire Teaching & Learning at National University. He oversees the development of a system of support for effective SEL implementation in schools and afterschool programs. Dr. Yoder leads the research agenda at Harmony, collaborating with districts, schools, and other research organizations to identify the effectiveness of the program and ways in which data can be used for continuous improvement. He also partners with other leading SEL organizations focused on promoting a federal, state, and district SEL policy agenda. Prior to Harmony, Dr. Yoder was the Director of Policy and Practice at the Collaborative for Academic, Social, and Emotional Learning (CASEL), a senior technical assistant consultant at the American Institutes for Research. Dr. Yoder earned his doctoral degree in education and psychology from the University of Michigan. He is a former Chicago Public Schools educator, instructional coach for novice teachers in the Detroit area, and a preservice instructor. Nick is passionate about creating an educational system – from federal efforts to classroom practice – that meets the needs of all students and prepares them to be successful in college, career, and life.

Alexandra Skoog-Hoffman, PhD, is the Director of Research-Practice Partnerships at the Collaborative for Academic, Social, and Emotional Learning (CASEL). She directs key practice-focused research initiatives designed to support and scale the processes and impacts of high-quality SEL implementation in partner states, districts, schools, and communities. Dr. Skoog-Hoffman leads the design and enactment of district-level continuous improvement technical assistance efforts at CASEL. In her role, she manages the CASEL Guide to Effective Social Emotional Learning Programs, a systematic framework to identify and rate well-designed, evidence-based SEL programs. Prior to CASEL, Dr. Skoog-Hoffman was a district consultant at TNTP, a field instructor for novice teachers at the University of Michigan, and a ninth-grade English teacher in the District of Columbia Public Schools. She earned her doctoral degree in education and psychology from the University of Michigan.

This page intentionally left blank

ABOUT THE CONTRIBUTORS

Colin Ackerman, PhD, is a Research Associate at the Collaborative for Academic, Social, and Emotional Learning (CASEL) where he supports the research-practice partnership and curriculum review teams. His research interests include participatory methods, SEL in digital spaces, identity formation in digital spaces, public pedagogy, and the role of technology in the ecosystem of the K12 classroom. Colin's work has been published in the *Journal of the History of Childhood and Youth*, the *Journal of Children and Media*, and various book chapters in edited volumes. Prior to pursuing a career in research, he taught early elementary in Metro Nashville Public Schools. Colin earned his BA in Mass Communication from Miami University, his MEd in Curriculum and Instruction from Lipscomb University, and his PhD in Media Studies from University of Colorado, Boulder. He currently lives in Chicago with his wife, daughter, and two dogs.

Kenneth E. Barron, PhD, is a Professor of Psychology at James Madison University where he coordinates the Motivation Research Institute and serves as a faculty affiliate with the Center for Faculty Innovation. He also is a faculty fellow partner with Motivate Lab at the University of Virginia. He received his BA from Bucknell University in 1990 and PhD in Social and Personality Psychology from the University of Wisconsin–Madison in 1999.

Summer S. Braun, PhD, is currently an Assistant Professor of Psychology at the University of Alabama. She earned her PhD in Human Development and Family Studies at The Pennsylvania State University, where her training motivated her to consider development in context. Her research centers on schools as a particularly important context for children's development. Specifically, her program of research aims to understand the associations between teachers' occupational health and well-being and their students' social, emotional, and behavioral development using a variety of methodological approaches. Her work bridges research and practice by studying interventions designed to support the well-being of teachers and students, such as mindfulness-based wellness programs.

Charity Brown Griffin, PhD, is an Assistant Professor in the Department of Psychological Sciences at Winston-Salem State University. She earned a BA in Psychology from the University of North Carolina, Chapel Hill, and an MA and a PhD in School Psychology from the University of South Carolina. After completing her graduate training, Dr. Griffin served children and families through her practice as a Nationally Certified School Psychologist and she is also

a Licensed Psychologist. Dr. Griffin's research program examines cultural and contextual factors that contribute to Black youths' development. Her work integrates principles from multiple disciplines (school psychology; developmental psychology; education) to elucidate how Black youths' experiences with race-related processes in schools and communities influence educational and psychological outcomes. Her research on topics, including racial identity, racial socialization, racial discrimination, school racial climate, and school engagement, has been published in popular media outlets such as PBS Kids for Parents and *Successful Black Parenting* magazine and peer-reviewed journals such as *Psychology in the Schools*, *Journal of Black Psychology*, *Journal of Child and Family Studies*, *Journal of Applied School Psychology*, *Sex Roles*, and others.

Katie H. Buckley, EdD, joined Teach for America in 2021 as a Senior Managing Director/Senior Research Scientist of Social and Emotional Learning (SEL). In her role, she oversees research and evaluation related to social-emotional development of students and educators. She has deep expertise in measurement, impact, and strategies related to SEL and equitable school environments. Dr. Buckley's work is driven by the belief that rigorous research needs to be translated to practice in order to drive authentic change that will reduce inequitable outcomes and create learning environments where all students can thrive. She received her doctorate in Quantitative Policy Analysis in Education from Harvard University and her master's degree in Public Policy from Georgetown University. Prior to joining TFA, she worked at Transforming Education, Education Development Center, Abt Associates, The Center for Assessment, and the Center for Education Policy Research at Harvard. She currently lives in Massachusetts with her husband and two daughters.

Karime Cameron, Psy.S., MEd, is a Research Associate at the University of Virginia's Center for Advanced Study of Teaching and Learning, at the School of Education and Human Development. She received her Master of Education in Educational Psychology and Developmental Applied Science at the University of Virginia. She provides critical management on projects that seek to support teachers' well-being and students' social and emotional learning. Karime was born in Colombia, South America, where she worked as a Clinical Child Psychologist and designed a mindfulness-based program for children undergoing psychological therapy. Karime has worked on both small-scale, laboratory-based interventions, and large-scale randomized controlled trial interventions that aim to promote curiosity, self-regulation, and learning. In her most recent positions, she has contributed to study designs, overseen data collection, and provided data management, among other responsibilities. Karime is interested in early child development, and social and emotional development in young children.

Sara Castro-Olivo, PhD, NCSP, LSSP, is an Associate Professor of School Psychology in the Educational Psychology Department at Texas A&M University. Dr. Castro-Olivo received her doctorate in School Psychology from the University of Oregon and was an active member of the Oregon Resiliency Project (ORP) lab directed by Dr. Kenneth Merrell. Dr. Castro-Olivo has worked with

immigrant populations for over 20 years as a health educator, parent and social skills trainer, school psychologist, and consultant. Dr. Castro-Olivo moved to the United States from El Salvador when she was a freshman in high school. She entered the US schools as a “newcomer” English Language Learner (ELL). This experience marked her desire to advocate and develop resilience-building programs for immigrant youth and families. She has conducted research in Oregon, California, and Texas to validate cultural adaptations of existing evidence-based school-based interventions.

Rebecca J. Collie, PhD, is a Scientia Associate Professor of Educational Psychology in the School of Education at the University of New South Wales, Sydney, Australia. Rebecca conducts research in the broad areas of motivation, well-being, and social-emotional development using quantitative research methods. Rebecca has published over 70 peer-reviewed journal articles and book chapters, along with a recently published coedited book, *Social and Emotional Learning in Australia and the Asia-Pacific*. Broadly speaking, her research aims to identify how to best support and promote social, emotional, and academic/occupational thriving among students and teachers. She is Associate Editor of *Journal of Educational Psychology* and a Consulting Editor of *Educational Psychology*. Previously, Rebecca worked as an Elementary School Teacher in Melbourne. She completed her Doctoral Studies at the University of British Columbia.

Jessica Furrer, MEd, is a Doctoral Student in the School Psychology Program at Texas A&M University. She has worked as a Bilingual Teacher for newcomer high school students in highly diverse school districts. Hearing the unique stories her students shared with her motivated her to pursue her doctorate in school psychology. She hopes to help improve the provision of mental health services for LYOI students across the country. Her research focuses on the social-emotional and academic needs of students with limited and interrupted education.

Stephen R. Getty, PhD, is the Director of the Quantitative Reasoning Center at Colorado College, Colorado Springs, Colorado. He has a BS in Geology from University of Notre Dame, an MS in Geological Sciences from Brown University, and a PhD in Geological Sciences from Brown University. He teaches a variety of courses, and works with instructors on curriculum design and professional development.

Johari Harris, PhD, is a Research Assistant Professor at the University of Virginia. She examines how social identities, specifically race and gender, along with cultural values systems, like Afro-centric values, influence Black adolescents’ social-emotional competencies. Her research is grounded in intersectionality, developmental psychology, and social psychology theories. She has developed and implemented culturally responsive curriculums and conducted qualitative,

quantitative, and mixed-method studies with Black American and Black South African middle and high school students. Ultimately, she believes the best way to support Black adolescents' positive youth development is through a strength-based, multileveled approach which builds off their cultural backgrounds and keeps their voices at the forefront of the conversation.

Tara L. Hofkens, PhD, is a Research Assistant Professor in the School of Education and Human Development at the University of Virginia. Dr. Hofkens has a PhD in Learning Science and Policy and a Master of Science in Applied Child Developmental Psychology Research from the University of Pittsburgh. Her research program examines how the social and emotional processes that underlie student engagement in learning contribute to income-based disparities in educational attainment and psychological well-being. Specifically, she applies her background in child development, adult-child interactions, and stress physiology to study engagement in classroom learning, and how teacher-student relationships and interactions contribute to educational trajectories and well-being from early childhood through adolescence.

Elan C. Hope, PhD, is an Associate Professor in the Department of Psychology at North Carolina State University and Director of the Hope Lab. Dr. Hope is a native of Prince George's County, Maryland, and earned her Bachelor's degree in Psychology from Smith College and her PhD in Education and Psychology from the University of Michigan. Following graduate school, Dr. Hope completed her postdoctoral research (sponsored by the William T. Grant Foundation) in Comparative Human Development at the University of Chicago. Dr. Hope takes an assets-based approach to investigate individual and community factors that promote well-being for adolescents and emerging adults who face racism and racial discrimination. In the Hope Lab, research is deeply rooted in the belief that while there are common developmental experiences among racially marginalized youth, individual differences and contextual variation require a deep exploration of diverse pathways to success and well-being. In recent work, Dr. Hope uses both qualitative and quantitative methods to examine racial identity, critical consciousness, and racial socialization, in relation to youth activism, education, and health. Dr. Hope is also an Associate Editor at the *Journal of Adolescent Research* and was recently named a University Scholar at NC State University.

Chris S. Hulleman, PhD, is an Associate Professor of Education, Psychology, and Public Policy at the University of Virginia. He is also the Founder and Director of the Motivate Lab, which collaborates with educational practitioners to ameliorate systemic racism and inequality. His team develops and tests changes in educational practice that support the motivation of students from historically marginalized backgrounds in education. He received his BA from Central College (Iowa) in 1993 and his PhD in Social and Personality Psychology from the University of Wisconsin-Madison in 2007. Prior to his career in Psychology, he spent six years as a Teacher, Coach, and Social Worker in Iowa.

Robert J. Jagers, PhD, is CASEL's Vice President of Research. Prior to joining CASEL, he was a faculty member in the Combined Program in Education and Psychology at the University of Michigan, a Co-PI of the Center for the Study of Black Youth in Context (CSBYC), and the founding director of Wolverine Pathways, a university-sponsored diversity pipeline program for qualified secondary school students. Among his various CASEL duties, Dr. Jagers is leading work with partner districts to explore how social and emotional learning can be leveraged to promote equitable learning environments and equitable developmental outcomes for students from historically underserved groups. He has a particular interest in participatory approaches to SEL research and practice and their implications for the civic development of children and youth.

Patricia A. Jennings, MEd, PhD, is an internationally recognized leader in the fields of social and emotional learning and mindfulness in education and Professor of Education at the School of Education and Human Development at the University of Virginia. Her research places a specific emphasis on teacher stress and how it impacts the social and emotional context of the classroom, as articulated in her highly cited theoretical article "The Prosocial Classroom." Dr. Jennings led the team that developed CARE, a mindfulness-based professional development program shown to significantly improve teacher well-being, classroom interactions, and student engagement in the largest randomized controlled trial of a mindfulness-based intervention designed to address teacher stress. She is currently Principal Investigator of Project CATALYZE, a study that will examine whether CARE enhances the effectiveness of a social and emotional learning curriculum. She is a coauthor of *Flourish: The Compassionate Schools Project* curriculum, an integrated social and emotional learning, health, and physical education program. She is the author of numerous peer-reviewed journal articles and chapters and several books including *Mindfulness in the Pre-K-5 Classroom: Helping Students Stress Less and Learn More*, part of Social and Emotional Learning Solutions, a book series by WW Norton of which she is editor.

Mireille Joussemet, PhD, is a Professor at the Université de Montréal, licensed Psychologist, and Coleader of the How-to project, which evaluates the efficacy of the parenting program *How to talk so kids will listen & how to listen so kids will talk*. Her research program focuses on children's basic psychological need for self-determination and how significant adults (mostly parents) can satisfy (vs. thwart) that need. Her studies focus on autonomy support and its effects on child socioemotional development and well-being.

Vanessa Kurdi, PhD, is a licensed Psychologist and a Postdoctoral Research Fellow funded by the *Fonds de Recherche du Québec – Société et Culture (FRQSC)* at the University of Reading. Her research focuses on how teachers and parents support children's basic psychological needs and motivation under the self-determination theory. Her current projects specifically investigate the impact of teacher empathy on student motivation and well-being in class.

Kamilah B. Legette, PhD, is an NICHD-T₃₂ Postdoctoral Fellow at the Frank Porter Graham Child Development Institute at the University of North Carolina at Chapel Hill and will transition to an Assistant Professor position at the University of Denver in Fall 2021. Her interdisciplinary research investigates individual and institutional racial biases in teachers and schools and their impact on Black youth academic performance and identity development as well as the implications of these biases on teachers' curricular placement and discipline decisions. The goal of this work is to inform effective interventions, school policy changes, and teacher preparation programs to optimize healthy development in racially minoritized youth. Her previous degrees include an MA in Counselor Education from UNC-Charlotte (2011) and a BA in Psychology from Spelman College (2006). Dr. Legette is also a 2019–2021 AERA-SRCD Middle Childhood Fellow and a 2021 Promising Scholar with the Foundation for Child Development.

Tara Madden-Dent, PhD, is a Culturally Responsive Social, Emotional, and Academic Development (SEAD) Specialist. She previously taught at the University of Nevada, Reno, while finishing her PhD in Educational Leadership and researching evidence-based practices to develop culturally responsive social-emotional competencies in youth and adults. Afterward, Dr. Madden-Dent taught and conducted her research in China, Japan, Poland, South Korea, and through virtual platforms before guiding the development of a Global Programs Department at Sierra Nevada University. Later, as a SEAD Specialist, consulting for the Nevada Department of Education, Dr. Madden-Dent trained thousands of PreK–grade 12 educators while developing the nation's first ever SEAD Center, an interactive virtual support system and professional learning platform for educators.

Geneviève A. Mageau, PhD, is a Professor at the Université de Montréal, and Coleader of the How-to Project, which evaluates the parenting program *How to talk so kids will listen & how to listen so kids will talk*. Her recent work focuses on the definition, determinants, and outcomes of autonomy support in hierarchical relationships (mainly parent–child interactions), with an emphasis on the interplay of autonomy support and structure across domains of socialization.

Gina McGovern, PhD, is an Assistant Professor of Human Development and Family Studies at Central Michigan University. She studies the effective practices of adults who work with youth, especially those that support the development of youth's social-emotional skills and ethnic-racial identity. Her goal is to improve the quality of experiences that youth have in programs by supporting adults to develop skills, attitudes, and practices that enhance their work. She received her PhD in Human Development and Family Studies from the University of Illinois at Urbana-Champaign. She also holds a Master's Degree in Education Policy from the University of Pennsylvania and a Bachelor's Degree in Sociology from Mary Washington College. Her applied experience includes managing product development, performance reporting, and research initiatives at the David P. Weikart Center for Youth Program Quality and serving for five years as a Middle School Math Teacher.

Kent McIntosh, PhD, is the Philip H. Knight Chair of Special Education at the University of Oregon and Director of Educational and Community Supports, a research unit in the College of Education. He is Co-Director of the *Center on Positive Behavioral Interventions and Supports* and Lead of the Center's Equity Workgroup, as well as a Founding Member of the PBIS-SCP Canada Network and a member of the Board of Directors of the Association for Positive Behavior Support. His current research focuses on implementation and sustainability of school-based interventions, increasing racial equity in school discipline, and integrated academic and behavior support.

Helen H. Min, M.S.Ed., is a PhD Candidate in Curriculum and Instruction at the University of Virginia's School of Education and Human Development. She received her Master of Science in Secondary Education from Johns Hopkins University. Her research interests include understanding the impact of trauma on learning, assessing the influence of empathy-based stress (e.g., secondary traumatic stress, vicarious trauma, compassion fatigue) on teachers, and evaluating trauma-sensitive pedagogy. Helen is currently the Principal Investigator of an exploratory sequential mixed methods study on stress, trauma, and teaching during the COVID-19 pandemic, which seeks to understand how the pandemic is impacting teachers' well-being, their ability to teach, and their perceptions of student well-being and learning.

Lindsey Minder, MS, CCLS, is an Independent Consultant focused on creating holistic educational experiences at the classroom, school, and system level. After over a decade in the classroom, she has deep experience and expertise in strategies and systems that support students' holistic growth, as well as, a strong commitment to the social-emotional development and well-being of school-based staff. Through her current work she collaborates with school leaders and partner organizations across the country on ways to integrate social-emotional learning into all elements of school models. Lindsey is dual certified in Elementary and Special Education, holds a BA in Psychology from Marist College, a Masters Degree in Child and Family Studies from Wheelock College and is trained as a yoga and mindfulness teacher. Most recently Lindsey was a Lead Partner at Transforming Education. Prior to that role she worked as the Director of Social Emotional Learning at Codman Academy where she was also a founding teacher. She also taught at Dorchester Collegiate Academy and The Fayerweather Street School and was a Certified Child Life Specialist at Boston Children's Hospital and Albany Medical Center. Lindsey currently lives in Boston, Massachusetts.

Jessy Newman, MA, is a Senior Researcher at the American Institutes for Research (AIR), where she leads a portfolio of work focused on youth development and family engagement. Ms. Newman directs multiple applied research and evaluation initiatives in collaboration with a variety of national, state, and local entities. Her work is primarily focused on whole child learning and development across the many settings where young people develop, including during out-of-school time and in other informal learning settings. Ms. Newman provides ongoing consultation, evaluation materials, and professional development resources focused on SEL and youth development with youth-serving programs

and intermediary organizations and has collaborated with the Kauffman Foundation, Alliance for a Healthier Generation, Higher Achievement, National AfterSchool Association, NatureBridge, YMCA of the USA, and Every Hour Counts. She is the coauthor of the field-friendly resources (including AIR's [Beyond the Bell® Toolkit](#), and the *Ready to Assess* and *Ready to Implement* toolkits), and has authored multiple briefs (such as the National AfterSchool Association's resource, [SEL to the Core](#)), chapters, and presentations that cover SEL, youth development, and out-of-school time. Ms. Newman is driven by her work in translating research and evaluation into practice and then using practice to drive research and evaluation.

Pamela Y. Nicholas-Hoff, MEd, is a PhD Candidate in the Department of Curriculum, Instruction, and Special Education in the University of Virginia's School of Education and Human Development. Her research focuses on mindfulness in teaching and learning. In particular, Pam studies the effect of mindfulness-, compassion-, equity-, and social justice-based practices on implicit bias within educators. Her goal is to design a scalable, school-wide professional development and social-emotional learning program that can be utilized to reduce teacher stress and burnout, improve teacher-student relationships, and eliminate discipline disparities for marginalized students. Pam currently serves on the Compassionate Schools Project research team. She is also a certified Cultivating Awareness and Resilience in Education (CARE) facilitator and provides mindfulness training sessions for educators in the Charlottesville City Public School District. Prior to beginning her Doctoral Program, she taught middle school and university students interested in entering the fields of Education and Sports Management.

Julie Petrokubi, PhD, is a Senior Advisor at Education Northwest working with diverse partners to promote equitable learning environments in schools and communities. She facilitates collaborative inquiry on social, emotional, and civic development in a variety of settings. Her expertise includes expanded learning programs, school-community partnership, and systems-level change. Recent research-practice partnerships investigated efforts to scale innovative practices related to social and emotional learning, family engagement, and project-based learning. An experienced facilitator, she also leads adult learning and technical assistance on issues such as youth empowerment, collective impact, and equity in social emotional learning. Dr. Petrokubi earned an interdisciplinary doctorate in youth, organization, and community development from the University of Wisconsin-Madison, where she studied youth-adult partnership in community-based organizations and local government. For over 15 years she served as a Program Director and Internal Evaluator with community-based youth development organizations.

Sarah Pierce is a Senior Advisor at Education Northwest who focuses on ensuring all students have access to a quality education through system-wide school supports. As a National Board-Certified Educator, she promotes a solid foundation of literacy and the integration of math and other content areas. Her

background in school turnaround includes instructional coaching and leadership support, data-driven results, social and emotional learning, trauma-informed practices, and culturally responsive pedagogy at the school, district, and state levels. She coleads a cross-state research practice partnership, Tribal Educators Alliance, focused on the use of culturally relevant data and evidence to promote academic and community success for Native students. Pierce currently leads and supports multiple projects to develop SEL competencies, resources, assessment practices, and educator trainings for states, districts, and schools.

Deborah Rivas-Drake, PhD, is a Professor of Education and Psychology at the University of Michigan. The overarching goal of her work is to illuminate promising practices that disrupt racism and xenophobia and help set diverse young people on trajectories of positive contribution to their schools and communities. She is currently the Principal Investigator of the School and Community Pathways to Engagement (SCoPE) project, which explores the connections between social-emotional learning, ethnic-racial assets, and civic/sociopolitical development in early adolescence. In addition to her academic publications, she has lent her expertise more broadly by collaborating with school leaders and district policymakers to develop translational activities for educators; in writings and webinars for parents and educators; and by consulting on race and ethnicity issues in youth for the Collaborative on Academic, Social, and Emotional Learning (CASEL), Sesame Workshop, and Committee for Children, among others.

Enid M. Rosario-Ramos, PhD, is an Assistant Professor of Educational Studies at the University of Michigan. Her scholarship is concerned with understanding and addressing historical legacies of educational injustice, with a particular interest in the ways in which young people challenge and disrupt those injustices through their development of critical consciousness and their participation in civic engagement activities. She is currently a Coprincipal Investigator of the School and Community Pathways to Engagement Project, a research project that studies the intersections between social and emotional learning instruction, identity development, and civic engagement. Dr. Rosario-Ramos teaches courses on Literacy Education, Latinx Education, and Education for Social Justice.

Maria R. Santiago-Rosario, PhD, is a Postdoctoral Research Associate at Educational and Community Supports, a research unit at the University of Oregon. She currently serves on two IES-funded projects focused on equity in school discipline and universal prevention. Her research focuses on teacher expectations of student outcomes, racial equity in school discipline, and measuring culturally responsive classroom management. She is also an implementation partner providing technical assistance to school districts and school-level teams on effective classroom behavior management and strategic planning for school discipline equity through the OSEP-funded National TA Center on PBIS.

This page intentionally left blank

INTRODUCTION: MOTIVATING THE SEL FIELD FORWARD THROUGH EQUITY

Nicholas Yoder and Alexandra Skoog-Hoffman

ABSTRACT

*The need for social and emotional learning (SEL) has never been so clear. The growing understanding of its benefits has been made more evident by the stronger focus of state, district, and school leaders, educators, and families to leverage SEL as a strategy to promote emotional well-being, to combat systemic and interpersonal inequities, and to engage students in positive learning environments. With this urgency to use SEL practices, now is the time to ensure a focus on creating environments and experiences that promote social and emotional development and deepening understanding of the motivational factors that promote student and adult success. Motivation researchers have been studying the motivational elements – and associated interventions – that better equip youth and adults to engage in their learning environments, suggesting the importance that the two fields learn with and from each other. The introductory chapter of the volume, *Motivating the SEL Field Forward Through Equity*, explores the intersections and accelerators of the two fields to create optimal learning environments and experiences for all youth. Specifically, we provide a high-level overview of the two fields, including ways each field takes into account personal development in relation to context and culture. We further explore ways in which the two fields intersect, elevating the importance of understanding the role of equity and excellence in research and practice. We then focus on one approach that we believe elevates equity of voice in research – research–practice partnerships. Finally, we highlight how this volume is organized.*

Motivating the SEL Field Forward Through Equity
Advances in Motivation and Achievement, Volume 21, 1–19
Copyright © 2022 by Emerald Publishing Limited
All rights of reproduction in any form reserved
ISSN: 0749-7423/doi:[10.1108/S0749-742320210000021001](https://doi.org/10.1108/S0749-742320210000021001)

Keywords: Social and emotional learning; equity; motivation; research–practice partnerships; equitable environments; interventions; contextual differences

INTRODUCTION

The coronavirus pandemic, along with global civil unrest, have further illuminated the systemic and interpersonal inequities that exist in our society. Given the tumultuous times that we currently find ourselves in, now more than ever, social and emotional learning (SEL), and, more generally, relationships and partnerships are needed to navigate our continued healing and reimagining of the contexts and environments that our youth (and adults that serve them) find themselves in. SEL offers a way to support youth and adults during this unprecedented time. However, SEL alone cannot solve the issues of our time. SEL researchers and practitioners can learn with and from others. A related field that can provide insights into how and when educators use SEL practices, and how students develop and use their skills is that of motivation. Motivation research and in practice provide insights and solutions into what drives individuals to engage and how they engage within their contexts. Now is the time to ensure we focus on creating environments and opportunities that promote youth's social and emotional development and deepen our understanding of the motivational factors that promote both student and adult success.

The purpose of this volume is to share a critical understanding of the role of SEL as a lever for creating equitable learning environments and the competencies individuals need to be successful in school, workforce, and life. To do this, we seek to more deeply understand some of the motivational factors of individuals and how they connect to more equitable SEL practices. We also attempt to understand strategies that partner researchers and practitioners together to further SEL implementation quality with all students, leading to students who are more empathetic and caring, deepen their understanding of who they are, and strive to form meaningful relationships with others.

We thus titled this Handbook *Motivating the SEL Field Forward Through Equity*. We wanted to bridge two important fields grounded in the psychological and sociological experiences of youth, particularly understanding how the fields can ultimately work together to combat educational inequities. We organized the volume into three sections, each with the goal of exploring the intersections between motivation, SEL, and equity, while offering a unique lens and focus. In the first section, researchers explore the intersection of motivation and SEL. They discuss the implications motivation theories and interventions have for the development of social and emotional competencies and experiences for adults and youth, particularly those who have been most marginalized. In the second section, researchers explore strategies to create programs and practices designed to use SEL as a lever for equity and excellence and discuss motivational drivers and effects of this work. In the final section, researchers use a specific research methodology – research–practice partnerships – to explore the intersections of SEL, motivation, and equity.

This introductory chapter mirrors the organization of the Handbook. We first explore the two fields of motivation and SEL and their intersections. We then explore the need to ensure that equity and excellence is at the center of motivation and SEL work. This is followed by an overview of research–practice partnerships. We close this chapter with a high-level overview of the chapters with the hope that readers recognize the call to action across chapters to deepen collaborations among researchers and practitioners to promote the development of competencies and environments that motivate youth and adults to combat the inequities around them.

OVERVIEW OF TWO FIELDS

Two fields – social and emotional learning (SEL) and motivation – have researched the conditions that promote the knowledge, skills (cognitive, affective, and social), and attitudes and beliefs youth need to be successful in the multiple environments they live. Unfortunately, researchers and practitioners have rarely integrated motivational drivers and SEL competencies within research studies or within interventions to better understand student growth. For example, in the recent *Handbook of Social and Emotional Learning* (2015), scholars only explicitly referenced motivation four times (What Is the Role of Motivation in Social and Emotional Learning?), albeit they explore multiple motivational constructs throughout the handbook (e.g., self-concept, self-efficacy, self-regulation and self-determination). It is thus time to begin to synergize the knowledge garnered by both motivation and SEL researchers and practitioners to propel our understanding of youth development and of practice, which is the first goal of this volume. In this section, we provide an overview of each field and begin to explore their intersections.

Social and Emotional Learning

Although the Collaborative for Academic, Social, and Emotional Learning (CASEL) defined the term “social and emotional learning” over 25 years ago, researchers, practitioners, and policymakers have focused on principles of SEL for decades, recognizing the intersections between the cognitive, affective, social, emotional, physical, and mental development of students (Osher et al., 2016). CASEL updated the definition of SEL to advance the belief that SEL is a teaching and learning process influenced by internal and external factors, and elevates equity, culture, and systemic SEL as central to the holistic development of young people and adults. CASEL’s recently updated definition states that:

SEL is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and

ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contributions to safe, healthy, and just communities. (CASEL, 2020a, p. 1)

While CASEL defines SEL as a process for an interrelated set of competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), other scholars have different definitions of SEL and associated competencies (see Table 1 for competencies within example frameworks). Another common framework is emotional intelligence, which is one’s ability to understand one’s own and others’ feelings, monitor those feelings, and use them as a guide for how one thinks and acts (Bracket, Rivers, & Salovey, 2011; Salovey & Mayer, 1990). In his model of emotional intelligence, Goleman (1995) identified five competencies, including knowing one’s emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. The Foundations for Young Adult Success provides a developmental framework that discusses the developmental experiences that young people need from early childhood to young adulthood that will set them up for success in life. Within those experiences, Nagaoka and colleagues define four foundational competencies young people need within their environments that are malleable and which educators can help intentionally develop. The competencies intersect cognitive and “noncognitive skills” and include self-regulation, knowledge and skills, values, and mindsets (Nagaoka, Farrington, Ehrlich, & Heath, 2015).

Although the example frameworks noted above are only a small subset of the current SEL frameworks that exist (Berg, Nolan, Yoder, Osher, & Mart, 2019), each framework consists of a combination of emotional, social, and cognitive competencies needed for learning, development, and life success (EASEL Lab, 2020). Even with the diverse and complicated field (Jones & Doolittle, 2017), SEL has a robust research literature that demonstrates meaningful changes in student outcomes (for example, Durlak, Weissberg, Dymnicki, Taylor, & Schellinger,

Table 1. Example Social and Emotional Learning (SEL) Frameworks.

	Example Framework ^a		
	CASEL Core Competencies	Emotional Intelligence	Foundations for Young Adult Success
Number of skills/competencies	Five	Five	Four
Intrapersonal skills/competencies	Self-awareness Self-management	Knowing one’s emotions Managing emotions Motivating oneself	Self-regulation Knowledge and skills Values Mindsets
Interpersonal skills/competencies	Social awareness Relationship skills	Recognizing emotions in others Handling relationships	
Other skills/competencies	Responsible decision-making		

^aFor more detailed information about SEL frameworks, see Berg, Osher, Same, Nolan, Benson, and Jacobs (2017).

2011; Mahoney et al., 2020; Taylor, Oberle, Durlak, & Weissberg, 2017), as well as adult outcomes (Jones, Greenberg, & Crowley, 2015). The literature demonstrates that multiple approaches exist to promote social and emotional development (i.e., explicit skill instruction, academic integration, and supports to promote positive learning environments; NC-SEAD, 2018), and that educators can use multiple strategies within their SEL instruction (e.g., storybooks; participatory, play-based peer activities; interactive games; hands-on activities; and role-plays and discussions; Jones, Brush, et al., 2017). Recent research has elevated the importance of systemic SEL and embedding principles of SEL across the education system, inclusive of SEL for adults (Mahoney et al., 2020).

Although a robust research base exists, SEL continues to explore the optimal environments that afford all students the ability to thrive. A second goal for this volume is to extend pieces of the SEL efforts referenced – and elevate theoretical, empirical, and practical examples of the intersection of social and emotional development, motivation, and equity. In the next section, we provide a high-level overview of key motivational theories.

Motivation Theory

Researchers have attempted to understand the motives or underlying mechanisms that drive behavior for decades. Through their work, researchers have created models of motivation that tap into multiple levels of motivational influence, for example through understanding motivation in the context of neuroscience; cognitive processing; social, affective, and personality psychology; and person by environmental interactions (Braver et al., 2014). It is beyond the scope of this introductory chapter to provide an overview of the long history of motivation research. However, we highlight components across motivational theories that we believe are relevant to the current volume on SEL, motivation, and equity. Specifically, we discuss motivation in the context of internal psychological processes, and context and culture.

In Pintrich's (2003) seminal article on motivation science, he outlines seven core questions for future research in motivation research (see Exhibit 1). The first three questions focus on understanding the internal psychological process (and will be the focus here). The first question, "what do students want?", discusses motivation as fulfilling individuals' central needs. For example, in self-

What do students want? What motivates students in classrooms? How do students get what they want? Do students know what they want or what motivates them? How does motivation lead to cognition and cognition to motivation? How does motivation change and develop? What is the role of context and culture?

*Questions come from Pintrich (p.1, 2003).

Exhibit 1. Pintrich's Seven Substantive Questions for Motivational Science.
Source: Questions come from Pintrich (2003, p. 1).

determination theory (SDT), central needs include competence, autonomy, and belonging (Motivation Theory and Its Yields for Promoting Students' Social and Emotional Competence; A Self-determination Theory Perspective on Social and Emotional Learning), while theories of self-worth indicate that an individual's central need is to feel personal value. In his second question, "what motivates students in classrooms?", Pintrich discusses social-cognitive models of motivation that highlight the multidimensionality of motivation that is both situational and domain specific. For example, in expectancy-value-cost motivation, individuals are driven by the intersection of the degree to which they believe they will attain an outcome, how much they value an object, and how much effort it will take to achieve (What Is the Role of Motivation in Social and Emotional Learning?). Achievement goal theory explores the intersection of goal orientation and goal valence. Goal orientation refers to whether goal setting is motivated by mastery goals (focused on learning) or performance goals (focused on competence) (Midgley, Kaplan, & Middleton, 2001), while goal valence examines whether goals are reached via "approach" (being driven to accomplish a task) or "avoidance" (avoiding a specific outcome). Relatedly, beliefs about self (self-efficacy and competence beliefs; Marsh et al., 2019), and beliefs about learning (growth mindset vs. fixed mindset; Dweck, 2017) are motivational drivers that can guide individuals toward action or hinder persistence on tasks. In his third question, Pintrich asks, "how do students get what they want?" One approach to understanding student action is social-cognitive theory of self-regulation. Self-regulation describes the degree to which individuals set, monitor, and evaluate their goals, which is influenced by an individual's self-efficacy, goal orientations, and intrinsic interests (Bandura, 1991), and attempts to understand the intersection between emotions, cognition, motivation, and behavior as one directs behavior toward goals.

Pintrich's final question, "what is the role of context and culture [in motivation]?", elevates that motivation influences and is influenced by the lived experiences of individuals, inclusive of their environments and cultures (Pintrich, 2003; Schunk, Meece, & Pintrich, 2014). For students in classrooms, for example, the classroom context and educator practices influence student motivation and engagement in tasks (Urduan & Schoenfelder, 2006). However, it is important to recognize that motivation research and theories are historically based on Western cultures and assume motivation is internal to the person. This is not always the case; other theories of motivation assume that motivation may be driven more by interpersonal relationships and interaction, reflective of Eastern cultures (Plaut & Markus, 2005). For example, some achievement goal theory and self-determination researchers have taken a cross-cultural approach to understand whether the meaning of goals is similar across cultures (Shogren, 2011; Urduan & Kaplan, 2020), while expectancy-value-costs researchers have found that curricular materials that align with the cultural values of the student population have additive value (What Is the Role of Motivation in Social and Emotional Learning?). Researchers have also sought to understand how stereotypes and perceptions of stereotypes influence motivation. For example, Steele and Aronson (1995) introduced stereotype threat as a motivational mechanism for

individuals from marginalized groups (particularly people of color), in which they are driven to not conform to a negative stereotype of their group. Both subtle and explicit cues in the environment can activate stereotype threat, while at the same time people can enact strategies to mitigate the effects of stereotype threat (Rydell, Van Loo, & Boucher, 2017).

Intersection between SEL and Motivation Theory

The motivation and SEL fields are comprehensive and multifaceted. Each field includes frameworks that integrate affect, cognition, environment, and culture. In a review of models of emotional intelligence, for example, Mayer, Salovey, and Caruso (2000) state that emotions are one of three *fundamental classes of mental operations* along with cognition and motivation. They further note that the interaction between emotion, cognition, and motivation, along with environmental conditions, influence individual thoughts, behaviors, and social interactions. Given the complexity of understanding the core competencies by motivational drivers by environment and culture, researchers have developed and tested multiple theoretical models, interventions, and programs to understand human behavior (Durlak et al., 2011; Karabenick & Urdan, 2014). Next, we discuss some of the similarities and differences across motivation and SEL discussed throughout this volume, including the important role of learning and development within both fields.

Motivation and SEL use similar theoretical frameworks, such as social learning theory, social cognitive theories, and ecological theory, which elevate (to differing degrees) the intersection of cognition, affect, and the environment in describing human behavior (Alderman, 1999; Bracket, Elbertson, & Rivers, 2015). At times, this leads motivation and SEL researchers to study similar concepts. For example, researchers from both fields focus on understanding the role of self-regulation and self-regulatory learning (Osher et al., 2016). Self-regulation contains multiple components that relate to and promote self-management, including organizational skills, goal setting, and monitoring (Alderman, 1999). Similarly, beliefs and attitudes about self, learning, and others are incorporated in both fields, such as self-efficacy, growth mindset, self-concept, and identity. Within motivation theories, beliefs are typically studied in their respective theoretical frameworks, and at times researching how differing beliefs interact to influence behavior. Within SEL frameworks, however, beliefs are a piece of a broader concept or competency. For example, growth mindset, self-concept, and identity fall within the core competency of self-awareness. In other words, SEL organizes a set of skills, attitudes, and knowledge within a competency, whereas motivation research often focuses on specific and focused psychological constructs. Given the more nuanced research in motivational theories, oftentimes, SEL researchers leverage the learning garnered from motivational researchers and apply them to their programs and interventions.

Across theoretical frameworks in motivation and SEL, one principle remains relatively constant – motivation and social and emotional competencies are not inherent to individuals, but rather develop through skillful teaching and learning,

and authentic engagement in safe and supportive learning environments across multiple contexts (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2019; Osher et al., 2016). Motivational and SEL researchers and practitioners have taken great strides to create programs and interventions to improve student motivational and SEL outcomes, and ultimately academic achievement (Durlak et al., 2011; Karabenick & Urdan, 2014). SEL can come in the form of programs or SEL curriculum that focus on specific skills through explicit instruction (Durlak et al., 2011), a set of practices that can embed SEL within content instruction and interactions in classrooms (Yoder, 2014), practices that require educators to “stretch” or help students identify, understand, and address social injustices (Implementing SEL with an Equity Lens: The Role of “Stretching” in Teachers’ Practice), “kernels” or mini-interventions that target specific social and emotional competencies (Jones, Bailey, Brush, & Khan, 2017), among other approaches. Motivation researchers, on the other hand, typically do not implement specific curriculum or programs, but offer short- and long-term interventions to help shift student and adult motivation in classrooms (Karabenick & Urdan, 2014).

Regardless of scope, researchers suggest that motivation and social and emotional competencies can change when educators use specific tasks or instructional moves in the classroom (Alderman, 1999; Darling-Hammond et al., 2019), and educators focus on their own social and emotional competencies and capacities (Teachers as Prosocial Leaders Promoting Social and Emotional Learning). For example, Yoder (2014) identified 10 teaching practices that promote social, emotional, and academic development (e.g., warmth and support, cooperative learning, and balanced instruction) that can also influence student motivation when implemented through a culturally responsive lens (Yoder, Conner, Martinez-Black, & Ressel, 2021). Similarly, researchers and practitioners in both fields promote active forms of instruction, such as inquiry-based instruction, that allow students to learn in authentic learning contexts guided by student interests, background knowledge, and cultures (Darling-Hammond et al., 2019). The approach taken is guided by the intervention’s identified theoretical framework that identifies core mechanisms of change for students and adults (Rimm-Kaufman & Hulleman, 2015).

Understanding the application of motivational and SEL frameworks and interventions is particularly important now as we attempt to understand the impact of the pandemic, protests against racial inequities, and ever-increasing economic disparities. Motivational and SEL advocates recognize that these situational contexts influence student and adult motivation and development, and that motivation and social and emotional competencies influence individuals’ capacities to change and thrive in their current environments (Gonida & Lemos, 2019). Through this recognition, researchers and practitioners are aware that students are not the “problem” or have a “deficit” but rather all youth have strengths to build upon, even in the face of adversity. As society moves forward, educators and system leaders need the knowledge, tools, and resources to create positive environments that help students feel safe, secure, and supported; and provide explicit opportunities for students to develop and apply their social