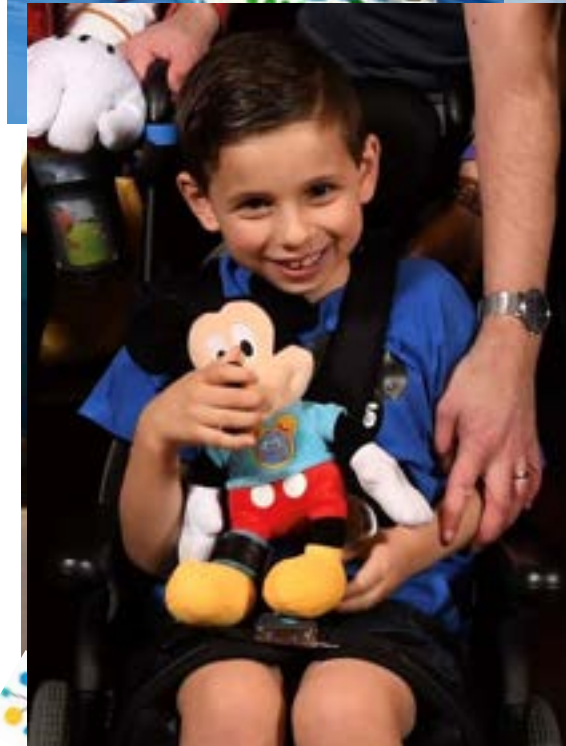


The Emotions of Inclusion: Supporting Our Children and Families to Belong

Christina Cipriano, Ph.D.

*Keynote Address for the Boston College Campus School Conference
November 2022*





learn more @ pmsf.org
#phelanlucky #smilesformiles

[Learn more at ycei.org](https://www.ycei.org)

what are emotions?

Social and emotional learning

what
is
SEL?

An interrelated set of cognitive, affective, and behavioral **skills that underscore the capacity to learn**, develop and maintain mutually supportive relationships, and be healthy, physically and psychologically.



1994!

\$640,000,000.

#EmotionsMatter

2019

- ✓ 87% of Principals
- ✓ 39 States

2020 and 2021
Nearly ALL
states

Let's talk about SEL

Google “SEL” in 2022

951 million results!

If You Thought CRT Was Bad, Consider the Impact of SEL

Schools Face Fears of 'Critical Race Theory' as They Scale Up Social-Emotional Learning

Opposition to social-emotional learning provokes calls to engage community, address false claims

In 'social-emotional learning,' right sees more critical race theory

'Social Emotional Learning' Becomes Latest Battleground in School Curriculums

Opinion: SEL doesn't have to be a classroom culture war

Social and emotional learning is the latest flashpoint in the education wars

Educators say SEL is intended to help kids cope with problems and succeed in school, but angry parents don't see it that way



what is SEL?



www.casel.org

Which? All? For Whom?
#EmotionsMatter In
How? Why? Equity?

To
educate
all ~~the whole~~ children
we need to
start with **SEL**.

The narrative of **students with learning differences** and their education and treatment in our society is one of

profound intersectionality –



**race, class, gender,
ethnicity,
sexuality, &
disability**

interact to create
overlapping and
interdependent systems
of disadvantage.

#EmotionsMatter

more than ever!

Changing
Surging Management
MY **#EmotionsMatter!** A
Chronic

Let's check in.

Scale 1-4, how helpful has SEL been to you these past 2 years?

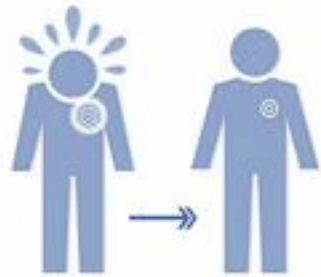
- 1** not helpful
- 2** sometimes helpful
- 3** helpful
- 4** very helpful

The possibility
and promise
of SEL

all For students

Students who participate in SEL programs

More likely to have anxiety than general education peers!



Have less anxiety.



Are more attentive and less hyperactive in school.

Frayed attention at scale

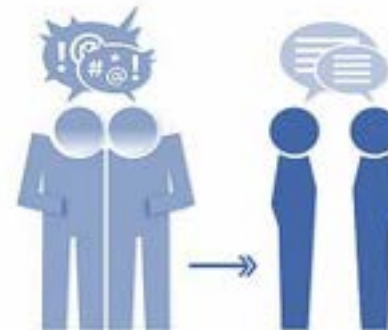
1/3 of students

Lowest performing students and least likely to graduate!



Perform better academically.

Slip and slide

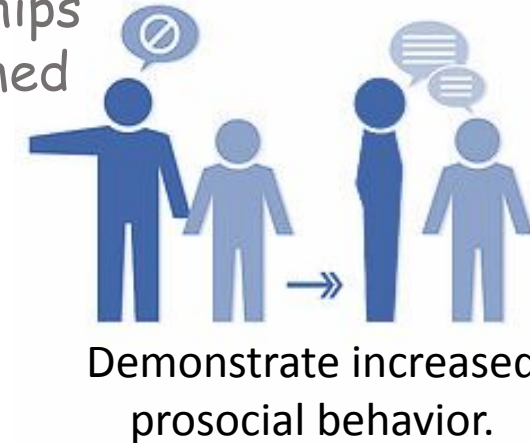


Are less aggressive.

Higher placement in special education!

all For classrooms

Classrooms who participate in SEL programs

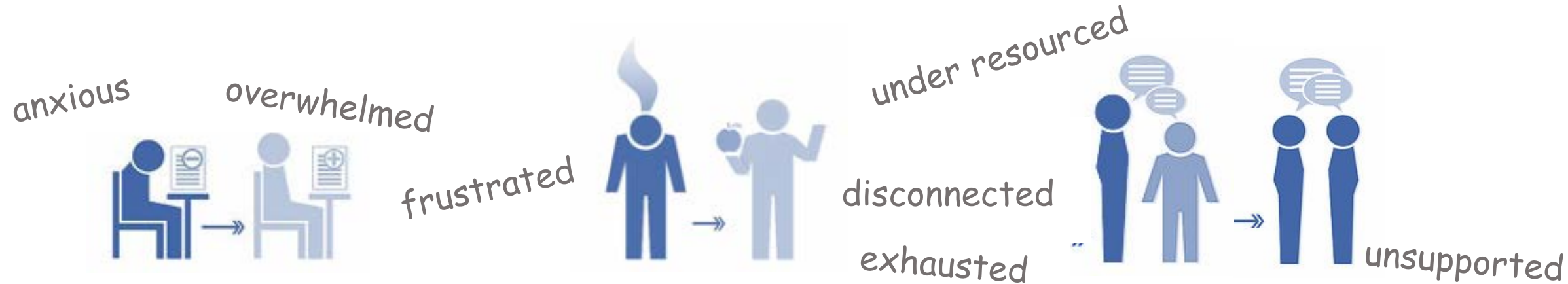


Prosociality is necessary!

Classrooms serving students with learning differences report less student engagement, lower quality teacher-student relationships, and lower instances of prosocial classrooms than general education classrooms!

all For teachers

Teachers who participate in SEL programs demonstrate



I feel like I'm on an island

I need more time to work

*The ability to work 24 hours a day-
that what it feels like its going to
take.*

*Many students see me as the safe person to
express their feelings and frustrations to*

*It's like packing for a vacation wh
you don't know the weather*

sooner!

Overgeneralization =
underrepresentation

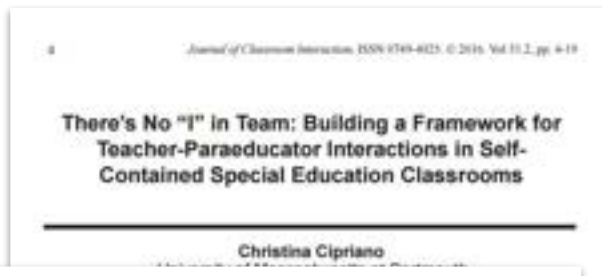
WHERE are
ALL children
in the WHOLE child movement?

#MeasurementMatters




You can't have
**Evidence-Based
Practice** without
EVIDENCE.

We ~~should~~ can and will
do ~~Something.~~ More.
Better.
Everything.



Manuscript

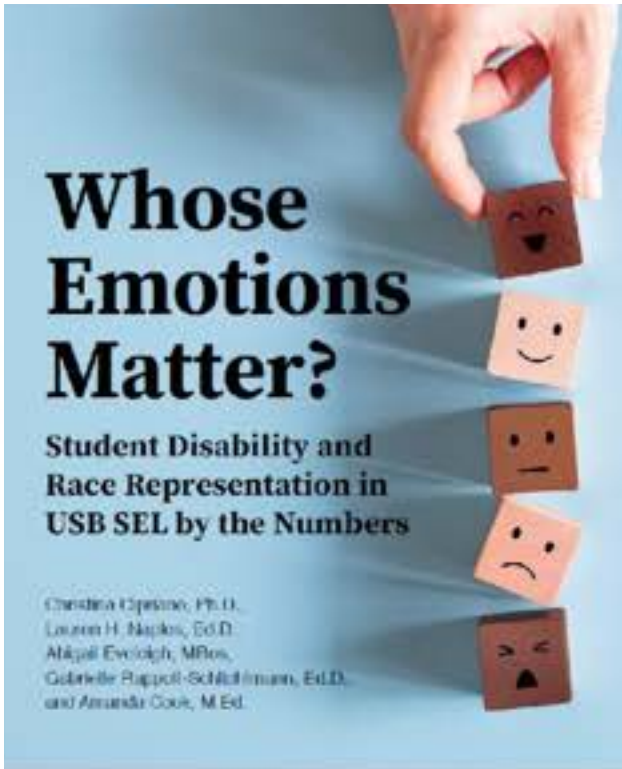
A Systematic Review of Student Disability and Race Representation in Universal School-Based Social and Emotional Learning Interventions for Elementary School Students

Christina Cipriano , Lauren H. Naples, Abigail Eveleigh¹, Amanda Cook², Melissa Funaro³, Colleen Cassidy, Michael F. McCarthy⁴, and Gabrielle Rappolt-Schlichtmann⁵

Abstract

The authors present a systematic review of elementary school universal school-based (USB) social and emotional learning (SEL) interventions from 2008 through 2020 for two groups of minoritized students in education research and practice: students with disabilities and/or minoritized racial identities. Completed in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses standards, in this review the authors identified 269 studies for inclusion, which reflected 107 USB SEL interventions. Eleven studies explicitly excluded students with disabilities. Studies varied widely in how disability and racial identity were categorized within and across studies and provided limited evidence of effectiveness through the use of subgroup analyses to support meaningful assessment of how students with disabilities and racially minoritized elementary school age students are benefiting from USB SEL interventions. The authors discuss the limitations of findings, education research best practices, and the minimum reporting standards necessary to ensure ability and racially minoritized youth representation in future USB SEL research.



The Washington Post



Whose Emotions Matter?

Student Disability and Race Representation in USB SEL by the Numbers

Christina Cipriano, Ph.D.,
Lauren H. Naples, Ed.D.,
Abigail Eveleigh, M.Ed.,
Gabrielle Rappolt-Schlichtmann, Ed.D.,
and Amanda Cook, M.Ed.

EdTogether   



OUR UNIQUE IDENTITIES

INTERSECTIONAL
gender, race, disability, and how it all impacts your experience

VARIED
"I have a sister who is disabled and she's a different person than I am"

DYNAMIC
My identity is constantly changing as I experience the world, and that's a good thing!

Disability
Race
Gender

Disability
Race
Gender

Disability
Race
Gender

Disability
Race
Gender

EDUCATION WEEK

Yale Center for Emotional Intelligence

Learn more at ycei.org



Three opportunities for families and educators

opportunity 1:

Emotions are information

The MIGHTY



Phelan-McDermid Syndrome (22q13 Deletion Syndrome)

I Wish We Didn't Have to Fight So Hard for Our Kids With Disabilities

Christina Cipriano • Follow
January 25, 2019

"And now, you fight." These were the first words spoken to us by our son's diagnosing developmental psychologist when he received a diagnosis of autism in a diagnosis the same developmental clinic had told us he was 18 months earlier. A diagnosis that explained enough *for now*.



The MIGHTY



Autism Spectrum Disorder

This Is the Place Where Disability Inclusion Starts

Christina Cipriano • Follow
September 11, 2019

To the woman behind me in line at the checkout,

We all have places to be. But as I watch you watch our clerk move through order, I wish you could see what I see.

The MIGHTY



Phelan-McDermid Syndrome (22q13 Deletion Syndrome)

Why It's Time to Fix a System That Fails to Meet the Needs of Our Children With Disabilities

Christina Cipriano • Follow
April 10, 2019

I waited 27 minutes on a line at the registry of motor vehicle (RMV) Friday morning to be told they could not process our 6-year-old son's approval for a



opportunity 2:



There is no
“right”
way to feel

opportunity 3:

Inclusion is an

activity

that requires all
of us



1. How do you want to feel?
2. What behaviors will support these feelings?



Thank you!

Learn more about
my research @
drchriscip.com
ycei.org

 [@drchriscip](https://twitter.com/drchriscip)

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