



THE ASPEN INSTITUTE



**NATIONAL COMMISSION
ON SOCIAL, EMOTIONAL, &
ACADEMIC DEVELOPMENT**

Extended Reading List

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Purpose

The following is a list of readings for those that wish to take a deep dive into the field of social, emotional, and academic development. Commission staff will continue to expand and refine the list throughout the life of the Commission in order to maintain a “living library” of research. At present, the readings are organized into nine topic areas: (1) Overview of SEAD; (2) Impact on Academic Achievement; (3) Impact on Career Outcomes; (4) Impact on Lifelong Well-Being & Health; (5) Return on Investment; (6) Policy; (7) Practice; (8) Frameworks; and (9) Measurement.

Overview of SEAD

1. [Making Whole-Child Education the Norm: How Research and Policy Initiatives Can Make Social and Emotional Skills a Focal Point of Children’s Education](#) – Economic Policy Institute (2016)
2. [Outcomes Beyond Test Scores – What is Social-Emotional Learning? Preparing Students for School and Life Success](#) – Capella, Blair, & Aber (2016)
3. [Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century](#) – National Research Council (2012)
4. [Fostering and Measuring Skills: Improving Cognitive and Non-Cognitive Skills to Promote Lifetime Success](#) – Organization for Economic Cooperation and Development, Kautz et al. (2014)
5. [Foundations for Young Adult Success: A Developmental Framework](#) – Nagaoka et al. (2015)
6. [Academic Learning + Social-Emotional Learning = National Priority](#) – Weissberg & Cascarino (2013)
7. [Transforming Students’ Lives with Social and Emotional Learning](#) – Brackett & Rivers (2014)
8. [Equal Opportunity for Deeper Learning – Noguera, Darling-Hammond, & Friedlander](#) (2015)
9. [Schools That Develop Children](#) – Comer (2001)
10. [Culture and Ethnicity in Social, Emotional, and Academic Development](#) – Barbarin (2002)
11. [School Climate: Research, Policy, Practice, and Teacher Education](#) – Cohen, McCabe, Michelli, & Pickeral (2009)
12. [We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education](#) – Immordino-Yang & Damasio (2011)
13. [Rethinking How Students Succeed](#) – Franham, Fernando, Perigo, Brosman, & Tough (2015)

Impact on Academic Achievement

1. [The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions](#) – Durlak et al., Child Development (2011)
2. [Teaching Adolescents to Become Learners. The Role of Noncognitive Factors in Shaping School Performance: A critical Literature Review](#) – Consortium on Chicago School Research, (2014)
3. [A Meta-Analysis of After-School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents](#) – Durlak, Weissberg, & Pachan (2010)et al. (2012)
4. [Grit: Perseverance and Passion for Long-Term Goals](#) – Duckworth et al. (2007)
5. [Self-Discipline Outdoes IQ in Predicting Academic Performance of Adolescents](#) – Duckworth & Seligman (2005)
6. [Academic Tenacity: Mindsets and Skills that Promote Long-Term Learning](#) – Dweck, Walton, & Cohen (2014)

7. [Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention](#) – Blackwell, Trzesniewski, & Dweck (2007)
8. [Mindsets that Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed](#) – Yeager & Dweck (2012)

Impact on Career Outcomes

1. [Workforce Connection: Key “Soft Skills” that Foster Youth Workforce Success: Toward a Consensus Across Fields](#) – Child Trends, Lippman et al. (2015)
2. [Closing America’s Skills Gap: A Business Roundtable Vision and Action Plan](#) – the Business Roundtable (2014)
3. [The Growing Importance of Social Skills in the Labor Market](#) – Harvard University & National Bureau of Economic Research, Deming (2015)
4. [Employer Voices, Employer Demands, and Implications for Public Skills Development Policy Connecting the Labor and Education Sectors](#) – World Bank Group (2016)
5. [Personality Psychology and Economics](#) – Almlund, Duckworth, Heckman, and Kautz (2011)
6. [Non-Cognitive Skills and Personality Traits: Labour Market Relevance and Their Development in Education and Training Systems](#) – Brunello & Schlotter (2010)
7. [Estimating the Technology of Cognitive and Noncognitive Skill Formation](#) – Cunha, Heckman, & Schennach (2010)
8. [People People: Social Capital and the Labor Market Outcomes of Underrepresented Groups](#) – Borghans, ter Weel, & Weinberg (2005)
9. [Interpersonal Styles and Labor Market Outcomes](#) – Borghans, ter Weel, & Weinberg (2007)
10. [The Impact of Early Cognitive and Non-Cognitive Skills on Later Outcomes](#) – Carneiro, Crawford, & Goodman (2007)
11. [The Effects of Cognitive and Noncognitive Abilities on Labor Market Outcomes and Social Behavior](#) – Heckman, Stixrud, & Urzua (2006)

Impact on Lifelong Well-Being & Health

1. [Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness](#) – Jones, Greenberg, & Crowley (2015)
2. [Enhancing School-Based Prevention and Youth Development Through Coordinated Social, Emotional, and Academic Learning](#) Greenberg et al. (2003)
3. [How Children’s Social Skills Impact Success in Adulthood](#) – Robert Wood Johnson Foundation (2015)
4. [Connecting Social and Emotional Learning with Mental Health](#) – Center for Mental Health Promotion and Youth Violence Prevention (2008)
5. [Linking the Prevention of Problem Behaviors and Positive Youth Development: Core Competencies for Positive Youth Development and Risk Prevention](#) – Guerra & Bradshaw (2008)

Return on Investment

1. [The Economic Value of Social and Emotional Learning](#) – Center for Benefit-Cost Studies in Education, Teachers College, Columbia University, Belfield et al. (2015)
2. [The Case for Investing in Disadvantaged Young Children](#) – James Heckman, University of Chicago (2008)

Policy

1. [A Call to Action for Inspiring and Motivating Our Children and Teachers to Learn and Grow in Social, Emotional, and Cognitive Arenas](#) – Osher & Shriver (2016)
2. [Development and Implementation of Standards for Social and Emotional Learning in the 50 States](#) – CASEL (2016)
3. [Pathways to New Accountability Through the Every Student Succeeds Act](#) – Learning Policy Institute (2016)
4. [CASEL/NoVo Collaborating Districts Initiative: 2014 Cross-District Outcome Evaluation Report](#) – American Institutes for Research (2015)
5. [Social and Emotional Skills for Life and Career: Policy Levers that Focus on the Whole Child](#) – Center on Great Teachers and Leaders, Yoder (2015)
6. [Opportunity, Responsibility, and Security: A Consensus Plan for Reducing Poverty and Restoring the American Dream: Chapter 5, Education](#) – American Enterprise Institute/Brookings Institution (2015)
7. [Social and Emotional Learning in Schools: From Programs to Strategies](#) – Jones & Bouffard (2012)
8. [Promoting Children's and Adolescents' Social and Emotional Development: District Adaptations of a Theory of Action](#) – Kendziora & Osher (2016)
9. [Implementation, Sustainability, and Scaling Up of Social Emotional and Academic Innovations in Public Schools](#) – Elias, Zins, Graczyk, & Weissberg (2003)
10. [Senate Bill 897 – Jesse Lewis Empowering Educators Act](#) – (2015)
11. [Should the Science of Adolescent Brain Development Inform Public Policy?](#) – Steinberg (2012)

Practice

1. [Education for Life and Work: Guide for Practitioners](#) – National Research Council (2014)
2. [Teaching and Learning 21st Century Skills: Lessons from the Learning Sciences](#) – Asia Society, Global Cities Education Network (2012)
3. [The Missing Piece: A National Teacher Survey on how Social and Emotional Learning Can Empower Children and Transform Schools](#) – Civic Enterprises (2013)
4. [Social and Emotional Learning: Opportunities for Massachusetts, Lessons for the Nation](#) – ASCD, Rennie Center (2015)
5. [Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks](#) – Center on Great Teachers and Leaders, Yoder (2014)
6. [What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice?](#) – CASEL (2015)
7. [The Influence of Teaching Beyond Standardized Test Scores: Engagement, Mindsets, and Agency: A Study of 16,000 Sixth through Ninth Grade Classrooms](#) – Ferguson, Phillips, Rowley, & Friedlander (2015)
8. [Cultural Integrity and Social and Emotional Competence Promotion: Work Notes on Moral Competence](#) – Jagers (2002)
9. [Fighting for Our Lives: Preparing Teachers to Teach African American Students](#) – Ladson-Billings (2000)

10. [New Vision for Education: Fostering Social and Emotional Learning through Technology](#) – World Economic Forum (2016)
11. [Social and Emotional Learning: Why Students Need it. What Districts are Doing About It.](#) – Education First (2016)

Models and Frameworks

1. [Foundations for Young Adult Success: A Developmental Framework](#) – University of Chicago Consortium on Chicago School Research (2015)
2. [A Framework for Systemic Social and Emotional Learning](#) – Collaborative for Academic, Social, and Emotional Learning (2016)
3. [A Hypothesized Model of How Five Noncognitive Factors Affect Academic Performance](#) – University of Chicago Consortium on Chicago School Research (2014)
4. [College and Career Readiness and Success Organizer](#) – College and Career Readiness and Success Center (2014)
5. [The Employability Skills Framework](#) – U.S. Department of Education, Office of Career, Technical, and Adult Education
6. [The Building Blocks for Learning Framework](#) – Turnaround for Children (2016)
7. [The Clover Model](#) – The PEAR Institute (2016)
8. [Deeper Learning](#) – American Institutes for Research (2015)
9. [Whole School, Whole Community, Whole Child Model](#) – Association for Supervision and Curriculum Development (2015)
10. [21st Century Competencies](#) – National Research Council (2012)
11. [The Definition and Selection of Key Competencies](#) – Organization for Economic Cooperation and Development (2005)
12. [Developmental Assets for Adolescents](#) – The Search Institute (2016)
13. [The PRACTICE Model](#) – World Bank Group (2014)
14. [The Emotional Intelligence Competence Inventory](#) – Daniel Goleman et al. (1999)
15. [Framework for 21st Century Learning](#) – Partnership for 21st Century Learning (2016)
16. [The Strive Framework](#) – Strive Together (2013)
17. [National School Climate Center Framework](#) – National School Climate Center (2016)
18. [Safe and Supportive Schools Model](#) – National Center on Safe Supportive Learning Environments (2016)

Measurement

1. [Measurement Matters: Assessing Personal Qualities Other Than Cognitive Ability for Educational Purposes](#) – Educational Researcher, Duckworth & Yeager (2016)
2. [Measuring 21st Century Competencies: Guidance for Educators](#) – The Asia Society Global Cities Education Network & RAND Corporation (2013)
3. [Assessing 21st Century Skills: Summary of a Workshop](#) – National Research Council (2011)
4. [Measuring Elementary School Students' Social and Emotional Skills: Providing Educators with Tools to Measure and Monitor Social and Emotional Skills that Lead to Academic Success](#) – Child Trends (2014)
5. [Social-Emotional Learning Assessment Measures for Middle-School Youth](#) – Haggerty, Elgin, & Woolley (2011)

6. [Preventing Student Disengagement and Keeping Students on the Graduation Path in Urban Middle-Grades Schools: Early Identification and Effective Interventions](#) – Balfanz, Herzog, & Douglas (2007)
7. [The Utility and Need for Incorporating Non-Cognitive Skills Into Large-Scale Educational Assessments](#) – Levin (2011)
8. [Criteria for High-Quality Assessment](#) – Darling-Hammond, Herman, Pellegrino, et al. (2013)