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Integrating Social and Emotional Competencies into Instructional Activities in a Summer Enrichment Program

Lisette Ostrander
Walden University

Walden University

College of Education

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Lisette Ostrander

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Review Committee
Dr. Deanna Boddie, Committee Chairperson, Education Faculty
Dr. Linda Crawford, Committee Member, Education Faculty
Dr. Paula Dawidowicz, University Reviewer, Education Faculty

Chief Academic Officer
Eric Riedel, Ph.D.

Walden University
2016

Abstract

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MEd, College of New Jersey, 2004

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Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

Educators involved in the teaching, learning, and assessment of social and emotional learning (SEL) competencies face challenges on how to integrate these competencies into instruction. Limited research has been conducted about how to integrate such SEL competencies into instructional practices, particularly in the context of a summer enrichment program. The purpose of this single case study was to explore how teachers and counselors at a summer enrichment program for preK-4 students integrated SEL competencies into instructional activities. The conceptual framework was based on core competencies and standards for quality program design that the Collaborative for Academic, Social, and Emotional Learning (CASEL) developed. Participants included 2 teachers and 2 camp counselors at a summer enrichment program located in a western state. Data were collected from individual interviews with participants, observations of activities that integrated these SEL competencies into instruction, and documents related to the summer program. Data analysis included coding and categorizing of interviews and observations and content analysis of documents to identify themes and discrepant data. Key findings were that the 5 core competencies were intentionally and systematically integrated into the instructional activities of the summer enrichment program as evidenced by program planning, curricular development, implementation of a variety of instructional strategies, and informal teacher and parent assessments. This study contributes to positive social change because students who have mastered these competencies may demonstrate fewer behavioral issues and form more positive interpersonal relationships, which may lead to improved academic achievement.

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Dedication

I dedicate this to my role model, my mother. I want to thank her for always believing me and for her continued love and support.

Acknowledgments

I want to thank Dr. Deanna Boddie, Dr. Linda Crawford, and Dr. Paula Dawidowicz for their support as members of my dissertation committee. I would also like to thank the participants from the summer enrichment program for their time and participation in this study.

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Chapter 1: Introduction to the Study

The purpose of this study was to explore the integration of social and emotional learning (SEL) competencies into the instructional activities of a summer enrichment program for students in prekindergarten to fourth grade. These competencies, which were defined by the Collaborative for Academic, Social, and Emotional Learning [CASEL], include self-awareness, self-management, social awareness, relationship skills, and responsible decision making. A year-round, nonprofit enrichment organization located in the western region of the United States began offering local summer enrichment programs to students from prekindergarten to Grade 8 in 2004. This summer enrichment program was unique because it was partially funded by a 3-year grant that provided scholarships for 50 underserved students to attend the entire 6-week summer session. This study was conducted during the last year of the grant, which was the summer of 2015.

This summer enrichment program is one example of summer programs in the United States for K-12 students. In 2014, 10.2 million students in the United States participated in after school and summer programs (After School Alliance, 2014b; National After-School Association, n.d). These programs have been historically designed as a safe space for students to learn outside of school hours (Durlak, Mahoney, Bohnert, & Parente, 2010). Over the past 15 years, federal and state funding of after school and summer programs has increased (After School Alliance, 2014a; Durlak, Mahoney et al., 2010; U.S. Department of Education, 2011; Yohlem & Wilson-Ahlstron, 2010). In addition to increased funding, educational stakeholders have placed a growing emphasis

on the development of after school and summer programs to cultivate students' social, emotional, and academic competencies (After School Alliance, 2014a; Durlak, Mahoney et al., 2010; Granger, 2010; Yohlem & Wilson-Ahlstron, 2010). This increased focus on programs to support the social and emotional development of students has resulted in a growth of evaluation methods to measure the impact of these summer and after school programs on student outcomes (After School Alliance, 2014a; Durlak, Mahoney et al., 2010; Granger, 2010; U.S. Department of Education, 2011; Yohlem & Wilson-Ahlstron, 2010).

This study was needed because gaps in knowledge still exist about how social and emotional competencies are integrated into the instructional activities of summer programs (Chow et al., 2009; Garst, Browne, & Bialeschki, 2011; McLaughlin & Pitcock, 2009; Thurber, Scanlin, Scheuler, & Henderson, 2007). Educators in the United States also face challenges related to the teaching, learning, and assessment of SEL competencies (Denham & Brown, 2010; Jones & Bouffard, 2012; Voogt & Roblin, 2010). More research is also needed about how to effectively integrate these competencies into daily instructional and assessment practices in content areas in academic year, summer, and after school programs (Denham & Brown, 2010; Jones & Bouffard, 2012; Voogt & Roblin, 2010).

This study has several implications for positive social change. First, this study provides insight about how teachers and counselors integrate SEL competencies into instructional activities in a summer program in order to enhance curriculum, instruction, and assessments related to these competencies. Second, this study provides educators

and researchers with a deeper understanding about how summer programs contribute to the development of SEL competencies for young children. Third, this study also provides educators and researchers with a deeper understanding of how summer programs support educators who are employed in full year academic programs with the development and assessment of these competencies. Society also benefits from students who have mastered social and emotional learning competencies because they are often linked to informed citizenship, improved academic achievement, fewer behavioral issues, and positive interpersonal relationships (CASEL, 2012, 2014; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

This chapter is an introduction to the study, beginning with background information that includes a brief summary of research related to SEL competencies and summer and after school enrichment programs. In addition, this chapter includes a description of the problem, the purpose of the study, and the research questions. This chapter also includes a description of the conceptual framework of the study and the data collection and data analysis methods. In addition, this chapter includes the assumptions, scope, delimitations, and limitations of the study and concludes with the significance of the study.

Background

Educators in public school districts in the United States face challenges in preparing students for professional and personal success (American Management Association, 2010; Jackson, 2010; National Research Council, 2012; Noweski et al., 2012). According to labor market research and findings from national and international

educational assessments, high school and college students in the United States do not graduate with the social and emotional skills to be successful at work and at life (Hedrick & Homan, 2012; Levy & Murnane, 2006; National Research Council, 2012). SEL competencies are critical to personal and professional success (CASEL, 2014; Denham & Brown, 2010; Kendziora, Weissberg, Ji, & Dusenbury, 2011). SEL competencies provide the foundation for positive social interactions and contribute to reduced emotional distress and behavior problems (CASEL, 2014; Denham & Brown, 2010; Durlak et al., 2011; Jones & Bouffard, 2012). These skills and competencies have been identified using different terms, including references to 21st-century learning competencies, noncognitive skills, and interpersonal and intrapersonal competencies (Covay & Carbonaro, 2010; National Research Council, 2011, 2012; Wilson-Ahlstrom et al., 2014). In addition to multiple terms, a lack of cohesion in defining and operationalizing these SEL competencies has contributed to the challenges teachers face in teaching and assessing these competencies (Greenstein, 2012; National Research Council, 2011; Soland, Hamilton, & Stecher, 2013; Voogt & Roblin, 2012; Wilson et al., 2012). Other challenges include limited knowledge about the development and transfer of these competencies and limited knowledge and training about how to integrate the instruction and assessment of these competencies into units and lessons in content areas (Ananiadou & Claro, 2009; Binkley et al., 2012; Shear, Bulter, & Leahy, 2011; Soland, Hamilton, & Stecher, 2013, Voogt & Roblin, 2010; Wilson et al., 2012).

After school and summer programs inform and assist educators with the instruction and assessment of SEL competencies (Durlak, Weissberg, & Pachan, 2010;

Garst et al., 2011; McLaughlin & Pitcock, 2009; National Research Council, 2012; Partnership for 21st Century Skills, n.d.; Scardamalia, Bransford, Kozma, & Quellmalz, 2012). After school and summer programs often foster the development of students' social and personal competencies (Durlak, Mahoney et al., 2010, Garst et al., 2011; McLaughlin & Pitcock, 2009 Shernoff, 2010; Yohalem & Wilson-Ahlstrom, 2010). In after school and summer programs, students have the opportunity to engage in hands-on, interactive learning opportunities while building relationships with peers and adults (Bohnert, Fredricks, & Randall, 2010; Durlak, Mahoney et al., 2010; Garst et al., 2011; Little, 2009; McLaughlin & Pitcock, 2009; Shernoff, 2010). After school and summer programs also provide a natural context for the observation and assessment of SEL competencies (Wilson-Ahlstrom et al., 2014). However, inconsistent findings have been reported in relation to the impact of student participation in these programs on student outcomes (Durlak, Mahoney et al., 2010; Garst et al., 2011; Huang et al., 2010; McLaughlin & Pitcock, 2009; Roth, Malone, & Brooks-Gunn, 2010; Shernoff, 2010; Thurber et al., 2007).

This qualitative case study was needed because a research gap exists about how SEL competencies are integrated into instructional activities in the context of summer programs (Garst et al., 2011; McLaughlin & Pitcock, 2009). Much of the research on the impact of out-of-school learning on student outcomes focuses on after school programs and not on summer programs (Garst et al., 2011; McLaughlin & Pitcock, 2009). This lack of research on summer programs could be due to the short duration of programs and the lack of user-friendly tools to practically and effectively capture the impact of summer

programs on student outcomes (Garst et al., 2011; McLaughlin & Pitcock, 2009). The research that does exist on the impact of after school and summer programs on students' SEL competencies has also produced inconsistent findings (Covay & Cabonaro, 2010; Durlak, Mahoney et al., 2010; Huang et al., 2010; Roth et al., 2010; Shernoff, 2010; Thurber et al., 2007). One possible reason for these inconsistent findings has been attributed to challenges in identifying and collecting meaningful measures of how SEL competencies are integrated into instructional activities in the context of after school and summer programs (Bohnert et al., 2010; Durlak, Weissberg et al.,2010; Garst et al., 2011; Granger, 2010; McLaughlin & Pitcock, 2009; Surr, 2012; Yohalem & Wilson-Ahlstrom, 2010). Limited research also exists about how after school and summer program activities influence student outcomes (Bohnert et al., 2010; Durlak, Mahoney et al., 2010; Riley & Anderson-Butcher, 2012; Shernoff, 2010, 2012; Yohalem & Wilson-Ahlstrom, 2010). Therefore, this study was needed to address these gaps in the research.

Problem Statement

A gap in knowledge exists about how teachers integrate SEL competencies into instructional activities in the context of a summer enrichment program. The research that does exist focuses primarily on after school programs and not on summer programs (Garst et al., 2011; McLaughlin & Pitcock, 2009). Examinations of after school and summer programs in relation to SEL competencies have produced inconsistent findings (Covay & Cabonaro, 2010; Durlak, Mahoney et al., 2010; Huang et al., 2010; Roth et al., 2010; Shernoff, 2010; Thurber et al., 2007). Higher levels of participation in after school and summer programs do not positively correlate with improvement in SEL

competencies for students (Covay & Carbonaro, 2010; Huang et al., 2010; Shernoff, 2010). Current research also does not include information on program data such as program goals, targeted outcomes, and instructional practices, which creates barriers to understanding how after school and summer programs impact student outcomes (Shernoff, 2013). Few researchers have examined the influence of after school and summer program features on student outcomes, including instructional practices, social processes, interactions in the program, the social/emotional environment, and program activities (Bohnert et al., 2010; Durlak, Weissberg et al., 2010; Riley & Anderson-Butcher, 2012; Shernoff, 2010; 2013; Yohalem & Wilson-Ahlstrom, 2010). A lack of information on how components of these programs impact outcomes makes it difficult to draw conclusions about how these programs impact students' SEL competencies (Bohnert et al., 2010; Durlak, Weissberg et al., 2010; Riley & Anderson-Butcher, 2012; Shernoff, 2010, 2013; Yohalem & Wilson-Ahlstrom, 2010). Public school educators in the United States are also faced with the challenge of developing and implementing curriculum, instruction, and assessments to support students' life and career skills, which includes SEL competencies (Denham & Brown, 2010; Jones & Bouffard, 2012; Noweski et al., 2012; National Research Council, 2012). More research is also needed about how to integrate these competencies into daily instructional and assessment practices in the classroom (Denham & Brown, 2010; Jones & Bouffard, 2012; Voogt & Roblin, 2010).

Purpose of the Study

The purpose of this qualitative case study was to explore how SEL competencies are integrated into instructional activities in the context of a summer enrichment program

for preK-4 students. To accomplish that purpose, I described how summer enrichment program teachers' and counselors' perceptions of SEL competencies should be integrated into instructional activities and how they provide instruction and assessment in relation to these competencies. In addition, I analyzed documents, such as the original grant proposal for this summer enrichment program, to determine how they reflected quality SEL program design.

Research Questions

The research questions that guided this qualitative study were based on research that the CASEL conducted about SEL competencies for preK-12 students (CASEL, 2012, 2014).

Central Research Question

How are social and emotional learning competencies integrated into instructional activities in a summer enrichment program as defined by CASEL's core competencies?

Related Research Questions

1. How do summer enrichment program teachers and camp counselors perceive social and emotional learning competencies should be integrated into instructional activities?
2. How do summer enrichment program teachers and camp counselors provide instruction in social and emotional learning competencies
3. How do summer enrichment program teachers and camp counselors assess social and emotional learning competencies?

4. How do program documents reflect the CASEL framework in relation to quality program design?

Conceptual Framework

The conceptual foundation for this study was based on the CASEL framework for SEL student competencies (CASEL, 2012, 2014). CASEL is a national organization that was founded in 1994 with the primary goal of furthering research, knowledge, and educational practices to enhance SEL competencies in preschool through high school educational settings (CASEL, 2014; Payton et al., 2000). CASEL identified five core competencies as essential for the positive social and emotional development of students (CASEL, 2012, 2014). CASEL also developed a framework of four program components to evaluate SEL programs, which includes research-based classroom teaching approaches, opportunities for active practice of SEL competencies, the context that teachers use to promote and reinforce SEL competencies, and the measures that educators use to monitor the impact of the program on student behavior and to assess the effectiveness of program implementation (CASEL, 2012). These competencies and program components are described in more detail in Chapter 2.

Nature of the Study

For this qualitative study, a single case study design was selected. A qualitative research tradition is used when researchers need to develop a thorough and detailed understanding of a research problem (Creswell, 2013). Researchers use a case study research design to collect data from multiple sources and multiple informants in the participants' natural setting in order to present a rich picture of the phenomenon under

investigation (Yin, 2014). The unit of analysis for this single case study was a summer enrichment program designed to improve the SEL competencies of preK-4th grade students (Yin, 2014).

In relation to the methodology, purposeful sampling was used to select the site and the participants for this study in order to obtain the richest data possible. The research site was a summer enrichment program for preK-4th grade students located in the western region of the United States. Participants included two summer enrichment program teachers (i.e., a science teacher and an art teacher) and two camp counselors. Teachers were selected according to the following inclusion criteria: (a) the teacher must be working toward a bachelor of arts (BA) degree in art or science, (b) the teacher must demonstrate some classroom teaching experience, and (c) the teacher must have completed a minimum of 65 hours of summer enrichment program training. Camp counselors were selected according to the following inclusion criteria: (a) camp counselors must be either current college students or college graduates, (b) camp counselors must have experience facilitating groups of students, and (c) camp counselors must have completed a minimum of 45 hours of summer enrichment program training. The camp counselors were not required to be licensed as school counselors.

Data were collected from multiple sources, including individual interviews with teachers and camp counselors; observations of instructional activities at the summer enrichment program site that involved the integration of SEL competencies into the lessons; and archival documents such as the original grant proposal, program evaluations for the first 2 years of the partially grant-funded summer enrichment program, and the

2015 summer enrichment program art and science curriculum. Data were analyzed at two levels, using CASEL's core competencies and program design as the conceptual lens to interpret the findings. At the first level, interview and observation data were coded using a line-by-line coding method that Charmaz (2006) recommended for qualitative research. To construct categories, the constant comparative method that Merriam (2009) recommended for qualitative research was used. At the second level, the categorized data across all sources was examined for emergent themes and discrepant data, which formed the key findings for this study (Stake, 1995; Yin, 2014). These findings were analyzed in relation to the central and related research questions for this study and interpreted in relation to the conceptual framework and literature review.

Definitions

After school programs: After school programs are organized programs for K-12 students that occur outside of the school day and aim to build students' social, emotional, and academic competencies (After-School Alliance, 2014a; Durlak, Mahoney et al., 2010).

School-based SEL programs: School-based SEL programs are programs that take place during school hours that provide students with the tools and strategies to build and maintain positive relationships and to deal more effectively with their emotions (Dusenbury, Weissberg, Goren, & Domitrovich, 2014; Lantieri & Nambiar, 2012; McKnown, Allen, Russo-Ponsaran, & Johnson, 2013; Whitcomb & Merrell, 2012). School-based SEL programs typically integrate classroom-based SEL instruction and

assessment into school-wide opportunities for students to practice SEL skills (CASEL, 2014).

Social and emotional learning competencies: These competencies include the skills, knowledge, and attitudes necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible choices (CASEL, 2014). In particular, I focused on CASEL's (2014) five core SEL competencies, which include (a) self-awareness, (b) self-management, (c) social awareness, (d) relationship skills, and (e) responsible decision making.

Summer program components: The summer program components are defined according to the framework that CASEL (2012) developed for the design, implementation, and evaluation of quality SEL programs. These essential program components include the following: (a) research-based classroom approaches to teaching SEL competencies, (b) the extent to which programs provide opportunity for active practice of SEL competencies in the classroom and beyond the classroom, (c) the contexts the program staff use to promote and reinforce SEL competencies, and (d) assessment measures the program staff use to monitor the impact of the program on student behavior and assess implementation (CASEL, 2012).

Summer programs: McLaughlin and Pitcock (2009) defined summer programs as programs that operate during the summer and are designed to provide students with projects and activities that supplement regular school activities. These programs

intentionally build skills and knowledge to promote academic, personal, and social achievement.

Assumptions

This study was based on several assumptions. The first assumption was that participants in this study would respond openly and honestly to the interview questions. This assumption was important to this study because the findings depended on the participants' description of how they integrated SEL competencies into their instructional activities. A second assumption was that program teachers and camp counselors have integrated these SEL competencies into their instructional activities. This assumption was important to the credibility of this study because the findings depended on a rich description of how teachers and camp counselors taught and assessed SEL competencies. A third assumption was that my presence during the data collection process would have a limited impact on the results of this study. This assumption was also important to the credibility of the findings. To reduce potential bias during my observations of instructional lessons, I described the observation criteria to the teachers and counselors before I conducted the observations. I also spent substantial time at the research site so that teachers, counselors, and students were comfortable with my presence. In addition, I minimized my interactions with program staff and students during the actual data collection process.

Scope and Delimitations

By design, a case study is a bounded study (Yin, 2014). The scope, or boundaries, of this study was a summer enrichment program for preK-4th grade students

located in the western region of the United States. A research study is also limited or narrowed by the participants, the time, and resources. The participants for this study included two teachers and two camp counselors employed at the summer enrichment program and, therefore, this study was delimited by their experiences and knowledge about how to teach and assess the SEL competencies of students who participated in this program. This study was also narrowed because data collection occurred during a period of 6 weeks during the 2015 summer enrichment program. In addition, I was a single researcher with limited time and financial resources.

Limitations

The limitations of a study are often related to the research design. For this case study, one limitation, as a single researcher, was my role as "observer as participant" during the data collection process (Merriam, 2009, p. 124). In this role, my observation activities were known to staff and students in the summer enrichment program, but the information that was revealed was controlled to some extent by the participants. In addition, my primary role was to observe instructional activities and to minimize my participation in these activities. In order to ensure objectivity throughout the data collection process, I reflected on my potential biases and on the data collection process in an electronic reflective notebook that I maintained during the entire research process.

Another limitation of this study was that this study included only one case. Yin (2014) noted, "the evidence from multiple cases is often considered more compelling," and therefore, a multiple case-study is regarded as "more robust" (p. 57). However, Yin also noted that a "multiple case-study can require extensive resources and time beyond

the means of a single researcher" (p. 57). However, a multiple case study of several summer programs would have been challenging to conduct because summer enrichment programs in the United States that focus on improving students' SEL competencies are limited.

A third limitation of this study was that I was only able to collect data during the last year of the summer enrichment program, which was partially funded by a grant for 3 years. I believe that collecting data during the 3 years of the grant would have provided richer findings. However, as a single researcher with limited time and financial resources, a longitudinal study would have been challenging to conduct.

Significance

The significance of a study is related to advanced knowledge in the discipline, to practice in the field, and to contributions to social change. In relation to advancing knowledge in the field, this study contributes to understanding how SEL competencies are integrated into instructional activities in the context of a summer enrichment program. The study also advances knowledge by exploring how summer programs support educators who are employed in full-year academic programs in relation to their instruction and assessment of these SEL competencies. Concerning practice in the field, this study provides insight into how teachers in summer enrichment programs, after school programs, and full-year academic programs integrate SEL competencies into units and lessons in order to enhance curriculum, instruction, and assessment of these competencies. Practitioners working with students in summer enrichment, after school, and full-year academic programs may gain some insight into how to design and

implement effective programs that integrate SEL competencies into instructional activities.

This study also contributes to positive social change. High school students in the United States often do not graduate with the skills that they need to achieve professional and personal success, and therefore, SEL competencies are necessary to thrive personally and professionally (CASEL, 2014; Denham & Brown, 2010; Durlak et al., 2011; Jones & Bouffard, 2012; Kendziora et al., 2011). SEL competencies provide the foundation for individuals to positively interact with others and to make healthy responsible decisions that benefit societal development (CASEL, 2014; Denham & Brown, 2010; Durlak et al., 2011; Jones & Bouffard, 2012; Kendziora et al., 2011). Therefore, this study contributes to positive social change by advancing knowledge and practice about how SEL competencies are integrated into instructional activities in the context of a summer enrichment program in order to improve the instruction and assessment of these competencies in extended time programs.

Summary

This chapter was an introduction to the study. In the background section, a summary of the research literature related to the scope of this study was included as well as a description of the research gap and why this study was needed. In the problem statement, I identified a lack of research about how SEL competencies are integrated into instructional activities in summer programs. The limited research that does exist has provided few findings about how program components are linked to student SEL outcomes. The conceptual framework for this study was based on CASEL's five core

SEL competencies and their framework for evaluating SEL program design and implementation. The purpose of this study, as reflected in the central research question, was to describe how SEL competencies are integrated into instructional activities in a summer enrichment program for preK-4 students, as defined by CASEL's five core SEL competencies and quality program design framework. The research design was a single case study, and the case was a summer enrichment program located in a western region of the United States that occurred for 6 weeks during the summer of 2015. The participants included two teachers and two camp counselors. Data were collected from multiple sources, including individual interviews with teacher and camp counselors, observation of instructional activities related to the integration of SEL competencies, and archival documents, including the original grant and the 2015 summer enrichment program curriculum. Data were analyzed at two levels. At the first level, the interview and observation data were coded and categorized, using the constant comparative method that Merriam (2009) recommended for analysis of qualitative research. A content analysis was used to analyze the documents. At the second level, emergent themes and discrepant data across all data sources that formed the key findings for this study were identified. The findings were analyzed in relation to the central and related research questions and interpreted through the conceptual lens of CASEL's core competencies and their framework for program design and the literature reviews. The chapter concluded with a discussion of the assumptions, limitations, and significance of this study.

Chapter 2 includes a review of the research literature related to the problem, purpose, conceptual framework, and methodology of this study. This chapter also

includes a description of the literature search strategy used to locate peer-reviewed journal articles and an in-depth discussion of the conceptual framework in relation to current research. In addition, current research is analyzed in related to the implementation and maintenance of school-based SEL programs and the impact of after school programs and summer programs on students' SEL competencies. Themes and gaps that emerged from the research literature are also discussed.

Chapter 2: Literature Review

Several problems emerged from the research literature on SEL competencies. The first problem was the limited qualitative research about summer programs in relation to the development of students' SEL competencies. The research that does exist focuses primarily on after school programs, not on summer programs (Garst et al., 2011; McLaughlin & Pitcock, 2009). Although after school programs and summer programs are linked to the positive development of students' social and emotional outcomes, current research on these programs in relation to students' SEL outcomes is limited, and findings are inconsistent (Durlak, Mahoney et al., 2010; Durlak, Weissberg et al., 2010; Roth et al., 2010; Shernoff, 2010). The second problem was that challenges related to the implementation and maintenance of school-based SEL programs are due to numerous variables that impact the instruction and assessment of these competencies, including the lack of teacher capacity and the lack of consistency in defining these competencies (Barblett & Maloney, 2011; Durlak et al., 2011; Hagelskamp, Bracket, Rivers, & Salovey, 2013; Meyers & Hickey, 2014; Stoiber, 2011; Watson & Emery, 2010; Whitcomb & Merrell, 2012). An investigation into the teaching, learning, and assessment of SEL competencies in different learning contexts is needed in order to address the research gaps in school-based SEL programs (Barblett & Maloney, 20111; Denham & Brown, 2010; Durlak et al., 2011; Jennings & Greenberg, 2009; Jones & Bouffard, 2012; Payton et al., 2000; Scardamalia et al., 2012; Watson & Emery, 2012; Wilson et al., 2012). Therefore, the purpose of this study was to explore how SEL

competencies were integrated into instructional activities in a summer enrichment program for preK-4 grade students, as defined by CASEL's core competencies and quality program design framework.

Several challenges have been identified related to the implementation and maintenance of quality school-based SEL programs, which include a lack of resources such as qualified staff and limitations in knowledge about how to practically integrate the instruction and assessment of SEL skills into academic content (Barblett & Maloney, 2011; Durlak et al., 2011; Hagelskamp et al., 2013; Meyers & Hickey, 2014; Stoiber, 2011; Watson & Emery, 2010; Whitcomb & Merrell, 2012). In an exploration of variables that moderate the impact of school-based SEL programs on student learning, a significant gap was found between research and practice in the SEL field (Durlak et al., 2011). More specifically, there is limited research on the impact of contextual and implementation factors related to school-based SEL programs on students' SEL outcomes (Ashdown & Bernard, 2012; Durlak et al., 2011; Gueldner & Merrell, 2011; Hagelskamp et al., 2013; Meyers & Hicks, 2014; Stoiber, 2011; Whitcomb & Merrell, 2011). Furthermore, challenges exist in identifying, teaching, and assessing students' SEL outcomes (Barblett & Maloney, 2010; Jones & Bouffard, 2012; Watson & Emery, 2011; Whitcomb & Merrell, 2012; Wigelsworth, Humphrey, Kalambouka, & Lendrum, 2010). The role of the teacher has been identified as a key factor in the positive development of students' SEL competencies (Barblett & Maloney, 2011; Durlak et al., 2011; Hagelskamp et al., 2013; Jennings & Greenberg, 2009; Jones & Bouffard, 2012; Stoiber, 2011). As a result, research initiatives targeted toward building teacher capacity have been found to

enhance program implementation quality and student outcomes (Jennings & Greenberg, 2009; Jones & Bouffard, 2012; Reyes, Brackett, Rivers, Elbertson, & Salovey, 2012). However, a need exists for more research about SEL instructional and assessment strategies that practitioners can implement in relation to building quality school-based SEL programs (Jones & Bouffard, 2012; Watson & Emery, 2011). After school and summer programs have also been found to be key educational partners in developing and assessing student SEL competencies (After-School Alliance, 2014a; Durlak, Weissberg et al., 2010; Silva, 2008). In particular, summer programs provide a context for the development of these competencies (Garst et al., 2011; McLaughlin & Pitcock, 2009). However, to advance SEL research and practice in the context of after school and summer programs, the multidimensional aspects of after school and summer program quality on student outcomes need to be examined (Durlak, Mahoney et al., 2010; Durlak, Weissberg et al., 2010; Garst et al., 2011; McLaughlin & Pitcock, 2009; Roth et al., 2010; Shernoff, 2010; Yohalem & Wilson-Ahlstrom, 2010).

This chapter is a review of the research literature. This chapter includes a description of the literature search strategy used to conduct this review and the conceptual framework that is the foundation for this study. In addition, an analysis of current, peer-reviewed literature in relation to school-based SEL programs is presented. Research findings about the impact of after school programs and summer school programs on students' SEL outcomes are also analyzed. This chapter concludes with a discussion of the major themes and research gaps that emerged from this review.

Literature Search Strategies

For this study, several search strategies were used. One of these strategies was to explore multiple databases, including ERIC, Educational Research Complete, SAGE, ProQuest Central, and Academic Search Complete. These databases were used to conduct a search on after school and summer programs and the development of students' SEL competencies. This search was conducted using a combination of the following key words: *summer enrichment programs, summer programs, summer camps, summer learning, social and emotional learning.* The search was expanded to include these keywords: *after school programs, out-of-school time learning, summer discovery, enrichment programs, and extracurricular activities.* Another search was conducted using different combinations of the multiple terms mentioned above to describe after school programs and summer programs and the following terms: *youth outcomes, social and emotional development, social and emotional learning, noncognitive skills, personal and social skills, social and emotional competencies, interpersonal and intrapersonal skills.* To further narrow the search, the following keywords were used: *elementary and primary.* Limited research was found on the impact of after school and summer programs on learning outcomes for elementary school students. As a result, research on the impact of after school and summer programs on learning outcomes for middle school and high school students was also included. As this study became more focused on SEL competencies in after school and summer programs, the search was expanded to school-based SEL programs in order to develop a comprehensive understanding of curriculum, instruction, and assessment practices in relation to SEL competencies. A combination of

these terms was used: *school-based SEL programs, SEL, social and emotional competencies, social and emotional learning, social and emotional outcomes, social and emotional curriculum, social and emotional teaching practices, and social and emotional assessment.* This search informed the literature review and the methodology of this study.

Conceptual Framework

The conceptual framework for this study was based on CASEL's five core SEL competencies and their framework for evaluating the program design and implementation of SEL programs (CASEL, 2014). CASEL is a national organization that was created in 1994 to advance research and knowledge in evidence-based programs and practices to foster the development of SEL competencies for students in Grades preK-12. According to CASEL, a well-designed SEL program addresses the following five core student competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. CASEL also developed a guide that includes a framework for evaluating the program design and implementation of well-designed SEL programs. The most recent CASEL guide includes a 3-level rating system to indicate if the SEL program under review meets their standards at a *minimal*, *adequate,* or *extensive* level.

In relation to the five SEL competencies, CASEL (2012) defined the self-awareness competency as "the ability to accurately recognize one's emotions and thoughts and their influence on behavior, including accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism" (p. 9). Self-awareness involves observing oneself, recognizing and correctly labeling one's

emotions, and monitoring one's emotions and behavior (Goleman, 1995; Mayer & Salovey, 1997). Individuals who are self-aware have built a vocabulary for labeling feelings, and they are cognizant of the impact their feelings, moods, and behaviors have on themselves and on others (Goleman, 1995; Mayer & Salovey, 1997). Thus, self-awareness is the foundation of emotional intelligence (Goleman, 1995).

CASEL (2012) defined the self-management competency as "the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations, including managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals" p. 9). Self-management builds on self-awareness because it is the ability to "handle feelings so that they are appropriate" (Goleman, 1995, p. 43). Individuals who possess self-management skills "have the capacity to soothe themselves [and to] shake off rampant anxiety, gloom or irritability" (Goleman, 1995, p. 43). Individuals who possess self-management skills have more self-control, are more adaptable, and are achievement-driven (Mayer & Salovey, 1997). As a result, individuals have more control over their lives and tend to recover quicker from setbacks and challenges (Goleman, 1995; Mayer & Salovey, 1997).

CASEL (2012) defined the social awareness competency as the "the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports" (p. 9). Social awareness also builds on self-awareness because it is the ability to recognize the feelings and perspective of others (Goleman, 1995). A key component of social awareness is empathy, which involves not

only understanding the feelings and perspective of others but "to re-experience them oneself" (Salovey & Mayer, 1990, p. 194). In turn, individuals who are adept at social awareness are better at recognizing, building, and maintaining positive relationships (Goleman, 1995; Mayer & Salovey, 1997; Salovey & Mayer, 1990). Additionally, socially aware individuals are more in touch with the subtleties of "social signals that indicate what others need or want" (Goleman, 1995, p. 43). Individuals who possess social awareness are able to appropriately use and interpret nonverbal behaviors, facial signals, eye contact, sense of personal space, and speech in different social interactions (Goleman, 1995).

The relationship competency, according to CASEL (2012), is "the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, including communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed" (p. 9). In every social exchange, the emotional signals individuals send impact others (Goleman, 1995). In order to build and maintain positive relationships, individuals must learn how to effectively "handle emotions in others" and manage the emotional exchange (Goleman, 1995, p. 115). Relationship skills also require the cultivation of both self-management and empathy (Goleman, 1995). Students who demonstrate positive relationship skills are able to identify ways to work and play with others, demonstrate appropriate social and classroom behavior, and demonstrate how to prevent and resolve conflicts in a constructive way (Illinois SEL State Standards, 2014-2015).

The responsible decision making competency, according to CASEL (2012), is "the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others" (p. 9). Emotions influence the strategies that individuals use to make decisions and solve problem (Goleman, 1995; Salovey & Mayer, 1990). Individuals differ in their ability to "harness their emotions" to solve problems (Salovey & Mayer, 1990, p. 198). Students who demonstrate responsible decision making have the ability to accurately define decisions, generate alternative solutions, anticipate the consequences of each, and evaluate and learn from their decision making (Illinois SEL State Standards, 2014-2015).

CASEL's five core competencies are comprehensive. The cultivation of these competencies facilitate learning, effective decision making, and the building and maintaining of positive relationships (Goleman, 1995; Mayer & Salovey, 1997; Salovey & Mayer, 1990). Although shaped by genetics, environment, and experience, these competencies are learned habits that can be taught and enhanced through intentional efforts and new experiences (Goleman, 1995; Mayer & Salovey, 1997; Salovey & Mayer, 1990). CASEL's five core SEL competencies were developed from a synthesis of different models and theories related to SEL and behavioral change (Payton et al., 2000). These models and theories included emotional intelligence, social and emotional competence promotion, social developmental, social information processing, self-management, the heath belief model, the theory of reasoned action, problem behavior

theory, and social cognitive theory (Payton et al., 2000). No one theoretical model encompassed all of the essential components of social and emotional competence that these models and theories promote. CASEL's five core competencies are the result of the integration of these models and theories in order to develop the most comprehensive model of cognitive, affective, and behavioral competencies that demonstrate SEL competence (CASEL, 2014; Payton et al., 2000).

In addition to these core competencies, a program design framework is included in the most recent CASEL guide that is based on advances in the SEL field that sets new standards for evaluating SEL programs (CASEL, 2012). The framework includes four key program design components of well-designed SEL programs. The first essential program component of a well-designed program is the use of evidence-based classroom approaches in relation to teaching SEL competencies. Evidence-based classroom approaches include explicit skill instruction, integration of SEL competencies into academic content, and the use of "instructional practices, processes, and management approaches to create a positive classroom environment that fosters the development of SEL competencies" (CASEL, 2012, p. 20). Explicit instruction involves lessons designed to address competencies that emphasize modeling and teaching vocabulary related to the competencies. The second essential program component of a well-designed SEL program is the

> extent to which the SEL program provides opportunities for active practice of SEL skills in and beyond the classroom, including role-plays or guided self-management techniques within the program and applying lessons (e.g. self-

> calming, problem solving techniques) to real-life situations outside of the classroom. (CASEL, 2012, p. 20)

The third essential program component of a well-designed program is the context teachers use to promote and reinforce SEL competencies beyond the lesson, which includes "(a) school-wide involvement that creates opportunities and processes beyond the classroom, (b) family involvement opportunities, and (c) community involvement opportunities that provided opportunities for students' to practice SEL competencies in the community and build relationships with community members" (CASEL, 2012, pp. 20-21). The fourth essential program component of a well-designed program includes the types of assessments and measures that educators use to assess the effectiveness of the program and to assess the impact of the program on student behavior. Examples of assessment and program measures include teacher evaluations, student self-reporting evaluations, and observations.

The CASEL (2012) program design framework was developed according to the latest findings from SEL evidence-based programs and practices. In particular, CASEL cited findings from current research literature to support the inclusion criteria and standards set forth by the systematic framework and to support the claim that student participation in well-designed SEL programs improves their attitudes about school, sense of self, and academic achievement (Durlak et al., 2011; Greenberg et al., 2003). CASEL also cited recent research to support the claims that the quality of teacher-student interactions, the instructional practices that are used, the environmental context, and the availability of opportunities for students to practice social and emotional skills are

predictors of students' social, emotional, and academic success (Allen, Pianta, Gregory, Mikami, & Lun, 2011; Durlak et al., 2011; January, Casey, & Paulson, 2011; Zins, Weissberg, Wang, & Walberg, 2004).

CASEL's (2012) five core SEL competencies have also been articulated in current research. In a frequently cited meta-analysis on the impact of 213 school-based SEL interventions on the social and emotional competencies of K-12 students, Durlak et al. (2011) defined SEL competencies using CASEL's five core SEL competencies. Durlak et al. found that students who participated in a program where teachers systematically and explicitly taught, modeled, and provided authentic opportunities to practice SEL competencies demonstrated improvement in their social and emotional learning. In a policy report about SEL programs, Jones and Bouffard (2012) presented a framework for integrating SEL practices into school systems, based on CASEL's five core SEL competencies. Jones and Bouffard recommended that instructional practices which address the five core SEL competencies and are developmentally and contextually sensitive are needed to enhance the teaching and assessment of students' SEL competencies. In a multiyear case study on the implementation of a SEL program in an urban school, Elias and Leverett (2011) described the principles of an effective SEL program, based on CASEL's five core SEL competencies, which included explicit instruction of these competencies that were linked to academic content, expanding opportunities for students to practice SEL competencies, creating a district-wide organizational structure to support implementation, and systematically assessing implementation and student outcomes. In a quasi-experimental exploratory study on the

impact of a SEL program on elementary school students, Raimundo, Marques-Pinto, and Lima (2013) defined social and emotional competencies using CASEL's framework. Raimundo et al. found that the SEL program positively impacted the SEL competencies of elementary school students and that student characteristics have the potential to moderate program impact. Raimundo et al. also found that male students in the intervention group showed greater gains in self-management as compared to male students in the control group, but no difference was found between female students in both groups. However, Raimundo et al. also noted that although male students showed improvement in self-management, they initially demonstrated higher levels of aggressiveness and lower levels of self-management.

This study benefitted from this conceptual framework because both components represent the most current research advances in the SEL field. CASEL's five core SEL competencies and the four standards of quality SEL program design provided the conceptual lens for interpreting the findings of this study. In addition, the five core SEL competencies and the four SEL program design standards guided the development of the research questions and data collection and data analysis protocols.

Literature Review Part I: School-Based Programs

School-based SEL programs are programs integrated into a school day that support the development of students' SEL competencies. School-based SEL programs typically include opportunities for teachers to integrate classroom-based SEL instruction and assessment into school-wide opportunities for students to practice SEL competencies (CASEL, 2014). Current research supports the claim that quality school-based SEL

programs have been linked to the positive development of students' social, emotional, and academic competencies (Dehnam & Brown, 2010; Durlak et al., 2011). School-based SEL programs vary in terms of curriculum, professional development opportunities, cost, supportive materials, scope of intervention (e.g., school-based or classroom based), and length and dosage of program (Whitcomb & Merrell, 2012). In the following section, research is analyzed in relation to (a) identifying criteria for high-quality SEL standards to guide effective school-based SEL programs; (b) implementing and maintaining school-based SEL programs; (c) assessing student outcomes; (d) understanding the role of the teacher; (e) building teacher capacity; and (f) identifying, understanding, and assessing SEL competencies**.**

Identifying Criteria for High-Quality Standards

The success of a school-based SEL program is dependent on numerous factors, including ongoing professional development, organizational support, and involvement of key educational stakeholders such as parents and community members (Barblett & Maloney, 2011; Denham & Brown, 2010; Durlak et al., 2011; Jones & Bouffard, 2012; Kress & Elias, 2013; Weissberg & Cascarino, 2013; Whitcomb & Merrell, 2012). Guiding all of these essential factors is the development and implementation of effective SEL standards (Dusenbury et al., 2014; Weissberg & Cascarino, 2013). CASEL identified six criteria that educators must address in developing high-quality SEL standards (Dusenbury et al., 2014; Weissberg & Cascarino, 2013).

The first criterion for developing high-quality SEL standards is that they should be free-standing and include developmental benchmarks clearly defining what students

should know and do in relation to CASEL's five core SEL competencies (CASEL, 2014; Dusenbury et al., 2014). Free-standing standards are standards that focus on the teaching and learning of SEL competencies and are separate from other educational state standards (CASEL, 2014; Dusenbury et al., 2014). Free-standing standards make the teaching and learning of SEL competencies more intentional (CASEL, 2014; Dusenbury et al., 2014). SEL developmental benchmarks should be designed for each grade level and identify what students should know and be able to do in relation to the SEL competencies of self-awareness, self-management, social awareness, responsible decision making, and relationship skills (CASEL, 2014; Dusenbury et al., 2014). Specific developmental benchmarks guide educators with instructing and assessing these competencies (CASEL, 2014; Dusenbury et al., 2014).

The second criterion in developing high-quality SEL standards is that they should be reflected in the academic content standards in order to reinforce the teaching and learning of these competencies (Dusenbury et al., 2014). Well-designed SEL programs integrate the teaching of SEL competencies into academic content standards. SEL standards that are integrated into academic content standards support educators with the development of curriculum, instruction, and assessment practices that provide students with authentic opportunities to develop and practice SEL competencies while learning academic content (CASEL, 2014; Dusenbury et al., 2014).

The third criterion for developing high-quality SEL standards is that they should provide guidance to educators about how to support students in their development of SEL competencies through specific teaching practices (Dusenbury et al., 2014). Examples of

evidence-based SEL teaching strategies include explicit instruction of SEL competencies, providing students with authentic opportunities to practice and learn these competencies in the classroom and outside of the classroom, and integrating the teaching and learning of these competencies with academic content (CASEL, 2012). Examples of explicit instruction of SEL competencies include modeling, reinforcement, and direct instruction related to naming and identifying emotions (CASEL, 2012; Durlak et al., 2011; Hagelskamp et al., 2013; Jones & Bouffard, 2012; Jones et al., 2011; Reyes et al., 2012; Whitcomb & Merrell, 2012). In a meta-analysis of school-based SEL programs, Durlak et al. (2011) found that teachers who explicitly taught social and personal skills in a focused and sequential manner with an emphasis on program alignment and active learning activities demonstrated greater success in facilitating positive social and emotional change in their students.

The fourth criterion for developing high-quality SEL standards is that they should provide educators with guidance about identifying and selecting strategies that are culturally and linguistically appropriate for different learners (Dusenbury et al., 2014). In a study of teacher competence in relation to student outcomes, Jennings and Greenberg (2009) noted that the diversity of interactions within the learning environment provide unique opportunities for the teaching and learning of SEL competencies. Educators need to be aware of these unique opportunities and to tailor curriculum, instruction, and assessments to meet the needs of culturally and linguistically diverse learners (CASEL, 2012; Dusenbury et al., 2014; Jennings & Greenberg, 2009).

The fifth criterion for developing high-quality SEL standards is that they should provide educators with guidance about how to create an environment that supports the learning and development of SEL competencies (Dusenbury et al., 2014). The relationship between the teacher and students is a key factor in determining the SEL environment of the classroom (Durlak et al., 2011; Hagelskamp et al., 2013). Effective SEL standards should provide guidance about how teachers can create a positive environment in the classroom through a positive classroom management style and approaches to discipline, routines, and transitions that support and reinforce SEL development (CASEL, 2012; Dusenbury et al., 2014).

The sixth criterion for developing high-quality SEL standards is that they should provide educators with support for high quality implementation, including professional development opportunities, evaluation and assessment, and information and access to evidence-based programs (Dusenbury et al., 2014). To assist school districts in selecting or designing, implementing, and evaluating SEL programs, CASEL created a research-based framework to evaluate the quality of SEL programs (CASEL, 2012). This framework includes four key program design components and quality implementation practices. The components include (a) evidence-based instructional approaches to teach SEL competencies and to create a positive environment, (b) opportunities for students to practice SEL competencies, (c) the context educators use to promote and reinforce SEL competencies outside of the classroom, and (d) the measures that educators use to assess program effectiveness and impact of program on student behaviors (CASEL, 2012). Continual evaluation of school-based SEL programs is needed to improve the quality of

these programs (Barblett & Maloney, 2011; Durlak et al., 2011; Dusenbury et al., 2014; Kendziora et al., 2011).

Although these criteria are recommended for the design of high quality SEL standards, national standards have not been developed that guide the implementation of school-based SEL programs (Dusenbury et al., 2014; Weissberg & Cascarino, 2013). The adoption of free-standing SEL standards following the suggested guidelines is more prevalent at the preschool level. (Dusenbury et al., 2014). However, Dusenbury et al. (2014) noted that variations exist in the implementation of these free-standing standards at the preschool level (Dusenbury et al., 2014). At the kindergarten through high school level, school-based SEL programs remain less integrative, and only a few states have adopted free-standing standards (Weissberg & Cascarino, 2013). As of 2012, only three states had adopted free-standing SEL standards (Weissberg & Cascarino, 2013). Illinois was the first state to adopt free-standing SEL standards with developmental benchmarks (Weissberg & Cascarino, 2013).

Implementing and Maintaining Programs

Identifying the specific factors that inform and improve program implementation and maintenance of school-based SEL programs is critical. These factors include (a) learning context; (b) quality of the curriculum; (c) program dosage (i.e., number of lessons that teachers implement); (d) teacher fidelity in following the curriculum; (e) quality of implementation; (f) teacher and student perceptions of program validity; (g) teacher-student and student-student relationships and interactions within the classroom environment; (h) resources available such as funding and qualified staff; (i) social

processes of the classroom environment such as culture, norms, and routines; (j) instructional, assessment, and classroom management strategies; and (k) quality and availability of professional development (Barblett & Maloney, 2010; Durlak et al., 2011; Gueldner & Merrell, 2011; Hagelskamp et al., 2013; Jones & Bouffard, 2012; Meyers & Hickey, 2014; Reyes et al., 2012; Stoiber, 2011;Whitcomb & Merrell, 2012).

A lack of research, however, exists on these program implementation factors, which creates a challenge in drawing conclusions about program effectiveness (Durlak et al., 2011; Gueldner & Merrell, 2011; Hagelskamp et al., 2013; Meyers & Hickey, 2014; Stoiber, 2011; Whitcomb & Merrell, 2012). In a meta-analysis of evaluation reports of 213 SEL school-based programs, Durlak et al. (2011) reported that only 57% of school-based SEL program evaluation reports included information on implementation data. If implementation data were included, implementation factors were measured dichotomously, only indicating the presence or lack of presence of implementation factors, but did not include an examination of the implementation factors (Durlak et al., 2011). Durlak et al. recommended that researchers collect more specific data on program implementation factors to understand program effectiveness.

Support is needed for additional investigations that focus on identifying and evaluating specific components of program implementation factors in order to contribute to a comprehensive understanding of program quality (Barblett & Maloney, 2010; Hagelskamp et al., 2013; Jones & Bouffard, 2012; Meyers & Hicks, 2014). In a policy report from the Society for Research in Development, Jones and Bouffard (2012) found that positive changes in program quality can be made by focusing on the social process of

the environment, which includes intentional efforts to change the culture of the classroom through norms and routines that include teaching, modeling, and promoting targeted SEL competencies. Jones and Bouffard asserted that a more systematic approach to research is needed that identifies specific formal and informal instructional and assessment strategies that can be integrated into daily practices to support students' SEL competencies. In a related study examining the short-term and long-term outcomes of a school-based SEL program, Hagelskamp, Brackett, Rivers, and Salovey (2013) found that program practices that specifically target the social and emotional climate of a classroom positively impact the emotional, instructional, and organizational quality of a classroom. Hagelskamp et al. concluded that a need exists for more research that focuses specifically on teacher adherence to program fidelity, in terms of the number of times lessons are delivered, quality of implementation, and opportunities teachers give students to practice SEL competencies. In a literature review that examined assessment measures of SEL competence for children, Barblett and Maloney (2010) contended that context and social interactions impact the development of students' SEL competencies and that these factors need to be considered when assessing these competencies. Barblett and Maloney concluded that a need exists for more research initiatives that identify and explore specific aspects of the learning context and social interactions within the learning context to improve SEL program implementation and maintenance. Furthermore, in a review of literature that examined the impact of different school-based SEL programs on student outcomes, Meyers and Hicks (2014) found that in order to increase understanding of program implementation factors, future research efforts need to focus on the interpersonal

context of SEL learning, which includes individual skill building interventions and interventions designed to improve components of the learning environment. Meyers and Hicks recommended that researchers observe the impact of different implementation factors at different levels of dosage on program outcomes. Thus, research efforts that examine specific contextual and program implementation contribute to a more comprehensive understanding of program effectiveness. A more focused approach allows for systematic and in-depth examination of specific contextual and program implementation factors, which is needed to advance SEL program implementation and maintenance.

Assessing Program Impact on Student Outcomes

In order to improve program quality, practitioners and researchers need to better understand how specific program factors impact specific student SEL outcomes. Research linking specific components of program implementation and contextual factors to students' specific social and emotional outcomes helps educators in developing new strategies and improving existing strategies to support the development of students' SEL competencies (Ashdown & Bernard, 2012; Hagelskamp et al., 2013; Meyers & Hicks, 2014; Stoiber, 2011; Whitcomb & Merrell, 2011). However, a lack of research links specific program implementation and contextual factors to students' specific SEL outcomes (Ashdown & Bernard, 2012; Hagelskamp et al., 2013; Meyers & Hicks, 2014; Stoiber, 2011; Whitcomb & Merrell, 2011). This lack of research is partially attributed to challenges with operationalizing and measuring program implementation, contextual

variables, and students' SEL outcomes (Jones & Bouffard, 2012; Meyers & Hicks, 2014; Reyes et al., 2012).

To address this gap in research, recent research initiatives have begun to focus on measuring different program factors in relation to students' SEL outcomes. Reyes, Brackett, Rivers, Elbertson, and Salovey (2012) investigated the impact of implementation quality, professional training, and program dosage for a specific approach to improving students' SEL outcomes known as the Recognize, Understand, Label, Express, and Regulating (RULER) approach. Reyes et al. measured program training and dosage by examining attendance records and counting the number of lessons teachers taught. Quality implementation was operationalized as delivery, and teachers' attitudes toward the program were measured using two 5-point Likert scale checklists. Student outcomes, such as social competence, problem solving skills, and emotional literacy, were measured using social ratings found on report cards, performance assessments, and student self-report surveys. Reyes et al. found that implementation variables significantly impact students' SEL outcomes.

In related research, Gueldner and Merrell (2011) also examined the impact of school-based SEL program implementation on the development of student outcomes. More specifically, Gueldner and Merrell examined the impact of enhanced performance feedback, which included a combination of motivational coaching and constructive feedback, on students' social and emotional literacy knowledge and internalizing behaviors. Gueldner and Merrell measured teacher performance and program implementation integrity with a 3-point observational check-list containing specific

components of the program. Teachers were directly observed, and observers indicated the extent to which they implemented components of the program, using the ratings of *fully implemented*, *partially implemented*, and *not implemented*. Student outcomes were measured with student self-reporting pre- and post-surveys. Gueldner and Merrell found that students whose teachers participated in the enhanced performance feedback process demonstrated a greater increase in social and emotional literacy knowledge than the standard SEL instruction group. However, no other advantages to students in the enhanced performance feedback group were reported. In fact, students in the enhanced performance feedback group demonstrated a small but significant increase in internalizing behaviors compared to the standard SEL instruction group (Gueldner & Merrell, 2011).

In another study about assessing student outcomes, Ashdown and Bernard (2012) investigated the impact of explicit instruction of SEL skills in an Australian Catholic school on preparatory and first grade students' SEL competencies. Trained observed evaluated teacher performance and program implementation using 3-point observational checklists. These observers indicated the extent to which teachers implemented the lessons with integrity, using indicators such as (a) well-prepared, (b) had positive attitude, (c) provided lessons as intended, (d) provided helpful feedback to students, and (e) checked students' understanding of lesson. Students' SEL competencies, wellbeing, and social skills were also assessed using two teacher-reported pre- and post-surveys. Ashdown and Bernard determined that the program positively impacted students' SEL competencies and reduced problem behaviors. However, Ashdown and Bernard noted

that the data did not provide information on how explicit teaching techniques, such as skill modeling, reinforcement, feedback, and conversations between teachers and students, directly impacted students' SEL competencies. Ashdown and Bernard recommended the use of multiple informants and direct observations of student behaviors to capture more reliable data on students' behavior and SEL competencies.

Although each of the studies provides relevant insight into how specific components of program implementation impact specific student outcomes, limitations have been acknowledged in relation to instruments that measure program implementation and assessment of student outcomes (Ashdown & Bernard, 2012; Gueldner & Merrell, 2011; Reyes et al., 2012). It is difficult to determine how students apply the knowledge and skills learned from SEL programs to solve real-life problems, when data is based only on quantitative checklists, student self-reporting surveys, and teacher behavioral reports. To better capture the impact of interventions on student outcomes, observational methods should be used to collect empirical evidence of program impact on student outcomes (Ashdown & Bernard, 2012; Gueldner & Merrell, 2011; Reyes et al., 2012; Stoiber, 2011; Watson & Emery, 2012; Whitecomb & Merrell, 2012). Multiple data collection methods and multiple informants should also be used to understand program impact on student outcomes (Ashdown & Bernard, 2012; Gueldner & Merrell, 2011; Reyes et al., 2012; Stoiber, 2011; Watson & Emery, 2012; Whitecomb & Merrell, 2012).

Other studies also support research that incorporates more assessment measures that include observations of students' behavior, multiple data collection methods, and multiple informants to evaluate program impact on student outcomes. In a study

investigating the feasibility of measuring program implementation of a school-based SEL program on students' social and emotional behavior, Whitcomb and Merrell (2012) found significant positive changes in students' emotional literacy knowledge and decreased student problem behavior. Whitcomb and Merrell measured students' emotional literacy using a student self-reporting pre- and post-survey and student behavior using teachers' observations and ratings of changes in behavior. Whitcomb and Merrell believed that a limitation to the study was the use of teacher observations to assess changes in student behavior because teachers could have inaccurately perceived positive changes in student behavior. Whitcomb and Merrell concluded that both direct and indirect measures of student behaviors are necessary to understand the impact of program implementation on specific student outcomes. In particular, Whitcomb and Merrell recommended the development of an observation system to code students' behaviors over time. They also recommended the development of validated emotional knowledge measures that are developmentally appropriate for elementary school students. In a discussion of the problematic nature of SEL assessments, Watson and Emery (2012) argued for sociocultural-based observation assessment approaches, including role plays, reflective diaries, portfolios, problem solving opportunities, participatory approaches, and video-evidence, so students have the opportunity to demonstrate learned behaviors in authentic contexts. Consistent with these recommendations, in a discussion on the challenges of implementing and researching school-based SEL programs, Stoiber (2011) called for innovative approaches to research that include observations of how students' SEL competencies develop over time.

Thus, in order to improve school-based SEL programs, more research about the impact of specific program implementation factors on specific student outcomes is needed. More systematic research approaches should include direct measures of students' SEL competencies, multiple data collection methods, and multiple informants to provide a comprehensive picture of these competencies. Although challenges with identifying and measuring components of program implementation in relation to specific student outcomes exist, systematic approaches to research will provide more empirical evidence on the teaching, learning, and assessment of students' SEL competencies in different contexts to better inform practice. Moreover, studies that systematically examine specific components of program implementation in relation to the development of specific SEL competencies will inform the development of validated and developmentally appropriate tools to assess these competencies**.**

Understanding the Role of the Teacher

Understanding the role of the teacher in relation to the socioemotional environment is essential to quality program implementation and to the development of students' SEL outcomes (Durlak et al., 2011; Hagelskamp et al., 2013). In a review of 213 school-based SEL programs, Durlak et al. (2011) found that teacher-led SEL programs in the classroom had the most positive impact on student SEL outcomes. In another study, Hagelskamp et al. (2013) examined the impact of implementing the Recognize, Understand, Label, Express, and Regulating (RULER) approach on aspects of classroom quality and found that the socioemotional classroom environment, which was defined as the relationship between teachers and students, directly influences

instructional quality. Reyes et al. (2012) and Gueldner and Merrell (2011) also reinforced the importance of the role of the teacher in identifying and operationalizing high quality implementation of school-based SEL programs. In examining the interaction effects of program training, program dosage, and implementation quality on targeted student outcomes, Reyes et al. found that teachers who are identified as low-quality implementers also demonstrate a lack of efficacy or self-confidence in their teaching abilities. Reyes et al. defined high-quality implementation in terms of teachers' delivery of lessons and teachers' attitudes toward the effectiveness of the program. Delivery was defined as the ability of teachers to model emotions and strategies. Reyes et al. concluded that teachers' feelings of efficacy toward their general teaching abilities highly impact their attitudes towards SEL programs, which in turn impacts the quality of implementation**.** Reyes et al. recommended ongoing coaching and training to ensure quality implementation and maintenance of school-based SEL programs. These findings indicate that teacher outcomes in training programs and the role of teachers' SEL competencies in teacher delivery and program implementation need further examination (Reyes et al., 2012).

In related research, Gueldner and Merrell (2011) examined how using enhanced teacher performance feedback facilitates quality implementation of school-based SEL programs. Enhanced performance feedback occurs when a consultant observes teacher performance and provides feedback and motivational coaching to the teacher. One teacher received enhanced performance feedback, and the other teacher did not receive the intervention. Gueldner and Merrell found that the two teachers implemented the SEL

program lessons with a high-level of integrity; however, they were not able to decisively conclude that enhanced performance feedback facilitated quality program implementation. Teacher performance and implementation integrity was measured using a 3-point observational checklist, which contained components of the lesson. Gueldner and Merrell did not report on how high quality implementation and teacher performance were explicitly defined. In addition to the observational checklists, Gueldner and Merrell also administered a teacher self-reporting social validity survey and found that both teachers had a positive attitude toward the program. Gueldner and Merrell postulated that the teachers' positive attitudes toward the SEL program facilitated a high level of implementation integrity.

Researchers have also found that teachers' perceptions of social and emotional learning impact the quality of program implementation (Brackett, Reyes, Elbertson, & Salovey, 2012; Collie, Shapka, & Perry, 2011; Zinsser, Shewark, Denham, & Curby, 2014). In a two phase study, Brackett, Reyes, Rivers, Elbertson, and Salovey (2012) assessed teachers' beliefs in order to create and validate a teachers' SEL beliefs scale. This scale measured teachers' beliefs related to (a) comfort level with SEL instruction, (b) commitment to learning about and teaching SEL, (c) beliefs that students will benefit from SEL, and (d) opinions about the culture of the school in supporting SEL programming (Brackett et al., 2012). Brackett et al. found teachers who believed their schools supported SEL programming, reported less emotional exhaustion and greater perceived administrator support. Teachers who were more comfortable with delivering SEL instruction were also more supportive of the SEL program and were more confident

in their ability to teach SEL skills and strategies. In a similar study Collie, Shapka, and Perry (2011) examined teachers' perceptions of social and emotional learning and the climate in their schools in relation to their perceptions of stress, teaching efficacy, and job satisfaction. In particular, Collie et al. examined teachers' SEL beliefs in relation to their comfort in integrating SEL instruction into the classroom, using Brackett et al.'s SEL beliefs scale. A key finding was that teachers' beliefs about their comfort in teaching SEL competencies was negatively associated with stress and positively associated with job satisfaction. Collie et al. concluded that teachers' beliefs about SEL competencies influence teacher outcomes related to stress, teaching, efficacy, and job satisfaction. In a mix-methods study examining preschool teachers' SEL beliefs in relation to observed emotional support, Zinsser, Shewark, Denham, and Curby (2014) found significant differences between teachers identified as highly supportive emotionally and teachers identified as moderately supportive emotionally. Zinsser et al. found that highly supportive teachers believed that SEL strategies should be integrated into daily interactions and instructional activities, whereas moderately supportive teachers focused on the integration of SEL instruction during designated SEL program times. Zinsser et al. also found that highly supportive teachers believed that their role in developing students' SEL competencies was to collaborate with students' parents to support students' SEL development, whereas moderately supportive teachers viewed their role as distinct from the parents' role in supporting the development of students' SEL competencies. Zissner et al. concluded that teachers' SEL beliefs are linked to their classroom practices. Zissner et al. recommended that researchers continue to examine

teachers' SEL beliefs and experiences to improve interventions and teacher training programs.

In summary, these studies revealed important findings about the role of the teacher in high quality SEL program implementation; however, more research is needed in relation to the role of teachers and SEL program quality and students' SEL outcomes (Brackett et al., 2012; Collie et al., 2011; Durlak et al., 2011; Whitcomb & Merrell, 2012; Zissner et al., 2014). Given the importance of teachers' SEL perceptions, researchers should continue exploring, identifying, and operationalizing high-quality practice in relation to the role of the teacher and the socioemotional environment of the classroom and continue to examine teachers' SEL experiences and beliefs in order to improve program implementation and maintenance.

Building Teacher Capacity

As previously discussed, the role of the teacher is critical to quality SEL program implementation and positive student SEL outcomes. Teachers influence the socioemotional learning environment in the classroom and the development of students' SEL competencies by their selection and implementation of instructional and assessment strategies and how they establish social processes and norms in the classroom (Barblett & Maloney, 2010; Durlak et al., 2011; Hagelskamp et al., 2013; Jennings & Greenberg, 2009; Jones & Bouffard, 2012; Stoiber, 2011). Consequently, building teacher capacity, in terms of effectively preparing teachers with the skills, knowledge, and strategies to support the development of students' SEL competencies, is critical to SEL program implementation. To effectively build teacher capacity, the following factors should be

addressed: (a) teachers' perceptions of the SEL program, (b) teachers' level of SEL competence, (c) teachers' beliefs in their teaching efficacy, and (d) quality training and support (Elias & Leverett, 2011; Gueldner & Merrell, 2011; Jennings & Greenberg, 2009; Reyes et al., 2012; Woolf, 2013).

Teachers' perceptions of the SEL program, their beliefs about their own teaching efficacy, and their level of SEL competence influence the quality of school-based SEL program implementation (Elias & Leverett, 2011; Gueldner & Merrell, 2011; Jennings & Greenberg, 2009; Kress & Elias, 2013; Reyes et al., 2012; Woolf, 2013). Using a case study design, Elias and Leverett (2011) analyzed the impact of consultation on an urban school's SEL program. Elias and Leverett found that students at this urban school improved their academic learning and SEL competencies because outside consultants positively contributed to building teacher capacity by supporting teachers' learning of the skills, knowledge, and strategies to successfully implement an SEL program. Elias and Leverett also found that directly addressing teacher hesitation about the program and providing them with an open and supportive forum to discuss concerns is essential to building teacher capacity to successfully implement the program. In a related study of teacher SEL competence in relation to student and classroom outcomes, Jennings and Greenberg (2009) found that teachers' perceptions of the effectiveness of the SEL program to support the development of students' SEL competencies are influenced by their own level of SEL competence. Jennings and Greenberg also found that teachers' level of SEL competence influences how they establish and maintain positive relationships with students, manage the classroom, and impact the quality of

implementation. In an examination of the interaction effects of program training, dosage, and implementation quality on targeted SEL student outcomes, Reyes et al. (2012) defined quality implementation in terms of teacher's delivery of content and teachers' attitudes about the program. In terms of delivery, Reyes et al. found that teachers' abilities to effectively model and demonstrate SEL competence impacts students' learning of the competencies. Reyes et al. also found that teachers' beliefs about their teaching efficacy significantly impacts their attitudes and perceptions of the SEL program, as well as their quality of implementation. Thus, these studies indicate that attention to teacher efficacy and their level of SEL competence is critical for quality implementation.

Ongoing professional development as a way to build teacher capacity has also been linked to quality SEL program implementation and positive student SEL outcomes (Gueldner & Merrell, 2011; Jones & Bouffard, 2012; Kress & Elias, 2013; Reyes et al., 2012). Quality professional development and ongoing support also reinforce the development of teachers' SEL competence and increase teachers' positive perceptions of the SEL program (Gueldner & Merrell, 2011; Jennings & Greenberg, 2009; Jones & Bouffard, 2012; Kress & Elias, 2013; Reyes et al., 2012). Reyes et al. (2012) maintained that the quality of professional development in relation to SEL programs is an important area for further study, particularly in relation to teacher knowledge about effective instructional and assessment strategies that are essential for effective program implementation.

In addition to providing ongoing professional development related to SEL, Waajid, Garner, and Owen (2013) asserted that information about students' SEL competencies should be integrated into preservice teacher training courses to help prospective teachers understand the impact of emotions on student behavior and to integrate SEL instruction into classroom activities. In a qualitative case study examining undergraduate students' perceptions about how SEL competencies should be integrated into curriculum, Waajid et al. (2013) found that participants believed that active practice of SEL skills was central to students' SEL development. Waajid et al. recommended that SEL competencies integrated into courses positively impacts prospective teachers' views on the role of emotions in relation to classroom learning and behavior.

Teacher SEL competence is also context specific because an individual may exhibit a high level of SEL competence in one context but experience challenges in others. Relating this finding to teacher capacity, teachers may be successful in one school, or classroom, or with one demographic of students, but might not be successful in another school context. Subsequently, ongoing SEL professional development is needed to provide teachers with a repertoire of practical SEL instructional and assessment approaches for an array of situations, contexts, and groups of students. Ongoing professional development that addresses how to practically implement instructional and assessment approaches in a variety of contexts can support the development of teachers' own SEL competencies and facilitate teacher buy-in of the program (Jennings & Greenberg, 2009; Reyes et al., 2012; Woolf, 2013). In a study of consultation to improve academics and behavior in urban schools, Elias and Leverett (2011) also recommended

that educators develop a base-level of knowledge about SEL competencies in order to maximize the benefits of training and support. This knowledge, Elias and Leverett contended, includes having access to research that includes empirical evidence about SEL programs and SEL outcomes.

Thus, building teacher capacity is critical to the successful implementation of SEL programs. Teachers play an important role in the quality of a SEL program, which directly impacts the learning and development of students' SEL competencies. Given the findings from this review of the research literature, future research should include studies that explore how to build teacher capacity in relation to SEL programs. One potential way to build teacher capacity and increase teacher program buy-in is to provide teachers with empirical evidence about the impact of effective instruction and assessments strategies that educators can practically integrate into the classroom. Research efforts that examine the impact of practical instruction and assessment strategies can contribute to educators' SEL knowledge and provide them with the tools and strategies to address the teaching and assessment of SEL competencies in a variety of contexts. If teachers are well-informed about these strategies, then their teaching efficacy in relation to SEL competencies will be positively impacted.

Identifying, Understanding, and Assessing Competencies

Well-designed SEL programs address CASEL's five core SEL competencies: self-awareness, self-management, social awareness, relationships, and responsible decision making (CASEL, 2012, 2014; Denham & Brown, 2010; Durlak et al., 2011; Elias & Leverett, 2011; Meyers & Hickey, 2014; Weissberg & Cascarino, 2013).

According to CASEL (2014), these five core SEL competencies are short-term student outcomes of a quality SEL program that contribute to the following long-term student outcomes: positive social behavior, fewer conduct problems, less emotional distress, and academic success. Although these five SEL core competencies guide the development of SEL programs, SEL competencies are context specific (Barblett & Maloney, 2010; Durlak et al., 2011; Denham & Brown, 2010; Watson & Emery, 2012; Jones & Bouffard, 2012; Stoiber, 2011). In particular, different learning environments provide different opportunities and barriers to teaching, learning, and assessing these competencies (Barblett & Maloney, 2010; Denham & Brown, 2010; Durlak et al., 2011; Jennings & Greenberg, 2009; Kress & Elias, 2013; Payton et al., 2000; Scardamalia et al., 2012; Watson & Emery, 2012; Wilson et al., 2012). As a result, in order to effectively integrate the teaching and assessment of SEL competencies, educators need to start with a clear definition of how the SEL competencies are conceptualized in the learning environment and how these competencies will be taught, learned, and assessed (Barblett & Maloney, 2010; Denham & Brown, 2010; Durlak et al., 2011; Jennings & Greenberg, 2009; Jones & Bouffard, 2012; Payton et al, 2000; Scardamalia et al., 2012; Watson & Emery, 2012; Wilson et al., 2012).

A clear definition of SEL competencies facilitates the teaching, learning, and assessment of SEL competencies. A clear definition of SEL competencies includes what students should know and what they should be able to do as a result of instruction (Dusenbury et al., 2014). More specifically, a clear definition of SEL competencies relates the teaching, learning, and assessment of these competencies to the specific

instructional context; addresses the behavioral, cognitive, and attitudinal aspects of the competencies; and includes developmental benchmarks *(*Barblett & Maloney, 2010; CASEL, 2014; Denham & Brown, 2010; Durlak et al., 2011; Dusenbury et al., 2014; Jennings & Greenberg, 2009; Jones & Bouffard, 2012; Payton et al., 2000; Scardamalia et al., 2012; Watson & Emery, 2012; Wilson et al., 2012). SEL competencies are multidimensional and include such elements as "feelings, temperament, values, personality, dispositions and behavior" (Barblett & Maloney, 2010, p.14). After specific SEL competencies are defined in relation to the context and in relation to cognitive, behavioral, and attitudinal aspects, developmental benchmarks should be created to guide the teaching and assessment of these competencies (CASEL, 2014; Denham & Brown, 2010; Dusenbury et al., 2014; Jones, Brown, Hoglund, & Aber, 2010). However, the development and growth of these competencies are not uniform because the pathways that individuals take to attain those skills are different (Barblett & Maloney, 2010; Wilson et al., 2012). Furthermore, context and social interactions should be considered when creating developmental benchmarks (Barblett & Maloney, 2010). As a result, different developmental pathways for SEL competencies should be identified. Research should be used to guide the creation of developmental progressions and developmental pathways (Wilson et al., 2012). At this point, more empirical research on the development of SEL competencies in different instructional contexts could provide invaluable information on students' different developmental pathways.

One of the challenges associated with identifying, understanding, and assessing SEL competencies is the task of translating research into practice (Durlak et al., 2011).

Defining these competencies is particularly challenging in relation to a given instructional context when a lack of research exists on how these skills are developed and demonstrated in specific contexts (Durak et al., 2011; Stoiber, 2011; Watson & Emery, 2010). Observation assessments of student authentic performances of competencies in different learning contexts could provide meaningful evidence to advance knowledge about how to define these competencies and how to identify different developmental progressions and pathways (Dehnam & Brown, 2010; Stoiber, 2011; Watson & Emery, 2010). Few researchers have investigated the developmental processes of these competencies in specific learning contexts. However, Larson and Brown (2007) explored the emotional experiences of teens in a theater program, and their findings provide guidance for future researchers in investigating the developmental processes of students' SEL competencies in specific learning contexts. Through interviews with teenagers, program leaders, parents, and program observers, Larson and Brown described the emotional experiences of these teenagers in a theater program. Larson and Brown described how students identified their emotions, implemented strategies, and regulated their emotions in the context of a theater program. The findings provide evidence that this program offers tools, strategies, and resources for students to access in order to help them manage their emotions. Larson and Brown concluded that the theater program provides teenagers with multiple opportunities to observe, practice, and refine SEL strategies through repeated emotional experiences. Larson and Brown's findings support the need for more research on the development of these SEL competencies in different learning contexts.

Another challenge is how to assess students' mastery of these competencies. To meet this challenge, a continuum of assessment strategies to improve the teaching, learning, and assessment of SEL competencies should be examined (Barblett & Maloney, 2010; Jones & Bouffard, 2012; Watson & Emery, 2012; Whitcomb & Merrell, 2012). Performance assessments are authentic opportunities for students to demonstrate the knowledge and strategies they have learned (Darling-Hammond & Anderson, 2010; Greenstein, 2012). In selecting performance assessments, teachers need to understand that assessment tasks must provide opportunities for students to demonstrate the competency and for practitioners to collect meaningful evidence to advance the teaching and learning of that competency (Darling-Hammond & Anderson, 2010; Wilson et al., 20212). In a discussion of the development of evidence-based assessments, Wilson et al. (2012) contended that meaningful evidence contributes to the reshaping and redefining of the competency within a given context. In order to collect meaningful evidence on performance assessments, researchers have recommended that practitioners use rubrics that include explicit scoring criteria and developmental benchmarks (Darling-Hammond & Anderson, 2010; Jonsson & Svingby, 2007; Wilson et al., 2012). Wilson et al. also recommended using research, theory, and empirical evidence to guide the development of evidence-based SEL assessments. It would seem prudent for practitioners to use already established SEL benchmarks in designing performance assessments and scoring rubrics. One possible resource is the state of Illinois's free-standing SEL standards and developmental benchmarks designed for students in prekindergarten through high school (CASEL, 2014; Illinois State Board of Education, n.d.). Another possible resource is the

Assessment and Teaching of 21st Century Skills (ATC21S, 2009-2012). ATC21S is a collaboration of businesses that sponsor research projects to support the advancement of global education through the teaching, learning, and assessment of 21st-century skills. ATC21S developed empirical progressions for collaborative problem solving, which include both social and cognitive competencies, and they outlined how using the empirical progression can guide and advance the teaching, learning, and assessment of SEL competencies (ATC21S, 2009-2012**;** Griffin, Woods, & Scoular, 2013; Woods, Mountain, Griffin, & Scoular, 2013). Using established developmental benchmarks provides assistance to researchers and educators with the development of practical assessment strategies that could be integrated into specific content areas in the K-12 classroom.

In summary, to address the gaps in research and literature for school-based SEL programs, a need for more research exists that examines how these competencies are defined, taught, learned, and assessed in different learning contexts. Research in different learning environments that link implementation and contextual factors to the development of students' SEL competencies could provide information to bridge the gap between research and practice. After school programs render a context for the natural development, practice, and assessment of these SEL competencies. After school programs have been identified as key players in the development and assessment of these essential competencies (After-School Alliance, 2014a; Durlak, Weissberg et al., 2010; National Research Council, 2012; Silva, 2008).

Literature Review Part II: After School Programs

After school programs are organized programs for K-12 students that occur outside of the school day and aim to build students' social, emotional, and academic competencies (After-School Alliance, 2014a; Durlak, Mahoney et al., 2010). In the following section, inconsistent findings are discussed in relation to research about the impact of after school programs on students' SEL outcomes. The research literature on essential after school program variables is also analyzed, including student participation, student engagement, and program quality.

Inconsistency in Research Findings

In a review of the research about after school programs that support the development of students' SEL outcomes, findings are not consistent. A large body of evidence confirms the positive impact that participation in after school programs has on the development of students' SEL competencies (After School Alliance, 2014; Arnold & Cater, 2011; Durlak, Mahoney et al., 2010; Durlak, Weissberg et al., 2010; Little, 2009; Surr, 2012). Participation in after school programs have also been linked to improved academic performance and engagement in schools (Grogan, Henrich, & Malikina, 2014). However, not all after school programs are effective in building SEL competencies. In a meta-analysis on the impact of after school programs on students' social and personal skills, Durlak, Weissberg et al. (2010) found that programs that followed a SAFE model (i.e., sequence, active, focused, and explicit) in relation to skill building were more successful in building students' social and personal skills than programs that did not follow a SAFE model. Quality programming, student access, and consistent participation

are essential for the positive development of students' SEL outcomes (After School Alliance, 2014a; Arnold & Cater, 2011; Little, 2009; Surr, 2012). Quality after school programs are defined by well-trained staff, effective partnerships (e.g., community, family, school), and continuous program evaluation and improvement efforts of the program design and program implementation (After school Alliance, 2014a; Durlak, Weissberg et al., 2010; Little, 2009). As a result of variations in after school program quality, further research about how to improve program quality should be a priority for key stakeholders in after school programs (Yohalem & Wilson-Ahlstrom, 2010).

Inconsistent findings in relation to after school program quality and the impact of this quality on student outcomes have been found (Durlak, Mahoney et al., 2010; Durlak, Weissberg et al., 2010; Roth et al., 2010; Shernoff, 2010). These inconsistent findings are often due to challenges with identifying and measuring the numerous variables that impact student development in the context of after school programs (Durlak, Mahoney et al., 2010; Durlak, Weissberg et al., 2010; Roth et al., 2010; Shernoff, 2010). In an examination of the current status of research in the after school program field, Durlak, Weissberg et al. (2010) found that some after school programs contribute to the development of positive student outcomes, while others do not. Durlak and Maloney et al. (2010) determined that it is difficult to interpret these findings due to variations in programs and participants, numerous factors that influence the development of students' outcomes, and the fact that students participate in other activities besides after school programs. Durlak and Maloney et al. concluded that future research initiatives need to be more systematic and include a comparison of different program components to better

understand the impact on student outcomes. As part of their recommendations, Durlak and Maloney, et al. described a holistic model that identifies the connection between numerous variables of the student population, after school program features, aspects of student participation, and short-term and long-term student outcomes that influence student development in after school programs. Durlak and Maloney, et al. recommended the use of the holistic model to guide discussions, future research, and program evaluations to assess the impact of after school programs on student outcomes. Durlak and Maloney et al. also recommended the use of more qualitative research to better understand components of program quality and their impact on student outcomes.

In a review of after school program outcome research, Roth et al. (2010) also noted inconsistencies in research findings. Roth et al. found limited research that connected participation in after school programs to the positive development of student outcomes. Roth et al. also found that this lack of connection was due to limitations in research methodologies and inconsistent definitions and measures of student participation. Roth et al. found that researchers measured program participation dichotomously, indicating only if students participated or didn't participate. Roth et al. also noted limited research in relation to examining engagement and breadth of participation in after school programs. Roth et al. recommended that researchers need to examine different aspects of participation such as intensity, duration, exposure, breadth, and engagement in relation to specific after school program activities and student outcomes.

Other research also supports inconsistencies in findings about the impact of after school programs on students' SEL competencies. In a study examining students' perception of quality of after school program processes, Shernoff (2010) reported on the quality of student experiences in an after school program and in activities outside of the after school program, using the Experience Sampling Method (ESM). Students were instructed to journal about their experiences during two waves of week-long data collection periods during an academic year. Students participated in ESM training, and researchers reviewed students' log books each day. Shernoff measured students' social competence using a student self-reported pre- and post-survey. Taking into account students' baseline social competence data, Shernoff found no significant impact of after school program participation on students' social competencies. However, Shernoff noted that self-reporting data collection methods are often subject to problems such as incomplete responses and exaggeration. Student use of the ESM to report on engagement could also have potentially interfered with their engagement in these after school programs. Shernoff advocated for more research that focuses on students' specific skills in relation to personal and program contextual factors in order to better understand program quality. Shernoff also recommended researchers should examine how students spend time outside of after school programs to understand the impact of after school program participation on student outcomes. In a meta-analysis of the impact of after school programs on students' social and personal skills, Durlak, Weissberg et al. (2010) also found inconsistencies in research findings due to variations in programs, participants, and research methodologies. In order to enhance after school program

practice and address inconsistencies and limitations within research, Durlak, Weissberg et al. recommended that researchers examine different aspects of program quality in relation to student outcomes.

Thus, the importance of after school program quality on student participation and the development of students' SEL outcomes has been clearly established (Durlak, Mahoney, et al., 2010; Durlak, Weissberg et al., 2010; Roth et al., 2010; Shernoff, 2010). However, because these findings are inconsistent, a challenge remains to identify and assess after school program quality and the impact of this quality on student outcomes. In order to address these inconsistencies, a more nuanced and systematic approach to examining after school program quality and student participation in relation to students' SEL outcomes should be implemented. More specifically, additional research should address the following: (a) inclusion of more qualitative measures, (b) an examination of the variation of after school program quality within a given program in relation to specific student outcomes, (c) a comparison of after school program components with different programs in relation to student outcomes, (d) an examination of student participation in activities outside of the after school program, and (e) the use of multiple informants and multiple data collection methods to measure students' SEL competencies (Durlak, Mahoney, et al., 2010; Durlak, Weissberg et al., 2010; Roth et al., 2010; Shernoff, 2010). Although variations in programs, participants, and research methodologies will still exist, a closer examination of the relationship between after school program components, student participation, and student outcomes will provide a more accurate picture of how these programs impact students' SEL outcomes. This

knowledge will contribute to a more comprehensive understanding of program quality and the development of students' SEL competencies within the context of after school programs.

Essential Program Variables

Several after school program variables are essential to the development of students' SEL competencies. These variables include student participation, student engagement and program quality. This analysis of the related research literature includes how these variables are currently measured, challenges related to measuring these variables, and recommendations for future research.

Student participation. Research on student participation in after school programs is limited (Bohnert et al., 2010; Durlak, Mahoney et al., 2010; Durlak, Weissberg et al., 2010; Roth et al., 2010; Shernoff, 2010). Participation in these programs is commonly measured dichotomously, as participant or nonparticipant (Bohnert et al., 2010; Durlak, Mahoney et al., 2010; Durlak, Weissberg et al., 2010; Roth et al., 2010). When participation is measured dichotomously, findings are often inconsistent, because dichotomous measures fail to address the intricacies of student participation that directly impact student outcomes (Bohnert et al., 2010; Durlak, Mahoney et al., 2010; Durlak, Weissberg et al., 2010; Roth et al., 2010). In a discussion of the theoretical and methodological considerations in capturing the unique dimensions of student involvement in adult-led, organized, youth-development activities, which included after school programs, Bohnert, Fredricks, and Randall (2010) noted that comparing participants to nonparticipants inaccurately assumes that participants and

nonparticipants are similar to each other. This assumption fails to address students' individual differences and the complexities of student participation in a program. In addition, Bohnert et al. described four components of student participation that impact the development of student outcomes. The four components are (a) intensity, (b) duration/consistency, (c) breadth, and (d) engagement. Intensity of participation in after school programs refers to the average hours per week that a student attends a program. Duration of participation refers to the years spent in each after school program. Breadth of participation refers to the varied involvement of students within a given after school program and across different organized activities outside of the program. Engagement in after school programs involves students' perceptions of program quality, which include their perceptions of challenge and importance of the activities, as well as their interest and enjoyment while participating in the activities. Bohnert et al. asserted that attention to the multidimensional aspects of participation are important, because each of the aspects of participation uniquely contribute to the developmental process of student outcomes. However, Roth et al. (2010) reported that researchers have only recently begun to look at different aspects of participation in relation to students' developmental outcomes.

Bohnert, et al. (2010) and Roth et al. (2010) also identified common measurement practices that educators use to describe different aspects of student participation. Common measurement practices of breadth of participation include a dichotomous measure (i.e., participant or nonparticipant) or a tally of the number of activities that students are involved in within and across activities. Bohnert et al. and Roth et al.

affirmed that dichotomous measures and tallies of activities do not usually provide a comprehensive picture of the students' level of involvement in each activity or distinguish between the types of activities. Bohnert et al. recommended person-centered approaches to collecting information on the breadth of participation to provide more information about student levels of involvement in specific activities within a program and across programs. Common practices of measuring intensity include tallying the number of programs a student participates in or reporting on the amount of time students spend in each program. Bohnert et al. favored capturing the intensity of participation by collecting data on the number of hours a week students participate in a program and within a specific activity. Bohnert et al. also endorsed collecting intensity data at multiple points during the year, since intensity of participation frequently changes. Duration of program participation is commonly measured by students or parents reporting on student participation experience over the years. Bohnert et al. suggested collecting longitudinal data that focuses on student participation in a specific program or a specific activity to effectively capture the duration of program participation.

Student engagement. Student engagement has also been identified as an important variable in after school programs in relation to the development of students' SEL outcomes (Bohnert et al., 2010; Roth et al., 2010; Shernoff, 2010). However, a lack of research on student engagement in activities has been found (Grogan et al., 2014; Shernoff, 2010). Common measures of student engagement include student self-reporting methods (e.g., journals, surveys, interviews) and teacher observations (Bohnert et al., 2010; Roth et al., 2010; Shernoff, 2010). Recommendations include collecting data

from multiple informants and using multiple data collection methods in order to capture the most comprehensive and reliable measures of student engagement (Bohnert et al., 2010; Roth et al., 2010; Shernoff, 2010). In a study that examined the impact of engagement in after school programs on student outcomes, Shernoff (2010) found that the quality, not the quantity, of student participation impacts the development of student outcomes. As a result, Shernoff recommended data collection methods that provide detailed information on aspects of student participation in relation to specific programs and activities in order to better understand engagement and quality of student participation. Roth et al. (2010) also suggested that after school practitioners should maintain detailed daily program attendance logs so that after school program activities that sustain student participation and engagement are identified. Although researchers have yet to identify those aspects of participation that have the greatest impact on students' SEL outcomes, they confirm the importance of closely collecting data to better inform participation patterns and development of student outcomes (Bohnert et al., 2010; Roth et al., 2010; Shernoff, 2010).

Program quality. Program quality, which is related to program design and implementation, influences student participation and student engagement as well as student outcomes (Bohnert et al., 2010; Grogan et al., 2014; Roth et al., 2010; Shernoff, 2010). Three overarching themes have emerged in the discussion of research on after school program quality. These themes are (a) identifying aspects of program quality, (b) measuring program quality, and (c) analyzing and using data to inform practice.

Program quality is a multidimensional construct that is not uniform within and across programs (Durlak, Weissberg et al., 2010; Granger, 2010). As result, systematic methods of identifying and measuring specific aspects of program quality in relation to specific student outcomes are needed (Durlak, Weissberg et al., 2010; Granger, 2010; Shernoff, 2010). A common approach to identifying and measuring program quality is aligning measurements with the SAFE (i.e., sequenced, active, focused, explicit) approach to skill building (After School Alliance, 2014a; Durlak, Weissberg et al., 2010; Grogan et al., 2014). In a report examining the role of after school programs in the development of students social, emotional, and academic competence, the After School Alliance (2014) found that after school programs that implement a SAFE approach to skill building are consistent with high-quality programs. In a meta-analysis that included a systematic examination of the impact of after school programs on students' social and personal skills, Durlak, Weissberg et al. (2010) reviewed after school evaluation reports to examine how programs aligned with the SAFE model and their impact on students' social and personal skills. Durlak, Weissberg et al. found that after school programs that followed a SAFE approach to teaching skill building had greater impact on students' social and personal skills than programs that did not use the SAFE approach. Durlak, Weissberg et al. recommended that research and program evaluation reports need to include results from continuous measures of student outcomes.

In a study that investigated the impact of student engagement on students' social and academic competence, Grogan, Henrich, and Malikina (2014) measured after school program quality using the Out-of-School Time Observation Instrument (OST). The OST

is a validated research tool that is aligned with the SAFE approach to skill building. Grogan et al. observed 98 after school program activities across nine different programs. Grogan et al. found that some of the reported differences in student engagement across the different program sites were due to program quality. For example, Grogan et al. found that structured programs, a key component of the SAFE model, were associated with higher student engagement. However, Grogan et al. also found that program quality across program sites was not systematically measured. Grogan et al. contended that in order to support and enhance student engagement in after school programs, researchers need to "systematically assess how facets of observed program quality are associated with variability in student engagement across program sites" (p.8). This conclusion supports Durlak, Weissberg et al.'s recommendation that researchers need to systematically collect empirical evidence of program quality beyond dichotomous measures to advance understanding of program quality and impact on student outcomes.

In addition to identifying and measuring quality based on the SAFE model, Durlak, Weissberg et al. and Yohalem and Wilson-Ahlstrom (2010) recommended six features of after school program quality to guide research and program evaluation. The six components of program quality are (a) relationships between staff and students and among students, (b) physical space, (c) psychosocial environment such as emotional safety, (d) level of student and staff engagement in program activities, (e) social and behavioral norms, and (f) program routines and structure. In a review of current after school program evaluation tools, Yohalem and Wilson-Ahlstrom (2010) found that most of the current validated observational program evaluation tools address one or more of

these six components. However, Yohalem and Wilson-Ahlstrom also found that most evaluation tools focus on program components and not on student outcomes and that research linking specific components of program quality to student outcomes is limited. In related research, Durlak, Weissberg et al. found that these six components of program quality significantly influence the behavior of after school program staff, the policies of the program, and the quality of partnerships with schools, communities, and parents. However, Durlak, Weissberg et al. also found that information on the six components of program quality are often not included in after school program evaluation reports. In other similar research, Granger (2010) advocated for more systematic research of program quality, in particular research that focuses on interactions between program staff and students and the impact on student developmental outcomes. Consistent with the findings of Durlak, Weissberg et al. and Yohalem and Wilson-Ahlstrom, Granger found a lack of practitioner friendly instruments to assist after school program practitioners and researchers with effectively identifying and measuring program quality in relation to specific student outcomes.

In relation to after school program quality, research should be used to inform practice (Blyth, 2011; Durlak, Weissberg et al., 2010; Granger, 2010; Surr, 2012; Yohalem & Wilson-Ahlstrom, 2010). First, more systematic approaches to research are needed that examine after school program components, program quality, and student participation in relation to student outcomes in order to inform practice and the development of practitioner-friendly assessment tools (Durlak, Weissberg et al., 2010; Granger, 2010; Yohalem & Wilson-Ahlstrom, 2010). Second, practitioners who work

directly with students in after school programs need to engage in new approaches to data collection and analysis to inform quality practice (Blyth, 2011; Surr, 2012). In a discussion of new approaches to accountability in the after school program field, Surr (2012) contended that self-assessment of after school programs are essential for improvement of program quality and better student outcomes. However, Surr (2012) noted that few after school program directors are equipped to lead self-assessments and reflections of self-assessment to improve program quality. Surr suggested professional development to support program directors and program staff with the process of continuous self-assessments and reflection on the data to improve program design, program practice, and student outcomes. In addition to continuous self-assessment, Blyth (2011) asserted that practitioners and researchers need to identify, collect, and value program data from a new perspective to inform program practice. In a discussion on the future of youth development programs, Blyth contended that the future of youth development programs, which includes after school programs, is through data collection and analysis methods that go beyond focusing on student outcomes. Blyth advocated for more systematic research that focuses on the culture of the program, the interactions between staff and students, and students' perspectives to understand how students grow and develop within programs.

As new approaches to data collection and analysis for practitioners and researchers are developed, a need exists for more innovative and systematic research in order to effectively translate this research into practice. In synthesizing the findings and recommendations from research on after school program quality and student participation

in after school programs, Dawes and Larson (2011) provided an example of research that examines quality of practice and aspects of student participation from a new perspective. Dawes and Larson conducted a grounded theory study to understand the process of engagement that teenagers experience in after school student leadership program, and they found that personal connection was a key component of student engagement. Through longitudinal narrative interviews, Dawes and Larson identified three factors that influenced students' personal connection to programs and program activities. These three factors included (a) learning for the future, (b) developing a sense of competence, and (c) pursuing a purpose. Dawes and Larson concluded that more research needs to be done to understand the role of programs, staff, and other students in understanding the process of student engagement in organized after school programs. Dawes and Larson's study provides insight into how researchers could investigate students' experiences through program participation to identify the impact of program components on student outcomes. Continued development, implementation, and reporting of systematic and innovative research approaches that include an examination of the impact of program components and aspects of program quality on student outcomes will positively inform and enhance the quality of after school programs that support the development of students' SEL competencies.

Literature Review Part III: Summer Programs

Summer programs are a broad term that encompasses a number of different programs that take place during the summer (McLaughlin & Pitcock, 2009). Examples of summer programs include day camps, overnight camps, educational enrichment

programs, sport camps, and adventure camps (McLaughlin & Pitcock, 2009). In the following section, research is analyzed in relation to the unique context of summer school programs for the development of students' SEL competencies and the challenges that educators in these unique programs face. Current research studies on the impact of summer programs on student outcomes. This section concludes with a discussion about how to bridge the gap between research and practice in relation to summer programs.

Unique Context for Development of Competencies

Summer programs provide a unique context for the development of SEL competencies, which is distinct from the context of after school programs (McLaughlin & Pitcock, 2009; Wimer & Gunther, 2006). The nontraditional learning environments of summer programs also provide authentic contexts for the development, practice, and assessment of SEL competencies (Garst et al., 2011; McLaughlin & Pitcock, 2009; Wimer & Gunther, 2006). Summer programs usually (a) take place from one week to a few weeks over the summer; (b) have longer program days; (c) have a greater emphasis on traditions, rituals, and community building; and (d) have a greater amount of unstructured time (Garst et al., 2011; McLaughlin & Pitcock, 2009; Wimer & Gunther, 2006). During summer programs, students often participate for longer hours over multiple days or weeks (Garst et al., 2011; McLaughlin & Pitcock, 2009; Wimer & Gunther, 2006). This intense participation time provides students with the opportunity to experience the culture of the program and to internalize the elements of the culture (Garst et al., 2011). Another defining element of summer programs is the focus on community building (Garst et al., 2011). The social processes, norms, and rules for behavior are

explicitly defined, and a sense of community is created through rituals and practices such as songs, cheers, transitions, and other routines of the program (Allen, Akinyanju, Milliken, Lorek & Walker, 2011; Garst et al., 2011; McLaughlin & Pitcock, 2009; Thurber et al., 2007; Wimer & Gunther, 2006). Summer programs also include more unstructured time and informal learning opportunities than after school programs for students to develop and practice SEL competencies (Durlak et al., 2010**;** Garst et al., 2011; Woolf, 2013). Another key element of summer programs is that students are encouraged to take risks to develop and master skills (Thurber et al., 2007).

A review of the research also indicates that educators who work with summer programs face several significant challenges. The short duration of summer programs and the numerous variables that impact summer program implementation make identifying and measuring student outcomes a challenge (Garst et al., 2011; McLaughlin & Pitcock, 2009). In addition, a lack of research and funding for summer programs contributes to fewer resources to support quality in the areas of curriculum, standards, staffing, and professional development opportunities (McLaughlin & Pitcock, 2009). As a result, significant variation in the types of summer programs offered and the quality of the summer programs available presents significant challenges to educators who develop, implement, and assess these programs (McLaughlin & Pitcock, 2009).

To meet these challenges, more research on summer programs is needed in order to improve the quality of programs. In a white paper about building quality in summer programs, McLaughlin and Pitcock (2009) noted that researchers have not yet identified differences in quality between after school and summer programs. McLaughlin and

Pitcock asserted that although summer programs can benefit from existing research on after school program quality, future research should specifically focus on summer programs in relation to the following seven quality indicators (a) curriculum, (b) standards specifically for summer school, (c) assessment tools to measure program quality and student outcomes, (d) strategic partnerships, (e) online resources, (f) professional development, and (g) creation of a new vision for summer programs by making them a central part of school reform. McLaughlin and Pitcock also reported that the National Summer Learning Association, a nonprofit organization focused on advancing high-quality summer programs, has addressed some of these gaps in research related to summer programs. McLaughlin and Pitcock recommended that in order to effectively meet these goals, practitioners, funders, and researchers need to work together to develop, test, and drive effective quality measures.

Impact on Student Outcomes

Existing research on the impact of summer programs on students' SEL outcomes has emphasized the use of observations, interviews, pre- and post-surveys, and specialized instruments to capture the benefits of student participation in summer programs (Allen et al., 2011; Garst et al., 2011; Riley & Anderson-Butcher, 2012; Thurber et al., 2007). Research initiatives on summer programs have also included notable examples of attention to alignment among research, programs, and local school districts (Allen et al., 2011; Chow et al., 2009; Riley & Anderson-Butcher, 2012; Sibthorp, Paisley & Gookin, 2007). Research about summer programs could also be used to improve program practices and provide direction for future research. Therefore, this

section includes a review of research about the impact of summer programs on student outcomes.

A common thread in many of the studies on the impact of summer programs on student outcomes is a focus on alignment of data collection methods with the goals and targeted student outcomes of the summer program. In an examination of the impact of a summer camp on preventing disruptive behaviors by building social skills, Allen, Akinyanju, Milliken, Lorek and Walker (2011) described the development, implementation, and evaluation of a character education summer program. To collect outcome data, Allen et al. designed a self-reporting student pre- and post-survey aligned to the activities of the summer camp. The surveys were used to collect both quantitative data and qualitative data. Allen et al. found that participation in the summer camp provided a mix of formal and informal learning opportunities to build social skills that positively impacted students' prosocial behavior. However, Allen et al. concluded that observational data of student interactions at camp and experiential vignettes maintained by students would have enhanced the research findings.

In collaboration between two Hong Kong schools and the Camp Adventure Youth Services, Chow et al. (2009) conducted a mixed methods study using a quasi-experimental research design and focus group interviews to understand the impact of the camp on the development of students' collaboration, communication, creativity, and problem solving skills. The data collection instrument was the Camp Adventure Scale, which was specifically designed to align with the targeted student outcomes of the camp. Chow et al. found that the camp positively impacted the development of students'

collaboration, communication, creativity, and problem-solving skills. Chow et al. also found that group activities were important for the development of these skills. Chow et al. concluded that camps designed to meet the developmental needs of students positively impact student outcomes. Chow et al. also recommended that researchers explore how specific activities impact the development of the four skills.

In related research, Sibthorp, Paisley, and Gookin (2007) developed an etiological model of participant development in relation to adventure-based programs. The multi-tiered research initiative involved collaboration of key organizational stakeholders to develop a student self-reporting retrospective pretest and posttest instrument aligned with program goals and targeted student outcomes. The purpose of the instrument was to examine aspects of participant characteristics and program characteristics in relation to six program outcomes in order to understand participant development in these outdoor programs. Sibthorp et al. found that activities that empowered students to make decisions, students' perception of group dynamics, and rapport with instructors impacted students' perceptions of their development. Based on these findings, Sibthorp et al. recommended that instructors should empower students by giving students responsibilities and decision making opportunities, working with students to resolve group conflicts, and building positive relationships with students. Sibthorp et al. recommended the building and testing of program models to understand participant development and to improve program design and implementation. A final recommendation was that more research is needed to better understand the role of the instructor in participant development.

In another significant study of the impact of summer programs on student outcomes, Thurber, Scanlin, Scheuler, and Henderson (2007) used multiple informants and multiple data collection methods to conduct a nationwide survey of summer camps and collected follow-up data six months after the summer camp from parents and camp participants. Thurber et al. found significant positive changes for camp participants in five domains that included positive identity, social skills, physical and thinking skills, positive values, and spirituality, and growth. Thurber et al. also found that positive changes in the five domains were maintained six months later. However, Thurber et al. also found that based on students' self-reporting surveys, a small but significant decrease in positive peer-relationships occurred. Thurber et al. concluded that more research should be conducted on specific aspects of summer programs to better understand the impact of these programs on student outcomes.

In their investigation of how to improve the social skills of urban youth through a summer camp approach, Allen et al. (2011) found the summer camp positively impacted students' attitudes and knowledge consistent with prosocial behaviors**.** Allen et al. concluded that the inclusion of observational data and longitudinal follow-up data, such as student follow-up questions at three months and at 12 months, would have enhanced the findings from the student self-reporting pre- and post-surveys and would have provided relevant information to inform the design and implementation of the summer program.

In a study of the impact of a SEL program camp on students' SEL outcomes, Ee and Ong (2013) incorporated qualitative data from student journals and observations to

learn more about the impact of the overnight camp on the development of students' SEL competencies. Ee and Ong found a discrepancy between teachers' perceptions and students' perceptions in relation to students' relationship management skills. Ee and Ong concluded that teachers focus on students' observable actions, which may not be indicative of the SEL processes students are experiencing. This discrepancy demonstrates the importance of using multiple forms of data collection, multiple participants, and adequate engagement in the data collection process. Because the camp took place over two days and one night, differences in teachers' perceptions and students' perceptions over a longer period of time might change.

Bridging the Gap between Research and Practice

Summer programs provide a unique context for the development of students' SEL competencies. Summer programs often emphasize community building and the creation of a unique program culture. Accordingly, students have an opportunity to interact and collaborate with adults and peers and to immerse themselves in the culture of the program. As a result, research on the teaching, learning, and assessment of SEL competencies in the context of summer programs positively contributes to advancing research and practice in the field of social and emotional learning.

In order to bridge the gap between research and practice in the teaching, learning, and assessment of students' SEL competencies in the context of summer programs, researchers should (a) examine the impact of specific program components on students' specific SEL outcomes, (b) describe the role of program staff in summer programs, (c) explore the impact of program staff and student interactions on students' SEL outcomes

(d) examine the developmental experiences of students in relation to various activities in summer programs, and (e) provide practitioners with information about a variety of instructional and assessment strategies to support the development of students' SEL competencies in multiple contexts. Moreover, in order to advance research in SEL curriculum, instruction, and assessment in relation to school-based, after school, and summer school programs, new innovative approaches to research must be taken (Blyth, 2011; Stoiber, 2011; Whitcomb & Merrell, 2012). Researchers have recommended the following strategies to use in order to conduct this innovative research: (a) align the research goals with program practices, (b) include direct observations of students implementation of SEL strategies and behaviors in authentic contexts, (b) focus on specific implementation and contextual factors in relation to observed demonstrations of students' SEL competencies, (c) define the targeted SEL competencies and related developmental benchmarks to assist in the evaluation of these competencies, and (d) collect multiple forms of qualitative data and seek multiple participants to substantiate the findings (Allen et al., 2011; Ashdown & Bernard, 2012; Barblett & Maloney, 2010; CASEL, 2014; Chow et al., 2009; Denham & Brown, 2010; Durlak, Weissberg et al., 2010; Dusenbury et al., 2014; Ee & Ong, 2013; Granger, 2010; Grogan et al., 2014; Gueldner & Merrell, 2011; Jones, Brown, Hoglund, & Aber, 2010; Reyes et al., 2012; Sibthorp, Paisley, & Gookin, 2007; Stoiber, 2011; Thurber et al., 2007; Watson & Emery, 2012; Whitcomb & Merrell, 2012; Wilson et al., 2012; Yohalem &Wilson-Ahlstrom, 2010).

In an investigation into the development of students' emotional processes in a theater program, Larson and Brown (2007) described how students develop SEL strategies as result of participating in a program where leaders focus on explicit and repeated norms and processes. Summer programs are often similar to the theater program that Larson and Brown described because they provide students with numerous opportunities to observe and practice SEL strategies. As noted in this review of the research literature, the relationship between program staff and students directly impacts the development of students' SEL competencies. Program staff members also directly influence the culture of the learning environment and students' perceptions of their skill development. As a result, observing the SEL instructional and assessment strategies that teachers and other program staff use in this summer enrichment program provides additional empirical evidence to inform and enhance the teaching, learning, and assessment of students' SEL competencies. Furthermore, this empirical evidence may also positively contribute to gaps in the research literature related to after school programs and school-based SEL programs.

Summary and Conclusions

In summary, this chapter included a comprehensive review of the literature in relation to school-based SEL programs, after school programs, and summer programs. In relation to school-based SEL programs, research was analyzed about identifying criteria for high-quality SEL standards, implementing and maintaining these programs, assessing student outcomes, understanding the role of the teacher, building teacher capacity, and identifying, understanding, and assessing SEL competencies. In relation to after school

SEL programs, inconsistent research findings were discussed as well as essential program variables, including student participation, student engagement, and program quality. In relation to summer SEL programs, research was analyzed in relation to the unique context of summer programs for the development of SEL competencies, impact on student outcomes, and bridging the gap between research and practice.

Several themes emerged from this literature review. The first theme was the importance of understanding various implementation and contextual factors in SEL school-based programs in relation to the development of students' SEL outcomes. In order to improve SEL school-based program quality and maintain implementation, practitioners and researchers need to understand how implementation factors relate to specific student outcomes. Researchers have recommended more innovative and systematic approaches to research such as (a) examining specific aspects of program implementation and contextual factors in relation to specific SEL outcomes; (b) including more direct assessment measures of learned SEL strategies and behaviors; (c) capturing program impact using multiple data collection methods and multiple informants; and (d) identifying and operationalizing aspects of high-quality implementation, especially in relation to the role of the teacher and the socioemotional environment.

The second theme was an understanding of the important role of the teacher in the development of students' SEL competencies. Teachers directly impact the quality of program implementation, the socioemotional environment, and the development of students' SEL outcomes. As a result, in order to effectively implement and maintain a school-based SEL program, attention to building teacher capacity is imperative. Given

the findings from the review of this research literature, future research should include studies that explore how to build teacher capacity in relation to SEL programs. Research efforts that examine the impact of practical instruction and assessment strategies can contribute to educators' knowledge about SEL competencies and provide educators with the tools and strategies to address the teaching and assessment of SEL competencies in a variety of contexts and challenging situations, which will improve the quality of SEL program implementation.

The third theme was an understanding of the important role of context in the teaching, learning, and assessment of SEL competencies. Different learning contexts provide different opportunities and barriers to teaching, learning, and assessing these competencies. As a result, SEL competencies should be defined in relation to the context and interactions within the learning context and should include developmental benchmarks to effectively guide the teaching and assessment of these competencies. Assessments should be designed to collect meaningful evidence about the SEL competencies within the learning context to better inform the teaching, learning, and assessments of SEL competencies. In order to address gaps in research and literature for school-based SEL programs, researchers need to examine how these competencies are defined, taught, learned, and assessed in different learning contexts. Researchers who conduct research in different learning environments that link implementation and contextual factors to the development of students' SEL competencies can provide invaluable insight into the different developmental pathways of these competencies and

into effective SEL instructional and assessment strategies. This information can help bridge the gap between research and practice in the SEL field.

The fourth theme was the need for more nuanced and systematic approaches to examining after school program quality and student participation in relation to students' SEL competencies. More specifically, future researchers need to do the following (a) include more qualitative measures, (b) examine the variation of program quality within a given program in relation to specific student outcomes, (c) compare components of a program with different programs in relation to student outcomes, (d) examine the impact of student participation in activities outside of the after-school program, and (e) use multiple informants and multiple data collection methods to measure students' SEL competencies. A more systematic approach will contribute to a more comprehensive understanding of how students develop SEL competencies in the context of after school programs in order to enhance program quality and the development of students' SEL competencies.

The fifth theme was that new approaches for data collection and data analysis need to be considered in order to inform quality practice for after school programs. In addition to more systematic research approaches, researchers recommended that after school practitioners engage in continuous self-assessment and focus on identifying and valuing different forms of data to inform and advance program quality. In addition to focusing on student outcomes, researchers proposed that practitioners and researchers collect data on the program culture, interactions within the program, and students' perceptions in order to advance program quality and better understand student

development of SEL competencies within these programs. Continued development, implementation, and reporting of systematic and innovative research approaches that examine the impact of program components and aspects of program quality on student outcomes will positively inform and enhance the quality after school program practice.

The sixth theme was the lack of research specifically focusing on defining quality in relation to summer programs. Summer programs and after school programs are distinct; however, researchers have not yet defined differences in terms of quality. Furthermore, a lack of research and funding specifically dedicated to summer programs has resulted in a lack of resources to support quality in curriculum, standards, assessments, strategic partnerships, staffing, and professional development opportunities for summer programs. As a result, a high degree of variability in terms of quality exists in summer programs. To address these challenges, researchers have advocated for more research that specifically focused on the development of student outcomes in the context of summer programs in order to improve program quality and to develop valid assessment measures of program impact on these outcomes.

The seventh theme was that findings and recommendations from current research on summer programs should guide future research on summer program quality and its relationship to students' SEL outcomes. First, existing research on summer programs provided examples of alignment between data collection methods and summer program goals and targeted outcomes. This alignment of data collection methods and program goals and targeted outcomes has contributed to a more in-depth and systematic investigation of the impact of summer programs on student outcomes. Second, findings

and recommendations from current research on summer programs support future research that includes more (a) qualitative measures, (b) observations of student behaviors, (c) follow up data, (d) pro-longed engagement, (e) multiple data collection methods and informants, and (f) closer examination of the impact of specific program components on student outcomes.

Several research gaps also emerged from this review of literature. The first gap was the lack of information on specific implementation and contextual factors of SEL programs that are related to the development of students' SEL outcomes. The second gap was the lack of research on SEL instructional and assessment strategies that practitioners could implement to build teacher capacity and improve the teaching, learning, and assessment of students' SEL competencies. The third gap was the lack of studies on how students develop and demonstrate SEL competencies in specific contexts, in particular development of these competencies in summer programs. This study addressed these gaps by exploring how SEL competencies were integrated into instructional activities at a summer enrichment program for preK-4th grade students.

Chapter 3 is about the research method used to conduct this single case study. In this chapter, the research design and rationale and the role of the researcher in this study is described. In addition, selection of participants, instrumentation, and data collection and data analysis procedures are described. This chapter concludes with a discussion of issues of trustworthiness and ethical procedures that ensured the credibility of this qualitative research.

Chapter 3: Research Method

The purpose of this qualitative study was to explore how SEL competencies were integrated into instructional activities in the context of a summer enrichment program for preK-4 students by seeking evidence of alignment with CASEL's SEL five core competencies and four standards for quality program design. To accomplish this purpose, I described how summer enrichment program teachers' and counselors' perceptions of SEL competencies should be integrated into instructional activities and how they provide instruction and assessment in relation to these competencies. In addition, I described how documents related to the summer enrichment program were aligned with the CASEL framework for quality program design.

In this chapter, the research method used to conduct this qualitative case study is described, including the research design and the rationale as well as the role of the researcher in this study. In addition, participant selection, instrumentation, and procedures used for recruitment and participation of participants and for data collection are described. The data analysis plan, the strategies used to improve the trustworthiness of this study, and the ethical procedures that were followed are also described.

Research Design and Rationale

In relation to the conceptual framework and the review of literature, the following central research question guided this single case study: How are social and emotional learning competencies integrated into instructional activities in a summer enrichment

camp as defined by CASEL's core competencies? The related research questions were as follows:

1. How do summer program teachers and camp counselors perceive social and emotional learning competencies should be integrated into instructional activities?
2. How do summer enrichment program teachers and camp counselors provide instruction in social and emotional learning competencies?
3. How do summer enrichment program teachers and camp counselors assess social and emotional learning competencies?
4. How do program documents reflect the CASEL framework in relation to program design?

The research design used to conduct this study was a single case study design. Yin (2014) defined a case study in two parts. In the first part, Yin noted that a case study is "an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 16). For this study, the boundaries between the phenomenon or case, which was the summer enrichment program, and the context of instructional integration related to SEL competencies in the classroom were not clear. To understand these boundaries, components of the summer enrichment program were examined in relation to how SEL competencies were integrated into instructional activities. In the second part of the definition, Yin (2014) noted that a case study involves "many more variables of interest than data points" and, therefore, relies on

multiple sources of evidence "with data needing to converge in a triangulated fashion" and which "benefits from the prior development of theoretical propositions to guide data collection and analysis" (p. 17). Because this case study included many more variables of interest than data points, data were collected from multiple sources in order to present a rich description of how these SEL competencies were integrated into instructional activities in components of this summer enrichment program. A theoretical proposition to guide the data collection and analysis was also developed, which was that students' SEL competencies, as defined by CASEL's core competencies, were supported by the instructional activities of the summer enrichment program, which was one of the primary goals of this program.

For this study, other qualitative designs were considered, such as grounded theory, phenomenology, and ethnography. Creswell (2013) defined grounded theory as a strategy of inquiry by which a researcher develops a general theory that is grounded in the responses of participants. However, this design was not selected because the purpose of this study was not to develop a theory about how SEL competencies were developed in the context of a summer program. Instead, a theoretical proposition was used, as Yin (2014) recommended, to guide data collection and analysis. Phenomenology is a research design that was also considered for this study. Creswell noted that phenomenological scholars explore the perceptions of participants in order to examine the phenomenon under study. However, this design was not selected because the purpose of this study was not to describe the lived experiences of the participants of this summer enrichment program. Creswell defined ethnography as a research design that involves

the examination of the behavior patterns and shared meanings of a cultural group in a natural setting over time. However, this design was also not selected because the purpose of this study was not to examine the summer enrichment school participants as a cultural group. A case study design was the best choice for this study because it allowed for an in-depth examination of the summer enrichment program by collecting data from multiple sources in order to explore how SEL competencies were integrated into instructional activities in program components. A case study design was also a good choice because it provided an opportunity to explore the contemporary phenomenon of how to develop students' SEL competencies in the real-life context of the classroom and because the boundaries between the phenomenon and the context were not clear (Yin, 2014).

Role of the Researcher

For this study, as a single researcher, I was responsible for all data collection, analysis, and interpretation. Therefore, the potential for researcher bias existed. During the data collection process, one of my roles was as an "observer as participant" (Merriam, 2009, p. 124). To prepare for this role, I needed to have the research questions and data collection protocol firmly in mind, so that the data collection process was intentional and productive (Miles, Huberman, & Saldana, 2014). I also focused on using active listening skills and being flexible and adaptable to unexpected changes that occurred during data collection. In this role, my observations of instructional activities were known to staff and students at the summer enrichment program, but my primary role was to collect data, and, therefore, I minimized my participation in these activities and my contact with

participants during these observations. I also conducted interviews with program staff and reviewed program documents to better understand the phenomenon under examination. In order to ensure objectivity throughout the data collection and data analyses processes, I reflected on my potential biases in an electronic notebook that I maintained during the study. I also used strategies to reduce bias and to improve the trustworthiness of this study. The strategies are described in more detail later in this chapter.

My past and present employment did not present a conflict of interest. At the time of this study, I was a full-time student at Walden University. Prior to this status, I worked for a nonprofit organization as a program director for a high school financial literacy program that involved six urban schools in a western state. Prior to that position, I directed several after school programs. My involvement in these programs motivated me to design a study about the integration of SEL competencies into a summer enrichment program. However, I had no affiliation with the summer enrichment program that I selected for this study.

Selection of Participants

The participants for this study included two teachers and two camp counselors who were employed at a summer enrichment program located in a western state. These participants were selected for this study because the teachers at this summer enrichment program were responsible for integrating SEL competencies into science and art lessons, and the camp counselors were responsible for integrating SEL competencies into team building and recreation activities.

A purposeful sampling technique was used to obtain the richest data possible. The potential teacher participants for this study were determined according to the following inclusion criteria: (a) participants must be employed by the summer enrichment program, (b) participants must have completed the required summer enrichment program training (minimum of 65 hours), (c) participants must be working toward or completed a BA degree in science or art, (d) participants must have some classroom teaching experience, and (e) participants must work directly with students in the Grade 2 cohort. The potential camp counselors for this study were determined according to the following inclusion criteria: (a) participants must be employed by the summer enrichment program, (b) participants must have completed the required summer enrichment program training (minimum of 45 hours), (c) participants must be a college student or a college graduate, (d) participants must have some experience facilitating groups of students, and (e) participants must work directly with students in the Grade 2 cohort. All potential participants for both groups who meet these inclusion criteria were invited to participate in this study.

Instrumentation

For this study, I designed the two instruments used to collect data from participants. I created the instruments based on CASEL's (2012) five SEL core competencies and their four criteria for well-designed SEL programs. The first instrument was the interview protocol that I used to conduct the individual interviews with the teachers and camp counselors for the summer enrichment program. The second instrument was the observation data collection form that I used to conduct observations

of instructional activities related to SEL competencies that teachers and camp counselors integrated into these activities for students enrolled in the summer enrichment program. To ensure that the interview questions and observation criteria were aligned with the research questions, I asked a panel of three colleagues with advanced degrees in education to review both of these instruments for that alignment. I also aligned these instruments with the central and related research questions (see Appendix E).

Interview Protocol

The design of the interview protocol was based on guidelines for conducting effective interviews that Merriam (2009) recommended for qualitative research (see Appendix C). I conducted a structured interview, using an interview protocol that contained eight open-ended questions aligned with the research questions and the conceptual framework for this study. I asked questions to explore how teachers and camp counselors integrated instructional, management, and assessment strategies into lesson activities in order to support the development of students' SEL competencies as defined by CASEL. In order to obtain the richest data possible, I also asked probing questions to encourage participants to elaborate on and/or to clarify their responses.

Observation Data Collection Form

The design of this instrument was based on the integration of criteria from Merriam (2009), Hunter (1994), and CASEL's five core SEL competencies and four criteria for well-designed programs (see Appendix D). Merriam recommended criteria for conducting observations in any setting for qualitative research, which I adapted for this study. These criteria included (a) the physical setting of the summer enrichment

program in terms of the use of instructional space, instructional technology, and other print and nonprint resources; (b) the participants in the summer enrichment program in terms of the type and number of people who participated in the instructional activities and relevant characteristics of the participants; and (c) instructional activities. In relation to the instructional activities, I adapted criteria related to the Hunter model of teaching. These criteria include (a) the objective that teachers or counselors shared with students; (b) data input in relation to new knowledge, skills, or processes that teachers or counselors presented to students to facilitate student learning; (c) modeling in terms of how teachers or counselors demonstrated what was to be learned; (d) checking for understanding in terms of how teachers or counselors informally assessed student learning; (e) guided practice in terms of students practicing what was learned under the direct guidance of teachers or counselors; and (f) independent practice in terms of practicing the skills on their own.

In relation to instructional activities, I also added criteria related to the five core SEL competencies and the four program design components of the CASEL (2012) framework for quality SEL programs. The five core SEL competencies for students included (a) self-awareness, (b) self-management, (c) social awareness, (d) relationship skills, and (e) responsible decision making. The four program design components included (a) explicit skill instruction in terms of a focus on explicit SEL content and explicit teaching of SEL skills, strategies, and opportunities for student practice; (b) integration of SEL competencies into instruction and assessment; (c) environmental focus in terms of creating a positive classroom environment that fosters the development of

SEL competencies; and (d) active practice of skills in terms of examples of how the teachers and camp counselors provide opportunity for active practice of the skills.

Procedures for Recruitment, Participation, and Data Collection

In relation to recruitment, I first met with the executive director of the nonprofit educational organization who supervised the summer enrichment program to explain the purpose of this study and to obtain a signed letter of cooperation indicating the willingness of the organization to be my research partner (see Appendix A). After I received approval from the executive director to conduct this study, I explained the purpose of this study and obtained a signed letter of cooperation from the director of the summer enrichment program (see Appendix A). I also asked the program director for assistance in determining the potential participants who met the inclusion criteria I had established. I recruited these potential participants by mailing an invitational letter and a consent form (see Appendix B) to all teachers and camp counselors who met the inclusion criteria.

Concerning participation, all teachers and camp counselors who return signed consent forms to me were included in this study. I contacted each participant by telephone during the week prior to the start of the summer programs to schedule the interviews for the last 2 weeks of the program. I also e-mailed the program director the week before the program began to describe the interview dates and times for the teachers and camp counselors and to schedule the observations of instructional activities in the Grade 2 cohort. I confirmed the interview dates and times with the teachers, camp

counselors, and program director during the third week of the summer enrichment program and made adjustments to the schedule if needed.

In relation to data collection, I collected data from multiple sources, including (a) individual interviews with teachers and camp counselors, (b) observations of instructional activities related to SEL competencies at the summer enrichment program, and (c) documents related to program components that I analyzed in relation to CASEL's framework for quality SEL program design.

Concerning the individual interviews, I conduct them during the last 2 weeks of the 6-week summer enrichment program. I conducted these interviews on site in a private location (i.e., unused classroom) during the time that worked best for participants, either during the 30-minute lunch break for teachers and camp counselors, before the program day began, or after the program day ended. The individual interviews were audio-recorded. I also wrote brief notes during the interviews.

In relation to the observations, I planned to observe three lessons for each teacher and camp counselor during the 6-week summer enrichment program. The students in the camp were divided into cohorts, with approximately 20 students in each cohort. I observed the informal and formal instructional activities in relation to the Grade 2 student cohort. I selected the Grade 2 cohort because it had the largest number of scholarship students who attended the summer enrichment program for the entire 6-week session, providing consistency for the observations. The informal and formal activities in the Grade 2 cohort included team time, art, science, recreation, and community time. I estimated that each observation would be approximately 45 minutes in length. The

instructional activities that I observed for the program teachers included lessons related to science and art. The instructional activities that I observed for the camp counselors included lessons related to team building and physical activity. Using the observation data collection form, I situated myself in the classroom in a nonobtrusive place to record field notes and researcher reflections for each activity. During small group activities, however, I walked around the room to observe student interactions more closely.

In relation to program documents, I collected archival documents such as the original grant proposal and parent program evaluations from the first 2 years of the grant in order to compare the design of this summer enrichment program to the CASEL framework of quality SEL program design. I obtained these documents from the executive director of the enrichment organization before the start of the summer enrichment program. In addition, I collected the six weekly curriculum units from the executive director before the start of the summer enrichment program to identify the SEL outcomes and performance assessments for each unit. I also collected parent evaluations of the program.

Data Analysis Plan

I analyzed data at two levels. At the first level, I coded the interview and observation data using line-by-line coding method that Charmaz (2006) recommended for qualitative research. To construct categories, I used the constant comparative method that Merriam (2009) recommended for qualitative research, identifying similarities and differences. I also used a content analysis to analyze the documents to compare specific features of this summer enrichment program to the CASEL framework for quality SEL

program design. For this content analysis, I described the purpose, content, and use for each type of document. At the second level of data analysis, I examined the categorized data across all sources for emergent themes and discrepant data, which formed the key findings for this study. I analyzed these findings in relation to the central and related research questions for this study, and I interpreted the findings in relation to the conceptual framework and the literature review.

Issues of Trustworthiness

In qualitative research, the validity and reliability of findings are referred to as credibility, transferability, dependability, and confirmability (Anfara, Brown, & Mangione, 2002). In order for the findings of qualitative research to be trustworthy, the researcher must explicitly address these constructs. These constructs are discussed in relation to specific strategies that Merriam (2009) and Yin (2014) recommended to improve the trustworthiness of qualitative research.

Credibility

Merriam (2009) defined credibility as internal validity or the extent that the findings are consistent with reality. Merriam recommended that researchers use the following strategies to improve the credibility of qualitative research: triangulation, member checks, sufficient engagement in data collection, and peer examination. Marshall and Rossman (2011) also recommended that researchers provide a detailed description of the context and engage in iterative data collection and analysis to improve the credibility of a case study. For this qualitative study, I used the strategy of triangulation by comparing and contrasting multiple data sources. I also used the strategy

of sufficient engagement in data collection by collecting data during the entire 6 weeks of the summer enrichment program. In addition, I used the strategy of member checks by asking participants to review the tentative findings of this study for their plausibility.

Dependability

Merriam (2009) defined dependability as when results are compatible or consistent with the data collected. Merriam recommended that researchers use the following strategies to improve the dependability of qualitative case study research: triangulation, peer examination, clarification of the investigator's position, and an audit trial. Yin (2014) referred to dependability as the reliability of a study and defined it as a process to minimize bias and errors so that if the case study were to be conducted again, the researcher would arrive at the same conclusions. Yin recommended two specific strategies to support the reliability of a study: a case study protocol and a case study database. A case study protocol provides an in-depth examination of the case study, including background information, relevant readings, data collection procedures, and case study questions. A case study database includes the original data from the data collection process, without the researcher's analysis.

For this study, I used the strategy of triangulation by comparing and contrasting multiple data sources. I also used the strategy of an audit trail by maintaining a researcher's notebook in which I documented the data collection and data analysis process. In this notebook, I also included questions, concerns, reflections, ideas, and decisions that I made during the research process. In addition, I followed a strict case

study protocol by adhering to specific procedures for data collection and analysis, which are documented in the appendices.

Transferability

Merriam (2009) defined transferability as external validity or the extent that the results of the study can be applied to another setting. Merriam recommended the following strategies to strengthen the transferability of qualitative case study research: use of rich thick description and maximum variation of the sample or typicality of the sample. For this study, I used the strategy of rich, thick description by including a highly descriptive account of the setting, the data collection and data analysis process, and the findings of the study. I also used this strategy by transcribing audio recordings of the interviews immediately following data collection, transcribing field notes and researcher reflections as soon as possible, and keeping a detailed researcher's notebook during the research process.

Confirmability

Merriam (2009) defined confirmability as the objectivity of a study. Merriam (2009) recommended that qualitative researchers use the strategy of reflexivity to improve the objectivity of a study. Reflexivity is "the process of reflecting critically on the self as researcher, the 'human as instrument' (Lincoln & Guba, 2000, p. 183 as cited in Merriam, 2009. p. 219). In using reflexivity as a strategy to strengthen the objectivity of qualitative research, the reader of a study can better understand how the researcher arrived at his or her analysis of the findings.

To maintain objectivity, I used the strategy of reflexivity by explaining my biases, dispositions, and assumptions about this study by maintaining a researcher's notebook in which I reflected on the data collection and analysis process, my impact as an observer on the instructional activities and interactions, and my biases, perceptions, and assumptions about this summer school program.

Ethical Procedures

In order for a qualitative study to be trustworthy, it must be conducted ethically. During the process of data collection, analysis, and dissemination, the researcher may be potentially faced with numerous ethical dilemmas. Therefore, I followed the ethical guidelines that the Institutional Review Board (IRB) at Walden University established. The first step in conducting an ethical study was to design a study consistent with the guidelines of the IRB, including the use of specific strategies to address issues of trustworthiness. The second step was to carry out the study with integrity and credibility. Adhering to the IRB guidelines, implementing strategies to address trustworthiness, and engaging in reflexivity assisted me in developing and implementing a credible study.

For this study, I first obtained approval from the Institutional Review Board (IRB) at Walden University before collecting data (05-19-15-0232320). I followed all procedures for data collection that IRB recommended. For example, I informed all participants about the purpose of the study and obtained written consent from them before the start of the study. I also informed participants of their rights as outlined in the consent form and reminded them that they could withdraw their participation at any time. In addition, all of the participants' identities and responses remained confidential. I used

pseudonyms for the summer enrichment program teachers and camp counselors. I also provided individuals of the nonprofit educational organization who supervised the summer enrichment program and the study participants with a summary of the findings. The data collected from the study was kept on a flash drive in a locked cabinet. I was the only person with access to the flash drive. The data will be kept for a period of 5 years as required and then deleted.

Summary

This chapter included a description of the research method used to conduct this study. The single case study research design and the rationale for its selection were presented as well as the role of the researcher in this study. In addition, selection of participants, instrumentation, procedures for the recruitment and participation of participants and data collection, and the data analysis plan were also described. This chapter concluded with a discussion of issues of trustworthiness and ethical procedures in order to ensure the trustworthiness of this qualitative research.

In Chapter 4, the results of this study are presented. This chapter includes a description of the setting of this study, the participant demographics, and the data collection procedures that were followed. In addition, an explanation about how the data was analyzed and the strategies used to improve the trustworthiness of this qualitative research are presented. This chapter concludes with a discussion of the results of this study in relation to the central and related research questions.

Chapter 4: Results

The purpose of this single case study was to explore how SEL competencies are integrated into instructional activities in the context of a summer enrichment program for preK-4 students. To accomplish that purpose, I described how summer enrichment program teachers and counselors perceptions of SEL competencies should be integrated into instructional activities and how they provide instruction and assessment in relation to these competencies. In addition, I analyzed documents, such as the original grant proposal, the curriculum for this summer enrichment program, and parent evaluations of the program, to determine how they reflected CASEL's framework for quality SEL program design.

The central research question for this study was the following: How are social and emotional learning competencies integrated into instructional activities in a summer enrichment camp as defined by CASEL's core competencies? The related research questions were as follows:

1. How do summer program teachers and camp counselors perceive social and emotional learning competencies should be integrated into instructional activities?
2. How do summer enrichment program teachers and camp counselorsprovide instruction in social and emotional learning competencies?
3. How do summer enrichment program teachers and camp counselors assess social and emotional learning competencies?

4. How do program documents reflect the CASEL framework in relation to program design?

This chapter is about the results of this single case study. This chapter includes a description of the setting of the summer enrichment camp, participant demographics, and the data collection process. In addition, the data analysis process used to code and categorize the data sources is described, including the teacher and camp counselor interviews, the observations of teacher and camp counselor instructional activities related to SEL competencies, and documents related to program components. Evidence of trustworthiness concerning the credibility, transferability, dependability, and objectivity of this qualitative research is also presented. In the last section, the results of this study are analyzed in relation to the central and related research questions.

Setting

This summer enrichment program, located in a western state of the United States, was developed by a nonprofit enrichment organization. This summer enrichment program was designed to nurture the curiosity, confidence, and kindness of students through hands-on science, art, technology, and outdoors activities. The goals of this summer enrichment program were to prevent summer learning loss, build 21st century life skills (i.e., critical thinking, problem solving, communication, collaboration, and creativity), and encourage hands-on learning. This summer enrichment program was organized into the following three major components: (a) inquiry-based enrichment activities for students in Grades preK-4, (b) digital media camp activities for students entering Grades 5-9, and (c) outdoor camp experiences later in the school year when

school facilities are no longer available. The curricula for these programs was aligned with the state standards and enriched by established partnerships with local children's museums.

This nonprofit organization began offering summer enrichment programs in the summer of 2004. In 2015, this nonprofit enrichment organization offered 17 summer enrichment programs at various sites in this western state for approximately 3,500 students in prekindergarten through Grade 8, all requiring teachers to follow a curriculum that was designed by staff at the nonprofit enrichment organization and to use the same recommended instructional and assessment strategies.

In 2013, this nonprofit enrichment organization received a 3-year grant from a large city in this western state that provided scholarships to 50 underserved students in prekindergarten through Grade 4 so that they could attend the entire 6-week session at no cost. Grant funding increased for 2015, and the number of scholarship students also increased to 80 students. During the 2015 summer enrichment program, about 2/3 of the scholarship students were returning students. A total of 40 fee paying students also attended the summer enrichment program. The third year of this summer enrichment program was offered in June and July, 2015. Students attended the program from 9:00 a.m. to 3:00 p.m. Monday through Friday at a local elementary school. The majority of scholarship students also attended morning care (8:00 a.m. to 9:00 a.m.) and afternoon care (3:00 p.m.to 6:00 p.m.).

Local schools and community partnerships (e.g., Boys and Girls Club and YMCA) identified scholarship students based on economic need. Staff at this nonprofit

enrichment organization contacted local teachers to identify students for the scholarships. Teachers provided families with an application, and families submitted the application to the nonprofit enrichment organization. Staff members also contacted the families of returning scholarship students' families. Registration for fee paying students began in the spring of 2015 and was open to students in prekindergarten through Grade 4 on a first-come, first-serve basis. Families contacted the nonprofit enrichment organization to register their children.

The nonprofit enrichment organization selected the summer enrichment staff who applied for staff positions. Staff members interviewed individuals who met the hiring criteria for these positions at each site. Hiring criteria for staff members at the summer enrichment program site for this study included experience working with prekindergarten through Grade 4 students and experience leading programs for students in prekindergarten through Grade 4. Teachers were required to be college students; have some background or training in science, art, or technology; and have some experience leading a classroom. Teachers were not required to be licensed in this western state. Teaching staff were required to complete 65 hours of staff training during the spring of 2015. Camp counselors were required to complete 45 hours of training, but were not required to be licensed school counselors. Their training included information about SEL competencies, how to implement the summer enrichment curriculum, and how to implement effective classroom management skills.

The 2015 summer enrichment program staff included a director, assistant director, art/science teacher, maker studio teacher, three technology teachers, 15 camp counselors,

and six counselors in training. The director for the summer enrichment program had served in this position since the first year of the grant. The assistant director was a new position that was created in 2015. The counselors in training positions were new volunteer positions, filled by middle school and high school students, who had previously attended the summer enrichment program at different sites. During the 6-week session, three of the camp counselors and the technology teachers rotated among other summer enrichment program sites offered by the enrichment organization.

The physical setting of this summer enrichment program was a local elementary school. The summer enrichment program had exclusive access to a wing of the local elementary school. This wing included four classrooms, an office, a courtyard, the basketball courts, a playground, a grassy area that included a gazebo, and an outdoor slide connecting the playground to the grassy area. Outdoor recreation time took place on the basketball courts and the grassy field. Snack time and lunch time took place in the courtyard, which included 10 picnic tables. Community time took place either on the basketball courts and the courtyard.

The summer enrichment program site for this study provided many learning activities for preK-4 students. Students participated in 2-week sessions involving art, makers studio, and technology activities, which was a new format for the 2015 summer enrichment program. Additional learning activities included team time, community time, recreation time, and special events.

During the time of this study, organizational changes were made to the 2015 summer enrichment program. Some changes were made in the staffing of camp

counselor positions, including rotating camp counselors among different grade cohorts and among different program sites in order to support staffing needs and weekly changes in the number of students in each cohort. These changes created a challenge in terms of observing three instructional activities for each participant because the camp counselors did not consistently work with the Grade 2 cohort throughout the 6-week program. As a result, I was able to conduct only two observations of instructional activities for each camp counselor and teacher instead of the three observations that I planned to conduct. In addition, art and science were combined into one class for the first time. Therefore, I interviewed and observed one teacher who taught art and science and one teacher who taught the makers studio, instead of interviewing one science and one art teacher as I had planned.

Participant Demographics

The participants for this study included two summer enrichment teachers and two camp counselors. Katie, the pseudonym given to the science teacher, was one of the two teacher participants for the study. Katie had worked with the enrichment organization for 3 years. Katie was a lead camp counselor for the first 2 years of the summer enrichment program. As a science teacher for the third year of the program, Katie was in the process of completing a BA degree in science and, therefore, she was not a licensed teacher in this western state. Katie's responsibilities at camp included supervising the art and science courses, participating in and leading community time, participating in and leading special events, and attending morning staff meetings.

Alex, the pseudonym given to the markers studio teacher, had worked with the enrichment organization for the past 2 years and was also a teacher for the makers studio for the past 2 years. However, Alex was the teacher for the makers studio at this particular summer enrichment program for the first time. Alex was an assistant physical education teacher at a local K-2 school, but was not a licensed teacher. Alex's responsibilities at camp included teaching the makers studio course, participating in and leading community time, participating in and leading special events, and attending morning staff meetings.

Laura, the pseudonym given to the other camp counselor, had worked with the enrichment organization for 2 years. Laura was employed during the school year with a local educational enrichment organization that focused on building students' skills through play opportunities. Laura was not a licensed school counselor in this western state. Laura's responsibilities at camp included participating in community time, leading team time, leading recreational time, participating in and leading special events, attending morning staff meetings, and checking students in and out of the program.

Tara, the pseudonym given to one of the camp counselors, was one of the two camp counselor participants in this study. Tara was a first-year camp counselor at the summer enrichment program. Tara was attending college, majoring in political science, and was not a licensed school counselor in this western state. Tara's responsibilities at camp included participating in community time, assisting in leading team time, assisting in leading recreational time, participating in and leading special events, attending morning staff meetings, and checking students in and out of the program.

Data Collection

The data collection process occurred during the months of June and July, 2015. During that time, I collected data from several sources, including (a) individual interviews with teachers and camp counselors, (b) observations of instructional activities related to SEL competencies, and (c) documents related to program components that I reviewed in relation to CASEL's framework for quality SEL program design. The protocols that I followed to collect this data are described below.

Interviews

I conducted structured individual interviews with two teachers and two camp counselors by using an interview protocol, which contained eight open-ended questions aligned with the research questions and the conceptual framework of this study. I conducted these interviews during the last 2 weeks of the program, following the observations. I conducted all four interviews on Thursday, July 16, 2015 on site. I conducted Tara's interview at 8:00 a.m. in a private classroom. Tara's interview was 40 minutes in length. I conducted Alex's interview at 9:00 a.m. in a private classroom. Alex's interview was 30 minutes in length. I conducted Katie's interview at 11:45 a.m. in a private classroom. Katie's interview was 35 minutes in length. I conducted Laura's interview at 1:45 p.m. in a private outdoor setting. Laura's interview was 35 minutes in length. No challenges surfaced while I conducted these interviews.

Observations

I conducted two observations for each participant using an observation data collection form. The purpose of these observations was to observe formal and informal

instructional activities for the Grade 2 student cohort to determine how participants integrated SEL competencies into these activities. The informal and formal activities that I observed in the Grade 2 cohort included art/science activities, team time, recreation time, and community time. I chose to observe only the Grade 2 cohort to create consistency in the observations. I situated myself in the classrooms in a nonobtrusive place to record field notes and researcher reflections for each activity. I conducted the first observation of Katie's art/science lesson at 11:00 a.m. on Tuesday, June 23, 2015. The observation was 45 minutes in length. I conducted the second observation over a week later on Thursday, July 2, 2015. The observation was also 45 minutes in length. I conducted the first observation of Alex's makers studio lesson at 10:55 a.m. on Thursday, June 18, 2015. The observation was 55 minutes in length. I conducted the second observation 5 days later at 9:35 a.m. on Thursday, July 23, 2015. The observation was 55 minutes in length. I conducted the first observation of Laura's counseling activities during recreation time at 10:10 a.m. on Wednesday, June 17, 2015. The observation was 50 minutes in length. I conducted the second observation almost 2 weeks later at 9:22 a.m. on Thursday, July 2, 2015. The observation was 53 minutes in length. I conducted the first observation of Tara's counseling activities during recreation time at 9:30 a.m. on Tuesday, June 23, 2015. The observation was 1 hour and 15 minutes in length. I conducted a second observation 4 weeks later during team time at 12:35 p.m. on Wednesday, July 23, 2015. The observation was 30 minutes in length.

Documents

I collected archival documents such as the original grant proposal and parent program evaluations from the first 2 years of the grant in order to compare the design of this summer enrichment program to the CASEL framework of quality SEL program design. I obtained the grant proposal from the executive director of the enrichment organization before the start of the summer enrichment program in May, 2015. I obtained the parent program evaluations from the first 2 years of the grant from the executive director in August, 2015. These evaluations were completed by the parents of the scholarship students for the first 2 years of the grant for this summer enrichment program. Parent evaluations of the third year of the program were not available at the time of data collection. The enrichment organization compiled the evaluations into a database for grant requirement purposes. The executive director gave me access to the database so that I could review parents' responses and feedback about the summer enrichment program. I also collected the six weekly curriculum units from the executive director before the start of the summer enrichment program in order to identify the SEL outcomes and related performance assessments for each unit.

Level 1 Data Analysis

For the first level of data analysis for this single case study, I transcribed and coded the interview and observation data, using line-by-line coding that Charmaz (2006) recommended for qualitative research. For each interview question, I analyzed the codes for similarities and differences, and I constructed categories, using the constant comparative method that Merriam (2009) recommended for qualitative research. For

each observation criterion, I also analyzed the codes for similarities and differences, and I constructed categories using the constant comparative method. I used a content analysis for each document type, describing the purpose, structure, content, and use of the document. In addition, I created summary tables of the categories that I constructed for each data source. These tables were the basis for determining themes and discrepant data in relation to the second level of analysis.

Interview Data

The first interview question asked, "*What instructional strategies and management techniques do you use to help students identify and manage their emotions and behavior*?"

Three of the four participants identified the use of kimochis as a strategy to help students identify and manage their emotions and behaviors. Laura, a camp counselor, believed that the strongest resource they had to help students manage their emotions and behavior was the kimochis. Katie, the science teacher, and Tara and Laura, the camp counselors, also reported using four similar instructional strategies that involved kimochis. First, Katie, Tara, and Laura set aside a time to introduce students to the kimochis, and "make them special" to the students. Laura gave an example of an introduction, stating,

> This is bug, [and] bug is a shy camper. . .At first they are a bit scared to try new things, but once they finally try, they feel comfortable enough to try it, [and] bug will spread his wings and become a butterfly.

Second, Katie, Tara, and Laura reported making explicit connections between the personalities of the kimochis and students' personalities during introductions, in games, and in conversations with students. Laura added,

> What we [staff] do is called the kimochi sort game. So there are three questions that we always ask....Stand next to a kimochi that is like your best friend, and the kids will stand next to a Kimochi that has similar characteristics to their best friend. Then we go on to family, your closest family member. Then we end it with the one you relate closest to so they are able to identify their emotions and different characteristics of different people by the kimochi sort game.

Third, Katie, Tara, and Laura described how they used vocabulary consistent with the kimochi personalities to engage a student in discussion about their behavior or emotions. Tara gave an example,

> Which kimochi do you want? They say cloud. They always want cloud. 'Are you feeling like cloud today?' , and they are like 'yeah.' 'Ok, we can fix that'.

Fourth, Katie, Tara, and Laura described how they used kimochis to support nonverbal communication with students to help them identify and manage emotions. Examples of nonverbal strategies included (a) encouraging students to spend time with a kimochi, (b) asking students to choose the kimochi that best resembles themselves, their best friend, or their closest family member, and (c) asking students to select a kimochi when they are unable to express how they are feeling. Katie added,

> If I see a student having a really hard time with something, I'll let them hang out with him [the kimochi] and he'll talk to them about their problems, and they usually get over it and start working again.

Another strategy that two of the four participants used were "I feel" statements to help students identify and manage their emotions and behavior. Laura, the camp counselor, noted,

> We also use I messages [such as] "I feel blank when blank happens," and that doesn't necessarily mean it always has to be "I feel sad when you cut me in line" or "I feel mad when you take the ball from me." It can also mean "I feel happy when you ask me, Do I feel ok?" It goes both ways.

Katie also discussed modeling the use of "I feel" statements when addressing a concern in class, adding that she tells students how their actions make her feel.

Another strategy that Alex and Katie reported using to help students manage their behavior was class routines. Alex incorporated daily warm-up activities and set time limits to support collaborative team work and project completion. Katie talked with students before they entered the classroom to remind them about her expectations for behavior. Katie added,

> I always talk to them before they come into room. You have to bring down the energy and set up expectations. If I line them up and they wait and we talk a little bit and then they come in my room, they just sit down quietly. It sets up the whole rest of the class.

Using a group point system was another strategy that Katie described to help students identify and manage their behavior. Students could earn points to receive a reward such as a weekly dance party. Katie added,

> I talk a lot about respect and being responsible so if I see that they [students] are not respecting me, I'll bring it up and be like you guys aren't showing me respect, so I am going to take a point away. I want kids to feel like they earn things. I talk a lot about how we earn it by showing respect by doing good on projects, by cleaning up the room. It's crazy how much I can get them to clean. I have kids sweeping the floors. They don't even ask, they just start doing it. They organize everything better than I can. It's really great.

The second interview question asked, "*What instructional strategies and management techniques do you use to help students resolve conflicts with other students?"*

A strategy that all four participants reported using to help students resolve conflicts with other students was ro-sham-bo, also referred to as "rock, paper, scissors," where students use hand gestures to decide between two choices. All participants described how they used ro-sham-bo by frequently reminding students to use this strategy to resolve conflicts with other students.

All of the participants also reported using "I feel" statements as a strategy to help students resolve conflicts with other students. Katie, a science teacher, and Tara and Laura, camp counselors, reported that they modeled these statements in order to resolve conflict between students. Laura modeled the use of questions such as 'Are you ok?,'

'Do you need any help?, 'How can I make you feel better?,' and 'Did it make you feel sad when this happened?' When trying to resolve student conflicts, Tara noted,

> I usually have them [students] explain to each other how they are feeling, and they are usually really good with that. They are open about sharing their feelings, and then they share their feelings, [and] I ask the opposite kid how those feelings would make them feel... That really helps them understand each other's point of view.

Katie asked students questions to facilitate I messages between two students to help them resolve conflicts. Katie reported asking students to describe how their feelings were hurt. Katie, Tara, and Laura reported that students understood this process. Tara noted that "they go high-five or they hug, and then everything is usually better, and then they are playing again with each other again."

Tara also reported using the kimochi feeling pillows, which were little pillows with feeling words written on them, as another strategy to help students resolve conflicts with one another. Tara described using this strategy when students had difficulties expressing their feelings. Tara noted that she asked students to select a kimochi feeling pillow and then asked them questions about that feeling to initiate "I feel" statements.

Another strategy that Alex, the makers studio teacher, and Katie, the science teacher, reported using was emphasizing the importance of teamwork in completing group projects. Alex questioned students in relation to how they could be more flexible in sharing their supplies in order to complete a group project. Katie added,

> If they [students] are fighting over a glue stick or something, we will talk about sharing and why that's important and how I don't have all the supplies for everybody, so we have to be teammates and help each other out. Sometimes you bring kimochis if that is needed [and] if they are still fighting over something, if there is one kind of supply, then they just have to ro-sham-bo for it**,** They really respect ro-sham-bo, [so] that usually ends it for them, and then at the end of it they apologize for hurting each other's feelings, and we talk about what feelings were hurt, and they each apologize and they have to look at each other when they do it and then they high five and go back to work.

The third interview question asked, "*How do you help students make positive choices when interacting with other students?"*

Alex, the makers studio teacher, and Tara and Laura, camp counselors, reported that they asked students questions to get them to think about positive choices. Laura added,

> If I see one . . . group doing something that maybe isn't the best, I will address it to the entire group, rather than singling them out. I will say, 'Do we think it's a good idea?' Basically, [I] pose a lot of questions to them [to] make them think about it.

Laura reported that she used the social and emotional learning skill building "vibe" game to help students make positive choices when interacting with other students. Laura described how students could earn cards for making positive choices when

interacting with other students, which included doing acts of random kindness, caring for nature, making new friends, or making someone smile.

Katie, a science teacher, reported that she helped students make positive choices when interacting with other students by promoting a team mentality that encouraged students to help each other with projects. Katie explained:

> One of the things I try to stress is a lot of times kids will ask for help on certain projects, and if they are like spelling something or gluing something, instead of me helping them, I will tell them to ask someone at their table. That encourages tables to have these "all help each other on projects kind of attitude." I think just encouraging that we are a team and that team building thing and that we aren't doing anything completely individually. I think [that] helps kids interact with each other. They really feel important when they take on that larger role of helping another student. They feel like a counselor or something.

The fourth interview question asked, "*How do you help students set and achieve goals to successfully complete projects?"*

All of the participants reported using questioning strategies to help students achieve their goals to successfully complete projects. Laura and Tara, camp counselors, reported that they encouraged students to ask for help in completing their projects. Alex and Katie, teachers, asked students questions about their projects and engaged students in conversations about their projects. Alex reported that when students informed him that they did not like to draw, he asked them questions, such as 'What is your favorite show?, What is your favorite food? , and What is your favorite animal?' Alex believed that

asking these types of questions helped students to think quickly and to develop a solid idea for their work.

Two participants reported that they focused on time management skills to help students set and achieve goals. Laura noted that students wanted to know what was going to happen next, so she clearly communicated the project procedures and time-limits to students before they began working on a project. Alex added,

> The biggest thing is the time-limits, to realize...this is the time set for you guys to work. When the buzzer goes off, we are moving on to the next thing...I'll let you guys know when we are going to work on the second thing. I'll let you know right at the start if you guys are taking stuff home and if we are going to be working on this all day or just this time.

In relation to these time management skills, Alex also reported using daily warm-up activities to get students into the mindset of selecting an idea and following through with the idea.

Two participants also reported that they encouraged students to become more creatively involved in their projects to help them set and achieve project goals. Alex reported asking students questions about different strategies that they planned to use to complete their projects. Katie identified strategies to get students excited and make a creative connection with their project, which included (a) asking students questions about their projects, (b) encouraging students to create stories about their projects, (c) listening to their stories and asking questions about their stories, and (d) demonstrating to students how to use their imagination. Katie stated:

> There is an assignment where they [students] have to make a space craft, and rather than just making space crafts, they have to have a purpose for it and have function, so they have to tell me where it comes from, what it does, and then they come up with these elaborate stories [such as}, "This is from this planet and this alien and they are harvesting water, or...this is solar powered". I try to get them really creatively involved with the stories and that makes them want to work on it more because then it transcends just being a little craft and becomes a character.

The fifth interview question asked, "*What instructional strategies and management techniques do you use to help students develop communication skills?"*

Participants described several instructional strategies and management techniques that they used to help students develop communication skills. All four participants reported using "I feel" statements as a strategy to help students develop communication skills. Katie, the science teacher, and Tara and Laura, camp counselors, identified five strategies in relation to using " I feel" statements, including (a) modeling, (b) mediating student conversation, (c) asking students follow up questions, (d) focusing on feelings by encouraging students to express their feelings, and (e) encouraging students to think about how other students are feeling.

Two participants reported that they used kimochis as a strategy to help students develop communication skills. Katie reported that if students get too emotional when using "I feel" statements, she uses kimochis to facilitate the conversation. Tara stated that she used kimochi feeling pillows to help students express their feelings. Tara

reported that she asked students to select a feeling pillow and then explain how they were feeling.

One participant also reported working collaboratively with staff to help students develop communication skills. Tara noted that different staff members had strong connections with different students. Tara believed these connections were helpful in developing communication skills. Tara added,

> [For example] student X is not much of a communicator, [so] when he gets angry or mad, he is one of the more difficult ones. One day he went to the assistant director [who has a strong connection with this student]... He made a deal with her [that] if he [got] upset...or if something happens, he will talk to me. I think that is a big thing for me, because it makes everything easier.

Tara also reported using the skill building "vibe" game as a strategy to help students develop communication skills. Tara noted that she asked students play the buddy game, where students reach out to students they do not know, ask them questions, and report what they learn to a staff member, in order to earn a buddy card.

The sixth interview question asked, "*How do you help students recognize the feelings and perspective of others?"*

All of the participants reported engaging students in conversation as the primary strategy for helping students to recognize the feelings and perspectives of others. Katie, the science teacher, and Laura and Tara, camp counselors, explained that they asked students questions about their feelings and asked them to think about how the other

student might feel. Alex, the makers studio teacher, stated that he asked students questions about how they thought their words might have made other students feel.

All of the participants also reported that they used "I feel" statements as a strategy to help students recognize the perspectives of others. Katie and Tara asked questions about students' feelings in order to help students recognize the feelings and perspectives of others. Laura modeled the use of questions such as 'Are you ok?,' 'Do you need any help?, 'How can I make you feel better?,' and 'Did it make you feel sad when this happened?'. Alex also reported using "I feel" statements to help students recognize the feelings and perspectives of others.

Katie, Laura, and Tara reported using kimochis to help students understand the perspectives of other students. Katie added,

> One of the kids was being super bossy, so one of the kids raised their hands and said, 'He is being a real cat right now,' and I had to go over there, and we talk[ed] about the bandages and how cats scratch, but they also need to put band aids on because they really love you guys.

Tara also used kimochi feeling pillows to help students understand the feelings and perspective of others. Laura reported introducing students to the kimochis and teaching students about their personalities so that students learn to identify with these personalities and learn to understand how other students' personalities are similar to these kimochis.

Katie also reported that she focused on student feelings by engaging students in conversation about the feelings and perspectives of their peers. Katie noted that by

focusing on students' feelings, rather than on their actions or what they did wrong, made students more receptive to recognizing the feelings and perspectives of other students.

The seventh interview question asked, "*What assessment do you use to determine if students have mastered these skills?"*

Participants demonstrated some difficulty in answering this question. All of the participants described several activities that they used to determine if students had mastered these social and emotional learning skills; however, they were not always clear about how they determined student mastery of SEL skills. Laura, a camp counselor, noted that counselors use a large poster in the team time room to keep track of students' progress in the skill building game, indicating how many "vibe" cards they earned for demonstrating skills related to kindness, caring for nature, contributing to their community, and making new friends. Katie, the science teacher, did not give any specific examples of how she assessed SEL skills, but instead described how she assessed student mastery of science skills and content knowledge by asking individual students specific questions about their projects.

Alex, the makers studio teacher, and Tara, a camp counselor, reported that they used observations to assess student mastery of SEL skills. Alex stated that he observed students working with different groups of students in different settings during the six weeks at camp as a strategy for assessing student progress in specific SEL skills. Tara believed that student behaviors was evidence of students' mastery of SEL skills taught at the camp.

The eighth interview question asked, "*What opportunities do you give students to practice these skills?"*

Both teachers reported that they provided opportunities for students to practice SEL competencies through group projects. Alex explained that, in the makers studio, students worked together to complete building challenges and create circuit stations, focusing on the skills of team building and time management. Katie, the science teacher, specifically referred to team building opportunities as opportunities to practice SEL competencies:

> The curriculum gives opportunities for that because like today when we had the commercial, that was a huge team work building experience because they [students] had to work together to sell a product and it [the curriculum] also encourages those kids that are kind of shy to shine a little bit in the commercial. Usually in these circumstances you have those kids who are way too shy to handle it, but because the team was so on board with it [presenting the commercial] and because all the kids were so hyped about it, that it encouraged all those little bugs to come out with their wings. They were so invested in the commercials.

Both camp counselors also reported providing opportunities for students to practice these skills. Laura identified games as an opportunity to help students practice these skills. Laura noted that skill building games provided students with opportunities to earn vibe cards to practice these skills. Tara reported creating junior counselor roles as a strategy for giving students opportunities to practice these skills. Tara reported that she gave

students opportunities to take on leadership roles within the groups, which included taking attendance and helping other students, that students practiced these skills.

Table 1 is a summary of the categories that I constructed from this analysis of the interview data.

Table 1

Categories Constructed from Interview Data

Interview Question	*Category*
IQ1: Strategies to manage emotions & behavior	Using kimochis
	Using "I feel" statements
	Using a group point system
	Talking about respect for others
	Using class routines
	Establishing relationships with students
IQ2: Strategies to resolve conflicts	Using ro-sham-bo
	Using "I feel" statements
	Using kimochi feeling pillows
	Asking questions
	Promoting a team mentality
IQ3: Strategies to make positive choices	Asking questions
	Using skill building "vibe" game
	Promoting a team mentality
IQ4: Strategies to set and achieve goals	Asking questions
	Focusing on time management skills
	Encouraging creative thinking

Interview Question	*Category*
IQ5: Strategies to improve communication skills	Using "I feel" statements
	Using kimochi feeling pillow
	Using kimochis
	Establishing relationships with students
	Using the skill building "vibe" game
IQ6: Strategies to recognize feelings and perspectives	Engaging students in conversation
	Using "I feel" statements
	Asking questions
	Using kimochis
	Using kimochi feeling pillows
	Focusing on feelings
IQ7: Assessments	Using skill building "vibe" game
	Using observations
IQ8: Opportunities to practice	Using team building opportunities
	Using skill building "vibe" game
	Creating leadership roles

Observation Data

The analysis of observation data was based on the following six criteria that I presented in the observation data collection form that I designed. The observation criteria included (a) the physical setting of the summer enrichment program in terms of instructional space, instructional technology, and other print and nonprint resources; (b) the participants in the summer enrichment program in terms of the type and number of

people who participated in the instructional activities and relevant characteristics of the participants; (c) instructional activities in terms of the lesson objective that teachers or camp counselors shared with students, data that teachers or camp counselors presented to students in relation to SEL competencies, modeling in terms of how teachers or camp counselors demonstrated learning related to SEL competencies, checking for understanding in terms of how teachers or camp counselors informally assessed student learning in relation to SEL competencies, guided practice in terms of students practiced under the direct guidance of teachers or camp counselors, and independent practice in terms of students practicing SEL competencies on their own; (d) self-awareness competencies; (e) self-management competencies; (f) social awareness competencies; (g) relationship competencies; and (h) responsible decision making competencies.

Participants. Table 2 describes the number of male and female students and the number of adults present during each observation.

Table 2

Number and Type of Participants During Eight Observations

	Katie 1	Katie 2	Alex 1	Alex 2	Laura 1	Laura 2	Tara 1	Tara 2
Grade 2 Male Students	15	7	22	7	15	10	19	14
Grade 2 Female Students	10	5	4	6	4	9	6	9
Adults	3	3	3	2	2	2	5	2

The eight observations revealed that more male students than female students were present in the Grade 2 classes that I observed. The teacher to student ratio ranged from 1 to 4 and 1 to 11. The average teacher to student ratio was 1 to 8 because at least 2 adults were present during each observation.

Instructional Setting. In the science classroom, Katie, the teacher, asked students to sit together in groups of 8 or less at three long wooden tables, configured into a U-shape in the center of the room, so that they could work together on projects. The seating arrangement also allowed Katie to have easy access to every student. Katie introduced each lesson by asking students to sit together as a group on the floor. Katie sat in front of the class on a low-stool. Katie did not use any technology in the two lessons that I observed. Katie used nonprint materials, including rubber bands, paper clips, precut helicopter patterns, and different stage props to help students dramatize their roles as bees in a hive. Print materials include various art posters hung on the walls. The classroom was also decorated with students' projects.

In the makers studio classroom, Alex, the teacher, asked students to sit in groups of three to four students at six tables arranged in rows of two so that they could work collaboratively on projects. Alex stood at the front of the room to present the lesson and circulated around the room checking on students' progress. In relation to technology, Alex used light-emitting diode (LED) lights, batteries, projector, and a laptop to project the timer on the front board so that students would be conscious of time constraints when working on projects. Alex also supplied students with nonprint materials, including pipe cleaners, tape, string, paper, and other types of art supplies, to help them complete

projects and team-building challenges. Alex's room was also decorated with students' projects. During the last 2 weeks of the program, Alex displayed a mini-city in a corner of the room that all of the students created.

In the team-time room, Laura and Tara, the camp counselors, designated a large carpeted area for group activities. To the left of the carpeted area was a large space with three long wooden tables that included 8-10 students at each table, so that students could work collaboratively on projects. In relation to technology, Laura and Tara used an ipod and speakers to play music while students worked on projects. Laura and Tara also supplied students with nonprint media, including various art supplies such as paper, tape, markers, and crayons, to help them complete their projects. The room was decorated with kimochi posters, a large 6-foot poster used to keep track of student progress in the skill building game, and students' projects. The walls of the room were also covered with white butcher paper, where students drew pictures related to camp themes to support the local basketball team. The room was also decorated with a large rainbow made from individual colored sheets of paper where students wrote down what they had learned that week.

Instructional Activities. These activities were analyzed in relation to Hunter's (1984) criteria for effective lesson design that were adapted for this study. These criteria included (a) the objective that teachers or counselors shared with students; (b) data input in relation to new knowledge, skills, or processes that teachers or counselors presented to students to facilitate student learning; (c) modeling in terms of how teachers or counselors demonstrated what was to be learned; (d) checking for understanding in terms

of how teachers or counselors informally assessed student learning; (e) guided practice in terms of students practicing what was learned under the direct guidance of teachers or counselors; and (f) independent practice in terms of practicing the skills on their own.

During the first observation of an instructional lesson in Katie's science classroom, the objective was that students should be able to build their own rubber band helicopter and understand how energy is stored and released in the rubber band to make the helicopter fly. In relation to data and modeling, Katie explained how twisting the rubber-band creates energy to make the helicopters fly, and she modeled how to make these helicopters. Katie's instructional strategies included asking questions, modeling, establishing and communicating classroom rules and procedures, peer scaffolding, and positive reinforcement. Katie provided opportunities for guided and independent practice by helping students make helicopters, asking students to help other students, and encouraging them to work individually on helicopters. Katie checked for understanding by walking around the classroom and observing the progress of individual students as well as asking questions. For the second observation, the learning objective was that students should be able to understand and act out how bees communicate with each other and the different jobs bees have in the beehive. In terms of data and modeling, Katie presented information about beehives, described the props that students needed for playing different roles in the hive, and demonstrated the jobs and actions of different bees. Katie also assigned students roles in the beehive that they should re-enact. In relation to instructional strategies, Katie used questioning techniques, role playing, collaborative learning, and positive reinforcement. Concerning guided and independent

practice opportunities, Katie prompted students about their job in the beehive, and students independently re-enacted their roles as bees. Katie checked for understanding by asking questions at the end the lesson to determine if students had learned the concepts.

During the first observation of an instructional lesson in Alex's makers studio, the objectives were that students should (a) be able to work in groups of 4 to 5 to plan and build the tallest tower possible and (b) learn to work within the given time limits and supplies available. Alex's instructional strategies included establishing and communicating classroom rules and procedures, setting time limits, requiring students to work collaboratively, asking questions, and providing positive feedback. Alex provided opportunities for guided and independent practice by explaining to assignment expectations, setting time limits, and requiring students to work in groups to build the towers. Alex checked for understanding by walking around the classroom and asking questions of individuals and group to check on their progress. For the second observation of an instructional lesson in Alex's maker studio, the objective was that students should be able to design and build their own LED gadget and understand how electrons flow in a battery to power a LED light. In relation to data and modeling, Alex, demonstrated how to make LED bling and how to hook up the LED light to an individual battery. Alex's instructional strategies included modeling, setting expectations, questioning, setting time limits, and providing positive feedback. Alex also provided opportunities for guided and independent practice by requiring students to work in groups and independently on their

projects. Alex checked for understanding by walking around the classroom and asking questions in order to check on their progress.

During the first observation of an instructional lesson during Laura's recreation time, the objectives were that (a) students should be able to practice questioning and active listening skills by asking and answering questions to get to know other students, and (b) students should be able to demonstrate coordination and communication skills by playing a game of "crazy" kickball. In terms of data and modeling, Laura, explained how to play the question game, presented the questions that students had to ask and answer, and demonstrated how to play crazy kick-ball. Laura's instructional strategies included modeling, questioning, and providing positive reinforcement. Laura provided opportunities for guided and independent practice by demonstrating to students how to ask the questions, telling students what questions to ask, encouraging students to ask follow up questions, and giving students opportunities to ask and answer questions on their own. Laura checked for understanding by observing students and asking questions about what they had learned about other students. For the second observation in Laura's team time activity, the learning objective was that students should (a) understand that kimochis have different emotions and different personalities; (b) understand that emotions and personality traits impact behavior; (c) understand that kimochis may feel one way but act another way; and (d) design, share, and describe their original kimochi. In terms of data and modeling, Laura explained to students about kimochis personalities and emotions, used a feeling pillow to demonstrate how kimochis can feel one way but behave differently, and explained the purpose and criteria for making a kimochi, which

included drawing a picture and writing a description of the personality of the kimochi. In relation to instructional strategies, Laura used questioning, setting expectations and time limits, and providing positive reinforcement and recognition. Concerning guided and independent practice opportunities, Laura asked questions about the kimochis while they were working on their kimochi design, and students worked independently on creating their kimochis. Laura checked for understanding by observing student work on the kimochis and asking questions about the emotions and personalities of the kimochis.

During the first observation of an instructional lesson in Tara's recreation time, the learning objectives were that (a) students should demonstrate competency in motor skills and movement patterns need to play tag, (b) demonstrate positive sportsmanship by cheering each other on and giving positive recognition to other students, and (c) demonstrate communication and coordination skills by playing different versions of tag. In relation to data and modeling, Tara demonstrated how to play different versions of tag and modeled how students should give other students positive recognition while playing the game. Tara's instructional strategies included establishing and communicating norms and procedures, asking questions, and providing positive reinforcement and positive recognition. Tara provided opportunities for guided and independent practice for students by explaining how to play the different games, giving students positive recognition when students were tagged, reminding students to give each other positive recognition, and providing opportunities for students to independently play the game and give other students positive recognition. Tara checked for understanding by observing students playing and giving each other positive recognition and asking students questions

about giving positive recognition to other students. For the second observation during Tara's team time activity, the learning objectives were that students should be able to (a) participate in a guided meditation exercise to practice breathing and to create awareness about their bodies and to understand that mediation is a strategy to relax the mind and body, and (b) demonstrate communication and cooperation skills by working together to make posters for the end of program carnival. In relation to data and modeling, Tara turned off the lights, explained the purpose of mediation, and turned on the audio-guided mediation. Tara also explained the purpose and guidelines for making posters about the end of program carnival. Tara's instructional strategies included establishing and communicating classroom norms and procedures, asking questions, and providing positive reinforcement and positive recognition. Tara provided opportunities for guided practice by asking students to follow the guided meditation, giving students prompts to help them focus during the mediation, and independent practice by asking students to practice meditation on their own. Tara also provided opportunities for independent practice by having students work in groups to plan and design posters for the end of program carnival. Tara checked for understanding by observing students working together and practicing the guided mediation.

Self-awareness competency. This competency was identified as the ability to recognize one's emotions and thoughts and their influence on behavior, including accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism (CASEL, 2012).

During the first observation of a science lesson, Katie integrated the self-awareness competency into an instructional lesson about flight. Katie helped students address their fears about making mistakes by frequently commenting, “Good job”, Nice try” and “Try again” to help students understand that mistakes are part of the learning process. Katie also used a kimochi to create student awareness that they did not put supplies away neatly. During the second observation of an instructional science lesson, Katie integrated the self-awareness competency into the instructional lesson about bees. Katie asked students to work together to re-enact the roles of bees in the hive. To reinforce this cooperative activity, after each re-enactment, Katie used the strategy of debriefing by asking students to describe their roles and how they supported other bees in the hive. Using the strategy of debriefing helped students to be aware of how they interacted with other students during group work and supported their confidence in their group roles.

In the makers studio class, Alex also integrated the self-awareness competency into the instructional lessons through group work. Students worked together in groups of four to five students to complete a tower-building challenge. Alex asked questions and gave positive feedback to help students identify and assess their own strengths and limitations in working collaboratively with other students and to help them build confidence in their collaborative skills. One group of students had trouble starting the tower building challenge so Alex asked students questions in relation to their roles in the group and how they could work together to overcome these challenges. Alex also gave

students positive feedback to build students' awareness about completing project goals within specific time limits.

Laura also integrated the self-awareness competency into the team time activities. Laura talked to students about the different kimochi personalities and about the strengths and limitations of each of these personalities in order to help students be aware of their own strengths and limitations. In relation to assessing their own emotions and thoughts, Laura asked students to create their own kimochis and to write down the emotions and thoughts of the kimochis on the back of their drawings. Laura asked students questions about their kimochis to help them identify these emotions and thoughts. Laura also asked students to share their kimochis with the rest of the class as a way of introducing themselves to other students.

Tara also integrated the self-awareness competency into the team time lesson. To support the transition from lunch and outside play to the afternoon session, Tara led a mediation session with students. This mediation strategy supported students in managing their behavior, controlling impulses, and bringing awareness to their emotions, thoughts, and behaviors. During the audio-guided mediation, Tara quietly called out individual students by name and told them they were doing a good job. Students focused on their breathing and released negative thoughts in order to reduce feelings of stress.

Self-management competency. This competency involved the ability to regulate emotions, thoughts, and behavior effectively in different situations, including managing stress, controlling impulse, motivating oneself, and working toward achieving personal and academic goals (CASEL, 2012).

During the first observation of a science lesson, Katie integrated this self-management competency into instructional activities about flight. Katie used several strategies to help students manage their emotions, thoughts, and behavior during this lesson. For example, Katie helped students control impulsive behavior by refocusing student attention on the lesson. When Katie exclaimed, "YoY o Yo!" students responded by holding their hands up and asking "What's up?" Katie defined expectations for behavior and classroom procedures at the beginning of the lesson and reminded students throughout the activity to manage their behavior. Students also managed their behavior by reminding other students to not fly their helicopters inside the classroom. Instead, they waited for Katie to tap them on their shoulders so that they could test the flight of the helicopters outside. Katie also used a point system to help students control their behavior by subtracting points when students failed to line up in a straight line. During the second observation of an instructional science lesson, Katie also integrated self-management competencies into the instructional lesson about bees. Katie used an attention getter related to the lesson on bees by stretching her arms out and buzzing like a bee. Students responded by stretching their arms out and buzzing like a bee, which helped them refocus on the lesson and manage their behavior. Katie also reinforced classroom rules and procedures by reminding students to raise their hands, only calling on students who raised their hands, insisting that students talk one at a time, and waiting for everyone to sit "criss cross apple sauce."

In the maker studio class, Alex also integrated the self-management competency into the instructional lessons. During both observations, Alex implemented daily warm-

up activities; set time limits; and established, communicated, and reinforced classroom norms and procedures in order to help students manage their emotions, thoughts, and behavior; control their impulses; and set and complete project goals. Alex expected students to listen, show respect, make eye-contact when someone was speaking, look for supplies before asking where the supplies were, use supplies carefully, and clean up the work space. During both observations, Alex provided direct instruction in the self-management competency by stating the objectives for the project, setting and communicating time limits, using a projector and laptop to project the remaining time on the board, and frequently reminding students how much time was left. During the first observation, Alex also reinforced classroom norms by reminding students to make eye contact with their peers and to listen to other students when they presented their drawings from the warm-up activity. Alex used the strategies of asking questions about their tower project and giving positive feedback to motivate students to set and complete project goals. During the second observation, Alex used several strategies to motivate students, which include asking questions while students worked on their LED light creations and demonstrating how different supplies could be used to make LED "bling." As a strategy to help students manage their behavior and control their impulses, Alex called only on students who raised their hands, which also helped them to manage their behavior and control their impulses. Alex also counted down the last 10 seconds to work on the project, and students responded by stopping their work and putting their hands in the air.

During outdoor recreation and team time, Laura integrated the self-management competency into the instructional lessons. Laura reinforced positive behavior by telling

students they did an “awesome” job and asking questions during the mingle-mingle game. Laura also gave students a buddy card as a positive reinforcement for participating in the activity. Laura used an attention getter to help students manage their behavior by asking students to walk to the lower play field in a straight line and shouting “shark attack.” Students responded by lining up with their hands on top of their head, resembling a shark fin. During the team time lesson, Laura used the strategies of recognition and positive feedback by thanking students for listening and being respectful. Laura also told the class that she appreciated how one group of students worked quietly.

In another outdoor recreation lesson, Tara integrated the self-management competency into the instructional lesson by using numerous attention getters (e.g. “Hey Ho,” Shark Attack”, and “Match Me”) to help students manage their behavior. Tara also used attention getters to help students refocus on instruction and to transition into the next game.

Social awareness competency. This competency was defined as the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and support (CASEL, 2012).

Katie integrated the social awareness competency into the instructional activities of science lessons. During the first observation, Katie, asked students to work together to re-enact the roles of bees in the hive. This strategy gave students an opportunity to practice cooperating with other students to understand social norms for behavior, particularly in relation to supporting each other through collaborative work. During this

re-enactment, Katie reminded students about how their roles supported other bees in the hive. To reinforce this cooperative activity, after each re-enactment, Katie used the strategy of debriefing and asked students to describe their roles and how they supported other bees in the hive. During the second observation, Katie encouraged students who were finished with their work to help other students. In both observations, Katie also modeled the social awareness competency by looking at students when they were speaking, calling students by their names, smiling, and asking students follow up questions about their projects.

During the makers studio lessons, Alex also integrated the social awareness competency into the instructional activities. Alex related this competency to student understanding of social norms for behavior and learning to support each other through collaborative work. During the first observation, seven groups of students worked together in teams of four and five to build the tallest tower they could in a defined amount of time. This instructional activity gave students opportunities to learn how to work collaboratively to make decisions, plan, and complete project goals. During the second observation, Alex modeled the social awareness competency by acknowledging each student by name and complimenting students on their costumes as he monitored student progress.

Laura integrated the social awareness competency into team time that were related to taking the perspective of and empathizing with others. Laura described the purpose of the kimochi feeling pillows by placing the pillow in the kimochi's pocket, explaining how a kimochi may behave one way but feel another way. Another strategy

Laura used was modeling respect for different perspectives by allowing a shy student not to tell the class about the kimochi that he/she had created.

Tara integrated the social awareness competency into the outdoor recreation time, particularly in relation to recognizing other students as supports and understanding social norms for behavior. Tara consistently reminded students to cheer each other on during a game of tag. For every student that was tagged out, Tara modeled, "Good job" and "Nice try" to those students. Tara reminded students to cheer each other on and give support when students were tagged. At the end of the game, Tara asked students to huddle up and do a group cheer, telling all students that they had won.

Relationship competency. This competency was defined as the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, including communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed (CASEL, 2012).

In both science lessons, Katie integrated the relationship competency into the lesson by modeling and reinforcing skills related to communicating clearly, listening actively, and cooperating. Katie modeled active listening by either repeating students' answers, building on their responses, thanking them, or giving positive feedback. During the first observation, Katie, asked students to work together to re-enact the roles of bees in the hive. This strategy gave students an opportunity to practice cooperating with other students. Katie and the camp counselor also participated in the re-enactment of the bee hive activities. During the second observation, Katie encouraged students to practice the

relationship competency by communicating clearly, listening actively, cooperating with each other, and seeking and offering help when needed. Katie modeled this competency by touching students on their shoulders and asking them if they needed help. Katie also encouraged students who were finished with their work to help other students.

During the makers studio lessons, Alex also integrated the relationship competency into these lesson through team building challenges. Alex related this competency to student expectations for communicating clearly, listening actively, cooperating with each other, negotiating conflict constructively, and seeking and offering help when needed. Seven groups of students worked together in teams of four and five to build the tallest tower they could in a defined amount of time. Students also worked together to determine the materials to use. Some students took charge of the leadership roles, some students could not decide on the best approach, and other students were able to come to a quick agreement about the best strategy to build the tower in limited time. Alex walked around the room checking on each group's progress. To assist groups that experienced some challenges, Alex asked questions to help students get started. Alex reinforced the relationship competency of communicating clearly and listening actively by asking students to share their work with the class and reminding students to listen to each other and make eye contact with students who were speaking. Alex also modeled this competency by actively listening to students and by responding to student comments and stories regarding their work. While students worked on their LED projects, Alex walked around the room, checking on students and asking them if they had any questions.

During the outdoor recreation lesson, Laura integrated the relationship competency into the lesson, particularly in relation to communicating clearly, listening actively, cooperating, and negotiating conflict. During each round of the mingle mingle game, Laura asked students to find a new student and ask the following questions: "What is your favorite food to eat?" and "What would you like to do at camp this summer?" Laura used positive reinforcement by informing students they had would earn a buddy card if they told a camp counselor what they had learned about other students. Laura also walked around the room asking questions and encouraging students to ask follow-up questions. To support the skill of cooperation, Laura asked students to play the "crazy kickball" game, where students were required to work together to catch the kickball and place it at the home plate. To support the skill of negotiating conflict, Laura recommended that two students use the strategy of ro-sham-bo to decide who should be at the head of the line. During the team time lesson, Laura also integrated the relationship competency into the instructional activity by asking students to design their own kimochis and to share them with the class. Laura reminded students to listen to other students who were speaking. Laura also modeled active listening skills by asking students follow-up questions about their kimochis.

During the outdoor recreation lesson, Tara also integrated the relationship competency into the lesson, particularly in relation to negotiating conflict constructively. Tara suggested that students use ro-sham-bo to decide who gets the monkey in the game of tag. During the team time lesson, Tara also provided opportunities for students to practice cooperating, communicating clearly, and listening actively by asking students to

work together in groups of three and four to create posters that welcomed families to the carnival on the last day of the program.

Responsible decision making competency. This competency was defined as the ability to make constructive and respectful choices about personal behavior and social interactions, based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of others (CASEL, 2102).

During the science lessons, Katie integrated the responsible decision making competency into the instructional activities. To encourage students to make constructive and respectful choices about their behavior, Katie reminded students of the classroom norms and procedures by noting that they had earned 20 points for a dance party and still had an opportunity to earn or lose points. When distributing props for the bee hive re-enactment, Katie demonstrated how someone could get hurt by using the stick for the guard bee incorrectly. During the second observation, Katie gave positive recognition to students who entered the classroom quietly to support their decision about making respectful choices related to their personal behavior. To help students recognize the importance of contributing to the wellbeing of the classroom community, Katie directed their attention to the board and asked them why they had earned only a few points. When students did not respond, Katie showed them that they had not put the art supplies away neatly. Katie also used a kimochi to address this problem about the art supplies. Katie told students that a kimochi told her about the problem of the art supplies. Katie also told students, “If you don’t respect my classroom, then you don’t respect me.”

In the makers studio classroom, Alex integrated the responsible decision making competency into the instructional activities in order to help students demonstrate responsible behavior. Alex frequently reminded students about classroom expectations and norms in order to help them manage their behavior and control their impulses. In relation to contributing to the wellbeing of the school and community, Alex asked students to work together to clean up the room after every lesson.

Concerning the outdoor recreation lessons and the team time lessons, camp counselors demonstrated limited evidence of how they integrated the responsible decision making competency into instructional activities. During an outdoor recreation lesson, while Laura explained how to play "crazy kickball," she observed that students were not acting responsibly when they jumped on a bench. Laura asked students if they thought jumping on the bench was safe, and a discussion about responsible behavior ensued. Tara gave positive recognition to students who were actively participating in the mediation and making respectful choices about their personal behavior.

Table 3 presents a summary of the categories that I have constructed for the observation data.

Table 3

Categories Constructed from Observation Data

Criteria	*Categories*
Criterion 1: Participants	Noting more male than female students
	Noting small class sizes
	Noting at least 2 adults in each class

Criteria	*Categories*
Criterion 2: Setting	Using space for collaborative work
	Noting student projects displayed in rooms
	Noting limited use of technology
	Noting art supplies for nonprint materials
	Noting print materials promoted SEL skills
Criterion 3: Instructional activities: Lesson design	Sharing objectives with students
	Using kimochis to demonstrate lesson objectives
	Modeling how to give positive recognition
	Demonstrating how to complete projects
	Asking questions to motivate students
	Setting expectations & class norms
	Setting time limits to complete projects
	Giving positive feedback & recognition
	Asking questions to check understanding
	Observing to check understanding
	Noting students worked collaboratively
	Noting students worked independently on projects
Criterion 4: Self-awareness competency	Helping students address their fears of making mistakes
	Debriefing with students on roles in group to bring awareness to interactions & confidence in group work
	Asking questions to create awareness of their strengths & limitations in working collaboratively
	Asking questions to create awareness about how to overcome challenges
	Using collaborative learning activities to bring awareness to roles in group work
	Giving students positive feedback to build confidence

Criteria	*Categories*
	Giving positive feedback to create awareness about completing projects goals within time limits
	Using kimochis to help students recognize their own feelings and behavior & build awareness about respect
	Using meditation to bring awareness to emotions, thoughts & behavior
Criterion 4: Self-management competency	Using attention getters to refocus attention
	Setting, communicating, and reinforcing class norms and procedures to help students manage behavior, control impulses, set & complete project goals
	Using point system to reinforce norms
	Implementing daily-warm up routines to help students manage thoughts & behaviors
	Setting, communicating, & reinforcing time limits to help students manage behavior & set & complete project goals
	Sharing project objectives to help students set & complete project goals
	Giving positive feedback to motivate students to set & complete projects
	Monitoring student progress by walking around room to motivate students to complete project goals
	Asking questions to motivate students to produce creative projects
	Giving positive recognition for participation, listening, and showing respect
	Giving buddy cards as positive reinforcement for participation
Criterion 5: Social awareness competency	Using collaborative learning to practice cooperation & understand social norms for behavior
	Debriefing with students on their roles in group work to create awareness about supporting others
	Encouraging students to help other students to create awareness about social norms for behavior

Criteria	*Categories*
	Modeling social norms of behavior by making eye contact, asking follow-up questions, calling students by name, demonstrating how to give support, & respecting different perspectives
	Using kimochis to create awareness about different perspectives
	Explaining how feelings & behaviors may conflict
	Reminding students to cheer each other on to create awareness of appropriate social behavior
	Using a group cheer to encourage a team perspective to create awareness about supporting each other
Criterion 5: Relationship competency	Modeling active listening by giving positive recognition to students' responses & asking follow-up questions
	Modeling how to give positive recognition to establish and maintain healthy relationships
	Modeling teamwork with staff to demonstrate healthy relationships & cooperation
	Encouraging students to help other students in order to establish healthy relationships
	Asking questions to support cooperative learning
	Requiring students to work collaboratively to teach cooperation, communication skills, & how to establish healthy relationships
	Asking questions to model how to negotiate conflict constructively
	Asking students to share their work to reinforce active listening & communication skills
	Requiring students to practice asking and answering questions to teach active listening & communication skills
	Encouraging students to ask follow-up questions to teach active listening skills
	Using buddy cards as positive reinforcement for listening actively
	Promoting cooperation in game of tag & kickball
	Using ro-sham-bo to help students resolve

Criteria	*Categories*
	conflicts constructively
Criterion 6: Responsible decision making competency	Using point system to reinforce classroom norms & teach consequences for behaviors
	Using point system to help students earn dance party to support respectful choices for behavior
	Demonstrating safety concerns for students
	Giving positive recognition for entering class quietly to support respectful choices about personal behavior
	Giving positive recognition for respectful choices
	Asking questions to reinforce community wellbeing
	Using points to reinforce community wellbeing
	Using kimochi to address problem of art supplies to promote community wellbeing
	Reminding students to respect classroom space
	Reminding students of classroom norms
	Asking students to work together to clean up to promote community wellbeing
	Asking students to reflect on bad choices

Documents

In relation to program documents, I collected and reviewed archival documents which included the original grant proposal and parent program evaluations from the first 2 years of the grant for the summer enrichment program. In addition, I collected and reviewed the curriculum for the makers studio lessons, science lessons, and team time lessons for the 6 weeks of the summer program. I used a content analysis to describe the purpose, structure, content, and use of each document. In relation to the content of the

documents, I compared specific features of this summer enrichment program to the CASEL framework for quality SEL program design (CASEL, 2012).

These documents were analyzed in relation to the CASEL framework for quality SEL program design, which includes four key program design components of well-designed SEL programs. The first essential program component of a well-designed program is the use of evidence-based classroom approaches in relation to teaching SEL competencies (CASEL, 2012). Evidence-based classroom approaches include explicit skill instruction, integration of SEL competencies into academic content, and the use of "instructional practices, processes, and management approaches to create a positive classroom environment that fosters the development of SEL competencies" (CASEL, 2012, p. 20). Explicit instruction involves lessons specifically designed to address these competencies that emphasize modeling and teaching vocabulary related to these competencies (CASEL, 2012). The second essential program component is the "extent to which the SEL program provides opportunities for active practice of SEL skills in and beyond the classroom, including role-plays or guided self-management techniques within the program and applying lessons (e.g., self-calming, problem solving techniques) to real-life situations outside of the classroom" (p. 20). The third essential program component is the context teachers use to promote and reinforce SEL competencies beyond the SEL lesson, which include "(a) school-wide involvement that creates opportunities and processes beyond the classroom, (b) family involvement opportunities, and (c) community involvement opportunities that provided opportunities for students' to practice SEL competencies in the community and build relationships with community

members" (pp. 20-21). The fourth essential program component includes the types of assessments and measures that educators use to assess the effectiveness of the program and to assess the impact of the program on student behavior. Examples of assessment and program measures include teacher evaluations, student self-reporting evaluations, and observations (CASEL, 2012).

Original grant proposal. Some members of the nonprofit enrichment organization created the original grant proposal in December of 2012 in order to receive a 3-year grant from a city department in this western state that implements programs that support children, youth, and families. The 3-year grant provided scholarships to 50 local underserved students in pre-kindergarten through Grade 4 so that they could attend the entire 6-week summer enrichment program at no cost. The proposal was approved in the Spring of 2013, and the enrichment organization received funding for the 50 scholarships during the 2013, 2014, and 2015 summer program. Grant funding increased for 2015, and the number of scholarship students also increased to 80 students.

The original grant proposal was completed and submitted online. The content of the grant proposal included (a) nonprofit enrichment organization contact information; (b) funds requested; (c) budget; (d) organization's mission; (e) organization's specific and measurable goals related to mission; (f) methods for collecting, using, sharing, and communicating program data (i.e., participant performance, organization performance); (g) targeted student demographics; (h) program location and schedule; (i) program design; (j) program goals; (k) program activities; (l) student recruitment measures; (m) program alignment to school district's academic and instructional goals; (n) how program

supports students with transition to kindergarten; (o) description of the skill building game; and (p) sample lesson plans.

In relation to CASEL's (2012) framework for well-designed SEL programs, the grant proposal addressed the first essential program component related to the use of evidence-based SEL approaches with the inclusion of a sample of an integrated arts and science lesson that targeted the development of skills related to critical thinking, problem solving, collaboration, creativity, and kindness. The grant proposal also addressed the second essential program component related to opportunities for active practice of skills beyond the classroom with the inclusion of a description of the skill building game used for student practice and reinforcement of skills. In addition, the grant proposal addressed the third essential program component related to context used to promote and reinforce SEL competencies outside of the classroom with the inclusion of a description of how the summer enrichment program engages parents of students in the camp culture through family Friday gatherings, bilingual take home activity sheets, project and resources on the interactive website, newsletters and Facebook. Finally, the grant proposal partially addressed the fourth essential program component related to assessments and measures of impact of program on student behavior with the inclusion of a description of how the skill building game is used to measure and reinforce skills related to critical thinking, problem solving, collaboration, communication and creativity. Thus, based on analysis of the original grant proposal, specific features of this summer enrichment program meets the standards of a well-designed SEL program.

Program curriculum. Members of the nonprofit enrichment organization designed the 2015 summer program curriculum during the Spring of 2015. The 2015 curriculum was divided into three units, which included technology, makers studio, and science and art. The three units were divided into 2-week blocks and between two specific grade cohorts that included prekindergarten to Grade 1 and Grade 2 to 4.

The content of the science and art unit for the Grade 2 cohort, which was the focus of this study, included specific outcomes and activities related to the themes of animal adaptions and the mechanics of flight. Specific program outcomes were that students should be able to (a) understand and explain the purpose of animal adaptions, (b) identify and create the important elements of an animal habitat, (c) understand the purpose of animal communication for survival, (d) understand and explain different ways to harness energy to fly different model rockets and planes, (e) understand and participate in the process of brainstorming and making decisions with a group to create something new, and (f) explain and present their ideas. Specific activities included (a) designing and building a model habitat for any animal real or imaginary, (b) working together to re-enact the jobs of bees in a beehive and demonstrate how bees communicate through dance, and (c)working together to create and present a product inspired by an animal adaptation.

The content of the makers studio units for the Grade 2 cohort included specific outcomes and activities related to the themes of tinker towns and circuit stations. Specific outcomes were that students should be able to (a) understand and complete project goals, (b) understand and participate in the process of brainstorming and making

decisions with a group, (c) work collaboratively to create something new, (d) engage in a process of needs assessment by asking questions and listening, (e) evaluate and explain their project design, and (f) understand and follow established time limits to complete projects. Specific activities included working with a partners or individually to (a) design and build a prototype of a new amusement park ride, (b) design and create a prototype of a partner's dream house, (c) create a racetrack that moves a ball the furthest, (d) design the tallest tower possible, (e) create moving robots, (f) create a prototype of an invention to address current environmental issues, and (g) interview a camper to design a prototype of an invention that would improve the camp day.

The content of the technology units for the Grade 2 cohort included specific outcomes and activities related to the themes of animation and gaming. Specific outcomes were that students should be able to (a) work collaboratively to understand and explain the animation process; and (b) understand, explain, and create web-based games. Specific activities included (a) working with a group to create a short-animation film using clay; and (b) learning how to use software programs to develop, edit, and publish web-based games.

The curriculum for the 2015 summer enrichment program camp also included a guide for camp counselors to use during team time, which included activities related to the skill building game and the kimochis. However, the team time guide was not divided into weekly and daily instructional activities. The team time guide included ideas for introductions, games, discussions, group activities, and projects related to kimochis and the skill building game that teachers and camp counselors could implement throughout

the 6-week program. Examples of these instructional activities included (a) self-management techniques and reflective emotional thinking using the kimochi feeling pillows; (b) the use of kimochi feeling pillows to discuss facial expressions; (c) discussion of different interactions between kimochis and strategies to support these interactions; and (d) kimochi lessons related to using a talking voice versus a fighting voice, showing appreciation and giving compliments, and practicing saying names and giving eye contact.

In relation to CASEL's (2012) framework for well-designed SEL programs, the Grades 2-4 curriculum addressed the first essential program components related to the use of evidence-based SEL approaches. The team time guide described instructional activities related to the kimochis that encouraged teachers to provide explicit instruction and model SEL competencies, strategies, and vocabulary. The markers studio and science units also supported the first component of a well-designed SEL program by providing opportunities for teachers to integrate SEL competencies into academic content. For example, one instructional activity in the science curriculum required that students work together on a week-long project to design, build, and present a prototype for an animal-inspired invention. In the makers studio, students were required to solve a series of design challenges by working together to discuss the problem, build a prototype, present their prototype, evaluate their designs, and make improvements. The curriculum for science and the makers studio also included activities that helped students learn how to brainstorm with each other, make decisions on project ideas, give positive feedback to others students, and develop time-management skills.

The Grades 2-4 curriculum also addressed the second essential program component of a well-designed SEL program by providing students with opportunities for the active practice of SEL competencies beyond the classroom. The team time guide included opportunities for students to (a) practice guided self-management techniques and facial expressions related to the kimochi feeling pillows; (b) discuss interactions between the kimochis and strategies to support these interactions; and (c) practice strategies such as using a talking voice versus fighting voice, showing appreciation and giving compliments, and practicing saying names and giving eye contact. The makers studio and science unit also included opportunities for active practice of SEL competencies by providing opportunities for students to (a) follow classroom norms and procedures; (b) practice time management skills; (c) set and complete project goals; (d) ask questions; (e) use active listening skills; and (c) work collaboratively to brainstorm, make decisions, build a prototype, explain, and present projects.

The Grade 2-4 curriculum also addressed the third component in relation to the contexts that were used to promote and reinforce SEL competencies by including program-wide activities and opportunities for family involvement. In relation to program-wide opportunities, the curriculum for the science unit and the makers studio unit provided opportunities for students to reinforce the skills they learned with a "makers fair," where students presented their projects to other students and families. Students also had opportunities to conduct a needs assessment outside of the classroom by asking students in prekindergarten to first grade what they needed to make the camp experience better and then to design a prototype to meet their needs. The curriculum also

provided opportunities for family involvement through the skill building game. Students were encouraged to share what they learned with their families and to earn skill building "vibe" cards.

Thus, based on this analysis of the summer enrichment program curriculum, this program met the standards of a well-designed SEL program because all four components were addressed. However, the assessment component was not fully addressed because the impact of the program on student behavior was not assessed. The curriculum did not include teacher evaluations of student behavior and student self-assessments that could be used to measure the impact of the program on students' behavior.

Parent evaluations. The parents of scholarships students completed evaluations of the summer enrichment program for 2013 and 2014. Twenty-nine parents in 2013 and 29 parents in 2014 completed parent program evaluations. Staff members of the nonprofit enrichment organization designed and distributed these evaluations, which could be completed either online or as paper-based surveys to be completed at home and returned in person to program staff or mailed to the office of the nonprofit enrichment organization. Parents could complete these evaluations in either English or Spanish. Staff members of the nonprofit enrichment organization also distributed the same survey for fee-paying students; however, I did not include these evaluations because not all of the fee-paying students attended the program for the entire 6-week session. The executive director of this organization sent me a summary of responses from parent evaluations of the scholarship students for 2013 and 2014 and granted me access to the

organization's survey database so that I could review the original surveys online. Parent evaluations for 2015 were not available at the time of data collection.

The parent evaluations included a total of 17 questions, which included two open-ended questions, 13 structured questions, and two demographic questions. The two open-ended questions were related to the student's favorite part of camp and suggestions for improvement. Four structured questions asked parents to indicate the following (a) if the program met expectations, (b) interest in returning to the program, and (c) permission to collect follow-up data and be contacted during the school year. Nine of the questions included a Likert scale ranging from three to seven choices. The content of the questions related to parents' feelings and perspectives about the following (a) impact of the skill building game on their child's creativity, critical thinking, collaboration, confidence, and kindness; (b) changes in their child's behavior; (b) changes in their child's interactions; and (c) changes in their child's interest and confidence in art, science, and recreation as a result of participating in the program. For one question, parents were asked to rate their experiences in relation to the following (a) beliefs of physical and emotional safety of their children in the program, (b) their children's connectedness to staff, (c) professionalism of the program staff, (d) how well informed parents felt about the program, (e) if parents felt listened to by staff, and (f) if their child had taught someone at home what they learned at the program.

Table 4 describes the results of the parent evaluations in relation to the 2013 and 2014 summer enrichment program. Survey questions were designed in relation to the essential program components of a well-designed SEL program (CASEL, 2012).

Table 4

Results of 2013 and 2014 Parent Evaluations

Questions	2013 Parent Evaluations	2014 Parent Evaluations
If available would you like to participate in this program next year?	100.00%	93.00%
I felt informed of my child's progress.	96.43%	96.55%
I found the daily download sheets informative.	96.30%	89.29%
I found Mo's treehouse on the website to be educational and fun.	52.00%	64.00%
The staff listened and addressed any concerns I shared.	96.43%	96.55%
The staff are fun, enthusiastic, and positive role models for my child.	96.43%	96.55%
My child taught a family member something he/she learned at camp.	96.43%	100%
I've noticed an improvement in my child's behavior after this program.	46.43%	75.86%
I've noticed an improvement in my child's interactions after this program	53.57%	75.00%
I felt the vibe game encouraged my child to exhibit skills like creativity, critical thinking, collaboration, confidence, and kindness.	70.37%	89.29%
My child has made new friend(s) through this program.	96.43%	81.14%
Did we meet your expectations?	96.43%	100.00%

Results of the parent evaluations for 2013 indicated that parents believed that the summer enrichment program positively impacted the behavior and interactions of their children and that they were well informed about the program. Results of the 2014 parent evaluations indicated that parents believed that their children's behavior and interactions with other students improved as a result of their participation in the

program. In addition, parents believed that the skill building game had improved the creativity, critical thinking, collaborations, confidence, and kindness of their children. Results of the 2014 parent evaluations also indicated that parents believed that their children taught someone at home what they had learned at camp.

In relation to CASEL's (2012) framework for well-designed SEL programs, the findings from the parent evaluations did not address the first two components of the well-designed SEL programs because these components were related to specific instructional activities that parents were unable to observe. However, the findings addressed the third component of well-designed SEL programs by encouraging parent participation through program feedback. The responses on the parent evaluations also indicated that the summer enrichment program provided different opportunities for family involvement in the program and reinforcement of skills learned at the program. The opportunities for family involvement and reinforcement of skills included (a) educational and interactive activities on the program website, (b) daily program sheets informing parents of daily events at the program that parents were able to access via the website, (c) staff informing parents of students' progress, and (d) the skill building game.

The parent evaluations also partially addressed the fourth component of well-designed SEL programs, which suggests that measures to assess the impact of the program on student behavior be implemented. These parent evaluations provided an opportunity for parents to give feedback in relation to their beliefs about changes in their children's behavior and interactions as a result of participation in the program. Thus, based on an analysis of the parent evaluations, specific features of this summer

enrichment program, which include family involvement opportunities to practice and reinforce students' SEL and measurement of impact of program on these skills, meet the standards of a well-designed SEL program.

Table 5 presents a summary of the categories that I constructed for the document analysis.

Table 5

Summary of Categories Constructed from Document Analysis

Type of Document	*Categories*
Document 1: Original Grant Proposal	Describing skill building approaches
	Describing integration of competencies in academics
	Reinforcing competencies outside of program
	Describing family Friday events
	Describing family involvement opportunities
	Surveying & interviewing parents on program impact
	Describing skill building game
	Using skill building game to measure impact
	Using skill building game to reinforce competencies
	Describing project-based learning
	Describing opportunities for practice of competencies
Document 2: Program Curriculum	Including specific SEL outcomes
	Including specific SEL instructional activities
	Including SEL competencies in academic learning
	Including collaborative learning activities
	Including problem-solving activities
Type of Document	*Categories*
	Including opportunities for practice of competencies
	Requiring explicit instruction of SEL competencies

	Creating positive environment through instruction
	Including creative learning opportunities
	Including opportunities for family involvement
	Including opportunities to reinforce competencies
	Using program-wide opportunities to reinforce skills
	Requiring explicit instruction of SEL vocabulary
	Providing opportunities to set & complete goals
	[Not] including formal SEL assessments
Document 3: Parent evaluations	Providing opportunities for parent feedback
	Assessing program impact on students
	Examining parents' beliefs of impact on behavior
	Examining parents' beliefs of impact on interactions
	Examining parents' beliefs on skill building game
	Examining students' relationships with program staff
	Examining how well-informed parents feel
	Examining parent experiences with program staff
	Indicating positive impact on students' behavior
	Indicating positive impact on students' interactions
	Indicating positive impact of skill building game
	Indicating increase in SEL competencies
	Indicating increase in positive impact of program
	Indicating parents are well-informed
	Indicating parents felt listened to by staff
	Indicating opportunities for family involvement

Level 2 Analysis

During the second level of analysis, I examined all of the categories that I constructed across all data sources to determine the major themes that emerged from this

analysis and to determine if these themes supported the theoretical proposition for this study. In addition, I examined the data for discrepancies that challenged the theoretical proposition for this case study. The theoretical proposition was that evidence of the integration of SEL competencies into instructional activities would be found because one of the goals of this summer enrichment program was to support the development of these competencies.

Emergent Themes

Theme 1: Teachers and camp counselors believed that SEL competencies should be integrated into instructional activities by (a) helping students identify, express, and manage feelings and behaviors by using kimochis; (b) helping students resolve conflicts by teaching them about perspective; (c) providing students with opportunities for active practice of skills by designing team-building opportunities, using the skill building game, and creating leadership roles; and (d) helping students set and complete project goals, be creative, make positive choices, and identify feelings in group interactions by asking probing questions.

Theme 2: Teachers and camp counselors provided instruction in the self-awareness competency by (a) asking questions during collaborative work to help students develop an awareness of their strengths and limitations in group roles and to build confidence in working collaboratively, (b) helping students recognize their fears about making mistakes, (c) using kimochis to increase student awareness about the importance of being respectful and recognizing their own feelings and behaviors, (d) giving positive feedback to create awareness about completing projects within time limits and to build

confidence with setting and completing project goals, and (e) using meditation to bring awareness to managing thoughts and behavior.

Theme 3: Teachers and camp counselors provided instruction in the self-management competency by (a) establishing and reinforcing classroom norms and procedures, which included using a group point system, implementing daily warm-up activities, setting time limits, sharing learning objectives, and using attentions getters, to help students manage behaviors, control impulses, and set and achieve project goals; (b) asking questions to encourage creative projects and project completion; (c) using the skill building game to reinforce participation; and (d) giving positive feedback for listening and showing respect to help students manage behaviors and set and complete project goals.

Theme 4: Teachers and camp counselors provided instruction in the social awareness competency by (a) using collaborative learning activities to help students develop an awareness about social norms for behaviors; (b) debriefing with students about their roles in group work to create awareness about how to support others; (c) modeling how to give support to others by making eye contact, acknowledging each student, calling students by names, giving positive feedback, and asking follow up questions; (d) using kimochis to teach and model respect for different perspectives; (e) teaching empathy by explaining how feelings and behaviors may conflict; and (f) encouraging a team perspective by reminding students to cheer each other on during recreational games.

Theme 5: Teachers and camp counselors provided instruction in the relationship competency by (a) using collaborative learning activities to give students active practice in cooperating, communicating clearly, listening actively, and building positive relationships; (b) modeling communicating clearly, active listening skills, and building positive relationships by giving positive recognition to students' responses, making eye contact, asking follow-up questions, and working collaboratively with other staff; (c) reinforcing clear communication, active listening skills, and positive relationships by encouraging students to help other students, ask each other follow-up questions, and share their work; (d) encouraging students to ask for help so that they understand how to seek and offer help when needed; (e) asking questions to students working collaboratively to support cooperation, communication, and active listening skills; (f) encouraging students to use ro-sham-bo to support constructive conflict resolution; (g) using the skill building game to reinforce active listening skills; and (h) using recreational games to promote cooperation in groups.

Theme 6: Teachers and camp counselors provided instruction in the responsible decision making competency by (a) requiring students work together to clean the classroom and put away supplies in order to contribute to the wellbeing of their classroom community; (b) demonstrating safety concerns for students; (c) reminding students of classroom norms and procedures that support the wellbeing of the classroom community; (c) asking students to reflect on their behavior choices, using kimochis to help students express their feelings, and implementing a group point system to help students make responsible decisions about their behavior in the classroom community;

and (d) giving positive recognition for making respectful choices about personal behavior.

Theme 7: Teachers and camp counselors assessed SEL competencies by (a) asking questions to check for student understanding of strategies to express their feelings appropriately in interactions and collaborative work; (b) using kimochis to engage students in conversations related to their feelings and behaviors; (c) observing the behavioral progress of students during the 6-week summer program; (d) using the skill building game to assess skills related to communication, collaboration, kindness, problem solving, and making friends; and (e) debriefing with students about their understanding of their roles in the group and how they worked together to support each other.

Theme 8: Document analysis revealed that the summer enrichment program addressed the four criteria in relation to quality program SEL design, which included explicitly teaching SEL competencies, integrating SEL competencies into instructional activities, providing opportunities for active practice, and providing opportunities for students to practice and reinforce competencies with families.

Discrepant Data

In addition to identifying emergent themes, I examined the categorized data across all sources for discrepant data that challenged the theoretical proposition of this study that I would find evidence of the integration of SEL competencies into instructional activities. I found that no discrepant data surfaced to challenge that proposition. Instead, the emergent themes supported the theoretical proposition, which was that SEL competencies, as defined by CASEL's core competencies, were integrated into the

instructional activities of the summer enrichment program, which was one of the primary goals of this program.

Evidence of Trustworthiness

In qualitative research, evidence of trustworthiness is needed to support the quality of the research and the research findings (Merriam, 2009; Yin, 2014). for this dissertation, the constructs of validity and reliability are referred to as credibility, transferability, dependability, and confirmability. Based on the recommendations of Merriam and Yin, the specific strategies that were used to improve the trustworthiness of this qualitative research are described below.

Credibility

Merriam (2009) defined credibility as internal validity or the extent that the findings are consistent with reality. To support the credibility of this qualitative study, I used the strategy of triangulation by comparing and contrasting data from interviews, observations, and program documents. I also used the strategy of sufficient engagement in data collection by collecting data during the entire 6 weeks of the summer enrichment program. In addition, I used the strategy of member checks by asking participants to review the tentative findings of this study for their plausibility.

Transferability

Merriam (2009) defined transferability as external validity or the extent that the results of the study can be applied to another setting. To support the transferability of findings for this qualitative study, I used the strategy of rich, thick description by including a highly descriptive account of the setting, the data collection and data analysis

process, and the findings of the study. I also used this strategy by transcribing audio recordings of the interviews immediately following data collection, transcribing field notes and researcher reflections as soon as possible, and keeping a detailed researcher's notebook during the research process.

Dependability

Merriam (2009) defined dependability as when results are compatible or consistent with the data collected. Yin (2014) referred to dependability as the reliability of a study and defined it as a process to minimize bias and errors so that if the case study were to be conducted again, the researcher would arrive at the same conclusions. To support the dependability of findings for this qualitative study, I used the strategy of triangulation by comparing and contrasting data from the participant interviews, observations, and program documents. I also used the strategy of an audit trail by maintaining a researcher's notebook in which I documented the data collection and data analysis process. In this notebook, I also included questions, concerns, reflections, ideas, and decisions that I made during the research process. In addition, I followed a strict case study protocol by adhering to specific procedures for data collection and analysis, which are documented in the appendices.

Confirmability

Merriam (2009) defined confirmability as the objectivity of a study. To maintain objectivity, I used the strategy of reflexivity, which is "the process of reflecting critically on the self as researcher, the 'human as instrument' (Lincoln & Guba, 2000, p. 183 as cited in Merriam, 2009. p. 219). I used this strategy by explaining my biases,

dispositions, and assumptions about this study by maintaining a researcher's notebook in which I reflected on the data collection and analysis process, my impact as an observer on the instructional activities and interactions, and my biases, perceptions, and assumptions about this summer school program.

Results

The results of this study are analyzed in relation to the central and related research questions. The analysis of the related research questions is presented first, followed by the central research question, which is a synthesis of all of the findings.

The first research question asked, "*How do summer enrichment program teachers and camp counselors perceive social and emotional learning competencies should be integrated into instructional activities?"* The key finding concerning summer enrichment program teachers' and camp counselors' perceptions on how SEL skills should be integrated into instructional activities, was that they believed in (a) helping students identify, express, and manage feelings and behaviors by using kimochis; (b) helping students resolve conflicts by teaching them about perspective using kimochis and focusing on feelings in interactions; (c) providing students with opportunities for active practice of skills by designing team building opportunities, using the skill building game, and creating leadership roles; and (d) helping students set and complete projects, be creative, make positive choices, and identify feelings in group interactions by asking probing questions.

Analysis of the interview data indicated that teachers and camp counselors believed that SEL competencies could be integrated into instructional activities in a

variety of ways. Katie, the science teacher, and Tara and Laura, camp counselors, believed that the kimochis were a valuable instructional tool because they provided a way for students to identify, discuss, and manage feelings and behavior using vocabulary related to the kimochis. Katie, Tara, and Laura also believed that the kimochis were important instructional tools for students who had trouble expressing their feelings verbally, because they provided a way for students to express their feelings nonverbally. All four participants believed that the use of "I feel" statements was another valuable instructional tool because students learned how to express their feelings during interactions with others and to understand the perspectives of others. All of the participants also believed that questioning strategies were important instructional tools because they helped students to make positive choices, recognize the feelings and perspectives of other students, and produce creative group projects. All of the participants believed that team building activities were important because they helped students learn how to cooperate with each other. Participants also believed that creating leadership roles, such as junior counselor roles, and encouraging students to help other students with their projects provided students with opportunities to practice these skills and feel important. Tara and Laura, the camp counselors, also believed that the skill building game provided positive reinforcement for social and emotional skills because the game promoted active practice of skills such as collaboration, kindness, and communication.

The second related research question asked, "*How do summer enrichment program teachers and camp counselors provide instruction in social and emotional*

learning competencies?" In relation to the self-awareness competency, the key finding was that summer enrichment program teachers and camp counselors provided instruction by (a) asking questions during collaborative work to help students develop an awareness of their strengths and limitations in group roles and to build confidence in working collaboratively, (b) helping students recognize their fears about making mistakes, (c) using kimochis to increase student awareness about the importance of being respectful and recognizing their own feelings and behaviors, (d) giving positive feedback to create awareness about completing projects within time limits and to build confidence with setting and completing project goals, and (e) using meditation to bring awareness to managing thoughts and behavior.

Analysis of the observation data revealed that all of the participants provided instruction in the self-awareness competency in a variety of ways. All of the participants used positive feedback and asked questions to help students build confidence in their ideas and in making decisions to set and complete project goals. Alex and Katie, the teachers, also integrated strategies such as implementing daily warm-ups, setting time limits, and addressing student fear of mistakes, in order to build confidence. Katie, the science teacher, Laura and Tara, the camp counselors, integrated instruction of self-awareness skills into activities by engaging students in conversations about the strengths and challenges of interacting with different kimochis personalities, helping students to identify with the feelings and behaviors of different kimochis, and asking students questions related to these feelings and behaviors. Katie also used kimochis to talk about supplies that were not put away properly in order to increase student awareness about

respect for property and the classroom community. Alex and Katie, the teachers, used collaborative learning activities to create student awareness about their roles in group work and how to support each other. To reinforce these skills, Katie debriefed with students to create awareness about their interactions in group work, and Alex asked students to reflect on their strengths and limitations in group roles. Tara, a camp counselor, also used meditation to created student awareness about their emotions, thoughts, and behaviors.

In relation to the self-management competency, the key finding was that summer enrichment teachers and camp counselors provided instruction by (a) establishing and reinforcing classroom norms and procedures, which included using a group point system, implementing daily warm-up activities, setting time limits, sharing learning objectives, and using attentions getters, to help students manage behaviors, control impulses, and set and achieve project goals; (b) asking questions to encourage creative projects and project completion; (c) using the skill building game to reinforce participation; and (d) giving positive feedback for listening and showing respect to help students manage behaviors and set and complete project goals.

Analysis of the observation data revealed that all of the participants provided instruction in the self-management competency in a variety of ways. All of the participants used attention getters to help students refocus their attention and transition to new activities. To help students manage their behavior, all of the participants provided positive feedback to reinforce positive behaviors such as participation, showing respect, and completing projects. Alex and Katie, the teachers, defined expectations and

classroom procedures at the start of the lessons, which included defining learning objectives, setting time limits, and reminding students to practice active listening skills. To reinforce these self-management skills, Alex and Katie reminded students of these expectations throughout the lessons. Alex and Katie also motivated students to complete their projects by walking around the room, asking students probing questions related to their projects, and providing positive feedback. Katie also used a group point system to reinforce classroom norms and to help students manage their behavior, giving them opportunities to work together to earn dance parties. Laura and Tara, the camp counselors, also integrated instruction of the self-management competency into activities by using the skill building game to provide students with opportunities for active practice of this competency, which included collaboration, showing respect, and kindness.

In relation to the social awareness competency, the key finding was that summer enrichment program teachers and camp counselors provided instruction by (a) using collaborative learning activities to help students develop an awareness about social norms for behaviors; (b) debriefing with students about their roles in group work to create awareness about how to support others; (c) modeling how to give support to others by making eye contact, acknowledging each student, calling students by names, giving positive feedback, and asking follow up questions; (d) using kimochis to teach and model respect for different perspectives; (e) teaching empathy by explaining how feelings and behaviors may conflict; and (f) encouraging a team perspective by reminding students to cheer each other on during recreational games.

Analysis of the observation data revealed that teachers and counselors provided instruction in the social awareness competency in a number of ways. Both of the teachers required students to work together on collaborative projects giving students opportunities to support others. To support this collaborative work, Katie reminded students of their roles and debriefed with students to bring awareness to their interactions and how they supported each other in the reenactment of the bee hive. Katie also encouraged students to help other students when they were finished with their own projects. Alex walked around the room, asked questions, and frequently checked on the progress of different groups. All of the participants also modeled social norms of behavior by making eye contact with students when they spoke, calling students by names, smiling, asking follow-up questions, and giving students positive feedback. Concerning the camp counselors, Tara encouraged students to support each other by reminding students to cheer for each other and modeling how to create a group cheer. Laura used kimochis to teach students about different perspectives and how their behaviors may not always represent what they are feeling. To teach empathy for others, Tara and Laura engaged students in conversations about the kimochis.

Concerning the relationship competency, the key finding was that summer enrichment program teachers and camp counselors provided instruction by (a) using collaborative learning activities to give students active practice in cooperating, communicating clearly, listening actively, and building positive relationships; (b) modeling communicating clearly, active listening skills, and building positive relationships by giving positive recognition to students' responses, making eye contact,

asking follow-up questions, and working collaboratively with other staff; (c) reinforcing clear communication, active listening skills, and positive relationships by encouraging students to help other students, ask each other follow-up questions, and share their work; (d) encouraging students to ask for help so that they understand how to seek and offer help when needed; (e) asking questions to students working collaboratively to support cooperation, communication, and active listening skills; (f) encouraging students to use ro-sham-bo to support constructive conflict resolution; (g) using the skill building game to reinforce active listening skills; and (h) using recreational games to promote cooperation in groups. Analysis of the observation data revealed that teachers and counselors provided instruction in the relationship competency in a number of ways. All of the participants encouraged students to ask for help to understand how to seek and offer help when needed. All of the participants also required students to work together on collaborative projects to give them opportunities to practice communication skills, active listening skills, and relationship skills. Katie, the science teacher, encouraged students to help other students when they were finished with their own projects. Alex, the makers studio teacher, asked students questions to help them resolve conflicts during a team-building challenge. Laura and Tara, the camp counselors, also used physical activities, including unique versions of tag and kickball, to promote cooperation. All of the participants modeled, reinforced, and provided opportunities for students to practice communication skills and active listening skills. Katie, the science teacher, modeled active listening by asking students follow-up questions and giving positive recognition for their responses. Alex, the makers studio teacher, asked students to share their project

ideas and listen to their other students share their ideas. Laura encouraged students to learn about each other by asking questions and practicing active listening skills. Laura and Tara also reinforced communication skills and active listening skills by asking students to participate in the skill building game. Laura and Tara also encouraged students to use ro-sham-bo to resolve conflicts.

In relation to the responsible decision making competency, the key finding was that summer enrichment program teachers provided instruction by (a) requiring students work together to clean the classroom and put away supplies in order to contribute to the wellbeing of their classroom community; (b) demonstrating safety concerns for students; (c) reminding students of classroom norms and procedures that support the wellbeing of the classroom community; (c) asking students to reflect on their behavior choices, using kimochis to help students express their feelings, and implementing a group point system to help students make responsible decisions about their behavior in the classroom community; and (d) giving positive recognition for making respectful choices about personal behavior.

Analysis of the observation data revealed that teachers and camp counselors also provided instruction in the responsible decision making competency in a variety of way. Alex and Katie, the teachers, frequently reminded students of classroom norms and procedures to encourage students to make constructive and respectful choices about their behavior. To reinforce these skills, Katie used a group point system that emphasized positive rewards for responsible decision making. Katie also used a kimochi to remind students to neatly put away their art supplies. Alex asked students work together to clean

the room after each lesson, but he did not use a kimochi or a point system. Laura and Tara, the camp counselors, gave positive recognition to students who made respectful choices about their personal behavior. Laura also asked students to reflect on their behavior.

The third related research question asked, "*How do summer enrichment program teachers and camp counselors assess social and emotional learning competencies?"* The key finding was that summer enrichment program teachers assessed SEL competencies informally by (a) asking questions to check for student understanding of strategies to express their feelings appropriately in interactions and collaborative work; (b) using kimochis to engage students in conversations related to their feelings and behaviors; (c) observing the behavioral progress of students during the 6 week summer program; (d) using the skill building game to assess skills related to communication, collaboration, kindness, problem solving, and making friends; and (e) debriefing with students about their understanding of their roles in the group and how they worked together to support each other.

An analysis of the interview data and the observation data revealed that the teachers and camp counselors did not use summative assessments to measure SEL competencies. However, they used informal or formative assessment strategies, even though consensus among participants related to the use of these strategies was not always evident. During the interviews, Alex, the makers studio teacher, and Tara, a camp counselor, identified observation of students' behavioral progress over the 6 weeks as a strategy they used to assess these competencies. Laura, a camp counselor, also described

a large poster that she used to track students' progress in the skill building game. Observation data revealed that the teachers and the camp counselors used observations to assess students' progress and behavior. They also asked questions to check students' understanding of strategies to express their feelings appropriately in interactions and collaborative work. Katie, the science teacher, also debriefed with students, checking their understanding of their roles in group work and asking them to reflect on how they worked together to support each other during a reenactment of jobs in a bee-hive. Katie and the camp counselors also used kimochis to engage students in conversation to assess their understanding about feelings and behaviors. Both camp counselors also used the skill building game to assess student progress on specific SEL skills such as collaboration, kindness, problem solving, and communication.

The fourth related research question asked, "*How do program documents reflect the CASEL framework in relation to program design?"* The key finding for this related research question was that document analysis revealed that the summer enrichment program addressed the four criteria in relation to quality program SEL design, which included explicitly teaching SEL competencies, integrating SEL competencies into instructional activities, providing opportunities for active practice, and providing opportunities for students to practice and reinforce these competencies with their families.

Data analyses of the original grant proposal, program curriculum, and parent evaluations support this finding. The original grant proposal included a description of skill building approaches, opportunities for active practice, and the integration of SEL

competencies into instruction through such activities as the skill building game and project-based learning. The grant proposal also included a description of opportunities for families to support their children in learning these competencies, which included family Friday events and the skill building game. In addition, the grant proposal included a description of how these competencies should be assessed, which involved the skill building game and parent evaluations. The program curriculum included specific outcomes and examples of how to integrate SEL competencies into instructional activities. The curriculum also described opportunities for the explicit instruction of SEL competencies, active practice of these competencies, and family involvement opportunities to reinforce these competencies. Parent evaluations provided opportunities for parents to assess the impact of the program on their children's behavior and interactions with others. Parents gave feedback regarding the impact of the skill building game on their children's behavior, their experiences with the staff, and how well-informed they were about their children's progress throughout the program. The parent evaluations indicated that parents believed that there was an improvement in their children's SEL competencies as a result of their participation in this summer enrichment program.

The central research question asked, "*How are social and emotional learning competencies integrated into instructional activities in a summer enrichment program as defined by CASEL's core competencies?* The key finding was that the five core SEL competencies were intentionally integrated into the instructional activities of this summer

enrichment program through program planning, development, implementation, and assessment.

Intentional planning for the integration of SEL competencies was evident in the original grant proposal, which included a sample of an integrated arts and science lesson that targeted the development of skills related to problem solving, communication, and collaboration. The original grant proposal also included a description of how teachers and camp counselors could use the skill building game for student practice, reinforcement, and assessment of critical thinking, problem solving, collaboration, communication, and relationships skills. In addition, the original grant proposal included a description of how the summer enrichment program has created a camp culture that engages students' parents through family Friday gatherings, suggested bilingual take home activities, projects, and resources found on the interactive website, newsletters and Facebook.

Intentional development of the SEL competencies was evident in the summer enrichment program curriculum that included specific outcomes and activities addressing these competencies. Specific program outcomes for the science curriculum and the makers studio curriculum stated that students will be able to (a) understand and participate in the process of brainstorming and making decisions with a group to create something new, (b) explain and present ideas, (c) work collaboratively to create something new, (d) engage in a process of needs assessment by asking questions and listening, (e) understand and follow established time limits to complete projects, and (f) evaluate and explain their project design. Specific instructional activities were also

suggested for the makers studio and science curriculum and included the following (a) working together to create and present a product inspired by animal adaptations, (b) working together to re-enact the jobs of a beehive and demonstrate how bees communicate through dance, (b) creating a prototype of an invention to address current environmental issues, and (c) interviewing a camper to design a prototype of an invention that would improve the camp day. The team time guide also described instructional activities related to the kimochis that encouraged teachers to provide explicit instruction and model SEL competencies, strategies, and vocabulary. Thus, the makers studio units and the science units provided opportunities for teachers to integrate SEL competencies into academic content.

Intentional implementation of SEL competencies was evident in teacher and camp counselor use of a wide variety of unique instructional strategies to support the development of these competencies. These instructional strategies included the use of kimochis to teach perspective and to help students identify, express, and manage feelings and behaviors. Teachers and camp counselors also encouraged students to use "I feel" statements to resolve conflicts constructively, to understand the perspective of others, and to focus on their feelings in interactions. Teachers and camp counselors also modeled social norms of behavior and actively listening skills by making eye contact with students when they spoke, calling students by names, smiling, asking follow-up questions and giving positive feedback. Teachers and camp counselors also used collaborative learning activities to give students the opportunities to practice active listening skills, communication skills, relationship skills, and to create student awareness about their

roles in group work and how to support each other. Furthermore, teachers and camp counselors asked probing questions about students' projects in order to help students learn cooperation, communication, active listening, and creativity skills and to set and achieve project goals. In addition, teachers and camp counselors used the skill building game to provide students with opportunities for active practice to reinforce communication, active listening, and collaboration skills and how to show respect and kindness to their peers.

Intentional implementation of SEL competencies was also evident in the creation of a classroom and school-wide environment at this summer enrichment program that supported the development of these competencies. Observation data revealed a low student-teacher ratio during the instructional activities and an instructional setting where students' seating arrangement supported collaborative work and teacher accessibility. Observation data also revealed that the team time classroom was decorated with kimochi posters and a 6-foot poster to keep track of student progress in the skill building game. Teachers and camp counselors created a classroom environment that supported the development of these competencies by establishing, communicating, and reinforcing classroom norms and procedures to help students manage their emotions, thoughts, and behavior and to set and complete project goals. Teachers and camp counselors also created a classroom and school-wide environment that supported the development of these skills by helping students recognize the importance of contributing to the wellbeing of the camp community. Teachers and camp counselors encouraged students to work together to clean up the classroom, cheer for each other, and help each other in their

group tasks. Teachers and camp counselors also used kimochis and a group point system to reinforce the wellbeing of the camp community.

Intentional assessment of SEL competencies was limited to formative or informal assessments found in classroom activities and in the parent evaluations. Informal classroom assessments included using observations to assess students' progress and behavior and asking questions to check students' understanding of strategies to express their feelings appropriately in interactions and collaborative work. Camp counselors also used the skill building game to assess student progress on specific skills such as collaboration, kindness, problem solving, and communication. The parent evaluations included their assessment of the impact of the program on their children's behavior and interactions with others. Parents also gave feedback regarding the impact of the skill building game on their children's behavior. Parent evaluations indicated that parents believed their children's SEL competencies had improved as a result of their participation in this summer enrichment program. No evidence of summative evaluations of specific SEL competencies were found.

Table 6 is a summary of the results for this single case study in relation to each research question.

Table 6

Summary of Results

Research Question	*Categories*
RRQ 1: Perceptions of SEL competencies	Believing in helping students identify, express, and manage feelings and behaviors by using kimochis
	Believing in helping students resolve conflicts and to teach perspective by using kimochis and focusing on feelings in interactions

	Believing in providing students with opportunities for active practice of skills which include team building opportunities, skill building game, and creating leadership roles
	Believing in helping students set and complete projects, be creative, make positive choices, and identify feelings in group interactions by asking probing questions
RRQ 2: Self-awareness competency	Asking questions to create awareness about strengths and limitations in group roles and build confidence in group work
	Helping students recognize their fears about making mistakes to build confidence in completing projects
	Using kimochis to increase awareness about respect and to recognize their own feelings and behaviors
	Giving positive feedback to build confidence and create awareness about completing projects in set time limits
	Using meditation to create awareness about managing thoughts and behavior
RRQ 2: Self-management competency	Establishing and reinforcing class norms and procedures to help students manage behavior, control impulses, and set and complete project goals
	Asking questions to encourage creativity and project completion
	Using the skill building game to reinforce participation and manage behavior
	Giving positive feedback for listening and showing respect to reinforce managing behavior
RRQ 2: Social awareness competency	Using collaborative learning activities to develop awareness of supporting others and social norms of behavior
	Debriefing with students on roles in group work to create awareness about how to interact and support others
	Modeling social norms of behavior and how to support others
	Using kimochis to model and teach perspective
	Teaching empathy by explaining how behaviors and feelings may conflict
	Encouraging a team perspective by reminding students to cheer for each other during recreational games

RRQ 2: Relationship competency	Using collaborative learning activities to support practice in communication skills, active listening, and cooperation
	Modeling communication and active listening skills to create awareness about building positive relationships
	Reinforcing communication and active listening skills by encouraging students to help other students, share their work with others, and ask each other follow up questions
	Encouraging students to ask for help to teach students how to seek and offer help when needed
	Asking questions to support cooperation, communication, and actively listening skills during group work
	Encouraging ro-sham-bo to resolve conflicts constructively
	Using the skill building game to reinforce active listening skills
	Using recreational games to promote cooperation
RRQ2: Responsible decision making	Requiring students work together to clean and put away supplies to encourage wellbeing of community
	Demonstrating safety concerns for students
	Reminding students of classroom norms and procedures to support wellbeing of classroom community
	Helping students make positive choices about their behavior by using a group point system, using kimochis to help students express feelings, and asking students reflect on their behaviors
	Giving positive recognition for respectful choices
RRQ 3: Assessing SEL competencies	Observing behavioral progress during the 6 weeks
	Asking students questions to check for understanding about how to express their feelings appropriately in interactions and collaborative work
	Debriefing with students on group work to check understanding of their roles and how to support each other
	Using kimochis to help students express their feelings
	Using skill building game to assess skills related to collaboration, communication, kindness, and problem solving
RRQ 4: Document analysis	Describing how to provide direct instruction for SEL competencies

	Describing how SEL competencies could be integrated into instructional activities
	Describing how to provide opportunities for active practice of SEL competencies
	Describing family opportunities to reinforce SEL competencies
	Describing how to assess SEL competencies
Central RQ: Integration of SEL competencies	Finding evidence of intentional integration through program planning, development, implementation, and limited assessment
	Finding evidence of planning for SEL competencies in original grant proposal, including sample integrated arts and science lessons that target SEL competencies, description of skill building game, and description of how program engages parents in camp culture to reinforce skills
	Finding evidence of development of SEL competencies in program curriculum with specific outcomes and activities that address SEL competencies
	Finding evidence of implementation of SEL competencies in teacher use of wide variety of instructional strategies that include kimochis, modeling "I feel" statements, modeling social norms of behaviors, collaborative learning activities, asking probing questions, and the skill building game
	Finding evidence of implementation of SEL competencies in creation of supportive classroom and school-wide environment with low student-teacher ratio; seating arrangements to support collaborative learning and teacher accessibility; kimochi posters and skill building poster tracking student progress, establishing classroom norms and procedures to help students manage emotions, thoughts, behaviors and set and complete project goals; and promoting and reinforcing community wellbeing with kimochis, group point system, encouraging students to work together to clean classroom and support each other
	Finding evidence of assessment of SEL competencies limited to informal assessment in classroom activities using observations to assess students' progress, asking questions to check students' understanding of SEL strategies, using the skill building game; and requesting parent evaluations assessing impact of program on children's behavior

Summary

This chapter included the results of this study. A description of the setting of the summer enrichment camp, participant demographics, and the data collection process were presented. The Level 1 data analysis process that was used to code and categorize the data for each source was described in detail, including the teacher and camp counselor interviews, the observations of teacher and camp counselor instructional activities related to SEL competencies, and documents related to specific program components. The Level 2 data analysis process was also described in detail in relation to emergent themes and discrepant data. In addition, evidence of trustworthiness concerning the credibility, transferability, dependability, and objectivity of this qualitative research was also presented. This chapter concluded with a discussion of the results in relation to the central and related research questions.

Chapter 5 includes a discussion of the findings, conclusions, and recommendations. More specifically, this chapter includes an interpretation of the findings in relation to the literature review presented in Chapter 2 and the conceptual framework for this study. In addition, an explanation of the limitations of the study and recommendations for future research based on the findings of the study are presented. This chapter concludes with a discussion of the implications of the study for positive social change.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative study was to explore how SEL competencies were integrated into instructional activities in the context of a 6-week summer enrichment program for preK-4 students located in a western state. To accomplish that purpose, a single case study design was selected because it allowed for an in-depth examination of the summer enrichment program through the collection and analysis of data from multiple sources in order to explore how SEL competencies were integrated into instructional activities in program components. A single case study design was also selected because it provided an opportunity to explore the contemporary phenomenon of SEL in the real-life context of the classroom and because the boundaries between the summer enrichment program and the context of instructional integration related to SEL competencies in the classroom was not clear. This study was conducted because gaps in knowledge still exist about how SEL competencies are integrated into the instructional activities of summer programs (Chow et al., 2009; Garst et al., 2011; McLaughlin & Pitcock, 2009; Thurber et al., 2007). Additionally, educators in the United States face challenges related to the teaching, learning, and assessment of SEL competencies (Denham & Brown, 2010; Jones & Bouffard, 2012; Voogt & Roblin, 2010). More research is also needed about how to effectively integrate these competencies into daily instructional and assessment practices in specific content areas in academic year, summer, and after school programs (Denham & Brown, 2010; Jones & Bouffard, 2012; Voogt & Roblin, 2010).

The key findings for this study were determined from an analysis of the emergent themes and discrepant data and presented in relation to the central and related research questions. Concerning perceptions about how SEL competencies should be integrated into instructional activities, teachers and camp counselors believed (a) helping students identify, express, and manage feelings and behaviors by using kimochis; (b) helping students resolve conflicts by teaching them perspective and focusing on feelings in interactions; (c) providing students with opportunities for active practice of skills by designing team building opportunities, using the skill building game, and creating leadership roles; and (d) helping students set and complete projects, be creative, make positive choices, and identify feelings in group interactions by asking probing questions.

Concerning the self-awareness competency, teachers and camp counselors provided instruction by (a) asking questions to create awareness about strengths and limitations in group roles and build confidence in group work, (b) helping students recognize their fears about making mistakes to build confidence in completing projects, (c) using kimochis to increase awareness about respect and to recognize their own feelings and behaviors, (d) giving positive feedback to build confidence and create awareness about completing projects in set time limits, and (e) using meditation to create awareness about managing thoughts and behavior.

In relation to the self-management competency, teachers and camp counselors provided instruction by (a) establishing and reinforcing class norms and procedures to help students manage behavior, control impulses, and set and complete project goals; (b) asking questions to encourage creativity and project completion; (c) using the skill

building game to reinforce participation and manage behavior; and (d) giving positive feedback for listening and showing respect to reinforce managing behavior.

Concerning the social awareness competency, teachers and camp counselors provided instruction by (a) using collaborative learning activities to develop awareness of supporting others and social norms of behavior, (b) debriefing with students on roles in group work to create awareness about how to interact and support others, (c) modeling social norms of behavior and how to support others, (d) using kimochis to model and teach perspective, (e) teaching empathy by explaining how behaviors and feelings may conflict, and (f) encouraging a team perspective by reminding students to cheer for each other during recreational games.

For the relationship competency, teachers and camp counselors provided instruction by (a) using collaborative learning activities to support practice in communication skills, active listening, and cooperation; (b) modeling communication and active listening skills to create awareness about building positive relationships; (c) reinforcing communication and active listening skills by encouraging students to help other students, share their work with others, and ask each other follow up questions; (d) encouraging students to ask for help to teach students how to seek and offer help when needed; (e) asking questions to support cooperation, communication, and actively listening skills during group work, (f) encouraging ro-sham-bo to resolve conflicts constructively; (g) using the skill building game to reinforce active listening skills; and (h) using recreational games to promote cooperation.

Concerning the responsible decision making competency, teachers and camp counselors provided instruction by (a) requiring students work together to clean and put away supplies to encourage the wellbeing of the community; (b) demonstrating safety concerns for students; (c) reminding students of classroom norms and procedures to support the wellbeing of classroom community; (d) helping students make positive choices about their behavior by using a group point system, using kimochis to help students express feelings and asking students reflect on their behaviors; and (e) giving positive recognition for respectful choices.

In relation to the assessment of SEL competencies, teachers and camp counselors assessed these skills by (a) observing behavioral progress during the 6 weeks; (b) asking students questions to check for understanding about how to express their feelings appropriately in interactions and collaborative work; (c) debriefing with students on group work to check for understanding of their roles and how to support each other, using kimochis to help students express their feelings; and (e) using the skill building game to assess skills related to collaboration, communication, kindness, and problem solving.

Concerning how program documents reflected the CASEL framework in relation to program design, the summer enrichment program addressed the four key program design components of well-designed SEL programs by (a) describing how to provide direct instruction for SEL competencies, (b) describing how SEL competencies could be integrated into instructional activities, (c) describing how to provide opportunities for active practice of SEL competencies, (d) describing family opportunities to reinforce SEL competencies, and (e) describing how to assess SEL competencies.

Concerning how SEL competencies were integrated into the summer enrichment programs as defined by CASEL, I found that these competencies were intentionally integrated into program planning, development, implementation, and assessment. Evidence of program planning was found in the original grant proposal that included sample integrated arts and science lessons that target SEL competencies, a description of the skill-building game, and a description of how the camp culture engaged parents in reinforcing skills. Evidence of the development of SEL competencies was found in the program curriculum, which included outcomes and instructional activities that addressed SEL competencies. Evidence of implementation of SEL competencies was found in teacher use of a wide variety of instructional strategies that included using kimochis, modeling "I feel" statements, modeling social norms of behaviors, engaging students in collaborative learning activities, asking probing questions, and reinforcing skills with the skill building game. Evidence of the implementation of SEL competencies was also found in the creation of a supportive classroom and school-wide environment with a low student-teacher ratio; seating arrangements to support collaborative learning and teacher accessibility; kimochi posters and skill building poster tracking student skill progress; the establishment of classroom norms and procedures that helped students to manage their emotions, thoughts, behaviors and set and complete project goals; and promoting and reinforcing community wellbeing using a group point system and encouraging students working together to clean up the classroom and support each other. However, evidence of assessment of SEL competencies was limited to informal classroom assessment of students' SEL competencies that included observations to assess students' progress,

asking questions to check students' understanding of SEL strategies and the skill building game; and parent evaluations that assessed the impact of the summer enrichment program on their children's behavior.

Interpretation of Findings

The findings for this study are interpreted in relation to the research presented in Chapter 2 and the conceptual framework of this study. This interpretation is presented in relation to the related and central research questions. The related research questions are presented first because the central research question is a synthesis of the related research questions.

Beliefs about Integration of Competencies

Teachers and camp counselors believed that SEL competencies should be integrated into instructional activities during the summer enrichment program by using a variety of strategies such as (a) helping students identify, express, and manage feelings and behaviors by using kimochis; (b) helping students resolve conflicts by teaching them about perspective and focusing on feelings in interactions; (c) providing students with opportunities for active practice of skills by designing team building opportunities, the using the skill building game, and creating leadership roles; and (d) helping students set and complete projects, being creative, making positive choices, and identify feelings in group interactions by asking probing questions.

Current research supports these findings. In a mixed-method study, Zissner et al. (2014) examined preschool teachers' beliefs about SEL in relation to observed emotional support and found that teachers identified as highly emotionally supportive believed that

SEL competencies should be integrated into daily interactions and instructional activities. The strategies that they believed supported the development of students' SEL skills included (a) labeling emotions, (b) coaching students through conflict resolution, (c) intentional modeling of SEL competencies, and (d) using questioning strategies to focus on feeling and emotions in interactions. In a case study on the impact of undergraduate students' perceptions about how SEL competencies should be integrated into teacher education courses, Waajid et al. (2013) found that participants believed student-centered learning that provides students with opportunities for active practice of SEL competencies is central to their SEL development. Thus, these studies support this finding that teachers believed using strategies are critical to the development of students' SEL competencies critical to their development.

Teachers' SEL beliefs are related to their experiences in the classroom (Bracket et al., 2011; Collie et al., 2011; Zinsser et al., 2014). Researchers have examined teachers' perceptions about school climate, level of comfort in integrating SEL competencies into academic instruction, and attitudes about the effectiveness of SEL programs in supporting the development of students' SEL competencies and have found that teachers' perceptions influence the quality of program implementation (Brackett et al., 2012; Collie et al., 2011; Gueldner & Merrell, 2012; Reyes et al., 2012). However, a lack of research has been conducted on teachers' perceptions about the value of SEL in general and how these skills should be taught (Brackett et al., 2011; Collie et al., 2011; Reyes et al., 2012; Zinsser et al., 2014). Given the importance of the role of the teacher in the development of students' SEL competencies, a need exists for more research on teachers' beliefs about

SEL and the impact of these competencies on student and program outcomes (Brackett et al., 2011; Collie et al., 2011; Reyes et al., 2012; Waajid, et al. 2013).

Instruction Related to Competencies

Teachers and camp counselors provided instruction in relation to the five core SEL competencies by using a wide variety of instructional strategies that supported the development of these competencies. Teachers and camp counselor taught, modeled, and reinforced SEL competencies. Teachers and camp counselors also created a nurturing environment in the classroom through positive classroom management approaches to discipline, routines, and transitions that supported the development of students' SEL competencies. Furthermore, teachers and camp counselors provided students with opportunities for active practice in relation to developing these competencies.

SEL competencies should be taught, modeled, and reinforced. In a frequently cited meta-analysis about the impact of school-based SEL interventions on the SEL competencies of K-12 students, Durlak et al. (2011) found that students who participated in a program where teachers systematically taught, modeled, and provided authentic opportunities to practice these competencies demonstrated improvement in their SEL. In a related study on the effects of program training, dosage, and implementation quality on targeted SEL student outcomes, Reyes et al. (2012) found that the ability of teachers to effectively model and demonstrate SEL competence impacted students' learning of SEL competencies. Jones and Bouffard (2012) reported that effective SEL strategies include focusing on intentional efforts to change the culture of the classroom through norms and

routines that include teaching, modeling, and promoting targeted SEL competencies. Thus, research supports the teaching, modeling, and reinforcement of SEL competencies.

Current research also supports the finding about the importance of learning environments in developing students' SEL competencies. Creating a nurturing environment supports the development of students' SEL competencies (CASEL, 2012; Durlak et al., 2011; Hagelskamp et al., 2013; Jennings & Greenberg, 2009). Factors that impact the learning environment of an SEL program include teachers' selection of instruction and assessment strategies, classroom management techniques, consistent use of SEL language and strategies across all microcontexts of the SEL program, initiatives to support positive peer interactions and family involvement, and school-wide community building opportunities (CASEL, 2012; Durlak et al., 2011; Elias & Leverett, 2011; Hagelskamp et al., 2013; Jennings & Greenberg, 2009; Jones & Bouffard, 2012). In a related study about classroom environment, Hagelskamp et al. (2013) examined the impact of the Recognize, Understand, Label, Express, and Regulating (RULER) approach on aspects of classroom quality and found that the socioemotional classroom environment, which was defined as the relationship between teachers and students, positively influences instructional quality and the development of students' SEL competencies. In a study of teacher competence in relation to student outcomes, Jennings and Greenberg (2009) also noted that the diversity of interactions within the learning environment provide opportunities for the teaching and learning of SEL competencies. Educators need to be aware of these opportunities to tailor curriculum, instruction, and assessments to meet the needs of culturally and linguistically diverse learners (CASEL,

2012; Dusenbury et al., 2014; Jennings & Greenberg, 2009). To create a classroom environment that nurtures the development of students' SEL competencies, teachers need to start with a clear definition of how these competencies are conceptualized in the learning environment and how they will be taught, learned, and assessed (Barblett & Maloney, 2010; Denham & Brown, 2010; Durlak et al., 2011; Jennings & Greenberg, 2009; Jones & Bouffard, 2012; Payton et al., 2000; Scardamalia et al., 2012; Watson & Emery, 2012; Wilson et al., 2012). Thus, the classroom learning environment is critical to the development of students' SEL competencies.

Teachers need to provide frequent opportunities for students to practice SEL competencies. SEL competencies are learned and developed through interactions with peers and adults in different learning contexts, such as school, home, and in the community (Barblett & Maloney, 2010; CASEL, 2012; Denham & Brown, 2010; Durlak et al., 2011; Elias & Leverett, 2011; Hagelskamp et al., 2013; Jennings & Greenberg, 2009; Jones & Bouffard, 2012). To support students with the development of these competencies, teachers must provide authentic and frequent opportunities to practice these skills, which include role plays, collaborative work, conflict resolution, and problem solving opportunities (Barblett & Maloney, 2010; CASEL, 2012; Denham & Brown, 2010; Ellias & Leverett, 2011; Durlak et al., 2011; Jennings & Greenberg, 2009; Jones & Bouffard, 2012; Watson & Emery, 2012). In a multiyear case study on the implementation of a SEL program in an urban school, Elias and Leverett (2011) described the principles of an effective SEL program, which included expanding opportunities for students to practice SEL competencies within and beyond the

classroom. CASEL (2012) also identified the extent to which programs provide authentic opportunities for students to practice SEL competencies in and beyond the classroom, as an indicator of a well-designed SEL program. Thus, providing students with opportunities for active practice of SEL competencies is necessary.

Assessment of Competencies

The key finding for this related research question was that summer enrichment program teachers and camp counselors assessed SEL competencies by using a variety of informal or formative assessment strategies in authentic interactions and contexts.

Current research supports this finding. In an examination of the challenges of assessing SEL competencies in young children, Barblett and Maloney (2010) defined context in terms of the influence of the immediate setting, which include peers, family, and school and indirect influences such as media, government, and social services. Social interactions include peer interactions and adult interactions at school, home, and in the community. Barblett and Mahoney found that both context and social interactions impact the development of SEL competencies in young children and that these factors need to be considered when assessing these competencies. In a discussion of the problematic nature of SEL assessments, Watson and Emery (2012) also argued for observational assessments, including role-plays, reflective diaries, problem solving opportunities, participatory approaches, and video-evidence, so that students have opportunities to demonstrate learned behaviors in authentic contexts.

Current research also indicates that assessment of SEL competencies is supported by clearly defined SEL competencies that are integrated into a given learning context. In

a discussion about the role of performance assessment in achieving standards of learning, Darling-Hammond and Anderson (2010) asserted that teachers need to start with a clear definition of the competency in relation to the context in order to collect meaningful evidence related to the competency. Providing a clear definition of how SEL competencies are conceptualized in the learning environment supports the teaching, learning, and assessment of these competencies (Barblett & Maloney, 2010; Denham & Brown, 2010; Durlak et al., 2011; Jennings & Greenberg, 2009; Jones & Bouffard, 2012; Payton et al, 2000; Scardamalia et al., 2012; Watson & Emery, 2012; Wilson et al., 2012). One of the challenges associated with identifying, understanding, and assessing SEL competencies is the task of translating research into practice (Durlak et al., 2011). Defining these competencies is particularly challenging in relation to the given instructional context when there is a lack of research on how these skills are developed and demonstrated in specific contexts (Durlak et al., 2011; Stoiber, 2011; Watson & Emery, 2010). Observations of authentic student performances of competencies in different learning contexts could provide meaningful evidence to advance knowledge about how to define these competencies and identify different developmental progressions and pathways of these competencies (Deham & Browm, 2010; Stoiber, 2011; Watson & Emery, 2010). Thus, informal assessment strategies are critical to high quality SEL program design and implementation, including observations to assess students' active practice of skills and parent evaluations that assess the impact of the program on their children's behavior.

Well-Designed Programs

Concerning how program documents reflected the CASEL framework in relation to program design, the key finding was that the summer enrichment program addressed the key program design components of well-designed SEL programs by (a) describing how to provide direct instruction for SEL competencies, (b) describing how SEL competencies could be integrated into instructional activities, (c) describing how to provide opportunities for active practice of SEL competencies, (d) describing family opportunities to reinforce SEL competencies, and (e) describing how to assess SEL competencies.

Research from CASEL supports this finding. The CASEL (2012) framework is based on the most recent advances in the SEL field and sets new standards for evaluating SEL programs. CASEL cited recent research related to the criteria for well-designed SEL programs as predictors of students' social, emotional, and academic success (Allen, Pianta, Gregory, Mikami, & Lun, 2011; Durlak et al., 2011; January, Casey, & Paulson, 2011; Zins, Weissberg,Wang, & Walberg, 2004). The four essential program components of a well-designed program are (a) the use of evidence-based classroom approaches in relation to teaching SEL competencies, which include explicit skill instruction, integration of SEL competencies into academic content, and the use of instructional practices, processes, and management approaches to create a positive classroom environment that support the development of SEL competencies; (b) the extent the SEL program provides opportunities for active practice of SEL skills in and beyond the classroom; (c) the context teachers use to promote and reinforce SEL competencies

beyond the lesson, which includes school-wide involvement, family involvement opportunities, and community involvement opportunities; and (d) types of assessments and measures that educators use to assess the effectiveness of the program and to assess the impact of the program on student behavior (CASEL, 2012, p, 20).

Current research also supports the need for closer examination of specific program implementation factors to inform well-designed SEL programs (Allen et al., 2011; Chow et al., 2009; Garst et al., 2011**;** McLaughlin & Pitcock, 2009; Wimer & Gunther, 2006; Thurber et al., 2007). In a discussion on the future of youth development programs, Blyth (2011) contended that the future of youth development programs, which includes after school and summer programs, depends on data collection and analysis methods that go beyond their relationship to student outcomes. Blyth advocated for more systematic research that focuses on the culture of the program, the interactions between staff and students, and students' perspectives to understand how students grow and develop within the programs. In a discussion of current research related to building quality in summer programs, McLaughlin and Pitcock (2009) asserted that future research on summer programs should focus on the following seven quality indicators (a) curriculum, (b) standards specifically designed for summer school learning experiences, (c) assessment tools to measure program quality and student outcomes, (d) strategic partnerships, (e) online resources, (f) professional development, and (g) creation of a new vision for summer programs by making them a central part of school reform.

Integration of Competencies into Instructional Activities

The key finding for this central research question was that the summer enrichment program integrated the five SEL competencies, as defined by CASEL's core competencies, into instructional activities through intentional program planning, development, implementation, and assessment. Evidence of intentional planning was found in the original grant proposal that included sample integrated arts and science lessons that targeted SEL competencies, a description of skill building game, and a description of how the camp culture engages parents in reinforcing these competencies. Evidence of intentional development of SEL competencies was found in the program curriculum that included specific outcomes and instructional activities that addressed SEL competencies. Evidence of intentional implementation of SEL competencies was found in teacher use of a wide variety of instructional strategies that included using kimochis, modeling "I feel" statements, modeling social norms of behaviors, designing collaborative learning activities, asking probing questions, and reinforcing skills with the skill building game. Evidence of intentional implementation of SEL competencies was also found in the creation of a supportive classroom and school-wide environment with a low student-teacher ratio; seating arrangements to support collaborative learning and teacher accessibility; kimochi posters and skill building poster tracking student progress; the establishment of classroom norms and procedures that helped students manage their emotions, thoughts, behaviors and set and complete project goals; and promoting and reinforcing community wellbeing using a group point system and encouraging students to work together to clean up the classroom and support each other. However, evidence of

the assessment of students' SEL competencies was limited to informal classroom assessments that included observations to assess students' progress, asking questions to check students' understanding of SEL strategies; using the skill building game; and requesting parent evaluations that assessed the impact of the summer enrichment program on their children's behavior.

Current research supports these findings. Effective SEL programs are the result of intentional program planning, development, implementation, and evaluation. To assist schools with planning, developing, implementing, and evaluating SEL programs, CASEL created a research-based framework to evaluate the quality of SEL programs (CASEL, 2012). The program design framework includes four key program design components and quality implementation practices that address evidence-based approaches to teach competencies and to create a positive environment, opportunities for students to practice SEL competencies, the context used to promote and reinforce students' SEL competencies outside of the classroom, and the measures educators use to assess program effectiveness and impact of program on student behavior (CASEL, 2012). In addition, the creation of high-quality SEL standards is needed to guide the purposeful planning, development, implementation, and evaluation of well-designed SEL programs (Dusenbury et al., 2014; Weissberg & Cascarino, 2013). CASEL identified what students should know and be able to do at each grade level in relation to the core SEL competencies and described how to integrate these competencies into the teaching and learning of academic content (Dusenbury et al., 2014; Weissberg & Cascarino, 2013). High-quality SEL program standards should also provide guidance to educators in

relation (a) identifying evidence-based teaching practices, (b) identifying and selecting strategies that are culturally and linguistically appropriate for different learners, and (c) creating an environment that supports the teaching and learning of SEL competencies. In addition, high-quality SEL standards should provide educators with support for high quality program implementation, including professional development opportunities, evaluation, as well as access to evidence-based programs (Dusenbury et al., 2014; Weissberg & Cascarino, 2013). In a multiyear case study on the implementation of a SEL program in an urban school, Elias and Leverett (2011) described the principles of an effective SEL program, based on CASEL's five core SEL competencies, which included explicit instruction of these competencies linked to academic content, expanding opportunities for students to practice SEL competencies, creating a district-wide organizational structure to support implementation, and systematically assessing implementation and student outcomes. In a meta-analysis of school-based interventions related to social and emotional learning, Durlak et al. (2011) also found that teachers who explicitly taught social and personal skills in a focused and sequential manner with an emphasis on program alignment and active learning demonstrated greater success in facilitating positive social and emotional change in students. Thus, this research supports the intentional planning, development, implementation, and evaluation of SEL programs.

Limitations of the Study

The limitations of this study were related to the single case study design. Yin (2014) noted "the evidence from multiple cases is often considered more compelling," and therefore, the findings from a multiple case-study are often regarded as "more

robust" (p.57). However, as a single researcher with limited time and financial resources, a multiple case study of several summer programs would have been challenging to conduct because these programs are limited in number and location. As a result, the transferability of these findings are limited to summer enrichment programs that are similar in nature.

The second limitation was related to the sample size. The participants of this study were two teachers and two camp counselors from the preK-4 cohort of this summer enrichment program. The small sample size limits the transferability of the findings. Including more participants such as the technology teacher and camp counselors from different grade level cohorts would have provided richer data.

The third limitation was related to the data collection process. Data was collected from multiple sources, including observations of instructional activities related to SEL competencies, individual interviews with teachers and camp counselors, and program documents. Conducting multiple, rather than single, interviews and observations would have provided richer data about how teachers and camp counselors integrated SEL competencies into instructional activities. In addition, aligning the observation schedule with specific activities that integrated kimochis and the skill building game into instruction would have provided richer data in relation to how teachers and camp counselors explicitly taught and assessed SEL competencies.

Recommendations

The recommendations for future research are based on the findings of this study. Given the importance of the teacher's role in the quality of program implementation,

researchers should examine how teacher participation in summer SEL programs influences their SEL beliefs, particularly in relation to the structure and culture of the program. A deeper understanding of how the structure and culture of a summer program influence teachers' SEL competence and SEL perceptions could improve the effectiveness of summer enrichment programs in supporting the development of students' SEL competencies. This examination could also inform improved professional development for summer program staff.

The second recommendation is that researchers should continue to examine how specific SEL competencies are defined, taught, learned and assessed in the context of summer enrichment programs. This research is needed to inform curricular, instructional, and assessment strategies related to SEL competencies in the context of summer enrichment programs. In addition , this research is needed to improve understanding of how summer enrichment programs support academic year programs in the development of students' SEL competencies. This research could also support the building of teacher capacity by increasing awareness of how instruction related to SEL competencies is integrated into different learning contexts. Current research also supports the need to examine how specific SEL competencies are defined, taught, learned, and assessed in different learning contexts (Ashdown & Bernard, 2012; Durlak et al., 2011; Durlak, Weissberg et al., 2010; Durlak, Mahoney et al., 2010; Gueldner & Merrell, 2011; Hagelskamp et al., 2013; Meyers & Hickey, 2014; Roth et al., 2010; Shernoff, 2010; Stoiber, 2011; Whitcomb & Merrell, 2011). For example, in a study investigating the impact of explicit instruction of SEL skills on preparatory and first grade students' SEL

competencies, Ashdown and Bernard (2012) advocated for more research investigating how explicit instructional strategies such as skill modeling, reinforcement, feedback, and conversations between teachers and students directly impact students' SEL competencies. In a review of the literature that examined the impact of different school-based SEL programs on student outcomes, Meyers and Hicks (2014) found that in order to increase understanding of program implementation factors, future research efforts need to focus on the interpersonal context of SEL competencies, which includes individual skill building interventions and interventions designed to improve components of the learning environment. Meyers and Hicks recommended that researchers observe the impact of different implementation factors at different levels of dosage on program outcomes. Researchers have also called for more systematic research, including observations, multiple informants, and multiple data collection sources, in order to examine specific program components in relation to specific student outcomes (Durlak et al., 2011; Durlak, Weissberg et al., 2010; Durlak, Mahoney et al., 2010; Gueldner & Merrell, 2011; Hagelskamp et al., 2013; Roth et al., 2010; Shernoff, 2010; Stoiber, 2011; Whitcomb & Merrell, 2011).

The third recommendation is to conduct research about how to build capacity for summer SEL program staff. This research is critical because the relationship between instruction and assessment strategies and specific SEL competencies needs to be understood in order to determine how teachers should use these instructional strategies to support the development of SEL competencies. Increasing the awareness of a range of strategies that teachers could use in relation developing students' SEL competencies will

increase the intentionality of that use. Current research also supports the need to build teacher capacity in relation to SEL competency instruction (Durlak et al., 2011; Gueldner & Merrell, 2011; Jennings & Greenberg, 2009; Jones & Bouffard, 2012). In a study of teacher competence in relation to student outcomes, Jennings and Greenberg (2009) found that the diversity of interactions within a learning environment provide unique opportunities for the teaching and learning of SEL competencies. Jennings and Greenberg contended that educators need to be aware of these unique opportunities to tailor curriculum, instruction, and assessment to meet the needs of diverse learners. Jennings and Greenberg concluded that the development of teacher SEL competence is context specific. A teacher may exhibit a high level of SEL competence in one instructional context but face challenges in others. Relating this finding to teacher capacity, teachers may be successful in one school, or classroom, or with one demographic of students, but might not be successful in another school context. Subsequently, ongoing SEL professional development is needed to provide teachers with a repertoire of practical instructional strategies for an array of situations, contexts, and groups of students.

The fourth recommendation is that a systematic examination of summer enrichment programs should be conducted, using the CASEL framework for well-designed SEL programs and CASEL's five core competencies. This research is needed to support an increased understanding about how to improve SEL program effectiveness and how to provide quality instruction in SEL competencies. Current research also supports the need for continued systematic examination of summer enrichment programs

to inform and improve summer program quality (Garst et al., 2011; McLaughlin & Pitcock, 2009).

Implications for Social Change

This study will contribute to positive social change in several ways. The first contribution that this study makes to positive social change is that this research provides insights into how teachers and camp counselors integrate SEL competencies into instructional activities in a summer program in order to improve instruction related to these competencies. Researchers have identified the need for more research examining the teaching, learning, and assessment of these SEL competencies in different learning contexts in order to build teacher capacity in relation to their SEL competence and to increase their understanding of SEL program quality and effectiveness. These findings could potentially inform curricular, instructional, and assessment strategies related to school-based SEL programs, including summer school and after school opportunities.

The second contribution to positive social change is that this study provides educators and researchers with a deeper understanding about how summer programs contribute to the development of SEL competencies for young children. Researchers have identified limited research in relation to how summer programs impact the development of students' SEL competencies. Researchers have also identified challenges facing summer programs as a result of a lack of research and funding, which contributes to variations in the quality of program activities, program staff, and professional development. As a result, this study contributes to a greater understanding of how

summer SEL programs are implemented in order to support the development of students' SEL competencies, particularly for young children.

The third contribution to positive social change is that this study also provides educators and researchers with a deeper understanding of how summer programs support educators who are employed in full year academic programs with the development and assessment of SEL competencies. Labor market research and findings from national and international educational assessments support the notion that high school and college students in the United States do not graduate with the social and emotional skills to be successful at work and at life, which impacts the wellbeing of society (Hedrick & Homan, 2012; Levy & Murnane, 2006; National Research Council, 2012). Therefore, the findings from this study could support the development of strategic partnerships between school districts and their communities in order to support educators employed in full year academic programs with the development and assessment of these competencies.

Conclusion

SEL competencies provide the foundation for positive social interactions and contribute to personal and professional success. To support the development of students' SEL competencies, communities need to consider a holistic and systematic approach to the teaching and learning of these competencies at school, in the community, and at home. Summer enrichment programs provide a unique context for the teaching and learning of these SEL competencies.

This study provided insight into how SEL competencies are integrated into the instructional activities of a summer enrichment program for preK-4 students. Key

findings indicated that the five core SEL competencies were intentionally integrated into the instructional activities of this summer enrichment program through program planning, development, implementation, and assessment. In order to advance research and improve practice, it is imperative that researchers continue to examine how SEL competencies are defined, taught, learned and assessed in the context of school-based SEL programs, including after school and summer programs. Society benefits from students who have mastered SEL competencies because they are often linked to informed citizenship, improved academic achievement, fewer behavioral issues, and positive interpersonal relationships (CASEL, 2012, 2014; Durlak, Weissberg et al., 2011).

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Appendix A: Letter of Cooperation

Lisette Ostrander
lisette.ostrander@waldenu.edu

March 4, 2015

Dear Lisette Ostrander,

Based on my review of your research proposal, I give permission for you to conduct the study entitled *Integrating Social and Emotional Competencies into Instructional Activities in a Summer Enrichment Program* during _____'s 2015 summer program. As part of this study, I authorize you to observe instructional program activities, conduct individual interviews with two camp counselors and two teachers, conduct member checks with interview participants, and provide _____with a written summary of research findings. Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include providing you with a private room at the program site to conduct participant interviews. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting and that this plan complies with the organization's policies.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

Sincerely,

Appendix B: Letter of Consent

You are invited to take part in a research study to understand the impact of _____on students' social and emotional learning competencies. The title of this study is *Integrating Social and Emotional Competencies into Instructional Activities in a Summer Enrichment Program*. You have been invited to participate in this study because you work with the Grade 2 cohort at this camp as either a teacher or counselor.

This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Lisette Ostrander, who is a doctoral student at Walden University.

Background Information:

The purpose of this study is to explore how social and emotional learning competencies are integrated into instructional activities at this summer enrichment camp.

Procedures:

If you agree to be in this study, you will be asked to:

- Participate in one individual interview of approximately 30 minutes to be conducted during one lunch break or before or after the hours of the program.
- Allow the researcher to observe 3 lessons that you lead during the six week program session.
- Review the tentative findings of this study for their plausibility, which will take up to 20 minutes.

Here are some sample questions:

- What instructional strategies and management techniques do you use to help students identify and manage their emotions and behavior?
- What assessments do you use to determine if students have mastered these skills?

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision about whether or not you choose to be in the study. No one at this summer enrichment program will treat you differently if you decide not to participate in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Participating in the Study:

You may find some of the interview questions challenging to answer.

You may also develop a deeper understanding of how teachers and counselors integrate social and emotional learning competencies into instructional activities at this summer enrichment program.

Payment:

There is no compensation for your participation in this study.

Privacy:

Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. In addition, the researcher will not include your name or anything else that could identify you or your students in the study reports. . Data will be kept on a flash drive in a secure location. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, you may contact the researcher via phone and/or email. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott, who is the Walden University representative who can discuss this issue with you. Her phone number is _____. Walden University's approval number for this study is _____ and it expires on _____.

The researcher will give you a copy of this form to keep.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below I understand that I am agreeing to the terms described above.

Printed Name of Participant	
Date of consent	
Participant's Signature	
Researcher's Signature	

Appendix C: Interview Protocol

Collaborative for Academic, Social, and Emotional Learning (CASEL) five core competencies:

1. **Self-awareness**: the ability to accurately recognize one's emotions and thoughts and their influence on behavior, including accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

2. **Self-management**: the ability to regulate one's emotions, thoughts, and behaviors effectively in different situations, including managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

3. **Social awareness**: the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

4. **Relationship skills**: the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, including communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

5. **Responsible decision making**: the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.

Interview Questions for Teachers and Camp Counselors:

1. What instructional strategies and management techniques do you use to help students identify and manage their emotions and behavior?
2. What instructional strategies and management techniques do you use to help students resolve conflicts with other students?
3. How do you help students make positive choices when interacting with other students?
4. How do you help students set and achieve goals to successfully complete projects?
5. What instructional strategies and management techniques do you use to help students develop communication skills?
6. How do you help students recognize the feelings and perspectives of other students?
7. What assessments do you use to determine if students have mastered these skills?
8. What opportunities do you give students to practice these skills?

Appendix D: Observation Data Collection Form

Teacher/Counselor Date

Class Time

Criterion 1: Participants

Number of students

Male students

Female students

Number of adults

Adult Roles

Criterion 2: Instructional Setting

--Instructional space

--Technology

--Print and Non-print materials

Criterion 3: Instructional Activity

--Objective(s)

--Data and modeling

--Instructional strategies

--Guided and independent practice

--Formative and summative assessments

Criterion 4: Self-awareness competency: The ability to recognize one's emotions and thoughts and their influence on behavior, including accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Criterion 5: Self-management competency: The ability to regulate emotions, thoughts, and behavior effectively in different situations, including managing stress, controlling impulse, motivating oneself, and working toward achieving personal and academic goals.

Criterion 6: Social-awareness competency: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and support.

Criterion 7: Relationship competency: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, including communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Criterion 8: Responsible decision making competency: The ability to make constructive and respectful choices about personal behavior and social interactions, based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of others.

Appendix E: Alignment of Interview Questions with Research Questions

Central Research Question

How are social and emotional learning competencies integrated into instructional activities in a summer enrichment program as defined by CASEL's core competencies?

1. What instructional strategies and management techniques do you use to help students identify and manage their emotions and behavior?
2. What instructional strategies and management techniques do you use to help students resolve conflicts with other students?
3. How do you help students make positive choices when interacting with other students?
4. How do you help students set and achieve goals to successfully complete projects?
5. What instructional strategies and management techniques do you use to help students develop communication skills (communicating clearly and listening actively)?
6. How do you help students recognize the feelings and perspectives of other students?
7. What assessments do you use to determine if students have mastered these skills?
8. What opportunities do you give students to practice these skills?

Related Research Questions

How do summer enrichment program teachers and camp counselors perceive social and emotional learning competencies should be integrated into instructional activities?

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2. What instructional strategies and management techniques do you use to help students resolve conflicts with other students?
3. How do you help students make positive choices when interacting with other students?
4. How do you help students set and achieve goals to successfully complete projects?
5. What instructional strategies and management techniques do you use to help students develop communication skills (communicating clearly and listening actively)?
6. How do you help students recognize the feelings and perspectives of other students?
7. What opportunities do you give students to practice these skills?

How do summer enrichment program teachers and camp counselors provide instruction in social and emotional learning competencies?

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2. What instructional strategies and management techniques do you use to help students resolve conflicts with other students?
3. How do you help students make positive choices when interacting with other students?
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6. How do you help students recognize the feelings and perspectives of other students?
7. What opportunities do you give students to practice these skills?

How do summer enrichment program teachers and camp counselors assess social and emotional learning competencies?

1. What assessments do you use to determine if students have mastered these skills?
2. What opportunities do you give students to practice these skills?

4. How do program documents reflect the CASEL framework in relation to quality program design?