



NEWS FROM MICHAEL BERNARD July 2023

Hi

As you begin a new term, I hope you have had time to reflect on all the things you achieved so far this year – with students you are most concerned about, quieting the nerves of concerned parents, surviving the avalanche of paperwork and meetings and so much more! Congratulations!!



Recently, I've been getting my head into the current research on the effects of social-emotional learning programs (like YCDI! Education) on student outcomes.

I've included references to these studies below. It's really clear that students who attend schools that commit themselves to fostering social-emotional development come out the other side (graduate) better off than students who attend schools that are not implementing social-emotional learning programs. I have always known this was the case for students entering secondary school having attended primary schools using YCDI! Education. They stand out as being confident, independent, resilient, motivated, engaged and emotionally mature!

13 June 2023. You Can Do It! Education Early Childhood Program Achieve. [Beyond Blue - Be You](#) has recently updated the rubric that they use to evaluate the evidence of programs. We have been informed that based on the updated evidence rubric our overall evidence score for our early childhood program has increased.

I sincerely hope that you find yourself during each day sailing in less troubled waters and that you experience plenty of blue skies and sunshine.

I'll be writing everyone again later this term with details of our new online publication

You Can Do It! Education. What It Is. Why We Need It. How to Do It.

This is a collection of shareable resources for educators that supports, energises and builds competence in social-emotional learning

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RESILIENCE, RESILIENCE, RESILIENCE. KEY LESSONS AND ACTIONS FOR STUDENT SUCCESS

1000s of students have now viewed and discussed the FREE animated video we have produced. As a jumping-off platform, can I suggest you show the video to your class(es) and have its' various parts discussed including:

- What are the specific stressful events that students are facing this term?

- Why is resilience like an umbrella?
- What does resilience mean?
- What is self-talk and how does it affect how upset someone becomes when confronted with stressful events?
- What examples of positive self-talk and coping skills do students use and/or would find most helpful?

Our Program Achieve SEL curricula ([Early Childhood](#), [Primary](#), [Secondary](#)) and [The Successful Mind](#) program provide additional activities that help reinforce the ideas presented in the video below. You can also find the video on our website's [Freebies](#) tab: <https://youcandoiteducation.com.au/freebies/>



Explainer Resilience Video

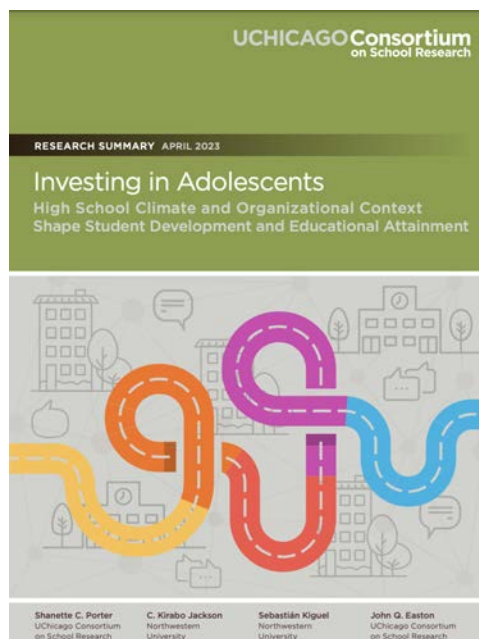
This video explains what resilience is and not only students but teachers and parents find it valuable and informative.

NEWS FROM THE FIELD OF SOCIAL-EMOTIONAL LEARNING (SEL)

Spread the word, research continues to show that SEL is extremely powerful in helping students of all ages achieve, behave well and experience wellbeing.

... secondary schools that prioritised social-emotional development saw improved graduation rates and college attendance.

Cipriano and colleagues (2023) reviewed the current evidence for universal school-based social and emotional learning (SEL) programs for students in kindergarten through 12th grade available from 2008 through 2020. The sample included 424 studies from 53 countries involving 575,361 students.



Results revealed that students who participate in SEL interventions experienced significantly improved skills, attitudes, behaviours, school climate and safety, peer

relationships, school functioning, and academic achievement.

[Click here to read the research summary.](#)

The state of evidence for social and emotional learning: A contemporary meta-analysis of universal school-based SEL interventions. Cipriano, C., Strambler, M. J., Naples, L. H., Ha, C., Kirk, M., Wood, M., Sehgal, K., Zieher, A. K., Eveleigh, A., McCarthy, M., Funaro, M., Ponnock, A., Chow, J. C., & Durlak, J. (2023). *Child Development*, 00, 1–24.

Findings concerning the power of SEL to improve student outcomes were also found by Durlak and his colleagues (2022) who examined 524 SEL research studies conducted in many countries and involving an estimated one million students and found that **SEL programs increased SEL skills, attitudes, prosocial behaviours, and academic achievement, and decreased conduct problems and emotional distress.**

[Click here to read the article.](#)

What we know, and what we need to find out about universal, school-based social and emotional learning programs for children and adolescents: A review of meta-analyses and directions for future research. Durlak, J. A., Mahoney, J. L., & Boyle, A. E. (2022). *Psychological Bulletin*, 148(11-12), 765–782.

[Click here to read the article.](#)

EASY-TO-USE VIDEO GUIDE FOR TEACHING SEL IN THE CLASSROOM



It might be a good time to review with students (Years 3 – 9) the five SELs that research indicates are the keys that unlock their potential for success and happiness: Confidence, Persistence, Organisation, Getting Along, and Resilience. Our short, 8-minute, animated video **Teaching Social-Emotional Skills** is available for free on the [Freebies](#) tab on our website and can be shown to teachers as well as students.

That's a wrap

Feel free to communicate with me (michaelebernard@gmail.com) about what's happening at your school with YCDI! including photos and success stories - and difficulties too!

Onwards! Michael

Thank you for being part of the YCDI! community. If you know someone who will also enjoy this newsletter please share an invitation to [subscribe here](#).

Have questions? Get in touch

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