Issue Brief: Social and Emotional Learning in Canada

Social and emotional learning (SEL) is a framework for developing social and emotional competencies that is gaining interest in Canada and the United States. The purpose of this issue brief is to provide an overview of the field of social and emotional learning in Canada, particularly within the education system. It presents a concise synopsis of recent research on the need for and the benefits of SEL initiatives, along with the findings from consultations with a cross-section of leaders and others working in the fields of SEL and mental health promotion.

WHAT IS SOCIAL AND EMOTIONAL LEARNING?

Social and emotional learning, as described by the Collaborative for Academic, Social and Emotional Learning (CASEL), is the process of acquiring and effectively applying the knowledge, attitudes and skills necessary to recognize and manage emotions; developing caring and concern for others; making responsible decisions; establishing positive relationships; and handling challenging situations capably. The field of SEL evolved from research on prevention and resilience.[1]

The definitions of the five competency clusters for students are:

Social & Emotional Learning Core Competencies

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

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

- **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.

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

- **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 well-being of self and others.

Many students are experiencing serious social, emotional, and behavioural challenges that can interfere with both teaching and learning and are also associated with teen and adult physical violence and criminality,[2] substance abuse and addictions,[3] and a host of other serious problems in adolescence and adulthood.[4]

- Among grade 6 students in Canada in 2010, 35% of girls and 27% of boys, and 44% of girls and 28% of boys in grade 10 reported high levels of emotional problems, such as depression, sadness, anxiety, and sleeping problems. In fact, by grade 10, 38% of girls and 24% of boys reported feeling depressed or low at least once a week.[5] Children who are emotionally distressed (e.g., sad, anxious, upset) are pre-occupied and have trouble paying attention and remembering what is taught in the classroom.[6] Children who can regulate their emotions often have higher literacy and math scores than those who cannot.[7]

- Among grade 6 students in Canada in 2010, 27% of girls and 30% of boys, as well as 45% of girls and 48% of boys in grade 10 reported high levels of behavioural problems, such as cutting classes, getting into fights, talking back to teachers, and making other people do what they want.[8] Controlling for other factors, behavioural problems at ages 6 and 11 have been shown to predict lower math and reading test scores at age 17, probably because bad behaviour impedes the acquisition of cognitive skills that are the foundation for learning.[9]

- Bullying among children is common and frequent: In 2010, 22% of Canadian students reported being victimized by bullies, 12% reported that they bullied others, and 41% reported that they were both victims and bullies. Among children in grade 6, 7% of girls and 8% of boys reported that they had been bullied at least once a week or more in the last few months. Children who bully others often exhibit other behavioural problems, those who are bullied often experience emotional problems, and those who are both bullies and victims are at high risk of both behavioural and emotional problems.[10] In addition, students' negative perceptions about bullying at school can reduce their level of engagement in school.[11]

- Research has identified students' problem behaviours as one of the key factors leading to teacher stress and burnout[12] and teachers are spending a considerable amount of time on behaviour management issues.[13]

- Children who are unable to manage their emotions and exhibit good social skills are less likely to complete high school. In 2009/10, 23% of Canadian youth aged 18 to 19 years had not completed high school.[14] Completing high school is a necessary precondition for the pursuit of higher learning and, in today's economy, for stable, well-paid employment.[15] In addition, there is a strong and positive association between level of education and health status and life expectancy;[16] community and civic engagement (voting, charitable giving, volunteering, membership in community organizations, non-voting political activity);[17] positive family functioning;[18] and compliance with the law.[19]

- High school dropout is expensive for the individual and for society as a whole. Each year, high school dropouts cost Canada's social assistance programs and criminal justice system $1.3 billion and the health care system $23.8 billion, and result in tax losses of $378 million, among other expenses.[20]

The most common response in Canada to children's burgeoning social, emotional, and behavioural problems has been the introduction of in-school or after-school programs targeting one specific type of problem behaviour, such as bullying or drug use, or one particular skill, such as conflict resolution. These programs are usually short term and rarely integrated into the regular curriculum. Many of these programs have been developed in response to a local need, are not evidence-based, and have not been empirically evaluated,[21] and many do not include fundamental features for effectiveness. Finally, even when evidence-based programs are offered, it is not always clear that they are implemented with fidelity. "Fidelity" means that the program model is closely followed, with no changes to the content, instruction, or length of the program. Alterations to the program model mean that the program may not be effective any more.

HOW SOCIAL COMPETENCE AND EMOTIONAL WELL-BEING AFFECT EDUCATIONAL AND LIFE COURSE OUTCOMES

Recent research shows that lacking emotional self-regulation in childhood can predict a wide range of consequential life outcomes, including income and financial security, occupational prestige, physical and mental health, criminality,[22] and gambling problems,[23] even when family background and other factors are controlled for. Studies following children longitudinally from childhood to early adulthood (age 23) and mid-adulthood (age 42) have linked early behavioural and emotional problems to lower earnings in adulthood.[24] Other research has linked specific personality traits with job performance and wages across a broad range of occupational categories.[25] Social and emotional competencies may be more crucial than ever before in today's labour market,

which places less emphasis on the ability to complete routine tasks and more importance on flexibility and problem solving and communication skills.[26] For instance, the Conference Board of Canada identifies inter-personal skills and personal management skills, such as positive attitudes, responsibility, and adaptability, among the fundamental skills for employability in the 21st century.[27]

Advances in neuroscience are clarifying the complex relationships between emotional self-regulation and the brain's executive functions (e.g., reasoning and memory), which are crucial to learning. Research also tells us that social and emotional skills can be learned, and provides direction about the most effective ways of teaching these skills with a view to preventing school failure. A mounting body of research indicates that social and emotional skills are as important as cognitive skills to success in school[28] and beyond,[29] and that they may be more malleable than cognitive skills, especially in early and middle childhood.[30] It has long been recognized by teachers that students who can pay attention, persevere with tasks, solve problems, and work well with others generally do better in school than those who don't have these abilities or whose abilities are compromised by stress, anxiety, depression, or anger. In a nutshell, promoting social and emotional competence can facilitate cognitive skills and the development of self-regulation and, ultimately, learning.[31]

SEL interventions can also improve the classroom environment and student behaviour,[32] reducing teachers' stress and allowing them to focus on teaching. Instructional and social and emotional competence programming for teachers, included as part of the post-secondary curriculum and through in-service training, can further improve teacher-student relationships, effective classroom management, and effective implementation of SEL programs.[33]

How Evidence-Based SEL Programs Work to Produce Greater Student Success in School and Life *
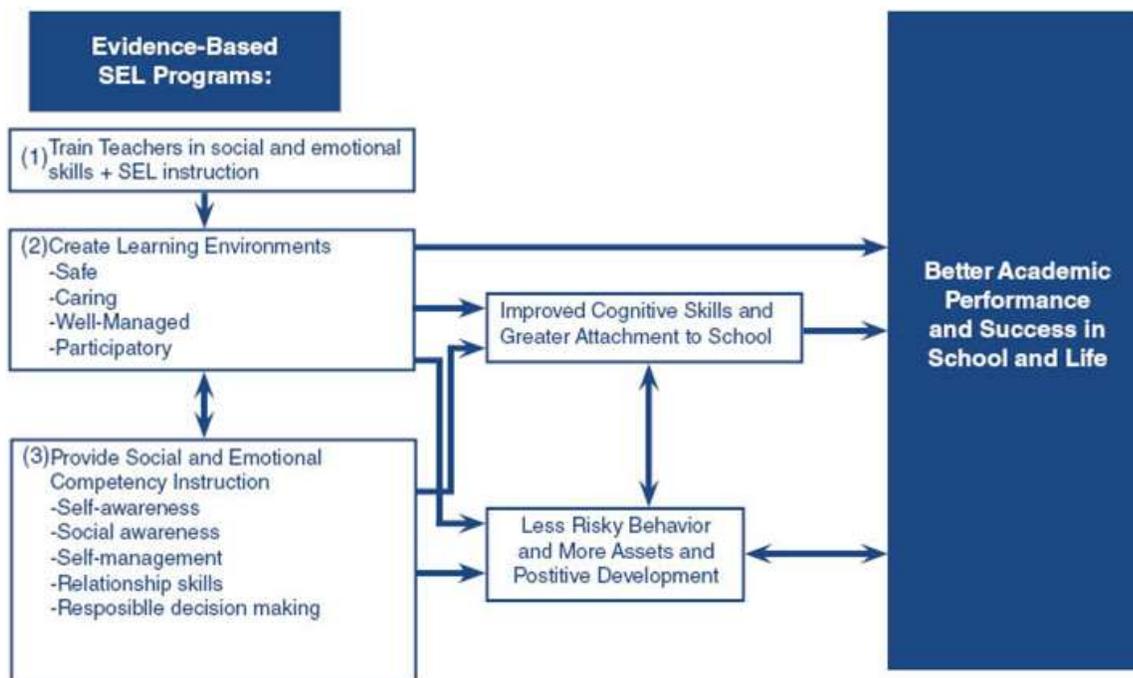
*Modified from a diagram presented in Collaborative for Academic, Social, and Emotional learning (CASEL). 2003. *Safe and Sound: An Educational Leader's Guide to Evidence-based Social and Emotional Learning (SEL) Programs*. (Chicago, IL: CASEL), p. 7.

THE ROLE OF SOCIAL AND EMOTIONAL LEARNING PROGRAMS

SEL programs are designed to help young people from early childhood to adulthood to master age-appropriate social and/or emotional skills.

SEL programs tend to fall into three categories, violence prevention, mental health promotion, and character education, with each type of programming targeting one or more of the five core social and emotional competencies described earlier. They can also be:

- "universal" (provided to all children through school-wide implementation to promote mental health and prevent emotional or behavioural problems);

- "selective" (provided to groups of children with similar risk factors to prevent emotional or behavioural problems); or

- "indicated" (provided to individual children or groups of children experiencing emotional or behavioural problems).

SEL programs can be delivered at home, in the community, or in schools, although most of the universal, evidence-based programs are delivered in schools by trained teachers. This is because effective SEL programs follow a specific curriculum, usually over a period of months, with each lesson building upon the learnings of the last.

Effective SEL programs are informed by both developmental psychology and research-identified best practices in program content, structure and delivery. While social and emotional learning can occur in stand-alone programs if those programs are evidence-based, the most effective approaches are school-based and comprehensive, and include two components which, together, increase children's attachment to school, reduce risky behaviours, and improve social and emotional development:

(i) Programs must be delivered in "safe, caring, participatory, and well-managed learning environments,"[34] which generally involve intentional, systematic changes to classroom and school climate, SEL training for teachers, and community and parental involvement; and

(ii) Programs must provide "sequenced, developmentally-appropriate, classroom-based instruction in five major areas of social and emotional competence,"[35] where SEL is infused into the regular school curriculum and continues over several years, with the instructional content in each grade building upon that in the last.

> **What does "evidence-based" mean?**
>
> In this document, an evidence-based program is defined as one that:
> (i) has been identified as a "model" or "best practice" program, meaning that it has been repeatedly demonstrated to be effective through studies using good methods, a reasonable sample size, and an experimental, "gold standard" design (includes a control group with random assignment of subjects to the experimental and control groups) or a quasi-experimental design (includes a control group but not random assignment), with the results published in a peer-reviewed journal, or
> (ii) may be considered a "promising" program, meaning that it has been demonstrated to be effective in at least one study meeting the above criteria.

In addition, rigorous evaluations that include control or comparison groups have shown that, to be effective, whether they are embedded in a school curriculum or offered as a stand-alone initiative, SEL programs must include certain features and be structured in particular ways. Programs must:

- be carefully and thoughtfully planned and executed, and free of major implementation problems, and

- explicitly target specific social and emotional skills; reflect a curriculum with sequenced activities that teach the skills, with each module or lesson building upon the learnings of the last; and include active learning strategies that include opportunities to practice new social and emotional skills, such as role playing.[36] These features are often summarized under the acronym SAFE (sequenced, active, focused, and explicit). Only those programs which include *all four* of the SAFE features are likely to be effective.[37]

Some school-based SEL programs have been demonstrated to improve students' social skills, emotional well-being, and academic outcomes. Two large meta-analyses of SEL programs in the U.S. reported the following:

- Analysis of 180 studies of school-based, "universal" SEL programs involving 277,977 students found that programs improved participants' outcomes in six areas: social-emotional skills in test situations, attitudes toward self and others, social behaviours, conduct, emotional well-being, and academic performance. [38]

- Analysis of 80 studies of "indicated" SEL programs for 11,337 children with signs of emotional, social, or behavioural problems found (i) no change with respect to drug use; (ii) significant and sustained improvements in SEL skills, attitudes, social behaviours, conduct, and emotional well-being; and (iii) significant improvements in academic performance, but these gains were not sustained over time.[39]

- The findings from the analysis of 57 studies of "universal" after-school programs for 34,989 students were mixed, partly due to the variety of programs offered and, also, to differences in the quality and types of studies reviewed. Considering all programs together, the analysis found improvements in self-perceptions, school bonding, social behaviours, conduct, and achievement tests but these changes were either not sustained over time or the participants were not followed longitudinally so longer-term impacts could not be identified. The programs did not influence school achievement, with the exception of those programs that used evidence-based practices.[40]

FROM THE FIELD: OBSERVATIONS AND RECOMMENDATIONS

To complement this overview, 23 individuals with expertise or an interest in the field were interviewed to obtain their opinions about advancing the SEL field and community of practice in Canada, particularly within the school system. The interviews were conducted from January to March 2013. The interviewees (**Appendix 1**) were selected from across Canada and represent a variety of groups including academics, program providers, and funders. Four key themes were explored in the interviews: receptivity and awareness, environmental factors and trends, barriers and gaps, and investment opportunities.

Theme 1. Receptivity to and awareness of SEL

All of the individuals interviewed agreed that there is merit in efforts to advance the SEL field in Canada, albeit with some caveats and cautions. Three reasons for advancing the SEL field were offered:

(i)   The importance of mental health is increasingly recognized. Although SEL is not a cure for mental illness, it can be a universal mental health promotion strategy that builds protective factors for all children.

(ii)   The increase in school violence indicates that many young people need to be taught social and emotional skills.

(iii)   The research has evolved over the last 30 years. We can now convincingly demonstrate that some SEL programs are effective and can improve academic performance.

On the other hand, the challenges to moving forward described by the thought leaders include the absence of a "common language" about SEL, competing frameworks for understanding and positioning SEL, and insufficient research about which programs are effective. In Canada there exists a dizzying array of programs and frameworks to address empathy, bullying prevention, mental health promotion, suicide prevention, mindfulness, anxiety prevention, self-regulation, safe schools, character development, healthy relationships, learning skills, and social emotional responsibility. However, the vast majority of these programs have not been evaluated. This is true, not only for small, locally-developed programs, but also for many of the SEL programs that are well-known and have been widely implemented. Although they may be effective, this has yet to be proven through rigorous evaluation, meaning that they cannot be described—at least not yet—as evidence-based programs. In fact, there are a handful of high profile programs that have been evaluated and, under scrutiny, have failed to deliver on their promises.

> *"Schools are open to SEL but do not know what the evidence says, cannot distinguish between good programs and bad ones, and often invent it themselves. This is problematic as there is no fidelity; they do not know if they are doing any harm, and waste a lot of time and energy building something untested."*

Knowledge about SEL also varies across the country. Most respondents believed that the approach had gained the most traction in British Columbia, Ontario and Nova Scotia. The Collaborative for Academic, Social and Emotional Learning has helped increase awareness about SEL in Canada, and educators are generally receptive to the concepts, particularly at the elementary school level, but they don't always fully understand the SEL approach. This also depends on whether the target of the information is teachers, principals, school districts, decision-makers, or ministries. While some teacher education and training is now incorporating SEL, this is not common. Moreover, teachers sometimes view SEL as just one more burden, yet another factor to integrate and implement, especially in a climate of fiscal restraint and teacher overload.

A number of respondents were not sure if interest in SEL is growing. While there are pockets of SEL activity, there is not a national focus or agenda. Interviewees did, however, indicate that there are a number of examples of universal, school-based SEL programs currently being implemented in various jurisdictions. They were also aware of researchers and existing networks that are working to advance social and emotional skills, suggesting interest in the field.

Theme 2. Environmental factors and trends

The interviewees identified a number of key environmental factors and trends that influence the ways in which and the extent to which SEL may evolve in Canada in the next few years.

1. **Recognition of SEL by the Mental Health Commission of Canada (MHCC):** MHCC supported a comprehensive research project and scan in 2012 related to the current state of mental health and substance use programs and practices in Canadian schools. The review found there are benefits to mental health promotion for all students through class-wide instruction that includes social emotional learnings/social skills building, and compelling evidence for the use of behavioural and cognitive behavioural approaches in school mental health programs that focus on skill development and on identifying and challenging thoughts and beliefs that can lead to negative feelings and behaviour.[41]

2. **Provinces focusing on variations of SEL**: Many provinces are recognizing the importance of SEL competencies, beginning to work across sectors, and willing to invest in evidence-based programs.

3. **Evidence-based research:** The trend toward evidence-informed practice is important. Brain development research and awareness is growing and there is recognition that there is a science to emotional and social development.

4. **Need for a holistic approach:** SEL cannot just be in schools as families and parents play a significant role in teaching social emotional competencies. The early years are a crucial formative period of development. Existing and potential roles for the non-profit sector in moving the agenda forward were also highlighted.

5. **Whole school approach:** The trend in the education system is to break down barriers with schools becoming community partners. This makes it even more important to develop common tools across sectors, a common language, and role clarity.

6. **Cross-sectoral collaboration:** Cross-sectoral collaboration is a significant trend, as all sectors are realizing they cannot solve complex problems on their own.

7. **Environment of restraint:** SEL is being promoted in a time of fiscal restraint. Funding for programs has been cut back, as has professional development for teachers. Conflicts between education ministries and teacher unions create a politicized climate. At the same time, teachers are committed and signing up in droves for workshops on SEL-related issues.

8. **Inter- and intra-personal skills in the labour force:** Social and emotional skills are receiving greater recognition as important skills for employability and workplace success.

Theme 3. Barriers and gaps

The following gaps in SEL knowledge and programs, along with barriers to advancing the SEL field, were identified by one or more of the interviewees.

- *Lack of awareness of SEL as an approach*

  On the ground, a number of educators are delivering some aspects of social or emotional training but they are not aware that it is "SEL." Increasing awareness and acceptance could be very validating for them. The caution is to help teachers see SEL as part of their educational mandate, not just one more responsibility in their jobs.

- *A proliferation of programs*

  Child and youth mental health is a hot topic. It is becoming an industry with web-enabled products and programs inundating the education sector. Educators do not know which ones to choose and it is hard to differentiate among them. Programs cost money and individual schools and school boards often make their decision based on the charisma of the person selling the program.

- *Fragmentation across the country*

  There is fragmentation across the country regarding SEL and insufficient knowledge exchange. Discussion about evaluation, outcomes to measure against, (academic performance, long term functioning, absenteeism), and metrics for success is needed. There are pockets of money but no sustainable funding, access to funding varies among jurisdictions, and champions come and go.

- *Lack of alignment with education ministry outcomes*

  It is almost impossible to incorporate SEL into the curriculum unless a particular province is adopting a new curriculum and SEL outcomes are embedded. For some provinces and jurisdictions, there is still not a connection between SEL and student achievement.

- *Limited community of practice*

  Many educators and other community partners do not know how to teach and implement SEL competencies. There is not enough hands-on material on *how* to do it.

- *Competing views about evidence-based programs: The need for evidence supporting Canadian programs versus too much emphasis on evidence-based programs*

  Many Canadian programs and programs developed elsewhere but used in Canada have not been rigorously evaluated. We need to know which programs work—and how big their effect really is—in order to make decisions about which programs to adopt or support financially. On the other hand, manualized, evidence-based programs can be expensive, particularly if teacher turnover is high.

- *Lack of pre-service or professional development for teachers*

  Teachers recognize that children need social and emotional support but feel ill-equipped to deal with these issues. Very few post-secondary education programs include SEL in the curriculum. (The University of British Columbia has recently introduced a Social-Emotional Learning and Development concentration in the Human Development Learning and Culture Master's program.)

> *"If teachers don't like it, they won't use it."*
>
> *"We need to have someone supporting SEL for the long term."*
>
> *"You can have the best program in world but if you can't show how it aligns with education outcomes it won't fly."*
>
> *"The most important people to talk to are elected school board members. If they can be convinced that SEL will improve classroom climates and student learning, they will implement it."*

> *"We need evidence on what works. Otherwise SEL will just be a fad."*
>
> *"SEL is where reading was at the turn of the century."*

Theme 4. Investment opportunities

The following investment opportunities to advance the SEL field were identified by one or more interviewees.

1. Disseminate knowledge through social marketing

- "Get the term SEL out there."
- "Help people to understand the benefits associated with the SEL approach and the evidence behind it."
- "Promote the universality of SEL and its multiple benefits."
- "Help people come to understand that SEL is 'a way of interacting'."

2. Identify best programs

Gather program information so that schools can make informed choices. This would be a very powerful and simple intervention point. Provide a suite of programs as needed to respect provincial and jurisdictional differences. There are a number of evidence-based programs that link to curriculum outcomes that can be "scaffolded" for each grade. Include cost of programs.

3. Establish a national network (CASEL equivalent in Canada) or embed an SEL network into an existing network

While there are existing research networks for specific issues, none are focused specifically on SEL. For example, PrevNet is specific to bullying. The Mental Health Commission has only four years left in its mandate.

An SEL network could:
- Convene individuals and organizations working across the mental health promotion / SEL field.
- Create a foundational document and a plan.
- Establish a working group that includes practitioners, researchers and community groups.
- Develop a common language, conduct gap analysis, and identify what is needed to move forward?
- Determine what to tackle first - policy, programs, teacher training?
- Work with ministries of education when curricula are being revised.
- Be prepared to take advantage of high profile incidents to change policy.

4. Create a partnership with CASEL

CASEL is well regarded and their information is widely utilized in Canada. There are a number of opportunities that could be explored to build a relationship:

- Have a Canadian school district become part of the Collaborating Districts Initiative. CASEL is now focused on building district-level support for social and emotional learning. The Collaborating Districts Initiative supports eight large school districts in building capacity for high-quality, evidence-based programming to promote social and emotional learning in preschool through 12th grade.
- Host a visiting Canadian scholar at CASEL for three months every year.
- Send delegates to the 2013 CASEL National Forum. The Forum is CASEL's major meeting where thought leaders who want to improve education and the lives of children meet. During the Forum participants share and discuss the latest advances in SEL research, practice and policy. They also establish strategic action agendas to build on momentum to implement, sustain and scale programming to enhance children's social, emotional and academic learning.

5. Align with provincial departmental/ministerial outcomes

There is a huge window of opportunity right now across Canada. As education ministries are revising curriculum, some have already embedded SEL competencies and others are considering how to help students be more successful socially and emotionally. This is significant and sophisticated work with ministries, school boards, and teachers and the right people have to be engaged early in the process. Government bodies could be informed that problems can be prevented and costs reduced by improving students' social and emotional skills.

6. Align with federal government bodies

There may also be opportunities to align with Federal government initiatives. For example, the Public Health Agency of Canada Innovation Strategy is funding widespread implementation of the Fourth R (a program to build relationship skills) across Canada and financing demonstrations to alert educators and governments that this sort of programming is not competing with core educational outcomes, it is facilitating and improving those outcomes.

7. Raise awareness within the business sector

Improved links could also be made to the business sector as SEL competencies make young people much better employees.

8. Create a one-stop SEL website

Such a website could include:
- What SEL is and why should we do it.
- The best Canadian programs available
- Best practices in SEL program delivery, such as lesson plans, innovative activities, and other accessible practices.
- Teachers' contributions to dynamic, evolving, and developing practices and approaches.
- Ways in which students can contribute to changing the climate at their schools.
- Identification of ways to adjust American programs and approaches for implementation in Canada.

9a. Invest in gold standard program evaluations and then support what works

Fund rigorous, experimental evaluations of programs in Canada to identify what does—and what does not—work in this country so that funding is not wasted on ineffective programs and is directed to the most effective programs.

or

9b. Adopt a core element approach

Identify essential components and practices for success in SEL programs and interventions and disseminate them widely. Package them to appeal to teachers and demonstrate how they align with the curriculum.

(Some people commented that these approaches are not mutually exclusive; in fact, the core element approach would require a rigorous research base.)

10. Engage and support parents

Raise awareness that high-quality pre-school programs can help to shape structural brain development in positive ways that improve young children's social and emotional competence and, by extension, school readiness. Support the development and testing of SEL programs that engage parents.

11. Teacher training

Lay the groundwork with principals, superintendents, principals, and teachers and cascade learning throughout the system. Introduce SEL training in universities, reinforce it through professional development and summer institutes, and create e-publications and other learning opportunities for teachers.

12. Support SEL Programs

Continue to support the testing, delivery, evaluation and scaling of evidence-based in-school SEL programs (either whole-school initiatives or evidence-based programs).

13. Coordinate an annual forum

Convene researchers, policy-makers, funders, practitioners and other SEL stakeholders to develop strategic priorities and encourage collaboration.

IN CLOSING

Social and emotional learning has much to offer as a framework for helping to address some of the important challenges facing children and youth in Canada. When young people acquire social and emotional skills, they tend to have better outcomes relating to mental health, academic achievement and life. In other words, they are more likely to flourish. While this review by no means captures the full range of the social and emotional learning field in Canada, it offers insights and suggestions for those working in this important and emerging field.

APPENDIX 1. INTERVIEWEES

Barbara Burggraf, CEO EducationMatters

Kim Campbell, Alberta Education Coordinator, Fourth R

Caroline Claussen, C3 Inc.

Connie Coniglio, Director of Health Literacy at BC Mental Health and Addiction Services (BCMHAS), an agency of the Provincial Health Services Authority

Wendy Craig, Professor, Department of Psychology, Queen's University, Scientific Co-Director PREVNet

Doug Crossman, Senior Policy Advisor, Public Health Agency of Canada

Gail Gardiner, Executive Director, Canadian Mental Health Association, Nova Scotia Division

Lynn Green, President and CEO, Dalai Lama Center for Peace and Education

Kathleen Hagen, Program Director, Family and Education Services, Hull Services

James Hughes, President, Graham Boeckh Foundation

Ray Hughes, National Education Coordinator for the Fourth R Project with the CAMH Centre for Prevention Science

Shelley Hymel, Chair, Educational and Counseling Psychology and Special Education, University of British Columbia

Stan Kutcher, Sun Life Financial Chair in Adolescent Mental Health

Ian Manion, Executive Director, Ontario Centre of Excellence for Child and Youth Mental Health, Children's Hospital of Eastern Ontario

Heather MacDonald, Vice President and COO, United Way of Calgary and Area

Joanne McQuiggan, Executive Director, Lion's Quest Canada

Lisa Pedrini, Manager, Social Responsibility and Diversity, Vancouver School Board

Kimberly Schonert-Reichl, Department of Educational and Counseling Psychology and Special Education, University of British Columbia

Kathy Short, Director, School Mental Health ASSIST

Paula Tyler, President Norlien Foundation

Shelley Uytterhagen, President, Carthy Foundation

Roger Weissberg, President and CEO, Collaborative for Academic, Social and Emotional Learning, Chicago

Lana Wells, Brenda Strafford Chair in the Prevention of Domestic Violence, Faculty of Social Work, University of Calgary

ENDNOTES

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