PEER-REVIEWED

MODELS FOR SOCIAL AND EMOTIONAL LEARNING IN PHYSICAL EDUCATION

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Abstract

Social and emotional learning (SEL) has garnered a lot of attention as playing a critical role in developing the whole child in K-12 educational settings. Adventure-based learning, sport education, and teaching personal and social responsibility are considered to be valid pedagogical models that physical educators can consider incorporating into the curriculum to help promote a range of human relationship skills. These three physical education models have a long and evidence-based history in helping teachers structure means through which SEL outcomes can come to fruition. A primary focus of this paper is to highlight the key features associated with each model that specifically address SEL acquisition for students. Additional resources and pedagogical tips for teachers to enhance SEL are also provided.

"SEL is an integral part of education and human development... can help address various forms of inequity and empower young people and adults to co-create thriving schools...."

Adventure-based learning (ABL), sport education (SE), and teaching personal and social responsibility (TPSR) are pedagogical models that can be used within physical education to promote social and emotional learning (SEL). The aim of the paper is to introduce readers to some of the main features of each model with regard to how each instructional approach can help support SEL in physical education. Resources to help teachers gain a deeper understanding of how they might be able to implement these models in the classroom will also be provided. The purpose of this paper is not to provide a comprehensive or exhaustive description of each model, rather this article will address two fundamental questions regarding the use of these approaches for the advancement of SEL in physical education. First, what are the salient features and essential elements of each model that are directly associated with SEL? Second, what does the literature indicate about these models in meeting student learning outcomes associated with SEL? The article highlights a broad overview on how SEL is addressed within each of these models and provides the necessary resources and tips for those interested to seek out ways to replicate these instructional approaches further with their students. Finally, we will discuss some teaching tips for the further promotion of SEL in order to create a culture of care with students, including various types of techniques to use for formative reflection of SEL within physical education.

Social and Emotional Learning

Intentional Opportunity. An argument can be made that SEL integration should be an integral part of the broad K-12 curriculum. There is evidence to suggest that intentionality (i.e., deliberate planning, delivery, and reflection) associated with SEL instruction can lead to an assortment of desired prosocial and positive emotional outcomes within the classroom (Durlak et al., 2011). Many schools do not have a pre-determined system or purposeful plan in place to address SEL outcomes with K-12 students. To this aim, physical education teachers represent part of the broader school system and can promote these much needed social and emotional skills through the use of purposeful model-based instruction.

SEL outcomes align with and are associated to SHAPE America National Standard 4, which focuses on responsible personal and social behavior that respects self and others (SHAPE America – Society of Health and Physical Educators, n.d.). Additionally, the outcomes associated with SEL are also a focus within the California Model Content Standards (n.d.), specifically overarching standard 5 (grades K-8) and standard 3 (grades 9-12), which frames the importance for students to demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to physical activity. By using an instructional model like ABL, SE, and TPSR, physical educators can plan for and deliver instruction as a means to help students acquire SEL outcomes associated with state and national standards.

CASEL. One of the most prominent advocates and resource providers for SEL information is the Collaborative for Academic, Social, and Emotional Learning (CASEL, n.d.). As indicated on the CASEL website (CASEL, n.d.), "SEL is an integral part of education and human development... can help address various forms of inequity and empower young people and adults to co-create thriving schools...." Aligned with the values of CASEL, there are two salient elements that should be included and intentionally planned for in all SEL instruction: (a) inclusive learning – where teachers consider how to transform the environ-

ment into a place that is safe, caring, and fully represents the learning needs of all children, and (b) experiential learning – where students are presented with opportunity to experience, process/reflect, and apply SEL skills (Durlak et al., 2011). Fully inclusive and experiential SEL programming can position students to feel valued, which in turn can lead to a higher degree of motivation/engagement toward developing stronger intra- and interpersonal relationship skills (Greenberg et al., 2003).

SEL Outcomes. There are dozens of SEL outcomes that can be addressed within K-12 education. Frank (2013) frames over three dozen SEL skills that teachers can choose from in planning for intentional instruction that include both intrapersonal and interpersonal qualities. Some of the intrapersonal qualities include honesty, empathy, responsibility, self-respect, integrity, resilience, and confidence. While some of the interpersonal qualities focus on cooperation, kindness, effective communication, conflict resolution, trust, and problem solving.

CASEL frames SEL outcomes among five broad categories: self-awareness (e.g., recognizing one's emotions), self-management (e.g., emotional regulation through stress management), social awareness (e.g., showing empathy for others), relationship skills (e.g., teamwork), and responsible decision making (e.g., following rules, routines and expectations). Since there are so many SEL outcomes, the key for educators is to decide on which SEL skills they would like to achieve with their students and then choose instructional approaches that can help students demonstrate an enduring understanding of these desired outcomes. For example, when engaged in ABL, SE, and TPSR students have opportunity to develop more effective cooperation (Frank, 2013) better communication (Siedentop et al., 2011), and more responsible personal behavior (Hellison, 2011). This example illustrates SEL outcomes aligned to the CASEL categories of social awareness, relationship skills, and responsible decision making.

ABL, SE, and TPSR use various features (i.e., pedagogies) in helping students reach SEL outcomes. Table 1 provides an overview of the: (a) major features of each of the physical education models associated with SEL, and (b) sample resources to learn more about ABL, SE, and TPSR. Teachers can use table 1 as a snapshot or starting point with the hope that one of the models might be an additional pedagogical tool to be used in the classroom as a means to promote SEL for students. The resources provided can be sought to help support greater depth and detail of the content knowledge needed to plan for and deliver the model. As can be expected, it is difficult to provide and in-depth overview of the intricacies of each model within a table, thus the following sections of this paper will cover each of the major features of the models, that connect to SEL, to further enhance comprehension.

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Adventure-based Learning

The adventure-based learning (ABL) model is a system of learning that involves maximum student involvement with purposeful teacher guidance. The model positions students to be able to work collaboratively and increase group cohesion and interdependence through the use of cooperative and experiential activities (Sutherland et al., in press). The primary aim of ABL is to create a student-centered, physically active classroom, where SEL is a product of both experience and group processing that occurs at the end of the lesson (i.e., the reflection or debrief). Participants are given higher levels of autonomy versus a traditional unit of instruction and achieve the desired SEL outcome of the experiential activity through the social relationship skills of communication, cooperation, emotional and physical trust. Some of the more salient SEL features embedded in the ABL model that make it ideal for K-16 student populations in-

Table 1: Models for Social and Emotional Learning in Physical Education

Model	Features Aligned to SEL	Resources
ABL	Welcome the Unexpected	Frank, 2013
	Value the Experience	Panicucci et al., 2002
	Debrief the activity	Stanchfield, 2016
	Relevancy of the learning outcomes	
SE	Seasons	Siedentop et al., 2011
	Affiliation	Hastie et al., 2011
	Festivity	Wallhead et al., 2013
TPSR	Be relational with kids	Hellison, 2011
	Gradual Empowerment	Metzler, 2017
	Reflection	Watson & Clocksin, 2013

clude the following themes: welcome the unexpected, value the experience, debrief the activity, and relevancy of the learning outcomes.

Welcome the unexpected. ABL elicits excitement through the use of a diverse set of experiential activities that challenge students to remain prepared for every new possibility the teacher may present (Stuhr et al., 2016). The novelty of the physical, yet cooperative activities in ABL entice students to participate. The experiential nature of the activities, along with debrief sessions, create space for spontaneous social interactions to occur when implementing ABL. Additionally, one of the primary goals of ABL is to provide an inviting atmosphere where students receive ample opportunity to work on and develop social and emotional skills.

Value the experience. There is empirical evidence indicating that students who participate in ABL enjoy and value their time in physical education (Stuhr et al., 2018; Stuhr & Sutherland, 2013; Stuhr et al., 2015). ABL focuses on non-competitive means through which students of all ability level can participate and feel successful. The non-traditional approach to physical education, coupled with the newness and novelty of the activities makes ABL very inviting. Additionally, the group processing or debrief sessions are structured in such a way that allows for equitable voice through which all students are provided opportunity to discuss their perspective and opinion about the experience, as it relates to the SEL theme covered.

Debrief the activity. Group processing (also known as the debrief) is where students reflect on how the ABL experience connects to or helped them to develop specific social and emotional skills. The debrief should be student-centered and incorporate different group sizes for the conversation/reflection to take place, such as, individual reflection, pair-share, small group, and whole class discussion (Sutherland et al., 2019). One goal of the debrief is to help students gain an understanding and to value working on improving his or her own social and emotional development. During the group processing session, teachers can use the Sunday Afternoon Drive debrief model as a tool toward facilitating an effective conversation at the end of the les-

son (Stuhr & Sutherland, 2013; Sutherland & Stuhr, 2012). The Sunday Afternoon Drive debrief model is a way for students to make sense of "what" happened, "why" the experience in the activity was important to them, and "how" they can work toward applying what they learned toward future life events. This group processing model is ideal for helping teachers implement very pragmatic and reflective techniques that have been shown to be effective in promoting transfer of SEL to life situations outside the classroom (Stuhr et al., 2018; Stuhr et al., 2015).

Relevancy of the learning outcomes. ABL is about helping students develop social and emotional skills that connect to and can be pragmatically used within their own lives (i.e., personal or self-betterment). In order draw students in and build engagement the activities (especially the debrief sessions) must remain relevant to the lives of the students. Students tend to remain engaged in ABL activities for longer periods of time when the movement experience itself can be applied to the students' lives through the reflective process (Stuhr et al., 2016). One of the salient concepts of ABL is called challenge with choice (Stanchfield, 2016). This concept allows students to determine the extent to which they want to participate in the activity. Everyone in class must participate, however challenge with choice empowers students to choose to what extent they want to add value to their experience in the cooperative activity. The ability for a student to choose her or his level of participation makes the experience autonomous and allows for the activity/learning to be more authentic rather than something that is being forced or commanded by the teacher.

Social and emotional learning outcomes. Teachers who use the ABL model can expect to see students who are working toward an assortment of intrapersonal and interpersonal relationship skills (Stuhr et al., 2016). With regard to intrapersonal relationship skills, students have an opportunity to work on SEL that involves commitment, self-discipline, self-esteem, grit, honesty, and optimism. Whereas, with interpersonal relationship skills students are positioned to work cooperatively toward accepting personal differences, communicating clearly with

others, developing a sense of community, and overall coming to a better understanding of their classmates. Readers are encouraged to view the history, empirical evidence, and pedagogical relevance surrounding ABL in Sutherland and Legge's (2016) comprehensive literature review.

Sport Education

Beyond the multi-activity approach found in many secondary physical education programs, sport education (SE) is one of the most prominent curriculum models used by teachers within the field (Farius et al., 2018). SE is designed to inspire students to be physically active within an environment that provides authentic opportunity to experience movement as "...competent, literate and enthusiastic sportspersons" (Siedentop et al., 2011, p.4). Some of the anticipated student learning outcomes that are promoted through the use of SE include, development and execution of sport specific techniques and tactics, knowledge and appreciation for the rules, rituals, and traditions of sport, and participation in developmentally appropriate physical activities using appropriate behavior (Siedentop et al., 2011). There are several features associated with implementing SE. These features include, seasons (longer than typical units), affiliation (student's members of teams), formal competition (scheduled intra- and inter-squad competitions), record keeping (informal and formal methods for keeping scores and statistics), festivity (student created team names, cheers, colors, handshakes, pictures, banners, etc.), and culminating event (a concluding performance or special event designed to be the highlight or climax of the season where all students can demonstrate what they have learned throughout the season). For the purpose of this paper, we focus on the SE features that best align with fulfilling outcomes associated with SEL: seasons, affiliation, and festivity.

Seasons. Sport seasons in SE are purposely designed to be longer than traditional physical education units. The longer unit allows students to stay on the same team for the length of the season and provide them with ample time to learn various techniques and tactics required of a particular sport or movement activity. The length of a season is contextual and in large part determined by the allotted time for the physical education class. There is great variance in season length (i.e., as few as 12 lessons at the elementary level, up to an entire half of a semester at the secondary level). Seasons typically include three phases: a pre-season (practices and intra-squad games), in-season (further practice for refinement of motor skills and inter-squad games), and post-season (playoffs/tournament and culminating event). The games are more meaningful because they are a part of a fixed schedule, and the length of the season creates space for students to get to know each other and start to develop deeper social relationships (Siedentop et al., 2011). The longer the students stay with their teams throughout the season (i.e., more allotted time) the higher the opportunity for interpersonal relationships to be fostered. Within SE students are also tasked with the opportunity to lead practices and coach their peers through various movement.

The roles that students carry out within a SE season position them to have a more holistic view and experience.

Affiliation. Affiliation focuses on team membership and the social cohesion that can be created in the physical education classroom. SE provides opportunity for students to develop deeper connections with each other through varied and purposeful pedagogies embedded within the model. As previously mentioned, SE emphasizes longer units of instruction (i.e., seasons), where students stay with the same teammates throughout this entire duration. Whereas, the feature of team affiliation includes specific roles that each student carries out during the season. The goal behind role creation is to allow students to experience authentic sport and various facets that are embedded in this culture. Some examples of SE student roles would include coach, referee, scorekeeper, or trainer. The roles that students carry out within a SE season position them to have a more holistic view and experience with sport. There is sound logic behind creating affili-

ation through the implementation of team roles for the possibility to establish SEL outcomes, as these roles provide equitable opportunity to be part of a team and to socialize with peers.

Festivity. A primary dimension of sport that defines its culture is festivity. As part of the SE unit students take on the responsibility of creating/deciding team names, colors, handshakes, cheers, banners, and any other element that adds to the excitement and social nature of sport. Teachers can embed festivity within the SE unit through an assortment of ways, whether it is through team affiliation, lesson and unit awards, or even through a culminating event (i.e., ways to celebrate team success and unity). Festivity is also a great pedagogy for establishing fair play and an inclusive environment for students, where competition is present but de-emphasized and not an end-all or zero-sum experience (Vidoni & Ward, 2009). Through the use of festivity, the SE unit can add a social element that can be quite motivating for all students.

Social and emotional learning outcomes. There is a long history of empirical studies that have highlighted the impact of SE on helping students within matters associated with SEL (Hastie et al., 2011). Some authors suggest that SE can play a major role in helping to motivate students and promote enthusiasm within physical education (Wallhead & Ntoumanis, 2004). While other investigators have claimed that SE can help students develop interpersonal and intrapersonal relationships skills such as team building and self-competence respectively (Spittle & Byrne, 2009). SE has also been found to have a positive effect on social affiliation and enjoyment in physical education and shown to help increase participation in extra-curricular physical activity (Wallhead et al., 2013). The body of evidence collected over the past several decades on SE provides sound argument for using this model to promote social and emotional growth for students.

Teaching Personal and Social Responsibility

Positioned as a way to promote positive youth development, teaching personal and social responsibility (TPSR) is a model that can promote humility, responsibility, decency and cooperation in physical education. The model was created by Don Hellison to help troubled children from low-income backgrounds develop the skills that would help them succeed in life through participation in physical activity. TPSR holds the premise that the centrality of the classroom should take into account ALL students; not just the gifted, most athletic, or those from high affluent communities; not just boys and not just the able-bodied. TPSR uses the motto that students come first in the classroom, and even those who are underserved and overlooked should be provided with opportunity to develop SEL that can be transferred to everyday life.

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There are five guiding levels of TPSR used to help students take on more intrapersonal and interpersonal responsibility. These levels include: respecting rights and feelings of others (affective self-control), self-motivation (participation and effort on tasks), self-direction (making good choices, starting and seeing a task through to the end), caring (proactive communication and help in meeting the needs of others), and transfer, which includes being a role model and applying these prosocial skills beyond the classroom (Hellison, 2011). Each of these five levels (or core values) should be considered progressive, where students are provided with strategies to help them move toward higher forms of behavior associated with personal and social responsibility (Martinek & Hellison, 2016). Even though the levels can be considered step-like, helping to move students toward a higher degree of behavior, kids may move up and down these levels/steps throughout their experience in class depending on the student's maturity level or other outside

variables (e.g., home life). Thus, the levels should be considered dynamic rather than fixed or unidirectional.

There are five instructional tasks/components that are embedded within a TPSR lesson (relational time, awareness talk, physical activity time, group meeting, and reflection time) that can be used by teachers to help promote social responsibility (Hellison, 2011). These five lesson components represent multiple opportunities for teachers to help students achieve behavior associated with the five levels of TPSR. To this aim, the five instructional components of a lesson also provide opportunities for SEL involving three distinct themes: being relational with kids, gradual empowerment, and reflection. These themes can be considered to be additional pedagogical tools used by teachers to promote SEL (Hellison, 2011).

Being relational with kids. Relational time within a TPSR lesson refers to informal periods of time (before, during, and after class) where the teacher can have positive interactions to build rapport and demonstrate genuine interest in the well-being of the students. An awareness talk is a period of time at the start of a lesson (i.e., anticipatory set) where the teacher can cover or remind students of the behavioral expectations with regard to working with other students. The awareness talk can be pithy and only take up a few minutes in order to maximize time for the other components of the lesson. One key to building prosocial relationship skills with students is being a good role model of such behavior. Students vicariously pick up on the teacher's verbal and non-verbal cues throughout the school day. A teacher should always be mindful on how they are being received by students and set the tone by modeling those expectations they wish to see come from their students.

Gradual empowerment. Physical activity time is a great occasion during the lesson to allow for opportunities where students can be empowered to take on responsibility. Allowing students to fulfill roles such as stretching leader, team coach, or even through peer assessment are great ways to make the lesson more student-centered and less teacher directed. This additional autonomy can be instrumental in helping

to motivate students toward taking on more responsibility for their learning. In small teams, a structured group meeting is another way for students to be active leaders. Students can provide positive and specific feedback to teammates, conduct a peer assessment, or take time to share their opinion about how the entire group is performing in regard to certain motor skills.

Reflection. Conducted at the end of a TPSR lesson, taking time to individually reflect on the effective display of behavior in relation to the five levels of TPSR is another great way to get students to think about SEL. Reflection strategies vary, from think-pair-share to the use of thumbs up / thumbs down prompts. The key is for the teacher to formally structure time to conduct reflection in order to bring opportunity for students to think about and discuss the intrapersonal and interpersonal skills that they were able to practice/use during the lesson. Reflection time can also be used to remind students of the behavioral expectations, celebrate the achievement of following class rules and routines, or even as a way to address how the relationship skill can be transferred to everyday life.

Social and Emotional Learning Outcomes. The SEL outcomes associated with the TSPR model have been found to be mostly positive (Pozo et al., 2016). There are studies that have reported improved personal and social responsibility (Gordon, 2010), enjoyment (Cechini et al., 2007), self-efficacy (Escarti et al., 2010) and even educational outcomes associated with higher grades and better school conduct (Wright et al., 2010). To this aim, these studies point to students who were able to develop social and emotional regulation. TSPR is an effective, reliable and sufficient model in assisting teachers who wish to help youth develop personal and social responsibility.

Additional Tips for Social and Emotional Learning

Teachers interested in creating SEL opportunities can consider a number of didactics to help shape desired pro-social behavior with students. Provided in this section are two additional teaching tips to consider when creating a culture of care for students to flourish in physical education.

Tip 1 – Group Processing. There are a variety of ways teachers can implement group processing (i.e., reflective strategies) to help students deepen their learning of course content, including attainment of SEL outcomes. As previously mentioned, one particular strategy that can be used in ABL is called the Sunday Afternoon Drive debrief model (Sutherland et al., 2012). However, with regard to SE, TPSR, or any other instructional approach there are a variety of ways to help students reflect on primary learning experiences as they relate to SEL. Some other techniques teachers can use to help process learning experiences include: Funneling Approach (Priest & Naismith, 1993), Adventure Wave (Schoel et al., 1988), Experiential Learning Cycle (Kolb, 1984), and Outward Bound Plus model (Bacon, 1987). We also suggest the resource called A Teachable Moment by Cain et al. (2008). This text provides dozens of techniques and experiential activities for students to internalize thoughts, feelings, and ideas associated with SEL in an effort to think deeper during group processing.

Regardless of the reflection strategy used group processing should allow for the inclusion of three fundamental elements (Stuhr et al., 2015):

- provide ample opportunity for all students to contribute to the discussion (e.g., pair-shares, small group, and whole class dialogue),
- promote student-driven, face-to-face communication with minimal distraction, and
- embrace emotionally safe discussions where all students feel comfortable speaking about potentially difficult SEL skills.

Additionally, educators should focus on techniques that will increase the likelihood of making the reflection powerful and memorable for students. Teachers who wish to deepen the level of dialogue during group processing can also consider the following five reflective tools (Stuhr et al., 2018):

- Note taking – educators can take brief and pithy notes on key words or phrases they hear students bring up during the group processing, especially those comments directed to the identified SEL skill being targeted.
- Paraphrasing – when an important comment is made by a student the educator should briefly repeat what was said. Paraphrasing helps check for understanding of the student comment and allow other students to hear the re-

sponse one more time.

- Probing questions – These types of questions create opportunity to deepen the dialogue. Example questions might include, "can you explain what you said further" or "why do believe that to be true" or "would you mind providing an example of what you mean?"
- Acknowledging – Taking the time to praise students and recognize students who contribute to the conversation can be quite powerful as a reflective tool. Students may be hesitant to want to speak in front of the group. As such, teacher praise can be helpful in promoting an emotional safe learning environment to encourage more students to speak.
- Contributing – Group processing should be student-centered and allow students time to speak. However, educators should find moments to add to the reflection by contributing their own thoughts and ideas as well.

The ultimate goal in taking time during a lesson for group processing is to allow for student voice, in connecting classroom experiences related to social and emotional skills to real-world life experiences (i.e., transfer of learning). Teachers should be mindful of connecting the lesson focus (SEL skill) to the real-world life experience of the student whenever possible.

Tip 2 – Pedagogy and Assessment. There are a variety of generic pedagogical strategies or core practices that have been suggested by numerous experts in being essential for a quality physical education program (Ward, 2020). These core practices set the teacher and students up for success on reaching a number of desired learning outcomes, including SEL. Five core practices that directly align with promoting SEL include: establish rules and routines, hold students accountable using informal and formal accountability systems, establish rapport with students, use of positive-specific feedback and encouragement to help motivate students to produce strong effort and correct performance, and provide authentic means to assess students on their understanding and use of SEL concepts. A photo journal can be used as an authentic assessment to capture students' comprehension of various SEL concepts (Stuhr et al., 2020). The primary aim of a photo journal is to help students express social and emotional skills that they may have experienced or that have been discussed within the classroom. Through visual representation (personal photos or drawings) and descriptive narrative (about the photos or drawings) the student is provided opportunity to reflect on certain SEL concepts. See Stuhr et al. (2020) for further detail regarding the implementation of a photo journal within physical education.

Concluding Remarks

Throughout this article the authors have provided an overview of three prominent models used in physical education that, if implemented correctly, hold the potential to help teachers promote SEL. ABL, SE, and TPSR can be considered pedagogical frameworks for helping educators to achieve the following:

- Promotion of emotional and physical safety. Safety for all children is critical for desired learning. Student engagement in class should be considered a relational phenomenon. To this aim, there is evidence that when students feel good about their instructional environment, and close with teachers and peers, they can achieve more in the classroom (Hamre & Pianta, 2001). Each of these models emphasize non zero-sum outcomes for all students regardless of ability level, through the vehicle of physical activity.
- Student leadership. Opportunity for active and autonomous learning presents itself across all three models (e.g., ABL with challenge by choice, SE with team affiliation, or TPSR with gradual empowerment). Joseph Joubert's quote, to teach is to learn twice is a very apropos cliché that can be tied directly to the importance for including student leadership. A prosocial agenda can be set when children are allowed to be teachers, coaches, and good role models for their peers. Each of the three models allows for vicarious social and emotional experiences to occur through cooperative leadership.
- Intentional opportunities for students to reflect on SEL. Group processing should be a non-negotiable across all classes. Each of these models provide creative ways for students to communicate using group processing techniques.
- Demonstration of SEL through the use of authentic assessment. There is an assortment of resources that teachers can obtain in helping to shape the assessments used in each of these three models (Hellison, 2011; Siedentop et al., 2011; Stanchfield, 2016). Simply stated, assessment of SEL provides evidence to all school stakeholders (students, parents, administrators,

other teachers) that students are learning relationship skills that are important, and that transcend a multitude of desired behavior for children.

The intention of this paper was to expose educators to three prominent model-based approaches used in physical education to help promote SEL. The literature on ABL, SE, and TPSR highlight promising findings that support the use of these models for increasing student development of social and emotional skills in physical education settings (Dyson et al., 2020; Hastie et al., 2011). Educators can learn more about and perhaps implement one (or more) of these models by reading the referenced textbooks and articles listed in Table 1. Teachers who consider using ABL, SE, or TPSR for the first time should allow for sufficient time to learn, plan for, and implement the model. Patience cannot be underscored enough with implementing any of these models for the first time. Not only will teachers need to be patient, so too will students need ample time to learn about the philosophy and components that make up each model. Otherwise, to this point, there is potential for any of these models not to produce desired SEL outcomes. Teachers may also want to start small with implementation and gradually expand on elements to allow for students to work through any "learning curve" associated with the model.

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