



Ribas Associates and Publications, Inc.

596 Pleasant Street

Norwood, MA 02062

Phone: 781-551-9120

Fax: 781-349-8160

Email: wribas@ribasassociates.com

Website: ribasassociates.com

William B. Ribas, Ph.D., President

***Social Emotional Learning in the Classroom: Practical Guide to Integrating All SEL Skills into Instruction and Classroom Management* Author Book Group**

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The research on the impact of social-emotional skills on students' academic and career success is staggering.

Wall Street Journal survey (Davidson, K. 2016, August 30) of **900 business executives**:

- ▶ 93 percent said that personal and interpersonal skills were as important or more important than technical abilities
- ▶ 89 percent reported difficulties in finding employees with these skills.

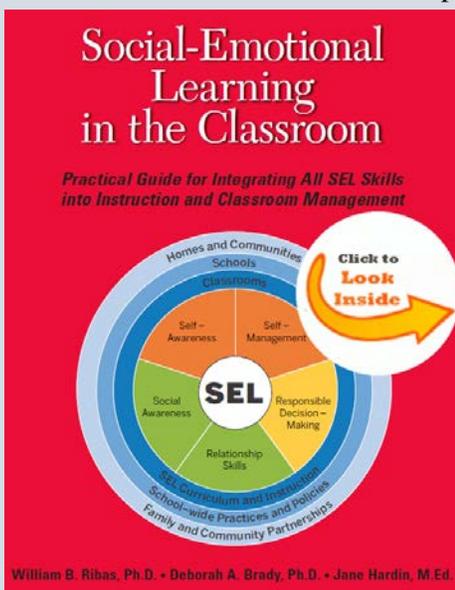
Source: Journal of Child Development (July 2017) "Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions 82 different SEL programs- Over 97,000 students 6-18 months after completion of the program. The study found increase in:

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|--------------------------------|-----|
| ▶ Academic performance | 13% |
| ▶ Attitude toward school | 5% |
| ▶ Positive social behaviors | 5% |
| ▶ High School graduation rates | 6% |
| ▶ College attendance | 11% |

Further, the study found decreases in:

- | | |
|--|--------|
| ▶ Conduct (discipline) problems | -6% |
| ▶ Drug use | -6% |
| ▶ Sexually transmitted disease diagnosis | -39% |
| ▶ Clinical mental disorder | -13.5% |

In the fall of 2017 Ribas Associates published the first book in the country that explains how to implement SEL skill development into educators' daily interactions with students. The title of the book is *Social-Emotional Learning in the Classroom* (2017). In 2018 we also published the only book in the country that teaches parents how to integrate social-emotional learning development into their everyday parenting practices. It is titled *Social-Emotional Learning in the Home* (2018). Ribas Associates is a national leader in the development of SEL skills in school and at home.



The program is an online book group run by one of the authors of the book of the book *Social-Emotional Learning in the Classroom* (2017). It is a 18 PDP program that may also be taken for one graduate credit. Each participant will go through the book chapter by chapter at his or her own pace. After reading each chapter they will responding to though provoking implementation questions developed by the authors. Their ideas and any questions are posted on a discussion forum for all to see and to facilitate virtual discussion. The author provides periodic written comments as appropriate. Participants may also ask the author questions on the Author Questions Forum.