

Classroom Management Techniques to Support Emotional and Social Learning

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Abstract

Between 2001 and 2018, classroom management underwent a fundamental transformation from control-oriented disciplinary approaches toward frameworks explicitly designed to integrate social-emotional learning (SEL) and support students' holistic development. This comprehensive review examines evidence-based classroom management techniques that emerged during this period to foster emotional and social learning while addressing behavioral challenges. Drawing on research from developmental psychology, educational practice, and positive behavioral interventions, the paper presents a multi-tiered framework for understanding how classroom management can simultaneously promote academic engagement and social-emotional competence. Key techniques examined include relationship-building strategies, the Incredible Years Teacher Classroom Management Program, Positive Behavioral Interventions and Supports (PBIS), restorative practices, and structured SEL curricula. The review synthesizes findings from major meta-analyses, including Durlak et al.'s (2011) landmark study demonstrating SEL's significant impact on academic achievement and behavior. Strong points of SEL-integrated classroom management include improved student engagement, reduced behavioral disruptions, enhanced teacher-student relationships, and documented academic gains. Implementation challenges include training requirements, the need for systemic support, and differential effects based on student risk levels. The paper concludes with practical recommendations for educators and administrators seeking to create emotionally responsive classroom environments that support both learning and well-being.

Keywords:

classroom management, social-emotional learning, emotional regulation, relationship building, PBIS, restorative practices, teacher-student relationships, Incredible Years, student engagement, trauma-informed practice

1. Introduction

The period from 2001 to 2018 witnessed a paradigm shift in how classroom management was conceptualized and practiced in educational settings. Traditional approaches to classroom management, focused primarily on maintaining order, enforcing rules, and responding to

behavioral infractions, gave way to more comprehensive frameworks that explicitly integrated social-emotional learning (SEL) and recognized the inseparable connection between emotional development, social competence, and academic success.

This shift was grounded in a growing body of research demonstrating that students' social and emotional competencies are foundational to academic achievement, behavioral engagement, and long-term well-being. A landmark meta-analysis by Durlak and colleagues (2011) demonstrated that students who participated in universal, school-based SEL programs showed significantly improved social and emotional skills, attitudes, and behavior compared to non-participating peers, with an 11 percentile point gain in academic achievement. The Collaborative for Academic, Social, and Emotional Learning (CASEL) formalized SEL into five core competencies: self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

During this period, multiple complementary frameworks emerged and evolved. The Incredible Years Teacher Classroom Management Program (IY-TCM), developed by Webster-Stratton and colleagues, demonstrated positive effects on young children's social-emotional competence. Positive Behavioral Interventions and Supports (PBIS) gained widespread adoption as a multi-tiered system for establishing positive school culture and reinforcing appropriate behavior. Restorative practices emerged as an alternative to zero tolerance policies, emphasizing accountability through dialogue and relationship repair. The Unstoppable Learning framework, introduced by Fisher and Frey and further developed by Hierck (2018), detailed managing learning outcomes within the classroom environment to maximize student engagement and social-emotional learning.

Classroom management during this period was increasingly recognized as the vehicle through which teachers could shape not only student behavior but also their social and emotional development. Marzano and Marzano's (2003) meta-analytic study suggested that classroom management is the single variable with the largest impact on student achievement. This finding highlights why integration of SEL into classroom management became a priority—effective management set the stage for learning while simultaneously communicating social norms and emotional behavior.

2. Definitions

2.1 Classroom Management

Evertson and Weinstein (2006) defined classroom management as "the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning". This definition explicitly recognizes the dual purpose of classroom management: creating conditions for academic learning while simultaneously supporting students' social and emotional development.

2.2 Social-Emotional Learning (SEL)

SEL is an approach that teaches self-regulation, self-monitoring, and social skills in school settings . CASEL defines SEL as the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills 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 decisions. The five core competencies are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making .

2.3 Positive Behavioral Interventions and Supports (PBIS)

PBIS is a multi-tiered framework designed for school systems to establish and sustain positive school culture with behavior supports to ensure student academic and behavioral success . PBIS follows a data-driven, three-tier intervention model: Tier 1 (universal prevention for all students), Tier 2 (targeted support for 10-15% of students), and Tier 3 (intensive, individualized support for approximately 5% of students) .

2.4 Restorative Practices

Restorative practices are approaches that promote accountability and communication through dialogue rather than exclusionary discipline. Rooted in restorative justice principles, restorative practices in educational settings emphasize addressing harm through conversation, building empathy, and preventing the need for suspension or expulsion .

2.5 Incredible Years Teacher Classroom Management Program

The Incredible Years Teacher Classroom Management Program (IY-TCM) is an evidence-based teacher training intervention designed to improve classroom management strategies, classroom climate, and student social-emotional outcomes. The program uses an active, collaborative training approach .

2.6 Emotionally Supportive Learning Environment

An emotionally supportive classroom is characterized by observer-rated warmth and sensitivity to students' differing perspectives and needs, positive relationships between students and teachers, and a lack of anger and hostility .

3. Need for SEL-Integrated Classroom Management

3.1 Limitations of Traditional Discipline

Zero tolerance policies and other exclusionary discipline systems were increasingly recognized as punitive and ineffective at correcting and preventing negative behaviors . Research demonstrated that suspensions and expulsions cause negative feelings toward learning environments, isolation, and failure . Students of color, particularly Black and Hispanic males, experienced disproportionately high suspension and expulsion rates, contributing to the school-to-prison pipeline .

3.2 Student Skill Deficits

Students were often ill-equipped with the skills needed for effective communication and collaboration. When conflicts arose during collaborative assignments, students frequently lacked the skills to resolve disagreements constructively. Most students had low social-emotional intelligence upon leaving high school, putting them at a disadvantage in post-secondary education and careers.

3.3 Neuroscience and Developmental Insights

Research during this period revealed that challenging behaviors were often due to deficits in skill rather than deficits in will. This understanding shifted the focus from punishment to skill-building, aligning with SEL principles.

3.4 Evidence for SEL Effectiveness

Durlak et al.'s (2011) meta-analysis of over 200 SEL programs demonstrated significant positive effects on social-emotional skills, attitudes, behavior, and academic achievement. This evidence base created compelling justification for integrating SEL into classroom management practices.

3.5 Teacher Training Needs

Professional development for teachers historically had been fairly didactic in nature, limiting effectiveness and translation to practice change. There was a growing need for active, collaborative training approaches that built teachers' capacity to implement SEL-informed classroom management.

4. Aims

1. To synthesize theoretical and empirical literature on classroom management techniques supporting social-emotional learning from 2001 to 2018
2. To trace the historical development and evolution of SEL-integrated classroom management frameworks
3. To evaluate the strong points and limitations of various approaches
4. To identify current trends in SEL and classroom management integration
5. To provide evidence-based recommendations for educators and administrators

5. Objectives

1. Define and conceptualize SEL-integrated classroom management
2. Examine theoretical foundations in developmental psychology and education research
3. Review major frameworks including PBIS, Incredible Years, restorative practices, and SEL curricula
4. Analyze empirical evidence on effectiveness of SEL-integrated approaches
5. Investigate the relationship between classroom emotional support and student behavior outcomes

6. Examine differential effects based on student risk levels
7. Explore integration of multiple frameworks (SEL + PBIS)
8. Provide practical recommendations for implementation

6. Hypothesis

Primary Hypothesis: Classroom management techniques that explicitly integrate social-emotional learning are more effective than traditional disciplinary approaches in reducing challenging behaviors, improving student engagement, fostering positive teacher-student relationships, and promoting academic achievement.

Secondary Hypotheses:

1. SEL programs lead to significant improvements in student social-emotional skills, attitudes, and behavior (Durlak et al., 2011).
2. More emotionally supportive classroom environments predict less aggressive behavior, particularly for students whose cognitive appraisals improve.
3. Integration of SEL with PBIS yields greater behavioral improvements than either framework implemented in isolation.
4. Teacher training programs such as Incredible Years positively impact classroom climate and student outcomes, with stronger effects for students with elevated social-behavioral difficulties.
5. Restorative practices, when implemented with SEL programming, effectively address issues of equity and create positive school climates.

7. Literature Search

7.1 Search Strategy

A systematic literature search was conducted for the period 2001-2018 using the following databases:

1. ERIC (Education Resources Information Center)
2. Google Scholar
3. PubMed
4. PsycINFO
5. ScienceDirect
6. Taylor & Francis Online

7.2 Search Terms

Primary search terms included:

1. "Classroom management" AND "social-emotional learning"
2. "SEL" AND "PBIS" AND "classroom management"
3. "Incredible Years" AND "classroom management"

4. "Restorative practices" AND "school discipline"
5. "Emotional support" AND "classroom" AND "student behavior"
6. "Teacher-student relationships" AND "classroom management"
7. "Universal SEL programs" AND "elementary school"

7.3 Key Sources Identified

1. Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). "The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions." *Child Development*, 82(1), 405-432.
2. Webster-Stratton, C., Reid, M.J., & Hammond, M. (2001, 2004). Incredible Years Teacher Training studies.
3. Collaborative for Academic, Social, and Emotional Learning (CASEL) publications
4. Hierck, T. (2018). *Managing Unstoppable Learning*. Solution Tree.
5. Murray, D.W., et al. (2018). "Investigating teacher and student effects of the Incredible Years Classroom Management Program." *Journal of School Psychology*.

8. Research Methodology

8.1 Research Design

This study employed a comprehensive literature review methodology, synthesizing theoretical and empirical research on classroom management techniques supporting emotional and social learning from 2001 to 2018.

8.2 Data Collection Methods

1. Systematic review of peer-reviewed journal articles
2. Analysis of meta-analyses and large-scale studies
3. Review of program evaluation research
4. Examination of conceptual frameworks and policy documents
5. Analysis of implementation studies

8.3 Data Analysis

1. Thematic analysis of findings across studies
2. Comparative analysis of different frameworks (PBIS, SEL, restorative practices)
3. Synthesis of effectiveness evidence
4. Analysis of implementation challenges

8.4 Quality Assessment

Studies were evaluated based on:

1. Methodological rigor (experimental, quasi-experimental designs)
2. Sample size and generalizability
3. Validity and reliability of measures
4. Replicability of findings

9. Strong Points of SEL-Integrated Classroom Management

9.1 Evidence-Based Effectiveness

The strongest evidence for SEL-integrated classroom management comes from Durlak et al.'s (2011) landmark meta-analysis of over 200 school-based SEL programs. The study demonstrated that students participating in universal SEL programs showed improved social and emotional skills, attitudes, and behavior compared to non-participating peers, with an 11 percentile point gain in achievement. This evidence base provided compelling justification for adoption of SEL approaches.

9.2 Impact on Student Behavior

Research demonstrated that SEL programs reduce aggressive behavior and conduct problems through two complementary pathways: (1) improving students' social and emotional skills through direct instruction, and (2) creating emotionally supportive learning environments through teacher training. Findings indicated that emotionally supportive classrooms predicted less aggressive behavior, particularly for children whose hostile attribution bias decreased over the school year.

9.3 Teacher Training Programs

The Incredible Years Teacher Classroom Management Program demonstrated significant effects on positive classroom climate. A cluster randomized trial with 91 teachers and 1,192 students found a statistically significant intervention effect on Positive Climate ($d=0.45$), with moderator analyses indicating that students with elevated social-behavioral difficulties benefitted with regard to prosocial behavior ($d=0.54$) and inattention ($d=-0.34$). The study found high levels of teacher satisfaction and identified specific training aspects considered most valuable for early elementary teachers.

9.4 Relationship-Centered Approach

From a relational perspective, classroom management was reconceptualized in terms of relationships between teachers and students. Effective management was understood to become effective only to the degree that students interpret teacher actions positively. This relationship-centered approach emphasized the socio-emotional aspects of teacher actions.

9.5 Restorative Practices Integration

When restorative practices were implemented with SEL programming, they became a vehicle to develop students' SEL skills, including communication skills, kindness, empathy, and caring. This integration addressed issues around race, gender, disability, and other aspects of diversity.

9.6 Multi-Tiered Support Systems

PBIS provided structured assistance in reinforcing positive behavior, intertwined with classroom management. PBIS and SEL both prioritized teaching social and emotional skills, fostering supportive culture, and promoting academic achievement by acknowledging and

reinforcing positive behaviors . Research showed that PBIS reduced problem behaviors and improved educational outcomes .

9.7 Equity and Inclusion

SEL programs were successful across all urban, suburban, and rural school levels . Restorative practices offered an alternative to zero tolerance policies that disproportionately impacted students of color, creating more equitable school climates .

9.8 Integration of SEL and PBIS

Research suggested that while SEL and PBIS as stand-alone systems have significant effects on student behavior, the combined effect realized significantly greater behavioral improvements. A singular approach was considered shortsighted if the goal was to address diverse student needs . SEL focuses on teaching behaviors through curriculum, whereas PBIS reinforces positive behavior expectations—a synergistic relationship where one system compensates for gaps in the other .

9.9 Academic Achievement Connection

The link between SEL programs and academic achievement was well-documented. The Incredible Years study was the first to identify specific effects on an academic test, supporting the link between SEL programs and achievement . SEL's impact extended beyond academic skills to encompass social, emotional, and ethical behaviors .

9.10 Universal Applicability

SEL programs were found effective in diverse settings and across student populations. Durlak et al. (2011) found that SEL programs were successful across all urban, suburban, and rural school levels, and that teachers effectively implemented programs as part of everyday classroom routines .

9.11 Social-Informational Processing Theory Alignment

SEL programs addressed specific cognitive appraisals linked to aggressive behavior. Students with reductions in hostile attribution bias and aggressive interpersonal negotiation strategies showed corresponding reductions in aggressive behavior .

9.12 Trauma-Responsive Approaches

Emerging research during this period recognized that challenging student behaviors were often rooted in early experiences of trauma. Differentiated interventions including PBIS, SEL, restorative justice, and family engagement could be used to boost student resilience and pro-social behavior .

10. Weak Points of SEL-Integrated Classroom Management

10.1 Implementation Challenges

While SEL programs demonstrated effectiveness in well-supported implementations, replicating results in less supported contexts was challenging. Teachers who perceived themselves as

lacking sufficient time or effort to implement practices were less likely to do so effectively .

10.2 Training Requirements

SEL-integrated classroom management required significant training and ongoing support. Teachers often lacked the skills to implement collaborative approaches effectively without extensive professional development. Research showed that professional development needed to raise teachers' awareness of the purposes of interventions .

10.3 Mixed Effects on Student Outcomes

While some studies demonstrated positive effects, the Incredible Years study found no main effects on student outcomes overall, although moderator analyses indicated benefits for students with elevated difficulties . Positive Climate effects did not sustain into the next school year .

10.4 Differential Effects

Interventions may have varying impact based upon students' developmental levels and risk levels. Typically, such interventions were believed to be more effective for younger students, though contextual factors affected outcomes . Students with different risk levels experienced different effects .

10.5 Resource Constraints

In disadvantaged and high-needs school districts, implementing systemic approaches or obtaining personnel to implement individualized student services proved exceedingly difficult due to limited resources and financial constraints . This created a growing need for cost-efficient, feasible interventions .

10.6 Limited Sustainability

Research indicated that effects did not always sustain over time. The Incredible Years study found that Positive Climate effects did not sustain into the next school year . This raised questions about the need for ongoing support and reinforcement.

10.7 Complexity of Integration

While integration of SEL and PBIS showed promise, this approach was complex and required careful coordination. Schools often implemented programs in isolation rather than as integrated frameworks .

10.8 Mixed Intervention Effects

One study investigating gratitude and positive peer reporting interventions revealed limited and variable findings across outcome variables and intervention conditions . While there appeared to be protective factors associated with maintaining student-reported levels, effects were not uniformly positive .

10.9 Systemic Resistance

The shift from traditional discipline paradigms to SEL-integrated approaches required change at multiple levels—individual, classroom, school, and district. Systemic resistance to paradigm change could be significant, particularly where punitive approaches were embedded in school

culture.

10.10 Training Delivery Limitations

Professional development for teachers had historically been fairly didactic in nature, which limited effectiveness and translation to practice change. More active, collaborative training approaches were needed but required additional resources.

11. Current Trends (2001-2018)

11.1 PBIS Implementation and Expansion

School-Wide PBIS was widely adopted during this period, expanding from a behavioral intervention to a comprehensive framework for establishing positive school culture. Bradshaw, Mitchel, Leaf, and Horner (2010) demonstrated the effectiveness of school-wide PBIS in reducing problem behaviors and improving educational outcomes. The framework was organized around three tiers of support: universal prevention for all students, targeted intervention for 10-15% of students, and intensive individualized support for approximately 5% of students.

11.2 CASEL Framework Development

The Collaborative for Academic, Social, and Emotional Learning (CASEL) formalized the five core SEL competencies—self-awareness, self-management, social awareness, relationship skills, and responsible decision-making—which became the foundation for SEL programming. CASEL advocated for direct instruction using evidence-based SEL curricula implemented universally and integrated across academic learning settings.

11.3 SEL Program Effectiveness Research

Durlak et al.'s (2011) meta-analysis of over 200 SEL programs represented a landmark contribution, demonstrating significant positive effects across multiple outcome domains and establishing the evidence base for widespread SEL adoption.

11.4 Integration of SEL and PBIS

A significant trend was the growing recognition of the synergistic relationship between SEL and PBIS. Cook et al. (2015) found that the combined effect of both SEL and PBIS realized significantly greater behavioral improvements than either implemented alone. SEL focused on teaching behaviors through instruction, while PBIS reinforced positive behavior expectations.

11.5 Restorative Practices

Restorative practices gained traction as an alternative to zero tolerance policies. When implemented with SEL programming, restorative practices became a vehicle for developing communication skills, kindness, empathy, and caring. These approaches emphasized addressing issues around race, gender, disability, and other aspects of diversity.

11.6 Teacher Training Programs

The Incredible Years Teacher Classroom Management Program was evaluated as an

independent intervention, demonstrating modest effects on classroom climate, student social-emotional outcomes, and reading achievement in early elementary rural schools . The program used an active, collaborative training approach that contrasted with traditional didactic professional development .

11.7 Trauma-Responsive Approaches

Emerging recognition that challenging student behaviors were often rooted in early experiences of trauma led to trauma-responsive approaches. Differentiated interventions including PBIS, SEL, restorative justice, and family engagement could boost student resilience and pro-social behavior .

11.8 Unstoppable Learning Framework

The Unstoppable Learning framework, detailed by Hierck (2018), outlined a collective approach to behavior management and student engagement that minimized negative behaviors and maximized social-emotional learning . The framework emphasized cultural change, teacher-student relationships, group interactions, positive learning environment, and responding to problem behaviors .

11.9 Emotionally Supportive Learning Environments

Research increasingly focused on the role of emotionally supportive learning environments in reducing aggressive behavior. Studies examined observed classroom emotional support, teacher-child closeness, and the relationship between supportive environments and student outcomes .

11.10 Social-Informational Processing Theory

Research on aggressive behavior drew on social-informational processing theory to examine how hostile attribution bias and aggressive interpersonal negotiation strategies contributed to behavioral problems. SEL programs targeting these cognitive appraisals showed promise in reducing aggression .

11.11 Individualized Student Services

The need for cost-efficient, feasible, and effective interventions for fostering wellbeing and social-emotional competence was recognized, particularly in disadvantaged school districts with limited resources .

11.12 Equity and Discipline Reform

An understanding of the effects of zero tolerance policies resulted in rethinking of approaches to prevent conflict and create healthy school climates. Educational leaders and professional associations led a shift toward alternative models and practices in school discipline, including restorative practices and SEL integration .

12. History of SEL-Integrated Classroom Management (2001-2018)

12.1 Pre-2001 Foundations

Prior to 2001, classroom management was primarily understood in behaviorist terms, emphasizing rules, consequences, and teacher control. The work of researchers like Evertson, Weinstein, and Pianta laid groundwork for reconceptualizing management in terms of teacher-student relationships .

12.2 Early 2000s: Emergence of SEL

The term "social-emotional learning" gained prominence in the early 2000s, with CASEL emerging as a key organization defining SEL competencies. By 2003, researchers were explicitly looking at classroom management through an SEL lens, recognizing that teachers' classroom management practices were socializing influences on students .

12.3 2003-2006: Research Foundations

Marzano and Marzano's (2003) meta-analytic study suggested classroom management as the single variable with the largest impact on student achievement . Evertson and Weinstein (2006) defined classroom management as creating environments supporting both academic and social-emotional learning . This period established the theoretical and empirical foundations for SEL-integrated classroom management.

12.4 2007-2010: Program Evaluation

The Incredible Years Teacher Classroom Management Program was evaluated in combination with other interventions, demonstrating positive effects on young children's social-emotional competence . PBIS was widely adopted, with research demonstrating effectiveness in reducing problem behaviors .

12.5 2011: Landmark Meta-Analysis

Durlak et al.'s (2011) meta-analysis of over 200 SEL programs represented a pivotal moment, demonstrating significant effects across multiple domains and establishing SEL as evidence-based practice . This study profoundly influenced policy and practice.

12.6 2012-2015: Integration and Refinement

Research explored the integration of SEL with PBIS, recognizing the synergistic potential of combining frameworks . The five CASEL competencies were formalized as the foundation for SEL programming . Restorative practices gained traction as alternatives to zero tolerance .

12.7 2014-2016: Emotional Support Research

Studies examined the relationship between emotionally supportive learning environments and aggressive behavior . Research demonstrated that observed emotional support predicted reductions in aggression and increases in social competence .

12.8 2017-2018: Implementation and Integration

Hierck (2018) detailed the Unstoppable Learning framework for behavior management and SEL . The Incredible Years program was evaluated as an independent intervention with rural early elementary students . Projects integrated restorative practices with SEL curriculum in secondary classrooms . Trauma-responsive approaches gained attention .

13. Discussion

13.1 Paradigm Shift in Classroom Management

The period from 2001 to 2018 witnessed a fundamental paradigm shift in classroom management. Traditional approaches emphasizing obedience, rules, and consequences gave way to comprehensive frameworks recognizing the inseparable connection between behavior management and social-emotional development. This shift was grounded in both theoretical advances and empirical evidence demonstrating the effectiveness of SEL-integrated approaches.

13.2 The Role of Teacher-Student Relationships

A consistent theme across the literature is the centrality of teacher-student relationships to effective classroom management. Marzano and Marzano's (2003) meta-analysis highlighting classroom management as the single variable with largest impact on achievement points to the importance of teacher actions in creating supportive learning environments. A relational approach recognizes that teacher actions become effective only to the degree that students interpret them positively.

13.3 Multiple Pathways to Behavior Change

Research demonstrated that SEL programs reduce aggressive behavior through two complementary pathways: improving students' social-emotional skills and creating emotionally supportive learning environments. Both individual student-level changes and classroom-level environmental changes contribute to behavioral improvements. This suggests that interventions should address both the student and the learning environment.

13.4 The Integration Imperative

Research increasingly suggested that while SEL and PBIS have significant effects as stand-alone approaches, the combined effect realizes greater behavioral improvements. SEL focuses on teaching behaviors through instruction, while PBIS reinforces positive behavior expectations—a synergistic relationship where one system compensates for gaps in the other. This has implications for how schools design comprehensive behavior support systems.

13.5 Equity and Discipline Reform

The overrepresentation of students of color in exclusionary discipline was a persistent concern throughout this period. Restorative practices offered an alternative to zero tolerance policies, creating more equitable school climates. When implemented with SEL, restorative practices addressed issues of race, gender, disability, and diversity.

13.6 Differential Effects

Research indicated that SEL interventions had varying impact based on student risk levels and developmental stages. Students with elevated social-behavioral difficulties often showed the greatest benefits. This finding has implications for how interventions are targeted and

delivered.

13.7 Implementation Challenges

Despite evidence of effectiveness, implementation challenges remained significant. Teachers who perceived themselves as lacking sufficient time or effort to implement practices were less likely to do so effectively. Training needed to move beyond didactic approaches to active, collaborative models. Effects did not always sustain over time.

13.8 Future Directions

The trends identified in this review suggest several directions for future development: continued integration of SEL with PBIS, expansion of restorative practices, development of cost-efficient interventions for resource-constrained settings, trauma-responsive approaches, and ongoing research on implementation and sustainability.

14. Results

14.1 Summary of Research Findings

1. **Meta-Analysis Evidence:** Durlak et al. (2011) demonstrated that students participating in universal SEL programs showed improved social-emotional skills, attitudes, and behavior, with an 11 percentile point gain in achievement.
2. **Incredible Years Effectiveness:** A cluster randomized trial found significant effects on Positive Classroom Climate ($d=0.45$), with students with elevated social-behavioral difficulties benefitting in prosocial behavior ($d=0.54$) and inattention ($d=-0.34$).
3. **Emotionally Supportive Environments:** Observed emotional support predicted less aggressive behavior, particularly for children whose hostile attribution bias decreased over the school year.
4. **SEL and PBIS Integration:** The combined effect of SEL and PBIS realized significantly greater behavioral improvements than either implemented in isolation.
5. **Restorative Practices:** When implemented with SEL programming, restorative practices became vehicles for developing communication, empathy, and caring while addressing issues of diversity and equity.
6. **PBIS Effectiveness:** PBIS reduced problem behaviors and improved educational outcomes, creating a more stable and predictable environment supporting healthy social and emotional development.
7. **Universal Applicability:** SEL programs were successful across all urban, suburban, and rural school levels.
8. **Moderator Effects:** Interventions had varying impact based on student risk levels and developmental stages.
9. **Limited Sustainability:** Some effects did not sustain into subsequent school years.
10. **Cost-Efficiency Needs:** In resource-constrained settings, there was a growing need for

cost-efficient, feasible, and effective interventions .

14.2 Key Themes Across Studies

Relationship-Centered Management: Classroom management reconceptualized in terms of teacher-student relationships, with effectiveness dependent on student interpretation of teacher actions .

Multiple Pathways: Behavior change occurs through both individual skill development and classroom environmental factors .

Integration Synergy: Combining SEL and PBIS yields greater benefits than either approach alone .

Equity Focus: Restorative practices and SEL addressed disproportionality in discipline and created more equitable school climates .

Implementation Matters: Evidence of effectiveness depends on quality of implementation, teacher training, and ongoing support .

15. Conclusion

The period from 2001 to 2018 witnessed a fundamental transformation in how classroom management was understood and practiced. Traditional approaches emphasizing obedience and consequences gave way to comprehensive frameworks that explicitly integrated social-emotional learning and recognized the inseparable connection between emotional development, social competence, and academic success.

The evidence base for SEL-integrated classroom management grew substantially during this period. Durlak et al.'s (2011) landmark meta-analysis demonstrated significant positive effects of universal SEL programs across multiple outcome domains, including academic achievement . The Incredible Years program showed positive effects on classroom climate and outcomes for students with elevated difficulties . PBIS provided a multi-tiered framework for establishing positive school culture . Restorative practices offered equitable alternatives to exclusionary discipline .

A consistent finding was the importance of teacher-student relationships. Marzano and Marzano's (2003) meta-analysis suggesting classroom management as the single variable with largest impact on achievement highlights the centrality of teacher actions in creating supportive learning environments . From a relational perspective, teacher actions become effective only to the degree that students interpret them positively .

Research demonstrated that behavior change occurs through multiple complementary pathways—improving students' social-emotional skills and creating emotionally supportive learning environments . The integration of SEL and PBIS emerged as particularly promising, with combined approaches realizing greater behavioral improvements than either alone .

However, implementation challenges remained significant. Training requirements, time

constraints, resource limitations, and sustainability issues posed ongoing challenges . Equity concerns drove interest in restorative practices as alternatives to zero tolerance policies .

Ultimately, the period demonstrated that effective classroom management is not merely about maintaining order but about creating environments that support students' social, emotional, and academic development. The integration of SEL into classroom management represents a significant advancement in educational practice, with strong evidence supporting its effectiveness and compelling rationale for continued development and implementation.

16. Suggestions and Recommendations

16.1 For Educators

1. **Adopt an SEL Lens:** View classroom management through a social-emotional learning perspective, recognizing that management practices are socializing influences on students .
2. **Build Teacher-Student Relationships:** Recognize relationships as foundational to effective management. Teacher actions become effective only to the degree students interpret them positively .
3. **Create Emotionally Supportive Environments:** Develop classrooms characterized by warmth, sensitivity to student perspectives, positive relationships, and lack of hostility .
4. **Implement Evidence-Based SEL Programs:** Use evidence-based SEL curricula that address the five CASEL competencies .
5. **Integrate SEL with PBIS:** Use PBIS to reinforce positive behavior while teaching SEL skills—the combined approach yields greater benefits .
6. **Use Restorative Practices:** Implement restorative practices as alternatives to exclusionary discipline, emphasizing accountability through dialogue .
7. **Target Support Based on Risk:** Recognize that students with elevated difficulties may benefit most from interventions .
8. **Seek Ongoing Professional Development:** Pursue training in SEL-informed classroom management; didactic professional development has limited effectiveness .

16.2 For School Administrators

1. **Provide Comprehensive Training:** Invest in evidence-based teacher training programs such as Incredible Years that use active, collaborative approaches .
2. **Implement School-Wide PBIS:** Adopt school-wide PBIS to establish positive behavioral culture with data-driven, multi-tiered supports .
3. **Integrate SEL and PBIS:** Align SEL and PBIS rather than implementing in isolation .
4. **Support Restorative Practices:** Provide training and resources for restorative practices implementation .
5. **Monitor Implementation Quality:** Assess fidelity of implementation and provide

ongoing coaching .

6. **Address Equity:** Use SEL and restorative practices to address disproportionality in discipline .

16.3 For Teacher Educators

1. **Incorporate SEL into Preparation:** Integrate SEL principles and practices into pre-service teacher education.
2. **Model SEL Approaches:** Model SEL-informed teaching in teacher education courses.
3. **Address Relationships:** Emphasize teacher-student relationships as foundational to effective classroom management .

16.4 For Policymakers

1. **Support SEL Programs:** Provide funding and policy support for evidence-based SEL programs in schools .
2. **Encourage Restorative Approaches:** Create policies that support restorative practices as alternatives to exclusionary discipline .
3. **Fund Professional Development:** Allocate resources for ongoing teacher training in SEL-informed classroom management .
4. **Monitor Equity Outcomes:** Require monitoring of discipline outcomes by race, disability status, and other demographic variables.

17. Future Scope

17.1 Research Directions

1. **Longitudinal Studies:** Research is needed on long-term effects of SEL-integrated classroom management on academic and life outcomes.
2. **Implementation Science:** Research on effective strategies for implementing SEL-integrated approaches at scale .
3. **Sustainability:** Investigation of how to sustain effects over time .
4. **Cost-Effective Interventions:** Development of feasible interventions for resource-constrained settings .
5. **Trauma-Informed Approaches:** Further research on trauma-responsive discipline approaches .
6. **Differential Effects:** Research on how interventions affect different populations and risk levels .

17.2 Practice Directions

1. **Comprehensive Integration:** Further integration of SEL, PBIS, and restorative practices into unified frameworks .
2. **Trauma-Responsive Practice:** Expansion of trauma-responsive approaches that recognize roots of challenging behavior .

3. **Family-School Partnerships:** Strengthening family engagement in SEL and behavior support.
4. **Digital Tools:** Development of technology to support SEL-informed classroom management.

17.3 Policy Directions

1. **Discipline Reform:** Continued policy efforts to reduce exclusionary discipline and promote restorative approaches .
2. **Equity Monitoring:** Continued attention to disproportionality in discipline.
3. **Funding Priorities:** Allocation of funding for research, training, and implementation.

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