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# Injecting Social and Emotional learning in daily teaching – learning practices: the SEL Injection Approach – S.I.A.

## Infondere l'Educazione Socio Emotiva nelle pratiche didattiche quotidiane. Un "Approccio Iniettivo" all'Educazione Socio – Emotiva - S.I.A.

Call

The last years have seen a surge in the production of Social and Emotional Learning (SEL) models and training curricula; this demonstrates a growing awareness towards these topics. The paper wishes to introduce a teaching – learning approach to the development of social and emotional competences named SEL Injection Approach – "S.I.A." and based on the most recent Italian, European and international literature. The S.I.A. is based on short but recurring SEL "stimulations", opportunely placed within the main curricular teaching – learning material of a given subject – which is the foundation basis. These stimulations are non – invasive injections, as they proficiently integrate without distorting the activity offered by the subject – context. The S.I.A. approach highlights how learning generalisation and maintenance can happen through a gradual process of exposure and reiteration of contents in contexts that vary either in the stimulation or in the situation proposed by the context – problem.

The aim of this paper is to provide a list of initial proposals, fully integrated in the international curricula of schools of every order and grade, allowing teachers the freedom of finding the margins of contamination and development of the approach itself according to the different contexts.

**Keywords:** social emotional learning | learning strategies | social emotional competences

Negli ultimi anni si è assistito a un'impennata nella produzione di modelli di apprendimento sociale ed emotivo (SEL) e di curricula formativi, a dimostrazione di una crescente sensibilità verso questi temi. L'articolo vuole introdurre un approccio di insegnamento-apprendimento per lo sviluppo delle competenze sociali ed emotive denominato SEL Injection Approach - "S.I.A." e basato sulla più recente letteratura italiana, europea e internazionale. Il S.I.A. si basa su brevi ma ricorrenti "stimoli" SEL, opportunamente collocati all'interno del principale materiale curricolare di insegnamento-apprendimento di una determinata materia, che ne costituisce la base fondante. Queste stimolazioni sono iniezioni non invasive, in quanto integrano in modo proficuo, senza distorcerla, l'attività offerta dal contesto della materia.

L'approccio S.I.A. evidenzia come la generalizzazione e il mantenimento dell'apprendimento possano avvenire attraverso un processo graduale di esposizione e reiterazione dei contenuti in contesti che variano sia nella stimolazione sia nella situazione proposta dal contesto - problema.

L'obiettivo di questo lavoro è quello di fornire un elenco di proposte iniziali, pienamente integrate nei curricula internazionali delle scuole di ogni ordine e grado, lasciando agli insegnanti la libertà di trovare i margini di contaminazione e di sviluppo dell'approccio stesso in base ai diversi contesti.

**Parole chiave:** apprendimento socio-emotivo | strategie di apprendimento | competenze socio-emotive

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## 1. Social and Emotional Education in schools: the state of the art of SEL frameworks implemented in the States

The keen attention given by United States to the development of social and emotional competences in the younger population - children and adolescents has meant, starting from the mid – 1990s, the vast production, implementation, and experimentation of many different SEL frameworks designed to answer to the many needs connected to the development of social and emotional competences in various contexts (Jones et al., 2019). This is due to the many studies that have produced evidence on the favourable impact of social and emotional learning on both academic outcomes and personal well-being in children and adolescents (Durlak et al., 2011; Schonfeld et al., 2014; Schlund et al., 2020; Hassani, Swab, 2021)

The existence of so many frameworks, has made necessary, consequently, their rigorous and extensive mapping that would highlight areas and strategies of application and that would also provide the necessary information useful to steer choices concerning the educational implementation of the frameworks (Jones et al., 2019).

Such mapping, beneficial also to dispel any possible conceptual and applicative misinterpretation, has been launched by the University of Harvard, through the works of the research group EASEL Lab which, from 2016, has started working on a taxonomy of SEL frameworks aptly named “Explore SEL Taxonomy Project”, through which it is possible to gain in – depth information on 40 SEL frameworks.

Main aim of the Explore SEL Taxonomy Project is providing SEL scholars, professionals but also teachers and parents, a series of tools to produce an advancement in the field of social -emotional learning by improving the following parameters:

- Effectiveness
- Accessibility
- Coordination
- Communication

According to the EASEL Lab researchers, to be effective, a SEL framework must be:

*[...] (a) concrete – it describes what one should expect to see in children’s [...] behaviour, and it provides a clear set of reasonable short- and long-term outcomes; (b) clear – it employs terminology that is both transparent and linked in clear ways to measurement/assessment on the one hand and to strategies and practices on the other; and (c) developmental and contextual – meaning it highlights what is salient (i.e., growing or emerging) at different developmental periods and links its concepts and constructs to age-specific and context-relevant demands and opportunities. (Jones et al., 2019, p.4).*

Another key aspect that comes to light through the taxonomy is represented by the identification of six main areas (or domains), touched in variable percentages, by all the analysed frameworks:

- Cognitive Domain: Includes foundational cognitive competences necessary to steer the behaviour towards the reaching of a given objective.
- Emotional Domain: Includes skills that help the individual in recognizing, expressing, and managing emotions, as well as understanding and showing empathy towards others.
- Social Domain: Includes skills necessary to accurately understand other people’s behaviour, efficiently face social situation and positively interact with others.
- Values Domain: Includes skills, character traits/virtues, customs that helps a person being a productive and open member of a particular community.
- Perspectives Domain: It concerns the ways in which the individual sees, understands and gets acquainted with the world.



- Identity Domain: It concerns the ways in which the individual understands themselves and their capacities and competences.

Connected to this taxonomic reconstruction work, here summarised, there is the need to transform in teaching – learning actions and activities all these aspects.

Norman et coll. (2022), in their work “Promoting Social and Emotional Learning in the Classroom”, provide a series of parameters to consider when implementing, in the classroom, social and emotional learning programs and curricula. Such parameters, which are interconnected, are the following:

1. Contextualization of SEL Programs: “SEL programs need to be adapted to context to be successful. Central to the contextualization process is an understanding of the social-emotional competencies that are valued and relevant in each context and of how they develop [...] implementation and delivery mechanisms can be contextualized to optimize program effectiveness in a given context.” (Norman et al., 2022, p.28)
2. Contextual Variation in SEL Competences: This aspect is linked to the first one; in particular, it deepens the need for understanding and considering the ways in which different socio – cultural settings contribute to the development of social and emotional competences.
3. Adapting the goal of SEL Programs to Context: This parameter urges the in – depth understanding of the impact produced by contextual variables on social and emotional development by working on the following sub-parameters:
  - a) Understanding current context
  - b) Understanding future context
  - c) Integrating Perspectives
4. Adapting the design and implementation of SEL Programs to Context: this last parameter allows flexibility in SEL programs and curricula, avoiding the “temptation” of a rigid and narrow adhesion which would not consider the context in which the program is going to be implemented. Such a strict adherence would produce weak results or would not have any significant impact on the social and emotional development of the students.

From this summary, it is quite clear the importance bestowed to the understanding of the educational context and, above all, the importance of the “dialogue” between SEL programs and the educational contexts.

Particularly in the work of Norman and colleagues, it is highlighted the need to think about implementing social and emotional learning in the classroom in terms of flexibility and adaptability, placing at the very core the educational experience of the student, and researching ways of integrating SEL programs with the daily teaching – learning activities carried out in the classroom so that this union would result the most effective for reaching the social and emotional development goals.

This can be seen as the general picture that it is possible to gather from the studies and research carried out in the U.S.; however, in more recent times, in Europe as well a growing interest in social and emotional learning in schools has started to appear on the forefront. This interest has led to the publication of programmatic documents for implementing social and emotional learning in European schools.

## **2. The Italian and European teaching and learning approach to the “personal and social competence and learning to learn”: development perspectives.**

Research in the United States, as described in the previous paragraph, has highlighted the primary interest that now for many years the psychological and educational area has had towards social and emotional learning. More recently, following the adoption in 2018 by the Council of European Union of the new “Council recommendations on key competences for lifelong learning” (CU, 2018), both theoretical and



practical frameworks have been produced to promote and orient the different European States in promoting specific competences, including the “personal, social and learning to learn” one, thanks to the publication of the LifeComp document (Sala et al., 2020). This competence is defined as the ability to “[...]reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one’s own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one’s physical and emotional wellbeing, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.” (Council of the European Union, 2018, p.10).

The European framework LifeComp “[...] builds on well-advanced research on Socio-Emotional Education” (Sala & Herrero Rámila, 2022, 6) and expresses the urgent need from the educational world’s stakeholders and experts to assess the situation, in Europe and Italy as well, concerning the importance of the personal and social development at the different educational levels and sectors. Such aspects, as stated in the document and as already detected by Harvard’s scholars, are named differently in international studies and in the competences’ frameworks, such as 21st century skills, life skills, socio-emotional skills, soft skills, and transversal skills.

As shown in the table (Table 1) the LifeComp framework details three main areas that compose the general competence, namely the personal, social, and learning to learn competence, listing the descriptors that explain the diverse features of their implementation.

LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence (EU, 2020)			
Area	PERSONAL	SOCIAL	LEARNING TO LEARN
Competences/ Descriptors for each competence: <b>Awareness</b> <b>Understanding</b> <b>Action</b>	Self regulation	Empathy	Growing mindset
	Flexibility	Communication	Critical thinking
	Wellbeing	Collaboration	Managing learning

Table 1. LIFEComp framework summary

Concerning the implementation in Europe, the document LIFEComp into Action (Sala & Herrero Rámila, 2022) collects and presents guidelines that select teaching – learning principles and strategies that can be implemented in all educational and socio – cultural contexts, with the aim of starting new reflections on teaching practices that would consider the emotional, social, and metacognitive relevance of learning. The teaching – learning approach of LIFEComp into Action is inspired by five theoretical principles (Table 2) which help teachers identify, implement and monitor the essential phases for creating learning environments aimed at developing personal, social and learning to learn competence, promoting motivation, well – being, relations, autonomy and personal engagement in students, without forgetting the achieving of desired academic outcomes and experimenting educational success.

TRUST	COMMUNITY	LEARNER-CENTRED	REFLECTION	WHOLE-SCHOOL APPROACH
Promote trustworthy relationships with and among learners	Develop a sense of belonging to a learning community	Create learner-centred learning environments	Use reflection to make progress visible	Mobilise your school ecosystem

Table 2. Five principles to foster LifeComp competences



From a teaching – learning point of view, there are 16 general research-based and learner-centred strategies (to be used in different curricula/target learners/educational levels) to help teachers and educators creating learning activities – also by making use of the strategical support of technologies (going digital) that would support students in the practice and in improving the Life Competences. For space and pertinence reasons, it is not possible to explore in detail each of them, however, we can offer the following summary:

- *Metacognitive strategies*: encourage students to assess and show, both individually and as a group, their level of understanding of a subject or their readiness in tackling an activity, define their learning objectives, self-regulate;
- *Cooperative and collaborative strategies*: students are encouraged to share their ideas in small working groups, mediate different positions, share and present common ideas and exercise their competences in social interactions.
- *Feedback*: supporting students in acquiring knowledge in terms of procedures, process, metacognitive levels, coming both from adults and peers.
- *Experience – based learning*: the learning environment provides experiences for building and exercising, even by attempts and mistakes, one's own knowledge.
- *Problem – based learning*: helping students nurture their motivation to learn through problem situations that would encourage them to foster their imagination and find alternative paths to solve them.
- *Role play*: an active and participatory strategy that can help students taking other people's perspectives and fine tune their critical thinking, their communication skills and empathy, while, at the same time, boosting their understanding of a given subject.

Pivotal is the attention given to learning *generalization* more than to the single strategy. This is a desirable aim for all the teaching - learning strategies proposed by LifeComp framework for it supports students' mental habit to connect knowledge with knowledge, contexts, situations, and effectively and consciously transfer what has been learned as a driving force for change.

The LifeComp framework is the result of an accurate mediation effort at European level and its main aim is to reach every school system in Europe, thus allowing high potential for the generalization of its principles. In the full accordance to the principles at its basis, its structure and practical indications are, on the other hand, organized within the documentation in such a way that avoids forcing the end-user to a strict and narrow implementation method that would, in fact, not respect the peculiarity of the single social, cultural and educational contexts.

We have described the more general aspects of the teaching – learning approach to social and emotional learning in school; now, we want to focus on an operative proposal that aims at combining the European and international instances highlighted until now, with the results collected from more than ten years of research from our group, that provided us with two main findings: one concerning the effectiveness of social and emotional learning in improving inclusive processes (Morganti, Signorelli, 2016; Signorelli, 2017; Morganti, Pascoletti, Signorelli, 2021), and the other about the need of finding a new, much flexible way of providing instruction for social and emotional learning in the classroom (Morganti, Pascoletti, Signorelli, 2021).

### **3. The Social – emotional learning Injections Approach – S.I.A.**

As highlighted until here, providing a complete and appropriate answer to the educational needs of all children, concerning social and emotional competences in particular, (essential for students' harmonious development) is a crucial and requires the same attention given to all the other educational subjects. When teachers work to help students reach the educational outcomes connected to the different subjects, they invest a considerable amount of energy – this same energy is not always expressed, with the same



force, when they are faced with across – the – board educational objectives, such as the social and emotional ones.

In a recent work based on the in – depth study of the main international social and emotional learning frameworks, whose heterogeneous nature has been previously addressed in this paper, we introduced a theoretical approach (the R.E.P. framework) for teaching social and emotional competences in school, focused on three main domains (Morganti, Signorelli, Pascoletti, 2024 *in press*):

- 1) *Emotional recognition*: this domain is focused on helping students acquire the emotional and cognitive skills needed to recognize, identify, verbalize and reflect on their and other people’s emotions (*self-awareness* and *social awareness*), linked to facts, events, situations, stimuli of various nature – also connected to behavioural aspects;
- 2) *Emotional management*: in this domain we can find the cognitive and emotional skills needed to manage and express emotional states, both at intrapersonal (*intrapersonal problem solving*) and interpersonal level (*interpersonal problem solving*)
- 3) *Prosociality*: this is a particularly rich and articulated domain that encompass all the essential skills needed for prosocial actions, required for inclusion and active and conscious citizenship. These are collaboration, communication, listening, helping and empathy skills.

To acquire the competences listed in each different domain, we want to introduce, in this paper, an integrated teaching – learning approach, defined “Social emotional learning (SEL) Injections Approach” - S.I.A. that allows reaching the expected social and emotional learning objectives through a full integration with school subjects (Norman et al. 2022; Morganti et al, 2021; WEF, 2016). The framework has been developed to identify, within each and every school textbook, image, event or real-life situation, possible connection to *inject* and boost the episodes of reflection and help recognise, self-regulate emotions and prosocial attitudes, according to the three main domains of the R.E.P. framework (Morganti, Signorelli, Pascoletti, 2024 *in press*).

A first orientation towards such dynamic can be found in the 2016 World Economic Forum Report which, amongst other advices, encourages to “*embed SEL into foundational ed-tech products*”; this concept has been then expanded to teachers’ creative and authorial capacity (Morganti, Pascoletti, & Signorelli, 2016). It is therefore crucial to foster a sustainable teaching – learning approach that would consider the possible restrictions in terms of teachers’ time and resources, according to the “economic and effective” logic (reasonable accommodation<sup>1</sup>). The word “injection” suggests the idea of a rapid and confident action that introduces (as a vector) something new in an already existing educational context (host). The S.I.A. makes us of teaching – learning practices characterized by short and frequent insertions of content – objectives which are separate from the curricular subject but, at the same time, are also converging with it, using a direct and familiar take on the events.

The intent of the S.I.A. is based on the intersection of pedagogical needs and requests, connected to the actual schools of thought, the technological advancements, and historical changes, with a particular reference to the “*personal, social competence and learning to learn*” defined by the LifeComp framework (see chapter 2 of this paper).

The influences on the pedagogical and teaching – learning level, help highlight a particular relevance given to direct experience<sup>2</sup>, the naturalistic approach, Problem – Based Learning (PBL)<sup>3</sup> and microlearning<sup>4</sup>. A very keen attention is, in fact, given to the link intercurrent between the interest/need of the child

1 United Nations Convention on the Rights of Persons with Disabilities (13th dic 2006)

2 We refer here to the influence of the principles of the pedagogical activism of Dewey, still extremely relevant today (Dewey, 2014)

3 It is an operational approach introduced at the end of the 1960s by Howard S. Barrows and Robyn M. Tamblyn (McMaster University - Canada)

4 Microlearning is a “pragmatic” approach to lifelong learning, the product of the usage models of actual media, characterised



and on the concept of reflection, seen as an opportunity to re-elaborate the personal learning progress and practices; furthermore, the direct experience points out how learning is an active process that needs to also promote cooperation (see LifeComp into Action).

S.I.A. takes its moves and prompts also from the effectiveness of the early interventions on autism spectrum disorder (Schreibman, et al., 2015), characterized by a combination of principles that include the “natural dynamics” of the neurotypical development with the aim of creating authentic and regular learning environment. With the word “*naturalistic*” we refer to the non – artificial nature of the learning experiences that are provided to the child (Cottini, et al., 2022). S.I.A., in fact, urges teacher to identify, between the creases and folds of daily teaching – learning, the occasions to *inject* content micro – vectors which are contextualized and able to reflect emotional situations already encountered, with the same logic of the interventions that are based on social interactions and daily relations to teach new skills, new words, and appropriate behaviours. Another reference model is the Problem – Based Learning (PBL) which promotes the development of critical and divergent thinking in real and authentic contexts (see LifeComp into Action); its distinctive characteristic, such as context analysis, logical thinking, and negotiation, focus also on the growth of relationship and social skills, and of metacognitive reflection.

At the principles tier, S.I.A. respects:

- A learner – centred learning to design contents to answer to the needs and interests of students;
- A trans – disciplinary approach (independence from the curricular subject), consistent with an orientation that foresees injecting the contents, regardless of the nature or topic addressed;
- A transversal and multi – disciplinary approach, taking into account how complex challenges can be overcome even through learning proposals that integrates with the different subjects, in order to promote an across – the – board learning;
- The circularity, fragmentation and reuse of the resources, namely the ability to create contents and tools to use again (principle of sustainability);
- A high frequency of exposition (repeated exposition of concepts), often correlated with an improved understanding and long-term memorization; this principle is known, in the field of learning theories, as *law of exercise*.

*Frequency* and *fragmentation* are two relevant and complementary aspects. To each reiteration of concept, if correlated to a significative affective episode (Meazzini & Cottini, 2007, p. 57), the brain has the chance to further consolidate the neural connection associated to that notion, making it easy to recall. The repeated associations and connections to other concepts and contexts help making the injection more significant and integrated within the structures of pre-existing knowledge. The splitting of contents, with a focus on a single topic for short – term learning, is a common characteristic in microlearning approaches (Buchem & Hamelmann, 2010) that can help the free specialisation and depth of knowledge in a particular field, but, most of all, the reasons why fragmentation is chosen in S.I.A. are the need to manage small morsels of information easy to inject in the context (ecological approach), to reiterate concepts (frequency of exposition) and to support memory according to the logic of chunking (Miller, 1956).

S.I.A. is based, besides the already cited principles, on strategies that make use of acquired experiences, in these years, within Italian and European primary and secondary schools (Morganti & Signorelli, 2016; Morganti, Signorelli, Marsili, 2019; Badia et al, 2020; Signorelli, Morganti, Pascoletti, 2021; Morganti et. al., 2023) with the aim of providing a range of teaching – learning proposals, leaving to teachers the full liberty of finding margins for contamination and improvement. S.I.A., therefore, urges teachers to find a meeting point with the curricular content to integrate harmoniously the social – emotional learning (SEL) development practices within the “host” contents. The aim is to give students opportunities for personal and interpersonal growth, without interfering and tower over the activities related to the subject. For

by the fragmentation and rearrangement of contents and by a rapid and flexible fruition (Buchem & Hamelmann, 2010, Jenkins, 2010)



this reason, the triggers (*vectors*) and the contents (*injections*) must be designed to be as little as invasive as possible and attentive to the solicited cognitive load (Ausubel, Novak, & Hanesian).

The initial procedure for preparing the resources and the contest – background foresees a design phase, that, generally, requires:

1. The selection of the aim, from the promotion of problem – solving strategies to the simple recall of the basis of literacy;
2. The selection of the kind of *vector* and *injection* more suitable for a (possibly) non – forced contextualization;
3. The choosing of the “host” curricular subject, of the curricular objective and of the material that will be used as context – background (from the day - after activity to a more systemic planning of the whole school year)
4. The identification and highlighting of the more sensitive and apt textual, graphic, verbal parts or process (script) to be injected by the connecting *vectors*;
5. In case there are no available linkages, a possible adaptation of the context – background can happen through the insertion of a text element (a word, a sentence, a request, a narrative chunk...), an image (symbol, pictogram, photo, graphic sign...), an audio – video product and so on.
6. The preparation or selection of the additional activity (injection) from one’s own archive: this archive will expand with time.

Following, we propose some injection types and modalities that can ease the S.I.A. in different contexts – for example they may vary in complexity, in the kind of channel used, at frequency, engagement and intervention spontaneity level.

*Stimulus – based question* (event – emotion analysis): it consists in inserting a question aimed at making an emotion explicit (recognition) and/or recognizing the emotigenous event (understanding), starting from a context analysis. The situation can be a casual episode (an unpleasant event, winning at something, a small argument) or a planned one, such as reading a text or telling a tale. For younger children, the vector can be inserted even with the sole aim of widening the linguistic repertoire through the exposition frequency to a reasoned and age – appropriate lexicon.

*Experience – based reflection* – it differs from the previous type because it must be planned and it aims at integrating, within the context, an “emotional situation” (in which the student can recognize themselves), so to understand with a higher engagement also the historical/scientific/narrative episode (host) presented by the teacher.

*Metacognitive stimulation* – It foresees the modification or creation *ex novo* of the context – background to encourage the student reflect and explain the reasons that have caused a particular emotional reaction (one’s own or someone else’s) and the ways that allowed the resolution of the problem situation.

*Intrapersonal problem solving* - For the highly articulated and complex nature of the skills involved, we could define this strategy as a “meta – injection”. It needs a gradual approach from the students that foresees: (a) acquiring specific technics for the management of emotional states starting from school and/or real-life situations; (b) the recall and use of said technics in situations that can happen in school (injection); (c) the autonomous use of said technics in real life situation daily.

*Social problem solving* - Of a more complex nature, from a cognitive point of view, it entails that the student would have already acquired social relation literacy and management skills. In conjunction with a spontaneous or “simulated” (role – play) problematic event, the teacher inserts a *spot* for the selection of resolution procedures that would include context analysis, production of alternative behaviours, the satisfaction of the parties involved and the diminishing of the potential crisis.

*Prosocial stimulation* – It foresees the preparation of injections that, according to the age and number of students involved, would activate mutual help for reaching a common goal; in case of unavailability of the peers, it is possible to use fictional characters.





By filtering the strategies and experiences capitalized until now, we have created a scheme of some variables that come into play in the implementation practice of the S.I.A. and that are in close relations between them (implementation speed, intervention canal, and level of involvement) so to provide a map (Figure 1), useful for a reading of the “injection” realized.

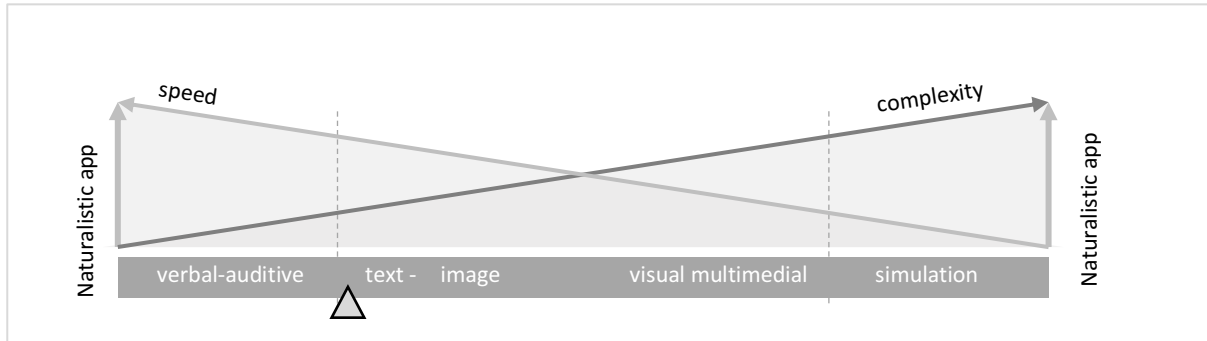


Figure 1 multidimensional reading of S.I.A.

It appears to be clear how the proposed approach does not have a fixed basis, instead it rests on a complex interlacing of factors that impact its frequency and application engagement. The map offers, in this sense, a visual and dynamic overview through five operative variables:

- *Implementation-activation speed*: The harrow from down to the left reflects the speed of injection (for example, the number of resources needed)
- *Channel*: The low frame shows the main transmission channels for the injection, each of whom implies a different operational engagement (they are not mutually exclusive but highlight the main one)
- *Naturalistic approach*: It specifies how much the learning tends and is suitable for reflecting real situations and contexts or how much is more steered towards a controlled or artificial environment.
- *Complexity and engagement level*: The harrow that grows from left to right, recalls the complexity of the implementation and the possible increase of the number of the subjects involved (students, teachers...)
- *Numerousness*: The dashed vertical lines indicate the number of opportunities, higher in the centre and decreasing towards the sides. Such distribution is due to the lower quantity of spontaneous occasions and of highly structured sessions that characterise the natural school course.

The map should be used at the end of every operative session as a graphic summary tool, to be used to archiving and using again based on needs, objectives, and available resources. The position of the overlapped cursors (little triangle) could help making informed decisions before choosing the intervention.

## 4. Conclusions

The present paper has the aims of providing an approach that is transversal to every school order and grade and to every socio -cultural and educational contexts, and that can be implemented for the development of *injections* actions to support teachers but also educators in creating teaching – learning paths and materials for the development of social and emotional competences.

The S.I.A. approach, based on short and recurring SEL stimulations, *injections*, placed within the main teaching – learning curricular material of a subject, has been developed with the aim of easily integrate with all activities with any context – background. Such feature is pivotal for two main aspects: the possi-



bility of fully mixing with any welcoming context and the possibility of being suitable for the educational needs of all students, without leaving behind none, as the proposed strategies are extremely flexible.

This aspects of high flexibility and adaptability ensure that the S.I.A. would become a precious ally in the promotion of school inclusion processes, strongly supported by the social and emotional competences of all students. We have extensively involved ourselves in the study and research of the potential of this couple inclusion – SEL, to which we added the educational value of technology (Morganti, Pascoletti, Signorelli, 2020) with the aim of showing, also via the creation of a dedicated website (<https://sel4i.eu>) the reciprocal influence of these three elements, particularly the impact that SEL and technologies have on the development and improvement of inclusion in educational contexts.

The aim of this paper is to provide an advancement in the knowledge in the field of SEL, especially in the educational field, by launching an innovative teaching – learning approach and a range of proposal fully integrated in international school curricula of every order and grade, leaving the teachers the freedom of finding the margins of contamination and development of the approach itself, according to the different contexts.

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