SOCIAL AND EMOTIONAL LEARNING COMPETENCIES:
A CONTENT ANALYSIS OF CALDECOTT MEDAL AWARD WINNING TEXTS
PUBLISHED FROM 1994-2019

A Dissertation

by

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This dissertation meets the standards for scope and quality of
Texas A&M University-Corpus Christi and is hereby approved.

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ABSTRACT

This dissertation studied the social and emotional learning competencies found within the

Caldecott Medal Award winning texts from 1994 through 2019. Social and emotional learning

took root in the 1990s and is now part of mainstream culture in schools across the United States.

Research has been completed on the effects of social and emotional learning, how it can be

incorporated into public schools, and places within the daily school curriculum where it can be

integrated. The subject area of English language arts has been described as an effective vehicle

for social and emotional learning, and children's literature a useful tool for social and emotional

learning lessons. However, there are gaps in the literature regarding how social and emotional

learning competencies are exhibited in children's literature. In response, this study was directed

at exploring how the competencies are illustrated in the Randolph Caldecott Medal Award

winning texts from 1994 – 2019. A qualitative content analysis was conducted in which the

researcher created, refined, and used an evaluative instrument which engaged the compositional

and ideational metafunctions to analyze the data corpus. The study found that there was a

plethora of social and emotional learning competencies within the sample. Further, when it came

to the competencies there were trends within the data corpus which can be used to inform the

teaching of social and emotional learning lessons using these texts. From the findings, four

assertions were created: 1) the Randolph Caldecott Medal Award winning texts from 1994 –

2019 are a potentially good source for the integration of social and emotional learning and

literacy skills; 2) the data corpus is a possible wellspring for bibliotherapeutic social and

emotional learning lessons; 3) within the data corpus, certain genres of children's literature are

better suited to teaching specific social and emotional learning competencies; 4) examples and

non-examples of social and emotional learning competencies found within the sample can be

used to teach social and emotional learning competencies.

DEDICATION

       To my mother and father, Mary and Terence Sullivan, who were my first role models in social and emotional learning. You believed in me, insisted I persevere, and beamed as I grew. Thank you for all you have given me. To my children, Nora and Ellen who illustrate the social and emotional learning competencies in ways which warm my heart, and make me proud.

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CHAPTER I: INTRODUCTION

"I have no doubt that the survival of the human race depends at least as much on the cultivation of social and emotional intelligence, as it does on the development of technical knowledge and skills. Most educators believe that the development of the whole child is an essential responsibility of schools, and this belief is what has motivated them to enter the profession." (Darling-Hammond, 2015, xi-xiv)

If my primary school teachers had been tasked with assessing my ability to demonstrate the social emotional learning (SEL) competencies, they likely would have found it difficult to assign me a passing grade. As a child, my capacity to display responsible decision making, social awareness, and relationship skills were adequate. That is, I was able to make wise choices, consider the needs of others, and maintain friendships. However, my self-awareness and self-management skills were significantly lacking. These deficiencies meant I had great difficulty showing confidence in my abilities, could not effectively identify my own emotions and thoughts, and became entrenched in a fixed mindset. I found it very difficult to manage my emotions in trying situations, and failed to manage stress in a healthy manner. School was both a joy and a misery for me because I loved learning and succeeding, but crumpled when faced with social and emotional challenges found there. Not surprisingly, my insufficiency in these competencies affected me both socially and academically. It took many years and a great deal of patience on the part of my parents, teachers, and friends for me to become proficient in both self-awareness and self-management. It was a difficult journey.

As I struggled to master self-awareness and management, I turned to books. I read about characters navigating situations which were similar to my own. I found comfort and support as I read *Wemberly Worried* by Kevin Henkes, Audrey Penn's *The Kissing Hand*, and Jean de Brunhoff's *Babar* series, followed by Beverly Cleary's books about Ramona, and Ann M. Martin's *Baby-Sitters Club* series. Not only was reading a relaxing escape from worries about

controlling my own behavior, it gave me examples and ideas of ways I could potentially negotiate in my own life. What a tremendous help in social emotional learning this was to me. Subsequently, I believe in the power of books as a vehicle for social emotional learning.

When I became a teacher in 1999 it quickly became evident to me that some of my students were better equipped mentally and emotionally to handle their academic and social lives than others. Over my 21 years of observing and interacting with students, I have come to believe that what are now known as the social emotional learning competencies are the key to prosperity in many areas of life. Regardless of a high intellectual quotient (IQ), without an adequate measure of self-awareness, self-management, social awareness, relationship skills, and responsible decision making, success is not likely. Reflecting upon my own childhood, as well as my experiences with my students, has made me both interested and invested in social emotional learning within the public school system. As a researcher, it is essential that I acknowledge that my childhood and young adult history, as well as my experiences as a teacher, influence my work. Thus, the lenses of student, reader, and teacher have affected my collection, analysis and interpretation of the data in this study.

The concept of social and emotional learning (SEL) which took hold in the 1990s has become mainstream today (Elias et al., 1997). The idea that in order to be successful, human beings must be able to understand and manage their emotions, make wise decisions, and interact with others in positive ways has led to much research on the subject. Presently, many public schools across the nation include elements of social emotional learning into their curricula (Hawkins et al., 2004). Various programs which integrate SEL into the daily academic life of students have been created and embraced. The Collaborative to Advance Social and Emotional Learning (CASEL), which began in 1994, is invested in SEL research and school application.

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While the organization does not support any one particular SEL program, it disseminates research, informs policy, and brings those knowledgeable in the field together to advance practices. Currently CASEL partners with 21 school districts throughout the United States which includes 1.8 million students in grades K-12 (The Collaborative for Academic, Social, and Emotional Learning [CASEL], 2021). The organization has been involved with ongoing research in SEL.

The effectiveness of social and emotional learning has been researched throughout the 2000s. Several meta-analyses of SEL were conducted (Domitrovitch et al., 2017; Durlak et al., 2011; Dymnicki et al., 2012; Sklad et al., 2012). These studies showed social and emotional learning programming had positive effects on social conduct such as sharing, taking responsibility for one's actions, and showing concern for others, as well as academic performance. Questions regarding how SEL should be incorporated into the school day began to arise once these results materialized.

One possible area for integrating SEL into academics is language arts. The practice of reading texts interactively with students within literacy instruction is an effective method of engaging in SEL in elementary classrooms (Britt et al., 2016). Further, dialogic reading is also a technique which can be employed to engage students in social and emotional learning (Doyle & Bramwell, 2006; Fettig et al., 2018). Finally, the use of picture books in elementary classrooms is a way to build SEL skills within young students (Harper, 2016).

Incorporating texts in the form of bibliotherapy within typical K-12 academic settings benefits the social and emotional learning of students (Sullivan & Strang, 2002). Using literature in this manner can help prevent social and emotional difficulties in students (Heath, 2017). Further, there is a link between literacy skills and social and emotional skills such as

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communicating and self-regulation, as well as respecting the ideas of others (Buckley, 2015). This method of integrating SEL and literature raises the question, what literature should be used?

Choosing quality literature to use with elementary level students is essential (Hoffman, Teale, & Yokota, 2015). In many instances, educators look to the American Library Association (ALA) as a source for finding quality children's literature. The ALA is one of the most prominent library associations in the world and is highly influential. It backs various esteemed awards, including the Caldecott Medal and Honor Awards (Zeece, 1999). The Caldecott Award, established in 1937, is given to the most eminent children's picture book published in the United States for the previous year (Allen, 1998). In order for a children's book to earn the award, it must excel in both its art and its craft, including narrative storyline or information, theme, and mood. Caldecott Award winners capture readers with both their words as well as their pictures (Zeece, 1999).

Statement of the Problem

Social emotional learning enables pro-social behaviors, as well as academic achievement (Durlak et al., 2011). Incorporating social and emotional learning into literacy instruction is both an astute and efficient practice (Buckley, 2015). Using dialogic reading or interactive read aloud instruction as vehicles within literacy instruction for social and emotional learning is effective (Britt et al., 2016). As Harper (2016) points out, picturebooks are an effective vehicle for engaging young students in SEL instruction. As such, the selection of texts which are effective illustrators of SEL competencies is important. Further, educators turn to award-winning children's literature such as the Caldecott Award winning texts when choosing texts to read with their classes (Zeece, 1999). Currently, there is no literature analyzing the evidence of social emotional learning competencies exhibited within Caldecott Medal Award - winning

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picturebooks. This research is absent from both the field of children's literature as well as the field of social emotional learning.

Purpose of the Study and Research Questions

The purpose of this study was to examine Caldecott Medal Award – winning books from the years 1994 to 2019 for their representation of the social and emotional learning competences put forth by CASEL as of 2019. A qualitative multimodal content analysis approach was applied to the Caldecott Medal Award winning books. The study concentrated on the five social emotional learning competencies*: self-awareness, self-management, social awareness, relationship skills,* and *responsible decision-making*. The following questions guided the study:

1. How are the five SEL competencies represented within the Caldecott Medal Award – winning texts from 1994 - 2019?

2. What trends in the representation of the five SEL competencies within the Caldecott Medal Award – winning texts from 1994 - 2019 can be seen?

Significance of the Study

The study is significant in that it fills a void in the current literature. There have been no studies regarding the representation of SEL competencies within Caldecott Medal Award – winning texts. This study will provide information concerning if and how the SEL competencies are used in this branch of children's literature. The information gleaned from the study will aid educators who are invested in providing social emotional learning opportunities to primary and elementary level students through literacy experiences. Specifically, it will help them know and understand how these particular texts could potentially be used in integrated SEL lessons.

The study will also bolster the concept that there is a viable connection between SEL and literacy education (Fitzgerald, 2020). It is possible to practice both skills required for literacy proficiency and SEL skills while engaging in quality texts (Buckley, 2015). As Jones and Kahn (2017) point out, there is a need to integrate SEL with academics such as language arts in order to support and improve students' social emotional learning competencies. Thus, educators and scholars can use the information from this study to inform integrated SEL and literacy teaching and practices.

Theoretical Framework

In this study three theoretical perspectives were used to scaffold the multimodal content analysis conducted. They are the social and emotional learning competencies framework, Bandura's social learning theory, and the social semiotic theory of multimodality.

The social and emotional learning competencies framework can be seen as a progression through which individuals acquire the ability to govern their feelings, create and sustain relationships with others, and make healthy decisions regarding their lives (CASEL, 2021). CASEL's (2021) researchers state there are five main components of social and emotional learning: self-awareness, self-management, responsible decision making, relationship skills, and social awareness. These components could be taught and reinforced in classrooms, schools, homes, and communities (CASEL, 2021). The social and emotional learning competencies put forth by CASEL are built on the concept of emotional intelligence. That is, the perception of, evaluation of, and showing of emotion, as well as the ability to understand, regulate, and encourage emotional and intellectual development within oneself (Salovey & Mayer, 1990). These five social and emotional learning competencies informed this study by giving the researcher specific things to look for within each text.

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In addition to the SEL competencies framework, Bandura's (1974) social learning theory ascribes observing appropriate, beneficial, social behaviors to the ability to gain social and emotional proficiency. Further, the theory credits self-efficacy (the belief in one's ability to be successful) is affected by self and social awareness. Theories such as Bandura's incorporate social emotional learning with child development. The social environment in which individuals grow can have an impact upon forms of personal growth (Hawkins et al., 2004). Social learning theory states that observational and vicarious learning are methods by which individuals gain knowledge (Bandura, 1974; Hoover et al., 2012). Examples of such methods within a classroom could be dialogic reading (observational), and read aloud (vicarious) experiences. Bandura's social learning theory informed this research by illustrating how these English language arts practices can give opportunities for the incorporation of SEL.

In addition to the above discussed frameworks, this study takes a social semiotic approach to multimodality in its analysis. Picturebooks are multimodal in nature, as they are created with both written text and images. Multimodal texts give weight to both elements. The elements have equal meaning potentials (Jewitt, 2017). The interplay of the textual and the visual modes allows for an intertwined, cohesive medley (Jewitt, 2009). Text and images, combined with a reader's schema, allow for meaning to be made (Kress, 2010). This approach to multimodality informed the research by ensuring the elements and metafunctions were taken into account throughout the study.

Definition of Terms

It is important to have a shared understanding of the following terms which will be used in this study. This section provides definitions of these terms. Each of the five social and emotional learning competencies are operationalized in Chapter three.

Bibliotherapy- a therapeutic approach that uses literary materials to support positive mental health (Sullivan & Strang, 2002).

Caldecott Medal Award- The Caldecott Medal was named in honor of nineteenth-century English illustrator Randolph Caldecott. It is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the artist of the most distinguished American picture book for children (American Library Association [ALA], 2021).

Cognitive Behavioral Therapy- a form of therapy which treats problems by trying to change distorted perceptions and dysfunctional behavior. It relies on the theory that thoughts and emotions affect behavior (Heath et al., 2017).

Dialogic Reading- A short interaction between a child and an adult while reading a book together. The adult prompts the child to say something about the text, considers the child's response, rephrases and adds information to the child's response, and repeats the prompt to check that the child has learned from the expansion (Fettig et al., 2018).

Emotional Intelligence- understanding and managing emotions which drive behavior (Goleman, 1995).

Interactive Read-Aloud- an instructional strategy during which students listen to and discuss a text as it is read aloud to them (Britt et al., 2016).

Literature-Based Skills Instruction- instruction during which authors' works are used as the center for supporting students' literacy development (Womack et al., 2011).

Social and Emotional Learning- the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2021.).

Organization of the Study

This chapter gives the introduction to the study, including the statement of the problem, the purpose of the study and the research questions, the significance of the study, the theoretical framework, definitions of terms and social emotional competencies. Chapter two gives an extensive review of the literature associated with the study. The third chapter documents the methodology and procedures involved in the study. Chapter four describes the results of the study, including trends found within the data. The fifth chapter discusses the findings of the study, as well as implications and thoughts regarding future research.

CHAPTER II: REVIEW OF THE LITERATURE

This chapter reviews the relevant literature on the following topics: (1) the development of social emotional learning (2) the Collaborative for Academic, Social and Emotional Learning (3) effects of social and emotional learning (4) social and emotional learning and academic achievement, (5) the role of social and emotional learning in bibliotherapy (6) the relationship between social and emotional learning and elementary literacy instruction (7) the genres of children's literature, and (8) the Randolph Caldecott Medal.

The Development of Social and Emotional Learning

Social emotional learning has been defined by the Collaborative for Academic, Social and Emotional Learning (CASEL) as the processes through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Weissberg et al., 2015). As Shriver and Weissberg (2020) point out, this definition has strong enough borders to require constancy in application, but flexible enough to allow for variations depending on the needs of those utilizing social emotional learning within their communities.

When considering the conception of social and emotional learning, researchers point to ancient Greece. The philosopher Plato calls for all-inclusive education in order to create honorable members of the Republic. For Plato, instruction in intellectual pursuits includes character education (Social and Emotional Learning: A Short History, 2011). Character education revolves around the idea of an ethical responsibility to values such as respect, justice, and the care of both one's self and others (Revell & Arthur, 2007). Osher et al. (2016) moves forward into somewhat more recent times, tracing roots of social and emotional learning to the 1900s with the encouragement of involved citizenship by Jane Addams and John Dewey. Both

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assert education must strive to produce socially competent and responsible members of self-governing society. Later, Lewin (1935) contributed to the development of social and emotional learning, explaining situational and atmospheric factors affect psychological aspects of individuals. That is, one's ability to plan ahead, handle struggles with others, and navigate his or her surroundings are related to social elements. Diaz et al. (1990) also points to Vygotsky's perception of the zone of proximal development as a way of explaining the ability to self-regulate, a large factor in social and emotional learning.

In the 1960s a push began for education to move past intervention approaches which used a deficiency model (Belfield et al., 2015). This model focused upon the lack of effort or ability on the part of the student. Cowen (1994) explains that this deficit minded approach is incapable of meeting the needs of all students. Further, instructive programs which focused solely on academics were criticized in the 1960s. These programs were seen as incomplete in that they tended to disregard problems within the education system itself, as well as the impact of socio-economic issues. Instead, an emphasis was placed upon preventing social and emotional problems, as well as promoting social and emotional health (Osher et al., 2016; Zigler & Trickett, 1978). Comer (2004) maintained child development, as well as social and emotional support, enabled competence which allowed for success.

Bandura's (1974) social learning theory dovetails the work of Osher et al. For instance, Bandura's (1974) reciprocal determinism states the individual, the environment, and the behavior affect one another in an interdependent manner. For Bandura, observing modeled appropriate, beneficial social behaviors plays an integral role in the creation of social and emotional proficiency. Further, self-efficacy (the belief in one's ability to be successful) is affected by self and social awareness as well. Cognitive behavioral therapy (Meichenbaum, 1977) is closely

related to Banduras' social learning theory in that it also focuses on learning from modeled behaviors and self-expectancies. Further, cognitive behavior therapy maintains schema, cognition, and feelings have a strong relationship to behavior. The social problem-solving model of identifying a problem and the emotions surrounding it, stating the problem, working through multiple possibilities for addressing it, selecting a plan of attack, carrying it out, and reflecting upon the outcome is based upon cognitive behavioral therapy. This model contributes to current social emotional learning theory (Osher et al., 2016).

Howard Gardner's theory of multiple intelligences (1983), as well as Salovey and Mayer's work on emotional intelligence (as cited by Osher et al., 2016) also has an impact on social and emotional learning. Gardner's (1983) inter- and intrapersonal intelligences focus on one's ability to understand the social and emotional traits of others, as well as the self. This wider, more comprehensive idea of intellect accentuates the use of social and emotional competencies when handling interpersonal obstacles.

Daniel Goleman made the idea of emotional intelligence (EI) mainstream in 1995 with his book *Emotional Intelligence*. For Goleman (1995), emotions are a part of intelligence itself. He connects emotional intelligence with the ability to empathize, curb impulses, be appropriately assertive, and work with others with relative ease. Goleman's concept helped lead the way for social and emotional learning to come to the forefront. For instance, in his groundbreaking work Goleman suggests that there are four crucial skill sets involved with emotional intelligence. They are: self-awareness, self-management, social awareness, and relationship management. For Goleman, self-awareness consists of having confidence in one's abilities, being able to accurately assess one's self, and understanding one's emotions. Self-management enveloped having control over one's self, being driven toward goals, and having a proficient level of

adaptability in order to achieve success. Relationship management involves being able to manage conflicts peacefully and effectively, as well as working collaboratively with others. Finally, social awareness requires empathy and the ability to serve others when needed. The components of emotional intelligence are central to the current thinking about the importance of social and emotional learning (Mayer & Salovey, 1997; Nathanson et. al, 2016).

The Collaborative for Academic, Social and Emotional Learning

The Collaborative for Academic, Social and Emotional Learning (CASEL) was created in 1994, and Daniel Goleman was one of its founders (CASEL, 2021). Experts in the collaborative brought forth the name "social and emotional learning." CASEL was moved from its origination point at Yale University to the University of Illinois at Chicago in 1996. At that time, Roger P. Weissberg became the director of the collaborative (CASEL, 2021).

The Collaborative for Academic, Social and Emotional Learning discussed what it felt was fruitless programming in American public schools. The members of the organization felt that the multitude of programs in the schools were disconnected from one another. In response, CASEL created a framework to help merge and organize the many development programs. In 1997, CASEL and the Association for Supervision and Curriculum Development (ASCD) wrote the book, *Promoting Social and Emotional Learning: Guidelines for Educators*. The text was the first of its kind to go beyond theory and give concrete tactics for schools to create comprehensive social and emotional programs for preschool through high school. After research completed by the collaborative found strong links between learning in schools and social and emotional skills, CASEL adopted a new name, the Collaborative for Academic, Social, and Emotional Learning. The collaborative is currently at the forefront of social and emotional learning (SEL) research and program implementation (CASEL, 2021). The trend for incorporating social and emotional

learning programming in public schools has risen over the past two decades. For instance, since its inception, CASEL has created partnerships with nineteen school districts, encompassing 1.6 million students, across the United States (CASEL, 2021). Further, in order to facilitate districts' abilities to choose the best social emotional program, Jones et al. (2017) have created a guide for schools which illustrates the key components, including instructional methods, used in twenty-five of the top SEL programs.

Effects of Social and Emotional Learning

With research on social and emotional learning being completed through the 1990s, Weissberg et al. (2003) called for social and emotional programming to be put into place in public school systems. The researchers supported using programs which use a framework based on research, giving educational leaders practical guidance regarding the components of an effective SEL program, as well as information on how to maintain such a program over time.

Further study of social and emotional programming was conducted by O'Conner et al. (2017). They explain that in order for social and emotional learning programs to be most effective, they should be rooted in curriculum and instruction that already exists within the schools themselves. This makes the implementation of SEL more meaningful to students, as well as more achievable for teachers and administrators.

In order to study the effectiveness of SEL programming, multiple meta-analyses of school-based social and emotional learning programs were completed in recent years (Durlak et al., 2011; Taylor et al., 2017). Durlak et al. (2011), conducted a meta-analysis of 207 school-based universal intervention programs, focusing on their impact on positive and negative social behaviors, as well as academic accomplishments. The study found effects on social behaviors, as well as academic accomplishments (p. 417). The study also found that teachers themselves were

able to lead and manage the social and emotional programs. Durlak et al. (2011) point out that this implies SEL can be integrated into typical school days within a classroom setting. Further, the meta-analysis found there was an 11-percent academic performance.

Dymnicki et al. (2012) conducted a meta-analysis of SEL programs which include curricula for students with learning disabilities or behavior disorders. The researchers found a significant mean effect size in SEL skills, attitudes, positive social behavior, conduct problems, emotional distress, and academic performance (p. 150). This research supports the research findings of Durlak et al. (2011).

Sklad et al. (2012) conducted a meta-analysis of 75 universal social and emotional learning programs. 16 of the SEL programs were located outside of the United States, while 59 were within the U.S. The researchers report that there were statistically significant effects in academic achievement, antisocial behavior, mental disorders, positive self-image, prosocial behavior, social-emotional skills, and substance abuse. Further, the effect size for social-emotional skills was large, while the effect size for positive self-image, prosocial behavior, academic achievement, and antisocial behavior was moderate. There was a small effect size for substance abuse and mental disorders (p. 903). The findings suggest that the programs have overall had a positive impact upon the participants.

Taylor et al. (2017) completed a meta-analysis of long-term effects of SEL programming. The researchers reviewed 82 school-based universal SEL programs encompassing 97,406 students from kindergarten through high school. They studied participants anywhere from 6 months through 18 years after they participated in the intervention. The study found that students who received the treatment (participation in a school-based universal SEL program) showed significant positive benefits in seven categories 56 weeks through 3.75 years later. Further, the

study found that all demographic groups were benefited by the SEL interventions. That is, each racial, socioeconomic, and domestic and international group illustrated positive effects during the follow-up. The research supports previous findings, and demonstrates the positive longitudinal effects for all demographic groups involved with SEL programs.

When reviewing research, Domitrovich et al. (2017) determined SEL programs are a critical piece of universal interventions in schools. The studied research supports teaching SEL skills within structured school programs because they are linked to positive behavioral and academic outcomes, foretell success levels in adulthood, and integration into a routine school day is viable. Based upon the findings, Domitrovich et al. (2017) maintain pre-kindergarten through high school class settings are appropriate for SEL intervention programs.

Dusenbury and Weissberg's (2017) review of current research states that CASEL's SEL program review in 2013 found eight of the 19 programs studied had been replicated and showed "significant positive effects for at least two years" (p. 5). Further, five of the programs underwent narrative reviews showing "3 separate studies demonstrating their effectiveness" (p. 5). From an economic standpoint, Belfield et al. (2015) have found benefits to the implementation of SEL programs in schools. After completing cost benefit analyses for four SEL interventions, the researchers found that the benefits of such programming exceed the costs. The study showed an average eleven to one return on the investment. As CASEL points out, that is an eleven dollar return on every one dollar spent on SEL programming (CASEL, 2021).

Social and Emotional Learning and Academic Achievement

As discussed above, the meta-analytic studies conducted by Durlak et al. (2011), Dymnicki et al. (2012), and Sklad et al. (2012) each revealed school-based SEL programming

had positive effects upon academic performance. Further, Domitrovich et al.'s (2017) review of the research also indicated the academic benefits to SEL programs in schools.

Additionally, Jones et al. (2011) conducted a two-year study on the influence of universal, school-based SEL intervention and literacy development on elementary level students' social and emotional skills, as well as conduct and academic performance. The study found that among 1,184 students across 18 schools, there were effects on the students with the uppermost behavioral risk's accomplishments in both math and reading. This was the case for both standardized assessments, as well as teacher-reported abilities.

Daunic et al. (2013) found that difficulty with self-regulation is linked to issues with academic achievement. Research conducted with kindergarten classes has shown that social and emotional learning lessons improved executive function and academic competency among students as reported by their teachers. Because of the theoretical link between executive function and language, they support the integration of SEL with language arts instruction. They add that there is also practicality to this incorporation as well. That is, teachers at the early elementary level spend a large part of the school day engaging students in literacy activities. Thus, it is a wise place to infuse SEL strategies.

Intervention in the form of book clubs has also been studied as a way to affect both social and emotional competencies and reading comprehension ability, an aptitude which heavily influences students' academic achievement in all areas of their education. A school-based randomized controlled trial by Tijms et al., (2018) determined the use of a bibliotherapeutic book club with first year secondary level students had a significant positive effect upon participants. The intervention group took part in a book club of five to seven students which met weekly for a 45- minute session for 12 weeks. As the participants read a group-selected book over the course

of the intervention, they met to discuss how it connected to their own lives. At the end of the study the intervention group made larger positive increases in areas of reading attitude, comprehension, as well as social and emotional competencies.

Zin et al. (2004) indicate that social and emotional learning impacts student scholastic achievements. At its heart, learning is in many ways a social endeavor. Because of this, social and emotional elements play a large part in education. Therefore, it is up to schools to attend to them. Further, Graham and Bramwell (2006) point to brain research backing the use of an integrated approach to teaching, including the kinesthetic and social with the cognitive in order to meet the needs of students.

Further, Stafford-Brizard (2016) points out the, *Every Student Succeeds Act* compels every school district to have a minimum of one non-academic indicator within its education accountability framework. This has led many states to measure social and emotional learning. SEL proficiencies permit students to learn academically. Without the acquisition of soft-skills taught in SEL programs, students are not able to fully participate in a rigorous curriculum requiring problem-solving, critical thinking, and collaboration with others.

Dresser (2013) notes that scientific research on brain function also supports social and emotional learning in schools having an impact on academic achievement. Research shows there is a correlational relationship between one's emotional state and one's educational accomplishments. That is, the way a student feels has a large impact on his or her ability to learn. Stress for instance has a negative effect upon one attempting to learn new material. Undesirable emotions obstruct cogent, reasonable thought. When logical thought becomes hindered, it is far less likely that effective learning will prevail.

The Role of Social and Emotional Learning in Bibliotherapy

Sullivan and Strang (2002) describe bibliotherapy as a way to use literature to help people resolve difficulties. Many of the issues addressed in bibliotherapy are rooted in the social and emotional. At the start, bibliotherapy was pursued with adults who were trying to identify and understand issues in their own lives. Over time, bibliotherapy was also seen as a way to aid children and adolescents understand and cope with their developmental processes. Heath et al. (2017) explain that the source of bibliotherapy is cognitive behavioral therapy (CBT) which says behavior results from emotions and cognitive function.

Psychologists, religious teachers, counselors, and those in the medical field use literary materials to help those with both adults and children with whom they work. Further, teachers of students of all ages use literary resources of many sorts to help guide students dealing with social and emotional problems. When bibliotherapy is used, it envelopes a specific process. When engaging with a therapeutic text, the reader identifies with the thoughts and actions of a character with it. In order to move through the process, the reader makes a connection with the text. With a strong connection, the reader is able to understand and adopt the abilities of the character as he or she solves a problem within the text. It is possible for the reader to release emotions such as anger, anxiety, nervousness, or fear as he or she reads about how a character overcomes obstacles to success. From that point of release, the reader is better equipped to employ what they have learned through the text to their own similar situation (Sullivan & Strang, 2002).

While some specialists feel that bibliotherapy should be used only in medical or clinical situations, others feel that it can and should be used by teachers within classroom settings. They consider the technique to be practical and the resources (texts) to be easy and inexpensive to

come by. Further, they support the training of teachers and parents to provide assistance to students through the technique (Sullivan & Strang, 2002).

The developmental nature of Goleman's (1995) theory of emotional intelligence does not mean nothing can be done to assist children in their pursuit of emotional acumen. Rather, students benefit from experiences within an environment such as the classroom which allow them to make EI progress. Sullivan and Strang (2002) state bibliotherapy can take place individually, in a small group, or with an entire class of students. They explain that bibliotherapy can be integrated into the fabric of a typical school day. They advocate using developmentally appropriate texts as a way to work through feelings in an inclusive and child-friendly manner.

In her research, Heath (2017) describes bibliotherapy as a strategy which supports students' emotional development. For Heath, bibliotherapy is "using books and reading materials to find solutions to personal challenges" (p. 453. Rather than being a response to emotional problems, bibliotherapy should be used as a way to prevent them. Reading texts and discussing them is a way to reinforce resilience among students. Heath calls upon schools to provide bibliotherapy as a cost-effective, everyday method to efficiently aid the psychological needs of students (p. 454).

Heath et al. (2017) state that around 20% of children in the United States have a psychological problem that has a considerable effect upon their day-to-day lives. Further, far less than half of children with psychological problems receive professional help. As the authors point out, the vast majority of these children are in schools a significant amount of time. Because of this, the education system in the United States is a logical place for children to receive assistance. Social and emotional learning is an avenue for this help, and using bibliotherapy is a strategic method. Notably, the researchers make the distinction between clinical and developmental

bibliotherapy. They describe the former as using texts to help severe emotional needs, such as those stemming from abuse, neglect, or violence. On the other hand, they explain the latter as using books to instruct and aid fundamental social and emotional skills. Using story books in this way is a natural part of elementary curricula (p. 551).

Womack et al. (2011) address research on social and emotional learning shortfalls in students who also exhibit learning disabilities. These students frequently have difficulty grasping social cues. Thus, the researchers advocate embedding social skills instruction within bibliotherapy in the classroom. Targeting social skills strategies within lessons using children's literature benefits this student population (p. 158). Research has found this to be time efficient, use realistic scenarios, and be highly engaging. Further, students with learning disabilities also benefit from modeling and discussion with their peers throughout the lesson (p. 163).

Heath et al. (2017) give an outline for using such bibliotherapy lessons to address social and emotional learning. They emphasize educators completing an activity such as asking questions to assess students' prior knowledge, as well as introducing unfamiliar words to children prior to reading the text. Using the process described by Sullivan and Strang (2002) above, Heath et al. (2017) suggest encouraging students to connect with the text's characters and their obstacles (identification). With the continued reading of the text the children are able to empathize with the character, and feel his or her emotions (catharsis). At the conclusion of the story, students may experience a change in their ideas and reasoning (insight), which they can be urged to apply in their own lives by both their peers and teacher (p. 553). The use of such a lesson outline benefits not only students with disabilities, but all students at the elementary level.

Brinton and Fujiki (2017) describe the use of bibliotherapy's role in the social and emotional learning of students with limited language ability. They note that this student

population often has difficulty academically, as well as being at risk for social exclusion. Using bibliotherapy to address both language deficits, and lack of social and emotional understanding with these students is beneficial. Further, they support both specialists and classroom teachers' use of the approach within educational settings.

Bibliotherapy's role in helping immigrant students' building of social and emotional skills was addressed by Gomm et al. (2017). The authors advocate the use of literary texts which help to increase social inclusion, and augment these students' problem-solving abilities. A well-chosen book promotes discussion about individual challenges, as well as helps create a strong community atmosphere.

The benefits of social and emotional learning through bibliotherapy have not been limited to North America. For instance, a quasi-experimental study focusing on using bibliotherapy to enhance resilience in African orphans and other susceptible children was conducted in South Africa. Theron et al. (2017) found that participants' perceptions of personal and community-based resources designed to enable resilience improved in statistically significant amounts when they read specific texts. The participants who received the treatment (reading African folktales specifically chosen for their resilience inducing characteristics) were "at least twice as likely to include references to personal agency and education resources or education-related aspirations" (p. 500). The ability to be resilient is a critical piece of social and emotional wellbeing. Resilience is key in both high academic achievement and good quality of life.

The Relationship between Social and Emotional Learning
and Elementary Literacy Instruction

Since research supports the effectiveness of social and emotional learning in schools, as well as its connection to academic achievement and its role in bibliotherapy, logically, scholars

also address its relationship to literacy instruction. Dresser (2013) states SEL programming is best when it is integrated throughout the school day for students, and for an extension of years, preferably from kindergarten through grade twelve. He points out that English language arts provide a natural context for social and emotional learning. ELA is a significant piece of the curriculum from kindergarten through high school, and it allows for reading, writing, and discussions of SEL topics.

Heath et al. (2017) agree with Dresser (2013), explaining that since bibliotherapy has its roots in cognitive behavioral therapy (CBT), which states people's emotions and reasoning affect their behavior, it is important for educators to shape social and emotional learning with well-chosen children's literature within their classrooms. They say that high quality literature is able to affect children's emotions, as well as their cognition. This in turn affects their behavior. In this way, behavioral changes occur from within. Because elementary teachers use children's literature on a frequent, if not daily, basis in their classrooms already, utilizing it for social and emotional learning purposes would be an understandable and relatively easy extension.

In her text, *Sharing the Blue Crayon, How to Integrate Social, Emotional, and Literacy Learning,* Mary Anne Buckley (2015) describes the need to practice social and emotional interactions at the elementary school level. She discusses the need to use reading, writing, and speaking in a workshop approach to address these social and emotional learning needs. She describes children learning to tell their stories, as well as listening to one another's stories. In this way, she states that children discover the influence of feelings, and word choice. She goes on to say that an integrated approach to ELA and SEL throughout the school day enables students to internalize social and emotional languages that are imperative to being part of a community with learners.

Buckley (2015) reminds educators that the foundation of literacy is built upon interacting with one another, developing communication strategies that work, growing in persistence and self-control, as well as using one's own voice. At the same time, students must learn to value the voices of others. For Buckley, these must be explicitly taught and practiced in all classrooms. They are not supplemental in nature. Rather, they are integral parts of each and every literacy lesson taught.

Womack et al. (2011) also address the need for literature-based skills instruction in social and emotional learning. They state many students who struggle with learning disabilities have a difficult time determining when and how to use appropriate behaviors. These students also frequently have a hard time figuring out social cues from their peers. Because of these factors, these students may have difficulty achieving social and emotional learning benchmarks. The trio proposes incorporating social and emotional learning into read aloud lessons utilizing children's literature.

In their support of incorporating social and emotional learning with language arts education, McTigue et al. (2015) point to *theory of mind*. This is the concept that comprehension of literary text and understanding people themselves requires basically the same skill set. They state that while there has been limited research on children in this way, studies have shown that adults who read fiction tend to be more empathetic than readers of nonfiction. They also explain that research has shown that interventions which compel adults to read literature can increase empathy aptitude.

McTigue et al. (2015) encourage the integration of social and emotional learning with language arts. The authors state literature allows readers to better understand the perspectives of others. They explain that dishabituation is the ability to take on new perspectives. Reading

literature helps readers achieve this, and it is an essential part of social and emotional learning. Having a grasp of how others perceive the world and how they feel about situations allows for social and emotional growth. Challenging feelings and struggles within relationships and situations are inescapable, but the way they are handled by characters within texts helps readers understand how to traverse their own sometimes treacherous social dealings. The researchers support focusing on the idea of perspective during lessons utilizing children's literature as a proactive measure to build social and emotional skills.

O'Conner et al. (2017) support several teaching strategies when incorporating SEL with language arts in the classroom. The first is reading and talking about tests with characters who encounter problems and illustrate a wide range of emotions. The second is asking questions about emotions while reading literature aloud. The questions' goals are to help students understand the perspective of others, as well as to cue them to need to solve problems. The third is encouraging students to tell stories about their own lives. Often these stories may have connections to the texts.

The use of interactive read aloud instruction as an effective vehicle for social and emotional learning is discussed by Britt et al. (2016). The authors state the method, combined with deliberate questioning and discussion strategies, allows educators to successfully integrate SEL into language arts. By engaging in interactive read-aloud time, students become increasingly sensitive to others, as well as more proficient problem solvers who understand they have power to manage situations in their own lives.

When describing the instructional strategy of using read-aloud picture books, Womack et al. (2011) explain that it is beneficial to use an explicit format. During the first reading of the text, the book is introduced and the story is read aloud. Its characters, setting, and plot are

discussed in much the same manner as a "typical" read aloud which addresses literacy skills. In the second reading, perhaps the next day, there is a sequence of teaching points to follow. These include naming and describing targeted behaviors illustrated in the text, stating a reason for this behavior, modeling and guided practice of the behavior, and closure which includes stating a plan to use the behavior in the future.

The authors give several benefits to using this teaching format with read-aloud texts. First, it is an efficient use of time, since educators engage in interactive read-aloud very frequently. Second, it encourages a strong connection to students' personal lives. Additionally, it not only encourages engagement with the text, but also engagement with peers, which is essential to SEL. Further, it allows for mediation by students themselves. As students struggle to practice behaviors, their peers are able to step in to help. Finally, this type of instruction encourages self-confidence as students become proficient in social and emotional skills and consequently have better peer relationships (Womack et al., 2011).

Along these same lines, Heath et al. (2017) encourage teachers who are interested in integrating SEL into their language arts lessons, namely interactive read aloud, to follow a sequence. They state it is important for teachers to find difficult vocabulary and ideas within the text before reading it aloud to students. Ensuring understanding of these elements as pre-reading discussion ensues helps students better understand the plot. As the reading takes place, teachers should engage students in discussion regarding connections to the text in order to enable students to more easily take on the perspectives of the characters. At the conclusion of the reading educators should engage students in discussion surrounding different perspectives and/or changes in thinking which occurred within the characters, as well as themselves as they experienced the text.

Dialogic reading, shared reading of the same text multiple times with a small group of students while also using strategic questioning and discussion has also been studied as a method of engaging students in social and emotional learning. As students connect with the story through subsequent readings, they begin to become the storytellers themselves. Doyle and Bramwell (2006) suggest using specific texts which have social and emotional content in dialogic reading, in order to support both language skills and SEL ability.

Fettig et al. (2018) completed a mixed methods study on the effectiveness of a dialogic reading intervention to advance SEL skills in young students at risk for emotional and behavioral difficulties. The intervention focused upon turn-taking, problem-solving, and giving positive peer feedback. The study supports the identification of dialogic reading as a way to encourage social and emotional learning. The researchers further state that the dialogic reading lessons which support both ELA and SEL proficiency are easily embedded into currently existing elementary curricula.

Very little research has been completed in regard to the social and emotional learning competencies exhibited in children's literature. However, Harper (2016) delves into the topic. She describes social and emotional learning as connected to emotional literacy. She states, "Emotional literacy is the understanding of and ability to manage one's feelings and emotions. Similarly, social literacy is an understanding of and ability to manage oneself in group situations" (p. 80). The author describes picture books as an excellent resource for teachers to use to help build social and emotional skills in children. The texts enable children to increase their awareness of others' feelings, and foster empathetic conduct. Additionally, picture books also give children the language necessary for naming and discussing different emotions illustrated within. She reveals that picture books must have believable plots, characters which

depict a variety of emotions which children commonly feel, and have characters in situations in which children are able to personally connect. Harper writes that the best picture books for social and emotional learning have text which matches the expressions on characters' faces. Finally, the illustrations and graphics in the texts should help students make connections to their own lives through the use of color and perspective.

Genres of Children's Literature

Because the study examines 24 children's books which vary in multiple ways, it is important to address the included children's literature genres. As Nodelman (2008) points out, genres are a form of schema. They are not specific, but general and give the observer common characteristics to bundle together in order to create a type. Over time, people come to expect particular traits based on what they have previously experienced.

The two largest genres within children's literature are fiction and non-fiction. The fiction category has been broken down into multiple genres itself (Harper Collins, 2021). For instance, the fantasy fiction genre involves entities which are outside the realm of possibility. The use of the make-believe and imaginative world is pivotal to the text (Hunt, 2005). Realistic fiction on the other hand captures the "what if" moments from typical life. Instead of magical places, the reader's actual world is brought into the narrative. The author gives interesting situations which encourage the reader to consider the characters, setting, and plot (Madsen & Wickersham, 1980). Historical fiction takes the narrative a step further, setting the story in the past and basing it on true events. The genre uses a real time period but uses a fictional person and/or storyline (Harper Collins, 2021). Predictable books are yet another genre within children's literature. Simple books that have repeated rhythm, rhyme, words, and highly supportive illustrations comprise the genre, The books allow emergent readers to glean meaning from the text, while beginning to grasp how

text itself works (Heald-Taylor, 1989). Additionally, wordless books form another genre within children's literature. These are books with illustrations, but no text. The art within the text is able to convey the meaning of the story's plot (Ciecierski, 2017).

The non-fiction category of children's literature includes informational texts, as well as biographical and autobiographical texts. The informational genre includes books surrounding facts regarding elements of the real world. They tend to explain subjects and topics to the reader with little to no narrative (Harper Collins, 2021). On the other hand, biographies and autobiographies typically have a narrative structure as they give an account of a person's life to the reader. Picturebook biographies include illustrations which add to the meaning and richness of the text as well (Ash & Barthelmess, 2011).

The Randolph Caldecott Medal

The Randolph Caldecott Medal was the inspiration of Frederic G. Melcher. Melcher was an editor, bookseller, and publisher who in 1921 helped bring about the annual John Newbery Medal Award for the most distinguished contribution to children's literature. Years later he suggested that an annual award should be given to the most distinguished picturebook written by an American author as well. The American Library Association was pleased with the proposal, and in 1937 the Randolph Caldecott Medal came to fruition based upon Melcher's suggestion. The award was named after the nineteenth century English illustrator Randolph Caldecott (Peltola, 2005). According to the American Library Association (2021), criteria considered for the award are:

- Excellence of execution in the artistic technique employed
- Excellence of pictorial interpretation of story, theme, or concept

- Appropriateness of style of illustration to the story, theme or concept

- Delineation of plot, theme, characters, setting, mood or information through the pictures

- Excellence of presentation in recognition of a child audience

The cornerstone of the award is its focus on the art within the text. The award committee considers elements such as artistic technique, regard for a young audience, media choices, and the connection between the illustrations and the text (Martinez et al., 2016). Awards such as the Caldecott Medal bring attention to particular books, and that helps give more readers better access to texts which may not have garnered such appreciation without the media attention (Ahlfeld, 2020).

Chamberlain & Leal (1999) explain that the Caldecott Medal Award has given educators an index of children's picturebooks which capture the reader with both exceptional art and well written text. With the annual award, the American Library Association provides teachers with a list of noteworthy texts that it feels are likely to spark the interest of juvenile readers. Therefore, the list of award winners is a resource educators and librarians alike utilize every year in order to supply books to children.

Conclusion

In this chapter, the author has looked at the history of social and emotional learning, as well as the motivation for SEL programming in schools today. Several authors have given us a better understanding of the reasons behind the drive for its inclusion in school curricula. The connection between social and emotional learning competencies, and academic achievement has been studied by numerous scholars. Further, the weaving of social and emotional learning strategies into bibliotherapy have been discussed. Included was a discussion of the various genres that are a part of children's literature, as well as an explanation and history of the

Randolph Caldecott Medal. It is clear from this review that there are deep connections between social and emotional learning and instruction in English language arts, especially interactive read-aloud, and dialogic reading. The author also examined the limited available research that examines children's picture books in terms of their appropriateness for social and emotional learning lessons.

CHAPTER III: Methodology

This chapter describes the approach to the study; data corpus explored; methods for obtaining the

texts studied; design of the evaluative instrument; pilot study and subsequent changes to the

evaluative instrument; analysis of results; and operationalized terms.

Approach to the Study

The exploratory study focused upon two research questions: (1) *How are the five SEL*

competencies represented within the Caldecott Medal Award winning texts from 1994 - 2019?

And (2) *What trends in the representation of the five SEL competencies within the Caldecott*

Medal Award winning texts from 1994 - 2019 can be seen? In order to answer these questions,

the researcher created and used an evaluative instrument to analyze the texts through qualitative

multimodal content analysis.

Content analysis was chosen as the most relevant method to acquire the information

needed to answer the research questions at the heart of the study. Content analysis has been

described as a technique during which "researchers examine artifacts of social communication"

(Berg, 2001). It is the methodical investigation of words and illustrations in order to analyze the

meanings within. It allows the researcher to quantify and examine concepts within text (Saldana,

2011). Marshall and Rossman (2006), emphasize that while content analysis has been considered

quantitative in nature historically, it is now also seen "as a method for describing and interpreting

the artifacts of a society or social group" (p. 108). The authors also describe the advantages of

content analysis as being inconspicuous and nonreactive. Further, it allows researchers to study

trends which occur within the data. Berg (2001) contends that qualitative content analysis allows

for an understanding of the connotations of the words and visual aspects of text. Further, Saldana

(2011) points out that qualitative content analysis allows researchers to analyze both manifest

(on the surface) and latent (subtextual) meanings of text. Krippendorff (2018) states that such content analysis is an important type of research, as it allows the researcher to study words and pictures that are intended to be seen, read, and interpreted.

A qualitative content analysis which was multimodal in nature was specifically chosen for the study. The world of communication and representation is multimodal in nature, that is, it is filled with words, symbols, and images, all of which convey meaning (Mitchell, 2005; Serafini & Reid, 2019). Qualitative multimodal analysis can be used to study all printed material. Qualitative multimodal analysis must consider not only how text conveys meaning, but also how illustrations add to, or modify the conveyed meaning. The use of multimodal content analysis ensures the study of the ways all elements of text are created, laid out, encountered, and assimilated (Serafini & Reid, 2019). Quality children's picturebooks are rich in both text and images. Because of this, it seemed likely that SEL competencies would be found in both grammars. Thus, both were examined within each chosen text.

The Collaborative for Academic, Social and Emotional Learning (CASEL) was founded in 1994 with the aim of making SEL part of instruction from the primary school years through high school. The term "social and emotional learning" was coined during the establishment of CASEL (CASEL, 2021). The organization collaborates with researchers, educators, and SEL program developers. The five SEL competencies put forth by CASEL have become eminent in social emotional learning studies (Ross & Tolan, 2017). For these reasons, CASEL's five SEL competencies were chosen for examination within the sample.

A deductive approach to coding the data was taken throughout the study. This method was chosen because it allows the researcher to focus on specific topics whose importance has already been determined in existing literature (Linneberg & Korsgaard, 2019; Miles et al., 2013).

In order to focus on the identified list of social emotional learning (SEL) competencies generated by the Collaborative for Academic, Social, and Emotional Learning (CASEL) the names of the five SEL competencies (*self-awareness*, *self-management*, *social awareness*, *relationship skills*, and *responsible decision making*) were used as the predetermined codes throughout the data collection and analysis process.

So as to complete a thorough analysis of the texts, an evaluative instrument utilizing these codes was designed. To determine the appropriateness and usefulness of the instrument, a pilot study using two pieces of children's literature was conducted. At the conclusion of the pilot study, changes were made in the instrument for the purpose of refinement. After using the refined evaluative instrument to analyze each spread in every text, the coded raw data was analyzed for patterns, trends, and themes. Findings and discussion concluded the study.

Data Corpus

Children's picturebooks were chosen for the study because of their frequent use in interactive read-aloud, and dialogic reading in elementary school classrooms. More specifically, the children's literature texts analyzed during the study were 24 of the 25 winners of the Caldecott Medal Award, from the years 1994 through 2019. The text *The Invention of Hugo Cabret* by Brian Selznick which was given the Caldecott Medal Award in 2008 was not included in the sample. The text is 526 pages in length, making it extremely unlikely to be used as a picturebook for an interactive read-aloud completed with primary school children. For this reason, it was excluded from the study. The Caldecott Medal Award is given by the Association for Library Service to Children (ALSC), which is part of the American Library Association (ALA). The award is, "given to the artist of the most distinguished American picture book for children" on an annual basis (American Library Association [ALA], 2021).

Caldecott Medal Award winning books were chosen due to the preeminence of the award. The Caldecott Medal Award winning text for each year from 1994 through 2019 was specifically identified for the study due to the increased interest in social and emotional learning in public elementary schools during this time period. While the Caldecott Medal Award winners were placed in the sample, the Caldecott Honor books were not considered.

Method for Obtaining the Caldecott Medal Award Winning Texts

In order to obtain the texts to be studied, an internet search was conducted, entering the phrase, "Caldecott Award Winning Books". The first website featured was the American Library Association (ALA), which lists the Caldecott Medal Award Winners from 1938 to the present. After reading the list on the ALA website, the titles of the winners from 1994 through 2019 were determined. Using this information, an Amazon.com search was conducted for each text. Notably, the latest edition of each text on Amazon was chosen. Appendix A includes the titles, authors, and publication dates of the chosen texts. The researcher purchased the most recent edition of each text via Amazon.com.

Design of the Evaluative Instrument

An evaluative instrument (Appendix B) was developed by the researcher as a coding tool for the study. The created instrument was based upon the a-priori list of five SEL competencies put forth by CASEL. These competencies were as follows: *self-awareness*, *self-management*, *social awareness, relationship skills*, and *responsible decision-making*. These competencies became the deductive codes used for the analysis.

Because a social semiotic multimodal content analysis approach was taken, both the textual and visual grammars of each book were analyzed. The initial design of the evaluative instrument included compositional, ideational (also known as representational), and interpersonal

metafunctions for studying the visual and textual grammar of each book. The use of all three of these multimodal metafunctions allows for a complete examination of a book (Kress & van Leeuwen, 2021; Reid & Serafini, 2018; Serafini, 2014). Compositional metafunction observes what is actually on the page, and how it is arranged. It includes elements such as size, color, and the location of the items on the page. Shape, position, color, and size naturally enable readers to connect emotionally with illustrations (Bang, 2016). Further, ideational/representational metafunction looks at narrative structures within the illustration. It interprets the actions taking place and determines where the vectors are leading the observer. This metafunction studies the characters, as well as patterns or commonalities across the images (Serafini, 2014). The interpersonal metafunction investigates the relationship between the viewer and the book. For instance, it considers where the characters in the text are looking. It studies the relationship between the observer and the characters within the illustration. For instance, is the observer watching from the outside, looking in, or is the gaze of the characters directly to the viewer, interacting with them (Serafini, 2014; Serafini & Reid, 2018)?

The initial instrument placed an image of a spread within a text being studied at the top left corner of the page. The verbatim text found on that page of the book was placed to the right of the image. Below these was a six by five chart which included the page number of the book being analyzed, and each of the five SEL competencies down the left-hand column of the chart. Along the top of the chart were listed the three above-mentioned metafunctions, as well as an additional column for implications being considered by the researcher. As the analysis of each page of text occurred, the researcher completed observations and comments regarding both the text and the images in the chart, in the appropriate space within the chart. The researcher then deductively coded the data.

Pilot Study and Subsequent Changes to the Evaluative Instrument

In order to test the initial evaluative instrument, a pilot study using two children's picturebooks was completed. The texts, *Dragon Night* by J.R. Krause (2019) and *Art and Max* by David Wiesner (2010) were chosen for the pilot study. *Dragon Night* was chosen for its creative storyline, and its captivating illustrations. The award-winning author J.R. Krause imbued the text with a great deal of imaginative images and text. The book *Art and Max* was chosen for its vibrant colors in illustrations which enhance an enchanting story. While this text did not win the Caldecott Award Medal, its author, David Wiesner has won the award three times as of 2021. The pilot study found that while the compositional and ideational/representational metafunctions were apparent in both books, the interpersonal metafunction was not in either text. Further, there was unutilized space in each template, which was not an efficient use of the template. Additionally, the researcher found it difficult to determine where to place notes and codes within the template. For these reasons, the evaluative instrument was refined.

Upon completion of the pilot study, a revised evaluative instrument (Appendix C) was created. The interpersonal metafunction column was deleted. The researcher reconfigured the template, placing the compositional and ideational metafunctions on the left side of the table, along with questions to help guide the researcher in making observational notes. Along the top of the template the researcher placed the words "Description (what I see)," "Notes (what I think it means)", and "Competency (competency and why)." These revisions to the template enabled the researcher to organize observations and notes more efficiently.

Analysis

Upon completion of the revised evaluative instrument, the researcher began analyzing each spread of each text in the sample. When selecting the text with which to begin, the

researcher began chronologically by publication year. A photograph of each spread of the text was taken, and placed into the upper left corner of a template. The text found on the spread was typed verbatim into the box at the top of that same template, beneath the page numbers of the spread. Because books in the sample had up to 40 pages each, a text might utilize up to 20 templates in total.

Once the templates for the spreads of a text were completed, analysis of the words and illustrations began. Initially, the researcher completed notes on what she saw or read within the spread. Notations on the compositional metafunction observed encompassed how the text and illustrations were positioned, colored, and stylized. This also included design elements such as framing and types of illustrations included on the spread. Ideational metafunction elements observed involved who was represented in words and illustrations, how they were positioned, their actions, and the interactions of the characters both with one another and the setting. Objects discussed within the words or seen within the illustrations, as well as how they are being used were also noted.

After taking notes on what was seen and read, the researcher studied what they meant. She considered the notations made regarding what was on the spread and inferred meaning from them. Inferences about compositional metafunction elements included but were not limited to what changes in font style and size meant, what the position and framing of illustrations meant, and what color choices meant. Inferences about ideational metafunction elements included but were not limited to the feelings, motives, and traits of the characters in the text, the relationships between characters, and in the case of nonfiction text, historical significance of the text and images.

The final component of the template involved the researcher determining if one or more of the SEL competencies was evident in the spread. Using the compositional and ideational metafunction elements notes, the researcher determined if one or more of the five competencies was exemplified. The competency descriptions were studied alongside the notes on the spread, and a decision was made as to whether a competency was exemplified. If a competency was illustrated, it was noted on the template, with an explanation of how the competency was being shown. Further, if the researcher found the converse of the SEL competency was being illustrated, this was also noted in the template. For instance, if a character in a text exhibited poor decision making, this was noted and labeled a non-example of the SEL competency responsible decision making. The non-examples were included in the SEL competency coding process. For example, a non-example of responsible decision making was coded as an illustration of that SEL competency. The analysis of each of the spreads in all of the 24 texts resulted in over 500 pages of raw data. This data was then organized and analyzed in order to answer the two research questions addressed in the study.

First question: *How are the five SEL competencies represented within the Caldecott Medal Award winning texts from 1994 - 2019?*

Second question: *What trends in the representation of the five SEL competencies within the Caldecott Medal Award winning texts from 1994 – 2019 can be seen?*

As noted above, during the note-taking process the templates were coded with the names of the SEL competencies, which lent ease to the process of creating tables breaking down the raw data. Initially, a table displaying the spread numbers of each text which illustrated each of the five SEL competencies was created. If a spread illustrated a non-example of an SEL

competency, an "X" was placed next to it as an indicator. This table allowed the researcher to get a rough visual image of how often each SEL competency was displayed within each text.

From there, a table listing the frequency of each of the five SEL competencies for each text was made. The one-page table displayed the frequencies of each competency from left to right, with the total number of examples of all of the SEL traits in the text listed on the far right of the table. Additionally, the number of non-examples within each SEL competency was put in parentheses next to it. For instance, if there were six instances of the SEL competency *self-management* within a text, and four of them were non-examples, it was noted as 6 (4). This table gave the researcher an overall summary of how often each SEL competency was found in each text, how often non-examples were included, and the total number of the SEL competencies found in each book.

In continuing to analyze the data, the frequency and percentage of books with spreads that illustrate SEL competencies was produced. In this table, the SEL competencies were listed on the left, and the number of texts in the sample which illustrated the competency was listed in the next column, followed by the corresponding percentage of books in the sample which illustrated the competency. This allowed the researcher to determine the proportion of texts which displayed each SEL competency, and granted a better understanding of the sample as a whole.

At that point in the investigation, the researcher began to take note of the different genres included in the text sample. In order to look for patterns and trends, a table was created which displayed the number and percentage of books within the sample which fell into each genre category. This gave a picture of the proportions of each genre within the sample.

In order to more fully investigate each genre, the researcher created a table illustrating the number of times each SEL competency was shown in every genre included in the sample. The genres were listed on the left side of the column, the SEL competencies were listed across the top of the table, and a final column was added on the right which gave the total number of SEL competency illustrations per genre. This frequency table allowed for patterns and trends within the data to be identified, and to compare the data in each genre.

For the purpose of discovering the number and percentage of books within each genre in the sample which displayed instances of the SEL competencies, a table for each of the five competencies was made. This allowed the researcher to observe how often each genre displayed individual SEL competencies. Breaking down the data into illustrations of each SEL competency per genre enabled the data to be compared more easily.

These many and varied tables allowed for the study and analysis of several aspects of the data. The first tables showed evidence of how the instances of SEL competencies were spread throughout the sample. As the analysis continued, tables which gave evidence of how the SEL competencies were disseminated throughout the genres were included. The tables allowed for patterns and trends in the data to be studied. Further, in order to add richness and fullness to the study, figures illustrating examples within each of the tables were included. Overall, the analysis of the data through the creation of tables and figures enabled the researcher to answer both research questions.

Operationalized Terms

The following is an operationalization of key terms and categories used in the study. Each of the following will be essential to the analysis occurring in the research study.

Non-example. Within this study, the researcher defines the term *non-example* as an example that does not fit the already delineated rule, thus allowing for greater clarification.

SEL competency: Self-awareness. This competency is defined by CASEL (2021) as "the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior". Individuals who exhibit this competency know their abilities and weaknesses, have appropriate levels of confidence, and are optimistic about their ability to succeed. CASEL (2021) also includes the following as behaviors of people with *self-awareness*: the ability to identify emotions, the ability to generate an accurate self-perception, and a high level of self-efficacy.

SEL competency: Social awareness. This competency is defined by CASEL (2021) as "the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures". Individuals who exhibit this competency understand behavioral norms, and can identify avenues of support such as family and school, as well as other resources offered by the community. CASEL (2021) also includes the following as behaviors of people with *social awareness*: the ability to show respect for others, and an appreciation for diversity.

SEL competency: Responsible decision-making. This competency is defined by CASEL (2021) as "the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms". Individuals who exhibit this competency understand the consequences of their behavior. They think of their own wellbeing and that of others when making decisions. CASEL (2021) also includes the following as behaviors of people who are responsible decision makers: the ability to determine problems and their solutions, the ability to evaluate and reflect upon situations appropriately, and the ability to be ethically responsible.

SEL competency: Self-management. This competency is defined by CASEL (2021) as "the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself". Individuals who exhibit this competency are able to determine and make progress in their goals. CASEL (2021) also includes the following as behaviors of people who are capable of *self-management*: the ability to control impulses, the ability to maintain self-discipline and self-motivation, and the ability to remain organized.

SEL competency: Relationship skills. This competency is defined by CASEL (2021) as "the ability to establish and maintain healthy and rewarding relationships with diverse individuals, and groups. Individuals who exhibit this competency are clear communicators who work well with others. CASEL (2021) also includes the following as behaviors of people who are capable of utilizing good *relationship skills*: the ability to maintain an appropriate level of social engagement, and the ability to establish and continue beneficial teamwork.

Summary

This chapter provided an outline regarding the method of study being conducted. It described the purpose and significance of the study, as well as the corpus of texts being used for it. It explained how the texts were acquired by the researcher. Further, along with a description of the approach to content analysis, an explanation was provided regarding the design of the evaluative instrument, pilot study, and subsequent changes to the instrument. This was followed by an explanation of operationalized terms key to the study.

CHAPTER IV: FINDINGS

The data collected and analyzed through the procedures described in Chapter 3 are presented in this chapter. The data corpus contained 25 Caldecott Award winning texts between the years 1994 and 2019 which were read, coded, and analyzed through the use of the evaluative instrument created by the researcher. The responses to the first and second research questions are revealed through multiple tables and figures, along with their discussion.

Research Question 1

How are the five social and emotional learning competencies exemplified in Caldecott Medal Award - winning books?

In order to explore this question, every spread from each text was analyzed using the evaluative instrument. Over 500 pages of raw data were gathered using this method. While including every sheet of data was prohibitive, template exemplars are included and discussed. In order to give as full a picture as possible of both the completed templates themselves, as well as the ways in which the analysis occurred, the figures below include templates with an example and a non-example of each SEL competency found within the data corpus.

SEL Competencies: Examples and Non-Examples

Figure 1 shows the completed template for the spread found on pages 11 and 12 of *The Man Who Walked Between the Towers*. The researcher's observations and notes for both the compositional and ideational metafunctions are present. In this case the researcher detected the SEL competencies, *relationship skills*, and *self-awareness* within the spread. As noted in the template, the main character and his partners are utilizing *relationship skills* in order to accomplish their task of attaching a tightrope across the towers. It is a difficult task that requires multiple people, and they must cooperate to get the job done. This teamwork is part of the SEL

competency, *relationship skills*. Further, the main character exhibits *self-awareness* when he comments "Bad luck!" when the arrow with the tightrope line misses its mark by one hundred and forty feet. The main character does not lose his confidence at the first failed attempt. He does not see it as a limitation of his or his team's ability. Instead, he attributes it to being unlucky, and another attempt is made. This high level of self-efficacy is a hallmark of the SEL competency *self-awareness*.

Figure 1

Template from the Text, *The Man Who Walked Between the Towers,* Illustrating the SEL Competencies, Relationship Skills and Self-Awareness
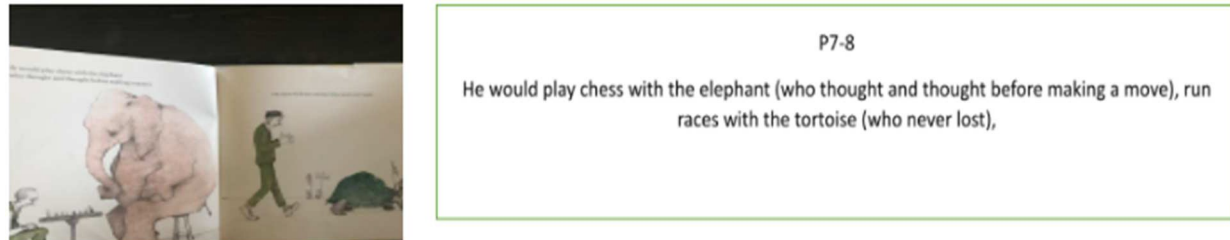

P11-12

At midnight, on the other tower's roof, two more friends tied a thin, strong line to an arrow and shot it across to Philippe, one hundred and forty feet away. It missed, and landed on a ledge fifteen feet below the roof. Bad luck! Thought Philippe.

Element	Description (what I see)	Notes (what I think it means: infer)	Competency (and why)
Compositional: • How is text/illustration used/represented (e.g., color, position, font, size and style, location, position)? • Design elements: Where are things on the page, framing, type of illustration?	Dramatic use of perspective Gatefolds and vertical framing in places Shows the huge amount of space in the setting The art has a movement to it Changes from vertical to horizontal reading in some places Text is typed Left page and right page- two rectangular panels that go across the entire spread, text typed between, very dark colors used, blue white space surrounds, thin black borders around each panel	Dark colors used for night time, including blue "white" space Using the entire spread for the two rectangular panels shows the far distance between the two towers better than if more (but smaller) panels were used.	
Ideational: • Who is represented? How are they posed? • What actions are represented? • Interaction between characters and setting? • What objects are included? What might they represent? • What vectors are observed? How do they	Top panel- dark purple/black used, left side shows shadowy figures. One is standing holding a large bow in an arrow shooting stance, with the other figure holding a roll of wire, behind the man with the bow. He is crouching below him. Both figures are looking to the left, and the arrow with the wire attached to is in mid-air, arcing downward toward the top of another building Bottom panel- Left side, Philippe is in shadowy form, looking down over side of tower, hard hat in one hard. Arrow is below him on a ledge. Image of two figures on the other tower in the distance, think line connects the arrow on the ledge to the figures on the other tower.	Definitely stealthy and know they are doing something illegal. Philippe has friends who are in this with him though. They are all working together	Relationship skills- the two are working hard together as a team to get the line across the space between the two towers. Self-awareness- He has self-efficacy as he recognizes it was just bad luck that the arrow did not meet its mark, rather than a failing.

45

Figure 2 shows the complete template for the spread found on pages 7 and 8 of *A Sick Day for Amos Magee*. The researcher makes observations and notes for the compositional and ideational metafunctions. In this case, evidence of the SEL competencies *social awareness* and *relationship skills* were found. It is noted that the main character Amos Magee plays with his friends in ways which suit them, and in doing so he shows patience for others, and respects their unique personalities. Being able to hold others in regard, even when they are different from oneself, is a characteristic of those with the SEL competency, *social awareness*. Additionally, the main character is able to have what appears to be a happy and rewarding friendship with the animals. He plays games with a diverse pair of friends and it seems he can negotiate the relationships pleasantly, which is a sign of having positive *relationship skills*.

Figure 2

Template from the Text, *A Sick Day for Amos Magee,* Illustrating the SEL Competencies, Social
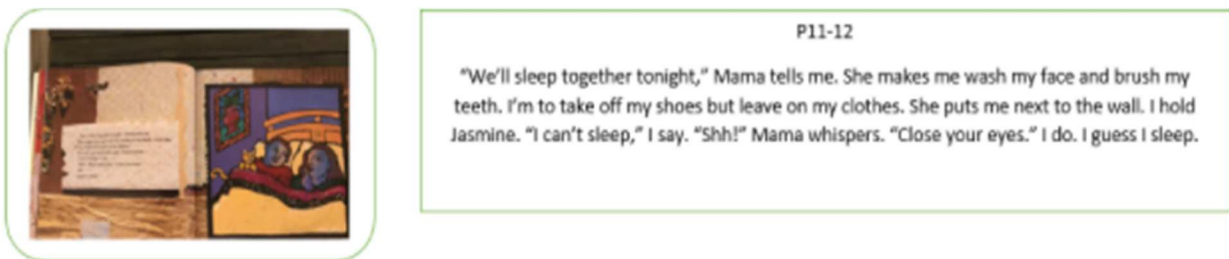
Awareness and Relationship Skills

P7-8

He would play chess with the elephant (who thought and thought before making a move), run races with the tortoise (who never lost),

Element	Description (what I see)	Notes (what I think it means: infer)	Competency (and why)
Compositional: • How is text/illustration used/represented (e.g., color, position, font, size and style, location, position)? • Design elements: Where are things on the page, framing, type of illustration?	No borders or panels, same font style and size, text is at the top of each page, white background throughout Characters and objects are in typical proportion, pastels and light colors throughout, pencil drawings Illustrations on each page take up most of the page	This book continues to feel gentle with its text, colors, and font	
Ideational: • Who is represented? How are they posed? • What actions are represented? • Interaction between characters and setting? • What objects are included? What might they represent? • What vectors are observed? How do they connect or divide people and/or objects	Left page: Amos is sitting at a table with an elephant, there is a chess board on the table between them, both are looking at the chess board, expressions of calm, gentle, smiles Right page: Amos is walking behind a turtle, Amos is clapping and smiling, the turtle is walking through a finish line at his height, with his head help high, eyes closed, mouth turned up, a mouse and a bird are spectators, the mouse is holding a pom-pom and the bird is holding a sign that says "Hooray!"	Amos allows the elephant to take his time playing chess, and the tortoise to win the races they have, Amos looks pleased with letting the tortoise win, as he seems to cheer for his competitor, Amos looks thoughtful as he plays chess with the elephant, both scenes are pleasant looking	**Social awareness-** Amos seems to be able to appreciate and respect others who are possibly different from him **Relationship skills-** Amos has healthy and rewarding relationships with diverse individuals, he seems to cooperate well with them

Figure 3 shows the complete template for the spread found on pages 11 and 12 of *Smoky*

Night. The researcher's observations and notes are present for both metafunctions. In this

instance, the researcher found evidence of the SEL competency *responsible decision-making.*

The mother in the text is making sure that her child is being cared for. They are in a dangerous

situation with riots occurring outside their apartment, and she is doing her best to keep her child

safe by placing him in bed with her. She places herself between her child and the door to the

room as they sleep. Further, she has the child remain clothed, only removing his shoes before getting into bed. The mother seems to recognize that they must be prepared to leave quickly. Her preparations show her *responsible decision-making* ability.

Figure 3

Template from the Text, *Smoky Night,* Illustrating the SEL Competency, Responsible Decision-Making

P11-12

"We'll sleep together tonight," Mama tells me. She makes me wash my face and brush my teeth. I'm to take off my shoes but leave on my clothes. She puts me next to the wall. I hold Jasmine. "I can't sleep," I say. "Shh!" Mama whispers. "Close your eyes." I do. I guess I sleep.

Element	Description (What I see)	Notes (What I think it means- infer)	Competency (and why)
Compositional: • How is text used/represented (e.g., color, position, font, size and style, location, position)? • Design elements: Where are things on the page, framing, type of illustration?	Mixed media/torn paper collage Thickly textured paintings Bold acrylic images are superimposed upon photographs of specific, found-objects collage Each spread has a large square panel on the right page, with a thick half inch black border that is wavy in places, the space around the border is a continuation of the background of the left page (acrylic paint on mixed media collage) Each left page has an a-symmetrical shaped cut out with various backgrounds, with the text in black type in the center. The background is bright acrylic paint and found-object/torn paper collage Yellow is focal color- pillows and blanket and cat Collage background is fabric and paper		
Ideational: • Who is represented? How are they posed? • What actions are represented? • Interaction between characters and setting? • What objects are included? What might they represent? • What vectors are observed? How do they connect or divide people and/or objects?	Narrator and mother and cat are in double bed, narrator holding cat whose eyes are closed, narrator is looking at mother with mouth closed, mother is looking at narrator with one finger of hand up as if to tell to be quiet, picture of vase of flowers on wall, one wall purple and one wall blue, blanket is yellow and black and red, yellow pillows Line of blanket is horizontal vector Text says mother was they will sleep together that night, leaves on clothes, takes off shoes, narrator is put next to wall by mother, and holds cat	Narrator is sleeping with mom tonight which appears to be unusual, sleeping in clothes is very different, mom puts narrator next to wall as a form of protection in case someone comes in the apartment (she will be in front) Definitely a sense of fear in this spread in the text and image	Responsible decision making (mom)- the mother is making sure that her son is as safe as possible, putting him by the wall, with her in front of him, and keeping clothes on and shoes on floor nearby.

Figure 4 shows the complete template for the spread found on pages 5 and 6 of *Golem.* The researcher's observations and notes are present for both metafunctions, and evidence of the

SEL competencies *self-management* and *relationship skills* have been detected. Three of the

main characters have utilized *self-management* to create the Golem in order to help save their

community. Because the act was dangerous but crucial for the safety of their people, it required

competency elements including self-control, discipline, and courage. Further, the three men

worked together as a team to achieve their goal. The creation of the Golem was the culmination

of their combined, infield efforts. Thus, the SEL competency *relationship skills* was illustrated.

Figure 4

Template from the Text, *Golem,* Illustrating the SEL Competencies, Self-Management and

Relationship Skills.

Element	Description (what I see)	Notes (what I think it means: infer)	Competency (and why)
Compositional: • How is text/illustration used/represented (e.g., color, position, font, size and style, location, position)? • Design elements: Where are things on the page, framing, type of illustration?	One illustration over the spread Dark Cut paper/layered paper collage illustrations 3D Precise, fine detailing, nicks in paper Puppet-show-like quality Precise ornamental detailing throughout No panels No borders No white space/gutters Text: Dante medium print Text is at the bottom of both pages	Still a very dark spread, but Judah's beard still stands out as white, pure, hope	
Ideational: • Who is represented? How are they posed? • What actions are represented? • Interaction between characters and setting? • What objects are included? What might they represent? • What vectors are observed? How do they connect or	Itzak and Yakov are on the left, one with a shovel, one with a lantern up, dark, white moon in the background, night, bare trees, Judah on right page with hands out onto mud, creating a rudimentary face with it, beard blown back toward the right Vector- horizontal of Judah's beard	Judah is taking action after asking his son in law and best student for help. He is creating a giant out of the clay at the riverbank. The characters had to sneak out of the ghetto, through the forbidden Prague streets to get there- bravery, determination shown	**Self-management-** Judah, Itzak, Yakov had to manage stress, control their impulses, have self-motivation to achieve this, when it was forbidden and dangerous. They were convinced that they must do these things even if they were dangerous, for the good of their community **Relationship skills-** the three men had to work together as a team in order to achieve their mission

Figure 5 shows the complete template for the spread found on pages 4 and 5 of *Rapunzel*.

Records of the compositional and ideational metafunctions have been made. Now that examples

of each of the SEL competencies have been displayed, it is possible to look at non-examples. Displayed in this template there are non-examples of *self-management*, *responsible decision-making*, and *social awareness*. They are noted as "lack of" within the templates. For instance, the young man in *Rapunzel* shows a lack of *self-management* when he steals from the garden. He is impulsive and shows no self-discipline when he takes something that is not his. The young man also shows a lack of *responsible decision-making* when he chooses to take the Rapunzel. He does not seem to grasp that there could be harsh consequences for his actions. He is not reflective as he makes his move to steal. Finally, there is a lack of *social awareness* on the part of the character. He does not consider the needs nor the feelings of the owner of the garden as he steals the herb. He does not seem to think of the needs of anyone other than his wife who desires it.

Figure 5

Template from the Text, *Rapunzel,* Illustrating Non-Examples of the SEL Competencies, Self-

Management, Responsible Decision-Making, and Social Awareness

Element	Description (what I see)	Notes (what I think it means: infer)	Competency (and why)
Compositional: • How is text/illustration used/represented (e.g., color, position, font, size and style, location, position)? • Design elements: Where are things on the page, framing, type of illustration?	Formal Renaissance oil painting Rich colors Large panels with white space as the border Text is typed in formal style like TNR Detailed illustrations Right page is one large panel with white space at border, garden is central, man is tiny within it Left page is large panel at the top with white space border, about 2/3 of page, text is typed below it Man and woman are central	Cut away shows the "inside" lives of the man and wife	
Ideational: • Who is represented? How are they posed? • What actions are represented? • Interaction between characters and setting? • What objects are included? What might they represent? • What vectors are observed? How do they connect or divide people and/or objects	Left page is man in garden stealing the Rapunzel, tiny figure in large garden looking upward as he does so, and he is kneeling before the plant as he steals from it Right page is man and woman in their house, as a sort of cut away so the reader can see into house Man has hands out toward wife who is holding the plant, eyes closed, head tilted up, smile of contentedness Text says man stole as much as he could carry, woman made a salad from it and ate it fast, but she craved more still the next day	The man has chosen to deal with the situation by stealing from the sorceress He has stolen as much as he can carry, and it has made his wife happy, BUT she still craves more the next day. The issue is far from over, and it seems it is much worse. Now he will have to decide what to do again once more. The man had been alarmed and upset by how much his wife had wanted and said she needed the Rapunzel the first time, so he was willing to steal it, but will he continue?	**Lack of self-management**- the man makes the impulsive decision to steal the Rapunzel from the garden of the sorceress for his wife **Lack of responsible decision making**- stealing is unethical in an attempt to solve his wife's problem **Lack of social awareness**- lack of respect for the sorceress as he steals from her garden

Figure 6 shows the complete template for the spread found on pages 9 and 10 of *This is*

Not My Hat. While the compositional and ideational metafunctions are examined, evidence of

non-examples of the SEL competency, *self-awareness* is displayed. In this case, the little fish has

a poorly grounded sense of conviction that he will not be caught stealing the hat. He is not being

honest with himself in this case, and is misguided in his sense of self-efficacy. These are all

elements of poor *self-awareness*.

Figure 6

Template from the Text, *This is Not My Hat,* Illustrating a Non-Example of the SEL

Competency, Self-Awareness

P9-10

And even if he does notice that it's gone, he probably won't know it was me who took it.

Element	Description (what I see)	Notes (what I think it means: infer)	Competency (and why)
Compositional: • How is text/illustration used/represented (e.g., color, position, font, size and style, location, position)? • Design elements: Where are things on the page, framing, type of illustration?	Text is large, at the top of each page at the center One very large illustration spanning the two pages, no border on bottom, right or left, picture continues to end of page Black background, a few sea plants at bottom, huge fish in the center	Sparse text continues, centered and large seems to mean importance/seriousness The size of the fish implies it may be a force to be reckoned with, very intimidating to the reader Black background makes reader focus on the fish, and the seriousness of the situation, it is clear the important thing here is the characters, not so much the setting here	
Ideational: • Who is represented? How are they posed? • What actions are represented? • Interaction between characters and setting? • What objects are included? What might they represent? • What vectors are observed? How do they connect or divide people and/or objects	Huge fish now looking forward with eyes narrowed, bubbles in front of face going upward, No other props in the background aside from a few sea plants at the bottom of the page Vector- horizontal line of huge fish's body across the page	The huge fish appears stationary still, but the narrowed eye shows anger, at his hat being missing, and he seems to be projecting his anger forward The text shows that the little fish is wrong again, the huge fish has noticed, and he is looking ahead with eye narrowed, so it is quite possible he knows who took it, or will find out. There is to "question" look on the huge fish's face. He seems angry and confident.	**Lack of self-awareness:** The little fish's words show that he is overconfident in his thinking he will get away with this

Figure 7 illustrates the completed template for the spread found on pages 3 and 4 of *This is Not My Hat.* While both metafunctions are examined, evidence of non-examples of the SEL competencies *relationship skills*, *social awareness*, and *responsible decision-making* are evident. As the little fish steals the hat from the big fish as he sleeps, there is a lack of communication, as well as a disregard for the rights of others, thus giving evidence of a non-example of the SEL competence *relationship skills*. Further, there is a lack of *social awareness* as the little fish does not recognize or show concern for the feelings of the big fish as he poaches the hat. Finally, there is no consideration for ethics on the part of the small fish. He shows no reflection regarding his

actions and their consequences for others or the community. Therefore, a non-example of the

SEL competency *responsible decision-making* is evident.

Figure 7

Template from the Text, *This is Not My Hat,* Illustrating Non-Examples of the SEL

Competencies, Relationship Skills, Social Awareness, and Responsible Decision-Making

P3-4

I stole it from a big fish. He was asleep when I did it.

Element	Description (what I see)	Notes (what I think it means: infer)	Competency (and why)
Compositional: • How is text/illustration used/represented (e.g., color, position, font, size and style, location, position)? • Design elements: Where are things on the page, framing, type of illustration?	Text is at the top of both pages, centered on each page, large text, few words Once very large illustration spanning the two pages, no border on bottom, right or left, picture continues to end of page Black background, a few sea plants at bottom, huge fish in the center	Sparse text continues, centered and large seems to mean importance/seriousness The size of the fish implies it may be a force to be reckoned with, very intimidating to the reader Black background makes reader focus on the fish, and the seriousness of the situation, it is clear the important thing here is the characters, not so much the setting here	
Ideational: • Who is represented? How are they posed? • What actions are represented? • Interaction between characters and setting? • What objects are included? What might they represent? • What vectors are observed? How do they connect or divide people and/or objects	Huge tan fish in the center is asleep, eyes closed Text says that the smaller fish stole the hat from this fish as he slept Huge fish in a basic black setting, sea plants coming up from the bottom of the page Vector- horizontal as the huge fish's body takes up most of page with face to the right	So far, the huge fish looks intimidating in size but is asleep, so can't be sure of his character, or his reaction to the missing hat, focus is definitely on him with his size and very little else in the illustration	Lack of relationship skills- no social engagement as the little fish has stolen the hat from the big fish as he was sleeping, assuming that he did this (while he was sleeping) on purpose so he would not have to deal with the huge fish Lack of social awareness- no respect for others shown as the little fish stole the hat while the big fish was asleep Lack of responsible decision making- can assume from this that he also knew it was wrong and did it anyway

Analysis of the Frequency Data

After gathering and coding all of the data, it was sorted and scrutinized in a myriad of

ways, beginning with broad procedures and concluding with more specific methods. In doing so,

it was possible to glean information regarding not only specific texts, but also genres within the

sample. First, the researcher studied the number of texts that had spreads displaying each SEL

competency. Next, the number of spreads illustrating each SEL competency within each text was analyzed. After these initial analyses, the sample was divided in order to illustrate the number of texts which fell into each genre. From there, the number of instances of each SEL competency found in every genre was displayed. Finally, in order to focus upon the individual SEL competencies, a separate table for each competency was created, featuring the number and percentage of texts in each genre which illustrated the competency.

Table 1 displays the SEL competencies on the left. This is followed by the number of texts within the sample which featured at least one spread illustrating each SEL competency. The final column of the table displays the percentage of texts in the sample which illustrated the SEL competency. For instance, there were 12 texts within the sample which had at least one spread illustrating the SEL competency *self-awareness*. Thus, 48% of the texts in the sample had at least one spread which illustrated the SEL competency *self-awareness*.

Table 1

Texts with Spreads which Illustrate SEL Competencies

SEL Competency	n	%
Self-Awareness	12	48
Self-Management	17	68
Social Awareness	19	76
Relationship Skills	19	76
Responsible Decision-Making	20	80

Note. N = 25 texts. The figures in the table reflect the number and percent of incidences of SEL competencies, rather than the number of texts studied.

The least common SEL competency illustrated within the 25 texts was *self-awareness* at 48%. *Self-management* was twenty percent higher at 68%. *Social awareness* and *relationship skills* were presented in 76% of the texts, while the SEL competency *responsible decision-making* was found in 80% of the books.

For a more detailed view, Appendix D displays each analyzed text in chronological order. The book titles, authors, and publication years appear on the left side of the table, while each of the five social emotional learning competencies appear at the top of the table. Under each of the SEL learning competencies and next to each text title are listed the page numbers upon which the SEL competency is illustrated. If a non-example of an SEL trait is present, an "X" appears next to the page number. These non-examples are included in the frequency counts for the SEL competencies found in the texts.

Table 2 gives a similar yet more compact view of the data. The text titles appear chronologically by publication year in the left most column along with their publication year,

and their genre(s). The five SEL competencies are located at the top of the table. However, rather than listing the individual page numbers upon which an SEL competency is illustrated, the *total* number of pages upon which the SEL competencies are illustrated appear next to each text title. Numbers in parentheses indicate the number of SEL competencies which are non-examples out of the total number of SEL competencies found in the text. For example, in the text *Smoky Night,* under the SEL competency *self-awareness*, there are a total of six instances, and four of them are non-examples. Thus, the table reads: 6 (4). The total number of SEL competency instances is listed in the far -right column of the chart. This total includes both the examples and the non-examples of each SEL competency.

Table 2

SEL Competencies Represented Within Each Text

Texts	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making	Total
Grandfather's Journey, 1994 Biography, Multicultural	3	2	3	1	0	9
Smoky Night, 1995 Multicultural	0	6 (4)	8 (4)	9 (5)	7 (4)	30
Officer Buckle and Gloria, 1996 Fantasy Fiction	3 (3)	0	3 (1)	5 (2)	5 (1)	16
Golem, 1997 Multicultural	4 (1)	6 (3)	8 (6)	5 (2)	7 (2)	30
Rapunzel, 1998 Fairy Tale	2 (2)	8 (8)	7 (7)	9 (4)	6 (5)	32
Snowflake Bentley, 1999 Biography	4	5	1	2	0	12

Joseph had a Little Overcoat, 2000 Multicultural	0	0	0	0	7	7
So You Want to be President? 2001 Informational	3	2 (1)	1	0	3 (1)	9
The Three Pigs, 2002 Fairy Tale	0	2 (1)	2 (1)	6	3 (1)	13
My Friend Rabbit, 2003 Fantasy Fiction	0	8 (8)	1	7 (1)	(5)	21
The Man Who Walked Between the Towers, 2004 Biography	4	8	2	3	8 (6)	25
Kitten's First Moon, 2005 Predictable	0	6 (4)	0	0	5 (4)	11
The Hello, Goodbye Window, 2006 Realistic Fiction	3	0	2	9	1	15
Flotsam, 2007 Wordless	0	0	0	0	1	1
The House in the Night, 2008 Predictable	0	0	0	0	0	0
The Lion and the Mouse, 2009 Fable	2	1	6 (1)	6	6 (1)	21
A Sick Day for Amos Magee, 2010 Fantasy Fiction	0	1	6	10	2	19
A Ball for Daisy, 2011 Wordless	0	2 (1)	5 (1)	6	3 (1)	16
Not My Hat, 2012 Fantasy Fiction	4 (4)	1 (1)	3 (3)	1 (1)	4 (4)	13
Locomotive, 2014 Informational	0	0	0	0	0	0
The Adventures of Beekle: The Unimaginary Friend, 2015 Fantasy Fiction	4	4 (1)	0	5	0	13

Finding Winnie: The True Story of the World's Most Famous Bear, 2016 Biography	0	0	2	6	5	13
Radiant Child: The Story of Young Artist Jean-Michel Basquiat, 2017 Biography, Multicultural	5	6	1	7 (1)	1(1)	20
Wolf in Snow, 2018 Wordless	0	0	5	6	1	12
Hello Lighthouse, 2019 Historical Fiction	0	4	1	4	3	12

As shown in Table 3, out of the 25 Caldecott Award winning texts, the largest percentages were in the genres of biography, multicultural, and fantasy fiction. Each of these genres comprised 18.52 % of the total. These were followed by wordless texts at 11.11 % of the total. Predictable, informational, and fairy tale texts were each 7.41 % of the total. Finally, the historical fiction, realistic fiction and fable genres completed the sample at 3.7 % each. For an explanation regarding the characteristics of each genre category, please see Chapter 2. It is important to note that two texts were placed in two genres. These were *Grandfather's Journey* and *Radiant Child: The Story of Young Artist Jean-Michel Basquiat*. They were placed into the multicultural and biography genres due to their characteristics being so profoundly influenced by both genres.

Table 3

Texts by Genre

Genre	n	%
Biography	5	18.52
Multicultural	5	18.52
Fantasy Fiction	5	18.52
Wordless	3	11.11
Predictable	2	7.41
Informational	2	7.41
Fairy Tale	2	7.41
Historical Fiction	1	3.70
Realistic Fiction	1	3.70
Fable	1	3.70
Total	27	100.00

Note. N = 27. Two texts, *Grandfather's Journey* and *Radiant Child: The Story of Young Artist Jean-Michel Basquiat* are listed in two genres: Multicultural and Biography.

In continuing to analyze the sample of texts, the number of instances each SEL competency was displayed per genre was studied. Table 4 displays the genres of the texts on the left side of the table. The SEL competencies are listed at the top of the table. The number of instances of each SEL competency found within the genre are displayed within the table. The right-hand column shows the total number of SEL competency instances found within each genre. The table has been arranged to illustrate multicultural texts having the largest number of SEL competency instances, followed by fantasy fiction and biography. There is a 34 instances difference between biography and fairy tale which comes in at 45 occurrences. Other large

disparities come between fairy tales (45) and wordless books (31), as well as wordless books and fables (21). There are smaller gaps between realistic fiction, historical fiction, informational, and predictable genres. There is a difference of 90 occurrences of SEL competencies displayed in multicultural texts versus predictable texts.

Table 4

Instances of SEL Competencies Found in each Text Genre

Genre	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision-Making	Total
Biography	16	21	9	19	14	79
Multicultural	12	20	20	22	22	96
Fantasy Fiction	11	14	13	28	16	82
Wordless	2	2	10	12	5	31
Predictable	0	6	0	0	0	6
Informational	3	2	1	0	3	9
Fairy Tale	2	10	9	15	9	45
Historical Fiction	0	4	1	4	3	12
Realistic Fiction	3	0	2	9	1	15
Fable	2	1	6	6	6	21

Two texts, Grandfather's Journey and Radiant Child: The Story of Young Artist Jean-Michel Basquiat are listed in two genres: Multicultural and Biography.

SEL Competencies by Genre

It is also possible to break down the data to show the number and percentage of books per genre which have instances of each specific SEL competency. This gives a picture of how common each specific competency is in every genre. For example, Table 5 illustrates the number and percentage of books in each genre which have instances of the SEL competency *self-awareness*. The single fable illustrated the competency of *self-awareness*, making the percentage one hundred. In the biography genre, 80% of the books illustrated the SEL competency of *self-awareness*, while 60% of the multicultural and fantasy fiction books showed evidence of the competency. At the same time, 50% of the fairy tale, informational, and realistic fiction books illustrated *self-awareness*. On the other hand, none of the wordless, predictable, nor historical fiction texts gave evidence of the SEL competency *self-awareness*.

Table 5

Texts with Instances of the SEL Competency Self-Awareness

Genre	n	%
Biography	4	80
Multicultural	3	60
Fantasy Fiction	3	60
Wordless	0	0
Predictable	0	0
Informational	1	50
Fairy Tale	1	50
Historical Fiction	0	0
Realistic Fiction	1	100
Fable	1	100

Note. N = 25.

One example of the SEL competency *self-awareness* can be seen in Figure 8. The figure displays the completed template for the spread found on pages 21 and 22 of the text, *The Hello, Goodbye Window*. The book is within the realistic fiction genre, and being the only text within the sample that falls within the genre, constitutes 100% of the category in Table 5. Figure 8 gives an example of how the SEL competency *self-awareness* is shown in the book. The main character in the story is a little girl who spends time with her grandparents. She is aware of how important she is to her grandparents, and therefore not concerned with missing anything important as she takes a nap. The little girl's *self-awareness* is seen in her sense of confidence and purpose.

Figure 8

Template from the Text, *The Hello Goodbye Window,* Illustrating an Example of the SEL

Competency, Self-Awareness

P21-22

When I get tired I come in and take my nap and nothing happens until I get up.

Element	Description (what I see)	Notes (what I think it means: infer)	Competency (and why)
Compositional: • How is text/illustration used/represented (e.g., color, position, font, size and style, location, position)? • Design elements: Where are things on the page, framing, type of illustration?	Drawings look like a child's Impressionistic White space vs layers of color in swaths and dabs, dashes Watercolor, oil pastels, charcoal pencil Expressive and filled with warmth Simple, lively lines Simple, first person text Portrays a mixed-race family One large image across the two-page spread Text is dark black in bottom center of left page White space surrounds	The bright colors and bold strokes give a happy and optimistic feel to the spread. The little girl laying in her bed is the main focus of the spread, which fits the text on the page as well.	
Ideational: • Who is represented? How are they posed? • What actions are represented? • Interaction between characters and setting? • What objects are included? What might they represent? • What vectors are observed? How do they connect or divide people and/or objects	Girl is laying in a bed, eyes closed, mouth closed. Bed has flowers on the blanket, green walls, yellow/brown floor, few objects/pictures Text says that when the girl takes a nap nothing happens until she gets up.	The girl is convinced regarding being the center of her grandparents' world. She says nothing will happen if she is not a part of it. Shows a content little girl, who knows she is important and loved.	Self-awareness- The girl knows she is very important in her grandparents' world, so her self-efficacy makes her believe that nothing of importance happens while she naps.

Table 6 illustrates the number and percentage of books in each genre which have instances of the SEL competency *self-management*. When it came to *self-management*, 100% of realistic fiction, historical fiction, and fable texts showed evidence of the competency. Of the biography, multicultural, and fantasy fiction genres, 80% displayed the competency. Predictable and informational texts illustrated *self-management* 50% of the time. Wordless texts displayed the competency in 33% of the texts. Finally, none of the fairy tale texts gave evidence of the competency.

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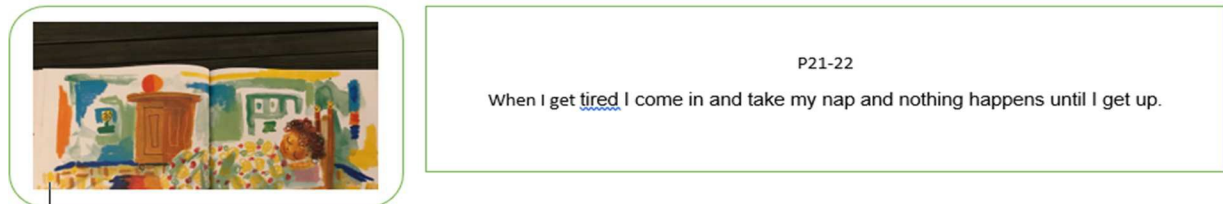
Table 6

Texts with Instances of the SEL Competency Self-Management

Genre	n	%
Biography	4	80
Multicultural	4	80
Fantasy Fiction	4	80
Wordless	1	33
Predictable	1	50
Informational	1	50
Fairy Tale	0	0
Historical Fiction	1	100
Realistic Fiction	1	100
Fable	1	100

Note. N = 25.

Figure 9 illustrates the completed template for the spread found on pages 27 and 28 of the text, *My Friend Rabbit*. The book is part of the fantasy fiction genre. Four of the books in the sample are part of this genre and all of them have instances of the SEL competency *self-management*, meaning 100% of this genre displayed at least one instance (an example or a non-example) of the competency. The template found in Figure 9 illustrates a non-example of *self-management*, as the narrator conveys rabbit's good intentions, but poor control over his behavior. Grabbing the tail of a plane flying by exhibits a lack of ability to control one's impulses.

Figure 9

Template from the Text, *My Friend Rabbit,* Illustrating a Non- Example of the SEL

Competency, Self-Management

P27-28
But Rabbit means well. And he is my friend.

Element	Description (What I see)	Notes (What I think it means- infer)	Competency (and why)
Compositional: • How is text used/represented (e.g., color, position, font, size and style, location, position)? • Design elements: Where are things on the page, framing, type of illustration?	Thick colored wood cuts Simple pictorial Half inch black border around entire spread No white space outside of border Each spread is one large panel Backgrounds for each are blue (sky) Words are typed times new roman style The dotted line comes from the back of the plane Motion lines come from the propeller of the plane and from the wings.	The dotted line and the motion lines show the movement of the plane as it flies through the air once more	
Ideational: • Who is represented? How are they posed? • What actions are represented? • Interaction between characters and setting? • What objects are included? What might they represent? • What vectors are observed? How do they	At the bottom of the spread antlers, gator claws, an elephant trunk, and a pair of bear paws reach up. The rabbit is holding onto the tail of the plane as mouse flies it upward. Rabbit's ears are back. His expression is neutral. Mouse is looking over his shoulder at rabbit, and he is smiling, The text says rabbit means well and that he is the mouse's (narrator's) friend.	Rabbit has been rescued from the angry animals by mouse! Mouse is willing to rescue his friend because he knows he did all of this for him, in order to help him get his plane back.	**lack of self-management-** Rabbit grabs onto the airplane as it goes by with mouse in it, which is reckless

Table 7 displays the number and percentage of books in each genre which have instances of the SEL competency *social awareness.* One hundred percent of five genres illustrated *social awareness*. These were: biography, fairy tale, historical fiction, realistic fiction, and fable. Multicultural and fantasy fiction came in at 80% each. Wordless and informational texts displayed the competency at 66% and 50% respectively. None of the texts in the predictable genre showed evidence of the competency.

Table 7

Texts with Instances of the SEL Competency Social Awareness

Genre	n	%
Biography	5	100
Multicultural	4	80
Fantasy Fiction	4	80
Wordless	2	66
Predictable	0	0
Informational	1	50
Fairy Tale	1	100
Historical Fiction	1	100
Realistic Fiction	1	100
Fable	1	100

Note. N = 25.

Figure 10 shows the completed template for the spread found on pages 27 and 28 of the text, *The Lion and the Mouse*. The text illustrates the SEL competency, *social awareness*, and is part of the fable genre. While the spread has no written text, the illustration shows the lion being released from the net, after the mouse chewed through it. The mouse displayed empathy and compassion for the lion's predicament, and worked hard to set him free. These are hallmarks for the SEL competency *social awareness*.

Figure 10

Template from the Text, *The Lion and the Mouse,* Illustrating an Example of the SEL

Competency, Social Awareness

Element	Description (what I see)	Notes (what I think it means: infer)	Competency (and why)
Compositional: • How is text/illustration used/represented (e.g., color, position, font, size and style, location, position)? • Design elements: Where are things on the page, framing, type of illustration?	As (almost) wordless retell of a fable Only words are sounds (onomatopoeia) Storybook and graphic novel feel (panels) Almost feels like a silent movie in parts Lush, earth-toned pictures, vivid glowing colors Textured watercolors, pencil, colored pencil on paper Not fully to scale (size of mouse vs size of lion) One large image across the entire spread, no panels, no borders, no white space, no text	Action/motion of lion falling is clear. Lion is the center of the spread, and is the focus for the reader. His great size and distress is evident.	
Ideational: • Who is represented? How are they posed? • What actions are represented? • Interaction between characters and setting? • What objects are included? What might they represent?	Lion is the main focus. He is on the ground with the net now cut open in multiple places. The mouse is standing on part of the rope net above him. Her mouth is closed and turned up as she looks at him. The lion is on his back, back legs parted, tail between them. He has his front legs in the air and his head is up. His mouth is open and turned up, and his eyes are open. A bird is sitting on a piece of rope hanging from the tree, and another is flying in mid-air, with its beak slightly open. Both are facing the lion and the	The lion has been freed from the trap by the mouse! The image has a great deal of motion in it as the lion looks as if he has fallen from the net. However, both the lion and the mouse look very pleased of course with the result. The birds appear cheered by the result as well, as one flies and another sits nearby on the rope of the net.	Social awareness- The mouse shows respect and empathy for the lion as she runs to him when he roars in distress. Relationship skills- The mouse is offering help to the lion who is in great danger and distress Responsible decision making- The mouse is reciprocating a kind gesture to the lion who previously let her go

Table 8 illustrates the number and percentage of books in each genre which have

instances of the SEL competency *relationship skills*. Six genres (biography, fantasy fiction, fairy

tale, historical fiction, realistic fiction, and fable) illustrated the competency *relationship skills* at

100%. Multicultural and wordless texts gave evidence of *relationship skills* in 80% and 66%

respectively. None of the predictable or informational texts displayed evidence of the

competency.

Table 8

Texts with Instances of the SEL Competency Relationship Skills

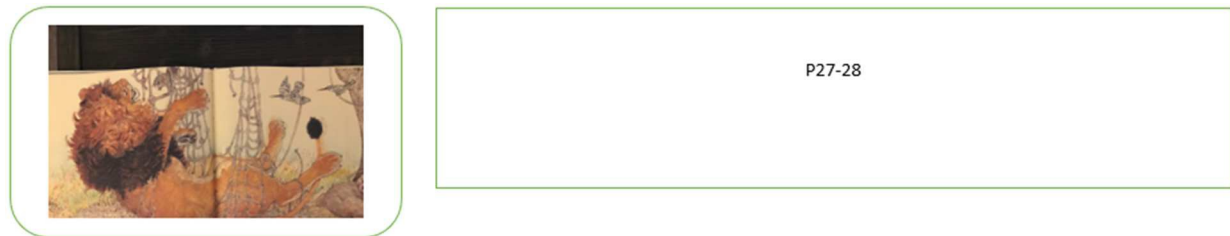| Genre	n	%
Biography	5	100
Multicultural	4	80
Fantasy Fiction	5	100
Wordless	2	66
Predictable	0	0
Informational	0	0
Fairy Tale	1	100
Historical Fiction	1	100
Realistic Fiction	1	100
Fable	1	100

Note. N = 25.

Figure 11 displays the completed template for the spread on pages 11 and 12 of the text, *Hello Lighthouse*. The text is the only book in the sample that falls into the historical fiction genre, and gives at least one example of the SEL competency, *relationship skills*. The spread shows the lighthouse keeper's wife arriving, and the two of them becoming a team. They work together, and must communicate effectively in order to accomplish the task of running the lighthouse together.

Figure 11

Template from the Text, *Hello Lighthouse,* Illustrating an Example of the SEL Competency,

Relationship Skills

11-12

The keeper looks through his telescope. The tender arrives, bringing oil and flour and pork and beans…and his wife. He shows her around the round rooms of their house. He tends the light and writes the logbook and sets the table for two.

Element	Description (what I see)	Notes (what I think it means; infer,)	Competency (competency and why)
Compositional: • How is text/illustration used/represented (e.g., color, position, font, size and style, location, position)? • Design elements: Where are things on the page, framing, type of illustration?	Chinese ink watercolor Precise, detailed images Patterned blue, green, gray waves Solitary feeling throughout Cutaway interiors of the lighthouse Compact pictures Close up pictures of the keeper and wife Porthole shape frames Aerial views Isolated, circular, intimate No borders, no white space One image across the spread	A series of events, actions and movements are evident throughout the spread. Waves covering the spread in the background shows the unrest of the sea and the gray color is dismal.	
Ideational: • Who is represented? How are they posed? • What actions are represented? • Interaction between characters and setting? • What objects are included? What might they represent? • What vectors are observed? How do they connect or divide people and/or objects	The top round panel is of the man looking at the reader with a telescope to his eye. In the lens is a ship on the sea. He has on a uniform and a cap. His other eye is closed, and his mouth is very slightly turned up. Below (not in a panel) is the same large ship that is also seen in the telescope lens. It is an aerial view. From it is a rope with a house that is attached to the top of a rock cliff where the man is standing bent over. He has his arms outstretched and is holding the hand of one of the hands of a woman who is sitting in a sling in it. There is a round panel at the bottom is an interior picture with the man and the woman in a dancing pose in the kitchen of the lighthouse. They are looking at one another and both of their mouths are upturned.	The man was looking through the telescope at the ship with his sweetheart or wife on it. Then the house has the woman in it from the ship, and the two look thrilled to see one another. Below, they are in a panel dancing in the kitchen of the lighthouse, looking extremely happy to be together. It appears she will be staying with him in the lighthouse.	Relationship skills- The keeper and his wife are a team now and can work together to tend the lighthouse. They both look so pleased to see one another after what seems like a long time away.

Table 9 displays the number and percentage of books in each genre which have instances of the SEL competency responsible decision making. 100% of five genres illustrated the competency *responsible decision-making*. These were wordless, fairy tale, realistic fiction, fable, and historical fiction texts. Of the multicultural and fantasy fiction genres, 80% had instances of the competency, while 60% of the biography genre displayed the competency. At the same time, 50% of the informational and predictable texts illustrated responsible decision making.

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Table 9

Texts with Instances of the SEL Competency Responsible Decision-Making

Genre	n	%
Biography	3	60
Multicultural	4	80
Fantasy Fiction	4	80
Wordless	3	100
Predictable	1	50
Informational	1	50
Fairy Tale	1	100
Historical Fiction	1	100
Realistic Fiction	1	100
Fable	1	100

Note. N = 25.

Figure 12 shows the completed template of the spread found on pages 29 and 30 in the text, *Flotsam*. The book is one of three within the wordless genre in the sample. The spread shows the main character who is a young boy, throwing the camera he has found back into the sea. It can be inferred that he is doing so in order for the camera to be found by other children. He has found wondrous things on the camera, and he wants others to be able to do the same. Rather than keeping it for himself, he wants to share the positive experience with others. In this way, he is showing *responsible decision-making*.

Figure 12

Template from the Text, *Flotsam,* Illustrating an Example of the SEL Competency, Responsible

Decision-Making

Element	Description (what I see)	Notes (what I think it means: infer)	Competency (and why)
Compositional: • How is text/illustration used/represented (e.g., color, position, font, size and style, location, position)? • Design elements: Where are things on the page, framing, type of illustration?	Watercolor images, layered, pastels mostly Fantastic, dreamlike, whimsical. Comic book- like The story arises from the images, and conjure humor and imagination Cerebral Left page- one large image with white border, black space surrounds Right page- One large image with four panels on top of it. Three smaller rectangles at the top, one larger rectangle below it. Each has a thin black border, no white space	The panels show the series of events, with the first being the focus as the boy shows the reader the previous finders of the camera. The history of the camera becomes more evident in this spread.	
Ideational: • Who is represented? How are they posed? • What actions are represented? • Interaction between characters and setting? • What objects are included? What might they represent? • What vectors are observed? How do they	Left page- The photo of the boy holding the photo is there. In the background is a wave, hitting the boy from behind. In the wave are the photos that the boy had printed out. Right page- The first panel shows photos in the ocean, with the boy standing on the shore. The next photo is the boy holding the camera. The next is the boy in a throwing pose holding the camera held out by the strap behind him. The next photo is the boy in a throwing pose in front of the ocean with the camera in midair out in front of him, over the ocean. The background image is of the boy standing in front of the ocean with one hand straight up.	The photo on the left shows that the boy is about to get hit with a wave as he holds the picture up for his photo. The reader then sees that the photos he developed are in the ocean, scattered. Then In a series of panels the boy throws the camera into the ocean. Is he returning it to the journey so that others can also enjoy the images?	Responsible decision making- The boy has decided to throw the camera back into the water so that other children can have a chance to find the wonders of the camera and its magic. He is promoting the well-being of others in that they may have the chance to see the amazing things he has seen.

Research Question 2

What trends in the representation of the five SEL competencies within the Caldecott

Medal Award winning texts from 1994 - 2019 can be seen?

Across the board, Table 1 reveals that the most prevalent SEL competency found in the

sample was responsible decision making. Eighty percent of the texts exhibited the competency.

This was closely followed by *social awareness* and *relationship skills* at 76 %. On the other hand, the SEL competency *self-awareness* was found in only 48 % of the texts in the sample.

While this is interesting in itself, separating the sample into genres gives more information. This will be further discussed in Chapter 5. As Table 3 displays, 15 of the texts in the sample fell into the biography, multicultural, and fantasy fiction genres. These three genres make up 55.56% of the sample. The remaining seven genres complete the remaining 44.44% of the sample. Because biography, multicultural, and fantasy fiction comprise such a large portion of the sample, the SEL competencies found within them merit a close look.

When it comes to *self-awareness*, 80% of the biographies, and 60% of both the multicultural and fantasy fiction books displayed the competency. In terms of *self-management*, 80% of the biography, multicultural, and fantasy fiction genres illustrated the competency. At the same time, 100% of the biography genre, and 80% of the multicultural and fantasy fiction genres displayed the SEL competency *social awareness*. Further, 100% of the biography and fantasy fiction genres, as well as 80% of the multicultural genre gave evidence of the SEL competency *relationship skills*. Finally, the biography, multicultural, and fantasy fiction genres displayed the SEL competency *responsible decision-making* at 60%, 80%, and 80% respectively.

Three texts comprised the wordless genre. While this genre represents 11.11% of the sample, 100% of the texts possessed the SEL competency *responsible decision-making*. Additionally, 66% of the texts in the genre displayed the SEL competencies *social awareness* and *relationship skills*. Only 33% displayed the competency, *self-management*, and none of the texts displayed *self-awareness*.

Within the sample, there were two texts in each of the following genres: predictable, informational, and fairy tale. These genres comprise 22.23% of the sample in total. Predictable

texts did not have any illustrations of the SEL competency *self-awareness*. Informational texts and fairy tales each displayed *self-management* 50% of the time. Interestingly, none of the predictable texts presented the competency *social awareness*, while 50% of the informational texts displayed it. On the other hand, 100% of the fairy tale genre exhibited the SEL competency. At the same time, none of the predictable, and informational texts displayed the SEL competency *relationship skills*, while 100% of the fairy tale genre displayed it. Finally, 50% of the predictable and informational texts illustrated *responsible decision-making*, and 100% of the fairy tales displayed the competency.

The final group of genres, historical fiction, realistic fiction, and fable comprise 11.10% or three texts within the sample. None of the historical fiction, and realistic fiction texts exhibited the SEL competency *self-awareness*, while 100% of the fables did. Interestingly, 100% of the historical fiction, realistic fiction, and fable genres illustrated the SEL competencies *self-management*, *social awareness*, *relationship skills*, and *responsible decision-making*.

Another trend can be found when studying instances of non-examples within the different genres in the sample. Table 10 illustrates the number and percentage of texts in each genre which exhibit non-examples of at least one SEL competency. First, 100% of the fairy tale and fable genres display at least one non-example. At the same time, 80% of the fantasy fiction genre, 60% of the multicultural genre, and 50% of the predictable and informational genres contain at least one non-example of at least one SEL competency. Further, 40% of the biography genre, 33% of the wordless genre, and no texts within the historical fiction and realistic fiction genres include at least one non-example of at least one SEL competency.

Table 10

Texts with Non-Examples of the SEL Competencies

Genre	n	%
Biography	2	40
Multicultural	3	60
Fantasy Fiction	4	80
Wordless	1	33
Predictable	1	50
Informational	1	50
Fairy Tale	2	100
Historical Fiction	0	0
Realistic Fiction	0	0
Fable	1	100

Note. N = 27. Two texts, *Grandfather's Journey* and *Radiant Child: The Story of Young Artist Jean-Michel Basquiat* are listed in two genres: Multicultural and Biography.

Summary

In this chapter the findings of the analysis for this research study were presented. After providing at least one example and non-example of every SEL competency found within the data corpus, an analysis of the frequency data was completed. Further, trends within representation of the SEL competencies in the data corpus were illuminated. This included trends within genres, as well as within texts exhibiting non-examples of SEL competencies. Chapter 5 will discuss the findings described within this chapter.

CHAPTER V: DISCUSSION AND CONCLUSION

This chapter presents a summary of the study, as well as a discussion of the findings and conclusions based upon the data presented in Chapter Four. Implications and recommendations for further research are also included, along with a conclusion.

Summary

The purpose of this study was to explore the Caldecott Medal Award winning texts from the years 1994 to 2019 for their representation of the social and emotional learning competencies put forth by CASEL as of 2021. The qualitative study employed social semiotics in its use of multimodal content analysis (Kress & van Leeuwen, 2021; Reid & Serafini, 2018; Serafini, 2014). Further, CASEL's social and emotional learning competencies framework was utilized when analyzing the data corpus (CASEL, 2021). An evaluative instrument was designed which allowed the textual and visual modes of each book in the data corpus to be analyzed. The coding of the data gathered utilizing the evaluative instrument was deductive in nature in order to focus on the a-priori list of CASEL's social and emotional competencies. The following research questions were used to guide the study:

1. How are the five SEL competencies represented within the Caldecott Medal Award winning texts from 1994 - 2019?

2. What trends in the representation of the five SEL competencies within the Caldecott Medal Award winning texts from 1994 - 2019 can be seen?

This chapter discusses the findings of the study. The discussion of the findings in this chapter is centered around four assertions:

1. The Caldecott Medal Award winning texts from 1994 to 2019 are good sources for the integration of SEL and literacy skills.

2. The Caldecott Medal Award winning texts from 1994 to 2019 are a wellspring for bibliotherapeutic SEL lessons with students.

3. When it comes to the Caldecott Medal Award winning texts from 1994 to 2019, certain genres are better suited to teaching specific SEL competencies.

4. Examples and non-examples of SEL found within the Caldecott Medal Award Winning texts from 1994 to 2019 can be used to teach the competencies.

Within the chapter, each assertion is discussed, using evidence from the study. Further, the importance of the findings is addressed as each assertion is explained. The chapter ends with a discussion of implications and potential future research.

Caldecott Medal Award Winning Texts as a Source for SEL and Literacy Skills Integration

The most basic finding of the study is that 23 of the 25 texts in the data corpus contain at least one example of a social emotional learning competency. The majority of the other texts exhibited multiple SEL competencies on more than one occasion. Many included non-examples of the SEL competencies as well. Thus, it is possible to state that many of the Caldecott Medal Award winning texts from 1994-2019 as a whole are rife with SEL competencies, making them excellent potential SEL resources.

Research has shown that there is a relationship between social and emotional learning and elementary literacy instruction (Britt et al., 2016; Buckley, 2015; Dresser, 2013; Fettig et al., 2018; Heath et al., 2017; McTigue et al., 2015; O'Conner et al., 2017; Womack et al., 2011). This relationship allows for the smooth integration of the two subjects. A large number of the Caldecott Medal Award winning texts analyzed in the study exhibit SEL competencies, which makes them ideal for consideration when planning this integration. Moreover, that 19 out of the

24 texts provided over 10 SEL competency examples within their visual and textual modes suggests that the majority of texts in the sample could add richness to lessons.

For example, the book *Smoky Night* is a multicultural text which exhibits 30 instances of an SEL competency. Each competency with the exception of *self-awareness* is included within the words and illustrations of the text. In addition to being imbued with examples of SEL competencies, the plot of the text lends itself to literacy skills lessons in story mapping, as well as cultural reflection. The idea of integrating social and emotional learning with literacy skills using books such as *Smoky Night* is reinforced by the reality that English language arts is a large part of each day in the elementary classroom (Dresser, 2013), and social and emotional programming should have its foundation in the already existent curriculum and instruction of a regular school day (O'Conner et al., 2017).

Tools for Literacy Skills Instruction

Research has shown that when integrating social and emotional learning with literacy education, it is effective to use an explicit format (Dresser, 2013) Activating prior knowledge, setting a purpose for reading, and following a sequence of teaching points (enveloping both literacy and SEL) which are well thought out by the teacher in advance are important (Womack et al., 2011). Asking specific questions regarding the elements of the SEL competencies, as well as the feelings and motives of the characters enables educators to use literature to merge SEL with literacy (Britt et al, 2016; O'Conner et al., 2017). The texts within the data corpus are likely to be effective tools with which to do so, as they are considered such noteworthy pieces of literature, as well as having widespread displays of the SEL competencies. Educators can utilize the award winners' pictorial representations, as well as the portrayal of the characters and plot within the textual mode to create lessons beginning with investigating background knowledge

through designing questions and discussions revolving around the SEL competencies being exhibited within the story. It is through these lessons that students may not only gain valuable literacy knowledge, but also begin to understand the emotions and motivations of the characters in the text, and begin to apply this knowledge to the situations they encounter in their own lives (McTigue et al., 2015). This may be highly beneficial when it comes to promoting social and emotional well-being.

Literacy education is built upon communication and interaction. Reading, writing, listening, and speaking in a workshop type setting enables both literacy and SEL skills (Buckley, 2015). Educators interested in blending literacy and SEL can use the vast majority of the texts analyzed in the study to enhance the richness of *both* skill types through utilizing the Caldecott Medal Award winning texts. For instance, at the start of the school year, educators may choose to use the fantasy fiction text, *The Adventures of Beekle, The Unimaginary Friend* not only to teach a literacy topic such as sequencing events, but to also address the SEL competency of *relationship skills*. As children engage in multiple readings of the story, they may discuss and write about both the movement of the plot itself, as well as the ways in which the main characters, Beekle and the little girl, illustrate positive *relationship skills* as they overcome their shyness, communicate effectively and kindly, and build what appears to be the start of a loving friendship.

Caldecott Medal Award Winning Texts as a Source for Bibliotherapeutic SEL Lessons

Distinguished literature is capable of influencing children's emotions and cognition (Dresser, 2013). Picturebooks can be effective resources for social and emotional learning if students are able to connect on a personal level with the characters and plot of the text (Harper, 2016). The majority of these Caldecott Medal Award winning texts, which illustrate SEL

competencies which are integral to young students' perceptions and sentiments can therefore be integrated into the language arts elements of a school day. As Chamberlain and Leal (1999) pointed out, the Caldecott Medal Award winning texts also have a varied and at times high reading level, so it may be appropriate for them to be used throughout the primary and elementary levels for English language arts and SEL integration as well.

It is likely that lessons based upon the SEL competencies found within the texts in the sample allow for personal connections, as well as interest and investment in the characters as they work to overcome obstacles, become increasingly self-aware, and achieve better management of their behavior in order to reach success. For instance, the multicultural biography, *Radiant Child: The Story of Young Artist Jean-Michel Basquiat* provides multiple instances of the SEL competencies *self-awareness*, *self-management*, and *relationship skills*, as well as one example each of *social awareness*, and *responsible decision-making*. The story revolves around the artist as he navigates his childhood and adolescence to become a world-famous artist. As students engage with the text, they can learn not only about the genre of biography, the artistic techniques of the illustrator, and the multicultural aspects of the text, but also about the struggles of others such as Basquiat, and how they overcame them. By making connections to and learning from the text, readers may be able to apply the lessons to their own lives (Heath et al., 2017; Sullivan & Strang, 2002). Thus, there are bibliotherapeutic benefits to engaging with the book.

With a plethora of SEL competencies found within the data corpus, as well as the distinguished nature of the storylines and the illustrations within the texts, it stands to reason readers may be able to use them to identify with the characters, their situations, and their emotions. These self-text connections may be able to help readers liberate their own negative

emotions as they observe how problems are resolved within a storyline. In doing so, the reader may also be able to apply what they have learned in order to tackle obstacles in their own lives. This idea lends itself to Sullivan and Strang's (2002) statements regarding literacy and bibliotherapy in school settings helping children understand and manage the issues they face within their own lives.

The Relationship Between Different Genres and Specific SEL Competencies

Some may wonder if the texts in the data corpus are tantamount in terms of their displaying SEL competencies. The simple answer is no, they are not. As the study showed, 80% of the texts exhibited *responsible decision-making*, 76% exhibited *social awareness* and *relationship skills*, while 68% displayed *self-management*, and 48% displayed *self-awareness*. It would seem that it might be easier to find texts within the sample to use if one wanted to focus upon *responsible decision-making*, rather than *self-awareness*. However, it is noteworthy that texts displaying the least common SEL competency, *self-awareness* still comprised nearly half of the total texts within the sample. Therefore, it is worth considering texts within the data corpus when planning combined literacy and SEL lessons.

If the texts in the sample are not equivalent when it comes to exhibiting SEL competencies, teachers and researchers have issues to contemplate when thinking about using the Caldecott Medal Award winning texts for SEL lessons. One consideration may be the texts' genres. When the sample was broken down, it was found that 55.56% of the texts fell into the biography, multicultural, and fantasy fiction classifications. They comprised a total of 15 of the texts. The five biographies displayed a total of 79 SEL competency instances, the five multicultural texts illustrated a total of 96 competencies, and the five fantasy fiction texts showed a total of 82 competencies. While the number of these texts is sizable when compared to those in

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other genres, those are still large numbers of SEL competencies which can be observed, discussed, and analyzed with students. Therefore, it may be appropriate for those interested in using distinguished children's literature in SEL lessons, to consider the biography, multicultural, and fantasy fiction genres first.

At the same time, the predictable and informational genres comprised 14.82% of the sample. That is, there were two predictable books and two informational books studied. The four texts had a total of 15 examples of SEL competencies within them. The predictable texts held six examples, and the informational text held nine examples. This is a far smaller number of SEL competencies when compared to the biography, multicultural, and fantasy fiction genres, even when taking the number of books in each genre into account. This may be because the predictable books targeted offering repetitive, rhythmic phrasing, rather than detailed relationships between characters, while the informational texts tended to focus upon delivering factual information to the reader. Therefore, it may not necessarily behoove educators to look in these genres *first* for texts to use for SEL purposes. This is not to say that these texts or genres do not have possible beneficial examples to use in lessons, only that it may not be as easy to identify SEL competencies.

It is notable that the texts in the fairy tale and fable genres had 66 instances of SEL competencies throughout. It is remarkable in part because there were only two fairy tales and one fable which comprised 11.11% of the sample. Sixty-six SEL examples within only three texts may make them excellent resources for those wanting to utilize SEL examples in children's literature. It may not be surprising that these texts are suffused with SEL illustrations, as fables and fairy tales tend to have situations and characters which have simple plots, are imbued with the idea of good and evil, and tend to conclude with a learned lesson. It may be easier for an

author to build SEL competency examples into texts with such characteristics. In any case, the study shows that fairy tales and fables may be worth using for SEL lessons.

Specific SEL Competencies within Genres

Not all genres are equal in their demonstration of individual SEL competencies. It may be beneficial for those planning SEL lessons to pay special attention to certain genres when focusing on specific competencies. For instance, if an educator wants to focus on the competency of *responsible decision-making* or *self-management*, it may be apt to start by looking at individual genres initially.

Self-Awareness

When it comes to *self-awareness*, a large percentage of the biography, multicultural, and fantasy fiction genres had examples of the competency. It could be said that the texts which fell into the biography and multicultural genres were largely about individuals who were facing problems which required a proficient level of self-understanding in order to succeed in overcoming them. When describing social emotional learning, the elements of *self-awareness* include identifying one's emotions and joining them with proper motives and actions (CASEL, 2021; Goleman, 1995; Mayer & Solovey, 1997) The multicultural text, *Golem*, for instance gives an account of a fantastical being who learns and understands that once his sole purpose in life is completed, he will then be destroyed. The multicultural biography, *Grandfather's Journey*, gives an account of a man who travels between his homeland of Japan and The United States throughout his life because he understands his own yearnings for both lands. These instances of *self-awareness* within texts give the reader illustrative examples that can help enable them to internalize the elements of the competency and utilize them in their own lives. When the

characters are people, rather than animals, or fantastical beings, it may allow the reader to better connect the aspects of the competency to their own life.

Many of the fantasy fiction texts are stories of imaginary creatures engaging in relationships with others. In order for these relationships to thrive, the characters need to have a modicum of *self-awareness*. In some cases, the plot of the story revolves around a character not having a great deal of *self-awareness* and the problems this can cause. Officer Buckle in the text, *Officer Buckle and Gloria* is an example of this. At the outset, Officer Buckle has no idea that his school safety presentations are boring his audience to the point of falling asleep. He is completely unaware that his police dog Gloria does tricks behind him which enthrall his young audience. It is not until the end of the book that he gains *self-awareness*, and his relationship with not only his audience, but also with Gloria improves. Again, *self-awareness* is depicted as recognizing one's strengths and weaknesses, as well as having a growth mindset (CASEL, 2021; Goleman, 1995). While biographies and multicultural texts include real people with whom readers may easily connect, there are also benefits to fictional characters exhibiting *self-awareness*. Sometimes it may be easier and even more pleasant to witness a fun, fantastical being become self-aware. Whimsical texts may be less threatening, and more inviting to some readers. If this is the case, there are examples within the fantasy fiction genre with which readers may enjoy engaging. It is important to consider the preferences of readers, and it is encouraging that self-awareness can be found within many genres.

On the other hand, the wordless, predictable, historical fiction, and realistic fiction genres had no examples of *self-awareness*. Texts in these genres comprised 7 books, or 25.92% of the sample. It was surprising that the historical fiction genre did not exhibit *self-awareness* even though the text, *Hello Lighthouse* was centered around a relationship between family members.

The text is a depiction of the interactions between a husband and wife who live in and run a lighthouse together. This shows that one cannot take for granted that stories surrounding relationships between characters will have a competency such as *self-awareness*.

Self-Management

When it comes to the SEL competency of *self-management*, it may be relatively easy to find examples to use in lessons within the texts of the data corpus. There were high percentages of the genres biography, multicultural, fantasy fiction, historical fiction, and fable which demonstrated the competency. Many of the texts in these genres within the sample were centered around characters with goals they wanted to achieve. Achieving goals may require self-discipline, managing emotions, taking initiative, and showing agency (CASEL, 2021; Goleman, 1997; Nathanson et.al, 2016). Therefore, it may not be altogether surprising that *self-management* was abundant. The multicultural biography, *Radiant Child: The Story of Young Artist Jean-Michel Basquiat*, for example displayed six instances of positive *self-management*. Throughout the text, the main character Jean-Michel Basquiat was self-motivated and disciplined as he worked toward his goal of becoming a famous artist, and these qualities showed themselves as the SEL competency, *self-management*.

When it came to the two texts in the informational genre, one had examples of *self-management* while the other did not. It may not be surprising that the text, *Locomotive*, did not display the competency when it was focused upon the workings of both locomotives themselves, and the train system of the 1860s. On the other hand, the informational text, *So You Want to be President?* gave anecdotes regarding the personalities of the presidents of the United States of America. Some of these colorful narratives were centered around interesting situations the presidents went through, allowing them to show examples, or non-examples in some cases of the

competency. For instance, an effective leader must have personal and collective goals during his or her tenure, and the ability to do so is a feature of *self-management* (CASEL, 2021; Goleman, 1995). So, while there may not be copious amounts of *self-management* examples within the informational texts, it is possible to find them. Educators interested in addressing the SEL competency *self-management* may want to look first to genres such as biography and multicultural first, because they appear in many cases to involve individuals who learn to become proficient at the competency.

Social Awareness and Relationship Skills

Social awareness requires individuals to take the perspectives of others, demonstrate empathy and compassion, and grasp different societal norms (CASEL, 2021). On the other hand, *relationship skills* envelope communicating well, having positive connections to others, using teamwork and collaboration, offering help to those in need, and displaying leadership skills (CASEL, 2021; Goleman, 1995; Nathanson et. al, 2016).

The SEL competencies of *social awareness* and *relationship skills* were prolific throughout the data corpus, with the exception of within the predictable and informational genres. The predictable text genre displayed no examples of either competency. One of the two informational texts displayed *social awareness*, while neither of them displayed *relationship skills.* This is likely because the predictable text genre is geared toward providing a phrasing pattern that is easy for readers to follow, rather than an in-depth investigation into the relationship between people or groups. Further, the informational text genre may encourage the gleaning of a high level of comprehension regarding specific topics (such as trains in the case of *Locomotive*), without illustrating empathy, compassion, or cultural competency, all elements of *social awareness* and *relationship skills*. It is important to remember that no text can be designed

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to give the reader unlimited experiences. Rather, authors must make decisions regarding the elements upon which to focus. In the case of these predictable and informational texts, the authors chose to focus on elements which do not naturally lend themselves to these two competencies.

There were two texts in the predictable book genre, *Kitten's First Moon*, and *The House in the Night*. The first text revolved around a kitten going through trials as it discovered the moon. There were no other characters in the text, and therefore the subject matter of the text did not lend itself to either competency. The second text, *The House in the Night*, involved a repetitive text which built upon itself. While the verses had a comforting and soporific effect, there was not a great deal of depth to the characters. Due to the lack of depth, there was no chance for instances of compassion or empathy, gratitude, or displays of leadership, and thus the competencies were not evident (CASEL, 2021). When it came to the informational text genre, *Locomotive*, as mentioned above, did not involve relationships between characters, which took it out of the running for displaying the competencies. Additionally, while *So You Want to be President?* did have many characters, the vignettes involving the presidents were very short in length, and therefore did not have the depth required to illustrate the competency *relationship skills*. On the other hand, the book did display *social awareness*. For instance, an anecdote within the text describing President McKinley trying to stop a mob of people from attacking the man who had just shot him shows *social awareness*. Indeed, it may be difficult to imagine compassion, which is a hallmark of *social awareness*, in such a situation (CASEL, 2021)! While other texts in the sample may have more examples of *social awareness*, such a dramatic single example may be worth reading and discussing.

Responsible Decision-Making

Finally, when it comes to the SEL competency of *responsible decision-making*, it may not be difficult for educators to find examples within the sample. The lowest percentage of texts in a genre displaying the competency is 50%. Further, there are only two genres, predictable and informational, which have this percentage. In fact, all three of the books in the wordless text genre included examples of *responsible decision-making*. When considering wordless texts, this may be surprising to some.

Responsible decision-making includes showing curiosity, identifying solutions, and evaluating and reflecting upon one's actions as well as their impacts (CASEL, 2021; Goleman, 1995; Nathanson et. al, 2016). Interestingly, the only SEL competency exhibited in the text, *Flotsam*, was *responsible decision-making*. At the end of the text, the boy decides to put the camera back into the ocean in order to allow others to see and enjoy the amazing things he has seen. At the same time, in the wordless text, *A Ball for Daisy*, the dog who inadvertently destroyed the toy of another, replaces it and brings its friend joy once more. All of this is portrayed in illustrations, rather than in words. Finally, the wordless text, *Wolf in Snow*, revolves around a little girl who is lost in the woods. She decides to help a wolf pup she encounters along her own journey to find her home. This decision is not only ethical, but also winds up enabling her parents to find her later in the text. Each of these texts was able to convey *responsible decision-making* even without the textual mode. Thus, educators and scholars should not dismiss wordless texts when it comes to accurate and thorough displays of SEL competencies. Wordless texts rely on rich, detailed illustrations to convey meaning. They can be powerful in their ability to embody the competencies.

Using Examples and Non-Examples of the SEL Competencies within Lessons

Chapter four findings include the number and percentages of non-examples of the SEL competencies found within the data corpus. The majority of the genres within the sample included non-examples of the competencies, that is, instances showing the opposite of *self-awareness*, *self-management*, *social awareness*, *relationship skills*, or *responsible decision-making*. For a more detailed explanation of non-examples, refer to Chapter Four. In fact, only the historical fiction and realistic fiction genres did not give at least one non-example of a competency.

As educators use distinguished texts to teach SEL competencies, they may take into consideration whether examples or non-examples are being depicted. While both examples and non-examples give opportunities for robust discussion regarding the competencies, it may be wise to introduce students to each SEL competency through examples first. In doing so, students are able to identify, describe, and discuss the characteristics of a competency via direct, detailed instances. Engaging in this process multiple times may allow students to absorb the properties involved with each SEL competency, and thus more fully understand them (Britt et al., 2017; Heath et al., 2017; McTigue et al., 2015; Womack et al., 2011).

Once students have grasped the characteristics of an SEL competency, identifying, describing, and discussing non-examples may be more facile. Just as it is key to comprehension to be able to give examples of a thing, it is also important to be able to describe non-examples of that same thing. Deep knowledge comes from understanding not only what something is, but also what it is not. In order to be proficient in social emotional learning, one must be able to recognize when a situation is revealing a lack of SEL adroitness as well. Progress cannot be made without knowing when change must come, and it is only through knowing of a deficiency

that correction can occur. A sequential teaching process which addresses a lack of proficiency in SEL after explicitly teaching the competencies themselves may benefit students (Womack et al., 2011).

It is interesting that all three texts within the fairy tale and fable genres portrayed non-examples of SEL competencies. Fables tend to be simple short stories with few characters, and in many cases, personified animals. There is a lesson for readers to learn at the end. Fairy tales are typically designed with children in mind, and have magical plots with characters who might be classified as good or evil. In both narratives, there can be characters who are behaving in ways that exhibit a lack of SEL proficiency. Usually by the end of the story the character's plan has either been foiled, or the character has learned a moral, and gleaned a valuable lesson. Because of these characteristics, and the likelihood of there being a presence of non-examples, the fairy tale and fable genres may be wise choices for educators who wish to introduce non-examples of SEL competencies to their students.

Implications

When it comes to discussing the communities which can benefit from the findings of the study, the results are multifold. Populations within several academic settings stand to gain from the study of the data. These groups include those involved with teacher-preparation programs, administrators who coordinate curricula in K-12 schools, as well as counselors and teachers of K-12 students.

Those involved with the designing and running of teacher-preparation programs at colleges and universities can find useful information within the study's findings. The increasing awareness of the importance of SEL within academic settings, as well as its inclusion in K-12 schools requires that teacher-preparation programs take SEL into consideration when educating

those who will become teachers. The connections between SEL and literacy education can be taught to future educators.

Administrators within the K-12 education system should be made aware of not only the importance of SEL, but also of the ways in which SEL can be integrated with already existing literacy lessons. Rather than adding "one more thing" to teachers' to do lists, curriculum administrators can guide teachers to enrich their current lessons with SEL discussions surrounding the competencies found within literature they are already using with students.

Finally, many teachers are already using these award-winning texts within their classrooms. As teachers see the increasing need to embed SEL into their daily lessons, they do not necessarily need additional resources. Instead, they can utilize the eminent texts they already have, including those discussed in the study, to engage students in key conversations. Further, school counselors can use these texts within their work with students. It is possible for teachers and counselors to work together to integrate SEL into the academic day. This practice should occur as early as kindergarten, and continue all the way through to the end of high school. The goal would be K-12 education programs suffused with social and emotional learning, for the benefit of all.

Recommendations for Future Research

This qualitative content analysis study focused on SEL competencies found within Caldecott Medal Award winning texts from 1994 - 2019. The study answered research questions regarding the presence of the competencies, as well as trends within the collected data. Future studies concerning the SEL competencies found within texts awarded other literary awards may yield valuable results. For instance, the texts from the biography and multicultural genres in this study provided many SEL instances. It would be interesting to investigate whether the texts

which have won the Coretta Scott King Award for the most distinguished portrayal of African American experience in literature for children or young adults also exhibit SEL instances. The award is given to texts which, among other things, must include characters which demonstrate growth and development throughout the course of the plot (Allen, 1998). Comparing the SEL instances in these texts with those in this study could provide insight regarding the nature of the winners of both awards.

Further, researching texts which have won awards voted upon by juvenile readers may offer insight regarding SEL competencies found in books *children* revere. For instance, The Children's Book Council encourages children and teens from ages 3-18 to vote for their favorite texts each year through The Children's and Teen Choice Book Awards. Comparing the SEL competencies found in the texts chosen by children and teens versus those found in books revered by adults may provide information about both how and why children choose the books they love, as well as how they interact with SEL competencies within the texts they love.

The study's content analysis which involved identifying SEL competencies within the textual and visual modes was conducted by an adult with a background in literacy. It may be beneficial for future research to engage children in the identifying of the SEL competencies within the texts. It may be illuminating to discover how children interact with text to find these competencies. While this study provided information about the competencies found within the data corpus, would a group of children identify and describe the SEL competencies in the same way? Would a group of children come to the same conclusions? Researchers may glean important insights about both SEL lessons and literacy through such a study.

This study was a qualitative content analysis, and while it provided findings regarding the SEL competencies found within the data corpus, research involving how teachers utilize

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children's literature to engage students with the competencies would be useful. Investigating how teachers choose to use these texts within classrooms in order to teach students about SEL competencies would provide practical and vital information regarding the integration of SEL with literacy skills. Case study research or action research in this area may be especially useful.

Conclusion

The study determined that there are a multitude of SEL competencies throughout the Caldecott Medal Award winning texts from 1994 - 2019. The instances were identified as both examples and non-examples of the competencies. Further, because of the links between social emotional learning and literacy, the SEL competencies within the data corpus could be used to enrich lessons which are part of the literacy portion of the school day within elementary classrooms. Because of the varied numbers of each SEL competency found within the sample, it may be prudent for educators to take time to consider which competency they are focusing on, along with which genre to choose when planning and designing integrated SEL and literacy lessons.

Overall, it was evident that there were many and varied displays of the SEL competencies throughout the Caldecott Medal Award winning texts studied. The instances found within the sample are promising in their possible use in integrated SEL - literacy lessons with children. Social emotional learning continues to come to the forefront of education, and literacy remains an essential part of schooling. The marriage of the two, along with the incorporation of distinguished texts which display SEL competencies within lessons may be beneficial to students' advancement in both.

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APPENDIX A

TEXTS WITHIN THE DATA CORPUS

Grandfather's Journey
Allen Say
1994

Smoky Night
Eve Bunting
1995

Officer Buckle and Gloria
Peggy Rathmann
1996

Golem
David Wisniewski
1997

Rapunzel
Paul O. Zelinsky
1998

Snowflake Bentley
Jacqueline Briggs Martin
1999

Joseph had a Little Overcoat
Simms Taback
2000

So You Want to be President?
Judith St. George
2001

The Three Pigs
David Wiesner
2002

My Friend Rabbit
Eric Rohmann
2003

The Man Who Walked Between the Towers
Mordicai Gerstein
2004

Kitten's First Full Moon
Kevin Henkes
2005

The Hello, Goodbye Window
Norton Juster
2006

Flotsam
David Wiesner
2007

The House in the Night
Susan Marie Swanson
2008

The Lion & the Mouse
Jerry Pinkney
2009

A Sick Day for Amos McGee
Philip C. Stead
2010

A Ball for Daisy
Chris Raschka
2011

This is Not My Hat
Jon Klassen
2012

Locomotive
Brian Floca
2014

The Adventures of Beekle: The Unimaginary Friend
Dan Santat
2015

Finding Winnie: The True Story of the World's Most Famous Bear
Lindsay Mattick
2016

Radiant Child: The Story of Young Artist Jean-Michel Basquiat
Javaka Steptoe
2017

Wolf in the Snow
Matthew Cordell
2018

Hello Lighthouse
Sophie Blackall
2019

APPENDIX B

INITIAL EVALUATIVE INSTRUMENT TEMPLATE

Page Number	Compositional	Ideational	Other	Implications
Self -Awareness				
Self-Management				
Social Awareness				
Relationship Skills				
Responsible Decision-Making				

REVISED EVALUATIVE INSTRUMENT TEMPLATE

Spread Image		Page Numbers and Text	
Element	**Description** (what I see)	**Notes** (what I think it means)	**Competency** (and why)
Compositional: • How is text/illustration used/represented (e.g., color, position, font, size and style, location, position)? • Design elements: Where are things on the page, framing, type of illustration?			
Ideational: • Who is represented? How are they posed? • What actions are represented? • Interaction between characters and setting? • What objects are included? What might they represent? • What vectors are observed? How do they connect or divide people and/or objects			

APPENDIX D

INSTANCES OF SEL COMPETENCIES BY PAGE NUMBER

	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision - Making
Grandfather's Journey By Allen Say 1994	4-5 18-19 30-31	6-7 30-31	12-13 22-23 32	20-21	
Smoky Night By Eve Bunting 1995		3-4 X 5-6X 7-8 X 13-14 X 12-20 23-24	3-4 X 5-6 X 7-8 X 13-14 X 17-18 21-22 25-26 27-28	3-4 X 5-6 X 7-8 X 7-8 X 13-14 X 17-18 21-22 25-26 27-28	3-4 X 5-6 X 7-8 X 11-12 13-14 13-14 X 17-18
Officer Buckle and Gloria By Peggy Rathman 1996	2-3 X 10-11 X 12-15 X		2-3 X 22-23 28-29	2-3 X 14-15 16-17 24-15 X 29-29	3-4 9-10 15-16 X 17-18 X 21-22 24-25 26-27

	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision - Making
Golem By David Wisniewski By 1997	3-4 21-22 26-27 26-27 X	5-6 15-16 X 17-18 X 19-20 X 19-20 21-22	1-2 X 11-12 X 13-14 X 15-16 X 17-18X 21-22 25-25 X 28-29	1-2 X 5-6 11-12 13-14 X 21-22	3-4 9-10 15-16 X 17-18 X 21-22 24-25 26-27
Rapunzel By Paul O. Zelinskay 1998	2-3 X 6-7 X	2-3 X 4-5 X 6-7 X 16-17 X 18-19 X 21-21 X 22-23 X 24-25 X	4-5 X 6-7 X 8-9 X 12-13 X 20-21 X 22-23 X 24-25 X	8-9 X 10-11 12-13 X 16-17 18-19 22-23 X 24-25 X 26-27 30-31	4-5 X 6-7 X 6-7 12-13 X 18-19 X 22-23 X
Snowflake Bentley By Jacqueline Briggs Martin 1999	7-8 9-10 15-16 17-18	9-10 15-16 17-18 19-20 27-28	11-12	11-12 23-24	

	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision - Making
Joseph had a Little Overcoat By Simms Taback 2000					3-4 7-8 11-12 15-16 19-20 23-24 29-30
So You Want to be President? By Judith St. George 2001	13-14 15-16 29-30	27-28 35-26 X	39-40		13-14 X 39-40 41-42
The Three Pigs By David Wiesner 2002		3-4 X 9-10	3-4 X 29-30	5-6 21-22 27-28 29-30 33-34 37-38	3-4 X 27-28 37-38

	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision - Making
My Friend Rabbit By Eric Rohmann 2003		5-6 X 11-12 X 13-14 X 15-16 X 17-18 X 19-20 X 27-28 X 29-30 X	21-22	1-2 5-6 17-18 17-18 X 19-20 29-30 31-32	3-4 X 7-8 X 11-12 X 23-24 X 25-26 X
The Man Who Walked Between the Towers By Mordicai Gerstein 2004	11-12 13-14 19-20 21-22	9-10 13-14 17-18 19-20 21-22 25-26 27-28 29-30	5-6 17-18	9-10 11-12 17-18	7-8 X 9-10 X 13-14 X 19-20 X 25-26 X 27-28 X 29-30 31-32
Kitten's First Moon By Kevin Henkes 2005		7-8 X 7-8 11-12 X 11-12 15-16 X 21-22 X			7-8 X 11-12 X 15-16 X 21-22 X 23-24

	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision - Making
The Hello, Goodbye Window By Norton Juster 2006	21-22 25-26 29-30		5-6 11-12	3-4 5-6 7-8 9-10 11-12 15-16 17-18 19-20 25-26	19-20
Flotsam By David Wiesner 2007					29-30
The House in the Night By Susan Marie Swanson 2009					
The Lion and the Mouse By Jerry Pinkney 2010	23-24 25-26	11-12	15-16 X 21-22 23-24 25-26 27-28 29-30	11-12 21-22 23-24 25-26 27-28 29-30	11-12 15-16 X 21-22 23-24 25-26 27-28

	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision - Making
A Sick Day for Amos McGee By Philip C. Stead 2011		5-6	7-8 9-10 11-12 15-16 23-24 25-26	5-6 7-8 9-10 11-12 15-16 21-22 23-24 25-26 27-28 29-30	11-12 23-24
A Ball for Daisy By Chris Raschka 2012		13-14 X 27-28	13-14 X 19-20 23-24 25-26 27-28	13-14 19-20 23-24 25-26 27-28 29-30	13-14 X 25-26 27-28
This is Not My Hat By Jon Klassen 2013	9-10 X 13-14 X 17-18 X 19-20 X	1-2 X	1-2 X 3-4 X 19-20 X	3-4 X	1-2 X 3-4 X 13-14 X 19-20 X
Locomotive By Brian Floca 2014					

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	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision - Making
The Adventures of Beekle: The Unimaginary Friend By Dan Santat 2015	9-10 11-12 19-20 29-30	9-10 11-12 21-22 23-24 X		27-28 31-32 33-34 35-36 37-38	
Finding Winnie: The True Story of the World's Most Famous Bear By Lindsay Mattick 2016			3-4 13-14	1-2 13-14 15-16 30-31 37-38 39-40	11-12 21-22 27-28 30-31 41-42
Radiant Child: The Story of Young Artist Jean-Michel Basquiat By Javaka Steptoe 2017	3-4 19-20 21-22 29-30 31-32	3-4 5-6 19-20 23-24 27-28 29-30	33-34	7-8 9-10 11-12 13-14 15-16 17-18 X 19-20	25-36 X