

Logan Together Foundation Roadmap –Project scoping

Project title: Expand social and emotional wellbeing programming for young people

Strategic or Chapter-based project: Education chapter (may link to strategic project)

Short description: Examine opportunities to expand or improve impact and implementation effectiveness of social and emotional learning in the curriculum. Include access to counselling and non-stigmatising mental health support services. These approaches will be supported by the community-wide public education campaign.

What results does it help Logan Together to achieve?

Foundation Roadmap scoreboard outcome (life stage)

Parents ready to have kids

Target

Reduce % of teen mothers by 11.6% (from 5.7% in Logan to 5.1% Qld average)

Indicators (how do we know the outcome is being achieved)

Young women complete education without becoming mothers

(Increase in young women completing Year 12 and post-schooling education and training)

Why will it help achieve those results?

A snapshot of the research

Adolescent pregnancy and early child bearing are linked to a range of social, cultural, economic and psychological factors (e.g. poverty, school failure, inter-generational family dysfunction, mothers who had children early, exposure to drug and alcohol abuse, sexual abuse, low self-efficacy, poor self-concept and expectations). Research suggests that a reduction in these risk factors and building on protective factors including social and emotional learning and support to remain in school is required to reduce the likelihood of early pregnancy.

Durlak et.al. (2011)¹ in their meta-analysis of social and emotional learning interventions in schools note that emotions can facilitate or impede children's academic engagement, work ethic, commitment, and ultimate school success. They note that schools have an important role to play in raising healthy children by fostering not only their cognitive development but also their social and emotional development.

¹ Durlak et.al (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. Child Development Volume 82

Extensive developmental research indicates that effective mastery of social-emotional competencies is associated with greater well-being and better school performance whereas the failure to achieve competence in these areas can lead to a variety of personal, social, and academic difficulties ([Eisenberg, 2006](#); [Guerra & Bradshaw, 2008](#); [Masten & Coatsworth, 1998](#); [Weissberg & Greenberg, 1998](#)).

Durlak et.al. also site the following:

- [Elias et al. \(1997\)](#)'s research that defines social and emotional learning as the process of acquiring core competencies to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively.
- The proximal goals of social and emotional learning programs are to foster the development of five interrelated sets of cognitive, affective, and behavioural competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making ([Collaborative for Academic, Social, and Emotional Learning, 2005](#)).
- Over time, mastering SEL competencies results in a developmental progression that leads to a shift from being predominantly controlled by external factors to acting increasingly in accord with internalized beliefs and values, caring and concern for others, making good decisions, and taking responsibility for one's choices and behaviours ([Bear & Watkins, 2006](#)).
- It is important to provide instruction in processing, integrating, and selectively applying social and emotional skills in developmentally, contextually, and culturally appropriate ways ([Crick & Dodge, 1994](#); [Izard, 2002](#); [Lemerise & Arsenio, 2000](#)).
- Programming fosters students' social-emotional development through establishing safe, caring learning environments involving peer and family initiatives, improved classroom management and teaching practices, and whole-school community-building activities ([Cook et al., 1999](#); [Hawkins et al., 2004](#); [Schaps, Battistich, & Solomon, 2004](#)).
- Findings from several individual studies and narrative reviews indicate that social and emotional learning programs are associated with positive results such as improved attitudes about the self and others, increased prosocial behaviour, lower levels of problem behaviours and emotional distress, and improved academic performance ([Catalano et al., 2002](#); [Greenberg et al., 2003](#); [Zins et al., 2004](#)).
- There is broad agreement that programs are likely to be effective if they use a sequenced step-by-step training approach, use active forms of learning, focus sufficient time on skill development, and have explicit learning goals ([Bond & Hauf, 2004](#); [Durlak, 1997](#); [Dusenbury & Falco, 1995](#); [Gresham, 1995](#)).
- Current findings document that SEL programs yielded significant positive effects on targeted social-emotional competencies and attitudes about self, others, and school.
- Effects nevertheless remained statistically significant for a minimum of 6 months after the intervention.

Project details:

To be developed/identified.

Data and scale:

The table below shows strong correlations between being a teen mother and peri-natal risk factors including smoking during pregnancy and low prenatal visits.

	Perinatal Risk Factors						
	% Smoking During 1 st 20 weeks	% Smoking During 2 nd 20 weeks	% First prenatal visit during 3 rd Trimester	% Low N. Prenatal Visits	% Overweight and Obese	% Teen Mother	% Single Mother Under 25
Perinatal Risk Factors (Mother) (n=159)							
% Teen Mothers (Mothers Aged Less Than 20)	.750**	.766**	.681**	.605**	.627**	1	

There is also a correlation between teen mothers and premature births and AEDC vulnerability for physical health and cognitive and language skills of the child.

The table below indicates the number and percentage of teen mothers in Logan suburbs. Eagleby stands out in terms of both a high percentage and the sheer quantity of adolescent mothers. There are a number of additional suburbs that are not far behind.

Suburbs	N	Teen Mothers as a % of All Mothers
Eagleby	32	12.3
Woodridge	24	7.7
Kingston	22	9.9
Beenleigh	18	10.1
Slacks Creek	17	8.9
Loganlea	16	8.9
Browns Plains	16	10.5
Bethania – Waterford	15	8.6
Crestmead	14	6.0
Edens Landing – Holmview	14	10.1
Regents Park – Heritage Park	14	6.1

Marsden	13	4.6
Jimboomba	13	5.2
Subtotal	228	
Waterford West	9	7.8
Greenbank	9	5.3
Hillcrest	8	6.6
Tamborine / Canungra	7	4.7
Logan Central	6	6.5
Boronia Heights – Park Ridge	6	3.9
Loganholme – Tanah Merah	5	2.8
Shailer Park	5	4.3
Logan Village	5	9.1
Mount Warren Park	3	4.1
Rochedale South – Priestdale	3	1.4
Chambers Flat – Logan Reserve	2	4.3
Springwood	2	1.8
Cornubia – Carbrook	2	2.3
Munruben – Park Ridge South	1	2.6
Daisy Hill	1	1.1
Bahrs Scrub / Wolffdene	1	1.4
Underwood	1	1.0

Source: Perinatal Data Collection, Health Statistics Branch, Qld Department of Health. Data are for 2013/14. See also See Vol 3, ch. 3 (Table 3.4) and ch. 8 (Tables 8.5a and 8.5b, Tables 8.7a and 89.7b, and Table 8.8)

Partners:

Co-design:

Quick wins: