Adventure-Based Experiential Learning Components

Essential for Teaching Social Skills: A Systematic Review

A Dissertation

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By Amy L. Roth

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Dedications

I dedicate this dissertation to my loving and supportive husband, John, who has walked by my side throughout this entire process. My beautiful children, Amanda, Matthew, and Sarah have been wonderful and so understanding during the many long nights of writing. I will forever appreciate all your encouragement and sacrificial love for me. My family is fantastic and truly deserves an honorary degree in patience and tolerance.

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Approval Page

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Preface

The basis for this research stemmed from the researcher's work with adolescent high school senior students who are preparing for their transition into the adult world. Repeatedly, employers and representatives from secondary education institutions report that students are not adequately prepared with social skills. Working within a school of professionals who aim to improve social skills. A main goal is to prepare students by providing a well-rounded education which includes technical skills in an area of interest, as well as soft skill development. The researcher's desire is to explore the effective components for teaching social skills using adventure-based experiential learning (AEL) in order to apply those components in the school setting. School professionals, having limited resources, time constraints, and other restrictions, will benefit from understanding the essential components in order to modify and create effective programs.

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Essential for Teaching Social Skills: A Systematic Review

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Abstract

Social skill development is fundamentally essential to long-term well-being and student success, but employers are voicing concern over a lack of adequate social skills for successful and long-lasting employment. Adventure-based experiential learning (AEL) programs, which are grounded in experiential learning or "learning by doing" and social learning theory, are shown to be an effective method of developing social skills. This systematic review will provide school social workers research-informed information that can assist professionals in creating effective social skills programs by answering the question: What are the components essential for effectively teaching social skills? The systematic review explains key terms and components, the differing types of AEL programs, and program components. The PICO (populations, interventions, comparisons, and outcomes) framework assisted in providing clear and specific eligibility criteria to include and exclude studies. Peer reviewed journals, electronic sources, gray literature, reference harvesting, and consultation were used to locate literature. Data collection and data extraction were completed using an Initial Screening Form and Data

Extraction Form, respectively. The results will be presented in chapter four followed by

interpretations, conclusion, and recommendations in chapter five.

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Chapter 1

This proposal utilizes a systematic review for the purposes of understanding the essential

components of adventure-based experiential learning (AEL). Identifying the essential elements

of AEL allows for effectively teaching young adults necessary social skills. This, in turn, directly

influences the education, employment, and social relationships of the young adult who has

experienced AEL. To accomplish this, Littell, Corcoran, and Pillai's (2008) protocol for

systematic reviews is employed. This chapter provides a description of the problem, explores

AEL as an intervention, discusses the need for a systematic review, and connects its' relevance

to social work including ethical mandates, standards of practice, and leadership.

Description of the Problem

Social skills are necessary for all students preparing to transition from high school into

college or workforce. Research suggests that students with well-developed social skills are more

likely to experience success in life (Bremer & Smith, 2004; Durlak, Weissberg, Dyminicki,

Taylor, & Schellinger, 2011; Jones, Crowley, & Greenberg, 2017; Sklad, Diekstra, De Ritter,

Ben, & Gravesteijn, 2012; Viadero, 2007). Moreover, social skills development is essential to

long-term well-being and student success (Greenberg & Costigan, 2017). Given that social skills

are fundamental, an exploration of the lack of social skills is warranted. Additionally, legal

mandates at both at the federal and state levels will be examined along with the educational

systems as a whole.

Research suggests that nations around the globe are reporting that many youths are

unable to find employment (Cheung & Ngai, 2010; Mircea, 2013; Pattinson, 2015; Taylor,

2005). Although there are multiple reasons behind unemployment, one concern is the lack of communication, higher-order thinking, and other social skills in youth (Collins, 2015; Lippman, Ryber, Carney, & Moore, 2015; Todd, 2014). Researchers have reported that employers expressed concern that youth are not prepared with social skills (Cheung & Ngai, 2010; Mircea, 2013; Taylor, 2005). Similar findings were clearly reflected in a 2012 employer survey that found 44% of employers reported communication, critical thinking, creativity, and collaboration are among the skills most lacking in youth applicants (White, 2013). In the same article, another survey conducted in 2013 revealed 60% of employers reported that applicants lack social skills. While conducting research regarding the development of employability skills, researchers found that employers identified several social skill attributes lacking in youth including poor communication skills, difficulty adjusting to the workforce, poor self-awareness, inappropriate social interactions, and a reluctance to seek out information (Taylor, 2005). Employers report satisfaction with the hard or technical skills of youth after high school, but are dissatisfied with the lack of social skills youth possess (Todd, 2014). Furthermore, it is more convenient, less expensive, and more efficient to hire youth who possess social skills and less-than-developed technical skills as social skills training is often unsuccessful, too costly, and too time consuming (Todd, 2014).

Legal mandates. There are both federal and state level mandates for the delivery of a free public kindergarten through twelfth grade education in the United States. At both levels, these mandates are worthy of further examination as they play an integral role in the delivery of public educational curriculum. This examination will include first a listing of federal legislative attempts followed by a discussion of the events that led to the growth of Social and Emotional Learning education including: the demand from educators, employers, and parents for Social and

Emotional Learning, research on the effectiveness of Social and Emotional Learning, and the law itself. Finally, challenges to implementation will be addressed.

       Federal legislation history. Every public school system operates under federal mandates in order to acquire federal financial support. In 2002, the No Child Left Behind Act (NCLB) was signed into law ("ESSA," n.d.). This Act drastically changed the practice of education in the United States. Under the NCLB era of increased accountability, standardized testing, and strict requirements (http://www.corestandards.org/standards-in-your-state/), students were graduating unprepared for work as reported by employers (Kaburise, 2016).

       Thirteen years later, in 2015, the Every Student Succeeds Act (ESSA) was signed into law and includes assessments to measure Social and Emotional Learning ("Policy, 2018"). The recent ESSA holds educators responsible to teach all students high academic standards that will prepare students for success post-graduation ("ESSA," n.d.). Despite this new movement towards academic success, ESSA does not explicitly describe how states should incorporate Social and Emotional Learning competencies in education (Bridgeland, Bruce, & Hariharan, 2013; Grant et al., 2017) nor does it prioritize Social and Emotional Learning (Bridgeland et al., 2013). Further, there are no protocols to guide school districts in the adoption of Social and Emotional Learning interventions (Grant et al., 2017). Instead, the law provides great flexibility (Grant et al., 2017). Such flexibility allows districts to choose from a range of interventions, to create new interventions, or to adapt existing interventions to meet each district's unique needs (Grant et al., 2017).

      The implementation of Social and Emotional Learning, differs in terms of grade level. For pre-school implementation, all 50 states had developed Social and Emotional Learning competencies by 2015 (Dusenbury, Dermody, & Weissberg, 2018). The implementation for

grades K-12 is a different matter. In 2011, only the State of Illinois had Social and Emotional

Learning competencies (Dusenbury et al., 2018). By 2012, Kansas, Maine, and West Virginia

developed Social and Emotional Learning competencies (Dusenbury et al., 2018). By 2017, four

more states, Michigan, Nevada, New Jersey, and Rhode Island joined the movement for a total of

eight states incorporating Social and Emotional Learning competencies in grades K-12

(Dusenbury et al., 2018). According to Collaborative for Academic, Social, and Emotional

Learning (CASEL), another eight states are in the process of developing Social and Emotional

Learning competencies or have a draft version waiting for adoption so that by 2019

approximately 16 states will have Social and Emotional Learning competencies for K-12

("Policy," 2018).

Events. The movement toward teaching social skills in all grades can be attributed to

three events (Dusenbury et al., 2018). The first event is the growing demand from educators,

business leaders, and parents to prepare students for success in school, at work, and in life

(Dusenbury et al., 2018). Todd (2014) administered a survey to business leaders regarding

entry-level employees, with less than two years full-time experience, and found that the recent

high school graduates had poor critical thinking skills and must be prepared with professional

characteristics. Business leaders indicate that students transitioning from high school or college

into the workforce often display negative attitudes, are disrespectful, lack motivation, lack

loyalty, and often display attitudes of entitlement and self-indulgence (Curtin, Gallicano, &

Matthews, 2011; Gallicano, Curtin, & Matthews, 2012; Hollon, 2008; Myers & Sadaghiana,

2010; Taylor, 2005). Business leaders are realizing how critical and crucial social skills, such as

communication, following directions, decision making, emotional self-control, cooperation, and

timeliness are to a successful labor market and productivity (Aber et al., 2015). Cheung and

Ngai (2010) administered a survey to 249 unemployed young adults between ages 16 and 28 and found that "soft skill training would enhance interpersonal skills, problem-solving skills, and work goal or identity setting, which would compensate for or counter the adversity of disempowerment" (p. 303). Employers recruit employees who display both vocational skills and social skills such as communication skills, problem-solving skills, ability to develop empathetic relationships, critical thinking, and flexibility (Kaburise, 2016; Mircea, 2013; Taylor, 2005), but sadly these skills are lacking in recent high school graduates (Kaburise, 2016).

The second event involves research supporting the benefits of Social and Emotional Learning (Dusenbury et al., 2018; Durlak et al., 2011). Durlak et al. (2011) conducted a meta-analysis of Social and Emotional Learning that revealed a significant correlation between Social and Emotional Learning competencies and attitudes about self, others, and school. In the same study, Social and Emotional Learning also displayed an increase of prosocial behaviors and reduced problematic conduct. The competency that showed the largest effect size was the social emotional skill performance competency including "emotions recognition, stress-management, empathy, problem-solving, or decision-making skills" (Durlak et al., 2011, p. 13). Social and Emotional Learning competencies indicate that students perform better in school and enhance student connection to school as well as improved classroom behaviors (Durlak et al., 2011).

Lastly, Social and Emotional Learning competencies will advance under federal legislation (Aber et al., 2015) now that the Every Student Succeeds Act (ESSA) has provided flexibility for school districts to incorporate Social and Emotional Learning competencies (Dusenbury et al., 2018). The HR 2437: Academic, Social, and Emotional Learning Act of 2011 was introduced but was not enacted (Aber et al., 2015; Zygmont & Naidoo, 2018). Another piece of legislation, HR 3989: The Student Success Act of 2012, was introduced and amended in

February with no further actions (Aber et al., 2015; H.R. 3989-Student Success Act). Bill HR 1875: Academic Social and Emotional Learning Act of 2013, was introduced but was not enacted (Aber et al., 2015; Zygmont & Naidoo, 2018).

The ESSA of 2015 was signed into law by President Obama and this Act provides states with greater autonomy to determine academic indicators for accountability and allows states to set school performance goals based on those indicators (Henderson, 2016). The Act calls for a well-rounded education and provides opportunities for states to build positive social skills, values, and habits (Rosales, 2017) even though it does not explicitly reference Social and Emotional Learning (Grant et al., 2017). ESSA does call for initiatives associated with Social and Emotional Learning competencies including "improving school conditions for student learning; enhancing peer interactions; providing a well-rounded education; and incorporating programs that promote volunteerism, community involvement, or instructional practices for developing relationship-building skills" (Grant et al., 2017, p. 2).

Challenges. There are several challenges effecting the implementation of Social and Emotional Learning. These include education of leaders and best practices for implementation. Despite the benefits of the Every Student Succeeds Act (ESSA), there are still obstacles that hinder the implementation of Social and Emotional Learning competencies in education. School district leadership plays a role in the implementation of Social and Emotional Learning competencies particularly when administrators support the program and its implementation (DePaoli, Atwell, & Bridgeland, 2017). The more invested the administrative leaders are in Social and Emotional Learning implementation, the more emphasis there will be on a systematic plan for Social and Emotional Learning implementation (DePaoli et al., 2017).

Implementation challenges include providing training for educators. According to an in-depth report, information gathered from 884 Pre-K through 12th grade public school principals showed that 60% believe that teacher training is needed to implement Social and Emotional Learning (DePaoli et al., 2017). Jennings and Greenberg (2009) recognize the lack of Social and Emotional Learning training provided to teachers even though evidence suggests that the contributions of teachers make significant differences for students' Social and Emotional Learning education. Another challenge to implementation is a lack of recognized best practices to improve social and emotional skills in students and how to best create a systematic plan for implementation (DePaoli et al., 2017). Approximately one third of respondents indicated that a barrier to implementing Social and Emotional Learning competencies is the lack of planning time for lessons (DePaoli et al., 2017). Principals are facing the challenge of asking teachers to buy in to "one more thing" when teachers are already strained for time in a crowded school day with stringent state-level academic standards (DePaoli et al., 2017; Jennings & Greenberg, 2009). A lack of funding remains a challenge to Social and Emotional Learning implementation as well (DePaoli et al., 2017).

Pennsylvania educational law. The Pennsylvania Department of Education (PA-PDE) operates under the Every Student Succeeds Act (ESSA) mandate and strives to enhance the Social and Emotional Learning competencies. According to the Pennsylvania System of School Assessment ("PSSA," 2018), the No Child Left Behind (NCLB) mandate is perceived to be punitive with its prescriptive requirements. Consequently, federal policy makers developed, and President Obama signed into law, the Every Student Succeeds Act (ESSA) in 2015. Pennsylvania incorporated the Pennsylvania System of School Assessment (PSSA) in 1998 (Title 22. Education Part 1. State Board of Education Chapter 4. Academic Standards and

Assessment, 2013). This annual standards-based assessment represents a snapshot in time of

student performance related to the attainment of proficiency in English Language Arts,

Mathematics, Science, and Technology (Pennsylvania Department of Education [PDE], 2017).

The PSSA must be given to all students attending public school in grades 3-8, and grade eleven

(PDE, 2017). Currently, the Pennsylvania public school system is operating under the ESSA

federal mandate, which provides state educational facilities more flexibility to measure

performance and to implement improvement strategies (PDE, 2017).

      Pennsylvania participated in the state-led effort to develop common core state standards

in 2009 (http://www.corestandards.org/about-the-standards/development-process/) and the

Pennsylvania State Board of Education adopted those standards in 2010 with full implementation

in the 2013-2014 academic school year (http://www.corestandards.org/standards-in-your-state/).

The common core state standards are used as an educational tool to measure student academic

performance (Title 22. Education Part 1. State Board of Education Chapter 4. Academic

Standards and Assessment, 2013). In 2012, Pennsylvania drafted the Standards for Student

Interpersonal Skills using the Collaborative for Academic, Social, and Emotional Learning

competencies. These standards have not yet been adopted by Pennsylvania (Pennsylvania

Department of Education [PDE], 2012) (See Appendix A.) The Commonwealth of Pennsylvania

is one of eight states to develop the Social and Emotional Learning standards in the K-12th grade

curriculums (Pennsylvania Department of Education [PDE], 2012).

      According to Chapter 4 of Title 22 of Pennsylvania State Law (2013), school district

educators are expected to incorporate the state core academic standards when teaching. This

means that student interpersonal skills are to be taught by every teacher within every content area

upon adoption of these competencies (PDE, 2012). There remains a gap between the recognition

that social skills are beneficial to secondary students and the intentional delivery of secondary

social skill instruction (https://casel.org/what-is-sel/).

Table 1.1 provides a visible comparison between the Collaborative for Academic, Social,

and Emotional Learning (CASEL) competencies and Pennsylvania's Standards for Student

Interpersonal Skills. The CASEL Social and Emotional Learning standards contain five main

competencies: 1) self-awareness (identifying emotions, self-confidence, and self-efficacy), 2)

self-management (impulse control, stress management, self-discipline, motivation, goal-setting,

and organizational skills), 3) social awareness (perspective taking, empathy, appreciating

diversity, and respect for others), 4) relationship skills (communication, social engagement,

relationships, cooperation, resolving conflicts, and seeking help or helping others), and 5)

responsible decision making (problem-solving skills, and ethical responsibility) ("What is

SEL?", 2018). These standards can be taught over many settings in many ways and each

competency contains the social skills necessary for students to experience success after high

school ("What is SEL?", 2018). The Pennsylvania Standards for Student Interpersonal Skills

were created to help students develop the social and emotional skills needed to navigate the

social world at home, school, in the community, as well as to have success in college and career

(Title 22, 2013; "What is SEL?", 2018). These Standards consist of three academic standard

categories: self-awareness and self-management; establishing and maintaining relationships; and

decision making and responsible behavior (PDE, 2012). Essentially, Pennsylvania collapsed the

five CASEL competencies into three.

Currently, Pennsylvania is awaiting the adoption of the Student Interpersonal Skill

competencies. Table 1.2 compares Pennsylvania Standards for Student Interpersonal Skills to

Pennsylvania Standards for Career Education and Work. In practice, the Pennsylvania State

Board of Education has a common core standard with Social and Emotional Learning concepts

embedded within, known as the Pennsylvania Career Education and Work Standards

(Pennsylvania Department of Education [PDE], 2002) (Appendix B). This academic standard has

four categories: career awareness and preparation; career acquisition; career retention and

advancement; and entrepreneurship (Pennsylvania Department of Education [PDE], 2002).

Within standard 13.3, career retention and advancement, are requirements to build social skills

such as work habits, cooperation and teamwork, and group interaction (Pennsylvania Department

of Education [PDE], 2002).

Table 1. 1 Competency Comparison Chart

Social & Emotional Learning	PA Student Interpersonal Skills
Self-awareness	Self-awareness & Self-management
Self-management	Establishing & Maintaining relationships
Social awareness	Decision making & Responsible behavior
Relationship skills	
Responsible decision making	

Note. (PDE, 2012).

Social skills training. Social skills are necessary to be successful both in secondary

school (Durlak et al., 2011) and post-graduation (Akelaitis, 2015; Jones, Crowley, & Greenberg,

2017). Consequently, schools are challenged to prepare students, both academically and social-

emotionally, for their transition into adulthood (Sklad et al., 2012). Likewise, schools are

required and expected to teach students social skills, often referred to as social-emotional

competence, to prepare them for their "future roles in society" (Sklad et al., 2012, p. 892) which

benefits both students and society as a whole (Greenberg & Costigan, 2017).

The literature reveals many benefits of teaching secondary students social skills, such as

increased likelihood of performing better academically (Jones et al., 2017; Sklad et al., 2012)

(Viadero, 2007), less emotional stress, anxiety, and depression (Durlak et al., 2011), and positive

attitudes and prosocial behaviors (Sklad et al., 2012).

Table 1. 2 PA Standards Comparison Chart

Standards for Student Interpersonal Skills	Standards for Career Education and Work
Self-Awareness & Self-Management 16.1	**Career Awareness and Preparation 13.1**
A. Managing Emotions and Behaviors	A. Abilities and aptitudes
B. Influence of Personal Traits on Life Achievements	B. Personal interest
C. Resiliency	C. Non-traditional workplace roles
D. Goal Setting	D. Local career preparation opportunities
Establishing & Maintaining Relationships 16.2	E. Career selection influences
A. Relationships	F. Preparation for careers
B. Diversity	G. Career plan components
C. Communication	H. Relationship between education and career
D. Managing Interpersonal Conflicts	**Career Acquisition (Getting a Job) 13.2**
E. Support: Asking for Help	A. Interviewing Skills
Decision Making & Responsible Behavior 16.3	B. Resources
A. Decision Making Skills	C. Career Acquisition Documents
B. Understanding Social Norms	D. Career Planning Portfolios
C. Responsible Active	E. Career Acquisition Review Process
D. Engagement	**Career Retention and Advancement 13.3**
	A. Work habits
	B. Cooperation and teamwork
	C. Group Interaction
	D. Budgeting
	E. Time management
	F. Workplace changes
	G. Lifelong learning
	Entrepreneurship 13.4
	A. Risks and Rewards
	B. Character Traits
	C. Business Plan

Note. (PDE, 2012) * Numbers beside each standard designate that standards' number.

         According to research, students who have developed socially acceptable social emotional

skills have an increased likelihood of completing college and obtaining employment (Durlak et

al., 2011; Jones et al., 2017). Teaching social skills has other benefits as well, including positive

interpersonal relationships; better physical and mental health; and fewer problems with antisocial behavior, substance abuse, or relationship problems (Durlak et al., 2011; Jones et al., 2017; Sklad et al., 2012).

Social skills education helps to build positive attitudes towards school, improves academic achievement, and promotes healthy relationships with positive and prosocial behaviors as well as prevents conduct problems and drug use (Durlak et al., 2011; Sklad et al., 2012, p. 893). The Collaborative for Academic, Social, and Emotional Learning (CASEL) funded a four-year examination of 207 studies of social skill programs and found that results not only included better behaved, more positive students, but also improved academic test scores (Viadero, 2007). Jones and colleagues (2017) report that improving students' social skills, "help people lead healthy lives and avoid risky behavior that could contribute to delinquency, and crime" (p.2.) Young adults with strong social competency skills such as conflict resolution, emotional control and intimacy, and prosocial behaviors are more likely to have healthy psychological development, academic success, quality relationships with parents, acceptance by peers, and healthy strong relationships throughout life (Hair, Jager, & Garrett, 2002).

AEL Model as an Intervention

Under the umbrella of adventure education, there exist many models; all with the purpose of helping young people learn more about themselves and others (Cavert, n.d.; Deane & Harré, 2013). Adventure education started in the 1900's as camping education which later expanded into outdoor education, environmental education, wilderness education, adventure education, and challenge education (Cavert, n.d.; Deane & Harré, 2013). Adventure-based experiential learning (AEL) was developed in large part because it was viewed by Pieh, a principal of secondary education and founder of Project Adventure, as an effective means to educate students on a set of

social skills in the traditional school setting that could be transferred into real life (Alvarez &

Welsh, 1990; Cavert, n.d.). AEL is the use of risk taking or challenging activities with the goal

of providing a slightly uncomfortable experience in order to help students gain personal

development, develop interpersonal effectiveness, learn from the experience, and refine personal

values and perspectives (Cavert, n.d.; Deane & Harré, 2013; Moote & Wodarski, 1997). The

main difference between AEL and adventure education is the location, whereas adventure

education takes place in a natural setting, AEL takes place in a known facility such as a school

(Cavert, n.d.). Social skills refer to socially acceptable behaviors such as communication,

collaboration, teamwork, critical thinking, decision-making, following directions, accepting

feedback, and emotional self-control, all of which enable a person to positively interact with

others and to experience success (Styla & Michalopoulou, 2016). In the literature, social skills

are often referred to as soft skills (Lippman et al., 2015), or Social and Emotional Learning

("Core SEL Competencies," 2018).

   Theoretical framework. Adventure-based experiential learning (AEL) is grounded in

experiential learning where learning occurs because of direct experience with an object (Cavert,

n.d.; Moote & Wodarski, 1997) and social learning theory (SLT) which explains the social

interactions of the group (Bandura, 1977; Cavert, n.d.). According to Dewey, experience is the

center of all learning, and students should direct their own learning experiences (Cavert, n.d.;

Giles, 1991). During the 1920s and 1930s, Dewey, an advocate of educational reform, introduced

experiential learning theory (ELT) into education (Purdy, 2015) believing that experience was

highly important in learning (Zijdemans-Boudreau, Moss, & Lee, 2013). Building on the work

of Dewey, Kolb (1984) developed the experiential learning model that provides students with a

basis for deep reflection and opportunities to construct new knowledge (Zijdemans-Boudreau et

al., 2013). Kolb posits that learning results from experience, not just instruction and that learning is a process emphasizing the need for learner involvement, engagement with, and adaption to one's environment (Akella, 2010; Kolb, 1984; Zijdemans-Boudreau et al., 2013).

Social learning theory was originally conceptualized by May under the leadership of Hull in the 1930s (Pajares, 2004) and then by Rotter (1954) who theorized that positive consequences would motivate and sustain human behavior (Bandura, 1977; Cavert, n.d.). Bandura (1977) discovered through his studies that humans learn behavior through observation and modeling, proving that humans can be strongly influenced by the behavior of others, and is thus the basis of social learning theory.

Both experiential learning theory and social learning theory are foundational practices in the adventure-based experiential learning (AEL) curriculum. Kolb proclaimed that learning occurs from doing while Bandura stated that learning occurs from observing others' behaviors, coding and retaining that information, and matching the behavior (Bandura, 1977). In an AEL curriculum, students benefit from both doing (experience) and observing others' behaviors. During the activity, students are working together to solve low-risk dilemmas, while actively participating and observing each other. Therefore, learning through an AEL program occurs through the practice of both the experiential learning and the social learning theories.

Need for Systematic Review

School districts are left with the task of determining the best approach to teach students' social skills, such as communication, cooperation, teamwork, initiative taking, decision-making, collaboration, goal setting, emotional self-control, and professionalism. State standards establish the required Social and Emotional Learning concepts but fail to guide districts towards a systematic plan (PDE, 2017). Multiple adventure-based experiential learning (AEL) programs

are in existence with limited information about which are effective within the confines of the education system. Therefore, a systematic review that explores the effective components of AEL programs is necessary. Such a review would provide information to social workers and educators about the essential components of AEL programs, which will guide professionals in tailoring programs to students' specific needs in an educational setting.

This systematic review will provide an organized synopsis of relevant and effective components of adventure-based experiential learning (AEL), a useful tool for school social workers. It will add to the body of literature and will guide professionals toward best practices, thereby contributing to the field of education and social work. This information has the potential to be far-reaching in guiding educators, school social workers, and other professionals toward effective practices to teach students social skills through effective AEL techniques thus leading to greater workforce opportunities for students. The research question for this systematic review is as follows: What are the components essential for effectively teaching social skills?

Relevance to Social Work

There are a number of social work organizations, all with ethical mandates. At the national level, professional social workers are represented by the National Association of Social Workers (NASW). Indeed, NASW offers certification for social workers practicing in school settings. Representing school social workers are two organizations, American Council for School Social Work (ACSSW) and School Social Work Association of America (SSWAA). All provide ethical mandates and standards for practice.

Ethical mandates and practice. According to National Association of Social Workers (NASW, 2018), social workers have an ethical responsibility to remain informed about current research, theory, skills, and techniques that impact the clients served. The National Association

of Social Work (NASW) reports school social workers are an integral link between school, home, and community (NASW, 2018). School social workers provide leadership working directly with administrators and forming programs ("School Social Work," 2018). Social workers are ethically obligated to use evidence-based practices in their interventions and must continually enhance knowledge and skills to provide the most current services to students (National Association of Social Workers [NASW], 2012).

The American Council for School Social Work (ACSSW, 2018) is a professional social work organization that promotes practice, leadership, and research while supporting school social workers in their service to students. According to this organization, school social workers utilize an ecological approach to insure student success by reducing barriers, such as social competency, to learning ("About School Social Work", 2018.). Another function of school social work is to advocate for students, assist teachers by providing resources, and draft and implement programs with administrators to meet student needs and to impact student success ("About School Social Work", 2018). This systematic review will enable school social workers to gain research-informed knowledge and understanding of AEL programs along with its essential components that will guide social workers in social skill program development and implementation. School social workers have influence and opportunities to present AEL programs to administrators and assist teachers in facilitating programs as well as meeting the desired educational outcomes ("About School Social Work" 2018). School Social Work Association of America (SSWAA) recognizes that school social work is a specialized field with the task of enhancing school districts' abilities to meet their academic missions of achieving student success ("About school social work," 2018). School social workers provide many services in order to improve student success such as "developing intervention strategies to

increase academic success," "assisting with conflict resolution and anger management," "helping the child develop appropriate social interaction skills," and "assisting the child in understanding and accepting self and others" (Kontak, 2012, para. services to students). The role of the school social worker is located in Appendix C.

Standards. School Social Work Association of America (SSWAA) (2012) developed school social work national standards for Social and Emotional Learning, located in Appendix D. These standards align with Collaborative for Academic, Social, and Emotional Learning's (CASEL) Social and Emotional Learning competencies and include five main goals: self-awareness; self-management; social awareness; relationship skills; and decision making ("Core SEL Competencies," 2018.). Each goal has a minimum of three subcategories relating to the topic and are broken down into four age groups: early childhood and early elementary, late elementary, middle school/junior high school, and high school. School social workers are invested in the academic and social success of students. It is expected of school social workers to have relevant knowledge to advocate for the best interests of students. The school social worker practice model (Appendix E) specifies the importance of knowing, providing, and implementing evidence-based practices ("National School Social Work," n.d.). Neither the NASW, the SSWAA, nor the ACSSW mention standards specific to social skill education.

Leadership. The National Association of Social Workers' (NASW) tenth standard for school social worker services is interdisciplinary leadership and collaboration. This standard infers that "school social workers will provide leadership in developing a positive school climate and work collaboratively..... to increase accessibility and effectiveness of services" (NASW, 2012, p.19). Social workers are to be leaders in collaborating and implementing comprehensive "school-based programs that promote student well-being and positive academic outcomes"

(NASW, 2012, p.13). School Social Work Association of America (SSWAA) requires that school social workers use leadership skills to develop and introduce strategies that increase students' academic success (Kontak, 2012). This systematic review will provide valuable information regarding necessary adventure-based experiential learning (AEL) program components for effective social skill attainment. The information obtained through this systematic review will equip school social workers with research-informed practices, thereby preparing school social workers to become leaders who advocate for effective programming in order to meet student social skill needs.

Chapter 2 Review of AEL

For this literature review, databases of Education Source, ERIC, PsychInfo, SociINDEX, SPORTDiscus, Web of Sciences, and Business Source Complete were searched to find relevant literature on adventure education, adventure-based experiential learning, adventure-based education, outdoor adventure, outdoor education, wilderness adventure/education, youth social skills or soft skills, and secondary education. This chapter begins by briefly discussing the historical background of adventure-based experiential learning (AEL). Key terms and concepts will be defined. Then, there will be a discussion of the types of AEL programs comprised of a brief program description for each AEL program reviewed, theoretical underpinnings, specific program structures, and outcomes. This chapter concludes with a summary on the similarities and differences among AEL programs highlighting the key components in AEL programs emphasizing the need for this systematic review as schools create their own programs.

Background of AEL

Historically, recreational camping was deemed good for children with its healthy environment and activities that promote learning, thereby evolving in the United States from the 1900s into adventure education (Cavert, n.d.; Freeman, 2011; Sutherland & Legge, 2016). Throughout the early 1900's, the scouting movement incorporated the outdoors, specifically camping into education for boys in 1910 and girls in 1912 (Freeman, 2011; Sutherland & Legge, 2016). Beginning in 1920-1930's public school systems began incorporating overnight camping into their curriculums (Sutherland & Legge, 2016) followed by sports and physical activities in physical education classes evolving into adventure-based education (Baena-Extremera, Granero-Gallegos, & Ortiz-Camacho, 2012). Throughout the 1950's-1960's, school camping and residential camps began to rapidly develop as did the term outdoor education (Freeman, 2011;

Sutherland & Legge, 2016). In the early 1970's Project Adventure's founder, Pieh, modified outdoor adventure curriculum to transfer elements into the classroom (Alvarez & Welsh, 1990; Sutherland & Legge, 2016).

Programs featuring adventure-based experiential learning (AEL) components are offered throughout the world and are available for all students regardless of economic status. Experiential learning is "learning by doing" (Stefan, Orboi, Banes, & Martin, 2015). Participants are faced with a challenging, yet attainable activity, designed for success (Deane & Harre, 2013) followed by a period of time to reflect and discuss their experience in the activity (Brown, 2004). Their experiences are linked to their daily lives (McKenzie, 2000; Priest & Gass, 1997) in order to help participants transfer and apply their learning in real life (Speelman & Wagstaff, 2015).

Key Terms

Adventure-based experiential learning (AEL). The definition of adventure education is increasingly becoming merged with the definition of experiential education (Cavert, n.d.) both concepts involve direct, active, and engaging learning experiences (Gibbons, Ebbeck, Concepcion, & Li, 2010). As adventure education developed, the experiential experiences went by different names: camping education (Cavert, n.d.), outdoor education, (Cavert, n.d.; Paisley, Furman, Sibthorp, & Gookin, 2008), outdoor adventure education (Cooley, Burns, & Cumming, 2016; Garst, Scheider, & Baker, 2001) adventure education (Baena-Extremera et al., Gallegos, 2012; Beightol, Jevertson, Carter, Gray, & Gass, 2012; Cavert, n.d.), adventure-based education (Bosch & Oswald, 2010; Cavert, n.d.; Cosgriff, 2000; Gatzemann, Schweizer, & Hummel, 2008), adventure-based experiential learning (Bloemhoff, 2016; Weilbach, Meyer, & Monyeki, 2010), and wilderness adventure/wilderness education (Greffrath, Meyer, Strydom, & Ellis, 2011).

The term adventure-based experiential learning will be used throughout this review to encompass and extract information from adventure learning programs. For the purpose of this systematic review, only adventure education literature featuring students from middle school through college will be examined because youth are the population of interest.

Social and soft skills. The term social skill encompasses both interpersonal and intrapersonal skills (Greffrath et al., 2011; Stuhr, Sutherland, Ressler, & Ortiz-Stuhr, 2015; Williams, Graham, & Baker, 2003). Additionally, there are many terms used to describe these sets of skills: life skills (Collins, 2015), employability skills (Collins, 2015), life effectiveness skills (Bloemhoff, 2016; Rhodes & Martin, 2014), and social-emotional skills (Collins, 2015). Finally, a related term sometimes used interchangeably in the literature is soft skills, which is defined below.

Interpersonal skills such as communication, problem solving, and cooperation demonstrate how a student functions within a group (Stuhr, Sutherland, Ressler, & Ortiz-Stuhr, 2016). These may also be defined as "behaviors that promote positive interaction with others and the environment. Some of these skills include showing empathy, participation in group activities, generosity, helpfulness, communicating with others, negotiating, and problem solving" (Lynch & Simpson, 2010, p. 3). Kinnaman (2012) defines social [interpersonal] skills as a series of conducts required for individuals to not only interact and relate with others, but also to display behaviors that result in rewards while avoiding behaviors that have unwanted results, such as being ignored or punished by others (Salavera, Usan, & Jarie, 2017).

Salavera, Usán, and Jarie (2017) determined that social [interpersonal] skills "are acquired mainly through learning from observation, imitation, testing and information, and are learned conducts as people are not born with a given repertoire of social skills, but incorporate

them as they develop, learn and grow" (p. 40). For the purposes of this systematic review, Styla and Michalopoulou's (2016) definition will be used: "socially acceptable learned behaviors that enable a person to interact with others in ways that elicit positive responses" (p. 307).

Intrapersonal skills, such as confidence, risk taking, self-concept, and critical thinking refer to how a student thinks or feels about him or herself (Stuhr et al., 2016). Positive self-concept (self-confidence, self-efficacy, self-awareness, personal beliefs, self-esteem, and well-being) and self-control (impulse control, focusing attention, managing emotions, regulating behaviors, delaying gratification) are two important intrapersonal skills that are important for workforce success (Jones et al., 2017; Lippman et al., 2015).

Soft skills describes a subset of social skills used by employers that refer to character traits and interpersonal skills (Lippman et al., 2015). There exists an overlap between social skills and soft skills. Soft skills are inherent and learned behaviors that are necessary for successful and lasting employment, such as communication, collaboration, cooperation, initiative, critical thinking, professionalism, managing emotions, self-control, teamwork, and goal setting (Alexander & Hirsh, 2012). Lippman, Ryberg, Carney, and Moore, (2015) further define soft skills as "… a broad set of skills, competencies, behaviors, attitudes, and personal qualities that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals. These skills are broadly applicable and complement other skills such as technical, vocational, and academic skills" (p. 4). The term social skills, for the purposes of this systematic review, will be used to encompass all terms associated with social and soft skills.

Types of AEL Programs

Having presented the history of adventure-based experiential learning (AEL) and defined relevant key terms and concepts, the literature revealed a pattern of themes relevant to the types of AEL programs. Below is a discussion of a variety of AEL programs that begins with AEL's premise, definition, and goals. The theoretical framework on which AEL rests is explored followed by the specifics related to locations, service delivery, and specific activities.

Adventure-based experiential learning (AEL). AEL is based on the premise that adventurous activities provide concrete experiences with which the learner can associate, experience, and learn social skills. The goals of AEL are to develop personally and socially (Cosgriff, 2000), and to enhance both the intrapersonal and interpersonal skills of participants (Bloemhoff, 2016; Sutherland, Stuhr, & Ayvazo, 2016). It is grounded in Kolb's (1984) experiential cycle originating from the experiential learning theory (Sutherland et al., 2016). AEL uses sequenced and highly structured adventure activities in setting such as schools, community, camps, corporate settings, and in physical education classes. Program delivery is not limited to the adventure, but integrates student-centered, guided reflection for students to construct meaning and learn from their experiences (Sutherland et al., 2016). AEL activities include low-risk initiative exercises that focus on trust, problem solving, teamwork, communication, and leadership (Weilbach et al., 2010). Some AEL programs also include a high or low ropes course challenge (Cosgriff, 2000).

There have been many studies on adventure learning programs with mixed results. The majority of outcomes indicate that adventure learning helps students learn social skills. Many researchers have found that adventure education programs tend to increase social interaction (Cooley et al., 2016; Dyson & Plunkett, 2012; Fuller, Powell, & Fox, 2016; Garst et al., 2001;

Gehris, Kress, & Swalm, 2010; Paisley et al., 2008; Passarelli, Hall, & Anderson, 2010), relationship building (Armour & Sandford, 2013; Baena-Extremera et al., 2012; Bosch & Oswald, 2010; Cross, 2002; Dyson & Plunkett, 2012; Fuller et al., 2016), self-confidence (Armour & Sandford, 2013; Bosch & Oswald, 2010; Cooley et al., 2016; Dyson & Plunkett, 2012; Fuller et al., 2016; Groh, Krishman, McKenzie, & Vishwanath, 2016; Gehris et al., 2010; Passarelli et al., 2010), and self-esteem (Baena-Extremera et al., 2012; Bosch & Oswald, 2010; Gehris et al., 2010; Gibbons et al., 2010).

In the school system, Social and Emotional Learning is considered integral in teaching social skills to students (Stuhr et al., 2015). Armour and Sandford (2013) conducted a study of high school students participating in an outdoor adventurous program consisting of organized individual and group challenges to develop social skills. They found that over 50% of the participants maintained a positive increase of social skills (Armour & Sandford, 2013). Self-confidence, teamwork skills, communication, problem-solving, empathy, social interaction, social connection, relationship building, and the development of leadership skills were social skills that had shown improvement (Armour & Sandford, 2013). Furthermore, Amour and Sandford (2013) found an increase in student willingness to try activities along with an increase in student willingness to challenge themselves. Baena-Extremera, Granero-Gallegos, & Ortiz-Camacho (2012) studied outdoor activities and adventure sports in education and found an improvement in satisfaction/enjoyment, in physical condition and strength as well as self-esteem, competence, responsibility, and relationships among students.

Adventure-based education (ABE). Adventure-based education is the use of a sequenced curriculum using structured physical and team building activities in a known location such as school (Stuhr et al., 2015). The goal is to create an emotionally safe, caring, and

inclusive environment for participants to build their interpersonal and intrapersonal skills such as communication, cooperation, trust, problem-solving, active listening, conflict resolution, and helping others (Cosgriff, 2000; Stuhr et al., 2015). The theoretical underpinning of adventure-based learning is experiential learning and Social and Emotional Learning (Stuhr et al., 2015). Activities include low-risk initiative games, ice breakers, trust activities, and team-building (Stuhr et al., 2015). Project Adventure, an adventure-based education program, was introduced in a 10th grade physical education class in Massachusetts (Cosgriff, 2000; Deane & Harre, 2013; Sutherland & Legge, 2016).

Adventure education (AE). Adventure education is the umbrella term encompassing adventurous programs that are implemented to create learning opportunities for groups of individuals (Zygmont & Naidoo, 2018). Goals of adventure programs include personal and group development (Wright & Tolan, 2009), teamwork and leadership skills (Sibthorp, 2003b), as well as conflict resolution skills and personal responsibility (Sibthorp & Authur-Banning, 2004). Adventure education relies on the foundational theoretical principles of experiential learning theory (Sibthorp, 2003a; Sibthorp, 2003b; Sibthorp & Authur-Banning, 2004; Wright & Tolan, 2009). Many frameworks or models such as cooperative learning (Fernandez-Rio, 2015; Wright & Tolan, 2009), transfer learning (Sibthorp, 2003b; Sibthorp, Furman, Paisley, Gookin, & Schumann, 2011), and conceptual framework (Sibthorp, 2003b) can be implemented in conjunction with experiential learning. Program delivery is in the form of three main stages. The first stage is the brief, otherwise known as the orientation (Wright & Tolan, 2009), also referred to as group setup (Sibthorp, 2003a; Sibthorp, 2003b; Sibthorp & Authur-Banning, 2004). The second stage is the activity and the third stage is the debrief session (Stuhr et al., 2016), otherwise known as group discussion, or reflection (Bloemhoff, 2016; Bosch & Oswald, 2010).

Adventure learning activities are typically outdoor adventurous excursions, such as sail and diving (Sibthorp, 2003b), scuba diving, hiking, biking, sailing, rafting, canyoneering (Sibthorp & Authur-Banning, 2004), and underwater discoveries (Sibthorp, 2003a).

Outdoor education (OE). Outdoor education involves a variety of physically and psychologically challenging activities meant to develop cooperation, problem-solving, and decision-making (Sutherland & Legge, 2016). It is a leadership and team work development technique involving physical and/or mental activities for small groups of individuals to enhance self-awareness, changing attitudes, teambuilding, and improving interpersonal and intrapersonal skills (Williams, Graham, & Baker, 2003). In addition, outdoor education promotes resilience, well-being, and contributes to developing a sense of identity (Ritchie et al., 2015). Experiential learning is the foundational theory used in outdoor education (Ritchie et al., 2015; Sutherland & Legge, 2016). Sutherland and Legge (2016) posit that constructivist learning theory compliments experiential learning theory. Ritchie, Wabano, Corbiere, Restoule, Russel, and Young (2015) incorporated the medicine wheel and the Outward Bound Process Model (Walsh & Golins, 1976) to teach social skills to Indigenous youth. Experiential activities included backcountry travel (Sutherland & Legge, 2016), ceremonies, and evening talking circles (Ritchie et al., 2015). Outward Bound (OB), a program established in Wales in 1941 by Kurt Hahn (Deane & Harre, 2013; Hattie, Marsh, Neill, & Richards, 1997; Widmer, Duerden, & Tanuguchi, 2014) provided outdoor education, but the expense, duration, and intensity of the program limited participants (Sutherland & Legge, 2016).

Outdoor adventure education (OAE). Outdoor adventure education (OAE) provides adventurous and challenging activities in an attempt to increase interpersonal and intrapersonal skills (Rhodes & Martin, 2014). Other goals of outdoor adventure education include developing

prosocial values and norms (Rhodes & Martin, 2014) along with positive, holistic development, interdependence, and competence (Zygmont & Naidoo, 2018). OAE uses experiential learning theory (Cooley et al., 2016; Garst et al., 2001) and involves intense instruction, daily challenges, guided reflection, discussions, feedback, and contains an autonomy component (Cooley et al., 2016; Rhodes & Martin, 2014). Challenging outdoor adventure activities include rock climbing, whitewater rafting, mountaineering, ski touring (Rhodes & Martin, 2014), raft building, and ropes course (Cooley et al., 2016; Zygmont & Naidoo, 2018).

Bloemhoff (2016) also found an increase in time management, social competence, intellectual flexibility, and emotional control after a one-day ropes course adventure for college students. His research showed mixed results. The areas of achievement motivation, task leadership, active initiative, and self-confidence were not significantly different from pre-test scores (Bloemhoff, 2016). The mixed results may be attributed to the various adventure learning programs differing in content, format, and/or program design (Bloemhoff, 2016; Sibthorp, 2003a).

Wilderness education/wilderness adventure (WE/WA). Wilderness education or wilderness adventure relies on experiential learning theory to improve social, psychological, and physical well-being of participants (Furness, Williams, Veale, & Gardner, 2017). It occurs over the course of a period of time consisting of outdoor activities (Furness et al., 2017) and is facilitated by skilled instructors who brief participants prior to each day's adventure and conclude each day with a debrief (Greffrath et al., 2011). The activities, which include abseiling, kayaking, hiking, tramping, mountain biking, and camping, are designed to improve individuals' goal setting, teamwork, problem solving, leadership, self-efficacy, resilience, and connectedness skills (Furness et al., 2017).

Wilderness rites of passage is conducted outdoors in a remote and unfamiliar location and involves physically or psychologically demanding activities (Bosch & Oswald, 2010). The process of the wilderness rites of passage engages experiential learning to develop strengths, discover potential, develop confidence, nurture resilience, and develop personal values (Bosch & Oswald, 2010). The risk taking and challenging activities include ropes course, abseiling, ice breaker games, and team building opportunities (Bosch & Oswald, 2010). Program types are summarized on table 2.1.

A review of adventure-based experiential learning (AEL) program types reveals several common components that are essential for program efficiency and effectiveness in teaching social skills. These program components are: population, program type, delivery, location, and duration.

Program Components

Population. Adventure-based experiential learning (AEL), adventure-based education, adventure education, outdoor education, outdoor adventure education, and wilderness adventure/education are available for youth through adulthood and vary according to individual program specifications. Much of the literature regarding these programs is geared towards teenagers and college students (Fuller et al., 2016; Weilbach et al., 2010).

The focus of this systematic review is to examine components of AEL programming geared towards youth. Youth is defined as students attending middle school, high school, or college. Studies involving elementary students will be excluded.

Program type. The types of programs were explained above. Adventure-based experiential learning (AEL) programs are known by many names. Adventure-based education (ABE), adventure education (AE), outdoor education (OE), outdoor adventure education (OAE),

and wilderness education/ wilderness adventure (WE/WA). The program types are described in the previous section.

Delivery. Adventure education programs have more similarities than differences in that the foundational principles for each type is experiential learning. The experiences themselves, however, vary considerably. The basic premise of "learn by doing" is present in all adventure education programs, but the activities differ. Adventure programs begin with ice breakers and progress to more difficult physical, mental, and emotional challenges with interactions that involve group problem solving and decision making (Bosch & Oswald, 2010; Stuhr et al., 2015; Sutherland & Legge, 2016).

Adventure-based experiential learning (AEL), adventure-based education, adventure education, outdoor education, outdoor adventure education, and wilderness adventure/education programs consist of three core phases: the brief session, followed by the activity, and ending with the debrief session. The brief is an introduction to the expectations for the group, the goal or purpose of the activity, and/or setting up the activity with an opening storyline (Stuhr et al., 2016). The activity is designed to create an opportunity for participants to experience an uncomfortable dilemma for participants to practice and build intrapersonal skills and interpersonal skills such as self-awareness, self-confidence, teamwork, communication, and problem-solving. Following the activity is the debrief session that allows participants to reflect and examine their experiences, share their perspectives, and relate the experience to their personal lives.

The differences in the delivery relate to the programming. Adventure learning, outdoor adventure education, outdoor education, and wilderness adventure/education provide more intense and physically active outdoor experiences in activities such as hiking, kayaking, and

abseiling whereas adventure-based experiential learning and adventure-based education provide

less intense physical experiences focusing more on low impact activities, such as low risk

initiative games, ice breakers, trust and team-building activities. Every program is unique and

may interchange activities, not adhering to any labeling.

Table 2. 1 Program Types

	Adventure-Based Experiential Learning (AEL)	Adventure-Based Education (ABE)	Adventure Education (AE)	Outdoor Education (OE)	Outdoor Adventure Education (OAE)	Wilderness Education/Adventure (WE/WA)
Program Description	Sequence of highly structured student-centered activities and periods of reflection with the aim to promote and enhance personal and social development.	A sequenced curriculum using structured physical and teambuilding activities that create the space for participants to work on group communication, cooperation, trust, and problem-solving (Cosgriff, 2000; Stuhr et al., 2015).	The use of adventure experiences to create learning opportunities for groups of individuals (Zygmont & Naidoo, 2018).	A leadership and team work development technique involving physical and/or mental activities for small groups of individuals to enhance self-awareness, changing attitudes, building teams, and improving interpersonal and intrapersonal skills (Williams et al., 2003).	The use of a variety of physical and mental exercises to create learning opportunities for individuals and/or groups of participants.	A wilderness adventure over the course of a period of time consisting of outdoor activities in order to develop interpersonal and intrapersonal skills (Furness et al., 2017).

	Adventure-Based Experiential Learning (AEL)	Adventure-Based Education (ABE)	Adventure Education (AE)	Outdoor Education (OE)	Outdoor Adventure Education (OAE)	Wilderness Education/Adventure (WE/WA)
Goals	To develop personally, socially and to develop interpersonal and intrapersonal skills; to develop prosocial values and norms; to develop interdependence and competence	To build group communication, cooperation, trust and problem-solving skills	Develop personally, teamwork skills, leadership skills, conflict resolution skills, personal responsibility	Development of cooperation skills, problem-solving skills, and decision-making skills	To increase interpersonal and intrapersonal skills; to develop prosocial values and norms; to develop interdependence and competence	To improve participants' social, psychological, and physical well-being; To improve social skills
Theory	Experiential Learning, Social Learning Theory	Experiential Learning; Social Learning Theory	Experiential learning; cooperative learning, transfer learning, conceptual framework	Experiential Learning, Constructivist Learning Theory, Outward Bound Process Model	Experiential learning	Experiential learning
Population	Youth aged 14-23 years	Youth aged 13-23 years	Youth 13-23	Youth aged 13-27 years	Youth aged 13-23 years	Youth aged 13-23 years
Delivery	Brief, activity, reflection, debrief, journal writing	Brief, activity, debrief, small groups, journal writing, debrief	Brief, activity, debrief, reflective writing, small groups, initiatives, group discussion, reflection, structured feedback, goal-setting	Brief, activity, debrief, goal setting, small groups	Brief, activity, debrief, group discussions, goal setting, guided reflection,	Brief, activity, debrief, reflection
Location	Residential School Camp	Residential School Camp	Residential School Camp Wilderness	Residential Wilderness	Residential Wilderness	Wilderness
Duration	1 day- 4 weeks	15 lessons over 5 weeks	2 weeks-9 weeks	3 days- 3 weeks	3 days –1 week	3 days-7 days

Location. Experiential learning programs are implemented indoors and/or outdoors in a variety of locations. For the purposes of this study, there are four broad categories of location for adventure education: residential, camp, school, and wilderness. A fifth category is "other" for studies that use the activity to designate the location. The majority of outdoor education and outdoor adventure education programs are held in residential locations. Residential locations consist of unfamiliar surroundings and typically involve all day programing with an indoor place to sleep. Adventure-based experiential learning (AEL) and adventure-based learning programs are held in more familiar surroundings in the community as after school programs/camps or held as seasonal summer camps, but can also be held in schools. Adventure-based education tends to take place in school gymnasiums during physical education classes. These school and community-based programs tend to last for a shorter duration, but occur over multiple sessions. Wilderness programs are located in the unfamiliar wilderness and may involve long journeys with outdoor sleeping accommodations. It is necessary to point out that these categories are generalized and may overlap. In some instances, the location is specified by the activity instead of by the location, such as Sea Voyage (Kaly & Heesacker, 2003) or Commercial Adventure Program (Sibthorp & Arthur-Banning, 2004).

Duration. Adventure-based experiential learning (AEL), adventure-based education, adventure education, outdoor education, outdoor adventure education, and wilderness adventure/education program lengths vary considerably. Literature regarding the duration of AEL programming has not identified the most effective program length. AEL programs vary from one day (Bloemhoff, 2016; Flood, Gardner, & Cooper, 2009; Terry, 2002) to four weeks (Bobilya, Kalisch, Daniel, & Coulson, 2015; Jostad, Sibthorp & Paisley, 2013) whereas adventure education programs may last from five days (Allen-Craig & Miller, 2007; Louw, Meyer, Strydom, Kotze, & Ellis, 2012;

Purdie, Neill, & Richards, 2002; Wang & Liu, 2006) up to approximately three months (Cooley

et al., 2016; Collins, Sibthorp, Gookin, & Schumann, 2012; Jostad, Paisley, & Gookin, 2012).

Outdoor education programs range from a three-day (Cooley, 2015; Garst et al., 2001; Rude,

Bobilya, & Bell, 2017) to a three-week program (Passarelli et al., 2010; Sibthorp, 2003a;

Sibthorp, 2003b; Sibthorp, & Arthur-Banning, 2004). Wilderness adventure/education is

typically a longer adventure in the wilderness. Outdoor adventure programs tend to be residential

in nature therefore, are nonstop until the completion of the adventure. There are a variety of

outdoor adventure education trips and lengths. One program exists as a one-time only

experience: a 23-day outdoor journey (Opper, Maree, Fletcher, & Sommerville, 2014). Other

models include a two to five-day program (Ee & Ong, 2014; Hill, Posey, Gómez, Shapiro, 2018;

Lien & Goldenberg, 2012) or a four to twelve-day adventure/expedition trip (Goldenberg,

McAvoy, & Klenosky, 2005). Moreover, some groups combine programs that involved a school

year of organized activities with a one-week residential program, a weekend residential event,

and one three-week experience (Armour & Sandford, 2013; McCleod, Allen-Craig, & Sandy,

2007).

Summary

Adventure-based experiential learning (AEL) developed from outdoor recreation and

wilderness adventure. Since the early 1900's adventure education evolved and became known

under different names while maintaining the same theoretical background of experiential

education. AEL programs were discovered to develop social skills, particularly interpersonal and

intrapersonal skills. Even though the programs share many similarities, there are also differences

in many components: program type, population, delivery, location, and duration.

Given the many names and nuances encompassing the various adventure-based experiential (AEL) programs, a systematic review is essential. Littell et al., (2008) states, "these [systematic] reviews can provide new insights about the evidence that is relevant for social work and social work polices" (p. 4). Therefore, this systematic review provides evidence of critical and essential components of AEL programs and will aide school social workers in their efforts to develop and implement AEL programs.

Chapter 3 Methodology

Review Criteria

A systematic review, defined by Littell et al. (2008), "aims to comprehensively locate and synthesize research that bears on a particular question, using organized, transparent, and replicable procedures at each step in the process" (p.1). This chapter begins with an account of the review criteria for studies selected in this systematic review that includes the PICO (populations, interventions, comparisons, and outcomes) framework. The search strategy including electronic literature sources, gray literature, and reference harvesting is explained followed by a description for the process of collecting and analyzing the data. This chapter concludes with a summary.

The PICO framework was used to determine the eligibility criteria and to provide clear boundaries for replication (Littell et al., 2008). PICO stands for populations, interventions, comparisons, and outcomes and is widely used to "delineate the domains of inclusion criteria" (Littell et al., 2008, p. 35). PICO is helpful because it is used to specify the desired characteristics when creating eligibility criteria (Littell et al., 2008). The PICO framework is a method that, when employed by researchers, helps to provide clear eligibility criteria that is very specific in terms of which studies are included and excluded allowing for replication by others (Littell et al., 2008). The PICO framework is employed in this systematic review, particularly with regards to determining eligibility. The population, intervention, and outcomes are clearly specified and referenced to when determining if a study meets the criteria. The comparison component of PICO is not required to answer this research question.

Types of participants (Populations). This systematic review consists of adolescents and young adults who participated in an adventure-based experiential learning (AEL) program

targeting the development of social skills using experiential learning. In this study, young adults

are defined as individuals between 13-24 years of age. Studies within this age range were

eligible for further consideration. Studies included in this systematic review included

participants of both genders as well as participants representing various socioeconomic status

and ethnicity. Studies of adventure education programs located across all continents were

included in the systematic review.

Students receiving special education services were excluded from this systematic review

as the concentration is on general education students. The literature reveals populations taking

part in adventure-based experiential learning (AEL) include participants who were identified as

high-risk students (Cross, 2002), students with socially disadvantaged backgrounds (Fuller et al.,

2016), students with high absenteeism (Ang, Farihah, & Lau, 2014) or students who were

referred by agencies (Bosch & Oswald, 2010). Studies examining special populations were

excluded due concerns about special education laws, time constraints, and the ambition to focus

on general education. While programs do exist for students with challenging behaviors, studies

that focus exclusively on these behaviors and students receiving special education services were

excluded due to time constraints and special education laws. The purpose is to capture effective

components of AEL for general education students.

Types of interventions (Intervention). There are a variety of adventure programs using

the theoretical concept of experiential learning, typically based outdoors, that are known by a

variety of names: adventure–based experiential learning (AEL), adventure-based education

(ABE), adventure education (AE), outdoor adventure education (OAE), outdoor education (OE),

and wilderness education/wilderness adventure (WE/WA). Studies involving adventurous

experiential interventions were eligible for consideration in this systematic review. Studies that

produced positive outcomes and included information about the essential components for AEL programs were considered for the systematic review. The essential components under review include program type, delivery, location, and duration of adventure programs.

      Types of comparisons (Comparisons). This systematic review is focused on gathering literature about school-based adventure experiential social skill programs for youth. In an attempt to add value to the information about effective components of adventure-based experiential learning (AEL) programs, all types of outcome studies were accepted upon meeting inclusion criteria. It was necessary for each study to link both social skills and adventure programming. The three main types of studies included in this systematic review are quantitative (experiments, pre-experimental designs, quasi-experiments, control/ comparison group studies, pre/post test design studies, surveys), qualitative (participatory action research, case studies, ethnographic studies, phenomenological studies, observational studies), and mixed methods. This systematic review includes studies that use no-treatment control groups, comparisons that use a different program or experience, and studies without a comparison/control group. Studies may have a control group as youth were randomly selected into one or two program types.

      Types of outcome measures (Outcomes). The purpose of this systematic review is to extract information regarding effective components of adventure-based experiential (AEL) programs that lead to positive outcomes (social skills). Included studies are those studies that have assessed increases in social skills as an outcome measurement of adventure-based experiential learning (AEL) programs. Studies that examine vicissitudes in social skill abilities as a result of attending an AEL program are included in this study and information regarding

program components has been extracted. Table 3.1 provides a visual explanation of the inclusion

and exclusion criteria.

Table 3. 1 Inclusion & Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Studies focusing on a type of adventure education AND Studies with youth between 12-24 years of age AND Studies that focus on the development of social skills	Studies focusing on a type of adventure education, but involving young children or adults Studies focusing on a type of adventure education, but something other than the development of social skills OR have not reported an increase in the development of social skills

Search Strategy

    Electronic. University library databases were used to search for articles. The Boolean

method along with search limitations for subject-related and subject-exhaustive search engines

were employed. The Boolean method uses "AND" to search documents for both words and the

Boolean method uses "OR" to search documents for either word. The electronic library

literature search comprised of the following terms: adventure-based experiential learning,

adventure-based learning, adventure education, outdoor education, outdoor learning, outdoor

adventure education, wilderness education, and wilderness adventure because these terms are

interchangeable and are the terms often used when describing this topic. The search included

social skills, soft skills, interpersonal skills, intrapersonal skills, and life skills as these terms are

interchangeable and often are used to represent similar attributes. Lastly, the search specified

secondary education in an attempt to narrow the criteria to include students in college, high

school, and middle school. The search strategy is detailed in Table 3.2. The subject-related

literature search was conducted in the following search engines: Business Source Complete,

Education Source, ERIC, PsycInfo, SPORTDiscus, SocINDEX, and Web of Sciences. Before

conducting the search, each electronic database was combed in order to identify all relevant

search terms used in each database. The literature search contains the following limitations:

Between years 2000-2018; academic journals; Subject: experiential learning; Language: English;

and the Boolean Method. If there was a large amount of literature, the search was narrowed to

empirical evidence by adding terms such as outcome*, evaluate*, and effect*.

Gray literature. In hopes of locating gray literature, a World Wide Web search for

databases, research organizations, foundations, professional organizations and national

affiliations, conferences and symposiums, and online journals specific to adventure education

was conducted. The online databases searched using the previously mentioned search terms

were: Dissertations Abstracts International via OCLC Worldcat, ERIC, Outdoor Education

Research A-Z, and Wilderdom. Cochrane Database of Systematic Reviews located in the

Cochrane Library, the Campbell Collaboration C@-RIPE Library, and the Database of Abstracts

of Reviews of Effect (DARE), were searched to identify systematic reviews and meta-analysis of

adventure education. The Adventure Learning Foundation with the Global Classroom and the

Adventure Learning Foundation with Creative Sport and Leisure were searched for potential

articles.

A search of professional organizations that support adventure education occurred which

included Outward Bound, Project Adventure, Outdoor Education Australia, National Center for

Outdoor & Adventure Education (NCOAE), and the National Outdoor Leadership School

(NOLS). All these organizations provide information about their programs on websites, but only

Outward Bound, and the National Outdoor Leadership School (NOLS) reference studies via a

link to a resource page. Project Adventure, Outdoor Education Australia, and NCOAE do not

reference studies on their website resource page.

Table 3. 2 Electronic Search Terms

Database	Adventure education Program	Social Skills	Population	Criteria
Education Source	AEL, ABE, AE, OE, OAE, WA/E	Social skills; soft skills; interpersonal skills; intrapersonal skills; life effectiveness skills, social-emotional skills	Secondary Education	Years 2000-2018; academic journals; Language: English
ERIC	AEL, ABE, AE, OE, OAE, WA/E	Social skills; soft skills; interpersonal skills; intrapersonal skills; life effectiveness skills, social-emotional skills	Secondary Education	Years 2000-2018; academic journals
PsycInfo	AEL, ABE, AE, OE, OAE, WA/E	Social skills; soft skills; interpersonal skills; intrapersonal skills; life effectiveness skills, social-emotional skills	Secondary Education	Years 2007-2018; academic journals
SocINDEX	AEL, ABE, AE, OE, OAE, WA/E	Social skills; soft skills; interpersonal skills; intrapersonal skills; life effectiveness skills, social-emotional skills	Secondary Education	Years 2000-2018; academic journals
SPORTDiscus	AEL, ABE, AE, OE, OAE, WA/E	Social skills; soft skills; interpersonal skills; intrapersonal skills; life effectiveness skills, social-emotional skills	Secondary Education	Years 2000-2018; academic journals; Language: English
Web of Sciences	AEL, ABE, AE, OE, OAE, WA/E	Social skills; soft skills; interpersonal skills; intrapersonal skills; life effectiveness skills, social-emotional skills	Secondary Education	Years 2000-2018; academic journals
Business Source Complete	AEL, ABE, AE, OE, OAE, WA/E	Social skills; soft skills; interpersonal skills; intrapersonal skills; life effectiveness skills, social-emotional skills	Secondary Education	Years 2000-2018; academic journals

Note. Adventure-based experiential learning (AEL), adventure-based education (ABE), adventure education (AE), outdoor education (OE), outdoor adventure education (OAE), and wilderness adventure/education (WA/E)

In addition to searching adventure education organizations, a search occurred for associations and national affiliations of adventure education. The Association for Experiential Education (AEE), the Association of Outdoor Recreation and Education (AORE), and the European Institute of Outdoor Adventure Education and Experiential Learning (EOE) sites contain links to research and publication resources of national conferences/symposiums, three of which are the Colorado Outdoor Educator Symposium (COES), National Outdoor Education Conference, and New York State Outdoor Education Association. These three conference websites contain information and resources regarding the topic, but do not contain links to research.

Journals located on the World Wide Web that have information on adventure learning include *Journal of Adventure Education and Outdoor Learning* (JAEOL), *Journal of Experiential Education* (JEE), *Journal of Outdoor and Environmental Education* (JOEE), *Journal of Outdoor Recreation, Education, and Leadership* (JOREL), *Journal of Therapeutic Schools & Programs, Bradford Papers Online* (BPO), and *New Zealand Journal of Outdoor Education* (NZJOE). Only peer reviewed journals were used for this study.

Reference harvesting and consultation. To identify additional studies that met inclusion criteria, a forward search or scan through the references of studies that underwent data extraction occurred. Harvesting references or reviewing the reference lists of previous reviews is a useful way to identify potential literature (Littell et al., 2008). In addition to reference harvesting, the University librarian was consulted for assistance to locate gray literature, thesis, and dissertation work that met inclusion criteria.

Data Collection

Data collection is the key step in conducting this systematic review. The data collected

from studies provides the basis for conclusions. Library databases, gray literature, and other

search strategies were employed to locate relevant studies. Littell et al. (2008) recommended

that detailed information including the name of the person initiating the search, date of the

search, the name of the database, the name of the website, host, or portal, the restriction of dates

used in the database search, the number of hits obtained, the number of titles and abstracts

reviewed, and the number for initial screening be documented when searching for information.

Once the studies were obtained using the PICO framework, the Initial Screening Form tool was

used to identify studies meeting inclusion criteria. The Data Extraction Form tool was then

employed to collect the data.

Study selection and data extraction. The studies for the review underwent a selection

process. The first step in this process entailed reaching out to the librarian for consultation and

to develop a search strategy employed to search the library databases. This strategy is explained

in the search strategy section above. Each database identified lists of articles, referred to as

"hits." The "hits" were placed in an Excel spreadsheet with each spreadsheet labeled according

to the name of database searched. In addition, the detailed information was documented on the

data collection results spreadsheet. In the same manner, studies and gray literature were located

from the World Wide Web. Within the individual adventure-based experiential learning (AEL)

websites mentioned above, the aforementioned search strategy was entered into the site-specific

search engines (if provided). Every study or "hit" was placed into an Excel spreadsheet labeled

according to the name of the website and documented on the data collection results spreadsheet.

The next step was to determine eligibility for every "hit" by reading each title. Every

title and abstract was assessed using the PICO framework. The population age range (13-24),

the intervention (an adventure-based experiential learning (AEL) program), and an effective

social skill outcome were necessary for inclusion. If, after reading the study title, there remained

any uncertainty regarding whether or not the study met inclusion criteria, then the abstract was

read. Many studies were excluded based on the title alone because the topic was not relevant to

this study. Articles, though informational and relevant, are not empirical studies and were

therefore eliminated. Studies that passed the preliminary search were listed as "titles &

abstracts," highlighted, labeled, counted on the spreadsheet, and recorded on the data collection

results spread sheet. All "title & abstracts" studies were placed in a separate spreadsheet and

organized in alphabetical order by author to eliminate duplicates. A total of 92 studies gathered

from library databases met the eligibly requirements.

A search of the gray literature included professional organizations, national affiliations,

and the World Wide Web which uncovered 40 additional studies. Additionally, a search of

online journals uncovered 29 studies. The total number of articles retained for initial screening

(161) included studies from library databases (92), gray literature (40), and other search

strategies (29). All 161 studies went through a harvesting process which entailed reading

through the reference pages to search for possible studies meeting inclusion criteria. References

that seemed likely to meet eligibility requirements were highlighted and placed in an Excel

spreadsheet. An additional 83 studies were located for a total of 243 studies retained for initial

screening. Table 3.3 displays the 243 studies retained for initial screening.

It was necessary to utilize the Initial Screening Form specifically designed for this

systematic review, in order to complete the next phase. The PICO framework was used to

specify the desired characteristics when creating eligibility criteria on the Initial Screening Form

(Littell et al., 2008). The Initial Screening Form was developed with the PICO framework in

mind. The questions covered the population (students aged 13-24 years), intervention (AEL programming), and intervention (positive increase in social skills). Potential sources of bias and influence in a set of studies can be examined when individually reviewed (Littell et al., 2008), therefore every study regarded as included was assessed individually, safeguarding the quality of assessment. Ideally, two researchers conduct the initial screening and extraction phases, but it is a very labor and time intensive process. For these reasons, one reviewer conducted both the initial screening an extraction phases and the second reviewer agreed to only conduct the data extraction phase. This assessment, completed by one reviewer, took place in the form of the Initial Screening Form (appendix F), was developed using Google Forms, and completed electronically.

The Initial Screening Form was completed for the remaining 243 studies by reading the abstract and skimming the study, in order to answer the questions on the form. If after reading the abstract and skimming the study, uncertainty remained, the study passed the initial screening. Studies that did not meet the inclusion criteria were excluded with an explanation recorded in the comments section. An electronic Google spreadsheet was automatically created by Google Forms providing a detailed report of the initial screening. Every study that passed the Initial Screening Form was highlighted, labeled, counted, and relocated to an Excel spreadsheet. The breakdown of the excluded studies and included studies are located in table 3.4 and 3.5, respectively. Of the 243 studies, 167 were excluded after failing to meet the inclusion criteria, and 76 studies were retained. The reference list of the 76 studies that passed the initial screening stage is located in Appendix H.

The Data Extraction Form, located in appendix G, was created using the PICO framework to specify desired characteristics. Questions on the Data Extraction Form define the

limits of the study and are specific to intervention, population, delivery, duration, location, and

outcomes. This form was developed using Google Forms and was completed electronically.

Data extraction was completed for the 76 retained studies by reading the study in order to answer

the questions on the form. Studies that did not meet the inclusion criteria were excluded with an

explanation recorded in the comments section. An electronic Google spreadsheet was

automatically created by Google Forms providing a detailed report of the data extraction. Every

study that was accepted after completing the Extraction Data Form was highlighted, labeled, and

counted in the spreadsheet.

Table 3. 3 Studies Retained for Initial Screening

Databases	Gray Literature	Other Search Strategies	Total Articles Retained for Initial Screening
Business Source Complete (n=2) Education Source (n=25) ERIC (n= 8) PsychInfo (n=11) SocIndex (n=19) SportDiscus (n=19) Web of Sciences (n=6)	**Professional Organizations & National Affiliations:** Association of Outdoor Recreation and Education (n=6) National Outdoor Leadership School (n=18) **World Wide Web:** Dissertations Abstracts International (n=1) ERIC (n=5) Outdoor Education Research A-Z (n=8) Wilderdom (n=3)	**Reference Harvest** Reference pages (n=83) **Online Journals Reviewed:** Journal of Experiential Education (n=13) Journal of Outdoor Recreation, Education, and Leadership (n=14) Journal of Therapeutic Schools & Programs (n=2)	
N= 92	N = 40	N= 111	**N= 243**

Table 3. 4 Excluded Study Information

Databases	Gray Literature	Other Search Strategies	No. Excluded after Initial Screening
		Reference Harvest	
Business Source Complete (n=2) Education Source (n=23) ERIC (n= 2) PsychInfo (n=4) SocIndex (n=19) SportDiscus (n=15) Web of Sciences (n=4)	**Professional Organizations & National Affiliations:** Association of Outdoor Recreation and Education (n=3) National Outdoor Leadership School (n=10) **World Wide Web:**	Reference pages from all included articles (n=51) **Online Journals Reviewed:** Journal of Experiential Education (n=8) Journal of Outdoor Recreation,	Database (n=69) **Gray literature** (n =29)

	Dissertations Abstracts International (n=1) ERIC (n=5) Outdoor Education Research A-Z (n=8) Wilderdom (n=2)	Education, and Leadership (n=7) Journal of Therapeutic Schools & Programs (n=3)	Other sources (n = 69)
N = 69	N = 29	N= 69	**N = 167**

Table 3. 5 Included Study Information

Databases	Gray Literature	Other Search Strategies Reference Harvest	Full Text Retained
Business Source Complete (n=0) Education Source (n=3) ERIC (n= 6) PsychInfo (n=4) SocIndex (n=2) SportDiscus (n=5) Web of Sciences (n=3)	**Professional Organizations & National Affiliations:** Association of Outdoor Recreation and Education (n=2) National Outdoor Leadership School (n=9) **World Wide Web:** Dissertations Abstracts International (n=0) ERIC (n=0) Outdoor Education Research A-Z (n=0) Wilderdom (n=1)	Reference pages from all included articles (n=25) **Online Journals Reviewed:** Journal of Experiential Education (n=8) Journal of Outdoor Recreation, Education, and Leadership (n=8) Journal of Therapeutic Schools & Programs (n=0)	**Database** (n = 23) **Gray literature** (n= 12) **Other sources** (n=41)
N = 23	N = 12	N= 41	**N =76**

During the extraction phase of the process, two independent reviewers read titles and abstracts independently and recorded information on the Data Extraction Form. Best practice recommends that two reviewers work together in order to assure that only a minimum of relevant studies are missed, however double screening is labor intensive (Torgerson, 2003). The purpose for a second reviewer during this stage of the process is for a peer debrief. The second reviewer assisted with the extraction of data to assure the data was bias free. Both reviewers are familiar with adventure-based experiential learning (AEL) providing accountability with interpretation. This approach allows for a measurement of inter-rater reliability regarding the agreement between both reviewers (Torgerson, 2003).

The second reviewer is a practicing clinical psychologist and a practicing school psychologist. She has over 20 years of experience working with youth. As a church youth

leader, she worked with adolescents in her local church. She acted as a camp director engaging

with youth in various activities including adventure-based experiential learning (AEL). She has

been involved with organizing and attending mission trips and service learning projects with

adolescents. More recently she has finished two degrees in psychology, the first as a clinical

practitioner and the second as a school psychologist. After completing her clinical practitioner

degree, she joined a counseling center and has been counseling children and adolescents for three

years. Though she has clients of all ages, she prefers to counsel adolescents and specializes in

cognitive behavioral therapy. As a school psychologist, she has gained some experience

implementing AEL.

The second independent researcher completed the extraction data process for 76 studies

in the same manner recorded above. Incorporating a second reviewer at this point in the process

not only provided inter-rater reliability, but also provided another review of the 76 studies. Both

researchers met to review and discuss the independent data extraction results. The data

extraction process revealed that 23 additional studies did not meet inclusion criteria.

Both raters independently completed the extraction data form for 76 studies. Of the 76

retained studies, the first rater included 58 and excluded 18 studies. The second rater included

56 studies and excluded 20 studies. Of the 76 studies, both raters chose to include the same 48

studies and both raters chose to exclude the same ten studies. There were discrepancies with 18

studies. The two raters met and discussed the discrepancies regarding the 18 studies and

determined that 13 of the 18 did not meet criteria and were excluded while five of the 18 meet

criteria and were included for a total of 53 included studies. Table 3.6 displays the data

extraction outcomes.

When disagreements occurred regarding which studies were to be included in the

systematic review, both researchers explained their positions and responses on the Data

Extraction Form. Conversations continued, accompanied with thorough review of studies, until

agreements on the incongruities were reached. Using the PICO framework to make a final

determination, both researchers excluded 23 studies that did not meet inclusion criteria for a total

of 53 studies included in this systematic review.

Table 3. 6 Data Extraction

No. Excluded	No. Included
Databases (n=5)	Databases (n=17)
Gray Literature (n=5)	Gray Literature (n=7)
Other Sources (n=13)	Other Sources (n=29)
Excluded	**Full Text Retained**
N= 23	N = 53
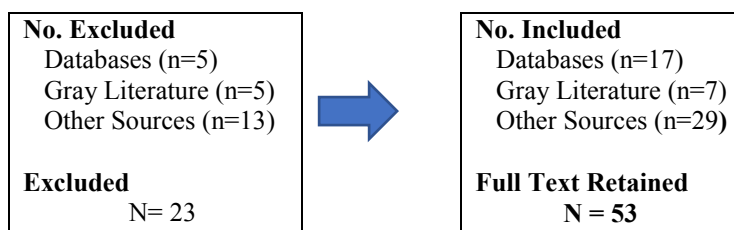
Excluded Studies

The initial screening revealed that a total of 76 studies met criteria for data extraction

with 23 studies deriving from database sources, 12 studies from gray literature, and 41 studies

from other sources. Two independent reviewers completed the data extraction process for all 76

studies.   Each independent reviewer analyzed each study and completed the following questions:

Name of reviewer, date completing the review; author; title of study; year and journal; what was

the program type; what was the population (age range); what type of delivery were experienced

in the adventure education program; what is the location of the program; what are the outcomes

in regards to (a) specific skill set, (b) terminology, and (c) definition of terms; and what is the

determination.   The first independent reviewer determined that 58 studies met eligibility criteria

while the second independent reviewer determined that 56 studies met eligibility requirements.

Eighteen and 20 studies were determined to be ineligible by the first and second independent

reviewers, respectively. Table 3.7 displays the studies and eligibility determinations by reviewer.

Cohen's Kappa (Cohen's Kappa Statistic, 2017) was calculated to evaluate agreement between the two researchers in the process of data extraction. Cohen's kappa is an adjusted agreement regarding the effect of chance that both researchers agree on including and agree on excluding studies.   The formula, $K = (Po - Pe) / (1-Pe)$, was used to calculate Cohen's kappa and is displayed in Table 3.10. To begin, a list was developed of all studies under agreement whether excluded or included, and a list of all studies under disagreement. Then the proportion of agreement observed, or Po, was calculated using the number of studies both researchers agreed to include (48), plus the number both researchers agreed to exclude (9) divided by the total number of studies reviewed (76). Next the probability that both researchers agreed to either include or exclude a study was calculated. The probability of agreement was 0.66 (58/76) for the first researcher while the probability of agreement for the second researcher was 0.74 (56/76). The probability that both researchers would include a study was 0.49. The probability of each researcher excluding studies was calculated by dividing the number of studies excluded by the total number of studies. The probably of exclusion was 0.24 and 0.26 for the first and second researcher respectively and the probability both researchers would exclude was 0.06. The Pe was calculated by adding the probability of agreement for both researchers to include and exclude studies totaling 0.55. The Po and Pe calculations were plugged into Cohen's Kappa formula for a result of 0.44. According to Cohen Kappa's statistics, the degree of agreement is moderate.

On the eve of July 29, 2018, both reviewers met to discuss the data extraction discrepancies. Both reviewers excluded the same 10 studies because they did not meet data

extraction criteria. Of the 76 studies in the data extraction process, there were disagreements regarding the decision to include or exclude 18 studies. The first researcher had determined to include ten studies while the second researcher determined to exclude those same studies. The reverse was true for the remaining eight: the first researcher determined to exclude eight while the second researcher determined to include the same eight. Of the 18 studies, 13 did not meet criteria and were excluded while five studies meet criteria and were included for a total of 53 studies.

Table 3. 7 Eligibility Determinations by Reviewer

	First Independent Reviewer		Second Independent Reviewer		Include Agreement	Exclude Agreement	Include/Exclude Disagreement
	Include	Exclude	Include	Exclude			
Totals:	58	18	56	20	48	10	18
Number of Data Extracted Studies:	76		76			76	

Table 3. 8 Cohen's Kappa

Cohen's Kappa Agreement Results		
Probability both would agree to include:		0.49
Probability both would agree to exclude:		0.06
Probably results:	Po = .74	Pe = .55
Formula:	K = (Po – Pe) / (1-Pe)	
	K = (.74 - .55) / (1 - .55)	
	K = .2 / .45	
	K = .44	
Level of Agreement:	Moderate Agreement	

Studies under disagreement were discussed in depth until a final decision was reached. Each of the 18 studies were individually examined by each reviewer. Each reviewer explained

their decisions for either including or excluding the study. Arguments and discussions took

place until an agreement was determined. Disagreements occurred regarding language used in

the study, questions regarding delivery of services, and specific disagreements regarding

outcomes. For example, the first researcher included the Barr-Wilson & Roberts (2016) study

while the second researcher excluded it. Each researcher explained the reasoning behind the

decision to include or exclude. In the Barr-Wilson & Roberts (2016) study, the first researcher

included the study as it appeared to meet all requirements, while the second researcher thought

the focus on body image was not adequately linked to social skills. After discussing the

individual results and examining the study again, both researchers came to an agreement to

exclude the study because the Barr-Wilson & Roberts (2016) study focuses on body image and

healthy living which includes physical health, relationship with self, relationship with others,

emotional health, and holistic health, but remains vague in regards to social skills and social skill

outcomes.

Summary

This systematic review synthesized research using the PICO framework (populations,

interventions, comparisons, and outcomes) to answer the question: What are the components

essential for effectively teaching social skills? A variety of sources including peer reviewed

journals, electronic sources, gray literature, reference harvesting, and consultation were used to

locate literature meeting the specified inclusion criteria. The Initial Screening Form was

developed for this specific study and used to determine eligibility for inclusion in this systematic

review. Two independent reviewers completed the Data Extraction Form, designed specifically

for this study, to extract relevant information. The results will be presented in chapter four

followed by interpretations, conclusion, and recommendations in chapter five.

Chapter 4 Results

In order to identify the essential components for determining the effectiveness of

adventure-based experiential learning (AEL) programs, it is essential to examine the specific

social skill outcomes that emerged from the literature. The outcomes in the literature fall under

the broad category of social skills, but were numerous and broad. It became evident that

clustering the broad social skill terms into two categories was necessary to interpret the findings.

For the purposes of this study, two broad terms are used: intrapersonal skills and interpersonal

skills; both of which are captured in the Pennsylvania Standards for Student Interpersonal Skills

found in chapter one. These two categories are displayed in table 4.1.

As previously mentioned in the introduction, intrapersonal skills encompass internal

components that will influence a person's perceptions of individual empowerment, such as

motivation, perceived competence, and perceived control (Sibthorp, 2003b; Cooley, 2015).

Because internal factors are key components of intrapersonal skills, terms involving internal

elements were categorized under intrapersonal skills. These terms are located in table 4.1 and

include the following skills: self-concept, self-efficacy, self-confidence, self-esteem, self-

perception, self-worth, and psychological/emotional/and social well-being, self-awareness,

competence, and empowerment.

Interpersonal skills are the ability to function effectively in social situations (Ho Choon

Mei, 2003; Ee & Ong, 2014) and involve how an individual interacts with others (Cooley, 2015).

A more detailed definition states that interpersonal skills refer to the ability to build rapport,

effectively listen, understand, empathize, demonstrate sincerity, show respect for student

differences in culture, interests, and skills (Schumann & Sibthorp, 2014), and to respond

appropriately to the needs, feelings, and capabilities of different people in different situations

(Wang & Liu, 2006). Interpersonal skills include social skills needed for effectively and successfully interacting with others in the environment. The attributes that fall under the heading of interpersonal skills are teamwork skills, group cohesion, self-authorship skills, leadership skills, trust, engagement, social connection, communication skills, responsibility of self, social responsibility, self-reliance, emotional control, empathy, initiative, thinking skills, decision making skills, problem solving skills, perseverance, mental strength, and resiliency.

In the introduction, the Pennsylvania Standards for Student Interpersonal Skills were mentioned. These standards were created to help students develop the social and emotional skills needed to navigate the social world at home, school, in the community, as well as to have success in college and career (Title 22, 2013; "What is SEL?", 2018). These Standards consist of three academic standard categories: self-awareness and self-management; establishing and maintaining relationships; and decision making and responsible behavior (PDE, 2012). The three main interpersonal skills align with the intrapersonal and interpersonal skills produced in studies.

Program Type

Program type refers to the name given for adventure-based experiential learning (AEL) program. The majority of AEL programs, that produce both intrapersonal and interpersonal skills, are referred to as outdoor adventure education (OAE). Of the 53 studies that were included, 18 are referred to as an OAE type. Out of the 18 OAE programs, 14 (77.78%) produced both intrapersonal and interpersonal skills while only three programs (16.67%) produced interpersonal and only one program (5.56%) produced intrapersonal skills as evidenced in table 4.2. Outdoor education (OE) was recognized in nine studies. Of those nine, seven programs (77.78%) produced both intrapersonal and interpersonal skills while two programs

(22.22%) produced interpersonal skills. The next three programs were similar in results with

adventure education (AE), adventure-based education (ABE), and wilderness adventure/

wilderness education (WA/WE) producing intrapersonal and interpersonal results in 85.71%,

80%, and 66.67% of studies respectively.

Table 4. 1 Categories of Social Skills

Social Skills Categories			
Intrapersonal Skills		Interpersonal Skills	
Self-concept	Self-awareness	Leadership skills	Responsibility of self
Self-worth	Competence	Initiative	Self- reliance
Empowerment	Self-efficacy	Thinking	Emotional control
Psychological well-being	Self-confidence	Decision making	Empathy
Emotional well-being	Self-esteem	Problem-solving	Perseverance
Social well-being	Self-perception	Mental strength	Teamwork/ group cohesion skills
		Resiliency	Social connection skills
		Self-authorship	Communication
		Trust	Engagement

Included in the 53 studies were five programs that referred to their programming by

another name, such as Outward Bound, Project Adventure, or Project K, and were coded as

"other." Those five programs produced intrapersonal and interpersonal skills in four studies

(80%) and intrapersonal skills in only one study (20%). Adventure-based experiential learning

(AEL) was the least used term in the literature with all three studies (100%) producing

intrapersonal and interpersonal skills.

Table 4.2 displays the number of studies recorded under each program type according to

the social skill outcomes attributed to the study. These results indicate that although there are

many names for adventure-based experiential learning (AEL), the majority of program types that

produce intrapersonal and interpersonal results are outdoor adventure education. Even though

OE was the program type used most often, the other types of programs also produced both

interpersonal and intrapersonal skills. These results indicate that the most commonly acceptable

name is actually outdoor adventure education (OAE) (*n*=18), while the name used least often is

AEL (*n*=3).

Table 4. 2 Outcome Results per Program Type

Type	Intrapersonal		Interpersonal		Both		Total
	f	%	*f*	%	*f*	%	
AEL	0	0.00%	0	0.00%	3	100.00%	3
ABE	1	20.00%	0	0.00%	4	80.00%	5
AE	0	0.00%	1	14.29%	6	85.71%	7
OE	0	0.00%	2	22.22%	7	77.78%	9
OAE	1	5.56%	3	16.67%	14	77.78%	18
WA/WE	0	0.00%	2	33.33%	4	66.67%	6
Other	1	20.00%	0	0.00%	4	80.00%	5

Delivery

Information gathered from the data extraction sheet included detailed information about the

delivery of programming, the duration of the program, and the location of the program. On the

Data Extraction Form, the open-ended question: "What type of delivery (activities) were

experienced in the adventure education program?" required examining the responses to

determine which studies used the delivery components mentioned in chapter two: activity, a brief

session, a debrief session, reflective writing, small groups, group discussions, debrief, reflection,

journal writing, and goal setting. The delivery components, in relation to intrapersonal skills and

interpersonal skills outcomes, are reflected in table 4.3.

Adventure-based experiential learning (AEL) program activities may include a variety of

physical challenges, mental challenges, ropes courses, ice breakers, and/or cooperative games.

Other than the activity, the most mentioned component in AEL programming is the reflection.

The reflection is a period of time devoted to reflecting on the experience either through

discussion, journal writing, or self-contemplation and can occur at any point during or after the

activity. A total of 20 studies mentioned reflection as a component of AEL programs, with 17

(85%) studies producing both intrapersonal and interpersonal skills. The debrief session is

similar to reflection in that both aim to have participants critically analyze their experiences,

however the debrief session is typically held at the conclusion of the activity as a whole group

processing the events and experience together. The debrief session was mentioned in one study

(8.33%) producing interpersonal skills and 11 (91.67%) studies producing both intrapersonal and

interpersonal skills.

Table 4. 3 Outcome Results per Delivery

Delivery	Intrapersonal		Interpersonal		Both		Total
	f	%	f	%	f	%	
Activity	3	5.66%	8	15.09%	42	79.25%	53
Brief	0	0.00%	0	0.00%	3	100.00%	3
Small groups	0	0.00%	2	11.76%	15	88.24%	17
Group discussions	1	5.88%	1	5.88%	15	88.24%	17
Debrief	0	0.00%	1	8.33%	11	91.67%	12
Reflection	1	5.00%	2	10.00%	17	85.00%	20
Goal Setting	0	0.00%	1	10.00%	9	90.00%	10
Delivery not specified	1	6.67%	4	26.67%	10	66.67%	15

Numbers will exceed 53 because more than one delivery components are present
in studies.

After reflection, the most mentioned components of adventure-based experiential

learning (AEL) programs were group discussions and small groups. These two components were

each mentioned in 17 studies with 15 (88.24%) studies producing results in both interpersonal

and intrapersonal skills. The brief session involves preparing the students for the activity by

communicating the group aims, the rules and expectations for the activity, the imagery for the

task, and getting the group started. The brief session was only mentioned as being utilized in

three studies (100%) that produced both interpersonal and intrapersonal skills. Goal setting was

mentioned in (n=10, 90%) of studies that produced both intrapersonal skills and interpersonal

skills. Fifteen total studies did not specify components of adventure-based experiential learning

(AEL) programs. Of these 15 studies, one (6.67%) study produced intrapersonal skills, four

(26.67%) studies produced interpersonal skills, and ten (66.67%) studies produced both

interpersonal and intrapersonal skills.

      Table 4.3 reflects that the majority of activities employed in the AEL program types

produced positive interpersonal and intrapersonal outcomes. Of the information extracted from

the literature, a majority of these effective programs incorporate reflection (n=17, 18%), small

groups (n=15, 88.24%), group discussions (n=15, 88.24%), and a debrief session (n=11,

91.67%). The brief session (n=3, 100%) is the least mentioned component of programming.

Location

      The location of programming refers to the place the programming took place. The

categories provided were school, camp, residential, and wilderness. Some locations did not align

with the provided categories. Studies that stated a specific name based on the activity, such as

Sea Voyage or Commercial Adventure Program were coded as "other." The majority of

adventure-based experiential learning (AEL) programs take place in the wilderness (n=17,

76.47%). Of the 15 wilderness programs, three (20%) produced interpersonal skill outcomes and

12 (80%) produced both intrapersonal and interpersonal skills. A total of 17 programs were

labeled using the term 'other" and 13 (76.47%) of those produced both interpersonal and

intrapersonal skills. The location camp (*n*=7, 77.78%), residential (*n*=5, 83.33%), and school (*n*=4, 80%) were used in studies producing both interpersonal and intrapersonal skills. The camp, school, and residential location program each produced only one (11.11%, 20%, 16.67% respectively) interpersonal skill with the camp location program also producing one (11.11%) intrapersonal skill.

The majority of programing producing interpersonal and intrapersonal skills is located in wilderness (*n*=12, 80%) and in "other" (*n*=13, 76.47%). However, both sets of social skills have been produced in camp (77.78%), school (80%), and residential (83.33%) locations as well. Adventure-based experiential learning (AEL) programs are implemented in schools the least often (*n*=4, 80%). Table 4. 4 displays the location in regards to the acquisition of interpersonal and intrapersonal skills.

Table 4. 4 Outcome Results Per Location

Location	Intrapersonal		Interpersonal		Both		Total
	f	%	*f*	%	*f*	%	
Camp	1	11.11%	1	11.11%	7	77.78%	9
School	0	0.00%	1	20.00%	4	80.00%	5
Residential	0	0.00%	1	16.67%	5	83.33%	6
Wilderness	0	0.00%	3	20.00%	12	80.00%	15
Other	2	11.76%	2	11.76%	13	76.47%	17

Duration

The duration of programming varied, spanning from one day through more than four weeks in length with a couple programs lasting the duration of a school year. Some of the studies examined more than one adventure-based experiential learning (AEL) program and therefore listed multiple lengths of programming. In order to quantify and analyze the duration of AEL it was necessary to breakdown the various lengths. To guide this process, a search for the average length of stay for mental health treatment centers occurred. Several sources

indicated that the average length of stay for mental health treatment is 10-14 days (Inova Keller Center, 2019; Medstar St. Mary's Hospital, n.d.; Partial Hospitalization – MH", 2009). The 10 through14 day average length of stay framed the duration for this systematic review. The short-term duration was defined as less than 10 days and the long-term duration was defined as more than 14 days. The results of duration are recorded in table 4.4 according to short-term, average, and long-term compared with interpersonal skill and intrapersonal skill outcomes.

The majority of adventure-based experiential learning (AEL) program studies produced intrapersonal and interpersonal skills. Of the programs that produce both interpersonal and intrapersonal skills, ten (77%) had durations within the average range of 10-14 days. There were 20 programs (80%) that fell within the long-term range of more than 14 days and 18 programs (82%) had a short-term duration lasting less than ten days. Only one study (5%) produced only intrapersonal skills which fell within the short-term range. There were 11 studies that produced only interpersonal skills, three (14%) of which were short-term, three (23%) studies with a duration of average, and five (20%) studies with a duration of long-term.

The average duration of 10-14 days had the least (n=13) amount of studies with programs in that duration range. The short-term and long-term durations were about equal with 22 and 25 respectively.

Table 4. 5 Outcome Results Per Duration

Duration	Intrapersonal		Interpersonal		Both		Total
	f	%	f	%	f	%	
short-term < 10 days	1	5%	3	15%	18	82%	22
average 10-14 days	0	0%	3	23%	10	77%	13
long-term > 14 days	0	0%	5	20%	20	80%	25

Numbers will exceed 53 because some studies included in systematic review
compared outcomes in differing programs across duration.

Summary

Examining the social skill outcomes of included studies was necessary to identify the essential components for determining the effectiveness of adventure-based experiential learning (AEL) programs. The broad term social skills were clustered into two categories, intrapersonal skills and interpersonal skills, in order to interpret the findings.

Throughout the results, the majority of adventure-based experiential learning (AEL) programs produce both intrapersonal and interpersonal skills. However, the majority (n=18, 77.78%) of AEL programs are actually labeled as outdoor adventure education. The essential components producing intrapersonal and interpersonal skills in AEL program is the brief session (n=3, 100%), activity (n=42, 79.25%), reflection (n=17, 85%), group discussions (n=15, 88.24%), and small groups (n=15, 88.24%). The majority of programs that produce interpersonal and intrapersonal skills are long-term in length (n= 20, 80%) operating for more than 14 days followed closely by short-term programs (n=18, 82%) operating less than 10 days. The best locations for these programs are the wilderness (n=12, 80%), "other" (n=13, 76.47%) and camps (n=7, 77.78%).

Program types producing intrapersonal skills are adventure-based education (ABE) (n=1, 20%), outdoor adventure education (OAE) (n=1, 5.56%), and other (n=1, 20%). These programs include an activity (n=3, 5.66%), group discussions (n=1, 5.88%), and reflection components (n=1, 5%). The majority of intrapersonal skills are produced in long-term lengths (20%) closely followed by average length of 10-14 days (23%) and short-term lengths (14%). The locations for programs producing intrapersonal skills are camp (n=1, 11.11%) and other (n=2, 11.76%).

Interpersonal skills were produced in four program types: outdoor adventure education (OAE) (n=3, 16.67%), wilderness adventure/education (WA/WE) (n=2, 33.33%), outdoor

education (OE) (*n*=2, 22.22%), and adventure education (AE) (*n*=1, 14.29%). The essential

components present in programs with interpersonal skill outcomes are activity (*n*=8, 15.09%),

small groups (*n*=2, 11.76%), reflection (*n*=2, 10%), group discussions (*n*=1, 5.88%), and a

debrief session (*n*=1, 8.33%). A program with a short-term length of less than 10 days (5%)

produced interpersonal skill outcomes. The programs producing interpersonal skills were located

in the wilderness (*n*=3, 20%), other (*n*=2, 20%), school (*n*=1, 20%), residential (*n*=1, 16.67%),

and camps (*n*=1, 11.11%).

Chapter 5: Findings

The results from the study indicate that adventure-based experiential learning (AEL) programs producing both interpersonal and intrapersonal results are referred to as outdoor adventure education. Included in programming is the brief session, activity, reflection, group discussions, and small groups. These programs are either short-term or long-term in length and are facilitated in the wilderness, camps, or other locations. AEL programs producing only intrapersonal skills are adventure-based education, outdoor adventure education, and other. Intrapersonal skills can be developed in programs with either a long-term, short-term, or average length of time. Programs focused on developing intrapersonal skills are located in a camp or other location. The programming includes activity, group discussions, and reflection components. Interpersonal skills were produced in four program types: outdoor adventure education, wilderness adventure/wilderness education, outdoor education, and adventure education. Components within programs producing interpersonal skills include activity, small groups, reflection, group discussions, and a debrief session. The programs producing interpersonal skills lasted less than 10 days (short-term) and were located in the wilderness, school, residential, and camps.

The purpose of this systematic review was to answer the research question: What are the components essential for effectively teaching social skills through adventure-based experiential learning (AEL) programs? This chapter will discuss implications for positive social skill acquisition at the individual, organizational, and societal level. Limitations regarding the study design, data collection, and a second reviewer are explored and discussed. The implications for social work practice are provided for intrapersonal skills, interpersonal skills, and both intrapersonal and interpersonal skills. Implications for school social workers in regards to

expectations and resources are reviewed. Finally, recommendations for research to further

understand effective components for adventure-based experiential learning (AEL) are suggested.

Implications

The results of this study have implications for potential positive social skill growth for

the student. There are implications for improvements in program implementation at the

organizational level and positive change at the societal level. At an individual level, the results

of this systematic review may influence the development of adventure-based experiential

learning (AEL) programs. The implication is that AEL programs with essential components

embedded within their programs offer more successful opportunities for participants to gain

social skills. The study results provide evidence that particular essential components are

embedded in programs with positive social skill outcomes and thereby increase students' social

skills. Social workers and educators can employ these effective AEL programs with the essential

components, thereby teaching students social skills.

At an organizational level, the results of this study have suggestions for positive

improvements in program implementation. Social workers and educators held responsible to

teach Social and Emotional Learning standards can employ an adventure-based experiential

learning (AEL) program with effective components in order to prepare students for success after

graduation. Given the flexibility provided by states to develop and implement social skill

curriculums, the information provided by this systematic review will guide professionals in

creating an AEL program with the essential components. As the results indicate, an AEL

program embedded with essential components is more likely to produce social skills. By doing

so, professionals will be incorporating the state core academic standards when teaching, thereby

meeting the Social and Emotional Learning competency requirements (Title 22, 2013).

The results of this systematic review may also have implications at the societal level. Positive change in society, in terms of social skill acquisition, may emerge as students' experience and develop social skills. Effective programs with essential components may increase social and emotional development in students, thereby increasing prosocial behaviors (Durlak et al., 2011; Sklad et al., 2012), positive interpersonal relationships; better physical and mental health; and fewer problems with antisocial behavior, substance abuse, or relational problems (Durlak et al., 2011; Jones et al., 2017; Sklad et al., 2012).

Limitations

There were limitations that influenced the findings of this study, including the study design, data limitations, and securing a second reviewer. Study design limitations placed specific constraints on the study population affecting the outcomes obtained. The restrictions placed on the population age range and eliminating special populations limited the number of studies available for review. The age range was selected with careful consideration as youth is the targeted population. The definition of youth was originally determined as students in grades nine-twelve. However, in research, this narrow definition severely limited the available studies for review. Youth, throughout the research, is broadly defined from middle school through young adulthood. To capture the desired age range, the scope was broadened to secondary students (middle school and high school) through college (age 24). This broader age criterion allowed for more included studies. However, many studies examined age ranges outside the parameters. In addition, studies examining special populations such as high-risk, high absenteeism, students with special needs, students with behaviors or at-risk students, and special education were excluded. These exclusions were due to increased complications such as concerns about special population laws and time constraints surrounding special

populations. Examining all populations and age ranges may provide more detailed and complete information regarding the essential components of adventure-based experiential learning (AEL) programs.

This study only examined studies with positive social skill outcomes. In order to examine the essential components of effective adventure-base experiential learning (AEL) programs, it was necessary to examine and compare components within programs with positive results. By doing so, the researchers were able to extract the components of effective programming. However, it would be interesting to explore programs with insignificant effects in order to explore components included in programming. Future studies that compare programs with both positive and negative social skill outcomes will provide a more detailed and thorough description of essential components.

The inability to collect as much data as intended weakens the results. The information available in adventure-based experiential learning (AEL) studies with positive results for social skill acquisition varied with regards to program details. Many studies were excluded because the information was not provided. Many studies lacked significant detail as to programming. This was an unexpected result discovered from examining the program information provided in studies.

Another limitation surrounded the issue with having only one researcher who completed the initial screening stage. The second reviewer was not able to commit to the large amount of time needed to complete the initial screening process. Ideally, a systematic review has a second reviewer beginning in the initial screening stage throughout the data extraction phase. For this study, the second reviewer only committed to the data extraction phase. The decision to move forward with this plan revolved around the inability to locate a second reviewer willing to

commit to this study. It was decided to have both reviewers complete the data extraction phase

while simultaneously examining the studies (using the PICO framework) in order to exclude

those failing to meet inclusion criteria. To compensate for this unorthodox procedure, Cohen's

Kappa was performed to determine interrater-reliability. In the future, to obtain better results, it

is best to conduct a systematic review with a committed second reviewer throughout the entire

process, even though it is labor intensive.

Implications for Social Work Practice

Professionals who desire to develop or select an adventure-based experiential learning

(AEL) program and who are focused on developing intrapersonal skills in youth will want to

select a program that includes effective components. According to the results of this systematic

review, the effective components are group discussion, reflection, and long-term duration.

Programs producing social skills are more significantly held in a wilderness location (n=17)

versus a school location (n=3). The implication is that schools may not be best suited to offer

AEL programs unless the school has access to a wilderness location. The program type is

typically considered an adventure-based education or outdoor adventure education.

Professionals interested in selecting an adventure-based experiential learning (AEL)

program focused on developing interpersonal skills in youth should consider a program including

small groups, group discussions, a debrief session, reflection, and goal setting. Interpersonal

skills are often developed in programs that are short-term and held in the wilderness. However,

interpersonal skills have also been developed in the camp, school, residential, and "other"

location. The program type used to describe programs that develop interpersonal skills is

outdoor adventure education.

When choosing or creating an adventure-based experiential learning (AEL) program that focuses on both interpersonal skills and intrapersonal skill development, professionals would want to consider either a long-term or short-term program. The most effective components for programming include small groups, group discussion, reflection, and a debrief session. Programs in the wilderness and in the "other" location are more common than the programs held in the camp, school, or residential locations. Outdoor adventure education is the program type most often associated with programs producing both intrapersonal skills and interpersonal skills. Though these skills have been produced in program types including outdoor education, adventure education, adventure-based education, wilderness adventure/wilderness education, "other," and AEL.

The practice implications for a school social worker developing an adventure-based experiential learning (AEL) program in a school setting involve Social and Emotional Learning requirements and resource limitations. School social workers implementing a social skill curriculum are expected to follow the state standards and school social work national standards for Social and Emotional Learning (NASW, 2012). Social and Emotional Learning competencies encompass both intrapersonal skills and interpersonal skills. For school social workers who desire a program that fulfills the Social and Emotional Learning competencies, an AEL program type of outdoor adventure education that is long-term is best suited. A longer duration may be beneficial in a school setting where programs typically run for a short period of time (example of 45 minutes) over a long length of time (example of three months). Locations for programs producing intrapersonal skills and interpersonal skills are typically wilderness based, but can be altered to meet the unique needs and resources of a school environment. The necessary delivery components for the program will include small groups, group discussion,

reflection, and a debrief session. Other program delivery components may include goal-setting and a brief session.

School social workers are also faced with resource limitations, such as funding, time, and location when considering an adventure-based experiential learning (AEL) program. Funding for programs is often difficult to attain and remains a barrier for professionals in schools. An effective AEL program can be developed and implemented with little to no cost by integrating the mentioned components and conducting the program onsite using existing materials. Location is another barrier school social workers face when developing or adopting an AEL program. The results of this systematic review indicate that AEL programs can be effective in different locations suggesting that school social workers can be creative with their available locations. Possible locations include a local park, the school playground or field, the gymnasium, or cafeteria. An ongoing difficulty facing school social workers remains finding the time during the academic day, where teachers focus on demands such as reading, writing, and math requirements. School social workers can advocate for time and work around difficult schedules to provide an AEL program that meets national and state Social and Emotional Learning standards.

Recommendations for Future Social Work Research

The results of this systematic review indicate effective components in adventure-based experiential learning (AEL) programs. This review focused on the general education population, thereby excluding specialized populations. More research is warranted in AEL programs in the areas of special education, behavioral and at-risk students, and elementary age students. Understanding of the effective components of AEL programs can be enhanced through a more universal study of all populations.

This study has shown that adventure-based experiential learning (AEL) program type is most commonly known as outdoor adventure education (OAE). However, OAE is not an exclusive program type. It is recommended that the many program types be examined and clearly defined. A universal name to represent all experiential learning programs would be appropriate and ease confusion.

The results regarding the delivery of adventure-based experiential learning (AEL) programs indicate that reflection, group discussions, and small groups are essential components. There are many other components of AEL programs such as the debrief session, goal-setting, and the brief session. Many studies lacked details regarding AEL program components. It is recommended that research continue to explore what it is about these components that lead to intrapersonal skill and interpersonal skill attainment. A future research suggestion is to explore the abstraction of specific activities from wilderness adventure/wilderness education programs and outdoor adventure education programs and adapt the activities to a school setting.

Adventure-based experiential learning (AEL) programs are most often located in "other" and wilderness locations, according to these results. However, there is limited information on programs implemented in camps, schools, and residential locations. There are many situations in which there are limitations or obstacles for school social workers to implement an AEL program in a particular location. A recommendation is to replicate a wilderness adventure/wilderness education or outdoor adventure education program and apply it to a school to determine if the location can be altered without affecting results.

The results of this systematic review indicated that the long-term duration of more than 14 days is the most effective component of time for an adventure-based experiential learning

(AEL) program. However, the data showed that short-term AEL programs also contain effective

components despite their short duration. Due to time limitations caused by other job

responsibilities, this may be a better option when implemented by a school social worker.

AEL is found to be an important element in the successful teaching of interpersonal skills

and intrapersonal skills training. However, information about adventure-based experiential

learning (AEL) programs in schools is sparse. There remains a limited number of published

information on AEL in schools. School administrators, school social workers, and other school

professionals may consider collecting data on AEL programs to increase the body of literature on

AEL. Future research studies regarding AEL in the school environment will help school social

workers gain knowledge and implement successful programming.

Conclusion

In conclusion, there are effective components in adventure-based experiential learning

(AEL) programs designed to build social skills in youth. Even though AEL is known by several

names, effective programming includes a physically challenging activity, reflection, small

groups, and group discussion. The AEL program duration and location are not crucially

important as results indicated success with different durations and in different locations. Though

there are many limitations to this study, there is supportive evidence to conclude that effective

AEL programs incorporate the above-mentioned components.

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Appendix

Appendix A: Pennsylvania Standards for Student Interpersonal Skills

Pennsylvania Department of Education (PDE). (2012). Standards for student interpersonal skills, Retrieved from: http://www.tulpehocken.org/Downloads/Student_Interpersonal_Skills_Standards.pdf

  "This report highlights how the Pennsylvania Department of Education created the Student Interpersonal Skills Standards to help students develop the social and emotional skills they need to be successful at school, home, and college and in their future careers. These standards are written to apply to all grade levels and content areas. The standards are not intended to provide the foundation for a free-standing curriculum, but are to be used by districts as they develop curricula in other content areas. The three categories of interpersonal skills included in Pennsylvania's standards are self-awareness and self-management, establishing and maintaining relationships, and decision making and responsible behavior" (PDE, 2012).

Standards for Student Interpersonal Skills

Grades PreK – 12
April 25, 2012

Pennsylvania Department of Education

Standards for Student Interpersonal Skills

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Standards for Student Interpersonal Skills

Introduction

The Pennsylvania Student Interpersonal Skills Standards were crafted to address the skills students need to empower themselves and to successfully navigate the social world of family, school, college, and career connections not only in America but in the world of the 21st century and the global marketplace. Student Interpersonal Skills are a key component in the development of young people, who are articulate, team players, responsible and goal oriented. In order that all students achieve to their potential, families, schools and the community must remove both academic and non-academic barriers to learning for optimal success.

The Student Interpersonal Skills Standards describe what students should know and do from Pre-Kindergarten through 12th grade. The standards provide a target for instruction for all educators, stakeholders, families and communities. These standards are not a curriculum but are to be used as a foundation for creating curriculum that is specific to each district's student population. These standards transcend grade levels and content areas. Interpersonal skills are not meant to be an area to be scheduled and addressed, but infused, promoted, modeled and expected throughout the family, school and community in every aspect of a student's day. Interpersonal skills can be explicitly taught when necessary in every classroom. Multiple opportunities for practice and a variety of assessment strategies need to be utilized for students to internalize these skills.

The Student Interpersonal Skills standards contain three standard categories that are designed to provide a Pre-Kindergarten – 12th grade continuum that reflects the demands of adult life in society, which can be disheartening to unprepared students. (Note that the Pre-Kindergarten and Kindergarten grade band provide the expectations for all students preparing to enter Grade 1.)

The standard categories are designed to be developed simultaneously.

16.1 **Self-Awareness and Self-Management** are skills to understand and manage behavior as a foundation for appropriate social interaction.
16.2 **Establishing and Maintaining Relationships** articulates skill components of healthy successful interactions with others.
16.3 **Decision Making and Responsible Behavior** addresses the knowledge and skills for making intelligent decisions, accepting the consequences of the choice, and engaging in positive social behavior.

A glossary is provided to assist the user in understanding the terminology in the standards.

Standards for Student Interpersonal Skills

Guiding Principles

Student Interpersonal Skills are the foundation for multiple life achievements. These skills must be taught and supported within every content area and classroom by every teacher. All individuals, students, professional staff, and support staff within the school environment must model, encourage, support, and promote the development of these skills. The development of Student Interpersonal Skills goes beyond the school environment. It is the responsibility of the entire community. In order to help every student internalize and be able to demonstrate the Student Interpersonal Skills standards, there are overarching guiding principles that all must embrace:

- Students are viewed as valuable and worthwhile individuals.

- Students are respected.

- Cultural differences are respected and accepted.

- Families, schools, and communities must remove both academic and non-academic barriers to promote student achievement.

- Learning is a social activity; therefore, it is critical for students to be able to function in social situations.

Standards for Student Interpersonal Skills

16.1 Self Awareness and Self-Management

	16.1. GRADE PK-K	16.1. GRADES 1-5	16.1. GRADES 6-8	16.1. GRADES 9-12
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:				
Managing Emotions and Behavior	16.1.K.A Distinguish between **emotions** and identify socially accepted ways to express them.	16.1.5.A Examine the impact of **emotions** and responses on view of self and interactions with others.	16.1.8.A Assess factors that influence emotional **self-management** and impact **relationships** at home, school, and community.	16.1.12.A Evaluate emotional responses in relation to the impact on self and others at home, school, work, and community.
Influence of Personal Traits on Life Achievements	16.1.K.B Recognize that everyone has **personal traits** which guide behavior and choices.	16.1.5.B Understand the impact of **personal traits** on **relationships** and school achievement.	16.1.8.B Analyze impact of a variety of **personal traits** on **relationships** and achievement throughout life.	16.1.12.B Demonstrate **personal traits** leading to positive **relationships** and life achievements.
Resiliency	16.1.K.C Recognize that everyone makes mistakes and that using positive **coping skills** can result in learning from the experience.	16.1.5.C Identity adverse situations which all people encounter and healthy ways to address.	16.1.8.C Analyze adverse situations and identify appropriate **protective factors** and **coping skills**.	16.1.12.C Apply **protective factors** and healthy **coping skills** when encountered with **adversity**.
Goal Setting	16.1.K.D Establish **goals** independently and recognize their influence on choices.	16.1.5.D Describe the effect of **goal setting** on self and others.	16.1.8.D Apply **goal setting** into academic decisions.	16.1.12.D Incorporate **goal setting** into college, career, and other life decisions.

Standards for Student Interpersonal Skills

16.2 Establishing and Maintaining Relationships

	16.2. GRADE PK-K	16.2. GRADES 1-5	16.2. GRADES 6-8	16.2. GRADES 9-12
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:				
Relationships	16.2.K.A Interact with peers and adults in a socially acceptable manner.	16.2.5.A Establish **relationships** that are positive and supportive of others.	16.2.8.A Analyze internal and external factors that influence **relationships**.	16.2.12.A Establish and maintain quality **relationships** that enhance personal, college, and career **goals**.
Diversity	16.2.K.B Identify similarities and differences between self and others.	16.2.5. B Recognize and tolerate the uniqueness of all people in all situations.	16.2.8.B Explain individual, social and **cultural** differences which increase vulnerability to bullying and abuse and strategies for prevention.	16.2.12.B Interact with family, work and community demonstrating respect, cooperation, and acceptance of differences in others.
Communication	16.2.K.C Engage in **reciprocal communication** with adults and peers.	16.2.5.C Explain the impact of **communication** on interactions with others.	16.2.8.C Analyze factors that impact **communication**.	16.2.12.C Use **communication skills** to effectively interact with others.
Managing Interpersonal Conflicts	16.2.K.D Recognize that **conflict** occurs and distinguish between appropriate and inappropriate ways to resolve conflict.	16.2.5.D Identify and apply appropriate ways to resolve **conflict**.	16.2.8.D Analyze various types of **conflict** and determine appropriate resolutions.	16.2.12.D Utilize appropriate **conflict resolution** skills effectively in home, school, and community.
Support: Asking for Help	16.2.K.E Ask for and accept offers of help when needed or appropriate.	16.2.5.E Determine who, when, where, or how to seek help for solving problems.	16.2.8.E Evaluate problems or situations to determine when and what additional **support** is needed.	16.2.12.E Access appropriate **support** when necessary to resolve a problem or situation.

Standards for Student Interpersonal Skills

16.3. Decision Making and Responsible Behavior			
16.3. GRADE PK-K	**16.3. GRADES 1-5**	**16.3. GRADES 6-8**	**16.3. GRADES 9-12**
Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:			
Decision Making Skills 16.3.K.A Interpret the **consequences** of choices.	16.3.5.A Recognize that there are **consequences** for every decision which are the responsibility of the decision maker.	16.3.8.A Examine the impact of decisions on personal safety, **relationships**, and group interactions.	16.3.12.A Evaluate **conflicts** considering personal, **ethical**, legal, safety, and **civic** impact of the **consequences** and acceptance of final choice.
Understanding Social Norms 16.3.K.B Recognize there are socially acceptable ways to behave in different places.	16.3.5.B Demonstrate knowledge of how **social norms** affect **decision making** and behavior.	16.3.8.B Examine how **social norms** and expectations of authority influence personal decisions and actions.	16.3.12.B Express acceptance of **social norms** of different societies and **cultures.**
Responsible Active Engagement 16.3.K.C Actively engage in assisting others when appropriate.	16.3.5.C Actively engage in creating an environment that encourages healthy relationships.	16.3.8.C Actively engage in healthy **relationships** and positve responsibility when observing **negative behavior**.	16.3.12.C Actively engage in creating and promoting an environment that encourages healthy **relationships** (**upstanders** vs. **bystanders**) and positive responsibility as an observer of **negative behavior**.

Standards for Student Interpersonal Skills

GLOSSARY

Active Engagement: The process of acting, participating, assisting, or actively connecting with others

Adversity: Stress, hardship, misfortune, or disastrous experience

Bystander: Person who is present at an event but not involved

Civic: Pertaining to the rights and responsibilities of citizens in a social context

Communication: Processes by which information is exchanged between individuals

Communication Skills: Verbal and non-verbal means of effectively conveying meaningful information

Conflict: Inherent incompatibility between two or more people or two or more choices

Conflict resolution: Process by which issues arising from a disagreement or clash between ideas, principles, or people are settled

Consequence: A positive or negative outcome resulting from a choice or decision

Coping Skills: Behavioral tools that enable one to express negative feelings in ways that are not self-destructive or threatening to others and to overcome personal adversity or stress

Culture: Shared attitudes, values, goals, behaviors, interactions and practices that are learned through social interactions which identify or distinguish groups

Decision-making: Process of coming to a conclusion or determination

Diversity: Variety of characteristics that make individuals unique

Emotions: The outward and inward expression of a person's state of mind based upon personality, mood and temperament that influence relationships and must be appropriately managed

Standards for Student Interpersonal Skills

Ethical:	Conforming to accepted principles of right and wrong that govern the conduct of a group
Ethical decisions:	The ability to make choices based on laws, principles, code of conduct, rules, and values
Goal:	An aim or desired result towards which one works
Goal Setting:	Process of deciding on something one wants, planning how to get it and working towards the objective
Interpersonal:	Relationships between and among people
Negative Behavior:	Actions which have no positive qualities in a given situation and may result in harm to self or others
Personal Traits:	Distinguishing characteristics or qualities that a person possesses
Protective Factors:	Actions and situations that promote healthy behaviors and decrease the chance of engagement in risky behaviors
Relationships:	Connections and interactions with others that may be positive or negative
Resiliency:	Ability to cope with stress and adversity and return/spring back to a normal or near-normal level of emotional functioning
Self-awareness:	A conscious knowledge of one's own traits, feelings, motives, desires and behavior
Self-management:	Process of regulating one's own emotions, behavior and well-being
Social Norm:	Shared pattern of beliefs or behaviors within a group
Support:	People or organizations providing active help and/or encouragement
Upstander:	Individual who recognizes the victimization of others and chooses to act on their behalf

Appendix B: Pennsylvania Career Education and Work Standards

Pennsylvania Department of Education (PDE). (2002). Academic standards for career education and work, 22 Pa. Code, Chapter 4, Appendix E (#006-296) Annex A, Retrieved from: http://www.education.pa.gov/Documents/K-12/Career%20and%20Technical%20Education/CEWStandards/Main/Career%20Education%20and%20Work%20Standards.pdf

13.3. Career Retention and Advancement			
13.3.3. **GRADE 3**	13.3.5. **GRADE 5**	13.3.8. **GRADE 8**	13.3.11. **GRADE 11**
Pennsylvania's public schools shall teach, challenge and support every student to realize his maximum potential and to acquire the knowledge and skills needed to:			
A. Identify attitudes and work habits that contribute to success at home and school.	A. Explain how student attitudes and work habits transfer from the home and school to the workplace.	A. Determine attitudes and work habits that support career retention and advancement.	A. Evaluate personal attitudes and work habits that support career retention and advancement.
B. Identify how to cooperate at both home and school.	B. Explain the importance of working cooperatively with others at both home and school to complete a task.	B. Analyze the role of each participant's contribution in a team setting.	B. Evaluate team member roles to describe and illustrate active listening techniques: • Clarifying • Encouraging • Reflecting • Restating • Summarizing
C. Explain effective group interaction terms, such as, but not limited to: • Compliment • Cooperate • Encourage • Participate	C. Identify effective group interaction strategies, such as, but not limited to: • Building consensus • Communicating effectively • Establishing ground rules • Listening to others	C. Explain and demonstrate conflict resolution skills: • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving	C. Evaluate conflict resolution skills as they relate to the workplace: • Constructive criticism • Group dynamics • Managing/leadership • Mediation • Negotiation • Problem solving
D. Explain how money is used.	D. Explain budgeting.	D. Analyze budgets and pay statements, such as, but not limited to: • Charitable contributions • Expenses • Gross pay • Net pay • Other income • Savings • Taxes	D. Develop a personal budget based on career choice, such as, but not limited to: • Charitable contributions • Fixed/variable expenses • Gross pay • Net pay • Other income • Savings • Taxes

22 Pa. Code Chapter 4 - Career Education and Work Academic Standards   Annex A   Page   9
(#006-296)

E. Discuss how time is used at both home and school.	E. Develop a personal schedule based on activities and responsibilities at both home and school.	E. Identify and apply time management strategies as they relate to both personal and work situations.	E. Evaluate time management strategies and their application to both personal and work situations.
F. Identify the changes in family and friend's roles at home, at school and in the community.	F. Describe the impact of role changes at home, school, and at work, and how the role changes impact career advancement and retention.	F. Identify characteristics of the changing workplace including Americans With Disabilities Act accommodations, and explain their impact on jobs and employment.	F. Evaluate strategies for career retention and advancement in response to the changing global workplace.
G. Define and describe the importance of lifelong learning.	G. Describe how personal interests and abilities impact lifelong learning.	G. Identify formal and informal lifelong learning opportunities that support career retention and advancement.	G. Evaluate the impact of lifelong learning on career retention and advancement.

Appendix C: Role of School Social Worker

School Social Work Association of America (SSWAA) (2018). Role of School Social Worker, Services to Students, Retrieved from: https://www.sswaa.org/school-social-work

SCHOOL SOCIAL WORK SERVICES

SSWAA

WHY do today's schools need School Social Workers?

Children today are increasingly victims of many social forces that negatively affect their role as students. The family is in a state of change and until it becomes stabilized, in whatever form, children's unmet physical and emotional needs will continue to interfere with their ability to learn and adjust in school.

WHO are School Social Workers?

School Social Workers are trained mental health professionals with a degree in social work who provide services related to a person's social, emotional and life adjustment to school and/or society. School Social Workers are the link between the home, school and community in providing direct as well as indirect services to students, families and school personnel to promote and support students' academic and social success.

WHAT are some of the specific services that School Social Workers provide?

RELATED SERVICES:
- Participating in special education assessment meetings as well as Individual Educational Planning meetings.
- Working with those problems in a child's living situation that affect the child's adjustment in school. (home, school, and community)
- Preparing a social or developmental history on a child with a disability.
- Counseling (group, individual and/or family)
- Mobilizing family, school, and community resources to enable the child to learn as effectively as possible in his or her educational program
- Assisting in developing positive behavioral intervention strategies.

SERVICES TO STUDENTS:
- Providing crisis intervention.
- Developing intervention strategies to increase academic success.
- Assisting with conflict resolution and anger management.
- Helping the child develop appropriate social interaction skills.
- Assisting the child in understanding and accepting self and others.

SERVICES TO PARENTS/FAMILIES:
- Interviewing the family to assess problems affecting the child's educational adjustment.
- Working with parents to facilitate their support in their children's school adjustment.
- Alleviating family stress to enable the child to function more effectively in school &community.
- Assisting parents to access programs available to students with special needs.
- Assisting parents in accessing and utilizing school and community resources

SERVICES TO SCHOOL PERSONNEL:
- Providing staff with essential information to better understand factors (cultural, societal, economic, familial, health, etc.) affecting a student's performance and behavior.
- Assessing students with mental health concerns.
- Developing staff in-service training programs.
- Assisting teachers with behavior management.
- Providing direct support to staff.

SCHOOL-COMMUNITY LIAISON:
- Obtaining and coordinating community resources to meet students' needs.
- Helping school districts receive adequate support from social and mental health agencies.
- Advocating for new and improved community/school service to meet the needs of students and families.
- Helping the system respond effectively to each child's needs.

SERVICES TO DISTRICTS:
- Assist in developing and implementing educational programs for children for exceptional children
- Developing alternative programs for drop-outs, truants, delinquents, etc.
- Identifying and reporting child abuse and neglect.
- Providing consultation regarding school law and school policy including IDEA and Section 504.
- Providing case management for students and families requiring multiple resources.

(Lists are exemplary and not exhaustive)
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Appendix D: National School Social Work Standards for Social and Emotional Learning

National Association of Social Workers (NASW). (2012). NASW Standards for School Social
    Work Services, Retrieved from:
    https://www.socialworkers.org/LinkClick.aspx?fileticket=1Ze4-9-Os7E%3d&portalid=0

SCHOOL SOCIAL WORK ASSOCIATION OF AMERICA©

SCHOOL SOCIAL WORK NATIONAL STANDARDS

FOR SOCIAL EMOTIONAL LEARNING

Improving academic and behavioral outcomes through social emotional learning.
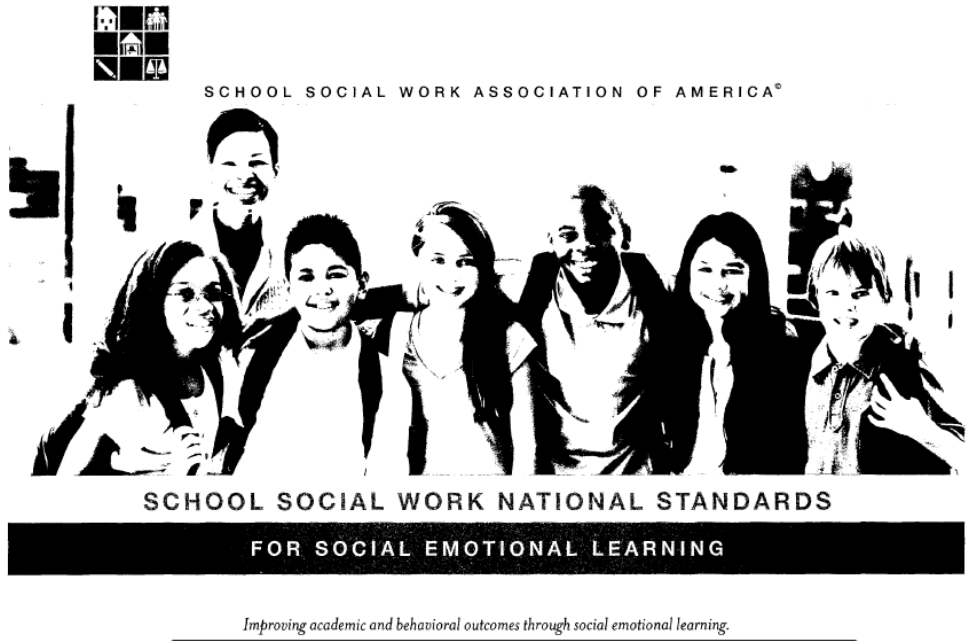
SCHOOL SOCIAL WORK NATIONAL STANDARDS

FOR SOCIAL EMOTIONAL LEARNING

INTRODUCTION & REFERENCES

REFERENCES

Collaborative for Academic, Social, and Emotional Learning (CASEL). (2013) Social and emotional learning competencies. Retrieved on 2-20-14 from http://www.casel.org/social-and-emotional-learning/core-competencies.

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National Governors Association Center for Best Practices, Council of Chief State School Officers (2010). Common Core State Standards. Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. Retrieved from http://www.corestandards.org

Zinsser, K.M., Weissberg, R.P., & Dusenbury, L. (2013). Aligning preschool through high school social and emotional learning standards: A critical and doable next step. Chicago: Collaborative for Academic, Social, and Emotional Learning.

INTRODUCTION

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success (Illinois State Board of Education, n.d. a, b). This includes knowing one's emotions, how to manage them, and ways to constructively express them. Students can express their emotions constructively through appropriate verbal and non-verbal communication skills in order to promote positive stress management, impulse control and to persevere in overcoming obstacles. Additionally, competent students in a global society need to be able to make ethical decisions, build upon their strengths and weaknesses, and to utilize family, school, and community resources (http://casel.org/why-it-matters/what-is-sel/). It is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Students, in order to be prepared for college and career readiness, must be able to communicate their emotions appropriately. They must be able to manage their behavior, feelings, and impulses. Students need to be able to develop positive interpersonal relationship skills and be respectful of the diverse world within which we live. Social awareness promotes a spirit of inquiry that leads to exploration, questioning, research, and engagement with others in an effort to better understand the world and to develop creative solutions to existing problems. Students who successfully develop and demonstrate these skills have improved future job and educational opportunities. Also, students who set goals and have a plan to achieve their goals are better equipped for post-high school opportunities. They are able to set their sights on something and achieve it. This not only allows students to be successful but also increases their self-esteem.

The Common Core State Standards are rigorous standards that prepare students for college and career opportunities (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). Speaking and Listening is an anchor standard of the Common Core English/Language Arts Standards. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, they must also develop and be able to demonstrate self-awareness, self-management, social awareness, positive relationship skills, and decision-making in order to be prepared for college and career (CASEL n.d.; National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). Students who develop these skills are subsequently developing a strong emotional intelligence quotient and a way to view and interact with the world rooted in the present, informed by the lessons from the past, and leading to predictability for the future.

SCHOOL SOCIAL WORK NATIONAL STANDARDS
FOR SOCIAL EMOTIONAL LEARNING

GOAL 1 SELF AWARENESS: *Learn to recognize and assess one's feelings, interests, strengths and challenges.*

	LATE ELEMENTARY	MIDDLE SCHOOL/JR HIGH	HIGH SCHOOL
EMOTIONS — Name and label emotions in self.	Examine emotions and impact on others.	Analyze how thoughts and emotions affect behavior and relationships.	Evaluate and analyze how expressing emotions in different settings/situations affects others. (home, school, work and community)
STRENGTHS, INTERESTS AND CHALLENGES — Tell of own uniqueness; state likes, dislikes, strengths and challenges.	Demonstrate understanding and acceptance of uniqueness, strengths and challenges of others.	Analyze how personal qualities influence behavior and relationships.	Analyze, evaluate and implement a plan to build strengths, meet a need or address a challenge.
SIMILARITIES AND DIFFERENCES — State how people are alike and different; gain awareness that differences are acceptable.	Demonstrate acceptance of uniqueness in other social and cultural groups.	Explain how individual, social and cultural differences may increase resiliency to bullying and identify ways to address it.	Analyze, evaluate, and implement strategies for being respectful of others and opposing stereotyping and prejudice.

GOAL 2 SELF MANAGEMENT: *Build and maintain positive peer, family, school and work relationships.*

	LATE ELEMENTARY	MIDDLE SCHOOL/JR HIGH	HIGH SCHOOL
EMOTIONS AND BEHAVIOR — Identify feelings words and faces; use language to express feelings; identify feelings by looking at others; control impulses.	Identify feelings in self and others; use language to express feelings; develop positive coping skills to deal with emotions; understand how one's behavior affects another.	Identify feelings, strengths and weaknesses within self; identify feelings within others; improve positive coping skills to handle feelings, including stress; be able to understand feelings within the context of a relationship with others; understand how one's behavior and choices affects others.	Identify feelings and how others react to expressing one's own feelings; be able to understand feelings within the context of a relationship with others; understand how one's behavior and choices affect others.
GOAL SETTING — State goals, likes, wants, dislikes, and one's strengths.	Express goals, likes, wants, dislikes, strengths and create plans to achieve goals.	Identify and express strengths, weaknesses, and goals; create plans to achieve goals; be able to recognize resources (within community, peer, school, teacher) that will assist in achieving goals; evaluate why one did or did not achieve a goal, and adjust plans accordingly.	Identify and express strengths, weaknesses, and goals, including create and monitor plans to achieve goals; follow plan to achieve goals; analyze plan that was used to achieve goals and why one did or did not achieve a goal; be able to recognize resources (community, peer, school, teacher) that will assist in achieving goals;
SUPPORT SYSTEMS — Identify friends, adults in the school and within the community; know whom to go to for help in school and the community; identify safe and unsafe people within the community.	Identify peers, adults in the school and within the community; know who to go to for help in school and the community; recognize safe and unsafe people within the community; and safe and unsafe behavior.	Identify peers, adults in the school and within the community; identify people who are supportive and can assist one in achieving goals and ones who deter from goals; know who to go to for help in school and the community; recognize safe and unsafe behavior; be able to make decisions that will support one's goals.	Utilize school and community resources; identify people who are supportive (i.e. peers, adults, and within the community) and can assist in achieving goals and ones who deter from goals; know whom to go to for help in school and the community; recognize safe and unsafe behavior; make decisions independently that will support one's decisions and understand the rationale for one's own decisions.

SCHOOL SOCIAL WORK NATIONAL STANDARDS
FOR SOCIAL EMOTIONAL LEARNING

GOAL 3
SOCIAL AWARENESS:

Recognize and express acceptance of the thoughts, feelings and perspectives of others in a variety of social and cultural settings.

	EARLY CHILDHOOD & EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE SCHOOL/JR. HIGH	HIGH SCHOOL
BEHAVIORS OF INQUIRY	Observe the interactions of others', recognize others' feelings; and express curiosity about the world in which they live.	Listen to feedback from others regarding their behavior; inquire about others' families and backgrounds, and gain age-appropriate material on different cultures.	Inquire about how groups interact with other groups; how group interaction influences behavior, and begin to research cultural differences and similarities.	Examine how systems and structures foster or limit communication and relationships among those of similar and different cultural backgrounds.
UNDERSTANDING THE COMPLEXITY OF ENVIRONMENT	Recognize that the world consists of many different social relationships that make up the environment in which they live.	Recognize that the world is a very complex place and other people's experiences are different from their own.	Explore what resources exist in the community that promote social interaction; identify the effect of people's behaviors on others; and imagine ways to improve the quality of their group interactions.	Engage in activities that involve interactions with people who are different than themselves, and approach these interactions with curiosity and sensitivity toward others' perspectives, needs, and feelings.
EMPATHY TOWARD OTHERS	Observe how people engage with each other and recognize how others' feelings might be similar or different than their own.	Recognize how personal behavior helps or harms social relationships and interactions.	Show awareness of similarities and differences in thoughts, feelings, and perspectives of others and join teams and affinity groups as a result.	Analyze own behavior, consider others' thoughts, feelings, and perspectives, and make adjustments accordingly prior to taking action.

GOAL 3
SOCIAL AWARENESS:
CONTINUED

Recognize and express acceptance of the thoughts, feelings and perspectives of others in a variety of social and cultural settings.

	EARLY CHILDHOOD & EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE SCHOOL/JR. HIGH	HIGH SCHOOL
AWARENESS OF SOCIAL NORMS	Begin to understand the socially created rules for interaction that govern human relationships with peers, adults, and school settings.	Identify social norms and considerations that guide behavior in peer interactions, with adult figures such as teachers, and school settings.	Examine how social norms and expectations of authority influence personal decisions and actions with youth and adults.	Express acceptance of social norms in different societies and cultures with youth and adults, including the importance of education in achieving life ambitions.
IDENTIFYING INDIVIDUAL AND GROUP SIMILARITIES AND DIFFERENCES	Describe the ways that people are similar and different, including the positive qualities of others.	Identify differences among and contributions of various social and cultural groups; demonstrate how to work effectively with those who are different from oneself.	Explain how individual, social, and cultural differences may increase vulnerability to bullying; identify ways to address it; and analyze the effects of taking action.	Demonstrate respect for individuals from different social and cultural groups by opposing stereotyping and prejudice; analyze the origins and negative effects of stereotyping and prejudice; explore strategies for being respectful of others; and evaluate how advocacy for the rights of others contributes to the common good.
APPROPRIATE LEVELS OF INTERACTION	Learn from interactions with others; how to modify their behavior to meet their own and others' needs.	Consciously consider the impact of their behavior on others and make effective behavioral choices.	Overcome their fear of the judgment of others and take appropriate risks to engage with others; make effective choices.	Recall past successes; make effective behavioral choices leading to a less emotional and more beneficial outcome than in previous interactions.

SCHOOL SOCIAL WORK NATIONAL STANDARDS
FOR SOCIAL EMOTIONAL LEARNING

GOAL 4
RELATIONSHIP SKILLS: *Build and maintain positive peer, family, school, work, and community relationships.*

	EARLY CHILDHOOD & EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE SCHOOL/JR. HIGH	HIGH SCHOOL
COOPERATION	State reasons for the importance of cooperating with others, and that cooperating requires sharing and taking turns.	Explain the importance of encouraging others and doing their part.	Determine the benefits of being cooperative; explore and practice compromise and including others.	Describe and apply negotiation skills.
COMMUNICATION	State basics of two-way communication (speaking and listening)	Learn the various techniques for improving communication including speaking and listening skills; how to ask for help when needed.	Articulate the difference between passive aggressive and assertive communication styles; recognize the learning benefits or drawbacks of each.	Demonstrate a personal communication style and consistently use clear communication with peers, teachers, family, and adults.
RESISTING PEER PRESSURE	Identify safe and unsafe situations with peers and feelings associated with each.	Identify and practice peer pressure situations and learn various techniques for resisting negative peer pressure.	Demonstrate ways to positively influence others; expand knowledge of ways to resist negative peer pressure.	Demonstrate an individual identity; demonstrate the ability to choose adults who will be a positive influence on self and future choices.
CONFLICT RESOLUTION	Tell what conflict is and feelings associated with it; list healthy ways to express feelings and manage anger.	Describe various techniques for managing conflict; explain why and how to ask for help when needed; demonstrate ways to express anger in a healthy and socially acceptable manner.	Demonstrate healthy ways to resolve conflicts with others; explore the possible outcomes/consequences of communicating angry feelings inappropriately.	Analyze conflict/anger producing situations; work with others to mediate such situations.

SCHOOL SOCIAL WORK NATIONAL STANDARDS
### FOR SOCIAL EMOTIONAL LEARNING

GOAL 5
DECISION MAKING: *Develop and demonstrate decision-making skills and responsible behaviors in all personal, school, family and community contexts.*

	EARLY CHILDHOOD & EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE SCHOOL/JR. HIGH	HIGH SCHOOL
IDENTIFYING & EVALUATING CHOICES	Define what it means to make a choice.	Understand and explain choices when interacting with others.	Demonstrate an understanding of how choices impact academic performance and personal success.	Analyze how the choices you make impact college and career options.
PROBLEM SOLVING	Recognize there are positive and negative choices and consequences.	Explain the possible outcomes associated with different choices and generate alternative solutions and long tem outcomes of decisions on self and others.	Analyze and explain the short and long term positive, negative outcomes of decisions on self and others.	Reflect upon choices and apply information gained to future situations.
TAKING RESPONSIBILITY	Identify personal responsibilities at school.	Begin to assume ownership for individual responsibilities.	Explain how actions impact personal success, peer interactions, family relationships, and community.	Use past experiences to evaluate how actions impact future relationships, college and career choices and utilize for self improvement.

Appendix E: School Social Work Practice Model

School Social Work Association of America (SSWAA) (2018). National School Social Worker Practice Model, Retrieved from: ("National school social work," n.d.).
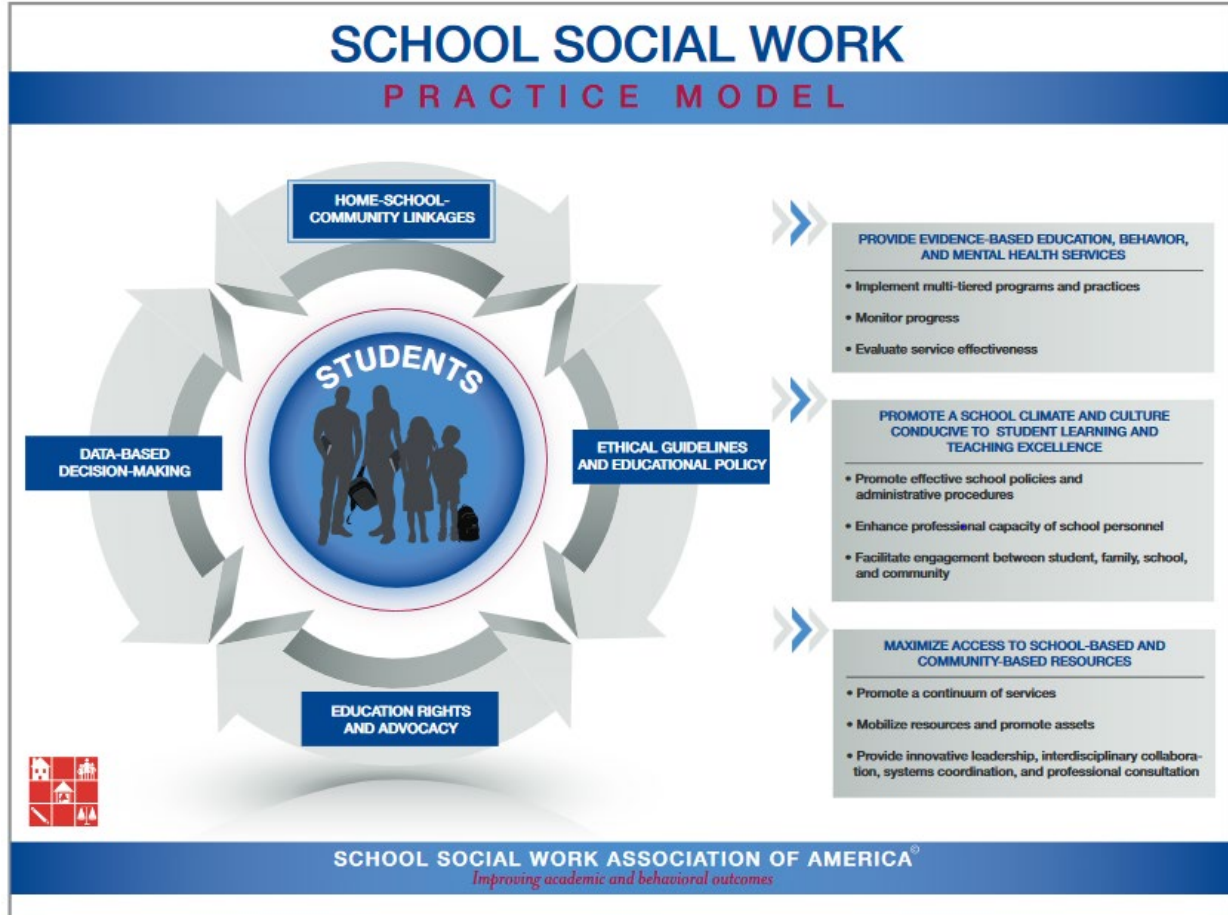
Appendix F: Initial Screening Form

Initial Screening Form

Name of Reviewer: Click here to enter text.
Date: Click here to enter a date.
Authors: Click here to enter text.
Title: Click here to enter text.
Year:

Initial Screening Questions

1. Is this paper about adventure education?   ☐ Yes   ☐ No ☐ Can't tell

2. What type of study is this?   Choose an item

`   (Quantitative, Qualitative, Mixed Methods, can't tell)

3. Does this study include youth ages 13-24?   ☐ Yes   ☐ No ☐ Can't tell

4. Is this an empirical study exploring primary outcomes (social skills)?

                                                            ☐ Yes   ☐ No ☐ Can't tell

5. What type of comparison group?   Choose an item.

                                                            (Comparison group, treatment group, control group,

                                                            non-equivocal group, no treatment group, other)

Comments: Click here to enter text. (Included or excluded and why?)

Appendix G: Data Extraction Form

Data Extraction Form

Name of Reviewer: Click here to enter text.
Date: Click here to enter a date.
Authors: Click here to enter text.
Title: Click here to enter text.
Year:

Data Extraction: Study Level

1. What is program type? Choose an item.

> (adventure-based experiential learning, adventure-based
>
> education, adventure education, outdoor education, outdoor
>
> adventure education, wilderness adventure/education

2. What is the population? (age range)

3. What type of delivery (activities) were experienced in the adventure education program?

4. What is the duration (length) of the adventure education?

5. What is the location of the program?   Choose an item.

> (residential, school, camp, wilderness)

6. What are the outcomes?

    a. Specific skillset   Click here to enter text.   (Social skill)

    b. Terminology used   Click here to enter text.   (Operationalized)

    c. Definition for each term   Click here to enter text.

Comments: Click here to enter text.

Appendix H: Reference List for 76 Studies

The reference list of 76 studies that passed the initial screening stage.

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