

FREE RESOURCE

# Reading List

Social and emotional skills for serious beginners.

Designed for adult professionals and curious learners. Original AdriaMont Institute material, adapted from expert teaching, research, and professional practice.

A curated learning route through social and emotional skills, designed for readers who want depth without getting lost in research terminology or popular simplifications.

<b>USE THIS WHEN</b>	You want a structured entry point into SEL research and practice
<b>DIFFICULTY</b>	Introductory to intermediate
<b>FORMAT</b>	Reading route, concept map, critical questions, and transfer tasks

**Source and privacy note: Grounded in Milos's work and seminars on social and emotional skills, skill development, assessment, cross-cultural comparability, and adult learning. This is an original AdriaMont reading route, not an official institutional bibliography.**

## How to use this reading route

Social and emotional skills are often presented either as inspirational personal qualities or as technical psychological constructs. A serious beginner needs a route between those extremes: enough conceptual clarity to avoid hype, and enough practical connection to see how skills can be developed and used.

Read with two questions in mind. First, what exactly is the skill being discussed? Second, what kind of evidence supports claims about its development, assessment, importance, or use?

## A concept map before reading

THEME	WHAT TO UNDERSTAND	QUESTION TO KEEP OPEN
Definitions	Skills differ from traits, values, motives, attitudes, knowledge, and temporary states.	Is the author defining a skill or renaming a broad personal quality?
Domains	Skills often cluster around self-management, collaboration, emotional regulation, task engagement, and openness to learning.	Are domains conceptually clear or only convenient labels?
Development	Skills change through practice, feedback, relationships, roles, opportunity, and context.	What is malleable and under what conditions?
Assessment	Self-report, observer rating, performance task, and mixed evidence each have trade-offs.	Does the method match the claim?
Use	SEL concepts can support learning, work, wellbeing, and participation.	What would responsible use look like for adults?

## Six-stage reading route

- 01 Start with definitions. Look for texts that distinguish skills from personality labels, moral judgments, and motivational slogans.
- 02 Move to frameworks. Compare how different models organize cooperation, emotion regulation, task performance, openness, empathy, persistence, and related domains.
- 03 Study development. Focus on how skills grow through practice, social context, feedback, expectations, and repeated use.
- 04 Review assessment. Compare self-ratings, observer ratings, situational judgment, performance tasks, portfolios, and mixed-method approaches.
- 05 Examine applications. Read examples from adult learning, education, workplace development, leadership, wellbeing, and public policy.
- 06 End with interpretation limits. Study response styles, cultural differences, comparability, labeling risks, and unintended consequences.

## What to extract from each reading

<b>MAIN CONCEPT</b>	Which skill, domain, or psychological construct is the reading about?
<b>DEFINITION QUALITY</b>	Is the definition clear enough to identify observable behavior?
<b>EVIDENCE TYPE</b>	Is the evidence theoretical, correlational, experimental, longitudinal, qualitative, or assessment-based?
<b>DEVELOPMENT CLAIM</b>	What does the reading say about how the skill can change?
<b>ASSESSMENT CAUTION</b>	What should readers avoid overclaiming?
<b>PRACTICAL TRANSFER</b>	What could an adult learner, educator, manager, or researcher do with this insight?

## Critical reading checks

CLAIM TYPE	ASK THIS	BE CAUTIOUS WHEN
Importance	Which outcomes are linked to the skill and how strong is the evidence?	A broad life outcome is attributed to one skill.
Development	What practice, feedback, or context supports change?	The text says skills are malleable but gives no mechanism.
Assessment	What method was used and what are its limits?	Self-report is treated as full behavioral evidence.
Comparison	Can groups, countries, or cultures be compared?	No comparability evidence is discussed.
Intervention	What exactly changed in the learning environment?	Success is explained only by motivation or inspiration.

**Next step: use this reading route before joining the Social and Emotional Skills course.**