



Ohio Social-Emotional Learning Brief: For Parents and Families

SOCIAL-EMOTIONAL LEARNING: FAMILIES, SCHOOLS AND COMMUNITIES WORKING TOGETHER

Social-emotional learning is a journey that begins at home. Nurturing parents and caregivers have the greatest impact on their children's development as they are their children's first and most significant teachers.

Social-emotional learning continues at school. The journey is reinforced by a highly effective prekindergarten-grade 12 education system focusing on well-rounded content, with social-emotional learning integrated as a component of learning.

Why is Ohio focused on social-emotional learning in schools? Ohio has one vision: Each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient, lifelong learner who contributes to society. Learning is a social and emotional experience. By intentionally focusing on social-emotional learning with positive interactions and relationships in schools, children will receive the support to become lifelong learners.

Social-emotional learning continues in the community. Building a strong partnership between families and schools, educators and communities supports children to be lifelong learners who develop into adults who make significant contributions to the world.

WHAT IS SOCIAL-EMOTIONAL LEARNING?

Social-emotional learning is the process of developing and using the skills, attitudes, behavior and knowledge that help youth and adults identify and regulate emotions, develop positive relationships and make responsible decisions (CASEL, 2017). The skills associated with social-emotional learning provide the foundation for effective communication, problem-solving, critical thinking, resiliency, perseverance and teamwork — all of which are necessary for individuals to be successful in college and careers.

Each Child, Our Future, Ohio's strategic plan for education includes social-emotional learning as a priority, with a focus on the whole child and the three core principles of equity, partnerships and quality schools. The elements of social-emotional learning ensure all aspects of a child's well-being are addressed.

Meeting the needs of the whole child means that adults are ensuring each child, in each school and each community, is healthy, safe, engaged, supported and challenged.

The social-emotional learning standards provide a framework for educators of all grade levels and content areas on nurturing environments that maximize student learning.

Ohio Social and Emotional Learning Competencies

Ohio referenced the Framework for Systemic Social and Emotional Learning (CASEL, 2017) to identify and define five competencies:

Self-Awareness: The ability to accurately recognize one's own emotions and thoughts, including how they relate to one's identity and culture and own emotions and thoughts and how they influence behavior.

Self-Management: The ability to navigate one's emotions, thoughts and behaviors across different situations while managing stress, controlling impulses and motivating oneself.

Social Awareness: The ability to consider diverse perspectives of and empathize with others, including those from diverse backgrounds and cultures.

Relationship Skills: The ability to establish and maintain healthy relationships with diverse individuals and groups.

Responsible Decision-making: The ability to make constructive choices about personal behavior and social interactions within the context of ethical standards, safety concerns and social norms.



HOW CAN FAMILIES SUPPORT SOCIAL-EMOTIONAL LEARNING?

- ✓ Learn more about social-emotional learning in the state of Ohio. Visit the social-emotional learning resources page on the Ohio Department of Education's website.
- ✓ Advocate for social-emotional learning at school.
- ✓ Ask your child's teachers and principal how they are promoting social-emotional learning in school.
- ✓ Take ownership over your own social-emotional learning.
- ✓ Use moments to grow social-emotional learning skills (for example, trips to the grocery store, hanging out watching a movie, playing a game, and doing chores are opportunities to practice social-emotional learning.).

PROMOTING SOCIAL-EMOTIONAL LEARNING AT HOME

- Celebrate the work you already are doing at home.
- Establish and practice routines (for example, mealtime, getting ready to leave the house, bedtime, homework, organizing personal belongings).
- Talk with your child and share emotions, feeling and thoughts.
- Parenting can be stressful — it is OK to take short breaks instead of reacting or yelling.
- Use family and community experiences as a starting point for conversations.
- Listen to your child without distractions.
- Participate in community events as a family.
- Model the kinds of positive skills, attitudes and behaviors you want your children to have at home and school.

RESOURCES FOR BUILDING SOCIAL-EMOTIONAL LEARNING FOR FAMILIES

[Ohio Statewide Family Engagement Center](#)

A website with information, tools and training opportunities about how to engage in family-school partnerships.

[Committee for Children](#)

A website with resources to promote the safety, well-being and success of children in school and life.

[Parenting Cue Cards](#)

Cards that address common challenges parents might have around various social-emotional issues.

[Confident Parents Confident Kids](#)

A website for parents actively supporting kids' social and emotional development.

[Parent Toolkit](#)

This toolkit provides information on every aspect of a child's life, from child development to navigating life after high school.

[ThinkTV: Our Neighborhood –Together for Kids](#)

Find resources to help children learn healthy social and emotional skills.

[Character Lab](#)

A website with actionable advice for parents and teachers based on science.