

Social and emotional learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to:

- Develop healthy identities,
- Manage emotions and achieve personal and collective goals,
- Feel and show empathy for others,
- Establish and maintain supportive relationships, and
- Make responsible and caring decisions.

Cultivating the social and emotional competencies of all members of a school community is important for creating models for student social and emotional growth. The Collaborative for Academic Social and Emotional Learning (CASEL) has identified five core SEL competencies:

SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

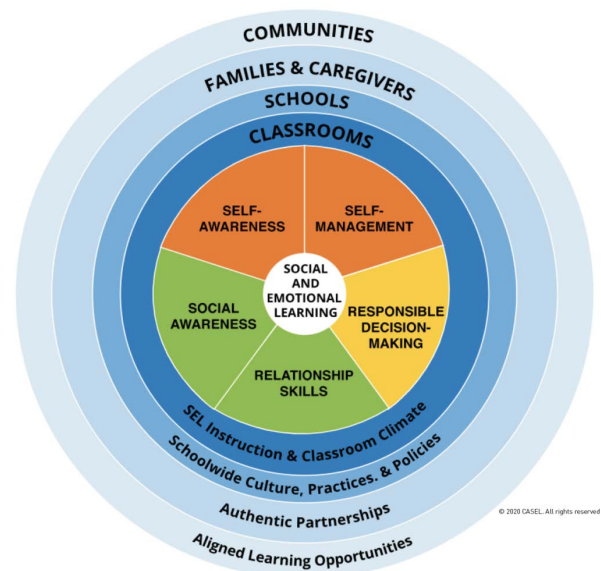
SELF-MANAGEMENT: The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

RESPONSIBLE DECISION MAKING:

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.



Schoolwide SEL refers to a process for developing a school community where there is systemic integration of academic, social, and emotional learning at four levels:

- Classrooms
- Schools
- Families & Caregivers
- Communities

CLASSROOMS

SEL at the classroom-level typically involves:

- Intentionally cultivating nurturing, safe environments characterized by positive, caring relationships among students and teachers,
- Explicit instruction through which social and emotional skills and attitudes are taught and practiced in developmentally, contextually, and culturally responsive ways,
- Teaching practices such as cooperative learning and project-based learning, and
- Integration of SEL and academic curriculum.

SCHOOLS

At the school level, SEL strategies typically take the form of systems and practices that:

- Model social-emotional competence throughout the school community,
- Incorporate schoolwide policies and practices that promote SEL, and
- Integrate SEL goals and practices with universal, targeted, and intensive academic and behavioral supports.

FAMILIES & CAREGIVERS

The insights and perspectives of families and caregivers are critical to informing, supporting, and sustaining SEL efforts. Research suggests that evidence-based SEL programs are more effective when they are extended into the home.^{4,5} Avenues for family partnership may include creating ongoing two-way communication, helping caregivers understand child development, helping teachers understand family backgrounds and cultures, providing opportunities for families to volunteer in schools, extending learning activities and discussion into homes, and coordinating family services with community partners.

COMMUNITIES

Community partners such as out-of-school time providers, community-based organizations, health care providers, and other community institutions offer opportunities for young people to practice their social and emotional skills in settings that are both personally relevant and can open opportunities for their future. To integrate SEL efforts across the school day and out-of-school time, school staff and community partners should align on common language and coordinate strategies and communication around SEL-related efforts and initiatives.⁶

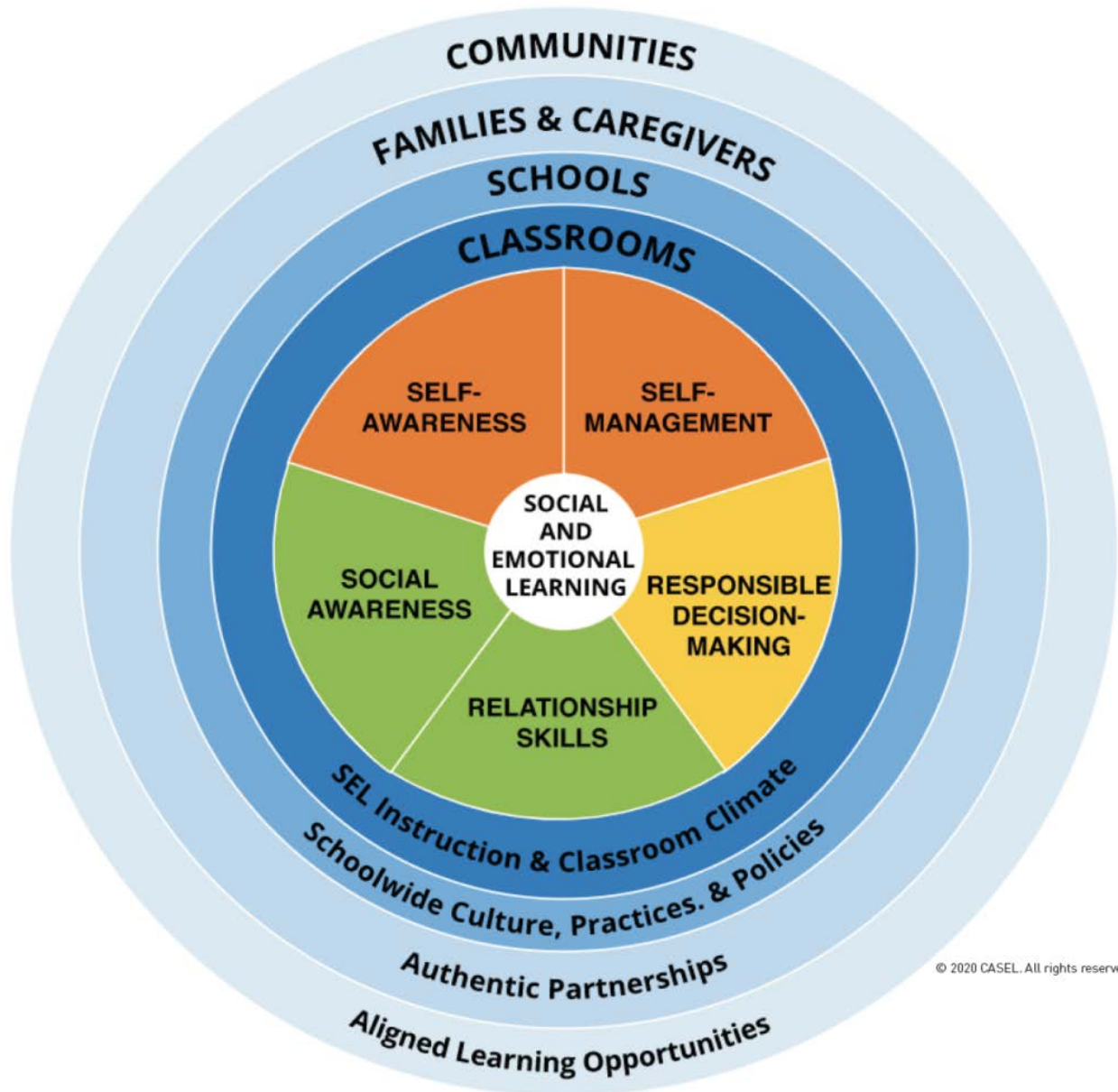
⁴ Albright, M. I., & Weissberg, R. P. (2010). School-family partnerships to promote social and emotional learning. In S. L. Christenson & A. L. Reschly (Eds.), *Handbook of school-family partnerships* (pp. 246–265). New York: Taylor & Francis.

⁵ Patrikakou, E. N., & Weissberg, R. P. (2007). School-family partnerships and children's social, emotional, and academic learning. In R. Bar-On, J. G. Maree & M. J. Elias (Eds.), *Educating people to be emotionally intelligent* (pp. 49–61). Westport, CT: Greenwood Publishing Group, Incorporated.

⁶ Harris, E., & Wilkes, S. (2013). *Partnerships for learning: Community support for youth success*.



SOCIAL AND EMOTIONAL LEARNING COMPETENCIES



BENEFITS OF SEL

