

SOCIAL AND EMOTIONAL LEARNING (SEL) 101

presented by



@CASELORG

#SEL101

Melissa Schlinger

Vice President of Practice and Programs, CASEL



made possible with support from

susan crown
exchange



<https://www.youtube.com/watch?v=Y-XNp3h3h4A>

@CASELORG | #SEL101

Think about a young person in your life. What do you hope they will learn and be able to do to prepare for the world of tomorrow?



CASEL: The Collaborative for Academic, Social, and Emotional Learning



RESEARCH

Build shared knowledge



PRACTICE

Drive quality implementation



POLICY

Guide supportive legislation



COLLABORATION

Convene SEL Champions



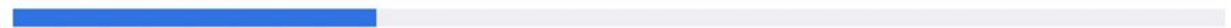
made possible with support from

susan crown
exchange

1. How familiar are you with the term social and emotional learning (SEL)? (Single Choice) *

588/588 (100%) answered

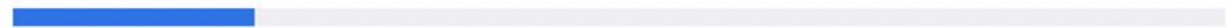
Extremely familiar (174/588) 30%



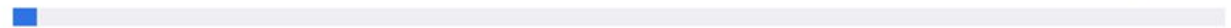
Moderately familiar (289/588) 49%



Somewhat familiar (115/588) 20%



Not familiar at all (10/588) 2%



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
- make responsible and caring decisions



The benefits of SEL are well-researched:



SEL leads to **improved academic outcomes** and behaviors



SEL benefits are **long-term** and global



SEL is a **wise financial investment**



Social and emotional skills **help improve lifetime outcomes**



For more: <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

made possible with support from



Advancing Key Priorities

Priorities are based on local strengths, needs, and culture

For example:



SEL can help support

made possible with support from

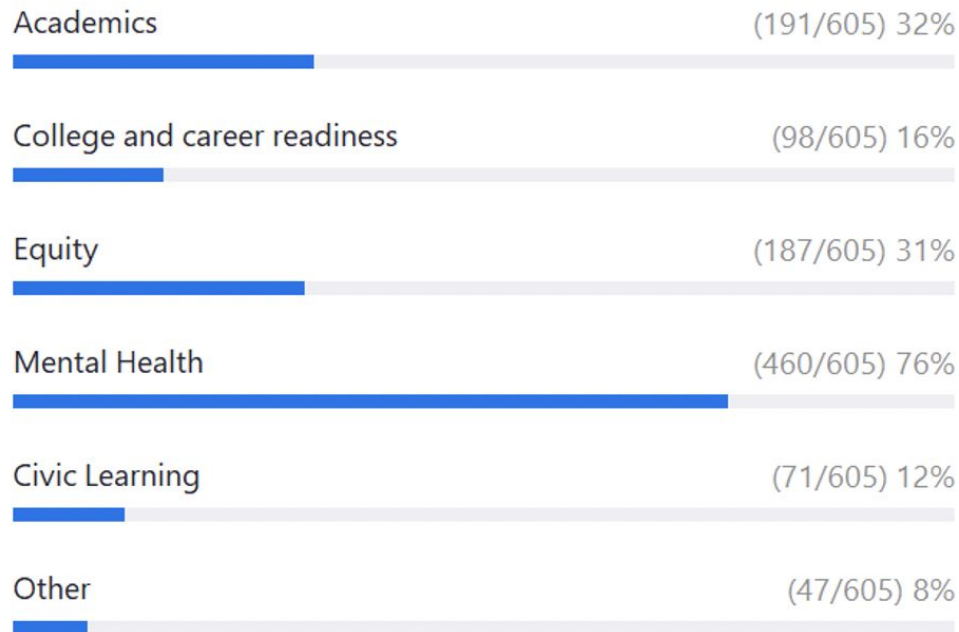


<https://casel.org/fundamentals-of-sel/how-does-sel-support-your-priorities/>

susan crown
exchange

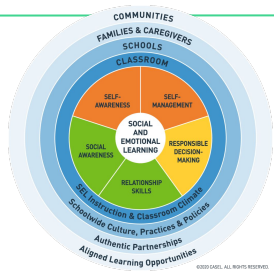
1. Which of these priorities are you working to advance through SEL?
(Multiple Choice) *

605/605 (100%) answered



made possible with support from





THE CASEL 5

Five broad, interrelated areas of competence



self-awareness

Understand one's own emotions, thoughts, and values and how they influence behavior across contexts.



self-management

Manage one's emotions, thoughts, and behaviors in different situations and to achieve goals and aspirations.



social awareness

Understand the perspectives of and empathize with others, including those from diverse backgrounds.



relationship skills

Establish and maintain healthy, supportive relationships and effectively navigate settings with diverse individuals/groups.



responsible decision-making

Make caring and constructive choices about personal behavior and social interactions across diverse situations.

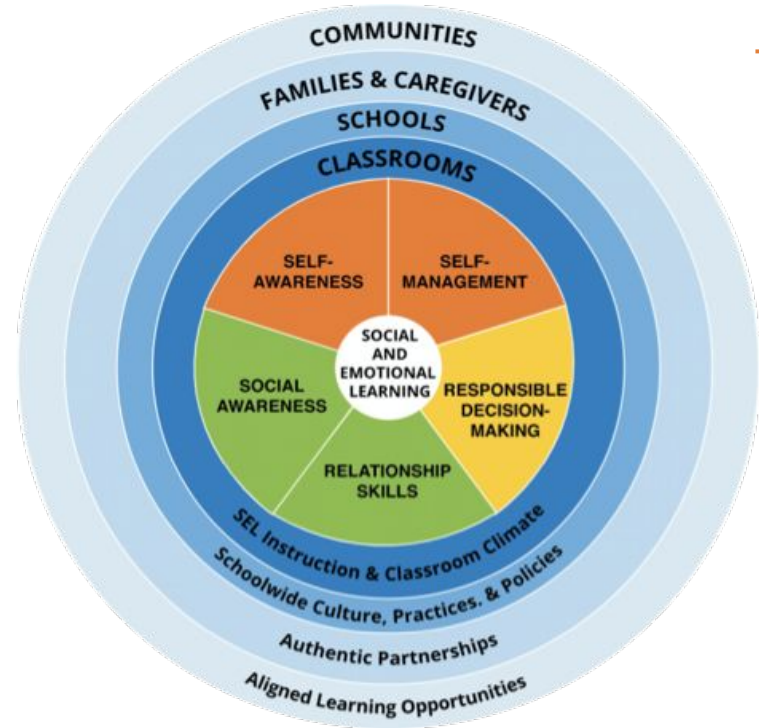


SELF-AWARENESS

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.

Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

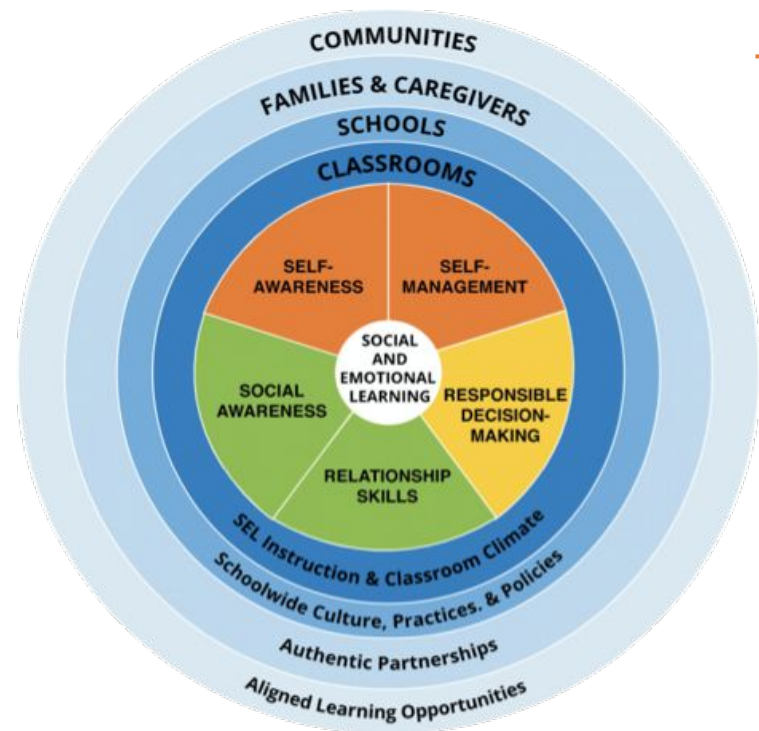


SELF-MANAGEMENT

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.

Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

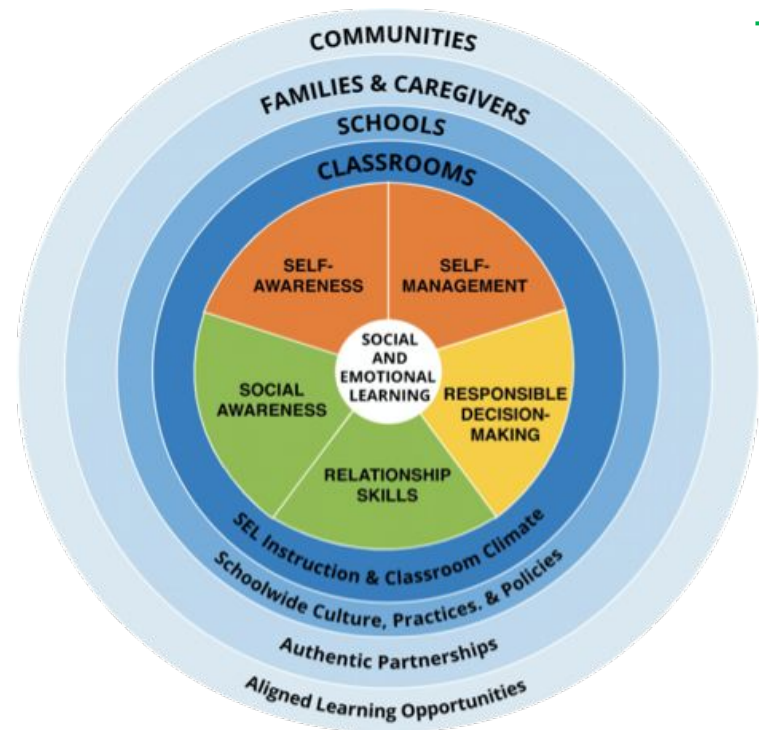


SOCIAL AWARENESS

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.

Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior



RELATIONSHIP SKILLS

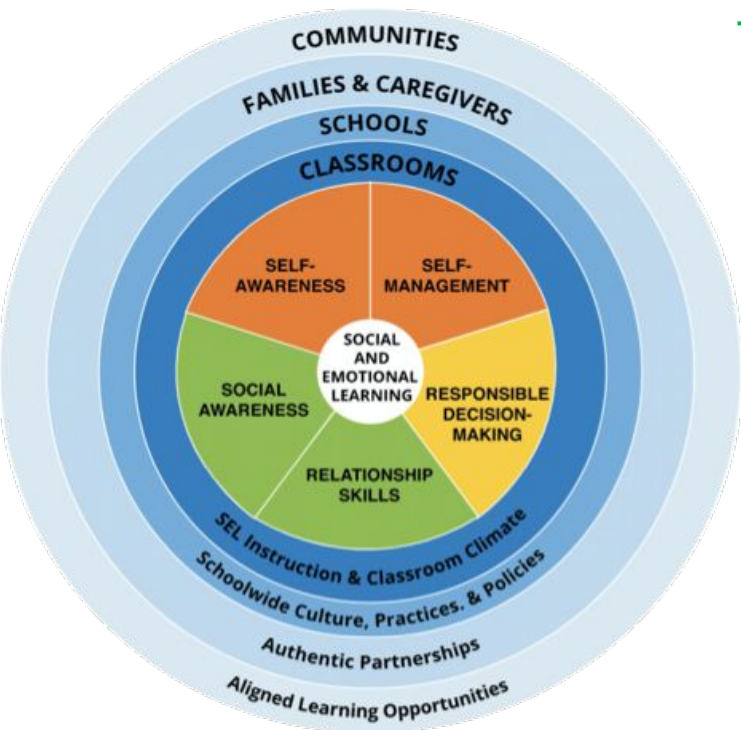
The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively,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

Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others

made possible with support from

susan crown
exchange



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.

Such as:

- Demonstrating curiosity and open-mindedness
- Learning how to make a reasoned judgment after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

made possible with support from

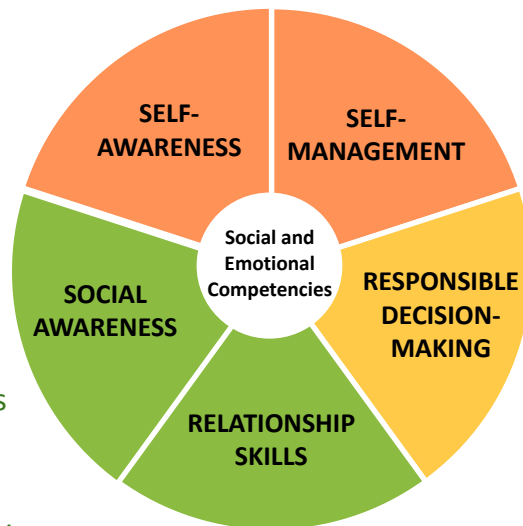
susan crown
exchange



- Identifying emotions
- Social and cultural identity
- Recognizing strengths
- Growth mindset
- Self-efficacy
- Examining bias
- Sense of purpose

- Emotion regulation
- Impulse control
- Stress management
- Self-discipline and motivation
- Perseverance
- Goal-setting
- Organizational skills
- Initiative and Agency

- Perspective-taking
- Empathy and compassion
- Expressing gratitude
- Appreciating diversity
- Identifying social norms and demands
- Sense of belonging



- Communication
- Cultural competence
- Building relationships
- Teamwork and working cooperatively
- Resolving conflicts
- Helping/Seeking help
- Leadership
- Standing up for the rights of others

- Demonstrating curiosity and open-mindedness
- Identifying and solving problems
- Analyzing situations and consequences
- Ethical responsibility
- Reflecting on one's role to promote individual and collective well-being

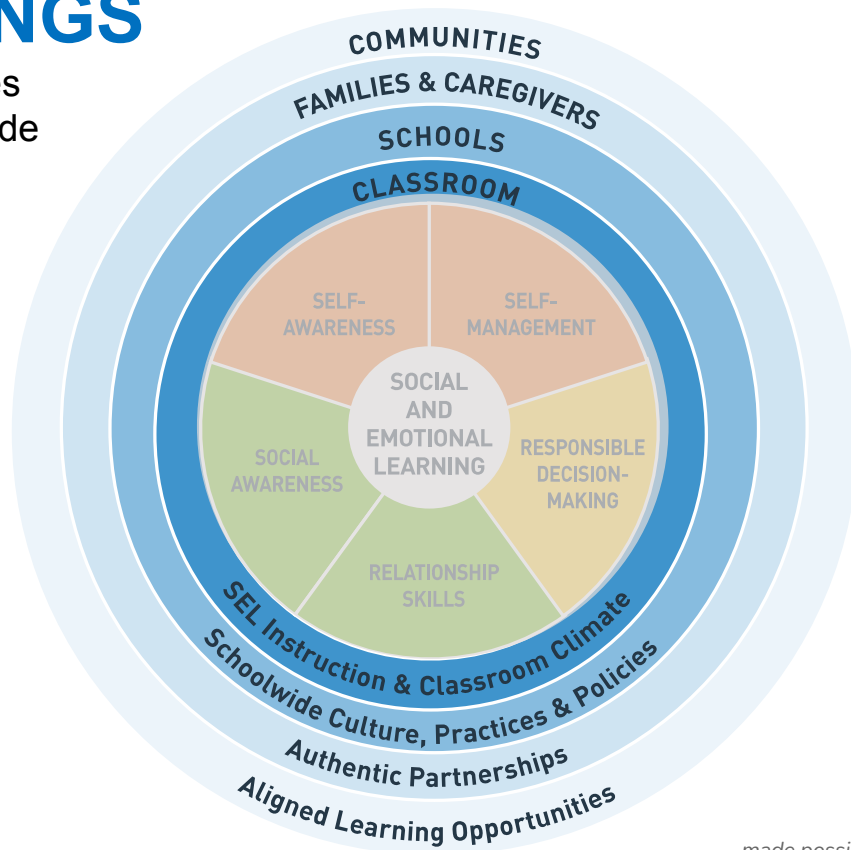


made possible with support from



THE KEY SETTINGS

Coordinating policies and practices that students experience both inside and outside of the classroom.



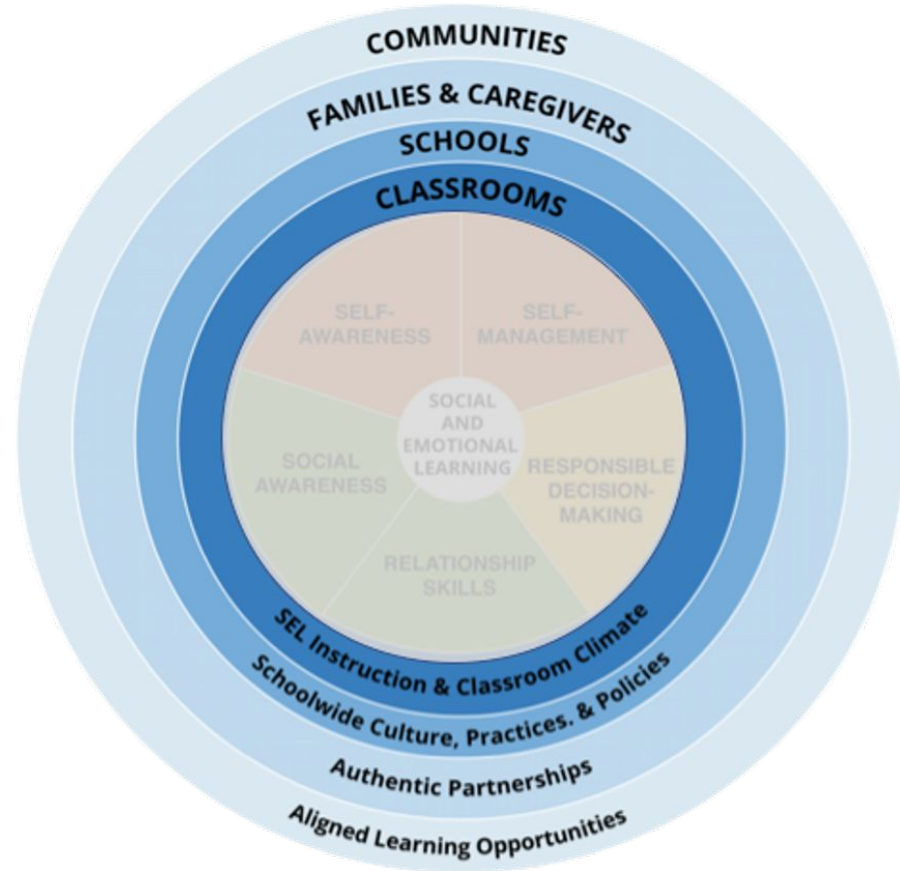
made possible with support from



Classrooms

Classroom-based approaches include:

- 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
- Integration of SEL and academic curriculum such as language arts, math, science, social studies, health, and performing arts

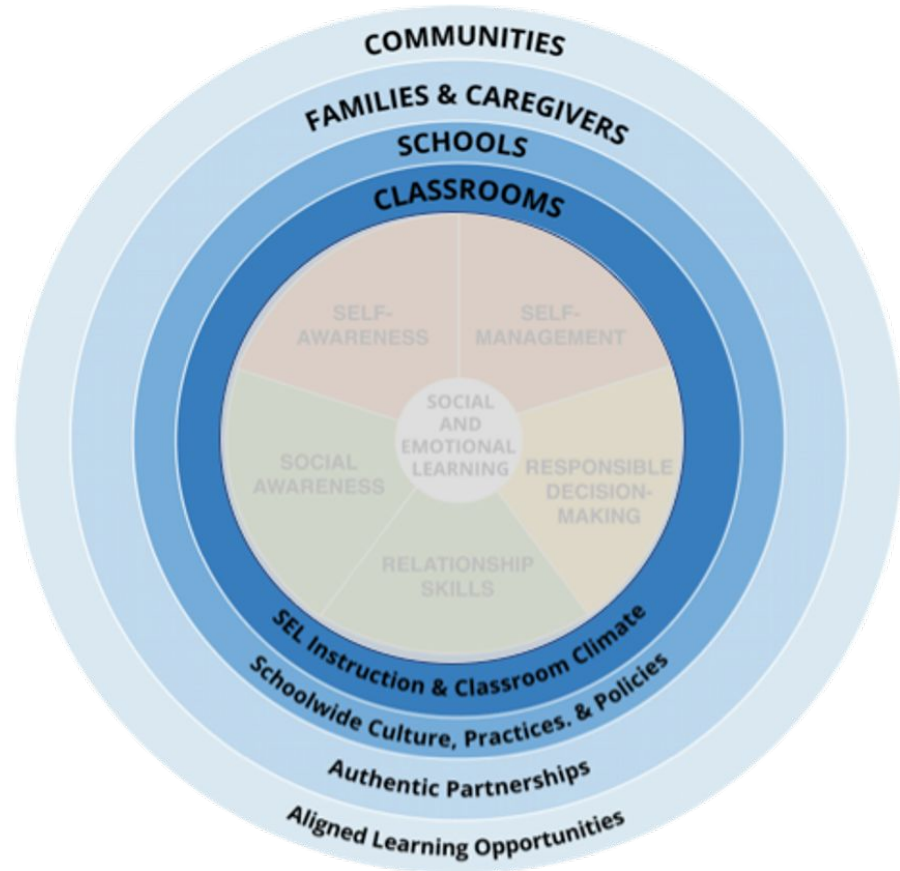


Learn more: casel.org

Classrooms

High-quality SEL instruction has four elements:

- **Sequenced** – following a coordinated set of training approaches to foster the development of competencies
- **Active** – emphasizing active forms of learning to help students practice and master new skills
- **Focused** – implementing curriculum that intentionally emphasizes the development of SEL competencies
- **Explicit** – defining and targeting specific skills, attitudes, and knowledge



Learn more: casel.org

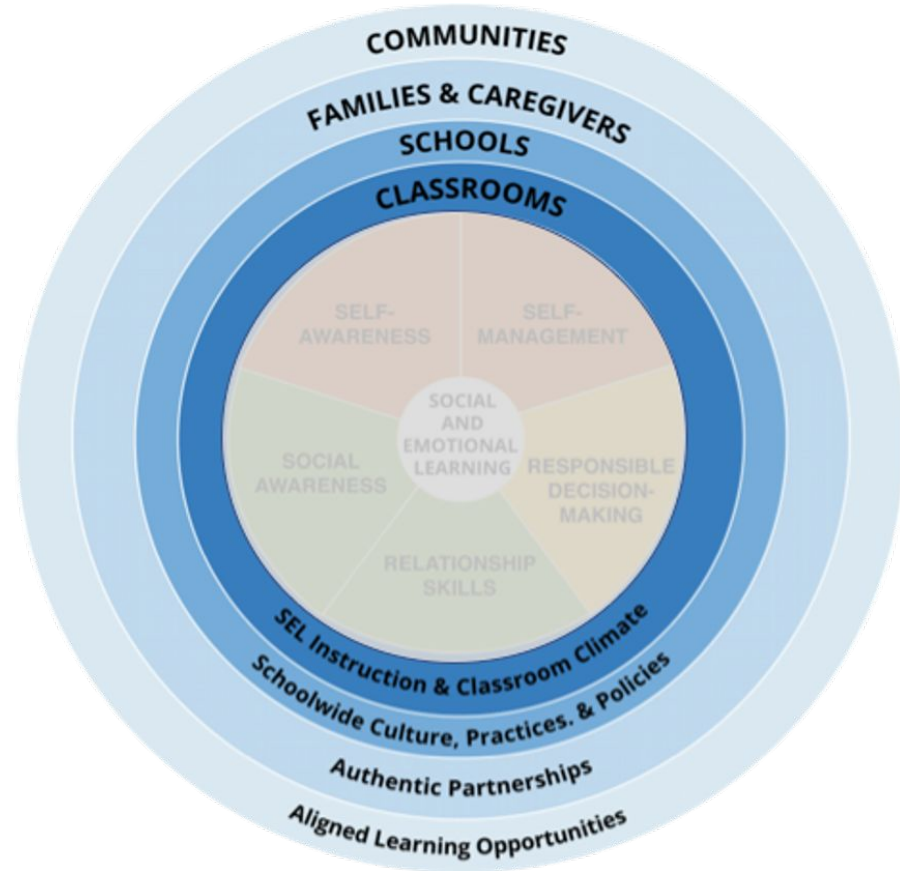
Schools

Effectively integrating SEL schoolwide involves ongoing planning, implementation, evaluation, and continuous improvement by all members of the school community.

A strong school culture is rooted in students' sense of belonging, with evidence that suggests that it plays a crucial role in students' engagement. SEL also offers an opportunity to enhance existing systems of student support by integrating SEL goals and practices with universal, targeted, and intensive academic and behavioral supports.

Visit the CASEL Guide to Schoolwide SEL:

schoolguide.casel.org/

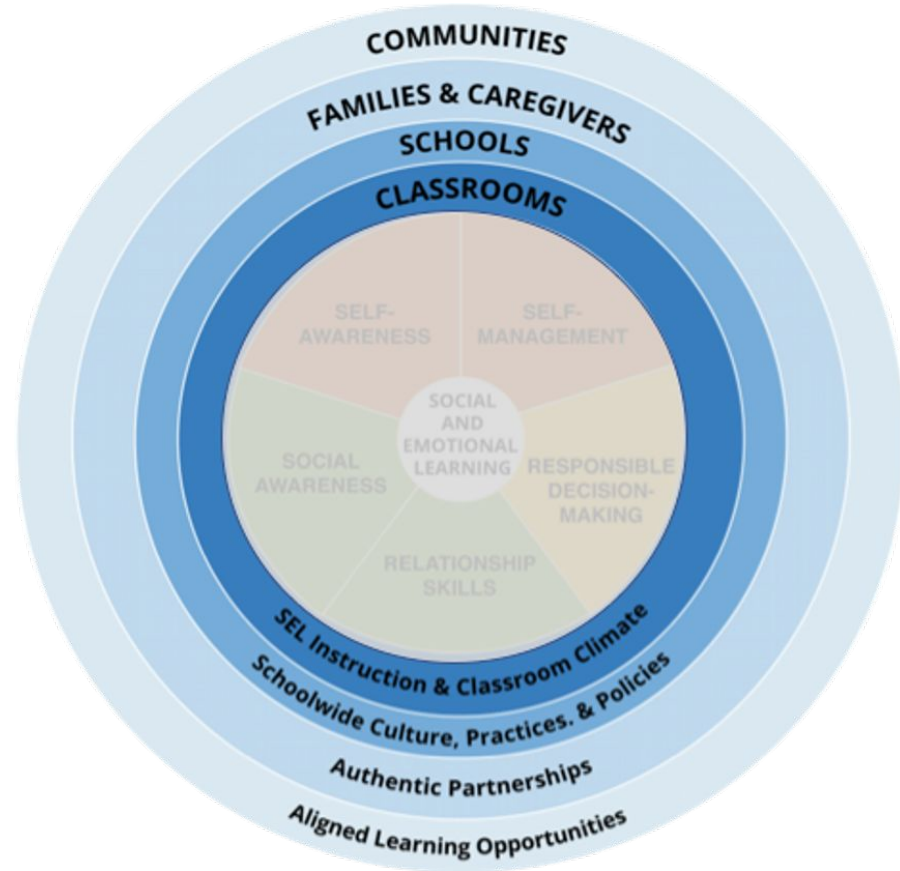


Learn more: casel.org

Families & Caregivers

Research suggests that evidence-based SEL programs are more effective when they extend into the home. Families are also far more likely to form partnerships with schools when their schools' norms, values, and cultural representations reflect their own experiences.

Schools need inclusive decision-making processes that ensure that families—particularly those from historically marginalized groups—are part of planning, implementing, and continuously improving SEL.



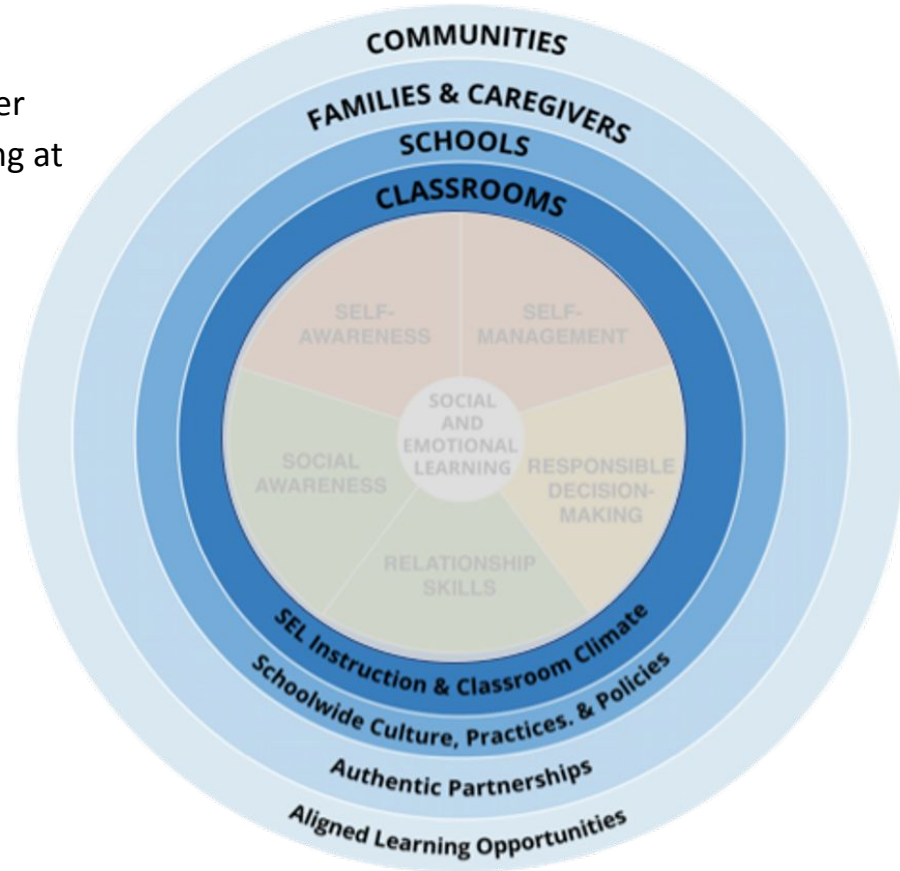
Learn more: casel.org

Communities

Community organizations that partner directly with schools offer students opportunities to practice the SEL skills they are learning at home, throughout the school day, and in their afterschool programming.

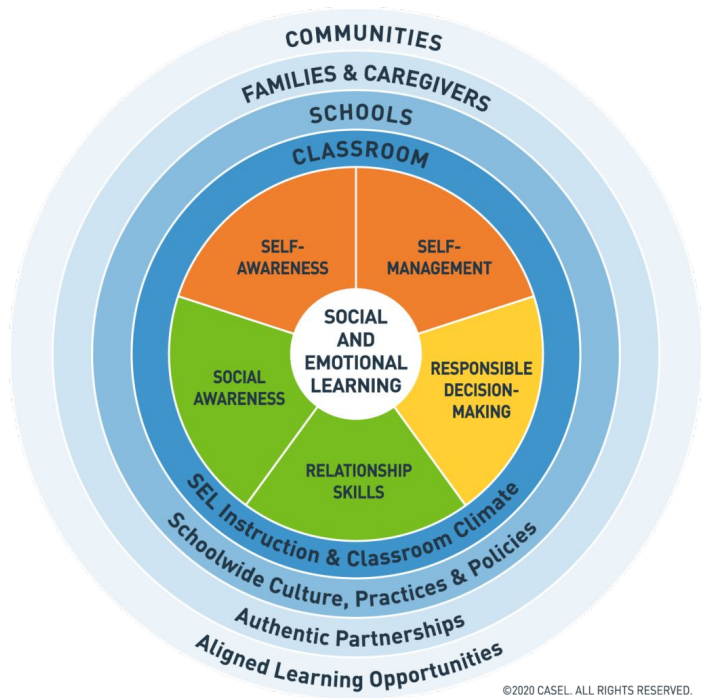
Community partners might include:

- Out-of-school time providers (before and after school programs)
- Community-based nonprofit organizations
- Health care providers
- University research centers or colleges of education
- Mission-driven foundations
- Governmental agencies
- Local businesses
- Other institutions that can connect students to their broader communities



Learn more: casel.org

What does SEL look like in a school?



©2020 CASEL. ALL RIGHTS RESERVED.



CLASSROOM		Explicit SEL instruction
		SEL integrated with academic instruction
		Youth voice and engagement
SCHOOL		Supportive school and classroom climates
		Focus on adult SEL
		Supportive discipline
		A continuum of integrated supports
FAMILY		Authentic family partnerships
		Aligned community partnerships
		Systems for continuous improvement
COMMUNITY		

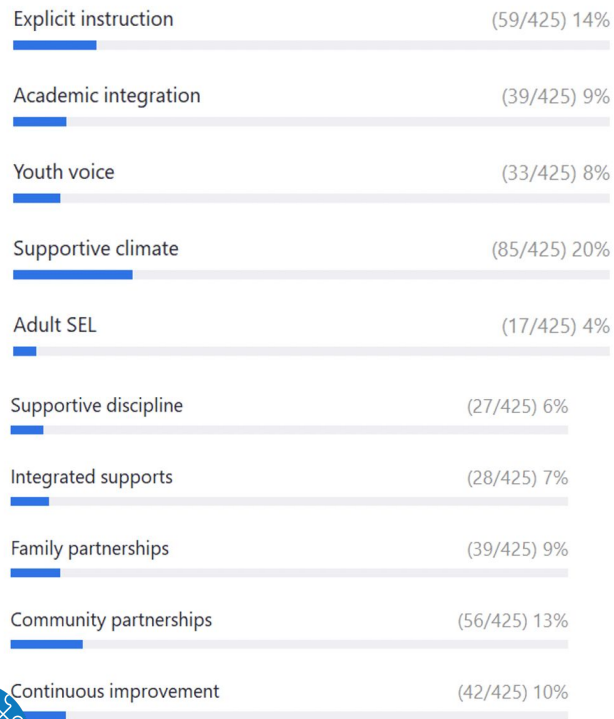
made possible with support from



Live Webinar Poll Results

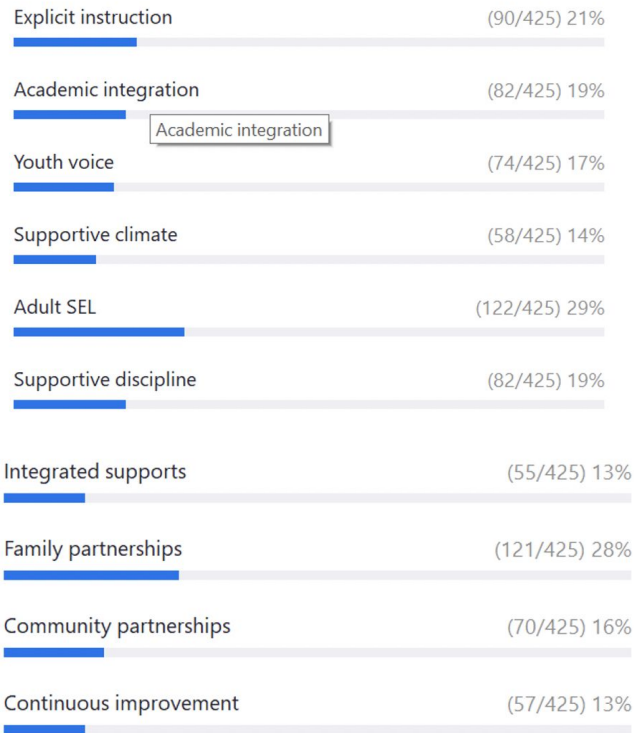
1. Which indicators represent areas of strength in your community?
(Single Choice) *

425/425 (100%) answered



2. Which indicators represent areas of growth in your community?
(Multiple Choice) *

425/425 (100%) answered



made possible with support from



SEL RESOURCES



District Resource Center

Guidance and resources for implementing SEL districtwide

drc.casel.org



Guide to Schoolwide SEL

Guidance for implementing SEL throughout a school

schoolguide.casel.org



School Workshop Series

Live and on-demand workshop on implementing SEL

casel.org/events-webinars



SEL Assessment Guide

Guidance on assessment and how to choose a measure

measuringssel.casel.org



Guide to SEL Programs

Process for selecting a program, including an evidence-based list

pg.casel.org



SEL Roadmap to Reopening

Aid schools in supporting students and adults during the pandemic

casel.org/roadmap-to-reopen-schools/



Our Children Are Leaders

SEL awareness building campaign for parents and caregivers

leadingwithsel.org

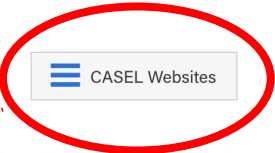


Learn more: casel.org

CASEL Suite of Free Resources



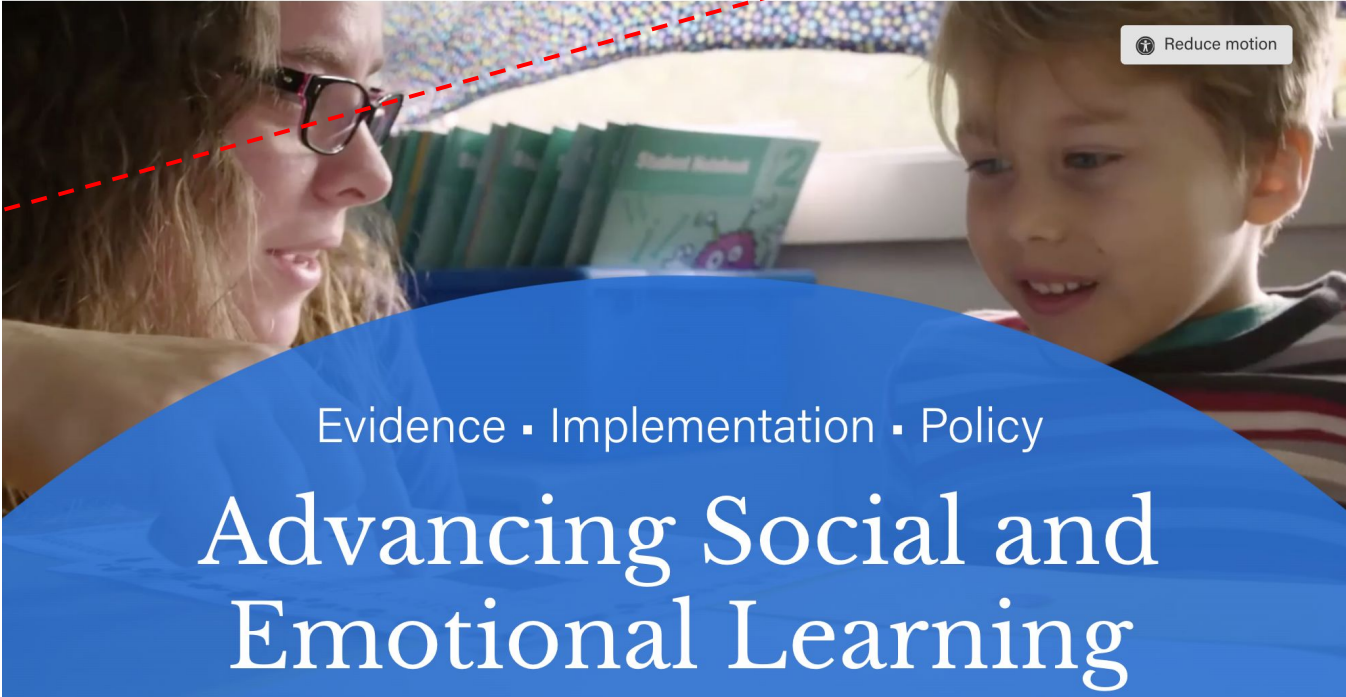
[Donate](#) [Contact](#)



[About Us](#) [Fundamentals of SEL](#) [Systemic Implementation](#) [News & Publications](#) [Events & Webinars](#)

CASEL Websites

- [Casel.org](#)
- [Selecting an SEL Program](#)
- [Schoolwide SEL Resources](#)
- [Districtwide SEL Resources](#)
- [Statewide SEL Resources](#)
- [Measuring and Assessing SEL](#)
- [SEL Exchange Annual Event](#)

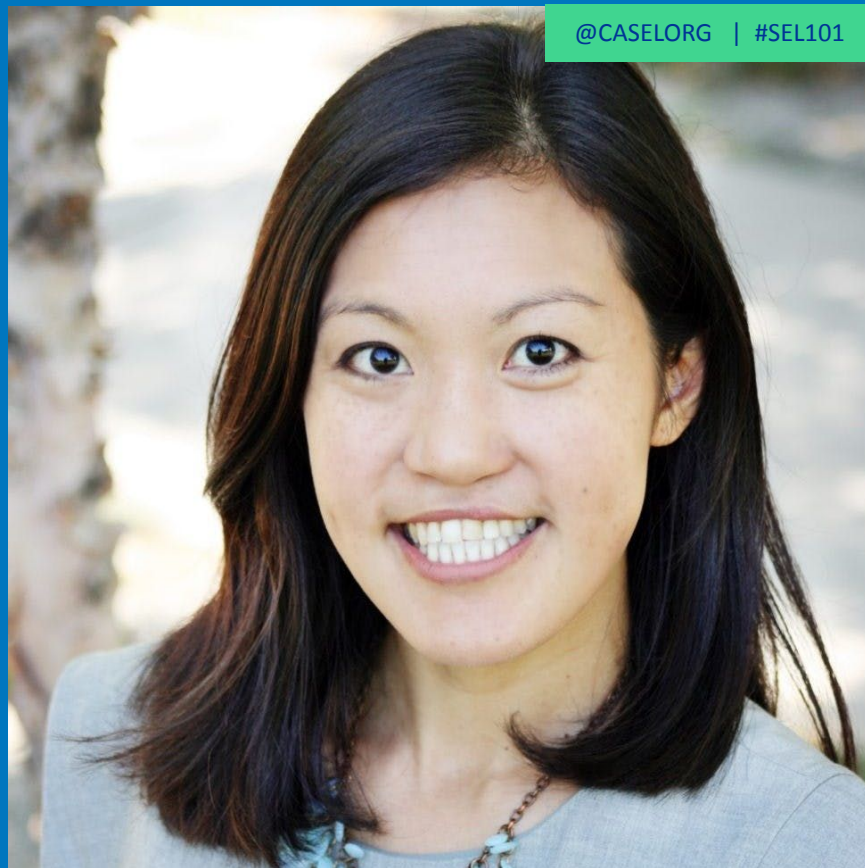


Learn more: casel.org

@CASELORG | #SEL101

Justina Schlund

Senior Director of Content and Field Learning, CASEL



made possible with support from

susan crown
exchange



BEYOND TALK: BUILDING TOMORROW TOGETHER

Thursday, October 14 | 12-4 PM ET

2021 SEL
EXCHANGE
VIRTUAL SUMMIT

[REGISTER NOW](#)

Join us to explore the integration of SEL and civic
engagement

Register by October 14: <https://selexchange.casel.org>

Join the next



Friday, November 19 | 11:00 AM ET

Social and Emotional Learning and Sustainability

@CASELORG | CASEL.ORG

SUPPORT IS PROVIDED BY

