Definition of Social and Emotional Learning (SEL)

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Social and emotional skills are critical to being a good student, citizen, and worker, and many risky behaviors (e.g., drug use, violence, bullying and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students’ social and emotional skills. As shown in Figure 1, this is best done through multiple environments in which student learning takes place: (1) effective classroom curriculum and instruction, (2) a school climate, policies, and practices that promote student engagement in positive activities in and out of the classroom, and (3) broad family and community involvement in program planning, implementation, and evaluation.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. Effective SEL programming begins in preschool and continues through high school.

CASEL has identified five interrelated sets of cognitive, affective, and behavioral competencies. The definitions of the five competency clusters for students are:

Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

The five CASEL competencies reflect intrapersonal and interpersonal domains (National Research Council, 2012). Self-awareness and self-management are consistent with the intrapersonal domain whereas social awareness and relationship skills represent dimensions within the interpersonal domain. Responsible decision-making is both an individual and social process and therefore represents both domains.

The Importance of SEL for Secondary Students
Recognition of the unique needs of students aged 10-15 began with the advent of the “middle school movement” and continues today (Association for Middle Level Education, 2010). Current best practice guidelines for education at the middle-school level recognize the diverse developmental needs of this age group and the importance of promoting both academic and personal development, including social and emotional competence. The importance of SEL for high school is also growing in light of its link to college and career readiness and dropout prevention.

The knowledge, skills, and attitudes within the CASEL five competency clusters are especially relevant during adolescence because youth at this stage are going through rapid physical, emotional, and cognitive changes. These changes create unique opportunities for social and emotional skill development. Adolescents also engage in more risky behavior than younger students and face a variety of challenging situations, including increased independence, peer pressure, and exposure to social media.

Longitudinal studies have shown that increased social and emotional competence is related to reductions in a variety of problem behaviors including aggression, delinquency, substance use, and dropout (Durlak et al., 2011; Sklad et al., 2012; National Research Council, 2012; ACT, 2014).

Learning Environments that Support SEL
Middle schools and high schools can be viewed as systems with multiple levels that influence students’ social and emotional development.
These levels are shown in Figure 1 on page 5. At the classroom level the quality of teacher-student interactions is one of the most important predictors of student academic performance and adjustment (Hamre & Pianta, 2007; Mashburn & Pianta, 2006). Students who report feeling listened to by teachers, involved in decisions that affect their lives, provided with opportunities to exert autonomy, and accepted by peers are more motivated and perform better in school than those who lack these positive experiences. Interpersonal and organizational factors at the school level also influence students’ academic performance and adjustment, in part through their effect on school climate (National School Climate Council, 2007). The quality of the relationships students have with teachers and peers, the clarity and consistency of school rules, and the physical safety of the school are important dimensions of school climate. Students who perceive a positive climate in their school demonstrate higher levels of social competence and report fewer personal problems. Positive school climate in middle and high school is associated with academic achievement, decreased absenteeism, and lower rates of suspension (Thapa et al., 2013). Leadership practices and organizational structures also influence the climate of a school, thereby indirectly influencing student outcomes. In schools characterized by supportive relationships, common goals and norms, and a sense of collaboration, students perform better academically and have fewer behavior problems (Bryk & Schneider, 2002).

**Approaches to Promoting SEL**

As shown in Figure 2, schools can help students develop social and emotional competence through several types of approaches. These include (1) infusing SEL in teaching practices to create a learning environment supportive of SEL, (2) infusing SEL instruction into an academic curriculum, (3) creating policies and organizational structures that support students’ social and emotional development, and (4) directly teaching SEL skills in free-standing lessons. These approaches are not mutually exclusive. At the middle and high school level SEL programming can happen in the context of regular curriculum and instruction activities, but it can also take place through activities such as health promotion and character education, or through prevention efforts such as those that target violence, substance use, or dropout.

![Figure 2](image-url)
Research on SEL implementation suggests that the most effective strategies include four elements represented by the acronym SAFE: (1) **Sequenced**—connected and coordinated activities to foster skills development; (2) **Active**—active forms of learning to help students master new skills; (3) **Focused**—containing a component that emphasizes developing social and emotional skills; and (4) **Explicit**—targeting specific social and emotional skills (Durlak et al., 2010, 2011).

Interactions with adults and peers are essential for promoting students’ social and emotional competence and can take place in multiple settings throughout the school. Research suggests that school-based strategies designed to promote student SEL yield the most successful outcomes when they are embedded into the day-to-day curriculum and connected with other school activities (Greenberg et al., 2003). This is especially important given the fact that in middle and high school students make multiple transitions between classrooms each day. As students acquire knowledge or learn new skills, it is important that they have opportunities to practice and apply the skills in everyday situations and be recognized for using them across a variety of settings. The importance of practice for skill mastery and the influence of adults and peers outside the school on students’ development is a reason to coordinate classroom and school efforts with those in family and community settings. Regardless of the approach, many SEL programs incorporate schoolwide, i.e., systemic, practices that are designed to promote more positive and supportive relationships among teachers, students, and families and/or practices that facilitate integration and support to extend the impact of social and emotional learning programs beyond the classroom.

Adopting an evidence-based SEL program is not enough to ensure positive outcomes. The success of a program depends on high-quality implementation. Poor program implementation can undermine a program’s success and its impact on student outcomes. Initial training is an important strategy associated with high levels of implementation, but research has also demonstrated that ongoing support beyond an initial training (e.g., coaching, follow-up training) enhances both the quality of teaching and student performance. Schoolwide factors also influence the implementation of evidence-based programs. When schools support high-quality program implementation, the impact of evidence-based programs is strengthened (Durlak et al., 2011). Research suggests that administrators can support the effective implementation of SEL programs by setting high expectations and allocating resources for programming. School leaders who model the use of SEL language and practices and endorse the use of SEL practices throughout the school building create a climate in the building that supports SEL.
Outcomes Associated with SEL Programming

Depending on the nature of the approach, SEL programs can lead to three types of program outcomes: (1) promoting knowledge or skills related to the five competency clusters, (2) creating positive learning environments that are safe, caring, engaging, and participatory, and (3) improving student attitudes and beliefs about self, others, and school. Changes in these individual and contextual factors promote improvements in positive social behaviors and peer relationships, reductions in conduct problems, reductions in emotional distress, and improvements in academic performance (Durlak et al., 2011; Durlak et al., 2015; Fleming et al., 2005; Greenberg et al., 2003; Zins et al., 2004).

Research supports this conceptual model and the positive impact SEL can have on school climate, including a host of academic, social, and emotional benefits for students. Durlak, Weissberg et al.’s meta-analysis of 213 rigorous studies of SEL in schools demonstrated that students receiving quality SEL instruction had:

- **Better academic performance**: achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction.
- **Improved attitudes and behaviors**: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior.
- **Fewer negative behaviors**: decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals.
- **Reduced emotional distress**: fewer reports of student depression, anxiety, stress, and social withdrawal.

Programs that include free-standing SEL lessons are often based on the assumption that improvements in knowledge and skills promote positive behavior changes. Programs that focus primarily on changing some aspect of the classroom or school learning environment to improve student outcomes may be more likely to cultivate attitudes rather than skills. Unfortunately, few studies measure all of these factors, and very few have gathered empirical evidence to determine how their impacts were achieved. For this reason, Figure 2 includes arrows linking all of the approaches to all three of the program targets and the student outcomes.

History of CASEL Program Reviews

CASEL shared its first review of SEL programs in 2003 with the publication of *Safe and Sound: An Educational Leader’s Guide to Evidence-Based Social and Emotional Learning (SEL) Programs* (CASEL, 2003). In addition to demonstrating how SEL programs contribute to the mission of our nation’s schools, the publication summarized the status of outcome research on SEL programs and provided educators with practical information on the features of different programs that could help them select a program both relevant and suited to their particular needs. *Safe and Sound* presented information on 80 different programs and was the most comprehensive research and practical survey of SEL programs available at the time.

CASEL updated its review of evidence-based programs when it re-
leased the 2013 CASEL Guide: Effective Social and Emotional Learning Programs—Preschool and Elementary School Edition. The 2013 Guide was more developmentally oriented than Safe and Sound in focusing on the preschool and elementary grades. It also reflected several advances in the field of SEL. These included a growing evidence base of effective interventions in early childhood; the development of new approaches to fostering academic, social, and emotional learning; and increased interest in going beyond classroom-based implementation of a single SEL program to coordinated, systemic schoolwide and districtwide SEL programming. This 2015 Guide is a companion to the 2013 Guide. It provides information similar to the 2013 Guide but for programs that target students in middle and high school.

In Safe and Sound CASEL identified “SElect” programs that met rigorous evaluation and design criteria including comprehensive coverage of the five CASEL SEL competency clusters and positive impacts on student behavioral outcomes. The 2013 CASEL Guide continued this practice and featured SElect programs only. The 2015 Guide: Effective Social and Emotional Learning Programs—Middle and High School Edition creates three categories of programs: SElect, Complementary, and Promising.
Foundations for Young Adult Success: A Developmental Framework

Developmental Experiences Can Happen in All Settings

Children are shaped by their interactions with the world, the adults around them, and how they make meaning of their experiences no matter where they are.

Developmental Experiences Require Action and Reflection

Children learn through developmental experiences that combine Action and Reflection, ideally within the context of trusting relationships with adults.

Developmental Experiences Build Components and Key Factors of Success

Over time, through developmental experiences, children build four foundational components, which underlie three "key factors" to success.

Foundational Components

**Self-Regulation** includes awareness of oneself and one's surroundings, and managing one's attention, emotions, and behaviors in goal-directed ways.

**Knowledge** is sets of facts, information, or understanding about self, others, and the world. **Skills** are the learned ability to carry out a task with intended results or goals, and can be either general or domain-specific.

**Mindsets** are beliefs and attitudes about oneself, the world, and the interaction between the two. They are the lenses we use to process everyday experience.

**Values** are enduring, often culturally-defined, beliefs about what is good or bad and what is important in life. Values serve as broad guidelines for living and provide an orientation for one's desired future.

Key Factors

Being successful means having the **Agency** to make active choices about one's life path, possessing the **Competencies** to adapt to the demands of different contexts, and incorporating different aspects of oneself into an **Integrated Identity**.
Focus of Development Changes as Children Grow Older

Early Childhood (Preschool, Ages 3-5)
- Agency
- Knowledge & Skills
- Mindsets
- Self-Regulation
- Values
- Competencies

Middle Childhood (Elementary School, Ages 6-10)
- Agency
- Knowledge & Skills
- Mindsets
- Self-Regulation
- Values
- Competencies

Early Adolescence (Middle Grades, Ages 11-14)
- Agency
- Knowledge & Skills
- Mindsets
- Self-Regulation
- Values
- Competencies

Middle Adolescence (High School, Ages 15-18)
- Agency
- Knowledge & Skills
- Mindsets
- Individuated Identity
- Values
- Competencies

Young Adulthood (Postsecondary, Ages 19-22)
- Agency
- Knowledge & Skills
- Mindsets
- Integrated Identity
- Values
- Competencies

Developmental Focus During this Stage
Ongoing Development
Emergence of Key Factors

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Download the full report at ccsr.uchicago.edu and wallacefoundation.org

Providing the right experiences for growth requires knowledge of child and youth development. The development of the four foundational components, along with agency, integrated identity, and competencies, occurs at different stages throughout childhood and adolescence. Development into a successful young adult entails growth of the self and one's abilities to interact with others and navigate the broader world. We define success beyond education and employment to include healthy relationships, a meaningful place within a community, and contributing to a larger good.
Executive Summary

Every society in every age needs to grapple with the question of what outcomes it hopes to produce in raising its young. What exactly do we hope our children will be able to accomplish as adults? What vision guides our work? How do we make that vision a reality for all children? How do we better harness what is known in the research, practice, and policy arenas to ensure that all youth have what they need to successfully meet the complex challenges of young adulthood? Preparing all youth for meaningful, productive futures requires coordinated efforts and intentional practices by adults across all the settings youth inhabit on a daily basis.

To address these questions, this report aims to build a common understanding of young people’s developmental needs from early childhood through young adulthood and proposes a developmental framework of the Foundations for Young Adult Success. The framework is the result of synthesizing research, theory, and practice knowledge from a range of disciplines and approaches. This work is influenced by ideas spanning the last century, from Dewey’s theory of learning from nearly a century ago to cutting-edge findings in neuroscience on how the brain works. It integrates these perspectives into an accessible framework designed to guide the efforts of all adults who are responsible for raising, educating, or otherwise working with children and youth.

In the past several years, a large number of frameworks and standards have been created to provide guidance on what young people need to learn. The Foundations for Young Adult Success developmental framework describes how to enact these frameworks and standards across the settings in school, out of school, and at home. It characterizes the experiences and relationships youth need to develop into young adults who have agency, an integrated identity, and the requisite competencies to successfully meet the complex challenges of young adulthood and become thriving, contributing members of their communities. The approach described in this report: (1) identifies three key factors of young adult success (agency, an integrated identity, and competencies) and four foundational components (self-regulation, knowledge and skills, mindsets, and values) that underlie them, (2) takes into account what we know about how children develop, (3) considers how the backgrounds of and contexts in which young people live affect their development, and (4) makes the intentional provision of opportunities for young people to experience, interact, and make meaning of their experiences the central vehicle for learning and development.

What Do We Mean by “Success” in Young Adulthood?

Most policy efforts attempt to address socioeconomic gaps in youth outcomes by focusing on educational attainment as the central investment in preparing youth for adulthood. However, while building an educated workforce is one of the core goals of our investments in young people, it is far from the only goal. Success also means that young people can fulfill individual goals and have the agency and competencies to influence the world around them. This broader definition of success is based on the synthesis of literature from various fields, as well as interviews with practice experts and youth service providers (see box entitled Project Overview and Methodology p.3), who articulated their larger role as helping young people develop an awareness of themselves and of the wide range of options before them.
competencies to pursue those options, and the ability to make good future choices for their lives as engaged citizens in the world. This larger focus is inseparable from goals related to college and career.

**Context Plays a Crucial Role in Providing Equal Opportunities to All Youth**

The picture of young people as self-actualized masters of destiny is complicated by persuasive research on the role of context in shaping youth outcomes, specifically, structural forces that govern socioeconomic life in the United States (e.g., segregation, discrimination, joblessness). From this perspective, a young person is fundamentally the product of experiences and social interactions, within and across a range of contexts, from the immediate setting to larger institutions to cultural norms, all of which collectively shape the developing individual. Larger contextual factors of society, the economy, and institutions (such as schools) play a central role in the inequitable opportunities afforded to young people, as well as in their ability to see opportunities as viable options and take advantage of them. The obstacles to following a successful path to adulthood and the opportunities available to young adults vary greatly by the contexts they inhabit. Thus, there is a fundamental tension between preparing children to live in the world that is often cast as a tacit acceptance of a profoundly unjust status quo and equipping them to face, navigate, and challenge the inequitable distributions of resources and access that so often limit their opportunities and constrain their potential. It is within these tensions that we explore broad multidisciplinary evidence from research and practice about the underlying constructs that support a successful transition into young adulthood.

**Ingredients of “Success” that Comprise the Developmental Framework for Young Adult Success**

What are the ingredients necessary for young adults to succeed? Building a common set of objectives and having a clear understanding of how to foster development is a critical step in eliminating the silos that adults working with young people often operate within. To this end, the report provides a framework of foundational components and key factors for success in young adulthood. The report organizes the definition of young adult success around three **key factors**; these are *agency, integrated identity,* and *competencies*. These factors capture how a young adult poised for success interacts with the world (agency), the internal compass that a young adult uses to make decisions consistent with her values, beliefs, and goals (an integrated identity), and how she is able to be effective in different tasks (competencies). The three key factors allow a young adult to manage and adapt to changing demands and successfully navigate various settings with different cultures and expectations. However, a person can have strong agency, identity, and competencies in one setting without being able to automatically transfer those to a new setting; having an integrated identity means that a person has consistency and coherence across different roles in different settings.

**The Three Key Factors**

*Agency* is the ability to make choices about and take an active role in one’s life path, rather than solely being the product of one’s circumstances. Agency requires the intentionality and forethought to derive a course of action and adjust course as needed to reflect one’s identity, competencies, knowledge and skills, mindsets, and values.

*Integrated Identity* is a sense of internal consistency of who one is across time and across multiple social identities (e.g., race/ethnicity, profession, culture, gender, religion). An integrated identity serves as an internal framework for making choices and provides a stable base from which one can act in the world.

*Competencies* are the abilities that enable people to effectively perform roles, complete complex tasks, or achieve specific objectives. Successful young adults have sets of competencies (e.g., critical thinking, responsible decision-making, ability to collaborate) that allow them to be productive and engaged, navigate

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1 Bowles & Gintis (1976, 2002); Duncan & Murnane (2011); Lewis (2011); Massey & Denton (1993); Putnam (2015); Wilson (1990, 2012).

Project Overview and Methodology

In November 2013, the University of Chicago Consortium on Chicago School Research (UChicago CCSR) was awarded a competitive grant from the Wallace Foundation to build a conceptual framework that articulates what is needed to guide children and youth to become successful young adults. The charge was to analyze and synthesize the best of research evidence, theory, expert opinion, and practice wisdom in the service of identifying the broad range of factors critical for young adult success. We consolidated current understanding of how these factors can be fostered in schools, communities, and homes from early childhood to young adulthood. In addition to a thorough grounding in published research, the project included interviewing and holding convenings and meetings with experts in research, policy, and practice across a range of fields and disciplines. To further ground the synthesis in real-world problems, we also interviewed a diverse selection of nine youth and the adults who work with them in schools, community programs, and agencies in Chicago and developed youth profiles. We sought to find the points of agreement across disparate perspectives, raise the points of contention, and leverage the collective wisdom to best understand the full scope of factors essential to young adult success and how to develop them.

The Three Phases of the Project

To achieve a cohesive and comprehensive framework, the project team undertook three phases of information-gathering. Each successive phase built upon the work of the previous phase, and each phase was defined by a different goal and set of questions:

- **Phase I:** We focused on defining “success” and identifying the factors that are critical for success in young adulthood, particularly in college and at the beginning of a career.
- **Phase II:** Building on the critical factors identified in Phase I, we sought to understand how each factor developed over the course of early life, from the preschool years through young adulthood. We focused on the identification of leverage points for best supporting children’s holistic development, keeping in mind that child and youth development occurs in multiple settings.
- **Phase III:** We aimed to consolidate current understanding of how critical factors of young adult success can be fostered in a holistic, coordinated way across schools, community organizations, and homes, from early childhood to young adulthood. We focused on a ground-level, practitioner perspective in considering how to best organize adult efforts to promote the development of children and youth.

Each phase of work culminated in internal working documents to help us consolidate our progress and thinking. The white paper that resulted from Phase I, A Framework for Developing Young Adult Success in the 21st Century: Defining Young Adult Success, is available at http://ccsr.uchicago.edu/sites/default/files/publications/Wallace%20Framework%20White%20Paper.pdf. The current report is a culmination of the three phases of work outlined above, with an emphasis on our learnings from Phases I and II. Findings from Phase III will be explored in future work.

across contexts, perform effectively in different settings, and adapt to different task and setting demands.

The Four Foundational Components

Underlying the capacity for the three key factors are four foundational components that span both cognitive and noncognitive factors. These four foundational components are self-regulation, knowledge and skills, mindsets, and values. The foundational components are developed and expressed in multiple spheres—within the self, in relation to others, and in the broader world(s) one inhabits. The role of each component is threefold. First, when young people have experiences and make meaning of those experiences, each component interacts to promote the development of the other foundational components and the three key factors. Second, they enable healthy and productive functioning at every stage of life. Finally, they directly contribute to young adult success across contexts, perform effectively in different settings, and adapt to different task and setting demands.

3 The notion that positive youth development requires skills in both the interpersonal (or social) and intrapersonal (or self) domains has been put forth by other models and frameworks of skills necessary for success in the 21st century (e.g., Pellegrino & Hilton, 2012; Weissberg & Cascarino, 2013).
success. The foundational components were chosen because they are malleable; that is, they can be changed by experiences and the efforts of and interactions with other people, in both positive and negative ways, and then be internalized. As young people engage in ongoing experiences that help them develop the foundational components, these components can become internalized as automatic responses (or habits) that become a core part of their identity; this automatic behavior allows them to then be transferred across contexts. While all of the foundational components develop throughout every stage of a young person’s life, the development of specific components is more salient during some stages than others. Young people develop the foundational components and key factors through experiences and relationships, and these are always embedded within larger societal, economic, and institutional contexts that influence how youth perceive the opportunities and obstacles posed by their environments.

Self-Regulation is the awareness of oneself and one’s surroundings, and the ability to manage one’s attention, emotions, and behaviors in goal-directed ways. Self-regulation has numerous forms, including cognitive, emotional, behavioral, and attentional regulation. Self-regulation is a key developmental task during early and middle childhood.

Knowledge is the sets of facts, information, or understanding about oneself, others, and the world. Skills are the learned abilities to carry out a task with intended results or goals. Building academic knowledge and skills is a key developmental task during early and middle childhood, although it occurs through all stages of development.

Mindsets are beliefs and attitudes about oneself, the external world, and the interaction between the two. They are the default lenses that individuals use to process everyday experiences. Mindsets reflect a person’s unconscious biases, natural tendencies, and past experiences. Though mindsets are malleable, they tend to persist until disrupted and replaced with a different belief or attitude.

Values are enduring, often culturally defined beliefs about what is good or bad, and what is important in life. Values include both the moral code of conduct one uses in daily activities (e.g., being kind, being truthful) and long-term “outcomes” of importance (e.g., getting an education, having a family, contributing to the community) that may not necessarily have a right or wrong valence. Values develop through a process of exploration and experimentation, where young people make sense of their experiences and refine what they believe in. Values are a key developmental task during middle adolescence and young adulthood.

Developmental Experiences and Relationships Support Success
Development is a natural, ongoing process that happens as young people observe the world, interact with others, and make meaning of their experiences. Regardless of the degree of adult guidance, children will still “develop” in some way, learning how to do things and coming to conclusions about themselves, their prospects, and their paths forward. They will develop some skills and preferences, and they will likely figure out what they need to know to get by. And yet, the developmental benefit of children’s experiences can be enhanced and directed by others to help youth best formulate and internalize the developmental “lessons” from these experiences. However, the nature and number of children’s opportunities for development vary significantly by race and socioeconomic class.

The foundational components and key factors of young adult success are mutually reinforcing, helping young people to both learn from and proactively shape their worlds. The core question for practice is how these foundational components and key factors can be intentionally developed. How do children learn knowledge, skills, values, mindsets, and the complex processes of self-regulation, as well as develop competencies essential to success in the 21st century? The essential social context for this process is what we term developmental experiences. Developmental experiences are most supportive of youth’s needs when they occur within what the Search Institute calls developmental.
<table>
<thead>
<tr>
<th><strong>Self Awareness:</strong> Recognizing one’s emotions and values as well as one’s strengths and challenges</th>
<th><strong>Self-Management:</strong> Managing emotions and behaviors to achieve one’s goals</th>
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<tbody>
<tr>
<td>• Labeling and recognizing own and others’ emotions</td>
<td>• Regulating and expressing one’s emotions thoughtfully</td>
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<td>• Identifying what triggers own emotions</td>
<td>• Demonstrating perseverance and resilience to overcome obstacles</td>
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<tr>
<td>• Analyzing emotions and how they affect others</td>
<td>• Sustaining healthy boundaries</td>
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<td>• Understanding the relationship between one’s emotions, thoughts, and behaviors</td>
<td>• Applying strategies to reduce personal and interpersonal stress</td>
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<tr>
<td>• Recognizing one’s needs, values, judgments, and biases</td>
<td>• Setting and monitoring short-term and long-term goals</td>
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<tr>
<td>• Identifying personal strengths and areas for growth</td>
<td>• Advocating for oneself and one’s needs</td>
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<td>• Practicing self-compassion</td>
<td>• Maintaining attention</td>
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<tr>
<td>• Possessing self-confidence, positive self-regard, and optimism</td>
<td>• Using feedback constructively</td>
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<tr>
<th><strong>Social Awareness:</strong> Showing understanding and empathy for others</th>
<th><strong>Relationship skills:</strong> Forming positive relationships, working in teams, dealing effectively with conflict</th>
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<tbody>
<tr>
<td>• Identifying social cues (verbal, physical) to determine how others feel</td>
<td>• Cultivating connection and friendship</td>
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<tr>
<td>• Predicting others’ feelings and reactions</td>
<td>• Developing positive relationships with diverse individuals and groups</td>
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<tr>
<td>• Evaluating others’ emotional reactions</td>
<td>• Practicing listening and communication skills</td>
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<td>• Practicing empathy, including perspective taking</td>
<td>• Working cooperatively</td>
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<td>• Recognizing individual and group strengths and differences</td>
<td>• Resolving conflicts</td>
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<tr>
<td>• Using reflective listening to understand and demonstrate respect for others</td>
<td>• Offering and seeking help</td>
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<tr>
<td>• Recognizing and using family, school, and community resources</td>
<td>• Applying appropriate uses of humor</td>
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<tr>
<td>• Demonstrating cultural humility</td>
<td>• Approaching relationships with positive presuppositions</td>
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<tr>
<td>• Awareness of inequities and privileges that affect individuals and groups</td>
<td>• Managing and expressing emotions in relationships, respecting diverse viewpoints</td>
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<td></td>
<td>• Resisting inappropriate social pressures</td>
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<tr>
<th><strong>Responsible Decision-Making:</strong> Making ethical, constructive choices about personal and social behavior</th>
<th><strong>Prosocial Culture, Climate, and Community:</strong> Fostering a healthy, safe, positive learning environment for the benefit of school leaders, mentors, teachers, students, and their families</th>
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<tr>
<td>• Making ethical decisions based upon mutual respect and appropriate social norms</td>
<td>• Cultivating cooperative and trusting relationships based on mutual respect</td>
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<td>• Recognizing one’s responsibility to behave ethically</td>
<td>• Nurturing connection, a sense of belonging, and well-being</td>
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<td>• Understanding the motivations for actions and their realistic consequences</td>
<td>• Committing to equity, inclusion, and honoring diversity</td>
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<tr>
<td>• Using problem-solving skills</td>
<td>• Upholding norms that support intellectual, social, emotional, and physical safety</td>
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<tr>
<td>• Considering the well-being of self and others before acting</td>
<td>• Developing shared vision, values, and traditions that support prosocial and purposeful engagement</td>
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<td>• Reflecting on how current choices affect future</td>
<td>• Focusing collectively on meaningful learning and its benefits</td>
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<td>• Becoming self-reflective and self-evaluative</td>
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Based on the work of CASEL (Collaborative for Academic, Social, and Emotional Learning)
(slight edits made by the GGSC based on “Teaching the Whole Child” (Yoder, 2014))