



**Social and Emotional Learning
Resource Guide**

Purpose

This resource guide provides information and resources to develop and support successful implementation of social and emotional learning to serve GEAR UP TN students.

The information in this resource guide was adapted from *The CASEL Guide to Schoolwide Social and Emotional Learning*, Collaborative for Academic, Social, and Emotional Learning, 2021. For the full guide and additional resources, visit <https://schoolguide.casel.org/>.

Research

In a 2011 meta-analysis, researchers found that students participating in SEL showed significant improvement in “skills, attitudes, and positive social behaviors following intervention, and also demonstrated fewer conduct problems and had lower levels of emotional distress. Especially noteworthy, academic performance was significantly improved” (Durlak et al., 2011, p. 412-413).

Follow up meta-analyses also found that for students receiving SEL interventions, “six percent more students succeeded in high school, and eleven percent more students completed college” compared to the control group at long-term follow up (Taylor et al., 2017, p. 1164).

Table of Contents

- I. Introduction to Social and Emotional Learning
- II. Indicators of Schoolwide SEL
- III. Implementation
 - a. Focus Area 1A: Build Foundation Support and Plan
 - b. Focus Area 1B: Create a Plan
 - c. Focus Area 2: Strengthen Adult SEL
 - d. Focus Area 3: Promote SEL for Students
 - e. Focus Area 4: Reflect on Data for Continuous Support
- IV. Additional Resources
- V. References

Introduction to Social and Emotional Learning

What is Social and Emotional Learning?

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 the others, establish and maintain supportive relationships, and make responsible and caring decisions.



<https://casel.org/fundamentals-of-sel/>

From *The CASEL Guide to Schoolwide Social and Emotional Learning*, CASEL, 2021.

<https://schoolguide.casel.org/>

CASEL Core Competencies

➤ **Self-Awareness**

The abilities to understand one's own emotion, 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.

Transforming Education Self-Efficacy Toolkit:

<https://transformingeducation.org/resources/self-efficacy-toolkit/>

Transforming Education Self-Efficacy Sample Strategies:

<https://transformingeducation.org/resources/self-efficacy-sample-strategies/>

➤ **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 gratifications, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Transforming Education Self-Management Toolkit:

<https://transformingeducation.org/resources/self-management-toolkit/>

Transforming Education Self-Management Sample Strategies:

<https://transformingeducation.org/resources/self-management-sample-strategies/>

➤ **Social Awareness**

The abilities to understand the perspectives of and empathies 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.

Transforming Education Social Awareness Toolkit:

<https://transformingeducation.org/resources/social-awareness-toolkit/>

Transforming Education Social Awareness Sample Strategies:

<https://transformingeducation.org/resources/social-awareness-sample-strategies/>

➤ **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.

Transforming Education Relationship Skills Guides:

<https://transformingeducation.org/resources/building-strong-teacher-student-relationships-in-the-classroom/>

<https://transformingeducation.org/resources/fostering-positive-peer-relationships/>

<https://transformingeducation.org/resources/cultivating-relationships-through-administrator-actions/>

➤ **Responsible Decision-Making**

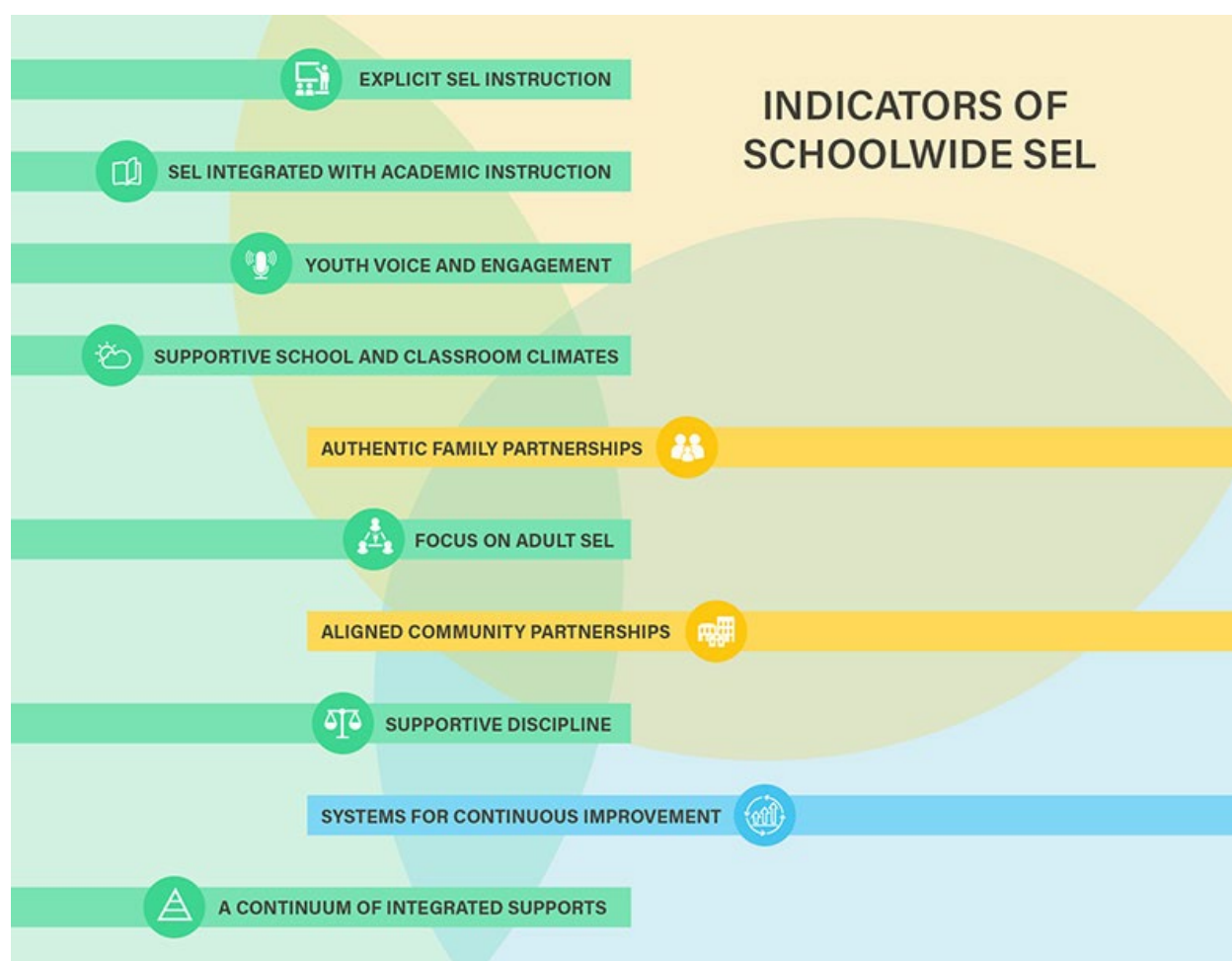
The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective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

Responsible Decision-Making Resources:

<https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/616/Responsible%20Decision%20Making.pdf>

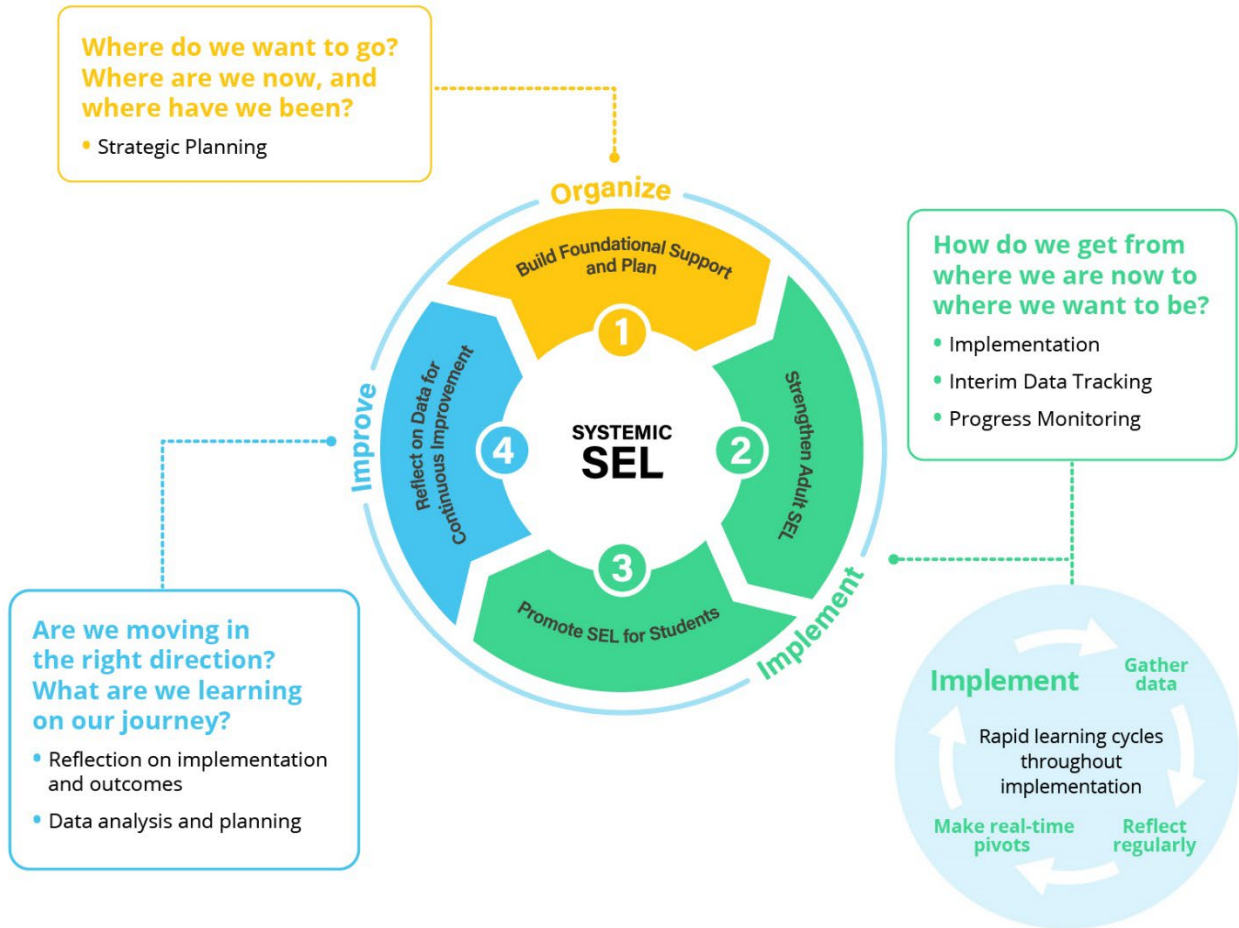
Indicators of Schoolwide SEL

Schoolwide SEL is a systemic approach to integrating academic, social and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:



https://schoolguide.casel.org/uploads/sites/2/2019/05/Indicators-of-Schoolwide-SEL_2_o-1.pdf

Implementation of SEL



<https://schoolguide.casel.org/focus-area-1b/overview/>

From *The CASEL Guide to Schoolwide Social and Emotional Learning*, CASEL, 2021.

<https://schoolguide.casel.org/>

Focus Area 1A: Build Foundational Support and Plan

Schoolwide SEL has the potential to create profound change within your school. This change is long-term process and is most effective when all members of your school community are aware of, committed to, and take ownership of SEL.

A schoolwide approach to SEL relies on the ongoing, collaborative effort of all staff, teachers, students, families, out-of-school time partners, and other community partners. This collaboration begins with establishing a strong foundation of support among all stakeholders.

➤ **Create a SEL Team**

Establish a diverse and representative SEL team that leads a coordinated approach, ensuring schoolwide SEL implementation does not become fragmented and stays on the radar of all stakeholders.

➤ **Foundational Learning**

Engage all stakeholders in an introduction to SEL that fosters awareness and helps define what SEL means for their school community.

➤ **Two-Way Communication**

Establish structures to support constitute two-way SEL communication between the SEL team and all stakeholders.

Focus Area 1B: Create a Plan

After establishing foundational support for SEL, your team will move into the planning stage, where you'll define your vision and how to achieve it. Clear goals and a robust plan will help turn a commitment to SEL into actual implementation that reaches every student. If you have not already established an SEL team, engaged in foundational learning, and set up structures to support two-way SEL communication with stakeholders, it's important to do so before moving into the planning stage.

From *The CASEL Guide to Schoolwide Social and Emotional Learning*, CASEL, 2021.

<https://schoolguide.casel.org/>

➤ **Develop a Shared Vision for SEL**

Collaboratively develop a shared vision for schoolwide SEL that serve as an inspirational call-to-action and the backbone of SEL planning and implementation.

➤ **Needs and Resource Assessment**

Take stock of existing and past implementation efforts and identifying strengths and gaps to address.

➤ **Action Plan**

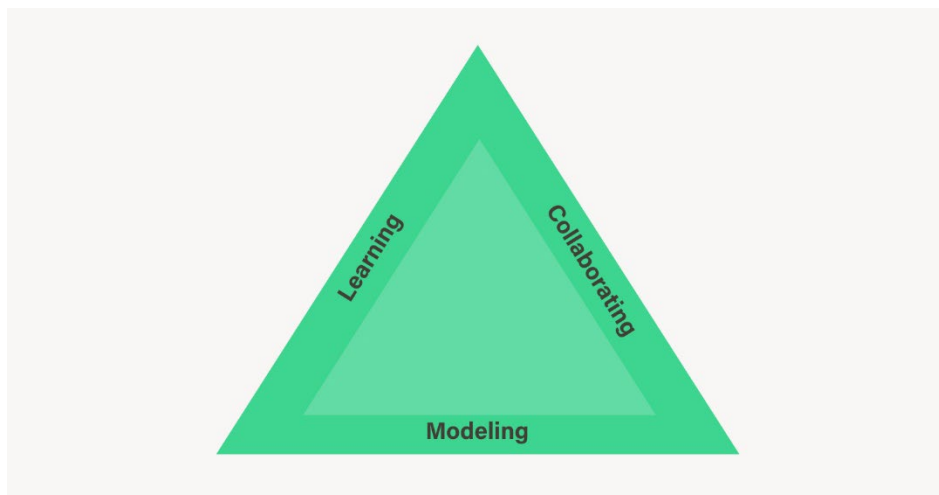
Develop clear goals and a robust actional plan that leads you toward your SEL vision.

➤ **Budget**

Create an aligned budget for SEL resources, professional learning, and staffing to support the sustainability of SEL efforts.

Focus Area 2: Strengthen Adult SEL

Cultivate a community of adults who engage in their own social and emotional learning, collaborate on strategies for promoting SEL, and model SEL throughout the school.



From *The CASEL Guide to Schoolwide Social and Emotional Learning*, CASEL, 2021.
<https://schoolguide.casel.org/>

➤ **Learn**

Support staff in reflecting on personal social and emotional competencies and developing capacity for supporting SEL in their peers and students.

➤ **Collaborate**

Set up structures such as professional learning communities (PLCs) and peer mentoring for staff to collaborate on how to hone their strategies for promoting schoolwide SEL.

➤ **Model**

Support staff in modeling SEL competencies, mindsets, and skills throughout the school community with students, students' families, community partners, and one another.

Focus Area 3: Promote SEL for Students

The core of SEL implementation is promoting students' social and emotional learning throughout the school day and in partnership with families and communities. All of the work you've done to build foundational support, plan, and strengthen adult SEL are in service of creating a school community that promotes students' social, emotional, and academic learning.

This required much more than a single program or teaching method. Because student learning is influenced by their interactions across many settings, promoting student SEL requires thoughtful coordination of strategies that reach across classrooms, all areas of the school, homes, and communities.

➤ **School**

Align school climate, programs, and practices to promote SEL for students.

➤ **Classroom**

Foster supportive classroom environments that provide opportunities for both explicit SEL skill instruction as well as integration of SEL throughout all instruction.

From *The CASEL Guide to Schoolwide Social and Emotional Learning*, CASEL, 2021.

<https://schoolguide.casel.org/>

➤ **Family Partnerships**

Create meaningful partnership opportunities and two-way communication that invite families to understand, experience, inform, and support the social and emotional development of their students.

➤ **Community Partnerships**

Develop and leverage strategic and aligned community partnerships that ensure students receive consistent SEL supports, increase access to a broad range of community services, and expand the professional learning opportunities for SEL.

Focus Area 4: Reflect on Data for Continuous Improvement

➤ **Continuously Improve Schoolwide SEL Implementation**

Use a continuous improvement cycle to drive high-quality schoolwide SEL implementation.

➤ **Test Innovative Strategies**

Use shorter continuous improvement cycles to refine new strategies.

Focus Areas Rubric:

<https://schoolguide.casel.org/uploads/sites/2/2020/04/Blank-Rubric-Template-3.30.20.pdf>

Focus Areas Tools and Resources:

<https://schoolguide.casel.org/resources/>

Implementation Sample Timeline:

<https://schoolguide.casel.org/uploads/sites/2/2020/04/CASEL-Guide-to-Schoolwide-SEL-Implementation-Timeline-4.27.20.pdf>

Additional Resources

CASEL

- Collaborative of Academic, Social, and Emotional Learning (CASEL)
<https://casel.org/>
- CASEL Guide to Schoolwide Social and Emotional Learning
<https://schoolguide.casel.org/>

Full Toolkits

- AIR: Stop, Think, Act: Ready to Assess Toolkit
<https://www.air.org/resource/are-you-ready-assess-social-and-emotional-learning-and-development-second-edition>
- IN Department of Education: Social Emotional Learning Toolkit
https://digitalcommons.butler.edu/cgi/viewcontent.cgi?article=1160&context=coe_papers
- TN Department of Education: Social and Personal Competencies
<https://www.tn.gov/education/health-and-safety/school-climate/social-and-personal-competencies.html>
- MN Department of Education: SEL Implementation Guidance
<https://education.mn.gov/MDE/dse/safe/social/imp/>
- Transforming Education SEL for Educators Toolkit
<https://transformingeducation.org/resources/sel-for-educators-toolkit/>

Research

- American Institutes for Research: Social and Emotional Learning
<https://www.air.org/our-work/education/social-and-emotional-learning>
- ASCD: SEL--What the Research Says
<https://www.ascd.org/el/articles/sel-what-the-research-says>

- CASEL: What Does the Research Say?
<https://casel.org/fundamentals-of-sel/what-does-the-research-say/>
- Education Northwest: What the Research Says on Supporting the Social and Emotional Well-Being of Students
<https://educationnorthwest.org/resources/what-research-says-supporting-social-and-emotional-well-being-students>
- Edutopia: Social and Emotional Learning Research Review
<https://www.edutopia.org/sel-research-learning-outcomes>

Resource Repositories

- AIR: Social and Emotional Learning (SEL) Solutions at AIR
<https://www.air.org/resource/social-and-emotional-learning-sel-solutions-air>
- Department of Education, Office of Elementary and Secondary Education Social Emotional and Behavior Support, Resources for Educators and Schools
<https://oese.ed.gov/resources/social-emotional-behavioral-support/resources-educators-schools/>
- Edutopia: A Parent's Resource Guide to Social and Emotional Learning
<https://www.edutopia.org/sel-parents-resources>
- NJ Department of Education Social and Emotional Learning Resource List
<https://www.nj.gov/education/safety/wellness/selearning/>

SEL Activities

- CASEL: Examples of Social and Emotional Learning in High School English Language Arts Instruction
<https://casel.s3.us-east-2.amazonaws.com/SEL-in-High-School-ELA-8-20-17.pdf>
- Edutopia: 13 Powerful SEL Activities
<https://www.edutopia.org/article/13-powerful-sel-activities-emelina-minero>
- Panorama Education: 5 Social-Emotional Learning Activities for High School
<https://www.panoramaed.com/blog/social-emotional-learning-activities-high-school>

References

- Collaborative for Academic, Social, and Emotional Learning. (2021). *The CASEL Guide to Schoolwide SEL Essentials*. Retrieved from <https://schoolguide.casel.org/>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A, B. Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432
- Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development, 88*(4), 1156–1171.