

# Social-Emotional Learning (SEL)

## Foundational Principles



Research on SEL demonstrates the following foundational principles are fundamental as we work together to use the Iowa SEL resources for learners (children, youth, and adults).



### Social-emotional learning

is an ongoing process of acquiring and applying knowledge, attitudes and skills throughout life, in predictable and unpredictable situations.

- SEL is a process
- SEL is more than behavior
- SEL is more than a curriculum
- Mastery of competencies is not expected.
- SE skills are developmental and contextual



### Social-emotional learning

involves all adults, as teachers and life-long learners.

- SEL hinges on caring adults
- Adult SEL is the first step
- Adults examine their own competencies
- Adults model competencies
- Adults embrace self-care



### Social-emotional learning

helps to create safe, healthy and supportive environments that extend beyond the classroom to the whole school, home and community.

- SEL occurs all day, every day, everywhere.
- SEL is focused on the “whole child”
- SEL is a lever for equity



### Social-emotional learning

promotes learner voice and provides opportunities to encourage, engage, and empower learners to make decisions that allow them to explore their choices, interests, and experiences in multiple contexts.

- SEL embraces authentic learner voice
- SEL is a strengths-based approach
- Learner voice is influential and action-oriented

SEL is integrated within multi-tiered systems of support (MTSS) and supports Iowa's focus on social-emotional-behavioral health (SEBH), literacy, and math.

# What is 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
- make responsible decisions

(Collaborative for Academic, Social, and Emotional Learning, 2018)



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Fig. 1 The above multi-section wheel represents the 5 social-emotional competencies in the center. In a sequence of circles around the competencies include: Classroom Curriculum & Instruction, School-wide Practices & Policies, Homes and Communities and Family & Community Partnerships.

## SEL Approaches

- **Explicit SEL Skills Instruction**
- **Teacher Instructional Practices**
- **Integration within Academic Curriculum Areas**
- **Organization, Culture and Climate Strategies**

## Short-Term Outcomes

- **SEL Skill Acquisition: Five Competence Areas**
- **Improved Attitudes: Self, Others, Learning and Schools**
- **Enhanced Learning Environment: Supportive, Engaging and Participatory**

## Behavioral/Academic Outcomes

- **Positive Social Behavior**
- **Fewer Conduct Problems**
- **Less Emotional Distress**
- **Improved Academic Performance**

# Iowa Social-Emotional Learning Competencies 6-8



**Self-Awareness** The following table shows targets and indicators related to Self-Awareness.

Identifying Emotions	Accurate Self Perception	Self-Confidence
<ul style="list-style-type: none"> <li>Recognize and communicate one's emotions to others in a healthy way.</li> <li>Identify situations that evoke an emotional response in self and others.</li> <li>Summarize how thoughts and emotions affect behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Identify personal qualities and interests.</li> <li>Explain the abilities needed to achieve high quality results and outcomes.</li> <li>Categorize personal skills, strengths and interests the learner wants to develop.</li> <li>Select priorities for personal improvement that builds on strengths.</li> <li>Differentiate how personal identity influences choices and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Express positive beliefs in one's ability to achieve and contribute.</li> <li>Examine conditions that influence confidence in oneself.</li> <li>Critique his/her abilities that lead to high quality results and outcomes.</li> </ul>

**Self-Management** The following table shows targets and indicators related to Self-Management.

Impulse Control	Stress Management	Self-Discipline & Self-Motivation	Goal Setting	Organizational Skills
<ul style="list-style-type: none"> <li>Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</li> <li>Demonstrate productive self-regulating strategies to manage emotions and reframe thoughts and behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>Identify stressors that result in physical or emotional responses.</li> <li>Identify and demonstrate healthy practices that can minimize response to stress and promote physical and mental wellness.</li> <li>Communicate the need for assistance to manage stress as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the ability to stay actively engaged and persist in activities.</li> <li>Demonstrate ability to delay immediate gratification.</li> <li>Adapt for and overcome obstacles by demonstrating perseverance.</li> <li>Demonstrate the ability to take initiative.</li> <li>Demonstrate ability to work independently.</li> </ul>	<ul style="list-style-type: none"> <li>Create, monitor, adapt, and evaluate goals to achieve success in school and life.</li> <li>Identify internal and external resources necessary to overcome obstacles in meeting goals.</li> <li>Reflect on process and outcome of goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>Select the appropriate supplies and tools needed for completion of tasks and/or projects.</li> <li>Manage materials, space, time and responsibilities effectively.</li> </ul>

**Social Awareness** The following table shows targets and indicators related to Social Awareness.

Perspective Taking & Empathy	Appreciating Diversity & Respect for Others	Civic Engagement
<ul style="list-style-type: none"> <li>Demonstrate awareness of other people's emotions, experiences and perspectives through a cross-cultural lens.</li> <li>Identify and interpret social cues for how others feel and respond constructively.</li> <li>Predict others' feelings and reactions.</li> <li>Recognize and validate another person's feelings and perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize one's explicit and implicit biases and how they affect our understanding and judgment of others.</li> <li>Demonstrate an awareness and appreciation of differences and respect for human dignity.</li> <li>Identify contributions of various social and cultural groups.</li> <li>Demonstrate willingness to integrate diverse points of view.</li> <li>Demonstrate consideration for the feelings, wishes, rights, and traditions of others.</li> <li>Work effectively with those who are similar and different from oneself.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the role of service in the functioning of our society.</li> <li>Identify strategies to improve the community.</li> <li>Demonstrate advocacy skills.</li> <li>Model active engagement in family, school, and community projects and events.</li> </ul>

# Iowa Social-Emotional Learning Competencies 6-8 (continued)



**Relationship Skills** The following table shows targets and indicators related to Relationship Skills.

Communication	Social Engagement	Relationship Building	Teamwork
<ul style="list-style-type: none"> <li>• Interpret and infer how facial expressions, body language, gestures, and tone of voice impact interactions.</li> <li>• Use facial expressions, body language, gestures, words, and tone of voice to interact effectively with others in a variety of ways.</li> <li>• Attentively listen and respond to the needs, wants, and ideas of others.</li> <li>• Deliver and receive compliments, feedback, and constructive critique, and respond appropriately.</li> <li>• Recognize impact of cell phone/tablet or other electronic forms on social interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiate and engage in social interactions with peers and adults.</li> <li>• Analyze social situations and environments, including social media, and respond in ways that build/sustain relationships.</li> <li>• Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and demonstrate personal qualities and decisions that contribute to a healthy relationship</li> <li>• Identify and apply strategies for handling relationships that are not safe, healthy, or positive.</li> <li>• Express interest and appreciation for others.</li> <li>• Create and maintain positive and supportive relationships with adults and learners.</li> <li>• Demonstrate advocacy skills for self and others when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate collaborative skills with others (listen, encourage, acknowledge opinions, compromise, reach consensus).</li> <li>• Acknowledge others' diverse strengths and contributions to a group/team effort.</li> <li>• Demonstrate graciousness in winning and losing.</li> </ul>

**Responsible Decision-making** The following table shows targets and indicators related to Responsible Decision-making.

Identifying Problems	Analyzing Situations & Solving Problems	Evaluating & Reflecting	Ethical Responsibility
<ul style="list-style-type: none"> <li>• Identify a variety of problems and decisions that affect learners' lives.</li> <li>• Define characteristics of safe and unsafe situations, including online safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Generate multiple solutions for solving problems in a variety of situations.</li> <li>• Consider the well-being of self and others when making decisions.</li> <li>• Differentiate between situations where the learner can problem solve without assistance and situations that require assistance.</li> <li>• Identify when peer pressure, social, and/or cultural norms affect decision making.</li> <li>• Apply choice and accept responsibility for outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on the positive and negative consequences of decisions for oneself and others.</li> <li>• Reflect on past decisions, apply learning to new situations.</li> <li>• Reflect on choices and decisions and possible impact on the future.</li> <li>• Examine how personal emotional states contribute to or detract from the ability to problem solve.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate awareness of equity, justice, fairness, and respect in actions that positively impacts school and community.</li> <li>• Identify ways decisions are based on greater good even if not good for them individually.</li> <li>• Accept ownership for actions.</li> </ul>

Link to [Iowa's SEL Webpage](#) that includes the full document with examples and additional resources.