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).

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

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 direct 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
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)

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

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

<table>
<thead>
<tr>
<th>Identifying Emotions</th>
<th>Accurate Self Perception</th>
<th>Self-Confidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Recognize and communicate one’s emotions to others in a healthy way.</td>
<td>• Identify personal qualities and interests.</td>
<td>• Express positive beliefs in one’s ability to achieve and contribute.</td>
</tr>
<tr>
<td>• Identify situations that evoke an emotional response in self and others.</td>
<td>• Differentiate how personal identity influences choices and outcomes.</td>
<td>• Examine conditions that influence confidence in oneself.</td>
</tr>
<tr>
<td>• Summarize how thoughts and emotions affect behavior.</td>
<td>• Explain the abilities needed to achieve high quality results and outcomes.</td>
<td>• Critique his/her abilities that lead to high quality results and outcomes.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Impulse Control</th>
<th>Stress Management</th>
<th>Self-Discipline &amp; Self-Motivation</th>
<th>Goal Setting</th>
<th>Organizational Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</td>
<td>• Identify stressors that result in physical or emotional responses.</td>
<td>• Demonstrate the ability to stay actively engaged and persist in activities.</td>
<td>• Create, monitor, adapt, and evaluate goals to achieve success in school and life.</td>
<td>• Manage materials, space, time and responsibilities effectively.</td>
</tr>
<tr>
<td>• Demonstrate productive self-regulating strategies to manage emotions and reframe thoughts and behaviors.</td>
<td>• Identify healthy practices that can minimize response to stress and promote physical and mental wellness.</td>
<td>• Demonstrate ability to delay immediate gratification.</td>
<td>• Identify internal and external resources necessary to overcome obstacles in meeting goals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Communicate the need for assistance to manage stress as needed.</td>
<td>• Adapt for and overcome obstacles by demonstrating perseverance.</td>
<td>• Reflect on process and outcome of goal setting.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Perspective Taking &amp; Empathy</th>
<th>Appreciating Diversity &amp; Respect for Others</th>
<th>Civic Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrate awareness of other people’s emotions, experiences and perspectives through a cross-cultural lens.</td>
<td>• Recognize one’s explicit and implicit biases and how they affect our understanding and judgment of others.</td>
<td>• Recognize the role of service in the functioning of our society.</td>
</tr>
<tr>
<td>• Identify and interpret social cues for how others feel and respond constructively.</td>
<td>• Demonstrate an awareness and appreciation of differences and respect for human dignity.</td>
<td>• Identify strategies to improve the community.</td>
</tr>
<tr>
<td>• Predict others’ feelings and reactions.</td>
<td>• Identify contributions of various social and cultural groups.</td>
<td>• Demonstrate advocacy skills.</td>
</tr>
<tr>
<td>• Recognize and validate another person’s feelings and perspective.</td>
<td>• Demonstrate willingness to integrate diverse points of view.</td>
<td>• Model active engagement in family, school, and community projects and events.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate consideration for the feelings, wishes, rights, and traditions of others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Work effectively with those who are similar and different from oneself.</td>
<td></td>
</tr>
</tbody>
</table>
### Relationship Skills
The following table shows targets and indicators related to Relationship Skills.

<table>
<thead>
<tr>
<th>Communication</th>
<th>Social Engagement</th>
<th>Relationship Building</th>
<th>Teamwork</th>
</tr>
</thead>
</table>
| • Interpret and infer how facial expressions, body language, gestures, and tone of voice impact interactions.  
• Use facial expressions, body language, gestures, words, and tone of voice to interact effectively with others in a variety of ways (e.g., writing, speaking, visuals, and technology).  
• Attentively listen and respond to the needs, wants, and ideas of others.  
• Deliver and receive compliments, feedback, and constructive critique, and respond appropriately.  
• Recognize impact of cell phone/tablet or other electronic forms on social interactions. | • Initiate and engage in social interactions with peers and adults.  
• Analyze social situations and environments, including social media, and respond in ways that build/sustain relationships.  
• Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media. | • Identify and demonstrate personal qualities and decisions that contribute to a healthy relationship  
• Identify and apply strategies for handling relationships that are not safe, healthy, or positive.  
• Express interest and appreciation for others.  
• Create and maintain positive and supportive relationships with adults and learners.  
• Demonstrate advocacy skills for self and others when necessary. | • Demonstrate collaborative skills with others (listen, encourage, acknowledge opinions, compromise, reach consensus).  
• Acknowledge others’ diverse strengths and contributions to a group/team effort.  
• Demonstrate graciousness in winning and losing. |

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

<table>
<thead>
<tr>
<th>Identifying Problems</th>
<th>Analyzing Situations &amp; Solving Problems</th>
<th>Evaluating &amp; Reflecting</th>
<th>Ethical Responsibility</th>
</tr>
</thead>
</table>
| • Identify a variety of problems and decisions that affect learners’ lives.  
• Define characteristics of safe and unsafe situations, including online safety. | • Generate multiple solutions for solving problems in a variety of situations.  
• Consider the well-being of self and others when making decisions.  
• Differentiate between situations where the learner can problem solve without assistance and situations that require assistance.  
• Identify when peer pressure, social, and/or cultural norms affect decision making.  
• Apply choice and accept responsibility for outcome. | • Reflect on the positive and negative consequences of decisions for oneself and others.  
• Reflect on past decisions, apply learning to new situations.  
• Reflect on choices and decisions and possible impact on the future.  
• Examine how personal emotional states contribute to or detract from the ability to problem solve. | • Demonstrate equity, fairness, and respect in actions that positively impact the greater good.  
• Accept ownership for actions. |

Full Document: Iowa Social-Emotional Learning Competencies