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).

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 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

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**

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Iowa Social-Emotional Learning Competencies K-2

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

Identifying Emotions	Accurate Self Perception	Self-Confidence
• Identify and name their own basic emotions/feelings. • Identify situations that might elicit emotions/feelings.	• Identify likes and dislikes. • Describe things they do well. • Describe an activity/task in which they may need help in order to be successful.	• Demonstrate positive self-talk when participating in challenging tasks. • Demonstrate willingness to try new things. • Actively participate in, question, and contribute to the learning process.

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
• Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors. • Demonstrate productive self-regulating strategies to process emotions and reframe thoughts and behaviors.	• Identify stressors that result in physical or emotional responses. • Identify healthy practices to manage response to stressful situations. • Apply healthy practices to handle situations that cause stress. • Communicate the need for assistance to manage stress as needed.	• Demonstrate the ability to stay actively engaged and persist in activities. • Demonstrate ability to delay immediate gratification.	• Demonstrate the ability to identify a simple goal. • Implement steps toward a goal including identifying resources needed. • Monitor progress toward a goal and adjust as needed.	• Demonstrate skills that keep personal items organized. • Demonstrate ability to manage time and tasks.

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

Perspective Taking & Empathy	Appreciating Diversity and Respect for Others	Civic Engagement
• Demonstrate awareness that others may have different thoughts or feelings from oneself. • Identify and interpret social cues (verbal and nonverbal) to determine how others feel. • Identify and connect with the feelings of others without judgement.	• Identify ways that people are alike and different from self, and at the same time valuing those differences. • Demonstrate consideration for the feelings, wishes, rights, and traditions of others. • Interact effectively with those who are similar and different from oneself.	• Perform roles that contribute to the overall functioning and enhancement of their classroom and school. • Recognize the definition of a community and that they have a role in that community.

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

Communication	Social Engagement	Relationship Building	Teamwork
- Recognize facial expressions, body language, gestures, and tone of voice to understand others' thoughts and feelings. - Use facial expressions, body language, gestures, words, and tone of voice to effectively communicate thoughts, feelings, wants, needs, and ideas to others. - Attentively listen and respond to the feelings, ideas, and requests of others. - Respond attentively and/or with empathy to others.	- Initiate and engage in social interactions with peers and adults. - Demonstrate social behaviors that are appropriate to the situation and environment.	- Identify and demonstrate traits of healthy friendships. - Identify and recognize behaviors that are hurtful and/or not safe - Demonstrate skills to maintain safety of self and others.	- Cooperate with others in group activities (shares and takes turns). - Demonstrate flexibility and willingness to be helpful in group decisions even when one doesn't get their way. - Demonstrate graciousness in winning and losing.

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
- Identify choices and decisions that one makes in daily life. - Identify choices that may result in a problem. - Recognize when a situation is a problem and what makes it a problem.	- Identify possible choices that one has and how to respond. - Identify the possible positive and negative consequences a decision could have on themselves and others. - Identify situations that require assistance from an adult. - Apply choice and accept responsibility for outcome.	- Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?) - Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time?).	- Demonstrate awareness of equity, justice, fairness, and respect that positively impacts school and community. - Accept ownership for actions.

Link to Iowa's SEL Webpage that includes the full document with examples and additional resources.