





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 wellbeing of self and others.

FIVE COMPETENCY CLUSTERS

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.

WHAT CAN ADMIN & TEACHERS DO?

- 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 express autonomy, and accepted by peers, are more motivated and perform better in school than those who lack these positive experiences.
- 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 schools is associated with academic achievement, decreased absenteeism, and lower rates of suspension (Thapa et al., 2013).
- Leadership practice and organizational structure 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).

HOW CAN WE DO IT?

- 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
- 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.

Effective PBIS and Restorative Discipline Practices can also play a huge role in effective SEL.

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.

WHY IS THIS IMPORTANT?

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.

And who doesn't want that?



A MINUTE ABOUT MINDFULNESS

- A growing movement in education today is to promote mindful or contemplative awareness in students as well as teachers. Mindfulness has been defined as "a way of paying attention that is intentional, trained on the present moment, and maintained with an attitude of nonjudgment" (Kabat-Zinn, 1994 as cited in Broderick & Metz, p. 37).
- School-based programs that promote mindful awareness in students often include yoga, breathing, brief meditations, and other strategies designed to help students focus attention and regulate emotions.
- <http://mindfulnessfor teens.com/>



ARE CHALLENGING KIDS WEEDS? OR JUST FLOWERS IN NEED OF MORE FERTILE SOIL?



RESOURCES

Guide to SEL for Secondary

- <http://secondaryvideocolors/secondaryguidetf>

13 Powerful SEL Activities

- <https://www.edutopia.org/article/13-powerful-sel-activities-middle-minors>

How Stuff Works: The Teenage Brain

- <https://sciencehowstuffworks.com/inside-the-mind/human-brain/teenage-brain-1.htm>

Teaching Teens about the Brain

- <https://www.edutopia.org/article/building-meta-cognitive-classroom>

TED TALK: Mystery of the Teenage Brain

- <https://www.ted.com/talks/sarah-jane-blumenfeld-the-mysterious-workings-of-the-adolescent-brain>

Lesson Plan and Activities

- <http://www.actforyouth.org/youth-development/professionals/secondary-activities.cfm>
