



Collaborative for Academic, Social, and Emotional Learning

... Leading the worldwide movement to bring SEL to classrooms and communities.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is the world's leading organization advancing research, school practice, and public policy focused on the development of children's social and emotional competence. Our mission is to establish social and emotional learning as an essential part of education, from preschool through high school.

CASEL promotes rigorous, evidence-based approaches -- in schools, after-school activities, and school-family partnerships -- that develop children's essential social and emotional competencies. Developing these competencies fosters academic achievement, a sense of belonging, engagement, and positive behavior, and equips children with the skills and attitudes they need to succeed in the 21st century. Ultimately, the Collaborative for Academic, Social, and Emotional Learning seeks to ensure that all people – children and adults – are engaged life-long learners who are self aware, caring, and connected to others, and who contribute actively to building a more just, peaceful, productive, and sustainable world.

CASEL's comprehensive agenda includes:

- pursuing cutting-edge research that advances the field;
- developing and disseminating standards for evidence-based SEL;
- synthesizing and disseminating knowledge on evidence-based programs and practices throughout the field;
- preparing Pre-K-12 educators to implement sustainable SEL programming;
- providing innovative instructional resources and assessment tools to support high-quality SEL programs and evaluate their effectiveness;
- encouraging school-family-community partnerships that promote healthy child development; and
- advocating for local and national policies that advance social and emotional learning.

CASEL's History

Originally an informal collaborative, CASEL was established in 1994 by Daniel Goleman, author of *Emotional Intelligence*, educator/philanthropist Eileen Rockefeller Growald, and like-minded colleagues Timothy Shriver, Mark Greenberg, Linda Lantieri, and David Sluyter. The group pioneered a collaborative model that convenes experts from diverse fields (including child development, education, psychology, and neuroscience) to share their work and bring the science of social and emotional learning to the Pre-K-12 education agenda. CASEL built the field of SEL based on scholarly research demonstrating that 1) human *relationships* are central to learning; 2) schools *can teach* children to manage their emotions, build healthy relationships, and make safe, ethical choices; and 3) *acquiring social and emotional skills* promotes greater success in school, at home, and in the community.

By 1996, CASEL had adopted a more formal structure under the direction of Roger P. Weissberg, PhD, now Liberal Arts & Sciences Distinguished Professor at the University of Illinois Chicago. Weissberg continues to serve as CASEL's president.

In 2006, CASEL emerged as independent not-for-profit organization dedicated to the belief that the science of child development provides the foundation for effective teaching and sustainable school improvement. CASEL maintains its unique organizational model – an institution defined not by walls but by international networks of diverse collaborators who come together to help define the future of social and emotional learning.

For more information, please contact the Collaborative for Academic, Social, and Emotional Learning at 815 West Van Buren, Suite 210, Chicago, IL 60607. Phone: 312.784.3888 www.casel.org



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What is Social Emotional Learning (SEL)?

Often called the “missing piece” in school improvement efforts, the field of social and emotional learning (SEL) reflects the growing recognition that healthy social and emotional development advances children’s success in school and life. SEL is informed by scholarly research demonstrating that schools can teach children self-awareness, social awareness, self-management, relationship skills, and responsible decision-making, and that these skills can be integrated into core academic subjects. Children who develop key social and emotional competencies are more successful at school, at home, and in their communities.

SEL programming addresses five essential areas of social and emotional development:

- 1. self-awareness** (recognizing one’s emotions, values, strengths, and capacities)
- 2. self-management** (managing emotions and behaviors, persevering in overcoming obstacles)
- 3. social awareness** (showing understanding and empathy for others)
- 4. relationship skills** (forming positive relationships, teamwork, conflict resolution, etc.)
- 5. responsible decision-making** (making ethical, constructive choices about personal and social behavior).

When the Collaborative for Academic, Social, and Emotional Learning analyzed research on SEL interventions – in classrooms and after school programs – it found that high quality SEL can raise scores significantly on standardized achievement tests, foster attachment to school, build self-confidence, improve interpersonal attitudes and behaviors, decrease negative behaviors such as violence and substance abuse, and reduce anxiety and depression.

CASEL has set standards for well-designed SEL programming, which call for sequential and developmentally appropriate lessons, as well as effective school policies from preschool through grade 12. SEL skills should be delivered through explicit instruction, positive and personal relationships with teachers, and caring and supportive classroom environments that offer many opportunities for SEL skill development. The most effective SEL programs occur in positive, caring school climates, where educators receive ongoing SEL professional development, and where families and schools collaborate to promote children’s social, emotional, and academic success.

Children who receive systematic SEL instruction that develops social and emotional competencies are more successful students, friends, and family members – and grow up better equipped to succeed in the 21st century workforce and to contribute positively and productively to local and global communities.

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