



HR 2437

Academic, Social, and Emotional Learning Act of 2011

Bipartisan legislation supporting students' development through social and emotional learning has been introduced to the 112th Congress by Representatives Judy Biggert (R-OH), Dale E. Kildee (D-MI), and Tim Ryan (D-OH).

The Academic, Social, and Emotional Learning Act of 2011, HR 2437 will expand the availability of programs that teach students skills such as problem-solving, conflict resolution, responsible decision-making, relationship building, goal-setting, and self discipline. “This legislation will help teachers provide result-driven instruction in skills that keep children focused on learning and prepare them to succeed in the real world,” says [Representative Judy Biggert](#), a member of the House Education and the Workforce Committee.

SUMMARY OF HR 2437

[HR 2437](#) defines social and emotional learning (SEL) and SEL programming, identifies core areas of social and emotional competency, and amends the Elementary and Secondary Education Act (ESEA) to allow funding for teacher and principal training and professional development to be used for SEL programming.

SCHOOL-BASED RESEARCH ON SOCIAL AND EMOTIONAL LEARNING

A growing body of [research](#) provides the clear rationale for this legislation, notably the [meta-analysis of 213 studies](#) published in *Child Development*. The findings from this review demonstrate that evidence-based initiatives designed to promote academic, social, and emotional learning improve academic achievement test scores (by 11 percentile points, on average), social-emotional skills, connection to school, and positive social behavior, while significantly reducing emotional distress and problem behaviors such as alcohol and drug use, violence, truancy, and bullying. In addition, social and emotional learning initiatives have been found to be most effective when taught by classroom teachers.

(Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*. 82 (1), 405-432).

CDC RECOMMENDATIONS

HR 2437 builds on recommendations from the Centers for Disease Control (CDC) described in [School Connectedness: Strategies for Increasing Protective Factors Among Youth](#) which identify the importance of protective factors such as school connectedness for students' academic success and personal growth. Social and emotional learning is an evidence-based approach that provides a framework for the relationships that increase students' connectedness to school.

ENDORSING ORGANIZATIONS

As of August 10, 2011, this legislation has endorsed by the following organizations:

American Psychological Association
Association for Middle Level Education
Association of Latino Administrators and Superintendents
Collaborative for Academic, Social, and Emotional Learning (CASEL)
Committee for Children
Consortium for Citizens with Disabilities
Educators for Social Responsibility
Eunice Kennedy Shriver National Center for Community of Caring
Morningside Center for Teaching Social Responsibility
National Association of Elementary School Principals
National Association of School Psychologists
National Association of Secondary School Principals
National Education Association
National Parent Teacher Association
National School Climate Center
Northeast Foundation for Children
PATHS Training LLC
School-Connect
School Social Work Association of America
Special Olympics
WINGS for Kids
Yale School Development Program

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