

SEL As a Lever for Equity and Social Justice



CASEL CARES INITIATIVE
Connecting the SEL Community

Made possible with support from The Allstate Foundation

#CASELCARES

Forms of SEL

- Personally Responsible SEL – Exemplifies good character and is generally helpful in his/her community
- Participatory SEL - Actively engaged in clubs and organizations
- **Transformative (Justice-Oriented) SEL** - Critically analyzes sociopolitical forces and takes action to fight injustice



Transformative SEL

A process whereby young people and adults build strong, respectful, and lasting relationships that facilitate **co-learning** to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community and societal well-being.



Transformative SEL

- **Self-awareness:** e.g., racial, classed, gendered identities
- **Self-management:** e.g., collective agency
- **Social awareness:** e.g., belonging
- **Relationship skills:** e.g., collaboration/co-construction
- **Responsible decision-making:** e.g., distributive justice/collective well-being



Definition of each competency updated to explicitly address SEL as a lever for equity

draft

SELF-AWARENESS:

The ability to identify and understand one's own emotions, thoughts, personal and social identities, goals, and values and how they influence behavior across contexts. The capacity to critically assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, self-efficacy, and social connectedness.

- Identifying emotions
- Linking thoughts and feelings
- Self-confidence
- Self-efficacy
- Integrating personal and socio-cultural identities
- Analyzing of beliefs, mindsets, and biases
- Social interdependence

SELF-MANAGEMENT:

The ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, and control impulses through coping. It includes managing expressiveness, perseverance, and agency in addressing personal- and group-level challenges to achieve personal and collective goals.

- Stress management and coping skills
- Self-discipline and impulse control
- Self-motivation
- Goal setting
- Planning and organizational skills
- Personal and collective agency

SOCIAL AWARENESS:

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand broader historical and social contexts and norms for behavior in different settings and to recognize family, school, and community supports for self and others.

- Perspective-taking
- Empathy
- Acknowledging diverse social norms
- Respect for others
- Recognizing setting demands and opportunities
- Determining common social goals and interests

RELATIONSHIP SKILLS:

The ability to establish and maintain healthy and rewarding relationships and to effectively navigate settings with different social and cultural norms and demands. The ability to communicate clearly, listen actively, negotiate conflict constructively, seek help, and offer leadership when needed and work collaboratively to problem-solve across differences.

- Effective communication
- Social engagement
- Relationship building
- Teamwork and leadership
- Cultural competency
- Collaborative problem-solving

RESPONSIBLE DECISION-MAKING:

The ability to make caring, constructive choices about personal behavior and social interactions across settings. Critically examining ethical standards, safety concerns and behavioral norms, and making realistic evaluations of benefits and consequences of options and actions for collective well-being.

- Evaluating
- Reflecting
- Identifying social problems
- Analyzing individual and institutional impacts
- Ethical responsibility
- Co-creating a sense of belonging and thriving



How?

Build Foundational Support and Plan

Strengthen Adult SEL competencies and capacity

Promote SEL for Students

Practice Continuous Improvement

What and Where?



Why?

Student Outcomes

Short-term
Intermediate
Long-term

- Improved attitudes about self, others, and tasks
- Perceived classroom and school climate
- Positive Social Behaviors and relationships
- Academic Success
- Fewer Conduct Problems
- Less Emotional Distress
- Less Drug Use
- High School Graduation
- College/Career Readiness
- Safe Sexual Behaviors
- Healthy Relationships
- Mental Health
- Reduced Criminal Behavior
- Engaged Citizenship



SEL as a Lever for Equity: District Strategies

Build Foundational Support and Plan

Strengthen Adult SEL competencies and capacity

Promote SEL for Students

Practice Continuous Improvement

1. Explicitly position and communicate about SEL as a lever for equity
2. Prioritize adult learning and critical reflection about their own social, emotional, and cultural competencies
3. Elevate students' cultural assets, voice, and agency
4. Partner authentically with families and communities to develop culturally responsive approaches to SEL; and
5. Establish SEL data strategies that help to illuminate and dismantle inequities.

