CASEL's Framework for
Systemic Social and Emotional Learning

HOMES AND COMMUNITIES

SCHOOLS

CLASSROOMS

SOCIAL AND EMOTIONAL LEARNING

SELF-AWARENESS

SELF-MANAGEMENT

RESPONSIBLE DECISION-MAKING

RELATIONSHIP SKILLS

SOCIAL AWARENESS

SEL CURRICULUM AND INSTRUCTION

SCHOOLWIDE PRACTICES AND POLICIES

FAMILY AND COMMUNITY PARTNERSHIPS
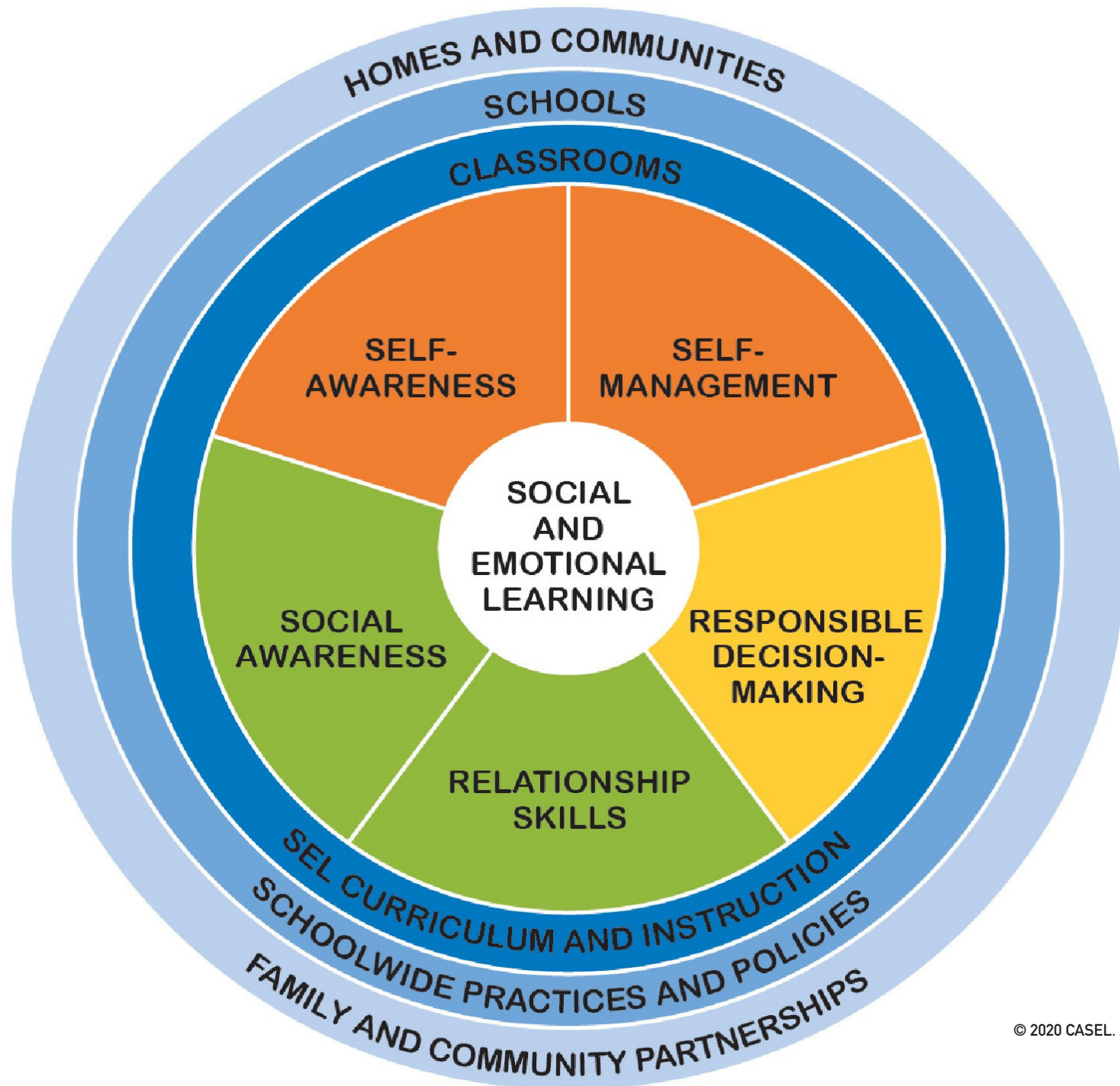
Social and Emotional Learning (SEL) Competencies

CASEL's five SEL competencies represent categories for organizing intrapersonal and interpersonal knowledge, skills, and abilities. CASEL views these competencies as interrelated and integral to the growth and development of students. In 2019, CASEL updated the definition of each competency to explicitly address SEL as a lever for creating equitable learning environments and fostering healthy development for all children, adolescents, and adults. As such, they reflect intrapersonal, interpersonal, and institutional knowledge, attitudes, and skills.

SELF-AWARENESS:

The ability to recognize or identify one's own emotions and understand thoughts, personal and social identities, and values and how they influence behavior across contexts. It includes 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
- Integrating personal and social identities
- Examining beliefs and biases
- Self-efficacy
- Sense of purpose

SELF-MANAGEMENT:

The ability to regulate one's emotions and behaviors. This includes the ability to delay gratification, manage stress, and control impulses through coping. It also includes managing expressiveness, being persistent, and agentic in addressing challenges to achieve personal and collective goals and aspirations.

- Self-regulation
- Stress management and coping skills
- Self-discipline
- Self-motivation
- Goal setting
- Planning and organizing skills

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
- Respect for others
- Acknowledging diverse social norms
- Recognizing situational demands and opportunities
- Collective agency

RELATIONSHIP SKILLS:

The ability to establish and maintain healthy and rewarding relationships. This includes the ability to communicate clearly, listen actively, negotiate conflict constructively, seek help, and offer leadership when needed. It also implies being able to effectively navigate settings with differing social and cultural demands and affordances, and to work collaboratively to problem-solve across differences.

- Communication
- Social engagement
- Relationship-building
- Teamwork
- Cultural competency
- Collaborative problem-solving

RESPONSIBLE DECISION-MAKING:

The ability to make caring, constructive choices based on ethical standards about personal behavior and group goals across settings. It includes critically examining ethical norms, safety concerns, and behavioral expectations, and making informed determinations about the benefits and consequences of one's actions for collective well-being.

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

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