

White Paper

Social Emotional Learning (SEL) in Education Today

Social Emotional Learning or SEL is the new focus that is being emphasized in current education policies, legislation, and school programs today. Why?

Because the emotional intelligence of students makes a bigger impact on their career contributions and business success than their IQ or intelligence quotient. And that is why everyone is demanding SEL.

SEL has become a major buzz word/term in the United States education community because of the interest businesses and parents have expressed in teaching methods that will increase the emotional intelligence of their future employees and children.

SEL is a process for learning life skills, including how to deal with oneself, with other relationships, and how to work effectively. SEL helps students recognize their own emotions and how to manage those feelings. In dealing with others, social and emotional learning helps develop sympathy and empathy for other people and teaches how to build and maintain positive relationships.¹

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The Documented Role of Emotional Intelligence (EQ) in both Academic and Personal Success

In an article that appeared in Forbes on January 9, 2014, author/contributor, Travis Bradberry, PhD, describes what emotional intelligence is and why its impact is having such broad effects on all of us. He writes:

¹ Social Emotional Learning (SEL) in Education Today

Emotional Intelligence Is the Other Kind of Smart

When emotional intelligence first appeared to the masses in 1995, it served as the missing link in a peculiar finding: people with average IQs outperform those with the highest IQs 70% of the time. This anomaly threw a massive wrench into what many people had always assumed was the sole source of success—IQ. Decades of research now point to emotional intelligence as the critical factor that sets star performers apart from the rest of the pack.²

Emotional Intelligence is Taught and Increased by SEL Instruction

The fact that a person's EQ helps to increase overall personal and career success in life has increased interest in promoting SEL instruction in both public and private schools. Employers, parents, and students are very interested in the social and emotional skills that will prepare them to be future problem-solvers and successful relationship builders thus increasing their potential for profitable, rewarding careers and future personal contentment and success.

Can Emotional Intelligence Be Taught?

A New York Times article *Can Emotional Intelligence Be Taught?*³ published in 2013, noted important research and made the following comments on the issue:

"Something we now know, from doing dozens of studies, is that emotions can either enhance or hinder your ability to learn," Marc Brackett, a senior research scientist in psychology at Yale University, told a crowd of educators at a conference last June. "They affect our attention and our memory. If you're very anxious about something, or agitated, how well can you focus on what's being taught?"

Once a small corner of education theory, SEL has gained traction in recent years, driven in part by concerns over school violence, bullying and teen suicide. But while prevention programs tend to focus on a single problem, the goal of social-emotional learning is grander: to instill a deep psychological intelligence that will help children regulate their emotions.

For children, Brackett notes, school is an emotional caldron: a constant stream of academic and social challenges that can generate feelings ranging from loneliness to euphoria. Educators and parents have long assumed that a child's ability to cope with such stresses is either

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innate—a matter of temperament—or else acquired "along the way," in the rough and tumble of ordinary interaction. But in practice, Brackett says, many children never develop those crucial skills. "It's like saying that a child doesn't need to study English because she talks with her parents at home," Brackett told me last spring. "Emotional skills are the same. A teacher might say, 'Calm down!'—but how exactly do you calm down when you're feeling anxious? Where do you learn the skills to manage those feelings?"

A growing number of educators and psychologists now believe that the answer to that question is in school. The George Lucas Edutopia foundation has lobbied for the teaching of social and emotional skills for the past decade; the State of Illinois passed a bill in 2003 making "social and emotional learning" a part of school curriculums....

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So-called noncognitive skills—attributes like self-restraint, persistence and self-awareness—might actually be better predictors of a person's life trajectory than standard academic measures. A 2011 study using data collected on 17,000 British infants followed over 50 years found that a child's level of mental well-being correlated strongly with future success. Similar studies have found that kids who develop these skills are not only more likely to do well at work but also to have longer marriages and to suffer less from depression and anxiety. Some evidence even shows that they will be physically healthier.

This was startling news. "Everybody said, Oh, it's how kids achieve academically that will predict their adult employment, and health, and everything else," recalls Mark Greenberg, a Penn State University psychologist. "And then it turned out that for both employment and health outcomes, academic achievement actually predicted less than these other factors."

Should social-emotional learning prove successful, in other words, it could generate a string of benefits that far exceeds a mere bump in test scores. This prospect has led to some giddiness among researchers. Maurice Elias, a psychology professor at Rutgers University and the director of the Rutgers Social-Emotional Learning Lab, has lauded emotional literacy as "the missing piece" in American education.⁴

Academic Learning + Social-Emotional Learning = National Priority

The October 2013 issue of Phi Delta Kappan featured several articles on social and emotional learning, including a lead article by Roger Weissberg and Jason Cascarino. Their article is aptly entitled: "Academic learning + social-emotional learning = national priority"⁵.

Weissberg and Cascarino quote from a research study conducted by Dymnicki, Sambolt, and Kidron, 2013. Based on this study, they concluded:

When schools promote students' academic, social and emotional learning, students will possess the basic competencies, work habits, and values for engaged postsecondary education, meaningful careers, and constructive citizenship (Dymnicki, Sambolt, and Kidron, 2013)⁶ We need to balance academic learning with social and emotional learning in schools across the United States.

After citing additional SEL successes, Weissberg and Cascarino commented on how the federal government is, indeed, making SEL education a national priority:

SEL has gained importance in federal criteria for district funding. The U.S. Department of Education's recent round of Race to the Top competition awarded significant bonus points for applications that made social and emotional learning a key ingredient in district wide improvement efforts.

Given the enormous potential of social and emotional learning as a key component of school reform, policy makers in Congress and the federal education department must prioritize SEL. They should weave it into the major planks of the Elementary and Secondary Education Act, and they should include specific support for it in early learning and in federal assistance to schools in high poverty communities.

Only by making SEL important at every level—classroom, school, district, state, and nation—will it truly become an essential ingredient in education, from preschool through high school. As Franklin D. Roosevelt (1940) aptly said, "We cannot always build the future for our youth, but we can build our youth for the future." Providing high quality, balanced education will prepare all students to handle the challenges of life more successfully.

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-Franklin D. Roosevelt

The case for SEL is stronger than ever before. Now we must place a high priority on providing resources for educators to do SEL well, sustaining the momentum of a growing demand for SEL, and strengthening broad-based support for making SEL a foundation of American education.⁷

Meeting the Need for Effective Social and Emotional Learning Instruction in Secondary Schools

The Color Code's *Getting It!* program has been carefully shaped to provide interesting social and emotional learning instruction, skills, and techniques that will promote the long-term character growth, problem-solving skills, relationship-building methods and decision making abilities that provide the five core parts of the social and emotional learning competencies as defined by CASEL.⁸

These core competencies⁹ are similar to the 21st Century Skills¹⁰ and character education¹¹ values mandated in other legislative bills and locations in the nation. (For more information, see the footnotes.)

SEL Competencies

The five core SEL competencies are organized in three key groups. The first group focuses on teaching self-awareness and self-management skills. One unique and highly valuable aid the Color Code's *Getting It!* program¹² provides is identification of each student's Driving Core Motive (DCM). The Color-Code Personality Assessment explains much more than most personality assessment programs which concentrate solely on the behavior and actions of a personality, as the Meyer-Briggs assessment test does.

Instead of focusing exclusively on the actions/behaviors of an individual, the Color Code also assesses and identifies the specific DCM that influences and determines why an individual acts the ways he/she does.

Understanding why you are choosing to behave a certain way will put a student far ahead in mastering the core self-awareness and self-management competencies that promote SEL success, both in school and in future relationships and career choices.

The next key group deals with Social Awareness and Relationship Skills. Color Code's *Getting It!* program provides valuable guidance and power point presentations involving practical relationship building skills that teach students

how to identify and recognize each other's driving core motives so they can understand and GET one another. Understanding what motivates or influences your friend to react or respond a certain way will help a student learn how to respond

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calmly without taking personal offense. Building friendships and positive personal relationships with others—including work and community relationships—will start

to happen more naturally and easily as students come to respect and GET others in the same way they are learning to understand and GET themselves.

CASEL defines the core competency of **Relationship Skills** like this:

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.

CASEL defines the final key competency, **Responsible Decision-Making**, this way:

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 well-being of self and others.

Color Code, SEL Competencies and Emotional Intelligence at School

This is exactly what Color Code's *Getting It!* program provides: fun interaction, recognition, understanding and acceptance of individual differences, all combined in group discussions, games, quiet introspection, and valuable times of respect for and discussion about our unique differences and individual ways of success and growth. Negotiation, constructive conflict, resisting inappropriate social pressures, like bullying or substance abuse, and learning how to stand up for your own opinion in a pleasant, non-confrontational manner—all these skills and abilities, plus many more desirable, successful qualities, are fostered in the *Getting It!* program.

Constructive and respectful interaction underscores the Color Code's *Getting It!* program. To make a responsible decision about incorporating *Getting It!* into your school's SEL efforts, take time to read the opinions and insights shared on the Color Code's Educator's Blog from teachers and educators around the country.

Consider the exceptional personal value and understanding given to each student in the individualized personality assessment prepared exclusively for the students being taught. Teachers are also supplied with individual online assessments for each student. Request a sample of one of these 10-page online reports to evaluate how personally rewarding and helpful these motive and personality assessments will be for each of your students in planning and preparing for happy, successful futures.

As a final referral, consider the following email received by Joe England of the Color Code from New York educator, Joan Donahue:

From Joan Donahue on Getting It and SEL

Date: Wed, May 14, 2014 at 4:33 PM

Subject: Getting It!

To: Joe England <Joe@colorcode.com>

Joe—thank you for your time today. As I mentioned, research has led me to a bit of divergence in thought since we last spoke. I now believe that the Getting It! program is much closer aligned with the goals of social and emotional learning than it is immediately with leadership. And schools are clamoring for SEL.

I realize that this direction is not what we originally discussed or how your organization intended the program to be used. However, if you had the resources to build out the Color Code's Getting It! program to align with social and emotional learning then you'd have product that would be in high demand by administrators, educators and parents in the private school sector.

The short-term goals of SEL programs are: one, to promote students' self-awareness, social awareness, relationship and responsible-decision-making skills; and two, to improve student attitudes and beliefs about self, others and school. There's a great quote from Carlos Garcia – Retired Superintendent San Francisco United School District featured in the SEL video: "Once you know who you are then learning becomes exciting because you've already established a discipline." That's the *Getting It!* Getting Others! program.

The attached notes come directly from the CASEL website www.casel.org/social-and-emotional-learning/

This is a hectic time of year but I plan to keep the conversation going with the small group of educators and administrators I mentioned once the academic year comes to a close. In the meantime, if you have follow-up thoughts to today's conversation please let me hear them. To that end, also let me know if your colleagues are not interested in continuing down this path. You have a fantastic and valuable program that, I believe, should be in every school.

Thank you!

Joan

Getting It! increases the emotional intelligence, relationship skills, character values, successful career abilities and SEL knowledge of students.

The long-term value of SEL/character/workforce readiness instruction is of paramount importance to the overall success and happy future endeavors of every student. The Color Code's *Getting It!* will help educators succeed and make a significant, positive difference in the lives and futures of students.

Do it! Take the important challenge of excellence and concern for your students' futures today. Call the Color Code for exciting workforce readiness information and the customized SEL teaching strategies and unique personality and driving core motive assessments that are core parts of *Getting It!*

For more information on *Getting It!* go to <http://www.colorcode.com/education/getting-it/> or call 800-4-MOTIVE.

REFERENCES

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¹ This reference is drawn from Wikipedia's definition of Social Emotional learning, http://en.wikipedia.org/wiki/Social_emotional_learning; Wikipedia is quoting the following source: <http://casel.org/why-it-matters/what-is-sel/>

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² "Emotional Intelligence: EQ" is an article by contributor Travis Bradberry, PhD, that appeared in Forbes on January 9, 2014. Bradberry used the phrase, "Emotional Intelligence is the New Kind of Smart" <http://www.forbes.com/sites/travisbradberry/2014/01/09/emotional-intelligence/>

³ <http://www.nytimes.com/2013/09/15/magazine/can-emotional-intelligence-be-taught.html?pagewanted=all&r=0>

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⁴ www.nytimes.com/.../can-emotional-intelligence-be-taught.html?pagewanted=all; article by Jennifer Kahn, quoting Maurice Elias, PhD.

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⁵The October 2013 issue of Phi Delta Kappan featured several articles on social and emotional learning, including a lead article by Roger Weissberg and Jason Cascarino. Their article is entitled: "Academic learning + social-emotional learning = national priority". Pdf downloads of this article are available for free on the CASEL website, <http://www.casel.org/research#Current> under CASEL Publications at the bottom, of that webpage. The "Academic learning + social-emotional learning = national priority" article is also available for a charge at the magazine's site, <http://pdkintl.org/publications/kappan/>

⁶Improving College and Career Readiness by Incorporating Social ...

<http://www.ccsrcenter.org/sites/default/files/Improving%20College%20and%20Career%20> Dymnicki, PhD, Megan Sambolt, and. Yael Kidron, Ph.D. behavioral and emotional problems (Dymnicki et al., 2012). In addition ... Officially opening on October 1, 2013, the Yale Center for Emotional Intelligence will focus on applying ...

⁷ Ibid. The October 2013 issue of Phi Delta Kappan featured a lead article by Roger Weissberg and Jason Cascarino, on "Academic learning + social-emotional learning = national priority". Pdf downloads of this article are available for free on the CASEL website, <http://www.casel.org/research#Current> under CASEL Publications at the bottom, of that webpage. This article is also available for a charge at the magazine's site, <http://pdkintl.org/publications/kappan/>

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⁸ CASEL is the Collaborative for Academic, Social, and Emotional Learning; www.casel.org/ Begun in 1994 as an SEL research foundation, in 2006 CASEL became a not-for-profit organization dedicated to promoting SEL research and instruction across the nation.

⁹ <http://www.casel.org/social-and-emotional-learning/core-competencies/> Please note: Additional SEL information on current legislation and other SEL issues may be found at the end of these footnotes on p. 10

¹⁰ 21st Century Skills information is also listed separately at the end of these footnotes, on p. 10.

¹¹ Character Education information is also listed separately at the end of these footnotes, on p. 10. Please note that these separate groupings are provided for interested readers who desire more information.

¹² <http://www.colorcode.com/education/getting-it/>

CHARACTER EDUCATION INFORMATION

No Child Left Behind—U.S. Department of Education www2.ed.gov/legislation/ESEA02/ Dec 6, 2010 ... the Elementary and Secondary Education Act. This is the text of the legislation. ... Subpart 3—Partnerships in Character Education · Sec.

Character Education—Texas Education Agency—[Texas.gov tea.texas.gov/.../Character_Education/Character_Education/](http://Texas.gov/tea.texas.gov/.../Character_Education/Character_Education/) In selecting a character education program districts must also consult with parents of students, educators, and members of the community, including community ...

The Partnerships in Character Education Project Program—U.S. www2.ed.gov/programs/charactered/legislation.html Nov 8, 2011 ... Archived: This page lists statutes, regulations, legislation, policy guidance, and flexibility provisions for the Partnerships in Character Education ...

The Dignity for All Students Act—p-12—New York State Education www.p12.nysed.gov/dignityact/—Apr 15, 2014
The original legislation amended State Education Law by creating a new ... citizenship, and character education by expanding the concepts of ...

Bullying Prevention Legislation community.ksde.org/Default.aspx?tabid=3899—Character Education · School Counseling Home Page · Bullying Prevention ... Shown below are the provisions of the anti-bullying legislation: Section 1.

21ST CENTURY SKILLS INFORMATION

Congress' Chance to Help Students Get 21st Century Skills www.huffingtonpost.com/jennifer-peck/congress-chance-to-help-s_b_3635003.html—Jul 22, 2013 ... Congress' Chance to Help Students Get 21st Century Skills ...
The legislation should also ensure that funds from the 21st CCLC program are ...

Congressman Dan Kildee Introduces Legislation to Provide dankildee.house.gov/...essman-dan-kildee-introduces-legislation-to-provide-workforce—Jun 11, 2014 ... House Democratic Whip Steny Hoyer (MD-05) joined Congressman Kildee this afternoon in announcing the 21st Century Manufacturing Skills ...

21st Century Skills—National Center for Technology Innovation www.nationaltechcenter.org/index.php/tag/21st-century-skills/ Groups Urge 21st Century Skills Updates to Teacher Preparation Programs. September ... Now, the U.S. Congress may have a chance to enact legislation on it.

21st Century Careers—United States Senator Patty Murray www.murray.senate.gov/public/index.cfm/21stcenturycareers—I have been a long-time advocate for workforce development and education programs that open the door to the 21st century skills needed for career success.

21st Century Skills Definitions www.ims.gov/about/21st_century_skills_list.aspx Legislation and Budget ... Use 21st century skills to understand and address global issues; Learn from and work collaboratively with individuals representing ...

SOCIAL AND EMOTIONAL LEARNING (SEL) INFORMATION

The Missing Piece: A National Teacher Survey on How Social and... <http://www.casel.org/library/the-missing-piece> Sep 16, 2013—APA Citation: Civic Enterprises., Bridgeland, J., Bruce, M., & Hariharan, (2013). The Missing Piece: A National Teacher Survey on How Social ...

Federal Policy and Legislation | CASEL www.casel.org/federal-policy-and-legislation/ Federal Legislation to Promote Social and Emotional Learning ... HR 1875 is the original bill that would make SEL eligible for Title II of the Elementary and...

Tim Ryan Brings SEL Bill Back to Congress | Greater Good greatergood.berkeley.edu/article/item/tim_ryan_brings_sel_bill_back_to_congress—May 7, 2013 On May 8, Ryan re-introduced legislation to encourage social-emotional learning (SEL) in classrooms all over the country. The legislation is ...

(SEL) Standards: Leading The Way For School And Student ... casel.squarespace.com/...tandards-leading-the-way-for-school-and-student-success.pdf - and academic success. In short, SEL can be seen as a template for effective school reform. Although the primary goal of the original SEL legislation in Illinois ...

SEL Policy Overview | CASEL www.casel.org/policy/ Federal Policy and Legislation. CASEL works with a bipartisan group of federal policymakers to advance legislation that promotes SEL across the United States.

H.R.1875—113th Congress (2013-2014): Academic, Social, and www.congress.gov/bill/113th-congress/house-bill/1875 —113th Congress (2013-2014): Academic, Social, and Emotional Learning Act of 2013.

Climate and Social and Emotional Learning | Initiative for... alaskaice.org/school-climate/sel/ —Social-Emotional Learning (SEL) is a similarly important avenue for... Bipartisan Legislation Makes Social and Emotional Learning a National Education Priority

Bullying Prevention and Intervention Resources—Student Support www.doe.mass.edu/bullying/ —Oct 22, 2014 ... Collaborative for Academic, Social and Emotional Learning (CASEL)... to Chapter 92 of the Acts of 2010 legislation is defined.

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