

## Social and Emotional Learning in Wisconsin

### WHY

Making social and emotional skills part of the learning equation helps children succeed in school and life. With social and emotional skills, children can manage their feelings, build healthy relationships, and navigate social environments.

- Children who received comprehensive social and emotional learning instruction increased their academic test scores by 11 percentile points.<sup>i</sup>
- Half of employers surveyed in 2013 said they had trouble finding recent graduate to fill positions due to a lack of communication, adaptability, decision-making, and problem-solving skills needed to do the job.<sup>ii</sup>
- Columbia University found that an \$11 return resulted from every \$1 invested in SEL programming.<sup>iii</sup>
- 93 percent of PK through 12<sup>th</sup> grade teachers, surveyed nationally, believe that SEL is very or fairly important for the in-school student experience.<sup>iv</sup>

### WHAT

Social and emotional learning (SEL) is the process through which children and adults **acquire** and effectively **apply** the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

### HOW

- Pre K-Adult social and emotional learning competencies that provide educators and families with developmentally appropriate benchmarks to assist in the acquisition and application of SEL skills.
- Local district implementation that considers the needs of the community and school.
- State level technical assistance, resources, and tools to support local districts in comprehensively promoting SEL
- Unlike academic standards, which focus on proficiency, the SEL competencies are designed to be an additive model; rather than replace skills taught by families and communities, the competencies are an additional set of skills that educators, youth service professionals, families, and students can access.

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<sup>i</sup> Joseph A. Durlak, Roger P. Weissberg, Allison B. Dymnicki, Rebecca D. Taylor, and Kriston B. Schellinger. "The Impact of Social and Emotional Learning: A Meta-Analysis of School-based Interventions." *Child Development* 82, no. 1 (Jan. & feb. 2011): 405-32.

<sup>ii</sup> K. Fisher, "The Employment Mismatch," *The Chronicle of Higher Education*, March 4, 2013, <https://www.chronicle.com/article/The-Employment-Mismatch/137625>.

<sup>iii</sup> Clive Belfield, Brooks Bowden, Alli Klapp, Henry Levin, Robert Shand, and Sabine Zander, "The Economic Value of Social and Emotional Learning," Center for Benefit-Cost Studies of Education, Columbia University, February 2015 (Revised Edition), [www.bccse.org](http://www.bccse.org).

<sup>iv</sup> John Bridgeland, Mary Bruce, and Arya Hariharan. "The Missing Piece. A Report for CASEL: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools," Civic Enterprises with Peter D. Hart Research Associates, 2013, <http://www.casel.org/wp-content/uploads/2016/01/the-missing-piece.pdf>.