

Frequently Asked Questions (FAQs) about Social and Emotional Learning (SEL)

Developed by
**The Illinois Children's Mental Health Partnership
School Policies and Standards Committee**
**with technical support from the Collaborative for Academic, Social
and Emotional Learning (CASEL)**

What is social and emotional learning (SEL)?

SEL is the process through which children and adults acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. Although SEL is not a program, many available programs provide instruction in and opportunities to practice, apply, and be recognized for using SEL skills. Competence in the use of SEL skills is promoted in the context of safe and supportive school, family, and community learning environments in which children feel valued and respected and connected to and engaged in learning. SEL is fundamental not only to children's social and emotional development but to their health, ethical development, citizenship, motivation to achieve, and academic learning as well. (Elias et al., 1997— www.casel.org/projects_products/pastprojects.php, and CASEL, *Safe and Sound*, 2005—http://www.casel.org/projects_products/safeandsound.php)

Why is SEL needed?

There are a great deal of data indicating that large numbers of children are contending with significant social, emotional, and mental health barriers to their success in school and life. In addition, many children engage in challenging behaviors that educators must address to provide high quality instruction. Data from the 2005 Youth Risk Behavior Survey (www.cdc.gov/mmwr/PDF/SS/SS5504.pdf) indicate that:

- 6.0% of U.S. youth 14-17 years old did not go to school on one or more of the previous 30 days because they felt unsafe at school or on their way to or from school.
- 7.9% of these youth reported having been threatened or injured with a weapon on school property during this same period.
- 28.5% of these youth reported having felt so sad or hopeless almost every day for two weeks or more in a row during the previous 12 months that they stopped doing some usual activities.
- 13% reported actually having made a plan to attempt suicide during this period.

Data on developmental assets considered important to children's mental health and social/emotional development are also cause for concern. A 2003 Search Institute survey of 202 U.S. communities (www.search-institute.org/research/assets/assetfreqs.html) found that:

- Only 29% of students in 6th through 12th grade thought their school provided them with a caring, encouraging environment.
- The same percentage reported that that people who know them well would say they know how to plan ahead and make choices.

Data reported by the Illinois Children’s Mental Health Task Force in its 2003 Final Report (www.ivpa.org/childrensmhtf/pdf/ICMHTF_FinalReport2003_1.pdf) state that:

- At least 1 child in 10 suffers from a mental illness that severely disrupts daily functioning at home, in school, or in the community.
- 70-80% of children in need don’t receive appropriate mental health services.
- 25-30% of American children experience school adjustment problems.
- 32% of children (including toddlers) at 10 Chicago childcare centers are deemed to have behavioral problems.
- 14% of students 12-18 years of age report having been bullied at school in the six months prior to being interviewed.

Providing children with comprehensive social and emotional learning (SEL) programs characterized by safe, caring, and well-managed learning environments and instruction in social and emotional skills addresses many of these learning barriers through enhancing school attachment, reducing risky behaviors and promoting positive development, and thereby positively influencing academic achievement.

Why is SEL essential to the school and life success of all children and youth?

Our emotions and relationships affect how and what we learn and how we use what we learn in work, family, and community contexts. Emotions can enable us to generate an active interest in learning and sustain our engagement in it, but unmanaged stress and poor regulation of impulses can interfere with attention and memory and contribute to behaviors disruptive to learning. Moreover, learning is an intrinsically social and interactive process: it takes place with the support of one’s family in collaboration with one’s teachers and in the company of one’s peers. Hence, the abilities to recognize and manage emotions and establish and maintain positive relationships impact both preparation for learning and the ability to benefit from learning opportunities. Because safe, nurturing, well-managed learning environments are critical to the mastery of SEL skills, they too are essential to children’s school and life success. SEL skills and the supportive learning environments in which they are taught contribute to the resiliency of all children—those without identified risks and those at-risk for or already exhibiting emotional or behavioral problems and in need of additional supports.

What skills do socially and emotionally competent children and youth have?

According to research, socially and emotionally competent children and youth are skilled in five core areas:

- (a) They are **self-aware**. They are able to recognize their emotions, describe their interests and values, and accurately assess their strengths. They have a well-grounded sense of self-confidence and hope for the future.
- (b) They are able to **manage their emotions and behavior**. They are able to manage stress, control impulses, and persevere in overcoming obstacles. They can set and monitor progress toward the achievement of personal and academic goals and express their emotions appropriately in a wide range of situations.
- (c) They are **socially aware**. They are able to take the perspective of and empathize with others and recognize and appreciate individual and group similarities and differences. They are able to seek out and appropriately use family, school, and community resources in age-appropriate ways.
- (d) They have good **relationship skills**. They can establish and maintain healthy and rewarding relationships based on cooperation. They resist inappropriate social pressure; constructively prevent, manage, and resolve interpersonal conflict; and seek and provide help when needed.
- (e) They demonstrate **responsible decision making** at school, at home, and in the community. In making decisions, they consider ethical standards, safety concerns, social norms, respect for others, and the likely consequences of various courses of action. They apply these decision-making skills in academic and social situations and are motivated to contribute to the well-being of their schools and communities (CASEL, *Safe and Sound*, 2005—http://www.casel.org/projects_products/safeandsound.php).

How is SEL related to other youth development and prevention initiatives?

SEL addresses the social and emotional variables that place youth at risk for school failure (e.g., lack of attachment to a significant adult, inability to regulate emotions) or promote school success (e.g., ability to empathize with and work with others, effective conflict resolution skills). In addressing these variables SEL provides educators with a common language and framework to organize their activities, thus overcoming fragmentation, minimizing competition for resources, and undermining program effectiveness. Many examples illustrate this link between SEL and other youth development and prevention initiatives. Positive Behavior Interventions and Supports (PBIS) is being used by many Illinois schools as the common basis for their discipline system, and educators are exploring how it relates to the universal programming being implemented to address the SEL standards. Another example is character education, for which SEL can provide an essential skill foundation for achieving positive outcomes such as responsible and respectful behavior. Similarly, service-learning opportunities provide ideal situations for applying SEL skills, while these skills also enhance the quality of service-learning experiences. In health education and promotion classes, SEL skills provide a coordinating framework for addressing the risk and protective factors shared by many health conditions. (CASEL, *Safe and Sound*, 2005—http://www.casel.org/projects_products/safeandsound.php).

Finally, coordinating classroom-based SEL instruction with services provided by student support staff can be especially effective in promoting the school success of children who have social, emotional, and mental health problems that interfere with learning.

What are the components of effective school-wide SEL programming?

Effective SEL programming includes

- Instruction in and opportunities to practice and apply an integrated set of cognitive, affective, and behavioral skills
- Learning environments characterized by trust and respectful relationships
- Implementation that is coordinated and reinforces classroom, school-wide, out-of-school, and at-home learning activities
- Systematic and sequential programming from preschool through high school
- Developmentally and culturally appropriate behavioral supports
- On-going monitoring and evaluation of implementation for continuous improvement

Effective SEL programming provides students with opportunities to contribute to their communities, families with opportunities to enhance their children's social and emotional development, school personnel (administrators, teachers, student support services, and support staff) with ongoing professional development, and community groups that affect the lives of children and youth (e.g., after-school and before-school programs, juvenile justice, mental health and health care providers groups) with opportunities to partner with schools (Elias et al., 1997—www.casel.org/projects_products/pastprojects.php and CASEL, *Safe and Sound*, 2005—http://www.casel.org/projects_products/safeandsound.php).

What empirical evidence supports the effectiveness of SEL programming?

Several hundred studies conducted using experimental designs with control groups have documented the positive effects of SEL programming on children of diverse backgrounds from pre-school through high school in urban, suburban, and rural settings. Some of the best reviews of this body of research have been done by Greenberg, et al., 2003—www.casel.org/downloads/AmericanPsychologist2003.pdf and Zins, et al., 2004—www.casel.org/downloads/T3053c01.pdf). Currently, Joe Durlak of Loyola University (Chicago) and Roger Weissberg of the University of Illinois at Chicago (www.casel.org/downloads/apa08.05.ppt) are completing a research synthesis of 300 studies of such programs. The research clearly demonstrates that SEL programming significantly improves children's academic performance on standardized tests. Moreover, compared to control groups, children who have participated in SEL programs have significantly better school attendance records, less disruptive classroom behavior, like school more, and perform better in school. The research also indicates that children who have participated in SEL programs are less likely than children in control groups to be suspended or otherwise disciplined. These outcomes have been achieved through SEL's impact on important mental health variables that improve children's social relationships, increase their attachment to school and motivation to learn, and reduce anti-social, violent, and drug-using behaviors. The research also indicates that SEL programs with the best outcomes are multi-year in duration, use interactive rather than purely knowledge-based instructional methods, and are integrated into the life of the school rather than being implemented as marginal add-ons. CASEL, *Safe and Sound*, —
http://www.casel.org/projects_products/safeandsound.php).

What is the Illinois Children’s Mental Health Act of 2003?

The Illinois Children’s Mental Health Act of 2003 (P.A. 93-9485), based on recommendations from the April 2003 Report of the Illinois Children’s Mental Health Task Force (*Children’s Mental Health: An Urgent Priority for Illinois*), creates the Illinois Children’s Mental Health Partnership (ICMHP), which among other areas was charged with developing and implementing a Children’s Mental Health Plan for submission to the Governor. The Plan includes both short- and long-term recommendations to provide comprehensive, coordinated mental health prevention, early intervention, and treatment services for Illinois children from birth through age 18 (www.ivpa.org/childrensmhtf/pdf/ICMHTF_FinalReport2003_1.pdf).

What responsibilities do Illinois schools and the Illinois State Board of Education (ISBE) have under the Illinois Children’s Mental Health Act (ICMHA)?

Under the ICMHA, every school district in the State must adopt and submit to the Illinois State Board of Education (ISBE) a “policy for incorporating social and emotional development into [its] educational program.” Such policies must (a) address teaching social and emotional skills and assessing children’s progress in acquiring these skills and (b) include protocols for responding to children with social, emotional, or mental health problems. All 879 Illinois school districts have already submitted such policies to ISBE (model policies at <http://spr14.isbespr1.isbe.net:8765/query.html?col=isbe&qt=Children%27s+Mental+Health+Act&charset=iso-8859-1&pw=80%25>). The ICMHA also requires the ISBE must develop and incorporate into the Illinois Learning Standards social and emotional development standards to strengthen school-based practices to “enhance and measure children’s school readiness and academic success.” As are standards in other learning areas, the SEL standards should be age appropriate and assure that students’ skill level increases as they grow older. ISBE is also responsible for developing an implementation plan for the SEL standards. SEL standards have been adopted by the ISBE, and professional development for educators—a key provision in its implementation plan—is being developed.

According to the SEL goals and standards, what must Illinois students know and be able to do by the time they graduate from high school?

There are 10 SEL standards specifying what students must know and be able to do by the time they graduate from high school. These standards support 3 broad learning goals as follows:

Goal 1: Develop self-awareness and self-management skills to achieve school and life success. Skills supporting this goal specify identifying and managing one’s emotions and behavior, recognizing personal qualities and external supports, and demonstrating skills related to achieving personal and academic goals.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships. Skills supporting this goal include recognizing the feelings and perspectives of others; recognizing individual and group similarities and differences; using communication and social skills to interact effectively with others; and demonstrating an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts. Skills supporting this goal include considering ethical, safety, and societal factors in making decisions; applying decision-making skills to deal responsibly with daily academic and social situations; and contributing to the well-being of one's school and community (http://www.isbe.net/ils/social_emotional/standards.htm).

Based on the SEL standards, what are some examples of skills that children and youth are expected to have at various developmental levels?

With regard to *self-awareness*, children in the elementary grades should be able to recognize and accurately label simple emotions. In middle school, students should be able to analyze factors that trigger their stress reactions. Students in high school are expected to analyze how various expressions of emotion affect other people.

With regard to *self-management*, elementary school children are expected to describe the steps of setting and working toward goals. In middle school they should be able to set and make a plan to achieve a short-term personal or academic goal. High school students should be able to identify strategies to make use of available school and community resources and overcome obstacles in achieving a longer-term goal.

In the area of *social awareness*, elementary school students should be able to identify verbal, physical, and situational cues indicating how others feel. Those in middle school should be able to predict others' feelings and perspectives in various situations. High school students should be able to evaluate their ability to empathize with others.

In the area of *relationship skills*, elementary school students should have developed an ability to describe approaches to making and keeping friends. Middle school students are expected to demonstrate cooperation and teamwork to promote group goals. In high school students are expected to evaluate uses of communication skills with peers, teachers, and family members.

Finally, with regard to *responsible decision making*, elementary school students should be able to identify a range of decisions they make at school. Middle-school students should be able to evaluate strategies for resisting peer pressure to engage in unsafe or unethical activities. High-school students should be able to analyze how their current decision making affects their college and career prospects (http://www.isbe.net/ils/social_emotional/standards.htm).

What instructional methods are commonly used in SEL?

Effective instructional methods for teaching SEL skills are active, participatory and engaging. Here are a few examples:

- Young children can be taught through modeling and coaching to recognize how they feel or how someone else might be feeling.

- Prompting the use of a conflict-resolution skill and using dialoguing to guide students through the steps can be an effective approach to helping them apply a skill in a new situation.
- In class meetings students can practice group decision making and setting classroom rules.
- Students can learn cooperation and teamwork through participation in team sports and games.
- Students deepen their understanding of a current or historical event by applying to it a set of questions based on a problem-solving model.
- Cross-age mentoring, in which a younger student is paired with an older one, can be effective in building self-confidence, a sense of belonging, and enhancing academic skills.
- Having one member of a pair describe a situation to his partner and having the partner repeat what he or she heard is an effective tool in teaching reflective listening.

What are some specific examples of learning outcomes directed toward meeting the new SEL standards?

In addition to goals, standards, and benchmarks, the ISBE website includes performance descriptors for each standard at each of 10 grade levels with over 600 descriptors in all. These descriptors provide educators with examples of very specific learning outcomes that teachers can use in developing lessons aligned with specific standards at specific grade levels. Examples of descriptors that support each of the standards can be found at http://www.isbe.net/ils/social_emotional/descriptors.htm.

What are the key steps in implementing school-wide SEL?

Implementing school-wide SEL involves 10 key steps that take school teams from planning to implementation. These steps are summarized in CASEL’s *Sustainable Schoolwide Social and Emotional Learning (SEL): Implementation Guide and Toolkit* at http://www.casel.org/about_casel/toolkit2.php. The 10 implementation steps are:

- Principal commits to school-wide SEL
- Engage stakeholders and form steering committee
- Develop and articulate shared vision
- Conduct needs and resources assessment
- Develop action plan
- Select evidence-based program
- Conduct initial staff development
- Launch SEL instruction in classrooms
- Expand instruction and integrate SEL school-wide
- (10) Continue cycle of implementing and improving

How should the effectiveness of SEL programming be evaluated?

To determine effectiveness, educators must keep two considerations in mind: (1) Getting positive program outcomes depends upon high-quality implementation; (2) Measuring program impacts on school climate and student behavior and academic performance are key indicators of its

effectiveness. One tool for monitoring SEL implementation is CASEL's Practice Rubric for School-wide Implementation, which is listed in the resources below. The Rubric helps school districts look at what implementation supports they currently have in place and helps them identify next steps they might take to further their implementation. Other evaluation tools can be found on CASEL's website (http://www.casel.org/sel_resources/assessment2.php) and in *Sustainable Schoolwide Social and Emotional Learning (SEL): Implementation Guide and Toolkit* at http://www.casel.org/about_casel/toolkit2.php.

What steps is ISBE taking to support implementation of the SEL standards?

All Illinois school districts have established policies for incorporating social and emotional development into their educational programs. ISBE is taking steps to help Illinois schools build upon, strengthen, and systematize practices that they may already have in place that promote their students' social and emotional development. Establishing the SEL learning standards provides an important foundation to guide and support Illinois educators as they enhance the social, emotional, and academic growth of all students. Five core activities have been highlighted in ISBE's plan to support implementation of the SEL standards: (1) ISBE is taking supplemental steps to establish informative, practical SEL standards, including posting a list of SEL readings and resources on its website and establishing classroom-based assessments aligned with the standards to help educators determine students' progress in meeting the standards; (2) raising educator and public awareness about the SEL standards; (3) working with the Regional Offices of Education to design educator professional development modules to support SEL implementation; (4) promoting high-quality school and district implementation and sustainability; and (5) conducting ongoing evaluations of progress in implementing the SEL standards and offering recommendations to support continuous improvement of this initiative.

Why is it important to use an evaluated, evidence-based SEL curriculum?

Many available SEL programs have core elements based on an underlying theory of how desired student changes are achieved. Such core elements closely align these programs with the Illinois SEL standards and are essential to their demonstrated effectiveness. Schools interested in implementing an SEL program are urged to start by familiarizing themselves with a few such programs, as reviewed in CASEL's *Safe and Sound*, 2005—http://www.casel.org/projects_products/safeandsound.php. This will give them a better understanding of how these programs work and enable them to adapt such a program to meet the needs of their students and get buy-in from their teachers without compromising the integrity of its core elements. Educators who pick and choose activities and strategies from one or more programs run the risk of missing some of these core elements and as a result not achieving the desired results with their students. Such an approach also may contribute to further programmatic fragmentation or result in conflicts with other programs already in place. Using a well-designed and evaluated program is also much less work for educators than creating their own program from pieces of existing programs.

With the increased pressure to meet annual academic progress goals under NCLB, how can schools find the time to implement SEL?

There is a growing research base indicating that SEL programming improves student achievement and behavior. Children's emotions affect what and how they learn. Because SEL reduces distractions and barriers to learning, it results in fewer classroom disruptions. Instruction that does not explicitly address children's social and emotional needs may produce short-term gains in test scores, but is unlikely to result in sustained gains. By improving children's motivation to learn, time on task, and interpersonal skills, SEL is more likely to produce long-term improvements in their academic achievement.

What can principals do to address the new SEL standards?

As the primary leader in a local school, principals have a major responsibility for implementing SEL programming to address the new SEL standards by.

- Indicating to school personnel and families that they are committed to school-wide SEL as a priority
- Developing and articulating a shared vision of their students' social, emotional, and academic development
- Assuring that all teaching and non-teaching staff understand the SEL standards and their district's SEL policy
- Supporting completion of a school-wide needs and resources assessment
- Creating opportunities for teachers and support staff to participate in development of an action plan for SEL implementation
- Assuring that all staff members have initial and on-going professional development and support for implementing programming that addresses the SEL standards and policy
- Making sufficient resources available for implementing the SEL action plan
- Involving others in exercising school leadership functions and decision making
- Modeling win-win resolutions to conflict

What can teachers do to promote SEL?

In addition to providing instruction in social and emotional skills, teachers' involvement in promoting SEL standards goes beyond the classroom and includes the following:

- Participating on a school team or committee that selects an SEL program and oversees the implementation and evaluation of SEL activities
- Communicating regularly with students' families about SEL classroom activities to encourage reinforcement of SEL lessons at home.
- Modeling and providing opportunities for students to practice and apply SEL skills in the classroom
- Using participatory instructional methods that draw on students' experience and engage them in learning.
- Using SEL skills in teaching academic subjects to enhance students' understanding. For example, in language arts or social studies lessons, students can be encouraged to discuss

how characters or historical figures did or did not express understanding of others' feelings or use good problem-solving skills.

What can parents to do to promote their child's SEL?

Parents can promote their child's SEL by learning more about their school's SEL initiative and modeling behaviors and adopting practices that reinforce their child's SEL skills at home. Examples of such efforts include:

- Participating in family informational meetings at their school to learn more about its SEL initiative
- Asking their child's teacher about how SEL is used at school
- Participating in their school's planning, implementation, and evaluation of SEL programming
- Participating in SEL trainings to become more familiar with SEL concepts being taught in their child's school
- Volunteering to assist in their child's classroom
- Participating with their child in SEL-related homework assignments
- Emphasizing their child's strengths before discussing what might be improved upon.
- Making a list of feeling words with their child and being an "emotions coach," encouraging him/her child to express feelings.
- Giving their children choices, asking what they can do to solve a problem and helping them identify pros and cons of alternative solutions
- Making sure that the consequences of misbehavior are fair and consistently enforced
- Encouraging their child to share and be helpful to others by participating in community service projects (http://www.casel.org/about_sel/SELhome.php).

What can student support services professionals do to promote SEL?

Student support services (SSS) professionals' knowledge of human behavior, program planning and evaluation, community resources, classroom management strategies, and the challenges to learning that students may be experiencing at home make them valuable members of an SEL steering committee. Their perspective on student needs and the resources being used to address these needs is essential to an adequate SEL needs and resources assessment. Since their work is not confined to the classroom, they also bring an important perspective to identifying school-wide SEL programming.

In small group work, SSS professionals can reinforce classroom instruction in SEL skills with students who need more practice. When conferring with parents on approaches to addressing learning challenges their child is experiencing, SSS professionals can use SEL language, which has been introduced in the classroom. When consulting with teachers on classroom management issues, they can assess problems and suggest solutions with reference to SEL skills and the characteristics of a safe and supportive learning environment. When developing and assessing student progress on IEP goals, they can relate these goals to specific SEL standards. SSS staff are also typically the link between schools and the community-based services that students may access. As such, they can extend the SEL framework to these relationships as well.

Where can I find resources on evidence-based SEL programs and professional development for program implementation?

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has done a thorough review of 80 nationally available SEL programs. Programs were rated on how well they address criteria such as support for instruction in SEL skills, quality of professional development, and evidence of effectiveness in impacting SEL-related student behaviors. The results of this review were published in *Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs*, which is available as a free download from the CASEL web site (www.casel.org/home/index.php). ISBE and the School Policies and Standards Committee of the Illinois Children's Mental Health Partnership, with technical support from CASEL, are working with Regional Offices of Education to establish a statewide effort to implement classroom, schoolwide, and districtwide programming for SEL standards implementation. Materials available through this effort will include a PowerPoint slide presentation and user's guide for educators who want to provide an introductory overview of the SEL standards to members of their school community. Some of the links listed under SEL resources on the ISBE web page also describe evidence-based SEL programs and available professional development opportunities.

Key readings in SEL that may be of interest include the following:

Collaborative for Academic, Social, and Emotional Learning. (2005). *The Illinois edition of safe and sound: An educational leader's guide to evidence-based social and emotional learning programs*. Chicago, IL: Author.

(http://www.casel.org/projects_products/safeandsound.php)

Denham, S. and Weissberg, R. P. (2003). In M. Bloom & T.P. Gullotta (Eds.), *A blueprint for the promotion of prosocial behavior in early childhood*. New York: Kluwer/Academic Publishers. (www.casel.org/projects_products/earlychildhood.php)

Elias, M.J., Zins, J.E., Weissberg, R.P., Frey, K.S., Greenberg, J.T., Haynes, N.M., Kessler, R., Schwab-Stone, M.E., & Shriver, T.P. (1997). *Promoting social and emotional learning: Guidelines for educators*. Alexandria, VA: Association for Supervision and Curriculum Development. (www.casel.org/projects_products/pastprojects.php)

Greenberg, M.T., Weissberg, R.P., O'Brien, M.U., Zins, J.E., Fredericks, L. Resnik, H., & Elias, M.J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58(6/7), 466-474. (www.casel.org/downloads/AmericanPsychologist2003.pdf)

Osher, D., Dwyer, K., & Jackson, S. (2004). *Safe, supportive, & successful schools: Step by step*. Longmont, CO: Sopris West Educational Services.

Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg. H. J. (Eds.). (2004). *Building academic success on social and emotional learning: What does the research say?* New York: Teachers College Press. (www.casel.org/sel_resources/books.php)

See the CASEL web site (www.casel.org) for additional SEL readings.

Where can I find funding to support SEL programming?

As a starting point, school improvement planning teams should examine how current prevention and youth development efforts could be best coordinated to offer quality SEL programming. Are current practices efficient? Is money being spent on redundant or ineffective programming? Can current programming be changed to make it less expensive, or can several existing programs be replaced with one more comprehensive effort? Can an SEL program that effectively prevents disruptive classroom behavior and promotes engagement in learning actually save time and dollars in the long run? Can the instructional day be reallocated to allow time for SEL professional development?

In addition to funds from your own district, some foundations and corporations also support such programming in the communities they serve. Several federal agencies sometimes fund programs related to the SEL standards:

- U.S. Department of Education (www.ed.gov/offices/OESE/SDFS)
- Centers for Disease Control and Prevention (CDC) ([www.cdc.gov.doc.do?id=0900f3ec801fd8f9](http://www.cdc.gov/doc.do?id=0900f3ec801fd8f9))
- Substance Abuse and Mental Health Services Administration (SAMHSA) (www.samhsa.gov/grants)
- Office of Juvenile Justice and Delinquency Prevention (OJJDP) (www.ojjdp.ncjrs.org/funding/funding.html)
- National Institutes of Health (NIH) (www.nih.gov/grants)

If I have a question about the SEL standards or need technical assistance, whom can I contact?

Staff at the Illinois State Board of Education, the Illinois Children’s Mental Health Partnership, and the Collaborative for Academic, Social, and Emotional Learning (CASEL) are knowledgeable about the standards. Developers of SEL programs, such as those listed in CASEL’s publication, *Safe and Sound: An Educator’s Guide to Evidence-based Social and Emotional Learning Programs*, are also valuable resources on questions related to SEL.