

CROSS-AGENCY STRATEGIES TO PROMOTE SOCIAL AND EMOTIONAL COMPETENCIES



SELF-MANAGEMENT

- Regulate one's emotions and behaviors in contexts with people different than oneself
- Motivate oneself to set and achieve goals

SELF-AWARENESS

- Identify personal, cultural, and linguistic assets
- Identify prejudices and biases towards people different than oneself
- Understand the connections between one's emotions, social contexts and identity
- Demonstrate an accurate self-concept based on one's strengths and challenges
- Identify when help is needed and who can provide it

RESPONSIBLE DECISION MAKING

- Problem solve effectively while being respectful of people similar to and different from oneself
- Behave responsibly in personal, professional and community contexts
- Make constructive and respectful choices that consider the well-being of self and others

RELATIONSHIP SKILLS

- Relate to people similar to and different than oneself
- Communicate clearly and effectively
- Build, establish, and maintain healthy relationships

SOCIAL AWARENESS

- Establish and maintain healthy interactions and relationships across diverse communities
- Embrace diversity and take the perspectives of people different from oneself
- Demonstrate empathy for people similar to and different from oneself

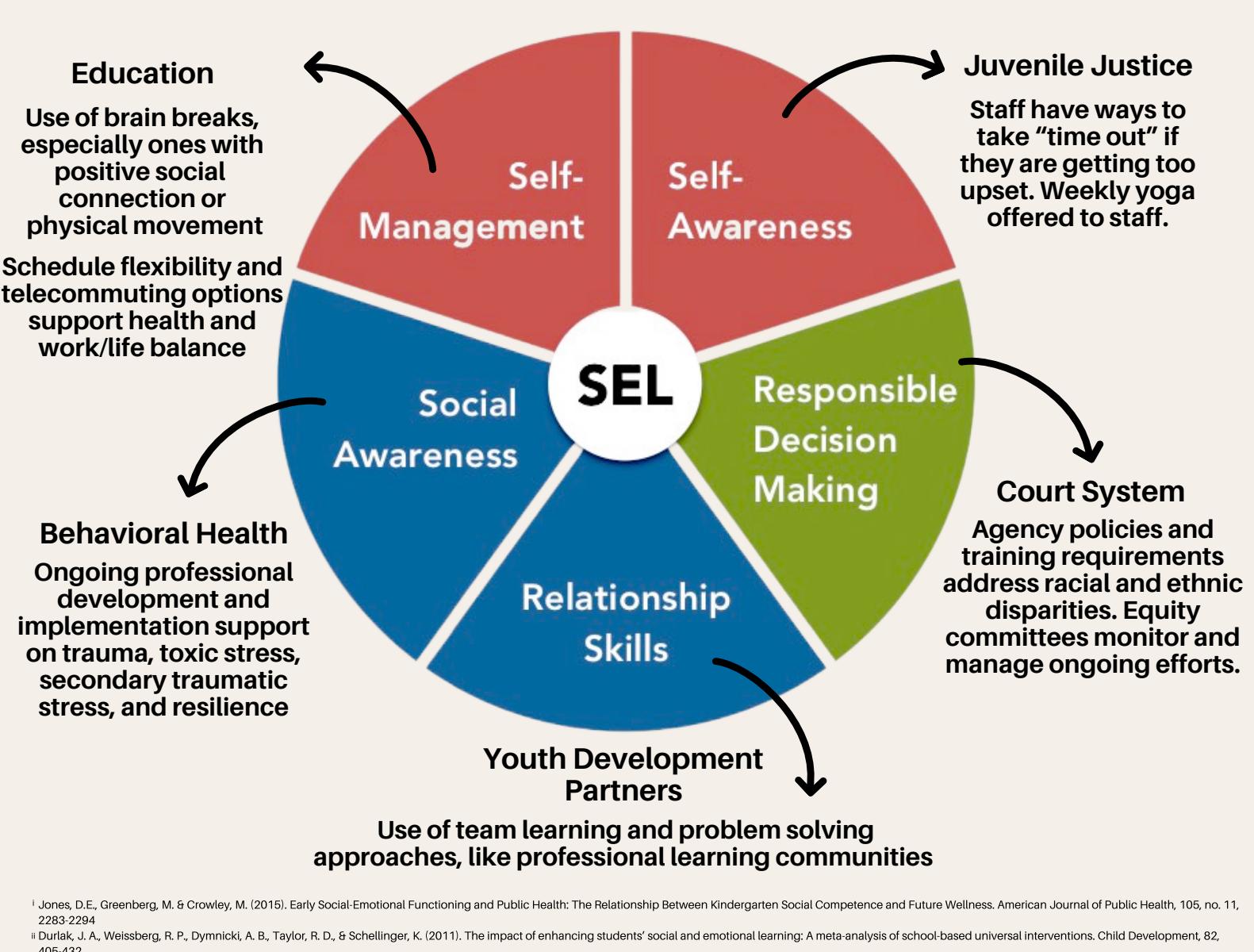
WHY SOCIAL AND EMOTIONAL COMPETENCIES MATTER

- Social and emotional skills decrease the likelihood of seeking public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility.ⁱ
- Multiple meta-analyses found school-wide SEL programs resulted in increased ability to manage stress and depression, improved classroom behavior, better student attitudes about self, others, and school, and significant gains in academic achievement.^{ii iii iv v}
- Developing social emotional competencies has long term, global benefits lasting up to 18 years after SEL program completion.^v
- Organizational strategies that build staff resilience and address root causes of stress are strong predictors of job performance, job satisfaction, reduced burnout, and reduced turnover.^{vi vii}

PROMOTING COMPETENCIES AMONG CHILDREN AND FAMILIES



PROMOTING COMPETENCIES AMONG STAFF



ⁱ Jones, D.E., Greenberg, M. & Crowley, M. (2015). Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. *American Journal of Public Health*, 105, no. 11, 2283-2294.

ⁱⁱ Durlak, A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.

ⁱⁱⁱ Wiglesworth, M., Lendrum, A., Oldfield, J., Scott, A., ten Bokkel, I., Tate, K., & Emery, C. (2016). The impact of trial stage, developer involvement and international transferability on universal social and emotional learning programme outcomes: A meta-analysis. *Cambridge Journal of Education*, 46, 347-376.

^{iv} Sklad, M., Oberly, E., Durlak, J.A., & Weissberg, R.P. (2012). Effectiveness of school-based universal social, emotional, and behavioral programs that enhance students' development in the area of skill, behavior, and adjustment. *Diekstra, R., De Ritter, M., Ben, J., & Gravestock, C.* (2012). Effectiveness of school-based universal social, emotional, and behavioral programs that enhance students' development in the area of skill, behavior, and adjustment.

^v Taylor, R., Oberly, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88, 1156-1171.

^{vi} Fox, K., Johnson, S. T., Berkman, L. F., Sianija, M., Soh, Y., Kubzansky, L. D., & Kelly, E. L. (2021). Organisational- and group-level workplace interventions and their effect on multiple domains of worker well-being: A systematic review.

^{vii} Harvard T.H. Chan School of Public Health and MIT Sloan School of Management. (n.d.). Employer toolkit: Work design for health. The Work and Well-Being Initiative. Retrieved December 9, 2021, from <https://workwellbeinginitiative.org/employertoolkit>.