

Standards & CASEL Alignment

CASEL 5 Core Competencies aligned with CASEL's evidence base on SEL's impact on skills, behavior, and academics.

1. **Self-Awareness**
 - HALT self-checks
 - JOY Flame reflections (“what brightens / dims my flame?”)
 - Identity book pages (likes, values, personal story, leadership identity)
2. **Self-Management**
 - Regulation strategies (breathing, movement, calm corners)
 - HALT → action choices (“What do I need?”)
 - DOI scripts for persistence
3. **Social Awareness**
 - Lessons on empathy, social cues, reading body language
 - Invisibility concepts (how it feels, what it looks like in others)
 - Identity & differences weeks
4. **Relationship Skills**
 - Partner interview cards
 - Friendship web and kindness bingo
 - Conflict & repair scripts
 - Leadership in belonging (standing up, inviting, mentoring younger peers)
5. **Responsible Decision-Making**
 - Inclusion/exclusion scenario cards
 - Weekly reflection: “What could I do differently next time?”
 - Leadership dilemmas (who do I sit with, who do I include?)

Alignment With SEL / Whole Child Frameworks

- **State SEL standards** modeled after CASEL (Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making).
- **Whole Child** frameworks (safe, engaged, supported, challenged, healthy).
- **MTSS Tier 1** universal SEL / climate supports (core, whole-class routines).
- **Trauma-Informed Practices** (safety, regulation, relationships, voice, agency).

Alignment With Academic Standards (ELA/Speaking & Listening)

- **Speaking & Listening** (e.g., CCSS SL.1–5):
 - Participating in collaborative conversations
 - Listening to partners
 - Building on others’ ideas
 - Clear expression of own ideas & feelings
- **Writing / Language:**
 - Reflective writing
 - Opinion and narrative pieces about identity, friendship, belonging
 - Vocabulary around emotions, needs, and perspective

Research Base: Key Peer-Reviewed & Evidence Sources

SEL Effectiveness

- Durlak et al. (2011) meta-analysis: 213 school-based SEL programs → improved social-emotional skills, behavior, and academics (11 percentile-point gain). ([Casel](#))
- Contemporary updates confirm medium-to-large effects across PreK–12 SEL interventions. ([ResearchGate](#))

Belonging & Mental Health / Achievement

- Systematic reviews show school belonging strongly linked to academic, behavioral, and psychological outcomes. ([PMC](#))
- For adolescents and young adults, higher belonging predicts lower depression, anxiety, and stress over time. ([SpringerLink](#))

Loneliness & Peer Relationships

- Loneliness in childhood is associated with later depression, social anxiety, and health issues. ([PMC](#))
- Peer relationships and resilience can buffer loneliness and support mental health. ([PMC](#))

Teacher–Student Relationships

- Positive teacher–student relationships predict higher engagement, prosocial behavior, perseverance, and achievement. ([Taylor & Francis Online](#))

Co-Regulation & Self-Regulation

- Children learn self-regulation through **co-regulation** with caring adults; this shapes social and academic success. ([NICHQ](#))

This framework is addressing this with story, metaphor, and concrete classroom tools.

Grade-Band Scope & Sequence

There are **three grade bands**:

- **Grades 1–2** (early belonging & feeling literacy)
- **Grades 3–4** (social awareness, empathy, and skill practice)
- **Grades 4–5** (leadership, identity, and ethical inclusion)

Each runs on a **12-week cycle** with **Mon/Wed/Fri** touchpoints:

- **Monday:** Teach & Begin (new concept + story + activity)
- **Wednesday:** Check-In & Regulate (HALT, co-reg, short practice)
- **Friday:** Reflect & Share (student voice, reflection, class share, home bridge)

Each theme is **differentiated by grade band**:

- **1–2:** More pictures, songs, movement, feeling words.
- **3–4:** More language, partners/small groups, written reflection.
- **4–5:** More discussion, role-play, identity writing, leadership framing.