



SOCIAL, EMOTIONAL,
& BEHAVIOR ACADEMY

Organizing Around a Framework

From the SEB Academy Needs Assessment:

*Consistent and aligned social, emotional, and behavioral universal supports are **guided by a documented framework within and across grades** in ways that are developmentally appropriate and culturally affirming. Through both explicit teaching and implicit integration, all staff, within all contexts of the school environment, support the social, emotional, and behavioral development of students in ways that can be clearly articulated and/or identified by students, staff, and families.*

Why use a framework to organize your SEL initiatives?

All members of the community need to speak the same language about the skills and competencies students are learning and practicing. Organizing your SEL instruction and initiatives around a consistent framework supports clear understanding and communication among members of the community. An SEL framework articulates clearly defined skills and competencies, which supports staff, students, and other members of the school/district community to understand SEL as a set of discrete, teachable skills and draw connections between strategies and specific skills.

One of the more prominent frameworks is the [*Framework for Systemic Social and Emotional Learning*](#), created by [CASEL](#). The CASEL Framework organizes SEL skills into 5 Core Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship-Skills, and Responsible Decision-Making. In addition to CASEL there are many other research-based SEL Frameworks, and your school or district can use whichever fits the needs and goals of your community. The [EASEL Lab](#) at the [Harvard Graduate School of Education](#) has put together a [tool that can support you to compare frameworks](#) and select one that feels like a good fit. Tier 1 SEL curricula, such as *Second Step* or *Wayfinder*, organize SEL skills into a scope and sequence of skill, which can help to inform a framework. If your school or district uses a Tier 1 curriculum, it is important to ensure alignment between the skills taught in the curriculum and the organizing framework.

Use the reflection protocol on the next page to think through the framework your school/district uses to organize SEL initiatives.

Reflection Protocol:

1. What are the SEL skills that you want students to develop during their time as a student in your district/school?

*To explore a list of possible SEL skills, see the EASEL Lab's "Compare Terms" tool:
<http://exploresel.gse.harvard.edu/compare-terms/>*

2. What evidence might you observe to indicate students have developed these skills?

3. What framework do you use to organize SEL competencies at your school/district?

4. How does the framework connect to the mission, vision, and values of your school/district?

