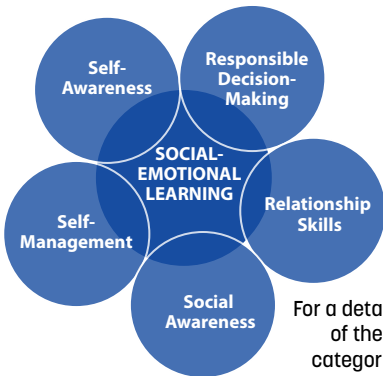


SUPPORTING CHILD WELL-BEING THROUGH **BUILDING SOCIAL & EMOTIONAL SKILLS**

JUNE 2020

WHY THIS MATTERS

Building social and emotional skills are critically important for life-long mental wellness, achieving academic and career success, and enhancing social connections. Children require supportive adults to teach and model these skills at home, in childcare settings, and at school. Wisconsin utilizes a nationally recognized model to assess competency in five core areas.¹



For a detailed description of these competency categories, please visit www.casel.org.

WHAT THE RESEARCH SAYS

Extensive research conducted on child development shows that when kids master the 'soft skills' developed by social-emotional learning, it is associated with greater well-being and academic performance.²



Students who participate in evidence-based social-emotional programs showed an **11% point gain** in academic achievement.³



Social-emotional programming decreases the likelihood of living in public housing, receiving public assistance, having contact with the police or spending time in a juvenile detention facility.⁴



For every dollar invested in social-emotional learning programming, there is an **\$11 return on investment** in long-term benefits to the student and to the community.⁵

SOCIAL-EMOTIONAL SKILL BUILDING IS VITAL FOR CAREER READINESS

92% of LinkedIn hiring managers say **soft skills are more important than technical skills.**⁶

WHAT'S HAPPENING IN WISCONSIN?*

Wisconsin has [social and emotional learning standards and competencies](#) designed to guide curriculum decisions and ensure [developmentally appropriate](#) instruction in building social and emotional skills.

Some examples of the various curriculums that Wisconsin schools use:

- Second Step
- Conscious Discipline

- Sources of Strength
- Zones of Regulation
- Too Good for Violence

Many early childhood programs in Wisconsin use an evidence-based framework called [The Pyramid Model](#) which enhances the capacity of teachers, programs, and communities to responsively and intentionally address the needs



of infants, young children and adults who care for them.

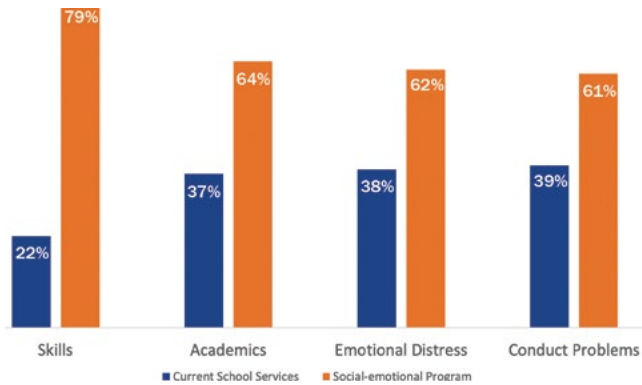
A recent [research study](#) conducted in Wisconsin classrooms on the effectiveness of

the Pyramid Model framework found significant evidence in decreasing challenging behaviors and increasing social skills in young children.

**OCMH would like to acknowledge the Wisconsin Alliance for Infant Mental Health and the Department of Public Instruction for their contributions to this section.*

ALL CHILDREN WILL BENEFIT BY ADDING A SOCIAL-EMOTIONAL LEARNING PROGRAM IN SCHOOL⁷

PERCENTAGE OF STUDENTS WHO IMPROVED
Positive effects lasted for up to 18 years.⁸



93% of teachers want a greater focus on social-emotional learning in schools. They believe these skills are teachable and would like schools to prioritize the integration of social-emotional learning practices and strategies.⁹

81% of parents think social-emotional learning is just as important as academic learning.¹⁰

On a variety of indicators, **MOST** current and recent high school students believe schools would create a more positive school environment if they added social-emotional learning programs.¹¹

WHAT WE CAN DO

EVERYONE

- ➔ Be an emotional role model and practice the five core social and emotional competencies every day.

PARENTS

- ➔ Ask your childcare provider or school how they are teaching social and emotional life skills.

EARLY CARE AND EDUCATION PROGRAM LEADERS

- ➔ Learn more about the [Pyramid Model](#) framework and its role in supporting teachers to ensure equitable outcomes for young children.

PRE-K TO GRADE 12 SCHOOLS

- ➔ Visit <https://dpi.wi.gov/sspw/mental-health/social-emotional-learning> to schedule a consultation or receive technical assistance about how to implement social-emotional learning in your classroom.

POLICYMAKERS

- ➔ Consider the long-term return on investment that social and emotional programming provides, and support funding whenever possible.

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