

Social Emotional Learning in Nevada: Vital for Learning, Vital for Growth, Vital for Life



SEL is a lifelong **PROCESS** through which **children and adults** acquire and effectively apply the knowledge, attitudes, and skills necessary to:

- Understand and manage emotions,
- Set and achieve positive goals,
- Feel and show empathy for others,
- Establish/maintain positive relationships, and
- Make responsible decisions across diverse cultural contexts ([CASEL, 2020](#))

Social Emotional & Academic Development (SEAD) reinforces equitable and human-centered educational environments by supporting safer and more respectful communities.

- Belonging and Safety
- Efficacy
- Value for Effort and Growth
- Engagement in Culturally Responsive Work ([Aspen Institute, 2019](#))

“SELF” BEGINS WITH “SEL”

In 2017, the NDE adopted the Collaborative of Academic, Social, and Emotional Learning’s (CASEL) framework and CASEL 5 Core SEL Competencies as guidance for SEL implementation and integration of SEL in schools.

- **Self-Awareness**
- **Self-Management**
- **Relationship Skills**
- **Social Awareness**
- **Responsible Decision-Making**

“As an educator, Social Emotional Learning is at the forefront of my decisions. It is through SEL that I am able to support students’ overall success and well-being. In my classroom, students’ physical and psychological safety needs are prioritized in order to create a brave and safe space. Students are able to take risks and make mistakes in order to grow. They are also encouraged to feel their emotions and are given time to work through them... As a result, students typically show more academic growth due to their ability to persevere and solve problems effectively.”

-Diana Isom, Educator
Mineral County

“These skills are malleable, teachable skills that our adults and students need for life effectiveness. When you implement social emotional learning well, you see an increase in social emotional competence, which is good, but you see an increase in student attendance, a decrease in disciplinary issues, and you also see an increase in academic outcomes.”

-Trish Shaffer, MTSS Coordinator
Washoe

NEVADA’S SOCIAL EMOTIONAL LEARNING GOALS

During the 2015 legislative session, Senate Bill 504, with the support of the Governor and legislators, established the Office for a Safe and Respectful Learning Environment. From its inception the goals of this office have been to:

- Goal 1: Develop comprehensive birth-12th grade stand-alone SEL Standards to unite other initiatives:
 - College and Career Readiness
 - Anti-bullying efforts
 - Restorative Practices
 - Positive Behavior Interventions and Supports (PBIS)
- Goal 2: Develop implementation guidelines for districts that include:
 - Evidence-based practices to implement SEL
 - Professional development strands connecting SEL to the 4 initiatives above, and
 - Assessments and accountability measures to evaluate SEL implementation.
- Goal 3: Develop common language for understanding SEL statewide.

NDE Promotes 4 Evidence-based Approaches to SEL Implementation:

- Free-standing lessons—SEL Explicit Instruction
- General teaching practices
- Skill instruction or practices that infuse SEL within academic content
- Facilitation of SEL as a schoolwide initiative

SEL Advances Urgent Priorities in Education

- Academic Recovery
- Mental Health- Children & Adults
- School Safety
- Future Readiness

Students participating in SEL report:

- Stronger feelings of inclusion, belonging and connection to school
- Greater classroom support
- Better relationships with teachers
- Increased sense of safety
- Better attitudes about school and others

Research affirms that implementing SEL creates environments in which all students learn the skills needed to prepare for career, college, and life. When educators integrate SEL skills into their policies and practices they can:

- Lead to Improved Academic Outcomes, Behaviors, and Graduation Rates
- Demonstrate a 11:1 Return on Investment
- Improve Lifetime Outcomes and Overall Wellness
- Reduce Teacher and Student Stress
- Create Safe Schools and Climates
- Combat Chronic Absenteeism
- Promote Mental Health Supports



Additional Resources:

- [Tier 1 Supports \(nv.gov\)](http://nv.gov)
- [School Climate/Tier One Team Professional Learning Menu \(nv.gov\)](http://nv.gov)
- [Advancing Social and Emotional Learning - CASEL](http://CASEL.org)