

SOCIAL & EMOTIONAL Learning

Building Noncognitive Skills

Developing Social and Emotional Learning (SEL) skills in children has been demonstrated to predict adult outcomes—such as higher educational attainment, stronger employment outcomes, better mental health, and reduced criminal activity and substance use.¹ In fact, a 2011 study found that students who receive SEL instruction had more positive attitudes about school and improved their scores on standardized achievement tests by 11 percentile points.²

Despite the evidence of holistic impact, nonacademic skill growth often receives little attention in classrooms. The RTI Center for Education Services partners with educators to understand and implement research-based approaches to improve social and emotional development. We believe that educators are the first line of defense in supporting students' social and emotional well-being in the school setting.

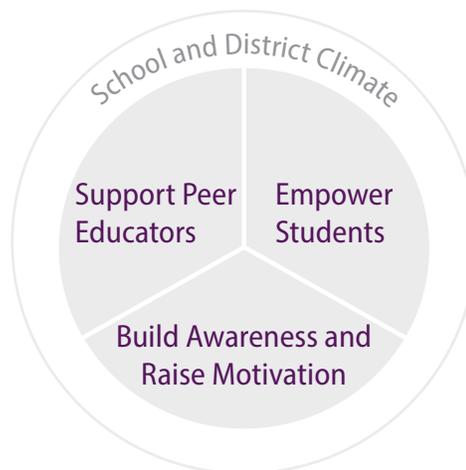
Team with Us to

- Strengthen equity**
- Foster awareness of bias**
- Extend positive relationships**
- Inform about trauma.**

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¹Jones, 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*(11), 2283–2290.

²Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1): 405–432.

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