



Innovative Solutions to Boost Resilience & Improve SEL Skills

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TO IMPROVE THE HEALTH OF YOUNG PEOPLE

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Pam & Pierre Omidyar

MAKING SENSE

Column: What's making students 'less resilient'?



DENISE CUMMINS

 FOLLOW



4758



EMAIL

BY DENISE CUMMINS August 29, 2016 at 4:55 PM EDT



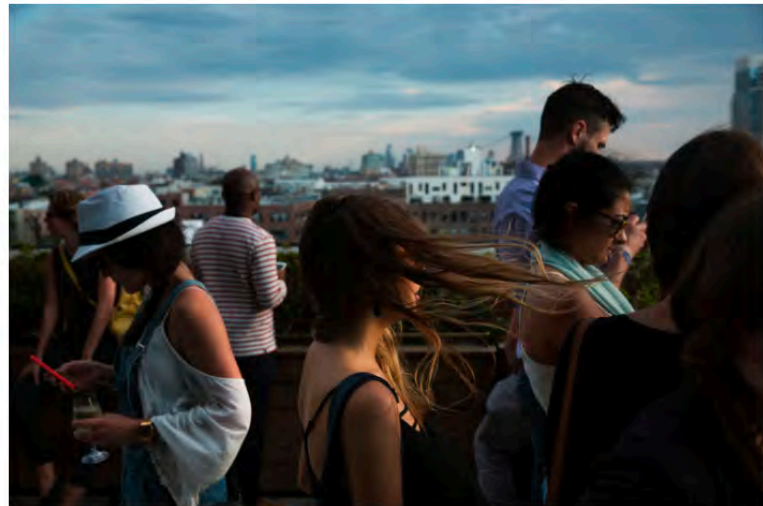
Coupled with an increase in diagnosable psychiatric disorders is a reported decline in average student resilience, writes research psychologist Denise Cummins. Illustration by enisaksoy/Getty Images

The Opinion Pages | OP-ED COLUMNIST

Making Modern Toughness



David Brooks AUG. 30, 2016



Damon Winter/The New York Times



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We all have a **superpower**



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RESILIENCE

The innate capacity to persevere through adversity, challenge, insult or injury.



An orange abstract shape, resembling a quarter-circle or a sector of a circle, positioned on the left side of the page. The shape is solid orange and has a curved left edge and a straight right edge.

PURPOSE

PURPOSE

A far-reaching steady goal; something personally meaningful and self-transcending.

Frederickson et al. (2013). A functional genomic perspective on human well-being. *Proceedings of the National Academy of Sciences*, 110 (33), 13684-13689

Damon, W. (2008). *The Path To Purpose: How Young People Find Their Calling in Life*. New York, NY: Free Press.

Boring but Important: A Self-Transcendent Purpose for Learning Fosters Academic Self-Regulation

David S. Yeager and Marjorie D. Henderson
University of Texas at Austin

David Paunesku and Gregory M. Walton
Stanford University

Sidney D'Mello
University of Notre Dame

Brian J. Spitzer
New York University

Angela Lee Duckworth
University of Pennsylvania

Many important learning tasks feel uninteresting and tedious to learners. This research proposed that promoting a prosocial, self-transcendent purpose could improve academic self-regulation on such tasks. This proposal was supported in 4 studies with over 2,000 adolescents and young adults. Study 1 documented a correlation between a self-transcendent purpose for learning and self-reported trait measures of academic self-regulation. Those with more of a purpose for learning also persisted longer on a boring task rather than giving up to a tempting alternative and, many months later, were less likely to drop out of college. Study 2 addressed causality. It showed that a brief, one-time psychological intervention promoting a self-transcendent purpose for learning could improve high school science and math grade point average (GPA) over several months. Studies 3 and 4 were short-term experiments that explored deeper learning behavior on tedious test review materials: purpose manipulation could increase deeper learning behavior on tedious test review materials (Study 3), and sustain self-regulation over the course of an increasingly boring task (Study 4). More self-oriented motives for learning—such as the desire to have an interesting or enjoyable career—did not, on their own, consistently produce these benefits (Studies 1 and 4).

Keywords: self-regulation, motivation, purpose, meaning, psychological intervention

Supplemental materials: <http://dx.doi.org/10.1037/a0037677.supp>

It's only when you reach your wagon to something larger than yourself that you realize your true potential and discover the role that you'll play in writing the next great chapter in the American story.

—President Barack Obama, Wellesley University Commencement Speech, 2009

Many of the tasks that contribute most to the development of valuable skills are also, unfortunately, commonly experienced as

tedious and unpleasant (Duckworth, Kirby, Tsukayama, Herron, & Ericsson, 2011; also see Ericsson, 2006, 2007, 2009; Ericsson & Ward, 2007; Ericsson, Krampe, & Lehmann, 1993). For example, skills in science, technology, engineering, and mathematics (STEM) are in high demand, and, according to some estimates, jobs in the STEM sector will grow by more than 20% in the next few decades (U.S. Congress Joint Economic Committee, 2012). Yet as a

David S. Yeager and Marjorie D. Henderson, Department of Psychology, University of Texas at Austin; David Paunesku and Gregory M. Walton, Department of Psychology, Stanford University; Sidney D'Mello, Department of Psychology and Department of Computer Science, University of Notre Dame; Brian J. Spitzer, Department of Applied Psychology, New York University; Angela Lee Duckworth, Department of Psychology, University of Pennsylvania.

This research was supported by funding from the Bill and Melinda Gates Foundation, the Radley Foundation, the National Science Foundation (BC-083447, DRL-123568), to Sidney D'Mello, the National Institute of Health (5-K01-AG03182-02), to Angela Lee Duckworth, the New Paths to Purpose project at the Booth Center for Decision Research, and a

University of Texas Summer Research Award grant. Any opinions, findings, and conclusions, or recommendations expressed in this article are those of the authors and do not necessarily reflect the views of the funding agencies. The ideas in this research benefited from discussions with Matthew Anderson and Matthew Bandak. The authors are grateful to Matthew Anderson and Matthew Bandak, who participated in this study. We are also grateful to Bill Swann, Christopher Holloman, Judy Hanckiewicz, Robin Vallacher, Geoffrey Cohen, and Carol Duckworth for their helpful feedback. Any remaining errors are the authors'.

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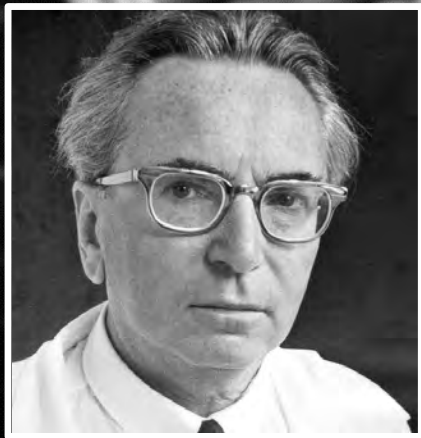
Journal of Personality and Social Psychology, 2014, Vol. 106, No. 5, 559–580
© 2014 American Psychological Association 0893-3200/14/\$12.00 DOI: 10.1037/a0037677

Boring but Important: A self-transcendent purpose for learning fosters academic self-regulation

Yeager, D.S., Henderson, H., Paunesku, D., Walton, G.M., D'Mello, S. Spitzer, B.J., & Duckworth, A.L. (2014). Boring but Important: A self-transcendent purpose for learning fosters academic self-regulation. *Journal of Personality and Social Psychology*, 107(4), 559-580.

Students are more motivated when they possess a “purpose for learning” – when they understand how learning today will help them accomplish meaningful goals in the future.





“Those who have a ‘why’ to live can bear with almost any ‘how.’”

– Viktor Frankl, *Man's Search for Meaning*



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A large, solid orange teardrop-shaped graphic centered on a light gray background. The shape is wider at the bottom and tapers to a point at the top. The word "CONNECTION" is written in white, uppercase letters across the middle of the shape.

CONNECTION

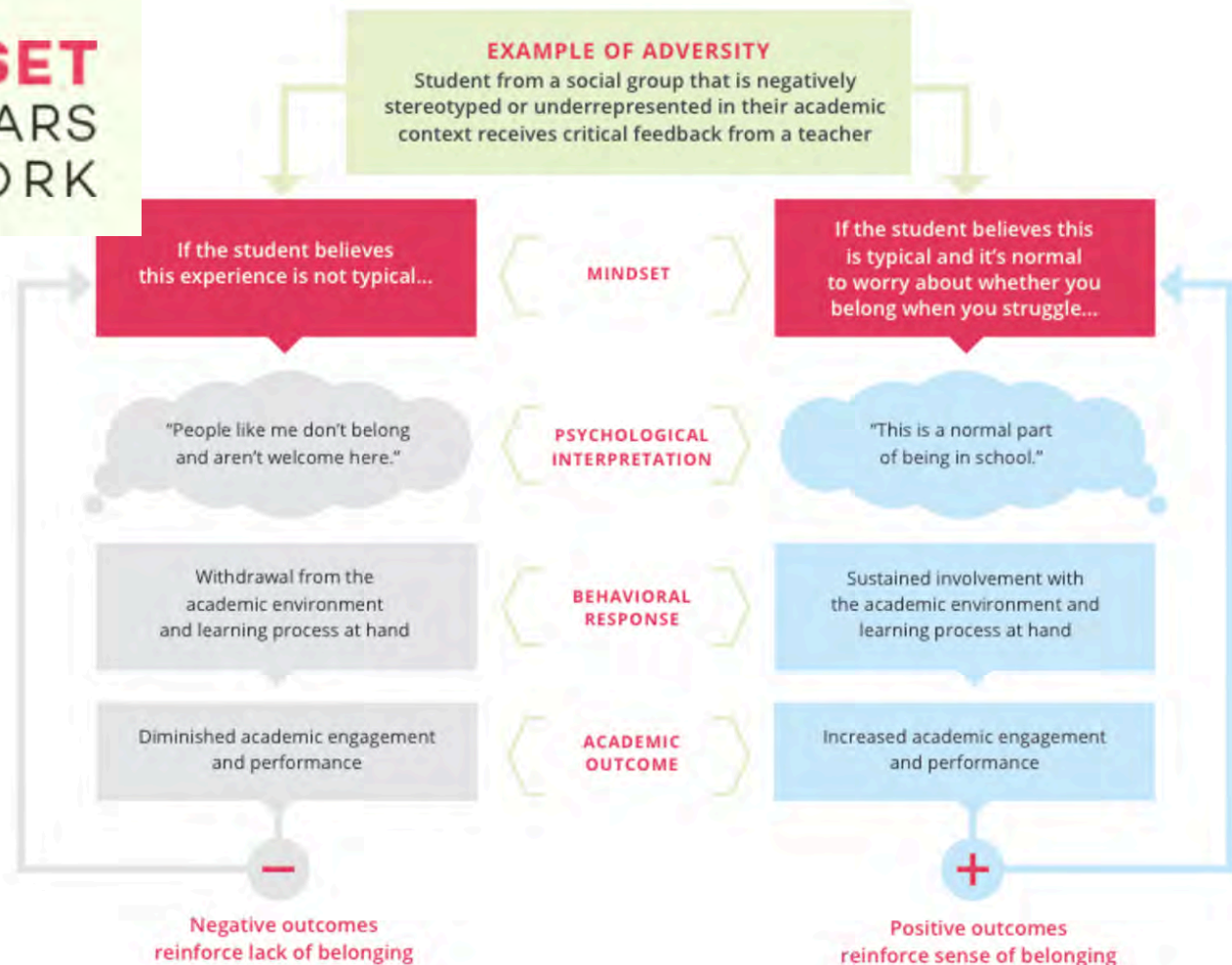


CONNECTION

Authentic relationship with others, a sense of belonging; the opposite of loneliness.

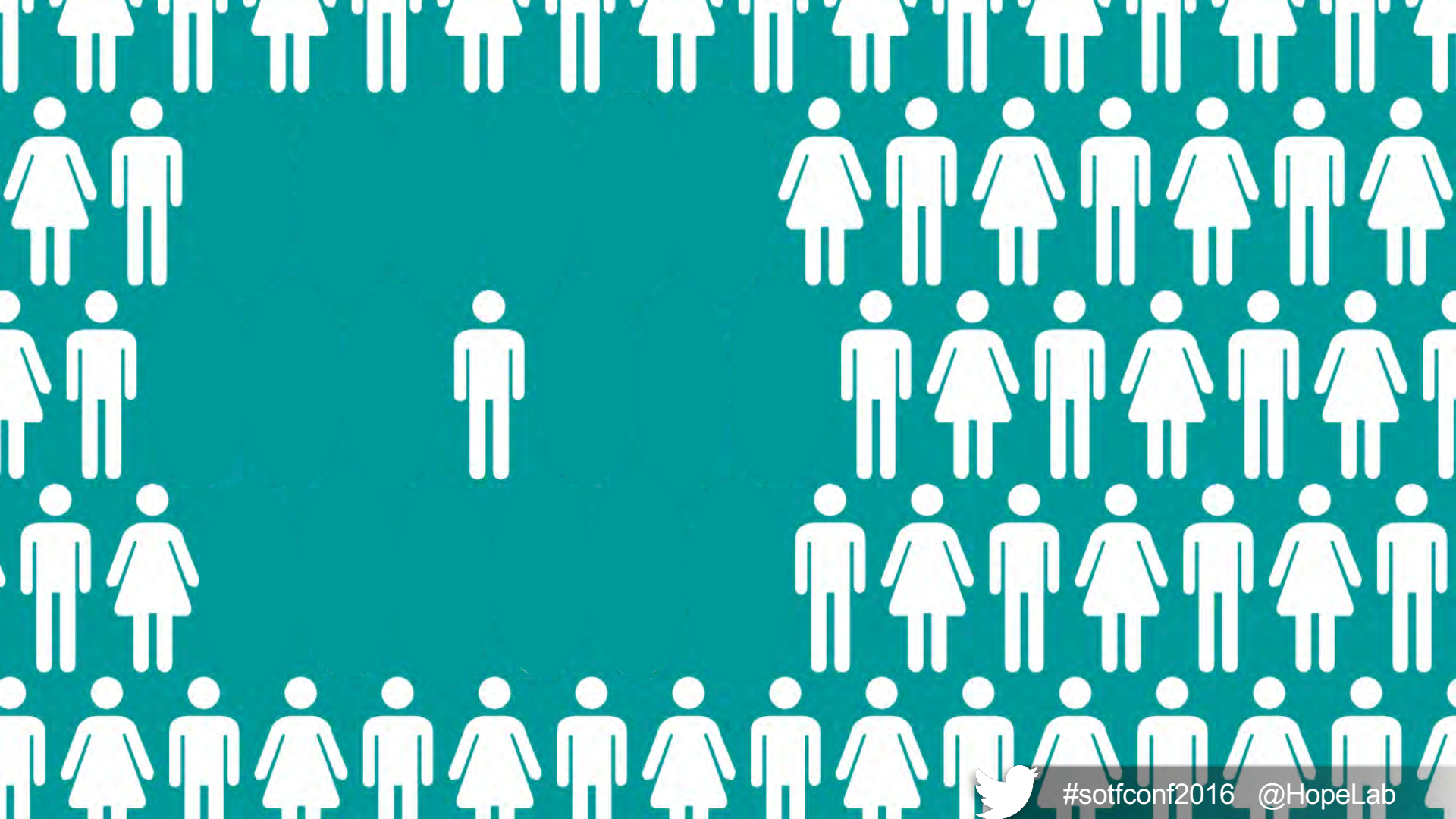


MINDSET SCHOLARS NETWORK





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“You have – within you – the fuel to thrive and to flourish, and to leave this world in better shape than you found it. You tap into it whenever you feel connected to others and loved.”

– Barbara Fredrickson, social psychologist



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CONTROL



CONTROL

Our belief in our power to affect our destinies,
the engine of motivation.

Cole et al. (2012). Interactivity and Reward-Related Neural Activation during a Serious Videogame. *PLOS ONE*, 7 e33909

Kato et al. (2008). A Video Game Improves Behavioral Outcomes in Adolescents and Young Adults With Cancer: A Randomized Trial. *Pediatrics*, 122, e305-e317.

Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston (Eds.), *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35–37). Windsor, England: NFER-NELSON.

Unlocking Grit

As Paul Tough (2012) notes, many educators have begun to believe that improvements in instruction, curriculum, and school environments are simply not enough to raise the achievement of all learners, especially disadvantaged ones. Also necessary is a quality called *grit*, loosely defined as persistence over time to overcome challenges and accomplish big goals (Duckworth, 2013; Shechtman, DeBarger, Dornsife, Rosier, & Yarnall, 2013). Grit comprises a suite of traits and behaviors, including

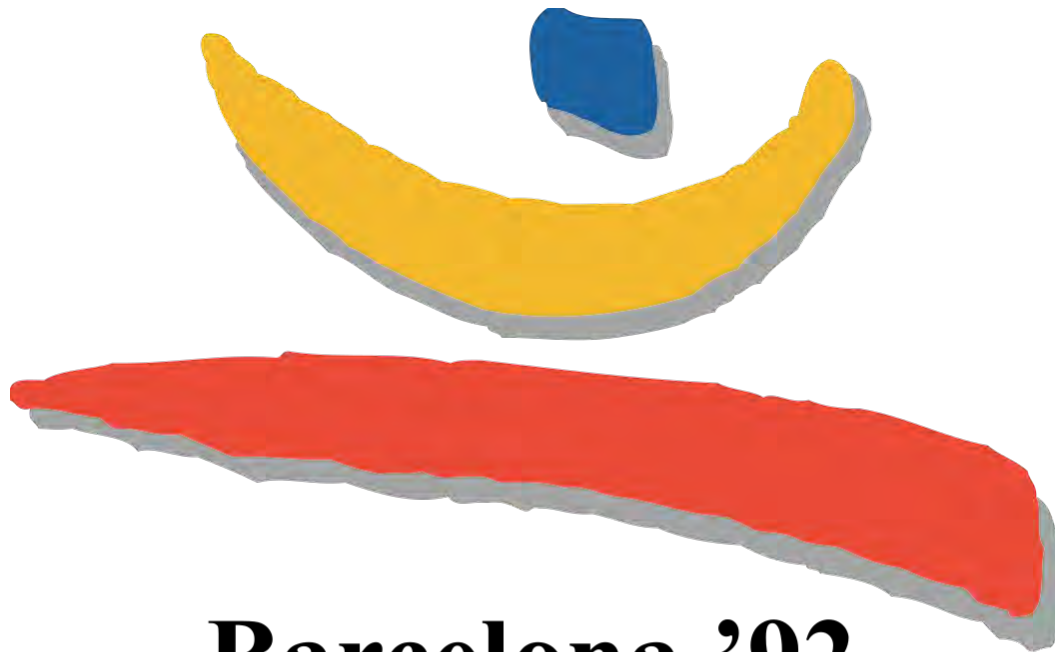
- Goal-directedness (knowing where to go and how to get there).
- Motivation (having a strong will to achieve identified goals).
- Self-control (avoiding distractions and focusing on the task at hand).
- Positive mind-set (embracing challenge and viewing failure as a learning opportunity).

Researchers have long known that each of these qualities influences student success. But they are still teasing out how the combination of these qualities creates a whole that is greater than the sum of its parts.

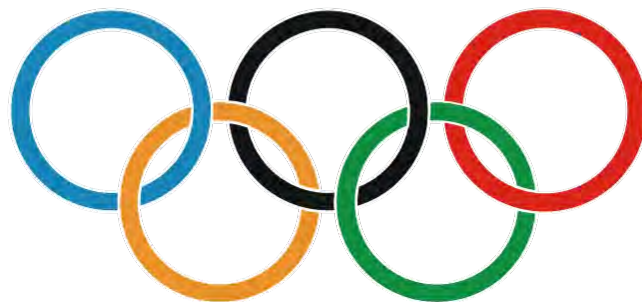




Feeling **empowered** can help us heal.



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PURPOSE

CONTROL

RESILIENCE

CONNECTION

HOW MIGHT WE...

help enhance purpose, connection, and control in our everyday lives?

And in the lives of our students?

TOOLS FOR **PURPOSE**

Personal Mission Statement

“Writing or reviewing a mission statement changes you because it forces you to think through your priorities deeply, carefully, and to align your behavior with your beliefs.”

– Stephen Covey

Personal Mission Statement

- What do I want to do?
- Who do I want to help?
- What is the result?
- What value will I create?

What makes you smile?

What are your deepest values?

What makes you feel great about yourself?

What do you strongly believe in? Connect with?

If you had to teach something, what would you teach?

What do people typically ask you for help with?

Personal Mission Statement

What is your personal mission statement...?





Purpose

Having a purpose means being driven by something larger than yourself.

Having a purpose is different from being tracked into a specific vocation or outcome— it's being oriented toward a vision of the future. Perhaps it's a big goal you have for your future, a motivation to help the world around you, or both. The goal or purpose itself can be general, and it can be relatively temporary. When kids are motivated by a larger purpose, studies show that they have more academic motivation, life satisfaction, identity formation, and vocational success.

Values Affirmation Research

- Multiple studies by professor Geoffrey Cohen of Stanford University and others have found that affirming one's values raises the test scores of minority students, and of female students in science and math classes.
- A reminder of one's core values seems to protect these students from “stereotype threat”—that is, concerns about their ability to succeed because of their gender or race.

An example Core Values Exercise (from a Harvard seminar for freshman students called “Reflecting on Your Life”):

1. Students are presented with a sheet of paper with about 25 words on it. The words include “dignity,” “love,” “fame,” “family,” “excellence,” “wealth” and “wisdom.”
2. They are told to circle the five words that best describe their core values.
3. Now, we ask, how might you deal with a situation where your core values come into conflict with one another?
4. Students find this question particularly difficult. One student brought up his own personal dilemma: He wants to be a surgeon, and he also wants to have a large family. So his core values included the words “useful” and “family.” He said he worries a lot whether he could be a successful surgeon while also being a devoted father. Students couldn’t stop talking about this example, as many saw themselves facing a similar challenge.

How to Play to Your Strengths

by [Laura Morgan Roberts](#), [Gretchen Spreitzer](#), [Jane E. Dutton](#), [Robert E. Quinn](#), [Emily Heaphy](#), and [Brianna Barker](#)

FROM THE JANUARY 2005 ISSUE

 SUMMARY

 SAVE

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Most feedback accentuates the negative. During formal employee evaluations, discussions invariably focus on “opportunities for improvement,” even if the overall evaluation is laudatory. Informally, the sting of criticism lasts longer than the balm of praise. Multiple studies have shown that people pay keen attention to negative information. For example, when asked to recall important emotional events, people remember four negative memories for every positive one. No wonder most executives give and receive performance reviews with all the enthusiasm of a child on the way to the dentist.

Gretchen Spreitzer’s Reflected Best Self Exercise

MOTIVATING PEOPLE

Managing Yourself: Turn the Job You Have into the Job You Want

by Amy Wrzesniewski, Justin M. Berg, and Jane E. Dutton

FROM THE JUNE 2010 ISSUE

Tasks.

You can change the boundaries of your job by taking on more or fewer tasks, expanding or diminishing their scope, or changing how they are performed. A sales manager, for instance, might take on additional event planning because he likes the challenge of organizing people and logistics.

Relationships.

You can change the nature or extent of your interactions with other people. A managing director, for example, might create mentoring relationships with young associates as a way to connect with and teach those who represent the future of the firm.

Perceptions.

You can change how you think about the purpose of certain aspects of your job; or you can reframe the job as a whole. The director of a nonprofit institution, for instance, might choose to think of his job as two separate parts, one not particularly enjoyable (the pursuit of contributions and grants) and one very meaningful (creating opportunities for emerging artists). Or the leader of an R&D unit might come to see her work as a way of advancing the science in her field rather than simply managing projects.

TRACK WHAT MATTERS MOST

From the Dalai Lama Center for Ethics and Transformative Values at MIT, the Mitra app helps you find a better alignment between your core values and your daily life. A moment of daily reflection helps you identify the emotional states that influence your actions and how they can facilitate or affect your ability to lead based on Integrity, Community, Courage, or whatever values you care the most about.

TRACK

Identify your core values. Analyze, measure, and use them as guides for action.

BUILD AWARENESS

Observe your values and emotions on a daily basis. Evaluate and reflect on your actions.

GAIN INSIGHT

Through a detailed history, gain insight to better align your values, emotions, and behavior.



Android arriving late October 2015



Mitra: A mobile app that helps align our core values with our daily lives

TOOLS FOR CONNECTION



Work Opportunities with The Center at MIT

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THE DALAI LAMA CENTER FOR ETHICS AND TRANSFORMATIVE VALUES

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TRANSFORMATIVE TEACHERS

A Program for Transformative Teachers: Cultivating Resilient and Ethical Young Leaders

Become a Transformative Teacher!

The Dalai Lama Center for Ethics and Transformative Values at the Massachusetts Institute of Technology is offering intensive one-day "Transformative Teachers" workshops for high school and middle school teachers; providing teachers with the tools and methods for fostering resilient and ethical young leaders. This program supports two ongoing initiatives to develop ethics and leadership among youth: Young Peace Leaders, targeting elementary and middle school aged children, and Compassionate Young Leaders for young adults in high school and university.

Program Goals

Through interactive workshops that engage teachers in discussion, introspection and experimentation, the Transformative Teachers program trains teachers to integrate the development of cognitive skills, social-emotional understanding, and ethical purpose; enabling teachers to make a profound and lasting impact on their students. The workshops intend to achieve the following goals.

- Explore the influence of core values and vision on teaching practice and on leadership development for students;
- Introduce and demonstrate activities for cultivating empathy, self-awareness, emotional understanding and clarity of values inside and outside the classroom;
- Establish a growing community of teachers committed to the development of resilient and ethical young leaders;
- Develop a plan for sustained activities at the participants' respective schools.

Workshop Details

Venue: Massachusetts Institute of Technology campus in Cambridge, MA

Dates: 7/10, 7/12, 8/7, 8/9 of 2014 (Limited enrollment; participants choose only one session; check back for exact location and map; sessions will run from 9AM-4:30PM)

Transformative Teachers

Creating More Compassionate Classrooms

By Joshua Block at *Edutopia*

1. Remembering to Check In
2. Informal Conferencing
3. Increasing Personal Connections With Content
4. Asking Better Questions
5. Expressing Belief in Student Abilities
6. Being Flexible and Accepting Failure When It Happens



Make your school a Caring School.

Caring Schools partner with MCC to build learning environments where students feel safe, supported, and connected. Apply today!



COME WORK WITH US!

Keep an eye on our [Employment and Student Opportunities](#) page for student opportunities for the 2016 - 17 academic year.

MAKE YOUR SCHOOL A CARING SCHOOL.

Caring Schools partner with MCC to build learning environments where students feel safe, supported, and connected. In caring and inclusive school communities, students can grow academically, build healthy relationships, develop key social and emotional skills, be engaged with their communities, and feel responsible to others.

IN THE NEWS

[Rethinking College Admissions](#)

MCC's college admissions report sagely reflects on what's wrong with admissions and rightly calls for a revolution, says [New York Times columnist Frank Bruni](#).

[College Apps Should Emphasize Passion not Accomplishments](#)

Making Caring Common

how-to guide to circle of concern

MAKING
CARING
COMMON
PROJECT



GRADES
6-12

IMPLEMENTED BY
Teachers or community leaders

TIME & RESOURCE INTENSITY



CAPACITIES PROMOTED

Empathy; Perspective-taking; Relationship-building; Shifting school norms

Overview

Helping students develop greater empathy is essential for building a positive school climate, but equally important is considering *who* students have empathy for. Children and adults alike are predisposed to empathize for those who are in their own social group.¹ For example, “jocks” may have empathy for other jocks, but not for “nerds.” Boys may have empathy for other boys, but not for girls. Sometimes children lack empathy for their peers who are socially challenged or have disabilities. Empathy for many different kinds of people is important in its own right *and* is the basis for children’s developing conceptions of and commitments to fairness and justice. The *Circle of Concern* exercise is designed to help children – and adults – become more aware of those for whom they don’t have empathy. It is also designed to widen their circle of concern.

The exercise is simple. Students are first presented with a set of 2 concentric circles and then are asked to reflect on who is in their widest circle. Students write down the names of people in each of these circles, and then categorize the individuals within those circles (e.g., friends, family, etc.). Next, students consider whom they didn’t write down (e.g., custodial staff, bus driver, school secretary, etc.). Typically this activity focuses on people who are affiliated with schools, but can certainly be expanded to encapsulate those in students’ greater family and community.

Key Elements

Make visible stereotypes that can inhibit empathy.

Reflect on assumptions individually *and* as a class.

Continually revisit the circle of concern.

A *Circle of Concern* activity helps students – and teachers – see biases and stereotypes that often go unspoken.

A *Circle of Concern* activity begins with each student individually writing out and reflecting on their relationships with other individuals and groups, yet the exercise expands to include whole-group discussions.

A *Circle of Concern* activity is most effective when it is revisited on a regular basis – ideally once a month during an advisory period – so that conversations about relationships, stereotypes, and community become normal practice of the class.



StoryCorpsU



StoryCorps comes alive in classrooms across the country through StoryCorpsU.

StoryCorpsU (SCU) is a year-long, cross-disciplinary (language arts, media, history), youth development program designed for 9th and 10th graders to help students develop:

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Free StoryCorpsU Lessons



Get three free lessons, and learn how you, through the power of stories, can further your students' development by incorporating StoryCorps interviews and animations into your classroom lessons. Join us today and make a positive change in your school.

A Toolkit for Promoting Empathy in Schools



The Ashoka Story:

Ashoka is known for its relentless insistence on finding people with a fundamer of what is possible in the world

Since 1981, we've been finding and supporting leading social entrepreneurs around the world: men and women with powerful new solutions to today's most difficult challenges, who possess the skills and the drive to create entirely new patterns in their fields—from education to health to the environment.

To date, we've supported more than 3,000 of them in 70 countries. But a few years ago, we realized that wasn't enough: we needed more than a few lone heroes working in isolation. We needed all of us, working together to solve problems in our homes, our workplaces, our neighborhoods and our communities. We had seen again and again what happens when you unleash agency in people of every age—whether 12 or 70—by creating opportunities for them to problem-solve. So we set our sights on a new mission: shaping what we call an Everyone a Changemaker world.

Since the young pe ventures, to grow u opened th good ide through c changem with colle the next s down the thinkers a Along the notice a c people's i and that i were as p and leadt So we've elevate er skill in ou communi

For more information please visit us online: www.ashoka.org.

2

Why Empathy?

Empathy gives you the power to:

Equip Students

Empathy means more than treating others better. In a time characterized by connectivity who learn to forge and navigate relationships thrive in tomorrow's workroom and boardroom feelings and perspectives of others is the four nication, teamwork, and strong leadership—nc take, or what jobs they undertake, in the futur

Transform Schools

Practicing empathy leads to improved class and more time for learning. Students arrive learn, and teachers are better equipped to de emotional needs of their students. Schools th empathetic teaching and practices enjoy imp and retention, because teachers are treated w and understanding they deserve.

Change the World

Our world is full of complex challenges, where person can have ripple effects through comm. **Empathy gives us the will and the tools to be** Today's complex challenges cannot be solved I organization. Empathy motivates us to build sc and helps us do so with imagination and respe understanding for the people and the world an

For more information on the power of empathy, including facts, application case studies, please visit us online: www.startempathy.org

3

The Empathy Roadmap

Prepare. Engage. Reflect & Act.



Presented by: Ashoka | www.ashoka.org | www.startempathy.org

5



Belonging for Educators

When students feel like they belong in school, they are more motivated, engaged, and ultimately show higher performance. In this course, you will learn about belonging, why it's important, and belonging strategies for your classroom.

Number of lessons

7

Designed for

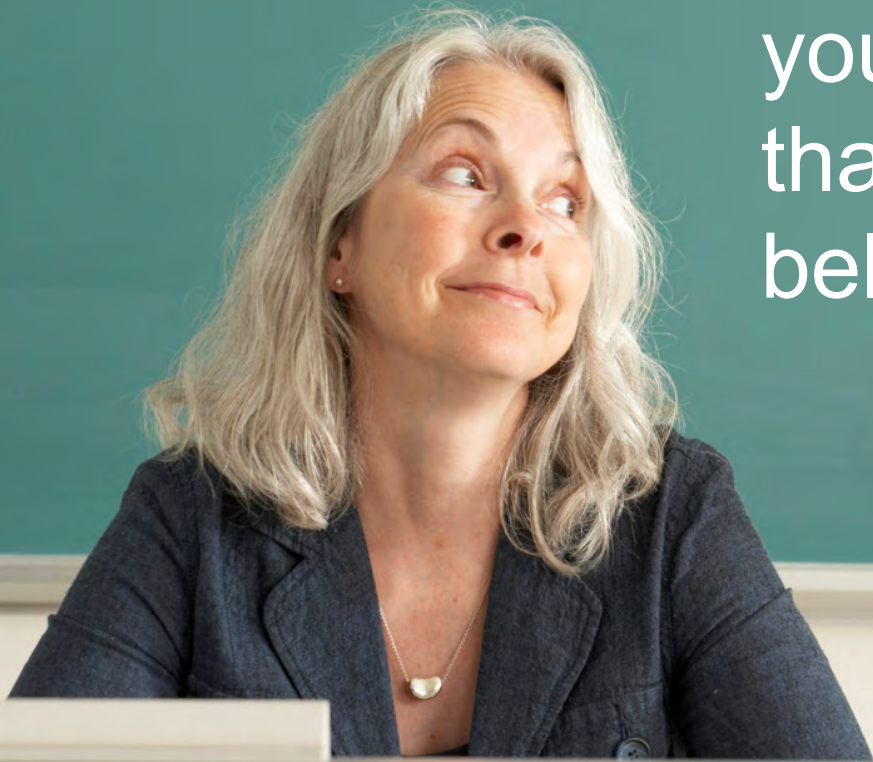
Teachers

Time to complete

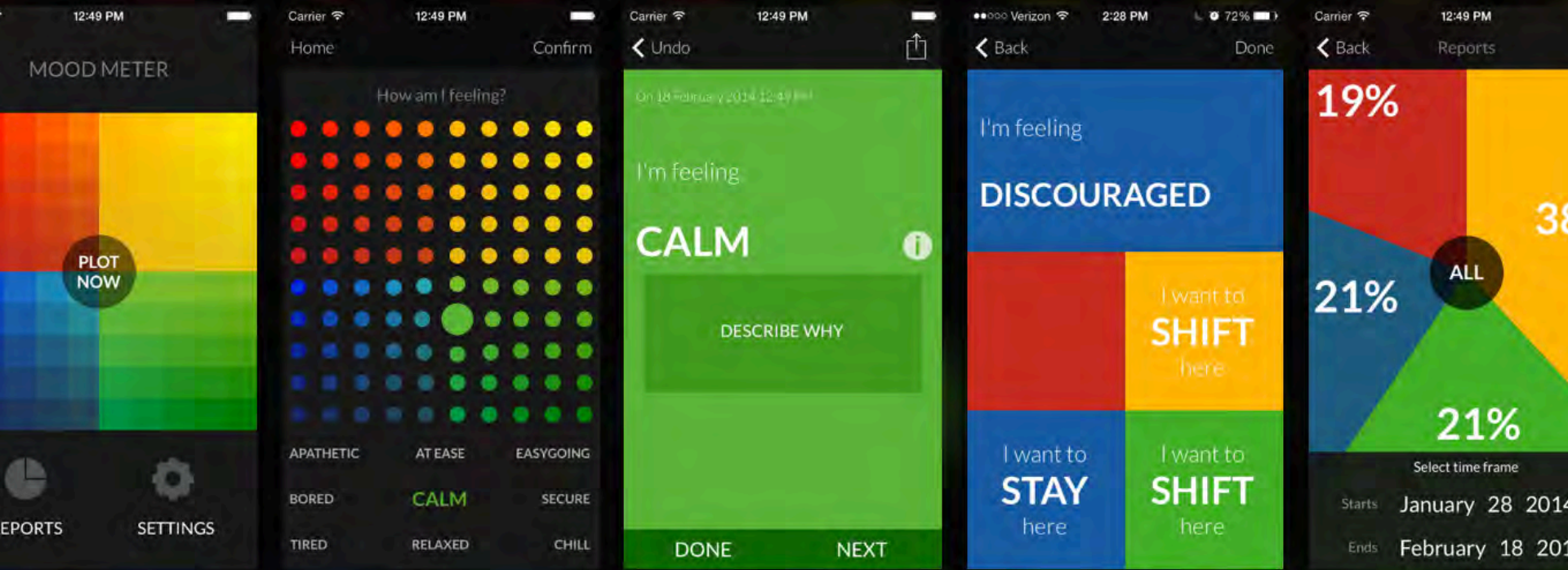
25 min

Mindset Kit Online / Belonging for Educators

What's one practice in your classroom/school that creates a sense of belonging?



TOOLS FOR CONTROL



Mood Meter: An app that allows users to record their emotions to build emotional awareness and helps “shift” users into positive emotional states.



Parenting Cue Cards

Do you ever struggle with what to do in tough parenting situations?

We worked with the Yale Center for Emotional Intelligence to bring you the answers you need.



Emotional Smarts

Children who develop emotional intelligence skills are kinder, happier, healthier, and more successful.

- [Play our feelings words game](#)
- [7 ways to boost empathy](#)

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Select a challenge ▾

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Positive discipline

Dishonesty

Time & organization

Attitude & defiance

Motivation

Screen time

Homework

Siblings

Peer pressure

Great Kids Parenting Cue Cards: Answers to tough parenting situations

[Growth Mindset](#)

About Growth Mindset

Learn what a growth mindset is and why it's important.

[View first lesson ▶](#)

Number of Lessons

3

Designed For

Teachers

Time to Complete

12 min



What is a growth mindset?

Learn what a fixed and growth mindset are, how we measure mindsets, and the consequences of the two mindsets.

[↩ Give feedback](#)



STOP, BREATHE & THINK APP

A friendly, simple tool to guide people of all ages and backgrounds through meditations for mindfulness and compassion.



iOS



ANDROID



WEB



GET MEDITATING IN 5 MINUTES. EASY.

With this app, you can develop and apply kindness and compassion in your daily life through a process called STOP, BREATHE & THINK:



STOP

Stop what you are doing. Check in with what you are thinking, and how you are feeling.

Stop, Breathe, & Think App

Big Ideas

Inspire young learners with the biggest ideas in education



Empathy Series NEW

by The Mojo Show



Empathy #1 - Mojo, the director

10 min

Coming soon
Sunday Oct. 9

Empathy #2

Coming soon
Sunday Oct. 16

Empathy #3

Get your mind ready.

Mind Yeti helps kids be calm, focused, and more connected to others and the world.

[Sign up for free](#)



Can you imagine...?



OTHER RESOURCES

Feeling deflated?

Pump up the positivity.

REMEMBER THREE GOOD THINGS

Share:

HOW TO BUILD...

≡ All Practices

Featured Practices

Awe

Compassion

Connection

Empathy

Forgiveness

Gratitude

Happiness

Kindness

Mindfulness

Optimism

Resilience to Stress

Self-Compassion

Showing 1-12 of 42 results

Sort by most recently added



Awe Walk

Find wonder and inspiration through a simple stroll.



Three Good Things

A way to tune into the positive events in your life.



Feeling Connected

A writing exercise to foster connection and kindness.



Self-Compassionate Letter

Stop beating yourself up for flaws and mistakes.

Greater Good In Action



inspirED

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inspirED—born out of a partnership between Facebook and the Yale Center for Emotional Intelligence—is an online community designed by educators, teens, and experts in social and emotional learning (SEL) to help high school students and educators work together to create the best possible learning communities.

Social and Emotional Learning (SEL) and School Climate

Unfortunately, high school students across the U.S. are burdened by negative emotions. Recent research shows that students experience unpleasant feelings nearly three-quarters of the time they are in school. If we want young people to succeed, schools must be places that bring out the best in them. This is the goal of inspirED.

inspirED contains resources based on the latest research about SEL and school climate. We know that students with more developed social and emotional skills make better decisions, experience more positive relationships, and perform better in school. With that in mind, the inspirED resources and lessons for

Social & Emotional Learning: InspirED



Recent Work of CASEL & Colleagues

CASEL'S REDESIGNED WEBSITE COMING SOON! By the end of September we will be launching a totally redesigned website — easier to navigate, with more tools, resources, and updated research. Check back soon. Or [subscribe here](#) to be notified about this and other developments in the field.

CASEL in Edutopia: Why social and emotional learning is essential for students. [Read more.](#)

New from Committee for Children: *How Social-Emotional Learning Helps Children Succeed—In School, the Workplace, and Life.* [Download the book.](#)



CASEL's mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school.

The Collaborating Districts Initiative: Taking SEL to Scale in Eight Large School Districts

This multiyear CASEL project is the most ambitious effort in the country focused on implementing social and emotional learning on a districtwide, systemic basis. [Read more.](#)

Donate

Please consider a fully tax-deductible donation to CASEL. As a 501(c)(3) nonprofit organization, we depend on financial support from individuals like you to expand and improve SEL educational practice. You can donate online through PayPal by clicking on the following button.

News & Events

The National Commission on Social, Emotional, and Academic Development is ready to lead the way for our field. View the Commission's [website.](#)

Capitol Hill briefing on SEL and employability skills—Sept. 14, 2016. [Read more.](#)

Education Week spotlights CASEL's Collaborating States Initiative. [Read more.](#)

Education Week describes SEL assessment in the Washoe County, Nev., public schools. [Read more.](#)

Two job [openings](#) at CASEL.

Tools for families

It's no secret: family life can be tough! If you've ever wished you could transform your family's interactions to create more cooperation and understanding, these tools are worth a try. They will help your family resolve conflicts, foster positive relationships, and build your children's emotional intelligence.

in partnership with:

Yale Center for
Emotional Intelligence



Family Charter: shared goals, shared feelings

Would you like to get your family on the same page and create a more respectful home? The Family Charter does just that. A written agreement that everyone in the family creates together and signs, the Family Charter helps build a positive emotional climate in your home. [Read more »](#)

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Yale Center for Emotional Intelligence's Kathryn Lee explains why the Family Charter works.



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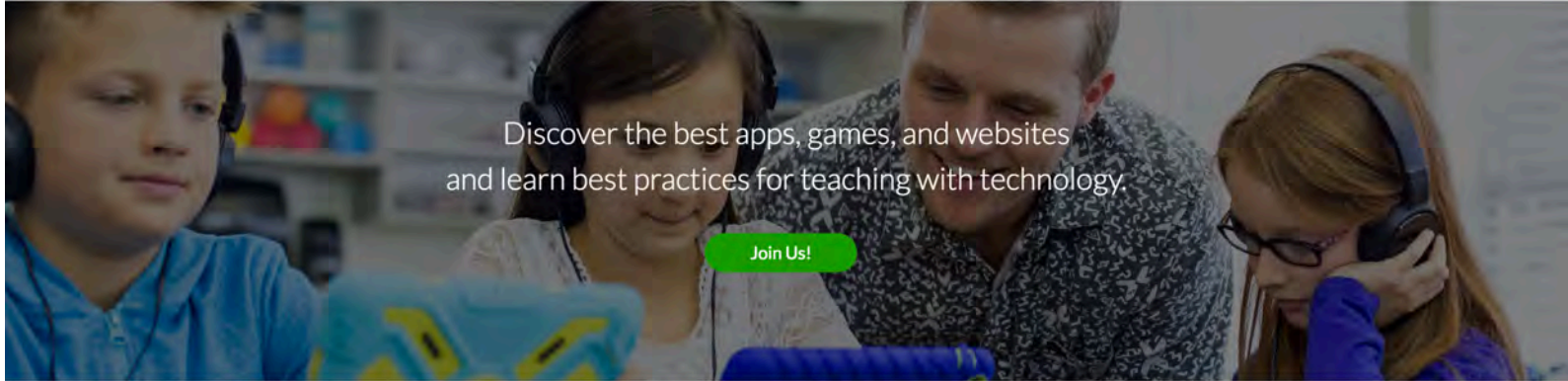
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Thank you!

Fred Dillon, Director, Strategy & Innovation
Janxin Leu, Ph.D., Director, Research, Strategy & Innovation



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