

SEL Leads to Improved Academic Outcomes and Behaviors.

When students have supportive relationships and opportunities to develop and practice social, emotional, and cognitive skills across many different contexts, academic learning accelerates. Hundreds of studies offer consistent evidence that SEL bolsters academic performance.

Results from a landmark meta-analysis that looked across 213 studies involving more than 270,000 students found that:

- SEL interventions that address the five core competencies increased students' academic performance by 11 percentile points, compared to students who did not participate.
- Students participating in SEL programs showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school.
- Additional meta-analyses echoed these findings. Consistency across independent research teams offers strong support that well-implemented SEL programs are beneficial.

About 27% more students would improve their academic performance at the end of the program and 24% more would have improved social behaviors and lower levels of distress with SEL support.

Why Good 2 B Different?

Good 2 B Different is a curriculum based on Social Emotional Learning. The curriculum integrates technology into the classroom. Students learn about creating video content, social media, and filmmaking that makes a social statement utilizing Public Service Announcements (PSAs) that the students choose as a final project. The curriculum includes vocabulary, essay writing, learning about leadership, and the tools for media development.

While Social Emotional Learning (SEL) isn't a designated subject like history or math, it can be woven into the fabric of a school's curriculum. When educators make academic lessons more personal and relatable to students, students may be more inclined to participate and may be less likely to mentally check-out during their lesson. By fostering a sense of empathy, self-awareness, and feelings of safety and inclusiveness in the classroom, SEL can have a positive impact that lasts a lifetime.

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Good 2 B Different

Jefferson and Morrow together have more than 30 years of experience in education, school leadership, and community organizing on behalf of at-risk children living in high-risk neighborhoods and unconventional homes due to circumstances and inherent neighborhood living, not necessarily due to their own choices.

These children of education need a safe haven and the tools to preparation to achieve. Jefferson and Morrow have led public education mega charter schools and created community organizations designed to supplement leadership where these students may be lacking such guidance at home or in their neighborhoods.

Good 2 B Different

• SOCIAL EMOTIONAL LEARNING •

BUILDING BLOCKS TO LEADERSHIPS FOR BOYS OF COLOR

LEARNER'S EDITION

BY STEVE P. JEFFERSON, ED. D. & DAVID MORROW, ED. D.

GOOD 2 B DIFFERENT

Good 2 B Different is a Social Emotional Learning Educational Book series created by the Urban Literacy Project, a California Recognized 501(c) Nonprofit dedicated to building literacy with inner city youths.

Our program has adopted many of the philosophies of Social Emotional Learning strategies to help develop reading skills, improve academic achievement and behavior within inner city Elementary, Middle School and High School students.



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FOSTER & HOMELESS STUDENTS

Social and emotional learning (SEL) skills have been shown to help homeless youth cope with traumatic experiences and stressful conditions (Obradović, 2010). This study used a longitudinal survey design to investigate the growth of SEL skills in three domains (social, emotional, and life skills) in a sample of students (n=115) enrolled at the only school in the U.S. to provide K-12 education exclusively to homeless youth. In addition, we explored the relationship between students' enrollment in an individual therapy program and their development of SEL skills over time with SEL support. **The results showed that SEL skills grew over time, with correlations in growth between constructs within a domain. Furthermore, results suggest that individual therapy may support SEL skills development.**

The Need for LGBTQIA Social Emotional Learning Programs

It is important to identify ways we can work toward an accepting, equitable, and affirming future for LGBTQIA youth. In order to do so, we must understand the issues that are currently impacting these youth. While youth suicide is a widescale problem that profoundly impacts communities around the world, this issue disproportionately affects LGBTQIA youth. **Youth who identify as LGBTQIA are more than four times as likely to attempt suicide compared to their heterosexual peers and this number is even higher for transgender youth and LGB youth of color (CDC, 2016; The Trevor Project, 2019).** The school environment can be particularly traumatizing for LGBTQ youth.

According to a 2017 National School Climate Survey conducted by the Gay, Lesbian and Straight Education Network (GLSEN), 95.3% of LGBTQIA students heard homophobic remarks from other students and school staff, with 60.3% reporting this as a regular occurrence (Kosciw et al., 2017).

The same report found that 70.1% of LGBTQIA students experienced verbal harassment directly tied to their sexual orientation and 91.8% of LGBTQIA students felt distressed about the multiple types of harassment experienced at school (Kosciw et al., 2017). Compared to their heterosexual peers, LGBTQIA youth are at increased risk for experiencing discrimination and abuse while at school. One study found that six out of ten LGBTQIA youth interviewed felt unsafe at school because of their sexual orientation while four out of ten felt unsafe due to their gender expression (Kosciw et al., 2017). Additionally, 62% of the youth reported experiencing discriminatory policies or practices at school (Kosciw et al., 2017). **These experiences of discrimination and abuse can lead to situations that put LGBTQIA youth at greater risk of attempting and completing suicide**

CORE COMPETENCIES



SELF AWARENESS

The ability to understand your emotions and thoughts and how they influence your behavior. Skills include: identifying emotions, self-perception, recognizing strengths, self-confidence, and self-efficacy. Self-efficacy is the belief in your ability to succeed in specific situations or accomplishment of a task.

SELF MANAGEMENT

The ability to regulate your emotions and behaviors in different situations and to set and work toward goals. Skills include: executive function and self-regulation, stress-management, and self-discipline. Executive function and self-regulation are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Our brains need this skill set to filter distractions, prioritize tasks, set, and achieve goals, and control impulses.

RESPONSIBLE DECISION-MAKING

The ability to make positive choices and take responsibility for positive and negative outcomes. Skills include: identifying problems, analyzing situations, solving problems, and reflection.

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others. Skills include: empathy, appreciating differences, and respect.

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and meaningful relationships with others. Skills include: communicating clearly, listening, cooperation, resisting negative pressure, resolving conflicts, and supporting one another.