

Leader in Me and CASEL: Aligned for Impact (Part 1)

Social and emotional skills (SEL) are foundational to a successful life and career. When these skills are applied in social contexts, they promote successful self-management, communication, collaboration, and meaningful, high-trust relationships. When applied in educational settings, social and emotional skills strengthen effective learning by developing vital skills, such as responsibility, resilience, focus, goal-setting, prioritization, empathy, communication, collaboration, and motivation.

What is CASEL?

[The Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#) is a renowned authority on the promotion and practice of social and emotional skills. In particular, their work promotes the integration of academics, social, and emotional learning for students from pre-K through grade 12. Through their collaborative work with researchers and educators, CASEL has identified five core social emotional learning competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.



CASEL 5 Core Competencies Model



LIM Student Leadership Portrait

Personal Effectiveness

- Self-Discipline = Habit 1: Be Proactive
- Vision = Habit 2: Begin with the End in Mind
- Initiative = Habit 3: Put First Things First

Interpersonal Effectiveness

- Relationship Building = Habit 4: Think Win-Win
- Communication = Habit 5: Seek First to Understand, Then to be Understood
- Collaboration = Habit 6: Synergize

What is Leader in Me?

Leader in Me is a whole-school transformational model that empowers students, staff, and families with the mindset, knowledge, and skills to be life-ready leaders. Essential to this leadership development is its unique approach to student-led learning and applying effective social and emotional skills in real-life situations. *Leader in Me* schools accomplish this by incorporating Leadership principles and practices schoolwide, which includes in Me Framework and *The 7 Habits of Highly Effective People* schoolwide, which allows schools to build systems that empower students to learn and practice leadership skills—both at school and at home.

The end in mind is to develop leadership competence in students, starting with Leading Self then Leading Others. The Student Leadership Portrait is comprised of 12 competencies across four leadership domains. The six competencies of *Personal Effectiveness* and *Interpersonal Effectiveness* are at the heart of life-ready leadership and broadly represent [Habits 1-6](#):

As a student develops SEL competencies, aligned to each of the 7 Habits, their ability to apply them, to both their life and academic pursuits, expands. When paired with an empowering school environment (physical and emotional) with student voice and choice and student-led learning, leadership competencies transform into lifelong skills for success now and in the future. This further development is represented in the Leading Self and Leading Others domains. (We will discuss the development of these skills in Part 2). There is close alignment between the Leader in Me Student Leadership Competencies and CASEL's 5 Core SEL Competencies. Both models emphasize the need for students to develop regulation and management of self and to cultivate skills which foster successful relationships with others.

In the table below we align the two models, linking the definition of each CASEL competency to the expected outcomes of its corresponding Leader in Me competency.

How Are the Competencies of CASEL and *Leader in Me* Aligned?

CASEL 5 Core Competencies	=	<i>Leader in Me</i> Personal and Interpersonal Effectiveness Competencies
<p>Self-Awareness</p> <p>“The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a ‘growth mindset.’”</p>		<p style="background-color: #e0f2f1; margin: 0;">Vision & Self-Discipline</p> <p>Students are able to:</p> <ul style="list-style-type: none"> Think ahead about consequences of actions/choices before acting. Understand how goal setting applies at school and in one’s personal lives. Learn how to set meaningful goals and make plans. Set clear expectations for themselves and others. Create a personal mission statement to define meaning and purpose in their life, and who they want to become.
<p>Self-Management</p> <p>“The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.”</p>		<p style="background-color: #e0f2f1; margin: 0;">Self-Discipline & Vision</p> <p>Students are able to:</p> <ul style="list-style-type: none"> Develop responsibility for their actions, emotions, attitudes, choices, and behaviors. Understand and apply the concept “Choose Your Own Weather,” (choose your feelings, and responses). Stop and think before acting. Identify the difference between Proactive vs. Reactive Language—and use Proactive Language. Focus thinking and behaviors on things they can control vs. things one can’t control (Circles of :Control/No Control) Become a Transition Person—take negative things that happen, and turn them into something positive; and help build others by being a positive example.
<p>Responsible Decision Making</p> <p>“The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.”</p>		<p style="background-color: #e0f2f1; margin: 0;">Initiative</p> <p>Students are able to:</p> <ul style="list-style-type: none"> Identify what is most important (priority Big Rocks) at school and at home. Identify what is least important and distractions that can take them off track. Learn the Time Matrix to learn how to say “no” to distractions or unimportant things, and say “yes” to the important Do weekly planning around priorities to get important things done first e.g. doing homework, turning in assignments on time, being prepared for dance class, studying for tests, etc. Understand roles and goals, and how to plan around those to create balance and meaning. Live the classroom mission statement and contribute to positive outcomes in class. Live their personal mission statement, and become who they want to be.
<p>Relationship Skills</p> <p>“The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.”</p>		<p style="background-color: #e0f2f1; margin: 0;">Relationship Building</p> <p>Students are able to:</p> <ul style="list-style-type: none"> Understand the meaning of abundance and scarcity thinking and behaviors. Build trust and strong Emotional Bank Accounts in relationships. Appreciate differences and respect others. Get along well with others and solve problems in mutual beneficial ways. Cooperate with others to find Win-Win solutions and create Win-Win Agreements.
<p>Social-awareness</p> <p>“The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.”</p>		<p style="background-color: #e0f2f1; margin: 0;">Communication</p> <p>Students are able to:</p> <ul style="list-style-type: none"> Use attentive listening by using eyes, ears, and heart to understand others. Be open to others without pre-judgment. Build high trust with others by communicating honestly. Use “I” messages to effectively express thoughts and feelings. Solve problems or conflicts by using a Talking Stick to listen first, then talk. Learn how to do public speaking with confidence. <p style="background-color: #e0f2f1; margin: 0;">Collaboration</p> <p>Students are able to:</p> <ul style="list-style-type: none"> Celebrate differences as strengths and optimize those strengths to accomplish group goals. Be humble and open to new ideas, and involve others. Work well in teams by listening, brainstorming ideas, and learning from each team member. Seek creative solutions by combining diverse ideas to create “3rd Alternatives” or new and better ideas. Overcome behaviors that get in the way of teamwork and creative collaboration.