

STRENGTHENS FAMILY-SCHOOL LEARNING PARTNERSHIPS

Social-Emotional Learning (SEL) means learning skills that support healthy development and relationships, like self-management and decision-making, that help students be successful in school and life (NCDPI, n.d.). You are your child's most important teacher at home. By partnering with your child's educators to reinforce SEL skills, you can help your child navigate change, provide a strong foundation for relationship-building, and practice SEL strategies.



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Students thrive when they're supported by a network of adults working together to create a supportive environment. Community organizations have a key role to play in this effort, partnering with schools and families to extend the experience of SEL through opportunities for trusting relationships with adults and enriching out-of-school time (OST) experiences. (CASEL, 2021)

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Facts about SEL for Families & Caregivers:



- **Social and Emotional Learning Improves Outcomes for Students -** “Hundreds of independent studies have demonstrated what you know and have experienced firsthand; social and emotional learning translates into higher academic achievement, mental wellness, and long-term well being. If we want our children to stay motivated in school, succeed in the workplace, contribute to their communities, and achieve their goals, then we should be supporting social and emotional learning” (Leading with SEL, 2022).
- **Families Play a Critical Role in Supporting SEL -** “Schools use a variety of strategies to support a positive social and emotional climate (SEC) and social and emotional learning (SEL), but parents and families play a critical role, as they are often the first to help children develop skills to recognize and manage emotions, establish and maintain positive relationships, and make responsible decisions. When families and schools work together, the benefits only increase for students” (CDC, 2022).
- **Consistency Helps Students Develop SEL -** “Consistency is key when it comes to building these skills... When schools and families have shared behavioral expectations and a common language for social and emotional skills; it can be “easier for kids to transition smoothly and be successful across multiple settings with many different adults” (Shafer, 2018).

Recommendations for Supporting Student Social and Emotional Well-being:



1. TAKE CARE OF YOURSELF

- a. Develop and model wellness habits
- b. Develop a self-care plan
- c. Be honest and vulnerable with your student



2. PRIORITIZE RELATIONSHIPS WITH YOUR STUDENT

- a. Focus on your students' strengths
- b. Check in with your student regularly
- c. Practice empathy
- d. Support your student through challenges



3. CONNECT WITH SCHOOL STAFF

- a. Consider ways you can support your student's success
- b. Advocate by asking questions and sharing information
- c. Attend events like family nights, extracurricular events, etc.
- d. Establish predictable routines and schedules to support blended learning



4. CREATE OPPORTUNITIES FOR SOCIAL AND EMOTIONAL SKILL-BUILDING

- a. Reinforce the use of digital devices for learning at home
- b. Encourage critical thinking and problem-solving
- c. Celebrate successes and offer support when needed



5. COORDINATE SUPPORTS

- a. Connect with other families and the community to support your student's growth and development at school
- b. Use school facilities like computer labs, libraries, basketball courts and weight rooms so families can experience the school as a center of community activities (Jeynes, 2011)
- c. Create a support network with other families and caregivers

Additional Resources:

- [Families & Caregivers Resources | NC DPI](#)
- [SEL with Families and Caregivers | Casel](#)
- [Cultivating Resilience in Schools through SEL Toolkit | RTI International](#)
- [Family Engagement and SEL | Harvard](#)
- [The Power of Parenting with Social and Emotional Learning](#)

Sources:

- CDC. (2002). *Family Engagement with Schools Improves the Social and Emotional Climate and Social and Emotional Learning*. <https://bit.ly/3TtiQ2M>
- Jeynes, W. H. (2011). Parental involvement research: Moving to the next level [Editorial]. *The School Community Journal*, 21(1), 9–18
- Leading with SEL. (n.d.). Parent and Caregiver Voices. <https://bit.ly/42ug0in>
- CASEL (2021, September 10). SEL in Communities. <https://bit.ly/403t78m>
- Shafer, L. (2018, December 27). 11 Ways Schools Can—and Should—Involve Families in SEL Programming. *EdSurge*. <https://bit.ly/2Kr0L0Y>