



UNIVERSAL DESIGN FOR LEARNING & SOCIAL EMOTIONAL LEARNING

How Do They Work Together To Meet The Whole Child's Needs?

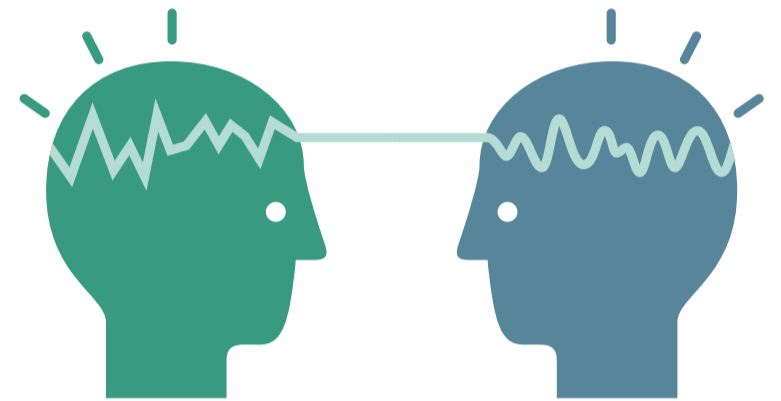
The brain must be in the proper emotional state to be capable of learning.



“It is literally neurobiologically impossible to think deeply about things that you don't care about,”

-Dr. Mary Helen Immordino-Yang, NYTimes, May 4, 2016

*Studies have found statistically significant associations between measured social-emotional skills in kindergarten and key young adult outcomes across multiple domains of education, employment, criminal activity, substance use, and mental health.**



CASEL CORE COMPETENCY

RELATED UDL GUIDELINES & CHECKPOINTS

THE BIG CONNECTION

	SELF-AWARENESS	Optimize individual choice and autonomy (checkpoint 7.1) Optimize relevance, value, and authenticity (checkpoint 7.2) Heighten salience of goals and objectives (checkpoint 8.1) Increase mastery-oriented feedback (checkpoint 8.4) Promote expectations and beliefs that optimize motivation (checkpoint 9.1)	If we are giving students agency over their learning, they must know themselves - their interests, goals, strengths and weaknesses to help them make appropriate learning choices.
	SELF-MANAGEMENT	Minimize threats and distractions (checkpoint 7.3) Facilitate personal coping skills and strategies (checkpoint 9.2) Develop self-assessment and reflection (checkpoint 9.3) Guide appropriate goal-setting (checkpoint 6.1) Support planning and strategy development (checkpoint 6.2)	If students can't self-regulate, they can't self-manage, which means learning can't occur because their Amygdala has been hijacked and survival mode kicks in (fight, flight or freeze).
	SOCIAL AWARENESS	Increase mastery-oriented feedback (checkpoint 8.4) Foster collaboration and community (checkpoint 8.3)	In order to successfully collaborate with peers and mentors, students need to be aware of others feelings and beliefs.
	RELATIONSHIP SKILLS	Foster collaboration and community (checkpoint 8.3) Increase mastery-oriented feedback (checkpoint 8.4) Build fluencies with graduated levels of support for practice and performance (checkpoint 5.3) Support planning and strategy development (checkpoint 6.2)	Relationships are the cornerstone of community and without relationship skills, students will struggle with collaboration.
	RESPONSIBLE DECISION-MAKING	Support planning and strategy development (checkpoint 6.2) Optimize relevance, value, and authenticity (checkpoint 7.2) Guide appropriate goal-setting (checkpoint 6.1) Enhance capacity for monitoring progress (checkpoint 6.4) Facilitate managing information and resources (checkpoint 6.3)	We must support student executive functions to ensure they can make responsible decisions about their learning and their futures.



Learn more about how to connect these two powerful frameworks to support the Whole Child in your school.

Join our online course on Educating the Whole Child with SEL and UDL. Details at novakeducation.com/online-courses

