Beliefs about Social and Emotional Learning

- Children and adults flourish and prosper when they are in safe, stable and nurturing relationships. For children, their health and well-being are largely dependent upon the health and well-being of parents, educators and other care-givers.

- Emotional health in children provides the foundation for emotional well-being in adulthood. A society will flourish when families, schools, and the communities support social and emotional learning.

- Mindfulness-Based Self-Leadership (MBSL) facilitates children’s social and emotional learning (SEL).
  - The practice of mindfulness has been shown to help children and adults overcome early adverse circumstances by improving executive functioning and emotional self-regulation.
  - Children and adults who embody mindful self-leadership are able to explore their inner lives, manage their emotions, regulate their social behavior and relate others with the empathy and compassion.

- There are many approaches to fostering social and emotional competence. Our initiative aims to provide opportunities to explore and develop a broad range of curricula, practices, and resources.
Proposed CCSU Center for Social and Emotional Learning

Vision
To empower all students, educators, families, and helping professionals to create emotionally healthy and compassionate communities.

Mission
The proposed Center for Social and Emotional Learning will serve as a vital resource to Connecticut educators, families, community service providers, and policy makers by conducting training, research and advocacy in the use of best practices for fostering social and emotional well-being across the life span. Social and emotional competence is defined as the ability to regularly demonstrate self-awareness, self-management, social awareness, relationship skills, and sound decision making.

Goals
1. **Innovation** – Develop pedagogical approaches that infuse into pre-service and graduate training for educators, educational leaders, school counselors, marriage and family therapists, nurses, school leaders, and gerontology specialists.

2. **Training** – Provide professional development in evidence-based SEL practices to those in the helping profession assisting individuals across the lifespan.

3. **Research** – Establish a research hub focused on interdisciplinary and collaborative inquiry. This initiative will support research teams of CCSU faculty and undergraduate/graduate students as they investigate globally-relevant best practices in SEL.

4. **Advocacy** – Inform state and federal policy makers about emerging trends in fostering SEL in schools and across the lifespan to support positive outcomes for Connecticut residents.