

Components of Social, Emotional, and Intellectual Habits (The Habits): Kindergarten through Grade 12

FOR LEADERSHIP

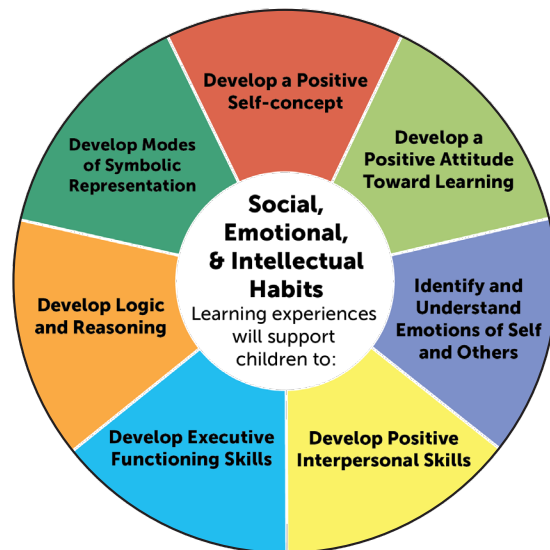
What are the Habits?

The Habits provide the progression of knowledge, skills, and dispositions that form an essential blueprint for college and career readiness and equip every child with the knowledge and skills necessary to succeed in college, careers, and civic life. The document serves as a guide for use by districts and schools to integrate social and emotional habits into academic content areas so that students will learn and model essential personal life habits.

Why are the Habits important?

The beneficial outcomes of implementing social-emotional learning (SEL) are extensive and well-researched. Improved academic performance and postsecondary success, healthy social relationships, decision-making abilities, problem-solving skills, and a better understanding of self are beneficial outcomes for students.

Components of Social, Emotional and Intellectual Habits are vital in K-12 education and contribute to whole-child success across the life span.



By articulating these important indicators of the Habit's developmental milestones and focusing on the progression of learning and development over time, schools will be better prepared to intentionally support students in gaining these critical skills.

By understanding and applying social, emotional, and intellectual habits, students effectively negotiate daily tasks and challenges and set the stage for all future learning, promoting intrapersonal, interpersonal, and cognitive competence.

The Benefits



Postsecondary and career readiness



Positive classroom behavior



Less teacher burnout and teachers stay in the classroom longer



Increased academic engagement & performance

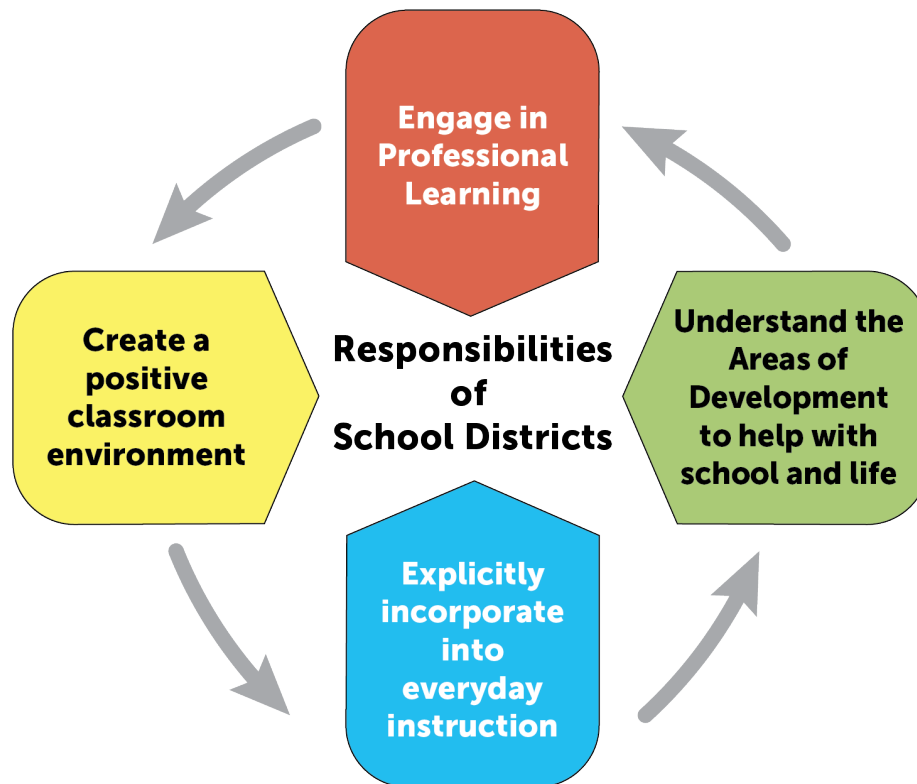


Improved attitudes about self, others, and school



Decrease in emotional stress

How should students be intentionally supported to develop the Habits?



Responsibilities of School Leaders

- **Develop a schoolwide vision** that prioritizes academic, social, emotional, and intellectual habits that engage a range of stakeholders, including teachers, parents, and community members.
- **Ensure all staff members, including support staff, are aware of the vision** for social, emotional, and intellectual habits, i.e., creating an environment where students and staff collectively strive for academic achievement and social, emotional, and intellectual growth.
- **Determine how social, emotional, and intellectual habits will be integrated** into curriculum and instruction, schoolwide practices and policies, and family and community partnerships.
- **Collaborate with parents, caregivers, and others from the community** to support social, emotional, and intellectual habits during and beyond the school day.