

Family Engagement with Schools Improves the Social and Emotional Climate and Social and Emotional Learning



Students whose parents are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.¹

Parent
Engagement

SEL
Social and
Emotional
Learning

SEC
Social and
Emotional
Climate

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.

The **SEC** in schools includes experiences students have that can affect their emotional wellbeing, development, and behavior. A positive SEC helps create safe and supportive learning environments that can affect student:

- Engagement in school activities.
- Relationships with other students, staff, family, and community.
- Academic performance.²

A positive SEC can also help to develop students' **social and emotional learning (SEL)**. SEL is the process people go through to develop the skills to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, and make responsible decisions.^{3,4,5}

References:¹Henderson AT, Mapp KL. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory; 2002. <https://sedl.org/connections/resources/evidence.pdf>. ²Collaborative for Academic, Social, and Emotional Learning (CASEL). What Is SEL? website. <https://casel.org/what-is-sel>. Accessed October 23, 2020. ³Catalano RF, Berglund ML, Ryan JA, Lonczak HS, Hawkins JD. Positive youth development in the United States: research findings on evaluations of positive youth development programs. *Prev Treat*. 2002;5(1):15a. ⁴Association for Supervision and Curriculum Development [ASCD]. Whole School, Whole Community, Whole Child website. <http://www.ascd.org/programs/learning-and-health/wscc-model.aspx>. Accessed March 17, 2020. ⁵Melnick H, Cook-Harvey CM, Darling-Hammond L. Encouraging Social and Emotional Learning in the Context of New Accountability. Palo Alto, CA: Learning Policy Institute; <https://learningpolicyinstitute.org/product/encouraging-social-emotional-learning-new-accountability-report>. Accessed March 17, 2020.



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