



Consensus Statements of Evidence Base for SEAD

I. Social, Emotional, and Academic Development (SEAD) matters

1. Social, emotional, and cognitive capabilities are fundamentally intertwined—they are interdependent in their development, experience, and use.
2. Social, emotional and cognitive competencies develop throughout our lives and are essential to success in our schools, workplaces, homes, and communities and allow individuals to contribute meaningfully to society.

II. Schools play an important role in SEAD

1. SEAD is an essential part of pre-K-12 education that can transform schools into places that foster academic excellence, collaboration and communication, creativity and innovation, empathy and respect, civic engagement, and other skills and dispositions needed for success in the 21st Century.
2. Schools can have a significant influence on SEAD. The wider community (families community institutions, etc.) must be engaged to enhance the strength, depth, and pace of acquisition of SEAD competencies.
3. For SEAD to thrive in schools, teachers and administrators need training and support to understand and model SEAD skills, behaviors, knowledge, and beliefs.
4. Effective implementation is necessary to improve outcomes and for all children to benefit.

III. SEAD is malleable

1. Social, emotional, and cognitive competencies can be taught and developed throughout childhood, adolescence, and beyond.
2. Contexts and experiences can be shaped in ways that positively affect children's SEAD and their academic and life outcomes, and there are programs and practices that have been proven to be effective at improving SEAD.

IV. Focusing on SEAD is worth it

1. Students who demonstrate strong social and emotional competencies in school go on to have much greater success in school, work, civic engagement, and health outcomes.
2. All students, regardless of their background, benefit from positive SEAD.
3. The quality of students' school experience, as well as their long-term quality of life, social and individual functioning, and personal development, can be enhanced by programs and practices that give priority to SEAD.
4. Engaging in effective social emotional learning (SEL) informed programs and practices can improve teacher wellbeing and effectiveness.
5. Supporting SEAD is a wise use of public resources, because there can be long-term social and economic benefits to society when schools implement and embed evidence-based programs that promote social and emotional as well as cognitive development.
6. Building, nurturing, and integrating SEAD in pre-K-12 can be a part of achieving a more equitable society.