



## What is Social, Emotional, and Academic Development?

Social, emotional, and academic development (SEAD) is the comprehensive development of the whole student throughout K-12 education. At its core, SEAD calls for the integration of social and emotional development with academic learning. In much the same way that academic skills can be cultivated, research demonstrates that social and emotional competencies can be nurtured and developed over the course of a student's school experience. While a range of language is used within the field, SEAD is a term that communicates the integration, as opposed to separation, of academic, social and emotional development.

## Why Does it Matter?

Evidence demonstrates that when we support students' social and emotional development alongside academics, we are setting them up for success in school, career, and life. Read on for specific examples of SEAD's important and multifaceted benefits for young people.

### School Performance

- Social and emotional skills **predict academic achievement**.<sup>1</sup> In fact, they are a better predictor of school performance than IQ.<sup>2</sup>
- Supporting students' social and emotional development can produce an **11-percentage-point gain** in academic achievement in terms of grades and test scores.<sup>3</sup>
- Social and emotional development can also help to keep students **on-track academically** by reducing delinquency and other challenging behaviors.<sup>4</sup>
- Social and emotional skills and competencies **predict education milestones**, including high school graduation, postsecondary enrollment, and postsecondary completion.<sup>5</sup> Schools that employ effective instructional practices and other services to improve social and emotional skills have been found to increase the rate at which students earn high school and college degrees.<sup>6</sup>

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<sup>1</sup> Duckworth, Tsukayama, & May, 2010; Duckworth et al., 2010; Piquero, Jennings, & Farrington, 2010

<sup>2</sup> Duckworth & Seligman, 2005; Duckworth et al., 2007

<sup>3</sup> Durlak et al., 2011

<sup>4</sup> Piquero et al., 2010; Kautz et al., 2014

<sup>5</sup> Coleman & DeLeire, 2013; Almlund et al., 2011; Heckman, Stixrud, & Urzua, 2006

<sup>6</sup> Kautz et al., 2014; Hawkins et al., 2008

## Career and Workforce Achievement

- Social and emotional development **predicts employment and wages**.<sup>7</sup>
- Careers that require the mastery of social and emotional skills have **outpaced growth** in all other occupations, and employers increasingly look for these skills in their employees.<sup>8</sup>
- Employers overwhelmingly identify social and emotional skills as being the **most important to success** (79%) and at the same time one of the **hardest skillsets to find** in the labor force.<sup>9</sup>

## Life and Well-Being

- Supporting young people's social and emotional development has **long-lasting effects**, including reducing depression and anxiety in adulthood.<sup>10</sup>
- Social and emotional development **reduces risky behaviors** such as drug use and teen pregnancy, and it **decreases dropout rates** by between 5-12%.<sup>11</sup>
- It also can **interrupt the school-to-prison pipeline** by reducing rates of violent behavior and criminality.<sup>12</sup>

## Equity

- Research demonstrates that supporting the social and emotional development of disadvantaged youth is a powerful tool for enhancing equity. Practices that support social and emotional development are effective across the entire K-12 spectrum, and have a longer-lasting impact than practices that focus on academic or cognitive development alone.<sup>13</sup>

## Economic Benefit

- The return on investment in social and emotional programming and practices is estimated to be worth roughly \$11 for every \$1 spent. (Belfield et al., 2015)<sup>14</sup>

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<sup>7</sup> Carneiro, Crawford, & Goodman, 2007; Brunello & Schlotter, 2010

<sup>8</sup> Deming, 2015

<sup>9</sup> Cunningham & Villasenor, 2016

<sup>10</sup> Kautz et al., 2014; Hawkins et al., 2008

<sup>11</sup> Kautz et al., 2014; Reynolds et al., 2011; Hawkins et al., 2008

<sup>12</sup> Kautz et al., 2014; Belfield et al., 2006; Heckman et al., 2010; Reynolds et al., 2011; Hawkins et al., 2008

<sup>13</sup> Cunha, Heckman, & Schennach, 2010; Claro, Paunesku, & Dweck, 2016; Elias & Haynes, 2008; Hong, 2008; Reynolds et al., 2011

<sup>14</sup> Belfield et al., 2015