

The *Leader in Me* Process Endorsed by the Collaborative for Academic, Social Emotional Learning (CASEL) as an Effective Social-Emotional Learning Program

After Extensive Review, *Leader in Me* Designated as a CASEL SElect Program, Meeting CASEL's High-Quality and Evidence-Based Standards

SALT LAKE CITY--([BUSINESS WIRE](#))-- [FranklinCovey Education](#) today announced that after an extensive review, its *Leader in Me* model and process has been endorsed by the Collaborative for Academic, Social Emotional Learning ([CASEL](#)) as a "[CASEL SElect](#)" program. This designation is given to effective Social-Emotional Learning Programs which have met CASEL's high-quality and evidence-based standards.

CASEL is the leading authority in the advancement of social emotional learning (SEL) in education. [CASEL's focus](#) on empirical evidence and extensive collaborative efforts has made it the trusted source for educational administrators and policy makers seeking guidance on how to effectively advance social emotional learning (SEL) in their PreK-12 students.

[Social and emotional learning](#) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. These skills are foundational to a successful life and career. When applied in educational settings, social emotional learning strengthens the development of vital skills, such as responsibility, resilience, focus, goal-setting, prioritization, empathy, communication, collaboration and motivation.

"We are thrilled that *Leader in Me* has received this prestigious designation as an evidence-based, CASEL SElect program," said Sean Covey, FranklinCovey Education President. "During the CASEL review process, we had the opportunity to show evidence of how the training, practices, and core content in *Leader in Me* promote and advance the teaching and development of social and emotional skills across all five CASEL settings, including classroom, school, family, community and general. This designation as a CASEL SElect program clearly demonstrates the impact of the *Leader in Me* approach and close alignment to social emotional learning."

CASEL has identified 22 strategies that have been found to promote and advance the teaching and development of social emotional skills. The 22 strategies are broad and comprehensive, so as to cover many types of SEL programs and approaches, with no expectation that a single program or approach will have specific training or materials to meet all of the strategies. The *Leader in Me* process was recognized as utilizing 19 of the 22 CASEL-identified strategies.

CASEL's [review](#) of the *Leader in Me* can now be found among their SElect Elementary Programs online and will be listed in the [CASEL Program Guide: Preschool and Elementary Edition](#), which is due out later this year. These both provide a systematic framework for school districts to evaluate the quality of social and emotional programs, and applies the framework to identify and rate well-designed, evidence-based SEL programs with potential for broad dissemination to schools across the United States. As a CASEL SElect program, *Leader in Me* meets the following criteria:

- A well-designed program that provides schools with a systematic classroom-based model, promoting the development of a student's social and emotional competence across multiple years

- Offers high-quality professional development and implementation support that ensure the school is equipped to effectively implement the program
- One or more carefully conducted research evaluations of program impacts has been conducted and documents positive impacts on student behavior and/or academic performance

[*Leader in Me*](#) is a K-12 whole-school improvement model and process — developed in partnership with a global community of educators — that empowers students with the social and emotional, leadership and life skills they need to thrive in the 21st century. The evidence-based process helps students learn how to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences and live a balanced life.

Leader in Me utilizes and integrates several leadership, social-emotional learning, quality, and educational models and processes from past and current thought leaders, including *The 4 Essential Roles of Leadership* and *The 4 Disciplines of Execution*. *The 7 Habits of Highly Effective People* is also a key component of the overall *Leader in Me* process, and is a synthesis of universal, timeless principles of personal, interpersonal and organizational effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal.

Leader in Me aligns with CASEL's five core [social-emotional learning competencies](#) on a student level, which are: self-awareness, self-management, social awareness and relationship skills. [Learn](#) how the models emphasize the need for students to develop regulation and management of self to cultivate skills which foster successful relationships with others.

As students develop SEL competencies, which align with the 7 Habits, their ability to apply the habits in their academic pursuits, as well as other areas of their lives, expands. When paired with an empowering school environment (physical and emotional), student voice and choice, and student-led learning — all of which are part of the *Leader in Me* framework — leadership competencies transfer into lifelong skills for success.

An extensive body of rigorous research, including randomized control trials, longitudinal follow-ups and multiple replications, demonstrates that education that promotes social and emotional learning gets better results, and that teachers in all academic areas can effectively teach SEL. The findings come from multiple fields and sources that include student achievement, neuroscience, health, employment, psychology, classroom management, learning theory, economics and the prevention of youth problem behaviors.

Social and emotional learning programs, which previously have shown immediate improvements in mental health, social skills and academic achievement, continue to benefit students for months and even years to come, according to a 2017 meta-analysis from CASEL, the University of Illinois at Chicago, Loyola University and the University of British Columbia.

Up to 18 years later, students exposed to SEL in school continue to do better than their peers on a number of indicators: positive social behaviors and attitudes, skills such as empathy and teamwork, and academics. And they have fewer conduct problems, less emotional distress and lower drug use, among many other benefits. The analysis looked at 82 research studies involving about 100,000 students in the U.S. and abroad. [Learn more](#).

The *Leader in Me* process has been adopted by nearly 4,000 public, private and charter schools in more than 50 countries. It is having a significant, [measurable impact](#) on schools all over the world, and in the lives of millions of students, parents, teachers and administrators, as is evidenced by findings resulting from initial evaluation studies conducted by third-party research organizations and leading academic institutions.

To learn more about how *Leader in Me* aligns with the CASEL framework, competencies and strategies, please visit: <https://casel.org/core-competencies/>

For more information about the process and the impact *Leader in Me* is having, visit:

<http://www.theleaderinme.org/>

<http://www.theleaderinme.org/what-is-the-impact/>

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