A purple rectangle with white background

Description automatically generatedA black background with a black square

Description automatically generated with medium confidence**Practice Frameworks for Social and Emotional Learning**

**What to do:** Learn about three practice frameworks to support social and emotional learning: trauma-informed practice, mindfulness development, and positive youth development. Review the definitions and examples below with your team. Then brainstorm ways to implement each framework into activities. Record your ideas in the space provided on the next page.

**Why it matters:** These frameworks offer lenses that can help you see ways to meet student needs and develop their social and emotional skills.

**Planner**

| **Framework** | **Trauma-Informed Practice** | **Mindfulness Development** | **Positive Youth Development** |
| --- | --- | --- | --- |
| **Definition** | This practice framework reflects an understanding of the impacts of trauma on child development and ways to minimize the effects; it includes a commitment to avoid causing additional trauma. Causes of trauma include child abuse or neglect and living in a household with violence, mental illness, addiction, death, or physical illness.  You may not be aware of a child’s specific trauma and its triggers, but you can adopt a trauma-informed approach by addressing the following factors in your program design:   * Safety * Trustworthiness and transparency * Peer support * Collaboration and mutuality * Empowerment, voice, and choice * Cultural, historical, and gender issues | This practice framework helps to increase a person’s ability to focus on the present moment rather than past or future events. This focus prevents unhelpful thoughts and feelings from taking over.  Mindfulness development shows promise as a strategy for improving executive function skills, such as the ability to monitor and regulate one’s focus.  Mindfulness is a skill, and it takes practice to develop. | This practice framework supports positive outcomes by fostering the “5 C’s” that underlie social and emotional learning:   * **Competence:** Help students build a positive view of their actions. * **Confidence:** Provide chances for students to feel a sense of success. * **Connection:** Help students build connections with one another, program staff, their families, and the community. * **Character:** Enable students to respect social and cultural norms and to develop internal standards of behavior. * **Caring:** Help students develop empathy and compassion. |
| **Example** | Andreas notices that one student, Jamal, flinches each time the buzzer signals a transition between activities. Andreas tries different signals until he finds that turning the light off for three seconds, then turning it back on, seems to work for everyone without startling Jamal. | Kendra and Evan are working together on an art project. They have only 30 minutes left. “Oh no,” Kendra says, “time is running out. How will we finish on time?” Evan reminds her of something their art teacher said: “Having a time limit can make us even more creative! Let’s stay focused on creating the shapes and colors we want.” | K’lyra creates caring rituals by greeting every second-grader by name and giving a special handshake that the student selected or created. K’lyra also encourages students to learn each other’s names and handshakes. |
| **How will you integrate this framework into your program?** |  |  |  |





This resource was developed in 2024 by the Nita M. Lowey 21st Century Community Learning Centers (21stCCLC) National Technical Assistance Center (NTAC), funded under a grant from the U.S. Department of Education (Department) and administered by Synergy Enterprises, Inc. under Cooperative Agreement No. 287E230009 with the Department’s Office of Elementary and Secondary Education. Opinions expressed herein do not necessarily reflect the position or policy of the Department, nor does mention of trade names, commercial products, or organizations imply endorsement by the Department or the federal government. This resource is in the public domain and is available at [21stcclcntac.org](http://www.21stcclcntac.org). Authorization to reproduce it in whole or in part is granted.

This resource was developed in 2024 by the Nita M. Lowey 21st Century Community Learning Centers (21stCCLC) National Technical Assistance Center (NTAC), funded under a grant from the U.S. Department of Education (Department) and administered by Synergy Enterprises, Inc. under Cooperative Agreement No. 287E230009 with the Department’s Office of Elementary and Secondary Education. Opinions expressed herein do not necessarily reflect the position or policy of the Department, nor does mention of trade names, commercial products, or organizations imply endorsement by the Department or the federal government. This resource is in the public domain and is available at [21stcclcntac.org](http://www.21stcclcntac.org). Authorization to reproduce it in whole or in part is granted.