

WHAT IS SOCIAL EMOTIONAL LEARNING?

The Collaborative for Academic, Social, and Emotional Learning (CASEL) states that Social Emotional Learning (SEL) is integral to education and human development. They affirm:

“ SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel, and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.¹ ”

In addition, CASEL identified five social-emotional competencies relevant to our work:

Self-awareness	Self-management	Social Awareness	Relationship skills	Responsible decision making
The ability to understand one's emotions, thoughts, and values and how they influence behavior across contexts.	The ability to regulate one's emotions, thoughts, and behaviors effectively.	The ability to take the perspective of and empathize with others from different backgrounds, cultures, and contexts.	The ability to establish and maintain healthy relationships with diverse individuals.	The ability to make constructive choices about personal behavior and social interactions.



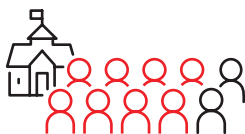
WHAT IS SPECIAL OLYMPICS UNIFIED SCHOOLS?

It is a co-curricular model that uses the inclusive sports model, Special Olympics Unified Sports®, as a platform to promote meaningful social inclusion by bringing together young people with and without intellectual disabilities (ID) to lead in the creation of accepting school environments. It aims to foster sustainable, long-term change and create a school climate and culture where all students feel welcomed.

HOW DOES THE SPECIAL OLYMPICS UNIFIED SCHOOLS PROGRAM SUPPORT SEL?

A growing body of evidence demonstrates that Special Olympics Unified Schools program promotes SEL outcomes through inclusive activities and experiences by providing opportunities for young people with and without ID to play, share, and work together as a team.

Results of a Social Inclusion Study of four countries (China, Greece, India, and Kenya)² confirmed that students with and without ID who participated in Special Olympics programming reported positive changes in their social-emotional skills and school environments. Some of the most significant results were:



80% of students

without ID in India and Kenya reported improved social-emotional skill development after participating in Unified Schools.



Students in Greece reported they are now **9X more likely** to believe they can learn from people who are different than them.



Over 50% of students

without ID in China reported improved social-emotional skill development after participating in Unified Schools.



RESEARCH TAKEAWAYS

The students with and without ID reported improved social-emotional skills, especially regarding managing relationships and social awareness.

¹ CASEL (2023). *Fundamental of SEL*. www.casel.org

² Special Olympics (2022). *The impact of Unified Schools around the world*. <https://resources.specialolympics.org/community-building/youth-and-school/unified-champion-schools/the-impact-of-unified-schools-around-the-world>