

114TH CONGRESS
1ST SESSION

H. R. 850

To support evidence-based social and emotional learning programming.

IN THE HOUSE OF REPRESENTATIVES

FEBRUARY 10, 2015

Mr. RYAN of Ohio (for himself, Mrs. DAVIS of California, Mr. LOEBSACK, Mr. YARMUTH, and Mr. CARTWRIGHT) introduced the following bill; which was referred to the Committee on Education and the Workforce

A BILL

To support evidence-based social and emotional learning programming.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Academic, Social, and
5 Emotional Learning Act of 2015”.

6 **SEC. 2. FINDINGS.**

7 The Congress makes the following findings:

8 (1) To succeed in school, students need to be
9 engaged. They need to know how to maintain focus
10 and effort in the face of setbacks, work effectively

1 with others, and be good communicators and prob-
2 lem-solvers.

3 (2) Social and emotional skills form a founda-
4 tion for young people's success not just in school,
5 but as healthy and caring adults, productive work-
6 ers, and engaged citizens.

7 (3) Not only can these skills be taught, they
8 can be taught by regular classroom teachers in
9 schools of every type to students of every back-
10 ground.

11 (4) Academic outcomes resulting from social
12 and emotional learning include greater motivation to
13 learn and commitment to school, increased time de-
14 voted to schoolwork and mastery of subject matter,
15 improved attendance, graduation rates, grades, and
16 test scores.

17 (5) These positive outcomes increase in stu-
18 dents who are involved in social and emotional learn-
19 ing programming by an average of 11 percentile
20 points over students who are not involved in such
21 programming.

22 (6) Social and emotional learning programming
23 also results in reduced problem behavior, improved
24 health outcomes, a lower rate of violent delinquency,
25 and a lower rate of heavy alcohol use.

1 **SEC. 3. AMENDMENTS TO THE ELEMENTARY AND SEC-**
2 **ONDARY EDUCATION ACT.**

3 (a) **TEACHER AND PRINCIPAL TRAINING AND RE-**
4 **CRUITING FUND.**—Part A of title II of the Elementary
5 and Secondary Education Act of 1965 (20 U.S.C. 6601
6 et seq.) is amended—

7 (1) in section 2113(c)(2)—

8 (A) by striking “and” at the end of sub-
9 paragraph (A);

10 (B) by striking the period at the end of
11 subparagraph (B) and inserting “; and”; and

12 (C) by adding at the end the following:

13 “(C) train teachers and principals in prac-
14 tices that have demonstrated effectiveness in
15 improving student achievement, attainment,
16 and behavior through addressing the social and
17 emotional development needs of students, such
18 as through social and emotional learning pro-
19 gramming.”; and

20 (2) in section 2123(a)(3)(B)(iii)—

21 (A) by striking “and” at the end of (I);

22 (B) by redesignating subclause (II) as sub-
23 clause (III); and

24 (C) by inserting after subclause (I) the fol-
25 lowing:

1 “(II) addressing the social and
2 emotional development needs of stu-
3 dents to improve student achievement
4 and attainment, such as through so-
5 cial and emotional learning program-
6 ming; and”.

7 (b) DEFINITIONS.—Section 9101 of the Elementary
8 and Secondary Education Act of 1965 (20 U.S.C. 7801)
9 is amended by adding at the end the following:

10 “(44) SOCIAL AND EMOTIONAL LEARNING.—
11 The term ‘social and emotional learning’ means the
12 process through which children and adults acquire
13 the knowledge, attitudes, and skills associated with
14 the core areas of social and emotional competency,
15 including—

16 “(A) self-awareness and self-management
17 to achieve school and life success, such as iden-
18 tifying and recognizing strengths, needs, emo-
19 tions, values and self-efficacy, impulse control
20 and stress management, self-motivation and
21 discipline, and goal setting and organizational
22 skills;

23 “(B) social awareness and interpersonal
24 skills to establish and maintain positive rela-
25 tionships, such as perspective taking and re-

1 spect for others, communication, working coop-
2 eratively, negotiation, conflict management, and
3 help seeking; and

4 “(C) decisionmaking skills and responsible
5 behaviors in personal, academic and community
6 contexts, such as situational analysis, problem
7 solving, reflection and personal, and social and
8 ethical responsibility.

9 “(45) SOCIAL AND EMOTIONAL LEARNING PRO-
10 GRAMMING.—The term ‘social and emotional learn-
11 ing programming’ refers to classroom instruction
12 and schoolwide activities and initiatives that—

13 “(A) integrate social and emotional learn-
14 ing into school curriculum;

15 “(B) provide systematic instruction where-
16 by social and emotional skills are taught, mod-
17 eled, practiced, and applied so that students use
18 them as part of their daily behavior;

19 “(C) teach children to apply social and
20 emotional skills to prevent specific problem be-
21 haviors such as substance use, violence, bul-
22 lying, and school failure, and to promote posi-
23 tive behaviors in class, school, and community
24 activities; and

1 “(D) establish safe and caring learning en-
2 vironments that foster student participation,
3 engagement, and connection to learning and
4 school.”.

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