

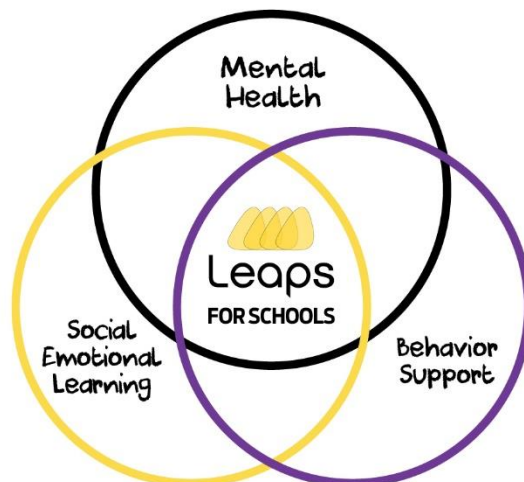
Leaps & CASEL

CASEL's definition of social and emotional learning is based upon the social constructs and emotional skills necessary for growth within educational, social, and familial settings. CASEL defines five core competencies – Self-Awareness, Self-Management, Responsible Decision-Making, Relationship Skills, and Social Awareness as the basis for the foundation of social integration and emotional development.

Within each of these “competencies,” CASEL further identifies four to six (a total of 25) social and/or emotional skills, attitudes, and/or behaviors that “parents, educators and employers alike value” within their 5 areas of competency. These include broad conceptual competencies such as communication, identifying problems, stress management, empathy, and accurate self-perception, etc.

Leaps Postulate:

Through more than 25 years of research and real world application in the fields of mental health and behavioral education, the Leaps team has taken Social and Emotional Learning to an entirely new level of pedagogy by identifying the specific skills that enable and foster those broader concepts such as empathy, communication, and self-motivation. At the adolescent level, Leaps identifies and addresses 109 specific skills broken into 10 modular categories that cover the gamut of basic living skills, intermediary skills such as communication and decision making, and then “clinical” skills such as stress management and emotional identification and management. At the pre-adolescent phase Leaps includes 89 skills within 10 modular categories. At the early elementary age Leaps focuses on 44 social and emotional skills within 7 categories. This granularity makes SEL clearer for parents and educators alike to understand and support and this evolution of skills attainment makes growth towards social integration and emotional stability viable and sustainable.

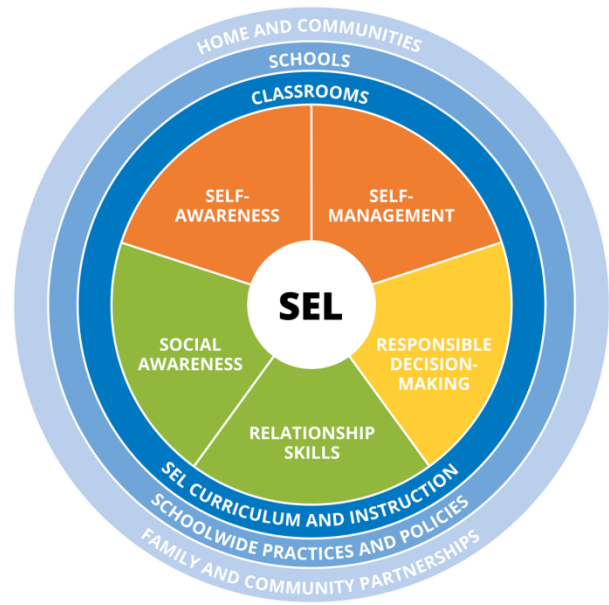


Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset." The CASEL sub-categories are: identifying emotions, accurate self-perception, recognizing strengths, self-confidence, and self-efficacy

Leaps Correlations

- Making New Friends
- Understanding Stress
- Controlling the Day
- Understanding Personal Emotions
- Controlling Yourself
- Knowing What I Need
- Having a Better Attitude
- Finding Common Interests with Others
- Setting Personal Goals for a Social Life
- Setting Personal Boundaries
- Saying "No" and Respecting Yourself
- The Need for Attention
- Self-Discipline
- Managing Personal Limitations
- Personal Accountability
- Goal Setting for Task Completion
- Setting Priorities
- Calming Down when Taking a Test
- Liking Yourself
- Building Self Esteem
- Setting Personal Standards
- Defining Personal Expectations and Quality
- Understanding the Need for Personal Hygiene
- Receiving Criticism
- Decision Making Process
- Understanding Personal Responsibility
- Silent Emotional Management
- How Your Appearance Communicates Your Attitude
- Self-Expression
- Receiving Compliments

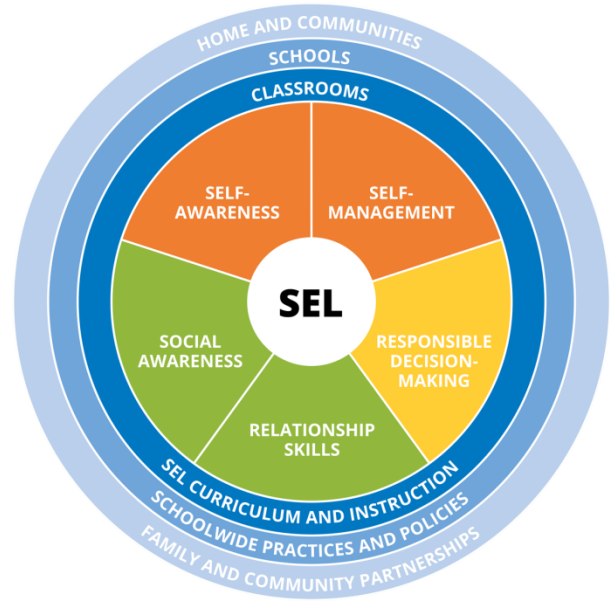


Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals. The CASEL sub-categories are: impulse control, stress management, self-discipline, self-motivation, goal-setting, and organizational skill.

Leaps Correlations:

- Silent Emotional Management
- Applying Emotional Management Skills
- Communicating One on One
- Communicating with a Teacher or Boss
- Self-Expression
- Receiving Instructions
- Decision Making Process
- Problem Solving Process
- Living with a Mistake
- Being a Friend vs Being Used
- Understanding Personal Responsibility
- Personal Accountability
- The Need for Time Management
- Goal Setting for Task Completion
- Setting Priorities
- Time Management and Friends
- Self-Discipline
- Managing Distractions
- Setting Personal Goals
- Setting Personal Boundaries
- Saying "No" to a Friend
- Friends and the Classroom
- Calming Down to Take a Test
- Making a Mistake
- The Rights and Responsibilities of the Student
- Standards of Conduct
- Controlling Yourself

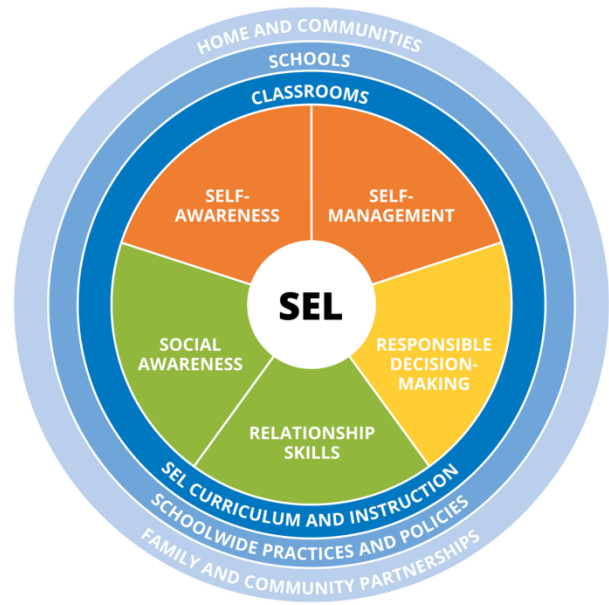


Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports. The CASEL sub-categories are: perspective-taking, empathy, appreciating diversity, and respect for others.

Leaps Correlations:

- Making New Friends
- The Responsibility of Friendship
- Helping a Friend in Need
- Friends and Family
- Being a Friend vs Being Used
- Friends and the Classroom
- Understanding Respect
- Showing Respect for Other People
- Using Language to Convey Respect
- Respecting Someone Else's Property
- Recognizing Cultural and Racial Differences
- The Repercussions of Racial Intolerance
- Having Pride in Your Personal Heritage
- Living with Diversity: School and Community
- Personal Space
- Appropriate Conversation
- Talking to Strangers
- Communicating by Listening
- The Process of Group Communication Using Manners in a Crowd
- Being Aware of Other People
- When Someone Says "No"
- Communicating with the Opposite Sex
- Time Management and Friends
- Finding Common Interests with Others
- Reading the People Around You
- How Emotions Effect Your Social Life
- Saying No



Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed. The CASEL sub-categories are: communication, social engagement, relationship-building, and teamwork.

Leaps Correlations:

- Making New Friends
- The Responsibility of Friendship
- Helping a Friend in Need
- Friends and Family
- Saying “No” to a Friend
- Being a Friend vs Being Used
- Friends and the Classroom
- Showing Respect for Other People
- Using Language to Convey Respect
- Respecting Someone Else’s Property
- The Process of Sharing
- Having a Better Attitude
- When Someone Else is Wrong
- Personal Space
- Communicating One on One
- Body Language
- Communicating by Listening
- Using Manners in a Crowd
- Reading Body Language
- Receiving Compliments
- Receiving Criticism
- Finding Common Interests with Others
- Reading the People Around You
- Social Expectations for Physical Communication
- Social Expectations for Verbal Communication
- How Emotions Effect Your Social Life
- Saying No
- Understanding No
- Appropriate Conversation
- How Your Appearance Communicates Your Attitude
- Talking to Strangers



Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others. The CASEL sub-categories are: identifying problems, analyzing situations, solving problems, evaluating, reflecting, and ethical responsibility.

Leaps Correlations:

- Decision Making Process
- Making Informed Decisions
- Decisions and Consequences
- Problem Solving Process
- Living with a Mistake
- Understanding Personal Responsibility
- Reactions Leading to Consequences
- Personal Accountability
- Goal Setting for Task Completion
- Self-Discipline
- Setting Priorities
- Understanding Your Community: The Positives
- Understanding Your Community: The Negatives
- Public Expectations for Behaviors
- Setting Personal Goals for Social Life
- Setting Personal Boundaries
- Communicating by Listening
- How Your Appearance Communicates Your Attitude
- Being Aware of Other People
- Hearing Someone Else
- Recognizing and Avoiding Potential Problems
- Making a Mistake
- When Someone Else is Wrong
- The Authority of the School

