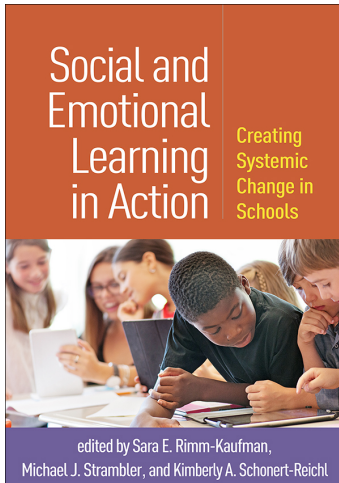


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## Social and Emotional Learning in Action

### *Creating Systemic Change in Schools*

Edited by **Sara E. Rimm-Kaufman**, **Michael J. Strambler**, and **Kimberly A. Schonert-Reich**

Foreword by **Aaliyah A. Samuel**

“Educators frequently struggle with how to 'do SEL.' This practical guide takes what may often feel like abstract concepts and puts them into actionable practices. The authors' focus on SEL as a universal, proactive approach is refreshing. The emphasis on developing adult SEL skills as a critical element in any SEL effort will be especially important for educators to consider at the preservice and service levels. For anyone—whether a school psychologist, building or central office administrator, or school board member—seeking to make systems-level change, this is a go-to resource to guide you through the process with practical strategies and lived examples. I look forward to sharing this resource with my colleagues!”  
— **Jason A. Pedersen, PhD**, NCSP, School Psychologist, Derry Township School District, Hershey, Pennsylvania

“This book explains how to systematically and fully integrate SEL into all facets of a school. Chapters discuss restorative practices, SEL-infused academics, building the SEL competencies of students and the adults who work with them, and a focus on equity. School psychologists and educational administrators will find abundant 'how-to' examples and supportive theory and research. This is not a cookie-cutter book, because no two schools are the same. Readers learn how to adapt their practices to changing circumstances and contexts, while staying aligned to principles that will optimize their chances for success.”  
— **Maurice J. Elias, PhD**, Co-Director, Academy for SEL in Schools, Rutgers, The State University of New Jersey

**Just because a school has adopted a social and emotional learning (SEL) program does not mean it will work.** This book explores the conditions needed to implement, strengthen, and sustain effective SEL, and identifies paths that schools, districts, and states have taken to create those conditions. Major themes include equity of access to high-quality SEL, promoting interracial understanding in all school interactions, and enhancing the well-being and SEL skills of teachers and school leaders as well as students. Chapters describe exemplary initiatives that infuse SEL into classroom instruction, administrative decision making, school–family–community partnerships, and teacher training. End-of-chapter discussion questions enhance the book’s value for professional learning and course use.

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