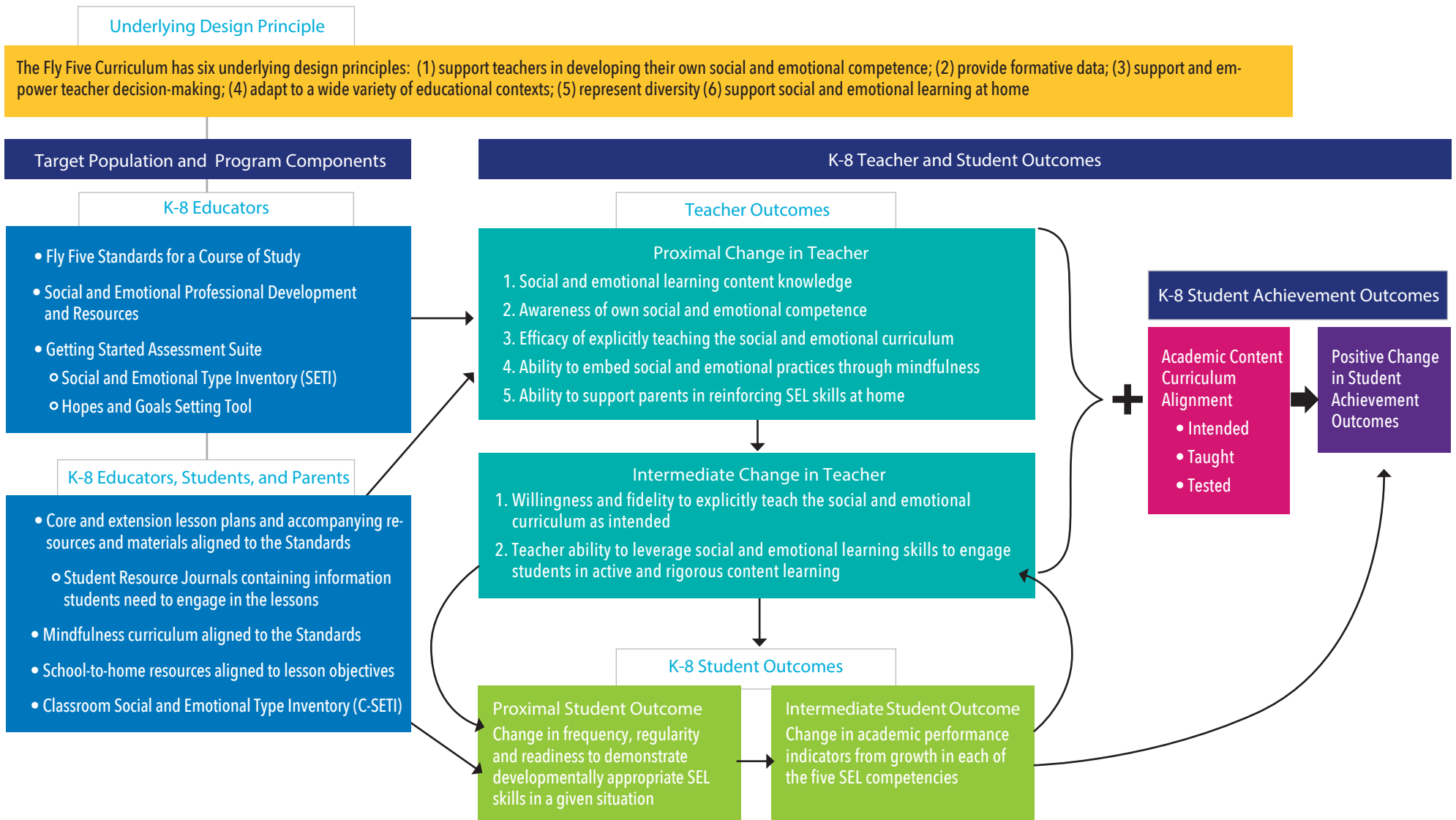


Fly Five: The Social and Emotional Learning Curriculum® Theory of Change



Key Assumptions

1. Teachers pay attention to their own social and emotional growth and model social and emotional competence.
2. Leaders value SEL as a core curriculum and set and hold expectations.
3. Students who have successive years in explicit instruction in SEL will show readiness to demonstrate skills in a given situation.
4. The frequency and regularity with which students demonstrate SEL skills that contribute to academic success are dependent upon fidelity of implementation.
5. Social and emotional growth and development is uneven and dynamic. People may show uneven development in or greater ability to demonstrate one competence than another or change in a competence at any given time in their life.
6. Sociocultural and economic factors, as well as individual personality and experiences, influence the development and demonstration of specific social and emotional skills.
7. Readiness to demonstrate social and emotional skills in a given situation is influenced by explicit instruction, by the opportunity to draw on learning from previous experience, and the time to prepare and reflect.