

113TH CONGRESS  
2D SESSION

# H. R. 4509

To require training for teachers in social and emotional learning programming, and for other purposes.

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## IN THE HOUSE OF REPRESENTATIVES

APRIL 29, 2014

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

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## A BILL

To require training for teachers in social and emotional learning programming, and for other purposes.

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 “Supporting Emotional  
5       Learning Act”.

6       **SEC. 2. FINDINGS.**

7       The Congress finds as follows:

8               (1) A positive, healthy school community where  
9       children thrive and grow, both intellectually and  
10       emotionally, takes purposeful and thoughtful plan-

1       ning. Students who develop personal strengths like  
2       grit, perseverance, concern for others, and positive  
3       academic mindsets become important contributors to  
4       their school and community. Schools have a respon-  
5       sibility to nurture the intrapersonal and inter-  
6       personal skills students need to navigate social situa-  
7       tions and effectively and respectfully communicate  
8       with a diverse group of people.

9               (2) In the United States, we have always placed  
10       an emphasis on developing academically rigorous  
11       curriculum, but unfortunately have not been as de-  
12       liberate about imparting children with important so-  
13       cial and emotional life skills. There needs to be a  
14       balance and integration between cognitive learning  
15       and social emotional learning.

16              (3) While not a new concept, the term “social  
17       and emotional education” has recently become an  
18       important focal point for many researchers, adminis-  
19       trators, and teachers. The term “social and emo-  
20       tional learning” means the process through which  
21       individuals acquire and effectively apply the knowl-  
22       edge, attitudes, and skills necessary to understand  
23       and manage emotions, the ability to set and achieve  
24       positive goals, feel and show empathy for others, es-

1       tablish and maintain positive relationships, and  
2       make responsible decisions.

3           (4) Research has shown that social and emo-  
4       tional learning effectively boosts student academic  
5       success and fosters the very skills that are being uti-  
6       lized in the workforce. Social and emotional learning  
7       both increases protective factors for helping children  
8       learn and thrive as well as reducing risks for prob-  
9       lems in both learning and behavior. These teachable  
10      skills help children avoid risky behaviors such as ag-  
11      gression and early drug and alcohol use and provide  
12      a springboard for being a capable student, citizen,  
13      and worker.

14          (5) Continued research is necessary to discover  
15      best practices and prepare educators to integrate so-  
16      cial-emotional skills into the curriculum and school  
17      culture. In addition, we need to support well-de-  
18      signed theoretical models and implementation sup-  
19      ports in social and emotional learning. Social and  
20      emotional learning should be included as a central  
21      component of our education system. Federal law  
22      needs to include language that prioritizes social and  
23      emotional learning for educators.

1 **SEC. 3. DUTIES OF THE NATIONAL CENTER FOR EDU-**  
2 **CATION RESEARCH.**

3 Section 133(a) of the Education Sciences Reform Act  
4 of 2002 (20 U.S.C. 9533(a)) is amended—

5 (1) in paragraph (10), by striking “and” at the  
6 end;

7 (2) in paragraph (11), by striking the period at  
8 the end and inserting “; and”; and

9 (3) by adding at the end the following:

10 “(11) carry out research initiatives regarding  
11 the impact of social and emotional education.”.

12 **SEC. 4. RESEARCH TOPICS OF THE COMMISSIONER FOR**  
13 **EDUCATION RESEARCH.**

14 Section 133(c)(2) of the Education Sciences Reform  
15 Act of 2002 (20 U.S.C. 9533(c)(2)) is amended by adding  
16 at the end the following:

17 “(L) Social and emotional skills and hab-  
18 its.”.

19 **SEC. 5. COMPREHENSIVE CENTERS.**

20 Section 203(f)(1)(A)(ii) of the Education Sciences  
21 Reform Act of 2002 (20 U.S.C. 9602(f)(1)(A)(ii)) is  
22 amended—

23 (1) in subclause (II), by striking “and” at the  
24 end; and

25 (2) by adding at the end the following:

1 “(IV) imparting social and emo-  
 2 tional life learning (as defined in sec-  
 3 tion 200(24) of the Higher Education  
 4 Act of 1965 (20 U.S.C. 1021)); and”.

5 **SEC. 6. SOCIAL AND EMOTIONAL LEARNING.**

6 (a) DEFINITIONS.—Section 200 of the Higher Edu-  
 7 cation Act of 1965 (20 U.S.C. 1021) is amended—

8 (1) in paragraph (13), by inserting at the end  
 9 the following: “, except that such term includes a re-  
 10 quirement that highly qualified teachers have prepa-  
 11 ration in the understanding, use, and development of  
 12 social and emotional learning programming”; and

13 (2) by adding at the end the following:

14 “(24) SOCIAL AND EMOTIONAL LEARNING.—

15 “(A) IN GENERAL.—The term ‘social and  
 16 emotional learning’ means the processes  
 17 through which students acquire and effectively  
 18 apply the following set of interrelated com-  
 19 petencies:

20 “(i) Self-awareness and self-manage-  
 21 ment skills to achieve academic and life  
 22 success.

23 “(ii) Social-awareness and relationship  
 24 skills to establish and maintain positive re-  
 25 lationships.

1                   “(iii) Responsible decisionmaking  
2                   skills and behavior in personal, school, and  
3                   community contexts.

4                   “(B) SELF-AWARENESS.—The term ‘self-  
5                   awareness’ means an individual’s ability to ac-  
6                   curately recognize—

7                   “(i) the individual’s own feelings and  
8                   thoughts; and

9                   “(ii) the influence of such feelings and  
10                  thoughts on the individual’s behaviors.

11                  “(C) SELF-MANAGEMENT.—The term ‘self-  
12                  management’ means an individual’s ability to—

13                  “(i) regulate the individual’s own emo-  
14                  tions, cognitions, and behaviors effectively  
15                  in different situations; and

16                  “(ii) set and work toward personal  
17                  and academic goals.

18                  “(D) SOCIAL AWARENESS.—The term ‘so-  
19                  cial awareness’ means an individual’s ability  
20                  to—

21                  “(i) take the perspective of and  
22                  empathize with individuals from diverse  
23                  backgrounds and cultures; and

24                  “(ii) recognize family, school, and  
25                  community resources and supports.

1                   “(E) RELATIONSHIP SKILL.—The term  
2                   ‘relationship skill’ means an individual’s ability  
3                   to establish and maintain healthy and reward-  
4                   ing relationships with individuals from diverse  
5                   backgrounds and cultures through commu-  
6                   nicating clearly, listening actively, cooperating,  
7                   negotiating conflict constructively, and seeking  
8                   and offering help when needed.

9                   “(F) RESPONSIBLE DECISIONMAKING  
10                  SKILLS AND BEHAVIOR.—The term ‘responsible  
11                  decisionmaking skills and behavior’ means an  
12                  individual’s ability to make constructive and re-  
13                  spectful choices about personal behavior and so-  
14                  cial interactions, based on consideration of eth-  
15                  ical standards, safety concerns, the realistic  
16                  evaluation of consequences that stem from ac-  
17                  tions, and the well-being of self and others.

18                  “(25) SOCIAL AND EMOTIONAL LEARNING PRO-  
19                  GRAMMING.—The term ‘social and emotional learn-  
20                  ing programming’ refers to instruction, activities,  
21                  and best practice initiatives that—

22                         “(A) integrate social and emotional learn-  
23                         ing with academic achievement;

24                         “(B) provide systematic instruction where-  
25                         by social and emotional skills are taught, mod-

1           eled, practiced, and applied so that students use  
2           them as part of their daily behavior;

3           “(C) teach students to apply social and  
4           emotional skills to prevent specific problem be-  
5           haviors such as substance use, violence, bul-  
6           lying, and school failure, and to promote posi-  
7           tive behaviors in class, school, and community  
8           activities; and

9           “(D) establish safe and caring learning en-  
10          vironments that foster student participation,  
11          engagement, and connection to learning and  
12          school.”.

13          (b) TEACHER QUALITY PARTNERSHIP GRANTS.—  
14          Section 202 of the Higher Education Act of 1965 (20  
15          U.S.C. 1022a) is amended—

16               (1) in subsection (b)—

17                       (A) by striking the period at the end of  
18                       paragraph (7)(D) and inserting “; and”; and

19                       (B) by adding at the end the following:

20                       “(8) a description of how the eligible partner-  
21                       ship will prepare prospective and new teachers and  
22                       principals, if applicable, to understand, use, and de-  
23                       velop social and emotional learning programming.”;

24               (2) in subsection (e)(1)(C)—

1 (A) by striking “and” at the end of clause  
2 (iii);

3 (B) by striking the period at the end of  
4 clause (iv) and inserting “; and”; and

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

6 “(v) preparation in understanding,  
7 using, and developing social and emotional  
8 learning programming.”; and

9 (3) in subsection (f)(1)(C)—

10 (A) by striking “and” at the end of clause  
11 (ii);

12 (B) by striking the period at the end of  
13 clause (iii) and inserting “; and”; and

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

15 “(iv) preparation in understanding,  
16 using, and developing social and emotional  
17 learning programming.”.

18 (c) AUGUSTUS HAWKINS CENTERS OF EXCEL-  
19 LENCE.—Section 242(b)(1)(B) of the Higher Education  
20 Act of 1965 (20 U.S.C. 1033a(b)(1)(B)) is amended—

21 (1) in clause (i), by striking “and” at the end;

22 (2) by striking the period at the end of clause  
23 (ii) and inserting “; and”; and

24 (3) by adding at the end the following:

1 “(iii) promoting the understanding,  
2 use, and development of social and emo-  
3 tional learning programming.”.

4 (d) TEACH TO REACH GRANTS.—Section  
5 251(c)(1)(B) of the Higher Education Act of 1965 (20  
6 U.S.C. 1034(c)(1)(B)) is amended—

7 (1) by striking “and” at the end of clause (iv);  
8 and

9 (2) by adding at the end the following:

10 “(vi) understanding, using, and devel-  
11 oping social and emotional learning pro-  
12 gramming; and”.

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