

The following is taken directly from the website of Collaborative for Academic, Social, and Emotional Learning (CASEL) [casel.org](http://casel.org)

**The Collaborative for Academic, Social, and Emotional Learning**

CASEL is a 501(c)3 non-profit organization dedicated to working alongside researchers, policymakers, and practitioners to ensure high-quality, evidence-based SEL for all. CASEL's mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. The CASEL 5 addresses five broad and interrelated areas of competence and highlights examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts. Many school districts, states, and countries have used the CASEL 5 to establish preschool to high school learning standards and competencies that articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

- **CCSS Social Awareness** Competence in the social awareness domain involves the ability to take the perspective of and have respect for those with different backgrounds or cultures, and to empathize and feel compassion. It also involves understanding social norms for behavior and recognizing family, school and community resources and supports.
- **CCSS Self-Management** Competence in the self-management domain requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes skills necessary to achieve goals, such as the ability to delay gratification, manage stress, control impulses, and persevere through challenges.
- **CCSS Social Awareness** Competence in the social awareness domain involves the ability to take the perspective of and have respect for those with different backgrounds or cultures, and to empathize and feel compassion. It also involves understanding social norms for behavior and recognizing family, school and community resources and supports.
- **CCSS Relationship Skills** Competence in this domain involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed. Relationship skills provide individuals with the tools they need to establish and maintain healthy and rewarding relationships, and to act in accordance with social norms.
- **CCSS Responsible Decision- Making** Competence in this domain requires the ability to consider ethical standards, safety concerns, and make accurate behavioral assessments to make realistic evaluations of the consequences of various actions, and to take the health and well-being of self and others into consideration. Responsible decision-making requires the knowledge, skills, and attitudes needed to make constructive choices about personal behavior and social interactions across diverse settings.

The following is taken directly from the website of the Orton-Gillingham Academy  
[ortonacademy.org/resources/what-is-the-orton-gillingham-approach/](https://ortonacademy.org/resources/what-is-the-orton-gillingham-approach/)

**The Orton-Gillingham Approach** is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method, program, or system. In the hands of a well-trained and experienced instructor, it is a powerful tool of exceptional breadth, depth, and flexibility.