REL Corner: Creating a Culture of Respect

[Learn about the REL Appalachia and its work](https://ies.ed.gov/ncee/edlabs/regions/appalachia/), and dive into resources on social emotional learning (SEL) and growth mindset that help educators celebrate who their students are as people and as learners and support a culture of respect.

* [Building Bridges to College and Career: Social Emotional Preparation](https://ies.ed.gov/ncee/edlabs/regions/appalachia/events/event_10-23-19_bridges-social-emotional.asp). These REL Appalachia workshop materials provide tools and research-based strategies for building growth mindset and self-efficacy for successful postsecondary transitions.
* [Exploring How Social and Emotional (SEL) Competencies Influence College and Career Readiness](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_Exploring_How_Social_and_Emotional_Competencies_Infuence_College_and_Career_Readiness.pdf). This REL Pacific infographic shares how social and emotional learning competencies influence students’ academic success and college readiness.
* [Engaging Families for Math Success](https://ies.ed.gov/ncee/edlabs/regions/appalachia/blogs/blog14_engaging-families-for-math-success.asp). Well-designed partnerships of families and community members can increase students' self-confidence and achievement. This REL Appalachia blog post shares information and resources that can support families in developing a growth mindset as it relates to math abilities.
* [A review of the literature on social and emotional learning for students ages 3–8](https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=443). REL Mid-Atlantic’s four-part series summarizes the benefits of SEL in early childhood and identifies the most effective characteristics of SEL interventions in school contexts.
* [Integrating a focus on equity into social and emotional learning](https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_MW_Integrating_a_Focus_on_Equity_into_Social_and_Emotional_Learning.pdf). This REL Midwest infographic explores the relationship between SEL and equity to help educators promote the conditions that enable all children to build on their unique assets and abilities to reach their full potential.
* [What research exists on the relationship between social and emotional learning and educational outcomes among K–12 low-income students and students of color?](https://ies.ed.gov/ncee/edlabs/regions/midwest/askarel/2018/social-emotional-learning-equity.aspx) This REL Midwest Ask A REL response cites research reports and descriptive study articles on SEL and outcomes for students of color and students from low-income families.
* [Promoting a Positive School Environment for All](https://ies.ed.gov/ncee/edlabs/regions/northwest/blog/positive-school-environment.asp). When a school community creates a welcoming, emotionally supportive learning environment, everyone wins. This REL Northwest blog post discusses strategies for changing both policy and practice to ensure a positive school environment for all students.
* [Growth Mindset in Math](https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/math-attitudes-training/powerpoint-growth-mindset.pdf). In part one of a [four-part training series](https://ies.ed.gov/ncee/edlabs/regions/northwest/news/math-attitudes-training-series.asp) on building positive math attitudes, REL Northwest defines growth mindset, highlights research on its importance for math outcomes, and offers actionable strategies for instilling a growth mindset for students in math classes.