

# Implementing CASEL's Three-Legged Stool for SEL in classrooms in Sri Lanka: A case study

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Global research over recent decades has recognized the significant benefits of Social and Emotional Learning (SEL) for students' mental well-being and academic learning. Sri Lanka has also acknowledged the importance of SEL, but its implementation in schools, especially for Senior Secondary students aged 15-18 years, remains inadequate. The Collaborative for Academic, Social, and Emotional Learning (CASEL) offers a model for implementing SEL within classrooms, referred to as the 'Three-Legged Stool for SEL in Classrooms'. The stool represents SEL implementation in classrooms and stands on three legs which represent three approaches—supportive classroom environments, explicit instruction, and integration of SEL and academic instruction. This study aims to investigate how the Three-Legged Stool model can be implemented in classrooms in a national school in Sri Lanka. The study employed a Mixed Methods Case Study design and was conducted at a Type 1 AB school. First, a needs and readiness assessment was carried out, followed by the development of SEL programmes for Grades 10 and 12. These programmes were implemented over the course of one academic year. At the end of the school year, the overall impact of the SEL implementation was evaluated to determine the effectiveness of CASEL's model in the Sri Lankan context. Data were collected through questionnaires, feedback forms, interviews, and focus group discussions. Analysis utilized descriptive and inferential statistics, thematic and inductive analysis, descriptive narratives and triangulation. By exploring the implementation of SEL based on a globally accepted model, this study aims to support the development of national policies that encourage schools to initiate SEL programmes and address the critical need for SEL among students in Sri Lanka.

**Keywords:** *SEL, CASEL's Three-Legged Stool, Senior secondary, Social, Emotional*