



Iowa's Social-Emotional Learning Competencies

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Introduction

Learners in Iowa, including children, youth, and adults are the central focus of the Iowa Department of Education (Department). Through collaboration with Area Education Agencies, local school districts, professional education organizations, and youth, as well as state agencies and organizations, the Department works toward the following vision and mission:

Vision

Iowa learners experience high levels of success and develop the capacity to continually grow as successful, healthy, and productive citizens in a global community.

Mission

Creating excellence in education through leadership and service.

In order to reach this goal, educators across the state are recognizing the need for addressing the whole child and implementing multi-tiered systems of support (MTSS) in collaboration with families, and community partners to meet the dynamic and diverse needs of all learners. In concert with the advances educators have made in supporting academics, it is essential to address the social, emotional, behavioral, and mental health needs of Iowa learners. This is achieved, in part, by a focus on Social-Emotional Learning (SEL).



Fig. 1 The above multi-section wheel represents the 5 social-emotional competencies in the center. In a sequence of circles around the competencies include: Classroom Curriculum & Instruction, School-wide Practices & Policies, Homes and Communities, and Family & Community Partnerships.

“Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (Collaborative for Academic, Social, and Emotional Learning, 2018)

As seen in Figure 1, the five Competencies are: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-making.

Social and emotional (SE) competencies are important for whole-student development and well-being. We know that “brain function is hierarchical. We feel and then we think.” (Blodgett, 2015, Perry, 2006). A purposeful focus on implementing strong SE competencies fosters an environment where all individuals feel supported and can thrive.

Based on research and recommendations from stakeholders, the decision was made to use the CASEL framework of the five Competencies as the focus for providing resources in Iowa. Use of this framework and these resources are completely voluntary and not required. School districts, should they choose to establish an SEL framework, are encouraged to research and select an SEL framework that works best in their context.

Purpose and Use of Competencies

The purpose of providing these Competencies, Learning Targets, Developmental Indicators, with Adult Examples for Instruction and Learner Examples (IASEL Competencies) is to provide districts, schools, and those that partner with them, a set of information and resources that can be used to implement social-emotional learning. These resources are provided as tools to encourage focused and comprehensive planning, based on implementation science, to lend breadth, depth, and scope to the process of implementing SEL. It's important to remember that the ultimate goal is for all learners to grow in their desire and ability to embrace and demonstrate SE competencies.

Some important considerations for implementing the IASEL Competencies include:

- Development Matters (Osher, Cantor, Berg, Steyer, & Rose, 2017)
 - Individuals develop and grow their social-emotional competencies over time
 - Certain skills serve as building blocks
 - Development of social-emotional skills depends on the age and context of the individual
- Context Matters (Osher et al., 2017):
 - Development depends on biology and environment
 - Context include multiple factors such as: culture, characteristics of the learner, and the environment in which the learner is situated
- Culture Matters (Hecht & Shin, 2015):
 - There are multiple ways to express social-emotional skills
 - Expression of social-emotional skills varies by culture
 - It is important to reflect on our own cultural assumptions

A comprehensive plan to foster social and emotional learning at the same time it creates positive classroom conditions and school climate (Dusenbury, Calin, Domitrovich, & Weissberg, 2015) includes:

1. Free-standing lessons that provide explicit, step-by- step instructions to teach social and emotional competencies across the five core competency clusters, on age-appropriate topics.
2. General teaching practices that create classroom and schoolwide conditions that facilitate and support social and emotional development in students.
3. Integration of skill instruction and practices that support SEL within the context of an academic curriculum.
4. Guidance to administrators and school leaders on how to facilitate SEL as a schoolwide initiative by restructuring the school's organizational structures, operations, and academic, social, and emotional learning goals.

Culture and equity are important in the process and approaches for SEL. In addition, with the growing focus on trauma-informed practices and behavioral health supports, SEL can help create caring, just, inclusive and healthy communities that support all learners in reaching their fullest potential.

As demonstrated through tools being developed through Collaborating for Iowa's Kids (C4K), such as the Self-Assessment on Multi-tiered Systems of Support (SAMI), schools are being asked to consider social-emotional-behavioral health (SEBH) in concert with literacy and math. When learners are competent in these areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making; they not only do better academically, but also in college, career, and life in general.

Iowa Social-Emotional Learning Development Process

The Iowa Department of Education (Department) used a Quality Review Process that engaged national experts, as well as a broad range of stakeholders from the Department, Area Education Agencies (AEA), Local Districts/Schools (LEA), government agencies, higher education, state and local nonprofit organizations, and youth.

The Iowa School Climate Transformation Grant (2014-2020) was the catalyst for the focus on Social-Emotional Learning. Through a sequential and comprehensive process, with national representatives from the American Institutes for Research (AIR) and the Collaborative for Academic, Social, and Emotional Learning (CASEL), the Department engaged a broad representation of agencies, organizations, and individuals who care deeply about the children and youth in Iowa. Representation was included across early childhood, K-12, out-of-school time, researchers, higher education, youth-serving organizations, children, and youth.

Initial Research and Recommendations Work Group 2017

The stakeholder group completed a literature review, researched SEL initiatives throughout the United States, reviewed various frameworks for SEL, and made recommendations to the Department regarding a process and timeline to move forward. Based on the work of this stakeholder group, the Department made the decision to use the CASEL definition of SEL and framework found to be grounded in solid social-emotional research. In addition, the Department responded to the recommendation to move to Competencies, Learning Targets, and Developmental Indicators rather than standards. The Department also acted on the C4K recommended process by selecting a national expert advisor and a second group of stakeholders to move the work forward. The members of the 2017 work group included:

Kay A. Augustine, IA Dept. of Education
Jenny Barnett, Green Hills AEA
Kathy Bertsch, IA Dept. of Education
Jennifer Best, Scott County Kids
Shari Blake, Charter Oak-Ute CSD
Susan Bruce, IA Dept. of Education
Sarah Bruch, University of Iowa
Jennifer Collins, Northwest AEA

Elizabeth Cox, Prevent Child Abuse Iowa
Jaclyn Dehner, Iowa School Counselors'
Kristi Eckard, Des Moines Independent
Tron England, Johnston CSD
Jackie Fober, Central Rivers AEA
Megan Foley-Nicpon, University of Iowa
Paul Hayes, Cedar Rapids CSD
Jennifer Jansen, Mississippi Bend AEA

Brenda Jenkins, Northwest AEA
Scott Jeske, Eagle Grove CSD
Andrea Matheson, Heartland AEA
Jadie Meyer, Mason City CSD
Lillian Ortiz, West Liberty CSD
Jaymie Randel, Prairie Lakes AEA
Melanie Reese, Grant Wood AEA
Nicole Skaar, University of Northern Iowa
Jennifer Ulie-Wells, Please Pass the Love

SEL Competencies Stakeholder Group 2018

This Stakeholder group worked with American Institutes for Research (AIR) and CASEL, who assisted the Department in designing the process and providing resources and research as the work groups each tackled their specific area. Building from the [Iowa Early Learning social-emotional standards](#), work groups did additional research and provided recommendations for Competencies, Learning Targets, Developmental Indicators and Adult/Learner examples for K-2, 3-5, 6-8, and 9-12. Other work groups focused on recommendations for: Guidelines and Rationale, Vertical Articulation, and Youth Voice. Members of the 2018 work group included:

Amy Abler, Des Moines Schools
Kim Bodholdt, Ft. Dodge CSD
Brenda Allen, Iowa State University
Nancy Ankeny-Hunt, IA Dept. of Education
Kay A. Augustine, IA Dept. of Education
Jenny Barnett, Green Hills AEA
Jeremy Braden, Ankeny CSD
Heidi Brown, Des Moines Out-of-school Time
Brenda Gerdes, Heartland AEA
Jackie Fober, Central Rivers AEA
Andrea Matheson, Heartland AEA
Corey Trainer, Oskaloosa CSD

Brenda Jenkins, Northwest AEA
Cory C. Johnson, Burlington CSD
Pamela Kirsch, Davenport CSD
Heather Korte, Des Moines Schools
Emily Kruse, Nevada CSD
Janel Lesan, Grant Wood AEA
Amy Moines, Central Rivers AEA
Stephanie Oppel, Ray Center, Drake University
Jordan Ottenbacher, Southeast Polk CSD
Kathleen Lockard, Iowa Olweus
Toni Fuller Merfeld, Metro West Learning
Wendy Trotter, IA Dept. of Education
Joel Pedersen, Cardinal CSD

Seth A Piro, Northwest AEA
Melanie Seier, St. Mark Youth
Susan Selby, IA Dept. of Ed
Jessie Stoffel, Council Bluff CSD
Allison Bruhn, University of Iowa
Susan Bruce, IA Dept. of Education
Elizabeth Cox, Prevent Child Abuse Iowa
Amy Croll, Community Youth Concepts
Suzie Maas, Keystone AEA
Dana Miller, Central Rivers AEA
Susan Walkup, IA Dept. of Education
Amanda Winslow, IA Dept. of Education
Nick Yoder, AIR

State Social-Emotional Learning Advisory Team

This team provided their feedback and recommendations at critical points in the process. They provided another level of stakeholder engagement and helped the Department by sharing the status of SEL across Iowa, asking probing questions, encouraging greater emphasis on equity, and providing information on important crosswalks needed with existing standards and strategies. Members of the State Advisory Team included:

Barb Anderson, IA Dept. of Education
Kay A. Augustine, IA Dept. of Education
Abmadu Bab-Singhri, Grandview University
Jason Blietz, Cedar Rapids CSD
Jadie Boens, Heartland AEA
Susan Bruce, IA Dept. of Education
Greg Carezza, Waukee CSD

Carlos Casanova, Iowa State University
Bengu Erguner-Tekinalp, Drake University
Jeff Herzberg, Prairie Lakes AEA
Aimee Hospodarsky, Iowa School Counselors' Assoc.
Terese Jurgensen, IA Dept. of Education
Sam Miller, Central Rivers AEA

Dana Miller, Central Rivers AEA
Brad Niebling, IA Dept. of Education
Sue Schirmer, Heartland AEA
Julie Treppe, West Monona CSD
Jake Troja, Des Moines Schools
David VanHorn, Green Hills AEA

Iowa Department of Education SEL Internal Team 2017-2019

The Department's Internal SEL Coordinating Team represented cross-bureau engagement. This team first met every two weeks beginning in the fall of 2017 which continued into 2019 moving to once per month. The Team was responsible for managing the process, refining materials based on feedback, aligning the process and working with other Department initiatives such as PBIS, Bullying Prevention, Career and Technical Education (CTE), and Project AWARE. Although this specific work was focused on SEL, the team addressed SEBH throughout to ensure that the SEL foundational resources and practices support trauma-informed strategies and work within the MTSS framework that includes a focus on mental health. Members of this team participated in the national meetings of CASEL's Collaborative of the States, CASEL Institutes and Conferences, national conferences on PBIS, Mental Health, Neuroscience, and Student Engagement and Voice, bringing back new learning to share with the team. The School Climate Transformation Grant hosted opportunities for schools and organizations to learn more about SEL foundations. Several professional development opportunities focusing on SEL were planned and delivered including: Social-Emotional-Behavioral Classroom Strategies workshop (2017), Learning Supports Conference (2018), conference presentations at partner organization events, and two statewide Coaches' Forums for instructional, behavior, and special education coaches (2018, 2019). Members of this team included:

Barb Anderson, Project AWARE
Kay Augustine, School Climate Transformation
Susan Bruce, School Climate Transformation
Lyn Jenkins, Consultant, Health and PE

Brad Niebling, Bureau Chief, LS&S Bureau
Barbara Ohlund, Administrative Consultant
Susan Selby, Consultant, Parents & Families
Lisa Stange, Consultant, Career & Technical

Wendy Trotter, Consultant, Autism
Angie VanPolen, Consultant, Early Childhood
Stefanie Wager, Consultant, Social Studies
Susan Walkup, Consultant, Alternative

Next Steps through Collaborating for Iowa's Kids (C4K)

Within the review and refinement process, drafts of IASEL Competencies were reviewed by national experts from CASEL and AIR including: Nick Yoder, Ruth Cross, and Linda Dusenbury. The IASEL Competencies were refined based on comments and suggestions from those who reviewed the drafts. Once all refinements were made, the current document was made available on the Iowa Department of Education School Climate Transformation webpage.

Future work will include crosswalks with Iowa's content standards. In addition, through C4K, individuals will be invited to serve on task teams to develop additional supports including: training on the foundations of SEL, social and instructional practices, alignment with existing initiatives, and guidance on assessment and evaluation.

Organization of the Social-Emotional Competencies

Iowa's Social-Emotional Competencies have been organized around five core Competencies identified by CASEL. Each Competency includes three to five Learning Targets that further organize essential skills, abilities, behaviors and attitudes. The five Competencies and Learning Targets are consistent across grade bands that include K-2nd, 3rd-5th, 6th-8th, and 9th-12th. Although Learning Targets are consistent across grade bands, Adult Examples for Instruction were developed considering the important changes in learners' social and emotional development as they mature.

Competencies and Learning Targets Across all Grade Levels

Competency	Learning Targets
<p style="text-align: center;">Self-Awareness</p>	<ul style="list-style-type: none"> ● Identifying Emotions ● Accurate Self-Perception ● Self-Confidence
<p style="text-align: center;">Self-Management</p>	<ul style="list-style-type: none"> ● Impulse Control ● Stress Management ● Self-Discipline and Self-Motivation, ● Goal Setting ● Organizational Skills
<p style="text-align: center;">Social Awareness</p>	<ul style="list-style-type: none"> ● Perspective Taking and Empathy ● Appreciating Diversity and Respect for Others ● Civic Engagement
<p style="text-align: center;">Relationship Skills</p>	<ul style="list-style-type: none"> ● Communication ● Social Engagement ● Relationship Building ● Teamwork
<p style="text-align: center;">Responsible Decision-Making</p>	<ul style="list-style-type: none"> ● Identifying Problems ● Analyzing Situations and Solving Problems ● Evaluating and Reflecting ● Ethical Responsibility

To promote the SEL process and growth of all learners, universal instructional examples are provided for adults who are teaching, modeling and reinforcing the skill sets. In the following diagram, the instructional examples column refers to the way adults organize the learner's environment and interact with them to facilitate the development of SE competencies. The included examples may be classified as classroom management strategies, instructional tasks and delivery, academic integration, communication and feedback, and the types of academic, social and emotional support that may be provided school-wide and in the classroom. It is important to note that The Adult Examples for Instruction are not a comprehensive list of instructional activities. Learner examples are provided for adults to recognize learners' progress toward the competency. The expectation is for learners to demonstrate age-appropriate skills and not final mastery of any competency as all learners, including children, youth, and adults continue to grow and evolve.

Self-Awareness

Involves understanding one’s emotions, personal identity, goals and values. This includes accurately assessing one’s strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one’s personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
	With the support of caring adults, learners will be able to:	Caring adults may...	With the support of caring adults, learners may...
Identifying Emotions	Identify and name their own basic emotions/feelings. Identify situations that might elicit emotions/feelings.	<ul style="list-style-type: none"> Name learners’ feelings to help them identify and understand their emotions. (Ex: “Sam, with your arms crossed, it looks like you are feeling frustrated that it is time to pick up and come to the carpet”. “Riana, you look eager to start your work with all your materials ready to go”.) 	<ul style="list-style-type: none"> Name the emotions felt by the characters in children’s literature and describe a time when the learners personally felt that way. Identify own emotions in various contexts using visual examples such as drawing a picture, making a poster, using “feeling faces”, using photographs, etc.
Skill related to core competency	Desired learner skills, attitudes and knowledge	Suggestions/examples for teaching	Age-appropriate demonstration of competency
		<ul style="list-style-type: none"> Give learners multiple opportunities to practice identifying emotions/feelings through role-plays, stories, journaling, watching video clips, music, art, etc. 	

Foundational Principles: Using the Iowa Competencies, Learning Targets and Developmental Indicators

Social-Emotional Foundational Principles were developed collaboratively by contributors and represent 4 overarching ideas for integrating SEL in a Multi-Tiered System of Supports (MTSS). These principles emphasize establishing an SEL process in which all caring adults who support learners: model competencies, promote equity, address the needs of the whole child, create partnerships with families and community stakeholders, and engage in self-care practices to support their own well-being. These principles focus on creating a rich, social learning community in which all learners feel connected and capable, and one in which learners are engaged, have the opportunity to communicate their beliefs, opinions and perspectives, and develop SE competencies that will enable them to be contributing members of a global community. Based on research, the following foundational principles are of key importance as we work together to use the IASEL Competencies for learners (children, youth, and adults):

- ❖ Social-emotional learning is the process of acquiring and applying knowledge, attitudes and skills throughout life, in predictable and unpredictable situations.

The purpose of this foundational principle is to emphasize that SE competencies are required to succeed in school, relationships, community, and workplace. From developing a sense of basic trust in infancy; to exercising independence in preschool; to refining a sense of self and testing roles in adolescence; to reflecting on a lifetime of experiences, relationships, successes and failures in late adulthood; SE skills are ever developing with each experience and context. SE competencies extend beyond overt behavior; applying knowledge and adopting healthy habits requires the unseen thought processes and attitudes that precede actions and decisions, and support wellness. The expectation is for learners to develop and apply social-skills, and engage in the life-long process of reflection and self-assessment to ensure their actions produce positive results for themselves and others.

Key Ideas:

- SEL is a process that focuses on acquiring age-appropriate, developmental skills as opposed to being used as a diagnostic tool.
- SEL is more than behavior, and encompasses attitudes, habits, thoughts, etc. that may not manifest as observable behavior.
- Mastery of competencies is not expected. Skills are developed and applied in predictable and unpredictable situations, with the expectation that learners continue to grow with each experience and context.

- ❖ Social-emotional learning involves all adults, as teachers and life-long learners.

SEL begins with adults. In the home, school, and community, key adults in learners' lives influence the development of essential SE competencies. This principle emphasizes that key adults teach and model competencies, expectations and routines. Adults provide multiple opportunities for learners to practice competencies, acknowledge the use of competencies when observed and give positive and/or corrective feedback to support learning. Research shows that to be effective, adults teaching and modeling SEL must develop their own social-emotional competencies, practice self-care and establish healthy habits to promote their own wellness. When systems support adults to take care of themselves, a positive cycle of SEL develops.

- ❖ Social-emotional learning helps to create safe, healthy and supportive environments that extend beyond the classroom to the whole school, home and community.

This principle reflects the research that shows that learners need to feel safe, engaged, connected and supported in order to thrive. These factors are also considered to be "Conditions for Learning" and contribute to academic success, positive relationships, good attendance and fewer problem behaviors. Caring, supportive, respectful relationships develop among learners (children, youth, parents, teachers, other school personnel) who recognize and appreciate similarities and differences, are culturally and ethnically responsive, show empathy and engage in ethically responsible decision-making. Instructional tasks and experiences are created to encourage responsibility and choice, collaborative learning, self-reflection, and reciprocal communication. Caring adults recognize a learner's need for academic, social and emotional support and teach essential SE skills related to self-advocacy, self-regulation, stress management and problem-solving.

- ❖ Social-emotional learning promotes learner voice and provides opportunities to encourage, engage, and empower learners to direct their choices, interests, and experiences in multiple contexts.

This principle emphasizes the idea that learner voice increases the feeling of being connected, capable and valued as a contributing individual. Adults provide multiple opportunities and avenues for self-expression, participation, and task completion. Learners are encouraged to apply skills and processes learned in and out of school, as well as draw from their experiences as they navigate the world around them. As a strength-based approach, the SE learning process helps all children, youth, and adults recognize, affirm and apply their strengths in multiple contexts.

Key Ideas:

- Focusing on adult SE Competencies is a critical first step prior to implementation.
- SE Competencies, Learning Targets, and Developmental Indicators are taught, modeled, acknowledged and supported by caring adults.
- Adults embrace self-care to ensure their well-being.

Key Ideas:

- SEL occurs all day, every day, everywhere.
- SEL is focused on the "whole child" and extends beyond school to home and community through teaching, modeling, practice and application.
- SEL is a lever for Equity and promotes the conditions that enable all learners to build on their unique skills, qualities, heritage, etc.

Key Ideas:

- SEL promotes learner voice and creates opportunities for learners to participate in decisions about behavior expectations, instruction, response preferences, policies, and other areas of their education.
- SEL is a strengths-based approach that recognizes and affirms the strengths of children, youth, and adults.

Social-Emotional Learning Competencies: K-2

There are five (5) Social-Emotional Learning Competencies at the K-2 level:

1. **Self-Awareness** is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. It is the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset". There are three (3) Learning Targets within this competency: Identifying Emotions, Accurate Self Perception, and Self-Confidence.
2. **Self-Management** includes regulating one's emotions, stress management, self-control, self-motivation, and setting and achieving goals. There are five (5) Learning Targets within this competency: Impulse Control, Stress Management, Self-Discipline and Self-Motivation, Goal Setting, Organizational Skills.
3. **Social Awareness** connotes perspective-taking; empathy; respecting diversity; understanding social and ethical norms of behavior; and recognizing family, school, and community supports. There are three (3) Learning Targets within this competency: Perspective Taking and Empathy, Appreciating Diversity and Respect for Others, Civic Engagement.
4. **Relationship Skills** connote building relationships with diverse individuals and groups, communicating clearly, working cooperatively, resolving conflicts, and seeking help. There are four (4) Learning Targets within this competency: Communication, Social Engagement, Relationship Building, Teamwork.
5. **Responsible Decision-Making** refers to considering the well-being of self and others; recognizing one's responsibility to behave ethically; basing decisions on safety, social, and ethical considerations; evaluating realistic consequences of various actions; and making constructive, safe choices for self, relationships, and school. There are four (4) Learning Targets within this competency: Identifying Problems, Analyzing Situations and Solving Problems, Evaluating and Reflecting, Ethical Responsibility

Self-Awareness

Involves understanding one’s emotions, personal identity, goals and values. This includes accurately assessing one’s strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one’s personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
Identifying Emotions	<p>With the support of caring adults, learners will be able to:</p> <p>Identify and name their own basic emotions/feelings.</p> <p>Identify situations that might elicit emotions/feelings.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> Name learners’ feelings to help them identify and understand their emotions. (Ex: “Sam, with your arms crossed, it looks like you are feeling frustrated that it is time to pick up and come to the carpet”. “Riana, you look eager to start your work with all your materials ready to go”.) Model naming their feelings and the feelings of others throughout the day (Use words like “I feel confused,” or “It looks like Mary feels excited. She is smiling and jumping up and down” etc.) Give learners multiple opportunities to practice identifying emotions/feelings through role-plays, stories, journaling, watching video clips, music, art, etc. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> Name the emotions felt by the characters in children’s literature and describe a time when the learners personally felt that way. Identify own emotions in various contexts using visual examples such as drawing a picture or making a poster, using “feeling faces”, viewing photographs, etc.

Learning Targets	K-2 Indicators With the support of caring adults, learners will be able to:	Adult Examples for Instruction Caring adults may...	Learner Examples With the support of caring adults, learners may...
Accurate Self Perception¹	Identify likes and dislikes Describe things they do well. Describe an activity/task in which they may need help in order to be successful.	<ul style="list-style-type: none"> • Recognize and celebrate the different strengths/challenges, cultures, and hobbies of everyone in and outside the classroom. • Provide opportunities for learners to share their strengths through multiple means, such as: <ul style="list-style-type: none"> ○ creating an All About Me book ○ creating an All About Us book for the classroom ○ create a collage of photos ○ demonstrate a cultural tradition from their family • Recognize the learners' effort in their personal areas for improvement, and support learners as they make their plans for growth. • Teach learners how to recognize when they need help and strategies to ask for help. (e.g., raise hand or use other signals, classroom routines for asking/waiting for help) 	<ul style="list-style-type: none"> • Present their self-perception (e.g., likes/dislikes, strengths, characteristics, cultural traditions, etc.) through a creative process such as: <ul style="list-style-type: none"> ○ drawing a picture ○ writing a story ○ creating a mural or collage ○ sharing in community circle • Identify academic and/or social skills with which learners struggle and someone who can help them grow. • Demonstrates ability to use routines and strategies when asking for help.
Self- Confidence²	Demonstrate positive self-talk when participating in challenging tasks. Demonstrate willingness to try new things. Actively participate in, question, and contribute to the learning process.	<ul style="list-style-type: none"> • Encourage learners to consider skills/strengths/strategies from past experiences that will help them accomplish a new task. • Model their own positive self-talk when <ul style="list-style-type: none"> ○ doing something well ○ faced with a challenging task ○ making a mistake 	<ul style="list-style-type: none"> • Be heard making statements such as “I can do this”, “I’ll keep trying”, etc. • Accept invitations to try new activities, responsibilities, and interactions such as: <ul style="list-style-type: none"> ○ classroom jobs ○ leading an activity ○ play with someone new • Demonstrate active engagement in the learning process by such things as: <ul style="list-style-type: none"> ○ expressing their thoughts and feelings

¹ Recognizing strengths as its own target was combined with accurate self-perception since the ability to recognize one's strengths is part of accurate self-perception.

² Specific self-efficacy refers to beliefs about one's ability to perform specific tasks (e.g., driving, public speaking, studying, etc.) Self-confidence refers to belief in one's personal worth and likelihood of succeeding. Self-confidence is a combination of self-esteem and general self-efficacy.

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
	<p>With the support of caring adults, learners will be able to:</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Encourage learners to try even if they make mistakes, and teach learners the value of learning from mistakes. • Promote a classroom culture where mistakes are seen as learning opportunities. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> ○ working independently ○ initiating and asking questions when they don't understand

Self-Management

Requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through personal and group-level challenges in order to achieve personal and educational goals.

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
<p>Impulse Control³</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> <p>Demonstrate productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Create individual and class calming strategies to display in your classroom such as: <ul style="list-style-type: none"> ○ social stories ○ visuals on wall ○ tabletop/desktop visual supports ○ break cards • Provide calming area in the classroom for learners to use when they need it. (To be used as a support and not a punishment.) • Teach expectations and maintain and promote those expectations throughout the year. • Capitalize on opportunities to model, teach, and reinforce self-regulating strategies when responding to learners • Point out examples in literature (or other curriculum content) when characters do or do not display impulse control and discuss outcomes and consequences. • Provide multiple opportunities to practice waiting for turn, obtaining an object, or accessing an activity. (Play games such as “Mother May I”, use waiting list) 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Identify a calming strategy when asked. • Use calming or self-regulating strategies such as: deep breathing, drawing, going to a calming area, mindfulness, self-talk, or walking away. • Name classroom/building expectations and various ways to meet them. • Demonstrate waiting their turn.

³ Indicators include more than managing strong emotions. Ex: not blurting out, not having negative self-talk before you make a mistake, etc. Impulse control - more in the moment/immediate vs Self-Discipline - more long term and/or goal oriented.

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
Stress Management	<p>With the support of caring adults, learners will be able to:</p> <p>Identify stressors that result in physical or emotional responses.</p> <p>Identify healthy practices to manage response to stressful situations.</p> <p>Apply healthy practices to handle situations that cause stress.</p> <p>Communicate the need for assistance to manage stress as needed.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Provide multiple methods for learners to be able to communicate their ability to regulate and identify intensity level: <ul style="list-style-type: none"> ○ feelings scale ○ thermometer ○ feelings chart • Support learners in identifying possible physical reactions to stress. • Provide opportunities for brain breaks, yoga, breathing exercises, physical activity, etc. • Model stress management skills using self-talk. • Reinforce your authentic assurance that you are available for assistance if needed by learners. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Use multiple means to name how they are feeling and communicate what is causing them stress (for example using an “I” statement, feeling scale) • Identify physical cues/body clues (e.g., hands trembling, heart beating fast, etc.) that indicate increasing stress levels when reflecting on a situation. • Ask for help when needed.

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
<p>Self-Discipline and Self-Motivation</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Demonstrate the ability to stay actively engaged and persist in activities.</p> <p>Demonstrate ability to delay immediate gratification.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Anticipate and minimize distractions, make accommodations when needed, and model and teach what to do when they occur. • Create a supportive learning environment that promotes independence and risk-taking (e.g. visual and auditory supports, classroom routines, time for self-reflection, trying new things, celebrating efforts and accomplishments, etc.) • Implement strategies to engage learners in delaying gratification including such as: <ul style="list-style-type: none"> ○ first/then ○ daily schedules ○ use of peers ○ modifying schedule to meet the needs of learners ○ individualized learner accommodation • Discuss expectations regularly and have learners reflect on their choices. • Reteach expectations and provide opportunities to practice when problem behaviors occur. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Engage and stay on task given a supportive learning environment. • Demonstrate a positive attitude towards self and others when given new or challenging situation. • Demonstrate the ability to delay preferred activity in order to complete non-preferred activity.

Learning Targets	K-2 Indicators With the support of caring adults, learners will be able to:	Adult Examples for Instruction Caring adults may...	Learner Examples With the support of caring adults, learners may...
Goal Setting	<p>Demonstrate the ability to identify a simple goal.</p> <p>Implement steps toward a goal including identifying resources needed.</p> <p>Monitor progress toward a goal and adjust as needed.</p>	<ul style="list-style-type: none"> • Explore goals and strategies (e.g., SMART, SMARTIE) with learners and model breaking a goal into smaller steps. (e.g., Goal: I will use kind words, by Sept 5th, I will say thank you, you're welcome, and hello to meet my goal) • Provide positive feedback when learners make progress towards goals and when they demonstrate perseverance and initiative. • Establish a community of learners where perseverance, initiative, and accomplishments are celebrated in relation to goals within a classroom. • Provide learners with opportunities to use graphic organizers, worksheets, digital monitoring, or other tools for setting and monitoring progress toward goals. 	<ul style="list-style-type: none"> • Share their goal with another person. • Identify a variety of strategies to complete a goal, then choose one to try. • Reflect on strategies tried and describe their effectiveness. • Describe and celebrate something they have accomplished with or without having to overcome obstacles.
Organizational Skills	<p>Demonstrate skills that keep personal items organized.</p> <p>Demonstrate ability to manage time and tasks.</p>	<ul style="list-style-type: none"> • Have a system for organizing and explain the rationale behind it. (e.g., red folders for reading, folder to communicate with home, etc.) • Keep their own work space organized and “self-talk” reasons for doing so. • Teach learners mental organization strategies for being on task like checking the board, asking a peer, reading the room. • Ask learners to identify items that might be needed to complete a specific activity. • Have a predictable and consistent daily classroom routine that may include the use of visual supports. 	<ul style="list-style-type: none"> • Gather materials needed for tasks/activities. • Keep work space, locker, cubby, etc., clean and organized. (papers in folders, not crumbled in desk) • Complete classroom routines.

Social Awareness

Involves the ability to take the perspective of those with the same and different backgrounds and cultures and to empathize and feel compassion. It also involves understanding social norms for behavior in diverse settings and recognizing family, school, and community resources.

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
<p>Perspective-Taking and Empathy</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Demonstrate awareness that others may have different thoughts or feelings from oneself.</p> <p>Identify and interpret social cues (verbal and nonverbal) to determine how others feel.</p> <p>Identify and connect with the feelings of others without judgement.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Model and teach how to read social cues with special attention to cultural norms. • Give learners work that has more than one right answer and ask them to share and defend their answers to peers. • Model how to validate others' feelings such as using think aloud to model empathic thoughts and behavior. ("I see Sue dropped her tray. I've dropped my tray before and I felt embarrassed because everyone was looking at me. I'm going to ask her if she needs help.") • Recognize and acknowledge when learners demonstrate perspective taking or compassion. • Provide a variety of opportunities for learners to share their perspective and compare/contrast how they differ from their peers without judgement: <ul style="list-style-type: none"> ○ arts pieces ○ music clips ○ videos ○ TV shows • Provide a variety of opportunities for learners to identify how characters are feeling and/or how their choices affect others (empathy); such as: <ul style="list-style-type: none"> ○ children's Literature ○ videos ○ historical figures ○ other contexts from existing curriculum 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • State what others' might be feeling based on verbal and non-verbal cues in different situations. • Recognize that words, actions, and personal space can affect others. • Show concern for others in a difficult situation. (e.g., learner sees classmate hurt on the ground, walks up to him/her and asks if they are okay or helps them in some way.)

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
<p>Appreciating Diversity and Respect for Others</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Identify ways that people are alike and different from self.</p> <p>Demonstrate consideration for the feelings, wishes, rights, and traditions of others.</p> <p>Interact effectively with those who are similar and different from oneself.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Create a safe and welcoming classroom for all by: <ul style="list-style-type: none"> ○ welcoming learners at door ○ addressing learners by name ○ recognizing and celebrating learners' strengths and abilities ○ using trauma-informed strategies • Honor a broad variety of traditions, cultures, backgrounds, and experiences. • Ensure that world traditions and cultures of are given equitable attention. (e.g., make sure a variety of traditions are discussed/given time and attention throughout the entire school year) • Include stories, books, videos, and other mediums that reflect a wide range of global diversity throughout the entire school year. • Provide learners with multiple options to demonstrate their understanding of respect; such as: <ul style="list-style-type: none"> ○ respond to writing prompt ○ draw a picture ○ create a song • Invite parents/families to the classroom to share interests, hobbies, cultures. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Describe family/community traditions and how they are the same or different from peers. • Work respectfully with others who are similar and different from oneself. • Seek out opportunities to make others feel welcome. • Listen attentively when others are speaking. • Demonstrate turn taking. • Respect others' belongings and school/classroom materials and resources.

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
Civic Engagement⁴	<p>With the support of caring adults, learners will be able to:</p> <p>Perform roles that contribute to the overall functioning and enhancement of their classroom and school.</p> <p>Recognize the definition of a community and that you have a role in that community.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> Facilitate service-learning processes to fill age-appropriate needs in school and/or community Provide learners with opportunities to volunteer to help in the classroom/school. Model volunteering to help other teachers. Invite various civic leaders to the classroom to share their roles, and how children and the school are all part of the community. Provide learners with opportunities to identify and discuss the various communities within which they have a role. Provide opportunities for learners to voice their ideas and opinions on topics that impact their classroom, school, and/or community. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> Actively participate in service-learning processes. Seek out opportunities to help with classroom functions (pass out papers/tablets, take messages to other rooms/office, help learners on the playground, put up chairs, etc.) Contribute in an appropriate way to school-wide community service projects. (e.g., help sort or bag food if not able to bring food to school-wide food drive) Identify their role in communities including: classroom, grade level, building, district, city and state. Share their ideas and opinions in discussions on topics that impact their classroom, school and/or community.

⁴ Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

Relationship Skills

Includes the tools needed to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with differing social norms and demands. It involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively and seeking help when needed.

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
<p>Communication</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Recognize facial expressions, body language, gestures, and tone of voice to understand others' thoughts and feelings.</p> <p>Use facial expressions, body language, gestures, words, and tone to effectively communicate thoughts, feelings, wants, needs, and ideas to others.</p> <p>Attentively listens and responds to the feelings, ideas, and requests of others.</p> <p>Respond attentively and/or with empathy to others.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Address communication accommodations for learners with appropriate support (e.g., non-verbal, hearing impaired, etc.) • Assist learners to identify and infer thoughts and feelings from the characters' body language, facial expressions, words, etc. in multiple ways such as: <ul style="list-style-type: none"> ○ children's literature ○ videos ○ photographs ○ demonstration • Model and provide opportunities for learners to practice listening and speaking skills • Use various mediums to point out examples of communication and discuss how communication/lack of communication affected the characters and outcome. • Prompt learners to elaborate on their thinking and points of view. • Provide opportunities for learners to create projects (e.g., Web pages, skits, or posters) that are meant to be shared with multiple audiences (e.g., parents, community members). 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Demonstrate the use of manners (use please, thank you, excuse me, etc.). • Demonstrate active listening skills like eye contact (if culturally appropriate), nodding head, staying on topic, taking turns speaking • Identify multiple modes of expression and interpret how they may represent the feelings, wants, needs, and ideas of self and others. • Express understanding of others feelings toward others • Deliver and receive compliments, feedback, and respond appropriately.

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
<p>Social Engagement⁵</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Initiate and engage in social interactions with peers and adults.</p> <p>Demonstrate social behaviors that are appropriate to the situation and environment</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> Assist the class in determining a service project and following through to complete the project. Provide strategies and feedback to learners on interactions with others within various contexts; such as: cooperative learning, playground, Brainstorm as a class how to work together as a community including class norms and addressing a classroom or individual concern. (e.g., difference between teasing and bullying, difference between telling on someone to get them in trouble or to make self look good vs telling in order to help someone who is struggling or being hurt; list ways to help the class run more smoothly, ways to help in the classroom, etc.) Use evidence-based service-learning processes/practices to create an opportunity for learners to raise awareness on an identified community issue, such as: (writing a letter to the editor, develop Public Service Announcement, present to School Board, etc.) 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> Demonstrate courage to speak up even when no one else does. Ask someone to play or to join into a group Volunteer for various classroom roles/jobs Change approach with others as needed within the context of the interaction which may include reporting to an adult (e.g., situation, environment, inclusion, respond to others' emotions, safety).

⁵ Social Engagement is working together for the greater good, even if it doesn't directly benefit the individual.

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
Relationship Building	<p>With the support of caring adults, learners will be able to:</p> <p>Identify and demonstrate traits of healthy friendships.</p> <p>Identify and recognize behaviors that are hurtful and/or not safe</p> <p>Demonstrate skills to maintain safety of self and others</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Discuss healthy and unhealthy relationship traits with learners including identifying healthy boundaries. • When conflict arises, help learners reflect on their role (e.g., were they displaying traits of a healthy relationship? Were others?) • Have a “greeter” for a classroom job to welcome guests or new learners to the classroom. • Provide a regular choice time/free play time so learners can develop relationships with peers and practice relationship skills. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Help another in need (for example: helping others pick up, getting help for someone who is hurt and/or sad, etc.) • Describe the traits of a healthy friendship including maintaining healthy boundaries. • Take turns, shares, trades fairly

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
<p>Teamwork⁶</p>	<p>Cooperate with others in group activities (shares and takes turns).</p> <p>Demonstrate flexibility and willingness to be helpful in group decisions even when one doesn't get their way.</p> <p>Demonstrate graciousness in winning and losing.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Use instructional strategies that routinely foster community in learning including such things as: <ul style="list-style-type: none"> ○ Purposefully plan, teach, and reinforce skills needed to work in a group that are consistently used; including such things as: establishing group roles and routines, teach and establish norms for working with others (reference Cooperative Learning) ○ Use think alouds to model flexibility and teamwork skills. (e.g., "I really want to draw the picture for our poster, but I know Bob likes to draw too. Maybe we can take turns.") ○ Create learning opportunities in which learners depend on each other. ○ Learners reflect on their interactions of their group work (what worked/didn't work/could do better next time) ○ Hold individuals and groups accountable for their part during cooperative learning. • Encourage learners to work with other learners when they have trouble with an assignment. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Acknowledge efforts/contributions of others (e.g. "Nice job Sammy!" "You helped us win!" "You worked really hard on that picture, thanks!"). • Cooperate with others such as: • Pays attention to others when they are speaking • Takes turns • Shares with others • Plays a game fairly • Exhibits good sportsmanship • Accepts group decision even when they don't agree • Contributes his/her fair share to group goal or project

⁶ Teamwork is when a group of people work together cohesively, towards a common goal, creating a positive working atmosphere, and supporting each other to combine individual strengths to enhance team performance.

Responsible Decision-Making

Requires the knowledge, skills, and attitudes to make caring, constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to critically examine ethical standards, safety concerns, and behavioral norms for risky behavior; to make realistic evaluations of consequences of various interpersonal and institutional actions; and to take the health and well-being of self and others into consideration.

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
Identifying Problems	<p>With the support of caring adults, learners will be able to:</p> <p>Identify choices and decisions that one makes in daily life.</p> <p>Identify choices that may result in a problem.</p> <p>Recognize when a situation is a problem and what makes it a problem.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Teach a clear problem-solving process that includes the following steps: Identify the Problem; Generate Solutions; Select a solution; Make a plan; Take action and Accept Responsibility for the outcome; Evaluate. • Share appropriate personal situations in which they had a social problem and how it made them feel. • Use various methods (print, role plays, videos, etc.) to expose the learners to different problems and help them identify why this was a problem for the characters. (Note: make sure learners are in roles that are not directly related to any traumatic experience including bullying.) 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Identify feelings and/or perspectives of self and others from real life or through various media (print, videos, demonstrating), and clearly describe each problem. • Differentiate between safe/unsafe and healthy/unhealthy behaviors. • Demonstrate use of a problem-solving model.

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
<p>Analyzing Situations and Solving Problems</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Identify possible choices that one has and how to respond.</p> <p>Identify the possible positive and negative consequences a decision could have on themselves and others.</p> <p>Identify situations that require assistance from an adult.</p> <p>Apply choice and accept responsibility for outcome.</p>	<p>Caring adults may...</p> <p><u>Examples for Analyzing Situations</u></p> <ul style="list-style-type: none"> • Use various media (print, videos, and demonstration) where a choice or decision has been made and discuss the consequences, both positive and negative. • Model thinking process as learners consider who will be impacted by their choices and how they will impact the learner and others. • Provide opportunities to learn strategies to identify when they can solve a problem and when they need to ask an adult for help; ex. "kid sized" vs "adult sized" problems, safety concerns • Teachers will follow school protocol and professional process when learners report bullying or safety issues. <p><u>Examples for Solving Problems:</u></p> <ul style="list-style-type: none"> • Provide a school wide problem-solving model that is taught in every classroom and regularly referred to by all adults. • Model compromise, win-win, trading, sharing, taking turns, etc. in daily interactions with learners and staff, explaining as they model. • Help learners work through problem solving steps rather than make a decision or solving the problem for them. 	<p>With the support of caring adults, learners may...</p> <p><u>Examples for Analyzing Situations</u></p> <ul style="list-style-type: none"> • Identify if the consequences of a choice might lead to a problem for themselves or others. • Demonstrate choices that are safe for self and others. • Recognize when learner can solve a problem themselves and when they need to ask an adult for help. • Recognize there are many ways to solve conflicts and practice using a problem-solving model. <p><u>Examples for Solving Problems:</u></p> <ul style="list-style-type: none"> • Follow a classroom or school-wide problem-solving model with adult support. • Consider the well-being of self and others when making decisions. • Implement stop, think, and act strategies in solving problems • Make compromises when problem solving (each learner gets something, but not everything they want) • Look for win-win ways to solve a problem or conflict. • Demonstrate sharing, taking turns, and trading during work or play. • Try multiple strategies to solve the problem if it doesn't work the first time. (e.g., I tried walking away, I tried ignoring.)

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
<p>Evaluating and Reflecting</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?)</p> <p>Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time?).</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Model evaluating problems in daily interactions with learners and staff, explaining as they model. (Hmm that didn't work, I wonder if this will) • Have learners reflect on their personal and academic choices. • Provide learners strategies to analyze their work (e.g., peer reviews, circling best work, and success criteria). • Create opportunities for learners to monitor and reflect on their progress toward their academic and social learning goals. • Provide learners opportunities to reflect on their thinking and learning processes (e.g., using graphic organizers or journals). • Ask learners to think together to provide feedback on the effectiveness of learning activities (e.g., debriefing tool, feedback form, simple survey). 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • With adult support, think about past decisions and reflect on how they affected self and others and what they might do differently next time. • Discuss the pros and cons of either a personal decision or a classroom/school decision.

Learning Targets	K-2 Indicators	Adult Examples for Instruction	Learner Examples
<p>Ethical Responsibility</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Demonstrate awareness of equity, fairness and respect that positively impact the greater good.</p> <p>Accept ownership for actions.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Create a safe and supportive environment to encourage accepting differences, open mindedness, and courageous conversations. • Discuss ethical behavior by characters in stories (fairness, honesty, respect, compassion). • Model classroom, school and community rules. • Teach and review frequently what responsible and respectful behavior looks like in different settings. • Have learners identify ways they can help their class run more smoothly. • Create classroom expectations with learner input and group discussion to allow learners to have ownership. Refer to this document daily. Use to guide discussions proactively and reactively. (i.e. All learners help create and then sign a class contract.) • Be consistent in implementing classroom rules and consequences. • Discuss importance of each person doing their job (classroom role) and how it affects the functioning of the classroom. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Follow classroom, school and community rules. • Demonstrate helpful behavior in maintaining the classroom (picking up trash, puts objects where they belong, etc.). • Identify examples of ethical behavior by characters in stories (e.g., fairness, honesty, respect, compassion). • Depict ways to help others (e.g., list, draw, cartoons).

Social-Emotional Learning Competencies: 3-5

There are five (5) Social-Emotional Learning Competencies at the 3-5 level:

1. **Self-Awareness** is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. It is the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset". There are three (3) Learning Targets within this competency: Identifying Emotions, Accurate Self Perception, and Self-Confidence.
2. **Self-Management** includes regulating one's emotions, stress management, self-control, self-motivation, and setting and achieving goals. There are five (5) Learning Targets within this competency: Impulse Control, Stress Management, Self-Discipline and Self-Motivation, Goal Setting, Organizational Skills.
3. **Social Awareness** connotes perspective-taking; empathy; respecting diversity; understanding social and ethical norms of behavior; and recognizing family, school, and community supports. There are three (3) Learning Targets within this competency: Perspective Taking and Empathy, Appreciating Diversity and Respect for Others, Civic Engagement.
4. **Relationship Skills** connote building relationships with diverse individuals and groups, communicating clearly, working cooperatively, resolving conflicts, and seeking help. There are four (4) Learning Targets within this competency: Communication, Social Engagement, Relationship Building, Teamwork.
5. **Responsible Decision-Making** refers to considering the well-being of self and others; recognizing one's responsibility to behave ethically; basing decisions on safety, social, and ethical considerations; evaluating realistic consequences of various actions; and making constructive, safe choices for self, relationships, and school. There are five (4) Learning Targets within this competency: Identifying Problems, Analyzing Situations and Solving Problems, Evaluating and Reflecting, Ethical Responsibility

Self-Awareness

Involves understanding one’s emotions, personal identity, goals and values. This includes accurately assessing one’s strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one’s personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.

Learning Targets	3-5 Indicators	Adult Examples for Instruction	Learner Examples
<p>Identifying Emotions</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Recognize differing intensity levels of their emotions.</p> <p>Identify how thoughts and emotions influence behavior.</p> <p>Describe a range of emotions and the situations that cause those emotions.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Provide the opportunity in the classroom for calming down or taking a break when needed. • Provide opportunities for learners to reflect on physical clues their bodies give them when experiencing various emotions. (mindfulness practices, body outline maps, “in the moment” situations when appropriate) • Discuss range of emotions that learners experience. Use visuals such as a thermometer, scale, paint sample strips with differing shades, etc. • Use characters in stories/multi-media to discuss emotions and how a character’s behaviors are tied to their emotions. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Practice coping strategies and identify and reflect on their emotions. • Describe physical responses to a range of emotions. • Recognize their own emotions and intensity of their emotions verbally or using a tool such as a scale or thermometer. • Describe situations that trigger various emotions. (e.g., listening to music, talking to a friend, taking a test, being scolded)

Learning Targets	3-5 Indicators	Adult Examples for Instruction	Learner Examples
<p>Accurate Self Perception⁷</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Identify personal traits, strengths, and challenges that help or hinder academics, social situations, and/or emotional regulation.</p> <p>Describe the personal qualities they possess that make them successful members of their school community.</p> <p>Describe personal skills and interests that they want to develop.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Provide multiple opportunities for learners to create self-portraits and explain them. • Recognize and affirm a wide variety of personal strengths in learners when observed in academic and social situations. • (Includes the interests and experiences of learners when teaching school-wide expectations/routines.) • Provide opportunity for learners to research a career/occupation and share what they liked and disliked about it, and what traits they have that would or wouldn't make them a good fit for the occupation. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Describe personal strengths and challenges in home/school/community settings. • Identify the skills used to contribute to personal accomplishment across a variety of school settings. • Show interest in and takes initiative in learning and trying new or challenging things.
<p>Self-Confidence⁸</p>	<p>Identify positive qualities about themselves.</p> <p>Express positive beliefs in one's ability to achieve.</p> <p>Actively participate, question, and contribute.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Provide specific positive reinforcement and relevant feedback for improvement. • Set up a classroom environment where learners have the opportunity to challenge themselves, take risks and benefit from the experience. • Utilize cooperative learning strategies in which learners need to depend on each other's strengths. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Communicate positive qualities about themselves in a variety of settings. • Demonstrate a positive attitude when faced with challenges. • Collaborate with peers to accomplish a common goal.

⁷ Recognizing strengths as its own target was combined with accurate self-perception since the ability to recognize one's strengths is part of accurate self-perception.

⁸ Specific self-efficacy refers to beliefs about one's ability to perform specific tasks (e.g., driving, public speaking, studying, etc.) Self-confidence: Self-confidence refers to belief in one's personal worth and likelihood of succeeding. Self-confidence is a combination of self-esteem and general self-efficacy.

Self-Management

Requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through personal and group-level challenges in order to achieve personal and educational goals.

Learning Targets	3-5 Indicators	Adult Examples for Instruction	Learner Examples
Impulse Control	<p>With the support of caring adults, learners will be able to:</p> <p>Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> <p>Demonstrate productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Teach and model strategies that will help learners to monitor and regulate their behavior (e.g., stress, frustration, anxiety). • Provide opportunities for self-monitoring and discuss consequences of behaviors/choices. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Identify strategies to cope with stressors such as deep breathing, taking a walk, talking it out, watching a glitter bottle until all the glitter settles, asking for help. • Apply strategies and choose actions that considers impact of those actions on self and others. (e.g., Raising hand instead of blurting, asking for help instead of saying or doing something negative, etc.)
Stress Management	<p>Identify stressors that result in physical or emotional responses.</p> <p>Identify healthy practices that can minimize response to stress and promote physical and mental wellness.</p> <p>Communicate the need for assistance to manage stress as needed.</p> <p>Demonstrate constructive ways to handle situations that cause stress.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • With learner input, create an environment with consistent and proactive expectations, procedures and established routines. • Model multiple strategies when having a strong emotional reaction in the classroom. (e.g., "I'm starting to feel frustrated with all the blurting going on. I'm going to take a deep breath and then let's talk about how to do better.") • Provide opportunities for learners to identify potential needs and create a list with a variety of available school resources to meet those needs. • Acknowledge when a learner uses constructive strategies to manage stressful situations. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Identify environmental stressors across school settings that may cause an emotional/physical response (e.g. fire alarms, task deadlines, competition, testing). • Communicate coping skills and discuss healthy and unhealthy choices. • Request access to and utilize school resources (nurse, counselor, mediator, etc.) when needed for appropriate reasons. • Independently use strategies in the classroom and across all school settings when experiencing stress.

Learning Targets	3-5 Indicators With the support of caring adults, learners will be able to:	Adult Examples for Instruction Caring adults may...	Learner Examples With the support of caring adults, learners may...
Self-Discipline and Self-Motivation	<p>Demonstrate the ability to stay actively engaged and persist in activities.</p> <p>Demonstrate ability to delay immediate gratification.</p> <p>Accept mistakes as part of learning.</p> <p>Demonstrate the ability to take initiative.</p> <p>Demonstrate ability to work independently.</p>	<ul style="list-style-type: none"> • Creates a supportive learning environment that limits distractions and provides meaningful, active learning and encouragement when the work is hard. • Model strategies of breaking a goal into smaller steps. • Provides support and relevant feedback for improvement. • Develops learning experiences where inquiry, curiosity, and exploration are valued. • Reinforce consistent on-task behaviors and teach strategies for continuing work unaided. 	<ul style="list-style-type: none"> • Demonstrate on-task behavior, without needing multiple redirections, when working independently or in a group. • Use strategies for completing tasks in steps. • Accept mistakes as part of the learning process. • Create a plan to get their work started and follow through to completion. • Choose ways to make his/her work environment productive.
Goal Setting	<p>Demonstrate the ability to identify a simple goal.</p> <p>Implement steps toward a goal including identifying resources needed, monitoring progress, and make changes as needed.</p> <p>Reflect on process and outcome of goal setting.</p>	<ul style="list-style-type: none"> • Create a classroom culture that encourages the practice of setting and monitoring goals. • Teach learners about the process of goal setting and have them set a personal, social, and/or academic goal (for a specific activity, for the day, or week.) Build in time to monitor and self-reflect on their progress. • Celebrate/provide positive feedback when learners make progress towards goals and demonstrate perseverance and initiative. 	<ul style="list-style-type: none"> • Distinguish between long term and short-term goals. • Develop a strategy to accomplish a goal that takes into account potential obstacles to overcome and tools/resources to help you be successful. • Communicate satisfaction with task completion and state what they did well and what they might have done differently in accomplishing a goal or project.
Organizational Skills	<p>Demonstrate skills that keep personal items organized.</p> <p>Demonstrate ability to manage time and tasks.</p>	<ul style="list-style-type: none"> • Design classroom routines, including transitions, and teach expectations that encourage organization. (e.g., allowing time at the start of each day and during transition periods to have learners organize themselves as well as their materials) • Teach learners how to prioritize and organize multiple assignments using tools such as calendars and checklists. 	<ul style="list-style-type: none"> • Use binders/folders/notebooks/planners as a designated place for tasks and school work. (e.g., handouts, notes, homework, take home forms) • Complete work within assigned time frame.

Social Awareness

Involves the ability to take the perspective of those with the same and different backgrounds and cultures and to empathize and feel compassion. It also involves understanding social norms for behavior in diverse settings and recognizing family, school, and community resources.

Learning Targets	3-5 Indicators	Adult Examples for Instruction	Learner Examples
<p>Perspective Taking and Empathy</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Recognize differing points of view and perspectives.</p> <p>Identify and interpret social cues (verbal and nonverbal) to determine how others feel.</p> <p>Recognize when one's feelings are affected by/match the way someone else is feeling (experiences empathy).</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Create a culture of safety and trust so that differing perspectives are encouraged and respected. They routinely talk with learners about how others (e.g., parents, classmates, and literary characters) feel in different situations. • Use a variety of instructional methods to help learners clarify the verbal, non-verbal, physical, or situational cues that indicate how others may feel. • Give opportunities for learners to demonstrate understanding and caring about another person's feelings through taking action to share joy, helping, showing kindness, or simply listening. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Analyze the various points of view on a topic the learners can relate to. • Interpret facial expressions, body language and tone to identify the feelings and perspectives of others. (using literature, media, or real life) • Recognize how a situation would make him/her feel and treat others accordingly. Demonstrates empathy towards others.
<p>Appreciating Diversity and Respect for Others</p>	<p>Identify ways that people are alike and different from self.</p> <p>Identify contributions of various social and cultural groups.</p> <p>Demonstrate consideration for the feelings, wishes, rights, and traditions of others.</p> <p>Work/interact effectively with those who are similar and different from oneself.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Cultivate learners' understanding of different social groups and cultures by embedding diverse perspectives and issues throughout the school. (curriculum, physical environment and activities) • Provide opportunities to research and share historical events or topics in the news where different perspectives are represented. • Create a culture of safety and trust so that differing perspectives are encouraged and respected by including cross-cultural learning activities that celebrate ethnicity. • Structure cooperative learning opportunities by selecting diverse groups (interests, skills, gender, ethnicity, etc.) of learners to help learners effectively problem solve, adapt and include others. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Identify ways that people are alike and different from self. • Recognize the impact of different cultures and social groups upon the global community. • Treat others with respect. • Positively interacts with others and knows how to communicate, work and play with others even when they are different or when they disagree

Learning Targets	3-5 Indicators	Adult Examples for Instruction	Learner Examples
<p>Civic Engagement</p>	<p>Identify and perform roles that contribute to one's family, school and community.</p> <p>Recognize each individual is part of numerous communities. Identify strategies for improving those communities.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> Facilitate service-learning processes to fill age-appropriate needs in school and/or community Provide learners with opportunities to volunteer to help other learners in their school. (e.g., reading to younger learners, helping younger learners on the playground, assisting teachers in other classrooms, etc.) Model volunteering to help other teachers/learners. Create opportunities for learners to identify their role in a variety of communities such as mapping through varied media (painting, drawing, graphic done on computer, etc.) the different communities in which they are a part, including such things as: family, culture, classroom, building, district, city, state, country, world. Use characters in stories/multimedia/curriculum content to discuss how others from various cultures have contributed to change throughout the world. Provide opportunities for learners to voice their ideas and opinions on topics that impact the communities in which they have a role. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> Seek out opportunities to help with classroom functions (pass out papers/tablets, take messages to other rooms/office, help learners on the playground, put up chairs, etc.) Actively participate in service-learning processes. Identify their role in various communities in which they are a part. Demonstrate knowledge of people throughout history and in current times make a difference for people within their communities. Share their ideas and opinions in discussions on topics that impact the communities in which they have a role.

Relationship Skills

Includes the tools needed to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with differing social norms and demands. It involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively and seeking help when needed.

Learning Targets	3-5 Indicators	Adult Examples for Instruction	Learner Examples
<p>Communication</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Recognize facial expressions, body language, gestures, and tone of others to understand others' thoughts and feelings.</p> <p>Use facial expressions, body language, gestures, words, and tone to interact effectively with others in a variety of ways (e.g., writing, speaking, visuals, and technology).</p> <p>Attentively listen and respond to the needs, wants, and ideas of others.</p> <p>Deliver and receive compliments, feedback, and respond appropriately.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Use a variety of instructional methods to help learners interpret verbal, non-verbal, physical, or situational cues and boundaries to understand communication with others. • Provide opportunities for learners to demonstrate and practice communication with others in a variety of ways. • Teach and practice conversation skills including active listening, taking turns, clarifying, asking questions, and seeking feedback with others. • Model and provide learner practice for giving and receiving compliments and feedback using "I" messages. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Interpret facial expressions, body language, looking at the situation and tone to understand communication with others and respond appropriately. • Describe how tone, body language, and facial expressions impact communication with others. • Modify voice volume and physical proximity when interacting with others. • Demonstrate active listening skills (eyes watching, ears listening, body calm, voice off) and balances listening and speaking in a way that's fair and respectful. • Give and receive compliments.

Learning Targets	3-5 Indicators	Adult Examples for Instruction	Learner Examples
Social Engagement⁹	<p>With the support of caring adults, learners will be able to:</p> <p>Initiate and engage in social interactions with peers and adults.</p> <p>Demonstrate social behaviors that are appropriate to the situation and environment.</p> <p>Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> Brainstorm with learners ways they can contribute to their community (help a neighbor, clean up a block, community safety). Provide opportunities to compare language, behaviors, interactions and expectations that are acceptable/not acceptable in different social situations and contexts. (e.g., code switching¹⁰) Aligns lessons in face-to-face and social media communication so learners know the same rules apply. Discuss responsibilities associated with dangers and threats they may encounter. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> Work with other learners to plan and implement a service project in your school or community. Adjust language, behavior, and interactions to reflect expectations in the school setting. Identify social behaviors that are appropriate to use of technology.
Relationship Building	<p>Identify and demonstrate personal qualities and decisions that contribute to a healthy relationship.</p> <p>Identify and apply strategies for handling relationships that are not safe, healthy, or positive.</p> <p>Express interest and appreciation for others.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> Encourage and facilitate opportunities for learners to participate in positive peer socialization (e.g., cooperative learning groups, and school-sponsored activities). Teach learners problem-solving skills in dealing with relationships and provide support and resources as needed when they are working to resolve a conflict or issue. Model, provide learner practice, and give feedback for interactions that show interest, appreciation and caring. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> Demonstrate strategies for getting to know others. (introduce self and others, shaking hands, inviting others to play). Identify a problem in a relationship and determines the appropriate means of resolution (e.g., problem solving process, peer mediation, adult assistance, reporting threats and unsafe practices.) Communicate interest in others. Gives and receives compliments in a genuine manner.

⁹ The ability to work constructively within and between social groups to create more resilient and sustainable communities.

¹⁰ Code switching is formally defined by Webster's Dictionary as "the switching from the linguistic system of one language or dialect to that of another." Code switching has been used to describe the changing of a style of speaking/acting based on a change in a social situation.

Learning Targets	3-5 Indicators	Adult Examples for Instruction	Learner Examples
Teamwork	<p>With the support of caring adults, learners will be able to:</p> <p>Demonstrate cooperative behaviors with others (listen, encourage, acknowledge opinions, compromise, reach consensus)</p> <p>Recognize and supports others with different abilities in group activities</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Teach the process of developing rules/norms for cooperative learning and reflection. Utilize them in all cooperative learning activities. • Provide opportunities for true cooperative activities that require positive interdependence to complete a task (e.g., teams, games, and tournaments, projects, presentations). • Remain vigilant to address problems if learners have trouble working together and step in if group does not resolve the issue on their own. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Participate in activities that involve cooperation and problem-solving with others to complete a task. • Demonstrate ways to include everyone in group activities and encourages others throughout the project.

Responsible Decision-Making

Requires the knowledge, skills, and attitudes to make caring, constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to critically examine ethical standards, safety concerns, and behavioral norms for risky behavior; to make realistic evaluations of consequences of various interpersonal and institutional actions; and to take the health and well-being of self and others into consideration.

Learning Targets	3-5 Indicators With the support of caring adults, learners will be able to:	Adult Examples for Instruction Caring adults may...	Learner Examples With the support of caring adults, learners may...
Identifying Problems	<p>Recognize when a situation is a problem and what makes it a problem (ex. safe vs unsafe; healthy/unhealthy, legal/illegal, etc.</p> <p>Identify choices that may result in a problem.</p>	<ul style="list-style-type: none"> • Use a variety of activities/media to present problems and have learners identify the problem and describe what makes the situation problematic. • Provide a school-wide or classroom problem-solving model that includes identifying problems. • Model and practice the process of evaluating possible actions in solving a problem in determining a possible solution. 	<ul style="list-style-type: none"> • Recognize situations that are problematic, describe what is happening and create a clear problem statement for the situation. • Demonstrate use of a problem-solving model. • Identify solutions to problems that avoid a negative outcome

Learning Targets	3-5 Indicators	Adult Examples for Instruction	Learner Examples
Analyzing Situations and Solving Problems	<p>With the support of caring adults, learners will be able to:</p> <ul style="list-style-type: none"> Identify the possible positive and negative effects a decision could have on themselves and others. Identify situations that require assistance from an adult. Identify situations when peer pressure influences decisions Apply choice and accept responsibility for outcome 	<p>Caring adults may...</p> <p><u>Examples for Analyzing Situations</u></p> <ul style="list-style-type: none"> Provide multiple methods for learners to respond to problematic situations and identify the points of view that led to the problems, such as: scenarios from books they are reading or instances that arise in the classroom (drawing, discussing, role play, etc.) Have learners create a chart of the pros and cons of either a personal decision or a classroom/school decision. Have learners identify various influences that may impact their decisions. (e.g., peer pressure). <p><u>Examples for Solving Problems</u></p> <ul style="list-style-type: none"> Explicitly discuss and present/model a variety of strategies that can be used to solve problems (e.g., using materials in new ways, trial and error, breaking tasks into steps, asking for help from a peer or adult) Engage learners in interactions that use known strategies in new situations. Ask open-ended questions that require thought and creative thinking (e.g., "What is another way you could solve this problem?") to facilitate problem-solving. 	<p>With the support of caring adults, learners may...</p> <p><u>Examples for Analyzing Situations</u></p> <ul style="list-style-type: none"> State the point of view of themselves and the possible point of view of others when problems with others occur. Articulate how decision-making affects progress toward their goals. (e.g., if you decide to go to a sleepover tonight, how will that affect your goal of getting a good grade on the test tomorrow? Or ask how and why they might do things differently, if given the chance) Reflect on the pros/cons of choices considered. <p><u>Examples for Solving Problems</u></p> <ul style="list-style-type: none"> Use a classroom or school-wide problem-solving model across multiple contexts inside and outside of the classroom. Attempt to complete a task in more than one way (e.g., using materials in new ways, trial and error, breaking tasks into steps) before asking for help or stopping due to frustration. Recall and use a previously successful strategy. Change a plan if a better strategy presents itself.

Learning Targets	3-5 Indicators With the support of caring adults, learners will be able to:	Adult Examples for Instruction Caring adults may...	Learner Examples With the support of caring adults, learners may...
Evaluating and Reflecting	<p>Reflect on the effect of choices on self and others (Did it work? Was it fair? How was each individual affected?)</p> <p>Identify new thinking as a result of the problem-solving process (What would you change, if anything, for next time)?</p>	<ul style="list-style-type: none"> • Provide a school-wide or classroom problem-solving model that includes reflection and evaluation and refer to it regularly. • Discuss with learners the outcome of a decision on self and others. • Build in opportunities to reflect on personal, social, and academic situations in which a decision-making process was used. • Create a climate where making mistakes is viewed as a learning opportunity and discussed frequently. • Have learners journal about a time when they made a decision and describe the outcome. (Prompt examples: Was it what you wanted? What were the consequences? What would you do differently?) 	<ul style="list-style-type: none"> • Reflect on consequences (positive or negative) of decisions or choices made. • Articulate how their choices have impacted them and others. • Discuss the different ways used to accomplish a task or to solve a problem.
Ethical Responsibility	<p>Demonstrate awareness of equity, fairness and respect that positively impact the greater good</p> <p>Accept ownership for actions</p>	<ul style="list-style-type: none"> • Explain clear and consistent expectations throughout all school activities and in all areas of the school. • Consider cultural norms and values of each of their learners and ensure that norms, rules, expectations demonstrate equity and appreciation for all learners. • Adults engage in professional development that fosters cultural proficiency and recognize that implicit bias is a factor. 	<ul style="list-style-type: none"> • Work towards resolving personal, social, and academic concerns with others. • Accept responsibility for his/her own actions and mistakes. • Analyze your rights and responsibilities as a member of your school community. • Stand up for the rights of others even if it means disagreeing with a friend's actions. • Shows respect for the school environment.

Social-Emotional Learning Competencies: 6-8

There are five (5) Social-Emotional Learning Competencies at the 6-8 level:

1. **Self-Awareness** is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. It is the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset". There are three (3) Learning Targets within this competency: Identifying Emotions, Accurate Self Perception, and Self-Confidence.
2. **Self-Management** includes regulating one's emotions, stress management, self-control, self-motivation, and setting and achieving goals. There are five (5) Learning Targets within this competency: Impulse Control, Stress Management, Self-Discipline and Self-Motivation, Goal Setting, and Organizational Skills.
3. **Social Awareness** connotes perspective-taking; empathy; respecting diversity; understanding social and ethical norms of behavior; and recognizing family, school, and community supports. There are three (3) Learning Targets within this competency: Perspective Taking and Empathy, Appreciating Diversity and Respect for Others, and Civic Engagement.
4. **Relationship Skills** connote building relationships with diverse individuals and groups, communicating clearly, working cooperatively, resolving conflicts, and seeking help. There are four (4) Learning Targets within this competency: Communication, Social Engagement, Relationship Building, and Teamwork.
5. **Responsible Decision-Making** refers to considering the well-being of self and others; recognizing one's responsibility to behave ethically; basing decisions on safety, social, and ethical considerations; evaluating realistic consequences of various actions; and making constructive, safe choices for self, relationships, and school. There are four (4) Learning Targets within this competency: Identifying Problems, Analyzing Situations and Solving Problems, Evaluating and Reflecting, and Ethical Responsibility

Self-Awareness

Involves understanding one’s emotions, personal identity, goals and values. This includes accurately assessing one’s strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one’s personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.

Learning Targets	6-8 Indicators	Adult Examples for Instruction	Learner Examples
Identifying Emotions	<p>With the support of caring adults, learners will be able to:</p> <p>Recognize and communicate one’s emotions to others in a healthy way.</p> <p>Identify emotional stressors.</p> <p>Summarize how thoughts and emotions affect behavior.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Provide opportunities for learners to identify emotions within the context of: existing curriculum (social studies, literature, art, science, etc.), social media interpretation, body language, vocal tone, etc. • Facilitate discussion regarding emotional well-being. • Provide opportunities for learners to identify the relationship of physical responses with emotion. • Provide opportunities to practice techniques used to regulate emotions in varied contexts (internal and external). 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Utilize an expanded vocabulary to describe complex emotions. • Identify emotions of real and fictional characters encountered in their learning. • Compare and contrast emotional responses to different contexts. • Identify physical cues and situations that put self at risk for fight-flight-freeze response. • Identify strategy that may be effective for gaining self-control.

Learning Targets	6-8 Indicators With the support of caring adults, learners will be able to:	Adult Examples for Instruction Caring adults may...	Learner Examples With the support of caring adults, learners may...
Accurate Self-Perception	<p>Identify how personal qualities and interests affect decision-making.</p> <p>Examine how personal emotional states contribute to or detract from the ability to problem solve.</p> <p>Categorize personal skills, strengths and interests the learner wants to develop.</p> <p>Select priorities for personal improvement that builds on strengths.</p> <p>Differentiate how personal qualities influences choices and success.</p> <p>Select priorities and build on strengths and identify areas for improvement.</p> <p>Discover the abilities needed to achieve high quality results and outcomes.</p>	<ul style="list-style-type: none"> • Model critique, deliver descriptive feedback and provide ongoing follow up with learners. • Support learners to critique and adapt where necessary. • Identify personal role model and share the connection to self. • Provide opportunities for learners to share their strengths. • Provide opportunities for learners to plan and evaluate a personal project or assignment that is tied to their perceived strengths, (e.g., a time when they excelled). • Provide a forum for learners to share perceptions. 	<ul style="list-style-type: none"> • Reflect upon and evaluate their behavior and emotional state both in and out of school. • Reflect upon and evaluate decision making in relationship to behavior. • Identify positive adult/peer role models and connect characteristics to self. • Develop and implement a plan that builds on strengths, meets a need, and addresses a challenge. • Analyze the outcome of the plan. • Identify academic and/or social skills they struggle with and someone who can help them grow.

Learning Targets	6-8 Indicators With the support of caring adults, learners will be able to:	Adult Examples for Instruction Caring adults may...	Learner Examples With the support of caring adults, learners may...
Self-Confidence ¹¹	<p>Express positive beliefs in one's ability to achieve and contribute.</p> <p>Examine conditions that influence confidence in oneself.</p> <p>Critique his/her abilities that lead to high quality results and outcomes.</p>	<ul style="list-style-type: none"> • Guide learners to create and display artifacts that promote self-confidence. • Provides specific positive feedback connecting learners' characteristics and their products, achievements, participation, and/or performance. • Set up a healthy school/classroom family environment where each learner feels safe and connected. • Share personal challenges and factors that contributed to perseverance. • Provide opportunities for learners to analyze the differences between self-confidence, bragging, popularity, and humility. 	<ul style="list-style-type: none"> • Reflect on actions and state personal affirmations. • Choose a format to express personal, positive attributes in relationship to efforts and accomplishments. • As a group member, develop a "We are" list that defines positive aspects and commonalities within a group. • Provides support to others or accepts support from others when faced with challenging tasks.

¹¹ Specific self-efficacy refers to beliefs about one's ability to perform specific tasks (e.g., driving, public speaking, studying, etc.) Self-confidence: Self-confidence refers to belief in one's personal worth and likelihood of succeeding. Self-confidence is a combination of self-esteem and general self-efficacy.

Self-Management

Requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through personal and group-level challenges in order to achieve personal and educational goals.

Learning Targets	6-8 Indicators	Adult Examples for Instruction	Learner Examples
Impulse Control	<p>With the support of caring adults, learners will be able to:</p> <p>Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> <p>Demonstrate productive self-regulating strategies to manage emotions and reframe thoughts and behaviors.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Model and discuss positive self-talk strategies. • Assist learners in identifying impulsive behaviors. • Model and discuss strategies for impulse control. • Provide ongoing support for learners. • Create opportunities for learners to identify how stereotyping may influence impulse control. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Identify their feelings and causation. • Choose a format to compare and contrast reaction to emotions. • Create product (e.g. drawing, story) about managing feelings in healthy ways. • Design strategies to assist oneself/peers. • Describe an impulsive behavior and healthy strategies to use to achieve positive results.
Stress Management	<p>Identify stressors that result in physical or emotional responses.</p> <p>Identify healthy practices that can minimize response to stress and promote physical and mental wellness.</p> <p>Communicate the need for assistance to manage stress as needed.</p>	<ul style="list-style-type: none"> • Engage the school nurse/school counselor or outside professional to facilitate a roundtable discussion on the topic of stress. • Provide awareness of community resources that promote learners' success. • Provide media resources on topics that deal with stress management. 	<ul style="list-style-type: none"> • Identify factors that cause stress both mentally and physically. • Analyze different approaches to deal with stress. • Apply strategies, or request assistance, to manage stress for successful resolve. • Explain the connection between poor decisions and stress. • Analyze how making a thoughtful decision reduces stress and promotes successful performance.

Learning Targets	6-8 Indicators With the support of caring adults, learners will be able to:	Adult Examples for Instruction Caring adults may...	Learner Examples With the support of caring adults, learners may...
Self-Discipline and Self-Motivation	<p>Demonstrate the ability to stay actively engaged and persist in activities.</p> <p>Demonstrate ability to delay immediate gratification.</p> <p>Adapt for and overcome obstacles by demonstrating perseverance.</p> <p>Demonstrate the ability to take initiative.</p> <p>Demonstrate ability to work independently.</p>	<ul style="list-style-type: none"> • Nurture strong characteristics of sense of self control/discipline. • Cultivate examples of positive outcomes of self-discipline. • Provide opportunities for learners to become skill based in self-discipline • When learners face challenges, brainstorm ways to become motivated and overcome obstacles. • Model positive attitude towards work and learning. 	<ul style="list-style-type: none"> • Discuss choices and the effects those choices have/had on the outcome of situations. • Work independently or in a group on a task without needing multiple redirection. • Create a project (essay, play, podcast, presentation, etc.) about their ethical values and how those values influence the way they behave toward others. • Create a presentation on the topic of how learner overcame obstacles to achieve a goal by demonstrating perseverance. • Discuss challenges, problem solve, and use healthy coping skills when challenges become frustrating. • Demonstrate characteristics of a growth mindset.
Goal Setting	<p>Create, monitor, adapt, and evaluate goals to achieve success in school and life.</p> <p>Identify internal and external resources necessary to overcome obstacles in meeting goals.</p> <p>Reflect on process and outcome of goal setting.</p>	<ul style="list-style-type: none"> • Teach and demonstrate a goal-setting model. (e.g., SMARTIE goals: Specific, Measurable, Attainable, Relevant, Time-bound, Inclusive, Equitable) • Provide multiple opportunities for learners to set individual and group goals, develop actions, monitor progress and reflect on attainment of the goal. • Create opportunities that enable learners to recognize and celebrate their successes as they work toward a goal. • Celebrate learners' efforts, progress and success, to build upon self-confidence and instill comfort in seeking out solutions when adversity occurs. 	<ul style="list-style-type: none"> • Analyze their work and determine areas of improvement. • Chart daily and weekly goals. • Examine why participating in education is important for learners to achieve goals. • Describe the steps in setting and working toward goal achievement. • Evaluate what might have been done differently to achieve greater success on a recent goal.

Learning Targets	6-8 Indicators	Adult Examples for Instruction	Learner Examples
Organizational Skills	With the support of caring adults, learners will be able to: Manage materials, space, time and responsibilities effectively.	Caring adults may... <ul style="list-style-type: none"> • Teach and support the use of an organizational system to manage materials, locker, etc. • Support achievement by focusing on strategies to complete projects and assignments. • Have a check in meeting at a mid-point when monitoring a long-term goals process. • Create a simple series of expectations for learners. Periodically, have learners rate themselves and record their results. 	With the support of caring adults, learners may... <ul style="list-style-type: none"> • Self-assess preparation for class. • Use class planners or homework notebooks or organizational software. • Demonstrate effective characteristics required for learning readiness. • Provide self-direction when embarking on short/long term goals. • Monitor their own time management, and use strategies to complete projects and assignments.

Social Awareness

Involves the ability to take the perspective of those with the same and different backgrounds and cultures and to empathize and feel compassion. It also involves understanding social norms for behavior in diverse settings and recognizing family, school, and community resources.

Learning Targets	6-8 Indicators	Adult Examples for Instruction	Learner Examples
<p>Perspective-Taking and Empathy</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Demonstrate awareness of other people's emotions, experiences and perspectives through a cross-cultural lens.</p> <p>Identify and interpret social cues for how others feel and respond constructively.</p> <p>Predict others' feelings and reactions.</p> <p>Recognize and validate another person's feelings and perspective.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Stop periodically to ask learners what a character may be feeling and why, during classroom read alouds, videos, podcasts, etc. • When watching a video, podcast, reading, etc., invite learners to share similar feelings. • Facilitate discussion with learners on how recognizing different points of view is important for different jobs. (e.g., judge, teacher, police officer, reporter, teacher, etc.). • Model how to acknowledge the feelings of others based on their facial expressions and body language. • Routinely use circumstances within the school, classroom settings, and/or social media to discuss the perceived feelings of others. (verbal, nonverbal, physical and situational cues, cultural traditions, traditions, etc.) 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Discuss the variety of emotions that may be experienced. • Discuss emotions and predict how others may feel in various situations. • Recount a story from a completely different perspective and discuss. • Compare and contrast an experience or example from different perspectives and how perspective impacts choices. (including studies of other cultures, social media, etc.) • Record personal behaviors that positively or negatively affected someone. • Discuss non-verbal cues observed in their own life. • Identify verbal, physical and situational cues that indicate how others may feel and describe the expressed feelings and perspectives of others.

Learning Targets	6-8 Indicators	Adult Examples for Instruction	Learner Examples
<p>Appreciating Diversity and Respect for Others</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Demonstrate an awareness of differences and respect for human dignity.</p> <p>Identify contributions of various social and cultural groups.</p> <p>Demonstrate willingness to integrate diverse points of view.</p> <p>Demonstrate consideration for the feelings, wishes, rights, and traditions of others.</p> <p>Work effectively with those who are similar and different from oneself.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Invite guest speakers from other cultures to share experiences. • Enlist a panel of learners to discuss stereotyping and discrimination. • Select materials that enhances learners' appreciation of cultural diversity. • Develop awareness that social cues may be different among various groups. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Analyze media literacy and focus on who is featured in commercials, shows, etc. and whether that is leading to stereotyping. • Read current affair articles about prejudice and evaluate the response of the community and/or state suggestions for improvement. • Analyze how people of different groups can help one another and enjoy each other's company. • Recognize individual differences and demonstrate a respect for others. • Analyze how personal behavior may affect the feelings of others and adjust accordingly.

Learning Targets	6-8 Indicators	Adult Examples for Instruction	Learner Examples
<p>Civic Engagement¹²</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Recognize the role of volunteerism in the functioning of our society.</p> <p>Identify strategies to improve the community.</p> <p>Demonstrate advocacy skills.</p> <p>Model active engagement in family, school, and community projects and events.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> Facilitate authentic service-learning processes to fill age-appropriate needs in school and/or community. (Remember, to be service-learning it must connect with your existing curriculum content). Provide varied opportunities for learners to analyze personal assets and skills that provide service to the community. Provide varied opportunities for learners to review the effects of federal, state, and local public policies, agencies, and institutions on individuals and the community. Identify ways individuals can influence change in policies, agencies, and institutions that affect individuals and the community. (e.g., provide authentic opportunities for learners to participate in decision-making within the school and/or community; create a student team to review "Conditions for Learning" data with the adults and problem-solve strategies for meeting needs.) Provide access to opportunities for learners to volunteer in their school or community. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> Identify how voluntary engagement in civic issues has impacted current society. Demonstrate advocacy skills appropriate for a variety of situations. (e.g., asking to have a personal need met, participation in school data review and problem-solving, approaching community leaders for needs for a service-learning project, addressing larger societal needs through engagement in writing, speaking, rallies, etc.). Work independently and/or collectively to identify problems at the local, state, national, or international level, develop potential solutions, and work toward solving selected problems. Reflect on a Service-learning opportunity and indicate how the experience impacted self-awareness, social-awareness, self-management, relationship skills, and responsible decision-making.

¹² Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

Relationship Skills

Includes the tools needed to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with differing social norms and demands. It involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively and seeking help when needed.

Learning Targets	6-8 Indicators	Adult Examples for Instruction	Learner Examples
<p>Communication</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Interpret and infer how facial expressions, body language, gestures, and tone impact interactions.</p> <p>Use facial expressions, body language, gestures, words, and tone to interact effectively with others in a variety of ways (e.g., writing, speaking, visuals, and technology).</p> <p>Attentively listen and respond to the needs, wants, and ideas of others.</p> <p>Deliver and receive compliments, feedback, and constructive critique, and respond appropriately.</p> <p>Recognize impact of cell phone/tablet or other electronic forms on social interactions.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Support learners in developing class norms to maintain healthy and rewarding relationships. • Model and encourage the use of I- Messages (I feel ____ when _____. I need _____). • Establish class meetings where learners are given the opportunity to interact with each other and practice speaking and listening skills. • Teach learners how to engage in reciprocal conversation and discussion. • Provide opportunities for learners to analyze the impact of cell phone use on the quality of relationships and interaction in current society. • Teach learners how to give and receive compliments as well as how to authentically apologize and receive apologies. • Use team based, collaborative teaching practices such as cooperative learning and project based learning to provide learners with opportunities to develop and routinely practice communication skills. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Create anchor charts that display positive behaviors and language to use as reference. • Communicate needs effectively. • Recognize and respond appropriately to constructive feedback. • Use effective speaking and listening skills when engaged with others individually or in a group. • Work cooperatively and productively in a group and overcome setbacks/ disagreements. • Recognize group member's skills and encourage contributions towards group goals. • Uses verbal and non-verbal techniques to share ideas, ask questions and express feelings. • Share how cell phone/tablet or other electronic forms of communication has positively and/or negatively impacted relationships with others.

Learning Targets	6-8 Indicators	Adult Examples for Instruction	Learner Examples
Social Engagement¹³	<p>With the support of caring adults, learners will be able to:</p> <p>Initiate and engage in social interactions with peers and adults.</p> <p>Analyze social situations and environments and respond appropriately.</p> <p>Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> Facilitate discussion about situations that would support the need to advocate for self or another. Encourage and facilitate opportunities for learners to participate in positive peer socialization (e.g., cooperative learning groups, and school-sponsored activities, project-based learning) Schedule class meetings or advisory times where activities are designed to build class unity and empowerment. Participate in “mix-it-up” lunch. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> Construct guidelines for using appropriate manners in social and classroom settings. Model appropriate manners in classroom settings. Utilize strategies to support others who are left out or bullied. Uses social media and technology responsibly.
Relationship Building	<p>Identify and demonstrate personal qualities and decisions that contribute to a healthy relationship</p> <p>Identify and apply strategies for handling relationships that are not safe, healthy, or positive.</p> <p>Express interest and appreciation for others.</p> <p>Create and maintain positive and supportive relationships with adults and learners.</p> <p>Demonstrate advocacy skills for self and others when necessary.</p>	<p>Allow learners the opportunity to make decisions about appropriate class rules and identify the consequences when rules are broken.</p> <p>Encourage and facilitate opportunities for learners to participate in positive peer socialization (e.g., cooperative learning groups, and school-sponsored activities).</p> <p>Teach learners problem-solving skills, and provide support as needed when they are working to resolve a conflict.</p>	<p>Explain social behaviors that promote positive relationships in the home, school and community.</p> <p>Demonstrate strategies for getting to know others. (Introducing oneself and others etc.)</p> <p>Offer and receive compliments in a genuine manner.</p> <p>Describe and discuss the characteristics of a good friend.</p> <p>Demonstrate actions that contribute to friendships and collaborative working relationships.</p> <p>Advocates for self and others.</p>

¹³ The ability to work constructively within and between social groups to create more resilient and sustainable communities. One’s degree of participation in a community or society. <http://www.parenttoolkit.com/>

Learning Targets	6-8 Indicators	Adult Examples for Instruction	Learner Examples
Teamwork¹⁴	<p>With the support of caring adults, learners will be able to:</p> <p>Demonstrate collaborative skills with others (listen, encourage, acknowledge opinions, compromise, reach consensus).</p> <p>Acknowledge others' diverse strengths and contributions to a group/team effort.</p> <p>Demonstrate collaborative skills with others (listen, encourage, acknowledge opinions, compromise, reach consensus).</p> <p>Acknowledge others' diverse strengths and contributions to a group/team effort.</p> <p>Demonstrate graciousness in winning and losing.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Lead a lesson on how to give and receive feedback appropriately. • Model and routinely invite learners to provide feedback to one another. • Routinely provide authentic feedback when observing learners giving or receiving feedback. • Provide multiple cooperative learning opportunities that allow learners to participate in different roles to accomplish a task (e.g., leader, recorder, reporter, time keeper) and develop/practice collaboration skills. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Participate in small group opportunities that involve cooperating and problem solving with others to complete a task. • Collaborate effectively with others. • Create strategies to incorporate the involvement of everyone one in group activities. • Display the act of graciousness when winning and losing. • Evaluate group process following a cooperative learning activity (e.g., what did/didn't work well, leadership qualities, suggestions for improvement, fulfillment of team member roles/responsibilities, etc.).

¹⁴ Teamwork is when a group of people work together cohesively, towards a common goal, creating a positive working atmosphere, and supporting each other to combine individual strengths to enhance team performance.

Responsible Decision-Making

Requires the knowledge, skills, and attitudes to make caring, constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to critically examine ethical standards, safety concerns, and behavioral norms for risky behavior; to make realistic evaluations of consequences of various interpersonal and institutional actions; and to take the health and well-being of self and others into consideration.

Learning Targets	6-8 Indicators	Adult Examples for Instruction	Learner Examples
Identifying Problems	<p>With the support of caring adults, learners will be able to:</p> <p>Identify a variety of problems and decisions that affect learners' lives.</p> <p>Define characteristics of safe and unsafe situations, including online safety.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Provide awareness of the differences in the meaning of bullying, teasing, and harassment. • Assist learners to identify feelings that may result from bullying, teasing and harassment. • Invite outside resources to speak about the effects of bullying, harassment, and teasing. • Teach and promote the use of a school-wide problem-solving model that encompasses all the decision-making steps. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Read stories or news articles, identify feelings of the characters, describe what is happening, and create a clear problem statement. • Create lists of behaviors that represent bullying, teasing, and harassment, and discuss how these may occur based on social groups. • Identify character roles when viewing media presentation depicting bullying. (e.g., up-stander, target and offender)

Learning Targets	6-8 Indicators	Adult Examples for Instruction	Learner Examples
<p>Analyzing Situations and Solving Problems</p>	<p>With the support of caring adults, learners will be able to:</p> <ul style="list-style-type: none"> Generate multiple solutions for solving problems in a variety of situations. Consider the well-being of self and others when making decisions. Differentiate between situations where the learner can problem solve without assistance and situations that require assistance. Identify when pressure peer, social, and cultural norms affect decision making. Apply choice and accept responsibility for outcome. 	<p>Caring adults may...</p> <p><u>Examples for Analyzing a Problem</u></p> <ul style="list-style-type: none"> Create a culture of safety and trust so that differing perspectives are encouraged and respected. Discuss varying points of view from literature and have learners identify the problem and describe what makes the situation problematic. <p><u>Examples for Solving Problems</u></p> <ul style="list-style-type: none"> Explicitly teach, post and refer to the steps of the problem-solving process for learners to become comfortable applying to their own situations. Encourage discussion when learners disagree on different ways to solve a problem. Discuss with learners the consequences of a decision for self and others that may occur now and in the future. Instruct learners to use “when-then” and “either-or” statements to determine consequences of their actions in a variety of settings. 	<p>With the support of caring adults, learners may...</p> <p><u>Examples for Analyzing a Problem</u></p> <ul style="list-style-type: none"> Consider the point of view of others in a variety of situations when making decisions or when conflict arises. Consider any personal biases that may impact a decision. Identify factors that contribute to a problematic situation or interaction. Consider past experiences that may be similar to the current situation when identifying a problem. <p><u>Examples for Solving Problems</u></p> <ul style="list-style-type: none"> Effectively participate in group decision-making processes. Reflect on past decisions and examine the process in reaching the decision. Apply problem-solving process as necessary, with or without prompt, considering the consequences that may occur now or in the future. Respects point of view and accepts compromise to resolve conflict. Discuss possible responses to peer pressure that take place in and outside of school

Learning Targets	6-8 Indicators	Adult Examples for Instruction	Learner Examples
<p>Evaluating and Reflecting</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Reflect on the positive and negative consequences of decisions for oneself and others.</p> <p>Reflect on past decisions, apply learning to new situations.</p> <p>Reflect on choices and decisions and possible impact on the future.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Encourage discussion when learners disagree on different ways to solve a problem. • Discuss with learners the consequences of a decision on self and others. • Instruct learners to use “when-then” and “either-or” statements to determine consequences of their actions in a variety of settings. • Provide opportunities to reflect on academic and social situations in which a decision-making process was used. • Create a climate where making mistakes are discussed and viewed as a learning opportunity. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Discuss consequences of making both good and poor choices in home, school and community. • Create a chart of the pros and cons of personal decisions. • Discuss and examine reasons why bullying takes place, what makes one person popular and another not. • Discuss how popularity affects power, control, fear, and security. • Keep a personal problem-solving journal to record and reflect on experiences, and impact on future decisions. • Describe a time they had a disagreement with someone, what happened, and how might they have acted differently. • Reflect on how decision-making affects progress toward their goals both currently and in the future.
<p>Ethical Responsibility</p>	<p>Demonstrate equity, fairness, and respect, in actions that positively impact the greater good.</p> <p>Accept ownership for actions.</p>	<ul style="list-style-type: none"> • Explain clear and consistent expectations of contributing members of society. • Introduce ethics vocabulary and provide opportunities for learners to use the vocabulary (e.g., discussions about historical topics and current events.) • Provide instruction on responsibility of digital citizens and enforce technology policies and practices. • Implement restorative justice practices and/or peer mediation program. 	<ul style="list-style-type: none"> • Describe ethical issues that impact personal, career, and societal decisions. • Discuss individual and community rights, and responsibilities of characters or figures in literature or historical events. • Identify how to apply personal ethical and performance principles in school, home, and community. • Refrains from cyber-bullying and applies response strategies if self and/or others are targets. • Organize and carry out a service learning project based upon community and/or school needs then reflect on the outcome. • Engages in process to build community and/or restore relationships.

Social-Emotional Competencies: 9-12

There are five (5) Social-Emotional Learning Competencies at the 9-12 level:

1. **Self-Awareness** is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. It is the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset". There are three (3) Learning Targets within this competency: Identifying Emotions, Accurate Self Perception, and Self-Confidence.
2. **Self-Management** includes regulating one's emotions, stress management, self-control, self-motivation, and setting and achieving goals. There are five (5) Learning Targets within this competency: Impulse Control, Stress Management, Self-Discipline and Self-Motivation, Goal Setting, and Organizational Skills.
3. **Social Awareness** connotes perspective-taking; empathy; respecting diversity; understanding social and ethical norms of behavior; and recognizing family, school, and community supports. There are three (3) Learning Targets within this competency: Perspective Taking and Empathy, Appreciating Diversity and Respect for Others, and Civic Engagement.
4. **Relationship Skills** connote building relationships with diverse individuals and groups, communicating clearly, working cooperatively, resolving conflicts, and seeking help. There are four (4) Learning Targets within this competency: Communication, Social Engagement, Relationship Building, and Teamwork.
5. **Responsible Decision-Making** refers to considering the well-being of self and others; recognizing one's responsibility to behave ethically; basing decisions on safety, social, and ethical considerations; evaluating realistic consequences of various actions; and making constructive, safe choices for self, relationships, and school. There are four (4) Learning Targets within this competency: Identifying Problems, Analyzing Situations and Solving Problems, Evaluating and Reflecting, and Ethical Responsibility

Self-Awareness

Involves understanding one’s emotions, personal identity, goals and values. This includes accurately assessing one’s strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one’s personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected.

Learning Targets	9-12 Indicators	Adult Examples for Instruction	Learner Examples
Identifying Emotions	<p>With the support of caring adults, learners will be able to:</p> <p>Recognize emotions as personal indicators of response to situations.</p> <p>Analyze emotional states that contribute to or detract from the learner’s ability to make decisions.</p> <p>Summarize how thoughts and emotions affect behavior.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Guide learners in the development of emotional awareness (self and others). • Provide terminology and definitions of emotions and emotional states. • Facilitate discussions on factors that contribute to or detract from emotional well-being.¹⁵ • Provide multiple opportunities for learners to demonstrate how varied situations evoke emotions and impact thoughts and actions. (use variety of formats such as: discussion, writing, arts, graphics, etc.) 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Analyze how thoughts and emotions affect decision making and responsible behavior. • Evaluate how expressing one’s emotions in different situations affects others. • Evaluate how attitudes and emotions influence others in home, school, career, and community. • Identify situations and possible methods/techniques to regulate emotions.

¹⁵ Emotional well-being has been defined as an overall positive state of one’s emotions, life satisfaction, sense of meaning, and purpose, and ability to pursue self-defined goals. Elements of emotional well-being include a sense of balance in emotion, thoughts, social relationships, and pursuits.” ([National Center for Complementary and Integrative Health](#))

Learning Targets	9-12 Indicators	Adult Examples for Instruction	Learner Examples
Accurate Self-Perception	<p>With the support of caring adults, learners will be able to:</p> <p>Identify personal qualities and interests.</p> <p>Categorize personal skills, strengths and interests the learner wants to develop.</p> <p>Select priorities for personal improvement that builds on strengths.</p> <p>Differentiate how personal qualities influence choices and success.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> Engage the learner through varied opportunities and experiences to identify personal skills, strengths, and interests. Connect the importance of recognizing strengths to real-world predictable and unpredictable situations. Routinely provide authentic feedback and ask questions that help the learner reflect on their own strengths and interests. Support the learner to identify personal role model(s) and the connection to self. Utilize multiple means for learners to explore the categories of bias/stereotypes (personal, institutional, societal) and how they may positively and/or negatively impact individuals' perception of themselves and others. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> Identify their own personal strengths and weaknesses they would like to work on using multiple means. Participate in a process which will result in the identification of areas of improvement, setting priorities and creating a plan for building on strengths. Analyze factors/experiences where others have helped the learner clarify how they see themselves and others. Identify positive adult/peer role models and connect characteristics to self.
Self-Confidence¹⁶	<p>Express positive beliefs in one's ability to achieve and contribute.</p> <p>Examine conditions that influence self-efficacy.</p> <p>Critique their abilities that lead to high quality results and outcomes.</p> <p>Create strategies focusing on positive affirmations.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> Guide the learner to create and display artifacts that promote self-confidence. Provide learner/s with multiple opportunities to explore various scenarios that challenge learners' confidence and explore/practice appropriate responses. (e.g., peer pressure, self/other-advocacy, upstander, presenting in front of people, etc.) Provide opportunities for the learner to engage in healthy conflict resolution. Empower the learner to develop a growth mindset. Provide opportunities for learners to mentor other learners. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> Reflect on affirmations of self. Compare and contrast characteristics of individuals they believe exhibit high self-confidence. (e.g., current and historical figures) Demonstrate growth mindset through using strategies, such as: welcoming feedback, using constructive criticism, and persevering to desired result. Explain perseverance and describe its impact on home, school, career, and community life events.

¹⁶ Self-confidence refers to belief in one's personal worth and likelihood of succeeding. Self-confidence is a combination of self-esteem and general self-efficacy. Specific self-efficacy refers to beliefs about one's ability to perform specific tasks (e.g., driving, public speaking, studying, etc.)

Self-Management

Requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through personal and group-level challenges in order to achieve personal and educational goals.

Learning Targets	9-12 Indicators	Adult Examples for Instruction	Learner Examples
Impulse Control	<p>With the support of caring adults, learners will be able to:</p> <p>Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> <p>Demonstrate productive self-regulating strategies to manage emotions and reframe thoughts and behaviors.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Model and discuss positive self-talk strategies. • Assist the learner in identifying impulsive behaviors and their cause. • Model and provide opportunities for learners to practice strategies for impulse control. (e.g., self-regulating strategies, conflict resolution processes, restorative justice practices) • Create opportunities for learners to identify how stereotyping may influence impulse control. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Practice refusal skills and responsible behavior. • Engage in healthy conflict resolution. • Apply self-regulating strategies. • Create representation that compares and contrasts scenario outcomes with and without self-regulating behaviors. (e.g., T-chart, poster, art, computer graphic, skit, etc.)
Stress Management	<p>Identify stressors that result in physical or emotional responses.</p> <p>Demonstrate healthy practices that can minimize or utilize stress and promote physical and mental wellness.</p> <p>Communicate the need for assistance to manage stress as needed.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Engage school nurse/or outside professional to facilitate a roundtable discussion on the topic of stress including the positive and negative impact. • Create opportunities for learners to explore how the brain responds to stress (including flight, fight, and freeze reactions). • Provide resources available to learners and their families through the school and community that focus on stress management. • Create opportunities for learners to reflect on what stressors they are feeling and identify healthy practices for coping. • Instruct learners on self-management techniques such as belly breathing, yoga positions, counting to ten, self-talk, relaxation exercises and/or mental rehearsal. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Identify factors that cause stress both mentally and physically. • Analyze different approaches to deal with stress. (both when it motivates and/or hinders outcomes) • Apply strategies to manage stress for successful resolve. • Explain the connection between poor decisions and stress. • Analyze how healthy decisions reduce stress and promote successful performance.

Learning Targets	9-12 Indicators	Adult Examples for Instruction	Learner Examples
<p>Self-Discipline and Self-Motivation</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Demonstrate the ability to stay actively engaged and persist in activities.</p> <p>Demonstrate the ability to delay immediate gratification.</p> <p>Model the ability to adapt and overcome obstacles.</p> <p>Demonstrate the ability to take initiative.</p> <p>Demonstrate the ability to work independently.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Nurture/model the characteristics of self-control/ discipline. • Cultivate and provide examples of self-discipline skills. • Routinely ask learners to reflect on barriers they encounter, assist with problem solving if needed, and implement strategies • Brainstorm ways to become motivated and overcome obstacles, when learners face challenges. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Work independently or in a group on a task without needing multiple redirection. • Identify strategies for self-motivation across varied contexts. • Demonstrate characteristics of a growth mindset. • Discuss challenges, problem solve, and use healthy coping skills when challenges become frustrating. • Reflect and take initiative on what might need to be done in context of surroundings without being asked.
<p>Goal Setting</p>	<p>Create, monitor, adapt, and evaluate goals to achieve success in school and life.</p> <p>Identify internal and external resources necessary to overcome obstacles in meeting goals.</p> <p>Reflect on process and outcome of goal setting.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Teach and demonstrate a goal-setting model. (e.g., SMARTIE goals) • Create opportunities which enables the learner to use the goal-setting model, identify needed resources, and monitor their progress toward goals. • Provide opportunities for reflection and feedback on established goals. • Assist students to work through struggles and barriers to accomplishing their goals. • Celebrate learners' efforts and accomplishments. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Utilize a goal-setting model to establish short term goal/s for monitoring, self-assessing and sustaining progress towards goal achievement. • Anticipate possible barriers to the achievement of a goal and identify ways to overcome. • Articulate how learning/education is related to achieving goals. • Evaluate what worked or might have been done differently in response to feedback on a recent goal.

Learning Targets	9-12 Indicators	Adult Examples for Instruction	Learner Examples
Organizational Skills	<p>With the support of caring adults, learners will be able to:</p> <p>Select the appropriate supplies and tools needed for completion of tasks and/or projects.</p> <p>Manage materials, space, time and responsibilities effectively.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Model effective organizational skills. • Support use of organizational strategies to complete projects and assignments. • Provide opportunities for learners to correlate organizational skills with personal, college, career, and life success. • Provide varied opportunities for learners to identify and share strategies for balancing their time and responsibilities. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Be prepared and on-time for school and classes. • Use an organizational system (e.g., class planners, homework notebooks, digital task list, and calendar). • Demonstrate the effective characteristics of organization required to fulfill their responsibilities. • Share strategies for managing materials and monitoring time.

Social Awareness

Involves the ability to take the perspective of those with the same and different backgrounds and cultures and to empathize and feel compassion. It also involves understanding social norms for behavior in diverse settings and recognizing family, school, and community resources.

Learning Targets	9 - 12 Indicators	Adult Examples for Instruction	Learner Examples
<p>Perspective-Taking and Empathy</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Demonstrate awareness of other people's emotions, life experiences and perspectives through a cross-cultural lens.</p> <p>Evaluate and interpret social cues for how others feel and respond constructively.</p> <p>Recognize and validate the other person's feelings and perspective.</p> <p>Demonstrate awareness of different cultures and a respect for human dignity.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Provide a variety of opportunities across content areas and experiences (e.g., literature, social studies, history, service-learning, sociology, etc.) for learners to explore emotional responses, perspectives of characters/people/cultures involved, and how emotional responses and perspectives impact choices. • Pause periodically during existing curriculum lessons (read alouds, videos, podcasts, discussions, etc.) to ask learners what a character is feeling with cited reasons to support their answers. • Provide multiple opportunities for learners to identify (discuss, write, debate, etc.) how recognizing different points of view are important for occupations and roles (e.g., judge, teacher, police officer, reporter, teacher, parents, youth/adult relationships, etc.). • Routinely use circumstances within the school and classroom settings to discuss the feelings of others as indicated by social cues. (verbal, nonverbal, physical and situational cues, cultural traditions, traditions, etc.) 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Discuss emotions, in context of self and others, as experienced in a variety of situations. • Evaluate one character's actions, discuss emotions and predict how the other characters might feel (ex. video, reading in text, literature, podcasts, etc.) • Compare and contrast an experience or example from different perspectives and how perspective impacts choices. (including studies of other cultures, social media, etc.) • Select examples from literature or video clips which display social cues and indicate how others may feel. • Describe verbal, nonverbal, physical and situational cues that are indicators of how others may feel or react. • Demonstrate that they can accept and honor another's perspective even if they do not agree.

Learning Targets	9 - 12 Indicators	Adult Examples for Instruction	Learner Examples
<p>Appreciating Diversity and Respect for Others</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Demonstrate an awareness of differences and respect for human dignity.</p> <p>Articulate contributions of various social and cultural groups.</p> <p>Demonstrate willingness to honor diverse points of view.</p> <p>Demonstrate consideration for the feelings, wishes, cultures, languages, histories, rights, and traditions of others.</p> <p>Work effectively with those who are similar and different from oneself.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Invite guest speakers (including students) from other cultures to share experiences. • Through multiple means, provide opportunities for learners to explore stereotyping and discrimination. • Select instructional materials and activities throughout the year that enhance learner appreciation of social and cultural diversity including: feelings, wishes, contributions, languages, histories, rights, and traditions of others. • Provide varied opportunities for learners to build awareness and learn from the similarities and differences of others in the class, school, community, etc. • Provide authentic feedback when the learner/s are respectful to others. • Encourage the learner to identify how they felt when respectful or supportive of another. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Analyze various media and how context and participation featured in commercials, shows, movies, print ads, etc. may shift or perpetuate stereotyping and prejudice. • Review current affairs articles/posts/newscasts and evaluate messaging and intent to influence interpretations/perspectives of the intended audience. • Analyze diverse social and cultural contributions to society and the global community over time. • Analyze how people of different backgrounds can help one another and enjoy each other's company. • Evaluate how advocacy for the rights of others contributes to the common good. • Demonstrate respect for the property of others.

Learning Targets	9 - 12 Indicators	Adult Examples for Instruction	Learner Examples
<p>Civic Engagement¹⁷</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Recognize the role of volunteerism in the functioning of our society.</p> <p>Identify strategies to improve the community.</p> <p>Demonstrate advocacy skills.</p> <p>Model active engagement in family, school, and community projects and events.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> Facilitate authentic service-learning processes to fill age-appropriate needs in school and/or community. (Remember, to be service-learning it must connect with your existing curriculum content) Provide varied opportunities for learners to analyze personal assets and skills that provide service to the community. Provide varied opportunities for learners to review the effects of federal, state, and local public policies, agencies and institutions on individuals and the community. Identify ways individuals can influence change in policies, agencies, and institutions that affect individuals and the community. (e.g., provide authentic opportunities for learners to participate in decision-making within the school and/or community; create a student team to review Conditions for Learning data with the adults and problem-solve strategies for meeting needs) 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> Identify how voluntary engagement in civic issues has impacted current society. Demonstrate advocacy skills appropriate for a variety of situations. (e.g., asking to have a personal need met, participation in school data review and problem-solving, approaching community leaders for needs for a service-learning project, addressing larger societal needs through engagement in writing, speaking, rallies, voting, etc.) Work independently and/or collectively to identify problems at the local, state, national, or international level, develop potential solutions, and work toward solving selected problems. Reflect on a Service-learning opportunity and indicate how the experience impacted self-awareness, social-awareness, self-management, relationship skills, and responsible decision-making.

¹⁷ Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.

Relationship Skills

Includes the tools needed to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with differing social norms and demands. It involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively and seeking help when needed.

Learning Targets	9 - 12 Indicators	Adult Examples for Instruction	Learner Examples
<p>Communication</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Interpret and infer how facial expressions, body language, gestures, and tone impact interactions.</p> <p>Use facial expressions, body language, gestures, words, and vocal tone to interact effectively with others in a variety of ways. (e.g., writing, speaking, visuals, and technology)</p> <p>Demonstrate attentive listening and responding to the needs, wants, and ideas of others.</p> <p>Demonstrate ability to adapt to various forms of communication in formal and informal contexts.</p> <p>Deliver and receive compliments, feedback, and constructive critique, responding appropriately.</p> <p>Demonstrate cooperative behaviors in a group (e.g., encourage, acknowledge other perspectives and opinions, compromise, reach consensus).</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> Support learners in developing class commitments that establish communication guidelines that maintain healthy and rewarding relationships. Establish class meetings where learners are given the opportunity to interact with each other and practice speaking and listening skills. (e.g., I messages: I feel ____ when _____. I need ____.) Provide numerous and varied opportunities for learners to learn and practice varied communication skills needed in varied contexts. (e.g., for formal and informal conversations, giving and receiving compliments, apologizing and accepting an apology, etc.) Provide opportunities for learners to analyze the impact of cell phone use on the quality of relationships and interaction in current society. Use team based, collaborative teaching practices such as cooperative learning and project-based learning to provide learners with opportunities to develop and routinely practice communication skills. Invite a business/industry representative to speak to the class about his/her job. Encourage learners to listen for specific skills, education, or training required, rewards and challenges of the job, and ask appropriate questions. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> Engage using socially acceptable forms (e.g., conversing, speaking, writing, technology-based, visual representations, body language, etc.) of communication with others formally and informally within a variety of contexts. (e.g., face-to-face, in a group, social media, etc.) Utilize speaking and listening skills that demonstrate qualities that build and/or strengthen healthy relationships. Recognize and respond appropriately to compliments and constructive feedback. Work cooperatively and productively in a group. Evaluate the effects of requesting support from and providing support to others. Analyze what has been learned regarding communication skills. Share how cell phone/tablet or other electronic forms of communication has positively and/or negatively impacted relationships with others.

Learning Targets	9 - 12 Indicators	Adult Examples for Instruction	Learner Examples
	With the support of caring adults, learners will be able to:	Caring adults may...	With the support of caring adults, learners may...
Social Engagement	<p>Initiate and engage in social interactions with peers and adults.</p> <p>Analyze social situations and environments, including social media, and respond in ways that build/sustain healthy relationships.</p> <p>Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media.</p> <p>Demonstrate consideration for social norms of other cultures and traditions.</p>	<ul style="list-style-type: none"> • Provide learners with opportunities to explore situations that would support the need to advocate for self or another. • Encourage and facilitate opportunities for the learner to participate in positive peer socialization (e.g., cooperative learning groups, school-sponsored activities, project-based learning, cultural festivals) • Facilitate leadership and teamwork opportunities to create positive and supportive social interaction. • Invite speaker(s) and/or student presentations on the safe and responsible use of social media. 	<ul style="list-style-type: none"> • Construct and follow guidelines for positive interaction in social and classroom settings. (including social media) • Demonstrate and apply social norms and behaviors across school and community to build/sustain healthy relationships. • Demonstrate strategies to support students who are left out or bullied. • Apply effective collaboration and cooperation skills to high standards of quality.

Learning Targets	9 - 12 Indicators	Adult Examples for Instruction	Learner Examples
Relationship Building	<p>With the support of caring adults, learners will be able to:</p> <p>Demonstrate personal qualities and decisions that contribute to a healthy relationship.</p> <p>Identify and apply strategies for handling relationships that are not safe, healthy, or positive.</p> <p>Express interest and appreciation for others.</p> <p>Create and maintain positive and supportive relationships with adults and students of diverse backgrounds and cultures.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> Utilize best practices to promote positive adult/student relationships. (e.g., greet students at the door, active supervision in hallways, acknowledging prosocial behavior 4-5 times more than correcting behavior; using re-teaching, using corrective consequences, calling learners by name that is pronounced correctly, using learner-preferred pronouns, etc.) Allow the learner/s the opportunity to contribute to decisions about appropriate class norms and responsibilities. Encourage learners to create a web of support by building relationships with key adults in their lives that do/can provide care and support. Create opportunities for learners to build relationships with younger students, students with disabilities, and/or older adults. (e.g., service-learning, PAL PE, reading buddy, etc.) 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> Demonstrate strategies for getting to know others. (e.g., introducing oneself, recognizing and including others who may be isolated, etc.) Establish and main healthy and rewarding connections with individuals and groups. Recognize and respect boundaries that promote healthy relationships. Maintain healthy relationships with adults and peers, including those with diverse perspectives and backgrounds. Use strategies for keeping self and/or others safe (physically, socially, and emotionally) and seek help when needed.
Teamwork	<p>Demonstrate collaborative skills with others. (listen, encourage, acknowledge opinions, compromise, reach consensus)</p> <p>Acknowledge others' diverse strengths and contributions to a group/team effort.</p> <p>Present multiple techniques when providing feedback to others.</p> <p>Demonstrate graciousness in winning and losing.</p>	<p>Provide a variety of opportunities for learners to complete projects as a group using evidence-based practices such as cooperative learning, service-learning, project-based learning, etc.</p> <p>Create scenarios where learners must problem-solve as a team to meet the outcome. (ropes course, team-building activities, Olympiad based on core curriculum content, etc.)</p> <p>Provide varied opportunities for learners to use constructive feedback strategies.</p>	<p>Collaborate effectively in small group opportunities that involve cooperating and problem solving with others to complete a task.</p> <p>Initiate strategies to incorporate the involvement of everyone in group projects in active roles.</p> <p>Evaluate group process following a group learning activity (i.e. what did/didn't work well, leadership qualities, suggestions for improvement, fulfillment of team member roles/responsibilities, etc.)</p> <p>Discuss the benefits of team competitions including characteristics appropriate when winning or losing.</p>

Responsible Decision-Making

Requires the knowledge, skills, and attitudes to make caring, constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to critically examine ethical standards, safety concerns, and behavioral norms for risky behavior; to make realistic evaluations of consequences of various interpersonal and institutional actions; and to take the health and well-being of self and others into consideration.

Learning Targets	9 - 12 Indicators With the support of caring adults, learners will be able to:	Adult Examples for Instruction Caring adults may...	Learner Examples With the support of caring adults, learners may...
Identifying Problems	Identify a variety of problems and decisions that affect learners' lives. Define characteristics of safe and unsafe situations, including online safety.	<ul style="list-style-type: none"> • Provide varied opportunities for learners to review scenarios and clearly identify the specific problem that needs to be solved. • Create opportunities for students to review data and determine underlying causes. (school climate, discipline data, graduation rates, absenteeism rates, and/or community/county data such as: underage drinking, smoking/vaping, use of illegal drugs, etc.) • Invite outside resources to speak about the effects of bullying, harassment, and teasing and how to respond and reach out to resources for assistance. • Provide a school-wide Problem-solving model that encompasses all the decision-making steps. 	<ul style="list-style-type: none"> • Effectively use a problem-solving model including: select of a problem, analyze and decide on solutions, anticipate the consequences of the decision and evaluate the decision. • Demonstrate ability to identify feelings of others (in existing curriculum content), describe what is happening, and create a clear problem statement. • Create lists of behaviors that represent bullying, teasing, and harassment. Discuss how these may occur based on social groups. • Analyze data to determine specific problems in school/community.

Learning Targets	9 - 12 Indicators	Adult Examples for Instruction	Learner Examples
<p>Analyzing Situations and Solving Problems</p>	<p>With the support of caring adults, learners will be able to:</p> <p>Consider multiple perspectives and views upon identifying a problem.</p> <p>Generate multiple solutions for solving problems in a variety of situations.</p> <p>Consider the well-being of self and others when making decisions.</p> <p>Differentiate between situations where the learner can problem solve without assistance and situations that require assistance.</p> <p>Identify when peer-pressure, social, and/or cultural norms affect decision making.</p>	<p>Caring adults may...</p> <p><u>Examples for Analyzing a Problem</u></p> <ul style="list-style-type: none"> • Create a culture of safety and trust so that differing perspectives are encouraged and respected. • Discuss varying points of view from multiple venues requiring the learners to identify the problem and describe what makes the situation problematic. • Design a systematic process (problem-solving model) with the learners to use when making decisions and choices. <p><u>Examples for Solving Problems</u></p> <ul style="list-style-type: none"> • Construct strategies for the learner to consider to make ethical, legal and safe decisions. • Use existing content curriculum for students to unpack the problem-solving processes that may have been used or could have been used. • Introduce conflict resolution techniques for the learners to use when making responsible decisions. 	<p>With the support of caring adults, learners may...</p> <p><u>Examples for Analyzing a Problem</u></p> <ul style="list-style-type: none"> • State the point of view of others (including examples within existing curriculum content) and brainstorm a list of possible solutions when conflicts arise. • Consider any personal biases that may impact a decision. <p><u>Examples for Solving Problems</u></p> <ul style="list-style-type: none"> • Effectively use a problem-solving model including: select of a problem, analyze and decide on solutions, anticipate the consequences of the decision and evaluate the decision. • Examine how different traditions, mindsets, societies and cultures influence decisions and behaviors. • Reflect on how decision-making affects progress toward their goals. • Evaluate the difference in outcomes when making ethical decisions vs non-ethical decisions.

Learning Targets	9 - 12 Indicators	Adult Examples for Instruction	Learner Examples
Evaluating and Reflecting	<p>With the support of caring adults, learners will be able to:</p> <p>Reflect on the positive and negative consequences of decisions for oneself and others.</p> <p>Reflect on past decisions and apply learning to new situations.</p> <p>Demonstrate consideration of the impact of traditions, experiences, and cultures of others in their decisions and outcomes.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> • Create varied experiences for learners to represent/outline steps in a problem-solving model including reflection as a vital step. (e.g., written, presentation, graphic, visual arts, mixed media) • Encourage discussion when learners disagree on different ways to solve a problem. • Facilitate opportunities to individually and collectively analyze consequences of various decisions on self and others. (e.g., within existing curriculum content how might outcomes have been different with a different decision; what biases may have impacted the decisions, etc.) • Create opportunities for learners to hear and process how decisions feel to others based on their experiences, traditions, cultural context, etc. • Have learners create a project (power point, podcast, poster, etc.) where they detail the pros and cons of a decision they made, including how awareness of their own contextual lens impacted their decision and the perceived outcome for self and others. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> • Examine how different traditions, mindsets, societies, and cultures influence decisions and behaviors. • Identify consequences of making both good and poor choices in a workplace setting. • Evaluate a decision using critical thinking skills. • Critique how responsible decision making affects interpersonal groups and relationships. • Discuss how popularity affects power, control, fear, and security.

Learning Targets	9 - 12 Indicators	Adult Examples for Instruction	Learner Examples
Ethical Responsibility	<p>With the support of caring adults, learners will be able to:</p> <p>Demonstrate awareness of equity, fairness and respect that positively impact the greater good.</p> <p>Accept ownership for actions.</p> <p>Demonstrate decisions based on greater good even if not good for them individually.</p>	<p>Caring adults may...</p> <ul style="list-style-type: none"> Facilitate opportunities for learners to research and discuss their perception of expectations for contributing members of society. Create a variety of opportunities for learners to investigate and respond to examples of historical, societal, cultural, and situational ethics. (within existing curriculum content as well as in current situations). Provide opportunities for students to struggle with ethical dilemmas. (e.g., within existing curriculum, current events, school/classroom circumstances, workplace expectations, etc.). Implement a restorative justice or peer mediation program. 	<p>With the support of caring adults, learners may...</p> <ul style="list-style-type: none"> Participate in opportunities for personal and collective consideration of societal expectations for ethical processes and practices. Discuss individual and community rights and responsibilities of characters or historical figures in literature, historical and/or current events. Identify how they apply their personal core ethical and performance principles at school, home, and/or the community. Explain, using examples from course content, current events, and/or personal experience, the impact of ethical or unethical decision-making on self, family, friends, community, or country.

Resources

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