



# **Social and Emotional Learning**

## **Competencies, Strategies, and Practices**

*From birth through adulthood*

A regional partnership of school districts and area agencies serving northern New Hampshire with a mission to support social and emotional well-being from birth to adulthood throughout the North Country.



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# INTRODUCTION

Social and emotional learning (SEL) has emerged as a key indicator of student success in schools and is a critical part of establishing a larger community culture of mental health and wellness. SEL is a process that facilitates acquiring and applying the knowledge, attitude and skills necessary to effectively manage emotions, achieve goals, feel and show empathy, engage in healthy relationships, and make good decisions. Grounded in research, SEL skills are the personal and interpersonal skills we need to manage ourselves, our relationships and our lives effectively and ethically, and spans a continuum from birth to adulthood.

Research demonstrates many positive outcomes regarding SEL including positive academic outcomes, improved school climate, reduced negative behavior and emotional stress. Additional benefits of SEL instruction include increased motivation to learn, a stronger commitment to school, increased time spent on schoolwork, improved classroom behavior, decreases in requests for disciplinary action, and ultimately reduced levels of stress, anxiety, and depression.

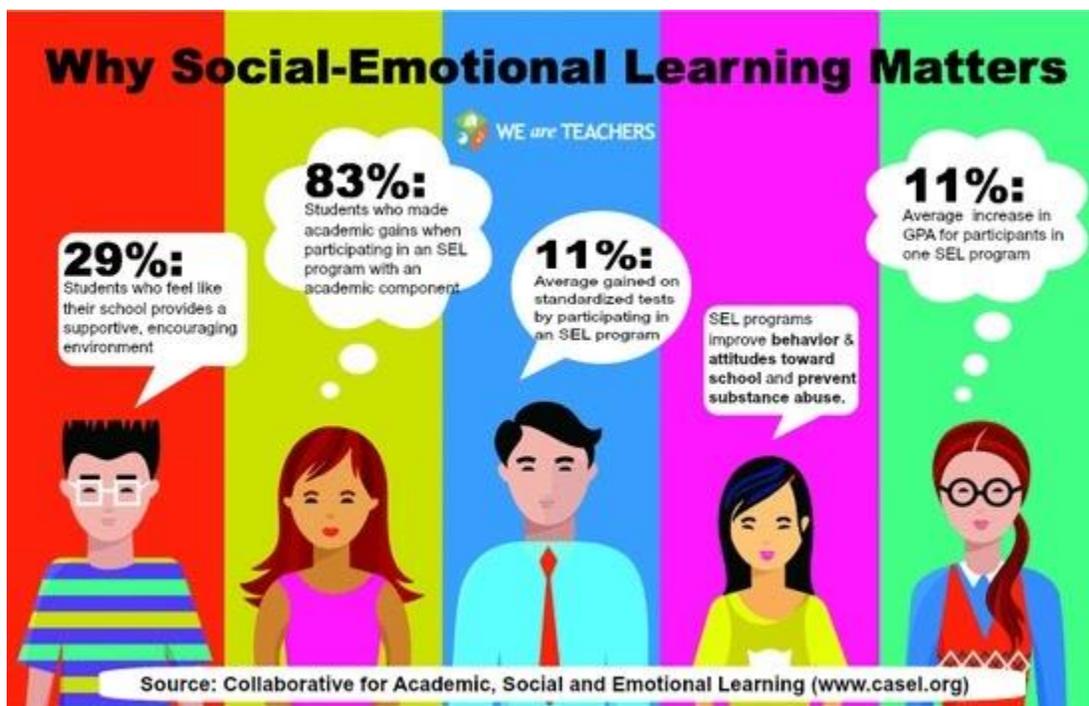


Figure 1.1. Why SEL Matters

The 2015 federal Every Student Succeeds Act (ESSA) encourages states to integrate SEL practices into their school accountability systems. ESSA may not explicitly reference ‘SEL’, however the policy language suggests SEL is necessary. The funding and language call for improving school conditions for students’ learning, enhanced peer interactions, a well-rounded



education; incorporating programs and activities that promote volunteerism, community involvement, and instructional practices for developing relationship-building skills. These skills are all SEL in nature and supportive of the well-rounded student. Additionally, the New Hampshire School Safety Preparedness Task Force identifies SEL as a key component to creating a positive school culture. To support the school administrative units and greater community agencies throughout the North Country in designing and implementing social and emotional learning, this resource document outlines the five core social and emotional learning competencies, dimensions and importance of each competency, developmental indicators and strategies for implementation from birth through adulthood. This resource document also identifies SEL in relation to other initiatives and frameworks being used in the state of New Hampshire. Crosswalks of those frameworks with CASEL's SEL framework are included.

The integration of SEL into classrooms, schools and community agencies, particularly when woven into the mission and vision for each school/agency and implemented into classroom or whole school approaches with fidelity, will improve student capacity to engage in academic learning and better prepare them to meet college and career readiness standards.

## Key Recommendations

- **School districts must make SEL a priority.** Proposed SEL standards from the North Country Partnership for SEL Practices focus on the five CASEL (Collaborative for Academic and Social Emotional Learning) competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Districts should align these standards with their mission, vision, and strategic plan. Policies and procedures that support full implementation should be created and followed. Districts should also communicate the purpose and vision for SEL to their respective school boards, families, community members, and other stakeholders.
- **SEL must be integrated into academic instruction.** Free-standing lessons designed to enhance student's SEL competence should be incorporated into instructional time, and equally infused into all academic and content areas. Educator social and emotional skill competence is critical to student SEL growth. Supporting staff in the implementation of SEL will reinforce and build staff SEL competencies. Additionally, districts should provide regular training for SEL practices to administration, teachers, support staff, parents/guardians, families, and community members.
- **Schools must create an environment that supports SEL.** Districts should align discipline policies with SEL implementation such as student engagement in creating expectations, emotional regulation plans, and restorative practices. The school environment for students, staff, and families should be supportive and welcoming to ensure there are strong relationships to adults in the building. Finally, training should be provided to all



adults to increase mental health literacy and reduce the stigma associated with mental health challenges.

- **Efforts must be made to integrate SEL in a way that supports all systems.** Schools should be able to identify and communicate how SEL aligns with existing frameworks, such as Positive Behavior Intervention and Supports (PBIS), Multi-Tiered Systems of Support (MTSS/A & B), Response to Intervention (RtI) and Early Childhood Pyramid Model. SEL practices should align with other universal strategies such as student mental health services, restorative practices, trauma sensitive school initiatives, and academic and career planning. Districts should infuse SEL skills and efforts into all existing initiatives.
- **Schools must engage with community partners.** It is important to align resources and leverage partners in the community to address the whole child. Schools should identify and connect with SEL practices already being implemented in childcare centers, home visiting programs, health centers, and mental health agencies. SEL efforts supporting birth through adulthood should involve other community partners who engage with families.
- **Data must be used to assess progress.** Data collection can be useful in determining the impact of SEL efforts, communicating the mission, goals, and outcomes, or to make improvements, explore change, and identify student needs. Data should be reviewed regularly to guide decision-making.

## Components of Social and Emotional Learning

This section describes the components of SEL and research into the link between SEL and academic achievement.

Research has reported a correlation between improved SEL with students and academic achievement (Loeb, et. al, 2018). However, the implementation and the integration of SEL strategies in the classroom need to be focused and taught. In a 2011 meta-analysis review, compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and *academic performance that reflected an 11-percentile-point gain in achievement*. The findings add to the growing empirical evidence regarding the positive impact of SEL programs. Policymakers, educators, and the public can contribute to the healthy development of children by supporting the incorporation of evidence-based SEL programming into standard educational practice (Durak, Dymnicki, Shellinger, Taylor & Weissberg, 2011).



The success of implementation of SEL on student achievement depends upon high-quality teachers facilitating the programs. Teachers methodically teaching through protocols increase the SEL skills. We must be mindful of growth targets in growth mindset, self-efficacy, self-management, and social awareness.

In order to implement, teachers must be prepared, have clarity when teaching desired points, teach with enthusiasm, and create a climate of respect so that students feel safe and engaged in the process. Teachers must also have the knowledge to be able to implement and adapt for individual student needs.

The Collaborative for Academic, Social and Emotional Learning (CASEL), a leading organization for the practice and research of SEL, defines SEL as:

*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.*

CASEL’s systemic SEL framework recognizes the five “Core SEL Competencies,” defined below in Figure 1.2, of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

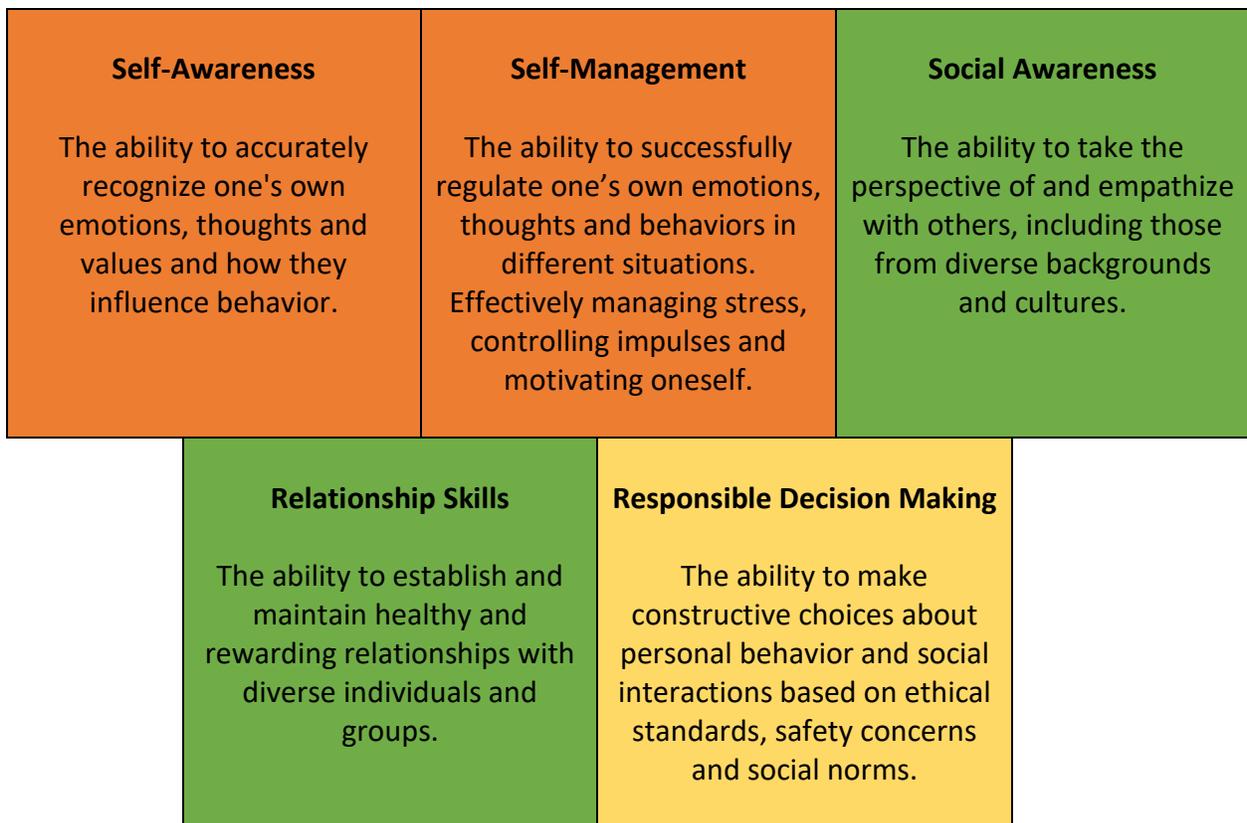


Figure 1.2. Core competencies from CASEL

## SEL in NEW HAMPSHIRE

While the state of NH does not mandate implementation of SEL practices, the NHDOE does offer information and resources designed to help NH schools and districts consider, identify, and support a comprehensive approach to Social and Emotional Learning which is done through the [Bureau of Student Wellness](#). The state has developed several guiding documents. In 2011 the New Hampshire Early Learning Standards were released. These standards are a statewide resource for everyone involved in the care and education of young children. The Standards provide essential information to support and enhance children’s development and learning and includes a resource about children’s development from birth through age five while promoting a whole-child approach. More recently, New Hampshire has addressed SEL in The NH School Safety Preparedness Task Force 2018. The Task Force researched various SEL frameworks and found the most successful of these frameworks to contain academic, social, and emotional benefits for students. The state of NH has published multiple reports offering recommendations in moving forward with SEL practices. These reports include:

[2019 NH Kids Count Data Book](#)

[2019 NH Multi-Tiered Systems of Supports for Behavioral Health and Wellness](#)

[2019 NH 10 Year Mental Health Plan](#)

[2018 NH Consolidated Plan Every Students Succeeds Act](#)

[2018 NH School Safety Task Force Report](#)

In 2018, the State of New Hampshire Department of Safety released the School Safety Task Force Report. According to the Task Force report, “students who receive SEL instruction have demonstrated improved academic performance, attitudes, and behaviors.” One of eleven mental health recommendations identified in the report is to “improve school culture by expanding social and emotional learning programs in schools at all levels statewide.” Social and emotional learning is a critical component in the support of school safety measures.

Additionally, the Task Force recommends expanding “programs that focus on creating a positive school climate and atmosphere with structured support for students, such as the Multi-Tiered System for Support and Behavioral Health (MTSS-B) or Positive Behavioral Interventions and



System (PBIS).” In [NH’s MTSS-B model](#), school based universal promotion, prevention, and early intervention services are emphasized in order to meet the SEL needs of all students.

Given NH’s MTSS- B model, NCP4SEL approached this guidance document with a perspective of CASEL’s core competencies for social and emotional learning being the overarching “umbrella” as shown in Figure 1.3.

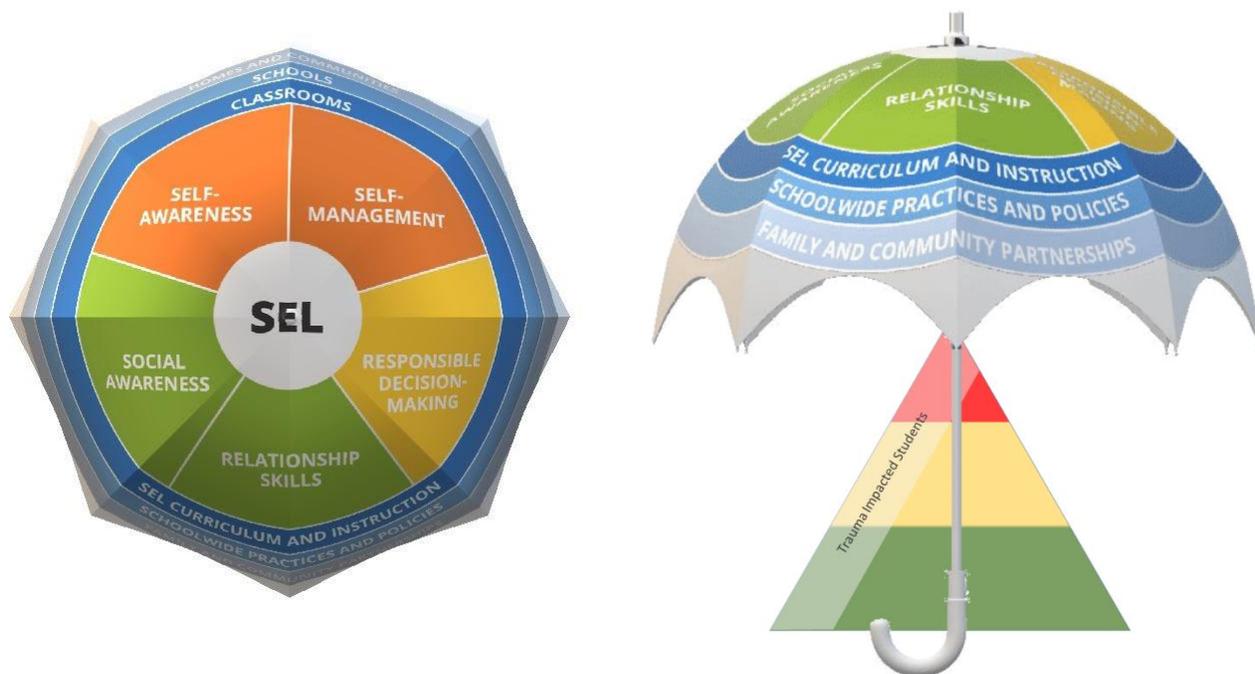


Figure 1.3. MTSS-B under the “umbrella” of SEL competencies.

Current NH state initiatives supporting SEL have been crosswalked with CASEL’s competencies and are included here:

[Crosswalk of NH Work Study Practices](#) (see [NH Work Study Practices](#))

[Crosswalk of NH Early Learning Standards](#) (see [NH Early Learning Standards](#))

[Crosswalk to Developmental Assets Framework](#) (see [Development Assets Framework](#))

Utilizing CASEL’s five core competencies, the North Country Partnership for SEL Practices outlines in this document, the guiding principles for implementation. It is the goal of this committee to have all stakeholders utilize the recently developed comprehensive set of SEL competencies that will include descriptors, performance indicators, and learning progressions

from infancy through adulthood. Upon completion, the committee will move forward with the development of policies and guidelines.

## Impact of SEL

In the introduction to *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom* (Souers & Hall, 2016), the authors discuss the four Rs that students must learn beyond the traditional reading, writing, and arithmetic. Souers and Hall refer to teaching students responsibility, respect, resilience, and relationship. Whichever terms one chooses to name or classify the skills, essentially these skills refer to social and emotional competencies. As the authors noted, it has become increasingly evident that more students are entering schools lacking these crucial skills. This is significant because a solid body of scientific evidence backs claims that “learning happens best when social, emotional, and cognitive growth are connected” (National Commission on Social, Emotional, & Academic Development, 2018, p. 13).

While the guidance in this document suggests best practices in social and emotional learning and not specific SEL programs, it is important to note that evidence-based SEL programs have been shown to lead to measurable and potentially long-lasting improvements in many areas including social, emotional, behavioral and academic outcomes (Durlak, Dymnicki, Weissberg, Taylor, & Schellinger, 2011; Sklad, Diekstra, Ritter, Ben, & Gravesteyn, 2012). CASEL highlights effective and evidenced based SEL programs on their website, <https://casel.org/guide/>.

The social and emotional development of children who have been exposed to trauma or other forms of maltreatment unquestionably calls for attention from schools and agencies serving this population. As a result, trauma-sensitive schools and practices are emerging across the educational landscape. This guidance, however, aims to take a broader approach to SEL under a multi-tiered system of support (MTSS). In this MTSS framework, not only are the needs of those students impacted by trauma and adverse childhood experiences considered, but the social and emotional development of all children are addressed through universal interventions.

The most effective SEL practices go beyond the classroom. They require developing “comprehensive universal models of SEL that involve entire schools and school districts, partner with families, and are coordinated with community programs” (Greenberg, Domitrovich, Weissberg, & Durlak, 2017, p. 27). While the competencies and practices outlined in this guide may be helpful to individual educators, the intent of the North Country Partnership for SEL Practices that convened to create this document was to collectively join efforts, moving from silos to systems in approaching SEL. As such, this guide should serve as a tool for schools, family-serving organizations, mental health agencies, law enforcement officials, and other community partners to work more cohesively in supporting the social and emotional health and



well-being of children and families. Studies have indeed shown the broad social benefits of investing in the non-cognitive competencies associated with social and emotional development (Levin, 2012).

This guidance approaches SEL across the lifespan, from birth through adulthood, albeit with a concentrated emphasis on school-based interventions because of the extended interaction opportunities with children during their public schooling years. Research suggests that universal school-based SEL interventions could substantially affect public health (Greenberg et al., 2017). By taking a systems approach and being intentional about working with parents and caregivers, early childhood providers, and family-serving agencies, SEL in a multi-tiered system of support serving all students has the potential to enhance students' potential as scholars, community members, and citizens (Oberle, Domitrovich, Meyers, & Weissberg, 2016).

For more research on the impact and significance of SEL, visit <https://casel.org/impact/>



# COMPETENCIES

## 1. Self-Awareness

Self-awareness is the **ability to accurately recognize one’s emotions, thoughts, and values and their influence on behavior**. This includes accurately assessing one’s strengths and limitations and possessing a grounded sense of confidence, optimism, and a “growth mindset.”

*The following are the standards supporting Self-Awareness:*

- 1A. Demonstrate an awareness of his/her emotions.
- 1B. Demonstrate an awareness of his/her personal qualities and interests.
- 1C. Demonstrate an awareness of his/her strengths and limitations.
- 1D. Demonstrate a sense of personal responsibility and advocacy.

### **Why is this competency important?**

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.



## Competency 1. Self-Awareness

1A. Demonstrate an awareness of his/her emotions.

Span	Developmental Indicators
Birth - 9 Months	Learners will be able to: <ul style="list-style-type: none"> <li>Smile or be comforted when a trusted caregiver speaks kindly to them</li> <li>Express enjoyment and unhappiness in their environment</li> </ul>
9-18 Months	Learners will be able to: <ul style="list-style-type: none"> <li>Show likes and dislikes in ways that are consistent with the family's cultural expectations (E.g. Brady vocalizes pleasure while playing, but cries while having a diaper changed.)</li> <li>Begin to express a variety of feelings through vocalizations, facial expressions, and body movements</li> </ul>
18 -24 Months	Learners will be able to: <ul style="list-style-type: none"> <li>Show awareness of being seen by others such as repeating an action when someone is watching (E.g. Whenever she sees a camera, Ruby smiles and poses.)</li> <li>Begin to express their feelings strongly including extended episodes and may not be easily distracted</li> </ul>
24-30 Months	Learners will be able to: <ul style="list-style-type: none"> <li>Show delight in their abilities</li> </ul>
30 Months - 3 Years	Learners will be able to: <ul style="list-style-type: none"> <li>Call attention to themselves in photographs or videos</li> </ul>
3 Years	Learners will be able to: <ul style="list-style-type: none"> <li>Draw adult's attention to their actions and creations (E.g. On the playground Luna keeps telling her father, "Watch me, watch me!")</li> <li>Self-confidence: Begin to experiment with their own potential and show confidence in their own abilities</li> <li>Social identity: Continue to develop awareness of differences and their own gender and cultural identity (E.g. Delia says to her teacher, "I'm a girl, so I can be a mommy someday.")</li> </ul>



4-5 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Continue to seek adult attention and recognition of what they know and can do</li> <li>• Boast about what they know and can do (E.g. Quinn says, “I am really good at drawing rainbows.”)</li> <li>• Demonstrate increasing competencies in recognizing and describing their own emotions</li> <li>• Explore emotions in various ways (through play, art, music, and dance)</li> </ul>
Grades K-2	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize and accurately name emotions/feelings (mad, sad, happy, scared).</li> <li>• Identify and communicate emotions/feelings and identify situations (i.e., triggers) that cause these emotions/feelings.</li> <li>• Identifies needing help when appropriate</li> </ul>
Grades 3-5	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize emotions and the intensity levels of emotions in different situations</li> <li>• Understand the difference between response (action) and reaction (feelings) to a situation</li> <li>• Recognize how emotions can change</li> <li>• Recognize when they are being triggered and choose the best response</li> <li>• Recognize how thoughts are linked with emotions and emotions are linked to behavior</li> <li>• Describe ways emotions impact behavior(s)</li> </ul>
Grades 6-8	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish different levels of emotions and explain the physical reaction to various emotions (e.g. how bodies look and feel)</li> <li>• Recognize uncomfortable emotions as indicators of situations in need of attention</li> <li>• Identify emotional states that contribute to or detract from their ability to problem solve</li> <li>• Explain the possible outcomes associated with the different forms of communicating their emotions</li> <li>• Understand the relationship between effort, attitude and achievement</li> <li>• Distinguish between personal feelings and how they are expected to feel in a variety of situations</li> </ul>



Grades 9-12	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Describe and connect prior learning experiences and interests with current context relating to their emotions</li> <li>• Use self-reflection to make sure the intensity of their emotions is in line with the situation</li> <li>• Acknowledge emotions and determine the appropriate time, place and method to safely process them</li> </ul>
Adulthood	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify, recognize, and name complex emotions in the moment</li> <li>• Recognize the relationship between thoughts, feelings, and reactions to people</li> <li>• Recognize the big picture in a complex situation</li> <li>• Recognize personal, cultural, and linguistic assets</li> </ul>

## COMPETENCY 1: Self-Awareness

1B. Demonstrate an awareness of his/her personal qualities and interests.

Span	Developmental Indicators
Birth - 9 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Smile or be comforted when a trusted caregiver speaks kindly to them</li> </ul>
9-18 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Show likes and dislikes in ways that are consistent with the family's cultural expectations (E.g. Brady vocalizes pleasure while playing, but cries while having a diaper changed.)</li> </ul>
18 -24 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Show awareness of being seen by others such as repeating an action when someone is watching (E.g. Whenever she sees a camera, Ruby smiles and poses.)</li> </ul>
24-30 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Show delight in their abilities</li> <li>• Demonstrate confidence in and the ability to express their ideas</li> </ul>
30 Months - 3 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Call attention to themselves in photographs or videos</li> </ul>



<p>3 Years</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Draw adult’s attention to their actions and creations (E.g. On the playground Luna keeps telling her father, “Watch me, watch me!”)</li> <li>• Develop the ability to express their feelings and emotions in a range of appropriate ways</li> </ul>
<p>4-5 Years</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Continue to seek adult attention and recognition of what they know and can do</li> <li>• Boast about what they know and can do (E.g. Quinn says, “I am really good at drawing rainbows.”)</li> <li>• Demonstrate positive feelings about their own gender, race, ethnicity, disability, national origin, language, as well as community and/or family cultural practices in a developmentally appropriate manner</li> </ul>
<p>Grades K-2</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Describe personal likes and dislikes</li> <li>• Recognize personal qualities and interests</li> <li>• Identify an interest as it relates to personal experiences</li> <li>• Identify and describes preferences</li> </ul>
<p>Grades 3-5</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Compare likes and dislikes of self and others and an awareness of personal qualities and strengths of self and others</li> <li>• Demonstrate awareness that personal qualities and interests affect decision-making</li> <li>• Describe the personal traits they possess that make them successful members of their classroom and school community</li> </ul>
<p>Grades 6-8</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Explain possible outcomes of expressing emotions in various ways</li> <li>• Analyze how their personal traits and temperaments influence choices, successes, and areas of growth</li> <li>• Apply self-reflection techniques to recognize their potential, strengths, and growth areas</li> <li>• Identify their role in their family and community and how those roles impact their identity</li> </ul>

Grades 9-12	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate resilience and a positive attitude towards school and life</li> <li>• Reflect on past experiences to identify strengths and potential for growth</li> <li>• Identify and embrace characteristics about themselves that they can and cannot change</li> <li>• Explore possible career and volunteer opportunities based on their identified interests and strengths</li> <li>• Analyze how their personal qualities help them to contribute to others</li> </ul>
Adulthood	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Appreciate the likes, dislikes and preferences of others</li> <li>• Demonstrate awareness of the interplay between personal qualities and interests and career and social success</li> <li>• Recognize the impact of personal qualities and interests in decisions making</li> </ul>

## COMPETENCY 1: Self-Awareness

1C. Demonstrate an awareness of his/her strengths and limitations.

Span	Developmental Indicators
Birth - 9 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Smile and laugh when imitating an adult (E.g. 8-month-old Ashton smiles when he imitates his teacher clapping.)</li> </ul>
9-18 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Take actions in the expectation of getting a response from an adult (E.g. 11-month old Carolyn lifts her arms up knowing that her caregiver will pick her up)</li> </ul>
18-24 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Show more awareness of their abilities (play, self-help, motor, language)</li> </ul>
24-30 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Perform the tasks requested of them and may initiate tasks on their own (E.g. Kyle's nana spoons food onto his plate and Kyle says, "Me do it!" and reaches for the spoon.)</li> </ul>



30 Months - 3 Years	Learners will be able to: <ul style="list-style-type: none"> <li>Show independence and competence in play, self-help and motor skills</li> </ul>
3 Years	Learners will be able to: <ul style="list-style-type: none"> <li>Demonstrate confidence, self-directed, purposeful and inventive play</li> </ul>
4-5 Years	Learners will be able to: <ul style="list-style-type: none"> <li>Demonstrate confidence in approaching new and unfamiliar tasks and experiences</li> </ul>
Grades K-2	Learners will be able to: <ul style="list-style-type: none"> <li>Identify likes and dislikes</li> <li>Describe things they do well or the knowledge they have</li> <li>Describe an activity/task in which they may need help in order to improve</li> </ul>
Grades 3-5	Learners will be able to: <ul style="list-style-type: none"> <li>Identify strengths and limitations</li> <li>Describe and prioritize strengths and interests that they want to develop</li> <li>Describe their growth areas, prioritize the personal traits and interests that they want to develop and explore opportunities to develop them</li> </ul>
Grades 6-8	Learners will be able to: <ul style="list-style-type: none"> <li>Identify strengths and know how to develop these strengths</li> <li>Understand how effort and attitude can benefit achievement</li> <li>Understand that the way they feel and how they are expected to feel might be different</li> <li>Apply self-reflection techniques to recognize their potential, strengths, and growth areas</li> <li>(See NH Work Study Practices)</li> </ul>
Grades 9-12	Learners will be able to: <ul style="list-style-type: none"> <li>Analyze perceived limitations and create a plan leveraging strengths to address limitations</li> <li>Explore possible career and volunteer opportunities based on their identified interests and strengths</li> <li>Identify the skills and credentials required to enter a profession of interest to them and begin to prepare accordingly</li> <li>Demonstrate confidence based on an accurate self-assessment of strengths</li> <li>(also see <a href="#">NH Work Study Practices</a>)</li> </ul>



Adulthood	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Be realistic about strengths and limitations</li> <li>• Distinguish between strengths, limitations, and skills</li> <li>• Demonstrate confidence based on self-assessment of strengths</li> </ul>
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## COMPETENCY 1: Self-Awareness

1D. Demonstrate a sense of personal responsibility and advocacy.

Span	Developmental Indicators
Birth - 9 Month	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• By 9 months, recognize that they are separate and distinct from primary caregivers (E.g. 8-month-old Taniesha cries whenever her mother leaves the room.)</li> </ul>
9-18 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Show preference for their family members and primary caregivers</li> </ul>
18-24 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Mimic adult behavior and responses to other people</li> </ul>
24-30 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Point out or comment on differences in gender and physical characteristics, using social labels (E.g. Eddie points to each classmate and labels each as “boy” or “girl.”)</li> </ul>
30 Months - 3 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify or point to characters that resemble themselves or their family members in books or magazines</li> </ul>
3 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Continue to develop awareness of differences and their own gender and cultural identity (E.g. Delia says to her teacher, “I’m a girl, so I can be a mommy someday.”)</li> </ul>
4-5 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Notice differences and make comparisons between their physical characteristics and others’ and the way things are done in different settings (E.g. Consuela says “My abuela talks Spanish and my grandma talks English.”)</li> </ul>



	<ul style="list-style-type: none"> <li>Express or describe their own characteristics and preferences (E.g. Jacob only chooses brown sweatpants when clothes shopping with his mother.)</li> </ul>
Grades K-2	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Understand and follow school-wide expectations for safe and productive learning</li> <li>Recognize that there are positive and negative consequences of personal choices, behaviors, and actions</li> <li>Demonstrate responsible use and care of personal and others' belongings</li> <li>Identify attitudes and behaviors that lead to successful learning</li> <li>Advocate for themselves by asking for help</li> </ul>
Grades 3-5	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Define what it means to be responsible, and identify ways they can be responsible in everyday life including school, home, community</li> <li>Explain the benefits of being responsible</li> <li>Demonstrate responsible behaviors</li> <li>Demonstrate the ability to say "no" to negative peer pressure and explain why it is important</li> <li>Self-advocate to support responsible choices and to avoid negative behaviors by reaching out to adults for assistance when needed</li> </ul>
Grades 6-8	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Reflect on similarities and differences between their personal beliefs and those of others</li> <li>Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations</li> <li>Analyze how people from diverse peer groups can learn from each other</li> <li>Evaluate strategies for being respectful of others and opposing stereotyping and prejudice</li> </ul>
Grades 9-12	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Advocate for themselves by creating "I" messages to present personal perspective</li> <li>Analyzes the effect taking responsibility or not can have on themselves and others</li> <li>Describe how their taking personal responsibility is linked to being accountable for their behavior and may have positive or negative consequences</li> </ul>
Adulthood	<p>Learners will be able to:</p>

	<ul style="list-style-type: none"><li>• Describes knowledge and skills and how to use them as a responsible citizen to improve and advocate in the community</li><li>• Analyzes the effect that taking responsibility or not taking responsibility can have on themselves and others</li></ul>
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**Supporting Documents:**

- [Self-Awareness: Strategies and Practices for the classroom](#)
- [Self-Awareness: Resources for the classroom](#)



## 2. Self-Management

Self-management is the **ability to regulate one's emotions, thoughts, and behaviors effectively in different situations**. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

*The following are the standards supporting self-management:*

2A. Understand and use strategies for managing his/her emotions and behaviors constructively.

2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school and life.

**Why is this competency important?** An important foundational skill to possess is the ability to manage and express your emotions constructively. This enables one to handle stress, control impulses, and have the motivation to persevere in overcoming obstacles to goal achievement.

COMPETENCY 2: Self-Management	
2A. Understand and use strategies for managing his/her emotions and behaviors constructively.	
Span	Developmental Indicators
Birth - 9 Months	Learners will be able to: <ul style="list-style-type: none"><li>• Calm themselves (E.g. 9-month-old Vinod babbles in his crib until his father comes to get him up from his nap.)</li><li>• By 9 months, stop crying when their needs are met, or they expect their needs to be met</li></ul>
9-18 Months	Learners will be able to: <ul style="list-style-type: none"><li>• Need adult support to regulate physical expressions of emotions (E.g. Marigold pulls another baby's hair until the teacher takes her hand and shows her how to pat the baby gently.)</li><li>• Follow their caregiver to keep him/her in sight</li></ul>



18-24 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• With guidance, demonstrate they can use some classroom materials appropriately (E.g. The teacher shows her toddlers how to handle books gently and Clara turns the pages carefully.)</li> <li>• Use comfort objects or certain behaviors to calm themselves (E.g. Finn finds and holds his blanket to calm himself.)</li> </ul>
24-30 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• With adult guidance, can begin to tone down aggressive behaviors</li> <li>• Have difficulty regulating strong feelings</li> </ul>
30 Months - 3 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Show increased self-regulation and awareness of how their actions affect others</li> <li>• Begin using words to describe their feelings while still expressing strong emotions</li> </ul>
3 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Follow classroom rules and routines with guidance</li> <li>• Begin to respond to an adult's cues about regulating their emotions (E.g. At drop-off time, Sage begins to control his crying when his teacher says, "I know you're sad, would you like to see what your friends are doing?")</li> </ul>
4-5 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Begin to be able to stop undesirable behaviors on their own or with a gentle reminder (E.g. Xavier starts to grab Zach's car, but stops himself and asks, "Can I use that when you're done?")</li> <li>• Begin to regulate strong emotions</li> <li>• Increasingly use words instead of actions to express their emotions</li> </ul>
Grades K-2	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and utilize techniques that allow them to calm themselves</li> <li>• Practice using words to share their feelings about an interaction or situation rather than physically aggressively expressing feelings</li> <li>• Practice moving to a "calm down" space in the room after a triggering event to practice techniques</li> </ul>



<p>Grades 3-5</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify strategies to manage stress</li> <li>• Apply self-monitoring strategies to regulate emotions and manage stress</li> <li>• Identify the relationship between thoughts, emotions and actions</li> <li>• Demonstrate skills (tools) to respond effectively to pressure situations (i.e., deep breaths, walk away, seek help, etc.)</li> <li>• Identify strategies for planning, prioritizing and managing time</li> </ul>
<p>Grades 6-8</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Maintain confidence during stress, emotional responses, or changing emotions</li> <li>• Recognize the affective behavioral responses to thoughts, emotions, and actions</li> <li>• Reflect on possible consequences, both positive and negative, before expressing an emotion or behavior</li> </ul>
<p>Grades 9-12</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Apply strategies to mitigate personal response to different levels of emotions</li> <li>• Consistently apply strategies for working hard in challenging settings</li> <li>• Apply strategies for developing and maintaining a growth mindset</li> <li>• Notice strategies used by others to direct their own behavior</li> <li>• Create a long-term plan for stress management throughout the lifespan</li> </ul>
<p>Adulthood</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate the impact of techniques used to manage stress and emotions</li> <li>• Evaluate the environment and determine appropriate ways to express their emotions and thoughts</li> <li>• Evaluate how expressing their emotions might affect or influence others</li> </ul>



## COMPETENCY 2: Self-Management

2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school life.

Span	Developmental Indicators
Birth - 9 Months	Learners will be able to: <ul style="list-style-type: none"> <li>• Calm themselves (E.g. 9-month-old Vinod babbles in his crib until his father comes to get him up from his nap.)</li> <li>• By 9 months, stop crying when their needs are met, or they expect their needs to be met</li> </ul>
9-18 Months	Learners will be able to: <ul style="list-style-type: none"> <li>• Need adult support to regulate physical expressions of emotions (E.g. Marigold pulls another baby’s hair until the teacher takes her hand and shows her how to pat the baby gently.)</li> <li>• Follow their caregiver to keep him/her in sight</li> </ul>
18-24 Months	Learners will be able to: <ul style="list-style-type: none"> <li>• With guidance, demonstrate they can use some classroom materials appropriately (E.g. The teacher shows her toddlers how to handle books gently and Clara turns the pages carefully.)</li> <li>• Use comfort objects or certain behaviors to calm themselves (E.g. Finn finds and holds his blanket to calm himself.)</li> </ul>
24-30 Months	Learners will be able to: <ul style="list-style-type: none"> <li>• With adult guidance, begin to tone down aggressive behaviors.</li> <li>• Have difficulty regulating strong feelings</li> </ul>
30 Months - 3 Years	Learners will be able to: <ul style="list-style-type: none"> <li>• Show increased self-regulation and awareness of how their actions affect others</li> <li>• Begin using words to describe their feelings while still expressing strong emotions</li> </ul>
3 Years	Learners will be able to: <ul style="list-style-type: none"> <li>• Follow classroom rules and routines with guidance</li> <li>• Begin to respond to an adult’s cues about regulating their emotions (E.g. At drop-off time, Sage begins to control his crying when his teacher says, “I know you’re sad, would you like to see what your friends are doing?”)</li> </ul>



4-5 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Begin to be able to stop undesirable behaviors on their own or with a gentle reminder (E.g. Xavier starts to grab Zach’s car, but stops himself and asks, “Can I use that when you’re done?”)</li> <li>• May still have difficulty regulating strong emotions</li> <li>• Increasingly use words instead of actions to express their emotions</li> </ul>
Grades K-2	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify goals for academic success and classroom behavior</li> <li>• Identify what it means to be responsible and list personal responsibilities</li> <li>• Utilize self-talk for the purpose of motivation</li> </ul>
Grades 3-5	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between short- and long-term goals</li> <li>• Describe ways learning is important in helping them achieve personal goals</li> <li>• Identify ability to meet the goal independently or with supports</li> <li>• Identify personal skills, planning or strategies that lead to accomplishment (goal achievement)</li> <li>• Evaluate what they might have done differently to achieve greater success on a recent goal</li> </ul>
Grades 6-8	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Design action plans for achieving short-term and long-term goals and establishing timelines</li> <li>• Identify and utilize potential resources for achieving goals (e.g., home, school, and community support)</li> <li>• Set a positive character goal</li> <li>• Establish criteria for evaluating personal and academic success</li> <li>• Demonstrate goal-setting skills related to potential career paths</li> </ul>
Grades 9-12	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Create a plan for monitoring progress toward personal and academic, short and long-term goal achievement</li> <li>• Create a plan for planning, prioritizing and managing time independently to maximize efficiency</li> <li>• Follow a process identified by teacher or peer to make forward progress towards targets and goals</li> <li>• Adapt approach based on feedback or when faced with roadblocks</li> <li>• Complete work by the appropriate deadlines</li> <li>• Keep appropriate pace (avoids procrastination) throughout the work process</li> <li>• Seek help when needed (after accessing the resources available)</li> </ul>



Adulthood	Learners will be able to: <ul style="list-style-type: none"><li>• Demonstrate an understanding that goal setting supports life-long success</li><li>• Set, monitor, adapt, and evaluate goals to achieve success in life</li><li>• Analyze the effect personal tendencies have on goal achievement (e.g., integrity, prioritizing, managing time, adequate resources)</li></ul>
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**Supporting Documents:**

- [Self-Management: Strategies and Practices for the classroom](#)
- [Self-Management: Resources for the classroom](#)



### 3. Social Awareness

Social awareness is the ability to understand the perspective of others from diverse backgrounds and cultures, to understand the social and ethical norms for behavior, and to recognize and practice civic responsibility in family, school, and community.

*The following are the standards supporting social awareness:*

- 3A. Demonstrate awareness and consideration of other people’s emotions, perspectives, and social cues.
- 3B. Exhibit civic responsibility in multiple settings.
- 3C. Demonstrate an awareness and respect for human dignity, including culture and differences.
- 3D. Identify external and community resources and supports.

**Why is this competency important?** The ability to recognize the thoughts, feelings, and perspectives of other individuals, including ideas and viewpoints that are different from one’s own, and to empathize with others from diverse backgrounds, is central to forming and maintaining positive relationships at all life stages. Equally important to establishing positive peer, family, and work relationships are strategies and skills that enable one to adapt one’s behavior in various settings, cooperate and collaborate with another person or in a group, communicate respectfully, and constructively resolve conflicts with others.

<b>COMPETENCY 3: Social Awareness</b>	
3A. Demonstrate awareness and consideration of other people’s emotions, perspectives, and social cues.	
Span	Developmental Indicators
Birth - 9 Months	Learners will be able to: <ul style="list-style-type: none"> <li>Demonstrate increasing awareness of other children (E.g. While lying on a blanket close to her, Carlos reaches for Becca’s arm.)</li> <li>May cry when another baby cries</li> </ul>



9-18 Months	Learners will be able to: <ul style="list-style-type: none"> <li>• Show interest in other children</li> <li>• Show awareness in other people’s emotions</li> </ul>
18-24 Months	Learners will be able to: <ul style="list-style-type: none"> <li>• Play alongside other children, with or without acknowledging their presence</li> <li>• Demonstrate interest in the feelings of another child</li> </ul>
24-30 Months	Learners will be able to: <ul style="list-style-type: none"> <li>• Engage in brief or momentary interactions with other children, but may need adult support (E.g. Siddarth yells, “Run, run,” to several other children on the playground.)</li> <li>• Begin to try to comfort children who are distressed (E.g. Filomena gives her teddy bear to Ellen, who is crying.)</li> </ul>
30 Months - 3 Years	Learners will be able to: <ul style="list-style-type: none"> <li>• Begin to play cooperatively for brief periods with other children</li> <li>• Begin to display empathy towards other children</li> </ul>
3 Years	Learners will be able to: <ul style="list-style-type: none"> <li>• Play cooperatively with other children and show preference for some children over others (E.g. Jose and Chris are playing together. When Martin comes over, Chris says, “No, go away.”)</li> <li>• Begin to label others’ feelings and recognize reasons for those feelings</li> </ul>
4-5 Years	Learners will be able to: <ul style="list-style-type: none"> <li>• Begin to understand the reasons for others’ emotions and respond appropriately (E.g. Audrey says to a friend who is upset over not getting the toy she wanted during play, “You’ll get to play with it next time.”)</li> </ul>
Grades K-2	Learners will be able to: <ul style="list-style-type: none"> <li>• Recognize the emotions/feelings of others by using attention and/or listening skills to assess facial expressions, body language, and tone of voice</li> <li>• Recognize the effect of words and actions on others’ emotions</li> </ul>
Grades 3-5	Learners will be able to: <ul style="list-style-type: none"> <li>• Recognize the emotions of others by using listening and/or visual cues</li> <li>• Describe feelings and perspectives of others (recognizing multiple points of view/perspective in a situation)</li> <li>• Demonstrate strategies for working and playing effectively with others</li> <li>• Predict the impact of their own behavior on the emotions of others</li> </ul>



Grades 6-8	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Analyze ways that a person’s emotions can be affected by the behavior of others</li> <li>Accept and show respect for other people’s perspectives, opinions, or points of view</li> </ul>
Grades 9-12	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Analyze the factors that impact perceived appropriateness of an emotional response related to the setting or situation (e.g., a job interview vs. casual lunch with friends)</li> <li>Value and learn from the perspectives of others</li> <li>Identify verbal, environmental, or situational cues that demonstrate how others feel</li> </ul>
Adulthood	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Consider the feelings of others</li> <li>Be intuitive of other people’s needs</li> <li>Be patient - even when they don’t feel like it</li> </ul>

### COMPETENCY 3: Social Awareness

#### 3B. Exhibit civic responsibility in multiple settings.

Span	Developmental Indicators
Infant/ Toddler	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Interact with an increasing number of significant people in their lives, beyond their families and primary caregivers</li> <li>Carry out or follow through on simple tasks that help or benefit themselves or others</li> <li>Show a positive sense about their participation in their program, family or community</li> <li>Express a growing sense of connection and consistency across their home, program and community</li> </ul>
Pre-K	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>Recognize respectfully the similarities and differences in people</li> <li>Show an increasing capacity to take into account another’s perspective</li> <li>Show increasing respect for the rights of others</li> <li>Recognize and respect similarities and differences in people (gender expression, family, race, culture, language)</li> </ul>



<p>Grades K-2</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize and name how others within their school, home, and community help them</li> <li>• Identify how to help others</li> <li>• Express how it feels to help others</li> </ul>
<p>Grades 3-5</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Describe what they learned about themselves in helping others</li> <li>• Share reasons for helping others</li> <li>• Identify roles they have to contribute to, including school, home and community</li> <li>• Work collaboratively with peers to complete a job, task, or address a need</li> </ul>
<p>Grades 6-8</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Explain how their decisions and behaviors affect the well-being of their school, home, and community</li> <li>• Explore a community or global need to generate possible solutions</li> <li>• Engage in social critique and makes decisions that will lead to social change</li> <li>• Evaluate the impact of a school, home, or community initiative in which the student was personally involved</li> </ul>
<p>Grades 9-12</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate how society and cultural norms, morals and values affect personal interactions</li> <li>• Evaluate and utilize available resources at home, school and in the community</li> <li>• Participates in activities that show they are agents for positive change within their community</li> <li>• Works cooperatively with others to implement a strategy to address a need in the broader community</li> </ul>
<p>Adulthood</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Act positively with an understanding of their impact on the community</li> <li>• Recognize the role of the individual within the larger community</li> <li>• Participate in activities that show they are an agent for positive change within the community</li> <li>• Evaluate the impact of a school, home, or community initiative for change</li> </ul>



## COMPETENCY 3: Social Awareness

3C. Demonstrate an awareness and respect for human dignity, including culture and differences.

Span	Developmental Indicators
Infant/ Toddler	Learners will be able to: <ul style="list-style-type: none"> <li>• Understand that routines, family customs, and regular events can differ from their home and other settings</li> <li>• Take interest and pleasure in discovering new environments where the people, images, objects, languages, sounds, smells, and tastes are sometimes different from those at home</li> <li>• Develop positive and accepting attitudes toward people of a variety of backgrounds/ characteristics, e.g., race, ethnicity, physical characteristics, language spoken or signed, economic background</li> </ul>
Pre-K	Learners will be able to: <ul style="list-style-type: none"> <li>• Recognize respectfully the similarities and differences in people</li> <li>• Show an increasing capacity to take into account another’s perspective</li> <li>• Show increasing respect for the rights of others</li> <li>• Recognize and respect similarities and differences in people (gender expression, family, race, culture, language)</li> </ul>
Grades K-2	Learners will be able to: <ul style="list-style-type: none"> <li>• Recognize and acknowledge individual differences in others</li> <li>• Describe positive qualities in others</li> <li>• Describe characteristics of two people that are similar and different</li> <li>• Name qualities of others from a variety of cultures and groups</li> </ul>
Grades 3-5	Learners will be able to: <ul style="list-style-type: none"> <li>• Define stereotyping, discrimination and prejudice</li> <li>• Recognize the similarities of different cultures and social groups</li> <li>• Recognize the value of different cultures and social groups</li> </ul>
Grades 6-8	Learners will be able to: <ul style="list-style-type: none"> <li>• Recognize the value of different cultures and social groups</li> <li>• Analyze how culture impacts historical events</li> <li>• Recognize how beliefs are shaped by social and cultural experiences</li> </ul>



Grades 9-12	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate strategies for expressing understanding of those who hold different beliefs</li> <li>• Demonstrate respect and acceptance for individuals from different social and cultural groups</li> <li>• Reflect on strategies used for being respectful of others and opposing stereotyping and prejudice</li> <li>• Evaluate how advocacy for the rights of others contributes to the common good</li> </ul>
Adulthood	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and address explicit and implicit biases toward persons different than themselves</li> </ul>

### COMPETENCY 3: Social Awareness

3D. Identify external and community resources and supports.

Span	Developmental Indicators
Grades K-2	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify at least one adult they trust</li> <li>• Identify situations in which they need to seek help from an adult</li> <li>• Recognize how and where to get help in an emergency</li> </ul>
Grades 3-5	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize qualities of positive role models</li> <li>• Identify positive adults in various facets of their lives</li> <li>• Identify peer, home and school supports and/or resources to help solve problems</li> </ul>
Grades 6-8	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify supports in their home and in the community</li> <li>• Identify their role in their family and community and how those roles impact their identity</li> </ul>



Grades 9-12	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Independently seek out feedback on a plan and make changes accordingly</li> <li>• Identify school support personnel in their school and adult role models in their lives and know when and how to use them</li> <li>• Identify organizations in their community that provide opportunities to develop their interests or talents</li> <li>• Activate community resources to help them achieve their goals</li> </ul>
Adulthood	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify social support systems.</li> <li>• Create a network of support for life success</li> </ul>

**Supporting Documents:**

- [Social Awareness: Strategies and Practices for the classroom](#)
- [Social Awareness: Resources for the classroom](#)



## 4. Relationship Skills

Relationships skills are the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting unwanted or inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

*The following are the standards supporting relationship skills:*

- 4A. Use positive communication and social skills to interact effectively with others.
- 4B. Develop and maintain positive relationships.
- 4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

**Why is this competency important?** Developing relationship skills enables people to communicate, to teach and learn, share ideas and feelings, address needs and solve conflicts. Providing relationship skill building opportunities to youth will enable them to develop healthy relationships and contribute to their community in helpful ways.

COMPETENCY 4: Relationship Skills	
4A. Use positive communication and social skills to interact effectively with others.	
Span	Developmental Indicators
Birth - 9 Months	Learners will be able to: <ul style="list-style-type: none"> <li>• Demonstrate interest in familiar adults and develop strong attachment to primary caregivers</li> <li>• Over time, differentiate between familiar and unfamiliar adults</li> </ul>
9-18 Months	Learners will be able to: <ul style="list-style-type: none"> <li>• Rely on trusted adults to feel secure trying new activities</li> <li>• Show strong preference for familiar adults and may demonstrate fear or rejection responses to unfamiliar adults</li> </ul>



<p>18-24 Months</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Continue to need the security of a trusted adult; ask for help, if needed, in verbal and non-verbal ways</li> <li>• Continue to show hesitation around unfamiliar adults (E.g. Billie hides behind his father when the store clerk says “hi” to him.)</li> <li>• Dependent on experience, show more interest in unfamiliar adults, but are still cautious</li> <li>• Play alongside other children, with or without acknowledging their presence</li> </ul>
<p>24-30 Months</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Imitate and attempt to please familiar adults (E.g. Rylee joins in singing when her caregiver sings a silly song with her.)</li> <li>• Engage in brief or momentary interactions with other children, but may need adult support (E.g. Siddarth yells, “Run, run,” to several other children on the playground.)</li> <li>• Share their feelings through talking and pretend play</li> </ul>
<p>30 Months - 3 Years</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Continue to need adult approval and validation but show more competence</li> <li>• Be comfortable around unfamiliar adults</li> <li>• Begin to play cooperatively for brief periods with other children</li> <li>• Verbally relate their needs, wants, and feelings to others</li> </ul>
<p>3 Years</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Respond appropriately to social and emotional cues of adults</li> <li>• May initiate contact with unfamiliar adults, when familiar adults are nearby</li> <li>• Play cooperatively with other children and show preference for some children over others (E.g. Jose and Chris are playing together. When Martin comes over, Chris says, “No, go away.”)</li> <li>• Express their feelings verbally with greater frequency</li> </ul>



<p>4-5 Years</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Interact easily with familiar adults, but may be hesitant to approach or respond to less familiar adults</li> <li>• Seek adult help when needed for emotional support, physical assistance, social interaction, and approval</li> <li>• Imitate familiar adults in culturally appropriate ways in everyday situations</li> <li>• Approach others with expectations of positive interactions</li> <li>• Build skills needed to participate successfully as a member of a group, such as taking turns</li> <li>• Sustain interaction by cooperating, helping, sharing, and expressing interest, though they may need adult guidance</li> <li>• Develop friendships, sometimes based on shared interests or characteristics</li> </ul>
<p>Grades K-2</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Develop and maintain friendships</li> <li>• Use positive communication and behaviors such as: <ul style="list-style-type: none"> <li>○ taking turns</li> <li>○ sharing with others</li> <li>○ saying “please”, “thank you,” and/or “excuse me”</li> <li>○ using compliments to encourage others</li> <li>○ paying attention when others are talking</li> </ul> </li> <li>• Effectively and appropriately communicate needs, wants, and ideas in a respectful manner</li> </ul>
<p>Grades 3-5</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning in, etc.)</li> <li>• Use active listening skills to foster better communication</li> <li>• Give and receive compliments in a genuine manner</li> <li>• Demonstrate appropriate strategies for providing and receiving feedback to promote group effectiveness</li> <li>• Recognize and respond to social cues in a manner that builds and maintains healthy relationships</li> <li>• Demonstrate sportsmanship: <ul style="list-style-type: none"> <li>○ Plays fairly</li> <li>○ Is a gracious winner</li> <li>○ Is an accepting loser</li> </ul> </li> <li>• Demonstrate cooperative behaviors in a group (i.e., active listening, encourages, acknowledges opinions of others, compromises and reaches consensus).</li> </ul>



<p>Grades 6-8</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Practice reflective listening</li> <li>• Demonstrate an ability to perform different roles in a cooperative group to achieve group goals</li> <li>• Use an understanding of how and why others respond in a given situation (e.g., assertive, passive, or aggressive) in order to respond respectfully and effectively with others</li> <li>• Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications</li> </ul>
<p>Grades 9-12</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate the verbal and nonverbal cues from others to create differentiated communication plans</li> <li>• Demonstrate ability to work effectively and respectfully with diverse teams</li> <li>• Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</li> <li>• Organize communication in the delivery of ideas. Speak with confidence and appear focused using both oral and non-verbal communication skills with ease</li> <li>• Listen to, share and support others. Statements and responses are respectful. Appropriate body language is exhibited for the group process</li> <li>• Communicate to document, inform, instruct, motivate and persuade according to the intended purpose of the task</li> </ul>
<p>Adulthood</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward</li> <li>• Offer and accept constructive criticism in order to help others and improve themselves</li> <li>• Work to maintain an objective, non- judgmental tone during disagreements</li> <li>• Use assertive communication to have needs met without negatively impacting others</li> </ul>



## COMPETENCY 4: Relationship Skills

4B. Develop and maintain positive relationships.

Span	Developmental Indicators
Birth - 9 Months	Learners will be able to: <ul style="list-style-type: none"> <li>• Recognize cultural and social labels for people and relationships in their family</li> <li>• Recognize primary caregivers</li> </ul>
9-18 Months	Learners will be able to: <ul style="list-style-type: none"> <li>• Use culturally appropriate labels for people and relationships in their family</li> <li>• Interact with members of their household and their classroom</li> </ul>
18-24 Months	Learners will be able to: <ul style="list-style-type: none"> <li>• Play alongside other children, with or without acknowledging their presence</li> <li>• Recognize that there are routines and may test the expectations</li> <li>• Identify family members of other children in their class</li> </ul>
24-30 Months	Learners will be able to: <ul style="list-style-type: none"> <li>• Engage in brief or momentary interactions with other children, but may need adult support (E.g. Siddarth yells, “Run, run,” to several other children on the playground.)</li> <li>• Share their feelings through talking and pretend play</li> <li>• Participate in expected behavior including greeting and good-byes</li> <li>• May sort items or toys into “families” and label with different roles in their own terms</li> </ul>
30 Months - 3 Years	Learners will be able to: <ul style="list-style-type: none"> <li>• Begin to play cooperatively for brief periods with other children</li> <li>• Verbally relate their needs, wants, and feelings to others</li> <li>• Understand that certain rules and customs apply in some situations and not in others (E.g. Sam tells his baby sister, “No yelling in church”)</li> <li>• Explore various roles in the home and classroom</li> </ul>



<p>3 Years</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Play cooperatively with other children and show preference for some children over others (E.g. Jose and Chris are playing together. When Martin comes over, Chris says, “No, go away.”)</li> <li>• Express their feelings verbally with greater frequency</li> <li>• Demonstrate and follow different customs in different settings</li> <li>• Ask questions about other people’s experiences in their families and communities</li> </ul>
<p>4-5 Years</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Interact easily with familiar adults, but may be hesitant to approach or respond to less familiar adults</li> <li>• Seek adult help when needed for emotional support, physical assistance, social interaction, and approval</li> <li>• Imitate familiar adults in culturally appropriate ways in everyday situations</li> <li>• Approach others with expectations of positive interactions</li> <li>• Build skills needed to participate successfully as a member of a group, such as taking turns</li> <li>• Sustain interaction by cooperating, helping, sharing, and expressing interest, though they may need adult guidance</li> <li>• Develop friendships, sometimes based on shared interests or characteristics</li> <li>• Show interest in caring for the classroom environment</li> <li>• Participate in developing classroom rules</li> <li>• Practice culturally appropriate social conventions (E.g. Satori uses chopsticks when eating meals at home.)</li> <li>• With guidance from adults, engage in problem-solving to resolve difference in perspectives</li> <li>• Know basic personal information</li> <li>• Be aware of own family relationships and show curiosity about others’ families</li> <li>• Notice similarities and differences in people, families, and social groups</li> <li>• Recognize some people, places, and occupations in their communities</li> <li>• Act out family roles and occupations in dramatic play</li> <li>• Show interest in issues of friendship and fairness</li> </ul>



<p>Grades K-2</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify multiple types of relationships they have with others</li> <li>• Identify and practice appropriate behaviors that maintain positive relationships</li> <li>• List traits of a good friend</li> <li>• Demonstrate the ability to make friends and sustain positive relationships</li> </ul>
<p>Grades 3-5</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize the difference between helpful and harmful behaviors in a relationship</li> <li>• Identify a problem in a relationship and determine the appropriate means of resolution (i.e., problem-solving process, peer mediation, adult assistance, etc.)</li> <li>• Describe the positive and negative impact of peer pressure on self and others</li> </ul>
<p>Grades 6-8</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Distinguish between helpful and harmful peer pressure</li> <li>• Demonstrate strategies for resisting harmful peer pressure</li> <li>• Be involved in positive activities with their peers</li> <li>• Develop friendships based on personal values</li> <li>• Identify the impact of social media in developing and sustaining positive relationships</li> <li>• Identify the difference between safe and risky behaviors in a relationship</li> </ul>
<p>Grades 9-12</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Apply appropriate limit setting strategies (e.g. Acknowledge feelings, Communicate the limit, Target alternative.)</li> <li>• Demonstrate a variety of strategies for collaborating with peers, adults, and others in the community</li> <li>• Listen to, share and support others. Statements and responses are respectful and appropriate body language was exhibited</li> <li>• Be willing to compromise with a group to accomplish a common goal</li> <li>• Assume shared responsibility for collaborative work, and value the individual contributions made by each team member</li> <li>• Participate and contribute to a group’s work equally. Value all members’ ideas and contributions</li> </ul>



Adulthood	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Practice strategies for maintaining positive relationships such as: pursuing shared interests and activities <ul style="list-style-type: none"> <li>○ spending time together</li> <li>○ giving and receiving help</li> <li>○ exhibiting forgiveness</li> </ul> </li> <li>• Actively participate in healthy support network of valued relationships</li> <li>• Independently seek out relationships that support goals and personal values.</li> </ul>
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## COMPETENCY 4: Relationship Skills

4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

Span	Developmental Indicators
3 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Successfully develop and keep friendships</li> </ul>
4-5 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Use positive communication and behaviors</li> <li>• Show progress in developing and keeping friendships</li> <li>• Resolve conflicts respectfully with the help of supportive adults</li> </ul>
Grades K-2	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Begin to develop and practice the use of problem-solving and conflict resolution skills</li> <li>• Recognize that there are different ways to solve conflicts and practice solving problems using different methods</li> <li>• Identify and state feelings and problems when in a conflict situation</li> <li>• Identify interpersonal problems that need adult help to resolve, and appropriately asks for help</li> </ul>



Grades 3-5	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Show an understanding of conflict as a natural part of life</li> <li>• Describe ways to be proactive and prevent conflict</li> <li>• Describe causes and effects of conflicts, including how their own behavior impacts personal and others’ emotions</li> <li>• Distinguish between destructive and constructive ways to manage conflict</li> <li>• Activate steps of conflict resolution (problem solving process)- active listening, expressing feelings, identifying the problem, brainstorming solutions, making amends, making peace with the situation.</li> </ul>
Grades 6-8	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the roles of individuals in conflict and understands their own responsibility in reaching resolution</li> <li>• Develop self-awareness of their part and actions in creating conflict (e.g., spreading rumors, use of social media, wrongful accusations)</li> <li>• Apply conflict resolution skills to de-escalate, defuse, and resolve differences.</li> <li>• Identifies and accesses positive supports when needed in a conflict situation/crisis</li> <li>• Stand up for other peers when they are teased, insulted, or left out</li> </ul>
Grades 9-12	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate personal response to conflict and create a plan for personal growth in resolving conflict</li> <li>• Evaluate personal engagement in social situations at home, school and in the community and create a plan for personal growth</li> <li>• Work to maintain an objective, non-judgmental tone during disagreements</li> <li>• Empower, encourage, and affirm others through their interactions</li> <li>• Advocate for themselves by creating “I” messages to present personal perspective</li> </ul>
Adulthood	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Utilize appropriate conflict resolution skills to prevent, prepare for, and manage conflict in community, college, and/or career settings</li> <li>• Develop and utilizes mediation skills</li> </ul>

**Supporting Links:**

- [Relationship Skills: Strategies and Practices for the classroom](#)
- [Relationship Skills: Resources for the classroom](#)

## 5. Responsible Decision-Making

Responsible decision-making is the ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

*The following are the standards supporting responsible decision-making:*

5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.

5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

**Why is this competency important?** Making responsible decisions is an important life skill to obtain. It helps in promoting one's own health, avoiding risky behaviors, dealing fairly and honestly with others, and working to set and achieve goals for success in school and life.

COMPETENCY 5: Responsible Decision-making	
5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.	
Span	Developmental Indicators
Birth - 9 Months	Learners will be able to: <ul style="list-style-type: none"><li>• Cry to indicate stress and to seek help</li><li>• Note: Infants at this age rely on adults to care for them (E.g. Joey washes 8-month old Dana's hands after a diaper change.)</li></ul>

9-18 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Seek physical contact with primary caregivers when faced with new or unfamiliar people or environments</li> <li>• Relate to social/emotional construct of relationships with primary caregivers</li> <li>• May be able to participate, with adult assistance, in self-care tasks such as dressing and undressing, and feeding themselves, if culturally appropriate</li> </ul>
18-24 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Look to primary caregivers when faced with new or unfamiliar people or environments Relates to social/emotional construct of relationships with unfamiliar adults</li> <li>• Show increasing interest in and sometimes insistence on doing things for themselves, if culturally appropriate (e.g. Preda insists on putting the soap on her hands without help).</li> </ul>
24-30 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• May acknowledge potentially unsafe situations but are not yet able to be responsible for their own safety (e.g. Felipe climbs to the top of the toddler loft but needs a teacher’s assistance to get down).</li> <li>• Be able to participate in and occasionally initiate simple health routines, if culturally appropriate</li> </ul>
30 Months - 3 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Show increasing awareness of health and safety practices</li> <li>• Be more likely to willingly participate in self-care routines, if culturally appropriate</li> </ul>
3 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and explain familiar health and safety signs in the community</li> <li>• Seek to accomplish self-care and house-keeping tasks with reminders, if culturally appropriate</li> </ul>
4-5 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Follow basic health and safety rules with some reminders and/or guidance from adults (e.g. 5-year-old Miles stops at the curb while on a walk with his mother. He looks both ways, holds his mom’s hand, and then crosses the street at the crosswalk.</li> <li>• Demonstrate increasing independence with basic health care skills, if culturally appropriate (e.g. 4-year-old Saygan blows his nose using a tissue and then goes to the sink to wash his hands with soap and water</li> </ul>



<p>Grades K-2</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Recognize that they have choices in how to respond in a situation and that all choices have consequences</li> <li>• Identify and illustrate safe and unsafe situations</li> <li>• Identify the difference between a stranger, acquaintance, and friend</li> </ul>
<p>Grades 3-5</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify problems in a variety of situations</li> <li>• Identify social norms that affect decision making</li> <li>• Define bullying (including cyber-bullying) and response strategies</li> <li>• Apply strategies to appropriately solve problems</li> <li>• Compare and contrast the potential outcomes of engaging in safe and risky behaviors</li> <li>• Demonstrate personal responsibility for decisions</li> </ul>
<p>Grades 6-8</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Stand up for other peers when they are teased, insulted, or left out</li> <li>• Analyze the reason for school and societal rules and their impact on decisions</li> <li>• Analyze the impact of media on their behavior</li> <li>• Explain how honesty, respect, and compassion (empathy) enables them to take the needs of others into account</li> </ul>
<p>Grades 9-12</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to accurately anticipate problems in a variety of situations</li> <li>• Create a plan to apply the most appropriate solutions to problems</li> <li>• Use a wide range of idea creation techniques (e.g., brainstorming etc.).</li> <li>• Create new and worthwhile ideas using both incremental and radical concepts</li> <li>• Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts</li> </ul>
<p>Adulthood</p>	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Reflect on lessons learned from past experiences</li> <li>• Evaluate how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect their decision making</li> </ul>

## COMPETENCY 5: Responsible Decision-making

5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

Span	Developmental Indicators
Birth - 9 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Cry to indicate stress and to seek help</li> <li>• Note: Infants at this age rely on adults to care for them (E.g. Joey washes 8-month old Dana’s hands after a diaper change).</li> </ul>
9-18 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Seek physical contact with primary caregivers when faced with new or unfamiliar people or environments</li> <li>• Relate to social/emotional construct of relationships with primary caregivers</li> <li>• May be able to participate, with adult assistance, in self-care tasks such as dressing and undressing, and feeding themselves, if culturally appropriate</li> </ul>
18-24 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Look to primary caregivers when faced with new or unfamiliar people or environments Relates to social/emotional construct of relationships with unfamiliar adults</li> <li>• Show increasing interest in and sometimes insistence on doing things for themselves, if culturally appropriate (E.g. Preda insists on putting the soap on her hands without help).</li> </ul>
24-30 Months	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• May acknowledge potentially unsafe situations but are not yet able to be responsible for their own safety (E.g. Felipe climbs to the top of the toddler loft but needs a teacher’s assistance to get down.)</li> <li>• Participate in and occasionally initiate simple health routines, if culturally appropriate</li> </ul>
30 Months - 3 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Show increasing awareness of health and safety practices</li> <li>• Be more likely to willingly participate in self-care routines, if culturally appropriate</li> </ul>

3 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and explain familiar health and safety signs in the community</li> <li>• Seek to accomplish self-care and house-keeping tasks with reminders, if culturally appropriate</li> </ul>
4-5 Years	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Follow basic health and safety rules with some reminders and/or guidance from adults (E.g. 5-year-old Miles stops at the curb while on a walk with his mother. He looks both ways, holds his mom’s hand, and then crosses the street at the crosswalk.</li> <li>• Demonstrate increasing independence with basic health care skills, if culturally appropriate (E.g. 4-year-old Saygan blows his nose using a tissue and then goes to the sink to wash his hands with soap and water</li> </ul>
Grades K-2	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Implement stop, think, act, and review strategies in solving problems</li> <li>• Demonstrate appropriate social and classroom behavior</li> <li>• Demonstrate constructive academic behaviors</li> </ul>
Grades 3-5	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the steps of a decision-making model</li> <li>• Effectively participate in group decision making</li> <li>• Reflect on the pros and cons of the decisions made or options considered</li> </ul>
Grades 6-8	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify and apply the steps of systematic decision-making</li> <li>• Develop decision making strategies for avoiding risky behavior</li> <li>• Define how external influences impact decision making</li> <li>• Analyze how decision-making skills affect study habits and academic performance</li> </ul>
Grades 9-12	<p>Learners will be able to:</p> <ul style="list-style-type: none"> <li>• Differentiate between emotional response and factual information surrounding situations</li> <li>• Analyze how current choices affect their future</li> <li>• Apply moral, personal, and ethical standards when making decisions</li> <li>• Examine how the norms of different societies and cultures influence their members' decisions and behaviors</li> </ul>



Adulthood	Learners will be able to: <ul style="list-style-type: none"><li>• Apply decision making skills to foster responsible social and work relations and make healthy life-long choices</li><li>• Understand how decisions can impact the future and have long-term effects</li></ul>
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**Supporting Documents:**

- [Responsible Decision-making: Strategies and Practices for the classroom](#)



# STRATEGIES & PRACTICES

## Self-Awareness Strategies & Practices

Self-awareness is the **ability to accurately recognize one’s emotions, thoughts, and values and their influence on behavior**. This includes accurately assessing one’s strengths and limitations and possessing a grounded sense of confidence, optimism, and a “growth mindset.”

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

COMPETENCY 1: Self-Awareness	
1A. Demonstrate an awareness of his/her emotions.	
Span	Suggested Strategies/Practices
Infant/Toddler:	<ul style="list-style-type: none"><li>• Caregivers observe and respond promptly to signals of distress, hunger, and tiredness</li><li>• Opportunities are provided for toddlers to be independent and make choices knowing that comfort, emotional security, and familiar caregivers are available</li><li>• Caregivers accept and support expression and resolution of a wide range of feelings and emotions from toddlers</li></ul>
Pre-K	<ul style="list-style-type: none"><li>• Validate children’s feelings, recognizing that each child responds differently</li><li>• Model prosocial behaviors</li><li>• Model and engage children in conversations about awareness of their emotions</li><li>• Have children match feeling words with their facial expressions</li></ul>



<p>Grades K-2</p>	<ul style="list-style-type: none"> <li>• Teach students to manage their emotions using the PIE approach – processing, identifying, and expressing their emotions</li> <li>• Have students identify from pictures how they are feeling or draw a picture</li> <li>• Redirect negative behaviors and remind students to use words to explain what they are feeling and what they need</li> <li>• Have students play charades by putting feeling words down on slips of paper to act out</li> <li>• Create a check-in board where students place their name or photo next to a feeling picture. Provide alternate symbols that could represent feelings (e.g., colors, weather patterns)</li> <li>• Read stories or show picture books with themes, and ask students to discover the words or phrases used to describe emotions</li> <li>• Recognize children’s efforts to manage strong emotions</li> <li>• Provide age-appropriate vocabulary words (e.g., happy, sad, hurt, mad) for language development</li> </ul>
<p>Grades 3-5</p>	<ul style="list-style-type: none"> <li>• Create opportunities to have students check-in regularly using a rating scale of emotions (e.g. POP check-in, pause, own feelings and engage in a practice)</li> <li>• Discuss with students how one might act differently depending on the emotion</li> <li>• Ask students to name the emotions experienced by characters in a story and discuss how they were affected by those emotions</li> <li>• Have students role-play and discuss situations that might trigger emotions. Include different future job situations and how feelings and emotions might impact their work in these jobs (e.g., fireman, teacher, actor, scientist, etc.).</li> <li>• Create a peaceful or cozy corner where students can go and reflect on their feelings</li> <li>• Utilize Go Noodle or similar activities that focus on identification of feelings</li> <li>• Rate oneself on a zone scale to discuss why and how they might move up and down the scale</li> </ul>
<p>Grades 6-8</p>	<ul style="list-style-type: none"> <li>• Ask students to examine historical characters and how they communicated their emotions</li> <li>• Role-play with students using situations that occur in the classroom (e.g., have one student act as a bully while another is the victim); then, have them process how they might feel</li> <li>• Help students understand that anger is a secondary emotion and to identify that before anger, an often unnoticed primary emotion is evident such as sadness, jealousy, or embarrassment</li> <li>• Ask students to write a short story, complete with illustrations, which describes a situation that made them angry without using the words anger, angry, or mad</li> <li>• Ask students to role-play a customer service situation with an angry customer. Discuss the different feelings the employee helping the angry customer may have in this situation and the outcome of acting on each of those feelings</li> </ul>

<p>Grades 9-12</p>	<ul style="list-style-type: none"> <li>• Ask students to journal about a time when they reassessed an event and felt completely different at the end</li> <li>• Discuss with students historical events and how misinterpretation triggered a negative event</li> <li>• Have students write an acrostic poem in which each letter of an emotion’s name would represent a reason for feeling that way (e.g., G in guilt could start the phrase “Gave away my friend’s secret.”)</li> <li>• Ask students to reflect and analyze in journals or in pair shares how their thoughts and emotions affect decision-making and responsible behavior</li> <li>• Talk with students about body language and the message it portrays</li> <li>• Ask students to reflect on a time they had to consider the feelings of others. When students are involved in a conflict, help them to understand how the other person feels</li> <li>• Have students create gratitude journals to acknowledge and appreciate the kindness of others</li> <li>• Have students’ role-play different responses to a rude customer in a store</li> <li>• Conduct a morning meeting for seniors and discuss helpful strategies for handling potential conflict between college roommates or co-workers</li> <li>• Provide opportunities for students to identify, recognize, and name complex emotions in the moment</li> <li>• Provide opportunities for students to recognize the relationship between thoughts, feelings, and reactions to people</li> <li>• Provide opportunities for students to recognize the big picture in a complex situation</li> <li>• Provide opportunities for students to recognize personal, cultural, and linguistic assets</li> <li>• Provide opportunities for students to practice responsible emotional management as a fundamental part of identifying and handling emotions</li> <li>• Provide opportunities for students to practice self-care. Give yourself permission to do something for yourself each day</li> <li>• Provide opportunities for students to discover emotional triggers, so they can master reactions</li> <li>• Provide opportunities for students to identify and practice appropriate self-management techniques that can be used in the workplace</li> <li>• Provide opportunities for students to take time to exercise, practice mindfulness, and create a wellness plan</li> </ul>
<p>Adulthood</p>	<ul style="list-style-type: none"> <li>• Practice responsible emotional management as a fundamental part of identifying and handling emotions</li> <li>• Practice self-care. Give yourself permission to do something for yourself each day</li> <li>• Discover your emotional triggers, so you can master your reactions</li> <li>• Identify and practice appropriate self-management techniques that can be used in the workplace</li> </ul>

## COMPETENCY 1: Self-Awareness

### 1B. Demonstrate an awareness of his/her personal qualities and interests.

Span	Suggested Strategies/Practices
Infant/Toddler	<ul style="list-style-type: none"> <li>• Encourage infants to feel increasingly competent</li> <li>• Respond positively to infants’ gestures, expressions, and sounds</li> <li>• Listen to toddlers’ ideas, preferences, and dislikes</li> </ul>
Pre-K	<ul style="list-style-type: none"> <li>• Build a learning environment where children feel physically, verbally, emotionally, and intellectually safe</li> <li>• Celebrate learning and build confidence and resourcefulness</li> <li>• Model sensitivity, sincerity, and empathy with children and other adults</li> <li>• Respond respectfully and positively verbally, visually, and physically to all children</li> <li>• Demonstrate an appreciation and valuing of difference</li> </ul>
Grades K-2	<ul style="list-style-type: none"> <li>• Using picture books, ask students to identify likes and dislikes of each character</li> <li>• Create and use character puppets to exemplify the quality of a character from a story or a historical event</li> <li>• Ask students to create an “All about Me Report” or “This is Your Life” storybook using pictures and language to describe themselves and their families</li> <li>• Use graphing to chart student preferences and identify unique characteristics (i.e., what is your favorite ice cream flavor?)</li> <li>• Play a bingo game in which students find classmates with similar characteristics or likes and dislikes</li> <li>• Have students draw a Venn diagram comparing/contrasting two people</li> <li>• Have a career day for which students dress up as a career that they are interested in and share what they like about that career</li> <li>• Invite adults in different career fields to speak to your class about why they chose their career</li> </ul>
Grades 3-5	<ul style="list-style-type: none"> <li>• Invite students to dress like a person or character who shares an interest or personal qualities with the student</li> <li>• Have students complete a persuasive writing assignment on an activity or study of interest</li> <li>• Assign students a personal reflection journal activity on how a decision has impacted their life</li> <li>• Highlight a character trait or personal quality of the week or month school-wide through daily announcements, bulletin boards, newsletters, etc.</li> <li>• Ask students to research a career/occupation and share what they liked and disliked about it. Conduct a career day</li> </ul>



Grades 6-8	<ul style="list-style-type: none"> <li>• Ask the class to design an activity together to ensure that all members have a task aligned to their interests and/or strengths</li> <li>• Hold a career fair for students to begin thinking about how to align interest to a career</li> <li>• Conduct a persuasive essay contest on what clubs or activities should be added to the school</li> <li>• Have students complete a character study from required class reading on how the characters' personal qualities and interests impacted their decisions</li> <li>• Have students complete a career interest inventory</li> </ul>
Grades 9-12	<ul style="list-style-type: none"> <li>• Highlight students for character qualities in addition to academic and athletic achievements</li> <li>• Have students develop picture books about character and personal qualities to be shared with preschool and kindergarten students</li> <li>• Ask students to develop postsecondary, career, and lifestyle success plans</li> <li>• Conduct a school-wide college and career fair</li> <li>• As a writing assignment, have students develop resumes along with a cover letter to "sell" their qualifications</li> </ul>
Adulthood	<ul style="list-style-type: none"> <li>• Be involved in opportunities to provide "expert in residence" presentations at clubs or activities outside of your current work environment</li> <li>• Identify personal likes and dislikes and their relationship to career and social success</li> <li>• Meet with a career or life coach</li> <li>• Participate in volunteer opportunities in areas of interest</li> </ul>

## COMPETENCY 1: Self-Awareness

### 1C. Demonstrate an awareness of his/her strengths and limitations.

Span	Suggested Strategies/Practices
Infant/Toddler:	<ul style="list-style-type: none"> <li>• Infants are handled in a gentle, confident, and respectful way</li> <li>• Unhurried time and opportunity are provided for the infant and familiar caregivers</li> <li>• Caregivers talk to infants about what other children are doing and encourage the infant's interest in helping other children</li> <li>• Toddlers have opportunities to help other children in the group</li> </ul>
Pre-K	<ul style="list-style-type: none"> <li>• Students participate in "show and tell" about a hobby or a skill</li> <li>• Participate in a science experiment that students would have a difficult time doing on their own, and have students reflect on how the teacher helped him or her</li> <li>• Celebrate learning and build confidence and resourcefulness</li> </ul>



<p>Grades K-2</p>	<ul style="list-style-type: none"> <li>• Provide opportunities for students to learn about a variety of topics to identify likes and dislikes</li> <li>• Do a “show and tell” presentation for students about a hobby or a skill</li> <li>• Identify a job where having that skill would be beneficial</li> <li>• Respond positively and respectfully to each child’s strengths and limitations</li> <li>• Have students put on a mini talent show to showcase interests and strengths for families and other classes</li> </ul>
<p>Grades 3-5</p>	<ul style="list-style-type: none"> <li>• Have students draw self-portraits and include descriptions of interests, skills, and character traits they possess</li> <li>• Utilize cooperative learning strategies to reinforce student strengths</li> <li>• As a journal activity, invite students to analyze what is easy or difficult for them in school</li> <li>• Have students compose a list of interests; then, work with them to match those to a career or job</li> </ul>
<p>Grades 6-8</p>	<ul style="list-style-type: none"> <li>• Administer appropriate career inventory tests to identify students’ strengths and potential careers</li> <li>• Ask students to design and complete a project based on strengths and interests and how to apply those to postsecondary opportunities</li> <li>• Have students reflect and write a paper on potential areas of growth identified through self-reflection</li> </ul>
<p>Grades 9-12</p>	<ul style="list-style-type: none"> <li>• Demonstrate ‘growth’ mindset through self-awareness, self-control, self-advocacy, and adaptability</li> <li>• Use self-reflection to influence work and goals</li> <li>• Have students’ research career and college interests and learn about specific job responsibilities. Then, have students write a cover letter for the job detailing how they can perform the responsibilities</li> <li>• Have students compose a resume for a dream job</li> <li>• Teach students job interview skills and invite members of the business community to conduct mock interviews with students</li> <li>• Have students complete an interest, skills, work values assessment</li> </ul>
<p>Adulthood</p>	<ul style="list-style-type: none"> <li>• Take a personal strength inventory</li> <li>• Delegate tasks and projects to people who exhibit strengths in areas in which you are limited</li> <li>• Reach out to persons and/or groups for support and resources in areas of limitation</li> <li>• Reduce stress by focusing on strengths</li> </ul>



## COMPETENCY 1: Self-Awareness

### 1D. Demonstrate a sense of personal responsibility and advocacy.

Span	Suggested Strategies/Practices
Infant/Toddler	<ul style="list-style-type: none"> <li>• Plenty of time is given for children to practice their developing self- help and self-care skills when drinking, toileting, resting, washing, tooth brushing, and dressing based on each child’s developmental level</li> <li>• Caregivers accept toddlers’ unique ways of doing things as being part of their developing sense of self</li> <li>• Caregivers offer only genuine choices to toddlers and respect their decisions</li> <li>• Caregivers support toddlers’ attempts to initiate social interactions with other children</li> </ul>
Pre-K	<ul style="list-style-type: none"> <li>• Create an environment where children feel a sense of belonging</li> <li>• Provide an environment where no person is mocked, belittled, bullied, or ignored</li> <li>• Plan opportunities and model to help children learn to share</li> <li>• Help children learn how friends act towards each other through books, stories, modeling and intentional activities</li> </ul>
Grades K-2	<ul style="list-style-type: none"> <li>• Teach school-wide expectations using visual cues and connecting them to rules used in the classroom</li> <li>• Invite students to participate in the development of classroom rules. Post rules visually, and conduct frequent review of rules</li> <li>• Demonstrate application of school rules in all areas of the school</li> <li>• Utilize children’s literature to predict and discuss how choices affect the outcome of the story. Use questions such as, “What if the character did this instead...would the outcome be different?”</li> <li>• Provide a “check-in” at the beginning of the school day and a “check-out” at the end. Students can reflect on the choices they will make or did make for the day</li> <li>• Discuss with students rules that a community helper must follow and the consequences of not following them</li> </ul>
Grades 3-5	<ul style="list-style-type: none"> <li>• Assign students appropriate class jobs</li> <li>• Ask students to write about things they are responsible for at home and school</li> <li>• Develop a classroom project for which each student has a specific responsibility, stressing the need for cooperation</li> <li>• Have students demonstrate a responsible act through a creative medium (e.g., comic strip, video, poetry, song, etc.).</li> <li>• “Adopt” a younger classroom, and assign each student a child to read to on a weekly basis</li> <li>• Give students a task they must prepare and complete with the child</li> </ul>



	<ul style="list-style-type: none"> <li>• Provide a “check-in” about the responsibilities students had during the day (i.e., classroom job, homework, etc.)</li> <li>• Ask students to role-play situations in which they use refusal skills to address negative peer pressure</li> </ul>
Grades 6-8	<ul style="list-style-type: none"> <li>• Have students’ research career and college interests and learn about specific job responsibilities. Then, have students write a cover letter for the job detailing how they can perform the responsibilities</li> <li>• Ask students to identify a potential challenge encountered in school and write, act out, or role-play how they could advocate to prevent the challenge from being a problem</li> <li>• As a class project, have students design a brochure detailing safety issues and procedures regarding common scenarios and behaviors</li> <li>• Have students write their own ‘report card’ in which they grade themselves on how well they are following through on their responsibilities, adding comments that defend the grade</li> </ul>
Grades 9-12	<ul style="list-style-type: none"> <li>• Provide opportunities for students to analyze the effect that taking responsibility or not taking responsibility can have on oneself and others</li> <li>• Provide opportunities for students to demonstrate an ability to take responsibility for one's choices</li> <li>• Provide opportunities for students to analyze the level of control one has over situations in life</li> <li>• Encourage the use of student planners in which students track their school, home, and/or community responsibilities each week</li> <li>• Have students develop long- and short-term goals, a timeline that outlines the possible choices to reach the goals, and potential outcomes for each choice</li> <li>• Ask students to interview an adult who they admire to find out how that person feels about their personal responsibilities and successes</li> <li>• Have students design a public service announcement to inform others of a way to promote or advocate for a community need or program</li> <li>• Have students write a creative story describing life in a world with no responsibilities</li> <li>• Assist students in participating in community service projects aligned to a career interest</li> </ul>
Adulthood	<ul style="list-style-type: none"> <li>• Research and get involved in local community groups within areas of interest</li> <li>• Invest time and skills in improving your community</li> </ul>



## Self-Management Strategies & Practices

Self-management is the **ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations**. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

<b>COMPETENCY 2: Self-Management</b>	
<b>2A. Understand and use strategies for managing his/her emotions and behaviors constructively.</b>	
<b>Span</b>	<b>Suggested Strategies/Practices</b>
Infant/Toddler	<ul style="list-style-type: none"> <li>• Caregivers help toddlers understand and accept necessary limits without anxiety or fear</li> <li>• Toddlers are helped to resolve conflicts and move on to new challenges</li> <li>• Toddlers are given support in dealing with conflict and frustrations</li> <li>• Toddlers are encouraged and supported to do things for themselves (clean up after snack time, get own belongings together, clean up)</li> <li>• Caregivers help toddlers begin to express and regulate their feelings as appropriate to each toddler’s development</li> </ul>
Pre-K	<ul style="list-style-type: none"> <li>• Teach, encourage and support components of problem solving and use of conflict resolution skills e.g., taking turns, saying “I’m sorry”</li> <li>• Consistently provide a signal indicating upcoming transitions</li> <li>• Incorporate patterned, repetitive sensory input such as music, dance, deep breathing, or drumming into classroom activities</li> </ul>
Grades K-2	<ul style="list-style-type: none"> <li>• Have students read “Simon’s Hook” or a similar story and discuss ways the character was taught to deal with the triggers that made him angry</li> <li>• Show students how a balloon deflates, and see if they can copy that in their bodies for when they feel stressed</li> <li>• Help students increase their dictionary of feeling words through books, role-play, and modeling that includes various settings (i.e. classroom and work environments)</li> <li>• Teach students to use self-control techniques to meet demands of situations (e.g., taking a deep breath, counting to 10, self-talk, etc.)</li> <li>• Teach students how to replace “hot thoughts” with “cool thoughts.” Hot thoughts are immediate/impulsive. Cool thoughts come after taking a deep breath and waiting a moment to calm down</li> </ul>



<p>Grades 3-5</p>	<ul style="list-style-type: none"> <li>• Routinely practice with students self-control techniques to meet demands of situations (e.g., taking a deep breath, counting to 10, self-talk, etc.)</li> <li>• Have students practice using fill-in-the-blank “I” messages to identify relationships between thoughts, emotions, and actions (e.g., When you __, I feel __. What I would like for you to do is __)</li> <li>• Routinely provide authentic praise to students when you observe them managing themselves appropriately</li> <li>• As a teacher, model effective self-management in an age appropriate way for students (e.g., “I’m feeling a little frustrated, so I am going to stop and take a deep breath before I decide what to do next.”)</li> <li>• Teach students that emotions are okay. However, recognize that how we respond to emotions may not be okay (e.g., It is okay to be mad, but it is not okay to hit someone when you are mad)</li> </ul>
<p>Grades 6-8</p>	<ul style="list-style-type: none"> <li>• Discuss with students hypothetical stressful situations they may encounter and ways to manage them</li> <li>• Teach students to use the cognitive “brake” using the acronym SOLD (S=Stop what you are doing. O=Observe how you are doing. L=Look at whether your feeling matches what is going on. D=Decide how you will behave.)</li> <li>• Use literary characters to discuss with students strategies that the characters used to handle their stressors.</li> <li>• Have students develop a graphic organizer that compares and contrasts ways to express feelings</li> <li>• Incorporate stress management techniques in the classroom (e.g., deep breathing, stretching, yoga movements, and affirmations), and identify appropriate settings for each of these strategies</li> </ul>



<p>Grades 9-12</p>	<ul style="list-style-type: none"> <li>• Create opportunities in the classroom for students to demonstrate the ability to reframe difficult situations into opportunities that promote resilience and optimism</li> <li>• Create opportunities in the classroom for students to evaluate how thoughts and emotions affect decision making and responsible behavior</li> <li>• Create opportunities in the classroom for students to understand the effect of self- monitoring (self-talk) strategies on emotions and actions/behaviors</li> <li>• Create opportunities in the classroom for students to recognize and evaluate how expressing one’s emotions might affect or influence others</li> <li>• Create opportunities in the classroom for students to identify and practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress</li> <li>• Have students share a work product in which they receive constructive feedback from the teacher and their peers and develop next steps to improve</li> <li>• Ask students to demonstrate in a science class or in a math problem ways to reframe the problem and compare that to ways to reframe life problems</li> <li>• Discuss with students the importance of living a healthy lifestyle to manage stress and achieve a work/life balance</li> <li>• Notice and reinforce qualities that are key to resilience (e.g., empathy, optimism, or forgiveness), and give students a chance to practice them</li> <li>• When students have a conflict with another person, help them to keep things in perspective and to remember that someone else’s opinion doesn’t define them</li> <li>• Provide authentic feedback when students persevere (e.g., “I know how hard that was, but you never gave up. I’m very proud of you, and you should be proud of yourself.”)</li> <li>• Set up opportunities for students to role play situations in which they must manage their emotions and behaviors constructively. For example, best friends apply to the same college, and one is accepted and the other is not. How do they support each other and maintain the friendship?</li> </ul>
<p>Adulthood</p>	<ul style="list-style-type: none"> <li>• If possible, avoid personal and professional “triggers” or stressors</li> <li>• Practice mindfulness and meditation to manage stress and emotions</li> <li>• Use “I messages” that focus on emotions rather than thoughts</li> <li>• Research and participate in wellness programs that are offered in the community</li> </ul>

## COMPETENCY 2: Self-Management

2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school life.

Span	Suggested Strategies/Practices
Infant/Toddler	<ul style="list-style-type: none"> <li>• Toddlers to take part in small group activities, e.g., at the water table or the art table</li> <li>• Toddlers have opportunities for active exploration with the support, but not the interference, of caregivers</li> <li>• Toddlers are encouraged to contribute to small-group happenings e.g., joining in the dance, bringing chairs around the table for snack time</li> <li>• Use visual task cards (pictures or line drawings) that show each step in a task</li> </ul>
Pre-K	<ul style="list-style-type: none"> <li>• Provide multiple and varied opportunities for children to explain their thinking process</li> <li>• Provide opportunities for children to be involved in the care and routines of their classroom, to fix their mistakes, solve problems, and develop confidence and a sense of responsibility</li> <li>• Provide opportunities for children to learn decision-making skills and build self-confidence and self-control</li> <li>• Provide opportunities for classroom goal setting projects and successful goal achievement (e.g., plant a class garden- “Our goal is to grow radishes. How often do we need to water them?” Etc, Carry the task out together</li> </ul>
Grades K-2	<ul style="list-style-type: none"> <li>• Have students write a list of short-term wishes and/or dreams as they relate to school, sports, etc., and have them prioritize the list</li> <li>• Teach students decision-making skills to build self-confidence and self-control by providing a variety of choices throughout the day</li> <li>• Set aside a time for students to describe and celebrate a goal they have accomplished</li> <li>• Have students participate in a step-by-step art or baking project and celebrate successful completion</li> <li>• Have students routinely develop and complete age-appropriate, short-term classroom goals (e.g., reduce time during transitions, put supplies away quicker, line up for lunch)</li> </ul>



<p>Grades 3-5</p>	<ul style="list-style-type: none"> <li>• Have students set daily or weekly short- and long-term social and/or academic goal(s), and have students list the steps and skills necessary to achieve their goal(s)</li> <li>• Have students make charts and visual reminders so they can track progress on daily and weekly goal(s).</li> <li>• Reward students for meeting goal(s)</li> <li>• Implement collaborative learning projects that utilize the jigsaw technique to help students create their own learning and improve social interactions</li> <li>• Have students research and summarize the education path required to achieve a specific career goal</li> </ul>
<p>Grades 6-8</p>	<ul style="list-style-type: none"> <li>• Have students set academic and personal SMART (Specific, Measurable, Attainable, Relevant, Timely) goals that are short and long term</li> <li>• Have students create an action plan for each SMART goal that lists what resources (i.e., home, school, and community) they would utilize</li> <li>• Have students research and summarize the education path required to achieve a specific career goal</li> <li>• Have students reflect on the progress of each goal, why the goal was important, and what they would do differently</li> <li>• Via peer-to-peer interviews, have students set a character goal on a virtue that is most important to them</li> <li>• Create a visual timeline to show students how much of a person’s life is spent working, going to school, spending time with family, sleeping, and having personal time</li> <li>• Assist students in creating a high school plan that includes transition to postsecondary and the workforce</li> <li>• Use biographies to discuss how people persevered through hard times to turn their lives around or reach a goal</li> </ul>



<p>Grades 9-12</p>	<ul style="list-style-type: none"> <li>• Identifies academic goals and self- monitoring strategies</li> <li>• Sets a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement</li> <li>• Demonstrates an understanding that goal setting supports life-long success</li> <li>• Sets, monitors, adapts, and evaluates goals to achieve success in school and life</li> <li>• Identifies outside resources that can help in achieving one’s goal</li> <li>• Incorporates personal management skills (i.e., time management, organization skills) on a daily basis</li> <li>• Have students set short- and long-term academic, career, and personal SMART (Specific, Measurable, Attainable, Relevant, Timely) goals</li> <li>• Have students create weekly sub-goals connected to their authentic interests, monitoring progress over time, etc.</li> <li>• Teach students how to self-assess progress toward their goals and how to modify their career and academic goals to include postsecondary</li> <li>• Ask students to interview people they feel could help them set and achieve future career goals</li> <li>• Encourage the use of school planners to stay organized</li> <li>• Have students create a timeline for the admissions process for a selected postsecondary institution</li> </ul>
<p>Adulthood</p>	<ul style="list-style-type: none"> <li>• Write personal and professional SMART (Specific, Measurable, Attainable, Relevant, Timely) goals that are both short and long term</li> <li>• Identify the education, skills, training, contacts, and finances necessary to achieve your goals</li> <li>• Identify values necessary to achieve goals</li> <li>• Discuss your goals with friends, family members, or colleagues</li> </ul>

## Social Awareness Strategies & Practices

Social awareness is the ability to **understand the perspective of others** from diverse backgrounds and cultures, to **understand social and ethical norms for behavior**, and to recognize and practice civic responsibility in family, school, and community.

<b>COMPETENCY 3: Social Awareness</b>	
<b>3A. Demonstrate awareness and consideration of other people’s emotions, perspectives, and social cues.</b>	
<b>Span</b>	<b>Suggested Strategies/Practices</b>
Infant/Toddler	<ul style="list-style-type: none"> <li>• Toddlers are involved in one-to-one interactions that are intimate and sociable</li> <li>• The program encourages care practices that are culturally respectful and appropriate in relation to feeding, sleeping, toileting, clothing, and washing</li> <li>• Opportunity to share by showing interest in and awareness of the feelings of others</li> </ul>
Pre-K	<ul style="list-style-type: none"> <li>• Create a positive environment where children are kind to each other in actions and words</li> <li>• Teach and encourage problem solving and the use of conflict resolution skills</li> <li>• Provide opportunities to help children learn how friends act towards each other through books, stories, intentional activities and the reinforcement and recognition of positive efforts and role models</li> </ul>
Grades K-2	<ul style="list-style-type: none"> <li>• Engage students in a game of “Feelings Charades” to identify different emotions and how they are expressed</li> <li>• Brainstorm a list of behaviors students feel would be hurtful to others, why they are hurtful, and what they could do differently</li> <li>• Routinely talk with students about how others (e.g., parents, classmates, and literary characters) feel in different situations</li> </ul>
Grades 3-5	<ul style="list-style-type: none"> <li>• Have students work in small groups to discuss and report out on the verbal, physical, or situational cues that indicate how others may feel</li> <li>• Give student teams separate lists of emotions. Have them design and perform skits showing all the emotions, while the other teams try to guess what emotions were on their list</li> <li>• Have students dress up as characters in history or literature and act out how those individuals were feeling and how it affected their behavior</li> <li>• Discuss with students how recognizing different points of view is important for different jobs (e.g., judge, teacher, police officer, reporter, teacher, etc.)</li> </ul>



Grades 6-8	<ul style="list-style-type: none"> <li>• Have students write alternative endings to stories through changing the behavior of one character</li> <li>• Conduct class meetings in which students are given the opportunity to support each other and validate their emotions</li> <li>• Assign students a current topic and ask them to interview important people in their lives to gather different perspectives, opinions, and points of view. Students can then present their results either in an oral or written report</li> <li>• Identify professionals in the school and community that provide support for others</li> </ul>
Grades 9-12	<ul style="list-style-type: none"> <li>• Encourage students to get involved in a community-giving situation in which they help others</li> <li>• Conduct Socratic seminars, and have students write reflection papers about how their viewpoints changed when listening to others</li> <li>• Do pair-shares in which one student must tell their partner’s perspective on an issue</li> <li>• Have students interview other peers to discover what they have in common both within and outside the school</li> <li>• Provide authentic feedback when students persevere (e.g., “I know how hard that was, but you never gave up. I’m very proud of you, and you should be proud of yourself.”)</li> <li>• Invite business and community members to talk to students about helping and service careers</li> </ul>
Adulthood	<ul style="list-style-type: none"> <li>• Take a break from technology to connect with others</li> <li>• Practice random acts of kindness</li> <li>• Keep a gratitude journal</li> <li>• Evaluate verbal, physical, social, cultural, and environmental cues to predict and respond to the emotions of others</li> </ul>

## COMPETENCY 3: Social Awareness

### 3B. Exhibit civic responsibility in multiple settings.

Span	Suggested Strategies/Practices
Infant/ Toddler	<ul style="list-style-type: none"> <li>• The program includes short walks to see other people and other places; toddlers have regular small outing around the neighborhood</li> <li>• Opportunities are arranged for families to meet each other and the infants and toddlers in the program setting, e.g., breakfast, a shared lunch, a picnic</li> </ul>



<p>Pre-K</p>	<ul style="list-style-type: none"> <li>• Provide activities that allow children to develop and keep friendships</li> <li>• Provide opportunities for children to be involved in the care and routines of their classroom, to fix their mistakes, solve problems, and develop confidence and sense of responsibility</li> <li>• Provide opportunities and positive reinforcement to children to realize the small things they do can make a difference in their classroom, at home, and in the larger community</li> <li>• Assist students in identifying the traits of different community helpers such as policemen, firemen, teachers, nurses, etc. and how those traits help them in their job</li> </ul>
<p>Grades K-2</p>	<ul style="list-style-type: none"> <li>• Use dramatic play with students that includes costumes to act out roles and behaviors of community helpers.</li> <li>• Highlight a community helper each month, and invite them to visit your classroom or school (e.g., firefighter in October during Fire Awareness Week).</li> <li>• Assign classroom jobs, and have students discuss how these jobs are helpful to the class</li> <li>• Have students identify from a feelings chart how it makes them feel to help others</li> </ul>
<p>Grades 3-5</p>	<ul style="list-style-type: none"> <li>• Use cooperative learning groups to promote students working together</li> <li>• Have students create a bulletin board showing photos of community helpers, and label how they help others</li> <li>• Ask students to trace each other’s hands and write a quality they learned about helping. Display the hands around the room as the ‘helping hands’</li> <li>• Select and adopt a classroom community service project that serves others in the school or community</li> <li>• As a journal writing assignment, have students journal about ways they can help and why it is important</li> </ul>
<p>Grades 6-8</p>	<ul style="list-style-type: none"> <li>• Draw an “Impact Web,” and ask students to show how their actions could potentially affect others or how a historical figure’s actions affected society</li> <li>• Have students participate in a service learning project within their community that utilizes the steps of investigation, preparation, action, reflection, demonstration, and celebration</li> <li>• Have students examine global needs and participate in a discussion around what they would do to help if they were president</li> <li>• Have students write an article or paper on the impact of their involvement in a school, home, or community initiative and evaluate what they would do the same or differently. Have them reflect on how that activity might influence their career interests</li> </ul>



Grades 9-12	<ul style="list-style-type: none"> <li>• Ask students to participate in a service learning project within their community that utilizes the steps of investigation, preparation, action, reflection, demonstration, and celebration</li> <li>• Have students work together in groups to identify an issue within the broader community and write a persuasive letter to a leader that addresses the issue</li> <li>• Review the Youth Risk Behavior Survey data for adolescents. Identify a pertinent issue, and discuss with students strategies they could use to address the issue</li> <li>• Involve students in youth vote, and have them identify a cultural/civic group that addresses common good</li> <li>• Have students' research careers in advocacy or community service and identify one that interests them to write about</li> </ul>
Adulthood	<ul style="list-style-type: none"> <li>• Become an advocate in local community initiatives</li> <li>• Work with other adults to create a sense of responsibility to be available to assist younger people, and/or become a mentor to school-aged children</li> </ul>

## COMPETENCY 3: Social Awareness

### 3C. Demonstrate an awareness and respect for human dignity, including culture and differences.

Span	Suggested Strategies/Practices
Infant/ Toddler	<ul style="list-style-type: none"> <li>• Opportunities are arranged for families to meet each other and the infants and toddlers in the program setting, e.g., breakfast, a shared lunch, a picnic</li> <li>• Caregivers respect, support, and enjoy the variety of ways that infants sense, interact with, and respond to the environment</li> <li>• Each child's culture is included in the program on a continuous basis through song, language, pictures, playthings, and dance</li> </ul>
Pre-K	<ul style="list-style-type: none"> <li>• Include children in the development of rules for the classroom and outside that are reflective of them and their language</li> <li>• Create opportunities for discussion of children's rights and responsibilities and the rights of others</li> <li>• Regularly initiate positive communications and positive interpersonal interactions with children and peers</li> <li>• Foster empathy and understanding by reading or telling stories about others</li> </ul>
Grades K-2	<ul style="list-style-type: none"> <li>• Have students brainstorm a list of their personal traits, and then go around the room comparing and contrasting traits with their classmates</li> <li>• Discuss literary characters who served and made sacrifices for others</li> <li>• Adopt a country each month, and have students learn about the culture of that country to include food, dress, celebrations, and professions predominant in that culture</li> </ul>



	<ul style="list-style-type: none"> <li>• Hold class meetings to involve students in sharing and recognizing the culture and diversity of other students</li> </ul>
Grades 3-5	<ul style="list-style-type: none"> <li>• Help students’ recognize stereotyping, discrimination, and prejudice and enhance their understanding of the effects of these actions on others</li> <li>• Discuss historical events or topics in the news on discrimination and prejudice to discuss in the classroom</li> <li>• Have students re-think the concept of “helping others”</li> <li>• Cultivate students’ understanding of different social groups and cultures, etc.</li> </ul>
Grades 6-8	<ul style="list-style-type: none"> <li>• Assign students books to read such as To Kill a Mockingbird and Charlie and the Chocolate Factory to recognize the value of all groups and cultures</li> <li>• Discuss with students how cultural events such as the Industrial Revolution or the birth of talking pictures have impacted history</li> <li>• Build diverse student working groups through the use of cooperative and project-based learning activities</li> </ul>
Grades 9-12	<ul style="list-style-type: none"> <li>• Conduct a Socratic seminar on a selected text on stereotyping and/or prejudice of others</li> <li>• Have students’ select and participate in a cross-cultural learning activity in their school or community that includes a reflection activity about what they learned</li> <li>• Involve students’ in planning a multi-cultural day or event to celebrate all ethnic groups represented in the school and in the community</li> </ul>
Adulthood	<ul style="list-style-type: none"> <li>• Demonstrate conversational skills to determine the perspective of others and advocate for their own beliefs</li> <li>• Support the rights of all individuals to reflect their family, culture, and community in society</li> <li>• Develop ethical arguments from a variety of ethical positions to evaluate societal norms</li> <li>• Participate in multi-cultural events in the community</li> </ul>

## COMPETENCY 3: Social-Awareness

### 3D. Identify external and community resources and supports.

Span	Suggested Strategies/Practices
Grades K-2	<ul style="list-style-type: none"> <li>• Have students define trust and list the qualities of a person they would trust</li> <li>• Role-play with students ‘what if...’ situations around seeking help and how to find an adult they trust</li> <li>• Identify and communicate who or where students can go for help based on a particular need</li> <li>• Identify and discuss with students careers where trust is really important for the consumer (e.g., doctor, teacher, police, etc.).</li> </ul>





<p>Grades 3-5</p>	<ul style="list-style-type: none"> <li>• Have students write a letter to an adult they admire explaining why they consider them to be their role model</li> <li>• With students, visit school resources (e.g., nurse, counselor, etc.) to find out what services they provide</li> <li>• Have students identify in what context they would access those services</li> </ul>
<p>Grades 6-8</p>	<ul style="list-style-type: none"> <li>• Conduct a school scavenger hunt for students on where to find support and when to access that support</li> <li>• As a classroom project, have students develop a public service announcement advertising extracurricular activities at school, and include how that activity can prepare students for college and/or careers and why students should join</li> <li>• Have students make a collage showing the positive influences that have impacted their life</li> </ul>
<p>Grades 9-12</p>	<ul style="list-style-type: none"> <li>• Provide students opportunities to identify organizations in the community that provide opportunities to develop their interests or talents</li> <li>• Provide students opportunities to assemble/create constructive support systems that contribute to school and life success</li> <li>• Make a community map to show students organizations that provide support services</li> <li>• Assign students a research project about what community resources are available and applicable in specific situations. Include information about the educational or workplace training required to serve in those professions</li> <li>• As a writing assignment, have students write about the people they turn to for support and how they support them and why this may be necessary in life</li> </ul>
<p>Adulthood</p>	<ul style="list-style-type: none"> <li>• Research local agencies to determine the support services they provide</li> <li>• Participate in a social support group</li> <li>• Identify hobbies or interests and the local groups that support/plan for those activities</li> </ul>



## Relationship Skills Strategies & Practices

Relationships skills are the **ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups**. This includes communicating clearly, listening actively, cooperating, resisting unwanted or inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

COMPETENCY 4: Relationship Skills	
4A. Use positive communication and social skills to interact effectively with others.	
Span	Suggested Strategies/Practices
Infant/ Toddler	<ul style="list-style-type: none"> <li>• Older infants are encouraged to name objects and people in their environment</li> <li>• Many opportunities are provided for self-selected small-group activities, e.g., action songs, listening to stories, exploring novel materials together, going for a walk</li> </ul>
Pre-K	<ul style="list-style-type: none"> <li>• Teach through story-telling and role playing what is fair and acceptable behavior and communication in the classroom</li> <li>• Model prosocial behaviors</li> <li>• Consistently provide opportunities for each child to appropriately state their own ideas and opinions to peers and adults</li> </ul>
Grades K-2	<ul style="list-style-type: none"> <li>• Use children’s literature for teaching students friendship skills (e.g., Hunter’s Best Friend at School and Best Friends for Frances).</li> <li>• Have students practice saying “please,” “thank you,” and “excuse me” when appropriate</li> <li>• Conduct a morning meeting during which students share a compliment with their peers</li> <li>• Use specific feedback to encourage students when they listen well (e.g., Thank you for listening when I was talking.).</li> <li>• Ask students to find and share three things they have in common with a friend and three things that are different</li> <li>• Rehearse appropriate questions students can ask guest speakers about their jobs for an upcoming career day</li> </ul>



<p>Grades 3-5</p>	<ul style="list-style-type: none"> <li>• Have a Compliment Day in which students give and receive three compliments</li> <li>• Have students read the book <i>Have You Filled a Bucket Today?</i> Then, have students fill a class bucket with compliments for other students</li> <li>• In groups, students build 'towers' using only the materials provided. Have students discuss how they cooperated as a group to build the tower</li> <li>• Give students a listening task (e.g., describe a process or task, then have students turn to a partner and explain what they heard)</li> <li>• Invite a business/industry representative to speak to the class about his/her job. Students should listen for specific skills, education or training required, rewards and challenges in the job, and should ask appropriate questions</li> <li>• Help students understand that a loss can be a valuable life lesson through "teachable moments" when playing games either in class or on the playground</li> <li>• Establish class or morning meetings that give students the opportunity to interact with each other and practice speaking and listening skills</li> </ul>
<p>Grades 6-8</p>	<ul style="list-style-type: none"> <li>• Have students perform different roles in cooperative learning groups (i.e., leader, recorder, reporter, time-keeper) to develop and practice communication skills</li> <li>• Have students discuss a topic, either as a class or in small groups, then use reflective listening to paraphrase key discussion points</li> <li>• Have students read a book (e.g., <i>The Outsiders</i>), then discuss why the characters responded in a certain way</li> <li>• Invite a representative from a human resources department to speak about the implications of social media on hiring practices. Have students respond by writing a social media pledge for themselves, outlining how they will use social media responsibly</li> </ul>



<p>Grades 9-12</p>	<ul style="list-style-type: none"> <li>• Hold class debates in which peers provide constructive feedback to the speakers on their use of tone and delivery</li> <li>• Help students develop a growth mindset by providing feedback on effort over results, being persistent, and facing challenges as an opportunity</li> <li>• Teach about the difference between assertive, aggressive, and passive behavior</li> <li>• Hold regular class meetings or advisory times to build class unity and empowerment for students</li> <li>• Ask students to conduct an interview with a business/industry representative to explore opportunities within a career field and the skills and education required for success</li> <li>• Research a company’s social media presence, and hypothesize how that presence impacts the success/failure of the company</li> <li>• Teach the THINK process to help students recognize responsible social media use before posting an unkind or untrue remark about a friend <ul style="list-style-type: none"> <li>○ T- is it true?</li> <li>○ H- is it helpful?</li> <li>○ I- is it inspiring?</li> <li>○ N- is it necessary?</li> <li>○ K- is it kind?</li> </ul> </li> </ul>
<p>Adulthood</p>	<ul style="list-style-type: none"> <li>• Maintain positive relationships and use effective strategies to avoid negative relationships</li> <li>• Give constructive feedback by acknowledging the positive and identifying specific examples in a respectful manner</li> <li>• Accept constructive feedback by listening, clarifying, and giving yourself a break</li> <li>• Use clear “I” statements when dealing with conflict</li> </ul>

## COMPETENCY 4: Relationship Skills

### 4B. Develop and maintain positive relationships.

Span	Suggested Strategies/Practices
Infant/ Toddler	<ul style="list-style-type: none"> <li>• Caregivers help toddlers begin to express and regulate their feelings as appropriate to each toddler’s development</li> <li>• Toddlers have opportunities and are encouraged to help other children in the group</li> <li>• Toddlers have many opportunities to communicate with other children, to play language-based games, and to encounter a widening range of books, songs, poems, stories, and chants</li> <li>• Infants are included in appropriate social happenings</li> <li>• Caregivers use all interactions and experiences to result in positive relationships, e.g., using feeding time to hold infant, engage in conversation during toddler meal times</li> </ul>
Pre-K	<ul style="list-style-type: none"> <li>• Discuss through story-telling and role playing what is fair and acceptable behavior and communication in the classroom</li> <li>• Create safe, nurturing, structured and unstructured opportunities throughout the day for students to interact with adults and peers</li> </ul>
Grades K-2	<ul style="list-style-type: none"> <li>• Have students draw a picture of themselves and then pass the picture to their classmates. Other students write one thing about them that makes them a good friend</li> <li>• To create an atmosphere of friendship in your classroom, in a morning meeting, have students bump elbows and welcome their peers</li> <li>• Read books to students about friendship (e.g., Elephant and Piggy series)</li> <li>• Have students’ role-play how to be a good friend to someone who appears lonely or sad or has a hard time making friends</li> </ul>
Grades 3-5	<ul style="list-style-type: none"> <li>• Have students describe and discuss what characteristics a good friend should have and compare them to their own personal characteristics</li> <li>• Allow students the opportunity to make decisions about appropriate class rules and identify the consequences when rules are broken</li> <li>• Encourage and facilitate opportunities for students to participate in positive peer socialization (e.g., cooperative learning groups, and school-sponsored activities)</li> <li>• Teach students problem-solving skills, and provide support as needed when they are working to resolve a conflict</li> </ul>



<p>Grades 6-8</p>	<ul style="list-style-type: none"> <li>• Develop a peer mediation program that allows students to assist each other in solving problems</li> <li>• Have students learn and practice refusal skills in various contexts</li> <li>• Teach students to stop, assess the situation, and make a good choice when confronted with negative peer pressure</li> <li>• Practice with students to recognize their body signals when they are experiencing a negative peer pressure situation</li> <li>• Provide students opportunities to practice positive peer support through class meetings, small groups, and school-sponsored activities</li> <li>• Have students review social media posts and discuss how those posts impact positive and negative relationships</li> </ul>
<p>Grades 9-12</p>	<ul style="list-style-type: none"> <li>• Pair students with mentors from the business community in the areas of career interest in relation to their future goals</li> <li>• Research a company’s human resources policies about acceptable and unacceptable behavior and how it affects the employee and employer</li> <li>• Have students draw their personal “people” web of support. Next to each person’s name, write one strategy they could use to maintain that support and relationship</li> <li>• Have students email a professional in a career in which they are interested to seek support in achieving future goals</li> <li>• Encourage students to participate in leadership programs that align with postsecondary and career goals</li> <li>• Teach students to make good choices when confronted with negative peer pressure. Include situations in work settings (e.g., having friends come to your workplace who want you to give them free food/product)</li> <li>• Develops understanding of relationships within the context of networking for college and career interests</li> </ul>
<p>Adulthood</p>	<ul style="list-style-type: none"> <li>• Recognize how each group member’s skills contribute toward group goals</li> <li>• Give people your time, and “be present” when you are with them</li> <li>• Develop and improve your communication skills</li> <li>• Practice active listening skills</li> <li>• Learn to give and take constructive criticism</li> </ul>



## COMPETENCY 4: Relationship Skills

4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

Span	Suggested Strategies/Practices
Infant/ Toddler	<ul style="list-style-type: none"> <li>• Toddlers’ intensity of feelings is understood, accepted, and guided and the resulting behaviors are seen as a normal and important part of their development</li> <li>• Toddlers are given opportunities to learn ways to be physically and emotionally calm</li> <li>• Toddlers have opportunities and are encouraged to help other children in the group</li> <li>• Caregivers support toddlers’ attempts to initiate social interactions with other children and staff</li> </ul>
Pre-K	<ul style="list-style-type: none"> <li>• Provide many opportunities for children to learn to solve problems with teacher support, coaching and modeling of the process</li> <li>• Create a learning environment that minimizes conflicts by providing enough materials, space and equipment and by setting clear expectations</li> <li>• Provide opportunities for children to learn multiple verbal and nonverbal strategies to appropriately express their emotions</li> <li>• Provide opportunities for children to learn ways to be physically and emotionally calm</li> </ul>
Grades K-2	<ul style="list-style-type: none"> <li>• Teach students to use “I” messages to communicate feelings in a conflict situation</li> <li>• Have students work in pairs using puppets to identify conflicts and show responses. Use class discussion to determine whether the conflict needs an adult helper</li> <li>• Provide students with opportunities to problem solve by stating the problem clearly and providing ground rules to discuss the problem rationally to arrive at a solution</li> <li>• Provide a “peace” corner for students to de-escalate when upset</li> <li>• Teach the five-step approach to problem solving: (1) identify the problem; 2) brainstorm solutions; 3) evaluate the solutions; 4) put the solution into action; and 5) evaluate the outcome</li> </ul>



<p>Grades 3-5</p>	<ul style="list-style-type: none"> <li>• Observe students on the playground, noting conflicts and how they were handled. If the conflict was poorly handled, ask students to problem solve how they could modify the response.</li> <li>• Have students read a story or history lesson that demonstrates conflict. Discuss the cause-and-effect relationship of the conflict.</li> <li>• Implement a peer mediation program.</li> <li>• Provide role play scenarios for students that show the causes and effects of conflicts and ways to peacefully resolve conflicts</li> <li>• Use conflict resolution and problem-solving skills as a topic for a class meeting</li> </ul>
<p>Grades 6-8</p>	<ul style="list-style-type: none"> <li>• Have students write and perform conflict resolution skits</li> <li>• Have students research and write a paper on how conflict resolution is portrayed in the media</li> <li>• Provide students with a six step approach to resolve conflict: 1) cool off; 2) use “I” messages; 3) restate the conflict; 4) take responsibility; 5) brainstorm solutions; and, 6) affirm, forgive, or thank</li> <li>• Ask students to identify at least one person to provide support when dealing with a conflict</li> <li>• Implement a peer mediation program</li> <li>• Conduct class debates over a particular issue that must end in a win-win for the class to be successful</li> </ul>
<p>Grades 9-12</p>	<ul style="list-style-type: none"> <li>• Have students play a game where the rules are unfair in some way. Discuss students’ behaviors and feelings in playing the game</li> <li>• Provide students with a six-step approach to resolve conflict: 1) cool off; 2) use “I” messages; 3) restate the conflict; 4) take responsibility; 5) brainstorm solutions; and 6) affirm, forgive, or thank</li> <li>• In a class meeting, have students select a problem or conflict and take an active role in resolving the issue</li> <li>• As a class, develop a resource map of adults, counselors, and youth- serving professionals who students can utilize to assist in resolving conflicts and/or problems</li> <li>• As a class project, have students’ research processes available in the workplace to help resolve conflicts between employees</li> <li>• Evaluates and reflects on one’s role in a conflict and utilizes this information to improve behavior in future conflicts</li> <li>• Develops understanding of relationships within the context of networking for college and career interests</li> <li>• Evaluates and reflects on one’s role in a conflict</li> </ul>
<p>Adulthood</p>	<ul style="list-style-type: none"> <li>• Use assertive communication in a variety of settings with a variety of audiences to get their needs met without negatively impacting others</li> <li>• Give and receive constructive feedback, and consistently resolve interpersonal conflicts across settings (e.g. school, work, community, personal relationships).</li> <li>• Participate in multi-cultural sensitivity training</li> </ul>



## Responsible Decision-Making Strategies & Practices

Responsible decision-making is the **ability to make constructive and respectful choices about personal behavior and social interactions** based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

<b>COMPETENCY 5: Responsible Decision-making</b>	
5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.	
<b>Span</b>	<b>Suggested Strategies/Practices</b>
Infant/ Toddler	<ul style="list-style-type: none"> <li>Caregivers use all interactions and experiences to result in learning, e.g., using feeding time to hold infant, engage in conversation during toddler meal times</li> <li>Caregivers use simple, clear phrases with toddlers and have realistic expectation of toddlers’ verbal, signed, and listening skills</li> <li>Provide opportunities for toddlers to initiate social interactions with other children and staff</li> </ul>
Pre-K	<ul style="list-style-type: none"> <li>Create an environment where children are kind to each other in actions and words</li> <li>Provide opportunities for children to observe and engage in personal greetings with appropriate encouragement and sufficient support</li> <li>Model and engage children in conversations about management of their emotions</li> <li>Begin having conversations with students about rules and why we use them (i.e., to keep us safe we walk in the hall; we talk quietly inside so we don’t disturb others)</li> </ul>
Grades K-2	<ul style="list-style-type: none"> <li>Read stories to students in which characters have made a choice or decision, and discuss the consequences, both positive and negative</li> <li>Give students opportunities to practice making simple choices by using when/then or either/or</li> <li>Talk with students about the difference between a stranger, acquaintance, and friend</li> <li>Use puppets to help students identify safe and unsafe situations and what to do in those situations</li> <li>As a class, identify community helpers who can help if you don’t feel safe</li> </ul>



<p>Grades 3-5</p>	<ul style="list-style-type: none"> <li>• Discuss with students how social norms affect their decisions (e.g. friends telling us what to do or not do)</li> <li>• Talk with students about bullying and cyberbullying behaviors</li> <li>• Stress the importance of telling an adult when they observe or experience bullying</li> <li>• Create responsible digital citizens by teaching students about the effects of misuse of technology and cyber-bullying</li> <li>• Invite parents to attend workshops about cyberbullying, and share the school's policy</li> <li>• Have students role play the different roles in a bullying situation (i.e., target of bullying, student who bullies, bystander, and defender)</li> <li>• Bring in a guest speaker who works to prevent or investigate incidents of cyber-bullying</li> <li>• Allow students the opportunity to make decisions about appropriate class rules and identify the consequences when rules are broken</li> </ul>
<p>Grades 6-8</p>	<ul style="list-style-type: none"> <li>• Have students develop skits on bullying and the different roles (i.e., target of bullying, student who bullies, bystander, and defender) to present to elementary students</li> <li>• Discuss with students what they would do when confronted with a moral dilemma (e.g., finding a lost cell phone, being with a friend who steals)</li> <li>• Have students research the influences (negative and positive) of social media and present findings either in a paper or presentation</li> <li>• Have students identify bullying and harassment situations in history, literature, the workplace, and/or current events, and ask them to analyze the strategies used by persons involved for effectiveness</li> <li>• Bring in a guest speaker who works to prevent or investigate incidents of cyber-bullying</li> <li>• Discuss with students logical consequences for positive and negative actions in school and in the community</li> <li>• Have students choose and carry out a service learning project</li> </ul>

Grades 9-12	<ul style="list-style-type: none"> <li>• Demonstrates the ability to consider personal factors during the decision-making process</li> <li>• Reflects on lessons learned from experiences</li> <li>• Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one’s decision making</li> <li>• Ask students to participate in an integrity analysis to help determine if behavior aligns with their personal core principles. Reflect on results and how they will influence career choices</li> <li>• Invite students to keep a personal journal</li> <li>• Have students review three different current news reports about the same event, comparing and contrasting the perspective each report brings to the story</li> <li>• Have students write an advice column about the influence of media and peers on one’s decisions</li> <li>• Teach students a formula for making good decisions (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate)</li> </ul>
Adulthood	<ul style="list-style-type: none"> <li>• Consider a variety of factors (e.g. ethical, safety, and societal) in order to make decisions</li> <li>• Be aware and acknowledge the impact of peers, media, social norms, and situational-expectations on decision making</li> <li>• Keep a personal journal</li> <li>• Find a person you trust to be an accountability partner</li> </ul>

## COMPETENCY 5: Responsible Decision-making

5B. Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

Span	Suggested Strategies/Practices
Infant/ Toddler	<ul style="list-style-type: none"> <li>• Caregivers help toddlers understand and accept necessary limits without anxiety or fear</li> <li>• Toddlers try to do things for themselves or for other children are encouraged and supported</li> <li>• Caregivers raise toddlers’ awareness about what is safe and what is harmful and the probable consequences of certain actions</li> <li>• Infants and toddlers are encouraged to take opportunities for cleaning up and caring for the indoor and outdoor environment and the people in it</li> </ul>



Pre-K	<ul style="list-style-type: none"> <li>• Establish an environment where children feel safe expressing their feelings, likes, fears, and excitements</li> <li>• Provide opportunities for children to discuss things that are both intriguing and troubling to them</li> <li>• Encourage children to follow their interests, curiosity, passion or talents</li> <li>• Help children to discover what they want to learn more about</li> </ul>
Grades K-2	<ul style="list-style-type: none"> <li>• Implement the STAR (Stop, Think, Act, and Review) process with students and model the use of this decision making formula consistently</li> <li>• Help students learn behaviors such as listening, paying attention, following directions, and ignoring distractions.</li> <li>• In a class meeting, have students compose a list of classroom and playground rules, consequences, and ways to help others follow them.</li> <li>• Allow students to choose where they would like to sit during quiet reading.</li> <li>• Teach students vocabulary words such as honesty, responsibility, and perseverance and the relationship to social and academic behaviors</li> </ul>
Grades 3-5	<ul style="list-style-type: none"> <li>• Provide students with role-play scenarios on peer pressure that take place in and outside of school and discuss possible responses.</li> <li>• Discuss consequences of making both good and poor choices in a workplace setting.</li> <li>• Have students create a chart of the pros and cons of either a personal decision or a classroom/school decision.</li> <li>• Teach students a formula for making good decisions (e.g., identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).</li> <li>• Teach students to use “when-then” and “either-or” statements to determine consequences of their actions in a variety of settings</li> </ul>
Grades 6-8	<ul style="list-style-type: none"> <li>• Have students write and perform their own role plays for resisting peer pressure to avoid risky behavior.</li> <li>• Help students identify and seek outside sources of information to inform decision making.</li> <li>• Have students keep a weekly planner to organize studies.</li> <li>• Invite guest speakers to share with students the importance of decision-making in their job and the impact decisions made as teenagers and young adults influenced their ability to achieve career goals.</li> <li>• Teach students a formula for making good decisions (e.g., identify the problem, consider the alternatives, make a choice, try it out, re-evaluate) and model it consistently</li> </ul>

<p>Grades 9-12</p>	<ul style="list-style-type: none"> <li>• Applies decision-making skills to foster responsible social and work relations and make healthy life-long choices</li> <li>• Considers ethical, safety, and societal factors and consequences when making decisions</li> <li>• Understands how decision made now can impact long- and short-term goals</li> <li>• Considers feedback from others on decision-making process and incorporates if applicable</li> <li>• Evaluates decisions and processes and modifies if necessary</li> <li>• Discuss with students the connection between their academics and future life goals. Evaluate their postsecondary plan to align to postsecondary and career goals.</li> <li>• Utilize Sean Covey's <i>The 7 Habits of Highly Effective Teens</i> in classroom discussions and lessons.</li> <li>• Provide planners for students to meet deadlines, goals, etc.</li> <li>• Have students' interview professionals in a field of interest for a short paper on why they entered that profession and what decisions they have to make daily</li> <li>• Teach students a formula for making good decisions (e.g., identify the problem, consider the alternatives, make a choice, try it out, re- evaluate).</li> </ul>
<p>Adulthood</p>	<ul style="list-style-type: none"> <li>• Become involved in community service activities</li> <li>• Set short- and long-term goals, use self-reflection to monitor progress, and revise strategies to lead to positive change</li> <li>• Find practical and respectful ways to overcome barriers, even when it involves decisions that are not popular</li> </ul>



## Additional Strategy Resources

[Sample Teaching Strategies](#)

[Elementary English Language Arts Instruction](#)

[Elementary Math Instruction](#)

[Middle School Social Studies Instruction](#)

[High School English Language Arts Instruction](#)

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