SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➲ Identifying emotions
- ➲ Accurate self-perception
- ➲ Recognizing strengths
- ➲ Self-confidence
- ➲ Self-efficacy

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➲ Impulse control
- ➲ Stress management
- ➲ Self-discipline
- ➲ Self-motivation
- ➲ Goal setting
- ➲ Organizational skills

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➲ Perspective-taking
- ➲ Empathy
- ➲ Appreciating diversity
- ➲ Respect for others

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➲ Communication
- ➲ Social engagement
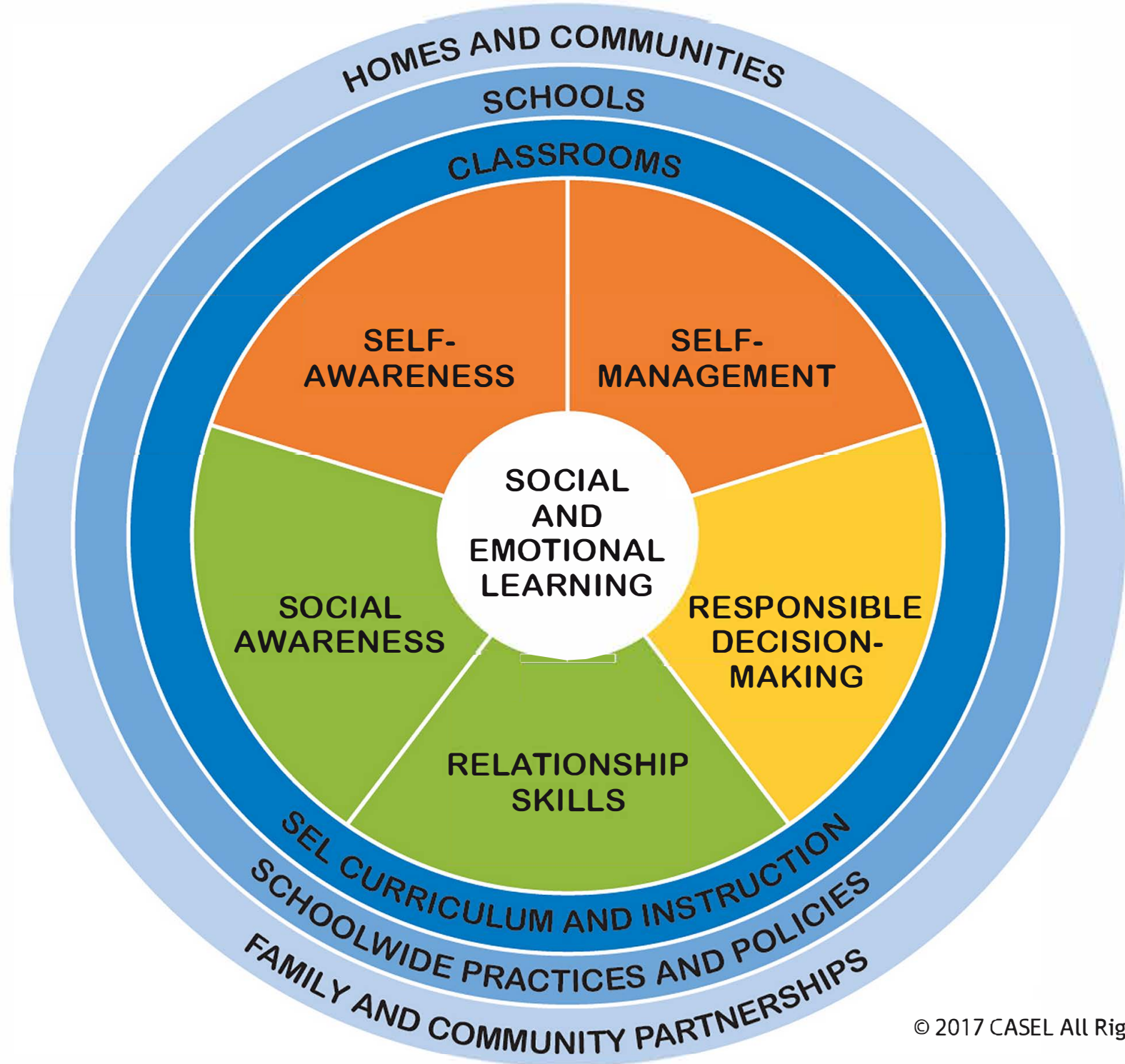- ➲ Relationship building
- ➲ Teamwork

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➲ Identifying problems
- ➲ Analyzing situations
- ➲ Solving problems
- ➲ Evaluating
- ➲ Reflecting
- ➲ Ethical responsibility

HOMES AND COMMUNITIES

SCHOOLS

CLASSROOMS

SELF-AWARENESS

SELF-MANAGEMENT

SOCIAL AND EMOTIONAL LEARNING

RESPONSIBLE DECISION-MAKING

SOCIAL AWARENESS

RELATIONSHIP SKILLS

SEL CURRICULUM AND INSTRUCTION

SCHOOLWIDE PRACTICES AND POLICIES

FAMILY AND COMMUNITY PARTNERSHIPS

Examples of Social Emotional Learning Activities in Alaska

Grade Level	Activity	Location
Pre-K to 2	Learning to listen	Classroom
Pre-K to 2	Managing frustration	Classroom
3 to 5	Aware of and accept responsibilities	Classroom
3 to 5	Set and achieve goals	Classroom
3 to 5	Respect individual differences	Classroom
6 to 8	Learn good decision making	Classroom
6 to 8	Deal with Conflicts Constructively	Classroom
9 to 12	Self Awareness - Knowing Strengths and Areas for Improvement	Classroom
9 to 12	External Awareness - Reading and Responding to Social Cues	Classroom
Grades 3-8	Girls on the Run	After School Program
Middle - High	Signs of Suicide Training	After School Program
Middle - High	Leadership Academies	After School Program
Professional Development	Trauma-Informed Education	Teacher Training
Professional Development	Curriculum Training	Teacher Training

Prepared by T Clucas

STATE *of* ALASKA

Early Learning Guidelines

Sarah Palin, Governor   State of Alaska

Karleen K. Jackson, PhD, Commissioner   Department of Health and Social Services

Barbara Thompson, Interim Commissioner   Department of Education and Early Development

Pre-K–2nd Grade Social & Emotional Learning

Pre-K-2

Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

SEL Standards	Objective	Activities/Examples
1A. Students demonstrate an awareness of their emotions	**I am aware of what I am feeling.** ● Recognize and label emotions/feelings ● Describe their emotions and the situations that cause them (triggers)	Positive Action Unit 1 "I" statements Kelso Choices Bucket Filling Literature Tough Kids Social Skills Smart Start Smart Kids (Mulkey & M. prick) Bully Blockers (Bill Jensen) Auto B Good SuperFlex Second Step How Does Your Engine Run Mindfulness Growth Mindset Author Julia Cook (30+titles SEL)
1B. Students demonstrate awareness of their personal and physical traits	**I know what I do well, and know what areas I can work on.** ● Identify their likes and dislikes ● Describe things they do well ● Describe an activity/task in which they may need help in order to be successful	Positive Action Unit 2 Student of the Week poster Auto B Good Student Lead Conferencing/goal setting Second Step How Does Your Engine Run
1C. Students demonstrate awareness of their external supports	**I am aware of the supports I have around me.** ● Identify an adult they trust ● Explain situations in which they need to seek adult help (big problem/small problem). ● Understand how and where to get help in an emergency situation	The Great Body Shop Bully Blockers (Bill Jensen) Super Flex Capturing Kids' Hearts
1D. Students have a sense of personal responsibility	**I am aware of and accept my responsibilities.** ● Understand that school-wide expectations and responsibilities promote a safe and productive environment ● Accept that there are positive and negative consequences for their choices and actions ● Acts responsibly when using other people's property	Guidelines for Success Love & Logic Auto B Good SuperFlex CHAMPS Ch. 7 & 8 Check In Check Out Positive Action Unit 5

1E. Students have an awareness of personal safety and appropriate boundaries	**I am able to assert myself and advocate for my own safety when necessary.** ● Differentiate between safe and unsafe touch ● Identify safe adults to help	The Great Body Shop Bully Blockers Tough Kids Social Skills Positive Action Unit 5

Pre-K-2
Self-Management: 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.

SEL Standards	**Objective**	**Activities/Examples**
2A. Students demonstrate ability to manage their emotions constructively	**I can manage my emotions in a way that is appropriate.** ● Identify ways to calm themselves ● Demonstrate constructive ways to deal with upsetting emotions ● Walk away/remove themselves from a triggering event	Positive Action Unit 3 Great Body Shop Kelso Choices Strong Start Go Noodle SEL Stop & Think Second Step Auto B Good SuperFlex How Does Your Engine Run
2B. Student demonstrates honesty and integrity	**I can act in an honest manner.** ● Distinguish between a truth and a lie ● Analyze the consequences of lying and/or breaking classroom/school rules ● Understand the importance of telling the truth	Positive Action Unit 5 Auto B Good Second Step CKH Social Contract
2C. Student demonstrates ability to set and achieve goals	**I can set and achieve goals that will help me to be successful.** ● Identify a goal (wish, dream) ● Identify the steps needed to perform a routine task or accomplish a goal ● Describe something they have accomplished.	Positive Action Unit 6 Auto B Good NWEA Goal Setting SuperFlex CHAMPS chpt 8 Intervention C Goal Setting (R. Sprick) Student Led Conferences Check In Check Out

Pre-K-2
Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

SEL Standards	**Objective**	**Activities/Examples**
3A. Student demonstrates awareness of other people's emotions and perspectives	**I care about the feelings and viewpoints of others.** ● Predict how others are feeling based on their facial expressions and body language ● Recognize words and actions that hurt others	Positive Action Unit 4 Second Step Bucket Filling Stop & Think Auto B Good Smart Kids (Mulkey, M. Sprick) Tough Kids Social Skills Book Love & Logic
3B. Student demonstrates consideration for others and desire to positively contribute to the community	**I care about others and do my part to make my community better.** ● Recognize and name how others within their school, home, and greater community help them ● Identify how they help others (e.g. feed the dog, share, and clean up when asked) ● Express how they feel about helping others	Positive Action Unit 4 Second Step Bucket Filling Auto B Good Super Flex
3C. Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	**I care about and respect the individual differences of others.** ● Describe ways that people are similar and different ● Name positive human qualities in others that cross all cultures and groups	Positive Action Unit 4 Auto B Good Bucket Filling Bully Blockers (Diversity Lessons, Bill Jensen author)

3D. Student can read social cues	**I care about how I perceive others and how they perceive me.** ● Understand the importance of respecting personal space ● Appropriately engage in play with others (i.e. introduce self, ask permission, join in, and invite others to join in) ● Wait their turn, observe the situation, and know when it's appropriate to respond	Positive Action Unit 3 Auto B Good Second Step Super Flex Smart Kids (Mulkey, M. Sprick) Tough Kids Social Skills Book

Pre-K-2
Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

SEL Standards	Objective	Activities/Examples
4A. Student uses positive communication and social skills to interact effectively with others	**I will interact well with others.** ● Pay attention to others when they are speaking ● Demonstrate the use of verbal etiquette (use please, thank you, excuse me, etc.) ● Take turns and share with others	Positive Action Unit 3-4 Great Body Shop Auto B Good Second Step Kagan Team building and structures Smart Kids (Mulkey, M. Sprick) Tough Kids Social Skills Book CKH Social Contract
4B. Student develops constructive relationships	**I will work on having constructive relationships.** ● Identify relationships they have with others ● List traits of a good friend ● Design a plan for making friends	Positive Action Unit 4 Great Body Shop Auto B Good Bully Blockers (Bill Jensen, author) Smart Kids (Mulkey, Tough Kids) Soc. Skill
4C. Student demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways	**I will deal with interpersonal conflicts constructively.** ● Identify interpersonal problems they need adult help to resolve ● Recognize there are many ways to solve conflicts and practice solving problems using a menu of choices	Positive Action Unit 3 Great Body Shop Auto B Good Love and Logic Second Step Super Flex Bully Blockers (Bill Jensen, author) CKH Social Contract

Pre-K-2
Responsible Decision-Making: 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.

SEL Standards	Objective	Activities/Examples
5A. Student uses effective decision-making skills	**I can make good decisions.** ● Describe ways to promote the safety of themselves and others. ● Recognize that they have choices in how to respond to situations. ● Implement thought, actions, and feelings circle	Positive Action Unit 3 Super Flex Love and Logic Stop & Think Bully Blockers (Bill Jensen, author) Smart Kids (Mulkey, M. Sprick) Tough Kids Social Skills Book
5B. Students identify problem and consider multiple consequences	**I can solve problems.** ● Identify the problem ● Identify a range of decisions that students make at school ● Predict consequences for different decisions	Positive Action Unit 6 Auto B Good Love and Logic Super Flex Bully Blockers (Bill Jensen, author) Tough Kids Social Skill Book (Susan Sheridan, PhD author)

3rd – 5th Grade Social & Emotional Learning

3-5

Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

SEL Standards	Objective	Activities/Examples
1A. Students demonstrate an awareness of their emotions	**I am aware of what I am feeling.** ● Distinguish among intensity levels of their emotions ● Describe how they physically respond to emotion ● Recognize and label emotions and discuss how they are linked to behavior	Positive Action Units 1, 3, 6 Capturing Kids Hearts: Good Things Class Meeting I-Statements Stop & Think CICO Great Body Shop
1B. Students demonstrate awareness of their personal and physical traits	**I know what I do well, and know what areas I can work on.** ● Describe the personal qualities they possess that make them successful members of their school community ● Describe and prioritize personal skills and interests that they want to develop	Positive Action Units 1, 4, 5 Self-Affirmations Student led conferences Lunch-time Friendship Groups/Lunch Bunch Great Body Shop
1C. Students demonstrate awareness of their external supports	**I am aware of the supports I have around me.** ● Recognize qualities of positive role models ● Identify positive adults in various facets of their lives ● Identify peer, home, and school resources they can access to help solve problems	Kelso's Choices Positive Action Units 1, 4, 5, 6 Capturing Kids' Hearts Great Body Shop
1D. Students have a sense of personal responsibility	**I am aware of and accept my responsibilities.** ● Choose to do school work/chores without being reminded ● Define what it means to be responsible and can identify things for which they are responsible ● Explain the benefits of being responsible	Positive Action Unit 3 Responsibility Chart Class Jobs CHAMPs Safe and Civil Schools Great Body Shop
1E. Students have an awareness of personal safety and appropriate boundaries	**I am able to assert myself and advocate for my own safety when necessary.** ● Differentiate between safe and unsafe touch ● Identify safe adults to help	The Great Body Shop Human Growth and Development Lesson in 4th/5th grades Personal Safety Lesson

3-5

Self-Management: 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.

SEL Standards	Objective	Activities/Examples
2A. Students demonstrate ability to manage their emotions constructively	**I can manage my emotions in a way that is constructive and appropriate.** ● Use self-monitoring strategies (self-talk) to regulate emotions ● Show skills in handling pressure situations (e.g. calm down, walk away, and seek help or mediation) ● Demonstrate an ability to present their own perspective (I-messages)	Positive Action Unit 3 Zones of Regulation Stop & Think Strategies Cool down passes/areas Great Body Shop

2B. Student demonstrates honesty and integrity	**I can act in an honest manner.** ● Show willingness to tell the truth in a difficult situation, while honoring personal boundaries ● Identify reasons why honesty is a valued trait ● Analyze the outcomes of dishonesty	Positive Action Unit 5 Guidelines for Success Virtues Project Responsibility Chart Great Body Shop CKH Social Contract
2C. Student demonstrates ability to set and achieve goals	**I can set and achieve goals that will help me to be successful.** ● Describe why participating in their education is important in helping them achieve personal goals ● I can turn problems into positive opportunities ● Describe the steps in setting and working toward goals ● Evaluate what they might have done differently to achieve greater success on a recent goal ● Distinguish between long term and short term goals	Positive Action Unit 6 Goal Setting--MAP Student Behavior Contracts Growth Mindset Great Body Shop

3-5

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

SEL Standards	Objective	Activities/Examples
3A. Student demonstrates awareness of other people's emotions and perspectives	**I care about the feelings and viewpoints of others.** ● Predict how their own behavior affects the emotions of others ● Define the terms perspective/point of view ● Use listening skills to identify the feelings/perspectives of others	Positive Action Unit 4 Great Body Shop Class Meeting CKH Lunch-time Friendship Groups/Lunch Bunch
3B. Student demonstrates consideration for others and desire to positively contribute to the community	**I care about others and do my part to make my community better.** ● Describe what they learned about themselves in helping out others ● Identify roles they have that contribute to their school, home, and neighboring community ● Work together with peers to address a need	Positive Action Unit 4 Bucket Filling School-wide positive reinforcers Peer Mentors Grade Level Buddies Great Body Shop
3C. Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	**I care about and respect the individual differences of others.** ● Identify contributions of various social and cultural groups ● Recognize that people from different cultural and social	Title I family events ANSEP JNYO Community presenters 4th Grade Social Studies
3D. Student can read social cues	**I care about how I perceive others and how they perceive me.** ● Describe tone and how it is used to communicate to others ● Describe the impact of body language and facial expressions in communication ● Develop awareness that social cues may be different among various groups	Class Meetings Role Play Zones of Regulation Student led class presentations Positive Action Unit 4

3-5

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

SEL Standards	Objective	Activities/Examples
4A. Student uses positive communication and social skills to interact effectively with others	**I will interact well with others.** ● Give and receive compliments in a genuine manner ● Use attentive listening skills to foster better communication ● Demonstrate good sportsmanship ● Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)	Class Meetings Put-ups Bucket Filling PE curriculum Extra-Curricular Acts Kagan Positive Action Unit 4 CKH Social Contract
4B. Student develops constructive relationships and a sense of belonging in the school environment	**I will work on having constructive relationships.** ● Recognize the difference between positive and negative relationships ● Understand the difference between safe and risky behaviors in a relationship ● Identify a problem in a relationship and seek appropriate assistance	Positive Action Unit 4 & 5 Great Body Shop Class Meetings Friendship Groups
4C. Student demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways	**I will deal with interpersonal conflicts constructively.** ● Show an understanding of conflict as a natural part of life ● Describe causes and effects of conflicts ● Distinguish between destructive and constructive ways of dealing with conflict ● Activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.)	Positive Action Unit 4-5 Class Meeting Role Playing CHAMPS

3-5

Responsible Decision-Making: 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.

SEL Standards	Objective	Activities/Examples
5A. Student uses effective decision-making skills	**I can make good decisions.** ● Describe the steps of a decision-making model ● Generate alternative solutions to problems and predict possible outcomes ● Effectively participate in group decision-making processes ● Implement thought, actions and feelings circle	Positive Action Unit 2, 4 CICO Kagan Kelsos Choice Lunch-time Friendship Groups/Lunch Bunch
5B. Students identify problem and consider multiple consequences	**I can identify positive solutions to problems.** ● Predict consequences for different decisions ● Evaluate how decisions affect others ● Demonstrate refusal skills for resisting pressure to engage in unsafe or unethical activities	Positive Action Unit 2, 4 Stop & Think 4 questions strategy from CKH Student Behavior Contracts

6ᵗʰ – 8ᵗʰ Grade Social & Emotional Learning

6-8
Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

SEL Standards	Objective	Activities/Examples
1A. Students demonstrate an awareness of their emotions	**I am aware of what I am feeling.** ● Recognize negative emotions as indicators of situations in need of attention ● Analyze emotional states that contribute to or detract from their ability to problem solve ● Explain the possible outcomes associated with the different forms of communicating emotions	CKH Teen Leadership Ch. 2-3 Positive Action Unit 5 Teen Health
1B. Students demonstrate awareness of their personal traits	**I am aware of my traits, know what I do well, and know what areas I can work on.** ● Analyze how personal qualities and temperaments influence choices and successes ● Apply self-reflection techniques to recognize their strengths, weaknesses, and potential ● Implement a plan to build on strengths, meet a need, or address a challenge	CKH Teen Leadership Ch. 2-3 Positive Action Unit 5 Teen Health
1C. Students demonstrate awareness of their external supports	**I am aware of the supports I have around me.** ● Have awareness of where to go for support when in need ● Evaluate the benefits of participating in extracurricular activities ● Recognize outside influences on the development of personal characteristics and discern whether those influences are supportive or non-supportive	Helping Kids Succeed - Alaskan Style (Asset Building) CKH Teen Leadership Ch. 2-3 Positive Action Unit 5 Teen Health Capturing Kids' Hearts
1D. Students have a sense of personal responsibility	**I am aware of and accept my responsibilities.** ● Identify the areas of school and life that are within their control ● Analyze the short and long term outcomes of safe, risky, and harmful behaviors ● Define their responsibility for the outcomes involved in safe, risky, and harmful behaviors	Teen Health CKH Teen Leadership Ch. 5 Positive Action Unit 5

6-8
Self-Management: 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.

SEL Standards	Objective	Activities/Examples
2A. Students demonstrate ability to manage their emotions constructively	**I can manage my emotions in a way that is constructive and appropriate.** ● Apply strategies to manage stress and to motivate successful performance ● Reflect on possible consequences, both positive and negative, before expressing an emotion ● Generate ways to develop positive attitudes (optimism)	CKH Teen Leadership, Ch. 2-3 Positive Action Unit 3 Teen Health

2B. Student demonstrates honesty and integrity	**I can act in an honest manner.** ● Activate personal integrity as a tool to resist negative peer pressure ● Evaluate how honesty contributes to lifelong success and relationship building	CKH Teen Leadership, Ch. 2-3 Positive Action Unit 5 Teen Health CKH Social Contract
2C. Student demonstrates ability to set and achieve goals	**I can set and achieve goals that will help me to be successful.** ● Apply goal-setting skills to promote academic success ● Set a positive social interaction goal ● Demonstrate goal-setting skills relating to potential career paths ● Demonstrate perseverance to achieve long-and short-term goals	CKH Teen Leadership Ch. 2-3 Positive Action Unit 6 Teen Health

6-8

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

SEL Standards	Objective	Activities/Examples
3A. Student demonstrates awareness of other people's emotions and perspectives	**I care about the feelings and viewpoints of others.** ● Analyze ways their behavior may affect the feelings of others and adjust accordingly ● Provide support and encouragement to others in need ● Show respect for other people's perspectives	Positive Action Unit 4 Teen Health CKH Social Contract
3B. Student demonstrates consideration for others and desire to positively contribute to the community	**I care about others and do my part to make my community better.** ● Explain how their decisions and behaviors affect the wellbeing of their school and community ● Explore a community or global need and generate possible solutions	CKH Teen Leadership Community Service Positive Action Unit 4 Student Government NJHS
3C. Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	**I care about and respect the individual differences of others.** ● Analyze how people of different groups can help one another and enjoy each other's company ● Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and identify ways to address this	Positive Action Unit 4 Teen Health CKH Social Contract Counseling Bullying/Harassment Prevention Curriculum
3D. Student can read social cues	**I care about how I perceive others and how they perceive me.** ● Analyze social situations and appropriate responses to those situations (e.g. school dance, peer pressure situations, cliques, public speaking) ● Recognize the personal boundaries of themselves and others (friends, family members, and teachers)	Positive Action Unit 4 Teen Health

6-8

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

SEL Standards	Objective	Activities/Examples
4A. Student uses positive communication and social skills to interact effectively with others	**I will interact well with others.** ● Use leadership and teamwork skills to work effectively in diverse teams ● Differentiate between passive, assertive, and aggressive responses ● Practice reflective listening	Capturing Kids' Hearts Teen Health - Building Character and Preventing Bullying CKH Teen Leadership, Ch. 1. 8 Positive Action Unit 4
4B. Student develops constructive relationships and a sense of belonging in the school environment	**I will work on having constructive relationships.** ● Distinguish between positive and negative peer pressure and demonstrate strategies for resisting negative peer pressure ● Involve themselves in positive activities with their peer group ● Demonstrate ability to be true to personal values when choosing friendships	Capturing Kids' Hearts Teen Health - Building Character and Preventing Bullying CKH Teen Leadership, Ch 1, 8 Positive Action Unit 4
4C. Student demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways	**I will deal with interpersonal conflicts constructively.** ● Identify the roles of individuals in conflict and understand their responsibility in reaching resolution ● Apply conflict resolution skills to de-escalate, defuse, and resolve differences ● Identify how all parties in conflict might get their needs met (win-win) ● Identify positive supports to go to in a conflict situation/crisis	Teen Health - Building Character and Preventing Bullying Restorative Circles CKH Teen Leadership Ch. 7 Positive Action Unit 4 Counseling Bullying/Harassment Prevention Curriculum

6-8

Responsible Decision-Making: 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.

SEL Standards	Objective	Activities/Examples
5A. Student uses effective decision-making skills	**I can make good decisions.** ● Identify and apply the steps of systematic decision-making ● Evaluate strategies for avoiding risky behavior ● Use refusal skills to avoid peer pressure ● Implement thought, actions and feelings circle	CKH: Four Questions CKH Teen Leadership Ch. 5 Building Assets #31-32 Positive Action Unit 6
5B. Demonstrate ethical decision-making and social responsibility	**I consider ethical, safety, and societal factors in making decisions** ● Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions ● Analyze the reasons for school and societal rules	CKH Teen Leadership, Ch. 5 Building Assets #32 CKH Social Contract Positive Action Unit 4, 6

9th – 12th Grade Social & Emotional Learning

9-12

Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

SEL Standards	Objective	Activities/Examples
1A. Students demonstrate an awareness of their emotions	**I am aware of what I am feeling.** ● Distinguish their real feelings from how others expect them to feel ● Describe the external event or internal cognition that triggered an emotion ● Understand the effect of self-talk on emotions ● Describe how changing their interpretation of an event can alter how they feel about it ● Use self-reflection to make sure their emotions are in line with the truth of a situation ● Acknowledge an emotion and determine the appropriate time and place to safely digest it	Restorative Circles (San Francisco Unified School District website) CKH Teen Leadership Community Time Built into Human Relations classes Pearson Health-9th
1B. Students demonstrate awareness of their personal traits	**I am aware of my traits, know what I do well, and know what areas I can work on.** ● Identify things about themselves that they cannot change and devote their energy to something they can change ● Recognize their personal learning style/intelligence and find ways to employ those styles ● Explore possible career and volunteer opportunities based on their identified interests and strengths ● Find and enhance an affinity ● Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly ● Show self-esteem based on accurate assessment of self	Personal Learning Plans that include short and long term goals. Weekly 1-1 meetings with Mentors. Phlight Club AKCIS Adventures in Adulting QPR Positive action Kit 1: Life's Big Question: "Who Am I?" Focuses students on who they are and who they want to become.
1C. Students demonstrate awareness of their external supports	**I am aware of the supports I have around me.** ● Identify school support personnel and have knowledge of when and how to use them ● Identify organizations in their community that provide opportunities to develop their interests or talents ● Activate community resources to help them achieve their goals ● Access safety networks for self and others ● Have constructive support systems in place that contribute to school and life success	Phlight Positive Actions Kit 1: Life's Big Question: "Who Am I?" Focuses students on who they are and who they want to become. CKH Teen Leadership CKH

| **1D.** Students have a sense of personal responsibility | **I am aware of and accept my responsibilities.**
● Analyze the effect taking responsibility or not taking responsibility can have on themselves and others
● Describe how taking personal responsibility can lead to success
● Demonstrate an ability to take responsibility for their choices
● Realize the level of control they have over their own lives and act accordingly
● Take the role of a personally responsible citizen promoting the betterment of the community | Teen Leadership
Restorative Circles
Lunch reflections
Positive Action
Kit 1: Life's Big Question: "Who Am I?" Focuses students on who they are and who they want to become. |

9-12

Self-Management: 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.

SEL Standards	Objective	Activities/Examples
2A. Students demonstrate ability to manage their emotions constructively	**I can manage my emotions in a way that is constructive and appropriate.** ● Demonstrate control of their behavior so as not to behave impulsively ● Evaluate the role attitude plays in success (i.e. pessimism vs. optimism) ● Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress ● Demonstrate reframing skills to promote resiliency and optimism ● Incorporate personal management skills on a daily basis and demonstrate effective emotional management as a way of being	English 1 Curriculum Ex; "Simon's Hook" Mindfulness Activities "Safe Haven"-Counseling Area/environment (Project AWARE Counselor) Positive Action Kit 2 Pearson Health "Expressing Anger in Healthy Ways" pg 42
2B. Student demonstrates honesty and integrity	**I can act in an honest manner.** ● Analyze their behavior to determine whether or not they are being authentic ● Analyze whether they are behaving in an honest manner and adjust accordingly ● Show authenticity in their behaviors ● Act with a correlation between their words and their actions (walk the talk)	Restorative Circles CKH Social Contract
2C. Student demonstrates ability to set and achieve goals	**I can set and achieve goals that will help me to be successful.** ● Monitor progress toward achieving a goal, and make adjustments in their plan as needed ● Identify outside resources that can help in achieving a goal ● Set a positive academic goal ● Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement ● Demonstrate an understanding that goal setting promotes lifelong success ● Demonstrate perseverance to achieve long- and short-term goals	Personal Learning Plan (AKCIS) Freshman SOAR Pearson Health- "Setting Goals" pg 522 Counseling Curriculum

2D. Student demonstrates skills to manage action, time, energy, money, possessions, and talent	**I can use management skills to reach my goals.** ● Use time management, organizational and study skills ● Demonstrate the ability to delay immediate gratification for long-term rewards	Positive Action Kit 3 AKCIS Personal Finance

9-12

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

SEL Standards	**Objective**	**Activities/Examples**
3A. Student demonstrates awareness of other people's emotions and perspectives	**I care about the feelings and viewpoints of others.** ● Identify verbal, physical, and situational cues that indicate how others may feel ● Use conversational skills to understand the perspective of others ● Demonstrate ways to express understanding of those who hold different opinions ● Demonstrate ways to express empathy for others ● Differentiate between the factual and emotional content of what a person says ● Express empathy towards others ● Value and learn from the perspectives of others	Restorative Circles Thematic History Lesson Pearson Health - empathy pg. 126 English 1 Curriculum Ex; "Night" CKH Teen Leadership
3B. Student demonstrates consideration for others and desire to positively contribute to the community	**I care about others and do my part to make my community better.** ● Work cooperatively with others to implement a strategy to address a need in the broader community ● Evaluate the impact of their involvement in an activity to improve their school or community ● Participate in activities that show they are agents for positive change within their community/world ● Analyze their responsibilities as involved citizens of a democratic society	Community Time Civil Injustice Projects English 1 Curriculum CKH Teen Leadership
3C. Student demonstrates an awareness of cultural issues and a respect for human dignity and differences	**I care about and respect the individual differences of others.** ● Demonstrate respect for individuals from different social and cultural groups ● Participate in cross-cultural activities and reflect on how they were responsive to the setting they were in ● Evaluate strategies for being respectful of others and opposing stereotyping and prejudice ● Evaluate how advocacy for the rights of others contributes to the common good. 　● Show sensitivity to the cultural setting they are in and a willingness to adapt as necessary	Project based learning in history courses English II Curriculum
3D. Student can read social cues	**I care about how I perceive others and how they perceive me.** ● Evaluate how society and cultural norms and mores have an effect on personal interactions ● Read social cues and recognize the impact of their reactions to those cues ● Recognize and respond to social cues in a manner that contributes to their life-long success	CKH Teen Leadership CKH Social Contract

9-12

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

SEL Standards	Objective	Activities/Examples
4A. Student uses positive communication and social skills to interact effectively with others	**I will interact well with others.** ● Demonstrate strategies for collaborating with peers, adults, and others in the community to move group efforts forward ● Use leadership and teamwork skills to work effectively in diverse teams ● Offer and accept constructive criticism in order to make improvements ● Work to maintain an objective, non-judgmental tone during disagreements ● Use assertive communication to get their needs met without negatively impacting others ● Empower, encourage, and affirm themselves and others through their interactions	Community Time Civil Injustice Project Pearson Health "Resolving Conflict"-pg.127 The Fourth "R" Curriculum
4B. Student develops constructive relationships and a sense of belonging in the school environment	**I will work on having constructive relationships.** ● Understand the benefits of setting limits for themselves and others (boundaries) ● Practice strategies for maintaining positive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, practice forgiveness.) ● Understand the value of mentors ● Actively participate in a healthy support network of valued relationships ● Independently seek out relationships that support their development through life	Teen Leadership CKH Phlight-student support card
4C. Student demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways	**I will deal with interpersonal conflicts constructively.** ● Analyze how listening and talking accurately help in preventing and resolving conflicts ● Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety ● Access conflict resolution and problem-solving resources (i.e. security, trusted adults, peer mediators, counselors) ● Demonstrate an ability to co-exist in civility in the face of unresolved conflict ● Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively ● Evaluate and reflect on their role in a conflict and utilize this information to better their behavior in future conflicts	Restorative Circle CKH Social Contract

9-12

Responsible Decision-Making: 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.

SEL Standards	Objective	Activities/Examples
5A. Student uses effective decision-making skills	**I can make good decisions.** ● Evaluate how external influences (e.g. media, peer, cultural norms) affect their decision making ● Consider ethical, safety, and societal factors when making their decisions ● Implement thought, actions and feelings circle ● Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices	Personal Learning Plans AKCIS Pearson Health Counseling Curriculum
5B. Demonstrate ethical decision-making and social responsibility	**I consider ethical, safety, and societal factors in making decisions.** ● Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions ● Analyze the reasons for school and societal rules	Pearson Health CKH Teen Leadership Counseling Curriculum

Alaska Department of Education & Early Development Strategic Plan

Meeting
Alaska's
Education
Challenge
Together

Together, we will meet Alaska's education challenge by honoring our heritage, innovating for the future, and prioritizing for today's fiscal challenges

ALASKA DEPARTMENT OF
EDUCATION
& EARLY DEVELOPMENT

Public Commitments

Increase Student Success
Success will be identified using multiple measures as part of a rich and varied curriculum.

Cultivate Safety and Well-Being
All schools will be safe and nourish student well-being.

An excellent education for every student every day

Support Responsible and Reflective Learners
Families, tribes, educators, and communities will provide relevant learning opportunities.

Children who come to school healthy and safe are better able to learn.

Improve the safety and well-being of students through school partnerships with families, communities, and tribes

Alaskans have no greater shared responsibility than to create the conditions that enable our children to be happy and healthy and to achieve their fullest potential. We know that student safety and well-being are essential for success in learning.

Research and practical experience both suggest that children who are safe and well are better able to learn, make friends, and set ambitious goals for their future. Research also indicates that schools that are warm and inviting, build meaningful relationships with every student, address students' physical and mental health needs, and enjoy broad community support see more student success than schools without these assets. Together, through partnerships with families, communities, and tribes, we can all improve the safety and well-being of Alaska's students and create a brighter future.

One in 13 **students in grades K–12 received a suspension**

Source: 2016-17 school year K–12 student suspension data compiled by the Department of Education & Early Development. A review of the data suggests that most of these suspensions and expulsions were for nonviolent and non-safety-related incidents.

Prioritized Strategies

These are examples of strategies that DEED, school districts, and individuals will use to meet the trajectories.

How can we improve the safety and well-being of students?

- Create sustainable and positive school climates that are safe, supportive, and engaging for all students, staff, and communities

- Provide supports for schools, communities, and families that are responsive to the needs of children who have experienced serious hardships in their lives

- Increase health- and safety-focused partnerships between schools and their communities

- Increase access to nursing and counseling services

- Increase awareness of, and provide supports for, the mental and physical health needs of children in our schools

- Provide and encourage training for schools on best practices to improve school climate

- Provide supports for all public schools to keep students and staff members safe

- Increase and promote partnerships between schools and community and tribal nursing/health and counseling services

- Increase and support partnerships between schools and law enforcement agencies

What Progress Looks Like By 2025

- ✓ **The number of students who report on the 2025 Alaska Youth Risk Behavior Survey that they did not go to school on one or more of the last 30 days because they felt unsafe will decrease by 35 percent**

- ✓ **The number of students suspended from school for nonviolent and non-safety-related incidents in a given school year will decrease by at least 15 percent**

BUILD UNDERSTANDING
Building shared understanding of how trauma impacts learning

- Shared understanding of trauma and the biology of toxic stress
- Adult co-regulation skills
- Strategies for building learning brains
- School-wide resilience centered practices

RESPECT
Creating a supportive school climate and environment

- Physical, emotional, cultural, and academic safety
- Culturally responsive teaching and learning environment
- School-wide positive behavior supports (e.g restorative practices, PBIS)
- Youth voice and leadership

MODEL
Supporting adults in developing and using their own SEL skills to foster relationships

- Adult SEL skills and self-regulation
- Supportive relationships with students
- Strong family-school partnerships
- Collegial and supportive staff relationships

CO-CREATE
Collaborating through authentic partnerships to integrate culture and transform education systems

- Community dialogue and conversation
- Partnerships for cultural integration in teaching and learning
- Community strength and resilience as the foundation
- Regular and ongoing communication loop between school and community

TEACH & PRACTICE
Directly teaching culturally responsive SEL skills with opportunities to practice these skills throughout the school day and after school

- Common language to identify and discuss SEL skills (e.g. SEL learning standards)
- Direct SEL skill instruction
- Teaching strategies and routines that reinforce SEL skill practice in academics
- School day SEL reinforced during afterschool time (in sports, activities, at home)

SUPPORT
Aligning and integrating culturally responsive SEL into district and school infrastructure

- Shared vision, goals, action plan
- Policies and practices (e.g. RTI/ MTSS, teaching framework)
- Ongoing job embedded professional learning
- Regular examination of data and progress towards goals

Culturally Responsive Embedded Social & Emotional Learning (CRESEL)
Resilient Students, Families & Schools

K-12 In Alaska

Investing in Effective Measures
to Ensure Student Success in Life

Prepared by Mark A Foster (MAFA)

Prepared for House/Senate Education Committee Joint Meeting

April 24, 2019

Disclosures, Caveats & Limitations
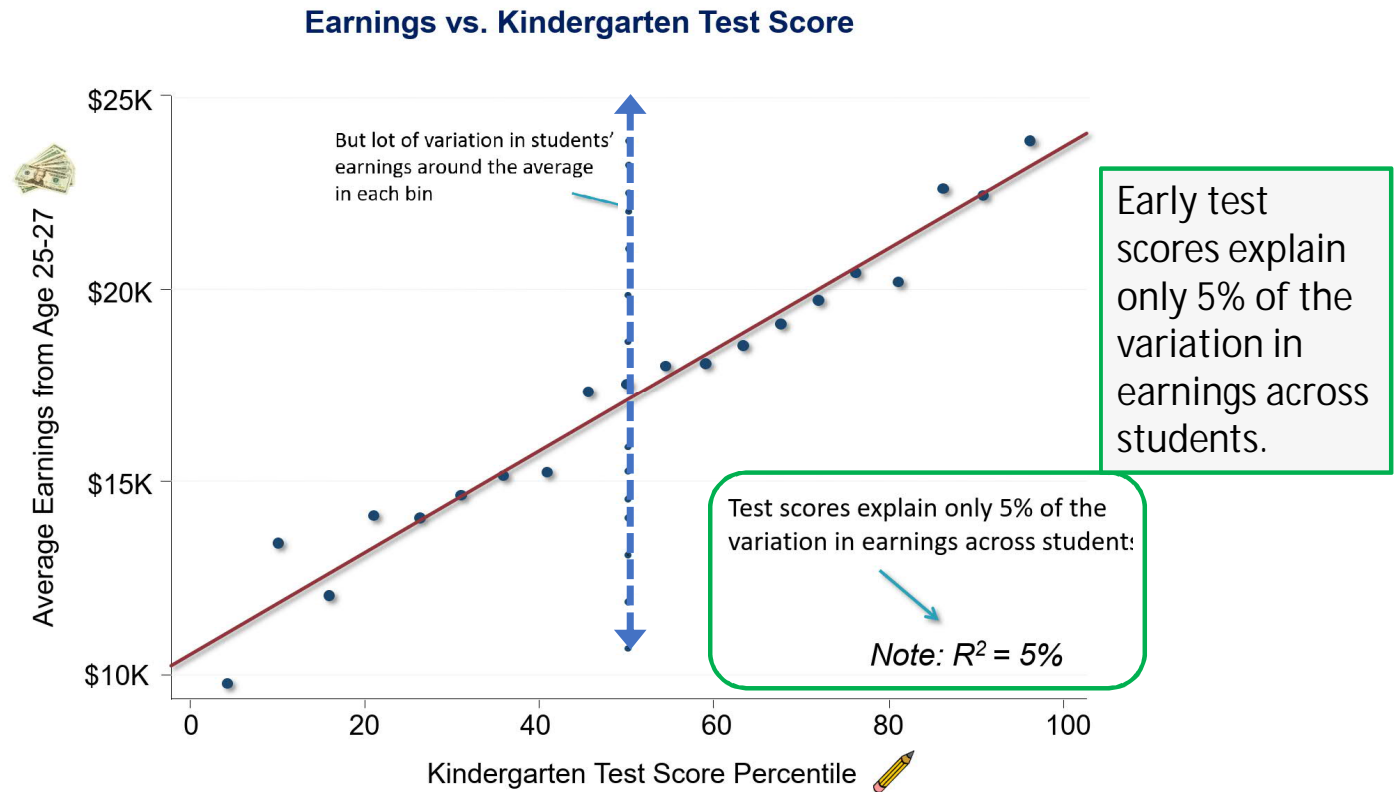
Disclosures

1. Mark A Foster & Associates (MAFA) has been retained by Senator Von Imhof to assist in the compilation and analysis of what drives student success and what education initiatives look most promising to deliver effective, efficient and affordable education services for all Alaskan students

2. Mark Foster was appointed to fill a short term vacancy on the Anchorage School Board, Seat A (October 2018-April 2019).

3. Mark Foster served as the Director, Office of Management & Budget, and CFO for the Anchorage School District from 2012-2016. Mr. Foster was the project manager on the Evidence Based Model for ASD (April 4, 2016).

4. MAFA has consulted for a wide range of private and public sector clients across multiple sectors in Alaska, U.S. and Internationally since 1994.

5. Mark Foster graduated from Lathrop High School in Fairbanks in 1979.

Caveats & Limitations

1. NAEP and PEAKS Standards Based Tests provide one summative approach to assessing student academic performance. Variation in student test scores are frequently correlated with poverty and related factors. The Gates Foundation Measuring Effective Teaching Project and subsequent research supports the use of student growth and proficiency as one domain to assess the value that teachers and schools contribute toward student academic success.

2. Standards Based Tests are only modestly correlated with success in life (Raj Chetty)

3. Social skills tend to be better predictors of success in life (Kirabo Jackson, Raj Chetty)

What drives success in life?

Chetty et al., early test scores as ~5% of success in life as measured by earnings age 25-27

Earnings vs. Kindergarten Test Score

But lot of variation in students' earnings around the average in each bin

Early test scores explain only 5% of the variation in earnings across students.

Test scores explain only 5% of the variation in earnings across students

Note: R^2 = 5%

Y-axis: Average Earnings from Age 25-27 ($10K, $15K, $20K, $25K)
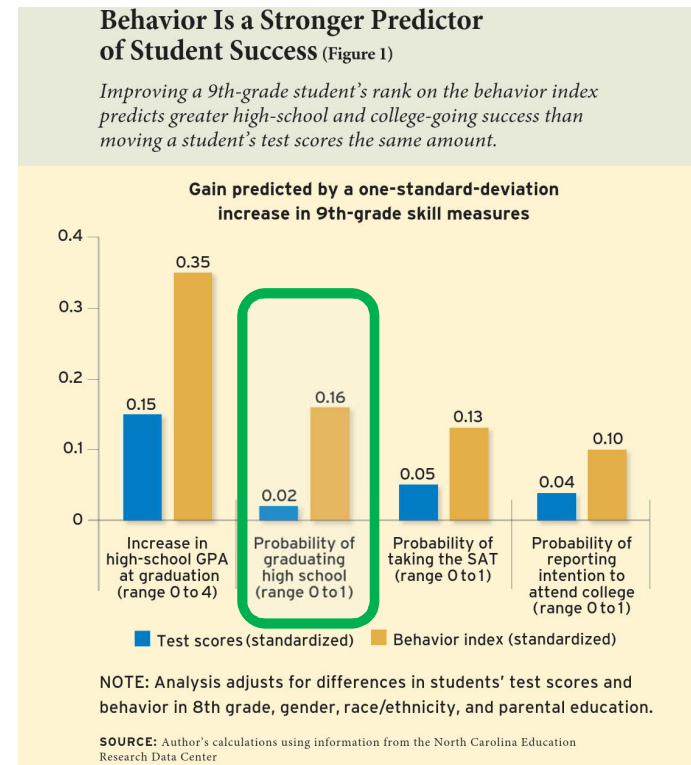X-axis: Kindergarten Test Score Percentile (0, 20, 40, 60, 80, 100)

What drives success in life?

Jackson,

Social skills as primary driver of success in school and success in life; teachers impact on social skills is more predictive of students' longer term success in graduating high school and going on to success in life

Test scores are often the best available measure of student progress, but they do not capture every skill needed in adulthood. A growing research base shows that non-cognitive (or social-emotional) skills like adaptability, motivation and self-restraint are key determinants of adult outcomes. Therefore, if we want to identify good teachers, we ought to look at how teachers affect their students' development across a range of skills – both academic and non-cognitive.

A robust data set on 9th grade students in North Carolina allows me to do just that.

I find that, while teachers have notable effects on both test scores and non-cognitive skills, their impact on non-cognitive skills is 10 times more predictive of students' longer-term success in high school than their impact on test scores.

Behavior Is a Stronger Predictor of Student Success (Figure 1)

Improving a 9th-grade student's rank on the behavior index predicts greater high-school and college-going success than moving a student's test scores the same amount.

Gain predicted by a one-standard-deviation increase in 9th-grade skill measures

Increase in high-school GPA at graduation (range 0 to 4)	Probability of graduating high school (range 0 to 1)	Probability of taking the SAT (range 0 to 1)	Probability of reporting intention to attend college (range 0 to 1)
Test: 0.15 / Behavior: 0.35	Test: 0.02 / Behavior: 0.16	Test: 0.05 / Behavior: 0.13	Test: 0.04 / Behavior: 0.10

■ Test scores (standardized) ■ Behavior index (standardized)

NOTE: Analysis adjusts for differences in students' test scores and behavior in 8th grade, gender, race/ethnicity, and parental education.

SOURCE: Author's calculations using information from the North Carolina Education Research Data Center

Source: C. Kirabo Jackson, "The Full Measure of a Teacher", Education Next, Winter 2019

Transforming Schools:

A Framework for Trauma-Engaged Practice in Alaska
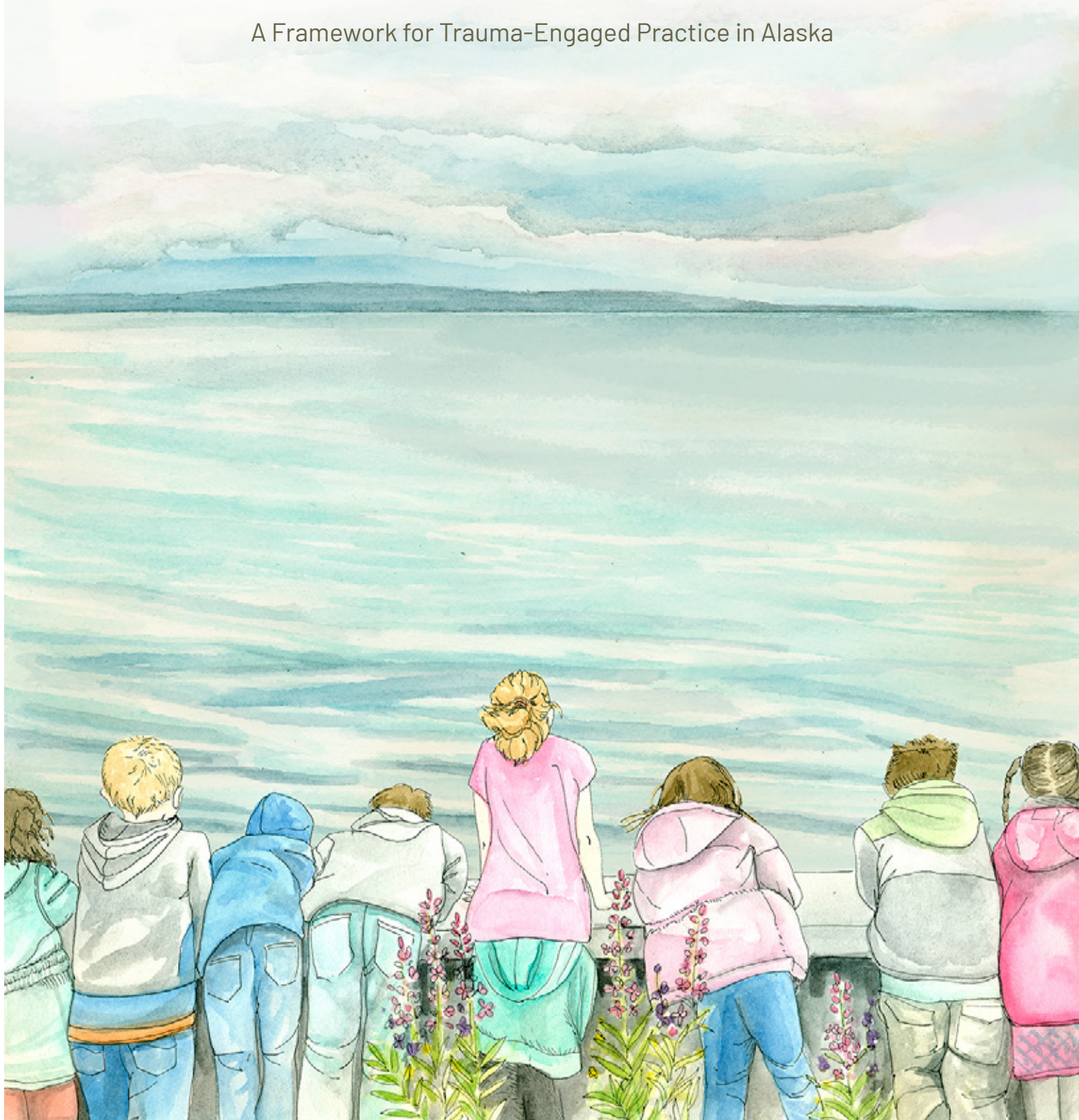
7 SKILL INSTRUCTION

> *"Social and Emotional Learning is making a difference for our students. We have happy learners — students who can focus on academics because they're not sidetracked by a lot of other issues. Our test scores are higher and we have fewer office referrals."*

-Alaska elementary school principal

SUMMARY Schools have an opportunity to build skills with students throughout the school day. This chapter addresses core skills that build resilience and help students engage in learning.

In Our Schools: Devon's Story

Devon is a 2nd grader who lashes out with very little provocation. He trips his classmates when he is angry, and is quick to raise his fists.

COMMON RESPONSE Devon is sent to the principal's office repeatedly. Eventually he is suspended for a day and his family is warned that his behavior is unacceptable. His behavior does not improve and he is at risk of being expelled.

TRANSFORMATIVE RESPONSE Devon's teacher finds a quiet time to talk with him. When she asks why he is so angry, he has difficulty explaining. She arranges for him to talk to the school counselor and Devon is able to share that in the past, he witnessed violence between his father and his father's former girlfriend. School staff work together to support Devon through skill building both in the classroom and individually. Because Devon's whole class is learning self-management and calming techniques, the students practice and model the skills for each other. School staff also work with Devon individually to deepen and practice skills to help him manage frustration, communicate effectively, and understand his decision-making.

Key Research Findings

A review of the research literature by Duke University concludes that skill development is key to mitigating impacts of stress and trauma.[1] A key factor common to competent children – including those in adverse conditions – is the ability to self-regulate attention, emotions, and behaviors.[2] Development of social-emotional competencies in early childhood is correlated with improved learning and academic success, mental health, and general well-being.[3]

Social-emotional skills can be taught. A 2011 research review found that students in social and emotional learning (SEL) programs demonstrated improved self-management skills, positive social behaviors, fewer conduct problems, and less emotional distress compared to a control group. Academic performance was also significantly improved, with an 11 percentage point difference between groups on standardized scores.[4]

The effects last. Ongoing research shows that 3.5 years after social-emotional skill instruction, students performed better on standardized tests than their peers who did not have SEL instruction. Behavior problems, emotional distress, and drug use were significantly lower for students exposed to SEL programs; and development of social and emotional skills and positive attitudes toward self, others, and school were higher.[5] These students also had higher high school and college graduation rates; and were less likely to have a mental health disorder, or become involved with the juvenile justice system.

Structured afterschool programs provide students with an additional opportunity to learn and practice social-emotional skills. Programs that deliberately focus on social-emotional skill development have been linked to improved academics and reduced risk behavior. One preliminary study of the Anchorage School District's Youth Risk Behavior Survey found that students who participated in quality afterschool programs at least two days a week were 28% less likely to miss class without permission, 18% less likely to use alcohol, and 39% less likely to use marijuana.[6]

Self-Regulation and Co-Regulation

When students experience toxic levels of stress, their "flight, fight or freeze" responses are activated. Being on this kind of alert all the time inhibits performance in school and in life. Learning to regulate one's emotional responses is key to coping with stressors. These skills can be taught.

Emotional self-regulation is the ability to manage one's emotions and behavior. It includes not overreacting to upsetting stimuli, calming yourself down when you get upset, adjusting to unexpected change, and handling frustration without an outburst. It is a set of skills that enables people to direct their own behavior towards a goal, despite the unpredictability of the world and our own feelings.

Self-regulation can be disrupted by prolonged or pronounced stress and adversity. It can also be strengthened and taught, particularly through "co-regulation" with parents or other adults.[7]

Co-regulation refers to the way a person adjusts their emotions and behavior through interaction with another person, in order to maintain or regain a regulated state. When adults provide warm and responsive interactions, they support, coach, and model emotional self-regulation. Keeping a student's cultural context in mind is critical.

Social and Emotional Learning

Social and emotional learning enhances students' capacity to deal effectively and ethically with daily tasks and challenges. The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five core competencies:

- ▶ **Self awareness** is the ability to accurately recognize one's own emotions, thoughts, and values; and the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ▶ **Self management** is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself – and the ability to set and work toward personal and career goals. We develop these through instruction and practice, values, and observation.

Flipping Your Lid

Watch Dan Siegel's "Flipping Your Lid: A Scientific Explanation" hand model of the brain on YouTube. Siegel uses a simple visual and kinesthetic illustration to show what happens when the "flight, fight or freeze" response is triggered. When we get upset, the emotional part of the brain takes over and flips the thinking and problem-solving part of the brain out of the way.

Consider Sarah's Story in Deconstructing Trauma (Chapter 2). Sarah's support plan includes developing the skills to regulate her emotional brain. This allows her to access her thinking brain and engage in learning. As a result, Sarah feels safer and more in control, and can spend more time learning.

10: Local Traditional Values Embedded in Social and Emotional Learning Standards

SEL Competencies	Hydaburg City School District Haida Connection	Lower Yukon School District Yup'ik Value Dimension
Self-Awareness	Respect for self, self-help, self-sufficiency, hold yourself up, responsibility for self	Respect for self, knowledge of family tree, humor, respect for nature and animals
Self-Management	Never hold self above another, be humble	Listening, humility, hard work, domestic skills
Social Awareness	Treat children and elders with special care and conduct, Never harm another, Only take what is needed	Respect for Elders and others, love for children, compassion, family roles, helping others
Social Management	Respect for each other, the land, the water, and the air, be caretaker of this world	Sharing, cooperation, community wellness, spirituality

Association of Alaska School Boards, Hydaburg City School District, Lower Yukon School District.

▶ **Social awareness** is the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures; and the ability to understand social and ethical norms for behavior. In many cultures that are collectivist in nature, individuals adjust their own behaviors to meet the expectations of other people and social relations.

▶ **Responsible decision-making** is the ability to make constructive choices about personal behavior based on ethical standards, safety concerns, and social norms as well as a realistic evaluation of consequences, and consideration of the well-being of oneself and others.

▶ **Relationship skills** are the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups and the ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

Many school districts have developed standards for social and emotional learning skills, including sample activities. These standards provide a common language for a school and community to engage in conversation about these skills.

Traditional Values and Community Partnerships

Community values can provide a meaningful foundation for self-regulation and social-emotional skill development. Using students' cultural knowledge, prior experiences, and frames of reference makes learning more effective.[8] **Figure 10** shows how two districts modified social and emotional learning standards from the Anchorage School District to align with their local traditional values.

Community collaboration is key to making social and emotional learning place-based and relevant for students. Community partners can teach and reinforce self-regulation and social-emotional skills through subsistence activities, like butchering a moose, and through sharing traditional stories and language. Local or regional health organizations and nonprofits can also be a resource for skill instruction and practice.

1   Murray, D.W., et al. (2015). *Self-Regulation and Toxic Stress Report 4: Implications for Programs and Practice.* OPRE Report # 2016-97, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

2   Cole, S.F. et al. (2009) *Helping Traumatized Children Learn,* Boston, MA: Massachusetts Advocates for Children.

3   Rhoades, B.L., et al. (2011) *Examining the link between preschool social-emotional competence and first grade academic achievement: The role of attention skills.* Early Childhood Research Quarterly, 26(2): 182-191; Shonkoff, J. & Phillips D. (2000) *From Neurons to Neighborhoods: The Science of Early Childhood Development,* Washington, DC: National Academies Press (US); and Zins, J.E. et al. (2004) The Scientific Base Linking Social and Emotional Learning to School Success. In J. E. Zins, R. P. Weissberg, M. C. Wang, & H. J. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* (pp. 3-22). New York, NY: Teachers College Press.

4   Durlak, J.A., et al. (2011) *The impact of enhancing students' social and emotional learning: A metaanalysis of school-based universal interventions.* Child Development, 82: 405-432.

5   Taylor, R. et al. (2017) *Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects,* Child Development, 88(4):1156–1171.

6   McDowell Group (2018) *Protective Factors for Youth Substance Abuse and Delinquency: The Role of Afterschool Programs,* Prepared for Alaska Afterschool Network.

7   Child Mind Institute. (undated) *How Can We Help Kids With Self-Regulation?* (blogpost)

8   Kalyanpur, M. (2003) *A challenge to professionals: Developing cultural reciprocity with culturally diverse families,* Focal Point, 17(1): 1–6; Bazron, B. et al. (2005) *Creating Culturally Responsive Schools, Educational Leadership,* 63(1): 83–84; Guèvremont, A. & Kohen, D.E. (2012) *Knowledge of an Aboriginal language and school outcomes for children and adults,* International Journal of Bilingual Education and Bilingualism, 15(1): 1-27.

Direct Skill Instruction

Just as students can learn math skills, social and emotional skills can be taught and practiced.

Researchers have found the most effective social-emotional learning approaches have four common attributes, abbreviated as **SAFE**: [9]

- ▶ **S**equenced: a connected and coordinated set of activities to support skill development;

- ▶ **A**ctive: active forms of learning to help youth learn new skills;

- ▶ **F**ocused: at least one component devoted to developing personal or social skills; and,

- ▶ **E**xplicit: targets specific SEL skills rather than positive development in general terms.

Additional findings indicate that the most effective SEL skill instruction format is educators using evidence-based methods in the classroom.[10] Some school districts in Alaska are beginning to adapt evidence-based approaches for various cultural contexts.

SEL Instructional Practices

Integrating skill development and practice into academic content enhances engagement and the learning process. The American Institutes for Research (AIR) has identified ten instructional strategies, including cooperative learning, that can be used in classrooms to support positive learning environments, social-emotional competencies, and academic learning.[11]

Teaching the skills required for collaboration is key to successful cooperative learning. A conversation with students about the skills they need to work effectively in groups makes the social-emotional learning skills visible. Some Alaska districts have adopted cooperative learning approaches district-wide in all K-12 classrooms.

Choosing a Curriculum

There are many social and emotional learning programs and curricula. Each community has different needs and strengths and should choose an appropriate approach. CASEL offers two guides for choosing an evidence-based approach. A 2017 guide from the Wallace Foundation also provides information on SEL approaches with considerations for adapting approaches to the afterschool setting.

Employment Connection

Social and emotional skills are a priority for Alaskan employers. In the document "Want a Great Career?", the Alaska Process Industry Career Consortium describes the social-emotional skills Alaskan employers expect:

Attitudes such as positive outlook, willingness to learn, and respect for others;

Skills and competencies including communication and problem solving; and

Work ethic including honesty and integrity.

Other opportunities to practice SEL skills include:

- ▶ Morning meetings at elementary schools and advisory classes in secondary schools;

- ▶ Peer education with youth leaders teaching social-emotional skills (e.g. Natural Helpers);

- ▶ Specialists reinforcing social-emotional skills during gym, art, music, library;

- ▶ Schoolwide practices such as the Zones of Regulation[12] curriculum or safe zones;

- ▶ Techniques such as "brain breaks", breathing, stretching, yoga, and pressure points; and

- ▶ Afterschool activities and sports.

As with any instructional area, assessment is important. Measuring and assessing students' self-regulation and SEL skills can help districts and schools identify which supports students need and how effective those supports are. American Institutes for Research provides a resource for choosing an assessment tool to measure district or school SEL outcomes.[13]

Skill-Building in Action: Devon's Story

In the scenario at the start of this chapter, Devon had difficulty regulating his emotions and his behavior. In a trauma-engaged school, a response might look like this:

- ▶ His teacher, weary of punitive responses that have no effect, reaches out to Devon in a calm moment when both teacher and student are not agitated.

- ▶ Recognizing Devon needs additional support, the teacher involves the school counselor, who meets with Devon and learns more about what's going on for him.

Infusing Social-Emotional Learning into Academic Content

Social interaction is a fundamental aspect of learning. The Edutopia Foundation (edutopia.org) spotlights what is working in education, including videos and resources about cooperative learning. "Deeper Learning: A Collaborative Classroom Is Key" suggests five activities to bring deep, meaningful collaboration in any academic content area:

▶ Establish group agreements

▶ Teach how to listen

▶ Teach the art of asking good questions

▶ Teach how to negotiate

▶ Model expectations

▶ The teacher and counselor along with the principal coordinate a team response for Devon that includes supports in and out of school.

▶ The class – and ideally the whole school – implements social and emotional skill instruction to help all students improve their ability to manage their emotions and behaviors, and so students can model and reinforce each other's skill development.

IDEAL OUTCOMES Devon's anger and outbursts do not go away, but they become less frequent as Devon gains self-awareness and gradually improves his self-regulation skills. His teacher and classmates learn better self-regulation and learn to better support and communicate with each other. The class is ultimately able to spend more time learning with fewer behavioral challenges.
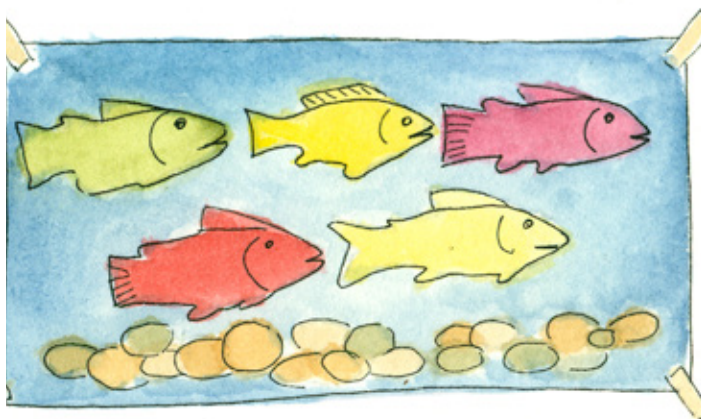
Suggested Steps

1. **Adopt learning standards** for self-regulation and social and emotional skills.

2. **Make place-based and cultural modifications** to these standards in collaboration with the community.

3. **Inventory current programs** and approaches to teaching students self-regulation and social and emotional skills. Build on strengths and identify gaps.

4. **Adopt evidence-based approaches** to augment existing programs.

5. **Include social-emotional learning instruction** in the master schedule for all grades.

6. **Design and facilitate professional learning** for all staff on the standards, direct instruction approach, and ways to integrate social and emotional skill practice into academics.

7. **Reinforce skill development** by collaborating with after-school activity providers, coaches, youth organizations and families.

9   Meta-analysis by Durlak, et al. (2011). See footnote 4.

10 *Ibid*.

11 Yoder, N. (2014) *Teaching the whole child: Instructional practices that support social emotional learning in three teacher evaluation frameworks*. Washington, DC: Center on Great Teachers and Leaders, American Institutes for Research.

12 Kuypers, L. Zones of Regulation: *A Framework to Foster Self-Regulation and Emotional Control*, website.

13 American Institutes for Research. (2015) *Are You Ready to Assess Social and Emotional Development?* toolkit.

Reflections

▶ What social-emotional skills (traditional or community values, employability skills, etc.) are important to your community?

▶ How do you partner with the community to integrate these skills throughout the school day?

▶ How does your school or district teach self-regulation and social-emotional skills?

▶ How are these skills reinforced in academics and throughout the school day?

▶ What are staff beliefs about their role in teaching self-regulation and social-emotional skills?

▶ How can adults in the school community develop the skills to co-regulate with students and model SEL skills?

▶ How does your district or school partner with out-of-school activity providers (afterschool, sports, etc.) to reinforce SEL skill development?

▶ What ideas in this chapter make the most sense for your community?

Key Terms

Emotional self-regulation: The ability to manage one's emotions and behavior. It includes not overreacting to upsetting stimuli, calming yourself down when you get upset, adjusting to unexpected change, and handling frustration without an outburst. It is a set of skills that enables people to direct their own behavior towards a goal, despite the unpredictability of the world and our own feelings.

Co-regulation: The way a person adjusts their emotions and behavior through interaction with another person, in order to maintain or regain a regulated state. When adults provide warm and responsive interactions, they support, coach, and model emotional self-regulation.

Social-emotional learning (SEL): 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.

Want a Great Career?
Alaskan Employers Expect:

Skills/Competencies

Reading
Able to comprehend written material and take appropriate action.

Speaking
Expresses ideas clearly and concisely to individuals and in groups; has good customer communication skills; gives clear directions.

Writing
Spells correctly; writes legibly, expresses ideas clearly and concisely; writes a business letter; & fills out forms properly.

Listening
Able to comprehend what is said and take action.

Math Computation
Able to apply basic skills with accuracy in addition, subtraction, division, multiplication and use of fractions and percentages to accomplish work.

Problem Solving
Can identify source of problem; demonstrates good common sense; is creative and innovative.

Information Management & Technology
Able to use computers to process information; familiar with common technology applications & tools in the workplace.

Knowing How to Learn
Able to teach oneself new skills; able to seek and use new information appropriately.

Applying What is Learned
Possesses various skills including the more complex kinds of thinking, such as reasoning, analysis, and problem solving.

Working with Others
Able to work as a productive team member; able to share information.

Business Process
Eager to learn the principles of business.

Looking for Work
Able and confident to identify job opportunities, to complete a job application, to prepare a résumé, and to promote himself/herself during an interview.

Work Attitudes

Responsible / Self-Disciplined
Is a self-starter; is committed to and accountable for work assigned; does not just do the bare minimum to get the job done; is loyal to the employer.

Willing to Learn/Pride in Doing a Good Job
Is flexible, willing, and able to respond to change in work assignments or learn new technology and new ways of doing things; is willing to do the job over until he/she gets it done right.

Safety-Conscious
Always thinks about safety in every aspect of the job, takes responsibility for his/her own actions and notices and corrects unsafe situations in the workplace; does not always have to be told to use safe procedures; concerned for the safety of others.

Manages Stress and Personal Problems
Deals with job pressures in a positive way; does not let personal problems interfere with getting the work done, either by being distracted at work or by failing to come to work or be on time.

Positive Outlook
Views the good in situations and works constructively to solve problems; has a positive self-image; is self-confident; sets personal goals.

Follows the Rules
Performs tasks in the prescribed manner, doesn't break rules but will help change rules if they should be changed.

Good Team Member
Shares information; works well and credits (praises) other workers; puts the team above personal interests.

Respects Others
Has good manners; shows common courtesy, appreciates multicultural diversity.

Willing to Earn Reward
Able to see long term results of efforts on the job and put in time and effort before expecting a promotion.

Work Values ("Work Ethic")

Honesty and Integrity
Bases actions on a personally held set of values, can be trusted to follow the rules even when supervisors are not present; keeps his/her word.

Good Manners
Always shows courtesy and respect toward others.

Accepts Advice, Supervision, Criticism
Has high self-esteem and does what is asked; accepts criticism and uses it to improve.

Dependability / Follow Through
Works diligently to complete tasks, alerts supervisor to problems or delays so that there are no surprises about work not being done.

Good Attendance / On Time
Can be depended upon to be at work except for very good reasons, such as illness or death in the family; ready to begin work on time.

Accuracy of Work / No Waste
Is careful and avoids mistakes; if mistakes are made, will correct the errors; takes pride in work well done, holds high standards.

Pride & Productivity in Work
Shows initiative; is ambitious, figures out how to get the job done; works as efficiently as possible to get the job done--well.

These critical skills, values, & attitudes were identified by CEOs, personnel directors, and other employer representatives, and revised by Alaska's Youth: Ready for Work, following review by parents, educators, students, & other community members.

APICC
Alaska Process Industry Careers Consortium

http://www.apicc.org

ALASKA QUALITY SCHOOLS INITIATIVE
High Student Academic Standards & Assessment
Family, School, and Community Network
Quality Professional Standards
School Excellence Standards

INDUSTRY SKILLS COALITION AKISC.COM

ALASKA'S INDUSTRY CONNECTION FOR A SKILLED PROFESSIONAL WORKFORCE

Want a Great Career?

EMPLOYABILITY SKILLS
YES
EST 1999

Alaskan Employers Expect:

WORK ATTITUDES

RESPONSIBLE/SELF-DISCIPLINED

Is a self-starter, committed to and accountable for work assigned, does not do just the bare minimum to get the job done.

WILLING TO LEARN/PRIDE IN DOING A GOOD JOB

Is flexible, ambitious, shows initiative, efficient. Willing and able to respond to change in work assignments or learn new technology and new ways of doing things. Willing to do the job over until it is done correctly. Able to see long term results of efforts on the job.

SAFETY-CONSCIOUS

Always thinks about safety in every aspect of the job, takes responsibility for one's own actions. Notices and corrects unsafe situations in the workplace. Does not have to be told to use safe procedures, concerned for the safety of others.

MANAGES STRESS AND PERSONAL PROBLEMS

Manages job pressures constructively. Does not allow personal problems to interfere with work.

POSITIVE OUTLOOK

View the good in situations and works constructively to solve problems, has a positive self-image, is self-confident, sets personal goals.

FOLLOWS THE RULES

Performs tasks in the prescribed manner, does not break rules but will help change rules if needed.

WORKING WITH OTHERS

Is able to work as a productive team member, able to share information, credits and praises others, puts the team above personal interests.

RESPECTS OTHERS

Has good manners, shows common courtesy, appreciates multicultural diversity.

TECHNOLOGY USAGE

Smartphones and tablets have changed the workplace in a short amount of time. Respect your employers technology guidelines.

SKILLS/COMPETENCIES

COMMUNICATION

READ: Has the ability to comprehend written material and take appropriate action.

SPEAK: Be able to express ideas clearly and concisely to individuals and in groups, has good customer communication skills, gives clear direction.

WRITE: Spells correctly, writes legibly, expresses ideas clearly and concisely, is able to write a business letter and fill out forms properly.

LISTEN: Can comprehend what is said and take action.

MATH

Able to apply basic and applicable math skills to accomplish tasks.

PROBLEM SOLVING

Has the ability to identify source of problem, demonstrates good common sense, is creative and innovative.

INFORMATION MANAGEMENT & TECHNOLOGY

Can use computers to process information, is familiar with common technology applications and tools in the workplace.

KNOWING HOW TO LEARN

Is able to teach oneself new skills, to seek and use new information appropriately.

APPLYING WHAT IS LEARNED

Possess various skills including the more complex kinds of thinking, such as reasoning, analysis, and problem solving.

LOOKING FOR WORK

Is able and confident to identify job opportunities, to complete a job application, to prepare a résumé, dress appropriately and promote oneself during an interview.

WORK ETHIC

HONESTY AND INTEGRITY

Actions are based on a personally held set of values, can be trusted to follow the rules even when supervisors are not present, keeps one's word, is consistent with the company mission and vision.

ACCEPTS ADVICE, SUPERVISION, CRITICISM

Has high self-esteem and does what is asked, accepts criticism and uses it to improve.

DEPENDABLE / FOLLOWS THROUGH

Works diligently to complete tasks, alerts supervisor to problems or delays.

GOOD ATTENDANCE / ON TIME

Can be depended upon to be at work except for very good reasons.

ACCURACY OF WORK / NO WASTE

Is careful and avoids mistakes, corrects errors, takes pride in work well done, holds high standards.

VOLUNTEER

Volunteering shows initiative and a commitment to community.

APICC
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OPEN DOORS TO EMPLOYMENT

GRADUATE FROM HIGH SCHOOL

A high school diploma is a minimum education requirement for employment.

HAVE A VALID DRIVER'S LICENSE

A driver's license is a formal form of ID and demonstrates initiative. Keep a clean driving record as many companies will not hire someone with a DUI.

BE ABLE TO PASS A DRUG SCREENING

Many companies have a zero tolerance for substance abuse. Often it means employees do not show up for work, or can be a safety hazard if they have been using drugs or alcohol in the recent past.

POSSESS BASIC EMPLOYABILITY SKILLS

Utilize some of the soft skills programs to help you develop the competencies, attitudes, and values employers are seeking.

FIT FOR DUTY

Be able to pass a medical assessment to be sure an employee can safely do a specific job or task under the working conditions.

HAVE ENGLISH PROFICIENCY

Many services are available for people who speak English as a second language. Employers need workers who are proficient in English, as this can be a matter of safety in emergencies.

GAIN TRAINING/EDUCATION

Some employers say if you have mastered soft skills, they will give you the rest. Others require job specific training or experience.

NARROW GAPS IN EMPLOYMENT

If you have poor work history or you are an ex-offender, utilize resources offering help. Many companies hire ex-offenders. Be honest, present yourself professionally, and rebuild your résumé.

SOCIAL MEDIA

With the ever-increasing use and variety of social media, many employers check social media for potential employees' character and to see if the applicant would be a good fit for the culture of the organization. Use social media wisely.

Want a Great Career?

EMPLOYABILITY SKILLS YES EST 1999

Alaskan Employers Expect:

Skills/Competencies

Communication –
- Read; have the ability to comprehend written material and take appropriate action.
- Speak; be able to express ideas clearly and concisely to individuals and in groups, have good customer communication skills, give clear direction.
- Writes; spells correctly, writes legibly, expresses ideas clearly and concisely, able to write a business letter, fills out forms properly.
- Listens; is able to comprehend what is said and take action; LISTEN

Math – Able to apply basic and applicable math skills to accomplish tasks.

Problem Solving – Can identify source of problem, demonstrates good common sense, is creative and innovative

Information Management & Technology – Able to use computers to process information, is familiar with common technology applications and tools in the workplace

Knowing how to learn – Able to teach oneself new skills, to seek and use new information appropriately.
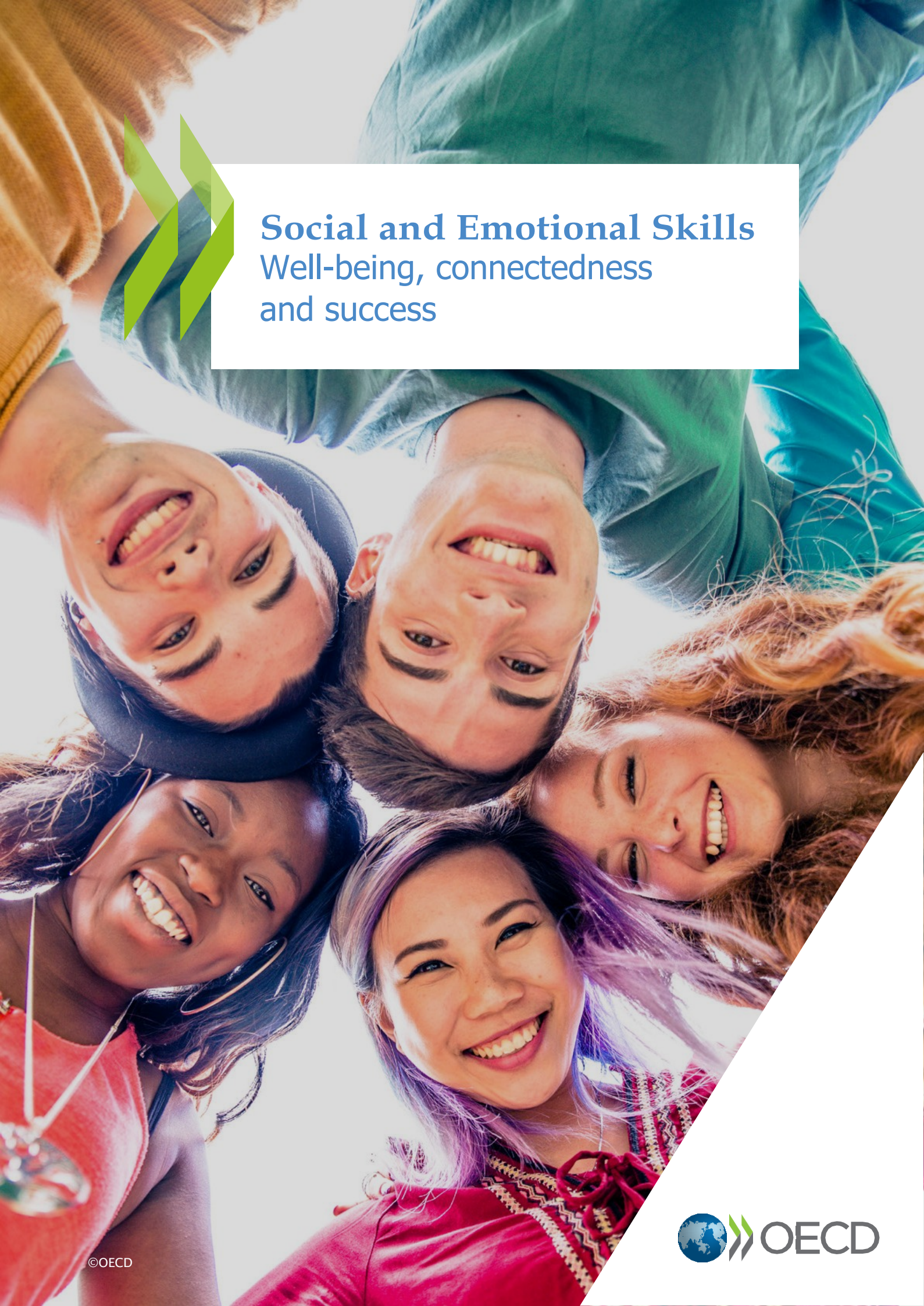
Applying what is learned – Possesses various skills including the more complex kinds of thinking, such as reasoning, analysis, and problem solving.

Looking for work – Able and confident to identify job opportunities, to complete a job application, to prepare a résumé, dress appropriately and promote oneself during an interview

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Social and Emotional Skills
Well-being, connectedness and success

Foreword

Education systems need to prepare students for their future, rather than for our past. In these times, digitalisation is connecting people, cities and continents to bring together a majority of the world's population in ways that vastly increases our individual and collective potential. But the same forces have made the world also more volatile, more complex, and more uncertain. And when fast gets really fast, being slow to adapt makes education systems really slow. The rolling processes of automation, hollowing out jobs, particularly for routine tasks, have radically altered the nature of work and life and thus the skills that are needed for success. For those with the right human capacities, this is liberating and exciting. But for those who are insufficiently prepared, it can mean the scourge of vulnerable and insecure work, and life without prospects.

We know that preparing students with technical or academic skills alone will not be enough for them to achieve success, connectedness and well-being whatever endeavours they wish to pursue. Social and emotional skills, such as perseverance, empathy, mindfulness, courage or leadership are central to this. We are born with what political scientist Robert Putnam calls bonding social capital, a sense of belonging to our family or other people with shared experiences, cultural norms, common purposes or pursuits. But it requires deliberate and continuous effort to create the kind of binding social capital through which we can share experiences, ideas and innovation and build a shared understanding among groups with diverse experiences and interests, thus increasing our radius of trust to strangers and institutions.

Over the last years, social and emotional skills have been rising on the education policy agenda and in the public debate. But for the majority of students, their development remains a matter of luck, depending on whether this is a priority for their teacher and their school. A major barrier is the absence of reliable metrics in this field that allow educators and policy-makers to make progress visible, and to address shortcomings.

This is why the OECD is now developing a comprehensive international assessment of the social and emotional skills of students. The study will help education leaders and practitioners better support students in the development of these critical skills. It will provide insights and guidance for jurisdictions to better understand the policies and practices that foster the development of social and emotional skills amongst students. And it will enable us to look inside a number of education systems, and understand where and how success is being achieved, for students of different ages and backgrounds.

Andreas Schleicher
Director, Education and Skills

Figure 1 Structure of Social and Emotional Skills

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Table 1 Description of the skills included in the OECD's Study on Social and Emotional Skills

"BIG FIVE" DOMAINS	SKILLS	DESCRIPTION	BEHAVIOURAL EXAMPLES
TASK PERFORMANCE (Conscientiousness)	ACHIEVEMENT ORIENTATION	Setting high standards for oneself and working hard to meet them.	Enjoys reaching a high level of mastery in some activity. Opposite: uninterested in career development.
	RESPONSIBILITY	Able to honour commitments, and be punctual and reliable.	Arrives on time for appointments, gets chores done right away. Opposite: doesn't follow through on agreements/promises.
	SELF-CONTROL	Able to avoid distractions and focus attention on the current task in order to achieve personal goals.	Doesn't rush into things, is cautious and risk averse. Opposite: is prone to impulsive shopping or binge drinking.
	PERSISTENCE	Persevering in tasks and activities until they get done.	Finishes homework projects or work once started. Opposite: Gives up easily when confronted with obstacles/distractions.
EMOTION REGULATION (Emotional stability)	STRESS RESISTANCE	Effectiveness in modulating anxiety and able to calmly solve problems (is relaxed, handles stress well).	Is relaxed most of the time, performs well in high-pressure situations. Opposite: worries about things, difficulties sleeping.
	OPTIMISM	Positive and optimistic expectations for self and life in general.	Generally in good mood. Opposite: often feels sad, tends to feel insecure.
	EMOTIONAL CONTROL	Effective strategies for regulating temper, anger and irritation in the face of frustrations.	Controls emotions in situations of conflict. Opposite: gets upset easily; is moody.
COLLABORATION (Agreeableness)	EMPATHY	Kindness and caring for others and their well-being that leads to valuing and investing in close relationships.	Consoles a friend who is upset, sympathises with the homeless. Opposite: Tends to disregard other person's feelings.
	TRUST	Assuming that others generally have good intentions and forgiving those who have done wrong.	Lends things to people, avoids being harsh or judgmental. Opposite: is suspicious of people's intentions.
	COOPERATION	Living in harmony with others and valuing interconnectedness among all people.	Finds it easy to get along with people, respects decisions made by a group. Opposite: Has a sharp tongue, is not prone to compromises.

"BIG FIVE" DOMAINS	SKILLS	DESCRIPTION	BEHAVIOURAL EXAMPLES
OPEN-MINDEDNESS (Openness to Experience)	CURIOSITY	Interest in ideas and love of learning, understanding and intellectual exploration; an inquisitive mindset.	Likes to read books, to travel to new destinations. Opposite: dislikes change, is not interested in exploring new products.
	TOLERANCE	Is open to different points of view, values diversity, is appreciative of foreign people and cultures.	Have friends from different backgrounds. Opposite: dislikes foreigners.
	CREATIVITY	Generating novel ways to do or think about things through exploring, learning from failure, insight and vision.	Has original insights, is good at the arts. Opposite: seldom daydreams, dresses conventionally.
ENGAGEMENT WITH OTHERS (Extraversion)	SOCIABILITY	Able to approach others, both friends and strangers, initiating and maintaining social connections.	Skilled at teamwork, good at public speaking. Opposite: avoids large groups, prefers one-to-one communication.
	ASSERTIVENESS	Able to confidently voice opinions, needs, and feelings, and exert social influence.	Takes charge in a class or team. Opposite: waits for others to lead the way, keeps quiet when disagrees with others.
	ENERGY	Approaching daily life with energy, excitement and spontaneity.	Is always busy; works long hours. Opposite: gets tired easily.
COMPOUND SKILLS	SELF-EFFICACY	The strength of individuals' beliefs in their ability to execute tasks and achieve goals.	Remains calm when facing unexpected events. Opposite: avoids challenging situations.
	CRITICAL THINKING/ INDEPENDENCE	The ability to evaluate information and interpret it through independent and unconstrained analysis.	Good at solving problems, at ease in new and unknown situations. Opposite: dependent on others' guidance.
	SELF-REFLECTION/ META-COGNITION	Awareness of inner processes and subjective experiences, such as thoughts and feelings, and the ability to reflect on and articulate such experiences.	Good exam preparation strategies, able to master skills more effectively. Opposite: over- or under-estimates time needed for exam preparation or project completion.

Emotional stability seems to be the most relevant of the Big Five dimensions for life satisfaction. *Figure 9* also suggests remarkably similar strength of relationships for two quality-of-life outcomes: life and job satisfaction. Establishing the exact cause of these relationships is challenging, however, because well-being has also been found to promote positive personality changes (among other factors) that can simultaneously improve people's social and emotional skills and their quality of life.

Figure 9 Average correlations of Big Five dimensions with life and job satisfaction

Note: Strength of relationship represents average correlation across studies. *Source*: Judge, Heller and Mount (2002).

Conclusions

The Study on Social and Emotional Skills is the first international effort to develop a comprehensive set of metrics around social and emotional skills designed to enhance policies to improve the development and well-being of children. The focus is on the skills presented in Figure 1. After careful examination of the existing empirical evidence, including the evidence presented in this brochure, the project selected a set of the most relevant social and emotional skills to include in the study. These were the skills found to be the most predictive of success in a wide range of important life outcomes. They have been shown to be malleable, assessable in school-age children, and relevant in different cultural and social contexts. Finally, the selected skills provide children with the capabilities that are not just relevant for the world as it is now but also for the world that is to be. The study will examine the skills in two groups of children – 10 and 15-year olds – thus allowing the study not only to determine their average levels but also to compare these across different developmental stages.

Apart from assessing students' social and emotional skills, the study will also gather a wide range of information on the children's family, school and community environments from their teachers, parents and school principals. Along with information collected from the children, this will help to place social and emotional skills in the context of other relevant individual, group and community characteristics and factors that are relevant to the development of these skills.

The Study on Social and Emotional Skills will help address numerous questions that are considered important for policy makers, teachers, school administrators and parents. These include:

- Which socio-emotional skills predict children's cognitive, educational and social outcomes, as well as their general well-being?

- Which family learning contexts, such as parental styles or learning resources, predict children's social and emotional development?
- Which school learning contexts, such as content or type of teaching methods or school resources, predict children's social and emotional development?
- Which community learning contexts, such as sport and cultural resources or safety, predict children's social and emotional development?
- How malleable are social and emotional skills and how do they differ across children of different ages?
- What are the social and emotional skill gaps according to children's gender and socio-economic background, and what are their likely causes?

Hence, the ultimate goal of the study is more than just to obtain valid, reliable and comparable information on the level of these skills in children. It is rather to help participating cities and countries identify stimulating factors and potential barriers that improve or prevent children's socio-emotional development. This information can then be used by parents, teachers and schools to understand which socio-emotional skills matter for which situations or outcomes, why they matter, and how they can be fostered.

The study will give policy makers, education leaders and other stakeholders improved understanding of whole-child development. They will be able to review existing policies and practices and adopt policies that better support the development of these skills. In doing so, they will be able to adapt children's learning environments to better promote the growth of these skills, and consequently improve children's well-being and future prospects.

Transforming Students' Lives with Social and Emotional Learning

To appear in the Handbook of Emotions in Education

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Excerpts from Transforming Students' Lives with Social and Emotional Learning, a chapter in the *Handbook of Emotions in Education*

Transforming Students' Lives with Social and Emotional Learning

How educators and students process and respond to emotions influences children's education in ways that affect their social, emotional, and cognitive development. A recent meta-analysis of research on programs focused on social and emotional learning (SEL) shows that a systematic process for promoting students' social and emotional development is the common element among schools that report an increase in academic success, improved quality of relationships between teachers and students, and a decrease in problem behavior (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). SEL can be especially powerful when grounded in theory and empirical evidence, and when adult stakeholders in children's education are actively involved in cultivating and modeling their own social and emotional competencies (Brackett et al. 2009). As this chapter illustrates, SEL programming results in significant shifts in social, emotional, and academic competencies as well as improvements in the quality of learning environments.

There is growing recognition at the local, state, and federal levels in the United States (US) and around the world that schools must meet the social and emotional developmental needs of students for effective teaching and learning to take place and for students to reach their full potential (http://casel.org/research/sel-in-your-state/). Efforts to promote SEL in schools align with the views of leading economists who have been calling for a greater focus on what have been traditionally referred to as "soft" skills. Nobel Laureate, James Heckman, has written that the greatest returns on education investments are "from nurturing children's non-cognitive skills, giving them social, emotional and behavioral benefits that lead to success later in life…" (Heckman & Masterov, 2004). Heckman argues that investing in emotion skills is a cost-effective approach to increasing the quality and productivity of the workforce through fostering workers' motivation, perseverance, and self-control.

As increasing efforts move toward better preparing youth to enter and contribute to a competitive and global workforce, epidemiological evidence suggests that the basic needs of youth still are not being met. For example, the incidence of emotional disturbances among youth in the US is widespread. Approximately one in five American adolescents experience problems with anxiety or depression (e.g., Benjamin, Costell, & Warren, 1990; Kessler & Walters, 1998) and prescribed antidepressants are being used at exceedingly high rates (Delate, Gelenberg, Simmons, & Motheral, 2004; Olfson & Marcus, 2009). Adolescents with a history of anxiety and depression are more likely to engage in risky and maladaptive behaviors such as using illicit drugs, withdrawing from friends, disconnecting from school, and bullying classmates (Substance Abuse and Mental Health Services Administration [SAMHSA], 2005). Youth in the U.S. are more likely to experience intimidation or verbal abuse from peers at school compared to those in other developed countries (e.g., England, Italy, Japan; Miller, Malley, & Owen, 2009), and recent trends show that 28% of students aged 12-18 years report being victims of bullying (DeVoe & Murphy, 2011). These behaviors are problematic, threatening the physical and psychological health of youth, diminishing their ability to engage in learning and in society, and underscoring the need for SEL programming.

In this chapter, we describe the objectives and theoretical underpinnings of SEL, highlight research findings demonstrating the evidence supporting SEL programming, and advocate for comprehensive and systematic implementation of SEL programming in schools. We also provide overviews of several SEL programs with evidence of success, and present one program in particular, The RULER Approach to SEL (RULER), that incorporates both the science of emotions and ecological systems theory into its theory of change, content, and methods of implementation and sustainability.

What is SEL?

SEL refers to the process of integrating thinking, feeling, and behaving in order to become aware of the self and of others, make responsible decisions, and manage one's own behaviors and those of others (Elias et al., 1997). Intervention programs focused on SEL are designed to facilitate this process in systematic and comprehensive ways within schools and districts. The SEL movement stems, in part, from scientific research on emotional intelligence (EI; Salovey & Mayer, 1990), which was later popularized by Daniel Goleman (1995). EI refers to the mental abilities associated with processing and responding to emotions, including recognizing the expression of emotions in others, using emotions to enhance thinking, and regulating emotions to drive effective behaviors (Mayer & Salovey, 1997; Salovey & Mayer, 1990). These abilities are likely to be associated with social competence, adaptation, and academic success (see review by Mayer, Roberts, & Barsade, 2008

[…]

Teachers, as the primary actors in classroom settings, have a significant opportunity to affect the positive development of youth not only through the content of their instruction but also through the quality of their social interactions and relationships with youth, including how they both manage behavior in the classroom and model social and emotional processes (e.g., Hamre & Pianta, 2001; Jennings & Greenberg, 2009). However, few professional development opportunities exist that help teachers improve their interactions with youth along these lines (Hargreaves, 1998). In the next section, we describe examples of SEL programming efforts as a promising approach for fostering positive youth development.

Examples of SEL Programs

[…]

Promoting Alternative Thinking Strategies (PATHS). PATHS is an SEL program for preschool and elementary school designed to increase social and emotional competence; prevent violence, aggression, and other behavior problems; improve critical thinking skills, and enhance classroom climate (Greenberg, Kische, & Mihalic, 1998

[…]

The Responsive Classroom (RC) Approach. The RC approach is a way of teaching that integrates the social, emotional, and academic needs of children. RC includes ten classroom practices designed for both optimal learning and creating a classroom where children feel "safe, challenged, and joyful" (www.responsiveclassroom.org). […] Central to these classroom practices are a balanced emphasis on children's academic and social learning, as well as creating an environment that is academically challenging and building social skills (Rimm-Kaufman, Fan, Chiu, & You, 2007

[…]

The Reading, Writing, Respect, and Resolution (4Rs) Program. 4Rs trains teachers to use a literacy-based curriculum that includes lessons on conflict resolution, cultural difference, and cooperation (Jones, Brown, & Aber, 2008). 4Rs is designed to combine specific instructional, skill-building techniques and also model positive social norms.

[…]

The RULER Approach to SEL. RULER is anchored in the achievement model of emotional literacy, which states that acquiring and valuing the knowledge and skills of recognizing, understanding, labeling, expressing, and regulating emotion (i.e., the RULER skills) is critical to youth development, academic engagement and achievement, and life success (Rivers & Brackett, 2011). RULER's sustainability model includes systematic professional development for the adults involved in the education of children, including teachers, support staff, school and district leaders, and parents.

[…]

Summary and Conclusions

Over the last two decades, the field of SEL programming has come a long way. Numerous evidence-based programs have been developed, validated, refined, and disseminated across the U.S. and in other countries. Research that demonstrates the benefits of SEL training for both students and educators also is well documented (Durlak et al., 2011). Why, then, are SEL programs not a part of everyday practice in all schools? With ongoing changes in educational policy over the last decade, such as the No Child Left Behind act and initiatives like the Common Core State Standards in the United States – academic demands and pressure on teachers to raise test scores have become more stringent and schools have less time to integrate, nevertheless consider SEL programming. Major progress in SEL likely will not happen until legislation such as the reauthorization of the Elementary and Secondary Education Act is passed which holds schools accountable for the social and emotional development of students. Above all, educators, researchers, and parents must champion the SEL cause and the efforts toward enduring SEL programming in schools. As this chapter demonstrates, keeping SEL separate from academics is a disservice to educators, students, and families. The time has come to ensure that all children and adults develop skills to maximize their full potential – academically, socially, and emotionally.

Alaska Staff Development Network
offers Professional Development training
on Social Emotional Learning

Excerpt from the Keynote ASDN Alaska RTI/MTSS Effective Instruction Conference in Anchorage last month

All Learning is Social and Emotional - While social and emotional learning (SEL) is most familiar as compartmentalized programs separate from academics, the truth is, all learning is social and emotional. Credible teachers--those who establish trust, demonstrate competence, and are passionate—influence students in powerful ways. What teachers say, the values we express, the materials and activities we choose, and the skills we prioritize all influence how students think, see themselves, and interact with content and with others. Children's social and emotional development is too important to be an add-on or an afterthought, too important to be left to chance. SEL can be integrated into everyday content instruction, no matter what subject or grade level you teach.

Response for educator participant in ASDN SEL webinar series – 6 webinar series in Fall 2019. 125 educators enrolled from across Alaska – 90% agreed or strongly agreed that the sessions helped them problem-solve some of their challenges.

My favorite quote was: "If a child can't read, we teach him to read. If a child doesn't know how to do math problems, we teach him how to do math problems. If a child doesn't know how to behave, we punish him." It is definite food for thought and a strong argument for restorative practices.