Table 1. Skills Related to Five Overarching Social-Emotional Competencies

Social-Emotional Competency	Social-Emotional Learning Skills Related to Each Competency
Self-awareness	▪ Label and recognize own and others' emotions ▪ Identify what triggers own emotions ▪ Analyze emotions and how they affect others ▪ Accurately recognize own strengths and limitations ▪ Identify own needs and values ▪ Possess self-efficacy and self-esteem
Self-management	▪ Set plans and work toward goals ▪ Overcome obstacles and create strategies for more long-term goals ▪ Monitor progress toward personal and academic short- and long-term goals ▪ Regulate emotions such as impulses, aggression, and self-destructive behavior ▪ Manage personal and interpersonal stress ▪ Attention control (maintain optimal work performance) ▪ Use feedback constructively ▪ Exhibit positive motivation, hope, and optimism ▪ Seek help when needed ▪ Display grit, determination, or perseverance ▪ Advocate for oneself
Social awareness	▪ Identify social cues (verbal, physical) to determine how others feel ▪ Predict others' feelings and reactions ▪ Evaluate others' emotional reactions ▪ Respect others (e.g., listen carefully and accurately) ▪ Understand other points of view and perspectives ▪ Appreciate diversity (recognize individual and group similarities and differences) ▪ Identify and use resources of family, school, and community
Relationship management	▪ Demonstrate capacity to make friends ▪ Exhibit cooperative learning and working toward group goals ▪ Evaluate own skills to communicate with others ▪ Manage and express emotions in relationships, respecting diverse viewpoints ▪ Communicate effectively ▪ Cultivate relationships with those who can be resources when help is needed ▪ Provide help to those who need it ▪ Demonstrate leadership skills when necessary, being assertive and persuasive ▪ Prevent interpersonal conflict, but manage and resolve it when it does occur ▪ Resist inappropriate social pressures

Social-Emotional Competency	Social-Emotional Learning Skills Related to Each Competency
Responsible decision making	■ Identify decisions one makes at school ■ Discuss strategies used to resist peer pressure ■ Reflect on how current choices affect future ■ Identify problems when making decisions, and generate alternatives ■ Implement problem-solving skills when making decisions, when appropriate ■ Become self-reflective and self-evaluative ■ Make decisions based on moral, personal, and ethical standards ■ Make responsible decisions that affect the individual, school, and community ■ Negotiate fairly

Sources: CASEL, 2003; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Elias, 2006; Kress & Elias, 2006; Zins, Payton, Weisberg, & O'Brien, 2007.

Examples of Aligned SEL and Academic Objectives

Math

- **Academic Standard**: Make sense of problems and persevere in solving them (CCSS.MATH.PRACTICE.MP1)

- **Connections to SEL**: In order to persevere in solving a problem, students will need self-management to work through frustration.

- **Example of Aligned SEL Standard**: Individual demonstrates a resilient attitude and growth mindset, even in the face of adversity and challenges. (Rhode Island Social Emotional Learning Standard 2D)

- **Potential SEL Objective**: "I can appropriately handle my feelings" (Self-management)

- **Frame**: Teacher says something like, "Some of the problems we will be working on today are very challenging. We need challenges to grow, but they can definitely be frustrating! Can anyone remind me what strategies we can use if we are feeling frustrated?" Wait for student responses (take a deep breath, check our self talk, remember our math strategies).

- **Coach**: As students work, circulate and notice when students seem to be stuck. Ask them what strategy they will try to get unstuck.

- **Reflect**: Ask students, "What was one strategy you used that helped you to persevere today?" Give students a few moments to respond in their journals or share with a partner.

English Language Arts

- **Academic Standard:** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (CCSS.ELA-LITERACY.W.8.5)

- **Connections to SEL:** Students will need responsible decision-making strategies to monitor their own engagement in brainstorming, writing, requesting feedback from a peer, revising, and editing. They will also need relationship skills to give and receive feedback with peers.

- **Example of Aligned SEL Standards:** Monitor progress on achieving a short-term personal goal; Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families. (Illinois State Social Emotional Learning Standards 1C.2b and 2C.5a)

- **Potential SEL Objective:** "I can set goals and create a plan related to them" or " I can effectively give and receive feedback"

- **Frame:** Teacher says something like, "Writers! Today you will be moving independently through your writing process. Many of you are ready for an exciting step: getting feedback from a colleague in the class. Think about a time that someone gave you feedback that was really helpful. What did they do?" (Allow for some discussion about what makes feedback effective and palatable). Ask, "What are some things you think will be important to do when giving feedback?" (e.g., "be specific," "say what worked for you and where you had challenges"). Consider role-playing a quick feedback with a student to model and/or using sentence frames.

- **Coach:** Check in with students who are giving one another feedback to see if they are communicating effectively. Notice some positive "feedback moves" students are making that you can share with the class. If students are struggling to give effective feedback, remind them of their strategies.

- **Reflect:** Ask students, "What was it like to give feedback? To receive it?" Allow students to share with a partner or journal independently.