

VII.F.

CONNECTICUT STATE BOARD OF EDUCATION Hartford

To Be Proposed:
March 1, 2023

Resolved, That the State Board of Education, pursuant to Public Act 21-95, An Act Concerning Assorted Revisions and Additions to the Education Statutes, adopts the *Components of Social, Emotional and Intellectual Habits: Grades 4-12*, and directs the Commissioner to take the necessary action.

Approved by a vote of _____, this first day of March, Two Thousand Twenty-Three.

Signed: _____
Charlene M. Russell-Tucker, Secretary
State Board of Education

**Connecticut State Board of Education
Hartford**

To: State Board of Education

From: Charlene M. Russell-Tucker, Commissioner of Education

Date: March 1, 2023

Subject: Components of Social, Emotional and Intellectual Habits: Grades 4-12

Executive Summary

Introduction

Pursuant to Public Act 21-95, An Act Concerning Assorted Revisions and Additions to the Education Statutes, the State Department of Education (CSDE) developed the *Components of Social, Emotional and Intellectual Habits: Grades 4-12*.

The *Components of Social, Emotional and Intellectual Habits: Grades 4-12* represents the knowledge, skills, and dispositions that form an essential blueprint for social-emotional habits and academic success. The purpose of the document is to provide a model for districts and schools to integrate social and emotional habits into academic content areas so that students will learn and model essential personal life habits. The *Components of Social, Emotional and Intellectual Habits: Grades 4-12* are vital to K-12 education and contribute to the whole-child success across the lifespan. Connecticut public schools have amplified their attention to social-emotional work for students and adults while fostering a positive school culture and climate to support our students in developing these essential skills to reach their fullest potential in school and beyond.

History/Background

In 2018, the State Board of Education (SBE) approved the *Components of Social, Emotional and Intellectual Habits: Grades K-3*. Based on feedback from stakeholders, there was an overwhelming request to extend those guidelines across all grade levels. The guidelines reinforced the premise that social-emotional learning helps every student improve academic achievement and prepares them for successful careers after graduation. Additionally, both guidelines allow flexibility to customize the areas of development based on student needs and enhance student engagement. The beneficial outcomes of articulating the continuum of development support students' learning progression and growth over time.

The CSDE actively engaged key stakeholders, including national experts, during the development process. A synthesis of feedback responses among Connecticut administrators, teachers, parents, students, and leaders from student support services, education-related organizations, and institutes of higher education revealed widespread support for the

Components of Social, Emotional and Intellectual Habits: Grades 4-12. The guidelines are informed by extensive evidence-based research on social and emotional development.

Recommendation

The CSDE recommends that the SBE adopt the *Components of Social, Emotional and Intellectual Habits: Grades 4-12*.

Next Steps

Upon adoption, the CSDE will disseminate the guide to districts, engage in targeted outreach to coordinate with existing resources and initiatives, and develop a professional development schedule for training, coaching, and evaluation. This will include training and ongoing coaching to support Connecticut's implementation of the complete *Components of Social, Emotional and Intellectual Habits* for students in Kindergarten through Grade 12.

Prepared by: Kimberly S. Traverso, Education Consultant
School Health, Nutrition and Family Services

Dr. Joanne R. White, Education Consultant
Academic Office

Approved by: John D. Frassinelli, Division Director
School Health, Nutrition and Family Services

Irene E. Parisi, Chief Academic Officer
Academic Office

Connecticut State Department of Education
Components of Social, Emotional, and Intellectual Habits: Grades 4-12

Components of Social, Emotional, and Intellectual Habits		Late Elementary			Middle School			High School		
Area of Development Learning experiences will support students to:	Learning Progression	Indicators: These are evident, for example, when students:								
Develop Executive Functioning Skills Definition: The mental processes required to focus, plan, and control behavioral responses in service of a goal <i>(Harvard Graduate School of Education)</i>	Working memory and metacognition	Attend to relevant information and goal-directed tasks while resisting distractions and shifting tasks when necessary			Evaluate steps taken to accomplish a task and identify areas for growth to achieve further success			Modify behavioral responses in service of attaining a longer-term goal	Apply focused attention practices to help regulate one's attention and focus	
		Break down tasks into small, manageable action steps	Use learned strategies to monitor progress on planned action steps		Use reflective thinking practices (i.e., think about one's own learning, think more deeply, gain insight into thoughts and feelings about ideas)	Demonstrate a deep and personal understanding of material and information by asking questions	Reframe a current challenge or setback by reflecting on successes, and monitor how responsible decision-making impacts progress	Search for strategies to overcome barriers and mistakes	Work through challenges, and value effort as a learning experience	
		Use cognitive organizers and multisensory strategies that engage more than one sense at a time to organize one's thinking	Demonstrate the ability to cognitively maintain and manipulate information over a short period of time	With adult guidance, break a project down into smaller pieces and develop a reasonable timeline for completing each piece	With adult support, develop specific, measurable, achievable, realistic, time-oriented (SMART) goals for long-term action planning			Develop specific, measurable, achievable, realistic, time-oriented (SMART) goals for long-term action planning		
	Cognitive flexibility	Demonstrate the ability to adjust one's thinking in response to changes in one's environment, new information or to changes in one's goal(s)	Monitor progress on achieving a goal and make adjustments and amendments to plans and decisions		Reflect on unanticipated outcomes and develop new strategies and adaptive approaches that lead toward meeting goals	Begin to practice ways to be flexible and adaptable as one moves from familiar to unfamiliar tasks	Look at issues from multiple perspectives to encourage creative ways of thinking about a situation	Identify the pros and cons of possible solutions and implement solutions, generate alternative solutions, and evaluate potential consequences for a range of academic and social situations		
		Self-regulation of emotions and reactions	Identify and articulate feelings when faced with a problem or challenge and work through the issue with adult support			Apply effective strategies to cope with disappointment, setbacks and failure, and persist toward goals			Apply effective strategies to express emotions when challenged and continue to persist and maintain motivation	
	Identify feelings and apply strategies to regulate emotions and manage behaviors			Apply effective self-monitoring strategies to reframe thoughts and behaviors and regulate emotions			Use effective regulatory strategies when upset or experiencing setbacks, and apply self-monitoring strategies to reframe and process thoughts and behaviors			
	Managing attention and behavior	With adult guidance, work towards goals by using organizational skills and strategies to focus attention			Identify and use organizational skills and strategies independently and with peers, to focus attention to complete multistep tasks			Use organizational skills and strategies to focus attention by independently applying effective, goal-directed behaviors		
		Sustain attention and work to manage the behaviors that interfere with time on task			Demonstrate the capacity to use effective strategies to maintain concentration on a task and ignore unnecessary and outside distractions			Demonstrate the ability to shift focus between tasks and maintain concentration on one's goal for a single priority, or multiple priorities.		

Connecticut State Department of Education
Components of Social, Emotional, and Intellectual Habits: Grades 4-12

Components of Social, Emotional, and Intellectual Habits		Late Elementary	Middle School	High School
Area of Development Learning experiences will support students to:	Learning Progression	Indicators: These are evident, for example, when students:		
Develop a Positive Self-concept Definition: The way someone thinks about, evaluates, or perceives oneself; to be aware of oneself; and aware of one's place in the community.	Self-awareness	Acknowledges challenges and behaviors and is able to identify and use voice to advocate for self and others	Understand, express, explain, and reflect on challenges faced and be aware that behaviors can influence decisions, and impact learning (while continuing to identify and use voice to advocate for self and others)	Identify the skills and assets needed for adulthood and be able to examine strengths and growth opportunities necessary for social-emotional, academic learning, and employability skills
		Understand that emotions may vary based on the situation, including people and places in school and the community while identifying healthy ways to advocate for self	Understand that all emotions are valid, even if others feel differently in that environment	Understand the ways emotions impact social, family, and community environments while developing and maintaining a coherent sense of self
		Recognize how one's interactions with a trusted adult or peer can provide social or emotional support or assistance for self	Know when to utilize a trusted adult or peer when help is needed, socially or emotionally	Apply support from trusted adults, peers, and other resources that provide social, emotional, or health-related support
		Understand one's personal values, attitudes, and beliefs	Understand the values that are part of one's own culture and the benefits these values bring.	Identify how personal values, attitudes, and beliefs affect interactions with others; understand and evaluate problems in the community, and identify how one's actions lead to success or challenges
	Sense of self as competent and capable	Identify a range of tasks and address challenges while expressing a positive attitude toward self	Manage tasks and challenges, while reframing negative thoughts and engaging in positive self-talk	Set short-term, post-secondary and life goals with confidence in the ability to be successful while positively addressing challenges
		Acknowledges and welcomes constructive feedback from others that addresses challenges and builds resilience, and identifies strengths and areas for growth	Accepts constructive feedback, reflects and understand personal choices and sense of agency to develop and implement a plan of action that addresses challenges despite difficulties, mistakes, delays, or failure with persistence and resilience while understanding strengths and areas for growth	Reflect on feedback, actions and address personal challenges, and build on individual strengths over time and with persistence and resiliency while enhancing strengths and areas for growth
	Courageously explore new knowledge independently and interdependently	Recognize the importance of working independently and interdependently	Demonstrate confidence to work independently and interdependently and explore new learning	Demonstrate self-directed learning and the importance of taking responsibility for independent and interdependently thinking and learning
		Identify skill sets and ways to advocate for academic, personal and emotional support respectfully to work towards resiliency	Demonstrate self-advocacy skills with self-reflection academically, personally, and behaviorally and be able to adapt in the face of adversity	Demonstrate self-advocacy in context-specific situations and be able to maneuver through difficult situations and resolve issues

Connecticut State Department of Education
Components of Social, Emotional, and Intellectual Habits: Grades 4-12

Components of Social, Emotional, and Intellectual Habits		Late Elementary	Middle School	High School
Area of Development Learning experiences will support students to:	Learning Progression	Indicators: These are evident, for example, when students:		
Develop Logic and Reasoning Definition: The ability to recognize and use multiple perspectives and approaches (e.g., negotiate the pros and cons of ideas and solutions, analyze options using if-then rationale, and recognize cause-effect relationships) to explore, negotiate, and analyze options (Harvard Graduate School of Education)	Critical and analytical thinking	Demonstrate a personal understanding of problems by asking questions to better understand material and information	Understand how a hypothesis helps in the critical thinking process and begin to develop an informed hypothesis for problems in the learning environment	Engage in constructive discussion or intellectual argument by supporting one’s opinion/hypothesis giving and receiving constructive feedback
	Applying known information to new experiences	Apply new strategies based on lessons learned from feedback	Integrate prior experience and knowledge of outcomes to inform decisions	Evaluate and revise prior understandings through new experiences; seek connections to inform future decisions
	Reasoning and problem solving	Consider multiple strategies and use different methods to check answers to solve problems	Identify and ask systematic questions that clarify various points of view and lead to an informed solution	Identify problems, analyze situations, decide on solutions, and reflect upon and evaluate the process
		Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective	Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective or solution	Explain one’s thinking when solving problems and making decisions and respond effectively to others’ thinking
Demonstrate the ability to respect the rights of self and others when resolving problems				

Connecticut State Department of Education
Components of Social, Emotional, and Intellectual Habits: Grades 4-12

Components of Social, Emotional, and Intellectual Habits		Late Elementary	Middle School			High School	
Area of Development Learning experiences will support students to:	Learning Progression	Indicators: These are evident, for example, when students:					
Develop Modes of Symbolic Representation A method of sense-making that entails an expression of meaning using options such as visual analogy, sketch, monologue, collage, cartoon, among others, to express meaning.	Conceptual models of representation	Use drawings, diagrams, analogies, metaphors, and objects to access one's own mental models to understand abstract concepts	Develop, use, and make necessary changes to one's mental models to examine and understand increasingly complex information and abstract concepts (i.e., big ideas, important understandings)				
		Create and use visual models (e.g., decision tree or t-chart and informative/explanatory texts) when working through the problem-solving or decision-making process	Use mapping activities (e.g., vocabulary maps, definition maps, semantic maps) to demonstrate a strong understanding of a concept or idea (e.g., how other people might feel about an experience or situation)	Examine topics and choose a method (e.g., create visual models, informative/explanatory texts) to convey ideas	Examine topics and develop conceptual models (e.g., visual models, informative/explanatory texts) to convey ideas and explain the relationships among ideas	Use conceptual models to look at issues from multiple perspectives to stretch one's thinking and encourage creative ways of thinking about a situation	Use conceptual models to guide the development and application of creative strategies and novel approaches when faced with problems or learning tasks
	Applying conceptual models to real-life situations	Participate in class discussions and role-play, about real-world scenarios that occur in the school and classrooms to examine different scenarios	Reflect and discuss scenarios (real-world examples/current events), including engaging in role-play, and how behavior impacted another person(s) to expand one's thinking; engage in reflection and discussions to help broaden perspectives, understand different perspectives, see multiple options, or increase empathy			Role-play scenarios to help add an experiential element of perspective-taking to decision-making; reflect and discuss the impact of a choice	

Connecticut State Department of Education
Components of Social, Emotional, and Intellectual Habits: Grades 4-12

Components of Social, Emotional, and Intellectual Habits		Late Elementary		Middle School		High School			
Area of Development Learning experiences will support students to:	Learning Progression	Indicators: These are evident, for example, when students:							
Develop a Positive Attitude Toward Learning The ability to be grateful and cheerful and maintain a growth mindset; to approach one's circumstances with optimism and enthusiasm.	Sense of self as a learner	Describe how a trusted adult can provide academic support for self and others	Seek appropriate support from a trusted adult when help is needed academically	Utilize support from trusted adults, as well as resources and agencies that provide academic support	Identify the cause of a challenge or setback; develop a plan of action	Identify key mentors available to support life goals, and cultivate relationships with those individuals	Demonstrate confidence in the ability to independently address a challenge while expressing positive attitudes towards self		
		Recognize that one's unique abilities and strengths are key factors in success	Identify something one would like to be able to do better and take appropriate action steps to improve or access resources to support growth	Understand how one's personal strengths connect to academic learning	Recognize one's strengths and growth areas in learning and processing information	Know how one organizes and processes information and uses internalized learning strategies in order to learn successfully			
		Explore how one's own cultural experiences influence learning and understanding	Participate in and contribute to cross-cultural activities, and reflect on the experiences and how those experiences contribute to one's personal learning and growth		Develop and demonstrate personal, cultural, and linguistic assets that contribute to achieving academic goals				
	Curiosity and initiative	Seek out new opportunities to expand personal knowledge and experiences	Explore opportunities to develop personal strengths and assets to support academic achievement			Demonstrate receptiveness to new and unfamiliar, ideas, experiences to enhance personal strengths and growth to support learning			
		Explore new things with openness, and identify strategies and make use of resources to support learning	Embrace productive struggle as an opportunity for personal growth			Generate unconventional ways to do or think about things by exploring and learning from unsuccessful attempts and insight			
	Cooperation during learning experiences	Understand and perform different roles in cooperative groups (e.g., leader, recorder, time-keeper, reporter)	Demonstrate cooperation and teamwork to promote group effectiveness	Recognize one's own contributions, and demonstrate support for others' contributions to a group/team effort	Participate with team/group members to problem-solve and contribute to group outcomes	Learn to maintain an objective, non-judgmental tone during disagreements	Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions	Evaluate one's contribution in groups as a member and leader	Plan, implement, and evaluate one's participation in a group project
		Consider various perspectives and sources of information when participating in group decision-making	Demonstrate the ability to actively listen, understand, and consider multiple perspectives to increase cooperation and build relationships			Engage in processes of peer co-regulation (i.e., students supporting, coaching, and modeling for each other, the ability to modulate feelings, thoughts, and behaviors) to create positive group dynamics for optimal learning opportunities			
		Identify and demonstrate personal behaviors (e.g., listening, consensus seeking, empathy, compassion, group leadership, knowing how to support group efforts) to promote communication and social engagement	Become increasingly aware of others' cultural norms, perspectives, and ways of communicating, and demonstrate respectful behavior and consideration of others			Demonstrate an ability to co-exist in civility in the face of differing perspectives			
		Participate in cross-cultural activities and understand that individual and group differences may complement each other	Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural groups			Participate in cross-cultural activities, identify unique contributions and perspectives of various groups and how the experience may influence personal perspective			

Connecticut State Department of Education
Components of Social, Emotional, and Intellectual Habits: Grades 4-12

Components of Social, Emotional, and Intellectual Habits		Late Elementary	Middle School	High School
Area of Development Learning experiences will support students to:	Learning Progression	Indicators: These are evident, for example, when students:		
Develop Positive Interpersonal Skills Definition: A developed aptitude enabling a person to carry on effective interactions and relationships with others, such as the ability to communicate thought and feeling, or to assume appropriate social responsibilities.	Social awareness and interpersonal skills	Compromise and negotiate how words, social cues, voice tone, and body language communicated can positively or negatively impact relationships	Recognize others' thoughts, feelings, and reactions in various social situations while recognizing verbal and nonverbal, social cues that indicate how others may react based on perceptions; build on relationship skills to confirm cues by observation, inquiry, and questioning	Respond, inquire for deeper understanding, and reflect on others' verbal, nonverbal, and social cues to assess the meaning, intention, and predictions of behavior; use this information to react in ways that support healthy relationships and protect personal boundaries
	Responsible decision-making and social problem-solving	With the guidance of an adult, demonstrate an understanding of the steps in the decision-making process, generate possible choices, and evaluate the consequences	Demonstrate the ability and ask for assistance from an adult to seek, identify, and evaluate relevant information and factors for assisting in decision-making and consider the impact of those decisions on others	Demonstrate critical thinking skills to make informed decisions independently or with the help of a trusted adult, generate various alternatives, and promote the best solutions
		Identify and demonstrate strategies to problem-solve and to handle peer pressure with the help of an adult; be able to distinguish options from a range of choices	Recognize how social norms may influence decisions, and be able to demonstrate analytical skills to problem-solve and handle peer pressure in a positive way	Demonstrate adaptability, flexibility, and resilience when setbacks, unforeseen events, and/or obstacles arise; use a problem-solving approach to manage the situation and peer pressure by accepting the outcome if it is disappointing
	Conflict Resolution	Recognize one's own limitations to problem-solve, and seek support from peers and adults to resolve conflict as needed	Identify resources and supports to help respond appropriately using positive conflict resolution skills independently or with help	Demonstrate the ability to seek advice from a trusted peer or adult to discuss and analyze a problem and take the initiative to resolve the conflict
		Identify ways to resolve a conflict and work through disagreements by listening, discussing solutions, compromising, and restoring relationships.	Demonstrate active listening skills, respond constructively to defuse, de-escalate, and negotiate solutions to resolve conflict	Apply conflict resolution skills to defuse, de-escalate, and resolve conflicts, acknowledge differences of opinion and pushing on to find common ground independently or with help

Connecticut State Department of Education
Components of Social, Emotional, and Intellectual Habits: Grades 4-12

Components of Social, Emotional, and Intellectual Habits		Late Elementary	Middle School	High School
Area of Development Learning experiences will support students to:	Learning Progression	Indicators: These are evident, for example, when students:		
Identify and Understand Emotions of Self and Others Definition: The ability to recognize and label emotions in oneself and others (emotion knowledge); express one’s feelings in contextually appropriate ways (emotion expression) <i>(Harvard Graduate School of Education)</i>	Emotional awareness	Identify triggers and ways to solve problems; actively listen and process emotions with others independently or with the guidance of a trusted adult	Practice active and reflective listening skills to express emotions in a constructive manner (coping skills) and use safe spaces and appropriate times to process emotions for self and others, recognize triggers, and ask for help	Demonstrate ways to predict situations that can cause triggers or strong emotions and to use developed skillsets to reflect and adjust communication style with others and constructively respond to feedback about improving communication; independently, and with others, be able to manage thoughts, feelings, and emotions
		Understand and label the nuances of complex emotions, behaviors, and thoughts and the impact on self and others in a situation or setting with the guidance of a trusted adult	Apply self-monitoring strategies to reframe behaviors, emotions, and thoughts and adjust depending on the situation and environment	Employ self-management and monitoring strategies to regulate complex/simultaneous thoughts, feelings, emotions, and behaviors that impact responses related to a situation or environment (e.g., being nervous and excited at the same time)
	Empathy	Understand others’ perspectives and emotions and express empathy in response to others’ feelings and emotions	Demonstrate empathy through the understanding of others’ emotions and feelings and recognition of others’ distress and perspective	Identify and demonstrate empathy through compassion for self and others and contemporary issues.
		Identify appropriate responses and select effective responses which reflect empathic concern	Recognize and select potential ways to respond that center on empathic concerns (e.g., reflecting, asking for help, giving verbal reassurance) when viewpoints or perceptions differ across school, community, both in-person and virtually	Use active listening and interpersonal skills to elicit and understand the feelings and opinions of others across all settings when viewpoints or perceptions differ (e.g., asking probing questions, paraphrasing and reflecting, nodding, and leaning forward)
		Identify individual similarities and differences and how this contributes positivity to the community	Demonstrate connectedness and empathy by understanding the importance of contributions from others	Understand the value of diversity and demonstrate empathy and personal reflection for others