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**CONNECTICUT STATE BOARD OF EDUCATION
HARTFORD**

TO: State Board of Education

FROM: Dr. Dianna R. Wentzell, Commissioner of Education

DATE: December 6, 2017

SUBJECT: The Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3

Executive Summary

Introduction

The *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3* document 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 to districts and schools for integrating social and emotional habits into academic content areas so that students will learn, practice, and model essential personal life habits. These habits, over time, will contribute to students' academic and personal success.

History/Background

Since the development of the *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3*, the Connecticut State Department of Education (CSDE) has actively engaged stakeholders in the review of the document during 2015-16 and 2016-17. A synthesis of feedback responses among Connecticut administrators, teachers, parents, personnel from education-related organizations, and national experts, revealed widespread support for the *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3*. Reasons cited include: (1) the guidelines are informed by the most current research on social and emotional habits; (2) the potential for schools to support students' development of strong habits; (3) the benefits of articulating the continuum of the development of social and emotional habits over time; and (4) the overwhelming desire for a continuation of the guidelines document to show the progression of social and emotional habits beyond Grade 3. The *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3* was recently aligned to the cognition and social emotional indicators of the *Connecticut Early Learning and Development Standards*. This alignment will provide districts and schools with an understanding of social and emotional habits from early childhood through the elementary grades.

Many districts currently use identified, evidence-based curricula to support the development of students' social and emotional habits, and our goal is to support the continued use of effective programs while simultaneously building upon these existing efforts. The *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3* will help those currently using an evidence-based curriculum to consider the breadth of social and emotional habits and to focus

on adult behaviors essential for supporting social and emotional habits throughout a child's educational experience.

Position Statement on Social, Emotional and Intellectual Habits for All Students K-3

The proposed Position Statement on Social, Emotional and Intellectual Habits for All Students K-3 is comprised of two sections. The first includes Connecticut's definition of social, emotional and intellectual habits, with an emphasis on integrating learning goals that are relevant to social, emotional and intellectual habits into academic content areas. The second section provides guidelines for various stakeholders, including institutes of higher education, to support social, emotional and intellectual habits. The proposed Position Statement on Social, Emotional and Intellectual Habits for All Students K-3 represents the Board's establishment of collaborations among various stakeholders to build a comprehensive system for the development of social, emotional and intellectual habits.

Recommendation

The CSDE presents the proposed Position Statement on Social, Emotional and Intellectual Habits for All Students K-3 for review and consideration of adoption.

Next Steps

Based on feedback from stakeholders, there was an overwhelming request to extend the *Guidelines for Social and Emotional Habits: Kindergarten through Grade 3* document to Grade 5 in order to support social and emotional habits in both the early and upper elementary grades. The CSDE will continue to seek advice from national experts, including Linda Dusenbury from the Collaborative for Academic, Social, and Emotional Learning (CASEL) and Dr. Marc Brackett, Director of the Yale Center for Emotional Intelligence during this next phase of work.

The Connecticut Commission on Women, Children and Seniors, which was selected to participate in CASEL's Collaborating States Initiative, has agreed to partner with the Department to support statewide dissemination of the *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3*.

Prepared by: Joanne R. White
Education Consultant, Academic Office

Approved by: Melissa K. Wlodarczyk Hickey, Ed.D.
Reading/Literacy Director

**CONNECTICUT STATE BOARD OF EDUCATION
Hartford**

2017

**Proposed Position Statement on
Social, Emotional and Intellectual Habits for All Students K-3**

The Connecticut State Board of Education (Board) believes all children deserve an excellent education that helps them reach high standards of performance. The Board believes the promise of an excellent public education is to equip every child with the knowledge and skills necessary to succeed in college, careers and civic life. These expectations hold for all students regardless of age, gender, socio-economic status, race/ethnicity, native language, abilities, or disabilities. Schools must provide challenging and rigorous programs of study that integrate the knowledge and skills necessary to enable students to become productive members of society.

The Board believes that the integration of social, emotional and intellectual habits is an important component in a K-3 education and contributes to students' academic and personal success. While attention to core subjects remains important, social, emotional and intellectual habits set the stage for all future learning, promoting intrapersonal, interpersonal, and cognitive competence. By understanding and applying social, emotional and intellectual habits, students effectively negotiate daily tasks and challenges. Social, emotional and intellectual habits assist students in setting and achieving positive goals, establishing and maintaining healthy relationships, and making responsible decisions. With support from adults during the early childhood years, social, emotional and intellectual habits promote positive interactions with others, and the development of psychosocial attitudes in relation to academic work and behaviors. In addition, they support students' ability to maintain focus irrespective of obstacles, and deal with management of their own learning. It is imperative that students have the capacity to integrate social, emotional and intellectual skills, attitudes, and behaviors throughout the course of the day.

The Board's position statement on social, emotional and intellectual habits complements the *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3*, which represents the knowledge, skills, and dispositions that form an essential blueprint for college and career readiness to achieve academic success and social-emotional development. The *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3* builds from the foundational skills in the Cognitive, and Social and Emotional Development Domains of the Connecticut Early Learning and Development Standards, highlighting the continued growth and development that must be supported over the early elementary years. Along with the following policy guidance, the *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3* will serve as a resource to districts to support students' academic and personal success.

Comprehensive Social, Emotional and Intellectual Habits for All Students K-3

Guidelines for Policymakers

The Connecticut State Board of Education, in support of its Position Statement on Social, Emotional, and Intellectual Habits for All Students K-3, offers the following guidelines to support the establishment of collaboration among various stakeholders to build a comprehensive learning system that explicitly supports social, emotional and intellectual habits.

- **Responsibilities of the Department of Education**
 - Ensure dissemination of the *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3* document to promote social, emotional and intellectual habits as an essential component of high-quality early learning.
 - Provide a professional learning opportunity for school administrators so that they may guide teachers in the integration of learning goals that are relevant to social, emotional and intellectual habits across academic content areas.
 - Recognize that the foundation of social and emotional development is in the family and the child's culture of origin, and that effective educational approaches involve continuous improvement toward cultural competence. For that reason, it is the responsibility of the Department of Education to provide opportunities for professional learning that will support continuous improvement toward cultural competence for educators.
- **Responsibilities of School Districts**
 - Develop a shared districtwide vision statement to articulate the importance of social, emotional and intellectual habits and to emphasize the importance of all three of these sets of habits in achieving the districts overall vision, mission and theory of action.
 - Identify key leaders who will take responsibility for developing their knowledge in social, emotional and intellectual habits theory, research and practice, and provide guidance and support for the development of habits in schools.
 - Ensure alignment of curricular resources to support social, emotional and intellectual habits in the academic learning environment.
 - Provide professional learning experiences designed to create an adult community throughout the district that can effectively model social, emotional, and intellectual competencies.
- **Responsibilities of School Leaders**
 - Develop a schoolwide vision that prioritizes academic, and social, emotional and intellectual habits that engages a range of stakeholders, including teachers, parents, and community members.
 - Ensure all staff members, including support staff, are aware of the vision for social, emotional and intellectual habits, i.e., creating an environment where students and staff collectively strive for academic achievement and social, emotional and intellectual growth.

- Determine how social, emotional and intellectual habits will be integrated into curriculum and instruction, schoolwide practices and policies, and family and community partnerships.
- Collaborate with parents, caregivers, and others from the community to support social, emotional and intellectual habits during and beyond the school day.
- **Responsibilities of Teachers**
 - Understand how respect, empathy, responsible behavior, and other social, emotional and intellectual habits competencies help students succeed in school and life.
 - Explicitly incorporate the competencies using the CSDE crosswalk between academic standards and the *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3*, into everyday instruction to support the development and application of concepts and skills.
 - Create a positive classroom environment that provides frequent and varied opportunities for students to develop and to support classmates in developing social, emotional and intellectual habits.
 - Make social, emotional and intellectual habits part of daily classroom life, by fostering positive working relationships, increasing student engagement, and modeling constructive behaviors.
- **Responsibilities of Higher Education Institutions and Teacher Preparation Programs**
 - Ensure that pre-service teachers are provided meaningful and relevant course work grounded in research-based methodology, including addressing the social, emotional and intellectual needs of students.
 - Strengthen teacher understanding and skills in strategies for improving student academic achievement, including strategies for addressing the social, emotional and intellectual needs of students.
 - Encourage faculty involvement and leadership in social, emotional and intellectual habits reform initiatives.
- **Responsibilities of Families and Community Members**
 - Participate in informational meetings at local schools to become more familiar with social, emotional and intellectual habits concepts.
 - Ask teachers about how social, emotional and intellectual habits are used at school.
 - Encourage children's development of social, emotional and intellectual habits.
 - Use community resources to increase adults' knowledge of social, emotional and intellectual habits.

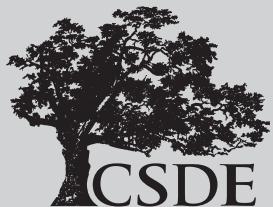
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Damon E. Jones, Mark Greenberg, and Max Crowley. Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness. *American Journal of Public Health*: November 2015, Vol. 105, No. 11, pp. 2283-2290.

Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3

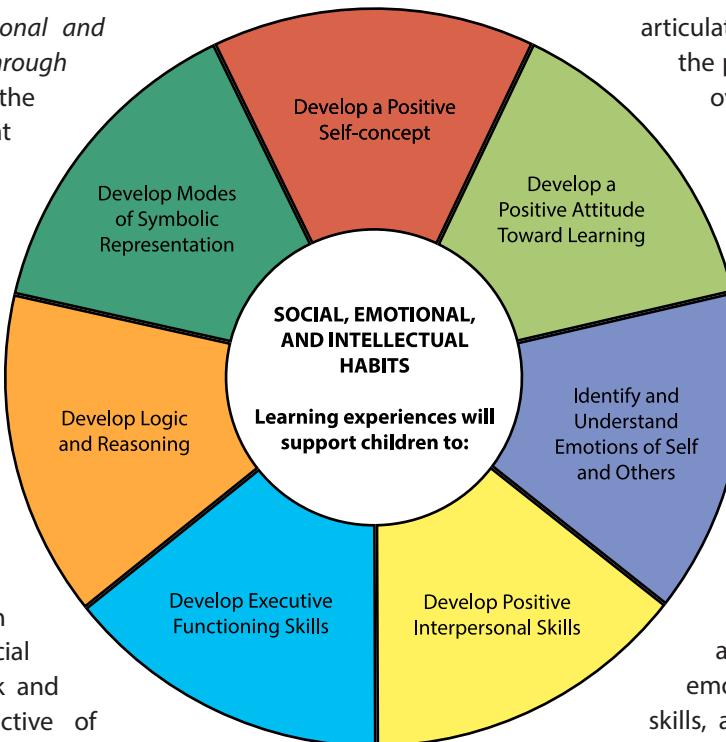


CONNECTICUT STATE DEPARTMENT OF EDUCATION

The *Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3* document represents the knowledge, skills, and dispositions that form an essential blueprint for college and career readiness and equip every child with the knowledge and skills necessary to succeed in college, careers and civic life. While attention to core subjects remains important, social, emotional and intellectual habits set the stage for all future learning promoting intrapersonal, interpersonal, and cognitive competence. With support from adults during the early childhood years, social, emotional and intellectual habits promote positive interactions with others and the development of psychosocial attitudes in relation to academic work and behaviors, maintaining focus irrespective of obstacles, and management of their own learning.

The Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3 builds from the foundational skills in the Cognitive and Social and Emotional Development Domains of the CT Early Learning and Development Standards, highlighting the continued growth and development that must be supported over the early elementary years.

This document does not oblige districts to adopt new curricula or programs. Rather, most of the skills and dispositions are best addressed throughout the course of the regular school day, during daily instruction, specials, and daily routines. Adults working with children in schools already address these skills and dispositions on a regular basis. By



articulating these common goals and focusing on the progression of learning and development over time, schools will be better equipped to intentionally support students in gaining these critical skills. For students who may struggle in these areas, this document can be used to consider the necessary precursor skills to support the development of strong social and intellectual habits.

The Components of Social, Emotional and Intellectual Habits: Kindergarten through Grade 3 document is organized by seven areas of development. Each area of development is further organized by learning progressions (e.g., self-awareness) that categorize the social, emotional and intellectual knowledge, skills, and dispositions under the subheadings indicators of evidence. The indicators of evidence

are arranged in columns by grade level to indicate social, emotional and intellectual developmental milestones within each grade. However, because children grow and develop at different rates, social, emotional and intellectual developmental milestones are often harder to pinpoint than, for example, signs of physical development.

The arrows and dotted lines that appear between the grade level headings and columns within the document indicate how developmental milestones can overlap based on children's rate of development. Finally, it is important to remember that social, emotional and intellectual development in one area is reinforced and enhanced by growth in other areas, and will continue beyond the early elementary years.

Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
Area of Development Learning experiences will support children to:	Learning Progression	Indicators: These are evident, for example, when children:			
Develop a positive self-concept	Self-awareness	Respond to the classroom environment with a positive sense of self, showing pride in own work and making positive statements about self	Respond to the classroom environment with a positive sense of self and participate as a member of the school community	See self as a valuable contributing member of family, school and other community groups	Identify roles and responsibilities as a group member and contribute in a positive capacity
		Recognize one's own positive characteristics	Recognize and express likes, dislikes, needs, and wants in a manner acceptable to school norms	Recognize personal strengths, assets, limitations/challenges	Identify personal values, attitudes and beliefs
		Describe attributes of self and others, including relevant cultural characteristics of self	Describe self as an individual and as a member of groups	Describe characteristics of self and groups they belong to, including characteristics that are not concrete (personality, preferences, cultural norms or values)	Describe current characteristics of self and community and identify the source or history of these characteristics
	Sense of self as competent and capable	Attempt new activities and experiences with confidence and optimism		Identify personal and academic goals	
		Express independent thoughts and feelings		Practice self-advocacy skills (e.g., ask for a turn after waiting patiently for a couple of minutes, lets teacher know when they cannot see or hear during lesson)	Explain and defend independent thoughts and feelings

Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
Area of Development Learning experiences will support children to:	Learning Progression	Indicators: These are evident, for example, when children:			
Develop a positive attitude toward learning	Sense of self as a learner	Distinguish between success and areas where they still need supports	Begin to appropriately ask for assistance from familiar sources	Identify and use available supports including familiar adults and other resources (e.g., books)	Identify multiple resources to assist in meeting learning goals
		Recognize own need for adult assistance and identify someone familiar who could help them			
		Share with eagerness and pride, increasingly complex work or projects			
	Curiosity and initiative	Demonstrate engagement through discussion of a growing range of topics, ideas, and tasks	Engage in preferred activities that match strengths, talents and interests	Show enthusiasm for learning by asking questions and seeking meaningful information about a topic or idea	Engage in and seek new experiences in learning independently
		Take on challenges willingly, exploring new knowledge with adult support	Take risks to explore new knowledge with minimal adult support	Take risks to explore new knowledge with peers	Take risks to explore new knowledge independently
	Cooperation during learning experiences	Use basic strategies for entering group play with adult support	Join and leave groups with ease as a leader or a follower as a situation demands	Share materials willingly with others in order to promote group learning	
		Share materials with peers with adult support			
		Participate in group learning experiences using basic turn-taking and listening skills with adult support and guidance	Use basic cooperation skills to engage in increasingly complex discussion/exploration of ideas	Listen, discuss, and negotiate ideas in order to discover new learning with peers	

Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
Area of Development Learning experiences will support children to:	Learning Progression	Indicators: These are evident, for example, when children:			
Identify and understand emotions of self and others	Identifying and understanding emotions	Identify and appropriately label basic feelings in self and others (e.g., happy, sad, mad, scared)	Recognize and label feelings in self and others, beginning to use more sophisticated emotion words	Describe increasingly varied emotions and common situations that cause them	Communicate effectively about emotional experience, with adults and peers using a variety of vocabulary related to emotions
		Discuss how some basic emotions impact behavior in self and others with adult support	Discuss emotions and the impact on behavior and begin to show awareness of the intensity of emotions (e.g., can recognize when their emotions are particularly strong and they might lose control; use words such as "furious" to describe intense anger)		Recognize the connections between emotions, thoughts and behavior
	Empathy	Describe basic feelings or thoughts/perspectives of others with adult support	Recognize more complex feelings or thoughts/perspectives of others	Show ability to listen to and understand others' feelings and consider how they impact their actions with adult support	
		Respond when others display intense emotional reactions (e.g., crying, yelling, laughing loudly)	Offer comfort or assistance when others display indication of being hurt or upset		Acknowledge needs of others and act accordingly

Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
Area of Development Learning experiences will support children to:	Learning Progression	Indicators: These are evident, for example, when children:			
Develop positive interpersonal relationships	Social awareness and interpersonal skills	Engage in practices that contribute to community well-being		Demonstrate cooperation in small and large groups	Celebrate group successes
		Use basic social skills to ask to play with others, to share and take turns and to begin to work together with one or more peer on a game or activity with adult support		Demonstrate ability to read nonverbal social cues	Demonstrate ability to read and appropriately act upon nonverbal social cues
		Use basic social skills independently and engage in positive, reciprocal relationships with peers (i.e., begin to form friendships with preferred peers)		Demonstrate the ability to compromise, negotiate and work together with others with adult support, in both child-initiated and adult-led activities	
	Responsible decision making and social problem solving	Develop and maintain trusting, healthy relationships with school-based adults			
		Learn to cooperate with classroom-based adults	Abide by the rules and expectations of the community	Identify and use skills to establish and maintain healthy interpersonal relationships	
		Demonstrate beginning understanding of connections between choices and outcomes in familiar situations	Describe the connections between choices (decisions) and consequences to self and uses this information to make choices with adult support	Analyze the outcomes and possible consequences of a set of given decisions	Take personal responsibility for one's own choices

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Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
Area of Development Learning experiences will support children to:	Learning Progression	Indicators: These are evident, for example, when children:			
Develop positive interpersonal relationships (continued)	Conflict resolution	Recognize and articulate conflict in personal and familiar contexts (e.g., "Johnny took my crayon")	Identify appropriate response to conflict	Distinguish between constructive and destructive ways to resolve conflicts	Demonstrate ability to remove oneself from a stressful situation
		Resolve conflicts with peers with adult modeling and support using simple strategies (e.g., sharing, taking turns, apologizing)	Use simple strategies to address interpersonal conflict independently and, with adult support, incorporate additional strategies (e.g., negotiating)	Demonstrate willingness and skill to independently resolve a problem or conflict, although may still need adult support and encouragement	
	Working memory and metacognition	Remember and follow directions that involve a sequence of 2-3 steps	Remember and follow multistep directions that involve more complex steps/sequences and update them with new information or changing plans	Demonstrate ability to remember and return to place in story, song or game if interrupted, or can reorder steps or change plans as needed to meet goal	
Develop executive functioning skills		Begin to use deliberate strategies (e.g., self-talk, song repetition) to organize thinking or to remember directions or sequence with adult support	Use deliberate strategies (self-talk, song repetition) in familiar situations to remember directions or sequence	Use deliberate strategies to remember information or organize thinking in new ways	
		Begin to monitor errors and/or progress, notice mistakes and make appropriate adjustments with adult support	Show increasing independence in monitoring errors and/or progress, notice mistakes and make appropriate adjustments with adult support	Use previously modeled strategies to plan, monitor and evaluate thinking processes and try new and more sophisticated strategies with adult support	
	Cognitive flexibility	Transition between different tasks or activities; use different ways of completing a task and shift attention as needed with adult prompting and support	Try different ways to complete a task or solve a problem, identify multiple ways to think about a situation, deliberately change thoughts or feelings in order to achieve goals	Consider multiple aspects of situations and/or changing circumstances, to plan, make decisions and adjust thinking with adult guidance and support	Become more independent in considering multiple aspects of situations, and/or changing circumstances, to plan, make decisions and adjust thinking

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Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
Area of Development Learning experiences will support children to:	Learning Progression	Indicators: These are evident, for example, when children:			
Develop executive functioning skills (continued)	Self-regulation of impulses and emotional reaction	Use basic strategies to manage intense or difficult feelings (e.g., deep breathing, take a break, draw a picture) with adult support	Use basic strategies with increasing independence to deal with upsetting emotions and seek help when necessary	Manage behavioral response to emotions most of the time, effectively using multiple strategies (e.g., utilizing skills to calm down, and applying the steps in problem solving to school and to social problems)	Self-monitor emotions and use strategies to manage emotions and behavioral reactions
		Initiate previously-taught strategies to help delay gratification in a variety of contexts (e.g., choose an alternative activity while waiting a turn)		Apply strategies to help delay gratification for longer periods of time with increasing independence, building upon previously-taught strategies	
		Identify simple and age appropriate social norms and safety rules and use these to guide behavior		Respond increasingly well to rules outside of adult supervision	Recognize rules and are able to generalize them to other situations
		Name and typically follow basic rules related to privacy and personal boundaries		Demonstrate appropriate assertion of personal boundaries, rights and privacy needs	
	Managing attention and behavior	Sustain attention and complete developmentally appropriate tasks with adult support	Sustain attention to an age appropriate task or activity individually and in small groups	Sustain attention to an age appropriate task or activity individually and in larger groups	Demonstrate persistence to completion when working independently on age appropriate tasks

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Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
Area of Development Learning experiences will support children to:	Learning Progression	Indicators: These are evident, for example, when children:			
Develop executive functioning skills (continued)	Managing attention and behavior (continued)	Take responsibility, including planning and/or setting simple goals for own learning, while respecting the learning of others with adult support	Demonstrate increasing independence in taking responsibility, including planning and/or setting goals for own learning, while respecting the learning of others		
		Engage in basic planning and goal-setting, including planning topics for investigations, defining problems and considering sources of evidence with adult support	Follow a task to completion, even when it is challenging with minimal support		Follow a task to completion; may need minimal support when the task is challenging
		Begin to use basic strategies to maintain focus in the face of distractions with adult support	Maintain focus with increasing independence, using more varied and sophisticated strategies.		
Develop logic and reasoning	Critical and analytical thinking	Begin to use evidence and critical thinking to support claims; explain own thinking and listen to others with adult support	Use evidence and critical thinking to support claims, make simple arguments and critique the reasoning of others; explain own thinking and listens to others	Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; decide if explanations make sense and asks appropriate questions	Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking

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Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
Area of Development Learning experiences will support children to:	Learning Progression	Indicators: These are evident, for example, when children:			
Develop logic and reasoning (continued)	Applying known information to new experiences	Connect current and past relationships, experiences and knowledge to new situations, relationships and problem solving	Approach new situations, relationships and problem solving using information from prior experiences rather than through trial and error	Use prior relationships, experiences, and knowledge to expand understanding	Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
	Reasoning and problem solving	Describe a simple problem and propose one or more possible solutions	Demonstrate a willingness to try multiple strategies to solve a problem; check whether solution makes sense; may seek adult assistance	Plan out a simple problem solving approach, considering multiple strategies; monitor and evaluate progress and change strategies as necessary with adult support	Consider multiple strategies and generate creative solutions to problem with peers; use an alternate method to check answers
	Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)				
	Symbolic representation	Use objects, actions, drawings and an increasing array of symbols to represent ideas	Use standard or self-selected objects, actions, drawings and symbols to represent increasingly complex ideas		
Develop modes of symbolic representation	Pretend or symbolic play	Engage in mature play, using language to create a pretend scenario over an extended time frame with complex interwoven themes and rich multifaceted roles	Use role play over an extended period of time to explore and expand knowledge and understanding		