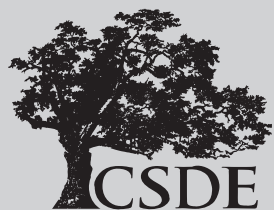


Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 12

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CSDE CONNECTICUT STATE DEPARTMENT OF EDUCATION



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Executive Summary

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

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 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 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 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*.

Executive Summary

The Components of Social, Emotional, and Intellectual Habits: Grades 4 through 12

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 through 12*.

The *Components of Social, Emotional, and Intellectual Habits: Grades 4 through 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 through 12* are vital in K-12 education and contribute to the whole-child success across the life span. Connecticut public schools have amplified their attention to social-emotional work for students and adults while fostering a positive school ethos 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: Kindergarten through Grade 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 prepare 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.

“Social and emotional learning means the process through which children and adults achieve emotional intelligence through self-awareness, self-management, social awareness, relationship skills and responsible decision-making.”

(Conn. Gen. Stat. § 10-222d).

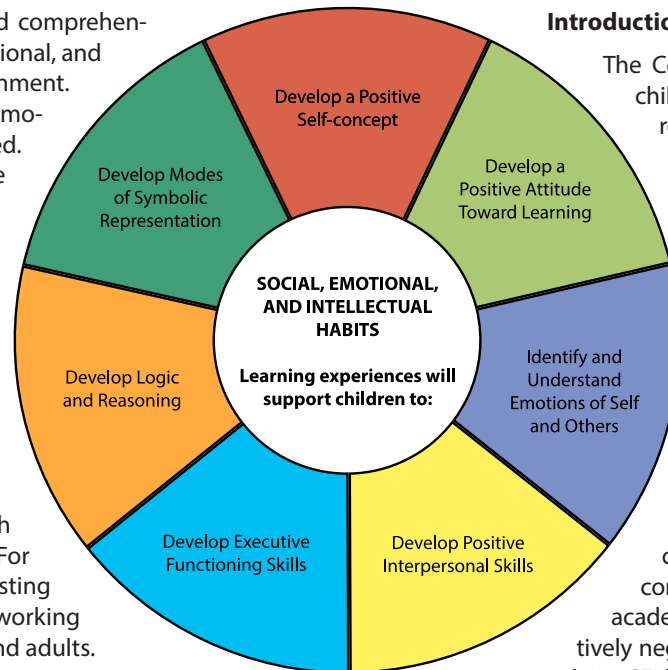
All students deserve high-quality, engaging, and comprehensive instruction that addresses their social, emotional, and academic needs in a safe and supportive environment.

The beneficial outcomes from implementing social-emotional learning (SEL) are extensive and well researched. Students experience improved academic performance and postsecondary success, healthy social relationships, improved decision-making and problem-solving skills, and a better understanding of self. The process by which students learn these and other similar skills is called SEL. Relationships between the school staff and families are enhanced. Administrators and other school faculty benefit from a safer and more positive school climate that is conducive to a healthy and equitable learning environment.

Over two decades of research has helped us understand the critical role of social-emotional skills for each student’s success in and outside of school and life. For example, skills such as making good decisions, persisting at challenging tasks, demonstrating self-control, and working well in groups are necessary to succeed as students and adults.

SEL integration is a vital component in K-12 education and contributes to the whole-child success across the life span. Connecticut public schools have amplified their attention to SEL work for students and adults, while fostering a positive school ethos to support our students in developing these essential skills so that they may reach their fullest potential, and flourish and thrive.

In 2020, the Connecticut State Department of Education (CSDE) completed a State-wide SEL Landscape Survey and gleaned from the districts’ feedback, that similar to grades K–3, stakeholders want to have SEL integration into academic instruction for grades 4 through 12. The development of the *Components of Social, Emotional, and Intellectual Habits: Grades 4 through 12* stems from the 2018 State Board approval of *The Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3*. Additionally, the CSDE has procured a universal assessment called the Devereux Student Strength Assessment (DESSA) System that is available to all districts at no cost. The SEL universal and supplement assessments are strength-based, align to the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies, and can be used as another resource to inform instruction. Together, these resources can support districts in their work to integrate SEL into academic instruction.



Introduction

The Connecticut State Department of Education believes all children deserve an excellent education that helps them reach high standards of performance. The *Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 12* represents the knowledge, skills, and dispositions that form an essential blueprint for college and career readiness and equip every student with the knowledge and skills necessary to succeed in college, careers, and civic life. Social, emotional, and, additionally, intellectual habits assist students in setting and achieving positive goals, establishing and maintaining healthy relationships, and making responsible decisions. While attention to core subjects remains important, social, emotional, and intellectual (SEI) habits set the stage for all future learning, and promote intrapersonal, interpersonal, and cognitive competence. The integration of SEI habits is an important component in K-12 education and contributes to students’ academic success and personal well-being. Students effectively negotiate daily tasks and challenges by understanding and applying SEI habits. With support from adults, SEI habits promote positive interactions with others, and the development of psychosocial attitudes in relation to academic work and behaviors. In addition, SEI habits support students’ ability to maintain focus irrespective of obstacles, and manage their own learning. It is imperative that students have the capacity to integrate SEI intellectual skills, attitudes, and behaviors throughout the course of the day.

Purpose

The Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 12 serves to support school leaders and educators to equip every child with the knowledge and skills necessary to succeed in college, careers, and civic life. This document is intended to guide the work of developing SEI habits and does not oblige districts to adopt new curricula or programs. Rather, most of the skills and dispositions are best addressed throughout the regular school day, during daily instruction, specials periods (e.g., physical education, art), advisory, and daily routines. Adults working with children and adolescents in schools already address these skills and dispositions regularly. By articulating these important indicators of SEI developmental milestones and focusing on the

progression of learning and development over time, schools will be better prepared in an intentional manner to support students in gaining these critical skills. For students who may struggle in developing these critical skills, this document can be used to consider the necessary precursor or related skills to support the development of the competencies and dispositions. By understanding and applying social, emotional, and intellectual habits, students effectively negotiate daily tasks and challenges, and set the stage for all future learning, promoting intrapersonal, interpersonal, and cognitive competence.

Organizational Features

The *Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 12* categorizes and articulates the desired knowledge, skills, and dispositions in two sections. The first section, developed for 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*. The next section delineates the continued growth and development that must be supported over the years, during upper elementary and middle school, and through high school. *The Components of Social, Emotional, and Intellectual Habits* are organized by seven interrelated areas of development (e.g., Develop a Positive Self-concept).

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

Each area of development is further organized by learning continua, entitled Learning Progression (e.g., self-awareness), which categorizes the examples of 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 (K–3 section) or grade bands (4–12 section) to indicate SEI developmental milestones within each grade. However, because children and adolescents grow and develop at different rates, SEI 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 (K–3 section) and grade band (4–12 section) headings and columns within the document indicate how developmental milestones can overlap based on children's and adolescents' rates of development. It is important to

remember that SEI development in one area is reinforced and enhanced by growth in other areas, and will continue beyond the early elementary, middle school, and even the high school years, from childhood to adulthood.

Equity-Focused, Student-Centered Learning Environments

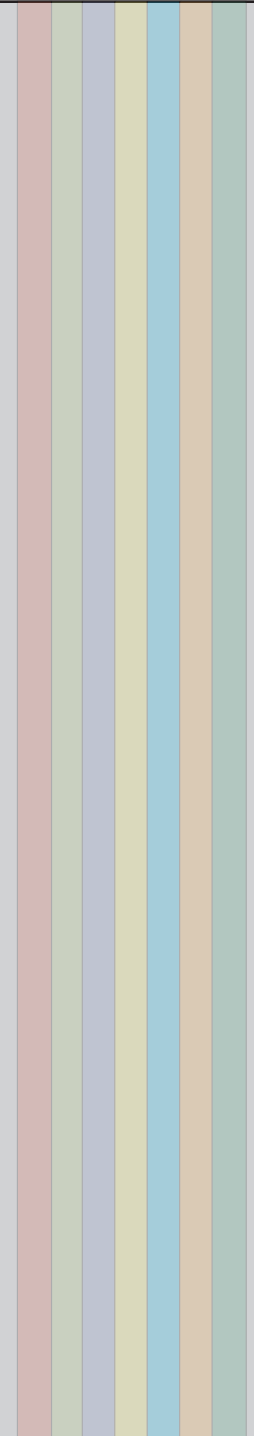
The *Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 12* complements the Connecticut State Board of Education's [Position Statement on a Culturally Responsive Approach to Education](#), which calls for educators to support "students' social and emotional learning and understandings through appropriate programming as it relates to topics surrounding racism, social justice, and cultural competence."

Adult beliefs and mindsets, as well as school experiences, all influence the development of SEI competencies (The Education Trust), and since adults are responsible for establishing and sustaining student-centered, inclusive learning environments, they must first take stock of their own personal strengths for establishing and maintaining healthy relationships with adults and students, including individuals across different perspectives and backgrounds (Collaborative for Academic, Social, and Emotional Learning [CASEL], n.d.). By understanding how respect, empathy, responsible behavior, and other SEI habits support rapport building, educators can foster trusting relationships with and among students so that each student feels connected and cared for as a member of the classroom community. This sets the stage for all future learning by minimizing the types of social interactions that can activate threats in the brain and impede students' sense of agency, thus empowering students to practice self-management and other skills and competencies within their social context (Hammond, 2015).

Attending to the emotional well-being of all students as they engage in daily learning establishes an ethos of collective responsibility, trust, and partnership (Srinivasan, 2019). When educators make SEI habits part of daily classroom life, it creates a space that reflects the values of an academic learning environment where students feel safe while learning and practicing SEI competencies. This affords educators, for example, opportunities to increase student engagement and model constructive behaviors, while recognizing that there may be explanations for student behaviors that are alternative to their expectations of how students should exist within a classroom environment. As such, it is just as important for educators to self-examine implicit and explicit bias-based beliefs and how those beliefs influence and operate within the learning community and influence SEI habits and learning outcomes. Ultimately, it is important for students to see themselves as learners and see themselves in their learning, because it supports developing a strong sense of self and voice. When educators provide the right conditions and supports, students' development of SEI competencies will grow and change over time, and be expressly linked to well-being beyond high school (Srinivasan, 2019).

Components of Social, Emotional, and Intellectual Habits:

Kindergarten through Grade 3



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 Recognize the unique characteristics of their own family	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	
				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)	
		Express independent thoughts and feelings		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	Use basic social skills independently and engage in positive, reciprocal relationships with peers (i.e., begin to form friendships with preferred peers)	Demonstrate ability to read nonverbal social cues	Demonstrate ability to read and appropriately act upon nonverbal social cues	
				Demonstrate the ability to compromise, negotiate and work together with others with adult support, in both child-initiated and adult-led activities		
		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		
	Responsible decision making and social problem solving	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	
		Define decisions (e.g., choices) and identify in daily life in school and home		Distinguish between positive and negative peer pressure	Become aware when peer pressure is influencing a decision	
		Identify social norms and safety considerations that guide behavior with adult support	Demonstrate beginning understanding of how social norms influence their decision making and behavior	Demonstrate concern for fairness and respect for the rights of others; respond appropriately when a rule is broken, with acceptance of responsibility and consequences	Demonstrate awareness of principles of equality, fairness and respect for social norms	

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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	
Develop executive functioning skills	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	
		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

continued ►

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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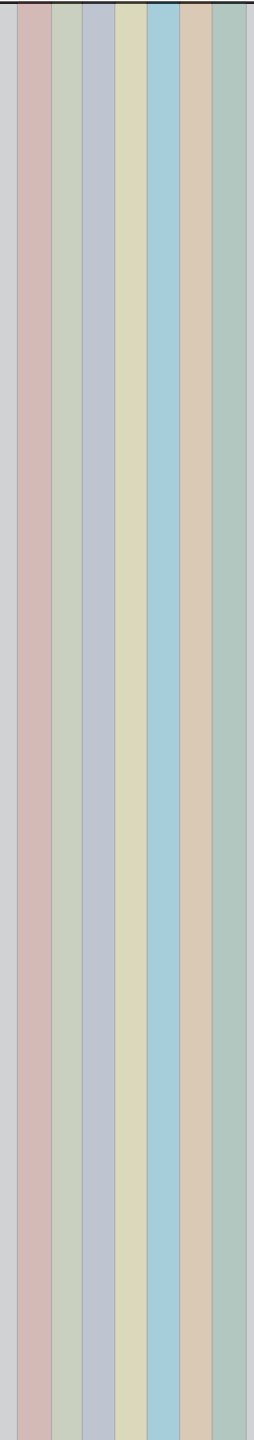
Components of Social, Emotional, and Intellectual Habits		Kindergarten	1st Grade	2nd Grade	3rd Grade
Area of Development Learning experiences will support children to:	Learning Progression	Indicators: These are evident, for example, when children:			
Develop executive functioning skills (continued)	Managing 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
			Agree or disagree with others and give reason why		

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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)				
Develop modes of symbolic representation	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	
	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	

Components of Social, Emotional, and Intellectual Habits:

Grades 4 through 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	

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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 (continued) Definition: The mental processes required to focus, plan, and control behavioral responses in service of a goal (<i>Harvard Graduate School of Education</i>)	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.

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:		
<p>Develop a Positive Self-concept</p> <p>Definition: The way someone thinks about, evaluates, or perceives oneself; to be aware of oneself; and aware of one's place in the community.</p>	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 inter-dependently	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

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 (<i>Harvard Graduate School of Education</i>)	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				

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
	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		

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:					
<p>Develop a Positive Attitude Toward Learning</p> <p>The ability to be grateful and cheerful and maintain a growth mindset; to approach one's circumstances with optimism and enthusiasm.</p>	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			

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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:							
<p>Develop a Positive Attitude Toward Learning (continued)</p> <p>The ability to be grateful and cheerful and maintain a growth mindset; to approach one's circumstances with optimism and enthusiasm.</p>	Cooperation during learning experiences	Understand and perform different roles in cooperative groups (e.g., leader, recorder, timekeeper, 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					

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	

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:		
<p>Identify and Understand Emotions of Self and Others</p> <p>Definition: The ability to recognize and label emotions in oneself and others (emotion knowledge); express one's feelings in contextually appropriate ways (emotion expression) (Harvard Graduate School of Education)</p>	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

Glossary

active listening and attention skills. The ability to fully concentrate on what is being said, ask questions, repeat what was heard, and paraphrase for understanding.

advisory. A regularly scheduled period of time during the school day when a small group of peers meet with a teacher, and sometimes other school staff members, for the purpose of engaging in supportive discussions about social-emotional learning, academic success, and postsecondary planning, for example.

applying known information to new experiences. The ability to make judgements about what to extract from prior experiences and subject matter already learned, to carry forth and apply in situations new to the learner (e.g., by analogies, references to past experiences) (Fisher, Frey & Hattie, 20201; Harvard Graduate School of Education).

area of development. The interrelated categories of critical skills and psychosocial development in relation to academic work and behaviors that support the understanding and managing of emotions and learning.

attention management. The ability to manage internal and external distractions in order to remain productive and deliver quality results.

civility. The ability to engage in discourse that supports the group, rather than undermines it; to have respect for others even when views differ; to practice standards of conduct towards others (e.g., listen to claims of others, acknowledge the possibility that one's own arguments could be proven wrong); to engage in effective deliberation (e.g., avoiding name-calling, threats, and bullying behaviors).

cognitive flexibility. The ability to switch between thinking about two different concepts to thinking about multiple concepts simultaneously; to redirect one's attention away from one salient object, instruction, or strategy to another (Harvard Graduate School of Education).

compassion. The ability to have sympathy and concern for the circumstances of others.

cognitively maintain and manipulate. The mental process of using stored acquired knowledge, including the use of working memory, to solve problems or act upon information.

concepts. The words that stand for classes of objects, events, and actions that share some major common characteristics; descriptions for understandings (Corbin and Strauss).

conceptual models of representation. The frameworks of meaning or meaning-making structures that guide and support students' understanding in a discipline and build patterns of understanding, so they think deeply about learning, retains information, and applies skills more readily.

conceptual models. The modes of visualization (e.g., diagrams) to organize and illustrate ideas.

confidence. A feeling of self-assurance arising from one's appreciation of one's own abilities or qualities that is not inflated or excessive but based on demonstrated evidence or experience.

conflict resolution skills. The abilities and strategies that one uses as a process to resolve a disagreement, dispute, or debate.

cooperative learning. The academic and social learning experiences where students engage as a collective group towards a common goal.

critical and analytical thinking. The ability to make judgements and constructive choices, understand **metacognitive strategies**, and plan and reflect to enhance learning.

cross-cultural activities. The activities that build on students' strengths and ways of learning, (e.g., emphasizing a communal and collaborative orientation, combining oratory skills with academic talk) and affirms diverse linguistic heritage and traditions.

culture. A combination of thoughts, feelings, attitudes, beliefs, values, and behavior patterns that are shared by racial, ethnic, religious, or social groups of people; refers to groups one chooses to belong to, such as religious or social groups; is not static but dynamic (Zion, Kozleski, & Fulton, 2005, p. 2).

cultural humility. A process of reflection and lifelong inquiry that involves self-awareness of personal and cultural biases as well as awareness and sensitivity to significant cultural issues of others (Yeager, K. A., & Bauer-Wu, S., 2013).

cultural assets. The strengths that students and educators bring to a school community based on their traditions, histories, community, customs, and language that builds connection and strengths.

culturally responsive. The ability to take personal responsibility to promote respect for individuals' cultures and context and create an inclusive environment.

curiosity and initiative. The capacity to take action, sustain motivation, and persevere to explore the environment in increasingly focused ways to learn about and understand people, things, materials, and events that go beyond what is required.

develop logic and reasoning. 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).

developing 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.

emotion. The part of a person’s character that consists of feelings, as opposed to thoughts, which can be caused by the situation that one is in or the people one is with.

empathy. The experience of understanding another person’s thoughts, feelings, and condition from their point of view rather than from one’s own; an effort to imagine oneself in someone else’s place to understand what is being felt or experienced.

ethos. The shared understandings and guiding beliefs that distinguish a school or other entity as an organization.

executive functioning skills. The mental processes required to focus, plan, and control behavioral responses in service of a goal (Harvard Graduate School of Education).

identifying and understanding emotions. The ability to recognize and label emotions in oneself and others (emotion knowledge); express one’s feelings in contextually appropriate ways (emotion expression) (Harvard Graduate School of Education).

indicator. A brief statement that describes a social, emotional, and intellectual developmental milestone by grade band.

interpersonal relationship. A situation where two or more participants are interdependent, where the behavior of each affects the outcomes of the other and built on mutual respect and trust, and can provide support and care.

interpersonal skill. 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.

learning progression. A subset or individual sub-strand that contributes to an area of development; a unit of the interrelated categories of critical skills and psychosocial attitudes in an area of development.

managing attention and behavior. The ability to make decisions about attending to relevant information and goal-directed tasks while resisting distractions.

managing emotional reactions. The ability to choose how and when to express an emotional feeling.

metacognitive strategies. The methods (e.g., self-questioning) for becoming increasingly aware of, and reflecting on, how well the mind is controlling the learning process while engaged in such a process.

mindset. An established set of beliefs and attitudes held by a person.

perseverance. The ability to do something despite difficulty or delay in achieving success.

persistence. The ability to stick with something.

personal boundaries. The limits that are set with other people, which indicate what is acceptable and unacceptable in their behavior towards others.

positive attitude. The ability to be grateful and cheerful, and maintain a growth mindset; to approach one’s circumstances with optimism and enthusiasm.

psychosocial. The psychological factors, the surrounding social environment, and their effect on physical and mental wellness and the ability to function.

reasoning and problem solving. The ability to assess problems involving the use of available resources and review multiple strategies for resolving problems; use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation to solve different kinds of problems in both conventional and innovative ways; identify and ask significant questions that clarify various points of view that may lead to better solutions (P21 Framework for 21st Century Skills).

relationship skills. The abilities involved in establishing and maintaining healthy and rewarding relationships with diverse individuals and groups, including communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed (CASEL).

resilience. The ability to recover from difficulties; toughness.

respect. The ability to have regard for the feelings, wishes, rights, or traditions of others; a feeling or understanding that someone or something is important, serious, etc., and should be treated in an appropriate way.

responsible decision-making. The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations (CASEL).

self-advocacy. The action of representing and standing up for oneself or one’s views or interests.

self-awareness. The ability to accurately recognize one's emotions and thoughts and their influence on behavior, including accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and purpose (CASEL).

self-concept. The way someone thinks about, evaluates, or perceives oneself; to be aware of oneself.

self-directed. A process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs.

self-management. The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations, and to achieve goals and aspirations, including the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal/collective goals (CASEL).

self-monitoring. The use of metacognition—thinking about one's own thinking—and the resulting insight to determine next steps or the solution to a problem; reflecting an ability to modify one's behavior in response to situations.

self-regulation of emotions and reactions. The ability to navigate emotions, thoughts, and behaviors across different situations while managing stress, controlling desired responses, and motivating oneself.

sense of self. A person's perception of the collection of characteristics that define them.

sense of self as learner. An individual's perception of their collection of psychological efforts exerted to become skilled and proficient.

social awareness. The ability to take the perspective of and empathize with others, including from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports (CASEL); to understand social and ethical norms for behavior across settings and to be able to identify and use family, school and community resources, and supports.

social cues. The signals people send through body language and expressions.

social skills. The everyday interactions and communications with others that include verbal and non-verbal communication, such as speech, gesture, facial expression, body language, assertiveness skills, skills for making friends, and conflict resolution.

social, emotional, and intellectual habits. The progression of 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; the social, emotional, and intellectual habits that set the stage for all future learning promoting intrapersonal, interpersonal, and cognitive competence.

SMARTIE goals. In addition to being *s*pecific, *m*easurable, *a*chievable or ambitious, *r*elevant or realistic, and *t*ime bound, a set of goals that are designed to spur change by incorporating opportunities for *i*nclusion into processes and activities and an element of *e*quity as a means for addressing fairness of justness.

symbolic representation. The use of objects and drawings as a process of mental construction, and ways of thinking and doing for the purpose of working out frameworks of understanding, connecting ideas, juxtaposing earlier and later concepts, and forming more complex syntheses of ideas; symbolic representation supports students as agents of one's own meaning-making.

systematic questioning. A logical and thoughtfully planned approach of inquiry that facilitates the collection of relevant information to guide and clarify thinking.

triggers. The cause of an emotional reaction.

verbal cue. The variations in speech used to draw attention to something specific; use of a spoken prompt as attention-getters that focus someone's thinking (Fisher, Frey & Hattie, 2020).

working memory and cognition. The ability to maintain and manipulate information over a relatively short period, and engage in tasks such as focus, reflection, perspective taking, and mental problem solving (Harvard Graduate School of Education).

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