PowerSchool

Social and Emotional Learning (SEL) Core Competencies

Self-Awareness

A student's realistic understanding of their strengths and limitations and consistent desire for improvement.

- Asks clarifying questions
- Shows awareness of strengths
- Asks for feedback
- Describes own feelings
- Gives an opinion when asked

Social Awareness

A student's capacity to interact with others in a way that shows respect for their ideas and behaviors, recognizes their impact on them, and uses cooperation and tolerance in social situations.

- Gets along with different people
- Acts respectfully in competition
- Respects another's opinion
- Resolves a disagreement
- Cooperates with peers

Goal-Directed Behavior

A student's initiation of, and persistence in, completing tasks of varying difficulty.

- Keeps trying when unsuccessful
- Seeks out additional knowledge
- Takes active role in learning
- Seeks out challenging tasks
- Works hard on projects

Decision-Making

A student's approach to problem solving that involves learning from others and their own previous experiences, using their values to guide their action, and accepting responsibility for their decisions.

- Accepts responsibility
- Shows good judgment
- Learns from experience
- Follows trusted adult's advice
- Decides between right and wrong

Self-Management

A student's success in controlling their emotions and behaviors to complete a task or succeed in a new or challenging situation.

- Pays attention
- Focuses on task despite distraction
- Performs steps of a task in order
- Thinks before acting
- Stays calm when challenged

Relationship Skills

A student's consistent performance of socially acceptable actions that promote and maintain positive connections with others.

- Compliments or congratulates someone
- Expresses concern for another
- Makes polite suggestion or request
- Offers to help somebody
- Responds to another's feelings

Personal Responsibility

A student's tendency to be careful and reliable in their actions and in contributing to group efforts.

- Handles belongings with care
- Prepares for school
- Completes tasks without reminders
- Works in timely fashion
- Shows care when doing work

Optimistic Thinking

A student's attitude of confidence, hopefulness, and positive thinking regarding themselves and their life situations in the past, present, and future.

- Carries self with confidence
- Says good things about self
- Speaks about positive things
- Talks optimistically about the future
- Expresses high expectations for self

EDUCATORS VALUE SEL

80% of educators believe **positive emotions** are critical for academic success

56% of educators believe **resources to support SEL** in the classroom will be most critical post-pandemic

82% agree that a **well-crafted, fully integrated** SEL approach makes an impact on outcomes

Source: https://casel.org/fundamentals-of-sel/what-does-the-research-say/

SEL may involve multiple approaches

Teach SEL skills curriculum

Infuse SEL instruction into academic curriculum

Integrate SEL instructional practices

Create SEL-centered policies and structures

Learn How Unified Classroom® Behavior Support Can Impact SEL Implementation

Addressing students' social and emotional well-being is critical for schools, districts, families, and our communities. Unified Classroom® Behavior Support helps educators manage social and emotional learning (SEL) to help improve student well-being and school culture and achieve more equitable outcomes.

Learn More

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