

UPDATE ON CULTURE AND CLIMATE

STATUTORY AUTHORITY:

Section 161.092, RSMo

Consent
Item

Action
Item

Report
Item

PRIORITY AREAS

Early Learning & Early Literacy

Success-Ready Students & Workforce Development

Safe & Healthy Schools

Educator Recruitment & Retention

Efficiency & Effectiveness

SUMMARY

The Culture and Climate work group will give a status update on the purpose, outcomes, and goals will be addressed during this presentation.

PRESENTERS

Kim Bailey, State Board of Education member; Darbie Valenti, 2017 Missouri Teacher of the Year (MSTA); Misty Grandel, 2020 Missouri Teacher of the Year (MSTA); Darrion Cockrell, 2021 Missouri Teacher of the Year (MNEA); James Young, 2022 Missouri Teacher of the Year (MNEA); Curtis Cain, 2022 National Superintendent of the Year and Missouri Association of School Administrators (MASA) past president; Beth Houf, 2021 National Principal of the Year (MOASSP) (MAESP); Rhonda Gilstrap, 2020 Missouri School Boards' Association (MSBA) past president; Todd Whitaker, Author, National Speaker on school leadership, University of Missouri, Columbia; Christi Bergin, Research Professor of Child Development, University of Missouri, Columbia; and Chrissy Bashore, Coordinator, Missouri Department of Elementary and Secondary Education, will assist in the presentation and discussion of this agenda item.



Culture & Climate Work Team

Initial Report

Process: The CCWT determined that in order to fully address culture and climate issues, there needs to be **recommendations of change for each level in the system.**

INTENTIONALITY: Focus on what each level can do and not on blaming any one level

- Students
- Teachers
- Parents
- Administrators
- DESE
- MoSBOE
- Business/Community
- Legislators

Report provided to the Blue Ribbon Commission: Top four recommendations to improve Culture and Climate for TEACHERS:

- **Salary:** *Deferring to Blue Ribbon Commission (BRC)*
- **Student Mental Health/Behavior:**
 - a) **Reactive: Best Practices in Discipline**
 - b) **Proactive: Prosocial Education**
- **Wellness Plan for teachers:** (Our list of suggestions are incorporated into current recommendations by BRC)
- **Leadership Opportunities for teachers beyond just moving toward administrative roles:** (Our list of suggestions are incorporated into current recommendations by BRC)

Pain points: CCWT determined we need to identify pain points that are affecting culture and climate in education:

Teachers/Administrators:

- Lack of systematic support
- Worsening student behavior and mental health

Employers/Businesses:

- Lack of employability skills (includes social-emotional skills)
- Worsening work ethic

Families:

Worsening mental health

- Concerns about safe space for students to belong
- Concerns about values
- Undue political influence (both conservative and liberal)

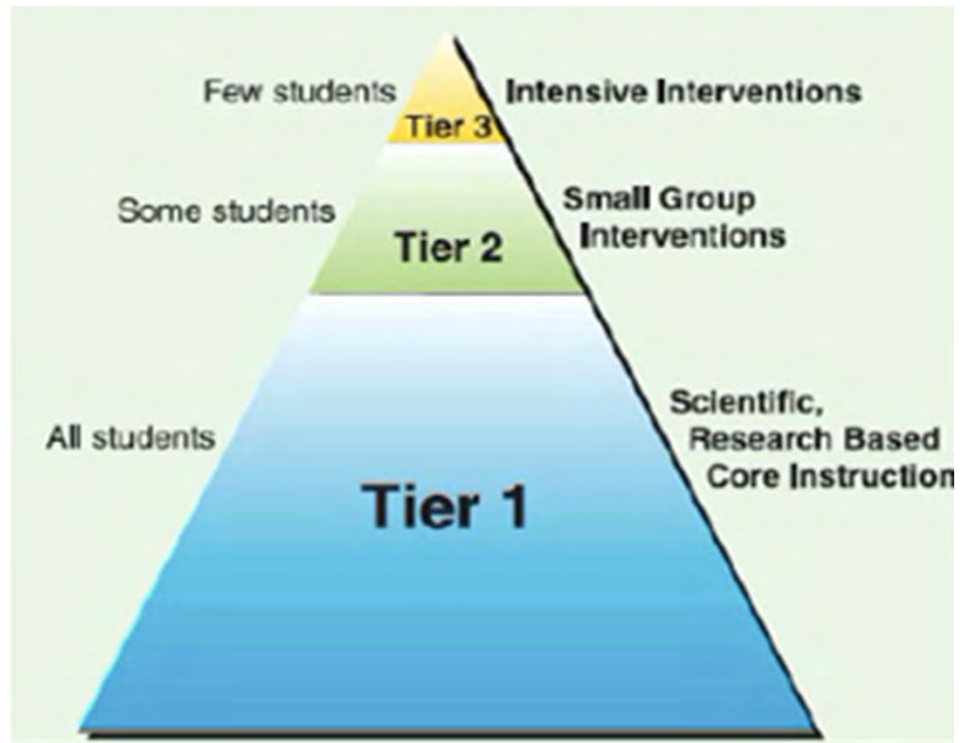
Relationship of SEL to Mental Health Services

Effective Tier 1 SEL programs help students receiving Tier 2 and 3 support by

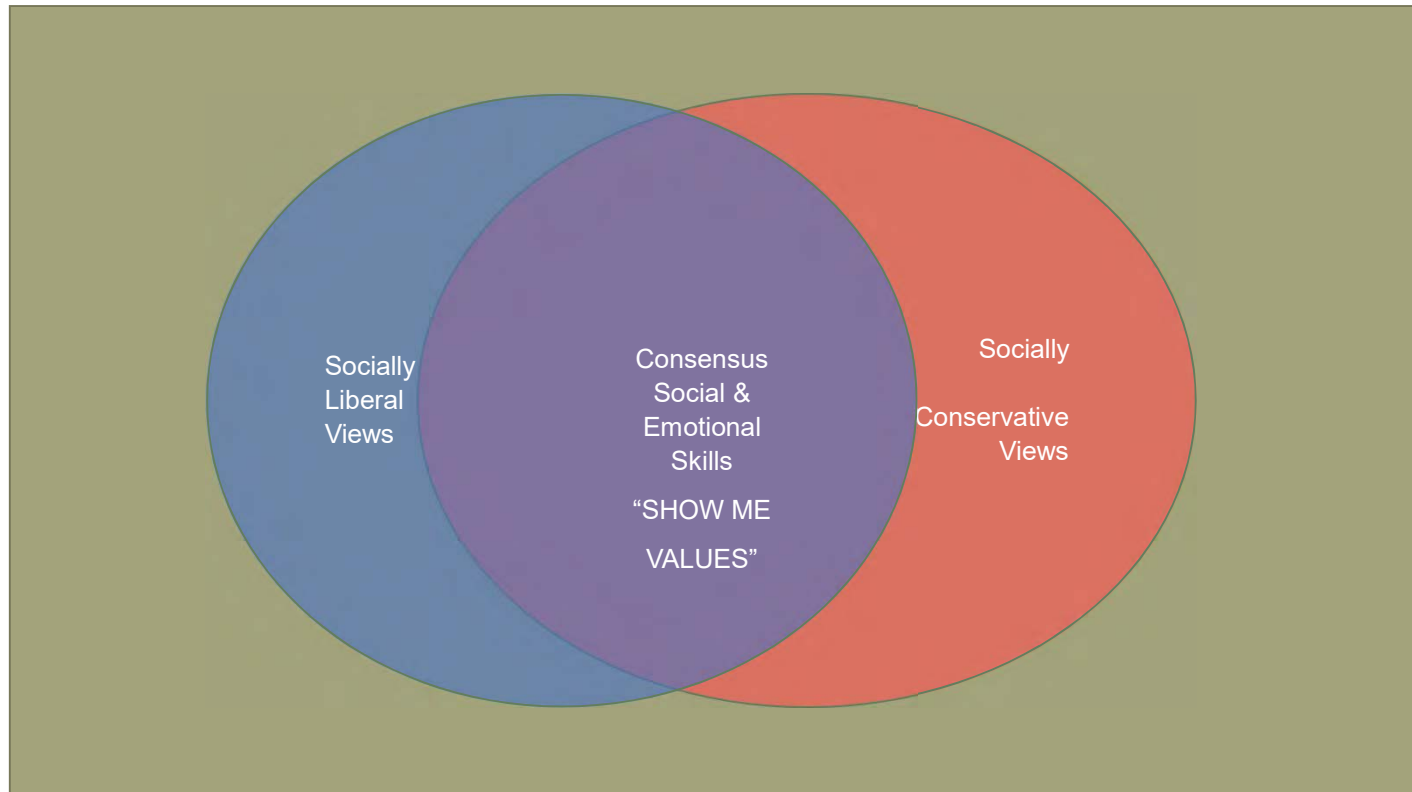
- creating a more positive, inclusive, and socially safe environment
- equipping them with skills that increase the effectiveness of Tier 2 and 3 interventions
- minimize mental health needs

Universal SEL does not replace Tier 2 or 3 supports.

At all Tiers of intervention, professionals should be trained, supported, and qualified.



CCWT Recommended Solution: (Common Values in a pluralistic World)



THE FOUNDATION: How to Think Comprehensively

About SEL and Mental Health and stay grounded in psychologically sound principles



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Intrapersonal (Emotion/Self)		Interpersonal (Social/Others)	
Identity	Self-Motivation	Empathy	Relationships
Emotion identification and management	Goal setting	Understanding others' emotions and positions	Relationship skills
Strengths Interests and passions Character traits	Goal pursuit	Empathy without losing own position	Employability skills

The Research State to State: Curtis Cain

Identified the SEL standards in all 50 states.

About 1800 standards were identified.

Substantial overlap and agreement, suggesting common values

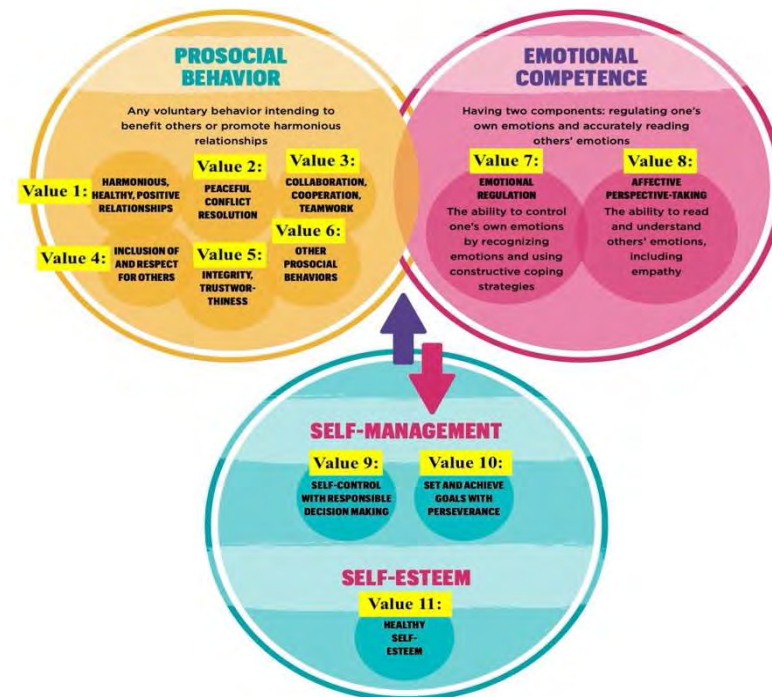
Delaware	Ohio
<p>Self-Management: Set, monitor, adapt, and evaluate one's own goals to achieve success in school</p> <ul style="list-style-type: none"> Identifies academic goals and employs self-monitoring strategies Sets a postsecondary goal with action steps, timelines, and criteria for evaluating achievement Demonstrates an understanding of how goal setting supports life-long success Sets, monitors, adapts, and evaluates goals to achieve success in school and life Identifies outside resources to assist in achieving goals Incorporates personal management skills (i.e., time management, organization skills) on a daily basis <p>Social Awareness: Demonstrate awareness and consideration of other people's emotions, perspectives, and needs.</p> <ul style="list-style-type: none"> Considers the feelings of others Identifies verbal, environmental, or situational cues that demonstrate how others feel Values and learns from the perspectives of others Analyzes the factors that impact perceived appropriateness of an emotional response related to a situation (e.g., a job interview vs. casual lunch with friends) <p>Relationship Skills: Develop and maintain positive relationships</p> <ul style="list-style-type: none"> Practices strategies for maintaining positive relationships with peers and of interests and activities or spending time together or giving and receiving help or social media and social networking and describe its impact on one's life, reputation Actively participates in a healthy support network of valued relationships 	<p>Self-Management: Persevere through challenges and setbacks in school and life</p> <p>Demonstrate the ability to persevere through challenges for long-term rewards or success</p> <p>Reflect on a current challenge or setback, by reflecting on successes</p> <p>Social Awareness: Recognize, identify and empathize with the feelings and perspective of others</p> <p>Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others</p> <p>Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ</p> <p>Demonstrate empathy through compassion in self and encourage in others</p> <p>Social Awareness: Demonstrate consideration for and contribute to the well-being of the school, community and world</p> <p>Demonstrate an awareness of responsibilities as an involved citizen in a democratic society</p> <p>Engage in civic duties and opportunities within the broader community</p> <p>Implement a strategy to address a need in the broader community or world as change agents.</p> <p>Evaluate the impact of personal involvement in an activity to improve school, home, community and world</p> <p>Relationship Skills: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups</p> <p>Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals</p> <p>Apply constructive feedback to strengthen connections and achieve common goals</p> <p>Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals</p> <p>Relationship Skills: Develop and maintain positive relationships</p> <p>Establish and actively participate in a healthy network of personal, school and community relationships</p> <p>Incorporate compassionate and inclusive practices in relationships</p> <p>Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships</p>
<p>Iowa</p> <p>Self-Awareness: Identifying emotions</p> <p>Recognize emotions as personal indicators of response</p> <p>Analyze emotional states that contribute to or detract from performance</p> <p>Identify situations that evoke an emotional response</p> <p>Summarize how thoughts and emotions affect behavior</p> <p>Self-Management: Self-discipline and self-motivation</p> <p>Demonstrate the ability to stay actively engaged in learning</p> <p>Demonstrate the ability to delay immediate gratification</p> <p>Model the ability to adapt and overcome obstacles</p> <p>Demonstrate the ability to take initiative</p> <p>Demonstrate the ability to work independently</p> <p>Relationship Skills: Relationship Building</p> <p>Demonstrate personal qualities and decisions that affect relationships</p> <p>Identify and apply strategies for handling relationships</p> <p>Express interest and appreciation for others.</p> <p>Create and maintain positive and supportive relationships with adults and students of diverse backgrounds and cultures.</p> <p>Demonstrate advocacy skills for self and others when necessary.</p> <p>Relationship Skills: Teamwork</p> <p>Demonstrate collaborative skills with others (listen, encourage, acknowledge opinions, compromise, reach consensus)</p> <p>Acknowledge others' diverse strengths and contributions to a group/team effort.</p> <p>Present multiple techniques when providing feedback to others.</p>	<p>Minnesota</p> <p>2. b. Identify the qualities and behaviors of someone who is "strong" or "weak"</p> <p>2. c. Demonstrate capacity to provide leadership roles in cooperative learning.</p> <p>3. a. Evaluate and reflect on their role in a conflict and use this information to inform their behavior in the future.</p> <p>3. b. Demonstrate an ability to co-exist civilly in the face of unresolved conflict.</p> <p>3. c. Access conflict resolution resources.</p> <p>3. d. Describe and apply negotiation skills.</p> <p>Self-Awareness</p> <p>1. a. Distinguish emotions one holds from how others expect them to feel.</p> <p>1. b. Describe how external events or internal thoughts can trigger multiple emotions.</p> <p>1. c. Describe how changing their interpretation of an event, for example through self-talk, can change how they feel about it.</p> <p>1. d. Self-reflect to assess whether the intensity of their emotions "fit" a given situation.</p>

The Research: James Young

Identified a workable number of consensus SEL skills distilled from

1. Scan of state standards
2. Important agencies (school counselor association, CTE association, APA) and Missouri's *Fostering our Best Selves* document
3. Research showing which have important outcomes for youth

Social-Emotional Standards for Secondary Students



The Research: White Papers – Darbie Valenti

- Extensive research shows that educators can make a difference in students' social-emotional skills
- MU researchers wrote white papers for each of the 11 target SEL standards, briefly summarizing:
 - Definition of what the skill is
 - Age Trends in the skill
 - Why it matters (what student outcomes result from it)
 - What leads students to develop the skill
 - How it can be promoted by schools

Prosocial Behavior - General (Not Specified in Other Standards)

White Paper

Written by the Prosocial Development & Education Research Laboratory⁶ at the University of Missouri for School Smart KC, June 30, 2022.

Definition of Prosocial Behavior

Prosocial behavior is any behavior intended to benefit another or promote harmonious relationships [2]. Prosocial behavior can be thought of as the opposite of selfish or antisocial behavior which negatively affects relationships and disrupts the functioning of society.

Positive Relationships

White Paper

Written by the Prosocial Development & Education Research Laboratory⁶ at the University of Missouri for School Smart KC, June 30, 2022.

Definition of Positive Relationships

Adolescents need positive, harmonious relationships with peers, which are characterized by emotional support, warmth, mutual participation, security, and trust. Typically, friendships are the first type of relationship that come to mind when we think about positive, harmonious relationships. Though

Collaboration, Cooperation, and Teamwork

White Paper

Written by the Prosocial Development & Education Research Laboratory⁷ at the University of Missouri for School Smart KC, June 30, 2022.

Definition of Collaboration

Collaboration is a complex group process built on trust, open communication, and mutual respect. Members of a group focus on shared goals and responsibility with a common understanding and values. Each team member actively participates with a sense of shared responsibility and decision making (1). Collaboration, cooperation, and teamwork require social skills to be successful such as prosocial behavior, attentive listening, willingness to compromise, openness to different perspectives, courage to try new approaches, and clear communication. In schools, collaboration often takes the form of cooperative learning, which is where students work together in groups in order to achieve a shared learning goal (e.g., peer-mediated learning, team-based learning, peer tutoring).

Age Trends in Collaboration

Children generally begin to engage in cooperation in the form of cooperative play between the ages of 4 and 5 (2). Cooperative play requires ability to exchange ideas and assign and accept roles. They must also take turns and balance when they need to listen and when to contribute. These early years of cooperative

Prosocial Behavior

1. General prosocial behaviors (not specified below)
2. Harmonious, healthy, positive relationships
3. Peaceful conflict resolution
4. Collaboration, cooperation, teamwork
5. Inclusion of and respect for others
6. Integrity, trustworthy

Emotion Competence

7. Emotion regulation (Ability to control one's own emotions)
8. Affective perspective-taking (Ability to read and understand others' emotions, including empathy)

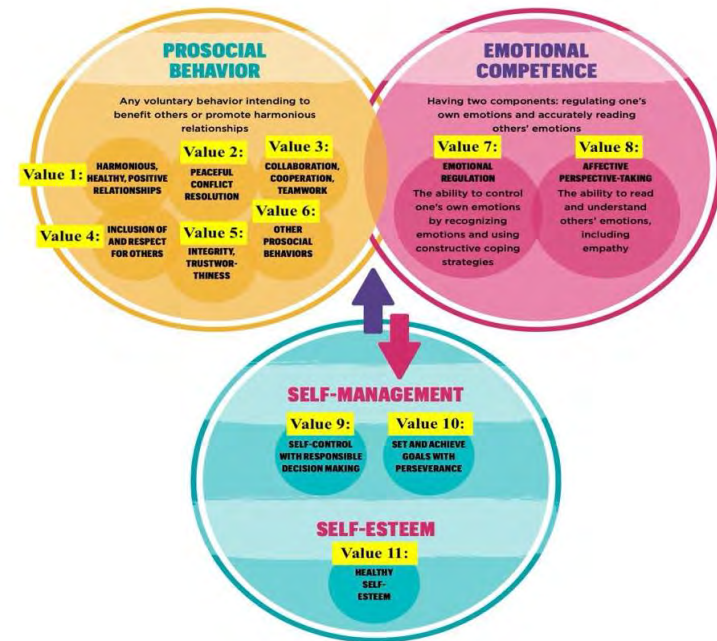
Self-management

9. Self-control with responsible decision making
10. Set & achieve goals with perseverance

Self-esteem

11. Healthy self-esteem

Social-Emotional Standards for Secondary Students



How this initial approach helps multiple levels in the system...

- It helps mental health crisis of students: *Kim Bailey*
- It helps teachers with consistent goals rather than opposing ones: *Darrion Cockrell*
- It gives guidance for Best Practices in Discipline: *Beth Houf/Misty Grandel*
- It provides transparency for parents: *Rhonda Gilstrap*
- It helps with political polarization: *Curtis Cain*
- It helps elevate the education system: *Todd Whitaker*

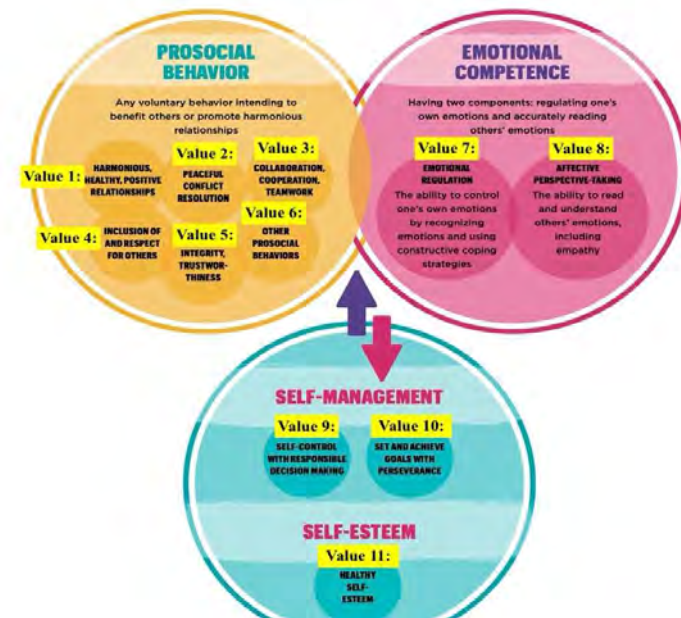
**What educators in Missouri have to
say about prosocial education**

How do we implement these priority standards?

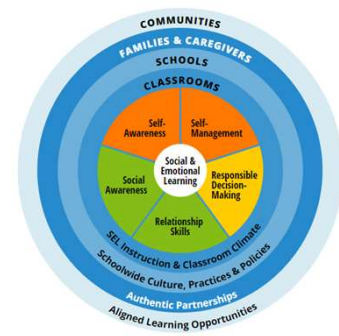
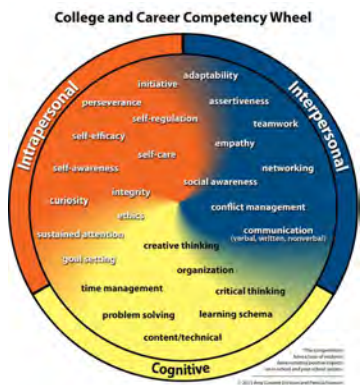
What we heard:

1. Don't add to our plates
2. Evidence based (already demonstrated)
3. Make it work with what we are already doing. Good work is already happening, but there may be some gaps or missing pieces
4. Build into MSIP 6 – Chrissy and Jocelyn will discuss later

FOR Secondary Students



How does this align with what we are doing?



Focus is on “self” (intrapersonal) skills. Need to increase focus on others (interpersonal skills)

Implementation Plan

State Level

- Align with school counseling program (Chris Slaten's team's work) and other efforts
- Possible MSIP 6 and/or CSIP component
- Convene workgroup that identifies evidence-based approaches (interactional, structural, curricular) that address priority competencies. Provide results to districts.
- Provide training to school administrators on the selection and implementation of SEL programs. (Include What Works Clearinghouse)

District Level

- Identify gaps in the student competencies addressed by your current SEL approach.
- Select approaches that fill those gaps and fit your district/school needs (based on trainings provided by the state)
- Ensure that staff have training/support/qualification to implement with fidelity
- Gather evaluative data on outcomes. Adjust accordingly.

Our Ask...

- Commission DESE to evaluate if these standards can be incorporated into MSIP 6
- Commission DESE to evaluate if it is possible to provide extra points for districts to incorporate these standards into their CSIP
- Commission the Culture and Climate Work Team to work on implementation strategies

QUESTIONS?

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
Alabama						
8th-9th grade	<p>Career Preparedness</p> <p>Demonstrate knowledge of a systematic approach to a decision-making process (specifically, opportunity costs and trade-offs), including factors regarding academic planning and career development, financial literacy, and technology. Examine appropriate workplace behaviors, including attitude, work ethic, responsibility, dependability, punctuality, integrity, time management, effort, adherence to dress code, communication (written, verbal, and nonverbal), teamwork, and other workplace etiquette.</p> <p>Recognize the importance of and capitalize on diversity in the workplace.</p> <p>Participate in assessments that identify personal areas of interest and aptitude, including utilizing results to develop a four-year high school educational plan.</p> <p>Select a personal career goal based upon results of interest and aptitude assessments.</p> <p>Health Education</p> <p>HE.1.2 Describe the interrelationships of emotional, mental, physical, social, spiritual, and environmental health.</p> <p>Identify symptoms and methods of treatment of mental health disorders, including depression, and stress.</p> <p>Analyze how family, culture, school, and community influence the health practice and behaviors of individuals. Examine how peers influence healthy and unhealthy behaviors.</p> <p>HE.2.3 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>HE.2.4 Critique the influence of personal values and beliefs on individual health practices and behaviors.</p> <p>HE.4.1 Describe skills for communicating effectively with family, peers, and others to enhance health.</p>		Not listed	file:///C:/Users/Nicole/Downloads/Career-Preparedness-COS.pdf		<p><i>No official standards for SEL, but related standards are embedded within content areas</i></p>
9th-12th grade	<p>HE.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>HE.4.3 Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>a. Identify warning signs of unhealthy relationships.</p> <p>b. Differentiate between negative and positive behaviors used in conflict situations</p> <p>HE.4.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others</p> <p>HE.5.2 Develop a thoughtful decision-making process in health-related situations</p> <p>a. Predict the potential short-term and long-term impact of various alternatives on self and others.</p> <p>b. Identify warning signs of suicide in self and others and discuss effective coping skills.</p> <p>c. Demonstrate refusal skills and explain when to use them in high risk situations.</p> <p>HE.5.3. Justify the appropriateness of individual vs. collaborative decision-making in various situations.</p> <p>HE.7.1 Analyze the role of individual responsibility for enhancing health.</p> <p>a. Describe healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>b. Identify negative behaviors that increase health risks to self and others.</p> <p>HE.8.1 Utilize accurate peer and societal norms to formulate a health enhancing message.</p> <p>HE.8.3 Work cooperatively as an advocate for improving personal and community health.</p>		2019	file:///C:/Users/Nicole/Downloads/2019-Alabama-Course-of-Study-Health-Education.pdf		
Alaska	<p>Self Awareness:</p> <p>1A: Student demonstrates awareness of his/her emotions</p> <p>1B: Student demonstrates awareness of his/her personal traits</p> <p>1C: Student demonstrates awareness of his/her external supports</p> <p>1D: Student has a sense of personal responsibility</p> <p>Self Management:</p> <p>2A. Student demonstrates ability to manage emotions constructively</p> <p>2B. Student demonstrates honesty and integrity</p> <p>2C. Student uses effective decision-making skills</p> <p>2D. Student demonstrates ability to set and achieve goals</p> <p>Social Awareness:</p> <p>3A. Student demonstrates awareness of other people's emotions and perspectives</p> <p>3B. Student demonstrates consideration for others and a desire to positively contribute to the community</p> <p>3C. Student demonstrates an awareness of cultural issues and a respect for human dignity and differences</p>					<p><i>4 Alaska SEL Standards: Anchorage School District, Sitka School District Pre-K to Adult SEL Standards, Matanuska-Susitna Borough School District pre-K to 12 SEL, Alaska Youth Employability Skills</i></p> <p><i>Begain with Anchorage School District K-12 Social and Matanuska-Sustina Bourrough School Districts, but later</i></p>

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
	3D. Student can read social cues Social Management: 4A. Student uses positive communication and social skills to interact effectively with others 4B. Student develops constructive relationships 4C. Student demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways Responsible Decision-Making: 5A. Student uses effective decision-making skills 5B. Demonstrate ethical decision-making and social responsibility					<i>promoted at State Level</i>
Arizona						
grade level not specified (K-12)	Self-Awareness (Identity) Core competencies: <ul style="list-style-type: none"> • Identify and label one’s feelings • Relating feelings and thoughts to behavior • Accurate self-assessment of strengths and challenges • Self-efficacy • Optimism Equity Elaborations: <ul style="list-style-type: none"> • Engaging in identity exploration and coming to a resolution regarding one’s own identity • Examining the importance of both personal and collective identities • Recognizing one’s biases and deriving constructive meanings of social identities • Grounding in and affirming of cultural heritage(s) • Recognizing how everything is interconnected in and across diverse contexts Self-Management (Agency & Efficacy) Core Competencies: <ul style="list-style-type: none"> • Regulating one’s emotions • Managing stress • Self-control • Self-motivation • Setting and achieving goals Equity Elaborations: <ul style="list-style-type: none"> • Coping with acculturative stress • Coping with discrimination/prejudice • Developing a sense of agency and resiliency • Addressing personal & group challenges to achieve self & collective goals Social Awareness (Belonging and Engagement) Core Competencies: <ul style="list-style-type: none"> • Perspective taking • Empathy • Respect for diversity • Understanding social/ethical norms • Recognizing family, school and community supports Equity Elaborations: <ul style="list-style-type: none"> • Engaging in perspective taking with people from different & similar backgrounds • Discerning the importance of diversity (situational) • Understanding the meaning of diversity in contexts (climate) • Recognizing cultural demands & opportunities • Understanding social norms for positive, constructive behavior across settings Relationship Skills Core Competencies: <ul style="list-style-type: none"> • Building relationships with diverse individuals and groups • Communicating clearly • Working cooperatively • Resolving conflicts • Seeking help Equity Elaborations: <ul style="list-style-type: none"> • Demonstrating cultural competence • Leveraging cultural fluency • Collective efficacy & working collaboratively • Promoting collective wellbeing and positive social behaviors. 	CASEL with emphasis on Equity (Transformative SEL)	2020	https://www.azed.gov/sites/default/files/2022/03/98529-ADOE-SEL-Competencies.pdf	grade levels are not specified	

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
	<p>Responsible Decision-Making (Belonging and Engagement) Core Competencies: • Identifying problems • Analyzing situations • Solving problems • Evaluating • Reflecting • Ethical responsibility</p> <p>Equity Elaborations: • Considering diversity salience and climate • Assessing the impact of beliefs and biases • Pursuing co-created, inclusive, mutually beneficial solutions • Reflecting on the broader ethical consequences of one’s decisions for intragroup, intergroup and institutional relations</p>					
Arkansas						
High school	<p>G.U.I.D.E FOR LIFE: 5 SKILLS FOR PERSONAL SUCCESS</p> <p>GROWTH (MANAGE YOURSELF): Incorporate personal management skills on a daily basis, including work/study skills, personal resources and time management. Evaluate the role my attitude plays in success (e.g., pessimism vs optimism) Demonstrate control of my behavior in multiple settings Apply honestly and personal integrity in all situations</p> <p>Practice strategies for coping with and overcoming stress and negative feelings (e.g., rejection, social isolation) Demonstrate empathy in a variety of settings, contexts and situations Advocate for the rights of myself and others Apply effective listening skills in a variety of settings and situations</p> <p>Demonstrate high-values personal characteristics such as dependability, timeliness and inclusion of others. Consider ethical, safety, health and societal factors when making decisions</p> <p>Set a positive academic, career or life goal with action steps, time frames and criteria for evaluating achievement</p> <p>Demonstrate flexibility in thinking or actions (ask for suggestions, think of alternatives, adapt to unexpected changes) Demonstrate a high level of work ethic and commitment</p> <p>UNDERSTANDING: KNOW YOURSELF</p> <p>Recognize my own personal learning style and find ways to incorporate my style in school and out of school Set priorities in building on strengths and identifying areas for improvement Advocate for my own needs related to my identified strengths and areas for growth Explore possible career and volunteer opportunities based on identified interests and strengths</p> <p>Identify organizations in my community that provide opportunities for me to develop my interests or talents Evaluate how behavior choices can affect goal attainment Analyze and use resources for problem solving Implement a plan to build on a strength, meet a need or address a challenge</p> <p>Seek out and identify adult role models and support systems that contribute to my school and life success Recognize physiological responses to emotions and identify strategies I can use to relieve stress Demonstrate responsible social media use Distinguish and appropriately dress for casual, social, and business situations</p> <p>INTERACTION: BUILD RELATIONSHIPS</p> <p>Evaluate how societal and cultural norms affect personal interactions Present myself professionally and exhibit proper etiquette for setting (e.g., class, work, social)</p> <p>Demonstrate strategies for collaborating with peers, adults and others in the community to move group efforts forward Plan, implement and evaluate participation in a group project</p>	Not listed	Not listed	https://dese.ade.arkansas.gov/Files/20201229101338_OFFICIAL_GUIDE_for_Life.pdf	Arkansas’s Child Development and Early Learning Standards (2016), include SEL competencies/standards for children from birth to 60 months; additional GUIDE for life skills provided on same website for early elementary, late elementary, middle/junior high	

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
	<p>Define social networking and its impact on my life Identify consequences of safe and risky behaviors Reflect upon my personal role in applying and responding to peer pressure Develop understanding of relationships within the context of networking and careers Explain benefits of setting limits for myself and others Identify my role in managing and resolving conflict (e.g., staying calm, listening to all sides, being open to different solutions) Apply conflict-resolution skills to de-escalate, defuse and resolve differences Identify how all parties in conflict might get their needs met (win-win) Listen to and acknowledge another's perspective and rationale</p> <p>DECISIONS: MAKE RESPONSIBLE CHOICES Assess lessons learned from experiences and mistakes Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement Utilize skills and habits of applying standards of behavior by asking questions about decisions that students or others make, are about to make or have made Evaluate situations that are safe and unsafe, weigh options for safety and practice safe behaviors (e.g., personal relationships, location, technology) Analyze daily schedule of schoolwork and activities for effectiveness and efficiency Identify a problem and analyze the problem to consider the perspectives of those involved Identify the desired outcome to the problem and analyze if it is attainable Use creativity and innovation to generate multiple possible solutions and analyze each option in relation to resources, situation and personal principles Identify and ask systematic questions that clarify various points of view and lead to the best solution Implement the chosen solution Make adjustments as necessary to the plan to ensure the goal is met Contribute and support decisions that have a positive impact on community</p> <p>EMPATHY: BE AWARE OF OTHERS Evaluate opposing points of view Analyze the factors that have influenced different perspectives on an issue Differentiate between the factual and emotional content of what a person says Compare multiple perspectives on an issue Identify verbal, physical, and situational cues that indicate how others may feel Analyze the origins and negative effects of stereotypes and prejudice Recognize how perspective and biases impact interaction with others Understand how cultural similarities and differences contribute to the larger social group Advocate for rights of others as well as for myself Work cooperatively with others to implement a strategy to address a need in the community Evaluate how society and cultural norms have an effect on personal interactions Recognize and respond to social cues in a manner that contributes to lifelong success Collaborate with a group to produce positive outcomes</p>					
California						
	<p>1. Self-Awareness: The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.</p> <p>Identity 1.A.4. Students work to understand multiple aspects of their identity including race, ethnicity, language, gender, and ability, among others, and how they intersect. Students recognize the evolving and dynamic nature of identity based on context and perceptions of self and others.</p> <p>1.B.4. Students accurately label and understand their feeling states and can embrace strong emotions without judgment. 1.C.4. Students deepen their understanding of their own perspectives, values, beliefs, and mental models. Students critically examine and question their own perspectives and opinions.</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
	<p>Belonging</p> <p>1.D.4.Students are regularly identifying and interrupting their own prejudices and implicit biases and reflecting on the impact on others.</p> <p>1.E.4. Students can assess and analyze areas of need in their community and make a plan to contribute. Students can reflect on the quality and impact of their community service and civic engagement</p> <p>Agency</p> <p>1.F.4. Students deepen their understanding of brain and body connections and how behavior is shaped by culture and lived experiences. Students can assess and respond to their environment by choosing to code-switch.</p> <p>1.G.4. Students identify and apply their personal strengths and assets to deepen their sense of power and pursue their purpose.</p> <p>1.H.4. Students deepen and build a more nuanced understanding of self-efficacy by embracing and leveraging mistakes as opportunities for growth, displaying a well-developed mastery orientation to learning.</p> <p>2. Self-Management: The abilities to harness one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.</p> <p>Identity</p> <p>2.A.4. Students deepen their capacity for emotional regulation by using a variety of culturally relevant practices to embrace and process strong emotions.</p> <p>2.B.4. Students proactively prepare for potentially stressful situations, recognize when they are dysregulated or stressed and know how to pause in order to effectively respond. Students regularly participate in mental and physical health promoting activities and use a variety of self-care strategies that are safe, culturally relevant, and affirming.</p> <p>2.C.4. Students recognize the challenges of adverse life situations and the intersection of systems of injustice. Students leverage collective efficacy to cultivate resilience and hope.</p> <p>Belonging</p> <p>2.D.4. Students engage in regular constructive feedback loops with their peers and adults. Students can listen to critical feedback with an openness to learning and offer authentic, specific, culturally appropriate feedback that is supportive and nonjudgmental.</p> <p>2.E.4. Students recognize healthy social, emotional, and physical boundaries and use cultural norms, environmental, and social context cues to navigate these boundaries.</p> <p>Agency</p> <p>2.F.4.Students continuously strive toward meaningful, specific personal short- and long-term goals. Students contribute to collective goal setting and achievement by identifying Specific, Measurable, Actionable, Relevant, Time-bound, Equity-Focused (SMARTER) goals. Students use their voice and choice to demonstrate personal and collective agency.</p> <p>2.G.4. Students identify and apply a variety of culturally relevant and identity affirming strategies to stay motivated and disciplined in order to persevere in achieving their goals.</p> <p>2.H.4. Students proactively use several time management strategies to organize their class work, extracurricular activities, work, family responsibilities, and other commitments.</p> <p>3. Social Awareness: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities and practices to feel compassion for others; understand broader historical, cultural, and social norms for behavior in different settings; and recognize family, school, and community resources and supports.</p> <p>Identity</p> <p>3.A.4. Students build and analyze their knowledge of cultural, racial, linguistic, class, gender, ability, and other types of identity and how those identities are shaped by, and perceived, in society. Students can recognize and honor strengths in all people.</p> <p>3.B.4. Students acknowledge and validate others’ emotions and lived experiences and challenge their own assumptions about others’ feeling states based on their dispositions, expressiveness, race, or cultural backgrounds. Students explore the perspectives of others, whether they agree or not, with curiosity and extend empathy, care, and compassion.</p> <p>Belonging</p> <p>3.C.4. Students take the lead to actualize the components of a relationship-centered, caring, inclusive, and just community and engage in practices to co-construct and maintain a learning environment where all students’ voices are heard and honored. Students contribute to diversifying the curriculum.</p>			<p>https://www.cde.ca.gov/ci/se/tselsei/fawareness.asp</p> <p>https://www.cde.ca.gov/ci/se/tselseifmanagement.asp</p> <p>https://www.cde.ca.gov/ci/se/tselsocialawareness.asp</p>		

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
High School	<p>3.D.4. Students identify and navigate different support networks. Students are advocates and allies for others' needs and recognize the interdependence of community resources.</p> <p>3.E.4. Students demonstrate inclusion by identifying learning community members that are or feel marginalized and centering those voices in order to deepen belonging for all. Students identify and interrupt group dynamics when they impede belonging.</p> <p>Agency</p> <p>3.F.4. Students are deepening their knowledge about how power and privilege can perpetuate inequities. Students understand the historical and ongoing individual and institutional impacts of bias, racism, misogyny, inequality, and patterns of injustice, including the rights of different groups.</p> <p>3.G.4. Students identify and understand interconnected inequities in their community, state, and country and engage in civic, community, or service projects that support community empowerment and equity.</p> <p>4. Relationship Skills: The abilities to establish, maintain, and restore healthy and supportive relationships and to effectively navigate settings with differing social and cultural demands and opportunities among individuals and diverse groups. This includes the capacity to use restorative practices to reflect on the impact of their words and actions and to repair and heal relationships with others.</p> <p>Identity</p> <p>4.A.4. Students recognize the influence of negative peer pressure and actively work to assertively reject unwanted and unhealthy pressures.</p> <p>4.B.4. Students seek out leadership opportunities that are meaningful to them. Students recognize group dynamics, including power structures. Students participate in distributive leadership processes that leverage their cultural identity and lived experience.</p> <p>Belonging</p> <p>4.C.4. Students recognize the value of trust, rapport, and respect in developing healthy relationships across different racial, cultural, linguistic, gender, sexual orientation, religious, ability, and neurodivergent student groups. Students recognize the characteristics of healthy and unhealthy dating relationships. Students use a variety of culturally affirming strategies to show appreciation and gratitude to their peers and social networks.</p> <p>4.D.4. Students can identify and affirm the rich cultural diversity that exists in their community, state, and country. Students demonstrate appreciation for, curiosity about, and a willingness to better understand those who are different from them. Students maintain cultural humility through reflection and self-critique.</p> <p>Agency</p> <p>4.E.4. Students recognize the value of collaborative problem solving and actively engaging in empathic listening, respectfully communicating, and honoring equity of voice in order to find solutions and achieve a common goal.</p> <p>4.F.4. Students can participate in harm reparation by using restorative affective statements and restorative questions in order to communicate the impact of harm and hold community members accountable for their actions. Students are able to take responsibility for their own actions and can contribute to the collaborative process of harm reparation.</p> <p>4.G.4. Students proactively use nonviolent communication strategies. Students consistently self-advocate and clearly communicate their needs and wants. Students are able to negotiate across differences and find mutually satisfactory compromises where appropriate.</p> <p>4.H.4. Students demonstrate respect for human dignity and actively work to be allies for social and racial justice. Students practice calling out injustices, such as microaggressions, and standing up for their peers.</p> <p>5. Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.</p> <p>Identity</p> <p>5.A.4. Students deepen their curiosity and practice an inquiry stance in all social situations. Students willingly challenge themselves to participate in new learning experiences beyond their comfort zone.</p> <p>5.B.4. Students apply the concepts of honesty, integrity, justice, and fairness by calling out injustices and inequalities. Students actively engage in environmental justice causes both at school and in their community.</p> <p>5.C.4. Students can assess, analyze, and develop a problem statement to personal, social, or political issues impacting their community. Students can approach such problems with a collaborative improvement-orientation.</p> <p>Belonging</p>	CASEL, Transformative SEL	November of 2021	<p>https://www.cde.ca.gov/ci/se/tse/relationshipsskills.asp</p> <p>https://www.cde.ca.gov/ci/se/tse/decisionmaking.asp</p>	Yes, available on same websites	

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
	<p>5.D.4. Students can accurately identify physical, intellectual, emotional, and social safety considerations for themselves and for others based on identity and social factors in real-world scenarios. Students accurately discern the difference between risky and safe behaviors and actions.</p> <p>5.E.4. Students recognize their role as civic-minded members of a democratic society. Students engage in civil discourse about current events and engage in advocacy and actions that promote care and community well-being</p> <p>Agency</p> <p>5.F.4. Students demonstrate higher-order thinking skills (e.g., critical thinking, cognitive flexibility, analysis, integration) and show discernment, use of facts, and thoughtfulness in their decision-making. Students apply critical thinking in all aspects of their life and relationships, including interactions online.</p> <p>5.G.4. Students reliably and proactively anticipate the consequences of their actions. Students demonstrate complex understanding of the interconnected impacts of one’s choices and demonstrate accountability for their actions.</p>					
Colorado						
High school	<p>Comprehensive Health Education</p> <p>Analyze how family, peers, media, culture, and technology influence healthy eating choices.</p> <p>Use a decision-making process to make healthy decisions about relationships and sexual health.</p> <p>Analyze the interrelationship of physical, mental, emotional, and social health.</p> <p>Set goals, and monitor progress on attaining goals for future success.</p> <p>Utilize knowledge and skills to enhance mental, emotional, and social well-being.</p> <p>Advocate to improve or maintain positive mental, emotional well-being for self and others.</p> <p>Apply knowledge and skills that promote healthy, violence-free relationships.</p> <p>Analyze the underlying causes of self-harming behavior and harming others, and identify strategies involved in seeking help.</p> <p>Develop interpersonal communication skills to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco.</p> <p>Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them.</p> <p>Demonstrate verbal and nonverbal communication skills and strategies to prevent violence.</p> <p>Advocate for changes in the home, school, or community that would increase safety.</p> <p>Essential Skills (span across academic standards)</p> <p>1. Communicator: Communicates experiences, ideas, information, and feelings effectively through verbal and non-verbal language, media, art, and data, as well as listening to others’ experiences, ideas, and feelings. Communicators use literacy, numeracy, and computational thinking skills to interpret and create new understanding from spoken language and writing, and from a wide variety of visual representations and media.</p> <p>a. Interpersonal Communication: The ability to establish and maintain healthy and supportive relationships, including: the capacity to communicate clearly by successfully conveying information and feelings, listening actively, setting boundaries, negotiating conflict constructively, and seeking or offering support and help when needed.</p> <p>b. Media Literacy: The ability to access, analyze, evaluate, create, and act through the various forms of media, including: the ability to analyze the reliability of information, claims, and sources presented in the various forms of media.</p> <p>c. Digital Literacy: The ability to learn, access, and evaluate information through digital platforms and networks using digital devices, including: the practice of digital citizenship and the prevention of cyberbullying, norms of appropriate, and responsible behavior and discourse.</p> <p>d. Data Literacy: The ability to identify, collect, evaluate, analyze, interpret, present, and protect data.</p>	Not listed	2020	<p>https://www.cde.state.co.us/apps/standards/3,15_0</p> <p>https://www.cde.state.co.us/standardsinstruction/revise/coloradoessentialskills</p>		<p>Resource available for aligning some social skills with academic content standards: https://cdpsdocs.state.co.us/safeschools/Resources/CDE%20Colorado%20Department%20of%20Education/CDE%20Aligning%20Social%20Skills%20with%20Academic%20Standards.pdf</p>

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
Grade Level not specified	<p>2. Problem Solver: Generates, evaluates, and implements solutions to problems. A capable decision-maker can identify alternatives, think computationally, and weigh trade-offs to make well-reasoned decisions and solutions individually or in collaboration with others.</p> <p>a. Critical Thinking and Analysis: The ability to apply a deliberate process of identifying problems, gathering information, and weighing possible solutions, including: making choices rooted in understanding patterns, cause-and-effect relationships, and the impacts that a decision can have on the individual and others.</p> <p>b. Creativity and Innovation: The ability to demonstrate curiosity and imagination through experimenting with new and emerging ideas.</p> <p>c. Collaboration and Teamwork: The ability to work with individuals from diverse backgrounds to identify the goal of a team, understand roles and responsibilities -, contribute by fulfilling those roles and responsibilities, and include all members of the team.</p> <p>d. Adaptability and Flexibility: The ability to recognize emotional responses that differ from one's own and demonstrate a willingness to compromise to reach workable solutions.</p> <p>Community Member: Demonstrates concern for the welfare of others, for cultural resources, and for the natural world. Community members are respectful and inclusive, consider multiple perspectives, and honor others regardless of differences.</p> <p>a. Social Awareness: The ability to understand the perspectives of, empathize with, feel compassion for, and recognize strengths in others, including those from diverse backgrounds, cultures, and contexts and how they affect social interactions.</p> <p>b. Civic Engagement: The ability to develop and apply knowledge, skills, and habits gained from experiences - within communities of diverse perspectives - to address issues, affect change, and/or solve problems.</p> <p>c. Global and Cultural Awareness: The ability to collaborate with individuals from diverse backgrounds and/or cultures to address national and global issues, and to develop complex, appropriate, and workable solutions.</p> <p>Empowered Individual: Empowered to make a difference by understanding strengths and limitations, acting on curiosity, taking leadership roles, demonstrating respect and responsibility, taking informed risks, and persisting in the face of challenges.</p> <p>a. Self-Awareness: The ability to understand one's own emotions, thoughts, and values, and how personal actions and emotions influence behavior across contexts, including: the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.</p> <p>b. Self-Management: The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations, including: the capacity to delay gratification, manage stress, stay productive and accountable, and feel motivation & agency to accomplish personal/collective goals.</p> <p>c. Self-Advocacy and Initiative: The ability to effectively communicate personal interests, desires, needs, and rights, and take action to request and/or acquire them. • Career Awareness: The ability to apply the knowledge and understanding of how one's dreams, experiences, and interests translate into career fulfillment and lifelong pursuits in local, regional, national, and global career pathways and opportunities.</p> <p>d. Perseverance and Resilience: The ability to endure and overcome challenges to achieve desired outcomes and in doing so, building the confidence to believe that one's abilities can improve over time with determination and continued effort.</p>	Inspired by CASEL and 2021 Colorado Talent Pipeline report	May of 2022			
Connecticut						
6th-12th	ELA Strand: Speaking & Listening. Cluster 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	None	Core standards adopted in 2010.	CT's SEL Webpage.	2014 Early Learning and Development Standards (2014) include SEL competencies/standards for children from birth to age 5.	
6th-12th	ELA Strand: Speaking & Listening. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	Comprehensive School Health Education and Comprehensive Physical Education Standards	2006	https://portal.ct.gov/-/media/SDE/Phys-Ed/HealthyBalancedLiving.pdf	2018 Components of Components of Social, Emotional, and Intellectual Habits: Kindergarten through Grade 3	
By 12th grade ...	Health Education: Standard 13. Students will exhibit responsible personal and social behavior that respects self and others in physical activity settings. The intent of this standard is the achievement of self-initiated behaviors that promote personal and group success in activity settings. These include safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction. Key to this standard is developing respect for individual similarities and differences through positive interaction among participants in physical activity.					Kindergarten through Grade 3 Social, Emotional, and Intellectual Habits Framework

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
By 12th grade ...	<p>H.13.2. Demonstrate leadership and cooperation in order to accomplish the goals of different physical activities</p>					
By 12th grade ...	<p>H.13.3. Develop and demonstrate initiative in implementing strategies for including all persons, despite individual differences, in physical activity settings</p>					
By 12th grade ...	<p>H.13.4. Demonstrate initiative in using appropriate skills for resolving conflicts peacefully and encouraging others to do the same</p>					<p>I found a couple SEL-type standards in the ELA standards and the PE/Health Standards, but most come from the counseling curriculum</p>
9 to 10	<p>Comprehensive School Counseling Standards</p>					
11 to 12	<p>Implement effective organizational study skills and test-taking skills</p>					
11 to 12	<p>Engage actively in challenging curriculum (These are NOT parallel with 9 to 10)</p>					
9 to 10	<p>Use time management skills in addressing school responsibilities</p>					
11 to 12	<p>Take responsibility for academic integrity</p>					
9 to 10	<p>Effectively and proactively utilize resources to help improve academic performance, e.g., tutors, resource centers, teacher, etc</p>					
11 to 12	<p>Guide, mentor and support peers to achieve excellence in class</p>					
9 to 10	<p>Apply techniques for reducing stress and test anxiety</p>					
11 to 12	<p>Communicate effectively through written reports, oral presentations and discussion</p>					
9 to 10	<p>Demonstrate the ability to work cooperatively in a group</p>					
11 to 12	<p>Identify how cultural differences impact and influence assumptions, perceptions, and personal values</p>					
9 to 10	<p>Use multimodal communication to communicate a coherent message</p>					
11 to 12	<p>Identify and describe their personal leadership style, strengths, and limitations</p>					
9 to 10	<p>Use problem solving and decision-making skills to assess progress toward educational goals</p>					
11 to 12	<p>Articulate their own identity, experiences and biases and how these affect their ability to lead</p>					
9 to 10	<p>Demonstrate skills and habits of mind essential for a job interview</p>					
11 to 12	<p>Convey positive qualities and attributes during a mock or actual interview</p>					
9 to 10	<p>Identify the difference between positive and negative relationships</p>					
11 to 12	<p>Demonstrate an understanding of all elements of effective oral and written communication</p>					
9 to 10	<p>Recognize the impact that change and transition can have on personal development and social interactions</p>					
11 to 12	<p>Apply effective communication skills in conflict situations and when experiencing negative emotions</p>					
9 to 10	<p>Demonstrate effective leadership skills</p>					
11 to 12	<p>Create positive and supportive relationships with others to support their success</p>					
9 to 10	<p>Demonstrate an understanding of group dynamics and how they influence relationships</p>					
11 to 12	<p>Demonstrate skills effectively express opinions, attitudes and beliefs in a group situation</p>					
9 to 10	<p>Demonstrate respect for all cultural traditions and heritage</p>					
11 to 12	<p>Recognize that everyone has rights and responsibilities</p>					
9 to 10	<p>Analyze the impact of individual similarities and differences on interpersonal relationships</p>					
11 to 12	<p>Demonstrate skills to effectively express and listen to diverse opinions, habits of mind, and beliefs in a group</p>					
9 to 10	<p>Demonstrate the ability to take the perspective of others, including those from different backgrounds</p>					
11 to 12	<p>Accept and appreciate individual differences in ethnicity, culture, race, religion, and lifestyle</p>					
9 to 10	<p>Understand the characteristics of a free and democratic society in relation to acceptance of alternative viewpoints, lifestyles, and choices</p>					
11 to 12	<p>Demonstrate their civic responsibility in building a better society</p>					
9 to 10	<p>Demonstrate effective decision-making skills that lead to positive interpersonal relationships</p>					
11 to 12	<p>Practice taking personal responsibility for negative consequences of decisions made</p>					
9 to 10	<p>Understand the negative impact unhealthy relationships can have on your well-being</p>					
11 to 12	<p>Demonstrate a positive attitude towards yourself as a unique and worthy person</p>					
9 to 10	<p>Learn about and apply locus of control to situations that trigger negative emotions</p>					
11 to 12	<p>Develop a deeper understanding of their personality and temperament and how it relates to effective self-care practices</p>					
9 to 10	<p>Develop skills to balance and manage life events, personal issues, and school success</p>					
11 to 12	<p>Demonstrate the ability to self-regulate negative emotions, control impulses, and motivate themselves in all environments</p>					
9 to 10	<p>Identify when self or others are struggling with suicidal ideation and who to go to for help</p>					
11 to 12	<p>Prepare to take charge of their own mental health as they transition to postsecondary education and/or work</p>					
9 to 10	<p>Differentiate between situations requiring peer support and those requiring adult and/or professional assistance</p>					
11 to 12	<p>Demonstrate self-control in the classroom, school, and community</p>					

Comprehensive K-12 School Counseling Framework. Comes from the American School Counselor Association (ASCA) National Model

2019 (?)

<https://portal.ct.gov/SDE/School-Counseling/Comprehensive-K-12-School-Counseling-Framework/Appendix-A---Student-Standards-and-Competencies>

Connecticut's definition of SEL: The process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Public Act 19-166). Call the K-3 standards "habits." Build from the preschool standards. Fall 2021 the CSDE will be conducting a landscape scan of SEL activities across Connecticut. Will share with the Social and Emotional Learning and School Climate Advisory Collaborative, Connecticut Association of Public School Superintendents (CAPSS) SEL subcommittee, and districts.

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
9 to 10	Apply effective problem solving and decision-making skills to make safe and healthy choices in relationships					
11 to 12	Identify strategies and resources for assistance with harassment and/or abusive relationships					
9 to 10	Know school referral options for self and others in emotional need and school procedures for responding to harassment					
11 to 12	Know community referral options for self and others in emotional need when to ask for help					
9 to 10	Develop strategies to resist peer pressure from different sources (e.g., friend, family member, classmate, significant other, stranger)					
11 to 12	Identify safe alternatives to risky behaviors (e.g., trying drugs, getting into a car with a drunk driver, walking home alone)					
Delaware						
	<p>Self-Awareness: Demonstrate an awareness of one's own emotions</p> <ul style="list-style-type: none"> • Identifies personal emotions as valid, regardless of how others expect them to feel • Describes the external event or thought that triggered an emotion • Recognizes how positive and negative expressions of emotions affect others • Acknowledges an emotion and determines the appropriate time and place to safely process it • Understands the effect of self-talk on emotions <p>Self-Awareness: Demonstrate an awareness of personal qualities and interests.</p> <ul style="list-style-type: none"> • Accepts own individual likes, dislikes, and personal preferences separate from others • Recognizes the importance of personal qualities and interests in decision making • Uses personal qualities and interests in making decisions, including post-secondary goals <p>Self-Awareness: Demonstrate an awareness of one's own strengths and opportunities for growth</p> <ul style="list-style-type: none"> • Is realistic about strengths and opportunities for growth related to postsecondary goal setting • Identifies the skills and credentials required to enter a particular career and begins to prepare accordingly • Demonstrates confidence based on an accurate self-assessment of strengths <p>Self-Awareness: Demonstrate a sense of personal responsibility and advocacy</p> <ul style="list-style-type: none"> • Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others • Describes how taking personal responsibility is linked to being accountable for behavior • Demonstrates an ability to take responsibility for one's choices • Analyzes the level of control one has over situations in life • Identifies and describes knowledge and skills one can use as a responsible citizen to improve and advocate in the community <p>Self-Awareness: Identify external and community resources and supports.</p> <ul style="list-style-type: none"> • Identifies school support personnel and adult role models and knows when and how to use them • Identifies organizations in the community that provide opportunities to develop their interests or talents • Assembles/creates constructive support systems that contribute to school and life success <p>Self-Management: Understand and use strategies for managing one's own emotions and behaviors constructively</p> <ul style="list-style-type: none"> • Demonstrates the ability to reframe difficult situations into opportunities that promote resilience and optimism • Evaluates how thoughts and emotions affect decision making and responsible behavior • Understands the effect of self-monitoring (self-talk) strategies on emotions and actions/behaviors • Recognizes and evaluates how expressing one's emotions might affect or influence others • Identifies and practices strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress <p>Self-Management: Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.</p> <ul style="list-style-type: none"> • Identifies academic goals and employs self-monitoring strategies • Sets a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement • Demonstrates an understanding of how goal setting supports life-long success • Sets, monitors, adapts, and evaluates goals to achieve success in school and life • Identifies outside resources to assist in achieving goals • Incorporates personal management skills (i.e., time management, organization skills) on a daily basis <p>Social Awareness: Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
9th-12th grade	<ul style="list-style-type: none"> • Considers the feelings of others • Identifies verbal, environmental, or situational cues that demonstrate how others feel • Values and learns from the perspectives of others • Analyzes the factors that impact perceived appropriateness of an emotional response related to the setting or situation (e.g., a job interview vs. casual lunch with friends) <p>Social Awareness: Exhibit civic responsibility in multiple settings</p> <ul style="list-style-type: none"> • Works cooperatively with others to implement a strategy to address a need in the broader community • Participates in activities which show one is an agent for positive change within their community • Evaluates the impact of a school, home, or community initiative for change <p>Social Awareness: Demonstrate an awareness of and respect for human dignity, including culture and differences</p> <ul style="list-style-type: none"> • Develops an awareness of personal and external bias • Develops an understanding of how privilege impacts groups and individuals <p>Relationship Skills: Use positive communication and social skills to interact effectively with others.</p> <ul style="list-style-type: none"> • Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward • Offers and accepts constructive feedback in order to help others and improve self • Strives to maintain an objective, non-judgmental tone during disagreements • Uses assertive communication to have needs met without negatively impacting others • Empowers, encourages, and affirms themselves and others through their interactions • Uses appropriate and constructive strategies in social and other media <p>Relationship Skills: Develop and maintain positive relationships</p> <ul style="list-style-type: none"> • Practices strategies for maintaining positive relationships with peers and others such as: o pursuing shared interests and activities o spending time together o giving and receiving help o practicing forgiveness • Defines social media and social networking and describe its impact on one’s life, reputation, and relationships • Actively participates in a healthy support network of valued relationships • Independently seeks out mentors who support personal development and future goals • Develops understanding of relationships within the context of networking for college and career interests <p>Relationship Skills: Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways</p> <ul style="list-style-type: none"> • Uses listening and speaking skills to help prevent and resolve conflicts to build and maintain healthy relationships • Uses skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety • Accesses conflict resolution and problem-solving resources (e.g., security, trusted adults, peer mediators, counselors) when available to facilitate resolution of conflict situations • Demonstrates an ability to co-exist in civility in the face of unresolved conflict • Evaluates and reflects on one’s role in a conflict and utilizes this information to improve behavior in future conflicts • Develops understanding of relationships within the context of networking for college and career interests <p>Responsible Decision-Making: Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.</p> <ul style="list-style-type: none"> • Demonstrates the ability to consider personal factors during the decision-making process • Reflects on lessons learned from experiences • Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one’s decision making <p>Responsible Decision-Making: Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.</p> <ul style="list-style-type: none"> • Applies decision-making skills to foster responsible social and work relations and make healthy life-long choices • Considers ethical, safety, and societal factors and consequences when making decisions • Understands how decision made now can impact short- and long-term goals • Considers feedback from others on decision-making process and incorporates constructive feedback in future decisions • Evaluates decisions and processes and modifies if necessary 	CASEL	July of 2020	https://files.constantcontact.com/f6736190301/2232a4dc-bff3-407b-88f0-08fd305cbba7.pdf	Yes, standards for preK-adulthood (beyond 9-12) available on same website	
District of Columbia	Health Education					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
9th-12th grade	<p>Mental and Emotional Health</p> <p>9-12.1.1.1 Explore the psychological principles and theories of personality development, including identity formation, and differentiate among the concepts of the idea of self, public self and private self.</p> <p>9-12.1.2.6 Analyze the relationship between mental/emotional health and physical health.</p> <p>9-12.1.3.9 Identify and evaluate resources in the community for people with mental or emotional health conditions.</p> <p>9-12.1.4.10 Demonstrate the ability to release anger in healthy ways, communicate frustration and disappointment, and defuse someone else's anger.</p> <p>9-12.1.5.12 Describe suicideprevention strategies.</p> <p>9-12.1.6.13 Develop a personal goalsetting and stress management plan to improve or maintain wellness.</p> <p>9-12.1.7.14 Identify techniques for managing mental and emotional health challenges (e.g., depression, grief, stress, trauma, and anxiety).</p> <p>9-12.1.8.15 Develop a message promoting help-seeking behaviors in school and in your community.</p> <p>9-12.1.1.3 Describe the impact that culture and community can have on mental health conditions (e.g. stigma, peer pressure, and denial).</p> <p>9-12.1.1.4 Review definitions of stress, anxiety, and depression and analyze risk and protective factors related to suicide</p> <p>9-12.1.2.8 Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self- injury)</p> <p>Safety Skills</p> <p>9-12.2.1.1 Analyze the difference between healthy vs. unhealthy relationships.</p> <p>9-12.2.2.7 Analyze how interpersonal communication affects relationships.</p> <p>9-12.2.3.11 Evaluate your school's bullying policy and how that can be a resource to students</p> <p>9-12.2.4.14 Demonstrate effective communication strategies associated with boundaries in relationships.</p> <p>9-12.2.6.18 Assess personal violent and non-violent health practices and behaviors.</p> <p>9-12.2.8.22 Demonstrate the ability to positively, respectfully, and peacefully self-advocate (e.g., to peers, to school staff, and to law enforcement).</p> <p>9-12.2.2.8 Analyze how peer influence on personal decisionmaking can impact safety in certain situations (e.g., encouraging violence or delinquency).</p> <p>9-12.2.4.15 Demonstrate effective verbal and nonverbal communication skills to enhance safety and to avoid or get out of situations that are unsafe, including how to report situations that could lead to violence or injury</p> <p>9-12.2.6.17 Determine and commit to practicing positive alternatives to violence and form healthy associations with organizations and people.</p> <p>9-12.2.7.20 Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.</p> <p>9-12.2.2.9 Analyze how internal, external, and social factors influence mental, emotional, and social health.</p> <p>9-12.2.7.21 Apply strategies to avoid and report dangerous situations (e.g., relationship violence, conflicts involving weapons, and neighborhood violence).</p>					<p><i>No official standards for SEL, but related standards available within content areas</i></p>
Florida						
9th-12th grade	<p align="center">Health Education - Character Education</p> <p>Character: Analyze the importance of character and ethics on success.</p> <p>Responsibility: Analyze how and why an emotion or thought can influence one to ignore facts and affect actions in different contexts.</p> <p>Responsibility: Evaluate strategies that assist with organization, managing stress and expectations.</p> <p>Success Skills: Analyze situations and identify appropriate empathetic responses</p> <p>Success Skills: Evaluate the effects of optimism verses pessimism on the ability to succeed and learn</p> <p>Success Skills: Predict other perspectives to inform ethical and responsible decision-making.</p> <p>Trustworthiness: Identify ways honesty and integrity can lead to success in school and in life.</p> <p>Respect: Explain how to generate alternative solutions when solving problems or resolving conflict.</p> <p>Respect: Describe ways to anticipate, avoid and de-escalate conflicts.</p> <p>Citizenship: Assess the impact of leadership skills in the school and the community.</p> <p>Citizenship: Describe ways to participate in our constitutional republic through voting, advocating for beliefs and seeking leadership positions</p> <p>Citizenship: Analyze ways a leader can inspire confidence and motivate others.</p> <p align="center">Special Skills - Unique Skills</p> <p>Interpersonal Relationships</p>		July of 2021			<p><i>No official SEL standards, but there are related standards within content areas and there are "Unique Skills" listed for PK-12 that include SEL</i></p> <p>CASEL does have some connection in Florida - there is a collaborative initiative, but no state standards (FloridaSEL.org)</p>

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
PK -12	<p>Identify a range of emotions and feelings of others. Respond in a socially appropriate manner to emotions and feelings of others. Identify and maintain behaviors that build positive relationships with peers and adults, including friendships, family relations, and cooperating with peers. Use basic social communication skills to build positive relationships with peers and adults, such as eye contact, facial expressions, gestures, posture, proximity, touch, appearance, and listening. Maintain positive relationships with peers and adults using basic social skills, such as greetings, turn-taking, sharing materials, and giving and accepting assistance. Work cooperatively in small groups to achieve common outcomes. Use conflict resolution strategies to resolve differences, such as communicate and negotiate. Use conflict resolution strategies to resolve differences, such as communicate, negotiate, or mediate.</p> <p>Relationships Across Settings Maintain appropriate behavior by following rules in classroom and school settings. Use behaviors and social skills based on setting demands and rules when accessing and using resources in the school and community. Use a systematic approach for problem solving and decision making to resolve problems in school, community, and work settings. Use behaviors and skills, such as self-monitoring, accepting feedback, adjusting own actions, and self-reflection to maintain appropriate conduct in school, community, and employment settings. Use behaviors and skills, such as accepting feedback and adjusting own actions, to maintain appropriate conduct in the classroom and school. Identify explicit and implicit behaviors that are based on setting demands and social norms, such as acceptable tone of voice and volume, use of turn-taking behaviors, and movement.</p> <p>Self-Regulation Express a range of personal emotions and feelings in a socially acceptable manner.</p> <p>Demonstrate acceptable ways to express strong personal feelings, such as excitement, joy, frustration, fear, and anger. Self-advocate for personal needs in a socially appropriate manner. Identify personal emotions and feelings. Identify personal emotions and feelings and their impact on physical and mental well-being. Identify personal strengths and areas of need. Identify ways that personal strengths can compensate for areas of need Use a systematic approach for making decisions about personal needs, including identifying need, choosing the best option, and accepting consequences. Use a systematic approach for making decisions about personal needs, including identifying need or problem, determining possible solutions, selecting the best option, accepting consequences and responsibility, and evaluating the effectiveness of the decision</p> <p>Demonstrate self-esteem, self-confidence and pride, such as through self-affirmations and persistence.</p> <p>Demonstrate self-esteem, self-confidence, and pride, such as through self-affirmations, persistence, and self-monitoring.</p>	Not listed	February of 2014	https://www.cpalms.org/Public/search/Standard		
Georgia						
High school	<p>Health Education</p> <p>HEHS.2.a Analyze how the family, culture, and environment influence the health of individuals. HEHS.2.b Analyze how the culture supports and challenges health beliefs, practices, and behaviors. HEHS.2.c Analyze how peers influence healthy and unhealthy behaviors. HEHS.2.d Evaluate how the school and community can affect personal health practices and behavior. HEHS.4.a Demonstrate effective communication with family, peers, and others to enhance health.</p> <p>HEHS.4.b Demonstrate strategies to prevent, manage, or resolve conflicts without harming self or others. HEHS.4.c Demonstrate how to ask for and offer assistance to enhance the health of self and others. HEHS.5.a Determine the barriers to making a positive, healthy decision. HEHS.5.b Develop and apply a decision-making process to a health-related situation. HEHS.5.c Explain when individual or collaborative decision making is appropriate. HEHS.5.e Analyze the potential short-term and long-term impact of each decision on self and others. HEHS.5.f Explain how decisions can negatively and positively impact personal health and well-being.</p> <p>HEHS.5.g Compare and contrast the short- and long-term outcomes of health-related decisions. HEHS.6.d Monitor progress in achieving short-term and long-term personal health goals. HEHS.7.a Demonstrate individual responsibility for improving personal health.</p>	Not listed	July of 2021	https://case.georgiastandards.org/d1a06ea7-6d53-4df5-982b-5cbe38cd2ad7/c5631a0f-f919-47c1-8dd8-32c84e96d62e		<p><i>No official SEL standards, but there are related standards within content areas</i></p>

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
	<p>HEHS.7.c Model behaviors to avoid or reduce health risks to self and/or others.</p> <p>HEHS.8.b Model strategies to influence and support others to make positive health choices.</p> <p>HEHS.8.c Coordinate with others to advocate for improving personal, family, and community health.</p> <p>HEHS.8.e Demonstrate how to treat all individuals with respect and dignity. Learning how to appropriately disagree with others is a valued skill set.</p> <p>Career, Technical, and Agricultural Education - Cross Course Standards</p> <p>1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.</p> <p>1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.</p> <p>1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.</p> <p>1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.</p> <p>1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.</p> <p>1.6 Present a professional image through appearance, behavior and language.</p>			<p>https://case.georgiastandards.org/001eb8b6-3e60-11eb-94f5-0242c0a88003/1a77cef6-f03c-4afb-bf40-ef7222aa6998</p>		
Hawaii						
K-12	<p>1. Strengthened Sense of Belonging: I stand firm in my space with a strong foundation of relationships. A sense of Belonging is demonstrated through an understanding of lineage and place and a connection to past, present, and future. I am able to interact respectfully for the betterment of self and others.</p> <p>a. Know who I am and where I am from</p> <p>b. Know about the place I live and go to school</p> <p>c. Build relationships with many diverse people</p> <p>d. Care about my relationships with others</p> <p>e. Am open to new ideas and different ways of doing things</p> <p>f. Communicate with clarity and confidence</p> <p>g. Understand how actions affect others</p> <p>h. Actively participate in school and communities</p> <p>2. Strengthened Sense of Responsibility: I willingly carry my responsibility for self, family, community and the larger society. A sense of Responsibility is demonstrated by a commitment and concern for others. I am mindful of the values, needs and welfare of others.</p> <p>a. Come to school regularly, on-time and ready to learn</p> <p>b. See self and others as active participants in the learning process</p> <p>c. Question ideas and listens generously</p> <p>d. Ask for help and feedback when appropriate</p> <p>e. Make good decisions with moral courage and integrity in every action.</p> <p>f. Set goals and complete tasks fully</p> <p>g. Reflect on the quality and relevancy of the learning</p> <p>h. Honor and make family, school and communities proud</p> <p>3. Strengthened Sense of Excellence: I believe I can succeed in school and life and am inspired to care about the quality of my work. A sense of Excellence is demonstrated by a love of learning and the pursuit of skills, knowledge and behaviors to reach my potential. I am able to take intellectual risks and strive beyond what is expected.</p> <p>a. Define success in a meaningful way</p> <p>b. Know and apply unique gifts and abilities to a purpose</p> <p>c. Prioritize and manage time and energy well</p> <p>d. Take initiative without being asked</p> <p>e. Explore many areas of interests and initiate new ideas</p> <p>f. Utilize creativity and imagination to problem-solve and innovate</p> <p>g. See failure as an opportunity to learn well</p> <p>h. Assess and make improvements to produce quality work</p> <p>4. Strengthened Sense of Aloha: I show care and respect for myself, families, and communities. A sense of Aloha is demonstrated through empathy and appreciation for the symbiotic relationship between all. I am able to build trust and lead for the good of the whole.</p>	<p>Hawaiian cultural framework: What makes Hawai'i, Hawai'i - a place unlike anywhere else - are the unique values and qualities of the indigenous language and culture.</p> <p>'O Hawai'i ke kahua o ka ho'ona'auao. Hawai'i is the foundation of our learning. Thus the following learning outcomes, Nā Hopena A'o, are rooted in Hawai'i, and we become a reflection of this special place.</p>	Nov-15	<p>https://www.hawaiipublicschools.org/DOE%20Forms/NaHopenaAoE3.pdf</p>	all standards for K-12	

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
	<p>a. Give generously of time and knowledge b. Appreciate the gifts and abilities of others c. Make others feel comfortable and welcome d. Communicate effectively to diverse audiences e. Respond mindfully to what is needed f. Give joyfully without expectation of reward g. Share the responsibility for collective work h. Spread happiness</p> <p>5. Strengthened Sense of Total Well-being: I learn about and practice a healthy lifestyle. A sense of Total Well-being is demonstrated by making choices that improve the mind, body, heart and spirit. I am able to meet the demands of school and life while contributing to the wellbeing of family, 'āina, community and world.</p> <p>a. Feel safe physically and emotionally b. Develop self-discipline to make good choices c. Manage stress and frustration levels appropriately d. Have goals and plans that support healthy habits, fitness and behaviors e. Utilize the resources available for wellness in everything and everywhere f. Have enough energy to get things done daily g. Engage in positive, social interactions and has supportive relationships h. Promote wellness in others</p> <p>6. Strengthened Sense of Hawai'i: I am enriched by the uniqueness of this prized place. A sense of Hawai'i is demonstrated through an appreciation for its rich history, diversity and indigenous language and culture. I am able to navigate effectively across cultures and communities and be a steward of the homeland.</p> <p>a. Pronounce and understand Hawaiian everyday conversational words b. Use Hawaiian words appropriate to their task c. Learn the names, stories, special characteristics and the importance of places in Hawai'i d. Learn and apply Hawaiian traditional world view and knowledge in contemporary settings e. Share the histories, stories, cultures and languages of Hawai'i f. Compare and contrast different points of views, cultures and their contributions g. Treat Hawai'i with pride and respect. h. Call Hawai'i home.</p>					
Idaho	Health Education					
	<p>Analyzing Influences 9-12.H.2.1.1 Analyze how the family and culture influence health beliefs and behaviors. 9-12.H.2.1.2 Analyze how peers influence health beliefs and behaviors (e.g., social norms). 9-12.H.2.1.3 Evaluate how the school and community can affect personal health practice and behaviors</p> <p>Interpersonal Communication 9-12.H.4.1.1 Use skills for communicating effectively with family, peers, and others to enhance health. 9-12.H.4.1.2 Demonstrate refusal, conflict resolution, and collaboration skills to enhance health and avoid or reduce health risks. 9-12.H.4.1.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 9-12.H.4.1.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence, and bullying).</p> <p>Decision Making 9-12.H.5.1.1 Examine barriers that can hinder healthy decision-making. 9-12.H.5.1.2 Determine the value of applying a thoughtful decision-making process in health-related situations (e.g., alcohol, tobacco and other drug use and consequences of a criminal record, recreational safety, safe driving behaviors, testing, social media and general online presence, food behavior, and physical activity). 9-12.H.5.1.3 Justify when individual or collaborative decision-making is appropriate. 9-12.H.5.1.4 Generate alternatives to health-related issues or problems. 9-12.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self, others, and the environment. 9-12.H.5.1.6 Defend the healthy choice when making decisions. 9-12.H.5.1.7 Evaluate the effectiveness of health-related decisions.</p>	Not listed	Spring of 2016	https://www.sde.idaho.gov/academicy/shared/health/ICS-Health.pdf		No official SEL standards, but there are related standards within content areas

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
9th-12th grade	<p>Goal Setting</p> <p>9-12.H.6.1.1 Assess personal health practices and overall health status. 9-12.H.6.1.2 Develop a plan to attain a personal health goal that address strengths, needs, and risks. 9-12.H.6.1.3 Implement effective strategies and monitor progress in achieving a personal health goal (e.g., S.M.A.R.T. goal setting strategy). 9-12.H.6.1.4 Formulate an effective long-term personal health plan.</p> <p>Information and Communication Technology</p> <p>ICT.9-12.1.a Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. ICT.9-12.1.b Students build networks and customize their learning environments in ways that support their individualized learning process. ICT.9-12.4.d Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems. ICT.9-12.5.c Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving ICT.9-12.6.a Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. ICT.9-12.6.c Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. ICT.9-12.7.a Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. ICT.9-12.7.b Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints ICT.9-12.7.c Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. ICT.9-12.7.d Students explore local and global issues and use collaborative technologies to work with others to investigate, develop new understandings, make decisions, and/or solve problems.</p>	Not listed	August of 2017	https://www.sde.idaho.gov/academics/shared/archives/instructional-tech/SDE-ICTS-2017.pdf	Yes, standards for K-8 available on same website	
Illinois						
<p>Early H.S.</p> <p>Late High School</p> <p>Early H.S.</p> <p>Late High School</p> <p>Early H.S.</p> <p>Late High School</p> <p>Early H.S.</p> <p>Late High School</p> <p>Early H.S.</p>	<p>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</p> <p>A. Identify and manage one's emotions and behavior.</p> <p>1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. 1A.4b. Generate ways to develop more positive attitudes. 1A.5a. Evaluate how expressing one's emotions in different situations affects others. 1A.5b. Evaluate how expressing affects others. 1A.5b. Evaluate how expressing more positive attitudes influences others.</p> <p>B. Recognize personal qualities and external supports.</p> <p>18.4a. Set priorities in building on strengths and identifying areas for improvement 18.4b. Analyze how positive adult role models and support systems contribute to school and life success. 18.5a. Implement a plan to build on a strength, meet a need, or address a challenge. 18.5b. Evaluate how developing interest and filling useful roles support school and life success.</p> <p>C. Demonstrate skills related to achieving personal and academic goals.</p> <p>1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals. 1C.4b. Apply strategies to overcome obstacles to goal achievement. 1C.5a. Set a post- secondary goal with action steps, timeframes, and criteria for evaluating achievement. 1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.</p> <p>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p> <p>Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.</p> <p>A: Recognize the feelings and perspectives of others</p> <p>2A.4a. Analyze similarities and differences between one's own and others' perspective. 2A.4b. Use conversation skills to understand others' feeling and perspectives. 2A.5a. Demonstrate how to express understanding of those who hold different opinions. 2A.5b. Demonstrate ways to express empathy for others.</p> <p>B: Recognize individual and group similarities and differences.</p> <p>2B.4a. Analyze the origins and negative effects of stereotyping and prejudice. 2B.4b. Demonstrate respect for individuals from different social and cultural groups.</p>					<p>Illinois has developed SEL standards in accordance with Section 15(a) of Public Act 93-0495. Within the state's three SEL standards, there is a breakdown of the skills and competencies needed to develop the three overarching standards in 10 developmental stages. For example, Figure 1 demonstrates the development progression for Standard 1A, "Identify and manage one's emotions and behavior." In order to master the standard during the K–12 school experience, students need to demonstrate proficiency in specific skills and competencies.</p>

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
Late High School	<p>2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</p> <p>2B.5b. Evaluate how advocacy for the rights of others contributes to common good.</p> <p>C.Use communication and social skills to interact effectively with others.</p>					
Early H.S.	<p>2C.4a. Evaluate the effects of requesting support from and providing support to others.</p> <p>2C.4b. Evaluate one's contribution in groups as a member and leader.</p>					
Late High School	<p>2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.</p> <p>2C.5b. Plan, implement, and evaluate participation in a group project.</p>	CASEL	2013	https://www.isbe.net/Documents/SEL-Standards.pdf	Yes, standards for early elementary, late elementary, and middle/jr. high available on same website	To see the developmental progression of all the SEL skills and competencies by grade level, refer to the Illinois State Board of Education SEL Standards (www.isbe.state.il.us/ils/social_emotional/descriptors.htm) (Illinois State Board of Education, n.d.).
Early H.S.	<p>D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>2D.4a. Analyze how listening and talking accurately help in resolving conflicts.</p> <p>2D.4b Analyze how conflict-resolution skills contribute to work within a group.</p>					
Late High School	<p>2D.5a. Evaluate the effects of using negotiation skills to reach win-win solutions. 2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.</p>					
Early H.S.	<p>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</p> <p>Why this goal is important: Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.</p> <p>A: Consider ethical, safety, and societal factors in making decisions.</p>					
Early H.S.	<p>3A.4a. Demonstrate personal responsibility in making ethical decisions.</p> <p>3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.</p>					
Late High School	<p>3A.5a. Apply ethical reasoning to evaluate societal practices. 3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.</p>					
Early H.S.	<p>B: Apply decision-making skills to deal responsibly with daily academic and social situations.</p> <p>3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.</p>					
Late High School	<p>3B.4b. Apply decision-making skills to establish responsible social and work relationships.</p> <p>3B.5a. Analyze how present decision making affects college and career choices.</p> <p>3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.</p>					
Early H.S.	<p>C. Contribute to the well-being of one's school and community.</p> <p>3C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.</p> <p>3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.</p>					
Late High School	<p>3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need.</p> <p>JC.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</p>					
Indiana						
9th-10th grade	<p>Sensory-Motor Integration: Students demonstrate an understanding of body awareness and sensations in the body</p> <p>1. Students identify body and natural rhythms such as heart rate, breathing, sleeping, and seasonal rhythms with regard to feelings, thoughts, and behaviors.</p> <p>2. Students use mind-body techniques to help with life stressors and to become more aware of where they feel stress in the body.</p>					
11th-12th grade	<p>3. Students are able to identify a sensation in the body through movements, art, focused attention practices, and learning about the brain's neuroanatomy.</p> <p>4. Students describe and list a variety of sensations they experience each day.</p> <p>1. Students use mind-body techniques to help with life stressors and to become more aware of where they feel stress in the body and throughout their regular daily routine.</p> <p>2. Students are able to focus on their own body and breath.</p>					
	<p>Sensory-Motor Integration: Students manage transitions and changes in routine.</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
9th-10th grade	1. Students demonstrate flexibility and adaptability as they move from familiar to unfamiliar tasks. 2. Students gain awareness of adjustment needs for academic, behavior, and social success at school, home, and community					
11th-12th grade	1. Students recognize and identify the sensations associated with the academic, social, and emotional transitions and have the skills to express adaptability and flexibility Insight: Students identify a wide range of emotions					
9th-10th grade	1. Students begin to build emotional vocabulary to describe their feelings. 2. Students learning the sensations of EARLY emotions and mind-body connection. 3. Students continue to add feelings to journal writings or other writings. 4. Students begin to practice expressing emotions by using "I feel" statements					
11th-12th grade	1. Students understand the connections between their emotions, and their thoughts and actions, including what they say and feel. Insight: Students recognize personal strengths.					
9th-10th grade	1. Students identify and assess personal qualities and external supports. 2. Students understand the importance of strengths in their learning goals and for their future plans. 3. Students are able to connect their personal strengths and their future career pathways.					
11th-12th grade	1. Students use their personal strengths to care and support others. 2. Students continue to build their own personal strengths as well as have an understanding of the areas that need further developed. 3. Students are able to connect their personal strengths and their future career pathways. Insight: Students demonstrate self-efficacy.					
9th-10th grade	1. Students understand what motivates them to be successful. 2. Students feel pride in the work they produce and they recognize their unique abilities and strengths were the key factors in the success.					
11th-12th grade	1. Students demonstrate a positive view of themselves and have confidence in applying their strengths and abilities in learning and future planning. 2. Students demonstrate a willingness to actively participate, support other learners, and share their unique ideas and strengths with others in their school and/or community. Regulation: Students demonstrate self-control.					
9th-10th grade	1. Students demonstrate an understanding of how their choices/actions impact others and have knowledge of emotional regulation strategies that can be implemented. 2. Students pause and reflect before acting--they employ "stop and think" approaches or "self-talk" strategies.					
11th-12th grade	1. Students apply focused attention practices to help regulate their attention and focus. 2. Students choose a mindful practice strategy when noticing heightened emotional response. Regulation: Students recognize life stressors and have strategies to manage them					
9th-10th grade	1. Students identify supportive adults they can use as resource in times of needed extra support. 2. Students recognize signs of stress and continue practicing healthy stress relieving strategies.					
11th-12th grade	1. Students identify supportive adults they can use as resource in times of needed extra support. 2. Students recognize life stressors and have strategies to manage them. 3. Students demonstrate an understanding of how their brains respond to stress and how to use positive self-talk. Regulation: Students practice personal responsibility					
9th-10th grade	1. Students come prepared to learn. 2. Students have an awareness of personal safety skills and the consequences of irresponsible behavior. 3. Students demonstrate ability to adapt to growth and change.					
11th-12th grade	1. Students take responsibility for own learning and personal growth. 2. Students reflect on their actions and demonstrate an awareness of the consequences on others. 3. Students show responsibility by acting in a professional, culturally responsive, and ethical manner. Collaboration: Students demonstrate communication skills.					
9th-10th grade	1. Students respond appropriately to basic interpersonal comments and/or questions. 2. Students demonstrate ability to give and receive feedback to work towards effective communication skills.	CASEL and Developmental Neuroscience	2019	https://counselor1stop.org/wp-content/uploads/2019/01/sel-competencies-final.pdf	YES, detailed standards for preK-8 can be found on the same website	
11th-12th grade	1. Students employ strong communication skills by use of reflecting, reframing, open-questioning, and summarizing. 2. Students recognize the importance of diverse perspectives within communication and seek understanding Collaboration: Students understand teamwork and works with others					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
9th-10th grade	1. Students cooperate with others and negotiate roles and relationships for tasks during group experiences.					
11th-12th grade	1. Students contribute to project teams to produce original works or solve problems. 2. Students demonstrate willingness and ability to respectfully work toward a common goal Collaboration: Students apply conflict management skills.					
9th-10th grade	1. Students approach conflict in a collaborative manner and work toward solutions using a strength-based lens. 2. Students becoming an active listener, working to use "I-messages" throughout the conflict management process.					
11th-12th grade	1. Students find constructive solutions and work towards compromises, seeking a win-win outcome. Connection: Students treat others fairly and respectfully, is able to see multiple perspectives and is open-minded.					
9th-10th grade	1. Students listen to others' ideas and respect different ways of being and doing. 2. Students begin to think critically about equity and social justice.					
11th-12th grade	1. Students feel empowered to advocate on behalf of themselves and others. Connection: Students demonstrate care and concern for others					
9th-10th grade	1. Students show care for people like them and people different from them.					
11th-12th grade	1. Students demonstrate a strong understanding of how other people might feel about an experience or situation. Critical Thinking: Students demonstrate an understanding of metacognition.					
9th-10th grade	1. Students know how they learn for different tasks. 2. Students know their preferences for studying for tests. 3. Students can recognize their strengths and growth areas in learning and processing information.					
11th-12th grade	1. Students know how they learn for different tasks. 2. Students know their preferences for studying for tests. 3. Students can demonstrate a deep and personal understanding by asking questions to better understand material and information. Critical Thinking: Students understand the decision-making process.					
9th-10th grade	1. Students understand problem-solving techniques. 2. Students understand how personal beliefs and values influence decision-making. 3. Students have the ability to begin to connect how decisions they make impact their future career pathways					
11th-12th grade	1. Students apply problem-solving techniques. 2. Students take into account how personal beliefs and values influence decision-making. 3. Students evaluate how their decisions will impact themselves and others. 4. Students apply decision-making skills to future career choices Critical Thinking: Students analyze, synthesize, & evaluate the thinking process.					
9th-10th grade	1. Students focus on finding the best explanation rather than being right. 2. Students ask thoughtful and reflective questions to seek more information to gain greater understanding. 3. Students understand the importance of considering multiple viewpoints in the problem-solving process.					
11th-12th grade	1. Students utilize critical thinking skills to make informed decisions based on options, rewards, risks, limits, and goals. 2. Students apply self-corrective thinking. 3. Students interpret data to appraise evidence and evaluate arguments through a strength-based lens. Mindset: Students demonstrate a willingness to learn, especially when faced with challenges or following a failure					
9th-10th grade	1. Students seek continuous ways to improve learning. 2. Students view failure as an opportunity to learn and understand it is a cyclical process of small successes and there will be frequent mistakes.					
11th-12th grade	1. Students faced with failure/mistakes in hopes of finding new outcome. 2. Students search for alternate strategies to overcome barriers and mistakes to achieve their goals. 3. Students work to find challenges and value effort as a learning experience Mindset: Student practices flexible and innovative thinking.					
9th-10th grade	1. Students practice multiple divergent thinking strategies. 2. Students show effort and apply creative strategies demonstrating ability to change their mind.					
11th-12th grade	1. Students apply creative strategies and novel approaches when faced with problems or learning tasks. 2. Students focus and try multiple flexible and creative thinking strategies. Mindset: Students accept constructive feedback					

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9th-10th grade	1. Students view feedback as 'data' that helps them learn.					
11th-12th grade	1. Students approach making mistakes as an opportunity to receive feedback.					
	2. Students view feedback as 'data' that helps them learn.					
Iowa						
	<p>Self-Awareness: Identifying emotions Recognize emotions as personal indicators of response to situations. Analyze emotional states that contribute to or detract from the learner's ability to make decisions. Identify situations that evoke an emotional response in self and others. Summarize how thoughts and emotions affect behavior.</p> <p>Self-Awareness: Accurate Self-perception Identify personal qualities and interests. Categorize personal skills, strengths and interests the learner wants to develop. Select priorities for personal improvement that builds on strengths. Differentiate how personal identity influences choices and outcomes.</p> <p>Self-Awareness: Self-Confidence Express positive beliefs in one's ability to achieve and contribute. Create strategies focusing on positive affirmations. Critique their abilities that lead to high quality results and outcomes. Examine conditions that influence identity and self-efficacy.</p> <p>Self-Management: Impulse Control Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> <p>Demonstrate productive self-regulating strategies to manage emotions and reframe thoughts and behaviors.</p> <p>Self-Management: Stress Management Identify stressors that result in physical or emotional responses.</p> <p>Demonstrate healthy practices that can minimize or utilize stress and promote physical and mental wellness. Communicate the need for assistance to manage stress as needed.</p> <p>Self-Management: Self-discipline and self-motivation Demonstrate the ability to stay actively engaged and persist in activities. Demonstrate the ability to delay immediate gratification. Model the ability to adapt and overcome obstacles. Demonstrate the ability to take initiative. Demonstrate the ability to work independently.</p> <p>Self-Management: Goal setting Create, monitor, adapt, and evaluate goals to achieve success in school and life. Identify internal and external resources necessary to overcome obstacles in meeting goals. Reflect on process and outcome of goal setting.</p> <p>Self-Management: Organizational Skills Select the appropriate supplies and tools needed for completion of tasks and/or projects. Manage materials, space, time and responsibilities effectively.</p> <p>Social Awareness: Perspective-taking and empathy</p> <p>Demonstrate awareness of other people's emotions, life experiences, and perspectives through a cross-cultural lens. Evaluate and interpret social cues for how others feel and respond constructively. Recognize and validate the other person's feelings and perspective. Demonstrate awareness of different cultures and a respect for human dignity.</p> <p>Social Awareness: Appreciating diversity and respect for others</p> <p>Recognize one's explicit and implicit biases and how they affect our understanding and judgment of others. Demonstrate an awareness and appreciation of differences and respect for human dignity. Articulate contributions of various social and cultural groups. Demonstrate willingness to honor diverse points of view.</p> <p>Demonstrate consideration for the feelings, wishes, cultures, languages, histories, rights, and traditions of others. Work effectively with those who are similar and different from oneself.</p> <p>Social Awareness: Civic Engagement Recognize the role of service in the functioning of our society. Identify strategies to improve the community. Demonstrate advocacy skills.</p>	CASEL	August of 2020	https://educateiowa.gov/sites/files/ed/documents/iowa%27s%20Social-Emotional%20Learning%20Competencies%20Fall%202020.pdf	YES, detailed standards for preK-8 can be found on the same website	
9th-12th grade						

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	<p>Model active engagement in family, school, and community projects and events.</p> <p>Relationship Skills: Communication</p> <p>Interpret and infer how facial expressions, body language, gestures, words, and tone of voice impact interactions. Use facial expressions, body language, gestures, words, and tone of voice to interact effectively with others in a variety of ways. Demonstrate attentive listening and responding to the needs, wants, and ideas of others. Demonstrate ability to adapt to various forms of communication in formal and informal contexts. Deliver and receive compliments, feedback, and constructive critique, responding appropriately. Demonstrate cooperative behaviors in a group (e.g., encourage, acknowledge other perspectives and opinions, compromise, reach consensus). Recognize impact of cell phone/tablet or other electronic forms on social interactions.</p> <p>Relationship Skills: Social Engagement</p> <p>Initiate and engage in social interactions with peers and adults Analyze social situations and environments, including social media, and respond in ways that build/sustain healthy relationships.</p> <p>Recognize that the same norms and behaviors for face-to-face interactions apply to interactions through social media. Demonstrate consideration for social norms of other cultures and traditions.</p> <p>Relationship Skills: Relationship Building</p> <p>Demonstrate personal qualities and decisions that contribute to a healthy relationship. Identify and apply strategies for handling relationships that are not safe, healthy, or positive. Express interest and appreciation for others.</p> <p>Create and maintain positive and supportive relationships with adults and students of diverse backgrounds and cultures. Demonstrate advocacy skills for self and others when necessary.</p> <p>Relationship Skills: Teamwork</p> <p>Demonstrate collaborative skills with others (listen, encourage, acknowledge opinions, compromise, reach consensus) Acknowledge others' diverse strengths and contributions to a group/team effort. Present multiple techniques when providing feedback to others. Demonstrate graciousness in winning and losing.</p> <p>Responsible Decision-Making: Identifying Problems</p> <p>Identify a variety of problems and decisions that affect learners' lives. Define characteristics of safe and unsafe situations, including online safety</p> <p>Responsible Decision-Making: Analyzing Situations and Solving Problems</p> <p>Consider multiple perspectives and views upon identifying a problem. Generate multiple solutions for solving problems in a variety of situations. Consider the well-being of self and others when making decisions. Differentiate between situations where the learner can problem solve without assistance and situations that require assistance. Identify when peer-pressure, social, and/or cultural norms affect decision-making.</p> <p>Responsible Decision-Making: Evaluating and Reflecting</p> <p>Reflect on the positive and negative consequences of decisions for oneself and others. Reflect on past decisions and apply learning to new situations. Demonstrate consideration of the impact of traditions, experiences, and cultures of others in their decisions and outcomes.</p> <p>Responsible Decision-Making: Ethical Responsibility</p> <p>Demonstrate awareness of equity, justice, fairness, and respect that positively impacts school and community. Demonstrate decisions based on greater good even if not good for them individually. Accept ownership for actions.</p>					
Kansas	<p>Self Awareness: Understanding and expressing personal thoughts, mindsets and emotions in constructive ways.</p> <p>Analyze complex emotions. Evaluate degree of personal emotion from common experiences.</p> <p>Recognize direct positive and negative reactions to emotions/stress (for example, fight or flight response, voice volume, tonal quality, shallow/rapid breathing, rapid heart rate, crossed arms, facial distortions, sweating)</p>					

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	<p>Recognize indirect, negative reactions to emotion/stress (for example, substance abuse, insomnia, social withdrawal, depression, socially inappropriate displays of emotion, bullying, risk-taking behaviors).</p> <p>Interpret/anticipate how positive and negative expressions of emotions affect others in the interdependent world Self Awareness: Identify and assess personal qualities and external supports. Evaluate the effects of various personal qualities (for example, honesty and integrity). Analyze reflection and self-enhancement/self-preservation strategies. Analyze resources for problem solving (additional print and electronic resources or specific subject problem solving models). Evaluate how behavior choices can affect goal success. Evaluate external supports (for example, friends, acquaintances, archetypal inspirations, historical figures, media representations, community resources).</p> <p>Self Management: Understand and practice strategies for managing and regulating thoughts and behaviors. Identify and evaluate techniques to successfully manage emotions, stress and maintain confidence. Analyze accuracy of facts/information/interpretation. Evaluate quality of support for opinions. Evaluate logical and emotional appeals. Analyze cause/effect relationships. Analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion, and rationalization Apply effective listening skills in a variety of setting and situations. Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems, and receiver problems). Self Management: Reflect on perspectives and emotional responses. Analyze personal responsibilities. Practice environmental responsibility. Analyze consequence of ignoring environmental responsibilities. Analyze civil/democratic responsibilities. Analyze experiences that shape their perspectives. Demonstrate empathy in a variety of settings, contexts and situations. Predict the potential outcome of impulsive behavior.</p> <p>Self Management: Set, monitor, adapt, and evaluate personal goals to achieve in school and life. Evaluate factors that lead to the achievement of goals. Analyze the effect personal habits have on goals. Reflect on the personal and social results based goal outcome. Analyze and activate strategies used previously to overcome obstacles. Analyze factors that may have negatively affected personal success. Determine the role or meaningful practice in skill development and goal attainment. Social Awareness: Recognize the thoughts, feelings, and perspectives of others. Evaluate opposing points of view. Analyze the factors that have influenced different perspectives on an issue. Differentiate between factual and emotional content of a person’s communication. Practice empathy for others.</p> <p>Respond to social cues in a manner that contributes to their success in the school and broader community.</p> <p>Social Awareness: Demonstrate awareness of cultural development and a respect for human dignity and differences Recognize how personal perspective and biases impact interactions with others. Practice strategies to increase acceptance of others. Evaluate how advocacy for the rights of others contributes to the common good.</p> <p>Participate in cross-cultural activities and reflect on the experience and how it contributed to personal growth and how similar experiences could potentially impact society. Challenge personal perspective with cognitive dissonance to enhance a growth mindset.</p> <p>Evaluate how the unique contributions of under-represented individuals and groups are related to respect for human dignity. Interpersonal Skills: Demonstrate communication and social skills to interact effectively.</p>					<p>Sue Kidd's webinar with AIR: Integrating Social-Emotional Learning into State and District Policies</p>

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9th-12th grade	<p>Evaluate how societal and cultural norms and mores affect personal interactions, decisions, and behaviors. Engage in processes of co-regulation to create positive group dynamics. Respond appropriately when self and/or others are threatened with physical or emotional harm. Present oneself professionally and exhibit proper etiquette. Practice constructive strategies in social and other media. Interpersonal Skills: Develop and maintain positive relationships. Practice strategies for maintaining self-regulation and positive relationships. Identify consequences of safe and risky behaviors. Practice refusal strategies and reporting of unhealthy behaviors and relationships. Define the impact of social media on reputation and relationships. Develop understanding of relationships within the context of networking Interpersonal Skills: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts. Analyze the role and impact of conflict in society how conflict has played a role in society. Apply effective and appropriate conflict resolution skills to prevent, and resolve conflict. Develop and implement mediation skills to work toward productive outcomes Character Development: Recognize, select, and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling, and doing. Evaluate personal core principles with personal behavior, including ethical and performance principles. Reflect upon personal core principles, appreciate them, and become committed to them.</p> <p>Character Development: Develop, implement, promote, and model core ethical and performance principles. Analyze community needs in the larger community, analyze effects on the local and larger community, design and critique positive, responsible action, and reflect on personal and community involvement. Analyze ethical dilemmas in content areas and/or daily experiences. Hold self and others accountable for demonstrating behaviors of good character throughout all school activities and in the community.</p> <p>Reflect, analyze, and receive feedback on responsible actions including actions using academic and behavioral Character Development: Consider it a high priority to foster caring attachments between fellow students, staff, and the community. Evaluate characteristics of a caring relationship and hurtful relationship. Manage personal behavior in family, school, and community that contributes to caring relationships.</p> <p>Character Development: Demonstrate mutual respect and utilize strategies to build a safe and supportive culture. Communicate respectfully and effectively in diverse environments. Evaluate active listening skills of all parties involved before, after and during conversations. Analyze ways to respond to ethical issues in life as they appear in the curriculum.</p> <p>Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact Character Development: Take steps to prevent peer cruelty or violence and deal with it effectively when it occurs digitally, verbally, physically and/or relationally. Appraise and evaluate behavior as relational aggression and/or bullying. Justify the value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside of the school setting. Conclude how to act in accordance with the principle of respect for all human beings. Evaluate how bullying behavior impacts personal experiences beyond high school and in the work force. Analyze and evaluate effectiveness of bullying intervention and reporting strategies. Responsible Decision Making and Problem Solving: Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.</p> <p>Assess lessons learned from experiences and mistakes while demonstrating the ability to build resiliency. Implement responsible decision making skills when working towards a goal and assess how these skills lead to goal achievement Utilize skills and habits of applying standards of behavior by asking questions about decisions that students or others make, are about to make, or have made. Evaluate situations that are safe or unsafe and how to avoid unsafe practices. Effectively analyze and evaluate evidence, arguments, claims, and beliefs.</p>	CASEL	July of 2018	https://www.ksde.org/Portals/0/CSA/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Kansas%20SECD%20Model%20Standards%20Revised%20July%202018.pdf	YES, detailed standards for preK-8 can be found on the same website	

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	<p>Responsible Decision Making and Problem Solving: Organize personal time and manage personal responsibilities effectively. Utilize time and materials to complete assignments on schedule. Anticipate possible obstacles to completing tasks on schedule. Organize and prioritize personal schedule. Advocate for personal needs in accomplishing goals. Recognize how, when, and who to ask for help and utilize the resources available.</p> <p>Responsible Decision Making and Problem Solving: Play a developmentally appropriate role in classroom management and school governance Analyze the purpose and impact of classroom and school-wide activities, policies, and routines</p> <p>Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.</p> <p>Responsible Decision Making and Problem Solving: Develop, implement, and model effective problem solving skills. Identify personal feelings and the feelings of others involved with a problem and apply appropriate selfregulation and empathy skills</p> <p>Identify, analyze, and state what the problem is and identify and consider the perspectives of those involved. Identify desired outcome and analyze if it is attainable. Use creativity and innovation to generate multiple possible solutions and analyze each option in relation to resources, situation, and personal principles. Identify and ask systematic questions that clarify various points of view and lead to the best solution. Use resiliency to reflect on past problems, identify ways to improve, and implement changes. Apply improvement strategies to future projects and situations.</p>					
Kentucky						
High School	<p>Health Education: Students will comprehend content related to health promotion and disease prevention to enhance health.</p> <p>HS.1.11. Analyze the interrelationship of physical, mental, emotional, social and spiritual health. HS.1.12. Evaluate effective strategies for dealing with stress. HS.1.13. Determine when to seek help for mental and emotional health problems. HS.1.14. Analyze characteristics of healthy relationships and explain how to build and maintain healthy relationships with family members, peers and boyfriends and girlfriends. HS.1.15. Evaluate effective strategies for dealing with difficult relationships with family members, peers and boyfriend or girlfriends HS.1.34. Analyze why it is important to understand the perspectives of others in resolving a conflict situation.</p> <p>Health Education: Use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>HS.4.1. Compare and contrast effective communication skills to improve healthy relationships and/or reduce engaging in risky behaviors. HS.4.2. Analyze and demonstrate how to effectively manage personal information in electronic communications. HS.4.3. Choose healthy ways to express affection within relationships. HS.4.4. Use consensual, consistent language to set personal limits and explain its implications for decision-making to avoid risky behaviors.</p> <p>Health Education: Use goal-setting skills to enhance health.</p> <p>HS.6.1. Assess how personal attitudes, values and beliefs influence healthy and unhealthy personal health-related behaviors. HS.6.2. Use goal-setting strategies to develop realistic short- and longterm goals to enhance personal well-being, reduce the risk of disease, promote emotional health and reduce violence. HS.6.3. Analyze, revise and implement health practices and behaviors to reduce barriers in order to achieve personal goals.</p>					<p><i>No standards specifically designated for SEL, but several social/emotional competencies are described within content area standards</i></p>
Louisiana						
	<p>Health Education: Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span.</p>					

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9th-12th grade	<p>1-H-3.1 Provide examples of how physical, mental, emotional, and social health affect one's overall well-being. 1-H-3.3 Keep a journal to illustrate how emotions change over a period of time. 1-H-3.4 Research the resources or services available to assist people with mental, emotional, or social health conditions. 1-H-3.5 Summarize healthy and appropriate ways to express feelings. 1-H-3.6 Summarize healthy ways to express affection, love, and friendship</p> <p>Health Education: Analyze how family, peers, and the perception of norms influence healthy and unhealthy behaviors. 2-H-1.1 Describe positive choices involving family members that influence healthy behavior. 2-H-1.2 Discuss the influences of healthy and unhealthy behavior of family and peers. 2-H-1.3 Interview peers to determine perceptions of normal health behaviors. 2-H-1.4 Summarize a variety of external influences, such as parents, the media, culture, peers and society, on sexual decision-making. 2-H-1.5 Describe the influences of family, peers, and community on personal health. 2-H-1.6 Describe the role of family, peers and community on influencing decisions surrounding personal and sexual health. 2-H-1.7 Identify factors that influence personal selection of health products and services.</p> <p>Health Education: Utilize skills for communicating effectively with family, peers, and others to enhance health. 4-H-2.1 Practice effective communication techniques through role playing. 4-H-2.2 Compose a script for communicating on a health related topic. 4-H-2.3 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors). 4-H-2.4 Demonstrate the communication skills necessary to maintain healthy relationships.</p> <p>Health Education: Develop a plan to address strengths and needs to attain one or more personal health goals. 6-H-2.1 Identify short- and long-term goals that are measurable. 6-H-2.2 Describe desirable activities that are related to goal achievement. 6-H-2.3 Implement strategies to monitor progress in achieving personal health goals. 6-H-2.4 Formulate a long-term personal health plan based upon current health status. 6-H-2.5 Evaluate appropriate strategies to promote well-being during adulthood.</p> <p>Health Education: Examine strategies to manage stress. 7-H-5.1 Identify ways and outlets to deal with stress. 7-H-5.2 Develop a plan of action for avoiding or managing the impact of stress. 7-H-5.3 Identify sources of information that are available for any stress-related problems that are the consequence of mental, emotional, or social problems.</p> <p>Health Education: Identify effective strategies to overcome barriers or attitudes when communicating about health issues.</p> <p>8-H-1.1 Describe scenarios that demonstrate personal or group sensitivities around health issues. 8-H-1.2 Develop a checklist to differentiate between helpful and harmful strategies for coping with someone who is angry. 8-H-1.3 Demonstrate how effective communications skills strengthen family relationships and friendships.</p>					<p><i>No standards specifically designated for SEL, but several social/emotional competencies are described within content area standards</i></p>
Maine	<p>SEL Guiding Principles - Cut across content areas and students are required to demonstrate proficiency (competencies are not grade level specific, but rather range from beginner-expert)</p> <p>1. Clear and Effective Communicator</p> <p>Context & Message -Leverages experience across venues, modes, and audiences to refine personal communication goals and plan tasks toward more effective results. -Builds and integrates experience and knowledge, developing interpretive lenses for messages within specific contexts. -Synthesizes overall purpose of communication with understanding of cultural norms, context, and audience to optimize mode, delivery, and expression choices. -Composes fluid messages tailored to audience, incorporating domain- specific or technical terms, when appropriate. -Code switches to fit the formality and cultural context.</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
	<p>Developing Approach</p> <ul style="list-style-type: none"> -Perceives which forms of communication best complement preferences and strengths. -Deconstructs own communication patterns with practice and transfers awareness to new tasks. -Synthesizes purpose of message with context, audience, and cultural norms by choosing optimal expression, format, and delivery. -Combines intuition with understanding to plan communication tasks effectively. -Adapts style and technique and optimizes format and presentation of ideas stylistically to capture and maintain attention of audience. <p>Making meaning</p> <ul style="list-style-type: none"> -Tailors format to enhance presentation of own ideas, engage different audience members, respond to cultural norms, and clarify meaning. -Synthesizes supporting evidence in coherent and logical organization that optimizes message and evokes desired response from audience. -Interprets both intended and unintended meaning by diagnosing word choice and phrasing within received messages, intuitively. -Discerns credible and relevant sources of information and identifies the limitations of current knowledge in a domain when interpreting the messages of others. -Synthesizes alternative perspectives with own to enhance clarity of meaning and overall interaction. <p>Delivery and Expression</p> <ul style="list-style-type: none"> -Breaks up own communication patterns with disciplined practice and transfers awareness to new tasks. -Optimizes own emotions in the moment to persuade audience or elicit a desired response. -Anticipates emotional response of others and improvises to make adjustments in presentation. -Perceives tendencies in style of familiar speakers that influence own interpretation of message. -Optimizes format and presentation of ideas stylistically to capture and maintain audience's attention. -Emphasizes message and confidence through purposeful eye contact, posture, and vocal pace and volume. -Applies understanding of conventions and techniques to express ideas fluidly across modes and domains. -Adapts style and technique to capitalize on genres and presentation format. <p>2. Self-directed and Life long learner</p> <p>Initiative and Ownership</p> <ul style="list-style-type: none"> -Drives learning in new directions and independently seeks opportunities to pursue interests. -Engages others to create opportunities aligned with own goals and aspirations. -Redefines challenges to propel development forward in personally meaningful directions. -Challenges constraints and pushes boundaries in ways that enhance learning opportunities effectively. -Analyzes context and content of learning and applies own experience and curiosity to steer own growth. -Evaluates degree of autonomy provided by learning context and environment. -Capitalizes on a collaborative approach to learning through own efforts, outreach, and motivation. <p>Goal Setting and Strategizing</p> <ul style="list-style-type: none"> -Situates learning opportunity and learning goals within past experiences and unexplored interests. -Optimizes approach toward own long-term objectives, adopting driving questions to enhance personal development. -Articulates critical milestones, setting short-term learning targets accordingly. -Reflects on prior experience in other domains, considering strategies and resources to adapt to current opportunity. -Anticipates challenges and develops alternative directions for different stages of plan. -Shapes expectations and environment to fit own planning and goal setting. 					

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not grade level specific, "emerging expert"	<p>Engaging and Evaluating</p> <ul style="list-style-type: none"> -Optimizes motivation by identifying value within or outside of own interests and long-term goals. -Monitors cognitive challenge and success in meeting learning goals and personal growth. -Adapts approach, pace, and plans regularly based on personal observation and feedback sought from others. -Transfers learning strategies from different domains and experiences to innovate approaches to learning. -Sets high standards of work quality, timeliness, and consistent focus, serving as an example for others to follow. -Evaluates understanding of new information, identifying methods and strategies to modify. -Reaches out to relevant experts, establishing a personalized network of support to verify and enhance own understanding. <p>Integrating and Growing</p> <ul style="list-style-type: none"> -Situates learning opportunities and goals within past experiences and new interests to pursue. -Evaluates and revises prior understanding and seeks connections to other domains, problems, or questions of interest. -Formulates strategies both within and beyond the current learning context. -Reflects on progress toward own personal development. -Honors own learning accomplishments and contributions of others. -Hones aspirations, keeping aware of key personal learning targets and timelines. <p>3. Creative and Practical Problem solver</p> <p>Exploring and Formulating</p> <ul style="list-style-type: none"> -Analyzes a situation, detects multiple root causes, and redefines a problem that is relevant to self and impactful to others. -Perceives where interests and strengths complement each other best and capitalizes on these opportunities. -Applies knowledge and strategies from one domain to another and draws on own insights, seeking new perspectives when needed. -Models structures of the system in which the problem or situation fits in order to conceptualize problem fully. -Establishes work setting to foster imagination and insight. <p>Cultivating and Selecting</p> <ul style="list-style-type: none"> -Looks for inspiration across domains and synthesizes contrasting pieces of information to evolve ideas. -Questions accepted approaches to consider alternatives and to situate solutions within the structures of the system at large. -Uses analogic thinking and other strategies to generate insights and discover novel possibilities. -Builds off the ideas of others, establishing new unexplored questions. -Breaks boundaries by choosing untested ideas that fit into, but also challenge, social conventions, constraints of medium, and relevant work of others. -Tailors approach in different contexts to effectively convey personal insights and interpretations. -Adopts and markets idea to targeted audiences. <p>Experimenting and Tolerating Ambiguity</p> <ul style="list-style-type: none"> -Capitalizes on the iterative cycle of experimenting with ideas, aware of most useful types of information and feedback. -Shapes environment to be most conducive to creative process and strategizes to minimize distraction and inhibition. -Evaluates contexts to identify norms, limitations, and cultural boundaries, assessing opportunities to apply personal insights. -Seeks out open-ended challenges without easy or obvious solutions. -Takes risks to capitalize on strengths and untested ideas. -Innovates from failure, bridges learning across domains, and recognizes new opportunities for innovation. -Allows ideas and work to go in radical directions, anticipating when a new approach may be detrimental. -Achieves innovation and high standard of quality in work and products. -Integrates competing values and contradictory perspectives from own experiences and those of others. 	Dreyfus model of skill acquisition, active learning, embedded metacognition, context dependence	2018	https://drive.google.com/file/d/1KRuY-dFi048h0S_CQnJy2l4jkkbslDvA/view	Principles and competencies cut across grade levels; SEL standards for birth - 3rd grade; SEL standards within health education and physical education are available from K-12	

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
	<p>Validating and Reflecting</p> <ul style="list-style-type: none"> -Blends personal style and technical knowledge and skills to establish a unique, meaningful narrative in work. -Models how solution effectively changes system structures to achieve desired results. -Balances precision with creativity in completing work and communicating solution. -Personalizes processes and owns final products. -Elaborates solution fully in order to access perspectives and knowledge of others to get feedback and validate success of solution. -Situates patterns in own work both within and beyond the specific domain, intuitively. -Synthesizes new knowledge with old ideas to invent new possible directions. -Anticipates and acts on the impact that ideas and work have on others. <p>4. Responsible and Involved citizen</p> <p>Affinity and Ownership</p> <ul style="list-style-type: none"> -Fosters a sense of belonging in others, showing appreciation for their contributions. -Synthesizes own interests and needs with those of other members. -Looks for ways to build or enhance a shared community identity. -Values community resources of personal benefit, while realizing the necessity of these and additional resources to meet the needs of less advantaged community members. -Discerns different approaches taken to address community issues locally and globally. -Gauges power dynamics within a community and acts from an understanding of own role and place in that system. <p>Awareness and Understanding</p> <ul style="list-style-type: none"> -Reflects on the development of own values and beliefs, allowing new perspectives, knowledge, and understanding to clarify values and beliefs further. -Embraces opportunities to exchange views with others, validating and challenging perspectives, gracefully. -Comprehends how own values, action, and inaction interact with the larger system, rights of others, and the common good. -Tailors approach for specific context and audience to convey own views effectively. -Examines diverse perspectives and their influences, and seizes opportunities to challenge and refine own views. -Evaluates the strength of own position and those of others, valuing new personal insights that diverse views can help to shape. -Observes and articulates how power, access, culture, and values influence the formation and spread of knowledge. <p>Community Collaboration</p> <ul style="list-style-type: none"> -Examines community needs and seeks to understand potential root causes to issues presented by community members. -Networks with community members and organizations, convening those with relevant experience and key resources. -Initiates an iterative design and planning process with collaborators to explore possibilities, find practical approaches, and synthesize stakeholder input to make decisions. -Voices and addresses power imbalance in group dynamics to propel dialogue toward more equitable outcomes. -Coordinates community members to implement action in stages, considering effects, seeking stakeholder feedback, and making adjustments accordingly. <p>Taking Action</p> <ul style="list-style-type: none"> -Pursues leadership opportunities to enhance the strength of the community and its ability to serve and support all members. -Articulates the need for action in a balanced way by expressing the perceptions, needs, and vision of diverse stakeholders. -Draws attention to pressing, unmet needs and seeks approaches to provide sustainable support through collective efforts and empowerment. -Applies an informed view of community assets, potential impact, sustainability, and community ownership to plan action. -Takes action in line with own perspective and values, while respecting and representing rights and needs of others, anticipating where conflict might exist. -Anticipates consequences of actions, considers potential unintended effects before acting, and adjusts accordingly. <p>5. Integrative and Informed thinker</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
	<p>Curiosity and Commitment</p> <ul style="list-style-type: none"> -Draws on familiarity and expertise in area, noticing unexplored areas and uncovering more questions with every answer. -Challenges own assumptions about own understanding to uncover additional lines of inquiry to pursue. -Creates opportunities to enhance learning possibilities for self and others. -Thrives on unpacking complex ideas to clarify, refine, and elaborate own views. -Intuitively reflects and considers fit of new perspectives with own, and values understanding as an iterative and evolving process. <p>Flexibility and Integrity</p> <ul style="list-style-type: none"> -Values own understanding as a personal interpretation of the world, and a fluid, evolving perspective. -Draws on own increased expertise with a field to find work from established experts that convey different views. -Intentionally seeks less privileged perspectives to broaden and enrich own. -Notices and accounts for personal biases at play when considering perspectives of others. -Embraces opportunities to diagnose own assumptions and to find ways to reconsider and enhance own view. <p>Analysis and Evaluation</p> <ul style="list-style-type: none"> -Draws on familiarity with topic, and attends carefully to unique perspectives among familiar arguments. -Examines information and looks for implicit relationships, possible causes, and overarching structures. -Situates arguments within a broader perspective and reframes the conversation. -Intuitively considers the source of information, intended audience, intentions, and other contextual factors when evaluating arguments, evidence, and claims. -Identifies broader issues and unaddressed areas, and considers potential implications of bias in existing information. -Reflects and considers own bias in the evaluation process. <p>Synthesis and Application</p> <ul style="list-style-type: none"> -Sees the role of shared and dissenting views to move forward own thinking and the broader conversation. -Selectively questions existing perspectives in area of growing expertise to improve the larger body of work or its direction. -Synthesizes understanding of components to articulate and describe the dynamics of a system. -Intuitively holds new information up against own experience and knowledge, and selectively revises own interpretation. -Continuously seeks opportunities to refine own understanding through the experiences and arguments of others. -Instinctively compares own understanding against alternative perspectives and thoughtfully expands, revises, or maintains own views. -Tests out new perspectives in a variety of situations and uncovers distinctions across contexts. 					
Maryland						
	<p>Health Education: Mental health and emotional health</p> <p>1aHS1.1 Analyze how mental and emotional health can affect health-related behaviors.</p> <p>1aHS1.2 Analyze the interrelationship of physical, mental, emotional, social, environmental, and spiritual health.</p> <p>1aHS1.3 Analyze strategies for managing and reducing interpersonal conflicts.</p> <p>1aHS1.4 Analyze characteristics of a mentally and emotionally healthy person.</p> <p>1aHS1.5 Demonstrate respect for others who have different views and beliefs.</p> <p>1aHS1.6 Identify how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy.</p> <p>1aHS1.7 Identify strategies which lead to personal growth and persistence through challenges.</p> <p>1aHS1.8 Identify trusted adults and resources specific to a variety of needs.</p> <p>1aHS1.9 Summarize the benefits of seeking a trusted adult or professional guidance related to one’s dimensions of wellness.</p> <p>1aHS1.10 Analyze personal stressors at home, in school, and with friends.</p> <p>1aHS1.11 Determine effective strategies for dealing with stress, anxiety, and anger.</p> <p>1aHS1.12 Analyze impulsive behaviors and strategies for managing them.</p> <p>1aHS1.13 Analyze the causes, symptoms, and effects of depression.</p> <p>1aHS1.14 Summarize the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult.</p>				SEL standards for birth -2nd	

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
9th-12th grade	<p>1aHS1.15 Defend the importance of telling an adult if there are people who are in danger of hurting themselves or others.</p> <p>1aHS1.16 Analyze positive and negative effects of social media.</p> <p>1aHS1.18 Summarize the negative impact of stigma on health-seeking behaviors.</p> <p>1a.HS2.1 Analyze how pro-social behaviors can benefit overall health.</p> <p>1a.HS2.2 Evaluate the interrelationship of physical, mental, emotional, social, environmental, and spiritual health.</p> <p>1a.HS2.3 Evaluate a variety of strategies to improve personal wellness.</p> <p>1a.HS2.4 Apply strategies to improve personal wellness.</p> <p>1a.HS2.5 Evaluate the impact of racism, power and control, and social inequities on emotions and relationships.</p> <p>1a.HS2.6 Explore the impact of empathy on mental and emotional health.</p> <p>1a.HS2.7 Describe how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy.</p> <p>1a.HS2.8 Develop strategies to promote personal growth, increased self-awareness, and persistence through challenges.</p> <p>1a.HS2.9 Identify strategies for supporting another person in seeking professional guidance or help from a trusted adult.</p> <p>1a.HS2.10 Evaluate internal stressors at home, in school, and with friends.</p> <p>1a.HS2.11 Evaluate external stressors at home, in school, and with friends including poverty, violence, and racism.</p> <p>1a.HS2.12 Analyze the causes, symptoms, and effects of anxiety.</p> <p>1a.HS2.13 Evaluate effective strategies for dealing with stress, anxiety, and anger.</p> <p>1a.HS2.14 Evaluate impulsive behaviors and strategies for managing them.</p> <p>1a.HS2.15 Evaluate causes, symptoms, and effects of depression.</p> <p>1a.HS2.16 Summarize the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult.</p> <p>1a.HS2.17 Analyze the impact of social media on the dimensions of wellness.</p> <p>1a.HS2.21 Summarize stages of grief and loss and explore coping strategies for self and others.</p> <p>1a.HS2.22 Investigate the relationship between health-seeking behaviors and mistrust in communities.</p> <p>Health Education: Interpersonal Communication</p> <p>4.HS.a Utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <p>4.HS.b Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4.HS.c Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>4.HS.d Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>Health Education: Decision making</p> <p>5.HS.a Examine barriers that can hinder healthy decision-making.</p> <p>5.HS.b Determine the value of applying a thoughtful decision-making process in healthrelated situations.</p> <p>5.HS.c Justify when individual or collaborative decision-making is appropriate.</p> <p>5.HS.d Generate alternatives to health-related issues or problems.</p> <p>5.HS.e Predict the potential short and long-term impact of each alternative on self and others.</p> <p>5.HS.f Defend the healthy choice when making decisions.</p> <p>5.HS.g Evaluate the effectiveness of healthrelated decisions.</p> <p>Health Education: Self-Management</p> <p>7.HS.a Analyze the role of individual responsibility in enhancing health.</p> <p>7.HS.b Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.HS.c Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.</p> <p>Health Educatin: Advocacy</p> <p>8.HS.a Utilize accurate peer and societal norms to formulate a healthenhancing message.</p> <p>8.HS.b Demonstrate how to influence and support others to make positive health choices.</p> <p>8.HS.c Work cooperatively as an advocate for improving personal, family, and community health.</p> <p>8.HS.d Adapt health messages and communication techniques to a specific target audience.</p>	Not listed	June of 2021	https://marylandpublicschools.org/Pages/PageNotFound.aspx?requestUrl=http://marylandpublicschools.org/about/Documents/DCAA/Health/HealthEducationFramework_Final.pdf	SEL standards for birth -2nd grade; SEL standards within health education are available from K-12	
Massachusetts	<p>Mental Health: Feelings and Emotions</p> <p>5.11 Analyze healthy ways to express emotions and to cope with feelings, including the common causes of stress, its effects on the body, and managing stress</p> <p>5.12: Identify the factors that help people deal with grief</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
9th-12th grade	<p>5.13 Analyze research on health behaviors and brain chemistry and emotional functioning</p> <p>Mental Health: Identity</p> <p>5.14 Describe theories of personality development, including identity formation, and differentiate among the concepts of ideal self, public self, and private self</p> <p>5.15 Describe the influence of gender on identity and self-concept</p> <p>5.16 Describe the signs of destructive behavior, and identify intervention strategies and kinds of professional intervention</p> <p>5.17 Identify common mental health disorders (for example, anxiety, schizophrenia, and mood, including depression and bipolar) and treatments (for example, psychological, biomedical)</p> <p>Mental Health:Decision Making</p> <p>5.18 Identify ways in which decision-making is influenced by sound character, family, and personal beliefs</p> <p>5.19 Explain positive techniques for handling difficult decisions</p> <p>Interpersonal relationship: Communication</p> <p>7.10 Identify techniques for handling anger and resolving conflicts in the family, friendships, and the workplace, including seeking help from professional and community organizations and faithbased groups</p> <p>7.11 Contrast the emotional impact on long-term relationships of positive communication (such as active listening, praise, and humor) with negative communication (such as teasing, name calling, bullying)</p> <p>7.12 Describe the influence of the larger social group on individual conduct (such as giving comfort, solving problems, and controlling deviant behavior through enforcing laws and the development of good character in the members of society)</p> <p>7.13 Explain the importance of communication in setting limits in a sexual relationship</p> <p>Interpersonal relationship: Peer relationships</p> <p>7.14 Explain the purpose of friendship in different stages of the life cycle and describe how friends can support one another in making healthy decisions</p> <p>7.15 Recognize and identify the concept of friendship without romantic involvement and how friendship may develop into romantic relationships</p> <p>Interpersonal relationship: Romantic relationships</p> <p>7.16 Explain the importance of responsibility and character traits such as love, respectfulness, generosity, kindness, and forgiveness, in committed relationships.</p> <p>7.17 Describe commitment in casual and serious relationships</p>	Not listed	October of 1999	https://www.doe.mass.edu/frameworks/current.html	SEL standards for PK; SEL curriculum from 1th-3rd grade; Comprehensive health framework from pk-12	
Michigan						
	<p>Self-awareness</p> <p>Distinguish their real feelings from how others expect them to feel.</p> <p>Describe the external event or thought that triggered an emotion.</p> <p>Identify and embrace characteristics about themselves that they can and cannot change.</p> <p>Explore possible career and volunteer opportunities based on their identified interests and strengths.</p> <p>Identify school support personnel in their school and adult role models in their lives and know when and how to use them</p> <p>Identify organizations in their community that provide opportunities to develop their interests or talents.</p> <p>Analyze the effect taking responsibility or not can have on themselves and others.</p> <p>Describe how their taking personal responsibility is linked to being accountable for their behavior and may have positive or negative consequences</p> <p>Self-Management</p> <p>Analyze how thoughts and emotions affect decision making and responsible behavior</p> <p>Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress.</p> <p>Accept constructive feedback in order to improve.</p> <p>Understand the effect of self-monitoring strategies, such as self-talk, on emotions and actions/behaviors.</p> <p>Analyze their behavior to determine whether or not they are being authentic/true to self</p> <p>Analyze whether they are behaving with integrity and adjust accordingly</p> <p>Identify academic goals and selfmonitoring strategies</p> <p>Identify outside resources that can help in achieving a goal</p> <p>Demonstrate an understanding that goal setting promotes life-long success</p> <p>Determine the role of practice in gaining skills and goal achievement</p> <p>Social Awareness</p> <p>Identify verbal, physical, and situational cues that indicate how others may feel</p> <p>Use conversational skills to understand the perspective of others</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
9th-10th grade	<p>Understand that others hold different opinions Demonstrate ways to express empathy for others Work cooperatively with others to implement a strategy to address a need in the broader community Evaluate the impact of an activity they were involved with that improved their school or community Demonstrate respect for individuals from different social and cultural groups</p> <p>Participate in cross-cultural activities and reflect on their reaction/process their experience to the setting they were in Evaluate how societal and cultural norms have an effect on personal interactions Able to read social cues and evaluate own reaction to them</p> <p>Relationship Skills Demonstrate strategies for collaborating with others to order to help others improve. Work to maintain an objective, non-judgmental tone during disagreements Practice strategies for maintaining positive relationships, e.g. pursue shared interests and activities, give and receive help, practice forgiveness Identify the qualities and benefits of a positive mentor</p> <p>Define social media and social networking and describe its impact on your life, reputation, and relationships Apply listening and speaking skills that help in preventing and resolving conflicts</p> <p>Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety Access conflict resolution and problem-solving resources, i.e. security, trusted adults, peer mediators, counselors, when available to facilitate resolution of conflict situations</p> <p>Responsible Decision Making Demonstrate ability to consider personal factors during decision-making process Evaluate how external influences, e.g. media, peers, social and cultural norms, and expectations of authority, affect one's decision-making Consider ethical, safety, and societal factors and consequences when making decisions Regularly uses the steps of systematic decision-making Understand how decisions made now can impact their future and have long term effects</p> <p>Explain and model your decision making-process to others • Demonstrate an ability to take responsibility for their choices Analyze the purpose and impact of classroom and school-wide activities, policies, and routines to provide recommendations to administration Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate Advocate for the needs of others, including your community, in a way that promotes positive change</p> <p>Self-awareness Describe how changing their interpretation of an event can alter how they feel about it Use self-reflection to make sure the intensity of their emotions is in line with the situation. Acknowledge emotions and determine the appropriate time and place to safely process them. Identify the skills and credentials required to enter a particular profession of interest to them and begin to prepare accordingly. Demonstrate confidence based on an accurate self-assessment of strengths. Analyze how their personal qualities help them to contribute to others. Activate community resources to help them achieve their goals. Access safety networks to support self and others. Assemble/create constructive support systems that contribute to school and life success. Analyze situations in their lives; determine the level of control they have in the situations, then determine appropriate choices or decisions for them.</p> <p>Describe knowledge and skills they have and can use in their role as a responsible citizen to improve the community.</p> <p>Self-Management Demonstrate ability to reframe difficult situations into opportunities that promote resiliency and optimism Incorporate personal management skills i.e., time management, organization skills, on a daily basis Evaluate how expressing one's emotions in different situations might affect others Evaluate how expressing more positive attitudes might influence others Show honesty/integrity in their behaviors Understands and evaluates the correlation between their words and their actions (walk the talk) Analyze the effect personal tendencies have on goal achievement (for example, integrity, prioritizing, managing time, adequate resources)</p>	CASEL	2017	https://www.michigan.gov/-/media/Project/Websites/mde/Year/2018/04/12/SEL_Compencies-ADA_Compliant_FINAL.pdf?rev=4dc065b45434ea1a37896006aa1a2b2	Yes, SEL standard from birth-12	

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
11th-12th grade	<p>Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement</p> <p>Social Awareness</p> <p>Differentiate between the factual and emotional content of what a person says</p> <p>Express empathy towards others • Value and learn from the perspectives of others</p> <p>Participate in activities that show they are agents for positive change within their community</p> <p>Discuss and understand the process of norm setting</p> <p>Analyze their responsibilities as involved citizens of their school community and beyond</p> <p>Reflect on strategies used for being respectful of others and opposing stereotyping and prejudice</p> <p>Evaluate how advocacy for the rights of others contributes to the common good</p> <p>Recognize and respond to social cues in an appropriate manner</p> <p>Recognize that social cues differ depending upon the setting one is in</p> <p>Relationship Skills</p> <p>Use assertive communication to get their needs met without negatively impacting others</p> <p>Empower, encourage, and affirm others through their interactions</p> <p>Actively participate in a healthy support network of valued relationships</p> <p>Independently seek out relationships that support their development</p> <p>Develop understanding of relationships within the context of networking and careers</p> <p>Demonstrate an ability to coexist in civility in the face of unresolved conflict</p> <p>Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively</p> <p>Evaluate and reflect on their role in a conflict and utilize this information to better their behavior in future conflicts</p> <p>Responsible Decision Making</p> <p>Analyze own role in situations where others are threatened with either physical or emotional harm</p> <p>Examine how the norms of different societies and cultures influence their members' decisions and behaviors</p> <p>Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices</p> <p>Consider feedback from others on your decision making process, and incorporate it if applicable</p> <p>Evaluate your decision making progress, and modify the decisions made if necessary</p> <p>Model for underclassmen appropriate classroom behavior</p> <p>Identify the positive qualities of a leader and align with those qualities</p>					
Minnesota						
	<p>Relationship Skills</p> <p>1 a. Create positive group dynamics to move group efforts forward.</p> <p>1 b. Apply non-verbal skills to create productive outcomes during positive and negative interactions</p> <p>1 c. Demonstrate ability to adapt to a variety of contexts, audiences, tasks and feedback from self and others</p> <p>1 d. Use assertive communication to get needs met without negatively impacting others.</p> <p>2 a. Demonstrate ability to develop romantic and non-romantic relationships with peers that are effective, supportive, and can be stable over time.</p> <p>2 b. Identify the qualities and benefits of someone who is or might be a mentor.</p> <p>2 c. Demonstrate capacity to provide leadership roles in cooperative learning.</p> <p>3 a. Evaluate and reflect on their role in a conflict and use this information to inform their behavior in the future.</p> <p>3 b. Demonstrate an ability to co-exist civilly in the face of unresolved conflict.</p> <p>3 c. Access conflict resolution resources.</p> <p>3 d. Describe and apply negotiation skills.</p> <p>Self-Awareness</p> <p>1 a. Distinguish emotions one holds from how others expect them to feel.</p> <p>1 b. Describe how external events or internal thoughts can trigger multiple emotions.</p> <p>1 c. Describe how changing their interpretation of an event, for example through self-talk, can change how they feel about it.</p> <p>1 d. Self-reflect to assess whether the intensity of their emotions “fit” a given situation.</p> <p>1 e. Understand that identities and heritage practices shape the way one views, understands and interprets emotions.</p> <p>Self-Management</p> <p>2 a. Evaluate strengths and challenges in relation to achieving goals (personal, academic and social).</p> <p>2 b. Identify things about themselves that they cannot change and devote their energy to something they can change.</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
Grade 9-12	<p>2 c. Analyze how personal qualities help to contribute to community and family, based on identified interests and strengths.</p> <p>2 d. Examine the ways that one’s actions create unjust imbalances in opportunity, access, participation and success for particular groups of students.</p> <p>3 a. Advocate for the rights of self and others.</p> <p>3 b. Describe how taking personal responsibility can lead to success.</p> <p>3 c. Realize the level of control they have over their own lives and act accordingly.</p> <p>3 d. Identify role(s) as a responsible community member.</p> <p>Social Awareness</p> <p>1 a. Express understanding of those who hold different opinions.</p> <p>1 b. Ask questions of others to deepen understanding of the perspective of others.</p> <p>1 c. Compare multiple perspectives on an issue.</p> <p>1 d. Demonstrate empathy for others by identifying a specific human or social need in your school or community and acting on it alone or with others.</p> <p>1 e. Differentiate between the factual and emotional content of what a person says.</p> <p>2 a. Demonstrate respect for individuals from different social and cultural groups.</p> <p>2 b. Demonstrate understanding of apparent and not apparent community/cultural practices, customs and ways of making meaning that impact communities differently.</p> <p>2 c. Demonstrate an understanding of how stereotyping, prejudice and discrimination affect the design of institutions and social structures.</p> <p>2 d. Evaluate strategies for recognizing and opposing stereotyping, prejudice and discrimination among individuals, institutions and social structures.</p> <p>3 a. Work collaboratively with peers to analyze and address a shared social cause.</p> <p>3 b. Analyze the impact of their involvement in an activity to improve their school or community.</p> <p>3 c. Compare and contrast the role of government versus social movements and versus social institutions, such as religious, cultural and civic groups, in defining and addressing the common good.</p> <p>4 a. Seek out peer and adult role models who will help students achieve goals.</p> <p>4 b. Access family, peer, school, and community resources when support is needed.</p> <p>4 c. Develop systems of support that contribute to school and personal success.</p> <p>Responsible Decision Making</p> <p>Learning Goal 1: Considers ethical standards, social and community norms and safety concerns in making decisions.</p> <p>Learning Goal 2: Applies and evaluates decision-making skills to engage in a variety of situations.</p> <p>1 a. Demonstrate ability to consider personal responsibility, social norms, safety concerns and ethical standards in making decisions.</p> <p>1 b. Assess lessons learned from past experiences and mistakes when making decisions.</p> <p>2 a. Regularly demonstrate use of systematic decision-making, by identifying a decision, gathering information, and assessing alternative resolutions.</p> <p>2 b. Identify and ask systematic questions that clarify various points of view and lead to the best solution.</p> <p>2 c. Analyze and evaluate evidence, arguments, claims, and beliefs to inform effective decisions.</p> <p>2 d. Analyze how their present decision-making affects college and career choices.</p>	CASEL	Sep-21	https://education.mn.gov/MDE/dse/safe/social/imp/	Yes k-12 standards on website	
Mississippi						
	<p>Domain 1: Self-Awareness</p> <p>1A. Identify emotions and related feelings in one’s self.</p> <p>Identify and label emotions.</p> <p>Identify feelings and behaviors associated with specific emotions.</p> <p>Analyze and evaluate how emotions affect responsible decision making.</p> <p>Analyze and evaluate how one’s emotions impact relationships.</p> <p>Develop socially appropriate communication strategies to express emotions and feelings.</p> <p>1B. Develop an accurate perception of one’s self (i.e., beliefs, values, skills, talents, and interests).</p> <p>Identify areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth.</p> <p>Create strategies that promote a more optimistic/positive outlook.</p> <p>Utilize one’s beliefs and personal qualities in planning and decision making.</p> <p>Explore and identify cultural norms, customs, and beliefs of one’s family.</p> <p>1C. Determine one’s strengths and areas for growth.</p> <p>Accurately identify strengths and areas of growth.</p> <p>Develop and implement a plan to address areas in need of growth.</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
Grades 9-12	<p>Utilize identified areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth to create postsecondary plans.</p> <p>Exhibit confidence in one’s self based on accurate identification of skills, talents, interests, and strengths.</p> <p>1D. Develop personal responsibilities and a feeling of one’s abilities, qualities, and judgment. Describe one’s personal responsibility to family, friends, schools, community, and society as a whole. Develop and apply decision-making skills that promote personal responsibility. Analyze how personal responsibility affects individual and group relationships. Demonstrate the ability to take personal responsibility for one’s behavior.</p> <p>Domain 2: Self-Management</p> <p>2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life. Analyze how thoughts and emotions impact one’s decisions.</p> <p>Apply self-monitoring techniques (e.g., note to self, visual cue, recording form, identifying and avoiding triggers). Evaluate the impact of appropriate and inappropriate emotional expression on self and others.</p> <p>Identify specific self-regulatory strategies that can be used across settings (i.e., school, home, community). Demonstrate self-regulatory strategies. Demonstrate the ability to utilize multiple impulse control strategies (e.g., Stop and Think about Consequence for oneself and others).</p> <p>2B. Identify and utilize skills needed in organization and self-motivation. Demonstrate the ability to stay focused on different tasks and to use time effectively and efficiently in order to reach a goal. Demonstrate the ability to initiate and complete tasks individually and in groups. Analyze and apply motivation strategies to persevere through difficult situations, tasks, or goals.</p> <p>Utilize organization skills to plan, schedule activities, meet deadlines, research resources, and meet goals.</p> <p>2C. Demonstrate ability to set and accomplish specific tasks and goals. Create short- and long-term goals (postsecondary). Develop an action plan that includes necessary resources, specific steps, timeframe, and evaluation of both short- and long-term goals. Apply strategies to overcome obstacles or barriers to goal achievement. Identify family, community, school, and peer resources and supports.</p> <p>Domain 3: Social Awareness</p> <p>3A. Demonstrate an understanding of others’ emotions and perspectives, including social cues. Develop the ability to connect specific feelings (e.g., sad, angry, happy,) and one’s behavior. Develop the ability to read and respond appropriately to social cues.</p> <p>Demonstrate the ability to recognize the impact of one’s behavior on others’ emotions and corresponding behavior. Analyze perspectives which differ from oneself and compare and contrast. Demonstrate the ability to express empathy and concern for people with differing perspectives.</p> <p>Decipher meaning of communication of others through the use of verbal (tone of voice, rate of speech, volume) and non-verbal (facial expression, body language, and proximity) communication.</p> <p>3B. Develop an awareness of and respect for individual differences, including cultural diversity. Demonstrate the ability to recognize the positive contributions of other cultures and perspectives to the well-being of society. Exhibit behaviors that communicate an understanding and respect (avoid judgements, imposing one’s own values, and stereotyping) for perspectives, differences, and cultures that differ from oneself. Analyze the origins of prejudice, stereotypes, and discrimination and why they sustain. Develop an understanding of one’s own prejudice, stereotypes and discrimination and how they impact one’s behavior and relationships with others. Recognize and create strategies to address behaviors associated with bullying (poor impulse control, lack of empathy, intolerance of others) in oneself and others.</p> <p>3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community. Analyze the origins of societal norms.</p>	CASEL	Jan-21	https://www.mdek12.org/ESE/Home	Yes- k-12 standards on same site; infancy - age 4 standards	

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
	<p>Demonstrate an understanding of societal norms and the impact on society as a whole. Develop the ability to positively contribute to society. Analyze how one’s behavior impacts relationships, family, school, and the community. Domain 4: Relationship Skills</p> <p>4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others. Analyze the effects of one’s communication (verbal and nonverbal) and social skills in interactions with family, peers, and adults. Demonstrate the ability to work cooperatively in various roles within groups (e.g., leader, recorder, timekeeper) to successfully reach a goal or to complete a school or community project. Identify and obtain support for one’s self and provide support to others. Analyze own and others’ posts on social media and the impact they may have on relationships. 4B. Develop and maintain positive relationships with others. Exhibit the ability to develop and maintain positive relationships based on shared values, interest, goals, and reciprocity of support. Analyze types of peer pressure (positive and negative) and evaluate the impact on initiating and maintaining relationships. Demonstrate the ability to resist peer/social pressure to engage in unwanted, unsafe, unethical behavior.</p> <p>4C. Demonstrate the ability to successfully manage and resolve conflict in relationships. Analyze and define causes of various types of conflict, (e.g., internal conflict, conflict among peers, conflict with authority). Demonstrate appropriate conflict resolution skills (e.g., communication, problem solving, stress management, active listening) to achieve mutually agreeable solutions. Identify and implement strategies to successfully avoid and/or address peer conflict on social media. Exhibit skills and strategies to avoid and escape bullying (as target and bystander), threats, physical violence, and harassment to maintain personal safety. Domain 5: Responsible Decision Making</p> <p>5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community. Implement decision making processes by gathering and analyzing information, brainstorming options and barriers, thinking through the consequence (outcome), and reflecting on and evaluating the impact on others. Demonstrate the ability to take personal responsibility in making ethical decisions. Model decision making skills to develop positive interpersonal relationships at home, school, and in the community. 5B. Analyze outcomes of decisions including the consideration of their effects on others. Analyze various sources of information (e.g., print, social media, news, respected adults) and the impact on one’s ability to make safe, socially appropriate, and ethical decisions. Analyze and evaluate the impact of culture and how it influences societal norms, safety, and ethics in the decision-making process. Analyze and evaluate current and past decisions for ethics, safety, and societal norms and the impact on intrapersonal and interpersonal relationships. Analyze and evaluate past and current decisions and how they impacted short- and long-term goals.</p>					
<p>Missouri</p> <p>9</p> <p>10</p> <p>11</p> <p>12</p> <p>9</p> <p>10</p> <p>11</p>	<p>Big Idea 1: SE 1 Understanding Self as an Individual and as a Member of Diverse Local and Global Communities</p> <p>A: Self-Concept Develop skills needed to maintain a positive self-concept. Implement skills necessary to exhibit and maintain a positive self-concept. Practice and modify the skills necessary to exhibit and maintain a positive self- concept. Utilize the skills necessary to exhibit and maintain a life- long positive self-concept. B: Balancing Life Roles Recognize increased roles and responsibilities of the individual student within the family, school, and local community Prioritize roles and responsibilities and implement strategies in order to balance family, school, work, and local communities. Identify and utilize resources to help balance family, school, work, and local community roles.</p>					<p><i>Missouri’s Early Learning Standards for Classrooms include SEL competencies/standards for children birth through age 4. No standards specifically designated for SEL in grades 9-12, but several social/emotional competencies are described within counseling (listed below), gifted, Missouri healthy schools, etc.</i></p>

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
12	Exhibit the ability to balance personal, family, school, community, and work roles.					
	C: Being a Contributing Member of a Diverse Global Community					
9	Identify activities the individual student might participate in to become a contributing member of a school community.					
10	Identify and participate in activities that help the individual student become a contributing member of a global community					
11	Build upon activities and experiences that help the individual student become a contributing member of a global community.					
12	Exhibit the personal characteristics of a contributing member of a diverse community.					
	Big Idea 2: SE 2 Interacting With Others in Ways That Respect Individual and Group Differences					
	A: Quality Relationships					
9	Demonstrate the ability to use interpersonal skills needed to maintain quality relationships.					
10	Practice interpersonal skills in order to help maintain quality relationships.					
11	Apply interpersonal skills needed to maintain quality relationships.					
12	Exhibit the interpersonal skills to maintain quality relationships.					
	B: Respect for Self and Others					
9	Explore cultural identity and world views within the community.					
10	Promote acceptance and respect for cultural differences within the global community.					
11	Exhibit respect for different cultures and points of view.					
12	Advocate respect for individuals and groups.					
	C: Personal Responsibility in Relationships					
9	Identify personal responsibility in conflict situations, while continuing to apply problem-solving and conflict-resolution skills.					
10	Self-assess personal problem-solving and conflict-resolution skills to enhance relationships with others.					
11	Accept personal responsibility in conflict situations.					
12	Utilize and accept personal responsibility in relationships with others.					
	Big Idea 3SE: PS 3 Applying Personal Safety Skills and Coping Strategies					
	A: Safe & Healthy Choices					
9	Identify problem-solving, decision-making, and refusal skills needed to make safe and healthy life choices.					
10	Utilize decision-making skills to evaluate risk-taking behavior.					
11	Analyze the impact of personal decisions on the safety and health of self and others.					
12	Utilize decision-making skills to make safe and healthy life choices.					
	B: Personal Safety of Self & Others					
9	Identify and utilize resources available that address personal safety issues.					
10	Evaluate and review resources that address personal safety issues.					
11	Demonstrate skills that reinforce a safe environment for all students.					
12	Advocate for the personal safety of self and others.					
	C: Coping Skills					
9	Identify resources that can help manage life changes or events.					
10	Analyze and refine individual coping skills to manage life-changing events.					
11	Apply individual coping skills to manage life-changing events.					
12	Exhibit coping skills to manage life-changing events.					
	Big Idea 4: AD 4 Applying Skills Needed for Educational Achievement					
	A: Improvement of Academic Self- concept Leading to Life-long Learning					
9	Review and build upon educational skills necessary to progress toward life-long learning goals.					
10	Assess and apply educational skills necessary to progress toward individual life-long learning goals.					
11	Consistently utilize educational skills necessary to progress toward individual life-long learning goals.					
12	Achieve educational levels necessary to reach, maintain, and continue with individual life-long learning goals.					
	B: Self-Management for Life-long Learning					
9	Review and build upon self-management system and adjust to increased academic demands.					
10	Assess and apply self-management system to meet increased academic demands.					
11	Consistently utilize self-management system and adjust to increased academic demands.					
12	Exhibit self-management skills necessary for educational achievement.					
	Big Idea 5: AD 5 Applying the Skills of Transitioning Between Educational Levels					
	A: Transitions					
9	Apply information and skills necessary to transition into high school.					

College & Career Competencies:
<http://www.cccframework.org/resources.html>

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
10	Self-assess and apply information to expand awareness of the relationship between high school options and post-secondary options.					
11	Increase knowledge and refine skills in preparation for the senior year and post- secondary options.					
12	Utilize the achievement and performance skills necessary to transition to post-secondary options.					
	Big Idea 6: AD 6 Developing and Monitoring Individual Career and Academic Plan (ICAP)					
	A: ICAP for Life-Long Learning					
9	Monitor and revise an ICAP.					
10	Explore options and resources available to further develop an ICAP for life-long learning.					
11	Evaluate and revise a ICAP for life-long learning					
12	Apply information to revise and implement an ICAP necessary for life-long learning.					
	Big Idea 7: CD 7 Applying Career Exploration And Planning Skills In The Achievement Of Life Career Goals					
	A: Integration of Self- knowledge into Life and Career Plans					
9	Compare current strengths and limitations with the individual's career and educational plan and adjust the plan as necessary					
10	Revisit current career and educational plan as it relates to evolving and/or new interests, strengths, and limitations.					
11	Analyze the education, training, and personal characteristics needed to achieve current life career goals and compare those characteristics with one's own characteristics.					
12	Utilize knowledge of the world of work; personal interests; and strengths and limitations to develop short- and long-term post-secondary plans.					
	B: Adaptations to World of Work and Technology Changes					
9	Recognize the sixteen (16) career clusters within the six (6) career paths for exploring and preparing for careers now and in the future.					
10	Evaluate a variety of resources to aid in career exploration and planning now and in the future.					
11	Utilize a variety of resources to aid in career exploration and planning.					
12	Utilize knowledge of career exploration and planning to adapt to new career and educational opportunities as the world of work and technology changes.					
	C: Respect for All Work					
9	Analyze and evaluate school and community contributions as they relate to one's career and educational plan.					
10	Analyze and evaluate school and community contributions as they relate to life career goals.					
11	Identify the value of personal contributions to the world of work as a result of one's career choices.					
12	Respect all work as important, valuable, and necessary in maintaining a global society.					
	Big Idea 8: CD 8 Knowing Where And How To Obtain Information About The World Of Work And Post-Secondary Training/Education					
	A: Career Decision Making					
9	Integrate career and educational information with knowledge of self and career clusters to identify occupations of interest.					
10	Analyze career and educational information to identify the most relevant resources for specific career options.					
11	Synthesize career and educational information gathered from a variety of sources.					
12	Utilize career and educational information in career decision- making.					
	B: Education and Career Requirements					
9	Identify the entrance requirements and application procedures for post- secondary options.					
10	Apply knowledge of self to make informed decisions about post-secondary options.					
11	Apply research skills to obtain information on training and education requirements for post- secondary choices.					
12	Know and understand the levels of training and education required for post-secondary choices and life career goals.					
	Big Idea 9: CD 9 Applying Skills for Career Readiness and Success					
	A: Personal Skills for Job Success					
9	Identify situations which would compromise ethical habits in school or work situations.					
10	Identify the steps which can be used to resolve ethical issues related to school or work situations.					
11	Demonstrate the steps which can be used to resolve ethical issues related to school or work situations.					
12	Apply personal, ethical, and work habit skills that contribute to job success.					
	B. Job Seeking Skills					
9	Identify and refine the job-seeking skills needed to apply for volunteer or part-time jobs in the community.					
10	Compare and contrast the post- secondary application process to the job application process.					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
11 12	Refine and utilize a portfolio which may be used for a variety of post-secondary opportunities. Utilize appropriate job-seeking skills to obtain employment.					
Montana						
Grade 9-12	<p>Self-Awareness The ability to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacities to recognize one’s strengths and limitations and to develop a well-grounded sense of confidence and purpose.</p> <ol style="list-style-type: none"> 1. Recognize, label, and describe emotional and physical stress responses across settings and understand how they promote personal resilience. 2. Use self-reflection to determine if behaviors are reflective of personal values and goals. 3. Explain how mental attitude and personal beliefs can impact growth and progress toward achieving a goal. 4. Advocate for oneself by creating “I” statements to express personal points of view, including asking for help. 5. Respond with self-compassion when faced with adversity and acknowledge personal mistakes. 6. Identify personal biases and evaluate strategies to overcome tendencies to stereotype. <p>Self-Management: The ability to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal/ collective goals.</p> <ol style="list-style-type: none"> 1. Express their emotions in an appropriate manner sensitive to self and others, in different environments (school, family, community, work) with different audiences in different ways. 2. Understand and explain how emotional experience is influenced by others. 3. Apply strategies to regulate and communicate one’s underlying emotional needs. 4. Regulate stress response to support personal resilience, using a variety of strategies. 5. Analyze how selfmanagement exists in relation to the culture of family, school, community, and society. 6. Demonstrate personal reflection to cultivate perseverance and selfcompassion when dealing with challenges and adversity. 7. Implement strategies that promote progress toward short- and long-term goals on both a personal and academic basis. <p>Social Awareness: The ability to understand the perspective of others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion and empathy for others; to understand broader historical and social norms for behavior in different settings; and to recognize family, school, and community resources and supports.</p> <ol style="list-style-type: none"> 1. Recognize and demonstrate how emotions and personal behavior affect other people’s feelings, behaviors, and experiences. 2. Recognize needs in self and others by using family, school, and communitybased support networks. 3. Identify and address interpersonal conflicts across settings (e.g., school, work, community, and personal relationships). 4. Recognize the shared humanity with others and the desire for others to be happy. 5. Apply empathy and compassionate viewpoints to reflect on the emotional experiences of others who have different characteristics, views, beliefs, and values. 6. Appreciate and respect the strengths of others specific to diversity, uniqueness, and the difference of individuals and groups. 7. Identify community and social norms that are (directly or indirectly) unfair to individuals or a certain group of people and use courage to influence systematic change. <p>Relationship Skills The ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.</p> <ol style="list-style-type: none"> 1. Identify and use a network of trusted adults while advocating for self and others (e.g., ask for help when needed). 2. Understand how different types of verbal and nonverbal communication can create positive communication with others. 3. Independently seek and maintain healthy relationships with the intent of demonstrating kindness, gratitude, and helping others (e.g., set boundaries, express needs, and recognize warning signs). 	CASEL Framework	2021	https://opi.mt.gov/Portals/182/Page%20Files/Social%20Emotional%20Learning/MT_SEL_Competencies_0721.pdf	Yes-same link	There are also educator competencies indicated on the same site.

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	<p>4. Listen actively for the purpose of understanding others and communicating in a direct and compassionate manner.</p> <p>5. Compromise, foster empathy, and support collaborative exchange to formulate group goals and work through an agreed-upon plan.</p> <p>6. Understand how each group member contributes a unique perspective and provides insight based on their personal experiences.</p> <p>7. Recognize and evaluate self-reflection and constructive feedback to help resolve conflict.</p> <p>Responsible Decision Making The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being</p> <p>1. Apply effective decisionmaking strategies to one’s choices about personal behavior and social interactions.</p> <p>2. Demonstrate perseverance and selfcompassion when dealing with challenges and adversity.</p> <p>3. Respond constructively to impulses and emotions to cultivate behaviors and attitudes that support one’s well-being.</p> <p>4. Work independently and collaboratively to address the interrelated needs of school, work, community, and personal relationships.</p> <p>5. Recognize one’s own capacity to individually or collaboratively promote positive change within the community.</p> <p>6. Be curious and openminded about how prosocial emotions (e.g., forgiveness, patience, generosity, humility) can promote ethical responses toward self and others.</p> <p>7. Reflect on one’s personal experience to understand how others express emotion and how those emotions can influence their decision making.</p> <p>8. Understand how varying points of view and different systems shape the experiences of self and others.</p> <p>9. Reflect on how one can individually and collaboratively affect positive change by addressing problematic beliefs or inequities.</p> <p>10. Reflect on how to offer help, listen empathetically, resolve conflict, and act compassionately to promote the resilience of self and others.</p>					
Nebraska						
K-12	<p style="text-align: center;">Health Education</p> <p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p> <p>Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.</p> <p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance and avoid or reduce health risks.</p> <p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</p> <p style="text-align: center;">Career Readiness and Career Education</p> <p>1. Applies appropriate academic and technical skills</p> <p>Strategic Thinking: 1. Practices reasoning and systems-level thinking to deal with varied concepts and complexity. 2. Analyzes elements of a problem situation to develop solutions. 3. Uses acquired academic and technical skills to improve a situation or process. 4. Seeks to enhance knowledge and skills through ongoing professional development.</p> <p>2. Communicates effectively and appropriately</p> <p>Speaking: 1. Asks pertinent questions to acquire or confirm information. 2. Demonstrates interpretation of verbal and non-verbal messages in a conversation. 3. Converses with diverse individuals in an all-inclusive manner to foster positive relationships. 4. Practices active and attentive listening skills.</p> <p>Professional Etiquette: 1. Uses professional etiquette and observes social protocols when communicating. 2. Practices appropriate use of social media in personal and professional environments. 3. Uses proper word choice and tone when communicating to superiors, customers/clients and co-workers.</p>	National Health Education standards	not listed	https://www.education.ne.gov/health/		No official SEL standards, but there are related standards within content areas

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K-12	<p>Customer Service: 1. Establishes positive relationship with internal/external customers. 2. Identifies and addresses customer's needs and wants. 3. Recommends appropriate products and services. 4. Uses effective follow-up techniques to assure that the needs of the customer have been met.</p> <p>3. Contributes to employer and community success</p> <p>Personal Responsibility: 1. Takes responsibility for individual and shared group work tasks. 2. Models behaviors that demonstrate reliability, dependability and commitment to the organization. 3. Pursues results with personal energy and drive to completion.</p> <p>4. Makes sense of problems and perseveres in solving them</p> <p>Perceptiveness: 1. Accurately defines a problem or issue. 2. Recognizes factors, constraints, goals and relationships in a problem situation. 3. Identifies irregularities in processes and environments and seeks to understand their cause.</p> <p>Problem solving: 1. Presents multiple solutions to the problem based on evidence and insights. 2. Evaluates solutions and determines the potential value toward solving the problem. 3. Employs critical thinking skills independently and in teams to solve problems and make decisions.</p> <p>Perseverance/Work ethic: 1. Establishes and executes plans to completion even when faced with setbacks. 2. Requires minimal supervision to successfully complete tasks on schedule. 3. Prioritizes tasks to ensure progress toward stated objectives.</p> <p>5. Uses critical thinking</p> <p>Critical Thinking: 1. Demonstrates the ability to reason critically and systematically. 2. Uses reason and logic to evaluate situations from multiple perspectives. 3. Critiques possible solutions using valid research, historical context and balanced judgment. 4. Recognizes and makes use of systems and relationships including interdependent cause-and-effect analysis and feedback.</p> <p>Decision Making: 1. Conducts research, gathers input and analyzes information necessary for decision-making. 2. Develops and prioritizes possible solutions with supporting rationale. 3. Determines a course of action with the greatest perceived potential for success while considering its impact on the human resources (workforce) of the organization</p> <p>Adaptability: 1. Demonstrates a willingness to learn new knowledge and skills. 2. Considers multiple and diverse points of view. 3. Manages multiple tasks and priorities. 4. Exhibits the ability to focus, prioritize, organize and handle ambiguity.</p> <p>6. Demonstrates innovation and creativity</p> <p>7. Models ethical leadership and effective management</p> <p>Leadership: 1. Employs organizational development skills to foster positive working relationships and accomplish goals. 2. Enlists the support of others to accomplish a goal. 3. Models the positive attributes of effective leaders (e.g. self awareness, selfregulation, motivation, empathy and social skills).</p> <p>Ethics: 1. Considers the ethical implications of decisions and actions and their impact on personal reputation and credibility. 2. Recognizes personal and long-term workplace consequences of unethical or illegal behaviors. 3. Practices ethical behavior at all times and complies with organizational code of conduct.</p> <p>8. Works productively in teams and demonstrates cultural competency</p> <p>Teamwork: 1. Builds consensus within a team to accomplish results. 2. Contributes to team-oriented projects and assignments. 3. Engages team members and utilizes individual talents and skills.</p> <p>Conflict Resolution: 1. Anticipates potential sources of conflict and employs conflict resolution skills to facilitate solutions. 2. Disagrees with a team member without causing personal offense. 3. Negotiates with conflicting parties to agree on a reasonable and mutually acceptable solution.</p> <p>Social and Cultural Competence: 1. Gives and earns respect by interacting positively with people of different backgrounds, experiences and beliefs. 2. Stays aware of current local, national and global news and issues. 3. Uses awareness of world cultures and languages to effectively communicate with co-workers and customers/clients.</p> <p>9. Utilizes technology</p> <p>10. Manages personal career development</p> <p>Planning: 1. Identifies opportunities in one or more career pathways that aligns with personal interests and aptitudes. 2. Develops career goals and objectives. 3. Develops a personal education and career plan to meet goals and objectives.</p> <p>11. Attends to personal and financial well-being</p>	The Nebraska Standards for Career Ready Practice were derived from extensive input from business and industry representatives expressing the most critical skills needed for employee and/ or entrepreneur success. The standards were developed in conjunction with the National Career Clusters Framework.	2009	https://www.education.ne.gov/wp-content/uploads/2018/05/2017CareerReadinessBookletWEB.pdf		
Nevada						

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
K-12	<p>Self-Awareness: Knowing what we are feeling in the moment: having a realistic assessment of our own abilities and a well-grounded sense of self-confidence. 1) identify one's emotions, 2) maintain an accurate and positive self-concept, 3) recognize individual strengths, 4) experience a sense of self-efficacy.</p> <p>Self-Management: Handling our emotions so they facilitate rather than interfere with the task at hand: being conscientious and delaying gratification to pursue goals: persevering in the face of setbacks and frustrations. 1) regulate emotions 2) manage stress 3) monitor and achieve behaviors related to school and life success.</p> <p>Social Awareness: Understanding what others are feeling: being able to take their perspective; appreciating and interacting positively with diverse groups. 1) exhibit empathy 2) appreciate diversity 3) understand social and ethical norms for behavior, and 4) recognize family, school, and community supports.</p> <p>Relational Skills: handling emotions in relationships effectively: establishing and maintaining healthy and rewarding relationships based on solutions to conflict, and seeking help when needed. 1) build and maintain relationships with diverse groups and individuals, 2) communicate clearly to express needs and resolve conflict.</p> <p>Responsible Decision Making: avoiding risky behaviors, dealing honestly and fairly with others; an ability to make decisions and solve problems on the basis of accurately defining decisions to be made and anticipating the consequences of each—learning from one's decision making. 1) problem solve effectively 2) maintain accountable behaviors in school, personal, and community contexts.</p>	CASEL	2017, language used on website is that they are "considering" adopting standards	https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Boards_Commissions_Councils/State_Board_of_Education/2017/November/nvstatesocialcompetencies.pdf	standards right now are for K-12 and are not specified by grade level; SEL standards also available for children pre-K	
New Hampshire						
	<p style="text-align: center;">Health Education</p> <p>Preventing Violence Understand: 3.1 ways to avoid threatening situations 3.2 causes of conflict 3.3 conflict resolution techniques 3.4 how to avoid fighting/bullying</p> <p>Suicide Prevention Understand: 5.1 signs of depression and mental illness 5.2 how to get help for self and others 5.3 influence of alcohol and other drug use on depression</p> <p>Families and Relationships Understand: 1.1 ways to communicate respect for self and others 1.2 diversity of relationships, e.g., family, friends, dating, marriage 1.3 influences of violence, e.g., date rape and other abuse</p> <p>Positive Self-Image Understand: 1.1 personal assets and strengths 1.2 characteristics of positive role models 1.3 how to develop and demonstrate a sense of belonging 1.4 how to develop and demonstrate a sense of empowerment</p> <p>Emotional Health Understand: 2.1 strategies for expressing needs, wants and feelings appropriately 2.2 positive ways to handle emotions, e.g., mood swings, loneliness, hurt feelings, sadness 2.3 strategies for managing and reducing anger and conflict 2.4 ways of dealing with frustration 2.5 how the developmental process affects emotions and behaviors 2.6 strategies to prepare for adulthood</p>					<p><i>No official standards available, but there are related standards within content areas</i></p> <p>ChooSE Love SEL curriculum promoted by all New Hampshire schools since 2018 and is available at no cost: https://www.education.nh.gov/partners/chooselove.</p>

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
	<p>Interpersonal Relationships and Communication Understand: 3.1 how to build and maintain relationships, including appropriate ways to end relationships 3.2 skills for effective speaking, e.g., I-statements, eye contact, assertiveness 3.3 skills for effective listening, e.g., reflective listening 3.4 characteristics of non-verbal communication 3.5 ways to show respect for diversity, e.g., mental and physical disabilities, culture, race/ethnicity 3.6 ways to resist peer pressure 3.7 appropriate ways to end relationships 3.8 techniques for negotiation and compromise 3.9 how to advocate for needs and rights of others 3.10 how to advocate for healthy social environment 3.11 how to advocate for fairness</p> <p>Stress Management Understand: 4.1 types of stressors, e.g., death, ending relationships, changing schools, rejection 4.2 coping strategies to reduce stress, including exercise 4.3 ways to avoid stress</p> <p>Mental Health Problems Understand: 5.1 behaviors and symptoms of depression and other mental illness, e.g., obsessivecompulsive disorder, impulsecontrol disorders 5.2 interaction of alcohol and other drugs with mental illness 5.3 symptoms of eating disorders 5.4 medication and other treatments for mental illness</p> <p>Resources and Support 6.1 when to get help Understand: 6.2 why to get help 6.3 where and how to get help 6.4 how to identify support systems (formal and informal)</p>					
New Jersey						
K-12	<p>Self Awareness</p> <ul style="list-style-type: none"> • Recognize one’s feelings and thoughts • Recognize the impact of one’s feelings and thoughts on one’s own behavior • Recognize one’s personal traits, strengths, and limitations • Recognize the importance of self-confidence in handling daily tasks and challenges <p>Self Management</p> <ul style="list-style-type: none"> • Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors • Recognize the skills needed to establish and achieve personal and educational goals • Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p>Social Awareness</p> <ul style="list-style-type: none"> • Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Demonstrate an awareness of the expectations for social interactions in a variety of settings <p>Responsible Decision-Making</p> <ul style="list-style-type: none"> • Develop, implement, and model effective problem-solving and critical thinking skills • Identify the consequences associated with one’s actions in order to make constructive choices • Evaluate personal, ethical, safety, and civic impact of decisions <p>Relationship Skills</p> <ul style="list-style-type: none"> • Establish and maintain healthy relationships • Utilize positive communication and social skills to interact effectively with others • Identify ways to resist inappropriate social pressure • Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways • Identify who, when, where, or how to seek help for oneself or others when needed 	CASEL	August of 2017	https://www.nj.gov/education/safety/wellness/selearning/docs/SELCompetencies.pdf	SEL standards not separated by grade band; apply to all students K-12	

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New Mexico	<p>Positive Developmental Relationships: a learning environment that is supportive, culturally responsive and focused on meaningful connection, relationships and building community.</p> <p>a. Teacher-student relationships are a priority for all adults in the building b. Culture and identity are valued and explored c. Classroom routines and procedures exist d. Community building is intentional and encouraged</p> <p>Intentional Development of Skills, Mindsets and Habits - students have consistent opportunities to cultivate, practice and reflect on social and emotional competencies in a way that is developmentally appropriate and culturally responsive.</p> <p>a. The 5 SEL competencies are taught, modeled and practiced b. Explicit SEL instruction is provided consistently c. All students are exposed to an age appropriate, evidence based SEL curriculum d. Student voice is present and encouraged</p> <p>Rich Instructional Experiences - SEL content and objectives are integrated into rigorous instruction through interactive and collaborative pedagogies.</p> <p>a. Academic and growth mindsets are fostered b. SEL and academic objectives are aligned c. SEL competencies are integrated into instruction, e.g.; grade level benchmarks, evident in all subject matter d. Grading policies should reflect a competency based approach to education that is grounded in empowering students to make important decisions about their learning, how they will create and apply knowledge and how they will demonstrate learning.</p> <p>Environments Filled with Safety and Belonging - conditions for belonging and emotional safety are created by being responsive to students' perspectives and needs, affirming all students' full identities, and establishing structures that create predictability and consistency.</p> <p>a. Environments are filled with safety and belonging b. School wide discipline policies and practices are instructive, restorative, developmentally appropriate and equitably reinforced c. Staff and student relationships are evident and valued. d. Staff relationships are supportive, respectful and collaboration exists e. Student relationships are respectful, friendly and inclusive</p> <p>Integrated Systems and Supports - SEL is seamlessly integrated into a continuum of academic and behavioral supports which are available to all students and ensure that all student needs are met.</p> <p>a. Identify and communicate how SEL align with existing systems; MLSS, SAT, and/or PBIS-positive behavior interventions and supports b. Align SEL to universal strategies, such as, school mental health, restorative practices and/or trauma informed practices c. SEL is evident in out of school time programming d. SEL is integrated into family and community communications, activities and programming</p> <p>Use of Data to Assess Need and Impact - Implementation and outcome data are collected and used to monitor progress toward goals and continuously improve all SEL related systems, practices, and policies with a focus on equity.</p> <p>a. Identify, Collect and Review data: Consider your purpose for collecting data b. Use of Framework rubric to assess implementation c. Use of individual reflection tools (student, staff, families) for practice development and continuous improvement.</p>					<p><i>New Mexico has a K-12 framework for SEL in schools, but does not have actual standards/benchmarks</i></p>
New York	<p>Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.</p> <p>A. Identify and manage one's emotions and behavior.</p> <p>1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. 1A.4b. Generate ways to develop more positive attitudes. 1A.4c. Demonstrate the capacity to shift one's focus between tasks and maintain concentration on one's goal.</p> <p>B. Recognize personal qualities and external supports.</p>					

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9th-10th grade	<p>1B.4a. Set priorities that build on strengths and identify areas for improvement. 1B.4b. Analyze how positive adult role models and support systems contribute to personal growth and achievement in school and in life. C. Demonstrate skills related to achieving personal and academic goals. 1C.4a. Identify strategies to make use of resources to overcome obstacles to achieve goals. 1C.4b. Apply strategies to overcome obstacles to goal achievement.</p> <p>Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships. A. Recognize the feelings and perspectives of others. 2A.4a. Analyze similarities and differences between one’s own and others’ perspectives. 2A.4b. Use communication skills to gain understanding of others’ feelings and perspectives. B. Recognize individual and group similarities and differences. 2B.4a. Analyze the origins and negative effects of stereotyping and prejudice. 2B.4b. Demonstrate respect for individuals from different social and cultural groups. C: Use communication and social skills to interact effectively with others. 2C.4a. Evaluate the effects of requesting support from and providing support to others. 2C.4b. Evaluate one’s contribution in groups as a member and leader.</p> <p>D. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>2D.4a. Analyze how active listening, “I” statements and other communication strategies help to resolve conflicts. 2D.4b. Analyze how conflict- resolution skills contribute to work within a group. Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts. A: Consider ethical, safety, and societal factors in making decisions. 3A.4a. Demonstrate personal responsibility in making ethical decisions. 3A.4b. Evaluate how social norms and the expectations of different social groups, including dealing with the expectations of those in authority in various settings, influence personal decisions and actions.</p> <p>B: Apply decisionmaking skills to deal responsibly with daily academic and social situations. 3B.4a. Evaluate one’s personal abilities to gather information, generate possible solutions, and anticipate the consequences of decisions. 3B.4b. Apply decisionmaking skills to establish responsible interpersonal and intergroup relationships, and work relationships.</p> <p>C. Contribute to the well-being of one’s school and community</p> <p>3C.4a. Plan, implement, and evaluate one’s participation in activities and organizations that improve school culture and climate. 3C.4b. Plan, implement, and evaluate one’s participation in a group effort to contribute to one’s local community.</p> <p>Goal 1: Develop self-awareness and self-management skills essential to success in school and in life. A. Identify and manage one’s emotions and behavior. 1A.5a. Evaluate how expressing one’s emotions in different situations affects others. 1A.5b. Evaluate how expressing more positive attitudes influences others. 1A.5c. Demonstrate the ability to adjust one’s behavior in response to changes in one’s environment or to changes in one’s goal(s). B. Recognize personal qualities and external supports.</p> <p>1B.5a. Implement a plan to build on a personal strength, meet a personal need, or address a personal challenge. 1B.5b. Implement a plan to build on a personal strength to meet a need, or address a challenge facing one’s community. 1B.5c. Evaluate how developing interests and “giving back”/filling useful roles support school and life success. C. Demonstrate skills related to achieving personal and academic goals. 1C.5a. Set a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement. 1C.5b. Monitor progress toward achieving a goal and evaluate one’s performance against criteria.</p> <p>Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships. A. Recognize the feelings and perspectives of others. 2A.5a. Demonstrate how to express understanding of those who hold different opinions. 2A.5b. Demonstrate ways to express empathy for others.</p>	CASEL	August of 2018	https://www.p12.nysed.gov/sss/documents/NYSSELBenchmarks.pdf	YES, detailed standards for preK-8 can be found on the same website	

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
11th-12th grade	<p>B. Recognize individual and group similarities and differences. 2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. 2B.5b. Evaluate how advocacy for the wellbeing and rights of others contributes to the common good. C: Use communication and social skills to interact effectively with others.</p> <p>2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families. 2C.5b. Plan, implement, and evaluate one’s participation in a group project.</p> <p>D. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. 2D.5a. Evaluate the effects of using collaborative negotiation skills to reach win-win solutions. 2D.5b. Evaluate current conflict-resolution skills and plan how to improve them. Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts. A: Consider ethical, safety, and societal factors in making decisions.</p> <p>3A.5a. Apply ethical reasoning to evaluate societal practices. 3A.5b. Examine how the norms of different societies and cultures influence their members’ decisions and behaviors.</p> <p>B: Apply decisionmaking skills to deal responsibly with daily academic and social situations. 3B.5a. Analyze how present decision-making affects college and career choices. 3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships. C. Contribute to the well-being of one’s school and community</p> <p>3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need. 3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</p>					
North Carolina						
9th - 12th grade	<p><i>No standards specifically designated for SEL, but several social/emotional competencies are described within content area standards (Health Education)</i></p> <p>Mental and Emotional Health: Create positive stress management strategies 9.MEH.1.1 Identify the body’s physical and psychological responses to stressful situations and positive coping mechanisms. 9MEH.1.2 Plan effective methods to deal with anxiety.</p> <p>Mental and Emotional Health: Create help-seeking strategies for depression and mental disorders. 9.MEH.2.1 Identify causes and symptoms of depression and mental disorders. 9.MEH.2.2 Design useful help-seeking strategies for depression and mental disorders.</p> <p>Interpersonal Communication and Relationships: Understand healthy and effective interpersonal communication and relationships</p> <p>9.ICR.1.1 Illustrate the ability to respond to others with empathy. 9.ICR.1.2 Classify negotiation and collaboration skills as helpful or harmful in solving problems or resolving conflicts. 9.ICR.1.3 Illustrate strategies for resolving interpersonal conflict without harming self or others. 9.ICR.1.4 Summarize principles of healthy dating. 9.ICR.1.5 Explain how power and control in relationships can contribute to aggression, violence and sex trafficking.</p>	None listed	2012	https://www.dpi.nc.gov/media/3963/open	SEL standards are only available for birth-preschool. Health education standards also available for K-8.	<p>There is some attempt to integrate CASEL framework with the health education standards in North Carolina - see cross walk here: https://drive.google.com/file/d/1qWk_EUL7WUkrKOfJQg4T1ROoUAZqLI_O/view</p>
North Dakota						
	<p>Self Awareness 1. Create a plan for managing a variety of emotions. 2. Analyze perceived limitations and create a plan leveraging strengths to address limitations. 3. Demonstrate resilience and a positive attitude for school and life. 4. Advocate for oneself by creating “I”-messages to present personal perspective.</p> <p>Self Management</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
9th-12th grade	<p>1. Apply strategies to mitigate personal response to different levels of emotions. 2. Create a long term plan for stress management throughout the lifespan. 3. Consistently apply strategies for working hard in challenging settings. 4. Apply strategies for developing and maintaining a growth mindset. 5. Create a plan for monitoring progress toward personal and academic, short and long-term goal achievement. 6. Create a plan for planning, prioritizing and managing time independently to maximize efficiency.</p> <p>Social Awareness 1. Evaluate and utilize available resources at home, school and in the community. 2. Analyze the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly. 3. Demonstrate strategies for expressing understanding towards those who hold different beliefs. 4. Evaluate how society and cultural norms, morals and values affect personal interactions.</p> <p>Relationship Skills 1. Evaluate the verbal and nonverbal cues from others to create differentiated communication plans. 2. Evaluate personal engagement in social situations at home, school and in the community and create a plan for personal growth. 3. Apply appropriate limit setting strategies (e.g. Acknowledge Feelings, Communicate the limit, Target alternative.) 4. Demonstrate a variety of strategies for collaborating with peers, adults and others in the community. 5. Evaluate personal response to conflict and create a plan for personal growth in resolving conflict.</p> <p>Responsible Decision-Making 1. Demonstrate the ability to accurately anticipate problems in a variety of situations. 2. Create a plan to apply the most appropriate solutions to problems. 3. Differentiate between emotional response and factual information surrounding situations. 4. Analyze how current choices affect one's future. 5. Apply moral, personal, and ethical standards when making decisions.</p>	CASEL	2018	https://ndrea.org/assets/docs/NDMTSS%20SEL%20Goals/6-1-18%20NDMTSS%20SEL%20Goals%20by%20Grade-level.pdf	YES, detailed standards for preK-8 can be found on the same website	
Ohio						
	<p>Self-Awareness: Demonstrate an awareness of personal emotions Identify complex emotions as an indicator of personal state of well-being Analyze ways emotions impact the social environment Utilize appropriate time, place or support systems to reflect on personal emotions, independently, with a trusted adult or with peers Analyze why current events may trigger an emotional reaction and identify ways to regulate a response</p> <p>Self-Awareness : Demonstrate awareness of personal interests and qualities, including strengths and challenges Practice using personal strengths in pursuit of post-secondary goals Take proactive steps toward implementing a plan for postsecondary goals by building on personal strengths and addressing challenges</p> <p>Self-Awareness: Demonstrate awareness of and willingness to seek help for self or others Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional or health-related support</p> <p>Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths Access community resources and safety networks for self or others</p> <p>Self-Awareness: Demonstrate a sense of personal responsibility, confidence and advocacy Demonstrate internalization of personal responsibility and being accountable as one prepares for postsecondary life</p> <p>Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges Demonstrate self-advocacy in contextspecific situations</p> <p>Self-Management: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation Evaluate how emotions expressed in different settings impact the outcome of a situation Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors</p> <p>Self-Management: Set, monitor, adapt and evaluate goals to achieve success in school and life</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
9th-12th grade	<p>Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success Utilize school, family and community or varied resources that may assist in achieving a goal Set a post-secondary life goal with action steps, timeframes and criteria for evaluating achievement</p> <p>Evaluate progress toward achieving a specified goal and re-evaluate or adapt the plan or action steps, as needed Self-Management: Persevere through challenges and setbacks in school and life Demonstrate the ability to persevere through challenges for long-term rewards or success Reframe a current challenge or setback, by reflecting on successes</p> <p>Social Awareness: Recognize, identify and empathize with the feelings and perspective of others</p> <p>Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others</p> <p>Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ Demonstrate empathy through compassion in self and encourage in others Social Awareness: Demonstrate consideration for and contribute to the well-being of the school, community and world Demonstrate an awareness of responsibilities as an involved citizen in a democratic society Engage in civic duties and opportunities within the broader community Implement a strategy to address a need in the broader community or world as change agents</p> <p>Evaluate the impact of personal involvement in an activity to improve school, home, community and world Social Awareness: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures Examine and address explicit or implicit personal biases toward an individual or group Participate in cross-cultural activities, identify unique contributions and perspectives of various groups, and how the experience may change personal perspective Analyze how one can build community that respects all human dignity virtually and in-person Social Awareness: Read social cues and respond constructively Evaluate how societal and cultural norms influence personal interactions Respond to social cues that differ depending on the societal and cultural norms of the environment</p> <p>Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions Relationship Skills: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals Apply constructive feedback to strengthen connections and achieve common goals</p> <p>Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals Relationship Skills: Develop and maintain positive relationships Establish and actively participate in a healthy network of personal, school and community relationships Incorporate compassionate and inclusive practices in relationships</p> <p>Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships Relationship Skills: Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways Demonstrate an ability to co-exist in civility in the face of differing perspectives to prevent conflict Apply conflict management skills and strategies to manage intimidation, avoid and escape violence, and maintain personal safety</p> <p>Utilize problem solving resources and supports to facilitate conflict resolution, recognizing that seeking help is a strength</p> <p>Responsible Decision Making: Develop, implement and model effective decision and critical thinking skills Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives</p> <p>Implement a decision-making process to solve complex situations including academic and social challenges</p> <p>Responsible Decision Making: Identify potential outcomes to help make constructive decisions</p>	CASEL	June of 2019	https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-and-Emotional-Learning/K-12-SEL-Standards-Full-Final.pdf.aspx?lang=en-US	YES, detailed standards for preK-8 can be found on the same website	

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	<p>Implement strategies for reducing influence of stressors that limit your ability to make the most-informed decisions when at school, at home or in the community with peers</p> <p>Independently seek reliable adult mentors in various settings</p> <p>Integrate prior experience and knowledge of outcomes to inform future decisions</p> <p>Responsible Decision Making: Consider the ethical and civic impact of decisions</p> <p>Demonstrate respect and integrity in all settings during the decision-making process</p> <p>Engage in safe practices in my personal behavior choices and habits for self and toward others</p> <p>Seek and engage in civic-minded activities that contribute to the larger community</p> <p>Responsible Decision Making: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable</p> <p>Actively seek out new opportunities to expand personal knowledge and experiences</p> <p>Embrace productive struggle as an opportunity for personal growth</p> <p>Anticipate and plan for transitions in post-secondary life</p>					
Oklahoma	<p><i>No standards specifically designated for SEL, but several social/emotional competencies are described within content area standards</i></p> <p>Health Education</p> <p>Describe the interrelationships of emotional, intellectual, physical, and social health</p> <p>Analyze how culture supports and challenges health beliefs, practices and behaviors.</p> <p>Analyze how peers influence healthy and unhealthy behavior.</p> <p>Utilize skills for communicating effectively with family, peers, and others to enhance health.</p>	None listed	Not specified	https://sde.ok.gov/sites/ok.gov.sde/files/documents/files/Health%20Standards%20-%20for%20Legislature.pdf	Official standards for birth - age 5 only (health education standards available for K-8)	
9th - 12th grade	<p>Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks</p> <p>Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others</p> <p>Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>Justify when individual or collaborative decision-making is appropriate.</p> <p>Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>Demonstrate how to influence and support others to make positive health choices.</p> <p>Work cooperatively as an advocate for improving personal, family and community health.</p>					
Oregon	<p>Health Education</p> <p>HE.1.12.2 Describe the interrelationships of physical, mental, social, emotional, and environmental health.</p> <p>HE.1.12.18 Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.</p> <p>HE.1.12.26 Describe a range of ways to express affection within healthy relationships.</p> <p>HE.1.12.46 Explain key concepts of mental & emotional health including stress, anxiety, depression, resilience, suicide and therapeutic treatment options.</p> <p>HE.2.12.1 Analyze how culture influences health beliefs, behaviors, and outcomes.</p> <p>HE.2.12.2 Analyze how the school and community influence health beliefs, behaviors, and outcomes.</p> <p>HE.2.12.4 Analyze how peers influence health beliefs, behaviors, and outcomes.</p> <p>HE.2.12.5 Analyze what influences our values around self-concept and body image, including the media.</p> <p>HE.2.12.12 Analyze how personal values and beliefs influence individual health practices and behaviors.</p> <p>HE.4.12.1 Practice effective and appropriate verbal and nonverbal communication skills with peers and adults to enhance health.</p> <p>HE.4.12.4 Demonstrate and/or assess strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>HE.4.12.5 Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations.</p> <p>HE.5.12.2 Examine protective factors and barriers that can impact decisionmaking.</p> <p>HE.6.12.8 Develop a personal goal to be treated with dignity and respect.</p> <p>HE.7.12.4 Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.</p> <p>HE.8.12.4 Work cooperatively as an advocate for improving personal, family, and community health</p> <p>HE.8.12.5 Advocate for the promotion of respect and empathy for individual differences.</p>					<p>No standards specifically designated for SEL (currently in development), but several social/emotional competencies are described within content area standards</p>

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Pennsylvania	<p>HE.8.12.7 Advocate for school policies and programs that promote healthy relationships with dignity and respect for all in a safe and inclusive environment.</p>					
	<p>Self-Awareness and Self - Management (Recognize and Regulate Emotions) Evaluate behaviors in relation to the impact on self and others. Advocate for oneself in education, employment, and within the community. Analyze adverse situations for the purpose of identifying and selecting healthy coping skills. Establish and pursue goals or postsecondary education, employment, and living within the community.</p> <p>Establishing and Maintaining Relationships (Communicate and collaborate amongst diversity) Establish pro-social relationships to support self and others. Explain how you situate yourself in a diverse community. Select expressive communication strategies specific to context. Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.</p> <p>Social Problem Solving (Demonstrate empathy and respectful choice) Evaluate consequences from a personal, and civic perspective to inform decision-making. Situate self in any social context as a means to determine a response. Evaluate how societal conventions may influence the perspectives of individuals.</p>					<p>Referred as Career Ready Skills (CRS), Social Emotional Learning Progressions</p>
Rhode Island	<p>Self-Awareness</p>					
Birth - Adult	<p>1A Individual demonstrates an understanding of one’s emotions. 1B Individual identifies when help is needed and who can provide it. 1C Individual demonstrates awareness of their own personal rights and responsibilities. 1D Individual demonstrates knowledge of their own personal strengths, cultural and linguistic assets, and aspirations. 1E Individual seeks to understand and identify their own prejudices and biases.</p> <p>1a: I can label emotions with more detail as my vocabulary expands. I can identify my areas of strengths and weaknesses and areas where I am passionate (that trigger strong emotions). I have a good understanding and can begin to predict how I might react in various situations. 1B: I can identify allies for various situations. I can identify adults or peers, in and out of school, that can be a positive support to me in various situations. I am aware of peer and community resources that can assist with various issues - (medical, ethnic, job & college applications, social, housing).</p>					
High School	<p>1C: I can analyze and describe the effect of my taking responsibility (or not) can have on myself and others. I can demonstrate an ability to take responsibility for my actions, words and feelings. I can understand and demonstrate how to speak up when my rights are violated. 1D: I can identify areas, situations and careers where my personal traits, knowledge and skills might be an asset. I can express positive feelings about my personal identity, including cultural and linguistic assets, identity, race, ethnicity, disability, etc. I can identify skills and pathways required to enter a particular profession and being to prepare accordingly. 1E: I can identify and acknowledge my biases. I am beginning to explain how some biases may be incorrect and there are exceptions to pre-conceived ideas.</p>					
High School	<p>Self Management</p> <p>2A Individual demonstrates the skills to manage one’s emotions, thoughts, impulses and stress in constructive ways. 2B Individual manages materials, space, time and responsibilities effectively. 2C Individual demonstrates skills to develop, evaluate, modify and achieve goals. 2D Individual demonstrates a resilient attitude and growth mindset, even in the face of adversity and challenges.</p> <p>2A I can control my actions and words when other people or situations bother or excite me. I can evaluate the role my attitude plays in success. 2B I can prioritize tasks and the time needed for completion. I can organize materials I need for daily routines and special projects I can schedule and manage my time as needed. With more independence, I am managing my finances, income, expenses, purchases and savings 2C I can refine my short and long-term goals (work, education, financial, personal). I can monitor my progress, identify problem areas, and make adjustments as needed to reach goals. 2D I can demonstrate determination to meet goals important to me. When I cannot solve a problem, I continue to look for other solutions and help from outside resources. When I experience a setback, I can re-evaluate my goals and/or set a new goal to overcome the obstacle.</p> <p>Social Awareness</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
High School	<p>3A Individual reads social cues and responds appropriately.</p> <p>3B Individual seeks to understand and demonstrates respect for individuals, including those with diverse backgrounds, cultures, abilities, languages, and identities.</p> <p>3C Individual demonstrates empathy for other people’s emotions and perspectives. 3D Individual recognizes and respects leadership capacity in oneself and others.</p> <p>3E Individual contributes productively to one’s school, family, workplace, and community.</p> <p>3A I can identify verbal, physical and situational cues that indicate how others, including those from diverse backgrounds and cultures, may feel. I can use my conversational skills (e.g. asking questions, reflective listening) to identify another person’s feelings and perspective.</p> <p>3B I can evaluate strategies for being respectful of others and opposing stereotyping and prejudice. I have awareness and respect for cultural differences when I am in various settings. I understand the many varied components of culture (e.g. SEE TBD DEFINITION).</p> <p>3C I can read social cues and demonstrate ways to express understanding of others' opinions, even if they are different than mine. I can differentiate between factual and emotional content of what a person says.</p> <p>3D I recognize and respond cooperatively to leadership in others. I can describe my skills to lead a group to accomplish a task or goal.</p> <p>3E I volunteer at school or in the community in an area that makes a positive contribution and can evaluate the impact. I can explain civic participation and it's impact (voting, etc.)</p> <p>Relationship Skills</p>	CASEL	2017	https://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Health-Safety/Social-Emotional-Learning/RI-SEL-Standards-Linked.pdf	YES, detailed standards for preK-8 can be found on the same website	
Birth-Adult	<p>4A Individual uses communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages, and identities.</p> <p>4B Individual uses appropriate communication strategies and interpersonal skills to maintain relationships with others.</p> <p>4C Individual demonstrates the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.</p> <p>4D Individual recognizes when others need help and demonstrates the ability to provide or seek assistance.</p>					
High School	<p>4A I can offer and accept constructive criticism. I can advocate for myself and express myself in an assertive style. I can evaluate culturally and linguistically diverse verbal and non-verbal cues and respond appropriately. I am aware of and can use various communication strategies (e.g. I Statements, Reflective listening).</p> <p>4B I understand and practice strategies for maintaining positive relationships (e.g. pursuing shared interests and activities, spending time together, practicing forgiveness, empathy). I understand the value and role of mentors. I understand workplace relationships and show respect for colleagues. I can advocate for myself in various situations - socially, at school and work. I can resist negative peer pressure and make my own choices to lead to positive outcomes.</p> <p>4C I understand and practice active listening, "I statements" and other communication strategies to help resolve conflicts. I can explain and use strategies to manage intimidation, avoid violence, and maintain personal safety. I can evaluate and reflect upon my role in a conflict and utilize this information to better my behavior in future conflicts. I access resources, as needed, to resolve conflicts and assist in problem-solving (network of peers, adults, mediators, counselors). I can understand and explain how a person's background and experiences may impact their perspective in a conflict .</p> <p>4D I vounteer to provide help to others. I can begin to predict when others might need help. I can participate in group activities that work to promote a cause that helps others. I use my active listening skills to identify when my peers may need assistance in various situations and relationships.</p> <p>Responsible Decision Making</p>					
Birth-Adult	<p>5A Individual applies problem-solving skills to engage responsibly in a variety of situations.</p> <p>5B Individual uses and adapts appropriate tools and strategies to solve problems.</p> <p>5C Individual evaluates impact of decisions on self, others and the given situation and adjusts behavior appropriately.</p> <p>5D Individual considers ethical, safety, and societal factors when making choices and decisions.</p> <p>5E Individual considers and responds appropriately to external influences (e.g. media, peers, authority figures) on decision-making.</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
High School	<p>5A I can identify accurately key components of a wide variety of problems. I can generate multiple possible solutions to problems. I can analyze the relative appropriateness of each solution.</p> <p>5B I regularly apply appropriate problem solving tools and strategies. I reflect on lessons learned from past problems and identify ways to improve problem-solving strategies.</p> <p>5C I understand how decision making impacts my future and affects my interpersonal relationships. I can apply effective decision-making skills to make healthy choices and to foster positive relationships. I take responsibility for my choices and assess lessons learned.</p> <p>5D I can analyze the ethical implications of my decisions. I can assess how choices impact the health and safety of myself and others. I routinely evaluate how decision-making affects interpersonal and group relationships.</p> <p>5E I can discriminate between real and fake news and portions of each in messages from a variety of external sources (e.g. media, peers, adults). I can gather information from a variety of sources to develop personal opinions, make decisions and anticipate consequences. I apply decision-making skills that foster responsible social and work relations. I am demonstrating a responsible work ethic. I can analyze and demonstrate the ability to speak up with courage and respect when I or someone else has been wronged.</p>					
South Carolina	<p>Health and Safety Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health</p> <p>G-HS.1.1 Describe physical, social, and emotional changes that occur during adolescence.</p> <p>I-HS.1.2 Describe laws and regulations related to safety and personal injury (e.g., bullying, cyberbullying, dating violence, gang activity, distracted driving, social media, sexting).</p> <p>M-HS.1.1 Define the term crisis, including the stages of loss and grief, signs and risks of depression and anxiety, self-destructive behaviors, and suicide.</p> <p>M-HS.1.2 Identify resiliency, including stress-reduction skills and positive coping strategies</p> <p>Health and Safety Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors</p> <p>G-HS.2.1 Analyze the effects of family, peers, the media, and other factors on attitudes and behaviors regarding relationships and sexuality.</p> <p>G-HS.2.2 Compare and contrast the potentially positive and negative roles of technology and social media in relationships</p> <p>G-HS.2.3 Discuss the influence of friends, family, media, society, and culture on the expression of gender, self-concept, and body image.</p> <p>I-HS.2.1 Analyze the external influences and societal messages in schools, families and communities (e.g., attitudes about bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, dating violence, and sexting).</p> <p>M-HS.2.1 Categorize ways that family, peers, culture, and the media influence the mental, emotional, and social health of individuals (e.g., anxiety, depression, and suicidal behavior).</p> <p>M-HS.2.2 Analyze how resiliency impacts depression, anxiety, suicidal behavior, and crises.</p> <p>M-HS.2.3 Examine characteristics of healthy and unhealthy relationships and the impact of external influences</p> <p>P-HS.2.1 Analyze the influence of family, peers, culture, the media and technology on health behaviors.</p> <p>P-HS.2.2 Assess ways that school, community, and culture support and/or challenge health beliefs, practices, and behaviors.</p> <p>Health and Safety Education Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health</p> <p>G-HS.3.3 Identify valid resources for help if they or someone they know is experiencing bullying, cyberbullying, sexual harassment, sexual abuse, sexual assault, rape, domestic violence, and dating violence.</p> <p>M-HS.3.1 Access valid mental, emotional, and social health information and services for self and others.</p> <p>M-HS.3.2 Explore valid resources for crisis-management and resiliency, including suicide intervention and prevention for self and others (e.g., hotlines, therapists).</p> <p>Health and Safety Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks</p> <p>G-HS.4.1 Model effective verbal and nonverbal communication skills in peer and dating relationships, including effective strategies to avoid or end an unhealthy relationship</p>					<p>No standards specifically designated for SEL, but several social/emotional competencies are described within content area standards</p>

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
High School	<p>G-HS.4.2 Demonstrate refusal and negotiation skills to promote abstinence and to reduce health-risk behaviors</p> <p>G-HS.4.3 Evaluate ways to communicate with parents, family members, peers, and other safe adults about sexual health and responsibilities.</p> <p>I-HS.4.1 Demonstrate communication, negotiation, and collaboration skills to establish and promote healthy boundaries and behaviors to decrease risk of injury (e.g., ATOD use and gang activity).</p> <p>M-HS.4.1 Articulate ways to communicate care, consideration, and respect for self and others.</p> <p>M-HS.4.2 Model skills for assisting someone who is in crisis or is exhibiting suicidal attitudes or behaviors.</p> <p>M-HS.4.3 Discuss scenarios that demonstrate resiliency.</p> <p>P-HS.4.1 Consider ways to seek assistance for enhancing personal health and offering assistance to enhance the health of other</p> <p>Health and Safety Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health</p> <p>D-HS.5.1 Explain ways that ATOD affects an individual's thinking and decision-making, and increases the risk of violence and other illegal activities (i.e., opioid, prescription drugs, heroin).</p> <p>G-HS.5.1 Assess the types of situations when it is necessary to seek help and/or to leave an unhealthy relationship or environment</p> <p>M-HS.5.1 Recognize the warning signs of anxiety, depression, and suicidal behavior.</p> <p>M-HS.5.2 Discuss situations that may require professional mental, emotional, and social health services.</p> <p>P-HS.5.1 Recognize barriers to healthy decision-making.</p> <p>P-HS.5.2 Justify when individual or collaborative decision-making is appropriate.*</p> <p>P-HS.5.3 Integrate knowledge of body structure and function to make sound decisions related to personal and community health (e.g., disease prevention, injury prevention, oral health, organ and tissue donation).</p> <p>Health and Safety Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health</p> <p>G-HS.6.1 Set a specific, measurable, attainable, realistic, and timely (SMART) goal to maintain reproductive health, including self-exams, and annual appointments with health providers.</p> <p>G-HS.6.2 Create a plan for communicating personal boundaries as they relate to intimacy and sexual behavior.</p> <p>I-HS.6.1 Develop coping strategies to avoid, manage, and minimize participation in violent activities, including gang involvement</p> <p>M-HS.6.1 Review resiliency and develop a personal plan to increase or maintain one's personal resiliency</p> <p>P-HS.6.1 Create a long-term personal health plan that is adaptable to changing health needs based on genetics, family history, and personal health behaviors.</p> <p>Health and Safety Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks</p> <p>G-HS.7.1 Discuss respect for the boundaries of others as they relate to intimacy and sexual behavior.</p> <p>M-HS.7.1 Implement a plan to increase personal resiliency.</p> <p>M-HS.7.2 Demonstrate strategies to develop and maintain a positive self-image</p> <p>M-HS.7.3 Demonstrate effective strategies for resolving interpersonal conflicts (e.g., end or avoid unhealthy relationships).</p> <p>M-HS.7.4 Establish boundaries that promote safety, respect, awareness, and acceptance</p> <p>N-HS.7.2 Examine the relationship between personal nutritional intake and overall physical, oral, and mental health.</p> <p>P-HS.7.1 Implement a long-term personal wellness plan to maintain and improve healthy practices and behaviors.</p>	National Health Education Standards	August of 2017	https://ed.sc.gov/index.cfm?LinkServID=9F2D4389-B8FB-1EBD-A5CC729876902311	SEL standards available for children birth - age 5; standards within health education available for K-8	
South Dakota						

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
9th-12th grade	<p>Health Education Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p>1.12.1 Predict how healthy behaviors can affect health status. 1.12.2 Describe the interrelationships of emotional, intellectual, physical and social health in adolescence. 1.12.3 Analyze how social and physical environments affect personal health. 1.12.4 Research how genetics and family history can affect personal health. 1.12.5 Propose ways to reduce or prevent injuries and health problems. 1.12.6 Investigate the relationship between access to health care and health status. 1.12.7 Propose strategies for promoting the benefits of and overcoming barriers to practicing a variety of healthy behaviors. 1.12.8 Evaluate personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors. 1.12.9 Analyze the potential seriousness of injury or illness if engaging in unhealthy behaviors.</p> <p>Health Education Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on healthy behaviors.</p> <p>2.12.1 Analyze health factors in the family that influence the health and wellness of individuals. 2.12.2 Analyze how culture supports and challenges health beliefs, practices and behaviors. 2.12.3 Demonstrate how peers influence healthy and unhealthy behaviors. 2.12.4 Compare and contrast how the school and community can influence personal health practice and behaviors. 2.12.5 Critique the influence of media on personal and family health. 2.12.6 Evaluate the impact of technology on personal, family, and community health. 2.12.7 Describe how the perceptions of norms influence healthy and unhealthy behaviors. 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors. 2.12.9 Articulate how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.12.10 Investigate how public health policies and government regulations can influence health promotion and disease prevention.</p> <p>Health Education Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.</p> <p>3.12.1 Compare and contrast health information, products and services. 3.12.2 Utilize resources from home, school, and community that provide valid health information. 3.12.3 Evaluate the accessibility of products and services that enhance health. 3.12.4 Determine when professional health services may be required.</p> <p>Health Education Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p>4.12.1 Utilize skills for communicating effectively with family, peers, and others to enhance health. 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.12.3 Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p>Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p>5.12.1 Examine circumstances that can help or hinder healthy decision making. 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations. 5.12.3 Justify when individual or collaborative decision making is appropriate. 5.12.4 Generate alternatives to health-related issues or problems. 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others. 5.12.6 Defend the healthy choice when making decisions. 5.12.7 Evaluate the effectiveness of health-related decisions.</p> <p>Health Education Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p> <p>6.12.1 Assess personal health practices and overall health status. 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.12.3 Implement strategies and monitor progress in achieving a personal health goal. 6.12.4 Formulate an effective long-term personal health plan.</p>	National Health Education Standards	2018	https://doe.sd.gov/contentstandards/documents/SD-HealthEducationStandards-18.pdf	SEL standards for birth to age 5; more SEL standards are embedded within health education for K-8	<p><i>No standards specifically designated for SEL, but several social/emotional competencies are described within content area standards</i></p>

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
	<p>Health Education Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks.</p> <p>7.12.1 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>7.12.2 Model a variety of behaviors that avoid or reduce health risks to self and others.</p> <p>Health Education Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</p> <p>8.12.1 Advocate the role of individual responsibility in enhancing health.</p> <p>8.12.2 Persuade and support others to make positive health choices.</p> <p>8.12.3 Collaborate to advocate for improving personal, family, and/or community health.</p> <p>8.12.4 Adapt health messages and communication techniques to a specific target audience.</p>					
Tennessee	<p>Self Awarenessness</p> <p>1A. Demonstrate an awareness of his/her emotions. Identifies personal emotions as valid, regardless of how others expect them to feel Describes the external event or thought that triggered an emotion Recognizes how positive and negative expressions of emotions affect others Acknowledges an emotion and determines the appropriate time and place to safely process it Understands the effect of self-talk on emotions</p> <p>1B. Demonstrate an awareness of his/her personal qualities and interests. Accepts likes, dislikes, and personal preferences of others Uses personal qualities and interests to make decisions regarding postsecondary goals Utilizes interests in planning and decision making Recognizes the importance of personal qualities and interests in decision making</p> <p>1C. Demonstrate an awareness of his/her strengths and limitations. Is realistic about strengths and limitations related to postsecondary goals Identifies the skills and credentials required to enter a particular profession and to begin to prepare accordingly Demonstrates confidence based on an accurate self-assessment of strengths</p> <p>1D. Demonstrate a sense of personal responsibility and advocacy. Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others Describes how taking personal responsibility is linked to being accountable for behavior Demonstrates an ability to take responsibility for one's choices Analyzes the level of control one has over situations in life Identifies and describes knowledge and skills one can use as a responsible citizen to improve and advocate in the community</p> <p>1E. Identify external and community resources and supports. Identifies school support personnel and adult role models and knows when and how to use them Identifies organizations in the community that provide opportunities to develop their interests or talents Assembles/creates constructive support systems that contribute to school and life success</p> <p>Self Management</p> <p>2A. Understand and use strategies for managing his/her emotions and behaviors constructively. Demonstrates the ability to reframe difficult situations into opportunities that promote resilience and optimism Evaluates how thoughts and emotions affect decision making and responsible behavior Understands the effect of self- monitoring (self-talk) strategies on emotions and actions/behaviors Recognizes and evaluates how expressing one's emotions might affect or influence others Identifies and practices strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress</p> <p>2B. Set, monitor, adapt, and evaluate his/her goals to achieve success in school and life. -Identifies outside resources that can help in achieving one's goal Incorporates personal management skills (i.e., time management, organization skills) on a daily basis. Demonstrates an understanding that goal setting supports life-long success Sets, monitors, adapts, and evaluates goals to achieve success in school and life. Identifies academic goals and self-monitoring strategies. Sets a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement</p> <p>Social Awareness</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
9th-12th grade	<p>3A. Demonstrate awareness and consideration of other people’s emotions, perspectives, and social cues. Considers the feelings of others Identifies verbal, environmental, or situational cues that demonstrate how others feel Values and learns from the perspectives of others Analyzes the factors that impact perceived appropriateness of an emotional response related to the setting or situation (e.g., a job interview vs. casual lunch with friends)</p> <p>3B. Exhibit civic responsibility in multiple settings. - Works cooperatively with others to implement a strategy to address a need in the broader community. Participants in activities that show they are agents for positive change within their community. Evaluates the impact of a school, home, or community initiative for change</p> <p>3C. Demonstrate an awareness and respect for human dignity, including culture and differences. Demonstrate respect for individuals from different social and cultural groups. Participates in cross-cultural activities and reflect on his/her experience. Reflects on strategies to oppose stereotyping and prejudice of others. Demonstrates respect to traditions and/or practices of various cultures</p> <p>Relationship Skills</p> <p>4A. Use positive communication and social skills to interact effectively with others. Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward. Offers and accepts constructive feedback in order to help others and improve self. Strives to maintain an objective, nonjudgemental tone during disagreements. Uses assertive communication to have needs met without negatively impacting others. Empowers, encourage, and affirms themselves and others through their interactions. Practices strategies to use appropriately and constructively in social and other media</p> <p>4B. Develop and maintain positive relationships. Practices strategies for maintaining positive relationships such as: pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness. Defines social media and social networking and describes its impact on one’s life, reputation, and relationships. Actively participates in a healthy support network of valued relationships. Independently seeks out mentors that support personal development and future goals. Develops understanding of relationships within the context of networking for college and career interests</p> <p>4C. Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways. Uses listening and speaking skills that help in preventing and resolving conflicts. Uses skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety. Access conflict resolution and problem solving resources when available to facilitate resolution of conflict situations. Demonstrate an ability to co-exist in civility in the face of unresolved conflict. Evaluates and reflects on one’s role in a conflict and utilizes this information to improve behavior in future conflicts. Develops understanding of relationships within the context of networking for college and career interests</p> <p>Responsible Decision-making</p> <p>5A. Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals. Demonstrates the ability to consider personal factors during the decision-making process. Reflects on lessons learned from experiences. Evaluates how external influences (media, peers, social and cultural norms and expectations of authority) affect one’s decision making</p>	CASEL	April of 2017	https://www.tn.gov/content/dam/tn/education/safety/safe_sch/SPC_Resource_Guide.pdf	YES, detailed standards for preK-8 can be found on the same website	

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
	<p>5B. Develop, implement, and model effective decision-making skills to deal responsibility with academic and social situations. Applies decision-making skills to foster responsible social and work relations and make healthy life-long choices Considers ethical, safety, and societal factors and consequences when making decisions Understands how decision made now can impact long- and short-term goals Considers feedback from others on decision-making process and incorporates if applicable Evaluates decisions and processes and modifies if necessary</p>					
Texas						
High School	<p>Character Education: Character education introduces students to character traits that empower them to be good citizens who are trustworthy, responsible, and caring. The character traits reflect positive beliefs, attitudes, and mindsets; provide opportunities for self-reflection; and permit students to apply effective strategies to make decisions, solve problems, and behave responsibly. Students are expected to develop an awareness of self-identity as well as recognize multiple perspectives, difference and diversity, biases, and the social and cultural context in which they live. The standards for positive character traits are comprised of four strands: trustworthiness, responsibility, caring, and citizenship. Each strand consists of the following character traits. (A) Trustworthiness: loyalty, integrity, reliability, and punctuality. (B) Responsibility: accountability, perseverance, diligence, and self-control. (C) Caring: kindness, empathy, charity, generosity, patience, consideration, and compassion. (D) Citizenship: respect, courtesy, concern for the common good and the community, fairness, freedom from prejudice, justice, patriotism, school pride, respect for authority and law, and gratitude. (1) Trustworthiness. The student understands how trustworthiness is viewed in society, politics, and the local and global community. The student is expected to: (A) examine how the power to make decisions relates to personal actions; (B) analyze how the decisions and actions of leaders in society, politics, and the local and global community demonstrate integrity; and (C) examine the legal and social consequences of unethical behavior. (2) Responsibility. The student understands how leaders demonstrate responsibility in relationships, families, societies, politics, and the global community. The student is expected to: (A) identify and describe personal role models who demonstrate what it means to be accountable for words and actions; (B) identify and discuss real-world examples of taking personal responsibility for one's words and actions; (C) identify and evaluate strategies for practicing self-control in a variety of situations; and (D) define perseverance and identify strategies for demonstrating perseverance. (3) Caring. The student understands how characteristics of caring influence society and impact the global community. The student is expected to: (A) evaluate one's personal attitudes and mindsets about self and others; (B) discuss how feelings, decision making, and personal behaviors impact relationships within society; and (C) identify strategies for how a person can show empathy through one's actions. (4) Citizenship. The student understands how character traits of citizenship influence our personal view of society and the local and global community. The student is expected to: (A) explain the impact of personal actions on the family, school, and local and global community; (B) practice the roles and responsibilities of citizenship in a variety of settings; (C) apply conflict resolutions skills; and (D) participate in constructive dialogues with those of differing viewpoints.</p>	Not listed	August of 2021	https://texreg.sos.state.tx.us/public/readtac\$ext.TacPage?sl=R&app=9&pdir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=2&ch=120&rl=9		<p>No standards specifically designated for SEL, but there are standards pertaining to "Character Traits" that cut across content standards</p>

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
9–10th Grade	<ul style="list-style-type: none"> • SeA1: 9-10a, I can analyze current and past emotions by considering what caused them, how long they lasted (duration), and their intensity (strength). • SeA1: 9-10b, I can interpret past events and situations to explore the connection between complex emotions, body signals and thought patterns. • SeA1: 9-10c, I can anticipate my emotions based on my body signals, events, and situations and identify ways to cope. • SeA2: 9-10a, I can plan my post-secondary goals based on my strengths, challenges, interests and values. • SeA2: 9-10b, I can demonstrate self-efficacy when facing a challenging situation. • SeA2: 9-10c, I can express pride and confidence in my personal and social identities without causing harm to others. 					
11–12th Grade	<ul style="list-style-type: none"> • SeA1: 11-12a, I can identify personal factors that can influence the duration and intensity of emotions I may experience in the future. • SeA1: 11-12b, I can examine my emotions, values, thoughts, and biases and how they inform my thinking around future situations or events. • SeA2: 11-12a, I can compare how my personal strengths, challenges, interests, and values have developed and changed over time and revise my post-secondary plans as needed. • SeA2: 11-12b, I can demonstrate self-efficacy when facing a challenging situation. • SeA2: 11-12c, I can express pride and confidence in my personal and social identities within a variety of settings. <p>Self- Management</p> <ul style="list-style-type: none"> • SeM1: 9-10a, I can discuss situations when I experience healthy and unhealthy stress levels. • SeM1: 9-10b, I can critically examine available support systems and coping skills to identify those that most benefit regulation of my emotions and stress. 					
9–10th Grade	<ul style="list-style-type: none"> • SeM1: 9-10c, I can demonstrate the ability to persevere and maintain confidence through challenges. • SeM2: 9-10a, I can anticipate barriers that may impact my progress towards a goal. • SeM2: 9-10b, I can demonstrate an understanding that goal setting supports long-term success. • SeM2: 9-10c, I can apply goal-setting skills to both short- and long-term goals. 					
11–12th Grade	<ul style="list-style-type: none"> • SeM1: 11-12a, I can consistently use coping skills and calming strategies to effectively respond to stress and return to a regulated state. • SeM1: 11-12c, I can demonstrate the ability to reframe challenging situations from a strengths-based and/or growth mindset perspective. • SeM2: 11-12a, I can independently develop goals based on evaluating my previous performances and predicting future performances. • SeM2: 11-12b, I can develop a plan that demonstrates an understanding of how to set and reach goals that contribute to life-long success, encompassing social-emotional, achievement, and career goals. <p>Social Awareness</p>					
9–10th Grade	<ul style="list-style-type: none"> • SoA1: 9-10a, I can demonstrate empathy by predicting how my own actions might affect the feelings of others. • SoA1: 9-10b, I can show positive regard for and work with peers that have different abilities, perspectives, backgrounds, cultures, or social groups. • SoA1: 9-10c, I can identify things I am grateful for even in challenging or stressful life experiences. • SoA2: 9-10a, I can recognize that all people (including myself) have certain advantages and disadvantages in society based on who they are and where they were born. • SoA2: 9-10b, I can recognize that my conscious and unconscious biases affect my interactions with others. 					
11–12th Grade	<ul style="list-style-type: none"> • SoA1: 11-12a, I can relate to and build connections with other people by showing them empathy, compassion, and understanding by highlighting and honoring differing perspectives, abilities, backgrounds, cultures or social groups. • SoA2: 11-12a, I can recognize, describe and distinguish inequity and injustice at different levels of society. • SoA2: 11-12b, I can identify and work to address my own conscious and unconscious biases. <p>Relationship Skills</p>	CASEL	2021	https://www.doe.virginia.gov/support/prevention/social-emotional/standards/virginia-social-emotional-standards-guidance-standards.pdf	YES, detailed standards for K-8 can be found on the same website	

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
9–10th Grade	<ul style="list-style-type: none"> • ReS1: 9-10a, I can actively listen and engage in positive interactions to make connections to build understanding with peers, adults and community to support and achieve common goals. • ReS1: 9-10b, I can explain how active listening strengthens my ability to form and maintain positive relationships. • ReS1: 9-10c, I can use conflict resolution skills to solve problems peacefully. • ReS1: 9-10d, I can discuss how to stand up to exclusion, prejudice and discrimination, even when it is not popular or easy or when no one else does. • ReS2: 9-10a, I can develop techniques to collaborate with others by valuing, empowering, 19 and encouraging different and diverse perspectives, abilities, backgrounds, and cultures. • ReS2: 9-10b, I can adapt my behavior based on my own self-assessment. • ReS2: 9-10c, I can identify ways to navigate unhealthy relationships. • ReS2: 9-10d, I can apply constructive feedback to strengthen connections and achieve common goals. 					
11–12th Grade	<ul style="list-style-type: none"> • ReS1: 11-12a, I can modify my communication and listening skills to improve my interactions with peers, adults and community to support and achieve common goals. • ReS1: 11-12b, I can use strategies to resolve differences. • ReS1: 11-12c, I can independently use conflict resolution skills to solve problems peacefully. • ReS1: 11-12d, I can make ethical decisions about when and how to take a stand against bias and injustice in my everyday life or community and will do so despite negative peer or group pressure. • ReS2: 11-12a, I can demonstrate collaboration in a group setting by valuing different and diverse perspectives, abilities, backgrounds and cultures as we work towards a common goal. • ReS2: 11-12b, I can independently adapt behavior based upon peer feedback and selfassessment. • ReS2: 11-12c, I can identify ways to navigate unhealthy relationships. 21 • ReS2: 11-12d, I can apply constructive feedback to strengthen connections and achieve common goals. <p>Decision Making</p>					
9–10th Grade	<ul style="list-style-type: none"> • DeM1: 9-10a, I can adapt my decision making process based on the context of a variety of situations and desired outcomes. • DeM1: 9-10b, I can make reasoned judgements after analyzing information, data and facts for both personal and social problems. • DeM1: 9-10c, I can differentiate between possible short term and long term impacts of my decisions. • DeM2: 9-10a, I can understand that all my group identities and the intersection of those identities create unique aspects of who I am and influence my decisions. • DeM2: 9-10b, I can apply ethical reasoning to consider multiple perspectives and evaluate societal practices. • DeM1: 11-12a, I can demonstrate critical thinking skills to select an appropriate decisionmaking process to solve complex situations. 					
11–12th Grade	<ul style="list-style-type: none"> • DeM1: 11-12b, I can make constructive choices by considering the personal, interpersonal, and community impacts of my choices. • DeM1: 11-12c, I can reflect on the outcomes of my decisions and determine if there are opportunities for improvement. • DeM2: 11-12a, I can evaluate my post-secondary goals based on my own personal identity, ethical standards, and as a global citizen. 					
Washington	<p>Self-Awareness: Demonstrates awareness and understanding of one’s own emotions and emotions’ influence on behavior</p> <p>I can analyze how and why an emotion can trigger behaviors in different contexts.</p> <p>I can evaluate the impact that focusing intensely on my emotions has on me.</p> <p>I can demonstrate the ability to analyze the effectiveness of actions I take to deal with my emotions and feelings.</p> <p>I can demonstrate the ability to analyze, critically think about, and understand the attitudes I hold that contribute to my development of a fixed or growth mindset while dealing with challenges or meeting goals</p> <p>Self-Awareness: —Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets</p> <p>I can identify the SEL skills and assets required to enter specific adult roles such as romantic partner, worker, or leader, and assess strength and growth opportunities necessary to prepare accordingly.</p> <p>I can demonstrate a clear understanding of personal strengths and assets to support achievement of personal goals and aspirations.</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
Grade 9 - adult	<p>I can identify how my perspective affects interactions with others, especially those who are from different cultures and live with different experiences. Self-Awareness: Demonstrates self-awareness and understanding of external influences—e.g., culture, family, school, and community resources and supports I can evaluate and revise prior understandings, seek connections to my cultural stories, or formulate questions of interest while considering strategies within and beyond the current context. I can demonstrate awareness of resources, know where to go, and with whom to connect.</p> <p>I can assess the effectiveness of different forms of assistance in relation to personal boundaries, assets, and needs Self-Management: Demonstrates the skills to manage one’s emotions, thoughts, impulses, and stress in constructive ways I can stop and think about potential consequences when strong feelings and emotions are triggered and allow those thoughts to guide responses appropriately. I can gauge the feelings and emotions of others and adapt my behavior by using multiple strategies to deal with my feelings and emotions I can demonstrate my ability to analyze and adjust my role in affirming or challenging school and community rules and expectations.</p> <p>Self-Management: Demonstrates responsible decision-making and problem-solving skills. I can demonstrate problemsolving and decision-making skills that use multiple viewpoints. I can identify and analyze challenges, consider external perspectives (e.g., gender, culture), employ cultural storytelling to understand context, and determine potential solutions.</p> <p>Self-Efficacy: Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals. I can demonstrate an understanding of learning barriers, identify components of goal setting, and use strategies and adaptations that are compatible with my personal and social values.</p> <p>I can evaluate steps taken to accomplish a task and identify areas for growth in order to achieve further success. I can develop a variety of strategies to meet goals, taking into account cultural values and traditions, and assessing how my attitude negatively or positively affects meeting my goals I can reflect on progress toward achieving goals and demonstrate the ability to make revisions as needed to address growth and build on strengths.</p> <p>Self-Efficacy: Demonstrates problem-solving skills to engage responsibly in a variety of situations I can analyze the short- and longterm outcomes of all behaviors and evaluate how responsible decision making improves outcomes. I can identify and evaluate problems in my community, embrace the discomfort, frame a growth mindset, use cultural assets, and identify how our actions led to success or failure. I can regularly apply problemsolving tools and understand cultural variables and strategies and can identify the strengths I have that apply to solving problems.</p> <p>Self-Efficacy: Demonstrate awareness and ability to speak on behalf of personal rights and advocacy I can demonstrate the ability to identify and articulate my rights regarding equality, cultural consideration, civility, political freedom, and freedom of expression for both myself and others and can demonstrate the ability to advocate for myself. I can demonstrate the ability to determine my role and clearly express myself when necessary to resolve conflicts with peers. I can analyze the components of a caring relationship and compare the qualities of a caring relationship to a relationship that may be harmful.</p> <p>I can demonstrate the ability to advocate with varied and diverse audiences in a positive and constructive manner. Social Awareness: Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities. I can reflect on the emotional impact people have on each other and demonstrate my ability to adapt my responses accordingly. I can evaluate how my response to a situation might affect others and can make adaptations that are influenced by understanding the cultural stories and backgrounds of others. Social Awareness: Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups. I can identify how perspectives and biases affect interactions with others and how advocacy for the rights of others contributes to the common good.</p>	The SEL standards and benchmarks were developed through the lens of four guiding principles: equity, cultural responsiveness, universal design, and trauma-informed practices, and reflect input received from statewide stakeholders through focus groups, community forums, and an online survey.	January of 2020	https://www.k12.wa.us/sites/default/files/public/student-support/SEL/docs/SELStandardsBenchmarksIndicatorsLongForm.pdf	YES, detailed standards standards for preK-8 can be found on the same website	

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
	<p>I can demonstrate personal reflection about the value of cultural diversity and humility and explain the differences that may exist within the same cultural group.</p> <p>I can evaluate strategies for engaging in non-verbal and verbal communication across multiple cultures.</p> <p>Social Awareness: Demonstrates an understanding of the variation within and across cultures I can analyze social situations and show awareness that others' responses are influenced by different customs and traditions they hold I can participate in crosscultural activities and reflect on how I was responsive and respectful to the people, the setting, and the context.</p> <p>I can identify broader issues and unaddressed areas and consider potential implications of bias in existing information.</p> <p>Social Management: Demonstrates a range of communication and social skills to interact effectively I can reflect on and adjust my communication style with others, practice cultural humility, and constructively respond to feedback from others about improving my communication with them. I can use cooperative strategies for collaborating with peers, adults, and others in the community (e.g., acknowledge opinions, compromise, contribute, encourage, listen, and reach consensus) to move group efforts forward with awareness of the needs of everyone.</p> <p>Social Management: Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways. I can apply specific conflictresolution skills and seek out problem-solving resources (e.g., trusted adults and peer mediators) I can practice solving problems in a peaceful way, but when peaceful solutions don't happen, I can analyze and understand my role and take initiative for reparation. I can apply conflict-resolution skills to de-escalate, defuse, and resolve conflicts and differences.</p> <p>Social Management: Demonstrates the ability to engage in respectful and healthy relationships with individuals with diverse perspectives, cultures, languages, histories, identities, and abilities. I can apply strategies for setting and keeping healthy boundaries in relationships with peers and adults. I can establish and maintain relationships with people whose backgrounds and identities vary from my own while recognizing the impact of privilege and oppression. I can practice strategies for engaging and maintaining constructive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness).</p> <p>Social Engagement: Demonstrates a sense of school and community responsibility I can engage in ways to improve school operation and/or community function by engaging and actively pursuing the voices and ideas of peers and adults. I can use strategies based on mutual cooperation and respect to resist the social pressures that may result in marginalization and bias within my school and community. I can analyze school operations from diverse perspectives and take leadership opportunities to contribute to our school/community.</p> <p>Social Engagement: Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals. I can evaluate strategies for working together, underscore how advocacy for the rights of others contributes to the common good and recognize how bias can affect group dynamics. I can promote equitable distribution of community resources and discern approaches, gauge dynamics, and act from an understanding of my role in group activities and interactions. I can evaluate personal contributions to group effectiveness and adjust my behavior accordingly</p> <p>Social Engagement: Contributes productively to one's school, workplace, and community. I can work cooperatively with others to plan, implement, and evaluate projects that address identified needs and enhancements in my school, work, and local community I can demonstrate an understanding of school, work, and community cultures and actively participate in cooperative interactions to improve civic, workplace, and ethical climates I can analyze, promote, and advocate for civic and democratic responsibilities for promoting a healthy and clean environment. I can use analysis and criticalthinking skills to understand the broad impact and potential consequences of safe and risky online behaviors.</p>					
West Virginia	Personal and Social Development: Respect Yourself and Others					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
High School	<p>DSS.9-12.1: Understand Self and Others</p> <ul style="list-style-type: none"> »Analyze how thoughts, feelings, attitudes, values, and beliefs affect decision making and behavior. »Use active listening to identify and understand the feelings and perspectives of others. »Use mistakes as learning opportunities to grow personally and socially. <p>DSS.9-12.2: Maintain Positive Relationships</p> <ul style="list-style-type: none"> »Distinguish between healthy and unhealthy relationships. »Apply appropriate anger management and conflict resolution techniques. »Minimize words and actions that hurt self and others. »Address peer pressure in safe and effective ways. »Identify bullying behaviors and utilize appropriate skills to address and decrease bullying. <p>DSS.9-12.3: Exhibit Respectful Behavior</p> <ul style="list-style-type: none"> »Respect personal boundaries and privacy needs.»Interact appropriately with varying audiences in all settings. »Use social and communication skills, dispositions, and character traits appropriate for various situations and audiences. <p>Personal and social Development: Goal Setting and Attainment</p> <p>DSS.9-12.4: Decision Making and Personal Responsibility</p> <ul style="list-style-type: none"> »Analyze the relationship between behaviors, choices, and consequences and apply a decision making model to achieve desired goals. »Develop and implement action plans to attain personal, school, and civic goals. »Utilize problem solving techniques to generate alternatives and address changes to attain goals. »Identify possible long term consequences of decisions and take responsibility to achieve desired goals. <p>Personal and Social Development: Safety and Survival Skills</p> <p>DSS.9-12.5: Protect Emotional and Physical Safety</p> <ul style="list-style-type: none"> »Apply strategies to reduce stress and protect safety, differentiating between situations requiring self-help, peer support, adult, or professional help. »Utilize communication skills and strategies to participate in only safe and healthy activities. »Develop and implement plans for situations such as teasing, bullying, harassment, threats, intimidation, and other violent acts or dangerous situations. »Know emergency contact information and utilize school and community resources to protect personal safety. 	Not listed	2017	https://wvde.us/wp-content/uploads/2018/11/WVCCRDS-SS-High-School.pdf	YES, detailed standards for preK-8 can be found on the same website	
Wisconsin						
9th-10th grade	<p>Emotional Development</p> <p>Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time.</p> <p>Learners will be able to express their emotions in an appropriate and respectful manner in different environments, with different audiences, using a variety of modalities (e.g., verbal and nonverbal).</p> <p>Learners will be able to consistently use appropriate calming and coping strategies when dealing with strong emotions.</p> <p>Learners will be able to independently use organizational skills and strategies to focus attention by working toward long-term personal and academic goals.</p> <p>Learners will be able to demonstrate empathy to others who have different views and beliefs.</p> <p>Learners will be able to evaluate verbal, physical, and environmental cues to predict and respond to the emotions of others.</p> <p>Self Concept</p> <p>Learners will be able to set priorities to build personal strengths, grow in their learning, recognize barriers, and employ solutions.</p> <p>Learners will be able to use self-reflection to determine if their behavior is reflective of their personal values and modify behavior to match their beliefs.</p> <p>Learners will be able to reflect on their own beliefs relative to different familial and societal norms.</p> <p>Learners will be able to reflect on the progress of personal goals in order to adjust action steps and time frames as necessary.</p> <p>Learners will be able to recognize barriers to succeeding and identify supports to help themselves.</p> <p>Social Competence</p> <p>Learners will be able to identify positive ways to express understanding or different perspectives.</p> <p>Learners will be able to support the rights of individuals to reflect their family, culture, and community within the school setting.</p> <p>Learners will be able to assess for personal bias and evaluate strategies to oppose stereotyping.</p>					

State and Grade Level	Standard	Framework used	Date last updated	Website Link	Additional standards for preK-8?	Comments
11th grade - adult	<p>Learners will be able to independently seek and sustain positive, supportive relationships.</p> <p>Learners will be able to use assertive communication, including refusals, to get their needs met without negatively impacting others.</p> <p>Learners will be able to accept constructive feedback.</p> <p>Learners will be able to formulate group goals and work through an agreed upon plan.</p> <p>Emotional Development</p> <p>Learners will be able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships</p> <p>Learners will be able to understand and explain how their expression of emotions can influence how others respond to them</p> <p>Learners will be able to predict situations that will cause strong emotions, and plan and prepare to manage those emotions.</p> <p>Learners will employ focusing skills independently and understand their importance in achieving important goals in times of adversity.</p> <p>Learners will be able to demonstrate connectedness, through empathy and engagement to their communities.</p> <p>Learners will be able to evaluate verbal, physical, social, cultural, and environmental cues to predict and respond to the emotions of others.</p> <p>Self Concept</p> <p>Learners will be able to maintain a "growth mindset" about their abilities to succeed and grow and will persist through challenges.</p> <p>Learners will be able to use self-reflection to assess their behavior for authenticity, honesty, and respect and articulate how this impacts their greater community.</p> <p>Learners will be able to explain how their beliefs can impact their growth and success, and advocate for their beliefs.</p> <p>Learners will be able to set short- and long-term group goals, and create a plan to execute those goals. They will be able to analyze progress and collaborate to adjust goals when needed.</p> <p>Learners will be able to demonstrate perseverance when dealing with challenges and adversity</p> <p>Social Competence</p> <p>Learners will be able to demonstrate conversational skills to determine the perspective of others.</p> <p>Learners will be able to support the rights of all individuals to reflect their family, culture, and community in society.</p> <p>Learners will be able to develop ethical arguments from a variety of ethical positions to evaluate societal norms.</p> <p>Learners will be able to maintain positive relationships and use effective strategies (e.g., boundary setting, stating your needs, and recognizing warning signs) to avoid negative relationships</p> <p>Learners will be able to use assertive communication, including refusals, in a variety of settings and with a variety of audiences to get their needs met, without negatively impacting others.</p> <p>Learners will be able to evaluate constructive feedback and provide constructive feedback when needed.</p> <p>Learners will be able to recognize how each group member's skills contribute toward group goals.</p>	CASEL	May of 2018	https://dpi.wi.gov/sites/default/files/imce/sspw/SEL-Competencies-Guide-web.pdf	YES, detailed standards for PreK-8 can be found on same website	
Wyoming	<p>Health - Effective Communication</p> <p>Demonstrate the ability to use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p> <p>Health - Personal and Social Responsibility</p> <p>Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.</p> <p>Demonstrate the ability to advocate for the prevention of violence and bullying.</p> <p>Career and Vocational Education - Communication and Collaboration</p> <p>College and career-ready students communicate clearly, effectively, and with reason.</p> <p>College and career-ready students identify and model integrity, ethical leadership and effective management skills.</p> <p>College and career-ready students work productively in teams while using cultural global competence.</p>	Not listed	<p>2012</p> <p>2014</p>	https://edu.wyoming.gov/for-district-leadership/standards/		<p>No standards specifically designated for SEL, but several social/emotional competencies are described within content area standards</p>



Social and Emotional Skills for High School Students

A Report Prepared by the
 Prosocial Development & Education Research Laboratory¹
 University of Missouri
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The purpose of this report is to inform the establishment of state standards for social-emotional (SE) competencies² at the secondary school level in Missouri. It is intended to be shared with educators and policymakers.

Recently the *Fostering our Best Selves* document was created by a coalition of stakeholders in Missouri to establish common language and identify non-academic student outcomes that schools should prioritize. Similar guidance is needed for secondary schools (7th-12th grade) with particular emphasis on (9th-12th grade) due to a dearth of social-emotional programming for high school students.

Social and emotional competence supports the psychological well-being of students. *Emotional competence* refers to two broad skills – the ability to understand, express, and regulate one’s own emotions, and the ability to understand the emotions of others. *Social competence* refers to the ability to interact prosocially and effectively with others. Social and emotional (SE) competencies are interrelated in that ability to control one’s own or read others’ emotions helps you create positive relationships. Positive relationships, in turn, promote your happiness and emotional health.

¹ The lab is situated in the University of Missouri’s College of Education and Human Development (<https://education.missouri.edu/research/prosocial>). The lab’s mission is to conduct and disseminate research on best approaches to promote the development of prosocial behavior among youth in schools and other contexts. The lab is honored to be currently entrusted with \$8 million in grants from the U.S. Department of Education for our work. Contact: Christi Bergin, Lab Director, berginc@umsystem.edu or Maggie Harl, Lab Coordinator, at harlm@umsystem.edu.

² Also called life skills, soft skills, non-academic, or non-cognitive skills, although these alternative names are problematic in that social-emotional skills should not be defined by what they are “not,” they are hard (not soft) skills to develop.

Educators can make a difference in their students' SE competencies [1]. Indeed, teachers may have a greater impact on their students' SE competencies than on academic achievement [2]. Social-emotional learning (SEL) refers to educators' deliberate efforts to build the social-emotional competence of their students. SEL has been of growing interest due to reduction in student social-emotional well-being and behavior challenges for a few decades. In 2018 roughly 90% of U.S. school district leaders reported investing or planning to invest in SEL programs [3]. The COVID pandemic accelerated interest in SEL as a result of students' increased social and emotional distress and decreased engagement in school [4] according to 84% of educators in one national survey [5].

Why Students' Social and Emotional Competence is Important

Student School Success. Social and emotional competencies are important to students' success in school. Research robustly finds that students with better SE skills have higher grades and test scores and so do the classmates of students with better SE skills (see accompanying White papers for citations). Positive school climate facilitated by students' prosocial behavior can mitigate the negative effect of poverty on academic achievement, helping to close the achievement gap [6, 7]. Prosocial students are better able to stay on task, pay attention, and work well in cooperative learning groups. They contribute to a safe, caring, inclusive school climate that promotes greater learning for all students. This is one reason that safe and supportive schools (S3) is a priority of the U.S. Department of Education.

Student Later Career Success. SE competencies are also important to students' success beyond school. The World Economic Forum has highlighted the importance of SE skills for the workforce of the future [8] because jobs in the global workforce increasingly require teamwork and are social-skills intensive [9, 10]. In a study of what skills they value, employers emphasized SE skills [11] such as the ability to collaborate, manage interpersonal conflict, show respect for others and manage their emotions. In another study with hundreds of employers, they ranked prosocial skills as more important than cognitive skills for workplace success [12]. See sidebar for comments about the importance of SE skills from business leaders [13, 14]. Despite SE skills being in high demand by employers [15] a recent study found that top managers believe that just 30% to 40% percent of new hires have enough of these skills [16].

Specific skills mentioned by the World Economic Forum are discussed in the attached white papers. They include integrity (being honest and ethical), collaborating with others, monitoring one's own performance, showing concern for others (being sensitive to others' needs and feelings and being understanding and helpful on the job), being pleasant with others, displaying a good-natured, cooperative attitude, connecting socially with others on the job, and understanding others' perspectives.

Teacher Well-being and Job Satisfaction. Teachers' job satisfaction is at an all-time low and stress at an all-time

[SE skills] set up kids for authentic success in work and in life. [Twenty-five years as a business executive taught her about] the failings of those difficult to work with, despite their impressive IQs and pedigrees, while those who are kind and empathetic gain followers and stature. (Maya Leibman, American Airlines)

Almost every opportunity in life, especially in the working world, requires working with others. (Greg Muccio, Southwest Airlines)

The ability to work with others to find solutions to a problem is a key strength both in the classroom and the workplace. To build a pipeline of strong early-career job seekers, K-12 schools should put systems in place to promote collaborative learning and communication, which will help students develop the necessary interpersonal skills that will help them succeed in the workforce. (Ron Smith, Salesforce)

While hard skills may get you in the door, it's the soft skills that will take you far. (Vaishali Sabhahit, Adobe)

SE skills [are] increasingly important for . . . our next generation of workers. (Francie Richards, Allstate).

Soft skills are an essential part of collaboration and can have a positive influence on furthering your career as an engineer. (Tom Costabile, American Society of Mechanical Engineers)

Relationship building, networking, and communicating with people are so important in the business world, regardless of whether you're working in person, hybrid, or remote . . . [K-12 schools should] focus on project learning that requires cross-functional work, so that students aren't just in a group that they know and understand. This forces students to work on this relationship-building muscle, which involves understanding diversity of perspective, opinion, and experiences. (Karen McClendon, Paychex)

high, with student behavior and managing student mental health as key causes [17-19]. When students have greater SE competencies, there is less need for discipline and students are more likely to be engaged during lessons. This reduces teachers’ burnout. Not surprisingly, teachers whose students are prosocial and work in a positive school climate report greater career efficacy and satisfaction [20]. This is especially important for adolescents because as students enter secondary school, on average there is a decline in prosocial behavior [21], quality of relationships with teachers [22], school bonding, interest in school, and extracurricular engagement [23, 24], and increased student defiance [25].

Why Social-Emotional Standards are Needed

The purpose of articulating SE standards³ is to set priorities for guiding school-based efforts to ensure that all students have the social and emotional competencies to be successful in school, careers, and communities.

Some states have “free standing” SE standards, and/or standards that are embedded within health, English language arts, physical education or other courses, or as part of a counseling curriculum. We recommend that states have free standing SE standards in order to elevate awareness of students’ social-emotional wellbeing to a level comparable with academic standards. SEL standards set expectations and guide decisions about what should be learned by students.

Recommended Social and Emotional Competencies to Prioritize

There are hundreds of discrete social-emotional (SE) skills [26]. It is not possible for schools to deliberately focus on all SE skills. Schools need research-based guidance regarding which skills to prioritize and how to build those skills. Our commission, as a research team with expertise in students’ social-emotional development, was to identify a small number of key SE skills of practical importance and that have a research base indicating they are amenable to intervention and predict students’ school success. The intent was that this short list could be used to guide the establishment of SE standards at the secondary level.

Which SE competences to prioritize were identified in three ways:

1. A scan of SE standards promoted by agencies concerned with social-emotional health of adolescents in schools: Missouri’s Department of Elementary and Secondary Education (DESE) *Fostering Our Better Selves for Whole Communities*, the American Psychiatric Association’s DSM5, the American School Counselor Association, and Advance Career & Technical Education (see column headings of Table 1).
2. A scan of all 50 state departments of education to identify their SE standards for secondary schools, if any.
3. A review of research literature on youth development indicating which social-emotional skills have a positive effect size for a broad array of important youth outcomes.

Table 1 presents a cross walk of these sources. This cross walk displays substantial consensus for eight categories of social-emotional (SE) skills, and three additional categories related to self-management and healthy self-esteem. These latter categories are not SE skills per se, but rather are corollaries of SE skills, and have important consequences for children’s well-being. These consensus priority skills are portrayed in Figure 1.

We recommend giving first priority to prosocial behaviors because the approaches used in prosocial education [27] not only result in increased prosocial behavior and empathy, but also in greater self-control and self-esteem. Furthermore, prosocial behavior is foundational to healthy relationships across

³ Standards may also be called “benchmarks,” “goals,” “competencies,” and “guidelines.”

the lifespan. Healthy relationships, in turn, are foundational to school and life success, as well as mental and emotional health. Thus, focusing on prosocial behavior is a particularly economical approach to SEL.

Note that these competencies focus on promoting positive behavior, or strengths, not on reducing negative behavior. A positive focus is important because studies suggest that the presence of prosocial behavior may better predict school success than the absence of negative behaviors for high-risk younger students [28-30]; this is likely to be the case for adolescents as well. Furthermore, increasing positive behaviors tends to reduce and replace negative behaviors, whereas reducing negative behaviors does not necessarily increase prosocial behaviors. However, the outcome measure that is often used to determine the success of SEL programs is reduction of office discipline referrals. We caution that this is a misalignment between SEL goals and measures. SEL is not just about behavior management, but rather about positive skill building [26].

Scan of 50 States' Standards

Two scans of state standards for SEL have been published that demonstrate increased prevalence of state-level SEL standards over the past decade. In 2017 Eklund and colleagues [31] reported that while all 50 states had *preschool* SEL standards, only 11 states had free-standing standards for *K-12 grades*. However, almost all states had SEL standards embedded in health education or a counseling curriculum. By 2022 Dermody and colleagues reported that 27 states had free-standing K-12 standards [32]. Neither report addressed secondary school standards *per se*, nor did they list the standards.

In Spring of 2022 we conducted an updated scan of state standards specific to secondary schools and listed each state's SE standards that apply to secondary schools. Our scan resulted in almost 2,000 standards, 600 of which aligned to some degree with the priority standards in Table 14. (See appended Excel file for the full list of state standards that address social-emotional skills.)

We found that currently 24 states have free-standing standards specifically for secondary schools, and another 7 states have K-12 standards that can be applied to secondary schools. We searched through curriculum and found that all 50 states have standards that pertain to secondary schools that are embedded in Career and Technical Education or Counseling curricula. These standards would not be obvious to general education teachers in their states. Our scan was methodical and laborious, although we cannot guarantee that we found all possible state standards. Appendix A presents a summary of the state scan.

Most states' standards tended to be grade-agnostic. This is appropriate given that currently there is insufficient research on what is normative for specific grades or grade-bands regarding SE competencies [31] to guide the establishment of grade-specific standards. (An exception is preschool SEL standards which are typically based on age bands.) Despite this lack of evidence, some states have adopted grade-specific standards, which may or may not be age appropriate.

How can Missouri address these priorities?

There is a dizzying array of pre-packaged SEL programs for schools to adopt. However, most of these programs are targeted for elementary, rather than secondary students. Schools should select a program based on (1) the SE competencies they have identified as the top priority in their community and (2) a careful review of the research basis of the program that suggests it is appropriate for secondary students.

We recommend that secondary schools use an "interactional" rather than a "curricular" approach. A curricular approach involves stand-alone, fully developed instructional content that is delivered through

⁴ Note that we only addressed the 50 state-level standards; the nearly 14,000 school districts in the U.S. may have their own SEL standards. For example, Austin Texas and Cambridge Massachusetts school districts are known to have exemplary SEL standards.

didactic lessons by teachers, specialists, school counselors, or nurses. In contrast, an interactional approach incorporates SEL into existing daily teaching practices by transforming the way educators interact with students and how they support students' interactions with each other. **Interactional approaches have the dual advantage of not crowding an already over-full curricula and of higher dosage since students experience interactions throughout the school day, but unfortunately this approach tends to be underused in schools.** Ideally, these programs support all staff in a school so that common norms are established, but they can be effective when implemented in a single classroom [27]. In addition, they may be more effective for adolescents than lesson-based approaches [33]. An example of an interactional approach is to use more effective, positive discipline that restores relationships, makes students feel respected, and empowers teachers with strategies to improve the climate of the school.

We conducted a meta-analysis of studies of the effects of SEL on prosocial behavior. From 83 studies we found at all school levels, there was a positive effect of SEL on K-12 students' prosocial behavior. When we drilled down to examine the 60 studies that focused on secondary schools, again we found a positive effect. This is important because in a review of non-academic interventions aimed at other outcomes (e.g., prevention of bullying, teen pregnancies, drug use, violence, truancy), Yeager [33] argued that they have small, null, or even iatrogenic effects for adolescents compared to younger students (see also [34, 35]). Our meta-analysis suggests that SEL programs can be effective at promoting prosocial behavior in adolescents.

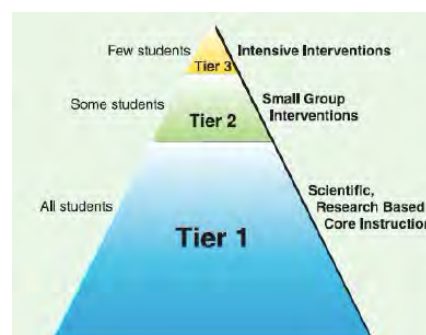
Yeager further argues that specific attributes of SEL programs may lead to different degrees of effectiveness. In particular, programs that are least likely to be effective with adolescents (1) use a curricular (i.e., didactic, lesson-based) approach, (2) are originally designed for younger students then simply adapted to secondary students, and (3) do not make adolescents feel respected (e.g., begin with the premise that students are skill deficient and need to be "fixed"). Yeager argues that effective SEL programs for adolescents should make them feel respected, accepted, competent, and a contributor to the good of their community. The approaches used in prosocial education focus on these program characteristics [27]. Our next step for the meta-analysis is to drill down further to examine the effect size of specific characteristics of SEL programs that promote adolescents' prosocial behavior.

Relationship to Student Mental Health Services

There is an ongoing, rising rate of mental health and behavioral challenges among K-12 students in Missouri and across the nation. Prior to the COVID pandemic there was a shortage of clinical psychologists who work with children and adolescents, as well as school psychologists and counselors. That shortage has been exacerbated by COVID according to a CDC report [36]. SEL can help address this growing need by contributing to a multi-tiered system of support (MTSS) for students' social-emotional well-being and behavior

MTSS generally involves three tiers that correspond to different intensities of support.

- **Tier 1.** Universal, schoolwide support provided to all students and typically delivered by the classroom teacher. A majority (about 80–90%) of students respond well to this support.
- **Tier 2.** Additional structured supports using specialized interventions for targeted students, often delivered or overseen by school counselors or other specialists. This generally meets the needs of identified students (about 5–15%) who do not respond effectively to Tier 1 supports.
- **Tier 3.** Intensive, individualized interventions, often delivered by a team of specialists. This is designed to meet



the needs of identified students (about 1–5%) who do not respond effectively to Tier 1 or 2 supports. Tiers vary in intensity through group size and intervention dosage.

SEL is a Tier 1 intervention. It focuses on promoting social-emotional competencies in all students, although it tends to be most beneficial for high-risk students [7]. Effective Tier 1 SEL programs may help students who receive Tier 2 and 3 support by creating a more positive, inclusive, and socially safe environment, and equipping them with skills that increase the effectiveness of Tier 2 and 3 interventions. They may minimize mental health needs and increase the success of Tier 2 and 3 interventions. They do not replace Tier 2 or 3 supports; ideally schools provide all three tiers of support as needed.

At all Tiers of intervention, individuals delivering the intervention need to be trained, supported, qualified, and certified to deliver the intervention. Research finds that qualified professionals are significantly more effective at promoting students' well-being [37].

Social-Emotional Standards for Secondary Students

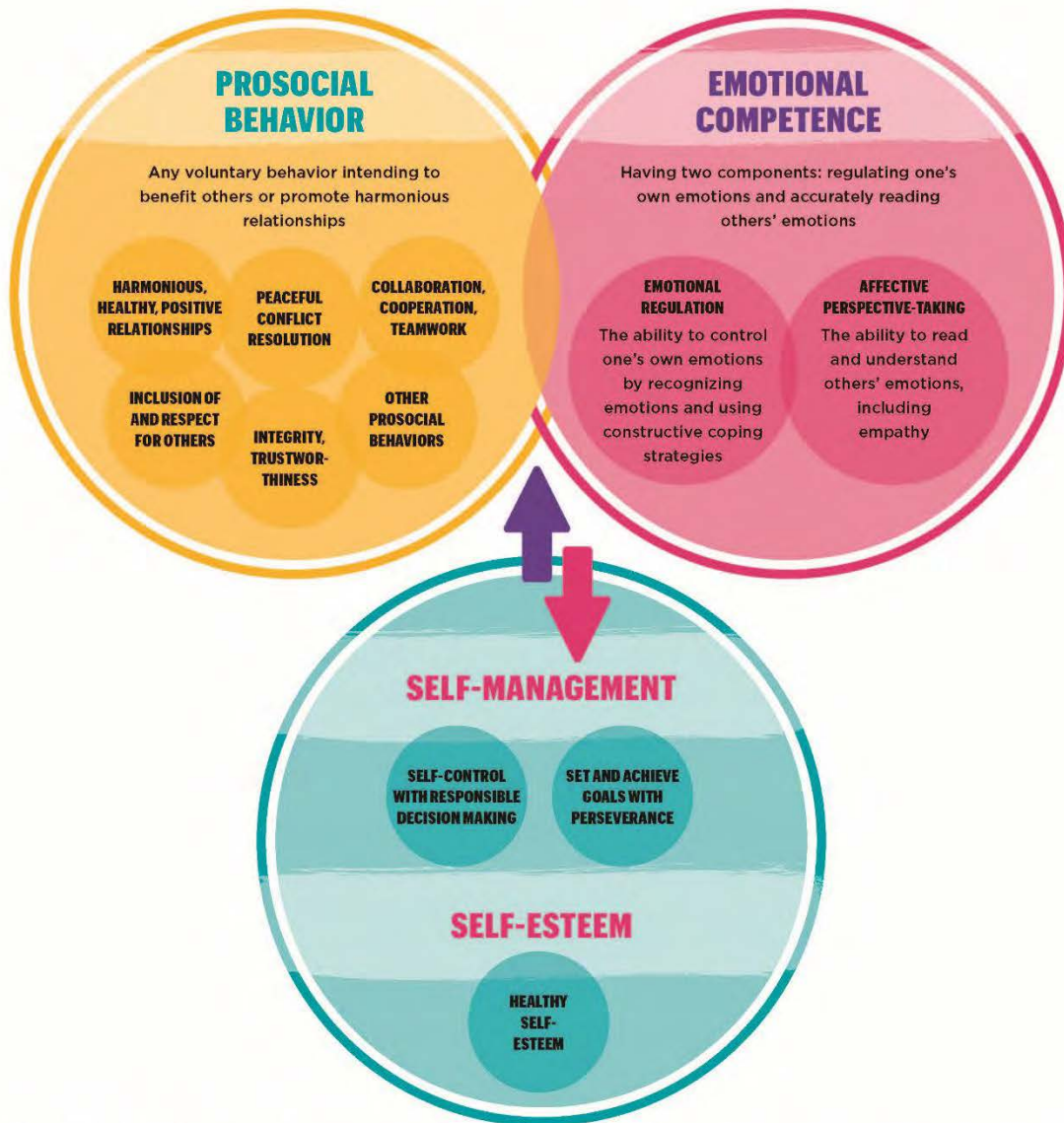


Table 1. Social-Emotional Skills Cross-walk Between Scientific Literature, FOBS, DSM-5, ASCA, CTE

Social-Emotional Skill (Scientific Literature)	Missouri FOBS	DSM-5	American School Counselor Standards	CTE Standards	States with Explicit Standard in Secondary
Prosocial Behavior: Voluntary behavior intended to benefit others or promote harmonious relationships					
Harmonious, healthy, positive relationships	Building healthy Relationships <ul style="list-style-type: none"> • Be a good listener • Recognize and avoid unhealthy relationships and situations 	Intimacy <ul style="list-style-type: none"> • Maintains multiple satisfying and enduring relationships in personal and community life • Desires and engages in a number of caring, close, and reciprocal relationships 	B-SS 3. Positive relationships with adults to support success. B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.	Responsible and contributing citizen and employee <ul style="list-style-type: none"> • conscientious of the impacts of their decisions on others Model integrity, ethical leadership and effective management <ul style="list-style-type: none"> • apply insights into human behavior to change others' actions, attitudes and/or beliefs. 	1. AK 15. OH 2. AZ 16. PA 3. CA 17. RI 4. HI 18. TN 5. IA 19. TX 6. KS 20. VA 7. ME 21. VT 8. MI 22. WV 9. MN 23. WA 10. MS 24. WI 11. MT 25. ND 12. NJ 26. IL 13. NM 27. IN 14. NV
Exemplar Standards: NJ: Establish and maintain healthy relationships WI: Learners will be able to independently seek and sustain positive, supportive relationships OH: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups OH: Establish and actively participate in a healthy network of personal, school and community relationships KS: Respond to social cues in a manner that contributes to their success in the school and broader community.					
Peaceful conflict resolution	Managing Myself <ul style="list-style-type: none"> • Resolve conflicts peacefully 				1. AR 7. MS 2. AK 8. NJ 3. AZ 9. TN 4. CA 10. TX 5. IA 11. VT 6. MI 12. WV
Exemplar Standards: AK: Apply conflict-resolution skills to de-escalate, defuse and resolve differences TN: Evaluates and reflects on one's role in a conflict and utilizes this information to improve behavior in future conflicts. NJ/AK: Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways MI: Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety					

MI: Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively																																																	
Collaboration, cooperation, teamwork		<p>Intimacy</p> <ul style="list-style-type: none"> Strives for cooperation and mutual benefit and flexibly responds to a range of others' ideas, emotions, and behaviors. 	<p>B-SS 6. Effective collaboration and cooperation skills</p> <p>B-SS 7. Leadership and teamwork skills to work effectively in diverse groups.</p>	<p>Responsible and contributing citizen and employee</p> <ul style="list-style-type: none"> seek to act in ways that contribute to the betterment of their teams, families, community and workplace reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. <p>Model integrity, ethical leadership and effective management</p> <ul style="list-style-type: none"> positively impact the direction and actions of a team <p>Work productively in teams while using cultural/global competence</p> <ul style="list-style-type: none"> positively contribute to every team, whether formal or informal 	<table border="0"> <tr> <td>1.</td><td>AK</td><td>12.</td><td>RI</td></tr> <tr> <td>2.</td><td>AZ</td><td>13.</td><td>TN</td></tr> <tr> <td>3.</td><td>CA</td><td>14.</td><td>TX</td></tr> <tr> <td>4.</td><td>HI</td><td>15.</td><td>UT</td></tr> <tr> <td>5.</td><td>IA</td><td>16.</td><td>VT</td></tr> <tr> <td>6.</td><td>ME</td><td>17.</td><td>WA</td></tr> <tr> <td>7.</td><td>MI</td><td>18.</td><td>WI</td></tr> <tr> <td>8.</td><td>MN</td><td>19.</td><td>ND</td></tr> <tr> <td>9.</td><td>MS</td><td>20.</td><td>IL</td></tr> <tr> <td>10.</td><td>NJ</td><td>21.</td><td>IN</td></tr> <tr> <td>11.</td><td>OH</td><td></td><td></td></tr> </table>	1.	AK	12.	RI	2.	AZ	13.	TN	3.	CA	14.	TX	4.	HI	15.	UT	5.	IA	16.	VT	6.	ME	17.	WA	7.	MI	18.	WI	8.	MN	19.	ND	9.	MS	20.	IL	10.	NJ	21.	IN	11.	OH		
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<p>Exemplar Standards:</p> <p>HI: Share the responsibility for collective work</p> <p>CA: Students recognize the value of collaborative problem solving and actively engaging in empathic listening, respectfully communicating, and honoring equity of voice in order to find solutions and achieve a common goal.</p> <p>TN: Works cooperatively with others to implement a strategy to address a need in the broader community.</p> <p>NJ: Utilize positive communication and social skills to interact effectively with others</p> <p>WI: Learners will be able to formulate group goals and work through an agreed upon plan</p>																																																	

<p>Inclusion and respect for diverse others</p>	<p>Building healthy Relationships</p> <ul style="list-style-type: none"> Appreciate people who are different than me 		<p>B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them.</p> <p>M2. Sense of acceptance, respect, support and inclusion for others in the school environment.</p>	<p>Work productively in teams while using cultural/global competence</p> <ul style="list-style-type: none"> apply an awareness of cultural differences to avoid barriers to productive and positive interaction find ways to increase the engagement and contribution of all team members. 	<table border="0"> <tr><td>1.</td><td>AR</td><td>16.</td><td>VA</td></tr> <tr><td>2.</td><td>AK</td><td>17.</td><td>IA</td></tr> <tr><td>3.</td><td>AZ</td><td>18.</td><td>KS</td></tr> <tr><td>4.</td><td>CA</td><td>19.</td><td>MN</td></tr> <tr><td>5.</td><td>HI</td><td>20.</td><td>RI</td></tr> <tr><td>6.</td><td>ME</td><td>21.</td><td>TN</td></tr> <tr><td>7.</td><td>MI</td><td>22.</td><td>TX</td></tr> <tr><td>8.</td><td>MT</td><td>23.</td><td>WV</td></tr> <tr><td>9.</td><td>NJ</td><td>24.</td><td>WA</td></tr> <tr><td>10.</td><td>NM</td><td>25.</td><td>WI</td></tr> <tr><td>11.</td><td>NV</td><td>26.</td><td>ND</td></tr> <tr><td>12.</td><td>MS</td><td>27.</td><td>IL</td></tr> <tr><td>13.</td><td>OH</td><td>28.</td><td>IN</td></tr> <tr><td>14.</td><td>PA</td><td></td><td></td></tr> <tr><td>15.</td><td>UT</td><td></td><td></td></tr> </table>	1.	AR	16.	VA	2.	AK	17.	IA	3.	AZ	18.	KS	4.	CA	19.	MN	5.	HI	20.	RI	6.	ME	21.	TN	7.	MI	22.	TX	8.	MT	23.	WV	9.	NJ	24.	WA	10.	NM	25.	WI	11.	NV	26.	ND	12.	MS	27.	IL	13.	OH	28.	IN	14.	PA			15.	UT		
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<p>Exemplar Standards:</p> <p>OH: Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ</p> <p>VA: I can show positive regard for and work with peers that have different abilities, perspectives, backgrounds, cultures, or social groups.</p> <p>MI/TN: Demonstrate respect for individuals from different social and cultural groups</p> <p>IA: Demonstrate awareness of different cultures and a respect for human dignity.</p> <p>IA: Demonstrate willingness to honor diverse points of view.</p> <p>MS: Demonstrate the ability to express empathy and concern for people with differing perspectives</p> <p>AK: Student demonstrates an awareness of cultural issues and a respect for human dignity and differences</p>																																																																	
<p>Integrity, trustworthy</p>	<p>Building healthy Relationships</p> <ul style="list-style-type: none"> Be trustworthy 			<p>Model integrity, ethical leadership and effective management</p> <ul style="list-style-type: none"> consistently act in ways that align to personal and community-held ideals and principles while employing strategies to positively influence others in the workplace have a clear understanding of integrity and act on this 	<table border="0"> <tr><td>1.</td><td>AR</td></tr> <tr><td>2.</td><td>AK</td></tr> <tr><td>3.</td><td>AZ</td></tr> <tr><td>4.</td><td>HI</td></tr> <tr><td>5.</td><td>IA</td></tr> <tr><td>6.</td><td>ME</td></tr> <tr><td>7.</td><td>MI</td></tr> <tr><td>8.</td><td>NJ</td></tr> <tr><td>9.</td><td>NV</td></tr> <tr><td>10.</td><td>OH</td></tr> <tr><td>11.</td><td>RI</td></tr> <tr><td>12.</td><td>TN</td></tr> <tr><td>13.</td><td>TX</td></tr> <tr><td>14.</td><td>UT</td></tr> <tr><td>15.</td><td>WA</td></tr> <tr><td>16.</td><td>WI</td></tr> <tr><td>17.</td><td>IL</td></tr> </table>	1.	AR	2.	AK	3.	AZ	4.	HI	5.	IA	6.	ME	7.	MI	8.	NJ	9.	NV	10.	OH	11.	RI	12.	TN	13.	TX	14.	UT	15.	WA	16.	WI	17.	IL																										
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				understanding in every decision	
<p>Exemplar Standards: MI: Understands and evaluates the correlation between their words and their actions (walk the talk) WI: Learners will be able to use self-reflection to determine if their behavior is reflective of their personal values and modify behavior to match their beliefs HI: Make good decisions with moral courage and integrity in every action.</p>					
General prosocial behavior – (other behaviors not specified above such as helping, sharing, complimenting others, apologizing, showing gratitude)	<p>Understanding Others</p> <ul style="list-style-type: none"> Show appreciation and gratitude to others Stand up for others who need help <p>Knowing Myself</p> <ul style="list-style-type: none"> Admit when I am wrong 		B-SS 8. Social maturity and behaviors appropriate to the situation and environment.		<ol style="list-style-type: none"> IA IL IN ME MI OH RI TN WA WI
<p>Exemplar Standards: RI: I volunteer to provide help to others. I can begin to predict when others might need help. I can participate in group activities that work to promote a cause that helps others. I use my active listening skills to identify when my peers may need assistance in various situations and relationships; I volunteer at school or in the community in an area that makes a positive contribution and can evaluate the impact. TN: Practices strategies for maintaining positive relationships such as: pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness. TN: Empowers, encourages, and affirms themselves and others through their interactions. MI: Empower, encourage, and affirm others through social interactions IA: Deliver and receive compliments, feedback, and constructive critique, responding appropriately. OH: Demonstrate consideration for and contribute to the well-being of the school, community and world</p>					
<p>Emotion Competence: Ability to regulate one’s own emotions and accurately read others’ emotions.</p>					

<p>Emotion regulation</p> <p>(Ability to control one’s own emotions as appropriate. First step is recognizing one’s emotions. Second step is using constructive coping strategies.)</p>	<p>Managing Myself</p> <ul style="list-style-type: none"> • Use strategies to calm myself when I’m stressed or upset <p>Knowing Myself</p> <ul style="list-style-type: none"> • Understand my emotions, thoughts, and values 	<p>Identity</p> <ul style="list-style-type: none"> • Is capable of experiencing, tolerating, and regulating a full range of emotions 	<p>B-SMS 7. Effective coping skills.</p>		<ol style="list-style-type: none"> 1. AR 2. AK 15. TX 3. AZ 16. VA 4. CA 17. MN 5. HI 18. NJ 6. IA 19. NV 7. KS 20. RI 8. ME 21. WV 9. MI 22. WA 10. MT 23. WI 11. MS 24. ND 12. OH 25. IL 13. PA 26. IN 14. TN
<p>Exemplar Standards:</p> <p>IA: Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.</p> <p>AK: Practice strategies for coping with and overcoming stress and negative feelings (e.g., rejection, social isolation)</p> <p>HI: Manage stress and frustration levels appropriately</p> <p>MI/TN: Acknowledge emotions and determine the appropriate time and place to safely process them.</p> <p>NV: Accurately identify what one is feeling in the moment; Handling our emotions so they facilitate rather than interfere with the task at hand</p> <p>NJ: Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</p> <p>WI: Learners will be able to consistently use appropriate calming and coping strategies when dealing with strong emotions</p>					
<p>Affective Perspective-taking</p> <p>(Ability to read and understand others’ emotions.)</p>	<p>Understanding Others</p> <ul style="list-style-type: none"> • Get to know other people and understand their feelings • Understand how my actions may impact others 	<p>Empathy</p> <ul style="list-style-type: none"> • Is capable of accurately understanding others’ experiences and motivations in most situations. • Comprehends and appreciates others’ perspectives, even if disagreeing. • Is aware of the effect of own actions on others 	<p>B-SS 4. Empathy</p>		<ol style="list-style-type: none"> 1. AR 2. AK 15. OH 3. AZ 16. PA 4. CA 17. RI 5. HI 18. TN 6. IA 19. TX 7. IN 20. VA 8. KS 21. WV 9. ME 22. WA 10. MI 23. WI 11. MN 24. ND 12. MS 25. IL 13. NJ 14. NV

Exemplar Standards:
 OH: Recognize, identify and empathize with the feelings and perspective of others
 MI/TX: Evaluate how expressing one’s emotions in different situations might affect others
 MI/IA/TN: Identify verbal, physical [environmental], and[or] situational cues that indicate how others may feel
 NJ: Recognize and identify the thoughts, feelings, and perspectives of others
 WI: Learners will be able to recognize and label a variety of graded emotions in self and others as they occur and evolve over time

Self-Management						
Set & achieve goals with perseverance	Managing Myself <ul style="list-style-type: none"> • Set and achieve goals to improve myself 	Self-Directed <ul style="list-style-type: none"> • Sets and aspires to reasonable goals based on realistic assessment of personal capacities 	B-SMS 5. Perseverance to achieve long- and short-term goals	Plan education and career path aligned to personal goals <ul style="list-style-type: none"> • take personal ownership • regularly act on plan to attain these goals 	1. AR 2. AK 3. AZ 4. CA 5. HI 6. IA 7. ME 8. MI 9. MN 10. MS 11. NV 12. NJ 13. OH	14. PA 15. RI 16. TN 17. UT 18. VA 19. VT 20. WV 21. WA 22. WI 23. ND 24. IL 25. IN

Exemplar Standards:
 AK: Student demonstrates ability to set and achieve goals
 OH/IA/TN: Set, monitor, adapt and evaluate goals to achieve success in school and life
 CA: Students continuously strive toward meaningful, specific personal short- and long-term goals. Students contribute to collective goal setting and achievement by identifying Specific, Measurable, Actionable, Relevant, Time-bound, Equity-Focused (SMART-E) goals.
 WV: Identify possible long term consequences of decisions and take responsibility to achieve desired goals
 RI: I can refine my short and long-term goals (work, education, financial, personal). I can monitor my progress, identify problem areas, and make adjustments as needed to reach goals; I can demonstrate determination to meet goals important to me. When I cannot solve a problem, I continue to look for other solutions and help from outside resources. When I experience a setback, I can re-evaluate my goals and/or set a new goal to overcome the obstacle.

Self-control & responsible decision making	Managing Myself <ul style="list-style-type: none"> • Make decisions that are good for me and others around me 	Self-Directed <ul style="list-style-type: none"> • Utilizes appropriate standards of behavior, attaining 	B-SMS 1. Responsibility for self and actions B-SMS 2. Self-discipline and self-control	1. AR 2. AK 3. AZ 4. CA 5. HI 6. IA 7. KS 8. ME 9. MI	13. OH 14. PA 15. TN 16. TX 17. VA 18. WV 19. MN 20. WA 21. ND
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		<p>fulfillment in multiple realms</p> <ul style="list-style-type: none"> • Can reflect on, and make constructive meaning of, internal experience 	B-SMS 4. Delayed gratification for long-term rewards		<p>10. MS 11. NJ 12. NV</p> <p>22. IL 23. IN</p>
<p>Exemplar Standards:</p> <p>OH: Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives</p> <p>PA: Evaluate consequences from a personal, and civic perspective to inform decision-making.</p> <p>VA: I can make constructive choices by considering the personal, interpersonal, and community impacts of my choices.</p> <p>MI: Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices</p> <p>WV: Analyze the relationship between behaviors, choices, and consequences and apply a decision making model to achieve desired goals</p> <p>AK: Student uses effective decision-making skills</p> <p>NJ: Identify the consequences associated with one’s actions in order to make constructive choices</p>					
Healthy self-esteem	<p>Knowing Myself</p> <ul style="list-style-type: none"> • Identify my strengths and weaknesses • Understand everyone makes mistakes (and admit when I am wrong) • Speak up for myself when I need something 	<p>Identity</p> <ul style="list-style-type: none"> • Has ongoing awareness of a unique self; maintains role appropriate boundaries. • Has consistent and self-regulated positive self-esteem, with accurate self-appraisal 	<p>M2: Sense of acceptance, respect, support and inclusion for self</p> <p>M4: Self-confidence in ability to succeed</p>		<p>1. AR 2. AK 3. AZ 4. CA 5. HI 6. IA 7. KS 8. ME 9. MI 10. MN 11. MT 12. MS 13. NJ</p> <p>14. NV 15. OH 16. PA 17. RI 18. TN 19. TX 20. VA 21. WA 22. WI 23. ND 24. IL 25. IN</p>
<p>Exemplar Standards:</p> <p>NV: Having a realistic assessment of our own abilities and a well-grounded sense of self-confidence</p> <p>AK: Apply self-reflection techniques to recognize my strengths, areas for growth and potential future plans</p> <p>PA: Advocate for oneself in education, employment, and within the community.</p> <p>NJ: Recognize one’s personal traits, strengths, and limitations</p> <p>MI: Identify and embrace characteristics about themselves that they can and cannot change.</p> <p>MI: Demonstrate confidence based on an accurate self-assessment of strengths.</p> <p>TN: Offers and accepts constructive feedback in order to help others and improve self.</p>					

WI: Learners will be able to set priorities to build personal strengths, grow in their learning, recognize barriers, and employ solutions

Sources for Table: Different labels may be used by various organizations to refer to the same construct. This has been referred to as the “jingle jangle” problem in social-emotional learning (and is characteristic of other domains as well). Authors of this cross-walk have used their expertise and best judgment to align similar constructs regardless of whether they use different labels.

1. **Scientific Literature Standards.** There is a large scientific community conducting research on the social-emotional development of school children. This research is published in scientific journals, such as *Child Development*, *Developmental Psychology*, and *Developmental Review* and overseen by international scientific organizations such as the *Society for Research on Child Development* with thousands of members across dozens of countries. Authors are part of this scientific community. In this document we prioritize labels and definitions used in the scientific community because they are carefully developed, defined and measured with precision, and undergo rigorous peer review.
2. **FOBS Standards.** The Missouri Department of Elementary and Secondary Education’s (DESE) Office of College and Career Readiness drafted the *Fostering Our Best Selves to Form Whole Communities* document, authored by a state-wide workgroup of school counselors and other stakeholders, August 2021.
3. **DSM-5 Standards.** These standards come from Table 2 of the DSM-5 which is the American Psychiatric Association’s *Diagnostic and Statistical Manual of Mental Disorders* (5th edition), pages 775-778. These descriptors were designed to indicate adaptive personality functioning with no impairment.
4. **ASCA Standards.** The American School Counselor Association’s publication *ASCA Student Standards: Mindsets and Behaviors for Student Success* (2021) has 36 standards that describe the knowledge, attitudes and skills k-12 students need to achieve academic success, college and career readiness and social/emotional development. Each standard is supposed to be applied to academic, career, and SE domains. However, the standards in general focus on underachievement, discipline, and absenteeism. For the purpose of this cross-walk, we incorporated only those standards that clearly focus on social-emotional competencies. Specific learning objects aligned with grade levels can be found at www.schoolcounselor.org/learningobjectives.
5. **Common Career Technical Core (CTE) standards** are published as *The Career Ready Practices* at www.careertech.org by Advance CTE, a national non-profit that represents state CTE leaders. They were designed for states to voluntarily adopt to address the knowledge, skills, dispositions to becoming career ready. They are intended to be taught or reinforced in CTE programs, but considered applicable to any program for high school and adult students. Almost all states participated in development of the practices. For the purpose of this cross-walk, we included only those that focused on social-emotional competencies.

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Appendix A.

Summary of SEL Standards by State

Overall Patterns

- **All 50 states (+DC)** have stand-alone SEL standards for children from birth to approximately age 5.
- **4 states** have adopted stand-alone SEL standards for children from birth to 2nd/3rd grade only (*Connecticut, Idaho, Maryland, Massachusetts*)
- **2 states** explicitly use transformative SEL (*Arizona and California*). Other states may do so also, but it is not clear. Transformative SEL is a process in which SEL is used as a lever for equity and social justice.
- **7 states** have adopted stand-alone SEL standards for students K-12 without specified standards by grade level (*Vermont, New Mexico, New Jersey, Nevada, Maine, Hawaii, Arizona*)
 - **4 states** use CASEL’s framework without grade level specifications (*New Mexico, New Jersey, Nevada, Arizona = TSEL*)
 - **3 states** use a different framework without grade level specifications (*Vermont = transferable skills, Maine = 5 guiding principles, Hawaii = Nā Hopena A’o*)
- **Specific to secondary school level:**
 - **18 states** have stand-alone SEL standards for high schoolers using CASEL’s framework
 - *Wisconsin*, Virginia*, Tennessee, Rhode Island, Ohio, North Dakota, New York*, Montana, Mississippi, Michigan*, Minnesota, Kansas, Iowa, Indiana*, Illinois*, Delaware, California (TSEL), Alaska*
 - * indicates that state has separate standards for early vs. late high school (N=6)
 - **6 states** have stand-alone SEL standards specifically for high schoolers using a framework other than CASEL. (A 2018 CASEL report found that states used over 136 different frameworks for their standards across grades K-12 [38]).
 - Utah (Utah portrait of a graduate – P-20 competencies)
 - West Virginia (Dispositions and standards for college and career success)
 - Washington (four guiding principles: equity, cultural responsiveness, universal design, and trauma-informed practices)
 - Texas (Character Education)
 - Pennsylvania (Career Ready Skills)
 - Arkansas (G.U.I.D.E FOR LIFE: 5 skills for personal success)
 - **20 states** do not have stand-alone SEL standards, but do have standards embedded within health education, career education, or counseling standards
 - *Wyoming, South Dakota, South Carolina, Oregon, Oklahoma, North Carolina, New Hampshire, Nebraska, Missouri, Maryland, Massachusetts, Louisiana, Kentucky, Idaho, Georgia, Florida, DC, Connecticut, Colorado, Alabama*

General CASEL Standards for High Schoolers

Self-Awareness:

- Demonstrate an awareness of one's own emotions
- Demonstrate an awareness of personal qualities and interests.
- Demonstrate an awareness of one's own strengths and opportunities for growth
- Demonstrate a sense of personal responsibility and advocacy
- Identify external and community resources and supports.

Self-Management:

- Understand and use strategies for managing one's own emotions and behaviors constructively
- Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life.

Social Awareness:

- Demonstrate awareness and consideration of other people’s emotions, perspectives, and social cues.
- Exhibit civic responsibility in multiple settings
- Demonstrate an awareness of and respect for human dignity, including culture and differences

Relationship Skills:

- Use positive communication and social skills to interact effectively with others.
- Develop and maintain positive relationships
- Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways

Responsible Decision-Making:

- Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.
- Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.

General Health Education Standards for High Schoolers

Understanding outside influences on decision-making abilities

- Analyze how culture influences health beliefs, behaviors, and outcomes.
- Analyze how the school and community influence health beliefs, behaviors, and outcomes.
- Analyze how peers influence health beliefs, behaviors, and outcomes.
- Analyze what influences our values around self-concept and body image, including the media.
- Analyze how personal values and beliefs influence individual health practices and behaviors.
- Examine protective factors and barriers that can impact decision-making.

Relationship skills

- Describe a range of ways to express affection within healthy relationships.
- Practice effective and appropriate verbal and nonverbal communication skills with peers and adults to enhance health.
- Demonstrate and/or assess strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- Demonstrate respectful communication with and about people of all gender identities, gender expressions and sexual orientations.
- Work cooperatively as an advocate for improving personal, family, and community health
- Advocate for the promotion of respect and empathy for individual differences.
- Advocate for school policies and programs that promote healthy relationships with dignity and respect for all in a safe and inclusive environment.

Self-Management

- Develop a personal goal to be treated with dignity and respect.
- Demonstrate ways to treat yourself and others with dignity and respect, with regard to gender, gender identity, gender expression, and sexual orientation.

Understanding key mental health concepts

- Describe the interrelationships of physical, mental, social, emotional, and environmental health.
- Describe the intersections of varied identities, including gender, race, ethnicity, sexual orientation, ability, etc.
- Explain key concepts of mental & emotional health including stress, anxiety, depression, resilience, suicide and therapeutic treatment options.

Other Frameworks and Standards for High Schoolers

- Clear and Effective Communication
- Creative and Practical Problem-Solving
- Informed and Integrative Thinking

- Responsible and Involved Citizenship
- Self-Direction
- Character education (trustworthiness, responsibility, caring, citizenship)
- Wellness (self-awareness and self-advocacy skills)
- Collaboration and Teamwork
- Honesty and Integrity
- Respect (acknowledge differences and look for good in everyone)
- Hard work and resilience

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Appendix B.

White Papers Addressing Each of the Following Social and Emotional Standards

Prosocial Behavior (Defined as any voluntary behavior intending to benefit others or promote harmonious relationships)

1. General prosocial behaviors (not specified below)
2. Harmonious, healthy, positive relationships
3. Peaceful conflict resolution
4. Collaboration, cooperation, teamwork
5. Inclusion of and respect for others
6. Integrity, trustworthy

Emotion Competence (Defined as having two components – regulating one’s own emotions and accurately reading others’ emotions)

7. Emotion regulation (Defined as ability to control one’s own emotions as appropriate. First step is recognizing one’s emotions. Second step is using constructive coping strategies)
8. Affective perspective-taking (Defined as ability to read and understand others’ emotions, including empathy.)

Self-management

9. Self-control with responsible decision making
10. Set & achieve goals with perseverance

Self-esteem

11. Healthy self-esteem

Prosocial Behavior - General (Not Specified in Other Standards)

White Paper

Written by the Prosocial Development & Education Research Laboratory⁵ at the University of Missouri for School Smart KC, June 30, 2022.

Definition of Prosocial Behavior

Prosocial behavior is any behavior intended to benefit another or promote harmonious relationships [2]. Prosocial behavior can be thought of as the opposite of selfish or antisocial behavior which negatively affects relationships and disrupts the functioning of society.

Socially competent students tend to be prosocial and rarely antisocial. A common misconception is that antisocial means “nonsocial” and prosocial means “outgoing.” Rather, these terms address the *quality* of social interaction, not the *amount* or *quantity* of social interaction.

Students display a variety of prosocial behaviors in schools. Some of the most common behaviors include the following:

- Being honest
- Inviting others to join a group
- Helping others (in schoolwork, sports, social dilemmas)
- Standing up for others who have been wronged
- Complimenting and encouraging others
- Admitting when wrong and apologizing
- Providing comfort to a peer in distress
- Promoting peace among others
- Making others laugh or smile
- Expressing gratitude
- Confronting wrong doers
- Using good manners
- Avoiding fights
- Sharing

Age Trends in Prosocial Behavior

As soon as they are able, toddlers engage in prosocial behavior [3]. They may bring a crying sibling their own comfort blankie. Adolescents do not engage in *more* prosocial behavior than toddlers, but they are more *competent* at enacting prosocial behavior. Instead of offering a favorite blankie, they may suggest useful coping strategies to a distressed peer.

Early adolescence is characterized by a *decrease* in prosocial behavior [2, 4] with secondary students reporting their classmates are less prosocial at school than elementary students [5]. Students may not become more prosocial as they age for these reasons:

⁵ The lab is situated in the University of Missouri's College of Education and Human Development (<https://education.missouri.edu/research/prosocial>). Authors of this report are Christi Bergin, PhD, Nicole Brass, PhD, Alice Hung, MA, Madison Imler, MA, Sha-Breon Luper, MA, Lindsay Brockmeier, MA, and Afiah Fozi, MA. Contact: Christi Bergin, Lab Director, berginc@umsystem.edu or Maggie Harl, Lab Coordinator, at harlm@umsystem.edu.

1. Students become more aware of their own self-interest and the associated cost of acting in a prosocial way. Adolescents are capable of controlled choices and weigh costs and rewards of prosocial behavior.
2. Greater regulation of their own emotional responses and impulses can actually inhibit one's prosocial response to others' distress.
3. Students have numerous antisocial models, both in real-life and in the media, which can diminish prosocial tendencies.
4. Students are told by adults that it is not their responsibility but rather the adult's responsibility to help, clean up, take care of distressed classmates, which can inhibit a student's natural impulse to be helpful themselves.

The impulse to be prosocial is nearly universal in babies and toddlers. During the preschool years, children who exhibit prosocial behaviors are just as likely to exhibit negative behaviors [6]. Over time by middle childhood, individual children tend to "specialize" with some becoming predominantly prosocial and others selfish or antisocial. Yet, at any age prosocial education can help children become more prosocial, and may be most effective for children at greatest need [1].

Important Outcomes of Prosocial Behavior

Prosocial behavior itself is a worthwhile outcome. Prosocial students are more likely to experience long term happiness and life satisfaction [7]. They tend to better regulate emotions and maintain a sense of calm. Behaving kindly can reduce the effect of daily stress [8]. Furthermore, the anticipation of the positive feelings that come from engaging in prosocial behavior leads to more helping behaviors, becoming a positive spiral [9].

Prosocial behavior also contributes to academic success. In schools, students who engage in more prosocial behavior tend to earn higher grades and test scores [5]. Prosocial students are more likely to show greater interest in schoolwork, working independently, taking turns, listening, and staying on task which result in greater classroom engagement and achievement. Further, when students are surrounded by prosocial classmates, they also tend to obtain higher GPAs [10, 11].

Prosocial behavior also contributes to social success. Students who engage in more prosocial behavior tend to be better liked by peers and teachers, have better relationships, feel more accepted [12] and connected and less depressed [13].

Prosocial behavior is a protective factor against behavior and health risks during adolescence. Prosocial youth engage in less externalizing behaviors such as school dropout, aggression, delinquency, deviant peer associations, risky sexual behavior, unintended pregnancy, and substance use [14].

Note: Is it possible for students to be "overly" prosocial. Youth who have been abused may be too eager to please, and youth who have taken on a parenting role due to having parents who are unable to fulfill their role (e.g., drug use, mental illness) can have exceptionally high levels of prosocial behavior. Relative to other coping strategies, being overly prosocial is adaptive, but such youth warrant the attention of a counselor to ensure they have healthy boundaries.

Antecedents of Prosocial Behavior

Prosocial behavior is linked to emotional competence. Just as students who are more prosocial tend to be happier and have greater emotional regulation ability, in turn, students who develop greater emotion regulation and are better at reading others' emotions tend to be more prosocial [15]. Such emotional competence allows students to respond with greater sympathy to others in distress. Conversely, those that struggle to regulate emotions or overreact easily tend to exhibit less prosocial behaviors [16].

Parents and guardians affect their children's prosocial development. Parents who develop secure attachments with their children have children who are more prosocial within the family and toward peers [2]. Parents who meet the emotional needs of their children, have children who in turn are able to meet the needs of others.

Parents and guardians who have an "authoritative" style of parenting and who use inductive discipline tend to have more prosocial children [17]. Such parents are likely to use an induction approach to discipline, which is especially powerful in promoting prosocial behavior (see sidebar).

Inductive Discipline

Inductive discipline is a type of discipline in which the adult gives the child reasons for changing their behavior, treats the child with respect, acknowledging their best self. It differs from power assertion in which the adult threatens the child with punishment or with holding of resources if the child does not comply. Power assertion is the most common form of discipline in schools. Induction is powerful in promoting self-control and prosocial behavior in students [1].

An especially important form of induction for promoting empathy toward others is the use of "victim-centered" induction. In this form of discipline, the adult: 1) Points out how the behavior affects others, 2) Ask the child to imagine being in the others' place, and 3) Suggest ways in which to make reparation.

When adults praise youth for engaging in prosocial behavior, youth are likely to increase in prosocial behavior, particularly if the praise comes from a respected adult [18].

School Implications

There are several things that educators can do to increase the prosocial behavior of students. They include the following:

1. **Use inductive discipline, especially victim-centered induction.** This may be one of the most powerful things educators can do to promote prosocial behavior, and has the added benefit of promoting self-control at the same time. This style of discipline encourages students to judge their behavior based on how it affects others and come to value others' well-being, reduces guilt, restores relationships, and provides an opportunity to practice prosocial behavior.
2. **Praise prosocial behavior.** While praising prosocial acts will increase prosocial behaviors, it is even more powerful to *praise the student* ("you are a helpful person") rather than the act ("that was a helpful thing to do") because this helps support students' identity formation as a prosocial person [19]. In addition, praise students in front of one another. This communicates that you value prosocial behavior, and will improve the school climate.
3. **Avoid tangible rewards** for prosocial behavior. Use of tangible rewards can undermine intrinsic motivation [1].
4. **Establish positive relationships with students.** Students who feel cared for by their teachers tend to act in a prosocial way. At-risk students particularly benefit from caring teacher-student relationships [20]. Educators build positive relationships by being sensitive to, perceiving interests of, praising and encouraging, and greeting students with pleasure, as well as coming to class well prepared and providing choice when possible.

5. **Model prosocial behavior.** Highlight virtuous acts of others, whether that be in the news, in books or movies, or other students within your school. When students witness prosocial behavior and feel they are surrounded by prosocial classmates, they in turn become more prosocial themselves [21].
6. **Promote prosocial values.** Discuss and model prosocial behavior in your classroom. Make your prosocial values explicit to students in classroom norms.
7. **Create an emotionally upbeat classroom.** Students are more likely to experience and express gratitude and engage in prosocial behavior in an emotionally upbeat classroom [22, 23]. In addition, as students become more emotionally competent they engage in more prosocial behavior. (See white papers on Emotional Regulation and Affective Perspective-taking.)
8. **Allow students to practice being prosocial.** Providing students opportunities to practice helps develop prosocial habits. This can be accomplished in small groups, everyday classroom tasks, as part of a school program, or in service learning activities.

Helpful Resources

- [The Pros of Prosocial](#)
- [Promoting Prosocial Behaviors in the Classroom](#)
- [Encouraging Prosocial Actions in Students](#)
- [What Works Clearinghouse- Caring School Community](#)
- [What Works Clearinghouse- Connect with Kids](#)

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Positive Relationships

White Paper

Written by the Prosocial Development & Education Research Laboratory⁶ at the University of Missouri for School Smart KC, June 30, 2022.

Definition of Positive Relationships

Adolescents need positive, harmonious relationships with peers, which are characterized by emotional support, warmth, mutual participation, security, and trust. Typically, friendships are the first type of relationship that come to mind when we think about positive, harmonious relationships. Though friendships are indeed important, another type of peer relationship that can influence adolescents is social status. At school, individuals are embedded within a larger, often hierarchical, social network of peers with varying degrees of social status. Researchers have identified two types of social status that affect development:

1. *Peer acceptance*, the extent to which individuals are well-liked.
2. *Popularity*, the extent to which individuals are dominant and well-known (2).

Individuals must be able to navigate these complex social networks in order to attain positive, harmonious relationships with others. In recent decades, adolescents have been tasked with not only navigating complex social relations in real life, but now they must also navigate peer relations online through digital communication and social media platforms (3).

Age Trends in Positive Relationships

Individuals' first positive relationships are typically developed with their primary caregiver. Referred to as *attachment*, these first relationships can have lasting effects on individuals' approach to relationships later in life (4). Throughout childhood, relationships with parents, siblings, other family members, and neighborhood friends tend to dominate individuals' social networks. As children move into adolescence, they begin to spend less time at home with family and more time at school and in activities with peers (5). In adolescence socioemotional reward pathways in the brain are particularly sensitive to peer approval and are highly activated in the presence of peers (8). Thus, peers are quite influential on adolescents' academic, social, emotional, and psychological development (6,7).

Research suggests that the majority of teenagers (80 to 90%) have at least one close friendship with the typical number being 2-4 close friends (14). Friendships tend to not be stable from school year to school year. One review study estimates that about half of friendships tend to be stable over time (15). Friendships are particularly powerful during adolescence. At all stages of life, but especially during the adolescent years, individuals tend to be drawn toward and form friendships with other people that are similar to them (9). This process is referred to as *selection*. Adolescents tend to form friendships with others who are similar to them, particularly in academics (10). Another process, called *socialization*, refers to the idea that as friends spend more time together, they tend to become more similar to one another. Popular media tends to paint socialization in a negative light – focusing on negative peer pressure (11). Although negative socialization does happen, peer pressure is also positive, coming from prosocial friends that are kind and try hard in school (12,13).

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When asked about their social priorities, adolescents consistently rank having popularity and approval from their peers as some of their chief concerns (17). Therefore, the behaviors of peers who adolescents believe hold social status, either through peer acceptance or popularity, can influence adolescents' own behavior as they may try to emulate these behaviors to fit in. A primary cause of social status is prosocial behavior toward others and working hard in school (18). However, some adolescents have social status may also be aggressive (e.g., spread rumors, put others down and exert physical dominance) to achieve and maintain their position of power (20).

According to the most recent survey from the Pew Research Center about social media use among teenagers (21), 95% of teens report having access to a smartphone and nearly half of teens report being online "almost constantly." Popular social media sites teens visit include YouTube, Instagram, Snapchat and TikTok. Recent research suggests that during the COVID-19 pandemic, social media was used more often and was perceived as even more important in teens' lives to stay connected with friends (22).

Important Outcomes of Positive Relationships

Positive relationships offer a context in which youth can grow, build life skills, and develop a sense of identity and confidence (1). Humans have an innate need for social connection and to feel like they belong to a social group (23). When this need goes unfulfilled, negative outcomes arise. For example, youth who report not having any close friends often also have lower self-esteem and greater feelings of depression and anxiety (24). This is likely because friendless youth lack social support systems for coping with emotions and have little opportunity to better their social skills.

Youth who are actively rejected by their peers tend to have lower academic achievement than well-liked students (27). One possible reason is that rejection from peers causes them to disengage from classroom activity. They tend to dislike and avoid school, and some eventually drop out (28). Rejected youth tend to experience more victimization, loneliness, low self-esteem, and depression than children who are accepted into the peer group (29). Feelings of rejection and loneliness are processed in the brain in a way similar to that of physical pain (25). Feelings of rejection can occur from peer interactions online as well and be just as dire (26).

In contrast, youth who have a social support network and their need for interpersonal connection is fulfilled, tend to fare much better. They tend to feel safer at school because they believe they have at least one person who will help them if they should need it (1). They feel comfortable to develop their personal identity, pursue their interests, and feel motivated in school. An important caveat pertains to social media; although social media can be an important means to foster social connections among adolescents, frequent use of social networks is associated with greater aggressive behavior, delinquency, and poorer academic achievement (30).

Research suggests that as long as students have at least one close friend, they are better able to cope with daily life at school (31). Friends offer support in the form of emotional and informational support. Emotional support includes being a source of validation, encouragement, and a space where youth can be vulnerable. Informational support can include valuable advice and help with academic and social challenges (32). Having access to this support is critical. When youth have a group of friends, they can access more and diverse sources of support and information, which increases certainty that youth can get help when they need it and that they can successfully navigate all the complexities of high school.

Youth who constantly change friend groups or who have reputations for being disloyal tend to have greater depressive symptoms (33). In some situations it may be adaptive for youth to leave friendships that cause distress or harm. When youth make adaptive choices for themselves, they build conflict resolution skills, reduce anxiety, have greater life satisfaction, and greater self-confidence (16).

Antecedents of Positive Relationships

Peer rejection among high schoolers can happen for several reasons. Aggression is one of the most common causes of rejection. However, among older youth, a distinction can be made between proactive aggression (instrumental aggression, deliberate acts used to achieve desired goals) and reactive aggression (defensive aggression, angry, emotionally charged responses to perceived frustrations) (34). Reactive aggression is viewed poorly by peers and is more likely to lead to rejection as it is seen as a sign of poor emotion regulation. Proactive aggression, on the other hand, can be viewed as strategic and does not always lead to rejection from peers (35).

Some students may be rejected because they have poor social skills. For example, they are unsure how to initiate a conversation or how to enter an on-going group activity. They lack the ability to read social cues from others, which makes forming and maintaining relationships difficult (36). Other students may be rejected due to extreme withdrawal or shyness (37).

In contrast, prosocial youth are liked by nearly everyone, have many friends, make new friends easily, are listened to, and are leaders among their peers (38). Prosocial youth display adaptive behaviors such as kindness, cooperation, sharing, listening, standing up for and including others. Prosocial behavior predicts both peer acceptance and popularity from preschool through high school (18).

Having positive relationships with other figures such as parents and teachers tends to promote better social skills and positive relationships with peers. For example, youth who are securely attached to parents tend to have high-quality friendships and a larger peer network (39). Youth who are perceived to have a positive relationship with their teacher tend to be better accepted by their peers (40).

School Implications

If you suspect a student is rejected, first watch carefully to determine if the student is actively rejected or merely neglected. These have different implications. Neglected students are likely to fare well as long as they have at least one friend. Actively disliked, rejected students need intervention. Teachers can help rejected students in these ways:

1. **Help adolescents increase prosocial behavior** (see white paper on Prosocial Behavior).
2. **Build positive a relationship with the student.** Try to find similarities and ask students about their interests outside of school way. Supportive teachers can buffer children from the consequences of rejection and from the negative effects of having delinquent friends.
3. **Cultivate a classroom environment that is cohesive rather than competitive or hierarchical.** Students are less likely to be rejected or victimized in a positive classroom.
4. **Orchestrate a more positive status for rejected or neglected students.** Students are aware of social status hierarchies in the classroom. Students' attitudes toward peers are affected by teachers' attitudes; classmates like a student better if the student has a good relationship with the teacher. Classmates' judgment of a student can depend on teachers' public praise or statements about what you admire or like about a student. Avoid public discipline because that creates a negative reputation for disciplined students in the classroom.
5. **Intervene when friendships or peer dynamics are not positive.** *Try to help adolescents mediate the situation and come to a resolution.*
6. **Recruit the help of the school counselor to provide intervention for friendless students.** Friendship-building skills can be taught (41). Some programs are more effective than others. The school counselor can support effective programs.

These approaches are especially helpful for rejected students in your classroom. However, they can be applied to and benefit all your students. Additional actions teachers can take that will help all students include:

7. **Place friends together when forming groups.** Friends are more open to exchanging ideas, listening, helping each other remember more material, and have a generally more positive

approach to schoolwork. Friends tend to work with fewer conflicts than do nonfriends. *An important caveat is to not group aggressive or deviant students together as this may lead to more disruptive behavior.*

8. ***Promote opportunities to form friendships***, particularly early in the school year through warm-up and welcoming activities in your room. *Help youth engage in extracurricular activities that provide opportunity for friendship formation, such as sports, academic clubs, etc.*
9. ***Strive to stay familiar with the latest media use***. *If there is a harmful trend spreading online, work with a counselor to implement a media literacy intervention, giving students space to share their experiences and learn how to make safe choices.*

Helpful Resources

[Why Students Need to Feel a Sense of Belonging and How To Create It: A Comprehensive Guide from Panorama Education](#)

[30 Days of Kindness challenge from Character Strong](#)

[The Lunch Bunch: A Small-Group Intervention For Building Social Skills from Panorama Education](#)

[How does social media affect how you feel? An activity from Commonsense Media](#)

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Collaboration, Cooperation, and Teamwork

White Paper

Written by the Prosocial Development & Education Research Laboratory⁷ at the University of Missouri for School Smart KC, June 30, 2022.

Definition of Collaboration

Collaboration is a complex group process built on trust, open communication, and mutual respect. Members of a group focus on shared goals and responsibility with a common understanding and values. Each team member actively participates with a sense of shared responsibility and decision making (1). Collaboration, cooperation, and teamwork require social skills to be successful such as prosocial behavior, attentive listening, willingness to compromise, openness to different perspectives, courage to try new approaches, and clear communication. In schools, collaboration often takes the form of cooperative learning, which is where students work together in groups in order to achieve a shared learning goal (e.g., peer-mediated learning, team-based learning, peer tutoring).

Age Trends in Collaboration

Children generally begin to engage in cooperation in the form of cooperative play between the ages of 4 and 5 (2). Cooperative play requires ability to exchange ideas and assign and accept roles. They must also take turns and balance when they need to listen and when to contribute. These early years of cooperative play establish the foundation of working with others to achieve a common goal.

During adolescence, students experience significant gains in their ability to think abstractly, see several sides of an issue, consider alternative possibilities, anticipate consequences, regulate their emotions and to make moral decisions (3). These developing skills promote adolescents' collaborative ability. Adolescents are more skilled than younger children at taking turns, listening to others' opinions, and resolving conflicts productively (5).

In addition to more advanced cognitive skills, there is also strong desire to interact with peers during adolescence (6). Adolescents want to form connections with others and be welcomed into the peer group (7). Having opportunities to collaborate and work together with peers can help to foster friendships and build adolescents' capacity to form other positive social relationships. During the high school years, many youth have had time to practice teamwork and collaborative skills through sports and activities (8), and thus have a foundation for applying these skills to the classroom.

Important Outcomes of Collaboration

Cooperative learning activities at school have academic benefits. During collaborative learning activities students tend to be more engaged in the activity and learn more as a result (9). As a result, they are more likely to develop a sustained interest in a topic (10), which can promote long-term intrinsic motivation (11,12). Collaboration and cooperation also lead to cognitive growth when partners arrive at a shared understanding of the situation or problem (13). Overall, cooperative learning increases academic achievement across students, subjects, and grade levels (14).

⁷ The lab is situated in the University of Missouri's College of Education and Human Development (<https://education.missouri.edu/research/prosocial>). Authors of this report are Christi Bergin, PhD, Nicole Brass, PhD, Alice Hung, MA, Madison Imler, MA, Sha-Breon Luper, MA, Lindsay Brockmeier, MA, and Afiah Fozi, MA. Contact: Christi Bergin, Lab Director, berginc@umsystem.edu or Maggie Harl, Lab Coordinator, at harlm@umsystem.edu.

Cooperative learning also promotes effective communication skills and positive relationships with peers, and reduces negative peer interactions like bullying (15). It has been linked to lower levels of stress and emotional problems. It may result in improved self-concept and confidence during social interactions (16). When cooperative learning takes place among friends it has an even greater positive impact on students' learning and social development (17).

Cooperation, collaboration and teamwork are skills needed not only in school, but also in later careers (see side bar on page 2). The National Association of Colleges and Employers (NACE) regularly maintain teamwork as one of the key competencies for being career ready, noting these skills will become more important as jobs in the global workforce increasingly require teamwork (18).

Some express concern that high-achieving students may be negatively effected by working with students who have lower academic achievement, but research actually shows that both parties benefit from working together (19). Students with lower academic achievement often benefit greatly from being with a high-achieving partner who can model good study habits and answer questions (20). High-achieving students typically do not experience declines in learning, but rather they can experience enhanced learning as they provide detailed explanations. One of the most powerful ways to demonstrate mastery of a topic is to be able to explain the topic to someone else (21); mixed-achievement groups provide this opportunity. There can also be behavioral benefits to mixed-achievement groups. In one study, 9- to 13-year-old girls were trained to be prosocial group-work partners and then paired with boys who had behavior problems. The boys' behavior improved as they learned to cooperate with their prosocial partners (22).

Negative outcomes can arise during collaborative learning when group dynamics are troublesome. It can be beneficial for students to learn to cope and resolve intergroup conflicts, but there are situations in which being in a group is not beneficial. For instance, "social loafing" in which some team members exert less effort than others can result in other members having to dominate and takeover to get the task done while the loafers learn less. Students in groups with loaders rate the experience as less enjoyable and tend to earn lower grades on the assignment (23).

Antecedents of Collaboration

Collaboration, cooperation, and effective teamwork are dependent on prosocial behavior and affective perspective taking (4). Students who can manage their emotions and respond to others with empathy and encouragement are more successful participates in collaborative activities (24).

Students who are more prosocial tend to have positive peer relationships and friends which aids in collaborative learning (15)(25). Peer groups and friendships provide an ideal context for practicing the skills needed for collaboration, including conflict management. Practicing these skills in a safe context with friends increases the probability that students transfer these experiences to cooperative learning activities.

School Implications

Educators should not assume students have adequate social skills for working with others. Educators can do several things to help student learn strong collaboration, cooperation and teamwork skills. These include:

1. **Provide students opportunity to learn collaboration skills.** Secondary students have surprisingly little opportunity to socialize in their classes. Educators can incorporate more group-based learning activities to learn and practice.
2. **Organize cooperative learning activities carefully,** using these guidelines:

- a. *Individuals and groups each need accountability.* For instance, each student has to individually turn in work, in addition to a final group product.
 - b. *Assign a role to each student.* Remind students that they each bring something unique and valuable to the task and are responsible for contribution.
 - c. *Teach students to explain rather than state.* Students who explain the reasons for their answers tend to be more successful in collaborative learning.
 - d. *Model appropriate behaviors needed for working in a group.*
 - e. *Keep group size at two to five students.* Groups of two tend to produce greater collaboration, but groups of four or five foster more discussion.
 - f. *Use open-ended tasks.* Open ended or ill-structured tasks elicit greater thinking and collaboration.
 - g. *Actively monitor groups.* Be present. Move around the room from group to group. Listen to the conversation and observe the interactions. Provide feedback, as necessary.
3. **Give students opportunity to reflect on what worked well and what did not during group learning.** Students' skills improve when they are able to critically reflect. Also, educators may need to listen carefully to these reflections and mediate when problems arise.
 4. **Create a culture in which students reinforce each others' collaborative and cooperative behavior.** In one study, as simple an act as a "thumbs up" on screen from their peers for doing something that benefited the group, rather than themselves, lead adolescents to increase in cooperative behavior [28].

In order for collaborative learning to be successful among students who are members of different social cliques or groups, educators need to put effort into reducing biases and prejudices (26). If biases and prejudices are not addressed before beginning group work, grouping students of different backgrounds may actually exacerbate perceived differences and strengthen in-group and out-group perceptions (27). Helping students learn to work with diverse others with strengthen their career development, because this skill is valued by many employers (see sidebar on page 2).

Helpful Resources

[12 Team-Building Activities for Students from Classful](#)
[Student Grouping Strategies to Maximize Engagement from Edventures](#)
[Deep Listening Activities for Academic Discussions from Edutopia](#)
[How Cooperative Learning Can Benefit your Students this Year from Edutopia](#)
[World of Difference Institute: ADL provider for anti-bias and bullying training](#)

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Conflict Resolution

White Paper

Written by the Prosocial Development & Education Research Laboratory⁸ at the University of Missouri for School Smart KC, June 30, 2022.

Definition of Conflict Resolution

Conflict Resolution is an informal or formal process that two or more parties use to find a peaceful solution to their dispute [1].

Conflict is inherent in all social relationships. Conflict occurs when the behavior of one person interferes with the goals of another person, who then resists or protests. Major and minor conflicts occur frequently at school. Conflict can be as harmless as two students disagreeing about where to sit for lunch or it can involve serious aggression. *Conflict and aggression are not the same* because aggression involves intent to harm, but conflict does not. However, conflict can be the result or cause of aggression.

Nonaggressive, day-to-day conflict – such as disagreeing which videogame to play – can be good for students because it helps them learn to negotiate and problem-solve. It helps them understand justice, fairness, and equality. It helps them refine social skills and emotion regulation. Nonaggressive conflict does not interrupt relationships or even activity much; students go back to playing or working together following conflict episodes. However, conflict can be disruptive if it is not resolved well.

There are three main types of conflict resolution: (1) *compromise*, which means to negotiate, share, or take turns, as each side concedes something; (2) *disengagement*, which means to walk away, stop the discussion, and change the activity or topic; and (3) *coercion*, which means to command or aggress so that one side submits [2].

The two goals in most conflict situations are to: (1) achieve your own aims and (2) maintain the relationship. The optimal way to resolve a conflict depends on the importance of each goal. A *constructive* conflict resolution occurs when each person is satisfied with the outcome, the relationship between them is improved, and their ability to resolve future conflicts is enhanced.

Age Trends in Conflict Resolution

The number of conflicts children have, their source, and how they resolve their conflicts change with age. From toddlerhood to young adulthood, there is a decrease in coercion that is first replaced with disengagement and finally with compromise. *Compared to preschoolers, by middle childhood students use coercion less often, and disengagement more often. The exception is that by middle childhood taking turns – which is a form of compromise – is well established.*

In adolescence, disengagement continues to be used more often than coercion or compromise. Not until young adulthood are conflicts more often resolved with compromise [2]. Despite the fact students are not able to actually enact compromise in real situations, at all ages students say they prefer compromise as a solution. Thus, preference for compromise does not translate into actual behavior until young adulthood, except for turn-taking which emerges much younger. Thus, adolescents need adults' help to use compromise effectively.

⁸ The lab is situated in the University of Missouri's College of Education and Human Development (<https://education.missouri.edu/research/prosocial>). Authors of this report are Christi Bergin, PhD, Nicole Brass, PhD, Alice Hung, MA, Madison Imler, MA, Sha-Breon Luper, MA, Lindsay Brockmeier, MA, and Afiah Fozi, MA. Contact: Christi Bergin, Lab Director, berginc@umsystem.edu or Maggie Harl, Lab Coordinator, at harlm@umsystem.edu.

Why Conflict Resolution Skills are Important

Some students master compromise at young ages, while some adults still rely on coercion. Students who have better conflict-resolution skills achieve their personal goals while also maintaining healthy relationships. Not surprisingly, such students are liked by peers more than are students with poor conflict-resolution skills. As early as preschool, well-liked students use more compromise, while rejected students use more coercion in peer conflict [3].

Students who learn to resolve conflict quickly and effectively have both social and academic payoffs. Students with good conflict-resolution skills are liked better, spend more time on-task in the classroom, and earn better grades and test scores. Students who can resolve conflict without “giving in” tend to be the most socially competent. For example, if a peer takes something of theirs, well-liked students are most likely to be assertive, politely asking for the object back, but without being aggressive. That is, effective conflict resolution does not involve caving into another, but it also does not involve escalating conflict.

Antecedents – What does science tell us about how to build this skill

Students with emotional competence tend to have better conflict resolution skills. This is because they are able to read others’ emotions and regulate their own emotions to arrive a more satisfactory compromises.

Home is a training ground for conflict resolution. Parents who develop secure attachment with their children have children who more likely to compromise and justify their side of an argument without aggravation [4]. Parents who use an authoritative parenting style model negotiation and compromise during interactions with their children. Parents who scaffold compromise during sibling conflict have children who learn better conflict resolution skills. Siblings provide substantial opportunity because sibling conflict tends to be more frequent and intense than conflict in other relationships, but also tends to involve more remorse and moral reflection [5]. However, parents who have limited resolution skills themselves cannot scaffold effective conflict resolution. When unskilled parents are trained to mediate their children’s conflicts, children develop greater emotion competence and solve conflicts more constructively [6].

School Implications

Educators can help students develop conflict resolution skills in several ways, including the following:

1. ***Be authoritative and use inductive discipline.*** When educators manage students in an authoritative way, and use inductive discipline, they model negotiation, give-and-take, fairness, and respect for others’ views.
2. ***Promote emotional competence.*** Students who can regulate their own emotions, not respond in hot-headed ways, and read others’ emotions will resolve conflicts more constructively. Students with better people-reading skills, a sense of humor, and moral judgment will resolve conflicts more constructively. Both empathy (concern for others’ perspectives) and equitable goals must be discussed. Trying to promote empathy alone may soften discord, but can perpetrate injustices that cause more conflict [7]. (See white papers on Emotion Regulation and Affective Perspective-taking for how to do this.)
3. ***Directly teach conflict-resolution skills.*** Some teachers may not feel confident about handling conflict and may opt for quick, short-term fixes to achieve peace rather than focusing on building long-term skills [8]. Sometimes it feels easier in the moment promote disengagement rather than teaching respectful compromise.
4. ***Become tuned to your students’ conflict-resolution abilities.*** Older students are less likely to seek teacher help for peer conflict than younger students. Typically, students try to resolve conflict

with coercion before going to the teacher, using the teacher only as a fallback strategy. However, it may not be wise to intervene in conflicts unless it is necessary or someone is victimized because students need the opportunity to develop conflict-resolution skills. When intervention is necessary, it is generally better to scaffold compromise and negotiation, rather than disengagement.

Conflict-resolution Education. There are specific programs designed to teach conflict resolution skills that can be part of the curriculum. Such programs might target the entire student body or only a subset of students. For example, in one urban high school, students were given the option of a reduced suspension in return for joining a conflict-resolution program. Those who chose to join the program were less likely to get a repeat suspension for fighting later, compared to a control group [9]. The program involved four 90-minute sessions on negotiation, listening, anger management, and problem-solving. Research shows that conflict-resolution education helps students use more-constructive strategies and reduces office referrals and suspensions. It is also linked to higher achievement and improved school climate. In addition, high-risk students (and their teachers!) feel less depression, less anxiety, and higher self-esteem after improving conflict-resolution skills at school. The effects may be largest for adolescents compared to younger students [10, 11].

Peer Mediation. Peer mediation programs can be useful for adolescent students because they often do not seek teacher’s help to resolve conflict. Mediation occurs when a neutral third party facilitates compromise. In schools, either a small cadre of students is trained to be the mediators for peers or the whole student body is trained. Mediation involves four steps [10]:

1. Set ground rules, like escalation of hostility is not allowed.
2. Identify the issues and define the problem.
3. Make each student’s beliefs, views, or emotions clear.
4. Find a solution that satisfies both students.

Proponents like peer mediation because it replaces punishment; punishment may stop misbehavior but does not teach students positive social skills. Peer mediation is successful in that most problems brought to peer mediators are resolved constructively. Students trained as mediators become better able to generate positive conflict resolutions. Disciplinary referrals and suspensions sometimes decline after peer mediation programs are implemented in schools. In addition, instructional time may increase because teachers do not have to spend as much time disciplining [11, 12]. However, programs must be well implemented and mediators must be well trained or they come to be viewed as negative police. Effective conflict-resolution programs result in increased academic achievement and a better school climate.

Helpful Resources

[Getting Started with Managing Classroom Conflict](#)
[Conflict Resolution Techniques You Can Use in Your Classroom](#)

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Inclusion of and Respect for Others

White Paper

Written by the Prosocial Development & Education Research Laboratory⁹ at the University of Missouri for School Smart KC, June 30, 2022.

Definition of Inclusion and Respect for Others

When students are asked what behaviors are characteristic of the most prosocial peers they know, “including others” makes the top list [1, 2]. They describe prosocial peers as befriending other youth who do not have anyone to hang out with, sit with at lunch, or pair-up with for class activities. They invite those who are alone to join their group. They are nice to everyone, not just their own clique. They treat others with kindness, dignity and respect, regardless of their social status. Thus, being inclusive to *individuals* “outside” one’s friendship circle or clique is a key prosocial skill.

Being inclusive to *groups* “outside” one’s own group is also a prosocial skill. Every student belongs to different groups – based on religion, gender, socioeconomic status, language, ethnicity, location, and so on. Being inclusive at this group level involves creating a harmonious environment that promotes respect for other groups. Prosocial students recognize group differences and strengths through a lens of humility.

Age Trends in Inclusion and Respect for Others

Compared to earlier childhood, adolescents have more advanced skills in empathy (i.e., that everyone has a unique perspective), understanding that there are multiple sides to an issue, reading social cues, and effective communication [3]. These advanced skills equip adolescents with the ability to work with and respect diverse others.

Being inclusive of others who are different from ourselves is a challenge beginning early in life. Infants pay more attention to same-ethnic faces [4]. Preschoolers prefer their own gender and group when choosing a playmate [5]. As they grow into adolescence, students tend to form friendships with others who are similar to themselves; this effect is strongest for gender, delinquency and academic achievement, but also pertains to socioeconomic status, athletic prowess, ethnicity and other attributes [6].

Over time, as adolescents become more aware of stigmas of certain groups, they can understand that they too may be stigmatized. Because high schools are typically more diverse than elementary schools, aspects of identity (e.g., ethnic-racial identity, socioeconomic status, disability status) can feel more salient and lead to more experiences of bias and prejudice [7].

Important Outcomes of Inclusion and Respect for Others

Students who are inclusive and can work successfully with others who are different from them tend to hold less negative stereotypes, form cross-group friendships, show greater empathy, and have a larger social network. They also help others feel less lonely at school.

This is important because students who feel included and respected by their peers at school tend to have higher academic achievement, enjoy school more, and report lower daily stress levels [8, 9]. In contrast, students who feel like they do not belong or are valued at school, tend to feel stress and anxiety, have

⁹ The lab is situated in the University of Missouri’s College of Education and Human Development (<https://education.missouri.edu/research/prosocial>). Authors of this report are Christi Bergin, PhD, Nicole Brass, PhD, Alice Hung, MA, Madison Imler, MA, Sha-Breon Luper, MA, Lindsay Brockmeier, MA, and Afiah Fozi, MA. Contact: Christi Bergin, Lab Director, berginc@umsystem.edu or Maggie Harl, Lab Coordinator, at harlm@umsystem.edu.

lower academic achievement, and higher rates of absenteeism and dropping out [11]. This can be exacerbated when students feel they are excluded or undervalued because of an aspect of their group identity [12].

Students with a positive ethnic identity (i.e., they feel positive about their ethnic group privately and publicly and derive their personal strength from being part of their group), are more likely to have high self-esteem, greater life satisfaction, and less likely to be depressed, anxious, or engage in risky health behaviors [13]. They tend to like school more, find it more interesting and valuable, and have lower likelihood of dropping out [14], have greater academic achievement, and attend college compared to those with weak or negative ethnic identities [15, 16].

Note that there is potential cost to strong identification with any group, which is the development of prejudice toward out-groups. Prejudice refers to negative beliefs, or feelings directed at people because of their group membership [17]. The behavioral component of prejudice, called discrimination, entails treating others differently because of their group membership. Having a positive identity of your in-group does not necessarily lead to bias, but it can highlight differences and create negative perceptions of out-groups.

Antecedents of Inclusion and Respect for Others

Students who are more prosocial are more likely to have cross-ethnic friends [10] and are preferred by others regardless of their ethnic background [10].

Home is a training ground for inclusion, just as it is for other social-emotional skills. The same factors that promote prosocial behavior in general among youth promote inclusion of others (see white paper on Prosocial Behavior). These factors include having parents who develop secure relationships with their children, who use inductive discipline when children exclude others (especially asking them to imagine being in the others' place), who model inclusion, who praise inclusive behavior, and who communicate valuing inclusion. In contrast, some children will learn discriminatory behavior in homes that model bias.

Adults at school can contribute to students' inclusive behaviors in ways that are similar to homes (see below), but schools can provide an additional asset to development of inclusive behavior. That is, they provide proximity to diverse students which can create opportunity for practicing inclusion.

The effect of school diversity is complex. For example, in ethnically diverse schools, students report feeling safer at school, report less bullying, and report feeling less loneliness [18]. In schools where an ethnic group is small, students are more likely to choose same-ethnic friends, as the small numbers drive them together through common experiences. This may be beneficial in some situations leading to higher self-esteem and lower depression for students in a numerical minority as they feel like they are not alone in their experiences [19], but it can also lead to inequitable schooling experiences (e.g., academic tracking).

School Implications

Educators can increase students' inclusiveness toward their peers in the same ways that educators promote other prosocial behaviors and build students' empathy for others (see white papers on Prosocial Behavior and Affective Perspective-taking). These include:

9. Use inductive discipline, especially victim-centered induction, when students violate inclusive norms.
10. Praise inclusive behavior.
11. Establish positive relationships with students, creating a culture of inclusion.
12. Model inclusiveness.

13. Espouse inclusive values.
14. Provide students with the opportunity to practice inclusiveness.
15. Foster personal interactions between students who belong to different groups.
16. Use cooperative learning (see white paper on Collaboration).
17. Have students practice taking the perspective of others and talking about emotions.

Educators can take additional steps to address group-level inclusiveness at school in these ways:

1. ***Help each student feel valued in your classroom.*** Communicate that all students are valued no matter what their background. Validate respect for different groups [20].
 - a. *Value the diverse groups of your students.* This can help your students develop a strong, positive social identity. Not valuing your students' social group may be sufficient to foster alienation from school regardless of whether you are overtly hostile to the group.
 - b. *Be self-reflective about your attitudes toward other groups.* For example, in one study, one-quarter of Black youth felt their teachers treated them with less respect or thought they were not as smart as other students [10]. In another study [21], girls reported that some teachers made negative comments about their mathematical, science, or computer abilities. Ensure you promote a respectful and inclusive environment.
 - c. *Take action if a student reveals they are feeling excluded.* Students will be more likely to confide in teachers when they are struggling if they believe their teacher/administration will follow through with action to help them.
2. ***Use a multicultural curriculum.*** Select books, software, posters, and samples of work that portray different groups. Comment on the contributions of diverse people to the topic at hand. Communicate appreciation for all cultures – their language, music, history, and current events. A multicultural curriculum does not consistently reduce prejudice, but it may make a small contribution and promote a spirit of mutual respect for diverse classmates [22].
3. ***Encourage participation in extracurricular activities.*** Race relations are better when the participants have equal status, and extracurricular activities such as choir and sports can provide a place where students are on equal footing [23]. Furthermore, students who participate in extracurricular activities feel greater belonging at school.

Consider using an intervention designed to reduce out-group bias. In a recent review of the effects of school-based interventions on attitudes toward out-group members (of differing background than the participants), researchers found that most programs did indeed reduce outgroup bias [24]. However, school interventions that were not grounded in anti-bias research and theory were less successful at changing students' attitudes than programs not grounded in research. Other studies guided by intergroup contact theory (i.e., that attitudes/behaviors improve with exposure to different groups) show that high school students are capable of reducing their in-group bias when they are given safe opportunities to practice doing so [25].

Helpful Resources

[Setting the Tone for Inclusion: Some Practices to Consider from the University of Michigan's Center for Research on Learning and Teaching](#)
[Establishing Respectful Relationships with Students Requires Intentional Interactions Over Time from the Network for Educator Effectiveness](#)
[Engaging in Meaningful Conversations The Need to Foster Ethnic-Racial Identity in School from American Educator](#)
[Responding to incidents that affect the teaching & learning climate from Cornell's Center for Teaching Innovation](#)

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Integrity, Trustworthiness, and Honesty

White Paper

Written by the Prosocial Development & Education Research Laboratory¹⁰ at the University of Missouri for School Smart KC, June 30, 2022.

Definition of Integrity

Integrity refers to a student’s adherence to moral principles with honesty, trustworthiness, and sincerity. Integrity is a term often used to describe the quality and consistency of one’s character (1). At school, integrity and trustworthiness can take many forms; some examples include taking personal responsibility for one’s actions, not cheating on tests, giving credit where it is due, respecting others’ privacy, standing up for others, and telling the truth even when it may be difficult.

Integrity plays an important role in social acceptance. Our impressions of others tend to be based on three main characteristics. The first is one’s moral character (e.g., having integrity, being honest, trustworthy, just, and equitable). The second is one’s prosocial behavior (e.g., kindness), and the third is one’s competence (e.g., the ability to be successful in a particular context). These three characteristics appear to be consistent in shaping our impressions of others across cultures and age groups (2). Of the three characteristics, moral character may be the most powerful indicator of our impressions of others (3).

Age Trends in Integrity

There are complex theories about how children pass through a series of stages as they gain cognitive abilities that allow them to reason about moral situations in more sophisticated ways (4). The more educated the individual, the better they are at moral reasoning. However, there is not clear evidence that enhanced ability to reason about ethics contributes to individual’s integrity or honesty; this is known as the moral judgment-action gap.

Children understand honesty at an early age. Preschoolers say that it is not acceptable to lie, however most will happily lie in self interest (i.e., “I didn’t eat the cookie”). By 6th grade, students believe lies are morally wrong because they disrupt trust and social justice (5). Adolescents are less likely to lie than elementary children (6). However, when they do lie, their lies are more effective because of their ability to manipulate others’ perceptions. (7).

When involved in a conflict between self-interest and others’ needs, teens may be *equally likely as younger children to choose a path that serves self-interest rather than one that aligns with their principles* (8)(9). Some adolescents become skilled at generating self-serving justifications for when they do not act in accord with their principles or lie (10). Thus, with age, youth may become more logical when discussing honesty and principles of integrity, but do not necessarily act with more integrity.

A frequent violation of integrity in secondary schools is academic dishonesty. It can take many forms such as copying answers for a test, lying about why homework was not turned in, and plagiarism. Incidences of cheating tend to increase across schooling. In one study, high school students reported more frequent engagement in cheating during their math class than when they were in middle school (11). In another study of 23,000 adolescents, 51% admitted they had cheated on an exam during the past

¹⁰ The lab is situated in the University of Missouri’s College of Education and Human Development (<https://education.missouri.edu/research/prosocial>). Authors of this report are Christi Bergin, PhD, Nicole Brass, PhD, Alice Hung, MA, Madison Imler, MA, Sha-Breon Luper, MA, Lindsay Brockmeier, MA, and Afiah Fozi, MA. Contact: Christi Bergin, Lab Director, berginc@umsystem.edu or Maggie Harl, Lab Coordinator, at harlm@umsystem.edu.

year, with 28% doing so twice or more, and 32% admitted to plagiarizing an assignment (12). In another study, 20 to 25% of 7th- to 11th-graders reported cheating on a science-fair entry (13). In yet another study, 89% of high school students had copied off someone else's homework within the past year (14). Despite its common place, cheating undermines fairness, equity, and trust.

Important Outcomes of Integrity

Some individual students have a stronger sense of moral identity than others. Such students are more likely to act with integrity, have fewer internalizing behaviors (e.g., stress, depression, anxiety), and fewer externalizing behaviors (e.g., delinquency, bullying, aggression) and be more engaged with school (15). They engage in less self-centered behaviors and are less likely to blame others (16). They have more confidence in themselves that they can successfully get through a task and have more adaptive responses to failure (17).

Students who do not display integrity or trustworthiness, are more likely to cheat at school and engage in risky behaviors such as criminal activity, substance use, and reckless driving (18). Academic dishonesty can also ignite and perpetuate a cycle of disengagement and amotivation throughout schooling (19).

Antecedents of Integrity

There are individual differences in honesty. Students who are tolerant of cheating, who believe "everyone else is doing it," and believe there is little consequence are more likely to cheat (14). Students who lack confidence in their academic ability, focus on comparison with other students, lack connection with school, and have low self-control are more likely to cheat than other students (26).

These individual differences are influenced by the home. Secure attachment and authoritative parenting (e.g., a balance of warmth and strictness) are both foundational to the development of integrity (20). One parenting technique that has been found to lead to adoption of positive values is inductive discipline (see white paper on Prosocial Behavior). Induction is a form of discipline in which the adult explains the need for a rule and how a misbehavior might have implications for others. Induction leads to internalization, or conscience, as children learn to do the right thing because it is right and not merely to avoid punishment. Induction promotes guilt, an emotion that inhibits immoral behavior (21). Adolescents who perceived that their parents used induction more frequently than other discipline techniques were more likely to have an advanced moral identity (22). That is, they were more likely to see themselves as a person of integrity.

Family and cultural beliefs also shape adolescents' integrity. When adolescents believe that their parents value integrity, they are more likely to adopt such values (23). Religiosity is also linked to integrity. Youth who frequently participate in religious activities are more likely to engage in charity work, disapprove of lying, and are less likely to be involved in cheating (24). Although honesty, and trustworthiness are valued across cultures, they are emphasized to varying degrees across cultures (25). Thus, students' integrity can vary by their cultural background.

School Implications

Classroom contexts can influence whether cheating occurs or not. For instance, when high school students feel heightened pressure to do well in school and do not seek to master the material, but rather to simply get a good grade, they are more likely to cheat (27). Cheating is also more common when students perceive their instructor to be disengaged, disorganized, unclear with their expectations, and when the content is uninteresting. On the other hand, cheating and other dishonest acts diminish when students perceive that their teacher truly cares about them and demonstrates strong pedagogical practices (28).

There are several practices that educators can do to promote integrity, honesty and trustworthiness among high school students. They include:

1. **Be democratic, be cooperative, and share power with students.** Create an atmosphere of mutual respect in adult-student relationships. Allow students to help make classroom rules and have a voice in decision making.
2. **Praise students who behave in accord with the virtues.** This can be done privately or publicly in school ceremonies. However, keep in mind that extrinsic rewards for virtuous behavior can be coercive and may not produce moral students, although rewards might elicit temporary compliance with school rules.
3. **Discuss honesty with students.** Be explicit that you value honesty. Reassure students that they will not be punished for honesty; they are less likely to tell the truth if they think they will be punished for transgressions.
 - a. *Have a clear policy about cheating.* Ensure this policy is understood by all students and enforce consequences fairly.
 - b. *Challenge the belief that “everybody does it.”* Define cheating and make it clear that cheating is not acceptable.
4. **Highlight virtuous role models.** Use literature with moral heroes and virtuous deeds. Emphasizing honest behavior, rather than dishonest behavior in literature is more effective at promoting honesty among students.
5. **Use inductive discipline.** Discipline is a teaching act. It is during discipline that students learn and internalize adults’ core values. Be thoughtful about what values you are communicating during discipline.
6. **Develop warm, mutually respectful teacher-student relationships.** Demonstrate care for each student and make them feel like a part of the larger school community.
7. **Emphasize a mastery-oriented classroom.** This means encouraging students to want to learn the material rather than learning simply to get a good grade. Engage student's personal interest and desire to learn. Mastery-oriented classrooms minimize competition and comparison among students.

Helpful Resources

[Creating a Culture of Integrity in the Classroom from Edutopia](#)
[Promoting Academic Integrity from Columbia University’s Center for Teaching & Learning](#)
[Can Bite-Sized Lessons Make Social-Emotional Learning Easier to Teach? From EducationWeek](#)
[25 Ways to Cultivate Intrinsic Motivation from InformED](#)
[Getting to Know your Students from Teacher Vision](#)

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Emotion Self-regulation

White Paper

Written by the Prosocial Development & Education Research Laboratory¹¹ at the University of Missouri for School Smart KC, June 30, 2022.

Emotions such as anger, happiness, and sadness are essential to human functioning. Emotions are elicited by specific events and motivate responses relevant to those events [1]. **Emotional competence** is defined as having two components: (1) the ability to regulate one’s own emotions and (2) accurately read others’ emotions. This white paper discusses emotion self-regulation.

Definition of Emotion Self-regulation

Emotion regulation is the ability to control one’s emotions by changing the intensity and duration of their emotions to achieve their goals. Regulating emotions does not always mean inhibiting what one feels, but it can also involve maintaining or augmenting emotions depending on the desired goal [1]. For instance, we may subdue anxiety in order to appear calmer (our desired goal), or we may augment anger in order to stand up to a bully. We manage our emotions through coping strategies.

Coping strategies are deliberate attempts to alter our responses when an emotion becomes overwhelming. There are two types of coping strategies: (1) problem-focused coping strategies and (2) emotion-focused coping strategies. The former focuses on changing the current situation causing the emotion and the latter focuses on changing the current emotional state. As an example of problem-focused coping strategies, a student may feel ashamed about his poor grade in Math, therefore works on practice questions. An example of emotion-focused coping strategies may be that he seeks comfort from his friends or convinces himself that a bad grade is not a big deal. The types of coping strategies serve different purposes, and the “best” strategy will vary depending on one’s perception of control. For instance, in a situation where a student believes that he has control over his own grades, problem-focused strategies may be more adaptive. However, if a student believes that his poor grades are caused by his teacher’s unfairness, which is not within his control, emotion-focused strategies may be more adaptive.

The table that follows presents common strategies students use to cope with daily emotions at school [1-3]. Educators may use this list to help them coach students in more, rather than less, constructive coping strategies. Generally, reappraisal is often the best strategy to cope with situations outside one’s control.

Common Coping Strategies

More Constructive	Less Constructive
Reappraise – try to think about the situation in a positive way, or change your goal (e.g., it’s better that I wasn’t elected to student council because I’ll have more free time now)	Aggress – to resolve the problem (e.g., grab a pencil away)
Take constructive action to improve the situation (e.g., study harder when anxious about a test)	Aggress – to release pent-up feelings (e.g., kick the chair)
Talk to friends, teachers, or parents, or pray	Use alcohol or drugs to escape the emotions, or eat “comfort” foods
Seek help from friends, teachers, or parents	Cry – to release pent-up feelings

¹¹ The lab is situated in the University of Missouri’s College of Education and Human Development (<https://education.missouri.edu/research/prosocial>). Authors of this report are Christi Bergin, PhD, Nicole Brass, PhD, Alice Hung, MA, Madison Imler, MA, Sha-Breon Luper, MA, Lindsay Brockmeier, MA, and Afiah Fozi, MA. Contact: Christi Bergin, Lab Director, berginc@umsystem.edu or Maggie Harl, Lab Coordinator, at harlm@umsystem.edu.

Exercise (for low-arousal emotions like sadness)	Cry – to elicit help from others
Relax (for high-arousal emotions like anger or anxiety)	Avoid the situation or leave; just walk away
Distract yourself or try not to think about the problem	Do nothing
	Ruminate (rehash and dwell on negative thoughts)

Age Trends in Emotion Self-regulation

Babies are born with the capacity to experience a few basic emotions (e.g., distress, anger, sadness, interest, and happiness) because emotions are important to survival. As they grow older, children experience a broader range of emotions such as pride, embarrassment, guilt, gratitude, and frustration.

Children dramatically improve in emotion regulation skills dramatically across childhood. By age 10, children have good coping abilities and can select the best coping strategies to apply in a given situation. This is because children at this age are reasonably good judges of how much control they have over a situation.

There is a prevailing stereotype or myth that adolescents are moody and negative, signaling poor emotion regulation skills. Actually, most adolescents report being fairly happy most of the time [4], although they also report feeling daily stress (due to relationships and pressure to excel academically), boredom, social discomfort, and sleepiness [2, 5]. Furthermore, adolescents report experiencing good moods and interactions, more than negative emotions [4]. In short, most adolescents are not moody or negative. However, some adolescents are frequently angry, anxious, or sad due to life experiences. Educators should address such emotional negativity as an indicator of mental health needs, rather than a “normal phase” that adolescents will grow out of.

Important Outcomes of Emotion Self-regulation

Emotions serve important functions. They help focus your attention, motivate you, and enable you to act. They also help you communicate and adhere to social norms (e.g., through guilt and embarrassment). Emotions are ever-present and constantly influencing thought [6].

Emotions influence students’ investment in and attention to a learning task, and whether they will approach or avoid the task at hand. For instance, positive emotions such as interest, happiness, and excitement promote students’ approach to a task, creativity, productivity, task performance, problem solving skills, and learning [7, 8]. This is because positive emotions energize you and open you to new experience and knowledge. Sometimes negative emotions can be adaptive at school as well. For example, a little anxiety can motivate a student to prepare for an exam.

While emotions are generally adaptive, in the extreme they can cause problems. When students are overwhelmed by too much emotion it can swamp their ability to pay attention or learn at school. For example, if a student is extremely angry over what they perceive to be unjust punishment, the student may simmer and perseverate on the incident during a math lesson and completely miss the content. Emotion regulation and executive function systems (i.e., control of our thought processes) occupy the same area in our brain [9, 10]. Intense negative emotions overburden executive functioning and hence impair a student’s ability to focus on a task [11].

Students who are better able to regulate emotions so that they can achieve their goals tend to have higher academic achievement, greater social competence, fewer emotional disorders, and are liked better by teachers and peers due to conveying positive emotions that encourage harmonious relationships [12-14].

Antecedents of Emotion Self-regulation

Children learn emotion regulation early in life through daily routine activities such as bathing, playing, and feeding. Parents who are sensitive to their children’s emotion reactions scaffold their children’s regulation skills by soothing them (e.g., rocking a sobbing toddler until they calm). In doing so, they help their children’s brains learn to dampen emotions [15]. Thus, adults scaffold and “co-regulate” children’s emotions until the child can regulate their own emotions. In typical children this occurs around age 10. However, children whose parents are insensitive and unresponsive to their emotions, or often yell at them, may have poor emotion regulation skills [16] and develop an angry, anxious or sad emotional core. Such children are likely to become adolescents with emotional disorders [17, 18].

Parents promote their children’s emotion regulation skills in five other ways: (1) responding constructively to their children’s emotions, (2) modeling good emotion regulation themselves, (3) talking about emotions so that children learn to understand emotions better, (4) coaching them in constructive coping strategies, and (5) using inductive discipline that does not overly anger or disrespect children.

Many students do not have parents who support their emotion regulation. In fact, some homes dysregulate students. Unfortunately, here is a spillover effect from home to school such that students in negative homes bring poor regulation to school (Timmons & Margolin, 2015). Educators can help such students (see below).

School Implications

Educators can help students improve emotion regulation skills in several ways, including:

1. **Coach students in specific coping strategies** from the table above. Select those that are more constructive and fit the emotion. This does not need to be an extensive conversation in most cases. For example, you might tell a student who is nervous about a presentation to just focus on you and forget the others are there. However, for students with chronic, intense emotions or dealing with trauma, a school counselor can help them develop a tool kit of coping strategies.
2. **Seize opportunities to talk about emotions.** This can occur during subject-matter lessons, while reading literature, or during spontaneous interactions among students. Students who are better able to talk about and label emotions are better at emotion regulation [19]. Perhaps this is because it fosters students ability to step out of the feeling and look upon with some distance and control [20].
3. **Create an emotionally upbeat climate at school**
 - a. Help students become more prosocial (see white paper on Prosocial Behavior).
 - b. Create positive relationships with students (see white paper on Positive Relationships).
 - c. Use inductive discipline (see white paper on Prosocial Behavior).
 - d. Occasionally play fun learning games, share jokes, unexpectedly reward the class for an achievement, celebrate good news. Positive emotions are relatively easy to generate in these ways.

It is important to notice whether individual students have appropriate emotion regulation skills. Are they chronically negative, or predominantly positive? Some students experience emotion dysregulation – either too much intense emotion or too little blunted emotion – due to abuse or other forms of trauma. School counselors can develop a support plan for such students.

Helpful Resources

[SEL For Students Self Emotion Regulation](#)
[Managing the Classroom by Teaching Emotion Regulation](#)

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Affective Perspective-Taking

White Paper

Written by the Prosocial Development & Education Research Laboratory¹² at the University of Missouri for School Smart KC, June 30, 2022.

Emotional competence refers to the ability to regulate one’s own emotions and to understand others’ emotions. This white paper discusses the second component of emotional competence.

Definition of Affective Perspective-taking

Affective perspective-taking is the ability to accurately perceive another person’s emotions. This can be described as “people reading.” Youth use this ability to read another person’s emotional expression for many purposes, including how to respond in an ambiguous situation. When youth use it in this way, it is called “social referencing.”

When affective perspective-taking includes sharing others’ feelings, we call it empathy. Empathy is an emotional state similar to what another person is feeling that results from perceiving the other’s emotions. This is not to be confused with sympathy, which is an emotional response that consists of feeling concern for others in distress. Empathy is related to emotion contagion which is when the emotion of one person causes a similar emotion in another person (e.g., you “catch” fear or humor from someone you are near).

Age Trends in Affective Perspective-taking

Almost from birth children experience empathy, emotion contagion, and social referencing. For example, infants often cry when they see someone else cry. As infants grow into adolescents, you might expect them to become substantially more empathic because of their increasing ability to read others’ emotions. However, research does *not* clearly show that they feel more strongly for someone in distress, and some studies even find a decrease in empathy with age [1, 2]. Perhaps this is because empathy competes with older children’s growing ability for self-interest.

When adolescents choose to behave empathically, their greater knowledge of others helps them respond in more genuinely helpful ways than younger children. If they see a peer in distress, they can help solve the problem or help the peer cope by reappraising the situation. They are also able to intentionally imagine the feelings of others they cannot see. This explains why some adolescents become zealous about compassionate causes, such as raising money for faraway victims of natural disasters.

Important Outcomes of Affective Perspective-taking

Affective perspective-taking skill influences success in school. Students who are good at labeling and reading others’ emotions have higher academic achievement, greater self-control, and are more cooperative [3]. They are also sought out by peers [4]. This is because they accurately interpret others’ feelings and easily establish rapport, which is a strong foundation for friendships.

¹² The lab is situated in the University of Missouri’s College of Education and Human Development (<https://education.missouri.edu/research/prosocial>). Authors of this report are Christi Bergin, PhD, Nicole Brass, PhD, Alice Hung, MA, Madison Imler, MA, Sha-Breon Luper, MA, Lindsay Brockmeier, MA, and Afiah Fozi, MA. Contact: Christi Bergin, Lab Director, berginc@umsystem.edu or Maggie Harl, Lab Coordinator, at harlm@umsystem.edu.

In contrast, students who are poor at reading emotional cues are less liked by peers. They tend to be aggressive and have behavior problems in the classroom [5]. They may confuse sad and angry expressions or not notice when others are irritated with them.

Antecedents of Affective Perspective-taking

Home influences students' ability to read others' emotions. Parents who form secure attachment with their children have children who are better able to understand others' emotions and are more empathic [6, 7]. Secure attachment may contribute to empathy because sensitive parents model empathy toward their children. In addition, attachment promotes emotion regulation ability which, in turn, promotes affective perspective-taking. This is because when students witness someone else's distress, they will feel *sympathy* if they can keep their own emotions at a moderate level, but they will feel *personal distress* if their own emotions are overly intense.

Parents also help their children understand others' emotions by talking about emotions. Some families talk a lot about emotions and some almost never do. Conversations about negative emotions are especially helpful because they focus more on the causes of emotions and involve more extensive vocabulary than conversations about positive emotions [8]. Conflict between siblings provides a rich opportunity to talk about emotions. It may seem ironic that sibling conflict contributes to children's emotional competence, but keep in mind that these are normal family conflicts, not intense conflicts. The emotions may be negative, but they are contained enough to allow (mostly) civil conversation.

Note that youth who have experienced abuse are less likely to accurately read others' emotions when compared to other students. They may be overly sensitive to negative emotions, with a bias to perceive sadness or anger in others [9, 10]. Abused children may struggle with empathy (and may not want to talk about emotions, particularly negative emotions [11]). Therapy can help traumatized youth acknowledge and cope with emotions.

School Implications

There are several strategies educators can use to help students read others' emotions more accurately. These are listed below. As a bonus, when teachers promote their students' emotional competence, not only do they become a more effective teacher, but they enjoy teaching more [12].

1. **Help students improve emotion regulation.** Factors that predict emotion regulation also predict affective perspective-taking skills (see white paper on Emotion Regulation). Pay special attention to **talking about emotions**.
2. **Use victim-centered discipline** (see white paper on General Prosocial Behavior). Victim-centered discipline is a type of induction that involves pointing out to youth during the discipline encounter how their misbehavior made someone else feel. This trains empathy in youth [13].
3. **Use emotion contagion and social referencing** to your students' advantage, such as vividly conveying enjoyment of them and of the content you teach. Students will catch your emotions. Students are more likely to catch the emotions of those they like, such as a favorite teacher. Students are also more likely to accurately read and catch the emotions of those who clearly and strongly express their emotions [14]. Unfortunately, this can also work in a negative way, such as students catching negative attitudes, so be careful what you communicate [15].
4. **Use literature to help students imagine the emotions of others.** Novels help your students experience empathy for those of other cultures and give you a context for talking about emotions [16].

Helpful Resources

[Practice Exercises: Perspective Taking](#)

Deep Reading: Using Mindfulness and Guided Imagery for Perspective Taking

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Self-Control

White Paper

Written by the Prosocial Development & Education Research Laboratory¹³ at the University of Missouri for School Smart KC, June 30, 2022.

Definition of Self-Control

Self-control is the ability to inhibit impulses, obey rules, ignore distractions, be patient, and stay focused on a task. It is required for “delay of gratification” which refers to delaying what you desire in the moment in order to get something more desirable in the long term. Students are required to exercise self-control throughout the school day.

(Students with self-control are also able to regulate their emotions, but that is addressed in another white paper, so here we focus on inhibiting impulses and delaying gratification.)

Age Trends in Self-Control

With age, children’s level of self-control and ability to delay gratification improve dramatically [1]. In fact, tasks that are used for younger children to measure self-control cannot be used in adolescents because they are too easy – such as not eating a marshmallow now in return for getting two marshmallows in 15 minutes. Self-control continues to develop through adolescence and into young adulthood as a result of growth in the prefrontal cortex of the brain. Thus, 9th graders are likely to have less self-control than 12th graders [2].

Important Outcomes of Self-Control

Secondary students with more self-control tend to have higher SAT scores and GPA. In fact, self-control may be a better predictor of GPA than intelligence [3]. Students greater self-are better able to pay attention, stay on task, and ignore distractions [4]. They are likely to have better teacher-student relationships and relationships with classmates and are more cooperative [5, 6]. They are less aggression and have fewer behavior problems.

Students with greater self-control also tend to have better physical health and lower rates of substance use, teen pregnancy, family violence, unemployment and criminal offenses, as well as better financial status in adulthood [7-9].

Antecedents of Self-Control

Several aspects of the home influence students’ level of self-control. Children whose parents develop secure attachment with them, and who are sensitive and positive toward their children have children who are likely to have high levels of self-control compared to insecurely attached children [10].

Parents who use inductive discipline are more likely to have children with high levels of self-control. Induction is a type of discipline in which an adult explains the reason for rules and points out the consequences of breaking rules. (See White paper on prosocial development) Children who are

¹³ The lab is situated in the University of Missouri’s College of Education and Human Development (<https://education.missouri.edu/research/prosocial>). Authors of this report are Christi Bergin, PhD, Nicole Brass, PhD, Alice Hung, MA, Madison Imler, MA, Sha-Breon Luper, MA, Lindsay Brockmeier, MA, and Afiah Fozi, MA. Contact: Christi Bergin, Lab Director, berginc@umsystem.edu or Maggie Harl, Lab Coordinator, at harlm@umsystem.edu.

disciplined with induction rather than other types of discipline are more likely to internalize values and obey rules even when adults are not present [11]. In contrast, power assertive forms of discipline (i.e., which the adult directly controls the child through threat of punishment or by withholding resources) tends to increase angry defiance and reduces internalization of the disciplinarian's values over the long term.

Parents who are authoritative are more likely to have children with high levels of self-control. This parenting style combines warmth with control and expectations for mature behavior in their children [12]. Such parents provide guidance, firmness, and structure [13]. They tend to use inductive discipline. They are very clear about rules or standards for behavior, and their warmth towards the children motivates the children to adopt their parents' values. In adolescence, they tend to jointly make decisions with their children, which results in greater better self-control than when parents either impose decisions or leave the decision to their children. Children of authoritative parents also tend to be highest in self-esteem, social competence, and academic achievement [14-17]. By contrast parents who are indifferent and negligent (neither warm nor controlling), or those who are permissive (warm, but not controlling) tend to have children with low self-control. Authoritarian parents (not warm, but controlling) tend to be middling in self-control.

Children in families who are religious tend to have higher levels of self-control compared to youth who are not religious, presumably due to emphasis on self-mastery [18]. Furthermore, children in families where parents monitor them tend to have higher levels of self-control. For adolescents, parental monitoring includes knowing what homework the child has been assigned, how the child spends money, where the child is, and what the child does away from home. Parents whose teens are securely attached are more likely to know what their teenage children are doing [19]. Parents with their own risk factors are less likely to monitor their children [20].

School Implications

Among the most powerful things that educators can do to promote self-control in adolescents is to use inductive discipline (see white paper on prosocial behavior). Discipline encounters are teaching moments. Educators can know whether their discipline is effective by answering the question, "What did I teach?" in a discipline encounter. If the answer is self-control, the discipline is likely to be effective.

Teachers have patterns of control and warmth that parallel parenting styles. Teachers who are most likely to promote self-control in students when they are warm and demanding. By contrast, teachers who are warm, but lax may be liked by students, but students are not likely to learn self-control (or much subject matter content) from such teachers. Nor are students likely to learn self-control from teachers who are overly controlling and use power assertion in the classroom. Effective teachers behave like authoritative parents. They are demanding, have high expectations, and are perceived as fair and caring by their students [21]. Authoritativeness applies to schools as well as to teachers. Authoritative schools have caring and helpful staff and rules that are enforced consistently and fairly. This combination of support and structure is linked to lower suspension rates, less bullying and victimization, and less racial disparity in discipline [22].

Additional actions that teachers can take to foster self-control include the following:

1. **Reduce distractions and interruptions.** For example, have procedures to address interruptions (e.g., a student arrives late), keep attractive objects out of sight, resist interrupting students who are working on a task.
2. **Provide healthy foods.** Self-control uses up glucose, the brain's fuel. Students have more self-control when they have adequate glucose supplies in their bodies [23].
3. **Directly teach self-control strategies** [24-26]. These include:

- a. Select your situation. Behavior is strongly influenced by the environment around us, so students need to select situations that help them attain their goals, such as finding study spaces without distractions.
 - b. Modify the situation if needed. For example, sit in the front of the room instead of the back or turn off the wireless connection on your computer when studying.
 - c. Look directly at the teacher during class.
- 4. Plan the schedule carefully.** Self-control is stronger earlier in the day and diminishes as the day goes on [27]. Self-control is also easily fatigued at any time of day. Avoid demanding more self-control than students can maintain without a break. The part of the brain responsible for self-control is less capable just after it has been exercised [28]. However, it is also good to stretch students a little. Self-control is like a muscle and becomes stronger when it is exercised, unless it hits a point of fatigue [23, 29].

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Goal Setting & Attainment

White Paper

Written by the Prosocial Development & Education Research Laboratory¹⁴ at the University of Missouri for School Smart KC, June 30, 2022.

Definition of Goal Setting & Attainment

A *goal* can be defined as the desired outcome in which effort is directed (1). Essentially, a goal is a target that you may pursue following a specific motivation, or “why” you are moving in that direction (2)(3). While goal setting applies to activities that range from sports to career planning to art, goals that are specific to school settings are known as achievement goals (4). There are two kinds of achievement goals: *mastery goals* and *performance goals*. Students with a mastery goal approach perceive ability as malleable and dynamic. Such students will enjoy challenges, want to learn new things, and focus less on their own performance in comparison to other people. One key characteristic of a mastery approach is how individuals use themselves as a point of comparison (e.g., “Am I doing better than I used to?”). In contrast, students with a performance approach focus on their desires to appear competent in front of others. Between the two approaches, youth with a mastery approach tend to have higher intrinsic learning motivation and self-efficacy, are not afraid of making mistakes, and feel more optimistic – which promotes learning (4-6)

In the context of SEL, it is also important to discuss prosocial goals. *Prosocial goals* refer to the desire to perform behaviors that will benefit others. For instance, in a school context, students may desire to create and maintain friendships as well as build good student-teacher relationships.

Age Trends in Goal Setting & Attainment

Children begin to develop mastery and performance-approach goals in middle childhood. As they grow older, teenagers develop a more consistent orientation that leans toward either mastery or performance-oriented goals. At this age, youth are also capable of deliberately setting and monitoring their own goal attainment.

Important Outcomes of Goal Setting & Attainment

Setting goals increases students’ academic performance because of the effort and persistence toward achieving that specific target (7). For example, in one study students who set a goal to perform better than they did on a test achieved a significantly higher score than students who did not set a goal (8). Why does goal setting improve performance? Goals help students focus, resist distractions, persist, and overcome obstacles.

In social domain, students who hold prosocial goals, compared to those who do not, are more likely to enact prosocial behavior. Their increased prosocial behavior, in turn, leads to increased academic achievement and social acceptance in the classroom. Students who hold prosocial goals toward others are more positive, engaged, collaborative, and well-liked in the classroom (16). Prosocial goals are not only manifest as helpful, sharing, and encouraging behavior toward their peers, but also as cooperative and supportive behavior toward their teacher (9).

¹⁴ The lab is situated in the University of Missouri’s College of Education and Human Development (<https://education.missouri.edu/research/prosocial>). Authors of this report are Christi Bergin, PhD, Nicole Brass, PhD, Alice Hung, MA, Madison Imler, MA, Sha-Breon Luper, MA, Lindsay Brockmeier, MA, and Afiah Fozi, MA. Contact: Christi Bergin, Lab Director, berginc@umsystem.edu or Maggie Harl, Lab Coordinator, at harlm@umsystem.edu.

Interestingly, students who pursue both prosocial and achievement goals are more likely to perform better in school compared to students who only pursue one type of goal (2). This is because school is not only a place for academic learning, but is also a highly social environment that involves building positive relationships with peers and teachers.

Antecedents of Goal Setting & Attainment

Not all goals are equally effective. Attributes of effective goals are:

1. Specific, concrete (e.g., I will recruit 3 kids into our club vs. I will be a better friend)
2. Challenging, but attainable
3. Divided into subgoals that lead to the overarching goal
4. Monitored for progress
5. Committed (e.g., writing them down or having an accountability partner helps)
6. Accompanied by feedback
7. Accompanied by implementation plans (7-11)

In one study, when high school Spanish students set goals using some of these techniques, their language learning improved over several years (12).

School Implications

Educators can teach students how to set high quality goals. They can do this through a didactic lesson on the attributes of effective goals (above), or through establishing processes for goal setting that incorporate these processes. For example, one teacher created a form in which students wrote their current grade, their desired grade, whether they had completed each learning task, and what had helped or prevented them from reaching their goal.

In the academic domain, educators can encourage learning by promoting mastery approach goals rather than performance approach goals. Teachers do this by telling students that talent and ability can be achieved if you work hard, and that making mistakes is part of the process. In contrast, teachers promote performance goals when they emphasize demonstration of ability rather than development of ability. They can also emphasize relevance of a learning task. Students tend to be interested in setting a goal if the topic is perceived as relevant to them. Teachers can have the *students* generate reasons why a topic might be relevant to them or someone they know (13). This may lead to low-ability students feeling greater interest and performing well academically (14).

In the social domain, educators can create environments that support prosocial goals (1). Educators may do this by creating positive teacher-student relationships, being warm and caring, and communicating prosocial values (16). There are at least three ways that educators may communicate valuing prosocial behaviors:

1. **Make your prosocial values clear, transparent, and ever-present.** Repeat your prosocial values often and publicly to your students. Make them part of your class or school norms.
2. **Discipline strategically.** What you discipline students for conveys your values because you discipline students when they violate core values. For example, disciplining students because their behavior disrupted or harmed another conveys that you value others' well-being. By focusing on others' wellbeing while disciplining, educators can help students internalize respect and caring for others (18).
3. **Praise students for prosocial behavior.** Praise for prosocial behavior from respected others increases prosocial behavior among preschoolers to adolescents (19, 20). However, one has to be careful about the use of rewards which can sometimes feel controlling rather than supportive (1). Generally praise is perceived as less controlling compared to tangible rewards.

Some SEL programs, such as the *Leader in Me*, has students establish personal and school-wide shared prosocial goals around serving others in the school as students take on leadership roles (21).

Academic and prosocial goals tend to be mutually reinforcing. Students who pursue both types of goals are more likely to have higher academic achievement. Thus, educators may promote both types of goals among students simultaneously for added benefit.

Helpful Resources

- [The Leader in Me is an SEL program with strong emphasis on goal setting.](#)
- [How to help teens set effective goals.](#)
- [Goal Setting Activities for Students.](#)

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Healthy Self-Esteem

White Paper

Written by the Prosocial Development & Education Research Laboratory¹⁵ at the University of Missouri for School Smart KC, June 30, 2022.

Definition of Healthy Self-Esteem

Self-esteem refers students' general feelings of worth. Students can have different self-concepts in different domains such as athletics, academics, or relationships (e.g., I'm good at math, but not at car mechanics) [1]. These different self-concepts form part of a global self-concept. Self-esteem and *global* self-concept are often considered to be the same. The term "healthy" self-esteem is deliberately used, rather than "high" self-esteem because bullies, narcissists, and others can have high self-esteem that is unrealistic and destructive.

Age Trends in Healthy Self-Esteem

Young children generally have overly optimistic self-assessments (e.g., a 5-year-old might announce he is the best on his soccer team, even though he cannot kick the ball). However, as children grow older their self-concepts become more realistic partly due to their growing ability to accurately compare themselves with others [2]. Still, adolescents generally tend to have inflated self-concepts. This may be adaptive because when adolescents become particularly critical of themselves, they run the risk of developing depression and other mental health issues [3].

Important Outcomes of Healthy Self-esteem

Some adolescents have higher self-esteem than others and this attribute is fairly stable, meaning those with higher self-esteem are likely to stay that way [4]. Students with higher self-esteem tend to have higher grades [5]. Overall this effect is small, but as you might expect it becomes larger when specific domains are considered. That is, high mathematical self-concept predicts mathematics grades and test scores, but *global* self-concept correlates weakly with mathematics achievement [6].

Students with high self-esteem tend to be happier and are more likely to graduate from college and have stable employment [5, 7, 8]. In contrast, students with low self-esteem tend to be more aggressive [9] and have more depression and anxiety [10, 11]. They may be overly vulnerable to peer approval and may hang out with peers who confirm their negative self-concepts.

Does high self-esteem *cause* these positive outcomes, perhaps by motivating students to try harder in the face of challenges? Or do these positive outcomes *cause* high self-concept? The answer appears to be both; that is, the effect is bidirectional [12, 13].

Note that it is possible to have *unrealistically high self-esteem*. This is often characteristic of bullies who may be narcissistic, feel superior and think they are more likable than others see them [14, 15] and more deserving than their victims [16]. Bullies leverage high self-esteem into confidence to attack their victims. Bullies' self-esteem is based on power. However, for some, their self-image is fragile, so they may act

¹⁵ The lab is situated in the University of Missouri's College of Education and Human Development (<https://education.missouri.edu/research/prosocial>). Authors of this report are Christi Bergin, PhD, Nicole Brass, PhD, Alice Hung, MA, Madison Imler, MA, Sha-Breon Luper, MA, Lindsay Brockmeier, MA, and Afiah Fozi, MA. Contact: Christi Bergin, Lab Director, berginc@umsystem.edu or Maggie Harl, Lab Coordinator, at harlm@umsystem.edu.

aggressively to protect their self-image [17, 18]. These students' self-image is grandiose and vulnerable at the same time. Gaining respect and admiration are all-important.

Antecedents of Healthy Self-esteem

There are two major antecedents of healthy self-esteem. First, having competence in domains that are valued in the adolescents' community. If feedback and social comparison makes it clear that an adolescent is good at particular activities, they tend to have a high self-concept for those activities [13].

The second major antecedent of healthy self-esteem is being cherished by people who are important to the adolescent. Youth who are securely attached to and feel cared for by their parents or other caregivers and teachers tend to have healthy self-esteem. Secure attachment results in children developing a working model of the self as valued and capable. In contrast, adolescents who have insecure attachment with their parents tend to develop low self-esteem as they try to please their parents but seldom succeed. They may become under achievers who are depressed or anxious to please, or over achievers who are trying to win parental regard through their achievements as workaholics or perfectionists.

School Implications

Educators can help students develop healthy self-esteem through the two key mechanisms discussed above. *Help students develop genuine competence in areas that are valued by the students, their families and their cultures.* Do not lie to students by telling them they are doing well when they are not, just to protect their self-esteem. Instead, give them constructive feedback about the progress they have made and specific steps they need to make to become more competent.

Communicate to students that you value and care about them. Students are vulnerable to the stories we tell them about themselves. Convey that you think they are worthy of esteem. You can also improve their acceptance and status among their peers, which will enhance their self esteem (see white paper on Positive Relationships).

It is important to note that *programs to enhance self-esteem that simply make aggressive students feel more entitled could lead to more aggression.* Programs that help students learn skills and feel cared for will be more productive.

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Appendix C.

A Meta-Analysis on the Effectiveness of School-Based Social Emotional Learning Programs on K-12 Students' Prosocial Behavior

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Overview

Social and Emotional Learning (SEL) is the deliberate attempt of schools to help students' build social and emotional competencies. There has been increasing interest in SEL programs over the past two decades. That interest has accelerated following the COVID-19 pandemic due to concerns about student social-emotional well-being, mental health and behavioral issues. To address those concerns, the U.S. government targeted SEL programs as part of the Elementary and Secondary School Relief funds. This meta-analysis addresses the effect of SEL on students' prosocial behavior. The purpose of a meta-analysis is to statistically examine the results of multiple independent studies. Data is pooled across the studies and then tested for overall trends and statistical significance.

Prosocial behavior is defined as behavior intended to benefit others and promote harmonious relationships, such as helping, kindness, and cooperation. It is a critical competency that promotes school and career success, and protects against emotional, behavioral, and health problems.

Eligibility Criteria

A first step in a meta-analysis is to determine which studies to include or exclude from the analysis. In this meta-analysis studies were retained based on the following criteria. First, studies had to include an analysis of the effects of SEL programs. Second, the SEL programs evaluated within studies had to be school based, in that they were delivered or implemented before, during, or after school, at school settings. Third, the SEL programs evaluated within studies had to target student outcomes (i.e., not teacher's or others' outcomes). Fourth, studies had to contain an outcome assessment of prosocial behavior. Fifth, only studies conducted among K-12 students were included because social-emotional learning programs that target younger or older populations (e.g., preschoolers, college students) may have significantly different contexts or goals. Sixth, studies had to provide appropriate and adequate statistical information to calculate an effect size. Seventh, studies had to be available in English.

Literature Search Procedures

A thorough literature search was conducted by trained undergraduate and graduate students and postdoctoral fellows. See the flowchart for details.

Coding

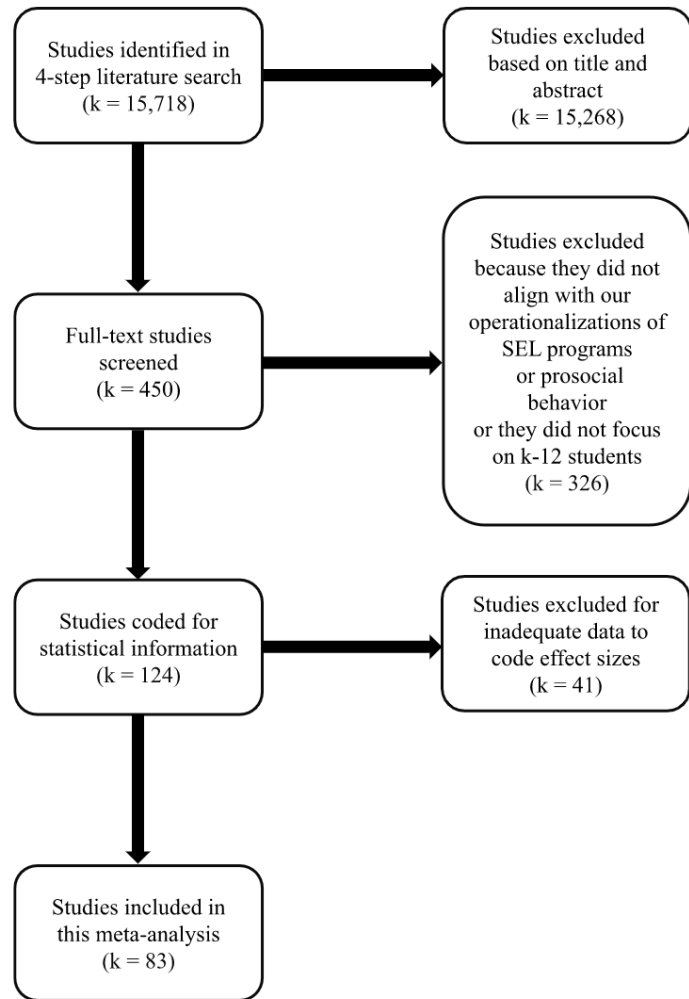
Each study in a meta-analysis must be coded on specified attributes. The primary association between SEL program participation and K-12 students' prosocial behavior in each study was numerically coded. A series of moderating variables were also categorically coded, since these may help explain for whom or in which contexts SEL programs are especially related to prosocial behavior. We coded the following

as moderating variables: school level (i.e., elementary, middle, high), student gender (51% or more female, 50% female, or less than 50% female), student SES (qualified for free or reduced lunch or not), target of intervention content (students, teachers, others), number of intervention sessions (numerical), and intervention duration (3 weeks or less, 1-5 Months, 6-9 months, more than one school year).

Results

Comprehensive Meta-analysis III (CMA) software was used to analyze the data. Overall, there was a statistically significant, small-to-moderate, positive effect between SEL program participation and K-12 students' prosocial behavior ($r+ = .202$, 95% CI [.152-.252], $p < .001$, $k = 245$; $I^2 = 94.768$; $\tau^2 = .133$). This means that of the 245 outcomes related to prosocial behavior in the selected 83 studies, the effect size ($r+$) is .202 and is statistically significant. The other values ($I^2 = 94.768$; $\tau^2 = .133$) are related to the estimate of between-study heterogeneity which is an indication of the goodness fit of our random effect model. In summary, participating in school-based SEL programs is associated with increased prosocial behavior among K-12 students.

To examine SEL program effectiveness on prosocial behavior among different school levels, we conducted a subgroup analysis (see Table 1). Overall, there was statistically significant difference for school level (e.g., all, kindergarten, elementary, secondary, and not specified) with $p_{\text{subgroup}} < .001$. The mean effect for kindergarten is significant with a larger positive effect ($g = .731$, 95% CI [.520-.943], $p < .001$), the mean effect for elementary school is significant with a smaller positive effect ($g = .128$, 95% CI [.061-.196], $p < .001$), the mean effect for secondary school is also significant with a smaller positive effect ($g = .144$, 95% CI [.040-.247], $p < .001$), and the mean effect for all school type is significant with a larger positive effect ($g = .516$, 95% CI [.363-.669], $p < .001$). However, studies that did not specify school level had a non-significant effect size.



Conclusions

We found that across 246 study results at all school levels, there was a positive effect of SEL on K-12 students' prosocial behavior. When we drilled down to examine the 60 studies that focused on secondary schools, again we found a positive effect. This is important because in a review of non-academic interventions aimed at other outcomes (e.g., prevention of bullying, teen pregnancies, drug use, violence, truancy), Yeager [1] argued that they have small, null, or even iatrogenic effects for adolescents compared to younger students (see also [2, 3]). Our meta-analysis suggests that SEL programs can be effective at promoting prosocial behavior in adolescents.

Yeager further argues that specific attributes of SEL programs may lead to different degrees of effectiveness. In particular, programs that are least likely to be effective with adolescents (1) use a curricular (i.e., didactic, lesson-based) approach, (2) are originally designed for younger students then simply adapted to secondary students, and (3) do not make adolescents feel respected (e.g., begin with the premise that students are skill deficient and need to be “fixed”). Yeager argues that effective SEL programs for adolescents should make them feel respected, accepted, competent, and a contributor to the good of their community. The approaches used in prosocial education focus on these program characteristics [4]. Our next step for the meta-analysis is to drill down further to examine the effect size of specific characteristics of SEL programs that promote adolescents’ prosocial behavior.

Table 1. Subgroup analysis for program effect size

	K	g	95%CI		p	p _{subgroup}
			Lower	Upper		
<u>School Level</u>						.000
Kindergarten	14	.731	.520	.943	.000	
Elementary	135	.128	.061	.196	.000	
Secondary	60	.144	.040	.247	.006	
All	23	.516	.363	.669	.000	
Not specified	13	.056	-.016	.276	.616	

Note. k = number of studies outcomes, g = effect size of each school level, CI = confidence interval

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