

# How are SEL Standards Structured?

A Few State Examples

## Illinois Learning Standards

---







### ***Social/Emotional Learning (SEL)***

The standards describe the content and skills for students in grades K - 12 for social and emotional learning. Each standard includes five benchmark levels that describe what students should know and be able to do in early elementary (grades K - 3), late elementary (grades 4 - 5), middle/junior high (grades 6-8), early high school (grades 9-10), and late high school (grades 11-12). These standards build on the Illinois Social/Emotional Development Standards of the Illinois Early Learning Standards.

These standards have been developed in accordance with Section 15(a) of Public Act 93-0495. This Act calls upon the Illinois State Board of Education to "develop and implement a plan to incorporate social and emotional development standards as part of the Illinois Learning Standards."

#### **Introduction**

#### ***Goals***

- Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.  [RTF](#)  [PDF](#)
- Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.  [RTF](#)  [PDF](#)
- Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.  [RTF](#)  [PDF](#)

#### **Acknowledgements**

### Social Emotional Learning Standards

<b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b>	<b>Why this goal is important:</b> Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.
--	--

Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
<b>A. Identify and manage one's emotions and behavior.</b>	<b>1A.1a.</b> Recognize and accurately label emotions and how they are linked to behavior.	<b>1A.2a.</b> Describe a range of emotions and the situations that cause them.	<b>1A.3a.</b> Analyze factors that create stress or motivate successful performance.	<b>1A.4a.</b> Analyze how thoughts and emotions affect decision making and responsible behavior.	<b>1A.5a.</b> Evaluate how expressing one's emotions in different situations affects others.
	<b>1A.1b.</b> Demonstrate control of impulsive behavior.	<b>1A.2b.</b> Describe and demonstrate ways to express emotions in a socially acceptable manner.	<b>1A.3b.</b> Apply strategies to manage stress and to motivate successful performance.	<b>1A.4b.</b> Generate ways to develop more positive attitudes.	<b>1A.5b.</b> Evaluate how expressing more positive attitudes influences others.

# **Illinois Learning Standards**

## ***Stage A - Social Emotional Learning (SEL)***

### ***Goals, Standards and Descriptors***

---

#### **Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.**

##### **1A — Identify and manage one's emotions and behavior.**

1. Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in "feeling faces" or photographs.
2. Name the emotions felt by characters in stories.
3. Identify ways to calm yourself.
4. Describe a time you felt the same way a story character felt.
5. Discuss classroom and school rules.
6. Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.

##### **1B — Recognize personal qualities and external supports.**

1. Identify things you like to do.
2. Identify the values that help you make good choices.
3. Identify the people who can give you the help you need.
4. Describe things you do well.
5. Identify reliable adults from whom you would seek help in an emergency.
6. Describe situations in which you feel confident.
7. Describe situations in which you feel you need help.
8. Demonstrate a special skill or talent you have.

##### **1C — Demonstrate skills related to achieving personal and academic goals.**

1. Recognize the relationship between what you want to accomplish and setting goals.
2. Explain the various aspects of being successful in school.
3. Describe a behavior you would like to change.
4. Give an example of an academic goal you could set for yourself.
5. Give an example of a personal goal you could set for yourself.
6. Divide a goal you have set into manageable steps.

**Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals**

**A. Understand and practice strategies for managing thoughts and behaviors.**

K-2	<ol style="list-style-type: none"> <li>1. Identify and demonstrate techniques to manage common stress and emotions.</li> <li>2. Identify and describe how feelings relate to thoughts and behaviors.</li> <li>3. Describe and practice sending effective verbal and non-verbal messages.</li> <li>4. Recognize behavior choices in response to situations.</li> </ol>
3-5	<ol style="list-style-type: none"> <li>1. Identify and develop techniques to manage emotions.</li> <li>2. Distinguish between facts and opinions.</li> <li>3. Describe cause/effect relationships.</li> <li>4. Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism, violence)</li> <li>5. Describe consequences/outcomes of both honesty and dishonesty.</li> <li>6. Describe and practice communication components (for example, listening, reflecting, responding).</li> <li>7. Predict possible outcomes to behavioral choices.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. Identify multiple techniques to manage stress and maintain confidence.</li> <li>2. Distinguish between facts and opinions, as well as logical and emotional appeals.</li> <li>3. Recognize effective behavioral responses to strongly emotional situations.</li> <li>4. Recognize different models of decision making (for example, authoritative, consensus, democratic, individual)</li> <li>5. Recognize cause/effect relationships.</li> <li>6. Recognize logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization.</li> <li>7. Practice effective communication (for example, listening, reflecting, responding).</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. Identify and evaluate techniques to successfully manage emotions, stress and maintain confidence.</li> <li>2. Analyze accuracy of facts/information/interpretation.</li> <li>3. Evaluate quality of support for opinions.</li> <li>4. Evaluate logical and emotional appeals.</li> <li>5. Analyze cause/effect relationships.</li> <li>6. Analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion, and rationalization.</li> <li>7. Apply effective listening skills in a variety of setting and situations.</li> <li>8. Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems, receiver problems).</li> </ol>



# ***Policy 4373 Electronic Manual***

## **WEST VIRGINIA MANUAL FOR EXPECTED BEHAVIOR IN SAFE AND SUPPORTIVE SCHOOLS (Policy 4373)**

### **Introduction**

#### **Chapter 1: EXPECTED STUDENT DISPOSITIONS**

Section 1. Rationale for Developing Valued Dispositions

Section 2. School and Community Social Skills Standards

Crosswalk for 21st Century Content Standards and Objectives for West Virginia Schools

Standard 1: Self-awareness and Self-management

Standard 2: Social-awareness and Interpersonal Skills

Standard 3: Decision-making Skills and Responsible Behaviors

#### **Chapter 2: STUDENT RIGHTS AND RESPONSIBILITIES**

Section 1. The Right to a Thorough and Efficient Education

Section 2. Student Inquiry and Expression

Section 3. Non-curriculum Related Student Groups

Section 4. Extra-Curricular Activities

Section 5. Privacy

Section 6. Protection from Unreasonable Searches and Seizures

Section 7. Child Abuse Prevention

#### **Chapter 3: PLANNING FOR POLICY IMPLEMENTATION**

Section 1. Conceptual Framework

Section 2. Responsibilities of the West Virginia Department of Education

Section 3. Responsibilities of the Regional Education Service Agencies

Section 4. Responsibilities of County Boards of Education

Section 5. Responsibilities of Schools

#### **Chapter 4: INAPPROPRIATE BEHAVIOR AND MEANINGFUL INTERVENTIONS AND CONSEQUENCES**

Section 1. Addressing Inappropriate Behavior with Meaningful Interventions and Consequences

Section 2. Inappropriate Behaviors: Codes, Definitions and Interventions and Consequences

Level 1 Inappropriate Behaviors

Level 2 Inappropriate Behaviors

Level 3 Inappropriate Behaviors

Level 4 Inappropriate Behaviors Prohibited

Section 3. Use of Physical Punishment

## **Standard 2: Social-awareness and Interpersonal Skills**

Social-awareness involves recognition of the thoughts, feelings and perspectives of others, including those that are different from one's own. Interpersonal skills involve cooperating, communicating respectfully and constructively resolving conflicts with others. Both are essential for building and maintaining positive relationships that are essential to success in school and life.

<b>Grades PK-1</b>	<b>Social-awareness and Interpersonal Skills</b>
Objectives	Students will:
PK-1.2.01	Recognize and accept individual differences in others.
PK-1.2.02	Recognize that others may experience situations differently from oneself.
PK-1.2.03	Use listening skills to identify the feelings and perspectives of others.
PK-1.2.04	Describe positive qualities in others.
PK-1.2.05	Identify ways to work and play well with others.
PK-1.2.06	Demonstrate appropriate social classroom behavior.
PK-1.2.07	Identify problems and conflicts commonly experienced by peers.
PK-1.2.08	Identify approaches to resolving conflicts constructively.

<b>Example Behaviors that Document Mastery of Social-awareness and Interpersonal Skills</b>		
Individual Behavior: <ul style="list-style-type: none"><li>• Speak in a tone of voice appropriate for the situation</li><li>• Engage in age-appropriate transition activities</li><li>• Demonstrate positive dispositions for interacting with peers and adults</li></ul>	Initiative Interaction: <ul style="list-style-type: none"><li>• Greet peers positively</li><li>• Ask other children to play</li><li>• Take turns in games and activities</li><li>• Borrow from peers</li><li>• Compliment others</li><li>• Appropriately garner attention</li></ul>	Responsive Interaction: <ul style="list-style-type: none"><li>• Accept consequences for inappropriate behavior</li><li>• Engage in turn-taking with peers</li><li>• Smile when encountering acquaintances</li><li>• Express empathy for others</li></ul>



Massachusetts Standards for Preschool and Kindergarten

## **Social and Emotional Learning, and Approaches to Play and Learning**

June 2015

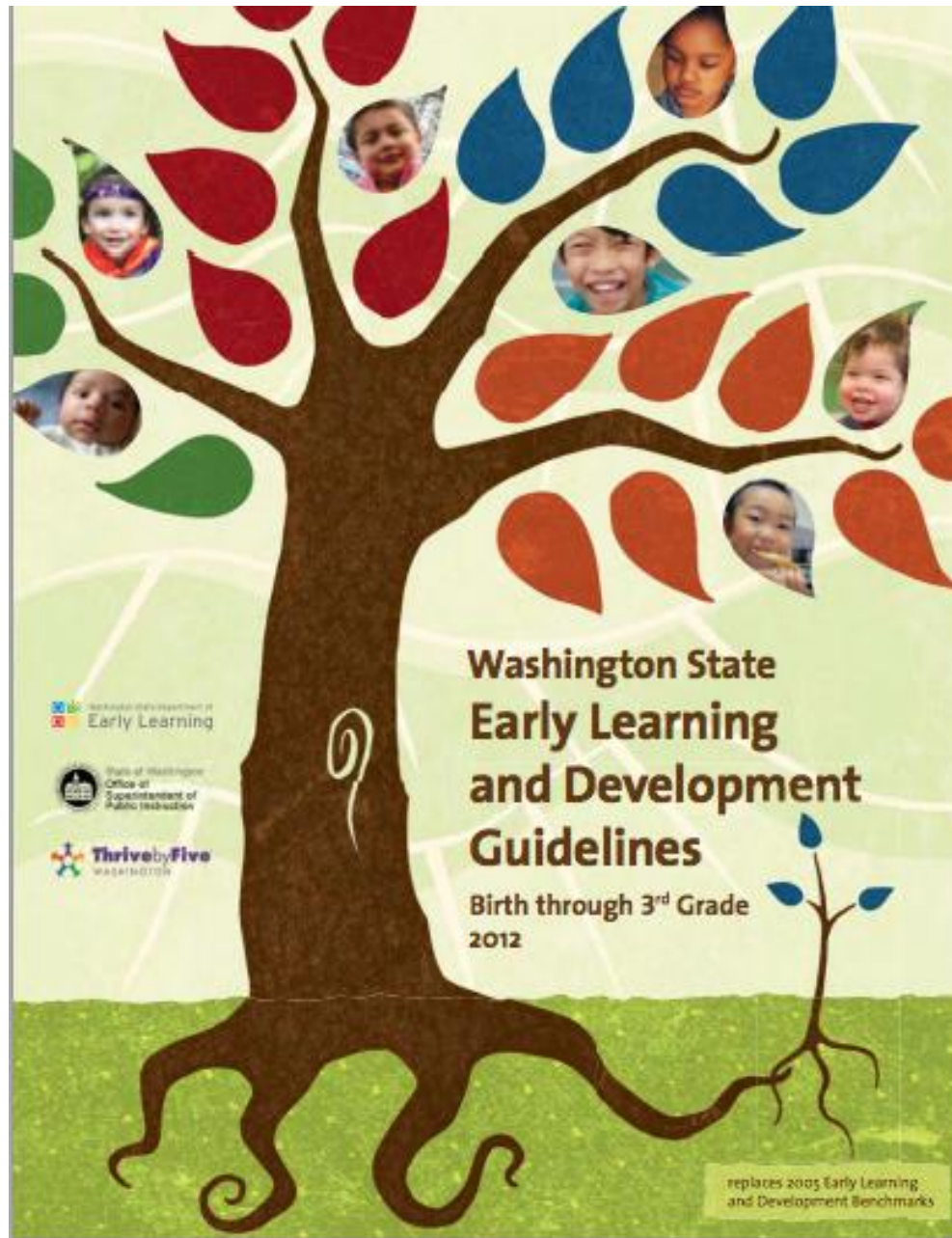




## SEL 6: RESPECT FOR OTHERS

Respect means seeing and honoring the value in others. Showing respect means acting in a way that demonstrates care about others' feelings and well-being through courtesy, consideration, and appreciation. Its foundation is in identifying and appreciating one's own strengths and vulnerabilities (Galinsky, 2010) and applying that understanding to other people. As children gradually begin to understand themselves in a broader context, they begin to recognize and respect differences such as race, culture, language, abilities, and family structures. Embracing differences and recognizing commonalities contributes to empathy, reduces bias, and greatly lessens the likelihood of bullying behaviors. Children gain knowledge of social conventions in various contexts through adult and peer modeling.

<b>Standard SEL6: The child will recognize diversity and demonstrate respect for others.</b>	
<b>Examples of Evidence</b>	
<b>By the end of Preschool, a child may...</b>	<b>By the end of Kindergarten, a child may...</b>
<ul style="list-style-type: none"><li>» demonstrate awareness of commonalities and differences among people (e.g., gender, race, ability/disability, language, family structure).</li><li>» demonstrate interest in or curiosity about others' families, languages, and cultures.</li><li>» begin to understand that different people have different abilities.</li><li>» begin to understand that different people may have different ideas, desires, and perspectives.</li><li>» with some support, show respect for others by using social conventions (e.g., saying "please/thank you"; listening when others speak).</li><li>» with support, balance own needs with others' needs (e.g., sharing materials, asking for a turn).</li></ul>	<ul style="list-style-type: none"><li>» acknowledge and identify commonalities and differences among people (e.g., race, culture, language, abilities, etc.).</li><li>» communicate differences in families, languages, and cultures, in positive ways.</li><li>» identify and appreciate the abilities, skills, and qualities of others.</li><li>» accept the validity of others' perspectives, ideas, and motivations (i.e., they are not "wrong," just different).</li><li>» show respect for others by using social conventions (e.g., raising hand to speak, taking turns, respecting authority).</li><li>» independently balance own needs with needs of others (e.g., sharing, dividing materials, giving up an object, moving to make space for another).</li></ul>
<b>Each child may require differing levels of support based on ability, learning style, culture, family, and experience to progress developmentally.</b>	



## 2. Building relationships

### ↓ Children may ...

#### **Interactions with peers and others**

---

- Work cooperatively with peers in small and large group activities. Understand there are differences in skill and ability among peers.
- Understand that there are different points of view among peers and others.
- Work independently and in a group.
- Have a better understanding of others' feelings.

#### **Social behavior**

---

- Understand respectful ways to communicate with others and respect personal space.
- Help self and others make responsible decisions.
- Be willing to stand up for others.

#### **Problem solving, conflict resolution**

---

- Understand and use basic steps for resolving conflict.

### ↓ Ideas to try with children ...

#### **Interactions with peers and others**

---

- Give child opportunities to practice working alone on a task, with someone else or with a group.

#### **Social behavior**

---

- Share examples of how friends can help each other make responsible decisions (e.g., encourage a friend not to cheat on homework).

#### **Problem solving, conflict resolution**

---

- Talk about using respectful communication (e.g., use appropriate words and respect others' space).
- Role-play positive ways to resolve conflict.