

## Social and Emotional Competencies – Grades PreK-12

	PreK	K-2	3-5	6-8	9-12
<b>Self-awareness, Self-management Skills</b>	<ul style="list-style-type: none"> <li>• Begins to identify own emotions and direct connections that lead to emotions</li> <li>• Labels simple overt emotions in others</li> <li>• Expands beyond primary coping strategies; demonstrates patience and self-restraint</li> <li>• Shows responsibility for belongings, materials, and tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies feelings that most people experience</li> <li>• Labels positive and negative emotions in others</li> <li>• Recognizes and resists inappropriate behaviors (impulse control)</li> <li>• Learns and uses several self-management skills, including self-calming, verbalizing rather than enacting anger, verbalizing frustration and/or sadness, and displaying patience</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies observed emotions in self and others</li> <li>• Identifies strategies for coping with strong emotions</li> <li>• Communicates rudimentary refusal skills</li> <li>• Accepts failure or frustration and continues effort</li> <li>• Discontinues emotional expression that seems to upset others</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and reflects on feelings</li> <li>• Recognizes stressful situations</li> <li>• Identifies coping strategies that are self-enhancing and other-enhancing, and strategies that are self- and other-destructive</li> <li>• Identifies own strengths and weaknesses and sets appropriate and realistic goals</li> <li>• Identifies his or her own values and how they are similar or different from others in practice</li> <li>• Identifies assumptions held about others</li> <li>• Shows awareness of how their experiences are like and unlike people from other communities</li> </ul>	<ul style="list-style-type: none"> <li>• Understands and expresses personal needs</li> <li>• Analyzes situations to separate one's own needs and feelings from peers and adults</li> <li>• Seeks information to develop one's own values and perspective</li> <li>• Independently initiates and manages tasks, inquiries, and responsibilities</li> <li>• Shows awareness of and ability to manage emotions resulting from neg. &amp; pos. consequences</li> <li>• Shows willingness to incorporate negative and positive consequences in future action</li> <li>• Develops realistic plans and goals for self-improvement based on self-evaluation</li> <li>• Identifies how prejudice, discrimination, and privilege impact his/her identity and opportunities</li> </ul>

Competencies listed include those measurable by student surveys and self-reports, and those measurable by teacher observation.

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<b>Social and Interpersonal Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrates care of others</li> <li>• Demonstrates cooperation, including sharing and taking turns, and contributing to a group effort</li> <li>• Articulates the importance of community participation (classroom community)</li> <li>• Is able to gain access to peers at work and play</li> <li>• With prompting, begins to differentiate others' intentional and unintentional actions</li> <li>• Asks for what they need</li> <li>• Responds to requests from others</li> <li>• Follows directions</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to be aware that there are multiple points of view (cognitive and empathetic)</li> <li>• Generates alternatives for interpersonal interaction</li> <li>• Resolves conflict without fighting</li> <li>• Shows the ability to be a member of a group including cooperating, being considerate and being helpful</li> <li>• Initiates interactions with others</li> <li>• Identifies situations in which it is appropriate to seek help and to demonstrate help-seeking skills</li> <li>• Verbalizes that his or her needs and wishes matter</li> <li>• Can read and send basic non-verbal cues for positive social interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates perspective-taking skills</li> <li>• Negotiates disputes, de-escalating conflicts</li> <li>• Shows the ability to be a member of a group including negotiating, encouraging others and assuming different roles</li> <li>• Demonstrates skills for making friends</li> <li>• Listens carefully</li> <li>• Identifies if peers influence choices and consequences of that influence</li> <li>• Knows assertiveness skills and can/will use them when needed</li> <li>• Admits mistakes and apologizes when appropriate</li> <li>• Demonstrates competencies for dealing with challenging social interactions, such as gossip, teasing, and exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies strategies to accurately assess the motivations (positive and negative) of others</li> <li>• Demonstrates strategies for negotiating a mutually acceptable outcome with another person</li> <li>• Shows understanding of group dynamics and group participation</li> <li>• Identifies the feelings of others and can communicate that awareness to the other</li> <li>• Recognizes characteristics necessary to make lasting and intimate friendships</li> <li>• Recognizes and strives to understand and respect differences in others</li> <li>• Demonstrates responsible school citizenship</li> <li>• Constructs an I-message, knows when to use it</li> <li>• Identifies teasing, bullying, and prejudice</li> <li>• Recognizes negative peer pressure and uses appropriate refusal skills</li> <li>• Recognizes situations where help is needed and seeks it</li> <li>• Develops and demonstrates leadership skills</li> <li>• Utilizes ally skills</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies strategies to assess others' perspectives; shows tolerance for divergent views</li> <li>• Analyzes their own motivation in relation to others, reflects and considers adjusting</li> <li>• Negotiates problems effectively</li> <li>• Demonstrates ability to analyze problem situations and apply a range of intervention strategies</li> <li>• Productively assumes various roles in a group situation</li> <li>• Identifies and manages emotions to enhance constructive interaction and to build relationships</li> <li>• Demonstrates abilities to form and maintain lasting and intimate friendships</li> <li>• Demonstrates abilities to participate positively in the school community</li> <li>• Understands and demonstrates responsible behavior in (peer) group settings</li> <li>• Uses refusal skills and assertion skills comfortably</li> <li>• Uses historical and current social context to analyze dynamics of conflicts and differences</li> <li>• Shows respect for and takes action to protect others' rights</li> </ul>

				<ul style="list-style-type: none"> <li>• Uses vocabulary of stereotype, prejudice, generalization, etc., to analyze conflicts and differences</li> <li>• Shows awareness of others' rights in interpersonal interactions and larger contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Helps others recognize consequences of risky behaviors</li> <li>• Helps others negotiate problem situations</li> <li>• Helps others assume various roles in groups</li> <li>• Helps others engage in perspective-taking</li> </ul>
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<b>Decision-making Skills</b>	<ul style="list-style-type: none"> <li>• Differentiates between situations and settings</li> <li>• Makes appropriate choices and follows through on choices</li> <li>• Engages in prompted conversations about safety, rules, and dangers and can act accordingly within defined environments</li> <li>• Begins to initiate safety behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies a problem situation</li> <li>• Generates several possible solutions to a problem situation</li> <li>• Demonstrates thinking out loud, asking questions</li> <li>• Recognizes risky behavior and verbalizes when it's appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Sets goals</li> <li>• Anticipates consequences</li> <li>• Thinks through problem situations to overcome obstacles</li> <li>• Identifies risky behavior and health-destructive choices</li> <li>• Follows through on commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Describes the steps in a decision-making model and applies it to a new situation</li> <li>• Demonstrates the ability to analyze various options</li> <li>• Demonstrates ability to reflect on choices and actions, and consider adjusting behavior</li> <li>• Understands positive and negative aspects of conflict</li> <li>• Demonstrates planning skills</li> <li>• Begins to formulate constructive responses to risky situations</li> <li>• Identifies connections between the larger social and historical context and choices made</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzes options using criteria of desirability and probability of outcome</li> <li>• Identifies and verbalizes one's goals and values</li> <li>• Makes decisions that reflect one's personal values</li> <li>• Demonstrates creativity and flexibility in decision-making, especially in response to obstacles</li> <li>• Develops realistic implementation plans for decisions</li> <li>• Accepts responsibility for one's decisions</li> <li>• Identifies the consequences of one's decisions on other individuals and groups</li> <li>• Takes care of one's self, recognizing consequences of risky behaviors</li> <li>• Applies an understanding of the larger social and historical context to choices made</li> </ul>

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