



Activity 9.2

Social and Emotional Competencies Checklist (for Staff)

Objectives:

- Learn how to help students build social and emotional skills in the course of your daily work and interactions with them.
- Consider how you support social and emotional learning for students.

Materials:

https://safesupportivelearning.ed.gov/sites/default/files/TSS_Building_Handout_7_social_and_emotional_competencies.pdf

Steps:

1. Access the handout linked as a PDF above.
2. Go over each of the CASEL 5 Social Competencies:
 - a. Self-awareness
 - b. Self-management
 - c. Social Awareness
 - d. Relationship Skills
 - e. Responsible Decision-Making
3. Provide the handout to the participants.
4. Divide participants into groups to focus on the responsible decision-making and discuss:
 - a. How can we promote this competency in our students?
5. Debrief together with the entire group and discuss what was learned.



All staff handout

7. Social and Emotional Competencies Checklist

Supporting social and emotional development is a core component of trauma-sensitive schools. Social and emotional competencies, such as self-regulation, strong coping and problem-solving skills, and positive social connections, buffer the effects of trauma and strengthen resilience.

Intersection of Trauma Sensitivity and Social and Emotional Learning

Trauma Sensitivity	Social and Emotional Learning
Enhances awareness of the negative effects of trauma on social and emotional health	Builds competencies that strengthen resilience in the face of adversity
Identifies building social and emotional skills as a key component of a trauma-sensitive school	Can be incorporated at all tiers as part of a trauma-sensitive approach to support resilience for all and healing for students exposed to trauma
Fosters environments that promote social and emotional learning	Fosters environments that promote trauma sensitivity

Five Sets of Competencies

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five interrelated sets of cognitive, affective, and behavioral competencies:

Self-awareness: The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self-management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.



Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Social and Emotional Competencies Checklist

Whether or not your school has formally adopted a social and emotional learning program, all school staff can help students build social and emotional skills in the course of their daily work and interactions with students. Use this checklist to consider how you support social and emotional learning for students.

Self-awareness

	I provide varied opportunities for students to practice identifying and expressing their feelings (e.g., through dialogue, visual and performing arts, journaling).
	I help to expand students' emotional vocabulary and their abilities to identify physical sensations related to particular feelings.
	I give students opportunities to explore how they learn.
	I provide opportunities for students to practice identifying potential situations or experiences that lead to feeling overwhelmed and struggling to manage emotions.
	I help students accurately assess their own capabilities and qualities.
	I regularly acknowledge students' strengths.
	I work to build students' self-confidence.
	I ask my students for feedback on lessons and activities to empower and engage them.
	I provide opportunities for students to feel successful.
	I am aware of my own emotions and internal states.
	I am able to recognize internal biases that may skew how I view my students.

Self-management

	I provide opportunities for students to practice managing their thoughts and behaviors.
	I offer positive support when students are having difficulties with self-regulation.
	I teach students about stress and help them practice ways of coping with stressful experiences.
	I incorporate emotional and behavioral regulation techniques that include breathing exercises; muscle relaxation; journaling; mindfulness exercises; and use of nonverbal means of expression such as music, art, dance, and yoga.
	I offer students opportunities to set goals and work to achieve them.
	I offer students with a range of strategies to help them manage their work (e.g., checklists, reminders, prompts).
	I am able to manage my emotional reactions and behaviors using techniques such as mindfulness strategies, breathing, and self-talk.
	I actively practice self-care strategies.

Social awareness

	I provide opportunities for students to practice identifying how others may be feeling and using active listening skills such as body positioning and reflective responses.
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	I provide opportunities for students to listen to their peers' opinions and express disagreements in constructive ways.
	I recognize commonalities and differences (e.g., racial, cultural) that exist among students.
	I demonstrate respect for diversity among students and find ways for students to share their cultural backgrounds and experiences.
	I provide and enforce clear expectations regarding students' behaviors toward others (e.g., anti-bullying, harassment, and violence policies).
	I model respect for others in my daily interactions with students and staff.
	I provide opportunities for students to practice skills related to respecting others.
	I work to foster students' awareness of real-world problems and issues to apply what they are learning.

Relationship skills

	I provide opportunities for students to practice communication skills (e.g., verbalizing your message, listening to others).
	I provide opportunities for students to work together in groups or with partners.
	I support students in resolving interpersonal conflicts with each other.
	I provide opportunities for students to reflect on positive and negative choices in relationships and consequences of each choice.
	I work to foster an environment that supports relationship building among students and between students and staff.
	I model positive and respectful relationships with students, families, and colleagues.
	I offer students multiple options for communicating with me.

Responsible decision making

	I allow students to have a decision-making role related to classroom activities and rules.
	I provide students with a range of options for completing their work.
	I offer students choices about ways they can present their ideas
	I encourage students to develop their own strategies for how to complete a task or learn a new concept.
	I work to create an environment in which students believe that their thoughts and opinions are valued.
	I provide opportunities for students to evaluate their own work.
	I work with students to solve problems.
	I help students make connections between classroom activities and their personal goals.
	I provide opportunities for students to evaluate various real-world scenarios and make decisions based on the information at hand.
	I help students understand cause and effect.

References

- Collaborative for Academic, Social, and Emotional Learning (CASEL). (n.d.). *CASEL* (website). Retrieved from <http://www.casel.org/>
- Jones, S. M., & Bouffard, S. M. (2012). Social and emotional learning in schools: From programs to strategies. *Social Policy Report, 26*(4). Society for Research in Child Development.
- Stefanou, C. R., Perencevich, K. C., DiCintio, M., & Turner, J. C. (2004). Supporting autonomy in the classroom: Ways teachers encourage student decision making and ownership. *Educational Psychologist, 39*(2), 97–110.