

## SEL Skill Areas

### Self-Awareness and Self-Management

- Shows emotional awareness through ability to recognize and label one's emotion and connect feelings to situations
- Ability to use strategies to keep oneself calm and focus on goals

### Social Awareness and Relationship Skills

- Recognizes and respects the feelings and perspectives of others
- Child can understand and respect others' feelings and point of view
- Child can appropriately offer help to others
- Making friends and engaging in appropriate interactions with peers and adults

### Responsible Decision Making

- Stay calm and in control during conflicts with others
- Make good and safe decisions on your own and begin to think of solutions to problems
- Being a valuable, involved, and constructive participant in group settings

## Resources

When parents are involved with their child's education it increases successful educational outcomes.

### The Collaborative for Academic, Social, and Emotional Learning

[www.casel.org](http://www.casel.org)

Easy-to-use information, with a section on how parents can support their children's social and emotional learning at home.

### Parent Tool Kit for Social-Emotional Learning and Health

<http://www.parenttoolkit.com/index.cfm?objectid=4C2E89B0-32E7-11E4-AB0A0050569A5318>

Age-related tips, fact sheets, blogs, and articles on your child's social-emotional development, behavior, learning, and health.

### Educar con inteligencia emocional

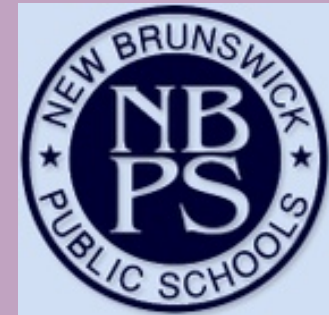
<http://www.amazon.com/inteligencia-emocional-Emotionally-Intelligent-Parenting/dp/8497598644>

Kindle edition, in Spanish, of *Emotionally Intelligent Parenting*, a guide to building your child's SEL skills

### New Brunswick Public Schools

268 Baldwin Street  
New Brunswick, New Jersey 08901  
<http://www.nbpschools.net>

## Social-Emotional Learning (SEL) Expectations



The New Brunswick Public Schools will help students become life-long learners and responsible citizens and establish a safe, secure, and nurturing environment for social-emotional and academic growth in partnership with families and the community.

## Grades 6-8

# GRADE 6

## Self-Awareness and Self-Management

- Can accurately identify emotions in oneself most of the time
- Almost never participates in bullying/harassment/intimidation
- Able to connect short term class goals with long term college/career goals

## Social Awareness and Relationship Skills

- Can identify feelings of others and will sometimes provide support to peers without prompting
- Has one stable positive relationship within the class
- Can properly identify and remove self from situations that lead to conflict

## Responsible Decision Making

- Looks at consequences for both self and others
- Apologizes with prompting for hurtful actions
- Sometimes offers suggestions and shows concern in meeting group goals

# GRADE 7

## Self-Awareness and Self-Management

- Can accurately recognize a range of emotions in oneself most of the time
- Identify ways to avoid harmful situations
- Can express the connection between class and college/career goals

## Social Awareness and Relationship Skills

- Shows appropriate concern for others' feelings
- Participates in group settings and listens to others' opinions
- Can resolve conflicts with non-violent strategies

## Responsible Decision Making

- Apologizes without prompting when actions harm others
- Sometimes engages in problem solving without prompting
- Resists peer pressure almost all of the time
- Usually offers suggestions in response to others' ideas and comments on possible consequences
- Usually shows concern and is helpful in meeting group goals

# GRADE 8

## Self-Awareness and Self-Management

- Can identify and speak appropriately about emotional challenges
- Understands "risky" situations
- Can articulate and uses support when overwhelmed

## Social Awareness and Relationship Skills

- Provides support for peers without prompting
- Has a minimum of one stable, positive relationship in class
- Avoids repeatedly being in situations that lead to conflict

## Responsible Decision Making

- Takes into account self and others when participating in decision making
- Apologizes without prompting
- Constructively problem solves when faced with obstacles
- Resists peer pressure when making decisions almost all of the time
- Offers suggestions, shows concern and is helpful in meeting group goals

