

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

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 9-12

GRADE 9

Self-Awareness and Self-Management

- Can recognize feelings of self in almost all situations
- Can articulate and reliably use a self-calming strategy when asked
- Can differentiate and find ways to avoid risky/harmful situations almost all of the time

Social Awareness and Relationship Skills

- Can consistently recognize and respond to the emotional state or perspective of others
- Has an appropriate, non-negative relationship with at least one adult in the classroom
- Does not use violent strategies to resolve conflicts and usually can remove him/herself from conflict

Responsible Decision Making

- Usually makes decisions that take others into consideration
- With prompting, helps others with decision making in response to obstacles
- Actively contributes ideas and seeks out others' ideas

GRADES 10-12

Self-Awareness and Self-Management

- Can recognize feelings of self in almost all situations, including difficult peer situations
- Can differentiate between safe, risky, and harmful situations and identify feelings in each
- Can identify at least two areas of emotional challenge and speak about them appropriately when asked
- Can articulate and reliably use a self-calming strategy when asked
- Can find ways to avoid risky or harmful situations almost all of the time
- Can see the connection between class goals and college and career goals

Social Awareness and Relationship Skills

- Can consistently recognize and respond to the emotional state or perspective of others
- Demonstrates awareness and consideration of others when acting
- Almost always shows appropriate respect for peers or adults

GRADES 10-12

Social Awareness and Relationship Skills (continued)

- Usually knows how to respectfully disagree with others
- Has an appropriate, non-negative relationship with at least one adult in the classroom
- Works well in most group situations
- Does not use violent strategies to resolve conflicts
- Almost always avoids repeatedly being in situations that lead to interpersonal conflict

Responsible Decision Making

- Usually makes decisions that take into account the perspectives of themselves, others, and the school/community
- Sometimes helps others with decision making in response to obstacles without prompting
- Can articulate short- and long-term negative effects of risky behaviors
- Actively contributes ideas, seeks out others' ideas, and comments constructively on suggestions made by others
- Shows concern about meeting group goals most of the time

