

SOCIAL EMOTIONAL AND NONCOGNITIVE LEARNING FRAMEWORKS

Out-of-School Time Peer Learning Group

SEL & Non-cognitive Frameworks:

Anchorage School District - K-12 Social and Emotional Learning Standards and Indicators

http://www.asdk12.org/media/anchorage/globalmedia/documents/sel/SEL_Standards.pdf

Self-awareness:

Knowing what we are feeling in the moment; Having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.

Self-management:

Handling our emotions so they facilitate rather than interfere with the task at hand; Being conscientious and delaying gratification to pursue goals; Persevering in the face of setbacks and frustrations.

Social awareness:

Understanding what others are feeling; Being able to take others' perspective; Appreciating and interacting positively with diverse groups.

Social management:

Handling emotions in relationships effectively; Establishing and maintaining healthy and rewarding relationships based on cooperation; Resistance to inappropriate social pressure; Negotiating solutions to conflict; Seeking help when needed.

**Search Institute - 40
Developmental Assets for
Adolescents**

<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>

Support (External):

Family support; Positive family communication; Other adult relationships; Caring neighborhood; Caring school climate; Parent involvement in schooling

Empowerment (External):

Community values youth; Youth as resources; Service to others; Safety

Boundaries and expectations (External):

Family boundaries; School boundaries; Neighborhood boundaries; Adult role models; Positive peer influence; High expectations

Constructive use of time (External):

Creative activities; Youth programs; Religious community; Time at home

Commitment to learning (Internal):

Achievement motivation; School engagement; Homework; Bonding to school; Reading for pleasure

Positive values (Internal):

Caring; Equality and social justice; Integrity; Honesty; Responsibility;

Restraint Social competencies (Internal):

Planning and decision-making; Interpersonal competence; Cultural competence; Resistance skills; Peaceful conflict resolution

Positive identity (Internal):

Personal power; Self-esteem; Sense of purpose; Positive view of personal future

**CASEL's Social and Emotional
Learning Core Competencies**

<http://www.casel.org/social-and-emotional-learning/core-competencies>

Social Awareness:

The ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

Relationship Skills:

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

Self-Management:

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.

Self-Awareness:

The ability to accurately recognize one's emotions and thoughts and their influence on behavior.
Responsible

Decision-Making:

The ability to make constructive and respectful choices about personal behavior and social interactions.

**Every Hour Counts
Measurement Framework**

<http://afterschoolsystems.org/content/document/detail/4060/>

Engagement Category - Desired Outcomes:

High, sustained program attendance; High year-to-year retention in the program; High levels of program engagement experienced/demonstrated by youth

Development of Positive Skills and Beliefs Category - Desired Outcomes:

Critical thinking; Persistence; Self-Regulation; Collaboration; Communication;

Growth Mindset Education Category - Desired Outcomes:

High school-day attendance; On-time grade promotion; Evidence of progress toward mastery of academic skills and content based on grades

**Forum for Youth Investment
Skill Areas**

http://forumfyi.org/files/soft_skills_har_d_data_0.pdf

Communication Skills:

Self-expression; Listening; Public speaking; Recognizing nonverbal cues

Relationships & Collaboration Skills:

Interpersonal skills; Teamwork; Flexibility; Cultural competence

Critical Thinking & Decision-Making Skills:

Reasoning; Making judgments and decisions; responsible problem-solving; creativity; accessing, evaluating, and using information

Initiative & Self-Direction Skills:

Self-awareness; Setting and working towards goals; Management; Working independently; Guiding and leading others

CCSR - Five Categories of Non-cognitive Factors

<https://ccsr.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf>

Academic Behaviors:

Going to class; Doing homework; Organizing materials; Participating & studying

Academic Perseverance:

Grit; Tenacity; Delayed gratification; Self-discipline; Self-control

Academic Mindset:

I belong in this academic community; my ability and competence grow with my effort; I can succeed at this; this work has value for me

Learning Strategies:

Study skills; Metacognitive strategies; Self-regulated learning; Goal-setting

Social Skills:

Interpersonal skills; Empathy; Cooperation; Assertion; Responsibility

Peer-Recommended SEL Resources:

Articles

Durlak, et al. "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions"
<http://static.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/52e9d8e6e4b001f5c1f6c27d/1391057126694/meta-analysis-child-development.pdf>

Jones and Bouffard, "Social and Emotional Learning in Schools: From Programs to Strategies"
http://www.srcd.org/sites/default/files/documents/spr_264_final_2.pdf

Rimm-Kaufman and Hulleman, "SEL in Elementary School Settings" as found in Durick, ed. *Handbook of Social and Emotional Learning: Research and Practice (2015)*, p.153.

Websites

Positive Behavior Interventions and Supports: [Pbis.org](http://pbis.org)

Project Based Learning – The Buck Institute: <http://bie.org/>

Programs

Responsive Classroom Approach: <http://www.responsiveclassroom.org/>

PATHS (Promoting Alternative Thinking Strategies): <http://www.channing-bete.com/prevention-programs/paths/paths.html>

RULER: <http://ei.yale.edu/ruler/>

Life Skills Training: <http://lifekillstraining.com/>