

# NORTH DAKOTA MULTI-TIER SYSTEM OF SUPPORTS

*Social and Emotional Learning Goals*

*by Grade-Span*

Grades K - 12

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# NDMTSS

North Dakota's Multi-Tier  
System of Supports

# Social Emotional Learning Competencies & Indicators

## Self-Awareness

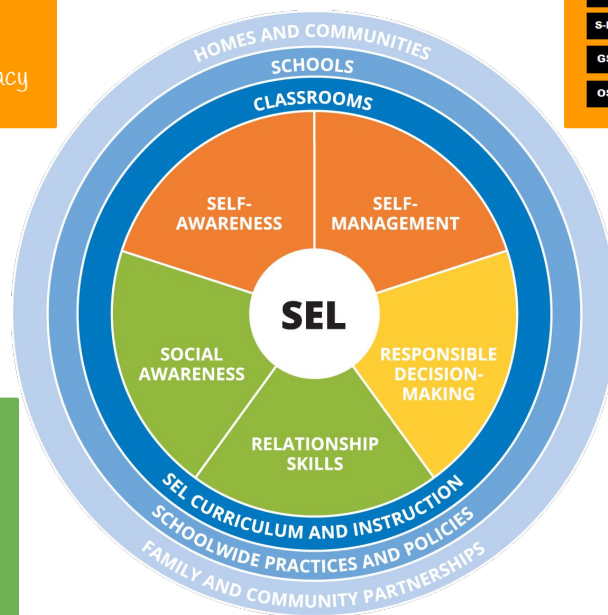
The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IE** Identifying Emotions
- ASP** Accurate Self-Perception
- RS** Recognizing Strengths
- SC/SE** Self-Confidence & Self-Efficacy

## Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IC** Impulse Control
- StressM** Stress Management
- SD** Self-Discipline
- S-M** Self-Motivation
- GS** Goal Setting
- OS** Organizational Skills



## Social Awareness

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

- E/P/T** Empathy & Perspective Taking
- AD** Appreciating Diversity
- RFO** Respect for Others
- HS** Help Seeking

## Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.

- IP** Identifying Problems
- AS** Analyzing Situations
- SP** Solving Problems
- E&R** Evaluating & Reflecting
- ER** Ethical Responsibility

## Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- C** Communication
- SE** Social Engagement
- RB** Relationship Building
- TW** Teamwork
- CR** Conflict Resolution

**Competency**

## NDMTSS SEL Goals

**Self-Awareness**

1. **IE** Recognize and accurately label emotions, and identify situations that cause those emotions.
2. **RS** Differentiate between likes and dislikes.
3. **SC/SE** Accept failure and demonstrate the ability to recover from perceived failures.
4. **ASP** Identify and seek help when appropriate.

**Self-Management**

1. **IC** Demonstrate self-control in a variety of settings (e.g., differentiate between needs and wants, follow school-wide behavior expectations).
2. **StressM** Define stress.
3. **SD** Identify what it means to be responsible and list personal responsibilities.
4. **S-M** Utilize self-talk for the purpose of self-motivation.
5. **GS** Identify goals for academic success and classroom behavior.
6. **OS** Utilize prescribed routines to understand physical and mental organizational strategies.

**Social Awareness**

1. **HS** Identify a trusted adult for help when needed.
2. **E/PT** Identify the feelings and perspectives of others.
3. **AD** Recognize and acknowledge individual differences in others.
4. **RFO** Describe positive qualities in others.

**Relationship Skills**

1. **C** Demonstrate verbal etiquette to foster better communication (e.g. please, thank you, excuse me, etc.).
2. **SE** Identify opportunities for social participation at home, school and in the community (e.g. family meal time, free play, extracurricular activities, diverse peer groups, etc.).
3. **TW** Demonstrate appropriate strategies for receiving feedback from others for self-improvement and to promote group effectiveness.
4. **RB** Describe approaches for making and keeping friends.
5. **CR** Identify conflict in various situations.

**Responsible Decision-Making**

1. **IP** Define a problem.
2. **SP** Explain a problem solving process.
3. **AS** Analyze potential consequences of choices.
4. **E&R** Explain the differences between safe and risky behaviors.
5. **ER** List age appropriate responsibilities at home and school.

## Competency

## NDMTSS SEL Goals

### Self-Awareness

1. **IE** Describe a variety of emotions, and understand how emotions are linked to behavior.
2. **RS** Describe interests to pursue and skills to develop.
3. **SC/SE** Develop a growth mindset for rigorous situations.
4. **ASP** Describe an activity or task in which help is needed to be successful.

### Self-Management

1. **IC** Apply self-monitoring strategies to regulate emotions.
2. **StressM** Identify personal stressors.
3. **SD** Display consistent behaviors to meet personal responsibilities.
4. **S-M** Identify internal and/or external motivating factors in a variety of situations.
5. **GS** Apply a goal setting process to work toward goal achievement (e.g. SMART).
6. **OS** Identify strategies for planning, prioritizing and managing time.

### Social Awareness

1. **HS** Demonstrate appropriate strategies to ask for help in a variety of situations.
2. **E/PT** Describe feelings and perspectives of others.
3. **AD** Differentiate between static and dynamic personal characteristics, and accept static characteristics.
4. **RFO** Demonstrate strategies for working and playing effectively with others.

### Relationship Skills

1. **C** Demonstrate non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.).
2. **SE** Analyze social situations at home, school and in the community (e.g. family meal time, free play, extracurricular activities, dances, diverse peer groups, etc.).
3. **TW** Demonstrate appropriate strategies for providing and receiving feedback to promote group effectiveness.
4. **RB** Recognize and respond to social cues in a manner that builds and maintains healthy relationships.
5. **CR** Differentiate between conflict and bullying.

### Responsible Decision-Making

1. **IP** Identify problems in a variety of situations.
2. **SP** Apply strategies to appropriately solve problems.
3. **AS** Utilize refusal skills.
4. **E&R** Compare and contrast the potential outcomes of engaging in safe and risky behaviors.
5. **ER** Demonstrate personal responsibility for decisions.

**Competency**

## NDMTSS SEL Goals

**Self-Awareness**

1. **IE** Distinguish different levels of emotions and explain the physical reaction to various emotions (e.g. how bodies look and feel).
2. **RS** Identify personal strengths and the skills required to develop those strengths.
3. **SC/SE** Understand the relationship between effort, attitude and achievement.
4. **ASP** Distinguish between personal feelings and how one is expected to feel in a variety of situations.

**Self-Management**

1. **IC** Explain possible outcomes of expressing emotions in various ways.
2. **StressM** Apply stress management strategies.
3. **SD** Display endurance when facing adversity for the purpose of personal growth.
4. **S-M** Display indicators of a growth mindset.
5. **GS** Create and monitor personal and academic goals to meet identified needs.
6. **OS** Apply strategies for planning, prioritizing and managing time.

**Social Awareness**

1. **HS** Identify support at home, school and in the community.
2. **E/PT** Demonstrate the ability to anticipate feelings and perspectives of others in a variety of situations.
3. **AD** Analyze how people from diverse peer groups can learn from each other.
4. **RFO** Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.

**Relationship Skills**

1. **C** Demonstrate proper etiquette when communicating electronically.
2. **SE** Demonstrate appropriate responses to social situations at home, school and in the community (e.g. family meal time, free play, extracurriculars, dances, diverse peer groups, volunteering, etc.).
3. **TW** Demonstrate cooperation and teamwork to promote group effectiveness.
4. **RB** Explain an approach to limit setting. (e.g. Acknowledge feelings, Communicate the limit, Target alternative.)
5. **CR** Apply conflict resolution strategies in a variety of situations (e.g. interpersonal, intrapersonal, intragroup, intergroup).

**Responsible Decision-Making**

1. **IP** Demonstrate the ability to acknowledge problems in a variety of situations.
2. **SP** Evaluate potential solutions to problems.
3. **AS** Analyze factual information surrounding situations.
4. **E&R** Recognize unsafe or high risk situations and utilize strategies to remove oneself.
5. **ER** Evaluate how external influences such as media, peers, and/or cultural norms influence personal behavior.

## Competency

## NDMTSS SEL Goals

### Self-Awareness

1. **IE** **Create** a plan for managing a variety of emotions.
2. **RS** **Analyze** perceived limitations and **create** a plan leveraging strengths to address limitations.
3. **SC/SE** **Demonstrate** resilience and a positive attitude for school and life.
4. **ASP** Advocate for oneself by **creating** "I"-messages to present personal perspective.

### Self-Management

1. **IC** **Apply** strategies to mitigate personal response to different levels of emotions.
2. **StressM** **Create** a long term plan for stress management throughout the lifespan.
3. **SD** Consistently **apply** strategies for working hard in challenging settings.
4. **S-M** **Apply** strategies for developing and maintaining a growth mindset.
5. **GS** **Create** a plan for monitoring progress toward personal and academic, short and long-term goal achievement.
6. **OS** **Create** a plan for planning, prioritizing and managing time independently to maximize efficiency.

### Social Awareness

1. **HS** **Evaluate** and **utilize** available resources at home, school and in the community.
2. **E/PT** **Analyze** the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly.
3. **AD** **Demonstrate** strategies for expressing understanding towards those who hold different beliefs.
4. **RF0** **Evaluate** how society and cultural norms, morals and values affect personal interactions.

### Relationship Skills

1. **C** **Evaluate** the verbal and nonverbal cues from others to create differentiated communication plans.
2. **SE** **Evaluate** personal engagement in social situations at home, school and in the community and **create** a plan for personal growth.
3. **TW** **Apply** appropriate limit setting strategies (e.g. Acknowledge Feelings, Communicate the limit, Target alternative.)
4. **RB** **Demonstrate** a variety of strategies for collaborating with peers, adults and others in the community.
5. **CR** **Evaluate** personal response to conflict and **create** a plan for personal growth in resolving conflict.

### Responsible Decision-Making

1. **IP** **Demonstrate** the ability to accurately anticipate problems in a variety of situations.
2. **SP** **Create** a plan to apply the most appropriate solutions to problems.
3. **AS** **Differentiate** between emotional response and factual information surrounding situations.
4. **E&R** **Analyze** how current choices affect one's future.
5. **ER** **Apply** moral, personal, and ethical standards when making decisions.