

Intermediate District 287

RESPONSIVE. INNOVATIVE. SOLUTIONS.

Social and Emotional Learning (SEL) Standards and Benchmarks for Intermediate District 287

*Derived from Alaska and Illinois SE Standards and Modified
and enhanced by the Social Emotional Learning Curriculum Committee*

April, 2008

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KNOWLEDGEABLE. CAPABLE. CARING. RESPONSIBLE.
(I am, I can, I care, I will)

Rationale: Behind each word is an educational challenge. For students to become knowledgeable and increasingly independent, they must be ready and motivated to learn, and capable of applying and integrating new information into their lives. For students to become increasingly responsible, they must be able to understand risks and opportunities, and be motivated to choose actions and behaviors that serve not only their own interests, but also those of others. For students to become caring, they must be able to see beyond themselves and appreciate the concerns of others.

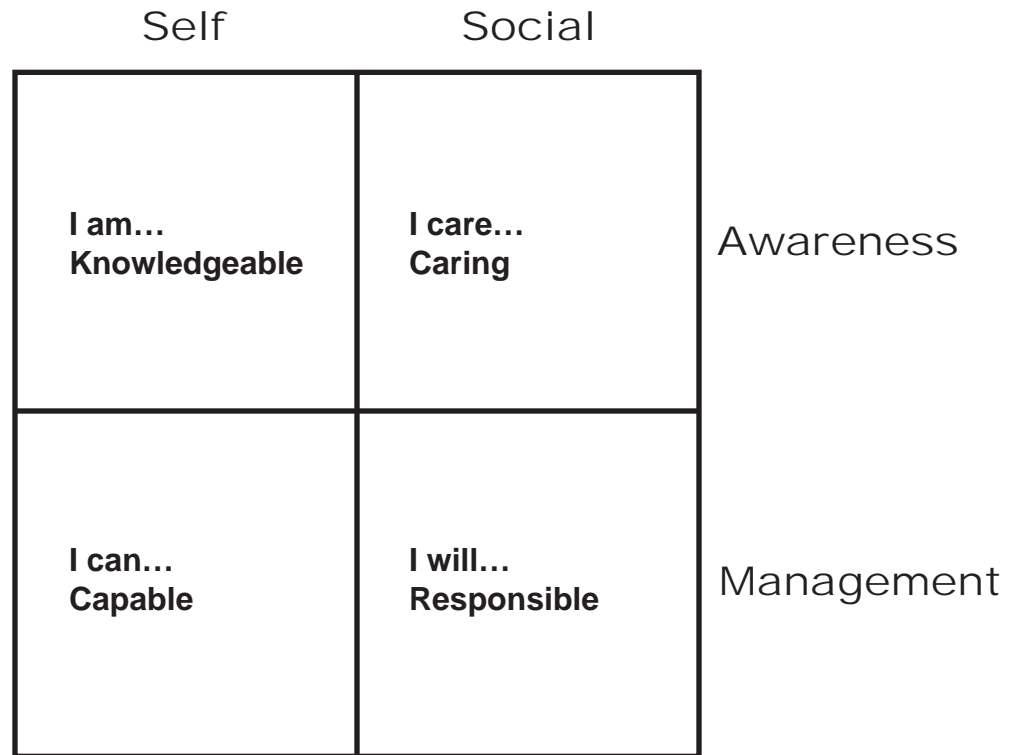
The challenge of raising knowledgeable, capable, caring, and responsible students is recognized by nearly everyone. Each element of this challenge can be enhanced by thoughtful, sustained, and systematic attention to students social and emotional learning (SEL).

When schools attend systematically to students' social and emotional skills, the academic achievement of students increases, the incidence of problem behaviors decrease, and the quality of relationships surrounding each student improves.

(From Promoting Social and Emotional Learning, Guidelines for Educators)

Definition: Social and Emotional Learning (SEL) is the process through which we learn to recognize and manage our needs and emotions, care about others, make good choices and decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. It is the process through which students enhance their ability to integrate thinking, feeling, and behaving in order to achieve important life tasks. Within the school setting, SEL can best be accomplished through a layered approach of skills lessons, infusion into the curricula, whole school practice, classroom practices, and an environment of safety, respect, and caring which models SEL values.

Goals



Self-Awareness: Knowing what we need and feel in the moment; having a realistic assessment of our own abilities; developing a well grounded sense of self and the environment, and growing in competence and self-confidence.

Self-Management: Managing our needs and identifying and expressing 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 and remaining open to learning.

Social Awareness: Recognizing and understanding what others are feeling; developing perspective taking skills; appreciating and interacting positively with diverse groups.

Social Management: Managing our needs and identifying and expressing emotions in the context of relationships; establishing and maintaining healthy and rewarding relationships based on cooperation; resistance to inappropriate social pressure, negotiating solutions to conflict and seeking help when needed.

TABLE OF CONTENTS

1. Self-Awareness (I am): Recognizing who I am, what I need and how I feel relative to the world around me.....	5
1A. Students demonstrate awareness of their needs and emotions. (I am aware of what I need and feel.)	6
1B. Students demonstrate awareness of their personal traits..... (I am aware of my traits, know what I do well, and know what areas I can work on.)	7
1C. Students demonstrate awareness of their external supports..... (I am aware of the supports I have around me.)	8
1D. Students have a sense of personal responsibility..... (I am aware of my responsibilities.)	9
2. Self-Management (I can): Manage my behavior in pro-social ways.	10
2A. Students demonstrate ability to manage their needs and emotions. (I can responsibly manage my needs and emotions.)	11
2B. Students are genuine and demonstrate honesty/integrity..... (I can act in a genuine and honest manner.)	12
2C. Students use effective choice-making and decision-making skills. (I can make good choices and decisions.)	13
2D. Students demonstrate increasing levels of independence and the ability to set and achieve goals..... (I can demonstrate increasing levels of independence and set and achieve goals that will help me to be successful.)	14
3. Social Awareness (I care): Demonstrate an awareness of the role and value of others in the greater community.....	15
3A. Students demonstrate awareness of other people's roles, their emotions and perspectives. (I demonstrate knowledge of other people's roles and I care about the feelings and viewpoints of others.)	16
3B. Students demonstrate consideration for others and a desire to positively contribute to their community. (I care about others and do my part to make my community better.)	17
3C. Students demonstrate an awareness of cultural issues and a respect for human dignity and differences..... (I care about and respect the individual differences of others.)	18
3D. Students can respond to and read social or pertinent environmental cues..... (I care about how I perceive others and am being perceived by them.)	19
4. Social Management (I will): Interact with others in meaningful and productive ways.	20
4A. Students use positive communication and social skills to interact effectively with others..... (I will interact well with others.)	21
4B. Students develop constructive relationships..... (I will work on having constructive relationships.)	22
4C. Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. (I will deal with interpersonal conflicts constructively.)	23
SEL Standards Alignment with Assets.....	24
SEL Standards Alignment with Grade Levels.....	25
Definitions.....	26
Resources.....	27

NOTE FOR THE READING OF THE SOCIAL AND EMOTIONAL LEARNING GOALS, STANDARDS, AND BENCHMARKS:

Many of the standards are attached to a correlating ASSET. These are taken from the Search Institutes 40 Developmental Assets, a strength-based, best-practices approach to the development of healthy young people. (Please see page 24 for a list of the Search Institutes 40 assets and how they relate to the SEL standards and benchmarks).

The standards are written in two formats: one for adults, one for students. The adult version begins with the word “Students...” the student’s version is written as a sentence developing with one of the phrases, “I am...” “I can...” “I care...” “I will...” These standards are meant to be approachable for young people. The phrases provide an easily remembered mnemonic to use when working with Social and Emotional Learning: “I am, I can, I care, I will.”

The following benchmarks cover a wide range of SEL skills in order to address and support the development of all students – those with and without disabilities. The Initial level addresses social emotional development from birth to five years old and also corresponds to students who have significant cognitive, emotional and behavioral disabilities. The Proficient level corresponds to normally developing students at the 11th and 12th grade levels (Include transition). Although students are intended to reach mastery in each of the benchmark levels, students may demonstrate skills in multiple levels. Educational teams use the benchmarks to track skill attainment, developmental levels and to determine SEL needs for intervention based on what is most appropriate for each individual student.

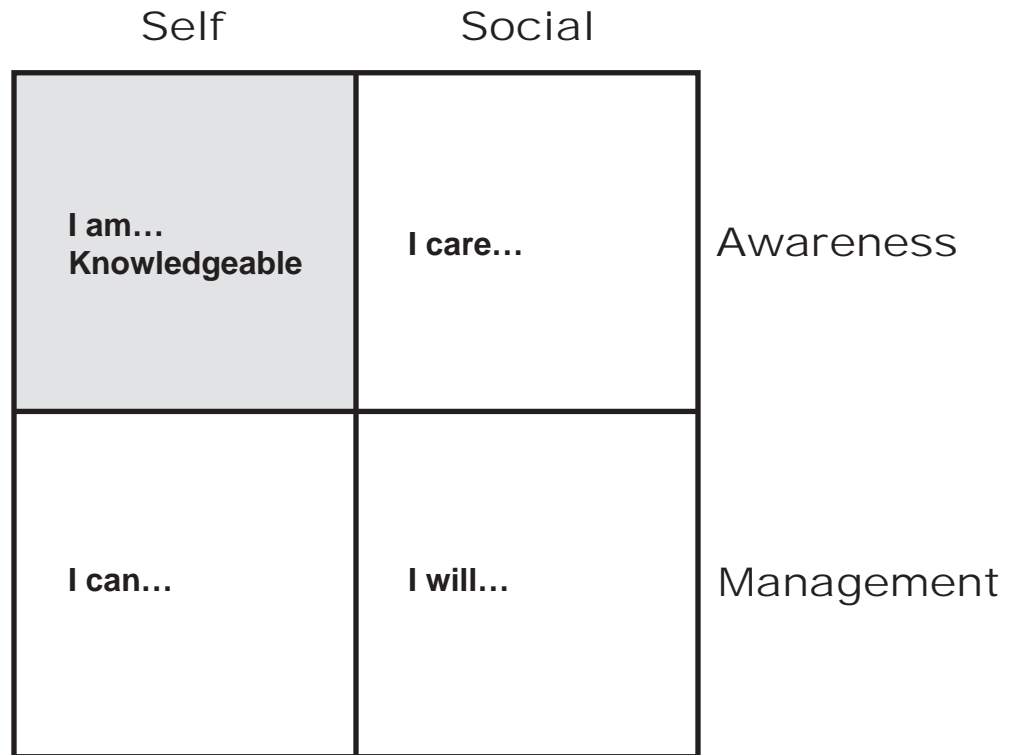
The Evidence Based Practices: Sample Activities are suggestions and not meant as the only lessons that can be used to teach to the benchmarks.

Although the vast majority of interventions, curricula and training recommended in the SEL Curriculum Standards are evidence-based, there are several “promising practices” recommended due to the lack of large scientific studies in emerging topical areas. In other situations, such as certain culturally-specific recommendations, we have relied on action research, local experts from communities of color, and/or case study data. These practices are identified with an asterisk (*).

Goal 1: Students will demonstrate a Strong Sense of "Self-Awareness."
I Recognize Who I am, What I Need, and How I Feel Relative to the World Around Me.

Rationale: "Self-Awareness is the keystone of emotional intelligence. The ability to monitor feelings from moment to moment is also crucial to psychological insight and self-understanding. An inability to notice our true feelings leaves us at their mercy. People with greater certainty about their feelings are better pilots of their lives." (Goleman, 1995)

"The personal competency of self-awareness consists of emotional awareness, accurate self-assessment, and self-confidence and it serves as the foundation of all socioemotional skills." (Goleman, Boyatzis, and McKee, 2002)



1A Learning Standard

SELF-AWARENESS: Students demonstrate an awareness of their needs and emotions.
I am aware of what I need and feel

	Benchmarks: Performance Indicators	Sample Activities	Curriculum and Resources	Training
Initial	<ul style="list-style-type: none"> Indicate pleasure, displeasure and discomfort. Indicate hunger, thirsty, sick, tired. 	<ul style="list-style-type: none"> Read different books about feelings in situations that are familiar to students. Create graphic organizers about needs and feelings. Role playing interaction 	<ul style="list-style-type: none"> Boardmaker 5 Point Scale G.I.G. Jed Baker Mayer Johnson Materials Social Stories News For You Let Character Be Your Guide Social Learning Profile Glasser's Five Basic Needs Motivational Assessment PECS Picture Exchange Communication System Visual Schedules Graphic Organizers – pairing picture or symbol with text AbleNet Products i.e. Meville to Weville and Star Reporter Clicker 5 F.A.C.E.S. TEACCH Next Transition Skills System Read Write Grow 	<ul style="list-style-type: none"> Recognize own feelings as staff in order to effectively teach and support students Communication skills training Uniform Evaluation Standard Specific curriculum and resource training and on-going support for implementation Reflective listening, responsive strategies Identification about multiple SEL based problem-solving strategies
Emerging	<ul style="list-style-type: none"> Recognize and label emotions/feelings. Describe their emotions and the situations that cause them (triggers). Recognize own emotions. 	<ul style="list-style-type: none"> Make a poster or draw a picture that depicts a range of emotions. Discuss where the emotions are experienced physically. Role-play and discuss situations that might trigger emotions. Point to pictures of faces with different emotions. Butterfly PeacePath™ Curriculum – Meet the butterfly – “Notice how you feel after walking the butterfly.” 	<ul style="list-style-type: none"> PATHS Second Step Teaching Children a Vocabulary for Emotion Butterfly Labyrinth* and curriculum AbleNet Jeb Baker Materials 	
Developing	<ul style="list-style-type: none"> Distinguish among intensity levels of their emotions. Describe how they physically respond to emotion. Recognize and label emotions and discuss how they are linked to behavior. Recognize others' emotions. Read body language. Recognize emotions 	<ul style="list-style-type: none"> Draw an 'anger thermometer' and discuss physical responses as a person moves higher on that thermometer. Name the emotions felt by characters in a story and discuss how they were affected by those emotions. Walk the butterfly labyrinth with a question "What does your partner feel?" Relate to how we can communicate to others and what communication styles are more effective and how different communication styles impact how we feel. Play charades with emotion cards. 	<ul style="list-style-type: none"> PATHS Second Step Skill Streaming School Connect MNLINC* Project M* Butterfly Labyrinth Activities* 5 point scale and Anxiety curve personal and class-wide AbleNet 	
Intermediate	<ul style="list-style-type: none"> Recognize negative emotions as Benchmarks: Performance Indicators of situations in need of support. Share & understand positive emotions and accept compliments. Analyze emotional states that contribute to or detract from their ability to problem solve. Explain the possible outcomes associated with the different forms of communicating emotions. Recognize physiological responses to emotions. 	<ul style="list-style-type: none"> Design analogies about emotions (i.e. emotions are like the warning signals on the dashboard.) Look at ways in history that various characters have communicated their emotions and discuss the results. Engage in MNLINC activities that foster empathy, developing relationships and respect through the interactions with animals. 	<ul style="list-style-type: none"> 5 point scale Circle of courage Self-management techniques Teach brain based and physiological triggers PATHS Second Step Skill Streaming School Connect Mindfulness Education MN LINC* Project M* 	
Advanced	<ul style="list-style-type: none"> Distinguish real feelings from how others expect them to feel. Describe the external event or internal cognition that triggered an emotion. Accept responsibility for personal role and environmental features. Understand the effect of self-talk on emotions. Understand triggers for mental health issues like anxiety/depression. 	<ul style="list-style-type: none"> Discuss a time in literature when the character reacted or felt differently than the reader thought they would. Listen to various types of music and discuss the emotion each type triggers. Engage in a stream of consciousness writing project and then discuss the self-talk that went along with the writing. Use comic strip conversations. Give students a chance to explore how their actions impact another living being. 	<ul style="list-style-type: none"> PATHS Second Step Skill Streaming School Connect Mindfulness Education MN LINC* Project M* Mind Coach (Amen) Teach self-reflection and empathy Teach brain based and physiological triggers 	
Proficient	<ul style="list-style-type: none"> Describe how changing their interpretation of an event can alter how they feel about it. Use self-reflection to make sure their emotions are in line with the truth of a situation. Acknowledge an emotion and determine the appropriate time and place to safely digest it. Teach others. 	<ul style="list-style-type: none"> Write/speak/discuss a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. Discuss historic events and how misinterpretation triggered a negative event. Write an advice column letter giving advice on how to process and express emotions. Practice canine/equine handling skills. 	<ul style="list-style-type: none"> PATHS Second Step Skill Streaming School Connect Mindfulness Education Mind Coach (Amen) Teach self-reflection and empathy MNLINC 	

1B Learning Standard

SELF-AWARENESS: Students demonstrate an awareness of their personal traits.
I am aware of my traits, know what I do well, and know what areas I can work on.

	Benchmarks: Performance Indicators	Sample Activities	Curriculum and Resources	Training
Initial	<ul style="list-style-type: none"> Respond to name / greeting by turning toward, smiling, vocalizing. Aware of personal space. Smiles at image of self. Indicates likes, interests, and dislikes. 	<ul style="list-style-type: none"> Act out or demonstrate different feelings. Read <i>All About Me</i> and create personalized books for individual students. Create collage of feelings with photos of student. Play <i>Feelings Bingo</i>. Promote use of Assistive Tech to communicate messages pertaining to what student needs, wants or ways to calm themselves. Model / label the intent of communications i.e. "When you scream, I think you want..." model appropriate ways to ask / to inform others. Practice different emotions in the mirror. Create individualized books about student's likes, dislikes and favorite things. 	<ul style="list-style-type: none"> Boardmaker Clicker 5 5 Point Scale F.A.C.E.S. G.I.G TEACCH PECS Picture Exchange Communication System Visual Schedules Graphic Organizers – pairing picture or symbol with text Let Character Be Your Guide Jed Baker Social Learning Profile AbleNet Products i.e. Meville to Weville and Star Reporter Glasser's Five Basic Needs Motivational Assessment Role Playing Social Stories Mayer Johnson Materials News For You 	<ul style="list-style-type: none"> Model behavior appropriate for student developmental level Self-Advocacy Training How to interpret evaluation data to students Temperament training, and how it relates to student ability Education of multiple learning styles (Gregoric, Gardner, Meyers-Briggs, ect.)
Emerging	<ul style="list-style-type: none"> Identify personal likes and dislikes. Describe things they do well. Describe an activity/task in which they may need help in order to be successful. 	<ul style="list-style-type: none"> Design an 'All About Me book'. Create a "show and tell" presentation about a hobby or a skill. Use cooperative learning strategies. Assume various roles and cooperate to unfold the Butterfly Labyrinth canvas. 	<ul style="list-style-type: none"> Glasser's Five Basic Needs 5 Point Scale How's Your Engine Running? Anxiety Awareness Scale Temperament Project M* Let Character be your Guide Butterfly Labyrinth* 	
Developing	<ul style="list-style-type: none"> Describe the personal qualities they possess that make them successful members of their school community. Describe and prioritize personal skills and interests that they want to develop. 	<ul style="list-style-type: none"> Analyze what it is about school that is hard or easy for them. Draw portraits of themselves and label them with skills they possess. Butterfly Curriculum - Session V: Walk and Learn – Identify a skill to practice during their walk. 	<ul style="list-style-type: none"> 5 Point Scale Anxiety Awareness Scale Project M Let Character be your Guide Learning Styles Assessment Butterfly Labyrinth* 	
Intermediate	<ul style="list-style-type: none"> Analyze how personal qualities and temperaments influence choices and successes. Apply self-reflection techniques to recognize their strengths, weaknesses, and potential. Implement a plan to build on strengths, meet a need, or address a challenge. Analyze impact of personal challenges on school and community functioning. Students are aware of their individual challenges and needs. 	<ul style="list-style-type: none"> Administer school-to-work personality trait tests. Make a 'curious cube'. For each face of the cube, they write a different side of their personality: strengths, potential, etc. Assign final projects that are designed by students to build on their strengths. Engage in a discussion related to student disabilities and diagnoses (individual check-ins, counseling group, lunch group, etc) with appropriate staff. Learn about animal breeds through the use of horses: Answer questions about how those traits relate to individuals. 	<ul style="list-style-type: none"> 5 Point Scale Anxiety Awareness Scale Project M School Connect What Do you Stand For? Kids and Teens Top 20 Teens Let Character be your Guide Learning Styles Assessment MNLINC* 	
Advanced	<ul style="list-style-type: none"> Identify traits they cannot change and devote their energy to something they can change. Recognize personal learning style/intelligence and find ways to employ those styles. Explore possible career and volunteer opportunities based on identified interests and strengths, as well as their areas of personal challenge. Analyze situations where help is requested and determine if there is a more efficient or effective way to get needs met. Demonstrate a sense of competence and the belief that they will succeed. Advocate for their needs related to their strengths and disabilities. 	<ul style="list-style-type: none"> As a class, design a 'movie set' city street with different storefronts. Each student designs a storefront that shares characteristics of themselves that can and cannot be changed. Give Multiple Intelligence tests to students. Take part in a computerized skills and personalities assessment that matches them to job and career choices. (i.e. AKCIS). Identify personal abilities and draw 2 animals: the student personally identifies with and why. 	<ul style="list-style-type: none"> 5 Point Scale Anxiety Awareness Scale Project M* School Connect What Do you Stand For? Kids and Teens Top 20 Teens Let Character be your Guide Learning Styles Assessment MNLINC Work Experience Career Tech Training 	
Proficient	<ul style="list-style-type: none"> Find and enhance an interest or strength. Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. Self-esteem is congruent based on accurate assessment of self. 	<ul style="list-style-type: none"> Complete a comparative essay at the end of a semester describing which literary character they are most like. Write a cover letter that shares their strengths, but matches those strengths to a particular career or college. 	<ul style="list-style-type: none"> School Connect What Do you Stand For? Kids and Teens Top 20 Teens Let Character be your Guide Work Experience Career Tech Training 	

1C Learning Standard

SELF-AWARENESS: Students demonstrate an awareness of their external supports.
I am aware of the supports I have around me.

	Benchmarks: Performance Indicators	Sample Activities	Curriculum and Resources	Training
Initial	<ul style="list-style-type: none"> Show preference for staff for purpose of getting help or support. Use generally understood actions to indicate or assistive technology to alert others of need for care / support. Indicate feeling safe and secure with routines. Seek approval. Respond to "no." Show fear or separation anxiety. 	<ul style="list-style-type: none"> Have access to and uses a way or a variety of ways to indicate individualized preferences, and needs. Create and maintain a safe, supportive and accessible learning environment is created and maintained. Provide choices with favorite and less preferred items/activities. Provide directions using first _____ then _____ strategy. Create / read social story about "No" for when it involves danger to self , others, property. Visual schedules are developed and maintained for building sense of safety, and security. Repeated and positive interactions with a variety of staff. 	<ul style="list-style-type: none"> Boardmaker Clicker 5 5 Point Scale F.A.C.E.S. G.I.G. TEACCH PECS Picture Exchange Communication System Visual Schedules Graphic Organizers – pairing picture or symbol with text Let Character Be Your Guide Jed Baker Materials Social Learning Profile AbleNet Products I.e. Meville to Weville and Star Reporter Glasser's Five Basic Needs Motivational Assessment Social Stories Mayer Johnson Materials News For You 	<ul style="list-style-type: none"> In-service of School Community Supports (custodians, clerical, Social Workers, School Psychologists, facilitators, ect.) In-service about Community agencies and resources (HCMH, DRS, CPS) Crisis Management Training Safe Behavior with Police Liaison Officers
Emerging	<ul style="list-style-type: none"> Identify an adult they trust in the school, in the home, and in the community. Explain situations in which they need to seek adult help (big problem/small problem). Understand how and where to get help in an emergency situation. 	<ul style="list-style-type: none"> Define trust and have students list qualities of a person they would trust. Role-play 'what if...' situations. Describe qualities and traits of supportive adults. Create <i>Safe People</i> book. Teach emergency safety: phone numbers and personal information. 	<ul style="list-style-type: none"> Circles Project M* 	
Developing	<ul style="list-style-type: none"> Recognize qualities of positive role models and distinguish between negative/inappropriate influences. Identify positive adults in various facets of their lives. Identify peer, home, and school resources they can access to help solve problems. Have awareness of where to go for support when in need. 	<ul style="list-style-type: none"> Write a letter to a role model telling why they consider that person to be their role model. Sponsor a school scavenger hunt to help students visit school resources (e.g. nurse, counselor, mediators, school social worker and school psychologist, etc.) to find out what services they provide. Study herd behavior in horses. 	<ul style="list-style-type: none"> Circles Top 20 Teens Project M* MNLINC 	
Intermediate	<ul style="list-style-type: none"> Evaluate the benefits of participating in extra curricular and community activities. Recognize outside influences on the development of personal characteristics and discern whether those influences are supportive or non-supportive. 	<ul style="list-style-type: none"> Create a public service announcement advertising an extra-curricular activity and why people should join it. Students make a collage showing those things that have influenced them. Community experiences, volunteer experiences – mandatory service learning. 	<ul style="list-style-type: none"> School Connect Teen Outreach Program School Connect Second Step PATHS Top 20 MNLINC* Project M* 	
Advanced	<ul style="list-style-type: none"> Identify school support personnel and have knowledge of when and how to use them. Identify organizations in their community that provide opportunities to develop their interests or talents. Develop parent-student communication strategies. 	<ul style="list-style-type: none"> Ensure school posters advertise school support personnel and the roles they play. Make a community map showing organizations that provide support services. Teach general communication strategies. 	<ul style="list-style-type: none"> Teen Outreach Program School Connect Second Step Top 20 Teens Project M* 	
Proficient	<ul style="list-style-type: none"> Employ community resources to help them achieve their goals. Access safety networks for self and others. Have constructive support systems in place that contribute to school and life success. 	<ul style="list-style-type: none"> Engage in a research project about what community resources are available and applicable in specific situations. Write a letter to the people in their support circle explaining how those people can and do help them. 	<ul style="list-style-type: none"> 7 Habits of Highly Effective Teens School Connect Second Step Top 20 Teens Project M* 	

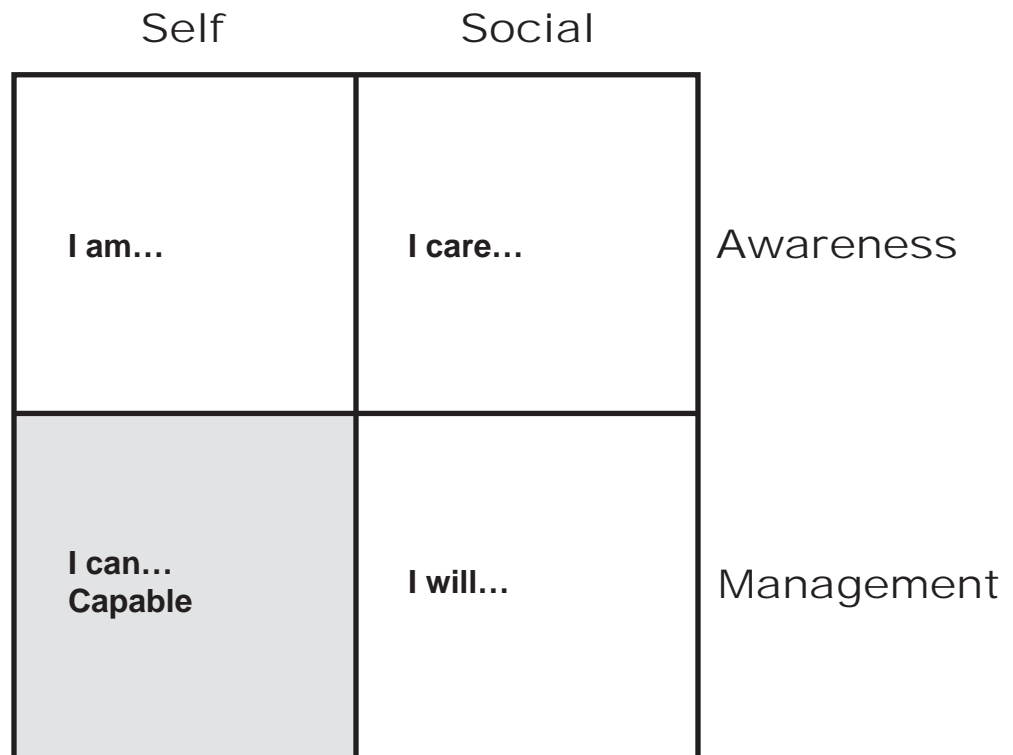
1D Learning Standard

SELF-AWARENESS: Students have a sense of personal responsibility.
I am aware of my responsibilities.

	Benchmarks: Performance Indicators	Sample Activities	Curriculum and Resources	Training
Initial	<ul style="list-style-type: none"> • Demonstrate the concept of "mine." • Understands possession. • Demonstrates they have a sense of control in their environments. 	<ul style="list-style-type: none"> • Label personal items with their names. Work space, grooming items, storage space, chair, etc. • Provide choices, assign classroom or school jobs and responsibilities i.e. recycling, delivering mail. 	<ul style="list-style-type: none"> • Boardmaker • Clicker 5 • 5 Point Scale • F.A.C.E.S. • G.I.G. • TEACCH • PECS Picture Exchange Communication System • Visual Schedules Graphic Organizers – pairing picture or symbol with text • Let Character Be Your Guide • Jed Baker • Social Learning Profile • AbleNet Product i.e. Meville to Weville and Star Reporter • Glasser's Five Basic Needs • Motivational Assessment • Social Stories • Mayer Johnson Materials • News For You 	<ul style="list-style-type: none"> • Understand and be aware of developmental needs and functional skills related to ability • Character Education curricula • Use interventions that place responsibility on the student (Love and Logic, Collaborative Problem Solving, Judicious Discipline)
Emerging	<ul style="list-style-type: none"> • Understand school-wide expectations and responsibilities; know they exist to promote a safe and productive environment. • Accept that there are positive and negative consequences for their choices and actions. • Act responsibly when using other people's property. 	<ul style="list-style-type: none"> • Use picture cues to discuss school-wide expectations and practice what that would look like. • Participate in the development of classroom rules. • Predict outcomes for characters in a story based on their actions and identified emotions in the story. 	<ul style="list-style-type: none"> • 5 Point Scale • PATHS • Love and Logic • Talking and thinking Bubbles • Second Step • Judicious Discipline • Character Education 	
Developing	<ul style="list-style-type: none"> • Recognize that completion of school chores and other responsibilities such as homework are personal choices. • Define what it means to be responsible and can identify things for which they are responsible. • Explain the benefits of being responsible. 	<ul style="list-style-type: none"> • Assign students class and school jobs. • Write newspaper articles about things they are responsible for. • Demonstrate a responsible act through a creative medium (comic strip, video, poetry, song, etc.). • Set ground rules to clarify expectations. • Teach grooming • Clean stalls. 	<ul style="list-style-type: none"> • 5 Point Scale • PATHS • Love and Logic • Talking and thinking Bubbles • Character Education • Top 20 Teens • MNLINC* 	
Intermediate	<ul style="list-style-type: none"> • Identify the areas of school and life that are within their control. • Analyze the short and long term outcomes of safe, risky, and harmful behaviors. • Define their responsibility for the outcomes involved in safe, risky, and harmful behaviors. • Teach power over us. Cooperative leadership leading horses MNLINC. 	<ul style="list-style-type: none"> • Brainstorm a list of areas that students can control. • Design a brochure detailing safety issues and procedures regarding common scenarios and behaviors. • Grade themselves with a 'report card' where they evaluate themselves on how well they are following through with their responsibilities, adding comments that defend the grade. 	<ul style="list-style-type: none"> • Teen Outreach Program • School Connect • Love and Logic • Character Education • Top 20 Teens • MNLINC 	
Advanced	<ul style="list-style-type: none"> • Analyze the effect of taking responsibility or not taking responsibility and how it has an impact. • Describe how taking personal responsibility can lead to success. • Demonstrate an ability to take responsibility for their choices. • Something to offer and give back. 	<ul style="list-style-type: none"> • Assign log sheets where students track their responsibilities each week. • Interview an adult whom they admire and find out how that person feels about their personal responsibilities and successes. • Train dog or horse. 	<ul style="list-style-type: none"> • School Connect • Love and Logic • Character Education • Top 20 Teens • MNLINC 	
Proficient	<ul style="list-style-type: none"> • Realize the level of control one has over life and act accordingly. • Take the role of personal responsibility as a citizen to promote the betterment of the community. 	<ul style="list-style-type: none"> • Design a public service announcement to inform others of a way to promote community wellness. • Imagine a world with no responsibilities. Write a story describing life in that world. 	<ul style="list-style-type: none"> • Love and Logic • School Connect • Character Education • Top 20 Teens 	

Goal 2: Students will be able to Exercise "Self-Management." I Can Manage my Behavior in Pro-Social Ways.

Rationale: Several key sets of skills provide a strong foundation for achieving school and life success. One is knowing how **to manage your needs** and express your emotions constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. Another is making good choices and using good decision making skills, thus promoting one's own health, avoiding risky behaviors, dealing fairly and honestly with others, and working to set and achieve goals for success in school and life.



**SELF-
MANAGEMENT:**

Students demonstrate ability to manage their needs and express their emotions.
I can responsibly manage my needs and emotions.

	Benchmarks: Performance Indicators	Sample Activities	Curriculum and Resources	Training
Initial	<ul style="list-style-type: none"> Gain a sense of self control. Begin to show self regulation. Accept assistance from others. Calm to a voice or touch. 	<ul style="list-style-type: none"> Create 5 Point Scale with Group. Provide directions using first ____ then ____ strategy. Practice waiting - use visual timer or sing short song to introduce length of time. Use Simon Says to teach waiting, turn taking. Introduce concept of waiting in various situations and what behaviors are appropriate for that given situation – compare and contrast. Use student's visual schedule to build tolerance for and understanding of delayed gratification. 	<ul style="list-style-type: none"> Boardmaker Clicker 5 5 Point Scale F.A.C.E.S. G.I.G. TEACCH PECS Picture Exchange Communication System Visual Schedules Graphic Organizers – pairing picture or symbol with text Let Character Be Your Guide Jed Baker Materials Social Learning Profile AbleNet Products i.e. Meville to Weville and Star Reporter Glasser's Five Basic Needs Motivational Assessment Social Stories Mayer Johnson Materials News For You 	<ul style="list-style-type: none"> How to reflect self-talk, how to reflect student feelings Communication Skills/ Interventions Meditation and Regulation skills and resources (labyrinth, mindfulness, yoga) Training in multiple types of self identification, self-monitoring strategies Implementation of stress management techniques in the classroom Teaching T-touch mindfulness strategy MNLINC curriculum teaching Tellington touch, demonstrate these calming techniques Teach mindfulness techniques to staff. Teach movement exercises and de-escalation skills for staff
Emerging	<ul style="list-style-type: none"> Identify ways to calm themselves. Demonstrate constructive ways to deal with upsetting emotions . Walk away/remove themselves from a triggering event. Utilize adults or peers to help mediate conflicts. 	<ul style="list-style-type: none"> Read <i>Simon's Hook</i> or a similar story and discuss the ways the character was taught to deal with triggers. Show how a balloon deflates and see if students can mimic this with their bodies when they feel stressed. Use finger labyrinth for calming. Learn telling/or touch Use mindfulness or self soothing activities. 	<ul style="list-style-type: none"> Glasser's Five Basic Needs 5 Point scale, use integrated with physiological responses to feeling states Positive Attitude PATHS Second Step Mindfulness Education* Butterfly Labyrinth* Relaxation Training (Lori Lite)—MNLINC 	
Developing	<ul style="list-style-type: none"> Use self-monitoring strategies (self-talk) to regulate emotions. Show skills in handling pressure situations (e.g. calm down, walk away, seek help or mediation). Demonstrate an ability to present their own perspective (I-messages). Demonstrate breathing and self-calming strategies. 	<ul style="list-style-type: none"> As an adult, model self-talk and then discuss how you are using it. Write a story showing positive choices. The story should show the characters' thoughts as they are making the choices. Use fill-in-the-blank "I messages" as a practice tool. Mimic Yoga movements like the animals. 	<ul style="list-style-type: none"> 5 Point scale PREPARE – Stress Management Training Second Step Skill Streaming School – Connect Butterfly Labyrinth* PATHS Mindfulness Education* Top 20 Teens MNLINC 	
Intermediate	<ul style="list-style-type: none"> Apply strategies to manage stress and to motivate successful performance. Reflect on possible consequences, both positive and negative, before expressing an emotion. Generate ways to develop positive attitudes (optimism). 	<ul style="list-style-type: none"> Discuss the strategies literary characters used to handle their stressors. Develop a graphic organizer that compares and contrasts ways to express feelings. 	<ul style="list-style-type: none"> What do I Stand for? Kids and Teens Mindfulness Education PATHS Second Step Wisdom for Life Top 20 Teens Butterfly Labyrinth* School Connect MNLINC* 	
Advanced	<ul style="list-style-type: none"> Demonstrate control of their behavior so as not to behave impulsively. Evaluate the role attitude plays in success (i.e. pessimism vs. optimism). Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress. Advocate for the rights of others [golden rule]. Understand Abilities / disabilities and develops an accurate self-image. 	<ul style="list-style-type: none"> Watch or read <i>Outsiders</i> and discuss the results of the characters' impulsive actions. Trace the feet of students. On each footprint, students write a strategy for coping. Display as "steps to overcoming." Learning "flight or flight" through working with MNLINC. 	<ul style="list-style-type: none"> Social Skills Training Skillstreaming Second Step School Connect Top 20 Teens Butterfly Labyrinth* Mindfulness Education* MNLINC* 	
Proficient	<ul style="list-style-type: none"> Demonstrate reframing skills to promote resiliency and optimism Incorporate personal management skills on a daily basis and demonstrate effective emotional management as a way of being. Demonstrate self-acceptance 	<ul style="list-style-type: none"> Demonstrate in a science class or in a math problem ways to reframe the problem, and compare to ways to reframe life problems. Read scenarios that would cause an emotional reaction. Each student should write a "Good", "Bad", and "Ugly" response. Write an animal story in English class. Make a collage (Who I am) with animal pictures. 	<ul style="list-style-type: none"> School Connect Character Education resources Love and Logic Teen Outreach Program Top 20 Teens Mindfulness Education* Mind Coach MNLINC 	

2B Learning Standard

SELF-MANAGEMENT: Students are genuine and demonstrate honesty/integrity.
I can act in a genuine and honest manner.

	Benchmarks: Performance Indicators	Sample Activities	Curriculum and Resources	Training
Initial	<ul style="list-style-type: none"> Communicate with others in a genuine manner. Communicate true needs. 	<ul style="list-style-type: none"> Reinforce student behaviors that resulted in their needs being met i.e. "when you looked at the bathroom symbol, you were telling us that you needed to be changed" When you kept turning toward Sara, you were telling us that you wanted Sara to sit next to you" 	<ul style="list-style-type: none"> Boardmaker Clicker 5 5 Point Scale F.A.C.E.S. G.I.G. TEACCH PECS Picture Exchange Communication System Visual Schedules Graphic Organizers – pairing picture or symbol with text Let Character Be Your Guide Jed Baker Materials Social Learning Profile AbleNet Products i.e. Meville to Weville and Star Reporter Glasser's Five Basic Needs Motivational Assessment Social Stories Mayer Johnson Materials News For You 	<ul style="list-style-type: none"> Knowledge of Character Education curriculum that is available Develop skill set in training emotional intelligence
Emerging	<ul style="list-style-type: none"> Distinguish between a truth and a lie. Analyze the consequences of lying and/or breaking classroom/school rules. Understand the importance of telling the truth. 	<ul style="list-style-type: none"> Perform a puppet show or write a story about a student not telling the truth. Help in the development of classroom procedures and consequences. 	<ul style="list-style-type: none"> 'Learning for Life' (BSA) Second Step PATHS Ross Green Love and Logic Strong Kids Wisdom for Life 5 Point Scale Comic Strip Conversations Judicious Discipline 	
Developing	<ul style="list-style-type: none"> Show willingness to tell the truth in a difficult situation, while honoring personal boundaries. Identify reasons why honesty is a valued trait. Analyze the outcomes of dishonesty. 	<ul style="list-style-type: none"> Role-play scenarios where telling the truth would be hard and discuss strategies and reasons why they would want to tell the truth anyway. Identify historical characters whose integrity improved a situation. 	<ul style="list-style-type: none"> 'Learning for Life' (BSA) Second Step PATHS Ross Green Love and Logic Strong Kids What do you Stand for? Wisdom for Life Teen Outreach Program Top 20 Teens Character Education Judicious Discipline 	
Intermediate	<ul style="list-style-type: none"> Activate personal integrity as a tool to resist negative peer pressure. Evaluate how honesty contributes to lifelong success and relationship building. 	<ul style="list-style-type: none"> Read a story (for example <i>The Chocolate War</i>) and discuss the character's response to peer pressure. Do a comparison to how they would respond. Write about a time when it would have been easy to lie, but they chose to be honest instead. 	<ul style="list-style-type: none"> 'Learning for Life' (BSA) Curriculum and Resources (BSA) What do I Stand for? Teen Outreach Program Top 20 Teens Second Step School Connect Love and Logic Character Education Judicious Discipline 	
Advanced	<ul style="list-style-type: none"> Analyze their behavior to determine whether or not they are being authentic. Analyze whether they are behaving in an honest manner and adjust accordingly. 	<ul style="list-style-type: none"> Write a proposal for a TV program about them. If cameras follow them around, will they see authentic behaviors? Keep track of their activities for one week. Looking at the list, highlight all behaviors that were done with honest actions and motives. 	<ul style="list-style-type: none"> Top 20 Teens Teen Outreach Program Wisdom for Life School Connect Character Education Judicious Discipline 	
Proficient	<ul style="list-style-type: none"> Show authenticity in their behaviors. Act with a correlation between their words and their actions (walk the talk). Demonstrate authenticity in body and words. 	<ul style="list-style-type: none"> Teachers model authenticity in their behaviors. Offer real-life scenarios and ask students what they would do in those tough situations. Catch, halter, lead? Equine related interactions nonverbal with equines. 	<ul style="list-style-type: none"> Top 20 Teens Teen Outreach Program Wisdom for Life School Connect Character Education Judicious Discipline MNLINC 	

SELF-MANAGEMENT:

Students use effective choice-making and decision-making skills.
I can make good choices and decisions.

	Benchmarks: Performance Indicators	Sample Activities	Curriculum and Resources	Training
Initial	<ul style="list-style-type: none"> • Make choices. • Follow simple directions. • Change behavior in different settings. 	<ul style="list-style-type: none"> • Red Light Green Light • Hokey Pokey • Musical Chairs • Pass the Bean Bag • Social Stories • Practice different behaviors for different settings or situations – compare and contrast. • Use graphic organizers or thinking maps. 	<ul style="list-style-type: none"> • Boardmaker • Clicker 5 • 5 Point Scale • F.A.C.E.S. • G.I.G. • TEACCH • PECS Picture Exchange Communication System • Visual Schedules Graphic Organizers – pairing picture or symbol with text • Let Character Be Your Guide • Jed Baker Materials • Social Learning Profile • AbleNet Products i.e. Meville to Weville and Star Reporter • Glasser's Five Basic Needs • Motivational Assessment • Social Stories • Mayer Johnson Materials • News For You 	<ul style="list-style-type: none"> • Pro-social problem-solving strategies and techniques
Emerging	<ul style="list-style-type: none"> • Describe ways to promote the safety of themselves and others. • Recognize that they have choices in how to respond to situations. • Implement stop, think, and act strategies in solving problems. 	<ul style="list-style-type: none"> • Compose a list of school safety rules and ways to help themselves and others follow those rules. • Discuss Kelso's choices. • Go over a stop sign and connect it to stop, think, and act behaviors. 	<ul style="list-style-type: none"> • Second Step • I Can Problem Solve • PATHS 	
Developing	<ul style="list-style-type: none"> • Describe the steps of a decision-making model. • Generate alternative solutions to problems and predict possible outcomes. • Effectively participate in group decision making processes. 	<ul style="list-style-type: none"> • Read the 'Choose your own Ending' books as a class and brainstorm the possible endings. • Practice win-win problem solving strategies. • Assign group work and ensure that all students are active participants (see Kagan's Cooperative Learning strategies.) 	<ul style="list-style-type: none"> • PATHS • Second Step • School Connect • I Can Problem Solve • Love And Logic • Top 20 Teens 	
Intermediate	<ul style="list-style-type: none"> • Identify and apply the steps of systematic decision-making. • Evaluate strategies for avoiding risky behavior. • Engage in safe risk taking. 	<ul style="list-style-type: none"> • Think about past decisions and break down the steps that they took to reach that decision. • Write "If only" papers. • Role-play possible responses to peer pressure and other scenarios. • Step by step decision making: challenge by choice. 	<ul style="list-style-type: none"> • PATHS • Second Step • I Can Problem Solve • School Connect • PREPARE • Love and Logic • Top 20 Teens • MNLINC* 	
Advanced	<ul style="list-style-type: none"> • Evaluate how external influences (e.g. media, peer, cultural norms) affect their decision making. • Consider ethical, safety, and societal factors when making their decisions. • Demonstrate pro-social ways to respond to peer pressure. 	<ul style="list-style-type: none"> • Design a media campaign advertising why a person should or should not listen to external influences. • Teachers model their own decision-making process, and then ask students to determine which steps and motivations they might use in decision-making. • Analyze the decisions made by characters in novels and short stories. 	<ul style="list-style-type: none"> • Second Step • I Can Problem Solve • School Connect • PREPARE • Love and Logic • Top 20 Teens 	
Proficient	<ul style="list-style-type: none"> • Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices. 	<ul style="list-style-type: none"> • In all subject areas, discuss the steps they take to come to a successful conclusion of the problem at hand, to practice responsible decision-making. • Create a Consumer Education business plan and discuss the importance of decision making in that plan. 	<ul style="list-style-type: none"> • School Connect • Love and Logic • Top 20 Teens 	

SELF-MANAGEMENT:

Students demonstrate increasing levels of independence and the ability to set and achieve goals.
I can make demonstrate increasing levels of independence and set and achieve goals that will help me be successful.

	Benchmarks: Performance Indicators	Sample Activities	Curriculum and Resources	Training
Initial	<ul style="list-style-type: none"> Accept transitions between routine activities. Tolerate/accept changes in routine. Engage in solitary leisure activities. Engage in leisure activities with others. Demonstrate a growing sense of competence and independence. 	<ul style="list-style-type: none"> Visual Schedules. Use "Change" Symbol to alert student ahead of time. Use a visual / auditory timer to mark beginning and end of activities. Work on a multi-step project over several days i.e. three step project over three days. 	<ul style="list-style-type: none"> Clicker 5 5 Point Scale F.A.C.E.S. G.I.G. TEACCH PECS Picture Exchange Communication System Visual Schedules Graphic Organizers – pairing picture or symbol with text Let Character Be Your Guide Jed Baker Materials Social Learning Profile AbleNet Products i.e. Meville to Weville and Star Reporter Glasser's Five Basic Needs Motivational Assessment Social Stories Mayer Johnson Materials News For You 	<ul style="list-style-type: none"> Training student self-advocacy skills. How to integrate SEL into daily routine in the areas of goal setting, problem solving, and social skills. Using pro-social problem solving strategies in and out of the classroom.
Emerging	<ul style="list-style-type: none"> Identify a goal (wish, dream). Identify the steps needed to perform a routine task or accomplish a goal. Describe something they have accomplished. Set priorities. 	<ul style="list-style-type: none"> Write or draw their own "I have a dream." Complete a step-by-step art project or baking project. Make a classroom collage: one side is a celebration of something accomplished, and one side is something they are working to accomplish. Design a labyrinth walk to acknowledge self and others. 	<ul style="list-style-type: none"> I Can Problem Solve Visual Schedules Butterfly Labyrinth* Goal setting strategy 	
Developing	<ul style="list-style-type: none"> Describe why participating in their education is important in helping them achieve personal goals. Describe the steps in setting and working toward goal achievement. Evaluate what they might have done differently to achieve greater success on a recent goal. Distinguish between long term and short term goals. Understand their IEP and Diagnosis. 	<ul style="list-style-type: none"> Write a dialogue between a teacher and a reluctant student, explaining why school is important. At the end of a project, think of one thing they could have done differently to make the project even more successful. Chart daily and weekly goals. 	<ul style="list-style-type: none"> Use of assessment data such as the Vineland Top 20 Teens PATHS Second Step School Connect Butterfly Labyrinth* 	
Intermediate	<ul style="list-style-type: none"> Apply goal-setting skills to promote academic success and life tasks. Set a positive social interaction goal. Demonstrate goal-setting skills relating to potential career PATHS. 	<ul style="list-style-type: none"> Use class planners to set academic goals per week/quarter/semester. Show a video or read a story where the main character makes poor social choices and have students determine what they would do differently for themselves. Design school to work portfolios. Develop and keep training log 	<ul style="list-style-type: none"> School Connect Use of assessment data such as the Vineland Top 20 Teens PATHS Second Step School Connect MNLINC 	
Advanced	<ul style="list-style-type: none"> Monitor progress toward achieving a goal, and make adjustments in their plan as needed. Identify outside resources that can help in achieving a goal. Set a positive academic goal. 	<ul style="list-style-type: none"> Write a projected schedule for one week. Write a reflection paper on their strengths and weaknesses as they are working toward a goal and write suggestions for improvements. Conduct interviews with people they feel can help them meet a goal and determine what the person or their organizations could do. 	<ul style="list-style-type: none"> School Connect Use of assessment data Top 20 Teens Second Step School Connect MNLINC* 	
Proficient	<ul style="list-style-type: none"> Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. Demonstrate an understanding that goal setting promotes life long success. Keeping yearly records; setting goals with realistic expectations/time line. 	<ul style="list-style-type: none"> Draw a 'map' with steps to reach their post-secondary goals. For each step, create criteria to determine when they can move to the next step. Discuss how professionals working within a particular subject area use goal setting. Analyze and record keeping of costs benefits of owning a pet. 	<ul style="list-style-type: none"> School Connect Use of assessment data such as the Vineland Top 20 Teens Second Step School Connect MNLINC 	

**Goal 3: Students will Show a Strong Sense of "Social Awareness."
(I Care) Demonstrate an Awareness of the Role and Value of Others in the Greater Community.**

Rationale: "Today's youth are growing up in a multicultural world that requires them to have knowledge and skills to question, problem solve, listen to diverse perspectives, make decisions and act as socially responsible participants in our democracy."
(Patti and Tobin, 2003) Social awareness is the first step in acquiring that knowledge.

Self	Social	
I am...	I care... Caring	Awareness
I can...	I will...	Management

**SOCIAL-
AWARENESS:**

Students demonstrates awareness of other people's roles, their emotions and perspectives.
I can demonstrate knowledge of other peoples roles and I care about the feelings and viewpoints of others.

	Benchmarks: Performance Indicators	Sample Activities	Curriculum and Resources	Training
Initial	<ul style="list-style-type: none"> Demonstrate awareness of others - looks at, cries, body tone changes, localizes voices Smile, vocalize, change in body tone in response to familiar faces – may reach out. Discriminates between familiar and unfamiliar persons. Aware their behaviors have impact on others. Tests social reaction, limits and boundaries of others. Seeks approval. Responds to "no." 	<ul style="list-style-type: none"> Role play different emotions Use 5 point scale Wrap gift with description of peer – have them make guesses as a group, peer opens gift (i.e, who likes stars) <i>Emotions Bingo</i> <i>Feelings Posers</i> Power Point with voice and picture recognition 	<ul style="list-style-type: none"> Boardmaker Clicker 5 5 Point Scale F.A.C.E.S. G.I.G. TEACCH PECS Picture Exchange Communication System Visual Schedules Graphic Organizers – pairing picture or symbol with text Let Character Be Your Guide Jed Baker Materials Social Learning Profile AbleNet Products i.e. Meville to Weville and Star Reporter Glasser's Five Basic Needs Motivational Assessment Social Stories Mayer Johnson Materials News For You 	<ul style="list-style-type: none"> Teach perspective taking Basic ASD strategies
Emerging	<ul style="list-style-type: none"> Recognize how others are feeling based on their facial expressions and body language (non verbal communication). Recognize words and actions that hurt others. 	<ul style="list-style-type: none"> Play a game of '<i>Feelings Charades</i>.' Brainstorm a list of behaviors they think would hurt others. Role play and switch-up Pictures of faces 	<ul style="list-style-type: none"> PATHS Second Step Jed Baker materials ASD Specialists Comic Strip Conversations 	
Developing	<ul style="list-style-type: none"> Identify how their own behavior affects the emotions of others. Demonstrate an awareness of the impact of bullying. Define the terms perspective/point of view. Use listening skills to identify the feelings/ perspectives of others. Impact of behavior, voice tones, nonverbals on others. 	<ul style="list-style-type: none"> Read the first half of a story. After one character's actions, students predict how the other characters will feel. Tell a story from a completely different perspective and discuss (example, <i>Two Bad Ants</i>, by Chris Van Allsburg). Give teams a list of emotions. They must design skits showing all of the emotions. The opposite team tries to guess what was on their list. Peaceful conflict resolution using labyrinth to answer questions "How did I feel?; What did I want?; How did my partner feel? What did my partner want?" Both positive and negative nonverbal role plays. 	<ul style="list-style-type: none"> PATHS Second Step Jed Baker materials School Connect Character Education Comic Strip Conversations Butterfly Labyrinth* MNLINC 	
Intermediate	<ul style="list-style-type: none"> Analyze ways their behavior may affect the feelings of others and adjust accordingly Provide support and encouragement to others in need. Demonstrates good sportsmanship Show respect and sensitivity for other people's perspectives, and cultures 	<ul style="list-style-type: none"> Write alternate endings to stories through changing the behavior of one character. Hold class meetings where students are given the opportunity to support one another. On the outside of a paper bag, students make a collage of how they think others feel about an issue, on the inside they put pictures/words of how they feel about that issue. Discuss. 	<ul style="list-style-type: none"> PATHS Second Step Jed Baker materials School Connect Model self-talk Character Education Comic Strip Conversations 	
Advanced	<ul style="list-style-type: none"> Identify verbal, physical, and situational cues that indicate how others may feel. Use conversational skills to understand the perspective of others. Demonstrate ways to express understanding of those who hold different opinions Demonstrate ways to express empathy for others. Demonstrate an awareness of cultural differences in non verbal communication 	<ul style="list-style-type: none"> Play a version of '<i>Freeze</i>' where words can't be used, but in order to successfully freeze a player and get into the scene, the audience member must guess the original character's portrayed feelings. Have pair-shares where one student must tell their partner's perspective on an issue Hold formal debates where the winners are those who showed the most respect. 	<ul style="list-style-type: none"> Second Step School Connect Teaching Tolerance Let Character Be Your Guide 	
Proficient	<ul style="list-style-type: none"> Differentiate between the factual and emotional content of what a person says. Express empathy towards others. Value and learn from the perspectives of others. 	<ul style="list-style-type: none"> View three different news reports and note the slants each report brings to the same story. Get involved in a community-giving situation where they help others. Hold Socratic seminars and have students write reflection papers about how their view points changed when listening to others. Have a structured debate 	<ul style="list-style-type: none"> School Connect Teaching Tolerance Let Character Be your Guide Comic Strip Conversations 	

SOCIAL-AWARENESS: Students demonstrates consideration for others and a desire to positively contribute to their community. I care about others and do my part to make my community better.

	Benchmarks: Performance Indicators	Sample Activities	Curriculum and Resources	Training
Initial	<ul style="list-style-type: none"> • Tolerate/enjoy being with others. • Demonstrate behaviors that indicate awareness of being in their different environments – home, school, community. • Engage in cooperative tasks or leisure activities. 	<ul style="list-style-type: none"> • Leisure activities with high interest materials, equipment. • Choose between pictures or logos of two or three places in the community. • School and community jobs – label with pictures – descriptions and demonstrations. • Interview someone with that job using prerecorded questions and voice recorder, take their picture and create bulletin board with school and /or community jobs / workers / service providers. 	<ul style="list-style-type: none"> • Boardmaker • Clicker 5 • 5 Point Scale • F.A.C.E.S. • G.I.G. • TEACCH • PECS Picture Exchange Communication System • Visual Schedules Graphic Organizers – pairing picture or symbol with text • Let Character Be Your Guide • Jed Baker Materials • Social Learning Profile • AbleNet Products i.e. Meville to Weville and Star Reporter • Glasser's Five Basic Needs • Motivational Assessment • Social Stories • Mayer Johnson Materials • News For You 	<ul style="list-style-type: none"> • Developing a pro-social school climate • Positive behavior and intervention supports • Service Learning • Movement and learning • Restorative practices
Emerging	<ul style="list-style-type: none"> • Recognize and name how others within their school, home, and greater community help them. • Identify how they help others (e.g. feed the dog, share, and clean up when asked). • Express how they feel about helping others. 	<ul style="list-style-type: none"> • Create a collage of daily personal and family activities and circle examples of when they or others are helping. • Give class jobs, and have discussion about how they are helpful for the group. • Identify role models. 	<ul style="list-style-type: none"> • Let Character Be Your Guide • PATHS • Second Step • Project M* 	
Developing	<ul style="list-style-type: none"> • Follows or helps to create classroom rules. • Describe what they learned about themselves in helping out others. • Identify roles they have that contribute to their school, home, and neighboring community. • Work together with peers to address a need. 	<ul style="list-style-type: none"> • Trace each other's hands and write a role they have or a quality they learned about helping. Display around the room as the 'helping hands.' • Adopt a community service project. • Play small group games that involve cooperating and problem solving with others to complete a task. 	<ul style="list-style-type: none"> • Project M* • PATHS • Second Step • School Connect • MNLINC 	
Intermediate	<ul style="list-style-type: none"> • Explain how their decisions and behaviors affect the well being of their school and community. • Demonstrate an interest in community and world affairs. • Explore a community or global need and generate possible solutions. • Recognize the impact of both positive and negative peer pressure on social relationships. • Explain the importance of community connections. 	<ul style="list-style-type: none"> • Draw an "Impact web" of how their actions could potentially affect others, or how a historical figure's actions affected society. • Look at global needs and do a class discussion on what they would do to help if they were president of the U.S.A. 	<ul style="list-style-type: none"> • School Connect • Second Step • MNLINC 	
Advanced	<ul style="list-style-type: none"> • Work cooperatively with others to implement a strategy to address a need in the broader community. • Evaluate the impact of their involvement in an activity to improve their school or community. 	<ul style="list-style-type: none"> • Participate in a clothing drive, food drive, or other service, then by seeing how their contribution made an impact write an article discussing the impact and evaluate what they would do the same or do differently. • Build a <i>Hay Crib</i> as a cooperative learning assignment. 	<ul style="list-style-type: none"> • School Connect • Second Step • MNLINC* 	
Proficient	<ul style="list-style-type: none"> • Participate in activities that show they are agents for positive change within their community/world. • Analyze their responsibilities as involved citizens of a democratic society. 	<ul style="list-style-type: none"> • Review the <i>Youth Risk Behavior Survey</i> data for adolescents. Identify a pertinent issue and discuss strategies students could use to address the issue. • Get involved in the <i>Youth Vote</i>. • Identify an issue pertinent to the community and write a persuasive letter to a leader to request assistance in meeting the need. 	<ul style="list-style-type: none"> • Character Ed materials • School Connect • MNLINC* 	

SOCIAL– AWARENESS: Students demonstrates an Awareness of Cultural Issues and a Respect for Human Dignity and Differences. I care about and respect the individual differences of others.

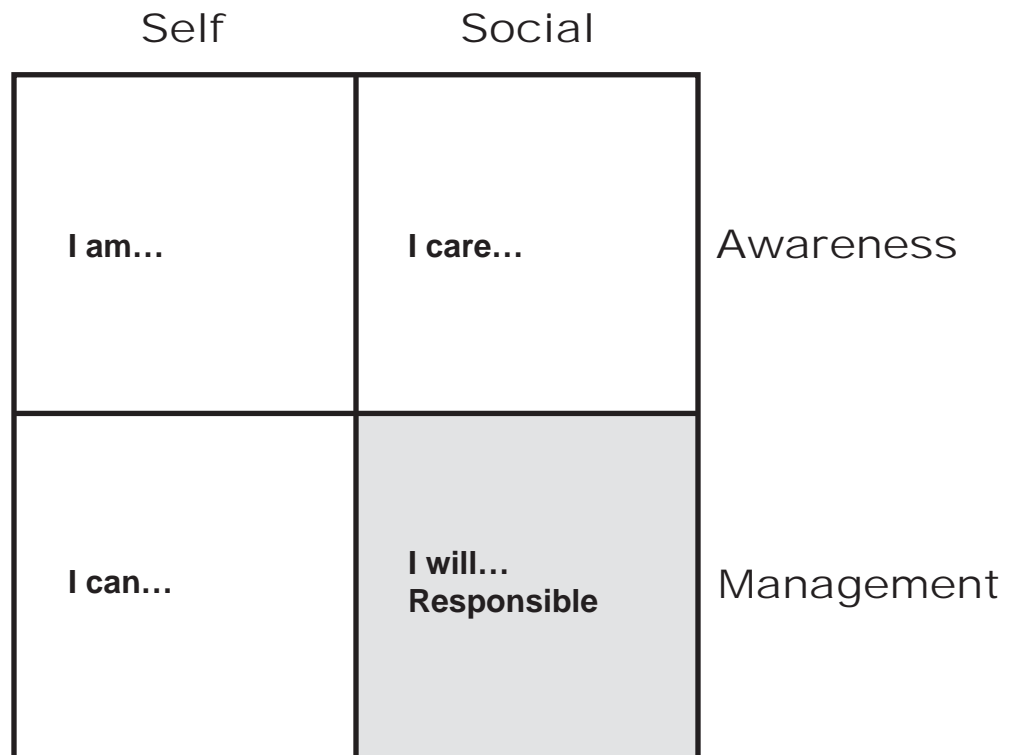
	Benchmarks: Performance Indicators	Sample Activities	Curriculum and Resources	Training
Initial	Not applicable at this level			<ul style="list-style-type: none"> • How to develop a climate where students can bond • Developing a Culturally Responsive Classroom • S.E.E.D. Training
Emerging	<ul style="list-style-type: none"> • Describe ways that people are same and different. • Name positive human qualities in others that cross all cultures and groups. 	<ul style="list-style-type: none"> • Create a 'Show and Tell' about a family tradition. • Teach very basic Venn diagrams using human qualities. • Write a list of traits and share with classmates. 	<ul style="list-style-type: none"> • PATHS • Second Step • School Connect 	
Developing	<ul style="list-style-type: none"> • Identify contributions of various social and cultural groups. • Recognize that people from different cultural and social groups share many things in common. • Define stereotyping, discrimination, and prejudice. 	<ul style="list-style-type: none"> • Teach folksongs and discuss their meaning. • Prepare a food that has cultural significance and share it with the class. • Distribute magazines that reflect different cultural interests. Students work in small groups to look for commonalities. • Identify the benefits and disadvantages of pre-judging people and situations. 	<ul style="list-style-type: none"> • Teaching Tolerance materials • School Connect • PATHS • Second Step • Character Ed. Materials 	
Intermediate	<ul style="list-style-type: none"> • Analyze how people of different groups can help one another and enjoy each other's company. • Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and identify ways to address this. 	<ul style="list-style-type: none"> • Create an activity about the "<i>Flash Judgments</i>" video. • Teach a unit on media literacy and have students analyze media for who is being featured in commercials, shows, etc. and whether that is leading to stereotyping. • Species and Diversity. 	<ul style="list-style-type: none"> • Teaching Tolerance • School Connect • Character Ed. Materials • MNLINC* 	
Advanced	<ul style="list-style-type: none"> • Demonstrate respect for individuals from different social and cultural groups. • Participate in cross-cultural activities and reflect on how they were responsive to the setting they were in. 	<ul style="list-style-type: none"> • Design and participate in a mini-Olympics competition. Include activities with clear cultural backgrounds and give the history of those activities. • Review newspapers for announcements of upcoming events. Cut them out for a poster of cultural activities. 	<ul style="list-style-type: none"> • Teaching Tolerance • Character Ed. Materials • amaze.com 	
Proficient	<ul style="list-style-type: none"> • Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. • Evaluate how advocacy for the rights of others contributes to the common good. • Show sensitivity to the cultural setting they are in and a willingness to adapt as necessary. • Expanding awareness. 	<ul style="list-style-type: none"> • Read current affair articles about prejudice and evaluate the response of the community –giving suggestions for improvement where appropriate. • Select a topic of interest or concern in the local community. Compare this to concerns on the national level, considering community reaction and involvement. • Build garden box and grow bio diverse plants from variety of cultures. 	<ul style="list-style-type: none"> • School Connect • Teaching Tolerance • Character Ed. Materials • MNLINC 	

SOCIAL-AWARENESS: students can respond to and read social or pertinent environmental cues.
I care about how I perceive others and how I am being perceived.

	Benchmarks: Performance Indicators	Sample Activities	Curriculum and Resources	Training
Initial	<ul style="list-style-type: none"> Change behavior according to environmental stimuli: food, snack, lunch, backpacks, buses, fire drill. Change behavior according to changes in people – voices, facial expressions, body language. 	<ul style="list-style-type: none"> Talk about / identify what changes student currently experiences in their day and what behaviors are appropriate in each situation Social stories about how to prepare for and respond to change. Auditory and visual cues or signals for transitioning. i.e. same phrase, sound, song. 	<ul style="list-style-type: none"> Boardmaker Clicker 5 5 Point Scale F.A.C.E.S. G.I.G. TEACCH PECS Picture Exchange Communication System Visual Schedules Graphic Organizers – pairing picture or symbol with text Let Character Be Your Guide Jed Baker Materials Social Learning Profile AbleNet Products i.e. Meville to Weville and Star Reporter Glasser's Five Basic Needs Motivational Assessment Social Stories Mayer Johnson Materials News For You 	<ul style="list-style-type: none"> How to make SEL fun and relevant How to meet students where they are Mentoring Interventions to avoid power struggles How to meet student basic needs in an educational setting
Emerging	<ul style="list-style-type: none"> Understand the importance of respecting personal space. Appropriately engage in play with others (i.e. introduce self, ask permission, join in, and invite others to join in). Wait their turn, observe the situation, and know when it's appropriate to respond. 	<ul style="list-style-type: none"> Use puppets to go over rules like personal space, respecting others property, etc. Students tell what activities they did on the playground and rate their behavior during those activities. Learn walking basics including spacing selves, respect for labyrinth space etc. 	<ul style="list-style-type: none"> Skill Streaming PATHS Second Step Jed Baker Materials Butterfly Labyrinth* 	
Developing	<ul style="list-style-type: none"> Describe tone and how it is used to communicate to others. Describe the impact of body language and facial expressions in communication. Develop awareness that social cues may be different among various groups. 	<ul style="list-style-type: none"> Identify the verbal/nonverbal cues that make a teacher-told story interesting. Discuss how classmates might tell the story differently. Give a list of tasks they must complete. In pairs they must get their partner to complete the tasks using nonverbal communication. 	<ul style="list-style-type: none"> Jed Baker Materials Second Step PATHS Circles Skillstreaming 	
Intermediate	<ul style="list-style-type: none"> Analyze social/cultural situations and appropriate responses to those situations (E.G. friends, school, family and work). Recognize the personal boundaries of self and others (friends, family members, and teachers). 	<ul style="list-style-type: none"> Write a 'how to' list describing to a newcomer the appropriate behavior in various situations. Discuss the importance of land boundaries in world politics. Apply that logic to personal boundaries. Why is it important to honor those? Demonstrate and embody boundaries. 	<ul style="list-style-type: none"> Second Step Jed Baker Materials Circles MNLINC 	
Advanced	<ul style="list-style-type: none"> Evaluate how society and cultural norms and mores have an effect on personal interactions. Read social cues and recognize the impact of their reactions to those cues. 	<ul style="list-style-type: none"> One student leaves the room while the class designs a list of social morals. The student returns and must use the groups' social cues to determine 'proper' behavior. 	<ul style="list-style-type: none"> School Connect Skillstreaming Jed Baker Materials 	
Proficient	<ul style="list-style-type: none"> Recognize and respond to social cues in a manner that contributes to life-long success. 	<ul style="list-style-type: none"> Role-play interview situations where they must respond to the social cues of the interviewer. 	<ul style="list-style-type: none"> Skillstreaming School Connect 	

Goal 4: Students will Demonstrate "Social Management" Skills. (I Will) Interact with Others in Meaningful and Productive Ways.

Rationale: Social management enables people to communicate, to teach and learn, share ideas and feelings, address needs and solve conflicts. Providing students with social management skills will enable them to develop healthy relationships and to meet the needs of the community both personally and professionally. "Business of all sizes has come to realize that productivity depends on a work force that is socially and emotionally competent." (Adams and Hamm, 1994)



SOCIAL-MANAGEMENT: students use positive communication and social skills to interact effectively with others.
I will interact well with others.

	Benchmarks: Performance Indicators	Sample Activities	Curriculum and Resources	Training
Initial	<ul style="list-style-type: none"> Use generally understood gestures to indicate a need or desire. Use socially positive vocalizations. Use appropriate volume. Reach out/use assistive technology to indicate desire. Aware of different choices in different settings. Able to be part of a group activity. Partial participation/engage in group activities. 	<ul style="list-style-type: none"> Design a volume meter for each student (indoor / outdoor voice) using 5 point scale. Differentiate responses – i.e. whisper or use soft voice to respond – compare and contrast. Write social stories. Role playing activities. Create rules – describe desired behaviors – contrast with less or undesirable behaviors. Multiple ways to communicate are honored / accessible (i.e assistive technology). Variety of literacy materials. Helps to write in their daily home-school communication notebook. Games, materials equipment available to honor developmental and age appropriate level. 	<ul style="list-style-type: none"> Boardmaker Clicker 5 5 Point Scale F.A.C.E.S. G.I.G. TEACCH PECS Picture Exchange Communication System Visual Schedules Graphic Organizers – pairing picture or symbol with text Let Character Be Your Guide Jed Baker Materials Social Learning Profile AbleNet Products i.e. Meville to Weville and Star Reporter Glasser's Five Basic Needs Motivational Assessment Social Stories Mayer Johnson Materials News For You 	<ul style="list-style-type: none"> Classroom Management Curriculum Training Restorative Justice Positive Communication Interventions Judicious Discipline Love and Logic
Emerging	<ul style="list-style-type: none"> Pay attention to others when they are speaking. Beginning to participate in group activities. Demonstrate the use of verbal etiquette (uses please, thank you, excuse me, etc.). Take turns and share with others. Indicate discomfort in situations. 	<ul style="list-style-type: none"> Divide class into two teams. Read directions to the teams one time and have the teams follow the directions, practicing listening. Do a 'word of the day' and give students little prizes when you hear them genuinely use that word. Participate in Circle, Walk and Share on the labyrinth. 	<ul style="list-style-type: none"> Skillstreaming Jed Baker Materials PATHS Second Step Circle Restorative Justice Butterfly Labyrinth* 	
Developing	<ul style="list-style-type: none"> Give and receive compliments in a genuine manner. Use attentive listening skills to foster better communication. Demonstrate good sportsmanship. Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus). 	<ul style="list-style-type: none"> Design a flower with cut out petals. Classmates write one compliment for one person on their petal. When the petals are all filled out, glue the flower together and thank those who added to it. The student who is 'IT' calls out animals who fly (or jump, crawl, etc.) Students flap, if the animal called really flies. If it doesn't and they are still flapping, they're eliminated. In groups, students build 'towers' using only the provided material. After, discuss how they worked as a group. Design mutually beneficial goals. 	<ul style="list-style-type: none"> Skillstreaming Jed Baker Materials PATHS Second Step School Connect Restorative Justice MNLINC 	
Intermediate	<ul style="list-style-type: none"> Demonstrate an ability to both assume leadership and be a team player in achieving group goals. Differentiate between passive, assertive, and aggressive responses. Practice reflective listening. 	<ul style="list-style-type: none"> Design group activities that take multiple talents. Discuss how the team could best work together by using each other's strengths. Pair share complex stories or opinions and practice reflective listening while the audience takes note. Demonstrate shared goals. 	<ul style="list-style-type: none"> Skillstreaming Jed Baker Materials PATHS Second Step School Connect MNLINC 	
Advanced	<ul style="list-style-type: none"> Demonstrate strategies for collaborating with peers, adults, and others in the community to move group efforts forward. Offer and accept constructive criticism in order to make improvements. Work to maintain an objective, non-judgmental tone during disagreements. 	<ul style="list-style-type: none"> Given a real life scenario, students design the 'teams' they would assemble to best meet the need given – and explain why and how that group would meet the need. In class debates, students are evaluated on their use of tone. Read and discusses 4 agreements used in MNLINC groups and practice. 	<ul style="list-style-type: none"> Skillstreaming Second Step School Connect MNLINC* 	
Proficient	<ul style="list-style-type: none"> Use assertive communication to get their needs met without negatively impacting others. Empower, encourage, and affirm self and others through their interactions. 	<ul style="list-style-type: none"> Write scripts that they could use in order to make a request. Then do a peer editing to evaluate effectiveness. Hold class meetings designed to build class unity and empowerment. Write a report on the great leaders of the world and analyze their communication skills. 	<ul style="list-style-type: none"> School Connect Second Step 	

SELF-AWARENESS: Students develop constructive relationships.
I will work on having constructive relationships.

	Benchmarks: Performance Indicators	Sample Activities	Curriculum and Resources	Training
Initial	<ul style="list-style-type: none"> Vocalize or moves body to gain attention or greet. Show preferences for staff interaction. Demonstrates reciprocal turn taking – imitation, vocalizing, body movements or tone changes. Initiate interactions. Maintain interactions. End interactions. Demonstrate interest in peers. Shows preferences for peer interaction. Demonstrates sharing. 	<ul style="list-style-type: none"> A variety of small and large group games, activities, and cooperative projects. Design a volume meter for each student (indoor / outdoor voice) using 5 point scale. Differentiate responses – i.e. whisper or use soft voice to respond – compare and contrast. Write social stories. Role-play activities. Create rules for different settings – describe desired behaviors – contrast with less or undesirable behaviors. Multiple ways to communicate are honored / accessible to student (i.e nonverbal gestures, assistive technology). Variety of literacy materials used to model, teach, reinforce, practice. Student helps to write in their daily home-school communication notebook. Games, materials equipment available to honor developmental and age appropriate level. 	<ul style="list-style-type: none"> Boardmaker Clicker 5 5 Point Scale F.A.C.E.S. G.I.G. TEACCH PECS Picture Exchange Communication System Visual Schedules Graphic Organizers – pairing picture or symbol with text Let Character Be Your Guide Jed Baker Social Learning Profile AbleNet Products i.e. Meville to Weville and Star Reporter Glasser's Five Basic Needs Motivational Assessment Role Playing Social Stories Mayer Johnson Materials News For You 	<ul style="list-style-type: none"> Pro-social classroom management strategies Staff training in MNLINC curriculum Tellington Touch
Emerging	<ul style="list-style-type: none"> Identify relationships they have with others. List traits of a good friend. Design a plan for making friends. Offer to help others. 	<ul style="list-style-type: none"> Draw a picture of their closest friends and family and label the relationship. Draw a picture of themselves then rotate the picture around the room. As it stops, other students write one thing about them that makes them a good friend. Bring in a stuffed animal and ask the class what they could do to make that animal their friend. 	<ul style="list-style-type: none"> PATHS Second Step Circles Mentoring and Co-located services Butterfly Labyrinth* 	
Developing	<ul style="list-style-type: none"> Recognize the difference between positive and negative relationships. Understand the difference between safe and risky behaviors in a relationship. Identify a problem in a relationship and seek appropriate assistance. 	<ul style="list-style-type: none"> Read a story, students list the traits they heard in the characters' relationships that were negative and those that were positive. Discuss appropriate times to use peer mediators or other outside help. Learning 3I-touches to calm horses. 	<ul style="list-style-type: none"> Second Step PATHS Circles School Connect Thinking for a Change Butterfly Labyrinth* MNLINC* 	
Intermediate	<ul style="list-style-type: none"> Distinguish between positive and negative peer pressure and demonstrate strategies for resisting negative peer pressure. Involve themselves in positive activities with their peer group. Demonstrate ability to be true to personal values when choosing friendships. 	<ul style="list-style-type: none"> In groups, make a cartoon strip that shows strategies for resisting negative peer pressure. Hold an "Activity Fair" aimed at encouraging students to participate in extracurricular activities. Use calming touch with animals. 	<ul style="list-style-type: none"> Second Step PATHS Circles School Connect Mentoring MNLINC* 	
Advanced	<ul style="list-style-type: none"> Understand the benefits of setting limits for themselves and others (boundaries). Practice strategies for maintaining positive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, practice forgiveness.) Understand the value of mentors. 	<ul style="list-style-type: none"> Draw a fence and label it with behaviors that fit within and without their personal boundaries. Give advice to fictitious characters about how they could better maintain positive relationships. Pick a mentor and write a letter asking them for their help and explaining what they hope to get out of the relationship. 	<ul style="list-style-type: none"> Circles Second Step School Connect Mentoring 	
Proficient	<ul style="list-style-type: none"> Participate in a healthy support network of valued relationships. Independently seek out relationships that support their development through life. 	<ul style="list-style-type: none"> Draw a web of support. Next to each person's name on the web, write one strategy they could use to maintain or activate that friendship or support. In groups, students write radio broadcasts advertising the importance of constructive relationships. 	<ul style="list-style-type: none"> School Connect Mentoring MNLINC* 	

SOCIAL-MANAGEMENT: students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. I will deal with interpersonal conflicts constructively.

	Benchmarks: Performance Indicators	Sample Activities	Curriculum and Resources	Training
Initial	<ul style="list-style-type: none"> Respond to changes in others' tone of voice or body language. Understand "no" and "stop" but doesn't always comply. Trying out new behaviors or testing reactions an limits of others. Protect self and possessions. 	<ul style="list-style-type: none"> Role play activities. Mayer Johnson problem solving materials Create or use a simple problem solving framework –use in daily opportunities for modeling and using real and meaningful problem solving – think out loud with the students on all the steps. Evaluate out loud if it worked or not and why Use group "check-in" visual – individual and / or posted in large print. 	<ul style="list-style-type: none"> Boardmaker Clicker 5 5 Point Scale F.A.C.E.S. G.I.G. TEACCH PECS Picture Exchange Communication System Visual Schedules Graphic Organizers – pairing picture or symbol with text Let Character Be Your Guide Jed Baker Materials Social Learning Profile AbleNet Products i.e. Meville to Weville and Star Reporter Glasser's Five Basic Needs Motivational Assessment Role Playing Social Stories Mayer Johnson Materials News For You 	<ul style="list-style-type: none"> Use of pro-social problem-solving strategies in the classroom Training in RCCP
Emerging	<ul style="list-style-type: none"> Identify interpersonal problems they need adult help to resolve. Recognize there are many ways to solve conflicts and practice solving problems using a menu of choices. Recognize safe and responsible touch. 	<ul style="list-style-type: none"> Work in pairs using puppets to identify conflicts and show responses. Use class discussion to determine whether the conflict needs an adult helper. Select magazine cutouts of different responses to conflict and students identify whether the responses are negative or positive. 	<ul style="list-style-type: none"> PATHS Second Step I Can Problem Solve Butterfly Labyrinth* 	
Developing	<ul style="list-style-type: none"> Show understanding of conflict as a natural part of life. Describe causes and effects of conflicts. Distinguish between destructive and constructive ways of dealing with conflict. Activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.) 	<ul style="list-style-type: none"> Watch their peers on the playground and then list the conflicts they saw and how they were handled. If the conflict was poorly handled, students list suggestions as to how they could modify the response. Have peer mediators discuss the steps of conflict resolution in a class presentation. 	<ul style="list-style-type: none"> PATHS Second Step School Connect I Can Problem Solve Conflict resolution Chart/Problem Solving model Butterfly Labyrinth* MNLINC* 	
Intermediate	<ul style="list-style-type: none"> Identify the roles of individuals in conflict and understand their responsibility in reaching resolution. Apply conflict resolution skills to de-escalate, defuse, and resolve differences. Identify how all parties in conflict might get their needs met (win-win). Identify positive supports to go to in a conflict situation/crisis. 	<ul style="list-style-type: none"> As students role-play particular conflict roles (i.e. aggressors, victims, bystanders, peacemakers) observers record how the behaviors helped or hindered resolution. Hold class debates over a particular issue that must end in a win-win for the class to be successful. Practice mutually beneficial interactions. 	<ul style="list-style-type: none"> PATHS Second Step School Connect MNLINC* 	
Advanced	<ul style="list-style-type: none"> Analyze how listening and speaking skills help in preventing and resolving conflicts. Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety. Access conflict resolution and problem-solving resources (i.e. security, trusted adults, peer mediators, counselors). Demonstrate an understanding of safe and responsible sex. 	<ul style="list-style-type: none"> Play 'Telephone' and then discuss how messages can so easily get misconstrued when someone doesn't listen or talk carefully. In small groups have teams determine strategies they could use to manage various situations. Act them out and evaluate their usefulness. Practice Consensus Process and demonstrate shared goals. 	<ul style="list-style-type: none"> School Connect Second Step MNLINC 	
Proficient	<ul style="list-style-type: none"> Demonstrate an ability to co-exist in civility in the face of unresolved conflict. Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively. Evaluate and reflect on their role in a conflict and utilize this information to better their behavior in future conflicts. 	<ul style="list-style-type: none"> Play a game where the rules are unfair. Discuss students' behaviors and feelings in the midst of the game. Write 'self-help' manuals to show conflict resolutions skills. Include at least one true story where another response would have been more beneficial. 	<ul style="list-style-type: none"> School Connect PREPARE 	

SEL STANDARDS ALIGNMENT WITH ASSETS

Goal and Standard	Asset
Goal 1 A	
Goal 1 B	
Goal 1C	#1–#6: Supports
Goal 1D	#30: Student values responsibility
Goal 2A	#31: Student values restraint
Goal 2B	#28: Student values integrity #29: Student values honesty
Goal 2C	#32: Student has planning and decision-making skills
Goal 2D	#32: Student has planning and decision-making skills #37: Student has healthy sense of personal power #39: Student believes their life has a sense of purpose #40: Student has a positive view of their future
Goal 3A	#26: Student values caring for others #33: Student has empathy, sensitivity and friendship skills
Goal 3B	#8: Student has useful roles in the community #9: Student serves others in the community
Goal 3C	#27: Student promotes equality and social justice #34: Student gets along with people from different cultures
Goal 3D	
Goal 4A	#33: Student has empathy, sensitivity and friendship skills
Goal 4B	#33: Student has empathy, sensitivity and friendship skills #34: Student gets along with people from different cultures
Goal 4C	#36: Student resolves conflicts peacefully

SEL Standards and Benchmarks Alignment with Grade Levels

Many standards are generated with specific grade levels and skills in mind. District 287 took into consideration the many unique needs of the students being served and removed the grade level association. This chart may be used to convert developmental performance levels to corresponding grade levels.

District 287 Performance Indicators— Current Language	Corresponding Grade Level
Initial	Infant through Preschool
Emerging	Early Elementary
Developing	Late Elementary
Intermediate	Middle School
Advanced	Early High School
Proficient	Late High School

DEFINITIONS

There are several acronyms located with-in this document. Below you will find the meanings and definitions of the acronyms.

FACES.....Functional Academic Curriculum for Exceptional Students

GIGGeneral Instructional Guidelines

The General Instructional Guidelines "Project GIG" coordinates the overall instructional activities within the division of Special Education for Minnesota's Intermediate School District 287.

TEACCH.....Treatment and Education of Autistic and related Communication-handicapped Children <http://www.teacch.com>

PECS.....Picture Exchange Communication System <http://www.pecs.com>

PATHS.....Promoting Alternative Thinking Strategies

The PATHS (Promoting Alternative Thinking Strategies) Curriculum is a comprehensive program for promoting emotional and social competencies and reducing aggression and behavior problems in elementary school-aged children while simultaneously enhancing the educational process in the classroom.

MNLINC.....Minnesota Linking Individuals, Nature and Critters, Inc. <http://www.mnlic.org>

TOPTeen Outreach Program <http://www.wymancenter.org/teenoutreach.htm>

SEL.....Social Emotional Learning

AKCISAlaska Career Information System <http://www.akcis.org>

HCMH.....Hennepin County Mental Health

CPSChild Protection Services

DRSDepartment of Rehabilitative Services

RCCPResolving Conflicts Creatively Program

ASDAutism Spectrum Disorder

EBDEmotional behavioral Disorder

RESOURCES

This is the Standards and Benchmarks resource section. Here you will find information and links to the curriculum and resources that have been listed through the document. The resources that are listed are not the only resources available to staff to teach specific skills. As new curricula are developed and tested they may be added to updated editions of the Standards and Benchmarks. For further descriptions of curricula being used in District 287 please view at www.district287.org/SEL/resources.

7 Habits of Highly Effective Teens—By: Sean Covey, <http://www.7habits4teens.com>

Ablenet Products—www.ablenet.com

Anxiety curve—used in collaboration with The Incredible 5 point scale, by: Mitzi Curtis and Kari Dunn Buron

Boardmaker—<http://www.mayer-johnson.com>

Butterfly Labyrinth*—www.butterflypeacepath.com

Circle of courage—www.reclaiming.com

Circles—<http://www.stanfield.com>

Clicker 5—<http://www.cricksoft.com>

Collaborative Problem Solving Approach—By: Dr. Ross Green, <http://www.explosivechild.com>

Functional Academic Curriculum for Exceptional Students (F.A.C.E.S.)

G.I.G.—General Instructional Guidelines, more information at www.district287.org/SEL

Glasser's Five Basic Needs—as written by William Glasser

HeartMath—www.heartmath.com

Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations, by: Myles, Trautman and Schelvan

How's Your Engine Running?—www.alertprogram.com

I can problem solve—by: Dr. Myrna Shure, www.researchpress.com

Jed Baker—www.jedbaker.com

Judicious Discipline—by: Forest Gathercoal, http://www.dock.net/gathercoal/judicious_discipline.html

Labyrinth Activities*—Used with the Butterfly Labyrinth, by: Jackie Levin, jackie@ButterflyPeacePath.com

Learning for Life—www.learning-for-life.org

Let Character Be Your Guide—more information at www.district287.org/SEL

Love and Logic – By: Jim Fay and Foster Klein, www.loveandlogic.com

Making a Good Brain Great—By: Daniel G Amen, www.amenclinics.com

Mayer Johnson Materials—www.mayer-johnson.com

Mind Coach (Amen)—By: Daniel G Amen, www.amenclinics.com

Mindfulness—www.hawainstitute.org

MNLINC*—www.mnlinc.org

PATHS—Promoting Alternative Thinking Strategies, <http://www.colorado.edu/cspv/blueprints/model/programs/PATHS.html>

PECS—Picture Exchange Communication System, www.pecs.com

PREPARE—Stress Management Training, www.researchpress.com

Project M*—A mentoring program for young men that allows them to explore their dreams and connect to their community. Jackie Levin, jlevin@aol.com

Relaxation Training (Lori Lite)—www.litebooks.net

Restorative Justice—www.restorativejustice.org

School Connect—www.school-connect.net

Second Step—www.cfchildren.org

Skill Streaming—www.skillstreaming.com

Social Stories—www.socialstories.com

Strong Kids—www.strongkids.uoregon.edu

Talking and thinking Bubbles—

Teaching tolerance—www.tolerance.org

Teen Outreach Program (TOP)—www.wymancenter.org

The Incredible 5 Point Scale—by: Kari Dunn Buron and Mitzi Curtis, www.5pointscale.com

Top 20 Teens—www.top20training.com

Treatment and Education of Autistic and related Communication-handicapped Children (TEACCH)—<http://www.teacch.com>

Visual Schedules Graphic Organizers—pairing picture or symbol with text

What Do you Stand For? Kids and Teens—www.freespirit.com

Wisdom for Life—www.wisdomforlife.com

