

# NORTH DAKOTA MULTI-TIER SYSTEM OF SUPPORTS

*Social and Emotional Learning Goals*

*by Competency*

Grades K - 12

June 2018

# NDMTSS

North Dakota's Multi-Tier  
System of Supports

# Social Emotional Learning Competencies & Indicators

## Self-Awareness

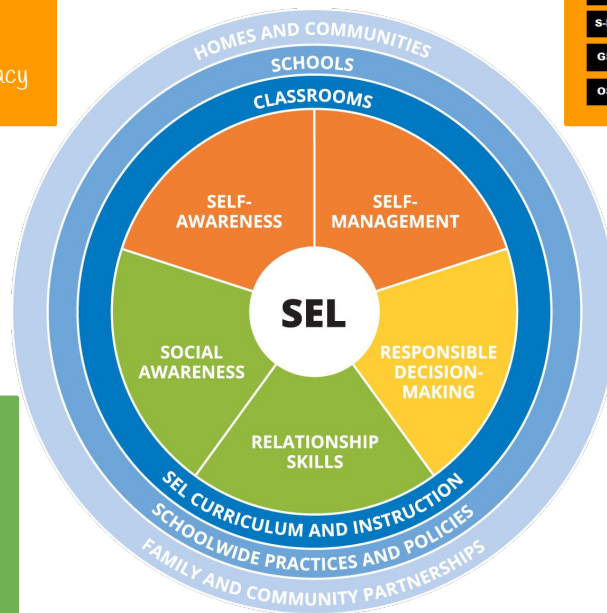
The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

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

## Self-Management

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

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



## Social Awareness

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

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

## Responsible Decision-Making

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

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

## Relationship Skills

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

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

Grade Span	<i>Students will be able to.....</i>
K-2	<ol style="list-style-type: none"> <li>1. <b>IE</b> <u>Recognize</u> and accurately label emotions, and <u>identify</u> situations that cause those emotions.</li> <li>2. <b>RS</b> <u>Differentiate</u> between likes and dislikes.</li> <li>3. <b>SC/SE</b> <u>Accept</u> failure and demonstrate the ability to recover from perceived failures.</li> <li>4. <b>ASP</b> <u>Identify</u> and seek help when appropriate.</li> </ol>
3-5	<ol style="list-style-type: none"> <li>1. <b>IE</b> <u>Describe</u> a variety of emotions, and understand how emotions are linked to behavior.</li> <li>2. <b>RS</b> <u>Describe</u> interests to pursue and skills to develop.</li> <li>3. <b>SC/SE</b> <u>Develop</u> a growth mindset for rigorous situations.</li> <li>4. <b>ASP</b> <u>Describe</u> an activity or task in which help is needed to be successful.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. <b>IE</b> <u>Distinguish</u> different levels of emotions and explain the physical reaction to various emotions (e.g. how bodies look and feel).</li> <li>2. <b>RS</b> <u>Identify</u> personal strengths and the skills required to develop those strengths.</li> <li>3. <b>SC/SE</b> <u>Understand</u> the relationship between effort, attitude and achievement.</li> <li>4. <b>ASP</b> <u>Distinguish</u> between personal feelings and how one is expected to feel in a variety of situations.</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. <b>IE</b> <u>Create</u> a plan for managing a variety of emotions.</li> <li>2. <b>RS</b> <u>Analyze</u> perceived limitations and <u>create</u> a plan leveraging strengths to address limitations.</li> <li>3. <b>SC/SE</b> <u>Demonstrate</u> resilience and a positive attitude for school and life.</li> <li>4. <b>ASP</b> Advocate for oneself by <u>creating</u> 'I'-messages to present personal perspective.</li> </ol>

Grade Span	Students will be able to.....
K-2	<ol style="list-style-type: none"> <li>1. <b>IC</b> <b>Demonstrate</b> self-control in a variety of settings (e.g. differentiate between needs and wants, follow school-wide behavior expectations).</li> <li>2. <b>StressM</b> <b>Define</b> stress.</li> <li>3. <b>SD</b> <b>Identify</b> what it means to be responsible and <b>list</b> personal responsibilities.</li> <li>4. <b>S-M</b> <b>Utilize</b> self-talk for the purpose of self-motivation .</li> <li>5. <b>GS</b> <b>Identify</b> goals for academic success and classroom behavior.</li> <li>6. <b>OS</b> <b>Utilize</b> prescribed routines to understand physical and mental organizational strategies.</li> </ol>
3-5	<ol style="list-style-type: none"> <li>1. <b>IC</b> <b>Apply</b> self-monitoring strategies to regulate emotions.</li> <li>2. <b>StressM</b> <b>Identify</b> personal stressors.</li> <li>3. <b>SD</b> <b>Display</b> consistent behaviors to meet personal responsibilities.</li> <li>4. <b>S-M</b> <b>Identify</b> internal and/or external motivating factors in a variety of situations.</li> <li>5. <b>GS</b> <b>Apply</b> a goal setting process to work toward goal achievement (e.g. SMART).</li> <li>6. <b>OS</b> <b>Identify</b> strategies for planning, prioritizing and managing time.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. <b>IC</b> <b>Explain</b> possible outcomes of expressing emotions in various ways.</li> <li>2. <b>StressM</b> <b>Apply</b> stress management strategies.</li> <li>3. <b>SD</b> <b>Display</b> endurance when facing adversity for the purpose of personal growth.</li> <li>4. <b>S-M</b> <b>Display</b> indicators of a growth mindset.</li> <li>5. <b>GS</b> <b>Create</b> and <b>monitor</b> personal and academic goals to meet identified needs.</li> <li>6. <b>OS</b> <b>Apply</b> strategies for planning, prioritizing and managing time.</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. <b>IC</b> <b>Apply</b> strategies to mitigate personal response to different levels of emotions.</li> <li>2. <b>StressM</b> <b>Create</b> a long term plan for stress management throughout the lifespan.</li> <li>3. <b>SD</b> Consistently <b>apply</b> strategies for working hard in challenging settings.</li> <li>4. <b>S-M</b> <b>Apply</b> strategies for developing and maintaining a growth mindset.</li> <li>5. <b>GS</b> <b>Create</b> a plan for monitoring progress toward personal and academic, short and long-term goal achievement.</li> <li>6. <b>OS</b> <b>Create</b> a plan for planning, prioritizing and managing time independently to maximize efficiency.</li> </ol>

Grade Span	Students will be able to.....
K-2	<ol style="list-style-type: none"> <li>1. <b>HS</b> <u>Identify</u> a trusted adult for help when needed.</li> <li>2. <b>EPT</b> <u>Identify</u> the feelings and perspectives of others.</li> <li>3. <b>AD</b> <u>Recognize</u> and acknowledge individual differences in others.</li> <li>4. <b>RFO</b> <u>Describe</u> positive qualities in others.</li> </ol>
3-5	<ol style="list-style-type: none"> <li>1. <b>HS</b> <u>Demonstrate</u> appropriate strategies to ask for help in a variety of situations.</li> <li>2. <b>EPT</b> <u>Describe</u> feelings and perspectives of others.</li> <li>3. <b>AD</b> <u>Differentiate</u> between static and dynamic personal characteristics, and accept static characteristics.</li> <li>4. <b>RFO</b> <u>Demonstrate</u> strategies for working and playing effectively with others.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. <b>HS</b> <u>Identify</u> support at home, school and in the community.</li> <li>2. <b>EPT</b> <u>Demonstrate</u> the ability to anticipate feelings and perspectives of others in a variety of situations.</li> <li>3. <b>AD</b> <u>Analyze</u> how people from diverse peer groups can learn from each other.</li> <li>4. <b>RFO</b> <u>Evaluate</u> strategies for being respectful of others and opposing stereotyping and prejudice.</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. <b>HS</b> <u>Evaluate</u> and <u>utilize</u> available resources at home, school and in the community.</li> <li>2. <b>EPT</b> <u>Analyze</u> the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly.</li> <li>3. <b>AD</b> <u>Demonstrate</u> strategies for expressing understanding towards those who hold different beliefs.</li> <li>4. <b>RFO</b> <u>Evaluate</u> how society and cultural norms, morals and values affect personal interactions.</li> </ol>

# NDMTSS SEL Goals Relationship Skills

Grade Span	<i>Students will be able to.....</i>
K-2	<ol style="list-style-type: none"> <li>1. <b>C</b> <u>Demonstrate</u> verbal etiquette to foster better communication (e.g. please, thank you, excuse me, etc.).</li> <li>2. <b>SE</b> <u>Identify</u> opportunities for social participation at home, school and in the community (e.g. family meal time, free play, extracurricular activities, diverse peer groups, etc.).</li> <li>3. <b>TW</b> <u>Demonstrate</u> appropriate strategies for receiving feedback from others for self-improvement and to promote group effectiveness.</li> <li>4. <b>RB</b> <u>Describe</u> approaches for making and keeping friends.</li> <li>5. <b>CR</b> <u>Identify</u> conflict in various situations.</li> </ol>
3-5	<ol style="list-style-type: none"> <li>1. <b>C</b> <u>Demonstrate</u> non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.).</li> <li>2. <b>SE</b> <u>Analyze</u> social situations at home, school and in the community (e.g. family meal time, free play, extracurricular activities, dances, diverse peer groups, etc.).</li> <li>3. <b>TW</b> <u>Demonstrate</u> appropriate strategies for providing and receiving feedback to promote group effectiveness.</li> <li>4. <b>RB</b> <u>Recognize</u> and respond to social cues in a manner that builds and maintains healthy relationships.</li> <li>5. <b>CR</b> <u>Differentiate</u> between conflict and bullying.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. <b>C</b> <u>Demonstrate</u> proper etiquette when communicating electronically.</li> <li>2. <b>SE</b> <u>Demonstrate</u> appropriate responses to social situations at home, school and in the community (e.g. family meal time, free play, extracurriculars, dances, diverse peer groups, volunteering, etc.).</li> <li>3. <b>TW</b> <u>Demonstrate</u> cooperation and teamwork to promote group effectiveness.</li> <li>4. <b>RB</b> <u>Explain</u> an approach to limit setting (e.g. <u>A</u>cknowledge feelings, <u>C</u>ommunicate the limit, <u>T</u>arget alternative.).</li> <li>5. <b>CR</b> <u>Apply</u> conflict resolution strategies in a variety of situations (e.g. interpersonal, intrapersonal, intragroup, intergroup).</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. <b>C</b> <u>Evaluate</u> the verbal and nonverbal cues from others to create differentiated communication plans.</li> <li>2. <b>SE</b> <u>Evaluate</u> personal engagement in social situations at home, school and in the community and <u>create</u> a plan for personal growth.</li> <li>3. <b>TW</b> <u>Apply</u> appropriate limit setting strategies (e.g. Acknowledge feelings, Communicate the limit, Target alternative.).</li> <li>4. <b>RB</b> <u>Demonstrate</u> a variety of strategies for collaborating with peers, adults and others in the community.</li> <li>5. <b>CR</b> <u>Evaluate</u> personal response to conflict and <u>create</u> a plan for personal growth in resolving conflict.</li> </ol>

# NDMTSS SEL Goals

## Responsible Decision Making

Grade Span	<i>Students will be able to.....</i>
K-2	<ol style="list-style-type: none"> <li>1. <b>IP</b> <u>Define</u> a problem.</li> <li>2. <b>SP</b> <u>Explain</u> a problem solving process.</li> <li>3. <b>AS</b> <u>Analyze</u> potential consequences of choices.</li> <li>4. <b>E&amp;R</b> <u>Explain</u> the differences between safe and risky behaviors.</li> <li>5. <b>ER</b> <u>List</u> age appropriate responsibilities at home and school.</li> </ol>
3-5	<ol style="list-style-type: none"> <li>1. <b>IP</b> <u>Identify</u> problems in a variety of situations.</li> <li>2. <b>SP</b> <u>Apply</u> strategies to appropriately solve problems.</li> <li>3. <b>AS</b> <u>Utilize</u> refusal skills.</li> <li>4. <b>E&amp;R</b> <u>Compare and contrast</u> the potential outcomes of engaging in safe and risky behaviors.</li> <li>5. <b>ER</b> <u>Demonstrate</u> personal responsibility for decisions.</li> </ol>
6-8	<ol style="list-style-type: none"> <li>1. <b>IP</b> <u>Demonstrate</u> the ability to acknowledge problems in a variety of situations.</li> <li>2. <b>SP</b> <u>Evaluate</u> potential solutions to problems.</li> <li>3. <b>AS</b> <u>Analyze</u> factual information surrounding situations.</li> <li>4. <b>E&amp;R</b> <u>Recognize</u> unsafe or high risk situations and <u>utilize</u> strategies to remove oneself.</li> <li>5. <b>ER</b> <u>Evaluate</u> how external influences such as media, peers, and/or cultural norms influence personal behavior.</li> </ol>
9-12	<ol style="list-style-type: none"> <li>1. <b>IP</b> <u>Demonstrate</u> the ability to accurately anticipate problems in a variety of situations.</li> <li>2. <b>SP</b> <u>Create</u> a plan to apply the most appropriate solutions to problems.</li> <li>3. <b>AS</b> <u>Differentiate</u> between emotional response and factual information surrounding situations.</li> <li>4. <b>E&amp;R</b> <u>Analyze</u> how current choices affect one's future.</li> <li>5. <b>ER</b> <u>Apply</u> moral, personal, and ethical standards when making decisions.</li> </ol>