

Running Head: SEL in British Columbia Education

Social and Emotional Learning (SEL) in British Columbia K-12 Curriculum:  
Competencies of Personal Responsibility and Well-Being, and Social Responsibility

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Imagine schools where children feel safe, valued, confident, and challenged, where they have the social, emotional, and academic skills to succeed, where the environment is safe and supportive, and where parents are fully engaged.

Imagine this not as the exception in an elite or small school but in every school and for all children. Imagine the integration of social and emotional skills as a part of education at every level, from preschool to high school.

This is our dream for 21<sup>st</sup> century education-and it is happening now. Through rigorous experimental and action research and partnerships with schools throughout the country, we have seen the impact of social and emotional learning not only on children's learning and development but also on school functioning. More and more schools are adopting social and emotional learning as an overarching philosophy and framework for school improvement and children's optimal development (O'Brien, Weissberg, & Munro, 2005/2006, paragraph 1-3).

## Overview

A fundamental mission of schools is to educate students to master essential content areas such as reading, writing, math, and science. Nonetheless, in addition to these basic academic skills, most educators, parents, students, and the public at large support a more comprehensive agenda for education – one that includes promoting students' social and emotional competence, prosocial behaviors such as helping sharing, and cooperating, and social responsibility (Rose & Gallop, 2000). Current theory and research suggest that a high quality education should not only cultivate the intellectual skills of students, schools today also need to nurture the development of social and emotional competencies and positive human traits, such as self-awareness, social awareness, self-management, relationship skills, responsible decision-making, and empathy and altruism – characteristics that will lead to meaningful employment and engaged citizenship (Greenberg et al., 2003).

Recent years have witnessed increased theoretical and empirical attention to the school-based promotion of children's social and emotional competence as educators, parents, policymakers, and other societal agencies contemplate solutions for contemporary problems such as declining academic motivation and achievement, escalating school dropout rates (Battin-Pearson et al., 2000; Finn, 1989), increasing school bullying and aggression (Swearer, Espelage, Vaillancourt, & Hymel, 2010), and rises in children's mental health problems (Romano, Tremblay, Vitaro, Zoccolillo, & Pagani, 2001). Indeed, much discussion has ensued as scholars, educators, parents, and others have deliberated on the role of education in promoting children's social and emotional skills as a way in which to stave off emotional and behavioral problems and promote children's positive development (Greenberg, 2010; Greenberg, Domotrovich, & Bumbarger, 2001, Hazell, 2007), posing such questions as: How can we help children develop the skills they need to

succeed in school and in life?, What can we do to lead children on a positive path to becoming caring and contributing citizens of tomorrow?, and Would taking the time in school to promote children's social and emotional competence compromise children's academic success, or might academic success be enhanced by schools explicitly addressing children's SEL and development? Although answers to these questions and similar iterations of them have been a long held interest of researchers, educators, and parents, it is only recently in which there has been focused empirical attention specifically aimed at trying to discover the ways in which children's social and emotional development can be promoted in tandem with their academic success.

The BC Ministry of Education is a leader in North America and the world in bringing social and emotional learning (SEL) into the education system. Beginning in 2000 when the BC Ministry of Education identified *social responsibility* as one of four "foundational skills," as important as reading, writing, and numeracy, BC is taking the lead once again in identifying SEL competencies in the form of Personal Responsibility and Well-Being, and Social Responsibility as central to the BC Education Curriculum and Assessment Framework. The purpose of this paper is to provide some background and context to this endeavour.

This paper begins with definitions the SEL competencies as defined by the Collaborative for Academic, Social and Emotional Learning ([www.casel.org](http://www.casel.org)). Following the SEL competencies, definitions for the BC Ministry of Education competencies of Personal Responsibility and Well-being, and Social Responsibility are put forth. In the next section, a discussion of why this matters in today's educational and societal climate is presented along with some of the latest scientific findings that provide an evidence-base for the promotion of SEL in classrooms and schools. The chapter ends with some recommendations on how the promotion of students' personal responsibility and well-being, and social responsibility can be successfully implemented in BC classrooms and schools. Appendices include a model of SEL promotion in the context of schools, descriptions of the developmental progression of the SEL competencies, and a list of relevant SEL resources for educators.

## Definitions

### What is Social and Emotional Learning?

Social and emotional learning, or SEL, is the process of acquiring the competencies to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively (Greenberg et al., 2003; Osher et al., 2008; Payton et al., 2000; Weissberg, Payton, O'Brien, & Munro, 2007). That is, SEL teaches the personal and interpersonal skills we all need to handle ourselves, our relationships,

and our work effectively and ethically. Accordingly, SEL is aimed at helping children and adults develop fundamental skills for success in school and life.

The Collaborative for Academic, Social, and Emotional Learning (CASEL), a nonprofit organization in Chicago, IL, is one of the organizations at the forefront in North American and international efforts to promote SEL. Founded in 1993 by Daniel Goleman (author of the 1995 landmark book, *Emotional Intelligence*) and Eileen Rockefeller Growald, its mission is to advance the science of SEL and expand evidence-based, integrated SEL practices as an essential part of preschool through high school education. CASEL has identified a set of social emotional skills that underlie effective and successful performance for social roles and life tasks, drawing from extensive research in a wide range of areas, including brain functioning and methods of learning and instruction.

Social and emotional learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. CASEL has identified five inter-related sets of cognitive, affective, and behavioural competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (see Table 1, and see Appendix A for CASEL's diagram of the 5 SEL competencies). The ability to coordinate these competencies when dealing with daily situations and challenges provide a foundation for better adjustment and school performance as reflected in more positive social behaviours, fewer conduct problems, less emotional distress, and improved grades and test scores.

Table 1: CASEL's SEL Competencies

SEL Dimension	Description
<b>Self-Awareness</b>	The ability to accurately recognize one's feelings and thoughts and their influence on behaviours. This includes accurately assessing one's strengths and limitations, and possessing a realistic sense of self-efficacy and optimism.
<b>Social Awareness</b>	The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behaviour, and to recognize family, school, and community resources and supports.
<b>Self-Management</b>	The ability to regulate one's emotions, cognitions, and behaviours effectively in different situations. This includes delaying gratification, managing stress, controlling impulses, motivating oneself, and setting and working towards achieving personal and academic goals.

<b>Relationship Skills</b>	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when needed.
<b>Responsible Decision-Making</b>	The ability to make constructive choices about personal behaviour, social interactions based consideration of ethical standards, safety concerns, social norms, realistic evaluation of consequences of various actions, and the well-being of self and others.

Note: From CASEL ([www.casel.org](http://www.casel.org))

## Personal Responsibility and Well-Being and Social Responsibility in BC Education<sup>1</sup>

The Personal Responsibility and Social Responsibility competencies in the BC of Education Curriculum and Assessment Framework are based on the works of CASEL (Collaborative for Academic, Social and Emotional Learning), BC Social Responsibility Performance Standards, and the British Columbia Early Learning Framework.

### What is Personal Responsibility and Well-Being?

- Personal responsibility is taking responsibility for one's actions, accepting the consequences that come from those actions and understanding how the actions impact others.
- Students who demonstrate personal responsibility are able to set and monitor progress towards goals, regulate emotions to control impulses, monitor stress, and persevere in difficult situations.
- They learn ways to keep themselves healthy and physically active, feel a sense of security, show self-respect and self-regulation, and express a sense of personal well-being.
- Helping students develop personal responsibility involves providing contexts where they feel safe and understood, giving them opportunities to recognize

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<sup>1</sup> What is important to underline is the notion that these skills can be taught and that direct instruction and opportunities to practice these skills can occur in classroom/school contexts that are safe, supportive, participatory, and engaging.

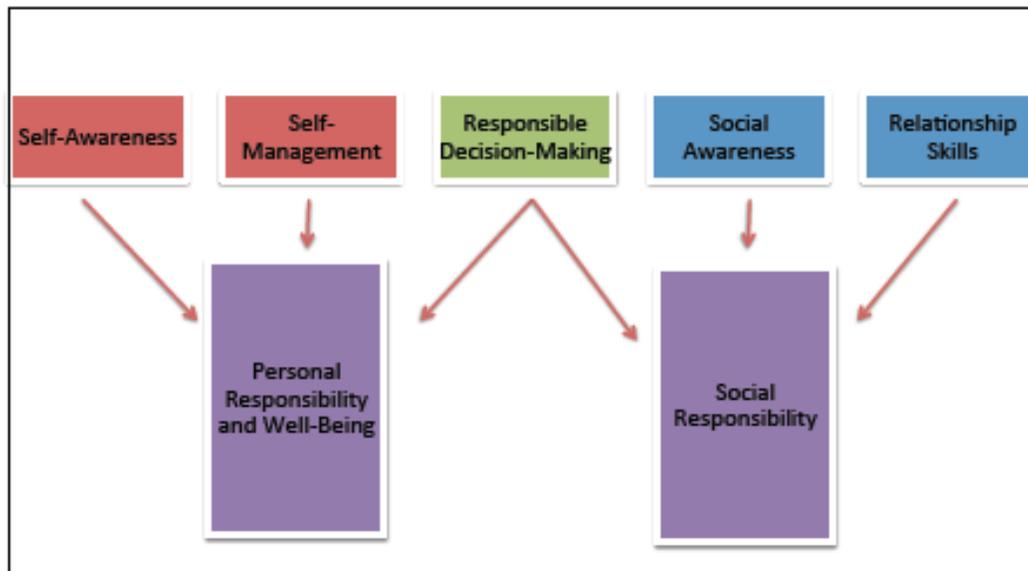
and manage emotions while respecting and supporting the rights of self and others, and accepting consequences for those choices.

### **What is Social Responsibility?**

- Social Responsibility is being able to take the perspective of and empathize with others, to recognize and appreciate diversity, to defend human rights, to solve problems in peaceful ways, and to contribute towards social, cultural and ecological causes.
- Students who are socially responsible are active, caring and responsible members of the social and political community. They make decisions based on the benefit to people and the respect it shows for fundamental rights. In conflict situations, they show empathy and a sense of ethics as they consider differing views. They demonstrate a strong sense of community-mindedness and take action to support diversity.
- Development of social responsibility is fostered by opportunities to participate in service activities in the school and community, respond to human rights issues, identify ways of improving the classroom or school environment, make ethical decisions, establish and maintain healthy relationships, analyze controversial social issues and propose strategies for solutions.

The relation between CASEL's SEL competencies to BC Education's SEL Competencies of Personal Responsibility and Well-Being and Social Responsibility is illustrated in the diagram below. As can be seen, the competencies of self-awareness and self-management underlie the development of Personal Responsibility and Well-Being, and the competencies of social awareness and relationship skills underlie the development of Social Responsibility (although all of the SEL competencies are interrelated, for example you need to have good self-management skills in order to have positive relationship skills). The SEL competency of responsible decision-making is associated with both Personal Responsibility and Well-Being and Social Responsibility.

## Relation of SEL Competencies to Personal Responsibility and Social Responsibility



### A Framework for Linking SEL to School and Life Success

The SEL competencies, however, are just one dimension of SEL. The CASEL model found in Appendix 2 illustrates what research shows about the multiple factors that comprise an SEL approach, including the links among the learning environment, SEL competencies, SEL programming, and better academic performance and success in school and in life. The column to the far left includes boxes that provide the core elements of SEL. The figure posits that SEL comprises two components: (1) the creation of safe, caring, participatory, and well-managed learning environments, addressing the classroom and school climate in systematic ways (top left box); and (2) sequenced, developmentally appropriate, classroom-based instruction in five major areas of social and emotional competence (bottom left box). SEL interventions and skill development should occur within a supportive learning environment, as well as help to produce such a climate. Few SEL programs accomplish all of these objectives. Instead, schools typically combine programs with strengths in one or the other area to achieve the full benefits of SEL programming (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2003).

As illustrated in the model, SEL includes both an *environmental focus* and a *person-centered focus* (Zins et al., 2004). Recent research points to the importance of classroom environments (Milkie & Warner, 2011) and positive teacher-student relationships in promoting students' positive academic, and social and emotional

competence (Birch & Ladd, 1998; Brackett, Reyes, Rivers, Elbertson, & Salovey, 2011; Gest, Welsh, & Domitrovich, 2005; Hamre & Pianta, 2001, 2006; Hargreaves, 2000; Jerome, Hamre, & Pianta, 2009). Hence, in addition to focusing on specific instruction in social and emotional skills, SEL is a process of creating a school and classroom community that is caring, supportive, and responsive to students' needs. Indeed, effective SEL interventions and skill development should occur in an environment that is safe, caring, supportive, and well-managed; an environment that supports a child's development and provides opportunities for practicing the skills. Issues including communication styles, high performance expectations, classroom structures and rules, school organizational climate, commitment to the academic success of all students, district policies, teacher social and emotional competence (Jennings & Greenberg, 2009), and openness to parental and community involvement are all important components of an SEL approach. As illustrated in the model, SEL includes both an *environmental focus* and a *person-centered focus* (Zins et al., 2004). Recent research points to the importance of classroom environments (Milkie & Warner, 2011) and positive teacher-student relationships in promoting students' positive academic, and social and emotional competence (Birch & Ladd, 1998; Brackett, Reyes, Rivers, Elbertson, & Salovey, 2011; Gest, Welsh, & Domitrovich, 2005; Hamre & Pianta, 2001, 2006; Hargreaves, 2000; Jerome, Hamre, & Pianta, 2009). Hence, in addition to focusing on specific instruction in social and emotional skills, SEL is a process of creating a school and classroom community that is caring, supportive, and responsive to students' needs. Indeed, effective SEL interventions and skill development should occur in an environment that is safe, caring, supportive, and well-managed; an environment that supports a child's development and provides opportunities for practicing the skills. Issues including communication styles, high performance expectations, classroom structures and rules, school organizational climate, commitment to the academic success of all students, district policies, teacher social and emotional competence (Jennings & Greenberg, 2009), and openness to parental and community involvement are all important components of an SEL approach.

A person-centered focus indicates that social and emotional education involves *teaching* children and adolescents to be self-aware, socially aware, competent in self-management and relationship skills, and able to make responsible decisions. SEL instruction is most effective when provided through multi-year, integrated programming and when it involves partnerships of schools, families, and communities. Moreover, effective SEL programs infuse SEL into the regular school curriculum. For instance, some programs encourage students to apply SEL skills more generally to such areas as goal setting to improve their study habits. Other SEL programs infuse the development of SEL skills with academic subject matter, such as providing a literature activity that requires using social awareness to understand a protagonist's perspective in a novel.

## Making the Case for Promoting SEL Competencies in BC Education

Schools have been implicated as contexts that can play a crucial role in fostering children's positive development, and have recently been acknowledged as one of the primary settings in which activities to promote social competence and prevent unhealthy behaviors should occur (Durlak & Wells, 1997; Kress & Elias, 2006; Weissberg & Greenberg, 1998; Zins, Bloodworth, Weissberg, & Walberg, 2004). Indeed, schools are important settings in which to promote social and emotional development because they provide access to most children on a regular and consistent basis over the majority of their formative years of development. Given that behavior problems during the early school years can be potent warning signs for later more serious forms of psychopathology, elementary schools in particular have been considered as the locus for *primary* prevention because early instantiations of problems may be more amenable to prevention efforts than their later manifestations. Today's schools, however, are facing increased pressure to improve academic performance while also giving attention to children's social and emotional needs, and are thus expected to do more than ever before with diminishing resources. Given competing demands, educators often struggle to implement evidence-based curricular approaches that optimize learning and social adaptation, while proving to be both time- and cost-effective. Indeed, as illustrated in this paper, implementing SEL approaches can show both short-term benefits such as student engagement, and long-term benefits in terms of prosocial relationships and behaviour.

The increased emphasis on the role of schools in promoting children's social and emotional competence and well-being reflects, in part, growing concerns about increases in the psychological and behavioral adjustment problems and the number and intensity of stressors experienced by today's young people (e.g., Caspi, Taylor, Moffitt, & Plomin, 2000; O'Connell, Boat, & Warner, 2009). Here are just a few of the recent findings from research:

- Epidemiological reports highlight increased childhood mental health disturbances, with approximately 1 in 5 children and adolescents experiencing psychological disorders severe enough to warrant mental health services (U.S. Public Health Service, 2000).
- A review of three longitudinal studies examining prevalence of mental health problems among school-aged children and adolescents revealed that between the ages of 9 and 16 between 37% and 39% of youth have been diagnosed with at least one or more diagnosable psychiatric disorders (Jaffee, Harrington, Cohen, & Moffitt, 2005). Later follow-ups to these longitudinal studies found that the prevalence rate of psychiatric disorders grew to 40 to 50% by age 21 (e. g., Arseneault, Moffitt, Caspi, Taylor, & Silva, 2000).
- School-based studies of children who suffer from serious emotional disorders reveal that a large proportion of those who need mental health services do not receive them (Estrada & Pinsof, 1995; Illback, 1994; Malti &

Noam, 2008).

- As mental illness and the problem behaviors of youth becomes increasingly recognized as significant predictors of overall health and long-term adjustment, the cost of addressing such problems is quite staggering. With regard to adolescent problems, in one cost/benefit analyses, Cohen (1998) estimates that each high-risk youth who becomes a career criminal costs society \$1.3–1.5 million (US\$) in external costs over a lifetime (e.g., lost wages, medical costs, stolen property, incarceration, criminal justice system) with each high-risk youth who drops out of school early costs society \$243,000 to \$388,000 (US\$).
- The Institute of Medicine’s 2009 report on mental, emotional, and behavioral disorders of young people indicated that the “annual quantifiable cost of such disorders among young people was estimated in 2007 to be \$247 billion” (p. 1) and emphasized that prevention and the use of empirically-supported interventions are essential strategies for reducing mental illness and promoting social and emotional health.
- Such extraordinary costs of addressing mental health problems are not limited to the U.S. A report by Stephens and Joubert (2001), for example, indicated that Canada spends about \$14.4 billion annually on the treatment of mental illness. This figure is expected to steadily increase such that, by 2020, it is estimated that mental illness will represent the leading health care cost in the country.
- The latest scientific research indicates that many of these problems can be prevented via school-based approaches designed specifically to promote children’s social and emotional development. Hawkins, Kosterman, Catalano, Hill, and Abbot (2008), for example, evaluated the long-term effects of a universal, multi-component program for elementary school children—The Seattle Social Development project—a program that combines parent and teacher training and focuses on promoting children’s social and emotional competence. Hawkins et al. found significantly reduced multiple diagnosable mental health disorders (major depression, generalized anxiety disorder, posttraumatic stress disorder, social phobia) at age 24 and age 27, 12 and 15 years after the intervention had ended. Their results also showed intervention effects indicating better educational and economic achievement among those individuals who received the intervention in contrast to those who did not.
- Although much of the research in psychology during the past several decades has focused almost exclusively on problem or disease models, recent years have witnessed a shift from a preoccupation with repairing weaknesses to the enhancement of positive qualities and proactively preventing or heading off problems before they arise (Gilman, Huebner, & Furlong, 2009; Greenberg, 2010; Kia-Keating, Dowdy, Morgan, & Noam, 2011; Seligman & Csikszentmihalyi, 2000). Implicit in this trend is the assumption that educational interventions can be designed to foster children’s strengths and resiliency.

## What Science Tells Us

- Children’s understanding of emotion contributes to their self-awareness, emotional regulation, social competence, and ability to form positive peer relationships (Denham, Blair, & Demulder, 2003).
- There is evidence that group-based classroom instruction can improve children’s understanding of emotions (Pons et al., 2002a) and SEL skills. Essentially, SEL skills can be taught.
- Social and emotional competencies also have been linked to students’ school success and academic achievement. In a study of 423 6<sup>th</sup> and 7<sup>th</sup> graders, Wentzel (1993) found that students’ prosocial behaviours, such as helping, sharing, and cooperating exhibited in the classroom were better predictors of academic achievement than were their standardized test scores, after taking into account academically oriented behavior, teachers’ preferences for students, IQ, family structure, sex, ethnicity, and days absent from school.
- Moffitt et al. (2011), for example, in a longitudinal study following a cohort of 1000 children from birth to 32 years, found that children’s self-control (synonymous with the SEL competency of self-management) predicted physical health, substance dependence, personal finances, and criminal offending. These long-term effects of children’s self-control on long-term outcomes remained after taking into account intelligence, social class, and problems the children had in adolescence (e.g., smoking, school drop-out, having an unplanned baby). These authors suggest that interventions that focus on the promotion of children’s self-control “might reduce a panoply of societal costs, save taxpayers money, and promote prosperity” (p. 1).
- Some of the most compelling evidence for the assertion that SEL programs promote children’s and adolescents’ social-emotional well-being and academic achievement comes in the form of a recent meta-analysis conducted by Durlak et al. (2011) of 213 school-based universal SEL programs involving 270,034 students from kindergarten through high school. Their findings revealed significant and positive effects for students in SEL programs relative to controls. More specifically, in contrast to students not enrolled in SEL programs, SEL students demonstrated significantly improved social-emotional competencies, attitudes, and behavioral adjustment in the form of increased prosocial behavior and decreased conduct problems and internalizing problems. SEL students also outperformed non-SEL students on indices of academic achievement by 11-percentile points. In addition to the positive effects of SEL programs for students, Durlak et al. found that classroom teachers and other school personnel effectively implemented SEL programs—a finding that suggests that SEL programs can be easily

incorporated into routine school practices and do not require staff from outside the school to successfully deliver an SEL program. To yield the greatest benefits, SEL programming must be “S-A-F-E.” That is, it must provide: Sequenced instruction, Active learning strategies, a Focus on developing social-emotional skills, and Explicit targeting of specific social-emotional skills.

- In a longitudinal study of 294 children, Caprara et al. (2000) found that a composite score of prosocial behavior in 3<sup>rd</sup> grade (average age 8.5 years) as rated by self, peers, and teacher, significantly predicted both academic achievement (explaining 35% of the variance) and social preference (explaining 37% of the variance) five years later when children were in 8<sup>th</sup> grade. This ‘prosocialness’ score, which included cooperating, helping, sharing, and consoling behaviors, significantly predicted academic achievement five years later even after controlling for 3<sup>rd</sup> grade academic achievement, whereas early academic achievement did not contribute significantly to later academic achievement after controlling for effects of early prosocialness. Interestingly, early aggression had no significant effect on later academic achievement and social preferences in this study.

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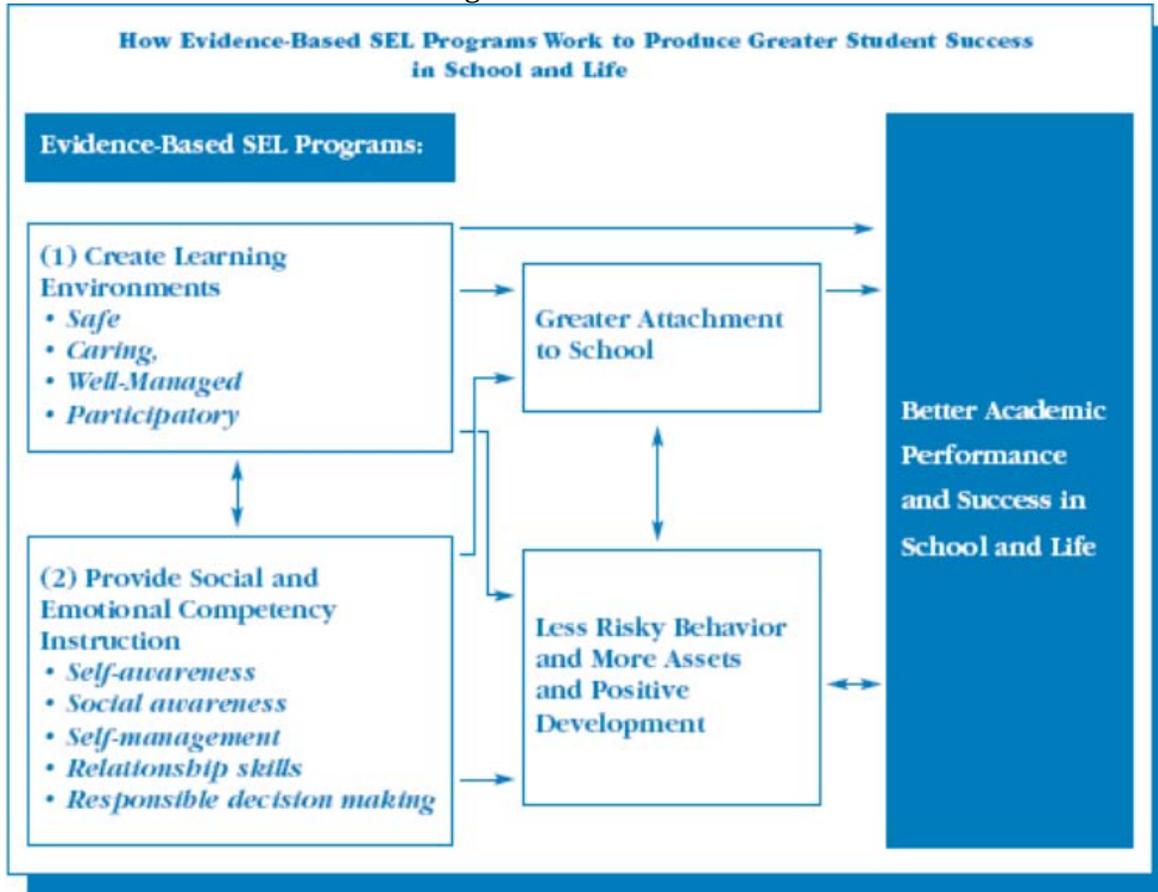
**References** (in progress)

APPENDIX 1: CASEL Social and Emotional Learning Competencies

Social & Emotional Learning Core Competencies



APPENDIX 2: CASEL Model Linking SEL to School and Classroom Contexts and Teachers' SEC Competence



## **Appendix 3: Development of SEL Competencies from Kindergarten to Grade 12**

### **1. Personal Responsibility and Well-Being Competencies**

- Personal responsibility is taking responsibility for one's actions, accepting the consequences that come from those actions and understanding how the actions impact others.
- Students who demonstrate personal responsibility are able to set and monitor progress towards goals, regulate emotions to control impulses, monitor stress, and persevere in difficult situations.

Several key sets of skills and attitudes are important for the development of personal responsibility and well-being. The SEL competencies of self-awareness and self-management provide the foundation for the development of personal responsibility and well-being. This involves knowing your emotions, how to manage them, and knowing the ways in which to express them constructively. These skills provide the foundation for enabling one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to achieve goals. Another set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

It is critical keep in mind that these skills are not necessarily innate, these skills can be taught.

## 1. Self Awareness

	<b>Primary Grades</b> (K -3)	<b>Intermediate</b> (Grades 4-6)	<b>Middle School</b> (Grades 7-8)	<b>Early Secondary School</b> (Grades 9-10)	<b>Late Secondary School</b> (Grades 11-12)
<b>Understanding Emotions in Self and Others</b>	<p>Describes a broad range of emotions (e.g., happy, sad, angry, afraid, excited, proud, frustrated, disappointed, content, hopeful, and confused) in oneself and his/her physical responses to these emotions.</p> <p>Describes situations and the feelings the situations may cause. Beginning to be able to describe what triggers one's emotions in a specific situation.</p> <p>Expresses strong emotions (<i>e.g., excitement, anger</i>) in appropriate ways (<i>e.g., without disrupting others or interfering with learning</i>).</p>	<p>Describes different emotions one can feel in various situations. Understands that he/she can have mixed or ambivalent emotions (two emotions of opposite valence – positive and negative – at the same time). Describes what triggers one's emotions in a specific situation. Describes how one's or others' emotional states can contribute to or detract from solving problems. In the early part of middle childhood (grades 4 &amp; 5), children tend to overestimate their qualities and abilities in all dimensions of self-concept.</p>	<p>Distinguishes how he/she really feels from how others may expect him/her to feel.</p> <p>Increasing accuracy in appraisal of realistic control in stressful circumstances. Describes the relationship between physical/psychological factors that are associated with experiencing stress. Capable of generating multiple solutions and differentiated strategies for dealing with stress.</p> <p>Increase in negative emotions at this age are partly a result of significant increases in the amount of critical social and academic feedback about performances and competencies. As a result there is an increase in the amount of self-conscious emotions (shame, guilt, contempt) in the context of self-evaluation and social comparison.</p>	<p>Analyzes how thoughts and feelings affect one's ability to make decisions.</p>	<p>Awareness of how one's own emotion cycles (e.g., guilt about feeling angry) facilitates insightful coping.</p> <p>Expresses feelings without withdrawing, blaming, or becoming aggressive.</p>

**Self-Awareness (cont'd) In progress**

	Primary Grades (K -3)	Intermediate (Grades 4-6)	Middle School (Grades 7-8)	Early Secondary/High School (Grades 9-10)	Late Secondary/High School (Grades 11-12)
<b>Recognizing Personal Qualities and External Supports</b>	<p>Identifies and describes one's likes and dislikes, needs, wants, as well as one's strengths and challenges.</p> <p>Describes personal strength(s) related to an accomplishment.</p> <p>In the early part of this age grouping, seeking support from caregivers still prominent coping strategy for dealing with strong emotions.</p> <p>Identifies family, peer, school, and community strengths.</p>	<p>Identifies and describes personal skills and interests that he/she wants to develop.</p> <p>Can explain how family members, peers, school personnel, and community members can support his/her school success and responsible behaviours.</p>	<p>Analyzes how personal qualities and characteristics can influence choices – successes and failures.</p>		

## 2. Self-Management

	Primary Grades	Intermediate Grades	Middle School	Early Secondary School	Late Secondary School
Managing emotions and behaviours.	Demonstrates control of impulsive behaviours (e.g., blurting out, waiting turns, hitting when angry). Expresses strong emotions (e.g., excitement, anger) in appropriate ways (e.g., without disrupting others or interfering with learning). describes ways to calm down (e.g., counts to ten, think positive thoughts, takes a deep breath)	Demonstrates self-monitoring strategies (e.g., deep breathing, visualization) to deal with upsetting emotions (e.g., sadness, anger, disappointment). Able to articulate how one's behaviours affects others.	Uses self-calming techniques (e.g., progressive relaxation, deep breathing, self-talk) to modify one's behavior positively in response to a stressful situation  Able to positively modifies one's behaviour in response to another's reaction.	Analyzes what works best for oneself in response to a stressful situation.  Demonstrates coping strategies to handle challenging situations	Evaluates the effectiveness of strategies to cope with challenging situations