

# Resources for Personal, Social, Behavioral Development for Elementary, Middle and High School

## CASEL

### Collaborative for Academic, Social, and Emotional Learning

#### [7 Essential Relationship Skills - YouTube](#)

<http://www.casel.org/videos/>

[www.casel.org](http://www.casel.org)

<http://www.casel.org/library/the-missing-piece>

In a report based on 20 years of research conducted by Penn State University researchers found that kindergarteners' social skills, like cooperation, listening to others and helping classmates, provided strong predictors of how those children would fare two decades later. (a national study, four different sites, Durham, North Carolina, Nashville, Tennessee, Central Pennsylvania, and Seattle, Washington.)

In some cases, social skills may even be better predictors of future success than academic ones.

We can gauge these relationships at a very young age--kindergarten age

It's been shown in a lot of research that socioemotional skills are malleable, they're something that can be improved throughout child development.

Impacts of education addressing social and emotional skills include the well-being of individuals across domains of education, employment, criminal activity, mental health, substance abuse, and use of public services.

The field of social and emotional learning (SEL) is no longer just an idea or a distant goal, and it is no longer the work of a handful of dedicated idealists. SEL is a major new movement with the potential to transform American education, work environments, and social life in communities.

## Definition of SEL

Social and emotional learning (SEL) is the process 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.

Social and emotional skills are critical to being a good student, citizen, and worker, and many risky behaviors (e.g., drug use, violence, bullying and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills.

This is best done through effective classroom instruction, student engagement in positive activities in and out of the classroom, and broad parent and community involvement in program planning, implementation, and evaluation.

SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging and meaningful. Effective SEL programming begins in preschool and continues through high school.

CASEL has identified five interrelated sets of cognitive, affective, and behavioral competencies. The definitions of the five competency clusters for students are:

**Self-Awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

**Self-Management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

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

**Relationship Skills:** 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 and offering help when needed.

**Responsible Decision-Making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

The five CASEL competencies reflect intrapersonal and interpersonal domains (National Research Council, 2012).

*Self-awareness* and *self-management* are consistent with the intrapersonal domain whereas *social awareness* *relationship skills* represent dimensions within the interpersonal domain. *Responsible decision-making* is both an individual and social process and therefore overlaps both domains.

### **ASCD: The real goals of Education**

- be lifelong learners
- be passionate
- be ready to take risks
- be able to problem-solve and think critically
- be able to look at things differently

be able to work independently and with others  
be creative  
care and want to give back to their community  
persevere  
have integrity and self-respect  
have moral courage  
be able to use the world around them well  
speak well, write well, read well, and work well with numbers  
truly enjoy their life and their work.

**Our addiction to testing is blinding us to what we believe in our hearts are the important lessons our children should learn.**

## **The Center for Cowboy Ethics and Leadership**

<http://cowboyethics.org/the-try/>

<http://cowboyethics.org/youth-programs-2/>

- 1) Live each day with courage.
- 2) Take pride in your work.
- 3) Always finish what you start.
- 4) Do what has to be done.
- 5) Be tough, but fair.
- 6) When you make a promise, keep it.
- 7) Ride for the brand.
- 8) Talk less and say more.
- 9) Remember that some things  
aren't for sale.
- 10) Know where to draw the line.

## **National Dropout Prevention Center/ Network**

<http://dropoutprevention.org/>

Clemson University  
209 Martin Street  
Clemson, SC 29631-1555  
Voice: (864) 656-2599  
FAX: (864) 656-0136  
E-mail: [ndpc@clemson.edu](mailto:ndpc@clemson.edu)

Technical Assistance/Strategies/Resources-model programs

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## **Strategies that are effective in maximizing the success of students to complete high school and maximize academic achievement. (Based on current research)**

- Academic Support
- **Afterschool (offer a way home )**
- Behavioral Interventions
- Career Development/Job Training
- **Family Engagement** (most significant factor for success)
- **Health and Wellness**
- Life Skills Development
- Literacy Development
- **Mentoring**
- **School/Classroom Environment**
- **Service-Learning**
- **Work-Based Learning**
- **Alternative School**

### **Family Engagement**

Because *Family Engagement* emerges as the most significant factor to increase the chances for success in school and families have an indelible impact on both the performance and the behavior of their children, districts should examine current practices related to family engagement.. The definition for family varies for individual students. Once “*Family*” is defined for individual students, districts can deliberately include them in their programming through regular and meaningful two-way communication.

### **Health and Wellness**

Recognize the importance of student health and wellness and establish a nutrition promotion and education program, physical activity, and other school-based activities that promote student wellness. Consider school-based full-service collaboratives with service agencies such as mental health, primary health care providers, recreation services, etc.

### **Mentoring**

Implement school-based mentoring activities and programs that effectively engage students as mentors and mentees building their academic, social-emotional, and career skills.

### **School/Classroom Environment**

Survey your students regarding local policies and practices that contribute to poor performance/achievement effort. (See [www.IAAE.net](http://www.IAAE.net) )

### **Service-Learning**

Implement service-learning that combine classroom instruction with community service

### **Work-Based Learning**

Provide a work-based learning program to expand and enhance student's learning with actual job site experiences and facilitate the transition from school to work.

## **Dibble Institute**

Helping Teens and Young Adults Learn Relationship Skills

PO Box 7881, Berkeley, CA 94707-0881

DibbleInstitute.org

800.695.7975

[https://www.youtube.com/watch?v=fY\\_8srEkXs4](https://www.youtube.com/watch?v=fY_8srEkXs4)

The Dibble Institute promotes relationship education for youth, especially in the context of dating and romance.

### **Work includes:**

**Creating research based teaching tools, Disseminating news and information, consulting on policy and implementation**

What young people learn:

How to build healthy relationships

Recognizing dangerous relationships

Communication and conflict management

Social and emotional aspects of sex

Understanding peer and media influences

Low risk dating strategies

Setting and reaching goals

Making wise sexual decisions

### **Relationships Plus Curriculum**

(13 lessons) Covers the issues that support wise relationship choices: values, maturity, attractions, low-risk dating, intimacy, assertiveness, and much more.

Relationship Smarts PLUS 3.0 uses popular media and lively activities to engage both males and females in learning. Key topics include:

**Self-awareness:** personal strengths/weaknesses, past influences, goal setting, friendship, peer pressure, maturity, clarifying values.

**Developing healthy relationships:** attraction, building blocks of positive relationships, how to assess relationships, realistic love, low-risk dating, “deciding vs. sliding”.

**Problems, warnings and dangerous relationships:** break-ups and broken hearts, unhealthy and abusive behaviors, ways to exit safely, boundaries, dating violence.

**Communication and conflict:** danger signs, time outs, anger regulation, the Speaker-Listener Technique, problem-solving.

**Intimacy and Sexual Decisions:** pacing relationships, what intimacy means, sex in the context of relationships, boundaries, myths of pregnancy, risky situations, refusal skills, how unplanned pregnancy affects a child.

**Social Media:** the impact of “constant connection”, sexting realities and risks, personal policies on using social media.

## **The National Center for Mental Health and Juvenile Justice**

Policy Research Associates, Inc.

345 Delaware Avenue, Delmar, New York 12054 phone: 1-866-962-6455 | fax: 1-518-439-7612 | [ncmhjj@prainc.com](mailto:ncmhjj@prainc.com)

COLLECTS, DEVELOPS, AND DISSEMINATES information and resources on youth with behavioral health needs in contact with the juvenile justice system

See more at: <http://www.ncmhjj.com/#sthash.8kIYUZD3.dpuf>

## Center for Mental Health in Schools

<http://smhp.psych.ucla.edu/>

- [BOOKS & MONOGRAPHS](#)
- [RECENT CHAPTERS](#)
- [SELECTED JOURNAL ARTICLES](#)
- [POLICY & PROGRAM REPORTS & BRIEFS](#)
- [FEATURED ARTICLES IN CENTER e-JOURNAL/NEWSLETTER](#)
- [GUIDES TO POLICY AND PROGRAM DEVELOPMENT/PRACTICE](#)
  - [Guides](#)
  - [Guidance Notes](#)
  - [Practice Notes](#)
  - [Policy Notes](#)
- [TOOLS AND OTHER RESOURCES](#)
  - [TOOLKIT](#) - Transforming Student Supports into a Unified & Comprehensive System for Addressing Barriers to Learning and Teaching
  - [TOOLBOX](#) - Practitioner and Professional Development: Virtual Toolbox for Mental Health in Schools
- [A Sampling of MH in Schools References](#)
  
- [TRAINING & PRESENTATION RESOURCES](#)
  - [Presentations, Webinars, and Related Material \(e.g., PowerPoint Slides, Handouts\)](#)
  - [Continuing Education Modules](#)
  - [Quick Training Aids & Tutorials](#)

### [RESOURCE PACKETS](#)

- [Introductory Packets on System, Program/Process Concerns, & Psychosocial Problems](#)
- [Resource and Technical Aids](#)

## School-Based Youth Services (Book)

Practical Evaluation For Collaborative Services, Corwin Press, Inc., James Veale, Raymond Morley, Cynthia Erickson

Captures ten years of school-community service collaboration in Iowa. Identifies “how-to” develop school-based youth services and how to evaluate impacts. Based on local professionals working in rural and urban communities throughout Iowa.

**IAAE: [www.iaae.net](http://www.iaae.net)**

**Iowa base for information on learning alternatives**

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