PSD SEL Competencies
Multi-Tiered Support System of SEL Goals

The Pelham School District supports and offers universal classroom social-emotional learning instruction. Lessons/activities are driven by an evidenced-based approach that aligns with the CASEL framework.

PSD SEL COMPETENCIES

Based on the CASEL Framework

Competency	Behaviors/Skills
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.	• Identifying Emotions (IE) • Accurate Self-Perception (ASP) • Recognizing Strengths (RS) • Self-Confidence (SC) • Self-Efficacy (SE)
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.	• Impulse Control (IC) • Stress Management (STRESS-M) • Self-Discipline (SD) • Self-Motivation (S-M) • Goal Setting (GS) • Organizational Skills (OS)
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 support.	• Perspective Taking (PT) • Empathy (E) • Appreciating Diversity (AD) • Respect for Others (RFO)
Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse indicators 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.	• Communication (C) • Social Engagement (SE) • Relationship Building (RB) • Teamwork (T)
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 well-being of oneself and others.	• Identifying Problems (IP) • Analyzing Situations (AS) • Solving Problems (SP) • Evaluating (E) • Reflecting (R) • Ethical Responsibility (ER)

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Grades PreK-K	
Competency	**Multi-Tiered Support System of SEL Goals**
Self-Awareness	IE 1. Recognize and accurately label basic emotions, and identify situations that cause those emotions in outside scenarios. RS Differentiate between likes and dislikes. SC/SE Start awareness of basic emotional regulation. ASP Identify and seek help when appropriate.
Self-Management	IC Demonstrate self-control in a variety of settings (e.g.. differentiate between needs and wants, follow school-wide behavior expectations). Stress M. Being able to identify how your body feels. SD. Identify what it means to be responsible and list personal responsibilities. S-M. Begin to utilize self-talk for the purpose of self-motivation. GS Identify goals for academic success and classroom behavior as a learner. OS Utilize routines with assistance.
Social Awareness	HS Identify a trusted adult for help when needed and know the language to use. E/PT Start to Identify the feelings and perspectives of others. AD Recognize and acknowledge individual differences and similarities in others. RFO Start to describe positive qualities in others.

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Relationship Goals	C Uses manners when communicating. SE . Identify opportunities for social participation at home, school and in the community (e.g. family meal time, free play, extracurricular activities, diverse peer groups, etc.). TW Demonstrate appropriate strategies for receiving feedback from others for self-improvement. RB Describe approaches for making and keeping friends. CR Identify conflict in various situations.
Responsible Decision-Making	IP Define a problem. SP Explain a problem solving process. AS Analyze potential consequences of choices. E & R Explain the differences between safe and unsafe behaviors. ER List age appropriate responsibilities at home and school.

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Grades 1-2	
Competency	**Multi-Tiered Support System of SEL Goals**
Self-Awareness	IE Recognize and accurately label emotions, and identify situations that cause those emotions. RS Differentiate between likes and dislikes. SC/SE Accept failure and demonstrate the ability to recover from perceived failures. ASP Identify and seek help when appropriate.
Self-Management	IC Demonstrate self-control in a variety of settings (e.g.. differentiate between needs and wants, follow school-wide behavior expectations). Stress M Define stress and understand methods to use for destress. SD Identify what it means to be responsible and list personal responsibilities. S-M Utilize a growth mindset and self-talk for the purpose of self-motivation. GS Identify goals for academic success and classroom behavior. OS Utilize prescribed routines to understand physical and mental organizational strategies.
Social Awareness	HS Identify a trusted adult for help when needed and advocate for self. E/PT Identify the feelings and perspectives of others. AD Recognize and acknowledge individual similarities and tolerate differences in others. RFO Describe positive qualities in others.

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Relationship Skills	C Demonstrate verbal etiquette to foster better communication (e.g. please, thank you, excuse me, etc.). SE Identify opportunities for social participation at home, school and in the community (e.g. family meal time, free play, extracurricular activities, diverse peer groups, etc.). TW Demonstrate appropriate strategies for receiving feedback from others for self-improvement and to promote group effectiveness. RB Describe approaches for making and keeping friends. CR Identify conflict in various situations.
Responsible Decision-Making	IP Define a problem. SP Explain a problem solving process. AS Explain a problem solving process. E & R Explain the differences between safe and risky behaviors. ER List age appropriate responsibilities at home and school.

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Grades 3-5	
Competency	**Multi-Tiered Support System of SEL Goals**
Self-Awareness	IE Describe a variety of emotions and understand how emotions are linked to behavior. RS Describe interests to pursue and skills to develop. SC/SE Develop perseverance for rigorous situations. ASP Identify an activity or task in which help is needed to be successful.
Self-Management	IC Apply self-monitoring strategies to regulate emotions. Stress M. Identify personal stressors and triggers. SD. Demonstrate consistent behaviors to meet personal responsibilities. S-M. Identify internal &/or external motivating factors in a variety of situations. GS Apply a goal setting process to work toward goal achievement. (e.g. SMART) OS Identify and implement strategies for planning, prioritizing and managing time.
Social Awareness	HS Demonstrate appropriate strategies to ask for help in a variety of situations. E/PT Describe feelings and perspectives of others. AD Appreciate personal characteristics and those of others. RFO Demonstrate strategies for working and playing effectively with others.

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Relationship Skills	C Demonstrate non-verbal etiquette to foster better communication (e.g. whole body listening). SE Analyze social situations at home, school and community (e.g. free play, extracurricular activities, diverse peer groups, etc.). TW Demonstrate appropriate strategies for providing and receiving feedback to promote group effectiveness. RB Recognize and respond to social cues in a manner that builds and maintains healthy relationships. CR Differentiate between conflict and bullying.
Responsible Decision-Making	IP Identify the significance of a problem in a variety of situations. SP Identify and implement strategies to appropriately solve problems. AS Identify and implement refusal skills. E & R Compare and contrast the potential outcomes of engaging in safe and risky behaviors. ER Demonstrate personal responsibility for decisions.

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Grades 6-8	
Competency	**Multi-Tiered Support System of SEL Goals**
Self-Awareness	IE Describe a variety of emotions and understand how emotions are linked to behavior. RS Describe interests to pursue and skills to develop. SC/SE Develop perseverance for rigorous situations. ASP Identify an activity or task in which help is needed to be successful.
Self-Management	IC Apply self-monitoring strategies to regulate emotions. Stress M. Identify personal stressors and triggers. SD. Demonstrate consistent behaviors to meet personal responsibilities. S-M. Identify internal &/or external motivating factors in a variety of situations. GS Apply a goal setting process to work toward goal achievement. (e.g. SMART) OS Identify and implement strategies for planning, prioritizing and managing time.
Social Awareness	HS Demonstrate appropriate strategies to ask for help in a variety of situations. E/PT Describe feelings and perspectives of others. AD Appreciate personal characteristics and those of others. RFO Demonstrate strategies for working and playing effectively with others.
Relationship Skills	C Demonstrate non-verbal etiquette to foster better communication (e.g. whole body listening). SE Analyze social situations at home, school and community (e.g. free play, extracurricular activities, diverse peer groups, etc.). TW Demonstrate appropriate strategies for providing and receiving feedback to promote group effectiveness. RB Recognize and respond to social cues in a manner that builds and maintains healthy relationships. CR Differentiate between conflict and bullying.

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Grades 9-12	
Competency	Multi-Tiered Support System of SEL Goals
Self-Awareness	IE Acknowledge emotions and determine the appropriate time, place and method to safely process them RS Reflect on past experiences to identify strengths and potential for growth SC/SE Analyze perceived limitations and create a plan leveraging strengths to address limitations ASP Analyzes the effect taking responsibility or not can have on themselves and others
Self-Management	IC Consistently apply strategies for working hard in challenging settings Stress M Create a long-term plan for stress management throughout the lifespan SD Create a plan for monitoring progress toward personal and academic, short and long-term goal achievement S-M Complete work by the appropriate deadlines GS Follow a process identified by teacher or peer to make forward progress towards targets and goals OS Keep appropriate pace (avoids procrastination) throughout the work process
Social Awareness	HS Evaluate and utilize available resources at home, school and in the community E/PT Identify verbal, environmental, or situational cues that demonstrate how others feel AD Value and learn from the perspectives of others RFO Participates in activities that show they are agents for positive change within their community RFO Works cooperatively with others to implement a strategy to address a need in the broader community

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Relationship Skills	C Evaluate the verbal and nonverbal cues from others to create differentiated communication plans SE Evaluate personal engagement in social situations at home, school and in the community and create a plan for personal growth TW Assume shared responsibility for collaborative work, and value the individual contributions made by each team member RB Listen to, share and support others. Statements and responses are respectful and appropriate body language was exhibited CR Work to maintain an objective, non-judgmental tone during disagreements CR Differentiate between conflict and bullying.
Responsible Decision-Making	IP Demonstrate the ability to accurately anticipate problems in a variety of situations SP Create a plan to apply the most appropriate solutions to problems AS Examine how the norms of different societies and cultures influence their members' decisions and behaviors E & R Analyze how current choices affect their future ER Apply moral, personal, and ethical standards when making decisions

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Thank you to the Pelham School District SEL Vertical Teams from 2019-2022 for their hard work in creating these competencies.

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