SEAD Competencies

Based upon stakeholder feedback and a review of current research, the SAISD SEAD Committee has identified the following competencies to guide district practices and campus planning for responding to student needs. As each department and campus evaluates current practices and plans for continuous improvement in meeting the needs of our staff and students, let these competencies serve as a beacon, shining light on the needs of the whole-child, with the mission to ensure that every student has the social, emotional, and academic skills he or she needs to be successful in school, college, career, military, and life in the 21st Century.

SEAD competencies and the curriculum and activities that support them are important elements in a comprehensive approach to effective SEAD programming. Current research indicates that establishing common language and student competencies provides integral focus, emphasizing the importance of specific skills and supporting educators in integrating application experiences into other core areas of instruction (Osher & Kendziora, 2008, Jones & Bouffard, 2012, Taylor et al, 2018). Additionally, SAISD SEAD competencies codify that the skills represented are a core component of our educational mission to support student success.

SAISD approaches this work through three domains:

- **Emotional Competencies** – awareness, management, and advocacy skills that facilitate an accurate reflection of self, an ability to assess and respond to needs, and build upon strengths.
- **Social Competencies** – communication, conflict resolution, and relationship skills that facilitate healthy interaction with peers, adults, and communities of diverse backgrounds, abilities, languages, and lifestyles.
- **Cognitive Competencies** – perseverance, growth mindset, planning, and problem-solving skills that facilitate effective decision-making and attainment of short- and long-term goals.

Domain: Emotional Competencies – awareness, management, and advocacy skills that facilitate an accurate reflection of self, an ability to assess and respond to needs, and build upon strengths.

	Learning Standards				
	Early Elementary (PK-3)	**Late Elementary (4-5)**	**Middle School (6-8)**	**Early HS (9-10)**	**Late HS (11-12)**
Category 1: Identify and manage one's emotions and behavior.	**1.1a.** Recognize and describe emotions and how they are linked to behavior. **1.1b.** Regulate behavior with occasional reminders or assistance from teacher. *PK-1.B.2.a: begin to understand the difference and connection between emotions/feelings and behaviors.* *PK-1.B.2.b: communicate basic emotions/feelings.* *PK-1.B.1.c: regulate behavior with occasional reminders or assistance from teacher.*	**1.2a.** Describe a range of emotions and the situations that cause them. **1.2b.** Describe and demonstrate ways to express emotions in a constructive manner. **1.2c.** Demonstrate the capacity to maintain concentration on a task with occasional reminders or assistance from teacher.	**1.3a.** Analyze factors that create stress or motivate successful performance. **1.3b.** Apply strategies to manage stress and to motivate oneself to constructively address challenges. **1.3c.** Demonstrate the capacity to maintain concentration on a task (developmentally appropriate for age, approximately 15 minutes). https://doi.org/10.1016/j.learninstruc.2016.04.003	**1.4a.** Analyze how thoughts and emotions affect decision making and responsible behavior. **1.4b.** Generate ways to develop positive attitudes. **1.4c.** Demonstrate the capacity to monitor one's behavior and maintain concentration on one's goal.	**1.5a.** Evaluate how expressing one's emotions in different situations affects others. **1.5b.** Evaluate how expressing positive attitudes influences others. **1.5c.** Demonstrate the ability to adjust one's behavior in response to changes in one's environment or goal(s).

	Learning Standards				
	Early Elementary (PK-3)	**Late Elementary (4-5)**	**Middle School (6-8)**	**Early HS (9-10)**	**Late HS (11-12)**
Category 2: Recognize external supports and personal qualities (strengths, challenges, culture, linguistic assets, and aspirations).	**2.1a.** Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions. **2.1b.** Identify family, peer, school, and community strengths and supports. *PK-1.A.3: show reasonable opinion of own abilities and limitations.* *PK-1.C.5: …seek adult help when necessary.*	**2.2a.** Describe personal strengths/skills and interests that one wants to develop. **2.2b.** Explain how family members, peers, school personnel, and community members can support responsible behavior and school success.	**2.3a.** Analyze how personal strengths and areas in need of improvement influence choices and outcomes. **2.3b.** Analyze how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school and in life.	**2.4a.** Set priorities that build on strengths and identify areas for improvement. **2.4b.** Analyze how positive adult role models and support systems contribute to personal growth and achievement in school and in life.	**2.5a.** Implement a plan to build on a personal strength, meet a personal need, or address a personal challenge. **2.5b.** Implement a plan to build on a personal strength to meet a need, or address a challenge facing one's community. **2.5c.** Evaluate how developing interests and filling useful roles support school and life success.

Domain: Social Competencies – communication, conflict resolution, and relationship skills that facilitate healthy interaction with peers, adults, and communities of diverse backgrounds, abilities, languages, and lifestyles.

	Learning Standards				
	Early Elementary (PK-3)	**Late Elementary (4-5)**	**Middle School (6-8)**	**Early HS (9-10)**	**Late HS (11-12)**
Category 3: Recognize the feelings and perspectives of others.	**3.1a.** Recognize that others may experience situations differently. **3.1b.** Use listening skills to identify the feelings and perspectives of others. *PK-1.D.1: demonstrate an understanding that others have perspectives and feelings that are different from oneself.*	**3.2a.** Identify verbal, physical, and situational cues that indicate how others may feel. **3.2b.** Describe the expressed feelings and perspectives of others.	**3.3a.** Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture. **3.3b.** Analyze how one's behavior may affect others.	**3.4a.** Analyze similarities and differences between one's own and others' perspectives. **3.4b.** Use communication skills to gain understanding of others' feelings and perspectives.	**3.5a.** Demonstrate how to express understanding of those who hold different opinions. **3.5b.** Demonstrate ways to express empathy for others.
Category 4: Recognize individual and group similarities and differences.	**4.1a.** Describe the ways that people are similar and different. **4.1b.** Recognize and describe strengths in others. **4.1c.** Recognize common stereotypes (e.g. gender, age) and understand individuality. *PK-VII.A.I: identify similarities and differences between oneself, classmates and other children inclusive of specific characteristics and cultural influences.*	**4.2a.** Identify differences among, and contributions of, various social and cultural groups. **4.2b.** Demonstrate how to interact positively with those who are different from oneself. **4.2c.** Describe how common stereotypes may impact self and others.	**4.3a.** Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and prejudice and identify ways to address it. **4.3b.** Analyze the effects of taking action to oppose bias-based behavior based on individual and group differences.	**4.4a.** Analyze the origins and negative effects of stereotyping and prejudice. **4.4b.** Demonstrate respect for individuals from different social and cultural groups.	**4.5a.** Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. **4.5b.** Evaluate how advocacy for the well-being and rights of others contributes to the common good.

	Learning Standards				
	Early Elementary (PK-3)	**Late Elementary (4-5)**	**Middle School (6-8)**	**Early HS (9-10)**	**Late HS (11-12)**
Category 5 : Use communication and social skills to interact effectively with others.	**5.1a.** Identify ways to work and play well with others. **5.1b.** Explore ways to work effectively in groups. *PK-1.C.1: use effective verbal and non-verbal communication skills to build relationships with teachers/adults.* *PK-1.C.3: show competence in initiating social interactions.* *PK-1.C.7: interact with a variety of playmates and may have preferred friends.*	**5.2a.** Describe approaches for making and keeping friends. **5.2b.** Demonstrate adaptability and appropriate social behavior at school. **5.2c.** Explore how different modes of communication impact personal expression and the interpretation of messages.	**5.3a.** Analyze ways to establish positive relationships with others. **5.3b.** Demonstrate cooperation and teamwork to promote group effectiveness. **5.3c.** Demonstrate understanding of how different modes of communication (e.g. texting, social media) may affect personal expression and the interpretation of messages.	**5.4a.** Evaluate the effects of requesting support from and providing support to others. **5.4b.** Evaluate one's contribution in groups as a member and leader. **5.4c.** Analyze the benefits and challenges of different modes of communication (e.g. texting, social media) and potential impact on outcomes and relationships.	**5.5a.** Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families. **5.5b.** Plan, implement, and evaluate one's participation in a group project. **5.5c.** Evaluate strategies for effectively using different modes of communication to maximize personal, social, and professional relationships and opportunities.
Category 6: Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	**6.1a.** Identify problems and conflicts commonly experienced by peers. **6.1b.** Identify approaches to resolving conflicts constructively. *PK-1.C.5 initiates problem-solving strategies and seeks adult help when necessary.*	**6.2a.** Describe causes and effects of conflicts. **6.2b.** Apply constructive approaches in resolving conflicts.	**6.3a.** Evaluate strategies for preventing and resolving interpersonal problems. **6.3b.** Define unhealthy peer pressure and evaluate strategies for resisting it.	**6.4a.** Analyze how active listening, "I" statements and other communication strategies help to resolve conflicts. **6.4b.** Analyze how conflict-resolution skills contribute to work within a group.	**6.5a.** Evaluate the effects of using collaborative negotiation skills to reach win-win solutions. **6.5b.** Evaluate current conflict-resolution skills and plan how to improve them.

Domain: Cognitive Competencies – perseverance, growth mindset, planning, and problem-solving skills that facilitate responsible decision-making and attainment of short- and long-term goals.

	Learning Standards				
	Early Elementary (PK-3)	**Late Elementary (4-5)**	**Middle School (6-8)**	**Early HS (9-10)**	**Late HS (11-12)**
Category 7: Apply a growth mindset to learning and personal development.	**7.1a.** Understand that ability can be developed; accept and learn from mixed feedback. **7.1b.** Identify desired knowledge and/or abilities for personal development.	**7.2a.** Accept and learn from constructive feedback. **7.2b.** Accept opportunities to create new knowledge and/or abilities for personal development.	**7.3a.** Seek and learn from constructive feedback. **7.3b.** Actively pursue opportunities to create new knowledge and/or abilities for personal development.	**7.4a.** Seek meaningful constructive feedback from subject-area experts for personal development. **7.4b.** Fully embrace opportunities to create new knowledge and/or abilities for personal development.	**7.5a.** Embrace mistakes and challenges as learning opportunities; request constructive feedback for personal development. **7.5b.** Create opportunities to gain new knowledge and/or abilities for personal development; develop post-secondary plans to create abilities needed to achieve goals.
Category 8: Demonstrate planning and implementation skills related to achieving personal and academic goals.	**8.1a.** Describe why learning is important in helping students achieve personal goals. **8.1b.** Identify goals for personal behavior progress, achievement, or success.	**8.2a.** Describe the steps in setting and working toward goal achievement. **8.2b.** Monitor progress on achieving a short-term personal goal.	**3.3a.** Set a short-term goal and develop a plan for achieving it. **3.3b.** Analyze why one achieved or did not achieve a goal.	**8.4a.** Utilize strategies to make use of resources to overcome obstacles to achieve goals. **8.4b.** Apply strategies to overcome obstacles to goal achievement.	**8.5a.** Set a post- secondary goal with action steps, timeframes, and criteria for evaluating achievement. **8.5b.** Monitor progress toward achieving a goal and evaluate one's performance against criteria.

	Learning Standards				
	Early Elementary (PK-3)	**Late Elementary (4-5)**	**Middle School (6-8)**	**Early HS (9-10)**	**Late HS (11-12)**
Category 9: Apply decision-making skills to effectively manage daily academic and social situations.	**9.1a.** Identify a range of decisions that students make at school and at home. **9.1b.** Make positive choices when interacting with classmates.	**9.2a.** Identify and apply the steps of systematic decision making. **9.2b.** Generate alternative solutions and evaluate their probable outcomes for a range of academic and social situations.	**9.3a.** Analyze how decision-making skills have an impact on study habits, academic performance, and interpersonal relationships. **9.3b.** Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.	**9.4a.** Evaluate one's personal abilities to gather information, generate possible solutions, and anticipate the consequences of decisions. **9.4b.** Apply decision-making skills to establish responsible interpersonal, intergroup, and work relationships.	**9.5a.** Analyze how present decision-making affects college and career choices. **9.5b.** Evaluate how effective decision-making affects interpersonal and group relationships.
Category 10: Display perseverance when working toward difficult and/or long-term goals.	**10.1a.** Identify strategies for approaching difficult tasks. **10.1b.** Maintain focus; try several strategies before seeking adult assistance. *PK-1.A.4: …persists in attempting to solve problems.* *PK-1.B.3.a: sustain attention to personally chosen or routine (teacher-directed) tasks until completed.*	**10.2a.** Identify a range of strategies for approaching difficult tasks. **10.2b.** Sustain focus over time toward a variety of challenging tasks, employing several strategies before seeking adult assistance.	**10.3a.** Analyze complex tasks to predict and plan for challenges. **10.3b.** Sustain focus over time toward challenging and complex tasks; overcome obstacles in order to accomplish goals.	**10.4a.** Evaluate one's passion toward and perseverance for accomplishing a difficult or long-term task. Generate targeted strategies and solutions to stay the course. **10.4b.** Sustain effort towards accomplishing goals despite multiple obstacles or challenges.	**10.5a.** Analyze how personal passion and perseverance will support post-secondary goals; Plan for targeted and timely strategies and solutions to facilitate success. **10.5b.** Sustain effort towards accomplishing goals despite failures, obstacles, and plateaus in progress.

	Learning Standards				
	Early Elementary (PK-3)	**Late Elementary (4-5)**	**Middle School (6-8)**	**Early HS (9-10)**	**Late HS (11-12)**
Category 11: Consider ethical, safety, and societal factors in making decisions.	**11.1a.** Identify why behaviors may elicit emotional responses in others. **11.1b.** Identify social norms (e.g. personal space) and safety considerations that guide behavior.	**11.2a.** Demonstrate the ability to respect the rights of self and others. **11.2b.** Demonstrate knowledge of how social norms affect decision making and behavior.	**11.3a.** Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. **11.3b.** Analyze the reasons for school and societal rules.	**11.4a.** Demonstrate personal responsibility in making ethical decisions. **11.4b.** Evaluate how social norms and the expectations of different social groups, including dealing with the expectations of those in authority in various settings, influence personal decisions and actions.	**11.5a.** Apply ethical reasoning to evaluate societal practices. **11.5b.** Examine how the norms of different societies and cultures influence their members' decisions and behaviors.
Category 12: Contribute to the well-being of one's school and community.	**12.1a.** Identify and perform roles that contribute to one's classroom. **12.1b.** Identify and perform roles that contribute to one's family. *PK-1.C.2: assume various roles and responsibilities as part of a classroom community.* *PK-VII.B.3: discuss the roles and responsibilities of family, school, and community helpers.*	**12.2a.** Identify and perform roles that contribute to the school community. **12.2b**. Identify and perform roles that contribute to one's local community.	**12.3a.** Evaluate one's participation in efforts to address an identified school need. **12.3b.** Evaluate one's participation in efforts to address an identified need in one's local community.	**12.4a.** Plan, implement, and evaluate one's participation in activities and organizations that improve school culture and climate. **12.4b.** Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.	**12.5a.** Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need. **12.5b.** Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.

Adapted from the Illinois State Board of Education work on Social/Emotional Learning Standards by the SAISD district committee and stakeholder input