



# Social and Emotional Learning Standards

## Ohio Social and Emotional Competencies

Social-emotional learning is the process through which children and adults acquire and 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.<sup>1</sup> The purpose of the social-emotional learning competencies is to provide guidance to schools on how to integrate social-emotional learning across subject areas and grades.

### Competency A



#### Self-Awareness

The ability to accurately recognize one's own emotions and thoughts, including how they relate to one's identity and culture, and how they influence behavior. Self-awareness is the ability to accurately assess one's strengths and limitations with a sense of integrity, confidence and optimism.

- A1: Demonstrate an awareness of personal emotions
- A2: Demonstrate awareness of personal interests and qualities, including strengths and challenges
- A3: Demonstrate awareness of and willingness to seek help for self or others
- A4: Demonstrate a sense of personal responsibility, confidence and advocacy

### Competency B



#### Self-Management

The ability to navigate one's emotions, thoughts and behaviors across different situations while managing stress, controlling impulses and motivating oneself. Self-management includes the ability to set and work toward personal and academic goals.

- B1: Regulate emotions and behaviors by using thinking strategies that are consistent with brain development
- B2: Set, monitor, adapt and evaluate goals to achieve success in school and life
- B3: Persevere through challenges and setbacks in school and life

### Competency C



#### Social Awareness

The ability to consider diverse perspectives of and empathize with others, including those from diverse backgrounds and cultures. It also reflects the ability to understand social and ethical norms for behavior across settings and to be able to identify and use family, school and community resources and supports.

- C1: Recognize, identify and empathize with the feelings and perspective of others
- C2: Demonstrate consideration for and contribute to the well-being of the school, community and world
- C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures
- C4: Read social cues and respond constructively

### Competency D

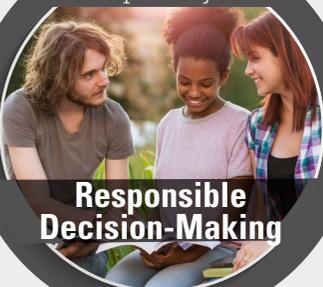


#### Relationship Skills

The ability to establish and maintain healthy relationships with diverse individuals and groups. Developing relationship skills promotes the ability to communicate clearly, listen well, cooperate with others, resist social and peer pressure, negotiate conflict and seek help or offer it to others.

- D1: Apply positive verbal and non-verbal communication and social skills to interact effectively with others and in groups
- D2: Develop and maintain positive relationships
- D3: Demonstrate the ability to prevent, manage and resolve interpersonal conflicts in constructive ways

### Competency E



#### Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions within the context of ethical standards, safety concerns and social norms. It involves making realistic evaluations of the consequences of one's actions and a consideration of the well-being of self and others.

- E1: Develop, implement and model effective decision and critical thinking skills
- E2: Identify potential outcomes to help make constructive decisions
- E3: Consider the ethical and civic impact of decisions
- E4: Explore and approach new situations with an open mind and curiosity while recognizing that some outcomes are not certain or comfortable

<sup>1</sup> CASEL (2017) What is SEL? Retrieved from [casel.org](http://casel.org).