

## SELF-AWARENESS

- Reciprocal Determinism | Argues that learning is the result of interacting variables: beliefs and attitudes that affect learning, responses one makes in a given situation and the roles played by parents, teachers, and peers.
- Attribution Theory | The study of how individuals explain events that take place in their lives. An attribution is a causal explanation that gives insight on the understanding of why people respond differently to the same outcomes.
- Metacognition | Refers to two ways of thinking: (1) What students know about their thinking, allowing students to become more aware of their ability to remember, learn, and solve problems; (2) Students' ability to use this awareness to regulate their own cognitive processes and become more strategic in managing their learning, thinking, and problem solving.

## SELF-MANAGEMENT

- Strategy Instruction | An approach to teaching and learning that argues that strategic use of knowledge, rather than merely having it, improves learning. Strategy instruction produces learning gains and empowers students psychologically by increasing their self-efficacy.
- Self-determination Theory | Argues that autonomy and control are essential components for well-being and academic achievement. Considers what it means to be motivated and how motivation affects behavior and a student's sense of control.
- Self-regulated Learning Theory | Refers to the ability to control all aspects of one's learning, from advance planning to how one evaluates performance afterwards, using three core components: metacognitive awareness, strategy use, motivational control.

## RESPONSIBLE DECISION-MAKING

- Reflective Practitioner Model | An approach to teaching and learning that stresses how human skill, activity and thought develop through guided discovery, learning by doing, and the importance of social interactions in building knowledge and understanding.
- Balance Theory of Wisdom | Argues that wisdom is an essential part of community involvement and responsible citizenship. It is the process of using one's tacit knowledge to adapt to one's environment in a manner that promotes the common good.
- 5-Stage Problem Solving Sequence | (1) identify the problem, (2) represent the problem, (3) select an appropriate strategy, (4) implement the strategy, (5) evaluate solutions

## RELATIONSHIP SKILLS / SOCIAL AWARENESS

- Dialectical Constructivism | Highlights the importance of social interactions in developing knowledge and thought. Helps create a reflective classroom where students and teachers interact in ways to stimulate knowledge construction and cognitive growth.
- Social Cognitive Theory | An extensive examination of people's self-confidence in a variety of settings, how confidence develops, and how it affects behavioral outcomes, such as persistence and effort.
- Apprenticeships in Thinking Model | An approach to teaching and learning supported by the argument that cognitive development occurs when children are guided by adults in social activities that stretch their understand of, and skill in using, the tools of the prevailing culture.

# SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

## 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
- ➔ ACCURATE SELF-PERCEPTION
- ➔ RECOGNIZING STRENGTHS
- ➔ SELF-CONFIDENCE
- ➔ SELF-EFFICACY

## 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
- ➔ STRESS MANAGEMENT
- ➔ SELF-DISCIPLINE
- ➔ SELF-MOTIVATION
- ➔ GOAL SETTING
- ➔ ORGANIZATIONAL SKILLS

## 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 supports.

- ➔ PERSPECTIVE-TAKING
- ➔ EMPATHY
- ➔ APPRECIATING DIVERSITY
- ➔ RESPECT FOR OTHERS

## RELATIONSHIP SKILLS

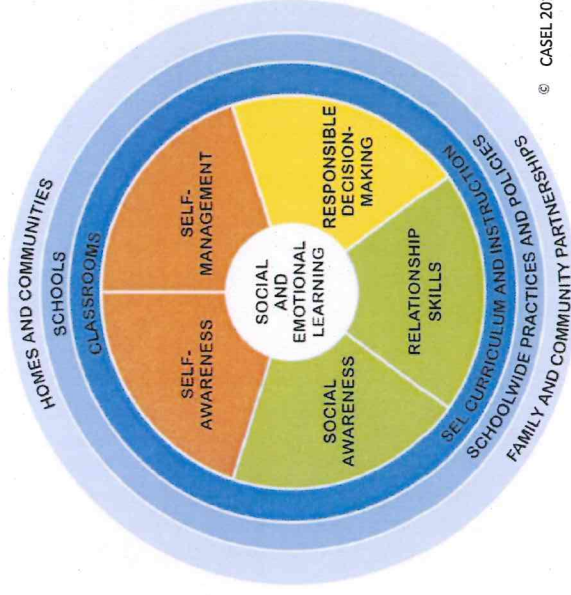
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ COMMUNICATION
- ➔ SOCIAL ENGAGEMENT
- ➔ RELATIONSHIP BUILDING
- ➔ TEAMWORK

## 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
- ➔ ANALYZING SITUATIONS
- ➔ SOLVING PROBLEMS
- ➔ EVALUATING
- ➔ REFLECTING
- ➔ ETHICAL RESPONSIBILITY



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