# SCHOOL SOCIAL WORK NATIONAL STANDARDS

## FOR SOCIAL EMOTIONAL LEARNING

*Improving academic and behavioral outcomes through social emotional learning.*

## INTRODUCTION & REFERENCES

### REFERENCES

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### INTRODUCTION

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success (Illinois State Board of Education, n.d. a, b). This includes knowing one's emotions, how to manage them, and ways to constructively express them. Students can express their emotions constructively through appropriate verbal and non-verbal communication skills in order to promote positive stress management, impulse control and to persevere in overcoming obstacles. Additionally, competent students in a global society need to be able to make ethical decisions, build upon their strengths and weaknesses, and to utilize family, school, and community resources (http://casel.org/why-it-matters/what-is-sel/). It is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Students, in order to be prepared for college and career readiness, must be able to communicate their emotions appropriately. They must be able to manage their behavior, feelings, and impulses. Students need to be able to develop positive interpersonal relationship skills and be respectful of the diverse world within which we live. Social awareness promotes a spirit of inquiry that leads to exploration, questioning, research, and engagement with others in an effort to better understand the world and to develop creative solutions to existing problems. Students who successfully develop and demonstrate these skills have improved future job and educational opportunities. Also, students who set goals and have a plan to achieve their goals are better equipped for post-high school opportunities. They are able to set their sights on something and achieve it. This not only allows students to be successful but also increases their self-esteem.

The Common Core State Standards are rigorous standards that prepare students for college and career opportunities (National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). Speaking and Listening is an anchor standard of the Common Core English/Language Arts Standards. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, they must also develop and be able to demonstrate self-awareness, self-management, social awareness, positive relationship skills, and decision-making in order to be prepared for college and career (CASEL n.d.; National Governors Association Center for Best Practices, Council of Chief State School Officers, 2010). Students who develop these skills are subsequently developing a strong emotional intelligence quotient and a way to view and interact with the world rooted in the present, informed by the lessons from the past, and leading to predictability for the future.

# SCHOOL SOCIAL WORK NATIONAL STANDARDS

## GOAL 1
### SELF AWARENESS:

*Learn to recognize and assess one's feelings, interests, strengths and challenges.*

| | EARLY CHILDHOOD & EARLY ELEMENTARY | LATE ELEMENTARY | MIDDLE SCHOOL/JR HIGH | HIGH SCHOOL |
|---|---|---|---|---|
| **EMOTIONS** | Name and label emotions in self. | Examine emotions and impact on others. | Analyze how thoughts and emotions affect behavior and relationships. | Evaluate and analyze how expressing emotions in different settings/situations affects others. (home, school, work and community) |
| **STRENGTHS, INTERESTS AND CHALLENGES** | Tell of own uniqueness; state likes, dislikes, strengths and challenges. | Demonstrate understanding and acceptance of uniqueness, strengths and challenges of others. | Analyze how personal qualities influence behavior and relationships. | Analyze, evaluate and implement a plan to build strengths, meet a need or address a challenge. |
| **SIMILARITIES AND DIFFERENCES** | State how people are alike and different; gain awareness that differences are acceptable. | Demonstrate acceptance of uniqueness in other social and cultural groups. | Explain how individual, social and cultural differences may increase resiliency to bullying and identify ways to address it. | Analyze, evaluate, and implement strategies for being respectful of others and opposing stereotyping and prejudice. |

# GOAL 2
## SELF MANAGEMENT:

*Build and maintain positive peer, family, school and work relationships.*

| | EARLY CHILDHOOD & EARLY ELEMENTARY | LATE ELEMENTARY | MIDDLE SCHOOL/JR HIGH | HIGH SCHOOL |
|---|---|---|---|---|
| **EMOTIONS AND BEHAVIOR** | Identify feelings words and faces; use language to express feelings; identify feelings by looking at others; control impulses. | Identify feelings in self and others; use language to express feelings; develop positive coping skills to deal with emotions; understand how one's behavior affects another. | Identify feelings, strengths and weaknesses within self; identify feelings within others; improve positive coping skills to handle feelings, including stress; be able to understand feelings within the context of a relationship with others; understand how one's behavior and choices affects others. | Identify feelings and how others react to expressing one's own feelings; be able to understand feelings within the context of a relationship with others; understand how one's behavior and choices affect others. |
| **GOAL SETTING** | State goals, likes, wants, dislikes, and one's strengths. | Express goals, likes, wants, dislikes, strengths and create plans to achieve goals. | Identify and express strengths, weaknesses, and goals; create plans to achieve goals; be able to recognize resources (within community, peer, school, teacher) that will assist in achieving goals; evaluate why one did or did not achieve a goal, and adjust plans accordingly. | Identify and express strengths, weaknesses, and goals, including create and monitor plans to achieve goals; follow plan to achieve goals; analyze plan that was used to achieve goals and why one did or did not achieve a goal; be able to recognize resources (community, peer, school, teacher) that will assist in achieving goals; |
| **SUPPORT SYSTEMS** | Identify friends, adults in the school and within the community; know whom to go to for help in school and the community; identify safe and unsafe people within the community. | Identify peers, adults in the school and within the community; know who to go to for help in school and the community; recognize safe and unsafe people within the community; and safe and unsafe behavior. | Identify peers, adults in the school and within the community; identify people who are supportive and can assist one in achieving goals and ones who deter from goals; know who to go to for help in school and the community; recognize safe and unsafe behavior; be able to make decisions that will support one's goals. | Utilize school and community resources; identify people who are supportive (i.e. peers, adults, and within the community) and can assist in achieving goals and ones who deter from goals; know whom to go to for help in school and the community; recognize safe and unsafe behavior; make decisions independently that will support one's decisions and understand the rationale for one's own decisions. |

# SCHOOL SOCIAL WORK NATIONAL STANDARDS

## GOAL 3
## SOCIAL AWARENESS:

*Recognize and express acceptance of the thoughts, feelings and perspectives of others in a variety of social and cultural settings.*

| | EARLY CHILDHOOD & EARLY ELEMENTARY | LATE ELEMENTARY | MIDDLE SCHOOL/JR HIGH | HIGH SCHOOL |
|---|---|---|---|---|
| **BEHAVIORS OF INQUIRY** | Observe the interactions of others', recognize others' feelings; and express curiosity about the world in which they live. | Listen to feedback from others regarding their behavior; inquire about others' families and backgrounds, and gain age-appropriate material on different cultures. | Inquire about how groups interact with other groups; how group interaction influences behavior, and begin to research cultural differences and similarities. | Examine how systems and structures foster or limit communication and relationships among those of similar and different cultural backgrounds. |
| **UNDERSTANDING THE COMPLEXITY OF ENVIRONMENT** | Recognize that the world consists of many different social relationships that make up the environment in which they live. | Recognize that the world is a very complex place and other people's experiences are different from their own. | Explore what resources exist in the community that promote social interaction; identify the effect of people's behaviors on others; and imagine ways to improve the quality of their group interactions. | Engage in activities that involve interactions with people who are different than themselves, and approach these interactions with curiousity and sensitivity toward others' perspectives, needs, and feelings. |
| **EMPATHY TOWARD OTHERS** | Observe how people engage with each other and recognize how others' feelings might be similar or different than their own. | Recognize how personal behavior helps or harms social relationships and interactions. | Show awareness of similarities and differences in thoughts, feelings, and perspectives of others and join teams and affinity groups as a result. | Analyze own behavior, consider others' thoughts, feelings, and perspectives, and make adjustments accordingly prior to taking action. |

# GOAL 3
## SOCIAL AWARENESS:
### CONTINUED

*Recognize and express acceptance of the thoughts, feelings and perspectives of others in a variety of social and cultural settings.*

| | EARLY CHILDHOOD & EARLY ELEMENTARY | LATE ELEMENTARY | MIDDLE SCHOOL/JR HIGH | HIGH SCHOOL |
|---|---|---|---|---|
| **AWARENESS OF SOCIAL NORMS** | Begin to understand the socially created rules for interaction that govern human relationships with peers, adults, and school settings. | Identify social norms and considerations that guide behavior in peer interactions, with adult figures such as teachers, and school settings. | Examine how social norms and expectations of authority influence personal decisions and actions with youth and adults. | Express acceptance of social norms in different societies and cultures with youth and adults, including the importance of education in achieving life ambitions. |
| **IDENTIFYING INDIVIDUAL AND GROUP SIMILARITIES AND DIFFERENCES** | Describe the ways that people are similar and different, including the positive qualities of others. | Identify differences among and contributions of various social and cultural groups; demonstrate how to work effectively with those who are different from oneself. | Explain how individual, social, and cultural differences may increase vulnerability to bullying; identify ways to address it; and analyze the effects of taking action. | Demonstrate respect for individuals from different social and cultural groups by opposing stereotyping and prejudice; analyze the origins and negative effects of stereotyping and prejudice; explore strategies for being respectful of others; and evaluate how advocacy for the rights of others contributes to the common good. |
| **APPROPRIATE LEVELS OF INTERACTION** | Learn from interactions with others; how to modify their behavior to meet their own and others' needs. | Consciously consider the impact of their behavior on others and make effective behavioral choices. | Overcome their fear of the judgment of others and take appropriate risks to engage with others; make effective choices. | Recall past successes; make effective behavioral choices leading to a less emotional and more beneficial outcome than in previous interactions. |

# SCHOOL SOCIAL WORK NATIONAL STANDARDS

## GOAL 4
### RELATIONSHIP SKILLS:

*Build and maintain positive peer, family, school, work, and community relationships.*

| | EARLY CHILDHOOD & EARLY ELEMENTARY | LATE ELEMENTARY | MIDDLE SCHOOL/JR HIGH | HIGH SCHOOL |
|---|---|---|---|---|
| **COOPERATION** | State reasons for the importance of cooperating with others, and that cooperating requires sharing and taking turns. | Explain the importance of encouraging others and doing their part. | Determine the benefits of being cooperative; explore and practice compromise and including others. | Describe and apply negotiation skills. |
| **COMMUNICATION** | State basics of two-way communication (speaking and listening) | Learn the various techniques for improving communication including speaking and listening skills; how to ask for help when needed. | Articulate the difference between passive aggressive and assertive communication styles; recognize the learning benefits or drawbacks of each. | Demonstrate a personal communication style and consistently use clear communication with peers, teachers, family, and adults. |
| **RESISTING PEER PRESSURE** | Identify safe and unsafe situations with peers and feelings associated with each. | Identify and practice peer pressure situations and learn various techniques for resisting negative peer pressure. | Demonstrate ways to positively influence others; expand knowledge of ways to resist negative peer pressure. | Demonstrate an individual identity; demonstrate the ability to choose adults who will be a positive influence on self and future choices. |
| **CONFLICT RESOLUTION** | Tell what conflict is and feelings associated with it; list healthy ways to express feelings and manage anger. | Describe various techniques for managing conflict; explain why and how to ask for help when needed; demonstrate ways to express anger in a healthy and socially acceptable manner. | Demonstrate healthy ways to resolve conflicts with others; explore the possible outcomes/consequences of communicating angry feelings inappropriately. | Analyze conflict/anger producing situations; work with others to mediate such situations. |

# SCHOOL SOCIAL WORK NATIONAL STANDARDS

## GOAL 5
## DECISION MAKING:

*Develop and demonstrate decision–making skills and responsible behaviors in all personal, school, family and community contexts.*

| | EARLY CHILDHOOD & EARLY ELEMENTARY | LATE ELEMENTARY | MIDDLE SCHOOL/JR HIGH | HIGH SCHOOL |
|---|---|---|---|---|
| **IDENTIFYING & EVALUATING CHOICES** | Define what it means to make a choice. | Understand and explain choices when interacting with others. | Demonstrate an understanding of how choices impact academic performance and personal success. | Analyze how the choices you make impact college and career options. |
| **PROBLEM SOLVING** | Recognize there are positive and negative choices and consequences. | Explain the possible outcomes associated with different choices and generate alternative solutions and long tem outcomes of decisions on self and others. | Analyze and explain the short and long term positive, negative outcomes of decisions on self and others. | Reflect upon choices and apply information gained to future situations. |
| **TAKING RESPONSIBILITY** | Identify personal responsibilities at school. | Begin to assume ownership for individual responsibilities. | Explain how actions impact personal success, peer interactions, family relationships, and community. | Use past experiences to evaluate how actions impact future relationships, college and career choices and utilize for self improvement. |