MDE SEL Competencies: What They Are, and How to Assess and Address Them

Part 2: Self Management

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School District

Today's Focus

Self-Management

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Today's Focus

Self-Management

2A. Identify and manage their emotions and behavior constructively

2B. Demonstrate honesty and integrity

2C. Set, monitor, adapt, and evaluate goals to achieve success in school and life

XSEL LABS

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Today's Focus

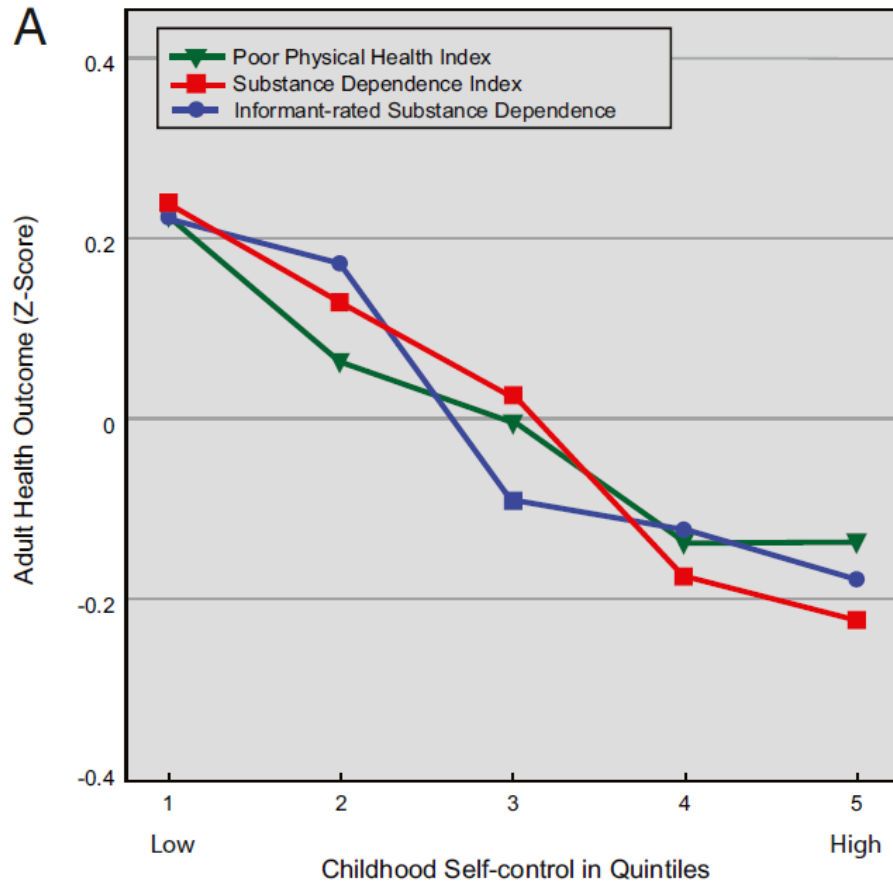**2A. Identify and manage their emotions and behavior constructively**

(This is really four competencies)

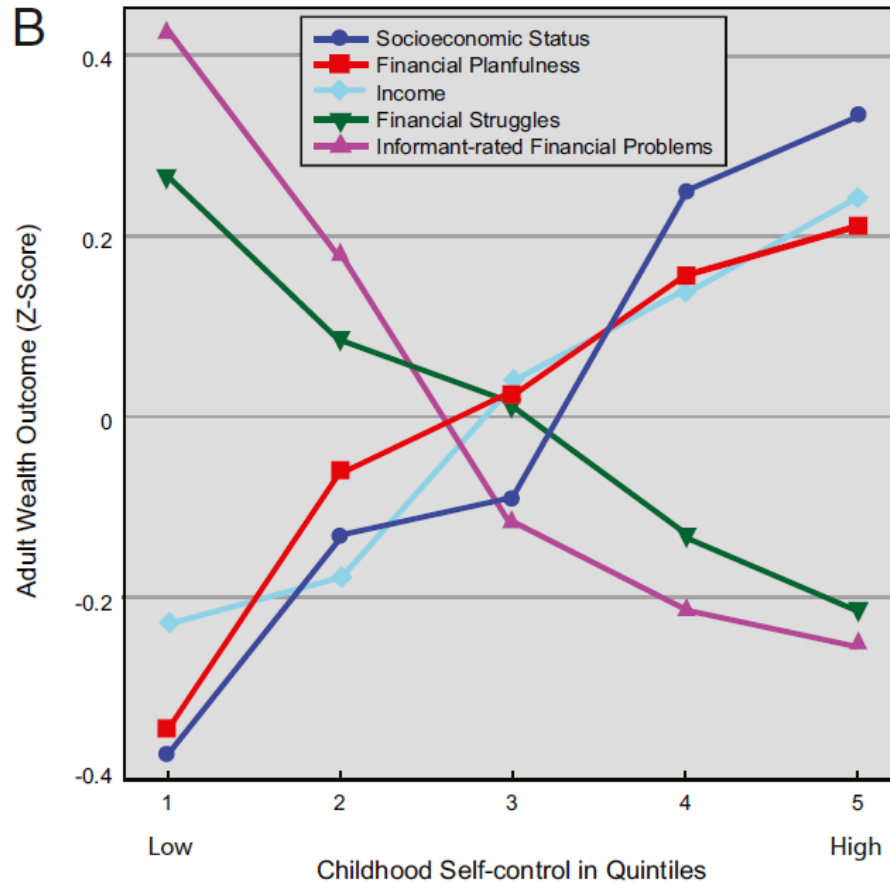|	Emotions	Behavior
Identify	What am I feeling?	What am I doing?
Manage	How can I modify what I feel?	How can I modify what I do?

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Why It Matters

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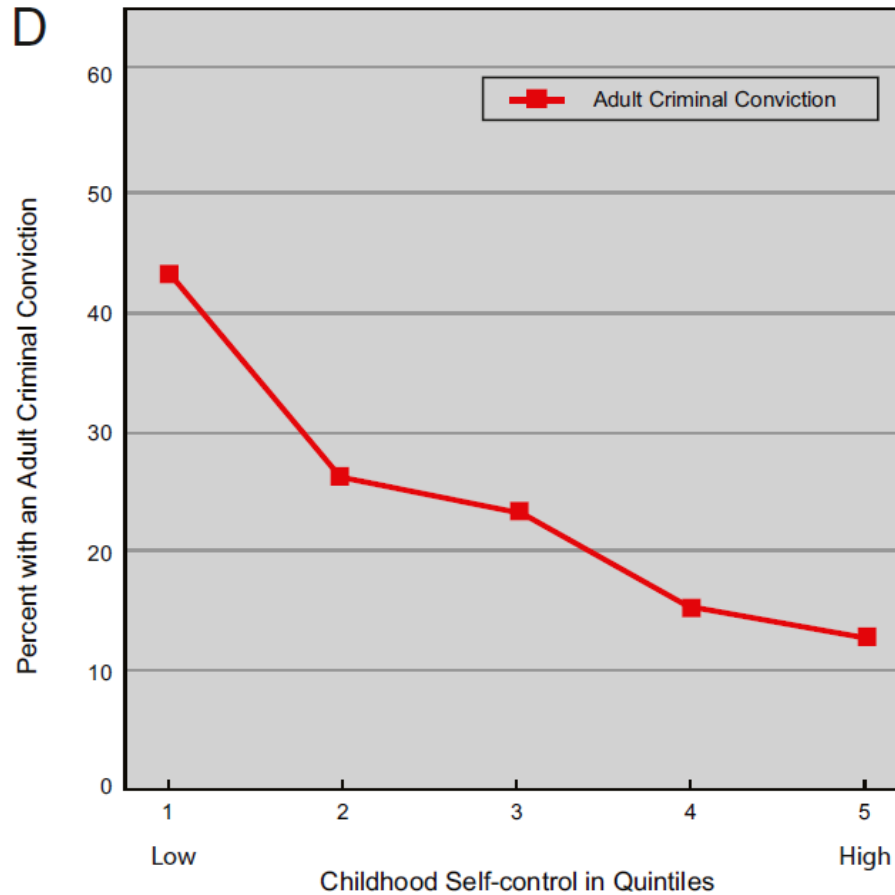
Why It Matters

A

Legend:
- Poor Physical Health Index
- Substance Dependence Index
- Informant-rated Substance Dependence

Y-axis: Adult Health Outcome (Z-Score)
X-axis: Childhood Self-control in Quintiles (1 Low to 5 High)

From Moffitt et al., 2010

Why It Matters

From Moffitt et al., 2010

Why It Matters

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Real-World Example

When did you last manage your emotions?

How to Assess It

How to Assess It

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Kinds of Formal Assessments

Direct Assessment:

Self-Report:

I know how to calm down when I'm mad.
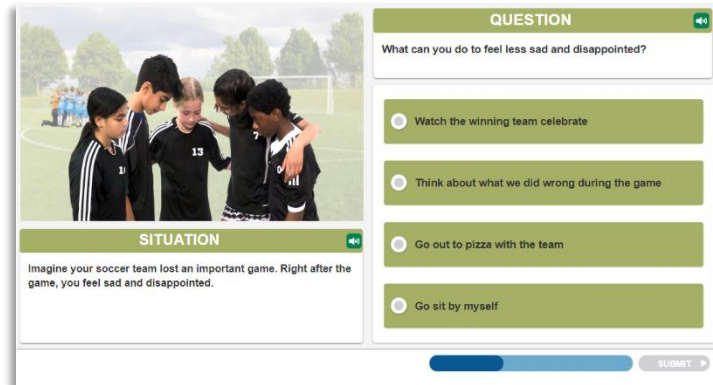
☐	☒	☐	☐	☐
Not At All True	A Little True	Pretty True	Very True	Extremely True

Teacher Report:

Can calm down when upset.

☐	☐	☐	☒	☐
Almost Never	Rarely	Sometimes	Often	Almost Always

Some use administrative records.

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Self-Management—Direct Assessment

Score: 2

SUBMIT

EE

QUESTION

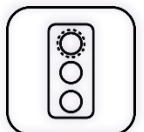What can you do to feel less sad and disappointed?

○ Watch the winning team celebrate

○ Think about what we did wrong during the game

○ Go out to pizza with the team
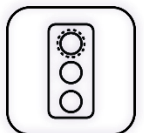
○ Go sit by myself

SITUATION

Imagine your soccer team lost an important game. Right after the game, you feel sad and disappointed.
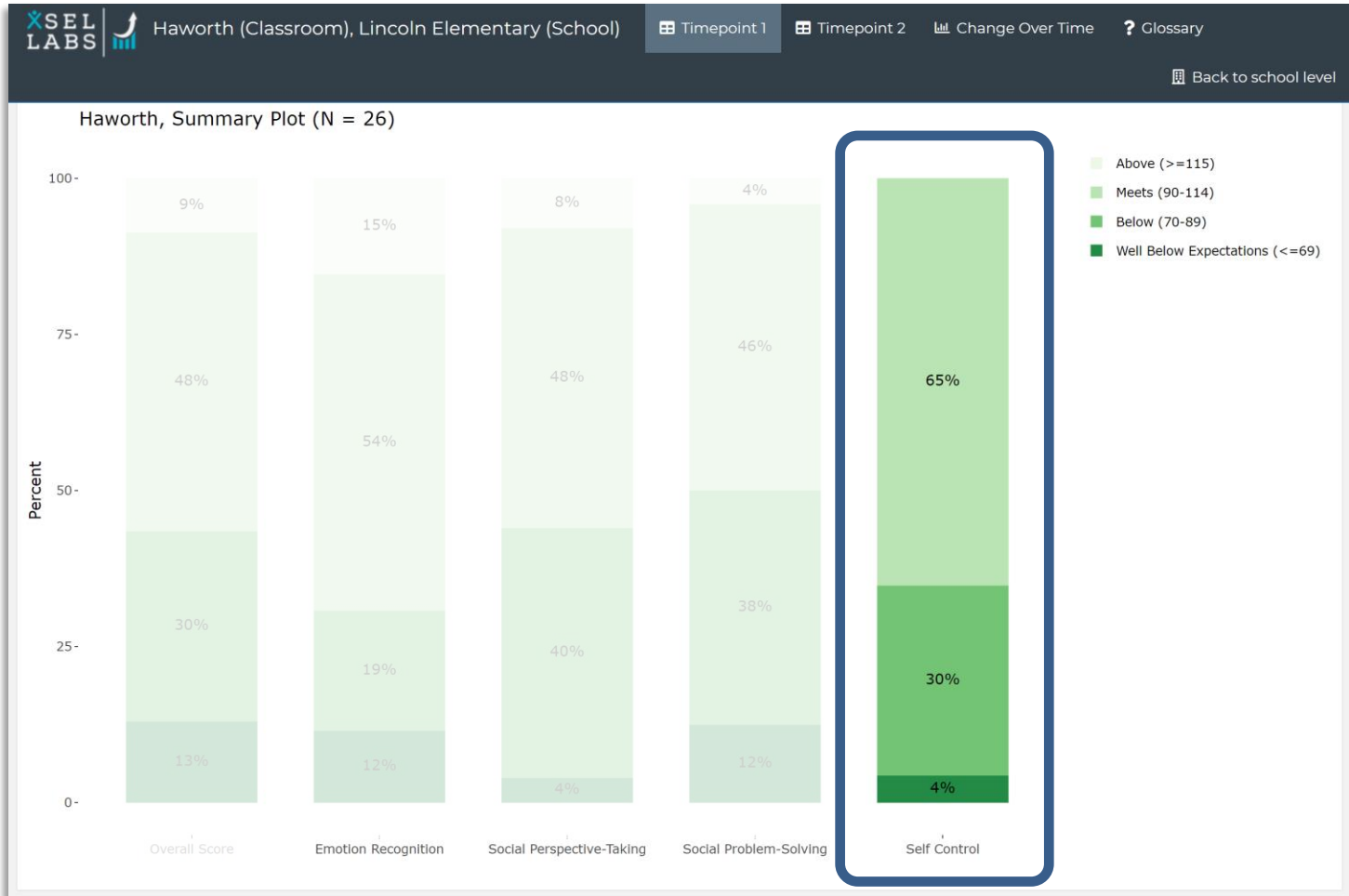
SUBMIT

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Self-Management—Teacher Ratings

SELweb Reports

Informal Assessment

- Morning meeting

- Labeling emotions as they happen

- Prompting management strategy

- Helping each other

How to Address It

How to Address It

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Tier 1 Explicit Instruction

Unit	RULER Lesson	SELweb Competence			
		Emotion Recognition	Perspective-Taking	Problem-Solving	Self-Control
Kindergarten					
I: Emotions Matter	1. How we experience emotions in bodies and minds	✓✓			
	2. Recall and describe experiences when felt emotions				✓
	3. Make choices based on emotions				✓
	4. Share the information emotions provide		✓		✓
2: Community, Safety, and Climate	1. Introduce charter		✓	✓	
	2. Name and describe roles in a community		✓✓	✓	
	3. Describe roles played and how this contributes to climate		✓✓		
	4. Describe roles played by ants and explain relation to success				
3. Self and Social Awareness	1. Use mood meter	✓			✓
	2. List many different emotion words	✓			✓
	3. Categorize emotion words into pleasant or unpleasant	✓			✓
	4. Categorize emotion words into high and low energy	✓			✓✓
4-7	Feelings words				
8. Community, Safety, and Climate II	1. Assessing the classroom Charter			✓	
	2. Maintaining a positive climate			✓	✓✓
	3. Sharing emotions	✓✓	✓✓		
	4. Maintaining a safe climate		✓✓		✓
9. Emotion regulation and personal values	1. Articulating your best self			✓	✓
	2. Steps to the meta-moment			✓✓	✓✓
	3. How your best self acts in different situations			✓✓	✓✓
	4. Your best self and decision-making in difficult situations			✓✓	✓✓
10-13	Feelings words				
14. Empathy, Perspective-Taking, and Communith Restoration	1. Defining conflict		✓	✓✓	✓
	2. Practicing perspective-taking		✓✓		
	3. Identifying conflicts			✓✓	
	4. Consider conflicts from all perspectives		✓✓	✓✓	
15-18	Feelings words				

SELweb was developed at Rush University Medical Center, is distributed by xSEL Labs, and is not affiliated with the RULER approach developed at the Yale Center for Emotional Intelligence.

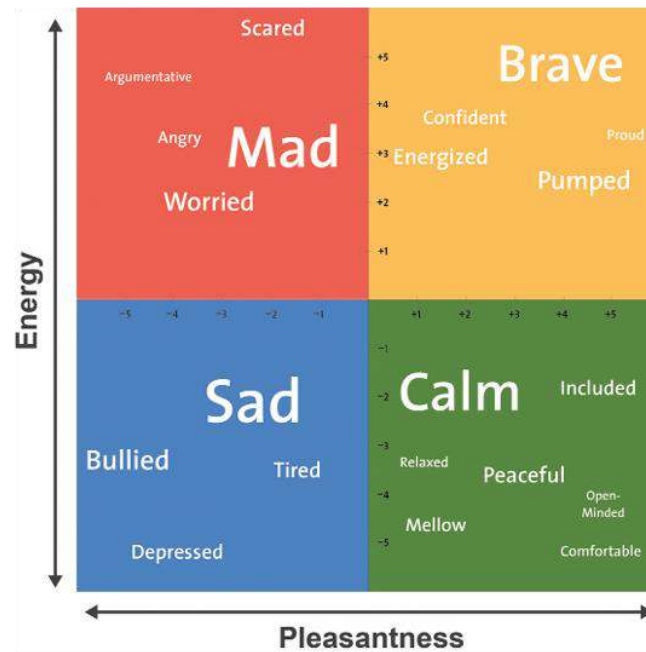XSEL LABS

Tier 1 Explicit Instruction

Tier 1 Practice and Reinforcement

- Have a theory of self management. For example: Self-management requires the ability to acknowledge, name, and manage emotions.

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  - Acknowledge

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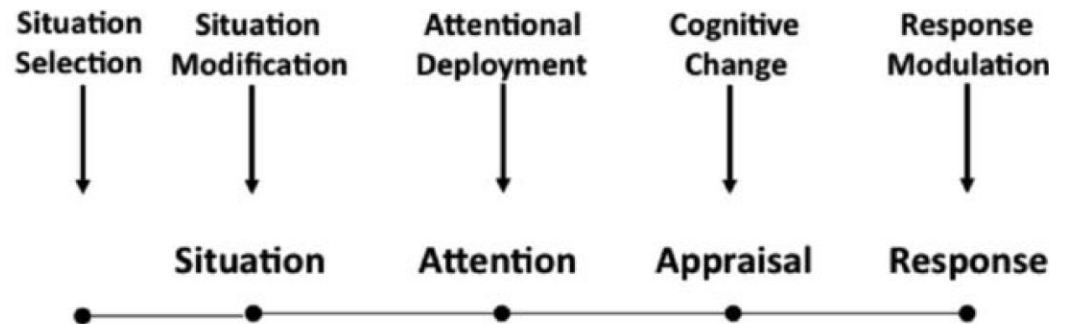 - Acknowledge

  - Name

Tier 1 Practice and Reinforcement

- Have a theory of self management. For example: Self-management requires the ability to acknowledge, name, and manage emotions.

  - Acknowledge

  - Name

  - Manage

Gross (2015)

Identify what you have

Wouldn't there be efficiency in contracting data input locations?

- Standardize capture mode
  - Powerschool
- Standardize the display
  - Google Data Studio
- Standardize the discussion
  - Analysis of Region, Districts, Schools, Grades, Students data
  - Sample Visual

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Contact Information

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