

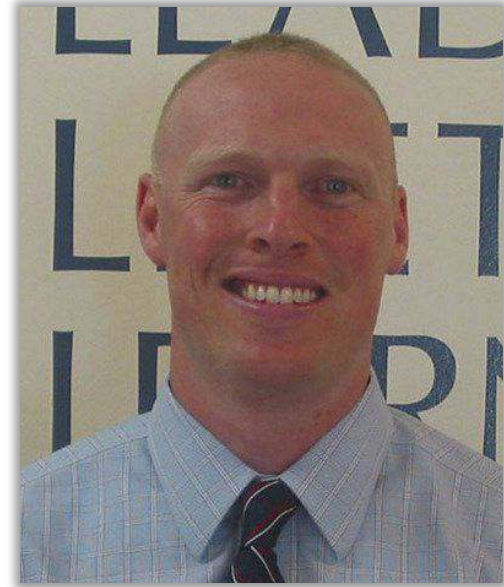


MDE SEL Competencies: What They Are, and How to Assess and Address Them

Part 4: Relationship Skills



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Today's Focus

Relationship Skills



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Relationship Skills

- 4A. Use positive communication and social skills to interact effectively with others
- 4B. Develop and maintain positive relationships
- 4C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in helpful ways

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Why It Matters

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Real-World Example





When did you last have a conflict
with someone and what did you do
to resolve it?

How to Assess It

How to Assess

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Kinds of Formal Assessments

Self-Report:

I know how to work out problems.

☐

Not At All
True



A Little
True

☐

Pretty
True

☐

Very
True

☐

Extremely
True

Direct Assessment:



QUESTION

Here are some things you can do. What will you do?

- ☐ Tell other kids those kids are mean
- ☐ Stand there and wait for them to invite me to play
- ☐ Yell at them
- ☐ Speak up and try again

SITUATION

You see a group of kids playing at recess. When you ask if you can join them, they don't say anything.

SUBMIT

Teacher Report:

Resolves conflicts with others.

☐

Almost
Never

☐

Rarely

☐

Sometimes



Often

☐

Almost
Always

Some use administrative records.



Problem-Solving—Direct Assessment



EE



QUESTION
Here are some things you can do. What will you do?

☐ Tell other kids those kids are mean

☐ Stand there and wait for them to invite me to play

☐ Yell at them

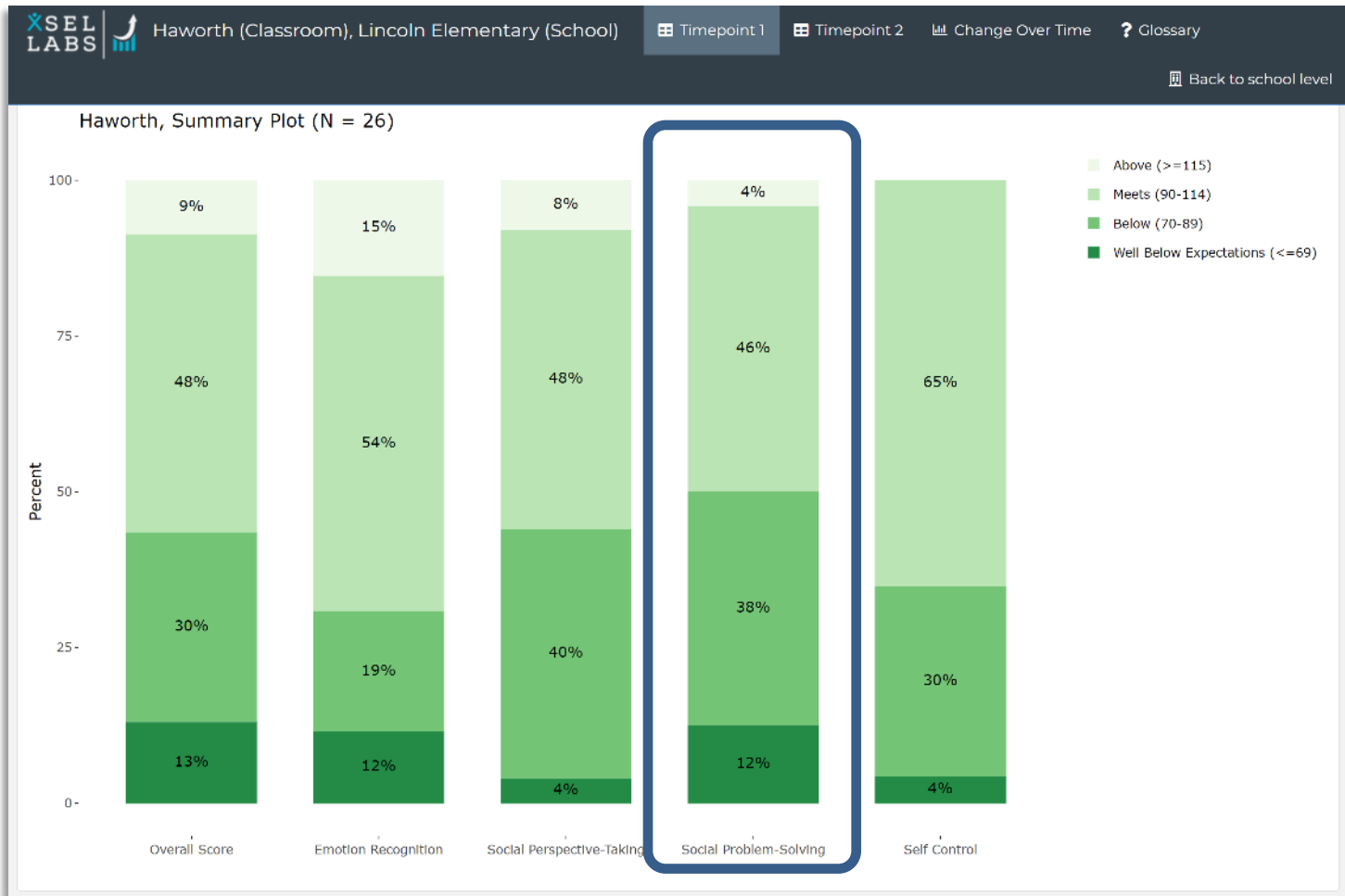
☐ Speak up and try again

SITUATION
You see a group of kids playing at recess. When you ask if you can join them, they don't say anything.

SUBMIT

LE

SELweb Reports



Informal Assessment

- Morning meeting
- Embedding within literacy
- Playgrounds and unstructured settings
- Helping each other



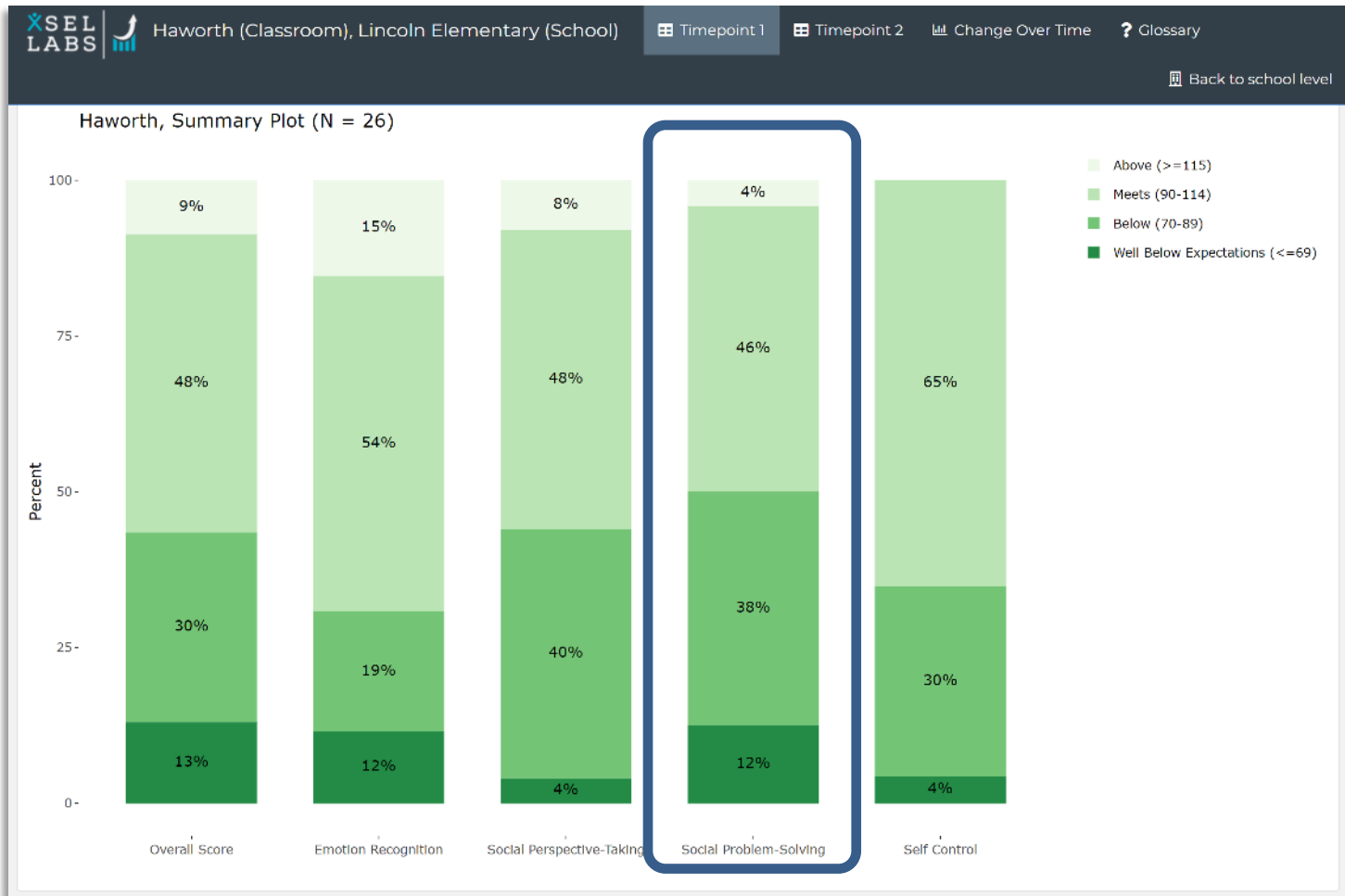
How to Address It

How to Address It






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Start with your Data



Tier 1 Explicit Instruction

Unit	 RULER	SELweb Competence			
		 Emotion Recognition	 Perspective-Taking	 Problem-Solving	 Self-Control
Lesson					
Kindergarten					
1: 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 Community Restoration	1. Defining conflict		✓	✓✓	✓
	2. Practicing perspective-taking		✓✓		
	3. Identifying conflicts			✓✓	
	4. Consider conflicts from all perspectives		✓✓	✓✓	
15-18	Feelings words				

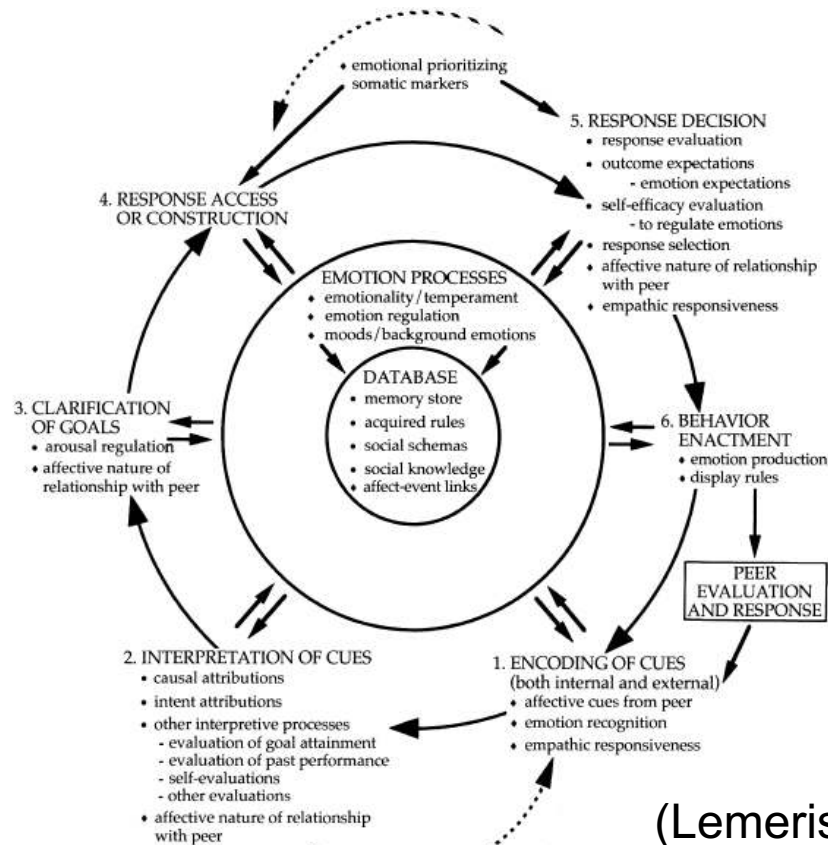
SELweb was developed at Rush University Medical Center, is distributed by xSEL Labs, and is not affiliated with the RULER approach developed at the Yale Center for Emotional Intelligence.

Tier 1 Explicit Instruction



Tier 1 Practice and Reinforcement

- Have a theory of social problem-solving.



(Lemerise & Arsinio, 2000)



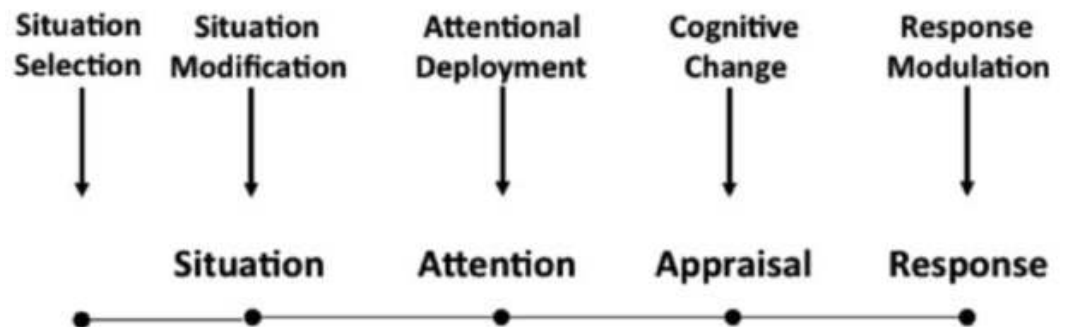
Tier 1 Practice and Reinforcement

- Translate theory to practice. When there is a problem:
 1. Stop and calm down
 2. Say what the problem is
 3. (Optional: Figure out how you want it to turn out)
 4. Generate alternative solutions
 5. Evaluate the pros and cons of each
 6. Pick the best solution
 7. Reflect on how it turned out

Chains—Linking Self-Management and 4C

- The first step in this process is “stop and calm down.” That involves self-management, which we covered in a previous webinar. How can you help students stop and calm down? Remember your theory of self-management:

- Acknowledge
- Name
- Manage



Gross (2015)

Pulling it Together



1. Assess SEL Skills

Measure social-emotional strengths & needs

[illegible]

3. Teach SEL

Support skill development



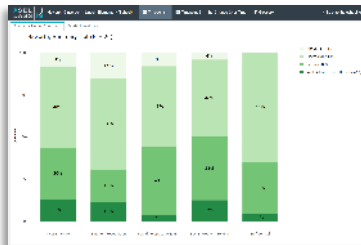
4. Re-Assess SEL Skills

Measure progress

Fall

2. Review data

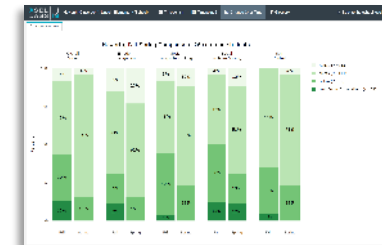
Review and reflect on assessment data to focus use of SEL program resources



► Spring

5. Review data

Review and reflect on student growth and plan for the fall



Contact Information

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