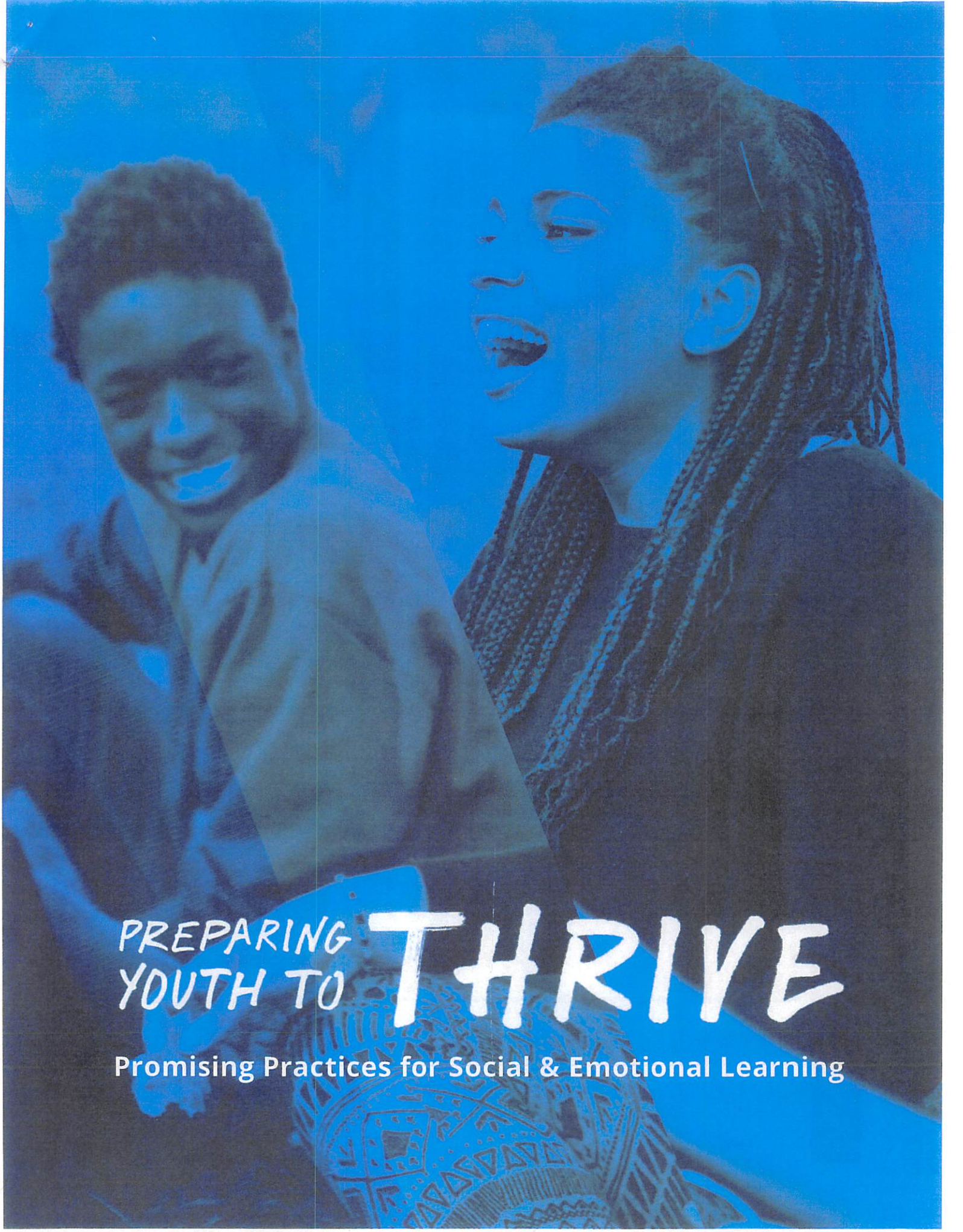


# PREPARING YOUTH TO THRIVE

## Promising Practices for Social & Emotional Learning

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David P. Weikart Center for Youth Program Quality

## EMOTION MANAGEMENT

**Abilities to be aware of and constructively handle both positive and challenging emotions.**



**Key youth experiences**

- Youth experience a range of positive and negative emotions in a safe context.
- Youth have opportunities to practice and develop healthy and functional emotion skills.

**Staff practices**

- Staff create and adjust the structure of daily activities to accommodate youth's processing of emotion.
- Staff model healthy emotion strategies within the context of caring, mutually-respectful relationships with youth.
- Staff provide coaching to youth about handling and learning from their ongoing emotional experiences.

## EMPATHY

**Relating to others with acceptance, understanding, and sensitivity to their diverse perspectives and experiences.**



**Key youth experiences**

- Youth explore social structure and power in relation to themselves and others.
- Youth share their stories and listen to the stories of others.
- Youth practice relating to others with acceptance and understanding.

**Staff practices**

- Staff provide programs with appropriate structure for sharing experience and promoting equity.
- Staff model empathy skills with youth.

## TEAMWORK

**Abilities to collaborate and coordinate action with others.**



**Key youth experiences**

- Youth develop group cohesion and trust.
- Youth participate in successful collaboration.
- Youth manage challenges to creating and maintaining effective working relationships.

**Staff practices**

- Staff provide programs with norms and structure.
- Staff model teamwork skills with youth.
- Staff facilitate or intervene as needed to foster or sustain youth-led group dynamics and successful collaboration.

## RESPONSIBILITY

**Dispositions and abilities to reliably meet commitments and fulfill obligations of challenging roles.**



**Key youth experiences**

- Youth take on roles and obligations within program activities.
- Youth encounter difficult demands.
- Youth draw on resources to fulfill challenging roles and internalize accomplishment.

**Staff practices**

- Staff provide structured but open-ended roles for youth.
- Staff model and fulfill their own roles.
- Staff promote high expectations, respect youth's ownership of their roles, and provide help only as needed.

## INITIATIVE

**Capacities to take action, sustain motivation, and persevere through challenge toward an identified goal.**



**Key youth experiences**

- Youth set ambitious and realistic goals.
- Youth develop and sustain motivation by doing work that matters to them.
- Youth have experiences persevering through the ups and downs of difficult work.

**Staff practices**

- Staff provide ongoing assistance to help youth develop motivation within the work.
- Staff encourage youth to persist through challenging work, making sure that the effort behind youth's achievement is recognized.

## PROBLEM SOLVING

**Abilities to plan, strategize, and implement complex tasks.**



**Key youth experiences**

- Youth engage in projects that involve organizing actions over time.
- Youth learn through cycles of strategic planning, execution, responding to emergent problems, trial and error, and reflection on outcomes.
- Youth reflect on how outcomes of their work provide information that helps build and verify youth skills.

**Staff practices**

- Staff provide sufficient structure to youth-driven projects.
- Staff create opportunities for youth to observe models of successful work.
- Staff provide assistance, as needed, to help youth learn and solve problems on their own.
- Staff offer youth opportunities for reflection on project outcomes.

*Download the SEL Field Guide* **PREPARING YOUTH TO THRIVE: PROMISING PRACTICES FOR SOCIAL AND EMOTIONAL LEARNING** *at* **SELpractices.org**

# Appendix F: Domain Aliases

**Emotion Management** – Abilities to be aware of and constructively handle both positive and challenging emotions.

**emotional intelligence** – a component or precursor of Social Awareness and Collaboration and includes the perseverance in the face of difficulty, a personal mindset[100]

**impulse control** – remaining in control of one's behavior when experiencing negative emotions[101]

**self-control** – the ability to avoid impulsive behavior and fulfill short-term obligations[102]

**self-discipline** – the ability to suppress prepotent responses in the service of a higher goal; such a choice is not automatic but rather requires conscious effort[10]

**self-regulation** – a person's ability to generate socially approved behavior in the absence of external monitors[104]

**Empathy** – Relating to others with acceptance, understanding, and sensitivity to their diverse perspectives and experiences.

**culture** – can identify and understand patterns of behaviors and social relationships reflecting the assumptions, values, norms, and artifacts shared by members of the organization[105]

**empathy** – (a) an *emotional simulation* process that mirrors the emotional elements of the other's bodily experience[106]; (b) a conceptual, *perspective-taking* process[107]; (c) an *emotion-regulation* process used to soothe personal distress at the other's pain or discomfort, making it possible to mobilize compassion and helping behavior for the other[108]

**global awareness** – learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts[109]

**morality** – moral systems are interlocking sets of values, practices, institutions, and evolved psychological mechanisms that work together to suppress or regulate selfishness and make social life possible[110]

**Teamwork** – Abilities to collaborate and coordinate action with others.

**communications** – the ability to exchange information and ideas with others through writing, speaking, reading or listening[111]

**cooperative learning** – the instructional use of small groups so that students work together to maximize their own and each others' learning[112]; student interaction over subject matter as an integral part of the learning process[113]

**listen actively** – attend to oral information; clarify purpose for listening and use listening strategies appropriate to that purpose; monitor comprehension, adjusting listening strategies to overcome barriers to comprehension; integrate information from listening with prior knowledge to address listening purpose[114]

**negotiation** – assessing the potential outcomes of the process and aiming to obtain the best value for self or organization[115]

**oral expression; oral comprehension** – the ability to communicate information and ideas in speaking so others will understand; the ability to listen to and understand information and ideas presented through spoken words and sentences[116]

**pro-social behavior** – voluntary behavior intended to benefit another[117]

**resolve conflict and negotiate** – acknowledge that there is a conflict; identify areas of agreement and disagreement; generate options for resolving conflict that have a "win/win" potential; engage parties in trying to reach agreement on a course of action that can satisfy the needs and interests of all; evaluate results of efforts and revise approach as necessary[118]

**social competence** – the ability to effectively make and maintain positive social outcomes and peer relationships by organizing one's own personal and environmental resources[119]

**social problem solving** – the ability to handle situations in such a way that youth can get along with others and be more effective in interactions with them[120]

**social skills** – socially acceptable learned behaviors that enable a person to interact effectively with others and to avoid socially unacceptable responses[121]

**Initiative** – Capacities to take action, sustain motivation, and persevere through challenge toward an identified goal.

**academic tenacity** – mindsets and skills that allow students to look beyond short-term concerns to longer-term or higher-order goals, and to withstand challenges and setbacks to persevere toward those goals[122]

**delayed gratification** – the ability to resist the temptation for an immediate reward and wait for a later reward[123]

**goal-setting** – is the process of establishing clear and usable targets, or objectives, for learning[124]

**grit** – the degree to which students stay focused on a long-term goal despite obstacles[125]

**mastery-focused goals** – a task-focused orientation towards goals with an intrinsic focus on learning and improving[126]

**motivation** – intrinsic motivation refers to performing an activity for itself to experience pleasure and satisfaction inherent in the activity; Extrinsic motivation involves engaging in an activity for external reasons such as receiving rewards or avoiding punishments[127]

**perseverance** – an individual's ability to remain focused on a task that may be boring or difficult[128]

**persistence** – to hold firmly or steadfastly to some purpose or task[129]; a personality trait meaning perseverance in spite of fatigue or frustration[130]

**resiliency** – the process of coping with adversity, change or opportunity in a manner that results in the identification, fortification and enrichment of resilient qualities or protective factors[131]

**work ethic** – the beliefs, values, and principles that guide the way individuals interpret and act upon their rights and responsibilities within the work context at any given time[132]

**Responsibility** – Dispositions and abilities to reliably meet commitments and fulfill obligations of challenging roles.

**conscientiousness** – personality trait manifested in characteristic behaviors such as being efficient, organized, neat, and systematic[133]

**self-reliance** – the degree to which the child displays autonomy, responsibility, and personal initiative in the classroom. Self-reliance is not synonymous with independence or dependence, but is characterized by the following markers; (a) personal initiative, (b) self-regulation, and (c) persistence and engagement, and (d) autonomy[134]

**Problem Solving** – Abilities to plan, strategize, and implement complex tasks.

**cognitive process** – 'cold' cognition refers to thinking processes under conditions of low emotion and/or arousal whereas 'hot' cognition refers to thinking under conditions of strong feelings or high arousal and which therefore may be much more important to understanding risky choices in real-life situations[135]

**cognitive strategies** – behaviors employed to achieve goals[136]

**competent decision making** – the process of weighing and considering all of the options, risks, benefits, and other key components involved in the decision-making process[137]

**critical thinking** – the use of a core set of cognitive skills – analysis, interpretation, inference, explanation, evaluation and self-regulation[138]

**metacognitive strategies** – planning how to approach a given learning task and evaluating and monitoring progress[139]

**plan** – set and prioritize goals; develop an organized approach of activities and objectives; actively carry out the plan; monitor the plan's progress while considering any need to adjust the plan; evaluate its effectiveness in achieving the goal[140]

**problem solving** – define a problem, generate alternatives, make decisions and plan, identify a realistic first step, evaluate how effective an implemented plan is and make necessary changes[141]

**problem solving** – the process of discovering the sequence of alternatives leading to a good or ideal solution for a situation that evokes anxiety and distress[142]

**solve problems and make decisions** – anticipate or identify problems; use information from diverse sources to arrive at a clearer understanding of the problem and its root causes; generate alternative solutions; evaluate strengths and weaknesses of alternatives, including potential risks and benefits and short- and long-term consequences; select alternative that is most appropriate to goal, context, and available resources; establish criteria for evaluating effectiveness of solution or decision[143]