A Process for Developing and Articulating Learning Goals or Competencies for Social and Emotional Learning

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Developing and articulating clear goals for student social and emotional learning (SEL) involves a number of important steps. This document focuses specifically on the articulation of learning goals (sometimes called "competencies" or "standards" in state and district policy) and suggests a process for those state teams that may be working on this as part of their broader plan to develop policies or guidelines that support development of student social and emotional competencies. Thus, the current document provides detailed information about the process for developing and articulating learning goals or competencies (Figure 1), which elaborates step 6 in the document, *The Collaborating States Initiative Recommended Process for Developing State Policies and Guidelines to Support Social and Emotional Learning*.

First, we provide considerations about terminology, including definition of terms (e.g., what do we mean by learning goals or competencies?). We then consider how to set up a writing team to articulate learning goals for SEL. Finally, we outline the eight steps involved in articulating SEL goals or competencies.
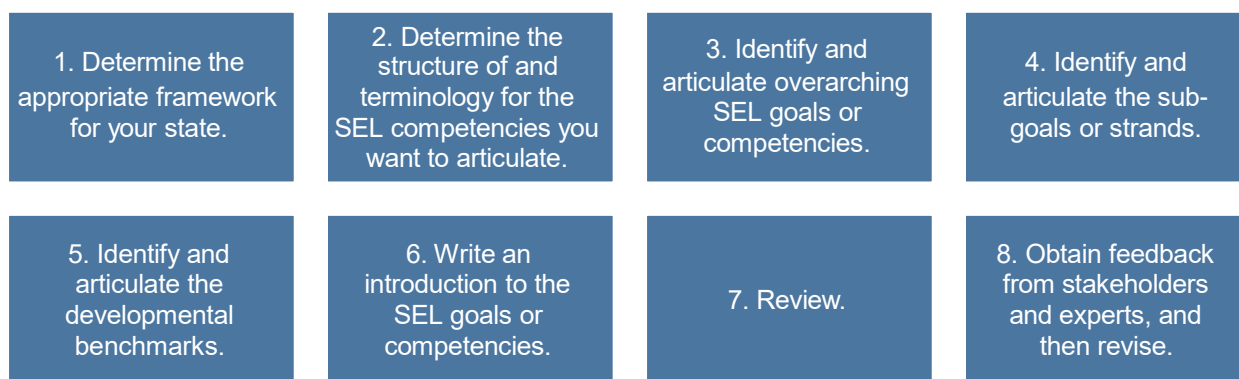

How to Use This Document

This document is intended for state education agencies (SEAs) that want to write SEL goals or competencies. This document is intended to help guide SEAs through the process of writing SEL goals or competencies, with additional tools and resources in the appendices. This tool should be used in combination with *The Collaborating States Initiative Recommended Process for Developing State Policies and Guidelines to Support Social and Emotional Learning*, as well as *Key Features of High-Quality Policies and Guidelines to Support Social and Emotional Learning*.

Contact consultants at CASEL or AIR for further information and support.

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Figure 1. Steps to Developing and Articulating Learning Goals or Competencies for SEL

1. Determine the appropriate framework for your state.	2. Determine the structure of and terminology for the SEL competencies you want to articulate.	3. Identify and articulate overarching SEL goals or competencies.	4. Identify and articulate the sub-goals or strands.
5. Identify and articulate the developmental benchmarks.	6. Write an introduction to the SEL goals or competencies.	7. Review.	8. Obtain feedback from stakeholders and experts, and then revise.

Considerations About Terminology

Articulating learning goals for "what students should know and be able to do socially and emotionally" can be an important part of state policies and guidelines to support SEL. State working groups that want to create learning goals or competencies may decide not to use the term SEL "standards" because using the term "standards" may trigger automatic requirements (including accountability and assessment measures), and the state prefers to introduce learning goals for SEL as "voluntary." Furthermore, the Collaborative for Academic Social, and Emotional Learning (CASEL) and American Institutes for Research (AIR) do not currently recommend formal schoolwide testing or formal assessment of social and emotional skills. For these reasons, a state team could decide to use terms other than standards, such as "learning goals" or "competencies." Depending on their policies, other states may be in a position to introduce standards as "voluntary standards" from the state department of education. Still others may want them approved by the state board of education or even enacted in legislation. Thus, it is important to be clear about the team's goals, and to understand how the terminology used may affect the type of approval process needed. The approval process could be long and is likely to involve posting for a period of public comment.

Typically, SEL goals or competencies are composed of three layers that we refer to as (1) overarching "learning goals" or "competencies," (2) subgoals or strands, and
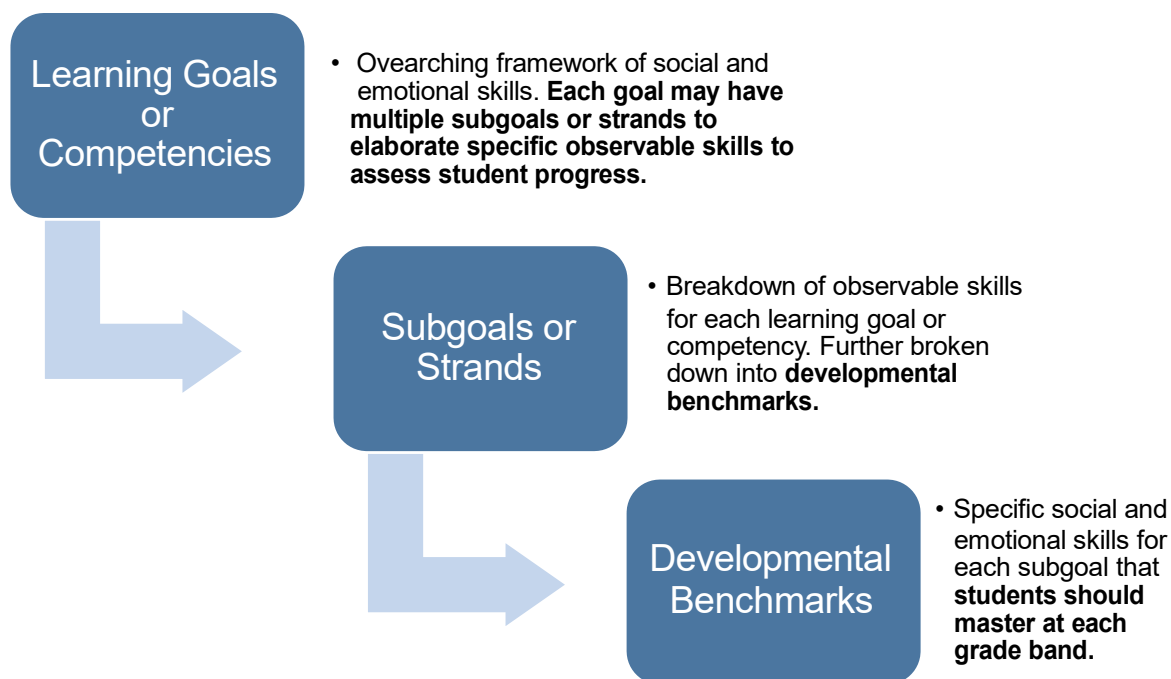
SEL Goals Compared With Academic Standards

SEL competencies are similar to, but distinct from academic content standards. They are similar in that they provide learning goals for students across grade bands, and identify milestones for students to reach. However, they are different given that the development of social and emotional competencies are recursive in that we constantly relearn and apply these competences across the lifespan. In addition, an individuals' *use* of their social and emotional competencies can be dependent on the context in which he/she is in and the culture in which one is situated. Social and emotional competencies are about self-development, related to academic achievement, enabling students to develop the *skills* they need to be successful in school, career, and life. Thus, social and emotional goals should be integrated and aligned with academic goals in support of each other in a young person's life.

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(3) developmental benchmarks. States vary in the terminology they use for each of these levels (Figure 2 gives an overview).

- *Learning goals or competencies.* In this document, SEL goals or competencies describe the overarching, highest-level framework of social and emotional skills that the state or district decides to articulate. We have found that many states and districts use CASEL's definitions of five social and emotional competencies as their overarching learning goals or competencies (Table 2). Accompanying these learning goals or competencies are multiple subgoals or strands.

- *Subgoals or strands.* In this document, subgoals or strands represent the second tier within SEL goals or competencies. In other words, they provide a high-level overview of a specific set of skills for each learning goal or competency. Subgoals or strands do not necessarily represent those student-level outcomes that should be assessed or measured for accountability purposes, but rather they provide a high-level organizational frame for a set of developmental benchmarks. Table 3 provides a crosswalk of state and district subgoals.

- *Developmental benchmarks.* In this document, developmental benchmarks provide specific skills for an identified grade band for each subgoal or strand. The developmental benchmarks represent the developmental progression of skills and knowledge students should be able to accomplish at a particular age band. Typically, the skills build upon one another; however, many times students will need go back to skills learned at an earlier age. For example, students will need to learn and relearn communication skills as they engage with new material and in new contexts. In addition, developmental benchmarks, ideally, are observable, measurable behaviors or demonstration of skills. Table 2 provides links to sample SEL learning goals, subgoals, and developmental benchmarks.

Figure 2. Structure of SEL Goals or Competencies

Learning Goals or Competencies
- Overarching framework of social and emotional skills. **Each goal may have multiple subgoals or strands to elaborate specific observable skills to assess student progress.**

Subgoals or Strands
- Breakdown of observable skills for each learning goal or competency. Further broken down into **developmental benchmarks.**

Developmental Benchmarks
- Specific social and emotional skills for each subgoal that **students should master at each grade band.**

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Process Considerations

When developing and articulating learning goals or competencies, it may make sense for members to break into subgroups that become responsible for initial drafts of different sections (e.g., organized around each of the five competencies). An alternative method is to have the entire group work together to develop learning goals or competencies and subgoals or strands, and then break into separate subgroups to work on the developmental benchmarks. Conversely, other working groups decide to not split into subgroups at all, and the entire team works on the development of the learning goals or competencies throughout. Working groups tend to be less likely to split into smaller subgroups when the number of members is relatively small (three to five members).

Eight-Step Process for Articulating Learning Goals for Student Social and Emotional Competencies

AIR and CASEL have outlined an eight-step process for articulating SEL goals or competencies. We provide a detailed description of each step as well as sample questions that may be helpful in making decisions and guiding the work. Table 1 provides an overview of the eight-step process.

Table 1. Overview of Eight Steps to Write SEL Goals or Competencies

Step	Description
1. Determine the appropriate framework for your state.	Identify the framework for student social and emotional competencies that will be most appropriate in your state.
2. Determine the structure of and terminology for the SEL competencies you want to articulate.	Use Figure 2 and Table 2 to identify examples and guide decisions about the structure of the social and emotional competencies.
3. Identify and articulate overarching SEL goals or competencies.	Write the overarching SEL goals or competencies.
4. Identify and articulate the subgoals or strands.	Write the key subgoals that comprise each learning goal or competency.
5. Identify and articulate the developmental benchmarks.	Write the skills that comprise each subgoal for each grade band.
6. Write an introduction to the SEL goals or competencies.	Write a section that introduces the learning goals or competencies and makes broad connections to other important initiatives and related guidance.
7. Review.	Review the SEL goals to ensure they are written consistently and comprehensively cover social and emotional competencies.
8. Obtain feedback from stakeholders and experts, and then revise.	Solicit feedback from others using guiding questions. Use feedback to revise SEL goals or competencies.

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1. **Determine the appropriate framework for your state.** As a first step, determine the framework that the team wants to use to develop SEL goals or competencies. CASEL's five core competencies represent a widely used framework. There may be other initiatives underway in your state, however, that also align with SEL (e.g., career and technical education or employability skills). Thus, it is important to take stock of what else is occurring within the state, how the initiatives align, and how you can coordinate or build on them.

    Sample questions follow:

    – What SEL framework best aligns with the team's vision of student development?

    – Are other frameworks currently being used within the state that align with SEL, such as 21st Century Skills, Employability Skills Framework, deeper learning, or competency-based learning?

    – Do other standards within the state already incorporate aspects of SEL, such as health or social studies standards?

    – What framework does the prekindergarten SEL standards use?

2. **Determine the structure of and terminology for the SEL competencies you want to articulate.** Once a framework is chosen, determine the structure and terminology. It may be helpful to review other state SEL goals, competencies, or standards to get an idea about how other states or districts have done this (Table 2 provides an overview of other publically available SEL standards). In addition, it is important to consult with the academic standards department and to use the same format

    > Some states and districts prefer not to use the term "standards"; instead, they may use "learning goals" or "competencies." In this document, we refer to overarching goals or targets for student SEL as "learning goals" or "competencies."

    as for academic standards so that the format will be familiar to educators (even if they are not referred to as "standards"). Typically, SEL goals or competencies are composed of three layers: overarching competencies, subgoals, and developmental benchmarks (see Figure 2).

    Sample questions follow:

    – What should the structure of the SEL goals or competencies be?

    – How should the overarching competencies be structured? Does the state want to use the term goal, competency, or standard—or something else?

    – How should the subgoals or strands be structured? Does the state want to use anchor subgoals or strands, which cut across the developmental benchmarks, or have subgoals that are specific to grade levels?

    – How should the developmental benchmarks be structured? Does the state want to use a benchmark per grade or use grade bands (e.g., Grades K–2, 3–5, 6–8, and 9–12)? If the state decides to use grade bands, then what grade bands will be used?

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3. **Identify and articulate overarching SEL goals or competencies.** Based on a review of other frameworks and similar competencies identified in steps 1 and 2, write overarching learning goals or competencies. It is helpful to write a definition of each competency to provide educators a quick overview of what they should expect to find within the competencies.

Sample questions follow:

– Do the learning goals or competencies cover all five of the core SEL domains, as well as other important skills and domains that are important in the state or district (e.g., employability skills)?

– Does the state's definition of each learning goal or competency provide a useful overview? For example, does the state have a common definition of self-awareness?

4. **Identify and articulate the subgoals or strands.** In step 4, write the subgoals or strands for each learning goal or competency. It is helpful to review the subgoals of other states (Table 3 shows some examples) and determine the subgoals under each competency that will meet the state's needs.

It is important to make sure that each subgoal or strand—as well as developmental benchmarks later in the process—is as clear and simple as possible and covers only a single skill. (For example, "Students will be able to identify their own feelings using simple terms" rather than "students will be able to identify feelings in themselves and in others as part of resolving conflicts effectively.")

At this point in the process, if the working group has not been consulting with experts during the development of their competencies, it is appropriate to ask for feedback from experts in SEL, child development, and cultural and linguistic competency.

In addition, the team will need to determine their preferred process for writing subgoals and developmental benchmarks. For example, some states elect to work on one goal, competency, or standard at a time (i.e., writing the subgoals and developmental benchmarks prior to moving on to the next competency). As an example, the team might complete subgoals and benchmarks for self-awareness, and only then move on to writing subgoals and benchmarks for self-management. Other states and districts elect to write all of the subgoals across all of the competencies and then work on the developmental benchmarks.

Sample questions to ask are as follows:

– What is the process for writing the subgoals or strands and the developmental benchmarks?

– Do the subgoals or strands for each competency reflect the key components of the competency?

– Are the subgoals or strands clearly written? That is, are they likely to be easy to understand, even by people with no training in the field?

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5. **Identify and articulate the developmental benchmarks.** Writing developmental benchmarks is the most intensive step in the process of developing SEL goals or competencies. When writing developmental benchmarks, review existing standards from other states and districts (see Table 2), keeping in mind the recommended questions in steps 5 and 6. Before writing, review additional resources on each of the competencies (see the Appendix) as well as the latest research on each.

   As the team writes developmental benchmarks, be sure each benchmark constitutes one skill. Also, ensure the skills are organized so that they build on earlier skills and show developmental progression.

   As the team writes the developmental benchmarks, begin to think about the professional development opportunities or other implementation guidance the state may want to provide in order to support implementation. CASEL, AIR, and others have resources that are helpful in this process. See the *Key Features of High-Quality Policies and Guidelines to Support Social and Emotional Learning* document for additional resources.

   It is important to recognize that students may need to return to earlier skills even as they mature (e.g., in high school, students may still need support in recognizing their emotions in new contexts, even though "recognizing emotions" is a skill typically learned in elementary school).

   In addition to writing developmental benchmarks, some states and districts will want to develop sample activities teachers can implement in the classroom to help students develop the social and emotional skill. Contact CASEL for resources that may help.

   Sample questions follow:

   – Are the developmental benchmarks research based and guided by principles of how children grow and learn?

   – Are the benchmarks developmentally appropriate? At each grade level or grade band, do the benchmarks seem meaningful and appropriate? Would teachers understand them? Would teachers likely find it easy to observe them in student behavior?

   – Do later benchmarks build on earlier benchmarks so that teachers understand how skills develop over time?

   – Are the benchmarks culturally appropriate? Do they recognize that social and emotional responses will be affected by a child's culture and family?

   – Has the state decided to write sample activities? If so, then how likely is it that teachers would understand the sample activities? If not, then how likely is it that teachers will know how to help students achieve established goals?

6. **Write an introduction to the SEL goals or competencies.** Along with writing the learning goals or competencies, subgoals or strands, and developmental benchmarks, it is important to write an introductory section that briefly defines SEL and discusses important research. It is also important in this section to describe how the SEL goals or competencies are organized and how educators can create conditions within the classroom and school so the entire school learning environment supports students in achieving them.

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For example, some teams also want to use this section to describe how the competencies were developed (e.g., key stakeholders involved) and connect them to other relevant initiatives or legislation.

Some states and districts decide to provide a detailed introduction with extensive background material, whereas other states or districts decide to write a brief introduction that links to additional resources to support implementation or makes connections to other important initiatives (e.g., positive learning environments, college and career readiness, and special education). The team will need to determine the appropriate level of detail to provide for their state.

Sample questions follow:

– What level of detail does the state want to include in the introduction?

– What kinds of supports are available? What other supports may be necessary? For example, do the standards connect to guidance on how to create a positive learning environment to support student achievement of the standards?

– Does the introduction provide guidance on the importance of cultural sensitivity and linguistic competence of students? What kinds of additional supports may be needed to help teachers implement the SEL goals or competencies in culturally sensitive, linguistically responsive ways?

– Does the introduction provide clarification that the learning goals or competencies are designed to support social and emotional development in students rather than to identify student for services.

– Do the SEL goals or competencies provide or connect to guidance on how to support high-quality implementation? Are there guidelines or recommendations for how schools or districts can identify evidence-based programs? Are their guidelines for how teachers can begin to monitor their students' progress in their classrooms? Do the competencies connect to opportunities for professional development? What kinds of supports would be needed?

7. **Review.** Prior to sending the SEL goals or competencies for comment from experts and stakeholders, review them to ensure that they are complete and are written in a consistent tone and voice. Sample questions to ask are as follows:

– Are the learning goals or competencies, subgoals or strands, and benchmarks simple, clear, and easy to understand? Is it likely that a teacher would actually know what they mean and how to recognize them in their students' behavior?

– Do the majority of benchmarks focus on a single skill (e.g., "students will be able to identify their own feelings") rather than many or complex skills at the same time (e.g., "students will be able to identify the feelings of themselves and others, and know how to manage those feelings.")

– Has the lead writer or editor reviewed the learning goals or competencies, subgoals or strands, and benchmarks to ensure that the tone and voice is consistent throughout? For example, do all the benchmarks begin in the same way (e.g., with a verb)? Do the benchmarks use third person or second person?

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8. **Obtain feedback from stakeholders and experts, and then revise.** Once the state team has completed the draft of the SEL goals or competencies, it is important to obtain feedback from stakeholders and experts. To ensure that feedback will be well organized, provide guiding questions to the reviewers.

   Sample questions to ask:

   – What experts and stakeholders outside of the group that is writing the standards will review the SEL competencies?

   – What targeted questions will be provided to the experts and stakeholders to guide their review?

   – How much time will experts and stakeholders have to review the SEL competencies?

   – How will comments from the national experts and stakeholders be addressed?

   – Have all comments from experts and stakeholders been addressed, either by accepting changes, making modifications, or providing justification as to why modifications are not included?

   – Has the lead writer gone through to ensure that the tone and voice are consistent throughout?

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Table 2. Social and Emotional Learning (SEL) Standard Description

	SEL Goals or Competencies	Structure	Age Band

Anchorage, Alaska	Uses four SEL competencies	Competencies
		⬜ Fifteen standards
		   ⬜ Indicators by grade band
		   ⬜ Includes sample activities
			Early elementary, late elementary, middle school, early high school, late high school

Austin, Texas	Uses five SEL competencies	Five goals ⬜ Seventeen objectives ⬜ Expectations	Grades K–2, Grades 3–5, Grades 6–8, Grades 9–10, Grades 11–12
Cleveland, Ohio	Uses five SEL competencies but combines them in three goals	Three goals ⬜ Benchmarks by grade by quarter	Per grade

Illinois	Uses five SEL competencies but combines them in three goals	Three goals
		⬜ Ten standards
		   ⬜ Benchmarks
		      ○ Descriptors
			PK, Grades K–3, Grades 4–5, Grades 6–8, Grades 9–10, Grades 11–12

Kansas	Has three goals that combine SEL and character development	Three goals
		⬜ Categories
		   ⬜ Fifteen standards
		      ○ Developmental benchmarks
			PK, Grades K–2, Grades 3–5, Grades 6–8, Grades 9–12

Oakland, California	Uses five SEL competencies	Five anchor standards ⬜ Sixteen learning standards	No age band
West Virginia	Uses five SEL competencies but combines them in three goals	Three core areas ⬜ Includes multiple objectives ⬜ Includes sample behaviors (individual, initiative, responsive, work skills)	Grades PK–1, Grades 2–4, Grades 5–8, Grades 9–12

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Table 3. Crosswalk of Subgoals or Strands

Self-Awareness			
Austin	**Anchorage**	**Illinois**	**Kansas**
Objective A: Student demonstrates an awareness of own emotions.	1.A. Student demonstrates awareness of his/her emotions.		A. Understand and analyze thoughts and emotions.
Objective B: Student demonstrates awareness of personal qualities.	1.B. Student demonstrates awareness of his/her personal traits.	1.B. Recognize personal qualities and external supports.	B. Identify and assess personal qualities and external supports.
Objective C: Student demonstrates awareness of external supports.	1.C. Student demonstrates awareness of his/her external supports.		
Objective D: Student has a sense of personal responsibility.	1.D. Student has a sense of personal responsibility.		

Self-Management			
Austin	**Anchorage**	**Illinois**	**Kansas**
Objective A: Student demonstrates ability to manage emotions constructively.	2.A. Student demonstrates ability to manage emotions constructively.	1.A. Identify and manage one's emotions and behavior.	A. Understand and practice strategies for managing thoughts and behaviors.
Objective B: Student demonstrates honesty / integrity.	2.B. Student demonstrates honesty and integrity.		
Objective C: Student demonstrates ability to set and achieve goals.	2.D. Student demonstrates ability to set and achieve goals.	1.C. Demonstrate skills related to achieving personal and academic goals.	C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.
			B. Reflect on perspectives and emotional responses.

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Social Awareness			
Austin	**Anchorage**	**Illinois**	**Kansas**
Objective A: Student demonstrates awareness of other people's emotions and perspectives.	3.A. Student demonstrates awareness of other people's emotions and perspectives.	2.A. Recognize the feelings and perspectives of others.	A. Demonstrate awareness of the thoughts, feelings, and perspectives of others.
Objective B: Student demonstrates consideration for others and a desire to contribute to the well-being of his or her school and community.	3.B. Student demonstrates consideration for others and a desire to positively contribute to the community.	3.C. Contribute to the well-being of one's school and community.	
Objective C: Student demonstrates an awareness of cultural issues and a respect for human dignity and differences.	3.C. Student demonstrates an awareness of cultural issues and a respect for human dignity and differences.	2.B. Recognize individual and group similarities and differences.	B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.
Objective D: Student can read social cues and respond appropriately.	3.D. Student can read social cues.		

Relationship Skills			
Austin	**Anchorage**	**Illinois**	**Kansas**
Objective A: Student uses positive communication and social skills to interact effectively with others.	4.A. Student uses positive communication and social skills to interact effectively with others.	2.C. Use communication and social skills to interact effectively with others.	A. Demonstrate communication and social skills to interact effectively.
Objective B: Student develops constructive relationships.	4.B. Student develops constructive relationships.		B. Develop and maintain positive relationships.
Objective C: Student demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	4.C. Student demonstrates the ability to prevent and resolve interpersonal conflicts in constructive ways.	2.D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

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Responsible Decision Making			
Austin	**Anchorage**	**Illinois**	**Kansas**
Objective A: Student considers ethical, safety, and societal factors in making decisions.		3.A. Consider ethical, safety, and societal factors in making decisions.	A.1. Consider multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.
Objective B: Student uses effective decision-making skills.	2.C. Student uses effective decision-making skills.		B. Develop, implement, and model effective problem-solving skills.
Objective C: Student applies problem-solving skills to deal responsibly with daily academic and social situations.		3.B. Apply decision-making skills to deal responsibly with daily academic and social situations.	
			A.2. Organize personal time and manage personal responsibilities effectively.
			A.3. Play a developmentally appropriate role in classroom management and school governance.

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Appendix. Resource List by Competency

The following list provides resources listed by the five social and emotional competencies as defined by CASEL. These sample resources provide a high-level overview of each competency. If the state or district decides to use another framework, then reach out to other organizations that support those frameworks to find additional resources. AIR and CASEL can support states in connecting with other organizations.

Self-Awareness

- [Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks](#)

  Page 3 provides a brief overview of self-awareness.

- [Improving College and Career Readiness by Incorporating Social and Emotional Learning](#)

  Page 2 provides an explanation of self-awareness.

- [Pathway to Happiness: Self-Awareness](#)

  This article describes self-awareness and explains why it is important for everyone to have a strong sense of self-awareness.

- [The Importance of Self-Awareness for Kids With Learning and Attention Issues](#)

  This article reviews the importance of self-awareness for youth to be successful in school.

Self-Management

- [Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks](#)

  Page 3 details self-management.

- [Improving College and Career Readiness by Incorporating Social and Emotional Learning](#)

  Page 3 explains self-management.

- [Teaching Self-Management: Practical Ways to Help Students to Develop Skills in This Key Component of Social-Emotional Learning](#)

  This slide presentation, by Transforming Education, provides an overview of self-management, describes the different types of situations that students will have to manage themselves, and provides strategies for teachers to help develop student self-management skills.

- [Teaching Self-Management Skills](#)

  This article, from the University of Kansas, provides an approach to teach students how to self-manage, particularly students who struggle with self-management.

- [Step-by-Step: Teaching Students to Self-Monitor](#)

  This article, by Lisa Rafferty, provides five different techniques to help students develop self-management skills.

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Social Awareness

- [Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks](#)

  Page 3 describes social awareness.

- [Improving College and Career Readiness by Incorporating Social and Emotional Learning](#)

  Page 3 explains social awareness.

- [Perspective-Taking Skills](#)

  In this article, Jill Kuzma provides the developmental progression of how students develop empathy and perspective taking.

- [Social Awareness](#)

  This website provides information about what social awareness is and how adults can use social awareness to build relationships.

- [How to Develop Social Awareness](#)

  This website provides an overview of social awareness and shares quick strategies that teachers and parents can use to help their students develop social awareness.

- [Building Empathy in Classrooms and Schools](#)

  In this article, Brianna Crowley and Barry Saide discuss the importance of empathy, how teachers can model empathy, and strategies that teachers can implement to help students develop and demonstrate empathy.

- [101 Ways to Teach Children Social Skills: A Ready-to-Use Reproducible Activity Book](#)

  Author Lawrence E. Shapiro provides activities teachers and educators can use with students to help them develop a variety of social skills, including communication, problem solving, and conflict management.

Relationship Skills

- [Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks](#)

  Page 3 overviews relationship skills

- [Improving College and Career Readiness by Incorporating Social and Emotional Learning](#)

  Page 3 describes relationship skills.

- [What Are Interpersonal Skills?](#)

  In this online article, learn about the types of interpersonal skills needed to be a successful adult and ways to demonstrate positive interpersonal skills

- [Teach Relationship Skills](#)

  In this webpage from PBIS World, learn about why and when you should teach relationship skills. In addition, it provides a host of resources on how to teach relationship skills.

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- [Relationship Skills](#)

  In this webpage from Act for Youth Center for Excellence, find a host of resources to help students develop their relationship skills.

- [Teaching Your Students How to Have a Conversation](#)

  In this edutopia article, learn strategies on how to help your students to develop communication skills, a key skill to form positive relationships and participate in classroom discussions.

- [Conflict Resolution at School and on the Playground](#)

  From this webpage by the Center for Negotiation and Conflict Resolution at Rutgers, learn about multiple ways in which students can learn conflict resolution strategies to form positive relationships. This webpage also includes a list of resources on how to help students develop conflict resolution skills.

Responsible Decision Making

- [Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks](#)
  Page 3 describes responsible decision making.

- [Improving College and Career Readiness by Incorporating Social and Emotional Learning](#)

  Page 4 overviews responsible decision making.

- [Decision Making](#)

  In this online article, learn about the components of effective decision making and what influences our decision-making abilities. This article focuses on more complex decision-making skills.

- [Decision Making Is a Life Science](#)

  This article by Ed Finkel describes how a school uses decision science to help students learn how to make good decisions.

- [Decision-Making: Suggestions for School Staff](#)

  In this *KidsMatter* webpage, learn how to help both younger and older students make responsible decisions, including the decision-making process for younger and older students.

- [Decision-Making Wheel](#)

  This document provides an activity to help students make decisions, using a decision making wheel that presents considerations when making decisions.

American Institutes for Research, and Collaborative for Academic, Social, and Emotional Learning.

A Process for Developing and Articulating Learning Goals Competencies for SEL—16