

Moving Forward with **Re-Engagement**



Building social-emotional learning skills for success

Students often have trouble coping with the stress caused by disruptions in their lives. Having had limited access to their friends and peers, many of their social and behavioral skills go unused, and in new situations involving virtual environment, may need to be adapted.

As we are focusing on re-engagement, efforts to address social and emotional learning and mental and behavioral health needs are being prioritized. We can support our students by providing them with a means to build the social-emotional learning skills that will help them interact with others and re-establish the routines they often rely on.

Three fundamental social skills that can be taught

1 **Asking for help** (Self-Awareness)

Self-Awareness involves the ability to understand one's own emotions, thoughts, and values, and how they influence behavior across contexts. This includes the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Skill steps

Step 1: Think about what you need help with.

Step 2: Signal to get the attention of someone who can help you.

Step 3: Ask a question about the help you need in a nice way.

Step 4: Smile and thank the person for helping you.

Application. Students will ask for help from an adult or peer. Specifically, students will be able to exhibit the behaviors that facilitate getting a person's attention appropriately, requesting his or her help or assistance in a positive way, and showing appreciation for the help.

Outcome. Being able to ask for help aids in the development of a growth mindset and the acquiring of self-efficacy.

Read the Self-Awareness brief that illustrates this SEL skill. >>>



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Three fundamental social skills that can be taught

“Social and emotional competency is at least as predictive of academic and career success as is IQ.” — Almlund, Duckworth, Heckman, & Kautz (2011)

2 Doing nice things for others (Social Awareness)

Social Awareness includes the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

Skill steps

Step 1: Think — What is the problem and how can you be helpful?

Step 2: Feel — Consider how the person feels and what could improve that feeling.

Step 3: Talk — Ask if you can be helpful.

Step 4: Do — Smile and do something nice to be helpful.

Application. Students will show awareness of another person’s situation or problem and respond with supportive, empathetic feelings and helpful actions that make them feel better.

Outcome. Being able to do nice things for others helps students demonstrate empathy, compassion, and show concern for others.

Read the Self-Awareness brief that illustrates this SEL skill. >>>

3 Owning your actions (Responsible Decision Making)

Responsible Decision Making incorporates the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Skill steps

Step 1: Think — What happened and what did you do to cause it?

Step 2: Tell — Tell others what you did.

Step 3: Feel — Express how you feel about the action.

Step 4: Ask — Ask what you can do to make it better.

Application. Students will learn how to own their actions by accepting responsibility for what they say and do.

Outcome. Having the ability to recognize or own one’s actions helps students identify solutions for personal and social problems and evaluate the consequences of one’s actions.

Read the Self-Awareness brief that illustrates this SEL skill. >>>



Asking for help

Doing nice things for others

Owning your actions



“Improving children’s social skills improves motivation to learn and engagement, which results in greater academic achievement. Social skills are academic enablers!” — DiPerna, Volpe, & Elliott (2002)

About SSIS-SEL

SSIS™ Social-Emotional Learning Edition (SSIS SEL) is a comprehensive, evidence-based, social-emotional learning system that assesses key academic skills and integrates the different components with an aligned, multi-tiered intervention. Product includes Screening and Progress Monitoring Scales, Rating Forms, and Class-Wide Intervention Programs. Get **guidance on using this test in your telepractice.**

To learn more about SSIS SEL, go to PearsonAssessments.com/SSISSEL.

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