

## Behavioral Skills and Attributes

**Social Behaviors (and Their Opposites):** Label and define the behaviors you want to see, not the misbehaviors that you do not want to see.

Social behaviors include:

- Cooperation (Disruption)—Interacting positively within learning environment and with others
- Social respect (Defiance)—Complying with expectations
- Physical respect (Aggression)—Demonstrating care and concern for physical being and space of others
- Verbal respect (Inappropriate language)—Using kind, positive, and supportive words
- Attention (Inattention)—Ability to focus
- Self-control (Impulsivity)—Ability to control oneself physically and verbally
- Attendance (Absences)—Physical, cognitive, and emotional presence at school
- Honesty (Lying, cheating, or stealing)—Truthfulness in relationships and learning
- Empathy (Harassment or bullying)—Consideration of others' situations

**Academic Behaviors (and Their Opposites):** Label and define the behaviors you want to see, not the misbehaviors that you do not want to see.

Academic behaviors include:

- Metacognitive practices (Unreflective learning)—Knowledge and beliefs about thinking
- Growth mindset and positive self-concept (Fixed mindset and negative self-talk)—Viewing learning as continuous and intelligence as malleable
- Self-monitoring and internal locus of control (External loci of control)—Ability to plan, prepare, and proceed
- Engagement and motivation (Apathy)—Ability to maintain interest and drive
- Strategy creation and use (Passive learning)—Techniques for construction, organization, and memorization of knowledge
- Volition and perseverance (Learned helplessness)—Efforts students need to maintain their motivation
- Resilience (Emotional fragility)—Techniques for regulating response to situations

### Twenty-First Century Skills

These skills mean students know how to:

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|--|------------------------------------|
| • Access and evaluate information          | • Manage projects, goals, and time |
| • Adapt to change                          | • Problem solve                    |
| • Apply technology                         | • Produce results                  |
| • Be flexible                              | • Reason effectively               |
| • Be responsible to others                 | • Self-direct learning             |
| • Collaborate with others in diverse teams | • Think creatively                 |
| • Communicate clearly                      | • Think critically                 |
| • Create media products                    | • Think systematically             |
| • Guide and lead others                    | • Use and manage information       |
| • Innovate                                 | • Work independently               |

College- and Career-Readiness Skills	
<ul style="list-style-type: none"> <li>• Manage effort and time</li> <li>• Monitor progress and confirm precision of work</li> <li>• Organize and construct products in various forms</li> <li>• Persist</li> <li>• Practice self-awareness</li> <li>• Read strategically</li> <li>• Reflect on reasons of success or failure</li> </ul>	<ul style="list-style-type: none"> <li>• Seek help and self-advocate</li> <li>• Self-monitor and self-motivate</li> <li>• Set goals</li> <li>• Understand academic expectations for college admission</li> <li>• Understand financial aid options and procedures</li> <li>• Value knowledge</li> </ul>
Self-Regulation	
<ul style="list-style-type: none"> <li>• Plan, including— <ul style="list-style-type: none"> <li>• Goal setting</li> <li>• Strategic thinking</li> </ul> </li> <li>• Manage their time</li> <li>• Monitor— <ul style="list-style-type: none"> <li>• Self-motivation</li> <li>• Delaying gratification</li> <li>• Attention control</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reflect, including— <ul style="list-style-type: none"> <li>• Self-advocating</li> <li>• Self-evaluation</li> <li>• Self-assessment</li> </ul> </li> </ul>
Executive Functioning	
<p>Executive functioning means:</p> <ul style="list-style-type: none"> <li>• Setting goals and establishing a due date</li> <li>• Planning, prioritizing, and sequencing the steps or tasks needed to reach the goal</li> <li>• Identifying necessary information, materials, or both</li> <li>• Obtaining and organizing the information, materials needed to complete the goal, or both</li> <li>• Beginning the task</li> <li>• Persevering through distractions and delaying gratification</li> <li>• Establishing a reasonable work rate so that the goal is met by the due date</li> <li>• Shifting from one task to another smoothly</li> <li>• Responding to, and incorporating, feedback</li> <li>• Assessing performance and progress toward the goal</li> <li>• Controlling emotional responses to difficult situations</li> <li>• Seeing tasks through to completion</li> </ul>	

# Social-Emotional Learning (SEL) Competencies From CASEL

CASEL lists social-emotional learning competencies as:

- Self-awareness—The ability, within oneself, to recognize how emotions influence behavior; assess strengths and limitations with healthy self-efficacy, optimism, and a growth mindset; and identify emotions
- Self-management—The ability, within oneself, to regulate emotions, thoughts, and behaviors; manage stress; control impulses; be motivated; set goals; and organize
- Social awareness—The ability to empathize with and respect others; understand norms for behavior; and recognize family, school, and community resources and supports
- Relationship management—The ability to establish and maintain healthy and rewarding relationships; communicate clearly; listen well; cooperate with others; resist inappropriate social pressure; negotiate conflict constructively; and seek and offer help
- Responsible decision making—The ability to make choices about behaviors based on ethics, safety, and social norms; evaluate consequences of actions; respect the well-being of oneself and others; identify problems; analyze situations; solve problems; and reflect on and learn from experiences

## Learning and Life Strategies

Conscientiousness	<ul style="list-style-type: none"> <li>• Reasoning</li> <li>• Empathy</li> <li>• Attention</li> <li>• Awareness of social situations</li> </ul>
Optimism	<ul style="list-style-type: none"> <li>• Belief in oneself</li> <li>• Self-monitoring and self-motivating</li> <li>• Growth mindset and positive self-concept</li> </ul>
Metacognition	<ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Thinking creatively and critically</li> <li>• Analyzing and evaluating findings and viewpoints</li> </ul>
Motivation and volition	<ul style="list-style-type: none"> <li>• Managing projects, goals, and time</li> <li>• Thinking systematically</li> <li>• Employing memorization techniques, study skills, technology skills, and problem-solving strategies</li> <li>• Monitoring progress and confirming the precision of work</li> <li>• Setting short-term and long-term goals</li> <li>• Creating and using strategies</li> </ul>
Perseverance	<ul style="list-style-type: none"> <li>• Practicing self-directed learning</li> <li>• Working independently</li> <li>• Managing effort, time, and materials</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>• Collaborating responsibly with others in diverse teams</li> <li>• Communicating clearly and persuasively</li> <li>• Guiding and leading others</li> <li>• Managing relationships</li> <li>• Being aware of emotions</li> <li>• Making responsible decisions</li> </ul>
Resilience	<ul style="list-style-type: none"> <li>• Adaptability to change</li> <li>• Flexibility</li> <li>• Persistence</li> </ul>

Self-advocacy	<ul style="list-style-type: none"> <li>• Focusing on an interest or career pathway or major</li> <li>• Being self-aware</li> <li>• Reflecting on reasons of success or failure and seeking help</li> <li>• Communicating in written, verbal, and social ways</li> </ul>
<b>Examples of School or Agency's Lists of Behavioral Skills</b>	
<p><b>Knowledge is Power Program (KIPP):</b></p> <ul style="list-style-type: none"> <li>• Grit</li> <li>• Self-control</li> <li>• Zest</li> <li>• Social intelligence</li> <li>• Gratitude</li> <li>• Optimism</li> <li>• Curiosity</li> </ul> <p><b>Character Counts!:</b></p> <ul style="list-style-type: none"> <li>• Trustworthiness</li> <li>• Respect</li> <li>• Responsibility</li> <li>• Fairness</li> <li>• Caring</li> <li>• Citizenship</li> </ul> <p><b>Scholarly Attributes:</b></p> <ul style="list-style-type: none"> <li>• Respect yourself and others</li> <li>• Make good decisions</li> <li>• Solve your own problems</li> </ul>	<p><b>Three Rs:</b></p> <ul style="list-style-type: none"> <li>• <b>R</b>espect</li> <li>• <b>R</b>esponsibility</li> <li>• <b>R</b>eadiness</li> </ul> <p><b>Three Ss:</b></p> <ul style="list-style-type: none"> <li>• <b>S</b>trategy</li> <li>• <b>S</b>elf-efficacy</li> <li>• <b>S</b>elf-starting</li> </ul> <p><b>REAL:</b></p> <ul style="list-style-type: none"> <li>• <b>R</b>espect</li> <li>• <b>E</b>ffort</li> <li>• <b>A</b>ttitude</li> <li>• <b>L</b>eadership</li> </ul> <p><b>Three Ms:</b></p> <ul style="list-style-type: none"> <li>• <b>M</b>otivation</li> <li>• <b>M</b>etacognition</li> <li>• <b>M</b>onitoring</li> </ul> <p><b>MOP:</b></p> <ul style="list-style-type: none"> <li>• <b>M</b>otivation</li> <li>• <b>O</b>rganization</li> <li>• <b>P</b>erseverance</li> </ul> <p><b>PRIDE:</b></p> <ul style="list-style-type: none"> <li>• <b>P</b>ositive</li> <li>• <b>R</b>esponsible</li> <li>• <b>I</b>ntegrity</li> <li>• <b>D</b>ependable</li> <li>• <b>E</b>ngage</li> </ul>