North Dakota Multi-Tier System of Supports

SEL Student-Friendly Scales
by Grade-Span
Grades K-12

June 2018

NDMTSS

North Dakota's **Multi-Tier System of Supports**

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System of Supports

Competency	NDMTSS SEL Goals
Self-Awareness	1. [IE] <u>Recognize</u> and accurately label emotions, and <u>identify</u> situations that cause those emotions. 2. [RS] <u>Differentiate</u> between likes and dislikes. 3. [SC/SE] <u>Accept</u> failure and demonstrate the ability to recover from perceived failures. 4. [ASP] <u>Identify</u> and seek help when appropriate.
Self-Management	1. [IC] <u>Demonstrate</u> self-control in a variety of settings (e.g.. differentiate between needs and wants, follow school-wide behavior expectations). 2. [StressM] <u>Define</u> stress. 3. [SD] <u>Identify</u> what it means to be responsible and <u>list</u> personal responsibilities. 4. [S-M] <u>Utilize</u> self-talk for the purpose of self-motivation. 5. [GS] <u>Identify</u> goals for academic success and classroom behavior. 6. [OS] <u>Utilize</u> prescribed routines to understand physical and mental organizational strategies.
Social Awareness	1. [HS] <u>Identify</u> a trusted adult for help when needed. 2. [E/PT] <u>Identify</u> the feelings and perspectives of others. 3. [AD] <u>Recognize</u> and acknowledge individual differences in others. 4. [RFO] <u>Describe</u> positive qualities in others.
Relationship Skills	1. [C] <u>Demonstrate</u> verbal etiquette to foster better communication (e.g. please, thank you, excuse me, etc.). 2. [SE] <u>Identify</u> opportunities for social participation at home, school and in the community (e.g. family meal time, free play, extracurricular activities, diverse peer groups, etc.). 3. [TW] <u>Demonstrate</u> appropriate strategies for receiving feedback from others for self-improvement and to promote group effectiveness. 4. [RB] <u>Describe</u> approaches for making and keeping friends. 5. [CR] <u>Identify</u> conflict in various situations.
Responsible Decision-Making	1. [IP] <u>Define</u> a problem. 2. [SP] <u>Explain</u> a problem solving process. 3. [AS] <u>Analyze</u> potential consequences of choices. 4. [E&R] <u>Explain</u> the differences between safe and risky behaviors. 5. [ER] <u>List</u> age appropriate responsibilities at home and school.

	NDMTSS SEL Student-Friendly Scales **Self-Awareness** Grades K-2	
4	I can also understand that my emotions and thoughts affect my behavior.	
3	• I can name my emotions. • I can name my likes and dislikes. • I can learn from my mistakes. • I can recognize when I need help.	
2	Vocabulary: • emotions • feelings • likes • dislikes • mistake • recognize • help	Skills: • name emotions and feelings • name personal emotions and feelings • identify causes of emotions and feelings • name likes • name dislikes • recognize a mistake • recognize when help is needed
1	With help	

	NDMTSS SEL Student-Friendly Scales **Self-Management** Grades K-2	
4	I can also use self-management strategies outside of the school setting (e.g. at home and in the community).	
3	• I can show self-control with my behavior. • I can name my responsibilities. • I can use strategies to calm down by myself especially with reminders from adults. • I can set a goal and work to improve at my goal. • I can follow school and classroom rules and expectations especially with reminders from adults.	
2	Vocabulary: • self-control • expectations • stress • responsibilities • positive self-talk • self-motivation • goals • routines/procedures • organization	Skills: • define self-control • define stress • define responsibility • use positive self-talk • name behavior goal(s) • name school work goal(s) • follow routines and procedures for organization
1	With help	

Social Awareness
Grades K-2

4	I can also understand how the feelings and perspectives of others affect my feelings and behaviors.
3	- I can name trusted adults. - I can understand the feelings and perspectives of others. - I can accept others who are different than me. - I can say positive things about others.
2	Vocabulary: - trusted adults - perspectives - similarities - differences Skills: - define trusted adults - name emotions and feelings - name emotions and feelings of others - list similarities and differences between self and others
1	With help

Relationship Skills
Grades K-2

4	I can also find solutions to conflict.
3	- I can communicate appropriately with others. - I can ask to play or join a group. - I can listen to suggestions from others. - I can make and keep friends. - I can recognize conflict.
2	Vocabulary: - manners - communication - conflict - appropriate - inappropriate - relationships Skills: - communicate clearly - listen to others - cooperate with others - show appropriate manners - define conflict
1	With help

Responsible Decision-Making
Grades K-2

4	I can also learn from my choices.	
3	- I can explain how to solve a problem. - I can understand that choices have consequences. - I can understand the difference between safe and unsafe behavior. - I can name my responsibilities.	
2	Vocabulary: - problem - solutions - consequence - responsibilities - safe behavior - unsafe behavior	Skills: - define problem - list solutions to problems - define consequence - list unsafe behaviors - list safe behaviors - define responsibility
1	With help	

NDMTSS
North Dakota's Multi-Tier System of Supports

Grades 3-5

Competency	NDMTSS SEL Goals
Self-Awareness	1. **IE** <u>Describe</u> a variety of emotions, and understand how emotions are linked to behavior. 2. **RS** <u>Describe</u> interests to pursue and skills to develop. 3. **SC/SE** <u>Develop</u> a growth mindset for rigorous situations. 4. **ASP** <u>Describe</u> an activity or task in which help is needed to be successful.
Self-Management	1. **IC** <u>Apply</u> self-monitoring strategies to regulate emotions. 2. **StressM** <u>Identify</u> personal stressors. 3. **SD** <u>Display</u> consistent behaviors to meet personal responsibilities. 4. **S-M** <u>Identify</u> internal and/or external motivating factors in a variety of situations. 5. **GS** <u>Apply</u> a goal setting process to work toward goal achievement (e.g. SMART). 6. **OS** <u>Identify</u> strategies for planning, prioritizing and managing time.
Social Awareness	1. **HS** <u>Demonstrate</u> appropriate strategies to ask for help in a variety of situations. 2. **E/PT** <u>Describe</u> feelings and perspectives of others. 3. **AD** <u>Differentiate</u> between static and dynamic personal characteristics, and accept static characteristics. 4. **RFO** <u>Demonstrate</u> strategies for working and playing effectively with others.
Relationship Skills	1. **C** <u>Demonstrate</u> non-verbal etiquette to foster better communication (e.g. looking and leaning, etc.). 2. **SE** <u>Analyze</u> social situations at home, school and in the community (e.g. family meal time, free play, extracurricular activities, dances, diverse peer groups, etc.). 3. **TW** <u>Demonstrate</u> appropriate strategies for providing and receiving feedback to promote group effectiveness. 4. **RB** <u>Recognize</u> and respond to social cues in a manner that builds and maintains healthy relationships. 5. **CR** <u>Differentiate</u> between conflict and bullying.
Responsible Decision-Making	1. **IP** <u>Identify</u> problems in a variety of situations. 2. **SP** <u>Apply</u> strategies to appropriately solve problems. 3. **AS** <u>Utilize</u> refusal skills. 4. **E&R** <u>Compare and contrast</u> the potential outcomes of engaging in safe and risky behaviors. 5. **ER** <u>Demonstrate</u> personal responsibility for decisions.

	NDMTSS SEL Student-Friendly Scales **Self-Awareness** Grades 3-5
4	I can also recognize how my behavior affects others.
3	• I can understand how my emotions affect my behavior. • I can name skills that I need to work on to do things that interest me. • I can accept my challenges with confidence and positivity. • I can name an activity that I need help with.
2	Vocabulary: • emotions • challenges • confidence	Skills: • name emotions and feelings • describe personal emotions and feelings • identify causes of emotions and feelings • describe how emotions affect behavior • identify interests • identify skills • identify challenges • ask for help when needed • recognize when help is needed
1	With help

	NDMTSS SEL Student-Friendly Scales **Self-Management** Grades 3-5
4	I can also recognize when my stressors might affect my behavior.
3	• I can use strategies to manage my emotions and behaviors. • I can understand what motivates me. • I can set and work towards my goals. • I can explain strategies to use my time wisely.
2	Vocabulary: • strategies • self-monitoring • stressors • responsibilities • internal • external • motivation • goals • strategies • time management	Skills: • use self-monitoring strategies • identify stressors • identify personal responsibilities • identify internal motivating factors • identify external motivating factors • identify goals • identify tasks needed to reach goals • understand time management strategies
1	With help

NDMTSS SEL Student-Friendly Scales
Social Awareness
Grades 3-5

4	I can also anticipate how others will feel depending on my behavior and choose my response appropriately.	
3	• I can ask for help respectfully. • I can describe the feelings and perspective of others. • I can accept the characteristics about myself that I cannot change. • I can work and play with others.	
2	Vocabulary: • perspectives • static • dynamic • characteristics	Skills: • understand how to ask for help respectfully • describe someone else's feelings • describe someone else's perspectives • identify static personal characteristics • identify dynamic personal characteristics • understand how to work and play with others effectively
1	With help	

NDMTSS SEL Student-Friendly Scales
Relationship Skills
Grades 3-5

4	I can also help others make friends.	
3	• I can understand different social situations. • I can give suggestions to others. • I can listen and respond to others effectively. • I can understand the difference between conflict and bullying.	
2	Vocabulary: • verbal • non-verbal • feedback • bullying	Skills: • understand non-verbal communication • recognize non-verbal communication • provide feedback • define bullying • identify conflict • identify bullying
1	With help	

Responsible Decision-Making
Grades 3-5

4	I can also support others in making good choices.	
3	- I can identify and solve problems. - I can make good choices. - I can think about what could happen as a result from my choices. - I can learn from my mistakes.	
2	Vocabulary: - refusal skills - compare and contrast	Skills: - identify problems - use strategies to solve problems - identify refusal skills - compare and contrast safe and unsafe behaviors - identify consequences
1	With help	

Grades 6-8

Competency	NDMTSS SEL Goals
Self-Awareness	1. **IE** <u>Distinguish</u> different levels of emotions and explain the physical reaction to various emotions (e.g. how bodies look and feel). 2. **RS** <u>Identify</u> personal strengths and the skills required to develop those strengths. 3. **SC/SE** <u>Understand</u> the relationship between effort, attitude and achievement. 4. **ASP** <u>Distinguish</u> between personal feelings and how one is expected to feel in a variety of situations.
Self-Management	1. **IC** <u>Explain</u> possible outcomes of expressing emotions in various ways. 2. **StressM** <u>Apply</u> stress management strategies. 3. **SD** <u>Display</u> endurance when facing adversity for the purpose of personal growth. 4. **S-M** <u>Display</u> indicators of a growth mindset. 5. **GS** <u>Create</u> and <u>monitor</u> personal and academic goals to meet identified needs. 6. **OS** <u>Apply</u> strategies for planning, prioritizing and managing time.
Social Awareness	1. **HS** <u>Identify</u> support at home, school and in the community. 2. **E/PT** <u>Demonstrate</u> the ability to anticipate feelings and perspectives of others in a variety of situations. 3. **AD** <u>Analyze</u> how people from diverse peer groups can learn from each other. 4. **RFO** <u>Evaluate</u> strategies for being respectful of others and opposing stereotyping and prejudice.
Relationship Skills	1. **C** <u>Demonstrate</u> proper etiquette when communicating electronically. 2. **SE** <u>Demonstrate</u> appropriate responses to social situations at home, school and in the community (e.g. family meal time, free play, extracurriculars, dances, diverse peer groups, volunteering, etc.). 3. **TW** <u>Demonstrate</u> cooperation and teamwork to promote group effectiveness. 4. **RB** <u>Explain</u> an approach to limit setting. (e.g. <u>A</u>cknowledge feelings, <u>C</u>ommunicate the limit, <u>T</u>arget alternative.) 5. **CR** <u>Apply</u> conflict resolution strategies in a variety of situations (e.g. interpersonal, intrapersonal, intragroup, intergroup).
Responsible Decision-Making	1. **IP** <u>Demonstrate</u> the ability to acknowledge problems in a variety of situations. 2. **SP** <u>Evaluate</u> potential solutions to problems. 3. **AS** <u>Analyze</u> factual information surrounding situations. 4. **E&R** <u>Recognize</u> unsafe or high risk situations and <u>utilize</u> strategies to remove oneself. 5. **ER** <u>Evaluate</u> how external influences such as media, peers, and/or cultural norms influence personal behavior.

NDMTSS SEL Student-Friendly Scales
Self-Awareness
Grades 6-8

4	I can also create a plan to develop limitations/challenges.	
3	- I can understand different intensities of emotions and how bodies react to those emotions. - I can identify my strengths and know how to develop these strengths. - I can understand how my effort and attitude can benefit my achievement. - I can understand that the way I feel and how I am expected to feel might be different.	
2	Vocabulary: - strengths - effort - attitude - achievement	Skills: - identify levels of intensity of emotions - understand physical reactions to emotions - identify strengths - define effort - define attitude - define achievement
1	With help	

NDMTSS SEL Student-Friendly Scales
Self-Management
Grades 6-8

4	I can also maintain a growth mindset while managing my emotions.	
3	- I can understand how my emotions and thoughts could affect my behavior. - I can demonstrate stress management strategies. - I can continue to develop my growth mindset. - I can monitor the progress towards my goals. - I can use strategies to manage my time wisely.	
2	Vocabulary: - stress management - growth mindset	Skills: - identify stress management strategies - define growth mindset - create goals - understand different strategies to monitor goals
1	With help	

Social Awareness
Grades 6-8

4	I can also understand how others may feel differently from and why.
3	- I can identify where to go for support when I'm facing a difficult situation. - I can anticipate the feelings of others during different situations. - I can learn from and be respectful to others, including those from different backgrounds. - I can challenge stereotypes and prejudice.
2	**Vocabulary:** - anticipate - diversity - stereotypes - prejudice **Skills:** - identify supports at home, school and in the community - demonstrate willingness to understand diversity - define stereotypes - define prejudice
1	With help

Relationship Skills
Grades 6-8

4	I can also build relationships with a diverse group of peers.
3	- I can use electronic communications including social media safely and with etiquette. - I can respond appropriately within a variety of social situations including conflict. - I can work with others in group settings. - I can understand how to set limits.
2	**Vocabulary:** - etiquette - cooperate - Teamwork - limits **Skills:** - identify appropriate electronic communication - identify unsafe electronic communication - participate in a variety of social situations - understand the benefits of cooperation - understand the benefits of teamwork - understand the purpose of limits
1	With help

Responsible Decision-Making
Grades 6-8

4	I can also analyze how my current choices affect my future.	
3	- I can acknowledge problems and evaluate potential solutions. - I can analyze the facts of situations. - I can recognize unsafe and risky situations and know how to remove myself. - I can understand how media, peers and/or cultural norms influence my behavior.	
2	Vocabulary: - risky - peers - culture - norms	Skills: - identify solutions to problems - gather facts - identify unsafe and risky situations - identify strategies to get out of unsafe and risky situations - identify media influences - identify peer influences - identify cultural norms - identify cultural influences
1	With help	

Grades 9-12

Competency	NDMTSS SEL Goals
Self-Awareness	1. **IE** <u>Create</u> a plan for managing a variety of emotions. 2. **RS** <u>Analyze</u> perceived limitations and <u>create</u> a plan leveraging strengths to address limitations. 3. **SC/SE** <u>Demonstrate</u> resilience and a positive attitude for school and life. 4. **ASP** Advocate for oneself by <u>creating</u> 'I'-messages to present personal perspective.
Self-Management	1. **IC** <u>Apply</u> strategies to mitigate personal response to different levels of emotions. 2. **StressM** <u>Create</u> a long term plan for stress management throughout the lifespan. 3. **SD** Consistently <u>apply</u> strategies for working hard in challenging settings. 4. **S-M** <u>Apply</u> strategies for developing and maintaining a growth mindset. 5. **GS** <u>Create</u> a plan for monitoring progress toward personal and academic, short and long-term goal achievement. 6. **OS** <u>Create</u> a plan for planning, prioritizing and managing time independently to maximize efficiency.
Social Awareness	1. **HS** <u>Evaluate</u> and <u>utilize</u> available resources at home, school and in the community. 2. **E/PT** <u>Analyze</u> the effect of personal behavior with reference to the feelings and perspectives of others and adjust personal behavior accordingly. 3. **AD** <u>Demonstrate</u> strategies for expressing understanding towards those who hold different beliefs. 4. **RFO** <u>Evaluate</u> how society and cultural norms, morals and values affect personal interactions.
Relationship Skills	1. **C** <u>Evaluate</u> the verbal and nonverbal cues from others to create differentiated communication plans. 2. **SE** <u>Evaluate</u> personal engagement in social situations at home, school and in the community and <u>create</u> a plan for personal growth. 3. **TW** <u>Apply</u> appropriate limit setting strategies (e.g. Acknowledge Feelings, Communicate the limit, Target alternative.) 4. **RB** <u>Demonstrate</u> a variety of strategies for collaborating with peers, adults and others in the community. 5. **CR** <u>Evaluate</u> personal response to conflict and <u>create</u> a plan for personal growth in resolving conflict.
Responsible Decision-Making	1. **IP** <u>Demonstrate</u> the ability to accurately anticipate problems in a variety of situations. 2. **SP** <u>Create</u> a plan to apply the most appropriate solutions to problems. 3. **AS** <u>Differentiate</u> between emotional response and factual information surrounding situations. 4. **E&R** <u>Analyze</u> how current choices affect one's future. 5. **ER** <u>Apply</u> moral, personal, and ethical standards when making decisions.

	NDMTSS SEL Student-Friendly Scales **Self-Awareness** Grades 9-12	
4	I can also advocate for myself with confidence.	
3	• I can create a plan for managing my emotions. • I can analyze my limitations and address them. • I can demonstrate resilience and maintain a positive attitude. • I can advocate for myself.	
2	Vocabulary: • limitations • resilience • self-advocacy	Skills: • identify limitations • create plan to address limitations • define resilience • demonstrate a positive attitude • recognize needs and wants • define self-advocacy • create "I-messages" for self-advocacy
1	With help	

	NDMTSS SEL Student-Friendly Scales **Self-Management** Grades 9-12	
4	I can also reevaluate my goals and plans and change them if needed.	
3	• I can manage my emotions. • I can create a plan for managing stress. • I can demonstrate a growth mindset in challenging situation, and create a plan for working hard. • I can monitor short and long-term goals. • I can consistently manage time independently.	
2	Vocabulary: • self-regulation • short-term • long-term	Skills: • recognize current state of emotions • demonstrate self-regulation strategies • demonstrate stress management strategies • define short-term • define long-term • differentiate between short and long-term • monitor progress • demonstrate time management strategies
1	With help	

NDMTSS SEL Student-Friendly Scales
Social Awareness
Grades 9-12

4	I can also advocate for others with confidence and empathy.	
3	• I can evaluate and use available resources to meet my needs. • I can show empathy towards others. • I can respect diverse beliefs. • I can understand how society, cultural norms, morals and values influence how people interact.	
2	Vocabulary: • empathy • society • morals • values	Skills: • identify available resources • define empathy • respect other beliefs • demonstrate willingness to understand diverse beliefs • identify societal norms • identify morals • identify values
1	With help	

NDMTSS SEL Student-Friendly Scales
Relationship Skills
Grades 9-12

4	I can also maintain healthy relationships with diverse individuals and groups.	
3	• I can understand what others are telling me verbally and nonverbally. • I can adapt my social interactions in and out of school to improve myself. • I can set limits. • I can work with others in and out of school. • I can respond to and resolve conflict appropriately.	
2	Vocabulary:	Skills: • understand how social interactions affect me • identify boundaries
1	With help	

NDMTSS SEL Student-Friendly Scales	
Responsible Decision-Making	
Grades 9-12	
4	I can also help others analyze how their current choices affect their future.
3	• I can anticipate problems. • I can choose appropriate solutions to my problems. • I can distinguish between emotional and factual information. • I can make moral and ethical choices. • I can analyze how my current choices affect my future.
2	Vocabulary: • ethics Skills: • compare and contrast emotional responses to factual information • define ethics • identify ethical choices • reflect on personal choices
1	With help