

The Importance of Social and Emotional Learning

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1. Introduction

"According to statistics, over the past three years, more than 35,000 students have committed suicide across India. A majority of student suicides are caused by underlying psychiatric factors such as stress, depression and anxiety. It could result from difficulty in coping with academics, unrealistic expectations and pressure from parents and lack of support from peers. It is very important to identify the illness at an early stage and consult mental health professionals. "

- Dr. Virinchi Sharma, Psychiatrist

These startling statistics are telling us a story about the lack of emotional regulation among students and their parents to cope up with the challenges posed by the environment. It is clear that many young people are not achieving their true potential, but are subjected to a lot of stress which leads to sleep loss and deprivation, obesity, diabetes, hypertension, anxiety & depression, affecting their cognitive functioning with ADHD like symptoms.

This brings to focus, the nature of education that the students are being exposed to, with severe competition, a pressure to perform high academic achievements, stand up to unrealistic expectations of the parents who without understanding the capabilities of their children put a lot of pressure on their children to perform by projecting it as a do or die situation for the children. When the child reaches the end of the tether, they resort to these extreme steps as their emotional strength caves in.

These statistics force us to revisit the education that the children are going through in the name of academics. Aristotle said, "Educating the mind without educating the heart is no education at all." Today, in this VUCA (Volatile, Uncertain, Complex & Ambiguous) world, it is very important to ensure that the education children receive has to be holistic and focuses not only on the 21st century skills but also on what is called as "Social and Emotional Learning (SEL)".

Social and Emotional Learning (SEL) is the process through which children and adults

- Understand and manage emotions,
- Set and achieve positive goals,

- Feel and show empathy for others,
- Establish and maintain positive relationships &
- Make responsible decisions.

SEL can help all young people and adults thrive personally and academically, develop and maintain positive relationships, become lifelong learners, and contribute to a more caring, just world.

2. Unit I : The Importance of Social and Emotional Learning

Learning Objective

To appreciate the importance of Social and Emotional Learning for the children today.

Keywords

Physical abuse, mental abuse, sexual abuse, environment, atmosphere, belligerent, aggressive, frustration, aspirations, baggage, resilience, empathy, emotional quotient, digital quotient

Introduction

A child's behavior in the classroom and the school premises is a very important aspect that needs to be taken into consideration and forms a crucial bearing on the education they are acquiring not only in the school but also the society at large. The behavior of the children depends largely on two major factors - their home environment and the atmosphere in the school premises. It is generally assumed by the teachers and schools that every child who is in the classroom comes from a very happy environment at home, which unfortunately may not be true.

Core Content

As educators, it has to be realized that children are subjected to abuses like physical, emotional and even sexual abuse at home. The frustrations and lack of emotional strength of the parents to handle their failures, their aspirations, unable to understand the impact it has on the child when there is domestic violence at home and lack of knowledge about how to handle the children's feelings, emotions, thoughts, viewpoints and moods. It has also been observed that there is a lack of awareness among the parents about the need to prepare the elder child about the arrival of the next child. All of these lead to the parents exhibiting a very high-handed, superior, condescending and a disapproving attitude towards their children as a release for their pent-up emotions. This is carried as a baggage by the children which they bring with them when they come to the school, most of which is completely unknown to the teachers and the schools.

Some of the examples that have been encountered in the visits to various schools about children who have gone through different kinds of abuse for various reasons are listed here:

Example 1

This was a child in the kindergarten (about 3.5 years old) who came to school after being absent for almost three days. He had a very affable demeanor, would socialize well with other children in the class, would interact well with the teachers and was generally observed to be a happy child. On the specific day, as soon as he reached the school, it was observed that he sat very quietly in a corner of the classroom and was not interacting with the other children. The other children mentioned that he did not interact with, or even talk to anyone in the school bus also, which was very unusual.

It was only when he saw his teacher that he showed a lot of eagerness to talk to her. He clung on to his teacher, reached out to her forcefully and then removed his sweater, pulled up his shirt and showed her a bruise on his hand which was caused by being hit with a hot ladle. There was another bruise of a similar kind on his thigh. After showing these bruises to the teacher, he hugged her and started weeping uncontrollably. In between the sobs, he mentioned that these were caused by his mother!

The teacher was very much shaken as the bruises were in a bad condition. They had some loose bandages and there was a slight pus formation on the wounds. Apparently, the child was not taken to the doctor to treat the child as the laws of the land were harsh towards child abuses. The teacher immediately took the child to the school clinic, who then treated the child, bandaged the bruises after the necessary dressing to the wounds.

This incident exposed the fact that there is a lack of awareness among the parents that children, however small, can be sensitive to adult's actions and sometimes these actions can scar them for life. Here, the teacher and the leadership discussed the need to sensitize the parents about the consequences these abuses have on the psyche of the child and the long-term impact these can have on their character and personality.

When the parents were called, they were asked to describe the situation and the reason for the child receiving such a treatment. The mother had no problem in conveying to the teacher that since this boy was troubling his younger sibling who was just a couple of months old, despite being told not to do so repeatedly, deserved what he got! It is very obvious that the parents, due to lack of knowledge about the feelings that the child would harbor for the rest of his life, mentally physically, were justifying their actions as disciplining the child.

When the parents were informed about the way the child revealed the bruises to the teacher and that he clung to the teacher and was sobbing uncontrollably seeking comfort from the teacher, whereas it should have been one of the parents to whom he should have been looking for comfort. The parents were then sensitized about the fact that the physical bruises would heal with time but the scars left on his psyche by the parents would be difficult to erase and may stay with him lifelong, made the father realize and understand the harm they have

done to their child. They showed a lot of remorse and promised to make amends for the damage they have done by showing a lot of love and affection to the child and assured that such abuses would never be repeated by them consciously or unconsciously.

Children and adults often act on their emotions without fully understanding what others are feeling or its repercussions.

Example 2

This is the story of a boy in grade 9. His parents were brilliant students in their educational journey, both of them highly educated, graduated from prestigious institutions (IITs in India), and hence according to them are very successful in life today, running a prosperous business. His elder brother also, according to them had been a brilliant student and had aced the IITs easily. But this particular boy was never interested in either Science or Mathematics and from a very young age showed a lot of curiosity in arts and crafts, which according to his parents was not something to be either proud of or worth pursuing as a profession, which the boy was interested to engage with, in his life.

The parents, apparently tried to explain to the boy the importance of getting into the IITs, and when they did not get a favorable response from the boy, apparently admonished, reprimanded, rebuked and finally also thrashed him (the boy had bruises on his face when he was brought to our institution) but to no avail. So now, they wanted him to be counselled and do WHATEVER IT TAKES to make the boy get interested to work for IIT entrances which are the reason they brought the boy to our institution.

The arrogance of the parents stemming from their understanding that they are well-to-do today because of their brilliance and getting into the IITs and that, it is the *only* way of being successful in life, made them blind to all other opportunities that every other field offers.

As an institution who believed that students have be encouraged to identify their interests and work to excel in them and not follow the stereotypes, and also as someone who very strongly believed that when things are forced onto someone, it may result in drastic consequences, which at a later stage may be difficult to make amends, it was decided to counsel the parents rather than the student in the beginning. So, Rather than guide the boy, many counselling sessions were conducted to the parents showing them examples of people who became successful in fields chosen by the boy and explaining them about the various intelligences that students are born with etc., It was also emphasized that too much pressure on the child about their aspirations could one day make the child take drastic steps in life and may even lose him altogether, brought some sense into the parents, who, then, actually learnt to encourage the child to follow his passion and supported him in his endeavors and even began to take pride in his accomplishments. This has actually boosted the morale of the child and has led him to take up many assignments successfully in his chosen field and more importantly be happy.

Lack of Empathy was observed in this case, where this crucial skill equips people with the ability to relate, accept and connect with others regardless of their differences.

Example - 3

This is about a girl in the primary school. She had a very quiet demeanor in the school. Showed very little socialization with other students, rarely spoke in the classroom, always looked frightened, seldom interacted with the teacher in spite of repeated efforts from the teacher, continued her academics in a matter-of-fact manner with average results. She was always found to be seated alone in the classroom, not participating at all in classroom activities and when pressurized by the teacher that she has to be involved in the learning process, would do so unwillingly.

When enquired about the background of the girl, it was found that she came from a middle-class family, with both the parents educated and both of them engaged in their respective work places most of the time. The inference that the teacher had from this information was that, since the parents could not spend much time with her individually, the girl would have become an introvert, and since there is no one else to interact with her at home, developed this fear and insecurity about herself.

It was during one of the sessions where the teacher was interacting with the students in an informal chat that a very surprising and shocking revelation came from this girl. The teacher had asked the students casually as to what are the different ways in which each of the students help their parents in the various chores that are happening at home. It was then, that this particular girl came forward and replied that "she *helped her mother when the mother was getting beaten by her father*", which shocked everyone in the room.

Being a witness to this domestic violence has made the girl to build a cocoon for herself where she sought refuge and was always nurturing a fear that one day she would also be subjected to the same treatment and in fact was actually expecting that each day would be the day when she would also be beaten. Since she did not see her mother defend herself when getting beaten, the understanding that this girl developed was that even she has to subjugate herself to the same treatment when getting beaten. This thought of physical abuse constantly plagued her which made her develop this fearful attitude towards life.

Parents are oblivious of the fact that their abusive actions in the household, whether verbal or physical, leave an indelible mark on the soul, spirit and intellect of the child when they observe these things at home. Research shows that when girls grow up in a household like this, they refuse to marry as they fear that they will be also subjected to the same treatment as that meted out to their mother, and as regards boys, the understanding that they get by witnessing this domestic violence is that when they get married, this is the way they have to treat their wives! Either way, it is an environment which is detrimental to society.

Children and adults often act on their emotions without fully understanding what others are feeling or its repercussions.

Example 4

This is about a child in the primary school. He was always considered as a model child, very well behaved, liked by all his friends and appreciated and encouraged by teachers, was an active participant in all the activities conducted and showed an above average performance in his academics over the three years that he was in the school. One fine day, his behaviour changed drastically, exhibiting very aggressive behaviour, ill-treating his friends, showing disrespect to the teachers, sometimes even showing violent mannerisms.

When enquired with his parents, it was disclosed that over the last few days, there was an addition in the family, a sibling born in the family. Due to lack of awareness on the part of the parents, there were no attempts made by the parents to prepare this child for the arrival of his sibling. The enthusiasm and the happiness shown by the parents over the new arrival, the extra care and attention shown to the little one made this child feel neglected and unwanted. The love and affection shown to the new born by his parents was something that he could not digest, as he felt he was ignored by his parents, who were also chiding and scolding him whenever he got close to the child as they feared that he would harm the child as it was evident that he was not happy with the new arrival. The resentment towards the younger sibling due to the extra attention to the new-born, coupled with the neglect of this boy, that the parents showed to him at home made him to grow anger against any child and this resentment manifested in his sudden aggressive behaviour which he exhibited in the school.

Lack of emotional skills by the adults and the ability to understand and regulate thoughts, emotions and behaviours of their children.

Children go through a lot of trials and tribulations when they come from troubled homes. Some of the examples are listed here:

- There are homes where they are ignored or castigated as the parents' enthusiasm of becoming a parent dries up after the child is born, as then, the child is viewed as someone, who has robbed them of their privacy, their time to enjoy life etc.,
- There are children who come from homes where they have been witness to acute abuse, be it physical, emotional or sexual, either done to them or to their care givers.
- Children who have seen death and severe violence within their homes or their immediate surroundings like the father killing the mother and going to jail.
- There are families where the child is ill-treated because they are not of the desired sex, or worse still born with some disabilities. The disappointment of the parents when they get children like this is shown on the children and they are ill-treated, discriminated from other normal siblings and blamed as their misfortune.

The children coming from such homes grow with a lot of disillusionment, cynicism and lack of gratification and show aggressive, hostile and belligerent behaviour in schools.

As educators, it is very important to understand that when children come to school, they carry these experiences at home as baggage and try to put on a brave face, be defensive, sometimes offensive and aggressive. So, it is very essential to recognize and comprehend the entire circumstance for the child's indifferent behaviour before taking punitive actions against them. When the complete state of affairs is understood, then it actually helps the children to emancipate themselves and get empowered to handle their life situations in a positive manner which ultimately leads to a positive and progressive society.

This immediately bring into focus another aspect of a child's education, and that is *Social and Emotional Learning*. Today, this is being recognized as a very important facet of education and the realization that schools should play a very big role in helping the children to acquire positive Social and Emotional Learning. The importance of introducing, inculcating and making Social and Emotional Learning a part of the curriculum for children from preschool to high school which actually helps to empower the children to not only handle their life themselves but also contribute to the society in a novel manner is being widely discussed and we are reaching a state where it is now mandated to be part of the education system. This is a direct result of the understanding that inculcating Social and Emotional skills in the children can empower them to handle the psychological problems that children are experiencing like anxiety and depression, and tackle the pressure of academic excellence, peer pressure, and other evils of the society like poverty, drug addiction, bullying, drinking alcohol etc., all of which are ensuring that many students are not able to achieve their true potential today.

Today, one would definitely agree that everyone has worked very diligently to increase their digital social quotient - where they put in lot of efforts to increase the number of friends they have online like Facebook, Instagram etc., who can give them likes, comments and shares, but how much efforts were put in building their emotional social quotient where today one can safely say that they have so many people around them, on whom they can rely on, or, those that will stand for them and by them through thick and thin? The rising number of domestic violence cases, the trauma that children who are witness to this and the lack of emotional strength, resilience and empathy shown by the adults is a clear indication of lack of socio emotional quotient in the society today.

Self - Assessment

1. Among the following examples of which one is most challenging home environment?
 - a. Homes with excessive privileges
 - b. Homes where children are pampered
 - c. Homes where children witness abuse and violence
 - d. Homes with strict parenting styles

Answer: c. Homes where children witness abuse and violence

2. How do children from troubled homes often exhibit their emotions in school?
- They become withdrawn and silent
 - They display aggressive, hostile, and belligerent behavior
 - They excel academically to cope with their emotions
 - They seek constant attention from teachers

Answer: b. They display aggressive, hostile, and belligerent behavior

3. What role do schools play in addressing the challenges faced by children from troubled homes?
- Implement strict disciplinary actions
 - Provide additional academic support
 - Recognize and comprehend the complete circumstances before taking punitive actions
 - Ignore the home background and focus solely on academics

Answer: c. Recognize and comprehend the complete circumstances before taking punitive actions

4. Why is Social and Emotional Learning (SEL) emphasized in the schools?
- To increase academic pressure on students
 - To address the rising cases of domestic violence
 - To empower children to handle life situations positively
 - To discourage students from building digital social quotient

Answer: c. To empower children to handle life situations positively

5. What is a societal indication of the lack of socio-emotional quotient?
- Increased academic excellence
 - Rising number of friends on social media
 - Trauma experienced by children witnessing domestic violence
 - Lack of online engagement on platforms like Facebook and Instagram

Answer: c. Trauma experienced by children witnessing domestic violence

3. Unit II : The Competencies and Principles of Social and Emotional Learning

Learning Objective

To identify and comprehend the various competencies and principles of Social and Emotional Learning

Keywords

Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, Responsible Decision Making, ethics, interpersonal skills, emotional intelligence, self-control, emotional control, self-confidence, empathy, communication, conflict management

Introduction

The National Education Policy 2020 lays particular emphasis on the development of the creative potential of each individual, in all its richness and complexity. It is based on the principle that education must develop not only cognitive skills - both 'foundational skills' of literacy and numeracy and 'higher-order' cognitive skills such as critical thinking and problem solving - but also *social and emotional skills - also referred to as 'soft skills'* - including cultural awareness and empathy, perseverance and grit, teamwork, leadership, communication, among others. [NEP 2020 - 0.6 page no.3]

Core Content

Social emotional learning is a methodology that helps students of all ages to better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others. These learned behaviours are then used to help students make positive, responsible decisions, create frameworks to achieve their goals, and build positive relationships with others.

[The Collaborative for Academic, Social, and Emotional Learning in R \(CASEL\)](#), is an organization devoted to students and educators to help achieve positive outcomes for PreK-12 students. According to CASEL, Social and Emotional Learning involves five core competencies that can be applied in both the classroom, at home, and in students' communities. These five core competencies are: (1) Self Awareness, (2) Self-Management, (3) Responsible Decision Making, (4) Social – Awareness, (5) Relationship Skills.



1. Self-Awareness

The ability to accurately recognize one's emotions, thoughts, feelings, values and understand how they influence one's behavior, and accurately assess one's strengths and limitations with a well-grounded sense of confidence, optimism and a "Growth Mindset". The elements of Self-awareness are as follows:

- Labeling one's feelings
- Relating feelings / thoughts to behavior
- Identifying one's beliefs and values
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Maintaining an optimistic attitude. Self-Management

2. Self-Management

The ability to successfully regulate one's own emotions, thoughts and behaviours in different situations - effectively managing stress, controlling impulses and motivating themselves. The elements of Self-management include:

- Managing stress
- Regulating one's emotions
- Self-control
- Self-motivation
- Setting and achieving goals

3. Responsible Decision-Making

The ability to make constructive choices about personal behaviour and social interactions based on ethical standards, safety concerns and social norms. The Responsible Decision-Making elements include:

- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on a range of considerations
- Evaluating realistic outcomes of various actions
- Making constructive, safe choices for self, relationships, and school

4. Social-Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Social awareness elements include:

- Perspective taking
- Empathy
- Respecting diversity

- Understanding social and ethical norms of behaviour
- Recognizing family, school, and community supports

5. Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. Relationship Skills elements include:

- Communicating clearly
- Building relationships with diverse individuals and groups
- Working cooperatively
- Resolving conflicts
- Seeking help when needed

Students who appraise themselves and their abilities realistically (self-awareness), regulate their feelings and behaviors appropriately (self-management), interpret social cues accurately (social awareness), resolve interpersonal conflicts effectively (relationship skills), and make good decisions about daily challenges (responsible decision making) are headed on a pathway toward success in school and later life.

Thus, the short-term goals of Social and Emotional Learning programming are to promote students' social-emotional skills and positive attitudes, which, in turn, should lead to improved adjustment and academic performance as reflected in more positive social behaviors, fewer problems related conduct, less emotional distress, and better grades and achievement in academics.

The Principles of Social-Emotional Learning

Social-emotional learning differs in nature from standard curriculum topics. Despite being just as crucial, there is not as much awareness or exposure of SEL education. The principles of social-emotional learning and social-emotional teaching are:

Create - Aim to create a nurturing, safe and caring environment for all students.

Integrate - Social-emotional learning should be integrated into standard lessons where even possible. This can be implemented through effective lesson planning.

Communicate - Distribute social-emotional learning information amongst co-workers and other stakeholders. Concerns and progress should be shared with parents and other school staff.

Instruct - SEL should be taught to students via guidance and instruction.

Empower - Social-emotional learning should aim to empower students and equip them with the skills to take control of their own social and emotional abilities with confidence.

Self - Assessment

1. What is the primary goal of Social and Emotional Learning (SEL)?
 - a. To focus solely on academic achievement
 - b. To encourage competition among students
 - c. To help students comprehend their emotions, demonstrate empathy, and make positive decisions
 - d. To prioritize stress management over emotional awareness

Answer: c. To help students comprehend their emotions, demonstrate empathy, and make positive decisions

2. Which organization is dedicated to supporting positive outcomes for PreK-12 students through Social and Emotional Learning?
 - a. UNESCO
 - b. CASEL (Collaborative for Academic, Social, and Emotional Learning)
 - c. WHO (World Health Organization)
 - d. NEA (National Education Association)

Answer: b. CASEL (Collaborative for Academic, Social, and Emotional Learning)

3. What are the five core competencies of Social and Emotional Learning (SEL) according to CASEL?
 - a. Reading, Writing, Arithmetic, Science, History
 - b. Self-Awareness, Self-Management, Responsible Decision-making, Social Awareness, Relationship Skills
 - c. Physical Education, Arts, Music, Languages, Mathematics
 - d. Technology, Critical Thinking, Communication, Collaboration, Creativity

Answer: b. Self-Awareness, Self-Management, Responsible Decision-making, Social Awareness, Relationship Skills

4. What is a short-term goal of Social and Emotional Learning (SEL) programming?
 - a. To increase competition among students
 - b. To solely focus on academic achievement
 - c. To promote students' social-emotional skills and positive attitudes
 - d. To discourage positive social behaviours in students

Answer: c. To promote students' social-emotional skills and positive attitudes

5. What is a principle of Social and Emotional Learning (SEL) education?
 - a. Prioritize competition over collaboration
 - b. Ignore concerns and progress sharing with parents
 - c. Create a nurturing, safe, and caring environment for all students
 - d. Keep SEL separate from standard lessons

Answer: c. Create a nurturing, safe, and caring environment for all students.

4. Unit III : The Benefits of Social and Emotional Learning

Learning Objective

To identify and comprehend the various benefits of Social and Emotional Learning

Keywords

Benefits, Challenges, Resistance, Skepticism, optimism, Diversity, Emotions, Empathy, policymakers, technology

Introduction

Navigating the terrain of Social and Emotional Learning in education involves a delicate balance between the challenges it presents and the myriad benefits it offers. SEL, with its emphasis on fostering emotional intelligence, interpersonal skills, and resilience, is recognized as a critical component in shaping well-rounded individuals. However, the implementation of SEL programs is not without its hurdles, requiring a nuanced approach that considers the complexities of educational systems, diverse student populations, and evolving societal landscapes.

Core Content

This delicate interplay between challenges and benefits underscores the importance of a thoughtful and holistic approach to SEL implementation. Acknowledging the obstacles while harnessing the transformative potential of SEL is essential for educators, parents, and policymakers alike. In exploring the complexities of integrating SEL into education, educators can uncover not just the hurdles to overcome but also the immense promise it holds in shaping resilient, empathetic, and socially competent individuals prepared for the challenges of the future.

Benefits

Social and Emotional Learning has emerged as a pivotal force in education, recognizing that academic success is intricately linked with the development of essential life skills beyond traditional subjects. SEL encompasses a spectrum of competencies, including self-awareness, self-regulation, interpersonal skills, empathy, and responsible decision-

making. As educators, parents, and policymakers increasingly acknowledge the holistic nature of a well-rounded education, the benefits of integrating SEL into curricula become more apparent.

At its core, SEL aims to equip individuals with the tools to navigate the complexities of human emotions, relationships, and societal interactions. By fostering self-awareness, students gain insights into their strengths and areas for growth, leading to improved self-esteem and a sense of purpose. Self-regulation, another key facet of SEL, empowers learners to manage stress, control impulses, and persevere through challenges, enhancing their resilience in the face of adversity.

Perhaps one of the most significant advantages of SEL lies in its positive impact on interpersonal relationships. As students develop social awareness and interpersonal skills, they become better equipped to communicate effectively, collaborate with others, and cultivate empathy. These skills are foundational not only for successful personal relationships but also for thriving in diverse and interconnected global communities.

It's not difficult to imagine how these skills can benefit children in school and in their everyday lives. Social-emotional skills allow children to understand their peers, control their emotions, and seek out the help they need from their teachers and parents. SEL education creates an environment where students can build and develop crucial life skills and prepare them for the future. Some of the key skills social-emotional learning develops are:

Emotion management - Children often act on their emotions without fully understanding what they are feeling. Social-emotional teaching can nurture emotion management skills, leading to a deeper understanding of why thoughts and feelings are processed the way they are. This can also greatly improve student behaviour as it gives them a chance to stop and think about why they may act in a negative manner.

Decision making - SEL education helps students utilize their knowledge of emotions and empathy to make effective decisions. Rather than acting impulsively, students will be equipped with the skills to think situations through and decide which route to take. This ability, when cultivated at a young age, can massively improve the lives of students when they reach adult years.

Empathy - This crucial skill equips students with the ability to relate, accept and connect with others regardless of their differences. Uniqueness should be celebrated, and empathy encourages this behaviour rather than allowing students to shy away from any differences amongst their peers. By sharing stories amongst each other and listening to their peers, students will begin to empathize with one another.

Understand and develop relationships - Closely interlinked with empathy, the ability to understand and develop relationships with others is crucial for student development. Maintaining meaningful relationships is a key component to a positive learning experience, and entails communication, negotiation and resisting negative social pressure. Students can learn to develop relationships with not only their peers, but also with teachers.

Successful school development - Personal development isn't the only benefit of SEL, it has a significant impact on the wider school community. SEL gives teachers a way to solve conflicts between students that results in a positive outcome. This skill, combined with the students' increased knowledge of responding to emotions and empathizing with others, makes for a strongly connected school community. With happier, more involved students, academic outcomes are also increased. All of this adds to the success of each school.

Academic benefits - Social emotional learning is well researched, and there is an array of evidence to show that SEL education is an effective tool. Amongst this research is evidence that SEL has clear academic benefits. There are reports of higher graduation rates, reduced expulsion rates, lower suspension numbers and higher attendance rates. Evidence also shows that academic results increased in terms of percentile points after SEL implementation, and classroom behaviour improved. Beyond academic results, there is also research to suggest that social-emotional learning carries on making a difference in adulthood too - with students less likely to be involved in police altercations.

One of the main skills that social-emotional learning develops is the ability to build and maintain relationships. This goes hand-in-hand with student support after the pandemic. There is a lot of uncertainty for students right now, and they have likely spent a lot of time away from their peers. Social-emotional skills can help rebuild meaningful relationships amongst students and with teachers, even if it's via teaching online.

Self - Assessment

1. What is the main emphasis regarding the implementation of Social and Emotional Learning (SEL)?
 - a. To prioritize academic achievement over emotional intelligence
 - b. To ignore challenges and focus solely on benefits
 - c. To adopt a thoughtful and holistic approach to SEL implementation
 - d. To avoid acknowledging obstacles in SEL programming

Answer: c. To adopt a thoughtful and holistic approach to SEL implementation

2. What is identified as a challenge in implementing effective SEL programs?
 - a. Lack of technological advancements
 - b. Limited diversity in student needs
 - c. Resistance or skepticism from educators, parents, and policymakers
 - d. Homogeneous socio-economic backgrounds of students

Answer: c. Resistance or skepticism from educators, parents, and policymakers

3. What is a principle of Social and Emotional Learning (SEL) education?
 - a. Ignoring concerns and progress sharing with parents
 - b. Prioritizing competition over collaboration
 - c. Creating a nurturing, safe, and caring environment for all students
 - d. Keeping SEL separate from standard lessons

Answer: c. Creating a nurturing, safe, and caring environment for all students

4. Describe the benefits of Social and Emotional Learning (SEL) in relation to decision-making skills?
 - a. SEL doesn't impact decision-making skills
 - b. SEL helps students act impulsively
 - c. SEL helps students utilize emotions and empathy for effective decision-making
 - d. SEL only benefits decision-making in adult years

Answer: c. SEL helps students utilize emotions and empathy for effective decision-making

5. Why is it necessary to emphasize the importance of Social and Emotional Learning (SEL)?
 - a. SEL is less relevant during times of crisis
 - b. Students are not experiencing a new normal
 - c. SEL is critical for helping students navigate and process the emotional impact of changes
 - d. SEL is only effective in traditional learning environments

Answer: c. SEL is critical for helping students navigate and process the emotional impact of changes

5. Unit IV : Implementation of Social and Emotional Learning in the Classroom

Learning Objective

To identify the various methods and teaching practices to implement Social and Emotional Learning in the classroom.

Keywords

Emotions, Diversity, Creative Writing, Recognition, Influence, Groundedness, Self-confidence, Optimism, Adaptability, Stress-tolerance, Control, Self-motivation, Self-fulfillment, Empathy, Inclusiveness, Perceptiveness, Resourcefulness, Diversity, Connection, Encouragement, Cooperation, Discretion, prudence, influence

Introduction

The implementation of Social and Emotional Learning (SEL) in the classroom marks a transformative approach to education, recognizing that academic success is inseparable from the development of essential life skills. As educators increasingly acknowledge the importance of nurturing students' emotional intelligence and interpersonal competencies, the classroom becomes a dynamic space for fostering not just academic growth but also the social and emotional well-being of each learner.

In this era of rapidly evolving educational paradigms, the integration of SEL into the curriculum reflects a commitment to cultivating skills such as self-awareness, self-regulation, empathy, and responsible decision-making.

Content

As an educator, we need to implement the social-emotional learning in the classroom. We all want the best for our students and to improve their quality of life as well as their learning potential. These are some of the ways we can implement social-emotional learning in the classroom.

Define and Verbalise Emotions

Acknowledging that emotions are there is the first step towards successful SEL. It's important that students begin to understand what emotions are, to then understand why they feel certain emotions. This can be done by talking through emotions or through written exercises. By acknowledging and understanding emotions, children can explain their feelings better to educators and parents and work through them together. As mentioned earlier, emotion management also reduces the risk of bad behaviours since students can regulate their feelings rather than act impulsively.

Social-emotional learning through play

One of the best ways to incorporate social-emotional learning in the classroom is through play. Students learn to engage with one another and build an understanding of sharing via play. Opportunities to increase confidence and negotiate also arise, all while providing a fun and engaging experience.

Learning through stories

Everybody loves a good story, and storytelling is one of the best ways to get messages across to young minds. Characters in books showcasing their emotions, thoughts, feelings and critical thinking are a great way for students to relate to these processes via immersion. Depending on the age group and skill level of your students, you could have a collective story time or assign students their own respective books.

Social-emotional learning activities

Group problem solving

Group work is a great way to encourage healthy relationship building, whether it's with a puzzle or a mystery - solving students. Problem-solving allows students to work with one another and tackle a task together, while encouraging critical thinking to figure out their collective task.

Discuss diversity

Empathy and understanding of others are a major part of social-emotional learning. We need to encourage students to accept one another and connect with all of their peers, regardless of culture, gender, ability or background. By opening classroom discussions about students' diverse backgrounds, students can appreciate the differences between their classmates, celebrate uniqueness and develop the ability to communicate with diverse audiences. A fun approach to this could be a show and tell day where students each bring in an item from their own cultural background.

Creative writing

Not only does this activity boost students' writing skills, but it is also an incredible SEL tool. By giving students the ability to world-build and make up their own characters, they can express emotions through their writing. This outlet is a great way for students to start understanding how emotions work and how to act on them.

Reflection

It's easy to end a school day without looking back on how the day panned out and what went well or maybe didn't go so well. Central to the social-emotional learning principles is the ability to understand and think about our emotions. By offering a chance at the end of the day for students to share what they learned, what their wins were or what they struggled with, we are giving them a voice to share how they feel. Discussing emotions is a major step in understanding and acting on them effectively. This also encourages mindfulness and can enhance a healthy class wide relationship if shared out loud.

Sample Activities to Integrate SEL in the Classroom

An English Language Arts (ELA) and literacy curriculum is enhanced when it is intentional about developing social and emotional learning (SEL) core competencies. ["ELA" stands for English Language Arts, which is a comprehensive term used to describe the study and mastery of the English language, including reading, writing, speaking, and listening. ELA encompasses a wide range of skills and competencies that are crucial for effective communication and literacy.]

- *Self-Awareness and Self- Management. All education is based on the implicit assumption that students will have the self- management skills necessary to calm themselves and focus their attention sufficiently so that they can effectively*

participate in learning, including ELA learning. Further, all learning, including ELA, assumes that students will have goal setting skills to complete academic assignments.

- **Social Awareness.** *Effective writing and speaking depends on the ability to take the perspective of a reader or listener. Characters in literature represent different perspectives. Perspective taking is an essential skill in effective speaking and in written and spoken communication. Perspective taking is part of the SEL core competency of social awareness.*
- **Relationship Skills.** *English language arts and literacy curricula may be explicitly organized to develop speaking and listening skills, as well as collaborative skills, which are an essential part of the SEL core competency of relationship skills.*
- **Responsible Decision-Making.** *ELA assumes that students will have the ability to evaluate options and make effective decisions to complete assignments.*

English Language Arts (ELA) can be enhanced when instruction and teaching practices are explicitly designed to promote all five core competencies of social and emotional learning (SEL). We know from research that when curriculum and instruction are intentional about giving students the chance to develop core social and emotional competencies of self-awareness, self-management, social awareness, responsible decision-making, and relationship skills, this significantly increases academic achievement, improves attitudes and behaviors, decreases negative behaviors, and reduces emotional distress.¹Effective ELA instruction builds upon these competencies to drive student learning and engagement.

For example, through ELA, educators can support students to

- See the connections between current tasks and their personal goals and interests; reflect on their personal aspirations, goals, and objectives in writing assignments (self-awareness).
- Develop skills for focusing attention, managing stress and anxiety, and accomplishing goals in order to effectively participate in classroom learning (self-management).
- Develop empathy and perspective-taking in their thinking, reading, and writing processes (social awareness).
- Develop speaking and listening skills for presentations and learn to collaborate in groups where they are encouraged to consider the perspectives and thought processes of their peers (relationship skills).
- Use writing to reflect on choices and goals as a way of developing strong decision making skills (responsible decision-making).

Activities and Practices (2nd grade)

Self-Awareness

Lessons / Activities

- Provide vocabulary words for feelings, (e.g., happy, mad, sad, excited, bored).
- Lead a class activity that asks students to identify feelings they might have in different situations using vocabulary (e.g., lead discussions using questions such as, "How would you feel if you got a new kitten or puppy?," "How would you feel if your pet was sick?," "How would you feel if your friend didn't invite you to their birthday party?").

Teaching Practices

- Routinely provide authentic feedback and ask questions that help students reflect on their own strengths and interests, e.g., "I can tell you're really enjoying this story. Can you tell me what about this is making you feel so energized/motivated/happy?," "I can tell you're really proud of how you did on this project. Can you tell me what about this you're most proud of?"
- Routinely give students the opportunity to reflect on what they like to read or what kinds of stories or poems they prefer. Also ask students why they like to read the types of materials they identified. "Why do you think you liked this story especially?," "Why do you think you like reading these kinds of books?"

Self-Management

Lessons / Activities

- Teach self-management techniques such as belly breathing, yoga positions, counting to ten, self-talk, relaxation exercises, or mental rehearsal to help students develop concrete techniques for managing stress or anxiety.
- Lead discussions about positive ways we can express our feelings (e.g., talking to an adult or friend, putting our feelings into words, drawing a picture about how we feel, showing our feelings through dance).

Teaching Practices

- As a teacher, consistently model effective self-management in an age-appropriate way for students ("I'm feeling a little frustrated, so I'm going to stop and take a breath before I decide what to do next.").
- Give students authentic feedback for self-management (e.g., "I saw the way you waited your turn just now. I know you were excited, but I saw you cross your arms so that you would keep your hands to yourself, and I saw you take a breath. I'm proud of you, and you should be proud of yourself.").

Social Awareness

Lessons / Activities

- Lead a discussion about taking the different perspective of characters in stories, identifying their feelings and thoughts.
- Ask students to draw a picture (or ask them to respond with short answers on a worksheet) to show how they try to be helpful in their families or with their peers.
- Routinely ask students to talk about the kinds of stories, poems, or books they like to read and why, so that students can begin to see the ways in which other students have similar or different preferences and learn from each other about why other types of reading materials may be fun to read.

Teaching Practices

- When there is a difference of opinion among students, allow them to reflect on how they are feeling (drawing a picture or writing a simple sentence) and then share with a partner or in a small group, to be heard but also to listen to how others feel differently, and why, in the same situation.
- Build respect for diversity in the classroom by having students share their different cultural perspectives on situations.
- Model respect and enthusiasm for learning about diversity. Show enthusiasm for stories by authors from many different cultures and for learning about different cultures.

Relationship Skills

Lessons / Activities

- Teach lessons to develop speaking and listening skills (e.g., how to speak loudly and clearly so that others can hear, etc.)
- Teach lessons on effective listening and give students a chance to practice, taking turns in pair shares.
- Teach lessons to develop listening, including nonverbal behavioral to show you are listening

Teaching Practices

- Use team-based, collaborative teaching practices such as cooperative learning and project-based learning to provide students with opportunities to develop and routinely practice communication, social, and assertiveness skills. Be very intentional when creating groups to balance students, so that there are natural leaders who can inspire the others they are working with. Be careful not to put overly intimidating/aggressive children on the same teams with overly shy/timid children, and continually monitor to ensure that teams are always working together in positive ways.

- Give students authentic feedback anytime they work well with others.
- Use interactive teaching strategies such as cooperative learning and project-based learning to provide students with opportunities to develop and practice positive communication skills.

Responsible Decision-making

Lessons / Activities

- Teach students a simple formula for making good decisions anytime they face a choice (e.g., stop, calm down, identify the choice to be made, consider the options, make a choice and do it, how did it go?).
- Ask students to apply the decision-making formula to problems that characters face in books or stories. Walk through the steps of problem-solving in response to situations in stories.

Teaching Practices

- Routinely model good decision-making.
- Support students through the steps of making a decision anytime they face a choice or decision.
- Create, agree to, and help students understand logical consequences, discussing them frequently and whenever appropriate.

Self - Assessment

1. What is the first step towards successful Social-Emotional Learning (SEL)?
 - a. Implementing group problem-solving activities
 - b. Encouraging creative writing
 - c. Defining and verbalizing emotions
 - d. Ignoring emotions in the classroom

Answer: c. Defining and verbalizing emotions

2. How does play contribute to Social-Emotional Learning in the classroom?
 - a. Play has no impact on SEL
 - b. Play encourages bad behaviors
 - c. Play provides opportunities for confidence-building and relationship-building
 - d. Play is irrelevant to the learning potential of students

Answer: c. Play provides opportunities for confidence-building and relationship-building.

3. What is a suggested way to discuss diversity and promote empathy in the classroom?
- Ignore differences between students
 - Assign students' individual books to read
 - Organize a group problem-solving day
 - Open classroom discussions about students' diverse backgrounds

Answer: d. Open classroom discussions about students' diverse backgrounds

4. How does creative writing serve as a Social-Emotional Learning (SEL) tool?
- It has no impact on SEL
 - It boosts students' reading skills
 - It provides an outlet for expressing emotions and understanding them
 - It encourages impulsivity in students

Answer: c. It provides an outlet for expressing emotions and understanding them

5. Why reflection at the end of the day is considered beneficial for Social-Emotional Learning?
- It has no impact on understanding emotions
 - It encourages mindfulness and enhances healthy class relationships
 - It is a waste of time for students
 - Reflection discourages students from sharing their feelings

Answer: b. It encourages mindfulness and enhances healthy class relationships

6. Unit V: Measuring Social and Emotional Learning in the Classroom

Learning Objective

To identify and the various methods used to measure the success of Social and Emotional Learning in the classroom.

Keywords

Questionnaires, rating scales, Self-report, surveys, interviews, protocols, performance, assessments

Introduction

For a teacher with a trained eye, and someone who follows this habit of Stephen Covey which says that one should seek first to understand and then to be understood that is to be a good listener, who listens not only with their ears, but with their eyes and heart, there is no need for any assessment tools to evaluate what competencies the students have acquired... this teacher would know... in spite of that, we need all these tools more for academic reasons and for validations.

Core Content

A variety of resources have been developed to support SEL competency assessment. SEL competency assessments take several forms. Each method has its advantages and limitations, and no single method is inherently preferable or superior. However, certain methods are preferable for different classifications of SEL competencies (e.g., awareness vs skills) and different developmental levels. The decision to choose the requisite assessment model rests with the organizations based on their needs and requirements. The following are some of the methods used to measure / assess SEL:

Self-report survey questionnaires and rating scales - This method typically require students to rate their own abilities on an ordinal rating scale. This type of assessment is especially useful for collecting information about student awareness i.e., beliefs or thought processes such as feeling empathy and social awareness, which is not easily assessed using other methods which rely on external observers like a survey measuring self-awareness that asks students to report the extent to which they know when their feelings are making it hard for them to focus. Etc.,

Advantages

- Cost-efficient.
- Can be administered to a large no. of students at a time either using technology or paper and pencil.
- Places minimal burden on the respondent.
- Can provide a way to capture student voice and assess knowledge, skills, and attitudes that are otherwise difficult to observe.

Limitations

- Can be susceptible to different kinds of biases like: - Memory effects (students may not accurately recall their behaviours or actions). - Social desirability biases (e.g., students may provide answers they think are "correct," rather than answers that actually reflect their beliefs or actions). - Reference biases where students' self-ratings are influenced by the competencies of others with whom they interact; that is, they think that they may answer what is right for someone whom they admire or idolize than their own, some research suggests that reference bias cannot be easily validated.
- It requires students to be able to read and interpret the items, so most are not suitable for preschool or early elementary students .and also the equity, culture and environment factors also come into play again here.

Interview protocols as assessments - These require an interviewer to ask questions or to make statements that prompt the interviewees to discuss or explore a prescribed set of topics and these interviews can be used to collect information about SEL competencies related to awareness (beliefs or thought processes).

Advantages

- They allow for complex and in-depth responses.
- They can surface issues and themes that may not be captured through questionnaires.
- Do not rely on students reading abilities as self-report surveys do.

Limitations

- They are difficult to administer for a large number of students, requiring considerable time and resources for training, conducting interviews, and decoding interview data.
- They again suffer from many of the same limitations as self-report questionnaires, such as memory effects and the other biases and have the potential for faking.

Observation Protocols and Rating Scales - This requires an external observer, such as a teacher, parent, or clinician, who evaluates student behaviors using a rating scale or a structured observation protocol with an observation rubric. These are useful for assessing students' observable behaviour and skills like self-management and relationship skills.

Advantages

- This is beneficial for younger children, who may not yet have the required literacy skills, reading proficiency, or personal insight to accurately complete a survey questionnaire.

Limitations

- They can be burdensome to administer when they rely on external observers. Resources need to be invested in training of those external observers and also time consuming
- External observers' ratings can also be subject to reporting biases,
- Limited to reports in one setting (the classroom in which the teacher sees the student), whereas these need to be observed as a whole
- Very high Potential for misinterpreting/misattributing source of behaviour.

Performance-based assessments - These provide structured opportunities for students to engage in complex, real-world or simulated tasks that can be used as direct measures of students' SEL skills. These assessments can take many forms, including subject-embedded projects and game-based simulations, for example, any web-based game which provides students with a variety of scenarios, say ...all set in a zoo, that can be used to measure students' communication, cooperation, and empathy skills. What needs to be made note of over here is that this kind of assessment is going to be the most popular kind of assessment to evaluate non-cognitive skills in the future.

Advantages

- Designed to approximate real-world conditions. Quantitative data and qualitative information can be measured
- Typically, do not rely on subjective judgment, as questionnaires do. But rely on rubrics designed with objectivity

Limitations

- Can require substantial investments in training.
- Significant investment in time for administration and scoring.

To sum it up, measurement of non-cognitive competencies is a challenge that is still being researched and a lot of work is being done to design rubrics which can validate the qualitative information received from the students and can clearly pin point to show that the students have indeed acquired the desired competencies.

Self - Assessment

1. What is a potential advantage of using self-report survey questionnaires for SEL competency assessment?
 - a. Complex and in-depth responses
 - b. Cost-efficient and can be administered to a large number of students
 - c. Does not rely on students' reading abilities
 - d. Provides structured opportunities for students to engage in real-world tasks

Answer: b. Cost-efficient and can be administered to a large number of students

2. What is a limitation of interview protocols as assessments for SEL competency?
 - a. Allows for complex and in-depth responses
 - b. Requires external observers
 - c. Difficult to administer for a large number of students
 - d. Does not rely on students' reading abilities

Answer: c. Difficult to administer for a large number of students

3. Observation protocols and rating scales are beneficial for assessing which type of SEL competency?
 - a. Self-awareness
 - b. Relationship skills
 - c. Decision-making skills
 - d. Social awareness

Answer: b. Relationship skills

4. What is a potential advantage of performance-based assessments for SEL competency?
 - a. Relies on subjective judgment
 - b. Requires external observers
 - c. Requires substantial investments in training
 - d. Designed to approximate real-world conditions

Answer: d. Designed to approximate real-world conditions

5. What is mentioned as a common limitation across various methods of SEL competency assessment?
 - a. Reliance on external observers
 - b. Lack of resources for training
 - c. Difficulty in validating qualitative information
 - d. Quick and efficient administration

Answer: c. Difficulty in validating qualitative information

7. CONCLUSION

The social and emotional education of children needs to be provided through a variety of diverse efforts such as classroom instruction, extracurricular activities, a supportive school climate, and involvement in community service. There are many social and instructional teaching practices and strategies like mindfulness techniques, challenging thinking, developing a growth mindset, developing empathy and gratitude that can be followed by the educators to inculcate social and emotional learning as part of their curriculum. Dr. Kiran Bedi, the former Lt Governor of Puducherry gave a message to the education fraternity, saying that today we need to teach our children gratitude, they have to learn to be grateful, that they are alive, there is food, they have family, they are getting education, and that they need to be asked what they have given back to their family, school and society.

Social-emotional competencies not only prepare students to be able to participate in learning experiences, but also increase students' capacity to learn. Learners need strong problem-solving skills in all areas of life. A huge benefit to social emotional learning is that much of it focuses on managing situations and problems in everyday life. If one gets stuck on a math problem, what can they do? If one gets into a fight with a friend, how will they handle it? If someone asks them to do something they don't want to do, what would they say? All of these questions are part of the discussions that take place when Social and Emotional Learning is integrated into the classroom instruction.

Student learning gets enhanced when teachers integrate social-emotional competencies with academic learning. Children and young adults need to feel safe, respected,

and supported in order to do their best. Incorporating Social and Emotional Learning into the classroom encourages teachers to create a more positive learning environment. This helps children to get motivated to learn, reduces behaviour issues, helps students set and meet goals, teaches study skills and habits, teamwork and collaboration, responsible decision-making and ultimately improves academic performance. At the holistic level, acquiring Social Emotional Learning competencies encourages empathy, improves self-regulation skills, increases personal self-awareness, encourages perseverance and resilience and improves the confidence levels in the children.

For a teacher who focuses on Social and Emotional Learning, Ms Lori Gard writes, *"At the end of the day," "most students won't remember what amazing lesson plans you've created. They won't remember how organised your bulletin boards are. How straight and neat are the desk rows. But they will remember you. Your kindness. Your empathy. Your care and concern. They'll remember that you took the time to listen to them. That you stopped to ask them how they were. How they really were."*

Today, the awareness about the importance of inculcating Social and Emotional skills has increased to an extent that at the preschool level, personal, social and emotional development has become one of the pillars of many a progressive curriculum being transacted across the world.

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Self-Assessment Questionnaire – Social & Emotional Development

Score the Statement: 1 = Mostly Disagree; 2 = Slightly Disagree, 3 = Slightly Agree; 4 = Mostly Agree

1	I can work out my problem (1 – 4)	
2	I can do most things if I try (1 - 4)	
3	There are many things that I do well (1 - 4)	
4	There is a purpose to my life (1 - 4)	
5	I understand my moods and feelings (1 - 4)	
6	I understand why I do what I do (1 - 4)	
7	When I do not understand something. I ask someone until I understand (1 - 4)	
8	I try to answer all the questions asked by my students (1- 4)	
9	When I come across a problem, I will not stop until I find a solution (1 – 4)	
	Belief in Self (range 9-36)	
10	At my school, there is someone who always wants me to do my best (1 – 4)	
11	At my school, there is someone who listens to me when I have something to say (1 – 4)	
12	At my school, there is someone who believes that I will be a success (1 – 4)	
13	My family members really help and support one another (1 – 4)	
14	There is a feeling of togetherness in my family (1 – 4)	
15	My family really gets along well with each other (1 – 4)	
16	I have a friend my age who really cares about me (1 – 4)	
17	I have a friend my age who talks with me about my problem (1 – 4)	
18	I have a friend my age who helps me when I’m having a hard time (1 – 4)	
	Belief in Others (range 9-36)	
19	I accept responsibility for all my actions (1 – 4)	
20	When I make a mistake I admit it (1 – 4)	
21	I can deal with being told “No” (1 – 4)	
22	I feel bad when someone gets his or her feelings hurt (1 – 4)	
23	I try to understand what other people go through (1 – 4)	
24	I try to understand how other people feel and think (1 – 4)	
25	I can wait for what I want (1 – 4)	
26	I don’t bother others when they are busy (1 – 4)	
27	I think before I act (1 – 4)	
	Emotional Competence (9-36)	
28	Each day I look forward to having a log of fun (1 – 4)	
29	I usually expect to have a good day (1 – 4)	
30	Overall, I expect more good things to happen to me than bad things (1 – 4)	
31	Since yesterday how much have you felt <u>GRATEFUL</u> (1 – 4)	
32	Since yesterday how much have you left <u>THANKFUL</u> (1 – 4)	
33	Since yesterday how much have you left <u>APPRECIATIVE</u> (1 – 4)	
34	How much do you feel <u>ENERGETIC</u> right now (1 – 4)	
35	How much do you feel <u>ACTIVE</u> right now (1 – 4)	
36	How much do you feel <u>LIVELY</u> right now (1 – 4)	
	Engaged Living (9-36)	
	Summary Scores	

		Belief in Self	
		Belief in Other	
		Emotional Competence	
		Engaged Living	
		Total Covitality (Range = 36 – 144)	

Low ≤85 Low Average = 86 – 106 High Average = 107 – 127 High ≥ 128

Questions

1–3 = Self-efficiency	10–12 = School Support	19–21 = Emotion regulation	28–30 = Optimism
4–6 = Self-awareness	13–15 = Family Coherence	22–24 = Empathy	31–23 = Gratitude
7–9 = Persistence	16–18 = Peer Support	25–27 = Self-control	34–36 = Zest

