Building Cognitive & Social-Emotional Competence

Participant Manual

Developed by
Hector Sapien, LCSW, CYC-P, and Frank Eckles, BA, CYC-P

Youth in Focus
Acknowledgements

This project was commissioned as part of the Center for the Study of Social Policy’s (CSSP) Youth Thrive™ initiative. The authors would like to thank the staff at CSSP: Senior Vice President Susan Notkin, for her leadership and guidance; as well as Senior Associate Francie Zimmerman, for their time reviewing the early drafts. Additional acknowledgements go to the members of Youth in Focus team who contributed advice, evaluation, proofing, and publishing support during the development of this curriculum.

Knowledge content and many slides were adapted from the Youth Thrive™: Protective and Promotive Factors for Healthy Development curriculum written by Jean Carpenter-Williams, MS, CYC-P and Frank Eckles, BA, CYC-P

Building Cognitive & Social-Emotional Competence Participant Manual

First Edition

Developed by Hector Sapien, LCSW, CYC-P, and Frank Eckles, BA, CYC-P, Youth in Focus
# Table of Contents

Durlak’s Model ........................................................................................................ 3

Cognitive & Social-Emotional Competence Self-Survey .......................... 4

WORKSHEET: Increasing the CSE Competencies I Teach .................. 5

WORKSHEET: Increasing My Own CSE Competence ...................... 6

Cognitive & Social-Emotional Competencies List: For Programs and Services ................................................................. 7

Cognitive & Social-Emotional Competencies Worksheet: For Programs and Services ............................................................................... 8

Intervention Tips ........................................................................................................ 9

Additional Resources .................................................................................................... 10

References ....................................................................................................................... 14
Durlak’s Model

- **SEQUENTIAL**
  - Carefully sequenced
  - Designed to develop social-emotional skills
  - Often a specific curriculum

- **ACTIVE**
  - Active forms of learning
  - Involves practice and feedback

- **FOCUSED**
  - Sufficient time set aside for skill practice
  - Attend to a specific social-emotional competency

- **EXPLICIT**
  - Targeted skills are clearly explained to young people
  - Activities need to be written
  - Staff need to be trained on facilitating these activities
# Cognitive and Social-Emotional Competence Self-Survey

<table>
<thead>
<tr>
<th>Components</th>
<th>self</th>
<th>youth</th>
<th>Description</th>
<th>Circle an estimate of how often competency occurs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Executive functioning:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Cognitive flexibility</td>
<td>![Circle]</td>
<td>![Circle]</td>
<td>I see alternative solutions to problems &amp; am able to shift perspective</td>
<td>Never...Very Frequently</td>
</tr>
<tr>
<td>• Future orientation</td>
<td></td>
<td></td>
<td>I think about the potential consequences of my behavior &amp; choices</td>
<td>Never...Very Frequently</td>
</tr>
<tr>
<td>• Cognitive self-regulation</td>
<td></td>
<td></td>
<td>I exercise control over thinking</td>
<td>Never...Very Frequently</td>
</tr>
<tr>
<td>• Emotional self-regulation</td>
<td></td>
<td></td>
<td>I exercise control over feelings</td>
<td>Never...Very Frequently</td>
</tr>
<tr>
<td>• Behavioral self-regulation</td>
<td></td>
<td></td>
<td>I stay on task even in the face of distractions</td>
<td>Never...Very Frequently</td>
</tr>
<tr>
<td>• Planning</td>
<td></td>
<td></td>
<td>I have goals &amp; use reasoning to develop strategies</td>
<td>Never...Very Frequently</td>
</tr>
<tr>
<td>• Working memory</td>
<td></td>
<td></td>
<td>I follow instructions sequentially, holding information in mind, while engaging in another activity</td>
<td>Never...Very Frequently</td>
</tr>
<tr>
<td><strong>Self-awareness</strong></td>
<td></td>
<td></td>
<td>I have a growing understanding about my own developmental history &amp; needs</td>
<td>Never...Very Frequently</td>
</tr>
<tr>
<td><strong>Self-concept</strong></td>
<td></td>
<td></td>
<td>I have stable positive identity</td>
<td>Never...Very Frequently</td>
</tr>
<tr>
<td><strong>Self-esteem</strong></td>
<td></td>
<td></td>
<td>I have overall good feelings about myself</td>
<td>Never...Very Frequently</td>
</tr>
<tr>
<td><strong>Self-compassion</strong></td>
<td></td>
<td></td>
<td>I am kind to myself when confronted with personal failings &amp; suffering</td>
<td>Never...Very Frequently</td>
</tr>
<tr>
<td><strong>Self-improvement &amp; mastery</strong></td>
<td></td>
<td></td>
<td>I am committed to &amp; prepare to achieve productive goals</td>
<td>Never...Very Frequently</td>
</tr>
<tr>
<td><strong>Personal agency</strong></td>
<td></td>
<td></td>
<td>I take responsibility for myself &amp; my decisions while having confidence to overcome obstacles</td>
<td>Never...Very Frequently</td>
</tr>
<tr>
<td><strong>Character strengths</strong></td>
<td></td>
<td></td>
<td>I am persistent, work hard, have gratitude, respect, &amp; integrity...</td>
<td>Never...Very Frequently</td>
</tr>
<tr>
<td><strong>Positive emotions</strong></td>
<td></td>
<td></td>
<td>I experience joy, love, hope, optimism, trust, faith, compassion...</td>
<td>Never...Very Frequently</td>
</tr>
</tbody>
</table>
**WORKSHEET: INCREASING THE CSE COMPETENCIES I TEACH**

<table>
<thead>
<tr>
<th>Competency area I want to prioritize:</th>
<th></th>
</tr>
</thead>
</table>
| What opportunities exist to teach the competency? | *List opportunities that currently exist or opportunities you intend to create:*
| How will I teach the competency? | *Describe the steps in the process:*
| What additional resources might I need to accomplish this? | *List resources (people or supports) or additional learning needed:* |
**WORKSHEET: INCREASING MY OWN CSE COMPETENCE**

<table>
<thead>
<tr>
<th>Competency area I want to prioritize:</th>
<th>List opportunities that currently exist or opportunities you intend to create:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What opportunities exist to learn and practice the competency?</td>
<td>Describe the steps in the process:</td>
</tr>
<tr>
<td>How will I learn the competency?</td>
<td></td>
</tr>
<tr>
<td>What additional resources might I need to accomplish this?</td>
<td>List resources (people or supports) or additional learning needed:</td>
</tr>
</tbody>
</table>
# Cognitive & Social-Emotional Competencies List: For Programs and Services

<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognitive Competencies</strong></td>
<td></td>
</tr>
<tr>
<td>Cognitive flexibility</td>
<td>seeing alternative solutions to problems and being able to shift perspective</td>
</tr>
<tr>
<td>Future orientation</td>
<td>thinking about the potential consequences of one's behavior and choices</td>
</tr>
<tr>
<td>Cognitive self-regulation</td>
<td>exercising control over thinking</td>
</tr>
<tr>
<td>Emotional self-regulation</td>
<td>exercising control over feelings</td>
</tr>
<tr>
<td>Behavioral self-regulation</td>
<td>staying on task even in the face of distractions</td>
</tr>
<tr>
<td>Planning</td>
<td>having a goal and using reasoning to develop a strategy</td>
</tr>
<tr>
<td>Working memory</td>
<td>following instructions sequentially and holding information in mind while engaging in another activity</td>
</tr>
<tr>
<td><strong>Social – Emotional Competencies</strong></td>
<td></td>
</tr>
<tr>
<td>Self-awareness</td>
<td>a growing understanding about one's own developmental history and needs</td>
</tr>
<tr>
<td>Self-concept</td>
<td>stable positive identity</td>
</tr>
<tr>
<td>Self-esteem</td>
<td>overall good feelings about oneself</td>
</tr>
<tr>
<td>Self-compassity</td>
<td>being kind to oneself when confronted with personal failings and suffering</td>
</tr>
<tr>
<td>Self-improvement &amp; mastery</td>
<td>committing to and preparing to achieve productive goals</td>
</tr>
<tr>
<td>Personal agency</td>
<td>taking responsibility for one's self and one's decisions and having confidence to overcome obstacles</td>
</tr>
<tr>
<td>Character strengths</td>
<td>persistence, hard work, gratitude, respect, integrity...</td>
</tr>
<tr>
<td>Positive emotions</td>
<td>joy, love, hope, optimism, trust, faith, compassion...</td>
</tr>
</tbody>
</table>

**SEQUENTIAL:**

1) Does the competency need to be divided into stages of complexity?
2) Is there a logical developmental flow from simple to complex?

**ACTIVE:**

1) Are competencies taught using activities/experiences?
2) Are these related to relevant life experiences?

**FOCUSED:**

1) Is adequate time/attention given to development of each competency included?
2) Do times & level of difficulty consider developmental abilities of youth? Are the competencies being used & practiced in the experiences?

**EXPLICIT:**

1) Are taught competencies explicitly included & debriefed?
2) Are the competencies taught evaluated: What worked? What didn’t work?
<table>
<thead>
<tr>
<th>Program of Service Goals</th>
<th>List of program goals &amp;/or outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE competencies currently being included per goal</td>
<td></td>
</tr>
<tr>
<td>Additional CSE competencies that fit well with the program goal</td>
<td></td>
</tr>
<tr>
<td>SAFE component accomplished</td>
<td>Place a letter for each.</td>
</tr>
<tr>
<td>Activity used to teach CSE skill.</td>
<td>List each activity separately.</td>
</tr>
<tr>
<td>What we need to do to improve/build skill.</td>
<td>List steps for each competency included.</td>
</tr>
</tbody>
</table>
Intervention Tips

- Daily interactions provide rich opportunities to reinforce competence learning; this is strengthened by
  - being aware of the competencies,
  - the opportunity provided by the situation;
  - repetition of opportunities, and
  - following up to strengthen intentionality.
- Maintaining trust and safety must be considered and included;
- Asking questions rather than offering directives and solutions strengthens the opportunity to process, apply, and think through; this encourages brain development;
- Provide activities that include opportunities to use the competencies;
- Complete the Youth Thrive Survey with the youth; periodically redo the survey to point out progress and create new strategies;
- Concretize the plan if it is helpful (write it down, post it, create cue cards, write positive affirmations, etc.);
- Model forgiveness, self-care, understanding; normalize the process of learning the competencies as part of human development;
- Results take more than one sitting or session; repetition and linking of competencies is important;
- Set up activities that are relevant to the young person or family member (changing sense of self-identity, expanding interpersonal skills, special interests (sports, dance, expressive arts), developmental tasks, etc.
- Check back to reinforce successes, reinforce learning, etc.
Additional Resources

Youth Thrive Homepage on the Center for the Study of Social Policy Website
https://cssp.org/our-work/project/youth-thrive/
For more information on the Youth Thrive Framework and activities, visit the Youth Thrive Homepage on the Center for the Study of Social Policy's website where you can also find additional resources on Youth Thrive Training.

Advancing Healthy Adolescent Development and Well-Being
This report, authored by Charlyn Harper Brown, is a synthesis of the ideas and research from the neurobiological, behavioral, and social sciences that inform the Youth Thrive Protective and Promotive Factors Framework.

Youth Thrive Survey
https://cssp.org/?s=youth+thrive+survey&submit=#resource-results
The Youth Thrive Survey is a valid and reliable web-based instrument that measures the presence, strength, and growth of the five Youth Thrive Protective and Promotive Factors as proxy indicators of well-being. The Survey includes 16 questions that directly address cognitive and social emotional competencies. The Survey was co-designed with youth and young adults and takes less than 15 minutes to complete. It is an effective tool for informing case planning and practice, evaluation, and continuous quality improvement (CQI) activities. The Youth Thrive Survey provides reports and a full array of data visualization options. Complete access to the instrument is free of charge. Learn more about the Survey in a one-pager fact sheet (https://cssp.org/resource/youth-thrive-survey-one-pager/).

Tip Sheet for Family Court Partners and other Professionals
If you participate in Family Court and/or need ideas about ways to enhance conversations and case planning based on the Youth Thrive five Protective and Promotive Factors, see this helpful resource.

From A Nation at Risk to a Nation at Hope – Report from the Aspen Institute
file:///C:/Users/Frank%20Eckles/Documents/Academy/1%20Youth%20In%20Focus/2018%20Projects/CSE%20Workshop/Revisions/Aspen%20SEL%20Report.pdf
Recommendations for the National Commission on Social, Emotional, and Academic Development.

CASEL’s District Resource Center
https://drc.casel.org/
The District Resource Center helps school districts make social and emotional learning (SEL) an integral part of every student’s education. Find research, knowledge, and resources curated from school system across the U.S. to support high-quality, systemic implementation of SEL.

Access Assessment Guide
measuringsel.casel.org/access-assessment-guide
The Assessment Guide provides several resources for practitioners to select and use measures of student SEL, including guidance on how to select an assessment and use student SEL data, a catalog of SEL assessments equipped with filters and bookmarking, and real-world accounts of how practitioners are using SEL assessments.
A Parent’s Resource Guide to Social and Emotional Learning ...
www.edutopia.org/SEL-parents-resources

Playing Nicely with Others: Why Schools Teach Social and Emotional Learning (The New York Times, 2014) In this article for parents, Jessica Lahey outlines the reasons why increasing amounts of school resources are being devoted to social and emotional learning and goes over the benefits for children.

Parent Resources | Social and Emotional Learning Research Group
sel.lab.uic.edu/parent-resources
Research-based Resources on Parenting, Social and Emotional Learning and School-Family Partnerships The mission of the Collaborative for Academic, Social, and Emotional Learning (CASEL) and the Social and Emotional Learning Research Group is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school.

The 3 Best Home-Based Social and Emotional Learning
www.learningliftoff.com/the-3-best-home-based
CASEL’s site offers myriad resources for parents: parents can read the CASEL guide on effective SEL, watch the webinar that accompanies the guide, and download the free, information-packed parent packet. In the packet, you’ll find resources like “Ten Things You Can Do at Home” to promote SEL.

Parent SEL Resources
casel.org/parent-resources
Parent SEL Resources is a curated list of resources selected by CASEL staff that focus on the role of parents and parenting in social and emotional learning (SEL). Also check out our SEL in the Home section for more on how parents and families can develop their children’s social and emotional know-how.

SEL Resources | Social-Emotional Learning
www.cfchildren.org/resources
We bring parents, educators & communities together to help kids stay safe & reach their potential. These SEL resources foster the well-being of our children. Social-emotional learning, bullying prevention, free classroom activities, and more.

Kirwan Institute for the Study of Race and Ethnicity
kirwaninstitute.osu.edu
http://kirwaninstitute.osu.edu/researchandstrategicinitiatives/implicit-bias-review/
Kirwan Institute for the Study of Race and Ethnicity, an interdisciplinary research program at The Ohio State University, is working to create a just and inclusive society where all people and communities have opportunity to succeed. The Kirwan Institute offers a wealth of resources relating to race and ethnicity and understanding the impact of implicit bias.

SEL in the Home
casel.org/in-the-home
A Parent’s Resource Guide to Social and Emotional Learning. Learn more about what you can do to promote SEL in your school and at home: Identifies a number of resources including blogs, articles, and videos for parents on fostering social and emotional skills like kindness, gratitude, persistence, and more.
Social and Emotional Learning: Strategies for Parents
www.edutopia.org/social-emotional-learning
This comprehensive PDF from CASEL’s website offers specific tips for what parents can do to support social and emotional learning at home. The packet includes background information about SEL, interviews with parents, and lists of SEL books, organizations, and programs.

Social & Emotional Development - Parent Toolkit
www.parenttoolkit.com/topics/social-and-emotional
Research shows that those with higher social-emotional skills have better attention skills and fewer learning problems, and are generally more successful in academic and workplace settings. Like any math or English skills, these skills can be taught and grow over time.

Resources: Family Tools
csefel.vanderbilt.edu/resources/family.html
Understanding your child’s temperament helps you be a better parent. This two-page resource explains the concept of temperament and includes a description of the five characteristics of an individual’s temperament. Teaching your Child Discipline and Self Control. How does your toddler develop self-control?

Preparing Youth to Thrive: Promising Practices for Social Emotional Learning
www.SELpractices.org
Resources for integrating Social Emotional Learning into practice.

SEAD Through a Race-Equity Lens
https://edtrust.org/resource/sead-through-a-race-equity-lens/
Social, emotional, and academic development (SEAD), is a holistic approach to supporting students that is gaining momentum across the country. Existing research shows that academic development is inextricably linked to social and emotional well-being; in turn, social and emotional well-being is inextricably linked to the context in which students develop and the relationships they build over time. In particular, societal realities (racism, sexism, etc.), individual realities (e.g., responsibilities at home for siblings or other family members), and cultural background hold strong influences over students’ SEAD and how people perceive others’ SEAD competence.

Wings for Kids
https://www.facebook.com/pg/wingsforkids/about/?ref=page_internal
The mission of Wings for Kids is to equip at-risk kids with the social emotional skills to succeed in school, stay in school, and thrive in life. WINGS believes in a world where there is equity in academics, opportunity, and emotional well-being for all children, regardless of socioeconomic status.
How CASEL Partner Districts Use Social and Emotional Learning Measurement
https://www.panoramaed.com/blog/how-casel-districts-use-social-emotional-learning-measurement
Seek to understand your social-emotional learning data through an equity lens. “Social and emotional assessment data can tell us a lot about the landscape of SEL and equity in our districts. Earlier this year, our research team published a paper looking at how students rate their social and emotional competencies. We found that there were a few gender, age, and race differences in how students responded to the questions, especially in areas related to emotion awareness and emotion self-management.

Girlhood Interrupted: The Erasure of Black Girls’ Childhood
www.law.georgetown.edu/.../girlhood-interrupted.pdf
Girlhood Interrupted: The Erasure of Black Girls’ Childhood Executive Summary. This groundbreaking study by the Georgetown Law Center on Poverty and Inequality provides—for the first time—data showing that adults view Black girls as less innocent and more adult-like than their white peers, especially in the age range of 5–14.
References


Perry, Bruce D. and Szalavitz, M. (2008). The boy who was raised as a dog: and other stories from a child psychiatrist’s notebook - what traumatized children can teach us about loss, love, and healing. Basic Books, 387 S. Park Avenue South, New York, NY.


Contact Us

Francie.Zimmerman@cssp.org
Lisa.mishraky@cssp.org

cwilson@youthcatalytics.org
Frank.eckles@youthworkacademy.org

jcarpenter@ou.edu