

## Cognitive & Social-Emotional Competencies List: *For Programs and Services*

Components	Description	
<b>Cognitive Competencies</b>		
<b>Cognitive flexibility</b>	seeing alternative solutions to problems and being able to shift perspective	
<b>Future orientation</b>	thinking about the potential consequences of one’s behavior and choices	
<b>Cognitive self-regulation</b>	exercising control over thinking	
<b>Emotional self-regulation</b>	exercising control over feelings	
<b>Behavioral self-regulation</b>	staying on task even in the face of distractions	
<b>Planning</b>	having a goal and using reasoning to develop a strategy	
<b>Working memory</b>	following instructions sequentially and holding information in mind while engaging in another activity	
<b>Social – Emotional Competencies</b>		
<b>Self- awareness</b>	a growing understanding about one’s own developmental history and needs	
<b>Self-concept</b>	stable positive identity	
<b>Self-esteem</b>	overall good feelings about oneself	
<b>Self-compassion</b>	being kind to oneself when confronted with personal failings and suffering	
<b>Self-improvement &amp; mastery</b>	committing to and preparing to achieve productive goals	
<b>Personal agency</b>	taking responsibility for one’s self and one’s decisions and having confidence to overcome obstacles	
<b>Character strengths</b>	persistence, hard work, gratitude, respect, integrity...	
<b>Positive emotions</b>	joy, love, hope, optimism, trust, faith, compassion...	
<b>SEQUENTIAL:</b> 1) Does the competency need to be divided into stages of complexity?  2) Is there a logical developmental flow from simple to complex?	<b>ACTIVE:</b> 1) Are competencies taught using activities/experiences?  2) Are these related to relevant life experiences?	<b>FOCUSED:</b> 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?
		<b>EXPLICIT:</b> 1) Are taught competencies <b>explicitly</b> included & debriefed?  2) Are the competencies taught evaluated: What worked? What didn’t work?

## Cognitive & Social-Emotional Competencies Worksheet: *For Programs and Services*

<b>Program or Service Goals</b> <i>List of program goals &amp;/or outcomes.</i>	<b>CSE competencies</b> <i>currently being included per goal</i>	<b>Additional CSE competencies</b> <i>that fit well with the program goal.</i>	<b>SAFE component accomplished</b> <i>Place a letter for each.</i>	<b>Activity used to teach CSE skill.</b> <i>List each activity separately.</i>	<b>What we need to do to improve/build skill.</b> <i>List steps for each competency included.</i>

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<b>Residential Group Home or Foster Placement:</b>  Attend school and graduate;	Cognitive self-regulation;		S ok A ok F E	1) Youth attends public school; 2) Encourage youth to make own decisions; 3) Provide feedback regarding successes and skillfulness; 4) Discuss decision making and self-regulation in counseling sessions;	1) Not consistently following up when coming home from school to discuss successes and challenges; 2) Increase discussions in counseling sessions;
	Emotional self-regulation;		S ok A F ok E ok	1) Youth attends public school; 2) Teach youth emotional regulation strategies; 3) Provide feedback when strategies are successfully used; 4) Discuss importance in counselling sessions; 5) Provide modeling of helpful strategies;	1) Increase focus during counseling sessions; 2) Have conversations about when this is difficult to achieve; 3) Discuss strategies for self-regulation; 4) Increase feedback when strategies are working;
	Behavioral self-regulation;		S ok A ok F ok E ok	1) Youth attends public school; 2) Feedback provided by staff daily; 3) Periodic meetings with teacher to review behavior; 4) Identify triggers and develop strategies to respond, practice strategies.	
		Cognitive flexibility	S ok A F ok E	1) Provide feedback when youth demonstrates skill pointing out benefits; 2) Create opportunities in group to discuss how cognitive flexibility helps with successful living;	1) Need to train staff to focus more on this;

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		<p>Future orientation</p>	<p>S ok A F E</p>	<p>1) Encourage conversations asking him/her to imagine what is coming next – what do you need to do to prepare? (going on activity, getting ready for school, thinking about graduation next steps, planning an event, thinking about personal future, planning for college);</p>	<p>1) Avoid providing solutions and interact more using questions to stimulate thinking; 2) Increase opportunities to practice this skill; 3) Create activities for group sessions that demonstrate importance of competency; 4) Set up savings account; 5) Plan for life after emancipation;</p>
		<p>Planning</p>	<p>S ok A F ok E</p>	<p>1) Provide opportunities to plan events (school outings, special school events, parties, camping trips, outings, etc.) 2) Provide feedback when youth uses this skill; 3) Expand engagement in leadership activities (Explorers, Summer Activities)</p>	<p>1) Avoid providing solutions and interact more using questions to stimulate thinking; 2) Increase opportunities to practice this; meal planning, saving money for something, etc. 3) Provide opportunity to manage bank account;</p>
		<p>Personal agency</p>	<p>S ok A F E</p>	<p>1) Talk about the importance of being responsible; 2) Point out when the skill is demonstrated and impact it has; 3) Have youth complete Youth Thrive Survey online. Periodically redo the survey to track changes and develop future strategies.</p>	<p>1) Have counselor complete training in use of CSSP Youth Thrive Survey.</p>