

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

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

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

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

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Residential Group Home or Foster Placement: 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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		Future orientation	S ok A F E	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);	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;
		Planning	S ok A F ok E	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)	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;
		Personal agency	S ok A F E	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.	1) Have counselor complete training in use of CSSP Youth Thrive Survey.