



**Center for the
Study of Social Policy**
Ideas into Action



Building Cognitive & Social- Emotional Competence

Participant Manual

Developed by

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

Youth in Focus

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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

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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

Name: _____

Date: _____

Components	self	youth	Description	Circle an estimate of how often competency occurs
Executive functioning:	 	 		
• Cognitive flexibility			<i>I see alternative solutions to problems & am able to shift perspective</i>	    
• Future orientation			<i>I think about the potential consequences of my behavior & choices</i>	    
• Cognitive self-regulation			<i>I exercise control over thinking</i>	    
• Emotional self-regulation			<i>I exercise control over feelings</i>	    
• Behavioral self-regulation			<i>I stay on task even in the face of distractions</i>	    
• Planning			<i>I have goals & use reasoning to develop strategies</i>	    
• Working memory			<i>I follow instructions sequentially, holding information in mind, while engaging in another activity</i>	    
Self-awareness			<i>I have a growing understanding about my own developmental history & needs</i>	    
Self-concept			<i>I have stable positive identity</i>	    
Self-esteem			<i>I have overall good feelings about myself</i>	    
Self-compassion			<i>I am kind to myself when confronted with personal failings & suffering</i>	    
Self-improvement & mastery			<i>I am committed to & prepare to achieve productive goals</i>	    
Personal agency			<i>I take responsibility for myself & my decisions while having confidence to overcome obstacles</i>	    
Character strengths			<i>I am persistent, work hard, have gratitude, respect, & integrity...</i>	    
Positive emotions			<i>I experience joy, love, hope, optimism, trust, faith, compassion...</i>	    

WORKSHEET: INCREASING THE CSE COMPETENCIES I TEACH

Competency area I want to prioritize:	
What opportunities exist to teach the competency?	<i>List opportunities that currently exist or opportunities you intend to create:</i>
How will I teach the competency?	<i>Describe the steps in the process:</i>
What additional resources might I need to accomplish this?	<i>List resources (people or supports) or additional learning needed:</i>

WORKSHEET: INCREASING MY OWN CSE COMPETENCE

Competency area I want to prioritize:	
What opportunities exist to learn and practice the competency?	<i>List opportunities that currently exist or opportunities you intend to create:</i>
How will I learn the competency?	<i>Describe the steps in the process:</i>
What additional resources might I need to accomplish this?	<i>List resources (people or supports) or additional learning needed:</i>

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>

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

<https://cssp.org/resource/youth-thrive-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

<https://cssp.org/wp-content/uploads/2018/08/YT-Tip-Sheets-FINAL.pdf>

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's%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.

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Youth in Focus
LEARNING THAT TRANSFORMS

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