

**Ogdensburg School**

**Social and Emotional Competencies**

Born On: April 7, 2020

**Vision**

Ogdensburg Borough Public School promotes social emotional tenets that foster positive contributions of our students in the 21st century society which creates positive contributions and relationships with family, friends, and the world community.

**Mission**

Ogdensburg Borough Public School cultivates skills that support students in becoming resilient, forward- thinking, and positively- responsive individuals. Empowerment occurs through examining self-awareness, practicing self-management, building social awareness, developing decision-making practices, and establishing relationship skills.

**Goals**

Students are more successful when they:

* Know themselves
* Can manage themselves
* Understand perspectives of others
* Relate effectively with others
* Make sound decisions
* Make strong choices personally and socially
* Maintain positive attitudes toward self and others
* Develop efficacy
* Demonstrate positive social behaviors
* Create positive relationships with peers
* Create positive relationships with adults
* Avoid risk-taking behavior
* Exhibit skills for reducing emotional distress

| **Self-Awareness** |
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| * Recognize one’s feelings and thoughts
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| * Recognize the impact of one’s feelings and thoughts on one’s own behavior
 |
| * Recognize one’s personal traits, strengths, and limitations
 |
| * Recognize the importance of self-confidence in handling daily tasks and challenges
 |

 **Skills:**

1. Growth and development
2. Nutrition
3. Exercise
4. Personal hygiene
5. Personal safety and first aid
6. Use of leisure time

| **Self-Management** |
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| * Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors
 |
| * Recognize the skills needed to establish and achieve personal and educational goals
 |
| * Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
 |

 **Skills:**

1. Self-monitoring
2. Self-control
3. Stress management
4. Persistence
5. Emotion-focused coping
6. Self-reward
7. Willingness to work diligently
8. Motivation
9. Recognition of the importance of education
10. Attendance at school
11. Accepting and managing responsibility

| **Social Awareness** |
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| * Recognize and identify the thoughts, feelings, and perspectives of others
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| * Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
 |
| * Demonstrate an understanding of the need for mutual respect when viewpoints differ
 |
| * Demonstrate an an awareness of the expectations for social interactions in a variety of settings
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 **Skills:**

1. Awareness of social norms and values - peer, family, community, and society
2. Acceptance of individual differences
3. Respect for human dignity
4. Development of concern or compassion for others
5. Recognition of the value of cooperation with others
6. Motivation to solve interpersonal problems
7. Motivation to contribute
8. Respect for property
9. Environmental responsibility
10. Community involvement

| **Responsible Decision-Making** |
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| * Develop, implement, and model effective problem-solving and critical thinking skills
 |
| * Identify the consequences associated with one’s actions in order to make constructive choices
 |
| * Evaluate personal, ethical, safety, and civic impact of decisions
 |

 **Skills:**

1. Problem recognition
2. Awareness of feelings
3. Perspective taking
4. Realistic and adaptive goal setting
5. Awareness of adaptive response strategies
6. Alternative solution thinking
7. Consequential thinking
8. Decision making
9. Planning
10. Behavioral enactment

| **Relationship Skills** |
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| * Establish and maintain healthy relationship
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| * Utilize positive communication and social skills to interact effectively with others
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| * Identify ways to resist inappropriate social pressure
 |
| * Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
 |
| * Identify who, when, where, or how to seek help for oneself or others when needed.
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 **Skills:**

1. Understanding nonverbal communication
2. Sending messages
3. Receiving messages
4. Matching communication to the situation
5. Developing multicultural awareness
6. Making friends
7. Bonding to prosocial peers
8. Coping with loss
9. Relating to siblings and parents
10. Preventing violence

**Tools**

Breathing - I calm myself with slow breathing.

Quiet/ Safe Place - I think of a favorite place that is calm.

Listening - I listen with ears, eyes, and heart.

Empathy - I care for others. I care for myself.

Personal Space - I have a right to my space and so do you.

Using Our Words - I ask for what I want and need.

Garbage Can - I let the little things go.

Taking Time - I take time-in and time-away

Please and Thank you - I treat others with kindness and appreciation.

Apology & Forgiveness - I admit my mistakes and work to forgive yours.

Patience - I am strong enough to wait.

Courage - I have the courage to do the right thing.

**Tiers**

| **Tier 1 -** Universal - all students participate |
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| **Tier 2 -** Targeted intervention delivered in small group setting |
| **Tier 3 -** Intensive Intervention - one on one  |

**Resource**

Use #5 “Social Skills Worksheet” found at this [link](https://www.teachthought.com/learning/2-resources-for-social-emotional-learning/).

[**NJDOE SEL**](https://www.nj.gov/education/roadforward/summer/sel/)

**Citation:**

Weissberg, R.P., A.S. Jackson, and T.P. Shriver. (1993). “Promoting Positive Social Development

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*Development: Guidelines for Middle School Educators*, edited by M.J. Elias, pp. 45–77.

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