**TOOL: Modeling SEL for Students**

Modeling SEL offers students positive examples of how to navigate stress and frustration and maintain healthy relationships while simultaneously influencing the learning climate. This list, of course, is not all-inclusive.

Collaborating closely with out-of-school time partners? See the [OST-enhanced version of this tool](http://schoolguide.casel.org/uploads/2019/01/tool-modeling-SEL-as-a-Staff-19_OST.docx?utm_source=Resources-OST&utm_medium=Download&utm_campaign=OST_Links). ([http://bit.ly/2VYpMGE](http://schoolguide.casel.org/uploads/2019/01/tool-modeling-SEL-as-a-Staff-19_OST.docx?utm_source=Resources-OST&utm_medium=Download&utm_campaign=OST_Links))

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| **SEL Competency** | **Modeling examples for school staff** |
| **Self-Awareness** | * Use feeling words: “I feel \_\_\_ when things like this happen.”
* Admit mistakes and say how you’ll make things right.
* Become aware of your own cultural lens and recognize the biases that may exist as a result of that lens.
* Build awareness of how your emotions impact students.
* Notice events and ideas and how your body responds to them.
* Notice personal behaviors, tone of voice, and personal affect that arise with various emotions/situations.
* View challenges with a growth mindset.
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| **Self-Management** | * Cultivate self-regulating and calming strategies.
* Be willing to ask for help from others.
* Approach new situations as learning opportunities.
* Use and return school materials with care.
* Model courteous language and a restorative mindset when addressing challenges with students.
* Model effective self-management in an age-appropriate way for students (“I’m feeling a little frustrated, so I’m going to stop and take a breath before I decide what to do next.”).
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| **Social Awareness** | * Consider students’ perspectives and understand that everyone has their own set of truths and beliefs based on their own experiences.
* Actively support the school’s mission and goals.
* Model upstanding behaviors.
* Be willing to compromise.
* Model appreciation and acceptance of others’ beliefs and cultural differences.
* Treat students’ families and community organizations as partners who can support your work with students
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| **Relationships Skills** | * Greet students by name daily.
* Build a connection with someone in your school with whom you do not normally interact.
* Take time to reflect on potential outcomes before responding to challenging students.
* Allow students to get to know you within your individual comfort level and appropriate boundaries.
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* Be willing to give and receive constructive feedback from students.
* Model fairness, respect, and appreciation for others.
* Acknowledge the efforts of others with encouragement and affirmation.
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| **Responsible Decision-Making** | * Model problem-solving strategies, like gathering all relevant information before drawing a conclusion.
* Consider legal and ethical obligations before making decisions.
* Place the needs of students ahead of personal and political interests.
* Consider how your choices will be viewed through the lens of students.
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