**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))

|  |  |
| --- | --- |
| **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. |
| **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.”). |
| **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 |
| **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. * Get to know students within your individual comfort level and appropriate boundaries. * 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. |
| **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. |