Social-Emotional and Character Practice Self-Reflection Tool

The 360/365 Collaborative has identified three foundational SEL/Character skills that Expanded Learning Programs strongly support:

·   I AM: Self-Awareness and Self-Management;
·   I BELONG: Social Awareness and Interpersonal Skills; and,
·   I CAN: Self-Efficacy and Growth Mindset.

A first step in understanding how well our programs are supporting the development of these skills in youth is to assess the practices that are known to promote the skills. We have borrowed and adapted this from the Beyond the Bell's *Social and Emotional Learning Practices* (American Institute of Research). Please take some time to reflect on your program practices and your personal SEL/Character skill competencies.

SECTION 1. Program Practice Reflection
Think about how often you implement practices that influence participants' SEL/Character skill building. Using a scale of 1 – 4, rate how often and how well you use these practices.

        1 = I do not implement this practice
        2 = I struggle to implement this practice
        3 = I implement this practice reasonably well
        4 = I implement this practice extremely well

Practices that support I Am: Self-Awareness and Self-Management

	1 - 4
I work with youth to co-develop program norms that everyone agrees on.	
I invite youth to create consequences when a norm is violated.	
I teach youth the skills they need to uphold the program norms.	
I help youth learn how to listen (e.g., tracking the speaker, making mental connections).	
I help youth learn how to respond to and learn from their peers' contributions during a discussion.	
I give youth specific feedback (on skill development and socially) to let them know how they are doing in the program.	
I ask youth to reflect on our norms when there is a conflict.	
I teach youth strategies to handle their emotions that affect their ability to focus on the task at hand (e.g., stress, frustration, anger).	
I am consistent in implementing program norms and consequences.	

Total:

Practices that support I Belong: Social Awareness and Interpersonal Skills

	1 - 4
I seek to understand the social and environmental factors that may be causing behavioral problems in my program.	
I hold discussions with youth so that we can solve problems that occur in or outside the program.	
I demonstrate to each youth that I appreciate him or her as an individual (e.g., appropriate eye contact, greeting each youth by name, knowing something personal about the young person).	
I follow up with youth if they have missed a day of program.	
I check in with youth about concerns they may have (e.g., personal, social, and related to specific skills being developed in program).	
I support youth in understanding their differences (e.g., racial, cultural, ethnic, gender orientation, sexual orientation) and commonalities through multiple means (group discussions, cultural celebrations, current event review).	
I help youth learn how to effectively communicate their points of view (e.g., elaborate on their thinking).	
I hold in-depth discussions about the program content with youth.	
I create structures in program where youth feel included and appreciated (e.g., opportunities to share with the group, small group work, individual reflection).	
I provide space for youth to reflect on how well they work together as a group.	
I ask youth to think together to provide feedback on the effectiveness of activities (e.g., group discussions or feedback form).	

Total:

Practices that support I Can: Self-Efficacy and Growth Mindset

	1 - 4
I invite youth to help plan program activities in developmentally appropriate ways.	
I invite youth to plan how the program will operate in developmentally appropriate ways.	
I arrange experiences that allow youth to become responsible (e.g., program jobs, leading an activity, specific roles in group work) in developmentally appropriate ways.	
I use interests and experiences of youth when running an activity.	
I let youth know that it is okay to be wrong or think outside the box (e.g., modeling, praising attempts with "good thinking").	
I give youth more challenging activities to try when they have mastered something in the program.	
I have high expectations for participants and encourage them to rise to those expectations.	
I model and practice new skills with youth before asking them to perform independently.	
I demonstrate a concept using a variety of tools (e.g., modeling, demonstrations, mini-lessons or texts).	
I have youth correct their mistakes based on feedback from me or their peers.	
I discuss the goals for each activity with youth.	
I provide youth with opportunities to monitor and reflect on their progress towards goals (e.g., group demonstration, peer feedback, using graphic organizers or journals).	
Program activities result in tangible products or performances (e.g., robots, jewelry, theatrical performances) that are meant to be shared with multiple audiences (e.g., other youth, family members, community members, school and program staff).	

Total:

SECTION 2. Personal Reflection on SEL/Character Competencies
Now think about your own SEL/Character Competencies and how those competencies influence your ability to implement the program practices outlined in the previous section. Use the scoring guide below.

1 = Strongly disagree. I have a difficult time with this practice. I know I do some of the things mentioned, but I do not necessarily find them relevant to my work with youth.
2 = Disagree. I demonstrate some of these skills with youth. I think with more practice and/or more support, I could demonstrate these skills more.
3 = Agree. I am strong in this area. I know I do a good job at modeling these skills for participants.
4 = Strongly Agree. I am very strong in this area. I am able to use these skills consistently when working with youth.

Personal Competencies, I Am: Self-Awareness and Self-Management

	1 - 4
I am usually aware of how my emotions, culturally grounded beliefs, and background are precursors to my emotional reactions and behaviors with youth in program.	
I understand how youth's responses (positive and negative) affect my emotions and my behaviors in the program.	
I model strategies that will help youth monitor and regulate their emotions.	
I effectively use multiple strategies (e.g., breathing techniques or mindfulness) when I have a strong emotional reaction in program (e.g., stress or anger).	
I actively reach out to others (e.g., my co-workers, supervisor, or trusted coach) to talk through program situations that are emotionally difficult for me.	

Total:

Personal Competencies, I Belong: Social Awareness and Interpersonal Skills

	1 - 4
I am aware of how my cultural beliefs and background affect my practice with youth.	
I usually understand the perspectives of youth and can pay attention to their emotional cues during program interactions.	
I successfully support positive emotions and respond to negative emotions in program.	
I address the commonalities and differences (e.g., racial, ethnic, cultural) that exist among youth and myself.	
I regularly include youth to solve problems that arise in program.	
I actively reach out to others (e.g., my co-workers, supervisor, or trusted coach) to clarify my understanding of how differences (e.g., racial, ethnic, cultural, gender orientation, sexual orientation) affect my practice.	

Total:

Personal Competencies, I Can: Self-Efficacy and Growth Mindset

	1 - 4
I am aware of practices that I need to improve in order to grow professionally.	
I continuously refine my personal goals about how I will best implement program activities.	
I model behaviors (e.g., form guidelines, set boundaries) to help youth learn to regulate emotions during program.	
I actively seek out and participate in PD (e.g., training, webinars, conferences, read latest research) to improve my practice.	

Total:

SECTION 3. Cumulative Ratings

In the table below, indicate the **total scores** you received in **Section 1: Program Practice**. Add up your self-ratings and place it in the blank line in column two. Next calculate your percentage for each set of practices by dividing your sore by the total possible score and placing it in column three (e.g., 30/36 = .8333, or 83%).

Program Practice	Your Score	Your Percentage
Practices that support I Am	___/36	
Practices that support I Belong	___/44	
Practices that support I Can	___/52	

Next, in the table below, indicate the score you received in **Section 2: Personal Competencies**. Add up your self-ratings and place it in the blank line in column two. Next calculate your percentage for each set of competencies by dividing your sore by the total possible score and placing it in column three (e.g., 15/20 = .75, or 75%).

Personal Competencies	Your Score	Your Percentage
Personal Competencies I Am	___/20	
Personal Competencies I Belong	___/24	
Personal Competencies I Can	___/16	