



# SEL - Fourth Grade

## Typical Skills

- Describe and prioritize personal skills and interests
- Use Self-monitoring (self-talk) to regulate emotions
- Identify reasons why honesty is valued
- Describe the steps in setting and working towards goals
- Demonstrate cooperative behaviors in a group (listen, encourage)
- Effectively participate in group decision making
- Use I-messages to express their perspective
- Sets goals and actively works towards accomplishing them

## Home Connections

- Model monitoring progress toward a short-term goal
- Help your child develop routines for completing homework and chores
- Practice resolving conflicts with your child
- Positively reinforce good decisions
- Provide opportunities for your child to support their school or community in meeting a need
- Set clear rules and expectations

## Eyes Open

- Sudden decrease in school performance
- Loss of interest in favorite activities or friends
- Sudden changes in weight or sleep habits
- Extended periods of visible sadness

## Links & Resources

- [Parent Toolkit-Conversation Starters](http://www.parenttoolkit.com/)  
(http://www.parenttoolkit.com/)
- [CASEL](http://www.casel.org) (http://www.casel.org)
- [Developmental "Look Fors"](http://www.parenttoolkit.com/explore-your-toolkit)  
(http://www.parenttoolkit.com/explore-your-toolkit)

## Vocabulary

alternative  
effective  
empathy  
norm  
personal  
perspective  
reflect  
support

### Priority Benchmarks

Describe ways to express emotions in a socially acceptable manner.

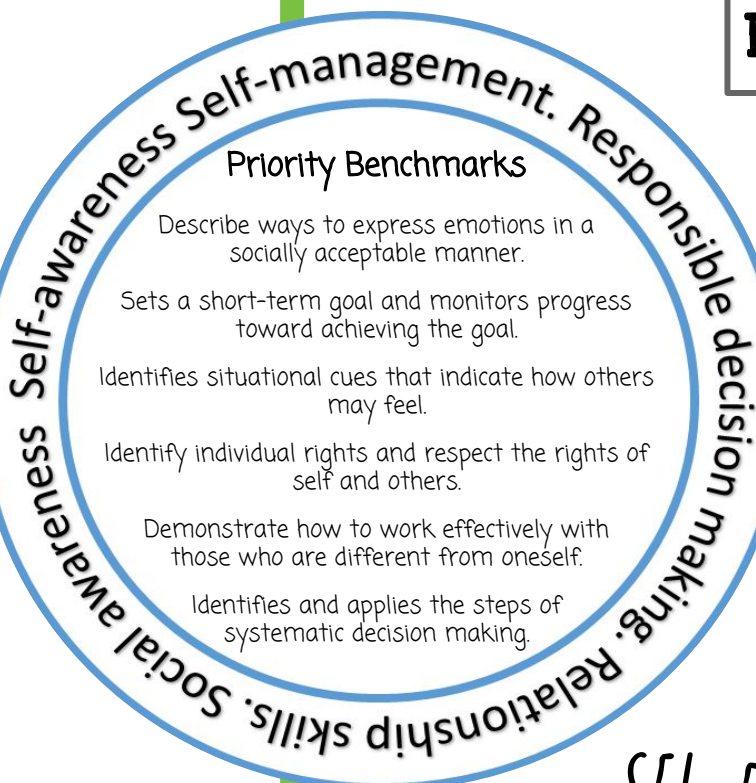
Sets a short-term goal and monitors progress toward achieving the goal.

Identifies situational cues that indicate how others may feel.

Identify individual rights and respect the rights of self and others.

Demonstrate how to work effectively with those who are different from oneself.

Identifies and applies the steps of systematic decision making.



# SEL-EBRATING STUDENTS IN 2013