

STUDENT SEL SELF-REPORT

Thank you for taking Wisconsin's Student Social and Emotional Learning Self-Screener for Grades 6-12

At the end of the survey, you will see your results.

BACKGROUND

Your answers will remain anonymous, meaning teachers will not know how you, as an individual, respond. Teachers may use your anonymous answers for planning.

Your name: _____

Your email address (results will be emailed immediately): _____

Current school year?

2019-2020

2020-2021

What is the current quarter?

Fall (September-November)

Winter (December-February)

Spring (March-May)

Summer (June-August)

Please identify your district and school (if you teach at multiple schools, please choose one and respond to the subsequent questions with that particular school setting in mind):

District:

School:

What grade are you in?

6

7

8

9

10

11

12

What is your primary classroom/homeroom teacher's email address? _____

What kind of special programming do you receive? Select all that apply:

IEP

504

Gifted & Talented

Other programming: _____

None

SOCIAL AND EMOTIONAL SKILLS

The following questions ask you to consider your thoughts and behaviors in the school setting, and these questions are divided into three areas: Emotional Development, Self-Concept, and Social Competence (descriptions are provided for each).

5-Scale Likert categories

- 1) No, never
- 2) Yes, but not often
- 3) Yes, sometimes
- 4) Yes, usually
- 5) Yes, always

*Note that on the scale, the option 1 "No, never" means, You have not, to the best of your knowledge, shown this behavior.

GRADES 6-8

EMOTIONAL DEVELOPMENT:

Understand and manage one's emotions

The following questions will ask about your emotional development most of the time, as well as how you:

- Express a wide range of emotions
- Understand and respond to others' emotions

1. Can you recognize and name a variety of emotions in yourself?
2. Can you recognize and name a variety of emotions in others?
3. Can you respectfully share your emotions , with words, body language, or another way?
4. Can you tell what makes you feel a strong emotion and then calm yourself?
5. Are you organized and focused when you work on short personal and academic goals?
6. Can you support and encourage others by taking their perspective, sharing their feelings, and/or appreciating their differences?
7. Can you recognize when others are considering your feelings or the feelings of others?

SELF-CONCEPT:

Develop positive self-identity and recognize self as a lifelong learner

The following questions ask about your self-concept most of the time, as well as how your:

- Develop positive self-esteem
- Demonstrate self-awareness

1. Do you feel like you can improve your skills in areas that interest you?
2. Do you think about your values and beliefs, and how your values and beliefs affect your behaviors?
3. Do you understand how family and culture affect your thoughts and actions?
4. Can you tell how making decisions about your own learning helps you reach your goals?
5. Can you recognize successes and challenges, and explain how you can learn from them?

SOCIAL COMPETENCE:

Create and keep positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large

The following questions ask about your social competence most of the time, including how you:

- Demonstrate attachment, trust, and autonomy
- Engage in social interaction with others
- Demonstrate understanding of rules and social expectations
- Engage in social problem-solving behavior and learn to resolve conflict

1. Can you show respect for other people's perspectives?
2. Can you recognize how experiences with different cultures can affect your ability to build positive relationships?
3. Can you recognize when people are discriminated against because they are seen as different?
4. Do you think that negative relationships can negatively affect your emotions?
5. Do you think that negative relationships can negatively affect you physically?
6. Do you think that negative relationships can negatively affect you socially or in other ways?
7. Can you listen closely and share your thoughts and ideas clearly?
8. Are you able to respond appropriately when someone shows you how to improve your work?
9. Can you work well in a group and work through problems and disagreements?
10. Are you able to handle conflicts and differences through talking or other appropriate and respectful skill?
11. Can you think of different answers and results to a problem while considering the needs of yourself and others?
12. Can you recognize how different cultures have different behaviors in different settings?
13. Can you ask for what you need in a respectful way?
14. Can you, with an adult's help, decide on actions to meet a need in a class, school, or community?
15. Can you recognize how your decisions affect your own safety and relationships?

GRADES 9-10

EMOTIONAL DEVELOPMENT:

Understand and manage one's emotions

The following questions will ask about your emotional development most of the time, as well as how you:

- Express a wide range of emotions
 - Understand and respond to others' emotions
1. Are you able to recognize and label a variety of emotions in yourself and others as they occur and evolve over time?
 2. Are you able to express your emotions in an appropriate and respectful manner in different environments, with different audiences, using a variety of methods (e.g., verbal and nonverbal)?
 3. Are you able to consistently use appropriate calming and coping strategies when dealing with strong emotions?
 4. Are you able to independently use organizational skills and strategies to focus your attention in order to work towards long-term personal and academic goals?
 5. Are you able to provide support and encouragement to others through perspective-taking, empathy, and appreciation for diversity?
 6. Are you able to evaluate verbal cues to predict and respond to the emotions of others?
 7. Are you able to evaluate physical cues to predict and respond to the emotions of others?
 8. Are you able to evaluate environmental cues to predict and respond to the emotions of others?

SELF-CONCEPT:

Develop positive self-identity and recognize self as a lifelong learner

The following questions ask about your self-concept most of the time, as well as how you:

- Develop positive self-esteem
 - Demonstrate self-awareness
1. Are you able to set priorities to build personal strengths, grow in your learning, recognize barriers, and employ solutions?
 2. Can you self-reflect to determine if your behavior matches your personal values, and modify your behavior to match your beliefs if necessary?

3. Are you able to self-reflect on your own beliefs compared to different familial and societal norms?
4. Are you able to self-reflect on the progress of personal goals in order to adjust action steps and time frames as necessary?
5. Are you able to recognize barriers to succeeding and identify supports to help you succeed?

SOCIAL COMPETENCE:

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large

The following questions ask about your social competence most of the time, including how you:

- Demonstrate attachment, trust, and autonomy
- Engage in social interaction
- Demonstrate understanding of rules and social expectations
- Engage in social problem-solving behavior and learn to resolve conflict

1. Are you able to identify positive ways to express understanding of differing perspectives?
2. Are you able to support the rights of individuals to represent their family, culture, and community within the school setting?
3. Are you able to self-reflect on your personal biases and evaluate strategies to oppose stereotyping?
4. Are you able to independently seek and maintain positive, supportive relationships?
5. Are you able to use assertive communication, including refusals, to get your needs met without negatively impacting others?
6. Are you able to accept constructive feedback?
7. Are you able to formulate group goals and work through an agreed upon plan?
8. Are you able to self-reflect on your role in a conflict to inform your behavior in the future?
9. Are you able to apply decision-making steps with consideration of well-being for yourself and others?
10. Are you able to identify the purpose of social norms for behavior across situations and how these norms are influenced by public opinion?
11. Are you able to use negotiation and refusal skills to resist unwanted pressures and maintain personal health and safety?
12. Are you able to advocate for your needs and the needs of others by using educational and community support networks?

13. Are you able to independently create an action plan that addresses real needs in the classroom, school, and community?

GRADES 11-12

EMOTIONAL DEVELOPMENT:

Understand and manage one's emotions

The following questions will ask about your emotional development most of the time, as well as how you:

- Express a wide range of emotions
 - Understand and respond to others' emotions
1. Are you able to identify how the process of recognizing and labeling emotions informs thinking and influences relationships?
 2. Are you able to understand and explain how your expression of emotions can influence how others respond to you?
 3. Are you able to predict situations that will cause strong emotions, and then plan and prepare to manage those emotions?
 4. Can you employ focusing skills independently and understand their importance in achieving important goals in times of adversity?
 5. Are you able to demonstrate connectedness, through empathy and engagement, to your communities?
 6. Are you able to evaluate verbal, physical, social, cultural, and environmental cues to predict and respond to the emotions of others?

SELF-CONCEPT:

Develop positive self-identity and recognize self as a lifelong learner

The following questions ask about your self-concept most of the time, as well as how you:

- Develop positive self-esteem
 - Demonstrate self-awareness
1. Are you able to maintain a "growth mindset" about your abilities to succeed and grow, and persist through challenges?

2. Are you able to use self-reflection to assess your behavior for authenticity, honesty, and respect, and articulate how this impacts your greater community?
3. Are you able to explain how your beliefs can impact your growth and success, and advocate for your beliefs?
4. Are you able to set short and long-term goals, and create a plan to execute those goals?
5. Are you able to set short and long-term goals, analyze progress, and collaborate to adjust those goals when needed?
6. Are you able to demonstrate perseverance when dealing with challenges and adversity?

SOCIAL COMPETENCE:

Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large
The following questions ask about your social competence most of the time, including how you:

- Demonstrate attachment, trust, and autonomy
 - Engage in social interaction
 - Demonstrate understanding of rules and social expectations
 - Engage in social problem solving behavior and learn to resolve conflict
1. Are you able to demonstrate conversational skills to determine the perspective of others?
 2. Are you able to support the rights of all individuals to reflect their family, culture, and community in society?
 3. Are you able to develop ethical arguments from a variety of ethical positions to evaluate societal norms?
 4. Are you able to maintain positive relationships?
 5. Are you able to use effective strategies (e.g., boundary setting, stating your needs, and recognizing warning signs, etc.) to avoid negative relationships?
 6. Are you able to use assertive communication, including refusals, in a variety of settings and with a variety of audiences to get your needs met, without negatively impacting others?
 7. Are you able to evaluate constructive feedback and provide constructive feedback when needed?
 8. Are you able to recognize how each group member's skills contribute toward group goals?
 9. Are you able to consistently resolve inter-personal conflicts across settings (e.g., school, work, community and personal relationships, etc.)?

10. Are you able to evaluate the ways in which public opinion can be used to influence and shape public policy?
11. Are you able to evaluate factors that impact personal and community health and safety, and apply appropriate preventative and protective strategies (e.g., health and wellness, sleep, healthy relationships, etc.)?
12. Are you able to generate positive choices and pro-actively advocate for yourself and others across settings (e.g., school, community, work, and personal relationships)?
13. Are you able to analyze opportunities to improve your community and engage in civic activities to influence issues impacting various communities?
14. Are you able to consider a variety of factors, (e.g., ethical, safety, and societal factors) in order to make decisions that promote productive social and work relations?