

# Moving Forward by Building Resilience



Developing social-emotional learning skills for success

Resilience is a significant asset students can develop to combat the adverse experiences they live through and the toll these events have on their learning. Resilience allows students to protect their wellbeing in the face of adversity, trauma, tragedy, or significant sources of stress—including family and relationship conflicts, serious health problems, or school stressors.

As we are focusing on re-engagement, educators can assist students in their development of resilience by facilitating their Social Emotional Learning (SEL) competencies, including self-awareness, self-management, responsible decision-making, social-awareness, and relationship skills. These efforts start by helping students improve prosocial behaviors, such as helping, sharing, cooperating, collaborative problem-solving, and treating others with respect, which are fundamental to both resilience and SEL.

## Three fundamental social skills

### 1 Getting Along with Others (Relationship Skill)

**Relationship Skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes communicating effectively, resolving conflicts constructively, and seeking or offering support and help when needed.

#### **Skill Steps**

Step 1: **Think** — about what you can do to get along with others.

Step 2: **Talk** — nicely so others listen to you and know you want to be included.

Step 3: **Do** — something nice to or with others to show you can get along.

Step 4: **Smile** — to show people that you are friendly and have positive feelings about them.

**Application.** Getting along with others means talking in courteous voices to each other, sharing space and materials, taking turns, and playing and working well together. People who get along are said to cooperate.

**Outcome.** Being able to exhibit verbal and nonverbal behaviors that indicate positive interactions with and feelings for peers during classroom activities.



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# Three fundamental social skills

*“Bouncing back from problems and stuff with more power and more smarts.”* — 15-year-old High School Student on what resilience is

## 2 Expressing Feelings (Self-Management Skill)

**Self-Management Skills:** The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations, including using planning and organizational skills and stress-management strategies, and exhibiting discipline and motivation in different situations.

### Skill Steps

Step 1: **Think** — about how you are feeling.

Step 2: **Tell** — others politely how you are feeling by talking or using facial expressions.

Step 3: **Say** — thanks to others for considering your feelings.

**Application.** Expressing your feelings means showing others how you feel, which often involves what you say and how you look—especially the facial expressions you use.

**Outcome.** Students will learn to express their feelings in a variety of situations, particularly when they think they have been treated unfairly.

## 3 Saying When There is a Problem (Responsible Decision-making Skill)

**Responsible Decision-making Skills:** Incorporate the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. These skills include identifying solutions for personal and social problems and anticipating and evaluating the consequences of one’s choices.

### Skill Steps

Step 1: **Think** — What happened and what did you do to cause it?

Step 2: **Tell** — explain to others what you did.

Step 3: **Feel** — Express how you feel about the action.

Step 4: **Ask** — find out what you can do to make it better.

**Application.** Students will learn how to say when there is a problem and how that often requires taking responsibility for one’s own behavior.

**Outcome.** Students will be able to take responsibility to tell others the truth when something has gone wrong and needs to be corrected.



Express Feelings

Say when there is a problem

Get along with others



*“Failure is an important part of your growth and developing resilience. Don’t be afraid to fail.” — Michelle Obama (2015)*

## About SSIS-SEL

SSIS™ Social-Emotional Learning Edition (SSIS SEL) is a comprehensive, evidence-based, social-emotional learning system that assesses key academic skills and integrates the different components with an aligned, multi-tiered intervention. Product includes Screening and Progress Monitoring Scales, Rating Forms, and Class-Wide Intervention Programs. Get **guidance on using this test in your telepractice.**

To learn more about SSIS SEL, go to [PearsonAssessments.com/SSISSEL](https://PearsonAssessments.com/SSISSEL).

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