

Social Emotional Development Of Students with Disabilities:

***Guidelines for
Teachers and Allied Professionals***

Guidelines for Social Emotional Development of Students with Disabilities

Introduction to Social Emotional Skills (SES)

Objectives

- Understanding SES
- Definition and importance of SEL
- Explain the goals and expected outcomes of the program
- Foster an initial understanding of how SEL impact person or academic success

Key components and topics to introduce in curricula

- Understanding SES
- Definition and importance of SEL
- Goals and outcomes of the program

Social Emotional Skills

Social issues such as violence, child abuse, aggression, anti-social and maladaptive behavior, are rapidly increasing worldwide. Social emotional skills provide children with life-long learning to establish better social adjustment, affects students' self-recognition and self-acceptance, improves skills such as communication and empathy, prevents use of drugs, violence and bullying. This makes social-emotional learning a crucial part of children's education.

Definition and Importance of Social Emotional Learning

Social Emotional Learning (SEL) is an educational method that aims to foster Social and emotional skills within school curricula that helps to regulate emotions in different social situations.

Social Emotional curriculum (SEC) provides guidelines to young scholars to learn and apply a set of social and emotional skills in the form of attitudes, behaviors and values that help direct them towards desirable social role.

Social Emotional programs when effectively implemented, can build caring relationships among students, help improve children's academic achievement, decrease behavioral problems, and provide students warmer classroom environments.

There are 5 basic aspects of social emotional learning:

- i. Self-awareness
- ii. Self-management
- iii. Social awareness
- iv. Relationship skills
- v. Responsible decision making

Goals and Expected Outcomes of the Social Emotional Learning Program

- i. To develop guidelines of Social Emotional Learning Program for special students according to their needs with reference to Pakistani culture.
- ii. To provide teachers and professionals with guidelines to tailor their own activities and plans for social emotional learning of students.
- iii. To provide psycho-education regarding child protection from all kinds of abuse outside and at home.
- iv. To establish guidelines to implement intervention programs using therapeutic and educational strategies, mainstream actions within available resources.
- v. To establish an intervention program for wellbeing of students with special needs and development of social emotional skills to the optimal level.
- vi. To equip the students with essential social emotional competencies for success in academia and various life domains.

Ability Groups:

- i. Low ability group
- ii. High ability group

Ability grouping in schools refers to as practice of putting students with similar functioning level or similar abilities in same group. Here, high ability and low ability groups can be formed on the basis of scores on the following tests;

- i. Slosson Intelligence Test 4th edition (2017)
- ii. Ravens Progressive Matrices (1938)
- iii. Portage Guide (1976)

	I.Q on Portage Guide	I.Q on SIT-4	Score on Ravens Progressive Matrices
High Ability Group	Above 50	Above 50	Percentile Above 50
Low Ability Group	Below 50	Below 50	Percentile Below 50

Who can implement the Guidelines

All teachers and professionals working with children with special education needs and disabilities (SEND) can use the guidelines to foster social emotional learning in them. Parents and families can be guided to encourage learning at home.

Module 1: Self-Awareness

Objectives

- I. Emotions:
 - Identify and label a wide range of emotions.
 - Understand the cause and effect of different emotions.
 - Develop vocabulary to express feelings accurately.
- II. Self-Reflection:

- Recognize personal strengths and areas for growth.
 - Explore values and beliefs to understand oneself better.
 - Encourage regular self-reflection practices.
- III. Self-Confidence:
- Build a positive self-image and self-esteem.
 - Celebrate individual uniqueness and personal achievements.
 - Promote self-affirmation and positive thinking.

Key Components and Topics to Introduce in guidelines

- I. Emotions:
- Identifying and naming emotions
 - Understanding the causes and effects of emotions
- II. Self-Reflection:
- Personal strengths and weaknesses
 - Values and beliefs
- III. Self-Confidence:
- Building a positive self-image
 - Celebrating individual uniqueness

Module 1	Self- Awareness	(Low Ability group)
	Learning Experience	Activities
Emotions	Identify and label a wide range of emotions.	• Name your feeling in certain situations (Visual schedules, Mirror exercise) • Match your feeling with the faces given in feelings chart/Voice tone
	Understand the cause and effect of different emotions	• Narrate how your mom feels when you are angry or happy • Narrate how you feel after you quarrel with someone or offer a help to them (Sensory board, role play)
	Develop vocabulary to express feelings accurately	• Find a word to relate your emotion with weather e.g. “sunny” for “happy” • Name/identify the emotions usually exhibited by your class mates
Self-reflection	Recognize personal strengths and areas for growth.	• Tell/compare what you can do better than others (classroom activities) • Name/point out the peer who can do it better than you

		• Show the students their video recording
	Explore values and beliefs to understand oneself better.	• Rank the classmates on being compliant including you • Narrate an event when you showed kindness to younger and respect to elders
	Encourage regular self-reflection practices.	• Maintain daily classroom check ins.* about gratitude, responsibility and honesty. • Nominate star of the day or week
Self-Confidence	Build a positive self-image and self-esteem.	• Award with stars on face and in copies, give quick classroom feedback • Encourage trial and error habits (Verbal prompts)
	Celebrate individual uniqueness and personal achievements.	• Encourage students on good performance and struggle • Use social prompting method (clapping etc.)
	Promote self-affirmation and positive thinking.	• Promote bedtime affirmations (e.g. how successful was the day) • Foster mutual respect among classmates (Control bullying and name calling etc.) • Self-evaluation after completing a task

*Check ins.: The act or process of reporting that someone has engaged in certain activity.

Module 1 Self- Awareness (High Ability group)		
	Learning Experience	Activities
Emotions	Identify and label a wide range of emotions.	• Make emotion collage • Choose emotion and make face or express through your voice • Say the same sentence but in different emotional voice tones
	Understand the cause and effect of different emotions	• Narrate how others feel when you are uncooperative, aggressive or angry • Narrate how others feel when you are nice, obedient and cooperative. • Use picture stories and video clips to understand causes of emotions
	Develop vocabulary to express feelings accurately	• Associate emotions with colors in a color wheel e.g. blue for sadness • Associate emotions with texture and taste e.g. rough for angry sweet for happy • Name the opposite emotion e.g. exited for calm
Self-reflection	Recognize personal strengths and areas for growth.	• Draw your picture with best of your features or tell your good virtues • Tell your virtues and ask if your classmates agree with you or not
	Explore values and beliefs to understand oneself better.	• Rank the classmates on being courteous including you • Narrate an event when you showed gratitude and courage
	Encourage regular self-reflection practices.	• Maintain daily classroom check ins. About gratitude, courage and kindness.
Self-Confidence	Build a positive self-image and self-esteem.	• Give a round of applause on good performance • Give spontaneous feed back
	Celebrate individual uniqueness and personal achievements.	• Give surprise awards in classroom • Give titles on good performance

	Promote self-affirmation and positive thinking.	• Give easy challenges to meet and then appreciate • Create a story in which you are a superhero
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Module 2: Self-Management

Objectives

- I. Emotion Regulation:
 - Learn strategies to manage strong emotions effectively.
 - Identify personal emotional triggers and responses.
 - Practice techniques such as deep breathing and mindfulness.
- II. Goal Setting:
 - Understand the process of setting achievable personal goals.
 - Develop time management skills to meet goals.
 - Monitor and celebrate progress towards goals.
- III. Stress Management:
 - Identify sources of stress and their impact on wellbeing.
 - Learn and practice stress-reduction techniques.
 - Recognize the importance of healthy habits like sleep and nutrition.

Key Components and Topics to introduce in guidelines

- I. Emotion Regulation:
 - Strategies to manage strong emotions (e.g., deep breathing, counting)
 - Recognizing triggers.
- II. Goal Setting:
 - Setting and achieving personal goals.
 - Time management skills
- III. Stress Management:
 - Techniques for reducing stress (e.g., mindfulness, exercise)
 - Importance of healthy habits (sleep, nutrition)

Module 2 Self- Management (Low ability group)		
	Learning Experience	Activities
Emotion Regulation	Learn strategies to manage strong emotions effectively.	• Give more freedom choices in different situations • Intervene healthy physical activities • Teach how to shift attention towards interesting things
	Identify personal emotional triggers and responses.	• Teach impulse control through prompting and praising • Pay attention to emotional and physical reactions when you feel overwhelmed and reflect on what led to it
	Practice techniques such as deep breathing and mindfulness.	• Deep breathing when feel stress • Mindful listening and visual activities (poems, stories, healing sounds)
Goal setting	Understand the process of setting achievable personal goals.	• Breakdown the goal into easy chunks • Choice in setting goals • Encourage alternative ways to solve problem
	Develop time management skills to meet goals.	• Make and follow time table • Punctuality training • Learn through time bound maze
	Monitor and celebrate progress towards goals.	• Praise in classroom and PTM • Stars on face and note books
Stress Management	Identify sources of stress and their impact on wellbeing.	• Talk out about any possible pressure, worry or danger • *Body scan at the time of stress
	Learn and practice stress-reduction techniques.	• Deep breathing • Sensory corner/leisure corner • Get support from elders/Peer counseling
	Recognize the importance of healthy habits like sleep and nutrition.	• Sleep well, exercise and eat healthy • Keep smiling, eat healthy snack, and do what makes you happy

*Mindful body scan involves scanning your body for pain, tension or anything out of the ordinary

Module 2	Self- Management	(High ability group)
	Learning Experience	Activities
Emotion Regulation	Learn strategies to manage strong emotions effectively.	• Learn to divide work into chunks to avoid work stress • Reward on delaying gratification • Talk out/ dance out/sing out the stress
	Identify personal emotional triggers and responses.	• Learn to identify mood triggers and avoid more of them. • Attune to physical symptoms then identify and reduce trigger
	Practice techniques such as deep breathing and mindfulness.	• Practice deep breathing • Practice body scan exercises and yoga
Goal setting	Understand the process of setting achievable personal goals.	• Create the definition of realistic goal in a discussion • Discuss obstacles in achieving goals
	Develop time management skills to meet goals.	• Meet deadlines • Set calendars and reminders/top down technique
	Monitor and celebrate progress towards goals.	• Make and maintain to do list • Divide goals into time bound chunks and reward yourself at every step
Stress Management	Identify sources of stress and their impact on wellbeing.	• Write down or speak up what makes you uncomfortable or under stress(visual charts) • Measure the intensity of stress through biomarkers* such as heart rate variability
	Learn and practice stress-reduction techniques.	• PMR*, music, running, painting and drawing • Talk about stress and resolve conflicts
	Recognize the importance of healthy habits like sleep and nutrition.	• Take care of physical health • Practice meditation

***Biomarkers** are biological molecules found in blood, other body fluids or tissues that are sign of a normal or abnormal process or of a condition or disease.

*PMR Progressive Muscular Relaxation exercise to relieve stress.

Module 3: Social Awareness

Objectives

- I. Empathy:
 - Understand and appreciate other's perspectives and feelings.
 - Demonstrate empathy through words and actions.
 - Practice responding with kindness and compassion.
- II. Diversity and Inclusion:
 - Appreciate and respect cultural and individual differences.
 - Promote inclusive behaviors and attitudes.
 - Celebrate multiculturalism within the community.
- III. Community and Citizenship:
 - Understand the roles and responsibilities within a community.
 - Participate in activities that benefit the community.
 - Recognize the value of helping others and contributing positively.

Key Components and Topics to Introduce in guidelines

- I. Empathy:
 - Understanding other's perspectives.
 - Responding with kindness and compassion.
- II. Diversity and Inclusion:
 - Appreciating differences
 - Celebrating multiculturalism
- III. Community and Citizenship
 - Understanding roles in community
 - Volunteering and helping others

Module 3	Social-Awareness	(Low Ability Group)
	Learning Experience	Activities
Empathy	Understand and appreciate other's perspectives and feelings.	• Help students understand other's perspective through story telling • Teach understanding other's feelings through poems, literature, puppets and flash cards
	Demonstrate empathy through words and actions.	• Praise child's empathetic behavior • Play emotion charades with children
	Practice responding with kindness and compassion.	• Model positive actions for children (clapping, console, encouragement, incentives,

		texture/ colored and texture stars in copy or on face) • Encourage them to treat each other with respect (Role play, situational play)
Diversity and Inclusion	Appreciate and respect cultural and individual differences.	• Discuss family heritage with students (show clips, flash cards, listening to stories) • Introduce with minorities in classroom
	Promote inclusive behaviors and attitudes.	• Teach them to wish important events to minorities • Design activities to promote mutual respect, check and stop bullying, invigilation through school prefects.
	Celebrate multiculturalism within the community.	• Identify cultural differences in term of dress, food, local events, language, (Exhibition, songs, video clips) • Promote "Pakistan". We are different but we are same (activities, videos)
Community and Citizenship	Understand the roles and responsibilities within a community.	• Help understand different relationships in family • Dressing for professions (chef, doctor, police, engineer, farmer etc.) • Pay attention to personal hygiene to make others feel comfortable (parent's counseling, practice and reminder)
	Participate in activities that benefit the community.	• Clean up classroom or school ground • Volunteer to help a peer
	Recognize the value of helping others and contributing positively.	• Encourage sharing and helping others • Praise and reward acts of kindness

Module 3 Social- Awareness (High Ability Group)		
	Learning Experience	Activities
Empathy	Understand and appreciate other's perspectives and feelings.	• Show/tell the students about characters in different situations and ask how they might be feeling • Engage students in role playing and drama activities
	Demonstrate empathy through words and actions.	• Let them observe the body language of others and guess how they might be feeling • Let them choose an emotion and brainstorm what they might say if they feel so
	Practice responding with kindness and compassion.	• Model and acknowledge kindness • Engage children in helping people in need (give positive and negative feedback)
Diversity and Inclusion	Appreciate and respect cultural and individual differences.	• Teach them relationship between culture and geography by using glob • Arrange dramatic play to help children learn about different cultures
	Promote inclusive behaviors and attitudes.	• Make diverse groups of students to cooperate with and facilitate each other • Teach how to be friend with angry peers
	Celebrate multiculturalism within the community.	• Exchange cultural items with peers from different culture • Organize multicultural day
Community and Citizenship	Understand the roles and responsibilities within a community.	• Help children understand how to behave in different communities (home, school) • Dressing for professions • Teach the importance of respect, love and kindness in community
	Participate in activities that benefit the community.	• Organize a recycling day in class • Food volunteering/ Tree plantation • Learn first aid, evacuation,

		CPR (cardio-pulmonary resuscitation)
	Recognize the value of helping others and contributing positively.	• Provide opportunity for taking responsibility for wellbeing of community • Speech on the importance of helping others • Helping peers, special persons and senior citizens.

Module 4: Relationship Skills

Objectives

- I. Communication:
 - Develop effective verbal and non-verbal communication skills.
 - Practice active listening and respectful dialogue.
 - Improve clarity and empathy in communication.
- II. Conflict Resolution:
 - Identify sources of conflict in various situations.
 - Learn and apply strategies for peaceful conflict resolution.
 - Develop skills to mediate and resolve disputes amicably.
- III. Teamwork and Cooperation:
 - Understanding the importance of working collaboratively.
 - Learn roles and responsibilities in team setting.
 - Foster a spirit of cooperation and mutual support.

Key components and topics to introduce in guidelines

- I. Social Communication Skills:
 - Verbal and non-verbal communication skills.
 - Active listening techniques.

(Note: In case of limited language ability expressive language skills can be included)

- II. Conflict Resolution:
 - Identifying conflict.
 - Strategies for resolving conflicts peacefully.
- III. Teamwork and Cooperation:
 - Importance of working with others.
 - Roles and responsibilities in group settings.

Module 4 Relationship Skills (Low Ability Group)		
	Learning Experience	Activities
Communication	Develop effective verbal and non-verbal communication skills.	• Sing/show video of nursery rhymes • Play “Greetings” game(role play, visual schedules)
	Practice active listening and respectful dialogue.	• Listen to someone, give feedback and wait for your turn to speak • Acting on dialogues
	Improve clarity and empathy in communication.	• Encourage to give honest and clear opinions • Pretend to talk to your father, teacher or friend on telephone
Conflict resolution	Identify sources of conflict in various situations (classroom, community, among generations)	• Reflect what makes your mom, teacher or peer angry with you • Identify apple of discord in various situations (analysis of situation)
	Learn and apply strategies for peaceful conflict resolution.	• Give the child freedom of choice and let them decide on the best choice • Encourage to use “I” statements
	Develop skills to mediate and resolve disputes amicably.	• Decide between two peers voluntarily • Present alternatives to solve dispute
Teamwork and cooperation	Understanding the importance of working collaboratively.	• Compare assignments done separately and collaboratively • Tell stories with moral lessons
	Learn roles and responsibilities in team setting.	• Play “Balloon train” and give moral lesson • Practice a collaborative venture
	Foster a spirit of cooperation and mutual support.	• Encourage mutual support among students • Give titles (student of the week, star of the day etc.) and incentives on being cooperative

Module 4	Relationship Skills	(High Ability Group)
	Learning Experience	Activities
Communication	Develop effective verbal and non-verbal communication skills.	• Telephone calls/ role play • Theatre, speeches, debates
	Practice active listening and respectful dialogue.	• Give speaker attention and provide feedback • Improve respectful vocabulary
	Improve clarity and empathy in communication.	• Practice public speaking • Practice being concrete, abstract and concise.
Conflict resolution	Identify sources of conflict in various situations.	• Identify the actual reasons of conflict and talk them out • Teach being flexible to avoid dispute (use words or gestures for ok, right, but)
	Learn and apply strategies for peaceful conflict resolution.	• Focus on behavior rather than blame • Stop, calm down and rethink
	Develop skills to mediate and resolve disputes amicably.	• Teach children to be diplomatic between two peers • Role play as mediator
Teamwork and cooperation	Understanding the importance of working collaboratively.	• Give concept of sharing success • Ask them to reflect on benefits of collaborative work • (give positive and negative feedback, use tactile stars, prompting)
	Learn roles and responsibilities in team setting.	• Give concept of right person for right job through discussion • Practice a collaborative venture in classroom
	Foster a spirit of cooperation and mutual support.	• Engage students in group assignments • Make a team and engage students in organizing an event

Module 5: Responsible Decision Making

Objectives

- I. Problem Solving:
 - Learn a step-by-step approach to effective problem solving.
 - Enhance critical thinking and decision making skills.
 - Apply problem-solving techniques in real life situation.
- II. Ethical Responsibility:
 - Understand concepts of right and wrong.
 - Make decision and reflect ethical values and integrity.
 - Consider the impact of decision on self and others.
- III. Consequences and Accountability:
 - Recognize the consequences of actions and decisions.
 - Take responsibility for personal choices.
 - Develop a sense of accountability and follow through.

Key Components and Topics to introduce in guidelines

- I. Problem Solving:
 - Steps to effective problem solving.
 - Critical thinking skills.
- II. Ethical Responsibility:
 - Understanding right vs. wrong.
 - Making decisions that positively impact others.
- III. Consequences and Accountability:
 - Recognizing consequences of actions.
 - Taking responsibility for decisions.

Module 5	Responsible Decision	Making (Low Ability Group)
	Learning Experience	Activities
Problem solving	Learn a step-by-step approach to effective problem solving.	• Give the reason to decide something (Eat food right now because warm food is more delicious)
	Enhance critical thinking and decision making skills	• Make children compare a decision with previous one (Last time these pants were not easy for a walk)
	Apply problem-solving techniques in real life situation.	• Teach them who to ask for support (bottom up technique) • Encourage trial and error learning habits in students
Ethical responsibility	Understand concepts of right and wrong.	• List the things that bring you praise and things that cause

		embrace
	Make decision and reflect ethical values and integrity	Return other child's belongings after use with permission
	Consider the impact of decision on self and others.	Discuss what can happen as result of certain decision
Consequences and accountability	Recognize the consequences of actions and decisions.	- Use imagination and evaluate results of decision - Matching, aiming, following instructions
	Take responsibility for personal choices.	- Think if there is no option to change decision - Learning through video clips, story-telling, picture story
	Develop a sense of accountability and follow through.	Teach the concept of accountability and compensation

Module 5	Responsible Decision	Making (High Ability Group)
	Learning Experience	Activities
Problem solving	Learn a step-by-step approach to effective problem solving.	1. Identify the problem 2. Gather information 3. Get the right people involved 4. Weigh the evidence 5. Commit and take action 6. Review your decision
	Enhance critical thinking and decision making skills	- Estimate the results of your decision - Consider alternatives
	Apply problem-solving techniques in real life situation.	- Create a situation in which these techniques are applicable - Encourage trial and error learning habits in students
Ethical responsibility	Understand concepts of right and wrong.	Consider how your decision impact others
	Make decision and reflect ethical values and integrity	- Consider values while deciding - Narrate stories and examples (use pictures and videos)
	Consider the impact of	Write down positive and

	decision on self and others.	negative aspects of your decision
Consequences and accountability	Recognize the consequences of actions and decisions.	• Be ready for unexpected results
	Take responsibility for personal choices.	• Think there is no choice to change the decision
	Develop a sense of accountability and follow through.	• Take ownership of your decision • Teach the concept of compensation

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Appendix

Social Emotional Skills Baseline Assessment Chart

(Monthly Evaluation)

Academic Session ()

Student Name: _____	Class/Grade: _____
Assessment Month: _____	Evaluator Name Designation: _____
Group: 1. High ability <input style="width: 30px; height: 15px;" type="checkbox"/> 2. Low ability <input style="width: 30px; height: 15px;" type="checkbox"/>	Initial: <input style="width: 30px; height: 15px;" type="checkbox"/> Ongoing: <input style="width: 30px; height: 15px;" type="checkbox"/>

Social Emotional Skills alongwith Rating Scale									
Sr #	Behavior/Skills			Rating Scale					
	Main components of SEL	Sub-components of SEL	Behavior/Skills	1	2	3	4	5	
	Self Awareness								
1		Emotions	Child can identify and label a fair range of emotions according to age.						
2			Child can understand what causes and follows different emotions.						
3			Child has age appropriate vocabulary to express feelings accurately.						
4		Self-Reflection	Child can recognize personal strengths and areas for growth according to age.						
5			Child can relate to values and beliefs to better understand self.						
6			Child uses self-reflection practices on regular basis.						
7		Self-Confidence	Child can reflect positive self-image and self-esteem according to age.						
8			Child can celebrates individual uniqueness and personal achievements.						
9			Child can use self-affirmation practice and positive thinking						

			according to age.					
	Self Management							
1			Child is learning age appropriate strategies to manage strong emotions effectively.					
2			Child can identify personal emotional triggers and responses according to age.					
3			Child can practice techniques such as deep breathing and mindfulness.					
4			Child can set own achievable personal goals in various situations.					
5			Child uses different management strategies to meet goals.					
6			Child can monitor and celebrate progress towards goals.					
7			Child can identify sources of stress and their negative impact on health according to age.					
8			Child can learn and practice stress-reduction techniques.					
9			Child can recognize the importance of healthy habits like sleep and nutrition.					
	Social Awareness							
1		Empathy	Child can understand and appreciate other's perspectives and feelings.					
2			Child can demonstrate empathy through words or actions.					
3								
4			Child practices responding with kindness and compassion.					
5		Diversity and inclusion	Child can understand and respect individual differences.					
6			Child practices inclusive behaviors and attitudes e.g. helping.					
7			Child can understand about other cultures within the community.					
8		Community and citizenship	Child can understand own roles and responsibilities in school and at home.					

9			Child participates in activities that benefit the siblings, peers and community.					
10			Child can recognize the value of helping others and positive contributions.					
	Relationship Skills							
1		Communication	Child uses verbal and non-verbal communication skills effectively.					
2			Child practices active listening skills and engages in respectful dialogue.					
3			Child exhibits clarity and empathy in communication.					
4		Conflict Resolution	Child can identify sources of conflict in various situations.					
5			Child can learn and apply strategies for peaceful conflict resolution.					
6			Child has age appropriate skills to mediate and resolve disputes amicably.					
7		Team work and Cooperation	Child can understand the importance of working collaboratively.					
8			Child can learn roles and responsibilities in team setting.					
9			Child has a spirit of cooperation and mutual support.					
	Responsible Decision Making							
1		Problem Solving	Child has learnt a step-by-step approach to effective problem solving according to age.					
2			Child practices critical thinking and decision making skills according to age.					
3			Child can apply problem-solving techniques in real life situation.					
4		Ethical Responsibility	Child is familiar with the concepts of right and wrong.					
5			Child reflects empathy and integrity while making decisions in real life situation.					
6			Child often consider the impact of					

			decision on self and others.					
7		Consequences and Accountability	Child can recognize the consequences of actions and decisions.					
8			Child take responsibility for personal choices.					
9			Child understands concepts of accountability and follow through.					

Key for Rating Scale

- 1 - **Very poor** (Does not show the skill; requires ongoing, intensive support)
- 2 – **Poor** (Rarely shows the skill; needs regular support or intervention)
- 3 – **Fair** (Sometimes shows the skill; may need occasional support or reminders)
- 4 – **Good** (Often shows appropriate SEL skills with little support)
- 5 – **Excellent** (Consistently demonstrates strong SEL skills; serves as a role model)

Notes / Observations if Any:

Additional Notes

Accommodations or Modifications Used: _____

Behavioral Observations: _____

Parent/Guardian Input (if applicable): _____

Interventions or Supports Provided: _____

Summary & Recommendations:

Overall Progress: _____

Strengths of the Child: _____

Areas Needing Support: _____

Action Plan for Next Month: _____

Class Teacher:

Signature & Stamp

Psychologist:

Signature & Stamp