California Transformative Social and Emotional Learning (T-SEL) Competencies

# Self-Management: Adult

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| Identity | A | Adults use a variety of culturally relevant practices to harness and regulate their emotions toward productive goals in contextually appropriate ways. Adults continuously work toward regulating strong and conflicting emotions and at sustaining joy. 2.A.5 |
| | B | Adults observe and proactively manage stress by choosing appropriate stress management and self-care strategies that support their well-being. Adults identify and advocate for change when dysfunctional structures or unrealistic expectations are contributing to unmanageable stress. 2.B.5 |
| | C | Adults understand the science of adversity, how it interacts with systems of injustice, and the implications for supporting equitable student growth and development. Adults reflect on their own experiences of adversity and work to cultivate personal and collective resilience and a sense of hope in the learning environment and community. 2.C.5 |
| Belonging | D | Adults can receive and provide specific, contextually, and culturally appropriate constructive feedback. They listen to feedback from supervisors, peers, families, and students without defensiveness, assessing necessary changes and taking action to promote improvement. 2.D.5 |
| | E | Adults model the process of determining, expressing, and enforcing their own healthy boundaries. Adults respect others' physical, social, emotional, and cultural boundaries. 2.E.5 |
| Agency | F | Adults identify and articulate individual goals and demonstrate a variety of strategies to reach them. Adults model ways to work individually and collectively toward a common goal including using strategies such as establishing SMARTE goals. 2.F.5 |
| | G | Adults model strategies to identify their personal goals, evaluate their successes, modify their plans, and keep themselves motivated. Adults understand "paying attention" may look different based on culture and other aspects of student identity, including neurodiversity. 2.G.5 |
| | H | Adults model time management and organizational skills for their lives inside and outside of the learning environment. 2.H.5 |