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

Self-Management: Late Elementary

Identity	A	Students practice self-monitoring and harness and express their emotions in authentic and constructive ways by identifying, articulating, and using emotional regulation strategies that work for them. Students use diverse strategies to express themselves effectively in different social and cultural contexts. 2.A.2
	B	Students know and use simple stress management practices. Students engage in mental and physical health promoting activities in ways that are within their control. 2.B.2
	C	Students describe different types of adversity and what they can learn from others' stories of overcoming difficult experiences, resilience, and remaining hopeful in the face of challenges (e.g., current and historical characters). 2.C.2
Belonging	D	Students welcome constructive feedback and understand and use varied strategies to give feedback to peers. 2.D.2
	E	Students perceive social cues and resist impulses in order to maintain the explicit or implied emotional and physical boundaries of others. 2.E.2
Agency	F	Students identify short- and longer-term personal and collective goals that are meaningful to them and demonstrate strategies that work for them to achieve those goals. 2.F.2
	G	Students use personally relevant strategies, like self-talk, to get and stay motivated. Students can identify distractions and know and apply simple solutions to overcome them. 2.G.2
	H	Students practice managing their own time, organizing their materials, and gathering what is needed for a task or activity. 2.H.2