



 Satchel Pulse

Skills development in Illinois schools

Developmental stages

Skills have developmental stages like all learning. This document shows the developmental stages in the skills that have been used to base all the Satchel Pulse written content within the product.

The developmental steps are

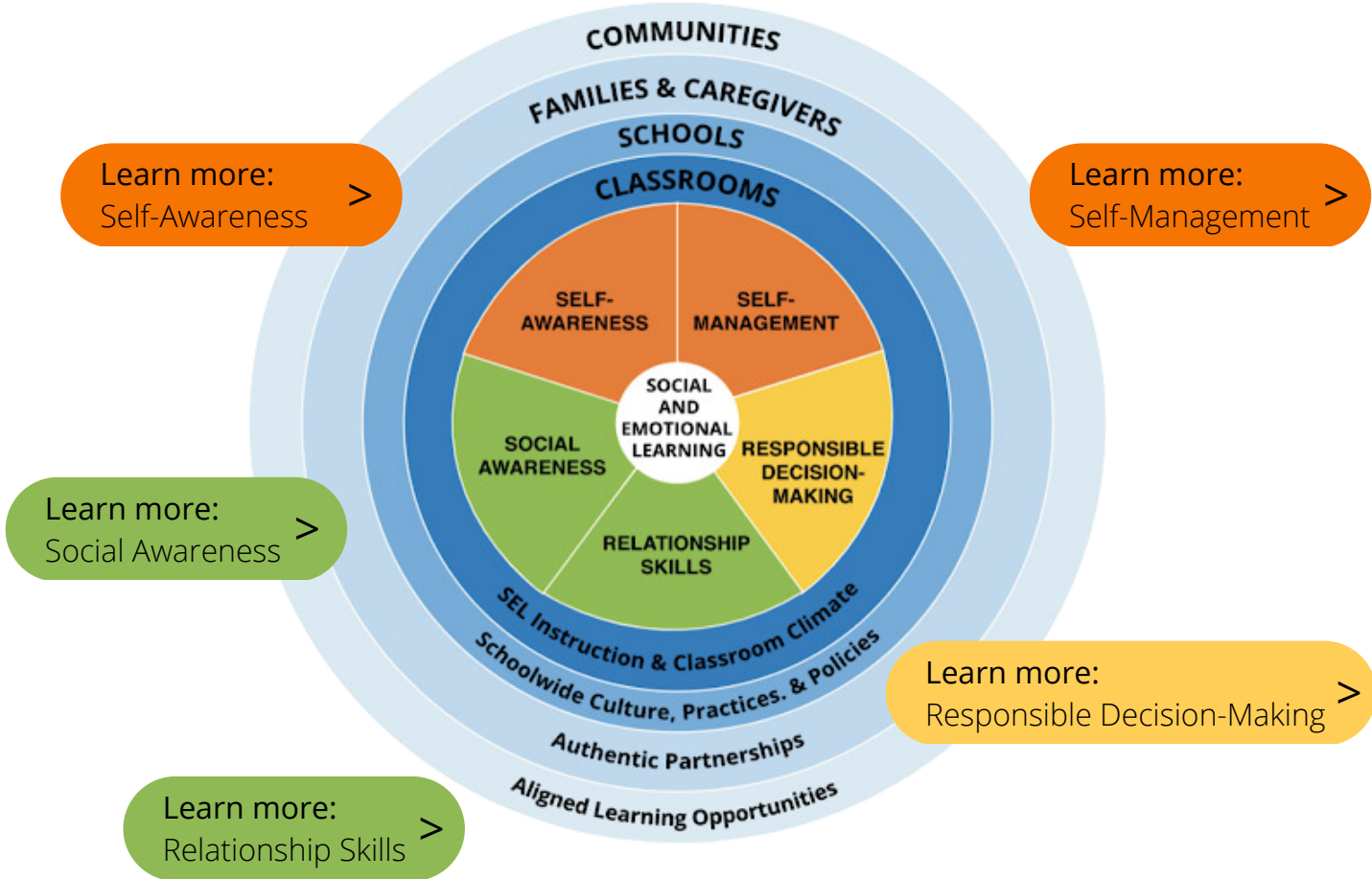
Early Elementary
Grades K-2

Elementary
Grades 3-5

Middle
Grades 6-8

High
Grades 9-12

Satchel Pulse Skills Program is closely aligned to the CASEL competencies and each competency is divided into specific skills for that competency.



Source: The CASEL Framework Wheel

Self-Awareness

	Early Elementary	Elementary	Middle	High
Identifying emotions	With adult assistance, recognize, identify, and name emotions, feelings, and thoughts.	Explain and express different emotions.	Evaluate emotions in scenarios and identify emotions and feelings that help or hinder the ability to problem-solve.	Analyze how emotions can trigger behaviors in different contexts and evaluate the effectiveness of their actions based on emotions.
Accurate self-perception	With adult assistance, recognize themselves as an individual with skills and abilities.	Identify how they feel or what they think about the values, assets, and beliefs of their culture(s).	Recognize their perspectives, values, and assets, as well as understanding that those values are part of their culture and the benefits these bring to the community.	Identify how their perspective affects interactions with others, especially those who are from different cultures and live with different experiences.
Self-confidence	With adult assistance, name interests and what is unique about themselves.	Identify their personal interests and unique voice.	Reflect on how the challenges they face and the attitudes they hold can influence their interests, collective identity with their culture, and their ability to achieve.	Identify the SEL skills and assets required to enter specific adult roles such as romantic partner, worker, or leader, and assess strength and growth opportunities necessary to prepare accordingly.
Recognizing strengths	With adult assistance, name their own strengths.	Define strengths and identify their own strengths.	Identify and explore opportunities to develop personal strengths (including unique cultural and language assets) and identify how they influence aspirations.	Demonstrate a clear understanding of personal strengths and assets to support achievement of personal goals and aspirations.
Self-efficacy	With adult assistance, understand how attitude affects goals.	Evaluate how attitudes affect goals.	Learn and apply strategies that will help them achieve their goals.	Develop a variety of strategies to meet goals, taking into account cultural values and traditions, and assessing how their attitude negatively or positively affects meeting their goals.

Self-Management

	Early Elementary	Elementary	Middle	High
Self-motivation	With adult assistance, Identify motivations.	Identify and practice strategies to stay motivated and remain on task.	Evaluate self-motivation in and out of school and develop and practice strategies for staying motivated.	Develop and practice strategies to stay motivated, offer advice to others on how to stay motivated, and analyze how motivation differs across individuals.
Stress management	With adult assistance, recognize when feeling stressed and be able to demonstrate ways to remain in control.	Identify, select, and practice specific self-management skills to maintain self-control.	Demonstrate the ability to reflect on the effectiveness of strategies used to manage emotions, thoughts, impulses, transitions, and stress.	Gauge the feelings and emotions of others and adapt their behavior by using multiple strategies to manage their feelings and emotions.
Goal setting	With adult assistance, identify personal, school, and family goals.	Identify and set personal, school, and family goals, and describe the difference between growth and fixed mindset and reflect on growth or fixed mindset.	Identify and plan how to meet personal, school, and family goals in a variety of ways and adjust thoughts to reflect a growth mindset when meeting a goal or experiencing a challenge.	Reflect on progress toward achieving goals and make revisions needed to address growth and building on their strengths Demonstrate the ability to analyze, critically think about, and understand the attitudes they hold that contribute to their development of growth or fixed mindsets while dealing with challenges or meeting goals.
Impulse control	With adult assistance, recognize different emotions in themselves and be able to demonstrate ways to control their impulses.	Explain and describe different emotions and describe physical symptoms of emotions and apply regulation strategies.	Evaluate the impact of overwhelming emotions on the body and evaluate and apply strategies.	Evaluate consequences of emotions and make predictions of feelings that would come up in a variety of scenarios (i.e. being wrongly accused of something). Practice feeling negative emotions without blame, withdrawal, or aggression.
Self-discipline	With adult assistance, demonstrate ways to wait, follow instructions, and stick at tasks even when they are hard.	Identify how school-wide expectations and responsibilities promote a safe and productive environment.	Demonstrate the ability to respond to classroom and schoolwide rules to self-regulate behavior.	Demonstrate the ability to analyze and adjust their role in affirming or challenging school and community rules and expectations.
Organization skills	With adult assistance, identify helpful organization tools.	Explain how organization helps.	Determine ways that organization supports personal goals and apply a few organizational strategies.	Evaluate organization across contexts and apply it to outside of school.

Responsible Decision-Making

	Early Elementary	Elementary	Middle	High
Analyzing situations	With adult assistance, acknowledge consequences for behavior.	Identify connections between behaviors and outcomes and understand that choices are influenced by potential consequences.	Explain personal responsibility for outcomes that arise from their behavior.	Analyze short and long term outcomes of all behaviors and evaluate how responsible decision-making improves outcomes.
Outcome evaluations	With adult assistance, identify possible solutions and identify pros and cons of solutions.	Identify possible solutions, select and implement, and reflect on the outcomes of the solutions.	Evaluate solutions in relation to resources, situations, and personal values.	Identify and analyze challenges, consider external perspectives (gender, culture, etc.), employ cultural storytelling to understand context, and determine potential solutions.
Identifying and solving problems	With adult assistance, understands problems and solutions.	Follow routines and identify ideas to solve problems.	Demonstrate the ability to draw on multiple views to inform decision-making and problem-solving approaches.	Demonstrate problem-solving and decision-making skills that use multiple viewpoints.
Personal reflection	With adult assistance, identify good and bad choices.	Make a connections to the good and bad choices they have made.	Reflect on how their experiences impact their decisions and use their experiences to make the best choice.	Analyze and evaluate good and bad choices across different contexts and explore ways that our choices have short-term and long-term impact.
Ethical responsibility	With adult assistance, identify and discuss the importance of rules.	Identify examples of ethical behaviors in stories.	Understand that an individual is responsible for their behavior and recognize the impact of unethical or destructive behavior on family, friends, and loved ones.	Describe the value of resisting peer pressure or other destructive behaviors that causes social and emotional harm to self and others.

Relationship Skills

	Early Elementary	Elementary	Middle	High
Communication	With adult assistance, demonstrates clear communication with adults and peers and be able to listen well.	Identify similarities and differences in verbal and non-verbal communication between and within a variety of cultural and social groups.	Identify how communication and cultural variables can influence understanding or misunderstanding.	Evaluate strategies for engaging in non-verbal and verbal communication across multiple cultures.
Teamwork	With adult assistance, identifies and demonstrates what are good ways to work with others on a team.	Identify what makes a good teammate and practice being a good teammate.	Determine strategies for collaborating with peers and adults and evaluate and apply effective strategies for collaboration.	Demonstrate strategies for collaborating with peers, adults, and others in the community and evaluate strategies across different contexts.
Social engagement	With adult assistance, recognizes ways to get along with others positively.	Identify issues and name resources to promote group effectiveness and interaction.	Participate in a group activity with a variety of social groups both in and out of school.	Evaluate personal contributions to group effectiveness and adjust my behavior accordingly.
Relationship building	With adult assistance, name ways to be a good friend and know how to make friends and positive relationships with others.	Demonstrate the ability to choose constructive friendships.	Engage in positive activities with peers and demonstrate the ability to nurture constructive friendships.	Practice strategies for engaging and maintaining constructive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness).

Social Awareness

	Early Elementary	Elementary	Middle	High
Empathy	With adult assistance, identify the emotions and perspectives of others.	Identify verbal, physical, and situational cues that affect how others may feel.	Differentiate the factual and emotional content of what a person communicates.	Reflect on the emotional impact people have on each other and demonstrate the ability to adapt responses accordingly.
Perspective taking	With adult assistance, recognize that there is more than their perspective.	Identify how individual backgrounds and experiences can result in varied responses to situations.	Identify the possible reasons for peer responses to situations and can practice perspective taking.	Evaluate how their response to a situation might affect others and can make adaptations that are influenced by understanding the cultural stories and backgrounds of others.
Respect for others	With adult assistance, understand that being kind and polite are respectful.	Demonstrate respect for others and their belongings.	Explain the importance of respecting others and their belongings and reflect.	Analyze how showing respect for others can vary in different contexts and situations.
Diversity awareness	With adult assistance, recognize their unique qualities that relate to their culture/heritage and name differences between their culture/heritage and that of others.	Identify similarities and differences in customs and traditions between and within cultures.	Recognize and validate that others have and practice different customs.	Analyze social situations and show awareness that others' responses are influenced by different customs and traditions they hold.

References

Illinois Social/Emotional Learning Standards - Performance Descriptors K-5 and 6-12

- [Performance Descriptors for Social Emotional Learning, Grades 1-5](#)
- [Performance Descriptors for Social Emotional Learning, Grades 6-12](#)

Washington Office of Superintendent of Public Instruction - Social Emotional Learning: Standards, Benchmarks, and Indicators

- [Social Emotional Learning Standards, Benchmarks and Indicators](#)

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“ The reason we chose Satchel Pulse was because of the **rubric, the SEL resources, the quickness of the product and your team** always answering our questions.
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“ Satchel Pulse provides an **efficient assessment** that has **powerful levers** to inform your support system. I'm impressed with how **efficient** it is with regard to time and resources.
Hillsboro School District ”

“ We've **never had anything quite like** Satchel Pulse. I think they are **groundbreakers** by providing both SEL screeners and interventions... That is **very unique**.
Dodge County Schools ”



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