

The Lincoln Early Childhood Center team created a reference card to connect their school-wide expectations and definitions with NJ's Social and Emotional Learning Competencies.

SOCIAL EMOTIONAL LEARNING (SEL) THE OF PBIS

Be Safe

Students are expected to take care of themselves and others by following safety rules and making choices that protect everyone's well-being. This includes staying in designated areas, using materials appropriately, and following adult directions promptly.

Safe behavior stems from **SELF-AWARENESS**, which involves recognizing, labeling and managing one's emotions, thoughts, and actions. By understanding how these influence behavior and acknowledging personal strengths and limitations, students can make safe choices. Building self-confidence further supports safe decision-making and effective handling of daily challenges.

Socially **RESPONSIBLE DECISION MAKING** helps students stay safe by following rules, making expected (bucket filling) choices, and caring for others. It means solving problems, thinking carefully, and understanding how actions have consequences. Students learn to be curious, respectful, and responsible while supporting their community. By doing this, they create a safe and positive environment for everyone.

Be Kind

Kindness is at the heart of our school community. We encourage students to treat others with respect, empathy, and compassion. Being kind involves using polite language, helping peers, and resolving conflicts peacefully.

SOCIAL AWARENESS is integral to kindness, as it involves understanding others' feelings, perspectives, and cultural differences. Recognizing diversity, showing respect for differing viewpoints, and adapting to social expectations foster empathy, inclusivity, and thoughtful interactions, forming the basis of kind relationships.

RELATIONSHIP SKILLS support kindness by fostering healthy connections through positive communication, conflict resolution, and resisting negative influences. Seeking help when needed shows empathy and care, promoting supportive and compassionate relationships.

Be Responsible

When we are responsible other people can depend on us, we follow through on our agreements, we own our words and actions and accept the consequences of our actions.

To support **RESPONSIBLE DECISION MAKING** in students, it is important to remind them of directions regularly and provide visual aids for tasks such as unpacking and packing up. Clear communication of expectations helps students understand what is required of them, while modeling real-life examples during lessons ensures they can connect classroom learning to practical applications.

In order to encourage **SELF-MANAGEMENT**, build planning and organizational skills. Encourage students to create consistent routines and break goals into manageable steps with realistic deadlines. Teach them to adapt plans as needed and view mistakes as learning opportunities through positive self-talk and problem-solving. Model self-advocacy by demonstrating how to voice needs and seek support, helping students develop confidence and resilience in achieving their goals.