

LIFE SKILLS PROGRAM

FOR PREVENTION &
RESTORATIVE DIVERSION



ALIGNED STANDARDS
& COMPETENCIES



dynamicfamily
solutions

Table of Contents

ASCA Counselor Standards

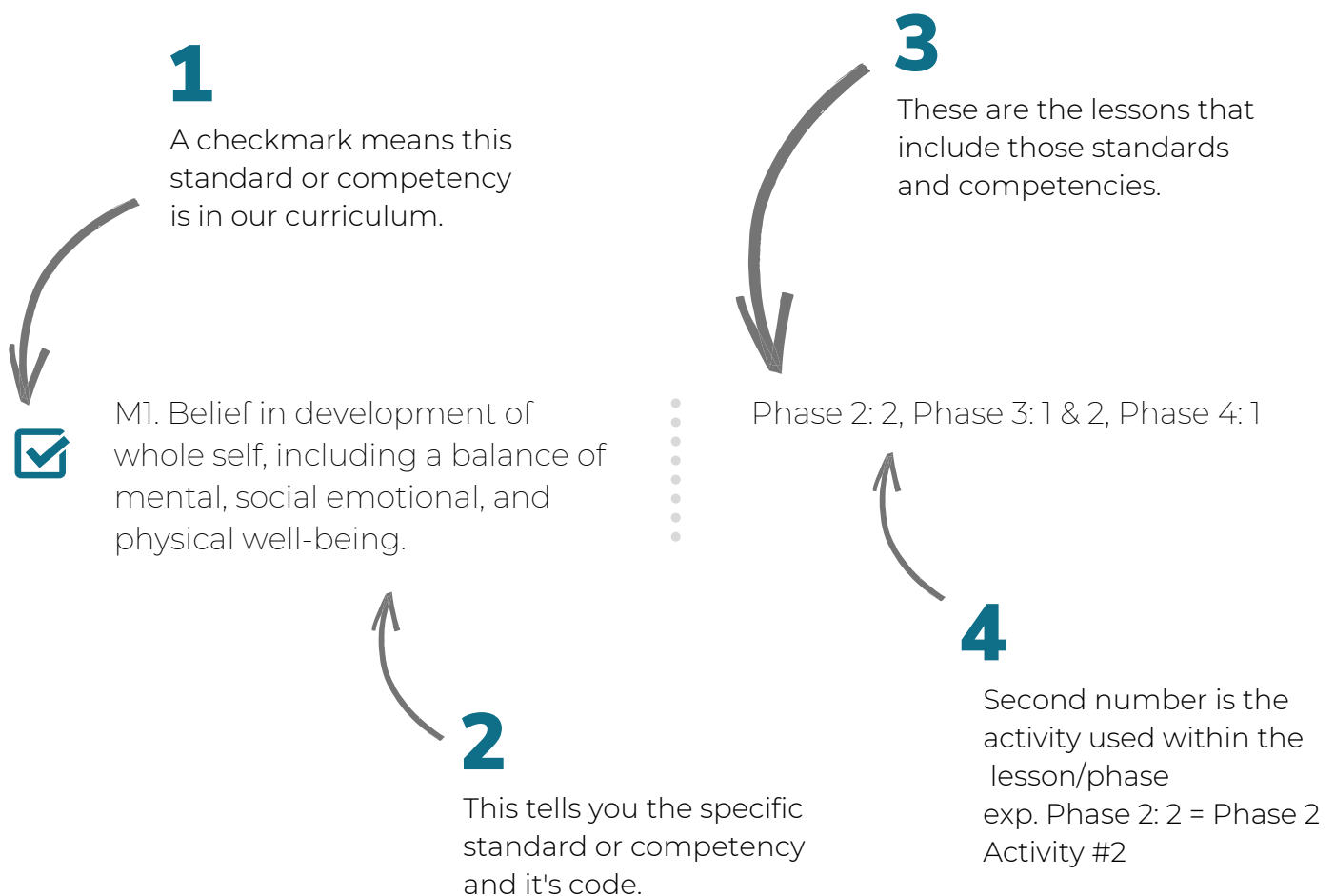
Behavior Standards

Learning Strategies.....	03
Self Management Skills.....	04
Social Skills.....	05

SEL Social Emotional Competencies

Emotional Development.....	06
Self Concept.....	07
Social Competence.....	08-09

Key: How to Read This



Behavior Standards

66%

These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. They're grouped into three subcategories: Learning Strategies, Self-Management Skills & Social Skills.

Learning Strategies: 8 of 10

<input checked="" type="checkbox"/>	Demonstrate critical thinking skills to make informed decisions	Session 1: 3 & Session 2: 1, Session 5: 3
<input checked="" type="checkbox"/>	Demonstrate creativity	Session 3: 2 & 3, Session 4: 3
<input checked="" type="checkbox"/>	Use time management, organizational and study skills	Session 1: 3
<input checked="" type="checkbox"/>	Apply self-directed learning skills	Session 4: 3
	Apply media and technology skills	
<input checked="" type="checkbox"/>	Set high standards of quality	Session 5: 1 & 3
<input checked="" type="checkbox"/>	Identify short & long-term academic, career & social/emotional goals	Session 3: 1
<input checked="" type="checkbox"/>	Actively engage in challenging coursework	Session 1: 3
<input checked="" type="checkbox"/>	Conduct research & gather evidence to make informed decisions	Session 1: 3 & Session 2: 2
	Participate in enrichment and extracurricular activities	

Self-Management Skills: 5 of 10



Demonstrate ability to assume responsibility

Session 5: 2



Demonstrate self-discipline and self control

Session 1: 2 & 3

Demonstrate ability to work independently



Demonstrate ability to delay immediate gratification for long-term rewards

Session 1: 2 & 3



Demonstrate perseverance to achieve long and short-term goals

Session 4: 2

Demonstrate ability to overcome barriers to learning

Demonstrate effective coping skills when faced with a problem

Demonstrate the ability to balance school, home & community activities

Demonstrate personal safety skills



Demonstrate ability to manage transitions and adapt to changing situations and responsibilities

Session 5: 1

Social Skills: 6 of 9



Use effective oral and written communication skills and listening skills

Session 3: 3



Create positive and supportive relationships with other students

Session 4: 3

Create relationships with adults that support success

Demonstrate empathy



Demonstrate ethical decision making and social responsibility

Session 1: 1 & 3



Use effective collaboration and cooperation skills

Session 4: 1

Use leadership and teamwork skills to work effectively in diverse teams



Demonstrate advocacy skills and ability to assert self, when necessary

Session 3: 2



Demonstrate social maturity and behaviors appropriate to the situation and environment

Session 3: 3

SEL - Social Emotional

SEL COMPETENCIES

54%

SEL equips young people to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Emotional Development: 3 of 6

	Recognize and label a variety of complex graded emotions in self and others.	
	Express their emotions in an appropriate and respectful manner in a variety of modalities	
✓	Identify what triggers a strong emotion and apply an appropriate calming or coping strategy to diffuse it	Session 2: 3
✓	Use organizational skills and strategies to work towards short-term personal and academic goals	Session 5: 3
✓	Provide support & encouragement to others through perspective taking, empathy and appreciation for diversity	Session 4: 3
	Recognize expressions of empathy in society and communities	

Self Concept: 4 of 5



Use optimism and a growth mindset to recognize strengths in self in order to describe and prioritize personal skills and interests they want to develop

Session 1: 3, Session 3: 1 & 3, Session 4: 3, Session 5: 3



Self reflect on their values and beliefs and how their behaviors relate to those values and beliefs

Session 3: 1



Identify how family and culture impact their thoughts and actions

Session 5: 3



Consistently set attainable, realistic goals, and persist until their goals are achieved

Session 5: 1 & 3

Identify successes and challenges, and how they can learn from them

Social Competence: 6 of 13

Learners will be able to show respect for other people's perspectives

Learners will be able to reflect how cross-cultural experiences can influence their ability to build positive relationships

Learners will be able to identify discrimination of individuals and groups based upon perceived differences

Learners will be able to recognize the emotional, physical, social, and other costs of negative relationships



Learners will be able to use active listening and assertive, clear communication when expressing thoughts and ideas

Session 3: 2, Session 4:3



Learners will be able to recognize and respond appropriately to constructive feedback

Session 4: 3



Learners will be able to work cooperatively and productively in a group and overcome set backs and disagreements

Session 2: 2

Social Competence Continued: 6 of 13

Learners will be able to apply negotiation skills and conflict resolution skills to resolve differences



Learners will be able to generate a variety of solutions and outcomes to a problem with consideration of well-being for oneself and others

Session 2: 3

Learners will be able to identify how social norms for behavior vary across different settings and within different cultures

Learners will be able to identify the impact of their decisions on personal safety and relationships



Learners will be able to advocate for themselves

Session 3: 1 & 2, Session 4: 3
Session 5: 3



Learners will be able to, with adult guidance, create an action plan that addresses a need in the classroom, school, or community

Session 5: 3