



Mapping Assets for Social and Emotional Learning

Before planning and implementing social and emotional learning in your program, your team should assess student needs across all five skill domains: self-awareness, self-management, social awareness, relationship skills and responsible decision making. As part of the needs assessment process, you'll collect and analyze school- and student-level data as well as student voice data.

Use the table below to document needs assessment findings relevant to the five skill domains — and to the three practice frameworks described in the Y4Y Social and Emotional Learning course: positive youth development, mindfulness development and trauma-informed practice. Then brainstorm assets that could help your team meet the identified needs. Consider five categories of potential assets: individuals, community, institutions, businesses and sponsoring schools. Use the examples (in italics) to jump-start your thinking. Then plan ways to secure and utilize these assets.

Competency or Framework	Identified Need	Potential Assets	Action Plan
Self-Awareness	<i>Example: 70 percent of students who participated in a focus group about why they behave the way they do, demonstrated an inability to identify their emotions or make accurate self-perceptions.</i> •	<i>Business: A local mental health business offers a free strength-finder inventory for students.</i> •	1. 2.
Self-Management	<i>Example: Individual behavior reports indicate that 50 percent of students received disciplinary referrals due to fighting.</i> •	<i>Sponsoring school resource: Team sports at school can provide opportunities for students to participate in support activities focused on self-management.</i> •	1. 2.
Social Awareness	<i>Example: Teachers report that over 50 percent of students show disrespect to their peers and adults every day in class and in corridors.</i> •	<i>Individuals: The school support staff (custodial, secretarial, food service) have a demonstrated relationship with students and want to work with your program on strengthening positive student interaction with other adults.</i> •	1. 2.



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Relationship Skills	Example: School-day staff report that at least 70 percent of students struggle to work together as a team during project work. •	Institution: The local chamber of commerce can engage its members to do team-building workshops with students. •	1. 2.
Responsible Decision Making	Example: 10 percent of students surveyed indicated that they had used drugs and alcohol to cope with the recent death of a student. •	Community: A local mental health center can provide counselors to help students build coping skills. •	1. 2.
Mindfulness	Example: Teachers report that the overwhelming majority of students struggle to maintain attention or focus at least once a week.	Individuals: A local yoga teacher can conduct a weekly mindfulness class that teaches students strategies to maintain focus. •	1. 2.
Trauma	Example: 63 percent of students surveyed indicated they had experienced some form of trauma within the past three years. •	Community: Program staff and others can distribute information to families about local counseling and support groups available for free. •	1. 2.
Positive Youth Development	Example: 17 percent of students surveyed indicated they didn't have positive relationships with any adults other than family members. •	Sponsoring school resource: The school mentoring program coordinator can connect students with mentors during your program time. •	1. 2.

