

## Learning Standards

Illinois was among the first states in the nation to adopt social and emotional learning (SEL) standards for all Illinois school-aged students. That means, in addition to traditional academic work, children will now have additional opportunities to develop their social and emotional skills at school.

SEL is the way children become aware of, manage and appropriately express their emotions; make and meet personal goals; develop positive relationships; make good decisions; and become good citizens. SEL skills improve readiness and motivation to learn; encourage positive classroom behavior; improve academic performance; and encourage good physical and mental health. They safeguard against bullying, peer pressure and dangerous risk-taking behaviors. The Illinois State Board of Education has three broad base goals for all Illinois students.



**If you suspect that your child is not developing at an expected rate, or if he or she is acting out, having trouble in school or seems to be having other emotional or behavioral problems, seek additional support.**

**Contact your child's teacher, guidance counselor or school social worker. Consider calling your family physician or a counseling center in your community. For additional resources, visit the KAN-I HELP Information Network's website at [www.kan-i-help.org](http://www.kan-i-help.org).**

### GOAL 1

#### Developing self-awareness and self management skills

Knowing how to manage emotions and being able to express them constructively helps manage stress, control impulses and overcome obstacles in life. These include having the ability to accurately assess one's skills, abilities, likes and interests and being able to monitor one's own progress towards academic and personal goals.

### GOAL 2

#### Developing and maintaining positive relationships

Positive relationships with others are central to success in school and later in life. It requires one's ability to recognize the thoughts, feelings and perspectives of others and requires skills in cooperating and communicating respectfully and resolving conflicts constructively.

### GOAL 3

#### Demonstrating decision-making skills and responsible behaviors

Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others and contributing to the overall good of the community are essential to good citizenship. This goal requires the ability to accurately define what decisions need to be made, generate alternative solutions, anticipate the consequences and evaluate and learn from them.

**Each goal contains three standards with five benchmark levels that describe what students should know and be able to do in early elementary (grades K-3), late elementary (grades 4-5), middle/junior high (grades 6-8), early high school (grades 9-10), and late high school (grades 11-12).**

**To view the SEL standards in detail, visit the Illinois State Board of Education's website at [www.isbe.net](http://www.isbe.net).**

#### Resources

**Bright Futures:** National Center for Education in Maternal and Child's Health, Georgetown University's Public Policy Institute, visit [www.brightfutures.org](http://www.brightfutures.org).

**Center for Disease Control and Prevention Department of Health and Human Services,** visit [www.cdc.gov](http://www.cdc.gov).

**CASEL** (Collaborative for Academic, Social and Emotional Learning), Department of Psychology, University of Illinois at Chicago, visit [www.casel.org](http://www.casel.org).

**Illinois State Board of Education, Social and Emotional Learning Standards,** Springfield, Illinois, visit [www.isbe.net](http://www.isbe.net).

**Iroquois-Kankakee Regional Office of Education,** Kankakee, Illinois, visit [www.i-kan.org](http://www.i-kan.org).

**KAN-I HELP Information Network** – Serving residents of Kankakee and Iroquois Counties, visit [www.kan-i-help.org](http://www.kan-i-help.org).



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# Snapshots

Of Your Child's  
Social and Emotional  
Well-being

# Stairsteps to adulthood

**Monitor** –  
*Keep them safe*

**Mentor** –  
*Teach them to grow*

**Model** –  
*Show them  
by good example*



**As your child's first teacher**, there are things you can do to improve his or her chances for success at home, in school and in life. By understanding the stages of physical, mental and emotional growth, as well as having insights to your own social and emotional abilities, you will be better prepared to know what to expect as your child matures and when to recognize problems should they appear.

Though each stage of development is predictable, children grow at their own unique rates. Physical growth and emotional maturity are not the same thing. What you may consider problem behavior at one age, could be signs of normal, healthy development at another.

## Foster your child's chances for success

- Accept your child's unique personality and focus on his strengths.
- Never humiliate, mock or tell your child that she is bad.
- Support your child's interests, ideas and activities. Give him choices and respect his wishes.
- Help your child balance time for self and structured activities.
- Teach reasonable risks and safe limits and be aware of your child's activities inside and outside the home.
- Show love, affection and respect. Find ways to stay calm when angry and be willing to apologize when you are wrong.
- Praise good behavior, efforts and accomplishments and encourage sharing and helpful behavior.
- Set reasonable rules and consequences and follow-through for misbehavior. Don't make promises you cannot keep.
- Remind your child that she is unique and teach her to accept and respect other people's differences.

## Infancy - *The Future Starts Here*

Infancy (zero to about 11 months) is a time of exciting physical and emotional growth. Your baby will triple in weight, grow many inches and learn to sit up and stand. He may even take his first steps. Emotionally, he will develop bonds of love and trust with the people around him. The way you nurture him now lays the foundation for him to grow into a self-confident and active toddler.

Unlike the physical milestones your baby will achieve, social-emotional skills are not as easy to see. But when we learn to read our child's cues to understand what she may be thinking and feeling, we are supporting healthy development in all areas.

## Early Childhood – *The World Opens Up*

Early childhood (generally ages one to five) is a time of big changes for your child. At age one, he's still a baby in many ways, but by age three or four, he's ready for preschool. In these few years, your child's world will open up. He will begin to focus on adults and playmates outside of the family. His thinking abilities will grow and he will be able to use his imagination in play. He's beginning to have a sense of himself as a separate person and he will want to explore, be active and show his independence.

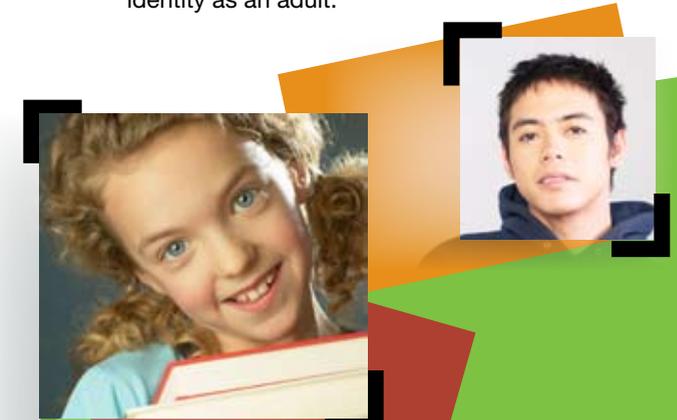
## Middle Childhood – *Venturing Beyond the Family*

Around the ages of 6 to 12, your child begins to move from the close and familiar world of family and friends. Your child will develop new relationships with peers, teachers, coaches, caregivers and others. Best friends are important at this age and the skills gained in these relationships contribute to the building blocks for healthy adult relationships.

## Adolescence – *The Journey from Childhood to Adulthood*

Between the ages of 12 and 21, your child will change in many ways. He will grow physically, mentally, emotionally and socially. He will begin to make his own decisions about many things and it will be important for you to help guide him and help him learn to make good choices.

There are three stages of adolescence: Early (around the ages of 12 to 14), middle (around the ages of 15 to 17) and late (from about age 18 to 21). In early adolescence, there is concern about appearance and body changes. Physical changes are most prominent during the early stage. Girls usually mature physically earlier than boys and by middle adolescence will have completed puberty. During late adolescence, most physical development will be completed and your child should start taking responsibility for his own health and well-being. He will develop the capacity for emotional intimacy and will focus on achieving independence and creating a sense of identity as an adult.



Snapshots