# SEL Survey Items

# Relationship Skills

Factor analyses showed that relationship skills clustered into two distinct groups: creating relationships, and the quality of relationships. The items measure openness, trust, support, and respect (e.g., treating one another politely and not blaming (e.g., asking “What can we learn?” rather than “Who is to blame?”)

## Student Items

* My friends and I enjoy sharing some interests, but also have some separate interests.
* I try to do my share when I am working or playing with another student.
* I feel like I am part of a team when I am working with other students.
* Sometimes I make fun of other people so I will fit in.
* I compliment others when they do something well.

## Staff Items

* Students are willing to get to know each other and be friends, even when they have diverse interests.
* Students contribute when working or playing with others.
* Students collaborate rather than compete when they are working together.
* Students treat one another politely and do not look for blame when something goes wrong on a group project.
* Students in this program have close relationships with adults and peers.
* Students in this program care about their friends and show interest in others.

## Parent Items

* My child enjoys working and playing with other children in the program who have different interests or different backgrounds.
* My child feels included in work or play with other children in the program.
* My child feels a loyalty to other children in the program.
* My child has learned to be patient with self and others while learning new things.

# Responsible Decision-Making

Responsible decision making is reflected in behaviors that show students think about consequences, plan ahead, and have a moral compass. Responsible decision making promotes academic engagement and behaviors that lead to academic success.

## Student Items

* When I don’t understand something, I ask questions and keep trying.
* Learning new things is fun.
* I care about getting good grades.
* I come to class with my homework finished.

## Staff Items

* In group activities, adults help students understand their roles.
* Students willingly help each other when working together.
* Students work well together and listen to each other’s ideas.
* Students keep trying when learning is difficult.
* I provide positive feedback on skill building even when a student gets an incorrect answer to a problem.
* Most students come to class with their homework completed.

## Parent Items

* My child cares about getting good grades.
* My child is able to complete homework on time.
* My child keeps trying when learning is difficult.
* My child is benefiting academically from this program.

# Social Awareness

Social awareness means that they are aware of the cultures, feeling, and beliefs of others. Diversity, Equity, and Inclusion fall under this heading.

## Student Items

* I feel like I fit in at my school.

## Staff Items

* There are clear ways for everyone to participate and have ownership.

## Parent item

* My child feels socially included in this program.

# Self Management

Self management is about being able to regulate their behaviors.

## Student Items

* I am usually in a good mood.
* I listen carefully to directions.
* If I don't understand something at first, I keep trying.
* I am easily distracted when doing my schoolwork.

## Staff Items

* Students are usually in good moods.
* Students listen and follow directions.
* Students in this program understand emotions and show empathy.

## Parent Items

* My child is usually in a good mood.
* My child has close relationships with adults and other children in this program.
* My child has a one-on-one relationships with a caring adult.

# Self Awareness

Self awareness includes being aware of their own emotions and how their emotions affect their behavior, knowing what they are good at and when additional effort will be required for success, knowing what they believe, and being able to set personal goals.

## Student Items

* I notice how my feelings affect how I act.
* I know what I am good at and what is hard for me.

## Staff Items

* Students are able to manage their emotions.

## Parent Items

* My child can effectively work towards goals they set.

# STEM Items

## Student Items

### Career Interest

* I would like to use creativity and innovation in my future work.
* I am good at fixing things.

### Enthusiasm for Challenge

* I am a problem-solver.
* I do well in math.

### Career Interest

* I would consider a career in science.

### Career Knowledge

* I am not sure what STEM career opportunities are.

### Health Science

* I would like to know more about careers in the health sciences.
* I would like more classes that teach me skills to prepare for health sciences.
* I am interested in a career that helps people stay healthy.