PAIRIN CURRICULUM GUIDE

Welcome to the PAIRIN curriculum guide! The main purpose of this document is to provide a blueprint for users and prospective users on:

(1) The philosophical foundations and goals upon which the PAIRIN curriculum was designed;
(2) The specific skills and competencies the PAIRIN curriculum addresses;
(3) How the PAIRIN curriculum fits in with other national initiatives;
(4) The foundational instructional practices “baked into” the PAIRIN curriculum;

and most importantly...

(5) How to most effectively implement the PAIRIN curriculum in your organization.

We hope you find all the answers to your questions inside. Jump on in!

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PAIRIN is committed to the development of caring, capable, clear-thinking citizens who value personal growth. While we strongly acknowledge the value of academic and technical knowledge, we at PAIRIN also believe in the equal importance of social and emotional or soft skills, those that will allow learners to best understand and advocate for themselves, engage effectively with others, and remain competitive in a complex, constantly changing workforce.

In addition to being equally important, these social and emotional skills can be gained in much the same way as more traditional academic or technical skills. Best practices, such as explicit instruction and repeated opportunities for practice, are equally applicable when learning soft skills. As such, many well-known, research-based instructional practices are embedded within the PAIRIN curriculum, including competency-based learning, backwards design, the gradual release of responsibility, and performance assessment.

These practices are distinctly reflective of a constructivist approach to learning. In a constructivist approach, emphasis is placed on the meaning made by the learner in the course of learning something new. The learner is active, questioning, applying, and reflecting throughout the learning process to create new understanding. New information and experiences are always contextualized and considered in terms of how they relate to previous understanding.

The PAIRIN curriculum is intended to provide learners with the necessary skills, knowledge, mindsets, and dispositions to thrive when faced with the unique challenges presented by today’s world. We do this through a combination of:

- Practical, transferable strategies
- Targeted, open-ended practice activities
- Social learning opportunities
- Deep, ongoing learner reflection, and
- Authentic assessment

Each of the 54 modules included in the PAIRIN curriculum addresses a different social-emotional or soft skill, breaking it apart into a concrete series of steps or strategies necessary to master the skill. Each step or strategy is presented with a brief overview as well as an opportunity for learners to practice that one discrete piece. At the end of each module, all the smaller pieces are put together for the learner to practice the larger skill as a whole. Learners are encouraged throughout the learning process to reflect upon or discuss how each strategy and skill is applicable within their own lives, as well as examples when they’ve used (or could have used) the skill. This is because personal relevance is of critical importance in motivating and guiding learners to develop and retain these skills over time.
WHY LEARN SOCIAL-EMOTIONAL OR SOFT SKILLS?

Learning social-emotional or soft skills has numerous benefits for learners, including improved academic achievement, preparation for a changing workforce and evolving employer skill preferences, a boost for the economy, and most importantly, a better life.

**Academic Achievement**

In the K12 education system, extensive research has shown that when students are provided with SEL instruction, they have achievement scores an average of 11 percentile points higher than students who are not. In addition, these same students showed a significant reduction in conduct problems, substance abuse, and emotional distress (Durlak et. al., 2011; Rimm-Kaufman & Hulleman, 2015; Schonert-Reichl & Weissberg; 2015; Sklad et. al., 2012; Taylor et. al., 2017).

**Changing Workforce**

In addition, these skills are becoming essential to success in a workforce that is rapidly changing. In recent decades, the number of manual and routine jobs has steadily declined within the United States in favor of more complex, non-routine forms of employment. The following graph illustrates this trend.

**Trends in Occupation Type**

(Adapted from Autor & Price, 2013)
Using data from the U.S. Department of Labor’s Occupational Information Network (O*NET), a database containing information on more than 950 occupations, the Pew Research Center and the Markle Foundation (2016) found that employment growth is highest in occupations requiring social and analytical skills, as opposed to physical skills, such as operating equipment.

Employment growth is more rapid in occupations requiring higher social or analytical skills

<table>
<thead>
<tr>
<th>% change in employment, 1980-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>All occupations</td>
</tr>
<tr>
<td>Occupations requiring higher levels of...</td>
</tr>
<tr>
<td>Social skills</td>
</tr>
<tr>
<td>Analytical skills</td>
</tr>
<tr>
<td>Physical skills</td>
</tr>
</tbody>
</table>

In addition, the World Economic Forum published a report looking at how the workforce is anticipated to change in the future. As part of that change, they looked at what skills will become increasingly more important to one’s success in the workforce over time, producing the list seen to the left (2016).

Recent studies project that technology may eliminate anywhere between 10 to 47 percent of jobs that currently exist (Arntz, Gregory, & Zierahn, 2016; Frey & Osborn, 2013).

Top 10 skills

<table>
<thead>
<tr>
<th>in 2020</th>
<th>in 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complex Problem Solving</td>
<td>1. Complex Problem Solving</td>
</tr>
<tr>
<td>2. Critical Thinking</td>
<td>2. Coordinating with Others</td>
</tr>
<tr>
<td>3. Creativity</td>
<td>3. People Management</td>
</tr>
<tr>
<td>4. People Management</td>
<td>4. Critical Thinking</td>
</tr>
<tr>
<td>5. Coordinating with Others</td>
<td>5. Negotiation</td>
</tr>
<tr>
<td>6. Emotional Intelligence</td>
<td>6. Quality Control</td>
</tr>
<tr>
<td>7. Judgment and Decision Making</td>
<td>7. Service Orientation</td>
</tr>
</tbody>
</table>

Source: Future of Jobs Report, World Economic Forum
Employer Skill Preferences

It follows that as the nature of the workforce changes, so too will employers’ preferences. Two national surveys showed that recent college graduates and prospective employers disagree sharply about the graduates’ readiness for the workplace. In the first survey, 59% of college graduates felt ready while only 23% of employers agreed (Hart Research Associates, 2015); in the second, 87% of graduates surveyed felt well-prepared, yet only 50% of hiring managers agreed (PayScale, 2016).

So what exactly are employers looking for? To answer this question, Burning Glass Technologies, a job market research firm, analyzed nearly 25 million online job postings across the United States from August 2014 to September 2015. Through these job postings, they were able to gain a clearer picture of what skills employers are truly seeking, based on different occupation types. They found that more than ¾ of the top 28 skills were social-emotional or soft skills, such as problem solving, listening, and teamwork. (See Appendix A for the full list.)

Economic Benefits

There are also economic benefits to developing learners’ social-emotional skills as well. A research group from Teachers College, Columbia University conducted a benefit-cost study to determine if and to what extent the benefits of implementing social-emotional learning outweigh the costs. They found that for every one dollar invested across six different prominent social-emotional learning initiatives, there is an average $11 return on investment. The researchers concluded that this represents a significant economic return (Belfield et. al., 2015)

Life-Changing Results

Finally, and perhaps most importantly, these skills have significant potential to positively impact lives. A 20 year study by the Robert Wood Johnson Foundation followed a group of kindergartners over time to determine if and to what extent possessing social and emotional skills impacted their lives. In the early 1990s, a group of 753 kindergartners were evaluated on their social-emotional competence by their teachers, on a five point scale. These same students were tracked until the age of 25. The researchers’ found that every one point increase or decrease on the five point scale had significant implications on those students’ lives. The findings are summarized in the graphic.
CURRICULUM GOALS

OVERARCHING GOAL

For all individuals from high school to adulthood to have the skills necessary to be successful in school, career, and life.

SUB-GOALS

- Learners will understand the relevance of social-emotional or soft skills to their personal and professional lives.
- Learners will develop and sustain necessary social-emotional or soft skills.
- Learners will apply social-emotional or soft skills across various contexts.
- Learners will function successfully in the workforce.

CURRICULUM FRAMEWORK

The PAIRIN curriculum is made up of 54 modules, each on a particular social-emotional or soft skill. These 54 skills are listed alphabetically in the table below. Each module has an overarching learning objective, written in learner-friendly language and tightly aligned to the module’s content and rubric. (See Appendix B for a full list of module learning objectives.)

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Creativity</th>
<th>Imagination</th>
<th>Objectivity</th>
<th>Rationality</th>
<th>Self-Restraint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aestheticism</td>
<td>Decision Making</td>
<td>Individuality</td>
<td>Order</td>
<td>Relationship Management</td>
<td>Service Orientation</td>
</tr>
<tr>
<td>Analysis</td>
<td>Duty</td>
<td>Innovation</td>
<td>Organizational Awareness</td>
<td>Resiliency</td>
<td>Sociability</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Dynamism</td>
<td>Inspiration</td>
<td>Originality</td>
<td>Responsibility</td>
<td>Social Awareness</td>
</tr>
<tr>
<td>Attraction of Followers</td>
<td>Emotional Self-Awareness</td>
<td>Integrity</td>
<td>Perceptivity</td>
<td>Self-Assessment</td>
<td>Stress Tolerance</td>
</tr>
<tr>
<td>Change</td>
<td>Empathy</td>
<td>Intuition</td>
<td>Persistence</td>
<td>Self-Awareness</td>
<td>Supportiveness</td>
</tr>
<tr>
<td>Conceptualization</td>
<td>Engagement</td>
<td>Justice</td>
<td>Personal Power</td>
<td>Self-Concept</td>
<td>Temperance</td>
</tr>
<tr>
<td>Conflict Management</td>
<td>Enriching Others</td>
<td>Love of Learning</td>
<td>Perspective</td>
<td>Self-Confidence</td>
<td>Vitality</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Humanity</td>
<td>Motivation &amp; Determination</td>
<td>Practicality</td>
<td>Self-Management</td>
<td>Well-Being &amp; Equilibrium</td>
</tr>
</tbody>
</table>
The PAIRIN curriculum aligns with national guidelines in Social Emotional Learning as well as with particular content area standards in English/Language Arts, Math, Science, Social Studies, Art, Music, Health, Physical Education, and Technology.

**SOCIAL EMOTIONAL LEARNING GUIDELINES**

**CASEL Competencies**

Unlike other, more traditional academic fields, the field of social-emotional learning does not have a nationally recognized set of standards to guide practitioners. However, one widely used framework of social and emotional competencies was developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL is the United States’ leading organization advancing the teaching of academic, social, and emotional skills. The PAIRIN curriculum addresses all competencies identified in the CASEL framework. (See Appendix C for a crosswalk showing the alignment between the CASEL competencies and the PAIRIN curriculum.)

### SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

#### SELF-AWARENESS

- The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
  - Identifying Emotions
  - Accurate Self-Perception
  - Recognizing Strengths
  - Self-Confidence
  - Self-Efficacy

#### SOCIAL AWARENESS

- The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
  - Perspective-Taking
  - Empathy
  - Appreciating Diversity
  - Respect for Others

#### RESPONSIBLE DECISION-MAKING

- The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
  - Identifying Problems
  - Analyzing Situations
  - Solving Problems
  - Evaluating
  - Reflecting
  - Ethical Responsibility

#### SELF-MANAGEMENT

- The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
  - Impulse Control
  - Stress Management
  - Self-Discipline
  - Self-Motivation
  - Goal Setting
  - Organizational Skills

#### RELATIONSHIP SKILLS

- The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
  - Communication
  - Social Engagement
  - Relationship Building
  - Teamwork
Illinois Social Emotional Learning Standards

Another widely recognized resource for social-emotional development are the Illinois Social Emotional Learning Standards. Although these standards have not been nationally adopted, they are well-known, and often held up as a sound example of what a set of social and emotional standards should look like. The PAIRIN curriculum also aligns closely with these standards, an overview of which is shown below. (See Appendix C for a crosswalk showing the alignment between the Illinois Social Emotional Standards and the PAIRIN curriculum.)

***Illinois Social Emotional Learning Standards***

**Goal 1: Develop self-awareness and self-management skills to achieve school and life success.**
- A. Identify and manage one’s emotions and behavior.
- B. Recognize personal qualities and external supports.
- C. Demonstrate skills related to achieving personal and academic goals.

**Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships**
- A. Recognize the feelings and perspectives of others.
- B. Recognize individual and group similarities and differences.
- C. Use communication and social skills to interact effectively with others.
- D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

**Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**
- A. Consider ethical, safety, and societal factors in making decisions.
- B. Apply decision-making skills to deal responsibly with daily academic and social situations.
- C. Contribute to the well-being of one’s school and community.

**Additional Competencies**

In addition to those defined by CASEL and the Illinois Social Emotional Standards, the PAIRIN curriculum also addresses many more competencies widely believed to contribute to a learner’s long-term success, including skills related to leadership, creativity, curiosity, and critical thinking. (See Appendix B for a full list of learning objectives in the PAIRIN curriculum.)
The PAIRIN curriculum also aligns with particular standards in all content areas. These include:

- Common Core State Standards (CCSS) for English/Language Arts
- Common Core State Standards (CCSS) for Mathematics
- Next Generation Science Standards (NGSS)
- National Council for Social Studies (NCSS) Standards
- American Council on the Teaching of Foreign Languages (ACTFL) World Readiness
  Foreign Language Standards
- National Coalition for Core Arts Standards (NCCAS)
- Society of Health and Physical Educators (SHAPE) ShapeAmerica Health & Physical
  Education Standards
- International Society for Technology in Education (ISTE) Standards for Students

(See Appendix D for crosswalks between the PAIRIN curriculum and each set of national content area standards.)
**CLASSROOM (FACE-TO-FACE)**

PAIRIN’s classroom curriculum contains 54 modules to be taught to a group of learners by an instructor, face-to-face. Each module contains opportunities for discussion among learners. Lesson content is provided in a PowerPoint file, and all additional resources (teacher’s guides, notes, handouts, performance assessments, rubrics, additional exercises) are provided as Word documents. Materials can be edited as needed to suit specific learner populations. (See Appendix E for a sample classroom curriculum module.)

**ONLINE**

PAIRIN’s online curriculum contains 54 modules which can be used by learners independently, moving through at their own pace. Each module contains reflection questions to be completed independently by learners. A menu helps learners keep track of where they are in each micro-lesson. The player has a resources tab, which contains all additional resources (handouts, performance assessment, and rubric). All documents contained in the resources tab are editable PDF files, which learners complete, save, and send as needed. (See Appendix F for a link to a sample online curriculum module.)
RESEARCH-BASED INSTRUCTIONAL PRACTICES

Many well-known, research-based instructional practices are built into the PAIRIN curriculum, including competency-based learning, CASEL’s S.A.F.E. framework, backwards design, the gradual release of responsibility, performance assessment, and pyramid response to intervention (PRTI).

COMPETENCY-BASED LEARNING

The PAIRIN curriculum is built around a series of 54 competencies, framed as learning objectives. Competency-based learning is an approach to education in which the focus is on a learner’s ability to demonstrate mastery of a competency, rather than on how much time that learner spent sitting in a classroom. In a competency-based learning environment, a competency (such as “the ability to communicate assertively”) is first defined. Once a competency has been defined, instructional materials (lessons, activities, etc.) are aligned to this competency, and learners are given as much time as they need to become proficient. With ongoing support, the learner has multiple opportunities to demonstrate mastery, often as many as needed until they succeed. Mastery is typically demonstrated through a performance-based assessment.

S.A.F.E FRAMEWORK (CASEL)

The PAIRIN curriculum is also built around all elements of the S.A.F.E framework, which research suggests as the most effective strategies to implement social-emotional learning (Blyth, Olson & Walker, 2015; Durlak et al., 2010, 2011).

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>EXPLANATION</th>
<th>IN PAIRIN CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Sequenced</td>
<td>● Uses a connected and coordinated set of activities related to learning objective(s) ● Breaks down larger, more abstract concepts into a series of smaller, more tangible steps ● All content, practice exercises, and assessments were designed around their corresponding learning objective ● Responsibility for learning is gradually released to learner throughout each module ● Modules broken down into series of micro-lessons, each focused on a unique strategy or step in a process</td>
</tr>
<tr>
<td>A</td>
<td>Active</td>
<td>● Uses active forms of learning ● Throughout modules, learners: ○ Reflect / Discuss ○ Role play ○ Apply to new contexts ○ Self-assess</td>
</tr>
<tr>
<td>F</td>
<td>Focused</td>
<td>● Devotes sufficient time to exclusively develop SEL skills ● Curriculum contains free-standing SEL modules ● Each module provides numerous strategies, practice activities, and assessments</td>
</tr>
<tr>
<td>E</td>
<td>Explicit</td>
<td>● Targets specific SEL skills ● Learning objectives in each module are clear and specific</td>
</tr>
</tbody>
</table>

*While these elements are built into the design of the curriculum, it is important to note that instructors must use the curriculum as intended to capitalize on the benefits of these strategies.*
**BACKWARDS DESIGN**

Backwards design is a crucial foundational element in the PAIRIN curriculum. Backwards design is based on the premise that, in order for learning objectives to be met, instructors need to begin by planning for these results and then designing learning experiences around them. This is in contrast to designing learning experiences first and then hoping the results follow. The PAIRIN curriculum was designed backwards from the intended outcomes, first articulating the desired results, then what would count as evidence of understanding, and finally the learning experiences which would allow learners to achieve these results. Essential to the success of backwards design is tight alignment among all phases of the teaching and learning process. Ultimately, the backwards design framework is built upon a consensus of what researchers have found to be effective in teaching and learning, and it is therefore an essential component of the PAIRIN curriculum.

**GRADUAL RELEASE OF RESPONSIBILITY**

Another foundational principle is the incorporation of the gradual release of responsibility framework into the PAIRIN curriculum. This framework is another research-based practice proven to guide learners to understanding. In gradual release, a lesson progresses from teacher-led instruction with examples and modeling - where the teacher still fully “owns” the learning - through guided instruction and practice, and finally to independent practice. Throughout this process, responsibility for the learning is released to the learners a little bit at a time, with the end goal of full student ownership of the learning. This gradual release model is applied in the PAIRIN curriculum as learners progress from structured content to guided and independent practice.

(See Appendix G for an example of how a PAIRIN module is broken down using both backwards design and the gradual release of responsibility.)
**PERFORMANCE ASSESSMENT**

Another essential component of the PAIRIN curriculum is performance assessment. Performance assessments are those in which learners display what they have learned in authentic contexts, through performances which require them to transfer what they have learned to a novel situation. A few sample performance assessments are shown in the chart above to illustrate this concept. As learners complete performance assessments, instructors observe (if possible) and score the learners, using rubrics which are aligned to taught skills. The instructor can also later assess the product created by the learner. Performance assessments are included in the curriculum, although instructors are also encouraged to develop their own.

**PYRAMID RESPONSE TO INTERVENTION (PRTI)**

Use the two versions of curriculum as part of a pyramid response to intervention approach.

*Tier 1 (Universal)*

Use the *classroom curriculum* as described in the suggestions above.

*Tier 2 (Targeted)*

If learners are unsuccessful with Tier 1 instruction, use the *online curriculum* as a targeted Tier 2 intervention. Have small groups of learners (or individuals, if desired) work through online modules together, with the guidance of an instructor. Instructors should observe closely, monitoring learner progress for mastery.

*Tier 3 (Individualized)*

If learners are still unsuccessful after Tier 2 instruction, provide 1:1 coaching or counseling to help them develop the skill. Look at data gathered during learners’ work in Tier 1 and Tier 2 instruction, and use it to inform 1:1 conversations. Identify misconceptions or gaps in learner knowledge, and provide individualized instruction targeting those gaps.
INSTRUCTIONAL RESOURCES

Teacher’s Guides

Each teacher’s guide includes a learning objective for the module, estimated time needed to complete the module, materials required, a module overview, and additional available resources.

Modules & Micro-Lessons

Each of the 54 modules is broken down into a series of micro-lessons, each one focused on a particular strategy or step in a process. Every module contains a learning objective, an opening activity, explicit skill instruction, and guided and independent practice activities.

Notes

Notes are an additional resource for the learner which summarize, at a high level, the main ideas of the module. These are printable or able to be uploaded to a website as reference material.

Handouts

Handouts are aligned to the guided and independent practice activities included in each module. Learners interact with the content taught in each micro-lesson by completing these activities on their handouts. Handouts are a great way to collect formative assessment information.

Additional Exercises

Additional exercises provide extra practice opportunities for learners who may need it. They can be utilized during the initial instruction of a module if desired, but are typically used after the fact to provide additional support. Exercises are designed to approach a skill from multiple angles to address different learning styles. They are another great way to collect formative assessment information.

Performance Assessments

Each module contains one performance assessment which can be assigned to learners to assess their mastery of the module’s learning objective. Learner’s completed performance assessments are evaluated by an instructor, using the provided rubrics.

Rubrics

Rubrics are aligned to each module’s learning objective. They provide a list of observable behaviors for an instructor to look for when assessing a learner’s performance. They can be used as a tool with learners to identify what the desired behaviors look like, as well as for self-assessment. The most common use of the rubrics is to assess learner’s mastery of a skill on the performance assessment.
STANDALONE VS INTEGRATED IMPLEMENTATION

Two suggested methods for using the PAIRIN curriculum include a standalone implementation and an integrated implementation.

STANDALONE IMPLEMENTATION

Overview

As its name implies, a standalone implementation involves teaching the PAIRIN curriculum in isolation, outside the context of a content-area classroom. This might include teaching the skills during an advisory period, in an after school program, or as part of a workforce development program. Because the modules are designed to be taught “right out of the box”, a standalone implementation requires little advance preparation or additional work on the part of the instructor.

Standalone Implementation Vignette

Here’s a vignette to illustrate how teaching the classroom curriculum might look in a standalone implementation, from the perspective of Mariana, a high school teacher. Mariana’s principal has decided that the PAIRIN curriculum will be taught during the school’s advisory period, which runs for 30 minutes, four days a week. Mariana is responsible for teaching the Self-Awareness module to her advisory class of freshmen.

Preparation

Mariana begins preparing to teach the Self-Awareness module by looking over the Teacher’s Guide. This gives her an overview of the lesson content, materials, and practice activities. Based on this, Mariana sees that she’ll need to make copies of the handouts and notes that accompany the module, enough for all of her students. She also sees that she’ll need to teach the lessons in a location with Internet, speaker, and projector access, which she fortunately has in her classroom.

While this is a great place to start, Mariana also decides to look through each of the micro-lessons to ensure she is familiar with the material. The Self-Awareness module has seven micro-lessons, each of which is likely to take about 20 minutes, so she decides she’ll teach one micro-lesson per advisory period until the module is finished. As she looks through the content, Mariana thinks about how she wants to explain certain things, as well as what additional examples she might provide to best connect the material to her students.

Instruction

On the day she has decided to begin teaching the module, Mariana begins by letting her advisory students know that they are beginning a study of Self-Awareness, where their main objective will be to recognize their own values, preferences, biases, and habits and how these impact their interactions with others. She passes out the printed notes and handouts, instructing students to keep them in their folders to use throughout the module.
The first micro-lesson is the Overview of the module, including a humorous video, a few discussion questions, a definition of the skill, an example to illustrate the skill’s importance, and a list of the factors that shape self-awareness, such as one’s family and the media. Mariana works hard to ensure her students understand the concept of self-awareness and that they are active participants in each of the discussions. She also decides to have students conduct one of the discussions in partners, rather than as a whole class. At the end of the lesson, Mariana wraps up by letting students know what to expect in the rest of the module.

While the Overview lesson is a bit unique, the rest of the lessons in the module follow a more predictable format. Each lesson focuses on one aspect of the self (actions, words, beliefs, values, and emotions), and has provides an example of someone assessing himself in that area. Students complete the practice handouts, reflecting on themselves and how these characteristics play out in their everyday lives. They consider how they are most of the time, give examples to support that self-assessment, and determine what, if anything, they’d like to change. They refer back to their printed notes when they get confused.

Assessment

Mariana conducts three forms of assessment throughout the Self-Awareness module: student self-assessment, formative assessment, and summative assessment. For student self-assessment, Mariana decides to print a copy of the Self-Awareness rubric for each student to keep in their folder. As students complete each guided practice activity, she has them use the rubric to assess their own work for evidence of self-awareness.

For her formative assessment, Mariana listens closely during class discussions and collects students’ guided and independent practice activities. She uses this information to determine which students seem to understand the concepts and which students may need extra time and support. She uses the additional practice exercises included in the curriculum to provide this extra support to students.

Mariana decides to use the performance assessment that came with the Self-Assessment module for her summative assessment, rather than creating one on her own. When she feels students are ready, she has all students independently complete the performance assessment. As they work, Mariana walks around, observing students as they work. Before turning in their performance assessment, she has all students first assess themselves on the rubric. She then scores each student’s work on the rubric, taking their self-assessment into account.

Follow Up

After all is said and done, Mariana’s students did well on the final assessment. She moves on to the next PAIRIN module, following a similar process to that outlined above. She continues to reinforce the concept of self-awareness throughout the year with students as she counsels them for success in high school.
INTEGRATED IMPLEMENTATION

An integrated implementation involves strategically embedding the PAIRIN curriculum into the content area classroom, such as an English or art class. Teaching the skills in the context of an academic subject can be a very effective method for helping learners internalize the skills. It does, however, require more significant preparation on the part of the instructor.

Where to Integrate?

Deciding which skills to integrate into which content areas is one important decision which must be made. There are several ways an instructor or administrative team might make this decision:

1) Look at content area standards to see which social-emotional or soft skills are included. This way, an instructor can not only improve learners’ skills, they can also meet their standards at the same time. (See Appendix D for a crosswalk between the PAIRIN curriculum and national standards in all content areas.)

2) Consider which skills seem to fit most naturally with the content taught in a particular course. Look for natural overlaps, and teach skills which will pair well and enhance the content. (See Appendix H for a list of suggested interdisciplinary links with examples.)

Framework Overview

PAIRIN provides instructors with an instructional design framework to use when integrating social-emotional or soft skills into their content area (Laughlin, 2014), shown below.

Looking at the Integration Framework graphic, notice the 3 separate columns. On the left side, in dark blue, is content; on the right is skills; and down the middle, in yellow, is integration. These
columns are important because they indicate which steps of the process are conducted separately for content and skills and at what points they are woven together.

**Step 01: Identify**

Instructors begin the process by using their standards and/or curriculum maps to identify which content to teach in an upcoming unit of instruction. They then consider school and district goals as well as personal classroom observations to identify relevant skills which will pair well with the chosen content.

**Step 02: Pre-Assess**

Instructors formally and/or informally pre-assess learners’ understanding and demonstration of the content and the skills. Pre-assessments of content and skills are conducted separately.

**Step 03: Plan**

Using their formal and/or informal pre-assessment data, instructors design a content-skills integrated unit of instruction, following the backwards design framework. In this unit plan, instructors purposefully pair and sequence content and skills and identify points at which formative assessment should occur. (See Appendix I for a unit plan template which can be used to design a content-skills integrated unit of instruction.)

**Step 04: Teach**

Instructors provide initial instruction on one paired content idea and skill. These two lessons occur separately, not simultaneously. This might mean a lesson on Plot and a lesson on Self-Restraint, provided in the PAIRIN curriculum.

**Step 05: Practice**

After separate initial instruction in the content and skill, instructors assign a task for learners in which the content and skill can be practiced in tandem.

**Step 06: Assess**

Instructors give a formative performance assessment to assess learners’ understanding of both the taught content and skill. Rubrics are used to compare learner performance of the skill against a descriptor of proficiency. Content is scored according to established school or district grading practices.

**(+1): Repeat/Adjust as Needed**

These six steps can be repeated as many times as necessary, for each new content idea and skill, until a summative performance assessment, incorporating all taught content and skills, is given at the end of a unit. An alternate, simpler pathway for instructors to follow would be to repeatedly incorporate a single skill into multiple, different content ideas over the course of a unit.
**Framework Vignette**

Here’s a vignette to illustrate how the integration process works, from the perspective of a team of teachers. Let’s say Brett, Maya, and Jerrod make up the 8th grade science team at a local middle school. At one of their team meetings, the three sit down to plan their next unit of instruction on the scientific method.

**Step 01: Identify**

As they normally would, the team begins by identifying which science standard(s) their upcoming unit will address. Once they’ve decided on teaching the scientific method, they then consider which SEL skills they will incorporate into their unit. To make this decision, they consider a number of factors: (1) Which skills will lend themselves most naturally to integration with the scientific method? (2) Which skills have they noticed their students are lacking? (3) Which skills have been prioritized by the administrative team at their school? Based on these considerations, the team decides they will integrate two PAIRIN modules into this unit: Rationality (Problem Solving) and Self-Restraint. These are not only skills they’ve seen their students struggle with; they also happen to make particular sense in the context of teaching the scientific method: Students will be conducting experiments to answer a question, hence the problem solving, as well as working with many materials which need to be used properly, calling for self-restraint.

**Step 02: Pre-Assess**

Brett, Maya, and Jerrod then consider how they will pre-assess their students on the scientific method, problem solving, and self-restraint. Fortunately, they are able to use their existing scientific method pre-assessment from the previous year. To assess the skills, they design a simple performance task for students to complete which will elicit students’ problem solving and self-restraint skills, or lack thereof.

**Step 03: Plan**

Armed with the data from these two pre-assessments, the team uses backwards design to plan their unit. They break all three areas (the scientific method, problem solving, and self-restraint) down into a series of smaller concepts which need to be taught. Fortunately, the PAIRIN modules on Rationality (Problem Solving) and Self-Restraint are already broken down for them, into a series of micro-lessons. The team then pauses to take a few important things into consideration. (1) First, how should these concepts be sequenced? Should they teach all about the scientific method first and then follow with the skills? Should self-restraint come first, before students are given access to all the equipment? (2) Additionally, how can the skills be leveraged to enhance understanding of the content? In other words, how do strong problem solving skills and self-restraint strengthen a scientist’s ability to carry out the scientific method? (3) And finally, at what points should formative assessment occur? They finally come to consensus and create their unit plan, designed strategically around both the content and the skills.
Step 04: Teach

Now that the unit plan has been created, Brett, Maya, and Jerrod begin to carry it out in their own individual classrooms, instructing students on both the content and skills. Following the integration framework, they teach the content and skills separately. Let’s zoom into Jerrod’s classroom for a closer look.

On the second day of the unit, Jerrod follows the team’s unit plan, introducing the concept of self-restraint. He teaches the first lesson (of five) in the PAIRIN Self-Restraint module, which is an overview of the skill. After the 15 minute lesson is over, Jerrod asks his students why self-restraint might be important in a science classroom. His students wisely observe all the breakable equipment around the room. Jerrod agrees, and then piques their interest with descriptions of all the fun experiments students will get to do during the unit, so long as they have self-restraint. He then teaches the second lesson, in which students learn a few self-restraint strategies and practice them. The next day, Jerrod introduces the steps in the scientific method, using a lesson he had designed the year before.

Step 05: Practice

Periodically, after teaching a few smaller concepts within the scientific method and the SEL skills, the team facilitates practice activities for their students which allow them to practice recent concepts in both the content and skills in tandem. The teachers observe these practice activities to gain insights and to provide students with additional time and support. To illustrate, let’s travel back into Jerrod’s classroom.

Jerrod’s students have now learned a few self-restraint techniques as well as the steps in the scientific method - they are ready for a practice activity. Jerrod has his students complete a small experiment - using a rubber ball, students must determine if the height from which a ball is dropped affects the height to which the ball bounces. He knows that, in the past, his 8th graders have had a difficult time using the bouncy ball only for the experiment, often preferring to throw it around the classroom. Therefore, this is the perfect activity for students to practice both their understanding of the scientific method as well as their self-restraint.

After Jerrod has reviewed the self-restraint strategies and the scientific method, he gives thorough instructions, and students begin. Jerrod walks around the room, observing students and giving real time feedback on both the content and the skills. He can very easily tell which students have mastered all of it, which students are demonstrating self-restraint but seem confused by the scientific method, and which students appear to need more work with both.

Step 06: Assess

At predetermined intervals, Brett, Maya, and Jerrod formatively assess their students’ understanding of recently taught concepts relating to the scientific method, problem solving, and self-control. They assign performance assessment tasks which require students to use all learned concepts to complete the task successfully. Using rubrics, they determine student levels of proficiency on the skills. They score the content portion of the assessment according to their school’s established grading practices. Let’s take a look at how this goes in Jerrod’s classroom.
It’s now time for the first formative assessment - one which will assess students’ current levels of mastery in both self-restraint as well as the scientific method. Jerrod assigns all students a performance task to complete - determining how many droplets of water will fit on top of a penny. He provides students with the scoring criteria for both the content and the skills, answering any questions they have, and they begin. As they work, Jerrod walks around, scoring rubrics in hand, making notes and observations on students’ progress.

(+1): Repeat/Adjust as Needed

This process of teach-practice-assess repeats as many times as necessary over the course of the unit. Student performance on these formative assessments provides valuable insights into where each teacher needs to offer targeted intervention or enrichment prior to the end of the unit, just as they normally would have done when teaching only their content. The unit ends with a summative performance assessment, a complex task in which students are each required to design and conduct a new experiment independently, demonstrating mastery of all learned concepts related to the scientific method, problem solving, and self-control in the process.

After all students have completed this summative task, Brett, Maya, and Jerrod sit back down for a team meeting to discuss the results. They realize that, through integrating problem solving and self-restraint skills, their students have not only learned important skills which can be carried forward into other areas of the students’ lives; this group of students has also out-performed any previous class in their deep mastery of the scientific method.
**RECOMMENDATION: HOW TO USE PAIRIN CURRICULUM FOR BLENDED LEARNING**

The two versions of PAIRIN’s curriculum described earlier (classroom and online) can also be used in a blended learning approach. A few suggestions for blending the face-to-face and online curricula are provided below.

*Suggestion # 1*

Use the *classroom curriculum* for skills which would benefit the whole group, especially for skills which are more challenging. This allows for more hands-on support. Additionally, use *online curriculum* to provide more personalized learning. Using available devices, (laptops, iPads, etc.), assign different modules to learners based on their individual needs. Do this in-person so that learners can still ask questions or get clarification as needed.

*Suggestion # 2*

Use the *classroom curriculum* in the same way as described in the suggestion above. As homework, assign different *online curriculum* modules to learners based on their individual needs. Have them complete these modules on their own devices, on their own time. Have them email questions or bring questions the next time the class meets in person. Continue to provide support as needed.

*Suggestion # 3*

Using available devices, assign learners *online curriculum* modules to complete in class. Provide support as needed. As learners complete each lesson within a module, use the print materials from the *classroom curriculum* to facilitate the practice activities in person, with the whole group, rather than having students complete them independently online. Conduct performance assessments live as well.

**RECOMMENDATION: HOW TO PRIORITIZE SKILLS**

One common question is to wonder “How do I decide which skills to teach?” Below are several recommendations on how to prioritize skills for your learners.

*Suggestion # 1*

Use the PAIRIN survey. The PAIRIN survey is a scientifically valid, quantitative assessment which identifies strengths and gaps for both individuals and groups of people. Data from the survey provides clear insight into which curriculum modules will be most beneficial for learners. Additionally, when using the online curriculum, learners are instantly given a list of personally relevant curriculum modules. (For more information about the PAIRIN survey, see Appendix J.)
Suggestion # 2

Use classroom observation. Often, the first few days or weeks of a new school year or program is a great time to make focused observations of the learners. If they choose, instructors can use PAIRIN’s observational rubrics to inform their observations, paying close attention to areas in which learners may need instruction. These observations can then guide the prioritization of skills for different learners or groups of learners.

Suggestion # 3

Align with your organization’s mission. If a school or program has a specific goal or focus, such as building professional skills or developing entrepreneurialism, skills which match this purpose can be prioritized.

RECOMMENDATION: HOW TO SEQUENCE SKILLS

Because it is modular in nature, the PAIRIN curriculum can be taught in just about any sequence. This allows for personalization, as different modules can be delivered to different learners or groups of learners. However, we do still offer a few specific recommendations for sequencing the modules, based on research in the field of social and emotional learning.

Suggestion # 1

Prior to any skills modules, learners should first experience the “Setting the Stage” module. This module prepares learners for what to expect from the PAIRIN curriculum. In the classroom curriculum, the Setting the Stage module focuses on building trust among learners and the instructor, creating community, developing group norms for acceptable participation, and establishing routines and procedures. When taken online, the Setting the Stage module focuses on how to get the most of out this online experience, interacting meaningfully and honestly with the content, and how best to apply the strategies in their own lives. Beginning with this module will increase the effectiveness of the remaining modules by helping address or prevent common issues that arise during the development of these skills.

Suggestion # 2

The Imperatives come first! The Imperatives are a subset of the curriculum which are self-focused. We recommend beginning with these as they are the foundation for learning the higher-order skills contained in the rest of the curriculum. (See Appendix K for a full list of the Imperatives.)

Suggestion # 3

Group skill modules based on the Essential Skills. The 54 skills contained within the curriculum can be grouped strategically to facilitate the development of higher-level skills, called ‘Essential Skills’. For instance, the skills of Persistence, Achievement, Responsibility, Order, and Resiliency can be grouped together to build the higher-level skill of Productivity. (For a full list of the 20 Essential Skills groupings, see Appendix K.)
**RECOMMENDATION: BEST USE OF INSTRUCTIONAL MATERIALS**
*(Classroom Version Only)*

*Teacher’s Guides*

Teachers should review the teacher’s guide in advance of teaching the lesson to familiarize themselves with the content as well as to see what additional materials may be needed.

*Modules & Micro-Lessons*

Review the content within the modules and micro-lessons prior to teaching it to learners. Teach only one micro-lesson at a time, giving learners ample time to practice and master the strategy.

*Notes*

Provide copies of notes (or provide digitally) to learners as a reference of the strategies learned.

*Handouts*

Give handouts to learners at the beginning of teaching a module. Have learners complete only one section at a time, as they progress through each micro-lesson. Engage in discussions around the practice activities, and look at learner responses for evidence of understanding.

*Additional Exercises*

Use additional exercises flexibly, as needed. After module has been taught, and all guided and independent practice activities have been completed, use additional exercises to provide learners with additional opportunities to master skills. Another idea is to incorporate them into the teaching of the module, if desired.

*Performance Assessments*

Give performance assessment at the very end, as a summative assessment. Wait until learners seem ready. Have learners self-assess their performance assessment before turning it in. If learners still do not demonstrate mastery, review module content and allow multiple assessment attempts, until they are successful.

*Rubrics*

Have learners use rubrics to self-assess their guided and independent practice activities, along with their performance assessments. If possible, observe learners while they complete the performance assessment. This provides additional information which may help determine their level of mastery. Look for evidence of each descriptor on rubric, not just the high-level descriptor at the top.
RECOMMENDATION: HOW TO DIFFERENTIATE PAIRIN CURRICULUM
*(Classroom Version Only)*

Struggling Readers

When teaching the PAIRIN curriculum to learners who have lower levels of literacy, here are a few ways in which it may be beneficial to adapt the curriculum:

**Modules/Lessons**

*Instructional Approach:*
- Give simplified instructions.
- Provide frequent breaks.
- Either simplify content within the lesson ahead of time, or simplify it on-the-fly as you teach the lesson, orally explaining the concepts in a simpler, easier to understand way.
- Pause often and ask for questions.
- Always connect new information to previously taught information.

*Vocabulary*
- Allow learners to use dictionaries, either physically or online.
- Simplify definitions to meet your learners’ needs.

**Notes**
- Give printed notes in advance for learners to preview.
- Simplify language in notes.
- Modify notes to include blanks for learners to fill in during the lesson.

**Handouts**
- Simplify written and oral instructions.
- Adapt the form of response. For instance, if a question requires learners to write several sentences about their experience, you may choose to let them draw instead.
- Provide extended time to complete activities.

**Performance Assessments**
- Simplify written and oral instructions.
- Adapt the form of response. For instance, if a question requires learners to write several sentences about their experience, you may choose to let them draw instead.
- Provide extended time to complete assessments.

*Additional Tip: Be sure to save your edited versions of the resources separately, *not* on top of the original files!
English Language Learners (ELLs)

Because many English Language Learners (ELLs) have Limited English Proficiency (LEP), they often have a difficult time accessing the content taught in class. To alleviate this difficulty, it is essential that instructors teaching the PAIRIN curriculum to ELLs make appropriate modifications and accommodations to the content. In addition to those strategies listed above for struggling readers, which are also recommended for ELLs, here are a few additional, ELL-specific strategies:

**Modules/Lessons**

*Instructional Approach:*
- Communicate non-verbally as much as possible while teaching the content.

*Vocabulary*
- Model and use gestures to illustrate the meaning of words.

*Examples*
- Modify examples to be more culturally relevant.
- Encourage role playing the examples, when appropriate.

**Top Performers**

What if the learners you are working with have already demonstrated proficiency in many of the social-emotional or soft skills in the PAIRIN curriculum? How can you as the instructor now help move them from good to great? Below are some strategies for pushing your top performers to the next level.

**Modules/Lessons**

*Instructional Approach:*
- Have learners study the rubric for the skill you’re teaching, identifying differences between Proficient (3) and Advanced (4). Have them set goals around these and track their progress toward the descriptors in the Advanced column of the rubric.
- Allow these learners to ‘opt out’ of the lesson itself. While you are teaching the lesson to other students, assign these learners a project which allows them to more deeply explore the skill and practice perfecting it.
- If you have more than one of these learners, allow them to ‘opt out’ and complete the project together.
- Allow these learners to extend their learning by ‘coaching’ another student who is struggling with the skill.
- Integrate multiple skills. Provide authentic activities and tasks in which learners can apply multiple skills simultaneously, such as assertive communication, problem solving, and self-awareness.
Encourage learners to seek out real-world ways to apply their skills. Perhaps they’d like to use their skills convince a parent for a greater allowance or to set and reach a new personal goal.

**Notes**
- Rather than providing printed notes, have the learner create his/her own set of notes, summarizing what they believe is most important about the topic.

**Handouts**
- Have learners respond to activities in a non-traditional manner. For example, if a question asks them to write down how they would respond in a particular scenario, have the learner video record him or herself responding, allowing you as the instructor to capture more nuance and provide more targeted feedback.

**Performance Assessments**
- Provide more complex scenarios for learners to respond to.
- Require learners to apply the skill in a context with which they may not be entirely familiar or comfortable.

**RECOMMENDATION: MAINTAIN A CONDUCIVE ENVIRONMENT**
*(Classroom Version Only)*

One frequently cited barrier to teaching social-emotional or soft skills in a classroom setting is the lack of a conducive environment. For this type of deep skills learning to occur, a certain amount of vulnerability is required on both the part of the learner and the instructor. It may help to think of it this way:

Compare these two examples. As you can see in the first scenario, a math class, the learner is not required to open up about him or herself to answer the question. In the skills class, however, the
nature of the content requires a certain amount of vulnerability on the part of the learner. This vulnerability will only be possible when the instructor has taken care to cultivate and maintain a conducive classroom environment. How is this done? Here are several suggestions:

**Suggestion # 1**

Take time to generate learner buy in.

- Explain the importance of the skills they are learning.
- Have learners identify their life goals, and illustrate how and why these skills are required to meet them.
- Have learners identify challenges they’ve faced in the past, and illustrate how and why these skills might have helped in those situations.

**Suggestion # 2**

Work to create a safe classroom culture and climate.

- Co-create classroom norms with learners. Have all learners commit to following them, and discuss what they’d like to see happen if the norms are violated.
- Do icebreakers with learners to help break down their walls and get them talking.
- Allow learners to share in whatever way makes them feel most comfortable (with only one partner vs. with the whole class, for example).

**Suggestion # 3**

Practice what you preach.

- Model the skills you are teaching students at all times.
- Be as vulnerable and open with learners as you are comfortable and as appropriate.

**Suggestion # 4**

Collect frequent feedback.

- Check in often with learners about how they’re feeling in the class. What’s going well? What could improve? What would make them more comfortable?

**RECOMMENDATION: BUILD A COMMON LANGUAGE**

*(Classroom Version Only)*

Let's say a students within a particular school are learning social-emotional skills from multiple teachers. One teacher is using the term “analyze” and another is using the term "evaluate", but both teachers are describing the same manner of thinking. In this scenario, any opportunity for
students to see how the same skill applies across different contexts is lost, as students are likely to think they are working on two different skills.

If the PAIRIN curriculum is being taught across a school, a district, or even just a handful of classrooms, it is essential that all those responsible for rolling out the curriculum to students are using a common language. This requires clear, consistent communication about which skills are being taught and in what ways other teachers can intentionally reinforce the learning. There are many ways to communicate this information, but here is an example of how it might look, in an email from one teacher to the rest of the staff:

“I just wanted to remind everyone I’m beginning the PAIRIN module on Rationality (Problem Solving) with my freshmen this week. This module has students use a six-step problem solving process. (See the notes attached to this email for an overview of each step.) To those of you also working with freshmen.. If you are having students do any problem solving in your classes, please have them follow this same process. Remind them that this is the same process they learned in their advisory class. Thanks so much!”

RECOMMENDATION: LEVERAGE STUDENT VOICE *(Classroom Version Only)*

Probably more so than any other concept people learn, an effective study of social-emotional or soft skills needs to incorporate the voices and perspectives of the learners. These skills can be very personal, bringing out learners’ emotions, ideas, and stories of past experiences. Not acknowledging these personal connections will hinder any attempt to develop the learners’ skills. Therefore, we recommend that while teaching the PAIRIN curriculum, instructors leverage the voices, opinions, and experiences of their learners to enhance the learning experience. A few suggested ways to do this include:

- Co-create norms for the class with the learners
- Have learners give their own personal examples of concepts
- Have learners generate their own questions for discussion, within the module topic
- Offer learners choice in how they contribute
  - Share in writing or share orally
  - Create a document or create a presentation to display understanding
- Have learners share their work for peer feedback
- Lead debates where learners can share and support their opinions
- Have learners self-evaluate their own work
- Have learner-led conferences about progress and assessments
- Gather learner feedback about the class, module, or lesson and adapt as needed

RECOMMENDATION: MAKE INSTRUCTIONAL ADJUSTMENTS *(Classroom Version Only)*

Another recommendation is that instructors using the PAIRIN curriculum should make instructional adjustments based on formative assessment data and observations (if applicable). This practice helps supplement and refine the learning process for the learner. To do so, after collecting formative assessment data of some kind, instructors should analyze this data and offer targeted interventions to learners who are still not demonstrating proficiency.
Furthermore, formative assessment findings can warrant changes to the instructional plan, such as adding in an extra day on the topic or making sure the group circles back to review it. Due to learners' varying levels of skill readiness, it is also important to use scaffolding and differentiated resources to best meet each student's individual needs.

PROFESSIONAL DEVELOPMENT

PAIRIN offers multiple options for instructors to learn how to most effectively use the curriculum. Our trainings are divided into the two main implementation pathways described above: a standalone implementation and an integrated implementation. A snapshot of these offerings is provided below.

TRAINING FOR STANDALONE IMPLEMENTATION

What are Social-Emotional (Soft) Skills and Why are they Important?

This session provides an overview of what social-emotional skills are, as well as why they matter for an individual's long-term success in college, career, and life.

Setting the Stage for Skills Instruction

This session discusses the culture and community that needs to be present among an instructor and a group of learners for effective social-emotional learning to take place, along with how to cultivate this environment.

PAIRIN Curriculum Overview

This session provides an overview of what materials are included in the PAIRIN curriculum, showing an example of all materials and explaining how they are used.

Skill Demo

In this session, instructors take on the role of learner. They experience a PAIRIN module from the perspective of the learners they'll be working with, gaining an understanding of the flow of the module as well as exploring the instructional design behind the module.

Administering and Scoring Performance Assessments

In this session, participants learn why performance assessment is the most effective way to assess social-emotional or soft skills. They also learn how to most effectively administer and score a performance assessment, using the materials provided within the PAIRIN curriculum.
TRAINING FOR INTEGRATED IMPLEMENTATION

Training for an Integrated Implementation includes all sessions described above, as well as the following:

PAIRIN Integration Framework

This full day training provides instructors with an in-depth understanding of the six-step PAIRIN Integration Framework: (1) how it was developed; (2) how to use it; and (3) immediate application to their own classrooms.

Designing, Administering and Scoring Performance Assessments

In lieu of the performance assessment training provided as part of the Standalone Implementation, this training shows participants how to design their own content-skills integrated performance assessments, as well as how to administer and score them.

THANKS FOR READING!

That’s all for now. We hope you have a clear picture of how to best implement the PAIRIN curriculum. If you have any additional questions, email info@pairin.com.
APPENDIX A: BURNING GLASS EMPLOYER SKILL PREFERENCES CHART

**Figure 2: Baseline Skills Ranked by Career Area**
## APPENDIX B: MODULE LEARNING OBJECTIVES

<table>
<thead>
<tr>
<th>SKILL</th>
<th>LEARNING OBJECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>I can demonstrate a healthy drive for success and the willingness to work for its attainment.</td>
</tr>
<tr>
<td>Aestheticism</td>
<td>I can recognize and appreciate the beauty and/or excellence in the world and in everyday experiences.</td>
</tr>
<tr>
<td>Analysis</td>
<td>I can break large concepts down into their fundamental parts to examine each part in detail.</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>I can act with healthy confidence and self-assurance in social and/or professional situations.</td>
</tr>
<tr>
<td>Attraction of Followers</td>
<td>I can attract others to follow in a positive manner.</td>
</tr>
<tr>
<td>Change</td>
<td>I am comfortable with the many different aspects of change.</td>
</tr>
<tr>
<td>Conceptualization</td>
<td>I can synthesize and find patterns and connections among information to form abstract ideas.</td>
</tr>
<tr>
<td>Conflict Management</td>
<td>I can effectively negotiate and resolve conflict when it arises.</td>
</tr>
<tr>
<td>Cooperation</td>
<td>I can work effectively alongside others toward individual or group goals.</td>
</tr>
<tr>
<td>Creativity</td>
<td>I can think and express ideas in unique ways.</td>
</tr>
<tr>
<td>Decision Making</td>
<td>I can make decisions by considering multiple possibilities and choosing among them.</td>
</tr>
<tr>
<td>Duty</td>
<td>I can display personal self-discipline, reliability, and effective decision making.</td>
</tr>
<tr>
<td>Dynamism</td>
<td>I can recognize possibilities and produce results.</td>
</tr>
<tr>
<td>Emotional Self-Awareness</td>
<td>I can read my own emotions and recognize the impact of my emotions on others.</td>
</tr>
<tr>
<td>Empathy</td>
<td>I can understand and identify with the feelings, needs, and concerns of others by imagining myself in their position and using that understanding to inform my actions.</td>
</tr>
<tr>
<td></td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>I can participate, interact, explore, and express myself, displaying enthusiasm for tasks and goals.</td>
</tr>
<tr>
<td><strong>Enriching Others</strong></td>
<td>I can effectively support others to help develop their knowledge, skills, and behaviors.</td>
</tr>
<tr>
<td><strong>Humanity</strong></td>
<td>I can care for others in an appropriate manner.</td>
</tr>
<tr>
<td><strong>Imagination</strong></td>
<td>I can form mental images of objects, scenes, or events that are not present or do not exist.</td>
</tr>
<tr>
<td><strong>Individuality</strong></td>
<td>I can comfortably express myself through authentic, independent, or unconventional ideas and actions.</td>
</tr>
<tr>
<td><strong>Innovation</strong></td>
<td>I can tap into my personal creativity, thinking and acting in ways which lead to positive change.</td>
</tr>
<tr>
<td><strong>Inspiration</strong></td>
<td>I can ‘motivate’ myself and/or others toward new ideas or action.</td>
</tr>
<tr>
<td><strong>Integrity</strong></td>
<td>My words and actions reflect positive personal beliefs and values.</td>
</tr>
<tr>
<td><strong>Intuition</strong></td>
<td>I can understand certain things without using conscious reasoning or thought.</td>
</tr>
<tr>
<td><strong>Justice</strong></td>
<td>I can demonstrate a desire for equity and fairness among all people.</td>
</tr>
<tr>
<td><strong>Love of Learning</strong></td>
<td>I can demonstrate personal interest when engaging with new content, information, or skills.</td>
</tr>
<tr>
<td><strong>Motivation &amp; Determination</strong></td>
<td>I can determine meaningful reasons for pursuing particular goals, and then firmly decide to move toward desired results.</td>
</tr>
<tr>
<td><strong>Objectivity</strong></td>
<td>I can assess situations and make judgments based on facts rather than feelings, opinions, or personal biases when appropriate.</td>
</tr>
<tr>
<td><strong>Order</strong></td>
<td>I can organize and plan effectively.</td>
</tr>
<tr>
<td><strong>Organizational Awareness</strong></td>
<td>I can determine a group’s context and navigate it successfully to get things done.</td>
</tr>
<tr>
<td><strong>Originality</strong></td>
<td>I can think in an imaginative way to create original ideas, products, and/or performances.</td>
</tr>
<tr>
<td>Trait</td>
<td>Description</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Perceptivity</td>
<td>I can demonstrate understanding of the thoughts, motives, and emotions of myself and others.</td>
</tr>
<tr>
<td>Persistence</td>
<td>I can continue firmly with tasks until they are completed, despite obstacles or opposition.</td>
</tr>
<tr>
<td>Personal Power</td>
<td>I can lead and influence others in an assertive manner.</td>
</tr>
<tr>
<td>Perspective</td>
<td>I can draw on the knowledge and experiences of myself and others to understand situations more broadly.</td>
</tr>
<tr>
<td>Practicality</td>
<td>My actions and decisions are rational, realistic, and useful.</td>
</tr>
<tr>
<td>Rationality</td>
<td>I can apply reason and logic to solve specific problems.</td>
</tr>
<tr>
<td>Relationship</td>
<td>I can effectively engage in interactions with others.</td>
</tr>
<tr>
<td>Management</td>
<td>I can effectively engage in interactions with others.</td>
</tr>
<tr>
<td>Resiliency</td>
<td>I can recover from adversity and adapt to change, able to regain positivity.</td>
</tr>
<tr>
<td>Responsibility</td>
<td>I can be purposeful, productive, and dependable.</td>
</tr>
<tr>
<td>Self-Alignment</td>
<td>My real and ideal self-images are in alignment.</td>
</tr>
<tr>
<td>Self-Assessment</td>
<td>I can demonstrate a basic personal awareness of my own strengths and areas for growth.</td>
</tr>
<tr>
<td>Self-Awareness</td>
<td>I can recognize my own values, preferences, biases, and habits and how these impact my interactions with others.</td>
</tr>
<tr>
<td>Self-Confidence</td>
<td>I can demonstrate a healthy feeling of trust in my own abilities and ideas.</td>
</tr>
<tr>
<td>Self-Management</td>
<td>I can self-regulate my own emotions, words, and actions, directing myself toward positive outcomes.</td>
</tr>
<tr>
<td>Self-Restraint</td>
<td>I can demonstrate healthy self-control over my thoughts, emotions, and actions.</td>
</tr>
<tr>
<td>Service Orientation</td>
<td>I can identify and help meet people’s needs through assistance, materials, or service.</td>
</tr>
<tr>
<td>Sociability</td>
<td>I am outgoing toward others, developing positive interpersonal relationships.</td>
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<tr>
<td></td>
<td>Description</td>
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</tr>
<tr>
<td><strong>Social Awareness</strong></td>
<td>I can read and respond appropriately to people and situations.</td>
</tr>
<tr>
<td><strong>Stress Tolerance</strong></td>
<td>I can tolerate physical or mental pressure without becoming negative toward myself or others.</td>
</tr>
<tr>
<td><strong>Supportiveness</strong></td>
<td>I can provide appropriate assistance to others.</td>
</tr>
<tr>
<td><strong>Temperance</strong></td>
<td>I can display humility, forgiveness, objectivity, and self-restraint.</td>
</tr>
<tr>
<td><strong>Vitality</strong></td>
<td>I can demonstrate personal charisma, playfulness, and a zest for life.</td>
</tr>
<tr>
<td><strong>Well-Being &amp; Equilibrium</strong></td>
<td>I can display inner balance and satisfaction in life situations.</td>
</tr>
</tbody>
</table>
### APPENDIX C: ALIGNMENT TO NATIONAL SOCIAL AND EMOTIONAL GUIDELINES

**CASEL / PAIRIN Crosswalk**

<table>
<thead>
<tr>
<th>CASEL Competencies</th>
<th>PAIRIN Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SELF-AWARENESS</strong></td>
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</tr>
<tr>
<td>Identifying Emotions</td>
<td>Emotional Self-Awareness</td>
</tr>
<tr>
<td>Accurate Self-Perception</td>
<td>Self-Assessment / Self-Awareness</td>
</tr>
<tr>
<td>Recognizing Strengths</td>
<td>Self-Alignment</td>
</tr>
<tr>
<td>Self-Confidence</td>
<td>Self-Confidence</td>
</tr>
<tr>
<td>Self-Efficacy</td>
<td>Dynamism</td>
</tr>
<tr>
<td><strong>SELF-MANAGEMENT</strong></td>
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</tr>
<tr>
<td>Impulse Control</td>
<td>Self-Restraint</td>
</tr>
<tr>
<td>Stress Management</td>
<td>Stress Tolerance / Resiliency</td>
</tr>
<tr>
<td>Self-Discipline</td>
<td>Self-Management / Achievement</td>
</tr>
<tr>
<td>Self-Motivation</td>
<td>Motivation &amp; Determination</td>
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<tr>
<td>Goal Setting</td>
<td>Persistence</td>
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<tr>
<td>Organizational Skills</td>
<td>Order</td>
</tr>
<tr>
<td><strong>SOCIAL AWARENESS</strong></td>
<td></td>
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<tr>
<td>Perspective-Taking</td>
<td>Perspective</td>
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<tr>
<td>Empathy</td>
<td>Empathy</td>
</tr>
<tr>
<td>Appreciating Diversity</td>
<td>Justice</td>
</tr>
<tr>
<td>Respect for Others</td>
<td>Social Awareness / Organizational Awareness</td>
</tr>
<tr>
<td><strong>RELATIONSHIP SKILLS</strong></td>
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<tr>
<td>Communication</td>
<td>Assertiveness / Conflict Management</td>
</tr>
<tr>
<td>Social Engagement</td>
<td>Sociability</td>
</tr>
<tr>
<td>Relationship Building</td>
<td>Relationship Management / Supportiveness</td>
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<tr>
<td>Teamwork</td>
<td>Cooperation</td>
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</table>
## RESPONSIBLE DECISION MAKING

<table>
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<tr>
<th>Identifying Problems</th>
<th>Decision Making</th>
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<tbody>
<tr>
<td>Analyzing Situations</td>
<td>Analysis</td>
</tr>
<tr>
<td>Solving Problems</td>
<td>Rationality</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Objectivity</td>
</tr>
<tr>
<td>Reflecting</td>
<td>Well-Being &amp; Equilibrium</td>
</tr>
<tr>
<td>Ethical Responsibility</td>
<td>Integrity / Service Orientation / Duty / Responsibility</td>
</tr>
</tbody>
</table>

### Illinois SEL Standards / PAIRIN Crosswalk

<table>
<thead>
<tr>
<th>Illinois SEL Standards</th>
<th>PAIRIN Modules</th>
</tr>
</thead>
<tbody>
<tr>
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<td>MAIN</td>
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</tbody>
</table>

#### GOAL # 1: SELF-AWARENESS & SELF-MANAGEMENT

- Identify and manage one’s emotions and behaviors.
  - Emotional Self-Awareness
    - Self-Management
    - Self-Restraint
    - Temperance
    - Stress Tolerance
  - Perceptivity
  - Resiliency
  - Well-Being & Equilibrium
- Recognize personal qualities and external supports.
  - Self-Alignment
  - Self-Assessment
  - Self-Awareness
  - Integrity
  - Self-Confidence
- Demonstrate skills related to achieving personal and academic goals.
  - Achievement
  - Motivation & Determination
  - Persistence
  - Order
  - Dynamism
  - Duty
  - Engagement
  - Order
  - Resiliency
  - Responsibility

#### GOAL # 2: SOCIAL AWARENESS & INTERPERSONAL SKILLS

- Recognize the feelings and perspectives of others.
  - Empathy
  - Perceptivity
  - Social Awareness
  - Organizational Awareness
  - Perspective
- Recognize individual and group similarities and differences.
  - Justice
  - Humanity
- Use communication and social skills to interact effectively with others.
  - Cooperation
  - Relationship Management
  - Sociability
  - Assertiveness
  - Organizational Awareness
  - Social Awareness
Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Conflict Management

Relationship Management

GOAL # 3: DECISION MAKING & RESPONSIBILITY

Consider ethical, safety, and societal factors in making decisions.

Rationality

Humanity
Integrity
Perspective
Service Orientation

Apply decision making skills to deal responsibly with daily academic and social situations.

Decision Making

Duty
Objectivity
Order
Practicality
Responsibility

Contribute to the well-being of one’s school or community.

Service Orientation

Engagement
Service Orientation

APPENDIX D: ALIGNMENT WITH NATIONAL CONTENT AREA STANDARDS

Important Note: For each set of national content area standards represented below, we went through the full set of standards, aligning related PAIRIN curriculum to the standards found within. For brevity’s sake, the full text of standards are not included here.

CCSS English/Language Arts Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Related PAIRIN modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS: English Language Arts College &amp; Career Readiness Anchor Standards:</td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td></td>
</tr>
<tr>
<td>● Objectivity</td>
<td>● Perspective</td>
</tr>
<tr>
<td>● Analysis</td>
<td>● Perceptivity</td>
</tr>
<tr>
<td>● Conceptualization</td>
<td>● Rationality</td>
</tr>
<tr>
<td>CCSS: English Language Arts College &amp; Career Readiness Anchor Standards:</td>
<td></td>
</tr>
<tr>
<td>WRITING</td>
<td></td>
</tr>
<tr>
<td>● Assertiveness</td>
<td>● Achievement</td>
</tr>
<tr>
<td>● Analysis</td>
<td>● Persistence</td>
</tr>
<tr>
<td>● Objectivity</td>
<td>● Innovation</td>
</tr>
<tr>
<td>● Order</td>
<td>● Sociability</td>
</tr>
<tr>
<td>● Imagination</td>
<td>● Cooperation</td>
</tr>
<tr>
<td>● Creativity</td>
<td>● Enriching Others</td>
</tr>
<tr>
<td>● Originality</td>
<td>● Love of Learning</td>
</tr>
<tr>
<td>● Social Awareness</td>
<td></td>
</tr>
</tbody>
</table>
### CCSS: English Language Arts

**College & Career Readiness Anchor Standards:**

#### SPEAKING & LISTENING
- Assertiveness
- Sociability
- Social Awareness
- Relationship Management
- Conflict Management
- Cooperation
- Practicality
- Supportiveness
- Enriching Others
- Organizational Awareness
- Personal Power
- Conceptualization
- Analysis
- Engagement
- Order

#### CCSS Math Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Related PAIRIN modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core State Standards: STANDARDS FOR MATHEMATICAL PRACTICE</td>
<td>• Rationality • Persistence • Achievement • Objectivity • Conceptualization • Imagination • Analysis</td>
</tr>
<tr>
<td>CCSS Standards: MATHEMATICS</td>
<td>• Order • Rationality • Assertiveness • Conceptualization • Change</td>
</tr>
</tbody>
</table>

#### NGSS Science Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Related PAIRIN modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>NGSS Science Standards: NATURE OF SCIENCE</td>
<td>• Rationality • Change • Objectivity • Analysis • Engagement • Love of Learning</td>
</tr>
<tr>
<td>NGSS Science Standards: SCIENCE &amp; ENGINEERING PRACTICES</td>
<td>• Rationality • Order • Persistence • Analysis • Conceptualization</td>
</tr>
<tr>
<td>NGSS Science Standards: CROSSCUTTING CONCEPTS</td>
<td>• Conceptualization • Analysis • Perspective</td>
</tr>
<tr>
<td>Standards</td>
<td>Related PAIRIN modules</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>
| **CULTURE** | • Perceptivity  
• Empathy  
• Self-Awareness  
| • Social Awareness  
• Change  
• Humanity |
| **TIME, CONTINUITY & CHANGE** | • Analysis  
• Rationality  
• Change  
• Conceptualization  
• Social Awareness  
| • Organizational Awareness  
• Conflict Management  
• Imagination  
• Perspective |
| **PEOPLE, PLACES, & ENVIRONMENTS** | • Perspective  
• Imagination  
• Conceptualization  
• Analysis  
• Change  
| • Social Awareness  
• Perceptivity  
• Rationality  
• Aestheticism |
| **INDIVIDUAL DEVELOPMENT & IDENTITY** | • Change  
• Emotional Self-Awareness  
• Enriching Others  
• Personal Power  
• Organizational Awareness  
• Perceptivity  
• Perspective  
• Resiliency  
| • Self-Alignment  
• Self-Assessment  
• Self-Awareness  
• Self-Confidence  
• Self-Management  
• Self-Restraint  
• Well-Being & Equilibrium |
| **INDIVIDUALS, GROUPS, & INSTITUTIONS** | • Conceptualization  
• Change  
• Intuition  
• Love of Learning  
| • Engagement  
• Organizational Awareness  
• Perceptivity |
| **POWER, AUTHORITY & GOVERNANCE** | • Analysis  
• Conceptualization  
• Personal Power  
• Conflict Management  
• Decision Making  
• Cooperation  
| • Duty  
• Justice  
• Organizational Awareness  
• Responsibility  
• Service Orientation |
| **PRODUCTION, DISTRIBUTION & CONSUMPTION** | • Order  
• Innovation  
• Service Orientation  
• Analysis  
• Conceptualization  
• Change  
| • Cooperation  
• Dynamism  
• Organizational Awareness  
• Responsibility |
| **SCIENCE, TECHNOLOGY & SOCIETY** | • Analysis  
• Conceptualization  
• Intuition  
• Relationship Management  
• Innovation  
| • Creativity  
• Engagement  
• Originality  
• Change  
• Achievement |
### NCSS Social Studies Standards:

<table>
<thead>
<tr>
<th>GLOBAL CONNECTIONS</th>
<th>CIVIC IDEALS &amp; PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Justice</td>
<td>● Justice</td>
</tr>
<tr>
<td>● Humanity</td>
<td>● Social Awareness</td>
</tr>
<tr>
<td>● Social Awareness</td>
<td>● Conflict Management</td>
</tr>
<tr>
<td>● Conflict Management</td>
<td>● Attraction of Followers</td>
</tr>
<tr>
<td>● Innovation</td>
<td>● Personal Power</td>
</tr>
<tr>
<td>● Service Orientation</td>
<td>● Decision Making</td>
</tr>
<tr>
<td>● Personal Power</td>
<td>● Duty</td>
</tr>
<tr>
<td>● Empathy</td>
<td>● Inspiration</td>
</tr>
<tr>
<td>● Supportiveness</td>
<td>● Integrity</td>
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<tr>
<td></td>
<td>● Perspective</td>
</tr>
</tbody>
</table>

### World Readiness Foreign Language Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Related PAIRIN modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Readiness Standards for Learning Languages: COMMUNICATION</td>
<td>● Assertiveness ● Sociability ● Conflict Management ● Relationship Management ● Perceptivity ● Perspective ● Social Awareness ● Analysis ● Conceptualization ● Decision Making</td>
</tr>
<tr>
<td>World Readiness Standards for Learning Languages: CULTURES</td>
<td>● Analysis ● Conceptualization ● Intuition ● Perspective ● Perceptivity ● Organizational Awareness ● Rationality</td>
</tr>
<tr>
<td>World Readiness Standards for Learning Languages: CONNECTIONS</td>
<td>● Conceptualization ● Engagement ● Love of Learning ● Rationality ● Decision Making ● Creativity ● Imagination ● Originality ● Inspiration ● Perspective ● Analysis ● Objectivity</td>
</tr>
<tr>
<td>World Readiness Standards for Learning Languages: COMPARISONS</td>
<td>● Analysis ● Conceptualization ● Self-Awareness ● Social Awareness ● Engagement ● Love of Learning</td>
</tr>
<tr>
<td>World Readiness Standards for Learning Languages: COMMUNITIES</td>
<td>● Assertiveness ● Sociability ● Cooperation ● Conflict Management ● Relationship Management ● Enriching Others ● Social Awareness ● Empathy ● Love of Learning ● Engagement ● Achievement ● Dynamism ● Motivation &amp; Determination ● Persistence</td>
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</table>
## National Core Arts Standards

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<th>Related PAIRIN modules</th>
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</thead>
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<td>National Core Arts Standards:</td>
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<tr>
<td>CREATING</td>
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<td>• Creativity</td>
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<td></td>
<td>• Originality</td>
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<td>• Aestheticism</td>
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<td>• Imagination</td>
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<td>• Persistence</td>
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<td>• Achievement</td>
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<td></td>
<td>• Innovation</td>
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<td></td>
<td>• Vitality</td>
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<td>PERFORMING / PRESENTING / PRODUCING</td>
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<td>• Conceptualization</td>
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<td>• Objectivity</td>
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<td>• Aestheticism</td>
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<td>• Persistence</td>
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<td>• Achievement</td>
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<td>• Engagement</td>
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<td>• Self-Assessment</td>
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<td>• Self-Assessment</td>
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<td>• Self-Management</td>
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<td>• Creativity</td>
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<td>• Individuality</td>
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<td></td>
<td>• Social Awareness</td>
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<tr>
<td></td>
<td>• Justice</td>
</tr>
<tr>
<td></td>
<td>• Integrity</td>
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</tbody>
</table>

## Shape America Health and Physical Education Standards

<table>
<thead>
<tr>
<th>Standards</th>
<th>Related PAIRIN modules</th>
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<tbody>
<tr>
<td>Shape America National Standards</td>
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<td>HEALTH</td>
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<td>• Self-Awareness</td>
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<td>• Assertiveness</td>
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<td>• Conflict Management</td>
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<td>• Relationship Management</td>
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<td>• Empathy</td>
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<td>• Decision Making</td>
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<td>• Dynamism</td>
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<td>• Motivation &amp; Determination</td>
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<td>• Persistence</td>
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<td>• Achievement</td>
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<td>• Responsibility</td>
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<td>• Rationality</td>
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<td>• Vitality</td>
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<td></td>
<td>• Well-Being &amp; Equilibrium</td>
</tr>
</tbody>
</table>
### ShapeAmerica National Standards

**PHYSICAL EDUCATION**
- Self-Confidence
- Well-Being & Equilibrium
- Vitality
- Conceptualization
- Self-Awareness
- Responsibility
- Decision Making
- Sociability

- Social Awareness
- Conflict Management
- Self-Restraint
- Self-Management
- Temperance
- Relationship Management
- Individuality
- Persistence

### ISTE Technology Standards for Students

#### Standards

<table>
<thead>
<tr>
<th>ISTE Standards for Students</th>
<th>TECHNOLOGY</th>
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<tbody>
<tr>
<td>Dynamism</td>
<td>Originality</td>
</tr>
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<td>Motivation &amp; Determination</td>
<td>Aestheticism</td>
</tr>
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<td>Persistence</td>
<td>Innovation</td>
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<td>Achievement</td>
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<td>Love of Learning</td>
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<td>Cooperation</td>
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<td>Sociability</td>
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<td>Creativity</td>
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<td>Individuality</td>
<td>Perceptivity</td>
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<tr>
<td>Imagination</td>
<td>Empathy</td>
</tr>
<tr>
<td>Enriching Others</td>
<td>Organizational Awareness</td>
</tr>
</tbody>
</table>

#### Related PAIRIN modules

- Self-Confidence
- Well-Being & Equilibrium
- Vitality
- Conceptualization
- Self-Awareness
- Responsibility
- Decision Making
- Sociability
- Social Awareness
- Conflict Management
- Self-Restraint
- Self-Management
- Temperance
- Relationship Management
- Individuality
- Persistence
APPENDIX E: SAMPLE CLASSROOM CURRICULUM MODULE: SELF-RESTRAINT

Teacher’s Guide

Learning Target: Students will be able to demonstrate healthy self-control over their thoughts, emotions, and actions.

Materials:
· Internet access
· Projector
· Speakers
· Powerpoint Lesson
· Copies of Student Notes
· Copies of Student Handouts
· A bag of candy in individual wrappers (enough for each student to get two pieces)

Number of Lessons in Module: 4

Estimated Time Needed: 15-20 minutes per lesson

Module Overview:

● Lesson 1 of 4: Overview
  ○ Opening Activity: Students watch a short video of a TED Talk. After viewing the video, students discuss their thoughts about the experiment shown in the video.
  ○ At this point, the class will replicate the experiment. Pass out one individually wrapped piece of candy to each student, have them unwrap it, and set it in its wrapper. Their task is to not eat the treat until they are given permission to do so. If they succeed, they will earn a second piece of candy at the end of class.
  ○ Self-restraint is defined as having power over your own thoughts, words, and actions. A few examples are given.

● Lesson 2 of 4: Situational Strategies
  ○ Identify Problem Situations – Situations where your self-restraint is weakest
  ○ Choose Positive Situations – Choose to stay away from those problem situations
  ○ Modify Negative Situations – If you can’t avoid, find ways to modify problem situations

● Lesson 3 of 4: Mental Strategies
  ○ Visualization – Visualize yourself making a good choice and the related positive outcomes
  ○ Self-Talk – Mentally give yourself a pep talk toward making a good choice
  ○ Focus Elsewhere – Shift attention to something less distracting or tempting
  ○ Change the Reality – Think about the situation oppositely

● Lesson 4 of 4: Emotional Strategies
  ○ Flip the Reaction – Consider negative emotions of a bad choice and positive emotions of a good choice, and flip your reaction to get the positive emotions
  ○ Pause - Leave a room or take a few minutes to yourself in a difficult situation

● Guided Practice: Guided practice takes place in the context of Lessons 2-4.
  ○ Students use the Guided Practice Handout to complete practice activities during each lesson.

● Independent Practice: Independent Practice occurs after the final lesson. Students make a T-Chart, identifying “When I Want to Do This.,” “Instead, I’ll Do This.” [included in Student Handouts]. [Suggestion: Independent Practice can be assigned as homework to save class time.]

● Closing: Find out which students still have their original piece of candy, acknowledge their strong self-restraint, and give these students an additional piece of candy.

Additional Resources Available:
· Self-Restraint Rubric
· Additional Self-Restraint Practice Exercises
Lesson 1 of 4
Self-Restraint: Overview

OPENING

Learning Target
I can demonstrate healthy self-control over my thoughts, emotions, and actions.
OPENING

Watch the video below:

Reflect/Discuss

- Could you resist the marshmallow?
- What if it was $1,000? You could have it now, or wait a year and get $2,000. What would you do then?
OPENING

Reflect/Discuss

- Do you believe that self-control is important to success? Why or why not?

OPENING

Experiment

Just for fun, we’re going to do an experiment. I’m going to give each of you one piece of candy which I want you to unwrap and set in its wrapper. If, at the end of class, the candy is still there, you’ll get a second piece.
INSTRUCTION

Self-Restraint

Self-restraint, or self-control, is having power over your own thoughts, words, and actions. It is the skill that allowed some children to resist the marshmallow while those with weaker self-restraint were unable to resist it.

INSTRUCTION

Self-Restraint

You use self-restraint every time you choose to focus on homework instead of text your friends, when you decide not to eat five more cookies, and when you stay calm during an argument instead of flying off the handle.
INSTRUCTION

Self-RestRAINT

Which brand of impulsivity are you?
Not every person needs the same type of self-restraint. It depends on which impulsive behaviors you are most likely to display.
*Identifying the particular brand of impulsive behavior you are most likely to engage in can help you narrow down where you use your limited amount of self-restraint energy.*

INSTRUCTION

Self-RestRAINT

Identify which of the four ‘brands’ of impulsivity below best describes you:
• Emotional Rollercoaster – Acting out when you feel upset or angry
• Shoot First, Aim Later – Acting without thinking
• Floater – Taking the easy way out
• Sensation-Seeker – Taking risks to feel a ‘buzz’
**Why Improve Self-Restraint?**

**Self.** People with better self-restraint tend to:
- Sleep better
- Get sick less often
- Live longer
- Help others more often
- Have less anxiety and depression
- Remain happier
- Earn more money

**Why Improve Self-Restraint?**

**Others.** People with better self-restraint tend to:
- Be seen as more trustworthy
- Better follow through
- More forgiving
- Better conflict resolution
Self-Restraint

It can be a challenge to restrain yourself all the time. Even those people who are pretty good at it can still improve.

Self-Restraint Strategies

Strategies for improving self-restraint generally fall into 3 categories, which are the focus of the remaining lessons in this module. These categories are:

1) **Situational**: Strategies used based on certain situations
2) **Mental**: Strategies used in your head
3) **Emotional**: Strategies used with your emotions
Self-Restraint
You have completed Lesson 1 of 4 (Overview)!
Notes for Learners

**Self-Restraint**: Having power over your own thoughts, words, and actions; Also known as self-control

**Situational**: Strategies used based on certain situations

- **Identify Problem Situations**: Identify one or more situations where your self-restraint is usually weakest. For example:
  - When I look at my phone while driving
- **Choose Positive Situations**: Be proactive, and make decisions to stay away from those problem situations. For example:
  - Keep my phone in my bag while driving
- **Modify Negative Situations**: If you can’t avoid problem situations, change your environment so you’re more likely to manage yourself well. For example:
  - Since I need to use my GPS, set my phone so incoming calls and texts won’t come through while I’m driving.

**Mental**: Strategies used in your head

- **Visualization**: Visualize yourself making a good choice, in detail, and picture the positive outcomes that could come from it. For example:
  - Visualize yourself submitting a really strong college application essay. Visualize the admissions team reading it and approving your application. Visualize yourself going to that college.
- **Self-Talk**: Mentally give yourself a little pep talk towards making a good choice. For example:
  - “I can handle this,” or “I’m close to getting it, I just need to keep trying.”
- **Focus Elsewhere**: Shift your attention to something less distracting or tempting. For example:
  - Shift your thoughts from how tasty ice cream would be to the TV show you’re watching, reading something, or having a conversation with someone at your house.
- **Change the Reality**: Think about the situation oppositely. For example:
  - You’re dreading going to work and want to quit your job so you have more free time. Think about the situation oppositely: your job gives you spending money so that when you do have free time, you can actually do things. With no job, your free time would be less enjoyable.

**Emotional**: Strategies used with your emotions

- **Flip the Reaction**: When you are feeling an emotion which you know is unlikely to lead you to a positive outcome, consider both the negative emotions you’ll feel if you make a poor decision as well as the positive emotions you’ll feel if you make a good one, and flip your reaction to get those positive emotions. For example:
  - Consider the negative outcomes and emotions of messing around in class. Your teacher will get angry and possibly contact your parents. You won’t learn anything, and you might fail the upcoming test. On the other hand, think about what will happen if you get yourself back on track. Your teacher will leave you alone, you’ll understand the lesson, and you’ll pass the upcoming test.
- **Pause**: If you feel unable to flip your reaction in the moment, simply pause a situation. Leave the room, ask to be excused, or say you need a few minutes. Once you’ve done this, think the situation through and if possible, talk it out with someone you trust. For example:
  - Someone at home is giving you a hard time about the friends you’ve been hanging around with. You feel your anger start to rise. You know you will probably end up losing it and shouting at this person. Before you react, tell the person you need a few minutes, and leave the room. Take a few minutes to calm yourself down, and call a friend to vent. Then, go back more calmly and have a conversation with the person.
Guided Practice: Self-Restraint
Guided Practice: Situational Strategies

Ø Situational Strategy # 1: Identify Problem Situations. Identify one or more situation(s) where your self-restraint is usually weakest.

<table>
<thead>
<tr>
<th>Situations where my self-restraint is usually the weakest:</th>
</tr>
</thead>
</table>

Ø Situational Strategy # 2: Choose Positive Situations. Identify how you can stay away from each of the problem situations you listed above.

<table>
<thead>
<tr>
<th>Problem Situation (see your list above)</th>
<th>How to Avoid Problem Situation</th>
</tr>
</thead>
</table>

Ø Situational Strategy # 3: Modify Negative Situations. If you can't avoid problem situations, identify how you could change your environment so you're more likely to manage yourself well.

<table>
<thead>
<tr>
<th>Problem Situation (see your list above)</th>
<th>How to Modify the Situation</th>
</tr>
</thead>
</table>
Guided Practice: Mental Strategies

Ø Mental Strategy # 1: Visualization.

1) Think about the last time you can remember losing self-restraint, when you made a choice that you know was the wrong one, or when you reacted to something in a way you know you shouldn’t have. Record a brief description of the situation below. "If you’re not comfortable writing it down, come up with a clear summary of the situation in your head."


2) In the scenario you thought of, visualize yourself making a good choice, in detail, and picture the positive outcomes that would have come from it. In the space below, record a description of what this good choice would have been. Then, describe what positive outcomes you believe might have come from this good choice.


Ø Mental Strategy # 2: Self-Talk. In the scenario you described above, if you could have mentally given yourself a little pep talk towards making a good choice, identify what you could have said to yourself.


Ø Mental Strategy # 3: Focus Elsewhere. In that moment, identify what you could have shifted your attention to that would have been less distracting or tempting.

What I could have shifted my attention to:


Ø Mental Strategy # 4: Change the Reality. In that moment, identify how you could have thought about the situation oppositely.


Guided Practice: Emotional Strategies

Ø **Emotional Strategy # 1: Flip the Reaction.** In the situation you described in the previous section (Mental Strategies), identify what you could have done to react oppositely, in a more positive manner.

Ø **Emotional Strategy # 2: Pause.** Maybe flipping your reaction would have been too difficult. In that moment, identify how you could have paused the situation. After you took your pause, identify how you could have responded differently to the situation.
**Independent Practice: Self-Restraint**

**Directions:** Complete the T-Chart below, filling up the page. On the left side, write down temptations that you have where your self-restraint may be tested. This could be situations such as:

- skipping homework
- eating poorly
- gossiping
- spending too much money
- any other temptations you might face

On the right side, make a plan for what you would like to do instead in each situation, using the strategies from the lesson on Self-Restraint to guide you. Choose strategies that you think will work well for you.

<table>
<thead>
<tr>
<th>When I want to do this...</th>
<th>Instead, I’ll do this...</th>
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</table>
Additional Practice Exercises

- **Controlled Actions**: Make a list of actions that show self-restraint. Put a checkmark beside any actions which you feel that you usually demonstrate. Put a star beside any actions which you would like to start demonstrating more often.

- **Self-Restraint is All Around Us**: Over a 24 hour period, pay close attention to all the media you consume. This includes books, articles, and blogs you read; videos, TV shows, and movies you watch; even conversations you have with others in person or through email and social media. Look closely for examples of self-restraint in all these places. Make a list of everything you find. Put a checkmark beside any examples of self-restraint you find that you have done in your own life. Put a star beside any examples you admire, that you would like to try in your own life.

- **Relaxation Technique**: Self-restraint is an exhaustible resource. This means that if you use enough self-restraint over a period of time, it is possible to feel like you’ve “run out”. This tends to be when we make poor choices. One way to charge your self-restraint batteries is to use this relaxation technique. Find a comfortable place, either seated or lying down. Close your eyes, and focus on your breathing. Imagine that each part of your body weighs a ton, and that this is causing your body to sink or melt into the floor. Remain like this for about five minutes. After this, your self-restraint should be boosted once again.

- **Private Thoughts**: One form of self-restraint that some people need to develop is the ability to keep some thoughts private. Instead of this, they often just blurt out whatever they are thinking, regardless of if its appropriate. To practice, have a conversation with someone you are comfortable with, and let them know ahead of time you are practicing this skill. Start talking to the person about any topic you’d like, but each time, before you respond, think through what you’re about to say and if it’s relevant, appropriate, or necessary. If you decide it is, say it. If not, change it so that it’s more appropriate. After you do this a few times, it should start to become more natural. The next step is to practice again while talking to other people, this time without letting them know you are working on it.

- **Restraint Reflection**: After a day in which you’ve had a hard time with self-restraint, do some reflection. Perhaps on this day, you made a series of poor choices, said something you shouldn’t have, or exploded with anger. Using the strategies learned in the Self-Restraint lesson, walk yourself through each strategy, considering what you could have done or said differently in the situations you faced that day. Reflecting in this way as often as possible will make it more likely that you’ll stop and use a strategy the next time you are facing similar situations.
## Self-Restraint Rubric

<table>
<thead>
<tr>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-Restraint</strong></td>
<td><strong>Demonstrates healthy self-control over one's thoughts, emotions, actions, and words.</strong></td>
<td><strong>Demonstrates healthy self-control over one's thoughts, emotions, actions, and words.</strong></td>
<td><strong>Does not demonstrate healthy self-control over one's thoughts, emotions, actions, and words.</strong></td>
</tr>
<tr>
<td>This may look like:</td>
<td>This may look like:</td>
<td>This may look like:</td>
<td>This may look like:</td>
</tr>
<tr>
<td>- Consistently keeps detrimental impulses (emotions, thoughts, actions, and words) in check.</td>
<td>- Usually keeps detrimental impulses (emotions, thoughts, actions, and words) in check.</td>
<td>- Occasionally keeps detrimental impulses (emotions, thoughts, actions, and words) in check.</td>
<td>- Rarely keeps detrimental impulses (emotions, thoughts, actions, and words) in check.</td>
</tr>
<tr>
<td>- Never takes uninformed risks, only acting after considering possible consequences.</td>
<td>- Sometimes takes uninformed risks, usually only acting after considering possible consequences.</td>
<td>- Sometimes takes uninformed risks, choosing to act without considering possible consequences.</td>
<td>- Often takes uninformed risks, choosing to act without considering possible consequences.</td>
</tr>
<tr>
<td>- Understand what it is wise and appropriate to express a particular emotion, when it is best to restrict its expression, and how to redirect and rework thoughts and emotions in a beneficial manner.</td>
<td>- Aware of situations where loss of self-control typically occurs and keeps self away from those situations.</td>
<td>- Aware of some situations where loss of self-control typically occurs but is unaware of others.</td>
<td>- Easily bored or impatient when gratification is delayed.</td>
</tr>
<tr>
<td>- In aware of situations where loss of self-control typically occurs and keeps self away from those situations.</td>
<td>- Loss of self-control does occur, is consistently able to recognize it and independently regain control.</td>
<td>- Loss of self-control does occur, is sometimes able to recognize it and independently regain control.</td>
<td>- Loss of self-control occurs, does not recognize it and is unable to independently regain control.</td>
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</table>

**Score Distribution:**
- **4:** Essential. 
- **3:** Proficient. 
- **2:** Partially Proficient. 
- **1:** Not Evident.
Performance Assessment

Directions: Think about a day, as recent as possible, when you had a hard time with self-restraint, and do some reflection. Perhaps on this day, you made a series of poor choices, said something you shouldn't have, or exploded with anger. Using the strategies learned in the Self-Restraint module, walk yourself through each strategy, considering what you could have done or said differently in the situations you faced that day. Respond in the format of your choice.

Situational Strategies

1) Identify Problem Situations: Identify one or more situations on that day where your self-restraint was weak.
2) Choose Positive Situations: Identify how you could have stayed away from each of the problem situations you listed above.
3) Modify Negative Situations: If you couldn't have avoided the problem situations, identify how you could have changed your environment so you would have been more likely to manage yourself well.

Mental Strategies

1) Visualization: On the day you’re thinking of, the day where you had low self-restraint, choose one particular difficult situation you were in. Now, visualize the good choices you could have made instead, in detail, and picture the positive outcomes that would have come from it. Describe what you visualized, and what positive outcomes would have come from it.
2) Self-Talk: In that same situation, if you could have mentally given yourself a little pep talk towards making a good choice, identify what you could have said to yourself.
3) Focus Elsewhere: In that same situation, identify what you could have shift your attention to that would have been less distracting or tempting.
4) Change the Reality: In that same situation, identify how you could have thought about the situation oppositely.

Emotional Strategies

1) Flip the Reaction: Either in the same problem situation you thought about for the last section OR a different problem situation, identify what you could have done to react oppositely, in a more positive manner.
2) Pause: Maybe flipping your reaction would have been too difficult. In that same situation, identify how you could have paused the situation you found yourself in. After you took your pause, identify how you could have responded differently.

APPENDIX F: SAMPLE ONLINE CURRICULUM MODULE

Self-Restraint Online Module
APPENDIX G: BACKWARDS DESIGN & GRADUAL RELEASE EXAMPLE (DECISION MAKING MODULE)

Stage 1: Identify Desired Results

Established Goals (Standards/Learning Objectives)

CASEL Competency: RESPONSIBLE DECISION MAKING - The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the wellbeing of oneself and others.

Enduring Understandings

- Certain decisions require more thought and careful planning than others.
- The impact of my decisions, both on myself long-term as well as on other people, should be considered as part of the decision making process.

Essential Questions

- What kinds of decisions can be made quickly, and which ones require more thought?
- How can important decisions be made in a consistent, responsible way?

Students will know and be able to...

I can make decisions by considering multiple possibilities and choosing among them.

Stage 2: Determine Evidence for Assessing Learning

Performance Assessments / Other Evidence

Given a novel scenario, learners identify how they would respond, following a four step responsible decision making process taught in the module. (Performance Assessment)

Decision Making Rubric

<table>
<thead>
<tr>
<th>Decision Making</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Partially Proficient</th>
<th>Not Evident</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

**Decision Making**

- Makes effective decisions by considering multiple possibilities and choosing among them. Additionally, the decision process is clear and well-documented.
- Gathers and evaluates information to identify options
- Weighs potential consequences of each option
- Seeks input from others to see how they feel about each option
- Makes decisions by considering a few possibilities and choosing among them.
- If necessary, back-door options are considered.

**Proficient**

- Makes effective decisions by considering multiple possibilities and choosing among them. Additionally, the decision process is clear and well-documented.
- Gathers and evaluates information to identify options
- Weighs potential consequences of each option
- Seeks input from others to see how they feel about each option
- Makes decisions by considering a few possibilities and choosing among them.

**Partially Proficient**

- Makes decisions by considering a few possibilities and chooses among them. Additionally, the decision process is clear and well-documented.
- Gathers and evaluates limited information to identify options
- Weighs potential consequences of each option
- Seeks input from others to see how they feel about each option

**Not Evident**

- Only considers one possibility when making decisions.
- Does not gather and/or evaluate information to identify options
- Makes decisions based on personal assumptions rather than objective data.
Stage 3: Plan Learning Experiences

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 1-4</td>
<td><strong>Opening:</strong></td>
</tr>
<tr>
<td></td>
<td>● Humorous video (<a href="http://FunnyOrDie.com/m/84ep">http://FunnyOrDie.com/m/84ep</a>)</td>
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<td></td>
<td><strong>Instruction:</strong></td>
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<td></td>
<td>● 3 types of decision making</td>
</tr>
<tr>
<td></td>
<td>○ No decision</td>
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<td></td>
<td>○ Snap decision</td>
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<td></td>
<td>○ Responsible decision</td>
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<td>● Advantages and disadvantages of each type of decision making</td>
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<td>● Four steps of the responsible decision making process</td>
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<td></td>
<td><strong>Guided Practice:</strong></td>
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<tr>
<td></td>
<td>● Sort sample decisions into the 3 categories learned in the lesson</td>
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<td></td>
<td>● Practice steps to responsible decision making in 2 novel scenarios</td>
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<tr>
<td></td>
<td><strong>Independent Practice:</strong></td>
</tr>
<tr>
<td></td>
<td>● Choose 2 out of 3 novel scenarios to practice steps to responsible decision making</td>
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<tr>
<td></td>
<td><strong>Additional Practice (optional):</strong></td>
</tr>
<tr>
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<td>● Choose any of 5 additional practice exercises</td>
</tr>
</tbody>
</table>

APPENDIX H: INTERDISCIPLINARY LINKS

See the table below for specific social-emotional or soft skills which may pair well with different content areas. This can be used to guide an integrated implementation of the PAIRIN curriculum.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Related PAIRIN Module</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading / Writing</td>
<td>Analysis</td>
<td>Analyze a text</td>
</tr>
<tr>
<td></td>
<td>Individuality</td>
<td>Use personal voice in writing</td>
</tr>
<tr>
<td></td>
<td>Order</td>
<td>Organize and plan a presentation</td>
</tr>
<tr>
<td></td>
<td>Perceptivity</td>
<td>Understand motives of a character</td>
</tr>
<tr>
<td>Math</td>
<td>Conceptualization</td>
<td>Find patterns in a data set</td>
</tr>
<tr>
<td></td>
<td>Love of Learning</td>
<td>Engage positively with math content</td>
</tr>
<tr>
<td></td>
<td>Self-Management</td>
<td>Work diligently while solving problems</td>
</tr>
<tr>
<td></td>
<td>Sociability</td>
<td>Communicate effectively in a group</td>
</tr>
<tr>
<td>Science</td>
<td>Cooperation</td>
<td>Work effectively with others to analyze research</td>
</tr>
<tr>
<td></td>
<td>Dynamism</td>
<td>Design and conduct experiments</td>
</tr>
<tr>
<td></td>
<td>Objectivity</td>
<td>Interpret data</td>
</tr>
<tr>
<td></td>
<td>Rationality</td>
<td>Follow a problem solving process</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Change</td>
<td>Analyze how a society has changed over time</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------------------------</td>
<td>--------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Conflict Management</td>
<td>Evaluate how conflict was resolved in times of war</td>
</tr>
<tr>
<td></td>
<td>Empathy</td>
<td>Understand the feelings and needs of diverse others</td>
</tr>
<tr>
<td></td>
<td>Justice</td>
<td>Evaluate recent political decisions for equity</td>
</tr>
<tr>
<td></td>
<td>Perspective</td>
<td>View a historical event from multiple perspectives</td>
</tr>
<tr>
<td></td>
<td>Social Awareness</td>
<td>Participate effectively in group debate</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>Assertiveness</td>
<td>Use effective verbal and nonverbal communication</td>
</tr>
<tr>
<td></td>
<td>Organizational Awareness</td>
<td>Determine social norms of diverse locations</td>
</tr>
<tr>
<td></td>
<td>Self-Assessment</td>
<td>Assess personal strengths and areas for growth in using a foreign language</td>
</tr>
<tr>
<td>Art</td>
<td>Aestheticism</td>
<td>Identify artistic elements that contribute to a piece’s appeal</td>
</tr>
<tr>
<td></td>
<td>Creativity</td>
<td>Express a concept in a unique format</td>
</tr>
<tr>
<td></td>
<td>Imagination</td>
<td>Imagine a new animal and create a 3D model</td>
</tr>
<tr>
<td></td>
<td>Intuition</td>
<td>Explain the message you believe an artist wants to convey</td>
</tr>
<tr>
<td>Music</td>
<td>Cooperation</td>
<td>Play instrument or sing as part of an ensemble</td>
</tr>
<tr>
<td></td>
<td>Inspiration</td>
<td>Adapt a familiar piece to reflect personal meaning</td>
</tr>
<tr>
<td></td>
<td>Originality</td>
<td>Compose a new piece of music</td>
</tr>
<tr>
<td>Health/ Physical Education</td>
<td>Decision Making</td>
<td>Make positive decisions related to personal health</td>
</tr>
<tr>
<td></td>
<td>Practicality</td>
<td>Decide and act in ways which contribute to personal health</td>
</tr>
<tr>
<td></td>
<td>Self-Confidence</td>
<td>Participate in activities demonstrating trust in own abilities</td>
</tr>
<tr>
<td></td>
<td>Vitality</td>
<td>Demonstrate a playful attitude during activities</td>
</tr>
<tr>
<td>Technology</td>
<td>Engagement</td>
<td>Explore a new tool and express opinion about it</td>
</tr>
<tr>
<td></td>
<td>Innovation</td>
<td>Solve a challenge using design thinking</td>
</tr>
<tr>
<td></td>
<td>Responsibility</td>
<td>Follow established guidelines about the use of technology</td>
</tr>
</tbody>
</table>
### APPENDIX I: CONTENT-SKILLS INTEGRATED UNIT PLANNER

*(Adapted From – Wiggins & McTighe, Understanding by Design)*

<table>
<thead>
<tr>
<th>Stage 1: Identify Desired Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Established Goals (Standards/Learning Objectives) <em>(CONTENT)</em></td>
</tr>
<tr>
<td>Enduring Understandings &amp; Essential Questions <em>(CONTENT)</em></td>
</tr>
<tr>
<td>Students will know and be able to... <em>(CONTENT)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 2: Determine Evidence for Assessing Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Assessments / Other Evidence <em>(CONTENT &amp; SEL SKILLS)</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 3: Plan Learning Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day/Date</td>
</tr>
</tbody>
</table>
APPENDIX J: THE PAIRIN SURVEY

The PAIRIN Survey is a comprehensive measure of the soft skills and mindsets that predict long-term job success.

The PAIRIN Survey can be administered remotely, via the Internet, seven days a week and only takes 5-10 minutes. Results are immediately delivered to account admins and managers.

5-10 minute untimed survey

Measures 102 behavior attributes

9 internal validity checks

Immediate results

"Not only can we easily prioritize which candidates to pursue first and have more insightful interviews, but we now know exactly what to focus on for each employee's development."

ROY
NATIONAL DIRECTOR, SWISSLOG

70
What is The PAIRIN Survey?
A self-report instrument that provides comprehensive results on soft skills and mindsets, The PAIRIN Survey measures the most critical indicators of long-term job success. Knowing the traditional measures such as grade point average, level of education and special skills are not adequate predictors of an individual’s capacity for succeeding in a role, the survey provides scores that map to targeted ranges for specified jobs. This provides a reliable prediction of a respondent’s likelihood of successful job performance.

How was the survey developed?
The PAIRIN Survey is based on the Gough Adjective Checklist, which has been used in psychological research since 1949. Over the past 17 years, PAIRIN psychologists have successfully replicated all major noncognitive measures.

What does the survey measure?
Measuring over 100 attributes related to personal and professional soft skills, including attributes such as initiative, problem solving, critical thinking, creativity, productivity, grit and interpersonal skills.

How is the survey administered?
The PAIRIN Survey can be taken proctored or unproctored from any location with Internet access and is available on any device including desktops, tablets and mobile. For accessibility, audio and definitions are available, and the survey is available in seven different languages.

For more information...
Visit PAIRIN.COM or email INFO@PAIRIN.COM.

The Survey Process
1. Access The PAIRIN Survey
2. Enter your information
3. Take the survey

Results available immediately

When we hire against PAIRIN’s recommendations, 70% of our hires fail within 90 days, but with PAIRIN, our turnover is only 11% per year.

AMANDA
DIRECTOR OF RECRUITING
APPENDIX K: DIFFERENT GROUPINGS

In addition to teaching individual social-emotional or soft skills, skills in the PAIRIN curriculum can also be grouped or together in different ways and taught as ‘units’. We recommend three different ways of “packaging” the skills together, outlined below.

Package 01: Imperatives

One specific grouping of skills are seven skills that we refer to as the Imperatives. The word imperative means of vital importance, and we believe these are seven critically important skills which lay the foundation for the other 47. All Imperatives are skills which are self-focused, including the following:

- Resiliency
- Stress Tolerance
- Self-Restraint
- Self-Confidence
- Self-Alignment
- Self-Assessment
- Emotional Self-Awareness

Package 02: Strands

Another way to package or group skills together is into four strands, delineated below. Generally speaking, the skills fall into four categories: (1) Personal skills; (2) Social skills; (3) Professional skills; and (4) Entrepreneurial skills. You'll notice that some skills overlap, appearing in more than one strand. This approach is recommended for programs focusing very specifically on one area of development. For instance, a class on Entrepreneurship might opt to focus only on skills in the Entrepreneurial strand.

**Personal:** Emotional Self-Awareness; Self-Assessment; Self-Confidence; Self-Restraint; Temperance; Self-Alignment; Well-Being & Equilibrium; Vitality; Resiliency; Change; Perceptivity; Stress Tolerance

**Social:** Empathy; Organizational Awareness; Service Orientation; Self-Awareness; Self-Management; Sociability; Social Awareness; Conflict Management; Relationship Management; Cooperation; Practicality; Supportiveness; Enriching Others; Humanity; Responsibility; Integrity; Duty; Rationality

**Professional:** Self-Restraint; Responsibility; Integrity; Service Orientation; Emotional Self-Awareness; Self-Confidence; Motivation & Determination; Assertiveness; Resiliency; Persistence; Achievement; Order; Self-Alignment; Dynamism; Decision Making; Attraction of Followers; Organizational Awareness; Personal Power

**Entrepreneurial:** Engagement; Perceptivity; Love of Learning; Change; Individuality; Aestheticism; Imagination; Inspiration; Creativity; Originality; Responsibility; Decision Making; Rationality; Perspective; Objectivity; Analysis; Intuition; Conceptualization; Self-Confidence; Motivation & Determination; Persistence; Dynamism; Innovation; Assertiveness; Stress Tolerance
Package 03: Essential Skills

Finally, individual skills can be grouped together in certain ways to cumulatively build a higher-level skill. For example, modules on Emotional Self-Awareness, Self-Assessment, and Self-Confidence can be packaged and taught as a unit, making up the higher level skill of Self-Awareness. These higher level skills are referred to as Essential Skills. PAIRIN and other members of the public/private consortium known as Project:BeReady consulted with a range of employers and educators to develop the list of 20 Essential Skills, comprising the attitudes, motivations, and behaviors that most lead to success. The 20 Essential Skills are identified below, along with which modules can be combined to teach each one.

**Self-Awareness**: Emotional Self-Awareness; Self-Assessment; Self-Confidence

**Self-Control**: Emotional Self-Awareness; Self-Restraint; Temperance

**Self-Regard & Balance**: Self-Alignment; Well-Being & Equilibrium; Vitality

**Optimism**: Self-Confidence; Resiliency

**Flexibility & Adaptability**: Change; Well-Being & Equilibrium; Perceptivity; Resiliency; Stress Tolerance

**Social Awareness**: Empathy; Organizational Awareness; Service Orientation

**Interpersonal Skills**: Self-Awareness; Self-Management; Sociability; Social Awareness; Conflict Management; Relationship Management

**Collaboration & Teamwork**: Cooperation; Practicality; Supportiveness; Enriching Others; Relationship Management

**Social Responsibility & Action**: Empathy; Humanity; Responsibility; Integrity; Service Orientation

**Civic Literacy & Citizenship**: Integrity; Duty; Justice; Organizational Awareness; Rationality

**Accountability**: Self-Restraint; Responsibility; Integrity; Service Orientation

**Initiative**: Emotional Self-Awareness; Self-Confidence; Motivation & Determination; Assertiveness; Resiliency

**Productivity**: Persistence; Achievement; Responsibility; Order; Resiliency

**Grit**: Self-Alignment; Dynamism; Persistence; Resiliency

**Leadership**: Self-Confidence; Responsibility; Decision Making; Achievement; Attraction of Followers; Organizational Awareness; Personal Power

**Curiosity & Inquisitiveness**: Engagement; Perceptivity; Love of Learning; Change
Creativity & Imagination: Individuality; Aesthetics; Imagination; Inspiration; Creativity; Originality

Problem Solving: Responsibility; Decision Making; Rationality; Creativity

Critical Thinking: Perspective; Objectivity; Analysis; Intuition; Conceptualization

Entrepreneurialism: Self-Confidence; Motivation & Determination; Dynamism; Persistence; Innovation; Assertiveness; Stress Tolerance

*Imperatives

Chart below summarizes all 3 groupings (Imperatives; Strands; Essential Skills)

<table>
<thead>
<tr>
<th>Personal</th>
<th>Social</th>
<th>Professional</th>
<th>Entrepreneurial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>*Emotional Self-Awareness; *Self-Assessment; *Self-Confidence</td>
<td>Social Awareness</td>
<td>Accountability</td>
</tr>
<tr>
<td></td>
<td>*Emotional Self-Awareness; *Self-Restraint; Temperance</td>
<td></td>
<td>*Self-Restraint; Responsibility; Integrity; Service Orientation</td>
</tr>
<tr>
<td>Self-Control</td>
<td>*Self-Awareness; *Self-Management; Sociability; Social Awareness; Conflict Management; Relationship Management</td>
<td>Interpersonal Skills</td>
<td>Initiative</td>
</tr>
<tr>
<td></td>
<td>*Self-Awareness; *Self-Restraint; Temperance</td>
<td></td>
<td>*Emotional Self-Awareness; *Self-Confidence; Motivation &amp; Determination; Assertiveness; *Resiliency</td>
</tr>
<tr>
<td>Self-Regard &amp; Balance</td>
<td>*Self-Alignment; Well-Being &amp; Equilibrium; Vitality</td>
<td>Collaboration &amp; Teamwork</td>
<td>Productivity</td>
</tr>
<tr>
<td></td>
<td>*Self-Alignment; Well-Being &amp; Equilibrium; Vitality</td>
<td></td>
<td>Persistence; Achievement; Responsibility; Order; *Resiliency</td>
</tr>
<tr>
<td>Optimism</td>
<td>*Self-Confidence; *Resiliency</td>
<td>Social Responsibility &amp; Action</td>
<td>Grit</td>
</tr>
<tr>
<td></td>
<td>*Self-Confidence; *Resiliency</td>
<td></td>
<td>*Self-Alignment; Dynamism; Persistence; *Resiliency</td>
</tr>
<tr>
<td>Flexibility &amp; Adaptability</td>
<td>Change; Well-Being &amp; Equilibrium; Perceptivity; *Resiliency; *Stress Tolerance</td>
<td>Civic Literacy &amp; Citizenship</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td>Change; Well-Being &amp; Equilibrium; Perceptivity; *Resiliency; *Stress Tolerance</td>
<td></td>
<td>*Self-Confidence; Responsibility; Decision Making; Achievement; Attraction of Followers; Organizational Awareness; Rationality</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrity; Duty; Justice; Organizational Awareness; Rationality</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Entrepreneuralism</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Self-Confidence; Motivation &amp; Determination; Dynamism; Persistence; Innovation; Assertiveness; Stress Tolerance</td>
</tr>
</tbody>
</table>
REFERENCES


