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Identifying, Defining, and Measuring Social and Emotional Competencies

Final Report

Prepared for and supported by the Robert Wood Johnson Foundation

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Executive Summary

Chapter 1: Objectives and Approach

The work of American Institutes for Research (AIR) for the Robert Wood Johnson Foundation (RWJF) is intended to take a broad approach to help inform the identification of key indicators and related measures of social and emotional development. To accomplish this objective, our scan seeks to identify and organize the broad array of emerging and established frameworks developed to organize constructs that fall within the broad umbrella term *social and emotional (SE) competencies*. Our hope is that the report will serve as a resource and guide for researchers and will help provide direction to those who seek to more fully integrate social and emotional learning (SEL) into their practice.

Our scan is guided by the following research questions:

- What are relevant fields, and what is their orientation toward social and emotional development?
- What are the major frameworks or models that identify SE competencies in each of these fields? What are the similarities and differences between frameworks
- What are the competencies identified by the frameworks?
- Do the key competencies have associated measures? If not, does their ability to be measured and their malleability suggest that it would be useful to invest in measurement work regarding the particular competencies?

Casting a wide net, we conducted a review of SE competence frameworks and indicators that (a) includes a wide range of fields in such areas as mindfulness, resilience, youth development, and behavioral economics; (b) addresses childhood to late adolescence (ages 6 to 25), which is a period of opportunity, growth, and learning that is proximal to parenthood; and (c) addresses cultural variations, contextual considerations, and trauma. We created a frameworks database that tracks key elements to be used for a coding system for the analysis. We used a coding system developed by Stephanie Jones and her colleagues at Harvard University to code a set of 50 frameworks in our database. We then identified core and emerging competencies and compared competencies across frameworks. Finally, we conducted a scan of measures of competencies to better understand the landscape of measures of the competencies we identified in our search.

Chapter 2: A Landscape of Current, Related Efforts

The current project is one of a number of ongoing project that are seeking to bring greater precision and clarity to the field of social and emotional learning to build a stronger research-to-practice connection. In Chapter 2, we situate the current project within this landscape by providing some background on projects in the SEL-related space that are currently underway and aim to bring consensus and to synthesize decades of research into actionable steps that can move practice and inform what competencies to measure in young people and their social contexts.

Chapter 3: Social and Emotional Competency Frameworks

Our search yielded a total of 136 frameworks based on a search of nearly 20 areas of study. In Chapter 3, we identify patterns within areas of study and a selection of frameworks that represent those patterns. We also identify similarities across areas of study. We provide examples of specific frameworks that exemplify connections between frameworks both within and across disciplines to capture the landscape of existing SE competency frameworks.

Key Findings

Our analysis of the full set of frameworks revealed the following findings and themes:

- Frameworks do not apply uniformly across individuals, groups, and systems.
- Fewer than 20% of frameworks consider culturally and linguistically diverse individuals and groups.
- Fewer than 20% of frameworks consider the experiences of youth with disabilities.
- Just under 6% of frameworks acknowledge trauma experiences.
- Consideration of culture, disability, and trauma adds layers to the definitions of competencies and their importance in certain developmental contexts.
- Fewer than 10% of frameworks outline the developmental sequence of competencies.
- Our results show an overall scarcity of models that delineate useful SE competencies by specific age ranges, which could obscure the unique needs of certain age groups.
- Framework authors and developers use theoretical evidence more often than empirical evidence to justify the overall structure of a framework and relationships between constructs.
- Framework authors and developers often use theoretical and/or empirical evidence to justify their selection of specific constructs.
- Four key purposes of frameworks are standards and competencies identification, applied practice, measurement considerations, and theory and research development. Within these four categories, framework authors and developers most often sought to advance theory and practice and contribute a model for applied practice.
- Frameworks in the search identify both parallel and unique competencies that provide information about what competencies are useful, in what circumstances, and for whom.
- The findings signal an imperative to consider culturally and linguistically diverse groups; youth with disabilities; experiences with trauma, adversity, and difficulty; and youth-serving systems when constructing broader frameworks.

Chapter 4: A Deeper Dive Into the Competencies in Social and Emotional Competency Frameworks

Our extensive scan of frameworks that included 27 areas of study identified an extensive list of frameworks developed for reasons ranging from practice to research to measure development. These frameworks incorporate a diversity of competencies that speak not only to cognitive, intrapersonal, and interpersonal skills but also to other types of competencies, such as ethical values, connection to community, and social justice.

In Chapter 4, we took a deeper dive into the competencies that originated from 50 frameworks, exploring how they can be organized using one coding system in a way that would allow us to see patterns of alignment and misalignment, as well as where our extensive scan revealed competencies that are less well represented in the areas of study with the most frameworks.

Key Findings

- A high-level scan of the frameworks in our database confirmed what we hypothesized: that different terms are used for competencies that have similar definitions, and that the same terms are used for competencies that have different definitions.
- There is considerable diversity in the specificity and broadness of definitions—some definitions are short whereas others are extensive and reveal that one particular competency encompasses what other frameworks would consider several competencies in one.
- The majority of competencies originated from five areas of study that have 10 or more frameworks. These areas are PYD, school-based competency development, psychology, workforce development, and character education.
- Twenty-seven frameworks include competencies that are valuable for young people with disabilities or those who belong to specific cultural groups. These frameworks often emphasize competencies that help young people contend with race-based stressors and navigate everyday environments. However, all young people benefit from having these competencies in their repertoire to aid them in navigating daily stresses; be better partners, colleagues, and citizens; avoid self-serving (hegemony-supporting) and victim-blaming thinking; be more humble; and be less judgmental of others.
- Of the 50 frameworks that we coded, the largest percentage of competencies are in the Prosocial/Cooperative Behavior subdomain; the second largest are in the Ethical Values subdomain.
- The competencies in fields that have more than 10 frameworks are primarily in the Prosocial/Cooperative Behavior (12%), Performance Values (8%), and Ethical Values (8%) subdomains.
- The competencies in the fields with fewer than 10 frameworks are primarily in the Prosocial/Cooperative Behavior (19%) and Emotional and Behavioral Regulation (10%) subdomains.

- Many competencies occur in multiple subdomains, highlighting the interconnectedness of the competencies.
- Most competencies fit into the 23 subdomains developed by the Harvard team.
- Some competencies do not satisfactorily fit into the coding system, mainly because they speak to adolescents and/or specifically call out issues of diversity and culture.
- For these "other" competencies, we propose five additional subdomains: Autonomy, Relational Self, Intimacy and Attachment, Resourcefulness, Coping and Resilience. We also propose adding to the Purpose subdomain a set of codes related to Opportunity Recognition and Orientation to the Future. Some of these competencies arose more frequently in frameworks that address youth with disabilities, culturally and linguistically diverse youth, youth serving systems and services, and resilience.
- Our analysis also highlighted competencies specific to the frameworks addressing underrepresented populations. Together, the competencies demonstrate that diverse youth use their cultural assets to interact with a world where they are faced with unique challenges and unequal opportunities. To build supportive and equitable environments for all individuals in each of these settings, it is imperative that we emphasize competencies in all young people that build awareness of privilege, bias, and cultural competence to allow young people to navigate diverse settings and expectations in culturally competent ways. These competencies should be taken into account when designing standards, measures, and assessments of SEL.

Chapter 5: Measures of Social and Emotional Competencies

In Chapter 5, we begin to lay out some observed patterns, gaps, and areas for future work in the area of social and emotional competency measurement and assessment. At the end of the chapter, we provide some information about where we think the area of SE competency measurement is headed, including what measures states and districts are currently interested in and where researchers are headed. Our main takeaway from this chapter is that an abundance of measures are available that address at least some of the competencies in each of the 23 subdomains presented in Chapter 4. We believe that compiling a list of measures is not a fruitful endeavor, given other ongoing efforts described in Chapter 2. We do, however, believe that our frameworks scan can help inform these endeavors by expanding the scope of competencies that are included in future reviews of SE competency measures. In addition, what is needed is a way to carefully code measures to bridge this theory, practice, and measurement divide to ensure that the competencies that we want to measure are indeed being measured in a valid and reliable way.

Key Findings

- The Values (23%) and Interpersonal Processes (22%) domains were frequently represented in our measures search.
- The most frequently measured subdomain was Prosocial/Cooperative Behavior (14%), indicating that these competencies are heavily stressed in measurement considerations.
- The Perspectives (8%) and Cognitive Processes (13%) domains are underrepresented.

- Enthusiasm/Zest (1%) was the least frequent subdomain, suggesting that these competencies are not prioritized in measurement considerations.
- The majority of assessments were structured as self-reports appropriate for youth in middle and high school (ages 11–18).
- Most assessments of social and emotional competences were developed separately from social and emotional frameworks. Moreover, many assessments were designed for use in basic research.
- The key compendia of measures we explored did not specify whether the measures were reliable and valid for culturally diverse groups, nor did they include measures of competencies that were unique to frameworks that addressed underrepresented populations. Our findings call attention to the need to consider whether current measures, particularly those being used in schools, are psychometrically reliable and valid for culturally diverse groups.
- Skepticism remains around the use of social and emotional competency assessments for accountability purposes. Most states are not including social and emotional competency assessments in their state plans. Some states are looking to measures of school climate. However, some districts such as the California CORE districts are beginning to use social and emotional competency assessments as part of their accountability reporting.

Recommendations

- To the extent that they are available, collections of measures should include measures that assess at least some of the competencies we highlighted in Chapters 3 and 4 that would contribute to more equitable and culturally competent environments.
- To perform a thorough measures search and thoroughly understand which measures have items that capture the specific definitions of competencies put forth by framework developers, a detailed analysis of individual items is needed. We propose two strategies for examining measures at the item-level: 1) the development of an interactive item bank that links individual items to specific competencies based on their definitions; 2) an intensive process that includes creating a super framework of competencies, convening culturally diverse experts to identify how well items are measuring the competencies, conduct psychometric testing on identified items, and develop a database of items.
- The future development of measures for both research and practice would benefit from special attention to equity and to developmental sequencing. Competencies such as cultural values and communalism that help increase equity and cultural competence should be the focus of measure development.
- In light of the direction states and many districts are taking to measure context factors, we believe that new measures should focus on domains that lie at the intersection of school climate and SE competency development.
- SE competency measures that are used in schools, whether for formative or summative purposes, should always be closely tied to programs, practices, and curricula that support the development of the competencies being measured to ensure that the measures are sufficiently and appropriately sensitive to the changes these efforts are meant to promote.

Chapter 6: What Have We Learned?

As evidenced by the number of frameworks we have identified, an abundance of frameworks identify and organize SE and related competencies. These frameworks have emerged from different fields, with different goals, purposes, and foci—each of which matter in children's learning and development. We have learned a great deal from our search and continue to reflect on and learn from our findings. We anticipate that several conversations with our colleagues in the coming months will continue to help us think about and make sense of the vast amount of information we have collected. In the meantime, we have summarized lessons learned and initial thoughts about how this work can help advance the field in Chapter 6.

Key Lessons

- We believe that our expanded focus and the particular focus on frameworks that address cultural variations—frameworks that have received less attention in previous efforts to synthesize SE competency frameworks—add value to the field by confirming overlap between frameworks and by highlighting differences that we think should be addressed. The competencies listed in the frameworks that addressed culture, disability, and systems and services include a mix of familiar competencies and competencies that are needed or practical in specific circumstances but are likely useful for everyone.

- The Harvard coding system was particularly useful because, as Stephanie Jones and her team have argued, a base framework on which to map the skills is necessary. Not surprisingly, given the enhanced range of frameworks to which we applied the Harvard coding system, we found that the coding system would benefit from an expanded set of subdomains to better accommodate the range of competencies on our list.

- The frameworks feature cognitive, emotional, and interpersonal skills; just as prominently they also feature values and, to a lesser extent, identities. The frameworks also feature perspectives such as optimism. Although measures in each of these areas exist, some (e.g., perspectives) would benefit from additional measure development, particularly for use in applied practice. Careful attention should be paid to the *type* of SE competency being measured to determine *how* it should be measured.

Chapter 7: Recommendation for the Foundation

Our work to date has provided us with some preliminary recommendations for promising future directions that can help advance the field. In Chapter 7, we present these preliminary recommendations, which are summarized here:

- Look to this expanded list of frameworks for competencies that are important for groups that have unique experiences in schools

- We need to better connect frameworks to measures

- Better mapping of frameworks to measures would help bridge the divide between frameworks, measures, and practice.

- Better mapping can help us identify what measures and what types of measures of SE competencies we still need and for what purpose.

- Relatedly, there is a need to develop criteria to support educators in the selection of appropriate measures.

- In light of the concern about measuring SE competencies and the understanding that young people's development of SE competencies occurs in interaction with their contexts, a need exists for greater attention to both research designs and measures that can capture this interaction.

Chapter 1: Introduction

The work of American Institutes for Research (AIR) for the Robert Wood Johnson Foundation (RWJF) is intended to take a broad approach to help inform the identification of key indicators and related measures of social and emotional development. To accomplish this objective, our scan seeks to identify and organize into a coherent picture the broad array of emerging and established frameworks developed to organize constructs that fall within the broad umbrella term *social and emotional (SE) competencies*. These frameworks have been developed with a variety of goals, which include theory building, the development of programs and curricula, the development of SE competency measures, and the translation of theoretical and empirical research to practice. These translational frameworks can be especially useful because they organize and present existing research in a way that is visually appealing and usable to educators. In addition to informing the identification of indicators and measures, the scan seeks to contribute to better conceptual clarity and organization of the field. By highlighting and organizing the competencies that frameworks identify as being important, we hope to help those who want to make evidence-informed choices to support their efforts in building young people's SE competencies (Blyth, Jones, & Borowski, forthcoming). Our hope is that the report will serve as a resource and guide for researchers and will help provide direction to those who seek to more fully integrate social and emotional learning (SEL) into their practice.

Objectives and Research Questions

This work is intended to take a broad approach to help inform the identification of key indicators and related measures of social and emotional development in the following ways:

Identify a robust set of SE competencies that are most critical to establishing a healthy developmental pathway as well as most useful for RWJF in implementing a culture of health and for other users (e.g., National Commission on Social, Emotional, and Academic Development).

Make explicit the connections between SE competence frameworks, which includes conducting an analysis of how they are aligned and misaligned.

Provide recommendations for developing measures and standards for both in-school and out-of-school time settings.

Our scan is guided by the following research questions:

- What are relevant fields, and what is their orientation toward social and emotional development?
- What are the major frameworks or models that identify SE competencies in each of these fields? What are the similarities and differences between frameworks in terms of the following?
    - Scope
    - Level of specificity
    - Focus
    - Constructs identified
    - Theoretical and empirical grounding

    - Cultural, developmental, and trauma-specific orientation
    - Setting-specific versus universal
    - Age ranges covered and developmental sequencing
    - Degree to which they have associated measures?

- What are the competencies identified by the frameworks?
- Do the key competencies have associated measures? If not, does their ability to be measured and their malleability suggest that it would be useful to invest in measurement work regarding the particular competencies?

Approach

Casting a wide net, we conducted a review of SE competence frameworks and indicators that (a) includes a wide range of fields in such areas as mindfulness, resilience, youth development, and behavioral economics; (b) addresses childhood to late adolescence (ages 6 to 25), which is a period of opportunity, growth, and learning that is proximal to parenthood; and (c) addresses cultural variations, contextual considerations, and trauma.

To keep the scope manageable, we focused on frameworks produced in English but extended our search beyond the United States to include Organization for Economic Co-operation and Development (OECD) countries. We also excluded frameworks that focus exclusively on early childhood.

We created a frameworks database that tracks key elements to be used for a coding system for the analysis. A description of the information that we recorded in this database is detailed in Chapter 3: Social and Emotional Competency Frameworks.

In the interest of aligning our work with other ongoing efforts to explore SE competency frameworks, we collaborated with Stephanie Jones and her colleagues at Harvard University. The Harvard team developed a three-level coding scheme that organizes competencies into six domains, 23 subdomains, and over a hundred skill codes (Bailey, Nelson, & Jones, 2017). We coded a subset of frameworks in our database using the 23 subdomain codes, which helped us organize, compare, and contrast the competencies. The team at Harvard has coded 15 frameworks that focus primarily on early childhood through middle childhood and that primarily come from the fields of school-based competency development and SEL. These frameworks are included in our database and were used to establish coder reliability. Our database covers a wider age range and sources a wide range of fields. The Harvard coding system is still under development, and the Harvard team is prepared to add new codes based on findings from our experiences with adapting the coding system to our wide range of ages and fields of study.

Our process included the following steps:

- Conducting a scan of dominant frameworks in each field
- Reaching out to experts in each of the identified fields to gather recommendations for additional frameworks

- Finalizing the database of frameworks and documenting essential information about frameworks and competencies for coding and analysis
- Receiving training on the coding system developed by the Harvard team
- Establishing coder reliability based on five frameworks
- Coding the competencies in 50 frameworks
- Organizing the competencies by coded subdomains
- Identifying core and emerging competencies
- Identifying areas of misalignment between competencies, definitions, and measures
- Conducting a scan of measures of competencies

A Note About Early Childhood Social and Emotional Competencies

In order to build on and avoid redundancy with the work of the Taxonomy Project, which pays special attention to early and middle childhood, we focused in particular on frameworks that include or prioritize adolescents and young adults. We also recognize that very early childhood (ages 0–6) is a period of rapid development of SE competencies. The field of very early childhood education has focused on the multiple domains of child development to a greater degree and for longer than the K–12 education field. This difference may be explained, in part, by a stronger focus on academic achievement in K–12 education policy. States have made substantial progress in defining statewide social and emotional outcomes standards for early childhood education (Darling-Churchill & Lippman, 2016; Chaudry, 2016). A scan of the universe of social-emotional learning standards in 2016 revealed that nearly 50 states had standards for prekindergarten and early childhood programs that include indicators of social and emotional development (DeBruin & Slutzsky, 2016). By contrast, only five states had SEL standards that cover kindergarten through Grade 12. Therefore, our study focused on older children.

One notable example of early childhood social-emotional standards is the Head Start Early Learning Outcomes Framework: Ages Birth to Five (2015). Head Start designates Social and Emotional Development as one of five central domains. The subdomains related to social and emotional development include (a) Relationships with Adults, (b) Relationships with Other Children, (c) Emotional Functioning, and (d) Sense of Identity and Belonging. In addition to outlining these key competencies, the framework identifies indicators of developmental progression. For example, indicators for the Relationships with Other Children subdomain for infants/toddlers include showing increased interest in interacting with other children. The indicator for preschool-age children is engaging and maintaining positive interactions with other children.

Background

The fields of school-based competency development, workforce development, afterschool and expanded learning, positive youth development, juvenile justice, psychology, and others have increasingly focused on the need for children, youth, and emerging adults to build SE

competencies that promote success in school, work, and life (Osher, Kidron, Brackett, Dymnicki, Jones, & Weissberg, 2016).

What Is a Social and Emotional Competency Framework?

Social and emotional competencies are the social and emotional skills, knowledge, attitudes, and dispositions necessary to set goals, manage behavior, build relationships, and process and remember information within settings that can intentionally nurture these competencies (Jones & Kahn, 2017). SE competencies include emotional processes such as regulating emotions and displaying empathy; interpersonal skills such as social competence and social perspective taking; and cognitive regulation, including cognitive or mental flexibility. But SE competencies also can include intercultural competence and understanding, connectedness to others, and social responsibility. As is evidenced by the findings from this project, there is a multitude of conceptualizations of (and names for) SE competencies.

According to Miles and Huberman (1994), "[A] conceptual framework explains either graphically or in a narrative form, the main things to be studied—the key factors, constructs or variables—and the presumed relationships among them. Frameworks can be rudimentary or elaborate, theory-driven or commonsensical, descriptive or causal (p. 278)." Developmental frameworks can help build a common language to coordinate practice and research efforts by identifying and organizing the individual and contextual competencies that shape human development, both within and across developmental periods (Weissberg, 2015). Importantly, these competencies are malleable and measurable (Jones & Kahn, 2017; Osher, Cantor, Berg, Rose, & Steyer, 2017). Frameworks can shed light on the patterns and sequences of competencies that help young people thrive. These frameworks also can help us identify targets of intervention and measurable indicators of change.

The importance of SE competencies in the development of children and youth has prompted a multitude of frameworks that identify, define, and describe the most important competencies. These frameworks, individually and collectively, can help organize, communicate, and shape practice and behavior (Blyth et al., forthcoming). These frameworks tend to identify a set of competencies that provide a critical foundation for healthy development and enable young people to engage with others and their environments; handle stress; become mentally, emotionally, and academically healthy; and succeed in work and life (Osher et al., 2016). Blyth and colleagues (forthcoming) recently explained that a SE competency framework comprises "ways of organizing and naming social-emotional competencies in order to communicate and support efforts to understand, build or improve such knowledge, skills and attitudes." Frameworks can help shape how communities approach young people's development. For the purposes of this project, we broadly define an SE competency framework as one that arranges the set of skills, knowledge, attitudes, and dispositions that help children and youth navigate their social and physical worlds.

The multitude of frameworks in the literature highlights the great interest in identifying and organizing competencies, and it also presents a challenge to building a common language. Several reviews of SE competence frameworks do an excellent job of identifying, summarizing, and comparing SE competence frameworks (e.g., Bedwell, Salas, & Fiore, 2011; John & De Fryut, 2015; Lippman, Ryberg, Carney, & Moore, 2015; Nagaoka et al., 2015; PRA, 2013;

National Research Council, 2012). These reviews create new frameworks or seek to align all constructs against one existing framework (Jones, 2016). However, these reviews, much like many of the most commonly used frameworks themselves, serve a specific purpose and generally focus on a targeted field or limited number of fields, describe a limited age range, and sometimes fail to account for cross-cultural (Martin, Collie, & Frydenberg, 2017) and other individual differences. Our work addresses this challenge by identifying, tracking, and organizing a broad set of frameworks and their competencies in order to identify core competencies and their related measures.

Chapter 2: A Landscape of Current, Related Efforts

As an understanding of and appreciation for the importance of supporting students' social and emotional development expands in research, practice, and policy, there is a growing desire among researchers and practitioners in many areas to increase clarity, transparency, communication, and coordination among interested parties. This is evidenced by the large-scale efforts (described in this chapter) aimed at bringing coherence, consensus, and collaboration to this area. This interest has grown stronger as districts and states formulate plans to enhance supports for social and emotional learning in their schools (Gayl, 2017). As experts continue to dig into this work, it is becoming increasingly clear that there is a conceptual disconnect, not only between frameworks and assessment but also between these and key elements of practice that help build systemic change, such as standards, curriculum and instruction, and professional instruction.

The current project is one of a number of projects that are bringing these issues to light by providing greater precision and clarity to the field to build a stronger research-to-practice connection. Each project is approaching these issues in unique, complementary ways. Members of the project teams are particularly interested in communicating and collaborating on these efforts to build knowledge, avoid duplicating efforts, and bring much-needed consensus to the field. In the subsections that follow, we provide some background on projects in the SEL-related space that are currently underway and aim to bring consensus and to synthesize decades of research into actionable steps that can move practice and inform what competencies to measure in young people and their social contexts. In the interest of improving the supports available to all children and youth in schools and out of schools, our hope and expectation is that we will continue conversations and collaborations with each of these groups.

The Taxonomy Project

The Taxonomy Project (2015–20) is focused on increasing precision and transparency in the field of social and emotional development by aligning prominent frameworks to a common coding system that organizes, describes, and connects skills across multiple disciplines. The impetus for this project is to make it easier to connect research and practice by providing a means to compare social and emotional skills, connect them back to scientific evidence, and make informed decisions about standards and strategies for schools. The coding system is intended to map frameworks and terms onto one another to illustrate how SE competencies are related to each other across disciplines, and when and how science supports them. This taxonomy will serve as the foundation for a set of practical tools to make it easier for those in the field of education to search across multiple frameworks, evaluate similarities and differences between those frameworks, and make judgments about what to focus on based on their needs and context. A long-term goal is to link childhood skills to adult outcomes and ecological contexts to identify "pathway" skills that serve as common threads throughout the life course. A second long-term goal is to apply the terms and definitions to everyday activities in the environments in which children and youth live.

In the pilot phase of the project, the team, led by Stephanie Jones and housed at the Harvard University Graduate School of Education, developed the coding system, created a template for

an online thesaurus containing basic information about each competency and related terms, as well as showing relationship tables that connect competencies across frameworks, and experimented with options for visually displaying the information. The coding system was first developed using five dominant frameworks (Bailey, Nelson, & Jones, 2017). The team is currently in Phase II of the project. In Phase II, the team applied the coding system to 10 additional frameworks and is now working to populate the online thesaurus. The team continues to develop an interactive, online dashboard of visual displays to allow users to manipulate the coded information. The Harvard team also will release one or more briefs as part of the Assessment Work Group series of briefs that describes their work. In this phase of the project, the team also is planning to lead a road show to promote the project and to share and receive feedback, as well as to conduct exploratory interviews with experts in the field to further refine their tools and build consensus. The current AIR project is contributing to this phase of the work by testing out the coding system on an expanded and more diverse set of frameworks. Findings from our project will help us to further refine the Harvard team's development of the coding system and taxonomy.

The Assessment Work Group

The Establishing Practical Social-Emotional Competence Assessments of Preschool to High School Students project (2016–19) has assembled a multidisciplinary work group of more than 30 practitioners and researchers in the fields of prekindergarten through Grade 12 education, assessment, SEL, and related fields to lead a 3-year, collaborative effort focused on social and emotional assessment (Weissberg et al., 2016). The effort is managed and staffed by the Collaborative for Academic, Social, and Emotional (CASEL), in close partnership with CORE districts, Transforming Education, and the Yale Center for Emotional Intelligence. The effort is being driven by a need to address several challenges in the area of SE competency assessment, which include limited practical applicability of the measures, confusion about how social and emotional constructs relate to one another and their developmental sequencing; a lack of available, performance-based formative assessments; and the existence of silos among researchers in different fields.

The goals of the Assessment Work Group are as follows: (a) provide information to educators about selecting and effectively using currently available social and emotional assessments to empower educators to foster SE competencies; (b) understand alignment and distinctions between existing SE competency frameworks to increase clarity for educators about what knowledge, skills, and attitudes are most important to focus on and measure in a particular context; (c) identify and disseminate key design principles for creating practical and informative social and emotional performance measures to increase the availability of measures that are practical to use and informative to instruction; and (d) collaborate with, coordinate with, and learn from ongoing, related efforts in the field of social and emotional assessment to maximize impact, better identify gaps and opportunities, and inform funding efforts (for more information, see http://www.casel.org/assessment-work-group/).

The Assessment Work Group is currently developing a series of briefs designed for a diverse audience consisting of practitioners, administrators and researchers. The briefs will help practitioners think about frameworks and better use them in their work, assessment, and implementation of SEL. Two of the four series will be released this fall. The first series of briefs

will focus on opportunities and challenges with SE competency frameworks. The second series will focus on describing frameworks. The third series will focus on comparing frameworks, and the last series of briefs will cover special issues in framing SEL.

The Work Group also put together the first of several design challenges that called for educators and researchers to submit cutting-edge performance-measure prototypes, which were judged on a set of design principles. The goal is to build interest in the project as well as celebrate the efforts of educators and researchers who are developing promising and practical approaches to assessing SE competencies. Seven proposals were selected out of 20 submissions in the 2017 design challenge. The second design challenge will build on lessons learned from the first round. Submissions for the second design challenge are due in April 2018.

In addition to this work, the Work Group is developing a guide for practical assessments in SE competence, as well as a "state of SE competence assessment" report that reviews successes, learnings, and findings from projects and evaluations of program impacts, and provides recommendations for future work. Finally, the Work Group has a blog with a membership of more than 600 and growing. The purpose of the blog is to share and discuss topics related to SE competency frameworks and assessment.

A Repository of Interpersonal, Intrapersonal, and Higher Order Cognitive Competencies

The repository project (2015–18), led by Laura Hamilton and Brian Stecher of RAND Education, aims to gather information on up to 230 measures that can be used with K–12 students (Yuan, Stecher, & Hamilton, 2015). The repository is intended for use by educators, researchers, policymakers, and assessment developers who are seeking information on measures of what the RAND team refers to as *interpersonal and intrapersonal competencies* and *higher order cognitive competencies*. The measures in the repository may include those that are both operational and under development, and will provide key information about what the measures are designed to do, how they operate, what demands they place on students and teachers, what kinds of uses the scores support, basic reliability and validity information, and the contact information of the developers. In addition, the RAND team will be collaborating with The Taxonomy Project team to use the coding system to code the measures based on information provided about the measures by the developers. In a previous project funded by the William and Flora Hewlett Foundation, the RAND team identified key features that a repository should have to make it useful to its intended audience, developed a web-based infrastructure for the repository that they populated with 30 measures, and conducted usability testing with prospective users.

National Commission on Social, Emotional, and Academic Development

The Aspen Institute's National Commission on Social, Emotional, and Academic Development (NCSEAD) is engaging researchers, educators, community leaders, policymakers, teachers, parents, and students in an effort to aid them in better understanding how schools can fully integrate social, emotional, and academic development to support the whole student (https://www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-

academic-development/). The Commission has four main goals: (a) build an alliance of stakeholders; (b) elevate promising practices in schools and innovative policies; (c) identify future research that will help integrate social, emotional, and academic development; and (d) develop a culminating road map with recommended action steps in research, practice, and policy to support the whole student in K–12 education (https://www.aspeninstitute.org/programs/national-commission-on-social-emotional-and-academic-development/ncseadgoals/).

To carry out this work, the Commission has brought together several multidisciplinary entities in the hope of breaking down silos: a Council of Distinguished Scientists; a Council of Distinguished Educators; the Aspen Institute Youth Commission on Social, Emotional, and Academic Development; a virtual Parent Advisory Panel; a Partner Collaborative; and a Funder Collaborative. The Commission is currently working with communications experts to develop messaging that will make a compelling case for supporting the whole student. As part of the communications effort, the Council of Distinguished Educators and Scientists is charged with conceptualizing what it will look like for NCSEAD to be fully integrated into K–12 education. This effort will result in a series of case studies that illustrate real-world examples (see https://www.aspeninstitute.org/blog-posts/ncsead-march-newsletter/).

The Commission held an inaugural meeting in November 2016 (for more information, see https://www.aspeninstitute.org/blog-posts/ncsead-december-newsletter/). They held their most recent convenings in Cleveland and Nashville to learn how the districts are integrating social, emotional, and academic development in their schools. Takeaways from the Cleveland meeting can be found in their June newsletter (https://www.aspeninstitute.org/blog-posts/ncsead-june-newsletter/). In addition, the Council of Distinguished Scientists developed a research brief titled *The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development* (The Aspen Institute, 2017), in which they outline a set of consensus statements and the research behind them.

The Science of Learning and Development

The central goal of the Science of Learning and Development (SoLD) project (2016–18) is to elevate the science of learning and development as a key driver of system transformation in education policy and practice, advancing deep personalization of learning and the learning experience to support all students in achieving their full potential. In order to spur the shifts necessary to accomplish these goals, the SoLD project aims to establish a coalition of field leaders in the science and education communities (policy and practice) that stand behind a shared articulation of the science of learning and development and how it can and should influence practice and policy in service of all students—particularly those facing adversity. While this effort focuses on much more than social and emotional competence, it does include a focus on executive function, self-regulation, and meta-cognition.

The SoLD project is a partnership among AIR, the Center for Individual Opportunity, EducationCounsel; the Learning Policy Institute, the Opportunity Institute, and Turnaround for Children.

In Phase One of the SoLD project, the partners developed the following:

- **Research:** A science synthesis that identifies and summarizes the most important areas of agreement about the science of learning and development from research in several disciplines, representing a latent scientific consensus critical to education, with input and support from a wide-ranging coalition of influential researchers.
- **Practice:** A draft paper that describes the implications of this research for education practice, including important characteristics of the child's context.
- **Policy:** A brief memorandum that presents policy options intended to promote these changes in practice at scale, which informed recommendations for consideration by the incoming Administration.
- **Champions:** A nascent coalition of influential leaders from research, practice, and policy, launched at the October 2016 Roundtable, who share strong agreement about the importance and direction of this work and who will be critical allies.

Except for the policy memorandum, the documents created in Phase One began as preparatory reading documents for the October 2016 SoLD Roundtable. These documents, which underwent extensive feedback from attendees of the October 2016 convening and many other evaluators, will inform the development of phase two deliverables, which will be designed for wider distribution. For example, the science synthesis will evolve into a peer-reviewed journal submission and a much briefer summary for lay audiences, whereas the practice paper will evolve into a new set of resources for practitioners.

The goal of the Phase Two work is as follows: (a) broaden and deepen the coalition and consensus of leading actors who are committed to a shared understanding of the science of learning and development and its implications, (b) develop a shared research and development agenda that will drive science-informed personalization of learning and the learner experience, and (c) create and seize timely opportunities that have emerged from the work to date. The SoLD partners intend to build on the work of Phase One and continue to build a foundation for systemwide, transformational change before NCSEAD publishes its recommendations in September 2018. In addition, the SoLD partners plan to complement the work of this project and other initiatives and investments in this space.

ASCD's Whole School, Whole Community, Whole Child Approach

The Whole School, Whole Community, Whole Child (WSCC) Model was launched in 2014 by ASCD and CDC as a collaborative approach to learning and school health (see http://www.ascd.org/programs/learning-and-health/wscc-model.aspx). This model places healthy, safe, engaged, supported, and challenged students at the center of a school that has an interconnected set of environments in support of the whole child, including the social and emotional environment. The WSCC model is part of ASCD's Whole Child approach, which supports educators, families, community members, and policymakers in taking a whole child approach to education (see http://www.ascd.org/whole-child.aspx). As part of the Whole Child approach, ASCD selected a group of schools from across the United States and Guam to become a part of the ASCD Whole Child Network, which is a three-year comprehensive school

improvement process launched in 2012. The improvement process is guided by a set of indicators of what it means to take a Whole Child Approach.

The Organisation for Economic Co-operation and Development (OECD) Longitudinal Study of Children's Social and Emotional Skills in Cities

The OECD Centre for Educational Research and Innovation is launching a longitudinal study (2017-20) of children's social and emotional skills development in 10 to 12 cities around the world. The OECD's three main goals for the project are: 1) identify social and emotional skills that drive children's future outcomes; 2) understand how investments made by parents, schools, and communities influence this development; and 3) make recommendations for policymakers and practitioners to monitor through measurement tools and support social and emotional skill-building (see http://www.oecd.org/edu/ceri/social-emotional-skills.htm). The OECD framework is the foundation for the design of the assessment tool and includes five broad domains: emotional regulation, engaging with others, collaboration, task performance, and open-mindedness (see https://www.oecd.org/edu/ceri/An%20invitation%20to%20cities%20to%20better%20understand%20our%20youth's%20social%20and%20emotional%20development.pdf). The study will survey 3,000 10-year-olds and 3,000 15-year-olds in each city, as well as their parents and teachers.

The YouthPower Action Project: Measuring Soft and Life Skills in International Youth Development Programs

The YouthPower Action project an initiative of the United States Agency for International Development (USAID), completed a review published in 2017 of tools for measurement of soft skills and created an inventory of instruments that international youth development programs can use to assess participants' soft skills for the purpose of fostering workforce success (Galloway, Lippman, Burke, Diener, & Gates, 2017). A report published in 2015 by Child Trends systematically reviewed research and interviewed stakeholders to identify the five key skills to foster workforce success (Lippman, Ryberg, Carney, & Moore, 2015). Another study extended the review to the fields of sexual and reproductive health and violence prevention (Gates, Lippman, Shadowen, Burke, Diener, & Malkin, 2016).

The following key skills emerged from a systematic review of literature:

- Self-control
- Positive self-concept
- Higher order thinking skills
- Social skills
- Communication
- Goal orientation

- Empathy

These skills were the focus of the measurement tool review.

The work began with a review of close to 300 instruments. Instruments had to address the key soft skills outlined above, address youth between the ages of 12–29, and be available at no cost to the user. The 74 tools that met the inclusion criteria were then reviewed based on the following criteria: evidence of use by international youth development programs, evidence of validity, relevant validation sample, use with youth development outcomes of interest (workforce, violence prevention, sexual and reproductive health), evidence of reliability, evidence of international usage, and ease of administration.

Tools were then divided into three groups (high, medium, and low) based on the degree to which they met the review criteria. The report provides an in-depth review of 10 measures that were rated in the high group.

The authors noted a number of challenges in carrying out this project, which included the following: (a) a lack of common terminology and skill definitions exists across measurement instruments; (b) many tools lack evidence of reliability and validity, as well as differential item functioning and measurement invariance; (c) there is a prevalence of self-reporting methods; (d) most instruments use Likert scales, but finer grain response scales are needed; (e) additional research on the developmental appropriateness of the measures is needed; and (f) research on how to reliably measure change over time is necessary.

Based on the findings and challenges, the authors made a set of recommendations:

- A soft skills assessment should be developed that is designed specifically for program use and is appropriate for the age groups of interest.
- Tools should measure key cross-cutting skills and should use common terminology.
- The instrument should be short and easy to administer and culturally appropriate.
- Measures should incorporate multiple methods (e.g., accompanying self-report scales with an observer-report method such as program checklists and/or performance tasks, or a program staff report).
- The items should measure frequencies of behaviors on which the youth as well as more "objective" parties can report.
- Measures should be developed and pilot-tested in multiple international program contexts.

Chapter 3: Social and Emotional Competency Frameworks

The current project sought to understand the commonalities and disconnects between social and emotional (SE) competency frameworks put forth by researchers and practitioners across specializations or areas of study. The literature search method cast a wide net upon articles, reports, and practical resources that feature SE competency frameworks. In particular, the search included frameworks that capture important SE competencies among youth between the ages of 6 and 25. We included frameworks from fields in which SE competency frameworks are less numerous (e.g., economics, public health) yet nonetheless informative about how different fields conceptualize and prioritize essential SE competencies. We expanded upon the literature search by asking internal experts at AIR and external experts representing nearly 20 areas of study to recommend additional frameworks to examine. Our search yielded a total of 136 frameworks.

The types of frameworks and competencies that are represented vary both within and across areas of study. We identified and coded key features of the overall frameworks (e.g., scope, consideration of culture) to examine the dimensions along which frameworks vary, including within similar areas of study. In this chapter, we identify patterns within areas of study and a selection of frameworks that represent those patterns. We also identify similarities across areas of study. We provide examples of specific frameworks that exemplify connections between frameworks both within and across disciplines to capture the landscape of existing SE competency frameworks.

Key Findings

We summarize key findings below and elaborate on these findings in the following sections:

- Frameworks do not apply uniformly across individuals, groups, and systems.
- Fewer than 20% of frameworks consider culturally and linguistically diverse individuals and groups.
- Fewer than 20% of frameworks consider the experiences of youth with disabilities. .
- Just under 6% of frameworks acknowledge trauma experiences.
- Consideration of culture, disability, and trauma adds layers to the definitions of competencies and their importance in certain developmental contexts.
- Fewer than 10% of frameworks outline the developmental sequence of competencies.
- Our results show an overall scarcity of models that delineate useful SE competencies by specific age ranges, which could obscure the unique needs of certain age groups.
- Framework authors and developers use theoretical evidence more often than empirical evidence to justify the overall structure of a framework and relationships between constructs.

- Framework authors and developers often use theoretical and/or empirical evidence to justify their selection of specific constructs.
- Four key purposes of frameworks are standards and competencies identification, applied practice, measurement considerations, and theory and research development.
- The most common purpose is theory and research development, and the least common purpose is to SE competency measurement considerations.
- Frameworks in the search identify both parallel and unique competencies that provide information about what competencies are useful, in what circumstances, and for whom.

Method

Our search involved a three-pronged approach: We sought advice from internal experts at AIR, conducted an extensive search of online databases and websites, and consulted with external experts. The team systematically recorded the characteristics of SE competency frameworks identified through these three approaches, which provide the data for our current analyses.

Literature Search

We began the literature search process in November 2016 by conducting an initial outreach effort among content-area experts at AIR. These individuals offered leads about seminal frameworks across several disciplines and served as a starting point for the literature search.

We then conducted an online literature search, using search engines and databases such as Google, Google Scholar, PsycINFO, Education Resources Information Center (ERIC), and the Vanderbilt University Library database. Appendix A describes our search strategy and inclusion/exclusion criteria. We added frameworks to a tracking database when the frameworks outlined a set of competencies in an organized fashion for the purpose of identifying important competencies for children, adolescents, and/or young adults. Where possible, we worked from the original or initial source of a framework as well as major, subsequent iterations. We focused on these foundational sources because they frequently provided details about framework characteristics (e.g., the framework's purpose) and defined the relevant competencies.

The tracking database includes the following fields (see Figure 1 for a complete list):

- Name of framework
- Competency categories and subcategories (e.g., interpersonal or intrapersonal) as defined by the framework developer
- Definitions of competencies
- Overview of framework, model, or article
- Name of developer
- Field or discipline and subfield from which the framework originated
- Country of origin

- Age spans
- Associated measurement tools

We took several steps to oversample frameworks that consider developmental trajectories; experiences of trauma, adversity, and difficulty; culture; disability; and specific services and systems relevant to youth (e.g., foster care). In particular, the team sought to identify frameworks that map skills according to a sequence of development, specifically address trauma and experiences of difficulty or adversity, and advanced frameworks that focus on culturally and linguistically diverse groups, individuals who have experienced trauma and adversity, and youth with disabilities. Furthermore, we focused on the foster care and juvenile justice systems, which represent services and systems that young people experience. Therefore, our set of search strings included terms such as *developmental sequence*, *trauma*, *foster care*, *juvenile justice*, *culture*, *ethnic minority*, and *disability*. The team flagged frameworks with a specific sensitivity to developmental sequencing, trauma, culture, disability, and youth-serving systems and services.

We also sought to identify frameworks that represent unique areas of study, where available, given our interest in both established and emergent frameworks. We organized our initial list of references according to areas of study. We recognize that frameworks may be grounded in several fields of study. We matched frameworks to one or more fields in the Frameworks Table in Appendix A based on the source of the framework, key references, and author affiliations. We will discuss our findings in terms of the "primary" area that was assigned.

Expert Input

Toward the completion of our search, we developed a list of experts outside our organization who represent all areas of study that emerged during our search, as well as adjacent areas of study. We reached out to 64 external experts representing 19 areas of study. We e-mailed each expert with our initial list of frameworks to confirm the frameworks on our list and to help us identify missing frameworks. Table A1 in Appendix A lists, by area of study, the names of the experts with whom the team consulted. The areas of study and corresponding number of experts (in parentheses) include the following: Character Education (3), Culture (5), Economics (1), Emotional and Social Intelligence (2), Foster Care (4), Health and Human Development (2), Juvenile Justice (6), Mental Health (2), Mindfulness (4), Mindset (4), Personality (3), Positive Psychology (2), Positive Youth Development (PYD); 3), Public Health (2), Race/Ethnicity (5), Resilience (3), Special Education (4), Trauma (2), and Workforce (5). Feedback was positive, and several experts suggested including additional frameworks. Following expert consultation, the team added a total of 22 more frameworks to the initial list. We received no negative comments.

Compiling and Coding Frameworks

We compiled data about the characteristics of frameworks identified through the online searches and expert recommendations. Our systematic coding process captured attributes of the overall framework and the key source that presented the framework. We used the key source to examine questions such as the following:

- Which area(s) of study informed the framework?

- To which age group(s) does the framework apply?
- Does the framework characterize a narrow or comprehensive set of competencies?
- For what purposes was the framework likely created?
- Are the competencies defined and/or presented sequentially?
- Does the developer/author reference supporting theoretical and/or empirical evidence or relevant measures of SE competencies in the main source?

In the Frameworks Table in Appendix A, we provide summary data from the coding that we completed for all frameworks. We describe the codes in detail in Figure 1. The Frameworks Table includes the following columns, taken directly from the sources:

- The **name of the framework** or a title that is based on the primary reference in which it was found.
- The **relevant fields of study**, inferred from the framework source, references, and author affiliations.
- The **focal age groups** for the framework, using the terms provided by the framework author or developer.
- Whether the primary source or sources included **definitions of the competencies**. Some sources presented the competencies as a list of important competencies and did not define them.
- Whether **the developer or author mentioned measures** related to the included constructs. We either **listed the relevant measures** or noted the mention of measures in those cases in which too many measures prevented us from listing them within in the spreadsheet.

In addition, we developed a set of codes to further describe the frameworks:

- The **purpose** of the framework, coded according to whether the framework's primary goal is to identify standards and key competencies, provide guidelines for measurement, develop theory or research, or guide applied practice. These categories represent the most common purposes for framework development.

The **scope** of the framework, coded as *comprehensive* or *narrow*, depending on the breadth of the framework. We coded a framework as comprehensive when it included competencies across developmental domains (e.g., social, emotional, cognitive) and narrow when it included a focused set of competencies, generally within one developmental domain.

Whether the framework included **developmental sequencing**, coded as *yes* when the framework presented the competencies by developmental stage.

Whether the framework had **theoretical and empirical grounding**, as coded using the system described in the following section.

We describe patterns across frameworks using these codes in our subsequent analysis.

Figure 1. Definitions of Coding Variables

- **Name of framework:** The name of the framework as written in the paper or inferred from the paper title if not provided.
- **Focal age groups for the framework:** The relevant age groups using the author or developer's language.
- **Definitions of competencies**: When available, definitions were copy/pasted from the text or paraphrased when lengthy. All examples of a particular skill were included. If no skill definition was present, the description was left blank. In some cases, user-developed definitions were included.
- **Overview of framework, model, or article:** A one-sentence summary of the key point of the article or purpose of the framework, as stated by the authors.
- **Name of developer:** The organization associated with the creation of the framework was listed here, along with any other individual or organization that supported the creation.
- **Field or area of study from which the framework originated:** The model's primary field, as inferred from the authors, journal, references, or mentions of specific fields in text.
- **Subfield or discipline:** If there was an additional field(s) related to a framework, it was added here. Multiple fields could be listed, separated by a semicolon. The additional fields were selected only from the originally identified list.
- **Country of origin:** The country from which the framework developer or author originated was selected from a drop-down menu that included OECD countries. This was noted in the framework documentation or inferred from the developer or author's affiliations.
- **Associated measurement tools:** Any measures or references mentioned as related to the framework or the competencies.
- **Developmental sequencing:** This column indicated whether competencies are mapped onto specific age ranges or are shown to develop in a specific order.
- **Focus:** The team identified four main purposes of frameworks. *Theory/Research development* means the framework was designed to advance theory or research in a given field. *Measurement considerations* means the framework was designed to inform approaches to assessment. *Applied practice* means the framework was developed to guide practitioners. *Standards/competencies identification* means that the framework listed competencies that were deemed important in a field or as essential benchmarks in work and life.
- **Scope:** Two codes were applied under *scope* to determine whether frameworks took a "whole child" approach to development, as captured in the abstract. A framework was deemed *comprehensive* if it listed competencies in more than two developmental domains (e.g., cognitive and interpersonal). A framework was coded as *narrow* if it primarily addressed one or two developmental domains.
- **Theoretical or empirical grounding of the framework structure:** If the authors stated they were building on existing theory, or cited theoretical works in the document, the framework received a *theoretical* code. If the authors used empirical literature or evidence to support their conceptualization of a framework, the framework received an *empirical* code. We coded evidence as absent if frameworks lacked sufficient sources to make a determination or did not explicitly state that theoretical or empirical evidence was used.
- **Theoretical and/or empirical grounding of the competencies:** Frameworks received a code for theoretical and/or empirical grounding if the developer presented theoretical grounding, empirical grounding, or both types of grounding for at least some competencies. This coding did not distinguish between whether the references were purely theoretical or empirical in nature because this information was difficult to discern at the competency level. This coding was secondary to the evidence coding for the overall framework structure.

- **Adversity, trauma, and difficulty:** The authors stated that the model or framework was for children who have experienced trauma, complex stress, a high degree of adversity, or continued experiences with racism and oppression, or the authors stated that the model was based on trauma-informed practice.
- **Culture/diversity:** The model or framework addressed the unique needs and experiences of racial, ethnic, or national groups or otherwise demonstrated sensitivity to culture in the overall framework of competencies identified.

Theoretical and Empirical Grounding

We coded frameworks based on the availability of evidence to support both the overall framework structure and the importance of the individual competencies. We completed this coding based on the main source identified during the literature review stage. The theoretical and empirical codes therefore represent how the framework was positioned by the authors or developers in relation to existing theoretical and empirical research.

Theoretical support provides backing for the idea or rationale beyond the overall framework structure or why the constructs were selected, whereas *empirical support* provides numerical evidence about the framework structure and utility of the chosen constructs. Sources with empirical evidence mention previously documented or measured relationships either between constructs within the framework or between constructs and important life outcomes. At the framework level, we looked for theoretical or empirical evidence that supported the validation of the framework structure, relationships between competencies or constructs, or relationships between the organizing structure and important developmental outcomes. At the skill or construct level, we investigated whether the competencies in the framework had an existing base of theoretical or empirical support that defined the constructs and tied them to important developmental outcomes. We distinguish between empirical and theoretical grounding at the framework level because frameworks often offer a new or untested way of combining existing competencies or skill constructs. For example, the overall structure of the framework and its relevance for explaining developmental outcomes may not be established, whereas the individual constructs selected for the framework each may have evidence supporting their theoretical and empirical connections to youth development. These codes were based entirely on information provided by the original source or readily available documentation and may not fully reflect information about the framework's conceptualization and history.

As shown in Table 1, the "supporting evidence" codes allow us to distinguish between frameworks whose sources note grounding in both theory and research, frameworks whose sources note grounding in either theory or empirical evidence, and frameworks whose sources do not mention grounding in theory and empirical evidence. We adopted a similar approach for the competency-level evidence coding but in order to focus on the presence of supporting evidence, or cited references, more broadly, we did not distinguish between theoretical and empirical grounding.

Table 1. Coding System for Empirical and Theoretical Support of the Framework

	Documentation Notes Grounding in Empirical Research	Documentation Notes Grounding in Theory
Empirically and theoretically grounded framework	Y	Y
Empirically grounded framework	Y	N
Theoretically grounded framework	N	Y
Framework without empirical or theoretical grounding	N	N

Frameworks Organized by Areas of Study

We identified a total of 136 SE competence frameworks (see the Frameworks Table in Appendix A). The number of frameworks found within each area of study varied considerably. Half of the areas of study produced 10 or more frameworks (i.e., PYD, school-based competency development, psychology, workforce development, and character education), whereas the other half produced fewer than 10 frameworks (i.e., culture, foster care, juvenile justice, disability, resilience, mental health, behavioral economics, mindfulness, and public health; see Table 2). Fields with more frameworks represent a long-standing interest in SE competencies (e.g., psychology, school-based competency development) and a focus on beneficial, individual-level characteristics (e.g., for workplace success, character strengths). Fields with relatively fewer frameworks included those that showed consideration for culturally and linguistically diverse individuals and groups, youth with disabilities, and youth-serving systems:

- Seven frameworks focused primarily on specific cultures (i.e., culturally and linguistically diverse individuals and groups). These frameworks showed both parallel and unique features relative to frameworks that focused less explicitly on cultural groups.
- Four frameworks considered SE competencies among youth with disabilities (e.g., special education, autism, and disability). These frameworks identified themes surrounding efficacy and independence on the one hand and social integration on the other.
- Nine frameworks elaborated on the competencies that are relevant to certain service contexts and systems (e.g., juvenile justice, and foster care). In particular, these frameworks feature competencies that are considered adaptive or beneficial in these contexts.

Table 2. Number of Frameworks by Area of Study

Area of Study	Count	Percentage of Total Frameworks
Character	10	7.4
Culture	7	5.1
Disability	4	2.9
Economics	6	4.4
Foster Care	3	2.2
Juvenile Justice and Violence Prevention	6	4.4

Area of Study	Count	Percentage of Total Frameworks
Mental Health	5	3.7
Mindfulness	3	2.2
Positive Youth Development (PYD)	19	14.0
Psychology	11	8.1
Public Health	3	2.2
Resilience	8	5.9
School-based competency development	33	24.3
Workforce	18	13.2
TOTAL	136	100.0

The range of fields of study represented in this analysis reveals different perspectives on SE competency development.

Framework authors and developers across fields build upon past theory and conceptual understandings to map out their overall framework structure more often than showing empirical justification for the relationships between competencies. Looking at the contents of these frameworks, authors and developers invoke theoretical and empirical evidence to support the inclusion of specific competencies more so than to support the overall framework structure or relationships between competencies. The most common purpose of frameworks was to advance theory and research within these fields of study (43%), and the second most common purpose was to inform applied practice (30%). The frameworks covered narrow versus comprehensive sets of competencies with similar frequencies, with 61 of 136 displaying the former and 75 the latter. Only 11 frameworks presented a developmental sequence of competencies. The varied features and content of frameworks within and across fields, which are discussed in more detail later in this chapter, illustrate the challenge of achieving consensus on a core set of SE competencies.

Fields of Study Producing 10 or more Social and Emotional Competence Frameworks

The most common areas of study within our database included PYD, school-based competency development, psychology, workforce development, and character education. Such fields show an established interest in identifying individual-level competencies, for purposes such as promoting child development and categorizing beneficial competencies for work and life. Within each area, we highlight select frameworks that exemplify key themes within areas and core relationships between areas.

Positive Youth Development

We found 19 frameworks within the field of PYD. These frameworks are grounded in the idea that young people learn and develop through supportive interactions with their contexts and self-driven developmental processes (see Lerner et al., 2016). Framework developers cite practical, theoretical, and empirical applications as the impetus for developing their frameworks. A common practical application of frameworks in this area is to inform afterschool programming.

Selected Frameworks

The **Five Cs of Positive Youth Development** framework is a research-informed model with conceptual and measurement applications for afterschool programs (Zarrett & Lerner, 2008). It characterizes youth development along the social, psychological, and behavioral domains of *competence*, *confidence*, *connection*, *character*, and *caring/compassion* (Zarrett & Lerner, 2008). The Five Cs framework balances self-relevant attributes, such as high personal standards (e.g., character) and positive self-views (e.g., confidence) with attention to and concern for others (e.g., connection, caring/compassion).

The **Achieve-Connect-Thrive (ACT) Skills** framework, which has been adopted by some afterschool programs, takes a similar approach (Boston After School & Beyond, 2017). The ACT framework underscores the driving force of individuals in their own development by including *thriving*, or helping yourself achieve success, as a key skill. It also emphasizes *achieving* (e.g., organizational skills) and *connecting* (e.g., relationship skills).

The **Developmental Assets** model for adolescents shares a focus with the ACT Skills Framework on internal assets (e.g., commitment to learning) and also details a set of external assets (e.g., family support; Search Institute, 2017).

The **Definition and Selection of Key Competencies** model describes a framework for key competencies across OECD countries with three broad areas, including *using tools interactively* (e.g., language), *acting autonomously*, and *interacting across heterogeneous groups* (Rychen & Salganik, 2003). Across the PYD area, the emergent themes of personal autonomy and contributing to a community fit with our focus on early and late adolescence.

School-based Competency Development

We identified 33 frameworks based in the field of school-based competency development, with a focus on K–12 and college students. These frameworks focus on SE competencies relevant to learning, achievement, and personal development. These frameworks take on several purposes, including establishing and measuring fundamental SE competencies among students, such as in the **Measuring Elementary School Students' Social and Emotional Skills** framework (Scarupa, 2014) or detailing competencies that teachers can cultivate through instructional techniques, such as in the **Social-Emotional Learning Skills & Culturally Responsive Teaching** framework (Acknowledge Alliance and Collaborative for Reaching & Teaching the Whole Child, 2013).

A key theme across these frameworks is the importance of self-regulation and goal-setting behaviors in learning. Aside from achievement-related competencies, other key competencies pertain to students' abilities to understand other people and the world around them (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2015). As a whole, these frameworks bring together competencies that are essential to students' capacities as lifelong learners and contributing members of society.

Selected Frameworks

The **Five Categories of Noncognitive Factors** model by Farrington and colleagues (2012) outlines noncognitive factors with relationships to achievement that embody these themes. This model describes the pathways from *academic behaviors* (e.g., organizing materials), *academic perseverance* (e.g., self-control), *academic mindsets* (e.g., growth mindset), *learning strategies* (e.g., self-regulated learning), and *social skills* (e.g., cooperation) to *academic performance*. Another example, the **Building Blocks for Learning** framework, includes competencies such as *self-direction*, *self-regulation*, and *academic tenacity* (Stafford-Brizard, 2016).

We found a subset of three frameworks within the area of school-based competency development that focuses on deeper learning. The focus of deeper learning competencies is the mastery of core academic content and job mastery. We expect the area of deeper learning to expand to reflect growing interest in this topic (also see Fullan & Langworthy, 2013; Hewlett Foundation, 2013). The **Deeper Learning and 21st Century Skills** framework captures a growing interest among educators in *cognitive*, *social*, and *intrapersonal skills* (e.g., intellectual openness, work ethic, positive core self-evaluation) that help young people succeed in 21st century jobs and civic life (National Research Council, 2012).

Psychology

We identified 11 frameworks in the area of psychology. This area includes subareas such as positive psychology, developmental psychology, emotional intelligence, mindsets, and personality. These frameworks tend to focus on advancing theory and research about SE competencies.

Selected Frameworks

One example of a framework that demonstrates a focus on advancing theory and research, the **Four Branch Model of Emotional Intelligence**, provides a taxonomy of competencies that fall under the broader construct of emotional intelligence (Mayer, Salovey, Caruso, & Sitarenios, 2001). These four key competencies that define the broader construct of emotional intelligence include *managing emotion*, *understanding emotions*, *facilitating thought with emotion*, and *perceiving emotion*. The Four Branch Model of Emotional Intelligence is a prime example of a framework that has a narrow rather than a comprehensive scope, in that it elaborates on competencies within a specific area of development (i.e., emotional intelligence in this example).

The **Positive Educational Practices Framework** within the area of positive psychology blends SE competencies found in school-based competency development frameworks (e.g., prosocial values, social skills, emotional literacy) with resilience-promoting competencies (Noble & McGrath, 2008). One theoretical model in psychology called **Implicit Theories of Human Attributes** introduces the idea of having malleable or fixed views about one's own and other people's traits and abilities; malleable views help children interpret personal setbacks or "failures" as both temporary and as learning opportunities. Children who have a malleable view, or a "growth mindset," believe they can develop their skills in academics and other domains through hard work. This mindset fosters persistence in achieving challenging goals and has been shown to be highly adaptive in school contexts (Dweck, 2006). As a result, the competency of

"growth mindset" has been incorporated into several frameworks in related areas of study, such as the **Building Blocks for Learning** framework in the field of school-based competency development (Stafford-Brizard, 2016) and the **Character Lab** framework in character education (Character Lab, 2017).

Workforce Development

The literature on workforce development is especially relevant to our focal age group. We located 18 frameworks in this area. The main purpose of these frameworks is to document skills, often referred to as *21st century skills* or *soft skills*, which are desirable to employers or predictive of workplace performance.

Selected Frameworks

The **Framework for 21st Century Learning**, for example, defines a set of desirable workplace competencies, such as flexibility and adaptability, social and cross-cultural competencies, productivity and accountability, and content knowledge (Partnership for 21st Century Learning, 2015). The **Employability Skills Framework** similarly emphasizes professional skills across intrapersonal and interpersonal domains, such as *taking responsibility for professional growth*, *exercising leadership*, and *respecting individual differences* (U.S. Department of Education, Office of Career, Technical, and Adult Education, 2015).

Some themes in this area center on initiative, discipline, collaboration, and ethics (e.g., ACT, 2011; U.S. Department of Labor, Office of Job Corps, 2016). Although some competencies mirror those competencies identified in school-focused frameworks, others are unique to this field, such as a customer service orientation (U.S. Department of Labor, Employment and Training Administration, n.d.) and managerial potential (Partnership for 21st Century Learning, 2015). Studies conducted using national data sets from different countries show some coherence in terms of the competencies predictive of workforce success and measurement approaches (Duckworth, Duncan, Kokko, Lyyra, Metzger, & Simonton, 2012).

Character Education

We found 10 frameworks in the area of character education. *Character education* refers to teaching children about human values, including responsibility, kindness, and honesty, as well as creating schools and environments that foster these values (Berkowitz & Bier, 2005).

Selected Frameworks

One prominent framework in this area, **Character Lab**, defines character in terms of the set of intentions and actions that help oneself and the broader society (Character Lab, 2017). Another prominent framework is the **What Works in Character Education** framework (Berkowitz & Bier, 2005). Other frameworks use the terms *virtues* (Arthur, Harrison, Carr, Kristjánsson, & Davison, 2014; McGrath, 2015) or *values* (Peterson & Seligman, 2004) to describe beneficial competencies among children.

The **Tripartite Taxonomy of Character** organizes competencies in terms of their interpersonal, intrapersonal, or intellectual nature. The Character Lab framework similarly identifies three main

types of "character strengths." The *strengths of heart*, *strengths of mind*, *and strengths of will* refer to intrapersonal, cognitive or intellectual, and interpersonal competencies, respectively. The framework breaks down the three categories of strengths into specific competencies, such as *gratitude*, *curiosity*, and *grit* (Character Lab, 2017).

Frameworks in character education share themes and competencies with the areas of PYD (e.g., themes of social connectedness, agency) and resilience (e.g., themes of persistence, adaptability), which we describe in the next section about fields of study with fewer than 10 frameworks (Resiliency Initiatives, 2012).

Fields of Study With Fewer Than 10 Frameworks

Some fields of study have significant parallels with previously mentioned fields, although they feature sufficient uniqueness to warrant their own grouping. We found frameworks in the areas of culture, disability, foster care, and juvenile justice that reference personal and social circumstances. These frameworks address culturally and linguistically diverse individuals, youth with disabilities, and youth-serving systems. We also found frameworks that show sensitivity to experiences of trauma and adversity; we observed such examples in the area of resilience, in particular. Other fields or areas of study include mindfulness, behavioral economics, mental health, and public health.

Frameworks Specific to Culturally and Linguistically Diverse Individuals and Groups

Our scan highlights the importance of considering culture, cultures, and cultural perspectives in mapping SE competencies. Frameworks that were developed explicitly from cultural perspectives or that focus on particular cultures exhibit similarities with more general frameworks but also add nuance to the competencies to which we attribute importance and the ways in which we understand their development. These frameworks suggest that youth develop competencies through necessity or experience in some circumstances, which also means that structural contingencies including privilege or the lack of privilege affect development and expression of competencies. Frameworks within the area of culture also address developmental considerations that are not addressed or are not well explicated by frameworks that less readily acknowledge culture.

We identified 24 of 136 sources that reference culture and diversity in the context of development, regardless of the primary field of study in which the source was categorized (see Table 3). Of these sources, 14 mention one or more culturally and linguistically diverse groups as part of the framework name. A number of frameworks in the area of school-based competency development consider cultural and linguistic diversity (eight of 33). Other areas in which at least one framework considers racial ethnic/diversity include workforce (four), PYD (two), mental health (one), psychology (one), and resilience (one). Commonly used frameworks may not fully acknowledge the role of culture in development.

Table 3. Counts of Frameworks That Mention Racial/Ethnic Diversity or Adversity and Trauma

Area of Study	Total in area	Number Addressing Culture and Racial/Ethnic Diversity	Percentage Within Area Addressing Culture and Racial/Ethnic Diversity	Number Addressing Adversity, Trauma, or Difficulty	Percentage Within Area Addressing Adversity, Trauma, and Difficulty
Character	10	0	0.0	0	0.0
Culture	7	7	100.0	4	57.1
Disability	4	0	0.0	0	0.0
Economics	6	0	0.0	0	0.0
Foster Care	3	0	0.0	3	100.0
Juvenile Justice and Violence Prevention	6	0	0.0	3	50.0
Mental Health	5	1	20.0	4	80.0
Mindfulness	3	0	0.0	0	0.0
Positive Youth Development (PYD)	19	2	10.5	1	5.3
Psychology	11	1	9.1	0	0.0
Public Health	3	0	0.0	0	0.0
Resilience	8	1	12.5	2	25.0
School-based competency development	33	8	24.2	4	12.1
Workforce	18	4	22.2	0	0.0
TOTAL	136	**24**	**17.6**	**21**	**15.4**

In addition to frameworks that mention culture within other primary fields of study, some frameworks (a total of seven) focus primarily on aspects of culture and development. Although some of these frameworks refer to multiple ethnic minority groups (Cabrera, Beeghly, & Eisenberg, 2012; Coll et al.,1996), others focus specifically on African-American youth (American Psychological Association [APA] Task Force on Resilience and Strength in Black Children and Adolescents, 2008; Barbarin, 1993, Cross, Strauss, Fhagen-Smith, 1999, Native American (Garn, Kulinna, Cothran, & Ferry 2010; Goodluck, 2002; LaFromboise & Lewis, 2008; Turner et al., 2006) and Asian American (Mistry et al., 2016) ethnic and cultural backgrounds.

Our findings suggest some similarities across the models that focus specifically on culturally and linguistically diverse groups. The contents of these frameworks suggest that individuals from certain culturally and linguistically diverse groups develop SE competencies that help them contend with race-based stressors and navigate everyday environments (e.g., schools) that may reflect dominant or majority group culture. Many of these competencies are relevant to all young people, and these frameworks emphasize their critical value. Other competencies may be unique

to the experiences of underrepresented groups but may have implications for self- and social awareness-related competencies for members of dominant groups. Sociocultural contexts may encourage or even necessitate the acquisition of specific competencies as a function of group membership. These competencies, too, can be brought to the awareness of all young people who live in a multicultural world and interact with peers with a diversity of experiences. Given institutionalized racism and the pervasiveness of discrimination and experiences of micro-aggression and identity threat, frameworks that do not consider culture could miss important and adaptive aspects of social and emotional development.

Some competencies that we identified in the area of culture add depth and complexity to competencies mentioned in other areas of study. In frameworks such as CASEL (2016), some culturally relevant competencies (e.g., self-concept formation with regard to important group memberships) might be subsumed under *self-awareness* or *social information processing*. Thus, the utility of competencies within certain cultural contexts may be obscured without awareness of these frameworks. Cross and colleagues (1999) present a developmental model for African-American youth, in which they refer to *code-switching*, or the ability to regulate behavior to suit the context and the comfort level of people from other, generally dominant groups. This competency infuses elements of social intelligence, self-regulation, and cognitive flexibility to add a level of nuance that extends beyond each individual skill. *Biculturalism* (e.g., Coll et al., 1996) or *multiculturalism* also can be described through a combined set of competencies, including interpreting and responding to cultural norms, self-awareness with regard to cultural group identities, and sensitivity to the perspectives of people from different backgrounds. Competencies such as responding to social cues and perspective-taking have added nuance within frameworks that focus explicitly on cultural groups; these examples blend key competencies while also providing contextual information about how the competencies are developed and used among people from culturally and linguistically diverse groups.

Other themes in this area include a focus on developing and maintaining connections to groups with which one identifies and showing adaptability to norms of different cultural environments. These SE competencies help individuals manage social relationships with people from their own and other cultural and linguistic groups.

Selected Frameworks

Although some competencies are not unique to these models (e.g., self-regulation), other competencies reflect some specific considerations, such as ethnic identity formation (Cabrera et al., 2012; Coll et al., 1996; Mistry et al., 2016) and coping with racism (Coll et al., 1996). The competency *coping with racism* is featured in **An Integrative Model for the Study of Developmental Competencies in Minority Children** (Coll et al., 1996) in reference to "minority children" and in the **Integrated Conceptual Framework for the Development of Asian American Children and Youth** (Mistry et al., 2016) in reference to Asian American children specifically. One culturally based framework, called the **Positive Development of Minority Children**, demonstrates these group-related competencies. The framework, also grounded in the area of PYD, extends the common social and emotional skill of self-efficacy to group-based efficacy, which is defined as "a sense of connectedness and willingness to intervene to encourage or sanction peer behavior among diverse African American, Latino and majority youth" (Cabrera et al., 2012, p. 11).

In addition to identifying novel frameworks in the area of culture, we examined how well-known frameworks have been adapted to reflect individual and group diversity. For example, the **Acknowledge Alliance and Collaborative for Reaching & Teaching the Whole Child** model (2013) elaborates on the CASEL model to incorporate competencies associated with culturally responsive teaching practices (e.g., building relationships with diverse individuals). Revised or newly created frameworks may signal that existing frameworks were not sufficiently sensitive to linguistically and culturally diverse groups. Therefore, an examination of frameworks relevant to cultural groups provides unique insight into how to conceptualize and promote SE competencies across children and settings.

Frameworks Specific to Youth with Disabilities

One set of frameworks focuses on the developmental experiences of youth with disabilities, specifically in the areas of special education including autism, and disability. We identified four frameworks relevant to the disability area. These frameworks were created by groups and organizations that focus on research and practice in the areas of special education, including autism, and disability (e.g., The Special Interest Research Group on Quality of Life, 2000). Some policy experts have argued that fields such as special education could provide models for cultivating SE competencies among children (Garcia, 2014). For example, some strategies for promoting SE competencies among children in special education contexts (e.g., individualized learning plans) have been adapted successfully across educational contexts (Garcia, 2014).

Selected Frameworks

In several frameworks in this area (e.g., National Collaborative on Workforce and Disability for Youth [NCWD/Youth], 2015; The Special Interest Research Group on Quality of Life, 2000), competencies related to *inclusion* and *connection with others* are central but nonetheless are balanced with competencies reflecting independence and self-efficacy. The examples suggest themes of navigating social relationships (e.g., potential experiences of inclusion versus exclusion on the basis of one's disability) and demonstrating personal capabilities or self-sufficiency. Although these frameworks share similarities with previously mentioned frameworks, they also might reflect potential experiences of societal marginalization and salient areas of skill development.

Often, SEL interventions do not target students with disabilities and their unique needs (Lichtenstein, 2016). When they do, they target emotional and behavioral regulation, knowledge, and expression, which constitute a significant part of special education interventions and assessment. Frameworks found in the disability area typically target children and youth on the autism spectrum, who may be more likely than their peers to have trouble processing and expression emotions. For example, the **Progression Framework for Students on the Autism Spectrum** framework (Autism Education Trust, 2015) emphasizes the competencies necessary for positive, comprehensible communication with adults and peers, such as *understanding social rules* and *nonverbal communication (e.g., body language, facial expressions as indicators of what a teacher or peer is trying to communicate)*. This framework also highlights the core competency of *sensory processing*. The ability to manage one's environment to modulate incoming sensory stimuli seems unique to this framework and especially relevant to individuals

with autism. Knowing that such competencies may be important among individuals with autism can help in designing interventions that contribute to well-being.

We observed several parallel themes between the literatures on autism and disability. One example is a theoretical and measurement-based framework about quality of life among individuals with disabilities. This framework emphasizes interpersonal relations, emotional well-being, self-determination, and material well-being (The Special Interest Research Group on Quality of Life, 2000). As in the other examples within the area of disability, key themes include achieving both personal efficacy and social connectedness.

Frameworks Specific to Systems and Services

Another set of frameworks focuses on youth-serving systems and services. We found nine frameworks specific to systems and services, which were clustered within the areas of juvenile justice and foster care. We find their consideration of context to be a defining feature and also see emerging frameworks in this area. The competencies described in these frameworks suggest several themes.

Autonomy and Agency. Across both the juvenile justice and foster care contexts, we find competencies such as *autonomy*, *taking responsibility for one's actions*, and *awareness of life's options and steps for making choices*. These competencies map onto broader themes of autonomy and agency.

Cognitive Skills. The expressed goals of interventions and frameworks in juvenile justice typically are rehabilitation and preventing recidivism. In contrast with frameworks from other disciplines, juvenile justice frameworks are more likely to include competencies such as *cognitive development*, *basic academic skills*, a *broad base of knowledge*, and similar competencies relating to cognition. Inclusion of these competencies could signal that, in order to achieve healthy development both within juvenile justice settings and in aftercare, youth need to develop cognitive skills that support healthy decision making and independent thinking.

Decision Making and Connection. Other frameworks include competencies that emphasize themes related to both achieving independence and connection with others. We observed examples of commonly mentioned competencies that were reframed within these literatures to be more specific to service and system contexts. Within one framework that focuses on foster child health and development (Kools & Kennedy, 2003), social and emotional functioning is characterized by *developing trust in primary caregivers* and *following rules*. Although these competencies are adaptive in all contexts and some variants are identified in some of the more dominant frameworks, they take on added meaning in the context of entering a family's home as a foster child.

Another model within the juvenile justice literature endorses *forming close relationships* and *making meaningful choices* as key developmental characteristics (U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, 1998). Although these competencies show correspondence with other frameworks that are not context-specific, they also convey coping skills (e.g., seeking support from others, thoughtful decision making) that could prevent further involvement with the juvenile justice system. These coping skills are useful in all

contexts, even if they are not described similarly in frameworks outside of this area. Giving context to these competencies allows for a deeper understanding of why they are important for children's development and healthy functioning.

Pro-sociality and Integration. Other key competencies in the area of juvenile justice include prosociality and integration within the community (Butts, Bazemore, & Meroe, 2010). These competencies emphasize gaining or perhaps regaining connections with others following a difficult experience. Thus, some of these competencies reflect adaptation to personal or environmental stressors, as in the previous example of sensory management among individuals with autism.

Frameworks Specific to Resilience

We found other examples of personal adaptation to stressors in the area of resilience. A theme in this area is how people respond to adversity in potentially adaptive ways and even accumulate experiences and skills that can help later performance (e.g., problem solving and decision making; see Ellis, Bianchi, Griskevicius, & Frankenhuis, forthcoming). The resilience frameworks deal with both adapting to and overcoming one's circumstances.

This area shares similarities with the areas of juvenile justice and foster care but refers to a wider range of coping processes. For example, frameworks within the services and systems areas describe competencies that relate to stressors people experience through interaction with specific systems and services, whereas the field of resilience looks at broader interactions with one's environment. Adversity and other negative experiences can occur both within and outside of specific services and systems. We observed both familiar and new competencies within the cluster of frameworks that centers on the area of resilience.

We found eight frameworks in the area of resilience. Although resilience is mentioned as a competency across several frameworks in other disciplines, it also is the focus of a unique set of frameworks. The resilience frameworks highlight the skills that promote adaptation and coping in response to difficult circumstances. Similar to the system- and service-specific frameworks, these frameworks do not assume universal conditions of development and therefore speak to development under conditions of stress or adversity. Many—and perhaps all—individuals will experience adversity-related stress in some form at some point in their lives, which makes competencies in this area relevant universally.

Selected Frameworks

Across frameworks, we observed a focus on social, emotional, and intellectual competencies that promote adaptive responses to adversity. For example, the **Youth Resilience Framework** captures relevant social and emotional skills, including *competence*, *coping*, *humor*, *connectedness*, and *knowledge of health behaviors and risks* (Rew & Horner, 2003). These frameworks tend to focus exclusively on skills related to coping and resilience.

One framework from the APA (2008) focuses on resilience among African American children in particular. The framework shares similarities with frameworks in the area of culture (e.g., *identity development*) while also including skills related to taking care of oneself (e.g., *physical*

health and development) and one's community (e.g., *communalism*), including through proactive behaviors that positively shape one's environment (e.g., *active engagement*; APA, 2008).

Resilience is important for addressing the impacts of trauma. Two frameworks within the area of resilience focus on individuals who have experienced trauma. We identified a set of competencies highlighted among individuals who have experienced trauma that shares similarities with competencies highlighted among individuals with autism (Ford, 2015; Kinniburgh, Blaustein, Spinazzola, & van der Kolk, 2005). These competencies suggest an adeptness at regulating one's environment and controlling one's responses to the external environment. More specifically, the **Trauma Affect Regulation: Guide to Education and Therapy (TARGET)** model by Advanced Trauma Solutions (Ford, 2015) lists *awareness* and *control of "alarm" reactions* as key competencies. These frameworks demonstrate parallel patterns of coping and adaptation in response to stressors that people experience.

As part of our framework coding, we looked beyond the area of resilience for other examples of sensitivity to trauma and experiences of difficulty and adversity. We noted whether frameworks are sensitive to the development of individuals who have experienced trauma, adversity, or difficulty. Although fewer than 10% of frameworks demonstrate sensitivity to trauma and adversity, the areas showing the greatest sensitivity include culture (4), school-based competency development (4), mental health (4), foster care (3), and juvenile justice (3). Other areas showing consideration of trauma include resilience (2) and PYD (1). Although not all the culture frameworks address resilience, several frameworks in this area show explicit sensitivity to experiences of trauma, adversity, and difficulty due to persistent experiences with institutionalized racism which includes stereotyping, privilege, microaggressions, and discrimination in shaping development. The theme of contending with racial marginalization is echoed in the literature on mental health, which includes three sources that reference development among racial/ethnic minority groups.

Mindfulness

We found three frameworks in the area of mindfulness. Mindfulness frameworks capture a subset of SE competencies that deal with *self-regulation*, *self-awareness*, and *perspective-taking*; these competencies center on the capacity to regulate attention and process information about the self and others (Bishop et al., 2004; Mind and Life Education Research Network [MLERN] et al., 2012; Vago & Silbersweig, 2012). The frameworks include competencies that are found in other frameworks, including *self-regulation* in particular; however, the specific combination of competencies (e.g., *self-regulation* and *orientation to experience*) is coherent across mindfulness frameworks and points to the skill components or "ingredients" of mindful behavior. Frameworks in the area of mindfulness are relevant to coping skills, including regulating one's responses to stressors and the external environment.

Mental Health

We found five frameworks that address mental health. Three of these frameworks focus on mental health considerations among culturally and linguistically diverse groups, specifically Native American and Latino ethnic groups (Blanco-Vega, Castro-Olivo, & Merrell, 2008; Goodluck, 2002; LaFromboise & Lewis, 2008). The purposes of these frameworks span research

and practice. These frameworks cover competencies also represented in the areas of culture and resilience. The frameworks underscore the connection between SE competency and health by discussing competencies in the context of mental health, including the mental health of individuals from culturally and linguistically diverse groups.

Public Health

We found relatively few frameworks (a total of three) in the area of public health. One framework specifies five facets of social and emotional development that are relevant to epidemiology and community health: *social competence*, *attachment*, *emotional competence*, *self-perceived competence*, and *temperament/personality* (Denham, Wyatt, Bassett, Echeverria, & Knox, 2009). These frameworks tend to include competencies that are common to frameworks in other areas of study. For example, *attachment* is found across several frameworks in the areas of school-based competency development, resilience, mental health, and foster care. Although the competencies tend not to be unique in this area, these frameworks provide a bridge between areas of study that focus on different levels of analysis. For example, the field of public health might adopt a broader level of analysis (e.g., community level) than captured in many of our frameworks.

Behavioral Economics

Our scan identified six frameworks within the area of behavioral economics. One framework discusses the relationships between so-called "noncognitive" factors (e.g., *self-esteem*, *self-determination*), "cognitive" skills, and labor market outcomes (Heckman, Stixrud, & Urzua, 2006). A common theme across these frameworks is *self-control* (Duncan, Claessens, & Engel, 2004; Jones, Karoly, Crowley, & Greenberg, 2015; Koch, Nafziger, & Skyt Nielsen, 2015), or *internal control* (Heckman et al., 2006). This is expected because economics has a robust literature on self-control (i.e., imposing constraints on behavior given an anticipated future outcome). Because the field is informed by game theory, or the study of human behavior in competitive situations, economics researchers often address how and why individuals make choices or refrain from making choices (Thaler & Shefrin, 1981).

Subsets of Larger Fields of Study

Sociology and parenting emerge infrequently or in combination with other fields of study, and thus did not emerge as separate areas in our review. Instead, these areas align with work in psychology, school-based competency development, and public health. A sociological model of **Emotion Work and Psychological Well-Being**, adapted from earlier theories (Hochschild, 1979), focuses on *emotion regulation skills* that are well suited for individuals in service professions (Zapf, 2002). Across the two parenting-relevant frameworks that we identified, unique competencies related to *self-care* and *personal boundaries* emerged, in addition to competencies related to *emotional warmth* and development (NSPCC, 2014; UK Department of Health and Department for Education and Employment, 2000). We did not observe any explicit references to parenting-related competencies in the area of workforce development. We might have expected to find a competency related to successfully balancing home and work responsibilities. A better understanding of competencies at the intersection of work and life domains could help promote well-being among parents.

Patterns Related to Supporting Evidence, Focus, Scope, and Measures

We coded the extent to which the main source for each framework signaled supporting evidence, the framework's purpose, the breadth or scope of the competencies featured, and relevant measures.

Evidence Supporting the Overall Framework Structure

Table 4 presents the types of evidence for the overall framework structure by fields of study. We looked at whether the overall structure of the framework and how the competencies fit together are supported by theoretical or empirical evidence. Many framework developers do not provide empirical evidence to support their framework structure; however, many developers cite theoretical evidence. This finding suggests that the frameworks may not yet be empirically tested. In some cases, framework developers adapted or improved upon previous theories when constructing an organizing framework.

Table 4. Frameworks with Evidence for the Framework Structure by Area of Study

Area of Study	Total in Area	Theoretical Evidence	Percentage With Theoretical code	Empirical Evidence	Percentage With Empirical code	Theoretical and Empirical Evidence	Percentage With Both Codes
Character	10	5	50.0	0	0.0	2	20.0
Culture	7	5	71.4	0	0.0	2	28.6
Disability	4	2	50.0	0	0.0	0	0.0
Economics	6	0	0.0	5	83.3	1	16.7
Foster Care	3	3	100.0	0	0.0	0	0.0
Juvenile Justice and Violence Prevention	6	5	83.3	1	16.7	0	0.0
Mental Health	5	4	80.0	1	20.0	0	0.0
Mindfulness	3	3	100.0	0	0.0	0	0.0
Positive Youth Development (PYD)	19	14	73.7	1	5.3	1	5.3
Psychology	11	6	54.5	0	0.0	5	45.5
Public Health	3	2	66.7	0	0.0	1	33.3
Resilience	8	5	62.5	1	12.5	1	12.5
School-based competency development	33	19	57.6	0	0.0	7	21.2
Workforce	18	6	33.3	1	5.6	2	11.1
TOTAL	136	**79**	**58.1**	**10**	**7.4**	**22**	**16.2**

Evidence Supporting the Selection of Competencies

As an additional way of assessing the evidence supporting the frameworks, we recorded whether or not the framework documents note evidence for the competencies identified in the framework. One pattern emerged. The majority of frameworks include competencies that have documented relationships with important developmental outcomes in the literature: 92 frameworks provided references about theoretical and/or empirical evidence for at least some of the competencies, whereas 44 frameworks provided neither type of evidence.

Bringing together the evidence for the overall structure of the framework and the individual competencies, we find that framework developers often combine evidence-based competencies in new, theory-based but not empirically based ways.

Measurement

Overall frameworks have two distinct relationships to measurement. The developer or author either created a framework to guide assessment, or the developer or author cites references with measures that are relevant to the framework.

We found that nine frameworks have *measurement considerations* as a main purpose (see frameworks labeled "Measurement Considerations" under "Purpose" in the Frameworks Table in Appendix A). For example, we found new measures in the area of resilience, such as the **Resiliency: Assessing Developmental Strengths (R:ADS)** measure (Resiliency Initiatives, 2012) and in the area of workforce development, such as the **Entrepreneurship Mindset Index (EMI) survey** (Network for Teaching Entrepreneurship, n.d.).

We found that 66 frameworks mention related measures. Framework authors or developers name measures of constructs related to their models but do not necessarily recommend them for use. The examples of measures included in the original sources show the range of measures both within and across disciplines. For example, in addition to the entrepreneurship index mentioned, frameworks in the workforce area mention personality assessments that capture employability skills (e.g., *work ethic*/*consciousness*; National Research Council, 2012).

Purpose of the Frameworks

The frameworks have one of four primary purposes (see Table 5). The most common purpose is to advance theory and research. Just under half of the frameworks (59) have this purpose. A sizable number of frameworks (42) are intended for applied practice, and a smaller number of frameworks (25) outline standards and competencies. We suspect that the high frequency of frameworks intended for theory and research development reflects the common types of venues (e.g., academic journals) in which developers present frameworks. Furthermore, because we tracked down the original sources, wherever possible, in which frameworks are presented so that we could examine conceptualizations of SE competencies, we were limited in our ability to track the frameworks across subsequent uses in applied practice. The proprietary nature of many frameworks in applied practice may make the evolution of the frameworks more difficult to track; frameworks that are otherwise inspired by similar theories and models may distinguish themselves from one another in everyday practice.

Patterns Related to Purpose by Area of Study

Looking at areas with greater overlap in purpose, we find fields that deal with specialized subject matter (e.g., behavioral economics), the experiences of individuals and groups from culturally and linguistically diverse backgrounds, the experiences of youth with disabilities, and the youth-serving systems of foster care and juvenile justice. Frameworks in the area of behavioral economics (a total of six) have an exclusive purpose of theory and research development (see Table 4). Similarly, six of the seven frameworks in the area of culture are intended for theory and research development. Frameworks in the area of disability (three of four frameworks) focus almost exclusively on applied practice, and frameworks in the areas of foster care and juvenile justice (six and three, respectively) focus exclusively on applied practice.

Looking at areas with more variety in the purposes of frameworks, we find fields that have a greater number of frameworks and a longer history of studying SE competency development. Forty percent of the frameworks in character education (four of 10) were developed for the purpose of theory and research development, whereas another 40% were developed for the purpose of applied practice. The common purposes within the area of school-based competency development (32 frameworks) are theory and research development (10 frameworks), identifying standards and competencies (12 frameworks), and applied practice (nine frameworks). Measurement considerations (one framework) are less common. The most common purpose in the workforce area is standards and competencies identification (eight of 18 frameworks). PYD and psychology are intended for theory and research development more so than for other purposes but show some variability across frameworks. Fields with a longstanding interest in SE competency development show more variety along the dimension of framework purpose, perhaps because the frameworks in the field have evolved over time to serve different purposes or because new frameworks have emerged to fill gaps in the needs of the field.

Scope of Competencies

We looked for commonalities across frameworks in the breadth of competencies subsumed under the same framework (see Table 5). The frameworks are split almost evenly across our codes for narrow and comprehensive scopes, as exemplified by the **Emotional Literacy** (Weare & Gray, 2003) and **What Works in Character Education (**Berkowitz & Bier, 2005) frameworks, respectively. Sixty-one frameworks have a narrow focus, whereas 75 have a comprehensive focus. This variability points to the many definitions and levels of competencies (e.g., constructs, subconstructs) that exist within the literature on SE competencies, allowing for both depth and breadth of focus across frameworks.

Patterns Related to Scope by Area of Study

Some areas of study have frameworks with narrow, or focused, sets of competencies. All of the frameworks in behavioral economics, mental health, and mindfulness have a narrow scope (see Table 5). These areas also tend to have fewer frameworks and therefore are considered to be emergent areas of study. One possibility is that these frameworks provide detail about specific facets of development that are not well specified in broader frameworks, such as how competencies related to mindfulness influence well-being.

Other areas did not show a clear pattern with regard to the scope. We observed a relatively even distribution of narrow and comprehensive codes for the areas of character education, disability, and resilience. Twelve of 19 of the PYD frameworks have a comprehensive scope. In psychology, this pattern is flipped, such that seven of 11 frameworks have a narrow scope, perhaps owing to elaboration of specific competencies or constructs (e.g., emotional intelligence, academic tenacity).

Some areas of study take a comprehensive approach to naming SE competencies. Nearly all of the workforce and culture frameworks have a comprehensive scope (15 of 18 and five of seven, respectively). The areas of PYD, workforce, and school-based competency development have a greater number of frameworks with a comprehensive versus narrow focus. For example, the workforce area aims to identify a set of standards and competencies that are important to the working world while also taking a holistic approach; this finding reflects an interest in 21st century skills, which encompass not only content knowledge but also intrapersonal and interpersonal competencies necessary for success in work and life. Similarly, the PYD area frameworks capture a broad range of competencies or potential strengths.

Table 5. Framework Count by Scope and Purpose

Area of Study	Count	Scope		Purpose			
		Comprehensive	Narrow	Applied Practice	Theory/ Research Development	Measurement Considerations	Standards/ Competencies Identification
Character	10	5	5	4	4	1	1
Culture	7	5	2	0	6	1	0
Disability	4	2	2	3	1	0	0
Economics	6	0	6	0	6	0	0
Foster Care	3	2	1	3	0	0	0
Juvenile Justice and Violence Prevention	6	4	2	6	0	0	0
Mental Health	5	0	5	1	3	0	1
Mindfulness	3	0	3	0	3	0	0
Positive Youth Development (PYD)	19	12	7	5	10	1	3
Psychology	11	4	7	2	8	1	0
Public Health	3	2	1	1	1	1	0
Resilience	8	4	4	4	3	1	0
School-based competency development	32	20	13	9	10	1	12
Workforce	18	15	3	4	4	2	8
TOTAL COUNT	136	75	61	42	59	9	25
TOTAL %	100	55.1	44.9	30.9	43.4	6.6	18.4

Developmental Specificity and Sequencing

We categorized the frameworks according to their age groups of focus, and we found a lack of specificity about the focal age groups for frameworks. Many frameworks mention youth, children, or adolescence but do not necessarily provide relevant age ranges. We therefore labeled the relevant age groups by frameworks using the language of the authors or developers (see Table A1 in Appendix A). Framework developers often mention one or more common terms for age groups. Eleven frameworks refer to *school-age* children, 19 refer to *children*, 11 refer to *youth*, and three refer to *teens*. A total of 32 frameworks refer to *adolescents* as a primary age group of interest, often in combination with either children or young adults. The term *adults* appears 10 times across frameworks.

Only a few frameworks focus on a specific age range. One framework identifies SE competencies specific to adolescence, such as *social confidence* and *conflict resolution* (Hair, Jager, & Garrett, 2002). Hair and colleagues (2002) discuss how adolescence represents a period of many personal and social transitions, which may necessitate the development of new competencies. This skill development process may help adolescents prepare for adulthood and entry into the workforce. For example, both school and work settings require competencies such as teamwork and discipline (ACT, 2011; Farrington et al., 2012).

Although many frameworks refer broadly to the development of competencies over time, few frameworks specify the sequencing of competencies across time. We found 11 of 136 frameworks that outline developmental sequences, or specific competencies by developmental stage (Arnett, 2000; Bernard, 2006; Blum, Astone, Decker, & Mouli, 2015; Denham et al., 2009; Farrington et al., 2012; Jones & Savitz-Romer, 2013; Kools & Kennedy, 2003; Masten & Coatsworth, 1995; New York City Children's Cabinet, 2016; Stafford-Brizard, 2016; Wyman, 2003; also see Appendix A). Table 6 includes the breakdown of these frameworks by field of study. Four out of eight of these frameworks are found within the field of school-based competency development, and the remaining four framework are split evenly across the following four areas: foster care, PYD, public health, and resilience. Our results show an overall scarcity of models that delineate useful SE competencies by specific age ranges. Grouping together competencies across many age ranges could obscure the unique needs of youth in certain age groups, such as adolescence, for whom identity concerns and feelings of self-efficacy may be especially important and useful during the transition to adulthood.

Table 6. Counts of Frameworks That Mention Developmental Sequencing

Area of Study	Total Frameworks	Number of Frameworks With Developmental Sequencing	Percentage With Developmental Sequencing
Character	10	0	0.0
Culture	7	0	0.0
Disability	4	0	0.0
Economics	6	0	0.0
Foster Care	3	1	33.3

Area of Study	Total Frameworks	Number of Frameworks With Developmental Sequencing	Percentage With Developmental Sequencing
Juvenile Justice and Violence Prevention	6	0	0.0
Mental Health	5	0	0.0
Mindfulness	3	0	0.0
Positive Youth Development (PYD)	19	1	5.3
Psychology	11	0	0.0
Public Health	3	1	33.3
Resilience	8	1	12.5
School-based competency development	33	4	12.1
Workforce	18	0	0.0
TOTAL	136	**8**	**5.9**

Summary of Findings

Our scan examined similarities and differences in the characteristics of SE competency frameworks. We identified 136 frameworks that reach across 14 areas of study. The greatest number of frameworks (a total of 33) originated in the field of school-based competency development. Frameworks from areas such as juvenile justice, foster care, culture, and public health have received less attention in discussions about SE competencies relative to areas such as PYD and workforce development. These frameworks nonetheless add to the conversation by showing how fields that consider unique contexts or levels of analysis (e.g., individual versus societal level) identify and conceptualize SE competencies.

The findings signal an imperative to consider culturally and linguistically diverse groups; youth with disabilities; experiences with trauma, adversity, and difficulty; and youth-serving systems when constructing broader frameworks. Frameworks in the area of culture include competencies with an added layer of nuance beyond frameworks that do not explicitly acknowledge culture, as in the examples of the competencies of *code switching* and *biculturalism*. Several of these frameworks address experiences of trauma, adversity, and difficulty due to institutionalized racism. The frameworks that focus on youth with disabilities or individuals who have experienced trauma provide a lens for interpreting competencies according to their importance in certain circumstances (e.g., the utility of modulating sensory inputs among people with autism). Other frameworks in the areas of foster case and juvenile justice situate important competencies within systems and services that serve youth. Competencies in these areas reveal both challenges and opportunities for healthy development among individuals who move through those systems. Our results demonstrate that commonly referenced SE competency frameworks do not apply uniformly across a variety of individuals, groups, and systems and may miss key considerations for healthy development. One challenge of achieving consensus about a common framework is that researchers and practitioners routinely draw from evidence within

their own fields of study. The exact sources of evidence are unlikely to be consistent across and within fields of study.

However, we identified patterns in the *amounts* and *types* of evidence provided in original sources of frameworks. We found that sources often include a combination of empirical and theoretical evidence for selecting specific constructs. Sources less often include an empirical rationale for combining competencies into an organizing framework. Support for the framework structure drew more so from theory than empirical measurement strategies. Future analysis of a smaller subset of frameworks could follow the evolution of frameworks over time and through phases of empirical testing.

We found a lack of specificity about the relevant age groups for the frameworks. Many frameworks refer to *youth* or *children*. We also found limited information about the expected sequence of competencies for individuals. Only 11 of 136 frameworks provide a sequence for competencies; the developmental sequencing of competencies is another area for future research. Such an undertaking also could help with tailoring measures of SE competencies by age group to maximize accuracy and the inclusion of essential competencies.

Our scan identified four main purposes of frameworks: standards and competencies identification, applied practice, measurement considerations, and theory and research development. **Within these four categories, framework authors and developers most often sought to advance theory and practice and contribute a model for applied practice.** The core characteristics of frameworks that we have identified and captured through coding provide a road map for assessing parallels between frameworks and determining which models may be informative in certain contexts.

Chapter 4: A Deeper Dive Into the Competencies in Social and Emotional Competency Frameworks

Our extensive scan of frameworks that included 27 areas of study identified an extensive list of frameworks developed for reasons ranging from practice to research to measure development. Although we cast a wide net, the preponderance of frameworks came from five areas of study that had 10 or more frameworks. These areas are PYD, school-based competency development, psychology, workforce development, and character education. These frameworks incorporate a diversity of competencies that speak not only to cognitive, intrapersonal, and interpersonal skills but also to other types of competencies, such as ethical values, connection to community, and social justice. We found 27 frameworks that speak specifically to competencies that are valuable for young people with disabilities or those who belong to specific cultural groups. These frameworks often emphasize competencies that help young people contend with race-based stressors and navigate everyday environments in ways that are unique to these groups. The greater emphasis on this theme compared to the themes in other frameworks suggests that sociocultural contexts may encourage or even necessitate the acquisition of specific and unique competencies.

A high-level scan of the frameworks in our database also confirmed what we hypothesized: that different terms are used for competencies that have similar definitions, and that the same terms are used for competencies that have different definitions. In addition, we encountered considerable diversity in the specificity and broadness of definitions: Some definitions are short whereas others are extensive and reveal that one particular competency encompasses what other frameworks would consider several competencies in one.

In this next phase of our work, we took a deeper dive into the competencies themselves, exploring how they can be organized using one coding system in a way that would allow us to see patterns of alignment and misalignment, as well as where our extensive scan revealed competencies that are less well represented in the areas of study with the most frameworks. In this chapter, we discuss our methodology for sampling and coding the frameworks identified during the first phase of the scan. Next, we discuss our findings.

The first section of the findings considers how often competencies occur in each subdomain, with respect to the frequency with which different fields are represented in our frameworks sample. Next, we narratively discuss "within-subdomain" competencies, identifying the ways in which competencies converge and diverge. We also explain the occurrence of competencies that do not fit well in the existing taxonomy, with suggestions for additions to the taxonomy based on our findings. Finally, we extract overarching themes from the universe of competencies analyzed, including the importance of context specificity in defining and measuring competencies.

Key Findings

- A high-level scan of the frameworks in our database confirmed what we hypothesized: that different terms are used for competencies that have similar definitions, and that the same terms are used for competencies that have different definitions.

- There is considerable diversity in the specificity and broadness of definitions—some definitions are short whereas others are extensive and reveal that one particular competency encompasses what other frameworks would consider several competencies in one.
- Although we cast a wide net, the majority of competencies originated from five areas of study that have 10 or more frameworks. These areas are PYD, school-based competency development, psychology, workforce development, and character education.
- Twenty-seven frameworks include competencies that are valuable for young people with disabilities or those who belong to specific cultural groups. These frameworks often emphasize competencies that help young people contend with race-based stressors and navigate everyday environments. However, all young people benefit from having these competencies in their repertoire to aid them in navigating daily stresses; be better partners, colleagues, and citizens; avoid self-serving (hegemony-supporting) and victim-blaming thinking; be more humble; and be less judgmental of others.
- Of the 50 frameworks that we coded, the largest percentage of competencies are in the Prosocial/Cooperative Behavior subdomain; the second largest are in the Ethical Values subdomain.
- The competencies in fields that have more than 10 frameworks are primarily in the Prosocial/Cooperative Behavior (12%), Performance Values (8%), and Ethical Values (8%) subdomains.
- The competencies in the fields with fewer than 10 frameworks are primarily in the Prosocial/Cooperative Behavior (19%) and Emotional and Behavioral Regulation (10%) subdomains.
- Many competencies occur in multiple subdomains, highlighting the interconnectedness of the competencies.
- Most competencies fit into the 23 subdomains developed by the Harvard team.
- Some competencies do not satisfactorily fit into the coding system, mainly because they speak to adolescents and/or specifically call out issues of diversity and culture.
- For these "other" competencies, we propose five additional subdomains: Autonomy, Relational Self, Intimacy and Attachment, Resourcefulness, Coping and Resilience. We also propose adding to the Purpose subdomain a set of codes related to Opportunity Recognition and Orientation to the Future.

Method

The AIR team conducted a scan of SE competency frameworks that resulted in 136 frameworks in 14 areas of study. The greatest number of frameworks were found in the fields of school-based competency development, PYD, and workforce development, but several frameworks came out of work focusing specifically on culturally and linguistically diverse individuals and groups, youth with disabilities, and youth-serving systems A first step was to compare and contrast the frameworks on a range of factors. These included their scope and purpose, the extent to which

they rely on theoretical and empirical evidence, the extent to which they emphasize culture and trauma, and whether or not they are developmentally sequenced. Findings from this analysis are presented in Chapter 3.

The next step was to organize and compare the extensive set of 748 competencies identified by these frameworks. There are many challenges to organizing these competencies to make comparisons possible. For example, SEL frameworks organize and define competencies at various levels of specificity. In addition, different terms and definitions are used that vary as a function of the preferences of different disciplines and fields of study. For example, one framework may name *relationship skills* as a competency, whereas another framework uses this term as an umbrella term for a number of more specific interpersonal competencies such as *sharing* and *cooperation*, which are defined with more specificity. Furthermore, "relationship skills" in the workforce development field may refer to working effectively in a team, whereas "relationship skills" in the juvenile justice setting may mean developing trust in caregivers. This lack of clarity and consistency poses challenges for researchers and practitioners by making it difficult to even begin to identify the most essential competencies across disciplines that should be targets for intervention, and to accurately measure those competencies. For these reasons, it can be overwhelming to begin to compare and contrast the competencies within the many existing frameworks without some systematic method to organize and describe these competencies.

To avoid fragmentation in the field, we chose to address this challenge in a way that aligns with the work of the Taxonomy Project, led by Stephanie Jones at Harvard University. This project seeks to clarify and connect existing frameworks and competencies. The project's goal is to document and analyze information about SE competency frameworks that are widely used in the field. The project aims to develop a database and coding system to organize, describe, and connect different frameworks and terms across disciplines. The coding system is based on a separate curriculum development project in which researchers conducted a review of developmental and prevention sciences and conducted a content analysis of evidence-based SEL programs. Through this project, they generated a set of SEL outcomes and benchmarks. The coding system they developed for this project provided the coding system for the Taxonomy Project. When complete, the database will feature interactive visualizations that depict the skills within frameworks as well as areas of overlap and variation across frameworks. The coding system remains in development and is being refined by the Harvard team, including through lessons learned from the coding of additional frameworks by the AIR team.

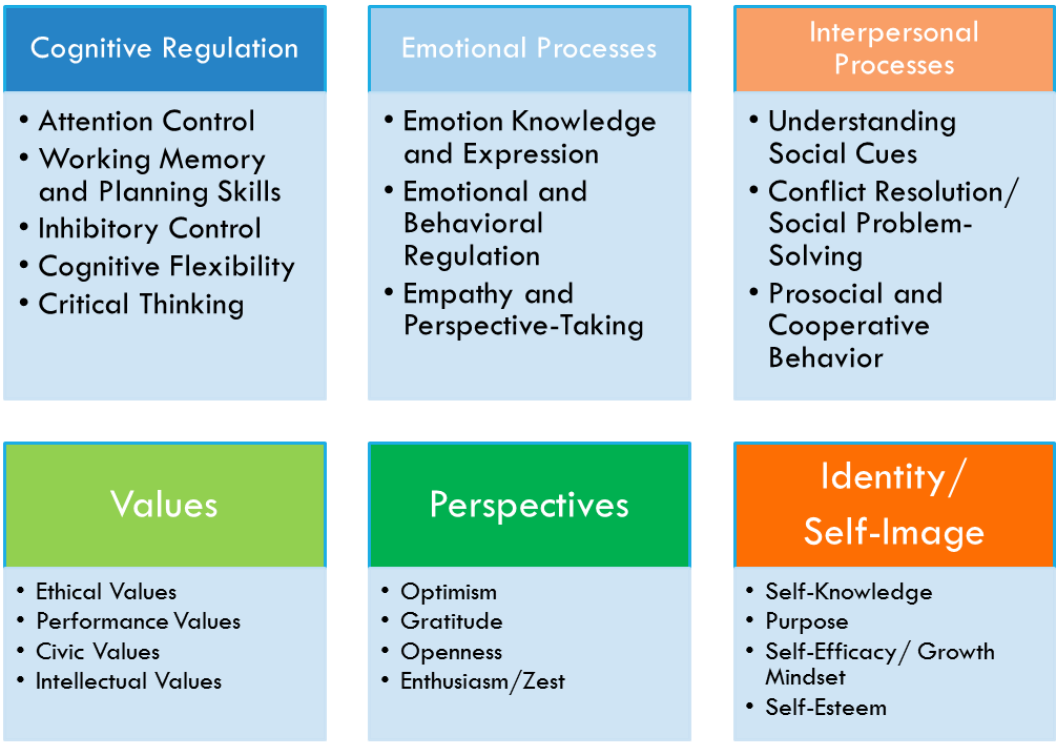
The AIR team was the first external group to be trained on the Harvard taxonomy and to apply the coding system to a new set of frameworks. By using Harvard's coding system, the AIR team sought to clarify definitional issues, highlight the competencies most frequently referenced across frameworks, and identify competencies relevant to middle and late adolescence.

Coding Competencies

The Harvard coding system is designed around 3 levels. The domain level is the highest level and includes 6 categories: cognitive, emotion, social, values, perspectives, and identity. Within these six domains are 23 subdomains. These subdomains and their organization within the 6

domains are displayed in Figure 1. These subdomains are then further subdivided into over 200 skill codes, which the Harvard team uses to code frameworks.

Figure 1. Taxonomy Project Coding System: Six Domains and 23 Subdomains



Coding at the skill level is an intensive process. Given the scope of frameworks in the AIR database, we chose to adapt the coding system by coding at the subdomain level. We used the skill codes to conduct the coding, but rather than assign each skill/construct a skill code, we assigned each skill/construct a subdomain code.

Interrater Agreement

To orient the AIR team to the taxonomy, AIR coders participated in two virtual training sessions with Stephanie Jones' team at Harvard University. The trainings provided an in-depth discussion and walk-through of the Harvard-developed coding system. After the first session, our team coded a total of four frameworks that already had been coded by Harvard researchers. In the second session, the research teams discussed which codes applied to individual competencies in the overlapping frameworks and clarified questions in an effort to establish interrater reliability. Our team then coded two additional frameworks and discussed the codes with the Harvard team. AIR completed six frameworks of varying complexity during the training phase. The coders then completed five additional frameworks to establish reliability with the Harvard team. Coder reliability was established by coding five frameworks and achieving a match with the Harvard team on an average of 90% or more of codes for each subdomain code. Codes were considered matching if both coders either applied or did not apply the subdomain code for a specific skill. The two AIR coders then independently coded four additional frameworks and compared their

responses. They again achieved more than 90% agreement across all codes and proceeded to code the remaining frameworks independently.

Framework Selection

The team coded approximately one-third of the total number of frameworks in AIR's database, or 50 frameworks. AIR selected the 50 frameworks with the goal of representing a range of framework characteristics. These characteristics include the discipline or area of study, purpose of the framework, target age group, and whether or not the framework incorporates developmental sequencing.

In order to select the frameworks, the team developed a set of sequential decision rules. Several factors influenced the selection of the analysis sample. In descending order of importance, these factors include the following:

- Proportionate representation of disciplines from the full framework list
- Theoretical and empirical evidence supporting the framework as described in framework documentation
- Representation of the four focus areas: applied practice, measurement considerations, theory/research development, and standards/competencies identification
- Age range targeted by the framework
- Developmental sequencing of the framework

The analysis sample incorporated nine frameworks that already had been coded by the Harvard team, which the AIR team coded for reliability purposes. These frameworks previously were selected by the Harvard team based on the evidence that undergirds the development of the frameworks.

The analysis sample was first determined by taking a proportionate sample of frameworks from each of the 14 fields found in the full sample. However, upon review, the team made the determination to oversample in the disability and resilience fields to better address the populations of interest for the study. Second, within each discipline, the team selected frameworks with both empirical and theoretical evidence at the framework level. Within each area, the team selected frameworks that represent different purposes, where available. The team continued the selection process by moving to references within the discipline that have either theoretical or empirical evidence. The team selected frameworks with either theoretical or empirical evidence for the overall framework, again alternating the selections by the purpose categories, as identified by coders in an earlier round of coding. The purpose categories include the following: identifying standards and key competencies, measurement, theory or research development, and applied practice. The team selected frameworks that represent the common purposes within that discipline, with the goal of including different purposes in each discipline. Given our interest in certain age groups and trajectories of development, the team also checked whether the selection process yielded frameworks that focus on particular age groups (e.g., college students, adolescents) or incorporate developmental sequencing. If two references met

the aforementioned guidelines and one also focused on a particular age group, the latter was selected.

Analysis Sample

Table 1 shows the count of frameworks that were organized within each of our fields of study.

Table 1. Number of Frameworks in Analysis and Full Samples by Field of Study

Field	Count in Analysis Sample	Percentage of Sample[a]	Count in Full List	Percentage of Full List[b]
Character	3	6%	10	7.3%
Culture	3	6%	7	5.1%
Disability	2	4%	4	2.9%
Economics	2	4%	6	4.4%
Foster Care	1	2%	3	2.2%
Juvenile Justice and Violence Prevention	2	4%	6	4.4%
Mental Health	2	4%	5	3.7%
Mindfulness	1	2%	3	2.2%
Positive Youth Development (PYD)	6	12%	19	13.9%
Psychology	4	8%	11	8.1%
Public Health	1	2%	3	2.2%
Resilience	3	6%	8	5.9%
School-based competency development	12	24%	32	24.2%
Workforce	8	16%	18	13.2%
Total	50	100%	136	99.7%

[a]Calculated by dividing the count by 50, the total number of frameworks in the analysis sample. [b]Calculated by dividing the count by 136, the total number of frameworks in our scan.

The analysis sample included 11 frameworks (22%) with "established" evidence. Frameworks determined by the team to have established evidence were accorded preference because these frameworks had been tested with the populations of interest. The number of frameworks in the analysis sample that address differences—cultural, racial, ethnic, trauma, or disability—was 17, or 34% of the sample. The team oversampled frameworks addressing difference because these frameworks are of special interest for the purposes of this project. Additionally, many of the frameworks assembled for the full list address specific subgroups of adolescents and children, even if the primary field of each framework was not determined to be "culture." The team also sought a variety of focus areas in the analysis sample, roughly proportionate to the full list (see Table 2).

Table 2. Number of Frameworks in Analysis Sample by Focus Area

Focus Area	Count in Analysis Sample	Percentage	Count in Full List	Percentage
Applied practice	14	28%	42	31%
Standards/competencies identification	10	20%	25	18%
Measurement considerations	8	16%	9	7%
Theory/research development	18	36%	59	43%

Post-coding Organization

The competency-level analysis involved examination of subdomain-specific competencies as well as themes across the full list of competencies. Competencies were sorted into the non-mutually exclusive subdomains based on results from the coding. In other words, the team generated lists of the competencies that were under a given subdomain, and competencies could have been included in one or more subdomain lists. Next, the team looked for patterns of competencies within subdomains and created tables of competencies organized according to these patterns. For example, within the cognitive flexibility subdomain, any skill phrases that included the term *creativity* were ordered together. Although not a systematic process, this task enabled coders to visualize similarities and dissimilarities within subdomains. Where exact terms occurred more than once, we combined the terms and included the number of times the term occurred. Table B1 in Appendix B shows this ordering.

Although the Harvard coding system effectively covered most of the competencies on our list, we assigned informal codes that were not part of the Harvard coding system and included notes at the time of competency coding. For example, the team created a temporary *diversity* code to mark skills of interest that occur in frameworks and distinguish competencies found in frameworks specific to nondominant cultural groups. If we did not assign a subdomain code to a competency, we gave the competency an "unable to code" note. Other notations included "single setting applicability" for skills applicable to a limited environment, and "information management," which refers to the acquisition of proficiency in a content area, such as health, mathematics, or science. See Table B1 in Appendix B for tables listing all competencies by subdomain.

Findings

We coded all 748 individual competencies identified in the 50 coded frameworks. Of these 738 competencies, 346 competencies did not have definitions. In this case, we coded the competencies based on the names alone. Some of the frameworks are simple organizing heuristics or lists of competencies and do not contain sufficient detail. In a few instances, coders were unable to access full documentation of the citations using database-searching tools available to the project team. Our final set of frameworks represents those that are available for use through standard databases and online resources and, therefore, generally are accessible to researchers, practitioners, and other likely end users.

Of the 748 competencies, we coded the following:

- 249 competencies in the Cognitive Regulation domain
- 174 competencies in the Emotional Processes domain
- 233 competencies in the Interpersonal Processes domain
- 306 in the Values domain
- 107 in the Perspectives domain
- 235 in the Identity/Self-image domain

These competencies are not mutually exclusive; that is, one competency often is represented in more than one subdomain. Only one framework, the What Works in Character Education framework, covers all subdomains. A few frameworks, such as the Foundations for Young Adult Success framework and the PRACTICE model, have competencies that are coded in more than 20 subdomains. Table 3 shows the percentage of competencies coded in each subdomain.

We coded 76 competencies both in a subdomain and in an "other" category. We used this designation when the competency or definition did not fully fit the codes listed in a subdomain. For example, facets of the *biculturalism* definition mirrors skills under cognitive flexibility, openness, self-knowledge, and self-esteem. However, the team decided that these subdomains together do not fully address biculturalism, the ability to move between two cultures fluidly.

We could not code a total of 20 competencies across eight frameworks. Often, these competencies are related to specific academic skills, such as "learning to read and write a language," "numeracy," and "academic mastery." Additional, notable competencies did not fit the codes included "value intimacy," "life span perspective," and "perception."

Table 3. Frequencies of Non-mutually Exclusive Subdomain Codes Across Frameworks

Domain	Subdomain	Percentage of Competencies Coded in the Subdomain (748 Skills Total)
Interpersonal Processes	Prosocial/cooperative behavior	23.0%
Values	Ethical values	13.5%
Values	Performance values	12.7%
Emotional Processes	Emotional and behavioral regulation	10.3%
Identity/Self-image	Self-efficacy/growth mindset	9.8%
Cognitive Regulation	Critical thinking	9.4%
Cognitive Regulation	Cognitive flexibility	9.2%
Perspectives	Openness	8.4%
Identity/Self-image	Self-esteem	8.0%
Values	Intellectual values	7.9%
Identity/Self-image	Self-knowledge	7.1%
Values	Civic values	6.8%
Identity/Self-image	Purpose	6.6%

Domain	Subdomain	Percentage of Competencies Coded in the Subdomain (748 Skills Total)
Emotional Processes	Empathy/perspective-taking	6.6%
Emotional Processes	Emotional knowledge and expression	6.4%
Cognitive Regulation	Inhibitory control	5.6%
Cognitive Regulation	Working memory and planning skills	5.2%
Interpersonal Processes	Understanding social cues	4.1%
Perspectives	Optimism	4.0%
Interpersonal Processes	Conflict resolution/social problem solving	4.0%
Cognitive Regulation	Attention control	3.9%
Perspectives	Enthusiasm/zest	1.3%
Perspectives	Gratitude	0.5%

Note. The above percentages are based on available information within the original sources for all 748 competencies examined.

On the surface, many competencies may appear not to fit into a particular subdomain. At the same time, some competencies that sound the same do not always appear on the same subdomain lists. For example, competencies related to competence, including "competence" and "sense of self as competent and capable," appear in the Working Memory and Planning Skills subdomain. The former also appears in the Prosocial/Cooperative Behavior and Self-Esteem subdomains, and the latter appears in the Prosocial/Cooperative Behavior, Optimism, and Self-Efficacy/Growth Mindset subdomains. These differences are attributable to the definitions provided by each framework for each competency. For any particular competency, definitions may cover a wide range of subdomains whereas others cover only one subdomain. In every case, the codes that each competency receives are entirely dependent on key words provided in the definitions. The fact that many competencies were coded into multiple subdomains emphasizes the inherent interconnectedness of human functioning among cognitive, intrapersonal, and interpersonal domains.

Subdomain Frequency by Field

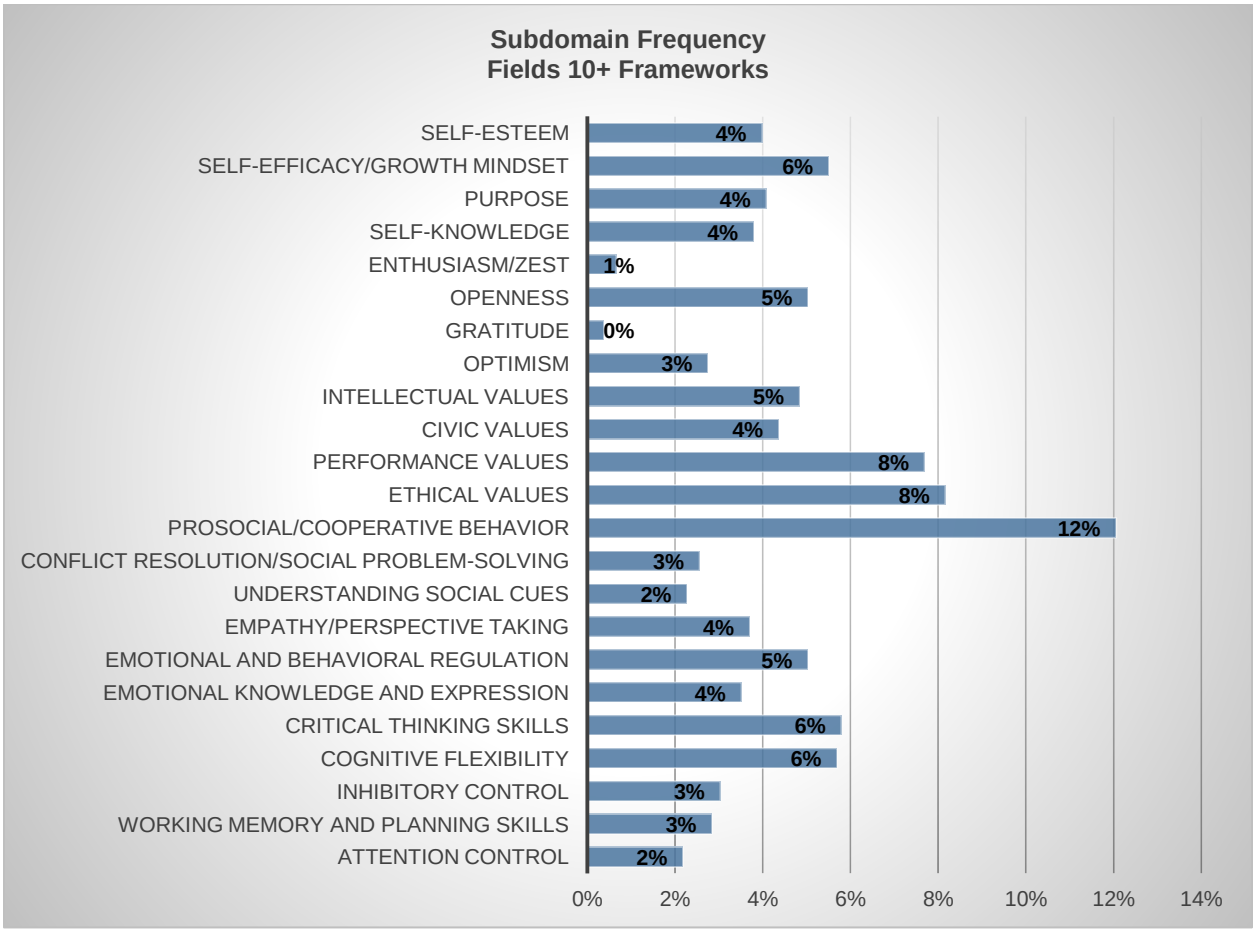
To understand the types of competencies represented in the 50 coded frameworks, we reviewed the frequency of subdomains by field. Our process involved reviewing all of the frameworks in a given field and totaling the number of times that competencies had been coded in a particular subdomain. For example, 49 competencies were coded from psychology frameworks. Of these 49 competencies, 12 were coded in the Emotional Knowledge and Expression subdomain.

Analyzing the frameworks in this manner enables a view into the competencies that are emphasized in each field. We include (a) an aggregate view of fields with fewer than 10 frameworks in our full analysis, (b) an aggregate view of fields with 10 or more frameworks in our full analysis, and (c) a comparison of subdomain frequency between the school-based competency development and culture frameworks.

Fields With 10 or More Frameworks

The fields with 10 or more frameworks in our full analysis include character, school-based competency development, PYD, psychology, and workforce. The competencies in these fields were coded primarily as Prosocial/Cooperative Behavior (12%), Performance Values (8%), and Ethical Values (8%). Fewer than 1% of the competencies were coded in the Gratitude subdomain, and only 1% of competencies were coded in the Enthusiasm/Zest subdomain (see Figure 2).

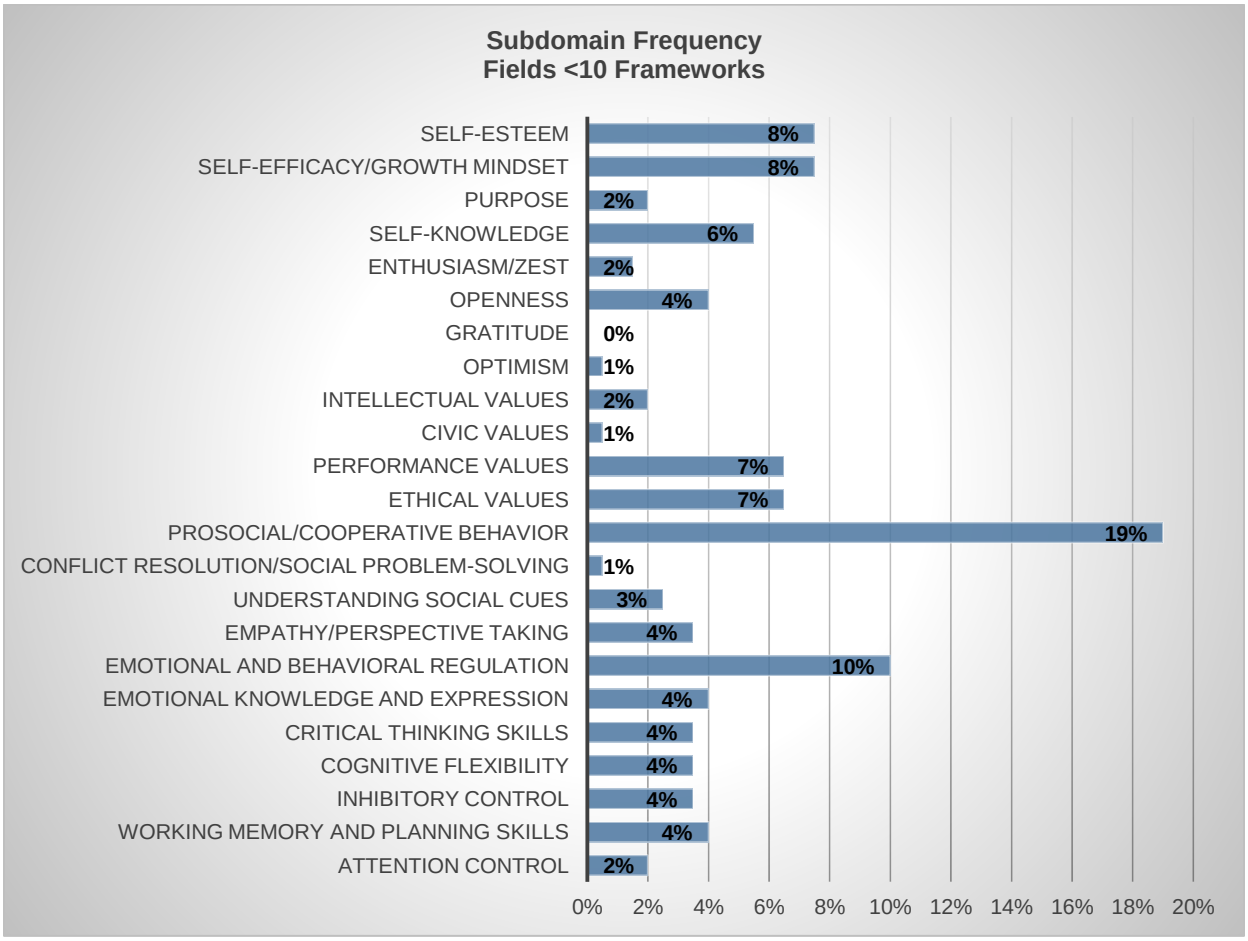
Figure 2. Subdomain Frequencies for Fields With 10 or More Frameworks



Fields With Fewer Than 10 Frameworks

The fields that contributed fewer than 10 frameworks to our full analysis include Culture, Disability, Economic, Foster Care, Juvenile Justice, Mental Health, Mindfulness, Public Health, and Resilience. The competencies in these fields were coded primarily as Prosocial/Cooperative Behavior (19%) and Emotional and Behavioral Regulation (10%). None of the competencies were coded in the Gratitude subdomain, and only 1% of competencies were coded in the Civic Values and Conflict Resolution/Social Problem-Solving subdomains (see Figure 3).

Figure 3. Subdomain Frequencies for Fields With Fewer Than 10 Subdomains



Comparison Between Fields Contributing 10 or More Frameworks and Fields Contributing Fewer Than 10 Frameworks

The greatest area of difference between the two categories of fields was found in the frequency of competencies coded in the Prosocial/Cooperative Behavior subdomain (see Table 4). Competencies in fields with fewer than 10 frameworks were coded in this subdomain 7 percentage points more than fields that contributed 10 or more frameworks. This review suggests that fewer standard fields place a greater emphasis on prosocial skills and cooperative behaviors in comparison to the other social emotional competencies. The remaining subdomains had a 5-percentage-point or lower difference in frequency between the two categories of frameworks.

Table 4. Subdomain Frequencies Comparing Fields With 10 or More Versus Fewer Than 10 Frameworks

Subdomains	Fields With 10 or More Frameworks	Fields With Fewer Than 10 frameworks	Percentage Difference
Prosocial/Cooperative Behavior	12%	19%	-7%
Emotional and Behavioral Regulation	5%	10%	-5%

Subdomains	Fields With 10 or More Frameworks	Fields With Fewer Than 10 frameworks	Percentage Difference
Civic Values	4%	1%	4%
Self-esteem	4%	8%	-4%
Intellectual Values	5%	2%	3%
Critical Thinking Skills	6%	4%	2%
Optimism	3%	1%	2%
Cognitive Flexibility	6%	4%	2%
Purpose	4%	2%	2%
Conflict Resolution/Social Problem-Solving	3%	1%	2%
Self-efficacy/Growth Mindset	6%	8%	-2%
Self-knowledge	4%	6%	-2%
Ethical Values	8%	7%	2%
Performance Values	8%	7%	1%
Working Memory and Planning Skills	3%	4%	-1%
Openness	5%	4%	1%
Enthusiasm/Zest	1%	2%	-1%
Emotional Knowledge and Expression	4%	4%	0%
Inhibitory Control	3%	4%	0%
Gratitude	0%	0%	0%
Understanding Social Cues	2%	3%	0%
Empathy/Perspective Taking	4%	4%	0%
Attention Control	2%	2%	0%

Comparison Between School-Based Competency Development and Culture Fields: An Example From Two Fields

To illustrate how fields of study that have 10 or more frameworks versus fewer than 10 differ, we compared subdomain frequencies across school-based competency development and culture.

We coded the competencies in school-based competency development primarily as Prosocial/Cooperative Behavior (13%) and Cognitive Flexibility (9%), only 0.3% of the competencies in the Gratitude subdomain, and 1% of competencies in the Enthusiasm/Zest subdomain (see Figure 4). We coded the competencies in Culture primarily as Prosocial/Cooperative Behavior (21%), Self-Knowledge (11%), Purpose (11%), Ethical Values (11%), and Empathy/Perspective Taking (11%) (see Figure 6). We did not code any of the competencies in the Enthusiasm/Zest, Openness, Gratitude, Optimism, Intellectual Values, Civic Values, Conflict Resolution/Social Problem Solving, Emotional and Behavioral Regulation, Cognitive Flexibility, Inhibitory Control, or Attention Control subdomains.

We found a great deal of variability in the subdomain frequencies between the school-based competency development and culture fields (see Table 5). In comparison to school-based competency development, culture frameworks prioritize competencies related to interpersonal processes and identity/self-image. In contrast, the school-based competency development field emphasizes competencies traditionally related to academic success. For example, we coded 9% of the school-based competency development competencies and 0% of the culture competencies in the Cognitive Flexibility subdomain.

Figure 4. Subdomain Frequencies for Competencies in School-Based Competency Development

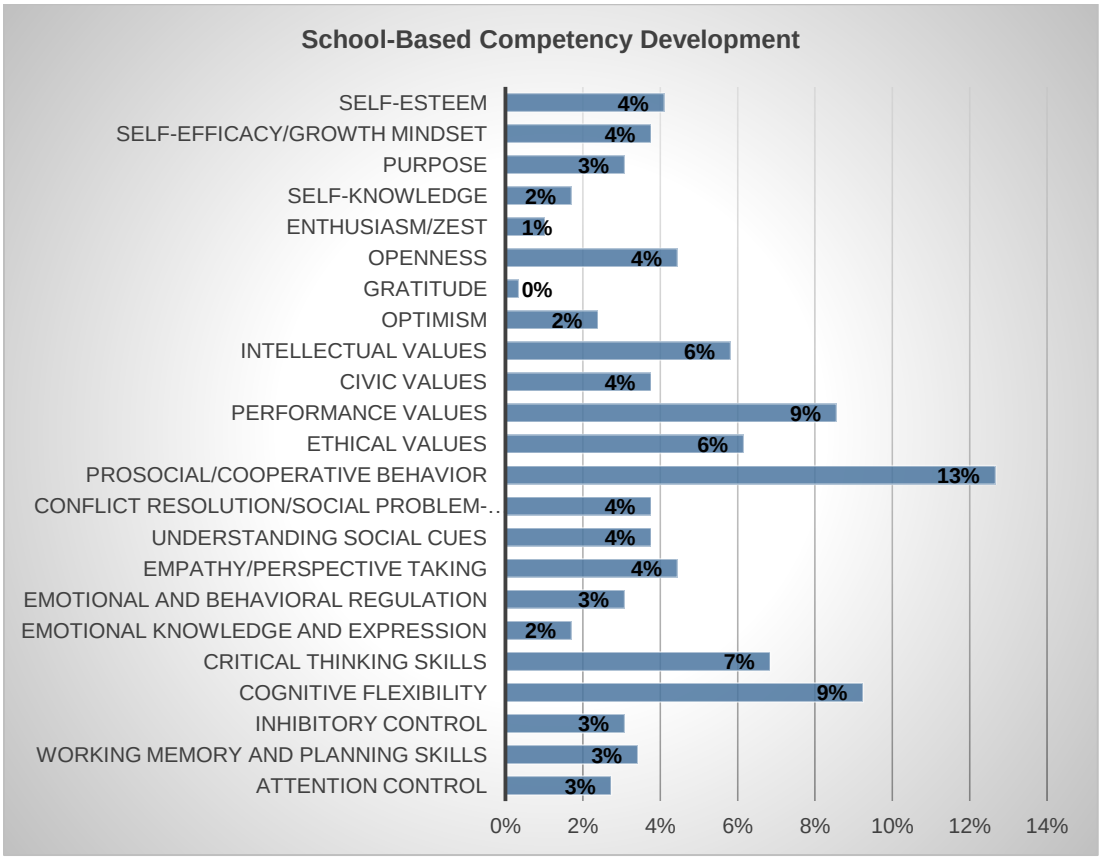


Figure 5. Subdomain Frequencies for Competencies in Culture

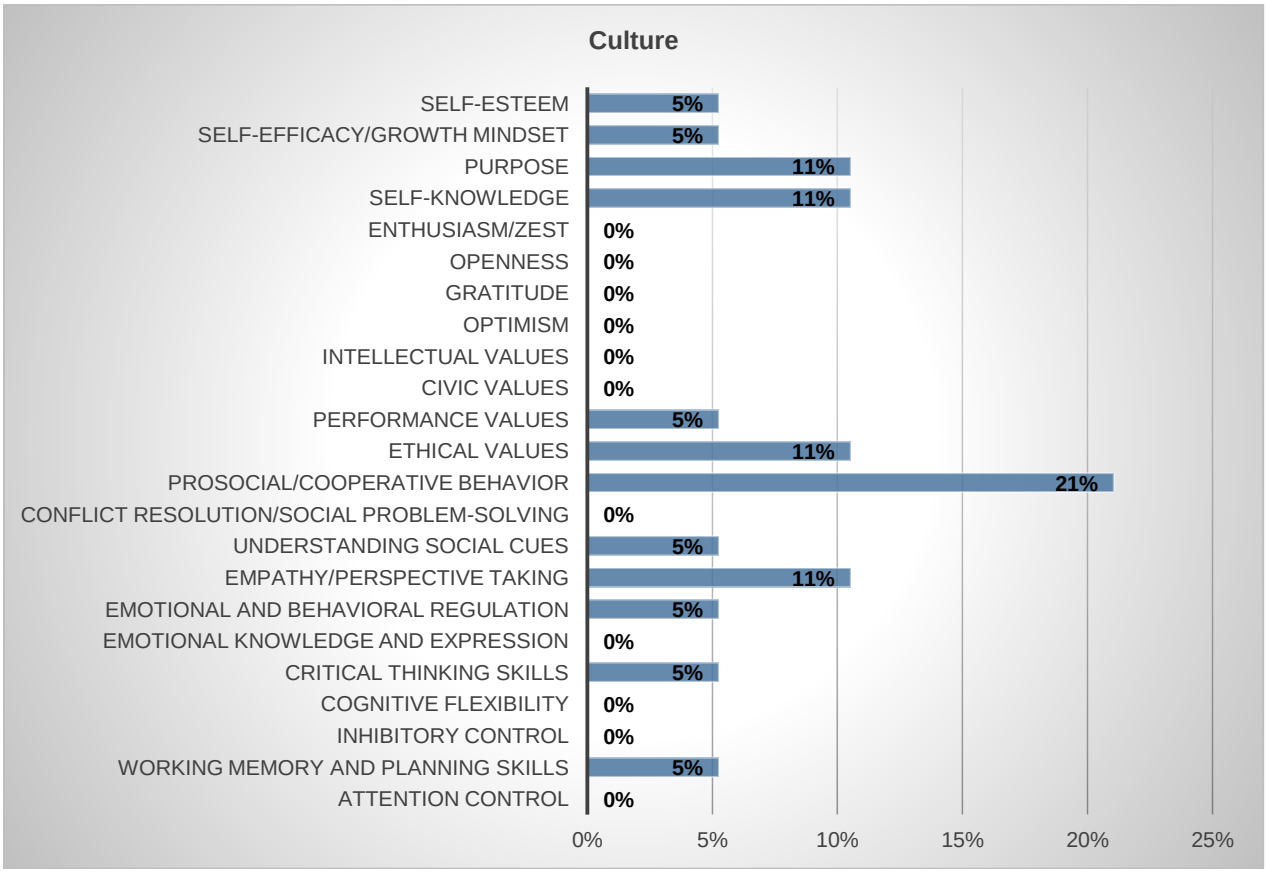


Table 5. Subdomain Frequencies Comparing School-Based Competency Development to Culture

Subdomain	School-Based Competency Development Frameworks	Culture Frameworks	Percentage Difference
Cognitive Flexibility	9%	0%	9%
Self-knowledge	2%	11%	-9%
Prosocial/Cooperative Behavior	13%	21%	-8%
Purpose	3%	11%	-7%
Empathy/Perspective Taking	4%	11%	-6%
Intellectual Values	6%	0%	6%
Openness	4%	0%	4%
Ethical Values	6%	11%	-4%
Conflict Resolution/Social Problem Solving	4%	0%	4%
Civic Values	4%	0%	4%
Performance Values	9%	5%	3%

Subdomain	School-Based Competency Development Frameworks	Culture Frameworks	Percentage Difference
Inhibitory Control	3%	0%	3%
Attention Control	3%	0%	3%
Optimism	2%	0%	2%
Emotional and Behavioral Regulation	3%	5%	-2%
Working Memory and Planning Skills	3%	5%	-2%
Emotional Knowledge and Expression	2%	0%	2%
Critical Thinking Skills	7%	5%	2%
Understanding Social Cues	4%	5%	-1%
Self-efficacy/Growth Mindset	4%	5%	-1%
Self-esteem	4%	5%	-1%
Enthusiasm/Zest	1%	0%	1%
Gratitude	0%	0%	0%

Competencies by Subdomain

In the next section, we provide a detailed description of the types of competencies coded into each of the 23 subdomains and the competencies we coded into an additional, "Other" subdomain that call for further attention.

Cognitive Regulation Domain

***Attention Control*.** This subdomain typifies the complexity of defining a similar skill across multiple disciplines and fields. A workforce framework refers to the attention control task as *attentional focus*, whereas a framework from the juvenile justice field uses the phrase *deployment of attention* and a school-based competency development framework uses *managing attention and behavior*. Only one competency from the complete subdomain list—"absence of attention problems"—was negatively valenced. Nevertheless, many of the definitions and competencies converge: focusing on a singular task and ignoring distractions. Other competencies found in the attention control subdomain reference communication and listening, because one of the attention control codes in the coding system is "uses listening skills."

Inhibitory Control. Self-control, self-discipline, and control impulses occur most frequently in this subdomain. Definitions of self-control mostly converge across disciplines—controlling emotional and behavioral responses in pursuit of short- and long-term goals—although one workforce framework adds "follows rules."

Cognitive Flexibility. The Harvard team's definition of cognitive flexibility is useful for establishing a way of thinking of cognitive flexibility: "the mental ability to switch between thinking about two different concepts to think about multiple concepts simultaneously." The most frequently occurring competencies somewhat reflected this definition: The competencies analyzed suggest adaptability and flexibility in thought as well as behavior. Creativity appears several times in this subdomain, as does responsible decision making. Of particular interest, most of the competencies from cognitive flexibility recur in the Openness domain, suggesting that adaptability and flexibility have a cognitive function component as well as a perspective component.

Critical Thinking. Competency definitions within the critical thinking subdomain mostly aligned. Common elements of the critical thinking competencies are accessing information, analyzing, reasoning (inductively and deductively) evaluating as a means to make decisions, formulating responses, and creating solutions. Critical mindedness—the only attitude, perspective, or value in this sample list—adds an explicit element of critique and a sense of social justice to the critical thinking subdomain. Judgment also explicitly emphasizes the need to examine an issue from all sides, avoid jumping to conclusions, weigh evidence fairly, and be willing to change one's mind. Such components of the critical thinking definition occur less frequently but present an important elaboration of what the behaviors entail. Other, more interpersonal competencies such as communication, self-awareness, and social information processing also fit into this subdomain.

Emotional Process Domain

Emotional Knowledge and Expression. Across fields, several frameworks appear to agree that understanding one's own emotions and emotional changes, and being able to label these emotions, is a crucial component for social and emotional concept. One psychology framework, the subject of which is emotional intelligence for theory/research development, uses "ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feeling." Interestingly, this is the only framework that poses the idea that feelings or emotions might be presented falsely by others; the ability to identify these misrepresentations constitutes another facet of SE competence.

Emotional and Behavioral Regulation. Many of the competencies in this subdomain include coping skills; self-, emotion, or behavior regulation; and understanding emotions. Several competencies are concerned with negative emotionality, flexibility, independence, and social relatedness. Frameworks tend to use the term *monitor* or *manage* with respect to emotions, although *manage* occurs more frequently. The term *manage emotions* often is defined to mean proactively behaving to suppress immediate reactions, which may not be appropriate to the context. Most frameworks group all emotions together, although when a specific emotion is called out by a framework, anger is the emotion chosen (three occurrences). Frameworks spoke to the need to manage emotions through receptivity to both positive and negative emotions, as well as monitoring of emotional responses. One framework from psychology, for example, included the competencies *stay open to pleasant and unpleasant feelings,* and *monitor emotional reactions to determine their reasonableness.*

Empathy/Perspective-Taking. This subdomain encompasses a range of competencies, from cognitive flexibility to interpersonal skills, such as working with others and communication,

caring and compassion, and global awareness. Empathy and sympathy may be conflated across some frameworks. One psychology framework defines empathy as "being aware of and understanding others' feelings." A workforce framework that includes empathy uses "a set of skills involved in getting along with others, understanding their feelings…communicating…being helpful and agreeable." To disentangle these competencies, it would be helpful to characterize whether empathy should or should not encompass an element of caring and concern, and whether being empathetic involves active behavior or only passive behavior.

Interpersonal Processes Domain

Understanding Social Cues. This subdomain includes competencies that encompass decision making, understanding and expressing emotions, social awareness and intelligence, and communication and planning skills. The most frequently mentioned skills emphasize both awareness of others and acting in a contextually appropriate manner. There also is a distinction between "social awareness" and "social information processing." Whereas the former articulates the outcome of information processing (e.g., "take the perspective of and empathize with others"), the latter articulates specific cognitive processes that underlie processing of social information (e.g., "attention to relevant cues, interpretation of cues, goal setting and planning, access behavioral responses from memory…behavioral enactment and reflection").

***Conflict Resolution/Social Problem Solving*.** Competencies and definitions under this subdomain are specifically concerned with conflict situations, and they largely converge. The competencies together emphasize a need for behavioral strategies to manage, resolve, and mediate conflict between individuals.

Prosocial/Cooperative Behavior. One hundred seventy-two competencies were coded in the prosocial/cooperative behavior subdomain—more than any other subdomain. Collaboration, cooperation, and communication are recurring competencies, as is teamwork, but other types of competencies—such as following rules, leadership, respect, prosocial values, and self-regulation—also appear in this subdomain. Several definitions of teamwork include collaboration and/or cooperation. *Collaboration* often is defined as the ability to work in a team toward a common goal, as well as working effectively and respectfully in teams.

Values Domain

***Ethical Values*.** Character education and character development frameworks drive many of the competencies within the Ethical Values subdomain. Competencies under ethical values refer mainly to perspectives and beliefs about singular values, such as fairness, honesty, and equality. Frameworks that include "morals" or "morality" as competencies do not, however, speculate how individuals arrive at a sense of right and wrong. Spirituality appears only once in the sampled competencies, and defines the competency somewhat agnostically: "having coherent beliefs about the higher purpose and meaning of the universe; knowing where one fits within the larger scheme; having beliefs about the meaning of life that shape conduct and provide comfort." The term *respect* also occurs multiple times, without a concrete definition of how "respect" looks in a given setting. Cultural competence and intercultural understanding also appear in this subdomain.

Performance Values. Many of the frameworks include performance values. Some competencies suggest the importance of orienting oneself toward achievement, defined as "motivation to do well in school" as well as "ambitious." Similarly, unlike many of the other subdomains, most competencies are what we might consider intrapersonal or intrinsic skills. In addition, many of the competencies are not so much values but, rather, skills such as organizational and self-management skills. Several competencies and definitions, such as "disutility of labor," "work hard and can postpone immediate pleasures" recognize that good performance is difficult and sometimes challenging and that a level of perseverance is necessary. Where self-discipline is defined, it alternately is referred to as a "personal morality" skill, an "intrapersonal skill," "not lazy," and characterized by an ability to "maintain focus on goals." This suggests that disagreement persists about what constitutes self-discipline.

Civic Values. Competencies within the Civic Values subdomain vary in their specificity. Some of the competencies indicate concrete behavior that could be undertaken by an individual participating in civil society, such as voting, protesting, petitioning, and boycotting. Other competencies emphasize participation at a more microcosmic level, such as participation in and attachment to the school community. At the broader level, competencies in this subdomain demonstrate that an internal, though shared, system of beliefs guides civic consciousness. These beliefs may include honesty, fairness, equality, and social responsibility. Overall, the frameworks examined tend to lack a common definition of civic consciousness, and there does not seem to be consensus about what civic values are most important, as competencies range from caring for the environment to cultural and civic literacy to national identity and knowledge of how the government works.

Perspectives Domain

Optimism. Significantly, the five definitions of optimism do not fully converge. For example, there appears to be some disagreement within fields, e.g., in the character education field. The KIPP character framework defines optimism as "confidence in a future full of positive possibilities," whereas the Character Lab framework defines it as "being hopeful about future outcomes combined with the agency to shape that future." Confidence and hope are two different perspectives, and the "agency" component of optimism is not always included. Meanwhile, the Bar-On Model of Emotional Intelligence defines optimism as "to be positive and look at the brighter side of life," which suggests neither a future outlook nor an agency component.

Several frameworks mention optimism, hope, or positive outlook, meaning that the optimism code was assigned to the competency. The second frequency grouping includes "perseverance," "stress resistance," "not derailed by intellectual or social difficulties," and "resilience skills." This grouping suggests that there may be an optimistic or hopeful aspect to resilience and perseverance. Interestingly—though not obviously about optimism—self-awareness, managing emotions, and academic self-efficacy are also coded in this subdomain.

Gratitude. The Gratitude subdomain covers only four competencies, three of which are related to gratitude and coded as values. The competency *appreciation of beauty and excellence* is similar in definition to the "gratitude" values. The definitions cover three main points: (a) recognition of positive benefits received, either spontaneously or from others; (b) appreciating or being thankful for such benefits; and (c) expressing or desiring to express thankfulness. Although the

competencies appear almost fully aligned, a notable finding is that so few frameworks include gratitude as a core competency.

Openness. The most frequent competencies related to openness emphasize the *willingness* and *ability* to modify behavior or perspectives as necessary in new situations. "Adaptability" and "flexibility," plus derivatives, are most common. In one resilience framework, *adaptability* is defined as "the ability to 'bounce back' from adversity and thrive in the context of risk." Competencies that use the word *openness* itself are defined as receptivity to new situations, perspectives, and experiences. Competencies that address openness to diverse cultures such as biculturalism, intercultural understanding, and respect for diversity also appear in this subdomain.

Two competencies emphasize positive risk taking, a competency not well covered in the coding system overall. Many of the frameworks and competencies coded tend to emphasize risk as a negative phenomenon. The Entrepreneurship Mindset Index, however, demonstrates that "risk" is a concept that young entrepreneurs must use to promote their ideas and enhance their innovations.

Enthusiasm/Zest. The three definitions of *zest* converge almost precisely: enthusiastic, excited, and energetic participation in life, which may also be termed *vitality*. The definitions of *curiosity* coded to this subdomain include "eagerness," a term similar to "enthusiasm." Other covered competencies include positive emotions and feelings in a specific context, such as the classroom.

Identity/Self-image Domain

Self-knowledge. Self-knowledge presents an awareness or knowledge component, as well as behaviors that act out this knowledge. The term *self-awareness* occurs five times within the subdomain, but three of the competencies lack definitions, and one defines *self-awareness* only as an example of "intrapersonal skills." CASEL's definition is therefore the most complete; it includes an emotional knowledge component as well as the ability to assess other personal strengths and limitations.

Assertiveness occurs three times in this subdomain, in addition to granular behaviors exemplifying the competency. The Heckman and Kautz (2012) definition relates assertiveness to "self-confident." Blades, Fauth, & Gibbs (2012) elaborates on the confidence theme, defining *assertiveness* as the "ability to confidently express views or needs without either aggression/dominance/undue submissiveness towards others." The Bar-On Model lacks the confidence facet: "effectively and constructively express one's emotions and oneself." Some of the more granular behaviors related to asserting oneself occurring in this subdomain are "defend & assert rights, interests, limits, and needs" and "readily expresses opinions," which align to the second two definitions of assertiveness. In other words, whereas self-knowledge involves awareness of an individual's strengths and needs, the analysis suggests that self-knowledge also means being able to communicate strengths and needs.

Purpose. The competency "purpose" or "sense of purpose" occurs three times within the Purpose subdomain, and each competency features a different definition. One definition derives from a measurement article, in which the "young person reports that 'my life has a purpose.'" Another

definition references "being driven by something larger than yourself," whereas the final definition is action oriented: "having the capacity and drive to pursue difficult tasks, to work toward desired goals, and a high degree of independence." Most often, competencies within the Purpose subdomain relate to envisioning oneself in or orienting oneself to the future. Future orientation usually is positively construed in the competencies analyzed, although one competency is negatively valenced ("negative expectations for the future"). Competencies in this subdomain tend to relate future orientation to educational settings ("educational expectations" and "see school as relevant to their future"), but are also applicable more generally.

Other competencies from the larger subdomain list suggest that purpose may be composed of two other broad themes in addition to future outlook: having a defined sense of self and assessing one's current circumstances versus expectations. Variations of identity ("integrated identity, positive identity") occur in this subdomain. Similar intrapersonal skills, such as "personal achievement skills," "leadership," and "grit," also appear.

Self-efficacy/Growth Mindset. The competencies in this subdomain display some significant differences and illustrate the range of competencies that fall within the broad term *self-efficacy*. This term appears in workforce development frameworks, but one definition of *self-efficacy* refers to a "belief in one's ability to succeed in a particular situation," whereas another refers to "realistic self-concept and positive feelings toward the self." The definitions of growth mindset are nearly the same: understanding that intelligence is malleable and can be developed. There is agreement across frameworks that self-efficacy includes an autonomous component, the exercise of personal control, and internalized, driven behavior.

***Self-esteem*.** Self-esteem most often includes positivity as a component; only one framework in psychology defines *self-esteem* neutrally as the "overall evaluation of one's worth or value." Interestingly, most frameworks define *self-esteem, self-regard,* and a *positive sense of self* as a state of being rather than in terms of actions taken to achieve positive self-esteem or other self-perception.

"Other" Domain

The "other" competencies, defined as those partially or not satisfactorily coded using the current taxonomy, often originated from fields outside school-based competency development, with the fields of character education and workforce most often represented. Other competencies are flagged with a "cultural competency code."

In the discussion that follows, we present an analysis of competencies that did not fit well in the current taxonomy. Additionally, we propose possible additions of subdomains and codes to the existing taxonomy, and in some instances, moving codes from current subdomains to new subdomains. This transfer of specific codes reflects our finding that the large number of codes in the current Prosocial/Cooperative Behaviors subdomain limits differentiations that we found in this larger set of frameworks. We propose that expanding the taxonomy to include new codes and subdomains, many of which are targeted to adolescent populations, may create greater specificity. In addition, the expanded taxonomy may create greater representation of those competencies identified by the framework developers as important for underrepresented youth populations, including youth with disabilities and youth who have experienced trauma.

We propose five additional subdomains: Autonomy, Relational Self, Intimacy and Attachment, Resourcefulness, and Coping and Resilience. In addition, we propose a set of codes related to Opportunity Recognition and Orientation to the Future in the Purpose subdomain. We use the term "code" when we refer to a code in the existing taxonomy. We use the term "competency" when we refer to a specific skill originating from our analysis.

Autonomy Subdomain. We propose a new subdomain that covers competencies such as *independence*, *autonomy*, and *self-direction*. Frameworks about disability and systems of care (e.g., foster care and juvenile justice) include these competencies. Autonomy in adolescence is important for academic and psychological well-being (e.g., Deci & Ryan, 2000; Steinberg, 1990) and is particularly important as young people transition to the workforce and independent living. Autonomy includes three components: attitudinal, emotional, and functional autonomy (Noom, Deković, & Meeus, 2001). *Functional autonomy* is concerned with the ways in which adolescents create and execute a strategy to reach their goals; *emotional autonomy* involves defining goals and wishes separately from the influence of parents and peers; and *attitudinal autonomy* refers to the cognitive process of listing options and defining goals (Noom et al., 2001). SE competency frameworks capture each of these three components of autonomy.

The codes in the coding system do not capture the full range of competencies related to autonomy in our database, and the following examples may highlight competencies that would more appropriately fit in the proposed Autonomy subdomain. Depending on the definition, we sometimes coded "self-direction" under the Performance Values subdomain. The "seeks help" code under the Prosocial/Cooperative behavior subdomain captures autonomy, in part, but could be modified or supplemented by a "recognizes when to seek help from others" code to address how adolescents perceive their situations and decide when to seek outside support. "Agency"—"belief that one has a choice"—is an existing code under the Self-Efficacy subdomain. Although perceptions of one's own autonomy is associated with adaptive development in adolescence (Luthar, Crossman, & Small, 2015), *acting upon* one's sense of agency is a distinct competency that merits its own code.

Relational Self Subdomain. We propose adding to the Identity domain a Relational Self subdomain that reflects knowledge and feelings about oneself in relation to others or other groups. Frameworks that speak to culture, in particular, include competencies related to identification with and a sense of belonging in social groups. No single subdomain or code uniquely addresses this component of adolescent development. The relational self—how one sees oneself in relation to others—is a key factor in identity development in adolescence (Chen, Boucher, & Tapias, 2006; Meeus, Iedema, Helsen, & Vollebergh, 1999). The existing code "feels a sense of belonging" under the Self-esteem subdomain could fit better under a Relational Self subdomain because sense of belonging may be situational and not solely reliant on an individual's self-esteem (Eccles & Roeser, 2009). "Stands one's ground when another child tries to pressure him or her," a code in the Prosocial/Cooperative Behaviors subdomain, might be better suited under a Relational Self subdomain because adolescents become more susceptible to peer influence (Steinberg & Silverberg, 1986), which is related to their sense of self in relation to others within a particular context (Meeus, Iedema, Maassen, & Engels, 2005). Possible behavioral codes under a Relational Self subdomain could be adapted from the Self-esteem and Self-knowledge subdomain to include "believes that others are not defined by their

circumstances," "recognizes and understands others' strengths and weaknesses," and "identifies and understands character traits of others."

Intimacy and Attachment Subdomain. We propose that an Intimacy and Attachment subdomain be added to the coding system. Related constructs, intimacy and attachment, are essential to social and emotional development and well-being but are not uniquely represented in the coding system. Two frameworks in the public health and foster care fields include *attachment* as a competency. One character education framework includes *values intimacy* as a competency.

Secure relationships with adults support effective coping strategies (Luthar et al., 2015) as well as support positive identity development in adolescence (e.g., Allen & Land, 1999). Intimacy also supports and is developed through responsive and supportive adult relationships (Adams & Archer, 1994; Montgomery, 2005). As with all SE competencies, their development is dependent on reciprocal interactions between the individual and his or her relationships and developmental settings. Through these interactions, young people build the capacity to develop deep social connections and trust with others. Possible behavioral codes under an Intimacy and Attachment subdomain could include "letting yourself be known to others," "accepting care from others," and "showing vulnerability." Under the Prosocial/Cooperative Behavior subdomain, the existing code "builds and maintains relationships with adults" could fit under this new subdomain.

Resourcefulness Subdomain. We propose that a subdomain about recognizing and capitalizing on existing resources be added to the current coding system. The "resourcefulness" code appears in one school-based competency development framework and is a recurrent theme in frameworks around 21st century skills in which definitions spoke of using the skills, knowledge, and resources one already possesses to cope or succeed. Additional competencies could include *initiate/increase own employment* and *entrepreneurship.* Resourcefulness is important for all young people but may be especially important as a way to cope with difficult life situations, such as scarce material resources. Although "learned resourcefulness" is related to self-control (Rosenbaum, 1990), which is already well represented in the coding system, the act of seeking help is a type of social resourcefulness (Zauszniewski, 2012) that would be better captured by a distinct Resourcefulness subdomain. We also suggest moving the "seeks help" code, currently in the Prosocial/Cooperative Behavior subdomain, to this subdomain.

Coping and Resilience Subdomain. Coping requires a number of different competencies, along with supportive relationships with adults and peers. *Coping* and *resilience skills* are found in the domains of resilience, school-based competency development, workforce, and PYD. Specifically, these skills originated from frameworks that address the needs of underrepresented racial, ethnic, and cultural groups. All young people at, some point and in some contexts, cope with stress, although some young people face greater adversity than others and for longer durations. Some young people are also better able to show academic, emotional, and behavioral resilience at certain points in their development, in certain contexts, and with certain people (Luthar et al., 2015). Given the prevalence of stress in young people's lives and the importance of developing coping strategies, it is important to consider whether coping should be its own subdomain. Individual competencies that contribute to coping can include resourcefulness, growth mindset, optimism, and self-regulation, among others. Youth engagement and activism are competencies that appear in the frameworks and could be considered part of coping with

societal injustices. Coping and resilience could therefore be subsumed into other subdomains, but it also could be its own subdomain that brings attention to the factors that help young people build resilience in different parts of their lives.

Opportunity Recognition and Orientation to the Future Codes. We propose that the Purpose subdomain be expanded to include codes related to seeking opportunities and future orientation. Competencies such as *opportunity recognition*, *eligibility for and awareness of opportunities for continued learning and advancement*, and *awareness of life's options and steps for making choices* found in the juvenile justice and workforce frameworks, suggest that orienting oneself to near- or long-term opportunities is important for development in later adolescence. These codes represent an expansion of the current code in the Purpose subdomain: "imagines the future; formulates life goals and ways to pursue them."

"Cultural Competency"-Related Codes

We were particularly interested in competencies to which we gave a temporary "cultural competency" code. Table 6 lists a sample of these competencies with their definitions, if applicable. Many of these competencies share commonalities with ones that are not culturally specific. Most of these competencies could fit into one or more of the existing subdomains, although codes that explicitly acknowledge cultural adaptability and cultural identity would allow the coding system to better fit these competencies. For example, *biculturalism* was coded in the Cognitive Flexibility subdomain as well as in the Openness, Self-knowledge, and Self-esteem subdomains. *Coping with racism*, another competency in the "Other" subdomain, was coded in the Emotional and Behavioral Regulation, Self-knowledge, and Self-esteem subdomains but could be coded in the new Coping and Resilience subdomain. Other competencies did not fit into one of the subdomains but could fit better with the addition of one or more codes. For example, *racial identity* could fit into the Self-knowledge subdomain, but it also could fit into the proposed Relational Self subdomain, as could *fairness orientation*. The competency *fairness with respect to diversity* could fit into the Openness subdomain but would require a new code; this competency also could fit in the proposed Relational Self subdomain.

Table 6. Examples of "Cultural Competence"-Related Skills

Skill	Definition (if applicable)	Originating Framework
Biculturalism	Adapting to the mainstream culture while maintaining ethnic identity (defined in article only in opposition to assimilation).	An Integrative Model for the Study of Developmental Competencies in Minority Children
Communalism	Includes the importance of social bonds and social duties, reflects a fundamental sense of interdependence and primacy of collective well-being, and offers the drive for connection and promotion within and across diverse groups.	Resilience in African American Children and Adolescents: A Vision for Optimal Development

Skill	Definition (if applicable)	Originating Framework
Communicate clearly	Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts; Listen effectively to decipher meaning, including knowledge, values, attitudes; Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) and intentions; Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact; Communicate effectively in diverse environments (including multi-lingual).	Framework for 21st Century Learning (P21)
Coping with racism	Outcome of adaptation to the dominant culture.	An Integrative Model for the Study of Developmental Competencies in Minority Children
Critical-mindedness	Helps protect against experiences of discrimination and facilitates a critique of existing social conditions.	Resilience in African American Children and Adolescents: A Vision for Optimal Development
Fairness	Treating all people the same according to notions of fairness and justice; not letting personal feelings bias decisions about others; giving everyone a fair chance.	Values in Action Classification
Teamwork	A set of skills involved in getting along with others, understanding their feelings and points of view, communicating effectively, being helpful and agreeable, and not engaging in aggressive or bullying behaviors. In the Social-Emotional domain, it has been defined more regularly as "relationship skills" that enable individuals to get along with and work effectively with others**,** including people from diverse cultures. Teamwork is highest among individuals who score high on the personality traits of Extraversion and Agreeableness.	Developing Social-Emotional Skills for the Labor Market: The PRACTICE model
Respect for diversity	Example of "global citizenship"	UNESCO Transversal Competencies
Work effectively in diverse teams	Respect cultural differences and work effectively with people from a range of social and cultural backgrounds; respond open-mindedly to different ideas and values; leverage social and cultural differences to create new ideas and increase both innovation and quality of work.	Framework for 21st Century Learning (P21)

Other Emerging Themes From Coding Competencies

Other themes emerged as we coded the competencies. These patterns are subject to interpretation but suggest that the frameworks and competencies sampled across diverse fields have some degree of similarity.

Competencies From Frameworks Specific to Individuals With Disabilities and Individuals Who Experienced Adversity, Trauma, or Difficulty

The distinguishing feature of these competencies is context-specific adaptation, or defining a competency using terms common to a particular setting or discipline. However, many of the competencies may benefit individuals without disabilities and those who have not experienced trauma. In the TARGET framework, competencies include the following:

- Focus the mind on one thought at a time
- Recognize current triggers for "alarm" reactions
- Distinguish reactive versus adaptive emotions
- Evaluate thoughts
- Define behavioral options
- Gain control of "alarm" reactions

The framework was determined to be an applied practice framework, a means to help youth who have experienced trauma react in appropriate ways in response to environmental triggers. Outside the context of the framework, some of the terms—such as *alarm reactions*—may require definitions. However, if the word *alarm* is taken out of the competencies, the individual skills are similar to other skills found in the Emotional and Behavioral Regulation subdomain as well as the Critical Thinking subdomain. Thus, it appears that this particular trauma-informed framework shares common language with other frameworks that were written for other purposes.

Likewise, skills from the Progression Framework are skills from which all individuals may benefit, adapted and defined with precise language for educators who may serve students with autism. Overall, the competencies focus on social communication (e.g., expressing oneself verbally and nonverbally), social interaction (e.g., making friends, understanding social rules), and social imagination/information processing (e.g., planning ahead and applying skills from other settings). The most significant divergence was in "sensory processing" and "independence and community participation" competencies: These definitions state that students with autism often experience differences in their sensory processing abilities as well as their orientation toward independence and community participation in adulthood. One of the hallmarks of autism, for example, is hyper- or hyposensitivity to auditory, visual, oral, and touch stimuli, which impacts how these stimuli are processed in the brain (Kern et al., 2006). This along with other symptoms of autism, including social challenges and communication difficulties, may make it difficult for individuals with autism to transition to adulthood without adequate support.

Situational Versus Applicable Across Multiple Settings

Fifteen competencies were delimited to a single setting, usually a school or classroom. Examples of skills applicable to singular settings include "bonding to school," "faculty and college support students' skills and mindsets," and "school engagement." The team did not include skills such as "learning to learn," "motivation to learn," or similarly phrased competencies in this category because definitions for these competencies were not narrowly applied to a single setting. Given that many of the frameworks found are intended for applied practice in educational settings, this

result is expected. The majority of competencies found (733) may be considered applicable across settings.

Competencies Relating to Acquisition of Content Knowledge and Health

When entering competencies from frameworks into the frameworks database prior to coding and analysis, the team took an inclusive approach; i.e., we entered all competencies presented in the framework. The team identified 34 competencies that were not explicitly social, emotional, or behavioral. Of these competencies, there were 31 "knowledge attainment" competencies which require having or attaining knowledge in a given topic, such as science, literacy, numeracy, or health, rather than emphasizing a behavior ("using social knowledge to…") or an attitude, perspective, or value ("believes that he/she can…" or "positive view of one's ability to…").

A few frameworks highlight the importance of health competence and health status for optimal development. Three "health status" competencies were found in juvenile justice, resilience, and autism frameworks and suggest that physical health (e.g., the absence of illness) is important for development. The "health status" competencies recognize that, although individual behavior plays a role in health, health is not determined by the individual alone and is often dependent on external factors.

Summary of Findings

Throughout this chapter, we have explored the competencies in depth, detailing our methodology for selecting frameworks and analyzing the resulting competencies. We examined individual competencies, relationships between the competencies and the subdomains, and overarching themes.

Most competencies were coded into the Prosocial/Cooperative Behaviors subdomain. We concluded that this may have been the case due to the large number of codes in the subdomain. In fields with more than ten frameworks, many competencies were coded into the Performance Values and Ethical Values subdomain. In fields with fewer than ten frameworks, competencies were coded into the Emotional Regulation and Behavior subdomain 10% of the time. One explanation is that fields like school-based competency development, PYD, psychology, character development, and workforce place a higher emphasis on learning values, whereas fields that are underrepresented in the social and emotional literature are more likely to emphasize emotional and behavioral regulation processes. An alternative explanation for this finding is that the coding system favors the types of values/definitions identified in the fields with more than ten frameworks. An analysis of the word choice and definitions of the competencies indicated that competencies in different fields use different phrasing to describe similar knowledge, skills, and attitudes. Competencies varied in their specificity.

We proposed the addition of five additional subdomains to the Harvard taxonomy, in order to reflect competencies for older youth that arose from our analysis. These subdomains include Autonomy, Relational Self, Intimacy and Attachment, Resourcefulness, and Coping and Resilience. Competencies in these areas typically begin to develop in early adolescence and set the stage for adulthood. We suggested adding codes to the Purpose subdomain on Orientation to the Future and Opportunity Recognition to better elicit the ways adolescents begin to recognize

and seize on near- and long-term opportunities for learning and advancement. Some of these competencies arose more frequently in frameworks that address youth with disabilities, culturally and linguistically diverse youth, youth serving systems and services, and resilience.

Our analysis also highlighted competencies specific to the frameworks addressing underrepresented populations. Together, the competencies demonstrate that diverse youth use their cultural assets to interact with a world where they are faced with unique challenges and unequal opportunities. Such assets have been underestimated in the SEL literature (Simmons, 2017). This is unfortunate, as young people today, regardless of whether they face these challenges and opportunities, interact with diverse individuals in school, in their neighborhoods, and in the workplace. To build supportive and equitable environments for all individuals in each of these settings, it is imperative that we emphasize competencies in all young people that build awareness of privilege, bias, and cultural competence to allow young people to navigate diverse settings and expectations in culturally competent ways (Goodnow & Lawrence, 2015). These competencies should be taken into account when designing standards, measures, and assessments of SEL.

Chapter 5: Measures of Social and Emotional Competencies

SE competency frameworks can be useful for researchers, practitioners, and policymakers to identify the competencies they most want to focus on in their work. These frameworks also can be useful for identifying what competencies measure in young people. However, with the exception of some frameworks that were developed specifically for the purpose of creating a measure—which we have noted in our database—frameworks and measures most often were developed separately. This complicates the task of mapping frameworks to measures. Nevertheless, as we will show in this chapter, a targeted search for measures of SE competencies by subdomain produces an extensive number of measures, many of which are reliable and valid. Less evident is how to map the measures to specific competencies in the frameworks. This challenge illustrates the breakdown between theory and practice and measurement, and it provides one area for future work.

In this chapter, we begin to lay out some observed patterns, gaps, and areas for future work. At the end of the chapter, we provide some information about where we think the area of SE competency measurement is headed, including what measures states and districts are currently interested in and where researchers are headed. In Table C1 of Appendix C, we provide the full list of measures that resulted from our measures search, along with the ages/grades covered, a list of the competencies that the measure covers based on an imprecise mapping of measure to construct, the associated subdomains, the format of the measure, and the target setting.

Our main takeaway from this chapter is that an abundance of measures are available that address at least some of the competencies in each of the 23 subdomains presented in Chapter 4. We believe that compiling a list of measures is not a fruitful endeavor, given other ongoing efforts described in Chapter 2. We do, however, believe that our frameworks scan can help inform these endeavors by expanding the scope of competencies that are included in future reviews of SE competency measures. In addition, what is needed is a way to carefully code measures to bridge this theory, practice, and measurement divide to ensure that the competencies that we want to measure are indeed being measured in a valid and reliable way.

Key Findings

We summarize key findings next, and elaborate on these findings with examples in this chapter:

- The Values (23%) and Interpersonal Processes (22%) domains were frequently represented in our measures search.
- The most frequently measured subdomain was Prosocial/Cooperative Behavior (14%), indicating that these competencies are heavily stressed in measurement considerations.
- The Perspectives (8%) and Cognitive Processes (13%) domains are underrepresented.
- Enthusiasm/Zest (1%) was the least frequent subdomain, suggesting that these competencies are not prioritized in measurement considerations.

- The majority of assessments were structured as self-reports appropriate for youth in middle and high school (ages 11–18).

Method

A review of the literature presents a growing interest in measuring SE competencies. Challenges associated with measuring these competencies is frequently noted as a pressing concern. For instance, the lack of appropriate and psychometrically sound instruments has been attributed to weak consensus about social-emotional constructs and limitations in measurement design (Halle & Darling-Churchill, 2015; Duckworth & Yeager, 2015). To address the need for improved social and emotional measures, notable efforts have been made to compile compendia that help practitioners identify appropriate instruments (e.g., Haggerty, Elgin, & Woolley, 2011). We capitalized on these compendia to streamline our search for measures. Our review presents one snapshot of social-emotional measures. This review is not exhaustive; we did systematically review the psychometric properties, nor did we review measures at the item level.

Our analysis involved relating social and emotional measurement instruments to the 23 subdomains identified in the Harvard coding system. We began with a review of the *AIR Ready to Assess* compendium (American Institutes for Research, 2015). The *Ready to Assess* compendium was designed to support practitioners in identifying the appropriate tools to assess desired outcomes. The measures were a result of a point-in-time search and were compiled through references from measure developers and experts. Subsequently, we sampled additional compendia for measures that were not included in the *AIR Ready to Assess* report. The additional compendia include the *Social-Emotional Learning Assessment Measures for Middle School Youth* (Haggerty et al., 2011), the *Landscape Analysis of Non-Cognitive Measures* (Atkins-Burnett, Fernandez, Akers, Jacobson, & Smither-Wulsin, 2012), and the *Measures of Social and Emotional Skills for Children and Young People* (Humphrey et al., 2011).

In the second stage, we incorporated measurement tools that had been found during our review of frameworks and mapped the constructs from each of these scales to the subdomains of the Harvard coding system. We also conducted a targeted search for competencies that were underrepresented in the initial measurement search as well as in the frameworks. These measures primarily emphasize empathy, youth risk, racism, and biculturalism. We present the measures and associated subdomains in Appendix C. (Measures noted with a caret are those that we identified through our targeted measurement search.) We reviewed a total of 126 measures.

Findings

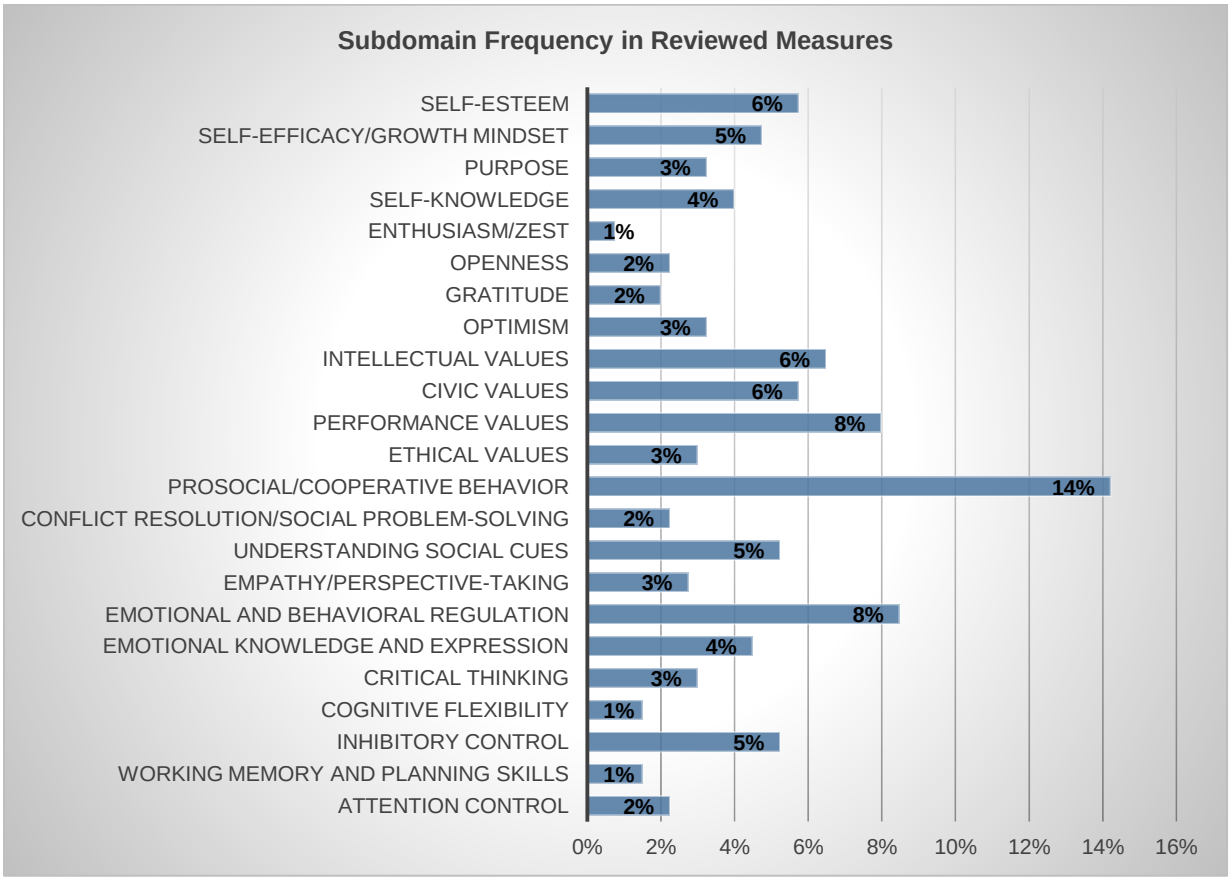
We mapped measurement constructs as labeled by instrument developers to relevant subdomains. This step contributed to an understanding of the social and emotional domains and subdomains that frequently were assessed by measurement instruments. We found that the most frequently represented domains are Values (93) and Interpersonal Processes (87). The Prosocial/Cooperative Behavior subdomain (57) within the Interpersonal Processes domain was the most frequently measured construct. Within the Values domain, the Performance Values subdomain (32) was the most frequently measured construct.

We also found that the least frequently represented domains are Perspectives (33) and Cognitive Processes (54). Within the Perspectives domain, the Enthusiasm/Zest subdomain (3) was the least measured construct. Within the Cognitive Processes domain, Working Memory and Planning Skills (6) and Cognitive Flexibility (6) were the least measured constructs. Table 1 shows a summary of the number of measures by domain and subdomain, and Figure 1 shows the percentage of measures in each subdomain.

Table 1. Number of Measures by Domain and Subdomain

Domain and Subdomain **Frequency in Measurement Review**
Cognitive Processes Domain (54)
Attention Control (9); Working Memory and Planning Skills (6); Inhibitory Control (21); Cognitive Flexibility (6) Critical Thinking (12)
Emotional Processes Domain (63)
Emotional Knowledge and Expression (18); Emotional and Behavioral Regulation (34); Empathy/Perspective Taking (11)
Interpersonal Processes (87)
Understanding Social Cues (21); Conflict Resolution/Social Problem-Solving (9); Prosocial/Cooperative Behavior (57)
Values (93)
Ethical Values (12); Performance Values (32); Civic Values (23); Intellectual Values (26)
Perspectives (33)
Optimism (13); Gratitude (8); Openness (9); Enthusiasm/Zest (3)
Identity/Self-knowledge (71)
Self-knowledge (16); Purpose (13); Self-efficacy/Growth Mindset (19); Self-esteem (23)

Figure 1. Percentage of Measures by Subdomain



Our review included measures that used rater reports, observations, and performance tasks. The majority of the assessments were designed as rater reports. Most rater reports were structured as self-reports and typically were appropriate for youth in middle and high school (ages 11–18). Observation-based assessments and performance tasks were far less frequent. All observation-based assessments were conducted in the classroom setting by teachers or staff. Most observation-based assessments were applicable to youth in early childhood, elementary, middle, and high school. The majority of the three performance tasks were designed for the classroom setting and appropriate for youth in middle and high school.

We also included measures listed in articles identified during the framework scan and measures identified through a subsequent, targeted search. The team accessed articles to identify key characteristics of the measures, including age group, constructs measured, respondent group and format, and administration setting. Constructs were mapped to subdomains of the coding taxonomy, but these results should be interpreted with caution because we did not utilize the underlying skill codes to make determinations. Instead, the team relied on previous training and knowledge of the coding system to make judgments about where constructs could fit within the taxonomy. The measures table is by no means meant to be exhaustive. Rather, the table contains illustrative measures that (a) arose organically through the iterative literature review, or (b) were found in several searches and existing compendia of measures.

Most of the scales we identified were self-reports, whereas teacher and staff reports were the second most frequent type of measure. Across measures identified, the Perspectives domain was underrepresented. Together, the Optimism, Gratitude, and Openness subdomains were matched with competencies fewer than a dozen times, and the Enthusiasm/Zest subdomain did not map to any competencies. This result suggests that these competencies may not be prioritized in measurement considerations. Several measures addressed perceptions of environmental factors, such as child perceptions of health, community stability, and family conditions. However, these "contextual" competencies do not map well to the taxonomy in its current form.

Discussion

In line with our review of SE competency frameworks, our measures review demonstrates that there is an abundance of assessments. These instruments have been developed for a variety of purposes, they come from a variety of disciplines, and they assess a breadth of social and emotional domains. Some SE competencies are more frequently assessed than others; thus, there is a need for a more balanced representation of competencies. Competencies associated with critical thinking, bias recognition, cultural competence, enthusiasm/zest, and cognitive flexibility have the greatest need for more representation.

Another pressing concern is how the abundance of social and emotional assessments can support practitioners as they seek to understand the outcomes of their efforts. Many of the assessments were developed separately from social and emotional frameworks. Consequently, practitioners hoping to assess constructs as defined by frameworks will encounter challenges given that many measures have different definitions for the same construct. Moreover, many assessments were designed for use in basic research. Thus, practitioners must search for measures that are psychometrically sound and usable in practice. Ultimately, developing criteria to support practitioners as they select appropriate measures (and subsequently increasing the variety of appropriate measures) is a significant future direction for the field.

One critical component to developing appropriate measures is considering the burden on practitioners. Key compendia have highlighted important characteristics of assessments that are easy to use. Out of the four compendia included in our measurement review, the Social Development Group (Haggerty et al., 2011) was the only compendium where ease-of-use was considered for selection criteria. However, the authors did not explicitly state how the ease of use criteria were applied in a uniform fashion. Although the rating system was not detailed, the compendia does highlight strengths of instruments. For example, the Social Development Group lauds the Devereux Student Strengths Assessment (DESSA) for being easy to read and interpret, and for having online administration of scoring and reporting. The USAID compendium provides greater specificity about the criteria used to determine ease-of-use. The authors assessed ease-of-use of 74 instruments using a rating system based on whether specifically trained staff need to conduct or analyze results, the availability in multiple languages, and the length of time it takes to administer the test (Hagerty, Elgin, & Woolley, 2011). Only 4 of the reviewed measures were characterized as 'easiest to use.' One instrument that fell in this category is The Big Five Inventory—an assessment with sound psychometric properties, evidence of broad use in international youth programs, and short administration length.

Another important consideration is the degree to which measures can be used with diverse populations. Our review uncovered that 10 out of 28 frameworks in culture, disability, foster care, juvenile justice, public health, and mental health mentioned measures. These measures tended to cite measures that have been psychometrically tested in multiple populations, but not measures that assess competencies that were unique to these frameworks The key compendia of measures we explored did not specify whether the measures were reliable and valid for culturally diverse groups, nor did they include measures of competencies that were unique to frameworks that addressed underrepresented populations. Our findings call attention to the need to consider whether current measures, particularly those being used in schools, are psychometrically reliable and valid for culturally diverse groups.

Robert Jagers and colleagues' (forthcoming) cultural analysis of SEL questions whether prominent SEL programs, frameworks, and assessments reflect and leverage the cultural assets of youth of color and youth from disadvantaged backgrounds. Jagers and colleagues' cultural analysis contends that psychometrically sound assessments of cultural assets should be included in studies of SEL impacts, teacher assessments should include issues of race and class identity, and that interviews and observations can strengthen existing survey methods.

In our search, we found a disconnect between how competencies are being named and defined in frameworks and how measure developers are naming and operationalizing measures. We also found a disconnect between the names of measures and their items. These disconnects not only make it challenging for educators to use measures that assess the skills they want to teach but also make it difficult for researchers to access measures that capture the key targets of intervention. To perform a thorough measures search and thoroughly understand which measures have items that capture the specific definitions of competencies put forth by framework developers, a detailed analysis of individual items is needed.

Although the Harvard coding system helped us organize framework competencies, another necessary step is to apply the coding system to measures. The RAND group will be testing this application of the coding system in 2018 by applying it to the measures in their new repository of measures. Another step would be to adapt the coding system to code individual items within measures.

In addition, an interactive item bank that links individual items to specific competencies based on their definitions would be helpful to reconcile the disconnects between frameworks and measures, and would be one step toward bridging the research-to-practice gap. One example of such an item bank is the CDC Q-Bank, which evaluates reports of federal surveys and archives each question from each report into a searchable database that links back to evaluation findings (see https://wwwn.cdc.gov/QBANK/Beta/About.aspx#/Overview).

What Can We Do?

We believe that further investigation into measures at this time would have beeen a superficial investment of time and would not have produced the desired outcome. Instead, we propose a road map that delineates how to bridge the divide between frameworks and measures in a way that would build on existing efforts and that would be useful to both research and practice. This work would include a facet analysis of items within measures that helps us understand whether

and how items from existing measures fit with the competencies identified by framework developers. The steps would be as follows:

- Use the findings from this study to build a matrix of subdomains and areas of study and to build a super framework to inform this work.
- Collaborate with RAND to identify measures that cover this super framework.
- Work with the Harvard team to adapt the coding system to coding of these measures; presort items to perform an initial analysis of what is being measured by different measures.
- Convene culturally diverse experts who understand these domains to identify how well items are measuring the competencies we want them to measure; experts would include psychometricians, content experts, and educators
- Conduct psychometric testing that includes matrix sampling and factor analyses of items to determine how well items hang together.
- Based on findings, develop a database of items that is accessible to researchers and educators and that organizes items according to the initial super framework.

What Are States Doing?

Meanwhile, states continue to show growing interest in using indicators of student success that go beyond test scores for continuous improvement and accountability. The Every Student Succeeds Act of 2015 (ESSA) has offered new opportunities for schools to make improvements that address not only the academic progress of students but also the development of the whole child and increased equity in schools. One of the primary ways in which ESSA encourages schools to take this broader approach is through most holistic school classification systems that use measures of school quality or student success that are not uniquely focused on test scores or graduation rates (Batel, 2017). Most commonly known as the fifth indicator, ESSA requires states to collect at least one "nonacademic" measure of school quality or student success (Committee for Children, 2016). This requirement has prompted schools to consider using a broader set of measures in their accountability systems, to inform support plans and interventions (Batel, 2017).

States have the flexibility to define the fifth indicator in a variety of ways. Although none of the 17 states that have submitted their plans to the U.S. Department of Education have opted to include direct measures of SE competencies in their state plans, 13 states are choosing to include measures of academic enrichment or school environment (Batel, 2017). Four of those states will use an indicator of physical fitness, three states will use a measure of access or participation in the arts, two states will use a measure of participation in cocurricular or extracurricular activities, and one state will use a measure of participation in community service. In addition, four states will use a student engagement or climate survey (Batel, 2017). Other states, such as Iowa, have plans to use school climate surveys to measure safety, engagement, and environment (Gayl, 2017).

The limited number of states so far to opt into using surveys to measure the fifth indicator may be due to ongoing skepticism about using self-report measures for accountability purposes.

Experts also continue to be highly skeptical of the use of SE competency measures for accountability purposes, including lack of agreement about what frameworks, definitions, and metrics should be used to guide these assessments, that they are prone to gaming and that there is currently a lack of reliable measures (Duckworth & Yaeger, 2015; Zernike, 2016). Focus groups conducted by the National Network of State Teachers of the Year suggest that teachers are also skeptical of the use of SE competency measures for accountability purposes, citing concerns about the validity of existing measures and the need to be sensitive to cultural and other differences among students, as well as the importance of using data for continuous improvement (Glennie, Rosen, Snyder, Woods-Murphy, & Bassett, 2017; Osher & Shriver, 2016).

Several of the guiding principles that emerged from the "Intersection of School Climate and Social and Emotional Development" work addresses these concerns for measures of both school climate and SE competencies, including the following:

> Measuring school climate and social and emotional competencies can be done only in combination with a careful assessment of the uses and possible misuses of the data. Systematic attention should be paid to areas where measurement bias, often stemming from implicit, explicit, and attributional biases (e.g., how contexts affect assessment) can affect measurement and assessment. Careful consideration to these sources of bias and how to take them into account when interpreting and extrapolating results will help reduce the chances of misusing the data. In addition, measuring social and emotional competencies should be done in combination with empirically tested interventions that respond to the needs of struggling students (Berg et al., 2017).

Despite the limitations and concerns for both measures of school climate and SE competencies, several experts have argued that contextual measures assess measure school climate and/or supports for SEL may be more appropriate than measures that assess the SE competencies of students because the former are more advanced and measure areas that school staff feel they can directly target (Gayl, 2017; Melnick, Cook-Harvey, & Darling-Hammond, 2017; Osher & Shriver, 2016). Measuring aspects of the school climate is an alternative because school climate reflects and creates the conditions for the development of SE competencies (Berg, Osher, Moroney, & Yoder, 2017). At the heart of both building SE competencies and positive school climates are safe, supportive, respectful, and trusting relationships that are supported by characteristics of students and schools that include feelings of engagement, support, and connectedness, safety; cultural competence and responsiveness; collaboration between and among school staff, students, families, and communities; strength-based approaches; inclusivity; and challenge (Osher & Berg, forthcoming).

Melnick and colleagues (2017) also propose recommendations for how measures of school climate and supports for SEL can be most impactful. For example, measures of students' SE competence, particularly when they are administered multiple times throughout the year and from multiple informants, can reduce concerns around reliability and be useful at the local level to inform teaching, learning, and program investments. States could provide districts with well-validated tools for measuring SEL and school climate, along with resources, federal funding, and technical assistance to help schools with program development. These resources, along with a well-rounded vision of student success that incorporates elements of SEL and the identification of evidence-based school improvement strategies that improve students' SE competencies, can

contribute to supporting the social and emotional needs of students (Gayle, 2017). Measures of school climate and supports, along with related data on referrals, suspensions, and expulsions, also can encourage greater equity in schools by promoting a focus on the conditions to support students' social and emotional needs, as well as their academic needs, and by increasing transparency around disproportionate disciplinary practices (The Aspen Education & Society Program and the Council of Chief State School Officers, 2016).

What Are Districts Doing?

In spite of the concern about the use of measures of SE competencies for accountability purposes, many districts are increasingly interested in administering SE competency assessments at the district level, for a variety of purposes. Although not comprehensive, we provide examples that illustrate the types of competencies that districts are identifying as measurable and useful for summative and formative purposes.

California's CORE districts[1] are including SEL student self-report measures in school accountability reporting. The competencies they are measuring are growth mindset, self-efficacy, self-management, and social awareness (Glennie et al., 2017). The districts looked for competencies they considered to be meaningful, measurable, and actionable. Early research on CORE districts found strong associations between these competencies and academic achievement (García & Weiss, 2016).

Several other large and small districts are administering SE competency assessments to monitor student progress. The eight districts that are part of the Collaborating Districts Initiative (CDI) joined a collaboration with CASEL and AIR to systemically embed SEL into schools and classrooms in 2011. The eight districts, Anchorage, Austin, Chicago, Cleveland, Nashville, Oakland, Sacramento, and Washoe County (and Atlanta and El Paso, which have since joined the collaboration), assessed five student social and emotional competencies, consistent with the CASEL framework: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2017).

Several districts are partnering with Panorama Education to administer and analyze SE competency measures. Woodbridge School District 68, for example, is measuring growth mindset, grit, social awareness, and emotion regulation (Panorama Education, 2017). Katy Independent School District in Houston is administering the Gallup Student Poll to students in Grades 5–12, which measures engagement, hope, entrepreneurial aspirations, and financial/career literacy, and is part of an effort to promote student SE competencies and (Gallup Inc., 2017).

As part of the Performance Assessment Competency Education (PACE) Pilot Initiative, districts in New Hampshire[2] received permission in 2015 to pilot a competency-based accountability system to support deeper learning with locally designed, competency-based assessments (New Hampshire, 2016). The districts seek to measure SE competencies associated with more successful academic outcomes such as self-management and perseverance through the locally

[1] The CORE districts include Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, and Santa Ana.
[2] The PACE districts include Sanborn, Rochester, Epping, Souhegan, Concord, Pittsfield, and Monroe.

designed performance tasks (Worden, 2015). Charter schools that are part of the Knowledge is Power Program (KIPP) also collected self-report student measures of SE competencies in middle schools, including self-control, collaboration, effort, confidence, and grit (Tuttle et al., 2015).

Many districts are relying on student self-reported measures. We believe that one of the primary ways in which these self-report assessments can be most impactful is by bringing to students' awareness their social and emotional strengths and weaknesses. Schools can do so through the administration of the assessments themselves and by providing students with ongoing feedback that allows them to reflect on how and when their SE competencies can be beneficial to themselves and others and what types of improvements they can make.

In most of these examples, the districts are collecting both intrapersonal and interpersonal competencies. They are not including competencies that fall into the "other" subdomains we discussed in Chapter 4, such as autonomy and coping and resilience. In addition, most districts are not choosing to measure competencies such as cultural competence, competencies related to self-awareness and identity, and competencies related to community involvement—competencies that were highlighted in frameworks geared toward adolescence and diverse youth. There are exceptions. The CDI districts included self-awareness as one of their core competencies. The CORE districts are measuring social awareness, which they define as "the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports," although the 8 items that form this scale do not include each of these components (e.g., recognizing resources and supports) (Core Districts, 2017). It will be interesting to follow these districts and others as they continue to refine their measures and use this information to make data-driven decisions.

Glimpses Into the Future

Several measure developers are currently working on assessments of SE competencies that go beyond self-report measures, which is predominantly what we found in the literature. For example, SELweb is a performance assessment for children in kindergarten through Grade 3, developed by Clark McKown at the Rush Neurobehavioral Center (n.d.). The web-based system measures social awareness, social meaning, social reasoning, and self-control. SELweb generates reports that provide comparisons to district- and age-level norms as well as social network maps.

The Assessment Work Group has recognized the need for innovative ways of assessing SE competencies through direct assessments that are user-friendly and can support effective instruction. To this end, they held a design challenge in the spring of 2017 to identify cutting-edge assessments (see https://measuringsel.casel.org/design-challenge/ for more information and a list of the winners). So far, these direct assessments have each been targeted for a limited set of competencies. Through this effort, they also hope to create a set of design principles to guide the future development of SEL assessments. The second annual design challenge will be held in 2018. One of the biggest concerns they will have to consider is the degree to which these direct assessments are reliable and valid for diverse groups of students.

Direct assessments are not the only type of assessment that can be useable and useful in schools. Self-reports of children and youth competencies, for example, can more effectively measure

certain types of competencies such as attitudes and perceptions. Direct observations can more effectively measure behavior in real-world settings. In addition to the Design Challenge, the Assessment Work Group is developing an online tool for selecting and using currently available SE competency measures that are usable in schools and that can help inform practice and policy. This guide will be available in early 2018 (see https://measuringsel.casel.org/assessment-guide/).

Another push toward assessing students' social and emotional skills is among national and international student assessments. The National Assessment of Educational Progress (NAEP) and PISA are moving toward including questions about students' social and emotional skills (Zernike, 2016). Beginning in 2017, for example, NAEP will measure five new core areas in its background survey, two of which are social and emotional: grit and desire for learning (Sparks, 2015). This suggests that measurement of social and emotional skills is becoming essential to understanding how students perform on standardized achievement tests.

Finally, the SoLD effort is helping to bring to the forefront a developmental systems perspective on human development, which has implications for future directions in measure development. Young people develop through mutually influential relations between themselves and their contexts (Bateson, 2015; Rose, 2015; Rose, Rouhani, & Fischer, 2013; Tobach & Schneirla, 1968). These interactions are unique to the individual and vary across time and place (Bornstein, 2017). One implication is that young people's development is jagged, meaning that different competencies develop at different times and in different places and do not follow a linear trajectory; a young person may exhibit a certain competency in one context at one time and not in another context at another time (Bornstein, 2017; Rose et al., 2013). Research designs and assessments of young people's competencies more often than not fail to take these principles into account. Research designs capture one or maybe a handful of moments in time using measures that capture competencies in one particular place and estimate averages based on the entire sample (or maybe large subgroups). Measures often are designed to capture generalizations about young people's competencies in all settings at all times, rather than in specific settings at specific times. There are person-centered research designs that are more conducive to capturing both intra- and inter-individual change. Similarly, measures can be developed in such a way that they better measure young people's competencies at specific places at specific times, in order to gain a fuller understanding of the capacities of young people within and across time and contexts. This is a promising area for future work.

Measurement Recommendations for the Field

There are several ways in which the current and other ongoing efforts to bring coherence to the field can inform measure development work. In terms of the compilation of already existing measures, efforts such as the RAND repository and the Assessment Work Group's online tool to compile existing measures will help both researchers and practitioners better understand the usability, reliability, and validity of existing measures. At the same time, we believe that these and similar efforts will be most beneficial if they consider some of the key findings and suggestions from this project. First, to the extent that they are available, collections of measures should include measures that assess at least some of the competencies we highlighted in Chapters 3 and 4 that would contribute to more equitable and culturally competent environments. Second, if frameworks are going to help guide both research and practice, measures should be better aligned with these frameworks. Applying the Harvard coding system to measures using

general information about the measures is one step toward connecting frameworks to measures. An additional, albeit more intensive, effort, would be to compile items into a database and apply the Harvard coding system to items. This process would ensure that the items are measuring the competencies as intended.

The future development of measures for both research and practice would benefit from special attention to equity and to developmental sequencing. Consistent with recommendations by Jagers and colleagues (forthcoming), we believe that competencies such as cultural values and communalism that help increase equity and cultural competence should be the focus of measure development. In addition, a focus on developmental sensitivity and sequencing of measures, particularly those that are used formatively in schools, would help educators detect changes across time. In light of the direction states and many districts are taking to measure context factors, we believe that new measures should focus on domains that lie at the intersection of school climate and SE competency development. One example is the Conditions for Learning Survey used district-wide in Cleveland that assesses students' perceptions of their peers' SE competencies (Conditions for Learning, n.d.). Measures that capture cultural competence among students and adults, as well as measures that measure teacher bias (Jagers et al., forthcoming) would be other examples. Measures at the intersection of school climate and SE competence also would capture how contextual supports help students and adults in the school build their own SE competencies.

An intensive process in which diverse experts convene to identify, discuss, and agree upon domains and associated items from a variety of fields, akin to similar undertakings in personality and math, for example, would address the recommendations we provide.

Finally, SE competency measures that are used in schools, whether for formative or summative purposes, should always be closely tied to programs, practices, and curricula that support the development of the competencies being measured to ensure that the measures are sufficiently and appropriately sensitive to the changes these efforts are meant to promote. This is why it is so important to gain conceptual clarity about what is being measured and to ensure that the measures are sensitive to bias.

Chapter 6: What Have We Learned?

As evidenced by the number of frameworks we have identified, an abundance of frameworks identify and organize SE and related competencies. These frameworks have emerged from different fields, with different goals, purposes, and foci—each of which matter in children's learning and development. A scan of the "universe" of SE competencies listed in the many frameworks across diverse fields of study is an essential first step in identifying the competencies that most experts would agree are important to measure and track to understand healthy development. A second step is to organize those competencies in a way that a reader can understand how competencies with different names and definitions either overlap or are distinct. This step also allows us to identify the domains that have the greatest number of competencies, which can help us identify where to target future efforts.

We have learned a great deal from our search and continue to reflect on and learn from our findings. We anticipate that several conversations with the Harvard team and with colleagues in the Assessment Work Group in the coming months will continue to help us think about and make sense of the vast amount of information we have collected. In the meantime, we have some initial lessons learned and thoughts about how this work can help advance the field.

Alignment and Misalignment Between Frameworks

We believe that our expanded focus and the particular focus on frameworks that address cultural variations—frameworks that have received less attention in previous efforts to synthesize SE competency frameworks—add value to the field by confirming overlap between frameworks and by highlighting differences that we think should be addressed. Although significant overlap between frameworks—even frameworks that have different foci or come from different areas of study—differences arise in the definitions and the extent to which the skills are adaptive in certain contexts more than others. Just as different discipline-specific terms are used to mean something similar, some terms that appear to be similar have multidimensional definitions that set them apart. This is likely why we end up seeing very similar terms in several subdomains.

The competencies listed in the frameworks that addressed culture, disability, and systems and services include a mix of familiar competencies and competencies that are needed or practical in specific circumstances but are likely useful for everyone. Some competencies, such as *biculturalism,* which demand adapting to multiple cultures, may be most obviously useful for young people from minority groups but are useful for all young people. In several instances, competencies identified in some context-specific frameworks brings new or additional meaning to these competencies. For example, an example used in Chapter 2, *following rules,* found in one framework for foster child health and development is very similar to terms used in non-context-specific frameworks and is pertinent for foster children who struggle to adapt and be accepted in new homes as well as for all young people to adapt to different and changing family configurations. They also may be a coping skill in one context (e.g., making meaningful choices in juvenile justice) and less so in mainstream contexts such as schools. This is important in contexts such as schools, where students have a variety of experiences. Some competencies may be more important as coping tools for some students (e.g., students who change schools, students whose schools do not meet their developmental needs) who are expected to adjust to new and

changing teacher and classroom expectations. Some students may expend more energy in acquiring these competencies. Some students may not have had the opportunities to acquire these competencies because of chronic experiences with trauma, such as some students in the foster care system. For other students, these same competencies are taken for granted because they have had the chance to build these competencies through ongoing, supportive relationships and contexts. These are important considerations when considering a culture of health and when making decisions about measuring SE competencies to assess students.

Furthermore, many frameworks focused on competencies that relate to self-improvement, but in our search of frameworks, we encountered competencies that relate to young people feeling a connection to those around them, such as *interdependent values and diversity; feelings of belonging to the school community; contributions to self, family, community, and to the institution of a civil society;* and *communalism.*

Some competencies became more pronounced in our expanded search, and some of these appear in our additional "other" subdomain. Although many of these were coded in other subdomains, they were nevertheless different enough from other competencies that we called them out as not well captured by the coding system. We reviewed these competencies for common themes and identified a set of additional subdomains, which we will discuss with the Harvard team. Many of these competencies have received less attention in SE competency frameworks yet seem essential for young people to thrive in today's world. Some of these competencies, such as *sexual health, safety,* and *scholastic and physical ability,* might fall outside traditional definitions of SE competencies, but they nonetheless speak to factors that are associated with healthy development and the development of SE competencies. Several of the competencies that we coded in this "other" subdomain were related to cultural competence, including competencies such as *cultural competence, empathy with respect to diversity, fairness with respect to diversity, racial identity,* and *biculturalism.* These are essential competencies for all young people and are important but underrepresented competencies. Other competencies were related to coping with stress and resilience, both generally and in the face of discrimination. Competencies related to stress and coping were particularly well represented in context- and culture-specific frameworks, including *coping with discrimination, coping with racism,* and *social resilience.* These competencies also are essential for so many young people who face varying adversities yet often are not included in SE competency frameworks.

Coding Competencies: Opportunities and Challenges

The Harvard coding system was particularly useful because, as Stephanie Jones and her team have argued, a base framework on which to map the skills is necessary. This base shapes which skills fall together in the final output but also serves as a systematic classification system that can be reliably executed across two separate research groups. The coding system is very useful in beginning to address the "jingle jangle effect," which became apparent in our search and is pronounced in the table that shows the list of skills by subdomain (Table B1 in Appendix B).

In using the coding system for our expanded set of 50 frameworks, we made some observations about its structure. First, the level of detail in skill definitions provided by the frameworks varied widely and affected coding. Thus, multipart definitions often were pulled into multiple domains. Second, in trying to understand how represented certain competencies were compared with

others, we found it difficult to tease apart the representation of skills in coded frameworks with the size of the subdomain and how many codes/behaviors are included. For example, the Prosocial/Cooperative Behavior subdomain was large. Perhaps because we focused on older youth, the analysis uncovered the most competencies in this subdomain (172) and also contained 26 total codes within the coding system, the most of any subdomain. The team raised a concern that because of the large number of codes, important nuance might be lost. Competencies were most often coded based on the following codes:

- Effectively enters and engages in a variety of social situations (code when students take initiative to "opt-into" groups)
- Seeks help (e.g., dealing with emotions, social problems)
- Demonstrates leadership in team tasks

We found that competencies associated with identity and with the self and regulation of the self were well represented in our list of competencies and less developed in the coding system. This is likely because of our focus on culture and adolescence. Identity development becomes more important in adolescence, and self-esteem and self-awareness, which are related to agency and efficacy, become increasingly important in the transition to adulthood and the working world. These codes are likely less central for younger children.

Not surprisingly, given the enhanced range of frameworks to which we applied the Harvard coding system, we found that the coding system would benefit from an expanded set of subdomains to better accommodate the range of competencies on our list. In addition, the list of competencies generated several competencies that the team was unable to code. Typically, competencies that could not be coded were nouns, not verb phrases indicating specific behaviors. Several competencies were overly broad and lacked definitions, which meant there was insufficient information to determine applicable codes. For example, coders were unable to code *skills for the workplace, relationship skills,* and *communication skills* when these competencies lacked definitions.

Measurement Considerations

The coding of competencies revealed the vast array of competencies that make up social and emotional frameworks. The frameworks feature cognitive, emotional, and interpersonal skills; just as prominently they also feature values and, to a lesser extent, identities. The frameworks also feature perspectives such as optimism. In our search, we found measures in each of these areas that covered each of the 23 subdomains covered by the coding system. The most readily available measures were those in the Prosocial/Cooperative Behavior subdomain, which corresponds with the large number of competencies we found in this subdomain. We also found measures that covered subdomains where we might expect to see some gaps in the Perspectives domain, such as Openness and Optimism, but these were underrepresented and we had trouble matching the measures with competencies from the frameworks. This suggests a mismatch between important perspectives as identified in frameworks and the existence of relevant measures, particularly for this domain.

The different types of competencies often are conflated in research and practice. This finding has implications for measure development. We and others (e.g., Galloway et al., 2017) have found that self-report measures of SE competencies make up the vast majority of existing measures. Researchers (e.g., McKown, 2017) have argued that careful attention should be paid to the type of SE competency being measured to determine how it should be measured. For example, competencies having to do with thinking are best assessed using self-report measures because they are not directly observable, whereas skills related to emotional understanding, such as reading facial expressions, can be better measured through direct observation (McKown, 2017). As districts and states continue to make decisions about what to measure and how, these distinctions are important to consider.

Our measures search revealed that a similar or adapted system would be useful for measures, and the system would have to be compatible with both frameworks and measures. Because most frameworks and measurement tools were developed separately, we encountered challenges mapping competencies to instruments. Although we matched instrument constructs and subdomains, many instruments had unique definitions of constructs. An intensive review at the item level would be needed to adequately match measurement tools to social emotional subdomains. This would be incredibly helpful in looking for parallels across measures and frameworks.

Chapter 7: Recommendations for the Foundation

Our work to date has provided us with some preliminary recommendations for promising future directions. Although we continue to expand on the lessons learned and recommendations as we think through the implications of our findings, we present the following preliminary recommendations:

- Look to this expanded list of frameworks for competencies that are important for groups that have unique experiences in schools. Some of these competencies deal with cultural competence and coping with discrimination. Others deal with building connectedness to school and community, including building a sense of social responsibility. In some cases, these competencies provide greater specificity for competencies that often are found in SE competency frameworks. In other cases, these competencies are not called out in dominant frameworks; yet they are essential for the well-being of culturally and linguistically diverse individuals and groups and youth with disabilities, which also has implications for dominant groups. Given the diversity of experiences among young people in schools today, building a culture of health may well depend on adding some of these competencies to all young people's toolkits. There is a need to consider incorporating at least some of these competencies into SEL-related programming, practice, and assessment to support equity, cultural competence, and inclusion in schools.
- We need to better connect frameworks to measures. This would allow educators and researchers to identify the competencies they find most essential and measure them in a valid and reliable way. One approach already underway is to apply the Harvard coding system to the coding of measures. We propose that a further step is to map competencies to items to ensure that measures are, in fact, face valid. This will require an intensive review, not just of existing tools, but of items that make up those tools. A thorough undertaking would involve an item-level analysis of SE competency measures that follows the road map laid out in Chapter 5.
- Better mapping of frameworks to measures also would help bridge the divide between frameworks, measures, and practice. Aligning conceptual frames with programs and practices that target the competencies in those frames and ensuring that measures are aligned with these targeted competencies is essential. This alignment requires mapping existing measures to frameworks and practices, developing new measures in conjunction with programs and practices, and ensuring that educators have access to measures of the competencies that they seek to support.
- Better mapping can help us identify what measures and what types of measures of SE competencies we still need and for what purpose. For example, measure developers are increasingly turning to the development of performance assessment because of the identified gap, as confirmed in our search, in alternatives to self-report measures. Performance measures are useful for assessing certain types of competencies that are currently underrepresented, such as critical thinking or cognitive flexibility. However, our search suggested that a gap exists in measures of competencies that fall under the Perspectives domain, which are not captured well by performance measures. Without this focus, a possibility exists that these competencies will be forgotten as educators and

researchers tend to focus on competencies for which reliable and valid measures exist or are being developed. Measures that are easy to use (i.e., not too time insensitive, low cost or free, provide a system to easily administer and score the measure) would be useful tools for educators who seek to capture these types of competencies.

- Relatedly, there is a need to develop criteria to support educators in the selection of appropriate measures. This is one of the goals of the Assessment Work Group. Similarly, there also is a need to make educators who seek to use SE competency measures for formative purposes aware of the different ways that measures and their judgments can be biased.
- In light of the concern about measuring SE competencies and the understanding that young people's development of SE competencies occurs in interaction with their contexts, a need exists for greater attention to both research designs and measures that can capture this interaction. This includes developing measures that capture aspects of schools at the intersection of school climate and SE competence building, such as cultural competence and inclusion, for both students and adults. It includes paying greater attention to change-sensitive measures and increasing the use of person-centered designs. It also includes developing context-sensitive measures that assess young people's competencies as they relate to the specific contexts where they are being measured.

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Appendices

Appendix A. Chapter 3 Tables and Methods

Table A1. Experts Consulted

Experts, Field, Context, or Populations	
Marvin Berkowitz, Character Education	Bob Blum, Public Health
Tom Lickona, Character Education	Sheila Walker, Public Health
Eric Schaps, Character Education	James Comer, Race/Ethnicity
Oscar Barbarin, Culture	Terry Cross, Race/Ethnicity
Cynthia Garcia Coll, Culture	DJ Ida, Race/Ethnicity
Rob Jagers, Culture	Claude Steele, Race/Ethnicity
Teresa LaFromboise, Culture	Howard Stevenson, Race/Ethnicity
Carol Lee, Culture	Suniya Luthar, Resilience
Koji Miyamoto, Economics	Ann Masten, Resilience
Camille Farrington, Emotional & Social Intelligence	Michael Ungar, Resilience
John Mayer, Emotional & Social Intelligence	Frank Gresham, Special Education
Patty Chamberlain, Foster Care	Jeff Sprague, Special Education
Bryan Samuels, Foster Care	Julian Ford, Trauma
Susanne Denham, Health & Human Dev.	Bessel van der Kolk, Trauma
Damon Jones, Health & Human Dev.	James Greenan, Workforce
Kenneth Dodge, Juvenile Justice	Harry Holzer, Workforce
Sandra Graham, Juvenile Justice	Laura Lippman, Workforce
Nancy Guerra, Juvenile Justice	Sondra Stein, Workforce
Patrick Tolan, Juvenile Justice	Flavio Cunha, Economics
Kim Hoagwood, Mental Health	Richard Murnane, Economics
Marc Greenberg, Mindfulness	Amy Dworsky, Foster Care
Angela Duckworth, Mindset	Fred Wulczyn, Foster Care
Carol Dweck, Mindset	James Howell, Juvenile Justice
Lisa Quay, Mindset	Mark Lipsey, Juvenile Justice
David Yeager, Mindset	Nathaniel Counts, Mental Health
Oliver John, Personality	Ruth Baer, Mindfulness
Brent Roberts, Personality	David Silbersweig, Mindfulness
Laura Kubzansky, Positive Psychology	David Vago, Mindfulness
Martin Seligman, Positive Psychology	Benjamin Chapman, Personality
Jacquie Eccles, Positive Youth Development	Diane Browder, Special Education
Richard Lerner, Positive Youth Development	George Sugai, Special Education
Jonathan Zaff, Positive Youth Development	V. Scott Solberg, Workforce

Detailed Methods

Search strategy. The team typically began their searches in Google with terms like "[field name] + framework" or "[field name] development framework." We modified our search criteria in search engines and databases to include specific names of researchers that came up during searches (e.g. "Heckman non-cognitive framework") as well as terms commonly used in fields of study (e.g. "developmental outcome competency ethnic minority children"). We also conducted searches using terms related to the word "framework" (i.e., model, taxonomy, typology, classification, categorization, breakdown, hierarchy, grouping) to locate frameworks in fields that use other terms. The process of developing search strings was iterative; the team conducted searches using synonyms for areas of study and the content area of social and emotional competencies (e.g., *soft skills*) until the results converged on already documented references.

Inclusion/exclusion criteria. We reviewed full text references with relevant titles and abstracts to check whether the source material contained a framework. The team downloaded or bookmarked references published within the past 10 years that included a framework. If few articles existed within a field of study or if a framework was featured in a recent source but originally published in an earlier article or report, then the team expanded the search to articles published within the past 20 years. Where possible, we worked from the original or initial source of a framework and major subsequent iterations. We focused on these foundational sources because they most often provide detail about framework characteristics (e.g., its purpose) and define the relevant competencies. Sources did not need to provide skill definitions to be included in our database. We only excluded frameworks that had too little information to be able to list the associated competencies. For example, we excluded a framework that only named "social and emotional skills" without defining what those competencies are. We also excluded frameworks for which the sources were out of print or unreasonable to procure by the average user. For example, we excluded proprietary frameworks that require fees to access the full framework.

Table A2. Table of Frameworks

Please note that information coded in this table comes from the main source identified in this table and does not reflect information provided by all sources of information relevant to the framework.

Framework	Primary/ Secondary Fields	Ages	Focus	Scope	Mention of Developmentally Sequencing (Y/N)	Skills Are Defined (Y/N)	Mention of Theoretical and/or Empirical Grounding for at least some competencies (Y/N)	Mention of Empirical Grounding for Framework (Y/N)	Mention of Theoretical Grounding for Framework (Y/N)	Measures Mentioned (Y/N)	Measures Mentioned (List Name of Measures)
Behavioral Economics of Education Koch, A., Nafziger, J., & Skyt Nielsen, H. (2015). Behavioral economics of education. *Journal of Economic Behavior & Organization, 115*, 3-17. doi:10.1016/j.jebo.2014.09.005	Behavioral economics	Undefined	Theory/ Research Development	Narrow	N	Y	Y	Y	N	Y	General Social Survey
The Determinants of Earnings: A Behavioral Approach Bowles, S., Gintis, H., & Osborne, M. (2001). The determinants of earnings: A behavioral approach. *Journal of Economic Literature, 39*(4), 1137-1176. doi:10.1257/jel.39.4.1137	Behavioral economics	Undefined	Theory/ Research Development	Narrow	N	Y	Y	Y	N	Y	General Social Survey Rotter Scale
The Contributions of Hard Skills and Socio-emotional Behavior to School Readiness Duncan, G. J., Claessens, A., & Engel, M. (2004). *The contributions of hard skills and socio-emotional behavior to school readiness.* [Working Paper] Evanston, IL: Northwestern University.	Behavioral economics	Early Childhood	Theory/ Research Development	Narrow	N	Y	Y	Y	N	Y	Beginning School Study; Early Childhood Longitudinal Study-Kindergarten
The effects of cognitive and noncognitive abilities on labor market outcomes and social behavior	Behavioral economics	Undefined	Theory/ Research Development	Narrow	N	N	Y	Y	N	Y	Rotter Locus of Control Scale; Rosenberg Self-Esteem Scale

Heckman, J., Stixrud, J., & Urzua, S. (2006). The effects of cognitive and noncognitive abilities on labor market outcomes and social behavior. *Journal of Labor Economics, 24*(3), 411-482. doi:10.3386/w12006											
Big Five Domains and Their Facts Heckman, J. J. & Kautz, J. D. (2012). Hard evidence on soft skills. NBER Working Paper 18121. Retrieved from http://www.nber.org/papers/w18121	Behavioral economics	Undefined	Theory/ Research Development	Narrow	N	Y	Y	Y	Y	Y	Various Measures Mentioned
Considering valuation of noncognitive skills in benefit-cost analysis of programs for children Jones, D. E., Karoly, L. A., Crowley, D. M., & Greenberg, M. T. (2015). Considering valuation of noncognitive skills in benefit-cost analysis of programs for children. Journal of Benefit-Cost Analysis, 6, pp 471-507.	Economics	Undefined	Theory/ Research Development	Comprehensive	N	N	Y	Y	N	Y	Various Measures Mentioned
Tripartite Taxonomy of Character Park, D., Tsukayama, E., Goodwin, G. P., Patrick, S., & Duckworth, A. L. (2016). A tripartite taxonomy of character: Evidence for intrapersonal, interpersonal, and intellectual competencies in children. Manuscript under review.	Character education/development	School Age	Theory/ Research Development	Narrow	N	Y	Y	Y	Y	Y	VIA
What Works in Character Education Berkowitz, M. W. & Bier, M. C. (2005). *What works in character education: A research-driven guide for educators.* Washington, DC: Character Education Partnership. Retrieved from http://www.character.org/uploads/PDFs/White_Papers/White_Paper_What_Works_Practitioner.pdf	Character education/development	Undefined	Standards/ Competencies Identification	Comprehensive	N	N	Y	N	Y	N	
Taxonomy of Character Education Programs Howard, R, W., Berkowitz, M. W., & Schaeffer, E. F. (2004). Politics of character	Character education/development	Undefined	Theory/ Research Development	Narrow	N	Y	Y	N	Y	N	

education. *Educational Policy*, 18(1), 188-215. doi:10.1177/0895904803260031											
Values in Action Skill Inventory Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A classification and handbook.* New York: Oxford University Press/Washington, DC: American Psychological Association.	Character education/development	Youth through Adult	Measurement Development	Narrow	N	Y	N	N	Y	Y	VIA Survey
Eight Strengths of Character: Assets Needed for a Flourishing Life Lickona, T., & Davidson, M. (2005). Smart and good high schools: Integrating excellence and ethics for success in school, work, and beyond. Cortland, NY: Center for the 4th and 5th Rs (Respect and Responsibility).	Character education/development	Undefined	Applied Practice	Comprehensive	N	N	N	N	N	N	
Knightly Virtues Arthur, J., Harrison, T., Carr, D., Kristjánsson, K., & Davison, I. (2014). Knightly virtues: Enhancing virtue literacy through stories. Birmingham, UK: Jubilee Centre. Retrieved from http://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/KVPDF/KnightlyVirtuesReport.pdf	Character education/ development	Middle Childhood	Applied Practice	Narrow	N	N	N	N	N	N	
Character: A Multi-Faceted Developmental System Nucci, L. (2016, July 26). Character: A multi-faceted developmental system. Keynote address for the Workshop on Character Education for the National Academies of Science, Washington, DC. Retrieved from http://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse_173496.pdf	Character education/development	Undefined	Theory/ Research Development	Narrow	N	Y	Y	N	Y	N	
Three- Virtue Model of Character Strengths McGrath, R. E. (2015). Integrating psychological and cultural perspectives on virtue: The hierarchical structure of	Character education/development	Undefined	Theory/ Research Development	Narrow	N	N	Y	Y	Y	Y	VIA Survey

character strengths. The Journal of Positive Psychology, 10(5), 407-424. doi:10.1080/17439760.2014.994224											
Character Lab Character Lab. (2017). Tools. Retrieved from https://characterlab.org/tools	Character education/development, personality	students, kids, people	Applied Practice	Comprehensive	N	Y	N	N	Y	Y	Character Growth Card
Integrated Conceptual Framework for the Development of Asian American Children and Youth Mistry, J., Li, J., Yoshikawa, H., Tseng, V., Tirrell, J. M., Kiang, L., Mistry, R. & Wang, Y. (2016). An integrated conceptual framework for developmental research on of Asian American children and youth. *Child Development*, *87*, 1042-1032. doi:10.1111/cdev.12577	Culture	children	Theory/ Research Development	Narrow	N	Y	Y	Y	Y	Y	Various measures mentioned
Culture and social development (unnamed) Rubin, K. H. & Menzer, M. (2010). Culture and social development. In Encyclopedia on Early Childhood Development. Quebec: Centre of Excellence for Early Childhood Development and the Strategic Knowledge Cluster on Early Child Development. Retrieved from http://www.child-encyclopedia.com/sites/default/files/textes-experts/en/601/culture-and-social-development.pdf	Culture	children and adolescents	Theory/ Research Development	Comprehensive	N	Y	Y	N	N	N	
Functional analysis of Black identity (unnamed model) Cross, W. E., Strauss, L., & Fhagen-Smith, P. (1999). African American identity development across the life span: Educational implications. In R. Hernandez Sheets & E. R. Hollins, *Racial and ethnic identity in school practices: Aspects of human development,* pp. 29-48. Hillsdale, NJ: Erlbaum.	Culture, school-based competency development	children, youth, students mentioned most; refers to all ages	Theory/ Research Development	Narrow	N	Y	Y	Y	N	N	none reported
Model of Sociocultural Development of African American Children	Culture, resilience	Children, Adolescent	Theory/ Research Development	Comprehensive	N	Y	Y	Y	N	N	

Barbarin, O. A. (1993). Coping and resilience: Exploring the inner lives of African American children. *Journal of Black Psychology*, *19*(4), 478-492. doi:10.1177/00957984930194007											
Integrative model for the study of developmental competencies in minority children Coll, C. G., Lamberty, G., Jenkins, R., McAdoo, H. P., Crnic, K., Wasik, B. H., & Garcia, H. V. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, *67*(5), 1891-1914. doi: 10.2307/1131600	Culture, sociology, school-based competency development	children and adolescents	Theory/ Research Development	Comprehensive	N	N	Y	Y	N	N	
Phenomenological variant of ecological systems theory (PVEST) Spencer, M. B., Dupree, D., & Hartmann, T. (1997). A phenomenological variant of ecological systems theory (PVEST): A self-organization perspective in context. *Development and Psychopathology, 9*, 817-833. Retrieved from http://repository.upenn.edu/cgi/viewcontent.cgi?article=1003&context=gse_pubs	Culture, ecology, phenomenology	lifecourse, children, adolescence	Theory/ Research Development	Comprehensive	N	N	Y	Y	N	N	
An Examination of Social and Emotional Behavior Skills with American Indian Elementary Students (unnamed) Garn, A. C., Kulinna, P. H., Cothran, D. J., & Ferry, M. (2010). An Examination of Social and Emotional Behavior Skills with American Indian Elementary Students: Issues of Measurement, Gender, Grade, and Culture. Journal of American Indian Education, 24-40.	Culture, social and emotional learning	children; elementary students; 3rd-6th grade	Measurement Development	Comprehensive	N	N	Y	Y	Y	Y	The Children's Social and Emotional Behavior instrument
A Progression Framework for Pupils on the Autism Spectrum Autism Education Trust. (n.d.). A progression framework for pupils on the autism spectrum: Notes, guidance, and instructions for use. London, UK: Author.	Disability	School Age Students	Applied Practice	Comprehensive	N	Y	Y	N	Y	N	

Retrieved from http://www.aettraininghubs.org.uk/wp-content/uploads/2016/02/PROGRESSION-FRAMEWORK-NOTES-AND-GUIDANCE-170216.pdf											
Guideposts for Success National Collaborative on Workforce and Disability for Youth. (n.d.). Guideposts for Success. Washington, DC: Author. Retrieved from http://www.ncwd-youth.info/sites/default/files/Guideposts-for-Success-(English).pdf	Disability	Transition from Youth to Adulthood	Applied Practice	Comprehensive	N	N	N	N	N	N	
Quality of Life: Its Conceptualization, Measurement, and Application – A Consensus Document The Special Interest Research Group on Quality of Life (2000). Quality of Life: Its conceptualization, measurement and application. Retrieved from http://www.beachcenter.org/Books%5CFullPublications%5CPDF%5CFQLI_Quality%20of%20Life%20Consensus%20Document.pdf	Disability	Undefined	Theory/ Research Development	Narrow	N	Y	Y	N	Y	N	
SPELL framework The National Autistic Society. (n.d.) SPELL. Retrieved from http://www.autism.org.uk/spell	Disability	Undefined	Applied Practice	Narrow	N	Y	N	N	N	N	
Strive Framework Strive Task Force on Measuring Social and Emotional Learning (2013). Beyond content: Incorporating social and emotional learning into the Strive Framework. Retrieved from http://www.strivetogether.org/sites/default/files/images/Strive%20Together%20Volume%20I.pdf	School-based competency development, social and emotional learning	Undefined	Standard/Competencies Identification	Narrow	N	Y	Y	N	Y	Y	Measures listed in tables by construct and study
Transversal Competencies United Nations Educational, Scientific, and Cultural Organization. (2015). Transversal competencies in education policy and	School-based competency development	School Age Students	Standard/ Competencies Identification	Comprehensive	N	N	Y	Y	Y	N	

practice. Paris, France: Author. Retrieved from http://unesdoc.unesco.org/images/0023/002319/231907E.pdf											
New Vision for Education World Economic Forum and Boston Consulting Group. (2015). New vision for education: Unlocking the potential of technology. Geneva, Switzerland: Author. Retrieved from http://www3.weforum.org/docs/WEFUSA_NewVisionforEducation_Report2015.pdf	School-based competency development	School Age Students	Standard/ Competencies Identification	Comprehensive	N	Y	N	Y	N	N	
Five Categories of Noncognitive factors Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). *Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance--A critical literature review*. Chicago, IL: Consortium on Chicago School Research. Retrieved from https://consortium.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf	School-based competency development	Adolescents	Theory/ Research Development	Narrow	Y	Y	Y	N	Y	Y	Various Measures Mentioned
Building Blocks for Learning Stafford-Brizard, K. B. (2016). Building blocks for learning: A framework for comprehensive student development. Retrieved from http://www.turnaroundusa.org/wp-content/uploads/2016/03/Turnaround-for-Children-Building-Blocks-for-Learningx-2.pdf	School-based competency development	K–12 and beyond	Applied Practice	Comprehensive	Y	Y	N	Y	Y	Y	Various measures mentioned
Personal Competency Framework Redding, S. (2014). Personal competency: A framework for building students' capacity to learn. Philadelphia, PA: Center on Innovations in Learning, Temple University. Retrieved from http://eric.ed.gov/?id=ED558070	School-based competency development	Students	Applied Practice	Comprehensive	N	Y	N	N	N	N	

Five Minds for the Future Gardner, H. (2009). Five minds for the future. Cambridge, MA: Harvard Business Review.	School-based competency development	Undefined	Theory/ Research Development	Narrow	N	Y	N	N	Y	N	
Theory of Multiple Intelligences Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books. Retrieved from https://howardgardner01.files.wordpress.com/2012/06/443-davis-christodoulou-seider-mi-article.pdf	School-based competency development, emotional intelligence	All Ages	Theory/ Research Development	Comprehensive	N	Y	N	N	Y	N	
EPIC's Four Keys to College and Career Readiness Conley, D. T. (2013). Getting ready for college, careers, and the Common Core. New York, NY: Jossey-Bass.	School-based competency development	Mainly High School	Applied Practice	Comprehensive	N	Y	Y	N	N	Y	Various Measures (e.g., SAT, PARCC)
Skill Building Blocks MHA Labs. (n.d.). Skill building blocks. Chicago, IL: Author. Retrieved from http://mhalabs.org/skill-building-blocks/	School-based competency development	Adolescents/ Early Adulthood	Standard/ Competencies Identification	Comprehensive	N	N	N	N	N	Y	Human Achievement Quotient (HAQ); Human Achievement College and Career (HACC) Recommendation; MHA Employee Appraisal (MEA)
Growing Up NYC Policy Framework New York City Children's Cabinet. (2016). Growing up NYC policy framework. New York, NY: Author. Retrieved from http://s-media.nyc.gov/agencies/childrenscabinet/NYCDOH_GrowingUP_Policy_Brochure_For_WEB.pdf	School-based competency development	Infancy to Emerging Adulthood	Applied Practice	Comprehensive	Y	Y	Y	N	Y	N	
A framework for "Productive Persistence" (tenacity + effective strategies) in developmental math Yeager, D., Bryk, A., Muhich, J., Hausman, H., & Morales, L. (2013). Practical measurement. Palo Alto, CA: Carnegie Foundation for the Advancement of Teaching. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2013/12/Practical_Measurement.pdf	School-based competency development	students, and especially community college students	Measurement Development	Narrow	N	Y	Y	N	Y	Y	Various Measures Mentioned

KIPP Character Strengths KIPP Foundation. (n.d.). KIPP Character Strengths. Retrieved from http://www.kipp.org/approach/character/	School-based competency development	School Age Students	Applied Practice	Narrow	N	Y	N	N	N	N	
Emotional literacy Weare, K. & Gray, G. (2003). What works in developing children's emotion and social competence and wellbeing? Wales: Department for Education and Skills. Retrieved from http://learning.gov.wales/docs/learningwales/publications/121129emotionalandsocialcompetenceen.pdf	School-based competency development	children, students (focused on school-age)	Theory/ Research Development	Narrow	N	Y	Y	N	N	N	
Deep learning framework tasks (adapted from "Six C's") Fullan, M. & Langworthy, M. (2014). A rich seam: How new pedagogies find deep learning. London: Pearson. Retrieved from http://www.michaelfullan.ca/wp-content/uploads/2014/01/3897.Rich_Seam_web.pdf	School-based competency development, deeper learning	Undefined	Theory/ Research Development	Comprehensive	N	Y	Y	N	Y	N	
Deeper Learning and 21st Century Skills framework (Education for Life and Work) National Research Council. (2012). Education for life and work: Developing transferable knowledge and skills in the 21st century. Washington, DC: Author. Retrieved from https://www.nap.edu/catalog/13398/education-for-life-and-work-developing-transferable-knowledge-and-skills	School-based competency development, deeper learning	Undefined	Standard/ Competencies Identification	Comprehensive	N	Y	Y	Y	N	Y	Big Five
Measuring 21st Century Competencies: Guidance for educators Soland, J., Hamilton, L. S., & Stecher, B. M. (2013). Measuring 21st century competencies: Guidance for educators. Washington, DC: RAND. Retrieved from https://asiasociety.org/files/gcen-measuring21cskills.pdf	School-based competency development, 21st century skills	School Age Students	Applied Practice	Comprehensive	N	Y	Y	N	Y	Y	Alelo Language and Culture Simulations; Common Core State Standards Consortia Assessments; EcoMUVE; The Graduation Performance System; Mission Skills Assessment; PISA Collaborative Problem Solving; Queensland Performance Assessments; SimScientists;

											Singapore Project Work; World Savvy Challenge; Advanced Placement; Formulating Hypotheses; Watson-Glaser; Global Empathy Scale; Theory of Mind; College and Career Ready School Diagnostic; Work Extrinsic Intrinsic Motivation Scale; Grit Scale; PARCC and Smarter Balanced*; Graduation Performance System
Measuring Elementary School Students' Social and Emotional Skills Scarupa, H. J. (2014). Measuring elementary school students' social and emotional skills: Providing educators with tools to measure and monitor social and emotional skills that lead to academic success. Washington, DC: Child Trends. Retrieved from https://eric.ed.gov/?id=ED561385	School-based competency development, social emotional learning, measurement	Elementary Aged Children	Standard/ Competencies Identification	Narrow	N	N	Y	N	Y	Y	Self-Control Rating Scale; Child Self-Control Rating Scale; Short Grit Scale; Scale for Academic Engagement; Temperament Assessment Battery for Children; Dimensions of Mastery Questionnaire; Patterns of Adaptive Learning Scales; Student Report of Academic Self-Efficacy; Social Competence Scale; Parent Daily Report; Prosocial Behaviors of Children; finalizes a teacher and student survey developed by Child Trends
Competencies for College Success National Academies of Sciences, Engineering, and Medicine. (2016). Supporting Students' College Success: Assessment of Intrapersonal and Interpersonal Competencies. Board on Testing and Assessment, Division of Behavioral and Social Sciences	School-based competency development, measurement	students, college students	Theory/ Research Development	Comprehensive	N	Y	Y	N	Y	Y	Various Measures Mentioned
Academic Tenacity Dweck, C. S., Walton, G. M., & Cohen, G. L. (2014). Academic tenacity: Mindsets and skills that promote long-term learning.	School-based competency development	students	Theory/ Research Development	Narrow	N	N	Y	N	Y	Y	Various Measures Mentioned

Seattle, WA: Gates Foundation. Retrieved from https://ed.stanford.edu/sites/default/files/manual/dweck-walton-cohen-2014.pdf											
College Learning for the New Global Century American Association of Colleges and Universities. (2007). College learning for the new global century. Retrieved from https://www.aacu.org/sites/default/files/files/LEAP/GlobalCentury_final.pdf	School-based competency development	Undefined	Standard/ Competencies Identification	Comprehensive	N	Y	Y	N	Y	N	
Contemplative Practices and Mental Training: Prospects for American Education Mind and Life Education Research Network (MLERN), J. Davidson, R., Dunne, J., Eccles, J. S., Engle, A., Greenberg, M., … Vago, D. (2012). Contemplative practices and mental training: Prospects for American education. *Child Development Perspectives*, *6*(2), 146–153. Retrieved from https://doi.org/10.1111/j.1750-8606.2012.00240.x	School-based competency development, mindfulness	Across Ages	Standard/ Competencies Identification	Narrow	N	Y	Y	N	Y	N	
Core Social, Emotional, and Civic Competencies Fuchs-Nadeau, D, LaRue, CM, Allen, J, Cohen, J, & Hyman, L. (2002). The New York State interpersonal violence prevention resource guide: Stopping youth violence before it begins. Albany, NY: New York State Center for School Safety, the New York State Office of the Governor and the New York State Education Department [Online]. (Available on www.csee.net).	School-based competency development	Undefined	Standards/ Competencies Identification	Narrow	N	Y	Y	N	Y	N	
Five foundations of the You Can Do It! Model Bernard, M. E. (2006). It's time we teach social-emotional competence as well as we teach academic competence. Reading & Writing Quarterly, 22(2), 103-119.	School-based competency development	Students	Theory/ Research Development	Comprehensive	Y	Y	N	N	Y	Y	Social-Emotional Well-Being Survey (Bernard, 2003); Mindset for Academic Achievement and Poor Social-Emotional Development Survey (Bernard, 2011); Habits of the Mind Questionnaire

Framework for Systemic Social and Emotional Learning Collaborative for Academic, Social, and Emotional Learning (CASEL). (2016). Social and emotional learning core competencies. Retrieved from http://www.casel.org/core-competencies	School-based competency development, social and emotional learning	school age	Applied Practice	Comprehensive	N	Y	N	N	N	N	
Noncognitive skills in the classroom: New perspectives on educational research Rosen, J. A., Glennie, E. J., Dalton, B. W., Lennon, J. M. & Bozick, R. N. (2010). Noncognitive skills in the classroom: New perspectives on educational research. Washington, DC: RTI. Retrieved from http://www.rti.org/sites/default/files/resources/bk-0004-1009-rosen.pdf	School-based competency development	Undefined	Standards/ Competencies Identification	Narrow	N	Y	Y	N	Y	Y	Peg-tapping measure of inhibitory control, item selection measure of attention shifting, unexpected contents and changed locations tasks; Children's Behavior Questionnaire; Strategic Flexibility Questionnaire (SFQ); Survey of Learning Behaviors (SLB); Self-Regulation Strategy Inventory—Self-Report (SRSI-SR); Self-Regulatory Skills Measurement Questionnaire (SRSMQ); Self-Regulation Test for Children (SRTC); Instrumental Competence Scale for Children (COMPSCALE); The Emotion Regulation Checklist; Laboratory Assessment of Temperament–Preschool Edition; Control, Agency, and Means–Ends Interview (CAMI); State Measurement Scale; Cooper-Farran Behavioral Rating Scales (CFBRS) (Cooper & Farran, 1991); School Attitude Assessment Survey (SAAS); Self-Regulated Learning Interview Schedule (SRLIS); Motivated Strategies for Learning Questionnaire (MSLQ); Cognitive Assessment System (CAS)

											(Das & Naglieri, 1985); Self-Regulated Learning Questionnaire (SRLQ);
Social-Emotional Learning Skills & Culturally Responsive Teaching Acknowledge Alliance and Collaborative for Reaching & Teaching the Whole Child (2013). Social-emotional learning skills & culturally responsive teaching heuristic. Boston, MA: Author. Retrieved from http://www.seltedconsortium.com/sel-ted-cultural-resilience--equity.html	School-based competency development, social and emotional learning	adults; current teachers and teacher candidates	Applied Practice	Comprehensive	N	Y	N	N	N	N	
OECD Social Emotional Skills Framework Organisation for Economic Co-operation and Development (OECD). (2015). *Skills for social progress: The power of social and emotional skills.* Paris, France: OECD Skills Studies, OECD Publishing. doi:10.1787/9789264226159-en	School-based competency development	Undefined	Standards/ Competencies Identification	Comprehensive	N	Y	Y	N	Y	N	
Executive function mapping project/A Framework for Mapping Executive Functioning Jones, S. M., Bailey, R., Barnes, S. P., & Partee, A. (2016). Executive Function Mapping Project: Untangling the Terms and Skills Related to Executive Function and Self-Regulation in Early Childhood. OPRE Report # 2016-88, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.	School-based competency development, early childhood	Early Childhood	Applied Practice	Narrow	N	Y	Y	Y	Y	Y	Various Measures
A Skill-Based Model of Emotional Competence: A Developmental Perspective Saarni, C. (1999, April 15-18). A skills-based model of emotional competence. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM. Retrieved from http://files.eric.ed.gov/fulltext/ED430678.pdf	School-based competency development	Undefined	Theory/ Research Development	Narrow	N	Y	Y	N	Y	Y	Toronto Alexithymia Scale; Trait MetaMood Scale; Affective Communication Scale

Deeper Learning Competencies Hewlett Foundation (2013). Deeper Learning Competencies. Retrieved from http://www.hewlett.org/wp-content/uploads/2016/08/Deeper_Learning_Defined__April_2013.pdf	School-based competency development, deeper learning	students	Applied Practice	Comprehensive	N	Y	N	N	N	N	
RULER Nathanson, L., Rivers, S. E., Flynn, L. M., & Brackett, M. A. (2016). Creating emotionally intelligent schools with RULER. Emotion Review, 8(4), 305-310.	School-based competency development social emotional learning	children, students	theory/ research development	Narrow	N	N	N	N	Y	Y	Mood Meter
ACT Holistic Framework of Education and Work Readiness (Has sub-frameworks) Camara, W., O'Connor, R., Mattern, K., & Hanson, M. A. (2015). Beyond Academics: A Holistic Framework for Enhancing Education and Workplace Success. ACT Research Report Series. 2015 (4). ACT, Inc. Retrieved from http://files.eric.ed.gov/fulltext/ED558040.pdf	School-based competency development, assessment	K–12, student, college student, K–Career	standards/ competencies identification	Comprehensive	N	N	Y	N	Y	Y	ACT
Developmental Issues for Young Children in Foster Care Committee on Early Childhood, Adoption and Dependent Care. (2000). Developmental issues for young children in foster care. *Pediatrics, 106*(5), 1145-1150. doi:10.1542/peds.106.5.1145	Foster care	young children through young adults in foster care	Applied Practice	Comprehensive	N	N	Y	N	Y	N	
Foster Child Health and Development: Implications for Primary Care Kools, S. & Kennedy, C. (2003). Foster child health and development: Implications for primary care. *Journal of Pediatric Nursing, 29*(1), 39-41; 44-6.	Foster care	young children through young adults in foster care	Applied Practice	Narrow	Y	N	Y	N	Y	Y	Achenbach Child Behavior Checklist; Standardized Clinical Information System questionnaire
Framework for the Assessment of Children in Need and their Families UK Department of Health. (2000). Framework for the assessment of children in need and their families. London: Author. Retrieved from	Foster care	young children to adults in ecological development model	Applied Practice	Comprehensive	N	Y	Y	N	Y	Y	The Family Pack of Questionnaires and Scales; Home Inventory

http://webarchive.nationalarchives.gov.uk/20130401151715/https:/www.education.gov.uk/publications/eOrderingDownload/Framework%20for%20the%20assessment%20of%20children%20in%20need%20and%20their%20families.pdf											
Positive Youth Justice Model Butts, J. A., Bazemore, G., & Saa Meroe, A. (2010). Positive youth justice: Framing justice interventions using the concepts of positive youth development. Washington, DC: Coalition for Juvenile Justice. Retrieved from https://positiveyouthjustice.files.wordpress.com/2013/08/pyj2010.pdf	Juvenile justice	adolescents mentioned mainly	Applied Practice	Comprehensive	N	Y	Y	N	Y	N	
Balanced & Restorative Justice Model U. S. Department of Justice. (n.d.) Guide for implementing the balanced and restorative justice model. Washington, DC: Author. Retrieved from https://www.ojjdp.gov/pubs/implementing/balanced.html	Juvenile justice	typically adolescents	Applied Practice	Comprehensive	N	Y	Y	N	N	N	
The Missouri Model: Reinventing the Practice of Rehabilitating Youthful Offenders Mendel, R. A. (2010). The Missouri model: Reinventing the practice of rehabilitating youthful offenders. Baltimore, MD: Anne E. Casey Foundation. Retrieved from http://www.aecf.org/resources/the-missouri-model/	Juvenile justice	Adolescents	Applied Practice	Comprehensive	N	Y	N	Y	N	N	
Framework for Well-Being for Vulnerable Youth Transitioning to Adulthood Youth Transition Funders Group. (2015). *Investing to improve the well-being of vulnerable youth and young adults: Recommendations for policy and practice.* Washington, DC: Author. Retrieved from http://www.ytfg.org/wp-content/uploads/2015/11/Investing-in-Well-Being-small.pdf	Juvenile justice/ foster care transition	adolescence and young adulthood	Applied Practice	Comprehensive	N	Y	Y	N	Y	N	

Cognitive Behavioral Therapy 2.0 CBT 2.0 Curriculum. Glos, B. & DuPage County, Illinois Juvenile Detention Center. Retrieved from http://www.ideas42.org/wp-content/uploads/2017/01/CBTCurriculum.pdf	Juvenile justice	Youth	Applied Practice	Narrow	N	Y	N	N	Y	Not Determined*	
Systemic Self-Regulation: A Framework for Trauma-Informed Services in Residential Juvenile Justice Programs Ford, J. D. & Blaustein, M. (2013). Systemic self-regulation: A framework for trauma-informed services in residential juvenile justice programs. *Journal of Family Violence, 28*(7), 665-677.	Juvenile justice, trauma	Adolescents	Applied Practice	Narrow	N	N	Y	N	Y	N	
American Indian Life Skills (formerly Zuni Life Skills Development) LaFromboise, T. D. & Lewis, H. A. (2008). The Zuni Life Skills Development Program: A school/community-based suicide prevention intervention. *Suicide and Life-Threatening Behavior, 38*(3), 343-353. doi:10.1521/suli.2008.38.3.43	Culture, life skills/violence prevention	School Age	Applied Practice	Narrow	N	N	Y	N	Y	Y	American Indian Life Skills Outcome Survey
Native American Children and Youth Well-Being Indicators Goodluck, C. (2002). *Native American children and youth well-being indicators: A strengths perspective*. Seattle/Flagstaff: Casey Family Programs & Northern Arizona University.	Mental health	children and youth	standards/ competencies identification	Narrow	N	Y	Y	N	Y	Y	Various Measures
Social-emotional needs of Latino immigrant adolescents: A sociocultural model for development and implementation of culturally specific interventions. Blanco-Vega, C. O., Castro-Olivo, S. M., & Merrell, K. W. (2008). Social-emotional needs of Latino immigrant adolescents: A sociocultural model for development and implementation of culturally specific	Mental health	Adolescents	theory/ research development	Narrow	N	Y	Y	N	Y	N	

interventions. *Journal of Latinos and Education, 7*(1), 43-61.											
Using a developmental framework to guide prevention and promotion Masten, A. S. & Coatsworth, J. D. (1995). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist, 53*, 205-220.	Mental health	early adolescence	Theory/ Research development	Comprehensive	N	Y	Y	N	Y	N	
RDoC Matrix NIMH (2017). RDoC Matrix (Social Processes Table). Retrieved from https://www.nimh.nih.gov/research-priorities/rdoc/constructs/rdoc-matrix.shtml	Mental health	none reported	Theory/ Research Development	Comprehensive	N	Y	N	Y	Y	Y	Various Measures Mentioned
S-ART Vago, D. R. & Silbersweig, D. A. (2012). Self-awareness, self-regulation, and self-transcendence (S-ART): A framework for understanding the neurobiological mechanisms of mindfulness. *Frontiers in Human Neuroscience, 6,* 296. doi:10.3389/fnhum.2012.00296.	Mindfulness	Undefined	Theory/ Research Development	Narrow	N	Y	Y	N	Y	Y	Various Measures Mentioned
Mindfulness: A Proposed Operational Definition Bishop, S. R., Lau, M., Shapiro, S., Carlson, L., Anderson, N. D., Carmody, J. … Devins, G. (2004). Mindfulness: A proposed operational definition. *Clinical Psychology: Science and Practice, 11*(3), 230-241. doi:10.1093/clipsy/bph007	Mindfulness	Undefined	Theory/ Research Development	Narrow	N	Y	Y	N	Y	N	
Mindfulness Roeser, R. W. (2014). The emergence of mindfulness-based interventions in educational settings. In *Motivational interventions* (pp. 379-419).	Mindfulness	School Age	Theory/ Research Development	Narrow	N	N	Y	N	Y	Y	Self-Compassion Scale
Ways of Being: A Model for Social & Emotional Learning	Positive youth development, social and	young people, youth	theory/ research development	Comprehensive	N	N	N	N	N	N	

Blyth, D., Olson, B., & Walker, K. (2015). Ways of Being: A Model for Social & Emotional Learning. Twin Cities, MN: University of Minnesota Extension: Youth Development Issue Brief. Retrieved from http://impact.sp2.upenn.edu/ostrc/newsletter/documents/WaysofBeing_000.pdf	emotional learning; out-of-school time										
Towards a conceptual model of youth leadership development Redmond, S. & Dolan, P. (2014). Towards a conceptual model of youth leadership development. *Child & Family Social Work, 21*(3), 261-271. doi:10.1111/cfs.12146	Positive youth development	any young person involved in leadership	Theory/ Research Development	Narrow	N	Y	Y	N	Y	N	
Targeting Life Skills Model Norman, M. N. & Jordan, J. C. (2006). Targeting life skills in 4-H. Gainesville, FL: University of Florida IFAS Extension. Retrieved from http://edis.ifas.ufl.edu/4h242	Positive youth development, out-of-school time	youth	Applied Practice	Comprehensive	N	N	N	N	N	N	
Helping teens develop healthy social skills and relationships: What the research shows about navigating adolescence Hair, E. C., Jager, J., & Garrett, S. B. (2002). *Helping teens develop healthy social skills and relationships: What the research shows about navigating adolescence.* Washington, DC: Child Trends. Retrieved from https://www.childtrends.org/wp-content/uploads/2002/07/Child_Trends-2002_07_01_RB_TeenSocialSkills.pdf	Positive youth development	teen/ "adolescence"	Theory/ Research Development	Narrow	N	Y	Y	N	Y	N	
Developmental Assets model Search Institute (2017). 40 Developmental Assets for Adolescents. Minneapolis, MN: Author. Retrieved from: http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18	Positive youth development	Adolescents	Standards/ Competencies Identification	Comprehensive	N	Y	Y	N	Y	N	
Middle Years Development Instrument Schonert-Reichl, K., Guhn, M., Gadermann, A., Hymel, S., Sweiss, L., & Hertzman, C. (2013). Development and validation of the	Positive youth development, social and emotional	middle childhood; 6–12 years	Measurement Development	Comprehensive	N	Y	N	Y	Y	Y	Middle Years Development Instrument (MDI)

Middle Years Development Instrument (MDI): Assessing children's well-being and assets across multiple contexts. *Social Indicators Research*, 114(2), 345-369. doi:10.1007/s11205-012-0149-y	learning, measurement										
Five C's of Positive Youth Development Zarrett, N., & Lerner, R. M. (2008). Ways to promote the positive development of children and youth. *Child Trends*, *11*, 1-5.	Positive youth development	Youth	Applied Practice	Comprehensive	N	Y	Y	N	Y	N	
The Clover Model Program in Education, Afterschool & Resiliency (2015). The Clover Model. Retrieved from http://www.pearweb.org/about/Clover.html	Positive youth development	All Ages	Applied Practice	Comprehensive	N	Y	Y	N	Y	N	
Definition and Selection of Key Competencies (DeSeCo) Rychen, D. S., & Salganik, L. H. (Eds.) (2003). *Key competencies for successful life and well-functioning society*. Cambridge, MA: Hogrefe & Huber.	Positive youth development, youth work	middle childhood to late adolescence	Standards/ Competencies Identification	Comprehensive	N	N	Y	Y	N	N	
Core Competencies for positive youth development and Risk Prevention Guerra, N. G. & Bradshaw, C. P. (2008). Linking the prevention of problem behaviors and positive youth development: Core competencies for positive youth development and risk prevention. *New Directions for Child and Adolescent Development, 122*, 1-17. doi:10.1002/cd.225	Positive youth development, risk prevention	adolescence, youth	Theory/ Research Development	Comprehensive	N	Y	Y	N	Not Determined*	N	
Foundations for young adult success: A developmental framework. Nagaoka, J., Farrington, C. A., Ehrlich, S. B., Heath, R. D., Johnson, D. W., Dickson, S., … Hayes, K. (2015). *Foundations for young adult success: A developmental framework*. Chicago, IL: Consortium on Chicago School Research.	Positive youth development, social emotional learning	Young Adulthood	Applied Practice	Comprehensive	N	Y	Y	N	Y	N	

Achieving, Connecting, Thriving Boston After School & Beyond. (2017). Achieve-Connect-Thrive (ACT) skills framework. Retrieved from http://bostonbeyond.org/initiatives/act_framework/	Positive youth development; out-of-school time	middle childhood to late adolescence	Standards/ Competencies Identification	Comprehensive	N	N	N	N	N	N	
Childhood Adultification in Economically Disadvantaged Families: A Conceptual Model Burton, L. (2007). Childhood adultification in economically disadvantaged families: A conceptual model. *Family Relations, 56*(4), 329-345. doi:10.1111/j.1741-3729.2007.00463.x	Positive youth development, sociology	infancy to late adolescence	Theory/ Research Development	Narrow	N	Y	Y	Y	N	N	
Developmental Taxonomy of Pathway Skills Jones, S. & Savitz-Romer. (2013). A developmental taxonomy of pathway skills: Toward a coherent framework for non-cognitive and social-emotional predictors of college and career readiness.	Positive youth development	early childhood to young adulthood	Theory/ Research Development	Narrow	Y	N	N	N	Y	N	
Emerging adulthood: A theory of development from the late teens through early twenties Arnett, J. J. (2000) Emerging adulthood: a theory of development from the late teens through early twenties. American Psychologist, 55(5), 469-480	Positive youth development	Emerging Adulthood	Theory/ Research Development	Comprehensive	Y	Y	Y	N	Y	N	
The structure and coherence of competence from childhood through adolescence Masten, A. S., Coatsworth, J. D., Neemann, J., Gest, S. D., Tellegen, A., & Garmezy, N. (1995). The structure and coherence of competence from childhood through adolescence. *Child Development, 66*(6), 1635-1659. doi:10.2307/1131901	Positive youth development	childhood through adolescence	Theory/ Research Development	Narrow	Y	Y	Y	N	Y	Y	Various Measures Mentioned
Positive development of minority children Cabrera, N. J., Beeghly, M., & Eisenberg, N. (2012). Positive development of minority	Positive youth development	early childhood	Applied Practice	Comprehensive	N	Y	Y	N	Y	N	

children: Introduction to the special issue. *Child Development Perspectives*, *6*(3), 207-209. doi:10.1111/j.1750-8606.2012.00253.x		through adolescence									
A conceptual framework for early adolescence Blum, R. R., Astone, N. M., Decker, M. R., & Mouli, C. (2014). A conceptual framework for early adolescence: A platform for research. *International Journal of Adolescent Medicine and Health, 26*(3), 321-331. doi:10.1515/ijamh-2013-0327	Positive youth development	early adolescence	Theory/ Research Development	Comprehensive	Y	Y	Y	N	Y	Y	Various Measures Mentioned
Critical consciousness development Diemer, M. A. & Li, C. H. (2011). Critical consciousness development and participation among marginalized youth. Child Development, 82(6), 1815-1833.	Positive youth development	Undefined	Theory/ Research Development	Narrow	N	N	Y	N	Y	Y	Civic and Political Health Survey of 2006
Bar-On Model of Emotional-Social Intelligence (ESI) Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). Psicothema, 18, supl., 13-25.	Psychology	children, adolescents, adults	Theory/ Research Development	Comprehensive	N	Y	N	N	Y	Y	Emotional Quotient Inventory (the EQ-i)
Big Five Trait Taxonomy John, O. P., Naumann, L. P., & Soto, C. J. (2008). Paradigm shift to the integrative big five trait taxonomy. Handbook of personality: Theory and research, 3, 114-158. John, O. P., & Srivastava, S. (1999). The Big Five trait taxonomy: History, measurement, and theoretical perspectives. Handbook of personality: Theory and research, 2(1999), 102-138.	Psychology, personality	framed as a general theory for all ages	Theory/ Research Development	Comprehensive	N	Y	N	N	Y	Y	Big Five Inventory
Denham's Framework for Social–Emotional Competence Denham, S. A. (2005). Assessing social-emotional development in children from a longitudinal perspective for the National Children's Study: Social-emotional compendium of measures. Fairfax, VA:	Psychology, developmental psychology	children	Theory/ Research Development	Narrow	N	N	N	N	Y	Y	Various Measures Mentioned

George Mason University. Retrieved from https://www.researchgate.net/profile/Susanne_Denham/publication/237112309_Assessing_Social-Emotional_Development_in_Children_From_a_Longitudinal_Perspective_for_the_National_Children's_Study/links/54be7e560cf218da9391ef11.pdf											
Emotion work and psychological well-being Zapf, D. (2002). Emotion work and psychological well-being: A review of the literature and some conceptual considerations. Human resource management review, 12(2), 237-268.	Psychology, sociology	all ages, but especially employees	Theory/ Research Development	Narrow	N	Y	Y	N	N	N	
Emotional Intelligence Goleman, D. (1996). *Emotional intelligence.* New York, NY: Bantam.	Psychology	Not Determined*	Theory/ Research Development	Narrow	N	N	N	Not Determined*	Not Determined*	Not Determined*	
Four Branch Model of Emotional Intelligence Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2001). Emotional intelligence as standard intelligence. *Emotion, 1*(3), 232-242. doi:10.1037//1528-3542.1.3.23	Psychology	Undefined	Measurement Development	Narrow	N	Y	N	N	Y	Y	Multi-Factor Emotional Intelligence Scale
Implicit theories about human attributes Dweck, C. S., Chiu, C., & Hong, Y. (1995). Implicit theories and their role in judgments and reactions: A world from two perspectives. Psychological Inquiry, 6, 267–285. doi:10.1207/s15327965pli0604_1; Other key papers: Dweck, C. S., &Elliott, E. S. (1983). Achievement motivation. In P. H. Mussen & E. M. Hetherington (Eds.), Handbook of child psychology: Vol. IV. Social and personality development (pp. 643-691). New York: Wiley. Dweck, C. S., & Leggett, E. L. (1988). A social cognitive	Psychology, mindsets	People	Theory/ Research Development	Narrow	N	Y	N	N	Y	Y	Various Measures Mentioned

approach to motivation and personality. Psychological Review, 95, 256-273.											
PERMA Seligman, M. (2001). Flourish: A visionary new understanding of happiness and well-being. NY: Free Press.	Psychology	Undefined	Applied Practice	Narrow	N	Y	N	Not Determined*	Not Determined*	Not Determined*	
Sociopolitical Development Model Watts, R. J., Williams, N. C., & Jagers, R. J. (2003). Sociopolitical development. American Journal of Community Psychology, 31(1/2), 185-194.	Psychology	Undefined	Theory/ Research Development	Narrow	N	Y	Y	N	Y	N	
The Ability Model of Emotional Intelligence Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. Emotion Review, 8(4), 290-300. doi:10.1177/1754073916639667	Psychology	Undefined	Theory/ Research Development	Narrow	N	N	Y	Y	Y	Y	Mayer–Salovey–Caruso Emotional Intelligence Test
The Positive Educational Practices (PEPs) Framework Noble, T., & McGrath, H. (2008). The positive educational practices framework: A tool for facilitating the work of educational psychologists in promoting pupil wellbeing. *Educational and child psychology*, *25*(2), 119-134.	Psychology, positive psychology	pupils, children (likely K-12)	Applied Practice	Comprehensive	N	Y	N	N	Y	Y	Various Measures Mentioned
Assessing parenting capacity National Society for the Prevention of Cruelty to Children. (2014, February). Assessing parenting capacity: An NSPCC factsheet. Retrieved from https://www.nspcc.org.uk/globalassets/documents/information-service/factsheet-assessing-parenting-capacity.pdf	Psychology, early childhood, parenting	Adults	Applied Practice	Narrow	N	N	Y	N	Y	Y	Parenting Capacity Assessments
Epidemiological assessment of social-emotional development (unnamed)	Public health	preschool/ early children, grade school, adolescence,	Measurement Development	Comprehensive	Y	Y	N	N	Y	Y	Various Measures Mentioned

Denham, S. A., Wyatt, T., Bassett, H. H., Echeverria, D., & Knox, S. (2009). Assessing social-emotional development in children from a longitudinal perspective. *Journal of Epidemiology and Community Health, 63*, 37-52. doi:10.1136/jech.2007.070797		late adolescence/ early adulthood									
Theory of Triadic Influence Flay, B.R., & Schure, M.B. (2013). The Theory of Triadic Influence. In A. C. B. S. C Wagneaar (Eds.), *Public health law research* (pp 310-340). Somerset: John Wiley & Sons, Incorporated. Retrieved from http://ebookcentral.proquest.com/lib/vand/detail.action?docID=1187722	Public health	Undefined	Theory/ Research Development	Comprehensive	N	N	Y	N	Y	Y	Various Measures Mentioned
Emerging perspectives on context specificity of children's adaptation and resilience Wyman, P. A. (2003). Emerging perspectives on context specificity of children's adaptation and resilience: Evidence from a decade of research with urban children in adversity. In S. S. Luthar, *Resilience and vulnerability: Adaptation in the context of childhood adversities.* Cambridge, UK: Cambridge University Press.	Resilience, mindfulness	Children	Theory/ Research Development	Narrow	Y	Y	Y	N	Y	Y	A 32-item parent-report measure was developed to assess cumulative stressors for each child (Kilmer, Cowen, Wyman, Work, & Magnus, 1998; Work, Cowen, Parker, & Wyman, 1990); Cowen, E. L., Work, W. C., Hightower, A. D., Wyman, P. A., Parker, G. R., & Lotyczewski, B. S. (1991). Toward the development of a measure of perceived self-efficacy in children. Journal of Clinical Child Psychology, 20, 169–178; Kim, J. Y., Cowen, E. L., & Wyman, P. A. (1997, March). Gender and stress-resilience: A comparisons of child test indicators. Poster presented at the biennial meeting of the Society for Research in Child Development, Washington, D.C.; Nowicki, S., & Strickland, B. R. (1973). A locus of control scale for children. Journal of Consulting and Clinical Psychology, 40, 148–154.

A Risk and Resilience Framework for Child, Youth, and Family Policy Jenson, J. M. & Fraser, M. W. (2011). A risk and resilience framework for child, youth, and family policy. In J. M. Jenson & M. W. Fraser, *Social policy for children and families: A risk and resilience perspective* (pp. 5-24). New York, NY: Sage.	Resilience	childhood and adolescence	Applied Practice	Comprehensive	N	N	Y	N	Y	N	
Youth Resilience Framework Rew, L., & Horner, S. D. (2003). Youth resilience framework for reducing health-risk behaviors in adolescents. *Journal of Pediatric Nursing*, *18*(6), 379-388.	Resilience	adolescent/ young adult	Theory/ Research Development	Narrow	N	Y	Y	N	Y	Y	Social Competence Inventory
Attachment, Regulation, and Competency Framework (ARC) Kinniburgh, K., Blaustein, M., Spinazzola J. & van der Kolk, B. (2005). Attachment, Self-Regulation & Competency. *Psychiatric Annals, 35* (5), 424-430. Retrieved from http://www.traumacenter.org/products/pdf_files/ARC%20Intervention%20Framework.pdf	Resilience, trauma	early childhood through adolescence and their caregivers	Applied Practice	Narrow	N	N	Y	Y	Y	Not Determined*	
Youth Thrive Harper Browne, C., Notkin, S., Schneider-Muñoz, A., & Zimmerman, F. (2015). Youth Thrive: A framework to help adolescents overcome trauma and thrive. *Journal of Child and Youth Care Work, 25,* 33-52. Retrieved from http://www.cssp.org/reform/child-welfare/youththrive/body/Youth-Thrive-A-Framework-to-Help-Adolescents-Overcome-Trauma-and-Thrive.pdf	Resilience	middle childhood to young adulthood	Applied Practice	Not Determined*	N	Y	Y	N	Y	N	
Trauma Affect Regulation: Guide to Education and Therapy (TARGET) Ford, J. D., & Russo, E. (2006). A trauma-focused, present-centered, emotional self-regulation approach to integrated treatment for post-traumatic stress and addiction: Trauma Affect Regulation: Guide for Education and Therapy (TARGET).	Resilience, trauma	youth through adult	Applied Practice	Narrow	N	N	Y	Y	N	Not Determined*	

American Journal of Psychotherapy, 60, 335-355.											
Resilience in African American Children and Adolescents: A Vision for Optimal Development American Psychological Association Task Force on Resilience and Strength in Black Children and Adolescents. (2008). Resilience in African American children and adolescents: A vision for optimal development. Washington, DC: American Psychological Association. Retrieved from http://www.apa.org/pi/families/resources/resiliencerpt.pdf	Resilience	middle childhood to adolescents	Theory/ Research Development	Comprehensive	N	Y	Y	N	Y	Y	Various Measures Mentioned
Core Character Competencies and Positive Youth Development Resiliency Initiatives. (2012). Core character competencies and positive youth development. Retrieved from www.resiliencyinitiatives.ca/cms/wp.../CORE_COMPETENCIES-Dec-10-2012.pdf	Resilience	early childhood to teenage years	Applied Practice	Narrow	N	Y	N	N	N	Y	Resiliency: Assessing Developmental Strengths (R:ADS)
Building Blocks Model U.S. Department of Labor Employment and Training Administration. (n.d.). Building blocks model. Retrieved from https://www.careeronestop.org/competencymodel/competency-models/building-blocks-model.aspx	Workforce	young adults and adults	Standards/ Competencies Identification	Comprehensive	N	Y	Y	N	N	N	
Employability Skills Framework U.S. Department of Education, Office of Career, Technical, and Adult Education. (2015). *Employability skills framework.* Retrieved from http://cte.ed.gov/employabilityskills/index.php/framework/index	Workforce	late adolescence and early adulthood	Standards/ Competencies Identification	Narrow	N	Y	Y	N	Y	N	

Workforce Connections Lippman, L. H., Ryber, R., Carney, R., & Moore, K. A. (2015) Workforce Connections: Key soft skills that foster youth workforce success: Toward a consensus across fields. Washington, DC: Child Trends. Retrieved from https://www.usaid.gov/sites/default/files/documents/1865/KeySoftSkills.pdf	Workforce	young adults and adults	Standards/ Competencies Identification	Comprehensive	N	Y	Y	N	Y	Y	s Skills Towards Employability and Productivity (STEP) Skills Measurement Program
Measuring employability skills: A rapid review to inform development of tools for project evaluation Blades, R., Fauth, B., & Gibb, J. (2012). Measuring employability skills: A rapid review to inform development of tools for project evaluation. London: National Children's Bureau. Retrieved from http://www.partners4value.lt/wp-content/uploads/2015/10/Measuring-Employability-Skills.pdf	Workforce	young people	Measurement Development	Comprehensive	N	Y	Y	N	Y	Y	Various Measures Mentioned
Soft skills and the minority work force: A guide for informed discussion Conrad, C. A. (1999.) Soft skills and the minority workforce: A guide for informed discussion. Washington, DC: Joint Center for Political and Economic Studies. Retrieved from https://eric.ed.gov/?id=ED441901	Workforce	Undefined	Theory/ Research Development	Comprehensive	N	N	N	Not Determined*	Not Determined*	Not Determined*	
Work Ready Now! EDC Work Readiness Program Education Development Corporation. (n.d.) *Work Ready Now!* Retrieved from https://www.edc.org/work-ready-now-wrn	Workforce	adolescents to young adults	Applied Practice	Comprehensive	N	N	N	Not Determined*	Not Determined*	Y	Work Ready Now!
Employability Skills Profile Bloom, M. R. & Kitagawa, K. G. (1999). Understanding employability skills. Ottawa, ON: The Conference Board of Canada. Retrieved from	Workforce	mentions students, as well as K–16 institutions	Standards/ Competencies Identification	Comprehensive	N	N	Y	N	Y	Y	Employability Skills Profile

http://www.conferenceboard.ca/libraries/educ_public/emskill.sflb											
The Entrepreneurship Mindset Index Network for Teaching Entrepreneurship. (n.d.) Entrepreneurial Mindset Index. Retrieved from https://www.nfte.com/entrepreneurial-mindset-index	Workforce	young people	Measurement Development	Comprehensive	N	N	N	N	N	Y	Entrepreneurship Mindset Index (EMI) survey
Job Corps: Policy and Requirements Handbook US Department of Labor, Office of Job Corps. (2016). Job Corps policy and requirements handbook. Washington, DC: Author. Retrieved from http://s3-us-west-2.amazonaws.com/jobcorps.gov/2017-04/Job_Corps-prh.pdf	Workforce	adolescents to early adulthood	Standards/ Competencies Identification	Comprehensive	N	Y	N	N	N	N	
21st century competencies and their impact: An interdisciplinary literature review Finegold, D., & Notabartolo, A. S. (2008). 21st century competencies and their impact: An interdisciplinary literature review. Retrieved from http://www.hewlett.org/uploads/21st_Century_Competencies_Impact.pdf	Workforce	Undefined	Theory/ Research Development	Comprehensive	N	Y	Y	Y	Y	Y	Various Measures Mentioned
Soft Skills to Pay the Bills US Department of Labor Office of Disability Employment Programs. (n.d.) Soft skills to pay the bills. Washington, DC: Author. Retrieved from https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf	Workforce, disability	Undefined	Applied Practice	Comprehensive	N	Y	N	N	N	N	
SCANS Workplace Competencies US Department of Labor, Secretary's Commission on Achieving Necessary Skills. (1991). What work requires of schools. Washington, DC: Author. Retrieved from http://www.academicinnovations.com/report.html	Workforce	young people	Standards/ Competencies Identification	Comprehensive	N	Y	N	N	Y	Y	SCANS Workplace Competencies

Vocational skill development among Native American adolescents: A test of the integrative contextual model of career development Turner, S. L., Trotter, M. J., Lapan, R. T., Czajka, K. A., Yang, P., & Brissett, A. E. A. (2006). Vocational skill development among Native American adolescents: A test of the integrative contextual model of career development. *Career Development Quarterly, 54*(3), 216-226. doi:10.1002/j.2161-0045.2006.tb00153.x	Workforce	Not Determined*	Theory/ Research Development	Narrow	N	Y	Y	Y	N	Y	Mapping Vocational Challenges; Structured Career Development Inventory
Framework for 21st Century Learning Partnership for 21st Century Learning. (2015). Framework for 21st Century Learning. Washington, DC: Author. Retrieved from http://www.p21.org/storage/documents/P21_framework_0515.pdf	Workforce	Students	Applied Practice	Comprehensive	N	Y	Y	N	N	N	
Empowering adults to thrive at work Shechtman, N., Yarnall, L., Stites, R., & Cheng, B. (2016). Empowering adults to thrive at work: Personal success skills for 21st century jobs. A report on promising research and practice. Chicago, IL: Joyce Foundation.	Workforce	Adults	Applied Practice	Comprehensive	N	Y	Y	N	Y	Y	Various Measures Mentioned
The PRACTICE model Guerra, N., Modecki, K., & Cunningham, W. (2014). Developing social-emotional skills for the labor market: The PRACTICE model. *World Bank Policy Research Working Paper*. Washington, DC: World Bank.	Workforce, social emotional learning, neurobiology	youth and adolescents	standards/ competencies identification	Comprehensive	N	Y	Y	N	Y	N	
Non-cognitive skills needed for labor market success (unnamed) Duckworth, K., Duncan, G. J., Kokko, K., Lyyra, A.-L., Metzger, M., Simonton, S., & others. (2012). The relative importance of adolescent skills and behaviors for adult earnings: A cross-national study.	Workforce	13–16 years is a focal period	Theory/ Research Development	Narrow	N	Y	Y	N	Y	Y	Various Measures Mentioned

Department of Quantitative Social Science Working Paper, (12-03). Retrieved from http://inid.gse.uci.edu/files/2011/03/The-relative-importance-of-adolescent-earnings-INID-copy.pdf											
Sector Qualification Framework – Construction Brockmann, M., Clarke, L., & Winch, C. (2010). Bricklaying is more than Flemish bond. Lifelong Learning Programme.	Workforce	apprentice; workers	Standards/ Competencies Identification	Comprehensive	N	Y	Y	N	Y	Y	Sector Qualification Framework – Construction (SQF-Con) (Proposed revision; p. 21)

Appendix B. Chapter 4 Tables

Table B1. Full list of competencies by subdomain

Numbers in parentheses indicate the number of times the competency or sub-domain was named.

Cognitive Regulation

Attention Control (29) *Selecting and attending to relevant information and goal-directed tasks while resisting distractions and shifting tasks when necessary (e.g., listening to the teacher and ignoring kids outside on the playground).*
attentional focus
deployment of attention
direct and focus attention
focus the mind on one thought at a time
absence of attention problems
managing attention and behavior
ability to focus on work/stay on task
remain engaged over the long haul
impulse control
delay of gratification
self-management (2)
self-control
self-regulation
task mastery goals
perseverance
prioritizing
communication or communication skills (3)
communicate clearly
understanding others' communication and language e.g. listening to and understanding instructions
listening skills
attentive listening
"listening, attention, understanding"
relationship skills
cooperation during learning experiences
applying and generalizing skills e.g. to different contexts
students have skills, habits and know-how to succeed in college setting

Working Memory and Planning Skills (39) *Working memory involves cognitively maintaining and manipulating information over a relatively short period of time. Planning skills include identifying and organizing the steps or sequence of events needed to complete an activity and achieve a desired goal.*
planning
define goals
manage goals and time
planning and decision making
planning and organizing tasks and equipment in order to be more independent in their learning
planning skills
plans and organizes
organizational skills
manage projects
work independently (2)
organization, independence
ability to learn independently
agency
managing attention and behavior
self-control
self-management
self-regulation
decision making
responsible decision making/ following direction
work ethic and conscientiousness
adapts easily to change in procedures
managing transitions of different types e.g. moving between rooms or 'bigger' transitions such as year or school moves
applying and generalizing skills e.g. to different contexts
competence
sense of self as competent and capable
sense of purpose
memory
working memory and meta-cognition
reasoning and problem solving
learning how to learn
motivation to learn
mastery orientation
task mastery goals
ability to execute
produce results
students have skills, habits and know-how to succeed in college setting

Working Memory and Planning Skills (39) *Working memory involves cognitively maintaining and manipulating information over a relatively short period of time. Planning skills include identifying and organizing the steps or sequence of events needed to complete an activity and achieve a desired goal.*
social information processing
understanding others' communication and language e.g. listening to and understanding instructions

Inhibitory Control (42) *The ability to suppress or modify a behavioral response in the service of attaining a longer-term goal (e.g., inhibiting automatic reactions like shouting out the answer while initiating controlled responses appropriate to the situation such as remembering to raise one's hand).*
regulate behavior
self-regulation (2)
self-regulation of impulses and emotional reaction
Impulsivity and activity
control impulses (3)
gain control of "alarm" reactions
turn-taking
restraint
self-discipline (2)
self-control (4)
delay gratification (2)
work hard and can postpone immediate pleasures
recognize and eliminate self-destructive behavior
self-management
recognizing and regulating own sensory needs
avoiding aggressive and disruptive behavior
takes criticism or corrections in stride without overreacting
attentional focus
deployment of attention
focus the mind on one thought at a time
absence of attention problems
cooperation during learning experiences
attending and behaving appropriately at school
remain engaged over the long haul
intrapersonal skills, such as the ability to understand emotions and practice self-discipline
impatience
temperament/personality
positive core self-evaluation
coping skills

Inhibitory Control (42) *The ability to suppress or modify a behavioral response in the service of attaining a longer-term goal (e.g., inhibiting automatic reactions like shouting out the answer while initiating controlled responses appropriate to the situation such as remembering to raise one's hand).*
resilience skills
behaviors related to conscientiousness
students have skills, habits and know-how to succeed in college setting
using context-appropriate behavior

Cognitive Flexibility (69) *The mental ability to switch between thinking about two different concepts to think about multiple concepts simultaneously. Additionally, the ability to redirect or shift one's focus of attention away from one salient object, instruction, or strategy to another.*
intellectual openness
cognitive flexibility
adapts easily to change in procedures
flexibility and adaptability (2)
flexibility (2)
adapts and shows flexibility
adaptability (2)
adapt to change
coping with change e.g. changes to timetable or teaching staff
managing transitions of different types e.g. moving between rooms or 'bigger' transitions such as year or school moves
capacity for change/learning
resourcefulness
thinks creatively
creativity and innovation
creativity (6)
think creatively
work creatively with others
creative learning strategies
broad base of knowledge and ability to appreciate and demonstrate creative expression
initiates new ideas relative to classroom activities and projects
self-regulation
self-regulation of attention
ability to make good decisions in daily interactions, to manage anger and emotions, and to solve problems creatively
responsible decision making
responsible decision making and social problem solving
reasoned decision-making

Cognitive Flexibility (69) *The mental ability to switch between thinking about two different concepts to think about multiple concepts simultaneously. Additionally, the ability to redirect or shift one's focus of attention away from one salient object, instruction, or strategy to another.*
decision making
make judgments and decisions
critical and analytical thinking
analytic skills
critical thinking
working memory and meta-cognition
reflect
conceptualizing cause and effect
solve problems
reasoning and problem solving
manage and resolve conflicts
social information processing
cooperate and work in teams
work effectively in diverse teams
planning skills
work ethic and conscientiousness
be self-directed learners
scientific literacy
ICT literacy
financial literacy
use knowledge and information interactively
use technology interactively
Information use skills
use and manage information
stress resistance
perseverance
active engagement
understanding simultaneous feelings
level of effort
love of learning
biculturalism
optimism
cognitive development
produce results

Critical Thinking (70) *Critical thinking is the ability to reason, analyze, evaluate, and problem solve. For resolving social conflicts, see Conflict Resolution/Social Problem-Solving.*
analytic skills
critical thinking & problem solving
ability to critically evaluate information and media content
access and evaluate information
critical and analytical thinking
critical mindedness
critical thinking
critical thinking/problem solving
evaluate thoughts
higher order thinking
judgment
reason
thinks critically
reason effectively
solve problems (4)
systems thinking
thinking/problem solving
use systems thinking
consequential thinking
conceptualize
conceptualizing cause and effect
reasons
reflective thinking
reasoning and problem solving
working memory and meta-cognition
Information processing
reasoned decision-making
decision making (2)
make judgments and decisions
makes sound decision
moral reasoning
responsible decision making
responsible decision making/ following direction
ability to make good decisions in daily interactions, to manage anger and emotions, and to solve problems creatively
planning and decision making
planning skills
ability to obtain and analyze information through “ICT”

Critical Thinking (70) *Critical thinking is the ability to reason, analyze, evaluate, and problem solve. For resolving social conflicts, see Conflict Resolution/Social Problem-Solving.*
information use skills
technology use
use and manage information
use knowledge and information interactively
knowledge
attentional focus
delay of gratification
impulse control
self-management
self-regulation
coping skills
developing judgment skills and a coping system
self-awareness
agency
be flexible
mobility e.g. finding a way around
communication
creativity
think creatively
learning how to learn
personal achievement skills
work ethic and conscientiousness
social information processing
cognitive Competence
cognitive processes and strategies
act within the big picture
can identify which political party is more conservative
discusses different sociopolitical opinions at school
reality-Testing

Emotional Processes

Emotional Knowledge and Expression (48) *Emotional knowledge/understanding refers to the ability to recognize, comprehend, and label one's own and others' feelings. Emotional expression refers to the ability to express one's feelings in ways appropriate to the context.*
emotional competence
understanding emotions (in self and/or others) (3)
identifying and understanding emotions

Emotional Knowledge and Expression (48) *Emotional knowledge/understanding refers to the ability to recognize, comprehend, and label one's own and others' feelings. Emotional expression refers to the ability to express one's feelings in ways appropriate to the context.*
ability to identify emotion in one's physical states, feelings, and thoughts
identify emotions and stress
understanding the causes and consequences of emotions
understanding how emotions change
understanding simultaneous feelings
ability to discriminate between accurate and inaccurate, or honest versus dishonest expressions of feeling.
ability to understand complex feelings; simultaneous feelings of love and hate, or blends such as awe as a combination of fear and surprise.
recognizing emotional cues
recognizing emotion in the self and others
ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving.
distinguish reactive versus adaptive emotions
ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss.
emotional literacy skills
feelings vocabulary
labeling emotions with a diverse and accurate vocabulary
emotional self-awareness
intrapersonal skills, such as the ability to understand emotions and practice self-discipline
emotional development
social intelligence (2)
social/emotional Intelligence
social information processing
relationship skills
communication skills (2)
ability to express emotions accurately, and to express needs related to those feelings.
expressing emotions constructively across contexts
emotionality
self-awareness
self-regulation of attention
self-regulation
recognize current triggers for "alarm" reactions
low aggression
decision making
ability to make good decisions in daily interactions, to manage anger and emotions, and to solve problems creatively

Emotional Knowledge and Expression (48) *Emotional knowledge/understanding refers to the ability to recognize, comprehend, and label one's own and others' feelings. Emotional expression refers to the ability to express one's feelings in ways appropriate to the context.*
assertiveness
empathy (2)
reality-testing
planning skills

Emotional and Behavioral Regulation (77) *Ability to use effortful control strategies to moderate one's emotional reactivity (e.g., to cope with aversive feelings) and/or automatic behavioral responses.*
stress tolerance
stress resistance
vulnerability to stress
stress/anxiety reduction techniques
developing judgment skills and a coping system
coping skills (2)
copes with failure by dealing with mistakes or failures easily and comfortably
resilience skills
coping with racism
perseverance
managing anger and aggression
regulating emotions effectively
emotion regulation
ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential, or reasonable they are.
manage emotions
managing emotions and behavior
ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey.
ability to make good decisions in daily interactions, to manage anger and emotions, and to solve problems creatively
emotional and behavioral regulation
self-regulation of impulses and emotional reaction
emotions prioritize thinking by directing attention to important information
emotional states differentially encourage specific problem approaches such as when happiness facilitates inductive reasoning and creativity.
ability to reflectively engage or detach from emotion depending upon its judged informativeness or utility.
impulse control

Emotional and Behavioral Regulation (77) *Ability to use effortful control strategies to moderate one's emotional reactivity (e.g., to cope with aversive feelings) and/or automatic behavioral responses.*
impulsivity and activity
impulsiveness
self-control (3)
self-regulation (2)
recognizing and regulating own sensory needs
self-management
hyperactivity
takes criticism or corrections in stride without overreacting
avoiding aggressive and disruptive behavior
gain control of "alarm" reactions
recognize and eliminate self-destructive behavior
regulate behavior
behavioral adjustment
define behavioral options
attending and behaving appropriately at school
absence of withdrawal behavior
using context-appropriate behavior
hostility
self-discipline (2)
ability to stay open to feelings, both those that are pleasant and those that are unpleasant.
emotions are sufficiently vivid and available that they can be generated as aids to judgment and memory concerning feelings
emotional mood swings change the individual's perspective to pessimistic, encouraging consideration of multiple points of view.
emotionality
emotional development
emotional literacy skills
emotional competence
identifying and understanding emotions
understanding how emotions change
ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction, or from anger to shame.
anxiety
depression (2)
flexibility
adaptability
applying and generalizing skills e.g. to different contexts
agency

Emotional and Behavioral Regulation (77) *Ability to use effortful control strategies to moderate one's emotional reactivity (e.g., to cope with aversive feelings) and/or automatic behavioral responses.*
independence
assertiveness
relate well to others
social awareness and interpersonal skills
trust in primary caregiver
conflict resolution
positive core self-evaluation
optimism
students have skills, habits and know-how to succeed in college setting.
conceptualizing cause and effect
define goals
temperament/personality

Empathy/Perspective-Taking (49) *Ability to understand another person's viewpoint, opinion, and/or feelings. Can also include emotional matching and the vicarious experiencing of another person's emotions.*
emotional literacy skills
emotional competence
social/emotional Intelligence
identifying and understanding emotions
understanding the causes and consequences of emotions
understanding others' emotional intentions e.g. being able to respond appropriately or adapt behavior based on this understanding
ability to discuss emotional experiences
empathy (4)
empathy/sympathy
a sense of sympathy and empathy for others
understanding multiple perspectives
social- awareness/compassion
compassion (2)
caring and concern for others
interpersonal competence
social/interpersonal skills
social Intelligence (2)
relationship skills (2)
interpersonal skills, such as working with others and developing and sustaining friendships through cooperation, empathy, negotiation, and conflict management
work creatively with others

Empathy/Perspective-Taking (49) *Ability to understand another person's viewpoint, opinion, and/or feelings. Can also include emotional matching and the vicarious experiencing of another person's emotions.*
work effectively in diverse teams
teamwork and collaboration
relationships/cooperation
Interpersonal Relationship
manage and resolve conflicts
pro-social values
intimacy
communication skills (2)
Communication & collaboration
listening skills
communicate clearly
attentive listening
emotional development
flexibility
be flexible
applying and generalizing skills e.g. to different contexts
moral system of belief
pretend or symbolic play
analyze media
global awareness
low aggression
knowledge

Interpersonal Processes

Understanding Social Cues (USC) (31) *Processes through which children interpret cues from their social environment, including causal attributions and intent attributions for others' behavior.*
identifying and understanding emotions
recognizing emotional cues
understanding others' emotional intentions e.g. being able to respond appropriately or adapt behavior based on this understanding
understanding the causes and consequences of emotions
communicate clearly
communication
communication skills (2)
use language, symbols, and texts interactively
communication and collaboration

Understanding Social Cues (USC) (31) *Processes through which children interpret cues from their social environment, including causal attributions and intent attributions for others' behavior.*
non-verbal communication e.g. body language, facial expression as indicators of what a teacher or peer is trying to communicate
expressing emotions appropriately
empathy
social- awareness/compassion
social awareness
social information processing
social intelligence (2)
social/interpersonal skills
social awareness and interpersonal skills
interpersonal skills, such as working with others and developing and sustaining friendships through cooperation, empathy, negotiation, and conflict management
relate well to others
responds to customer needs
understanding social 'rules' and how these may change in different contexts e.g. greetings for different people, how to behave in different environments with different people
decision making
ability to make good decisions in daily interactions, to manage anger and emotions, and to solve problems creatively
flexibility
using context-appropriate behavior
conceptualizing cause and effect
planning skills
leadership

Conflict Resolution/Social Problem-Solving (CRSPS) (30) *Ability to generate and act on effective strategies/solutions to deal with challenging interpersonal situations.*
interpersonal skills, such as working with others and developing and sustaining friendships through cooperation, empathy, negotiation, and conflict management
relationship skills (2)
cooperate and work in teams
teamwork and collaboration
collaboration
social skills
social competence
social/emotional Intelligence
social information processing
social problem solving

Conflict Resolution/Social Problem-Solving (CRSPS) (30) *Ability to generate and act on effective strategies/solutions to deal with challenging interpersonal situations.*
conflict resolution strategies
ability to resolve conflicts
conflict resolution (2)
peaceful conflict resolution
resolving conflict
manage and resolve conflicts
negotiates to resolve conflicts
communication and collaboration
communication skills
increase communication and problem-solving skills
empathy
problem-solving
low aggression
absence of aggressive behavior
decision making
responsible decision making
planning skills
leadership

Prosocial/Cooperative Behavior (PCB) (172) *Ability to organize and navigate social relationships, including the ability to interact effectively with others and develop positive relationships. Includes listening, communication, cooperation, helping, and community-building.*
prosocial behavior
prosocial connectedness
pro-social values
collaboration (3)
cooperate and work in teams
cooperation
cooperation during learning experiences
motivation/engagement/cooperation
getting along with others
getting along with peers in school
teamwork (3)
teamwork and collaboration
teamwork and cooperation
interact effectively with others

Prosocial/Cooperative Behavior (PCB) (172) *Ability to organize and navigate social relationships, including the ability to interact effectively with others and develop positive relationships. Includes listening, communication, cooperation, helping, and community-building.*
initiating relationships with people outside of the home
interpersonal competence
Interpersonal skills/relationships (3)
interpersonal skills, such as working with others and developing and sustaining friendships through cooperation, empathy, negotiation, and conflict management
social awareness and interpersonal skills
social awareness
making friends with peers
collegiality
work creatively with others
work effectively in diverse teams
working with others
understands teamwork and works with others
sharing
sociability (2)
playing or working with others in social or group situations e.g. group discussions, play or break times
relate well to others
taking part in conversations e.g. socially or within lessons
widening social interactions
ability to resolve conflicts
gregariousness
social competence (2)
social development
social information processing
social intelligence
social skills
social/emotional Intelligence
perceived interpersonal competence
responds to customer needs
competence
relationship skills (2)
relationships with friends and family
relationships/cooperation
making and sustaining friendships and relationships
empathy
assertiveness (2)

Prosocial/Cooperative Behavior (PCB) (172) *Ability to organize and navigate social relationships, including the ability to interact effectively with others and develop positive relationships. Includes listening, communication, cooperation, helping, and community-building.*
resistance skills
seeking help
defend & assert rights, interests, limits & needs (2)
agency
leadership (5)
leadership skills
acts as a leader in group situations with peers
guide and lead others
making decisions that affect students
curiosity and initiative
internal locus of control
expressing themselves e.g. expressing needs, making choices, expressing opinions
readily expresses opinions
communicate clearly
communicating effectively themselves e.g. to make known what they have or have not understood
communication (2)
communication & collaboration (2)
communication skills (5)
increase communication and problem-solving skills
listening skills
attentive listening
turn-taking
asks questions when he/she does not understand
use language, symbols, and texts interactively
flexibility
coping in different learning environment/groups
taking responsibility for one's actions
self-control
self-regulation of impulses and emotional reaction
managing attention and behavior
absence of aggressive behavior
avoiding aggressive and disruptive behavior
conflict resolution
demonstrates professionalism
low aggression
compliance

Prosocial/Cooperative Behavior (PCB) (172) *Ability to organize and navigate social relationships, including the ability to interact effectively with others and develop positive relationships. Includes listening, communication, cooperation, helping, and community-building.*
compliance with school rules and expectations
follow rules
following rules
following rules for behavior at home, school, public places
overall classroom behavior
self-awareness
integrated identity
self-consciousness
sense of self as a learner
sense of self as competent and capable
love
value intimacy
trust and respect for teachers
trust in primary caregiver
peer relationships
positive bonds with people and institutions (i.e., peers, family, school, community)
students feel socially tied to peers, faculty, and the course.
connectedness
social connectedness
attachment (2)
participation in classroom activities
participation in positive extracurricular activities
school engagement/disengagement
active engagement
attitudes toward school, elders, and the future
attitudes towards older people
caring
caring and concern for others
warmth
helping others
inclination to do community service
including others
kindness
social responsibility
altruism
democratic values

Prosocial/Cooperative Behavior (PCB) (172) *Ability to organize and navigate social relationships, including the ability to interact effectively with others and develop positive relationships. Includes listening, communication, cooperation, helping, and community-building.*
communalism
fairness orientation
respect (2)
respect and tolerance
respect for societal and cultural norms
respecting others
respecting the property of others
reasoning and problem solving
critical and analytical thinking
planning skills
responsible decision making
decision making
ICT literacy
knowledge and skills
literacy
has knowledge of learned racism & injustice in US system
emotional competence
zest
humor
honesty
gratitude
create media products
domains of well-being
discusses different sociopolitical opinions at school
produce results

Values

Ethical Values (EV) (101) *Values and habits related to a concern for justice, fairness, and the welfare of others that enable one to successfully interact with and care for others according to prosocial norms.*
a sense of right and wrong (morality)
moral reasoning
moral system of belief
spirituality
other moral values
values

Ethical Values (EV) (101) *Values and habits related to a concern for justice, fairness, and the welfare of others that enable one to successfully interact with and care for others according to prosocial norms.*
possession of standards for correct behaviors
prudence
ethical sensibility
ethical understanding (2)
desire to be ethical and to be involved in efforts that contribute to the broader good
ethical conduct
ethical use of “ICT”
ethical decision-making (2)
demonstrates integrity
integrity (3)
values, choice, and personal control
tolerance
honesty (4)
humility
kindness
forgiveness
equality and social justice
sense of justice/fairness
fairness orientation
fairness
respect
respect and tolerance
respect for diversity
respect for religious values
respect for societal and cultural norms
respect for the environment
respecting others
respects individual differences
demonstrates responsibility & self-discipline
low aggression
avoiding risk-taking
compliance
managing attention and behavior
altruism
contributions to self, family, community, and to the institutions of a civil society
communalism

Ethical Values (EV) (101) *Values and habits related to a concern for justice, fairness, and the welfare of others that enable one to successfully interact with and care for others according to prosocial norms.*
be responsible to others
caring (2)
sense of sympathy and empathy for others
empathy (2)
social- awareness/compassion
compassion (2)
trust
trust and respect for teachers
interpersonal skills
relationship skills
making and sustaining friendships and relationships
collaborate with others
work effectively in diverse teams
pro-social values
social awareness
cultural competence
understanding of the history and values of one's Nation, community, and racial, ethnic, or cultural group
intercultural understanding
ethnocentrism
perspective
communication skills
straight-forwardness
exercises leadership
guide and lead others
self-direction and independence in activities
bought product or service because align with political or social values of the company
defend & assert rights, interests, limits & needs
resistance skills
boycotted products or services
sense of responsibility to school
feelings about whether teachers are trustworthy, supportive, fair, and consistent
responsibility
responsible decision making
responsible decision making and social problem solving
decision-making skills
makes sound decision

Ethical Values (EV) (101) *Values and habits related to a concern for justice, fairness, and the welfare of others that enable one to successfully interact with and care for others according to prosocial norms.*
makes good choices
making decisions that affect students
analyze media
integrated identity
physical health and development
modesty
bravery
tendermindedness
domains of well-being
understanding of character attributes
produce results

Performance Values (PV) (95) *Values and habits related to accomplishing tasks, meeting goals, and performing to one's highest potential (e.g., work ethic) that enable you to work effectively in accordance with prosocial norms. Relevant to both achievement contexts (e.g., school, work, sports, etc.) and ethical contexts (e.g., continuing to do the right thing even in the face of temptation).*
entrepreneurship
performance oriented goals
keeping commitments
work ethic and conscientiousness
behaviors related to conscientiousness
reliability
dutifulness
taking responsibility for one's actions
demonstrates professionalism
achievement-orientation
personal achievement skills
disutility of labor
utility goals and values
study skills
resource management skills
deliberation
produce results
responsibility
appreciates his/her schoolwork, work products, and activities
manage projects

Performance Values (PV) (95) *Values and habits related to accomplishing tasks, meeting goals, and performing to one's highest potential (e.g., work ethic) that enable you to work effectively in accordance with prosocial norms. Relevant to both achievement contexts (e.g., school, work, sports, etc.) and ethical contexts (e.g., continuing to do the right thing even in the face of temptation).*
prioritizing
Ability to execute
personal efficacy
mastery orientation
intrapersonal skills, such as the ability to understand emotions and practice self-discipline
managing attention and behavior
self-management
self-regulation (2)
self-control (3)
manage goals and time
work hard and can postpone immediate pleasures
demonstrates responsibility & self-discipline
self-discipline (3)
remain engaged over the long haul
ability to focus on work/stay on task
agency (2)
work independently
internal locus of control
leadership (2)
Initiative
takes initiative
Initiative and self-direction
be self-directed learners
self-direction and independence in activities
motivation
motivation/engagement/cooperation
motivation to learn
motivation to do well in school
Intrinsic motivation
self-motivation
achievement motivation
achievement striving
adaptability
flexibility and adaptability (2)
adapts and shows flexibility

Performance Values (PV) (95) *Values and habits related to accomplishing tasks, meeting goals, and performing to one's highest potential (e.g., work ethic) that enable you to work effectively in accordance with prosocial norms. Relevant to both achievement contexts (e.g., school, work, sports, etc.) and ethical contexts (e.g., continuing to do the right thing even in the face of temptation).*
students have skills, habits and know-how to succeed in college setting
persistence/grit
grit (3)
perseverance (3)
organization, independence
organizational skills
plans and organizes
planning
growth mindset
optimism (2)
positive attitude
passion for goals
zest
undertakes new tasks willingly
self-awareness/best effort
self-awareness
social skills
collegiality
teamwork
honesty
fairness orientation
stress resistance
sense of purpose
bravery
order
level of effort
cognitive development

Civic Values (CV) (51) *Values and habits related to effectively and responsibly participating in community life and serving the common good.*
fairness orientation
caring
moral system of belief
values

Civic Values (CV) (51) *Values and habits related to effectively and responsibly participating in community life and serving the common good.*
tolerance
honesty
respect for the environment
boycotted products or services
attitudes and knowledge about community service
registered to vote
voted in previous (2004) election
voted often/plans to vote (actual & anticipated voting)
has participated in protest, march, or demonstration
has signed an email petition re: social or political issue
has signed a written petition re: social or political issue
democratic participation
participation in civic and social actions
desire to be ethical and to be involved in efforts that contribute to the broader good
contributions to self, family, community, and to the institutions of a civil society
sense of responsibility to school
responsibility
social responsibility (2)
believes can make difference in community problems
believes has responsibility to make things better in society
believes that people who work together can make a difference
global awareness
equality and social justice
positive bonds with people and institutions (i.e., peers, family, school, community)
bonding to school (2)
sense of school as community
attachment to school
feeling of belonging to school community
communalism
social awareness and interpersonal skills
prosocial goals and values
awareness
self-awareness
understanding of the history and values of one's Nation, community, and racial, ethnic, or cultural group
has knowledge of learned racism & injustice in US system
cultural and civic literacy

Civic Values (CV) (51) *Values and habits related to effectively and responsibly participating in community life and serving the common good.*
national identity
knowledge of Congress (majority necessary to override veto)
knows who is eligible to vote in elections
can name Cabinet-level secretary and department
knowledge of countries with permanent UN seats
discusses events & news with family & friends
discussed politics in the home as a teenager
preparation and experience for work, career, and family life
understanding and value of work, leisure, and family life

Intellectual Values (IV) (59) *Values and habits related to one's approach to knowledge and thinking.*
ability to learn independently
works independently
agency
be self-directed learners
takes responsibility for professional growth
initiative
initiative and self-direction
mastery orientation
intrinsic goals and interest
Intrinsic motivation
motivation
motivation to learn
sense of purpose
analytic Skills
critical thinking
critical and analytical thinking
curiosity (4)
curiosity & exploration
curiosity and initiative
asks questions when he/she does not understand
eligibility for and awareness of opportunities for continued learning and advancement
demonstrates a willingness to learn
intellectual openness
interest in lifelong learning and achieving

Intellectual Values (IV) (59) *Values and habits related to one's approach to knowledge and thinking.*
levels of classroom interest and enthusiasm
love of learning
reading for pleasure
seek out challenges
broad base of knowledge and ability to appreciate and demonstrate creative expression
creativity (4)
think creatively
creative learning strategies
creativity and innovation
work creatively with others
initiates new ideas relative to classroom activities and projects
school engagement
be flexible
capacity for change/learning
growth mindset
mindsets
ability to make good decisions in daily interactions, to manage anger and emotions, and to solve problems creatively
judgment
make judgments and decisions
discusses events & news with family & friends
use and manage information
discussed politics in the home as a teenager
prosocial goals and values
values
use technology interactively
ideas
entrepreneurship

Perspectives

Optimism (OPT) (30) *An approach to others, events, or circumstances characterized by a positive attitude and sense of hope about the future and one's ability to impact it.*
optimism (5)
positive attitude
hope
happiness
humor (2)

Optimism (OPT) (30) *An approach to others, events, or circumstances characterized by a positive attitude and sense of hope about the future and one's ability to impact it.*
positive future self
be flexible
adaptability
resilience skills
stress resistance
not derailed by intellectual or social difficulties
managing emotions
perseverance
agency
leadership
internal locus of control
growth mindset
sense of self as competent and capable
refers to himself in generally positive terms
academic self-efficacy
displays positive attitude and sense of self-worth
work creatively with others
self-awareness
general school climate is more positive
produce results

Gratitude (GR) (4) *An approach to others, events, or circumstances characterized by a sense of appreciation for what one has received and/or the things in one's life.*
appreciation of beauty and excellence
gratitude(3)

Openness (OPN) (63) *An approach to others, events (especially change), circumstances (past, present, or future), and ideas characterized by adaptability and acceptance.*
motivation to learn
curiosity and initiative
curiosity (4)
curiosity & exploration
creativity
creativity and innovation

Openness (OPN) (63) *An approach to others, events (especially change), circumstances (past, present, or future), and ideas characterized by adaptability and acceptance.*
work creatively with others
broad base of knowledge and ability to appreciate and demonstrate creative expression
openness
intellectual openness
comfort with risk
risk taking behavior
seek out challenges
eligibility for and awareness of opportunities for continued learning and advancement
appreciation of beauty and excellence
aesthetic
capacity for change/learning
love of learning
takes responsibility for professional growth
leadership
valuing independence
agency (2)
internal locus of control
feelings about whether teachers are trustworthy, supportive, fair, and consistent
collegiality
play and leisure skills e.g. as a means to social engagement
sociability
intercultural understanding
work effectively in diverse teams
respect for diversity
biculturalism
ethnocentrism
respect for religious values
adapts easily to change in procedures
adapt to change
adaptability
adjustment to new school
be flexible
flexibility and adaptability
adapts and shows flexibility
flexibility & adaptability
flexibility
optimism

Openness (OPN) (63) *An approach to others, events (especially change), circumstances (past, present, or future), and ideas characterized by adaptability and acceptance.*
humor (2)
happiness
ethical understanding
stress resistance
copes with failure by dealing with mistakes or failures easily and comfortably
perseverance
forgiveness
gratitude
sense of purpose
mindsets
mastery orientation
orientation to experience
opportunity recognition
produce results
actions

Enthusiasm/Zest (ENT) (10) *An approach to events or circumstances characterized by an attitude of excitement and energy.*
curiosity and initiative
curiosity
zest (3)
positive emotions
levels of classroom interest and enthusiasm
feelings
prosocial behavior
activity

Identity/Self-Image

Self-Knowledge (SK) (53) *Understanding of oneself—one's personality, strengths, and weaknesses.* *Includes: self-concept, self-awareness*
self-awareness (4)
awareness of life's options and steps for making choices
Intrinsic goals and interest
self-awareness/best effort
identity development (2)

Self-Knowledge (SK) (53) *Understanding of oneself—one's personality, strengths, and weaknesses.* *Includes: self-concept, self-awareness*
integrated identity
self-regard
positive identity
positive sense of self
self esteem
students make up their own minds at school
assertiveness (3)
readily expresses opinions
defend & assert rights, interests, limits & needs (2)
valuing independence
empowerment
takes responsibility for professional growth
Independence
self-perceived competence
self-efficacy
decision-making skills
recognizing and developing strengths and interests (so that they can be used practically or functionally) e.g. as motivation within tasks, as a social medium (clubs etc.) or as a route to future educational opportunities or employment
perceived interpersonal competence
understanding self-emotions
spirituality
recognize current triggers for "alarm" reactions
self-regulation
participation in positive extracurricular activities
adaptability
flexibility
not derailed by intellectual or social difficulties
perseverance
stress resistance
biculturalism
has knowledge of learned racism & injustice in US system
communalism
curiosity
coping with racism
optimism
academic competence

Self-Knowledge (SK) (53) *Understanding of oneself—one's personality, strengths, and weaknesses.* *Includes: self-concept, self-awareness*
cognitive competence
health competence
vocational competence
social competence
reality-testing
personal achievement skills

Purpose (PU) (49) *A purpose or drive motivated by something larger than yourself that shapes your values, goals, behavior, and plans for the future.*
purpose
sense of purpose (2)
future orientation
rate of time preference (future orientation)
negative expectations for the future
educational expectations - how far students expect to go
See school as relevant to their future
performance oriented goals
Re-orientation of educational and employment aspirations
desire for wealth
evidence of knowledge, attitudes, and behaviors that will ensure future well-being, including non-violence, exercise, good nutrition, and effective contraceptive and safe sex practices
form and conduct life plans and personal projects
utility goals and values
awareness of life's options and steps for making choices
integrated identity
self-actualization
positive identity
self esteem
positive future self
self-efficacy
hope
optimism
grit (2)
perseverance
stress resistance

Purpose (PU) (49) *A purpose or drive motivated by something larger than yourself that shapes your values, goals, behavior, and plans for the future.*
adaptability
personal achievement skills
leadership
takes responsibility for professional growth
boycotted products or services
mastery orientation
motivation to learn
students believe the course has value.
spirituality
Increase/decrease in religious participation and practice
values
bought product or service because align with political or social values of the company
believes can make difference in community problems
believes has responsibility to make things better in society
believes that people who work together can make a difference
communalism
sense of social responsibility
inclination to do community service
sense of belonging
attitudes toward school, elders, and the future
awareness
vocational competence

Self-Efficacy/Growth Mindset (SEGM) (73) *A belief in one's own ability to improve and succeed.* *Includes: self-confidence, self-competence, growth mindset, empowerment*
self-efficacy (3)
academic self-efficacy
students believe they are capable of learning math
educational expectations - how far students expect to go
believes can make difference in community problems
confidence (2)
self-perceived competence
sense of self as competent and capable
ability to execute
mastery orientation

Self-Efficacy/Growth Mindset (SEGM) (73) *A belief in one's own ability to improve and succeed.* *Includes: self-confidence, self-competence, growth mindset, empowerment*
achievement-orientation
growth mindset (3)
mindsets
self-esteem (2)
positive identity
positive sense of self
positive self-worth and self-efficacy
positive future self
self-awareness
self-image
recognizing and developing strengths and interests (so that they can be used practically or functionally) e.g. as motivation within tasks, as a social medium (clubs etc.) or as a route to future educational opportunities or employment
autonomy
independence (2)
agency (2)
assertiveness
personal power
values, choice, and personal control
internal locus of control
be self-directed learners
planning and organizing tasks and equipment in order to be more independent in their learning
students make up their own minds at school
self-actualization
leadership skills
leadership (2)
exercises leadership
defend and assert rights, interests, limits, needs
desire for influence/power
empowerment
stress resistance
copes with failure by dealing with mistakes or failures easily and comfortably
perseverance (2)
Not derailed by intellectual or social difficulties
adaptability
social skills
work creatively with others

Self-Efficacy/Growth Mindset (SEGM) (73) *A belief in one's own ability to improve and succeed.* *Includes: self-confidence, self-competence, growth mindset, empowerment*
opportunity recognition
hope
optimism
sense of purpose
seek out challenges
students believe the course has value
active engagement
motivation to do well in school
self-motivation
motivation to learn
industry
domains of well-being
cognitive competence
academic competence
health competence
vocational competence
perceived interpersonal competence
social competence

Self-Esteem (SES) (60) *A belief in one's own self-worth.* *Includes: self-acceptance, self-compassion, self-respect*
self-esteem (5)
self-image
self-perception
self-regard
self-respect
positive sense of self
positive future self
positive identity
positive self-worth and self-efficacy
positive core self-evaluation
refers to himself in generally positive terms
build self-esteem
developing confidence and self-esteem
displays positive attitude and sense of self-worth

Self-Esteem (SES) (60) *A belief in one's own self-worth.* *Includes: self-acceptance, self-compassion, self-respect*
identity development
self-awareness
self-efficacy
students believe they are capable of learning math
internal locus of control
agency
independence
leadership
setting personal and community goals
responsible decision making
appreciation of healthy lifestyle
evidence of knowledge, attitudes, and behaviors that will ensure future well-being, including non-violence, exercise, good nutrition, and effective contraceptive and safe sex practices
health
health competence
knowledge of health behaviors & risks
physical health and development
personal care
good current health status
avoiding risk-taking
presentation
prudence
restraint
shyness
connectedness
attachment to school
belong academically and socially
bonding to school
feeling of belonging to school community
sense of belonging
sense of belonging
students feel socially tied to peers, faculty, and the course
social connectedness
prosocial connectedness
adjustment to new school
contributions to self, family, community, and to the institutions of a civil society
communalism

Self-Esteem (SES) (60) *A belief in one's own self-worth.* *Includes: self-acceptance, self-compassion, self-respect*
biculturalism
coping with racism
happiness
competence
domains of well-being
behaviors related to conscientiousness

Other Competencies

"Other" *Competencies that were coded but did not clearly fit codes within 23 subdomains*
students feel socially tied to peers, faculty, and the course.
comfort with risk
global awareness
see school as relevant to their future
basic academic skills
academic competence
attachment
creativity
re-orientation of educational and employment aspirations
coping with racism
defend and assert rights, interests, limits, needs
resistance skills
eligibility for and awareness of opportunities for continued learning and advancement
flexibility
awareness of life's options and steps for making choices
school engagement/disengagement
attachment
communalism
cognitive competence
good oral, written, and computing skills and ability to learn
self-regulation
empathy
low aggression
relationship skills
communication skills
critical mindedness
respect for societal and cultural norms

"Other" *Competencies that were coded but did not clearly fit codes within 23 subdomains*
fairness
cultural competence
biculturalism
seek out challenges
initiate/increase own employment
preparation and experience for work, career, and family life
zest
capacity for change/learning
coping skills
academic competence
domains of well-being
information processing
holism
humility
humor
humor
boycotted products or services
absence of aggressive behavior
cognitive development
developing judgment skills and a coping system
understanding and value of work, leisure, and family life
linguistic
general school climate is more positive
resourcefulness
opportunity recognition
desire for wealth
leadership skills
leadership
presentation
bravery
identity development
prosocial connectedness
stress resistance
students feel socially tied to peers, faculty, and the course.
prudence
physical health and development
ability to execute
personal power

"Other" *Competencies that were coded but did not clearly fit codes within 23 subdomains*
evidence of knowledge, attitudes, and behaviors that will ensure future well-being, including non-violence, exercise, good nutrition, and effective contraceptive and safe sex practices
autonomy
self-perceived competence
social connectedness
social development
competence
temperament/personality

"Uncoded" *Competencies that were not coded into subdomains*
numeracy
adequate credentials
academic mastery
learning to read and write a language
learning basic math
homework
independent living
skills for the workplace
academic achievement including grades and test scores
safety
school attendance
alternative solutions
value intimacy
knowledge about older people
personal context
promotion to the next grade
life span perspective
Inter and intra-personal variability.
perception
faculty and college support students' skills and mindsets.
academic skills
sensory-perceptual awareness
students believe the course has value.
students believe they are capable of learning math.
students have skills, habits and know-how to succeed in college setting.

Table B2. Table of "other" competencies and associated fields of study

Skill	Field/Discipline
students feel socially tied to peers, faculty, and the course.*	Education
comfort with risk	Workforce
global awareness	Education
see school as relevant to their future	Education
basic academic skills*	Juvenile justice
attachment	Foster care
creativity	Education
re-orientation of educational and employment aspirations	Culture
coping with racism	Education
defend and assert rights, interests, limits, needs	Foster care
resistance skills	PYD
eligibility for and awareness of opportunities for continued learning and advancement	Juvenile justice
flexibility	Education
awareness of life's options and steps for making choices	Juvenile justice
school engagement/disengagement	Culture
attachment	Public health
communalism	Resilience
cognitive competence*	PYD
good oral, written, and computing skills and ability to learn*	Juvenile justice
numeracy*	Education
adequate credentials*	Juvenile justice
fairness orientation	Workforce
honesty	Workforce
academic mastery*	Education
learning to read and write a language*	Mental health
learning basic math*	Mental health
homework*	PYD
independent living*	Disability
skills for the workplace*	Disability
academic achievement including grades and test scores*	Character
safety	Disability
school attendance*	Character
alternative solutions	Character
value intimacy	Character
knowledge about older people	Character
personal context	Disability
promotion to the next grade*	Character

Skill	Field/Discipline
life span perspective	Disability
Inter- and intra-personal variability.	Disability
perception	Disability
self-regulation	Character
empathy	Workforce
low aggression	Workforce
relationship skills	Workforce
communication skills	Workforce
critical mindedness	Resilience
respect for societal and cultural norms	PYD
fairness	Character
cultural competence	PYD
biculturalism	Character
seek out challenges	Education
Initiate/increase own employment	Culture
preparation and experience for work, career, and family life	Juvenile justice
zest	Character
capacity for change/learning	Workforce
coping skills	Character
academic competence*	PYD
domains of well-being	Disability
information processing	Workforce
holism	Disability
humility	Character
humor	Character
humor	Resilience
boycotted products or services	Psychology
absence of aggressive behavior	Workforce
cognitive development*	Resilience
developing judgment skills and a coping system	Juvenile justice
understanding and value of work, leisure, and family life	Juvenile justice
linguistic	Education
general school climate is more positive	Character
resourcefulness	Education
opportunity recognition	Workforce
desire for wealth	Character
leadership skills	Character
leadership	Character

Skill	Field/Discipline
desire for influence/power	Character
presentation	Workforce
faculty and college support students' skills and mindsets.*	Education
bravery	Character
identity development	Resilience
prosocial connectedness	PYD
stress resistance	Workforce
prudence	Character
physical health and development	Resilience
ability to execute	Workforce
personal power	PYD
evidence of knowledge, attitudes, and behaviors that will ensure future well-being, including non-violence, exercise, good nutrition, and effective contraceptive and safe sex practices	Juvenile justice
autonomy	Foster care
self-perceived competence	Public health
social connectedness	Juvenile justice
social development	Resilience
competence	Resilience
temperament/personality	Public health
academic skills*	Foster care
sensory-perceptual awareness*	Juvenile justice
students believe the course has value*	Education
students believe they are capable of learning math*	Education
students have skills, habits and know-how to succeed in college setting*	Education

*Competencies that were not coded.

Table B3. Competencies by Framework

*indicates frameworks that were coded.

Framework	Ages	If coded, subdomains applied	Competencies
Behavioral Economics - 6			
Behavioral Economics of Education Koch, A., Nafziger, J., & Skyt Nielsen, H. (2015). Behavioral economics of education. *Journal of Economic Behavior & Organization, 115*, 3-17. doi: 10.1016/j.jebo.2014.09.005	Undefined		Willingness to Compete, Self-Control, Extrinsic Motivation, Intrinsic Motivation, Self-Confidence
*The Determinants of Earnings: A Behavioral Approach Bowles, S., Gintis, H., & Osborne, M. (2001). The determinants of earnings: A behavioral approach. *Journal of Economic Literature, 39*(4), 1137-1176. doi: 10.1257/jel.39.4.1137	Undefined	Inhibitory Control, Cognitive Flexibility, Emotional and Behavioral Regulation, Prosocial/Cooperative Behavior, Performance Values, Purpose	Skills, Rate of Time Preference (Future Orientation), Personal efficacy, Avoiding Aggressive and Disruptive Behavior, Disutility of Labor, Level of Effort
The Contributions of Hard Skills and Socio-emotional Behavior to School Readiness Duncan, G. J., Claessens, A., & Engel, M. (2004). *The contributions of hard skills and socio-emotional behavior to school readiness.* [Working Paper] Evanston, IL: Northwestern University.	Early Childhood		Self-control, Interpersonal skills, Externalizing problem behaviors, internalizing problem behaviors, social interaction, Impulsivity and activity
The effects of cognitive and noncognitive abilities on labor market outcomes and social behavior Heckman, J., Stixrud, J., & Urzua, S. (2006). The effects of cognitive and noncognitive abilities on labor market outcomes and social behavior. *Journal of Labor Economics, 24*(3), 411-482. doi: 10.3386/w12006	Undefined		Self-esteem, self-approval, self-motivation (internal control), self-determination (internal control)
*Big Five Domains and Their Facets Heckman, J. J. & Kautz, J. D. (2012). Hard evidence on soft skills. NBER Working Paper 18121. Retrieved from http://www.nber.org/papers/w18121	Undefined	Working Memory and Planning Skills, Emotional and Behavioral Regulation, Prosocial/Cooperative Behavior, Ethical Values, Performance Values, Intellectual Values, Openness, Enthusiasm/Zest, Self-efficacy/Growth mindset	Conscientiousness, competence, order, dutifulness, achievement striving, self-discipline, deliberation, openness to experience, fantasy, aesthetic, feelings, actions, ideas, values, extraversion, warmth, gregariousness, assertiveness, activity, excitement seeking, positive, emotions, agreeableness, trust and respect for teachers, straightforwardness, altruism, compliance with school rules and expectations, modesty, tendermindedness, neuroticism/emotional stability, anxiety, hostility, depression, self-consciousness, impulsiveness, vulnerability to stress

Considering valuation of noncognitive skills in benefit-cost analysis of programs for children Jones, D. E., Karoly, L. A., Crowley, D. M., & Greenberg, M. T. (2015). Considering valuation of noncognitive skills in benefit-cost analysis of programs for children. Journal of Benefit-Cost Analysis, 6, pp 471-507.	Undefined		Aggression, bullying violence, crime/delinquency, educational attainment, behavioral condition (diagnosed, e.g. conduct disorder), hardworking and dependable (conscientiousness, grit, persistence, attendance, participation), aggression, bullying violence, crime/delinquency, educational attainment, behavioral condition (diagnosed, e.g., conduct disorder), hardworking and dependable (conscientiousness, grit, persistence, attendance, participation), positive self-concept (self-awareness, self-confidence, self-esteem), responsibility (locus of control, accountability), self-control (self-management, self-disciplined, self-regulation, emotion management, attention), social skills (extraversion, relationship skills, social awareness, conflict management), communication (persuasiveness), higher order thinking skills/decision-making (creativity, responsible decision making, problem solving), integrity/ethics (honesty), positive attitude (optimism, engagement), self-motivation (openness to experience, passion, intrinsic motivation),teamwork (working with others, agreeableness, social influence)
Character Education – 10			
Tripartite Taxonomy of Character Park, D., Tsukayama, E., Goodwin, G. P., Patrick, S., & Duckworth, A. L. (2016). A tripartite taxonomy of character: Evidence for intrapersonal, interpersonal, and intellectual competencies in children. Manuscript under review.	School Age		Interpersonal, intellectual, intrapersonal
*What Works in Character Education Berkowitz, M. W. & Bier, M. C. (2005). *What works in character education: A research-driven guide for educators.* Washington, DC: Character Education Partnership. Retrieved from http://www.character.org/uploads/PDFs/White_Papers/White_Paper_What_Works_Practitioner.pdf	Undefined	Attention Control, Working Memory and Planning Skills, Inhibitory Control, Cognitive Flexibility, Critical Thinking, Emotional Knowledge and Expression, Emotional and Behavioral Regulation, Empathy/Perspective-Taking, Understanding Social Cues, Conflict Resolution/Social Problem-Solving, Prosocial/Cooperative Behavior, Ethical Values, Performance Values, Civic Values, Intellectual Values, Optimism, Openness, Enthusiasm/Zest, Self-Knowledge,	ethical decision-making ability, ethical understanding, understanding multiple perspectives, moral reasoning, sense of justice/fairness, other moral values, respect, honesty, ethical sensibility, taking responsibility for one's actions, respecting the property of others, leadership skills, following rules, self-discipline, ethnocentrism, sense of social responsibility, keeping commitments, getting along with others, respect and tolerance. caring and concern for others, teamwork and cooperation, helping others, including others, inclination to do community service, empathy, sharing, attitudes and knowledge about community service, ethical conduct, participation in positive extracurricular activities, participation in civic and social actions, desire for wealth, communication skills, attentive listening, understanding of character attributes, ethical decision-making, relationships with friends and family, value intimacy, democratic values, desire for influence/power, school attendance, compliance with school rules and expectations, overall classroom behavior, participation in classroom activities, bonding to school, sense of school as community, attachment to school, feeling of belonging to

		Purpose, Self-efficacy/Growth mindset, Self-esteem	school community, levels of classroom interest and enthusiasm, sense of responsibility to school, general school climate is more positive, adjustment to new school, safety, trust and respect for teachers, feelings about whether teachers are trustworthy, supportive, fair, and consistent motivation to do well in school, educational expectations - how far students expect to go, task mastery goals, performance oriented goals, academic achievement including grades and test scores, promotion to the next grade, creative learning strategies, study skills, ability to focus on work/stay on task, self-perception, self-esteem, appreciates his/her schoolwork, work products, and activities, refers to himself in generally positive terms, undertakes new tasks willingly, valuing independence, making decisions that affect students, makes good choices, self-direction and independence in activities, initiates new ideas relative to classroom activities and projects, asks questions when he/she does not understand, makes decisions regarding things that affect him/her, acts as a leader in group situations with peers, readily expresses opinions, assertiveness, adapts easily to change in procedures, copes with failure by dealing with mistakes or failures easily and comfortably, takes criticism or corrections in stride without overreacting, self-efficacy, depression, negative expectations for the future, coping skills, alternative solutions, consequential thinking, behavioral adjustment, conceptualizing cause and effect, conflict resolution strategies, ability to discuss emotional experiences, recognizing emotional cues, understanding how emotions change, stress/anxiety reduction techniques, feelings vocabulary, understanding simultaneous feelings, expressing emotions appropriately, impatience, emotionality, Impulsivity and activity, shyness, hyperactivity, knowledge about older people, attitudes toward school, elders, and the future, attitudes towards older people
Taxonomy of Character Education Programs Howard, R, W., Berkowitz, M. W., & Schaeffer, E. F. (2004). Politics of character education. *Educational Policy*, 18(1), 188-215. doi: 10.1177/0895904803260031	Undefined		Moral reasoning—cognitive development, Moral education—virtue, Life skills education, Service learning, Citizenship training, Caring community, Health education - Drug, violence, pregnancy prevention, Conflict resolution—Peer mediation, Ethics - moral philosophy, Religious education
*Values in Action Skill Inventory Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A classification and handbook.* New York: Oxford University Press/Washington, DC: American Psychological Association.	Youth through Adult	Inhibitory Control, Cognitive Flexibility, Critical Thinking, Emotional Knowledge and Expression, Emotional and Behavioral Regulation, Understanding Social Cues, Prosocial/Cooperative Behavior, Ethical Values, Performance Values, Optimism, Gratitude, Openness, Enthusiasm/Zest,	Creativity, curiosity, judgment, love of learning, perspective, bravery, perseverance, honesty, zest, love, kindness, social intelligence, teamwork, fairness, leadership, forgiveness, humility, prudence, self-regulation, appreciation of beauty and excellence, gratitude, hope, humor, spirituality

		Purpose, Self-efficacy/Growth mindset	
Eight Strengths of Character: Assets Needed for a Flourishing Life Lickona, T., & Davidson, M. (2005). Smart and good high schools: Integrating excellence and ethics for success in school, work, and beyond. Cortland, NY: Center for the 4th and 5th Rs (Respect and Responsibility).	Undefined		strives to acquire the knowledge that characterizes an educated person, approaches learning as a lifelong process, demonstrates skills of critical analysis, takes seriously the perspectives of others, seeks expert opinion and credible evidence, makes connections and integrates knowledge, generates alternative solutions, demonstrates willingness to admit error and modify thinking, strives for excellence and gives best effort, demonstrates initiative and self-discipline, knows standards of quality and creates high quality products, takes pride in work, sets personal goals and assesses progress, perseveres in the face of difficulty, possesses a healthy self-confidence and a positive attitude, demonstrates basic courtesy in social situations, develops positive interpersonal relationships that include sensitivity to the feelings of others and the capacity for "confrontation", communicates effectively, works well with others, resolves conflicts fairly, demonstrates emotional intelligence, possesses moral discernment, including good judgment, moral reasoning, and ethical wisdom, has a well-formed conscience, including a sense of obligation to do the right thing, has a strong moral identity defined by moral commitments, possesses the moral competence, or "know how," needed to translate discernment, conscience, and identity into effective moral behavior, translates ethical thinking into ethical action, respects the rights and dignity of all persons, understands that respect includes the right of conscience to disagree respectfully with others' beliefs or behaviors, possesses a strong sense of personal efficacy and responsibility to do what's right, takes responsibility for mistakes, strives to be a positive influence, exercises moral leadership, demonstrates self-control across a wide range of situations, pursues physical, emotional, and mental health, makes responsible personal choices that contribute to continuous self-development, a healthy lifestyle, and a positive future, contributes to family, classroom, school, and community, demonstrates civic virtues and skills needed for participation in democratic processes, appreciates the nation's democratic heritage and democratic values, demonstrates awareness of interdependence and a sense of responsibility to humanity, considers existential questions ("what is the meaning of life?", "What is happiness?", "What is the purpose of my life?"), seeks a life of noble purpose, formulates life goals and ways to pursue them, cultivates an appreciation of transcendent values such as truth, beauty, and goodness, pursues authentic happiness, possesses a rich inner life, pursues deep, meaningful connections - to others, nature, a higher power, and so on
Knightly Virtues	Middle Childhood		Gratitude, courage, humility, service, justice, honesty, love, self-discipline

Arthur, J., Harrison, T., Carr, D., Kristjánsson, K., & Davison, I. (2014). Knightly virtues: Enhancing virtue literacy through stories. Birmingham, UK: Jubilee Centre. Retrieved from http://www.jubileecentre.ac.uk/userfiles/jubileecentre/pdf/KVPDF/KnightlyVirtuesReport.pdf			
Character: A Multi-Faceted Developmental System Nucci, L. (2016, July 26). Character: A multi-faceted developmental system. Keynote address for the Workshop on Character Education for the National Academies of Science, Washington, DC. Retrieved from http://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse_173496.pdf	Undefined		moral reasoning/moral cognition, moral mental health, performance (self-regulation and executive control), moral orientation, and discourse/communication skills for civic engagement
Three- Virtue Model of Character Strengths McGrath, R. E. (2015). Integrating psychological and cultural perspectives on virtue: The hierarchical structure of character strengths. The Journal of Positive Psychology, 10(5), 407-424. DOI: 10.1080/17439760.2014.994224	Undefined		Caring, inquisitiveness, self-control
*Character Lab Character Lab. (2017). Tools. Retrieved from https://characterlab.org/tools	students, kids, people	Attention Control, Working Memory and Planning Skills, Inhibitory Control, Emotional Knowledge and Expression, Emotional and Behavioral Regulation, Empathy/Perspective-taking, Conflict Resolution/Social Problem Solving, Prosocial/Cooperative Behavior, Performance Values, Intellectual Values, Optimism, Gratitude, Openness, Enthusiasm/Zest, Self-knowledge, Purpose, Self-Efficacy/Growth Mindset	Curiosity, gratitude, grit, growth mindset, optimism, purpose, self-control, social/emotional intelligence, zest
Culture & Human Development - 7			
Integrated Conceptual Framework for the Development of Asian American Children and Youth Mistry, J., Li, J., Yoshikawa, H., Tseng, V., Tirrell, J. M., Kiang, L., Mistry, R. & Wang, Y. (2016). An integrated conceptual framework for	children		multiple fluid identities, multidimensional nature of mental health, academic achievement, language brokering

developmental research on of Asian American children and youth. *Child Development*, *87*, 1042-1032. doi: 10.1111/cdev.12577			
Culture and social development (unnamed) Rubin, K. H. & Menzer, M. (2010). Culture and social development. In Encyclopedia on Early Childhood Development. Quebec: Centre of Excellence for Early Childhood Development and the Strategic Knowledge Cluster on Early Child Development. Retrieved from http://www.child-encyclopedia.com/sites/default/files/textes-experts/en/601/culture-and-social-development.pdf	children and adolescents		Temperament, Prosocial behavior, Cooperation/competition, Aggression, Social withdrawal, Friendship behaviors, Obtaining peer acceptance vs. social withdrawal
Functional analysis of Black identity (unnamed model) Cross, W. E., Strauss, L., & Fhagen-Smith, P. (1999). African American identity development across the life span: Educational implications. In R. Hernandez Sheets & E. R. Hollins, *Racial and ethnic identity in school practices: Aspects of human development,* pp. 29-48. Hillsdale, NJ: Erlbaum.	children, youth, students mentioned most; refers to all ages		Buffering, bonding, bridging, code-switching, individualism
Model of Sociocultural Development of African American Children Barbarin, O. A. (1993). Coping and resilience: Exploring the inner lives of African American children. *Journal of Black Psychology*, *19*(4), 478-492. doi: 10.1177/00957984930194007	Children, Adolescent		regulation of arousal, self-efficacy, self-esteem
Integrative model for the study of developmental competencies in minority children Coll, C. G., Crnic, K., Lamberty, G., Wasik, B. H., Jenkins, R., Garcia, H. V., & McAdoo, H. P. (1996). An integrative model for the study of developmental competencies in minority children. *Child Development*, *67*(5), 1891-1914. doi: 10.2307/1131600	children and adolescents	Yes Subdomains covered: Cognitive Flexibility, Emotional and Behavioral Regulation, Openness, Self-Knowledge, Self-Esteem	Cognitive, social, emotional, linguistic, biculturalism, coping with racism
*Phenomenological variant of ecological systems theory (PVEST) Spencer, M. B., Dupree, D., & Hartmann, T. (1997). A phenomenological variant of ecological systems theory (PVEST): A self-organization	life course, children, adolescence	Emotional and Behavioral Regulation, Prosocial/Cooperative Behavior, Ethical Values	Avoiding risk-taking, managing anger and aggression, initiating relationships with people outside of the home, Re-orientation of educational and employment aspirations, School engagement/disengagement, Initiate/increase own employment,

perspective in context. *Development and Psychopathology, 9*, 817-833. Retrieved from http://repository.upenn.edu/cgi/viewcontent.cgi?article=1003&context=gse_pubs			Perceived interpersonal competence, Increase/decrease in religious participation and practice
*An Examination of Social and Emotional Behavior Skills with American Indian Elementary Students (unnamed) Garn, A. C., Kulinna, P. H., Cothran, D. J., & Ferry, M. (2010). An Examination of Social and Emotional Behavior Skills with American Indian Elementary Students: Issues of Measurement, Gender, Grade, and Culture. Journal of American Indian Education, 24-40.	children; elementary students; 3rd-6th grade	Working Memory and Planning Skills, Critical Thinking, Empathy/Perspective-Taking, Understanding Social Cues, Prosocial/Cooperative Behavior, Ethical Values, Performance Values, Self-Knowledge	responsible decision making/following direction, self-awareness/best effort, social- awareness/compassion, relationships/cooperation
Disability – 4			
*A Progression Framework for Pupils on the Autism Spectrum Autism Education Trust. (n.d.). A progression framework for pupils on the autism spectrum: Notes, guidance, and instructions for use. London, UK: Author. Retrieved from http://www.aettraininghubs.org.uk/wp-content/uploads/2016/02/PROGRESSION-FRAMEWORK-NOTES-AND-GUIDANCE-170216.pdf	School Age Students	Attention Control, Working Memory and Planning Skills, Inhibitory Control, Cognitive Flexibility, Critical Thinking, Emotional Knowledge and Expression, Emotional and Behavioral Regulation, Empathy/Perspective-Taking, Understanding Social Cues, Prosocial/Cooperative Behavior, Ethical Values, Performance Values, Openness, Self-Knowledge, Self-efficacy/Growth mindset, Self-esteem	social communication, understanding others' communication and language e.g. listening to and understanding instructions, communicating effectively themselves e.g. to make known what they have or have not understood, expressing themselves e.g. expressing needs, making choices, expressing opinions, taking part in conversations e.g. socially or within lessons, non-verbal communication e.g. body language, facial expression as indicators of what a teacher or peer is trying to communicate, understanding social 'rules' and how these may change in different contexts e.g. greetings for different people, how to behave in different environments with different people, playing or working with others in social or group situations e.g. group discussions, play or break times, making and sustaining friendships and relationships, understanding others' emotional intentions e.g. being able to respond, appropriately or adapt behavior based on this understanding, coping with change e.g. changes to timetable or teaching staff, managing transitions of different types e.g. moving between rooms or 'bigger' transitions such as year or school moves, problem solving e.g. knowing what to do if in difficulty, being able to work out what processes need to be applied to a problem, inferring meaning, planning and organizing tasks and equipment in order to be more independent in their learning, applying and generalizing skills e.g. to different contexts, recognizing and developing strengths and interests (so that they can be used practically or functionally) e.g. as motivation within tasks, as a social medium (clubs etc.) or as a route to future educational opportunities or employment, play and leisure skills e.g. as a means to social engagement, social interaction, social imagination/flexibility, sensory processing, emotional understanding and self-processing, learning, independence and community participation

Guideposts for Success National Collaborative on Workforce and Disability for Youth. (n.d.). Guideposts for Success. Washington, DC: Author. Retrieved from http://www.ncwd-youth.info/sites/default/files/Guideposts-for-Success-(English).pdf	Transition from Youth to Adulthood		Career preparation□School preparation, Connecting activities□Youth development and leadership□Family involvement
*Quality of Life: Its Conceptualization, Measurement, and Application—A Consensus Document The Special Interest Research Group on Quality of Life (2000). Quality of Life: Its conceptualization, measurement and application. Retrieved from http://www.beachcenter.org/Books%5CFullPublications%5CPDF%5CFQLI_Quality%20of%20Life%20Consensus%20Document.pdf	Undefined	Prosocial/Cooperative Behavior, Ethical Values, Self-Knowledge, Self-efficacy/Growth mindset, Self-esteem	Domains of well-being, Inter and intra-personal variability, Personal context, Life span perspective, Holism, Values, choice, and personal control, Perception, self-image, empowerment
SPELL framework The National Autistic Society. (n.d.) SPELL. Retrieved from http://www.autism.org.uk/spell	Undefined		Structure, positive approaches and expectations, empathy, low arousal, links
School-Based Competency Development - 32			
Strive Framework Strive Task Force on Measuring Social and Emotional Learning (2013). Beyond content: Incorporating social and emotional learning into the Strive Framework. Retrieved from http://www.strivetogether.org/sites/default/files/images/Strive%20Together%20Volume%20I.pdf	Undefined		interdependent self-construal, academic self-efficacy, growth mindset/mastery orientation, Grit/Perseverance, emotional competence, self-regulated learning and study skills, critical thinking, creativity
*Transversal Competencies United Nations Educational, Scientific, and Cultural Organization. (2015). Transversal competencies in education policy and practice. Paris, France: Author. Retrieved from http://unesdoc.unesco.org/images/0023/002319/231907E.pdf	School Age Students	Attention Control, Working Memory and Planning Skills, Inhibitory Control, Cognitive Flexibility, Critical Thinking, Emotional Knowledge and Expression, Emotional and Behavioral Regulation, Empathy/Perspective-Taking, Conflict Resolution/Social Problem-Solving, Prosocial/ Cooperative Behavior, Ethical Values, Performance Values, Civic	Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making, communication skills, organizational skills, teamwork, collaboration, sociability, collegiality, empathy, compassion, self-discipline, ability to learn independently, flexibility and adaptability, self-awareness, perseverance, self-motivation, compassion, integrity, self-respect, awareness, tolerance, openness, responsibility, respect for diversity, ethical understanding, intercultural understanding, ability to resolve conflicts, democratic participation, conflict resolution, respect for the environment, national identity, sense of belonging, ability to obtain and analyze information through “ICT”, ability to critically evaluate information and media content, ethical use of “ICT”, appreciation of healthy lifestyle, respect for religious values

		Values, Intellectual Values, Openness, Self-Knowledge, Purpose, Self-efficacy/Growth mindset, Self-esteem	
*New Vision for Education World Economic Forum and Boston Consulting Group. (2015). New vision for education: Unlocking the potential of technology. Geneva, Switzerland: Author. Retrieved from http://www3.weforum.org/docs/WEFUSA_NewVisionforEducation_Report2015.pdf	School Age Students	Attention Control, Cognitive Flexibility, Critical Thinking, Understanding Social Cues, Conflict Resolution/Social Problem-Solving, Prosocial/Cooperative Behavior, Performance Values, Civic Values, Intellectual Values, Openness	Literacy, numeracy, scientific literacy, ICT literacy, financial literacy, cultural and civic literacy, critical thinking/problem solving, creativity, communication, collaboration, curiosity, Initiative, persistence/grit, adaptability, leadership, social and cultural awareness
Five Categories of Noncognitive factors Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). *Teaching adolescents to become learners: The role of noncognitive factors in shaping school performance--A critical literature review*. Chicago, IL: Consortium on Chicago School Research. Retrieved from https://consortium.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf	Adolescents		academic behaviors, grit or persistence, tenacity, delayed gratification, self-discipline, self-control, connection/belonging (inferred by definition), growth mindset, self-efficacy, value-expectancy (intrinsic, utility, and attainment values), study skills, metacognitive strategies, self-regulated learning, goal-setting, interpersonal skills, empathy, cooperation, assertion, responsibility
Building Blocks for Learning Stafford-Brizard, K. B. (2016). Building blocks for learning: A framework for comprehensive student development. Retrieved from http://www.turnaroundusa.org/wp-content/uploads/2016/03/Turnaround-for-Children-Building-Blocks-for-Learningx-2.pdf	K - 12 and beyond		self-direction, curiosity, civic identity, resilience, agency, academic tenacity, growth mindset, self-efficacy, sense of belonging, relevance of school, self-awareness, social awareness/relationship skills, executive functions, attachment, stress management, self-regulation
Personal Competency Framework Redding, S. (2014). Personal competency: A framework for building students' capacity to learn. Philadelphia, PA: Center on Innovations in Learning, Temple University. Retrieved from http://eric.ed.gov/?id=ED558070	Students		cognitive competency, metacognitive competency, motivational competency, social/emotional competency
Five Minds for the Future Gardner, H. (2009). Five minds for the future. Cambridge, MA: Harvard Business Review.	Undefined		disciplined mind, synthesizing mind, creative mind, respectful mind, ethical mind
Theory of Multiple Intelligences	All Ages		Naturalist, visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic, logical-mathematical

Gardner, H. (1983). Frames of mind: The theory of multiple intelligences. New York: Basic Books. Retrieved from https://howardgardner01.files.wordpress.com/2012/06/443-davis-christodoulou-seider-mi-article.pdf			
EPIC's Four Keys to College and Career Readiness Conley, D. T. (2013). Getting ready for college, careers, and the Common Core. New York, NY: Jossey-Bass.	Mainly High School		problem formulation, research, interpretation, communication, precision and accuracy, organize (academic) content well, identify key ideas, believe that effort has value in the, learning process, regard the content as worth learning, goal setting, persistence, self-awareness, motivation, help seeking, progress monitoring, self-efficacy, time management, study skills, test taking, note taking, memorization, strategic reading, collaborative learning, technological proficiency, undertakes contextual issues, undertakes procedural issues, undertakes financial issues, undertakes cultural issues, undertakes personal issues
Skill Building Blocks MHA Labs. (n.d.). Skill building blocks. Chicago, IL: Author. Retrieved from http://mhalabs.org/skill-building-blocks/	Adolescents/ Early Adulthood		needs minimal supervision to complete tasks, attempts to complete tasks independently before asking for help, follows rules/directions as required by task/situation, maintains focus on tasks despite internal (e.g. emotional) and/or external distractions, Avoids actions that have produced undesirable consequences or results in the past, Strives to overcome barriers/set-backs, seeking assistance when needed, Adapts approach in response to new conditions or others' actions, Sets and prioritizes goals that reflect a self-awareness of one's capabilities, interests, emotions, and/or needs, Breaks goals into actionable steps, Accurately estimates level of effort and establishes realistic timelines, Manages time to complete tasks on schedule, Applies existing/newly acquired knowledge, skills, and/or strategies that one determines to be useful for achieving goals, Monitors progress and own performance, adjusting approach as necessary, Demonstrates a belief that one's own actions are associated with goal attainment, Recognizes the consequences of one's actions, Balances own needs with the needs of others, Takes into consideration others' situations/feelings, Develops and implements strategies for navigating in different cultures/contexts (i.e., manages different patterns of behavior, rules, and norms), Organizes information that serves the purpose of the message, context, and audience, Uses and adjusts communication strategies as needed based on the purpose of the message, context, and audience, Signals listening according to the rules/norms of the context and audience, Seeks input to gauge others' understanding of the message, Asks questions to deepen and/or clarify one's understanding when listening to others, Completes tasks as they have been assigned or agreed upon by the group, Helps team members complete tasks, as needed, Encourages the ideas, opinions, and contributions of others, leveraging individual strengths,

			Provides feedback in a manner that is sensitive to others' situation/feelings, Clarifies areas of disagreement/conflict that need to be addressed to achieve a common goal, Seeks to obtain resolution of disagreements/conflicts to achieve a common goal, Defines problems by considering all potential parts and related causes, Gathers and organizes relevant information about a problem from multiple sources, Generates potential solutions to a problem, seeking and leveraging diverse perspectives, Identifies alternative ideas/processes that are more effective than the ones previously used/suggested, Evaluates the advantages and disadvantages associated with each potential solution identified for a problem, Selects and implements best solution based on evaluation of advantages and disadvantages of each potential solution
Growing Up NYC Policy Framework New York City Children's Cabinet. (2016). Growing up NYC policy framework. New York, NY: Author. Retrieved from http://s-media.nyc.gov/agencies/childrenscabinet/NYCDOH_GrowingUP_Policy_Brochure_For_WEB.pdf	Infancy to Emerging Adulthood		physical health, emotional & behavioral health, motor skills, language acquisition, secure attachment, self-regulation, nurturing, predictable interactions with primary caregivers, motor skills, language acquisition, secure attachment, self-regulation, nurturing, predictable interactions with primary caregivers, exposure to informal social settings, motor skills, language development, early math skills, early literacy, secure attachment, self-regulation, social skills, nurturing, predictable interactions with primary caregivers, early exposure to organized social settings, literacy, numeracy, self-regulation, social interaction, sexuality, extracurricular activities, literacy skills and reading proficiency, numeracy skills and math proficiency, self-regulation, extracurricular activities, early employment experiences, cognitive skills, self-regulation, independence, high school graduation, post-secondary training or education, employment
*A framework for "Productive Persistence" (tenacity + effective strategies) in developmental math Yeager, D., Bryk, A., Muhich, J., Hausman, H., & Morales, L. (2013). Practical measurement. Palo Alto, CA: Carnegie Foundation for the Advancement of Teaching. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2013/12/Practical_Measurement.pdf	students, and especially community college students	Attention Control, Working Memory and Planning Skills, Inhibitory Control, Emotional and Behavioral Regulation, Prosocial/Cooperative Behavior, Performance Values, Purpose, Self-Efficacy/Growth Mindset, Self-Esteem	Students have skills, habits and know-how to succeed in college setting, Students believe they are capable of learning math, Students believe the course has value, Students feel socially tied to peers, faculty, and the course, Faculty and college support students' skills and mindsets.
*KIPP Character Strengths KIPP Foundation. (n.d.). KIPP Character Strengths. Retrieved from http://www.kipp.org/approach/character/	School Age Students	Inhibitory Control, Emotional Knowledge and Expression, Empathy/Perspective-Taking, Understanding Social Cues, Performance Values, Intellectual	Zest, grit, optimism, self-control, gratitude, social intelligence, curiosity

		Values, Optimism, Gratitude, Openness, Enthusiasm/Zest	
Emotional literacy Weare, K. & Gray, G. (2003). What works in developing children's emotion and social competence and wellbeing? Wales: Department for Education and Skills. Retrieved from http://learning.gov.wales/docs/learningwales/publications/121129emotionalandsocialcompetenceen.pdf	children, students (focused on school-age)		self-understanding, understanding, expressing, and managing emotions, understanding and making relationships
Deep learning framework tasks (adapted from "Six C's") Fullan, M. & Langworthy, M. (2014). A rich seam: How new pedagogies find deep learning. London: Pearson. Retrieved from http://www.michaelfullan.ca/wp-content/uploads/2014/01/3897.Rich_Seam_web.pdf	Undefined		Character education, Citizenship, Communication, Critical thinking and problem solving, Collaboration, Creativity and imagination
*Deeper Learning and 21st Century Skills framework (Education for Life and Work) National Research Council. (2012). Education for life and work: Developing transferable knowledge and skills in the 21st century. Washington, DC: Author. Retrieved from https://www.nap.edu/catalog/13398/education-for-life-and-work-developing-transferable-knowledge-and-skills	Undefined	Working Memory and Planning Skills, Inhibitory Control, Cognitive Flexibility, Critical Thinking, Emotional and Behavioral Regulation, Empathy/Perspective-taking, Conflict Resolution/Social Problem Solving, Prosocial/Cooperative Behavior, Performance Values, Intellectual Values, Openness, Self-Esteem	Cognitive processes and strategies, Knowledge, Creativity, Intellectual openness, Work ethic/conscientiousness, Positive core self-evaluation, Teamwork and collaboration, Leadership
*Measuring 21st Century Competencies: Guidance for educators Soland, J., Hamilton, L. S., & Stecher, B. M. (2013). Measuring 21st century competencies: Guidance for educators. Washington, DC: RAND. Retrieved from https://asiasociety.org/files/gcen-measuring21cskills.pdf	School Age Students	Working Memory and Planning Skills, Cognitive Flexibility, Critical Thinking, Empathy/Perspective-Taking, Understanding Social Cues, Conflict Resolution/Social Problem-Solving, Prosocial/ Cooperative Behavior, Civic Values, Performance Values, Intellectual Values, Openness, Purpose, Self-efficacy/Growth mindset	Academic mastery, Critical thinking, Creativity, Communication and collaboration, Leadership, Global awareness, Growth mindset, Learning how to learn, Intrinsic motivation, Grit
Measuring Elementary School Students' Social and Emotional Skills	Elementary Aged Children		Self-control, Persistence, Mastery orientation, Academic self-efficacy, Social competence

Scarupa, H. J. (2014). Measuring elementary school students' social and emotional skills: Providing educators with tools to measure and monitor social and emotional skills that lead to academic success. Washington, DC: Child Trends. Retrieved from https://eric.ed.gov/?id=ED561385			
*Competencies for College Success National Academies of Sciences, Engineering, and Medicine. (2016). Supporting Students' College Success: Assessment of Intrapersonal and Interpersonal Competencies. Board on Testing and Assessment, Division of Behavioral and Social Sciences	students, college students	Inhibitory Control, Ethical Values, Performance Values, Civic Values, Intellectual Values, Optimism, Self-Knowledge, Purpose, Self-efficacy/Growth mindset	Behaviors related to conscientiousness, Sense of belonging, Academic self-efficacy, Growth mindset, Utility goals and values, Intrinsic goals and interest, Prosocial goals and values, Positive future self
*Academic Tenacity Dweck, C. S., Walton, G. M., & Cohen, G. L. (2014). Academic tenacity: Mindsets and skills that promote long-term learning. Seattle, WA: Gates Foundation. Retrieved from https://ed.stanford.edu/sites/default/files/manual/dweck-walton-cohen-2014.pdf	students	Attention Control, Inhibitory Control, Performance Values, Intellectual Values, Optimism, Openness, Self-Knowledge, Purpose, Self-efficacy/Growth mindset, Self-esteem	Belong academically and socially, See school as relevant to their future, Work hard and can postpone immediate pleasures, Not derailed by intellectual or social difficulties, Seek out challenges, Remain engaged over the long haul
College Learning for the New Global Century American Association of Colleges and Universities. (2007). College learning for the new global century. Retrieved from https://www.aacu.org/sites/default/files/files/LEAP/GlobalCentury_final.pdf	Undefined		inquiry & analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork and problem solving, local and global civic knowledge and engagement, intercultural knowledge and competence, ethical reasoning and action, foundations and skills for lifelong learning, integrative learning
Contemplative Practices and Mental Training: Prospects for American Education Mind and Life Education Research Network (MLERN), J. Davidson, R., Dunne, J., Eccles, J. S., Engle, A., Greenberg, M., … Vago, D. (2012). Contemplative practices and mental training: Prospects for American education. *Child Development Perspectives*, *6*(2), 146–153. Retrieved from https://doi.org/10.1111/j.1750-8606.2012.00240.x	Across Ages		emotion regulation, attention regulation & executive functions, self-representation & motivation, empathy and perspective-taking
Core Social, Emotional, and Civic Competencies Fuchs-Nadeau, D, LaRue, CM, Allen, J, Cohen, J, & Hyman, L. (2002). The New York State	Undefined		reflective and empathetic abilities, Problem solving and decision making abilities, Communicative capacities, impulse control/anger management (self-management/stress management/self-regulation), cooperative

interpersonal violence prevention resource guide: Stopping youth violence before it begins. Albany, NY: New York State Center for School Safety, the New York State Office of the Governor and the New York State Education Department [Online]. (Available on www.csee.net).			capacities, forming friendships, recognizing and appreciating diversity and differences, altruistic capabilities
Five foundations of the You Can Do It! Model Bernard, M. E. (2006). It's time we teach social-emotional competence as well as we teach academic competence. Reading & Writing Quarterly, 22(2), 103-119.	Students		confidence (work and social), work persistence, work organization, getting along, emotional resilience
*Framework for Systemic Social and Emotional Learning Collaborative for Academic, Social, and Emotional Learning (CASEL). (2016). Social and emotional learning core competencies. Retrieved from http://www.casel.org/core-competencies	school age	Attention Control, Working Memory and Planning Skills, Inhibitory Control, Critical Thinking, emotional Knowledge and Expression, Emotional and Behavioral Regulation, Empathy/Perspective-Taking, Ethical Values, Performance Values, Optimism, Self-Knowledge, Self-efficacy/Growth Mindset, Self-Esteem	self-awareness, self-management, social awareness, relationship skills, responsible decision making
Noncognitive skills in the classroom: New perspectives on educational research Rosen, J. A., Glennie, E. J., Dalton, B. W., Lennon, J. M. & Bozick, R. N. (2010). Noncognitive skills in the classroom: New perspectives on educational research. Washington, DC: RTI. Retrieved from http://www.rti.org/sites/default/files/resources/bk-0004-1009-rosen.pdf	Undefined		Motivation, effort, self-regulated learning, self-efficacy, academic self-concept, prosocial behavior, coping and resilience
Social-Emotional Learning Skills & Culturally Responsive Teaching Acknowledge Alliance and Collaborative for Reaching & Teaching the Whole Child (2013). Social-emotional learning skills & culturally responsive teaching heuristic. Boston, MA: Author. Retrieved from http://www.seltedconsortium.com/sel-ted-cultural-resilience--equity.html	adults; current teachers and teacher candidates		identify feelings and needs, identify strengths in self, community, and culture, identify relationship between feelings, thoughts, and behavior, identify judgments and biases, identify level of optimism, adaptability, stress tolerance, control, self-motivation, self-fulfillment, empathy, inclusiveness, perceptiveness, resourcefulness, diversity, connection, encouragement, cooperation, discretion, prudence, respectfulness, integrity, accountability, contemplation

*OECD Social Emotional Skills Framework Organization for Economic Co-operation and Development (OECD). (2015). *Skills for social progress: The power of social and emotional skills.* Paris, France: OECD Skills Studies, OECD Publishing. doi:10.1787/9789264226159-en	Undefined	Cognitive Flexibility, Critical Thinking, Prosocial/Cooperative Behavior, Performance Values, Optimism, Self-efficacy/Growth mindset, Self-esteem	cognitive, basic cognitive ability, pattern recognition, processing speed, memory, knowledge-acquired, access, extract, interpret, knowledge-extrapolated, reflect, reason, conceptualize, social and emotional, achieving goals, perseverance, self-control, passion for goals, working with others, sociability, respect, managing emotions, caring, self-esteem, optimism, confidence
Executive function mapping project/A Framework for Mapping Executive Functioning Jones, S. M., Bailey, R., Barnes, S. P., & Partee, A. (2016). Executive Function Mapping Project: Untangling the Terms and Skills Related to Executive Function and Self-Regulation in Early Childhood. OPRE Report # 2016-88, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.	Early Childhood		response inhibition, working memory, shifting/flexibility, planning, problem-solving, error monitoring, mental organizing, setting goals, decision-making, reflection, creativity, inhibitory control, attention control, attention shifting, delay of gratification, persistence, error monitoring, emotion regulation, willpower, grit, resilience, coping
A Skill-Based Model of Emotional Competence: A Developmental Perspective Saarni, C. (1999, April 15-18). A skills-based model of emotional competence. Paper presented at the Biennial Meeting of the Society for Research in Child Development, Albuquerque, NM. Retrieved from http://files.eric.ed.gov/fulltext/ED430678.pdf	Undefined		Awareness of one's emotional state, including the possibility that one is experiencing multiple emotions, and at even more mature levels, awareness that one might also not be consciously aware of one's feelings due to unconscious dynamics or selective inattention, Ability to discern others' emotions, based on situational and expressive cues that have some degree of cultural consensus as to their emotional meaning, Ability to use the vocabulary of emotion and expression terms commonly available in one's (sub-culture) and at more mature levels to acquire cultural scripts that link emotion with social roles, Capacity for empathic and sympathetic involvement in others' emotional experiences, Ability to realize that inner emotional state need not correspond to outer expression, both in oneself and in others, and at more mature levels the ability to understand that one's emotional expressive behavior may impact on another and to take this into account in one's self-presentation strategies, Capacity for adaptive coping with aversive or distressing emotions by using self-regulatory 8 7 strategies that ameliorate the intensity or temporal duration of such emotional states (e.g., "stress hardiness"), Awareness that the structure or nature of relationships is in part defined by both the degree of emotional immediacy or genuineness of expressive display and by the degree of reciprocity or symmetry within the relationship; e.g., mature intimacy is in part defined by mutual or reciprocal sharing of genuine emotions, whereas a parent-child relationship may have asymmetric sharing of genuine emotions, Capacity for emotional self-efficacy

Deeper Learning Competencies Hewlett Foundation (2013). Deeper Learning Competencies. Retrieved from http://www.hewlett.org/wp-content/uploads/2016/08/Deeper_Learning_Defined__April_2013.pdf	Students		Master core academic content, think critically and solve complex problems, work collaboratively, communicate effectively, learn how to learn, and develop academic mindsets
*RULER Nathanson, L., Rivers, S. E., Flynn, L. M., & Brackett, M. A. (2016). Creating emotionally intelligent schools with RULER. Emotion Review, 8(4), 305-310.	children, students	Emotional Knowledge and Expression, Emotional and Behavioral Regulation, Empathy/Perspective-Taking, Understanding Social Cues	recognizing emotion in the self and others, understanding the causes and consequences of emotions, labeling emotions with a diverse and accurate vocabulary, expressing emotions constructively across contexts, regulating emotions effectively
ACT Holistic Framework of Education and Work Readiness (Has sub-frameworks) Camara, W., O'Connor, R., Mattern, K., & Hanson, M. A. (2015). Beyond Academics: A Holistic Framework for Enhancing Education and Workplace Success. ACT Research Report Series. 2015 (4). ACT, Inc. Retrieved from http://files.eric.ed.gov/fulltext/ED558040.pdf	K-12, student, college student, K-Career		Core academic skills, Technology and information literacy, Collaborative problem solving, Thinking and metacognition, Studying and learning, Acting Honestly, Keeping an Open Mind, Maintaining Composure, Socializing with Others, Getting Along with Others, Sustaining Effort, Self-Knowledge, Environmental Factors, Integration, Managing Career and Education Actions
Foster Care – 3			
Developmental Issues for Young Children in Foster Care Committee on Early Childhood, Adoption and Dependent Care. (2000). Developmental issues for young children in foster care. *Pediatrics, 106*(5), 1145-1150. doi: 10.1542/peds.106.5.1145	young children through young adults in foster care		Gross motor skills, Fine motor skills, Cognition, Speech and language function, Self-help abilities, Emotional well-being, Coping skills, Relationship to persons, Adequacy of caregiver's parenting skills, Behaviors
*Foster Child Health and Development: Implications for Primary Care Kools, S. & Kennedy, C. (2003). Foster child health and development: Implications for primary care. *Journal of Pediatric Nursing, 29*(1), 39-41; 44-6.	young children through young adults in foster care	Emotional and Behavioral Regulation, Empathy/Perspective-Taking, Prosocial/Cooperative Behavior, Performance Values, Intellectual Values, Openness, Self-efficacy/Growth mindset, Self-esteem	Attachment, Trust in primary caregiver, Widening social interactions, Autonomy, Curiosity & exploration, Industry, Achievement-orientation, Academic skills, Follow rules, Peer relationships, Identity development, Independence, Risk taking behavior, Intimacy
Framework for the Assessment of Children in Need and their Families UK Department of Health. (2000). Framework for the assessment of children in need and their families. London: Author. Retrieved from	young children to adults in ecological development model		Health, education, emotional and behavioral development, Identity, family and social relationships, social presentation, self-care skills

http://webarchive.nationalarchives.gov.uk/20130401151715/https:/www.education.gov.uk/publications/eOrderingDownload/Framework%20for%20the%20assessment%20of%20children%20in%20need%20and%20their%20families.pdf			
Juvenile Justice – 6			
Positive Youth Justice Model Butts, J. A., Bazemore, G., & Saa Meroe, A. (2010). Positive youth justice: Framing justice interventions using the concepts of positive youth development. Washington, DC: Coalition for Juvenile Justice. Retrieved from https://positiveyouthjustice.files.wordpress.com/2013/08/pyj2010.pdf	adolescents mentioned mainly		developing new skills and competencies, actively using new skills, taking on new roles & responsibilities, developing self-efficacy & personal confidence, becoming an active member of pro-social groups, developing and enjoying the sense of belonging, placing a high value on service to others and being part of a larger community
*Balanced & Restorative Justice Model U. S. Department of Justice. (n.d.) Guide for implementing the balanced and restorative justice model. Washington, DC: Author. Retrieved from https://www.ojjdp.gov/pubs/implementing/balanced.html	typically adolescents	Inhibitory Control, Cognitive Flexibility, Critical Thinking, Emotional Knowledge and Expression, Empathy/Perspective-Taking, Understanding Social Cues, Conflict Resolution/Problem Solving, Prosocial/Cooperative Behavior, Ethical Values, Performance Values, Civic Values, Intellectual Values, Openness, Self-Knowledge, Purpose, Self-Esteem	preparation and experience for work, career, and family life, understanding and value of work, leisure, and family life, awareness of life's options and steps for making choices, adequate credentials, basic academic skills, eligibility for and awareness of opportunities for continued learning and advancement, broad base of knowledge and ability to appreciate and demonstrate creative expression, good oral, written, and computing skills and ability to learn, interest in lifelong learning and achieving, intrapersonal skills, such as the ability to understand emotions and practice self-discipline, interpersonal skills, such as working with others and developing and sustaining friendships through cooperation, empathy, negotiation, and conflict management, developing judgment skills and a coping system, ability to make good decisions in daily interactions, to manage anger and emotions, and to solve problems creatively, understanding of the history and values of one's Nation, community, and racial, ethnic, or cultural group, desire to be ethical and to be involved in efforts that contribute to the broader good, good current health status, evidence of knowledge, attitudes, and behaviors that will ensure future well-being, including non-violence, exercise, good nutrition, and effective contraceptive and safe sex practices
The Missouri Model: Reinventing the Practice of Rehabilitating Youthful Offenders Mendel, R. A. (2010). The Missouri model: Reinventing the practice of rehabilitating youthful offenders. Baltimore, MD: Anne E. Casey Foundation. Retrieved from	Adolescents		Safety through supervision and relationships, Foster self-awareness and communication skills, Pursue academic progress, Engage in hands-on learning, families as partners in treatment, Monitoring and mentoring in the community

http://www.aecf.org/resources/the-missouri-model/			
Framework for Well-Being for Vulnerable Youth Transitioning to Adulthood Youth Transition Funders Group. (2015). *Investing to improve the well-being of vulnerable youth and young adults: Recommendations for policy and practice.* Washington, DC: Author. Retrieved from http://www.ytfg.org/wp-content/uploads/2015/11/Investing-in-Well-Being-small.pdf	adolescence and young adulthood		cognitive development, social support and emotional wellness, mental health & wellness, physical health, safety, economic well-being
Cognitive Behavioral Therapy 2.0 CBT 2.0 Curriculum. Glos, B. & DuPage County, Illinois Juvenile Detention Center. Retrieved from http://www.ideas42.org/wp-content/uploads/2017/01/ CBTCurriculum.pdf	Youth		we are all connected, recognizing your automatic thoughts, thinking of new ways to respond
*Systemic Self-Regulation: A Framework for Trauma-Informed Services in Residential Juvenile Justice Programs Ford, J. D. & Blaustein, M. (2013). Systemic self-regulation: A framework for trauma-informed services in residential juvenile justice programs. *Journal of Family Violence, 28*(7), 665-677.	Adolescents	Attention Control, Working Memory and Planning Skills, Inhibitory Control, Emotional and Behavioral Regulation, Prosocial/Cooperative Behavior, Self-esteem	deployment of attention, sensory-perceptual awareness, memory, emotion regulation, Social connectedness
Mental Health – 5			
*American Indian Life Skills (formerly Zuni Life Skills Development) LaFromboise, T. D. & Lewis, H. A. (2008). The Zuni Life Skills Development Program: A school/community-based suicide prevention intervention. *Suicide and Life-Threatening Behavior, 38*(3), 343-353. doi: 10.1521/suli.2008.38.3.43	School Age	Inhibitory Control, Emotional Knowledge and Expression, Emotional and Behavioral Regulation, Conflict Resolution/ Social Problem-Solving, Prosocial/Cooperative Behavior, Self-efficacy/Growth mindset, Self-esteem	build self-esteem, identify emotions and stress, increase communication and problem-solving skills, recognize and eliminate self-destructive behavior, setting personal and community goals
Native American Children and Youth Well-Being Indicators Goodluck, C. (2002). *Native American children and youth well-being indicators: A strengths perspective.* Seattle/Flagstaff: Casey Family Programs & Northern Arizona University.	children and youth		helping each other, group belonging, spiritual belief system & practices

Social-emotional needs of Latino immigrant adolescents: A sociocultural model for development and implementation of culturally specific interventions. Blanco-Vega, C. O., Castro-Olivo, S. M., & Merrell, K. W. (2008). Social-emotional needs of Latino immigrant adolescents: A sociocultural model for development and implementation of culturally specific interventions. *Journal of Latinos and Education, 7*(1), 43-61.	Adolescents		parent/family support, positive self-concept, school community environment, age, levels of acculturation, gender, legal and residency status, physical and cultural distance, socioeconomic status, previous educational experience, type of immigration, level of danger in immigration journey, social context, parental acculturation, child and adolescent acculturation, development of minority status, ethnic identity, family acculturative gaps, school belonging
*Using a developmental framework to guide prevention and promotion Masten, A. S. & Coatsworth, J. D. (1995). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist, 53*, 205-220.	early adolescence	Inhibitory Control, Emotional and Behavioral Regulation, Prosocial/Cooperative Behavior	academic achievement, peer social success, conduct, academic attainment, peer social success, conduct, job competence, romantic competence
RDoC Matrix NIMH (2017). RDoC Matrix (Social Processes Table). Retrieved from https://www.nimh.nih.gov/research-priorities/rdoc/constructs/rdoc-matrix.shtml	none reported		affiliation and attachment, social communication, perception and understanding of self, perception and understanding of others
Mindfulness – 3			
S-ART Vago, D. R. & Silbersweig, D. A. (2012). Self-awareness, self-regulation, and self-transcendence (S-ART): A framework for understanding the neurobiological mechanisms of mindfulness. *Frontiers in Human Neuroscience, 6,* 296. doi:10.3389/fnhum.2012.00296.	Undefined		meta-awareness of self, self-regulation, self-transcendence
*Mindfulness: A Proposed Operational Definition Bishop, S. R., Lau, M., Shapiro, S., Carlson, L., Anderson, N. D., Carmody, J. … Devins, G. (2004). Mindfulness: A proposed operational definition. *Clinical Psychology: Science and Practice, 11*(3), 230-241. doi: 10.1093/clipsy/bph007	Undefined	Attention Control, Openness	self-regulation of attention, orientation to experience

Mindfulness Roeser, R. W. (2014). The emergence of mindfulness-based interventions in educational settings. In *Motivational interventions* (pp. 379-419).	School Age		focused attention, mindfulness, emotion regulation, experiential self-awareness, self-compassion, social-perspective taking, empathic curiosity, kindness, social connection/trust, generosity, altruism
Positive Youth Development – 19			
Ways of Being: A Model for Social & Emotional Learning Blyth, D., Olson, B., & Walker, K. (2015). Ways of Being: A Model for Social & Emotional Learning. Twin Cities, MN: University of Minnesota Extension: Youth Development Issue Brief. Retrieved from http://impact.sp2.upenn.edu/ostrc/newsletter/documents/WaysofBeing_000.pdf	young people, youth		Ways of feeling, Ways of relating, Ways of doing
Towards a conceptual model of youth leadership development Redmond, S. & Dolan, P. (2014). Towards a conceptual model of youth leadership development. *Child & Family Social Work, 21*(3), 261-271. doi: 10.1111/cfs.12146	any young person involved in leadership		social emotional intelligence, collaboration, articulation, insight & knowledge
Targeting Life Skills Model Norman, M. N. & Jordan, J. C. (2006). Targeting life skills in 4-H. Gainesville, FL: University of Florida IFAS Extension. Retrieved from http://edis.ifas.ufl.edu/4h242	youth		community service/volunteering, leadership, contributions to group effort, responsible citizenship, marketable skills, teamwork, self-motivation, self-esteem, self-responsibility, character, managing feelings, self-discipline, healthy lifestyle choices, stress management, disease prevention, personal safety, learning to learn, decision making critical thinking, service learning, problem solving, goal setting, planning/organizing, wise use of resources, keeping records, resiliency, communication, cooperation, social skills, conflict resolution, accepting differences, concern for others, empathy, sharing, nurturing relationships
Helping teens develop healthy social skills and relationships: What the research shows about navigating adolescence Hair, E. C., Jager, J., & Garrett, S. B. (2002). *Helping teens develop healthy social skills and relationships: What the research shows about navigating adolescence.* Washington, DC: Child Trends. Retrieved from https://www.childtrends.org/wp-	teen/ “adolescence”		conflict resolution, intimacy, prosocial behaviors, self-control/behavior regulation, social confidence, empathy

content/uploads/2002/07/Child_Trends-2002_07_01_RB_TeenSocialSkills.pdf			
*Developmental Assets model Search Institute (2017). 40 Developmental Assets for Adolescents. Minneapolis, MN: Author. Retrieved from: http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18	Adolescents	Working Memory and Planning Skills, Inhibitory Control, Critical Thinking, Empathy/Perspective-Taking, Conflict Resolution/Social Problem-Solving, Prosocial/ Cooperative Behavior, Ethical Values, Performance Values, Civic Values, Intellectual Values, Self-Knowledge, Self-Esteem	defend and assert rights, interests, limits, needs, achievement motivation, school engagement, homework, bonding to school, reading for pleasure, caring, equality and social justice, integrity, honesty, Responsibility, restraint, planning and decision making, interpersonal competence, cultural competence, resistance skills, peaceful conflict resolution, personal power, self-esteem, sense of purpose
Middle Years Development Instrument Schonert-Reichl, K., Guhn, M., Gadermann, A., Hymel, S., Sweiss, L., & Hertzman, C. (2013). Development and validation of the Middle Years Development Instrument (MDI): Assessing children's well-being and assets across multiple contexts. *Social Indicators Research*, 114(2), 345-369. doi:10.1007/s11205-012-0149-y	middle childhood; 6-12 years		Empathy, optimism, prosocial behavior, self-concept, satisfaction with life, psychological well-being, connectedness, constructive use of after-school time, academic self-efficacy, future goals and ambitions
*Five C's of Positive Youth Development Zarrett, N., & Lerner, R. M. (2008). Ways to promote the positive development of children and youth. *Child Trends*, *11*, 1-5.	Youth	Critical Thinking, Empathy/Perspective-Taking, Conflict Resolution/Social Problem-Solving, Prosocial/Cooperative Behavior, Ethical Values, Civic Values, Self-Knowledge, Purpose, Self-efficacy/Growth mindset, Self-esteem	Social Competence, Cognitive Competence, Academic Competence, Health Competence, Vocational Competence, Positive self-worth and self-efficacy, Positive bonds with people and institutions (i.e., peers, family, school, community), Respect for societal and cultural norms, "possession of standards for correct behaviors," a sense of right and wrong (morality), Integrity, A sense of sympathy and empathy for others, Contributions to self, family, community, and to the institutions of a civil society
The Clover Model Program in Education, Afterschool & Resiliency (2015). The Clover Model. Retrieved from http://www.pearweb.org/about/Clover.html	All Ages		Assertiveness, belonging, reflection, active engagement
*Definition and Selection of Key Competencies (DeSeCo) Rychen, D. S., & Salganik, L. H. (Eds.) (2003). *Key competencies for successful life and well-functioning society*. Cambridge, MA: Hogrefe & Huber.	middle childhood to late adolescence	Cognitive Flexibility, Critical Thinking, Emotional and Behavioral Regulation, Empathy/Perspective-Taking, Understanding Social Cues, Conflict Resolution/Social Problem-Solving, Prosocial/Cooperative Behavior, Ethical Values, Intellectual Values, Self-Knowledge, Purpose	defend and assert rights, interests, limits, needs

*Core Competencies for positive youth development and Risk Prevention Guerra, N. G. & Bradshaw, C. P. (2008). Linking the prevention of problem behaviors and positive youth development: Core competencies for positive youth development and risk prevention. *New Directions for Child and Adolescent Development, 122*, 1-17. doi: 10.1002/cd.225	adolescence, youth	Inhibitory Control, Critical Thinking, Emotional and Behavioral Regulation, Empathy/Perspective-taking, Prosocial/Cooperative Behavior, Ethical Values, Civic Values, Self-Knowledge, Self-Efficacy/Growth Mindset, Self-Esteem	A Positive Sense of Self, self-control, decision-making skills, moral system of belief, prosocial connectedness
Foundations for young adult success: A developmental framework. Nagaoka, J., Farrington, C. A., Ehrlich, S. B., Heath, R. D., Johnson, D. W., Dickson, S., … Hayes, K. (2015). *Foundations for young adult success: A developmental framework*. Chicago, IL: Consortium on Chicago School Research.	Young Adulthood	Attention Control, Working Memory and Planning Skills, Inhibitory Control, Cognitive Flexibility, Critical Thinking, Emotional Knowledge and Expression, Emotional and Behavioral Regulation, Prosocial/Cooperative Behavior, Ethical Values, Performance Values, Civic Values, Intellectual Values, Openness, Self-Knowledge, Self-efficacy/Growth mindset	awareness of oneself and surrounding, agency, integrated identity, competencies, self-regulation, knowledge & skills, mindsets, values
Achieving, Connecting, Thriving Boston After School & Beyond. (2017). Achieve-Connect-Thrive (ACT) skills framework. Retrieved from http://bostonbeyond.org/initiatives/act_framework/	middle childhood to late adolescence		critical thinking, creativity, goal focus, organization, relationships, communication, teamwork, respect, wellbeing, drive, efficacy, awareness of self and others
Childhood Adultification in Economically Disadvantaged Families: A Conceptual Model Burton, L. (2007). Childhood adultification in economically disadvantaged families: A conceptual model. *Family Relations, 56*(4), 329-345. doi: 10.1111/j.1741-3729.2007.00463.x	infancy to late adolescence		self-confidence, “sense of mattering” in the family, responsible behaviors, life skills and problem solving competence, heightened social awareness, empathy, capable leadership
Developmental Taxonomy of Pathway Skills Jones, S. & Savitz-Romer. (2013). A developmental taxonomy of pathway skills: Toward a coherent framework for non-cognitive and social-emotional predictors of college and career readiness.	early childhood to young adulthood		executive function, self-control, social emotional learning, motivation, mindset, approaches to learning, identity, autonomy, self-efficacy, goal-setting, Initiative, goal commitment, flexibility, adaptability
Emerging adulthood: A theory of development from the late teens through early twenties	Emerging Adulthood		accepting responsibility for one’s self, making independent decisions, becoming financially independent, identify exploration

Arnett, J. J. (2000) Emerging adulthood: a theory of development from the late teens through early twenties. American Psychologist, 55(5), 469-480			
The structure and coherence of competence from childhood through adolescence Masten, A. S., Coatsworth, J. D., Neemann, J., Gest, S. D., Tellegen, A., & Garmezy, N. (1995). The structure and coherence of competence from childhood through adolescence. *Child Development, 66*(6), 1635-1659. doi: 10.2307/1131901	childhood through adolescence		learning to read and write a language, learning basic math, attending and behaving appropriately at school, following rules for behavior at home, school, public places, getting along with peers in school, making friends with peers
Positive development of minority children Cabrera, N. J., Beeghly, M., & Eisenberg, N. (2012). Positive development of minority children: Introduction to the special issue. *Child Development Perspectives*, *6*(3), 207-209. doi: 10.1111/j.1750-8606.2012.00253.x	early childhood through adolescence		self-regulation, prosocial behavior, narrative skills, executive control, formation of strong ethnic identity—individual, formation of group-based ethnic, identity/collective efficacy, civic engagement
A conceptual framework for early adolescence Blum, R. R., Astone, N. M., Decker, M. R., & Mouli, C. (2014). A conceptual framework for early adolescence: A platform for research. *International Journal of Adolescent Medicine and Health, 26*(3), 321-331. doi: 10.1515/ijamh-2013-0327	early adolescence		engagement in learning, emotional & physical safety, positive sense of self/self-efficacy, life & decision making skills
*Critical consciousness development Diemer, M. A. & Li, C. H. (2011). Critical consciousness development and participation among marginalized youth. Child Development, 82(6), 1815-1833.	Undefined	Critical Thinking, Prosocial/Cooperative Behavior, Civic Values, Intellectual Values, Self-Knowledge, Purpose, Self-efficacy/Growth mindset	discusses different sociopolitical opinions at school, students make up their own minds at school, has knowledge of learned racism & injustice in US system, can identify which political party is more conservative, knowledge of Congress (majority necessary to override veto), knows who is eligible to vote in elections, can name Cabinet-level secretary and department, knowledge of countries with permanent UN seats, believes can make difference in community problems, believes has responsibility to make things better in society, believes that people who work together can make a difference, discusses events & news with family & friends, discussed politics in the home as a teenager, registered to vote, voted in previous (2004) election, voted often/plans to vote (actual & anticipated voting), has participated in protest, march, or demonstration, has signed an email petition re: social or political issue, has signed a written petition re: social or political issue, boycotted products or services, bought product or service because align with political or social values of the company

Psychology – 11			
*Bar-On Model of Emotional-Social Intelligence (ESI) Bar-On, R. (2006). The Bar-On model of emotional-social intelligence (ESI). Psicothema, 18, suppl., 13-25.	children, adolescents, adults	Inhibitory Control, Cognitive Flexibility, Critical Thinking, Emotional Knowledge and Expression, Emotional and Behavioral Regulation, Empathy/Perspective-Taking, Conflict Resolution/Social Problem-Solving, Prosocial/Cooperative Behavior, Civic Values, Optimism, Openness, Self-Knowledge, Purpose, Self-efficacy/Growth mindset, Self-esteem	Self-Regard, Emotional Self-Awareness, Assertiveness, Independence, Self-actualization, Empathy, Social Responsibility, Interpersonal Relationship, Stress Tolerance, Impulse Control, Reality-Testing, Flexibility, Problem-Solving, Optimism, Happiness
Big Five Trait Taxonomy John, O. P., Naumann, L. P., & Soto, C. J. (2008). Paradigm shift to the integrative big five trait taxonomy. Handbook of personality: Theory and research, 3, 114-158. John, O. P., & Srivastava, S. (1999). The Big Five trait taxonomy: History, measurement, and theoretical perspectives. Handbook of personality: Theory and research, 2(1999), 102-138.	framed as a general theory for all ages		Extraversion, agreeableness, conscientiousness, neuroticism, openness
*Denham's Framework for Social–Emotional Competence Denham, S. A. (2005). Assessing social-emotional development in children from a longitudinal perspective for the National Children's Study: Social-emotional compendium of measures. Fairfax, VA: George Mason University. Retrieved from https://www.researchgate.net/profile/Susanne_Denham/publication/237112309_Assessing_Social-Emotional_Development_in_Children_From_a_Longitudinal_Perspective_for_the_National_Children's_Study/links/54be7e560cf218da9391ef11.pdf	children	Attention Control, Inhibitory Control, Emotional Knowledge and Expression, Emotional and Behavioral Regulation, Empathy/ Perspective-taking, Conflict Resolution/Social Problem-Solving, Prosocial/Cooperative Behavior, Self-Knowledge	understanding self-emotions, emotional and behavioral regulation, understanding emotions, empathy/sympathy, cooperation, listening skills, turn-taking, seeking help, social problem solving
Emotion work and psychological well-being Zapf, D. (2002). Emotion work and psychological well-being: A review of the literature and some	all ages, but especially employees		Automatic emotion regulation, Surface acting, Deep acting, Emotional dissonance, Deliberative dissonance acting

conceptual considerations. Human resource management review, 12(2), 237-268.			
Emotional Intelligence Goleman, D. (1996). *Emotional intelligence.* New York, NY: Bantam.	Not Determined*		Emotional self-awareness, Understanding of others, Identification, Empathy, Differentiation between internal and external emotional states, Expressiveness, Emotional self-efficacy
*Four Branch Model of Emotional Intelligence Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2001). Emotional intelligence as standard intelligence. *Emotion, 1*(3), 232-242. doi: 10.1037//1528-3542.1.3.23	Undefined	Emotional Knowledge and Expression, Emotional and Behavioral Regulation	managing emotion, understanding emotions, facilitating thought with emotion, perceiving emotion
Implicit theories about human attributes Dweck, C. S., Chiu, C., & Hong, Y. (1995). Implicit theories and their role in judgments and reactions: A world from two perspectives. Psychological Inquiry, 6, 267–285. doi:10.1207/s15327965pli0604_1; Other key papers: Dweck, C. S., &Elliott, E. S. (1983). Achievement motivation. In P. H. Mussen & E. M. Hetherington (Eds.), Handbook of child psychology: Vol. IV. Social and personality development (pp. 643-691). New York: Wiley. Dweck, C. S., & Leggett, E. L. (1988). A social cognitive approach to motivation and personality. Psychological Review, 95, 256-273.	People		entity theory/beliefs, incremental theory/beliefs
PERMA Seligman, M. (2001). Flourish: A visionary new understanding of happiness and well-being. NY: Free Press.	Undefined		positive emotion, engagement, relationships, meaning, achievement
Sociopolitical Development Model Watts, R. J., Williams, N. C., & Jagers, R. J. (2003). Sociopolitical development. American Journal of Community Psychology, 31(1/2), 185-194.	Undefined		acritical stage, adaptive stage, precritical stage, critical stage, liberation stage
The Ability Model of Emotional Intelligence Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. Emotion Review, 8(4), 290-300. DOI: 10.1177/1754073916639667	Undefined		identify deceptive or dishonest emotional expressions, Discriminate accurate vs. inaccurate emotional expressions, Understand how emotions are displayed depending on context and culture, Express emotions accurately when desired, Perceive emotional content in the environment, visual arts, and music, Perceive emotions in other people through their vocal cues, facial expression, language, and behavior,

			Identify emotions in one's own physical states, feelings, and thoughts, Select problems based on how one's ongoing emotional state might facilitate cognition, Leverage mood swings to generate different cognitive perspectives, Prioritize thinking by directing attention according to present feeling, Generate emotions as a means to relate to experiences of another person, Generate emotions as an aid to judgment and memory, Recognize cultural differences in the evaluation of emotions, Understand how a person might feel in the future or under certain conditions (affective forecasting), Recognize likely transitions among emotions such as from anger to satisfaction, Understand complex and mixed emotions, Differentiate between moods and emotions, Appraise the situations that are likely to elicit emotions, Determine the antecedents, meanings, and consequences of emotions, Label emotions and recognize relations among them, Effectively manage others' emotions to achieve a desired outcome, Effectively manage one's own emotions to achieve a desired outcome, Evaluate strategies to maintain, reduce, or intensify an emotional response, Monitor emotional reactions to determine their reasonableness, Engage with emotions if they are helpful; disengage if not, Stay open to pleasant and unpleasant feelings, as needed, and to the information they convey
*The Positive Educational Practices (PEPs) Framework Noble, T., & McGrath, H. (2008). The positive educational practices framework: A tool for facilitating the work of educational psychologists in promoting pupil wellbeing. *Educational and child psychology*, *25*(2), 119-134.	pupils, children (likely K-12)	Inhibitory Control, Critical Thinking, Emotional Knowledge and Expression, Emotional and Behavioral Regulation, Empathy/Perspective-Taking, Conflict Resolution/Social Problem-Solving, Prosocial/Cooperative Behavior, Ethical Values, Performance Values, Optimism, Self-Knowledge, Purpose, Self-efficacy/Growth mindset	pro-social values, resilience skills, social skills, emotional literacy skills, personal achievement skills
Public Health – 3			
Assessing parenting capacity National Society for the Prevention of Cruelty to Children. (2014, February). Assessing parenting capacity: An NSPCC factsheet. Retrieved from https://www.nspcc.org.uk/globalassets/documents/information-service/factsheet-assessing-parenting-capacity.pdf	Adults		basic care, ensuring safety, emotional warmth, stimulation, guidance and boundaries, stability
*Epidemiological assessment of social-emotional development (unnamed)	preschool/early children, grade	Emotional Knowledge and Expression, Emotional and	social competence, attachment, emotional competence, self-perceived competence, temperament/personality

Denham, S. A., Wyatt, T., Bassett, H. H., Echeverria, D., & Knox, S. (2009). Assessing social-emotional development in children from a longitudinal perspective. *Journal of Epidemiology and Community Health, 63*, 37-52. doi: 10.1136/jech.2007.070797	school, adolescence, late adolescence/early adulthood	Behavioral Regulation, Empathy/Perspective-Taking, Prosocial/Cooperative Behavior, Self-Knowledge, Self-efficacy/Growth mindset	
Theory of Triadic Influence Flay, B.R., & Schure, M.B. (2013). The Theory of Triadic Influence. In A. C. B. S. C Wagneaar (Eds.), *Public health law research* (pp 310-340). Somerset: John Wiley & Sons, Incorporated. Retrieved from http://ebookcentral.proquest.com/lib/vand/detail.action?docID=1187722	Undefined		interpersonal stream, intrapersonal stream, cultural-attitudinal stream, sense of self-control, social competence, interpersonal bonding, others' behaviors and attitudes, interactions with social institutions, information and opportunities, self-determination, social and general skills, motivation to comply, perceived norms, values and evaluations, knowledge and expectancies, self-efficacy, behavioral control, social normative beliefs, attitudes toward behavior, decisions and intentions, trial behavior
Resilience – 8			
Emerging perspectives on context specificity of children's adaptation and resilience Wyman, P. A. (2003). Emerging perspectives on context specificity of children's adaptation and resilience: Evidence from a decade of research with urban children in adversity. In S. S. Luthar, *Resilience and vulnerability: Adaptation in the context of childhood adversities.* Cambridge, UK: Cambridge University Press.	Children		empathy and acceptance of other children's emotional expressiveness, preference for prosocial solutions to interpersonal problems, realistic control attributions, self-efficacy
A Risk and Resilience Framework for Child, Youth, and Family Policy Jenson, J. M. & Fraser, M. W. (2011). A risk and resilience framework for child, youth, and family policy. In J. M. Jenson & M. W. Fraser, *Social policy for children and families: A risk and resilience perspective* (pp. 5-24). New York, NY: Sage.	childhood and adolescence		opportunities for education, employment, and other pro-social activities, caring relationships with adults or extended family members, social support from non-family members, attachment to parents, caring relationships with siblings, low parental conflict, high levels of commitment to school, involvement in conventional activities, belief in pro-social norms and values, social and problem solving skills, positive attitude, temperament, high intelligence, low childhood stress
*Youth Resilience Framework Rew, L., & Horner, S. D. (2003). Youth resilience framework for reducing health-risk behaviors in adolescents. *Journal of Pediatric Nursing*, *18*(6), 379-388.	adolescent/young adult	Critical Thinking, Emotional and Behavioral Regulation, Prosocial/ Cooperative Behavior, Optimism, Openness, Self-esteem	Competence, coping skills, humor, connectedness, knowledge of health behaviors & risks
Attachment, Regulation, and Competency Framework (ARC)	early childhood through adolescence and their caregivers		Attunement, consistent response, identification, modulation, expression, executive functions, self-development

Kinniburgh, K., Blaustein, M., Spinazzola J. & van der Kolk, B. (2005). Attachment, Self-Regulation & Competency. *Psychiatric Annals, 35* (5), 424-430. Retrieved from http://www.traumacenter.org/products/pdf_files/ARC%20Intervention%20Framework.pdf			
Youth Thrive Harper Browne, C., Notkin, S., Schneider-Muñoz, A., & Zimmerman, F. (2015). Youth Thrive: A framework to help adolescents overcome trauma and thrive. *Journal of Child and Youth Care Work, 25,* 33-52. Retrieved from http://www.cssp.org/reform/child-welfare/youththrive/body/Youth-Thrive-A-Framework-to-Help-Adolescents-Overcome-Trauma-and-Thrive.pdf	middle childhood to young adulthood		youth resilience, managing the stressors of daily life and functioning well when faced with challenges, adversity, and trauma, calling forth one's inner strength to proactively meet personal challenges, manage adversities, and heal the effects of trauma, having a positive attitude about life and oneself, believing that one's life is important and meaningful, becoming more self-confident and self-efficacious, having faith; feeling hopeful and optimistic, envisioning positive future possibilities, believing that one can make and achieve goals, working with purpose to achieve goals, facing challenges and making productive decisions about addressing challenges, seeking help when needed, thinking about and being accountable for one's actions and the consequences of one's actions, managing anger, anxiety, sadness, feelings of loneliness, and other negative feelings, learning from failure, Building a trusting relationship with at least one caring and competent adult, Being constructively engaged in social institutions (e.g., school, religious communities, recreational facilities) that are safe, stable, and equitable, Building a trusting relationship with positive, optimistic, mutually respectful peers who have similar values, Having a sense of connectedness that enables youth to feel loved, secure, confident, valued, and empowered to "give back" to others, Encouraging parents, adults who work with youth, and youth themselves to increase their knowledge and understanding about adolescent development, Seeking, acquiring, and using accurate information, being able to identify, find, and receive the basic necessities everyone deserves, as well as specialized services (e.g., medical, mental health, social, educational, or legal), being resourceful, understanding one's rights in accessing eligible services, navigating through service systems, seeking help when needed, being treated respectfully and with dignity when seeking and receiving services, developing executive function skills (e.g., considering potential consequences; seeing alternate solutions to problems), engaging in self-regulating behaviors (e.g., control of thinking and feelings; staying on task in the face of distractions), developing character strengths (e.g., persistence, gratitude, integrity), experiencing positive emotions (e.g., joy, optimism, faith, compassion for others), taking responsibility for one's self and one's decisions, developing self-awareness, self-esteem, self-efficacy, and self-compassion, committing to and preparing to achieve productive goals, having both positive images of the person one wants to become and negative images of the

			person one wants to avoid becoming, as well as plans to achieve the possible selves
*Trauma Affect Regulation: Guide to Education and Therapy (TARGET) Ford, J. D., & Russo, E. (2006). A trauma-focused, present-centered, emotional self-regulation approach to integrated treatment for post-traumatic stress and addiction: Trauma Affect Regulation: Guide for Education and Therapy (TARGET). *American Journal of Psychotherapy, 60,* 335-355.	youth through adult	Attention Control, Working Memory and Planning Skills, Inhibitory Control, Critical Thinking, Emotional Knowledge and Expression, Emotional and Behavioral Regulation	focus the mind on one thought at a time, recognize current triggers for "alarm" reactions, distinguish reactive versus adaptive emotions, evaluate thoughts, define goals, define behavioral options, gain control of "alarm" reactions
*Resilience in African American Children and Adolescents: A Vision for Optimal Development American Psychological Association Task Force on Resilience and Strength in Black Children and Adolescents. (2008). Resilience in African American children and adolescents: A vision for optimal development. Washington, DC: American Psychological Association. Retrieved from http://www.apa.org/pi/families/resources/resilienc erpt.pdf	middle childhood to adolescents	Cognitive Flexibility, Critical Thinking, Emotional Knowledge and Expression, Emotional and Behavioral Regulation, Empathy/ Perspective-Taking, Understanding Social Cues, Prosocial/Cooperative Behavior, Ethical Values, Performance Values, Civic Values, Openness, Self-Knowledge, Purpose, Self-efficacy/Growth mindset, Self-esteem	critical-mindednesss, active engagement, flexibility, communalism, identity development, emotional development, social development, cognitive development, physical health and development
Core Character Competencies and Positive Youth Development Resiliency Initiatives. (2012). Core character competencies and positive youth development. Retrieved from www.resiliencyinitiatives.ca/cms/wp.../CORE_COMPETENCIES-Dec-10-2012.pdf	early childhood to teenage years		Social connectedness, Managing ambiguity, adaptability, sense of agency, moral directedness, strengths-based aptitude, emotional connectedness, persistence, passion, spiritual eagerness
Workforce – 18			
Building Blocks Model U.S. Department of Labor Employment and Training Administration. (n.d.). Building blocks model. Retrieved from https://www.careeronestop.org/competencymodel/competency-models/building-blocks-model.aspx	young adults and adults		demonstrating sensitivity/empathy, demonstrating insight into behavior, maintaining open relationships, respecting diversity, Integrity, demonstrating self-control, maintaining a positive attitude, social responsibility, professional appearance, Initiative, Dependability & reliability, Adaptability & flexibility, Lifelong learning, Teamwork, Planning & organizing, Problem solving & decision-making, Customer focus, Creative thinking, Communication, Critical & analytic thinking
*Employability Skills Framework	late adolescence and early adulthood	Working Memory and Planning Skills, Cognitive Flexibility, Critical	Interpersonal skills, Personal qualities, Critical thinking skills, demonstrates responsibility & self-discipline, adapts and shows flexibility,

U.S. Department of Education, Office of Career, Technical, and Adult Education. (2015). *Employability skills framework.* Retrieved from http://cte.ed.gov/employabilityskills/index.php/framework/index		Thinking, Empathy/Perspective-Taking, Understanding Social Cues, Conflict Resolution/Social Problem-Solving, Prosocial/Cooperative Behavior, Ethical Values, Performance Values, Intellectual Values, Optimism, Openness, Self-Knowledge, Purpose, Self-efficacy/Growth mindset, Self-esteem	works independently, demonstrates a willingness to learn, demonstrates integrity, demonstrates professionalism, takes initiative, displays positive attitude and sense of self-worth, takes responsibility for professional growth, thinks critically, thinks creatively, makes sound decision, solves problems, reasons, plans and organizes, understands teamwork and works with others, responds to customer needs, exercises leadership, negotiates to resolve conflicts, respects individual differences, Resource management skills, Information use skills, communication skills, systems thinking, technology use
*Workforce Connections Lippman, L. H., Ryber, R., Carney, R., & Moore, K. A. (2015) Workforce Connections: Key soft skills that foster youth workforce success: Toward a consensus across fields. Washington, DC: Child Trends. Retrieved from https://www.usaid.gov/sites/default/files/documents/1865/KeySoftSkills.pdf	young adults and adults	Inhibitory Control, Critical Thinking, Emotional and Behavioral Regulation, Understanding Social Cues, Conflict Resolution/Social Problem-Solving, Prosocial/ Cooperative Behavior, Ethical Values	respecting others, using context-appropriate behavior, resolving conflict, communication, higher order thinking, delay gratification, control impulses, and focus attention, manage emotions, regulate behavior
Measuring employability skills: *A rapid review to inform development of tools for project evaluation Blades, R., Fauth, B., & Gibb, J. (2012). Measuring employability skills: A rapid review to inform development of tools for project evaluation. London: National Children's Bureau. Retrieved from http://www.partners4value.lt/wp-content/uploads/2015/10/Measuring-Employability-Skills.pdf	young people	Attention Control, Working Memory and Planning Skills, Emotional and Behavioral Regulation, Empathy/ Perspective-Taking, Understanding Social Cues, Prosocial/Cooperative Behavior, Performance Values, Intellectual Values, Optimism, Self-Knowledge, Self-efficacy/Growth mindset, Self-esteem	Confidence, Self-esteem, Motivation, self-efficacy, Social/interpersonal skills, Communication skills, Teamwork, assertiveness, Self-control, Reliability, positive attitude, Presentation, Planning, Problem-solving, prioritizing
Soft skills and the minority work force: A guide for informed discussion Conrad, C. A. (1999.) Soft skills and the minority workforce: A guide for informed discussion. Washington, DC: Joint Center for Political and Economic Studies. Retrieved from https://eric.ed.gov/?id=ED441901	Undefined		Identifies problems, considers and evaluates alternative solutions weighing their risks and benefits, formulates and reaches decisions logically, separates fact from opinion, adjusts to unanticipated situations by applying established rules and facts, works out new ways, determines what is needed to accomplish work assignments, communicates in oral messages appropriate to listeners and situations, understands and gives instructions, obtains, clarifies, and verifies information through questioning, displays self-esteem, knows self-management, takes responsibility, expresses willingness to learn, is motivated, understands need for organization, supervision, rules, policies, and procedures, conducts self according to the expressed or unexpressed norms of a group and participates according to his or her talents, demonstrates respect for opinions, customs, and individual differences of others,

			handles conflict maturely, participates in group decisions, appreciates the importance and value of humor, offers and accepts criticism constructively
Work Ready Now! EDC Work Readiness Program Education Development Corporation. (n.d.) *Work Ready Now!* Retrieved from https://www.edc.org/work-ready-now-wrn	adolescents to young adults		learning styles & learning strategies, values & interests, tracking progress, assessing skills, goal setting, communication in the workplace, working as a team member, following instructions, speaking and listening, customer service, giving feedback, workplace behaviors & attitudes, identifying and applying for jobs, balancing work and home life, time management, interviewing, organizing and motivating others, leadership styles, effective leaders, conflict resolution, problem solving, team building, healthy lifestyles, stress management, knowing health/safety laws and practices, knowing workers' rights, labor laws, & employee responsibilities, saving, budgeting, managing money, making financial decisions, risk taking, readiness for entrepreneurship, knowing types of businesses and businesspeople
Employability Skills Profile Bloom, M. R. & Kitagawa, K. G. (1999). Understanding employability skills. Ottawa, ON: The Conference Board of Canada. Retrieved from http://www.conferenceboard.ca/libraries/educ_public/emskill.sflb	mentions students, as well as K-16 institutions		Understand and speak the languages in which business is conducted, Listen to understand and learn, Read, comprehend and use written materials, including graphs, charts and displays, Write effectively in the languages in which business is conducted, Think critically and act logically to evaluate situations, solve problems and make decisions, Understand and solve problems involving mathematics and use the results, Use technology, instruments, tools and information systems effectively, Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences), Continue to learn for life, Self-esteem and confidence, Honesty, integrity and personal ethics, A positive attitude toward learning, growth and personal health, Initiative, energy and persistence to get the job done, The ability to set goals and priorities in work and personal life, The ability to plan and manage time, money and other resources to achieve goals, Accountability for actions taken, A positive attitude toward change, Recognition of and respect for people's diversity and individual differences, The ability to identify and suggest new ideas to get the job done—creativity, Understand and contribute to the organization's goals, Understand and work within the culture of the group, Plan and make decisions with others and support the outcomes, Respect the thoughts and opinions of others in the group, Exercise "give and take" to achieve group results, Seek a team approach as appropriate, Lead when appropriate, mobilizing the group for high performance, Domains of well-being
The Entrepreneurship Mindset Index Network for Teaching Entrepreneurship. (n.d.) Entrepreneurial Mindset Index. Retrieved from	young people	Cognitive Flexibility, Critical Thinking, Empathy/Perspective-Taking, Prosocial/Cooperative Behavior, Performance Values,	Initiative and self-direction, Flexibility & adaptability, Communication & collaboration, Creativity and innovation, Critical thinking & problem solving, Future orientation, Opportunity recognition, Comfort with risk

https://www.nfte.com/entrepreneurial-mindset-index		Intellectual Values, Openness, Purpose, Self-efficacy/Growth mindset	
Job Corps: Policy and Requirements Handbook US Department of Labor, Office of Job Corps. (2016). Job Corps policy and requirements handbook. Washington, DC: Author. Retrieved from http://www.jobcorps.gov/Libraries/pdf/prh.sflb	adolescents to early adulthood		Workplace relationships and ethics, interpersonal skills, Personal growth and development, Independent living, Career and personal planning, Communications, Multicultural awareness, Information management
*21st century competencies and their impact: An interdisciplinary literature review Finegold, D., & Notabartolo, A. S. (2008). 21st century competencies and their impact: An interdisciplinary literature review. Retrieved from http://www.hewlett.org/uploads/21st_Century_Competencies_Impact.pdf	Undefined	Working Memory and Planning Skills, Cognitive Flexibility, Critical Thinking, Prosocial/Cooperative Behavior, Ethical Values, Openness, Self-Efficacy/Growth Mindset	Analytic skills, Interpersonal skills, Ability to execute, Information processing, Capacity for change/learning
Soft Skills to Pay the Bills US Department of Labor Office of Disability Employment Programs. (n.d.) Soft skills to pay the bills. Washington, DC: Author. Retrieved from https://www.dol.gov/odep/topics/youth/softskills/softskills.pdf	Undefined		Communication, Networking, Enthusiasm & attitude, teamwork, problem solving and critical thinking, professionalism
SCANS Workplace Competencies US Department of Labor, Secretary's Commission on Achieving Necessary Skills. (1991). What work requires of schools. Washington, DC: Author. Retrieved from http://www.academicinnovations.com/report.html	young people		managing resources, interpersonal skills, working with information, applying systems knowledge, using technology, basic skills (e.g., reading, writing, speaking, listening), thinking/logic skills, personal qualities (e.g., self-esteem, self-management)
Vocational skill development among Native American adolescents: A test of the integrative contextual model of career development Turner, S. L., Trotter, M. J., Lapan, R. T., Czajka, K. A., Yang, P., & Brissett, A. E. A. (2006). Vocational skill development among Native American adolescents: A test of the integrative contextual model of career development. *Career Development Quarterly, 54*(3), 216-226. doi: 10.1002/j.2161-0045.2006.tb00153.x	Not Determined*		Career exploration, Person–environment fit, Goal setting, Social/prosocial/work readiness skills, Self-regulated learning, utilization of social support

*Framework for 21st Century Learning Partnership for 21st Century Learning. (2015). Framework for 21st Century Learning. Washington, DC: Author. Retrieved from http://www.p21.org/storage/documents/P21_framework_0515.pdf	Students	Working Memory and Planning Skills, Cognitive Flexibility, Critical Thinking, Empathy/Perspective-Taking, Understanding Social Cues, Prosocial/Cooperative Behavior, Ethical Values, Performance Values, Intellectual Values, Optimism, Openness, Self-efficacy/Growth mindset	adapt to change, be flexible, manage goals and time, work independently, be self-directed learners, interact effectively with others, work effectively in diverse teams, manage projects, produce results, guide and lead others, be responsible to others, think creatively, work creatively with others, implement innovations, reason effectively, use systems thinking, make judgments and decisions, solve problems, communicate clearly, collaborate with others, access and evaluate information, use and manage information, analyze media, create media products, apply technology effectively
Empowering adults to thrive at work Shechtman, N., Yarnall, L., Stites, R., & Cheng, B. (2016). Empowering adults to thrive at work: Personal success skills for 21st century jobs. A report on promising research and practice. Chicago, IL: Joyce Foundation.	Adults		knowledge and skills, mindsets, values, self-regulation, interpersonal competencies, intrapersonal competencies, cognitive competencies
*The PRACTICE model Guerra, N., Modecki, K., & Cunningham, W. (2014). Developing social-emotional skills for the labor market: The PRACTICE model. *World Bank Policy Research Working Paper*. Washington, DC: World Bank.	youth and adolescents	Attention Control, Working Memory and Planning Skills, Inhibitory Control, Cognitive Flexibility, Critical Thinking, Emotional Knowledge and Expression, Emotional and Behavioral Regulation, Empathy/Perspective-Taking, Understanding Social Cues, Conflict Resolution/Social Problem-Solving, Prosocial/Cooperative Behavior, Ethical Values, Performance Values, Civic Values, Intellectual Values, Optimism, Openness, Self-Knowledge, Purpose, Self-efficacy/Growth mindset, Self-esteem	social information processing, decision making, planning skills, stress resistance, perseverance, optimism, adaptability, mastery orientation, sense of purpose, motivation to learn, delay of gratification, impulse control, attentional focus, self-management, empathy, low aggression, communication skills, relationship skills, agency, internal locus of control, leadership, Self-efficacy, self-esteem, positive identity, honesty, fairness orientation
*Non-cognitive skills needed for labor market success (unnamed) Duckworth, K., Duncan, G. J., Kokko, K., Lyyra, A.-L., Metzger, M., Simonton, S., & others. (2012). The relative importance of adolescent skills and behaviors for adult earnings: A cross-national study. Department of Quantitative Social Science Working Paper, (12-03). Retrieved from http://inid.gse.uci.edu/files/2011/03/The-relative-importance-of-adolescent-earnings-INID-copy.pdf	13-16 years is a focal period	Attention Control, Inhibitory Control, Emotional and Behavioral Regulation, Conflict Resolution/Social Problem-Solving, Prosocial/Cooperative Behavior, Enthusiasm/Zest	absence of attention problems, absence of aggressive behavior, prosocial behavior, absence of withdrawal behavior

Sector Qualification Framework—Construction Brockmann, M., Clarke, L., & Winch, C. (2010). Bricklaying is more than Flemish bond. Lifelong Learning Programme.	apprentice; workers		Knowledge, skills, transversal abilities, social competence, self-competence

Appendix C. Chapter 5 Tables

Table C1. Measures and related subdomains

Elements in the following table include:

- Name of the instrument and source information (Note that measures marked with a ^ indicates that the measure is linked to a framework listed in the frameworks table)
- Ages and grades covered by instrument
- Competencies measured by instrument
- Subdomains related to the instrument's constructs (Note that constructs marked with an * indicate that there were no related subdomains)
- Information regarding who completes the tool
- Setting in which the tool has been used or can be used

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Academic Motivation Scale (AMS) http://www.jmu.edu/assessment/wm_library/Validity_Evidence_AMS.pdf Vallerand, R. J., Pelletier, L. G., Blais, M. R., Briere, N. M., Senecal, C., & Vallières, E. F. (1992). The Academic Motivation Scale: *A measure of intrinsic, extrinsic, and amotivation in education. Educational and Psychological Measurement, 52,* 1003–1017.	■ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Amotivation External regulation Introjected regulation Identified regulation Intrinsic motivation to know Intrinsic motivation to experience stimulation Intrinsic motivation to accomplish	Intellectual Values Performance Values Inhibitory Control	■ Self ■ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
Achenbach System of Empirically Based Assessment (ASEBA) www.aseba.org Copyright © 2010 Thomas M. Achenbach, Research Center for Children, Youth, & Families, One South Prospect Street, Burlington, VT 05401, USA. All rights reserved. Use, duplication, or disclosure by the United States Government is subject to the restrictions set forth in DFARS 252.227-7013(c)(1)(ii) and FAR 52.227-19.	■ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Adaptive functioning Syndrome DSM-oriented substance use*	Prosocial/Cooperative Behavior Conflict Resolution/Social Problem-Solving	■ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ■ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Battelle Developmental Inventory (BDI), 2nd Edition http://www.riversidepublishing.com/products/bdi2/ Newborg, J. (2005). *Battelle Developmental Inventory* (2nd ed.). Itasca, IL: Riverside Publishing.	■ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Adult interaction Expression of feelings and affect Self-concept Peer interaction Coping Social role	Prosocial/Cooperative Behavior Emotional Knowledge and Expression Self-Knowledge Emotional and Behavioral Regulation Civic Values	☐ Self ☐ Family ■ Teacher/staff ☐ Peer ■ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Behavior Assessment System for Children (BASC), Third Edition http://www.pearsonassessments.com/basc.aspx Reynolds, C. R., & Kamphaus, R. W. (2015). *Behavior Assessment System for Children Manual* (3rd ed.). Bloomington, MN: Pearson Clinical Assessment.	■ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Externalizing problems Internalizing problems School problems Adaptive skills	Prosocial/Cooperative Behavior Emotional and Behavioral Regulation	■ Self ■ Family ■ Teacher/staff ☐ Peer ■ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
Devereux Early Childhood Assessment (DECA) for Preschoolers, Second Edition http://www.centerforresilientchildren.org LeBuffe, P. A., & Naglieri, J. A. (2012). *Devereux Early Childhood Assessment* (DECA) for Preschoolers (2nd ed.). Lewisville, NC: Kaplan Early Learning Company.	■ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Total protective factors (TPFs)* Initiative Self-regulation Attachment/ relationships	Prosocial/Cooperative Behavior Inhibitory Control	☐ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Minnesota Preschool Affect Checklist (MPAC) www.cehd.umn.edu/icd/research/parent-child/ Denham, S. A., & Burton, R. (1996). A social-emotional intervention for at-risk 4-year-olds. *Journal of School Psychology, 34*, 225–245.	■ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Expression and regulation of positive affect Expression and regulation of negative affect Inappropriate affect Productive involvement in purposeful activity* Unproductive, unfocused use of personal energy* Lapses in impulse control Positive reactions to frustration Skills in peer leading and joining Isolation Hostility/aggression Prosocial response	Emotional and Behavior Regulation Inhibitory Control Prosocial/Cooperative Behavior Emotional Knowledge and Expression	☐ Self ☐ Family ☐ Teacher/staff ☐ Peer ■ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Penn Interactive Preschool Play Scales (PIPPS) McWayne, C., SekiN, V., Hampton, G., & Fantuzzo, J. (2002). *Manual: Penn Interactive Peer Play Scale. Teacher and parent rating scales for preschool and kindergarten children*. Philadelphia, PA: University of Pennsylvania.	■ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Play interaction Play disruption Play disconnection	Prosocial/Cooperative Behavior	☐ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Preschool Self-Regulation Assessment (PSRA Smith-Donald, R., & Raver, C. *Emotion Matters Protocol*. Unpublished manuscript, University of Chicago.	■ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Emotion Regulation Attention/Impulsivity	Emotional and Behavioral Regulation Attention Control	☐ Self ☐ Family ☐ Teacher/staff ☐ Peer ■ Observation ■ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Social Competence/Behavior Evaluation—30 (SCBE-30) LaFreniere, P. J., & Dumas, J. E. (1995). *Social Competence and Behavior Evaluation* (Preschool ed.). Los Angeles, CA: Western Psychological Services.	■ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Anger/aggression Cooperation/ sensitivity Anxiety/withdrawal	Prosocial/Cooperative Behavior Emotional and Behavioral Regulation	☐ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Social Skills Improvement System (SSIS) http://www.pearsonclinical.com/education/products/100000322/social-skillsimprovement-systemssis-rating-scales.html Gresham, F. M., & Elliott, S. N. (2008). *Social Skills Improvement System Rating Scales*. Minneapolis, MN: NCS Pearson. Distributed by Pearson	■ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Communication Cooperation Assertion Responsibility Empathy Engagement Self-Control Problem Behaviors Externalizing Bullying Hyperactivity/ Inattention Internalizing Autism Spectrum* Reading Achievement Math Achievement Motivation to learn	Prosocial/Cooperative Behavior Emotional and Behavior Regulation Empathy/Perspective Taking Inhibitory Control Attention Control Performance Values Intellectual Values	■ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ■ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Positive Youth Development Student Questionnaire (Short Form, SF) (Very Short Form, VSF) http://ase.tufts.edu/iaryd/default.htm Lerner, R. M., Lerner, J. V., Almerigi, J., Theokas, C., Phelps, E., Gestsdottir, S., et al. (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of *Positive Youth Development. Journal of Early Adolescence, 25*(1), 17–71.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Academic Skills Assets/Resiliency Emotional well-being Family Support Healthy Lifestyles* Peer Relationships/Social Competence Positive Behavior Problem solving/decision making Self-Concept	Intellectual Values Emotional and Behavioral Regulation Prosocial/Cooperative Behavior Conflict Resolution/Social Problem-Solving Self-Knowledge	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ☐ Other
Academic Competence Evaluation Scales http://www.pearsonclinical.com/products/100000402/academic-competenceevaluation-scales-aces.html#tab-details DiPerna, J. C., & Elliott, S. N. (1999). The development and validation of the Academic Competence Evaluation Scales. *Journal of Psychoeducational Assessment, 17*, 207–225.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Interpersonal skills* Motivation Engagement Study skills Academic skills	Prosocial/Cooperative Behavior Performance Values Intellectual Values	☐ Self ☐ Family ■ Teacher/staff ☐ Peer ■ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
Behavioral and Emotional Rating Scale; Second Edition (BERS-2) http://www.proedinc.com/customer/productView.aspx?ID=3430 Epstein, M. H., & Sharma, H. M. (1998). *Behavioral and Emotional Rating Scale: A strength based approach to assessment*. Austin, TX: PRO-ED.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Interpersonal strength* Involvement with family Intrapersonal strength* School functioning Affective strength	Understanding Social Cues Conflict Resolution/Social Problem-Solving Prosocial/Cooperative Behavior Self-Efficacy/Growth Mindset Emotional Knowledge and Expression Emotional and Behavioral Strength	■ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Behavior Intervention Monitoring Assessment System (BIMAS) http://www.intensiveintervention.org/chart/behavioralprogress-monitoringtools/13028#sthash.NZZVLRtW.dpuf McDougal, J. L., Bardos, A. N., & Meier, S. T. (2011). *Behavior Intervention Monitoring Assessment System Technical Manual*. Toronto, Canada: Multi-Health Systems.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Behavioral concern scales Conduct Negative affect Cognitive/attention Adaptive scales Social functioning Academic functioning	Prosocial/Cooperative Behavior Emotional and Behavioral Regulation Attention Control Conflict Resolution/Social Problem-Solving Intellectual Values	■ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ■ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Child Rating Scale (CRS), Parent-Child Rating Scale (P-CRS), and Teacher-Child Rating Scale (T-CRS) https://www.childrensinstitute.net/store/assessments Hightower, A. D., Cowen, E. L., Spinell, P., Lotyczewski, B. S., Guare, J. C., Rohrbeck, C. A., et al. (1987). The Child Rating Scale: The development of a socioemotional self-rating scale for elementary school children. *School Psychology Review, 16*, 239–255. Hightower, A. D., Work, W. C, Cowen, E. L., Lotyczewski, Bohdan S., Spinell, A. P., Guare, J. C., et al. (1986). The Teacher–Child Rating Scale: A brief objective measure of elementary children's school problem behaviors and competencies. *School Psychology Review, 15*(5), 393–409.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Child rating scale (CRS) Rule compliance/acting out Anxiety/withdrawal Peer social skills School interest Parent-child rating scale (P-CRS) Negative peer social relations Positive peer social relations Task orientation Emotional sensitivity/anxiety Self-reliance Frustration tolerance Positive disposition Teacher-child rating scale (T-CRS) Task Orientation Behavior Control Assertiveness Peer Social Skills	Child Rating Scale Prosocial/Cooperative Behavior Emotional and Behavioral Regulation Intellectual Values Parent-child rating scale Prosocial/Cooperative Behavior Performance Values Emotional and Behavioral Regulation Self-Efficacy/Growth Mindset Optimism Teacher-Child Rating Scale Performance Values Emotional and Behavioral Regulation Inhibitory Control Prosocial/Cooperative Behavior	■ Self ■ Family ■ Teacher/staff ■ Peer ■ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Developmental Assets Profile (DAP) http://www.searchinstitute.org/surveys/DAP Search Institute. (2013). *Developmental Assets Profile: User manual.* Minneapolis, MN: Author.	☐ Early childhood(0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Support Empowerment Boundaries and expectations* Constructive use of time Commitment to learning Positive values Social competence Positive identity*	Prosocial/Cooperative Behavior Self-Efficacy/Growth Mindset Working Memory and Planning Skills Intellectual Values Ethical Values	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ■ Afterschool ☐ Other
Devereux Student Strengths Assessment (DESSA, Full) http://www.centerforresilientchildren.org/school-age/assessments-resources/the-devereux-studentstrengths-assessmentdessa-kit LeBuffe, P., Shapiro, V., & Naglieri, J. (2008). *Devereux Student Strengths Assessment* (DESSA). Charlotte, NC: Apperson SEL+.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Optimistic thinking Relationship skills* Self-awareness Personal responsibility Self-management Goal-directed behavior Social awareness Decision making*	Optimism Self-knowledge Ethical Values Emotional and Behavioral Regulation Performance Values Understanding Social Cues	☐ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ■ Schoolwide ■ Afterschool ☐ Other
Devereux Student Strengths Assessment (DESSA-mini) http://www.centerforresilientchildren.org/wp-content/uploads/2014/01/DESSA-mini-1-pager.pdf LeBuffe, P., Shapiro, V., & Naglieri, J. (2008). *Devereux Student Strengths Assessment* (DESSA). Charlotte, NC: Apperson SEL+.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Optimistic thinking Relationship skills* Self-awareness Personal responsibility Self-management Goal-directed behavior Social awareness Decision making*	Optimism Self-knowledge Ethical Values Emotional and Behavioral Regulation Performance Values Understanding Social Cues	☐ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ■ Schoolwide ■ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
New York Department of Youth and Community Development (DYCD) Youth Outcome Tracking Survey http://www.policystudies.com/studies/?id=38 Developed by Policy Studies Associates with DYCD Program Leaders.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Educational motivation Social and emotional skills* Healthy living skills* Leadership skills Work readiness skills* Development of other interests/skills* (Nonacademic) Community and civic engagement	Intellectual Values Prosocial/Cooperative Behavior Civic Values	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ☐ Other
School Social Behaviors Scale—2 http://www.brookespublishing.com/resource-center/screening-andassessment/ssbs-2-hcsbs/ Merrell, K. W., & Caldarella, P. (2008). *Home and Community Social Behavior Scales user's guide.* Baltimore, MD: Brookes Publishing.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Social competence Peer relations Self-management/ compliance Academic behavior Antisocial behavior Hostile/irritable Antisocial/aggressive Defiant/disruptive	Understanding Social Cues Inhibitory Control Intellectual Values Prosocial/Cooperative Behavior Emotional Knowledge and Expression Emotional and Behavioral Control	☐ Self ■ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Self-Regulated Learning Interview Schedule http://www.jstor.org/stable/pdf/1163093.pdf?acceptTC=true Zimmerman, B. J., & Martinez-Pons, M. (1986). Development of a structured interview for assessing student use of self-regulated learning strategies. *American Educational Research Journal, 23*, 614–628. Zimmerman, B. J., & Martinez-Pons, M. (1988). Construct validation of a strategy model of student self-regulated learning. *Journal of Educational Psychology, 80*(3), 284–290.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Self-evaluating Organizing Other (non–self-regulated behavior variable)* Transforming* Goal-setting and planning Seeking information Keeping records and monitoring Environmental structuring* Self-consequences* Rehearsing and memorizing Seeking peer, teacher, or adult assistance* Reviewing tests, Notes, and texts	Self-knowledge Performance Values Purpose Intellectual Values Working Memory and Planning Skills	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Sense of Classroom as a Community (School Climate Questionnaire) Battistich, V., Solomon, D., Watson, M., & Schaps, E. (1997). Caring school communities. *Education Psychologist, 32*, 137–151.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	School environment* Academic attitudes and motives Personal attitudes, motives, and feelings* Social attitudes, motives, and behavior* Cognitive academic performance	Intellectual Values	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Social-Emotional Assets and Resilience Scales http://strongkids.uoregon.edu/SEARS.html Merrell, K. W., Cohn, B. P., & Tom, K. M. (2011). Development and validation of a teacher report measure for assessing social-emotional strengths of children and adolescents. *School Psychology Review, 40*, 226–241.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Responsibility* Social competence Self-regulation Empathy	Understanding Social Cues Inhibitory Control Emotional and Behavioral Regulation Empathy/Perspective Taking	■ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Strengths & Difficulties Questionnaire (SDQ) http://www.sdqinfo.com Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research Nte. *Journal of Child Psychology and Psychiatry, 38*,581–586.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Emotional symptoms Conduct problems Hyperactivity/ inattention Peer relationship problems Prosocial behaviors	Emotional and Behavioral Regulation Emotional Knowledge and Expression Attention Control Prosocial/Cooperative Behavior Conflict Resolution/Social Problem Solving	■ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ■ Afterschool ■ Other
Student School Engagement Survey (SSES) www.schoolengagement.org National Center for School Engagement. (2006). Quantifying school engagement: Research report. Retrieved from http://schoolengagement.org/wpcontent/uploads/2013/12/QuantifyingSchoolEngagementResearchReport-2.pdf	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Behavioral engagement* Emotional engagement Cognitive engagement*	Emotional Knowledge and Expression	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ■ Schoolwide ■ Afterschool ☐ Other
Tauck Family Foundation Formative Assessment Tool http://www.childtrends.org/wp-content/uploads/2014/08/2014-37CombinedMeasuresApproachandTablepdf1.pdf Child Trends. (2014). *Measuring elementary school individuals' social and emotional skills: Providing educators with tools to measure and monitor social and emotional skills that lead to academic success.* Washington, DC: Author.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Self-control Academic self-efficacy Persistence Mastery orientation Social competence	Inhibitory Control Emotional and Behavioral Regulation Self-Efficacy/Growth Mindset Understanding Social Cues	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ■ Schoolwide ■ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Survey of Academic and Youth Outcomes (SAYO) http://www.niost.org/Training-Descriptions/afterschool-programassessment-systemapas-training-description National Institute on Out-of-School Time (NIOST), in partnership with the Massachusetts Department of Elementary and Secondary Education	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	SAYO-S/T: Behavior*, initiative, engagement in learning, problem-solving skills, communication skills*, relations with adults, relations with peers, homework, academic performance (SAYO-T only) SAYO-Y: Program experience*, sense of competence, future planning and expectations	Intellectual Values Conflict Resolution/ Social Problem-Solving Prosocial/Cooperative Behavior Performance Values Self-Knowledge Purpose	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ■ Other
The Youth Outcome Toolkit www.n-r-c.com Youth Outcome Toolkit ©National Research Center, Inc.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Academic Success Arts and Culture Community Involvement Core Values Cultural Responsiveness* Healthy Lifestyles* Life Skills* Positive Life Choices* Sense of Self	Performance Values Civic Values Ethical Values Self-Knowledge Openness	■ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Youth Outcome Measures Online Toolbox afterschooloutcomes.org Vandell, D. L., Pierce, K. M., O'Cadiz, P., Hall, V., Karsh, A., Westover, T. (2010). Youth Outcome Measures Online Toolbox. Unpublished manuscript, Department of Education, University of California—Irvine.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Skill development* Attitudes and beliefs (youth version only) Positive behavior Program experiences* (youth version only)	Ethical Values Emotional and Behavioral Regulation	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
ACA Youth Outcomes Battery: Youth Measures http://www.acacamps.org/research/youthoutcomes-battery American Camp Association (ACA)	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Affinity for nature/exploration Camp connectedness Family citizenship Friendship skills* Independence* Interest in exploration Perceived competence* Problem-solving confidence Responsibility* Spiritual well-being* Teamwork Young camp learning*	Civic Values Prosocial/Cooperative Behavior Openness Self-esteem	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ☐ Other
ACA Youth Outcomes Battery: Staff and Parent Perceptions http://www.acacamps.org/research/youthoutcomes-battery/staffparent-perceptions American Camp Association (ACA)	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Affinity for exploration/affinity for nature Camp connectedness* Friendship skills* Independence* Perceived competence* Problem-solving confidence Responsibility* Teamwork skills	Prosocial/Cooperative Behavior Openness Self-esteem	☐ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ☐ Other
AIR & CASEL Teacher Rating of Student Social and Emotional Competencies www.air.org/SEL American Institutes for Research and the Collaborative for Academic, Social, and Emotional Learning	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Self-awareness Self-management Social awareness Relationship skills Responsible decision Making*	Self-knowledge Inhibitory Control Emotional and Behavioral Regulation Understanding Social Cues	☐ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Attitudes and Behaviors Survey http://www.searchinstitute.org/surveys/a-b Search Institute	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Risk behaviors* Developmental deficits* Thriving indicators* Drug-free communities four core measures* Developmental assets*		■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ■ Schoolwide ☐ Afterschool ☐ Other
Becoming Effective Learners Survey (Pilot) University of Chicago Consortium on Chicago School Research	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Academic mindsets Social skills Academic perseverance Learning strategies Academic behaviors	Intellectual Values Prosocial/Cooperative Behavior Working Memory and Planning Skills	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Belonging (to After-School) Scale http://www.performwell.org/index.php/findsurveyassessments/outcomes/socialdevelopment/socialcompetencesocial-skills/the-belonging-scale/print?tmpl=component Gambone, M. A., & Arbreton, A. J. A. (1997). *Safe havens: The contributions of youth organizations to healthy adolescent development.* Philadelphia, PA: Public/Private Ventures.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Social conscience Altruism	Civic Values	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
California Healthy Kids Survey (CHKS) http://chks.wested.org WestEd for the California Department of Education	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) Workforce (18+ years)	Core module Substance use* Violence and safety* Physical health* Protective factors* Personal resilience* Strengths* Resilience and youth* development module Supplemental module*		■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ☐ Other
Competence for Civic Action https://cyfernetsearch.org/content/competence-civicaction-0 Flanagan, C. A., Syversten, A. K., & Stout, M. D. (2007). *Civic measurement models: Tapping adolescents' civic engagement.* Medford, MA: Center for Information and Research on Civic Learning and Engagement.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Efficacy for civic engagement	Civic Values Self-Efficacy/Growth Mindset	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ☐ Other
Active and Engaged Citizenship (AEC) https://cyfernetsearch.org/content/active-andengaged-citizenship-0 Zaff, J. F., Boyd, M., Li, Y., Lerner, J., & Lerner, R. M. (2010). Active and engaged citizenship: Multi-group and longitudinal factorial analysis of an integrated construct of civic engagement. *Journal of Adolescence, 39*, 736–750.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Civic engagement Emotional Cognitive* Behavioral components	Civic Values Emotional and Behavioral Regulation Emotional Knowledge and Expression	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
CampusReady https://collegeready.epiconline.org David T. Conley and the Educational Policy Improvement Center	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Key cognitive strategies* Key content knowledge* Academic behaviors Key transition knowledge and skills*	Intellectual Values	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ■ Schoolwide ☐ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
College Readiness Performance Assessment System (C-PAS) http://files.eric.ed.gov/fulltext/ED518767.pdf Conley, D. (2009). *Formative assessment for college readiness: Measuring skill and growth in five key cognitive strategies associated with postsecondary success.* Paper presented at the 2009 annual meeting of the American Educational Research Association, San Diego, CA. Baldwin, M., Seburn, M., & Conley, D. T. (2011). *External validity of the College-readiness Performance Assessment System* (C-PAS). Paper presented at the 2011 annual meeting of the American Educational Research Association, New Orleans, LA.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Problem solving Research Interpretation Reasoning Precision	Intellectual Values Critical Thinking	☐ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ■ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Communities That Care (CTC) Survey http://www.sdrg.org/ctcresource/CTC_Youth_Survey_2006.pdf Arthur, M. W., Hawkins, J. D., Pollard, J. A., Catalan, R. F., & Baglioni, A. J. (2002). Measuring risk and protective factors for substance use, delinquency, and other adolescent problem behaviors: The Communities That Care Youth Survey. *Evaluation Review, 26,* 575–601.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Community risk factors* Community protective* factors Family risk factors* Family protective factors* School risk factors* School protective factors* Peer-individual risk factors* Peer-individual protective* factors Outcome measures* Depression* High substance use* Frequency Substance use* Antisocial behavior	Prosocial/Cooperative Behavior	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Short Grit Scale (Grit-S) https://sites.sas.upenn.edu/duckworth/pages/research Duckworth, A. L., & Quinn, P. D. (2009). Development and validation of the Short Grit Scale (Grit–S). *Journal of Personality Assessment, 91*(2), 166–174.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Trait-level Perseverance* Passion for Long-term goals	Purpose	■ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
High School Survey of Student Engagement (HSSSE) http://ceep.indiana.edu/hssse/index.html Center for Evaluation and Education Policy, Indiana University	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Cognitive/intellectual/ academic engagement Social/behavioral/ participatory engagement Emotional engagement	Intellectual Values Prosocial/Cooperative Behavior Emotional Knowledge and Expression Emotional and Behavioral Engagement	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ☐ Other
Holistic Student Assessment (HSA) http://www.pearweb.org/tools/hsa.html Program in Education, Afterschool, & Resiliency (PEAR)	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Social, emotional, and developmental resiliencies* Relationships with peers and adults School engagement Emotional and behavioral strengths and deficiencies	Prosocial/Cooperative Behavior Intellectual Values Emotional Knowledge and Expression Emotional and Behavioral Regulation	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ☐ Other
Knowledge Is Power Program (KIPP) Character Report Card http://www.kipp.org/ourapproach/character KIPP with Martin Seligman, Ph.D., and Chris Peterson	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Zest Grit Self-control—interpersonal Optimism Gratitude Social intelligence Curiosity	Enthusiasm/Zest Emotional and Behavioral Regulation Self-Efficacy/Growth Mindset Optimism Gratitude Understanding Social Cues Openness	☐ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ■ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Leading Indicators Performance Measures Surveys http://cypq.org/leadingindicators David P. Weikart Center for Youth Program Quality	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Constructs vary by respondent Youth Academic press* Engaging instruction Socio-emotional Development* Academic efficacy Parent Family engagement Academic efficacy Staff Continuous improvement* Academic press* Engaging instruction School alignment*	Youth Intellectual Values Self-Efficacy/Growth Mindset Parent Civic Values Self-Efficacy/Growth Mindset Staff Intellectual Values	■ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ■ Afterschool ☐ Other
Me & My World Survey http://www.searchinstitute.org/surveys/mmw Search Institute	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Risk behaviors* Developmental deficits** Thriving indicators Drug-free communities four core measures*		■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Mission Skills Assessment (MSA) http://www.indexgroups.org/msa/ Independent Schools Data Exchange (INDEX). (2014). *MSA—A tool to alter the way schools think about education: 2014 NAIS conference* [Slide presentation]. Retrieved from http://indexgroups.org/msa/docs/2014%20MSA%20NAIS%20Presentation.pdf	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Teamwork Creativity Ethics Resilience Curiosity Time management	Prosocial/Cooperative Behavior Cognitive Flexibility Ethical Values Openness Working Memory and Planning Skills	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ■ Performance based ■ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Multidimensional Self Concept Scale (MSCS) http://www.proedinc.com/customer/productView.aspx?ID=685 Bracken, B. A. (1992). *Examiner's manual: Multidimensional Self Concept Scale.* Austin, TX: PRO-ED.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Global self-concept* Context-dependent self-concept* Social Competence* Affect Academic Family Physical*	Understanding Social Cues Emotional Knowledge and Expression Intellectual Values Prosocial/Cooperative Behavior	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
Home & Community Social Behavior Scales http://www.brookespublishing.com/resource-center/screening-andassessment/ssbs-2-hcsbs/ Merrell, K. W., & Caldarella, P. (2008). *Home and Community Social Behavior Scales user's guide.* Baltimore, MD: Brookes Publishing.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Social competence: Peer relations Self-management/ compliance Academic behavior Antisocial behavior Hostile/irritable Antisocial/aggressive Defiant/disruptive	Prosocial/Cooperative Behavior Inhibitory Control Emotional and Behavioral Regulation Emotional Knowledge and Expression	☐ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
School Connection Scale http://www.researchgate.net/publication/12140462_The_School_Connection_Scale_a_factor_analysis Brown, R. A., Leigh, G. K., & Barton, K. (2000). The School Connection Scale: A factor analysis. *Psychological Reports, 87,* 851–858.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Power* Belief* Commitment* Belonging*		■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ■ Schoolwide ☐ Afterschool ☐ Other
ThinkReady https://collegeready.epiconline.org David T. Conley and the Educational Policy Improvement Center	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	NR		■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Washington Healthy Youth Survey (HYS) http://www.doh.wa.gov/DataandStatisticalReports/HealthBehaviors/HealthyYouthSurvey/Background#Committee Joint Survey Planning Committee (made up of multiple state agencies)	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Alcohol, tobacco, and other drug use* Other health concerns* School climate* Quality of life* Risk and protective factors*		■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
YDEKC Student Engagement, Motivation, and Beliefs Survey http://ydekc.org/smi_2014/ Youth Development Executives of King County (YDEKC)	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Academic identity Mindsets Self-management Interpersonal skills* Program belonging and engagement	Intellectual Values Self-Efficacy/Growth Mindset Inhibitory Control Emotional and Behavioral Regulation Self-Esteem	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ☐ Other
Youth Connections Scale http://cascw.umn.edu/wp-content/uploads/2013/12/YCSImplementation.pdf Youth Connections Scale http://cascw.umn.edu/wp-content/uploads/2013/12/YCSImplementation.pdf	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Tools for connections* number of connections* strength of connections* support indicators* Overall level of youth* connections		■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ■ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
Youth Experiences Survey 2.0 http://youthdev.illiNis.edu/?page_id=189 Hansen, D. M., & Larson, R. (2005). *The Youth Experience Survey 2.0: Instrument revisions and validity testing.* Retrieved from http://youthdev.illiNis.edu/wp-content/uploads/2013/11/Y-2.0-Instrument.pdf	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Identity Initiative Basic skills* Teamwork and social skills Interpersonal relationships* Adult networks and* social capital Negative experiences*	Self-Knowledge Prosocial/Cooperative Behavior	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ■ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Afterschool Outcome Measures Online Toolbox afterschooloutcomes.org Vandell, D. L., Pierce, K. M., O'Cadiz, P., Hall, V., Karsh, A., Westover, T. (2010). *Youth Outcome Measures Online Toolbox.* Unpublished manuscript, Department of Education, University of California–Irvine.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Skill development* Attitudes and beliefs (youth version only) Positive behavior* Program experiences *(youth version only)	Ethical Values	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ☐ Other
Well-being Indicator Tool for Youth (WIT-Y) http://cascw.umn.edu/portfolio-items/wellbeing-indicator-tool-foryouth-wit-y/ Anu Family Services with the Center for Advanced Studies in Child Welfare (CASCW) at the University of Minnesota	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Safety and security* Relationships* Mental health* Cognitive health* Physical health* Community Purpose Environment*	Civic Values Purpose	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ■ Other
AIR & CASEL Student Self-Report of Social and Emotional Competencies www.air.org/SEL American Institutes for Research and the Collaborative for Academic, Social, and Emotional Learning	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Self-awareness Self-management Social awareness Relationship skills* Responsible decision Making*	Self-knowledge Inhibitory Control Emotional and Behavioral Regulation Understanding Social Cues	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Motivated Strategies for Learning Questionnaire (MSLQ) http://web.stanford.edu/dept/SUSE/projects/ireport/articles/self-regulation/selfregulated%20learningmotivation.pdf Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning component of classroom academic performance. *Journal of Educational Psychology, 82*(1), 33–40. Pintrich, P. R., Smith, D. A. F., Garcia, T., & McKeachie, W. J. (1991). *A manual for the use of the Motivated Strategies for Learning Questionnaire (MSLQ).* Ann Arbor, MI: University of Michigan, National Center for Research to Improve Postsecondary Teaching and Learning.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Motivation Cognitive Strategy Use Metacognitive Strategy Use Management of Effort	Performance Values Working Memory and Planning Skills	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Comprehensive School Climate Inventory Social Development Research Group. (2016). Social-Emotional Learning Assessment Measures for Middle School Youth (Rep.). Retrieved http://www.casel.org/wp-content/uploads/2016/01/DAP-Raikes-Foundation-Review-1.pdf	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Safety Teaching and Learning Interpersonal Relationships Institutional Environment Leadership (Staff Only) Professional Relationships (Staff Only)	Ethical Values Prosocial/Cooperative Behavior Civic Values Empathy/Perspective Taking Emotional Knowledge and Expression	■ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ■ Schoolwide ☐ Afterschool ☐ Other
Prosocial Tendencies Measure—Revised Humphrey, N., Kalambouka, A., Wigelsworth, M., Lendrum, A., Deighton, J., & Wolpert, M. (2011). Measures of Social and Emotional Skills for Children and Young People. *Educational and Psychological Measurement, 71*(4), 617-637.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Compliant Public Anonymous Dire Emotional Altruism	Prosocial/Cooperative Behavior Civic Values	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Emotion Regulation Checklist Humphrey, N., Kalambouka, A., Wigelsworth, M., Lendrum, A., Deighton, J., & Wolpert, M. (2011). Measures of Social and Emotional Skills for Children and Young People. *Educational and Psychological Measurement, 71*(4), 617-637. doi:10.1177/0013164410382896	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Lability/Negativity Emotion Regulation	Emotion and Behavior Regulation Cognitive Flexibility Prosocial/Cooperative Behavior Civic Values Emotional Knowledge and Expression	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
Matson Evaluation of Social Skills Humphrey, N., Kalambouka, A., Wigelsworth, M., Lendrum, A., Deighton, J., & Wolpert, M. (2011). Measures of Social and Emotional Skills for Children and Young People. *Educational and Psychological Measurement, 71*(4), 617-637. doi:10.1177/0013164410382896	■ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Aggressiveness/Antisocial Behavior Social Skills/Assertiveness Conceit/Haugtiness Loneliness/Social Anxiety	Inhibitory Control Understanding Social Cues Emotional and Behavioral Regulation Conflict Resolution/Social Problem Solving Prosocial/Cooperative Behavior Ethical Values Civic Values Gratitude Empathy/Perspective Taking Self-knowledge Self-esteem	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Child and Adolescent Social Support Scale II Atkins-Burnett, S., Fernandez, C., Akers, L., Jacobson, J., & Smither-Wulsin, C. (2012). *Landscape Analysis of Non-Cognitive Measures* (Rep.). Princeton, NJ: Mathematica Policy Research.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Perceived Social Support from parents, teachers, classmates, and friends	Prosocial/Cooperative Behavior Emotional Knowledge and Expression	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Children's Hope Scale Atkins-Burnett, S., Fernandez, C., Akers, L., Jacobson, J., & Smither-Wulsin, C. (2012). *Landscape Analysis of Non-Cognitive Measures* (Rep.). Princeton, NJ: Mathematica Policy Research.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Pathways Thinking Agency Thought	Self-Efficacy/Growth Mindset Self-Esteem Purpose Conflict Resolution/Social Problem Solving Performance Values Optimism	■ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
^Social Competence Inventory Rydell, A-M., Bohlin, G., & Hagekull, B. (1997). Measurement of two social competence aspects in childhood. *Developmental Psychology,* 33(5), 824-833. Retrieved from https://www.researchgate.net/profile/Ann-Margret_Rydell/publication/13921622_Measurement_of_two_social_competence_aspects_in_childhood/links/5612417d08aec422d1173b0a.pdf	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Ability to decode emotions and thoughts of others Altruism Generosity Helpfulness Social participation Initiative taking Cooperation Conflict handling	Emotional Knowledge and Expression Ethical values Prosocial/Cooperative Behavior Performance Values Conflict Resolution/Social Problem-Solving	■ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^The Outcomes Star (version: Student Star, for college-aged youth with special needs) Triangle Consulting. (n.d.). Student Star. Retrieved from http://www.outcomesstar.org.uk/using-the-star/see-the-stars/student-star/	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Practical skills Communication and social skills Learning skills Physical health Living skills Friends and relationships Well-being Social responsibility Work readiness	Prosocial/Cooperative Behavior Understanding Social Cues Empathy/Perspective-taking Self-Esteem Performance Values Civic Values	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ■ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^The Outcomes Star (version: Youth Star, for youth in out-of-school time settings) Triangle Consulting. (n.d.). Youth Star. Retrieved from http://www.outcomesstar.org.uk/using-the-star/see-the-stars/youth-star/	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Making a difference Hopes & dreams Well-being Education & work Communicating Choices & behavior	Civic Values Optimism Prosocial/Cooperative Behavior Emotional & Behavioral Regulation Self-Esteem	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ☐ Other
^The Outcomes Star (version: Teen Star, for at-risk teens) Triangle Consulting. (n.d.). Teen Star. Retrieved from http://www.outcomesstar.org.uk/using-the-star/see-the-stars/teen-star/	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Drugs and alcohol Well-being Safety and security Structure and education Behavior and citizenship Family and other key adults	Self-Esteem Emotional & Behavioral Regulation Civic Values	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^The Outcomes Star (version: Young Person's Star, for youth with disabilities in transition to independent living) Triangle Consulting. (n.d.). Teen Star. Retrieved from http://www.outcomesstar.org.uk/using-the-star/see-the-stars/teen-star/	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Accommodation Work and learning People and support Health How you feel Choices and behavior Money and rent Practical life skills	Emotional & Behavioral Regulation Performance Values Prosocial/Cooperative Behavior	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^Rosenberg Self-Esteem Scale Robins, R., Hendin, H. M., & Trzesniewski, K. (2001). Measuring global self-esteem: construct validation of a single-item measure and the Rosenberg Self-Esteem Scale. *Personality and Social Psychology Bulletin,* 27(2), 151-161. Retrieved from https://www.researchgate.net/profile/Richard_Robins/publication/271767734_Measuring_global_self-esteem_Construct_validation_of_a_single-item_measure_and_the_Rosenberg_Self-Esteem_Scale/links/5724e63908aee491cb3a9c73.pdf	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Global self-esteem	Self-Esteem	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ■ Schoolwide ■ Afterschool ■ Other
^Clinical Outcomes in Routine Evaluation (CORE), Young Person CORE IMS. (n.d.) Clinical Outcomes in Routine Evaluation, Young Person Tool. Retrieved from http://www.coreims.co.uk/About_Core_System_Outcome_Measure.html	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Subjective well-being Problems/symptoms Life functioning Risk/harm	Self-Esteem	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^Clinical Outcomes in Routine Evaluation (CORE), Learning Disabilities CORE IMS. (n.d.) Clinical Outcomes in Routine Evaluation, Learning Disabilities Tool. Retrieved from http://www.coreims.co.uk/About_Core_System_Outcome_Measure.html	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Subjective well-being Problems/symptoms Life functioning Risk/harm	Self-Esteem	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^Generalized self-efficacy scale Schwarzer, R. & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio* (pp. 35-37). Windsor, UK: NFER-NELSON.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Perceived self-efficacy	Self-efficacy/growth mindset	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^Core self-evaluations scale Judge, T. A., Erez, A., Bono, J. E., Thoresen, C. J. (2003). The core self-evaluations scale: Development of a measure. *Personnel Psychology,* 56, 303-331. Retrieved from http://www.timothy-judge.com/Judge,%20Erez,%20Bono,%20&%20Thoresen%20(PPsych%202005).pdf	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Self-esteem Generalized self-efficacy neuroticism Locus of control	Self-Esteem Self-Efficacy/Growth Mindset Inhibitory Control	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^Rickter Scale© Rickter Company. (1993). Rickter Scale© Process. Retrieved from http://www.scalingnewheightsinvet.eu/wp-content/themes/thunderbolt/docs/Unique-features-of-the-RickterScale_v30.pdf	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Employment/training/education Accommodation Money Relationships Influences Stress Alcohol Drugs Health Happiness	Prosocial/Cooperative Behavior Performance Values Self-Esteem Optimism	☐ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^Adult Literacy and Life Skills Survey NCES. (2003). Adult Literacy and Lifeskills Survey. Retrieved from https://nces.ed.gov/surveys/all/	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Prose literacy Document literacy Quantitative literacy Familiarity with information and communication technology Adult education participation Literacy skills Health	Self-Esteem	☐ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^International Adult Literacy Survey NCES. (1994). International Adult Literacy Survey. Retrieved from https://nces.ed.gov/surveys/ials/	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Prose literacy Document literacy Quantitative literacy Familiarity with information and communication technology Adult education participation Literacy skills Health	Self-Esteem	☐ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^Armed Services Vocational Aptitude Battery United States Military Entrance Processing Command. (2002). Armed Services Vocational Aptitude Battery. Retrieved from http://official-asvab.com/	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Verbal Math Science and Technical Spatial	None	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ■ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^UK National Skills Surveys U.K. Commission for Employment and Skills. (2015). UK National Skills Survey Technical Report. Retrieved from http://dera.ioe.ac.uk/25364/3/UKESS_2015_Technical_Report.pdf	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Basic computer literacy / using IT Advanced IT or software skills Oral communication skills Written communication skills Customer handling skills Teamworking skills Foreign language skills Problem solving skills Planning and Organization skills Strategic Management skills Numeracy skills Literacy skills Technical, practical or job specific skills	Performance Values Prosocial/Cooperative Behavior Critical Thinking	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ■ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^General National Vocational Qualification UK National Careers Service. (2007). General National Vocational Qualification. Retrieved from https://www.gov.uk/what-different-qualification-levels-mean	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Application of number Communication Information technology Working with others Improving own learning and performance Problem solving	Critical Thinking Prosocial/Cooperative Behavior Intellectual Values Performance Values	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ■ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
^National Work Readiness Credential National Work Readiness Council. (2006). Getting ready for the Work Readiness Credential: A guide for trainers and instructors of jobseekers. Retrieved from http://www.workreadiness.com/images/training.pdf	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Speak so others can understand Listen actively Read with understanding Observe critically Cooperate with others Resolve conflict and negotiate Use math to solve problems and communicate Solve problems and make decisions Take responsibility for learning Use information and communications technology	Prosocial/Cooperative Behavior Critical thinking Performance values	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ■ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^Entrepreneurship Mindset Index Network for Teaching Entrepreneurship. (n.d.) Entrepreneurship Mindset Index. Retrieved from https://www.nfte.com/entrepreneurial-mindset-index	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Opportunity recognition Comfort with risk Creativity and innovation Future orientation Flexibility and adaptability Initiative and self-reliance Critical thinking and problem solving Communication and collaboration	Cognitive Flexibility, Critical Thinking, Empathy/Perspective-Taking, Prosocial/Cooperative Behavior, Performance Values, Intellectual Values, Openness, Purpose, Self-efficacy/Growth mindset	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ■ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^VIA Classification Survey VIA Institute on Character. (2016). VIA Classification of Character Strengths. Retrieved from http://www.viacharacter.org/www/Character-Strengths/VIA-Classification	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Creativity Curiosity Judgment Love of learning Perspective Bravery Perseverance Honesty Zest Love Kindness Social Intelligence Teamwork Fairness Leadership Forgiveness Humility Prudence Self-Regulation Appreciation of Beauty and Excellence Gratitude Hope Humor Spirituality	Inhibitory Control Cognitive Flexibility Critical Thinking Emotional Knowledge and Expression Emotional and Behavioral Regulation Understanding Social Cues Prosocial/Cooperative Behavior Ethical Values Performance Values Optimism Gratitude Openness Enthusiasm/Zest Purpose Self-efficacy/Growth mindset	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ■ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^Civic and Political Health Survey of 2006 Lopez, M. H., Levine, P., Both, D., Kiesa, A., Kirby, E., & Marcelo, K. (2006). The 2006 civic and political health of the nation: A detailed look at how youth participate in politics and communities. College Park, MD: Center for Information and Research on Civic Learning and Engagement. Retrieved from https://ncfy.acf.hhs.gov/library/2006/2006-civic-and-political-health-nation-detailed-look-how-youth-participate-politics-and	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Community Problem Solving Regular volunteering for a nonelectoral organization Active membership in a group or association Participation in fundraising run/walk/ride Other fundraising for charity Regular voting Persuading others Displaying buttons, signs, stickers Campaign contributions Volunteering for candidate or political organizations Contacting officials Contacting the print media Contacting the broadcast media Protesting E-mail petitions Written petitions Boycotting Boycotting Canvassing	Civic Values	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^Multigroup Ethnic Identity Measure Phinney, J. (1992). The Multigroup Ethnic Identity Measure: A new scale for use with adolescents and young adults from diverse groups. *Journal of Adolescent Research, 7,* 156-176.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Affirmation and belonging Ethnic identity achievement Ethnic behaviors	Civic Values	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ■ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^Multidimensional Inventory of Black Identity Sellers, R. M., Smith, M. A., Shelton, J. N., Rowley, S. A. J., & Chavous, T. M. (1998). Multidimensional Model of Racial Identity: A reconceptualization of African American racial identity. Personality and Social Psychology Review, 2, 18–39.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Centrality Ideology Regard	Self-Knowledge	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^The Communalism Scale Jagers, R. J., & Mock, L. O. (1995). The communalism scale and collectivistic-individualistic tendencies: Some preliminary findings. *Journal of Black Psychology, 21*(2), 153-167. doi: 10.1177/00957984950212004	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Self-definition Interpersonal attitudes Collectivistic values Individualistic values In-group similarities	Self-Knowledge Empathy/Perspective-taking Civic Values	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^Scale of Racial Socialization for African American Adolescents Stevenson, H. C. (1994). Validation of the scale of racial socialization for African American adolescents: Steps toward multidimensionality. *Journal of Black Psychology,* 20(4), 445-468. doi: 10.1177/00957984940204005	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Perception of education Awareness of racism in society Appreciation for spirituality and religion Promotion of Black heritage and culture Appreciation of extended family involvement Acceptance of child rearing	Self-Knowledge Civic Values	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^Teenager Experience of Racial Socialization Scale Stevenson, H. C., Cameron, R., Herrero-Taylor, T., & Favis, G. Y. (2002). Development of the teenager experience of racial socialization scale: Correlates of race-related socialization frequency from the perspective of Black youth. *Journal of Black Psychology,* 28(2), 84-106. doi: 10.1177/0095798402028002002	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Family race communication Family acts of racism Personal acts of racism	None	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^Mindful Attention Awareness Scale (MAAS) Brown, K. W., West, A. M., Loverich, T. M., & Biegel, G. M. (2011). Assessing adolescent mindfulness: Validation of an Adapted Mindful Attention Awareness Scale in adolescent normative and psychiatric populations. *Psychological Assessment, 23*(4), 1023-1033. doi: 10.1037/a0021338	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Trait mindfulness Life satisfaction Wellness Happiness Openness to Experience Conscientiousness Extraversion Agreeableness Neuroticism Affective arousal	Openness Optimism Purpose Attention control	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
^Global School-based Student Health Survey World Health Organization. (2003). Global school-based student health survey. Retrieved from http://www.who.int/chp/gshs/methodology/en/	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Alcohol use Dietary behaviors Drug use Hygiene Mental health Physical activity Protective factors Sexual behaviors Tobacco use Violence and unintentional injury	Self-Esteem Inhibitory Control	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ■ Schoolwide ☐ Afterschool ☐ Other
^American Indian Life Skills Outcome Survey LaFromboise, T., & Howard-Pitney, B. (1995). The Zuni Life Skills Development curriculum: Description and evaluation of a suicide prevention program. Journal of Counseling Psychology, 42(4), 479-486.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Hopelessness Suicide prevention skills	Optimism Purpose	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ■ Schoolwide ☐ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^Community Readiness Survey Colorado State University Tri-Ethnic Center for Prevention Research. (2014). Community Readiness for Community Change. Fort Collins, CO: Author. Retrieved from http://triethniccenter.colostate.edu/docs/CR_Handbook_8-3-15.pdf	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Knowledge of efforts Leadership Community Climate Knowledge of issue Resources	Civic Values	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ■ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^Skills Toward Employability and Productivity (STEP) Skills Measurement Program Valerio, Alexandria, Maria Laura Sanchez Puerta, Gaëlle Pierre, Tania Rajadel, and Sebastian Monroy Taborda. STEP Skills Measurement Program - Snapshot 2014. Washington, DC, USA: The World Bank, 2014. Retrieved from http://microdata.worldbank.org/index.php/citations/9678?collection=step	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Reading proficiency Personality Behavior Time and risk preference Job-relevant skills Structure of the labor force Cognitive skills Provision of training and compensation Level of satisfaction with education and skills training	Performance Values Attention Control Working Memory and Planning Skills Inhibitory Control	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ■ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^Children's Behavior Questionnaire Putnam, S. P., & Rothbart, M. K. (2006). Development of Short and Very Short forms of the Children's Behavior Questionnaire. *Journal of Personality Assessment, 87 (1)*, 103-113.	■ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Activity level Anger/frustration Approach Attentional focusing Discomfort Falling reactivity and soothability Fear High intensity pleasure Impulsivity Inhibitory control Low intensity pleasure Perceptual sensitivity Sadness Shyness Smiling & laughter	Emotional and Behavioral Regulation Attention Control Inhibitory Control Optimism	☐ Self ■ Family ☐ Teacher/staff ☐ Peer ■ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^Resiliency: Assessing Developmental Strengths (R:ADS) Donnon, T. & Hammond, W. (2007). A psychometric assessment of the self-reported youth Resiliency: Assessing Developmental Strengths Questionnaire. *Psychological Reports, 100*, 963-978. doi: 10.2466/PR0.100.3.963-978	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Parental support/expectations Peer relationships Community cohesiveness Commitment to learning School culture Cultural sensitivity Self-control Empowerment Self-concept Social sensitivity	Prosocial/Cooperative Behavior Empathy/Perspective-taking Civic Values Performance Values Self-Esteem Self-Knowledge Inhibitory Control	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^Rotter Locus of Control Scale Nowicki, S. & Strickland, B. R. (1971). A locus of control scale for children. Paper presented at the American Psychological Association meeting, Washington, D.C., September 3-9, 1971. Retrieved from http://files.eric.ed.gov/fulltext/ED058933.pdf	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Internal versus external control of reinforcement	Inhibitory Control	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^Child Self-Control Rating Scale Rohrbeck, C. A., Azar, S. T., Wagner, P. E. (1991). Child self-control rating scale: Validation of a child self-report measure. *Journal of Clinical Child Psychology, 20*(2), 179-183. Retrieved from https://www.researchgate.net/publication/232608569_Child_Self-Control_Rating_Scale_Validation_of_a_Child_Self-Report_Measure	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Self-control Internal locus of control	Emotional and Behavioral Regulation Inhibitory Control	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^Structured Career Development Inventory Thompson, A.S., & Lindeman, R.H. (1981). Career Development Inventory: User's manual. Palo Alto, CA: Consulting Psychologists Press. Retrieved from http://www.vocopher.org/ncda2008/data/resources/CDI%20User%20Manual.pdf	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Career Planning Career Exploration Decision-making World of work information Knowledge of preferred occupational group Career development attitudes Career development knowledge and skills Career orientation	Performance Values Purpose	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
^Self-Compassion Scale Neff, K. D. (2003). Development and validation of a scale to measure self-compassion. *Self and Identity*, 2, 223-250	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Self-kindness Self-judgment Common humanity Isolation Mindfulness Overidentification	Self-Esteem Self-Knowledge Civic Values	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ■ Afterschool ■ Other
^Eysenck I.6 Junior Impulsiveness Subscale and the Brief Self-Control Scale Eysenck, S.B., Easting, G., & Pearson, P. (1984). Age norms for impulsiveness, venturesomeness and empathy in children. Personality and Individual Differences, 5, 315–321.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Impulsiveness Venturesomeness Empathy	Inhibitory Control Empathy/Perspective-taking	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^Watson-Glaser Critical Thinking Appraisal Pearson. (2009). Watson-Glaser Critical Thinking Appraisal, UK edition. Retrieved from http://www.pearsonvue.com/phnro/wg_practice.pdf	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Inference Recognition of assumptions Deduction Interpretation Evaluation of arguments	Critical Thinking	☐ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ■ Performance based ☐ Other	■ Classroom ■ Schoolwide ☐ Afterschool ■ Other
^Curiosity and Exploration Inventory Kashan, T. B., Gallagher, M. W., Silvia, P. J., Winterstein, B. P., Breen, W. E., Terhar, D., & Steger, M. F. (2009). The curiosity and exploration inventory-II: Development, factor structure, and psychometrics. *Journal of Research in Personality, 43*(6), 987-998. doi: 10.1016/j.jrp.2009.04.011	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Motivation to seek out new knowledge (stretching) Willingness to embrace the novel, uncertain, and unpredictable nature of everyday life (embracing)	Openness Intellectual Values	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
^Human Achievement Quotient MHA Labs. (n.d.) Skill building practice. Retrieved from http://mhalabs.org/skill-building-practice/	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Personal mindset Social awareness Planning for success Verbal communication Collaboration Problem solving	Performance Values Understanding Social Cues Prosocial/Cooperative Behavior Critical Thinking	☐ Self ☐ Family ■ Teacher/staff ☐ Peer ■ Observation ☐ Performance based ☐ Other	■ Classroom ■ Schoolwide ■ Afterschool ■ Other
^Mayer-Salovey-Caruso Emotional Intelligence Test Mayer, J. D., Salovey, P., & Caruso, D. R. (2004). Emotional intelligence: Theory, findings, and implications. Psychological Inquiry, 15, 197-215.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Perceiving emotions Facilitating thought Understanding emotions Managing emotions	Emotion Knowledge and Expression Emotional and Behavioral Regulation	☐ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ■ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^Middle Years Development Instrument (MDI) Schonert-Reichl, K. A., Guhn, M., Gadermann, A. M., Hymel, S., Sweiss, L., & Hertzman, C. (2013). Development and validation of the Middle Years Development Instrument (MDI): Assessing children's well-being and assets across multiple contexts. *Special Indicators Research, 14*(2), 345-369. doi: 10.1007/s11205-012-01749-y	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Physical health and well-being Connectedness Social and emotional development School experiences Use of after-school time	Self-Esteem Emotional and Behavioral Regulation Emotion Knowledge and Expression Empathy/Perspective-taking	■ Self ■ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ■ Schoolwide ☐ Afterschool ☐ Other
^SCANS Workplace Competencies Blalock, L. B., Strieter, L., & Hughes, L. (2006). The SCANS skills and competencies checklist: An assessment tool for youth work readiness programs. *Journal of Youth Development, 1*(1). Retrieved from https://jyd.pitt.edu/ojs/jyd/article/viewFile/403/389	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Resources Interpersonal skills Information Systems Technology Basic skills Thinking skills Personal qualities	Self-Esteem Ethical Values Performance Values Cognitive Flexibility Critical Thinking Prosocial/Cooperative Behavior	☐ Self ☐ Family ■ Teacher/staff ☐ Peer ■ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ■ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^Habits of Mind Questionnaire Costa, A. L. & Kallick, B. (2008). *Learning and leading with habits of mind.* Alexandria, VA: ASCD.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Persisting Thinking and communicating with clarity and precision Managing impulsivity Gathering data through all senses Listening with understanding and empathy Creating, imagining, innovating Thinking flexibly Responding with wonderment and awe Metacognition Taking responsible risks Striving for accuracy Finding humor Questioning and posing problems Thinking interdependently Applying past knowledge to new situations Remaining open to continuous learning	Self-Efficacy/Growth Mindset Inhibitory Control Critical Thinking Cognitive Flexibility Performance Values	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ■ Schoolwide ■ Afterschool ■ Other
^Social-Emotional Well-Being Survey Bernard, M.E. (2003). *The Social-Emotional Well-Being Surveys.* Camberwell, Vic.: The Australian Council for Educational Research	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Overall social-emotional wellbeing Indicators of social-emotional wellbeing Resilience and coping skills Social skills Learning skills School life Home life Community life	Emotion Knowledge and Expression Emotional and Behavioral Regulation Prosocial/Cooperative Behavior Performance Values	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ■ Schoolwide ☐ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
^Mood Meter Brackett, M. & Stern. R. (2017). Mood Meter App. Retrieved from http://moodmeterapp.com/science/	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Recognizing emotions Understanding emotions Labeling emotions Expressing emotions Regulating emotions	Emotion Knowledge and Expression Emotional and Behavioral Regulation	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ■ Schoolwide ■ Afterschool ■ Other
^Character Growth Card Character Lab. (n.d.). Character Growth Card. Retrieved from https://cdn.characterlab.org/assets/Character-Growth-Card-cad815b0b3ba79c794bcfd3a89e2a8d5ac3057963fff02cee539d8d9af1b9777.pdf	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Curiosity Gratitude Grit Optimism Self-control (interpersonal) Self-control (school work) Social intelligence Zest	Intellectual Values Gratitude Self-Efficacy/Growth Mindset Optimism Inhibitory Control Enthusiasm/Zest Understanding Social Cues	■ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Theory of Mind Lerner, M. D., Hutchins, T. L., & Prelock, P. A. (2011). Brief report: Preliminary evaluation of the Theory of Mind Inventory and its relationship to measures of social skills. *Journal of Autism and Developmental Disorders,* 41, 512-517. Retrieved from http://www.theoryofmindinventory.com/wp-content/uploads/2011/09/Lerner_Hutchins__Prelock_2011.pdf	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Reciprocal interaction Communication Restricted/repetitive behaviors Cooperation Assertion Responsibility Self-control Social motivation Autistic mannerisms Social awareness Social cognition Social communication	Prosocial/Cooperative behavior Empathy/Perspective-taking Understanding Social Cues Performance Values	☐ Self ■ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Mission Skills Assessment Petway, K. T., Rikoon, S. H., Brenneman, M., Burrus, J., & Roberts, R. D. (2016). Development of the Mission Skills Assessment and evidence of its reliability and internal structure. Princeton, NJ: ETS. Retrieved from http://www.ets.org/research/policy_research_reports/publications/report/2016/jwgq	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Teamwork Creativity Ethics Resilience Curiosity Time management	Prosocial/Cooperative Behavior Cognitive Flexibility Performance Values Ethical Values	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
San Francisco Beacons Survey Moira DeNike Consulting. (2014). San Francisco Beacon Initiative Evaluation 2011-12. San Francisco, CA: Author. Retrieved from http://sfbeacon.org/wp-content/uploads/2014/11/2011-12-SFBI-Evaluation-Initiative-Level-FINAL-REPORT.pdf	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Self-efficacy Positive reactions to challenges Meaningful roles and responsibilities	Self-Efficacy/Growth Mindset Optimism	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
Risk and Resiliency Checkup (RRC) Turner, S., Fain, T., and Sehgal, A. 2005. Validation of the Risk and Resiliency Assessment Tool for Juveniles in the Los Angeles County Probation System. Santa Monica, CA: RAND Corporation.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Delinquency Education Family Peer relations Substance use Individual factors	Self-Esteem Prosocial/Cooperative Behaviors	☐ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
Child and Adolescent Needs and Strengths (CANS)	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Problem presentation Risk behaviors functioning Care intensity and organization Caregiver capacity Strengths	Inhibitory Control Self-Esteem Emotional and Behavioral Regulation	■ Self ■ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Personality Research Form-E (PRF-E) Jackson, D. N. (1997). Personality Research Form. London, Ontario: Sigma Assessment Systems.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Abasement Achievement Affiliation Aggression Autonomy Change Cognitive Structure Defendence Desirability Dominance Endurance Exhibition Harm-avoidance Impulsivity Infrequency Nurturance Order Play Sentience Social Recognition Succorance Understanding	Performance Values Inhibitory Control Attention Control Understanding Social Cues Self-Esteem Purpose	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
Youth Competency Assessment (YCA) Mackin, J. R. and Buttice, M. (2007). Youth Competency Assessment Training Manual. Portland, OR: NPC Research.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Repairing Harm Creating a Healthy Identity Connecting with Family, Peers and Community	Self-Knowledge Self-Esteem Prosocial/Cooperative Behavior	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Youth Risk and Resilience Inventory (YRRI) Brady, R. P. (2006). Youth Risk and Resilience Inventory. St. Paul, MN: JIST Publishing, Inc.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	School risk factors Home risk factors Community situations Internal resilience factors External resilience factors	Self-Efficacy/Growth Mindset Purpose	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
The Index of Race-Related Stress for Adolescents Seaton, E. K. (2003). An examination of the factor structure of the index of race-related stress among a sample of African-American adolescents. *Journal of Black Psychology, 29*(3), 292-307. doi: 10.1177/0095798403254211	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Individual racism Collective racism Institutional racism Cultural racism	None	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
Adolescent Discrimination Distress Index (ADDI) Fisher, C.B., Wallace, S. A. & Fenton, R. E. (2000). Discrimination distress during adolescence. *Journal of Youth and Adolescence, 29*(6), 679-695. Retrieved from http://refugeeyouthempowerment.org.au/downloads/3.6.pdf	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Instances of racism How youth felt after each incident of racism	None	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
Perceptions of Racism in Children and Youth Pachter, L. M., Szalacha, L. A., Bernstein, B. A., & García Coll, C. (2011). Perceptions of racism in children and youth (PRaCY): Properties of a self-report instrument for research on children's health and development. *Ethnicity & Health, 15*(1), 33-46.	☐ Early childhood (0–5 years) ☐ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Perceptions of racism	None	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ■ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Developmental Indicators for the Assessment of Learning-Third Edition (DIAL-3) and Speed DIAL Mardell-Czudnowski, C., & Goldenberg, D. S. (1998). Developmental Indicators for the Assessment of Learning (Third Edition). Circle Pines, MN: American Guidance Services.	■ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Motor Concepts Language Self-help development Social development	Prosocial/Cooperative Behavior	☐ Self ■ Family ■ Teacher/staff ☐ Peer ☐ Observation ■ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
Developmental Profile 3 (DP-3) Alpern, G. D. (2007). Developmental Profile 3 (DP-3). Retrieved from http://www.psychassessments.com.au/products/205/prod205_report1.pdf	■ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Adaptive behavior in 5 domains: Physical Self-help skills Social Academic Communication	Prosocial/Cooperative Behavior Understanding Social Cues	☐ Self ☐ Family ■ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
Carey Temperament Scales Carey, W. B. &McDevitt, S. C. (1978). Revision of the infant temperament questionnaire. *Pediatrics*, 61, 735–738	■ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Activity Rhythmicity Approach Adaptability Intensity Mood Persistence Distractibility Threshold	Understanding Social Cues Prosocial/Cooperative Behavior Attention Control Inhibitory Control Working Memory and Planning Skills	☐ Self ■ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	☐ Classroom ☐ Schoolwide ☐ Afterschool ■ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Social Emotional Assets and Resilience Scale (SEARS) Endrulat, N. R., Tom, K., & Merrell, K. W. (2009, August). Strength-based assessment: Applications and development of the Social-Emotional Assets and Resilience Scales, parent version. Presented at the meeting of the American Psychological Association, Toronto, Canada,	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Friendship skills Empathy Interpersonal skills Social support Problem solving Emotional competence Social maturity Self-concept Self-management Social independence Cognitive strategies Resilience	Prosocial/Cooperative Behavior Understanding Social Cues Critical Thinking Performance Values Self-Efficacy/Growth Mindset	■ Self ■ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Social Emotional Learning Screening Assessment Elliott, S. N., Davies, M. D., Frey, J. R., Gresham, F., & Cooper, G. (2017). Development and initial validation of a social emotional learning assessment for universal screening. *Journal of Applied Developmental Psychology*, in press.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ■ Workforce (18+ years)	Self-awareness Self-management Social awareness Relationship skills Decision-making Motivation to learn Reading skills Math skills	Self-Knowledge Performance Values Intellectual Values Critical Thinking Prosocial/Cooperative Behavior	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
Children's Social and Emotional Behavior Instrument Garn, A. C., Kulinna, P. H., Cothran, D. J., & Ferry, M. (2010). An Examination of Social and Emotional Behavior Skills with American Indian Elementary Students: Issues of Measurement, Gender, Grade, and Culture. Journal of American Indian Education, 24-40.	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ☐ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Self-Awareness Responsible Decision-Making Social Awareness Relationship Skills	Self-Knowledge Performance Values Intellectual Values Prosocial/Cooperative Behavior	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other

Tool	Other Ages/Grades Covered	Competencies Measured	Related Subdomains	Respondent and Format	Setting
Productive Persistence Yeager, D., Bryk, A., Muhich, J., Hausman, H., & Morales, L. (2013). Practical measurement. Palo Alto, CA: Carnegie Foundation for the Advancement of Teaching. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2013/12/Practical_Measurement.pdf	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Math Anxiety Mindsets about academic Potential Mindsets about the value of the coursework Mindsets about social belonging Grit	Self-Efficacy/Growth Mindset Performance Values Self-Esteem	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other
The Entrepreneurship Mindset Index	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Communication & Collaboration Creativity & Innovation Critical Thinking & Problem Solving Initiative & Self-Reliance Flexibility & Adaptability Future Orientation Comfort with Risk Opportunity Recognition	Cognitive Flexibility Critical Thinking Purpose Openness	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ■ Other
DBR Connect National Center on Intensive Intervention Retrieved from http://www.intensiveintervention.org/chart/behavioral-progress-monitoring-tools	☐ Early childhood (0–5 years) ■ Elementary school (Grades K–5, 5–10 years) ■ Middle and high school (Grades 6–12, 11–18 years) ☐ Workforce (18+ years)	Academically Engaged Disruptive Behavior	Performance Values Inhibitory Control	■ Self ☐ Family ☐ Teacher/staff ☐ Peer ☐ Observation ☐ Performance based ☐ Other	■ Classroom ☐ Schoolwide ☐ Afterschool ☐ Other

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