SELIS Survey Item Prompts

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| **No.1** | **Item code** | **Item Prompt: How hard to easy is the following for you?** | **ES2** | **MS2** | **HS2** |
| 11 | SAS1 | Knowing what my strengths are.  | X | X | X |
| 21 | SAE2 | Knowing ways to make myself feel better when I'm sad.  | X | X | X |
| 31 | SAE3 | Noticing what my body does when I am nervous.  | X | X | X |
| 41 | SAE4 | Knowing the emotions I feel.  | X | X | X |
| 51 | SAS5 | Knowing when I am wrong in the way I behave. | X | X | X |
| 61 | SAS6 | Knowing how to get better at things that are hard for me to do at school.  | X | X | X |
| 71 | SAE7 | Knowing when my mood affects how I treat others.  | X | X | X |
| 81 | SAE8 | Knowing ways I calm myself down.  | X | X | X |
| 91 | SAS9 | Knowing when I can't control something. | X | X | X |
| 101 | SAE10 | Knowing when my feelings are making it hard for me to focus. | X | X | X |
| 11 | SAE11 | Understanding the difference between how others expect me to feel and how I really feel. |   |   | X |
| 12 | SAS12 | Knowing what I am interested in at school. | X |  |  |
| 13 | SAS13 | Offering an answer even though I am not sure I am right. |   | X |   |
| 14 | SAS14 | Knowing my opinions matter even when others don't listen to them. |  |  | X |
| Total Number of Self-Awareness (SA) Items | 11 | 11 | 12 |
| 151 | SME1 | Staying calm when I feel stressed.  | X | X | X |
| 161 | SME2 | Being patient even when I am really excited.  | X | X | X |
| 171 | SMS3 | Working on assignments even when they are hard.  | X | X | X |
| 181 | SMS4 | Staying focused in class even when there are distractions.  | X | X | X |
| 191 | SMS5 | Planning ahead so I can turn a project in on time. | X | X | X |
| 201 | SMS6 | Being prepared for tests. | X | X | X |
| 211 | SMG7 | Thinking through the steps it will take to reach my goals. | X | X | X |
| 221 | SMG8 | Setting goals for myself. | X | X | X |
| 231 | SMS9 | Finishing my schoolwork without reminders.  | X | X | X |
| 241 | SMS10 | Doing my schoolwork even when I do not feel like it. | X | X | X |
| 251 | SMG11 | Finishing tasks even if they are hard for me. | X | X | X |
| 261 | SME12 | Getting through something even when I feel frustrated.  | X | X | X |
| 271 | SME13 | Working on things even when I don't like them.  | X | X | X |
| 281 | SMG14 | Reaching goals that I set for myself. | X | X | X |
| 29 | SME15 | Trusting at least one adult in school who I can go to if I have a problem. | X | X | X |
| 30 | SME16 | Being careful about what information I share about myself on social media (e.g., TikTok, Facebook, Instagram, etc.). |  | X |  |
| 31 | SMG17 | Catching up on my work when I get behind. | X |   |   |
| 32 | SMG18 | Planning my work when I have multiple assignments due at the same time. |  |  | X |
| Total Number of Self-management (SM) Items | 16 | 16 | 16 |
| 1Items taken or adapted from the Social and Emotional Competency Assessment (SECA), (Crowder et al, 2019; Davidson et al, 2018) |

References:

Crowder, M. K., Gordon, R. A., Brown, R. D., Davidson, L. A., & Domitrovich, C. E. (2019). Linking social and emotional learning standards to the WCSD Social-Emotional Competency Assessment: A Rasch approach. *School Psychology, 34* (3), 282 – 295.

Davidson, L. A., Crowder, M. K., Gordon, R. A., Domitrovich, C. E., Brown, R. D., & Hayes, B. I. (2018). A continuous improvement approach to social and emotional competency measurement*. Journal of Applied Developmental Psychology. 55*, 93 – 106.

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| SELIS Survey Item Prompts continued |
| No.1 | Item code | Item Prompt: **How hard to easy is the following for you?** | ES2 | MS2 | HS2 |
| 331 | SOC1 | Knowing what people are feeling by the look on their face.  | X | X | X |
| 341 | SOC2 | Knowing how to get help when I'm having trouble with a classmate. | X | X | X |
| 351 | SOC3 | Learning from people with different opinions than me. | X | X | X |
| 361 | SOC4 | Knowing how my actions impact my classmates.  | X | X | X |
| 371 | SOC5 | Knowing when someone needs help.  | X | X | X |
| 38 | SOC6 | Waiting for other students to finish talking before I speak. | X |  |  |
| 39 | SOC7 | Knowing the difference between bullying someone and joking with someone. |   | X |   |
| 40 | SOC8 | Knowing when to tell my friends how I really feel |  | X |  |
| 41 | SOC9 | Knowing when my tone of voice may cause someone to misunderstand what I intended to say. |   |   | X |
| 42 | SOC10 | Recognizing when I am making someone uncomfortable. |  |  | X |
|  Total Number of Social Awareness (SOC) Items | 6 | 7 | 7 |
| 431 | RSK1 | Being welcoming to someone I don't usually eat lunch with.  | X | X | X |
| 441 | RSK2 | Talking to an adult when I have problems at school. | X | X | X |
| 451 | RSK3 | Getting along well with my classmates.  | X | X | X |
| 461 | RSK4 | Sharing what I am feeling with others. | X | X | X |
| 471 | RSK5 | Respecting a classmate's opinions during a disagreement.  | X | X | X |
| 481 | RSK6 | Getting along well with my teachers.  | X | X | X |
| 49 | RSK7 | Leading a discussion in class. |  | X |  |
| 50 | RSK8 | Asking a classmate to do their fair share of a group project. |   |   | X |
| 51 | RSK9 | Standing up for someone even if they are outside of my friend group. |  |  | X |
|  Total Number of Relationship Skills (RSK) Items | 6 | 7 | 8 |
| 521 | RDM1 | Helping to make my school a better place.  | X | X | X |
| 531 | RDM2 | Knowing when people's actions are "right" or "wrong" (e.g., helpful or harmful) | X | X | X |
| 541 | RDM3 | Thinking of different ways to solve a problem (e.g., a disagreement with another student).  | X | X | X |
| 551 | RDM4 | Saying "no" to a friend who wants to break the rules.  | X | X | X |
| 561 | RDM5 | Thinking about what might happen before making a decision. | X | X | X |
| 57 | RDM6 | Taking responsibility for my choices. | X |   |   |
| 58 | RDM7 | Knowing when to accept help when it is offered. |  | X |  |
| 59 | RDM8 | Understanding the importance of what I am learning to my future success. |   | X |   |
| 60 | RDM9 | Deciding what courses to take to get me into the college or career I want. |  |  | X |
| 61 | RDM10 | Knowing something is wrong to do even when it happens all the time. |  |  | X |
|  Total Number of Responsible Decision-making (RDM) Items | 6 | 7 | 7 |
| Total Number of SELIS Survey Items | 45 | 48 | 50 |
| 2ES: Elementary school grades, 3 to 5; MS: Middle school grades, 6 to 8; HS: High school grades, 9 to 12. |