Responsible Decision Making
What We Will Know and Do

- Build an understanding of the importance of responsible decision making.
- Leave with some strategies or techniques that you could try in the classroom to support your students in developing responsible decision making skills.
Social Emotional Competencies
Responsible decision-making is the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.
Decision Making Skills

Skills include:

- Problem identification and situation analysis
- Problem solving
- Evaluation and reflection
- Personal, moral, and ethical responsibility
What Does it Look Like?
Strategies to Promote Responsible Decision Making Skills
Responsible Decision Making strategies involve:

- Articulating differences and connections
- Identifying emotions behind actions
- Brainstorming different approaches or solutions to a task
- Exploring possible consequences
- Modeling and articulating decision making process
- Reflecting on past experiences
- Evaluating actions
- Role playing a task
Elementary Activity - Stop, Think, Act
Middle School Role Playing Activity
Don’t Be Stuck On the Escalator

What does this look like?

We Can Get Ourselves UN-STUCK by SAYING and DOING

Why? B/c... Wouldnt it be... Right?
I think... Are you done/ready?
Should I/we? Maybe we could... What did you get for...

- Name steps of the problem
- Ask questions
- Explain the problem (to partner or self)
- Reread (again)
- Do some work, perhaps
- Explain in words
- Revise your work
- Circle/underline

Virginia Tiered Systems of Support
Discussion

We problem solve around academics daily, how can we continue to support our students using decision making skills socially?
Instructions: Identify one of the strategies we have discussed (or one of your own ideas) that you would like to try. Pick something that will take relatively little effort to implement.

– Think about particular students you would like to use the strategy with

● Why did you pick the strategy you did?
● How would you put it in place or get started?
● How would you practice it? Or how would your students practice it?
● What will your immediate next steps be?
Team Talk: Review the “How”

How will you adjust your practices to support learning for students who have experienced trauma?

How will you involve families and students in practices?

Fill this in on your Action Plan under “Objectives and Action Planning”
References/Resources

https://casel.org/core-competencies/

http://actforyouth.net/youth_development/professionals/sel/decision_making.cfm

https://youtu.be/yWSSPnTB6OY


https://youtu.be/47rQkTPWW2I