# Logo: Center on Great Teachers & Leaders American Institutes for ResearchLogo: State of New Jersey Department of EducationLogo: Mid-Atlantic Comprehensive Center: WestEd

# Responsible Decision-Making Handout 1b: Developmental Indicators Activity – Answer Key

## Directions:

After you complete the activity on Handout 1a, use the following answer key to check your answers. Remember, although social and emotional competencies can be related to developmental indicators, individuals are constantly learning and relearning competencies based on their context.

Reflect individually or as a group on the following questions:

* Did your answers differ from the ones on the Handout 1b answer key? Discuss your thought processes.
* As students develop, how might they be expected to display each responsible decision-making sub-competency in their classrooms at each grade band?
* Identify how the developmental indicators might change based on environmental context — at school versus at home versus with peers. Do you see your students differ in the use of these skills across contexts? How?
* Reflect on how students may develop, apply, or demonstrate developmental indicators differently based on their cultural context. How might these differences appear in your classroom?

**Key:** **EE** = Early Elementary, **LE** = Late Elementary, **MS** = Middle School, **HS** = High School

## Responsible Decision-Making Sub-Competency 1:

Student will be able to develop, implement, and model effective problem-solving and critical thinking skills. (Completed Sample)

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Band: MS** | **Grade Band: LE** | **Grade Band: HS** | **Grade Band: EE** |
| * Identify and apply the steps of systematic decision-making. * Be able to brainstorm and begin to evaluate strategies for avoiding risky behavior (e.g., substance abuse, violence, antisocial behavior, truancy, risky sexual behavior). | * With adult support, understand that there are steps to positive decision-making (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, reflect and evaluate). * Develop alternate solutions to problems and predict possible outcomes. | * Identify and apply the steps of systematic decision-making. * Evaluate strategies for avoiding risky behavior in different situations. * Evaluate external influences on one’s decision-making — both positive and negative (e.g., media, peers, cultural norms). | * With adult support, recognize that there are choices in how to respond to situations. * With adult support, identify problems and goals. * With adult support, identify positive choices. |

## Responsible Decision-Making Sub-Competency 2:

Student will be able to identify the consequences associated with one’s actions in order to make constructive choices.

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Band: EE** | **Grade Band: LE** | **Grade Band: HS** | **Grade Band: MS** |
| * With support from teachers, can discuss simple cause and effect. * Can make simple choices about activities without adult support. * Can make more complicated choices with adult support. * Identify personal goals and align one’s decision-making to achieve one’s goals. * Help students predict possible outcomes of their behavioral choices in simple terms (e.g., “If I throw rocks on the playground, I may hurt someone”). | * With adult support, can recognize the impact of one’s choices or decisions on others (family, friends, and adults) through concrete examples. * Identify goals, generate alternative responses, and evaluate consequences for a range of academic and social situations. | * Identify helpful questions to ask when determining consequences of one’s decisions. * Can independently utilize a decision-making model to provide rationale for a decision. | * Recognize the impact of one’s decisions and actions on others (family, friends, and adults) through concrete and hypothetical examples. * With encouragement from adults, can utilize a decision-making model to provide rationale for a decision. |

## Responsible Decision-Making Sub-Competency 3:

Student will be able to evaluate personal, ethical, safety, and civic impact of decisions.

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Band: MS** | **Grade Band: HS** | **Grade Band: EE** | **Grade Band: LE** |
| Explain how to respond with empathy when making decisions in real life and on the internet. | * Demonstrate personal responsibility in making ethical decisions. * Recognize ethical, safety, and societal factors when making decisions. * Evaluate how external influences (e.g., media, peers, cultural norms) affect decision-making. | * With adult support, explain why unprovoked acts that hurt others are wrong. * With adult support, explain the importance of standing up for someone. | * Identify social norms (e.g., waiting patiently in line, speaking respectfully when asking for help) and safety considerations (e.g., walk rather than run in the hall, stay away from the edge of a cliff) that guide behavior. * Demonstrate the ability to respect the rights of self and others. |

This work was originally produced at least in part by the Center on Great Teachers and Leaders and the Mid-Atlantic Comprehensive Center at WestEd, with funds from the U.S. Department of Education under cooperative agreement numbers S283B120021 and S283B1200. The content does not necessarily reflect the views or policies of the U.S. Department of Education nor does its mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. Copyright © 2019. Permission to reproduce and adapt for non-commercial use, with attribution to New Jersey Department of Education, American Institutes for Research, and WestEd, is hereby granted.