



Montana Whole Child Skill Development Competencies

Implementation of these competencies requires two underlying conditions. First, all learners will have the support of a trusted adult in a safe and healthy environment. Second, these adults will use developmentally appropriate practice, will explicitly model the skills, and will decrease their level of support as the learner gains confidence.

Competency Area	<i>With support in teaching skill development, educators will:</i>	<i>With modeling and the support of a trusted adult, grade K–2 learners will:</i>	<i>With some support and the guidance of a trusted adult, grade 3–5 learners will:</i>	<i>With reduced support and the guidance of a trusted adult, grade 6–8 learners will:</i>	<i>With minimal support and the guidance of a trusted adult, grade 9–12 learners will:</i>
Self-Awareness <i>The ability to identify emotions; recognize strengths; develop self-confidence; develop self-efficacy.</i>	<ol style="list-style-type: none"> 1. Identify, understand, and link emotions, thoughts, and values and recognize how they influence behavior across contexts. 2. Recognize and model awareness of personal strengths and limitations. 3. Integrate personal and social identities. 4. Demonstrate/model honesty and integrity. 5. Examine prejudices and biases. 6. Experience self-efficacy. 7. Model a growth mindset. 	<ol style="list-style-type: none"> 1. Identify and label basic emotions (e.g., happy, sad, mad, scared) and identify situations that cause those emotions. 2. Describe one’s basic emotions and how they may be the same as or different from others. 3. Identify ways to seek help when needed (including help with personal, cultural, and linguistic problems). 4. Differentiate between likes and dislikes and how they may be the same as or different from others. 5. Recover from simple mistakes by using strengths to recognize, acknowledge, and address those mistakes. 6. Identify and state a simple goal or an area of improvement. 	<ol style="list-style-type: none"> 1. Label and describe emotions using a growing vocabulary (e.g., happy, excited, mad, furious, worried, scared). 2. When prompted by adults, understand the link between emotions and physical responses and behavior in self and others. 3. Identify and reflect upon personal self-interests and skills to develop simple goals to pursue. 4. Identify strategies, such as asking for help, to persevere through undesirable tasks. 5. Identify strengths and limitations when faced with a challenge. 6. Identify and examine their role in family and community in terms of how they view themselves and others. 	<ol style="list-style-type: none"> 1. Recognize, label, and describe emotions linked to physical responses and behavior in self and others across different settings. 2. Identify and prioritize personal strengths, skills, and interests to develop personal goals. 3. Examine how family and culture impact thoughts, prejudices, biases, and actions. 4. Describe the relationship between effort, attitude, and achievement. 5. Identify strategies and resources to pursue help for achieving goals. 6. Demonstrate honesty, integrity, and self-compassion while using strategies to acknowledge mistakes as opportunities to learn. 	<ol style="list-style-type: none"> 1. Recognize, label, and describe emotional and physical stress responses across settings and understand how they promote personal resilience. 2. Use self-reflection to determine if behaviors are reflective of personal values and goals. 3. Explain how mental attitude and personal beliefs can impact growth and progress toward achieving a goal. 4. Advocate for oneself by creating “I” statements to express personal points of view, including asking for help. 5. Respond with self-compassion when faced with adversity and acknowledge personal mistakes.

Competency Area	<i>With support in teaching skill development, educators will:</i>	<i>With modeling and the support of a trusted adult, grade K–2 learners will:</i>	<i>With some support and the guidance of a trusted adult, grade 3–5 learners will:</i>	<i>With reduced support and the guidance of a trusted adult, grade 6–8 learners will:</i>	<i>With minimal support and the guidance of a trusted adult, grade 9–12 learners will:</i>
Self-Awareness <i>(Continued)</i>			7. Demonstrate honesty, integrity, and self-compassion while acknowledging mistakes as opportunities to learn.	7. Recognize if behaviors are reflective of personal values and goals.	6. Identify personal biases and evaluate strategies to overcome tendencies to overcome tendencies to stereotype.
Self-Management <i>The ability to control impulses; manage stress; practice self-discipline; set goals; display organizational skills.</i>	<ol style="list-style-type: none"> 1. Regulate emotions, thoughts, and behaviors effectively in different situations to achieve goals and aspirations. 2. Develop strategies for stress management and personal resilience. 3. Show the courage to take initiative, demonstrating personal and collective agency. 4. Demonstrate practices of self-compassion and self-care. 5. Demonstrate perseverance and resilience when faced with adversity. 6. Use effective planning and organizational skills. 7. Exhibit self-discipline and self-motivation, setting personal and collective goals. 	<ol style="list-style-type: none"> 1. Identify physical responses to strong emotions and apply simple coping strategies (e.g., simple breathing techniques) to defuse the emotional stressor. 2. Identify the difference between wants and needs while beginning to increase capacity for self-regulation (including impulse control and delaying gratification). 3. Recognize that different environments have varying expectations (e.g., routines, behaviors). 4. Begin to develop and use physical and mental strengths for academic achievement and behavioral resilience. 	<ol style="list-style-type: none"> 1. Use simple techniques (e.g., breathing, counting to five) to regulate reactions to personal stressors and reduce the negative effects of stress. 2. Use simple self-monitoring strategies to regulate and express emotions to self and others. 3. Demonstrate self-regulated emotions while displaying behaviors in a manner sensitive to self and others. 4. Apply oneself to personal and/or collective goals demonstrating courage, initiative, and self-discipline. 5. Identify simple strategies for planning, prioritizing, motivating oneself, and managing time when working toward short- and long-term goals (personal and/or collective). 	<ol style="list-style-type: none"> 1. Apply self-monitoring strategies to regulate physical responses to emotions. 2. Identify multiple ways to regulate stress constructively and manage emotions that are sensitive to self and others. 3. Determine consistent, attainable, and realistic personal and/or academic goals. 4. Develop and demonstrate courage, initiative, and self-discipline while monitoring progress and effort to meet goals on a short-term basis. 5. Identify strategies for persistently planning, prioritizing, motivating oneself, self-regulating, and managing time when working toward short- and long-term goals (personal and/or collective). 	<ol style="list-style-type: none"> 1. Express their emotions in an appropriate manner sensitive to self and others, in different environments (school, family, community, work) with different audiences in different ways. 2. Understand and explain how emotional experience is influenced by others. 3. Apply strategies to regulate and communicate one’s underlying emotional needs. 4. Regulate stress response to support personal resilience, using a variety of strategies. 5. Analyze how self-management exists in relation to the culture of family, school, community, and society.

Competency Area	With support in teaching skill development, educators will:	With modeling and the support of a trusted adult, grade K–2 learners will:	With some support and the guidance of a trusted adult, grade 3–5 learners will:	With reduced support and the guidance of a trusted adult, grade 6–8 learners will:	With minimal support and the guidance of a trusted adult, grade 9–12 learners will:
Self-Management <i>(Continued)</i>		5. Demonstrate independent organizational skills during simple routines and strategies to focus attention on short-term personal and academic goals.			6. Demonstrate personal reflection to cultivate perseverance and self-compassion when dealing with challenges and adversity. 7. Implement strategies that promote progress toward short- and long-term goals on both a personal and academic basis.
Social Awareness <i>The ability to understand the perspectives of others; show empathy; appreciate diversity; show respect for others including those who are different from self.</i>	1. Demonstrate/ model the ability to understand the strengths and perspectives of others, including those from diverse backgrounds, cultures, and contexts. 2. Demonstrate/ model compassion and empathy, showing concern for the feelings of others. 3. Understand and express gratitude. 4. Identify diverse social, historical, and social norms, including unjust ones.	1. Identify simple feelings, opinions, and perspectives of others. 2. Recognize that other’s feelings are expressed in various ways. 3. Acknowledge and appreciate individual differences in others. 4. Describe strengths and positive qualities in others. 5. Express gratitude to others and receive it from others. 6. Understand there are different ways to express gratitude depending on background, culture, and contexts.	1. Use others’ points of view to describe how personal behavior affects the emotions of others. 2. Recognize the need for empathy, compassion, and a concern for others. 3. Demonstrate strategies for working and playing in a manner sensitive to self and others. 4. Recognize different characteristics and points of view across cultural and social groups, identifying strengths of diversity. 5. Understand the benefits of expressing gratitude for self and others.	1. Demonstrate respect, empathy, and compassion for other people’s perspectives and feelings. 2. Reflect how cross-cultural experiences can influence the ability to build positive relationships. 3. Demonstrate strategies to support working and playing in a manner sensitive to self and others, across settings. 4. Practice activities that promote and express gratitude for self and others.	1. Recognize and demonstrate how emotions and personal behavior affect other people’s feelings, behaviors, and experiences. 2. Recognize needs in self and others by using family, school, and community-based support networks. 3. Identify and address interpersonal conflicts across settings (e.g., school, work, community, and personal relationships). 4. Recognize the shared humanity with others and the desire for others to be happy.

Competency Area	<i>With support in teaching skill development, educators will:</i>	<i>With modeling and the support of a trusted adult, grade K–2 learners will:</i>	<i>With some support and the guidance of a trusted adult, grade 3–5 learners will:</i>	<i>With reduced support and the guidance of a trusted adult, grade 6–8 learners will:</i>	<i>With minimal support and the guidance of a trusted adult, grade 9–12 learners will:</i>
Social Awareness <i>(Continued)</i>	<p>5. Recognize family, school, and community resources and supports.</p> <p>6. Understand how organizations and systems influence behavior.</p>	<p>7. Recognize the connections between words, gestures, and emotions and how they can vary based on context, family, culture, and relationships.</p>	<p>6. Recognize and understand when social or community norms are directly or indirectly unfair to individuals or a group of people.</p> <p>7. Identify social norms that are (directly or indirectly) unfair to individuals or a certain group of people and show courage in expressing those insights.</p>	<p>5. Recognize strengths of diversity by understanding different characteristics and points of view across cultural and social groups.</p> <p>6. Identify social or community norms that are (directly or indirectly) fair or unfair for certain individuals or a group of people and show courage in expressing those insights.</p> <p>7. Recognize, identify, and use family, school, and community-based support networks.</p>	<p>5. Apply empathy and compassionate viewpoints to reflect on the emotional experiences of others who have different characteristics, views, beliefs, and values.</p> <p>6. Appreciate and respect the strengths of others specific to diversity, uniqueness, and the difference of individuals and groups.</p> <p>7. Identify community and social norms that are (directly or indirectly) unfair to individuals or a certain group of people and use courage to influence systematic change.</p>

Competency Area	With support in teaching skill development, educators will:	With modeling and the support of a trusted adult, grade K–2 learners will:	With some support and the guidance of a trusted adult, grade 3–5 learners will:	With reduced support and the guidance of a trusted adult, grade 6–8 learners will:	With minimal support and the guidance of a trusted adult, grade 9–12 learners will:
<p>Relationship Skills</p> <p><i>The ability to communicate effectively; pro-socially engage with others; develop healthy relationships with others; collaborate with others.</i></p>	<ol style="list-style-type: none"> 1. Establish, maintain, and model what healthy and supportive relationships look like. 2. Communicate clearly and listen actively. 3. Work collaboratively to problem solve and negotiate conflict constructively. 4. Respect cultural differences as one continuously develops cultural competence. 5. Resist negative social pressure. 6. Demonstrate leadership in groups. 7. Seek and/or offer support and help when needed. 8. Advocate for the rights of others, navigating settings with different social and cultural demands. 	<ol style="list-style-type: none"> 1. Identify a trusted adult and ask for help when needed for self or for others. 2. Communicate effectively by initiating conversations, listening actively, responding to a conversation, and staying on topic during multiple exchanges. 3. Describe and practice simple approaches to making and keeping friends (e.g., showing gratitude). 4. Engage in healthy and rewarding social interactions and play (e.g., set boundaries). 5. Recognize and respond to social cues in a manner that is sensitive to self and others in collaborative settings. 6. Develop skills to collaboratively problem solve (e.g., negotiation and compromise) when resolving conflicts, in a manner that is sensitive to self and others. 	<ol style="list-style-type: none"> 1. Identify a trusted adult and advocate for self and others. 2. Describe the difference between a healthy and unhealthy relationship (e.g., set boundaries). 3. Build healthy relationships by recognizing the strengths and points of view of others. 4. Demonstrate the ability to consider other points of view, using empathy, compassion, and active listening skills to engage in conversation during times of agreement and/or conflict across settings. 5. Use reflection strategies and social norms that are sensitive to self and others while providing and/or receiving feedback. 6. Recognize and respond to social cues across settings, in a manner that is sensitive to self and others. 	<ol style="list-style-type: none"> 1. Identify a trusted adult and advocate for self and others, understanding how community and school norms impact behavior. 2. Describe the difference between a healthy and unhealthy relationship and understand how relationships impact emotional, physical, and social well-being (e.g., set boundaries). 3. Use empathy, compassion, active listening, and a respect for other points of view to build healthy relationships and express thoughts and ideas. 4. Recognize and respond appropriately to constructive feedback and use the feedback to improve performance. 5. Work cooperatively and productively in a group while overcoming setbacks and disagreement. 6. Express gratitude to promote genuine and sustained relationships. 	<ol style="list-style-type: none"> 1. Identify and use a network of trusted adults while advocating for self and others (e.g., ask for help when needed). 2. Understand how different types of verbal and nonverbal communication can create positive communication with others. 3. Independently seek and maintain healthy relationships with the intent of demonstrating kindness, gratitude, and helping others (e.g., set boundaries, express needs, and recognize warning signs). 4. Listen actively for the purpose of understanding others and communicating in a direct and compassionate manner. 5. Compromise, foster empathy, and support collaborative exchange to formulate group goals and work through an agreed-upon plan.

Competency Area	With support in teaching skill development, educators will:	With modeling and the support of a trusted adult, grade K–2 learners will:	With some support and the guidance of a trusted adult, grade 3–5 learners will:	With reduced support and the guidance of a trusted adult, grade 6–8 learners will:	With minimal support and the guidance of a trusted adult, grade 9–12 learners will:
Relationship Skills <i>(Continued)</i>			<ol style="list-style-type: none"> 7. Work cooperatively, problem solve, and negotiate conflict constructively to accomplish a goal. 8. Express gratitude to promote genuine and sustained relationships. 		<ol style="list-style-type: none"> 6. Understand how each group member contributes a unique perspective and provides insight based on their personal experiences. 7. Recognize and evaluate self-reflection and constructive feedback to help resolve conflict.
Responsible Decision Making <i>The ability to identify and analyze problems; resolve problems and challenges; make ethical and responsible choices and actions.</i>	<ol style="list-style-type: none"> 1. Demonstrate caring and constructive choices about personal behavior and social interactions across diverse situations. 2. Consider ethical standards and safety concerns, evaluating the benefits and consequences of various actions for personal, social, and collective well-being. 3. Demonstrate curiosity and open-mindedness. 4. Identify solutions for personal and social problems and learn to make a reasoned judgement after analyzing information, data, and facts. 	<ol style="list-style-type: none"> 1. Begin to develop the ability to make simple decisions based on information and to understand the impact of those decisions on self and others. 2. Recognize that choices and personal behavior impact others both positively and negatively. 3. Develop imagination, originality, and interest while problem-solving, exploring, and experiencing new things. 	<ol style="list-style-type: none"> 1. Make simple choices and decisions based on information and understand the impact of those choices and decisions on self and others. 2. Demonstrate curiosity and open-mindedness by asking questions and accepting either the unknown or another viewpoint. 3. Predict the potential consequences of one’s behavior and actions for personal, social, or collective well-being. 3. Analyze information to arrive at the best solutions for working toward social and academic goals. 	<ol style="list-style-type: none"> 1. Generate solutions and potential consequences to personal and social problems with consideration of well-being for oneself and others. 2. Identify the impact of decisions on personal safety and relationships, while recognizing unsafe situations and using strategies to remove oneself from those situations. 3. Develop skills in analyzing information, data, and facts to inform future decisions in both school and non-school settings. 	<ol style="list-style-type: none"> 1. Apply effective decision-making strategies to one’s choices about personal behavior and social interactions. 2. Demonstrate perseverance and self-compassion when dealing with challenges and adversity. 3. Respond constructively to impulses and emotions to cultivate behaviors and attitudes that support one’s well-being. 4. Work independently and collaboratively to address the interrelated needs of school, work, community, and personal relationships.

Competency Area	<i>With support in teaching skill development, educators will:</i>	<i>With modeling and the support of a trusted adult, grade K–2 learners will:</i>	<i>With some support and the guidance of a trusted adult, grade 3–5 learners will:</i>	<i>With reduced support and the guidance of a trusted adult, grade 6–8 learners will:</i>	<i>With minimal support and the guidance of a trusted adult, grade 9–12 learners will:</i>
Responsible Decision Making <i>(Continued)</i>	<ol style="list-style-type: none"> 5. Anticipate and evaluate the consequences of one’s actions. 6. Recognize how critical thinking skills are useful in both school and non-school settings. 7. Reflect on their role in promoting personal, family, and community well-being. 8. Evaluate personal, interpersonal, community, and institutional impacts on self and students’ responsible decision making. 	<ol style="list-style-type: none"> 4. Demonstrate understanding, apply rules, and show simple responsibility related to personal health and safety in different contexts and situations. 	<ol style="list-style-type: none"> 5. Demonstrate safe and caring choices (physical and emotional) about personal and social behavior within diverse settings and perspectives. 6. Reflect on how personal behavior impacts the well-being of self and others (in both school and non-school settings). 	<ol style="list-style-type: none"> 4. Evaluate how external influences such as social, community, and/or cultural norms influence personal behavior. 5. Demonstrate curiosity and open-mindedness by asking questions and accepting either the unknown or other viewpoints. 6. Explore prosocial emotions (e.g., forgiveness, patience, generosity, humility) and promote ethical responses toward self and others. 	<ol style="list-style-type: none"> 5. Recognize one’s own capacity to individually or collaboratively promote positive change within the community. 6. Be curious and open-minded about how prosocial emotions (e.g., forgiveness, patience, generosity, humility) can promote ethical responses toward self and others. 7. Reflect on one’s personal experience to understand how others express emotion and how those emotions can influence their decision making. 8. Understand how varying points of view and different systems shape the experiences of self and others. 9. Reflect on how one can individually and collaboratively affect positive change by addressing problematic beliefs or inequities.

Competency Area	<i>With support in teaching skill development, educators will:</i>	<i>With modeling and the support of a trusted adult, grade K–2 learners will:</i>	<i>With some support and the guidance of a trusted adult, grade 3–5 learners will:</i>	<i>With reduced support and the guidance of a trusted adult, grade 6–8 learners will:</i>	<i>With minimal support and the guidance of a trusted adult, grade 9–12 learners will:</i>
Responsible Decision Making <i>(Continued)</i>					10. Reflect on how to offer help, listen empathetically, resolve conflict, and act compassionately to promote the resilience of self and others.