Social Emotional Learning (SEL)

- Self-Management: Managing emotions and behaviors to achieve one's goals
- Self-Awareness: Recognizing one's emotions and values as well as one's strengths and challenges
- Social Awareness: Showing understanding and empathy for others
- Relationship Skills: Forming positive relationships, working in teams, dealing effectively with conflict
- Responsible Decision-Making: Making ethical, constructive choices about personal and social behavior

Social & Emotional Learning
Presenters

Patty Trovato, Special Education Teacher
Adam Taylor, School Counselor
Jeanine Layes, Second Grade Teacher
Dawn Bowers, Principal
Objectives for Night One

What, Why, & How of Social Emotional Learning (SEL)
Objectives for Night 2 and 3

Night 2 (January 29)
What, Why, & How
Of Conflict Resolution

Night 3 (February 12)
What, Why, & How
Of High Trust Psychology
"Social Emotional Learning (SEL) is the process through which people acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

- CASEL
Social & Emotional Learning

Self-Management
Managing emotions and behaviors to achieve one's goals

Self-Awareness
Recognizing one's emotions and values as well as one's strengths and challenges

Social Awareness
Showing understanding and empathy for others

Relationship Skills
Forming positive relationships, working in teams, dealing effectively with conflict

Responsible Decision-Making
Making ethical, constructive choices about personal and social behavior
<table>
<thead>
<tr>
<th>Self - Awareness</th>
<th>Self - Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understanding the impact of thoughts and emotions</td>
<td>• Ability to regulate emotions, thoughts and behaviors</td>
</tr>
<tr>
<td>• Assessing strengths and weaknesses.</td>
<td></td>
</tr>
<tr>
<td>Social Awareness</td>
<td>Relationship Skills</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>● Develop perspective and empathy</td>
<td>● Communicating clearly</td>
</tr>
<tr>
<td>● Understanding behavior norms</td>
<td>● Listening</td>
</tr>
<tr>
<td>● Recognition of supports</td>
<td>● Joining groups</td>
</tr>
<tr>
<td></td>
<td>● Resisting negative peer pressure</td>
</tr>
<tr>
<td></td>
<td>● Resolving conflicts</td>
</tr>
</tbody>
</table>
Responsible Decision-Making

- Ability to come up with multiple options
- Understanding consequences of decisions (positive and negative)
With Your Child in Mind...

What would taking care of themselves look like?

What would taking care of each other look like?

What would taking care of our home look like?
Our Thoughts as Adults…

- 60,000 thoughts a day
- 90% Repetitive
- 70% Negative thoughts
- Thoughts can be changed!!!
Why SEL?

- Proactively prevents violence
- Emotions affect how and what we learn
- Schools are social places - relationships provide foundation for learning
- Reduces barriers to learning such as stress
- Increases school connectedness and essential skills
- Critical to success in school and life
Research says..

- 25% decrease in conduct problems, such as classroom misbehavior and aggression
- 30% decrease in emotional distress, such as anxiety and depression
- 15% improvement in attitudes about self, others, and school
- 23% improvement in social and emotional skills
- 14% improvement in classroom behavior
- 11% improvement in achievement test scores
The Wildcat Way At Woodin
We take care of ourselves
We take care of each other
We take care of our school
Woodin Staff Beliefs

- Common language helps create higher learning & clears confusion
- The school is a safe place to make mistakes
- Staff provides high support and high reinforcement
- The school is a positive environment for learning
- Social skills need to be taught just like academics
The Wildcat Way At Woodin

We take care of ourselves
We take care of each other
We take care of our school
What Does SEL Look Like at Woodin?

District/School Structures:
- CASEL Framework
- PBIS
- Wildcat Way
- Second Steps/conflict resolution

Where do students practice?
- ALL DAY
- Recess
- Classroom
- Transitions

How this looks at Woodin
- School counselor
- School psychologist
- Professional development for teachers
Example Goal: Student Calms Self When Angry

Wildcat Way: Students will take care of themselves

Belief: Positive environment for learning

SEL: Self - Management

Structure: Teacher will teach 2nd step lesson and proper use of break areas. Teacher will pre-teach skill of calming down. Teacher will model calming. Teacher will provide visual aids. School counselor will provide additional lessons

Connecting the Wildcat Way to Home

What would taking care of themselves look like?

What would taking care of each other look like?

What would taking care of our home look like?
Classic Sibling Arguments

She's LOOKING at me!

He's copying me!
MOM!
He's copying me.
Mom!

He's on my side!

She keeps looking out MY window!

She's touching me!
No I'm not.

He's breathing my air!

© Adrienne Hedger
"SOMEONE NEEDS TO WORK ON THEIR PARENTING SKILLS!"