



Creative Strategies to Support Social Emotional Learning

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Objectives

- ▶ Identify components of an effective SEL approach
- ▶ Identify multiple commercial curriculums
- ▶ Name 3 types of materials that are helpful to have on hand when creating activities
- ▶ Name 2 ways to therapeutically modify a commercial game
- ▶ Identify 2 ideas for teaching “Size of a Problem”

Social Emotional Learning Approaches according to CASEL



Explicit Social Emotional Learning Skills Instruction



Teacher Instructional Practices (like cooperative learning)



Integration of Social Emotional Learning with Academic Curriculum Areas



Organizational, Culture and Climate Strategies (eg PBIS)

The focus
today. . .

Explicit Social
Emotional Learning
Skills Instruction

According to CASEL, effective SEL Approaches are S.A.F.E

Sequenced-activities are connected and coordinated

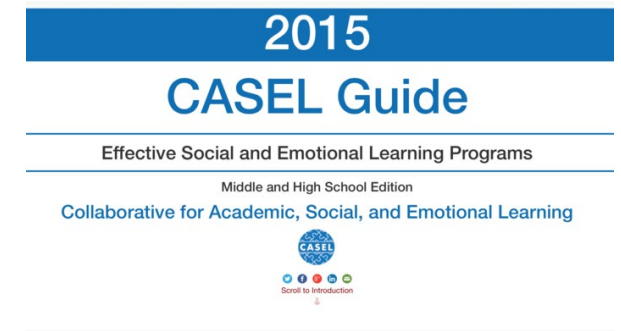
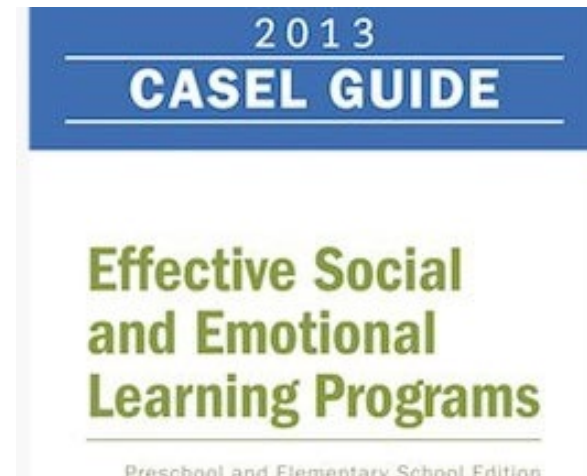
Active – active learning strategies engage students so they master skills

Focused – components focus on developing personal or social skills

Explicit – instruction targets specific social emotional skills

Finding Curriculum: CASEL Guides

- ▶ CASEL evaluated and rated multiple classroom-based SEL programs.
- ▶ Results are found in the 2013 (PreK/Elementary) and 2015 (Middle/High School) Guides found at: <https://casel.org/guide/>
- ▶ Programs evaluated are classroom specific, but several of the programs could be used in small-group settings as well



Curriculum I've used that I like

Evaluated by CASEL

- I Can Problem-Solve
- Second Step

Not Evaluated by CASEL but evidence-based

- Skillstreaming
- Thinking, Feeling, Behaving
- Think Social
- Zones of Regulation
- Superheroes Social Skills
- Superflex and the Unthinkables

**Sometimes
more
instruction and
practice is
needed than
curriculum
materials
provide for**

- ▶ Time to get creative (or depend on others' creativity)!
- ▶ Don't re-invent the wheel
 - ▶ Teacherspayteachers
 - ▶ Pinterest
 - ▶ Google searches. If you don't want your google search results to mirror Pinterest, you need to add –pinterest to the search term (this will eliminate many of the links that would take you to pinterest).

Teacherspayteachers
sellers I've
used

- ▶ Pathway 2 success
- ▶ One Stop Counseling Shop
- ▶ CounselorChelsey
- ▶ Mental Fills Counseling Tools
- ▶ The Helpful Counselor
- ▶ Social Talk

Pinterest Pinner's I Follow

- ▶ NASP
- ▶ The Adventurous School Counselor (also has a blog)
- ▶ The Helpful Counselor (also has a blog)
- ▶ Pediastaff (Contract company with many Pinterest boards related to almost all Related Services)
- ▶ Pam Dyson Play Therapy (Also has youtube channel with short, play therapy technique training videos)
- ▶ Jill Kuzma (SLP with lots of social/emotional resources. Also has a blog).

Creating your own activities

Think about:

1. What is your objective? Do they need additional explicit instruction or do they just need more practice of a skill?
2. What has already been done to teach and practice?
3. What knowledge do they already have?
4. Are you working with the child in a group or 1:1?
5. Does the student have a specific interest that can be used during the activity to help build connections?
6. What materials do you already have available that could be used or modified for an activity (eg board games, balls, balloons, dice, feelings cards, situation pictures, role play cards, etc.)

Materials that are helpful to have on-hand when creating activities

- **Balls**
- **Dice**
- **Role playing and situation cards (purchased, found or created)**
 - Talk to teachers, parents and students about specific problem situations
 - Play a game like Candyland
 - Assign each color a feeling.
 - For each color, have student state something that makes them (or someone else) feel that way
 - Write down the situations and use them during group sessions in the future when talking about coping skills, problem-solving, etc. I may also use the situations for specific role-plays if applicable.

Materials that are helpful to have on-hand when creating activities

- **Feelings and situation picture cards**

- Find on available websites
- Do a Google Image search for feelings or situations

- **Conversation starter questions**

- **Would You Rather Questions**

- Search on available websites
- Create your own
- Have students create them

Materials that are helpful to have on-hand when creating activities

➤ **Commercial Card Games and Board Games**

- UNO
- Sorry
- Jishaku
- Candyland
- Chutes and Ladders
- Chinese Checkers
- Jenga

Therapeutically Modifying Commercial Games

- ▶ 1. Think about what skills a child needs to play the specific game.
 - ▶ Discuss: UNO
 - ▶ Turn taking and paying attention to other players
 - ▶ Planning
 - ▶ Decision-making
 - ▶ Self-regulation (especially if played with no mercy)
 - ▶ Reading other people's body language
- ▶ 2. If the skill you want to practice is inherent in the game, just play it using lots of feedback.

Therapeutically Modifying Commercial Games (cont)

- ▶ 3. If needed, invent rules for the game.
 - ▶ UNO
 - ▶ If you use a matching number (rather than color), you answer a question from the question cards you conveniently have.
 - ▶ If you put down a “special” card, you answer a feelings question specific to the color of the card you put down.
 - ▶ If you use a Wild card, you get to answer a “Would You Rather Question.”
 - ▶ Jenga
 - ▶ Write numbers on the blocks.
 - ▶ Answer questions, complete tasks, or do role plays based on the number you pick.

Therapeutically Modifying Commercial Games (cont)

▶ Connect Four

- ▶ Write numbers (or put colored stickers) on the chips.
- ▶ Answer a question corresponding to the number/color when they use the chip.
- ▶ Practice “Accepting No for an Answer” by having the child have to ask permission for each place they want to put their chip (you could also have to ask the student so it is fair).

▶ Jishaku

- ▶ This is a favorite and can be used a lot of ways.
- ▶ Write numbers/letters on the stones.
- ▶ Play impulsively vs not impulsively
- ▶ Practice “Making a request” and “Accepting No for an Answer” by having student ask permission to place stone.
- ▶ Have additional “consequence” if they pick up stones (eg answering a question).

A Few Ideas for Teaching Size of a Problem and Coping Skills

- Problem continuum materials
 - How I use it
 - Problem continuum for younger children
- Size of a problem videos
 - Overreaction Man
 - Oreo Commercial
- Coping skills (bulletin board and activities)
- Stress thermometer
- Craft projects I've used

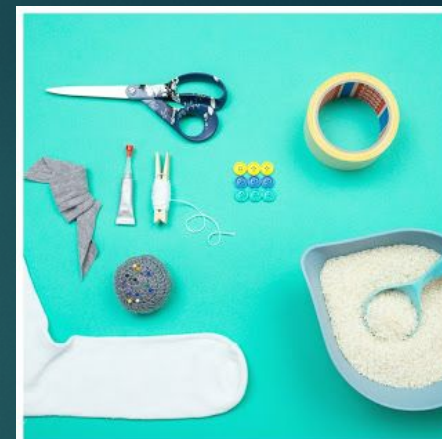


Any questions?

Handouts available at:

<https://tinyurl.com/UASP2019>

- ▶ Lots of ways to use these
 - ▶ Coping Skills (reward)
 - ▶ Listening/Following Directions
 - ▶ Asking for Help
 - ▶ Problem-Solving/Planning
 - ▶ Cognitive Flexibility



[BACK](#)

SMALL Problem

How many
people does it
affect?

1-2 people

What kind of
harm is
involved?

Small upset
feelings

How long does
it last?

Minutes or less
than a day

How many people
does it take to solve
the problem?

Kids can solve
themselves most
of the time but
may need an adult
Most people
just ignore the
problem

How long does it
take to solve the
problem?

Up to 15
minutes

MEDIUM Problem

3-9 people

Small physical
injury or very
upset feelings

Days or weeks

3-6 people may
be needed
Usually need an
adult to help.

15 minutes up
to hours

BIG Problem

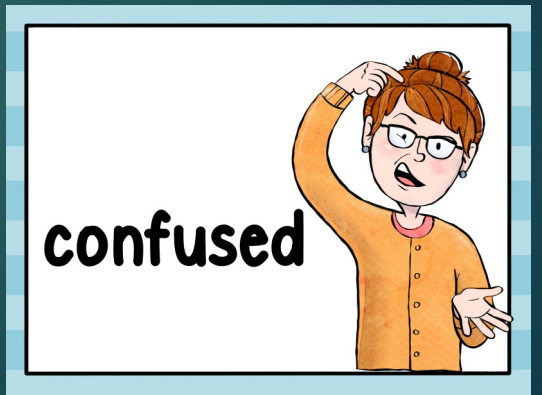
10 or more

Physical
danger, injury
or death

Months, years

Group of
people, 20 or
more

Weeks, months—
need a plan with
many steps



[BACK](#)



Roll over image to zoom in

[BACK](#)

Creative Strategies to Support Social Emotional Learning

Resources and Ideas

Published Evidenced-Based Curriculum

- [I Can Problem-Solve](#)
- [Second Step](#)
- [Skillstreaming](#)
- [Thinking, Feeling, Behaving](#)
- [Think Social](#)
- [Zones of Regulation](#)
- [Superheroes Social Skills](#)
- [Superflex and the Unthinkables](#)

Pinterest Pinner with helpful resources

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- [The Adventurous School Counselor](#) (also has a blog)
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TeacherspayTeachers shops with helpful resources

- [Pathway 2 success](#)
- [One Stop Counseling Shop](#)
- [CounselorChelsey](#)
- [Mental Fills Counseling Tools](#)
- [The Helpful Counselor](#)
- [Social Talk](#)

YouTube Channels with helpful videos

- [Fablefy-The Whole Child](#)
- [CGI 3D Animated Short Films](#)
- [Simon's Cat](#)
- [Autism Teaching Strategies](#)
- [Pam Dyson](#)

If you can't find what you need on available websites, create your own.

Ask yourself:

- What is your objective? Do they need additional explicit instruction or do they just need more practice of a skill?
- What has already been done to teach and practice?
- What knowledge do they already have?
- Are you working with the child in a group or 1:1?
- Does the student have a specific interest that can be used during the activity to help build connections?
- What materials do you already have available that could be used or modified for an activity?

Helpful materials to have on-hand include:

- Balls
- Dice
- Roleplaying cards
- Conversation starter questions
- Feelings pictures
- Situation cards
- Situation pictures
- Would You Rather questions
- Commercial games such as Uno, Jenga, Jishaku, Connect Four, Candyland, Chutes and Ladders, Sorry, etc.

Therapeutically modifying a commercial game:

- If possible, practice the targeted skill by simply playing the game while giving ample feedback.
- If needed, invent rules for the game.
 - Create a color code assigning topics or types of questions to colors related to the game.
 - Use role play cards, situation cards, feelings pictures, and question cards using the color code (or other “made up rule”)
 - Change the rules (eg practice making a request and accepting no for an answer and self-regulation by having students request permission to place pieces in Connect Four)

Using crafts to practice skills

- Craft projects that require fine motor or planning skills slightly above the child's ability level provide great opportunities to practice asking for help as well as self-regulation.

Materials Referenced During Presentation

[Emotion cards](#)

[Coping Skills Cards](#)

[Conversation starters #1](#) *

[Conversation starters #2](#) *

[Would you Rather Questions #1](#) *

[Would you Rather Questions #2](#) *

[Funny Would You Rather Questions](#) *

[Ready, Set, Respond game](#) * (includes lots of situations cards)

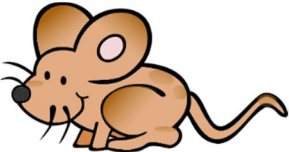

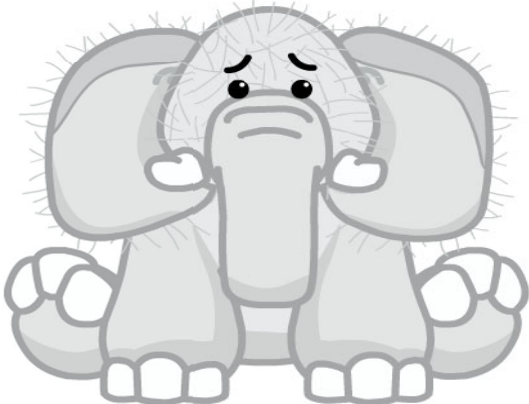




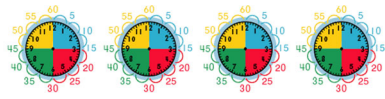



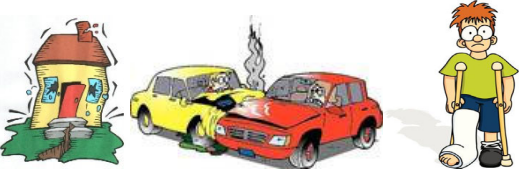
[Problem-Continuum Materials](#)

[The Stress Scale Thermometer](#) *

[Questions for Counseling](#)

[Blob Tree Materials](#) (not referenced during presentation, but has some fun resources)

*Free

Size of the Problem	Mouse sized (Small) 	Monkey-sized (Medium) 	Elephant-sized (Big) 
How many people does it affect and how many are needed to solve it?	1 to 2 people (Kids can often solve it on their own) 	2-9 people (You may need an adult to help solve it) 	10 or more people (Lots of people need to help) 
How long does it last/How fast can it be fixed?	Up to 15 minutes 	15 minutes to several hours 	Days or Months 
How much harm is involved?	Small upset feelings 	Small physical injury or very upset feelings 	Physical danger, injury or death 

BIG

Problem

MEDIUM

Problem

SMALL

Problem

How many
people does it
affect?

How long does
it last?

What kind of
harm is
involved?

How long does it
take to solve the
problem?

How many people
does it take to solve
the problem?

10 or more

3-9 people

1-2 people

Months, years

Days or weeks

Minutes or less
than a day

Physical
danger, injury
or death

Small physical
injury or very
upset feelings

Small upset
feelings

Weeks, months—
need a plan with
many steps

15 minutes up
to hours

Up to 15
minutes

Group of
people, 20 or
more

Usually need an
adult to help,

3-6 people may
be needed

Kids can solve
themselves most
of the time but
may need an adult

Most people
just ignore the
problem



Horrified



Blue



Angry



Confused



Proud



Joyful



Sad



Eager



Tired



Fascinated



Afraid



Shy



Happy



Excited



Lonely



Bored



Mischievous



Overwhelmed



Sad



Silly



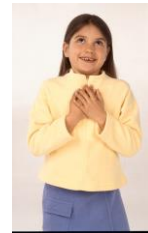
Sympathetic



Innocent



Suspicious



In Love



Content



Ashamed



Curious



Disgusted



Furious



Mad



Glad



Surprised



Cheerful



Depressed



Unhappy



Discouraged



Sorrowful



Interested



Dismayed



Worried



Blah



Confident



Impatient



Disgusted



Shocked



Scared



Sick



Out of Control



Uncomfortable



Aggressive



Terrified



Annoyed



Appreciated



Thankful



Relaxed



Jealous



Elated

















