ES PARENT COFFEE: MARCH 13TH

SINGAPORE AMERICAN SCHOOL

2022-23

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COMMUNITY NORMS

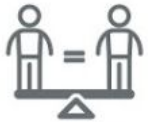
As an SAS community member I agree to hold myself to a high standard of personal conduct in my interactions and communications with students, faculty, and parents. This means I will adhere to the SAS Statement of Community by:



CONTRIBUTING PRODUCTIVELY AND POSITIVELY



ASSUMING POSITIVE INTENT



REFRAINING FROM DISCRIMINATION

(religious, ethnic, racial, sexual, or gender)



SHARING ACCURATE INFORMATION



GOING TO THE SOURCE

Questions to consider before posting:
1) Is it the truth?
2) Is it fair to all concerned?
3) Will it build better community and friendships?
4) Is it beneficial to all?

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UPDATES

JEFF SCOTT & SARAH FARRIS

Deans of Student Life




60
SECOND
DOCS
TINY
FOODS

What is something unique or quirky that YOU are passionate about or talented at?



01:51

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WHAT ARE OUR GOALS FOR THIS MORNING?

OUR TIME TOGETHER

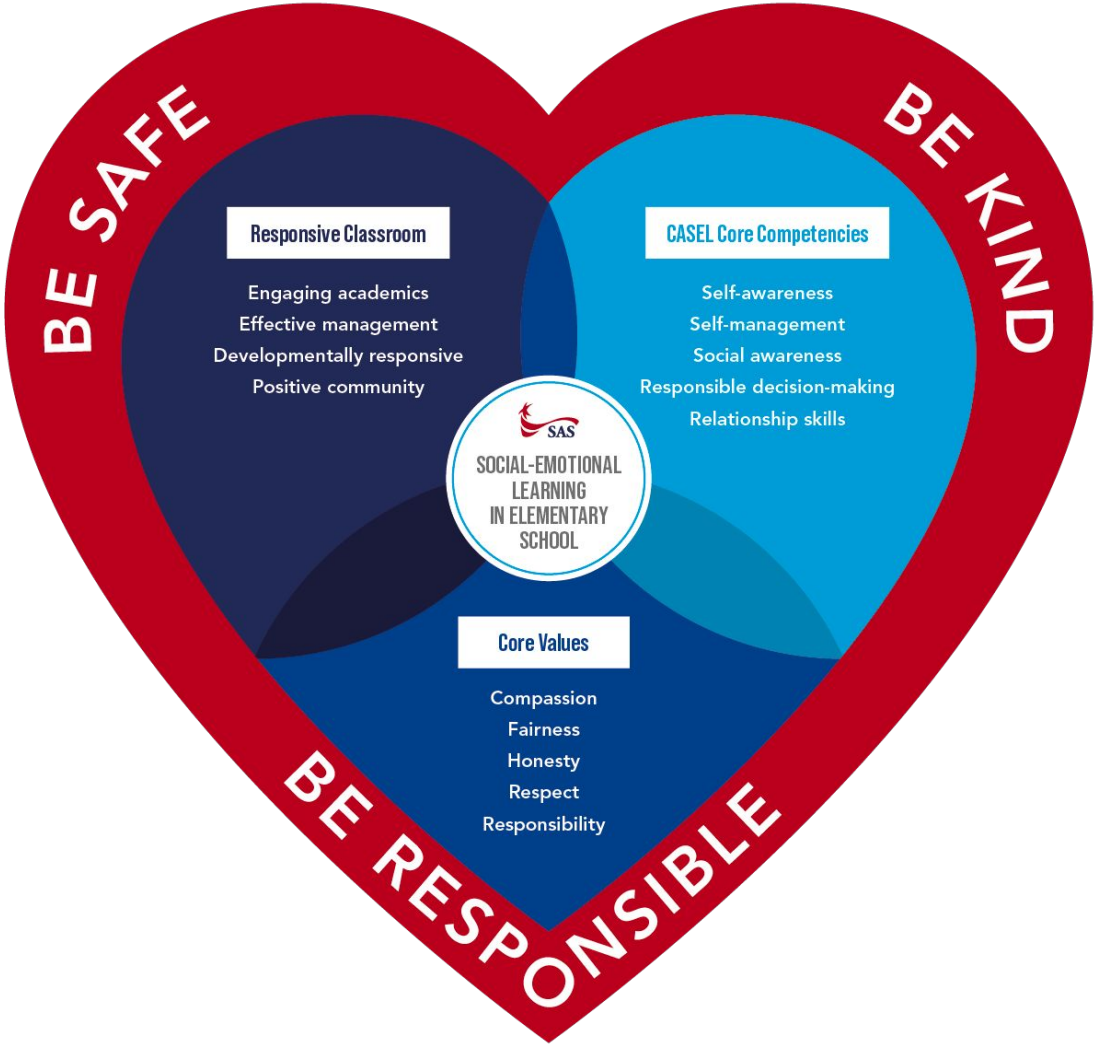
- Describe what SEL looks like in the ES.
- Zoom in on the CASEL competency of self-awareness.
- Explain co-regulation and gain strategies to use with your child/ren outside of school.
- Connect self-awareness to the upcoming student-led conferences.



STRATEGIC DIRECTION



SOCIAL EMOTIONAL LEARNING


BE SAFE
BE KIND
BE RESPONSIBLE
Responsive Classroom
Engaging academics
Effective management
Developmentally responsive
Positive community
CASEL Core Competencies
Self-awareness
Self-management
Social awareness
Responsible decision-making
Relationship skills
SAS
SOCIAL-EMOTIONAL LEARNING IN ELEMENTARY SCHOOL
Core Values
Compassion
Fairness
Honesty
Respect
Responsibility



CORE COMPETENCIES

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

DIVISIONAL GOALS

Faculty and staff will be able to:

- Name and provide an overview of the five Core CASEL Competencies.
- Name specific behaviors within the **self-awareness** competency.
- Intentionally include opportunities for students to develop **self-awareness** during the school day.

Students will grow in their ability to:

- Identify and understand their emotions and how they influence their behavior.
- Identify and maximize their strengths.
- Recognize and develop their areas for growth.

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LOOKING BACK...

October 10th Parent Coffee

SELF-AWARENESS

Accurately Recognize One's Own Feelings and Thoughts and Their Influence on Behavior

Students will be able to...

- Correctly label their own emotions.
- Recognize that emotions are temporary and can and will change.
- Recognize that emotions can affect their behavior.
- Recognize that behavior can affect emotions (including that it is possible to improve how one feels).
- Recognize that emotions have physical effects.

SELF-REFLECTION

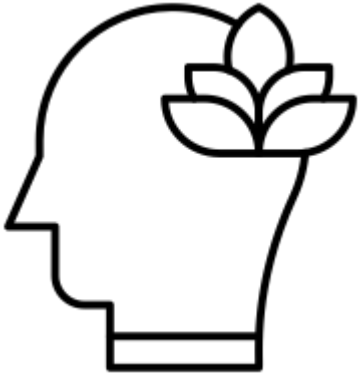
Self-Awareness		Very difficult	Difficult	Easy	Very easy
EMOTIONAL SELF-AWARENESS	I can identify and name my emotions in the moment.				
	I use self-reflection to understand the factors that contribute to my emotions and how my emotions impact me.				
	I recognize when my emotions, thoughts, and biases influence my behavior and my reactions to people and situations, both negatively and positively.				
IDENTITY AND SELF KNOWLEDGE	I know and am realistic about my strengths and limitations.				
	I recognize and reflect on ways in which my identity is shaped by other people and my race, culture, experiences, and environments.				
	I recognize and reflect on ways in which my identity shapes my views, biases, and prejudices.				
GROWTH MINDSET AND PURPOSE	I believe I will continue to learn and develop skills to better support all young people to succeed.				
	I believe I can influence my own future and achieve my ambitions.				
	I can see how I have a valuable role in my work, my family, and my community.				

EMOTIONAL SELF-AWARENESS

I can identify and name my emotions in the moment.



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NAME IT TO TAME IT


Name It To Tame It!
How To Help Your Child Manage
Their Big Emotions

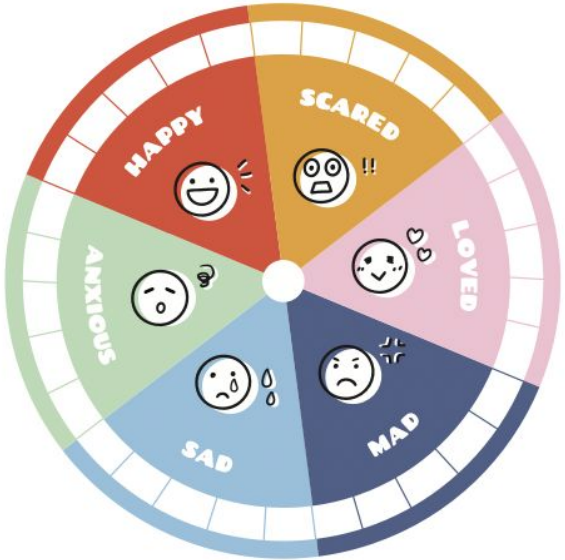


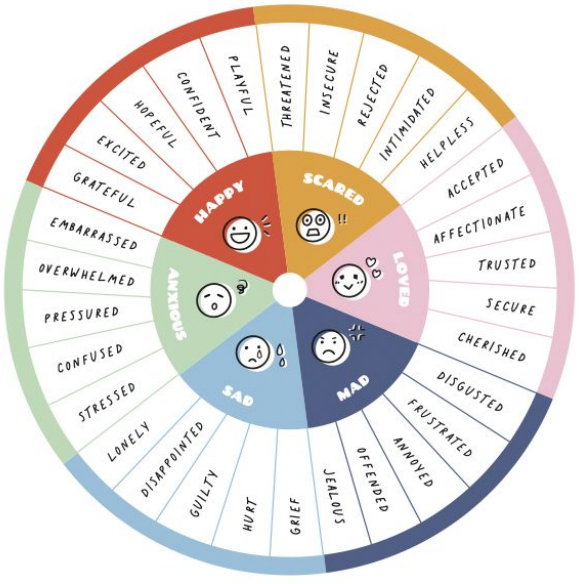
5 TIPS

for supporting children with emotional awareness

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1	**Build An Emotional Vocabulary:** As a child's vocabulary is underdeveloped, they may not have the words to describe the difference between frustrated and annoyed, or scared and nervous. Use visuals and boost vocabulary through literature.





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2	**Identify and Communicate Feelings:** In the grip of a big emotion, children often feel out of control. When they are in the heat of the moment, try to name what you are seeing: “You are so mad; I see you.”
3	**Validate Emotions:** Acknowledge what they’re feeling and why: “I know you’re so upset because you wanted a turn to play with the Legos.”
4	**Share Your Plan**: “Here’s the plan: I am going to let you be to have all the feelings, and I’m going to set a timer for _____ minutes. Then we are going to talk about how we might shake off this mood.”
5	**Two Things Are True**: “You’re allowed to be upset, but it’s time to go to bed. We can come up with a plan for reading stories tomorrow.”


CARY
GRANT
ROSALIND
RUS
CHILD MIND
INSTITUTE

TURN & TALK

How does Bill's story connect with the CASEL competency of **self-awareness**?

01:51

- Correctly label own emotions.
- Recognize that emotions are temporary and can and will change.
- Recognize that emotions can affect behavior.
- Recognize that behavior can affect emotions (including that it is possible to improve how one feels).
- Recognize that emotions have physical effects.

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HOW ARE WE GROWING SELF-AWARENESS IN SCHOOL?

SELF-AWARENESS IN SCHOOL

- Second Steps counseling lessons
- Small group counseling
- Co-creating emotional vocabulary as a class
- Zones of Regulation
- Educators modeling how to recognize and name emotions
- Supporting students to express how they are feeling by asking questions and offering sentence stems
- Use age-appropriate literature to recognize the characters' feelings and discuss how those feelings affect behavior
- Support students in understanding that feelings change and can pass


THESE
FEELINGS
WILL
PASS


Storms
dont
Last
forever

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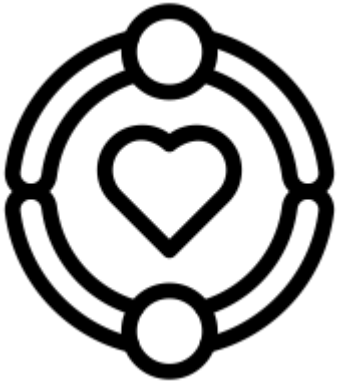
HOW CAN WE SUPPORT STUDENTS WHEN THEY EXPERIENCE BIG EMOTIONS?



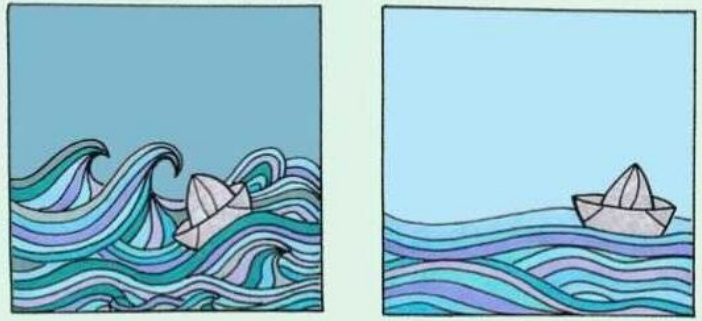
CORE COMPETENCIES

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

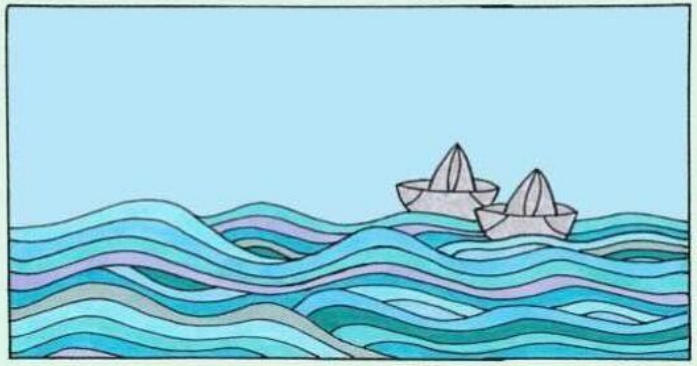
CO-REGULATION



WHEN THEIR STORM MEETS OUR CALM



CO - REGULATION OCCURS



@kwiens62

Co-Regulation

The art of caregivers providing just enough support for a child to manage their emotions.



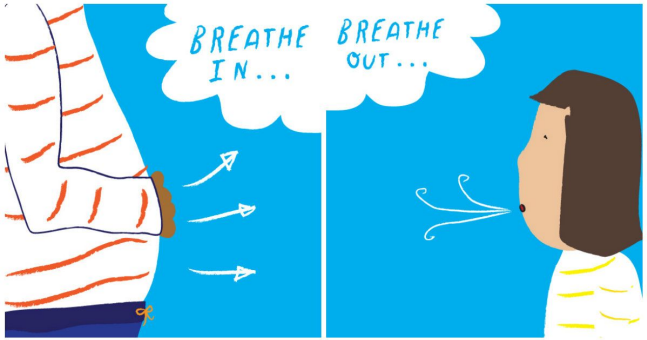
As a child's abilities increase over time, parents add less.

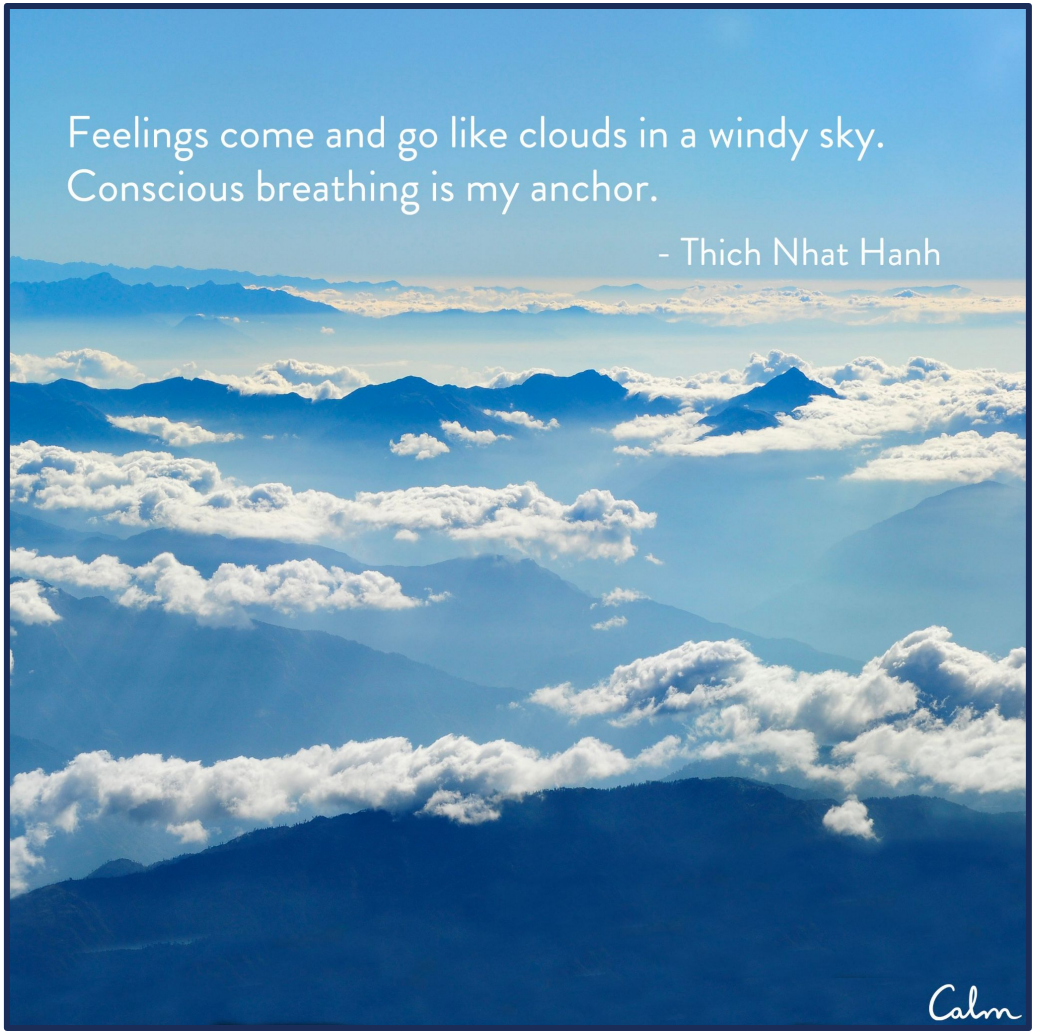
HELPING FAMILIES thrive

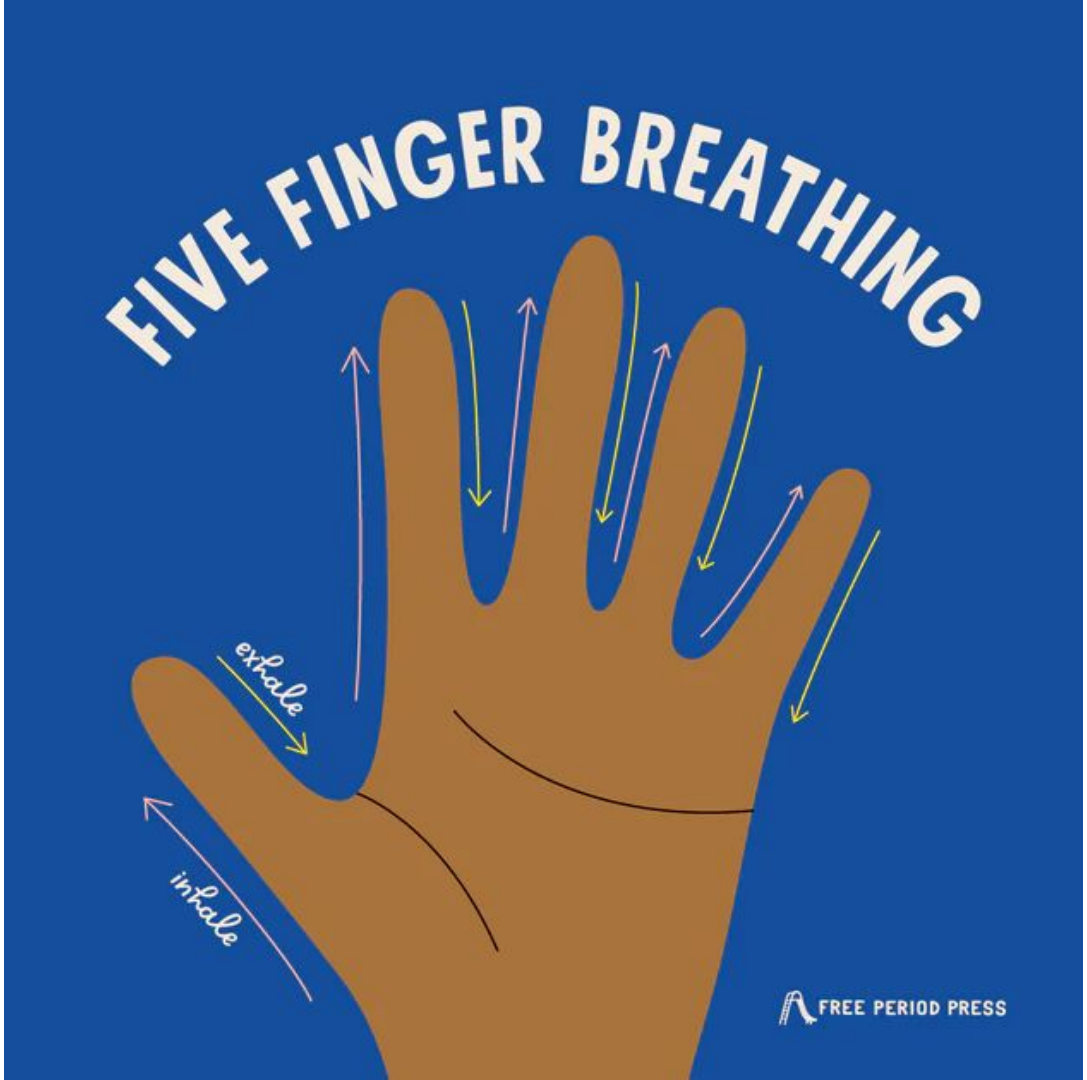
TIPS


A Dozen Ways to Co-Regulate with your Child
Lower your Body Position
Lower your Voice
Soften your Facial Expression
Model Deep Breathing
Do Heavy Work Together
Walk Outside
Offer Deep Pressure
Model a preferred sensory activity
Move your Body Together
Dim the Lights
Stop Talking
Change your Proximity
@coastalconnectionsot

BREATHING


BREATHE IN...
BREATHE OUT...


Feelings come and go like clouds in a windy sky.
Conscious breathing is my anchor.
- Thich Nhat Hanh
Calm


FIVE FINGER BREATHING
exhale
inhale
FREE PERIOD PRESS

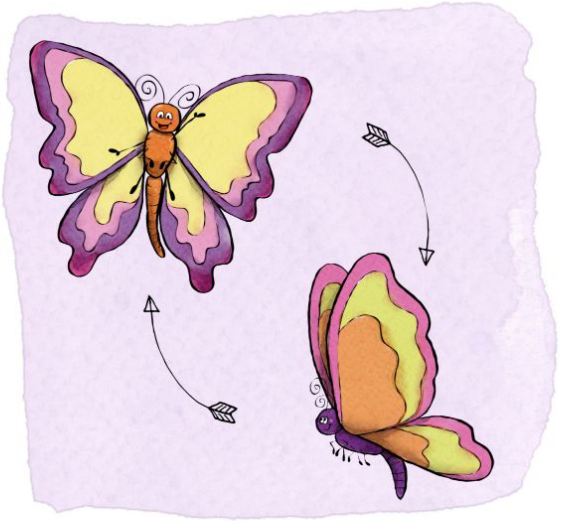
CUPCAKE BREATHING



- Take a deep breath in and smell the frosting.
- Blow out the candle.

©Carol Miller 2019

BUTTERFLY BREATHING



- Take a deep breath as you open your arms (wings).
- Let your breathe out as you bring your wings together.

©Carol Miller 2019



BREATHING BUDDY

mindfulness series

breathing buddy



BUILD A BREATHING TOOLKIT

- There are lots of breathing routines online.
- Practice a new breathing routine for a while before moving onto a new one.
- Find one to three that work for your child and put them in your toolkit!
- Does everyone in the family know this breathing routine? Include siblings, your helper, your partner.



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SELF-AWARENESS AND STUDENT-LED CONFERENCES

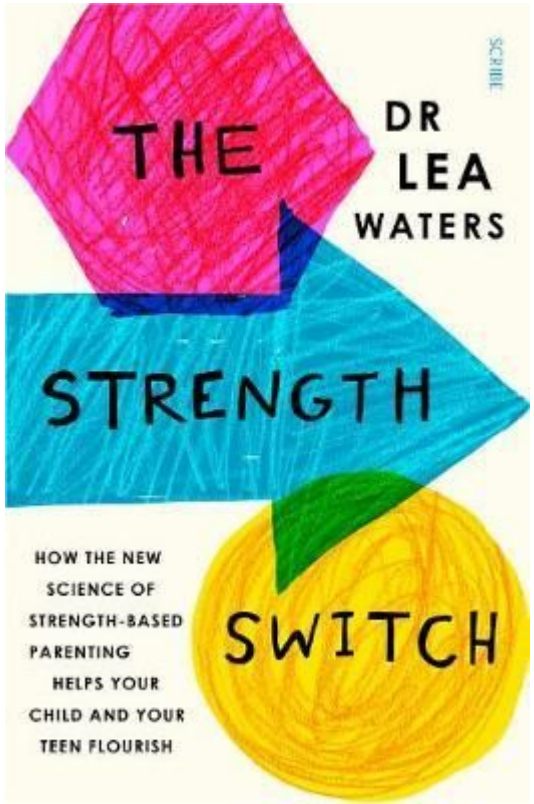
SELF-AWARENESS

Accurately Assessing One's Interests, Strengths, and Limitations, and Possessing a Well-Grounded Sense of Self-Efficacy and Optimism

Students will be able to...

- Identify their interests and strengths, and build on those.
- Be aware of their own positive qualities and values.
- Demonstrate interest in trying new things.
- Express confidence (where appropriate) that they can handle both daily tasks and challenges effectively and maintain optimism about their future.

STRENGTHS SPOTTING





TURN AND TALK

Bring a child to mind. What is one strength that they embody and what makes you say that?

01:51



CONFERENCE CHALLENGE

- Spot and name strengths of this nature for your child/ren.
- Ask your child/ren questions that invite them to reflect on these strengths.



Humor



Teamwork

WHEN GIVING FEEDBACK...

Try using **AND**
instead of **BUT**



Parenting Coach Amy Speidel

"But" VS "And"

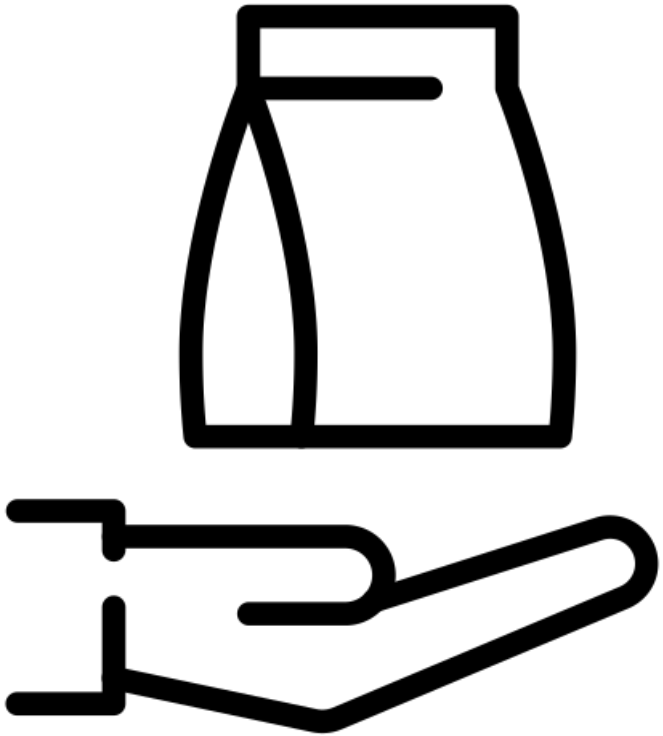
USE “AND” INSTEAD OF “BUT”

You did such a great job in this writing showing the character’s trait of bravery through their words and actions, **but** look at all these capital letters that you were missing at the start of your sentences.

USE “AND” INSTEAD OF “BUT”

You did such a great job in this writing showing your character’s trait of bravery through their words and actions, **and** it looks like Mr. Scott has helped remind you to pay attention to using capital letters to start off your sentences.

CLOSURE: WHAT'S YOUR TAKEAWAY?



What is your biggest takeaway from this morning's session?

Write it down on your "to go" bag!