

Modeling SEL for Students The 5 Competencies

Self Awareness

- Working through situations
- Knowing strengths and weaknesses (helping students find their own)
- Lead by example
- Talking it out
- Listening/letting them talk about it
- Identifying feeling “zones” -> Zones of Regulation
- Being aware of how emotions look and sound
- Labeling the emotion (you look...)
- Moments of self reflection (written or silent)
- Self recognition of growth
- Admitting when you are wrong -> model problem solving behavior
- Being honest about how you feel with your students
- How you treat someone when they are different than you or have different needs
- Admit when you do not know the answer and will have to look it up
- Knowing your role in any given setting
- Encourage them to be how they are
- Don't judge. It's okay to agree to disagree
- Be present
- Using “I statements”
- Students act out emotions using songs
- Honest conversations about barriers
- Hall duty conversations
- Individual Conferences
- Personal connections to curriculum
- Self REflection
- Showing honesty and integrity
- Create an atmosphere of acceptance
- Self check-in/emotion chart
- Acknowledge that discomfort/stress and other difficult emotions are necessary, not optional, for growth
- You need to go through difficult emotions - not avoid them
- Don't coddle students - explain that stress and challenges are parts of life
- Admitting mistakes
- Being honest with students
- Use ways to identify errors to have a way to solve
- Show confidence
- Celebrating student success
- “I feel _____ because _____”
- What happened and how to fix for next time
- Connect physical signs/behaviors to emotions

- “When I feel _____, then _____”
- Celebrating student mistakes and participation
- Teaching them to honor their emotions, but not lead with them
- Teaching students to recognize that it is our differences that make us stronger as a community
- Whole body listening
- Capabilities
- Knowing your own weaknesses
- Growth Mindset
 - Class Dojo Videos
- Owning your own mistakes
 - Teaching/modeling an apology
- Teaching students to identify the “size” of the problem
- Acknowledging you own biases
- Point out our own mistakes and how we work through them
- Weakness vs Strength
- Transparency
- Take responsibility for your own actions
- Identify where your emotions are, help students to label how they are feeling
- Recognize how your emotions affect others
- Ownership/accountability
- Doing the right thing...even when nobody is looking
- Don't let your emotions control your thoughts and actions
- Morning check in/beginning of class
- Capitalize on student interest/strength
- Admit when something isn't working/going as planned - talk it through with students
- Recognizing when we are having a bad day and sharing that
- Admit overreactions and address replacement behaviors
- Nobody is perfect *practice*
- Break big problems into smaller steps
- Being okay with being uncomfortable
- Ask for Help
- QTIP (Quit taking it personally)
- In tune with your feelings
- Know when to tap-out

Relationship Skills

- Meet them at their level/abilities for their age/diagnosis
- Modeling how to communicate
 - Appropriate words
 - Appropriate responses
- Pairing with good model
- Offering choices to reach desired outcome
- Finding a common ground for students in different social circles

- Role play situations
- Write a note of encouragement to each other
- Take time to get to know them
- Sharing and listening > Circle time, exit slips
- Reading facial expressions/body language
- Be a good listener
- Get to know each individual, developing respect
- Eye contact
- Positive rapport
- Every day is a fresh start
- Asking how to resolve instead of telling
- If you see something, say something
- Remembering that some people don't communicate the same way as you. Know your audience
- Demonstrate respectful behaviors with colleagues
- Engaging in conversation - listening and not interrupting
- Smile
- Acknowledging differences
- Compromising
- Choosing not to engage with gossip
- Teacher to teacher - "talk the talk"
- Boundaries are needed - personal vs professional
- Practice explicit teaching of how to work in groups
- Listen to understand - not jumping to conclusions
- Cooperative learning "base groups"
- Creating space/time for students to talk to each other and "practice" skills
- Model social skills during play
 - Sharing
 - Turn taking
 - Conflict resolution
 - Manners
- Agree to disagree
- Embracing uncomfortable situations
 - Having difficult conversations
- Modeling respect of everyone, no matter how different they are from you
- Practice listening to each other
- Model repairing relationships
 - Conflict resolution
 - Making mistakes & owning them
- Active listening skills
 - "I can see your feeling _____"
 - Re-state feelings
 - Practice physically showing you are listening
- Matching words to actions

- Respecting boundaries
- Modeling professional communication with group members especially in conflict
- Model these skills when cooperating with other teachers on interdisciplinary lessons/taks/units
- Switch up student groups to have them engage with various peers & dispel cliques
- Encourage students to ask for help rather than being inactive
- Model by talking/collaborating with co-teachers
- Model group work, how to treat others
- Networking with community members & staff
- Ice breakers and student surveys
- Team building activities
- Pairing and getting to know students likes and dislikes
- Dealing with each other's differences and perspectives
- How we lesson plan - include in discussion
- Face to face communication - greetings, manners, eye contact
- Email etiquette
- As a teacher, model how to help
- Positive, encouraging talk - individual and group
- Modeling respect talking to peers, teachers, family members
- Get to know them outside the classroom (catch a game, share weekends, deliver pizzas)
- Modeling social play/appropriate interaction
- Morning meeting - social skills/greetings/etc.
- Ask 3 before me/expert system to utilize peers
- Speak up/Speak out - finding common interests/ground

Social Awareness

- Being a better listener
- Asking questions
- Teaching different perspectives
- Being open, empathetic, and compassionate
- Learn about other cultures
- Role playing - Learning to be attentive and prac.
- Exemplify encouragement
- Knowing your audience/speaking
- Observe everything about the kids
- Take the time to listen
- Don't say "I know how you feel"
- Show empathy and compassion to others
- Being respectful to others opinions
- Showing and expressing gratitude
- Talk through conflicts
- Checking in on their day/night
- Knowing social boundaries
- Flexible thinker

- Knowing triggers and conflicts
- Guiding to learn to self advocate
- Recognizing cultural differences
- Using eye contact
- Express empathy -> personable
 - "We are human, too!"
- Help provide resources - school supplies, access/connections when needed
- Modeling manners/behaviors
- "How would or how does that make you feel?"
- Addressing situations - teachable moments
- Reading personal narratives from different backgrounds (social/cultural)
- Ask students their way of accomplishing tasks
- Discuss traditions/holidays and differences
- Acknowledging different events & perspectives
- Reach out and be supportive towards their feelings
- Teach about facial expressions
- Talk about different cultures/customs
- Use social stories
- Establishing a positive classroom climate
- Asking students how they are feeling
- "Shout outs" for kind behavior
- Eye contact
- Open-minded
- Using manners
- Body language
- Flexibility
- Good listener
- Put yourself in someone else's shoes (role play)
- Model -> think before you speak
- Role play situations in different environments
- Situation appropriateness (time and place)
- Teach students to agree to disagree when they encounter other perspectives that they don't agree with
- Explicit modeling
- Social stories
- Role playing with peers and teachers
- Exposure to other cultures/situations
- Visual reminders
- Model empathy and compassion
- Re-state their concern and feelings
- Help students identify their feelings
- Building awareness about how behavior impacts others (feelings and behaviors)
- Role play examples/identify perspectives/emotions of self and others
- Culture Awareness - through lesson planning materials

- Making students aware of offensive slurs/comments/slang
- It is okay to be “Different”
- Know how the world’s current events may impact peers differently (from family beliefs)
- Positive affirmations (even if it is difficult)
- Capitalize on teachable moments
- Reinforce positive behaviors
- Learn about one another/ice breakers
- Peer praise
- Reading body language
- Classroom meetings / Social Circles
- Recognizing strengths in others

Responsible Decision-Making

- Choices
- If/then - talk about options
- Talking about safety (Reminders of safe behaviors)
- Using visuals or timers
- Group problem solving
- Using life experiences to help solve problems
 - Giving examples in real life instances
- Pro/Con List
- Show support to each other
- Teach more self-respect / build confidence
- Research
- Personal stories
- Owning up to mistakes
- Model behavior
- Thinking before you act
- Thinking about how your decisions affect others
- Offer choices
- Acknowledge responsible choice
- Talking through if/then decisions
- Reflecting on negative outcomes from previous decisions, learn from the experience
- Model the decision making process
- Explain how you came to your decision
- Be open with students
- Showing “Pause”
- Make rules and consequences as a class → ownership
- Personal examples
- If/then....Cause/effect
- Self reflection → how to correct/improve for future
- Weighing the options
- Always modeling
- Give real life problems and work through solving them

- Sharing personal stories
- Putting a thought into what they are seeing us do
- Explicit teaching & how their actions impact others
- Teaching and modeling empathy
- Thinking of others
- Research & come up with a plan
- Think before you speak
- Teach positive/negative consequences
- Seeking help when needed (it is okay to ask for help)
- Sharing with students that their decisions (being on task, being prepared for class, turning in quality work on time, respectful dialogue) directly impact the class culture/environment in both positive and/or negative ways. This is for teachers as well.
- Explain why you're making the decisions you're making and outline possible consequences (ex. Failing, extra work time, etc)
- Relate things to real-world consequences
- Reinforce that students own their education and they get out of classes what they put into them
- Prioritize your daily tasks
- Model the common sense of solutions
- Show the importance of the thought process instead of just getting an answer
- Giving choices
- Self reflection
 - Asking questions
 - Understanding why
- Using "this/then, when/then, and if/then" statements
- Modeling class as community
- Showing how actions impact others
- Discuss impacts of choices
 - Logical consequences
- I wonder....what if....let's try...
- Time management
- Discussion with someone who has a different point of view
- Peer review, brainstorming, and refining
- Identifying behavior, consequence, and accountability
- Share your calm
- Identify your "people" to help
- Process for reflecting and problem solving
- Talk through "think aloud", your decision making process
- Modeling consideration of how others will be impacted
- Illustrating what good group collaboration looks like
- Forward thinking; Listen first and speak second

Self-Management

- Deep breaths

- Visuals
- Step away to calm down - Time out (happy place)
- Recognize emotions - tools, fidgets
- Self-Awareness
- Q-Tip → Quit Taking it Personal
- Model different methods
- Zen yoga
- Talking it out
- Count to 10
- Take a walk/break
- Don't pick up the "rope"
- Communicate with team if you are having a bad day or not capable of dealing with a certain student or behavior
- Emotionally detach, don't take personal
- Try to respond & not react
- Mental Counting
- Brief walk / movement breaks
- Knowing when you need a break
- Knowing that how you say something is as important as what you say (tone)
- Using a schedule to follow group plan
- Modeling how to offer assistance or a break to your colleagues
- Unscheduled brain breaks as needed to teach students to listen to their brains/bodies for when they need a break
- Create lists and check off when tasks are completed
- Next day = clean slate. It is always a new day to start over
- Try not to bring your personal problems into the classroom
- Thinking out loud (want to react this way but won't) positive vs negative
- Personal conversation to develop a plan to de-stress
- Think before you speak
 - Modeling wrong way to spark conversation
- Share short-term/long-term goals
- Don't check your phone immediately
- Share personal experiences
- Help students develop personal goals
 - Make it achievable
 - Explain why
- Help build stamina/be attentive
- Know the purpose
- Make lists/write things down
- Calming strategies
- Setting classroom goals
- Share personal goals
- Collaborate (plan classroom rules together)
- Self evaluation

- Share class goals/schedule
- Giving tools to help organization
- Model expectations
- Reacting calmly to stressful situations
 - Thinking before you respond
 - Acknowledge your stress with students if needed
 - Coping skills of how you deal with stress
- Showing responsibility in your workload by vocalizing your plan of action - list out steps to achieve a goal/manage a task
- Modeling your time management (Professional/Personal)
- Thinking through problems before they give up
- Organizational skills
- Everyone needs help → Practice with this
- Helping kids learn what they can/can't control
- Size of the problem
- Managing expectations and matching developmental level
- Keeping an agenda/writing stuff down
- Breathing squares/meditation
- Setting goals → reading goals, modeling personal goals
- Narrating coping skills
- Energizing activities
- Finding balance between want vs need
- Model work ethic, pride in work
 - Plaid, organize, small chunks
- Problem solving skills - step out of the comfort zone
- Manage your stress level
- Identify the size of the problem
- Let go of things you can't control
- Not dwelling/move forward
- Goal setting - goals for the year
- Communicating your personal dialogue about self-management
- Model how to organize materials, note-taking
- Doing the thing that you know is right
- Self-reflect on your behavior
- Take responsibility of your own actions
- Remain calm
- Self care
- Response vs reaction
- Know your triggers
- Self assessment with feedback
- Identifying tools/strategies that help