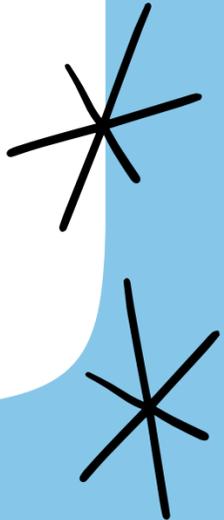


Empowering Your Child

Understanding SEL
Through the CASEL
Competencies



P A R E N T



A C A D E M Y

Meet the presenters

**Courtney
Carrelha,
Supervisor K-12**



**Nikki Van Ess,
Supervisor 6-12**



**Jim O'Hara,
Director K-12**



Meet the *Coaches*

SEL Coaches 25-26

Name	Building
Alexandra Graff	Mahwah High School
Caitlin Yeck	Mahwah High School
Jennifer Chung	Ramapo Ridge Middle School
Morgan Ridgway	Ramapo Ridge Middle School
Brittany Bonanno	Joyce Kilmer School
Kristen Cavallo	Joyce Kilmer School
Beth Clark	Lenape Meadows School
Jennifer Lederer	Lenape Meadows School
Jillian Laurice	Betsy Ross School
Christina Rainey	Betsy Ross School
Christine Piotrowski	George Washington School
Christina Zucaro	George Washington School



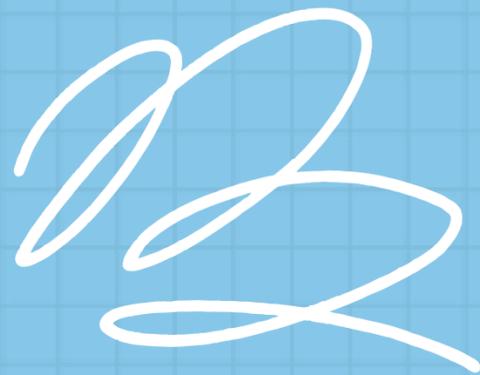
Goal for Tonight



Come together to discuss ways in which to support your child's social-emotional growth through the lens of the 5 Core SEL Competencies.



“When Schools and Families Work together, they can build strong connections that reinforce social-emotional skill development”
(CASEL)



SEL Definition



“SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”



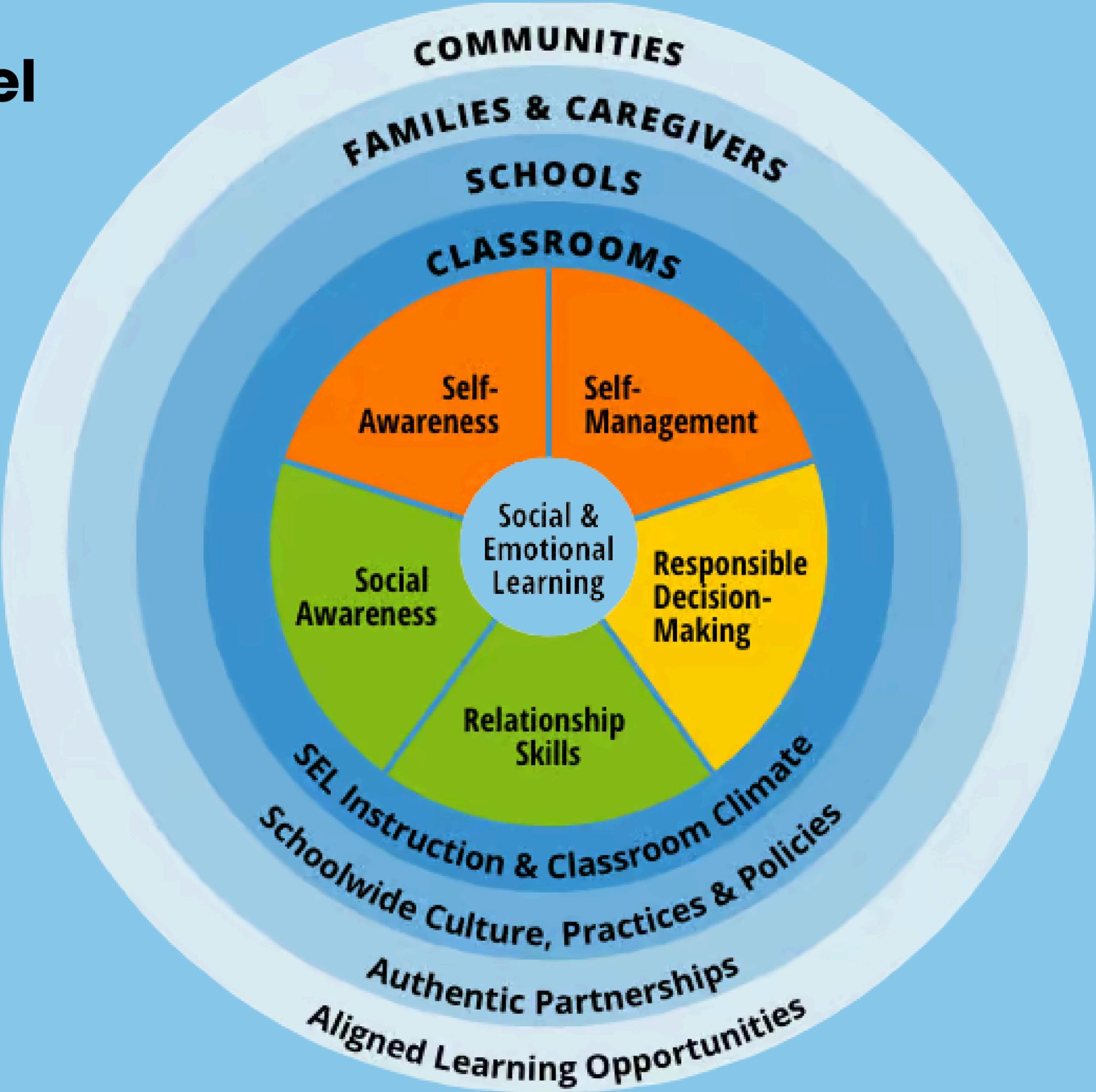
CASEL.ORG



CASEL (Collaborative for Academic, Social, and Emotional Learning)

a national organization of researchers, educators, and child advocates defines five core competencies that are essential for social-emotional learning (SEL). These competencies help students develop critical skills for personal growth, academic success, and positive relationships.

The CASEL Wheel





5 Goals of SEL



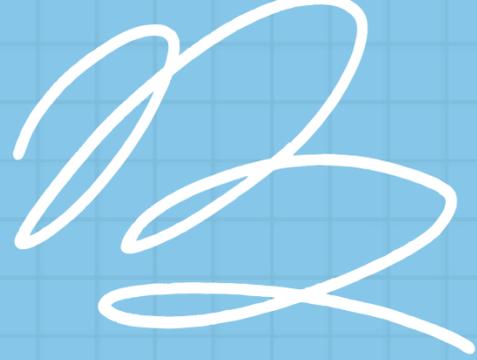
1. Develop healthy identities
 2. Manage emotions and achieve personal and collective goals
 3. Feel and show empathy for others
 4. Establish and maintain supportive relationships
 5. Make responsible and caring decisions
-



4 Benefits of SEL



1. Better academic performance
 2. Improved attitude
 3. Less negative behavior
 4. Reduce stress
-

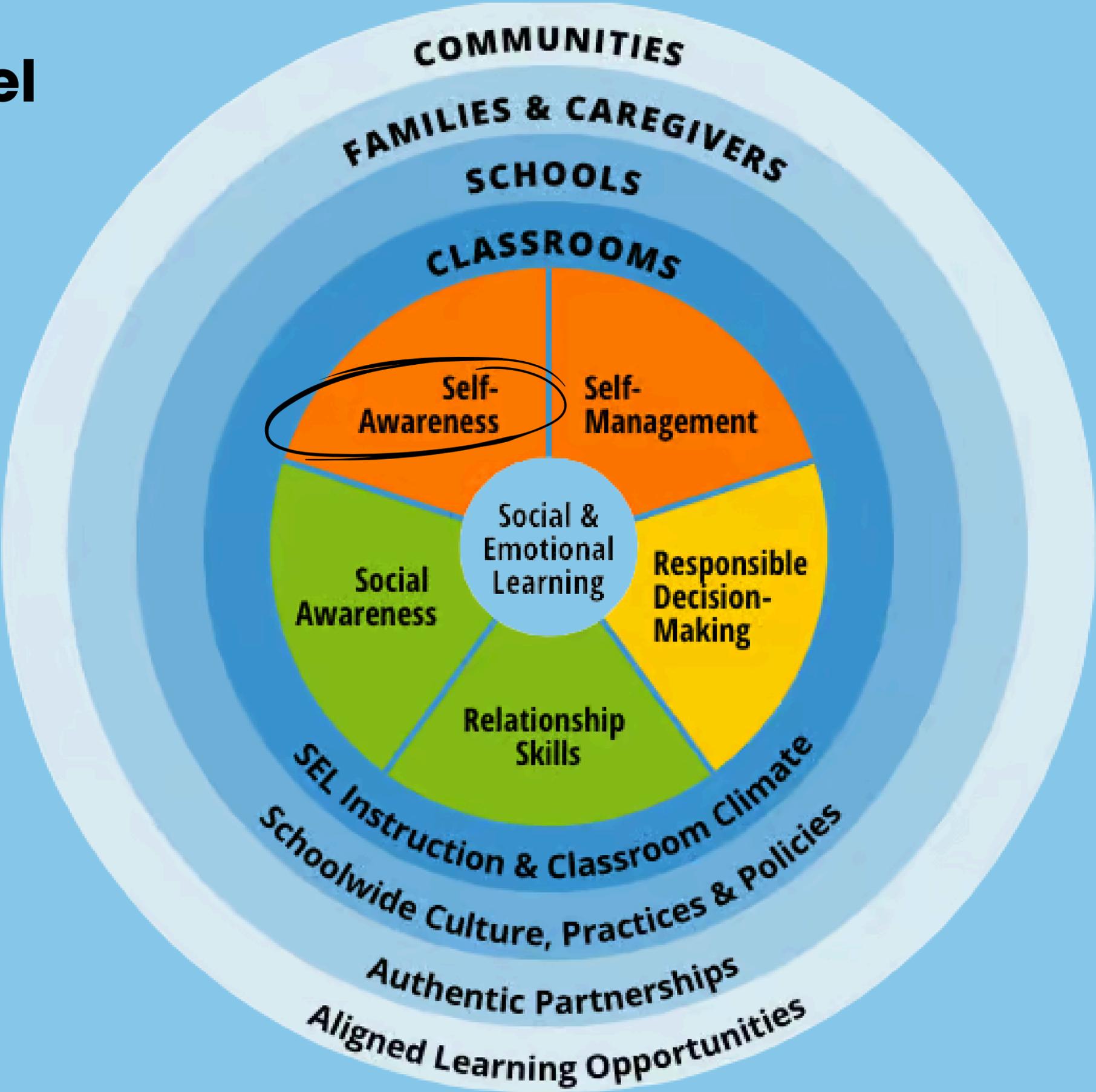


Values & SEL



1. What are the top three skills, mindsets, and/or attitudes that were instilled in you from a young age?
2. Now, think about what VALUES we hope to instill in our children

The CASEL Wheel



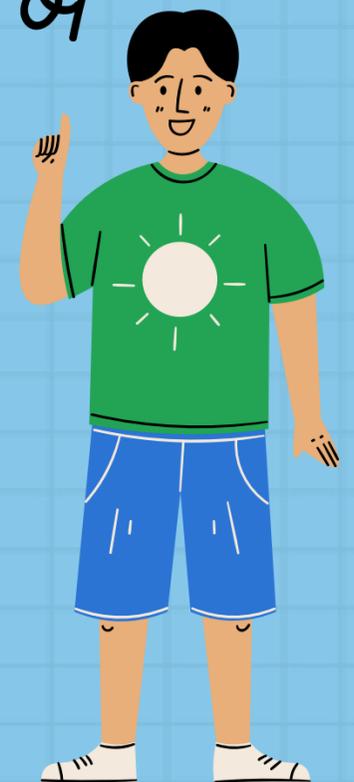


Self-Awareness



Self-Awareness

The ability to understand one's emotions, thoughts, and values, and how they influence behavior. This includes recognizing strengths and limitations, developing a sense of confidence, and building a growth mindset.



Self-Awareness

In school

Elementary:

Goal Setting

- identify and own strengths and weaknesses
- set small, achievable goals

Waiting Game

- practice waiting 5 seconds before answering a question, making a comment, or reacting to a difficult situation
- manage waiting time by finger tapping, breathing techniques, or counting down to calm

Counselor Class Lessons:

- **3rd Grade “Quiet Please, Owen McPhee” - a book about a talkative young boy who realizes the importance of listening.**

Secondary:

- Checklist for strengths & weaknesses
- Self-Assessment Rubrics

At Home

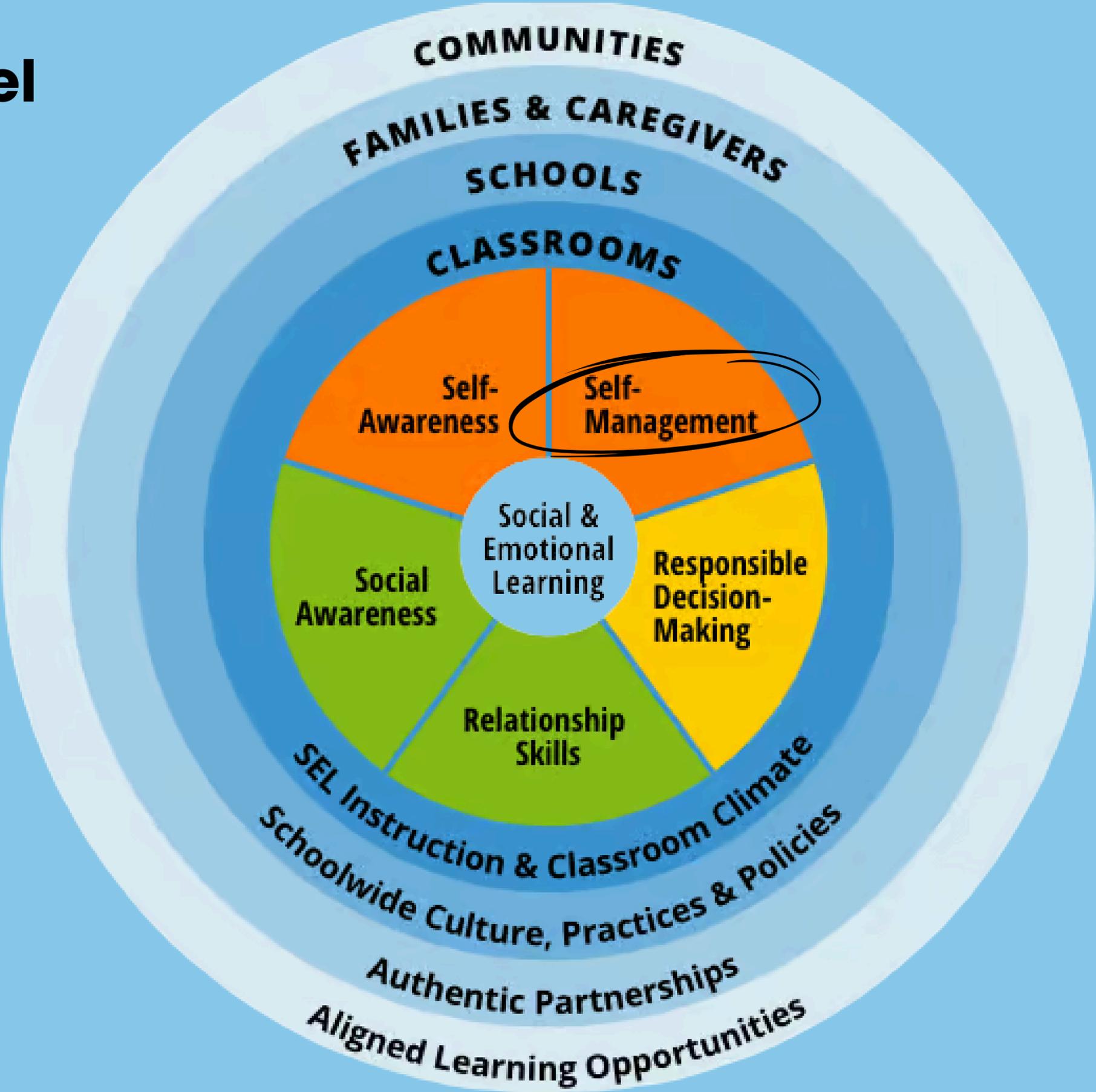
Stop. Whenever you notice stress or imbalance, pause and be aware of how you feel.

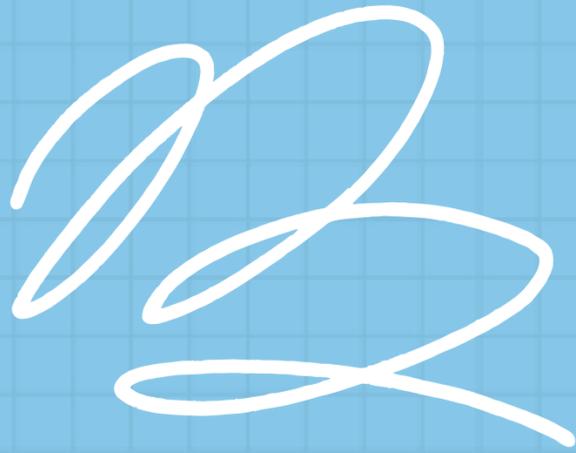
Take a breath. Simply bring your awareness into the breathing body, letting the sensations of the breath move into the forefront. Notice how your mind begins to settle a bit, bringing more clarity. Breath awareness actually harmonizes the cardiovascular systems in the body, while also calming the “alarm” centers in the more primitive parts of the brain, restoring full brain function. When we are stressed, we can’t think clearly or see any situation accurately.

Observe. Just notice how breathing begins to naturally bring balance to the systems of the body. Let this be felt. Also, look around. What is really happening, in the moment?

Proceed. Having shifted to a more mindfully responsive mode, take an action that is more skillful, appropriate, and best attuned to your situation.

The CASEL Wheel





Self-Management



Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.



Self-Management

In School

Elementary - Mindful Spaces:

- Zen Den, Calm Corner -
 - Establish a safe, peaceful space where children can relax, focus and regulate themselves.
- This should be designed WITH the children and contain items and experiences unique to the children using it.

Breathing Techniques

- five finger breathing, sun and sky, leaf breath

Secondary:

- Goal Setting Sheet
- “3 Before Me” to control impulse during class discussions
- Create a list of “controllables” & make a plan

At Home

Self-Management

Tip Sheet: Promoting Resilience and Courage with Kids in the Midst of Fear

Source: <https://confidentparentsconfidentkids.org/2015/10/29/true-terror-helping-kids-deal-with-their-fears/>

UNPACK THE FEAR.

Talk through the emotions with a child when you don't have other pressures. List out all aspects of what they are afraid of. If it's the dark, what parts of the dark don't they like? What do they see? What do they imagine? What's the worst thing that could happen to them in the dark? Find out all of the aspects of what's worrying them and be sure to discuss their worst-case scenarios.

BEGIN WITH THE LEAST SCARY THING ON THE LIST OF FEARS AND BECOME INFORMED TOGETHER.

Provide education and safety information about that topic, and the more interactive, the better. For example, what causes the dark? Are there more safety risks in the dark? What are they? How can you address them? Do you need night lights in the bedrooms and in the hallways? If there are issues you can research in children's books together, that is a great process for exploring a high-anxiety topic. Or else go and pick out night lights to serve as a safety measure. Involve your child in addressing the issue.

TAKE SMALL STEPS TOWARD FACING THE FEAR.

Before moving forward, be sure to ask your child how they feel about taking the next step and make it fun.

CONTINUE SMALL STEPS AS YOUR CHILD CONSENTS.

With each small step, your child will learn to trust working with you on his fear (because you are not pushing, but allowing him or her to set the pace). You will offer practice in facing his fear through these small steps, inching closer to the darkness until they are ready to turn out the lights altogether.

PRACTICE IN VARIED SETTINGS.

Even if your child has been able to face turning out the lights and has come through it triumphantly, he will better internalize the lesson if you practice in a few settings. So go to your living room, ask his readiness, and perhaps take a smaller step first in the new setting by turning out one light in the room.

RETURN TO SAFETY.

If you have struggles along the way, you can always return to safety. Turn on the lights. Talk more about safety issues, such as checking to see if all of the doors are locked so no strangers could possibly get in your home. Help your child feel comfortable at each stage of the process.

DEBUNKING THE "TOUGHENING UP" MYTH.

It is a common belief that we must toughen up our kids for what they must face in life. Sometimes that belief translates into pushing kids beyond their coping capacity. We may force them into petting a dog they are terrified of approaching because it is our belief that they have to face their problem. Indeed it does make children strong for them to face their fears, but the only way they can truly conquer them is on their own terms. No amount of pushing, forcing, punishing or yelling on our part is going to help. In fact, it will do the opposite.

My Emotional Safety Plan

I know that my children learn to manage emotions from my modeling when I am angry and anxious. I know my child will act in the same way I act when they are stressed. Having a plan ready and rehearsed will help me model how I want to teach them the handle their emotions.

When I am angry or have high anxiety, I will say... (keep it short!)

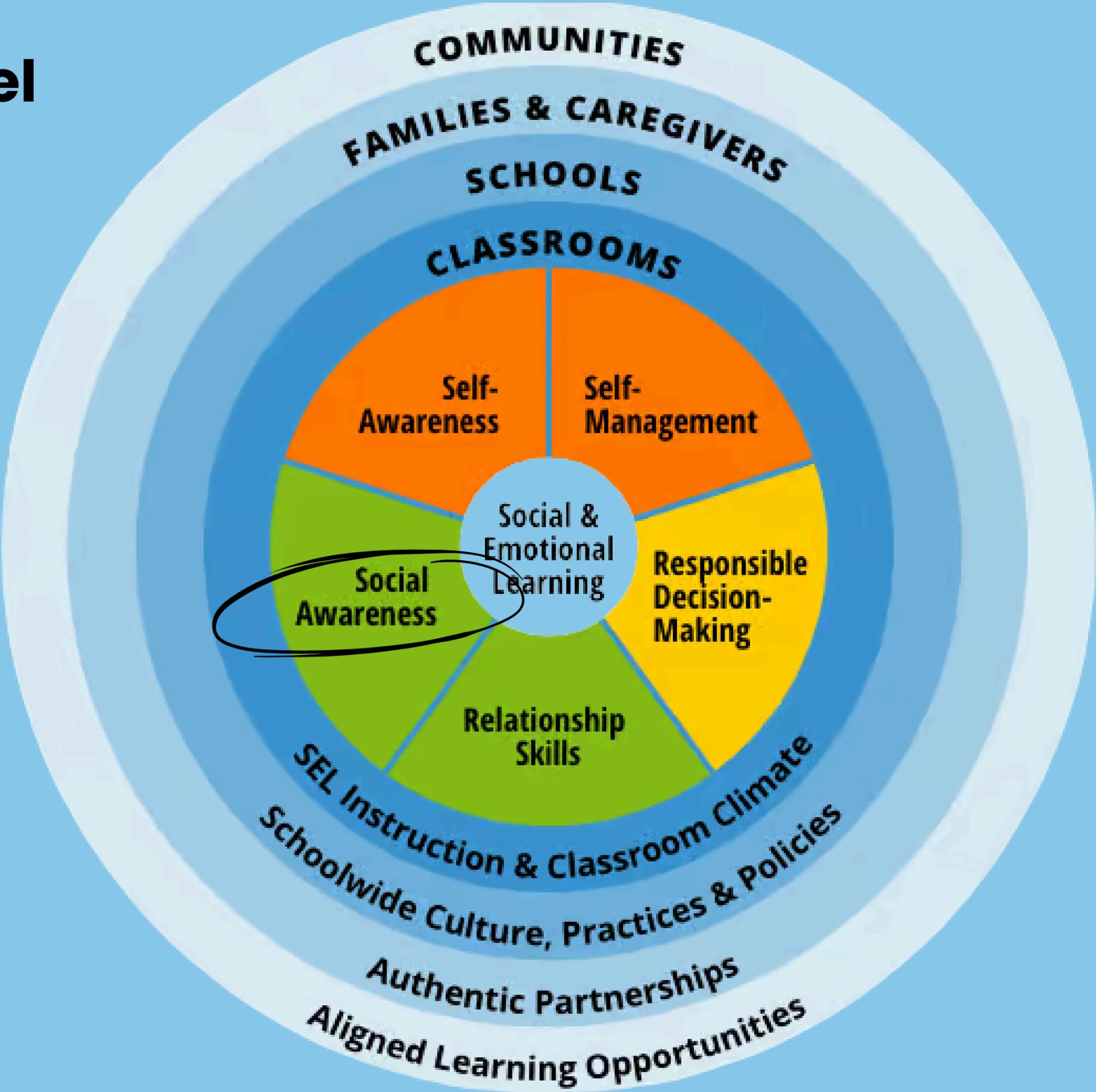
Then, I will go... (describe specific place) to cool down.

When I get to my cool down spot, I will... (take how many deep breathes? Then, write? draw? think? cry? plan?)

I will return to my family when...

I will prepare my family for this (as I would let them know about any new routine) by telling them when we are...(when? where?)

The CASEL Wheel



Social Awareness



Social Awareness



Social-Awareness

The ability to take the perspective of and empathize with others, including those from different diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.



Social Awareness

At Home

QUESTIONS TO ASK WHEN READING STORIES OR WATCHING TELEVISION WITH YOUR FAMILY

While reading or watching television, try asking:

- Can you predict what might happen?
- What do you think the character is thinking before a major decision?
- What do you think the character might be feeling?
- What do you think the character wants to happen?

At the end of the story, ask your child to consider:

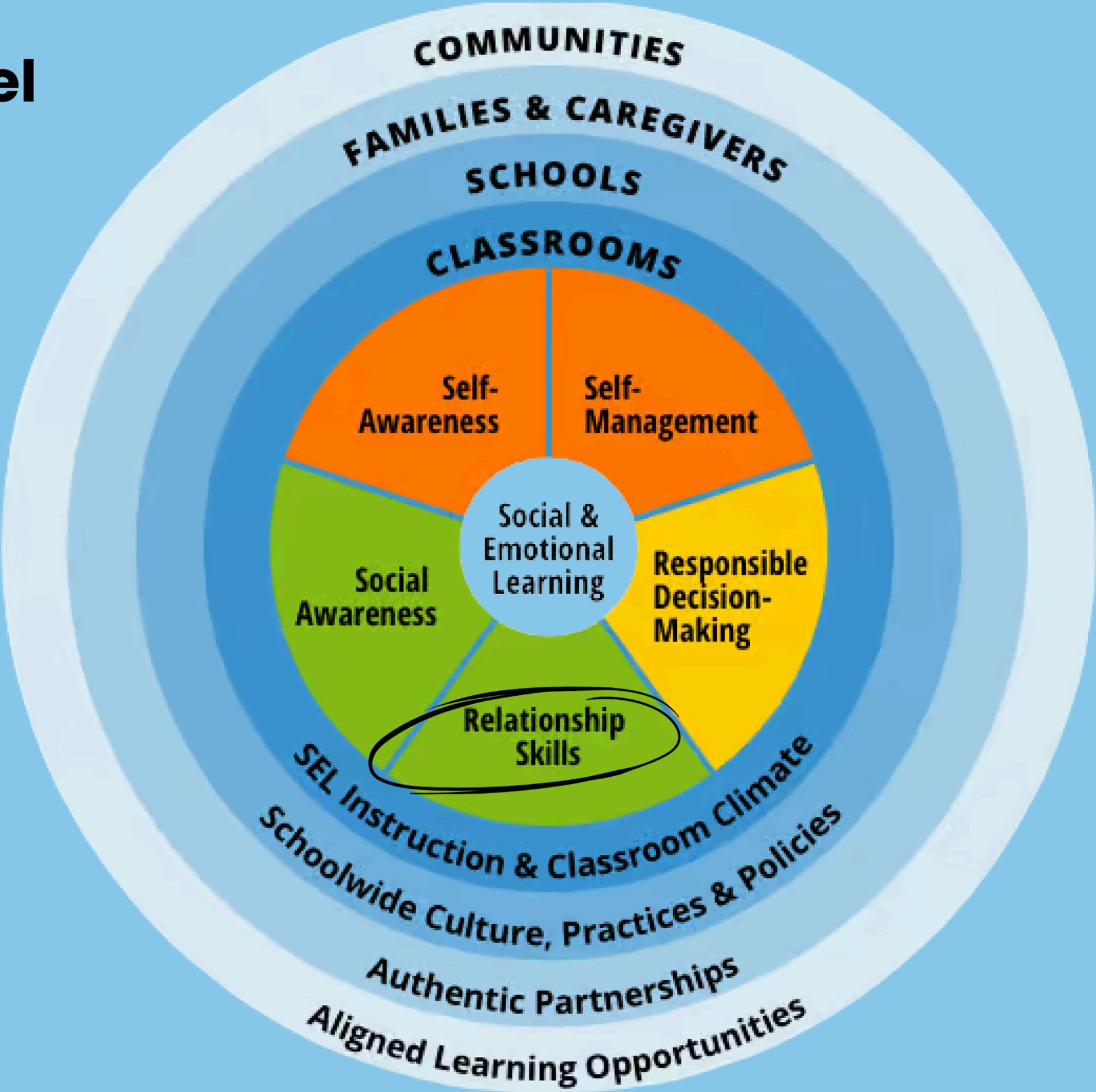
- Why do you think the character made the decision to act the way they did?
- How do you think that character considered the effect on others or on the environment?
- How do you think the main character felt after the decision?
- What other decisions could the character have made? What decision would you have made?
- What effects would another decision have on others?

Social Awareness

In School

- Behavioral Response to positive & negative student actions (start with positive)
- “Jenny is doing a great job by opening her binder and looking at the instructions upon entering the classroom. Billy, why is that a positive thing”
- Metacognition - thinking about your thinking

The CASEL Wheel





Relationship Skills

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.



Relationship Skills

At Home

Confident Parents, Confident Kids Fighting Fairly Family Pledge

Fighting is inevitable in families. It does not represent weakness but only reality. I know that the way we fight - what we say, how we say it and what we do - can either deepen our intimacy and strengthen our bonds or create divisions and break down trust. Here is our family commitment to one another.

We, the _____ (insert last name(s)) family, will...

1. Plan ahead.

We'll develop a plan for dealing with heated emotions, expressing ourselves respectfully and calming down. Each will create their own individual response and share it with the others in the family. We will respect each person's plan. See the Family Emotional Safety Plan for a simple template.

2. Go to the source.

We will not talk with one person about another when they are not present. We will go directly to the person with whom we have the problem.

3. Take responsibility for our own feelings and role in the problem.

Instead of blaming others, we will voice our own feelings. We'll ask "What am I feeling? What's my role in this problem?" and "How can I articulate and take responsibility for my role fairly?"

4. Move to empathy and get curious about other's perspectives.

We'll assume that other family members have good intentions and that everyone can make mistakes. We'll ask, "What are you feeling? What are you thinking?" Then, we'll listen with an open mind and heart seeking understanding.

5. Work together to meet each other's needs and forge an agreement.

No agreement is going to work if needs — physical or emotional — are not met. So before finding solutions ask "What needs have to be met on both sides?" Then with those needs in mind, we'll discuss ways to move forward and work to resolve the problem.

6. End with love.

This is typically not a possible way to close a conflict if the problem is not truly resolved. But when we've heard each other's feelings and thoughts, worked to understand one another and tried to resolve the problem fairly, then we'll end with an expression of love and care.

We, the _____ (insert last name(s)) family, pledge not to use the following types of fighting that we know are destructive to our loving relationships. They can whittle away at our trust of one another and rock our foundation.

We will not...

1. Use physical force.

Whether it's between siblings or between a caregiver and child (including spanking), using physical force in a conflict signals that the individual has lost all control and only believes s/he can regain it with physical dominance. Five decades of research shows there are no positive and only negative outcomes when force is used. See the following article for numerous alternatives. Brainstorm alternatives so that children have other options at the ready.

2. Criticize.

We will not judge or comment on the character of a person in the struggle but focus our energies and words on solving the problem at hand.

3. Show contempt.

We will not use hostile humor, sarcasm, name-calling, mockery or baiting body language. We recognize these all involve some kind of aggression and character attack with the implicit intention of causing harm.

4. Become defensive or blaming.

We will not point fingers and use "You..." language. Words like "always, never or forever" will not enter into our arguments since they cannot represent the truth.

7. Stonewall.

We will not refuse to listen, shut down the argument or give the silent treatment. We know that our loving family relationships will continue to grow stronger through our commitment to this pledge.

Parent-Teacher Conversations Tip Sheet

Source: <https://confidentparentsconfidentkids.org/2013/03/14/parent-teacher-conversations/>

Get yourself into the right frame of mind.

ASSUME THE BEST INTENTIONS ON THE TEACHER'S PART.

Assume competence and caring. Assume that the teacher is trying to do what is fair. But of course, teachers are human and make mistakes like all of us. If you are upset or emotional about the situation, first do some journaling, walking, or other means of getting out some of your frustrations. Try not to go into the conversation highly charged and emotional if possible. If you do, you are SIGNIFICANTLY less likely to be successful.

ASK YOURSELF: WHAT ARE YOUR DESIRED OUTCOMES FOR THE CONVERSATION?

Think about it. If you raise this issue, are there a number of outcomes that might be acceptable to you? Involve your child in thinking through what solutions might be acceptable. If there is only one solution that is acceptable and you do not believe that the teacher will either a.) understand or b.) accept that solution, then it sounds like it is not worth having the conversation unless you are only planning to focus on the future. In other words, "What can he do in the future to avoid this problem from happening again?"

INITIATING THE CONVERSATION.

Whether you call or email to set up a conversation, let the teacher know that you would like to discuss your child in general and specifically the problem at hand. Be sure to find the time to go in person. Email and phone conversations seem easier, but real resolutions in which all parties feel better can best be reached in person.

THE CONVERSATION ITSELF.

Begin with the positive strengths of the school year and the teacher's influence on your child. What do you like about her, or what he is learning? Then, ask about the problem at hand.

When you leave the conversation, be sure to thank the teacher for her time and care with your child. Go through the conversation with your child. If agreements have been made, you then need to supervise your child carefully to ensure that he follows through with those agreements. It may be the case that because of school rules there is no way that a student can make reparation or improve a grade. Help your child to accept the rules of the school that his teacher is following. Discuss what they can do to avoid the problem the next time. You will not only be working in partnership on your child's behalf with the school, but also teaching the valuable lessons of accepting consequences and learning from mistakes.

FOLLOW UP ON THE CONVERSATION.

Because you want to continue a good and growing relationship with your child's teacher, follow up. After your child has followed through on making up the test, for example, check back in with your child's teacher in a few weeks just to see if reparation has been made and things are going well. If you focus on your partnership with the teacher as an important investment in your child's future success and not on the problem of the moment, you will make better choices about how to approach the teacher even when difficult situations occur.

Relationship Skills

In School

Elementary:

I statements: “I feel _____ when _____ because _____. I need _____”

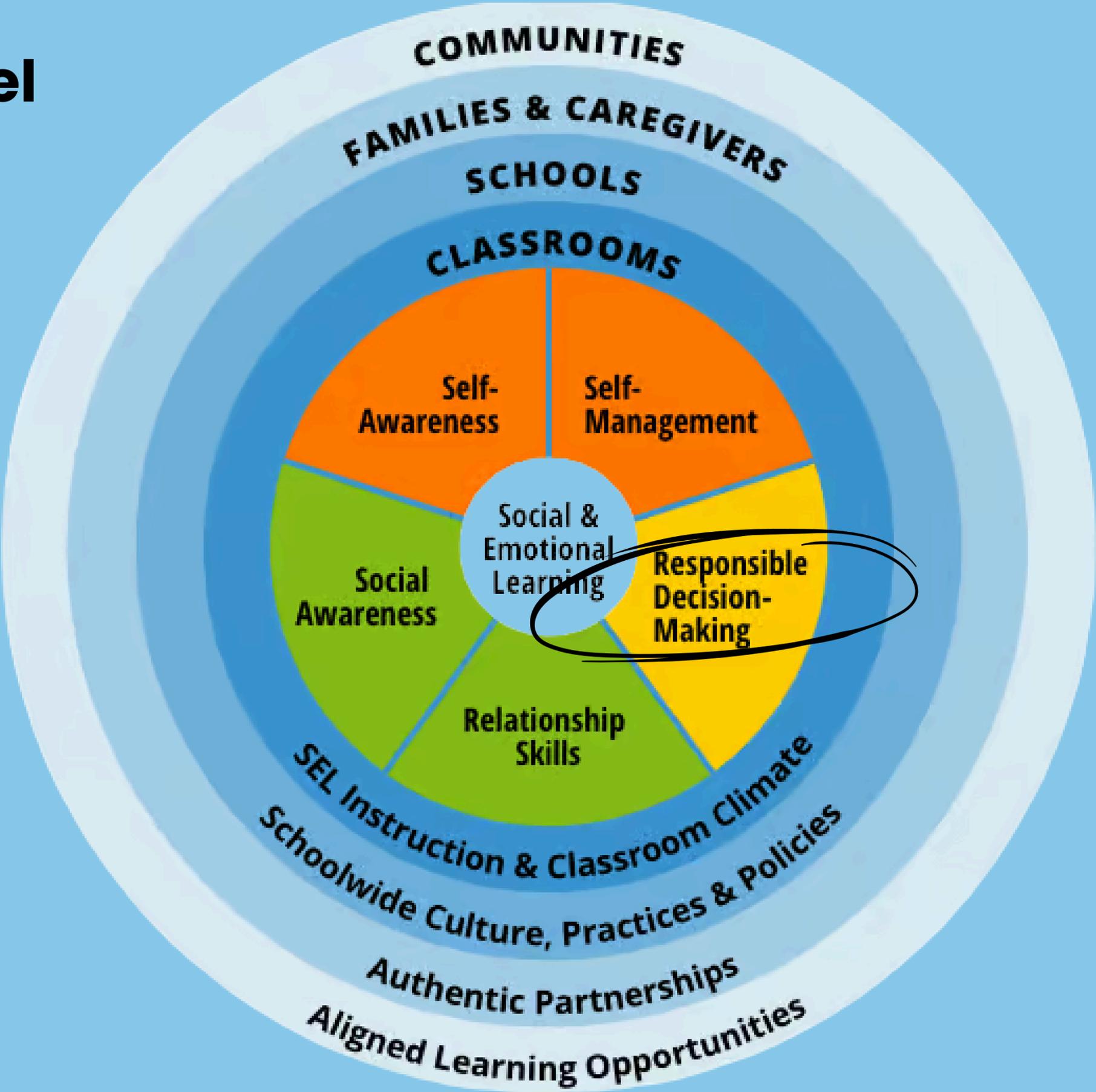
Count Me Down

- 3 unique things about your family
- 2 challenges you are currently facing
- 1 goal or dream you have

Secondary:

- Bounce Cards to enhance class discussions
- Team Bonding Activities
 - Class competitions, team games in Phys. Ed.
- Peer Review Guidelines
 - How to critique respectfully
 - Austin’s Butterfly
- Spider Web Discussion
 - class discussion that is tracked and encouraged groups to work together to create a discussion
- “In the Middle”
 - Insert a student into a scenario from a class related topic

The CASEL Wheel





Responsible Decision Making



Responsible Decision Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.



Responsible Decision Making

At Home

RESPONSIBLE DECISION-MAKING TIP SHEET

1. Look for opportunities to offer choices.

You can help your child practice making responsible decisions by offering them a few safe choices, then allowing them to make the final decision. For example, younger children can be asked, "Would you like to brush your teeth before your bath or after?" Or "Would you like to do your homework before bed or while you eat breakfast tomorrow?" Older children can be offered choices like "You will need to be at school tomorrow by 7:30. Make a list of all the things you'll need to do before we leave, then let me know what time you think you should wake up so that you have time to do all the things on your list."

2. Help your child develop a healthy self-image through supportive inner self-talk.

The language you use can help shape your child's sense of identity. "If you weren't so lazy, this wouldn't have happened" might seem like a harmless comment, but it could cause your child to start believing that they really are a lazy person. Sarcasm can also be misunderstood by children. Try using words that encourage a growth mindset, such as: "It's important to learn from this situation. What can you try next time this happens?"

3. Give your child space to reflect and think things through.

Children may need extra time to consider issues before responding. To encourage your child to reflect on decisions, ask open-ended questions. If you are reflecting on a situation that was negative or stressful, wait until your child is calm before starting this kind of discussion.

4. Make problem-solving a family affair.

An enjoyable topic such as "Where should we go for our family fun night?" could be the perfect chance to brainstorm ideas and consider the pros and cons of each one. You can keep the process simple: (1) Define the problem. (2) Articulate the feelings involved. (3) Brainstorm solutions. (4) Evaluate the pros and cons. (5) Choose a solution all can agree upon.

5. Understanding consequences.

There are many opportunities throughout the course of the week to discuss consequences. When your child makes a poor choice, offer love and support while focusing on the problem they're confronting instead of focusing on their behavior. Raising questions about predicting outcomes can initiate thinking in a young person about causes and effects.

6. Engage your child with characters and stories they can learn from and relate to.

Responsible or irresponsible decision-making are central themes of most great literature. Ask open-ended questions (ones without a correct answer) and let your child ponder. Check out the "Helpful Questions When Reading Stories With Your Family."

Responsible Decision Making

Elementary

Community Agreements:

A community agreement is a shared agreement between learners about how they want to work together over the course of a period of time.

Family agreements can be made at home with a set of expectations unique to your household.

What Would You Do Scenarios:

Use videos, photos or real-life scenarios to help children brainstorm decisions about reactions and next steps.

Secondary

- Classroom Management Posters w/ Competencies
- Self-Done Class Participation Rubric
- Responsible Decision Review
 - Ex. test on Friday = studying a little each night
- Self-Made & Used Leader Analysis Rubric
- Students create a rubric for a good leader and use that to evaluate key figures in class
- Can be used for characters, scientists, etc.



WHAT GOOD IS GRATITUDE? REASONS WHY IT'S BETTER TO LIVE GRATEFULLY

CHARITY

Grateful people on average give **20%** more time and money.

COMMUNITY

Grateful people will have a **stronger bond** with the local community.

WORK

Happy people's income is roughly **7%** higher.

YOUTH

Youth who practice gratitude:

Get into **13%** fewer fights

Are **20%** more likely to get A grades

Are **less likely** to start smoking

PSYCHOLOGICAL

Gratitude is related to age. For every 10 years, gratitude increases by **5%**.

HEALTH

Grateful people:
Will have **10%** fewer stress-related illnesses.

Are more **physically fit**.

Have blood pressure that is lower by **12%**.

FRIENDS

Grateful people have more **satisfying relationships** with others are better liked.

WHERE?

The **most grateful** countries are: South Africa, UAE, the Phillipines and India.

The **least grateful** countries are: the Netherlands, Denmark, Hungary, Czech Republic, and UK.

LIFE

Overall positive emotions can add up to **7** years to your life.



New Jersey Social and Emotional Learning Competencies and Sub-Competencies



Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges



Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals



Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings



Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

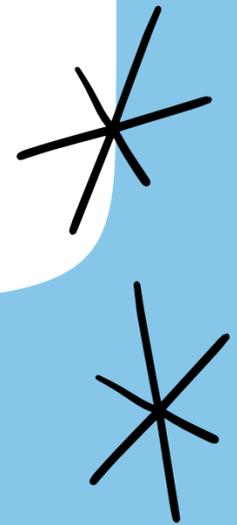


Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

SEL Competencies

Thank you for joining
us tonight!



P A R E N T



A C A D E M Y