



Community Advisory Committee

Social Emotional Learning-How to make friends and resolve conflict

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WEST END
SELPA

Social and emotional learning (SEL) is an integral part of education and human development.





Improves academic achievement



SEL skills are life skills



SEL skills improve classroom performance



Builds strong decision-makers



Why SEL Belongs in Schools

www.thepathway2success.com

Improves behavior in the classroom



SEL skills teach academic skills



Builds confident learners



Builds a strong community



SEL can be integrated into content



SEL can help partner with families



Why SEL in schools?

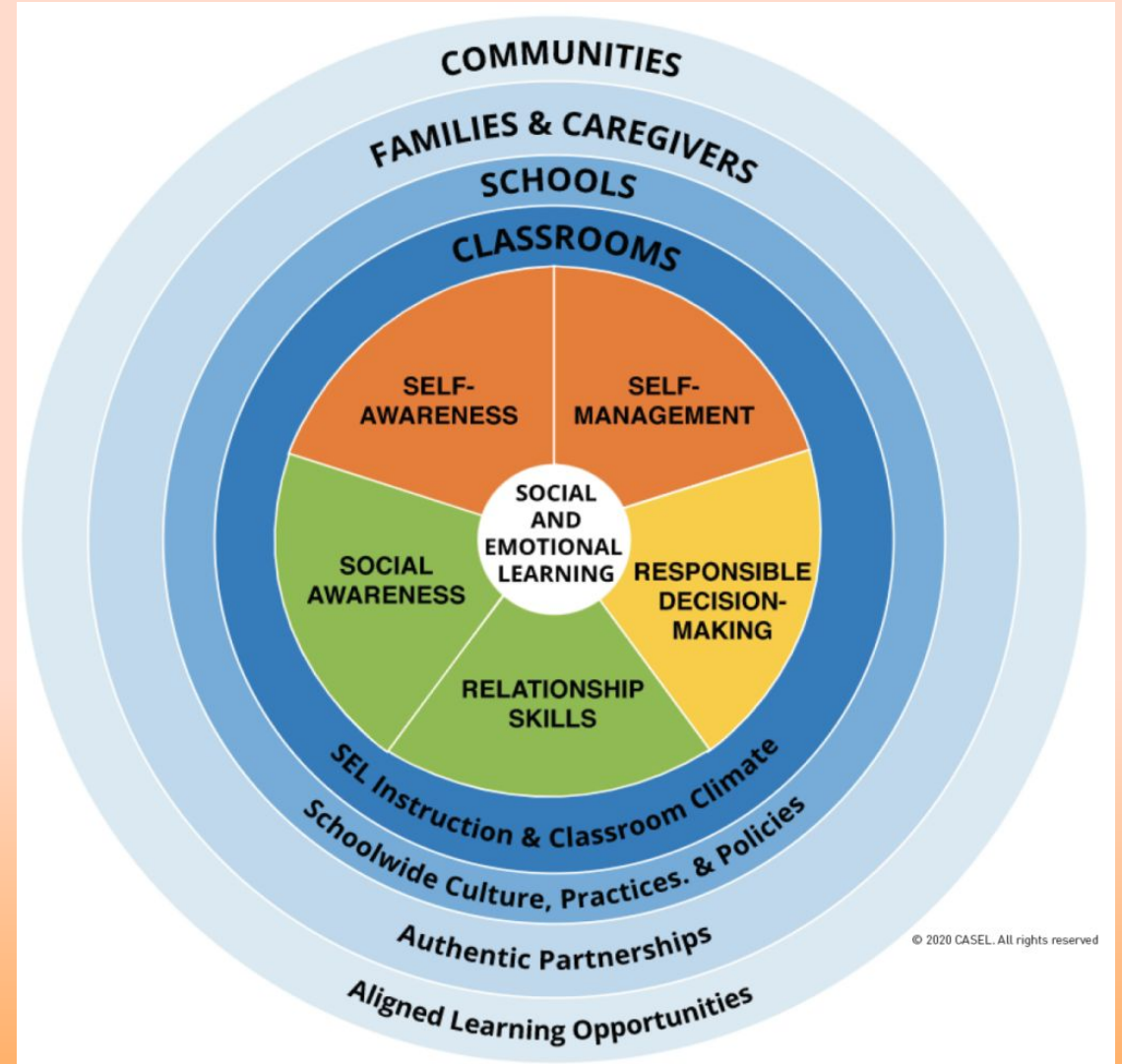
Decades of research studies demonstrate the following benefits....

- Better academic performance: achievement scores an average of 11 percentile points higher than students who did not receive systematic SEL instruction.
- Improved attitudes and behaviors: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior.
- Fewer negative behaviors: decreased disruptive behaviors, noncompliance, aggression, delinquent acts, and disciplinary referrals.
- Reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal. Another meta-analysis found that participation in an SEL program had a lasting impact on these outcomes up to 18 years later, regardless of students' race, socioeconomic background, or school location (Taylor et al., 2017).

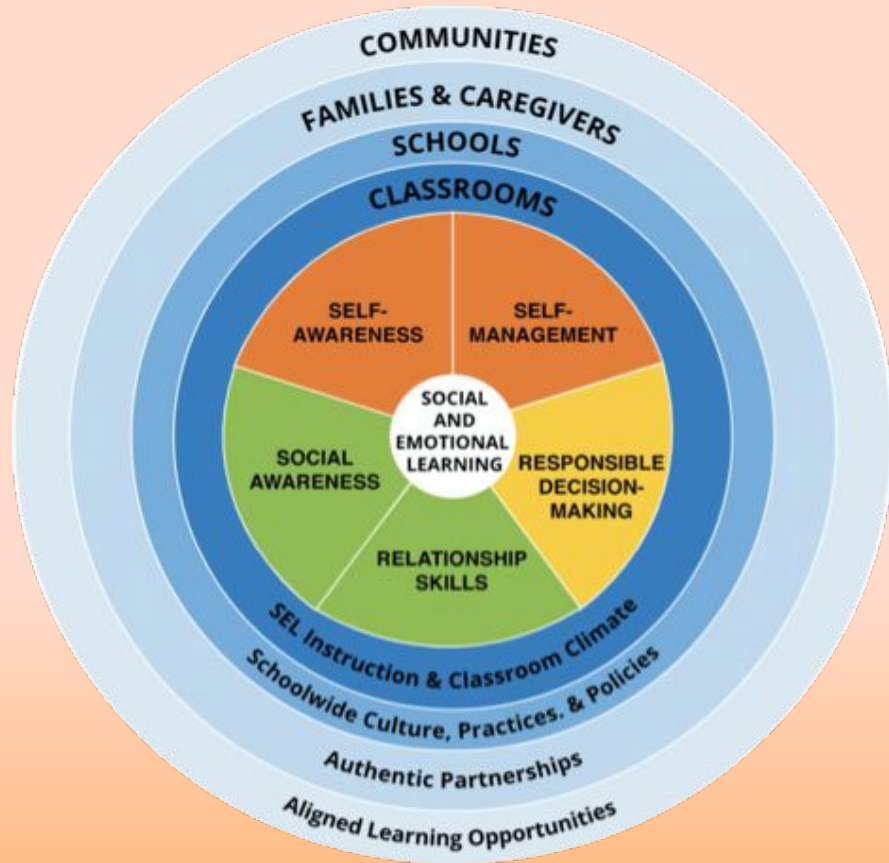
The CASEL 5...

Five broad and interrelated areas of competence:

- *Self-awareness*
- *Self-management*
- *Social awareness*
- *Relationship skills*
- *Responsible decision-making*



SELF-AWARENESS



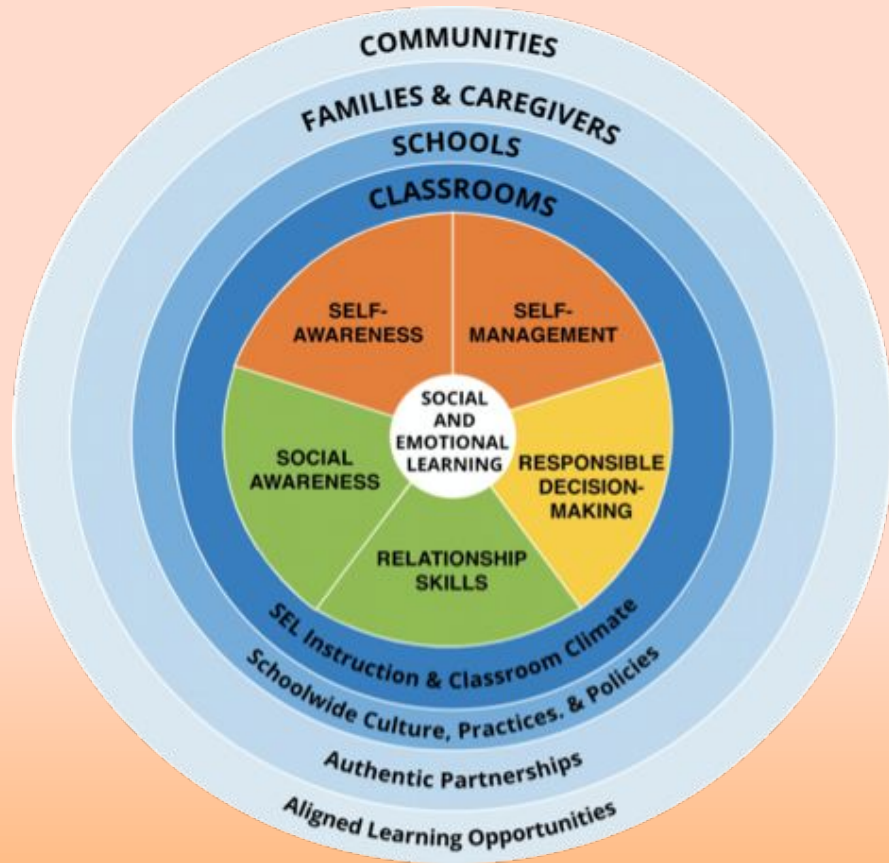
The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Such as:

- . Integrating personal and social identities
- . Identifying personal, cultural, and linguistic assets
- . Identifying one's emotions
- . Demonstrating honesty and integrity
- . Linking feelings, values, and thoughts
- . Examining prejudices and biases
- . Experiencing self-efficacy
- . Having a growth mindset
- . Developing interests and a sense of purpose



SELF-MANAGEMENT



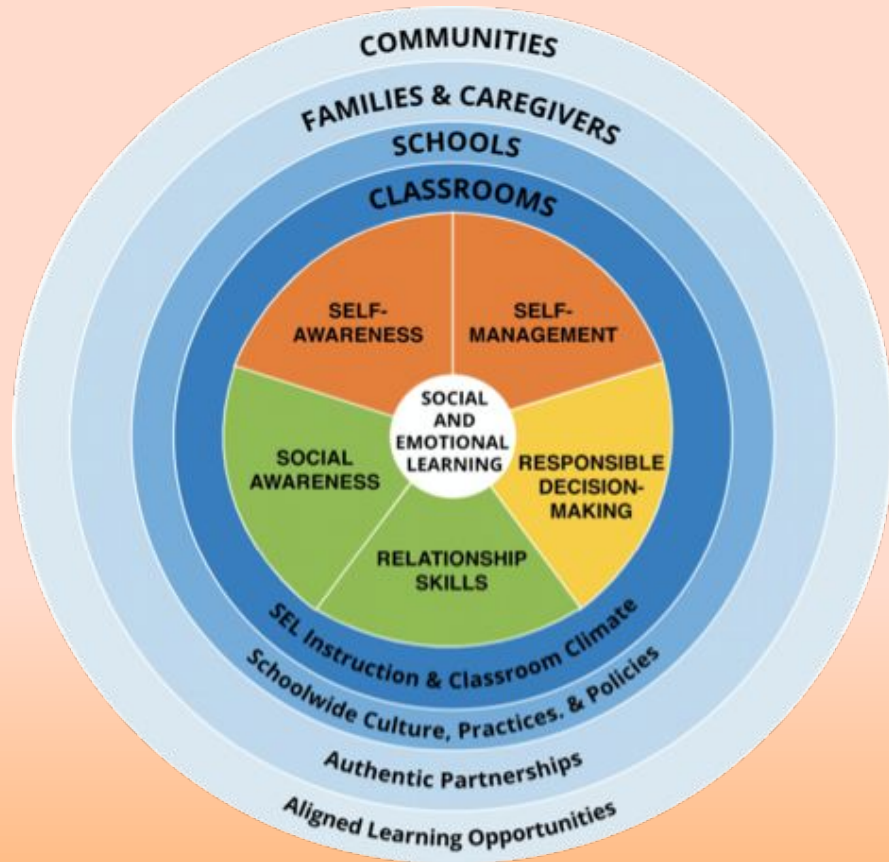
The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency



SOCIAL AWARENESS



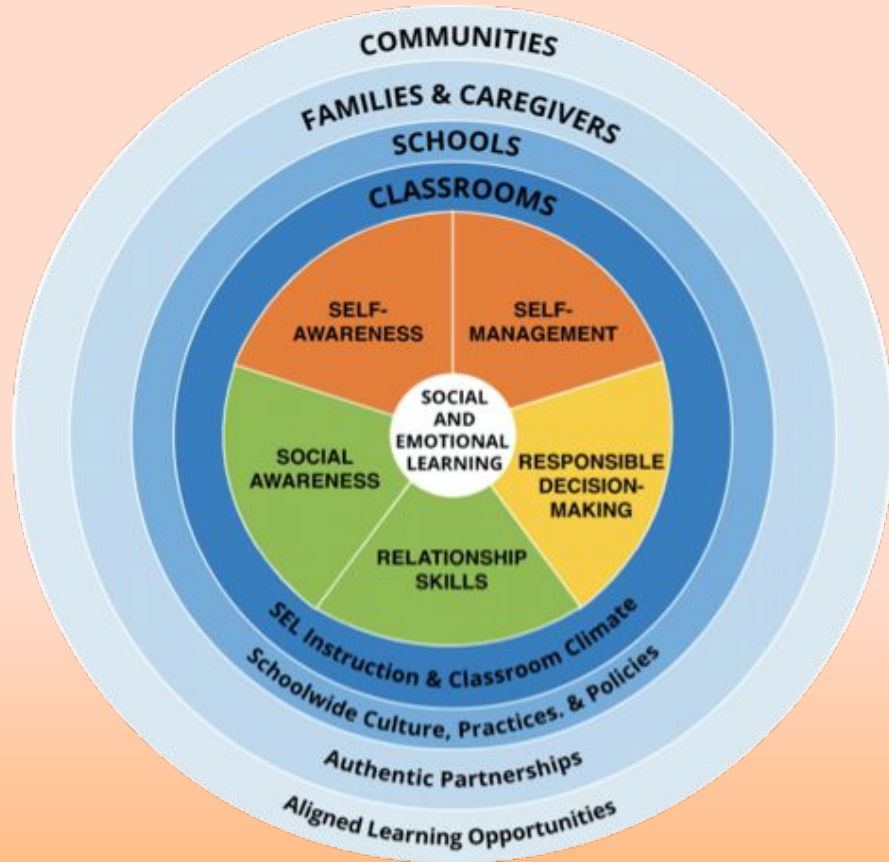
The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

Such as:

- . Taking others' perspectives
- . Recognizing strengths in others
- . Demonstrating empathy and compassion
- . Showing concern for the feelings of others
- . Understanding and expressing gratitude
- . Identifying diverse social norms, including unjust ones
- . Recognizing situational demands and opportunities
- . Understanding the influences of organizations and systems on behavior



RELATIONSHIP SKILLS



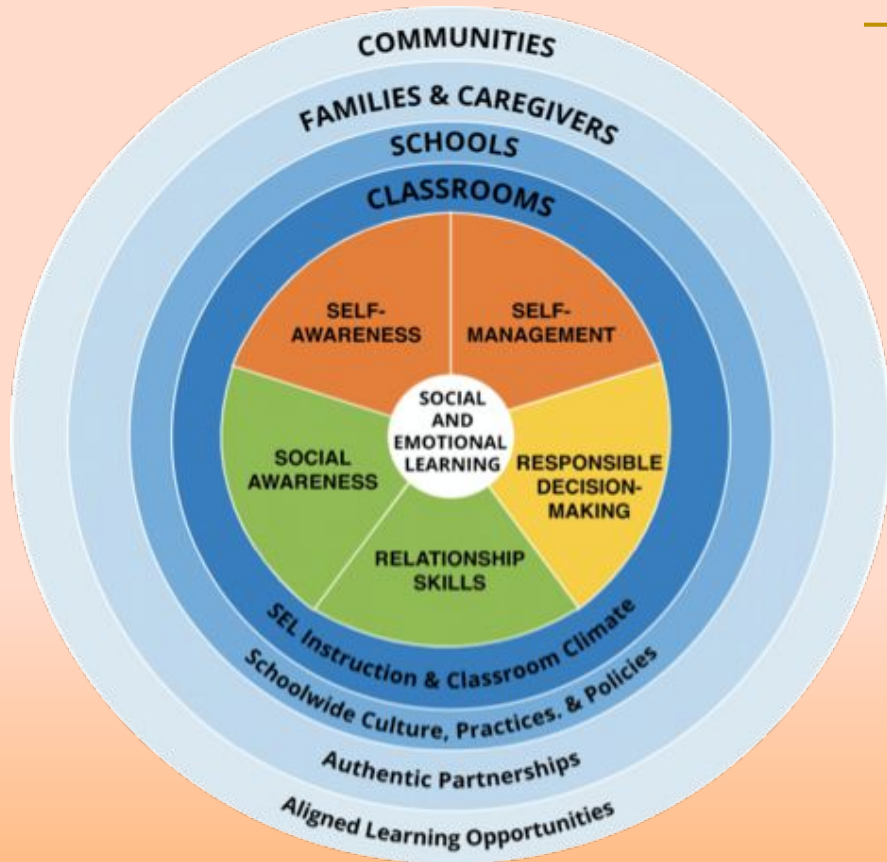
The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Such as:

- . Communicating effectively
- . Developing positive relationships
- . Demonstrating cultural competency
- . Practicing teamwork and collaborative problem-solving
- . Resolving conflicts constructively
- . Resisting negative social pressure
- . Showing leadership in groups
- . Seeking or offering support and help when needed
- . Standing up for the rights of others



RESPONSIBLE DECISION-MAKING



The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

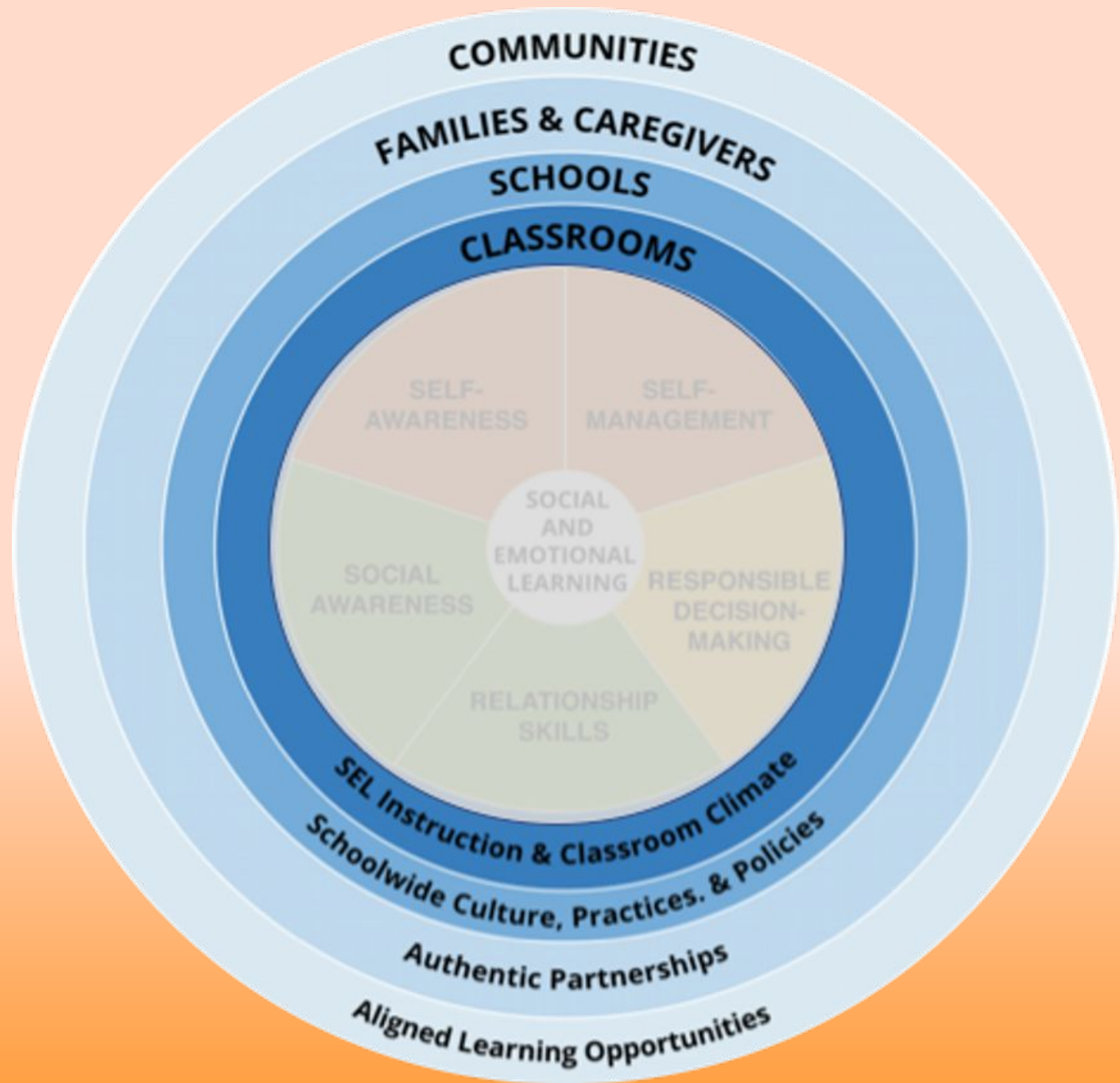
- Demonstrating curiosity and open-mindedness
- Learning how to make a reasoned judgment after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts



11:55 SS
12:45 } math/ELA
1:35 }
2:25 NOW
3:10 Home (A)

The Key Settings

Our framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of ***classrooms, schools, families, and communities*** to enhance all students' social, emotional, and academic learning.





SEL in the home environment

So how can we practice SEL at home

Ways Parents/Caregivers Can Bring SEL Home

Take care of yourself, even when it feels like the last thing you can do right now.

- In order to cultivate the social and emotional skills of young people, you must take care of your own mental, social and emotional wellness. Young children are sensitive to the stress of their caretakers.
- We must stay calm and realistic. They sense when we are worried and anxious, and our emotions directly affect the emotions of our children.



Ways Parents/Caregivers Can Bring SEL Home



EVENING ROUTINE (Sample)

| | |
|---------|--------------------------|
| 4:00 PM | Snack, Homework, Play |
| 5:00 PM | Prep Dinner |
| 5:30 PM | Eat Dinner |
| 6:00 PM | Clean, pack lunches |
| 6:30 PM | Family time |
| 7:40 PM | Prep for bed: pjs, teeth |
| 7:50 PM | Bedtime Story |
| 8:00 PM | Bed. |



Establish routines and intentionality.

- Routines ground us and provide a sense of safety and security.
- Craft a daily routine for you and your children to stick to.

Ways Parents/Caregivers Can Bring SEL Home

Presence is not the same as being present.

- Many parents may be more physically present than they ever have because they are now home.
- It is important to dedicate structured time to connection and not assume that it will happen organically



Ways Parents/Caregivers Can Bring SEL Home

Acts of Kindness Calendar

| SUN | MON | TUE | WED | THU | FRI | SAT |
|-------------------------------------|------------------------------------|-------------------------------------|--|--|---|----------------------------------|
| Leave a nice note in a library book | Give someone an 8-Second Hug | Send someone a nice note | Donate old books | Don't complain all day long | Leave a nice note on a mirror | Give a compliment |
| Pick up trash in your neighborhood | Be kind to a stranger | Draw a picture for someone | Bake yummy goodies for someone | SMILE at everyone you see today | Do someone else's chores for them | Water plants |
| Feed the birds | Write a gratitude list (20 things) | Pick up trash you see on the ground | Leave an extra tip | Bring someone flowers (or draw a picture of flowers) | Recycle | Share with another person |
| Donate old clothes | Help an elderly person | Walk someone's (or your own) dog | Make a list of 10 things you're thankful for | Tell someone the reasons you like them | Hold the door for someone | Donate to a local animal shelter |
| Offer water to those in need. | Help make dinner | Make a bird feeder | Donate old toys | Make someone laugh | Write positive messages on the sidewalk | Write a thank you note |

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Commit acts of service or kindness for others.

Practicing kindness for others helps us build an appreciation for our own lives and situations, in addition to improve our physical and mental health.



Ways Parents/Caregivers Can Bring SEL Home

Practice active listening.

- Do not assume that you know exactly what your child is feeling or is afraid of. Ask questions, listen actively and model eye contact, and then explain what you can in response to their questions.
- Research tells us to be careful in how we respond to fear and to be mindful not to redirect or diminish the feeling by saying things like, “there’s nothing to be afraid of.”

7 Steps to Active Listening

Be attentive Summarize

Ask open-ended questions Show empathy

Request clarifications Use open body language

Paraphrase

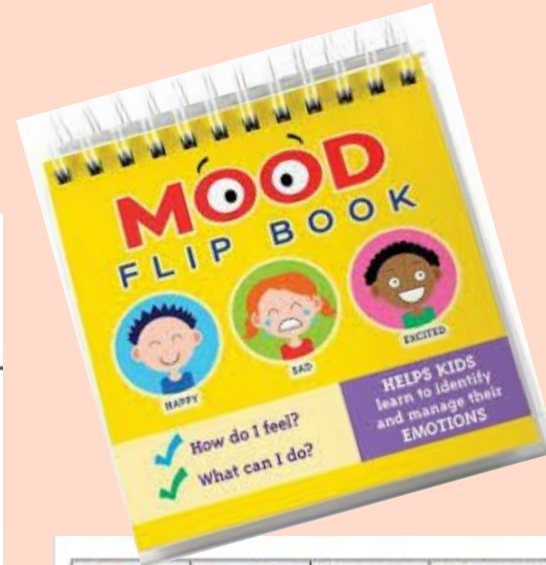
Be an ACTIVE listener!

- Make **EYE CONTACT**
- FACE** the speaker
- NOD** your head
- Wait for the speaker to stop **BEFORE SPEAKING**
- Keep **HANDS and FEET STILL**
- IGNORE** distractions
- FOCUS ON** what is being said
- TELL THE SPEAKER** if you understand or don't understand
- ASK** questions
- REPEAT BACK** what you heard

UP

Ways Parents/Caregivers Can Bring SEL Home

| LIST OF EMOTIONS | | | | |
|------------------|--------------|--------------|--------------|----------------|
| SAD | HAPPY | HURT | CONFIDENT | ENERGIZED |
| • Depressed | • Amused | • Jealous | • Strong | • Strengthened |
| • Desperate | • Delighted | • Betrayed | • Brave | • Motivated |
| • Dejected | • Glad | • Let down | • Assured | • Focused |
| • Heavy | • Pleased | • Tender | • Certain | • Invigorated |
| • Crushed | • Charmed | • Wounded | • Prepared | • Determined |
| • Disgusted | • Grateful | • Impaired | • Successful | • Inspired |
| • Upset | • Optimistic | • Damaged | • Encouraged | • Creative |
| • Sorrowful | • Content | • Criticized | • Peaceful | • Healthy |
| • Weepy | • Joyful | • Abused | • Secure | • Renewed |



Help your child express and name emotions.

- This helps young people understand what it is that they're feeling.

Helping your children

Show your child warmth and respect. Don't try to control your child through threats, punishments, or emotional "blackmail."

Parents have an impact on their child's emotional development and behaviors.

Kids with behavioral problems have a harder time making friends.

THE 5 CRITERIA OF POSITIVE DISCIPLINE

1. Kind and Firm
2. Help children feel a sense of belonging and significance
3. Provide non-punitive tools that work long term instead of short term
4. Teach valuable social and life skills
5. Help children develop a sense that they are capable





Helping your children

Be your child's "emotion coach."

Kids were more likely to develop strong self-regulation skills if they had grown up with a parent who talked with them — sympathetically and constructively — about how to cope with bad moods and difficult feelings (Blair et al 2013).

Helping your children

Nurture your child's ability to empathize.

Kids need to do more than control their own, negative emotions. They also need to understand the emotions and perspectives of others.

Benefits of Empathy



2 Improves Communication



3 Supports Moral Behavior



4 Improves Working Environment



5 Boosts Social Behavior



1 Stress Management



Empathy is like feeling the sufferings of another person



6 Introduces a positive attitude

Ways to Be Empathetic towards Your Loved Ones

- Be a good listener
- Don't expedite the conversation
- Show concern
- Acknowledge emotions
- Replicate
- Don't be judgmental
- Extend Help

Children With Anxiety May...



Appear more clingy than normal



Be restless and fidgety



Complain of stomachaches



Display changes in eating and sleeping habits



Express negative thoughts or worries



Get upset or angry more quickly



Have bouts of unexplained crying



Struggle to concentrate

Helping your children

**Is your child socially anxious?
Provide a secure social
environment.**

When kids are really struggling with anxiety, they need additional support

Do what you can to improve your child's environment, such as a new social outlet — like a club or playgroup.

Helping your children

5. Address your child's aggressive or disruptive behavior problems.

Parent Project teaches us to use 3 things:

1. Positive Strokes

Praising them for what they do right

2. Positive Consequences

Absolutely you can watch TV after you finish the dishes.

3. Negative Consequences

Must match the offense and make it short



Helping your children

Teach your child these crucial conversation skills.

To make new friends, kids need to learn how to introduce themselves to others, and think of appropriate things to say. They also need to learn how to listen well. And they need to learn how to provide conversational feedback — to show that they understand what another person is expressing.



Helping your children

Host social activities that encourage cooperation — not competition.

Studies suggest that kids get along better when they are engaged in cooperative activities — activities in which kids work toward a common goal (Roseth et al 2008). T

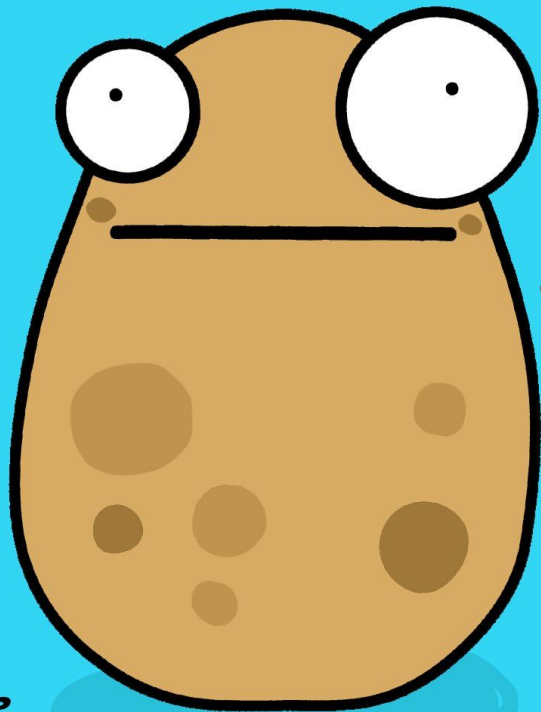


the socially awkward potato

would love to own an invisibility cloak

does not like to 'people'

best friend forever if you are also a potato



Flossy and Jimi

potato look of doom

totally awks (getting potato sweats)

may spontaneously combust if looked at

Helping your children

Show your child how to handle awkward social situations.

suppose a child, Sophie, sees several kids playing together. Sophie wants to join them, but she doesn't know how. What should she do?

Children benefit when we help them come up with concrete strategies for dealing with awkward social situations.

Helping your children

Help kids learn the art of compromise and negotiation.

To build positive relationships with peers, kids need to be able to think of peaceful ways to resolve conflicts. They need to be able to understand what other people need and want; they must be capable of anticipating the consequences of various actions.



Helping your children

Help kids learn the art of compromise and negotiation.

It seems a good bet that we can help children become better social problem-solvers by actively walking them through the process.

Learn to Negotiate

Most situations that lead to anger could be resolved with effective negotiation. To negotiate effectively, try the following:

1. Maintain good body language, eye contact and listening skills.
2. Let each side clarify their position or wants by using I statements
3. Ask for a compromise and be prepared to compromise
4. Discuss a win/win situation where both individuals agree on settling

Role play the following situations using your negotiation skills:

1. Both individuals want the same item.
2. One individual took your device to play with without asking and doesn't want to give it back
3. Both individuals can't agree on which show to watch
4. One individual won't let you participate in group work
5. Somebody knocked an item of yours over and won't pick it up
6. Somebody is excluding you from something you want to do
7. You were lied to and your friend is denying it
8. Rude things are being said about you by your friend on social media
9. You got into trouble for something you did not do
10. Your friend keeps yelling and insulting you
11. You both want the same device
12. You are getting a new pet but your sibling wants a dog and you want a cat. You can't get both.
13. You broke your siblings favorite toy and your sibling is very mad.





Helping your children

Teach your child how to express remorse and make amends.

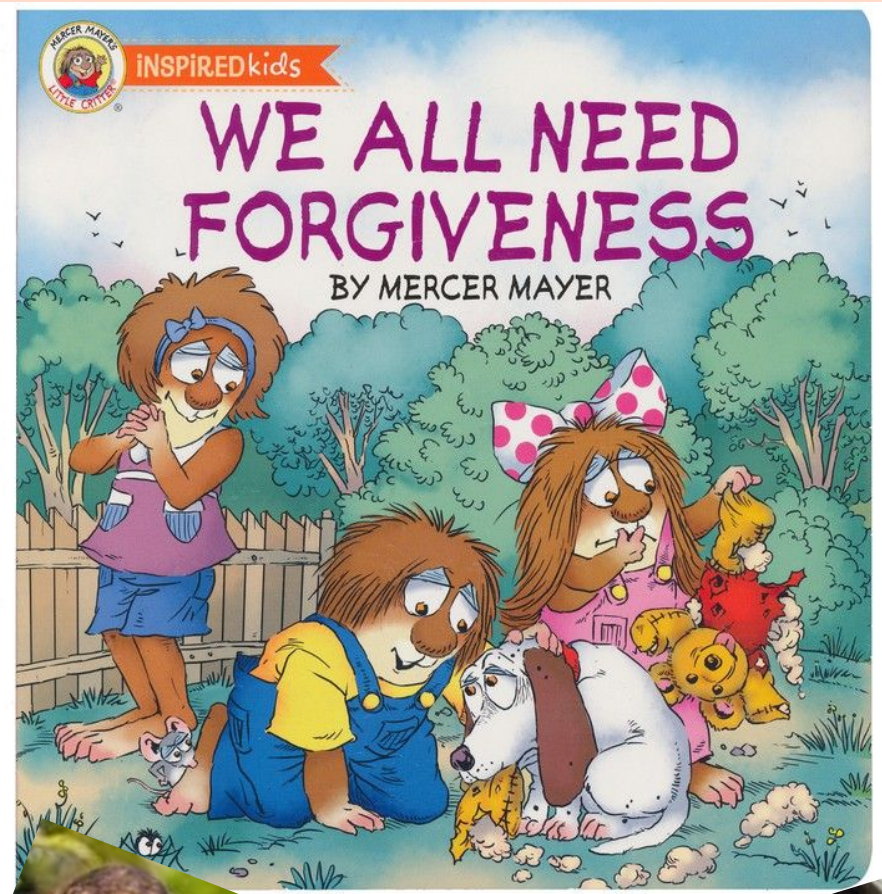
It happens to everyone. We mess up. We make a bad judgment. We cause harm or bad feelings.

What happens next? If we are shamed or “canceled” for our mistakes, we tend to focus on our own negative emotions. We may feel humiliation, resentment, and even anger. And that doesn’t help us repair our social relationships. Far from it.

By contrast, consider what happens if we feel a sense of guilt. Feeling guilty can be constructive. We reflect on how our actions have affected others. We empathize with our victims. And it inspires us to try to repair the damage we’ve caused.

The difference is crucial for making and keeping friends.





Helping your children

Encourage your child to be understanding and forgiving of other people's mistakes.

Kids can be forgiving, but it doesn't always come naturally. In fact, some children have an ongoing problem with vindictiveness. They tend to assume that other people are hostile, and they may brood about perceived slights and insults.



Helping your children



Monitor your child's social life, but be careful about becoming too controlling — especially as your child gets older.

Studies in a variety of cultures suggest that children are better off when their parents stay informed about their social activities (Parke et al 2002).

15 APPS LAW ENFORCEMENT RECOMMENDS PARENTS KNOW



Potential harm can come from anywhere — some social media-based apps can open doors to predators. Please review these 15 apps with your family, and have open conversations with your children and teens about how they spend their time on their smartphone or tablet.

| | | | | | |
|--|--|---|---|--|--|
|  <p>MeetMe</p> | <p>MeetMe is a dating social media app that allows users to connect with people based on geographic proximity. As the app's name suggests, users are encouraged to meet each other in person.</p> |  <p>Grindr</p> | <p>Grindr is a dating app geared towards gay, bi, and transgender people. The app gives users options to chat, share photos, and meet up based on a smartphone's GPS location.</p> |  <p>Skout</p> | <p>Skout is a location-based dating app and website. While users under 17-years-old are unable to share private photos, kids can easily create an account using a different age.</p> |
|  <p>WhatsApp</p> | <p>WhatsApp is a popular messaging app that allows users to send texts, photos, make calls, and video chats worldwide. WhatsApp uses an Internet connection on smartphones and computers.</p> |  <p>TikTok</p> | <p>TikTok is a new mobile device app popular with kids used for creating and sharing short videos. With very limited privacy controls, users are vulnerable to bullying and explicit content.</p> |  <p>Badoo</p> | <p>Badoo is a dating and social networking app where users can chat, share photos and videos, and connect based on location. While the app is intended for adults only, teens are known to create profiles.</p> |
|  <p>Bumble</p> | <p>Bumble is similar to the popular dating app 'Tinder' however, it requires women to make the first contact. Kids have been known to use Bumble to create fake accounts and falsify their age.</p> |  <p>Snapchat</p> | <p>Snapchat is one of the most popular apps in recent years. While the app promises users can take a photo/video and it will disappear, new features including 'stories' allow users to view content for up to 24 hours.</p> |  <p>Kik</p> | <p>Kik allows anyone to contact and direct message your child. Kids can bypass traditional text messaging features. Kik gives users unlimited access to anyone, anywhere, anytime.</p> |
|  <p>LiveMe</p> | <p>LiveMe is a live-streaming video app that uses geolocation to share videos so users can find out a broadcaster's exact location. Users can earn 'coins' as a way to 'pay' minors for photos.</p> |  <p>Holla</p> | <p>Holla is a self-proclaimed 'addicting' video chat app that allows users to meet people all over the world in just seconds. Reviewers say they have been confronted with racial slurs, explicit content, and more.</p> |  <p>Whisper</p> | <p>Whisper is an anonymous social network that promotes sharing secrets with strangers. It also reveals a user's location so people can meet up.</p> |
|  <p>ASKfm</p> | <p>ASKfm is known for cyberbullying. The app encourages users to allow anonymous people to ask them questions.</p> |  <p>Calculator%</p> | <p>Calculator% is only one of several secret apps used to hide photos, videos, files, and browser history.</p> |  <p>Hot or Not</p> | <p>Hot or Not encourages users to rate your profile, check out people in their area, and chat with strangers. The goal of this app is to hook up.</p> |

www.BeauBidenFoundation.org

Helping your children

Conflict Resolution for Kids

The earlier that children can learn how to manage disputes, the sooner they begin cultivating their emotional intelligence, which factors into conflict prevention and tolerance.

5 STEPS TO TEACH CONFLICT RESOLUTION FOR KIDS

1

ALLOW TIME TO CALM DOWN

BEFORE EVEN TRYING TO ADDRESS CONFLICTS, IT IS BEST TO ALLOW THE KIDS INVOLVED TO TAKE A BREATH FROM EACH OTHER.

2

LISTEN AND UNDERSTAND THE PROBLEM

AFTER THE KIDS HAVE CALMED DOWN, YOU MAY TALK TO BOTH OF THEM OR TALK SEPARATELY. WEIGH THE CIRCUMSTANCES AND DECIDE WHETHER OR NOT IT WOULD BE A GOOD IDEA TO HAVE THEM EXPLAIN THE PROBLEM TOGETHER.

3

PROBLEM SOLVE TOGETHER

RESOLVING CONFLICTS IS MUCH EASIER WHEN YOU ALLOW THE KIDS TO SUGGEST SOLUTIONS. TRY TO FIND A SOLUTION TOGETHER INSTEAD OF FORCING WHAT YOU THINK IS BEST.

4

TEACH HOW TO APOLOGIZE

APOLOGIZING IS NOT THAT EASY, BUT IT IS SOMETHING THAT KIDS NEED TO LEARN AT A YOUNG AGE. BY KNOWING HOW TO SAY "I'M SORRY", IT BECOMES EASIER TO REPAIR RELATIONSHIPS WITH OTHERS.

5

FOLLOW UP

AFTER RESOLVING THE CONFLICT, IT'S A GOOD IDEA TO FOLLOW UP WITH THE KIDS AND SEE HOW THEY ARE GETTING ALONG. TRY TO SEE IF THE SOLUTION THEY CAME UP WITH IS WORKING.



Children need social-emotional skills to thrive both in the classroom and in life. As parents we want our children to have skills that will enhance their lives, such as,

- Gain confidence
- Set goals
- Make better decisions
- Collaborate with others in work and play
- Navigate the world more effectively

**Parents play
an important
role with
their children**



Thank You

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Resources/References

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