Social & Emotional Learning
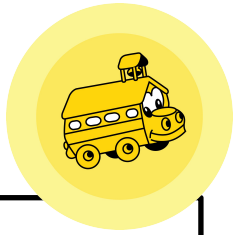
Allison **Maldonado** & Jason Wright

Agenda

1. **Introduction to SEL & why we're implementing this program.**
2. **Conscious Discipline & Brain States**
3. **D.N.A.**
4. **Summer Program Overview**
5. **Sessions Breakdown**
6. **Q&A**

Social and Emotional Learning

"**The process through which individuals learn and apply a set of social, emotional, behavioral, and character skills required to succeed in schooling, the workplace, relationships, and citizenship.**

- **Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making[2].**

- **SEL isn't just for students!**

- **Integration and repetition.**

Why SEL?

- **The current well being of our students.**

- **Create the building blocks for a successful future.**

- **Children who master SEL skills get along better with others, do better in school, and have more successful careers and better mental and physical health as adults[1].**

- **Students who participate in SEL programs have significantly better outcomes than students who did not[1].**

Conscious Discipline

- Evaluated in multiple studies

- 94% of teachers reported liking the program

- 76% of teachers reported believing that it improves their students' social and emotional functioning

- Core of our program will be based on Conscious Discipline but will also include parts of other programs including Character Lab (Angela Duckworth)
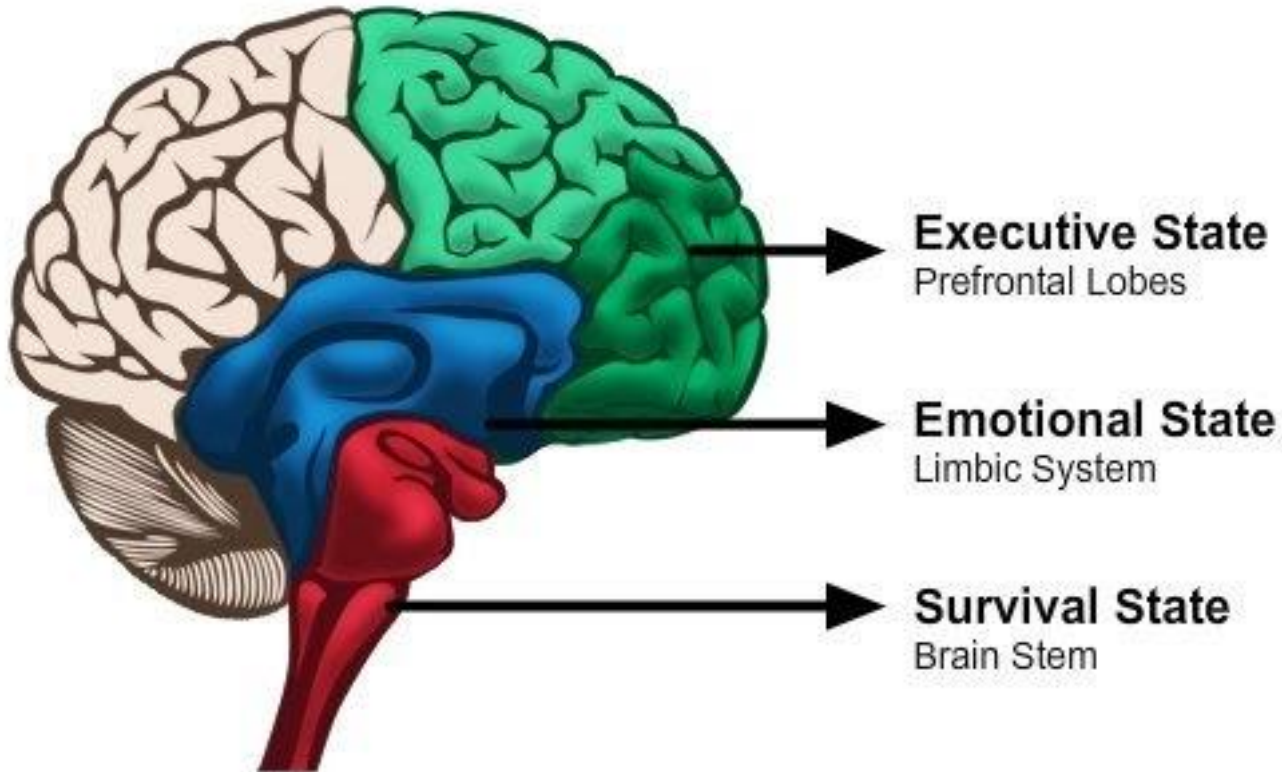
Conscious Discipline cont.

Traditional Discipline	Conscious Discipline
It's possible to make others change if you have the right reward or punishment.	Controlling yourself is possible and can profoundly impact others.
Rules govern behavior.	Connection governs behavior.
Conflict is a disruption and should be avoided.	All behaviors, including conflict and misbehavior, are a form of communication.

"Things turn out best for people who make the best of the way things turn out." John Wooden

Brain States

Executive State
Prefrontal Lobes

Emotional State
Limbic System

Survival State
Brain Stem

Survival State: Brain Stem

- The Survival State is natural and helps us react.

- Fight, flight, freeze, and fawn.
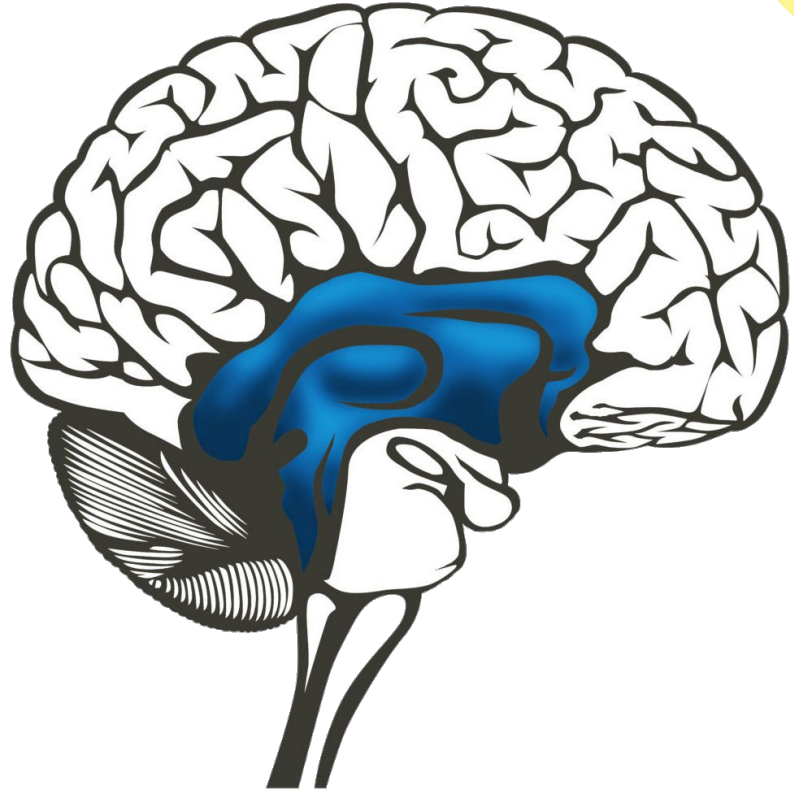
- An important step for each reaction is breathing.

Emotional State: Limbic System

- Triggers pre-set beliefs and behaviors from childhood.

- When in this state children need connection and empathy.

Executive State: Prefrontal Lobe

- **Reaching the Executive State is the goal!**
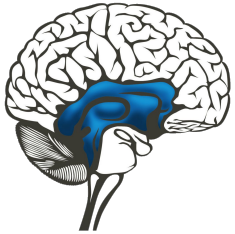
Feelings/Power Responsibility

"You can't regulate that which you do not know you're feeling"

- Save
- Ignore
- Punish
- Dismiss
- Empathize

D.N.A

Describe: Active Calming, Noticing and Mirroring. "Your face looks like this." or "You pulled your hoodie down over your eyes."

⏸

Wait for eye contact. Deep breaths. "You are safe."
Notice: Model empathy: "You seem _____."
Acknowledge: "You wanted _____ but _____."
Then give two choices you can live with.

Role-play
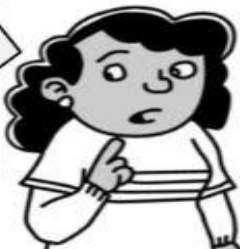
Sessions Breakdown

- **Check in**

  - **General check in, SEL Character trait, and Quote.**
- **During your session**

  - **Program work and utilize additional provided activity.**
- **Conclude**
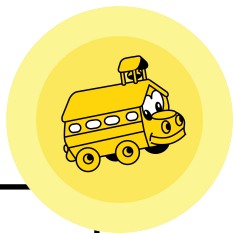
  - **Review**

  - **Breathing**

Sources

1. Stephanie M. Jones, Sophie P. Barnes, Rebecca Bailey, Emily J. Doolittle *The Future of Children*, Vol. 27, No. 1, Social and Emotional Learning   (SPRING 2017), pp. 49-72
2. Core SEL Competencies. (2017). Retrieved from https://casel.org/core-competencies/

Q&A

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Thank you!