

# Maximizing Social and Emotional Growth with your Students

## MTSS: Behavior and Beyond

June, 2019



**Dr. Jennifer Trammell, K-8 Counseling Coordinator**

## VISION

---

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

## MISSION

---

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

1. All Students Proficient and Showing Growth in All Assessed Areas
2. Every Student Graduates From High School and is Ready for College and Career
3. Every Child Has Access to a High-Quality Early Childhood Program
4. Every School Has Effective Teachers and Leaders
5. Every Community Effectively Using a World-Class Data System to Improve Student Outcomes
6. Every School and District is Rated “C” or Higher

# Social and Emotional Learning

# Ask Yourself...

“If a child does not know how to read, we ...”

“If a child does not know how to swim, we ...”

“If a child does not know how to multiply, we ...”

“If a child does not know how to drive, we ...”

“If a child does not know how to behave, we ...”

... teach? ... punish?

**Are you able to finish the last sentence as automatically as the others? Why not?**

# Social and Emotional Learning (SEL)

---

## What is SEL?

- Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (Casel, 2019)

## Five Keys to Social and Emotional Success

<https://www.youtube.com/watch?v=DqNn9qWoO1M>



# Social and Emotional Learning



© CASEL 2017



# Social and Emotional Learning (SEL)

## School, Classroom, and Home Resources



**School leaders** are establishing a welcoming climate of teamwork and collaboration and integrating SEL into all aspects of the school day.

[Learn more.](#)



**In classrooms** teachers are modeling respect and empowering students in every interaction and teaching SEL directly and as part of reading, math, and other subjects.

[Learn more.](#)



**In homes** family members are modeling and supporting the kinds of positive behaviors that help children develop into competent and caring adults.

[Learn more.](#)

(Casel, 2019)

# Social Emotional Competencies

## Two Educational Strategies

- Systematically **teaching, modeling, and facilitating** the application of **social** and **emotional competencies** in ways that allow students to apply them as part of their daily repertoire of behaviors
- Establishing **safe, caring, and highly engaging learning environments** involving peer and family initiatives and school wide community building activities

# CASEL's Five Competence Domains

## Self-Awareness

Competence in self-awareness involves the **understanding of** one's **emotions, personal goals,** and **values**

- (a) involves accurately assessing one's strengths and limitations
- (b) having positive mindsets
- (c) possessing a well-grounded sense of efficacy and optimism

How thoughts, feelings and actions are interconnected.



# CASEL's Five Competence Domains

## Self-Management

Competence in self-management requires **skills** and **attitudes** that facilitate the ability to **regulate emotions and behaviors**

(a) delay gratification

(b) manage stress

(c) control impulses

(d) persevere through challenges to achieve personal and educational goals

# CASEL's Five Competence Domains

## Social-Awareness

Competence in social awareness involves the **ability** to **take the perspective** of those with **different backgrounds** or **cultures** to **empathize** and **feel compassion**

- (a) understanding social norms for behavior
- (b) recognizing family, school and community resources and supports



# CASEL's Five Competence Domains

## Relationship Skills

Relationship skills provide children with the **tools** they need to **establish** and **maintain** healthy and rewarding **relationships**. Competence in this domain involves:

- (a) communicating clearly
- (b) listening actively
- (c) cooperating
- (d) resisting inappropriate social pressure
- (e) negotiating conflict constructively
- (f) seeking help when it is needed



# CASEL's Five Competence Domains

## Responsible Decision Making

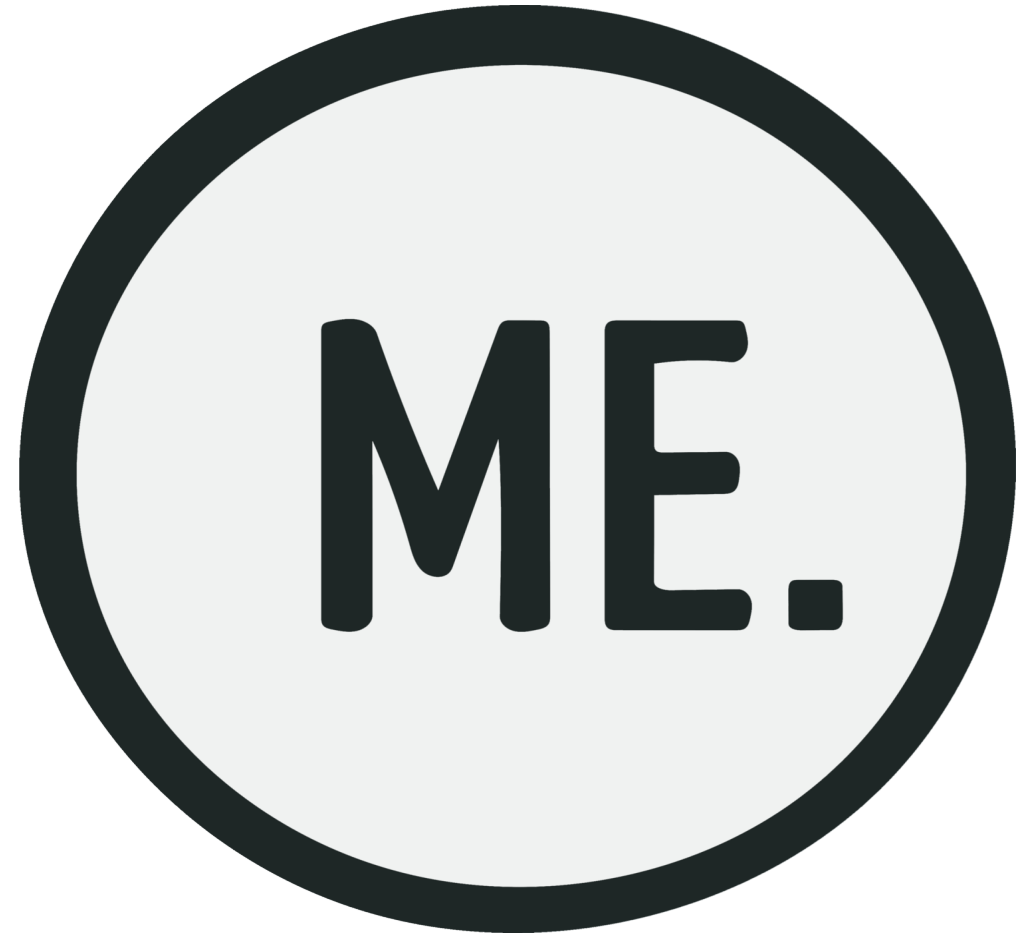
Responsible decision making requires the **knowledge**, **skills**, and **attitudes** needed to make **constructive choices** about **personal behavior** and **social interactions** across diverse settings. It requires the ability to

- (a) consider ethical standards and safety concerns
- (b) make realistic evaluation of consequence
- (c) take the health and wellbeing of self and others into consideration *prior to* engaging in actions

# Self-Awareness Activity



**Step 1:**  
**Number 1-7 on**  
**a sheet of paper**



## Step 2: Complete these lines:

- Line 1: Your First Name
- Line 2: Four words that describe you...
- Line 3: Relative of...
- Line 4: Fanatic of...
- Line 5: Who feels...
- Line 6: Who needs...
- Line 7: Who gives...
- Line 8: Who fears...
- Line 9: Who would like to see....
- Line 10: Your last name

# Building Relationships

# Building Relationships

## Hierarchy of Friendship

- Stage 1 – Play Partner
- Stage 2 – People to chat to
- Stage 3 – Help and encouragement
- Stage 4 – Intimacy/empathy
- Stage 5 – The sure shelter

# Hierarchy of Friendship

## Stage 1 – Play Partner



- Earliest stage of friendship
- A friend is someone who plays with the child.
- Often a friend with share and let the other borrow toys

# Hierarchy of Friendship

## Stage 2 – People to Chat to

- A friend is someone who shares the same interests.
- Conversations move away from the game or activity that is involved to more personal topics.
- Children begin to learn and ask questions about each other.



# Hierarchy of Friendship

## Stage 3 – Help and Encouragement



- A friend is considered someone who will help, support, and encourage.
- These particular friendships are one-way.

# Hierarchy of Friendship

## Stage 4– Intimacy/Empathy

- In this relationship, both friends give support and encouragement to one another.
- Friends begin to emotionally bond.
- Giving and receiving affection becomes a vital part of the relationship.





# Hierarchy of Friendship

## Stage 5– The Sure Shelter

- A relationship that consists of trust, fidelity, and unconditional acceptance.
- “A place where you can take your mask off”.
- Gifted students yearn for this friendship years before their peers.



# Building Relationships

---

## Tips when encouraging peer interactions

- Encourage participation in clubs or organizations
- Student led activities
- Include group projects
- Pair students with similar interests, abilities, or drives
- Teach interpersonal skills in your classroom

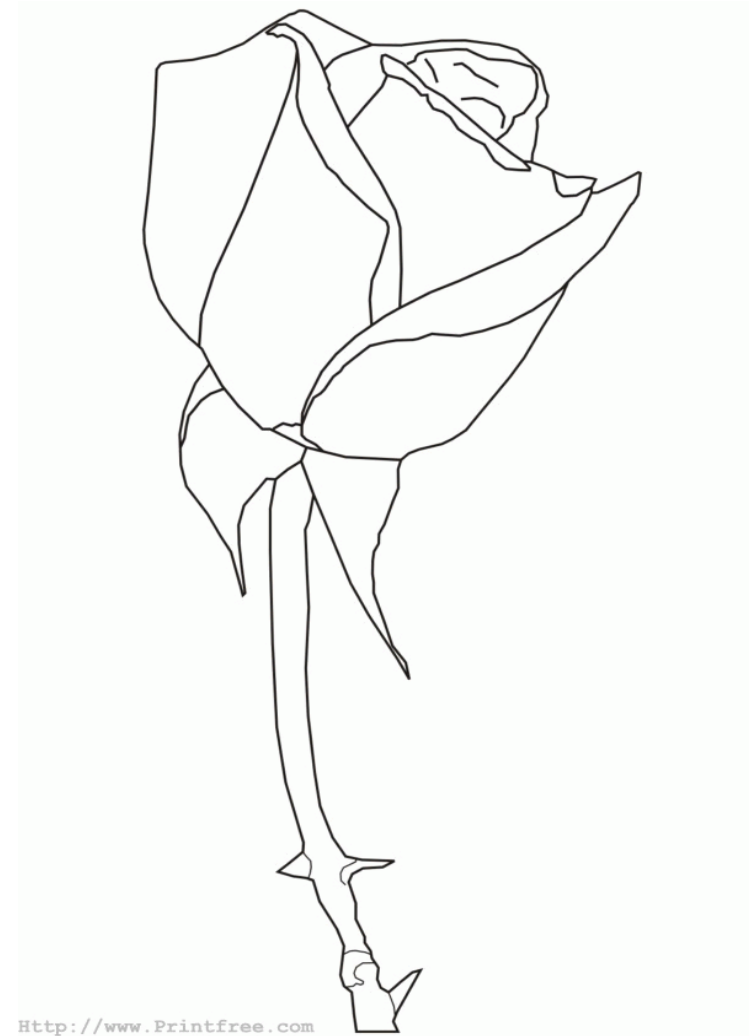
# Relationship Skills Activity

# Rose Blossom Thorn

**Step 1: On your sheet of paper draw a rose.**

Be sure to include the following:

- Blossom
- Stem
- Thorns



# Rose Blossom Thorn

## Step 2: Take two minutes to label the following:

- Rose = something positive that happened  
this past week
- Blossom = something you are looking  
forward to next week
- Thorn = something you need help with within  
the next week

# Rose Blossom Thorn

## Step 3: Find a partner

- Choose someone that you don't know well
- Share your Rose, Blossom, and Thorn
- What is something new that you learned about your partner?
- How did you connect with your partner?
- How did this activity make you feel?

# Communication Skills

# Communication Skills

## Children Learn to Communicate in Three Ways:

- How parents interact with them
- Observing parents how they interact with others
- Their own interactions with others

\*Children need to time to learn to communicate



# Communication Skills

## How can we help teach and strengthen our gifted students' communication skills?

- Listen more than talk
- Accept feelings (even if you don't agree!)
- Create and maintain a positive culture in your classroom
- Understand silence
- Use reflective listening



# Communication Skills

## How can we help teach and strengthen our gifted students' communication skills?



- Separate behavior from the child
- Teach interpersonal skills
- Be honest
- Communicate with touch
- Share your own experiences and feelings
- Award honesty

## Teaching Interpersonal Skills

- The use of appropriate greetings
- The importance of initiating activities with their peers
- How to carry on a conversation without being distracted
- How to be assertive without being aggressive or disrespectful
- Proper strategies for conflict resolution
- How to negotiate and compromise appropriately
- Understanding non-verbal communication

# Goal Setting

# Goal Setting

---

“Achievement is most positively affected by students and teachers setting challenging goals that are relevant to the students’ level of abilities and achievement”

-Richard M. Cash

# Goal Setting

## DID YOU KNOW.....

- Students who set more challenging goals out-performed their peers.
- Goal setting positively reinforces their abilities
- The most important part of goal setting with students is the initial level of commitment that is expressed.
- It is best to move students from a performance-approached goal (I am better than others) to a mastery-approach goal (my personal best).



# Goal Setting

## SMARTS/S Goals

**S** = Specific. The more specific a goal is the more likely a student is to achieve it.

**M** = Measurable. The student should learn how to measure the goals and how to track it.

**A** = Achievable. We can best support the student when the goal is one that can actually be accomplished.

**R** = Realistic. The “Goldilocks Principle”- Just right!

**T** = Timely. Not too long or too short.

**S/S** = Strategies to Success. Knowing which strategies to use when is crucial





## Strategies to Success

- Helps to deal with complex situations
- Teach students more than one strategy!
- Students must learn to try different strategies to achieve success as well as refine ones that have previously worked.
- Have students share with their peers what has worked for their goals. Peer sharing is powerful!

# Goal Setting

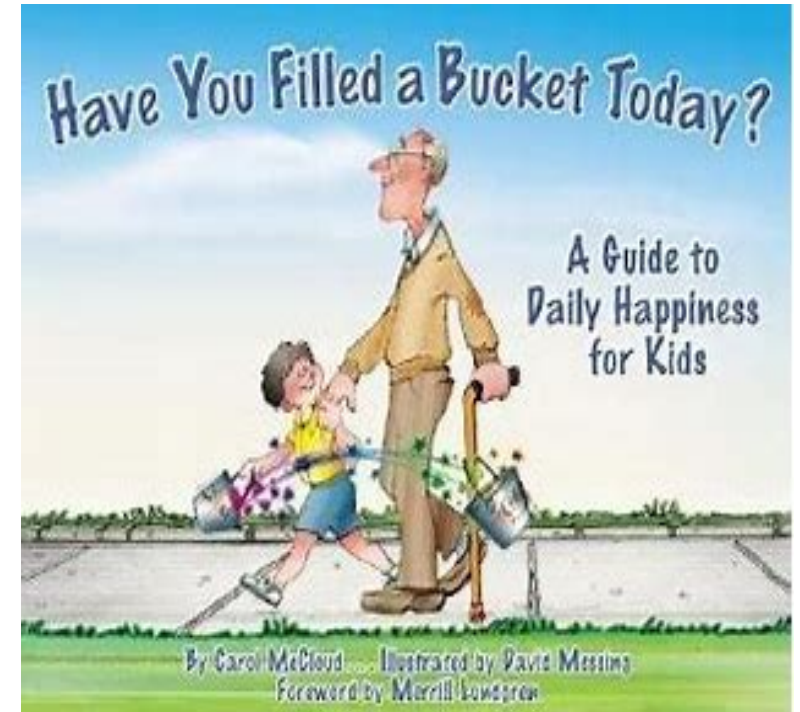
## Teachers can help support students in setting quality goals by:

- Help students identify their “ideal self”
- Keep students aware of the strategies and skills they are developing to achieve the ideal self.
- Openly express your belief that they can accomplish their goals.
- Provide constant support but don't enable
- Provide effective feedback

# Social and Emotional Learning

## Tips to Integrating SEL

- Use story time for teachable moments
- Work in partnerships
- Teach them how to work in a group
- Nurture a culture of kindness
- Give them new words to say



<https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day>

# Social and Emotional Learning

## Tips to Integrating SEL



- Set up a peace place
- Utilize peer mediation
- Practice lots of role-play
- Allow for talk time
- Buddy up with an older or younger class
- Build community with class teams

<https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day>

# Social and Emotional Learning

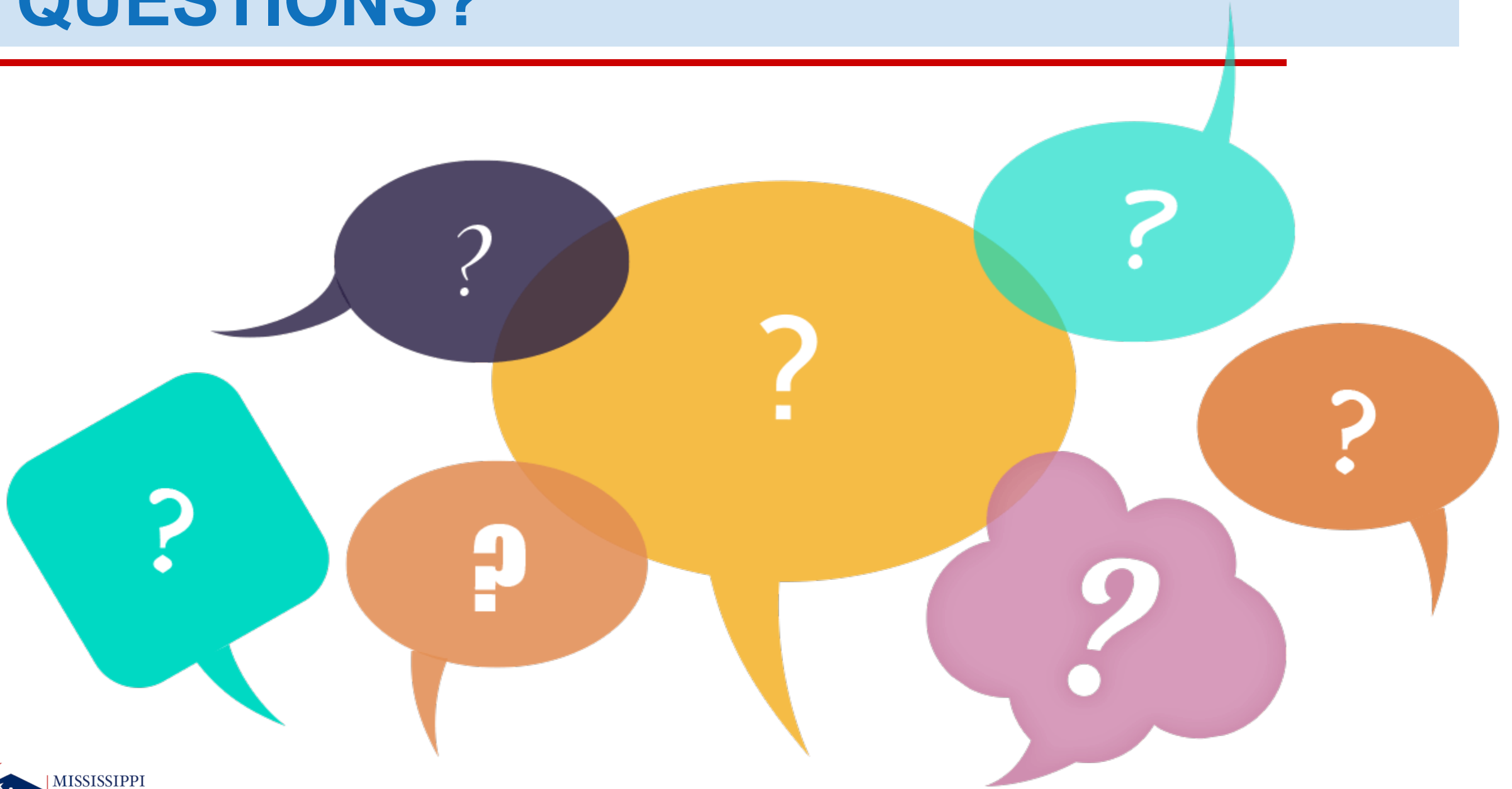
## Tips to Integrating SEL

- Student journaling
- Encourage expression through art
- Assign interview projects
- Give them a job



<https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day>

# QUESTIONS?



# References

---

Babywisemom (2018, January 18). *How to teach a gifted child communication skills*. Retrieved from [www.babywisemom.com](http://www.babywisemom.com)

Cash, R. (2018, January 4). *SMART goals for gifted students*. Retrieved from <https://freespiritpublishingblog.com/2018/01/04/smart-goals-for-gifted-students/>

Gross, M. (2006). *Tips for parents: gifted children's friendships*. Retrieved from <https://www.davidsongifted.org/Search-Database/entry/A10400>

[www.casel.org](http://www.casel.org)

[www.raisinglifelonglearners.com](http://www.raisinglifelonglearners.com)

# Contact Information

---

Dr. Jennifer Trammell  
Director K-12 Counseling  
Office of Secondary Education  
[JTrammell@mdek12.org](mailto:JTrammell@mdek12.org)