



Social Emotional Learning

Elementary School
Children

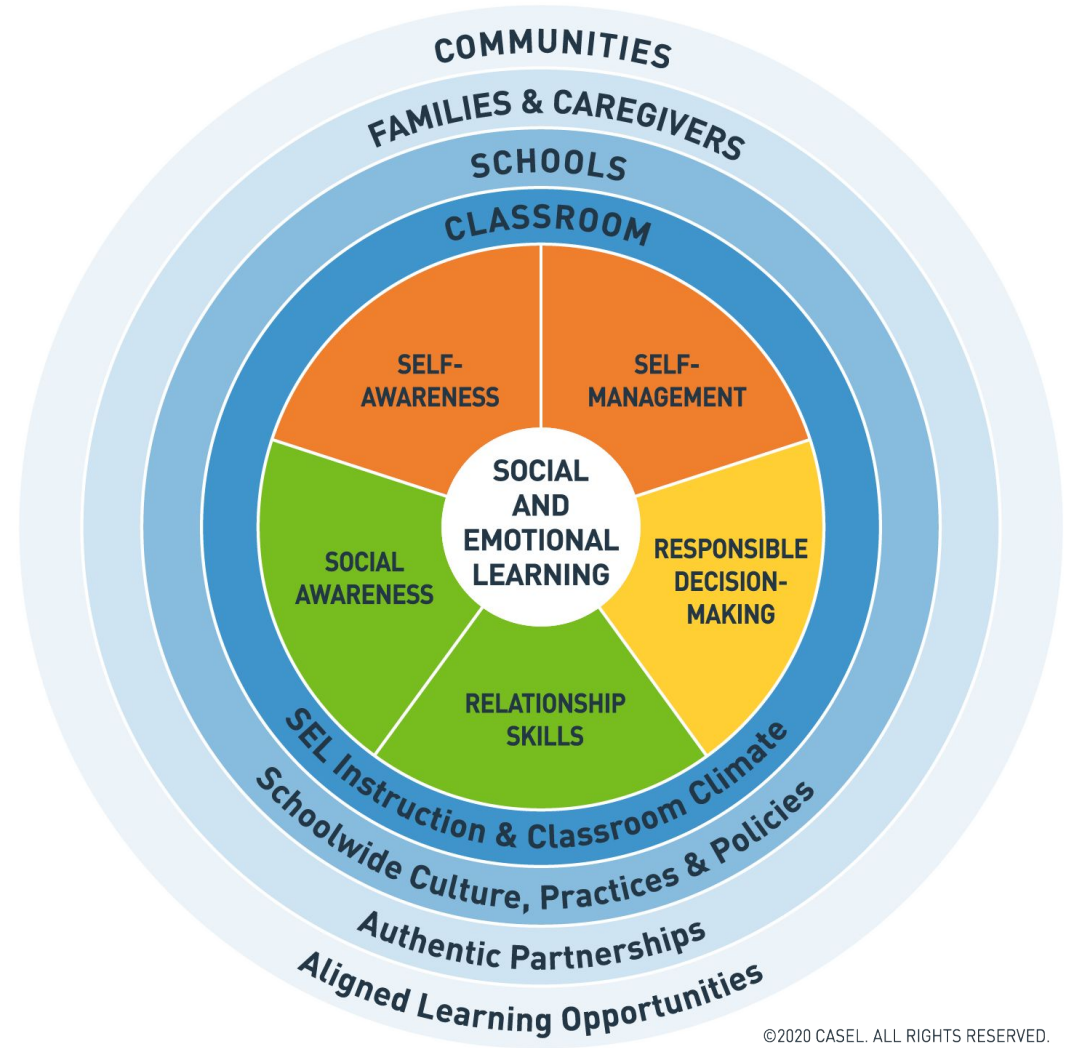
What is SEL?

Social and Emotional Learning

CASEL- leading experts in school-based SEL programs

5 Core Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision-Making Skills



CASEL's 5 Core Competencies for SEL

Self-Awareness Skills- understanding one's own emotions, thoughts and values and how they influence your behavior

Social Awareness Skills- understanding the perspectives of and empathizing with others

Self- Management Skills- managing your own emotions, thoughts and behaviors effectively

Relationship Skills- establishing and maintaining healthy relationships

Responsible Decision-Making Skills- making caring and constructive choices about personal behavior and social interactions in diverse situations

Why Social Emotional Learning is Important in the COVID-19 Era

for students

Navigating a global pandemic has been exhausting, eroding the perceived sense of control we had over our lives

Self-awareness during a pandemic

social awareness during a pandemic

Relationship skills during a pandemic

Self-management during a pandemic

Responsible decision making during a pandemic



Studies: Why is SEL important?

Two Landmark studies document multiple and long lasting benefits of SEL:

Meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed:

✓	Social-emotional skills	×	Conduct problems
✓	Improved attitudes about self, others, and school	×	Emotional distress
✓	Positive classroom behavior	×	Lower drug use
✓	11 percentile-point gain on standardized achievement tests		

A 2017 research study finds that social and emotional learning (SEL) programs benefit children for months and even years (6 months-18 years).

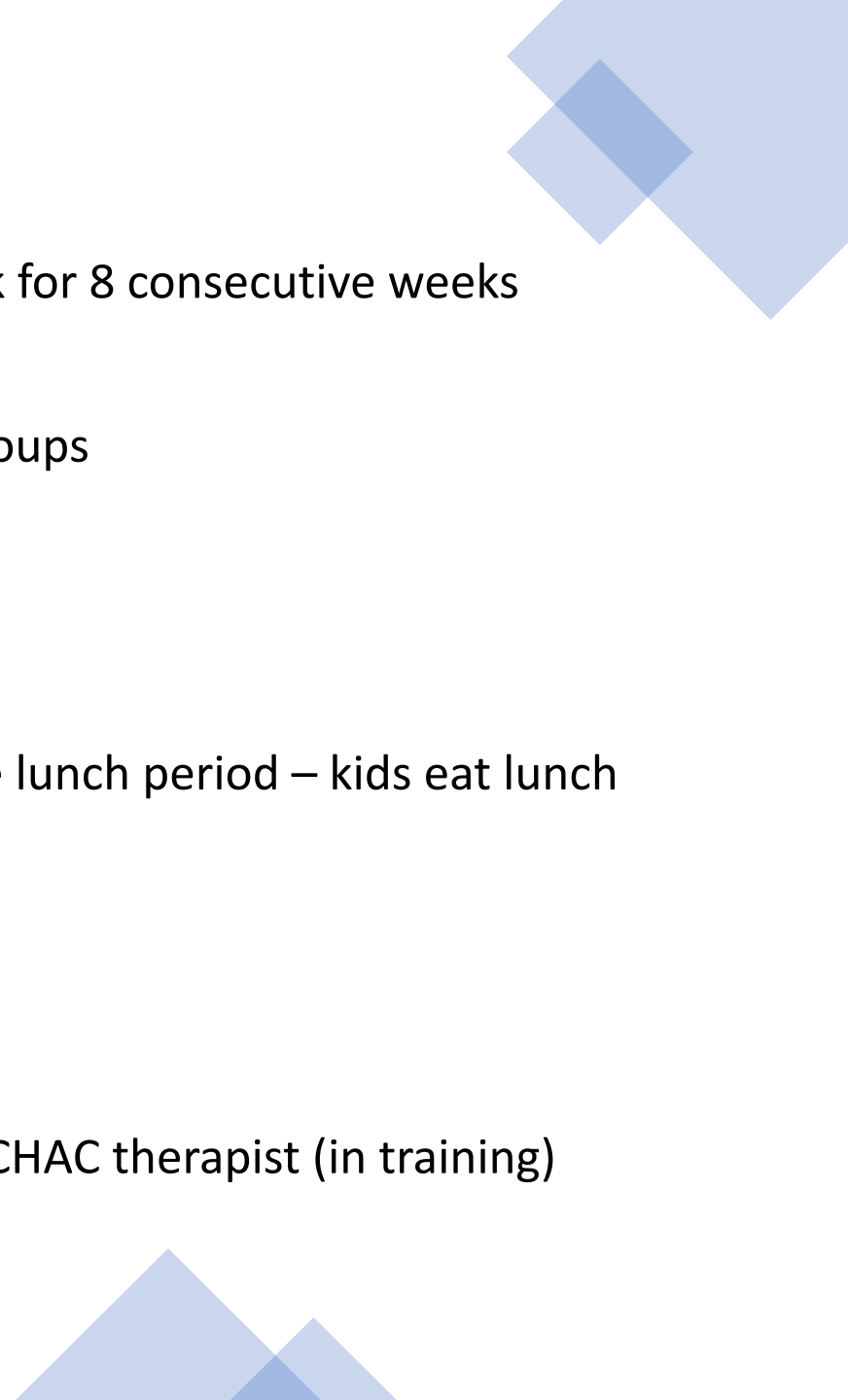
Higher social and emotional competencies among SEL students at the end of the initial intervention was the best predictor of long-term benefits. Benefits were the same regardless of socioeconomic background, students' race, or school location. CASEL, 2011 and 2017

CHAC's SEL Skills Groups for Elementary School Children₍₂₀₁₉₎

1. Just for Kids
 - 3rd grade students
 - 400 students/year
2. Tween Talk
 - 5th grade students
 - 250 students/year



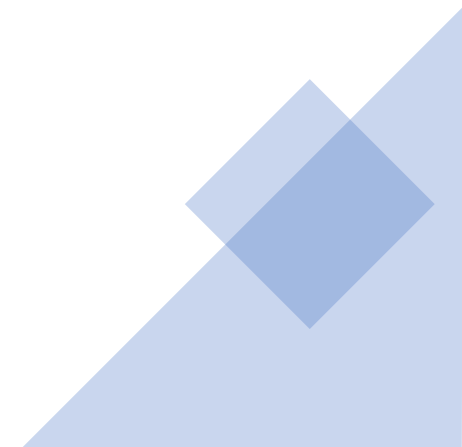
SEL Group Logistics

- Groups meet once a week for 8 consecutive weeks
 - Fall, Winter and Spring groups
 - 4-8 students per group
 - Groups are run during the lunch period – kids eat lunch together
 - Free of charge
 - Groups are facilitated by CHAC therapist (in training)
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CHAC's Just for Kids and Tween Talk

are designed to give students a foundation of social and emotional skills to build upon as they navigate academic responsibilities, establish self-care skills as well as develop deeper peer and family relationships.



JUST FOR KIDS

- **WEEKLY CURRICULUM:**
- **WEEK 1: WELCOME** Getting to know each other activity. Each of us is unique and important.
- **WEEK 2: FEELINGS** Interactive activity about emotions and how to cope with heavy feelings in healthy ways.
- **WEEK 3: COPING SKILLS** Art activity to learn why and how we use ‘masks ‘ or ‘defenses’ to cope with our feelings.
- **WEEK 4: TAKING CARE OF OURSELVES** Learn fun and healthy ways to take care of our bodies, hearts and minds.
- **WEEK 5: OUR UNIQUE FAMILIES** Focus on the strengths of our diverse families. How families support and take care of each other.
- **WEEK 6: EMPATHY** Game to build empathy and practice social skills.
- **WEEK 7: THE TREE OF ME** Art activity that focuses on how every child is special and valued. Each child contributes to their family, school and community.
- **WEEK 8: CELEBRATE ME!** Closure, review of material, recognition and validation of each child.




Just for Kids

Description of six main topics of *Just for Kids* are the following:

Topic 1: Heavy Feelings

- This fun lesson using painted feeling rocks expands student's emotion word vocabulary so they have a greater ability to express their feelings instead of bottling them up. The discussion about feelings also helps to normalize the heavy feelings that we all sometimes experience. Introduces healthy coping skills to help students manage their heavy or painful feelings.

Topic 2: The Masks I Use

- A simple and engaging story is used to explain how kids use masks or defenses to protect themselves when their feelings are too overwhelming to talk about. By exploring this process students learn what kind of mask they use to cover up their feelings as well as how they can share their feelings with someone they trust. Introduces additional coping skills that students can use to take care of themselves when they have painful feelings.
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Topic 3: My Coping Skills

- Students discuss healthy and unhealthy ways to cope with heavy and painful feelings. Students choose four of their favorite healthy coping skills and decorate four cards that they can refer to when they have heavy feelings in the future.


Topic 4: Family

- Different family configurations are discussed with a focus on expanding the circle of support that a child can count on when they are in need. A family mandala is created by each student to celebrate their family and those in their lives that love and support them.

Topic 5: Empathy

- The definition of empathy is introduced and students play a fun game to get students moving and practice how they would respond to classmates in empathetic ways.

Topic 6: I Am Important

- The last activity of the group focuses on building self-esteem. Students explore all the ways that they are unique, how they contribute positively to those around them (school, family, peers), how they are important to their communities and how they can make the world a better place.
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Tween Talk!

- **WEEKLY CURRICULUM:**
- **Week 1- Welcome and Introduction** - Students play a game to build self-esteem and get to know the group leader and fellow group members.
- **Week 2- Build Self Awareness** - Students do kinesthetic activities or art activities to learn how their brain works. The group plays a game to learn how to calm their minds to help with more effective problem solving.
- **Week 3- Emotions and Coping Skills-** Learn about the biological function of emotions, how emotions impact behavior and thoughts and how to manage emotions when they are negatively impacting behavior and decisions.
- **Week 4- Emotion Management Skills-** Students do various art activities and kinesthetic activities to learn how to focus and calm themselves down when emotions are getting too big to manage.
- **Week 5- Additional Emotion Management Skills-** Play games to learn how to calm their minds and bodies when emotions are overwhelming.
- **Week 6- Communication Skills and Social Skills- Student** learn about healthy communication and social skills to help them get their personal needs met while also respecting others.
- **Week 7- Understanding What You Can Control-** Students play a game and discuss what they can and cannot control in their lives with a focus on personal responsibility in their decision making and response to challenges.
- **Week 8- Review and Closing-** Art activity to build self esteem and celebrate what learned in group.



Tween Talk

The Tween talk curriculum utilizes Mindfulness and Dialectical Behavior Therapy Skills techniques to increase a student's emotional regulation skills, prosocial communication skills and healthy coping skills. The seven main topics of Tween Talk are the following:

- Topic 1: 3 Minds
 - The 3 minds is an age appropriate metaphor that helps explain the different ways our brains react to stress or big emotions. Students play games to understand the balance between overwhelming emotions and disconnection, which can help them solve problems and respond to stressful situations more effectively.
 - Topic 2: How Emotions Effect the Body
 - Students learn about the biological function of emotions and how they helped in early human survival. Students explore how emotions can become overwhelming or irrational in today's world and how they can cope with their emotions by recognizing and accepting them instead of avoiding or lashing out.
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- Topic 3: Healthy Coping Skills
- Students discuss the variety of healthy coping skills they can call upon to take care of themselves when they are overwhelmed with emotions.
- Topic 4: Mindfulness
- Students learn about how mindfulness can help them focus and cope with anxiety or other overwhelming emotions. Students' complete various activities, such as age appropriate meditation, mindful eating, or mindful walking to practice mindfulness skills.
- Topic 5: Breathing Skills
- Students have the opportunity to practice using mindful breathing techniques to calm their bodies and minds; that they can then use in the future if they have difficulty coping with emotions.
- Topic 6: Assertive Communication
- Students practice assertive communication skills to help them navigate social situations and relationships in kind and effective ways.
- Topic 7: Problem Solving – What I Can Control
- Students discuss the things they can or cannot control in their lives. This exploration helps students take responsibility for the choices they make and helps them focus their energy in more productive ways.

Parent Pre and Post Survey

- 82% of Just for Kids and Tween Talk participants show at least a 15% improvement in SEL core concept knowledge from pre to post survey
 - Fall 2019 (August-December)
- 85% of Just for Kids and Tween Talk participants showed at least 15% improvement in SEL core concept knowledge from pre to post survey
 - 2018-2019 school year

Student Qualitative Survey (2018-2019)

- 95% of participants said they learned new SEL skills in group
- 92% of participants said they learned new things about all 6 core SEL concepts presented in group
- 96% pf participants enjoyed coming to group (despite missing lunch recess)

SEL Skills



What to Look out for at Home

- 1) No or little friendships (can't maintain healthy relationships)
- 2) Strong emotions (low self regulation)
- 3) Impulsive behaviors
- 4) Lack of empathy/compassion
- 5) Cannot solve problems
- 6) Doesn't get along with peers

Additional Resources

<http://rbteach.com/blogs/name-it%E2%80%A6other-epidemic>

Beyond Behaviors - Using brain Science and Compassion to understand and Solve Children's Behavioral Challenges - Mona Delahooke, PhD

The Whole-Brain Child - Daniel Siegel, PhD

<https://www.elmhurst.edu/blog/social-emotional-learning/>

<https://hunt-institute.org/wp-content/uploads/2021/02/HI-Duke-Brief-SEL-Learning-During-COVID-19-Rosanbalm.pdf>

