

# Which Puzzle Piece Is Ours?

## Supporting Internalizing Behaviors in Our Students

Brent Edwards	Beyond Textbooks Assistant Director	<a href="mailto:edwardsb@vailschooldistrict.org">edwardsb@vailschooldistrict.org</a>
Chelsea Scopellite	Beyond Textbooks Coordinator	<a href="mailto:scopellitec@vailschooldistrict.org">scopellitec@vailschooldistrict.org</a>
Leslie Anway	School Psychologist	<a href="mailto:anwayl@vailschooldistrict.org">anwayl@vailschooldistrict.org</a>
Gloria Bernal	Student Advocate	<a href="mailto:bernalg@vailschooldistrict.org">bernalg@vailschooldistrict.org</a>
Debbie Doubrava	District Psychologist	<a href="mailto:doubravad@vailschooldistrict.org">doubravad@vailschooldistrict.org</a>
Heather Stough	Community and Connections Director	<a href="mailto:stoughh@vailschooldistrict.org">stoughh@vailschooldistrict.org</a>

### Agenda

- Share the **importance** and **benefits** of Social-Emotional Learning.
- Identify the **5 Core Competencies**, based on CASEL's framework.
- Focus on the **2 Core Competencies** we believe educators may need the most support in.
- Provide a **network of resources** for the SEL needs not best addressed in a school setting.

### The Critical Importance of Social-Emotional Learning

- SEL has always been an important aspect of student health, but its \_\_\_\_\_ has surfaced over the last year and a half.
- Schools and educators need \_\_\_\_\_ to address SEL needs, just like tools to address their content area.
- If a student's social-emotional equilibrium is upset, \_\_\_\_\_ are very likely.
- Educators \_\_\_\_\_, however.
- \_\_\_\_\_ on our mission, and have \_\_\_\_\_ to tap into when needed.



**“Manage what we can and stay in our lane.”**  
**“We don't have to own it all. We can't own it all.”**

“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.”

The Collaborative for Academic, Social, and Emotional Learning (CASEL 2020)

## The Critical Importance of Social-Emotional Learning

A **robust SEL culture** produces many benefits:

- \_\_\_\_\_ through authentic school-family-community partnerships.
- \_\_\_\_\_ and behavioral \_\_\_\_\_ for students.
- Establishing learning environments and experiences that feature \_\_\_\_\_.
- \_\_\_\_\_ curriculum and instruction.
- SEL can help address various forms of inequity and \_\_\_\_\_ and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



## CASEL's 5 SEL Core Competencies

Self-Awareness\*

Self-Management\*

Social Awareness

Relationship Skills

Responsible Decision-Making

*\*Internalized behaviors, and our focus today*

## Self-Awareness

**Definition:** The ability 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.



# Self-Awareness

## **What It Looks Like:**

- Identifying our own emotions, both the educator and the student
- Having an accurate self-perception
- Recognizing own strengths
- Self-confidence
- Self-efficacy
- What else?

## **What It Sounds Like:**

- How am I feeling and why?
- When am I at my best?
- When do I feel angry?
- What kind of person do I want to be today?
- What stresses me out?
- Where do I fit into my family/community?
- What else?

## **Notes from the RULER Strategy Video:**

[menti.com](https://www.menti.com) > enter the code from the Chat Bar

**What are new learnings from the section on Self-Awareness?**

*Share as many as you can.*



# Self-Management

**Definition:** The ability 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.



## What It Looks Like:

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills
- What else?

## What It Sounds Like:

- I need a break right now.
- May I please have space? I am not ready to share.
- I think I need help with \_\_\_\_\_.
- I don't understand yet, but I will \_\_\_\_\_ to reach my goal.
- What else?

## Notes from the 3 R Strategy Video:



[menti.com](https://www.menti.com) > enter the code from the Chat Bar

**What are new learnings from the section on Self-Management?**

*Share as many as you can.*

# Resources

• <a href="http://beyondtextbooks.org/Parent_Portal/SEL">beyondtextbooks.org/Parent_Portal/SEL</a>	• <a href="http://characterlab.org">characterlab.org</a>
• <a href="http://casel.org">casel.org</a>	• <a href="http://panoramaed.com/blog/guide-to-core-sel-competencies">panoramaed.com/blog/guide-to-core-sel-competencies</a>
• <a href="http://closegap.org">closegap.org</a> > CloseGap for Educators or CloseGap for Parents	• <a href="http://marcbrackett.com">marcbrackett.com</a> > “Permission to Feel” <i>and</i> RULER
• <a href="http://movethisworld.com">movethisworld.com</a>	• <a href="http://neurosequential.com">neurosequential.com</a> > 3R

- Share the **importance** and **benefits** of Social-Emotional Learning.
- Identify the **5 Core Competencies**, based on CASEL’s framework.
- Focus on the **2 Core Competencies** we believe educators may need the most support in.
- Provide a **network of resources** for the SEL needs not best addressed in a school setting.

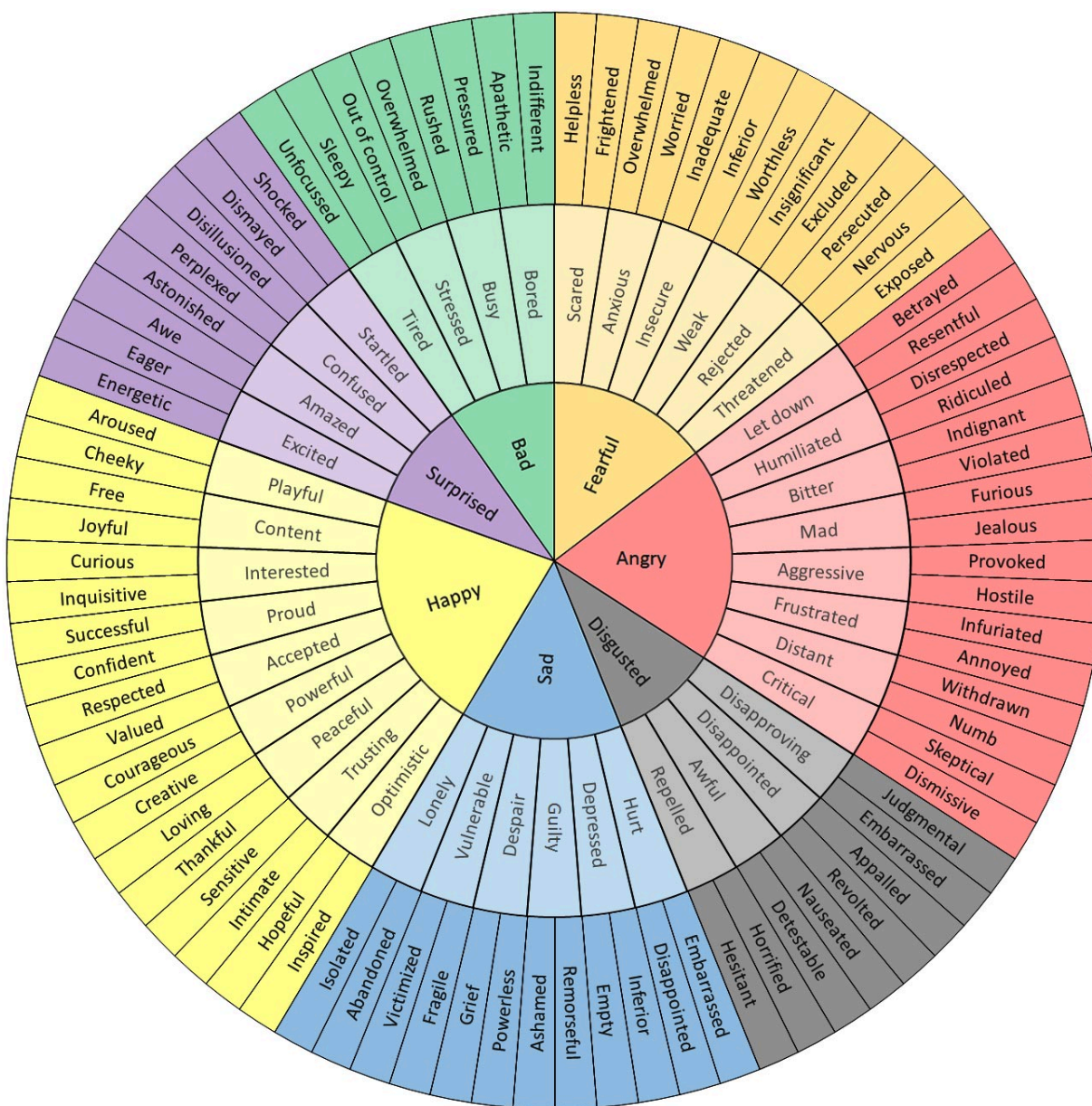
*Most Critically:*

Be **intentional** about supporting SEL in *every* classroom,  
actively **integrating** it into core curriculum.



[beyondtextbooks.org](http://beyondtextbooks.org)

# Additional Strategies



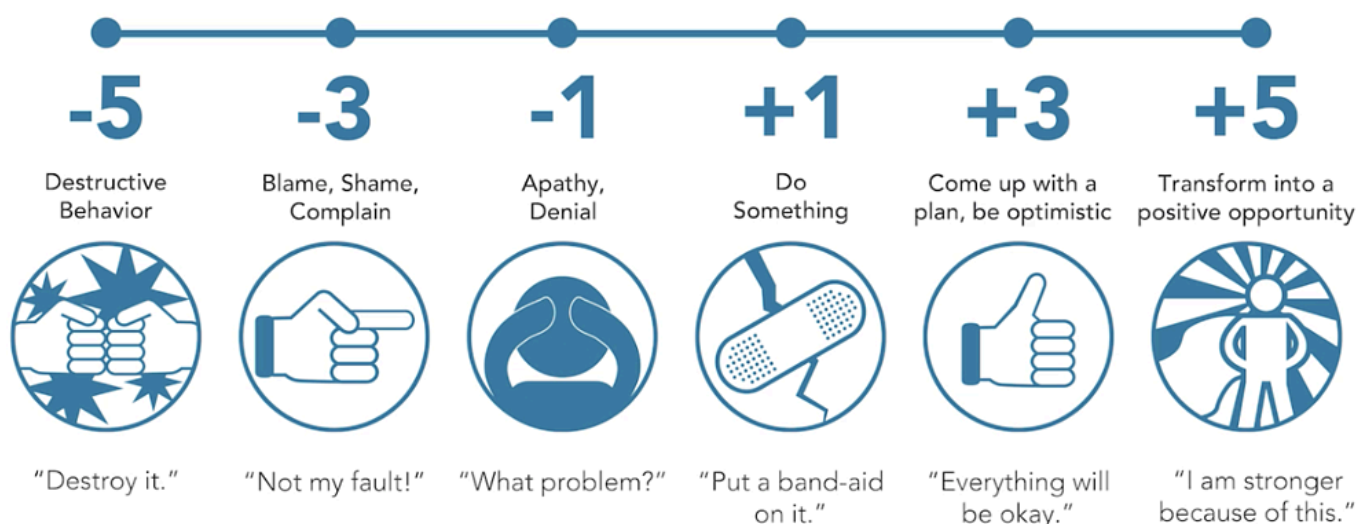
- **The Feelings Wheel** (<https://www.panoramaed.com/blog/guide-to-core-sel-competencies>)
- Start at the center and identify your current emotion. Move out one ring and find a more specific emotion. Move out another ring and find the most specific emotion. Properly identifying the emotion guides in addressing and handling that emotion.
- Applications for the Feelings Wheel:
  - **For You:** Quiet time; meals, mornings, or before bed
  - **For Students:** Dedicated time during the day; daily/weekly check-ins; buddy system



# Additional Strategies

## Positive Pivot Scale

How are you responding today?



- **Positive Pivot** (<https://www.movethisworld.com>)
- How it works: Consider a challenge you are facing today. Identify where you are currently responding on the Positive Pivot Scale. Then, ask yourself: What would I need to do to move to a higher number on the Positive Pivot Scale?
- Positive Pivot in action: <https://www.youtube.com/watch?v=6CBaqMEVkuUg>





# Additional Strategies

- **Positive Self-Talk** (<https://www.panoramaed.com/blog/guide-to-core-sel-competencies>)
- Self-talk is "the act of practice of talking to oneself, either aloud or silently and mentally." Generally, negative self-talk makes us feel worse, but positive self-talk can make us feel better because it triggers problem-solving and helps remind ourselves that making mistakes is part of life.
- Two examples of shifting from negative to positive self-talk include:
  - **You are overwhelmed by the amount of tech it's going to take to teach your class.** Change "*This is never going to work! I'm not tech-savvy*" to "*I can ask someone to help me, and it will become easier.*"
  - **You have an important question for the teacher, but the teacher tells you that he/she doesn't have time to answer it.** Change "*I can't figure this out by myself!*" to "*It will take time, but I can learn this.*"
- Applications for Positive Self-Talk:
  - **For You:** Pay attention to your thoughts and words, and pivot as needed
  - **For Students:** Explicitly teach positive self-talk through mini-lessons and hold students accountable



# Additional Strategies

- **WOOP** (<https://characterlab.org/playbooks/>)
- The WOOP activity from Character Lab helps students find their wishes and develop an action plan to fulfill those wishes. WOOP is named for each step in the process: identifying your **Wish**, imagining the **Outcome**, anticipating the **Obstacle**, and developing a specific **Plan**.
  - **W**: What is an important wish that you want to accomplish? Your wish should be challenging but feasible.
  - **O**: What will be the best result from accomplishing your wish? How will you feel? Pause and really imagine the outcome.
  - **O**: What is the main obstacle inside you that might prevent you from accomplishing your wish? Pause and really imagine the obstacle.
  - **P**: What's an effective action to tackle the obstacle? Make a when-then plan.

