



# Families as Partners in Social Emotional Growth

Facilitated by: Rocky Run Student Services Team

# Welcoming Inclusion

## Positive Affirmations

It's okay that  
I had a bad  
moment or  
day. This too  
shall pass.

My child  
and I are  
learning as  
we go

I'm doing the  
best I can for  
my family,  
and it's  
enough

I am the best  
mom/dad/  
caregiver for my  
child

# What is SEL?

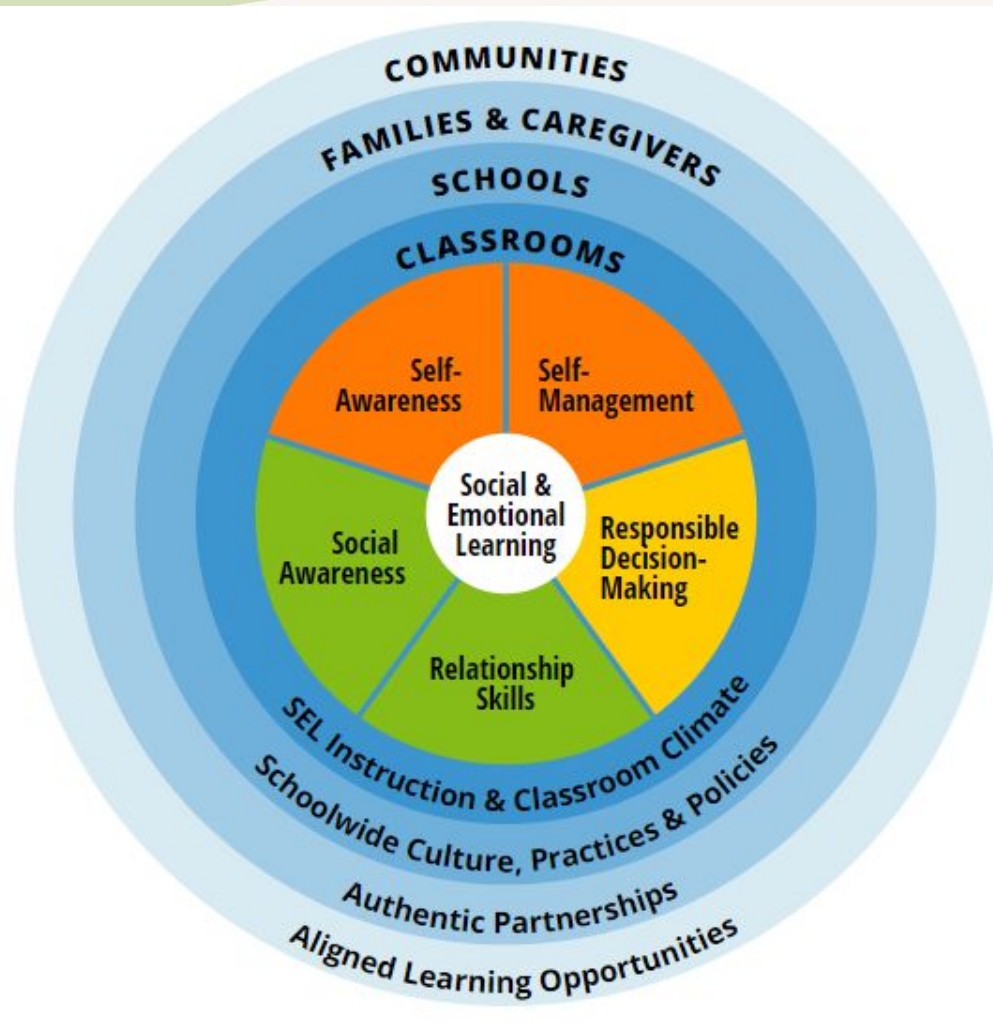
Social-emotional learning (SEL) is the process through which **all young people and adults** acquire and apply the knowledge, skills, and attitudes to:

- develop healthy identities
- manage emotions
- achieve personal and collective goals
- feel and show empathy for others
- establish and maintain relationships
- make responsible and caring decisions

# Why Focus on SEL?



- Better academic performance
- Improved attitudes and behavior
- Less negative behavior
- Reduced emotional stress



# SOCIAL EMOTIONAL LEARNING

What does it mean?



## Self-Awareness

### WHAT DOES IT LOOK LIKE?

Recognizing your **STRENGTHS** and areas for growth with confidence and understanding:

- Identifying your emotions
- Developing your personal and social identity
- Linking feelings, values, and thoughts
- Having a growth-mindset
- Developing interests and sense of purpose
- Examining prejudices and biases

### PORTRAIT OF A GRADUATE TRAITS

Goal-Directed & Resilient Individual  
Creative and Critical Thinker  
Ethical and Global Citizen



## Self-Management

### WHAT DOES IT LOOK LIKE?

Managing your thoughts, feelings, and behaviors using strategies that help you plan and achieve your goals:

- Managing your feelings in different ways in different settings
- Using stress management strategies that work for you
- Showing self-discipline and self-motivation to set goals for yourself and with others.
- Using planning and organizing skills to achieve your goals

### PORTRAIT OF A GRADUATE TRAITS

Goal-Directed & Resilient Individual  
Creative and Critical Thinker  
Communicator  
Collaborator



## Relationship Skills

### WHAT DOES IT LOOK LIKE?

Developing and maintaining relationships that are healthy and supportive, and being able to talk to and work with different people:

- Communicating effectively with individuals and groups
- Collaborating with others, which includes using effective problem-solving and conflict-resolving skills.
- Resisting peer pressure
- Seeking or offering support
- Standing up for the rights of others

### PORTRAIT OF A GRADUATE TRAITS

Ethical and Global Citizen  
Communicator  
Collaborator



## Social Awareness

### WHAT DOES IT LOOK LIKE?

Being able to understand the perspectives of others and empathize with others, including those from diverse backgrounds.

- Recognizing different perspectives
- Identifying strengths of others
- Showing empathy & compassion
- Showing concern for others' feelings
- Identify diverse social norms and influences of organizations or systems & how they influence behavior

### PORTRAIT OF A GRADUATE TRAITS

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Communicator  
Collaborator



## Responsible Decision Making

### WHAT DOES IT LOOK LIKE?

Making caring and strong choices personally and socially, across a variety of situations:

- Considering ethics and safety outcomes to make decisions
- Evaluating benefits and consequences of choices, personally and socially
- Learning how to use data and information to make good decisions
- Using critical thinking skills to make informed decisions
- Reflecting on your impact on others

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The “Student's Average Rating” column provides the average of your student’s responses across all items in the topic area. The rating helps you understand if your student identified the topic as a strength or an area for growth.

Ratings of **4.30-5.00** are **High Strengths**.

Ratings of **3.50-4.29** are **Strengths**.

Ratings of **2.00-3.49** are **Medium Strengths**.

Ratings below **1.99** are **Low Strengths**.

“No Rating” indicates that your student did not respond to questions for the topic.

| Screener Topic                | What Does this Topic Look Like?  | Student's Average Rating |
|-------------------------------|--|--------------------------|
| Responsible Decision-Making   | Forming decisions that help me to be successful at my goals.   | —                        |
| Self-Management               | Coping with my thoughts and feelings. Behaving in ways that help me manage different situations successfully.                                      | —                        |
| Social Awareness              | Understanding the viewpoints of others. Considering how people with different experiences than me, or in different situations than me, might feel. | —                        |
| Relationship Skills           | Building and keeping strong and healthy relationships with adults and peers. Knowing how to "agree to disagree."                                   | —                        |
| Supportive Relationships      | How supported I feel in my relationships with my peers and teachers.   | —                        |
| Valuing of School             | Believing that school is useful and will help me in the future.  | —                        |
| Belonging                     | How much I feel that I am a valued member of my school community.  | —                        |
| Cultural Awareness and Action | How often my peers and I learn about, discuss, and confront issues of race, ethnicity, and culture in school.                                      | —                        |
| Challenging Feelings          | How frequently I feel challenging emotions like worry or sadness.  | —                        |
| Positive Feelings             | How frequently I feel positive emotions like happiness or hopefulness.   | —                        |

# SELF-AWARENESS

## Let's Talk About It

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- Label and reflect on emotions
- Share your own feelings
- Discuss feelings of characters in books and movies
- Celebrate big and small victories!
- Identify unique strengths

[Types of Strengths in Kids](#) by Understood.org





# SELF-AWARENESS

## Let's Practice

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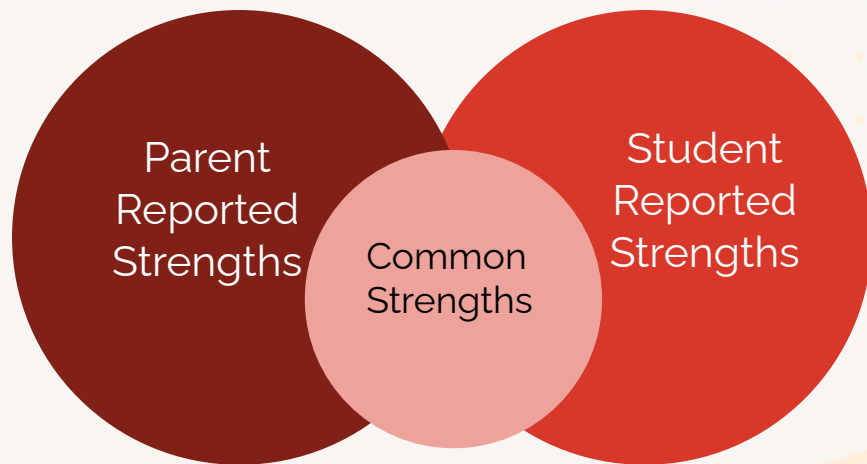
Play Emotions Charades

### Emotions Interview

- Create a list of emotions and questions.
- Interview a family member
- What makes you feel \_\_\_\_\_?
- What does your face look like?
- How does your body feel?

### Discover New Strengths

Student and Parent Write down strengths and compare.



# SELF-MANAGEMENT

## Let's Talk About It

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Try these sentence starters!

- What do you do to feel better when you are sad, frustrated or mad?
- When I am frustrated, I...
- What do you do when things don't go as planned?
- What or who inspires you at school?
- What do you enjoy learning about?
- What classes might help you achieve your future goals?"





## SELF-MANAGEMENT

### Let's Practice

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- Identify what stress feels like in the body and mind.
- Teach positive ways to manage stress, frustration and disappointment to support developing a toolbox of strategies.
- Model how you handle big feelings or changing feelings.
- Build opportunities for independence in self regulation.
- Practice goal-setting by working toward goals at home.

# SOCIAL AWARENESS

## Let's Talk About It

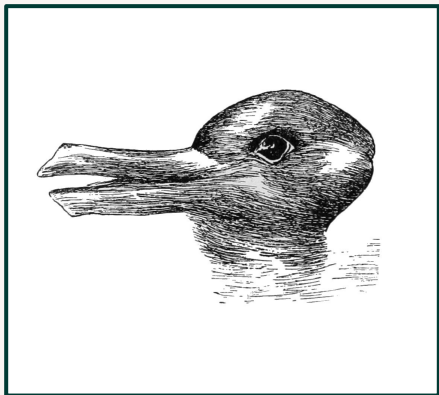
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- Use stories or real life examples. "How do you think that person is feeling? "Why might they feel that way?"
- Celebrate and respect individual, family and community identities and cultures. Explore traits and values that are important to individuals or groups. Ask, "What beliefs, values, or experiences make your home, school or community exceptional?"
- Talk about current events - help your child understand different perspectives.
- Get in the habit of and share the practice of writing thank you notes with your child.

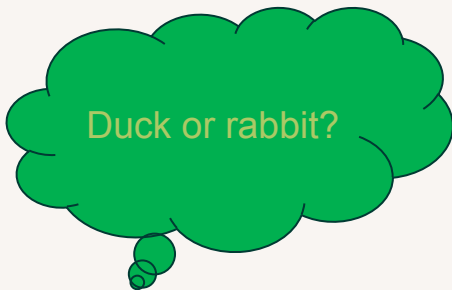
# SOCIAL AWARENESS

## Let's Practice

- Playing board games
  - Taking turns, losing/winning & talking about it
- Defining roles in groups, teams, family, etc.



### Perspective Taking Activity



| My Perspective | Perspective 2 | Perspective 3 |
|----------------|---------------|---------------|
|                |               |               |
|                |               |               |

# RELATIONSHIP SKILLS

## Let's Talk About It

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- “What do you like most about working with others at school?”
- “What is hard or challenging about working with others?”
- “What strengths do you bring to relationships with others?”
- “What does it mean to care for someone else?”
- “How can you show someone you care about them?”
- “How can others show you they care?”
- “What can you do/say to apologize for a mistake?”





# RELATIONSHIP SKILLS

## Let's Practice

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Create a family agreement

- What values are important to each family member?  
How do you want to feel?
- How do you show these values and feelings through words and actions?
- Make a list and display it!

**Respected**

**Allow everyone to  
voice their opinion**

**Encouraged**

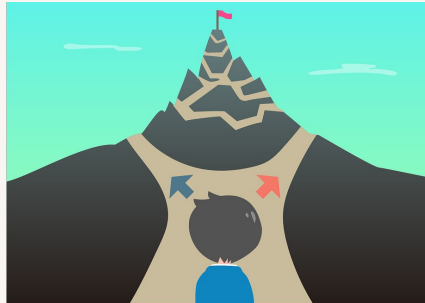
**Help others when they  
are having trouble**

# RESPONSIBLE DECISION-MAKING

## Let's Talk About It

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- “How often do you have to make choices at school?”
- “What kinds of choices do you have to make?”
- “When have you faced a challenging problem?”
  - How did you make your decision?
  - What were you thinking of at that time?
  - What have you thought about since?



# RESPONSIBLE DECISION-MAKING

## Let's Practice

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- Discuss problem solving strategies with real world scenarios
- Predict possible outcomes and consequences
- Provide opportunities at home that encourage everyday choice making. For example, picking an activity during family time, a book, or an outfit. Model considering the pros and cons of each option as you make your final decision.
- Share examples of real life problem solving. Identify the problem and discuss the pros and cons of possible solutions.



# Optimistic Closure

Reflect on:

- one new strategy I learned or heard about today.
- one strategy I would like to try to implement at home.



# Resources

## Books

***The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind***

by Daniel J. Siegel

***Smart Parents: Parenting for Powerful Learning*** by Bonnie Lathram, Carri Schneider, and Tom Vander Ark

***Brainstorm: The Power and Purpose of the Teenage Brain: An Inside-Out Guide to the Emerging Adolescent Mind, Ages 12-24*** by Daniel J. Siegel

***The Yes Brain: How to Cultivate Courage, Curiosity, and Resilience in Your Child*** by Daniel J. Siegel and Tina Payne Bryson

## Websites

<https://casel.org/in-the-home/>

<https://www.edutopia.org/social-emotional-learning-parent-resources>

<http://csefel.vanderbilt.edu/resources/family.html>

## Podcasts:

PTA Podcast "What is Social and Emotional Learning Anyway?"

<https://player.captivate.fm/episode/edb461b2-e6ef-418e-b700-2e99fd5016fc>