



Social Emotional Learning

Parent Education Night #1

Clarendon Elementary School



Objectives

6:30 – 7:30 SEL Presentation

7:30 – 8:30 Parent/Guardian Meeting

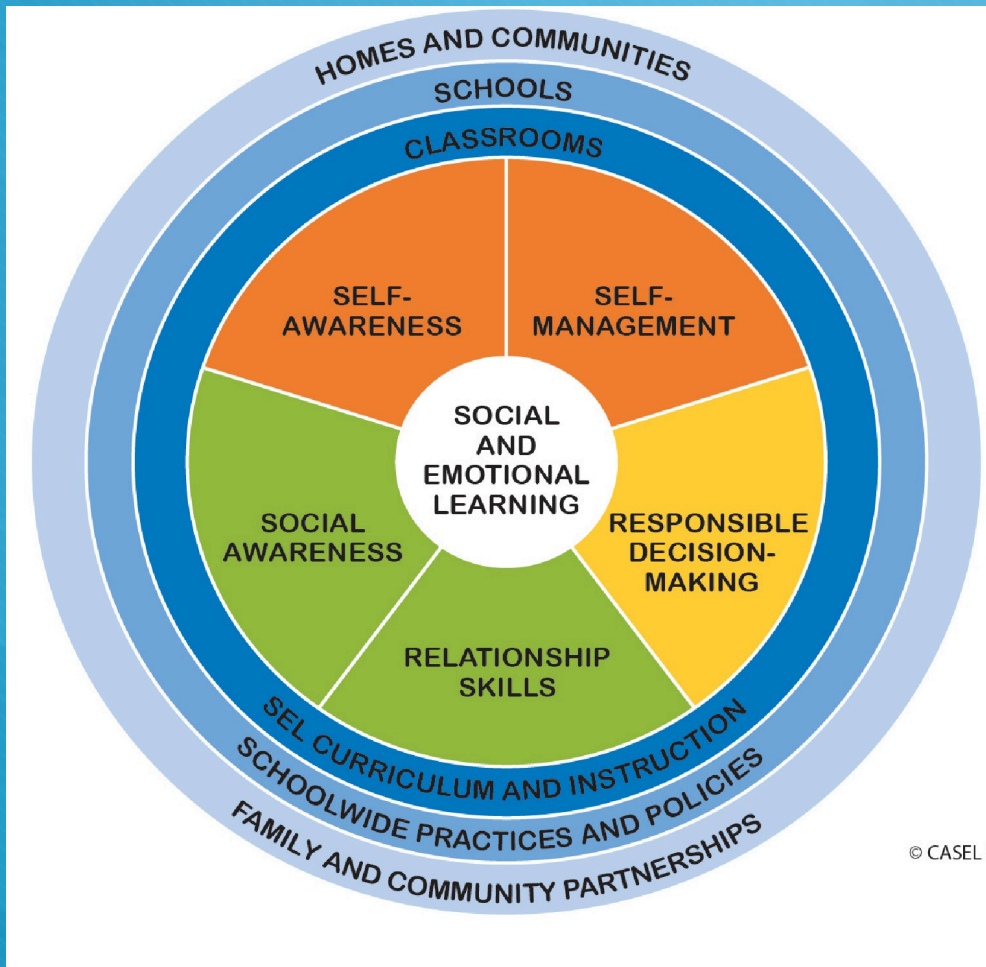
- Introduce Social-Emotional Learning
- New Initiatives at Clarendon
- October and November: Identifying Feelings



SOCIAL EMOTIONAL LEARNING

Overview

Social Emotional Learning



Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

- 23% improvement in social and emotional skills
- 9% improvement in attitudes about self, others and school
- 9% improvement in school and classroom behavior
- 10% decrease in emotional distress, such as anxiety and depression
- 11% increase in achievement test scores

11:1
return on
investment

Why SEL?

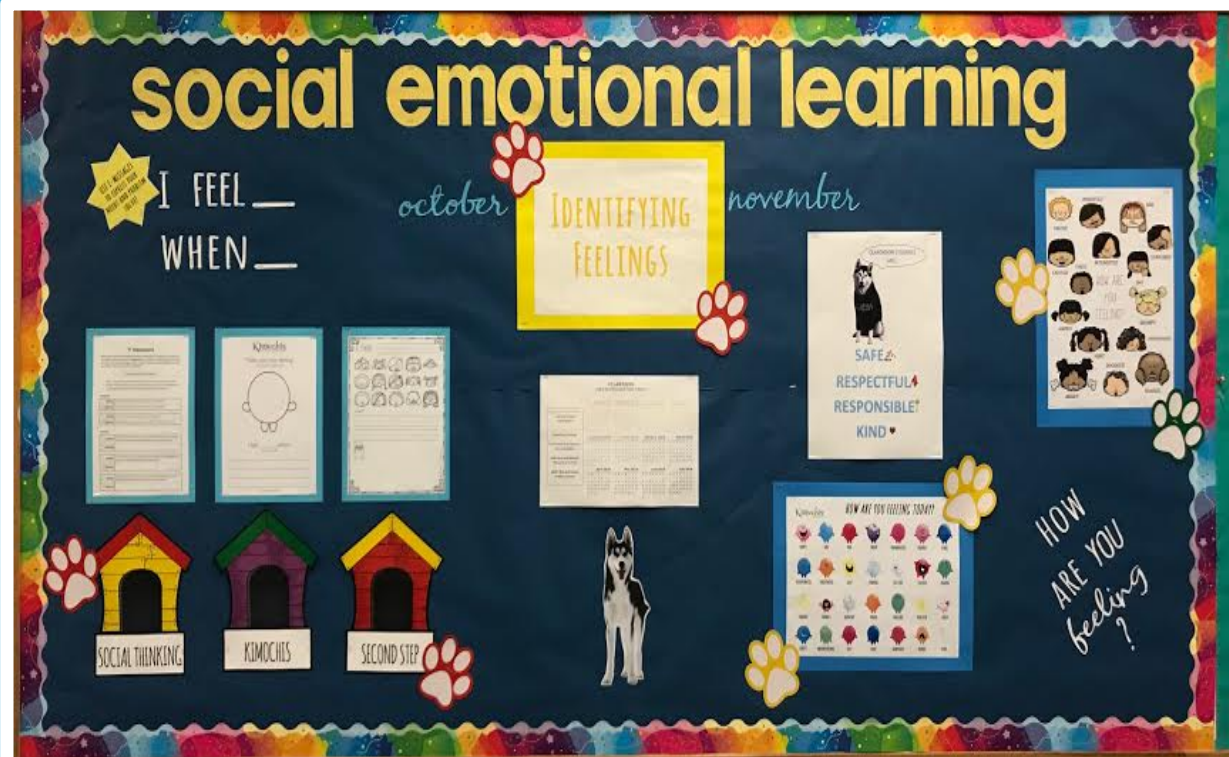


The background features a large orange sun in the top left corner and several light blue thought bubbles of various shapes scattered across the top. The main content is presented on a dark blue, rounded rectangular banner that spans across the middle of the slide. Below this banner is another lighter blue, rounded rectangular shape containing additional text.

SEL at Clarendon

What's NEW in 2018-2019

1. Joint JBBP/SC Parent Board
2. Parent/Guardian Outreach
3. School-Wide Themes
4. Curriculum for Teachers
5. School-Wide PBIS



2. Parent/Guardian Outreach

- Website
- Bi-Monthly Newsletters
- Parent Portal
- Communication
- SEL Bulletin Board

A screenshot of the Clarendon Elementary School website. The page features a header with a photo of a mosaic sign that says "CLARENDON". Below the photo is the school's name "Clarendon Elementary School" in red, followed by "Social Emotional Learning" in a smaller font. A navigation menu includes "HOME", "CALENDAR", "SEL STANDARDS BY GRADE", "THEMES", and "PARENT RESOURCES". The main content area says "Welcome Back!" and includes a date "July 4, 2018" and a "Leave a comment" link. On the right, there is a calendar for September 2018 showing the days of the week and the numbers 1 through 9.

Clarendon Elementary School
Social Emotional Learning

[HOME](#) · [CALENDAR](#) · [SEL STANDARDS BY GRADE](#) · [THEMES](#) · [PARENT RESOURCES](#)

Welcome Back!

July 4, 2018 · Kait · [Leave a comment](#)

September 2018

M	T	W	T	F	S	S
					1	2
3	4	5	6	7	8	9

Clarendonsel.edublogs.org

3. School-Wide Themes

CLARENDON

2018-19 Social Emotional Theme Calendar

August and September:

Learning School Expectations

October and November:

Identifying Feelings

December and January:

Having Empathy

February and March:

Managing Emotions

April, May and June:

Problem Solving

August 2018

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September 2018

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October 2018

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November 2018

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December 2018

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January 2019

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February 2019

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March 2019

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April 2018

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May 2019

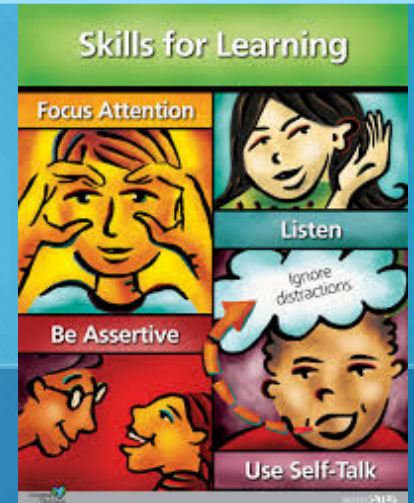
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June 2019

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July 2019

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26	27	28	29	30	31	



4. Curriculum for Teachers

In-Class Learning

Social-Emotional Development in Kindergarten How Children Grow

Below are some general developmental milestones that can help you to understand the social and emotional progress a kindergartener will make over the school year. Keep in mind that every child is different and may not fit perfectly into this framework.

Where they are:

The average kindergartener is enthusiastic, helpful, and conforming. They may:

- Attempt only things they know they can do
- Need attention, affection, and praise
- Be energetic and fidgety
- Have a short attention span
- Show opposite extremes of behavior
- Become less well-behaved as the year progresses

Where they are going:

Kindergarteners are learning to understand themselves. Encourage them as they:

- Develop a positive, realistic self-image
- Learn to respect themselves
- Begin to understand their own uniqueness
- Gain awareness of their feelings
- Learn to express feelings
- Learn how to participate in groups

Kindergarten: Social-Emotional Development

In SFUSD, we focus on four areas of Social Emotional Development: Social Awareness, Self-Management, Growth Mindset, and Self-Efficacy.



How Are Social-Emotional Skills Developed?

Social-emotional development is facilitated by strong, supportive and sustained relationships with adults and peers. Each child has their own unique strengths and develops social emotional skills over time with support from their family, peers, teacher, and community.

Standards	What Can Families Do To Support Children?
Works/plays collaboratively with others (Social Awareness)	<ul style="list-style-type: none"> • Use characters in books or TV to talk about how characters can have strong emotions. Talk about a character and identify the emotions she is demonstrating "When Juanita is excited, what does she do?" • Provide opportunities, such as at family gatherings, for children to ask family or community members about their family traditions. • Provide opportunities for children to interact with others. For example, they could play a game with a family member. • Ask your child about their day: "Tell me about the best part of your day, and what didn't you like." • Teach your child to state their needs: "Tell me what you need."
Regulates emotions and works with focus (Self-Management)	<ul style="list-style-type: none"> • Help your child identify their emotions: "You look sad because I can see you have your head down." • Play feelings charades: "Show me a happy face?" or "What does your face do when you are happy?" • Allow time to take a break, and designate a safe place to practice calming activities such as drawing picture, taking deep breaths, or looking at a book. • Assign your child a simple chore around the house, such as helping to clean up after a meal, taking care of a pet, or helping with laundry.
Approaches challenges as learning opportunities (Growth Mindset)	<ul style="list-style-type: none"> • When your child is successful: "You didn't give up even though it was hard." instead of, "You are so smart." • When your child makes a mistake: "What can you try next time?" • Model growth mindset. Share mistakes you made and what you did to fix them. • Give two options for solving problems.
Accomplishes personal and academic goals (Self-Efficacy)	<ul style="list-style-type: none"> • Ask your child to set goals: "What do you want to get good at?" • Model believing in yourself when you want to reach a goal. Show how you break down a large goal into smaller steps. • Reinforce your child's progress toward goals: "The steps you took really helped you to succeed," or ask, "When will you/we practice this next?" • Name your child's strengths and identify ways to build on those strengths.

Additional Resources for Families

SEL Learning Standards

5. SW-PBIS

- PBIS INTRO



CLARENDON STUDENTS
ARE...



SAFE 

RESPECTFUL 

RESPONSIBLE 

KIND 

At Clarendon we are:

Safe
Respectful
Responsible
Kind

Yard



Be Safe



- Watch where you are going
- Be aware of the space around you
- Leave stray balls alone unless playing
- Always leave cones in place

Be Respectful



- Show good sportsmanship
- Be aware of game boundary lines and walk around the game
- Agree on the rules of the game before playing
- Follow the rules of the game
- Use appropriate school language

Be Responsible



- Clean up after yourself (equipment and food)
- Help students that get hurt or tell a yard supervisor
- Freeze when the bell rings
- Line up promptly
- Balls may only be used during recess and P.E.

Be Kind



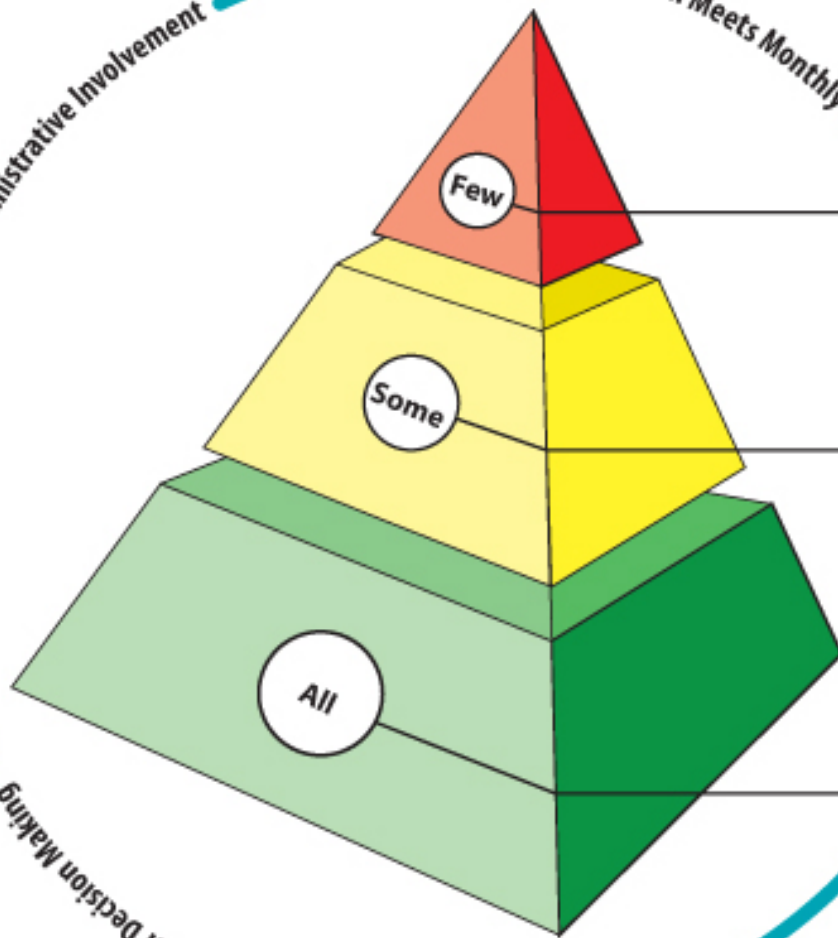
- Invite others to play and include everyone
- Remember game playing is for fun
- Compliment others on their victory
- Thank yard supervisors
- If you accidentally hurt someone, check on them and apologize

PBS Leadership Team Meets Monthly

Administrative Involvement

Staff Buy-In

Use Data for Decision Making



TIER THREE

- Functional behavior assessment and individual behavior plans
- Parent collaboration and education
- Collaboration with student's physician or mental health professional
- Intensive academic support

TIER TWO

- Target social skills instruction
- Simple behavior plans
- Alternatives to suspension
- Increased academic support
- School-based mentors
- Classroom management support
- Newcomers club

TIER ONE

- Teach schoolwide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management

CLARENDON PAWS STORE





Summary:

- School-Wide SEL Themes taught through classroom lessons and school-wide practices
- Positive Behaviors reinforced through PAWS and positive acknowledgements → + interactions
- Parent/Guardian outreach to ensure a united front in teaching our students how to be the best human beings possible!

A large orange sun is partially visible in the top left corner. Several light blue thought bubbles of various shapes are scattered in the upper half of the image. The background is a gradient of blue with faint, overlapping geometric shapes like squares and circles.

Identifying Feelings

October and November



Whole School Intro

Common Feelings

Anger

Aggressive, bitter, cold, competitive, defensive, disgusted, disrespected, enraged, frustrated, hostile, jealous, mad, outraged, pressured, resentful, revolted

Fear

Anxious, avoidant, cautious, concerned, fearful, frozen, insecure, intimidated, guarded, overwhelmed, panicked, stressed, tense, terrified, trapped, vulnerable, worried

Sadness

Apathetic, depressed, disheartened, disappointed, disillusioned, embarrassed, grief-stricken, guilty, hurt, lonely, needy, raw, regretful, rejected, shameful, stuck, tired, weak

Joy

Blissful, brave, confident, connected, ecstatic, energized, excited, friendly, happy, hopeful, loved, loving, proud, powerful, rebellious, relieved, relaxed, spiritual, strong, thankful, tough

Anger Iceberg

Icebergs are large pieces of ice found floating in the open ocean. What you can see from the surface can be misleading. Most of the iceberg is hidden below the water.

This is how anger works. Often when we are angry, there are other emotions hidden under the surface.

Angry

embarrassed
shame
distrustful
attacked
guilt
trauma
disrespected
disappointed
uncomfortable
regret
scared
tricked
frustrated
grumpy
rejected
nervous
exhausted
unsure
lonely
worried
hurt
grief
overwhelmed
disgusted
stressed
helpless
anxious
envious
insecure

The Gottman Institute

What is
UNDERNEATH
your feeling?

How to Help Our Students Cope

- 1. Avoid minimizing or talking children out of their feelings.**
- 2. Label and help young kids cope with feelings.**
- 3. Don't fear the feelings. Feelings are not the problem. It's what we do—or don't do—with them that can be problematic.**
- 4. Teach tools for coping, but don't feel the need to rescue for “fix” whatever is causing the child**





Start Simple!

I feel _____ when _____.



- Foster positive communication
- Teach empathy
- Help problem solve
- Encourage ownership of emotions

I-Messages

A way of expressing your own needs and feelings in a respectful way that doesn't shame or blame



Upcoming Topics:

- Screenagers: How to Manage the Social Media World
- Safe and Sound: How to keep our kids safe and how to help empower them
- Diversity: Supporting inclusive environments and raising inclusive kids