

The Key to Unlocking K-3rd Grade Success: Social Emotional Competence



**"Social and Emotional Foundations for
Whole Child Development and Learning"**

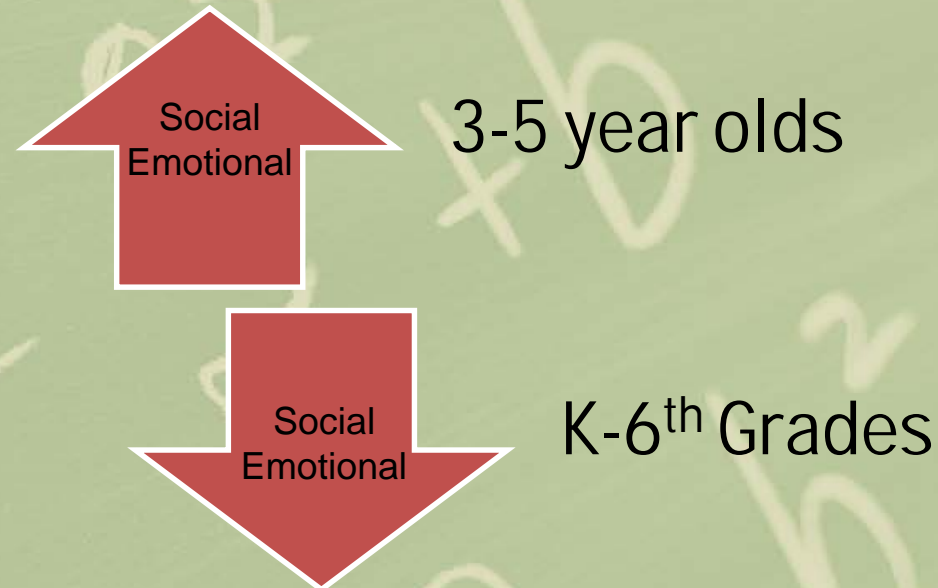
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The Social Emotional Drop



- Focus on supporting & developing students social emotional abilities (SE) drops dramatically in the transition from early childhood/preschool to elementary grades
 - Incorrect assumptions that school-age children don't need their social emotional competence abilities supported



Social Emotional Competence (SEC)



- Strict focus on “academics only” is not working
- Children cannot learn effectively without good social & emotional competence abilities
- We must educate the “whole child,” including developing their social & emotional abilities
- Pervasive racial, ethnic, & socioeconomic inequalities impact students’ social emotional competence & learning

Social Emotional Competence for K-3 Success



- Social-emotional competence is the key to creating a classroom community that supports the development of the whole child.
- SEC abilities facilitates:
 - Academic engagement
 - Academic achievement
 - Self-regulation
 - Positive relationships w/peers & teachers

Social Emotional Learning (SEL)



- Learning is a social enterprise that requires appropriate social & emotional management skills to engage in academics
- SEL instruction does not take away from the academic mission, rather SEL advances academics
- “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”
(CASEL, 2015)

Social Emotional Learning



- **5 Teachable SEC Competencies** (CASEL, 2015)
 - **Self-Awareness** – personal emotional knowledge, self-confidence, realistic self assessment of abilities
 - **Social Awareness** – emotional knowledge of others, perspective taking
 - **Self-Management** – emotional regulation, goal setting and achievement, perseverance
 - **Relationship skills** – developing and maintaining positive relationships, negotiating conflicts
 - **Responsible Decision Making** – assessing multiple options/outcomes and making the best decision for the situation

Challenges to Increasing SEL work in Schools



- Identifying:
 - How to implement SEL in schools
 - Identifying who is responsible for SEL efforts
 - Identifying the qualities to have effective SEL implementation

SEL Classroom Strategies



- Daily in-class meetings to discuss & solve classroom issues
 - Creates a safe & supported safe
 - Prepares students to learn
- Create a positive caring classroom environment
 - **SEL is not just skill development**
- Develop positive relationship with your students
- Acknowledging & supporting student diversity in deep meaningful ways

Classroom Meeting



- Greeting – teacher & students welcome each other
- Sharing – student(s) shares something about themselves while peers listen & offer feedback or ask questions
- Activity – group task that encourages teamwork
- Morning Message – description of the plan or objections for the day

Literacy



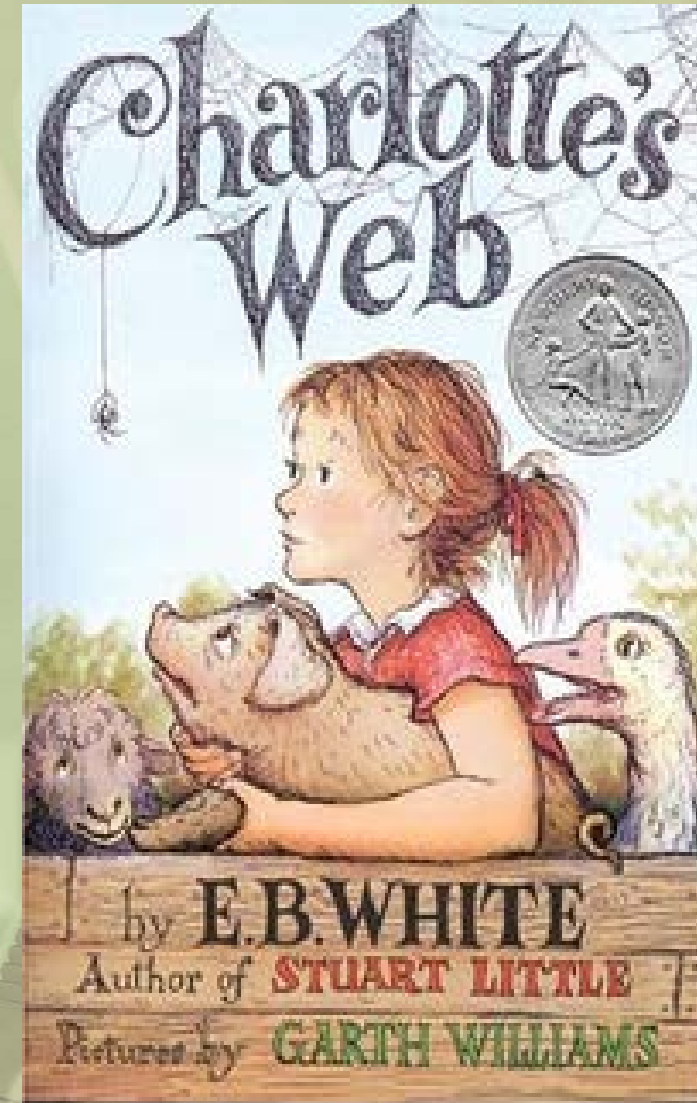
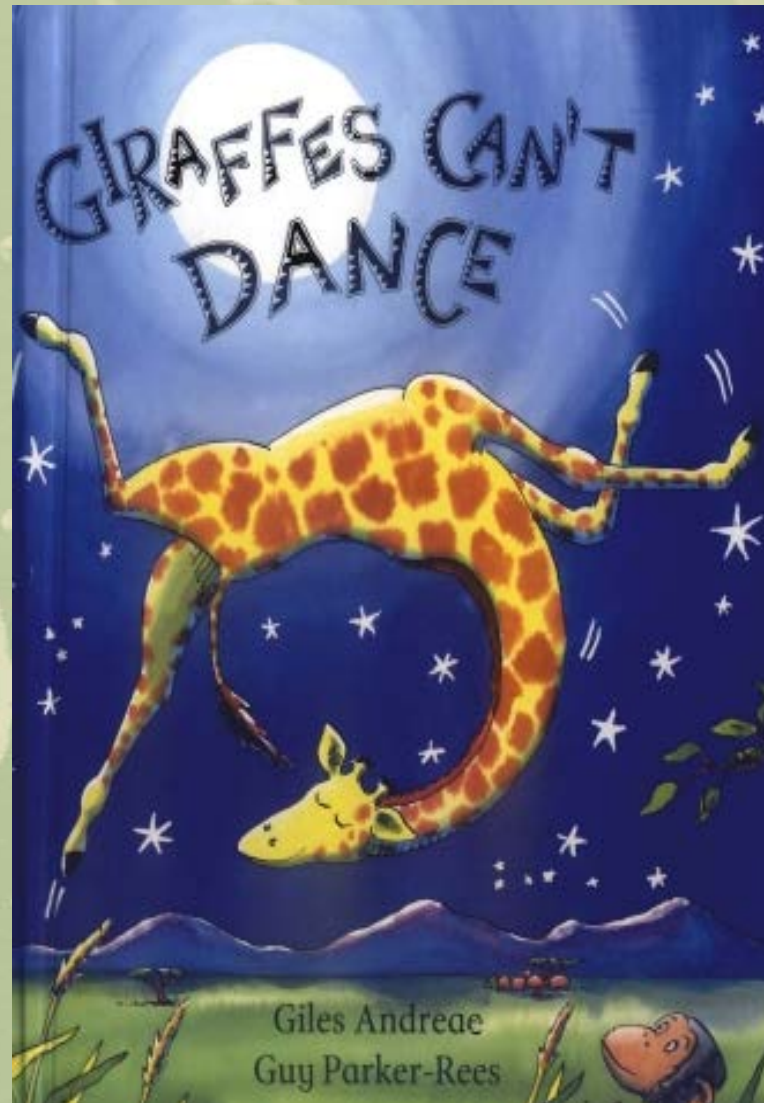
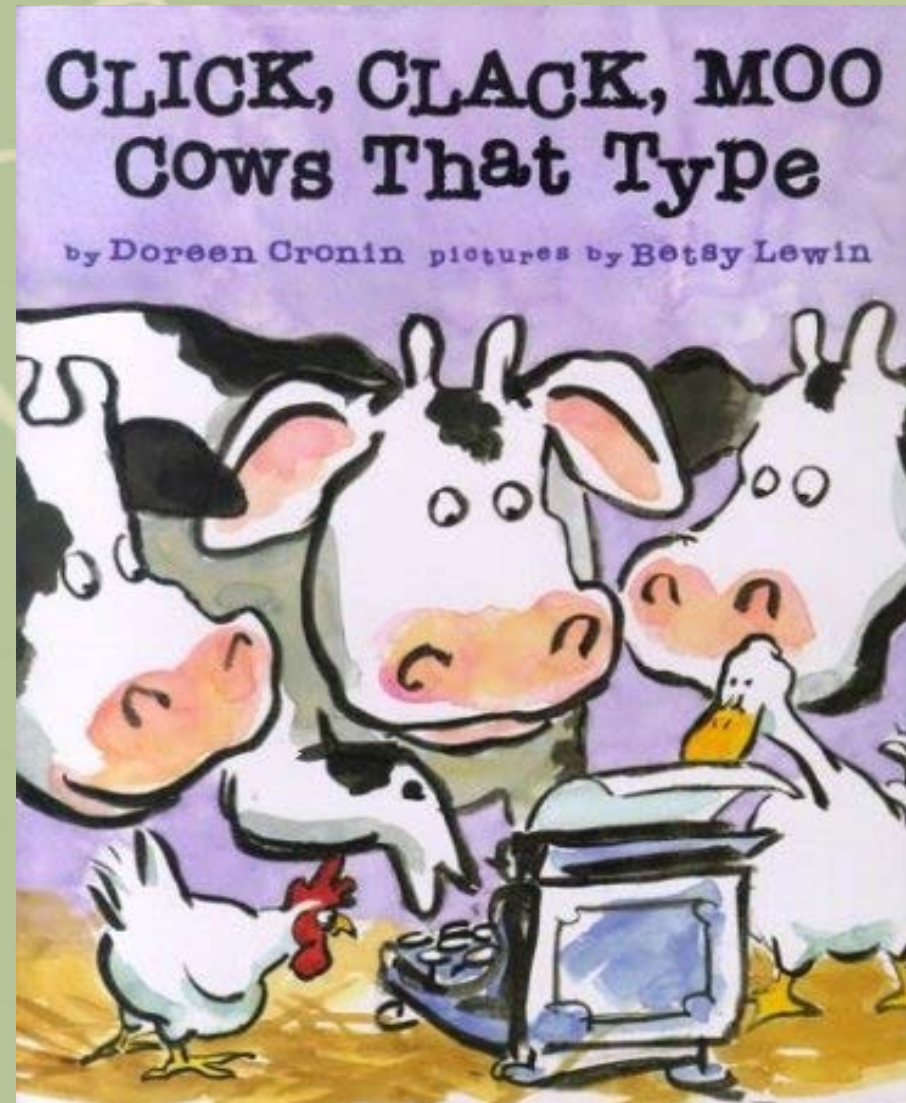
- SEL and Reading skills are very similar as they both require:
 - Impulse Control
 - Attention to Sequence
 - Focusing
 - Making Informed Choices

Literacy: ACTIVITY



- Ask questions based on emotional & social content of book/story
- Ask questions that have students engage in perspective taking
- Examples:
 - What was the character feeling?
 - What about the other character(s)?
 - Why was the character feeling that way?
 - Have you ever felt that way?
 - How did you handle it?
 - What do you think will happen next in the story?

Books for Literacy Activity



Social Studies



- Utilize to improve critical thinking by engaging in SEL discussions and activities around historical and current events
 - Perspective Taking
- Students using SEL skills to understand historical events or language arts have improved learning outcomes

Social Studies: ACTIVITIES



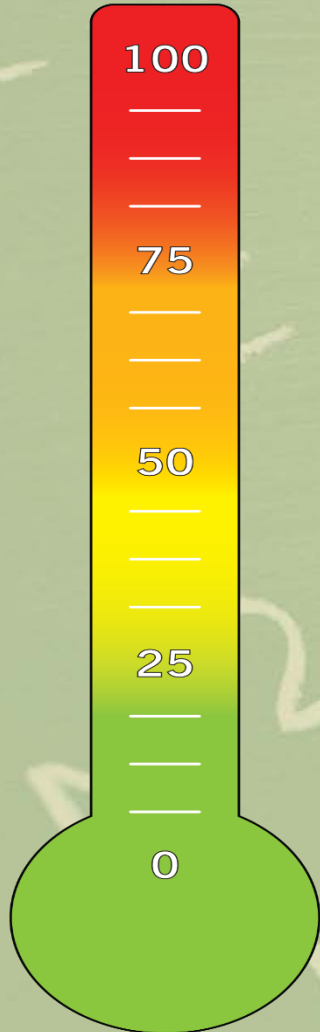
- Have students draw a picture or write a few sentences about what they could do to try and solve a problem in their:
 - School
 - Community
- Have students write short speeches urging people to get involved with their community and to be “good citizens.”
 - Grade level:
 - K: 2-3 sentences
 - 1st-2nd: 3-4 sentences
 - 3rd: Paragraph (5 sentences)

Math/Science



- Describe & Compare measurable attributes
 - Community issues
 - School issues
 - World issues
- Model with Mathematics
 - “Quantifying” feelings

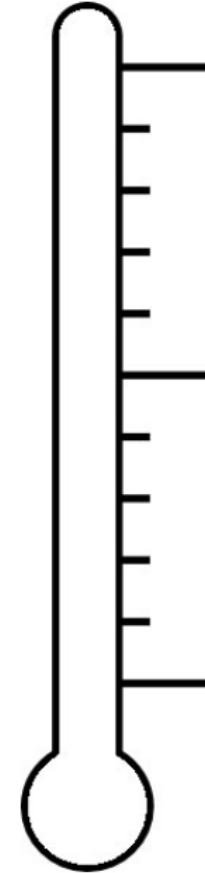
Math/Science: ACTIVITIES



- Feeling Thermometer
 - Use a “thermometer” to teach students about how to use and read a thermometer
 - Use a “thermometer” to teach students about emotional intensity
 - Example: How strong or weak does a student or a character feel a particular emotion?
 - Use for comfortable (Happiness, Joy, etc.) & uncomfortable (Anger, Fear, etc.) emotions
- Word Problems related to issues in the school or community
 - Incorporates Math & Social Studies

Feeling Thermometer Activity

thermometer



The temperature is _____

What is a healthy social-emotional classroom?



- Teacher shows
 - Respect to all students
 - Supporting student's cultural identities
 - Responsiveness to students emotions
 - Labeling of Emotions
 - Teaching emotion regulation strategies