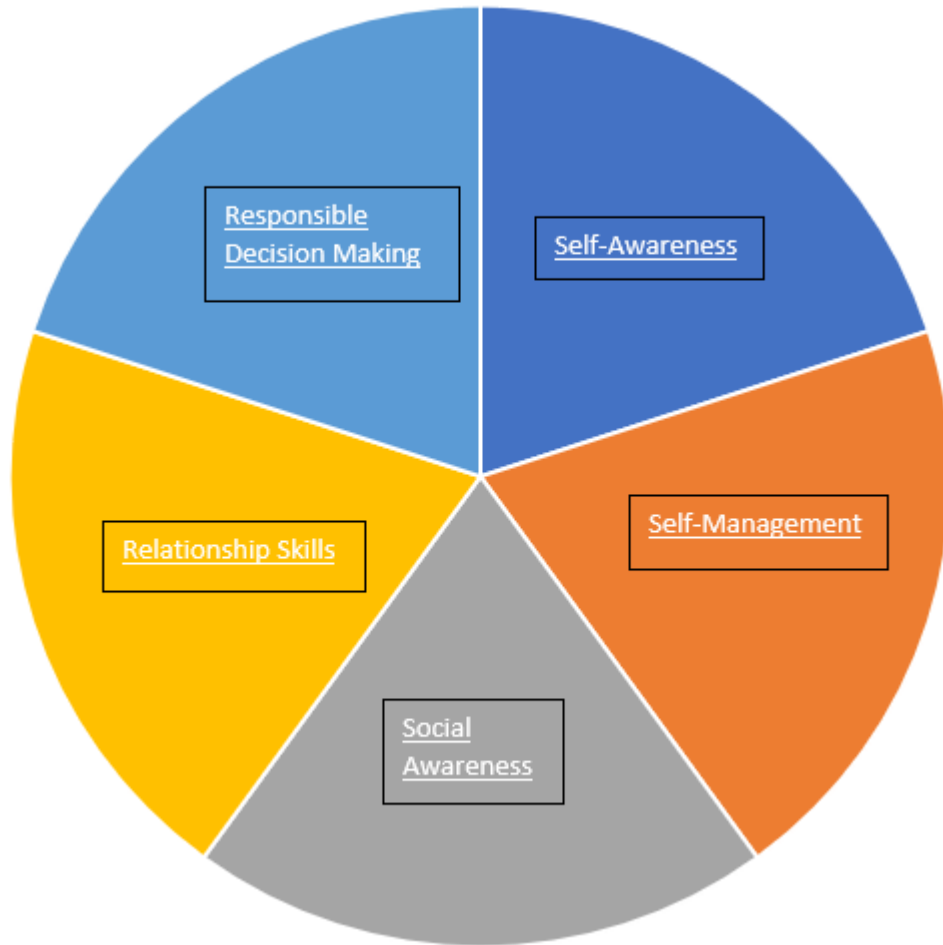


Social Emotional Learning Toolkit for Parents



[Keys to Social Emotional Learning Video](#)

[CASEL Core Competencies](#)

[CASEL Fundamentals of SEL](#)

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Social Emotional Learning: What is SEL?

“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” ([CASEL Fundamentals of SEL](#)).

Social Emotional Learning: Self-management

Definition: “The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations; effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals” ([CASEL Fundamentals of SEL](#)).

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

[CASEL Core Competencies](#)

A child without Self-Management:

A child who lacks impulse control may display risk taking behaviors and be reactive rather than reflective. This child may defy parental rules. He or she may become easily frustrated and act out aggressively either verbally or physically. A child without self-management skills may not be able to cease a preferred activity to engage in a required one. At school this child may be disruptive in class, hit others, use inappropriate language, or engage in other off task behaviors. If they are unable to manage stress they become easily frustrated, refusing to do work, or acting out. A lack of self-discipline may result in incomplete or missing assignments. A lack of self-motivation may result in an inability to start or finish assignments or inattentive behaviors. A lack of organizational skills may also result in incomplete or missing assignments and a failure to turn in work.

A child with Self-Management:

A child who demonstrates effective impulse control is able delay gratification, can shift attention from preferred to non-preferred task and follow rules. This child is able to wait before responding and thinks about consequences suitable to his/her developmental ability. A child with age appropriate impulse control completes chores and homework. In school, he/she can wait their turn and does not call out in class. He/she can sit quietly in the classroom and engage in the learning process. A child who can adequately manage stress is able to take deviance from the normal routine in stride and is able to ask for help when frustrated or doesn't understand. Self-disciplined children complete assigned tasks in a timely manner and are able

to follow the classroom rules. A self-motivated child seeks clarification of assignments and works independently without prompting and is engaged in the learning process. A child who can set goals and who has organizational skills is able to navigate through assignments and complete and set new goals.

Parenting tips to enhance Self-Management:

1. Model self-regulation by telling your child how you feel and what you will do about it e.g. 'I am feeling angry right now, so I am going to walk away and talk about this later' or 'I am feeling upset now, so I will take a deep breath'.
2. Explicitly discuss self-regulation using real life examples. Teach strategies to improve self-regulation such as deep breathing, walking away, count to 10, take some space, get a drink of water. Practice using the strategies in simulations and role plays.
3. Positively reinforce your child when he/she uses the strategies by giving them specific feedback about their behavior e.g. 'Tommy, I can see you used the strategy of walking away when you felt angry. You are learning to manage your feelings.'
4. Establish a culture in the home that values effort. Give them CHORES and teach them how to do them well.
5. Support your child in setting and attaining goals.
6. Provide safe opportunities to struggle with challenges. Don't rescue your child from the blessings of a skinned knee

Social Emotional Learning: Social Awareness

Definition: "The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports" ([CASEL Fundamentals of SEL](#)).

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

[CASEL Core Competencies](#)

A child without Social Awareness:

Without social awareness a child struggles to show respect for peers, teachers, parents, or other adults. The child cannot empathize with others who are different in terms of skill level, knowledge base or social economic level. Social awareness enables a child to see another person's perspective and then to react to conflict while remembering these different perspectives. Without this ability children only have their limited world view from which to operate.

A child with Social Awareness:

Socially aware children empathize with other's feelings and situations. Tolerance of other's disabilities, challenges and differences is apparent. Being part of a community and finding a common ground with others are forms of social awareness. Looking outward versus inward and taking the perspective of others are essential to social awareness skills.

Parenting tips to enhance Social Awareness:

Social awareness for children helps them understand and function in the world in which they live. During their early years, children are developing values and attitudes about themselves, other children, their family, community, and the world. They are developing a concept of self. It is important that they have a broad range of experiences and are exposed to people and materials without gender, racial, ability, or cultural bias. People with disabilities must be portrayed accurately, including both their abilities and disabilities.

1. Discuss different perspectives.
2. Incorporate social justice themes.
3. Model empathetic, inclusive behavior.
4. Teach empathy ([Teaching Empathy Activities | Understood](#))

The top five suggestions:

“Talk feelings. Kids need an emotion vocabulary to discuss feelings and guidance to become emotionally literate. Point out feelings in films, books, or people and use emotion words. **Be an emotion coach.** Find natural moments to connect face-to-face, listen, and validate your child’s feelings while boosting emotional literacy (“You look happy. You seem sad.”) **Share kind deeds.** Let’s not assume kids know how to show others they care. Tune them up! “That girl looks like she could use a hug.” “I bet that boy hopes someone asks him to play. **Make teamwork and caring a priority.** Insist that they consider others, even when it inconveniences them. **Teach: Always look at the color of the talker’s eyes.** Kids must learn to read people’s emotions face to face, so enforce the “color of the talker’s eye” rule to help them use eye contact, and pick up facial expressions, voice tone and emotional cues” (Parent Toolkit, 2018)

Social Emotional Learning: Responsible Decision Making

Definition: "Responsible decision-making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others" [CASEL Fundamentals of SEL](#)

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating

- Reflecting
 - Ethical responsibility
- [CASEL Core Competencies](#)

Thinking can be imagined on a continuum from "convergent thinking" (using fact-based information, the thinker uses logical stepwise thought processes) to "divergent thinking" (creative, brainstorming thought) Students need the ability for both types of thinking in order to effectively problem solve and make decisions. (Cash, 2016)

A child without responsible Decision-Making Skills:

This child behaves, responds and reacts based on emotion, is indecisive, lacks an ability for future oriented thinking and has trouble with delayed gratification. These children make assumptions, and accept easy answers, may be inflexible and uncreative thinkers, they lack the ability to reflect on their thoughts and choices. This child may choose candy over fruit, cannot wait for your answer to his begging, does not consider consequences of his choices. In class, this child calls out rather than raises a hand, kicks the desk rather than asking for assistance, ends up in trouble in the office rather than resolving conflict. He/she cannot accept an apology for an accidental slight by a peer, and may engage in risk taking behaviors

A child with Responsible Decision-Making Skills:

This child has strong reasoning skills and can see alternative perspectives, is a future oriented thinker, is able to delay gratification, thinks through options/alternatives.

Responsible decision-making is the ability to make good choices and considering the impact and wishes of others

People with strong reasoning skills make the same choices no matter how information is presented to them. [Bad decision makers lack reasoning skills](#)

A child with good decision making abilities patiently waits for your answer, waits his or her turn, when frustrated, angry, or stressed acknowledges and manages emotions and moves on. This child is able to think through options to reach a realistic conclusion, helps others, is honest and fair.

Parenting tips for enhancing Responsible Decision-Making:

1. Teach problem solving steps:
 - Identify decisions one makes at home or school.
 - Discuss strategies used to resist peer pressure.
 - Reflect on how current choices affect one's future.
 - Identify problems when making decisions and generate alternatives.
 - Implement problem-solving skills when making decisions, when appropriate.
 - Become self-reflective and self-evaluative.

- Make decisions based on moral, personal, and ethical standards.
- Make responsible decisions that affect the individual, school, and community.
- Negotiate fairly.

[GEL Center SEL Handouts](#)

2. Infuse the home with opportunities for choice and responsibility,
3. Allow your child to make decisions about some things, such as what time to complete his homework or what manner she does her chores. Be sure to offer guidance on options and methods, teach them the skills to accomplish tasks.
4. Let your child pick a family activity but not every single one, share the choices.
5. When a problem or conflict arises, help your child reflect, think it through and brainstorm solutions, don't solve it for him.
6. If (and when!) he or she blames someone else or tells a fib about his/her actions, teach him/her to take responsibility by discussing how our actions affect others, don't be punitive and immediate jump to punishment, allow the child the time and space to take ownership. Give him/her language to use to express what happened and how it felt. Use "We" and not "You" language.

Social Emotional Learning: Self-Awareness

Definition: "The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well grounded sense of confidence, optimism, and a growth mindset. Understanding how strengths and weaknesses impact how they learn. It is a tool for monitoring and controlling behavior and adjusting our beliefs of the world, not only within ourselves but importantly between individuals" ([CASEL Fundamentals of SEL](#)).

This video depicts what self-awareness is, what it looks like when kids both possess and lack self-awareness: [YouTube video on Self-Awareness](#)

A child without Self-Awareness Skills:

Children can develop a negative self-image based on traumatic or misperceived life experiences. This would result in a child lacking an appropriate sense of self-awareness, potentially resulting in poor choices, poor lifestyle habits such as drug or alcohol abuse, and increased risk of mental illness such as depression and anxiety. Children who lack self-awareness are unaware of their emotions and the emotions of others; they have a misperception about themselves and others; they lack self-esteem, and therefore struggle to recognize their own strengths.

A child with Self-Awareness Skills:

When children gain awareness of their own mental states, they begin to answer important questions such as: How do I live a happy life? How do I become a respected human being? How

do I feel good about myself? Children with strong self-awareness skills can label and recognize their own and other's emotions, identify what triggers their own emotions, analyze emotions and how they affect others, accurately recognize their own strengths and limitations, identify their own needs and values, and possess self-efficacy and self-esteem.

Parent tips to enhance Self-Awareness:

1. Talk feelings talk, label emotions using pictures, point out what you see on their face and body when they are feeling a certain way and give them the language to use to identify it for themselves.
2. Don't say, "you feel angry", rather say, "I notice your face is tight and your mouth is frowning, how are you feeling?"
3. Talk with them about their interests, successes and perceived strengths
4. Do role plays or talk about possible outcomes to actions prior to engaging the action.
5. Practice mindful awareness or "grounding" by being still, quiet, breathing calm and steady and just noticing sights and sounds in the room along with bodily sensations and feelings
6. Try this mindfulness link: [Calm Kids: Calm is fun - Mindfulness for children \(calm-kids.com\)](http://calm-kids.com):

Social Emotional Learning: Relationship Skills

Definition: "The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed [CASEL Fundamentals of SEL](#)"

- Communication
- Social engagement
- Relationship-building
- Teamwork

[CASEL Core Competencies.](#)

A child without positive relationship skills:

Personalizes issues, speaks over others and thus is not listening, has trouble sharing feelings, speaks with negative overtones, may create conflict with others, is not truthful, trouble trusting others, dishonest.

A child with positive relationship skills:

This child accepts others for who they are, listens well, articulates thoughts in positive ways, asks appropriate questions, accepts feedback, is good at give and take in conversation and activity, is empathic and trustworthy.

Parent tips for enhancing relationship skills:

1. Give your child responsibilities within and with the family and community
2. Allow extracurricular group activities like clubs, sports, youth groups
3. Teach positive assertiveness, encourage him/her to speak up respectfully when something is needed, in conflict or to promote a positive situation
4. Model listening and reflect back what you hear your child saying, don't always talk or correct, allow the child to reach logical conclusions
5. Talk with your child about friendships, kindness, appreciation and gratitude, Model these!
6. Check out this web page: [On NBC's Parent Toolkit – "The Most Important Relationship to Build This Year" – confident parents confident kids](#)