

# **Social Emotional Learning in the 21st Century: An Overview of the Madison School District Elementary Counseling Program**



**November 13, 2019**

# Agenda (MS)

- Introduction-Who we are, What we do.
- What is Social-Emotional Learning?
- Curriculum Overview
- Trends in SECD
- Recommendations/Suggestions
- Open Discussion

# Introduction: Who are we? (ALL)

- Judy Bletcher (TJS)
- Brett Levine (KRS)
- Mike Shugrue (CAS)

# What we do: Our Responsibilities (BL)

- Deliver a comprehensive school counseling program tailored to each elementary school.
  - Classroom lessons
  - Lunch Groups
  - Individual Counseling
  - School-wide Initiatives
  - Linking families to community agencies
  - Collaborating with outside practitioners
  - Conflict resolution
  - Kids and families in crisis
  - HIB/ABS
  - Manage school wide safety and climate committees

# What is Social-Emotional Learning? (JB)

- Social Emotional Learning (SEL) is an umbrella term that refers to a wide range of skills that include:
  - **Empathy**
  - **Emotion Management**
  - Interpersonal Skills
  - Self awareness
  - **Problem Solving**
  - Decision Making
  - Relationship Skills
- The foundation of the K-5 school counseling curriculum is SEL skills delivered through classroom lessons and school wide initiatives.

# Curriculum Sample- Empathy

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards</b> <b>(NJLSL &amp; ASCA)</b>
<p>Students will be able to identify and communicate feelings and describe them (awareness of self).</p>	<p>Age appropriate vocabulary of feeling words</p> <p>Verbal/non verbal communication of emotions</p> <p>The difference between thoughts and feelings.</p> <p>How to respectfully disagree</p> <p>Different ways to use “I” messages</p> <p><u>Vocabulary</u>            Happy, sad, mad, angry, depressed, scared, guilty, embarrassed, ashamed, jealous, surprised, disgusted, “I messages”</p>	<p><u>Pre/Post Assessment</u> (Grades K-2)            Use an ‘I message’ to explain how you felt when in a disagreement with a friend</p> <p><u>Pre/Post Assessment</u> (Grades 3-5)            With a partner, use an I messages to explain how you felt when involved in a conflict with a friend. Use I messages to express how you would solve the problem (Grades 3-5)</p> <p><u>Suggested Lesson</u>            NJ State BAR Foundation: Conflict Resolution Guide, Lesson 5, “How to Use “I” Messages</p>	<p>CRP4. Communicate clearly and effectively and with reason</p> <p>PS:A2.6 Use effective communication skills</p> <p>PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior</p> <p>PS:A2.8 Learn how to make and keep friends</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>

# Curriculum Overview - Empathy (MS)

- Empathy is the ability to understand and share the feelings of another
  - “put yourself in other people’s shoes.”
- When students develop empathy:
  - They can intellectually understand what others are feeling (“cognitive empathy”)
  - They can emotionally sympathize with others (“emotional empathy”)
  - They can be moved to help others (“compassionate empathy”)
- By explicitly teaching students to be more conscious of other people’s feelings, a more accepting and respectful school community can be created:
  - Students are open/aware of other perspectives
    - More socially responsible
    - Better able to cope with peer challenges.

# Curriculum Sample- Emotion Management

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJSL &amp; ASCA)</b>
<p>Students will be able to identify and understand their own feelings</p>	<p>Students will identify their feelings by becoming in tune to physical clues in their bodies</p> <p>Understand that all feelings are natural and vary in strength</p> <p>Recognize that emotions are triggered in a variety of ways</p> <p><u>Vocabulary</u>            Anger, stress, anxiety, sadness, depression, rage, frustration, revenge, put-downs, triggers</p>	<p><u>Pre/Post Assessment</u>            Use real life photos of facial expressions to identify emotions (Grades K-2)</p> <p>Pre/Post: Identify emotional triggers and body responses survey (Grades 3-5)</p> <p><u>Suggested Lessons</u>            Second Step, Emotions unit, program differentiated by grade level</p>	<p>CRP4. Communicate clearly and effectively and with reason</p> <p>PS:A2.6 Use effective communication skills</p> <p>PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior</p> <p>PS:A2.8 Learn how to make and keep friends</p>

# Curriculum Overview: Emotion Management (JB)

Emotion management is our ability to understand the spectrum of our feelings, recognize personal triggers and respond meaningfully when faced with challenges.

We are more than just happy or sad

Body language and emotion cues

Emotion triggers

Positive coping strategies

# Curriculum Sample- Problem Solving

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards</b> <b>(NJSL &amp; ASCA)</b>
<p>Students will be able to understand the nature of a conflict.</p>	<p>Students will be able to describe the conflict in a non judgemental way</p> <p>Students will be able to articulate how they feel about the problem</p> <p>Students will be able to infer, anticipate and understand how someone may feel differently about the conflict</p> <p><u>Vocabulary:</u>            Anger, stress, anxiety, sadness, depression, rage, frustration, revenge, put-downs, triggers</p>	<p><u>Pre/Post Assessment</u>            Use the ‘Summative Knowledge Assessment’ in the Second Step K-5 curriculum.</p> <p><u>Suggested Lesson</u>            NJ State BAR Foundation: Conflict Resolution Guide, Lesson 1, “Recognizing Perspectives”</p>	<p>CRP4. Communicate clearly and effectively and with reason</p> <p>PS:A2.6 Use effective communication skills</p> <p>PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior</p> <p>PS:A2.8 Learn how to make and keep friends</p> <p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

# Curriculum Overview: Problem Solving (BL)

Unit 3 of the MPS School Counseling Curriculum

Will focus on problem-solving skills in the context of social and interpersonal relationships. Anti-Bullying falls under this unit.

Sample Lesson Activity: Conflict Scenario. Identify a conflict in neutral terms and stating the problem without blaming.

STEP SONG:

**Say** the problem,

**Think** of Solutions,

**Explore** Consequences,

**Pick** the best Solution

# Recommendations/Suggestions (MS)

- Conflict is normal
- Validate feelings, shape behavior
- Let your child fail, it builds resilience
- Reward effort, not achievement
- Allow your child to self advocate, even your young ones
- Allow your child to experience natural consequences
- Digital citizenship

**Thank you for taking the time to come to our presentation.  
We know your schedules are busy, and it means a lot to all  
of us that you chose to spend the evening with us.**



