

SEL@Woodside & @Home



SEL Defined

- Maurice Elias, a Psychology Professor at Rutgers University and Director of the university's **Social-Emotional Learning** Lab, describes SEL as *the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships and avoid negative behaviors.*

Why SEL?

- Increased academic performance
- Fewer behavior problems
- Less emotional distress
- Enhanced prospects for college attendance, employment, civic participation and life-long health.
- Higher job satisfaction for teachers

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TK-5th Grade

- **SEL Committee-** *meets regularly, staff training, presentations, school-wide activities, Wednesday line-ups.*
- **Active/Reflective Listening:** Teachers use active listening as a communication technique to help students resolve conflicts and maintain healthy relationships. It requires that the listener fully concentrate, understand, respond and then remember what is being said.
- **Appreciations/Gratitude:** Gratitude is associated with a greater well-being and stronger relationships. Practicing gratitude can decrease stress and jealousy, and increase a sense of community. Students are given opportunities throughout the week to notice the intentions and efforts of others and to appreciate one another. Appreciations help foster a climate of positive thinking.

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TK-5th Grade

- **Assertive Voice:** Students begin learning how to have an assertive at an early age through “I-Messages.” I-Messages enable students to assert themselves without making accusations. Students learn to confidently express their needs and wants, which is crucial when interacting with others. An assertive voice also helps students advocate for themselves.
- **Check-In:** Teachers make it a goal to check in with students to make a personal connection. This daily practice fosters empathy and understanding within the school setting, and also gives students an opportunity to be heard. Check-ins often happen during morning meetings, before or after a test, or after recess or lunch.

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TK-5th Grade

- **Cooperative Group Work** *Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.*
- Flexible Thinking
- Group Problem Solving: win-win solutions
- Growth Mindset: mistakes help you learn
- Kindness: starts with bucket fillers.
- Paws of Praise: *know yourself, choose yourself, give yourself.*
- Buddy-benches
- Websites: classdojo.com, gonoodle.com, rippleeffects.com



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Middle School

Teachers in Middle School:

- Do regular check-ins
- Design lessons around Growth Mindset
- Design lessons that celebrate diversity
- Use cooperative learning groups

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Middle School

- Inclusion
- Size of the problem
- Appreciations
- Stress management
- mindfulness
- Paws of Praise adaptation



SEL@Middle School

- Advisory Open Session- *focuses on SEL skills such as conflict management with peers, family, and teachers as well as appreciating differences, managing stress with prep for high school, and guided meditation.*
- Recess lower and Middle School- *structured and supervised opportunities for computer lab, design lab, library, mileage club, game club and lego club.*

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- Model emotional literacy—normalize.
- Model and encourage empathy, gratitude, and manners
- Model active listening (especially during conflict resolution.)
- Use same language as Woodside: “size of the problem”, “How’s your engine running?”, “You filled my bucket.”, “Know yourself, choose yourself, give yourself.” I-messages.
- Talk about and model respect— two-way street! “It’s OK to feel_____, it’s not OK to _____.” Golden rule.
- Help children Recognize, Understand, Label, Express, and Regulate emotions. SOLVE!



Model Growth Mindset



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- Encourage independence and coping skills. Come to you with problem—listen, empathize, go to win-win solutions: “What can you do now?” “How do you think he was feeling?”
- Apologize after conflicts with children and other family members. Talk about what you learned—what you’ll do differently next time...
- Bring emotions to forefront of check-ins, meetings (make agreements/rules), discussions, discipline: describe behavior, how it makes you feel, ask how they are feeling.



www.edutopia.org/SEL-parent-resources