



Social Emotional Learning Curriculum and Character Education

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Anxiety and Young People

- ❑ **Anxiety** disorders are the most common of all mental illnesses. According to the results of the [Stress in America Survey released by the American Psychological Association](#), teens report higher levels of stress than adults during the school year. In fact, many experts are seeing a rise in the level of anxiety and the incidence of anxiety disorders in teenagers
 - ❑ Findings from the survey show that 31 percent of teens report feeling overwhelmed by stress
 - ❑ 30 percent say stress makes them sad or depressed, and 36 percent have experienced fatigue because of stress



There Are Many Possible Reasons

- ❑ Cultural changes (increasing materialism and eroding personal relationships)
- ❑ Students are over programmed and have less time to identify their feelings and figure out how to cope
- ❑ More availability and accessibility to drugs and alcohol
- ❑ Breakdown in family structure - divorce, trauma, abuse
- ❑ Unrealistic expectations, pressure
- ❑ Influence of social media



How Teens Feel

- Nearly half of teens surveyed (42 percent) responded that they are not doing enough, or are not sure if they are doing enough, to manage their stress



What We Needed-



- A comprehensive, systematic, developmental, K-8 *Social Emotional Student Wellness Curriculum* to educate and proactively give students coping tools
- To investigate, select, and integrate community resources to assist us in educating students and in crisis management



What is Social Emotional Learning?

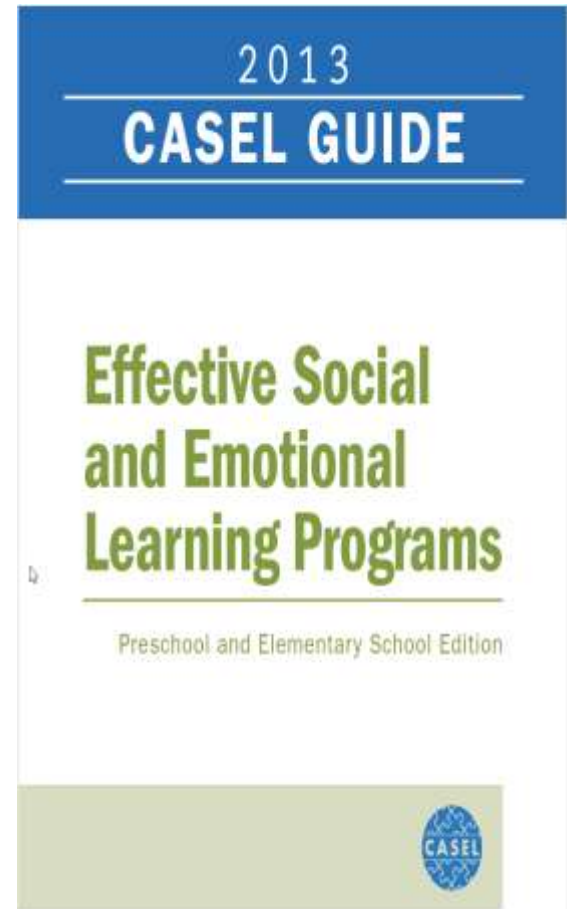


- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making



How do you select a Social Emotional Learning (SEL) program that best fits the needs of the district?

- CASEL (Collaborative for Academic, Social and Emotional Learning) is dedicated to advancing the science and practice of school-based social and emotional learning (SEL).
- CASEL's mission is to make social and emotional learning an integral part of education from preschool through high school.
- In a 2013 publication, CASEL researched, developed criteria, and analyzed many nationally recognized SEL programs.



Main Tenets of a Good SEL Program



Needs to:

- Be well-designed and comprehensive
- Deliver high quality training and other implementation supports
- Be evidence based

Social Emotional Learning
Eanes ISD SEL 5 Competencies



Source: CABEL



Questions the Committee Asked When Reviewing Evidence Based Programs



- Does it cover every grade in a developmentally appropriate sequence?
- How do the number of lessons fit with the time constraints of the existing program/schedule?
- How will the program be integrated? Separate lessons or part of classroom instruction?
- In addition to classroom instruction, are there school-wide, family, and community components?
- Are there assessment tools to continually monitor the program's success?
- Are there tools to monitor effects on student behavior?
- Is the research applicable to our population?



Criteria Considered When Reviewing Evidence Based SEL Programs

- Grade range covered
- Sequencing
- Average number of sessions/lessons, structure of program
- Classroom approaches: *Explicit skills instruction, Integration with academic curriculum areas, Teacher instructional practices*
- Context (Classroom-wide, school-wide, family, and community)
- Demographics, program being used in districts similar to Mountainside
- Evaluation outcomes
 - *Improved academic performance*
 - *Increased positive social behavior*
 - *Reduced conduct problems*
 - *Reduced emotional distress*



Social Decision Making & Problem Solving Research Base

- Founded in 1979, received award in 2014
- Major research studies conducted: 1986, 1991, 1997, 2007
- Many neighboring/NJ districts use this program, based out of New Jersey-aligns with NJ laws and standards

Targeted Community

- Grade levels K-8
- Classroom-wide, School-wide, Family component
- Urban, suburban, and rural areas

Lesson Structure

- Books provide lessons (K-1, 2-3, 4-5, 6-8) = 30 Topics
- Flexibility in lessons and application
- Intended for regular and special education
- Consistent language throughout topics and grades

Implications

- Academic improvement
- Increased positive social behavior
- Reduced conduct problems
- Reduced emotional distress



Why We Chose This Program

- Economical
- No long term commitment of resources
- Flexibility of lesson infusion
- Consistent language K-8
- Strong research base
- Local to New Jersey - Rutgers based
- Professional Development - in-person consultants
- Parent training



SEL Curriculum: Social Decision Making/Problem Solving

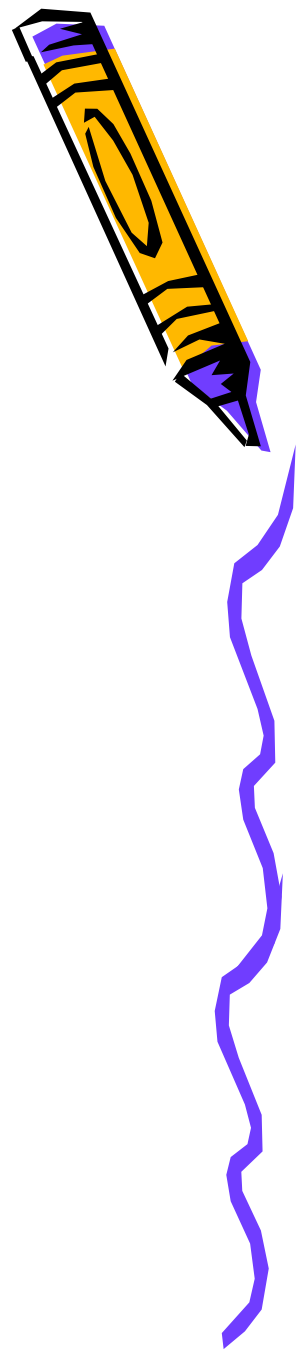


- Tier 1 and Tier 2 program designed to help support students with internalizing the social emotional skills and/or character development
- We all play an essential role in dealing with the link of academics and social-emotional and character development
- The SEL curriculum can be modified and adapted to fit any school-wide Character Education program being implemented
- **Consistency is key**, creating a common language for students school or district-wide



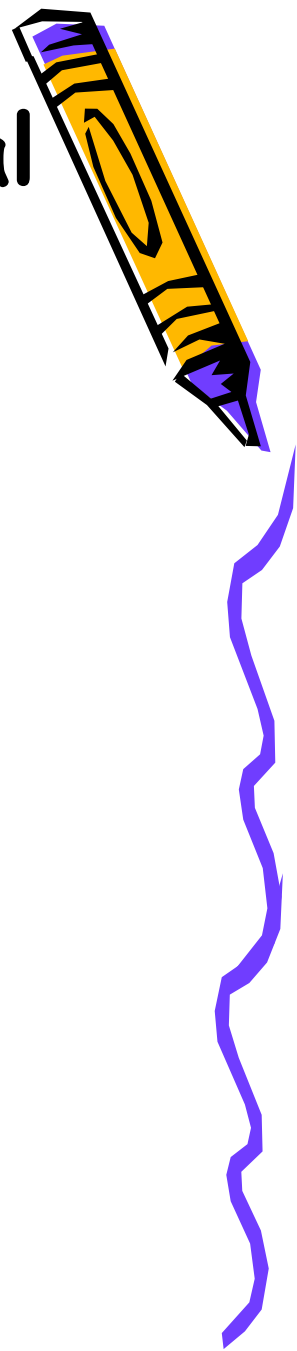
Impact on Academic Performance:

- Emotions
 - Feelings identification & regulating emotions
- Social Skills
- Behavior



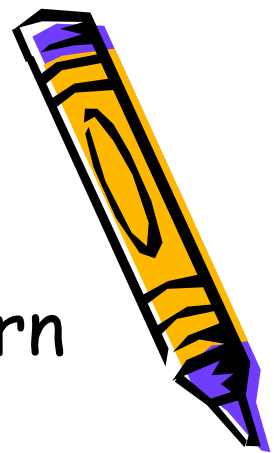
Social Decision Making/Social Problem Solving Curriculum Addresses:

- Feelings
- Communication skills
- Empathy
- Emotional regulation/recognizing triggers
- Respect for self and others
- Problem solving
• Decision making



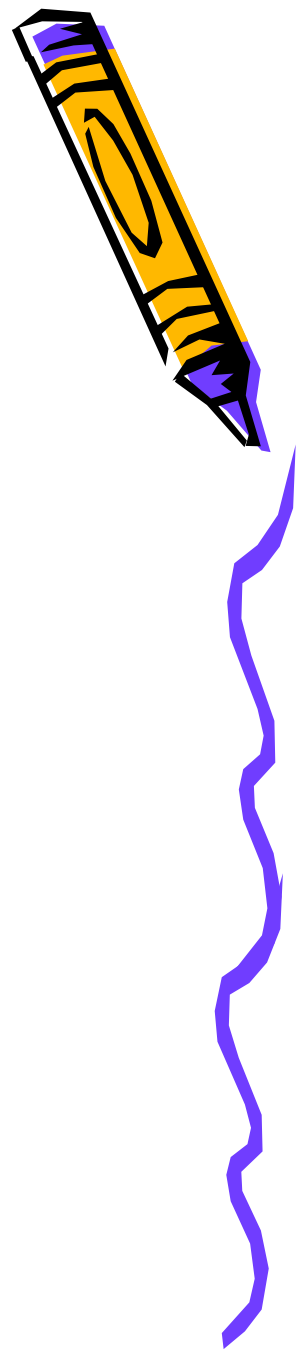
Components

- Beginning in Kindergarten, students learn the foundational skills: **Feelings Identification, Keep Calm, and BEST**
- The skills continue to build through the grades but the language remains the same
- Classroom lessons
- Take home activities (K-3), parent involvement
- Classroom integration (habit vs internalizing)
- Modifying program for PEAK



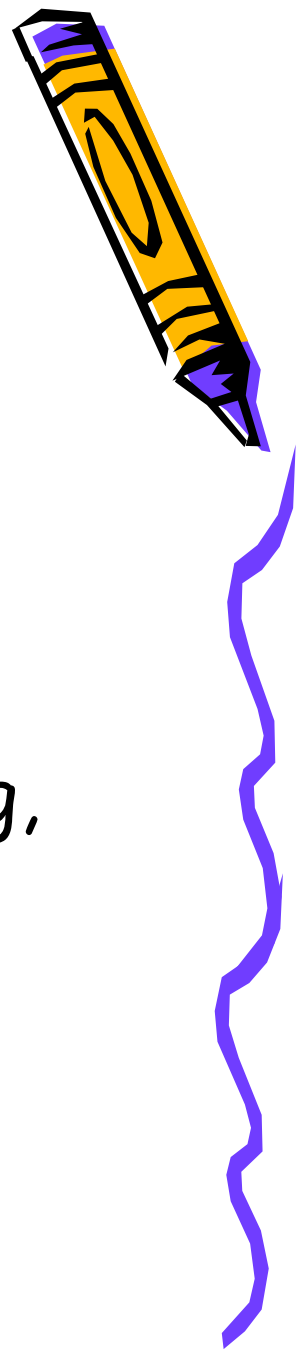
Strategies and Tools

- Activities
- Worksheets
- Role Plays



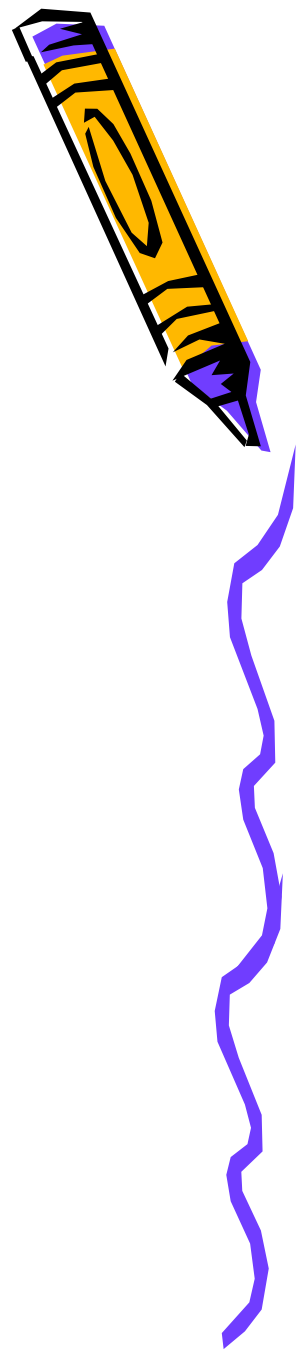
Typical Lesson

- Story
- Worksheet(s)
- Activity
- 20-40 minutes
- Can be applied to classroom setting, small groups, or individually
- Take home component



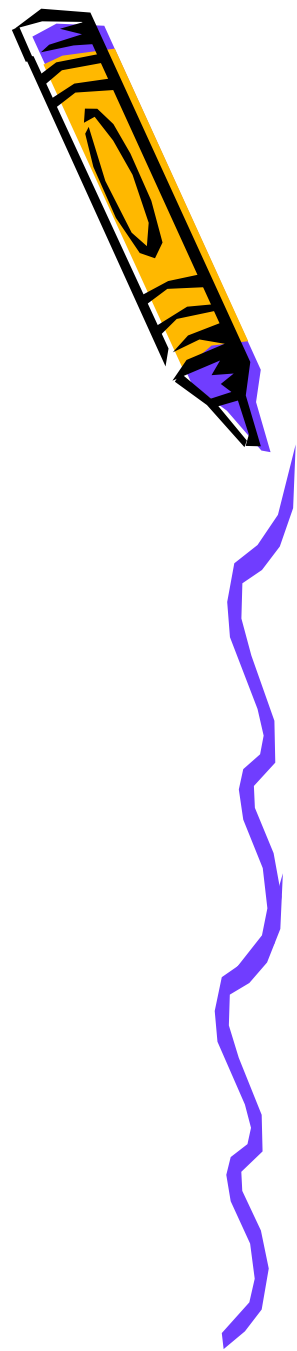
Skills

- Feelings Identification
- Keep Calm (5-2-5)
- FIGTESPN
- BEST
- Listening Position
- Speaker Power



Keep Calm "5-2-5" or "Pizza Breathing"

- Skill for Physiological Regulation, regulates our nervous system
 - Breathe in for 5 seconds
 - Hold for 2 seconds
 - Breathe out for 5 seconds
 - Repeat until calm



Keep Calm Corner



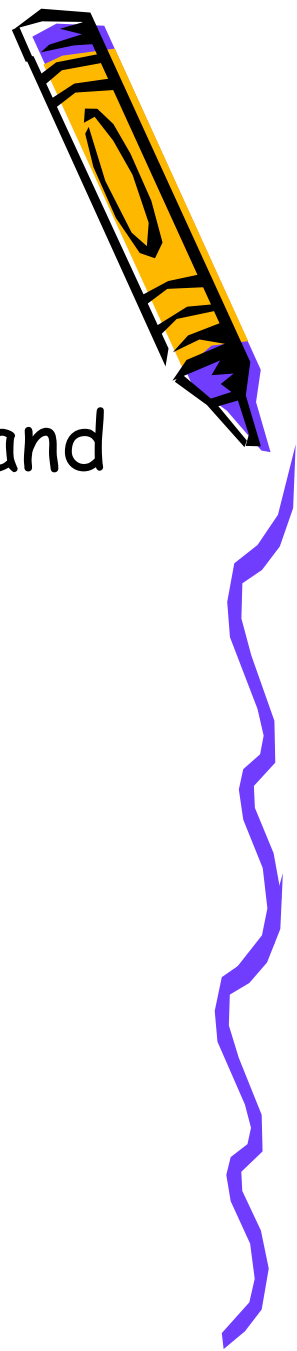
- Designated area in a classroom for a student to **self-sooth and self-regulate**
- Can include calming pictures, activities, breathing exercises, stress balls, etc.
- Quick relief



FIGTESPN

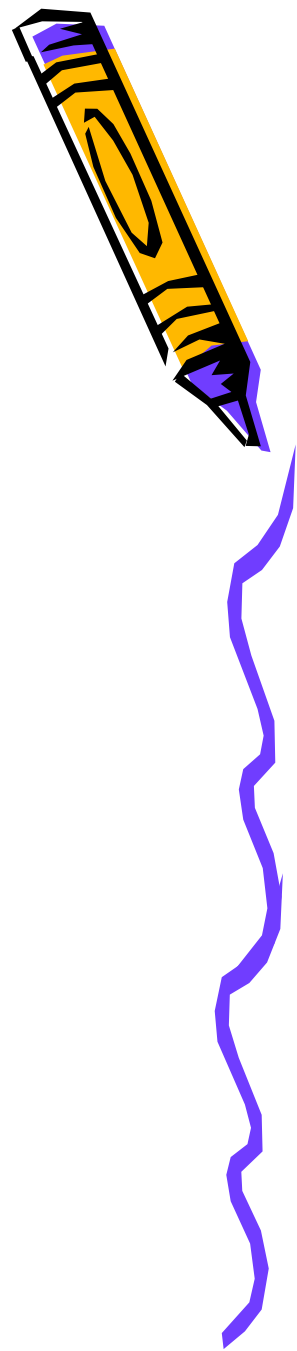
Helps students learn decision making and problem solving

- F - Feelings identification
- I - Identify the problem
- G - Goal setting



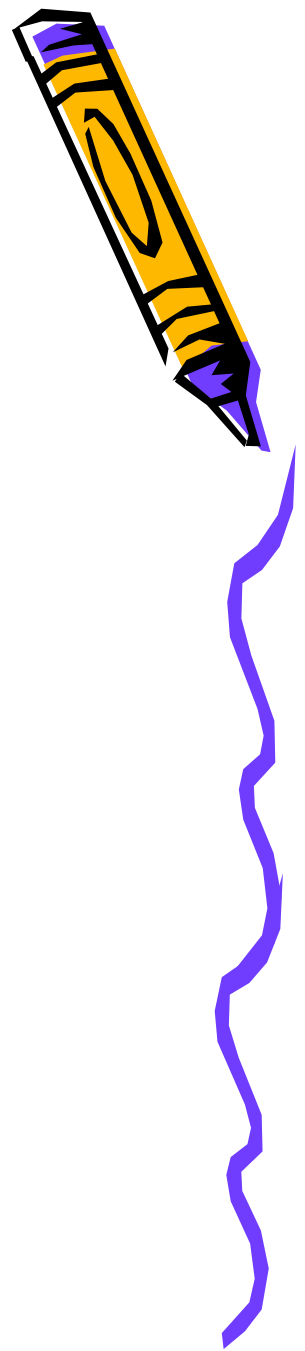
FIGTESPN (Continued)

- T - Think of solutions
- E - Envision consequences
- S - Select the best solution
- P - Plan it/try it
- N - Notice what happens



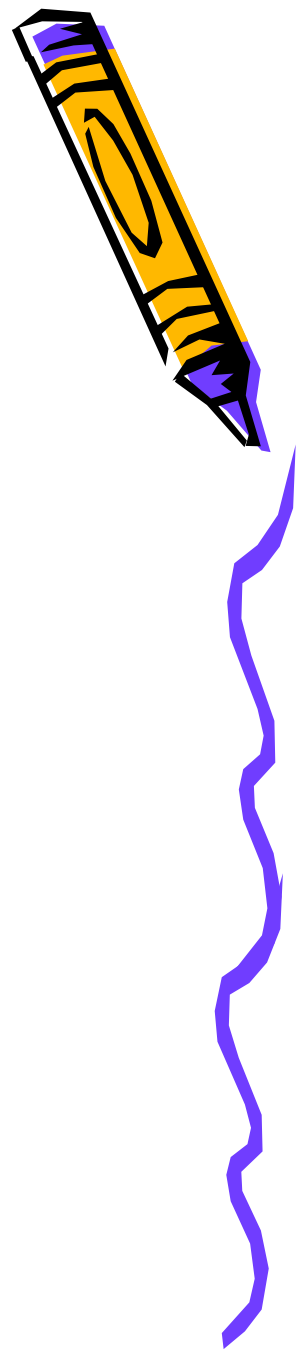
BEST

- B- Body Posture
- E- Eye Contact
- S- Say Nice Words
- T- Tone of Voice



How These Skills Can Support Growth

- Classroom Behavior
- Unstructured Times
(recess/before and after school)
- Academic Performance (reduced anxiety)
- Testing



Implementing Social-Emotional Learning in Mountainside



- Beechwood will have lessons once a month
- Deerfield will have lessons twice a month
- Lessons will be integrated into Character Education lessons in a more systematic manner
- Will be implemented across subjects
- 1st/pilot lesson delivered in October
- PEAK will have the basic skills integrated into their social-emotional learning



Let's Try It!

- Sample Lessons



HOW ARE YOU FEELING?



HAPPY



EMBARRASSED



GRUMPY



HURT



ANGRY



CONFUSED



DISGUSTED



EXCITED



INTERESTED



PROUD



SAD



SCARED



SHOCKED



SHY



TIRED

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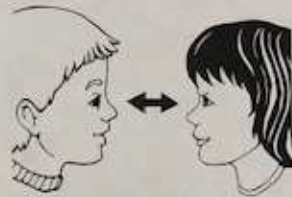


WORKSHEET K.5.1

Be Your BEST



B is for Body Posture



E is for Eye Contact



S is for Speech
(use nice words)



T is for Tone of Voice

WORKSHEET K.5.2

Be Your BEST Home Activity

Dear Parents or Guardians:

Your child has been learning how important it is to show respect to others by being his or her BEST.

B is for Body Posture

E is for Eye Contact

S is for Speech (use nice words)

T is for Tone of Voice

Practice Being Your BEST at Home

In class, we are learning to show respect by having good body posture, making and maintaining eye contact when appropriate, using nice words, and speaking in a pleasant tone of voice. Look for times your child shows respect in these ways and praise him or her for doing so.

We are also learning and practicing ways to use BEST when greeting others and having conversations. If relatives or visitors come to your home, remind your child to Be Your BEST. Practice ways to greet grandparents or other guests.

At our next meeting, your child may be asked to share ways he or she used Be Your BEST outside of school.

Teacher _____ Date _____

(Parent/Supervising Adult: Please sign and return this section.)

Be Your BEST

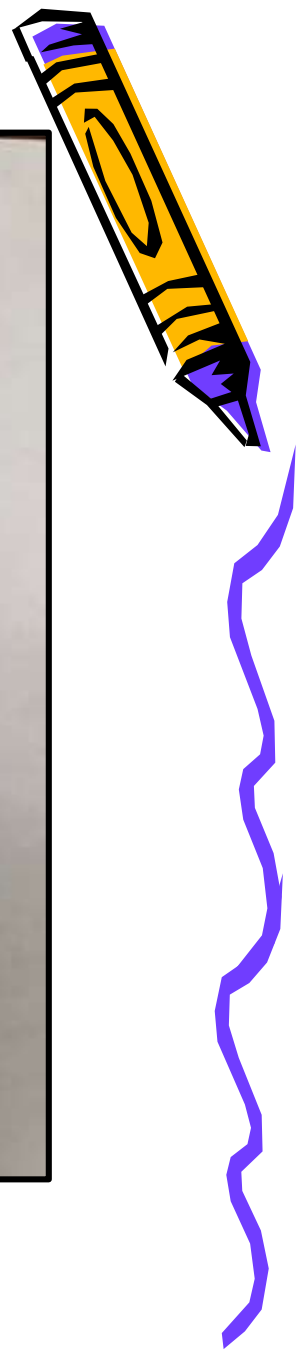
Student _____ Date _____

We tried Be Your BEST: Yes No

If you did, how did it go?

Parent/Supervising Adult: _____





BEST Procedure

When you communicate in your "BEST" way, it means that you are paying attention to the following components of your behavior:

- **B**—Body posture: Standing up straight, being confident in yourself but not arrogant.
- **E**—Eye contact: Looking the person in the eye at a comfortable distance.
- **S**—Speech: Using appropriate language and saying what you really feel in an open manner.
- **T**—Tone of voice: Using a calm voice, not whispering or shouting.

After using BEST, tell yourself that you did a good job! Give yourself a pat on the back!



	AGGRESSIVE	ASSERTIVE (BEST)	PASSIVE
Body Posture	Fists clenched "In your face" Tense Too close Grab, hit, slam Pound, push	Listening Position Relaxed Standing tall Straight	Slumping shoulders Shuffling feet Head down
Eye Contact	Glaring Staring	Direct Good eye contact	Looking down Looking away No eye contact
Speech	Insults Put-downs Bossy, bad words Mean words	Clear Nice words Polite	Unclear Muttering Mumbling
Tone of Voice	Yelling Screaming	Mostly calm Medium	Soft Low Whiny



	AGGRESSIVE	ASSERTIVE (BEST)	PASSIVE
Body Posture			
Eye Contact			
Speech			
Tone of Voice			



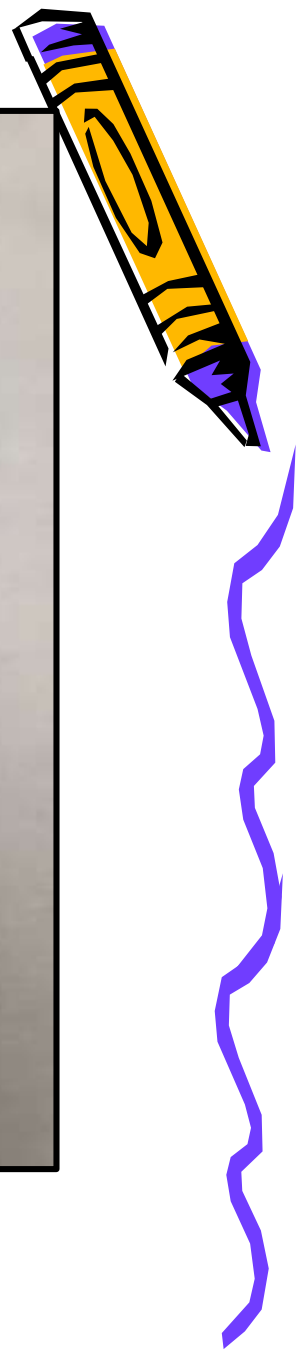


FIG TESPN

F—Find the Feelings

I—Identify the Problem

G—Guide Yourself with a Goal

T—Think of Many Possible Solutions

E—Envision Consequences

S—Select the Best Solution

P—Plan and Be Prepared for Pitfalls

N—Notice What Happened (Now What?)



Student Opinion of the SDM/SPS Program

Name _____ Date _____

School _____ Teacher _____

1. I thought that the SDM/SPS lessons were (circle one):
 - a. lots of fun
 - b. pretty good
 - c. okay
 - d. no fun at all

2. I would like to have SDM/SPS lessons (circle one):
 - a. more often
 - b. just like we had them
 - c. once in a while
 - d. never again

3. Which part or parts of the lessons did you like the best? Why?

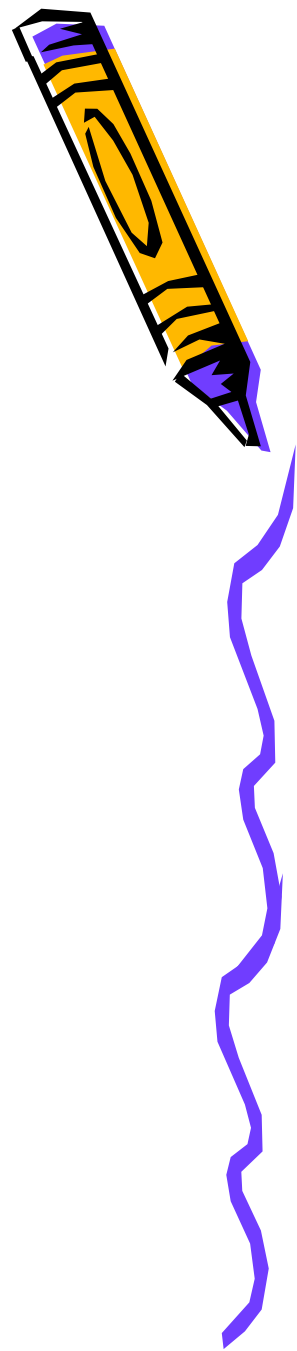
4. Which part or parts of the lessons did you like the least? Why?

5. The SDM/SPS lessons have helped me (circle yes or no for each statement):

a. get to know other students in my class	Yes	No
b. handle my problems better	Yes	No
c. feel happier	Yes	No
d. like my teacher more	Yes	No
e. stay calm	Yes	No
f. spell better	Yes	No
g. write better	Yes	No

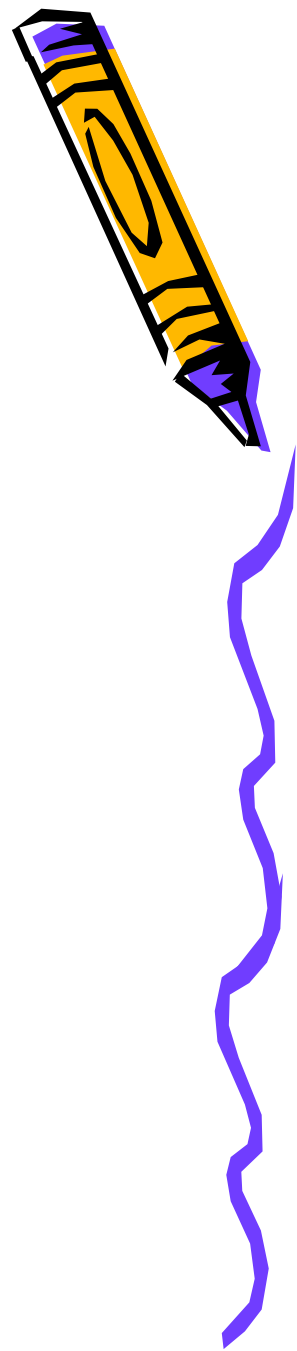
6. I use the skills that I learned in SDM/SPS lessons when I am (circle yes or no for each statement):

a. in class	Yes	No
b. at lunch	Yes	No
c. at recess	Yes	No
d. at home, with my parents	Yes	No
e. at home, with my brothers and sisters	Yes	No
f. at home, with my friends	Yes	No



Assessments

- Student Opinion/ Self-Assessment
- Teacher Evaluation
- Parent Evaluation
- Administrator Evaluation
- Group Social Problem Solving Evaluation
- Individual Skills Assessments

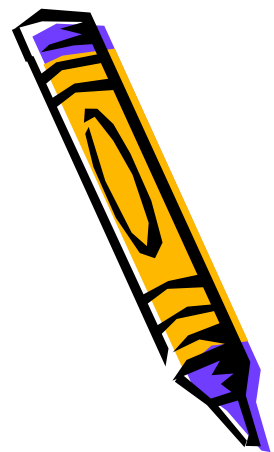


FAQs

- Has this program been evaluated?
 - Data have been gathered for over three decades
 - Showed:
 - Improved social decision making and problem solving
 - Increased prosocial behavior
 - Stronger ability to cope with stressors
 - Increased academic performance
- What are the skills of emotional intelligence?
 - Self-awareness
 - Self-regulation
 - Self-monitoring and performance
 - Empathy and perspective taking
 - Social skills and handling relationships
- How does SDM/PS reach students in a developmentally appropriate manner?
 - Developmentally sensitive scope and sequence
 - Created from fields of child development, child clinical psychology, cognitive sciences, brain and emotion research, educational practice -field tested for 30+ years

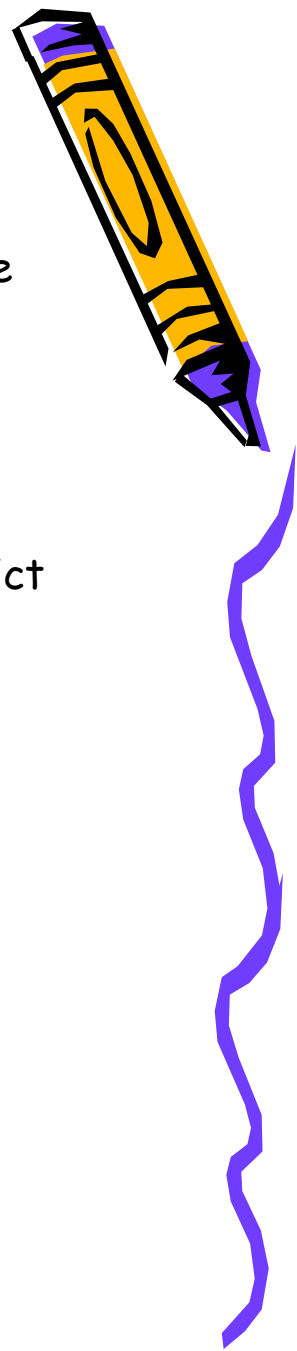
Has been adapted for all students

 - general and special education
 - regardless of ability level, ethnic group, and socioeconomic status



FAQs (continued)

- How does SDM/PS reach students in a developmentally appropriate manner? (continued)
 - Middle school focuses on integrating these skills into other subjects and real life examples
- What are the goals of SDM/SPS?
 - Develop children's self-control and social awareness skills
 - Improve students' decision-making, problem solving, and conflict resolution skills
 - Increase students' academic and interpersonal self-efficacy
 - Enhance positive social behaviors and healthy life choices
- How does SDM/SPS address the effects of mass media?
 - The skills learned in SDM/SPS prepare students to become aware of the media around them and the decision-making techniques gives them the skills to recognize favorable vs. unfavorable situations
 - "Media Literacy" section for middle school



Contact Information

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