

Supporting your Team and Students: Strategies for Emotional Wellness at School

September 20, 2023

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**DEMONSTRATED
SUCCESS**

Empowering educators
to improve student learning

DemonstratedSuccess.com

Agenda

Simulation of Phonics

Description of our Training Model

Evidence of Success

Please Note:

***No bullets**

***Highlight Current Agenda Item in DS Purple**

***Use White/Bold for Current Agenda Item**



**DEMONSTRATED
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Connecting to Content: Habits

Think about your own experience with habits. It could be present day, from childhood, any time in your life.

- ◆ What kinds of habits did you have (positive, negative, or neutral)? Why?
- ◆ Which did you not have that you either wanted OR an adult wanted for you? Why?



Join at menti.com use code 3465 4807

 Mentimeter

What are the necessary ingredients to inspire, establish, and sustain desired behaviors or, positive habits?

Waiting for responses ...



GOTO
menti.com

ENTER THE CODE
3465 4807

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Persistent Modeling through School Culture



“Do as I say,
not as I do.”

Why SEL for Educators?

Educators with strong social and emotional competence will:

- ◆ Build self-awareness and development of social and emotional skills
- ◆ Leverage these skills in relationships and classroom/school dynamics
- ◆ Implement SEL curriculum more effectively
- ◆ Manage and respond to student behaviors more effectively
- ◆ Improve staff relationships—enhanced collegiality
- ◆ Exhibit higher level of job satisfaction, reducing overwhelm and “burn-out”

SEL Supports School Priorities



School Safety—Reduce bullying and isolation, promote belonging, boost engagement, and curb future violence



Mental Health—Include SEL as part of a system of mental wellness supports and resources



Civic Learning— Instill a wide range of social and emotional skills—including deep levels of self-awareness, collaborative problem-solving, and cultural competence for our dynamic and multicultural society



Workforce Preparation—Intentionally promote the competencies and environments that will prepare youth to thrive and succeed in the workplace.



COVID-19 Impact—Address the impact of the pandemic on students' learning and development by demonstrating empathy and resilience, relationships and collective resolve



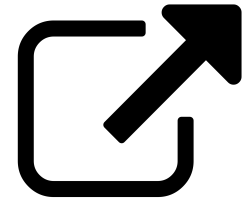
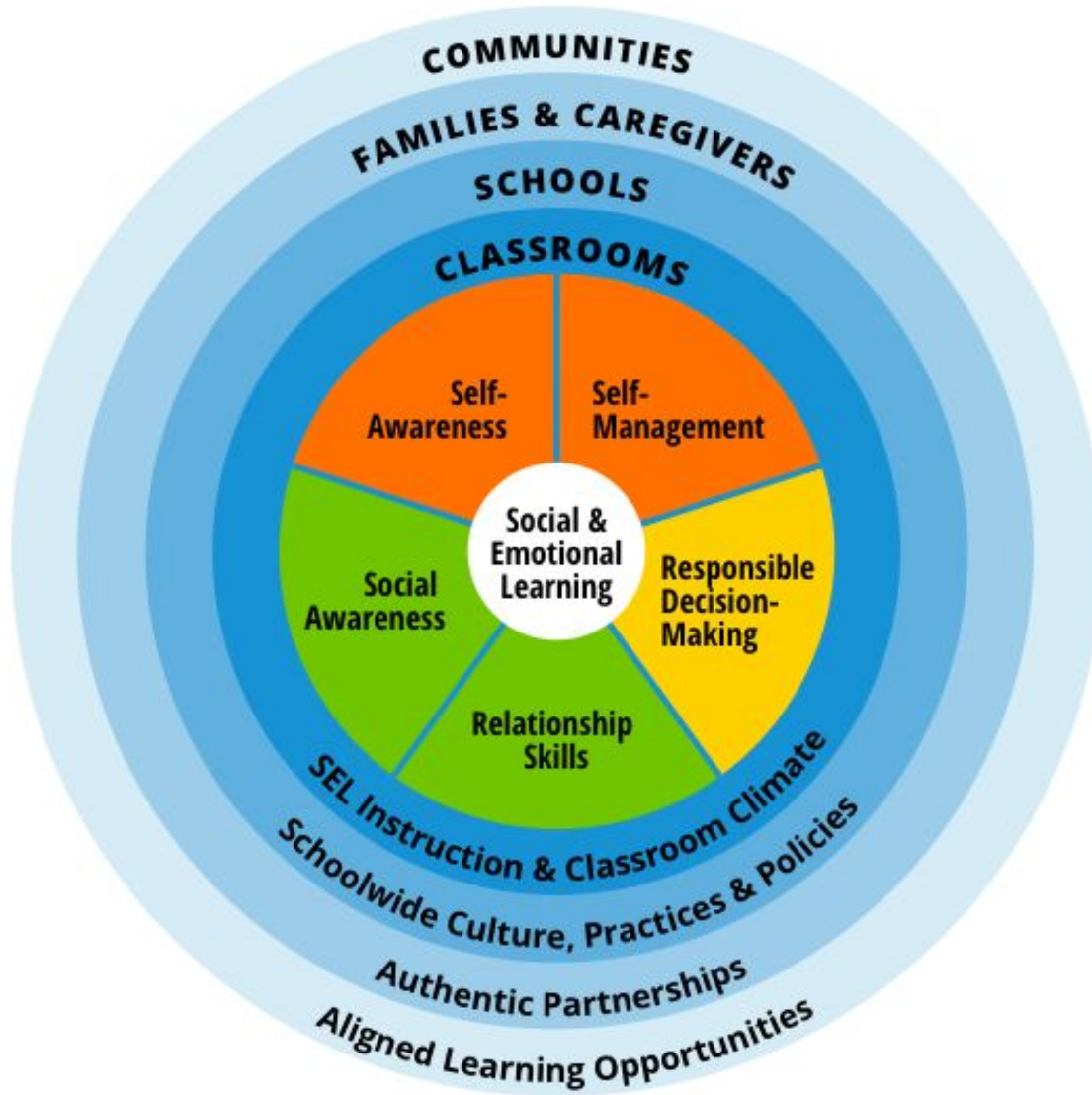
CASEL is an organization dedicated to working alongside researchers, policymakers, and practitioners to ensure high-quality, evidence-based SEL for all by:

- building shared knowledge
- driving quality implementation
- guiding supportive legislation
- convening champions of the field



SEL Competencies and Settings

How will SEL for educators increase the likelihood of success for each setting?



Visit CASEL's interactive wheel to learn about the core Competencies and Settings for successful SEL implementation.

CASEL, 2023

Activity:

1. Individually: Choose 1 of the 5 competencies to read about closely on your handout or via the interactive [wheel](#).
 - Circle any word or phrase that is unclear to you.
 - Underline any word or phrase that stands out as a priority for your school or district.
2. Turn and Talk:
 - Discuss any circled words/phrases that need clarification. Share underlined words/phrases that stood out as a priority.
 - Consider (through the lens of the ADULTS in education): *What might we see, hear, or experience if this word/phrase was fully present in a classroom, school, community setting, or workplace?*
 - Click or scan the code to add your description to the competency column on this Padlet:



Reflect on the Padlet Examples



Group Share:

Are any of these currently being prioritized in your school or district?
How?



How does prioritizing these competencies connect to the goal of advancing educational equity and excellence?

Linking SEL and Teacher Effectiveness Indicators




Charlotte Danielson—The Framework for Teaching
Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport:

An **essential skill** of teaching is that of **managing relationships** with students and **ensuring that relationships** among students are **positive and supportive**. Teachers **create** an environment of respect and rapport in their classrooms by the **ways they interact** with students and by the **interactions they encourage and cultivate** among students.

An important aspect of respect and rapport relates to **how the teacher responds** to students and how students are permitted to treat one another. **Patterns of interactions** are critical to the overall tone of the class. In a respectful environment, all **students feel valued, safe, and comfortable** taking intellectual risks. **They do not fear** put-downs or ridicule from either the teacher or other students.

“Respect” shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. **Caring interactions among teachers and students are the hallmark of component 2a.**

(Danielson, 2013) 

Linking SEL and Teacher Effectiveness Indicators



Component 2a Elements:

- A **teacher's** interactions (**words AND actions**) with students **set the tone** for the classroom. Through their interactions, teachers **send the message** that they are interested in and care about their students.
- **Student** interactions (**words AND actions**) with other students—As important as a teacher's treatment of students is, **how students are treated** by their classmates is arguably even **more important** to students.
- Teachers not only **model and teach students** how to engage in respectful interactions with one another but also **acknowledge such interactions**.

Indicators include:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students' backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness



Activity

- Look at the sample standards for grades 3-5 in Reading Literary Text and Speaking and Listening in your handouts or [here](#) (p12, 24).
- Where can you find instructional opportunities to for students to receive models and practice with various SEL indicators from each of the 5 competencies?
 - Highlight words/phrases that provide this opportunity.
- Which standards require students to feel safe to take risks, accepted, or confident?



Speaking and Listening Standards:

Grade 3 Comprehension and Collaboration

1. **Engage effectively** in a range of collaborative discussions (one-on-one, in groups, and teacher-led) **with diverse partners** on grade 3 topics and texts, **building on others' ideas** and expressing their own clearly.
 - a. **Come to discussions prepared**, having read or studied required material; explicitly draw on that preparation and other information known about the topic to **explore ideas** under discussion.
 - b. **Follow agreed-upon rules** for discussions (e.g., gaining the floor in **respectful ways**, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. **Ask questions** to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. **Explain their own ideas** and understanding in light of the discussion.

Linking SEL to Standards-Based Instruction



Reading Standards for Literature: Grade 3

Key Ideas and Details

1. **Ask and answer questions** to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
2. **Recount stories**, including fables, folktales, and myths **from diverse cultures**; **determine the central message, lesson, or moral** and explain how it is conveyed through key details in the text.
3. **Describe characters** in a story (e.g., their **traits, motivations, or feelings**) and explain how their **actions contribute** to the sequence of events.

Craft and Structure

6. Distinguish their **own point of view** from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., **create mood, emphasize aspects of a character** or setting).

Bringing SEL Practices to Staff



chicago.teacher.memes

@ChiTeacherMemes

When admin tells you to remember your why



Bringing SEL Practices to Staff

Leaders need to model use of various strategies....

so that teachers can explore various strategies...

so that students can explore various strategies....

so that this becomes a part of school culture...



...and not weaponized, used as a smokescreen, or proxy
for real, systemic issues.

What It Takes



Metacognition

Thinking about your thinking—intentionally taking notice of your process and language so you can model strategies for staff



Observation

Paying close attention to how the strategies impact you, your interactions, tone, and understanding of others



Reflection

Noting why a strategy worked (or not), is right for you (or not)

Considering why a strategy may or may not work for all staff



Vulnerability

The key to creating a school culture that values and practices the skills of social-emotional intelligence



Practice: Identifying and Labeling Emotions



- Increasing your emotional vocabulary enables you to more accurately identify and articulate feelings.
- Identifying emotions ensures that emotional responses are both productive and intentional.

Neurological Stress Response to Labeling:

- ◆ The brain releases neurotransmitters which can calm the neurological stress response.
- ◆ Labeling creates distance between ourselves and our experience.
- ◆ Distance can allow for the time and space to consider how best to respond.



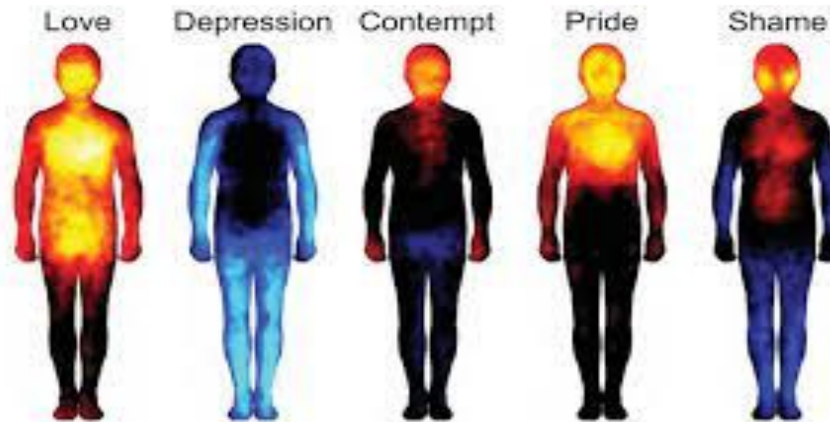
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Practice: Identifying and Labeling Emotions



Emotions Create a Physical Response in the Body

- Emotions trigger physical responses such as muscle tension, sweaty palms, or and an elevated heart rate.
- Noticing these physical responses can help identify stressors.
- Understand the effects of emotions helps us respond intentionally, rather than react instinctively to situations.

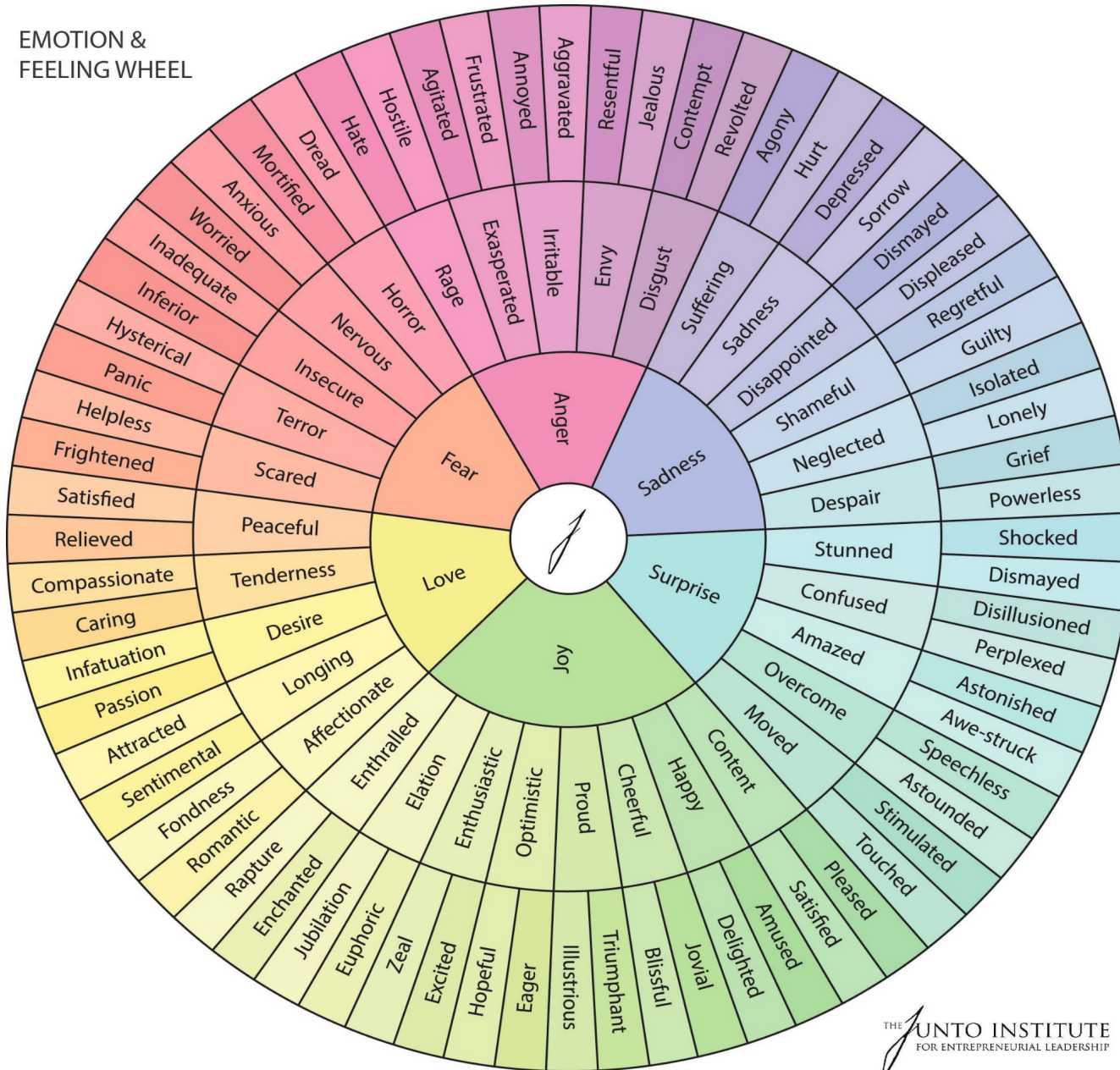


Practice: Identifying and Labeling Emotions



1. Recall a positive experience you had recently. Jot down the first words that come to mind about how you felt during this experience.
2. Recall a negative experience you had recently. Jot down the first words that come to mind about how you felt during this experience.
3. Use the Feelings Wheel (Junto Institute) or Human Emotions and Experiences Chart (Brené Brown) on the next slides to further uncover the layers of emotions you identified above.

EMOTION & FEELING WHEEL



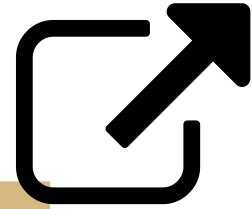
Are there other words that more accurately describe how you were feeling?

Are there additional emotions you were simultaneously experiencing?

How could the labeling of emotions have impacted your experiences?

87 Human Emotions & Experiences

Based on the research of *Atlas of the Heart* by Brené Brown



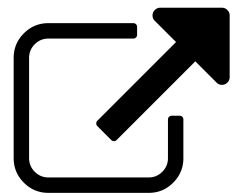
| | | | | |
|---|--|--|---|--|
| <p>PLACES WE GO WHEN Things Are Uncertain Or Too Much</p> <ul style="list-style-type: none"> • Stress • Overwhelm • Anxiety • Worry • Avoidance • Excitement • Dread • Fear • Vulnerability | <p>PLACES WE GO WHEN We Compare</p> <ul style="list-style-type: none"> • Comparison • Admiration • Reverence • Envy • Jealousy • Resentment • Schadenfreude • Freudenfreude | <p>PLACES WE GO WHEN Things Don't Go As Planned</p> <ul style="list-style-type: none"> • Boredom • Disappointment • Expectations • Regret • Discouragement • Resignation • Frustration | <p>PLACES WE GO WHEN It's Beyond Us</p> <ul style="list-style-type: none"> • Awe • Wonder • Confusion • Curiosity • Interest • Surprise | <p>PLACES WE GO WHEN Things Aren't What They Seem</p> <ul style="list-style-type: none"> • Amusement • Bittersweetness • Nostalgia • Cognitive Dissonance • Paradox • Irony • Sarcasm |
| <p>PLACES WE GO WHEN We're Hurting</p> <ul style="list-style-type: none"> • Anguish • Hopelessness • Despair • Sadness • Grief | <p>PLACES WE GO With Others</p> <ul style="list-style-type: none"> • Compassion • Pity • Empathy • Sympathy • Boundaries • Comparative Suffering | <p>PLACES WE GO WHEN We Fall Short</p> <ul style="list-style-type: none"> • Shame • Self-Compassion • Perfectionism • Guilt • Humiliation • Embarrassment | <p>PLACES WE GO WHEN We Search for Connection</p> <ul style="list-style-type: none"> • Belonging • Fitting In • Connection • Disconnection • Insecurity • Invisibility • Loneliness | <p>PLACES WE GO WHEN The Heart Is Open</p> <ul style="list-style-type: none"> • Love • Lovelessness • Heartbreak • Trust • Self-Trust • Betrayal • Defensiveness • Flooding • Hurt |
| <p>PLACES WE GO WHEN Life Is Good</p> <ul style="list-style-type: none"> • Joy • Happiness • Calm • Contentment • Gratitude • Foreboding Joy • Relief • Tranquility | <p>PLACES WE GO WHEN We Feel Wronged</p> <ul style="list-style-type: none"> • Anger • Contempt • Disgust • Dehumanization • Hate • Self-Righteousness | <p>PLACES WE GO To Self-Assess</p> <ul style="list-style-type: none"> • Pride • Hubris • Humility | <div data-bbox="1174 1011 1367 1239" data-label="Image"> </div> <div data-bbox="1590 1018 1696 1118" data-label="Image"> </div> <p data-bbox="1522 1136 1702 1189">© 2022 Brené Brown, LLC All rights reserved www.brenebrown.com</p> | |

Practice: Mindfulness Strategies for Stressful Situations



What is Mindfulness?

- A mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations
- An opportunity to label emotions and not pass judgement, there is no right or wrong
- Paying attention in a systematic way
- Example exercises
 - Mindful Breathing
 - See Yourself In Others: Perspective & Compassion Practice
 - Journaling
 - Body Scan
 - Tapping

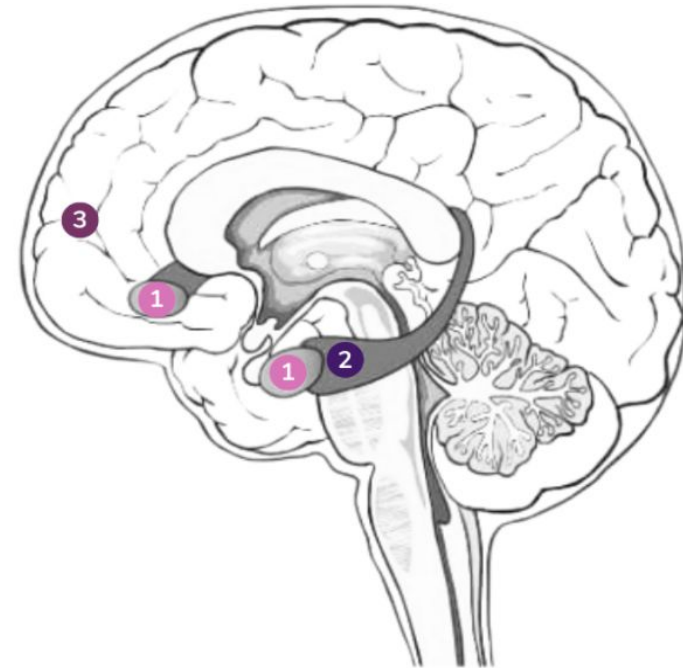




Why Mindfulness?

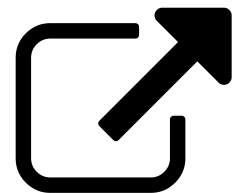
Develops our Brain:

1. Amygdala is activated when it detects/reacts to emotion—an alarm
2. Hippocampus is critical for learning and memory, regulates amygdala
3. Prefrontal Cortex helps to regulate emotions and behaviors, assists in decision making



A Well-Developed Brain:

- Improves Attention
- Increases Compassion
- Reduces Stress and Anxiety





Why Gratitude?

- Improves sleep, mood,
- Increases social connections, empathy, self-esteem and overall mental health
- Reduces aggression

Gratitude Practices

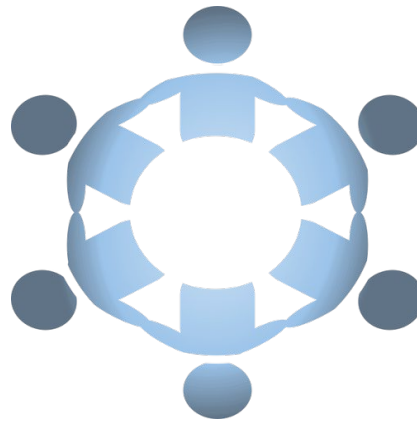
- ★ Gratitude journal/jar/box
- ★ explore gratitude through the 5 senses
- ★ Yoga with an intention
- ★ Notes of appreciation



Practice: Community Circle

A community circle is a *safe space in which students and the teacher sit in a circle so that all members' faces are visible to one another.

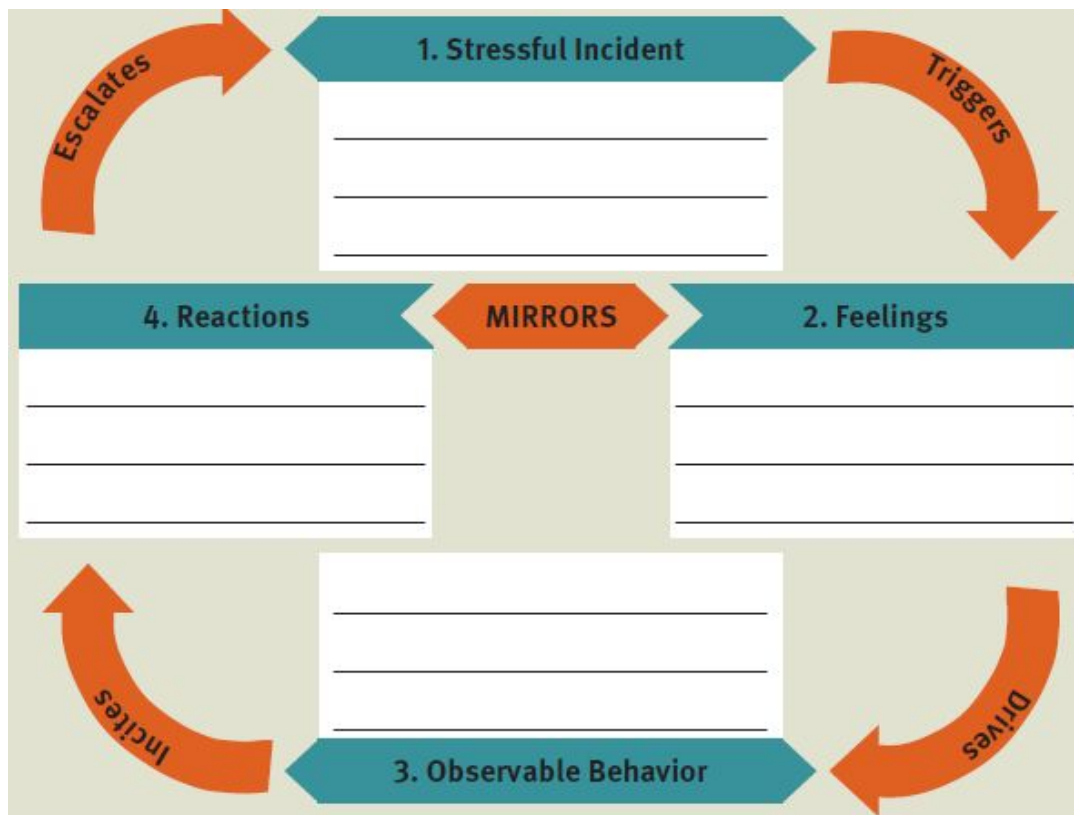
What distinguishes a Community Circle from a group discussion is that Community Circles are explicitly used as an opportunity for students to build a community.



*A safe space is not “safe” simply by stating that it is so.



Practice: Pinpointing Triggers to Respond, Not React



Example Triggers:

- self-concept
- personal belief systems
- lived Experiences
- trauma
- biases



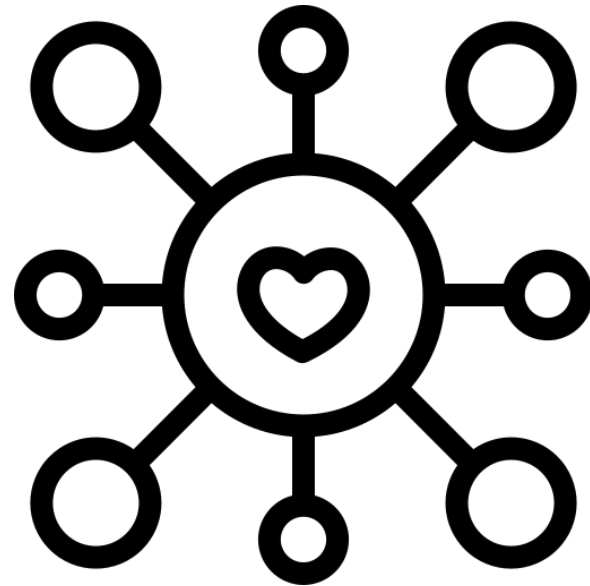
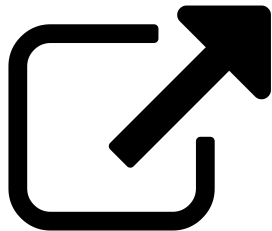
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Practice: Connect to Purpose



The constant noise of life, education, and stress can sometimes cloud perspective.

For some individuals, re-connecting to purpose can be helpful.



Practice: Shift Mindset, Regain Control



| Things Beyond My Control | Things Within My Control | Things Within My Control That Are Meaningful |
|---------------------------------------|---------------------------------|--|
| Parents who are absent and disengaged | Communication with parents | Vary my outreach via email, phone call, social media, post card, home visit |
| Student exposure to trauma | My program environment | Build a sense of community and belonging. Use consistent and positive language and management strategies to promote healthy behavior and relationships |
| Program mandates | Attitude and effort | Use my voice when I need support or have a question. Work collaboratively with my team to make implementation a success. Focus on overall benefits. |



Practice: Create Balance, Set Boundaries







References and Resources

Causton, Julie, and Kate MacLeod. *From Behaving to Belonging: The Inclusive Art of Supporting Students Who Challenge US*. ASCD, 2020.

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<https://greatergood.berkeley.edu/>



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