

Social & Emotional Learning

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Today, we will be talking about...

- Generation Gaps
 - *mini group discussions*
- Identify the skills evolving through generations
- Introducing Social, Emotional & Learning, (SEL)
- Data Driven
- Should we continue with S.P.I.C.E./Independent Living Skills curriculum?

- *Narrative:*



Generation Gaps

Five Generations Working Side by Side in 2020



TRADITIONALISTS

Born 1900-1945

Great Depression
World War II
Disciplined
Workplace Loyalty
Move to the 'Burbs'
Vaccines



BOOMERS

Born 1946-1964

Vietnam, Moon Landing
Civil/Women's Rights
Experimental
Innovators
Hard Working
Personal Computer



GEN X

Born 1965-1976

Fall of Berlin Wall
Gulf War
Independent
Free Agents
Internet, MTV, AIDS
Mobile Phone



MILLENNIAL

Born 1977-1997

9/11 Attacks
Community Service
Immediacy
Confident, Diversity
Social Everything
Google, Facebook



GEN 2020

After 1997

Age 15 and Younger
Optimistic
High Expectations
Apps
Social Games
Tablet Devices

Mini group discussions

- Questions:

- ~What did your staff taught you?

- ~ How did you find information?

- ~What did your staff support your internal core?
e.g. emotions/thoughts

Evolving within our generations

- Generations are still in our working place at some point. They bring their knowledge and values yet, the growth of technologies is continuing to grow.

Tradition expectations



Social, Emotional & Learning (SEL)

- Promotes social-emotional competencies to improve outcomes for the whole child, (*PBIS Framework*).
- Today's learners are digital natives who are accustomed to accessing information through the use of internet-enabled devices, therefore it is critical for schools to develop strategic plans that demonstrate an understanding of Generation Z's learners' needs, interests, and comfort zones. (*By CEO/ Co-Founder of Evolution Labs, Peter DeWitt, May 6, 2018; Education Week*)

SEL

- Social, Emotional Learning is also gaining traction as an approach to addressing mental health issues in children and adolescents, *(By CEO/ Co-Founder of Evolution Labs, Peter DeWitt, May 6, 2018; Education Week)*

In 2013, Nearly 35 million U.S. children have experienced one or more types of childhood trauma.

(National Survey of Children's Health (NSCH)).


- Mental Health and Trauma show the significance which **impact** on children's developmental of social and emotional learning.

Here is Social & Emotional Learning



5 areas of SEL

Social and Emotional Learning (SEL) Competencies

Self-Awareness	Social Awareness	Responsible Decision-Making
<p>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."</p> <ul style="list-style-type: none"> → Identifying Emotions → Accurate Self-Perception → Recognizing Strengths → Self-Confidence → Self-Efficacy 	<p>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, schools and community resources and supports.</p> <ul style="list-style-type: none"> → Perspective-Taking → Empathy → Appreciating Diversity → Respect for Others 	<p>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.</p> <ul style="list-style-type: none"> → Identifying Problems → Analyzing Situations → Solving Problems → Evaluating → Reflecting → Ethical Responsibility
Self-Management	Relationship Skills	
<p>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.</p> <ul style="list-style-type: none"> → Impulse Control → Stress Management → Self-Discipline → Self-Motivation → Goal Setting → Organizational Skills 	<p>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.</p> <ul style="list-style-type: none"> → Communication → Social Engagement → Relationship Building → Teamwork 	

*The competencies are from [CASEL](#) and the lessons have been incorporated by the SEL Department, independent of CASEL

Social Emotional Learning Checklist
Age: 5-6

Name: _____

Date: _____

Self Awareness Skills

- Can recognize and identify emotions
- Notice the difference between self and others
- Able to express likes and dislikes
- Interested in new experiences

Self-Management Skills

- Learning to express emotions appropriately (less tantrums, impulsiveness)
- Becoming more independent (dresses self, clean self)
- Able to use words to describe feelings
- Follows simple directions

Social Awareness Skills

- Able to ask family members and staff for help
- Show empathy for others
- Compares self to other kids
- Becomes more aware of other people's feelings

Relationship Skills

- Listen to others
- Show interest in being part of group
- Take turns with others
- Develops friendships
- Resolves conflicts with help from adult

Responsible Decision Making Skills

- Learning to connect behaviors to consequences
- Understands right from wrong
- Able to think through a problem to find a solution
- Can make a choice between two or more options

Comments: _____

Social Emotional Learning Checklist
Age 14-16

Name: _____

Date: _____

Self Awareness Skills

- Able to develop values and morals
- Compares self to others
- Can identify own emotions and causes of them (strengths and challenges)
- Shows more interest in self exploration

Self Management Skills

- Becomes more self sufficient
- Improves organizational skills
- Able to control emotions and behaviors (stress, conflicts, etc)
- Develops perseverance when comes to obstacles

Social Awareness Skills

- Questions authority and family values
- Understands and respects the perspectives of others
- Recognizes the emotions of others and responds to their needs
- Understands the difference of reaction and responses

Relationship Skills

- Has strong desire to have a best friend
- Seeking acceptances and trusts from peers
- Maintains healthy relationships with diverse individuals and groups
- Able to work as a team

Responsible Decision Making Skills

- Know the differences between right and wrong
- Can identify and manages emotions
- Can take accountability from own decision making
- Able to give hypothetical solution to problems

Comments: _____

5 W's and How?

- [SEL Form](#)

Social Emotional Learning Checklist

Age: 5 - 6

Your email address (keri.sluyter@tsd.state.tx.us) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

Quarter

1st Quarter

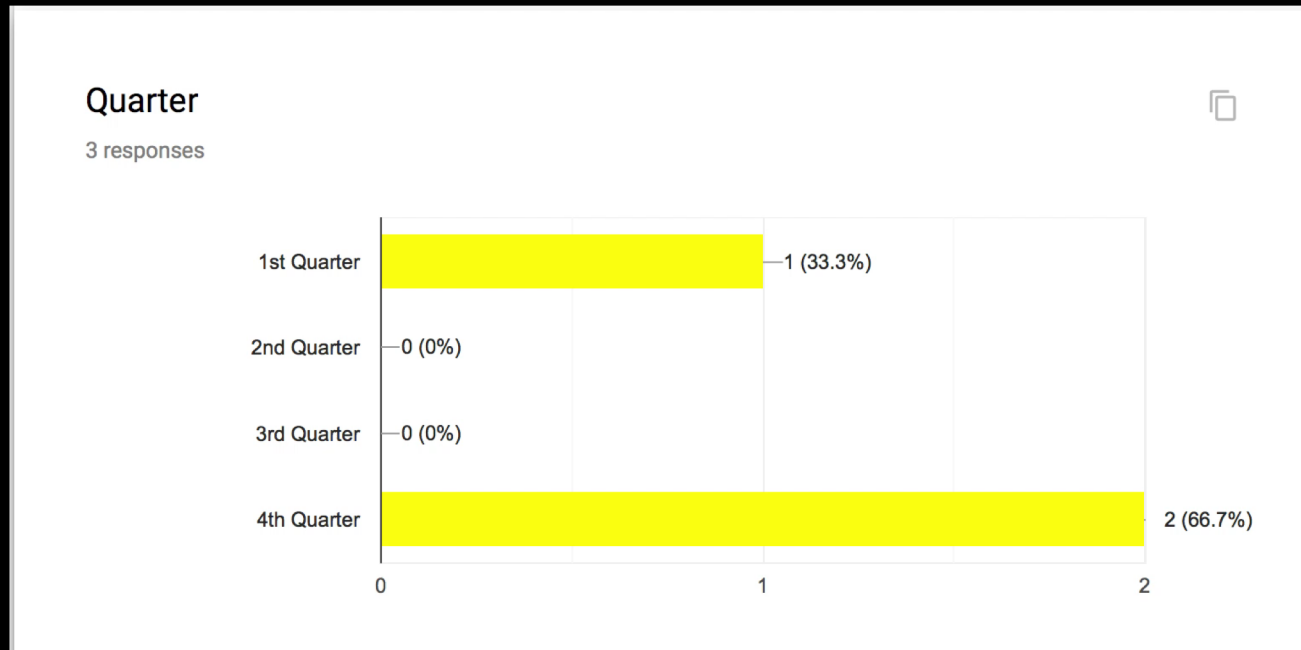
2nd Quarter

3rd Quarter

4th Quarter

Special Thanks to Rebekah Kasper, *Student Resources Coordinator, TSD*

Measurement Information for multiple purposes.




Supporting Student Life activities, set up IEP goal(s), and Weaving of services

What about S.P.I.C.E./Independent Living Skills Curriculum?

- S.P.I.C.E. is still an important guideline and the “external skills” should be emerge with daily activities/expectations. The “S,” “I” and “E” areas are much similar with SEL which mainly focusing on “internal skills”.

Data Driven

- S.P.I.C.E. = not reliable, for our current generation, iGen/Generation Z. They heavily rely on finding information related to Independent Living Skills through technology.
- SEL = measurement is based on relationship between staff/student interaction verbally. The measurement is based on each quarter. This result in supporting staff in developing activities/maintaining relationship.



Your
Student

Thank You!

- You for being presence with an OPENING MIND and HEART!
- Rebekah Kasper
- Tasha Lemke
- TSD Student Life Team

Resources

- Go to WWW.CASEL.ORG
 - Checklist
 - Books
 - Trainings
 - And more..