

SUPPORTING YOUR CHILD'S SOCIAL-EMOTIONAL LEARNING

PRESENTED BY:

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MEET MRS. SEIDELMAN, SATG'S SCHOOL COUNSELOR

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- 10+ years working in Early Childhood Development
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WHAT IS SOCIAL-EMOTIONAL LEARNING?

According to the American School Counselor Association:

School counselors play a critical role in supporting social/emotional development as they:

- Collaborate with classroom teachers to provide the school counseling core curriculum to all students through direct instruction, team-teaching or providing lesson plans for learning activities or units in classrooms aimed at social/emotional development (ASCA, 2012)
- Understand the nature and range of human characteristics specific to child and adolescent development
- Identify and employ appropriate appraisal methods for individual and group interventions that support K-12 students' social/emotional development
- Know and utilize counseling theories to inform both direct and indirect services providing support to K-12 students' social/emotional development

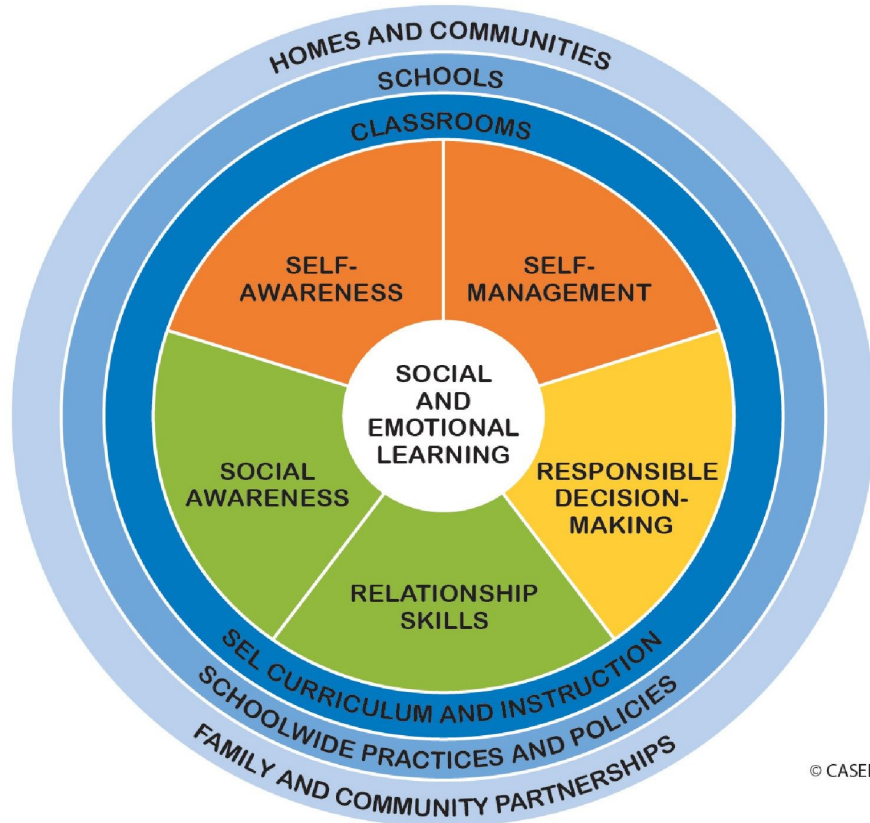
WHAT IS SOCIAL-EMOTIONAL LEARNING? (CONT.)

- Use evaluation in the context of appropriate statistics and research methodology, follow-up evaluation and measurement methods to implement appropriate program planning for social/emotional development
- Select and implement technology in a comprehensive school counseling program to facilitate K-12 students' social/emotional development
- Serve as a referral source for students when social/emotional issues become too great to be dealt with solely by the school counselor, including crisis interventions
- Academic Development, Career & Technical Education/Development, and High School & College Readiness are also areas supported by School Counselors

Source: https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SocialEmotional.pdf

5 KEYS TO SUCCESSFUL SOCIAL-EMOTIONAL LEARNING

- SEL Video [[click here](#)]
- [Core SEL Competencies](#)



Social Emotional Development Age 3

At age 3, your child's personality really begins to shine through. They have their own personal preferences and know what they like and don't like. Children at this age are getting better at using words to express their feelings, which means fewer tantrums. Here are some additional things you might be seeing from your 3 year old:

Self-Management Skills

- ☐ Learning to express emotions appropriately (less tantrums)
- ☐ Learning to talk about strong feelings
- ☐ Becoming more independent (i.e. dresses self, puts on shoe)

Self-Awareness Skills

- ☐ Able to identify other feelings besides sad, mad, and glad
- ☐ Able to express likes and dislikes
- ☐ Has a strong sense of self
- ☐ Able to identify their gender

Social Awareness Skills

- ☐ Able to ask parents and other family members for help
- ☐ Becomes more aware of other people's feelings

Responsible Decision Making Skills

- ☐ Learning to connect behaviors to consequences

Relationship Skills

- ☐ Take turns with others
- ☐ Plays with other kids
- ☐ Copies other kid's behaviors
- ☐ Begins to have real friendships
- ☐ Resolves conflicts with help from adult
- ☐ Engages in imaginative play (practice for how to interact with people in real life)



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Social Emotional Development Age 4

At age 4, children are more willing to explore their emotions and find positive ways to express how they are feeling. However, they might still have the occasional tantrum when they are frustrated. Children this age enjoy being around other kids. Here are some additional things you might be seeing from your 4 year old:

Self-Management Skills

- ☐ Able to talk about feelings
- ☐ Better able to manage impulses
- ☐ Follows simple directions

Self-Awareness Skills

- ☐ Interested in new experiences
- ☐ Views self as someone with a body, mind, and feelings
- ☐ Can recognize and identify emotions

Social Awareness Skills

- ☐ Shows empathy for others
- ☐ Compares self to other kids
- ☐ Beginning to understand that not everyone thinks and acts like them or share the same beliefs

Responsible Decision Making Skills

- ☐ Able to think through a problem to find a solution
- ☐ Understands right from wrong

Relationship Skills

- ☐ Shows interest in being part of a group
- ☐ Listens to others
- ☐ Shares with other people
- ☐ Cooperates with others
- ☐ Affectionate with friends and family



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Social-Emotional Development Ages 5-6

Children in the 5-6 age range show more self control. For example, many 5 and 6 year olds are able to sit still in school and follow directions. However, they are still prone to the occasional outburst if things don't go their way. Here are some additional things you might be seeing from your 5 and 6 year olds:

Self-Management Skills

- ☐ Able to use words to describe feelings
- ☐ Able to stop and think before acting
- ☐ Able to wait their turn

Self-Awareness Skills

- ☐ Notice difference between self and others
- ☐ Identifies with a particular gender (may only want to play with that gender)
- ☐ Begins to understand what it means to be embarrassed

Social Awareness Skills

- ☐ Sensitive to how other people feel
- ☐ Develops an understanding of social challenges (i.e. poverty)

Responsible Decision Making Skills

- ☐ Can make a choice between two or more options
- ☐ Understands the consequences of their actions

Relationship Skills

- ☐ Accepts others' opinions
- ☐ Wants to please friends
- ☐ Imitates friends' behaviors
- ☐ Plays respectfully with others
- ☐ Able to resolve conflicts with friends
- ☐ Enjoys being around friends



Social-Emotional Development Ages 7-8

Seven and eight year olds enjoy making friends and you might see them imitating their friend's behaviors and mannerisms. Children this age will try and work conflicts out on their own. However, they will still sometimes seek out help from adults to solve problems with peers. Here are some additional things you might be seeing from your 7 and 8 year olds:

Self-Management Skills

- ☐ Expresses feelings with words
- ☐ Able to delay gratification
- ☐ Able to use coping skills when upset
- ☐ Able to manage transitions

Self-Awareness Skills

- ☐ Knows their wants and needs
- ☐ Sense of self- worth is emerging
- ☐ Can be very self-critical
- ☐ Describes self based on external and behavioral characteristics (i.e. I have a dog. I like to swim)

Social Awareness Skills

- ☐ Shows interest in abstract concepts (i.e. justice)
- ☐ Shows compassion for people who experience social difficulties (i.e. poverty)
- ☐ Relies on adults for security

Responsible Decision Making Skills

- ☐ Thinks of pros and cons of different options
- ☐ Able to identify consequences for actions

Relationship Skills

- ☐ Share opinions with peers
- ☐ Able to resolve conflicts with friends
- ☐ Can be competitive when playing games
- ☐ Make friends with opposite gender
- ☐ Imitate their friends



Social-Emotional Development Ages 9-10

Nine and ten year olds tend to be more emotionally mature at this stage. They are better able to handle frustrations and conflicts on their own. Here are some additional things you might be seeing from your 9 and 10 year olds:

Self-Management Skills

- ☐ Expresses emotions appropriately
- ☐ Can control their anger most of the time
- ☐ Stands up for themselves
- ☐ Shows good sportsmanship

Self-Awareness Skills

- ☐ Explores likes and dislikes
- ☐ Strong sense of what's fair

Social Awareness Skills

- ☐ Sensitive to the feelings of others
- ☐ Interested in current events
- ☐ Interested in social issues (i.e. homelessness)

Responsible Decision Making Skills

- ☐ Able to choose best solution to a problem
- ☐ Analyzes decision to see if it is working

Relationship Skills

- ☐ Responds to peer pressure appropriately
- ☐ Able to ask friends for help
- ☐ Spends time with a few close friends
- ☐ Talks to friends frequently
- ☐ Curious about relationships between boys and girls



Social-Emotional Development Ages 11-13

During ages 11 to 13 we see significant changes in children's social and emotional development, which might be attributed to the onset of puberty. Children in this age range also show an increased need to assert their independence. Here are some additional things you might be seeing from kids in the 11-13 age range:

Self-Management Skills

- ☐ Takes responsibility for themselves (i.e. does homework with no help)
- ☐ Learning to manage emotions such as fear and rejection
- ☐ Capable of setting personal goals

Self-Awareness Skills

- ☐ Sensitive to what others think of them
- ☐ May struggle with sense of self
- ☐ Exploring personal values and morals
- ☐ Defines self through culture, environment, music, friends, clothes, etc.)

Social Awareness Skills

- ☐ Learning to value and accept other people's point of view

Responsible Decision Making Skills

- ☐ Ask for help when needed
- ☐ Understands that there are consequences for their actions

Relationship Skills

- ☐ Values the opinions of friends
- ☐ Develop intimate relationships
- ☐ Able to problem solve and negotiate with peers
- ☐ Seeks advice from friends



Social-Emotional Development 14-16

Children between the ages of 14 and 16 usually begin to show more emotional maturity and are more focused on their social lives as opposed to spending time with their families. Here are some additional things you might be seeing from teens ages 14 to 16:

Self-Management Skills

- ☐ Becomes more self-sufficient
- ☐ Improved organizational skills
- ☐ Better able to express feelings with words

Self-Awareness Skills

- ☐ Beginning to develop personal values and morals
- ☐ Compares self to others
- ☐ May be preoccupied with personal appearance
- ☐ More reflective and insightful
- ☐ More interested in self-exploration (who am I)

Social Awareness Skills

- ☐ Questions authority and family values
- ☐ Believe justice and equality are important issues
- ☐ Wants to explore the world beyond their own community

Responsible Decision Making Skills

- ☐ Knows the difference between right and wrong
- ☐ Can give hypothetical solutions to problems

Relationship Skills

- ☐ Making friends becomes important (i.e. wanting to be popular)
- ☐ Strong desire to have a best friend
- ☐ Loyal to peer group
- ☐ Seeking acceptance and trust from peers



Social-Emotional Development 16-18

Children between the ages of 16 and 18 are typically able to exert self control. Their relationships with their friends are more meaningful and they are starting to feel comfortable being themselves. Here are some additional things you might see from teens ages 16 to 18:

Self-Management Skills

- ☐ Increased emotional stability
- ☐ Shows increased independence
- ☐ Takes responsibility for own actions

Self-Awareness Skills

- ☐ Knows their strengths and weaknesses
- ☐ Increased desire to seek out new experiences
- ☐ More self assured and comfortable in their skin

Social Awareness Skills

- ☐ More sensitive to other people's emotions
- ☐ May emotionally distance self from family
- ☐ Appreciates other people's opinions
- ☐ Increased curiosity about political issues and social causes

Responsible Decision Making Skills

- ☐ Learns to use deductive reasoning to make educated guesses
- ☐ Knows that their actions now can impact them in the future

Relationship Skills

- ☐ Has more interest in the opposite sex
- ☐ Has a deeper capacity for caring and sharing
- ☐ Interested in dating and being intimate



WHY IS SEL IMPORTANT?

- According to the CDC, Suicide is the 3rd leading cause of death among adolescents ages 10-14; 2nd leading cause of death among 15-24 year olds.
- In the past decade, clinical depression and anxiety diagnoses among adolescents ages 12 to 17 have gone up.
- School Avoidance/Anxiety is on the rise
- Chronic use of technological devices can have a negative impact on the development of social skills, it can also affect a child's mental health.

WHAT STUDENTS AT SATG ARE SAYING...

[BASED ON AN ANONYMOUS NEEDS ASSESSMENT GIVEN AT THE BEGINNING OF THE SCHOOL YEAR]

When asked what they feel their classmates need help with...

- **3rd** - Showing kindness, having a positive attitude about learning, solving problems with each other
- **4th** - Solving problems with each other, being leaders and role models, dealing with strong anger or worry feelings
- **5th** - Solving problems with each other, being responsible, using self-control, dealing with strong anger or worry feelings

When asked about issues they have struggled with...

- **6th** - Making friends, being patient, learning/staying organized
- **7th** - HOPS (homework, organization, planning skills), stress/anxiety, anger management, family changes, bullying
- **8th** - test anxiety, study skills, victims of rumors or gossip, poor body image

SOCIAL-EMOTIONAL LEARNING (SEL) CURRICULUM

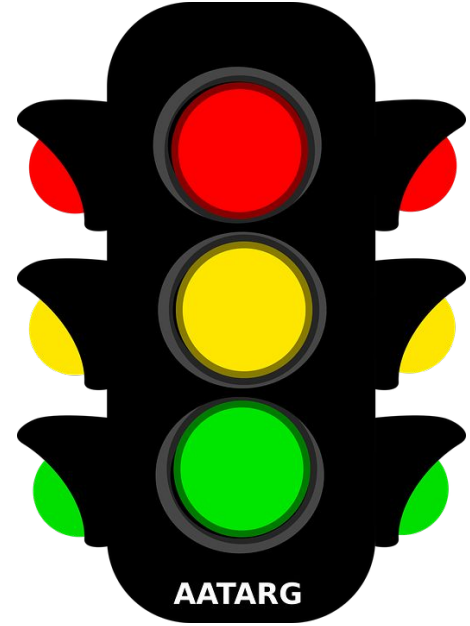
- Character Education
- Bullying Prevention/Intervention
- Conflict Resolution
- Communication Skills (Lunch Bunch)
- Problem Solving
- Social Skills
- Decision Making
- Mindfulness
- Growth Mindset
- Stress/Anxiety Management
- Goal Setting
- [Google Classroom](#)

SEL LESSON PLANS

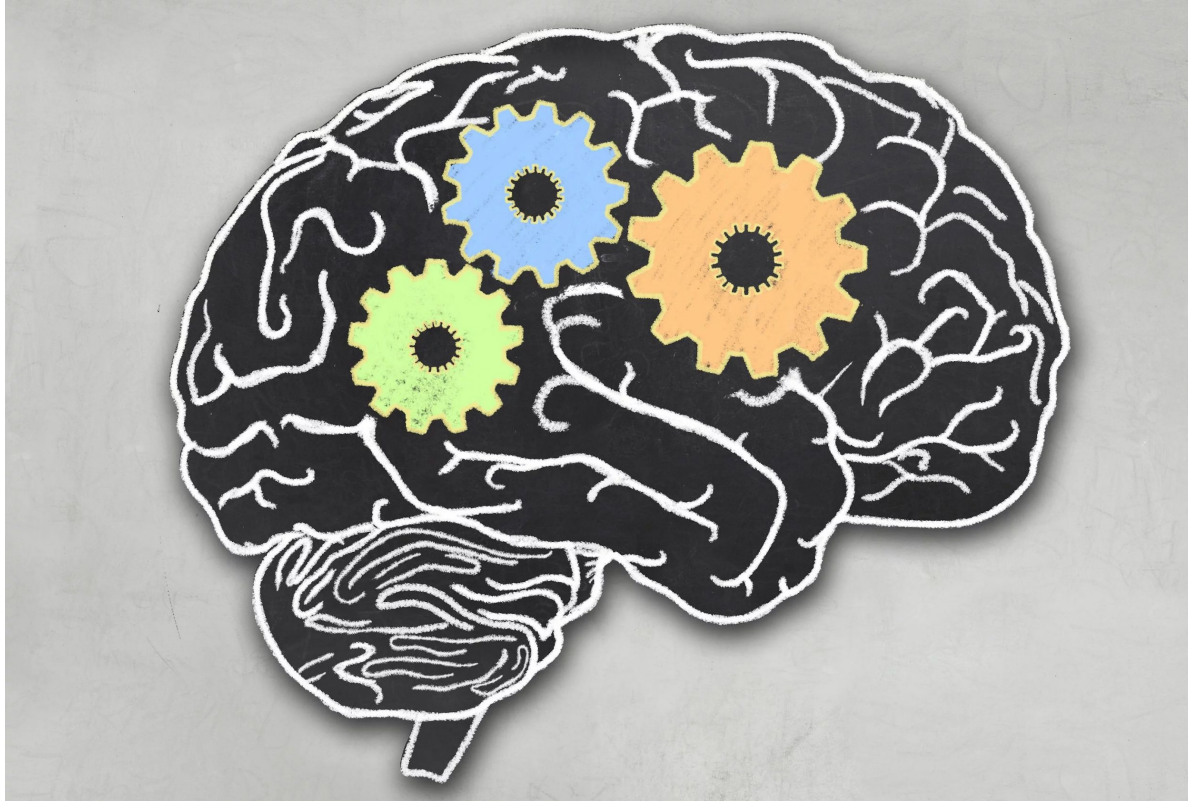
- ASCA Mindsets and Behaviors
- K-2 Lesson Plan
- 3-5 Lesson Plan
- 6-8 Lesson Plan

ZONES OF REGULATION

- “What ZONE are you in?”
- “How Big is your Problem?”
- Impulse Control
- Coping Skills “Toolbox”



WHAT IS EXECUTIVE FUNCTIONING?



What Executive Function skills do students need?

- Managing time
- Organizing thoughts and materials
- Paying attention
- Planning and prioritizing
- Getting started (task initiation)
- Staying on track
- Remembering what to do and when to do it
- Problem solving
- Self-reflection
- Managing emotions and impulses

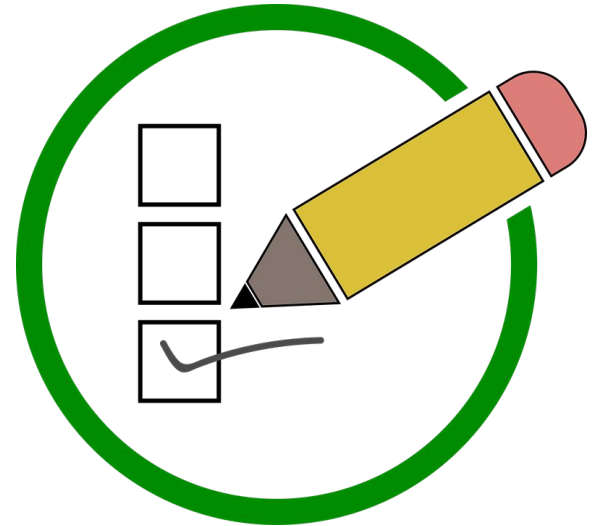
OTHER THINGS...

- Argonne Lab trips
- Future Career Fair
- College/Technical School exploration
- Internet Safety
- Erin's Law
- High School Readiness

PARENT UNIVERSITY SURVEY

Please make sure to complete the Parent University Survey which will be emailed to you, shortly. This will help us plan insightful, future Parent Universities, that benefit our St. Albert the Great Families.

[SATG Parent University Survey](#)



PARENTING RESOURCES:

- *Untangled: Guiding Teenage Girls Through the Seven Transitions Into Adulthood*
By: Lisa Damour
- *No-Drama Discipline: The Whole Brain Way to Calm the Chaos and Nurture your Child's Developing Mind*
By: Daniel J. Siegel, M.D. & Tina Payne, Ph.D.
- *How to Talk So Kids Will Listen And So Kids Will Talk*
By: Laura Markham, Ph.D.
- *Raising an Emotionally Intelligent Child: The Heart of Parenting*
By: Ross W. Greene, Ph.D.
- www.childmind.org
- www.healthychildren.org

REFERENCES:

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- https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_SocialEmotional.pdf
- <https://casel.org/core-competencies/>
- https://www.cdc.gov/injury/wisqars/pdf/leading_causes_of_death_by_age_group_2015-a.pdf