



SOCIAL & EMOTIONAL LEARNING

KNOLLWOOD SCHOOL



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SOCIAL & EMOTIONAL LEARNING

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following:

- understand and manage emotions;
- set and achieve positive goals;
- feel and show empathy for others;
- and make responsible decisions.

The **New Jersey Department of Education** has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.



SEL PROGRAMS AT KNOLLWOOD

Prevention Programs facilitated by Mrs. Cernero and Ms. Bagley during health classes:

- The goal of these prevention programs is to help students recognize the symptoms of depression and warning signs of suicide in themselves or their friends, and teach them the appropriate steps they should take to get help from trusted adults.

Grade 6 - Signs of Suicide (SOS) Program

- January 2018
- . Through this program, students will learn the acronym **ACT**: Acknowledge that you or a friend has a concern, express that you Care, and Tell a trusted adult.
 - Viewed and processed SOS video, which includes role play scenarios
 - Discussed stressors and coping skills

Grade 7 - Lifelines Program

- Beginning January 24, 2018
- Four consecutive lessons
- Through this program, students will learn the acronym "**FACTS**" feelings, actions, changes, threats, and situations that will assist in identifying warning signs.
 - Discuss steps to take for peer intervention
 - Identify school and community resources

SEL PROGRAMS AT KNOLLWOOD

GRADE 8 - MORE THAN SAD

December 2018

Two lessons

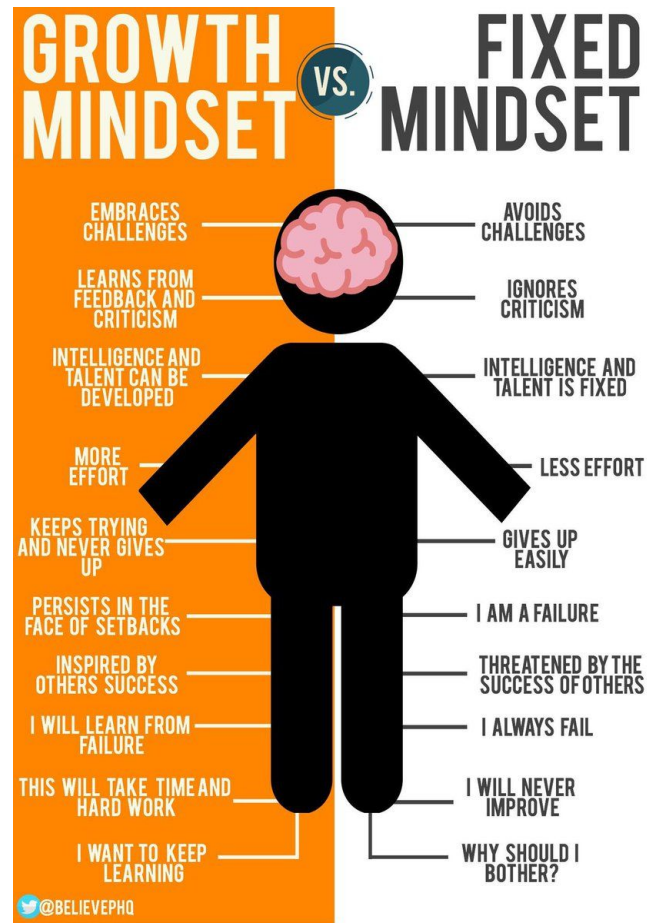
- Viewed and processed movie "More Than Sad" by American Suicide Foundation
- 4 Video Vignettes: identified what depression looked like for each character and ways they were connect to support/started to feel better
- Discussed Sources of Strength Wheel and identified areas of strength and improvement
- Discussed coping skills students can implement



SEL PROGRAMS AT KNOLLWOOD

Grade 4 & 5 - February 2018

- Classroom lesson focused on Fixed vs. Growth Mindset (developed by Dr. Dweck) tying into MegaSkill, Perseverance
- Facilitated by Mrs. Cernero & Peer Leaders
- "If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning. That way, their children don't have to be slaves of praise. They will have a lifelong way to build and repair their own confidence." - Dr. Dweck



MEGASKILLS

- New school wide initiative for 2017-18 school year

MegaSkills program was founded by Dr. Rich. She defines MegaSkills as the catalysts for building motivation and achievement in school and life.

Dr. Rich's research showed that "all students must possess some dimension of these attributes to attain both academic objectives and social - behavioral expectations. Deficiencies in these skills is correlated with chronic school failure & limited employment options in adulthood"

Knollwood's bi-monthly focus is on the following skills:

November & December: GENEROSITY

March & April: PATIENCE

January & February: PERSEVERANCE

May & June: SELF CONTROL

WHAT IS MINDFULNESS?

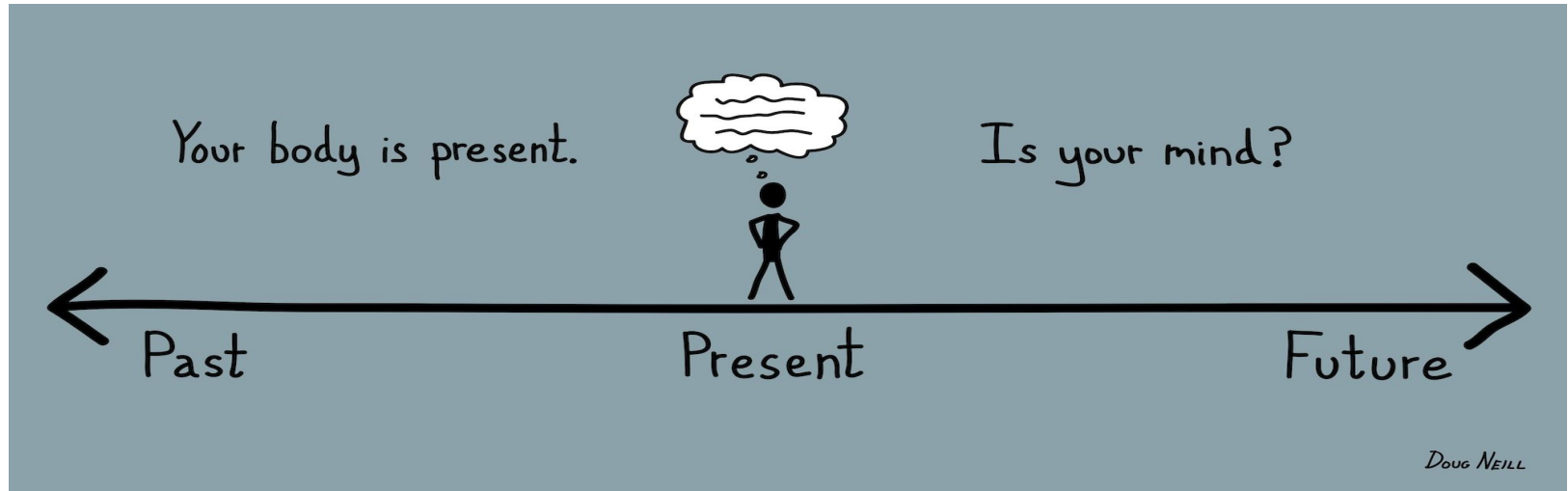




Mind Full, or Mindful?

“Mindfulness is actually a way of connecting with your life...paying attention on purpose in the present moment, non-judgmentally.” - Jon Kabat-Zinn, PHD

As we cultivate the “muscle” of mindfulness, we increase our capacity to be calm, compassionate, focused and effective in the midst of everyday stressors.



The idea that we need to be more in the present, paying attention to the moment, rather than worrying about the past or the future. It is a way of being focused around awareness of the current time rather than anxiety of the future or depressive rumination.

BENEFITS OF MINDFULNESS

Attention

Strengthens our "mental muscle" for bringing focus back where we want it, when we want it.



Compassion

Awareness of our own thoughts, emotions, and senses grows our understanding of what other people are experiencing.

Adaptability

Becoming aware of our patterns enables us to gradually change habitual behaviors wisely.



Calming

Breathing and other mindfulness practices relax the body and mind, giving access to peace independent of external circumstances.

Emotional Regulation

Observing our emotions helps us recognize when they occur, to see their transient nature, and to change how we respond to them.



Resilience

Seeing things objectively reduces the amount of narrative we add to the world's natural ups and downs, giving us greater balance.

MINDFUL MONDAYS

- Beginning on Monday 1/29, Knollwood will be implementing Mindful Mondays.
- Resources will be provided to teachers to implemented at their convenience and as needed.
- Recommendations for grades 4 & 5 will be to utilize resource after lunch/recess time to refocus students.



*Without
Mindfulness*

Stimulus



Reaction

*With
Mindfulness*

Stimulus



Mindfulness



Response

MINDFUL PARENTING:

- **Establish your own practice.** You would have trouble teaching your children ballet if you had never danced. To authentically teach mindfulness to your children, you need to practice it yourself.
- **Check your expectations.** A core principle of mindfulness is *letting go of expectations*, and this certainly applies to teaching mindfulness to kids. Are you expecting mindfulness to eliminate tantrums? to make your active child calm? to make your house quiet? If so, you are likely to be disappointed. While feeling calm or being quiet are nice side-effects of mindfulness, they are not the ultimate purpose.
- The purpose of teaching mindfulness to our children is to give them skills to develop their **awareness of their inner and outer experiences**, to recognize their **thoughts as “just thoughts,”** to understand **how emotions manifest in their bodies**, to recognize when their **attention has wandered**, and to provide **tools for impulse control**. It is not a panacea, and it will not completely get rid of what is, frankly, normal kid behavior, like tantrums and loudness and whining and exuberance and arguing...
- **Don't force it.** If your kids aren't interested in your lesson or activity, drop it. This is a good time for you to practice non-attachment to outcomes!
- **Don't make mindfulness a punishment.** This shouldn't be, “You hit your sister! Go sit in the mindful corner!”

Ways to Teach Mindfulness to Kids

Keep it simple. With older kids, you can share the widely-used definition from Jon Kabat-Zinn. But those are a lot of big words for little kids. Instead say Mindfulness is **noticing** our thoughts, what our body feels like, what our ears are hearing, and anything else that is around us and happening **right now**.

Listen to the bell. An easy way for children to practice mindfulness is to focus on paying attention to what they can hear. You can use a singing bowl, a bell, a set of chimes, or a phone app that has sounds on it. Tell your children that you will make the sound, and they should listen carefully until they can no longer hear the sound.

Create a mindful bedtime ritual. Bedtime is a great time to introduce mindfulness to kids- a short body-scan meditation before bed. It is a calming way to return to the body at the end of the day.

Practice with a breathing buddy. For young children, an instruction to simply “pay attention to the breath” can be hard to follow. Instead try a “breathing buddy” exercise: each student grabs a stuffed animal, and then lies down on their back with their buddy on their belly. They focus their attention on the rise and fall of the stuffed animal as they breathe in and out.

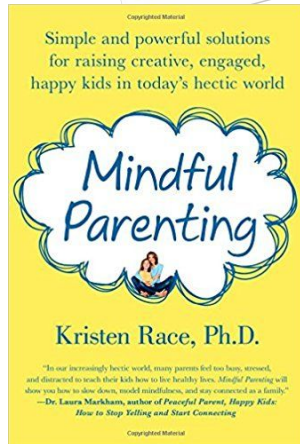
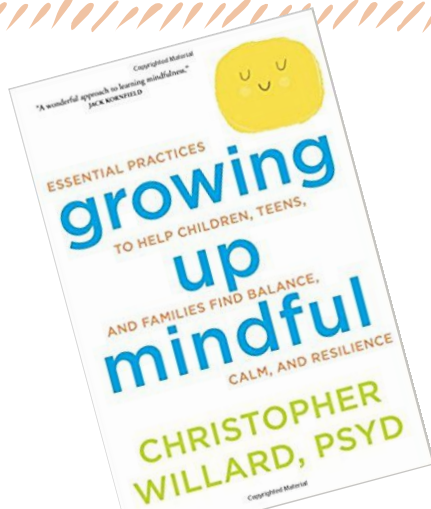
Ways to Teach Mindfulness to Kids

Make your walks mindful. Designate one minute of the walk where you are completely silent and simply pay attention to all the sounds you can hear, this is called a “notice walk”

Establish a gratitude practice. Gratitude is a fundamental component of mindfulness, teaching our children to appreciate the abundance in their lives, as opposed to focusing on all the toys and goodies that they crave.

Check your personal weather report. Encourages children to “summon the weather report that best describes [their] feelings at the moment.” Sunny, rainy, stormy, calm, windy, tsunami? This activity allows children **to observe their present state without overly identifying with their emotions**. They can’t change the weather outside, and we can’t change our emotions or feelings either. *All we can change is how we relate to them.*

Practice mindful eating. The exercise of mindfully eating a raisin or a piece of chocolate is a staple of mindfulness education, and is a great activity for kids.



RESOURCES FOR PARENTS

www.mindful.org

www.mindfulschool.org

<http://www.stillquietplace.com>

<http://communityofmindfulparenting.com>

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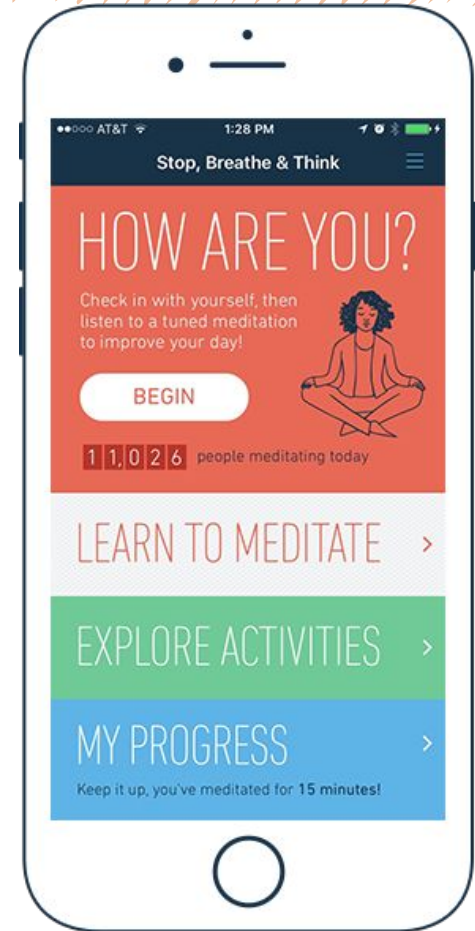
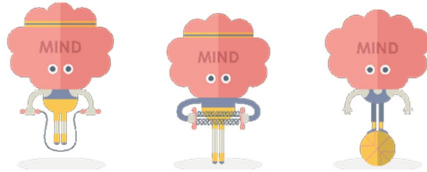
<https://www.gonoodle.com/>

<http://leftbrainbuddha.com>





MINDFULNESS APPS

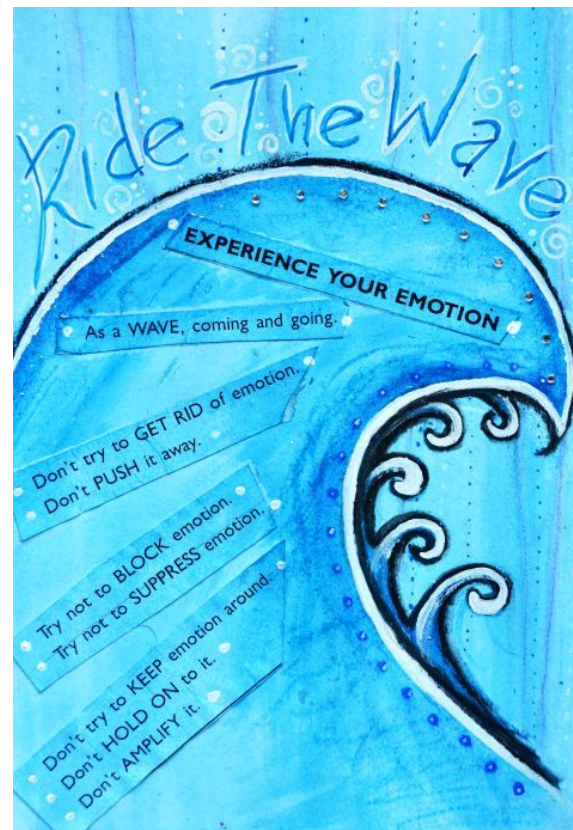
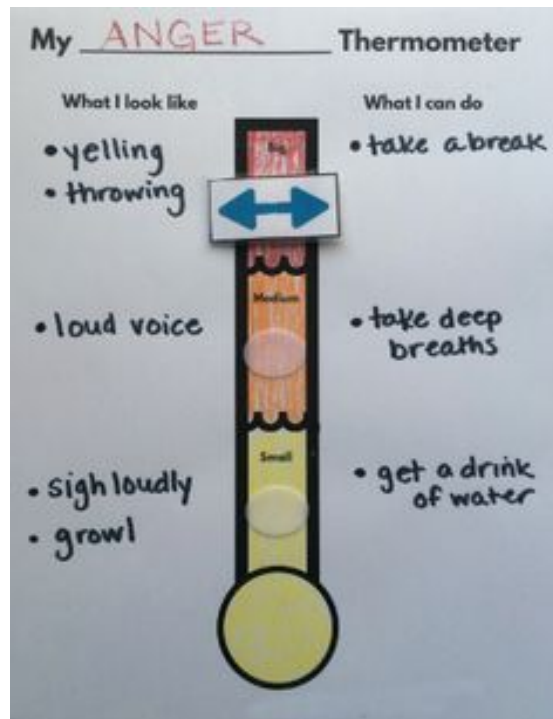
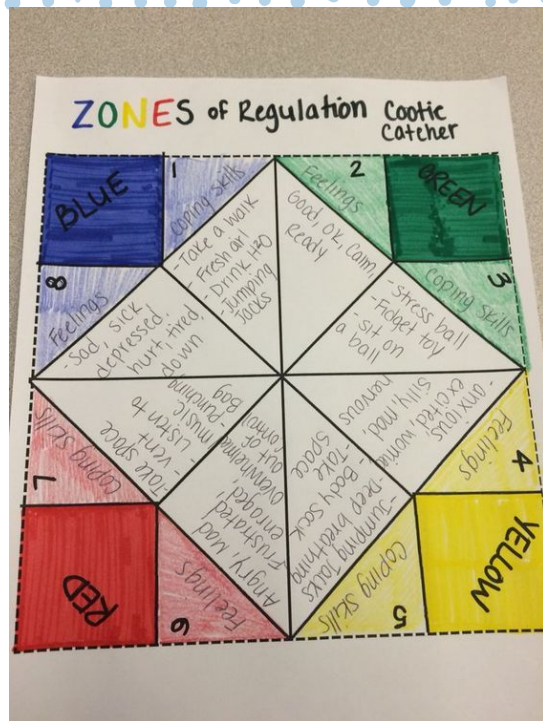


DIALECTICAL BEHAVIOR THERAPY (DBT) SKILLS

- Dialectical Behavior Therapy (DBT) is a cognitive behavior treatment developed by Marsha Linehan, PHD.
- DBT is a psychoeducational program that teaching the skills of:
 - **Mindfulness:** the practice of being fully aware and present in this one moment
 - **Distress Tolerance:** how to tolerate pain in difficult situations, not change it
 - **Interpersonal Effectiveness:** how to ask for what you want and say no while maintaining self-respect and relationships with others
 - **Emotion Regulation:** how to change emotions that you want to change

Coping Skills





Allow and release the emotion.

- Notice and allow your thoughts.
- Release judgments of and struggles with thoughts.
- Breathe deeply.

5. Allow & Release

1. Notice

Notice how you feel.

Emotion

2. Name

Name the emotion.

- What is it?
- What word best describes it?

3. Accept

Accept the emotion.

- It's a normal reaction.
- What prompted it?
- Don't judge or condone, just let it be for now.

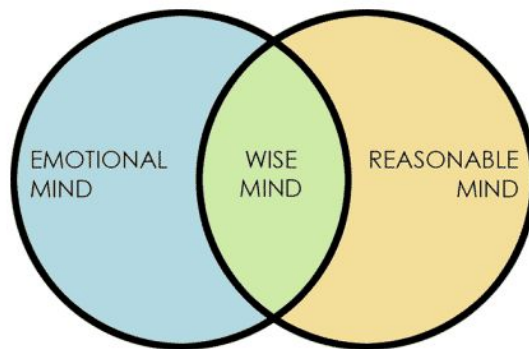
4. Investigate

Investigate the emotion.

- How intense is it?
- How are you breathing?
- What are you feeling physically?

The Wise Mind

Your mind has three states: The reasonable mind, the emotional mind, and the wise mind. Everyone possesses each of these states, but most people gravitate toward a specific one most of the time.



A person uses their **reasonable mind** when they approach a situation intellectually. They plan and make decisions based off of fact.

The **wise mind** refers to a balance between the reasonable and emotional halves. They are able to recognize and respect their feelings, while responding to them in a rational manner.

The **emotional mind** is used when feelings control a person's thoughts and behavior. They might act impulsively with little regard for consequences.

Describe an experience you've had with each of the three states of mind.

Reasonable	
Emotional	
Wise	

THANK YOU FOR
YOUR TIME!

