

Jules Nolan, Psy.D., LP, NCSP
drjulesnolan@gmail.com
(507)382-5404
Phoenix School Counseling

- SEL Skills are better predictor of outcomes than IQ
- Kids with good SEL skills have less depression, anxiety, behavior problems, and HIGHER ACADEMIC ACHIEVEMENT
- Starts with attention (Mindfulness) and proceeds with emotional literacy, skill with emotion
- Kids who are skilled with managing emotions have improved attention and learning, decision making, relationship quality, performance in school, work, athletics.

WHAT IS SEL?

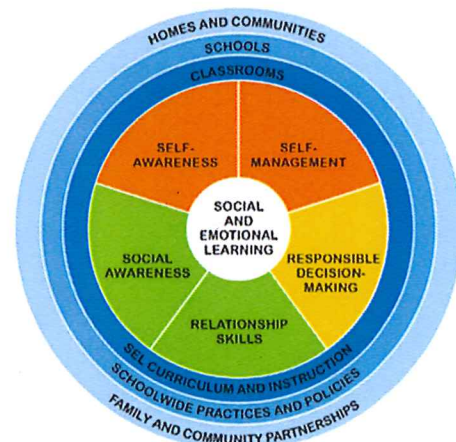
SELF-AWARENESS: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and challenges and possessing a well-grounded sense of confidence and optimism.

SELF-MANAGEMENT: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

SOCIAL AWARENESS: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

RELATIONSHIP SKILLS: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

RESPONSIBLE DECISION MAKING: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.



Jules Nolan, Psy.D., LP, NCSP
drjulesnolan@gmail.com
(507)382-5404
Phoenix School Counseling

- Social and emotional learning starts at home.
- Parents and families are critical partners in helping their children develop social and emotional know-how.
- They can model the kinds of skills, attitudes, and behaviors we want all students to master. They can be important advocates for SEL at school.

On the importance of parent SEL for Parenting

The great challenge for parents is how to manage your own emotions. Parenting is so deeply personal. The very nature of child development will raise a parent's own volcano of emotions. For instance, toddlers go through a stage when they are hitting, but knowing that doesn't always help a parent who remembers being hit as a child and wants to nurse his or her own wounds. Parents need to unpack what they're feeling. I tell them, "You're going to get emotional. Let's plan for it so you're ready."

Our Caregivers Guide (upcoming from CASEL) has an [Emotional Safety Plan](https://confidentparentsconfidentkids.org/parent-resources/family-emotional-safety-plan/)
<https://confidentparentsconfidentkids.org/parent-resources/family-emotional-safety-plan/>.

It might mean saying, "Mommy needs five minutes." Then close your eyes, calm down, breathe, reflect and come up with a plan to re-enter the situation.

We all plan for fires, even though only one in four of us ever experiences them. **But we don't plan for emotional fires even if every single parent has them.**

Examples of how to bolster SEL Skills

- We hope our children will have a positive, hopeful outlook on life. And when we express our gratitude for our lives and for each family member, we bolster their **self-awareness**.
- We also may help reframe our child's thinking when he is working on a challenging math problem and begins to say he can't do it. Our conviction that he can do it helps reinvent his negative self-talk so that he believes in his ability to work hard.
- We hope our children will act with love and care toward others. And when we encourage siblings to be kind to one another or we offer a helping hand in our community with compassion, we offer authentic practice in empathy and teach our children **social awareness**.

Jules Nolan, Psy.D., LP, NCSP

drjulesnolan@gmail.com

(507)382-5404

Phoenix School Counseling

- We hope our children will manage their emotions, particularly the intense ones. And when we encourage calming down before making decisions or we take time out to reflect on our feelings with our children, we are promoting their **self-management skills**.
- We hope our children will have loving, healthy relationships with friends and family. When we assert our love for them and we show how to disagree in ways that do not harm verbally or physically but help us stay connected, then we directly promote their **relationship skills**.
- Finally, we hope our children will be responsible. We may even fear the days when they'll be tempted by their peers to engage in unsafe activities. But when we address poor choices with reflection, when we talk about how their actions result in harm, and when we guide them to fix whatever it is they've broken – whether its feelings or property – we teach **responsible decision-making**. Instead of worrying about our children's choices, we give them ample practice in thinking through a variety of small decisions so that when that "someday" comes for the big decisions on their own, they'll be prepared.

Emotional Literacy

If a student does not have a word for how s(he) feels

- The emotion will be experienced more intensely (name it to tame it)
- The emotion will be harder for the student to understand

Labeling Emotions is actually an emotion-regulation strategy

Labeling reduces emotions (both negative and positive)

Students with Strong Emotions Vocabulary

- Are 20-50% less likely to retaliate aggressively
- Handle rejection better
- Are less likely to resort to unhealthy efforts to regulate their emotions
 - Loss of control, tantrums, out of control
 - More severe anxiety and depression
 - Binge drinking and self injurious behavior

Strong Emotions Vocabulary helps students

- Be consciously aware of their own and others' emotions
- Communicate effectively to reduce misunderstanding in social interactions
- Be better regulators of their emotions and behavior

When students can label emotions accurately they have more positive social interactions and perform better in school.

Jules Nolan, Psy.D., LP, NCSP
drjulesnolan@gmail.com
(507)382-5404
Phoenix School Counseling

There is need for greater focus on emotion in adolescence in order to

- Manage distress
- Label and manage strong negative emotions
- Foster empathy and compassion

SEL Competencies around Identifying Emotions

- Self Awareness – Identifying and labeling your own feelings
- Social Awareness – Identifying an understanding the feelings of others
- Self Management – Monitoring and regulating feelings
- Relationship Skills – Manage and express emotions in relationships.

Resources

Mood meter - app

https://www.isbe.net/Documents/descriptors_6-12.pdf SEL Competency Standards IL

<https://www.casel.org/in-the-home/> Lots of resources around SEL for parents

<https://www.casel.org/in-the-home/books/> books on parenting and SEL

<https://confidentparentsconfidentkids.org/> blog that is helpful

<https://www.edutopia.org/SEL-parents-resources> more resources from edutopia

<https://vimeo.com/86027470>. Emotional Intelligence and Academic Achievement

<https://ww2.kqed.org/mindshift/2013/12/05/age-of-distraction-why-its-crucial-for-students-to-learn-to-focus/> paying attention and the brain

https://www.isbe.net/Documents/descriptor_1-5.pdf performance descriptors grades 1-5

Other websites that are helpful

CASEL.org
Edutopia
Heysigmund