

Agenda

Purpose

Social Emotional Learning (SEL)

- **Second Step Curriculum**
- **Zones of Regulation Framework**

Integration at home

Questions (please use the chat feature)

SEL Parent/ Guardian Feedback

Purpose

New York State Social Emotional Learning Benchmarks

To enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force have identified the following goals to guide SEL benchmarks for New York State schools:

1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

What Is Social-Emotional Learning?

Social-emotional learning (SEL) helps people:

- Understand and manage their emotions
- Set and achieve positive goals
- Have and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions



The Goal of SEL in Schools

SEL in schools supports whole-child development. When implemented schoolwide, SEL can help create a positive school climate where students and adults can thrive together, improving social-emotional competence and academic achievement.



SEL is the Rocket Fuel for Success!

Helix Nebula

A planetary nebula as seen in infrared light by
NASA's Spitzer Space Telescope



Research Links Evidence-Based SEL to Positive Outcomes¹

Student Gains in . . .



- Social-emotional skills
- Improved attitudes about self, others, and school
- Prosocial classroom behavior
- 11 percentile-point gain in overall academic achievement



Reduced Risk of . . .

- Conduct issues
- Emotional distress

2017 Meta-Analysis: Lasting SEL Effects²

A separate study found that SEL interventions are associated with lasting positive effects. Months or years after SEL exposure, students experienced increased levels of academic success and lower risks of adverse outcomes.

Social-Emotional Skills in Adulthood: Career & Community

The top 10 skills identified by the World Economic Forum all involve social and emotional competence³

1. **Complex problem-solving**
2. **Critical thinking**
3. **Creativity**
4. **People management**
5. **Coordinating with others**
6. **Emotional Intelligence**
7. **Judgment and decision-making**
8. **Service orientation**
9. **Negotiation**
10. **Cognitive flexibility**



Social-Emotional Learning at Emily Howland Elementary!

Welcome to Second Step® Elementary

The Second Step® Elementary digital program is the SEL program we'll use this year.

It's research-based and made for elementary students.



Weekly Lessons

Lessons per grade: 20 lessons

Teaching time: 15–30 minutes

Includes: Songs, videos, handouts, discussions,
Brain Builder activities, daily practice activities

Second Step[®] Skills and Concepts

Grades PK- 5

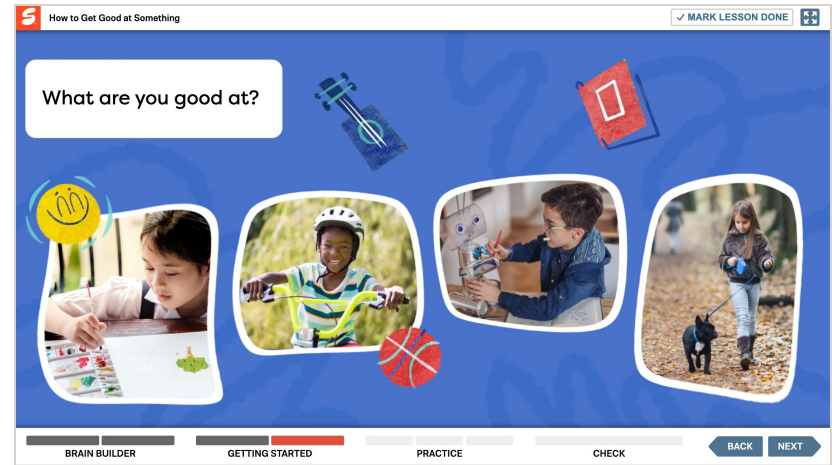
Unit 1	Unit 2	Unit 3	Unit 4
<p>Growth Mindset & Goal-Setting</p>	<p>Emotion Management</p>	<p>Empathy & Kindness</p>	<p>Problem-Solving</p>

Each unit is composed of 5 lessons per grade

Unit 1: Growth Mindset & Goal-Setting

Students learn how to:

- Pay attention and manage distractions
- Develop a growth mindset
- Apply goal-setting strategies to their social and academic lives

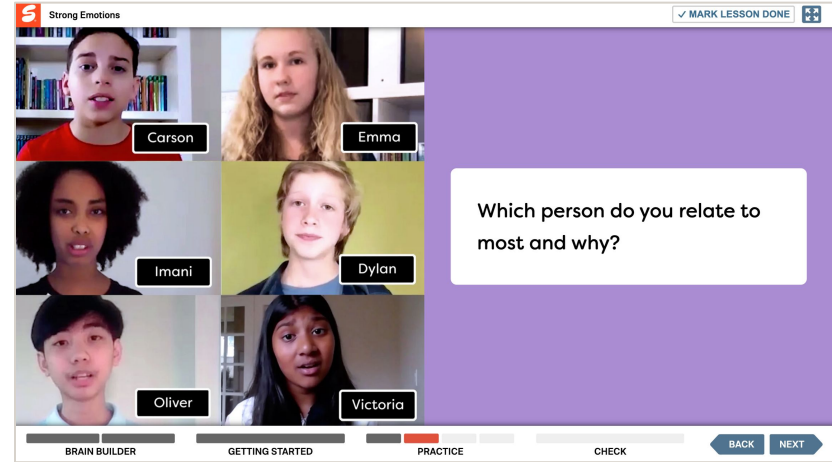


Grade 2, Lesson 1

Unit 2: Emotion Management

Students learn how to:

- Identify and label their own and others' emotions
- Use emotion-management strategies to calm strong feelings, including stress management for older students

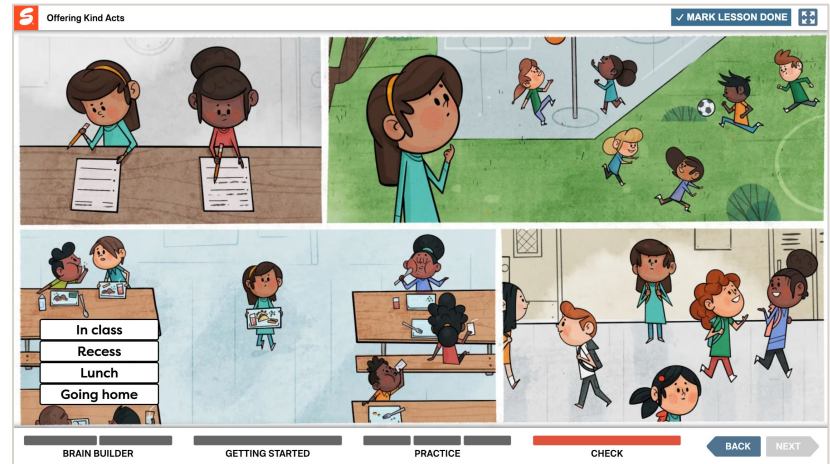


Grade 5, Lesson 6

Unit 3: Empathy & Kindness

Students learn how to:

- Recognize kindness and do kind acts for others
- Have empathy for others and take others' perspectives
- Recognize kind acts and empathy as important elements in building and maintaining relationships



Grade 1, Lesson 13

Unit 4: Problem-Solving

Students learn how to:

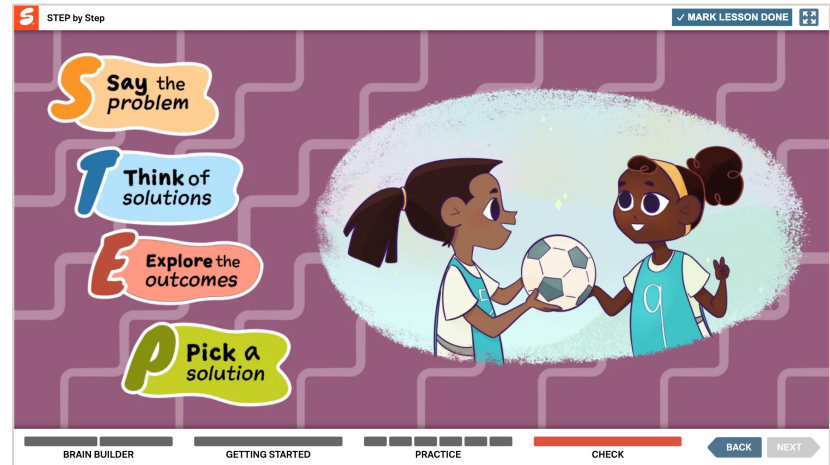
- Identify and state a problem
- Recognize if a problem is an accident
- Use the STEP problem-solving process:

S: Say the problem

T: Think of solutions

E: Explore the outcomes

P: Pick a solution



Grade 3, Lesson 16

The Bullying Prevention Unit teaches kids how to:

- Be safe and respectful
- Recognize bullying
- Report bullying
- Refuse bullying
- Be a bystander who helps stop bullying



Research on effectiveness of the Second Step Bully Prevention Curriculum.

33% less
physical bullying

35% fewer
teachers reporting fighting
as a major problem

20% more
staff members reporting
that their school promotes
a positive environment

72% decrease
in malicious gossip

Web Resources

Bullying Prevention Resources

Find activities, videos, books, research, and more to help parents and educators help prevent bullying.

[StopBullying.gov](https://www.stopbullying.gov)

U.S. Department of Education website with information for parents, educators, and policy makers on multiple aspects of bullying prevention.

Cyberbullying Research Center

The Cyberbullying Research Center is dedicated to providing up-to-date information about the nature, extent, causes, and consequences of cyberbullying.

Common Sense Media

Common Sense Media is dedicated to improving the lives of kids and families by providing the trustworthy information, education, and independent voice they need to thrive in a world of media and technology.

Grade 6 Units

Unit Lessons (5 units with 5-6 lessons each)

1. Mindset and Goals
2. Recognizing Bullying and Harassment
3. Thoughts, Emotions, and Decisions
4. Managerial Relationships and Social Contact



Second Step Units

Unit 1

Mindsets & Goals

Students learn:

- How to grow their brains and get smarter
- Research-based strategies for setting and achieving goals and handling difficult situations

Unit 2

Recognizing Bullying & Harassment

Students learn:

- How to stand up safely to bullying
- How to respond appropriately to harassment

1001

Second Step Units (cont.)

Unit 3

Thoughts, Emotions & Decisions

Students learn:

- The positive role emotions play in their lives
- How to handle unhelpful thoughts and strong emotions
- How to apply strategies to manage their emotions and reduce stress

Unit 4

Managing Relationships & Social Conflicts

Students learn:

- Strategies for developing and maintaining healthy relationships
- Perspective-taking skills
- Strategies for dealing with conflict

Support SEL at Home

You can support your child's social-emotional development at home.

- Follow along throughout the year as each unit progresses.
- You'll receive communications from your child's teacher to help you reinforce Second Step language, skills, and goals at home.



Additional Resources

Reach out to your student's Second Step® teacher to access more social-emotional learning resources, including book lists.



References

1. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
2. Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171. <https://doi.org/10.1111/cdev.12864>
3. World Economic Forum. (2020). *The Future of Jobs Report*. Geneva: World Economic Forum. http://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf

The ZONES of Regulation®

Parts of this presentation are from:

Presented to the RLE PAC by Lindsay Lindsay (Resource Teacher) and Jeremy Sanbrooks
Tiffany Schuette – School Counselor New Holstein Elementary School

[Intro to Zones](#)

What are The **ZONES** of Regulation®?

- The **ZONES** is a concept designed by Leah Kuypers, licensed occupational therapist, to help a student gain skills in the area of self-regulation.
- **SELF-REGULATION**: The ability to adjust level of alertness AND direct how emotions are revealed behaviorally in socially adaptive ways in order to achieve goals.
- Encompasses:
 - Self-control
 - Resiliency
 - Self-management
 - Anger management
 - Impulse control
 - Sensory regulation



Goals for ZONES of Regulation®?

To teach the students:

- Identify their feelings and levels of alertness
- Effective regulation tools
- When and how to use the tools
- Problem solve positive solutions
- Understand how their behaviours influence others' thoughts and feelings

And ultimately...

Independent Regulation!

RESEARCH ON SELF-REGULATION

- Higher academic achievement is more likely when interventions include self-regulation components. - Blair & Raza, 2007
- Self-regulation abilities have a stronger correlation with school readiness than IQ or entry-level reading or math skills. – Blair, 2002-2003; Normandeau & Guay, 1998
- Research shows that teachers can have a positive effect on students' self-regulation skills. – Burchinal, Peisner-Feinberg, Bryant & Clifford, 2000.

Why teach the ZONES?

- We need to teach our kids GOOD coping and regulation strategies so they can help themselves when they become stressed, anxious, or sad.
- Typically, kids who can self-regulate will turn into teens who can self-regulate. Self-regulation skills are vital for the success and happiness of our children.

Teachers can support the student during this process by doing the following:

- Use the language and talk about the concepts of The ZONES as they apply to you in a variety of environments.
- Make comments aloud so the student understands it is natural that we all experience the different zones and use strategies to control (or regulate) ourselves. For example, “This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths.”

WHAT ARE THE ZONES?

There are four zones to describe how your brain and body feel.





BLUE Zone – Your body is running slow, such as when you are tired, sick, sad or bored.

GREEN Zone – Like a green light, you are “good to go.” Your body may feel happy, calm and focused.

YELLOW Zone – This zone describes when you start to lose control, such as when you are frustrated, anxious, worried, silly or surprised. Like a yellow light, you need to slow down and use caution.

RED Zone – This zone is for extreme emotions such as anger, terror and aggression. When you are in this zone, you are out of control, have trouble making good decisions and like a red light you must STOP.

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

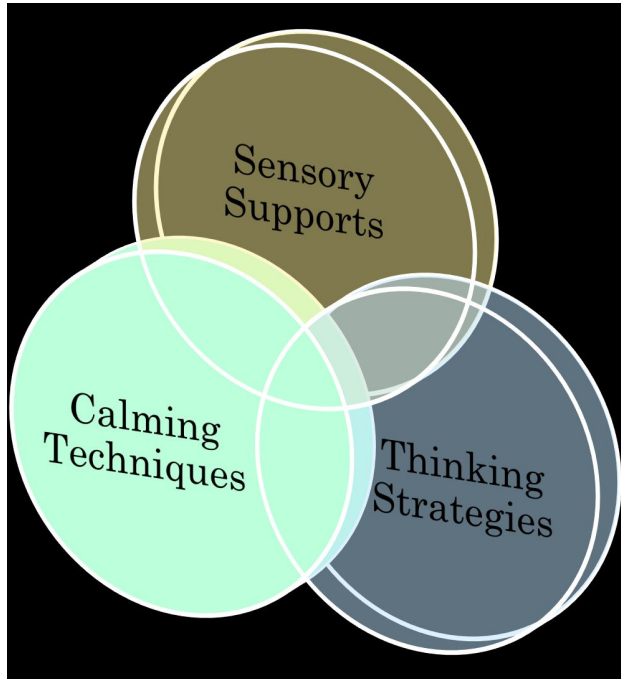
Implementing The **ZONES** School-wide

- Use The **ZONES** language school-wide and encourage students to be aware of what Zone they are in so they can self-regulate their reactions and behaviors.
- Professional Development is completed at faculty meetings and teachers deliver monthly lessons using videos, books, and materials.
- Teachers have access to zones chart, zones books, and zones tools.

ZONES Visuals



VARIOUS TOOLS FOR SELF-REGULATION



 <p>Blue Zone <u>Tools:</u> Rest Stop</p> <ul style="list-style-type: none">• Take a break.• Think happy thoughts.• Talk about your feelings.• Ask for a hug.• Draw a picture	 <p>Green Zone <u>Tools:</u> Go Time</p> <ul style="list-style-type: none">• Complete your work.• Listen to the teacher.• Remember your daily goal.• Think happy thoughts.• Help others.
 <p>Yellow Zone <u>Tools:</u> Slow Down</p> <ul style="list-style-type: none">• Take a break.• Talk to the teacher.• Squeeze my stress ball.• Go for a walk.• Take three deep breaths.	 <p>Red Zone <u>Tools:</u> Stop</p> <ul style="list-style-type: none">• Take a break.• Squeeze my stress ball.• Take three deep breaths.• Count to ten.• Talk about my problem.

Benefits to The ZONES at the Elementary School Level

- LANGUAGE, A common language for all staff to use with students.
For example: A student comes to school in the morning and looks tired and is moving slowly. A teacher can say “You seem like you are in the Blue Zone.” The student recognizes they are in Blue Zone and use strategies to move to Green.
- The Zones of Regulation are simple for kids to understand.
- Kids know the different colors, recognize their feelings and use strategies to move to Green Zone (calm down or feel okay).
- As a result, students learn to self-regulate.



ZONES at Home

- Caregiver's can label their emotions (I am feeling....)
- Caregiver's model a tool to help themselves calm down (i.e. deep breathing, taking a break, talking to someone)
- When your child is feeling good have them practice a tool.
- If your child is upset and can't calm down, help them regulate their emotions.
- Use the the common language, see glossary of words.

Glossary

To be used with *The Zones of Regulation*[®] curriculum
Reproducible B

The **ZONES** of Regulation[®] Glossary

Self-regulation: The ability to achieve the preferred state of alertness for the given situation. This includes regulating one's body's needs as well as one's emotions.

The Zones: A concept used to help students learn how to self-regulate. The Zones of Regulation creates a system to categorize how the body feels and emotions into four colored Zones with which the students can easily identify.

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

Green Zone: Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The student feels a strong sense of internal control when in the Green Zone.

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The student's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behavior, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

Toolbox: A collection of calming and alerting strategies a student can pull from depending on the present need.

Tools or strategies: Used interchangeably to refer to a calming or alerting technique that aids the student in self-regulation.

Trigger: An irritant that causes a student to become less regulated and increases the likelihood of going into the Yellow or Red Zone.

Stop, Opt, and Go: A concept used to aid students in controlling impulses and problem solving better solutions. This phrase is paired with a stoplight to provide additional cues for students.

Expected behaviors¹: Behaviors that give people around you **good or comfortable thoughts** about you.

Unexpected behaviors: Behaviors that give people **uncomfortable thoughts** about you.

Doer: The person or persons doing the expected or unexpected behavior in a situation.

What is the size of the problem? and Is this a Big or Little Problem?²: Questions posed to help students measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).

Big Problems: Problems that many people share and that have no easy, quick, or pleasant solution.

Medium Problems: Problems some people share that are able to be resolved in an hour to a couple of days.

Little Problems: Problems that only affect one to two people and can be ignored or solved in a matter of minutes.

Inner critic: Used to describe negative, self-defeating thoughts.

Inner coach: Used to describe positive thoughts.

Superflex thinking²: A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.

Rock Brain thinking²: A rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

¹ Social Thinking vocabulary developed by Michelle Garcia Winner, *Thinking About YOU/Thinking About ME* (2007)

² Social Thinking vocabulary developed by Stephanie Madrigal and Michelle Garcia Winner, *Superflex: A Superhero Social Thinking Curriculum* (2008)

More Information on The ZONES

- Zones of Regulation website: <http://www.zonesofregulation.com/>
- Zones of Regulation Book and CD on Amazon.com
http://www.amazon.com/Zones-Regulation-Leah-Kuypers/dp/0982523165/ref=sr_1_1_twi_unk_2?ie=UTF8&qid=1450195647&sr=8-1&keywords=zones+of+regulation

Some good books:

Whole body Listening Larry at Home

<https://www.amazon.com/Whole-Body-Listening-Larry-Home/dp/193694331X>

I can Handle it!

https://www.amazon.com/Can-Handle-Mindful-Mantras/dp/099524720X/ref=sr_1_2_sspa?crd=1OG0SAEIQCJWV&keywords=i+can+handle+it&qid=1647863036&s=books&sprefix=l+can+hand%2Cstripbooks%2C72&sr=1-2-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEyQIRPR1RXUUY5Sjl0JmVuY3J5cHRlZElkPUEwMDk0Mzg3M05KNk9WMDkyQTNQVSZlbnNyeXB0ZWZlbnRwcmVjdCZkb05vdExvZ0NsaWNrPXRydWU=

The DOT

https://www.amazon.com/Dot-Peter-H-Reynolds/dp/0763619612/ref=sr_1_1?crd=20PVJFM1HO37H&keywords=the+dot+book&qid=1647862971&s=books&sprefix=the+dot%2Cstripbooks%2C68&sr=1-1

Social Emotional Learning Partnership

Google Form

This link will be emailed to Emily Howland families.

