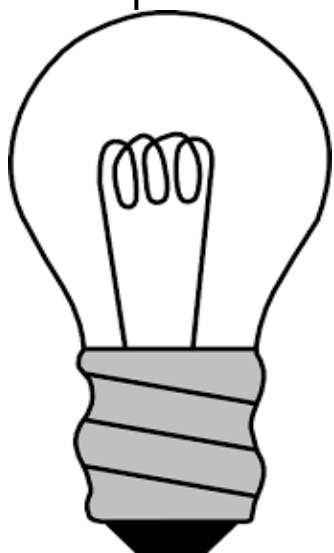


Unleashing the Power of Emotional Literacy for Success and Growth for All



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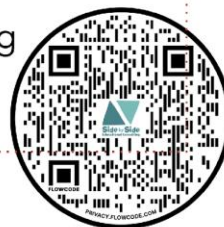
TAKE AWAY REFLECTIONS



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OPENING BRAINSTORM



What are some ways we can be proactive with behaviors?

WEIGHTY WORDS: DEFINING SOCIAL-EMOTIONAL LEARNING

Social Emotional Learning (SEL) is a strengths-based, developmental process that begins at birth and evolves across the lifespan (Weissberg et al., 2015). It is the process through which children, adolescents, and adults learn skills to support healthy development and relationships. Adult and student social and emotional learning competencies include self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Weissberg et al., 2015).

Research indicates that social and emotional learning promotes academic achievement, well-being, positive life outcomes, decreased teacher burnout and can be a powerful tool for prevention and resilience when embedded with intentionality in curriculum, instruction, and school climate (Durlak et al., 2011; Taylor et al., 2017).

Systemic social and emotional learning is one component in a Multi-Tiered System of Support, and it includes school-wide and district-wide integration to promote positive school climate (Berg & Moroney, n.d.) and authentic family, caregiver, youth, and community partnerships (Weissberg et al., 2015).




ONE TO GLOW, ONE TO GROW

Video:



Two Take-Aways:

BRAIN STATES

BRAIN REGION	FUNCTION
 3 Cortex	_____ / _____
 2 Limbic	_____
 1 Brainstem	_____

KEY ELEMENTS OF EXECUTIVE FUNCTION

- **Working Memory:** The ability to _____ and _____ information in the brain over _____ periods of time – like following directions, taking turns, or rejoining an activity after taking a break
- **Mental Flexibility:** The ability to _____ to changed demands and priorities, solve _____, or apply different _____ to different _____
- **Inhibitory Control:** The ability to _____ thoughts and _____ to resist temptations and _____, stay on task, and _____.

POWER OF POSITIVE INTERACTIONS



Weighty
Words

“Increasing the number of times you interact with students when they are engaged in desirable behavior compared to attending to undesirable behavior is one of the most essential and effective behavior management strategies teachers can implement to improve the climate and culture within the classroom.”

- from CHAMPS “PBIS in the Classroom”

UNDERSTANDING DEPOSITS AND WITHDRAWALS

Children need a ___:___ ratio to maintain emotional stability

Adults need a ___:___ ratio to maintain emotional stability

Ideas for making deposits:

DID YOU KNOW?

- Breathing is our largest system for waste removal. 70% of the waste products produced in our body are removed via breathing. 30 % is removed through the skin when we sweat, while only 10 % remains for the kidneys and colon. This cleansing happens mostly on the exhale part of the breath. To be effective, the exhale must be longer than the inhale.
- The air we breathe in brings oxygen to every cell in the body. The brain requires 25-40% of our total oxygen supply to function properly. Without proper belly breathing, the brain can be short-changed in its oxygen supply by as much as 60%. An oxygen-starved brain is an educational disaster! (Bailey, 2015)
- If your diaphragm is not moving, your prefrontal lobes are not fully engaged. If your prefrontal lobes are not fully engaged, you will be reactive instead of responsive.
- Because of the constant pressure of stress in our lives, many of us do not breathe naturally. We habitually hyperventilate, which means we take quick, shallow breaths from the top of our chests. This type of breathing sharply reduces the level of carbon dioxide in our blood. Contrary to popular belief, our body requires certain levels of carbon dioxide in order to function properly. The low levels of carbon dioxide created by our shallow breathing cause our arteries to constrict, reducing blood flow to the brain and body. As a result, our brain doesn't get the oxygen it needs to function optimally. The oxygen shortage makes us downshift in our brain state, making us tense and irritable, reducing our ability to think clearly and locking us out of our frontal lobes.
- Stress severs neuron connections. Exercise counteracts this breakdown by increasing blood flow to the brain creating a surge in protective neurochemicals. (Aguilar, 2018)
- To create new neural pathways so as to change your mind, you need to move. Physical movement brings blood to your brain; blood provides glucose for energy, and oxygen to soak up the toxic electrons; and blood stimulates the protein that helps neurons connect (Media, 2008)

TIER 1 CHECKLIST

- Greet students on arrival/departure
- Maintain a positive affect
- Give encouragement and positive feedback about interests, needs, effort/accomplishments
- Listen attentively to what each student says and respond respectfully, truly present
- Promote a sense of classroom community, school family
- Validate emotions
- Refrain from negative interaction (yelling, demeaning comments, making threats, physical control)
- Establish expectations, revisit them often, and state them positively
- Teach procedures, rules, and routines consistently
- Follow previously taught routines consistently on a day-to-day basis
- Take problem solving situations as an opportunity to teach a skill
- Attend to behaviors quickly to avoid escalation
- Encourage students to seek help and communicate needs
- Avoid quick fixes
- Help students recognize and manage their own feelings and interpret emotional cues of others
- Circulate throughout the room and interact with students to address strengths, needs and interests
- Show awareness of what is going on in other parts of the classroom
- Find a way to connect with every student
- Have a daily schedule posted
- Regularly interact with the schedule
- Scaffold, modify and differentiate when needed
- Talk about human emotions and how we can deal with them.... Validate!
- Plan activities that exercise executive function skills
- Plan activities to upshift brain states
- Do high quality noticing... "describe not judge"
- Own my own upset
- Talk to students at eye level, respectfully
- Have a physical environment that is welcoming, attractive, clean and orderly
- Have a good understanding of Brain States
- Utilize classroom jobs
-