

SMALL GROUP WORK ACTIVITY

SOCIAL EMOTIONAL HEALTH AND WELL-BEING

WEDNESDAY, MARCH 26, 2014 • 7:00 P.M. – 9:00 P.M. • NAPERVILLE CENTRAL HIGH SCHOOL

THURSDAY, MARCH 27, 2014 • 8:30 A.M. – 10:30 A.M. • GRACE UNITED METHODIST CHURCH

ACTIVITY

TASK #1: GREATEST CONCERN/GREATEST NEED

When you think of your own child's social and emotional development, what do you see as the greatest area of concern?

GREATEST CONCERN:

- Relationships with others and recognizing individual strengths
- Education / resources for educators, adults in child's life/community
- Resiliency and self-esteem
- Belonging and self-worth
- Self-awareness/self-management/lack of reinforcement – How to deal with all of it.
- K – 3 gifted students are not being serviced academically, which directly affects SEL, thru out their academic career. SEL assistance for “high risk” students
- Lack of coping skills
- Stress and anxiety
- Bullying, self-management, idea that not good or not “good enough” star player with end goal of perfection, scholarship, etc.
- Struggles with feeling isolated, trust on part of parents that CC is a positive change.
- Perception that 6 – 12 the communication w/teachers is cut off.
- Having the self-confidence to follow their moral compass.
- The feeling of pressure put on the kids that they have to be the best at everything all the time. They feel peer, parent, and teacher pressure to do well.
- The need to succeed.
- Balancing social and academic time.
- Finding acceptance from peers.
- Developing self-confidence.
- Self-awareness and self-management
- Children's consistent development of self-awareness/sense of belonging
- Skills to be successful (how this is communicated consistently across the District in a unified approach)
- Primary: emotional management. Secondary: resiliency
- Children don't know who to approach when they are struggling academically or socially or at any time.
- Fear of failure “average isn't good enough” – Impossible goals
- Pressure to succeed and fear of failure starting in pre-school years
- Healthy relationships: between cultures, peer – to – peer, administration to different ethnic communities and parents.
- Developing a greater sense of personal awareness and responsibility

What supports does your child need to be successful?

GREATEST NEED:

- Individualized supports at all levels for them to understand their unique gifts - Everybody working together to foster this
- Self-worth/belonging
- Esteem
- Resiliency
- To hear reinforced messages from other people. Commonality of executive functioning skills
- Gifted programming for K – 3 WITH SEL incorporated.
- Addressing the social disconnect w/these kids
- Helping PI and PI+ students transition
- Supports to educate and prevent bullying, movement to the idea that it is okay to be wrong or make a mistake, inform parents of changes in math curriculum so parents can positively support – videos on canvas to show that kids can do it. Education on coping skills – knowing how to internally re-set.
- Staff that recognizes the importance of nurturing the kids' sense of self.
- Educate parents about social/emotional needs that are so important to our children.
- Staff members who encourage and support students.
- Schools offering clubs and opportunities for students to “fit in”.
- Self-awareness
- Purposeful teaching and parenting
- Common language and expectations shared regarding expectations from children
- Consistent messaging from school – home environments – community – back to school.
- Teaching students that everything is a process
- Communication to the student of who and when they can approach a support person.
- Helping them to become comfortable with self-advocacy.
- Give them tools/training with strategies.
- Redefining success – not just the parent's saying it is ok to be “you” – but make sure the schools are backing up the message of support they are getting at home.
- Look at what is developmentally appropriate.
- Intentional teaching – at home and school of problem solving skills and tolerance of others' thoughts.
- Relationship between school and parents directly tie-in w/intentional teaching of problem-solving skills.
- Self-reliance
- Freedom to fail
- Teaching coping strategies
- Self-assessments
- Communication / education about self-advocating
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TASK #2:

PART A: REVIEW CORE COMPETENCIES

You may wish to reference CASEL'S FIVE SEL COMPETENCIES list when working on Part B.

PART B:

Based on the greatest concern your group identified in Task 1, discuss specific strategies that could be used to develop core competencies at home, in school, and throughout the community. **In the chart below, please list the supports needed in each setting to build resilient children.**

GREATEST CONCERN IDENTIFIED IN TASK 1: _____

STRATEGIES AT HOME	SUPPORTS AT SCHOOL	SUPPORTS FROM COMMUNITY
<ul style="list-style-type: none"> • Consistent use of 5 competencies • Acceptance of failure • Parents thinking it is okay for their children to fail or struggle • Allowing for down time • Recognize strengths • Coping skills • Perspective – talking • Social engagement to promote relationships • Wellness • Time management • Executive functioning skills • Setting goals for themselves • Reach out to others (family, friends, neighbors) • Parents modeling coping skills and communicating those coping skills • Allow feelings of disappointment – it is a part of life – let’s talk about how to work through it • Lead by example (i.e. not texting while driving) • Celebrate kids success at home not just grades • Model success at 	<ul style="list-style-type: none"> • Consistent use of 5 competencies • Developing problem solving opportunities • Recognizing that imperfection is a reality • Increasing confidence • Utilize teachable moments • Recognize all achievements (not what we reward now just academics, athletics) • Teaching students how to ask for a break • Being a catalyst • Aligning language and strategies across areas when possible • Social engagement to promote relationships • Time management • Executive functioning skills • Setting goals for themselves • SEL reminder - Goal parenting /tip • On website • Changing the FMP (Freshman mentoring program) high school program to be more SEL nurturing program • More intentional SEL focus at middle school • Communicating supportive roles for parents as well (counselors, social 	<ul style="list-style-type: none"> • Consistent use of 5 competencies • Recognize all achievements (not what we reward now just academics, athletics) • Continued partnerships • Early intervention and education from the community before students enter school • Parent blogs hosted by therapists or professionals • Creative expression • Social engagement to promote relationships • Possible job-non paid- to teach skills (life) like an apprenticeship • How to get opportunities to service? • Increase career internships • Partner with community groups • More opportunity for non-competitive sports • Park district and mental health partnerships • Neighborhood activities for all

STRATEGIES AT HOME	SUPPORTS AT SCHOOL	SUPPORTS FROM COMMUNITY
<p>home. Success is not always measured by grades</p> <ul style="list-style-type: none"> • Model appropriate and healthy behaviors at home • Open communication at home • Have flexible mindset (be understanding – know that today’s society is different) • Develop healthy habits through explicit instruction to recognize their mental state – meditation/self-reflection • Let them openly express their feelings. • Be mindful of our own anxiety • CUP (consistent united predictable) purposeful teaching • Communication from parents sharing concerns • Teach student to self-advocate • Social skills • Interpersonal skills • Mindfulness skills • Open dialogue with children • Family dinners • Jar of conversation starters • Modeling <u>not</u> being perfect, and mistakes ok. • Being a good, 	<p>workers, etc.)</p> <ul style="list-style-type: none"> • Preschool example – teaching yoga – deep breathing • Movement • Encourage self-advocacy skills – responsibility and ownership • Early years - Nurturing Heart Program (bucket filler vs. bucket dipper) • Later years – what is appropriate behavior in regards to social media • Have student set learning goals • Social outlets/clubs other than academics • Bring in speakers to help parents • Teaching, coaching and modeling of their skills • Build a “how to be a good parent” session into open house or a time when many parents attend • Teach and provide time for meditation • Teach self-management skills such as organization • Teach the relevance for the skills • Teach conflict resolution (problem solving skills) • Give them (kids) a purpose w/high levels of success • Increase self-awareness • CUP purposeful teaching • Unified approach shared w/all 	<ul style="list-style-type: none"> • Showing support to the school staff to get SEL continuing education • Parent classes/resources • Recognize successes that are not grade orientated • Celebrate the positive things that are happening • Positive mentors to help kids make better decisions • Support groups in the community for parents • Church and community groups emphasize social/emotional skills (CASEL) • Outside speakers/resources (workshop Q/A) • Partnerships with outside resources • Adult parent mentors • Supports that assist the entire continuum • Student mentors • Community focus not on outcome but on process • Teaching teamwork • Teach how to lose gracefully • Training and education for parents on SEL competencies • Exploratory options that don’t cost a lot (park district

STRATEGIES AT HOME	SUPPORTS AT SCHOOL	SUPPORTS FROM COMMUNITY
<p>balanced person more important than achievements</p> <ul style="list-style-type: none"> • Parents support individual motivation without judgment • Language that we use at home when talking about other “did you hear that blah blah’s kid failed that test?” • Don’t use your kids as a standard of <u>parent’s</u> achievement or success • More down time • Curriculum pamphlet / webinar available at home • Secure failure • Empowers our children to self-advocate 	<p>stakeholders</p> <ul style="list-style-type: none"> • Possible weekly newsletter (Talk 203) • When competencies are taught at school – a clear message goes home to explain • Learning targets/outcomes (student competencies) • Prioritize SEL learning for each level (communicated) • Use CASEL to determine needs to share • Peer/adult mentoring • Teach student to self-advocate • Teach relaxation techniques • Working with peers in groups with guidance • Helping parents connect with each other and the community • Training and education for parents on SEL competencies • Options for kids to explore things they’re interested in – do it younger. Ex Junior highs don’t offer much other than sports – yet in 8th grade we’re asking kids what they want to focus on. • Communicate better • Newsletter similar to Husky Howler at junior high level • Message from counselors – you don’t have to go to an A 	<p>programs)</p> <ul style="list-style-type: none"> • Lobbying to make decisions about education that are academically appropriate • De-emphasis on academic achievements • Emphasis on community participation

STRATEGIES AT HOME	SUPPORTS AT SCHOOL	SUPPORTS FROM COMMUNITY
	<p>school to be successful – just be the best you can be</p> <ul style="list-style-type: none"> • Bring back alums that have recently graduated college(including trade schools and community colleges) to talk to high school students • Do this same focus group with students not just the over-achievers and student Gov. kids • Junior high newsletter • Since group today not very diverse – mailer or questionnaire to all? • Parent education • Specific SEL curriculum • Training for all support staff and contractors in school • SEL feedback at conferences concerning students • Communicate it is ok to fail • Fail students when they don't perform • Teach organizational skills 	

TASK #3: REPORT OUT

PART A:

Please share your greatest concern and ONE way that concern can be addressed at home, at school and throughout the community.

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PART B: What resources/supports do you still need to address your greatest concern?

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