Expanding Our Tool Box:
Sharing Social Skill Strategies that Work for Kids!

Cathy Thomas and Scott Graham
MACMH Conference 2014

[Emails provided]
Introduction

Who we are…

• Introduction to Cathy
• Introduction to Scott
• Introduction to you:
  – Raise your hand if…

Introduction to Social-Emotional Learning
Social Emotional Learning (SEL) is a process that improves one’s capacity to...

- Recognize one’s emotions and values as well as one’s strengths and limitations
- Manage emotions and behaviors to achieve one’s goals
- Show understanding and empathy for others
- Make ethical, constructive choices about personal and social behavior
- Form positive relationships, working in teams, dealing effectively with conflict

Credit: CASEL
Why is SEL Important?

SEL influences learning

• Emotions affect how and what we learn
• Emotions, thoughts, and actions are interconnected
• Relationships provide a foundation for learning
• Strong emotions affect learning
Emotions & the Brain

* Anything with emotional content is sent directly to the AMYGDALA.

Emotions related to learning can help.

*examples: movement, music, happy – relaxed feelings
If it’s emotional & NOT related to learning, emotions can “close the blinds” to the learning parts of the brain.

*examples: stress, fear, anxiety, over-loaded
How are SEL Skills Taught?

• Students learn skills in a systematic way

• Students practice skills
  – Skills are modeled
  – Teacher cues and coaches while students practice

• Teachers model skills in interactions with students

• Responsive classroom
How do Skills Generalize?

- Teacher reinforces skills everyday (name it)
- Teacher creates specific opportunities for skill practice
- Teacher uses natural opportunities for practice of skills
- All adults in school/home use the skills
- The skills become part of school/home culture
- PBIS (Positive Behavior Intervention Systems)
Brain Pathways

Our brains are constantly creating pathways based on how we respond to different situations.

Repeating a response reinforces travel along that pathway & makes it a more automatic response.

SEL teaching & practicing is building these brain pathways.
Organizing Our Toolbox
Using CASEL’s 5 Stages

1. Self Awareness
2. Self Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision Making

• Skills build upon each other
Self Awareness

Definition: accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence

* Pre-teach when calm
Self Awareness:
Tools We Use

• Feelings deck of cards
• Squishy feelings
• Feelings photos (from magazines, etc)
• Feelings double dice deck
• Bear puzzles
• Coloring sheets
• …and the following slides
Second Step Curriculum

• From Committee for Children

• Covers all 5 of CASEL’s areas for teaching social/emotional learning

• New curriculum
More Sweet Scale Ideas

Make small laminated scales for staff or parents to carry with them to prompt the person to remember the scale lesson. You can hold up the small scale and touch the number you think the person is at, then slide your finger down the scale to the 2 or 1 level.

Kari and Mitzi

Create a schedule piece using the program Boardmaker (Mayer Johnson) indicating that it is time for the person to rate themselves on their anxiety scale. By scheduling times to “check in”, you can proactively teach the use of the scale.

Lynette Schultz, White Bear Lake, MN

The following are 3 examples of how a colleague of ours, Tara Tuchel, from Hudson Wisconsin, has used the scale with her students. The first scale includes a cartoon character next to each number with a talking bubble that the student can fill in with what he might be saying when he is “at a 2”. On this scale, the student also fills in the right side by defining the level of his worries.
## The ZONES of Regulation®

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<th>Blue Zone</th>
<th>Green Zone</th>
<th>Yellow Zone</th>
<th>Red Zone</th>
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<td>Sad</td>
<td>Happy</td>
<td>Frustrated</td>
<td>Mad/Angry</td>
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<td>Sick</td>
<td>Calm</td>
<td>Worried</td>
<td>Mean</td>
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<td>Tired</td>
<td>Feeling Okay</td>
<td>Silly/Wiggly</td>
<td>Terrified</td>
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<td>Bored</td>
<td>Focused</td>
<td>Excited</td>
<td>Yelling/Hitting</td>
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<td>Moving Slowly</td>
<td>Ready to Learn</td>
<td>Loss of Some Control</td>
<td>Out of Control</td>
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Self Awareness
Books We Use with Kids

- *How Are You Peeling* by Saxton Freymann & Joost Elffers
- *Today I Feel Silly* by Jamie Lee Curtis
- *Face Your Feelings* by Lawrence Shapiro
- *Scaredy Squirrel* by Melanie Watt
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *Point to Happy* by Miriam Smith & Afton Fraser
- *My Many Colored Days* by Dr. Seuss
Self Awareness Activity

Zones Sort

Sharing: Tools You Use
Self Management

**Definition:** regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress towards personal and academic goals; expressing emotions appropriately

Also pre-teach when calm.
#1 Tool = Breathing

- “Breathing ball”
- Flower breathing
- Bowl of soup
- Pinwheel
- Birthday candles
- Breathing sigh
- Lion breathing
- Square breathing
- Figure 8 breathing
Feelings and Waves

• Feelings can be overwhelming. Give permission to just feel, to express the feelings & to work through it emotionally and/or physically (not verbally).
• Don’t problem solve until the feeling (wave) has passed (this may take LONGER than you think. Trust your child.).
• Plan for feelings when calm & rested. Example: the day after an angry episode ask, “Remember when you got so mad during math? Let’s make a plan so things will go smoother.”
Me Moves

• An award winning DVD with music, movement and images.
• 13 short sequences in 3 different categories: calm, focus & joy.
Taking a Break

• Go over the expectations for taking a break
• Teach, model, reinforce
• Resource books: *Alexander & the Terrible, Horrible... A Quiet Place*
• Identify places students can take a break or ways they can take “mini breaks” (i.e. drink of water; breathing, stretching legs)
• Give other students permission to move away
Johnny: I was in the Green Zone During Daily 5 😊

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Buying Day: Day 3

Comments:
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<th>Morning</th>
<th>Afternoon</th>
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<td>I was in the ________ zone.</td>
<td>I was in the ________ zone.</td>
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<td>Tools I used:</td>
<td>Tools I used:</td>
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**Green Zone tools:** Name two things that went positive or good

**Yellow Zone:** Told the teacher how I felt using the “I feel __________ when __________” message.  
Take deep breaths or use positive self-talk

**Red Zone:** Told teacher how I felt using the “I feel __________ when __________” message.  
Ask for a break.
The size of your reaction should match the size of the problem

– What do other kids think if you react BIG to a little problem?
Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?

Visual adapted by Leah Kuyper, Donna Brittain and Jill Kuzma for The Zones of Regulation® from the original work of Winner’s Think Social (2005), pages 44-45, www.socialthinking.com, and Buron’s and Curtis’s The Incredible 5-Point Scale (2003), www.5pointscale.com

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What was your reaction?

Do they match?

How big was your problem?
Self Management

Books We Use with Kids

- **Calm Down Time** by Elizabeth Verdick
- **Don’t Pop Your Cork on Mondays** by Adolph Moser
- **Cool Cats; Calm Kids** by Mary Williams
- **When My Autism/Worries Get Too Big** by Kari Dunn Buron
- **Wilma Jean the Worry Machine** by Julia Cook
- **Arnie & his School Tools** by Jennifer Veenendall
- **My Book Full of Feelings** by Amy Jaffe & Luci Gardner
- **The Feelings Book** by American Girl
- **Fighting Invisible Tigers** by Earl Hipp
- **Some Kids Just Can’t Sit Still** by Sam Goldstein
Self Management Activity

Calming Aquarium Music

http://www.youtube.com/watch?v=VIrBecB746c

Sharing: Tools You Use
Social Awareness

**Definition**: being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school and community resources.
Empathy Stages
from Jill Kuzma’s web site

- **Stage I: Global Empathy** - During 1st year of life, babies cannot distinguish between their own discomfort or that of another child, so they may cry when they hear another child crying.
- **Stage II: Egocentric Empathy** – Around age 1, children understand another person’s discomfort is not their own – may show great concern for the person who is crying.
- **Stage III: Emotional Empathy** – 2-3 years of age may identify the source of discomfort for another person-may offer to help or ask a question
- **Stage IV: Cognitive Empathy** – By about age 6, a neurotypical child can see things from another’s perspective, so there is a noticeable increase in their efforts to provide comfort, support and to try to help and fix the problem.
- **Stage V: Abstract Empathy** – By ages 10-12, a child can extend sympathy beyond people they know to more global situations such as world hunger, war victims, homelessness, etc.
Social Awareness: Tools We Use

- **2nd Step Curriculum**
- Expected/Unexpected Social Behaviors
- Social Stories
- Role Plays
- Thinking About You Thinking about Me Activities
- Thinking & Talking Bubbles
- Social filters
- Body & Brain in group
- The Incredible Flexible You Curriculum
• Superflex Curriculum & the Team of Unthinkables (curriculum by Michelle Garcia Winner)

Social Awareness
Books We Use with Kids

• **You are a Social Detective!** By Michelle Garcia Winner

• **Superflex takes on Rock Brain and the Team of UnThinkables** by Stephanie Madrigal (introduces Superflex).

• Additional Superflex books:
  – **Glass Man**  - **Brain Eater**  - **One Sided Sid & UnWonderer**

• Also see books under **Relationship Skills** and **Responsible Decision Making**
Social Awareness Activity

• Table - Small group activity; circle up

• The SuperFlex! Unthinkable that I would like to learn more about is_____because_______.

• Sharing: Tools **You** Use
The Unthinkable I’d like to learn more about is… because…

(Superflex Unthinkable artwork by Kelly Knopp)
Relationship Skills

**Definition:** Establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing and resolving interpersonal conflict; seeking help when needed
Relationship Skills:
Tools We Use

- 2nd Step Curriculum
- Social Stories & Role Plays
- Conversation skills
- Scale & blocks

And more on the following slides
Part of the Community or Away from the Community
Relationship Skills
Books We Use with Kids

- *How to Be a Friend* by Laurie Krasny & Marc Brown
- *How Humans Make Friends* by Loreen Leedy
- *Liam Wins the Game, Sometimes* by Jane Whelen Banks
- *Simon’s Hook: A story about teases & put downs* by Karen Burnett
- *Tease Monsters* by Julie Cook
- *Mr. Peabody’s Apples* by Madonna (rumors)
- *Personal Space Camp* by Julia Cook
- *Big Al* by Andrew Clements Yoshi
- *The Invisible String* by Patrice Karst
Relationship Skills Activity

• **Partner conversations:**
  – **Topic:** your job and how you see yourself using these activities.
  – Write Q and A/C on the back of your handout
  – Scott & Cathy model the conversation
  – Try to have a balanced conversation with questions & answers/comments, with each of you talking equally.

• **Partner Conversations**
• **Large group sharing**

• **Sharing:** Tools You Use
Responsible Decision Making

**Definition**: making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community.
Premises behind Decision Making

- We learn, really learn, when the motivation to learn comes from within.
- Children don’t misbehave, they make mistakes.
- Children can learn from mistakes, but only if our response includes a willingness to regard the mistake as a solvable problem.
- Problem solving is a logical consequence for children who have made a social mistake.
- Problem solving can be, for both adults and children, fun and interesting.
- Children are capable of solving problems.

(from You Can’t Come to My Birthday Party by Betsy Evens)
Responsible Decision Making:
Tools We Use

- 2nd Step Curriculum
- Problem solving role plays
- … and the following slides
How To Solve Problems

1. What is the Problem?

2. What are some Solutions?

   For each solution ask yourself:
   1. Is it safe?
   2. Is it fair?
   3. How might people feel about it?
   4. Will it work

3. Choose a solution and try it

4. Is it working?
Problem Solver Song (STEP)

- Say the Problem
- Think of Solutions
- Explore Consequences
- Pick the Best Solution

from 2nd Step Curriculum; Committee for Children; K & 1st gr songs
Chinese Finger Trap

Sometimes you need to __________________ to get unstuck.
Tattling: Just trying to get someone in trouble

1. No one is being hurt.
2. No one is afraid.
3. Property is not being damaged.
4. Just trying to get someone in trouble.
Reporting: Trying to help someone or myself get OUT of DANGER

1. Someone is or could be hurt.
2. Someone is afraid and not feeling safe.
3. Property is or could be damaged.
4. You are telling because you're worried about yourself or someone else.
Responsible Decision Making
Books We Use with Kids

• *The Way to A* by Hunter Manasco
• *Tattling Madeline* by Carol Cummings
• *Telling Isn’t Tattling* by Kathryn Hammerseng
• *Franklin is Bossy* (& other Franklin books) by Paulette Bourgeois
• *I Want to Play* by Elizabeth Crary
Responsible Decision Making Activity

Above The Line, Below the Line, and Bottom Line

Situation Sort

Sharing: Tools You Use
Above The Line

Below The Line

Bottom Line

By: Jason Welch, School Psychologist
Positive social behaviors
Following directions
Taking turns
Being responsible
Yeah!

Behaviors that violate personal space (i.e. touching, pushing)
Behaviors that disrupt teaching (i.e. talking out of turn, interruptions, etc)
Behaviors that interfere with following directions (i.e. refusals, ignoring, rushing ahead, etc)

Continued refusals to change behavior from “Below the Line”
Physical aggression (hitting, kicking, hurting, fighting)
Excessive verbal aggression (racial comments; swearing)

* Automatic Office Referral *

By: Jason Welch, School Psychologist
Organizing Our Toolbox

In review:
1. Self Awareness
2. Self Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision Making

- Skills build upon each other
Adult Resource Book Ideas for Emotional & Behavioral Concerns

- Zones of Regulation by Leah M. Kuypers
- Teaching Children to Care by Ruth Charney
- The Incredible 5 Point Scale by Kari Dunn Buron & Mitzi Curtis
- Thinking About You Thinking About Me by Michelle Garcia Winner
- Superflex curriculum by Stephanie Madrigal & Michelle Garcia Winner
- A Teacher’s Guide to Children’s Mental Health by MACMH
- Solving Thorny Behavior Problems by Caltha Crowe
- You Can’t Come to My Birthday Party by Betsy Evans
- The Social Skills Picture Book by Jed Baker
- Yardsticks by Chip Wood
- Solving Behavior Problems in Autism by Linda A. Hodgdon
- The Incredible Flexible You by Ryan Hendrix, Kari Zweber Palmer, Nancy Tarshis & Michelle Garcia Winner
- The Hidden Curriculum by Brenda Smith Myles, Melissa Trautman, & Ronda Schelvan
Internet Resources

• Collaborative for Academic, Social and Emotional Learning (CASEL) web site:  www.casel.org
• 5 Point Scale information:  www.5pointscale.com
• Jill Kuzma Social Thinking web site http://jillkuzma.wordpress.com/
• Michelle Garcia-Winner’s social thinking web site:  http://www.socialthinking.com/
• Committee for Children (source of 2\textsuperscript{nd} Step Program) : http://www.cfchildren.org/
• www.Childswork.com (source of feelings deck of cards; Stop, Relax & Think game and many other activities)
• http://www.responsiveclassroom.org/
Any Questions or Comments

• Feel free to stay and look at our tools.

• Thanks for sharing with us today.
   Cathy & Scott

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catherinet@stma.k12.mn.us