

Welcome to Pass 39

Self Regulation and Social Emotional Learning

Pass 39 November Meeting

November 18th

7:00 – 8:30

D39 Regulation & Social Emotional

Presenters: Your District SuperFlex Team!

- Cristina Chung - *SLP at HMS*
- Anne Clark – *LBS at Harper*
- Mary Frandsen - *OT at Central and Harper*
- Hilary Harvey - *Social Worker WJHS*
- Vicki Musolf - *LBS CES*
- Tracy Parent - *Intervention Specialist*
- Chris Rusnak – *School Psychologist CES*



SEL AND SELF REGULATED STUDENTS = IMPROVED SCHOOL SUCCESS

There is a positive correlation between a child's social-emotional competency and his/her school success.

This highlights the importance of making Second Step a part of D39's curriculum. All students learn about empathy, perspective-taking, recognizing and managing their emotions, and becoming effective problem-solvers.

Along with Second Step, students are participating in supplemental social emotional programs such as Social Thinking, Zones of Regulation, to learn and practice social emotional skills.

Ways D39 Address Self Regulation and Social Emotional Learning




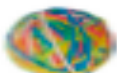










- Tier 1: Characteristics of Successful Learners, Second Step, Stress Management Program, pilot of Rush SELweb, Homeroom Advisory program
- Tier 2: Friendship groups, social skills groups
- Tier 3: Social Work support, Social Thinking™ groups, LBS support for individuals/small groups, SLC, Therapeutic Intervention Program (TIP)
- Supplemental Interventions across Tiers

Tier 1 and 2 Interventions

- Characteristics of Successful Learners
- Building Classroom Communities
- Second Step
- Friendship Groups
- Social Skills
- Social Thinking group
- Self regulation strategies/PBIS Point Sheets



Characteristics of Successful Learners

<p>You can be successful in all you do! Use these characteristics at school and at home.</p>	<p>Strive for your personal best.</p>  <p>Show consistent effort. Review your work and do it neatly. Be proud of what you do. Check your work carefully.</p>
<p>Transfer knowledge to new situations.</p>  <p>Make connections. Use what you already know in new situations.</p>	<p>Take responsible risks.</p>  <p>Go beyond and try new things. Look for challenges. Volunteer in class.</p>
<p>Think flexibly.</p>  <p>Stretch your thinking by considering other options. Respond positively to feedback.</p>	<p>Act responsibly</p>  <p>Complete work on time. Stay organized. Follow the rules. Help others when you can.</p>
<p>Be a self-directed learner.</p>  <p>Be original. Try something new. Try other options. Think of what else you can do. Use your time wisely.</p>	<p>Respond effectively.</p>  <p>Follow directions. Speak and write clearly and concisely. Be accurate.</p>
<p>Think reflectively.</p>  <p>Ask thoughtful questions. Make good choices. Be aware of how your actions affect others.</p>	<p>Maintain focus.</p>  <p>Manage impulsivity. Think before you act and make appropriate choices.</p> 
<p>Listen actively.</p>  <p>Be understanding and show that you care. Focus on the speaker and be ready to respond.</p>	<p>Think interdependently.</p>  <p>Be kind and thoughtful. Be a helpful group member. Learn from others.</p>
<p>Demonstrate perseverance.</p>  <p>Don't give up! Stay focused and complete tasks to the best of your ability. Finish what you start.</p>	<p>Self - advocate.</p>  <p>Ask questions and ask for help when needed. Take the initiative. Think for yourself.</p>

What does the K-5 Second Step Program teach?



Listening


Focusing attention

Using self-talk

Being assertive

- Skills for Learning
- Empathy & Communication
- Emotional Management
- Problem Solving

What does the Middle School program teach?



Coping with Stress

Coping means doing something positive.

- ▶ **Use positive self-talk to change your attitude:**
 - Say, "I can cope."
 - Ask, "What can I do?"
- ▶ **Three things to do:**
 - Use calming-down strategies.
 - Get support.
 - Use the Action Steps.

Sometimes you do all three.

Cooperation for the Children

secondSTEP

Five Themes

1. Empathy and Communication
2. Bullying Prevention
3. Emotional Management
4. Problem Solving/
Decision Making/Goal
Setting (Action Steps)
5. *Substance Abuse
Prevention*

Check out the Parent Resources at www.secondstep.org

The screenshot shows the website interface for Second Step, specifically the Parent Resources section for Grade 5. The top navigation bar includes the user name 'Hilary Harvey', a 'Logout' link, and a 'Search Site' box. The main header features the 'secondstep.org' logo and 'Grade 5'. Below the header are tabs for 'Teachers & Counselors', 'Program Coordinators', 'Families', 'Training', and 'Community'. The 'Families' tab is active, showing sub-links for 'Why Second Step Skills?', 'Games & Activities', and 'Video Library'. A secondary navigation bar contains 'Home > Grade 5 > Families', 'Printables', 'Overviews', 'What People Are Saying', and 'In Class'. The left sidebar, titled 'My Kits', lists 'Grade 5 Second Step Kit' (selected), 'Grade 6', and an 'Add another kit' button with a yellow fish icon. The main content area is titled 'Printables' and lists several resources: 'Problem-Solving Steps Flowchart' (with a description and a PDF link), 'Crossword' (with a PDF link), 'Spanish Glossary' (with a description and a PDF link), 'Book Lists' (with links for 'Students' and 'Teachers and Parents'), 'Mini-Posters' (with links for 'Empathy', 'How to Calm Down', and 'Problem-Solving Steps'), and 'Spanish Mini-Posters' (with links for 'Empathy', 'How to Calm Down', and 'Problem-Solving Steps').

Hilary Harvey Logout Search Site

secondstep.org Grade 5

Teachers & Counselors Program Coordinators Families Training Community

Why Second Step Skills? Games & Activities Video Library

Home > Grade 5 > Families Printables Overviews What People Are Saying In Class

My Kits

Grade 5
▶ Second Step Kit

Grade 6

Add another kit

Printables

Problem-Solving Steps Flowchart

This chart will help you use the *Second Step* Problem-Solving Steps at home!

[Problem-Solving Steps Flowchart \(PDF\)](#)

Crossword

[Grade 5 Crossword \(PDF\)](#)

Spanish Glossary

Approved translation of important *Second Step* terms

[Spanish Glossary \(PDF\)](#)

Book Lists

[Book List for Students](#)

[Book List for Teachers and Parents](#)

Mini-Posters

[Empathy Mini-Poster \(PDF\)](#)

[How to Calm Down Mini-Poster \(PDF\)](#)

[Problem-Solving Steps Mini-Poster \(PDF\)](#)

Spanish Mini-Posters

[Spanish Empathy Mini-Poster \(PDF\)](#)

[Spanish How to Calm Down Mini-Poster \(PDF\)](#)

[Spanish Problem-Solving Steps Mini-Poster \(PDF\)](#)

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Tier 3 or Across All Tiers

PBIS/Strategies Social Thinking

Zones of Regulation



Social Thinking and Zones of Regulation Link to and Support Other SEL Programs















Second Step

SEL Libraries

CSL

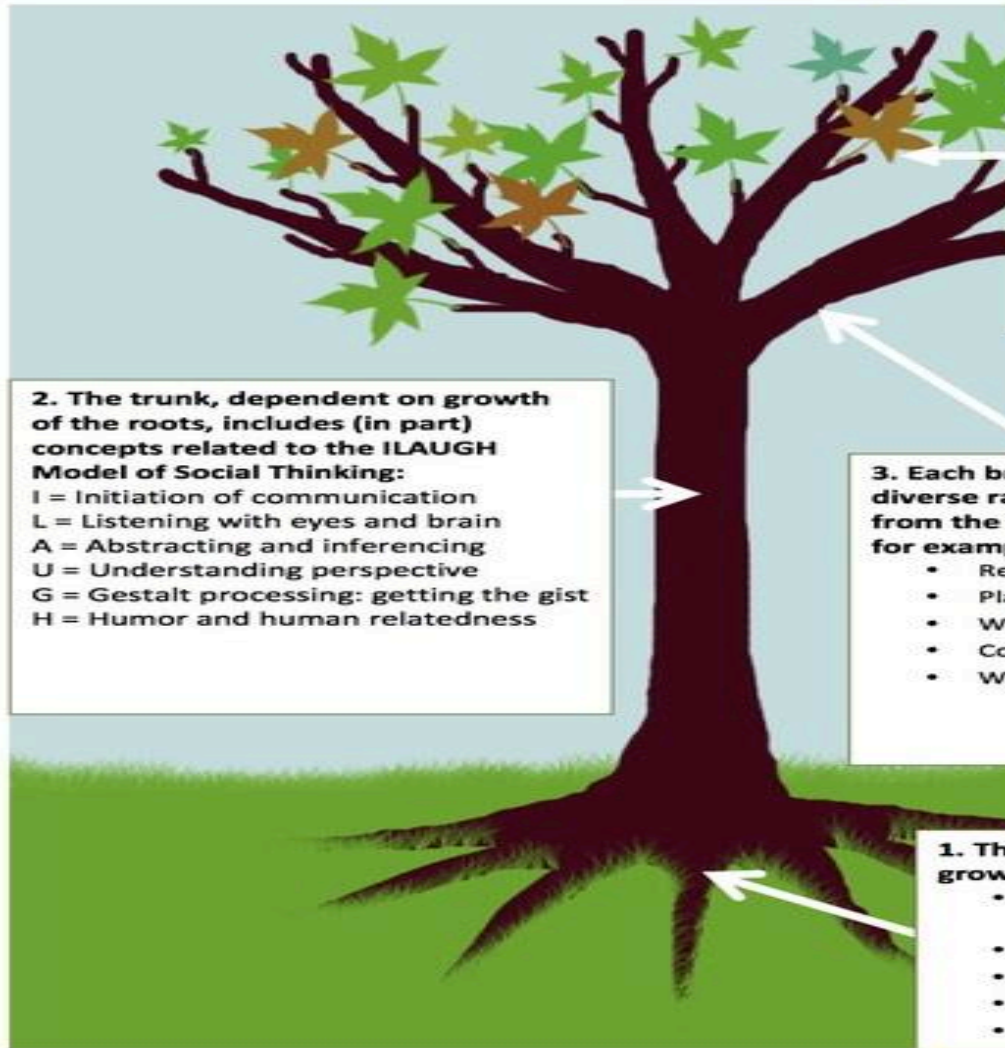


Characteristics of Successful Learners

<p>You can be successful in all you do! Use these characteristics at school and at home.</p>	<p>Strive for your personal best.</p>  <p>Show consistent effort. Review your work and do it neatly. Be proud of what you do. Check your work carefully.</p>
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<p>Demonstrate perseverance.</p>  <p>Don't give up! Stay focused and complete tasks to the best of your ability. Finish what you start.</p>	<p>Self-advocate.</p>  <p>Ask questions and ask for help when needed. Take the initiative. Think for yourself.</p>

Social Communication Tree

Social
Thinking_{jr}.com



2. The trunk, dependent on growth of the roots, includes (in part) concepts related to the ILAUGH Model of Social Thinking:

I = Initiation of communication
L = Listening with eyes and brain
A = Abstracting and inferencing
U = Understanding perspective
G = Gestalt processing: getting the gist
H = Humor and human relatedness

4. The leaves represent individual strategies/skills needed in executing that branch:

- The Reading comprehension branch may require students to:
 - Summarize what they read
 - Sort out details and facts
 - Understand a character's motives
- The peer play branch may require:
 - Cooperation
 - Turn taking
 - Being friendly
 - Dealing with the changing rules, etc.

3. Each branch represents one aspect of the diverse range of concepts/skills that emerge from the trunk's core conceptual development, for example:

- Reading comprehension
- Playing with peers
- Written expression
- Conversational skills
- Working in a group

1. The roots of the social learning tree grow with neurological capacity:

- Joint Attention: Shared Intention and Attention
- Executive Functioning
- Central Coherence
- Theory of Mind
- Emotional recognition and reciprocity

What is Social Thinking™?

- Authored by Michelle Winner Garcia

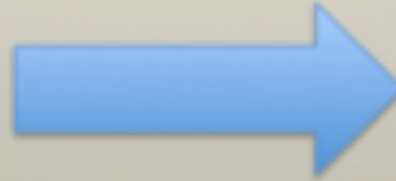
- Thinking about you, thinking about me
- Occurs everywhere, with or without direct interaction
- Required prior to the development of social skills
- Involves perspective-taking (considering the points of view, emotions, thoughts, beliefs, prior knowledge and intentions of others)

Social Thinking™ Vocabulary

OLD TERMINOLOGY

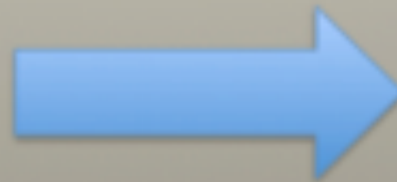
NEW TERMINOLOGY

 APPROPRIATE



EXPECTED

 INAPPOPRIATE



UNEXPECTED

Four Steps to Social Thinking™

- Step 1:** All people have little thoughts about the people around them, even if they have no plans to communicate with them.
- Step 2:** All people try to figure out “why are you near me” and/or “why are you saying this to me?”
- Step 3:** Since I know you are thinking about me, I try to figure out what you are thinking about me.
- Step 4:** So...I monitor and possibly modify my behavior to keep you thinking about me the way I want you to think about me.


Expected vs Unexpected Behaviors

- Provides concrete language for **Appropriate** vs **Inappropriate behaviors**
- **Expected behaviors** are the behaviors that give people around you good or comfortable thoughts about you. Classroom rules are the expected behaviors in the classroom and are taught consistently. (Examples of expected behaviors: raising your hand, paying attention, be respectful, etc.)
- **Unexpected behaviors** are the behaviors that give people uncomfortable thoughts about you. The unexpected behaviors for the classroom are not always taught to students. It is important to teach students about how unexpected behaviors can affect their learning, as well as the learning of others. (Examples of unexpected behaviors: hitting, blurting out, not completing work, etc.)

SOCIAL BEHAVIOR MAPPING

Behaviors that are EXPECTED for:

EXPECTED Behaviors:	How They Make Others Feel	POSITIVE Results You Experience	How You Feel About Yourself



SOCIAL BEHAVIOR MAPPING


Behaviors that are EXPECTED for: Speech Therapy

EXPECTED Behaviors:	How They Make Others Feel	POSITIVE Results You Experience	How You Feel About Yourself
<ul style="list-style-type: none">● Stay in your seat.● Follow directions.● Have your body be alert; do not slump over the table.● Look at the things we are working on together.	<ul style="list-style-type: none">● Happy● Relaxed● Hopeful	<ul style="list-style-type: none">● Get a point: 3 points equal game time.● Teacher says "good job!".● Teacher smiles.	<ul style="list-style-type: none">● Great!● Happy● Successful● Proud

SOCIAL BEHAVIOR MAPPING

Behaviors that are UNEXPECTED for:

UNEXPECTED Behaviors:	How They Make Others Feel	NEGATIVE Results You Experience	How You Feel About Yourself



SOCIAL BEHAVIOR MAPPING

Behaviors that are UNEXPECTED for: Speech Therapy

UNEXPECTED Behaviors:	How They Make Others Feel	NEGATIVE Results You Experience	How You Feel About Yourself
<ul style="list-style-type: none">● Getting out of your seat.● Refusing to do the activity.● Looking out the window when Susie is talking.	<ul style="list-style-type: none">● Frustrated● Annoyed● Bad	<ul style="list-style-type: none">● No point, no game time.● Teacher emails home.	<ul style="list-style-type: none">● Bad● Upset● Angry

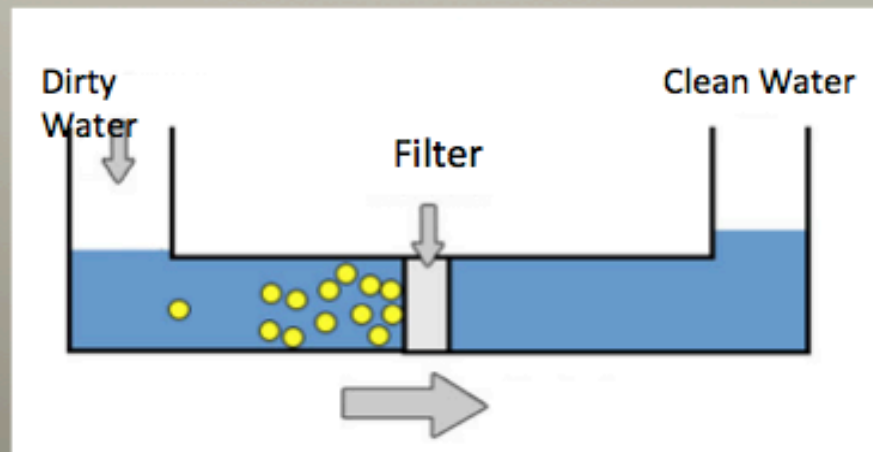
Three blue arrows point from the 'UNEXPECTED Behaviors' column to the 'How They Make Others Feel' column, from the 'How They Make Others Feel' column to the 'NEGATIVE Results You Experience' column, and from the 'NEGATIVE Results You Experience' column to the 'How You Feel About Yourself' column.

WHAT SKILLS DO OUR CHILDREN NEED TO DEMONSTRATE EXPECTED BEHAVIORS?

- SOCIAL FILTER
- THINKING BUBBLE VS. TALKING BUBBLE
 - PEOPLE FILES
 - WHOLE BODY LISTENING
 - LISTENING WITH OUR BODY
 - LISTENING WITH YOUR BRAIN
 - THINKING WITH YOUR EYES

OUR SOCIAL FILTER

Everybody has an invisible filter in the front part of his or her brain. A “filter” is something that lets the good stuff go through and blocks the bad stuff to hold it back. Cities use filters to clean drinking water. The clean water goes through the filter and the dirt and germs are blocked and held back.



Our brains have a **SOCIAL FILTER** that helps us say words and use actions that make people have good thoughts about us.

SOCIAL FILTER is OFF

- Only thinking about myself.
- I'm not trying to protect other people's feelings.
 - I might embarrass myself

SOCIAL FILTER is ON

- Thinking about other people's feelings.
- Using kind, friendly words.

OUR SOCIAL FILTER

SOCIAL FILTER is OFF

“Grandma, this is the worst birthday present ever! Who would ever wear such an ugly sweater?”

SOCIAL FILTER is ON

“Thanks for the present, Grandma. It was really nice of you to think of me.”

THINKING BUBBLE vs. TALKING BUBBLE

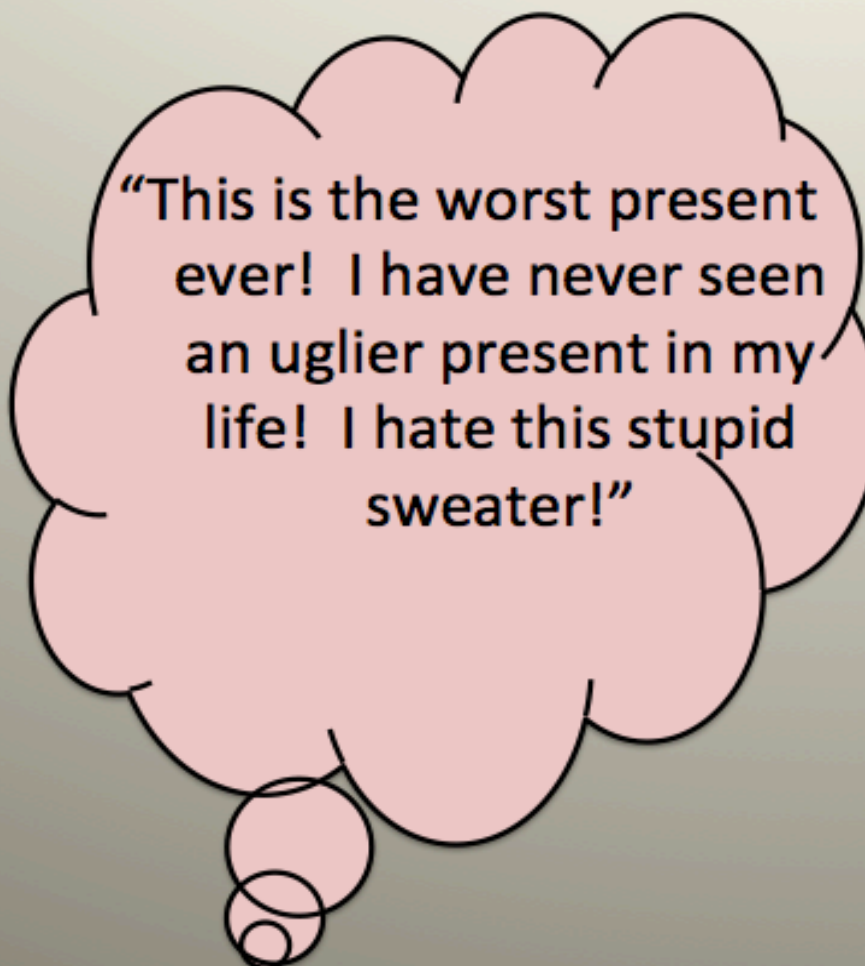
THINKING BUBBLES ARE...

- The things I **think inside my head**
- Private
- Silent
- Filled with words that may be mean or rude

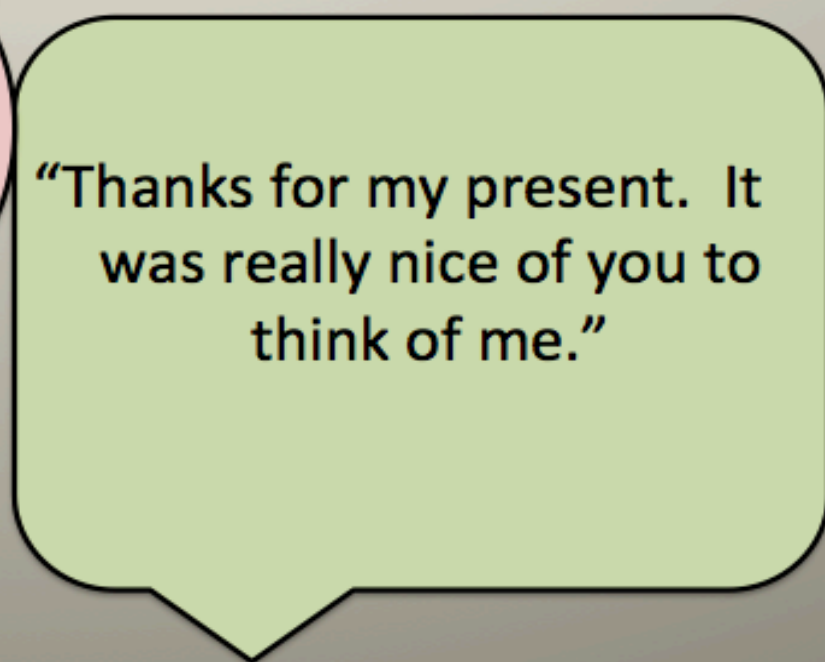
TALKING BUBBLES ARE...

- The **words I say with my mouth**
- Heard by others
- Words that I choose that make people feel good or upset.

THINKING BUBBLE vs. TALKING BUBBLE



“This is the worst present ever! I have never seen an uglier present in my life! I hate this stupid sweater!”



“Thanks for my present. It was really nice of you to think of me.”

People Files

Name: _____ Date: _____

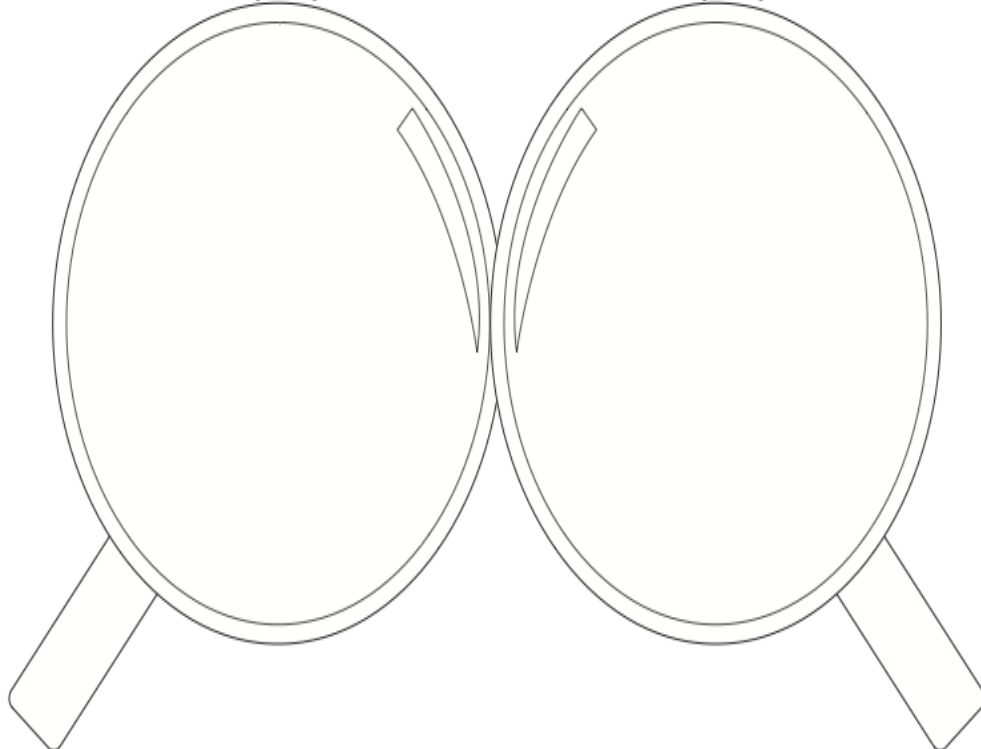
Lesson #9 - page 2

Write down what you notice about two different people inside the detective magnifying glasses below.

Start by writing down the person's first name and one thing you notice about him or her that helps you know what your classmate may want to talk about. Go back to the questions on the previous page to help you find clues about the person.

Student 1

Student 2



Name: _____ Date: _____

Lesson #6 - page 2

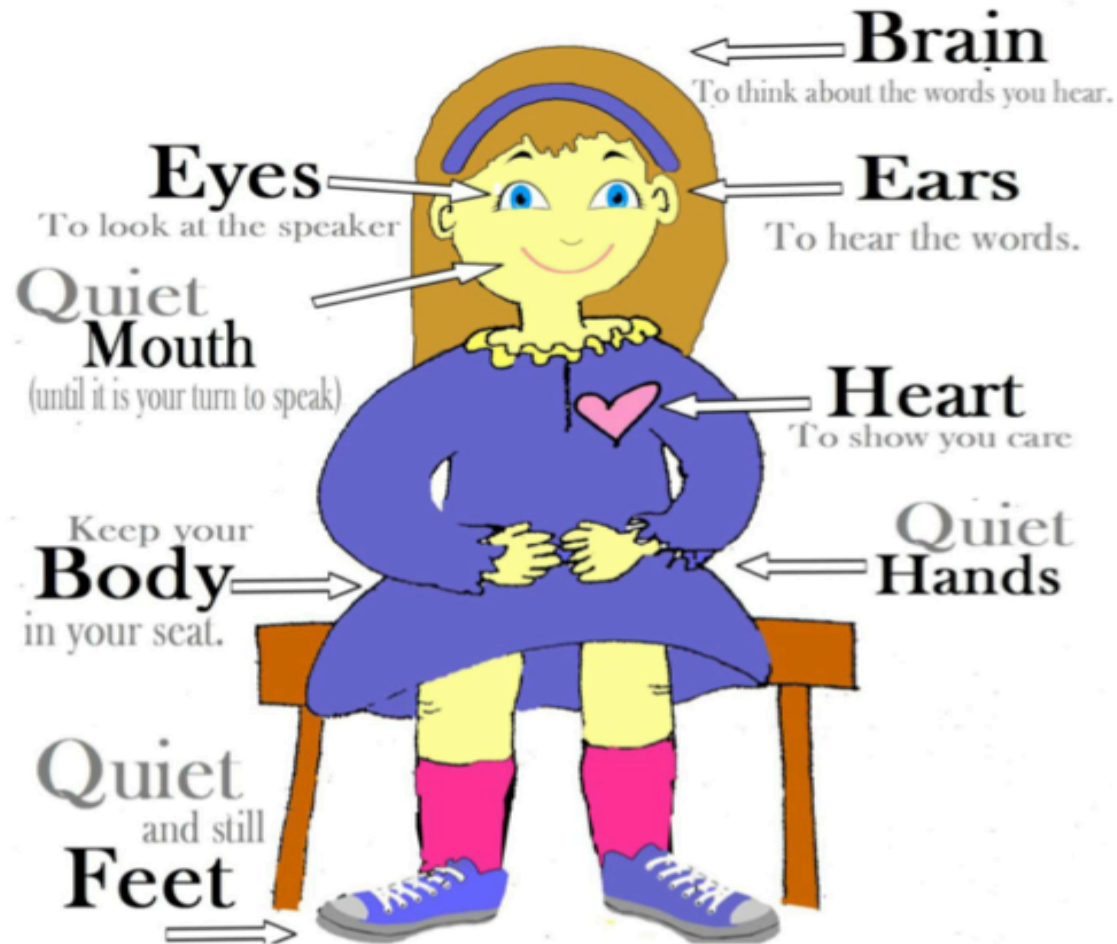
Even if you think you know someone really well, there are still lots of things you DON'T KNOW. Draw a star ☆ next to the questions you don't know the answer to about the person.

← Write the person's name here

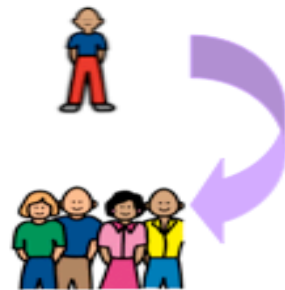
Topic Tools List	
1. What hobbies does this person enjoy? _____ _____	4. Is this person about to do something that's fun or interesting? _____ _____
2. Who does this person live with? _____ _____	5. What does this person wish for? _____ _____
3. Has this person just done something that's fun or interesting? _____ _____	6. Does this person have any pets? _____ _____

Whole Body Listening

What parts of your body do you use to listen?



Is your **BODY** in the group?



Ask yourself, are you...

- **Sitting or standing in the group's circle or space?**



- **Turning your body toward the group and speaker?**

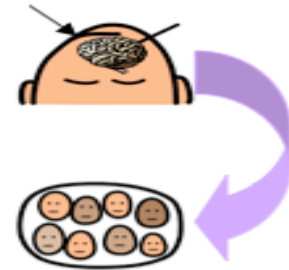
- **Looking with your eyes at the speaker(s)?**



- **Using your body to show you are interested?** (eye contact, nodding, “mhhh”, smiling)



Is your **BRAIN** in the group?



Ask yourself, are you...

- **Looking with your eyes at the speaker?** 

- **Aware of the topic?** 

- **Saying questions or comments about the topic?** 

- **Thinking about other people in the group?**



- **What are the other people feeling?**
- **What are the other people thinking?**
- **What is the other person saying with their face and body?**
- **Are other people interested?**

THINKING WITH YOUR EYES

Using your eyes to figure out what non-verbal messages others are sending, as well as what they might be thinking about. This provides more information than just telling the student to “use good eye contact” or “look at me.”



The kids and aliens are looking at and thinking about each other.
What fun!

What is Self Regulation?

- The ability to adjust level of arousal AND direct how emotions are revealed behaviorally in socially adaptive ways in order to achieve goals or complete a task

Adapted from Clair Kopp work

Other names:

-Self-control

Self-management

-Anger management

Impulse control



Lagging skills in self-regulation are linked to

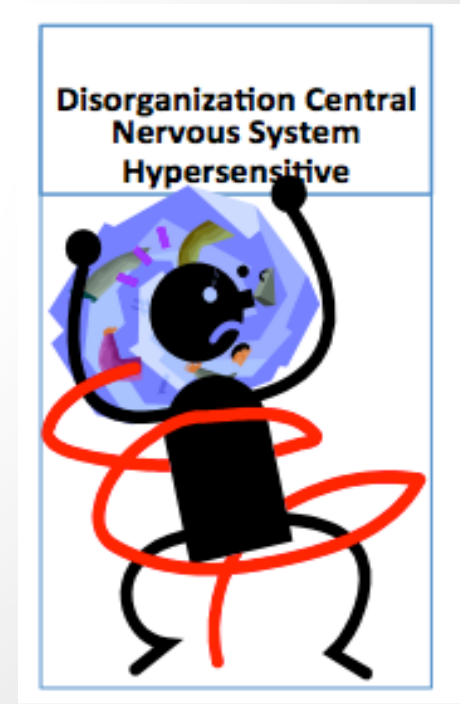
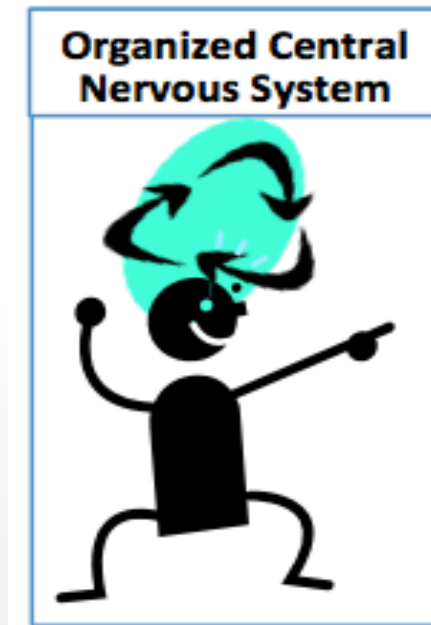
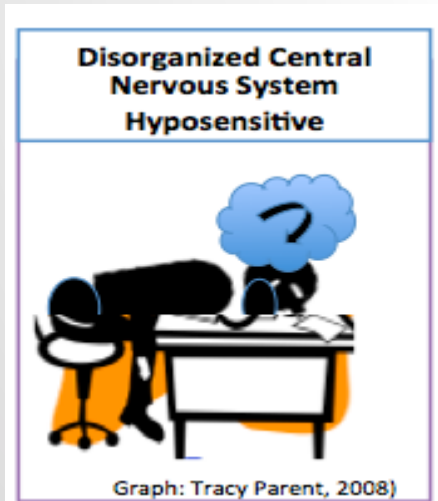
- Aggression
- Poor social skills
- Emotional outbursts
- Inattention
- Feelings of being overwhelmed
- Higher risk for disciplinary problems

-[Saami, 1999](#), [Huffman, Mehlinger, & Kerivan, 2000](#)



Sensory and Behavior Connection

Each of us have unique sense set that is different in what feels ‘just right’ that varies from person to person



Why teach Students about Self Regulation?



Often Students are unable to recognize or articulate their needs. They can 'zone out' and land themselves into emotional dysregulation, sensory dysregulation and learning jeopardy!!

What are the ZONES of Regulation?

A Curriculum Designed To Foster
Self-Regulation & Emotional Control

Leah M Kuypers, MA Ed. OT/L

The ZONES is used to teach self-regulation by labeling all the different ways we feel and states of alertness we experience into four zones.

The ZONES curriculum provides strategies to teach students to become more aware of their emotions, improve controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

This helps build resilient and Gritty 21st Century Learners

Goal of the Zones

- To teach students
 - Identify feelings and levels of alertness
 - Identify effective regulation tools
 - Understand when and how to use the tools
 - Problem solve positive solutions
 - Understand how their behavior influences other's thoughts and feelings
- And ultimately...
Independent Regulation!



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 Mean Terrified Yelling/Hitting Out of Control</p>

Zones Concept

- Use of Traffic Signs and the Zone Colors.
- There are 4 Zones to Describe how your brain and body feel.
- No bad zone - need to match social context and environment
- In more than 1 zone at time
- Emotions can fall into more than 1 zone



BLUE Zone

The **Blue Zone** is used to describe low states of alertness. When you're in the blue zone, your body is running slow, such as when you are tired, sick, sad or bored. You may need the rest area or may need to use a tool to increase alertness!



Green Zone

The **Green Zone** is used to describe a calm state of alertness. This zone is like a green light and you are “good to go.” Your body and feelings are described as happy, focused, content, or ready to learn! Being in the Green Zone will help students be successful in the classroom. It is the zone for optimal learning.



Yellow Zone

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone.

The **Yellow Zone** describes when you start to lose control, such as when you are frustrated, overwhelmed, silly, wiggly, excited, worried, nervous, anxious or surprised. It is a good idea to use caution when you are in the yellow zone.

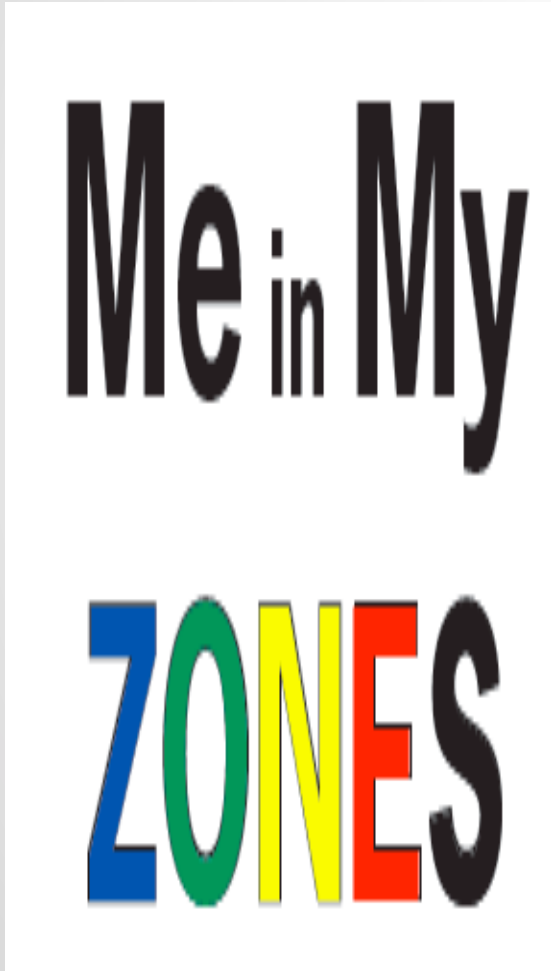


Red Zone

- The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. You may be elated or experiencing anger, rage, explosive behavior, devastation, extreme excitement or terror when in the Red Zone. A person's red feelings may be expected in certain situations but if Red behaviors are "out of control" and your having trouble making good decisions, you must **STOP** and take a break!




Identifying Own Zones/Triggers/Begin Tools






The ZONES of Regulation® Reproducible L BLUE

Name: _____

 This is a picture of me in the BLUE ZONE:

My face and body clues are:

-  _____
-  _____
-  _____

I feel in the BLUE ZONE when:

I am more likely to make others feel:

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The ZONES of Regulation® Reproducible P

Triggers Worksheet



CAUTION! Sometimes things happen to make me feel worried, upset, or frustrated! These things are called "triggers." These put me in the Yellow or Red Zone! Here are some of my triggers:

CAUTION!

TRIGGERS AHEAD

blue zone, I can try these blue zone tools tools are covered in lessons 1U-4.G.

**When I'm in the Blue Zone,
I can try these Blue Zone tools:**

**When I'm in the Green Zone,
I can try these Green Zone tools:**

**When I'm in the Yellow Zone,
I can try these Yellow Zone tools:**

**When I'm in the Red Zone,
I can try these Red Zone tools:**

Understanding Zones Tools

- **Blue Zone tools** help wake up our bodies and feel better, and regain focus.
- **Green Zone tools** help us stay calm, focused and feeling good. These are often proactive strategies
- **Yellow Zone tools** help us regain control and calm ourselves
- **Red Zones tools** help us stay safe and start to calm down

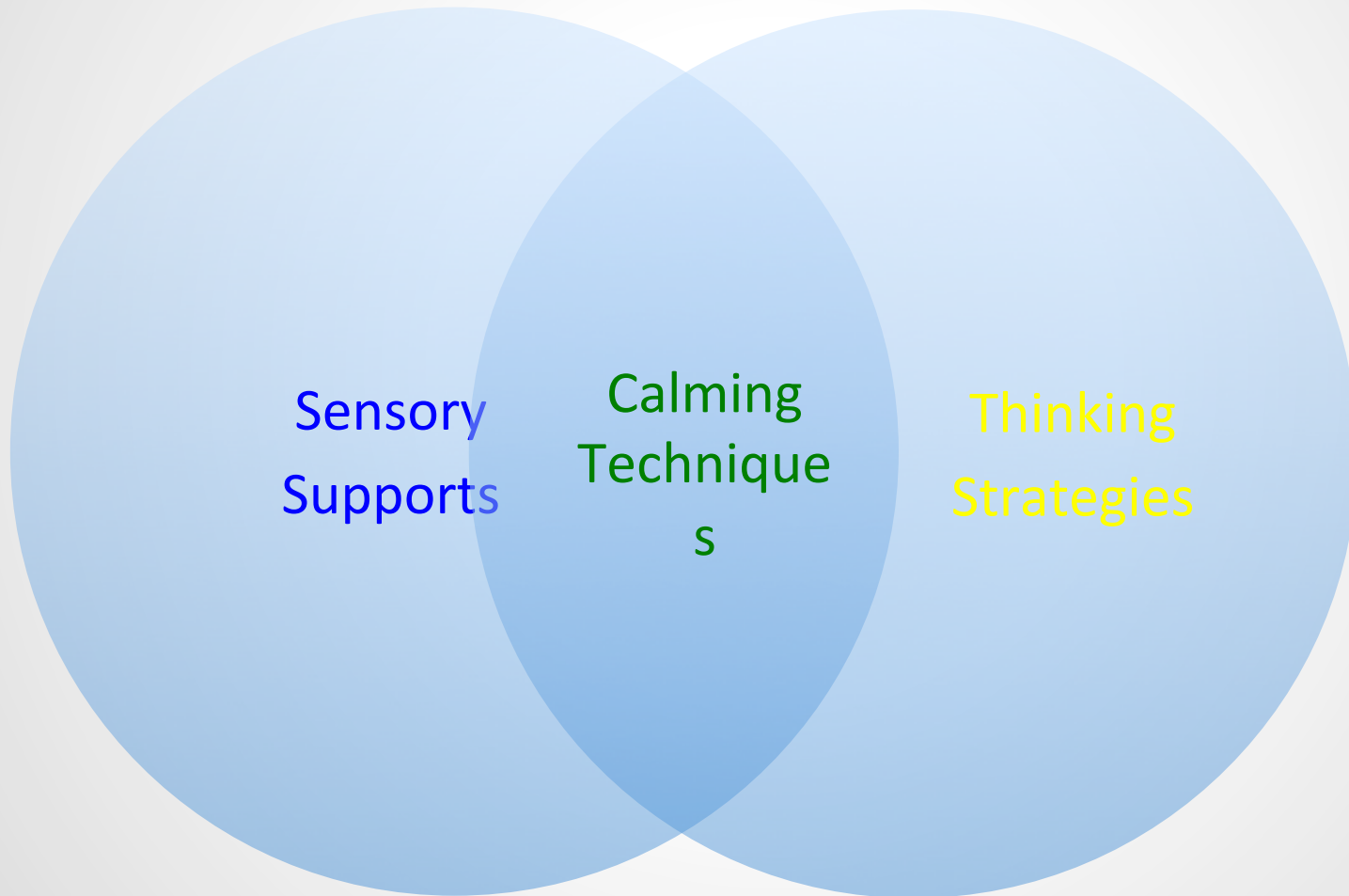
ZONES Tools Worksheet

- On worksheet list the Sensory tools that you have access to – or would LIKE to use.
- Circle the zone that you think this tool would help with.

ZONES Tools Worksheet

Name of Tool	Circle the zone or zones you think the tool would help in.				
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None
	Blue	Green	Yellow	Red	None

Tools to Calm and Alert



Sensory
Supports

Calming
Technique
s

Thinking
Strategies

Individualized Sensory tools to Alert or Calm



1. Jumping jacks



1. Jumping jacks
0:10

The Six Sides of Breathing

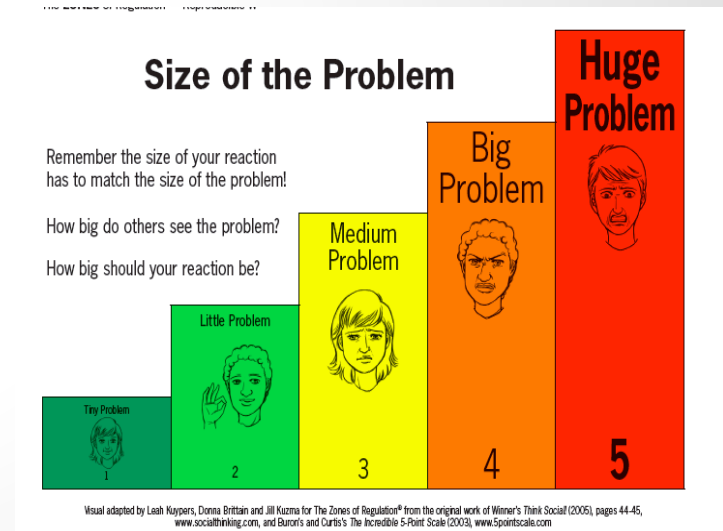


Lazy 8 Breathing



Thinking Strategies

- Superflexible thinking
- Inner Critic Vs. Inner Coach – self talk
- Size of the Problem

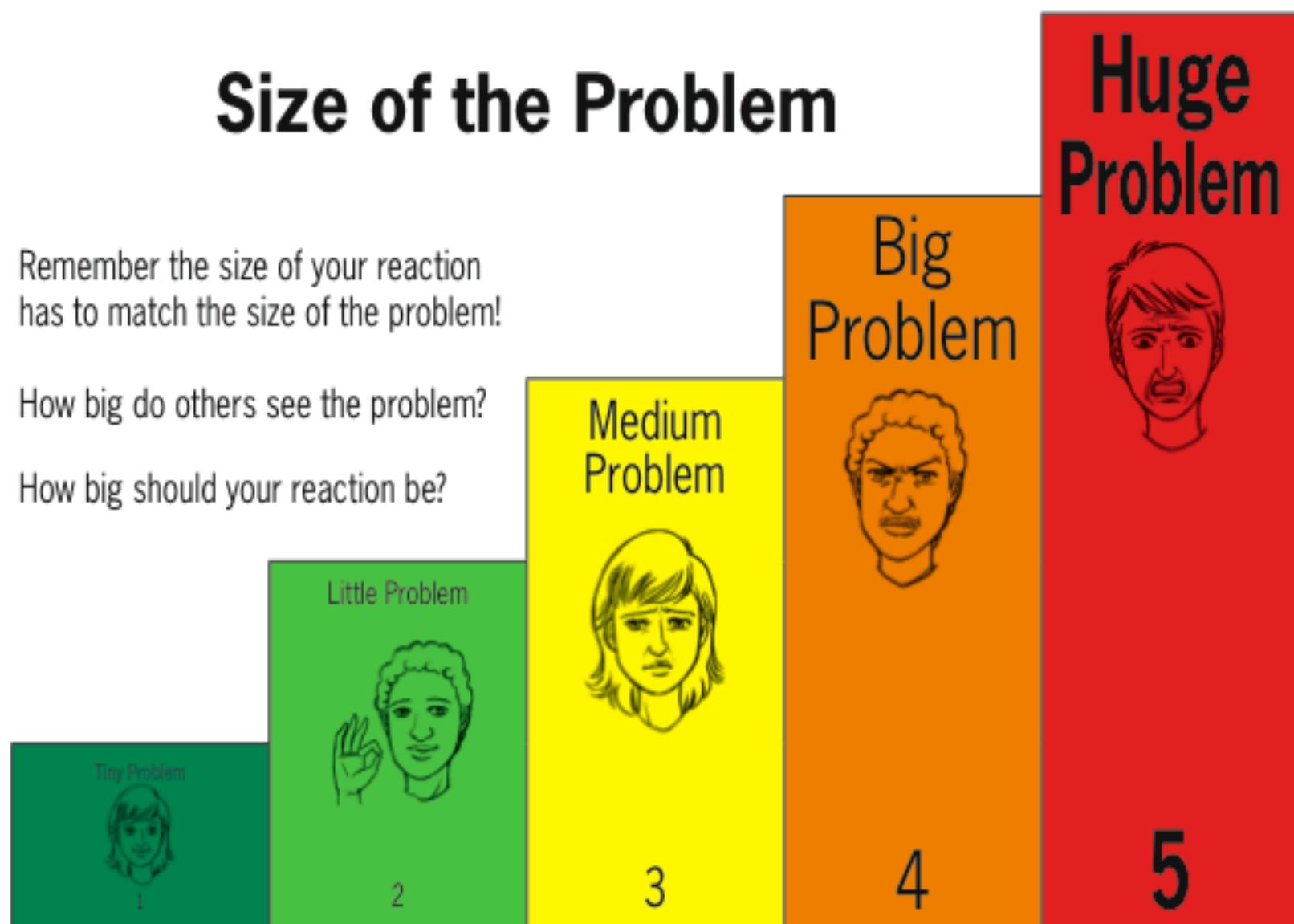


Size of the Problem

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?

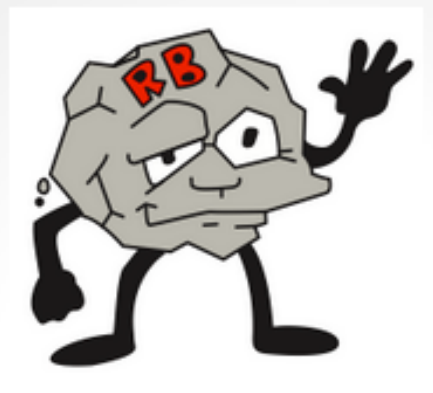


How Big is My Problem?

<p>5</p>	 <p>Emergency, Tragedy, Danger</p>	<p>Crying uncontrollably, Very Upset, Scared</p>	
<p>4</p>	 <p>Break your arm, Hurt badly, Someone hits or bullies you</p>	<p>Crying, Very Sad, Mad, Frustrated</p>	
<p>3</p>	 <p>Plans Change, Consequences for unexpected behavior</p>	<p>Nervous, Sad, Irritated, Disappointed</p>	
<p>2</p>	 <p>Not being first in line, Having to wait or take turns, Sharing</p> 	<p>Uncomfortable, Disappointed</p>	
<p>1</p>	 <p>No Real Problem</p>	<p>Happy, Calm, Relaxed</p>	

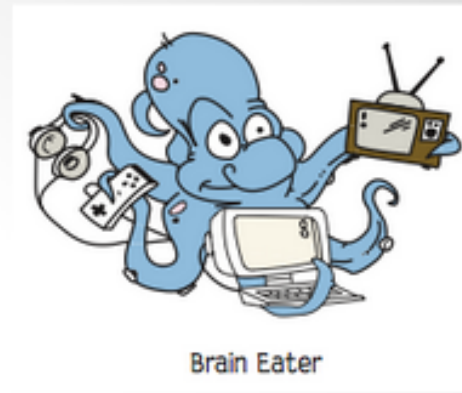
**The size of my REACTION
should match the size of the PROBLEM! *Don't overreact 😊**

Superflex & the Team of Unthinkables



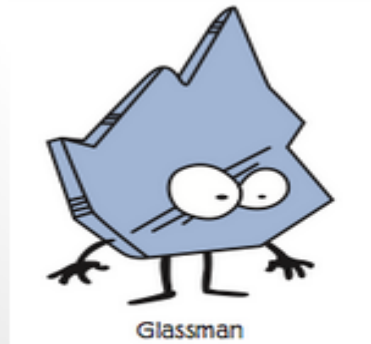
Rock Brain

I make people get stuck on their ideas.



Brain Eater

I distract people.



Glassman

I make people have huge upset reactions.

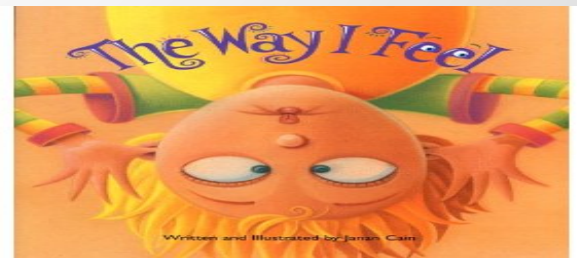


Worry Wall

I make people worry too much.

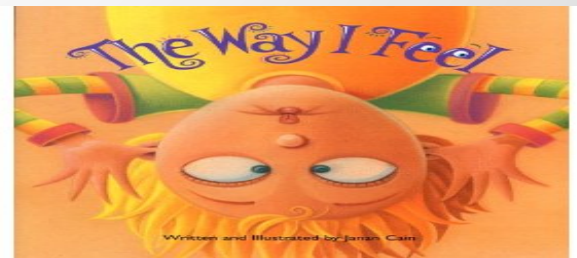
Ways you can support at home

- Use Zones Language from the Zones Glossary
- Use emotion words to describe how you are feeling
- Model your own Zones feelings and the tool you are using to calm down
- Identify emotions and which zone they fit into as you read a story or play a game
- Discuss tools when child is calm



Ways you can support at home

- Be aware and encourage your child to use tools/strategies. Go over when calm
- When you see your child in the blue, yellow or red zone, encourage them to identify what zone they are in and to identify a tool/strategy they can use to get back into Green Zone
- If your child is going into Yellow – have them slow down
- If your child is going into the Red – prompt them to “Stop their Brain” and choose a strategy to calm



Thank You for Your Attention

We hope you are now in the:

Green Zone

(happy, calm, feeling okay, focused)

or

Yellow Zone!

(excited about what you have learned)