

# Beyond Preschool: Building Social and Emotional Skills in K-3

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Part 2: Teaching, Modeling, and Practicing Social and Emotional Skills within  
Core Content Instruction

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“(THE) ACQUISITION OF TRADITIONAL ACADEMIC SKILLS DEPENDS ON A CHILD’S CAPACITY TO FOLLOW AND REMEMBER CLASSROOM RULES, CONTROL EMOTIONS, FOCUS ATTENTION, SIT STILL, AND LEARN ON DEMAND THROUGH LISTENING AND WATCHING.” *HARVARD CENTER ON THE DEVELOPING CHILD*



# Objectives

- Recognize challenging behavior as an indication of a missing skill
- Gain strategies for teaching, modeling, and practicing of social and emotional skills



Children do  
well if they

**CAN**

- Ross W. Greene

“If a child doesn’t know how to read...we teach.”  
“If a child doesn’t know how to swim...we teach.”  
“If a child doesn’t know how to multiply...we teach.”  
“If a child doesn’t know how to drive...we teach.”

“If a child doesn’t know how to behave...we.....teach?.....punish?”

Why can't we finish the last sentence as automatically as we do the others

-Tom Herner (NASDE President) Counterpoint

# Social and Emotional Skills Need to be Taught, Modeled and Practiced

## SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

### SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

### SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

### SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

### RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

### RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



Social and emotional skills instruction must be built upon a solid foundation that includes:

Positive, supportive, and reliable relationships

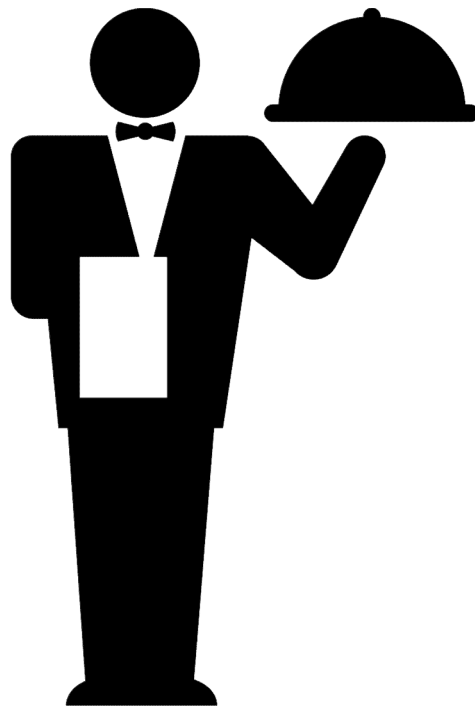
- Student to student
- Teacher to student
- Supportive classroom environment
  - Shared goals
  - Partners in learning
  - Fun and engaging



There is no development without relationships. -Jack Shonkoff

# Maitre d'

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TEACH

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Teaching is more than imparting knowledge, it is inspiring change. Learning is more than absorbing facts, it is acquiring understanding.

William Arthur Ward



# Teaching Social Emotional Skills

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- T-Charts (looks like, sounds like)
- Interactive Modeling

## T-Chart

Working Together Skills

[Dashed box for skill]

Looks Like	Sounds Like

- Can be used with any skill
- Break down the skills into the smallest components
  - Finding a partner
  - Giving feedback
  - Disagreeing
  - Taking turns
  - Staying on task
- Don't assume that students will know what you expect

# Interactive Modeling

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## STEPS

- Say what you will model and why
- Model the skill
- Ask students what they noticed
- Invite one or more students to model the skill
- Ask students what they noticed
- Have all students practice
- Provide feedback



# Quick Write

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- Brainstorm a list of SEL skills that you feel your students would benefit from being explicitly taught



# MODEL

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“Children learn to regulate thoughts, feelings, behavior, and emotions by watching and responding to adults’ self-regulation.”



Florez, I. (2011). Developing Young Children's Self-Regulation through Everyday Experiences. *Young Children*.

# Modeling Social Emotional Skills

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- Think Aloud
  - Scaffolding
  - Noticing and Naming
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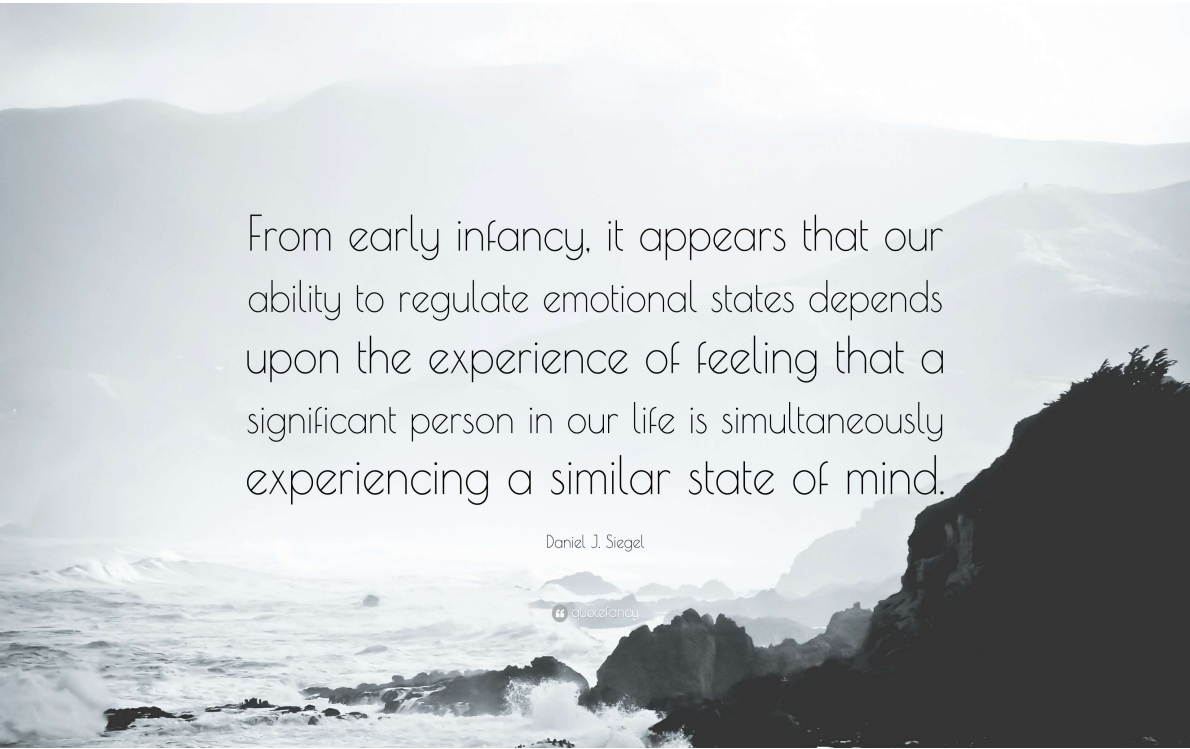


# Think Aloud

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Make your internal dialogue and process visible to your students.

- When you make a mistake
- When you are feeling upset, angry, overwhelmed, etc.
- When you are stuck on a problem



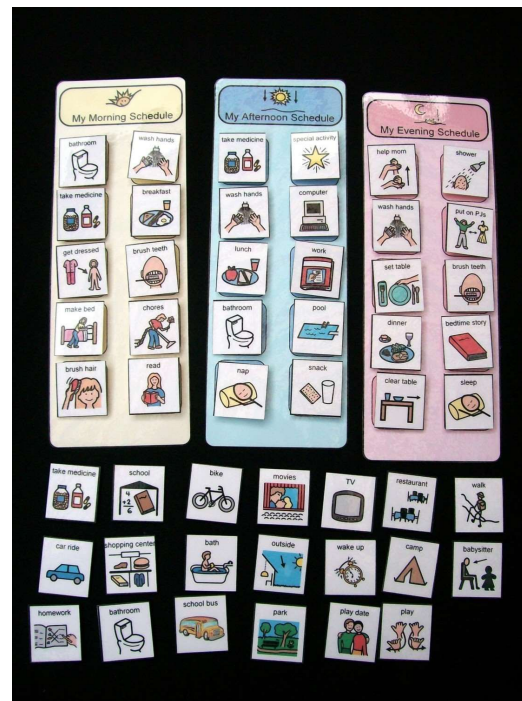
From early infancy, it appears that our ability to regulate emotional states depends upon the experience of feeling that a significant person in our life is simultaneously experiencing a similar state of mind.

Daniel J. Siegel

“anxiety”

# Scaffolding

- Visual supports
- Scripts
- Verbal prompts
- Reminders



# Noticing and Naming

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Notice and name the social and emotional skills and strategies that you see children using.



- Tina I see that you have a big smile on your face as you finally figured out the right order to your science investigation. You must be feeling very proud that your persistence paid off!
- Darren I noticed that you were showing empathy to Sara just now. When she fell down you leaned down to help her up and gave her a hug.
- I noticed that Tiffany and Julia each wanted to go first during their math game. They used rock paper scissors to see who would go first. That was an effective way to solve their disagreement.

# Turn and Talk

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# PRACTICE

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Practice makes perfect. After a long time of practicing, our work will become natural, skillful, swift, and steady.

~Bruce Lee



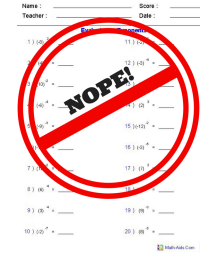
# Practice

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- Engaging Activities
  - Voice and Choice
  - Variety of Settings
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# Engaging Activities



- Active and Interactive
- Inquiry based lessons
- Connected to students' interests and strengths





“It is also important for children to exercise their developing skills through activities that foster creative play and social connection, teach them how to cope with stress, involve vigorous exercise, and over time, provide opportunities for directing their own actions with decreasing adult supervision.” *Harvard Center on the Developing Child*

# Voice and Choice

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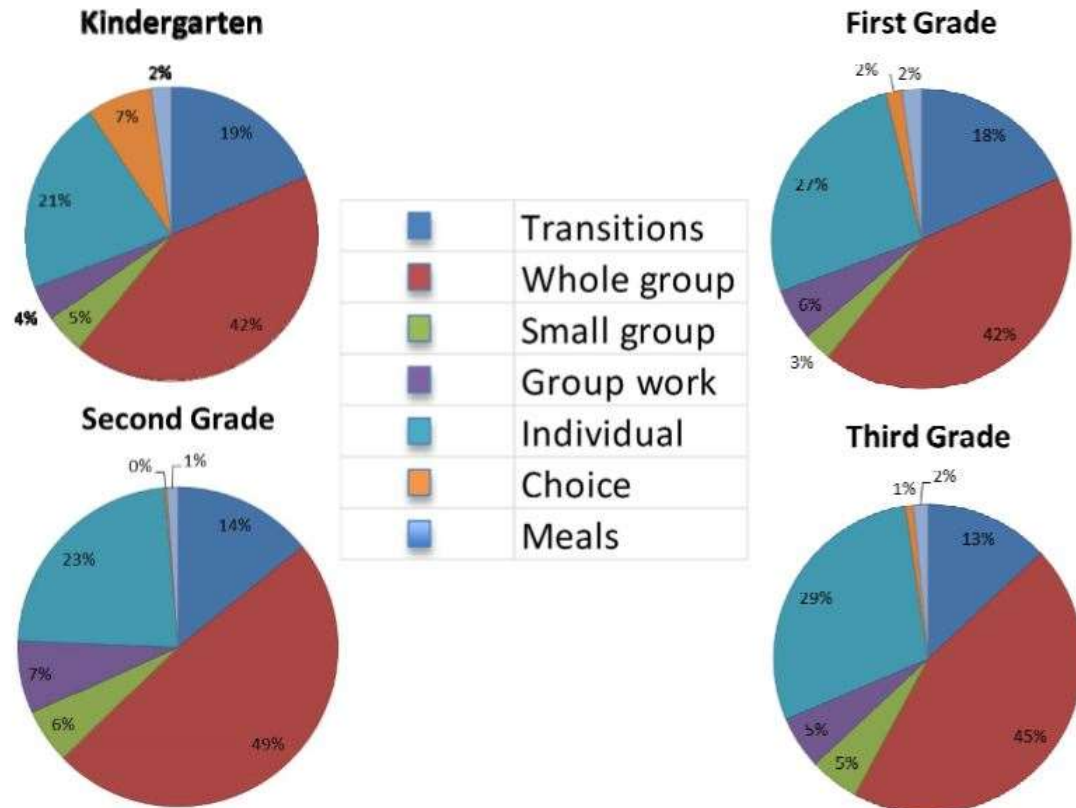


- Content – what they learn
- Process – how they learn
- Product – how they show their learning

# Variety of Settings

- Whole group
- Small group
- Partner work
- Independent work

## EduSnap: Activity Settings by Grade Level





# Part 3: Applying the Learning to Classroom Practice

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- Gain strategies for incorporating the teaching, modeling, and practicing of social and emotional skills into
  - Routines
  - Transitions
  - Core content lessons: science, social studies, math, writing, and reading
- Review grade level standards for math, science, social studies, and language arts and make connections to core social and emotional skills