

Integrating Social Emotional Learning (SEL) with your Student

We know that:¹

- Young children with homeless experiences are more likely to have behavioral problems than housed children.
- Homelessness affects children's health and well-being, their brain development, causes stress, and hinders readiness for school.
- Reports indicate that school-aged children of homeless families have a greater likelihood of experiencing mental disorders with impairment, such as disruptive behavior disorders, social phobia, and major depression, as compared to their low-income housed counterparts.

Because of this, building up social emotional competencies in children is just as important as building their academic knowledge. Through conversation and activity-based learning, we as tutors can be another source of SEL for our students.

What is Social Emotional Learning (SEL)?

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.

Social awareness: The ability to take the perspective of and empathize with others, to understand social and ethical norms for behavior.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting social pressure, negotiating conflict, and seeking and offering help when needed.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions.



How Can I Integrate SEL into my Sessions with my Student?

Generally, make sure that you're building a rapport with your student that is based on mutual trust and respect. Try starting your sessions by asking them:

- What were a "high and low" of your school day?
- What was something fun you did this week?
- What was something you had to do this week that you didn't care for?
- Also, if you notice that your student has trouble with focus, try creating an agenda with them and building in transition time so as to maintain predictability, routine, and consistency for the session.

Quick Activity Resource by Social Emotional Competency

- The online Tutor Center on the CEP website has a variety of activities and conversation starters that address the five different competencies, depending on what you feel like you and your student would benefit from. Definitely check them out here: <http://www.calcep.org/tutor-center.html>
- We've created a "Pocket Resource" with a handful of quick activities that you can use as an icebreaker or conclusion to your tutoring session.
- As we know, we all have tough days. If your student is having a difficult time focusing, some of these activities may be helpful fill-ins that also help develop SEL skills and your relationship with your student. ¹

¹ http://nccp.org/publications/pub_888.html; casel.org

SEL Pocket Resource

	Lower Elementary	Upper Elementary	Middle School
Self-Awareness	<p><i>Would you rather:</i></p> <ul style="list-style-type: none"> • Would you rather have smelly feet or bad breath? • Would you rather never have to shower again or never have to brush your teeth again? • Would you rather eat a live bug or a dead worm? • Would you rather get good grades or be a good athlete? • Would you rather go to the school in the summer and have the rest of the year off or go to school during the rest of the year and have summers off? • Would you rather be the most popular kid in school or the smartest kid in school? 	<p><i>Would you rather:</i></p> <ul style="list-style-type: none"> • Would you rather be a firefighter or a police officer? • Would you rather be a doctor or a garbage man? • Would you rather be a chef or a waiter/waitress? • Would you rather be a teacher or a janitor? • Would you rather stay at your current age or be 10 years older? • Would you rather only be able to whisper or only be able to shout? • Would you rather be super strong or super fast? 	<p><i>Think About It! Discuss or Write</i></p> <ul style="list-style-type: none"> • What makes me unique? • Who are your role models? • Who are your best friends? Why? • What do you want to be when you're older? • Take a moment to look at the things that make you, you. Write down one goal for yourself for this semester or this year or this month (or even just today!)
Self-Management	<ul style="list-style-type: none"> • Discuss what happens when you feel angry. Ask your students what happens when they feel angry or frustrated? Do they cry? Do they (want to) throw things? Do they yell? • Discuss what the best ways are to cope when feeling these emotions. • Discuss taking 5 deep breaths, taking a quiet walk with an adult, closing your eyes, and how scientists have shown that these things help you calm down. 	<ul style="list-style-type: none"> • Discuss what happens when you feel angry. Ask your students what happens when they feel angry or frustrated? Do they cry? Do they (want to) throw things? Do they yell? • Discuss what the best ways are to cope when feeling these emotions. • Discuss taking 5 deep breaths, taking a quiet walk with an adult, closing your eyes, and how scientists have shown that these things help you calm down. 	<ul style="list-style-type: none"> • Discuss what happens when you feel angry. Ask your students what happens when they feel angry or frustrated? Do they cry? Do they (want to) throw things? Do they yell? • Discuss what the best ways are to cope when feeling these emotions. • Discuss taking 5 deep breaths, taking a quiet walk with an adult, closing your eyes, and how scientists have shown that these things help you calm down.
Social Awareness	<ul style="list-style-type: none"> • Introduce a picture of a character/animal. Tell your student about something that made this animal very angry. • Ask your student for advice. What should she do? • Guide the discussion and add your ideas only if it is needed. Suggestions might include using your words, telling a grownup, having quiet time alone, pounding clay, scribbling really fast with crayons, or making an angry face. • Remind the child it is OK to feel angry but you have to decide how to act angry in an OK way. 	<ul style="list-style-type: none"> • Ask your student to list some qualities of what makes a good friend. • Ask about their friendships, and how they would describe themselves as a friend to others. Segue into asking your student to tell you about a time when he/she and a friend had a conflict. • How did it make her feel? • How did her friend feel? • Ask her what strategies they used to resolve the conflict. 	<ul style="list-style-type: none"> • Ask your student to list some qualities of what makes a good friend. • Ask about their friendships, and how they would describe themselves as a friend to others. Segue into asking your student to tell you about a time when he/she and a friend had a conflict. • How did it make her feel? • How did her friend feel? • Ask her what strategies they used to resolve the conflict.
Relationship Skills	<ul style="list-style-type: none"> • Ask your student if they know what it means 'to share'. • Have them describe an instance when they did want to share, or did not want to share. • Have a conversation regarding the importance of sharing and why it is beneficial when playing and getting along with others. 	<ul style="list-style-type: none"> • Ask your student if they know what it means 'to share'. • Have them describe an instance when they did want to share, or did not want to share. • Have a conversation regarding the importance of sharing and why it is beneficial when playing and getting along with others. 	<ul style="list-style-type: none"> • Ask your student if they know what it means 'to share'. • Have them describe an instance when they did want to share, or did not want to share. • Have a conversation regarding the importance of sharing and why it is beneficial when playing and getting along with others.
Responsible Decision-making	<ul style="list-style-type: none"> • If you sneeze without covering your mouth, what can happen? • If you don't wash your hands before you eat, what can happen? • If you take good care of your teeth, what can happen? • If you talk to an adult you trust when you are feeling sad, what can happen? 	<ul style="list-style-type: none"> • <i>These social situation hypotheticals can be used for middle schoolers also:</i> • You and your friends are at a corner store. The clerk is really busy with a long line of customers. Someone wants to steal some candy. How could you say 'no'? 	<ul style="list-style-type: none"> • You are walking down the hall at school and see that someone is getting picked on by a 2 other students. What are some ways you could help out that student who is being bullied?