# Teaching the "Wholly" Child: SEL in the Age of Drive-Thru Parenting

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# My Background

◎ *Experience:* 19 years at HS, 5 years at college

◎ *Content:* AP Language, Creative Writing, English Honors and CP Gr 11 and 12, Social Emotional Learning

◎ *Degrees/Certifications:* BA in English/Secondary Education, MA in English, NJ State Achievement Coach, President of the New Jersey Writing Alliance

◎ *Specialty courses:* SEL Leadership through Rutgers & College of St. Elizabeth; Mindful Teacher Training through Mindful Education; Mindfulness for Teens through Center For Adolescent Studies; Mind Based Stress Reduction (MBSR) through Cassidy Seminars; Primordial Sound Meditation & Introduction to Breathwork through The Chopra Center
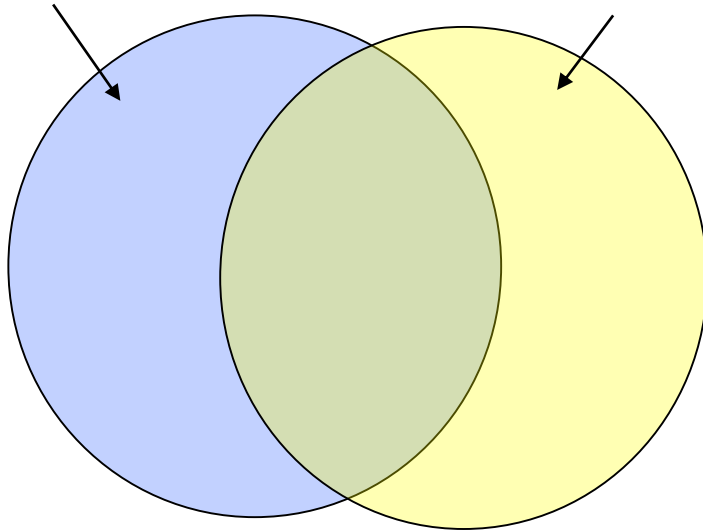
# 1

## Role of Parents

# **Affinity Protocol-Writing**

◎ On separate post-its, write 10 beliefs you feel characterize most parents (meaning **one** belief per post it note)

# **Affinity Protocol- Sorting**

◎ With a partner, make three piles:

- ☐ one for beliefs that **only** fit current parents (like of your students)
- ☐ one for beliefs that **only** fit older parents (like yours)
- ☐ And one for beliefs that fit **both**

# Which set of parents are being described?

Past or Present?

These parents spend more money on their children.

# Present

◎ Current generation of parents were left to fend for themselves as children since most homes became dual career earners.

◎ Seeing the hard work, layoffs, & lack of happiness experienced by many of their own parents, many in this generation decided to focus more on family so much so they overindulge.

  ☐ Example? Back-to-school spending in 2018 exceeded to $82.8 billion (Psychology Today).

These parents raise their children
to be independent.

# **Past**

- Parents had the goal of developing healthy adults by the time we reached 18 years old. Because preparing kids for adulthood was their goal, they made several decisions that today might seem strange:
  - They didn't argue with Little League umpires or negotiate with teachers on the child's behalf.
  - They didn't solve their child's problems for them when they had conflict at school.
  - They didn't remove financial obstacles so their child could have fun.
  - They didn't over medicate their child to ensure our days were easy (Growing Leaders).

These parents spend the most time with their kids.

# Present

◎ The amount of time parents spend with their children continues to go up.

◎ Fathers have nearly tripled their time with children since 1965.

◎ Mothers' time with children has also increased, with today's mothers spending more time with their children than mothers did in the 1960s ([Pew Social Trends).](#)

The children of these parents are considered "safer".

# Present (continued 1)

◎ [Data from the CDC](#)
- ☐ Shows that mortality rates are 49% lower now for children aged 15 to 19 than they were in the early '90s.
- ☐ For children ages 5 to 14, the rate has decreased as well by 32%.
- ☐ This is due to new vaccination requirements & present parents' access to reliable parenting information via the internet.

◎ Reports of missing children are down by 40% since 1997.
- ☐ This is due to apps that allow parents to track their children as well as governmental prevention such as Amber alerts.

The children of these parents are more fearful and anxious.

# Present (continued 2)

◎ However, these children have witnessed terrorism & school shootings, & a large number come from divorced homes.

◎ Technology brings worldwide events into local consciousness & the Internet keeps them wired at all times.

◎ Given their experiences, it is understandable they would feel more fear & anxiety than their predecessors (Psychology Today).

# Key Researched Similarities of Today's Parents & Parents in the Past

◎ Spend more money than the previous generation did on their kids.

◎ Worry about their child being bullied or victimized.

◎ Feel guilty about working.

◎ Love their children & feel that they are going a "decent" or "above average" job of raising their children (Pew Social Trends).

# 2

SEL and Equity

# CASEL Framework: Self Awareness



Social & Emotional Learning Core Competencies

- Dominant U.S. cultural norms promote materialism, which is associated with health problems & unethical behavior.

- These norms are even more problematic when wealth & Whiteness are conflated & uncritically accepted as indicators of success.
  - This fosters a sense of White racial entitlement & dominance as well as negative biases & stereotypes about people of color & those from low-income backgrounds.

- Self-awareness is foundational for equity.
  - Sense of self for all young people includes cultural values, & orientations, & collective identities.

Piff, P.K. Stancato, D.M., Côté, S., Mendoza-Denton, R. & Keltner, D. (2012). Higher social class predicts increased unethical behavior. *Proceedings of the National Academy of Sciences* 109(11), 4086-4091

# CASEL Framework: Social Awareness



Social & Emotional Learning Core Competencies

- Students from diverse backgrounds are often placed at risk by the dominant culture of schools
  - Possibly could lead to stress & disengagement, which undermines school success.
- U.S. & global diversity is growing
  - Leads to greater interaction among people from various racial/ethnic & socioeconomic backgrounds.
- A critical social awareness would help young people recognize & distinguish among the potentially competing cultural/race-related messages.
  - Students would benefit from noticing the importance placed on various types of diversity—in classroom, school, & community settings.

Allen, A., Scott, L.A., & Lewis, C.W. (2013). Racial micro aggressions and African American and Hispanic students in urban schools: A call for culturally affirming education. *Interdisciplinary Journal of Teaching and Learning,* 3(2), 117-129; Yeager, D.S, Purdie-Vaughns, V., Hooper, S.Y., & Cohen, G.L. (2017)

# CASEL & Equity

| CASEL 5 Competencies | Equity Elaborations |
|---|---|
| Self-awareness | Involves understanding one's emotions, personal identity, goals, and values. This includes accurately assessing one's strengths and limitations, having positive mindsets, possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to understand the links between one's personal and sociocultural identities and to recognize how thoughts, feelings, and actions are interconnected. |
| Self-management | Requires skills and attitudes that facilitate the ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through personal and group-level challenges in order to achieve personal and educational goals. |
| Social-awareness | Involves the ability to take the perspective of those with the same and different backgrounds and cultures and to empathize and feel compassion. It also involves understanding social norms for behavior in diverse settings and recognizing family, school, and community resources and supports. |
| Relationship skills | Includes the tools needed to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with differing social norms and demands. It involves communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed. |
| Responsible decision-making | Requires the knowledge, skills, and attitudes to make caring, constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to critically examine ethical standards, safety concerns, and behavioral norms for risky behavior; to make realistic evaluations of consequences of various interpersonal and institutional actions; and to take the health and well-being of self and others into consideration. |

*Revisions to Weissberg et al. (2015)*

# 3

SEL – Teaching the Whole Child

# Traffic Light Protocol

🔴 Not an SEL activity

🟡 Might be an SEL activity

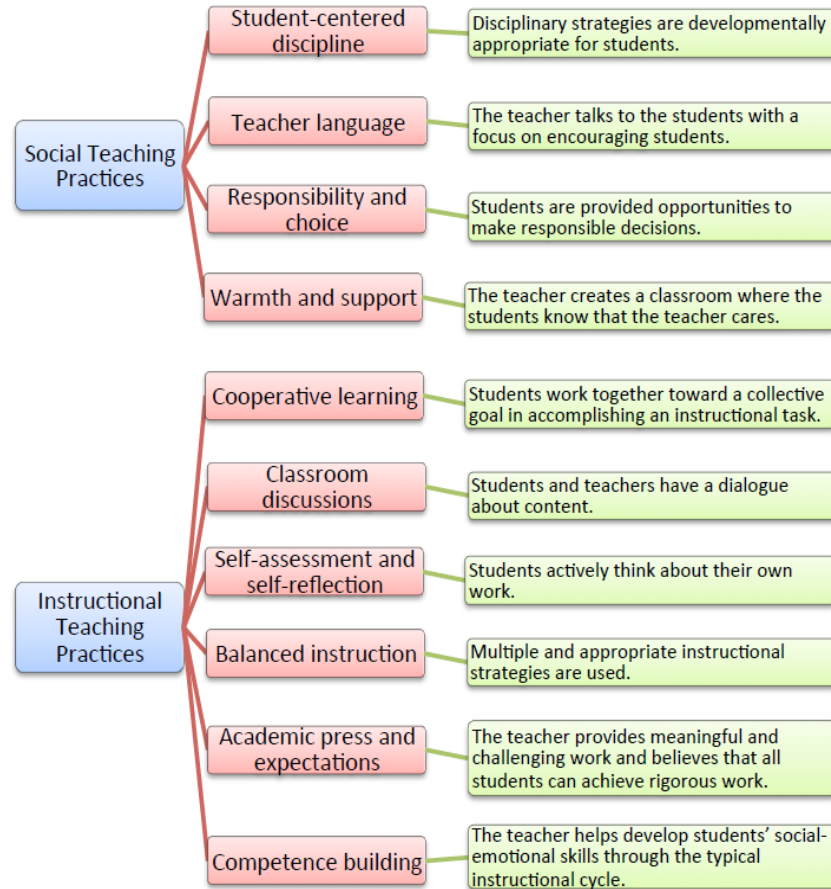🟢 Absolutely an SEL activity

- Read each activity.  Place a green, yellow, or red dot to indicate your current knowledge of SEL activities.

# CASEL's Teaching Practices that Support SEL

# Teaching Practices That Support Social Emotional Learning

Source: CASEL

**Figure 1. 10 Teaching Practices that Support SEL**



- **Social Teaching Practices**
  - Student-centered discipline — Disciplinary strategies are developmentally appropriate for students.
  - Teacher language — The teacher talks to the students with a focus on encouraging students.
  - Responsibility and choice — Students are provided opportunities to make responsible decisions.
  - Warmth and support — The teacher creates a classroom where the students know that the teacher cares.

- **Instructional Teaching Practices**
  - Cooperative learning — Students work together toward a collective goal in accomplishing an instructional task.
  - Classroom discussions — Students and teachers have a dialogue about content.
  - Self-assessment and self-reflection — Students actively think about their own work.
  - Balanced instruction — Multiple and appropriate instructional strategies are used.
  - Academic press and expectations — The teacher provides meaningful and challenging work and believes that all students can achieve rigorous work.
  - Competence building — The teacher helps develop students' social-emotional skills through the typical instructional cycle.

# Three Signature Plays of SEL - All CASEL Aligned

❖ *Welcoming Rituals* Using a welcoming ritual in class allows participants to build community with each other.

❖ It enables SEL competencies/skills to be practiced by both adults & students to build relationships.

❖ *Engagement Strategies* Research has proven project-based learning can increase social & civic skills across diverse groups of students.

❖ *Optimistic Closures* End each class by having students reflect, then name something that helps them leave on an optimistic note.

❖ This provides positive closure, reinforces the topic & creates momentum towards taking action.

Source: Oakland Unified School District's "SEL Playbook"

# SEL Practices that Build Equity 1

◎ Write the day's agenda on the board.
- ☐ Students feel safer when knowing what to expect.

◎ Begin class with a couple minutes of mindfulness to calm emotions & focus attention.

◎ Conduct quick class "check-ins", asking students to reflect on their internal state.
- ☐ Check-ins give teachers a sense of how students are doing & also send the message to students that their emotions matter.

# SEL Practices that Build Equity - 2

◎ Demonstrate warmth & support for students by
- ☐ following up with their concerns
- ☐ asking questions about their experience
- ☐ helping them feel included in class.

◎ Model active listening skills by creating protocols for discussions
- ○ sentence frames
- ○ summarizing a partner
- ○ community agreements on collaboration & offering constructive feedback
- ○ cooperative learning.

◎ Facilitate <u>scenario based learning</u> opportunities that fit your content (ties nicely to PBL).

# SEL Practices that Build Equity - 3

◎ Teach students about conflict resolution & [nonviolent communication.](#)

◎ Recognize students' worth & value & reflect it back to them with <span style="color:red">specific</span> feedback.

◎ Give opportunities for students to [practice conversation skills](#) without technology through small groups & pairs.

◎ Try silent discussion protocols to build students' understanding of [nonverbal communication,](#) plus it allows every student a voice.

# 4

# Where to Begin
## SEL and Equity

# Starting the year with SEL

◎ Student Information Sheet

◎ Student Survey of SEL skills

◎ Community Agreements/Collaborative Classroom Norms

◎ Community-Building/Team-Building

# Graffiti Board Protocol

◎ Everyone gets a different colored marker
◎ Each participant writes on a section of chart paper
◎ Can use words, phrases, to show your ideas
◎ No one should be talking during this time

**Rotate**

◎ When time is called, rotate the chart paper clockwise. The next person should add on to what the person before them wrote (still no talking!).

◎ The paper should keep rotating according to the timer until it is back where it initially started (meaning you are back to you comment).

# Feedback and Contact

◎ Please complete this survey so I can gain your valuable feedback.

◎ Please reach out with questions or for resources:

Email: kristieopaleski@gmail.com

Website: www.kristieopaleski.com