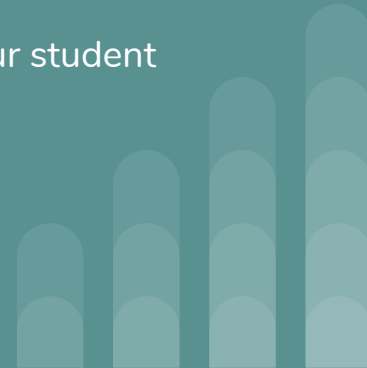


Social Emotional Learning

How it connects to learning & life, why it's important, and how you can help your student
A Newberg School District Lesson for Distance Learning 2020

Created by Jen Dupriest & Maddie Kozloff





Goals

- Explain the concept of emotional intelligence
 - identify factors that contribute to its development
- Describe specific strategies for helping to promote emotional intelligence in children
- Help parents and school connect to support students in COVID-19 crisis



What is Emotional Intelligence?

“Ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict”

(Improving Emotional Intelligence (EQ)

<https://www.helpguide.org/articles/mental-health/emotional-intelligence-eq.htm>)

Why is Emotional Intelligence important?

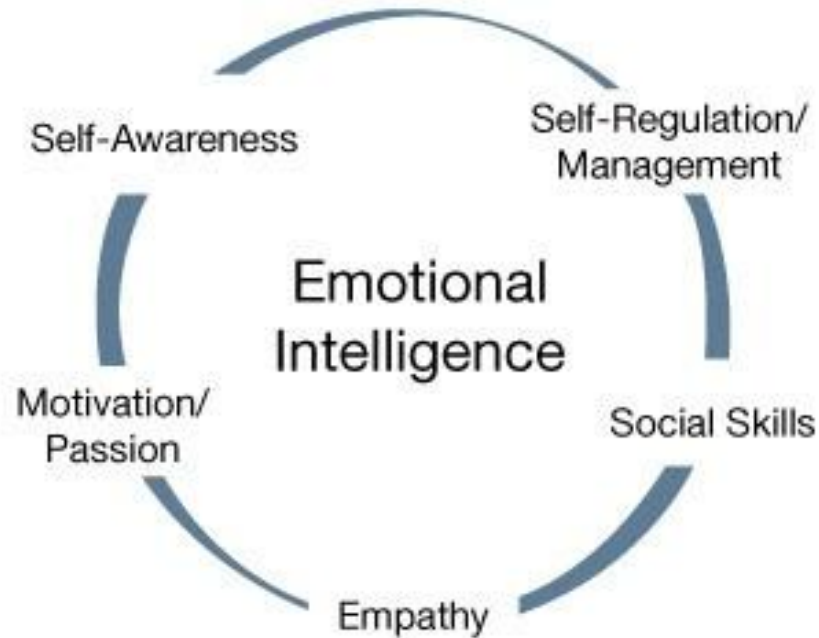
- Helps build stronger relationships
- Increase success at school and work
- Achieve career and personal goals
- Help connect with feelings
- Turn intention into action
- Make informed decisions



Leads to happier, healthier, more connected life.



5 Qualities of Emotional Intelligence





Parent Strategies to Help Support Students At Home

- Create routines
 - Getting up/going to sleep, when & how to share things from your day
- Make room for silence/stillness
- Use calming music, create a quiet space in your house for them
- Don't be afraid to talk to your kids about scary events (experienced or witnessed)
- Make time to be outdoors (be sure to follow social distancing)
- Help student identify where they feel their feelings in their bodies



Social Emotional Learning from Newberg School District

New lessons will arrive FRIDAYS in 2 places:

See-Saw (elementary) or Google Classroom (secondary)

&

<http://nsdschoolcounseling.weebly.com/social-emotional-learning.html>



How to Support Your Student in the Social Emotional Lessons

- Do the lesson with your student
- Discuss questions and themes together
- Practice calming strategies when they are calm
- Practice I statements and positive disagreement
 - “I feel... when...”
 - “I hear your idea, what about this...”



Possible Lesson Topics

- **Mindfulness:** Focusing on one emotion or sensation (kindness, gratitude, slowing down to appreciate something/the act of savoring something)
- **Breathing:** Practicing slowing down breath in order to enforce calm or help regulate
- **Journaling:** Being able to write or draw about events to help process emotions around an event
- **Positive Self Talk/Reframing:** Acknowledging and addressing the negative things we think about and trying to make it either neutral or positive
- **Building Positive Social Connections:** Taking the time to reach out and connect in a healthy and productive way with people

Students Under Stress

Students react to stress differently!

Here are some ways you might see your student react.

8 WAYS A CHILD'S ANXIETY SHOWS UP AS SOMETHING ELSE

1. Anger

The perception of danger, stress or opposition is enough to trigger the fight or flight response leaving your child angry and without a way to communicate why.



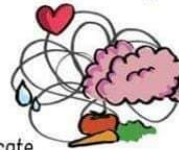
2. Difficulty Sleeping

In children, having difficulty falling asleep or staying asleep is one of the hallmark characteristics of anxiety.



3. Defiance

Unable to communicate what is really going on, it is easy to interpret the child's defiance as a lack of discipline instead of an attempt to control a situation where they feel anxious and helpless.



5. Lack of Focus

Children with anxiety are often so caught up in their own thoughts that they do not pay attention to what is going on around them.

FOCUS

6. Avoidance

Children who are trying to avoid a particular person, place or task often end up experiencing more of whatever it is they are avoiding.



7. Negativity

People with anxiety tend to experience negative thoughts at a much greater intensity than positive ones.

8. Overplanning

Overplanning and defiance go hand in hand in their root cause. Where anxiety can cause some children to try to take back control through defiant behavior, it can cause others to overplan for situations where planning is minimal or unnecessary.



4. Chandeliering

Chandeliering is when a seemingly calm person suddenly flies off the handle for no reason. They have pushed hurt and anxiety so deep for so long that a seemingly innocent comment or event suddenly sends them straight through the chandelier.





Need help? - Elementary Schools

if you find your student struggling with their emotions or behavior, please contact your school counselor.

- **Edwards Elementary:** Ron Hampton
 - hamptonr@newberg.k12.or.us
- **Antonia Crater Elementary:** Jennifer Bass
 - bassi@newberg.k12.or.us
- **Joan Austin Elementary:** Marianne Hyatt
 - hyattm@newberg.k12.or.us
- **Dundee Elementary:** Sara Price
 - prices@newberg.k12.or.us
- **Ewing Young Elementary:** Luke Bartlett
 - bartletti@newberg.k12.or.us
- **Mabel Rush Elementary:** Jennifer DuPriest
 - dupriesti@newberg.k12.or.us



Need help? - Middle Schools

If you find your student struggling with their emotions or behavior, please contact your school counselor.

- **Mountain View Middle School**

- Annie Bynum (Student Last Names: A-K) - bynumc@newberg.k12.or.us
- Erin Dobias (Student Last Names: L-Z) - dobaise@newberg.k12.or.us

- **Chehalem Valley Middle School**

- Jeff McDonough (Student Last Names: A-J)- mcdonoughj@newberg.k12.or.us
- Maddie Kozloff (Student Last Names: K-Z) - kozloffm@newberg.k12.or.us



Need help? - High Schools

If you find your student struggling with their emotions or behavior, please contact your school counselor.

- **Newberg High School**
 - Sarah Stevens (Last names A-E): stevenssa@newberg.k12.or.us
 - Teresa Conrad (Last names F-La): conradt@newberg.k12.or.us
 - Nicki Eggiman (Last names Lb-Ri): eggimann@newberg.k12.or.us
 - Sara Linnertz (Last names Rj-Z): linnertz@newberg.k12.or.us
- **Catalyst High School**
 - Christine Crisman: crismanc@newberg.k12.or.us
 - Luke Bartlett: bartlettj@newberg.k12.or.us