



DAVENPORT
Community Schools
G R O W I N G E X C E L L E N C E

Family Learning Guide

*Social Emotional Learning for
Kindergarten through Second Graders*



What is Social Emotional Learning (SEL)?

Social and emotional learning (SEL) is the process through which children and adults:

- *Understand and manage emotions*
- *Set and achieve positive goals*
- *Feel and show empathy for others*
- *Establish and maintain positive relationships*
- *Make responsible decisions*

Why do schools care about SEL?

Children's emotions and relationships affect how and what they learn, and how they use what they learn in school and at home. Emotions can allow us to have an active interest in learning. However, unmanaged stress and poor regulation of impulses interfere with attention and memory and contribute to behaviors disruptive to learning.

Learning is a social and interactive process. It takes place in collaboration with one's teachers, in the company of one's peers, and with the support of one's family. Relationships are the engine of learning.

What are Iowa's Social Emotional Competencies?

The Iowa Department of Education has organized social emotional learning around five core competencies identified by the Collaborative for Academic, Social and Emotional Learning (CASEL).

At the kindergarten through second grade level, these are:

Competencies	Learning Targets
Self Awareness	Identifying Emotions Accurate Self Perception Self Confidence
Self Management	Impulse Control Stress Management Self Discipline Self Motivation Goal Setting Organizational Skills
Social Awareness	Perspective Taking and Empathy Appreciating Diversity and Respect for Others Civic Engagement
Relationship Skills	Communication Social Engagement Relationship Building Teamwork
Responsible Decision Making	Identifying Problems Analyzing Solutions and Solving Problems Evaluating and Reflecting Ethical Responsibility

Self Awareness

What is Self Awareness?

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

What Should Kindergarten–Second Graders be Able to Do?

Identifying Emotions

- *Identify and name their own basic emotions and feelings.*
- *Identify situations that might elicit emotions and feelings.*

Accurate Self Perception

- *Identify likes and dislikes.*
- *Describes things they do well.*
- *Describe and activity/task in which they may need to help in order to be successful.*

Self Confidence

- *Demonstrate positive self-talk when participating in new challenges.*
- *Demonstrate willingness to try new things.*
- *Actively participate in, question and contribute to the learning process.*

What can Families do at Home to Help Children Develop Self Awareness?

Role model feeling words. When you are angry, sad, frustrated or worried, name these feelings out loud by saying things like, "I feel frustrated that I left my phone at home."

Read books with your child and ask questions. Children's books are full of characters that all experience feelings. While reading, ask your child what he/she thinks the character is feeling and why.

Listen and show interest. When your child is vocal about what they like and don't like, listen and show interest, even if you don't agree with him/her. Say things like, "I hear that you don't like peas. I can understand that. I didn't like them when I was a child either." Your child may still have to eat the peas, but we can still understand their feelings.

Ask questions. Ask children questions about the world around them. This helps them practice being engaged learners. For example, in the grocery store ask, "I wonder where all these oranges came from and how they got here. What do you think?"

Encourage questions. Children who are curious about the world around them do better in school and in life. When children ask questions, try your best to answer them. When you don't know, "Say, I don't know how that works. How do you think we could find out?"

Self Management

What is Self Management?

Self-management includes regulation one's emotions, stress management, self-control, self-motivation, and setting and achieving goals.

What Should Kindergarten–Second Graders be Able to Do?

Impulse Control

- *Identify productive self-regulating strategies to process emotions and reframe thoughts and behaviors.*
- *Demonstrate productive self-regulation strategies to manage emotions and reframe thoughts and behaviors.*

Stress Management

- *Identify stressors that result in physical or emotional responses.*
- *Identify healthy practices to manage response to stressful situations.*
- *Apply healthy practices to handle situations that cause stress*
- *Communicate the need for assistance to manage stress as needed.*

Goal Setting

- *Demonstrate the ability to identify a simple goal.*
- *Implement steps toward a goal including identifying resources needed.*
- *Monitor progress toward a goal and adjust as needed.*

Organizational Skills

- *Demonstrate skills that keep personal items organized.*
- *Demonstrate ability to manage time and tasks.*

Self-Discipline and Self-Motivation

- *Demonstrate the ability to stay actively engaged and persist in activities.*
- *Demonstrate the ability to delay immediate gratification.*

What can Families do at Home to Help Children Develop Self-Management?

Name your child's emotions and help identify their thoughts. When your child is angry name their emotion by saying "I see you are feeling angry right now". Then explain it is okay to be angry and encourage them to take a break. After, discuss why they were angry and what they could do next time that happens to not become so angry.

Let your child know they can talk to you and listen. Encourage your child to talk to you about their day. Communicating with you will allow them to come to you in times where they are upset or have a problem causing them stress. Listen to your child and engage in the conversation with them.

Teach your child strategies. It is common for young children to need coaching to be able to manage intense and difficult emotions. Help children learn to increase their ability to self manage by:

- Recognize when your child is feeling stress and help them understand their own reactions. Children don't always recognize when they are whining, crying, stomping feet, facial expressions, etc.
- Help children consider taking a self-imposed break to collect themselves. This isn't about being "in trouble," but about learning to self-manage.
- Teach children the "take a deep breath" strategy of calming down.

Social Awareness

What is Social Awareness?

Social awareness connotes perspective-taking; empathy; respecting diversity; understanding social and ethical norms of behavior; and recognizing family, school, and community.

What Should Kindergarten–Second Graders be Able to Do?

Perspective–Taking and Empathy

- *Demonstrate awareness that others may have different thoughts or feelings from oneself.*
- *Identify and interpret social cues (verbal and nonverbal) to determine how others feel.*
- *Identify and connect with the feelings of others without judgment.*

Appreciating Diversity and Respect for Others

- *Identify ways that people are alike and different from self.*
- *Demonstrate consideration for the feelings, wishes, rights, and traditions of others.*
- *Interact effectively with those who are similar and different from oneself.*

Civic Engagement

- *Perform roles that contribute to the overall functioning and enhancement of their classroom and school.*
- *Recognize the definition of a community and that you have a role in that community.*

What can Families do at Home to Help Children Develop Social Awareness?

Talk about the roles in the community. As you go through your daily life, point out all the important jobs that make our community function—grocery store, mail carrier, construction workers, doctors and nurses, gas station clerks, etc. Ask your child about what role they play in making their community work.

Set a positive example. Kids learn a lot by watching the adults around them. Think about what you want your children to learn about how to treat others. Consider how to demonstrate what that behavior looks like as you interact with those around you.

Actively engage in activities, events and celebrations that honor the diversity in our community. Talk with your children about the roles that various groups of people have played in establishing and building our society. Emphasize the importance of all people.

Call out injustice when you see it. Children have a keen sense of what is "fair" and what isn't. Children are confused when something is clearly unjust and adults don't address it. Be sure to pay attention when others are being treated differently based on their age, race, gender, religion, ability, etc. Address what you see by asking children what they see, and pointing out when something is unfair and what we can do to make the world a more fair place.

Relationship Skills

What are Relationship Skills?

Relationship skills connote building relationships with diverse individuals and groups, communicating clearly, working cooperatively, resolving conflicts, and seeking help.

What Should Kindergarten–Second Graders be Able to Do?

Communication

- *Recognize facial expressions, body language, gestures, and tone of voice to understand others' thoughts and feelings.*
- *Use facial expressions, body language, gestures, words, and tone to effectively communicate thoughts, feelings, wants, needs, and ideas to others.*
- *Attentively listens and responds to the feelings, ideas, and requests of others.*
- *Respond attentively and/or with empathy to others.*

Social Engagement

- *Initiate and engage in social interactions with peers and adults.*
- *Demonstrate social behaviors that are appropriate to the situation and environment.*

Relationship Building

- *Identify and demonstrate traits of healthy friendships.*
- *Identify and recognize behaviors that are hurtful and/or not safe.*
- *Demonstrate skills to maintain safety of self and others.*

Teamwork

- *Cooperate with others in group activities; shares and takes turns.*
- *Demonstrate flexibility and willingness to be helpful in group decisions even when one doesn't get their way.*
- *Demonstrate graciousness in winning and losing.*

What can families do at home to help children develop relationship skills?

Practice communication with your child and others. Regular positive communication with your child will provide a model for them to follow. Practice engaging with adults, family members, or children by expressing feelings, wants, needs, and ideas using the correct tone of voice, body language, and listening skills.

Use television and movies to talk about relationships. There are many examples, both positive and negative, of relationships within media. Use this as an opportunity to ask your child questions about what characters are doing, and how these characters are displaying healthy and unhealthy friendship skills. Ask children what would improve the relationship in that situation.

Ask questions. It is common for young children to struggle with friendships. This is partly because it is hard to learn to take another person's perspective. When your child is struggling in a relationship, ask him/her what they think the other person might be thinking. Help them brainstorm.

Emphasize cooperation. Our culture tends to be competitive and place value on winning. This can make flexibility, sharing and reaching group decisions hard. Help your child to participate in activities that focus on cooperation and teamwork. Praise your child for their effort, not just their achievement.

Responsible Decision–Making

What is Responsible Decision–Making?

Responsible decision-making refers to considering the well-being of self and others; recognizing one's responsibility to behave ethically; basing decisions on safety, social, and ethical considerations; evaluating realistic consequences of various actions and making constructive, safe choices for self, relationships, and school.

What Should Kindergarten–Second Graders be Able to Do?

Identify Problems

- *Identify choices and decisions that one makes in daily life.*
- *Identify choices that may result in a problem.*
- *Recognize when a situation is a problem and what makes it a problem.*

Analyzing Situations and Solving Problems

- *Identify possible choices that one has and how to respond.*
- *Identify the possible positive and negative consequences a decision could have on themselves and others.*
- *Identify situations that require assistance from an adult.*
- *Apply choice and accept responsibility for the outcome.*

Evaluating and Reflecting

- *Reflect on the effect of choices on self and others.*
- *Identify new thinking as a result of the problem-solving process.*

Ethical Responsibility

- *Demonstrate awareness of equity, fairness and respect that positively impacts the greater good.*
- *Accept ownership for actions.*

What can Families do at Home to Help Children Develop Responsible Decision–Making?

Help your child when they ask. Wait for your child to ask you for your assistance with a situation. When they identify they need your help, respond by actively helping them and communicating how you are going to solve the situation.

Learn about consequences. One of the ways that we learn that not all decisions are good ones is by recognizing the consequences of actions. Point out consequences when you see them—both positive and negative. For example:

- "It looks like that little boy is sad that his mom made him sit in the grocery cart. I guess that is a consequence for running down the aisle when she told him to stay by her."
- "Oh, no. Your ice cream fell on the floor. It looks like that is the consequence for dancing in the kitchen with ice cream in your hand."
- "It is so nice to see that you got such a good consequence from sharing with your sister yesterday. Now she is sharing with you."

Help children brainstorm. When children complain about a situation or tattle on a sibling or friend, say, "That sounds frustrating. How do you think you could solve that problem?" Then help them think about what the outcome of that idea would be.

Communicating with School

Your child's teacher and school counselor are great sources of information about the social emotional development of your child. Ask them how they think your child is doing with being on track with the skills discussed in this guide. Be sure to ask what they see in school, and how you can support your child's development at home.

Ask questions such as:

- *How do you feel my child is doing in getting along with peers? What strengths and challenges do you see?*
- *What are your observations about my child's ability to understand and manage emotions?*
- *Tell me about how my child is doing with both following directions and solving problems effectively in the classroom.*
- *In general, how do you think my child is doing in his/her social-emotional development in terms of what you would expect from this age?*
- *Are there any specific things you would like us to work on at home to help with social emotional challenges in the classroom?*

Concerns about Development

All children have areas of strength and areas of challenge as they grow and learn. For some children, an area of challenge is around social and emotional development.

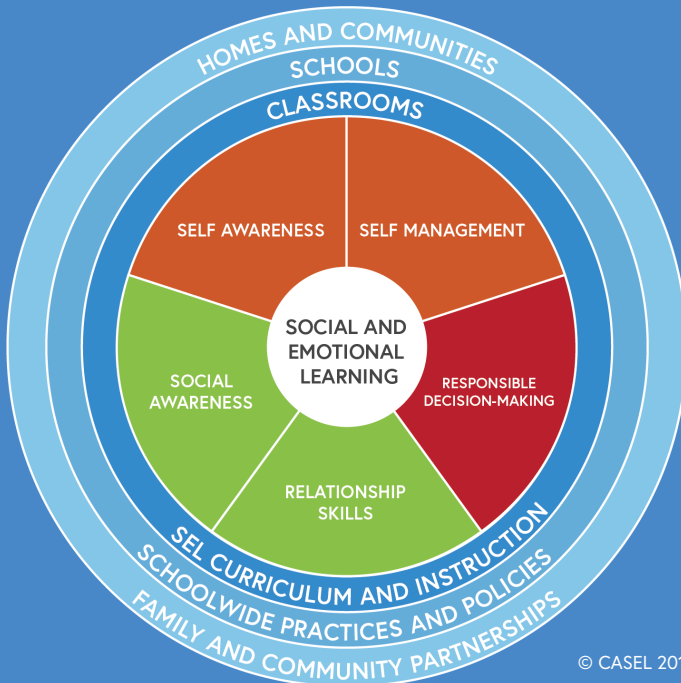
If you are concerned about your child's development, ***talk to your child's school counselor*** about your concerns. Ask what he/she sees and if there are recommendations that may help your child. Ask your school counselor about extra groups or programs that might help your child learn these skills.

Talk with your child's pediatrician or family doctor about your concerns. Sometimes children have a medical condition or developmental challenge that can interfere with their ability to be as successful as we would like.

Ask your child's pediatrician for a referral to a community-based provider that specializes in helping children learn additional social and emotional skills. Community-based counselors use strategies to help children learn and practice skills that they can use to improve their social and emotional skills in everyday life.



For more information about social emotional learning, visit the Collaborative for Academic, Social and Emotional Learning at: <https://casel.org/>



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