



Meaningful Connections: Fostering School Success Through Social Emotional Learning

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About Our Session...

Connection has been defined as the energy that exists between people when they feel seen, heard and valued. Connection is the reason why we exist. Connection is what potentially allows a society, a culture, an organization, a family, community, school or classroom to remain intact, healthy and productive. In this session, we will examine the meaning of connection within the context of the work we do as educators, mentors, parents and community members. We will discuss the role that connection plays in teaching, learning, social-emotional development and its role in building vital partnerships with families and school communities

Video Clip: Just Breathe

How Are You Feeling Today... The Significance of Classroom and School Climate

1. Feelings can IMPAIR our ability to:
 - learn and process knowledge.
 - make good decisions.
 - develop healthy relationships.
 - feel confident, secure and happy.
 - perform at our BEST.

Connection:

1. The state of being **joined or linked**.
2. The feeling of **belonging to** or having **affinity** with a particular person or group

Why is connection so hard?

Why are we encountering so many DISCONNECTED learners?

Social Emotional Learning - Building A House On A Strong Foundation

1. What is it?
 - **Emotional learning**...The knowledge and skills needed to recognize and regulate feelings.
 - **Social Learning**... The strategies for interacting successfully with others.
2. Outcomes Framework for Social Emotional Learning
 - Positive social emotional development provides a base for lifelong learning
 - Social skills and emotional self-regulation related to later academic success in school
 - Preventing future social and behavioral difficulties is more effective than remediating later.

3. The 3 Brain States

- The Survival State is concerned with safety and survival.
- The Emotional State is concerned with connection and feelings.
- The Executive State is concerned with problem solving and higher order thinking skills.

4. With self-regulation, children learn to

- a) Stop b) Think c) Respond appropriately

5. Discipline: Guiding children from the lower centers of their brains (Survival Brain) to the higher centers of their brains (Thinking Brain) so that they can LEARN:

Moving from the lower centers of the brain to the higher centers of the brain is an indication that children are developing self-regulation. Self-regulation gives us the ability to:

1. Control impulses.
2. Manage emotions.
3. Exercise self-control .

It is an ESSENTIAL life skill and an accurate predictor of academic success!

Using SEL Tools To Foster School Success

1. For school success...

- We must connect with learners and their families.
- We must teach learners how to connect with each other.
- We must help learners to connect with themselves.
- We must enable learners to connect with the world around them.

2. Connect With Learners

- We have an understanding of how they think, learn and develop
- We cultivate relationships with even our hardest to reach students
- We integrate social emotional learning into everything we do.

3. Teach Learners How To Connect With Each Other

Feeling connected is a NEED

Making friends and maintaining relationships is a SKILL

Empathy ...The ability to understand another person's feelings and needs and respond with care.

It is the FOUNDATION of a safe, caring and inclusive learning climate

4. Help Learners To Connect With Themselves

- Recognize and label their emotions
- Understand how their emotions influences their behavior
- Express emotions positively

5. Learners Must Connect With Their World

- Creating learning environments that encourage development of pro-social skills
- Creating learning experiences that encourage thinking, intellectual curiosity and tolerance.