

# **SOCIAL EMOTIONAL LEARNING AT CLARKSTOWN SOUTH**

**Back to School Night**

Wednesday, September 18th, 2024



# What is Social and 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, and make responsible decisions.”

-Collaborative for Academic, Social, and Emotional Learning (CASEL)



# Why do Emotions Matter?

Emotions (and what we do with them) influence:

- Attention, memory, and learning
- Decision making and judgment
- Relationship quality
- Physical and mental health
- Everyday effectiveness



# Why Do We Include SEL in School?

- **New York State Education Department Benchmarks**

- Develop a self-awareness that nurtures and affirms a strong sense of identity, informs decisions about their actions, and builds a sense of agency.
- Use social awareness and interpersonal skills to establish, navigate, and maintain mutually supportive relationships...
- Demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being...

- **CCSD District Goal**

- Support the Social-Emotional and Ethical Development of All Students

- **Positive Feedback**

- Connections with teachers makes students feel better, want to learn, and perform better
- Connections with peers makes students feel more comfortable in the classroom

- **RULER Leads to Improved Academic Outcomes and Behaviors**

- Increase in: positive climate, attendance, academic performance
- Decrease in: attention problems, bullying, suspensions, anxiety, depression

# What is RULER?



- RULER is an approach to social and emotional learning that teaches the skills of emotional intelligence.
- RULER includes everyone in the school community.
- RULER is an acronym (see next slide).
- Research shows that RULER reduces problem behavior, promotes positive relationships, and improves academic achievement.

# **RULER** is an acronym

for the skills that will build our emotional intelligence



**RECOGNIZE**

Recognizing  
emotions in  
oneself and  
others.



**UNDERSTAND**

Understanding  
the causes and  
consequences of  
emotions.



**LABEL**

Labeling  
emotions with a  
nuanced  
vocabulary.



**EXPRESS**

Expressing  
emotions in  
accordance with  
cultural norms &  
social context.



**REGULATE**

Regulating  
emotions with  
helpful  
strategies.



# RULER Anchor Tools

## CHARTER

## MOOD METER

## META-MOMENT

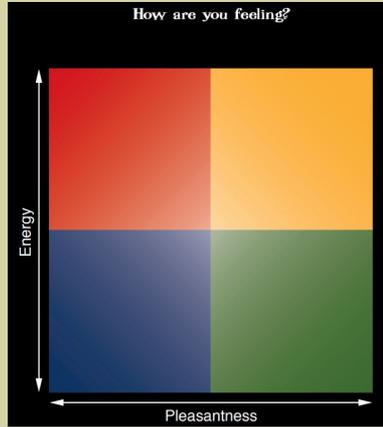
## BLUEPRINT



**CLARKSTOWN HIGH SCHOOL SOUTH**  
**STUDENT CHARTER**  
ALL OF FALL 2022



In order to feel <b>HAPPY</b> , we will:	In order to feel <b>MOTIVATED</b> , we will:	In order to feel <b>SUCCESSFUL</b> , we will:
<input type="checkbox"/> Smile at each other <input type="checkbox"/> Do things we enjoy (clubs, teams, school events) <input type="checkbox"/> Focus on our physical health- get enough sleep and eat healthy foods <input type="checkbox"/> Offer positive affirmations to one another	<input type="checkbox"/> Take courses/electives we enjoy <input type="checkbox"/> Set small goals that lead to larger goals <input type="checkbox"/> Be a role model for others <input type="checkbox"/> Work on assignments and study with friends	<input type="checkbox"/> Engage in study groups, independent study time, extra help, and review sessions <input type="checkbox"/> Set up to-do lists and a schedule for assignments <input type="checkbox"/> Remain focused and attentive in class
In order to feel <b>RESPECTED</b> , we will:	In order to feel <b>SAFE</b> , we will:	In order to feel <b>CALM</b> , we will:
<input type="checkbox"/> Be kind <input type="checkbox"/> Be helpful <input type="checkbox"/> Be open-minded <input type="checkbox"/> Demonstrate active listening <small>(ie pay attention, use positive body language, avoid judgment, respond appropriately)</small>	<input type="checkbox"/> Follow the rules <input type="checkbox"/> Alert staff with safety concerns <input type="checkbox"/> Be an upstander against cruel behavior and bullying	<input type="checkbox"/> Take deep breaths/practice breathing exercises <input type="checkbox"/> Help others who are struggling <input type="checkbox"/> Listen to music or take a walk



<p>1</p> <p><b>SENSE</b></p> <p>Notice a change in your body or mind.</p> 	<p>2</p> <p><b>PAUSE</b></p> <p>Wait to respond. Breathe to think more clearly.</p> 
<p>3</p> <p><b>SEE YOUR BEST SELF</b></p> <p>Imagine your best self in the situation.</p> 	<p>4</p> <p><b>STRATEGIZE &amp; ACT</b></p> <p>Think of a strategy, and try it out!</p> 

**FOR PAST CONFLICTS**

What happened?

YOUR PERSPECTIVE	OTHER PERSON'S PERSPECTIVE
<ul style="list-style-type: none"> <li>How did you feel?</li> <li>What caused these feelings?</li> <li>How did you express or regulate your feelings?</li> <li>How might your actions have affected others?</li> </ul>	<ul style="list-style-type: none"> <li>How might the other person have felt?</li> <li>What might have caused these feelings?</li> <li>How did the other person express or regulate their feelings?</li> <li>How did their actions affect you and others?</li> </ul>

Next time, keeping your "best self" in mind, how might you respond differently?

**FOR FUTURE CONFLICTS**

What do you anticipate may happen?

YOUR PERSPECTIVE	OTHER PERSON'S PERSPECTIVE
<ul style="list-style-type: none"> <li>How might you feel?</li> <li>Why might you feel this way?</li> <li>How can you express or regulate your feelings?</li> <li>How might your actions affect others?</li> </ul>	<ul style="list-style-type: none"> <li>How might the other person feel?</li> <li>What might cause these feelings?</li> <li>How can the other person express or regulate their feelings?</li> <li>How may their actions affect you and others?</li> </ul>

Keeping your "best self" in mind, how might you respond?

# SEL Lessons at South HS

## Theme: Vikings United

*To become more unified as a school community*

## Lesson Structure

- Bi-monthly
- Approximately 10 minutes long
- Developed by South HS teachers on SEL implementation team
- Student and teacher input/feedback on lessons
- Incorporate the RULER anchor tools and resources

## Focus on Charter Words

*(Charter Words = how students said they want to feel in school)*

- September: Safe & Respected
- October and November: Successful
- December and January: Happy
- February and March: Motivation
- April and May: Calm

# SEL-celebrations at South HS



- 3 “SEL-celebrations” per year: October, January, May
- During lunch periods 4, 5, 6
- Designed to foster school community while focusing on our SEL skills
- Planned by students, teachers, staff, and administration
- Multiple stations of student activities aligned with the event theme

# SEL Updates for Families

- Ongoing on the South HS website.
- Monthly in the Principal's Newsletter.
- Monthly at the PTSA meetings.
- Options to participate in our SEL-celebrations.

## **STUDENTS AND STAFF SEL-CELEBRATE WITH THE THEME: HOW DO YOU FILL YOUR CUP AND HOW DO YOU FILL OTHER'S CUP?**



On December 21, students and staff enjoyed a winter SEL-celebration focusing on how to fill their own cup and the cup of others. Activities, such as a photobooth, live musical performances, pin the nose on the snowman, build a human snowman were provided for students to fill their own cup. In addition, students were provided hot cocoa and popcorn for participating in the activities meant to promote positive feelings. The festive event also focused on encouraging students to fill someone else's cup. They were

encouraged to create holiday cards for senior citizens, active military, teachers, family and friends and to donate old stuffed animals to support a puppy rescue. Based on feedback from the students, 91% of students who responded "liked" or "loved" it. South's SEL Committee plans to have more events to promote school spirit and community.



**Students and staff teams competed to build the best "snowman".**

# How to Continue SEL at Home

Checking in with our children is so important every day, especially when they are in high school.

## CONSIDERING ASKING YOUR CHILD(REN):

- What was one positive thing about your day? What is one thing you would do differently?
- What is one nice thing that you did for someone else today, or that someone else did for you?
- Is there an adult in school who you trust and feel comfortable to speak with?
- Do you feel supported throughout the day?
- Is there something we can help you with to manage your stress?



# How to Continue SEL at Home

- Pay attention to your emotions and the emotions of your family members.
- Listen without dismissing family member's feelings so they feel valued. Ask questions to get to the underlying feelings and their causes.
- Choose your response wisely. *Having feelings is different from acting on feelings.*
- Model effective strategies for managing your own emotions.
- There is always more than one way to look at a situation. Sharing different points of view within your family can be healthy.
- Stay connected by taking time each day to reach out and let them know you care.



# QUESTIONS?

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“I have learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

—**Maya Angelou**

