

**SEPAC 2017-18**

**Social Emotional Series**

**Part I**

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# Tonight's Goals

- ❖ Identify stressors that affect students with learning challenges
- ❖ Discuss the connection between stress and organization
- ❖ Discuss strategies to support organization and decrease stress

*What is social-emotional learning?*



Social-emotional learning is the set of skills that enables students to **understand and manage their emotions**, develop compassion and empathy for others, **make sound ethical decisions**, and forge positive relationships.



# Why SEL?

The development of social-emotional learning skills helps our students to live happily and productively in the world.

Now, let's visit **stress** for a moment:

On the index card, jot down what stress looks like in your child....

Sharing of observations.....

What is stress?

Good stress?

Bad stress?

Stress is the physiological  
and emotional reaction to  
psychological events  
(Rubenzer)

Good stress  
allows us to  
take on  
challenges.

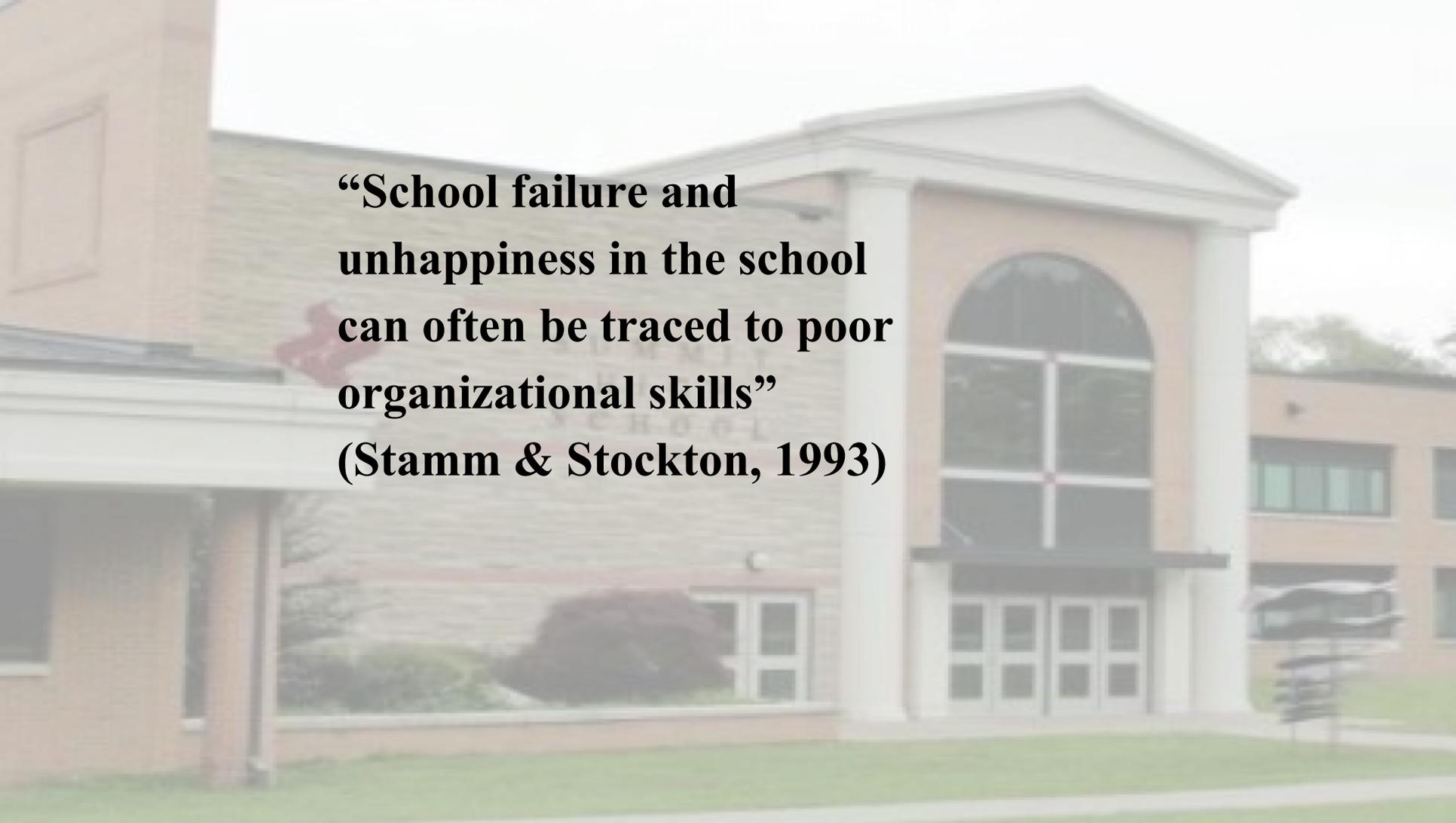




Bad stress occurs when we become overwhelmed by our challenges.

Students with learning challenges are more likely to feel stress in the classroom and are more likely to display signs of tension and anxiety.

(Brinkerhoff, Shaw & McGuire, 1993).



**“School failure and  
unhappiness in the school  
can often be traced to poor  
organizational skills”  
(Stamm & Stockton, 1993)**

# What causes this stress?

- Worrying about school performance
- Worrying about ability to meet expectations
- Fear of criticism
- Concern at knowing something isn't right but not understanding what that may be

Organization and Stress...

Which comes first?

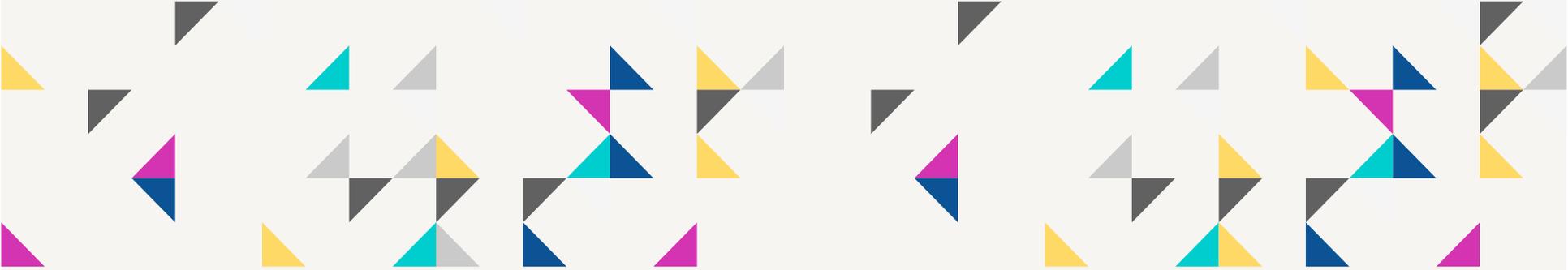
Chicken or Egg?



Are students with learning differences stressed because they *struggle with organization*, or do they **struggle** with organization **because they are stressed**?

# Signs of stress in children with learning challenges:

- Decrease in academic efforts
- Changes in temperament
- Irritability
- Carelessness
- Complaints of fatigue
- Headaches/ stomach aches
- Avoidance of school
- Behavioral changes



Back to SEL.....



# CASEL

Collaborative  
for  
Social  
and  
Emotional  
Learning



# The five CASEL components:

- **Self-awareness**
- **Self-management**
- **Social awareness**
- **Relationship skills**
- **Responsible decision-making**

# Executive Functioning

- Executive functions help you manage life tasks of all types. For example, executive functions let you organize a trip, a research project, or a paper for school.
- The executive functions all serve a "command and control" function; they can be viewed as the "conductor" of all cognitive skills.

# What Can be Done at Home?

Teach your child the value of a planner

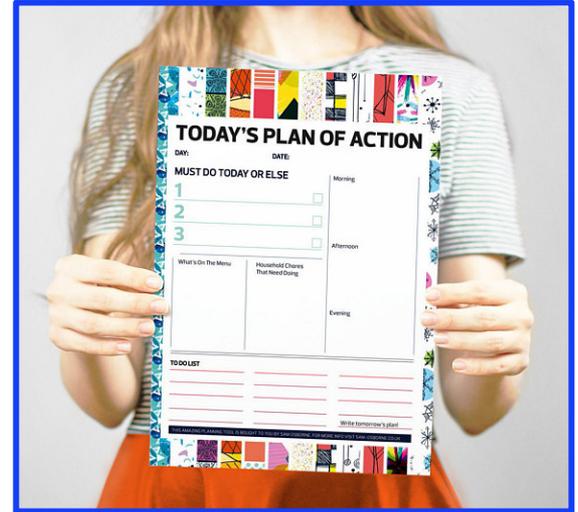
Use one yourself to model the skill

## **THIS WILL:**

Reduce stress

Prevent student from feeling overwhelmed

Teach a life skill that will benefit them now and in the future



# More strategies:

- ❖ Post schedules
- ❖ Give step by step directions
- ❖ Use checklists
- ❖ Break projects into smaller pieces with their own due dates
- ❖ Focus on one thing at a time



# Study Skills Rubric



Any Questions

Upcoming SEPAC presentations in the **Social Emotional Series:**

Part 2: January 25, 2018 at 7:00 P.M.

Brayton Elementary School

89 Tulip Street, Summit, NJ

Topic: “Effective Behavioral  
Supports in the Home for Grades 5-  
12”

Part 3: March 14, 2018

LCJ Summit Middle School Library

272 Morris Ave. Summit, NJ

Topic: “How to Recognize and Help  
your Child Cope with Stress”

**Please check the SEPAC schedule for additional meetings throughout the year.**