

SEL 2.0:

**Promoting Social-Emotional and Character Development and
Positive, Participatory School Culture and Climate**

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Trigger Situation Monitor

1. Briefly describe a trigger situation that happened.

What happened?

Who were you with?

When did it happen?

Where were you?

2. How did you feel?

3. Did you notice the physical signs of stress in yourself (your Stress Signature)? Where did you feel the signs?

4. What did you say and do?

5. What happened in the end?

6. How calm and under control were you as the situation was taking place?

1	2	3	4	5
under control	mostly calm	so-so	tense and upset	out of control

7. How satisfied were you with the way you communicated?

Body Posture	1	2	3	4	5
Eye Contact	1	2	3	4	5
Spoken Words	1	2	3	4	5
Tone of Voice	1	2	3	4	5

1= not at all; 2= only a little; 3= so-so; 4=pretty satisfied; 5=quite satisfied

8. What did you like about what you did?

9. What didn't you like about what you did?

10. What are some other things you could have done to handle the situation? What are some things you might do if the situation comes up again? (use the back of the page to write exactly what you would do and how you would do it)

Student Study Skills/Character Improvement Plan

Date: _____

Student: _____

Study Skill/Character Virtue You Plan to Improve:

1. _____

2. _____

3. _____

What Will You Do To Try To Improve:

1. _____

2. _____.

3. _____

How Well Did Your Plan Go? (circle the best answer)

1. Very Well OK but Still More to Go Not Well

2. Very Well OK but Still More to Go Not Well

3. Very Well OK but Still More to Go Not Well

Take a new planning sheet and list your next set of goals. You can choose all new goals, keep some and add some, or keep all of your current goals and work to improve them.

Your Signature: _____ Your Study Partner's Signature: _____

Group Leader's Signature: _____

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MOSAIC Virtues & Skills

Positive Purpose

Supporting Virtues

- 1) Constructive Creativity
- 2) Helpful Generosity
- 3) Optimistic Future-Mindedness
- 4) Responsible Diligence
- 5) Compassionate Forgiveness and Gratitude

Supporting Skills

- 1) Emotional Regulation
- 2) Communication
- 3) Empathy
- 4) Social Problem Solving

MOSAIC VIRTUES & SKILLS BY MONTH

MONTH	THEME	VIRTUE	SKILLS
September	<i>Why are we here: Finding Our Positive Purpose</i>	Introduction to Positive Purpose	Communication & Social Problem Solving
October	<i>What Kind of Person Do I Want to Be?</i>	Virtue Identification	Skill Identification
November	<i>Making Ourselves, School, and World Better</i>	Constructive Creativity	Communication & Social Problem Solving
December	<i>Giving Back to Ourselves, School, and World</i>	Helpful Generosity	Communication & Social Problem Solving
January	<i>Planning for the Future</i>	Optimistic Future-Mindedness	Empathy & Social Problem Solving
February	<i>Showing Resilience and Overcoming Obstacles</i>	Responsible Diligence	Emotion Regulation & Social Problem Solving
March	<i>Appreciating Ourselves, Our School, and the World</i>	Compassionate Gratitude	Communication & Empathy
April	<i>Connecting with Others and Being a Leader</i>	Compassionate Forgiveness	Emotion Regulation & Empathy
May	<i>Looking Forward: Next Steps on the Journey</i>	Positive Purpose	Communication & Social Problem Solving
June	<i>Looking Back: What Have I Accomplished? What Have I Learned?</i>	All Virtues Summary	All Skills Integrated

MOSAIC **FEBRUARY THROUGHLINE**



SHOWING RESILIENCE AND OVERCOMING OBSTACLES

**How can we incorporate MOSAIC
into our class today?**

- Make an action plan for something you want to accomplish.
- Notice successes in yourself and in others.
- Reward yourself for your effort and for keeping a positive motivation.

(MOSAIC Projector Display)

October Activity 1

Five Virtues

Directions: Match 2–3 definitions (on right) to the Virtues (on left).

Helpful Generosity

- A. Thinking “outside the box”
- B. Giving to things (like money/games/fun) to others without expecting anything in return
- C. Finding new solutions to problems

Optimistic Future-mindedness

- D. Being dependable (people can count on you)
- E. Moving on after something bad happens
- F. Giving love, kindness, time, appreciation, or help to others

Responsible Diligence

- G. Working hard and getting your work done
- H. Thinking about how your actions affect other people
- I. Setting goals for your future

Compassionate Forgiveness

- J. Sticking with it and not giving up, even if times are hard
- K. Having a hopeful outlook or being optimistic
- L. Looking at something in a different way from most others

Constructive Creativity

- M. Not holding a grudge against others



Build Your Skills in Student Behavior and Achievement!!

See the Upcoming Schedule and Register Now at sel.rutgers.edu

Every professional working in schools should possess all the skills and attitudes needed to promote the social-emotional and character development of all children-- all meaning all-- in those schools, and should be prepared to make positive, constructive contributions to school climate and adult communities of learners in schools.

Every child needs competencies for success beyond the test score—skills for the tests of life, a life of college, career, contribution, and caring. How do we strengthen these competencies, basic skills, increase higher-order thinking, and warn about the dangers of substance abuse and violence, all while promoting appreciation and respect for diversity?

In response to these challenges, the Academy for Social-Emotional Learning in Schools is now offering its **Certificate in Instruction for Social-Emotional Learning and Character Development (SECD)**. The certificate program prepares educational professionals to help prepare their students for college, career, and life success, and to prepare for the tests of life, as well as their required tests. In so doing, educators help their schools become more positive places for children to learn, adults to teach, and all to thrive.

Program Participants Include:

- ✓ Current or aspiring teachers,
- ✓ Counselors, school psychologists, social workers
- ✓ After-school program providers

Program Highlights

- ✓ Online, convenient, affordable program with focus on applicable skills
- ✓ Three courses: Foundations of SECD (101), Pedagogy and Practice (102) and an online Supervised Implementation Practicum (103)
- ✓ Can be completed in one academic year or calendar year
- ✓ Adds value to your qualifications as an education professional

"The real core of education is the relationship between the teacher and the student, and the extent to which that relationship nurtures the longing of the child to matter in the world... To the extent to which we strengthen SEL (social-emotional learning), we increase the likelihood that students will learn to the best of their ability."

Tim Shriver (Chairman, International Special Olympics and CASEL) and
Jennifer Buffett (Co-President, NoVo Foundation)

"Teaching the mind and encouraging the heart for success beyond the test score."

Contact us with questions at sel-certification-group@scarletmail.rutgers.edu

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