SEL 2.0:

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

Maurice J. Elias, Ph.D.
Dept. of Psychology, Rutgers University
Director, Rutgers Social-Emotional and Character Development Lab
(www.secdlab.org)

Co-Director, The Academy for Social-Emotional Learning in Schools (SELinSchools.org)

848-445-2444  Maurice.Elias@rutgers.edu
www.edutopia.org/user/67

Workshop, Texas Association of School Psychologists Annual Conference
November 3, 2017, Dallas, TX
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 = under control
   2 = mostly calm
   3 = so-so
   4 = tense
   5 = out of control

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Posture</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Eye Contact</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Spoken Words</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Tone of Voice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

   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: ________________

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

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

■ Have A Family Mission Statement/ Vision
■ Listen to Your Feelings
■ Emphasize Your Kids’ Strengths
■ Apologize When You Lose Your Cool
■ Children Follow What You Do Even More Than What You Say, But They Do Listen!
■ Make Your Home an Oasis Against Stress
■ The 24 Karat Golden Rule: Do Unto Your Children as You Would Have Others Do Unto Your Children

Available in bookstores, at Amazon.com, and in Spanish, via Kindle.