

# The Zoom Interface

The screenshot shows a Zoom Webinar window. The main content area displays the TTC logo (Technology Transfer Centers, funded by Substance Abuse and Mental Health Services Administration) and a message: "Thank you for joining us today! You will not be on video during today's session". A "Question and Answer" window is open, showing a test question and a text input field. A "Zoom Webinar Chat" window is also open, showing a message and a "To:" field. Callouts explain the Q&A and Chat features.

**Q&A Feature Callouts:**

- Click here to maximize your session view
- Enter Full Screen
- All questions (1) My questions (1)
- You can switch between questions you've asked and those asked by others using these buttons.
- You can use the Q&A feature to ask questions of the host and presenters. These questions can receive text or live responses. To begin asking a question use the field below. You can see a test question above.
- Type your question here...

**Chat Feature Callouts:**

- The chat feature will allow you to talk with other people in today's webinar.
- The To field will tell you who will receive your message. Be mindful of who you are chatting to.
- To: All panelists
- Your text can only be seen by panelists

**Bottom Bar Callouts:**

- Click Here to adjust your audio settings
- Chat
- Raise Hand
- Q&A
- Click here to leave the session
- Leave

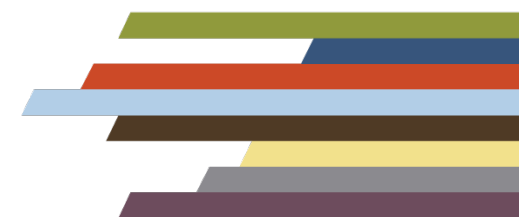
**All attendees are muted. Today's session will be recorded.  
A link to the presentation slides and a recording of the webinar will be emailed.  
Certificates of Attendance will be emailed.**



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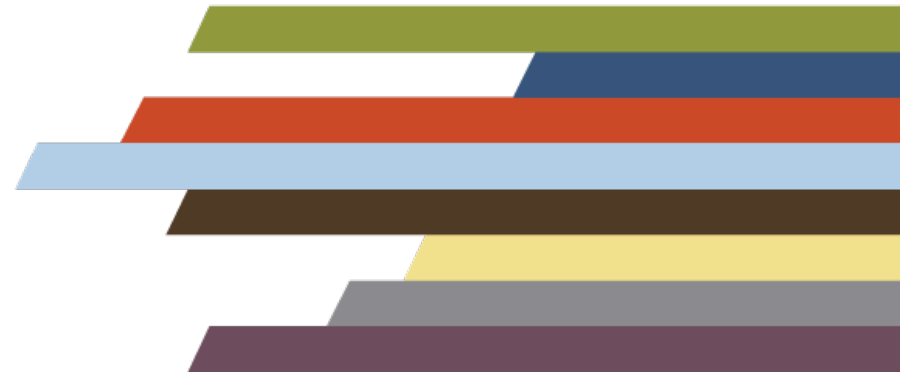
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# Emotions Matter: Social Emotional Learning (SEL) at Home and in the Community

Kristy Ritvalsky, MPH

Sr. Training and Consultation Specialist



# About Us ...

The Northeast and Caribbean MHTTC provides 5 years (2018 – 2023) of funding to:

- Enhance capacity of behavioral health workforce to deliver evidence-based and promising practices to individuals with mental illnesses.
- Address full continuum of services spanning mental illness prevention, treatment, and recovery supports.
- Train related workforces (police/first responders, primary care providers, vocational services, etc.) to provide effective services to people with mental illnesses.

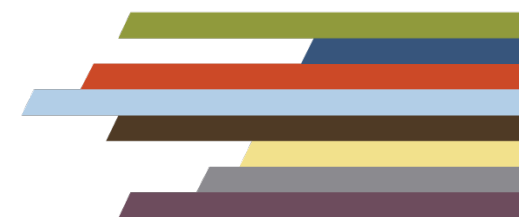
Supplemental funding to work with school teachers and staff to address student mental health.



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# Grow Your Knowledge and Skills

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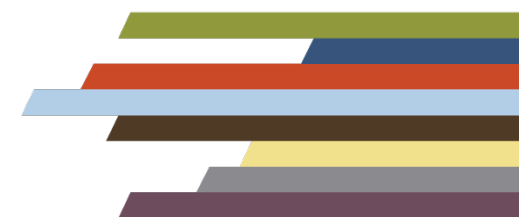
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# We Want Your Feedback!

Our funding comes from the Substance Abuse and Mental Health Services Administration (SAMHSA), which requires us to evaluate our services. We appreciate your honest, ANONYMOUS feedback about this event, which will provide information to SAMHSA, AND assist us in planning future meetings and programs.

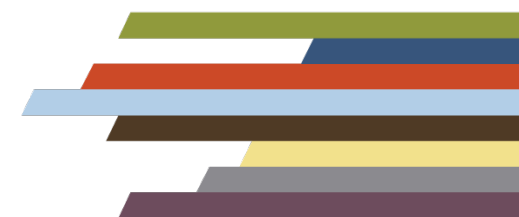
Feedback about this training will assist us in developing trainings that are relevant to your current professional needs. Therefore, your feedback counts!



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# Video Recording Information

## ***Please Note:***

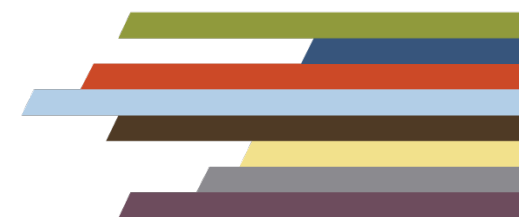
We will be recording this webinar and posting it to our website along with the presentation slides and any relevant resources.



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# Your Interactions With Us

## Question and Answers

- Q & A will occur at the end of the call.
- Type your questions in the Q & A feature in Zoom located on the task bar (hover over task bar).
- Be aware: your question is visible to all participants.

## Chat and Polls

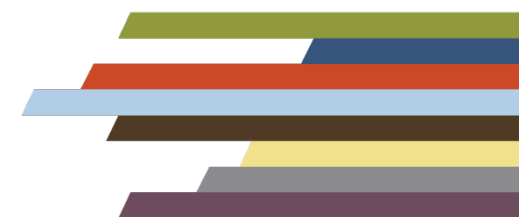
- Throughout the webinar, we will be asking for your input.
- Use the Chat or Poll features in Zoom located on the task bar.
- You can control who can see your chat comments.



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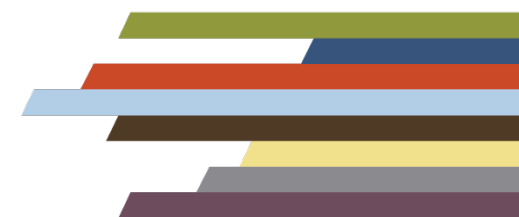
The opinions expressed herein are the views of the presenters, and do not reflect the official position of the Department of Health and Human Services (DHHS), or SAMHSA. No official support or endorsement of DHHS, SAMHSA, for the opinions described in this presentation is intended or should be inferred.



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# Our Presenter



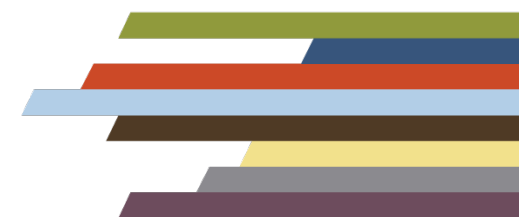
Kristy Ritvalsky, MPH



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# Workshop Objectives

At the conclusion of this workshop, participants will be able to:

1. Define Social Emotional Learning (SEL)
2. Describe what SEL looks like at home and at school
3. Practice SEL strategies with students/children



# Emotions Matter

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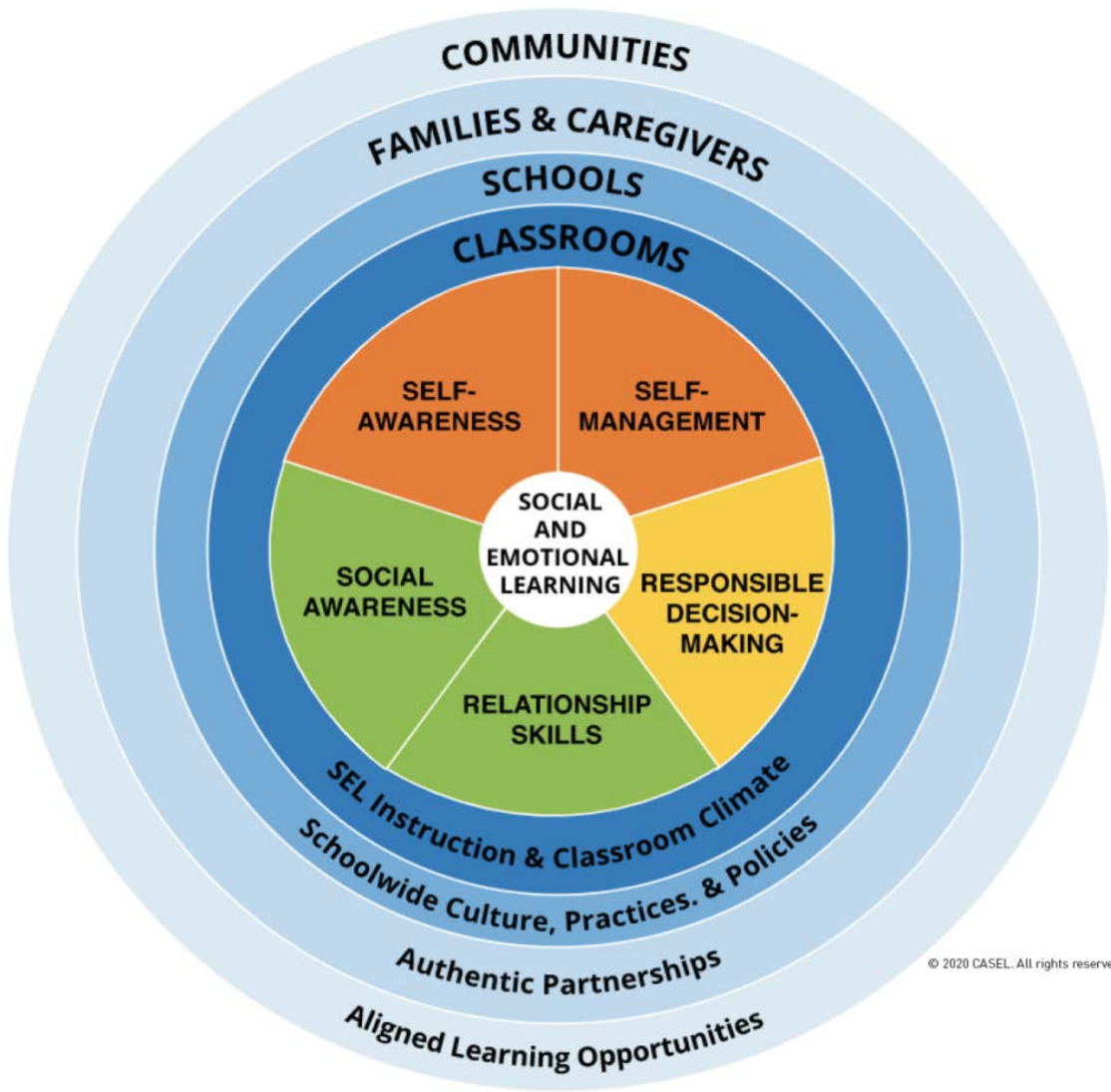


# What is Social Emotional Learning (SEL)?

- SEL is the process through which children and adults acquire and effectively apply the knowledge, attitude, and skills necessary to:
  - ✓ understand and manage emotions,
  - ✓ set and achieve positive goals,
  - ✓ feel and show empathy to others,
  - ✓ establish and maintain personal relationships; and
  - ✓ make responsible decisions

# Social Emotional Learning (SEL)

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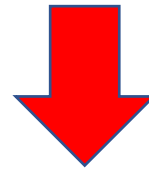
# What does the research tell us about SEL?



Improvements in:

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- ✓ Social-emotional skills
- ✓ Improved attitudes about self, others, and school
- ✓ Positive classroom behavior
- ✓ Increase in standardized achievement test



Reduction in:

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- ✓ Conduct problems
- ✓ Emotional distress





SEL in Action

# SEL in Schools

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- ✓ Building supportive classroom environments
  - ✓ Creating opportunities for community-building
  - ✓ Creating a sense of belonging & emotional safety
- ✓ Empowering Student Voice
- ✓ Delivering explicit SEL instruction
- ✓ Aligning SEL and academic objectives



# SEL in Homes & Communities

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- ✓ Cultivating students' community awareness
- ✓ Implementing SEL strategies at home
  - ✓ Emotion management
  - ✓ Family Emotional Safety
  - ✓ Managing Stress
- ✓ Building strong partnerships between school and home
- ✓ Engaging Parents and caregivers in conversations about the social and emotional growth of families



Think about someone you looked up to while growing up. What skill or quality did he/she possess?

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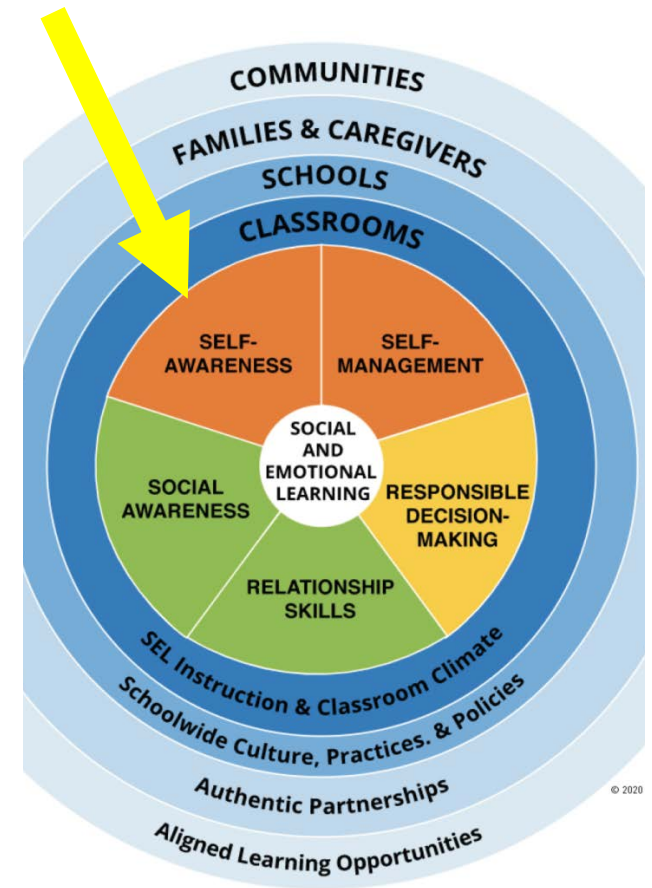
*How can we support the social emotional development of our children?*

# Self-Awareness


- **Self –Awareness:** *The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts*

*For example:*

- ✓ *Identifying one’s emotions*
- ✓ *Linking feelings, values, and thoughts*
- ✓ *Having a growth mindset*





A close-up photograph of a person's hand holding a bright red heart. The hand is positioned in the center-left of the frame, with the fingers gently cupping the heart. The background is a textured, light green surface, possibly a wooden table. The overall image has a soft, warm feel.

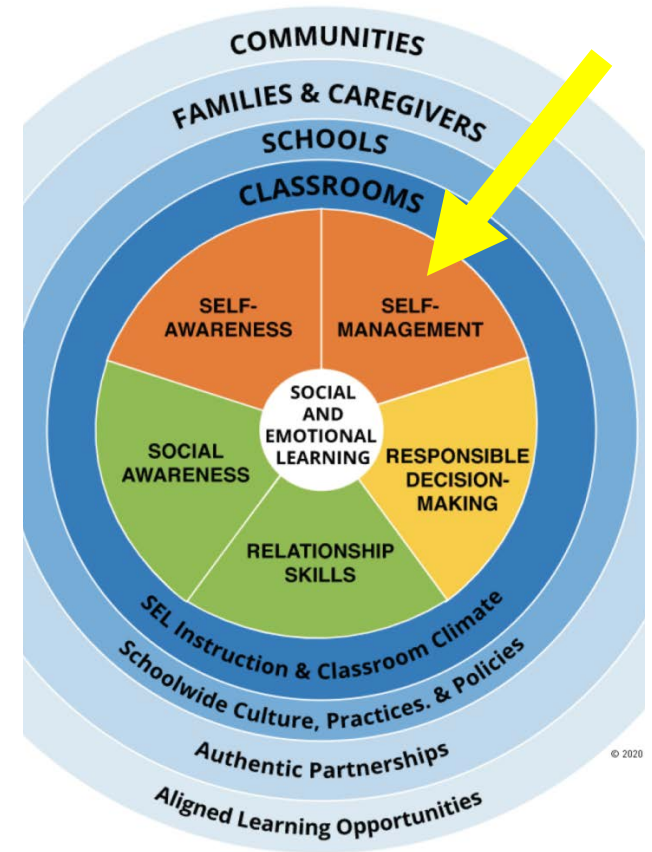
# *Self-Awareness Strategy: Labeling Emotions*

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- Opportunities to expand emotional vocabulary
  - Morning meetings (e.g. emotion check-ins)
  - Matching emotions to different scenarios
- Create dialogue journals

# Self-management SEL Strategies

- **Self-management:** *The abilities to manage one's emotions, thoughts, and behaviors effectively*
- For example:
  - ✓ Identifying and using stress management strategies
  - ✓ Setting personal and collective goals
  - ✓ Showing the courage to take initiative



# Self-Management Strategies

- ✓ Practice grounding activities
- ✓ Bellying Breathing
- ✓ Positive Self-Talk
  - ✓ Creating a list of positive self-talk statements
  - ✓ Challenge kids to turn negative statements into positive ones
- ✓ Developing “stop signals” for when dealing with strong emotions

## Stay Grounded Using Your 5 Senses


Relax Your Body, Take a Few Deep Breaths and Focus on the Following...

5 Things You Can See 

4 Things You Can Feel 

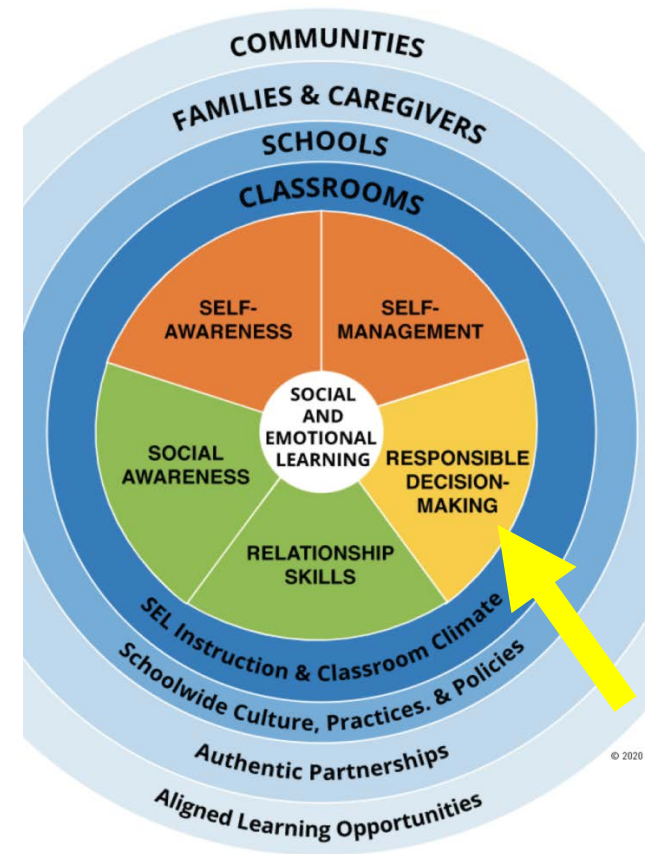
3 Things You Can Hear 

2 Things You Can Smell 

1 Thing You Can Taste 

# Responsible Decision-Making

- **Responsible Decision-Making:** *The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations*
- For example:
  - ✓ Identifying solutions for personal and social problems
  - ✓ Demonstrating curiosity and open-mindedness
  - ✓ Recognizing how critical thinking skills are useful inside and outside of school

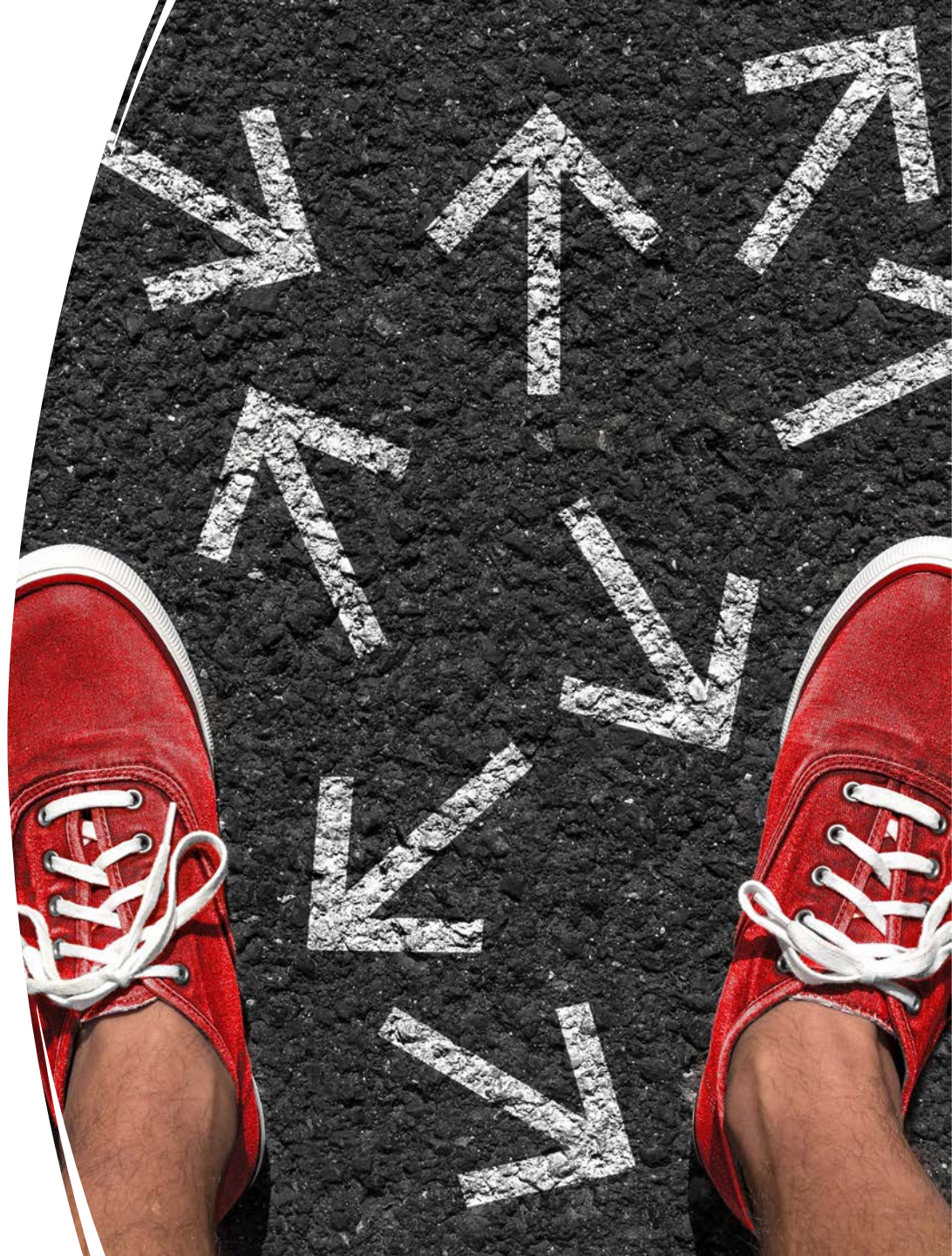




# *Responsible Decision-Making Strategies*

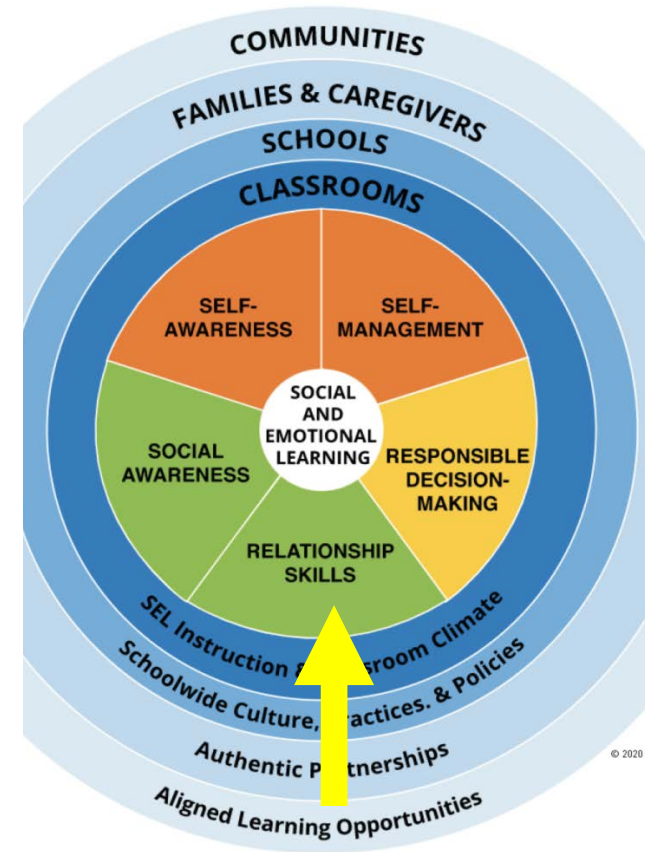
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- ✓ Reflect on choices and use empathy
- ✓ Make problem-solving a habit
- ✓ Include ethics in morals in decision-making



# Relationship Skills

- **Relationship Skills** : *The abilities to establish and maintain healthy supportive relationships and to effectively navigate settings with diverse individuals and groups*
- For example:
  - ✓ Practicing teamwork and collaborative problem-solving
  - ✓ Communicating effectively
  - ✓ Showing leadership in groups





# *Relationship Skills Strategies*

- ✓ Identify the similarities and differences between two people
- ✓ Practicing and modeling Assertive Communication
  - ✓ B- Body language
  - ✓ E- Eye Contact
  - ✓ S- Speech
  - ✓ T- Tone of voice



# Social Awareness

- ✓ **Social Awareness** : *The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts*
- ✓ For example:
  - ✓ Recognizing strengths in others
  - ✓ Showing concern for others feelings
  - ✓ Understanding and expressing gratitude



# *Social Awareness Strategies*

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- ✓ Participate in a compassion activity as a family
- ✓ Sharing kind wishes with yourself, others, and the community
- ✓ Sharing Circles
  - ✓ Understanding the social roles we play





Demand is  
at an all-  
time high  
in every  
sector



## public

Most important factor in school quality: **teach cooperation, respect, problem solving**

*PDK Poll, 2017*



## employers

growth in jobs that require **mastery of SEL skills outpaced growth of all other jobs**

*National Bureau of Economic Research, 2015*



## district personnel

strong consensus among school/district administrators: **SEL skills are important & should be taught in schools to all students**

*Ready to Lead survey,*



## principals

95% are committed to developing **students' social and emotional skills in their schools**

*Ready to Lead survey,*



## <sup>2017</sup>teachers

93% of teachers want a **greater focus on social and emotional learning**

*Missing Piece survey, 2013*



## parents

3 out of 5 give greater importance to their children being **happy & not overly stressed, than doing well in school**

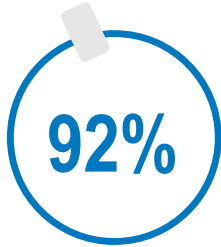
*Learning Heroes Parent*



## <sup>Survey, 2017</sup>students

The majority of high school and recent grads agree that **going to a school that focuses on developing SEL skills would help better prepare them for life after high school**

# Employers value SEL



Of surveyed executives say skills such as **problem-solving and communicating clearly** are equally or more important than technical skills

*National Bureau of Economic Research, 2015*

The Top 10 skills identified by the World Economic Forum all **involve social and emotional competence.**

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others



6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility

And research shows that social and emotional skills and attitudes also contribute to the other skills such as critical thinking.



# Q and A



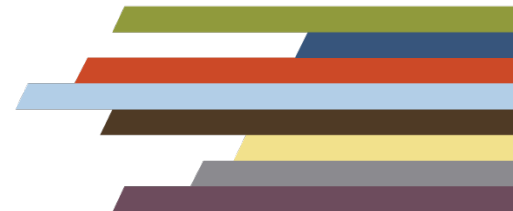
“Your greatest accomplishment may not be something you do but someone you raise” – Andy Stanley



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# Evaluation Information

The MHTTC Network is funded through SAMHSA to provide this training. As part of receiving this funding we are required to submit data related to the quality of this event.

At the end of today's training please take a moment to complete a brief survey about today's training.



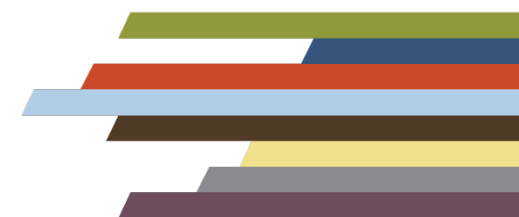
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A close-up photograph of a laptop screen showing a video conference. The screen is filled with a grid of approximately 15 small video windows, each showing a different participant. The participants are mostly young adults, some looking towards the camera, others looking at their screens. The laptop keyboard is visible at the bottom of the frame, and the background is slightly blurred, suggesting an indoor setting.

# Upcoming Workshops

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- Creating Resilience in Children that will Foster their Potential and Increase their success in the world
  - *Wednesday, March 10, 2021, 4:00-5:15 pm*

# Connect With Us!

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**Website:**

<https://mhttcnetwork.org/centers/northeast-caribbean-mhttc/home>

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