

# The Zoom Interface

The screenshot shows the Zoom Webinar interface with several key elements and annotations:

- Header:** "Zoom Webinar" title bar, "You are viewing David Terry's screen", and "View Options" dropdown.
- Main Content:** "TTC Technology Transfer Centers" logo, "Funded by Substance Abuse and Mental Health Services Administration", and a large "Thank you for joining us today!" message. Below it, a note states "You will not be on video during today's session".
- Q&A Window:** A "Question and Answer" window is open, showing a "Test question" and a "Type your question here..." input field. Annotations explain that users can switch between "All questions" and "My questions" and that the Q&A feature allows asking questions of the host and presenters.
- Chat Window:** A "Zoom Webinar Chat" window is open on the right. Annotations explain that the chat feature allows talking with other people and that the "To:" field is used to specify the recipient (e.g., "All panelists").
- Bottom Bar:** Includes "Audio Settings" (muted), "Click Here to adjust your audio settings", "Chat", "Raise Hand", "Q&A", "Click here to leave the session", and a "Leave" button.

**All attendees are muted. Today's session will be recorded.**

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

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4/28/2021



Northeast and Caribbean (HHS Region 2)

**MHTTC**

Mental Health Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

# About Us ...

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

- 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:

- Support school teachers and staff to address student mental health
- Support healthcare providers in wellness and self-care activities



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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 future trainings that are relevant to your professional needs. Therefore, your feedback counts!

# 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.

# Disclaimer

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At the time of this presentation, Tom Coderre served as Acting Assistant Secretary for Mental Health and Substance Use at SAMHSA. The opinions expressed herein are the views of the speakers, 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.

This work is supported by grant H79SM081783 from the DHHS, SAMHSA.

# 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).
- Note: 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.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED  
AND HOPEFUL

INCLUSIVE AND  
ACCEPTING OF  
DIVERSE CULTURES,  
GENDERS,  
PERSPECTIVES,  
AND EXPERIENCES

HEALING-CENTERED AND  
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS  
PARTICIPATING IN THEIR  
OWN JOURNEYS

PERSON-FIRST AND  
FREE OF LABELS

NON-JUDGMENTAL AND  
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR  
AND UNDERSTANDABLE

CONSISTENT WITH  
OUR ACTIONS,  
POLICIES, AND PRODUCTS

# Our Presenter



Kristy Ritvalsky, MPH

# Grounding Exercise



# 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. Understand SEL strategies that can be used at home and in school





# Emotions Matter

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## Ice Breaker

How has the last school year felt?

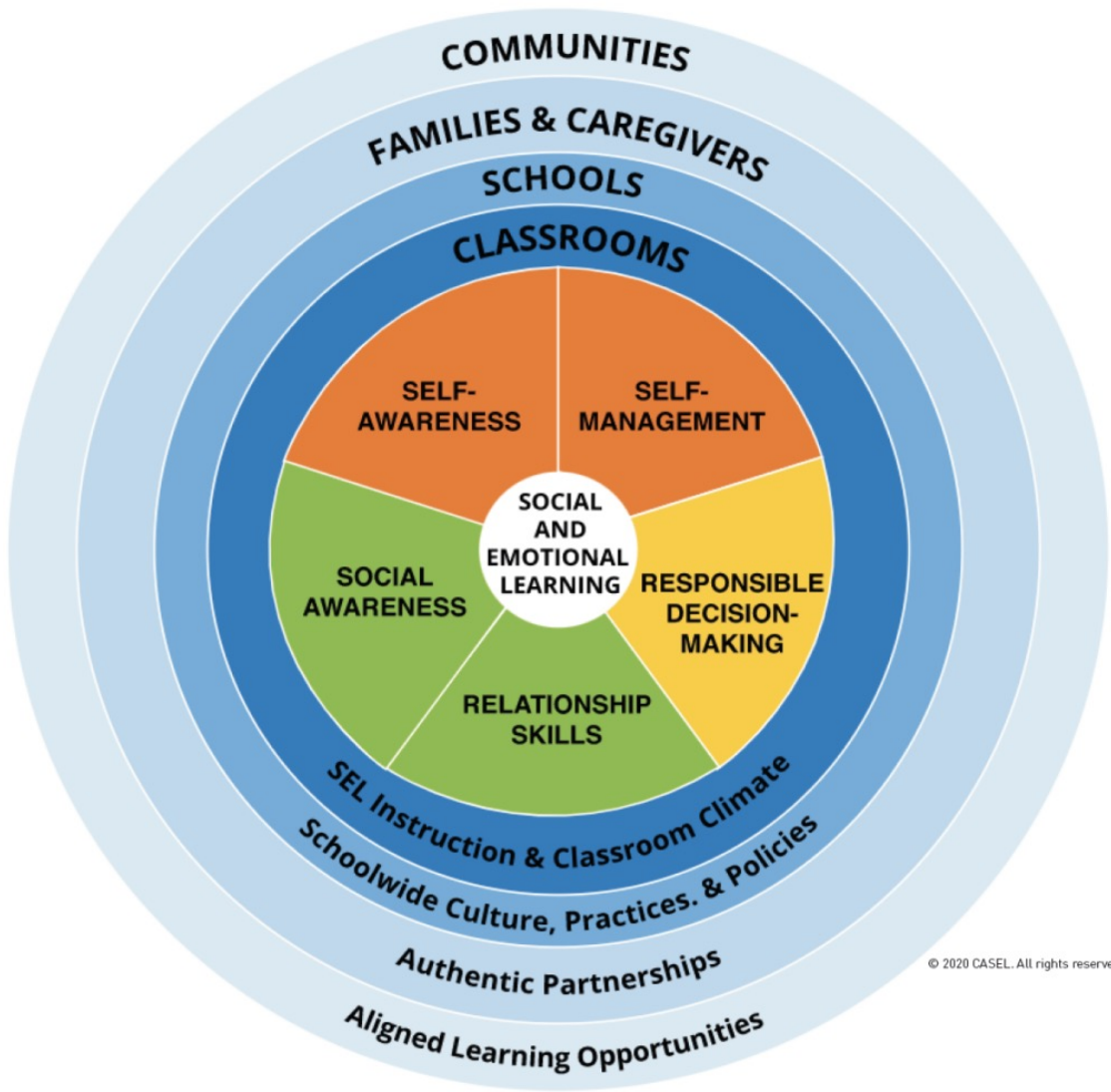
- A. Feeling Great!
- B. I'm managing
- C. Increased anxiety
- D. I'm beginning to lose it!
- E. I lost it! I need a break!

# 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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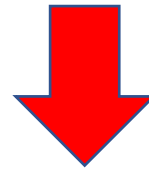
# What does the research tell us about SEL?



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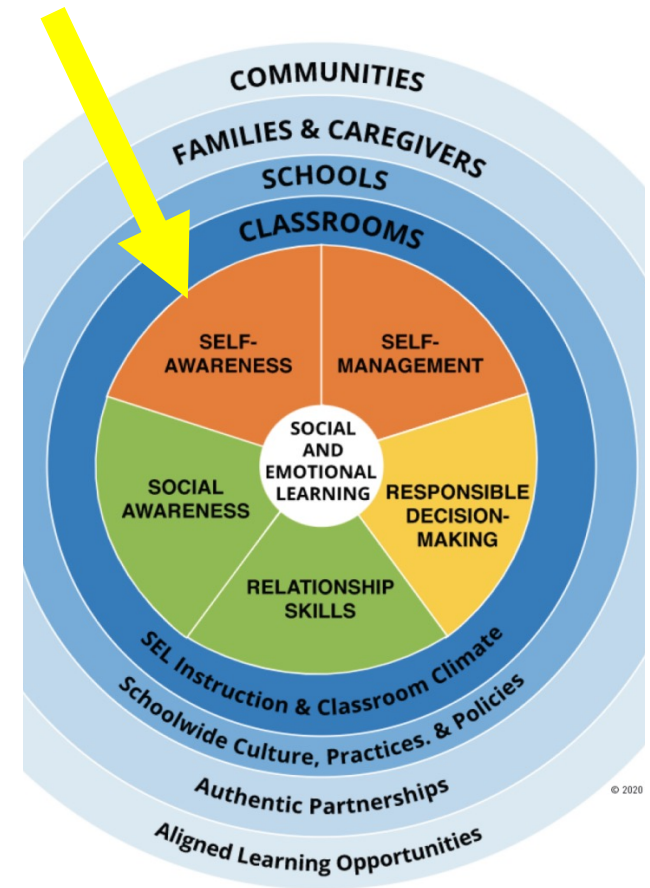
*How can we support the social emotional development of our children?*

# 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 pair of hands, one above the other, gently cradles a bright red heart. The hands are positioned against a background of green-painted wooden planks. The heart is the central focus, symbolizing care, emotion, and self-awareness.

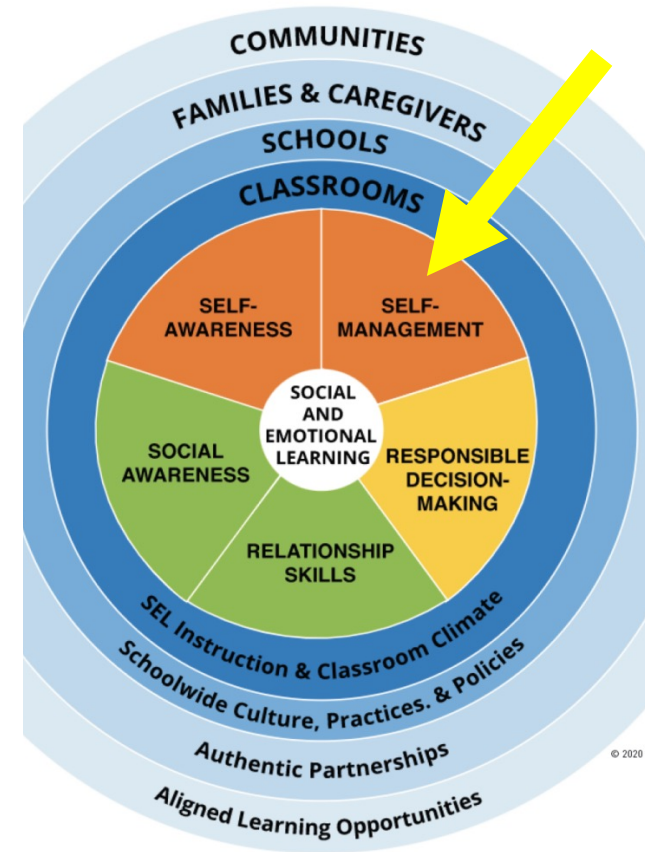
# *Self-Awareness Strategy: Labeling Emotions*

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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 

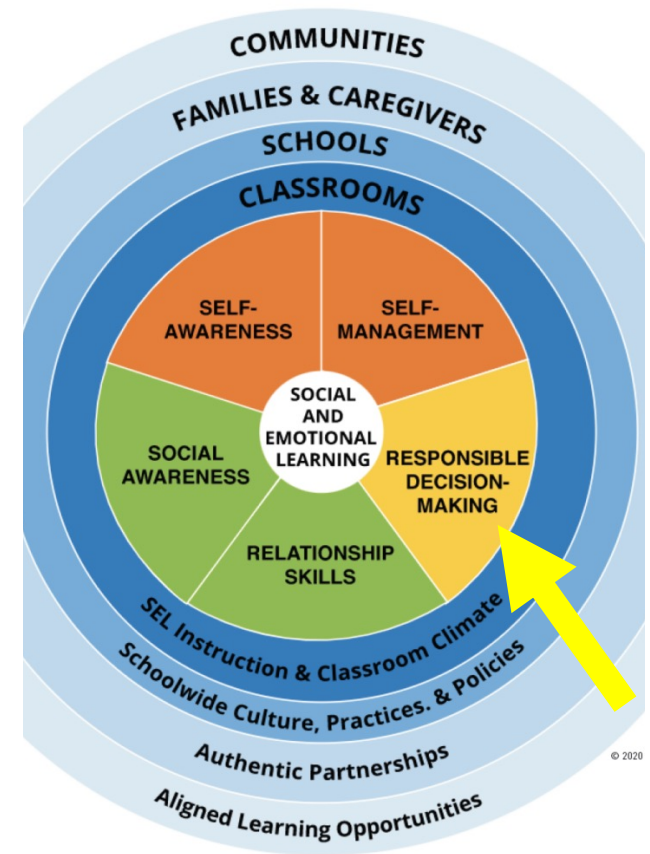
3 Things You Can Hear 

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

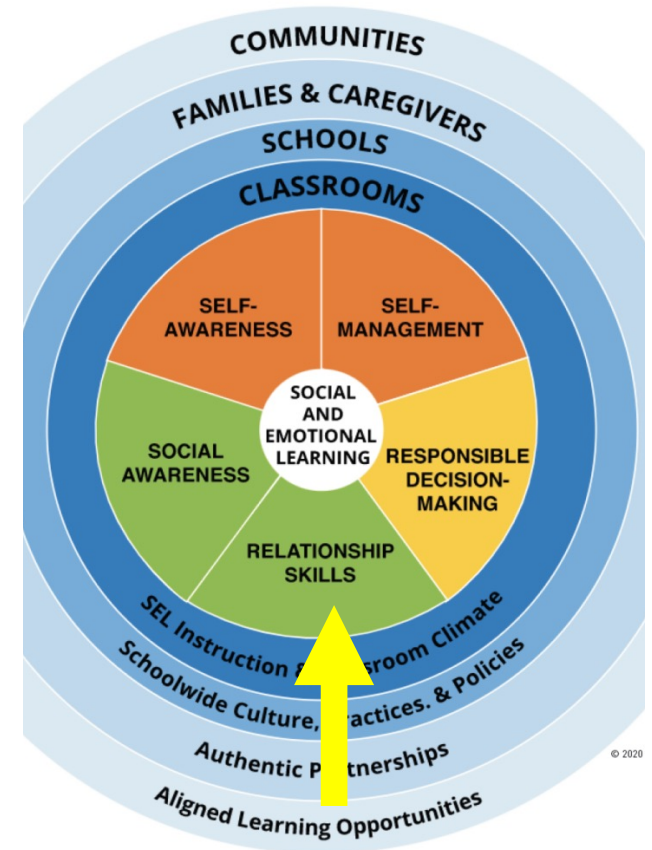
**Relationship Skills** : *The abilities to establish and maintain healthy supportive relationships and to effectively navigate settings with diverse individuals and groups*

For example:

Practicing teamwork and collaborative problem-solving

Communicating effectively

Showing leadership in groups



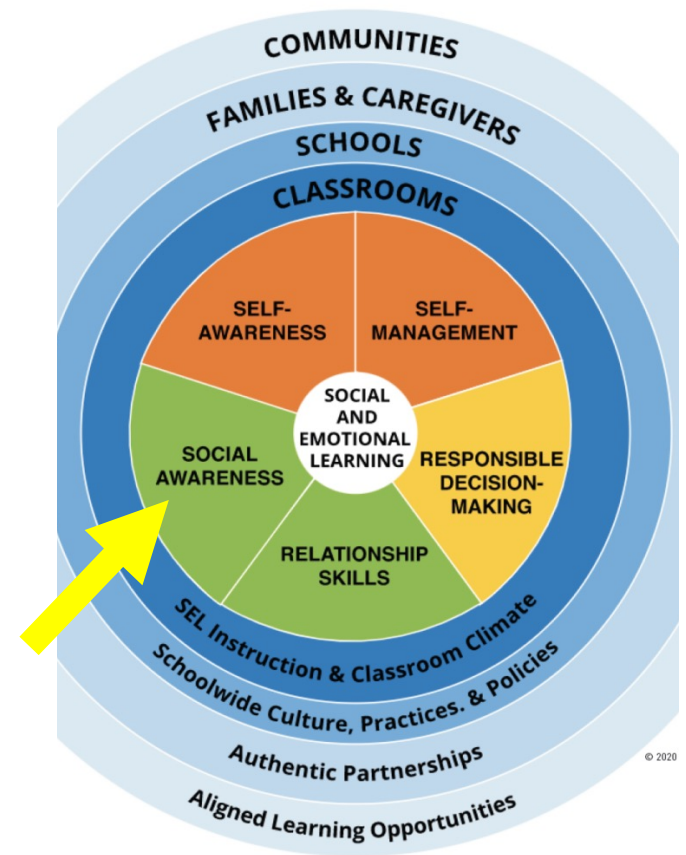
# *Relationship Skills Strategies*

- ✓ 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







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## *Social Awareness Strategies*

- ✓ 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**

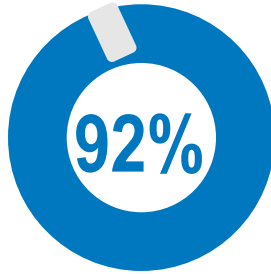
*Learning Heroes Parent*



## <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.



Source: Future of Jobs Report, World Economic Forum

# Question and Answer



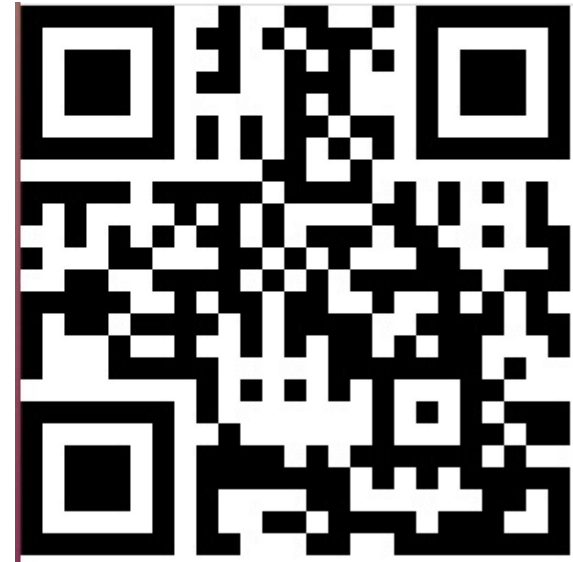
“Your greatest accomplishment may not be something you do but someone you raise” – Andy Stanley

Thank you for joining us!

# 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.



<https://bit.ly/3vnJcpF>



# Connect With Us!

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Northeast and Caribbean (HHS Region 2)

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