

# Social Emotional Learning Parent Workshop

DES, JES, & SES  
February 23, 2023  
6pm virtually



# Welcome to our Social Emotional Learning Workshop!

- \* Introductions
- \* Sign in (put your child's name and the school they attend in the chat box)
- \* Social Emotional Learning Presentation
- \* Q & A



# What is Social and Emotional Learning?

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Collaborative for Academic, Social, and Emotional Learning <https://casel.org/what-is-sel/>



# SEL Framework

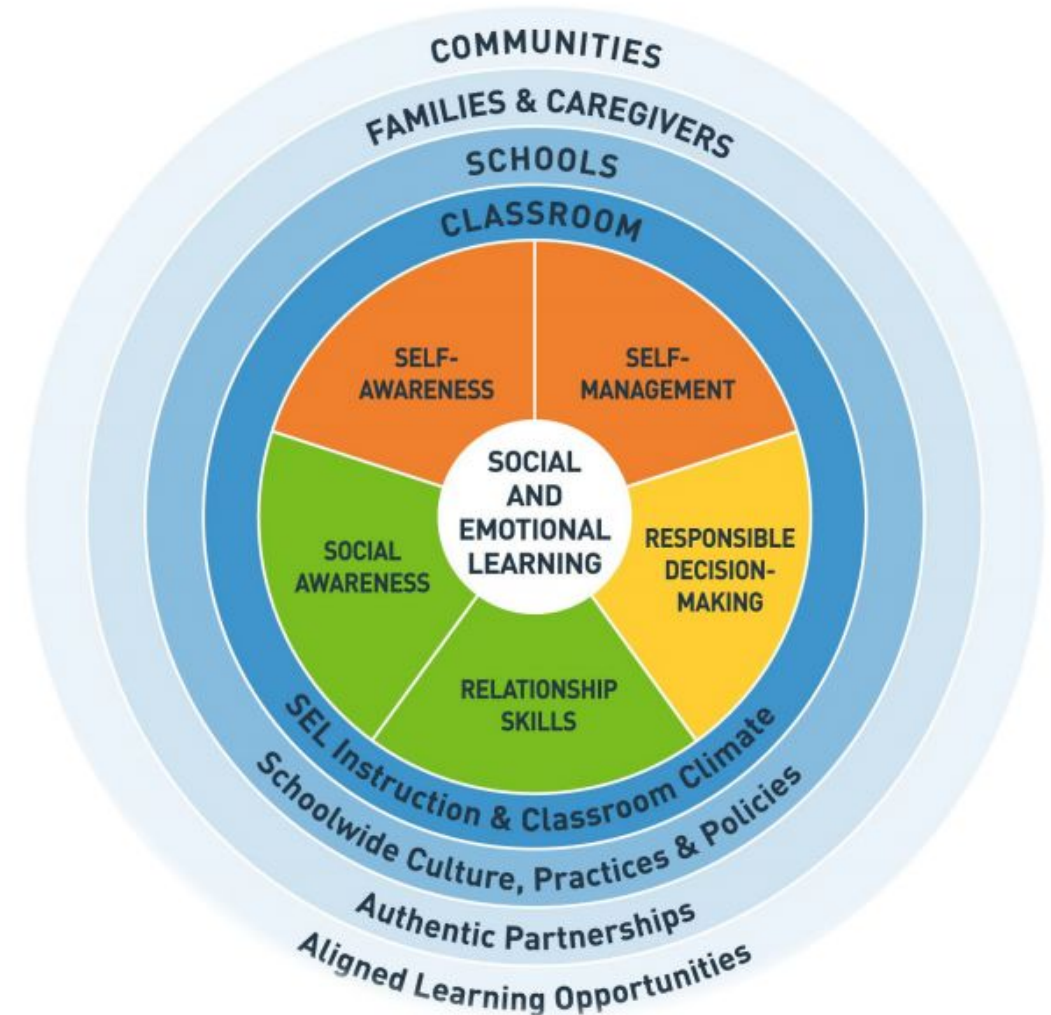
- Competence Areas
- Settings



<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

# How do Butts County Schools Support SEL?

- Character Education: Core Essentials
- Rethink Ed
- Classroom Guidance
- Transition Activities (5th → 6th)
- Zones of Regulation



# How do I support my child's SEL?

- Rethink Ed lessons support students' growth in the CASEL Competencies
- Each homeroom lesson provides Rethink Ed Home Connections  
ex. Kindergarten

## HOME CONNECTION

SOCIAL AND EMOTIONAL LEARNING

EMOTIONS  
GRADE K

Dear Families/Caregivers,

We all experience a variety of different emotions – happy, sad, angry, surprised, embarrassed, etc. Emotions drive our feelings, thoughts, and behaviors and impact our self-esteem and social interactions.

We have been learning to identify our emotions and name them. We have learned that we can identify emotions by how we feel, our own body language, and the body language of others. We learned to recognize these six emotions:

- happy – smile, bright eyes, relaxed body
- sad – frown, sad eyes, wrinkled brows, slouched shoulders
- surprised – o-shaped mouth, raised eye brows, bodies straight
- scared – wide eyes, raised eye brows, bodies lean backwards
- angry – squint eyes, wrinkled brows, crossed arms, tense bodies
- disgusted – crinkled nose, tongues stick out, hands push away

Here are some activities that you can do with your child:

- Watch a movie or TV show with your child. Pay attention to the characters' body language and facial expressions. What emotions does the character show?
- Ask your child about an emotion he or she experienced today. What happened to cause that emotion? What happened to his or her body? What happened to his or her face?

Being able to identify and name our emotions is an important first step in developing emotional maturity. Take time throughout the day to ask your child to identify his or her emotions.

Sincerely,  
Your Child's Teacher

rethink Ed

# Core Essentials- Parent Resources

August - Honor  
September - Trust  
October - Grit  
November - Courage  
December - Joy  
January - Knowledge  
February - Respect  
March - Forgiveness  
April - Humility  
May - Determination



Monthly  
Newsletters are  
available through  
your student's  
teacher

2022-2023

# Core Essentials - Parent Resources

[Podcasts](#) for parents

Phase Sheets for each Grade level

[Kindergarten](#), [First](#), [Second](#), [Third](#), [Fourth](#), [Fifth](#)



# What are The **ZONES** of Regulation<sup>®</sup>?

- The **ZONES** are a color coded system that is designed to help students self-regulate their emotions and feelings.
- It is designed to let students identify their emotion and then identify which zone that emotion falls in.
- In addition to addressing self-regulation, children have an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behavior, insight into events that trigger their behavior, calming and alerting strategies, and problem solving skills.





# There are 4 ZONES:

- **Blue** Zone
  - Tired, sick, sad, bored
- **Green** Zone
  - Focused, ready to learn, happy, calm.
- **Yellow** Zone
  - Frustrated, silly and wiggly, worried, loss of some control, excited
- **Red** Zone
  - Angry/mad, terrified, yelling/hitting, out of control, elated

# The ZONES overview

- It is important to let students know that NO zone is a bad zone.
- Zones of regulation is not a behavior management system
- It is important not to try to immediately change the zone that a student is feeling but to give them tools to manage the zone that they are in at the time to gradually move them to the next zone.
  - These tools can be sensory breaks, fidgets, calm down areas, reading a book, breathing techniques, etc.

# The ZONES of Regulation®

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

# ZONES Toolbox

The ZONES of Regulation® Reproducible Z \* Here are a few ideas for a person's (childs) toolbox. These strategies can be used to move from a blue, yellow, or red zone to a green Zone.

\_\_\_\_\_ 's **Toolbox**

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
<u>Talk to someone</u>	<u>eye contact</u>	<u>deep breaths</u>	<u>deep breaths</u>
<u>Play with a friend</u>	<u>Good body language</u>	<u>Positive Self-talk</u>	<u>apologize</u>
<u>Go outside/Run</u>	<u>Sit up /sit still</u>	<u>Ask for help</u>	<u>Quietly stamp feet</u>
<u>Smile /Think happy</u>	<u>Good attitude</u>	<u>do your best</u>	<u>hug or talk to</u>
<u>deep breaths</u>	<u>Good listener</u>	<u>Jump Around</u>	<u>Someone</u>
<u>Take a nap</u>	<u>focused</u>	<u>Take a nap</u>	<u>Count to 10 slowly</u>
<u>Stretch/stand up</u>	<u>feeling okay</u>	<u>Think positive</u>	<u>color /run</u>
<u>Jump/Ask for help</u>	<u>Paying Attention</u>	<u>Calm down</u>	<u>Do something else</u>

## Take home tips for ZONES:

- We don't label a zone as good or bad.
- Your child can be in more than one zone at a time.
- Manage the zone, don't force them into another zone.
- Individualize the tools for your child
- All zones are to be expected at one time or another.
- It is a teaching tool, not a behavior approach.
- All family members know and understand The **ZONES** language.

# Resources on The **ZONES** and SEL

Zones of Regulation website

<http://www.zonesofregulation.com/>

Zones of Regulation Book and CD on Amazon.com

[http://www.amazon.com/Zones-Regulation-Leah-Kuypers/dp/0982523165/ref=sr\\_1\\_1\\_twi\\_unk\\_2?ie=UTF8&qid=1450195647&sr=8-1&keywords=zones+of+regulation](http://www.amazon.com/Zones-Regulation-Leah-Kuypers/dp/0982523165/ref=sr_1_1_twi_unk_2?ie=UTF8&qid=1450195647&sr=8-1&keywords=zones+of+regulation)

Inside Out Meet the zones video

<https://www.youtube.com/watch?v=L0e-oMZi000>

Collaborative for Academic, Social, and Emotional Learning

<https://casel.org>

<https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>

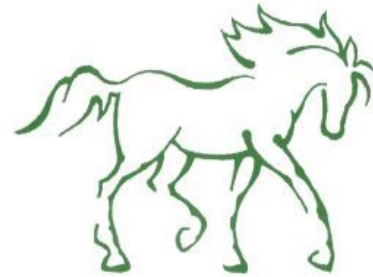
# How can we communicate between home and school?

- Wednesday (JES) and Thursday (DES, SES) Folders
- Agendas
- School Website <https://www.bcscsk12.org/SES>
- Workshops
- Infinite Campus Messages
- Email
- Call 770-504-2356 (DES), 770-775-9480 (JES), 770-775-9470 (SES)

*Parent Resource Centers are available in each school*



# Butts County Elementary Counselors



Ms. Megan Harcrow, JES School Counselor [megan.harcrow@bcssk12.org](mailto:megan.harcrow@bcssk12.org)

Ms. Staci Jones, DES School Counselor [jonesst@bcssk12.org](mailto:jonesst@bcssk12.org)

Ms. Castellanos-Akins, SES School Counselor [castellanos-akinsj@bcssk12.org](mailto:castellanos-akinsj@bcssk12.org)

**Your feedback is appreciated**

<https://forms.gle/c5uRcWsym9i4pY9m8>

