



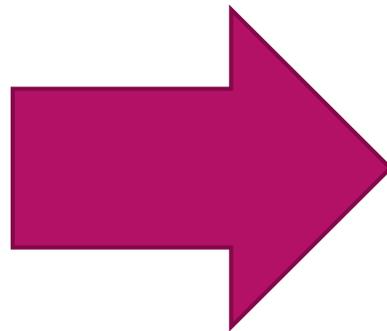
Social Emotional Learning in Schools

NANCY A BONILLA MSW, LCSW

OCTOBER 23, 2019

Step 1: Needs Assessment

- ▶ Survey
- ▶ Teacher Referrals
- ▶ Parent Referrals
- ▶ Self-Referrals
- ▶ Previous history
- ▶ Based on SWII assessment
- ▶ I&RS/SST



- Individual sessions
- Groups
- Programming

MEETS COMPETENCY 1: PROGRAM
DESIGN/PLANNING

Step 2: Logistics

- **Location**
 - Dos and Don'ts
- **Duration**
- **Teacher Notice**
 - Email or in person schedule
- **Parent Notice**
 - Official school correspondence

MEETS COMPETENCY 1: PROGRAM
DESIGN/PLANNING

STEP 3: Grouping

Group Formation

- ▶ **Topic**
- ▶ **Gender (Example: Girl Empowerment Group)**
- ▶ **Family Members (Grieving group)**
- ▶ **Age/Grade**

MEETS COMPETENCY 1:
PROGRAM DESIGN/PLANNING

Step 4: Using Notes to Measure Data

PREVIOUS

THE NEWARK PUBLIC SCHOOLS
Wilson Avenue School
Newark, New Jersey 07102

Social Work / GROUP THERAPY PROGRESS NOTES
School Year 2018-2019

Student: _____
Services: Group Therapy
Provider: Nancy A. Bonilla, MSW, LCSW

Group Objectives:
GROUP OBJECTIVE:

- Provide the student the opportunity to verbalize his/her feelings** (SEL)
- Acknowledge student's feelings/emotions in a safe environment**
- Teach them to interact and participate with others appropriately**
- Improve student's self-esteem**
- Teach student about compassion and empathy for others**

**these practices will give the student the support needed to succeed academically.

YEARLY GOAL: 7.5 Points Average Actual By June 2019: _____

Activity:	Date:	Total
Group Participation: 1. Does not participate <input type="checkbox"/> 2. Shows empathy towards peers <input type="checkbox"/> 3. Shows empathy towards self <input type="checkbox"/> 4. Shows respect towards others <input type="checkbox"/> 5. Leadership Role <input type="checkbox"/> 6. Follows Rules <input type="checkbox"/>	Empathy/Compassion towards peers 1. Does not take responsibility <input type="checkbox"/> 2. Shows respect towards others <input type="checkbox"/> 3. Shows respect towards self <input type="checkbox"/> 4. Follows Rules <input type="checkbox"/>	Respect/Follows Rules 1. Respects multiple individuals <input type="checkbox"/> 2. Respects individual instructions <input type="checkbox"/> 3. Follows Rules <input type="checkbox"/>
Notes: _____		

CURRENT

Newark Board of Education
M.L.U. Ortiz, Executive Director
Office of Student Life Where Passion Meets Progress

Group Counseling: DAP Progress Note

Counselor:	Social Worker:	Support Staff:
Group Type:	Group Purpose:	Number of Group Members:
Date:	Time:	School/Location:
Session Number:	Time in Session:	Age/Grade of Group Members:

Brief Overview of Session:

- DESCRIPTION of Session: What happened in group? (subjective/objective)
- ASSESSMENT of Session: Analysis and conclusion of the situation based on subjective and objective data.
- PLAN of Next Session: "What happens next?"

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**NOTE: MEETS
COMPETENCY 4:
MEASURES IMPACT**

Sample Group & Individual Sessions

MEETS COMPETENCY 2: DELIVERY OF SERVICES
AND COMPETENCY 3: CULTURE OF
ACHIEVEMENT

➤ INITIAL SESSION

Most important of all sessions
Sets the tone

- ▶ **AGE/GRADE RANGE: PRE-K - HIGH SCHOOL**
- ▶ **USE: INDIVIDUAL AND/OR GROUP**
 - ▶ Review Group “guidelines” (anonymity)
 - ▶ reason for participation (self-disclosure)
 - ▶ Introduce Journaling as a Group Staple (first 10 minutes of every group) ****ASSESSMENT TOOL****
 - ▶ **ACTIVITY:** ALWAYS DURING INITIAL SESSION ➡ Draw a picture of yourself and of your family



Sample Sessions/Resources

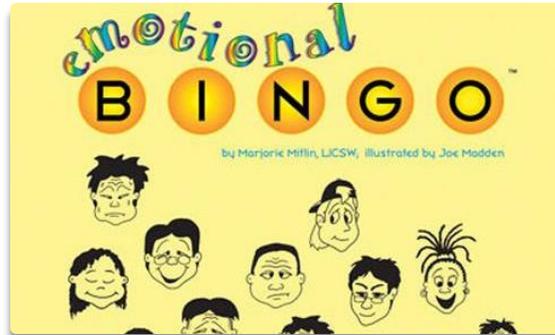


Emotional Jenga

AGE RANGE: PRE-K- HS

USE: GROUP AND/OR INDIV

Jenga game with different emotions written on the blocks. Student is asked to remove a block and play the game as per the instructions but asked to speak about that emotion/feeling and act it out, talk about a time they felt that way, or tell the group what the feeling/emotion means to them- all depending on the grade and setting

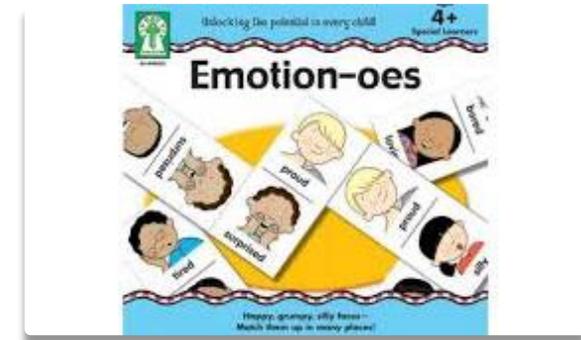


Emotional Bingo

AGE RANGE: PRE-K- 5th grade

USE: GROUP

Bingo game played as directed but each box has a different feeling. When calling out a feeling, SWII talks briefly about the feeling



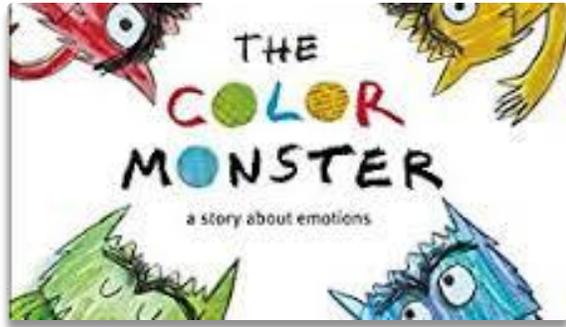
Emotion-oes

AGE RANGE: PRE-K-3rd grade

USE: GROUP AND INDIV

Emotion-oes played as a Dominoes game but feeling faces are in place of dots

Sample Sessions/Resources



The Color Monster By: Anna Llenas

AGE RANGE: PRE-K- 2nd grade

USE: GROUP AND INDIV

A Pop-Up Book about feelings and identifying them as colors. Student is then asked to identify and recreate their own feelings with hand paint or model magic



Emotes

AGE RANGE: PRE-K-2nd grade

USE: GROUP and INDIV

Series on teaching SEL to young children using figurines, Books, and activities



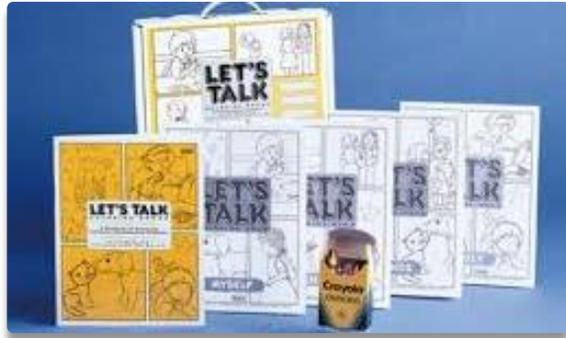
Kimochis

AGE RANGE: PRE-K-2nd grade

USE: GROUP and INDIV

Series on teaching SEL to young children using plush emotion dolls, books, and activities

Sample Sessions/Resources



“Let's Talk” Coloring Books

AGE RANGE: PRE-K- 2nd grade

USE: INDIVIDUAL

Coloring books for young children that also carry a facilitator's guide that prompts the counselor to ask specific questions that might appear to be related to the drawing but addresses other underlying concerns that child might have



Use your “I”s

AGE RANGE: 1st-4th grade

USE: GROUP and INDIV

A board game that teaches children how to express their feelings using “I” messages



Webber Photo Cards: Emotions

AGE RANGE: 1st-4th grade

USE: GROUP and INDIV

Several optional games using spy-gear to increase Social Emotional Learning

Sample Sessions/Resources



Photo Feelings Fun Deck

AGE RANGE: PRE-K-4th grade

USE: GROUP and INDIV

Several game idea to promote social emotional learning and self regulation

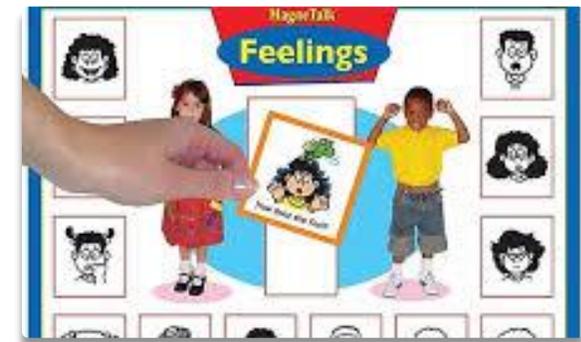


Feelings in a Jar

AGE RANGE: PRE-K-8th grade

USE: GROUP and INDIV

Different feelings listed on cards with different game options to promote social emotional learning and self-expression



MagnaTalk Feelings

AGE RANGE: PRE-K-2nd grade

USE: INDIVIDUAL

Use of Magnets to spark talk on emotions and how a young student can regulate them at home/school

➤ Cool Down Sessions

PREK-4th grade

May be modified for individual and group work

MEETS COMPETENCY 2: DELIVERY OF SERVICES AND COMPETENCY 3: CULTURE OF ACHIEVEMENT

Cool Down Session

PREK-4th grade



MagnaTiles



SmartMax



Wooden Blocks

Cool Down Session

PREK-4th grade



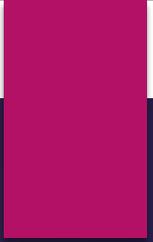
Doll House



Puzzles



Drawing Station



➤ Cool Down Sessions

5th grade-8th grade+

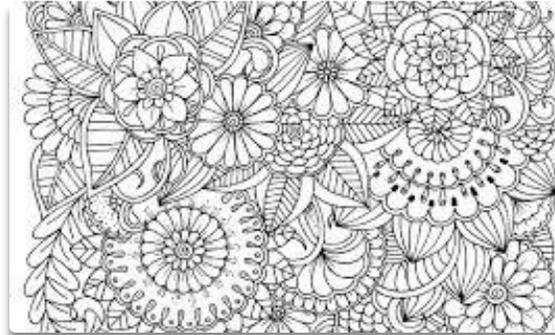
May be modified for individual and group use

MEETS COMPETENCY 2: DELIVERY OF SERVICES AND
COMPETENCY 3: CULTURE OF ACHIEVEMENT

Cool Down Session 5th grade-8th grade+



Square Up



Therapeutic Coloring



Kinetic Sand

Cool Down Session 5th grade-8th grade+



Water Beads



“Ball of Stress”



Mini Sand Tray City

Child Friendly Literature

Personal Space Camp, by: *Julia Cook* (focus on Personal Space – for young children)

Cook, J., & Hartman, C. (2017). *Personal space camp*. Chattanooga, TN: National Center for Youth Issues.

Sam's Worries, by: *Maryann MacDonald* (focus on Anxiety- for young children)

Macdonald, M., & Riches, J. (1994). *Sams worries*. New York: Hyperion Paperbacks for Children.

Have you Filled a Bucket Today? A Guide to Happiness for Kids, by: *Carol McCloud* (Positivity)

McCloud, C., & Messing, D. (2016). *Have you filled a bucket today? A guide to daily happiness for kids*. Brighton, MI: Partners Publishing Group.

When My Parents Forgot How to be Friends, by: *Jennifer Moore-Mallinos* (Divorce)

Moore-Mallinos, J., & Fabrega, M. (2013). *When my parents forgot how to be friends*. Brighton, U.K.: Book House.

Jangala Tribal Warriors by: Nancy Azevedo Bonilla & Sherry Blair

Azevedo Bonilla, N., & Blair, S. (2017). *Jangala Tribal Warriors*. Shakti.

**MEETS COMPETENCY 5: COMMITMENT TO
PERSONAL AND PROFESSIONAL EXCELLENCE**

Child Friendly Literature for counselor use

A Volcano in my Tummy: Helping Children to handle Anger, by E. Whitehouse & Warwick Pudney

Whitehouse, E., Warwick, P., & Hancock, M. (E. (1999). *A volcano in my tummy: helping children to handle anger*. Auckland: Peace Foundation.

Jellybean Jamboree, by: Susan Jelleberg (Life Skill Units for young children)

Jelleberg, S., & Sirrell, T. (2009). *Jellybean jamboree: 6 life-skill units for young children*. Warminster, PA: Mar*co Products, Inc.

Draw On Your Emotions, by: Margot Sunderland (SEL for older children)

Sunderland, M., & Engleheart, P. (1993). *Draw on your emotions: creative ways to explore, express & understand important feelings*. Bicester: Speechmark.

104 Activities That Build... by: Alanna Jones

Jones, A. (1998). *104 Activities that build: self-esteem, teamwork, communication, anger management, self-discovery, coping skills*. Richland, WA: Rec Room Pub.

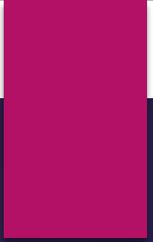
Jangala Tribal Warriors Facilitator's Guide by: Nancy Azevedo Bonilla & Sherry Blair

Azevedo Bonilla, N., & Blair, S. (2017). *Jangala Tribal Warriors*. Shakti.

**MEETS COMPETENCY 5: COMMITMENT TO
PERSONAL AND PROFESSIONAL EXCELLENCE**

Resources Obtained via.....

- **Creative Therapy Store**
 - www.cts.com
- **School Specialty**
 - (catalog in school building or online)
- **Amazon**
- **Five Below**
- **Dollar Tree**



Questions/Comments.....