Parents, Families, and Social and Emotional Learning:
A TOOLKIT

Parents, Families, and Social and Emotional Learning: A Toolkit

This document provides resources and supports for parents and families around growing their emotional health and wellbeing. The context for this is found in Delaware's Social and Emotional Learning work. The information provided contains competency areas, benchmarks, and indicators as put forth by the Delaware Department of Education. SEL, according to the Department of Education's Strategic Partner CASEL, is strengthened when adults in the home and school "*engage in their own social and emotional learning, collaborate on strategies for promoting SEL, and model SEL throughout the school and community.*"

When schools focus on SEL competencies for adults by collaborating to facilitate SEL instruction, engaging in professional learning, and modeling SEL competence, the school climate is positively impacted and SEL for students is therefore reinforced. Adults who build upon their own social competence by consistently modeling SEL for students in the classroom and with other adults serve as positive examples for young people. Children learn vicariously. Ultimately, children will learn from the adults in their schools, homes, and communities ways to navigate stress and frustration and how to maintain healthy relationships at school and at home. This learning will pay off BIG, influencing the school climate and benefiting children's social and emotional skills in all areas of their lives.

The table that follows consists of two columns. Column one includes the benchmarks, and indicators related to the competency shared in the subheading above it. Competencies describe the demonstration, application, and transference of learning to new contexts and situations. CASEL's seminal work consists of five competencies. In order to monitor your growth toward a desired competency, benchmarks are provided. Benchmarks build upon each other and reflect more specific points of reference moving you along the continuum of self-awareness, for example. Lastly, indicators are a way to see if you are hitting the benchmark. Column Two will include a related resource aligned to Column One.

Humans are more resilient and powerful than they sometimes know, but often this awareness and understanding can be buried under the cover of unaddressed trauma or unhealed wounds. Addressing this issue is necessary if we are going to be successful in our endeavor to grow, socially and emotionally, becoming well and healthy parents and caregivers. Information for resources that can support you in this area can be found at the end of this toolkit.

As you begin to use this toolkit, the first resource that you can take advantage of is yourself. For each indicator listed in the table, you could run through a simple self-assessment. A self-assessment is not for the purposes of beating yourself up, but for gaining a baseline for your growth and forward movement. Below is a simple metric.

1	2	3	4	5
I have no idea where to begin	I could use some help	I think I'm good	I am consistently seeing wins in my day to day	I feel confident enough to help someone else

PARENTS, FAMILIES, and SEL

Benchmark-Indicators	Related Resources
COMPETENCY ONE: SELF-AWARENESS	

Benchmark-Indicators	Related Resources
Demonstrate an awareness of one's own emotions • Identifies, recognizes, and names complex emotions in the moment • Recognizes the relationship between thoughts, feelings, and reactions to people • Recognizes the big picture in a complex situation • Recognizes personal, cultural, and linguistic assets **Demonstrate an awareness of personal qualities and interests** • Appreciates the likes, dislikes and preferences of others, even when different from one's own • Demonstrates awareness of the interplay between personal qualities and interests and career and social success • Recognizes the impact of personal qualities and interests in decisions made	It is important to understand that the competencies shared in this toolkit work together, one building on, interacting with, and informing another. Self-awareness is powerful. When we become aware of our patterns and behaviors, it opens the door to growth in the other competencies. **Positive Psychology is** an excellent source of support and is very generous with the resources that they provide. The link below provides 16 activities and tools. As mentioned above, you can do a quick assessment of the 16 provided and pick the top two or three that you would like to work on. To make it more interesting, share with a friend and do it together (relationship building). https://positivepsychology.com/building-self-awareness-activities/ Like Positive Psychology, the **Developing Good Habits** site, provides resources. You may find that some of the suggestions in one resource is duplicated in the other. For example, you could take the 2 or 3 activities you selected above, and find the same ones in this resource in order to perhaps see different perspectives. https://www.developgoodhabits.com/self-awareness-activities/ In this resource, we not only find ideas and exercises, but a great overview and understanding of exactly what self-awareness is and what part of the brain is

Demonstrate an awareness of one's own strengths and opportunities for growth	responsible. Understanding the why of something can be very empowering and motivating.

https://scottjeffrey.com/self-awareness-activities-exercises/

It is often easier to see ourselves in the stories of others. The resource below provides insight to tips and strategies regarding self-awareness amidst trauma recovery.

LOST: Finding My Way Back to a Place I've Never Been Companion Guidebook

Bit.ly/lostguidebook |
• Distinguishes between strengths, opportunities for growth, and skills	
• Is realistic about strengths and opportunities for growth	
• Demonstrates confidence based on self-assessment of strengths	
Demonstrate a sense of personal responsibility and advocacy	
• Describes knowledge and skills of a responsible citizen and uses them to improve and advocate in the community	
• Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others	
Identify external and community resources and supports	
• Identifies social support systems	
• Creates a network of support for life success	

SELF-MANAGEMENT

Understand and use strategies for managing one's own emotions and behaviors constructively	**Transforming Education** is a well-respected resource in education. This link provides in-depth understanding to the construct of self-management. The information may seem geared toward schools, however, as your child's first teacher there is no reason

• Uses techniques to manage stress & emotions and evaluates the impact of techniques	you can't incorporate this into your own understanding. Heck, with the self-management toolkit they provide, you can hold class at the dining room table.
• Evaluates the environment and responds appropriately to express one's emotions and thoughts	https://transformingeducation.org/resources/self-management-toolkit/
• Evaluates how expressing one's emotions might affect or influence others	**Skills You Need** provides some insight on self-management as part of our life skills building journey as well as shares its relatedness to the very important topic of self-regulation. In the beginning of the toolkit, we mentioned the relatedness of unaddressed trauma to the gap or struggle to being successful in the development of social and emotional wellbeing. One of the reasons why is this topic of regulation. Simply put, trauma dysregulates the brain and now we have to work to get regulated.
Set, monitor, adapt, and evaluate one's own goals to achieve success in school and life	
• Demonstrates an understanding that goal setting supports life-long success	https://www.skillsyouneed.com/ps/self-management.html
• Sets, monitors, adapts, and evaluates goals to achieve success in life	The **Very Well Mind** site is another great resource. This link provides a deeper dive on self-regulation which, as we mentioned, is related to and aids in our competency self-management.
• Analyzes the effect personal tendencies have on goal achievement (e.g., integrity, prioritizing, managing time, adequate resources)	https://www.verywellmind.com/how-you-can-practice-self-regulation-4163536
	This is a quick one pager from **Sesame Street** with some tips you can easily access to aid in your journey of self-management.
	https://www.sesamestreet.org/sites/default/files/media_folders/Images/PDF5v2.pdf

SOCIAL AWARENESS

Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues	**Greater Good in Education-** When you click on this link and scroll down, you will see the list header that reads "Skills that develop social awareness include". Read over the list and commit to doing your own research, write about your findings in your journal. One of the items in the list, for example, is "Practicing empathy, including perspective taking". Take that skill and break it down into a search engine, i.e., How do I practice empathy? What is perspective taking? Being successful in any area of
• Considers the feelings of others	

• Is intuitive of other people's needs	growth is your commitment to inquiry, asking the questions, and doing the homework. You can do this exercise of research with any of the indicators listed in this toolkit. https://ggie.berkeley.edu/my-well-being/sel-for-adults-social-awareness-and-relationship-skills/
• Uses awareness and empathy to be more patient— even when one doesn't feel like it	
Exhibit civic responsibility in multiple settings	
• Recognizes the role of the individual within the larger community	**I-Ville** - This resource provides some insight into the topic of implicit bias which is something everyone deals with and is a very deep subject, but not something we may often give attention. https://i-ville.com/implicit-bias-on-children-and-3-tips-to-manage-it/
• Participates in activities that show they are an agent for positive change within the community	
• Evaluates the impact of a school, home, or community initiative for change	
Demonstrate an awareness of and respect for human dignity, including culture and differences	**Brene' Brown** – who doesn't love Brene' Brown? If you are not aware of the work of Brene' Brown, dare we say you are missing out. Below is the link to Brene's short video on the topic of empathy found on YouTube. Listen to it, write down your thoughts, and then go share it with someone else. https://www.youtube.com/watch?v=1Evwgu369Jw
• Identifies and addresses explicit or implicit biases	

RELATIONSHIP SKILLS

Use positive communication and social skills to interact effectively with others	**Greater Good in Education**- As mentioned, the five competencies shared in this toolkit, build on each other and are related. This is true about the close association and relatedness of social awareness and relationship building. The previous link is shared again below. When scroll down further down, you see the list header that reads "Relationship skills include". Again, read over the list and commit to doing your own research, write about your findings in your journal. One of the items in the list, for example, is "Offering and seeking help". Take that skill and break it down into your search engine, i.e., What are the reasons some people find it difficult to seek help? https://ggie.berkeley.edu/my-well-being/sel-for-adults-social-awareness-and-relationship-skills/
• Demonstrates strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward	
• Offers and accepts constructive criticism in order to help others and improve oneself	
• Works to maintain an objective, non-judgmental tone during disagreements	

- Uses assertive communication to have needs met without negatively impacting others

Develop and maintain positive relationships

- Practices strategies for maintaining healthy relationships such as:

    - pursuing shared interests and activities

    - spending time together

    - giving and receiving help

    - exhibiting forgiveness

- Actively participates in healthy support network of valued relationships

- Independently seeks out relationships that support goals and personal values

Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways

- Utilizes appropriate conflict resolution skills to prevent, prepare for, and manage conflict across multiple settings

- Develops and utilizes mediation skills

Thought Co provides us with suggestions on steps we can take toward conflict resolution. As we have started to become self-aware, as well as socially aware, we know this is not about preparing for a fight, but seeking a resolution, finding the WIN-WIN all while honor and respecting the other person, because that is what we would want that same treatment.

https://www.thoughtco.com/steps-to-conflict-resolution-31710

Harvard on The Power of Forgiveness – talk about a weight loss program. Can you pause and think of someone that you need to offer forgiveness? Remember, when you forgive, it is not because someone did not do what they do or that is was acceptable that they did it, but it is more about releasing yourself from the weight, stress, and harm carrying unforgiveness brings.

https://www.health.harvard.edu/mind-and-mood/the-power-of-forgiveness

RESPONSIBLE DECISION-MAKING

Consider and use multiple factors in decision making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals	**The MindFool** – this link provides a great read on taking personal responsibility. In this article, the writer mentions the tendency for those who don't want to take responsibility and blame others as a deflection strategy. To build on this insight, you can search YouTube for another short video from Brene' Brown on Blame. https://themindfool.com/take-responsibility-for-your-actions/
• Reflects on lessons learned from experiences and uses in future decision-making	
• Evaluates how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect one's decision making	**Concordia St. Paul University** – Educational sites are a great resource to find continuing education and lifelong learning tools. Below is the link to an article sharing *7 Steps of the Decision Making Process*. As always, take it in small bites if you need and remember your own internal process of self-reflection and assessment available to you. You are stronger than you know! https://b.online.csp.edu/resources/article/decision-making-process/
Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations	
• Applies decision making skills to foster responsible social and work relations and make healthy life-long choices	**Venngage –** The link below provides the opportunity to build on the previous resources. Based on your self-assess of where you are in your journey of growth in any area, you have found you have some decisions to make. The template provides a visual for mapping out that decision. When you have a visual representation of a decision, goal, or action item, the chances of it getting done increases dramatically. If you don't want to use the template, you can use your creative skills to make your own. https://venngage.com/blog/what-is-a-decision-tree/
• Understands how decisions can impact the future and have long-term effects	

Additional Resources

The link below is to a large list of additional parent resources you can access to help you on your journey. Some may be very specific to the competencies listed in this toolkit or they may be more general.

https://drive.google.com/file/d/1hvsj2hKeAXG8EXWAGnmyN1CHdxFzhMYB/view?usp=sharing

Mental Health and Trauma Support

The Center for Child Development | The Delaware Center for Counseling and Wellness

https://delawarecenterforcounselingandwellness.com/

(302) 292-1334