


A S C A W E B I N A R S E R I E S



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

SEL + School Counseling = Thriving Students

Webinar Presenter: Dr. Teri Wood, Pam Martin, and Kristina Kern
Webinar Date: September 21, 2018



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Introductions



Dr. Teri Wood
Trust-Based Relational
Intervention Coordinator for
AISD



Pam Martin
Elementary School
Counseling Coordinator for
AISD



Kristina Kern
School Counselor for Mills
Elementary in AISD



Materials Needed (Optional)

- Pencil
- Colored pencils
- Post-it notes
- Paper
- Positive attitude





Norms

- Stick Together
- No Hurts
- Have Fun



Learning outcomes

- Today you will be able to:
 - Describe the core competencies of social/emotional learning.
 - Implement presented SEL activities with students.
 - Reflect on how to best integrate SEL principles into daily counseling practice.



History of SEL



*“SEL isn’t what we do;
it’s who we are.”*




Austin Independent School District
Social & Emotional Learning Competencies



Safe, inclusive, culturally responsive,
academically engaging, and
equitable learning environments




ASCA WEBINAR SERIES

The ASCA Mindsets and Behaviors can be found on the ASCA website: American School Counselor Association (2014). Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student. Alexandria, VA: Author.

KEY

- = Executive Functions and Responsible Decision Making
- = Self-Awareness and Self-Management
- = Social Awareness and Relationship Skills

Category 1: Mindset Standards (M)
School counselors encourage the following mindsets for all students.

M1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M2. Self-confidence in ability to succeed
M3. Sense of belonging in the school environment
M4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
M6. Positive attitude toward work and learning

Category 2: Behavior Standards (B)
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small group counseling

Learning Strategies (LS)	Self-Management Skills (SMS)	Social Skills (SS)
B-LS1. Demonstrate critical-thinking skills to make informed decisions	B-SMS1. Demonstrate ability to assume responsibility	B-SS1. Use effective oral and written communication skills and listening skills
B-LS2. Demonstrate creativity	B-SMS2. Demonstrate self-discipline and self-control	B-SS2. Create positive and supportive relationships with other students
B-LS3. Use time-management, organizational and study skills	B-SMS3. Demonstrate ability to work independently	B-SS3. Create relationships with adults that support success
B-LS4. Apply self-motivation and self-direction to learning	B-SMS4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS4. Demonstrate empathy
B-LS5. Apply media and technology skills	B-SMS5. Demonstrate perseverance to achieve long- and short-term goals	B-SS5. Demonstrate ethical decision-making and social responsibility
B-LS6. Set high standards of quality	B-SMS6. Demonstrate ability to overcome barriers to learning	B-SS6. Use effective collaboration and cooperation skills
B-LS7. Identify long- and short-term academic, career and social/emotional goals	B-SMS7. Demonstrate effective coping skills when faced with a problem	B-SS7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS8. Actively engage in challenging coursework	B-SMS8. Demonstrate the ability to balance school, home and community activities	B-SS8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS9. Demonstrate personal safety skills	B-SS9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS10. Participate in enrichment and extracurricular activities	B-SMS10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	


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Three Signature SEL Practices

Welcoming Rituals

Engaging Practices

Optimistic Closure

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SEL SIGNATURE PRACTICES

Creating Conditions for Adult & Student Learning


When used consistently, these signature practices create conditions for growth and learning across all SEL competencies, and, with culturally responsive teaching strategies, they help create collaborative classrooms.

- WELCOMING ROUTINES & RITUALS •
ACTIVITIES FOR INCLUSION
- ENGAGING PEDAGOGY •
SENSE MAKING AND "BRAIN BREAKS"
- OPTIMISTIC CLOSURE •
REFLECTIONS AND LOOKING FORWARD

SEL
Social & Emotional Learning
Supporting the Whole Child

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How do I put the wheel in motion in my counseling practice?





Activity





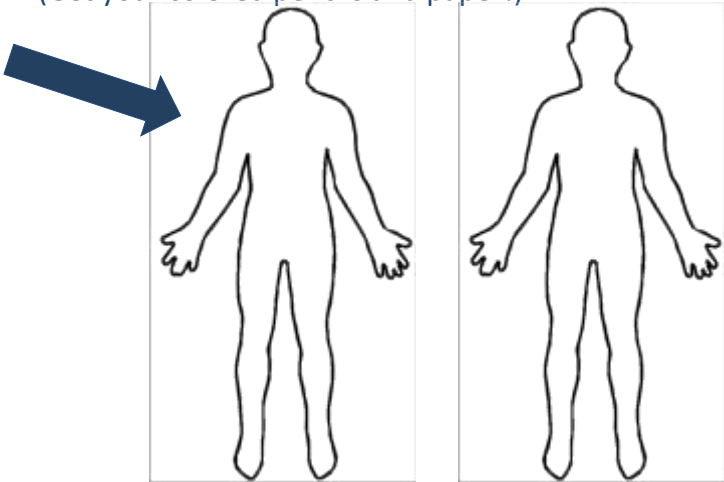
Activity



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Let's Do a Check In!

(Get your colored pencils and paper!)



The image shows two identical human silhouettes side-by-side. A large blue arrow points from the left towards the first silhouette, indicating where to start coloring or writing.

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Breathing Sticks

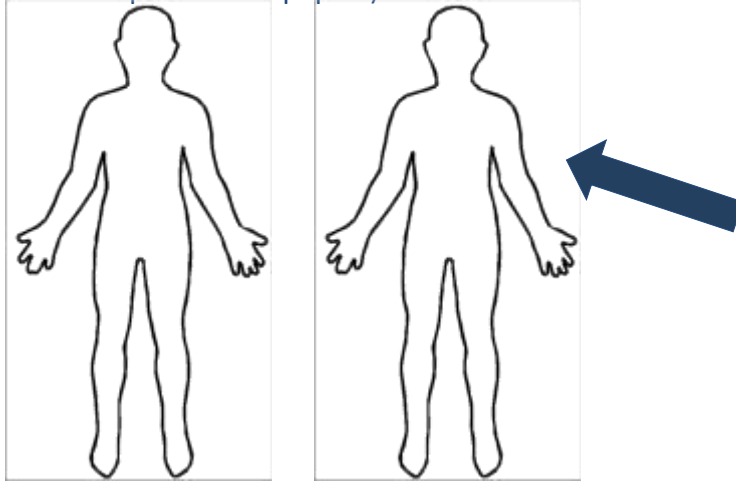


The image displays several colorful sticks (red, yellow, black, purple) and a small clear container filled with colorful beads. One stick is shown with beads strung onto it, demonstrating the activity.



Let's Do a Check In!

(Get your colored pencils and paper!)





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Optimistic Closure

(Get your pencil and post-it note!)

- Write one/two strategies/tools/takeaways on your post-it note.



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A S C A W E B I N A R S E R I E S

Q & A

What questions do you have for us?



Thank you!

Contact us. We love supporting fellow counselors and counselor advocates!

- Dr. Teri Wood: teri.wood@austinisd.org
- Pam Martin: pam.martin@austinisd.org
- Kristina Kern: kristina.kern@austinisd.org