

## Teachers Supporting Families Supporting Social Emotional Development

The growing acceptance of Social Emotional Learning as a key support to student success has been responded to by state and local administrators in the implementation of SEL standards within the school system. However, the absence of networked organizations from which families receive SEL support has further complicated their access to tools and

formative skills.

This issue of Capture the Core shares specific ways teachers can support families in their capacity around Self-Awareness, Self-Management, Social Awareness and Relationship building, and Responsible Decision-Making.

Note that this not an exhaustive list of resources, however, these are a few activities for families to practice building developmentally appropriate skills.

Tips and Activities were retrieved from:



[www.parenttoolkit.com](http://www.parenttoolkit.com)

Resource to share  
[SEL Standards 6-8](#)

SEL Standards 6-8	
6.1	Recognize and understand personal emotions and the reasons behind them; understand personal triggers that affect emotions; and understand how the environment and situations affect one's moods and feelings.
6.2	Set and achieve personal goals; understand personal strengths and limitations; and understand how to manage emotions and behaviors to achieve goals.
6.3	Identify and understand the emotions, needs, and preferences of others; demonstrate empathy; and understand how the environment and situations affect others' moods and feelings.
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Grades 6-8

Check us out on the web:  
**Illinois Classrooms in Action**  
**Climate & Culture**

materials for home based instruction and modeling of these



Climate & Culture Action Network

2017-2018

Educator Community of Practice

[Details and Registration](#)

[http://bit.ly/CCAN\\_CofP\\_17\\_18](http://bit.ly/CCAN_CofP_17_18)

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Building
- Responsible Decision-Making

- ◆ Be careful to not label your child's feelings for them. Asking what emotions are attached to observable behaviors helps them self identify.
- ◆ Try and frame decisions through 'choices' - each with it's own pre-explained consequence.
- ◆ Being part of the family means offering help with the family needs. Assign small chores weekly.
- ◆ Providing transportation is a great time to allow for continued conversations.
- ◆ Nurture empathy in their social interactions.
- ◆ Consistently ask your child(ren) how they would deal with different opportunities (positive and negative peer pressure).
- ◆ Share your views on responsible online behavior as it relates to social media.
- ◆ Discuss safe and smart choices with your youth, especially regarding issues around health and wellness.
- ◆ Begin allowing your middle-schooler to participate and share regarding family issues.

### Parents' Guide to Social Emotional Checklist (sample items)

Model good behavior.	Follow through on your promises.
Have meaningful conversations with your child.	Take a moment to reflect and breathe when you are stressed or overwhelmed.

