



HOW WE SUPPORT SOCIAL AND EMOTIONAL DEVELOPMENT AT KENNEDY

PTA Coffee Morning Information Session
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WHY IS IT SO IMPORTANT?

Teach skills for life to help our children cope, be resilient, recognise their feelings and those of others, develop a strong sense of identity and belonging and be socially aware.

All children experience anxiety as part of their normal development.

0 - 5 Months	Loss of support, loud noises
7 - 12 Months	Fear of strangers, fear of the unexpected
1 Years	Separation from main attachment figures, toileting and injury fears
2 - 6 Years	Many fears: loud noises, animals, darkness, separation, life changes, strangers, Injury, monsters
7 - 8 Years	Supernatural beings, dark, media events, left alone, injury
9 - 12 Years	Test and exams, school performance, bodily injury, physical appearance, thunder and lightning, death, the dark (low percentage)
Adolescents	School, home, safety, political issues, personal relationships, personal appearance, natural phenomena, uncertainty/future, animals

Varies across cultures

Depression and stress related illnesses are on the increase. Teaching strategies to recognise and manage feelings are vital.

Emotional distress is...

Cognitive/Thinking

Worry, negative thoughts, poor concentration, attentional biases.

Physiological/Body

Increased heart rate, muscle tension, perspiration, stomach aches, sleep difficulties, agitation.

Behavioural/Actions

Flight (escape or **avoidant** behaviours)

Fight (**aggressive** behaviours)

Reassurance seeking



**Happens to us all but do we know how to recognise
and manage our emotions?**

Emotions become challenging when...

- they have a significant impact on your life
- they are beyond developmental appropriateness
- they cause significant distress
- they have been present for long periods
- they cause significant interference



Barriers that prevent us from thinking in helpful ways and paying attention to positive things around us.

Its ok to feel worried, sad but it's knowing how to manage these emotions

Emotional and Social Skills necessary for resilience

Ability to form and maintain positive and
stable attachments

- Self regulation
- Self soothing
- Empathy
- Friendship skills
- Self and Social awareness



These all have to be taught explicitly through the curriculum. Importance of family input.

WHAT WE DO

We support the children in a variety of ways:

- PSE curriculum
- School wide - Zones of Regulation
- Social thinking
- FRIENDS programme
- Yoga - PE curriculum
- Opportunities for collaboration across the curriculum
- Mindfulness

Pastoral programme across the school





“Academic performance in grade 8 could be better predicted from knowing children’s social competence 5 years earlier than from primary school academic results.”

Children who are emotionally and socially skilled are more successful at school”

(Durlak et al., 2011)

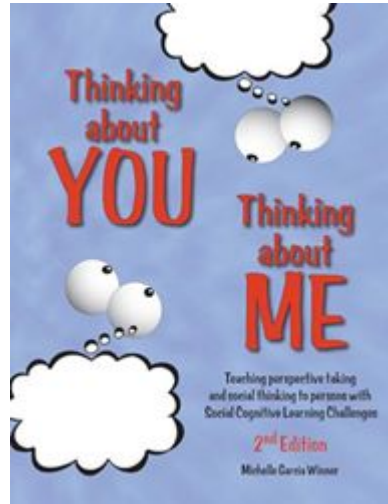


ROLE OF IN TEAM

ELSAs
IN team
External Counsellors
Trained staff



SOCIAL THINKING



Social Behavior Map			
Behaviors That Are EXPECTED for Learning in Part of a Group in the Classroom		Behaviors That Are UNEXPECTED for Learning in Part of a Group in the Classroom	
1. Arrives on time	2. Follows directions	1. Disrupts the class	2. Talks out of turn
3. Works independently	4. Respects others' personal space	3. Talks back	4. Teases or bullies others
5. Shares materials	6. Takes turns	5. Disrupts others' work	6. Leaves seat without permission
7. Listens to others	8. Follows classroom rules	7. Talks during others' presentations	8. Disrupts others' presentations
9. Works cooperatively	10. Respects others' property	9. Disrupts others' work	10. Disrupts others' presentations
11. Works cooperatively	12. Respects others' property	11. Disrupts others' work	12. Disrupts others' presentations

What is this programme?

It is a **social** skills curriculum developed by Michelle Garcia Winner. The curriculum is intended for students with **social** learning needs, especially those with autistic spectrum conditions.

Its main focus is on teaching students to **think** about how others perceive them.

THE I-LAUGH MODEL MICHELLE GARCIA WINNER, MA, CCC-CLP

- I = INITIATION OF COMMUNICATION
- L = LISTENING WITH EYES AND BRAIN
- A = ABSTRACT & INFERENCE LANGUAGE
- U = UNDERSTANDING PERSPECTIVE
- G = GESTALT PROCESSING: THE BIG PICTURE
- H = HUMOR AND HUMAN RELATEDNESS



ZONES OF REGULATION



How does this work?

The **Zones** curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts



FRIENDS

Skills and strategies to support social and emotional development

We look at feelings, relaxation, resilience - coping step plans, thoughts and how to change them (CBT), friendships and role models.



MINDFULNESS

Among its **benefits** are self-control, objectivity, enhanced flexibility, improved concentration and mental clarity, emotional intelligence and the ability to relate to others and one's self with kindness, acceptance and compassion.



QUESTIONS
