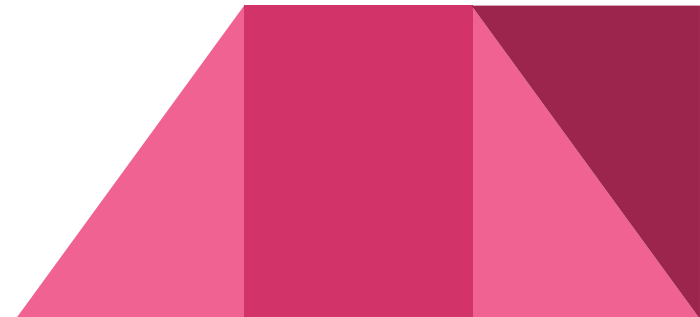


# Scroggs Family Summit - July 14, 2020

How to maintain and strengthen your child's social  
emotional health

# A few housekeeping items...

- Please stay muted to limit the background noise (of course unmute to ask a question, but while listening please stay muted :-))
- We would love to see all of your faces, but please feel free to turn your camera off if you feel more comfortable.
- Be sure to ask questions in the Chat box - this is a great way to communicate with other participants and the presenter!
- If you are calling in on a phone, please let us know who you are since we can't see you or your name



# Introduction

A child's behavior is not always what it seems

*\*Behavior is communication\**

What we see: Behavior

What we don't see:  
What's under the surface

SOCIAL SKILLS

BASIC NEEDS

PHYSICAL SAFETY

NEED TO BELONG

SECURITY

THOUGHTS

EXECUTIVE FUNCTIONING

HUNGER

ATTACHMENT

ENVIRONMENTAL  
STRESSORS

SLEEP

NEED FOR CONNECTION

POWER

ATTENTION

SENSORY NEEDS

EMOTIONS

SELF-ESTEEM

DEVELOPMENTAL LEVEL

ANGER

NEED FOR ATTENTION

SADNESS

FEAR

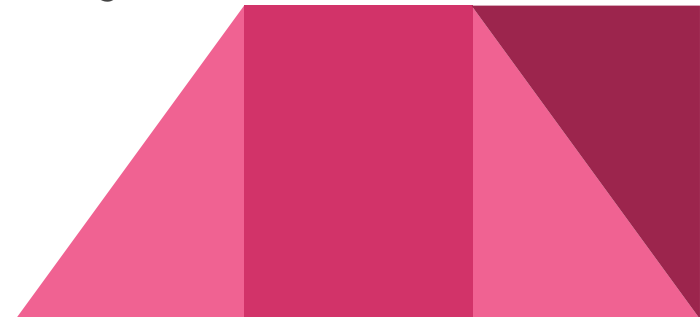
See anything  
familiar?

Let's be honest, this is not normal. But, we can't shield our children from adverse situations or act as if bad things do not exist - We have to teach them how to deal with adversity in a healthy way so that when they DO encounter it, they are prepared.

# Yeah, but what about reading and math? Will my child be behind academically? How will they keep up with their peers? How will they access the curriculum?

YES - These are all valid concerns. But what we need to focus on first, is ensuring that our children are emotionally **AVAILABLE** to learning all of the content and curriculum first. Being academically on target is only a small part of future success. So much depends on emotional intelligence and social emotional learning. These “soft” skills are what make a truly successful adult and citizen.

We have an opportunity to maintain and even strengthen our children’s social and emotional mental health - this may be one of the most important things we can do for them right now.

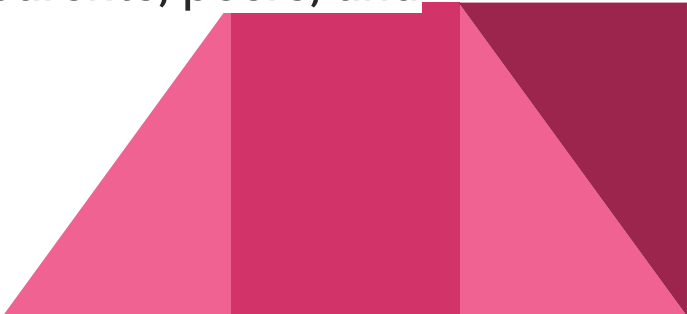


# A little research from University of Massachusetts, SAMHSA, and National Child Traumatic Stress Network

There is plenty of research on natural disasters that indicate children, compared to adults, to be more vulnerable to the emotional impact of traumatic events that disrupt their daily lives.

Think about how suddenly everything changed in March. While adults may have been thinking about it for a while, to the kids, it happened overnight. They woke up and everything was different - but nothing really *looked* different.

Children struggle with disruptions to their routine and it can interfere with their sense of structure, predictability and security. Kids are observing us and their environments, and they notice and react to stress in their parents, peers, and community members.



# Less is more...play it cool

**Connection** - Try to plan some time to be physically close or specifically plan special time together - Children's connection to their parents/caregivers is one of the best protective factors against sending their nervous system into fight/flight/freeze.

**Extra Support** - Remember the iceberg? This is not normal - you will not ruin your kid (we promise) if you provide a bit of extra support for things we know they are capable of doing. Most likely, they are trying to communicate something under the iceberg.

**Create structure** - Try to create even the tiniest bit of predictability. Even all you can manage is just one thing that is the same every day - that's better than nothing! While in a "normal" summer, we may be more relaxed with our bedtime and sleep routine, it is especially important to ensure our children are well rested and getting enough sleep.

**Recognize the signs** - Back to the iceberg - not all kids will react to stress in the same way. Be acutely aware of your own individual child's response to stress

**Get moving** - Let's get out of our heads and into our bodies - Get messy, get outside! Raise those endorphins.

**Practice self-care** - This is so important. Think of it as the airplane breathing mask - you have to take care of yourself in order to take care of others. Model self-care intentionally around your children. Show them positive coping skills and let them know WHY you are doing it.

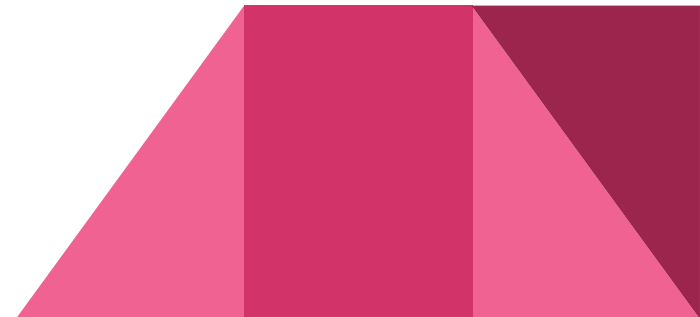


# The Three Rs

**Reassurance** - Reassure your child about their safety and the safety of loved ones, remind them that it is the adult's job to ensure their safety.

**Routine** - Adhere to routines to provide a sense of safety and predictability.

**Regulation** - Support their emotional regulation - when a child's stress response is activated, they need their feelings validated "I know this feels scary" and also encouragement to engage in positive self-regulation and coping strategies.



# SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

## SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK

## RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY



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# Name that feeling!

## (Self Awareness & Self Management)

One super simple way to model appropriate behavior is to name your own feelings in front of your child. Allow them to hear you talking about your struggles or your negative feelings about something and what your plan is to cope.

**Pro Tip** - Don't make your child sit down with you and discuss this face to face. Do this while you are cooking and they are in the room. Do it in the car while they are in the backseat. Do it while playing a game.

"Man, I was really frustrated earlier. I yelled when I shouldn't have. Sorry bud"

"I felt really nervous/upset/scared when..... I think I am going to take a quick time out. BRB"

"I'm sorry I yelled. I was worried when you.....and instead of taking a breath and speaking calmly, I yelled and I know that scared you."



## Provide information in a developmentally appropriate way (Social Awareness)

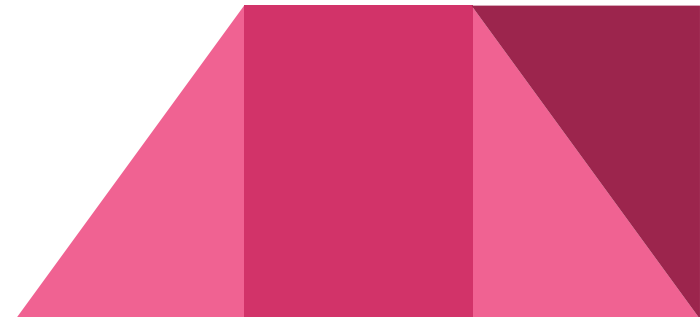
Kids say the darndest things, right? Well, yeah, they tend to rely heavily on their imaginations if they lack the adequate information about a topic.

If adults withhold information, it can be more stressful for the child than simply telling the truth in a developmentally appropriate way. Access websites and videos or activities together about COVID-19 (for example CNN Town Hall with Sesame Street, PBS, BrainPop). Don't be afraid to say "I don't know the answer to that but will come back and let you know". It is ok not to have all the answers, just be sure to come back and address it later.

Limit their exposure to mainstream media coverage, social media and adult conversations. Remember, listening ears and watching eyes!

# Remember, kids aren't mind readers (Social Awareness)

- Be intentional when you go somewhere or when something will be different - explain what may look and feel different. Letting them know ahead of time can alleviate some of the nerves. This is important all of the time but especially now.
- Kids may have questions about differences in what they hear versus what they see. It is important to let them know what your family expectations are and how that may be different from what other families do.

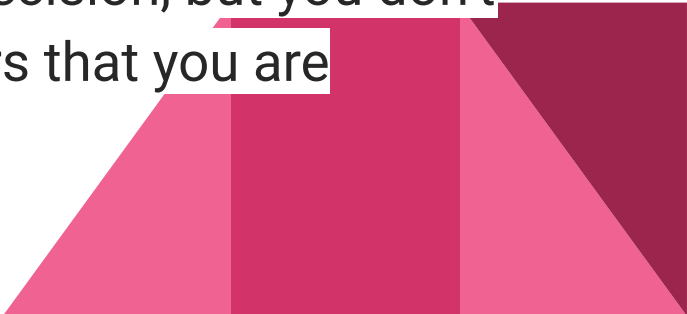


# Give up some control (Responsible Decision Making)

Kids need to have a sense of control or self-efficacy all of the time, but especially during times of fear or uncertainty. So, let them have an active role in some of the decisions that you make for them or the family. Include them in conversations, get their input. Let them take charge in how they can help.


One of the easiest ways to give kids control is to offer closed set choices that are ultimately set by the adult, but chosen by the child. Rather than saying “What would you like for dinner?” say “Would you like chicken or fish for dinner?” “What do you think we should do today, go on a hike or ride bikes?” “Do you want to clean your room before dinner or after dinner?”

This way, they feel in control and ultimately make the decision, but you don't leave it completely open ended and have set parameters that you are comfortable with, regardless of what they choose.



# Earn allowance/ privileges differently (Self Awareness & Relationship Skills)

Name \_\_\_\_\_

**Feelings Scavenger Hunt** 

**Directions:** Search around where you live for each of the items below and fill in your answer in each square.



**Find something that...**

Makes you feel happy <input type="text"/>	Surprises you <input type="text"/>	Makes you feel nervous <input type="text"/>
Helps you remember a trip <input type="text"/>	Reminds you of someone you miss <input type="text"/>	You're looking forward to doing <input type="text"/>
Makes your loved ones happy <input type="text"/>	Is a favorite gift <input type="text"/>	Makes you happy outside <input type="text"/>
Is your new favorite hobby <input type="text"/>	That makes you laugh <input type="text"/>	You don't like doing <input type="text"/>

Scavenger Hunt (Will need to be adapted for home/specific to family)

Or try this BINGO card

# Do a Daily/Weekly Feelings Check-In (Self-Awareness)

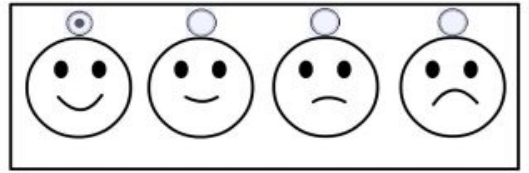
Try to add a Feelings Check-In to your routine

Name: \_\_\_\_\_

## Feelings Check-In

How am I feeling?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



My Favorite New Activity	I Really Miss
Inside: _____ _____ _____	1. _____ _____ _____
Outside: _____ _____ _____	2. _____ _____ _____
	3. _____ _____ _____


Things I'm looking forward to:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

Today I will do this because it brings me joy:

\_\_\_\_\_





Ways to stay  
connected and  
build relationship  
skills....let's share!

# Let's get creative! (Relationship Skills)

Some board games are super easy to play over Facetime/Zoom - if both people have the same game, you can easily play "together"

Get a pen pal - who doesn't love getting mail? Also, snail mail is great, but email is also a way to practice typing skills

Remember, the ways that adults stay connected is usually through talking. Kids connect through play. They may be fine with a few Facetime/Zoom calls with friends but try to be creative with additional ways they can connect with peers.

Write and produce an outdoor "movie" with a sibling or close friend

Outdoor movie night

Make a scavenger hunt in the woods

Marco Polo app - Make groups or individual - send messages automatically

Establish a quarantine tradition - can be something super simple, but makes this time feel special

Process through play! Use their dolls or interest to go through scenarios

# Thank You!

Please email me ([Jschaul@chccs.k12.nc.us](mailto:Jschaul@chccs.k12.nc.us)) or Emily Picquet ([Epicquet@chccs.k12.nc.us](mailto:Epicquet@chccs.k12.nc.us)) with any questions or specific concerns you may have

If you asked a question in the chat box and it wasn't answered, please feel free to reach out. I will do my best to go through the chat at the end and follow up, but don't hesitate to reach out if you have lingering questions.

Next week (July 21st) the live session will focus on the transition back to school - so more to come then! [Sign Up Here!](#)

