



Incorporating Social-Emotional Learning into Speech-Language Intervention

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The Kimochis™ Feel Guide: Teacher's Edition

provides an integrated approach to provide **relevant** SLP services.

I. EMOTIONAL QUOTIENT (EQ)

The essential premise of Emotional Quotient to be successful requires the effective awareness, control and management of one's own emotions, and those of other people.

EQ embraces two aspects of intelligence:

- Understanding yourself, your goals, intentions, responses, behavior and all.
- Understanding others, and their feelings.

2. POSITIVE BEHAVIOR SUPPORT

The feeling-behavior link helps us to understand children's behavior.

- We can recognize that feelings fuel behavior.
- We can honor and guide children to make positive choices (nonverbal and verbal).
- We intentionally teach children how to make the appropriate behavioral and social choices in school and life.



3. COMMUNICATION SKILLS - The Keys to Communication



Call someone's name, wait for eye contact, and give a communication tap, if necessary, before you speak.



Use a talking tone of voice instead of a fighting tone of voice.



Use a talking face and relaxed body language instead of a fighting face and tense body language.



Choose words that help instead of hurt.
("I feel mad because ..." instead of "I hate it when ...")



Be brave and redo hurtful moments.



Be kind and let people try again.



Assume the best.
("He probably isn't mad at me, maybe he is mad because he lost the game.")



4. SOCIAL EMOTIONAL LEARNING (SEL)

Five core social and emotional competencies are typically described by experts in the field as necessary for a robust SEL program (CASEL, 2003). Listed below are the competencies with sample goals from *The Kimochis™ Feel Guide: Teacher's Edition*:

1. **Self-Awareness:** Know what we are feeling; have a realistic assessment of our own abilities; have a well grounded sense of self-confidence

Kimochis™ Program Goals:

- To recognize feelings of happiness, anger, sadness, pride, courage, frustration, crankiness, silliness, curiosity, hopefulness and courage in oneself
- To understand how you are coming across
- To know what to say and do when upset to make a problem bigger or smaller
- To know when you need to ask for peer or adult help

2. **Social Awareness:** Understand what others are feeling; be able to take their perspective; appreciate and interact positively with diverse groups

Kimochis™ Program Goals:

- To become aware of words and actions that can create negative feelings
- To recognize when others are feeling mad, frustrated, cranky and other upset feelings and not take their words personally
- To respect others' personal and space boundaries
- To practice patience and honor other's differences and shortcomings

3. **Self-Management:** Handle our emotions so they facilitate rather than interfere; be conscientious and delay gratification to pursue goals; persevere in the face of setbacks and frustrations

Kimochis™ Program Goals:

- To use a talking tone of voice and face (positive nonverbal communication)
- To use self-talk to handle negative feelings
- To cool down when experiencing upset feelings such as mad and cranky and keep a positive connection with others



- To be resilient when experiencing upset feelings
- To stay focused and not get distracted by others
- To express happy, excited, silly feelings without making unsafe choices

4. Relationship Skills: Handle emotions in relationships effectively; establish and maintain healthy and rewarding relationships based on cooperation; resist inappropriate social pressure; negotiate solutions to conflict, and seek help when needed.

Kimochis™ Program Goals:

- To choose words that are helpful, not hurtful
- To seek to be inclusive and get oneself included
- To do the right thing when others do the wrong thing
- To apologize and forgive
- To assume the best in social interactions
- To recognize when others feel frustrated, mad, sad or left out
- To act in kind, compassionate and caring ways when others are sad, frustrated, left out, mad
- To be assertive to stand up for self and others
- To re-do hurtful moments and recover after making mistakes
- To listen and connect with another's pride in a positive way

5. Responsible Decision Making: Make decisions based on an accurate consideration of all relevant factors and the likely consequences of alternative courses of action, respect others, and take responsibility for one's decisions.

Kimochis™ Program Goals:

- To be kind and let others try again
- To respect others' feelings of fear, sadness etc
- To make sure silliness is fun for everyone



5. CHARACTER EDUCATION

Character Education is the umbrella term loosely used to describe teaching children to develop into moral, civic, honest, and socially acceptable adults. The Kimochis™ program and Feeling Lessons provide character education whereby students practice managing life's challenges, acting with character, and choosing to be:

- Respectful: using a respectful voice, face, and words; listening to upset feelings
- Responsible: speaking up for self or others; admitting and owning mistakes
- Resilient: moving through emotion alone or by requesting help from others
- Compassionate and Kind: having empathy or concern for others and looking for moments to be kind to self and others



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