

TEACHING Psychosocial Emotional Learning



Balancing Use of Brain and Body

When making choices for action, we need to know whether our action is driven by cognition or emotion. While wants and needs are the driving force for action, the brain acts as a rutter, helping to grow moral reasoning for thoughtful decision making.



Connecting Sensations with Feelings, Wants & Needs

When a child learns how to listen and interpret messages from their body, they will more easily understand how to regulate emotions. Recognizing the difference between what one wishes for and requires to live helps determine actions.



Differentiating Self-Regulation vs Self-Control

Helping the student distinguish between emotional modulation and behavioral inhibition is key. Children need to understand how to self-sooth, temper the intensity of emotion, look beyond anger, and inhibit impulsivity.



Building Capacity to Hold Feelings in Abeyance

In a world of immediacy, where information is available on demand, children need to learn how to wait. Learning how to delay gratification is accomplished through training around containing one's feelings without immediate resolution.



Improving Tolerance for Distress

Once a child can delay gratification and the expression of feeling, they will have a stronger capacity for discomfort. When we can endure higher thresholds for emotional pain, we can be more intentional about constructive choices for action.



Stimulating Self-Reflective Practices

Any meaningful evolution through the developmental stages requires a growing level of insight and awareness. To see ourselves clearly in relation to others and to grow our social-emotional skills, requires understanding our motives and protective mechanisms.




Helping Integrate Inequities and Frailties

Human beings of all ages use defense mechanisms or protective strategies to insulate us from fear of rejection, shame, hurt and other unpleasantness. As we learn to own all aspects of ourselves, including our less favorable, we don't need to hide.



Evolving Identity Formation

The most significant goal for all children is the successful navigation of their psycho-social stages of development. As children understand who they are and what matters to them, they can relate as a separate entity instead of being a follower.



Psychosocial Emotional Learning (PSEL) is intended to help children navigate their intra and interpersonal world based on developmental norms. Children who grow in this area are more successful academically and in life.



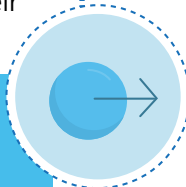
Growing Self-Worth

As children and adolescents form a more solid but flexible sense of self, they will feel greater value and worth. Through this process they require outside influences helping them to build efficacy for their effort and intention to be their best.



Channeling Aggression into Constructive Outlets

Aggression is a natural and healthy drive, which gets channeled in different directions. Inclusive aggression allows for meaningful contact, while exclusive treats the world as hostile and unreceptive to getting one's needs met.



Developing Tools for Expressing and Negotiation of Needs

As children see themselves as unique beings, they can recognize their reliance on others to help meet wants and needs. This requires skills for recognizing, expressing, and negotiating needs to satisfy themselves and the other.



Cultivating Empathy and Advanced Empathy

For students to have successful relationships, they need to recognize and care about the feelings of others. If they can tune into their experience of feelings, they will move toward greater ownership and the ability to take actions that consider themselves in relation to others.



Deepening Conflict Resolution to Constructive Differencing

Learning how to be at odds with somebody but maintain contact, is among the most difficult tasks of a human being. As we appreciate conflict as the exploration of difference, we are no longer threatened by differences, but curious about the learning they offer.



Anticipating Consequences of Actions

Through our negotiations of wants and needs, we ultimately take actions which impact others. The better children get at predicting the influence of their actions, the more informed their choices become. Greater intentionality of choices is key for relationship building.



Modelling Ownership and Accountability

Through the entire process of social-emotional development, children need models to help them learn to take responsibility for their thoughts, feelings, and actions. Children who feel more secure within themselves and safe in their environment, learn this more easily.