



# TRAINING HANDOUT

## Howl Card Template



HOWL CARD



SOCIAL  
EMOTIONAL  
CHARACTER DEVELOPMENT



HOWL CARD



SOCIAL  
EMOTIONAL  
CHARACTER DEVELOPMENT



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## TRAINING HANDOUT

### The Benefits of SEL<sup>24</sup>

#### STUDENT BENEFITS

- Better academic performance (11 percentile-point gain in academic achievement)
- Lower anxiety, stress and depression
- Better attitudes about themselves, others and school
- More attentive/less hyperactive
- Lower aggression
- Higher-quality relationships
- Increased prosocial behavior

#### EDUCATOR BENEFITS

- Happier
- More responsive and organized
- Greater self-efficacy (an individual's belief in their innate ability to achieve goals)
- Improved classroom climate
- Increased student engagement
- Lower rates of problem behaviors
- Lower aggression among students
- Higher-quality relationships
- Increased prosocial behavior

#### COMPONENTS OF A SUCCESSFUL SEL PROGRAM

- Educator well-being first
- Easy to implement
- Sustainable
- Comprehensive
- Developmentally appropriate
- Regular and ritualized
- Form a common language

<sup>24</sup> University of Illinois at Chicago Social and Emotional Learning Research Group and CASEL, *The Benefits of School-Based Social and Emotional Learning Programs: Highlights from a Major New Report*, July 2010, <https://casel.org/wp-content/uploads/2016/06/the-benefits-of-school-based-social-and-emotional-learning-programs.pdf>; Stephanie Jones, Katharine Brush, Rebecca Bailey, Gretchen Brion-Meisels, Joseph McIntyre, Jennifer Kahn, Bryan Nelson, and Laura Stickle, *Navigating SEL From the Inside Out*, March 2017, <https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf>.



## TRAINING HANDOUT

### Motivational Factors for Learning

#### EXTERNAL MOTIVATION: PSYCHOLOGICAL SAFETY

Psychological Safety—“a belief that one will not be punished or humiliated for speaking up with ideas, questions, concerns or mistakes,” according to Amy Edmondson, professor at Harvard Business School.<sup>22</sup>



- **Model curiosity**—Ask a lot of questions.
- **Be vulnerable**—Acknowledge that you do not always have the answer. You are weak sometimes.
- **Create an atmosphere of growth mindset**—Mistakes are learning opportunities.

#### INTERNAL MOTIVATION: SELF-DETERMINATION THEORY

Edward Deci explains this theory as the basic needs people have to feel motivated and create an environment receptive to learning. Self-determination theory says the following elements are needed to intrinsically motivate students:

- **Autonomy**—The need for control over our own lives. Example: Students need to feel that they have choices and are not being forced to do something.
- **Competence**—The need to feel competent. The definition of competence is “the ability to do something successfully or efficiently.” Example: Figure out where each student feels competent and encourage this area.
- **Relatedness**—The need to belong and feel connected. Example: The teacher who greets their students each morning with a unique handshake for each student.

<sup>22</sup> Amy Edmondson, “Building a Psychologically Safe Workplace,” May 4, 2014, TEDxHGSE video, 11:26, <https://youtu.be/LhoLuui9gX8>.



## TRAINING HANDOUT

### Curiosity Tracker

- 1** What does your partner do to make students feel safe in their space (classroom, office, etc.)?

*Name of partner* \_\_\_\_\_

- 2** What is your partner's assessment of teacher well-being in their school?

*Name of partner* \_\_\_\_\_

- 3** List some ways that showing empathy can enhance EQ.

*Name of partner* \_\_\_\_\_





## TRAINING HANDOUT

### Educator Stress Self-Assessment<sup>23</sup>

Indicate your level of agreement with each of the statements below.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I experience high stress daily throughout the school year.	<input type="checkbox"/>				
My principal's leadership capabilities reduce my stress load.	<input type="checkbox"/>				
My job demands, including high-stakes testing, student behavioral problems and difficult parents, are the main sources of my stress.	<input type="checkbox"/>				
I am limited in my decision-making power and autonomy, and this creates stress.	<input type="checkbox"/>				
I struggle with my own social and emotional well-being, and it impacts my ability to nurture a healthy classroom.	<input type="checkbox"/>				
I feel that my opinions do not matter at work.	<input type="checkbox"/>				
When I am a student's primary source of support, it becomes emotionally taxing on me.	<input type="checkbox"/>				
I experience workplace bullying.	<input type="checkbox"/>				
I have poor mental health more than 10 days a month.	<input type="checkbox"/>				

<sup>23</sup> Gallup, *State of American Schools*, 2014, <http://www.gallup.com/services/178709/state-american-schools-report.aspx>; Pennsylvania State University, *Teacher Stress and Health: Effects on Teachers, Students, and Schools*, September 2016, [https://www.rwjf.org/content/dam/farm/reports/issue\\_briefs/2016/rwjf430428](https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf430428); American Federation of Teachers, 2017, *2017 Educator Quality of Work Life Survey*, [https://www.aft.org/sites/default/files/2017\\_eqwl\\_survey\\_web.pdf](https://www.aft.org/sites/default/files/2017_eqwl_survey_web.pdf); Mark T. Greenberg, Joshua L. Brown, and Rachel Abenavoli, "Teacher Stress and Health," Robert Wood Johnson Foundation, September 1, 2016, <https://www.rwjf.org/en/library/research/2016/07/teacher-stress-and-health.html>.



## TRAINING HANDOUT

### Educator Stress Self-Assessment (Continued)

#### FACTS ABOUT EDUCATOR STRESS

- Nearly half (46%) of educators report high daily stress during the school year. Educators are tied with nurses for the highest rate among all occupational groups.
- A principal's leadership skills have been found to be a major factor in determining the climate, therefore the stress levels, of educators.
- Job demands, including high-stakes testing, student behavioral problems and difficult parents are a main source of educator stress.
- Work resources that limit an educator's sense of autonomy and decision-making power are a main source of educator stress.
- An educator's capacity to manage their own social and emotional well-being and nurture a healthy classroom leads to high levels of stress.
- Educators are less likely than any other professional group to report feeling that their opinions matter at work.
- Being a student's primary source of support can be emotionally taxing on educators.
- Educators experience workplace bullying at a much higher rate—more than three times higher—than other workers.
- Educators report having poor mental health for 11 or more days a month, which is twice the rate of the general US workforce.
- Educators in high-poverty schools with good, supportive working conditions are likely to stay.

*The following methods have been proven to reduce stress and improve educator satisfaction. Check all that exist in your school:*

- Mentoring and induction programs for beginning educators can reduce stress, improve educator satisfaction and retention and improve student academic achievement.
- Workplace wellness programs have been proven to reduce educator stress, healthcare costs and absenteeism.
- Mindfulness/stress management programs have been proven to reduce educator stress, anxiety and depression while helping to develop coping and awareness skills.
- Social emotional learning (SEL) programs that are implemented in schools create more positive educator engagement with students and help to reduce stress.



## TRAINING HANDOUT

### Emotional Regulation 5-2-5

#### SELF-REGULATION

The ability to manage your emotions and behavior appropriately in any given situation.



B R E A T H E I N

.....



H O L D P L E A S E

.....



B R E A T H E O U T

#### IMPORTANCE OF PRACTICING SELF-CARE

If you do things that take energy without replenishing energy, you will burn out. Some things you can do to replenish energy:

- 1 Wake up 10 minutes early.
- 2 Take a breath every time you transition during the day.
- 3 Record three “wins” each day and how you contributed to them.
- 4 Try something new.
- 5 Move on.
- 6 Say no more often. If it’s not *hell yes*, say no.
- 7 Make a “to be” list next to your “to do” list.
- 8 Practice mindfulness.