

SOCIAL EMOTIONAL GROWTH

Discipline= To teach Disciple comes from a Latin word meaning "learner" and discipline comes from one meaning "instruction, knowledge."

Our Goal: To help children acquire the knowledge, attitudes, and skills necessary to understand and manage emotions, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

FIVE AND SIX YEAR OLDS

- Want to be first
- Sometimes “poor sports” or dishonest; invent rules to enable themselves to win
- Can be bossy, tease, and be critical of others
- Easily upset when hurt
- Have trouble seeing things from another’s viewpoint
- Tend to complain frequently
- Love jokes and guessing games
- Anxious to do well

BULLYING BEHAVIORS

Typically a bully finds satisfaction in harming people whom s/he considers weaker or feels no one will stand up for in order to build up his/her own sense of power.

BULLYING

- Repetitive negative actions over time
- Intent is to hurt
- Usually involves imbalance of power (physical power or social power)
- Unequal level of affect (target student is highly stressed and offender is devoid of emotion)

HOW DOES BULLYING DIFFER FROM OTHER FORMS OF CONFLICT?

Other Conflict/Fighting

- Friends/equals/peers
- Spontaneous/occasional
- Accidental/not planned
- No serious, lasting harm
- Equal emotional reaction
- Not for domination/control
- Often a sense of remorse
- May try to solve problem

Bullying

- Not friends/imbalance of power
- Repeated over time
- Intentional
- Physical/emotional harm
- Unequal emotional reaction
- Seeking control/possession
- No remorse-blames target
- No effort to solve problem

FOSTERING RESILIENCY IN CHILDREN

- ❖ **I HAVE** (Social and interpersonal supports)
- ❖ **I AM** (Inner strengths)
- ❖ **I CAN** (Interpersonal and problem solving skills)

PREVENTION

- ✓ **A focus on Social Emotional Learning (SEL)**
- ✓ **School culture that respects diversity-Morning announcements, School-wide activities, Read-alouds**
- ✓ **Friendship Club, Mix-it Up Days**
- ✓ **Parental Involvement and Communication**

INTERVENTION

- ☐ I messages
- ☐ Self Advocacy
- ☐ Making amends
- ☐ Time In
- ☐ Loss of privilege
- ☐ Parent Partnership

ACTION

- ☐ Observation/ data collection
- ☐ IST
- ☐ Counseling
- ☐ Reinforcement Plan
- ☐ Coaching and Support
- ☐ Praise for best-self actions

FINAL THOUGHTS

All children deserve to feel safe, comfortable, and happy at school.

Tattling vs. Reporting

Children change and develop at different rates.

Empathy and forgiveness are important.

Conflict is a natural part of life.

Parents- allow the school to handle issues—your children will be in school together for years