Welcome NAESP and NASSP!
Agenda

• Introductions and recap

• Spotlight from the field

• Routines & SEL
### Casel Competencies

#### SELF-AWARENESS (SA)

The ability to recognize one's emotions, thoughts, feelings, and values and understand how they influence one's behavior. SA elements include:
- Labeling one's feelings
- Relating feelings/thoughts to behavior
- Identifying one's beliefs and values
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Maintaining an optimistic attitude

#### SELF-MANAGEMENT (SM)

The ability to successfully regulate one's own emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating themselves. SM elements include:
- Managing stress
- Regulating one's emotions
- Self-control
- Self-motivation
- Setting and achieving goals
Meet Up

Quick Connection Card

MEET UP AT A GLANCE

1. GREETING
   - Gather students in a circle.
   - Begin Meet Up with a welcome routine or greeting.

2. SHARING AND RESPONDING
   - Choose one or two students to share or to express gratitude.
   - Allow the student who has shared to call on two or three peers to respond or ask pertinent questions.

3. CHECKING IN
   - With Each Other: Class Harmony Goals: Reflect on class “highs” and “lows” and problem-solve as a group.
   - OR
   - With Ourselves (Personal Harmony Goals): Reflect on and note progress in achieving Personal Harmony Goals.

4. CONNECTING
   - With Each Other: Close Meet Up with a predictable and fun routine that encourages community building. Use the Community Builder Quick Connection cards for ideas.
   - OR
   - With Ourselves: Close Meet Up with a mindful minute to help students focus and get ready for learning.

For more in-depth instruction on Meet Up steps, please go to the Harmony portal landing page and select Meet Up.
Quick Connection Card

Meet Up

The first person picks a category (e.g., food) and starts by naming something in that category (e.g., fsh). The next person has to name something that falls in the category and starts with the last letter of the previously named item (e.g., ham).
Spotlight from the field

Maximizing Rituals to Improve School Culture and Personal Well-being

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SOCIAL & EMOTIONAL LEARNING
CORE COMPETENCIES

Collaborative for Academic, Social, and Emotional Learning (CASEL)

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Making responsible decisions
Cognitive Control
Keeping your attention where you want it and keeping it there despite distractions
“[Information] consumes its recipients… hence a wealth of information creates a poverty of attention.”

- Herbert Simon, Nobel-Prize Winning Economist
The oncoming onslaught of incoming data leads to “sloppy shortcuts”

- Harvard Business Review
Decision Fatigue
The timing and number have a great impact on quality.

Mo’ Decisions
Mo’ Problems
Instead of fighting behaviors that stem from basic human nature, embrace them, use them, and set aside time for them.

- Discipline Win
Intentional and Meaningful Routines (Rituals) Increase Automaticity and Reduce Cognitive Demands to allow you to Naturally Interact with Those Around You.
Cognitive Processing

Cognition refers to "the mental action or process of acquiring knowledge and understanding through thought, experience, and the senses"

<table>
<thead>
<tr>
<th>Controlled Processes</th>
<th>Automatic Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conscientious</td>
<td>Unconscious/Subconscious</td>
</tr>
<tr>
<td>Intentional/voluntary requires attention</td>
<td>Unconscious encoding of information</td>
</tr>
<tr>
<td>Slow Response</td>
<td>Fast Response</td>
</tr>
<tr>
<td>Attention Demanding</td>
<td>Not Attention Demanding</td>
</tr>
<tr>
<td>Easily Disrupted</td>
<td>Often Unavoidable</td>
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</tbody>
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E.g.
Driving a car at night on the highway
Writing a letter to a friend
Answering interview questions

E.g.
Breathing
Riding a bike
Frequently repeating a behavior- Habits

1. Set a specific goal
   I’ll drink water everyday
   I’ll drink 20oz everyday
   Karla drinks a gallon each day, I am going to ask her how she accomplishes this

2. Create a cue-based plan
   Before I pick the kids up from lunch, I will drink 10oz of water, and after dismissal I will drink another 10oz

3. Make the experience positive
   While I drink my 10oz of water I can go on social media

4. Insert some variability
   If I miss my water time before I pick up the kids, I’ll drink as soon as we get upstairs
THANK YOU

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