

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 rate 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.

Meet Up

Quick Connection Card

	FIRST LETTER, LAST LETTER
COMMUNITY BUILDERS	<p>The first person picks a category (e.g., food) and starts by naming something in that category (e.g., fish).</p> <p>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).</p>
UPPER GRADES Quick Connection Cards	harmony <small>UPPER GRADES & DISTANCE LEARNING</small>

Spotlight from the field

Maximizing Rituals to Improve School Culture and Personal Well-being

Dr. Andy Jacks
K-8 Principal, The Nokesville School
Senior Fellow, NAESP Centers for Advancing Leadership
Twitter/Instagram: @_andyjacks



Maximizing Rituals to Improve School Culture and Personal Well-being

Dr. Andy Jacks
K-8 Principal, The Nokesville School
Senior Fellow, NAESP Centers for Advancing Leadership
Twitter/Instagram: @_andyjacks



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* it’s recipients...

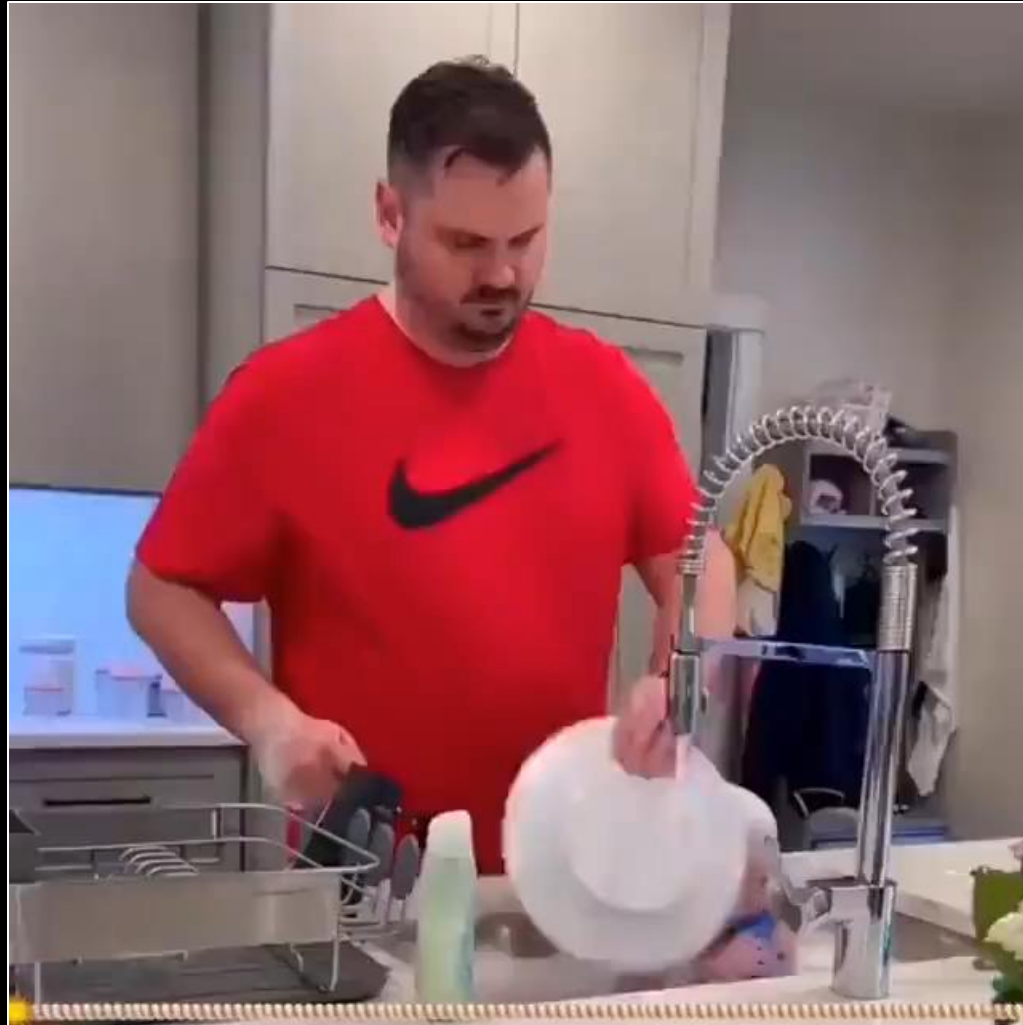
hence *a wealth of information*
creates *a poverty of attention.*”

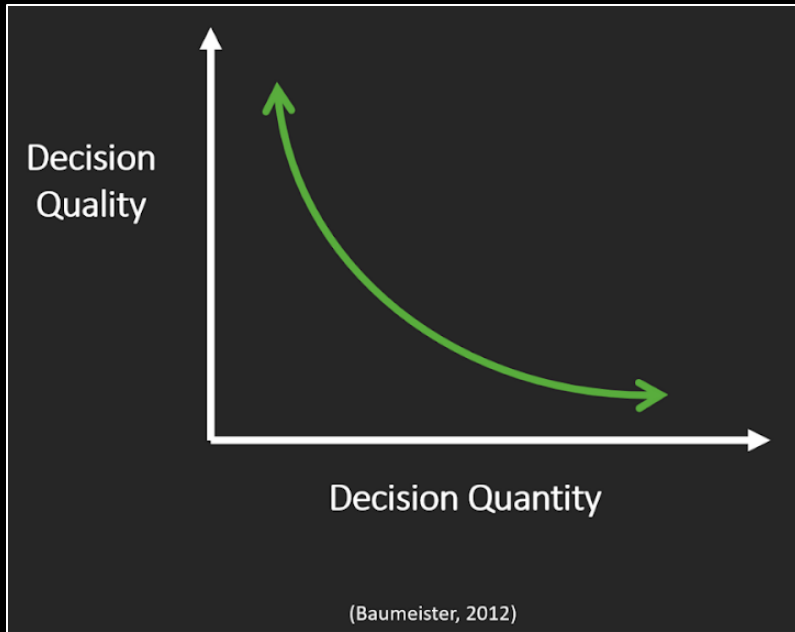
- Herbert Simon, Nobel-Prize Winning Economist



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

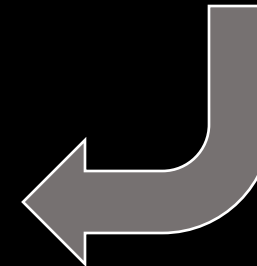
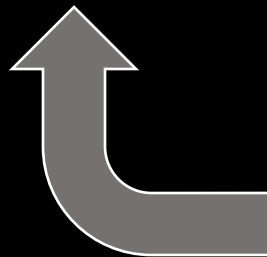
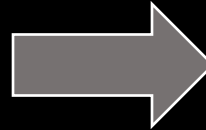


***Mo' Decisions
Mo' Problems***



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"

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

5. Social influence.

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

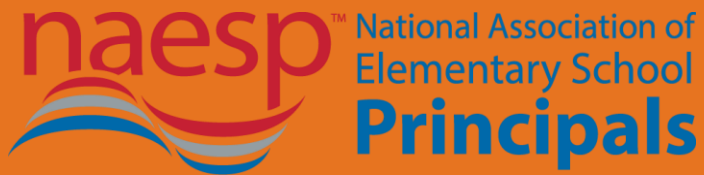
4. Insert some variability

If I miss my water time before I pick up the kids, I'll drink as soon as we get upstairs

THANK YOU

Ms. Larryelle Phillips
Strategic Accounts Advisor
lphillips2@nu.edu
443-388-2900

<https://online.harmonysel.org/>



NATIONAL
UNIVERSITY

