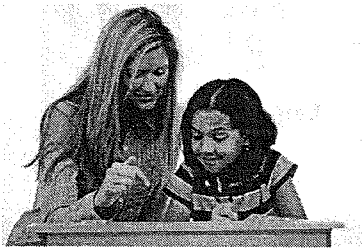


SEL in day-to-day interactions
Burnaby SEL cohort meeting

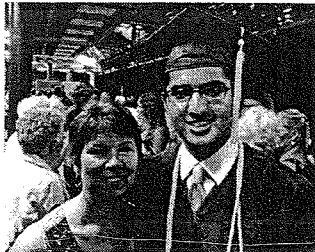
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SEL takes place outside of SEL curricula



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SEL in day-to-day interactions?



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check in Day to Day Connecting

SEL CURRICULA. MIND UP
TRIBES
RESTITUTION

Model positive interactions

Warm, supportive teacher-student interactions:



- Set a model for students to follow when interacting with others themselves
- Show peers that the student with whom the teacher is interacting has value and is worthwhile

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TEACHER MODELING IS VERY POWERFUL

- SOCIAL RELATIONSHIP

- GENUINE / AUTHENTIC PRAISE

TO HELP EACH OTHERS IN THE GROUP

1. Brief check-ins

- Greetings in morning, afternoon
- Walking to/from outside
- Seat work
- "Lunch club" with teacher
- "Apple of my eye"
- "Question of the day" on the board
- You can incorporate the information you gain into academic lessons!

more complex as we go on in the year. sticker/magnet to question to get to know your students much more.

1. Brief check-ins

- How are you already doing this?
- When/under what circumstance would it be most important to do this?
- Is there anything you would like to try enacting differently from what you do now?

2. Find (and remember) the good

- Catch the student doing a good job
- May need to praise for improvement, not 100% correct
- Great to praise for nonacademic strengths as well as academic strengths, behavioral compliance
- When correcting behavior or academic work, don't forget about the strengths the student also has

2. Find (and remember) the good

- Are there students in your classroom who could use this the most?
 - brainstorm about what you could praise these students for

TRY TO DIFFERENTIATE

CHARACTER IS BEHAVIOR

avoid commenting on character.

correct yourself if misresponding to a situation & Context

3. Present self as human

Thinking about the age/maturity of your students:

- Discuss your feelings and how you handle them
- Share personal strengths and weaknesses
- Share personal good and bad days/moods
- Model taking a break to calm down
- Model making mistakes and persevering, making amends
 - could be worked into academic lessons

3. Present self as human

- How are you already doing this?
- What makes this hard?
- How do you tailor appropriately to the age/maturity level of your class?

Research evidence

- 490 students, 26 teachers, grades K-4
- Positive teacher-student relationships in fall predicted 1-2 more friendships in spring among students
(Mikami, Griggs, Reuland, & Gregory, 2012, *Journal of School Psychology*)
- 1423 students, 88 teachers, grade 6-12
- Positive teacher-student relationships in fall predicted students' respect for peers and collaboration
(Mikami, Gregory, Allen, Pianta, & Lun, 2011, *School Psychology Review*)

Research evidence

- 24 children with ADHD, 16 classrooms, grades 2-4
- If teachers were trained to empathize with and highlight personal strengths in children with ADHD, the children with ADHD had 3-4 more friends in the classroom
(Mikami, Griggs, Lerner, et al., in press, *Journal of Consulting and Clinical Psychology*)
