

**The Time is Now:
School Social Workers as Catalysts for Student Academic, Career,
and Life Success**

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Trigger Situation Monitor

1. Briefly describe a trigger situation that happened.

What happened?

Who were you with?

When did it happen?

Where were you?

2. How did you feel?

3. Did you notice the physical signs of stress in yourself (your Stress Signature)? Where did you feel the signs?

4. What did you say and do?

5. What happened in the end?

6. How calm and under control were you as the situation was taking place?

	1	2	3	4	5
	under control	mostly calm	so-so	tense and upset	out of control

7. How satisfied were you with the way you communicated?

Body Posture	1	2	3	4	5
Eye Contact	1	2	3	4	5
Spoken Words	1	2	3	4	5
Tone of Voice	1	2	3	4	5

1= not at all; 2= only a little; 3= so-so; 4=pretty satisfied; 5=quite satisfied

8. What did you like about what you did?

9. What didn't you like about what you did?

10. What are some other things you could have done to handle the situation? What are some things you might do if the situation comes up again? (use the back of the page to write exactly what you would do and how you would do it)

Creating Relationship-Centered Classrooms and Schools

Purpose: This checklist summarizes many of the effective strategies that will maximize the teaching and reinforcement of social and emotional competencies and create a relationship-centered learning community. It is best used as a reflective tool by a caring professional, rather than as a monitoring survey.

How to use this tool:

Teachers - Revisit the checklist periodically (e.g., at the beginning of each new marking period) as a reminder of practices you can use at any time to reinforce social and emotional competencies and behaviors. Select one practice you are not doing and add it to your classroom climate each marking period, or twice per marking period.

In setting up the physical environment in my classroom, I:

- Arrange the room to reflect a student-centered approach, appropriate for the day's lessons.
- Arrange seating so that students can see one another.
- Make sure bulletin boards and displays reflect the rich diversity of my students.
- Greet students as they enter my classroom, creating a welcoming environment.
- Create visual aids that are easy for everyone to read and understand.
- Present one idea at a time when using learning media.

In establishing a comfortable learning environment, I:

- Prepare lesson content and time frames in advance.
- Use students' names often.
- Establish shared agreements/rules with students
- Enforce ground rules/agreements consistently with the help of students.
- Model SECD behaviors of respect, caring, self-control, and fair decision making.
- Use energetic, enthusiastic, receptive body language and words to convey interest and respect.
- Use a respectful "Get Quiet" signal to bring attention during group work.
- Focus on all students' positive qualities and praise their efforts.
- Pay attention to student reactions, need for clarification, and need for change in activity, and address the needs promptly, even if they must be addressed fully later.

During collaborative or group work, I:

- Allow students time before they begin work to set academic and social goals.
- Take time at the conclusion of group work to discuss and debrief the activity so students can identify successful experiences and partner skills as well as set goals for improving group work in the future.

In managing discipline respectfully, I:

- Encourage students to discuss solutions rather than blame others.
- Consistently enforce the ground rules/agreements, including supports for positive behavior.
- Often discuss the rules with students and work with them to make changes when things are not working well.
- Handle problems quickly and discreetly, treating students with respect and fairness.
- Share my reactions to inappropriate behaviors and explain why the behaviors are unacceptable.
- Talk outside of class with students who continue to disregard the group rules.

Student Study Skills/Character Improvement Plan

Date: _____ Student: _____

Study Skill You Plan to Improve:

1. _____

2. _____

3. _____

What Will You Do To Try To Improve:

1. _____

2. _____

3. _____

How Well Did Your Plan Go? (circle the best answer)

1. Very Well OK but Still More to Go Not Well

2. Very Well OK but Still More to Go Not Well

3. Very Well OK but Still More to Go Not Well

Take a new planning sheet and list your next set of goals. You can choose all new goals, keep some and add some, or keep all of your current goals and work to improve them.

Your Signature: _____ Your Study Partner's Signature: _____

Group Leader's Signature: _____

**Integrative Decision Making/Problem Solving/
Conflict Resolution Strategy Worksheet**

F) I/We are *feeling*:

I) The class/family/group/my *problem* is:

G) The class/family/group/my *goal* is:

T) Let's *think* of many things we can do to reach the goal:

E) Let's *envision* the outcomes:

S) Let's *select* a solution that can reach our goal:

P) Let's plan the *procedure*, anticipate *pitfalls*, *practice* and *pursue* it.

N) Let's *notice* what happened and now what?

Thinking About Current Events

1. What is the event that you are thinking about? When and where is it happening? Put the event into words as a problem or choice or decision.
2. What people or groups were involved in the problem? What are their different feelings? What are their points of view about the problem?
3. What do each of these people or groups want to have happen? Try to put their goals into words.
4. For each person or groups, name some different options or solutions to the problem that they think might help them reach their goals. Add any ideas that you think might help them that they might not have thought of.
5. For each option or solution you listed, picture all the things that might happen next. Envision long and short term consequences.
6. What do you think the final decision should be? How should it be made? By whom? Why?
7. Imagine a plan to help you carry out your solution. What could you do or think of to make your solution work? What obstacles or roadblocks might keep your solution from working? Who might disagree with your ideas? Why? What else could you do?
8. Rethink it. Is there another way of looking at the problem that might be better? Are there other groups, goals, or plans that come to mind?

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