

# WHO IS YOUR FACILITATOR TODAY?



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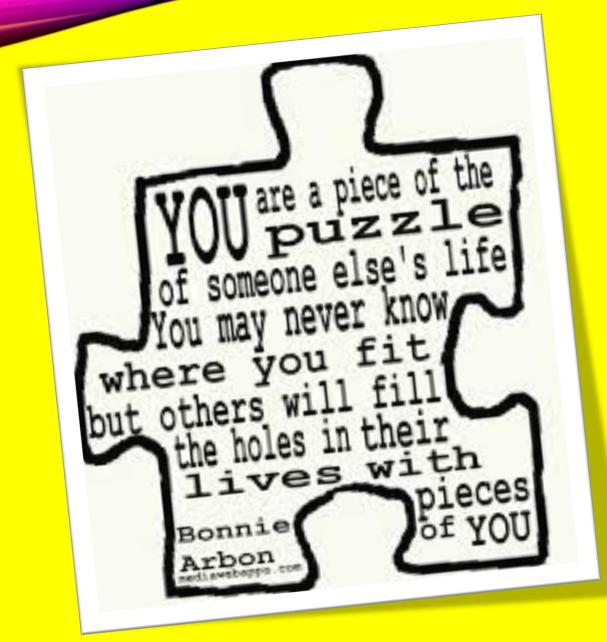


• Identify positive coping skills for children and adolescents

# Why Are you really here?

## FOCUS ACTIVITY 1





# WHO ARE OUR STUDENTS? THE GEN Z GENERATION

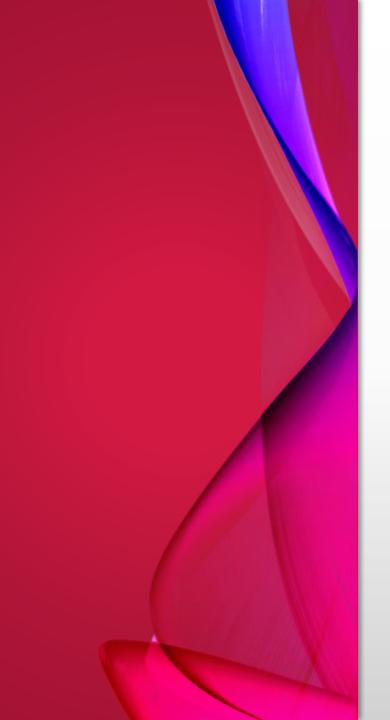


| <u>Traditionalists</u>   | <b>Baby Boomers</b>  | Generation X   | Millennials  |
|--|--|--|--|
| 1900 to 1945   | 1946 to 1964   | 1965 to 1980   | Born 1981 to 1999                                      |
| 1700 10 1743   | 1748 10 1784   | 1785 10 1780   | BOITI 1781 IO 1777                                     |
|  |  |  |  |
| World War II;  | Challenge status;  | Techno-savvy;  | Many still in school;                                  |
| worked longer;   | <ul> <li>responsible for many rights &amp; opportunities;</li> </ul> | <ul><li>witnessing high divorce rates;</li></ul>                 | <ul><li>access to cell phones, pagers</li></ul>        |
| • two wars;  |  | parents laid off;  | and personal computers all their lives;                |
| <ul> <li>the Great<br/>Depression;</li> </ul>  | boundless<br>optimism  | <ul><li>presidency,<br/>organized religion<br/>and big</li></ul> | globally focused;                                      |
| loyal,     hardworking,     financially,   | <ul> <li>faced job competition;</li> </ul>                           | corporations instilled a sense of skepticism of institutions;    | <ul><li>eager to learn and enjoy questioning</li></ul> |
| financially<br>conservative,<br>and faithful to<br>institutions;                       | <ul> <li>invented the 60-<br/>hour workweek;</li> </ul>              | <ul><li>don't expect</li></ul>                                   | things;  |
| institutions,  | hard work and  | employer loyalty;  | confident and<br>have high self-                       |
| <ul> <li>approaching<br/>retirement or are<br/>retired and now</li> </ul>              | loyalty;   | work isn't the most important thing;                             | esteem;  |
| working part-<br>time jobs.  | connected to career.   | resourceful and  | collaborators and favor teamwork;                      |
|  |  | hardworking, at 5,<br>they pursue other                          | reject rigid   |
| http://www.mayoclihic.coin/pergistsworking-life/WL00045 confines of a job description; |  |  |  |
|  |  |  | acachphori,  |



# CHARACTERISTICS OF THE NET GENERATION

- Connected--"As long as they've been alive, the world has been a connected place, and more than any preceding generation they have seized on the potential of networked media."
- Immediate--Whether it is the immediacy with which a response is expected or the speed at which they are used to receiving information, the Net Gen is fast.
  - They multitask, moving quickly from one activity to another, sometimes performing them simultaneously.
  - They have fast response times, whether playing a game or responding to an IM.
  - More value may be placed on speed than on accuracy.



# EXPERIENTIAL CHARACTERISTICS OF THE GEN Z GENERATION

- Prefer to learn by doing rather by being told what to do.
  - Students learn well through discovery by exploring for themselves or with their peers.
  - This exploratory style enables them to better retain information and use it in creative, meaningful ways

# SOCIAL CHARACTERISTICS OF THE GEN Z GENERATION



Displays a striking openness to diversity, differences, and sharing; they are at ease meeting strangers on the internet.



Many of their exchanges on the Internet are emotionally open, sharing very personal information about themselves.



The Gen Z has developed a mechanism of inclusiveness that does not necessarily involve personally knowing someone admitted to their group.

Although technology can't change one's personality, introverts, for example, use the Internet as a tool to reach out.

Theory of Psychosocial Development

Cognitive Social Learning Theory

Theoretical frameworks for Students

Maslow's Hierarchy of Needs

**Ecological Systems Theory** 

| Birth to 1 yr | Basic trust vs. mistrust    |  |
|---------------|-----------------------------|--|
| 1 to 3 yrs    | Autonomy vs. shame/doubt    |  |
| 3 to 6 yrs    | Initiative vs. guilt        |  |
| 6 to 12 yrs   | Industry vs. inferiority    |  |
| 12 to 20 yrs  | Identity vs. role confusion |  |
| 20 to 40 yrs  | Intimacy vs. isolation      |  |
| 40 to 65 yrs  | Generativity vs. stagnation |  |
| Old age       | Ego integrity vs. despair   |  |

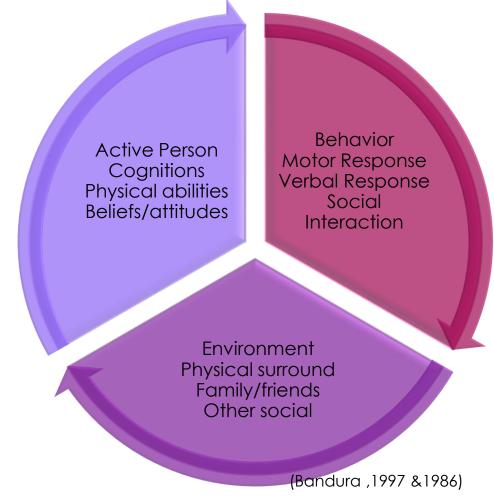
(Erikson, 1963)

## THEORY OF PSYCHOSOCIAL DEVELOPMENT

# COGNITIVE SOCIAL LEARNING THEORY

#### **Basic Concepts**

- Humans are cognitive beings;
- Self-efficacy is key to effective behavior;
- Humans learn through modeling/role modeling;
- Humans are active, thinking beings who are observational learners.



# MASLOW'S HIERARCHY OF NEEDS

Self-actualization needs: to find self-fulfillment and realize one's potential

Aesthetic needs: symmetry, order, and beauty

Cognitive needs: to know, understand, and explore

Esteem needs: to achieve, be competent, and gain approval and recognition

Belongingness and love needs: to affiliate with others, be accepted, and belong

Safety needs: to feel secure and safe, out of danger

Physiological needs: hunger, thirst, and so forth



## FOCUS ACTIVITY 2

## SOCIAL AND EMOTIONAL LEARNING (SEL)

Committee for Children





## **RATIONALE**

 Social emotional learning can help prevent and reduce risk behaviors among youth (i.e. drug use, violence, bullying, and dropping out) (Wrissberg & Cacscarino, 2013).



## SOCIAL EMOTIONAL LEARNING



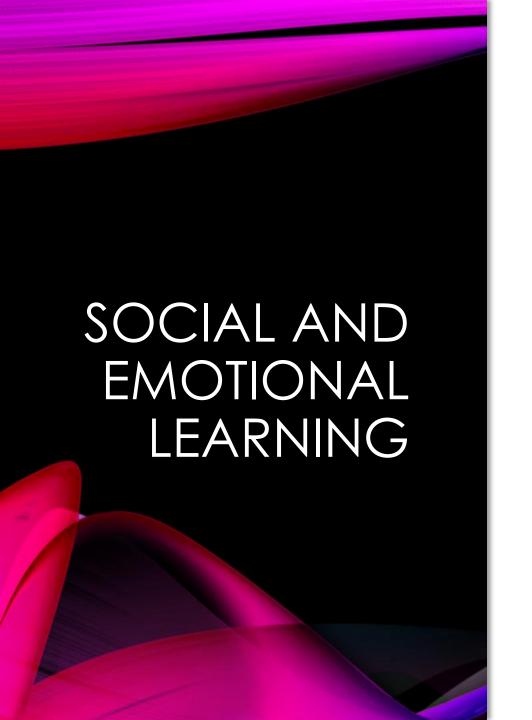
Social and emotional wellness has been documented as a protective factor for risk behaviors which include mental illness and academic failure (Greenberg et al., 2003; Zins, Weissberg, Wang, & Walberg, 2004).



Programming that focuses on social and emotional learning within the schools has shown to be effective (Catalano et al., 2002; Durlak et al., 2011; Payton, 2008, Taylor, Oberle, Durlak, & Weissberg, 2017)



Positive effects of fostering social and emotional learning include increased academic achievement, prosocial behaviors, and reduced engagement in risk behaviors (i.e. violence, substance abuse).



Mastering social and emotional learning competencies creates internal motivation versus external (Bear & Watkins, 2006)

Social and emotional factors play a pertinent role in student mental health, academic performance, and behavior; due to this, schools and communities serve as an ideal platform to provide such learning.

## IN THE LITERATURE



 Students from schools who had a SEL component are more likely to say the feel successful/effective, were more resilient and possess a growth mindset.

#### FRAMEWORK OF PERSON-CENTERED KEY SEL COMPONENTS

#### Self Awareness

- Identifying and recognizing emotions
- Accurate self perception
- Recognizing strengths, needs, and values
- •Self efficacy
- Spirituality

#### Social Awareness

- Perspective taking
- Empathy
- Appreciating diversity
- Respect for others

#### Responsible Decision Making

- Problem identification and analysis
- Problem solving
- Evaluation and reflection
- Personal, moral, and ethical responsibility

#### Self Management

- Impulse control and stress management
- Self motivation and discipline
- Goal setting

#### Relationship Management

- Communication, social engagement, relationships
- Working cooperatively
- Conflict management
- Help seeking and providing

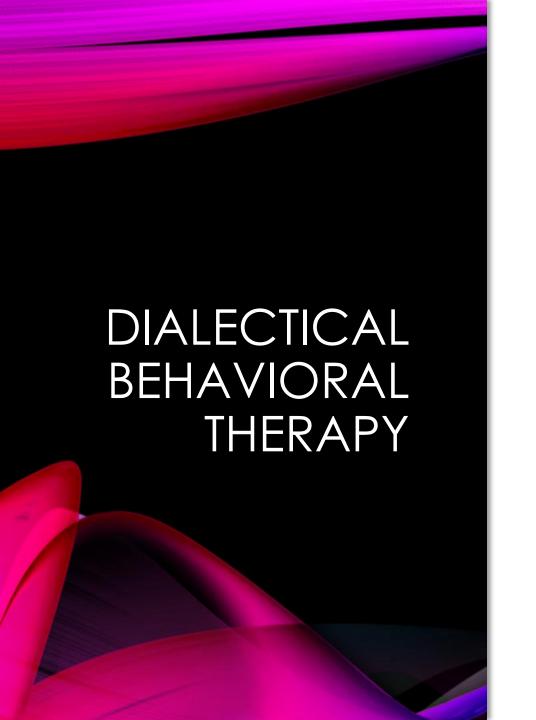
(Zins et al., 2007)

## SELF AWARENESS





## FOCUS ACTIVITY 3





A goal of DBT is to enhance client **coping skills** and facilitate an awareness and **acceptance that change** is constant.



DBT aims to replace maladjusted emotional and behavioral responses to change with behaviors that will reinforce non-emotionally and behaviorally charged adaptation.



DBT is shown to be effective in treating a variety of clinical diagnoses included eating disorders, substance abuse, and emotional and behavioral problems (Feigenbaum, 2007; Nelson-Gray et al., 2006; Rakfeldt, 2005).

## CORE CONCEPTS



**MINDFULNESS** 



INTERPERSONAL EFFECTIVENESS



EMOTIONAL REGULATION



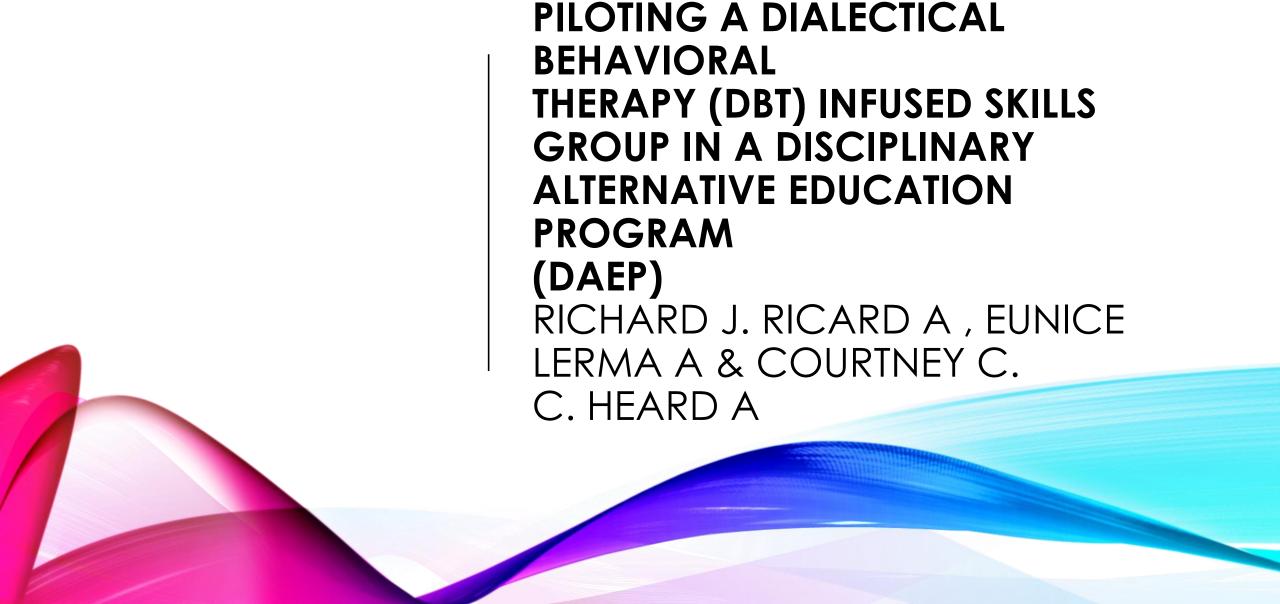
DISTRESS TOLERANCE Mindfulness skills: combination of reasonable mind and emotional mind (feeling and meaning).

Interpersonal effectiveness skills:
targets circumstances that call for
healthy skill use, recognize
situations that may reduce one's
ability to use skills effectively, and
assists with identification of ways to
cheerlead or encourage self or
others during interpersonal
situations.

Emotion regulation skills: target development of the abilities to identify and label emotions accurately; accounting for primary and secondary emotional experiences.

Distress tolerance skills: effectively tolerate the distress and work through the moment. Surviving intense negative emotion without engaging in some type of problem behavior (self-harm, aggression, substance use, etc.)

Walking the middle path: help people balance the ideas of acceptance and change

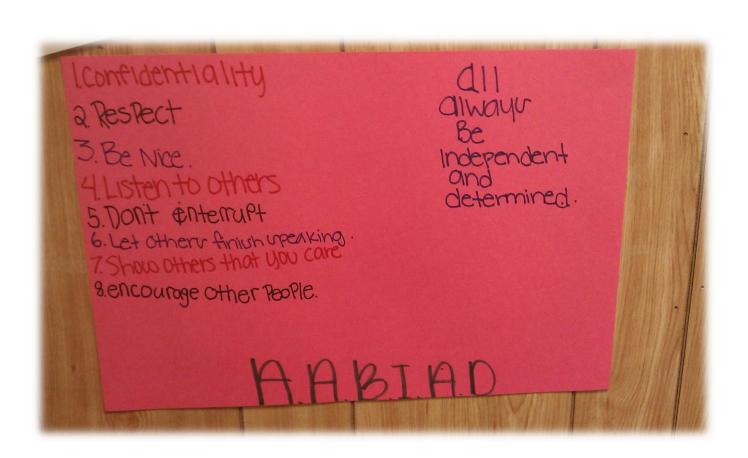


# SESSION 1:GROUP GOALS AND GUIDELINES; NORMS AND INDIVIDUAL GOALS; VALIDATION OF MEMBERS

- Purpose
  - Group goals and guideline
  - Norms and ind.
     Goals
  - Validation of members

- Activities
  - Group Norms & Confidentiality
  - Establishing counseling relationship
  - Role Play of Validating Conversations

## BUILDING GROUP COHESIVENESS



### SKITTLES GAME

- Red...What is your favorite color?
- Orange...If you can travel anywhere where would you go?
- Yellow...Name one thing people may not know about you?
- Green...Who is your favorite artist?
- Purple...Name two things that help you relax?



## TOTIKA



# VALIDATING CONVERSATIONAL PARTNERS

Students practice listening and responding to conversational partners using appropriate

Paraphrasing

Clarifications and questions

Reflection of feelings



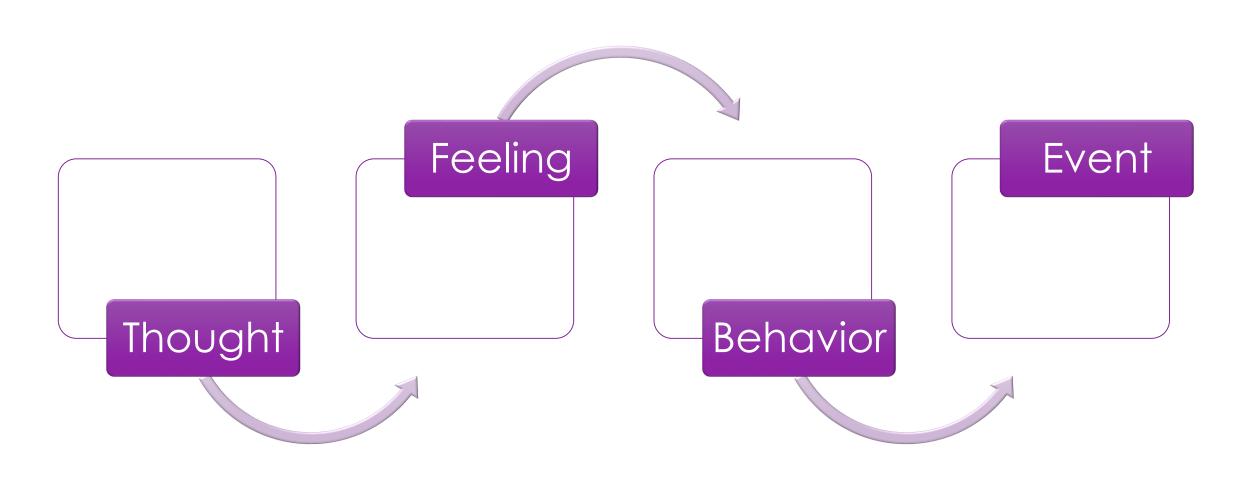
Students participate in structure role plays while counselor and group members act as coaches.

# SESSION 2: BEING RESPONSIBLE; KNOWING MY THOUGHTS, FEELING MY FEELINGS AND CHOOSING MY BEHAVIORS

- Purpose
  - Acceptance of my thoughts, feelings and behaviors

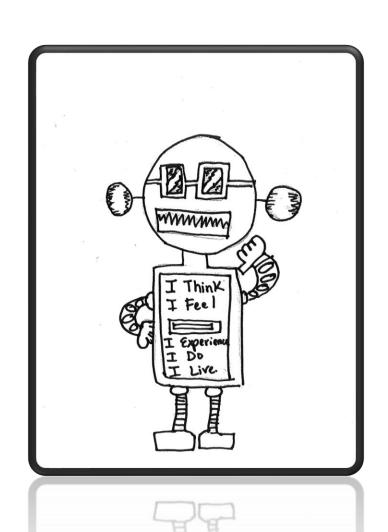
- Activities
  - Exercise in mindful focus of attention
  - Validation of student perceptions
  - Psychoeducation on the distinction of thoughts, feelings and behaviors
  - Practicing in choice of behavioral response

#### THOUGHTS/FEELINGS/BEHAVIORS/EVENTS



| ltem   | Thought | Emotion | Behavior | Event |
|--|---------|---------|----------|-------|
| 1. I want a Whataburger.   | Thought | Emotion | Behavior | Event |
| 2. My friend had a baby.   | Thought | Emotion | Behavior | Event |
| 3. I got mad at him.   | Thought | Emotion | Behavior | Event |
| 4. I slapped her.  | Thought | Emotion | Behavior | Event |
| 5. My teacher gave me a referral.  | Thought | Emotion | Behavior | Event |
| 6. I screamed at the teacher.  | Thought | Emotion | Behavior | Event |
| 7. I want to go to the football game.  | Thought | Emotion | Behavior | Event |
| 8. I am happy I passed my test.  | Thought | Emotion | Behavior | Event |
| 9. I want a BMW.   | Thought | Emotion | Behavior | Event |
| 10. I want to help my grandmother.   | Thought | Emotion | Behavior | Event |
| 11. I am excited to try out for basketball.  | Thought | Emotion | Behavior | Event |
| 12. Why won't my little brother leave me alone?  | Thought | Emotion | Behavior | Event |
| 13. She yelled at me, I yelled back, and we started fighting:  | Thought | Emotion | Behavior | Event |
| 14. I miss my friends.   | Thought | Emotion | Behavior | Event |
| 15. I love my family.  | Thought | Emotion | Behavior | Event |
| 16. I can't wait to graduate from high school.   | Thought | Emotion | Behavior | Event |
| 17. I couldn't try out for the basketball team, so I was sad, and I took it out on my brother by screaming at him. | Thought | Emotion | Behavior | Event |
| 18. I can't wait to be able to wear make-up again.   | Thought | Emotion | Behavior | Event |
| 19. I feel happy after I talk to my school counselor when something is wrong.                                      | Thought | Emotion | Behavior | Event |
| 20. I want to leave SLGC.  | Thought | Emotion | Behavior | Event |

#### **ROBOT**



• Draw your robot.

#### ROBOT

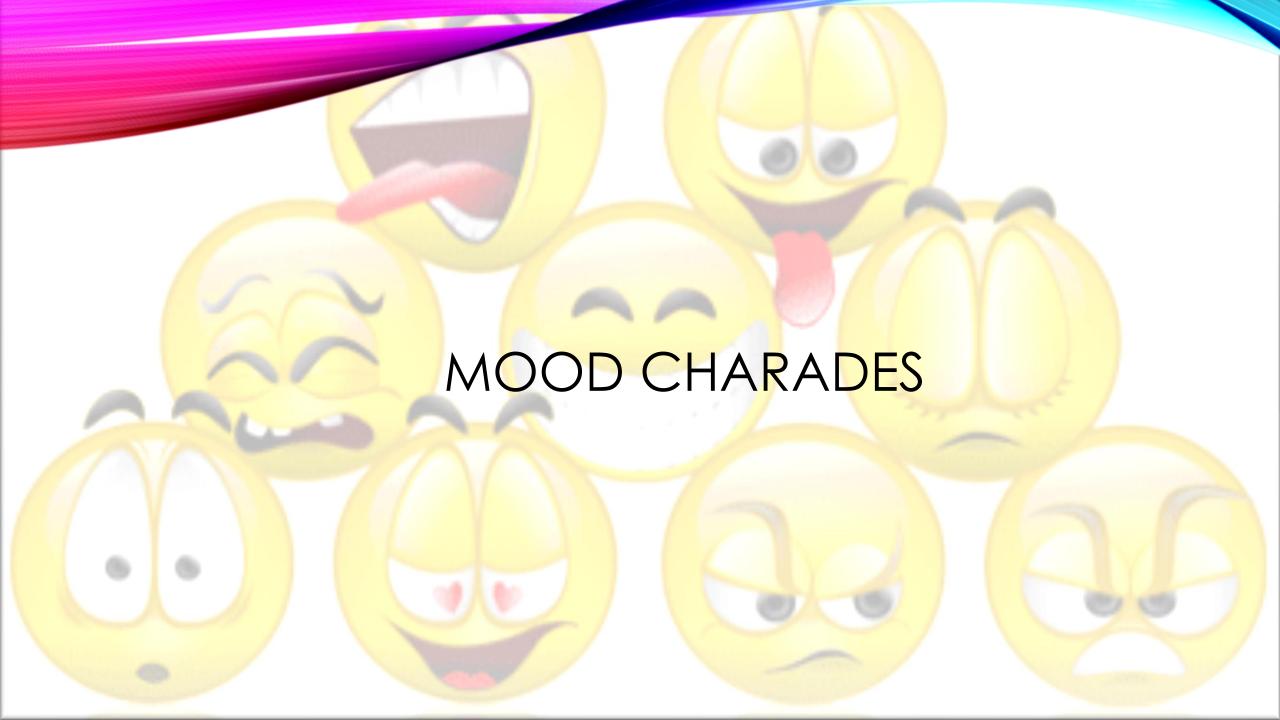




#### SESSION 3: DESCRIBING HOW I FEEL

- Purpose
  - Learning how to contact, describe, express emotions
  - Emotional regulation

- Activities
  - Glossary of feeling words
  - Talking about our internal states
  - Awareness of body sensations



#### THE WEIGHT ON MY SHOULDERS





### Interpersonal sense? Individual Sense?

### We have internal business.\*

- What we think
- What we feel
- What we believe
- How we each make sense of the world

### SESSION 4: DEALING WITH POWERFUL FEELINGS

- Purpose
  - Learning to manage difficult emotional experiences (Distress Tolerance)
- Activities
  - Mindful coping strategies
  - Riding the wave of emotional experiences

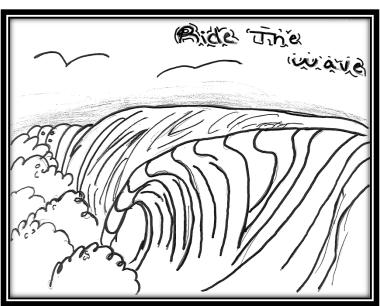




#### RIDING THE EMOTIONAL WAVES

- Tolerating difficult or overwhelming feelings involves accepting that Emotions Ebb and Flow
- Ride out emotional highs like waves. Crashing waves are followed by flow of calm and recovery.
- Resist the temptation to fight emotional experiences. Metaphors of Rip tide and negotiating currents at the beach are introduced.





# SESSION 5: INTERACTING WITH OTHERS. WORKING FOR WHAT YOU WANT

- Purpose
  - Learning how to communicate effectively with others

- Activities
  - Collect Social Interaction questionnaire



- **3**. Happiness Rating: How happy have you been this past week? Select one.
- (a) very happy
- (b) mostly happy
- (c) mostly unhappy
- (d) very unhappy

| Supportive Interactions Questionnaire  |  |  |  |
|--|--|--|--|
| Student ID:  | Date:  |  |  |
| We would like to ask you questions about how this week has been for Sometimes our days are affected by certain things like other people, s going to happen, the way things affect us changes all the time. Think feel. | chool, work, and events. Because we don't always know what is                                    |  |  |
| 1. Have you had conversations or contacts, more than a quick hello, we discouraging during the week? Bubble in one letter closest to your ans  | vith any of the following people that were encouraging or swer for each person or persons.       |  |  |
| Conversation with others:  |  |  |  |
| Family Members  (a) mostly encouraging  (b) mostly discouraging  (c) no contact or not much contact  | Best Friend  (a) mostly encouraging  (b) mostly discouraging  (c) no contact or not much contact |  |  |
| Friends (a) mostly encouraging (b) mostly discouraging (c) no contact or not much contact  | Teacher  (a) mostly encouraging  (b) mostly discouraging  (c) no contact or not much contact     |  |  |
| Staff/Counselor (a) mostly encouraging (b) mostly discouraging (c) no contact or not much contact  | Other  (a) mostly encouraging  (b) mostly discouraging  (c) no contact or not much contact       |  |  |
| Girlfriend/Boyfriend (a) mostly encouraging (b) mostly discouraging (c) no contact or not much contact (d) don't have a boyfriend/girlfriend   |  |  |  |
| 2. Think about this week compared to last week. Bubble in one letter of  | closest to how you feel.   |  |  |
| (a) this week is better than usual<br>(b) this week is typical<br>(c) this week is worse than usual  |  |  |  |
| 3. Happiness Rating: How happy have you been this past week? Selec   | et one.  |  |  |
| (a) very happy<br>(b) mostly happy<br>(c) mostly unhappy<br>(d) very unhappy   |  |  |  |
| 4. Think about the most significant event that occurred to you this pas affected you.  | t week. Please write at least 2-3 sentences about it and how it                                  |  |  |
|  |  |  |  |

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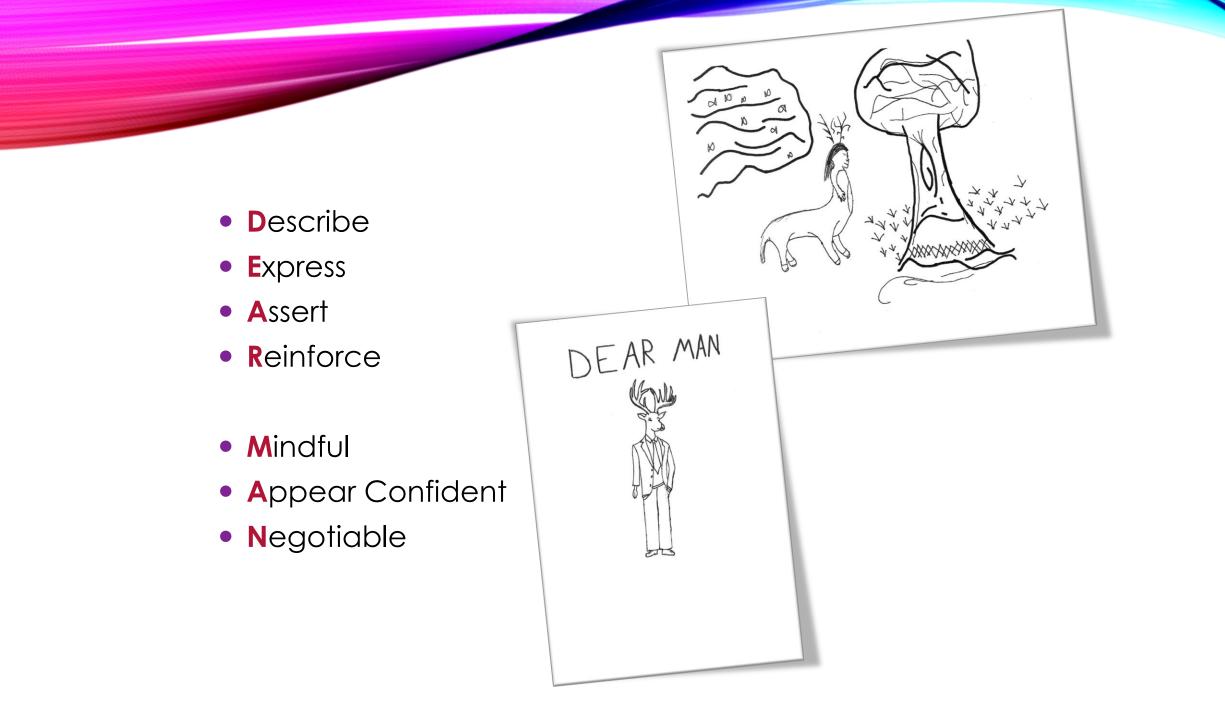
### LOTE LIVACES SEEWS OUT OF

- Parent/Child
- Scenario
  - Your friend invited you to a party where there is going to be illegal activity. You have to report the next day to probation. What do you do?

- Teacher/Student
  - Scenario
     The teacher tells
     you to sit down
     and do your work.
     Your friends turn
     around and say
     "She just punked
     you." What do
     you do?

# SESSION 6: PRACTICING POSITIVE INTERACTION SKILLS/CONFLICT MANAGEMENT

- Purpose
  - Healthy interpersonal skills
- Activities
  - DBT Dear Man practice
  - Song Lyrics



#### SONG LYRICS

- "Never mind what haters say, ignore them 'til they fade away." Live your life by TI
- "My, shoulders are strong I prove 'em wrong I ain't doing nothing but moving on…" Tie my hands by Lil Wayne
- "Don't forget that impossible is nothin', your environment is irrelevant. Just don't let your emotions over power your intelligent. Refuse to give up, your mistakes will define you" TI featuring John Legend Slide Show

### SESSION 7: COPING WITH DIFFICULTIES

- Purpose
  - Distress Tolerance
- Activities
  - DBT Self-Soothing;
     Improve the moment

#### THE "I" OF THE HURRICANE



#### SESSION 8: FIGURING OUT WHAT I WANT AND COMMITTING TO SMART GOALS IN LIFE

- Purpose
  - Behavioral Planning based on valued goals
  - Close Groups

- Activities
  - Committed action worksheet
  - Sound Track of your life

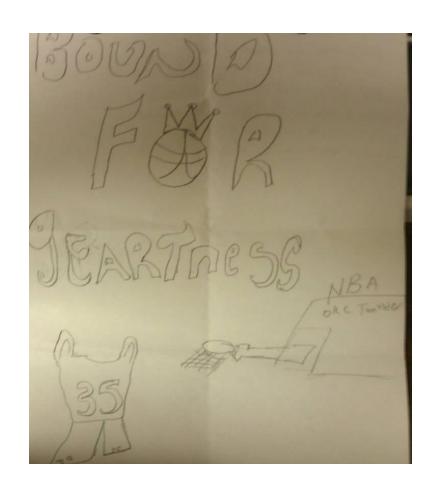


### COMMITTED ACTION WORKSHEET (OLERUD & WILSON, 2002)

| A part of my life that I value is                      |
|--|
| My intention for this part is                          |
| The committed actions that I'm willing to take include |
| the following (be sure to note when you'll begin       |
| these actions):  |

### SOUNDTRACK OF YOUR LIFE

- My life now
  - Kobe Bryant—Lil Wayne
  - Picture World Up—Lil Wayne
  - Heat—Lil Wayne
- In the future
  - Who said I couldn't make it—TI
  - Rolling in the Deep—Adele
  - I'm the boss—Rick Ross





### FOCUS ACTIVITY 5

#### SOCIAL AND EMOTIONAL LEARNING-DEFINED

 The process of acquiring core competencies to recognize and manage emotions, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively (Elias et al., 1997)



# MAKING A "COPING SKILLS TOOLBOX"

#### Self management

#### Self awareness



THIS TOOLBOX IS A PLACE WHERE ONE CAN STORE IDEAS, THOUGHTS AND ITEMS THAT WOULD HELP TO CALM THEM DOWN IN A PERIOD OF DISTRESS.

WHEN EVERYTHING IS GATHERED TOGETHER IN THIS "TOOLBOX" IT IS EASIER FOR ONE TO REMEMBER THE COPING SKILLS.

IMPLEMENTATION OF POSITIVE COPING SKILLS HELPS ALLEVIATE NEGATIVE OR MALADAPTIVE BEHAVIORS.



#### #12 MINDFULNESS



SOCIAL MANAGEMENT

MY BIG BALLOON

MINDFUL BREATHING

#### What is it?

This activity attempts to teach individuals self awareness and management though mindful breathing.

Connection to ones breath can often aid individuals in self regulation. Breathing is something that we do all the time, yet we are not always aware of it. By focusing on our breath we can ground ourselves in the present moment and calm our bodies and mind. When we have a calm body and mind we can often respond more effectively.



- Say: Let's take a deep breath in . . . and let it out . . . Take a breath in . . . and out.
- Say: Would you like to give someone you love a present?
- Give example: What if you gave them a gift from the heart. A gift of you.
- Say: Think about someone you care about. Picture this person in your mind. A friend. A grandparent. A sister or brother. Your mom or dad. Give students about 10 seconds to think about this person.
- Say: Take a moment to think of a time when the two of you were happy being together. Maybe you were playing together or reading a story. Take a moment and remember that time together.

  Give students about 10—20 seconds to think when they were happy with someone.
- Say: How did you feel? Happy? Comforted? Give the students 5 seconds to breathe, pause, and think.
- Say: Any time you want to give the people you care about a gift, you can. Just spending time with someone and being truly present is a gift. A gift from your heart.
  - https://www.cfchildren.org/blog/201 8/12/mindfulness-activity-gift-of-you/

#### #11 NORMALIZE MENTAL HEALTH



#### #10 TAKE SOCIAL MEDIA BREAKS

**HOW QUITTING FACEBOOK DECREASED MY ANXIETY 300%** 

#### #9 SAVORING



#### #8 CREATIVE JOURNAL ARTS



#### #7 CHANGE YOUR THINKING

"Don't Cry Because H's Over, Smile Because H Happened." Dr. Seuss

# #6 CULTIVATE YOUR CHARACTER STRENGTHS

#### **VIA Classification of Character Strengths**



Creativity



Curiousity



Judgement



Perspective



Bravery



Perseverance



Zest



Honesty



Social Intelligence



**Kindness** 



Love



Leadership



Fairness



Teamwork



Forgiveness



Love of Learning



Gratitude



Spirituality



**Self-Regulation** 



Humility



Appreciation of Beauty



Prudence

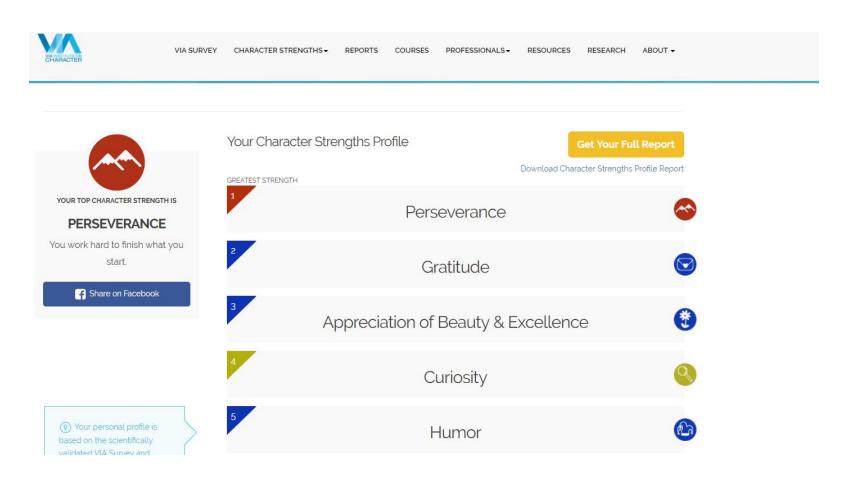


Hope



Humor

# SAMPLE CHARACTER STRENGTHS PROFILE

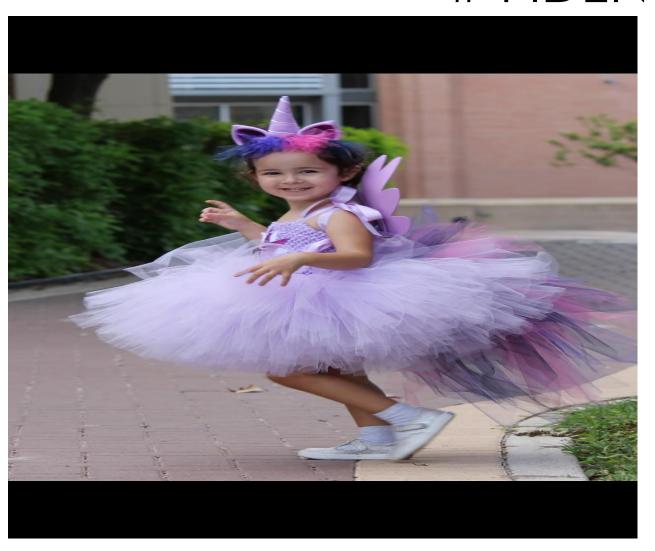


### #5 CONNECT WITH OTHERS





## #4 IDENTIFY HOPE



### #3 ACTS OF KINDNESS



### #2 HUNT THE GOOD STUFF (HTGS)



### #1 EXPRESS GRATITUDE





Specific—not too big or small

Measurable— "I know when I have met them."

Agreed/Accountable/Attainable—"I will make myself accountable."

Realistic— "Do I really have a chance to meet this?"

Timely– "Can I do this in the near future?"

#### FOCUS ACTIVITY 6





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#### RESOURCES

CASEL- http://www.casel.org/what-is-sel/

How to Implement Social and Emotional Learning at Your Schoolhttps://www.edutopia.org/blog/implement-sel-at-your-school-eliasleverett-duffell-humphrey-stepney-ferrito

EduBlog-13 Powerful SEL Activitieshttps://www.edutopia.org/article/13-powerful-sel-activities-emelinaminero

Other SEL Activties- https://www.centervention.com/socialemotional-learning-activities/

ASAC- SEL and Service Learning

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