



# Social and Emotional Learning: WINGS helping kids soar® skills to soar through school and life

Self-  
Awareness

Self-  
Management

Responsible  
Decision  
Making

Social  
Awareness

Relationship  
Skills





# How WINGS Works

WINGS is an education program that teaches kids how:

- To behave well
- Make good decisions
- Build healthy relationships





# Support of SEL

SEL curriculums have been shown to:

- improve academic performance, behavior, and attendance in students (Borghans, Heckman, Duckworth, & ter Weel, 2008; Cunha & Heckman, 2007)
- predict higher educational attainment and long-term income (Heckman, 2008; Heckman & Rubinstein, 2002; Bowles, Gintis, & Osborne, 2001; Bowles, Gintis, & Osborne, 2002)
- have significant positive effects on student outcomes, including child self-perceptions, school bonding, positive social behaviors, problem behaviors, drug use, achievement test scores, school grades, and attendance (Durlak and Weissberg, 2007 and a follow-on meta-analysis by Durlak, Weissberg et al., 2010)



# Proof SEL works

- WINGS kids did better in 13 out of 19 academic grade categories than their non -WINGS counterparts
- WINGS kids improved their academic grades more than non-WINGS kids from the 1st quarter to the 4th in 13 out of 19 categories
- Huge differences between WINGS and non-WINGS kids exist in Algebra (38%), Geometry (35%), Art (73%), and Reading (11%)
- The average percentage of WINGS kids who had attendance greater than 95% was 80%; while non-WINGS kids had an average of only 67%



# Our Theory of Change

When kids get WINGS for just two years, they:

- Develop strong social and emotional skills
- Improve behavior and school attendance in elementary school
- Behave better and become more attached in middle school
- Have a future hope and expectation of high school graduation

When college students serve as WINGSLeaders for a year or more, they:

- Develop and deepen their own social and emotional skills
- Build meaningful relationships with kids and healthy relationships with peers
- Gain success professionally as educators, youth leaders, and business leaders
- Achieve success personally as partners, parents, and youth mentors

# The ABCs of SEL



## The WINGS Creed

*I soar with WINGS. Let me tell you why. I learn lots of skills that help me reach the sky.*

*I love and accept who I am on the inside and know my emotions are nothing to hide.*

*Life's full of surprises that make me feel different ways. If I can control myself I will have much better days.*

*I understand the choices I make should be what's best for me to do and what happens is on me and not any of you.*

*I understand others are unique. I want to learn more about everyone I meet. I want to step into their shoes and see what they are going through.*

*I am a friend. I support and trust. Working together is a must. Kind and caring I will be. I listen to you. You listen to me.*

*I soar with WINGS. I just told you why. All of these things are why I fly high.*

# Our Curriculum



## The Creed

Recited  
daily

Teachable  
moments

## Learning Objectives

Discussions

Small group  
games

Large group  
games

Teachable  
moments

# SEL in Action: Self-Awareness



**Creed:** *I love and accept who I am on the inside and know my emotions are nothing to hide.*

**Objective # 7:** *Kids recognize the need to consciously encourage themselves. Kids will monitor negative self-talk and replace critical comments with supportive ones.*

**Lesson:** *Push out the Negative, Pull in the Positive*

Let's give it a try...



**Push out the Negative, Pull in the Positive**



## SEL tie in...



- Does the apple look edible or desirable to eat?
- What are some words to describe this apple now?
- What do those words/thoughts do to us when we think them about ourselves?
- What are some positive words/thoughts you could pull in when feeling negative about yourself in the future?

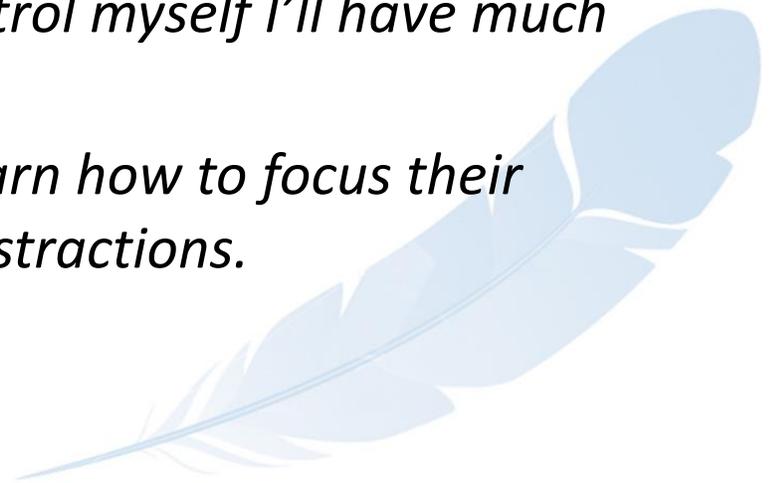
# SEL in Action: Self-Management



**Creed:** *Life's full of surprises that make me feel different ways. If I can control myself I'll have much better days.*

**Objective # 12:** *Kids will learn how to focus their attention inward to limit distractions.*

**Lesson:** 3Es



# Let's give it a try...



## Your Three Es

Eyes

Ears

Energy



# SEL tie in...



- What were your eyes focused on?
- What were your ears focused on?
- What did your energy need to be on?



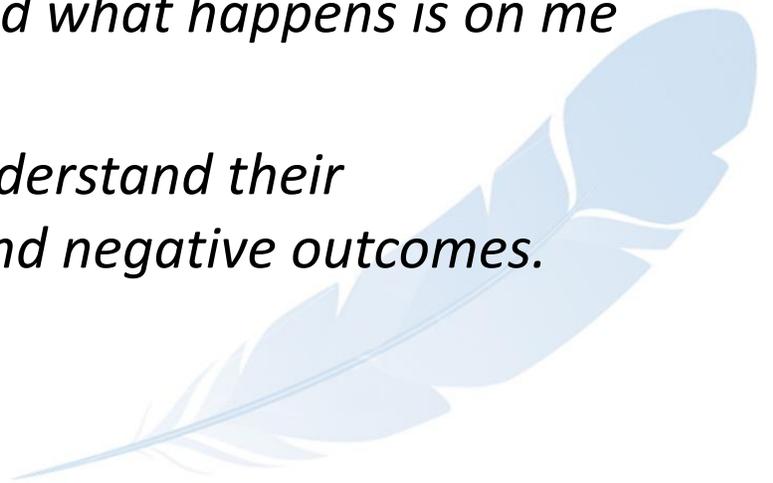
# SEL in Action: Responsible Decision Making



**Creed:** *I understand the choices I make should be what's best for me to do and what happens is on me and not any of you.*

**Objective # 16:** *Kids will understand their responsibility for positive and negative outcomes.*

**Lesson:** *Show Your ID*





# Let's give it a try...

## Show Your ID

Tell how I was a part of either the positive or negative outcome of my choices by owning what, "I did..."

- Don't blame others when I get into trouble.
- If there was a negative outcome, I should try not to make that choice again.
- Use it to take credit for something positive I did instead of being embarrassed to be successful.

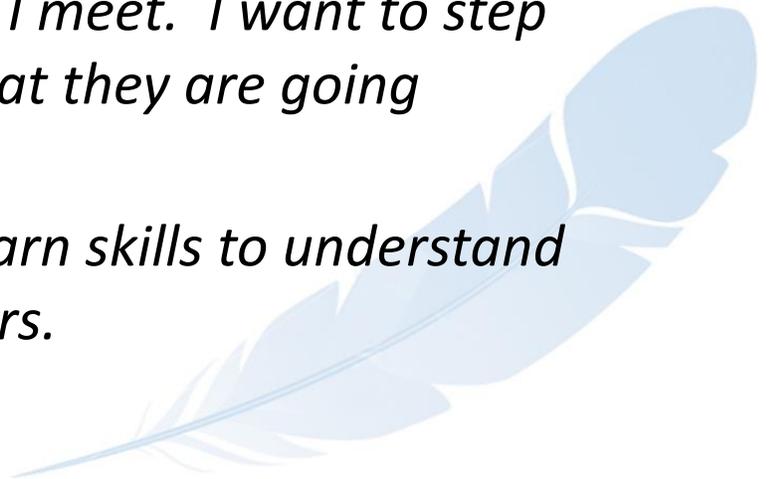
# SEL in Action: Social Awareness



**Creed:** *I understand others are unique. I want to learn more about everyone I meet. I want to step into their shoes and see what they are going through.*

**Objective # 21:** *Kids will learn skills to understand the emotional state of others.*

**Lesson:** *SHOES*





# Let's give it a try...

## Step into their SHOES

S

- Sound of their voice

H

- How they act

O

- Outer appearance

E

- Expression on their face

S

- Surroundings



## SEL tie in...

- What were some emotions you think your partner experienced this morning?
- What makes you think that?

S	• Sound of their voice
H	• How they act
O	• Outer appearance
E	• Expression on their face
S	• Surroundings

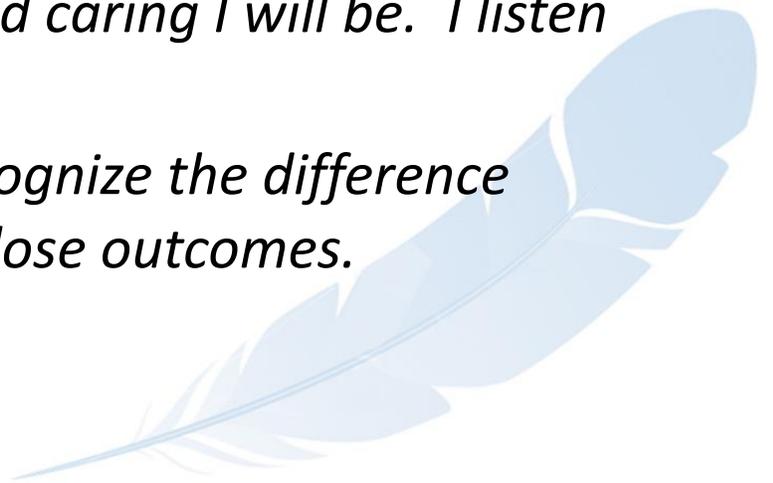
# SEL in Action: Relationship Skills



**Creed:** *I am a friend, I support and trust, working together is a must. Kind and caring I will be. I listen to you, you listen to me.*

**Objective #28:** *Kids will recognize the difference between win/win and win/lose outcomes.*

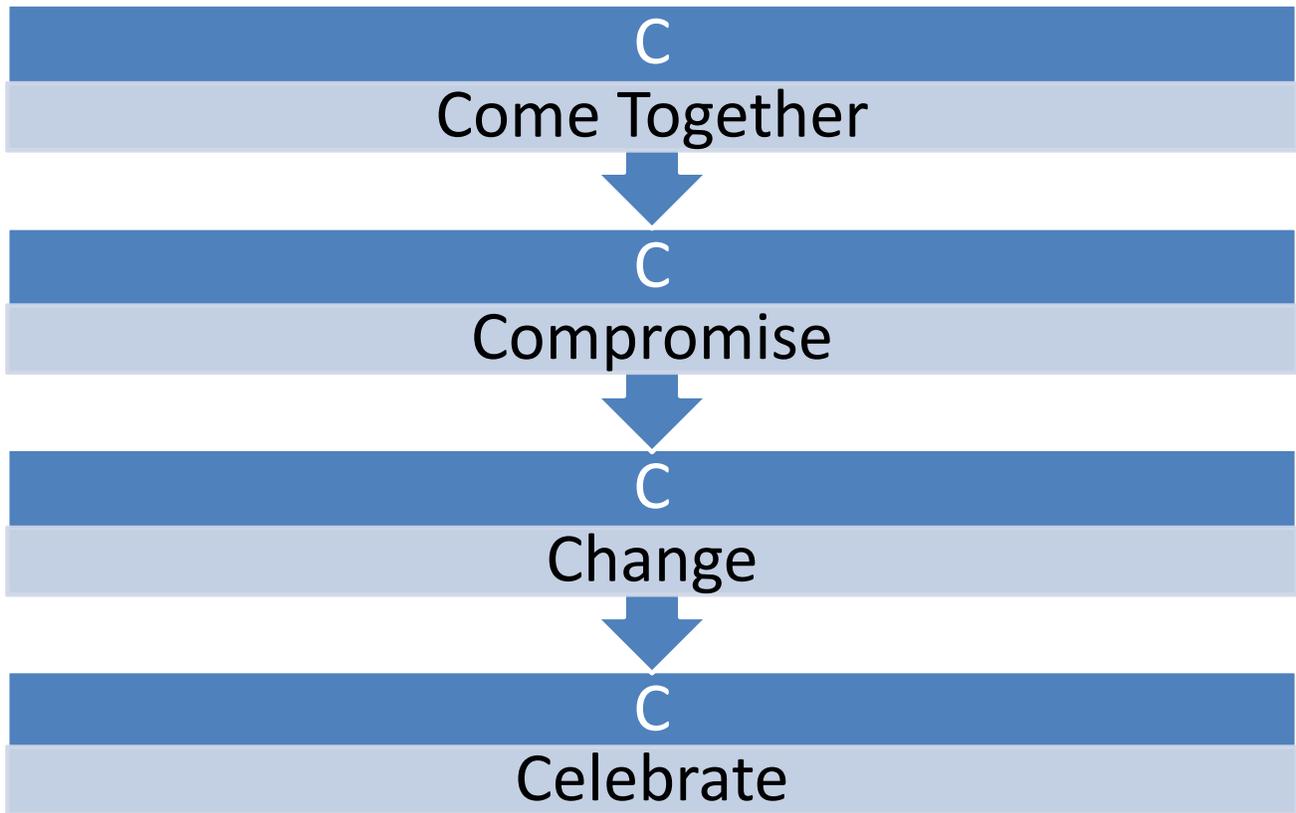
**Lesson:** 4C's





# Let's give it a try...

## The Four C's



# SEL tie in...



- How did your group come together
- Was there compromise?
- Did anyone have to change their ideas or plans?



# Managing Behavioral Issues the WINGS Way



- Be as proactive as possible
- Be consistent
- Don't punish
- Stay positive



# Proactive Behavioral Methods for infusing SEL



## Plan Ahead to Avoid a **MESS**

- Make it Fun
- Expectations
- Stay busy
- Show how to help



# Proactive Behavioral Methods for infusing SEL



D

- Describe the activity

D

- Demonstrate the activity

A

- Ask Questions

D

- Do It

A

- Adapt

# Proactive Behavioral Methods for infusing SEL



## **Positive Feedback**

- Describe the situation
- Describe the behavior
- Describe the effect



# Proactive Behavioral Methods for infusing SEL



<b>Disregard &amp; Divert</b>	<b>Disregard</b> - the negative behavior the child is displaying
	<b>Divert</b> - the child's attention from negative behavior back to something that the child should be doing

# Corrective Methods for infusing SEL



Problem Behavior, Let's **GET PAST** It!

- Give Choices
- Experience Consequences
- Take Away
- Problem, State it
- Amends
- State Feelings Strongly
- Tell it in a word



# Corrective Methods for infusing SEL



## Corrective Feedback

- Describe the situation
- Describe the behavior
- Describe the effect



# Corrective Methods for infusing SEL



## Dialoguing

### Mirroring

- Reflect back the content of the message, paraphrase without adding your perspective or feelings

### Validation

- Communicate that what the child is saying is being received and makes sense

### Empathy

- Participate in the feelings the child is experiencing



# Measuring our Success

100% of kids will recite the Creed daily

80% of kids will demonstrate deep understanding of the skills taught

90% of kids will show an increase in all skills assessed

95% of kids will attend school 90% of the time or more

90% of kids will show an increase of SE skills within the classroom



# And the research shows...

Students who participated in SEL programming:

- gained an average of 11 percentage points more on achievement tests (Joseph A. Durlak, PhD, of Loyola University Chicago; Roger P. Weissberg, PhD, of the University of Illinois at Chicago; and colleagues.)
- were more likely to complete high school than controls — 91 percent compared with 81 percent (Seattle Social Development Project)

# SEL to improve Academics, Attendance, & Behavior



Questions?

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# THE MISSING PIECE OF EDUCATION: WHAT YOU REALLY NEED TO SUCCEED

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Old beliefs only emphasized one kind of smart: book smarts. Now, after years of research, brain science has shed light on a new perspective: paired together, emotions and intellect are the new smart. EQ is just as important as IQ, if not more so.

## Emotional Intelligence

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Emotional Intelligence (EI) refers to the ability to perceive, control and evaluate emotions. Emotional Quotient (EQ) is a measure of a person's adequacy in such areas as self-awareness, empathy, and dealing sensitively with other people and their emotions.

## Social and Emotional Learning (SEL)

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Everything we teach at WINGS revolves around five competencies of Emotional Intelligence and is referred to as Social and Emotional Learning:

- Self-Awareness
- Self-Management
- Responsible Decision Making
- Social Awareness
- Relationship Skills

We break down Social and Emotional Learning and use it daily in two major ways: The WINGS Creed and through our 30 Learning Objectives.

### The WINGS Creed

The foundation of our social and emotional teaching is the WINGS Creed. We call the Creed the ABCs of WINGS: just like you learn your ABC's before you read and write, you have to learn and live the WINGS Creed before you become socially and emotionally smart. Simply, the Creed puts the five skills of emotional intelligence into kid-friendly language.

## The WINGS Creed

*I soar with WINGS. Let me tell you why. I learn lots of skills that help me reach the sky.*

*I love and accept who I am on the inside and know my emotions are nothing to hide.*

*Life's full of surprises that make me feel different ways. If I can control myself I will have much better days.*

*I understand the choices I make should be what's best for me to do and what happens is on me and not any of you.*

*I understand others are unique. I want to learn more about everyone I meet. I want to step into their shoes and see what they are going through.*

*I am a friend. I support and trust. Working together is a must. Kind and caring I will be. I listen to you. You listen to me.*

*I soar with WINGS. I just told you why. All of these things are why I fly high.*

### Learning Objectives

We teach 30 weekly Learning Objectives over the entire school year. Every lesson revolves around one of the Social and Emotional skills and each lesson builds upon the last. For a full list of our 30 Learning Objectives, see Appendix 1 on page 16.

### **Teachable Moments**

Teachable moments are a constant part of the Leader's responsibility and happen in real-time, all the time. Throughout the WINGS day, Leaders are expected to look for situations where they can teach the Creed and/or the Learning Objectives in group or individual settings.

When it comes to the Learning Objective of the Week, Leaders not only focus on the current objective, but also any past objectives that have been taught, since each objective builds upon the last. Throughout the day, Leaders look for opportunities to bring the objective into their interactions with the kids.

When Leaders capitalize on teachable moments, WINGS kids hear and internalize the Creed/Learning Objective – in real time – helping to develop their social and emotional skills.

## CREED TEACHABLE MOMENTS

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### Self-Awareness

The Leader noticed that Tasha looked annoyed and smothered by another child and took that opportunity to remind Tasha that her emotions are nothing to hide. She encouraged Tasha to let the other child know how she felt.

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The Leader noticed the kids were working on a challenging homework assignment, but not complaining or getting frustrated. The Leader praised the students by pointing out that they are showing how to love and accept themselves by staying positive. He reminded them that loving who you are instead of getting angry at yourself helps get things done and he encouraged them to continue.

### Self-Management

While handing out snacks, the Leader noticed that kids were making faces and complaining about the type of snack. The Leader told the kids life is full of surprises and today's snack is one of those things no one has control over.

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One of the kids was ignoring another child who was teasing him. The Leader praised the child for controlling his emotions and not getting upset or teasing back.

### Responsible Decision Making

The Leader noticed the group wasn't paying attention to the directions of a game. She reminded the kids that the choices they make are on them and if they choose not to pay attention then they won't be able to play because they won't know the rules.

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One of the kids lost the stickers she won in a game and was asking the Leader for more. The Leader told the child that since she lost the stickers it was on her and not anyone else that the stickers were lost and therefore, no one else can replace them.

### Social Awareness

During Discussion, the kids were talking about what they got for Christmas. The Leader pointed out that some kids don't get anything for Christmas. He asked them to step into those children's shoes by having them go around the circle and share how it would make them feel if they didn't get anything for Christmas.

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The group was teasing another child and calling him weird. The Leader asked them what the Creed says about people being different. They said "everyone is unique." The Leader reminded the group that being unique is a good thing and if everyone was the same, life would be boring.

### Relationship Skills

The Leader noticed that one of the shyer kids was standing to the side while the rest of the group was up dancing. The Leader encouraged them to show support to the shy child by inviting her over to dance with them. The Leader then praised them for being good friends by showing support to everyone in the group.

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The Leader was interrupted while explaining the group activity and stopped talking, telling the child, "I know you are excited, but you still need to let me know that you care about what I'm saying. Remember, I listen to you and you listen to me."

## LEARNING OBJECTIVE TEACHABLE MOMENTS

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### Self-Awareness

(#2) The Leader noticed that the kids in the group pout every time they hear something that they don't like and told the group that she noticed that negative pattern in their behavior. She talked with them about the emotions they feel when they hear things they don't like and discussed better things they could do when they feel disappointment or frustration.

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(#7) The Leader noticed the kids starting to get frustrated with their homework. He reminded everyone to use positive self-talk and tell themselves "I can do it" to stay motivated.

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### Self-Management

(#12) The Leader noticed a child playing with her bracelet while she was supposed to be doing homework. The Leader pointed out that the bracelet might be a distraction and encouraged her to get rid of her distraction and focus on her homework.

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(#9) A child couldn't find his jacket and began screaming and kicking other people's things. The Leader approached the child and said, "Hold up hijacker!" She then talked with the child about not letting his emotions take over and hijack his body.

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### Responsible Decision Making

(#18) The Leader noticed one child begging another for some of his ice cream. The Leader told the child with the ice cream not to feel peer pressured and it is okay to say no.

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(#16) The Leader had a child sit out of an activity for 5 minutes for teasing another child. Afterwards, the Leader told the child that even though he was upset about sitting out, that she was proud of him for controlling himself and taking responsibility for a negative outcome.

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### Social Awareness

(#21) While trying to get the group to play a game, one of the kids pointed out to the whole group that the Leader must be frustrated because of the look on her face. The Leader praised the child for identifying the frustration she was feeling by watching the expression on her face.

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(#22) While talking about favorite foods one child said her favorite was bread pudding and the other kids said "Ewww!" The Leader stopped the discussion to remind them that everyone is unique and that people should appreciate the differences of others.

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### Relationship Skills

(#30) Before explaining the game, the Leader reminded the group that the best way to actively listen is to use good eye contact and to ask questions whenever they don't understand something.

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(#29) The group kept yelling at one of the kids because she kept dropping the ball in a game. The Leader explained that pointing out what she's doing wrong won't motivate her to do better and isn't good feedback. He then asked the group if they could be more supportive and share some helpful pointers, instead of yelling at her.

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# LESSONS WORTH LEARNING: SEL FOR YOUR HOME, OFFICE, OR CLASSROOM

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Reading about EQ and Social and Emotional Learning is one thing; but weaving it into your life takes a little more intention and a lot less reaction. Here are some practical ways to understand and implement social and emotional learning into everyday life. Our strategies, tips, and techniques are innovative, fun, and easy to use, no matter your age or environment!

## Go for the GOAL!

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Skill to Strengthen: *Responsible Decision Making*

Kids (and often adults) want instant gratification, and it's important to realize that sometimes it takes a series of small actions to lead to a big result! There are times when kids have to do several things in order to get the results they want. For example, if a child wants a 100% on their spelling test it is best for them to study a little each night and work on their spelling homework daily so they know the words for the test at the end of the week.

At WINGS, we teach kids to remember how to achieve GOALS.

- Get Ready** When you have a goal in mind, mentally prepare by setting a deadline for it. Then, think of what you need to do in order to achieve it.
- Organize** Layout all of the things you need to do in order to make your goal happen.
- Ask for Help** Find people and things that can help you get closer to your goal.
- Launch** Get moving! Start working on everything you need to do.
- Summarize** Look back on what you've done and think of anything else you could do or could have done better.

Sit down with your child and review these steps when creating goals that he/she wants to achieve. Once you've modeled the process, they can feel confident going through the process by themselves.

# BrainSTORM

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## Skill to Strengthen: *Self-Management & Responsible Decision Making*

Kids frequently act impulsively without thinking things through. At WINGS we teach them the following strategy to help them brainstorm all possible actions and predict consequences before choosing what action to take. (You might know a few adults who could use the same kind of assistance!)

<b>Sit</b>	Find a relaxing place to clear your head.
<b>Think</b>	Come up with as many choices as possible.
<b>Organize</b>	Put your choices in order based on the possible consequences. Choices with the best consequences should be highest on the list.
<b>Rethink</b>	What did you miss? Try to think of any other actions you could possibly take. Remember to think outside the box!
<b>Make the Best Choice</b>	Once all actions and consequences are clarified, pick what's best for you.

Following this process step by step makes it much more likely that kids will do what's best for them and avoid hasty, impulsive mistakes.

# Good Cents

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## Skill to Strengthen: *Relationship Skills*

The more attention people get for the good things they do, the more they want to repeat the behavior. Psychological research demonstrates that positive feedback has a huge impact on motivating behavioral change. Yet we can easily find ourselves focusing instead on what others do wrong. Commit yourself to giving someone (your child, a co-worker, your partner) five pieces of positive feedback every day for a week, and see the difference it makes.

Start each day with five pennies in your right-hand pocket or on one side of the window sill. Each time you praise the person, move a penny to the left-hand pocket or the other side of the sill. By the end of the day, all of the pennies should be moved to the other side. Remember that effective feedback describes the situation, describes the behavior, and states the effect.

 *“Earlier this afternoon when I was busy preparing lunch and your sister was asking for help with her homework, you stepped in and assisted her without me having to ask you. That not only helped me out, but it really showed me how responsible you’re becoming.”*

*“Tonight, when I came home late from work and you had already fed the dog and taken out the trash, I felt supported and was able to immediately relax on the couch with you! Thanks.”* 

# March to Your Own BEAT

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Skills to Strengthen: *Self-Awareness and Social Awareness*

There is no one in the world that is just like you. You are unique. Even you and your best friend are different in some ways and that's a good thing. If we were all the same, life would be pretty boring.

At WINGS we remind kids to march to their own BEAT! Do what *you* want or like, not what everyone else is telling you to do. When you meet others, think about the word BEAT and remember to be kind and caring!

**Be comfortable**

**Express yourself**

**Accept everyone**

**Treat others fairly**

Be proud of who you are

Share how you feel or your opinions

Don't forget, everyone is unique

Remember the Golden Rule

# TIPS TO MAKE TEACHING EASY: THE PROACTIVE APPROACH

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At WINGS, we have several tricks to help Leaders remain proactive in order to prevent negative behavior from kids. The objective is to catch negative behavior before it starts and/or escalates and help kids stay on the right path. We do our best to avoid punishment and having these tricks in your tool box helps you remain positive!

## MESS

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- What It Is:** An acronym focused on planning ahead to reduce the likelihood of negative behavior
- How It Works:** Leaders use the letters in the acronym with their group and the potential for negative behaviors lessens
- Plan ahead to avoid a M-E-S-S**
- M**ake it fun
  - E**xpectations (set them clearly)
  - S**tay busy
  - S**how kids how to help

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### **M**ake it fun

Instead of just asking kids to line up in the hallway, tell them to walk like a specific animal or have them sing a song.

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### **E**xpectations (set them clearly)

💬 “When we go into this classroom, I expect you to find a seat, keep your hands to yourselves and sit quietly until I am done giving directions. That way we can get to the fun stuff faster.”

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### **S**tay busy

If you need to set up an activity, be sure to give the kids something to do while they wait. Asking kids to sit still while you prepare is unrealistic and begs for trouble.

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### **S**how kids how to help

Michael is finished with his art project and walking around aimlessly. Say: “Michael, it would be helpful if you begin to clean up your brushes while your paint dries.” 💬

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# Positive Feedback

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**What It Is:** A method used to increase desirable and wanted behaviors

**How It Works:** Leaders praise positive behaviors, giving kids the attention they so desperately want and need

Kids can get attention by doing both good and bad things. It's easy to avoid some of the bad behaviors by giving kids attention at the right time. Be sure to give kids plenty of positive attention so they won't need to misbehave in order to be noticed by you.

## WORDS OF WISDOM Positive Feedback

*As you learn your kids, you will learn which types of positive feedback they respond to best.*

Positive Feedback is a type of verbal positive reinforcement. When kids are displaying positive behaviors we would like to see again, we praise them using feedback. Here's how it works:

**Describe the Situation:** Name exactly when and where the positive behavior occurred

**Describe the Behavior:** Tell the child exactly what he did that you want to praise him for

**Describe the Effect:** Let the child know what happened as a result of their positive behavior and be specific

💬 *"Today while we were in Art Choice Time, (Situation) you helped pick up the crayons and markers, (Behavior). This helped me out and saved me time so we could get outside faster (Effect). Thank you!"*

# DDADA

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*Developed by Bill Michaelis*

**What It Is:** A way to give instructions and explain games/activities to avoid potential behavioral issues

**How It Works:** Before assigning a task or playing a game, follow the steps of DDADA to make sure everyone is aware of expectations

**Describe it:** Say the name of the game or activity and describe the general concept

**Demonstrate:** Show and tell kids exactly the way you want things to be done (rules, ways to act, how to move, etc.)

**Ask questions:** Let them ask questions, reminding them that there are no stupid questions

**Do it:** Begin the game or activity and see how it goes

**Adapt:** Stop the game and make any adaptations to make the game safer or more fun

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**D**escribe

“We are going to play a game called ‘Duck, Duck, Goose.’ It is a game where two kids get to chase each other.”

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**D**emonstrate

“We are all going to sit in a circle with our hands like this. I will choose the person to walk around the circle and be the Picker. People that are not sitting correctly will not be called on. Once I choose the person, she will walk around the circle, saying ‘Duck,’ as she gently taps each child’s head. (Get up and show them exactly what that looks like). Then the child will tap someone and say ‘Goose.’ That child has to get up and run after the child that tapped him. He will try to tag her before she sits down. If he does, then he gets to be the next Picker. If you slide into your seat like this (show exactly) and get tagged, it counts as a tag. Any child purposely tripping the Picker or Goose while they run around will be removed from the game.”

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**A**sk questions

“Any questions?”

---

**D**o it

“Let’s try it!”

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**A**dapt

“Hold up. Let’s push these chairs in, so there’s more room and it’s safer.”

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**D**escribe

“We are going to organize the crayon boxes.”

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**D**emonstrate

“This is exactly how I want the crayons put in the boxes — all tips should be facing up, all half crayons should be put over here, full boxes should be closed like this and put over here. Everyone should be talking quietly and keeping hands to yourselves.”

---

**A**sk questions

“Any questions?”

---

**D**o it

“Let’s do it!”

---

**A**dapt

“Hold on, let’s break into two teams, one to sort the crayons and another to put them in the boxes.”

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# Disregard and Divert (D&D)

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**What It Is:** A way to ignore minor behavior issues and redirect kids back to the task at hand

**How It Works:** Ignore the unwanted behavior (Disregard) and get the kid involved in something desirable (Divert)

**Disregard** The negative behavior the child is displaying

**Divert** The child's attention from negative behavior back to something that the child should be doing

Believe it or not, there are many unwanted behaviors that can be stopped by ignoring the behavior and redirecting the child's attention to something acceptable. WINGS teaches the D&D technique to help limit the focus on the negatives and redirect the child's attention back to more positive, acceptable behaviors. Sometimes Leaders need to step in and say something to the child, but oftentimes can just ignore the unwanted behavior (Disregard) and get the child involved in something desirable (Divert).

Disregarding might seem difficult, but it's easier than it sounds. Just take a deep breath and don't even acknowledge the negative behavior. Immediately jumping to warnings/consequences and focusing on the unwanted behaviors reinforces the negative behaviors by giving the wrong kind of attention. Ignoring those unwanted behaviors keeps Leaders from accidentally encouraging the negative behavior to continue.

## WORDS OF WISDOM Disregard and Divert

*When a child is doing something you do not like, stop and think, "Do I need to say something negative to stop this behavior right away?" Saying something rewards the negative behavior with the wrong kind of attention.*

Diverting takes a little creativity and consistency. Find something that will get the child back on track and interested in the task at hand. WINGS has found the best way to divert a child's attention from something negative is to make things more fun or interesting. The more time you spend thinking of positive, creative diversions, the less time you spend dwelling on and living in the negative. Here are some examples:

**A child in your group keeps talking and moving around while the Director is explaining an activity.**

*"Ben, Focus on Mrs. Cheryl. She is telling us important stuff you are going to need to remember."* 🗨️

Ignoring the talking and moving around allows you to keep the focus on listening to the Director speaking on the microphone and helps you avoid giving demands, such as stop talking, be quiet, or sit still.

During a Discussion one child in the group keeps lying down and is not actively participating.

🗨️ *“Bonnie, Ms. Jessica is coming to check on the Discussions, can you stick your head out the door and see if she’s coming down the hallway, then come whisper to me whether you saw her or not.”* When Bonnie whispers to you, have her sit beside you and immediately ask her a question related to the Discussion to re-engage her.

Avoiding warnings or consequences allows the Leader to ignore negative behavior and gives her something less distracting to do and allows the Leader to refocus the group.

# TIPS TO MAKE TEACHING EASY: CORRECTIVE TECHNIQUES

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Kids will be kids and negative behaviors cannot be avoided. Sometimes, even after trying to avoid the negative behavior on your own by exhausting the tricks mentioned, negative behaviors occur and Leaders need extra help. For that purpose, WINGS offers several techniques to help further modify negative behavior.

## GET PAST

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**What It Is:** An acronym focused on quickly addressing and moving past negative behaviors

**How It Works:** Leaders use the letters in the acronym when behavioral issues occur

Problem behavior, let's G-E-T P-A-S-T it.

**G**ive choices

**E**xperience consequences

**T**ake it away

**P**roblem (state it)

**A**mends (show them how to fix it)

**S**tate feelings strongly

**T**ell it in a word

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**G**ive choices

☞ *“You can either sit down and begin your math homework or you can sit down and begin your reading homework. Standing during Academic Center is not an option. What’s your choice, math or reading?”*

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**E**xperience consequences  
(natural and adult-directed)

Natural: If a child is running when he should be walking and then drops his craft, tell him *“Sorry you made a bad decision and ran when I asked you to walk. Now, you have dropped your craft and won’t get another one.”* ☞

Adult-directed: If a child is pushing in the kickball line, pull him aside and let him know he broke one of the rules and therefore his consequence is to miss his turn. If he wants to kick on his next turn, he needs to control himself.

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**T**ake it away

If kids are hitting each other with bats, simply walk up and take the bats away from them.

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**P**roblem (state it)      Instead of saying, “Robert, no more milk for you. You are too irresponsible!” Say “Robert, you spilled your milk.” Let him decide what to do next.

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**A**mends      Instead of getting upset when a child tracks sand throughout the school, give him a broom and show him how to clean it up.

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**S**tate feelings strongly       “I am furious that you threw sand in Sarah’s eyes.”

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**T**ell it in a word      Determine what it is you want the child to do, pick one word and repeat it until it is done. Example: “Katelyn, Line!” 

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**WORDS OF WISDOM  
GET PAST**

*Not every technique will work for every child. You will often have to try several techniques before finding one that has a positive effect and truly shapes a child’s behavior.*

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## Corrective Feedback

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**What It Is:**      Ways to address negative behaviors quickly and effectively

**How It Works:**      Leaders handle negative behaviors in a way that lessens the likelihood of them occurring again

There are many ways to address negative behaviors, but many of the more common techniques are ineffective and therefore, don’t work. At WINGS, the most important thing to do is make sure the techniques you use are effective. Two easy ways to adequately address negative behavior issues are by using corrective feedback and implementing effective consequences.

Corrective Feedback is used when kids are displaying negative behaviors that we do not want to see again.

**Describe the Situation:**      Name exactly when and where the negative behavior occurred

**Describe the Behavior:**      Tell the child exactly what he did that you did not like

**Describe the Effect:**      Let the child know what happened as a result of their negative behavior, be specific

 “Today when we were outside, (Situation), you did not share the jump rope with James and teased him for wanting to play (Behavior). This hurt his feelings and made him cry (Effect).”

# Dialoguing

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<b>What It Is:</b>	A way to have a conversation with an upset child
<b>How It Works:</b>	Leaders listen, reflect, and communicate understanding which allows the child to be heard
<b>Mirroring</b>	Reflect back the content of the message, paraphrase without adding your perspective or feelings
<b>Validation</b>	Communicate that what the child is saying is being received and makes sense
<b>Empathy</b>	Participate in the feelings the child is experiencing

Dialoguing is a technique Leaders use when kids are having a hard time managing their emotions (positive or negative). Dialoguing allows kids to express how they feel, out in the open, and have those feelings validated by an adult. Ultimately, kids learn how to express their emotions appropriately. Dialoguing is a great technique to use when talking with parents about difficult topics, too.

## WORDS OF WISDOM Dialoguing

*Dialoguing doesn't mean you agree with the child, it just shows the child that you "get it." Common empathic phrases include:*

*"I can imagine that you must feel..."*

*"I understand that you feel..."*

*"That makes sense to me..."*

## Appendix I: Learning Objectives

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### Self-Awareness

Kids will be able to identify their feelings.

1. Kids will understand that there is a wide range of emotion within the human experience. They will develop a vocabulary that demonstrates their understanding of this range.
2. Kids will be able to identify the ways in which a wide range of emotions manifests itself within one's body.

Kids will increase their introspection skills, noting patterns in their emotional lives, recognize their wants in relationship to their needs, and recognize their blessings.

3. Kids will learn to observe and identify patterns in both their feelings and their responses to those feelings.
4. Kids will recognize that their wants may sometimes be complementary to their needs and at other times conflict with them. They will identify their blessings.

Kids will demonstrate increased self-acceptance. They will learn the process of knowing oneself and monitoring internal self-talk. They will show an ability to identify and value their strengths and understand their weaknesses.

5. Kids will claim and value personal strengths, weaknesses and individuality.
6. Kids will view themselves as having emerging personalities, recognizing which traits they are proud of and which traits might not be the best.
7. Kids will recognize the need to consciously encourage themselves. Kids will monitor negative self-talk and replace critical comments with supportive ones.

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### Self-Management

Kids know how to regulate and apply appropriate emotional responses to life situations.

8. Kids will understand the dynamic between thoughts, feelings, and actions, and that this understanding assists in managing impulses.
9. Kids will understand the factors that can cause an emotional hijacking.

Kids will learn techniques for handling their emotions.

10. Kids will brainstorm alternative emotional responses to *negative* situations and predict their consequences to choose the best response. Kids will practice evaluating the level of success in their response.
  11. Kids will brainstorm alternative emotional responses to *positive* situations and predict their consequences to choose the best response. Kids will practice evaluating the level of success in their response.
  12. Kids will learn how to focus their attention inward to limit distractions.
  13. Kids will identify circumstances in which they experience worry, fear, or other stressful emotions.
  14. Kids will learn alternative responses to stress including: deep breathing, physical exercise, and creative expression.
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## Responsible Decision Making

**Kids will demonstrate personal decision-making skills. They will know how to identify alternative actions and their consequences.**

- 15.** Kids will learn how to make an agreement with themselves or others and understand the importance of taking responsibility for upholding agreements. Kids will learn what to do if agreements are broken.
- 16.** Kids will understand their responsibility for positive and negative outcomes.
- 17.** Kids will learn how to brainstorm alternative actions and predict consequences before choosing the action they will take. Kids will practice evaluating the level of success in the action chosen.
- 18.** Kids will learn what peer pressure looks and feels like. Kids will learn how to say “no.”

**Kids will set goals and understand the need for delaying gratification and accepting personal responsibility.**

- 19.** Kids will develop goal-setting strategies. Kids will heighten motivation by recognizing that small successes build on one another. Kids will develop an ability to be patient and delay gratification.
- 20.** Kids will recognize the importance of attitude and its influence on behavior. Kids will apply perseverance in the face of disappointment, creating resiliency. Kids will understand how competition acts as a motivating force.

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## Social Awareness

**Kids will develop empathy: the ability to understand other people’s nonverbal and verbal emotional messages.**

- 21.** Kids will identify the emotions manifested in others through an awareness of facial expression, tone of voice, pitch, and gesture. Kids will learn skills understand the emotional state of others.

**Kids will demonstrate an understanding that differences amongst people make life rich and interesting, and that those differences are to be valued. Kids will understand the importance of non-prejudicial attitudes.**

- 22.** Kids will increase their sensitivity to individual preferences and differences of others. Kids will acknowledge and appreciate the points of view of others. Kids will learn methods to express their understanding and support.
  - 23.** Kids will learn the many ways in which people can differ and how spending time with different people can have a positive effect. They will demonstrate an understanding that all people are given gifts and have challenges in life. Prejudicial attitudes will diminish as a result of these interactions.
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## Relationship Skills

Kids will be able to identify components of a trusting relationship, communicate honestly and work cooperatively with others.

- 24.** Kids will identify the components of a trusting relationship. They will experience sharing confidences and maintaining confidentiality in building a safe and trusting environment.
- 25.** Kids will work in teams to recognize the value of each individual's contribution as well as the benefits of teamwork.

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Kids will demonstrate problem-solving and conflict resolution skills.

- 26.** Kids will understand how conflicts escalate and learn skills to keep conflicts from escalating. They will learn and practice techniques for problem solving and conflict resolution.
- 27.** Kids will learn ways to make amends.
- 28.** Kids will recognize the difference between a win/win and win/lose outcomes. They will recognize that conflict and change are natural and valuable components of life and are not to be feared or avoided.

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Kids will demonstrate communication skills through expressing their feelings and thoughts effectively, actively listening to others, offering supportive feedback, and assertively expressing their own needs.

- 29.** Kids will recognize the underlying intent and/or motivation in a comment. They will understand the importance of positive feedback and learn how to give it appropriately. They will learn to make supportive, rather than critical, suggestions.
  - 30.** Kids will learn how to express their feelings and thoughts and will practice doing so assertively, not passively or aggressively. They will learn active and reflective listening techniques by learning how to ask clarifying questions and understand their importance.
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## BOOST YOUR EQ

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# *Books that Bring Social and Emotional Skills to Life*

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### FOR ADULTS

- Emotional Intelligence:  
Why It Can Matter  
More Than IQ  
*by Daniel Goleman*
- The Emotional Intelligence  
Quick Book  
*by Bradberry, Greaves, & Lencioni*
- Emotionally Intelligent  
Parenting: How to Raise  
a Self-Disciplined,  
Responsible, Socially  
Skilled Child  
*by Elias, Tobias, & Friedlander*
- Taking the Bully by  
the Horns  
*by Kathy Noll and Dr. Jay Carter*
- How Children Succeed:  
Grit, Curiosity, and the  
Hidden Power of Character  
*by Paul Tough*

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## *books for kids*

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### **SELF-MANAGEMENT**

- Alexander and the Terrible, Horrible, No Good, Very Bad Day  
*by Judith Viorst*
- No David!  
*by David Shannon*

### **SELF-AWARENESS**

- The Way I Feel  
*by Janan Cain*
- I'm Gonna Like Me  
*by Jamie Lee Curtis and  
Laura Cornell*

### **SOCIAL AWARENESS**

- Does a Seal Smile?  
*by Fred Ehrlich*
- Spoon  
*by Amy Krouse Rosenthal*

### **RESPONSIBLE DECISION MAKING**

- Don't Let the Pigeon  
Drive the Bus  
*by Mo Willems*
- The Worst Day of  
My Life Ever!  
*by Julia Cook*

### **RELATIONSHIP SKILLS**

- Zach Apologizes  
*by William Mulcahy*
- My Mouth is a Volcano!  
*by Julia Cook*