

# Control Check: Controlling What You Think, Say, and Do

Students learn to recognize how their emotions and thoughts influence their behavior

For many SPED students, it is difficult for them to recognize how their emotions and thoughts influence their behavior. As a result, learning in the classroom is hindered, preventing achievement goals from being met. Social-emotional (SEL) strategies such as mindful breathing, identification of positive/negative emotions, and selected SEL stories prove essential to helping students meet their goals, even for children with significant behavioral problems or disabilities like ADHD, anxiety disorder, or Autism. Students learn how to express and articulate how they are feeling at the moment and socially interact with their peers and adults. Afterwards, they create their own Emotions Body Map independently. Teaching social-emotional skills to children requires both a good grasp of existing evidence-based strategies and a creative approach to modifying these strategies. Incorporating SEL strategies into every day classroom instruction helps both the classroom environment and student motivation to learn. Application of these skills also benefits teachers with classroom management and behavioral understanding.



## CONTACT INFORMATION LUZABELLE LUCAS

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## WORKSHOP INSTRUCTION – WHAT TEACHERS LEARN

The Five (5) core competencies for CASEL (Collaborative for Academic, Social, and Emotional Learning): Self-awareness, Self-management, Social Awareness, Relationship Skills, Decision-making

## STUDENTS

**Adaptation:** Grades 2-5, any achievement level, can be implemented with large or small groups

**Students who participated:** 3rd grade, 12 students in a self-contained class, achievement level one grade below actual grade level

## MATERIALS & RESOURCES

**Materials:** Class set of the “Emotions Body Map” worksheet, *My Many-Colored Days* by Dr. Seuss, Smartboard, pencils, crayons, colored pencils, chart paper

**Resources:** School media center/specialist, the Internet, donations and contributions from parents or other colleagues

## ABOUT THE TEACHER

Currently working towards her doctorate degree in Special Education, Luzabelle Lucas has been an ESE teacher for 12 years. She has received many awards such as state speech and lesson plan competitions, but her greatest reward comes from teaching children who come from different walks of life. This is the first year Luzabelle has used this project, it has helped to transform her classroom into a more functioning and stress-free environment.

## STANDARDS

### ENGLISH LANGUAGE ARTS

CCSS.ELA-LITERACY.RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-LITERACY.SL.2.1.A: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time).

### SPECIAL SKILLS

SP.PK12.DH.4.3: Demonstrate communication through motor movements, facial expressions, vocalizations, and social interactions.

SP.PK12.US.3.2a: Use appropriate social skills and strategies to interact with peers and adults across settings, such as cooperative learning, participating in small and large groups, accepting feedback, and resolving conflicts.

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