

# Brainbridge

## The Newsletter

Community Brain Injury Program for Children and Youth in BC



Special Issue – December 2015

### Special Edition Newsletter on: **Social Emotional Development and Learning**

This special edition of Brainbridge, brought to you by Margot Merinsky, will focus on social emotional development and learning. Margot Merinsky is a registered social worker at the BC Centre for Ability, where she has spent the last two years with the Psychosocial Programs. Her main focus has been to provide opportunities to build social and emotional development in children, youth and their families. This has included developing children and youth's self-awareness, self-regulation, and social awareness through interactive and fun activities with targeted teachings. Research shows that by providing these opportunities to learn and practice, there is more likely to be success at school, at home, in the community and in peer to peer relationships.

Margot will be working with the Community Brain Injury Program for Children and Youth until the end of March 2016. Her role will focus on including social emotional development and learning in the Program with a focus on those entering grade 8 and 9 next school year. Margot is looking forward to sharing her knowledge with the CBIPCY through newsletters and a high school transition booklet for parents. Families will be notified once the booklet is available. Enjoy this special edition newsletter and watch for the next two coming out in January and February 2016.



**Margot Merinsky**



# Social Emotional Development

## What is social emotional development (SED)?

Social emotional development includes the child's experience, expression, and management of emotions and the ability to establish positive relationships with others.

The social emotional development of most children occurs naturally as they interact with parents, other adults and peers. For children and youth with extra needs, social emotional development may not develop naturally and they may require explicit teaching and opportunities to practice at home, at school and in the community.

## Why is social emotional development important?

Developing social emotional competence is important because of its linkage to higher rates of inclusion, independence, better academic performance, and overall health and well-being.

Social emotional development includes the ability to form and sustain positive relationships, manage and express emotions, and explore and engage with the environment.

## Impact of disability on social emotional development:

Children with an acquired brain injury may experience an interruption in their social emotional development. Areas that can be affected include: regulating emotions, recognizing social cues, attending, developing and maintaining relationships, planning and problem solving.

Through explicit instruction, social and emotional skills may be taught, modeled, practiced, and applied to diverse situations, so that young people use them in their daily lives.



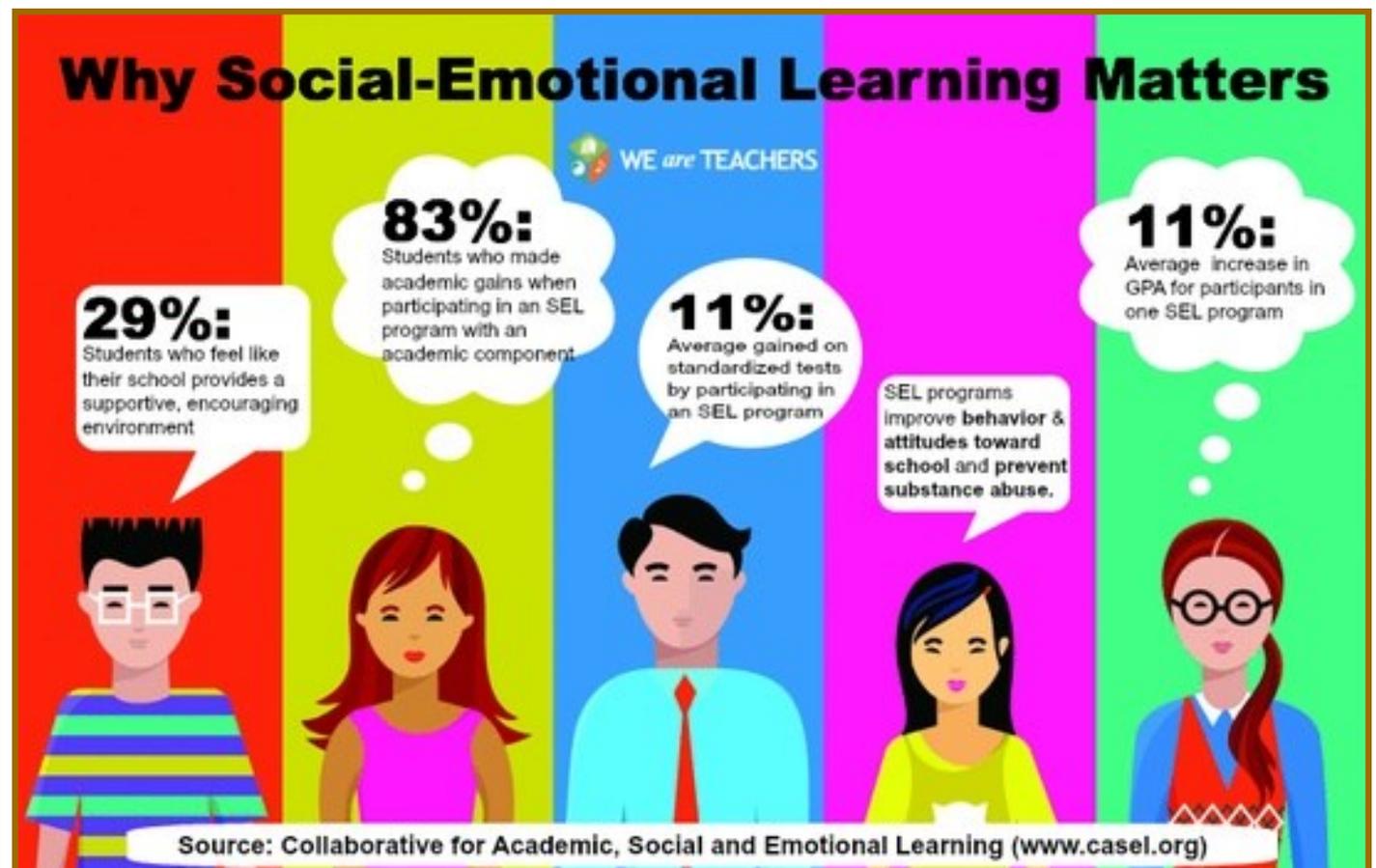
# Social Emotional Learning

## What is social emotional learning (SEL)?

The process of learning social emotional competencies and related skills that will promote the ability to integrate thinking, feeling and behaving to achieve important life tasks. These competencies are defined by the Collaborative for Academic and Social Emotional Learning (CASEL) and will be discussed in detail in the January newsletter. The five competencies are:

1. Self-awareness
2. Self-management
3. Social awareness
4. Relationship skills
5. Responsible decision making

This information on SELD/SEL comes from the BC Centre for Ability 'SEED' website which is filled with resources and information on social emotional development and learning. Visit the 'Social Emotional Enhancement and Development' website at: <http://bccfa-seed.org/> for more information.



# BC Ministry of Education New Curriculum

The BC Ministry of Education is in the process of changing their curriculum to include three new core competencies: 1) communication 2) thinking 3) personal and social. The curriculum will start to be implemented in the 2016/17 school year and will be a requirement in the 2017/18 school year.

You might be thinking.. “How will this affect my child and what does it have to do with social emotional learning?” The answer to that lies within the new ‘personal and social competency’, which relates to a students' identity in the world as an individual and as a part of society. This new competency includes the abilities students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world. This area encompasses a number of social and emotional competencies including self-awareness, self-regulation, and responsible decision making.

Having this information will be important when creating new social emotional IEP goals for your child. Watch for the February newsletter as it will include suggestions to help you through this process.

For more information about the new curriculum please visit the website: <https://curriculum.gov.bc.ca/competencies>.



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