

Loker Schoolwide Social Language

Dear Loker Community,

Below you will find the social language by grade level that we currently focus on at Loker School in an effort to educate the whole child. The social vocabulary is broken down into the five mandated areas of social-emotional learning as designated by the state of Massachusetts: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making. We also provided a glossary in defining the terms that we believe require further explanation. As you will notice, there is some overlap of concepts across grade levels and across mandates within individual grade levels. We hope that this will be a useful resource for parents, teachers and students so that consistent social language can occur both inside and outside of school.

Sincerely,

Brian Jones

Loker School Principal

Kindergarten

Self-Awareness	<ul style="list-style-type: none">● Whole body listening● Calm body● Non-verbal signal● Positive self-talk● Your engine is running (fast/slow/just right)● Take a break● Expected vs. unexpected● Popping a thought bubble● Personal space● Space bubble● Hopes and dreams● Everyday moment
Self-Management	<ul style="list-style-type: none">● Calm breathing● Being flexible● GoNoodle● Quiet time● Whole body listening● Space bubble● Superflex and Rock Brain● Following the group plan● Matching your thought bubble with the group bubble● Popping each other's thought bubble● Matching a reaction to the size of the problem● Take a break
Social Awareness	<ul style="list-style-type: none">● Following the group plan● Double D behaviors● Being a social detective to figure out what's expected● Expected vs. unexpected behavior● PRIDE● Showing empathy
Relationship Skills	<ul style="list-style-type: none">● Flexible thinking● Helping others have good thoughts about you● Annoying behavior● Teasing● Double D behaviors● Problem solving (traffic light)● Personal space

	<ul style="list-style-type: none"> ● Eye contact ● Morning greeting
Responsible Decision Making	<ul style="list-style-type: none"> ● Knowing when to tell a teacher vs. handling a situation on your own ● Think about where you are and what is expected ● Helping others have good thoughts about you ● Time and place ● Following the group plan vs. your own plan ● PRIDE

Kindergarten Glossary

Self-Awareness	<p>Whole Body Listening: listening with your eyes, ears, mouth, hands, body, feet, brain and heart.</p> <p>Take a Break: an opportunity for a child to use self-calming strategies to rejoin the group and demonstrate expected learning behaviors.</p> <p>Thought Bubble: awareness of what to keep in your head vs. what needs to be said.</p> <p>Hopes and Dreams: these are classroom-generated and shared in the beginning of the year. Classroom rules and expectations are centered around these all year long.</p> <p>Everyday Moment: a discussion of strategies of how you can manage your behavior in the “boring/waiting moments”.</p>
Self-Management	<p>GoNoodle: this an online computer program which is designed for self regulation.</p> <p>Space Bubble: concrete representation of being in a bubble and aware of personal space in a group within that bubble.</p> <p>Rock Brain: rigid thinking.</p> <p>Superflex: a superflexible superhero that encompasses the flexibility within all of us to overcome Unthinkables.</p>
Social Awareness	<p>Group Plan: following and being aware of</p>

	<p>what the rest of the group is doing.</p> <p>Double D: dangerous and destructive behaviors. This is a time when an adult should be made aware of what's going on for safety reasons.</p> <p>Social Detective: process by which an individual gathers environmental information in order to understand and decide what is expected so they can follow the group plan. (look for the hidden rules)</p>
<p>Relationship Skills</p>	<p>Steps to Problem Solving: calm down, determine the problem, develop a plan, try it!</p> <p>Annoying Behavior: this is not a Double D-- for example, tapping a pencil is annoying. It is suggested that annoying behaviors are handled without adult support. Responding to annoying behavior: Say, "I don't like it when ____ because _____" Say what you want them to do (Telling vs. tattling)</p>
<p>Responsible Decision Making</p>	<p>Time and Place: make good choices based on your surroundings and what is happening around you in an effort to display expected behavior.</p>

Grade 1

State Mandate	Social Language
Self-Awareness	<ul style="list-style-type: none">● Non-verbal signal,● Positive self-talk● Your engine is running (fast/slow/just right)● Take a break● Be a social detective● Expected vs. unexpected● Comfortable thoughts/uncomfortable thoughts● Flexible thinking● Rock Brain● Superflex● Overcoming unthinkables● “Thinking thoughts and feeling feelings”● Compromise● “Popping a thought bubble”● “Personal space”● “Space bubble”
Self-Management	<ul style="list-style-type: none">● How’s my engine running?/calming down (deep breathing Elmo calming video)● Lazy eight breathing● Tensing muscles in body and then relaxing - starting with toes and working up to head: (“Go Noodle”, “Air Time”, “Airtime Space” and “Think About It.”)● School listening look● Whole body listening (listening with our eyes, ears, mouth, hands, feet, body, brain and heart)● Good listener● Flexible thinking (Rock Brain and Super Flex)● Thinking thoughts and feeling feelings● Compromise● Following the group plan● Thinking with your eyes/reading the room● Thought bubble vs speech bubble● Size of the problem (does your reaction match the size of the

	problem? Big Problem=Big Reaction, Small Problem=Small Reaction)
Social Awareness	<ul style="list-style-type: none"> • Social detective • Expected and unexpected behavior • Size of the problem • Thought bubble and speech bubble
Relationship Skills	<ul style="list-style-type: none"> • Flexible thinking • Being a good listener • Thought bubble (uncomfortable thoughts and comfortable thoughts) • Speech bubble • Compliments: how to give and receive compliments and filling buckets • Thinking thoughts and feeling feelings
Responsible Decision Making	<ul style="list-style-type: none"> • PRIDE • Following the group plan • Expected and unexpected behavior • Social detective

1st Grade Glossary

Self-Awareness	Thought Bubble vs Speech Bubble: thoughts one keeps in one’s mind and does not verbalize vs. thoughts that are appropriate to share.
Self-Management	<p>Rock Brain: Rigid thinking.</p> <p>How is Your Engine Running?: how is your body feeling? (Over-active, just right, sleepy).</p> <p>Whole body listening: listening with our eyes, ears, mouth, hands, feet, body, brain and heart.</p> <p>GoNoodle: website with movement activities for regulating our bodies.</p> <p>Good Listener: faces the speaker, looks him/her in the eyes, sits still, is able to talk about what the speaker said/body and brain in the group.</p>
Social Awareness	Matching our Reactions to the Size of the

	<p><u>Problem:</u> considering the size of the problem in relation to BIG problems, such as an earthquake, and matching the size of our reactions to the size of the problem.</p>
Relationship Skills	<p><u>Flexible Thinking:</u> the ability to shift your thinking to match the thinking of others.</p>
Responsible Decision Making	<p><u>Social Detective:</u> reading a person by their facial expression and body language as well as reading the room to figure out a situation.</p>

Grade 2

State Mandate	Social Language
Self-Awareness	<ul style="list-style-type: none">● Social detective● Expected/unexpected, comfortable thoughts/uncomfortable thoughts● Flexible thinking,● PRIDE● Think with your eyes
Self-Management	<ul style="list-style-type: none">● Thought bubble,● School listening look,● Expected/unexpected, comfortable thoughts/uncomfortable thoughts● Six-inch voice● Whole body listening● Read the room● Calm body - breathing● Take a break (leave the group, think about it, come back when you are ready)● How is Your Engine Running? - how is your body feeling? (overactive, just right, sleepy)
Social Awareness	<ul style="list-style-type: none">● Read the Room● Expected/unexpected, comfortable thoughts/uncomfortable thoughts● PRIDE● Think with your eyes● Stopping and thinking BEFORE doing unexpected behavior● Size of problem/size of the reaction
Relationship Skills	<ul style="list-style-type: none">● Steps to problem solving● Logical consequences● Unthinkables
Responsible Decision Making	<ul style="list-style-type: none">● Follow the group plan● Big problem/little problem● Double Ds● Telling vs. tattling

Grade 2 Glossary

Self-Awareness	<p><u>Social Detective:</u> (read the room, think with your eyes) - look around to see what others are doing to figure out the expected behavior.</p> <p><u>Comfortable Thoughts and Uncomfortable Thoughts:</u> people feel good/not good about a behavior or choice.</p> <p><u>PRIDE:</u> Loker core values (Personal Best, Respect, Integrity, Determination, Enthusiasm).</p> <p><u>Expected/Unexpected:</u> behavior dependent on environment and situation.</p>
Self-Management	<p><u>Thought Bubble:</u> think about it but do not say it.</p> <p><u>Six-Inch Voice:</u> voice in between whisper and table talk.</p> <p><u>Whole Body Listening:</u> listening with heart, brain, body, hands, feet, eyes, ears, and mouth.</p> <p><u>Stop and Think:</u> reflecting before acting/doing unexpected behavior.</p> <p><u>Body/Voice in Control:</u> having appropriate voice and body control depending on environment.</p> <p><u>Calm.com:</u> website to support self-regulation.</p>
Social Awareness	<p><u>Hidden Rules:</u> social rules understood by others but not explicitly explained and can change based on the situation and being a social detective by reading the room/use eyes for thinking.</p> <p><u>Size of the Problem/Size of Reaction:</u> matching the size of the reaction to the size of the problem.</p>
Relationship Skills	<p><u>Steps to Problem Solving:</u> calm down, determine the problem, develop a plan, try it!</p> <p><u>Unthinkables:</u> concrete visuals to help children understand maladaptive thinking patterns or behaviors (want to stop the unthinkables).</p> <p><u>Thinkables, Superflex:</u> help to stop the unthinkables.</p>

Responsible Decision Making

Double D's: dangerous or destructive behavior. (including to the heart)
Size of the Problem: matching reactions to the size of the problem.
Flexible thinking: considering many perspectives/choices in order to problem solve.

Grade 3

State Mandate	Social Language
Self-Awareness	<ul style="list-style-type: none">● THINK (is it True, Helpful, Inspiring, Necessary, Kind?)● Is the problem a speed bump, hill or mountain?● Does your reaction match the size of the problem?● Personal space● Are you doing what's expected?● Group plan● Addressing "That's not fair!" - Fair is getting what you need, not necessarily what you want.
Self-Management	<ul style="list-style-type: none">● Time and place● Thought/speech bubble● Pause● Respect the speaker/whole body listening/school listening look● Calm your body, body to yourself● Take a nice, deep breath● Use your filter● Save it for transition/that's a transition question.
Social Awareness	<ul style="list-style-type: none">● Take care of yourself● Are you doing what's expected?● Group plan● Thinking of you vs. thinking of others (are you being considerate of others?)
Relationship Skills	<ul style="list-style-type: none">● Respect the speaker● Golden rule- treat others the way you want to be treated.● Thinking of you vs. thinking of others● Respond appropriately to annoying behaviors
Responsible Decision Making	<ul style="list-style-type: none">● Time and place● Make a good choice/How did that choice work out for you?● Wise choice/smart choice● Stop and Think/Reflect

Grade 3 Glossary

Self-Awareness	<p>Size of the Problem: small, medium or large (speedbump hill or mountain); does reaction match?</p> <p>“That’s not fair!”: Fair is getting what you need, not necessarily what you want.</p> <p>Group Plan: are you following the plan that has been set out or discussed for the group?</p> <p>THINK: before you speak, think: is it true, helpful, inspiring, necessary, kind</p>
Self-Management	<p>Thought/Speech bubble: awareness of what to keep in your head. vs. what needs to be said “using your filter”.</p> <p>Time and Place: make good choices based on your surroundings and what is happening around you.</p> <p>Respect the speaker/whole body listening: face the speaker, eyes on speaker, no side conversations, or blurting.</p> <p>Transition question: a question or comment that can wait until the class is transitioning, not asked/made during instruction.</p>
Social Awareness	<p>Thinking of you vs. thinking of others: helping students be aware of how their words and actions impact others. Are you only thinking of yourself in that moment, or are you thinking of the perspective of others?</p>
Relationship Skills	<p>Responding to annoying behavior: Say, “I don’t like it when ____ because _____”. Say what you want them to do instead.</p>
Responsible Decision Making	<p>Time and Place: make good choices based on your surroundings and what is happening around you.</p>

Grade 4

State Mandate	Social Language
Self-Awareness	<ul style="list-style-type: none"> ● Reflection ● “Think About It” consideration forms ● Calm breathing ● Engine speed; ● “Are you showing Loker PRIDE?” ● Size of the problem
Self-Management	<ul style="list-style-type: none"> ● Thought bubble/speech bubble ● Expected/unexpected behavior ● Double D behaviors ● Whole body listening ● Nonverbal signals ● Noise meter ● School listening look ● Following the group plan ● Engine speed
Social Awareness	<ul style="list-style-type: none"> ● Personal space ● Maintaining eye contact ● Mind files ● Comfortable and uncomfortable thoughts ● Thinking with your eyes
Relationship Skills	<ul style="list-style-type: none"> ● Take the first step ● “I feel...” statements; ● Calm breathing ● Red, yellow, green (stop- calm down, think-decide on a positive goal and solutions, and go - choose a solution and make a plan)
Responsible Decision Making	<ul style="list-style-type: none"> ● Take the first step ● Read the room ● Time and place ● Stop and think ● Just me thinking

Grade 4 Glossary

Self-Awareness	Engine Speed: understanding what your “just right” speed is for different activities
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Self-Management	Double D: dangerous or destructive behavior.
Social Awareness	Mind Files: knowledge and feelings about others and how you use that information to interact with others (i.e. friendships).
Relationship Skills	Calm Breathing: breathing in and out to yourself up to four or breathe out slowly counting backward from 4 to 1.
Responsible Decision Making	Just Me Thinking: following your individual plan rather than the group plan and not thinking how your actions will affect others

Grade 5

State Mandate	Social Language
Self-Awareness	<ul style="list-style-type: none">● “What are you supposed to be doing now?”● Interactive modeling● Whole body listening● School listening look● 5 Point Scales
Self-Management	<ul style="list-style-type: none">● Calm body/calm hands● Flexible thinking● Thinking with your eyes/read the room● Quiet time● Academic choice● Thought bubbles● Size of the problem● Zones of regulation● Calm.com for quiet time after recess mindfulness activities● Size of the problem/reaction● 5 point scales
Social Awareness	<ul style="list-style-type: none">● 4 steps of communication (nonverbal, physical presence, eye contact, sharing air time)● Mind files/people files● Reflection time● Guided discovery● Interactive modeling● “Time and place” language● Expected and unexpected behavior● Growing your smarts/growth mindset
Relationship Skills	<ul style="list-style-type: none">● Hidden rules,● “Stop, think, organize and plan”● Conflict resolution● Just Me vs. Thinking of Others● Mind Files● Healthy vs. unhealthy relationship issues● Judy Ludwig’s book, <u>Confessions of a Former Bully</u>
Responsible Decision Making	<ul style="list-style-type: none">● Kid generated rules/expectations

	<ul style="list-style-type: none"> ● Just Me vs. thinking of others ● Following the group plan ● Responsible leader
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Grade 5 Glossary

<p>Self-Awareness</p>	<p><u>Interactive Modeling:</u> the modeling of expected classroom behavior through role play.</p> <p><u>Whole Body Listening:</u> listening with your eyes, ears, mouth, hands, body feet, brain and heart.</p> <p><u>School Listening Look:</u> language used to describe the expected posture of a student when engaged in listening at school.</p> <p><u>Five Point Scales:</u> A simple scale created by Kari Dunn Buron and Mitzi Curtis that can be used to teach social understanding and provides a visual representation of social behaviors (e.g. voice volume), emotions (e.g. anger, worry), and abstract ideas. The Incredible 5 Point Scale allows abstract concepts and feelings to be made visual, concrete, static and personal. Use of these scales promotes self-management of behavior and emotional regulation.</p>
<p>Self-Management</p>	<p><u>Reading the Room:</u> observing your surroundings to follow the group plan and to determine what is expected. Managing your own body/mind for optimal learning.</p> <p><u>Size of the Problem:</u> a recognition that problems come in different sizes and that it is socially expected that we match the size of our reactions to the size of the problem. This process also recognizes that the size of our feelings about a problem do not define the size of the problem and that it is perfectly</p>

acceptable to have big/strong feelings about small problems. What is expected is that we self-regulate and manage our feelings so that the size of our reactions match the size of the problems. Under-reactions and over-reactions are considered socially unexpected behaviors.

Thinking with Your Eyes: process by which an individual gathers environmental information in order to understand and decide what is expected so they can follow the group plan. (Look for the hidden rules). It is also the process by which an individual gathers information about another's thoughts, feelings, intentions during social interactions and that information is then used to drive social decisions during that process.

Quiet Time: in recognition that the world of school is highly structured and scheduled at a rapid pace, quiet time is built into the classroom schedule, often following lunch and recess. This time allows students and teachers the opportunity to engage in quiet, self-directed activities and exercise creativity, initiative and self-regulation.

Academic Choice: a teaching strategy in which the teacher establishes the goal of a lesson or activity and then offers students a variety of choices that will allow them to reach that defined goal. This strategy provides children with a sense of purpose in their learning and results in creative, deep thinking, persistent, highly engaged and productive students. This strategy also often reduces instances of unexpected behavior in the classroom environment.

Zones of Regulation: a curriculum developed by occupational therapist Leah Kuypers to help students gain skills in the area of self-regulation. Students learn to recognize when they are in different zones (states of alertness/mood/feelings)- blue, green, yellow or red- and how to use a variety

	<p>of tools (sensory supports, calming techniques, thinking strategies) to regulate the zone they are in. The zones incorporate 5 point scales, social thinking concepts, and elements of the “How Does Your Engine Run” program.</p> <p><u>Flexible Thinking:</u> the ability to consider many perspectives/choices and to change your thinking in order to effectively problem solve, self-regulate and interact socially.</p> <p><u>Thought Bubbles/Speech Bubbles:</u> represents an awareness of what to keep in your head. vs. what needs to be said as well as a visual representation of the concept that people have thoughts about the social behaviors of others.</p> <p><u>Hidden Rules:</u> social rules intuitively understood by many people but not explicitly explained. Specific hidden rules can change based on the situation. For Example: what is expected behavior at home (talking whenever you like but no interrupting) may not be expected behavior at school (whole group-raise your hand before speaking, small group-teacher time to talk vs. student time to talk, observe turn taking, no interrupting, possibly no need to raise hand).</p>
<p>Social Awareness</p>	<p><u>Mind Files/People Files:</u> thoughts that people have of us because of our behavior (can be positive or negative). We all have files in our head where we keep thoughts and information about other people. We use these thoughts/information to help make decisions about relationships or what topics to talk about with certain people or activities to do with them. Other people are organizing their thoughts and feelings about us and our behavior in their minds.</p> <p><u>Four Steps of Communication:</u> in order to communicate effectively, these four steps are incorporated into a synergistic communication process: 1. Think about other</p>

people's thoughts and feelings as well as your own (perspective taking). 2. Establish a physical presence/enter with your body attuned to the group. 3. Think with your eyes (monitor eye gaze to understand flow of conversation and nonverbal communication. 4. Use your words to relate to others

Reflection Time: a positive, respectful and supportive teaching strategy used to help a child who is just beginning to lose self-control to regain it so that they can do their best learning. A child is given some space from the scene of action so they can regroup but also still see and hear what the class is doing.

Guided Discovery: a slow, careful introduction and exploration of classroom materials and their uses. This process allows students to understand expectations about material use and care in the classroom and also allows them to build a sense of independence and ownership of their classroom environment.

Interactive Modeling: the modeling of expected classroom behavior through role play.

Time and Place: make good choices based on your surroundings and what is happening around you in an effort to display expected behavior.

Expected/Unexpected: we all have certain expectations about the behaviors of others. These are fluid and expectations change depending on environment, situation and participants. For example, the behavioral expectations in the cafeteria change when students are there for school meeting or lunch or afterschool BASE or Loker Movie Night.

Growth Mindset/Growing Your Smarts: the belief that brains and talent do not bring

	<p>success but rather that abilities (intelligence and talents) can be developed through dedication and hard work. Love of learning and resilience are the essential components for great accomplishments. Consequently, anyone can be good at anything. You can grow your smarts! (Carol Dweck)</p>
Relationship Skills	<p><u>Stop, Think, Organize, and Go:</u> problem solving steps to navigate a tricky social situation.</p> <p><u>Hidden Rules:</u> social rules intuitively understood by many people but not explicitly explained. Specific hidden rules can change based on the situation. For Example: what is expected behavior at home (talking whenever you like but no interrupting) may not be expected behavior at school (whole group- raise your hand before speaking, small group- teacher time to talk vs. student time to talk, observe turn taking, no interrupting, possibly no need to raise hand).</p> <p><u>Just Me vs. Thinking About Others:</u> Just Me Thinking is when you are in a social setting and you only focus on thinking about yourself and what you want. Just Me Thinking in the classroom is evident when a child always wants to be first, play only what he/she wants to play, always wants to win games, or only talks about topics of interest to him/her. Thinking of others occurs when an individual takes into consideration the feelings, intentions, or wants of others in his/her social decision-making process. These individuals understand that healthy relationships are based on give and take, not take and receive and involve compromise and the ability to be part of a group.</p> <p><u>Healthy v. Unhealthy Relationships:</u> in a developmentally appropriate way, students are taught to recognize healthy and unhealthy patterns of behavior in friendships and relationships.</p>

	<p><u>Conflict Resolution:</u> a way for two or more parties to find a peaceful solution to a disagreement among them.</p> <p><u>Trudy Ludwig:</u> author who has written many children's books on relationships and healthy/unhealthy issues in child friendships.</p>
Responsible Decision Making	<p><u>Responsible Leader:</u> does things to help the group and sets a good example.</p> <p><u>Group Plan:</u> following and being aware of what the rest of the group is doing.</p> <p><u>Kid-Generated Rules/Expectations:</u> a collaborative process at the beginning of the year where 3-5 broad classroom rules and expectations are generated through class discussion. These become guiding principles for a strong, positive classroom community.</p>