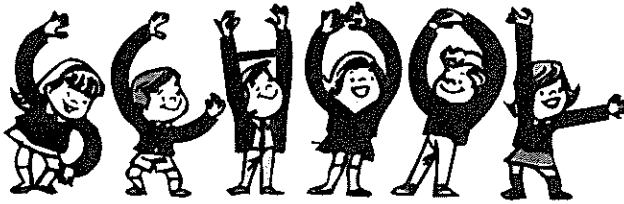
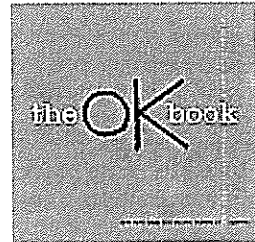


Using Children's Literature
Differently....Addressing Academic/
Behavioral/Personal/Emotional Issues of
ALL Learners
Laura Beltchenko
Lbeltchenko_d118@yahoo.com

Associate Superintendent Curriculum and Instruction, Wauconda CUSD #118
Doctoral Student, National Louis University, Illinois



The OK Book
Amy Rosenthal and illustrated by
Tom Lichtenheld



Laura Beltchenko, 2012



What Do We Know About Student Learning?

• *Brain research tells us.*



Emotion Drives Attention

And

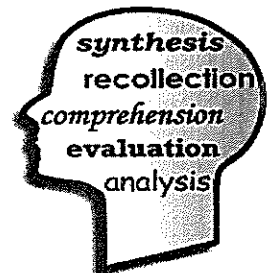
Attention Drives Learning

Laura Beltchenko, 2012



affective domain

Image by Karin Kirk, SERC



cognitive domain

Laura Beltchenko, 2012



Affective or Social/Emotional Learning

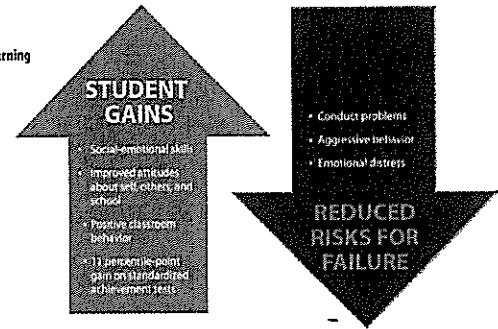
- As teachers, we naturally emphasize the cognitive domain in our teaching. After all, students think and learn with their brains (we hope!). Yet the affective domain can significantly enhance, inhibit or even prevent student learning. The affective domain includes factors such as student motivation, attitudes, perceptions and values. Teachers can increase their effectiveness by considering the affective domain in book selection, lesson planning, read alouds, center activities.

Laura Betchenko, 2012



Benefits of Social and Emotional Learning

Good science links Social & Emotional Learning to the following:

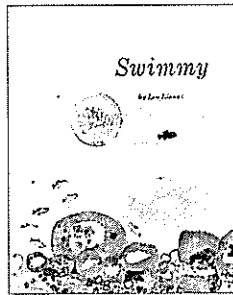


Source: Durlak, J.A., Domitrovich, R.P., Dymally, A.E., Taylor, R.D., and Schellinger, K. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), pp. 405-432

Emotional Intelligence

Emotional Intelligence is the ability to perceive and express emotions, to understand and use them and to manage emotions so as to foster personal growth.

Salovey & Mayer, 1990, 1997, 2000



Laura Betchenko, 2012



Picture Books and the Art that Tells Their Stories

Although each attribute in the E.I. Framework is valuable, today's presentation will focus on the Regulation of Emotions.

- Be open to feelings both pleasant and unpleasant.
- Monitor and reflect on emotions
- Manage emotion in oneself or others through personal action

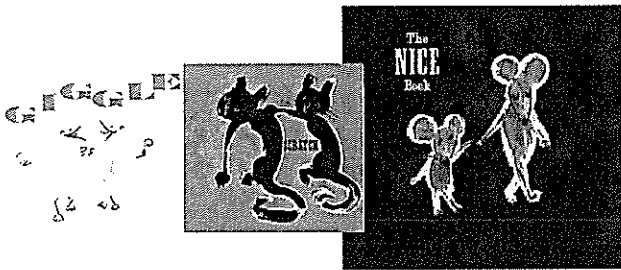


Laura Betchenko, 2012



The Nice Book David Ezra

<http://blaine.org/sevenimpossiblethings/?p=1478>



Laura Betchenko, 2012



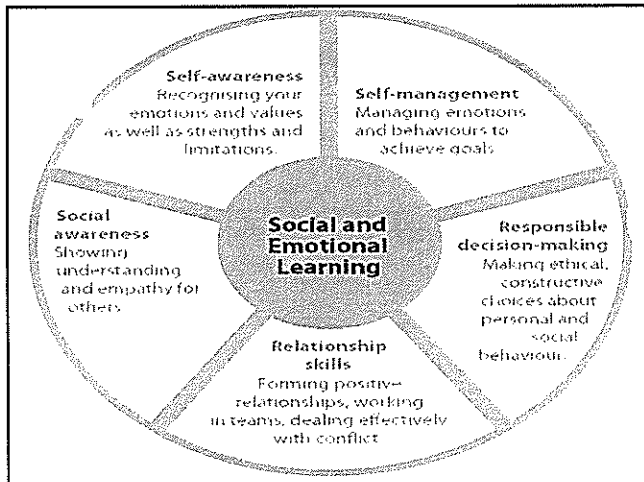
Collaborative for
Academic, Social, and Emotional Learning

(CASEL) <http://casel.org/>

"CASEL focuses on SEL as an essential part of education and speaks of five basic sets of skills or competencies that can be systematically focused on at home and in school." CASEL, 2011

Their five core competencies, provide the behavioral support that provide students with a foundation for successful learning.

Laura Betchenko, 2012



CASEL Core Competencies: Achieving Success in School, Work and Life

➤ **1. Self-Awareness:**
Identify ones thoughts, feeling and strengths, and recognizing how they influence one's choices and actions.

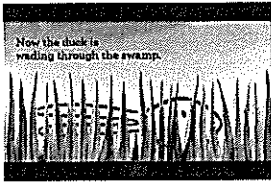


Laura Betchenko, 2012



**CASEL Core Competencies:
Achieving Success in School,
Work and Life**

- **5. Relationship Skills:** Learning the skills to communicate, listen and negotiate situations to establish and maintain healthy and rewarding connections with individuals and groups.



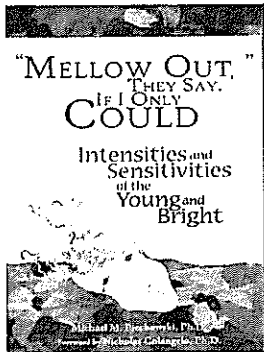
Turn and...



Laura Belchenko, 2012



**Mellow Out...gives voice to emotional
life... and to gifted children**



"Our culture is not always kind to individuals who behave a little differently. Thus, even when they are in association with negative behaviors or disorders, overexcitabilities may be seen as strange."

Michael M. Piechowski, Yunasa Books, Madison, Wisconsin 2006,

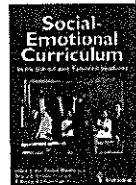
www.mellowout.us



Emotional Intelligence Framework

from Vantassel-Baska, Cross & Olenchak, 2009

- Perception, appraisal, and expression of Emotion
- Emotional facilitation of thinking
- Understanding and analyzing emotional information
- Regulation of emotion



Laura Belchenko, 2012



Asynchronistic Development

http://www.hoagiesgifted.org/asynchrony_squared.htm

As Linda Kreger Silverman so aptly describes it "...gifted children develop in an uneven manner, ... they are more complex and intense than their age-mates, ... they feel out-of-sync with age peers and 'age appropriate curriculum,' ... the internal and external discrepancies increase with IQ, and ... these differences make them extremely vulnerable."

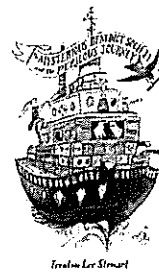
Laura Belchenko, 2012



The Mysterious Benedict Society Trilogy



Tender Lovestick



Heavenly Creatures



The Girl on the Train

Laura Belchenko, 2012



Children's Literature Embraces these Attributes

- 1. Psychomotor
- 2. Sensual (senses)
- 3. Imaginational
- 4. Intellectual
- 5. Emotional



Laura Belchenko, 2012



Dabrowski's Theory of Emotional Development
Examples of Heightened Sensitivities (overexcitabilities).
(Piechowski, 2006)

1. Psychomotor

- Organic excess of energy
- Love of movement for its own sake
- Rapid speech
- Pursuit of Intense physical activity
- Impulsiveness and restlessness
- Intense drive



Laura Belchenko, 2012



Dabrowski's Theory of Emotional Development Examples of Heightened Sensitivities (overexcitabilities). (Piechowski, 2006)

2. Sensual (5 senses)

- Heightened experience of sensual pleasure Seeking sensual outlets for inner tension
- Desires for comfort, luxury and refined beauty
- Pleasures of taste and smell

Laura Beltchenko, 2012



Sensual (5 senses)



Laura Beltchenko, 2012



Dabrowski's Theory of Emotional Development Examples of Heightened Sensitivities (overexcitabilities). (Piechowski, 2006)

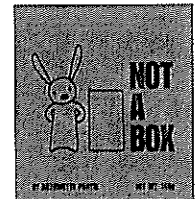
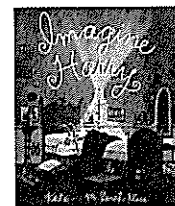
3. Imaginational

- Dreams are retold in detail and vivid color
- Predilection for fairy tales and magic
- Love of poetic language, rich imagery, fantasy
- Speaking and writing in metaphors
- Imaginary companions
- Inventiveness

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Imaginational



Laura Beltchenko, 2012



Dabrowski's Theory of Emotional Development Examples of Heightened Sensitivities (overexcitabilities). (Piechowski, 2006)

4. Intellectual

- Persistence in asking probing questions
- Sharp sense of observation
- Independence of thought
- Striving for synthesis of knowledge
- Striving for more understanding and truth than with academic learning and achievement



Laura Belchenko, 2012



Dabrowski's Theory of Emotional Development Examples of Heightened Sensitivities (overexcitabilities). (Piechowski, 2006)

5. Emotional

- Compassion and empathy
- Strong affective recall of past experiences
- Intense desire to offer love
- Fears, anxieties, depression
- Enthusiasm and excitement
- Intense loneliness
- Attachment to persons, living things or places
- Great intensity of feelings.



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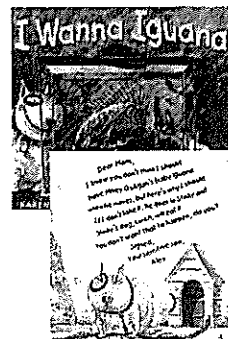


**What Does SEL Look Like in a Classroom?
The How and When of SEL.**

Start with a read aloud and a retelling ☺
Developmental Bibliotherapy can provide a framework to lesson planning.



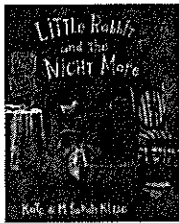
Light and Heavy



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Start with Authors that Address Children's (Personal/Social) Issues



Laura Belchenko, 2012



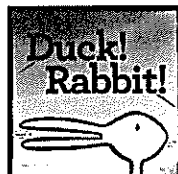
Examples of Student Character Education Behavior Traits

- **Citizenship:** Working together, sense of community and cooperation.
- **Respect:** Treat others the way you want to be treated.
- **Compassion:** Show that you care about others by treating them with kindness and understanding.
- **Responsibility:** You are accountable for the things you say and do.
- **Honesty:** Rely on yourself to tell the truth and keep your word.
- **Courage:** Logical risk-taking and truth.
- **Social Justice:** Heightened awareness, acceptance and tolerance of individual differences.
- **Humor:** Ability to laugh as ones self as well as demonstrate a positive attitude.



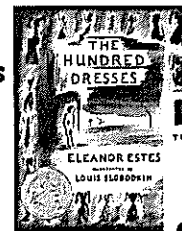
These and other books depict Character Trait Development and Personal/Emotional Learning

Say Hello



Characters: Animals or Humans

Books should depict characters whether animal or human who *display real emotions, feelings and relationships that the student can recognize.*



Dog and Bear



Laura Belchenko, 2012



Developmental Bibliotherapy

- Does not require a trained mental health professional.
- It is meant to help prevent problems not to cure them.
- Hynes and Hynes-Berry (1986) list some of the qualifications that teachers already possess.

Laura Belchenko, 2012



Stages of Bibliotherapy

Yes, you are doing this as you set up your picture book/literature or discussions/read alouds in your classrooms.
Let's view them in terms of character traits.

- Identification
- Surfacing of Emotions
(the Catharsis)
- Insight
- Universalization



Laura Belchenko, 2012



Identification (recognizing)

- The process by which the reader identified with a character in the book, recognizing something of himself in what is pointed out or read in the story.
Book characters can be very real to children.

- We often call this a
Text to self connection

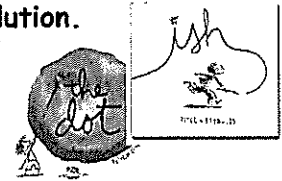
Laura Belchenko, 2012



Surfacing of Feelings) (catharsis)

- This occurs as the reader follows the character through a difficult situation to a successful resolution.

This is a continuation
Text to Self
and incorporating
Text to World situations



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RESISTANCE

Illustrations should not merely accompany the story line but **complement and enhance** it.

http://www.pigeonpresents.com/teachersguides/knuffle_teachguide.pdf



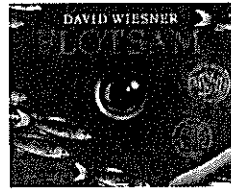
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Wordless Books

Books with only illustrations allow for conjecturing and discussion. *Interpretation of the plot via the pictures* can often lead to "recognizing, feeling and thinking".

<http://www.thefishknowthesecret.com/>



Laura Belchenko, 2012

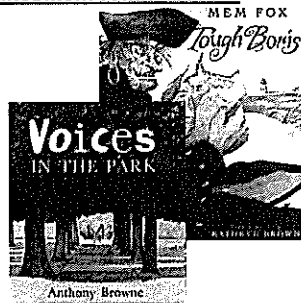


Word Choice/Voice

<http://www.memfox.net/mem-reads-aloud/#>

Books should introduce words that can help children *categorize words into feelings and emotions*. "Looking at the character in this illustration, how do you think he feels?"

AND WHY?



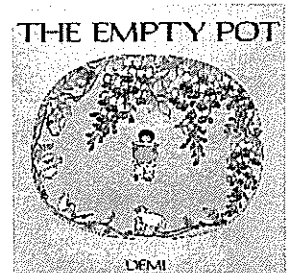
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"Plotting Along"

Leaving you with a thought to ponder.....

Plots that are not completely predictable allow for conjecturing and discussion between adult and child as the book is read.



Laura Belchenko, 2012



WWW Resources

- Responsive Classroom:
<http://www.responsiveclassroom.org/>
- Committee for Children:
<http://www.cfchildren.org/>
- Morningside Center (video from PS 81):
<http://www.morningsidecenter.org/>
- Edutopia Magazine (George Lucas Foundation):
http://www.edutopia.org/search/apachesolr_search/social%20and%20emotional%20learning
- Illinois PBIS Network:
<http://www.pbisillinois.org/>

Laura Beltchenko, 2012



**Begin with the End in Mind!
Bring Books into the Personal/Social
and of Course the Academic
Development of Your Students!**

Laura Beltchenko, 2012

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