

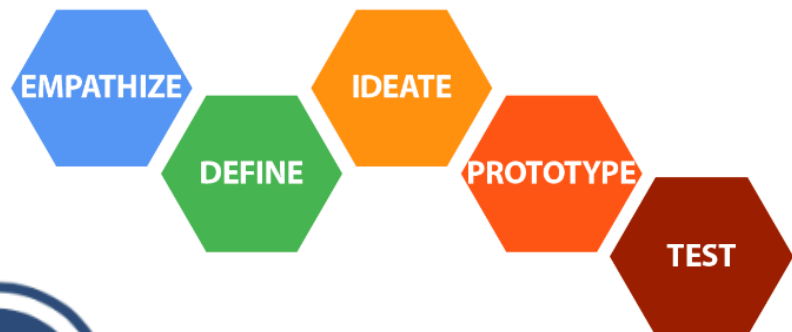
# PSYCHOSOCIAL SKILLS TOOLKIT

## Reframing Thinking Model

	Self-awareness	Management Strategies	Outcomes
<b>Context</b>	Situation ↓	Filter: What is out of your control? ←	What is within your control? ↓
<b>Logic</b>	Thought assumptions ↓	Challenge the thought ←	Next step ↓
<b>Emotions</b>	Emotions/feelings/ physical reactions ↓	Use a coping strategy ←	<b>Regulated emotion</b>

Adapted from Mofield, E., & Parker Peters, M. (2021). *Teaching tenacity, resilience, and a drive for excellence: Lessons for social-emotional learning for grades 4-8*. Routledge.

## Stanford d.school Design Thinking Process







## Social Information Processing Model



# Student Profiles

Agell, C., & Kellogg, M. (2020). *A field guide to gifted students: A teacher's introduction to identifying and meeting the needs of gifted learners* (1st ed.). Routledge.

<p><b>Liam</b></p> 	<p>Liam drinks up the sights, sounds, smells, and textures around him. When you go out to the school garden, he points out plants that smell sweet, spicy, or grassy. He gets upset when someone throws away a plastic bottle instead of recycling it, and asks you what happens to homeless kids in the winter cold. He is enthusiastic about collecting money for the Pennies for Peace campaign. His sensitive nature may mean that he cries when the <i>Velveteen Rabbit</i> is thrown out in the story, gets upset when you share constructive criticism about his work, and is resistant to his friends' ways of playing games.</p>
<p><b>Sadie</b></p> 	<p>Sadie is a real go-getter. She is full of her own ideas, from a neighborhood babysitting business to an original composition she's written for the holiday concert. And she's not shy about getting things moving. When you assign a project, she's got a twist to propose. When you have a class discussion, she's got an opinion to share. She may be the leader of every group or be happy to be a one-woman show. She takes pride in her individuality. Her desire to do things her own way may come across as rebellious, but her passion comes from the heart.</p>
<p><b>Louis</b></p> 	<p>Louis understands complex ideas and objects, like the workings of a computer or a foreign language, at first glance. He sees connections between ideas, such as the math behind music, and explains abstract concepts using analogies or examples. He can picture fractional parts of things in his head, discuss the concept of black holes comfortably, and tell you everything about time travel. Asking big questions is a social-emotional need for this student. Alternate realities? The meaning of life? Bring it on! Louis loves to gnaw on complex, abstract ideas!</p>
<p><b>Haley</b></p> 	<p>Haley expects 150% from herself all the time. She is an overachiever, and she doesn't feel good about turning in mediocre work. In fact, she'd rather start over to get it right. If she's working with a partner, she can be bossy and overbearing. When she is overwhelmed by deadlines and assignments, she starts to procrastinate. If she doesn't start a task until the last minute, then she can blame the short time period for the poor quality of her work rather than blaming herself. This is someone who appreciates the masterpieces of the world.</p>