DEVELOPING
PSYCHOSOCIAL-EMOTIONAL
SKILLS AMONG TEACHERS

2016 Teaching and Learning
Conference
Association of Christian Schools International (ACSI) Phils.

September 29 & 30, 2016
Faith Academy, Cainta
1. By understanding the behavioral symptoms seen in students, teachers are guided to apply appropriate intervention and

2. By integrating the knowledge in PsychoSocial-Emotional Skills and Biblical teachings, teachers are able to provide safe environment for the students and rediscover the joy of teaching.
**Teacher (noun)**
a person who teaches, especially in a school.
Behavioural Symptoms

are persistent or repetitive behaviors that are unusual, disruptive, inappropriate, or cause problems.
By just observing your students,

1. are you able to assess what your student might be thinking?

2. can you understand the difference on how your student relate inside and outside the classroom?

3. will you be able to identify the right emotion of your student?

CHALLENGE: DEVELOP PSYCHOSOCIAL EMOTIONAL SKILL!
Definition of Terms

Psychosocial

**Psychology**

Psychology can be broadly defined as the study of the human mind and behavior.

**Social**

(adj) of or relating to human society, the interaction of the individual and the group, or the welfare of human beings as members of society.
Emotional (adj.)

“of or relating to a person's emotions”

- Merriam Webster
SKILL (noun)

The ability to do something well; expertise.
‘difficult work, taking great skill’

- English Oxford Living Dictionary
EMOTIONAL ICEBERG
It’s a thought or belief that one has— about the world, one’s self, the way people should act – that even he may not be aware of.

It sits just below the surface and looms large enough that it gets in one’s way without the person realizing it.
WHAT PEOPLE SEE

BEHAVIOR

VALUES

BELIEFS

WORLDVIEW

WHAT IS HIDDEN

EMOTIONAL ICEBERG
CASE STUDIES
Eve is 12 and lives with her mom, Lea, her dad, Jess and her younger brother Ed, aged 7. Lea is a teacher and Nick is a businessman.

Eve attends a private school and will be moving up to middle school within the next year.

At a recent PTF, Lea and Jess were concerned to hear that Eve has been struggling with her schoolwork and has fallen significantly behind in some subjects. There have also been some difficulties in friendship groups and Eve is often involved in arguments in the campus. On a positive note, her teacher is pleased to report that she is doing exceptionally well at sport.

Her teacher reported that Eve has become more and more disorganized over the past year. She has lost many items of school equipment and is often late in school. Eve is often restless and finds it difficult to concentrate, even on things that she finds enjoyable; for example, it is unusual for her to be able to sit and listen to her favorite subject.
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Struggling with schoolwork

difficulties in friendship groups

involved in arguments

disorganized

lost many items of school equipment

often late in school.

restless

finds it difficult to concentrate

Family Problems

Thyroid Problem

Developmental Disorder - ADHD

Depression

Anxiety

Hearing problem
Carla is 16 y.o., with a 13 y.o. brother. Her Mom an OFW abandoned them 6 years ago.
Her father became a drunkard in her mom’s absence. He used to physically & emotionally abused his children.
Now, she considers her father, her best friend. She lives with her father & his common law wife.
Carla used to be on top of the class standing from her former school. But had to be expelled due to serious school violations.
She became active in a fraternity in the school where she is currently enrolled in.
Recently, she didn’t want to go class. She isolated herself from her friends, didn’t want to eat, sheds tears automatically and finds no joy in living.
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School Absences
Membership in Fraternity
serious school violations
loss of appetite
isolation
extreme sadness

Family Problems
Trauma
Rejection
Helplessness

Depression
Abandonment
Fear
Manipulation
Emman is 15, grade 7. Enrolled in public school. His pregnant teacher told him to concentrate on the lesson and stop playing with his cellphone. He threw tantrums, hit the classroom window and door with his chair and threatened to box the teacher. The school authorities called on the parents for a conference to inform them of the school sanction to suspend Emman. The teacher feared that Emman would get back at her for his suspension having discovered that the student is under the barangay watch list of drug users.
Emman is 15, grade 7. Enrolled in public school. His pregnant teacher told him to **concentrate** on the lesson and stop **playing with his cellphone**. He **threw tantrums**, hit the classroom window and door with his chair and **threatened to hit the teacher**.
The school authorities called on the parents for a conference to inform them of the school sanction to suspend Emman. The teacher feared that Emman would get back at her for his suspension having discovered that the student is under the barangay watch list of **drug users**.
Lack of Concentration
Aggression: Tantrums and Threats

Family Problems  Substance Abuse
Abuse  Developmental Issues
Emotionally Deprived  Addiction to Technology
PSYCHOSOCIAL EMOTIONAL SKILLS
Effective communication is communication that is clearly and successfully delivered, received and understood.

Learning the skills of effective communication can help people to resolve differences while building trust and respect.

**HOW DOES THE ACTUAL MESSAGE LOOK LIKE?**

- **Non-verbal communication**: 55%
- **Tone of voice**: 38%
- **Actual words**: 7%
ELEMENTS IN EFFECTIVE COMMUNICATION

**Empathy**
The ability to recognize the private, inner experience and feelings of the person and to communicate this recognition to the individual.

**Respect**
The ability to accept the individual’s right to make his own decisions and believes in and trusts the client’s ability to do so responsibly.

**Genuineness**
The ability of one person to be deeply him/herself - not thinking or feeling one thing and saying something different.

**Confrontation**
The ability to help the person focus his/her attention on growth-deafening discrepancies in and between perceptions, feelings, behaviour, values, attitudes and communication.
Emotional line of demarcation that we place around ourselves, our family members and co-workers to create a zone of safety and security.

Enables us to form healthy relationships in which people understand who they are, how they should act, and how others should behave toward them.
EXAMPLE OF “UN-HEALTHY” BOUNDARIES

Healthy Boundaries

Limited non-existent

Loose or porous

RIGID "a wall"
How Healthy are your Boundaries (Self-Test)

Place a 1 next to your answer to each of the following questions:

T___ F___ I often feel guilty about not doing enough for my parents or my spouse
T___ F___ I feel responsible for making other people happy—my parents, my spouse, my children.
T___ F___ I often share personal information with other people that is none of their business.
T___ F___ I feel uncomfortable making my own decisions in life.
T___ F___ I often go along with plans of others, even when I want to do something else.
T___ F___ I often feel I must explain or defend the actions of my parents or my spouse to other people.
T___ F___ My parents discourage me from moving away from home.
T___ F___ I do a lot of work for other people, but I hate to ask anyone to do a favor for me.
T___ F___ I wish I didn’t have the responsibilities of an adult.

Place a 2 next to your answer to each of the following questions:

T___ F___ When people criticize or insult me, I accept what they say as true and feel bad about myself.
T___ F___ I often think about mistakes I’ve made and feel bad about myself.
T___ F___ I feel afraid of God.
T___ F___ My parents frequently shared intimate secrets with me.
T___ F___ I was the favorite child of one of my parents.
T___ F___ My parents did not want me to date or marry.
T___ F___ One of my parents seemed overly interested in my sexuality and body.

Place a 3 next to your answer to each of the following questions:

T___ F___ One of my parents preferred my company to that of his or her spouse.
T___ F___ I was physically, sexually, verbally, or emotionally abused as a child.
T___ F___ I have been in two or more relationships where I have been physically abused, sexually abused, or made to feel like “a nothing.”
Add up the numbers in the “T” column.

If you scored from 0 to 5, you probably have fairly secure emotional and spiritual boundaries.

If you scored from 6 to 9, you probably are experiencing a significant distortion in your emotional and spiritual boundaries; you should work on clarifying those boundaries and creating clearer safety zones in your relationships.

If you scored 10 or more, there is a strong likelihood that you have a deeply rooted distortion in your emotional and spiritual boundaries. You are encouraged to seek counseling for your emotional and spiritual issues and for help and insight in strengthening the boundaries in your inner self and relationships.

(Minirth)
3. CULTIVATE SELF-AWARENESS

The ability to recognize when one is feeling emotionally drained and need to take a step back.

It also helps to recognize when one do not have the ability to change an unhealthy relationship or situation and need to step away from it.

*There’s a tremendous amount of emotional freedom that comes from developing self-awareness because our emotions no longer control us.*
HOW WELL AM I NOW??
**PERSONAL WELLNESS CHECKLIST**

To estimate your degree of wellness, check how often each of the following is true with you.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I awake each morning feeling refreshed and energetic</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. I feel that I can get what I want out of life</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. I enjoy my family relationships</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4. I know that other people care about me</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5. My body is flexible and full of energy</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>6. I enjoy regular exercise</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>7. I eat nutritious and well-balanced meals</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. I have good reliable friendships</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9. There are people in whom I can confide</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>10. I like the way my life is going</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>11. I am working toward my life goals</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>12. I am able to manage the stress in my life</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>13. I am involved in my work and find it meaningful</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>14. I do not smoke</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>15. I avoid overuse of alcohol and drugs</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>16. I know how to have fun</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>17. My body is a source of pleasure to me</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>18. I take good care of my teeth and the rest of my body</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>19. I express my creative and spiritual self</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>20. I know that I can get what I need from others</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL**
45 - Above
High Degree of Wellness

30 - 44
Indicate you exercise self care & experience wellness but need to make changes in some of your activities

15 - 29
Suggests that you are not experiencing wellness and need to begin a health promotion program at once

0 - 14
Indicates difficulties. You need to take immediate actions
There is no reason to settle for a score below 50. There are difficulties but everyone has a capacity to manage these difficulties, develop good relationships and feelings about oneself, and experience high level wellness.
LET'S CHECK ON OUR PRESSURE POINTS
## SETTINGS FOR STRESS I

The following scales indicate pressures and demand in the two central environments of your life. For each item, estimate the degree of pressers or demand a situation places upon you. Then total your scores of each section.

**S** = Severe  **M** = Moderate  **L** = A little  **N** = None

<table>
<thead>
<tr>
<th>I Work and Career:</th>
<th>S</th>
<th>M</th>
<th>L</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Too many tasks and responsibilities</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Confused or ambiguous or expectations</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Conflicting or competing demands</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Conflict with supervisor and superior</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Dull, boring, repetitive work tasks</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Conflict or difficulty with co-workers</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. No rewards for work well done</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. Competition with co-workers</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. No opportunity for advancement</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. No room for creativity and personal inputs</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11. No input to decisions affecting your work</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>12. Difficulty commuting</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>13. Deadline pressure</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>14. Many organizational or job changes</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>15. Difficult or distracting work environment</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>16. Loss of commitment or idealism</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>17. Confused or unclear expectations about task</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>18. Inadequate salary for your needs or expectations</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>19. Lack of friendship or communication with co-workers</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

**TOTAL**
### SETTINGS FOR STRESS II

The following scales indicate pressures and demand in the two central environments of your life.

For each item, estimate the degree of pressers or demand a situation places upon you. Then total your scores of each section.

<table>
<thead>
<tr>
<th>II. Household, Family &amp; Community</th>
<th>S</th>
<th>M</th>
<th>L</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not enough money</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Conflict with spouse</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. Conflict over household tasks</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. Problem or conflicts with children</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5. Household repairs</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6. Not enough leisure time</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7. No rewards for work well done</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. Dangerous or stressful surroundings or neighborhood</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9. Conflict or falling out with close friend or relative</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>10. Personal problem causing strain to family</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>11. No babysitter, difficult to get away from home</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

TOTAL
A total of 30 indicates significant sources of stress in your work or household, family and community.
BIBLICAL FOUNDATIONS
Accept one another, then, just as Christ accepted you, in order to bring praise to God.

Romans 15:7
If you judge people, you have no time to love them.

Mother Teresa
COMMIT TO FORGIVE

A BIG BEAR HUG!

Bear with each other and forgive whatever grievances you may have against one another. Forgive as the Lord forgave you.

Colossians 3:13
Life is precious in God’s sight. All life; black, brown, yellow, red, and white from the womb to the grave and beyond. He loves us!

~ Francine Rivers

For You Created my inmost being; You Knit me together in my Mother’s womb. I Praise you because I am fearfully & Wonderfully made.

Psalm 139:13-14
1. Sees each child as a child and not a diagnosis
2. Keeps his/her sense of humour against all odds.
3. Is not afraid to be flexible and creative.
4. Deals with upset kids, clueless administrator, and pushy parents with grace and dignity.
5. Knows when to stand and when to choose your battle.
6. Sees parents as allies not enemies.
7. Never doubts his/her calling to be a teacher.
8. Is aware of his/her physical, emotional and spiritual stability.
Teachers Make Emotionally Healthy Classroom Environment and Emotionally Healthy Students.
QUESTION & ANSWER
Thank you!
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