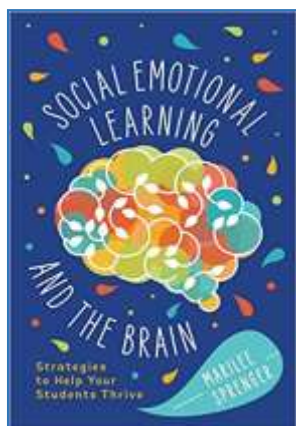


## บทปริทัศน์หนังสือ (Book review)



**Title:** Social emotional learning and the brain

**Authors:** Marilee Sprenger

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**By** Premjit Kajonpai Larsen<sup>1</sup> Robert William Larsen<sup>2</sup>

## Introduction

This is a book about social emotional learning and trauma--informed practices. It illustrates how we can use these in teaching and working with others. It has eight chapters.

Building teacher-student relationships is essential to productive teaching. If we ignore how important teacher-student relationships are, we miss opportunities to help students grow and relate to others.

However, the brain does not finishing developing until the mid-twenties and it needs much guidance. We need to develop meaningful teacher-student relationships to help students grow and relate to others.

There are certain relationships in the brain. The frontal lobe contains the structures where most brain activity occurs when people care for each other, trust and want to be friends. Limbic contains the amygdala for emotion. The limbic is the stress-response system and the trust/love system. When stressed cortisol is released. When caring and trusting someone oxytocin is released.

There are several strategies for building teacher-student relationships: display vulnerability, greet students at the door, say hello; say goodbye, tell your story, write notes to students, be a name caller, call on each student regularly, go the extra mile, assign seats, schedule advisories, conduct morning meetings, form a lunch bunch and nurture relationships.

Empathy is important in teacher relationships with students. Some examples of empathy include: I feel your pain, modeling empathy, seeking to understand, "ask, don't tell", notes of appreciation, a kindness wall, face-to-face conversations, community service projects, volunteer work, classroom pets, and mix-it-up-at-lunch day. Every student has a story and we need to listen to their stories.

<sup>1</sup>Assistant Professor, Ed.D. Mathematics (English Program), Valaya Alongkorn Rajabhat University under the Royal Patronage, Phatum Thani, Thailand

<sup>2</sup>Ph.D., L.P., Mathematics (English Program), Valaya Alongkorn Rajabhat University under the Royal Patronage, Phatum Thani, Thailand

If we are safe and loved, our brain provides exploration, play, and cooperation. If we are frightened and unwanted, it provides feelings of fear and abandonment. When students enter a classroom they bring mental, emotional and physical issues with them.

When students act out in class it is because of something they are feeling. Teachers must do emotional coaching and help with student self-awareness. For self-awareness it is important to: be able to identify emotions, have an accurate perception, recognize strengths, have self-confidence, and demonstrate self-efficacy. Some important self-confidence builders are: praise, choice, opportunity, and feedback.

Self management is an important thing to teach students. Types of self-management include: impulse control, self-discipline, self-motivation, goal setting, and organizational skills.

Strategies for teaching impulse control include breathing exercises, and the feeling thermometer. Strategies for teaching self-management include predictability: routines, structures, rituals, and procedures. Also included is the 90-second rule. This is where people relax for 90 seconds when they are stressed. In addition tone of voice, therapy dogs, mindfulness, calming stations, and emotion planner are important.

Strategies for teaching self-discipline include party planning experience and brain break.

Strategies for teaching self-motivation include the success circle. This is where students stand in a safe circle to tell their story. Also included are marketplaces where students with common interests share knowledge, tools, and resources in a common space.

Strategies for teaching goal setting and organizational skills include the following questions: What is it that I want to achieve? How will I achieve it? What will “Plan B” look like if I run into obstacles? When will I achieve my goal? How will I know when I achieve my goal?

Social awareness indicates that the brain is interested in survival and has a deep need for relating to others. Understanding and following social norms are important. Schools should have norms and help students understand them. We also need to be aware of social pain that students may have because of rejection or other reasons. Students should be helped to realize that social awareness is being aware of other student emotions and controlling their own emotions. Empathy is an important part of social awareness.

Teachers help with student relationship skills when they encourage conversation, sharing and interaction. Strategies to promote collaboration include: teaming, project-based learning (PBL), cooperative learning, and jigsaw. Strategies for communication include: no phone; new friends Friday, journaling after cooperative learning or teamwork, and role playing. Strategies for relationship building include: brainstorming, classroom “seating challenges” (Where is the best place to sit?), assigned seating at lunch, and restorative practices and peacemaking circles.

Emotion is a part of responsible decision making. Important factors in decision making include: time, values, and priorities. Mindfulness is also an important part.

People, not programs are the positive impact of social emotional learning. Student regulation begins with adult regulation. Teachers need to take care of their own stress before helping students with stress. Emotions affect decision making. Teachers should get to know every student.

### Critique

This is an excellent and informative book. We recommend it to all.

### Reference

Sprenger, M. (2020). *Social emotional learning and the brain*. Alexandria, VA: ASCD.

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