



ISE



INTERNATIONAL SCHOOL
EASTERN SEABOARD



INTERNATIONAL SCHOOL
EASTERN SEABOARD

ISE International School



- Founded in 1994, the oldest International School on the Eastern Seaboard
- The first school on the Eastern Seaboard to deliver the International Baccalaureate Diploma Programme (IBDP)
- The only American School in the Eastern Seaboard
- The best language programme on the Eastern Seaboard
- Starting from Pre Kindergarten (age 2) to Grade 12

A photograph of a woman in a white short-sleeved shirt shaking hands with a young man in a light green shirt. The woman is smiling broadly. In the background, another woman in a purple dress is visible, and there are water dispensers on a table. The scene appears to be an indoor event or conference.

ISE VISION

“A caring international
community dedicated to
student success.”



INTERNATIONAL SCHOOL
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Ms. Gloria Gutierrez
Designated Safeguarding Lead
School Counselor



Ms. Saint Lily Aung
Admission and Marketing
Manager



Ms. Emily Cave
Head of School



Ms. So Hyung An
Vice Principal

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Social and Emotional Learning in Elementary School

March 3, 2026

www.ise.ac.th



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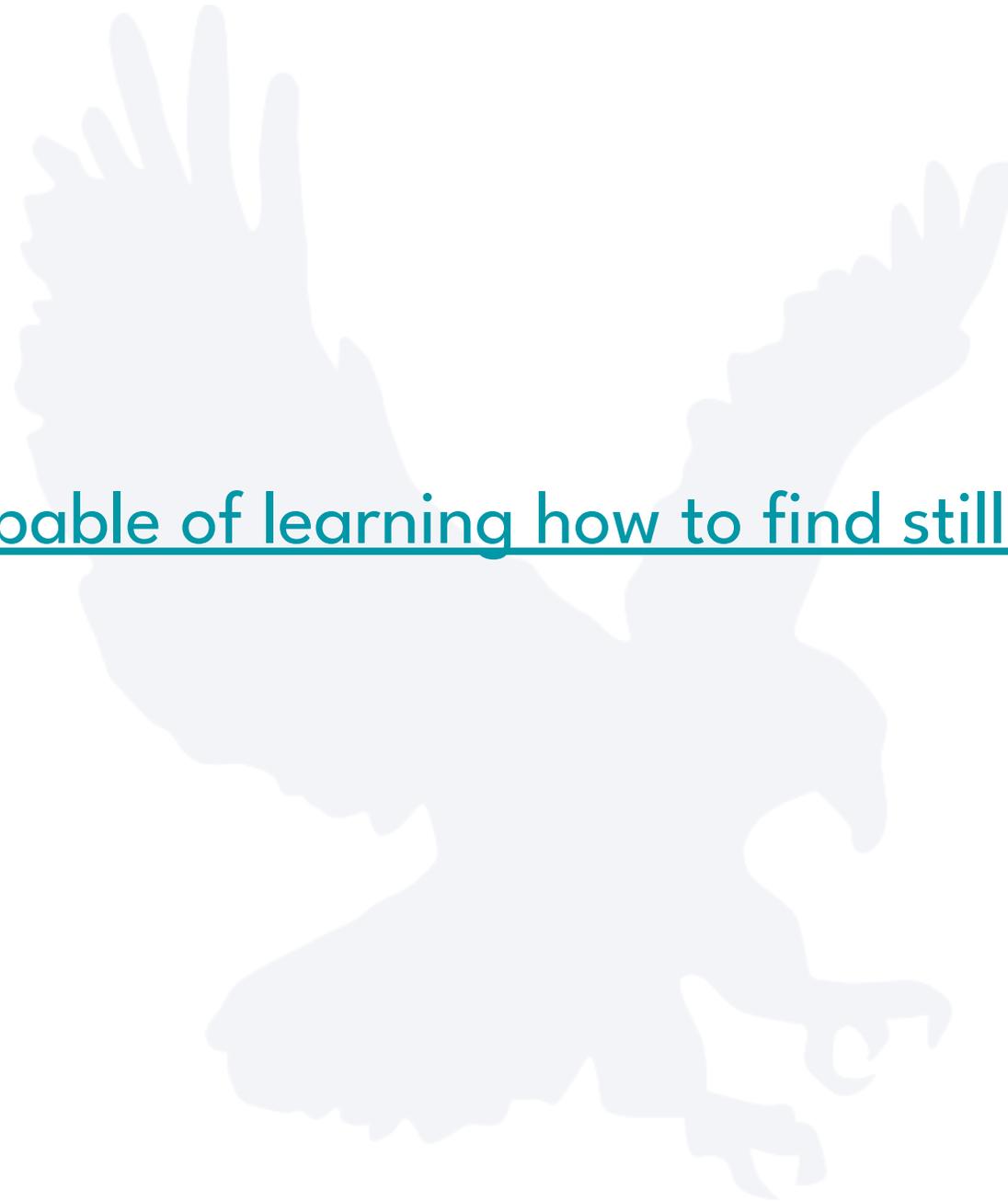
ISE Mission

The mission of the International School Eastern Seaboard is to prepare international students for future success and lifelong learning by cultivating higher level thinking skills, effective communication and global responsibilities within a caring and supportive school community.



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All kids are capable of learning how to find stillness and calm.





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Social and Emotional Learning



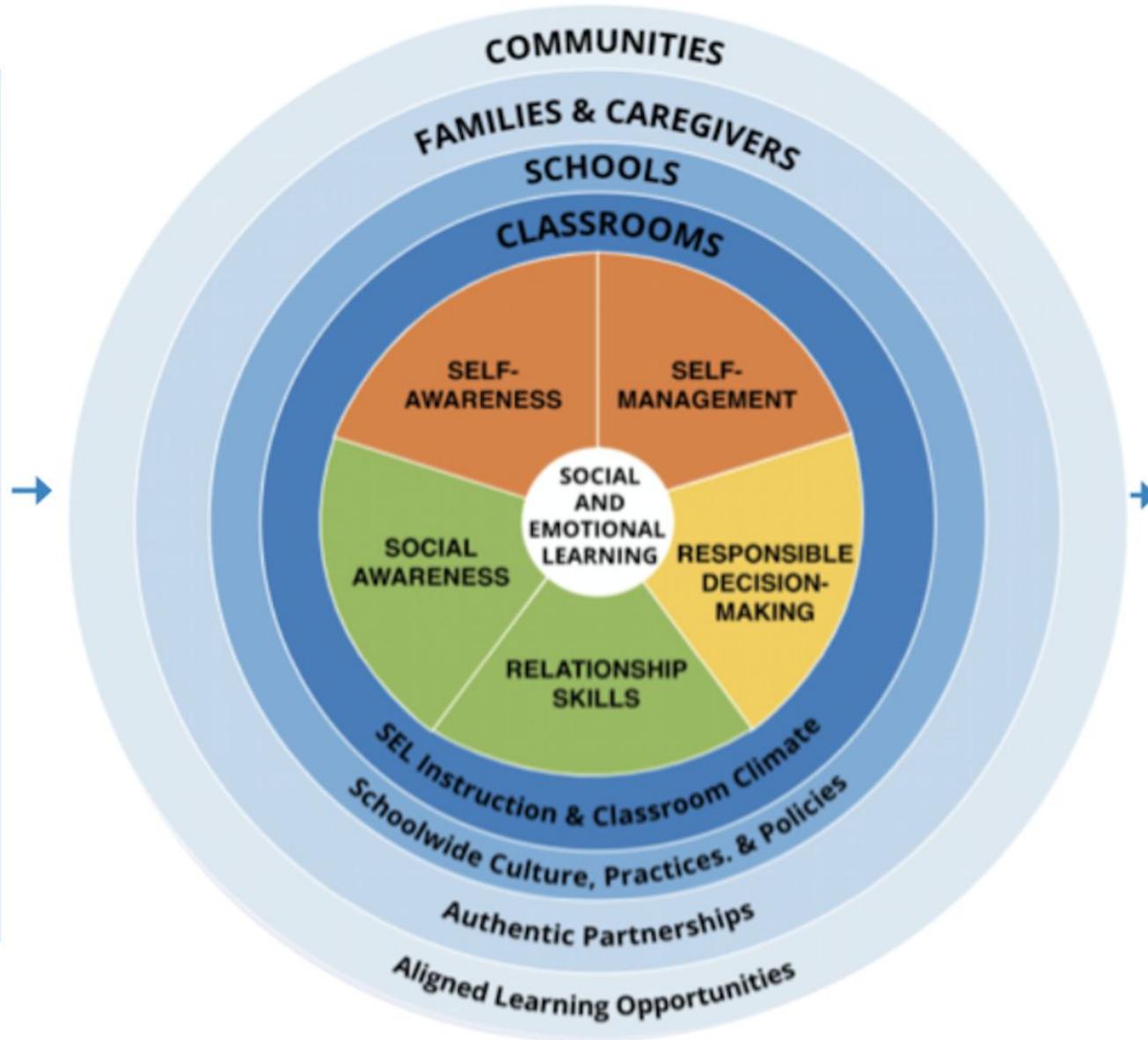
TM

**COLLABORATIVE FOR
ACADEMIC, SOCIAL, AND
EMOTIONAL LEARNING**

HOW?

Implementation Focus Areas
Build Foundational Support and Plan
Strengthen Adult SEL Competencies and Capacity
Promote SEL for Students
Reflect on Data for Continuous Improvement

WHAT AND WHERE?



WHY?

Research-based Student Outcomes	
Short-Term	<ul style="list-style-type: none">• Improved attitudes about self, others, and tasks• Perceived classroom and school climate
Intermediate	<ul style="list-style-type: none">• Positive Social Behaviors and Relationships• Academic Success• Fewer Conduct Problems• Less Emotional Distress• Less Drug Use
Long-Term	<ul style="list-style-type: none">• High School Graduation• College/Career Readiness• Safe Sexual Behaviors• Healthy Relationships• Mental Health• Reduced Criminal Behavior• Civic Engagement

IN
E

SOCIAL AND EMOTIONAL COMPETENCIES	EMPLOYEE SOCIAL AND EMOTIONAL SKILLS (In demand skills from employers)	
SELF-AWARENESS	<ul style="list-style-type: none">• Positive attitude• Flexibility• Ability to apply skills to real-life settings• Openness to developing/ learning new skills• Sense of self-worth	<ul style="list-style-type: none">• Ability to Innovate• Confident• Creativity• Commitment• Shows flexibility
SELF-MANAGEMENT	<ul style="list-style-type: none">• Initiative• Works well under pressure (e.g., manages emotions)• Punctuality• Ability to work independently• Detail-oriented• Strategic planning (e.g., setting and achieving goals)	<ul style="list-style-type: none">• Strong work ethic• Time management• Entrepreneurial thinking• Reliability• Organizational skills• Adaptability• Budgeting• Self-discipline
SOCIAL AWARENESS	<ul style="list-style-type: none">• Cross-cultural sensitivity• Ability to work with people of different backgrounds/cultures	<ul style="list-style-type: none">• Supervision of others• Respects individual differences
RELATIONSHIP SKILLS	<ul style="list-style-type: none">• Written and oral communication skills• Listening skills• Conflict resolution• Teamwork and works well with others	<ul style="list-style-type: none">• Effective communication• Ability to collaborate• Management skills• Responds to customer needs
RESPONSIBLE DECISION-MAKING	<ul style="list-style-type: none">• Integrity• Honesty• Analyze and solve complex problems• Ability to evaluate information from multiple sources	<ul style="list-style-type: none">• Critical thinking• Reasoning• Civic participation and engagement• Ethical and sound decision-making• Observes carefully

CASEL
Gateway
Preparing
Youth for
the
Workforce
of
Tomorrow



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SEL Signature Practices from CASEL



Inclusive Welcome



Engaging Strategies



Intentional Close

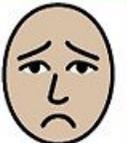
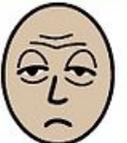
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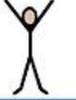
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Social and Emotional Learning (SEL)

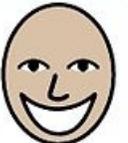
BLUE ZONE

 sad	 tired
 sick	 bored

I can try...

	stretch
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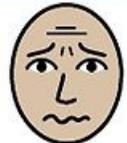
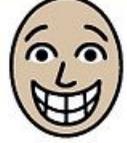
GREEN ZONE

 happy	 calm
 feeling ok	 ready to learn

I can try...

	drink water
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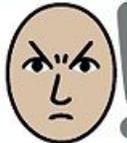
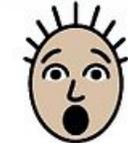
YELLOW ZONE

 frustrated	 worried
 silly	 excited

I can try...

	deep breaths
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RED ZONE

 angry	 terrified
 yelling	 hitting

I can try...

	take a break
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Social and Emotional Learning (SEL)

I can try...

movement

talk to someone

drink

go for a walk



I can try...

drink

help others

my sensory tools



I can try...

breathe

squeeze

count

sensory circuit

draw



I can try...

take a break

deep breathing

safe space

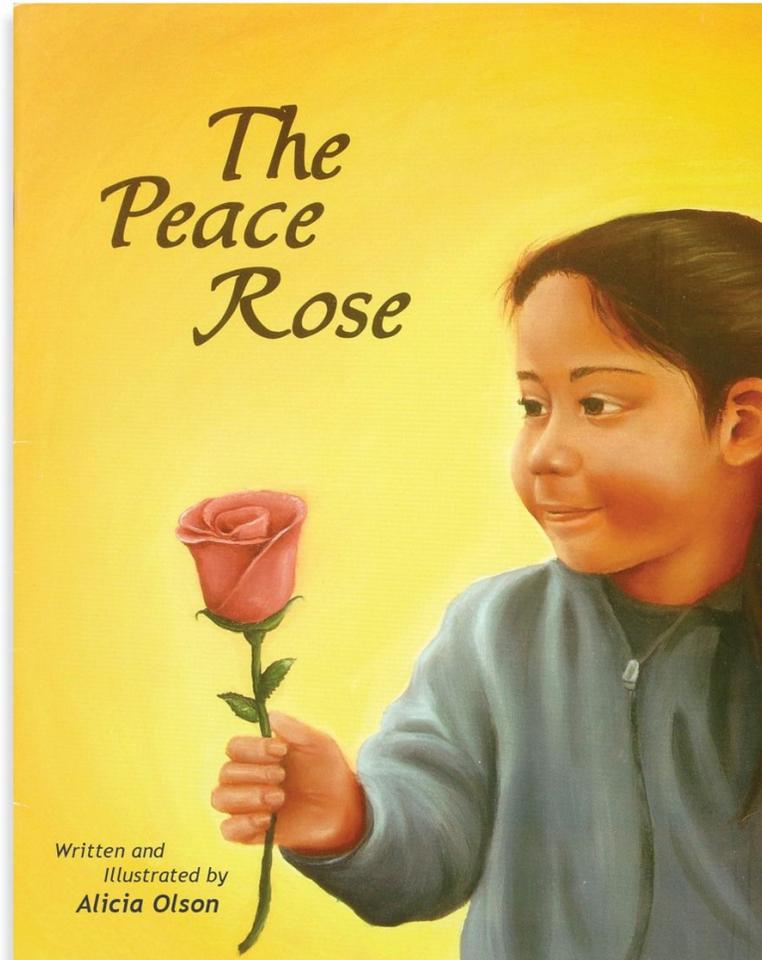
my sensory tools





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Social Awareness and Conflict Resolution

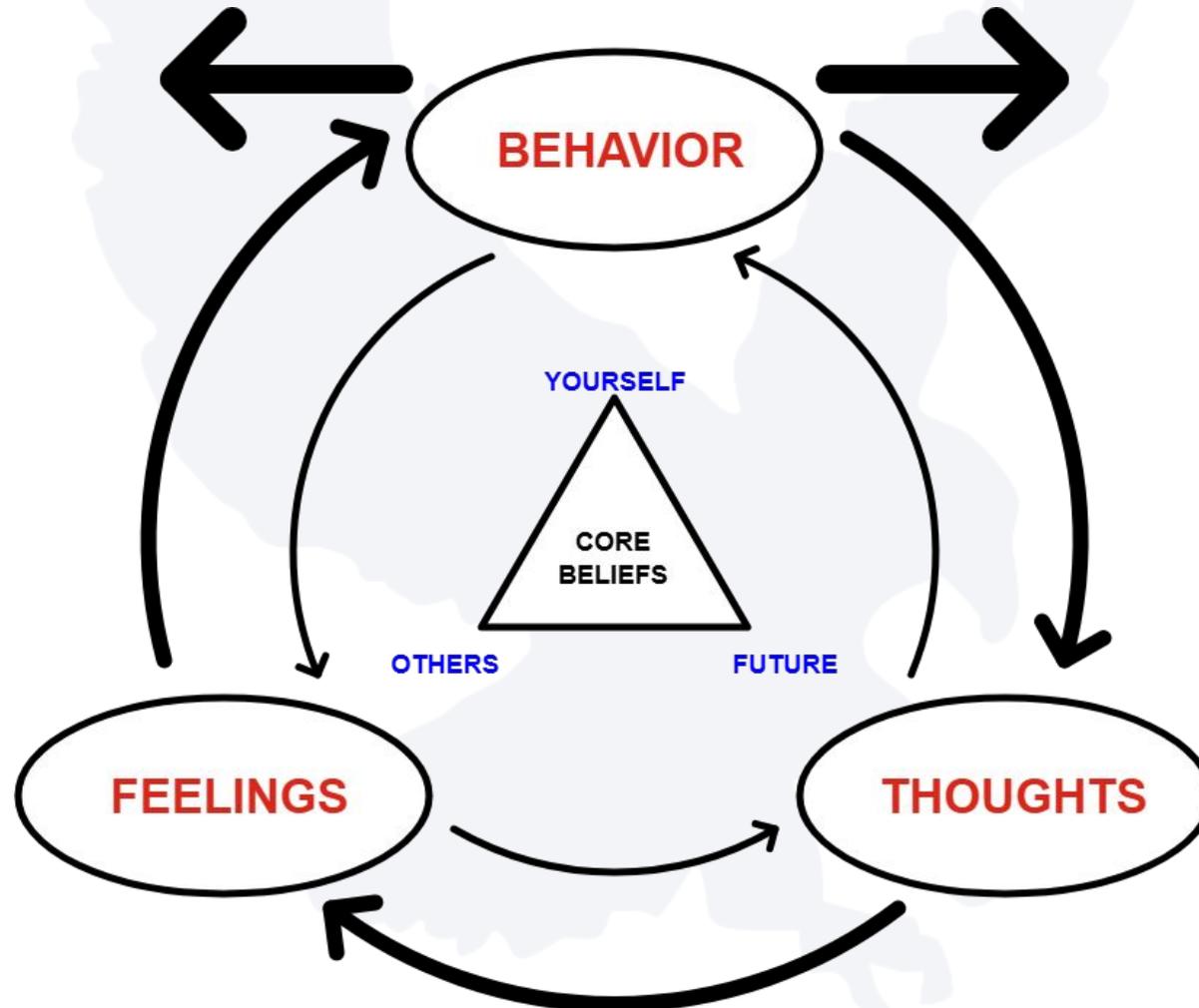


The Peace Rose



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Social and Emotional Learning (SEL)





Social and Emotional Learning (SEL)

Unhelpful Thinking Styles

All or nothing thinking

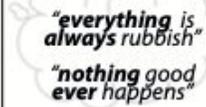


Sometimes called 'black and white thinking'

If I'm not perfect I have failed

Either I do it right or not at all

Over-generalising



Seeing a pattern based upon a single event, or being overly broad in the conclusions we draw

Emotional reasoning



Assuming that because we feel a certain way what we think must be true

I feel embarrassed so I must be an idiot

should must

Using critical words like 'should', 'must', or 'ought' can make us feel guilty, or like we have already failed

If we apply 'shoulds' to other people the result is often frustration

Mental filter



Only paying attention to certain types of evidence

Noticing our failures but not seeing our successes

Disqualifying the positive



Discounting the good things that have happened or that you have done for some reason or another

That doesn't count

Labelling



Assigning labels to ourselves or other people

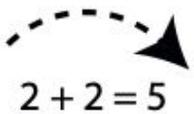
*I'm a loser
I'm completely useless
They're such an idiot*

Personalisation "this is my fault"

Blaming yourself or taking responsibility for something that wasn't completely your fault

Conversely, blaming other people for something that was your fault

Jumping to conclusions



There are two key types of jumping to conclusions:

- **Mind reading** (imagining we know what others are thinking)
- **Fortune telling** (predicting the future)

Magnification (catastrophising) & minimization



Blowing things out of proportion (catastrophising), or inappropriately shrinking something to make it seem less important



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Restorative Practices





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Community Circles

Building community

Focus on harm vs. punishment

Intention and reflection

The 5 Principles of RESTORATIVE PRACTICES

RELATIONSHIPS

Developing
connections

RESPECT

Valuing the opinion
of others

RESPONSIBILITY

Being accountable for
actions towards self,
others and environment

REPAIR

Repairing harm and
remaining included

REINTEGRATION

Consistent invitation
to be in community

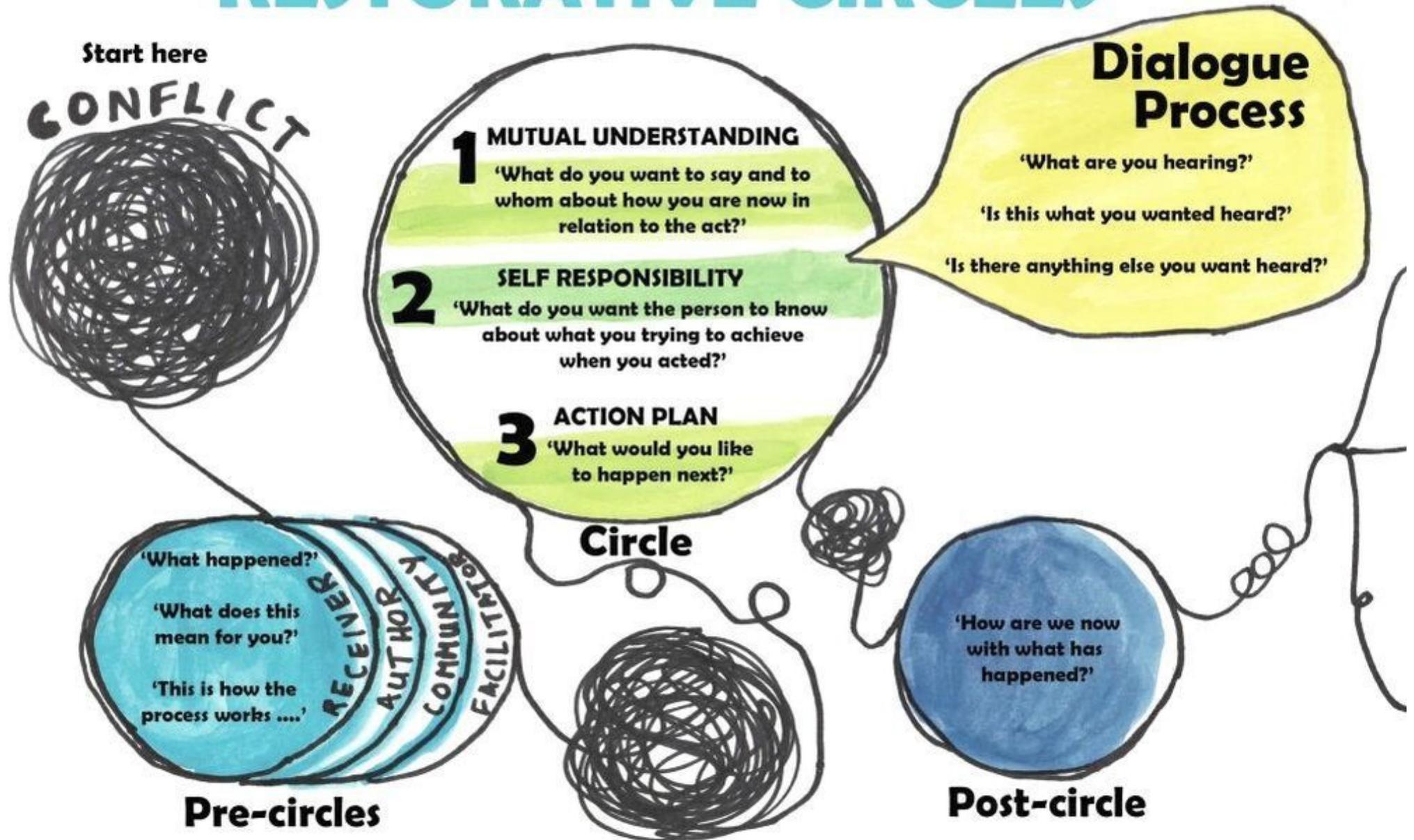


(Adapted from the Center for Relational Practices)

Circle Guidelines

- **Respect the Talking Piece**
(everyone listens, everyone has a turn)
- **Speak from the heart** ❤️
- **Listen from the heart** ❤️
(let go of judgements)
- **Trust that you will know what to say**
(no need to rehearse)
- **Say just enough** (without feeling rushed)

RESTORATIVE CIRCLES





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Take care of your personal hygiene



Wear clothes that help you feel good about myself



Try to have 3 meals a day. Breakfast, lunch and dinner!



Try to have 8 hours sleep a night



Try to eat healthy food when you can



Rest when you are feeling sick or tired



Exercise is really helpful in creating those feel good hormones



Go to preventative medical appointments eg check-ups and the dentist





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Social and Emotional Learning (SEL)

Grades
6-10





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Recommended further reading

The Whole Brain Child - Siegel MD

7 Habits of an Highly Effective Teens - Covey

Mindful Games - Greenland

The Little Book of Restorative Justice - Zehr

The Peace Rose - Olsen