

Wildrock Programming: SEL Skills and Expectations

*Goals and skills integrate SEL goals identified by the American Counseling Association
Wildrock staff will do their best to support childrens' success in our environment. We expect that participants will demonstrate wonder, respect and kindness at all times while with us. We also expect participants to exhibit self-control, be considerate of others, and respond to simple instructions.

Wildrock staff will aim to follow this process for any inappropriate behaviors:

- Staff will speak directly with the child and share concerns.
- If initial conversation does not change the behavior, staff will employ logical consequences.
- If the behavior continues or escalates, staff will reach out to the guardian to discuss a plan and participation in the program.

Removal from the program is a possibility depending on the severity and continuation of the behavior or action. The staff may decide to skip some of these steps if necessary, based on the nature of the behavior. No refunds will be issued.

Please contact us with questions about whether Wildrock's programs and supports are right for your child. Wildrock makes every effort to arrange support for childrens with additional needs.

Participants who are unable to meet program expectations may be asked not to continue their session or not to return in the future.

Wonder - I have curiosity about the world, a desire to learn, and openness to awe.

- **I am curious about feelings and wonder what they can tell me.**
 - We recognize our own feelings through bodily sensations
 - We recognize feelings in others by their facial expressions and behavior
 - Feelings help us identify needs and wants
 - Noticing and naming feelings is a first step to caring for them
 - Empathy helps build friendships and compassionate action
 - We can practice skills to care for our feelings (breathing, movement, hands on activities, connecting with others, etc.)
 - We need attuned caregivers and friends to better care for feelings
- **I have self-efficacy in nature to foster my well being, learning, and awe.**
 - I have skills and motivation to be a creative learner and problem solver
 - I can navigate natural settings to create my own fun, well-being, and excitement to learn.
 - I know that I am a part of nature
 - I practice gratitude for the world around me.
 - I ask questions and practice looking for answers.

Respect - I care about and act to honor the feelings, wishes, rights, and needs of others and of myself.

- **I am responsible for myself and for my actions**
 - I care for other people, the spaces I am in, and the materials I use
 - I take steps to make myself and others comfortable and safe
 - I apologize when my actions hurt others
 - I make efforts to make things right when I make mistakes
- **I listen to other people's ideas and feelings and share my own.**

- I have words to describe my feelings and the confidence to share my ideas
- Collaboration and compromise start with listening to what others say and communicating ideas and feelings clearly and respectfully
- **I make decisions that reflect my empathy for others**
 - I feel responsible to act in ways that show respect for other people's rights.
 - I consider the effects of my actions
- **I listen to instructions and use that information to make safe choices**
 - I stay with the group
 - I make sure that an adult knows where I am at all times

Kindness - I am friendly, generous, and considerate

- **I respect, support, and include myself and others in all activities.**
 - I take steps to understand the needs and concerns of others
 - I am kind to myself and others and use respectful words with myself and others
 - I share materials with
- **I include others in activities.**
 - I help myself and others feel a sense of belonging
 - I share materials with others
 - I work to build friendships