

Parent Reaction Survey

Student _____ Grade _____

Teacher _____ Date _____

As you know, students throughout _____ [school name] have been learning problem-solving skills in the Social-Emotional Learning Lab, some of which are explained on the attached page. In an effort to evaluate the effectiveness of the program, we would appreciate your feedback on your child's improvement at home resulting from the Lab. Please feel free to include any comments you feel may be appropriate as well. Please return this form to your child's homeroom teacher or the school's counselor, _____ [school counselor].

1. Overall, I believe that... (Circle one.)

a. The Social-Emotional Learning Lab (SEL Lab) is a useful intervention.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

b. The procedure of teachers and parents referring students to the SEL Lab works effectively.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

c. My child achieved the objectives I listed on the Referral Form.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

2. Overall, I believe that after attending the SEL Lab, my child... (Circle one.)

a. Could better problem-solve in the classroom and at home.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

b. Demonstrated more of an awareness of the feelings of others and of himself/herself.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

c. Was better able to cope effectively with hassles and problems in the classroom and at home.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

d. Was better able to get along with other students and peers in the classroom and at home.

Strongly Agree Agree Not Sure Disagree Strongly Disagree

3. What do you perceive to be the strengths of the SEL Lab?

4. What areas do you perceive to be in need of improvement?

Parent's signature _____ Date _____

Brief Description of Social-Emotional Learning Skills

- Speaker Power—Holding a visual object that shows who has the “power” to speak while others are quiet listeners (skill of respect).
- Listening Position—Sitting/standing up straight, eyes on the speaker and quiet.
- Active Listening—Repeating and/or paraphrasing. Can also be head-nodding, eye contact, and asking questions relevant to the speaker’s topic.
- Keep Calm (5-2-5)—A skill for emotional regulation: Breathe in for 5 seconds, hold for 2 seconds, and breathe out for 5 seconds. May be repeated until heart rate and breathing have returned to a regular pace.
- BEST—Stands for Body Posture, Eye contact, Say appropriate words, Tone of voice.
- FIG TESPAN—An 8-step decision-making/problem-solving process:
 - F—Identify Feelings
 - I—Identify the problem
 - G—Goal
 - T—Think of solutions
 - E—Envision consequences
 - S—Select the best solution
 - P—Plan it/try it
 - N—Notice what happens
- Level 2 Feelings—16 basic feelings used in the SEL Lab:

□ Angry	□ Nervous
□ Excited	□ Proud
□ Frustrated	□ Sad
□ Glad	□ Safe
□ Happy	□ Scared
□ Hopeful	□ Surprised
□ Lonely	□ Tired
□ Mad	□ Worried

We encourage you to keep this page and practice these skills and feelings with your child, allowing him or her to become more familiar with social decision-making and problem-solving skills.

If you have any additional questions or comments, please contact [school counselor] at [contact information].