1. Identify: Bust a FAB. Calm your brain.

**Case Study #1: Self-empathy**

I... 
Feel ____________________________
About “hearing No!” _____________
Because I need ________________.

**Pleasant Emotions**

<table>
<thead>
<tr>
<th>Curious</th>
<th>Excited - Enthusiastic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interested</td>
<td>Energetic - Eager</td>
</tr>
<tr>
<td>Thankful - Grateful</td>
<td>Playful - Exuberant</td>
</tr>
<tr>
<td>Peaceful - Content</td>
<td>Surprised</td>
</tr>
<tr>
<td>Calm - Relaxed</td>
<td>Shocked</td>
</tr>
<tr>
<td>Friendly - Loving</td>
<td>Happy - Glad</td>
</tr>
<tr>
<td>Tender - Warm</td>
<td>Delighted - Cheerful</td>
</tr>
</tbody>
</table>

**Unpleasant Emotions**

<table>
<thead>
<tr>
<th>Angry - Mad</th>
<th>Confused - Puzzled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furious - Upset</td>
<td>Mixed Up - Unsure</td>
</tr>
<tr>
<td>Frustrated</td>
<td>Surprised - Shocked</td>
</tr>
<tr>
<td>Scared-Worried</td>
<td>Sad - Disappointed</td>
</tr>
<tr>
<td>Afraid</td>
<td>Unhappy - Lonely</td>
</tr>
<tr>
<td>Other</td>
<td>Unsettled - Tense</td>
</tr>
<tr>
<td></td>
<td>Concerned</td>
</tr>
</tbody>
</table>

**Universal Human Needs**

<table>
<thead>
<tr>
<th>Capability-Skill Competence</th>
<th>Choice - Autonomy Freedom</th>
<th>Community Friends-Belonging</th>
<th>Giving Sharing</th>
<th>Understanding Me Self - Empathy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help Support</td>
<td>Learning-Discovery Exploration</td>
<td>Play Fun</td>
<td>Respect - To Matter To Be Considered</td>
<td>Understanding Other Empathy</td>
</tr>
<tr>
<td>Rest Relaxation</td>
<td>Safety</td>
<td>Self-Expression Creativity</td>
<td>To Be Heard To Be Understood</td>
<td>Other</td>
</tr>
</tbody>
</table>

version: 11/09/19
5. The trainable skills of Social Emotional Learning are the same as the trainable skills of ______________________ for adults.

6. Basic SEL skills involve understanding and managing ___________________.

7. Developing emotional awareness wires the same brain areas needed for other -__________.

8. The supportive process between caring adults and children that fosters self-regulation development is called ______________________.

Case Study Intentions I can visualize myself cultivating self-awareness by busting FABs in the following ways:

9. __________ language is an area of weakness for learners with language impairments.

10. Story grammar instruction has been proven to improve student ______________ of narrative.

11. A student’s ability to _____________ a story is related to overall academic success.


13. Consequential _____________ allows us to assess our choices and anticipate outcomes.

14. In assisted ________________, the SLP scribes as students practice oral storytelling.

Case Study #2: Other-empathy

I wonder if (name)______________:

9. __________ language is an area of weakness for learners with language impairments.

10. Story grammar instruction has been proven to improve student ______________ of narrative.

11. A student’s ability to _____________ a story is related to overall academic success.

2 Organize: Shrink the STORY. Sequence events.

structure grows understanding grows storytelling

9. __________ language is an area of weakness for learners with language impairments.

10. Story grammar instruction has been proven to improve student ______________ of narrative.

11. A student’s ability to _____________ a story is related to overall academic success.


13. Consequential _____________ allows us to assess our choices and anticipate outcomes.

14. In assisted ________________, the SLP scribes as students practice oral storytelling.

<p>| Somebody had a human story. Who was it? | They wanted something to meet a human need. What was their plan? | But, something interfered with their plan. What was the problem? | So, they had to problem solve. Did they have an emotional reaction or choose a thoughtful response? | At last (as a result), choices have consequences. Did their choices solve or create more problems? |</p>
<table>
<thead>
<tr>
<th>Somebody</th>
<th>Wanted</th>
<th>But</th>
<th>So</th>
<th>At Last (Result)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>they didn’t do what I asked</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>they didn’t follow directions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a colleague, friend</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>or family member disagreed with me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Communicate:** Be **CURIOUS.** Seek similarities. **connection** grows **trust** grows **peacemakers**

15. **Humans reflexively organize** the information they perceive with ________________.

16. Sharing stories ________________ human brain activity that **connect us on a neurobiological level.**

17. Identifying **universal human needs** establishes **common ground** for ___________ problem solving.

18. **Empathic listening** meets the human need for __________ and to be __________ ________________.

19. There is always more to every story. **Calm, receptive brains** can use __________ to seek our common needs and problem solve.

20. If every **SLP** teaches peaceful problem solving, we can **change** the ___________.

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**Related Sessions ASHA 2019**  **SEL:** 1145, 1208, 1196, 1332, 1351, 1362, 1367, 1509, 1701, **1792**, 4112  **Narrative:** 1029, SC14, 4081, 1491, MC18, 1999  **Mindfulness:** 1145, 1196, 1332, 1351, 1367, 1509

ANSWER KEY

1. individual
2. emotions - needs
3. reactive
4. upstairs brain = thinking; downstairs brain = emotions
5. emotional intelligence
6. emotions
7. empathy
8. co-regulation
9. Narrative
10. comprehension
11. retell
12. why
13. thinking
14. writing
15. story
16. synchronizes
17. peaceful
18. trust, heard and understood
19. curiosity
20. world