



Counsellor's Desk

THE MOOD METER – Developing Emotional Quotient

Children with higher emotional intelligence are better able to pay attention, are more engaged in school, have more positive relationships, and are more empathic. They also regulate their behaviour better and earn higher grades.

Every morning, Ms. Megha thinks about how her feelings will affect her teaching. If she feels frustrated or overwhelmed when she arrives at school, she takes a deep breath and makes a plan for managing her emotions so that she can fully engage with her students and fellow teachers. She greets children as they walk through the door and asks how they are feeling. Throughout the day, children use a classroom mood meter to acknowledge their feelings. Ms. Megha also uses the mood meter to talk with children about her own feelings, how characters in books feel, what happened to cause their feelings, and

how characters' emotions change throughout a story. In many different ways, Ms. Megha models emotional intelligence and supports its development in her students.

- Emotional Intelligence is the skill to recognize, manage and understand emotions.
- Emotional intelligence is essential for understanding yourself as well as successfully navigating your social world. While some people tend to come by these skills naturally, there are strategies that you can use to learn and strengthen your own emotional intelligence skills.

EI along with monitoring emotions (of self and others) provides an ability to use emotions to guide one's thinking and actions and is related to many important outcomes for children and adults. Children with higher emotional intelligence are better able to pay attention, are more engaged in school, have more positive

relationships, and are more empathic. They also regulate their behaviour better and earn higher grades. For adults, higher emotional intelligence is linked to better relationships, more positive feelings about study and work, lower job-related stress, and burnout.

Mood meter for your class and home.

The Mood Meter is designed to help us learn to recognize emotions, in ourselves and others, with increasing subtlety and to develop strategies for regulating (or managing) those emotions. It provides us with a 'platform and language' to talk about our feelings.



Recognize: *How am I feeling?* Cues from our bodies (e.g., posture, energy level, breathing, and heart rate) can help us identify our levels of pleasantness and energy. Think about how our feelings may affect the interactions we have with others.

Understand: *What happened that led me to feel this way?* As feelings change throughout the day, think about the possible causes of these feelings. Identifying the things (e.g., people, thoughts, and events) that lead to these feelings.

Label: *What word best describes how I am feeling?* Although there are more than 2,000 emotion words in the English language, most of us use a very limited number of words to describe how we are feeling (e.g., happy, sad, mad). Cultivating a rich vocabulary allows us to pinpoint our emotions accurately, communicate effectively, and identify appropriate regulation strategies.

Place those feelings in the quadrant as you discuss them and their purposefulness.

The Mood Meter is a square divided into four quadrants — red, blue, green, and yellow — each representing a different set of feelings. Different feelings are grouped together on the Mood Meter based on their pleasantness and energy level.

Feel free to choose your own colours (Refer to the diagram above)

- RED feelings: high in energy and low in pleasantness (e.g., angry, scared, and anxious);
- BLUE feelings: low in energy and low in pleasantness (e.g., sad, disappointed, and lonely);
- GREEN feelings: low in energy and high in pleasantness (e.g., calm, tranquil, and relaxed);
- YELLOW feelings: high in energy and high in pleasantness (e.g., happy, excited, and curious).

Express: *How can I express appropriately what I am feeling for this time and place?* There are many ways to express each of our feelings. At different times and in different contexts, some forms of expression are more effective than others. Explaining to children what we are doing and why, as we express different feelings, provides them with models of different strategies to express their own emotions.

To use the tool, encourage your class, and if you are a parent reading this encourage the family to plot their feelings several times throughout the day or week. You can use the colours of the Mood Meter to discuss your feelings or inquire about your child's feelings. For example, you could say: "It seems you're in the red and you want to feel more green, is there something I can do to help?"

Regulate: *What can I do to maintain my feeling (if I want to continue feeling this way) or shift/ navigate my feeling (if I do not want to continue feeling this way)?* Having short-term strategies to manage emotions in the moment as well as long-term strategies to manage emotions

over time is a critical part of effective regulation.

Keep handy a range of regulation strategies, stories, and patience.

Best Regards,



Natasha Mehta
Psychologist
Counselling Center Head



Alternative education

Nowadays everyone is unhappy about the Indian education system. But we – the common people go ahead with this fact in mind and complete the education with achieving a degree or master's degree in any faculty, ultimately earning a good paying job. But is this the only aim of 'education'? What about thinking creatively to invent something new? ... Thinking analytically to solve a problem?.... Staying calm and facing a situation with courage? Working in collaboration?.... Living a happy, healthy life in harmony with others and with nature? Does our education system equip us to face all this?

The harsh fact is that our education system is only capable of mass production of worker bees with very little originality and creativity of their own. Our system has such a curriculum and teaching method that considers all students at one level rather than recognising that each student has different abilities, strengths, weaknesses, desires.

Considering that every child is different; many parents are rebelling against the predesigned future for their child. Learning should be a self-motivated, happy, enriching experience for the children is the

main intention behind the 'alternative schools' or 'alternative education'.

What is 'alternative education'?

Alternative education doesn't mean 'special needs'. Mainstream or regular education has traditional methods which are typical, predefined, rigid and only exam oriented. Whereas alternative education refers to pedagogical approaches which are child centered and highlights freedom of expression, creativity, experiential learning, customized learning, flexibility in curriculum, lower student-teacher ratio, parent involvement, and greater sense of community. Alternative education is based on various philosophies proposed by great people like Rabindranath Tagore, Sri Aurobindo, J Krishnamurthy, Mahatma Gandhi, Maria Montessori, Rudolph Steiner and many more which are fundamentally very different from the mainstream schools. The common funda that runs across alternative education is customization of education for the benefit of the child and including ideals or philosophies.

How is alternative education beneficial?

Generally, parents choose such a type of education which matches their own philosophy and search for such alternative schools where they can get challenging and interesting day-to-day activities which provide new learning for their children.

Alternative education allows for each child's individuality to be recognized and nurtured. It emphasizes on learning by doing, language skills, inquiry based learning, encouraging creativity by giving equal

importance to co-curricular activities like pottery, carpentry, weaving, painting, music and other performing arts. This type of education helps students to discover their talents, likes, and weaknesses which ultimately help them to become unique individuals who do what they love.

The schools following alternative education adapt up-to-date curriculum with diverse knowledge sources. The low student teacher ratio observed in such schools promotes personalized attention from the teachers and builds healthy bonding between students and teachers and among the students. Personalized attention to students' learning needs, availability of diverse learning resources creates love for the subject; thus students learn at their own pace and hence the comprehension and retention of the learnt content happens organically.

Alternative education gives equal importance in developing the emotional intelligence of every student. It aims in inculcating values like responsibility, empathy, sensitivity, scientific thinking, and honesty among the students. Such education encourages children to devise their own path by following their interests without having fear of failure, being judged, no-conformity.

Alternative education is equally beneficial to the children with special needs and proven effective in overcoming learning disabilities. The alternative schooling model has also found acceptance with the students who are gifted. In the case of students who choose alternative education

for other reasons, emphasis on creativity, free thinking, and all round development are seen as chief factors that tilt the balance in favor of alternative schooling.

- Rishi Valley school, Andhra Pradesh follows J Krishnamurthy's philosophy.

Which are alternative schools in India?

- Tridha and Inodai schools in Mumbai, Maharashtra follow Steiner/Woldorf philosophy.
- Sahyadri School near Pune, Maharashtra believes in J Krishnamurthy's philosophy.
- Ukti is a Woldorf school present in Delhi.
- Anand Niketan, Wardha, Maharashtra is an alternative school based on Mahatma Gandhi's education philosophy.



Deepali Soundattikar
Special Educator



EXPLORING YOUR SOUL IN THE WILD..

We all are aware that hugging a tree increases levels of 'Oxytocin', the hormone which is responsible for feeling calm and emotional bonding. Research has proved that trees really do have healing powers. They release antimicrobial essential oils, called phytoncides, that protect trees from germs and have a host of health benefits for people.

Exposure to nature not only contributes to our physical wellbeing, reducing blood pressure, heart rate, muscle tension, and

the production of stress hormones but it also makes us feel better emotionally. Breathing fresh air helps regulate our levels of serotonin and promotes happiness and well-being. Aggression lessens in natural environments, which also helps speed the rate of healing. Researchers have found that being in nature reduced the feeling of isolation, promoted calmness, and lifted people's mood.

The healing power of nature recognizes and accelerates the body's inherent ability to

heal itself. 'Exploring the wild' definitely helps us self-repair and regeneration. Experiencing adrenaline rush due to some unexpected animal sighting on one hand and experiencing extreme calmness due to trails in the wild, both eventually leads to soothing of our souls. This easing effect that the nature has on our souls, brings us inner peace.... And we search for it in the material world! Don't we?



Nikita Kubal
Clinical Psychologist



Affirmations

"I am not enough; I am not good at this." Many of us have such statements, negative thoughts quite frequently; we start believing that we are not good enough. As a result we drag ourselves down into the negativity affecting our self-worth, self-esteem, and confidence. It creates feelings and attitudes of helplessness and hopelessness. The environment becomes negative which affects our confidence, relationships and career.

When we have such thoughts we should do the opposite and use affirmations. Affirmations are sentences which have powerful positive words. They are positive statements that are aimed to tap the conscious and unconscious mind to motivate, push and challenge one to reach to their fullest potential.

Affirmations when spoken everyday or chanted have the power to change our negative thoughts into positive ones. We start believing in the words. There is much evidence which says that affirmations can help to change your mind into a positive mind. According to researchers, spending just a few minutes every day in the morning thinking about your best qualities boosts your confidence, improves your chances of a successful outcome and improves your day. Affirmation is used to successfully treat people with low self-esteem, and other mental health conditions.

Each statement is personal to one but there are some common ones which can be used as follows:

- I love myself.
- I can do this!
- Success flows through me easily.
- I'm grateful for today.
- I am excellent at what I do.
- I am resilient.
- I am proud of myself.
- I am confident.
- I am happy.
- I am strong.
- I am proud of myself.
- I am loved.
- I am loving.
- I believe in myself.
- I am enough.
- I am smart
- I am intelligent.
- I am beautiful just the way I am.
- I am getting better every day.
- My body is vibrating with positivity.



Dhwani Parekh
Special Educator



SOS- Simultaneous Oral Spelling

The S.O.S. procedure provides a structure for teaching students how to think about the process of spelling a word. The strategy builds phonological awareness skills, an area that is often a huge deficit in poor spellers and persons with dyslexia. S.O.S. is a simple strategy that can be used by the whole class, in small groups, and one on one. Since it has the benefit of building phonological awareness it's a great spelling technique to teach all students from the beginning.

Multi-sensory structured teaching involves the use of visual (language we see), auditory (language we hear), and kinaesthetic-tactile (language we feel) tools that can enhance student learning of language. When students struggle with a language-based skill, for example, children with dyslexia that may struggle with reading, teaching in multisensory ways can help improve a child's skill set in certain areas. For students who struggle with spelling due to dyslexia, ADHD, an auditory or visual processing disability, or other unknown issues, multi-sensory approaches to teaching the phonological skills underlying spelling work can help improve student outcomes.

Look and Listen: Students look at the teacher and focus on his or her mouth he/she

1. **Dictates the word.**
2. **Repeat and Segment:** Students repeat the word while looking in a small mirror which provides visual cues such as the position of the mouth or the placement of the tongue, teeth, or lips.
 - a) Students segment each word into its constituent sounds. They may use their fingers to mark the sounds. They make a fist, and beginning with the thumb of their non- writing hand (left palm up for right- handers; right palm down for left-handers) and moving in a left- to-right progression, students extend a finger for each sound that they hear as they segment the word.
 - b) A multisyllabic word should be segmented into its component syllables. Students may use the fingers of their non- writing hand, blocks, buttons, or pennies to segment the words into morphemic units or syllables.
3. **Name the letters:** Before writing the word on the paper, students spell the word aloud. This is a rehearsal step for writing and impressing letter sequences in memory touching fingers and counters.
4. **Name and write:** Students write the word while naming the letters.
5. **Read to check.**



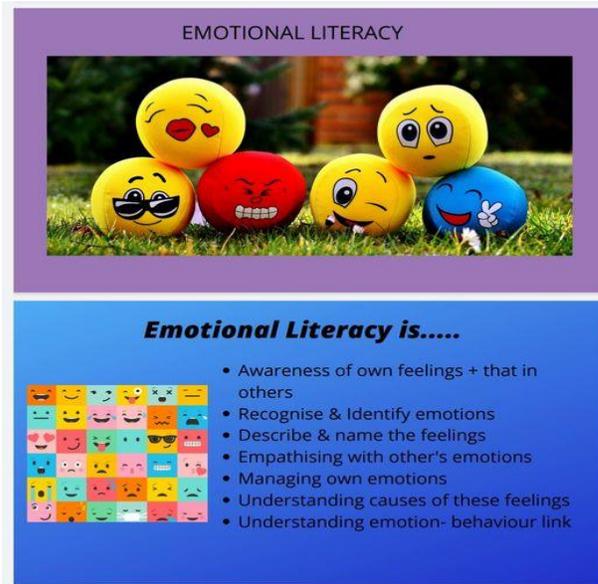
Remya Menon
Special Educator



LIVE WEBINARS CONDUCTED IN 2021-2022

This academic year, The Counselling Centre reached out to the public through conducting webinars and workshops for parents, teachers, students and non-teaching staff on various relevant topics. This year we planned a carnival for the children with special needs.

 **Webinars** 



EMOTIONAL LITERACY

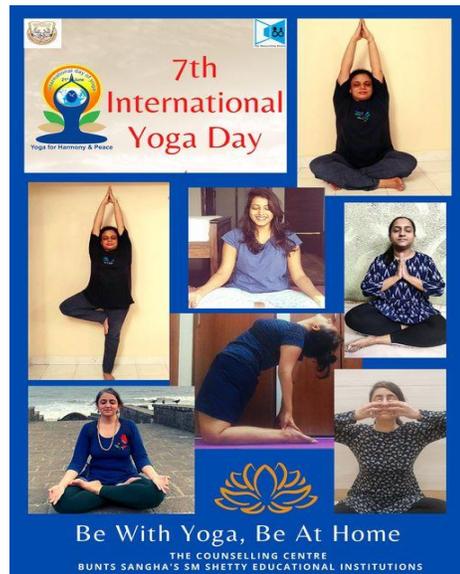


Emotional Literacy is.....

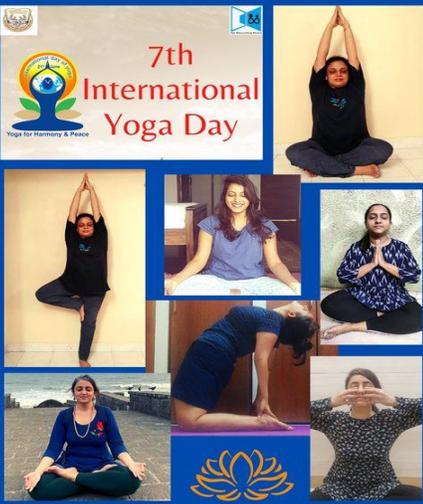
- Awareness of own feelings + that in others
- Recognise & Identify emotions
- Describe & name the feelings
- Empathising with other's emotions
- Managing own emotions
- Understanding causes of these feelings
- Understanding emotion- behaviour link



Emotional Learning

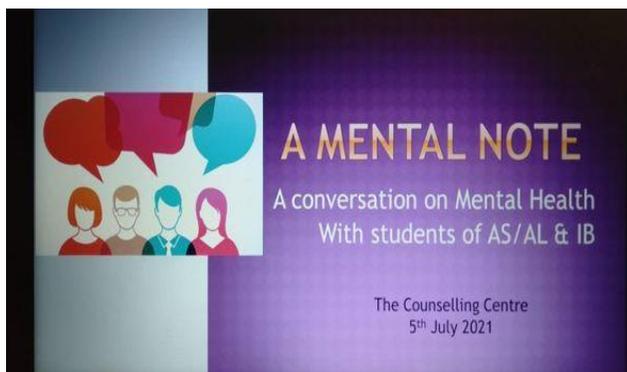


7th International Yoga Day
Yoga for Harmony & Peace



Be With Yoga, Be At Home
THE COUNSELLING CENTRE
BUNTS SANGHA'S SM SHETTY EDUCATIONAL INSTITUTIONS

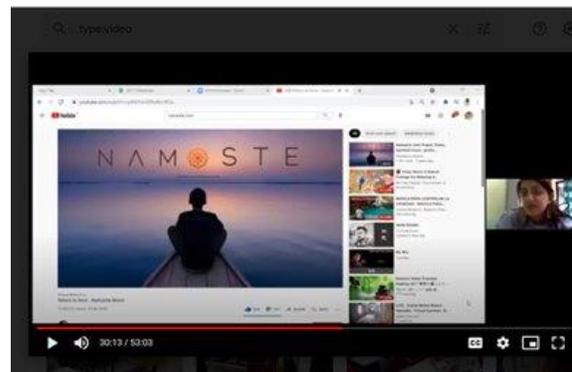
Team Celebrating Yoga Day



A MENTAL NOTE
A conversation on Mental Health
With students of AS/AL & IB

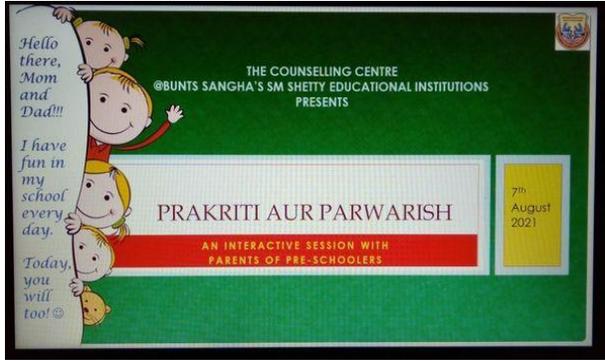
The Counselling Centre
5th July 2021

Importance of Mental Health with college students



NAMASTE

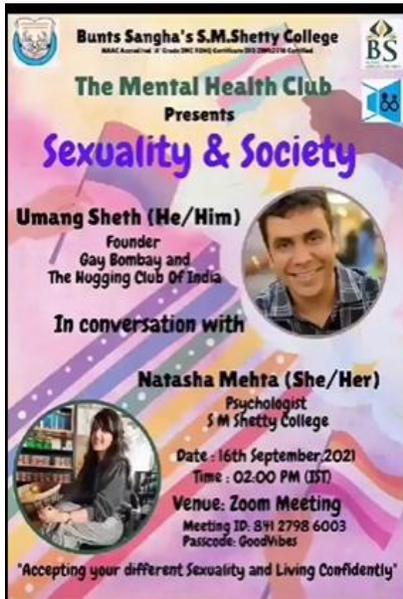
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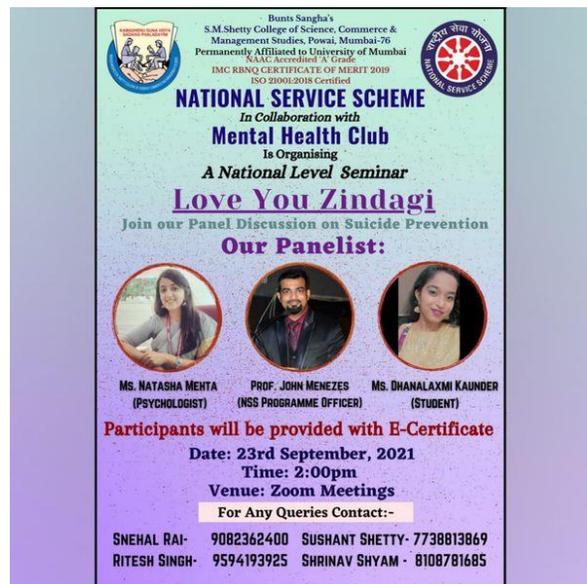
PARWARISH with parents of Pre-primary section



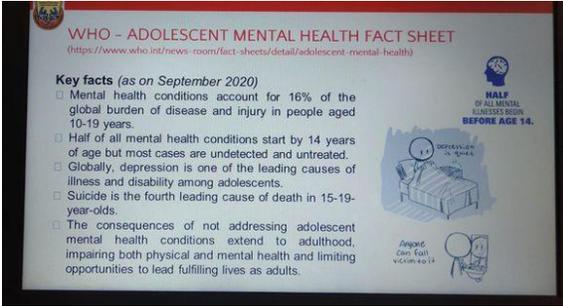
Survival of the Skill-est with parents of 9th and 10th std



Conversation with Umang Sheth on LGBTQIA+



Loving your life to the fullest



Fragile! Handle with care with parents



Active Body, Healthy Mind

Bunts Sangha's
S.M. Shetty College of Science, Commerce and
Management Studies, Mumbai
Permanently Affiliated to University of Mumbai
NAAC Accredited "A" Grade
ISO 21001:2018 Certified

Mental Health Club
In Collaboration with
NATIONAL SERVICE SCHEME
Invites you to
A Panel Discussion on Relationships
TEARS, FEARS & CHEERS
(Open to all Students & Parents)

Our Panelists:

| | | | |
|--|--|---|--|
|  Ms. Narasha Mehta (Psychologist, BSSMSEI) |  Prof. John Meneses (NSS Programme Officer) |  Ms. Mildred Lobo (Principal, BSSMSIS D Junior College) |  Ms. Anagha Satavase (Police Inspector) |
|  Mr. Rathin Sawant (Student) |  Ms. Snehal Rai (Student) | Date : 31st January, 2022 Time : 4:30pm to 6:00pm Venue : Zoom Meeting Meeting ID : 817 1924 5984 Password : z37TS4 | |

E-CERTIFICATES WILL BE PROVIDED TO ALL THE PARTICIPANTS.

For any queries:
Sushant Shetty: 7738813869 Priyanika Bhadouria: 7700021920
Snehal Rai: 9082362400 Deepthika Pillai: 9004961914

Understanding Relationships with young adults

Bunts Sangha's
S. M. Shetty Educational Institutions
The Counselling Centre
invites you for a webinar

RoadMap
GPS FOR STUDENTS WITH
LEARNING DIFFICULTIES

Meet Our Esteemed
Guest Speaker


Dr. Henal Shah
Psychiatrist, Nair Hospital

Certification - Importance & Process
Career Selection

Wednesday,
12th January 2022
1:30 - 3:00 pm

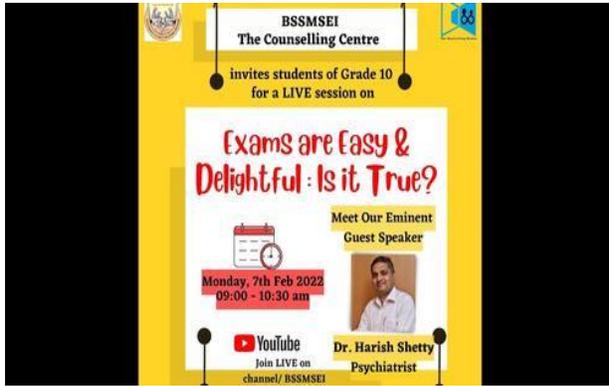
Meeting ID: 848 4323 4287
PW: RoadMap

zoom

GPS for students with Learning Disabilities



Awareness session on POSCO Act with Security and Housekeeping Staff



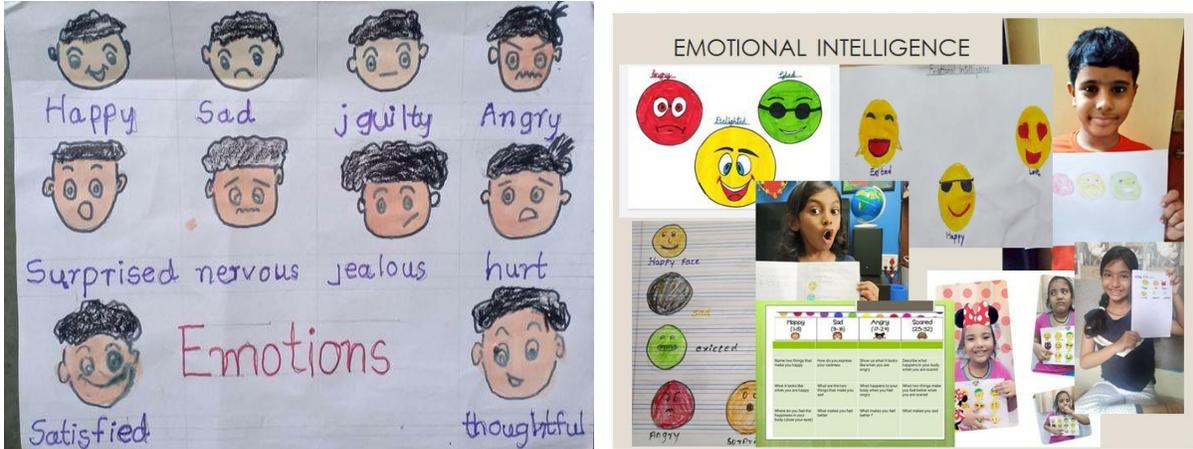
Exams are Easy and Delightful: Is It True? - Talk by Dr. Harish Shetty



PACE UP for learning readiness

Life Skills

Social Emotional Learning



Understanding Emotions with Primary Students



Self-Awareness, Empathy and Communication among Primary Students



Carnival Festivities with House of Life Skills



Understanding Effective Communication and Stress Management

 **Mind Matters** 

An Initiative by the Mental Health Club





🎡 Spinning Wheel Carnival 🎡

Fun Filled Carnival for Our Children with Special Needs



Meet Our Team

The Counselling Centre,
Bunts Sangha's S.M. Shetty Educational Institutions
2022-23



Natasha Mehta
Head, Counselling Centre,
(IEYC/PP and Jr Degree College)



Dr. Nivedita Mane
Occupational Therapist,
(Intl Board and State Board)



Unnati Doashi
Counsellor, Primary (State Board),
CP (Intl Board)



Nikita Kubal
Counsellor, Secondary (State Board),
Checkpoint & IG & AS/AL (Intl Board)

Meet Our Team

The Counselling Centre,
Bunts Sangha's S.M. Shetty Educational Institutions
2022-23



Dhawani Parekh
*Special Educator,
(Intl Board)*



Pallavi Vairagde
*Special Educator,
Secondary (State Board)*



Remya Menon
*Special Educator,
SEN, IEYC, Pre-primary,
STD 6 (State Board),
Checkpoint 1 & 2 (Intl Board)*



Deepali Soundttikar
*Special Educator,
Primary (State Board)*