

Social-Emotional Learning

Why is SEL Important for Students & Their Futures?

Vincent R. De Lucia

2023



New Jersey School Boards Association

www.njsba.org | 609. 695. 7600 | 888.88NJSBA

My North Stars!! Who are yours?



Vincent R. De Lucia

- **34 years:** School District Experience
 - » South Brunswick: 22 years
 - » North Brunswick: 12 years
- **8 years:** Pharmaceutical/Medical Device/Imaging
- **5 years:** Small Business Owner
- **BS/Education; MA/Instruction; MA/ Education Administration**
- **Nationally Board-Certified Teacher; Among the 1st - 79 NBCT in USA-1993**
- *Assistant/Superintendent/Director- Curriculum & Instruction*
- *Director of Professional Development & Communications*
- *Principal-Middle School*
- *PIO – Public Information Officer*
- *District Sales Manager (Pharmaceuticals, Ischemic EKG monitor, Nuclear Medicine)*
- *Regional Sales Trainer (pharmaceutical)*
- *Chair (numerous professional & community committees and taskforces)*
- *Mayor, South Brunswick: Implemented Balanced Development, Open Space, Farm Preservation, New Government Form, Increased Tax Ratables, Met Affordable Housing*
 - *Initiated successful FBI Corruption Investigation*



Essential Questions

- What is SEL?
- Why is SEL important for our kids' futures?
- Equity, Equality, Personal Health, Post-HS Successes?
- Asset Mindset?
- Adverse Childhood Experiences (ACES), Trauma, MH?
- Student Management – Discipline?
- 40 Developmental Assets: Predictors of Healthy Choices?
- Self Esteem?
- School Climate, Culture, Instructional Practices?
- SEL for Parents, Staff, Communities?
- Building SEL?
- Resources



Why Social-Emotional Learning Matters



29%:

Students who feel like their school provides a supportive, encouraging environment

83%:

Students who made academic gains when participating in an SEL program with an academic component

11%:

Average gained on standardized tests by participating in an SEL program

11%:

Average increase in GPA for participants in one SEL program

SEL programs improve behavior & attitudes toward school and prevent substance abuse.



Source: Collaborative for Academic, Social and Emotional Learning (www.casel.org)



***To Learn**

To Have Healthy Friendships & Relationships

To Make Healthy Decisions

To Feel Content

One Must Feel...

Good about Oneself-a positive Self-Image

Have Self-Esteem

Believe in Oneself

**Know that the adults in their life trusts, believes-in
and supports them**

Have an Asset Mindset

Have the benefit of an exemplary education system

**** The WHY of SEL***



Why SEL?

Research reports:

- SEL *improves achievement* by an average of *11 percentile points* on standardized tests
- SEL increases *prosocial behaviors* including:
Empathy, Kindness, & Sharing
- SEL *improves student attitudes* toward school
- SEL *reduces Depression and Stress* among students



What 21st Century Career Skills Do Our Students Need Today for Success?

THE WHY! Fortune Magazine & NEA report:

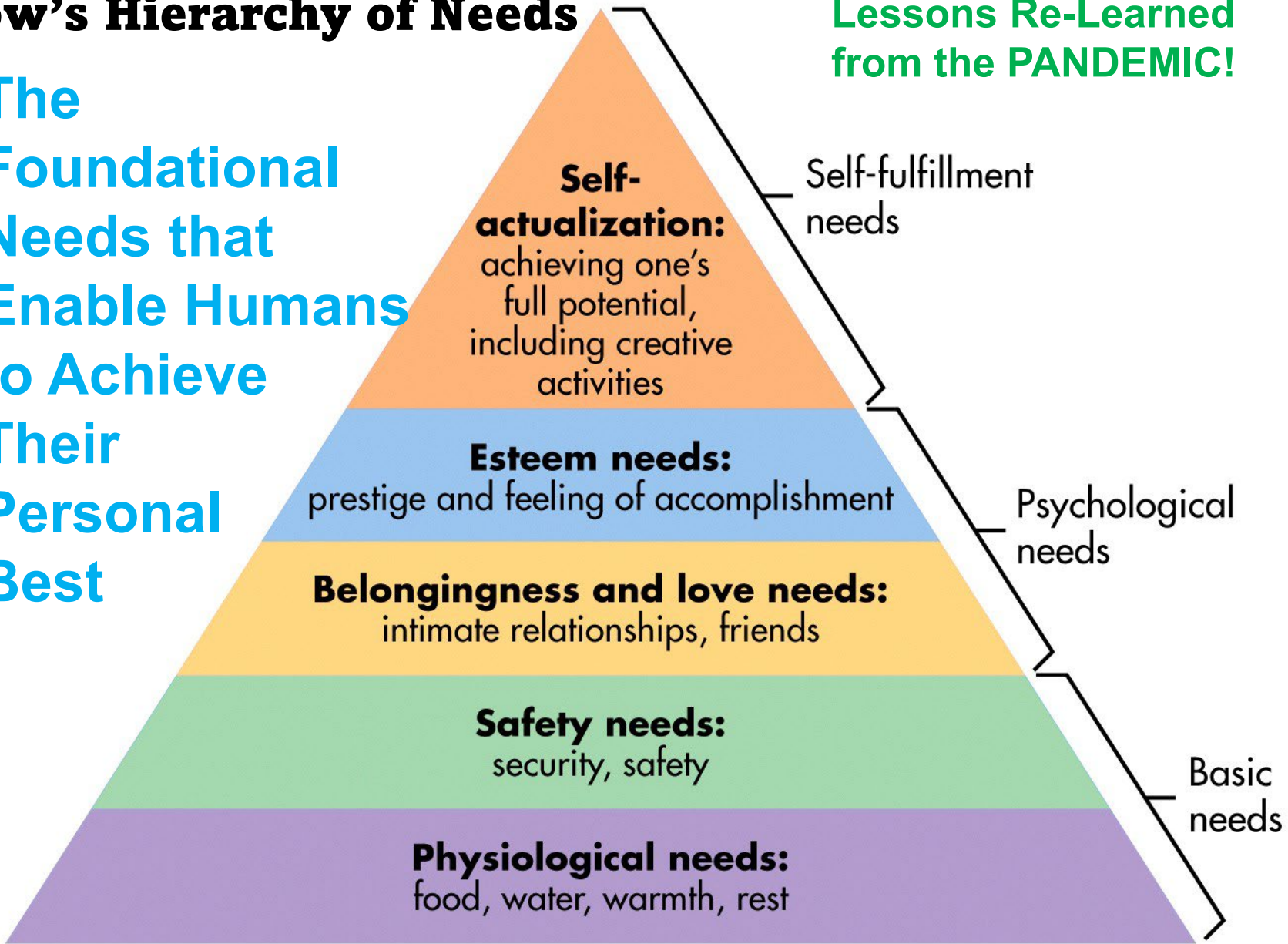
1. **Empathy:** Ability to identify how others are responding to a situation in a diversifying nation.
2. **Critical Thinking, Creative, Collaborative Problem Solving:** The expectation is that **teams** will **collaboratively develop new, creative solutions**
3. **Story Telling:** Multi-mode Communication including storytelling is a more effective & motivating means to share information, give guidance, direction, persuade, or **communicate**



Maslow's Hierarchy of Needs

Lessons Re-Learned from the PANDEMIC!

The Foundational Needs that Enable Humans to Achieve Their Personal Best



What is SEL? Who Builds SEL? Where? How?



CASEL: SEL Defined

Social Emotional Learning

- Integral to Education & Human Development
- Process people of all ages use to
- **Acquire & Apply the Knowledge, Skills, and Attitudes to:**
 - Develop **Healthy Identities, Manage Emotions** and **Achieve Personal and Collective Goals**
 - Feel and Show **Empathy** for Others
 - Establish and Maintain **Supportive Relationships, Make Responsible** and **Caring Decisions.**



www.CASEL.org
**Collaborative for Academic, Social,
and Emotional Learning**

5 Types of SEL Skills:

- 1. Self-awareness:** identifying emotions, recognizing strengths and needs, and **developing a growth mindset**
- 2. Self-management:** managing emotions, controlling impulses, and setting goals
- 3. Social awareness:** seeing things from other people's perspective, showing **empathy**, and appreciating diversity



5 Types of SEL Skills

- 4. Relationship skills:** like communication, cooperation, and conflict resolution
- 5. Responsible decision-making:** including thinking about the **consequences of personal behavior**



How Social Emotional Learning Helps All Kids

Research reports that social and emotional skills — like cooperating and helping others — are the foundation for thriving in life.

Research shows that SEL instruction can lead to:

- Less emotional distress
- Fewer disciplinary incidents
- Increases in school attendance
- Improved test scores and grades
- More likely to graduate from high school
- More likely to get a full-time job.



Teaching SEL in School

Numerous methods to teach SEL.

Examples of SEL include:

- Responsive Classroom, Open Circle, Cooperative Learning
- RULER (Recognizing, Understanding, Labeling, Expressing, and Regulating Emotion)
- SEL instruction is embedded throughout the school day in any classroom.
- SEL: part of schoolwide efforts to promote positive behavior.



We Must Prepare

Our Children

for

Their Futures and The World

In Which They Live, Play &

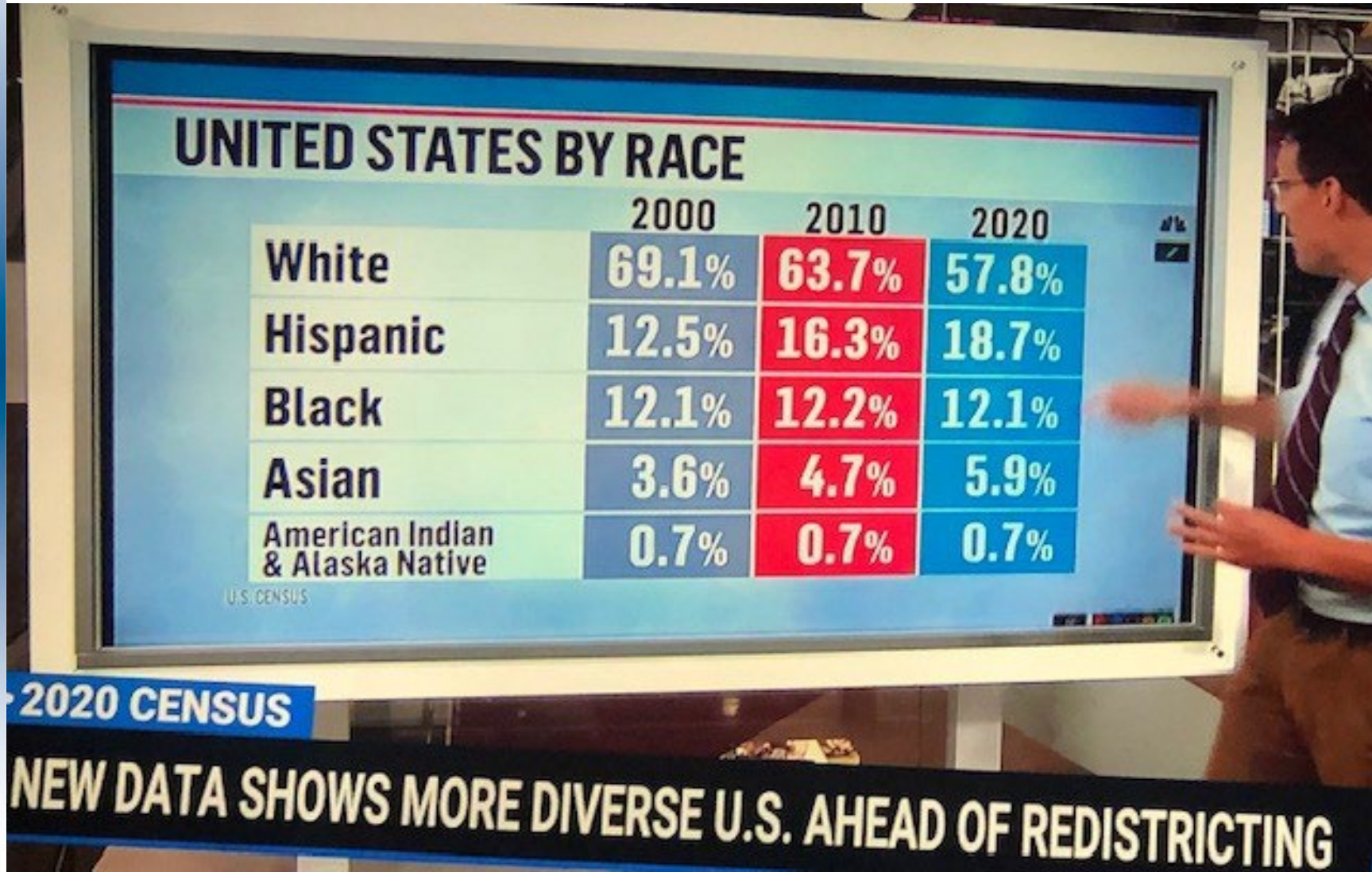
Work

NOT OUR PAST!!!!

Are We?



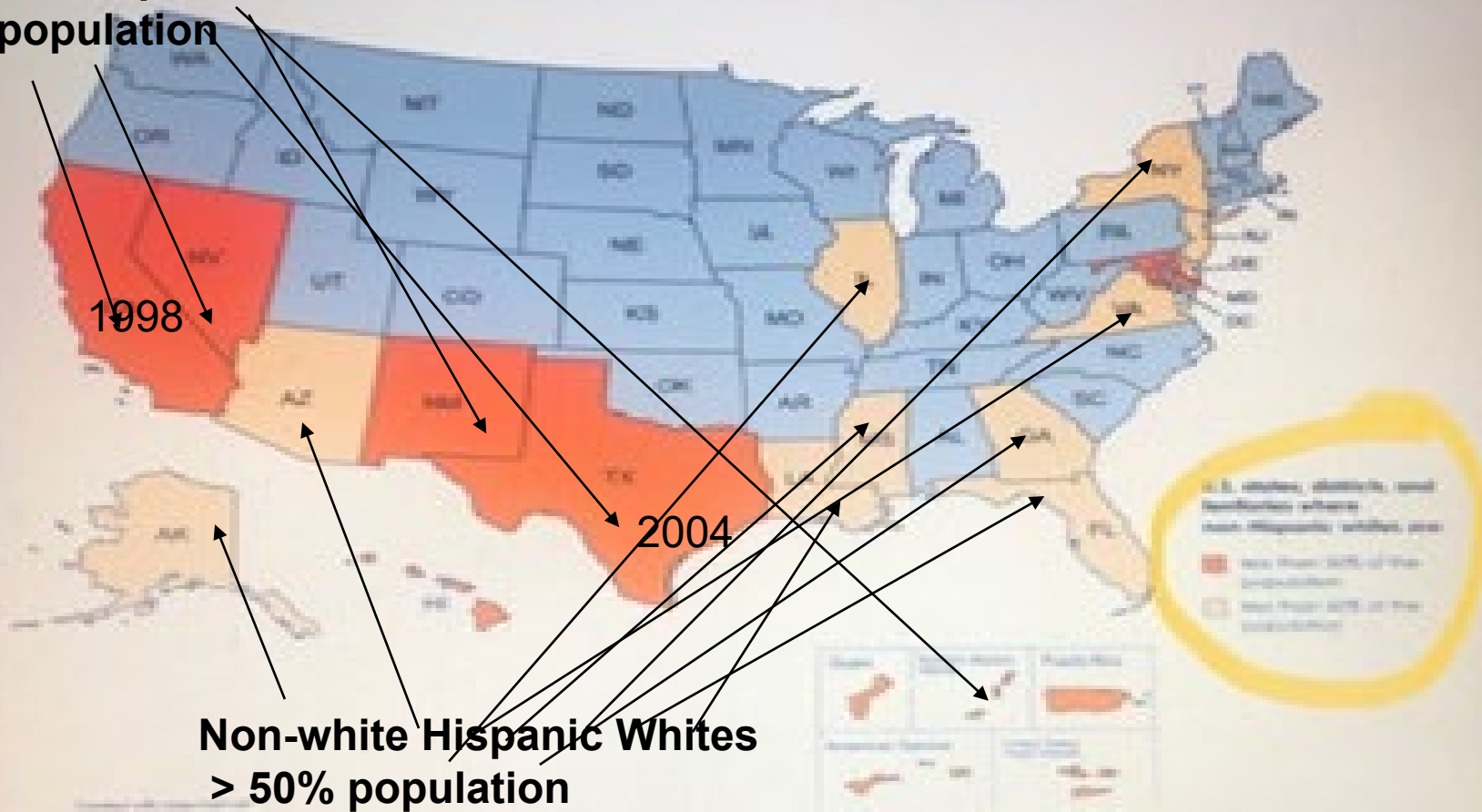
Preparing Children for Their World: Our Path to a Minority-Majority USA



The Diversification of America

Minority-Majority States

Non-white Hispanic Whites
> 60% population



U.S. Census Bureau <https://www.census.gov/library/visualizations/interactive/racial-and-ethnic-diversity-in-the-us.html> and created with <https://mapchart.net/feedback.html>



Our Mindset Counts

- Is the glass 1/2 Full or 1/2 Empty?
 - *Our Mindset Influences & Predicts Individual Successes!*
- Do you have an **Asset** or **Deficit** Mindset to Learning?



Ed Week April 12, 2021

An Asset vs Deficit Mindset *“Growth Mindset” Linked to Higher Test Scores, Student Well-Being in Global PISA Study*”

- PISA (Program for International Student Assessment)
- 600,000 15-year-old students from 78 countries
- 2/3 demonstrated a Growth Mindset
- Majority: Believe they can improve their intelligence
- Growth Mindset linked to performance/ well-being
- USA: ~70% demonstrated Growth Mindset
 - 60-point higher reading score
 - *All Students who had Growth Mindset:*
 - *31.5 pts-Reading, 27 pts-Science, 23 pts-Math*

Does My Teacher... Do My Parents... Believe in ME??



GROWTH MINDSET

INSTEAD OF SAYING...

This is hard.

I'm making too many mistakes.

I'm not smart.

I don't know how.

I don't like challenges.

I give up.

I am not good at this.

SAY THIS...

Practice will make me better at this.

Mistakes are how I learn and get better.

I'm really smart when it comes to ____.

I can learn!

Overcoming challenges helps me grow!

I can't succeed if I don't try!

I am not good at this yet, but with practice I will be!



SEL & MH

SEL and Mental Health are not the same

**By promoting responsive relationships,
emotionally safe environments,
and skills development,
SEL cultivates important
“protective factors”
to buffer against mental health risks.**



Trauma: Adverse Childhood Experiences - ACEs

- 1990s ACEs Research Study 17,000+ Participants
- Assessed relationships between ;
childhood trauma/ maltreatment and adult health/well-being
- Link: childhood adversity and adult chronic health problems
- Findings: Certain experiences, regardless of socioeconomic status, are major risk factors for the leading causes of illness, depression, substances, risky behaviors, death and poor quality of life
- The earlier the intervention, the greater its success



ACEs Self Assessment

The three types of ACEs include

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce

WHAT IMPACT DO ACEs HAVE?



Other ACEs Factors

- The death of a Parent
- The death of a Sibling
- Poverty
- Community/Neighborhood Violence
- Peer Rejection
- Lack of Healthy Friendships
- Peer Victimization - Bullying



4 or More ACEs Experiences Increase a Person's Risk of Suicide by 1200%

- **25% of adults have at least three such experiences in childhood (ACEs)**
- **Increases their risk for most common chronic diseases, from heart disease and cancer to depression and substance abuse.**



SEL: A Part of Comprehensive System of Supports

Supports & Resources:

Promotion, Prevention, Early Intervention, Treatment

- SEL strengthens coordination of services
- Mental Health supports fall on the *3-tiered system of evidence-based supports*
- **Tier 1** universal strategies that promote strengths and prevent risks
- **Tier 2** targeted/early interventions for students exposed to risk factors
- **Tier 3** intensive treatment and intervention supports



SEL: A Lever for Equity & Excellence

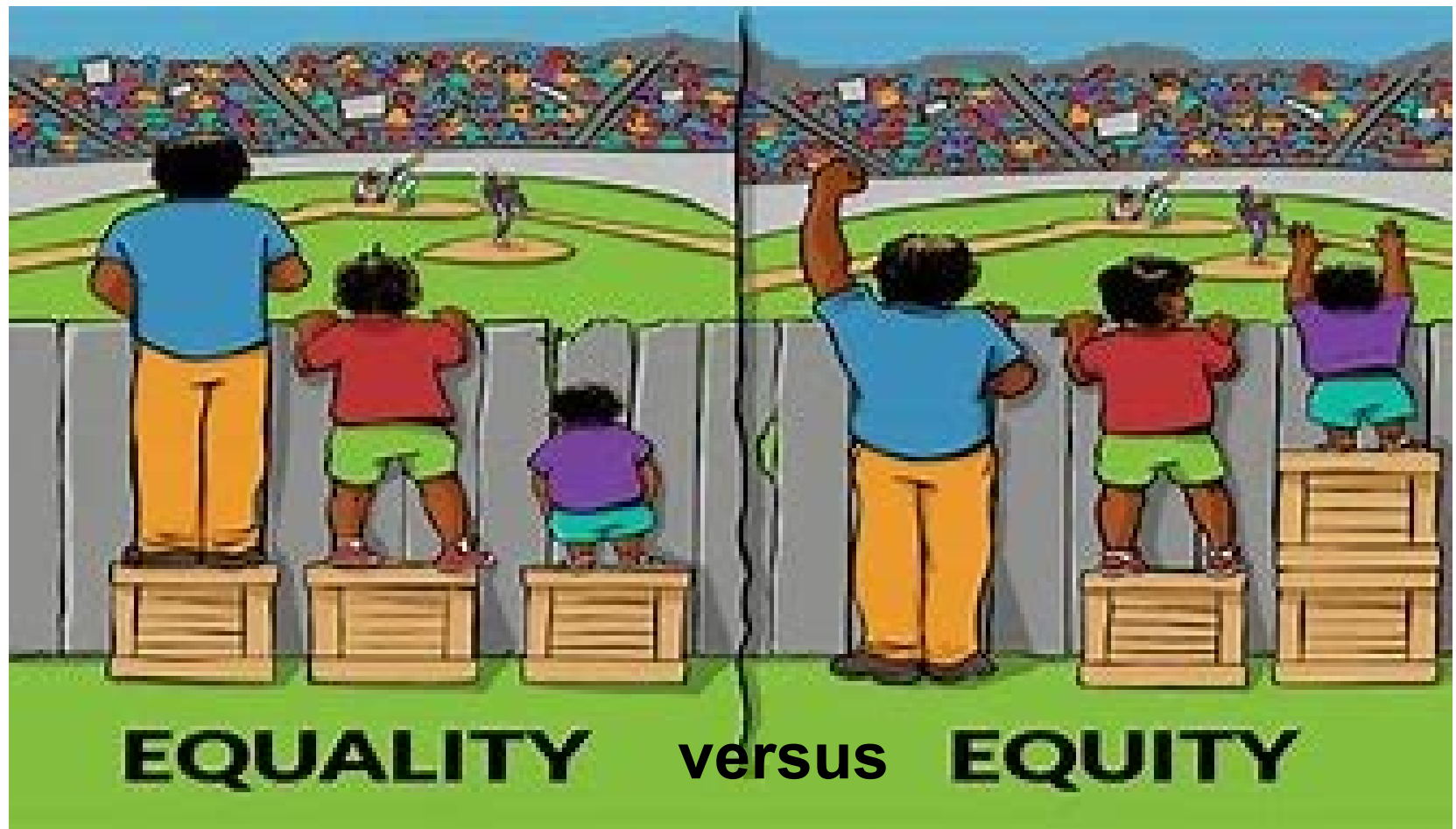
- **Equity in Education: the process of reforming practices, policies, and procedures at the classroom, school and district levels to support academic fairness, inclusion, and equity**
- Ensures every child has all the tools needed for success:
 - resources, teachers, and interventions.
- Advances equity & excellence
 - cultivates adult and student practices that close opportunity gaps
 - creates more inclusive school communities.
- Builds Empathy, Understanding Others, & Healthy Relationships



SEL Advances Educational Equity & Excellence

- Authentic **School-Family-Community Partnerships** establish learning environments and experiences that feature:
 - Trusting and collaborative relationships
 - Rigorous and meaningful curriculum and instruction
 - Ongoing evaluation.
- SEL addresses inequity, empowers young people and adults to:
 - Co-create thriving schools
 - Contribute to safe, healthy, and just communities.





EQUALITY is Giving ALL the same, regardless if they need it

EQUITY is Giving Individuals the Specific Interventions/Supports they need to succeed



Families: A Child's 1st Teachers/ Essential to SEL

- Educators/families collaborate to build strong connections with each other to reinforce SEL skills developed at home, schools, communities.
- Thru supportive relationships and home climates, families model and practice SEL with their children.
- Families know their child's development, interests, cultures, and strengths,
- Families are important advocates for SEL & its implementation at their child's school.



Strategies for Parents at Home & School

Home

- Be a good listener
- Model the behavior you seek
- Nurture Self Esteem
- Respect Differences
- Use Support Services

School

- What programs are your schools using?
- Parent Academies:
 - Guest Speakers to help adults understand value of SEL
 - How to incorporate SEL at home



Examples: SEL Activities

- SEL skills can be taught to all ages.
 - Start when kids are younger.
 - Research reports that SEL during adolescence is beneficial
- **Preschool:** Teach how to work in pairs like reading a book together.
 - Teach how to center the book between two students and how to take turns flipping the pages.
 - This helps kids learn about sharing and think about the needs of others.



Examples: SEL Activities

- **Grade school:**

- Ask students to identify their strengths and weaknesses as part of math instruction.
- Encourage students to fill in part of a grid to report their strength strong at a particular skill.

- **Middle school:**

- First ask, then show students how to make the classroom a safe space where everyone can express themselves, like saying whether their weekend was good or bad.
- For example, the class can agree that there's no teasing allowed.



Examples: SEL Activities

- **High school:**
 - Help teens practice taking the perspectives of other people.
 - Have teens define and use the word *EMPATHY* and
 - Break into small groups to reflect on how and why a person advocated for justice and equality.



SEL: Schools

In partnership with families and communities, schools play a central role in supporting young people's social and emotional development.

- Every part of school provides students with opportunities to practice and reinforce SEL.
- Learning experiences/instruction shape how they develop and use social, emotional, and academic competencies.
- SEL efforts contribute to and depend on [a supportive school environment](#) with strong and positive relationships.



SEL: Schools

- Powerful contributors to personal and academic successes:
 - Do kids feel connected to their teachers?
 - Do kids feel connected to other adults in the school?
 - Do kids feel connected to each other?
- When Adults model SEL, they contribute to climate. **Result?**
 - Improved environment is created when SEL is @ center,
 - All adults & kids can demonstrate their best selves
 - All students have ample opportunities to practice the skills that support their learning and development.



SEL: Communities

- **Students thrive when they're supported by a network of adults working together to create a supportive environment.**
- Community organizations have a key role to play in this effort, partnering with schools and families to extend the experience of SEL through opportunities for trusting relationships with adults and enriching out-of-school experiences.
- **Businesses and Organizations that provide recreation, academic, spiritual, medical, cultural services to kids**



Community Partners

- Student opportunities to **develop healthy relationships, share their feelings and perspectives,** and **pursue goals and interests.**
- Community partners contribute:
 - valuable connections
 - Supports/services during/ beyond the school day to kids/families
 - focus on relationship building
 - Focus on culturally responsive practices
- Many community partners incorporate SEL:
 - as part of their focus on youth and family services
 - afterschool/ summer programs (academics, sports and arts)
 - youth leadership initiatives
 - mental/behavioral health



40 Development Assets ®

- 40 Developmental Assets ® Framework created by Search Institute ®
- Consists of **preventative measures, positive experiences, and qualities that young people need to grow up healthy, caring and responsible.**
- These assets are protective factors that have been consistently shown, by research, to buffer youth from risk.
- The more assets a child has the less likely unhealthy decisions will be made



Ages: 3-5, 5-9, 8-12

External Assets

1. Support
2. Empowerment
3. Boundaries & Expectations
4. Constructive Use of Time

Internal Assets

1. Commitment to Learning
2. Positive Values
3. Social Competencies
4. Positive Identity



Support - External

- **Family Support:** Family life provides love & support
- **Positive Family Communication:**
 - Young person and their parent(s) communicate positively
 - Young person is willing to seek parent(s) advice and counsel.
- **Other Adult Relationships:**
 - Young person receives support from three or more nonparent adults.
- **Caring Neighborhood:**
 - Young person experiences caring neighbors.
- **Caring School Climate:** Caring, encouraging environment.
- **Parent Involvement in Schooling:**
 - Parent(s) are actively involved in helping young person succeed in school.



Empowerment - External

- **Community Values Youth:**
 - Young person feels that adults in the community value kids
- **Youth as Resources:**
 - Young people are given useful roles in the community.
- **Service to Others:**
 - Young person does community services 1 hr or more/ week.
- **Safety:**
 - Young person feels safe at home, school, and in the neighborhood.



Boundaries & Expectations - External

- **Family Boundaries:**
 - Clear rules and consequences
 - Monitors the young person's whereabouts.
- **School Boundaries:**
 - School provides clear rules and consequences
- **Neighborhood Boundaries:**
 - Neighbors take responsibility for monitoring young people's behavior
- **Adult Role Models:**
 - Parents/Adults model positive, responsible behavior.
- **Positive Peer Influence**
 - Young person's best friends model responsible behavior.



Constructive Use of Time - External

- **Creative Activities:**

- Young person spends *three or more hours per week* in lessons or practice in music, theater, or other arts.

- **Youth Programs:**

- Young person spends *three or more hours per week* in sports, clubs, or organizations at school and/or in community organizations.

- **Religious Community:**

- Young person spends *one or more hours per week* in activities in a religious/spiritual institution.

- **Time at home:**

- Young person is out with friends “with nothing special to do,” *two or fewer nights per week*.



Commitment to Learning – Internal

- **Achievement Motivation:**
 - Young person is **motivated** to do well in school.
- **School Engagement:**
 - Young person is actively engaged in learning.
- **Homework:**
 - Young person reports doing at least **one hour** of homework every school day.
- **Bonding to School:**
 - Young person cares about their school.
- **Reading for Pleasure:**
 - Young person reads for pleasure **three or more hours** per week.



Positive Values – Internal

- **Caring:** Young person places high value on helping other people.
- **Equality and Social Justice:**
 - Young person places a high value on promoting equality and reducing hunger and poverty.
- **Integrity:**
 - Young person acts on convictions and stands up for their beliefs.
- **Honesty:**
 - Young person “tells the truth even when it is not easy.”
- **Responsibility:**
 - Young person accepts and takes personal responsibility.
- **Restraint:**
 - Young person believes not being sexually active or using alcohol, drugs is important



Social Competencies – Internal

- **Planning and Decision-Making:**
 - Young person knows how to plan ahead and make choices.
- **Interpersonal Competence:**
 - Young person has **empathy, sensitivity, and friendship skills.**
- **Cultural Competence:**
 - Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
- **Resistance Skills:**
 - Young person can resist negative peer pressure and dangerous situations.
- **Peaceful Conflict Resolution:**
 - Young person seeks to resolve conflict nonviolently.



Positive Identify – Internal

- **Personal Power:**

- Young person feels they have control over “things that happen to me.”

- **Self-Esteem:**

- Young person reports having a high self-esteem.

- **Sense of Purpose:**

- Young person reports that “my life has a purpose.”

- **Positive View of Personal Future:**

- Young person is optimistic their future.



Healthy Communities-Healthy Children

RESEARCH INSIGHTS

Where Young People Experience Assets

Youth experience more strength in Developmental Assets in their families than in other places (on a scale of 1 to 30).



DATA SOURCE Aggregated data from the Developmental Assets Profile (DAP). Sample includes 28,545 students, grades 4 – 12, who completed the DAP between July 2016 and September 2017.



VISIT: www.search-institute.org/developmental-assets



3-C's: Building Blocks of Self Esteem

- **Capable** – of achieving realistic expectations
- **Connected** – to others; when has 3 or more non-parent adults (aunts, uncles, grands, trusted family friends) healthier choices are made including avoiding risky teen behaviors
- **Contributing** – doing tasks, chores, at home, in school, for relatives, that are valued and appreciated (mow the lawn, take out the garbage, etc.)



The Manner We Address Poor Behavior Choices Contributes to Our School's Climate!

In Your School, Does a Child's Behavior Choices Define Him/Her?

- What are the student management philosophies in your schools?
- After a poor behavior choice...
 - Do students feel they have been heard?
 - Feel as if treated with dignity and respect?
 - Is the goal to change behavior or punish?
 - Is there a handshake or another act to signal the issue has been addressed?
 - Does student behavior define them OR do we separate behaviors from the person they usually are?



Student Management & Discipline

- The word “**Discipline**” is from the Latin word **disciplina**
- which means: ***“Instruction and Training.”***
- **Disciplina** is derived from the root **discere**: **”To Learn”**
- What is discipline?
 - **Discipline is to study, learn, train, and apply a system of standards.**
- What isn't discipline?
 - **Discipline is not rules, regulations, or punishment.**

***“When a child doesn't understand math, we teach them;
When a child misbehaves, should we not teach them?”***



Behavior is a Goal Driven Choice

***“When a child doesn’t understand math,
we teach them;***

***When a child misbehaves or makes a bad
behavior choice,
should we not teach them?”***



4 Goals of Behavior

1. To Get Attention
2. To Get Power
3. To Get Revenge
4. To Avoid Failure

Kids misbehave when their behaviors to achieve their goals are inappropriate

If adults teach kids the appropriate way to achieve their goals, they will no longer misbehave while achieving goals



Consequences vs. Punishment

Goals of Consequences are to teach, modify future behaviors, maintain accountability and safety

- Consequences are respectful, do not diminish self esteem, and are related to a poor behavior choice
- Consequences do not make those who made a behavior mistake, feel they are defined by that mistake – the poor behavior choice doesn't have to continue

Goals of Punishments are to shame, guilt, impose authority, or harm.

- The motivation behind a punishment comes from a place of emotion and a need to maintain control.
- Punishments are disrespectful, demeaning, and do not teach appropriate behaviors.



Restitution & Redemption

- Poor Behavior choice should **never define a child**
 - If it does, what is the motivation to change?
- Giving an opportunity to make **restitution** enables the child to “do better” and make better choices
 - correct the offense, sincere apologies, “Random Act of Kindness”
- 2nd chances enable humans to **redeem** themselves
 - A means to improve behavior choices



- Praise highlights a product
- Encouragement has a focus efforts, growth, and builds self-esteem
- If a product is not the best, identifying with it is harmful to one's self image

Encouragement vs Praise

Encouragement fosters authentic autonomy

Encouragement empowers self-identity

Encouragement informs personal best

Encouragement supports lifelong self-esteem

Encouragement promotes persistent exploration

Praise fosters performance

Praise focuses on adult's projected reflexive perception.

Praise encourages competitive rivalry

Praise cultivates short-term ego gratification

Praise conditions towards shut-down

@rieorganization



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for

Their Futures and The World

In Which They Live, Play &

Work

NOT OUR PAST!!!!

Are We?



SEL for Adults Including Staff

- Respect: Expertise, Experience
- Genuine Collaboration
- Inclusive (decision making, strategic planning)
- Genuine Performance Assessment
- Professional Learning Communities
- Professional Learning
- Professional Opportunities for Growth
- Honest 2-Way Communication
- Teambuilding
- Recognition



12 Cultural Traits of a Professional Learning Community

3 Norms that are the Foundation of a PLC*

1. Honest, Open Communication in a Trusting Climate that Facilitate Risk-Taking and “Out of the Box” Thinking,
2. Involvement in Decision-Making
3. Distributed Leadership and Initiative

**These norms allow the cultural norms to develop and become the culture*

5 Norms that are Important to Generate Affiliation and Engagement

1. Protecting that which is Important - -the things Shareholders Value
2. Respect and Confidence, Appreciation and Humor
3. Celebrating, Caring, Humor, Traditions, Ritual and Ceremonies
4. High Expectations and Accountability for Adults



PLCs – 12 Traits cont'd.

4 Cultural Norms that Lead to Improved Practices (i.e. Collaboration, Improved Student Achievement, Improved Learning):

1. Systematic Examination of Data
2. Non-Defensive Self-Examination of Teaching Practices
3. Reaching Out to the Knowledge Base
4. Experimentation, Analysis, Lesson Study, and Self Critique in Groups – Sharing, Listening and Encouraging



Social Emotional Learning

- SEL activities should be part of opening/re-opening plans after extended school closures
 - SEL activities for all staff
 - SEL activities for all students
 - SEL teambuilding activities should be throughout the year – not just September
 - Cooperative Learning
- SEL practices should be embedded in every lesson
- SEL4NJ

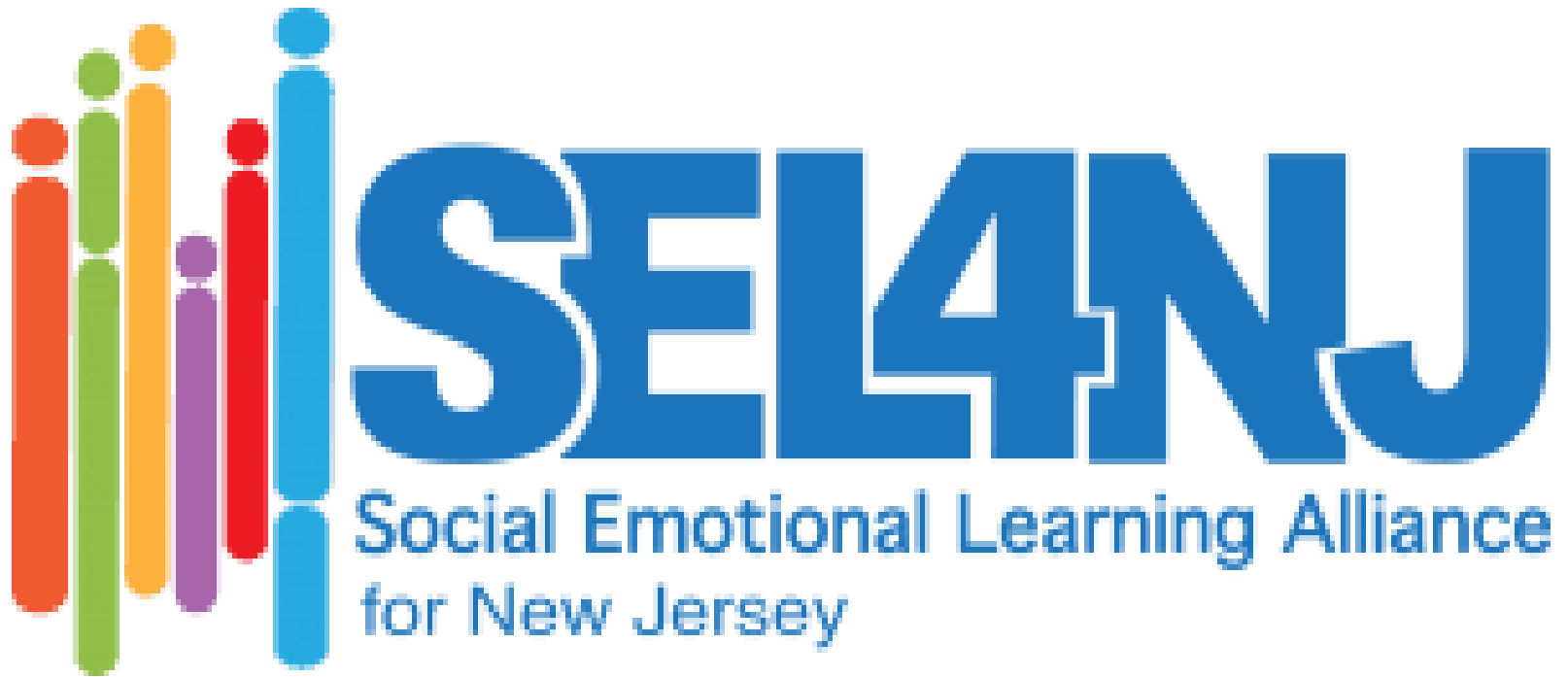


Building SEL

- Professional Learning
- Parent Academies
- Teambuilding
- Cooperative Learning
- Problem Based Learning
- Portfolios
- The Arts
- Literature
- Physical Activity
- Anonymous Climate Surveys: Staff, Parents, Students
- Authentic Assessments
- Invitational Schools
- Mindfulness



Resources for Families, Educators, Communities, Business & Industry



NJ DOE Resources: Families & Educators

www.nj.gov/education/safety/wellness/selearning/

NJDOE SEL Competencies

- SEL Competencies and Sub-Competencies
- [Accessible Version SEL Competencies and Sub-Competencies](#)

NJDOE SEL Modules :

Competencies for School,
Work, and Life

1. Intro to SEL
2. Self Awareness
3. Self Management
4. Social Awareness
5. Responsible Decision Making
6. Relationship Skills



Take Aways

- Contentment with Self
- Job Skills
- Healthy Relationships
- Healthy Self Esteem/Positive Self Image
- Healthy Decisions & Behavior Choices
- Grit



Social Emotional Learning-SEL4NJ

- SEL Core Competencies are associated with greater successes in relationships, careers, etc.
- SEL is NOT a program
- SEL is a MINDSET that guides us to ensure that all members of the school community are treated with Respect and Dignity
- SEL practices value each person's individuality
- SEL Student discipline practices lead to improved behavior choices-NOT RESENTMENT OR INCREASED BEHAVIOR CHOICES!
- Practices: Culturally Responsive Teaching, Responsive Classroom, Cooperative Learning,



5 SEL Core Competencies

- **Self Awareness:** Understanding one's emotions and how they influence behaviors
- **Self Management:** Regulate emotions and behaviors in all situations plus set and work towards goals
- **Responsible Decision-Making:** Make positive choices and accept responsibility for negative outcomes



5 SEL Core Competencies

- **Social Awareness:** Can take and understand the perspective of and empathize with others
- **Relationship Skills:** Ability to establish and maintain healthy and meaningful relationships with others



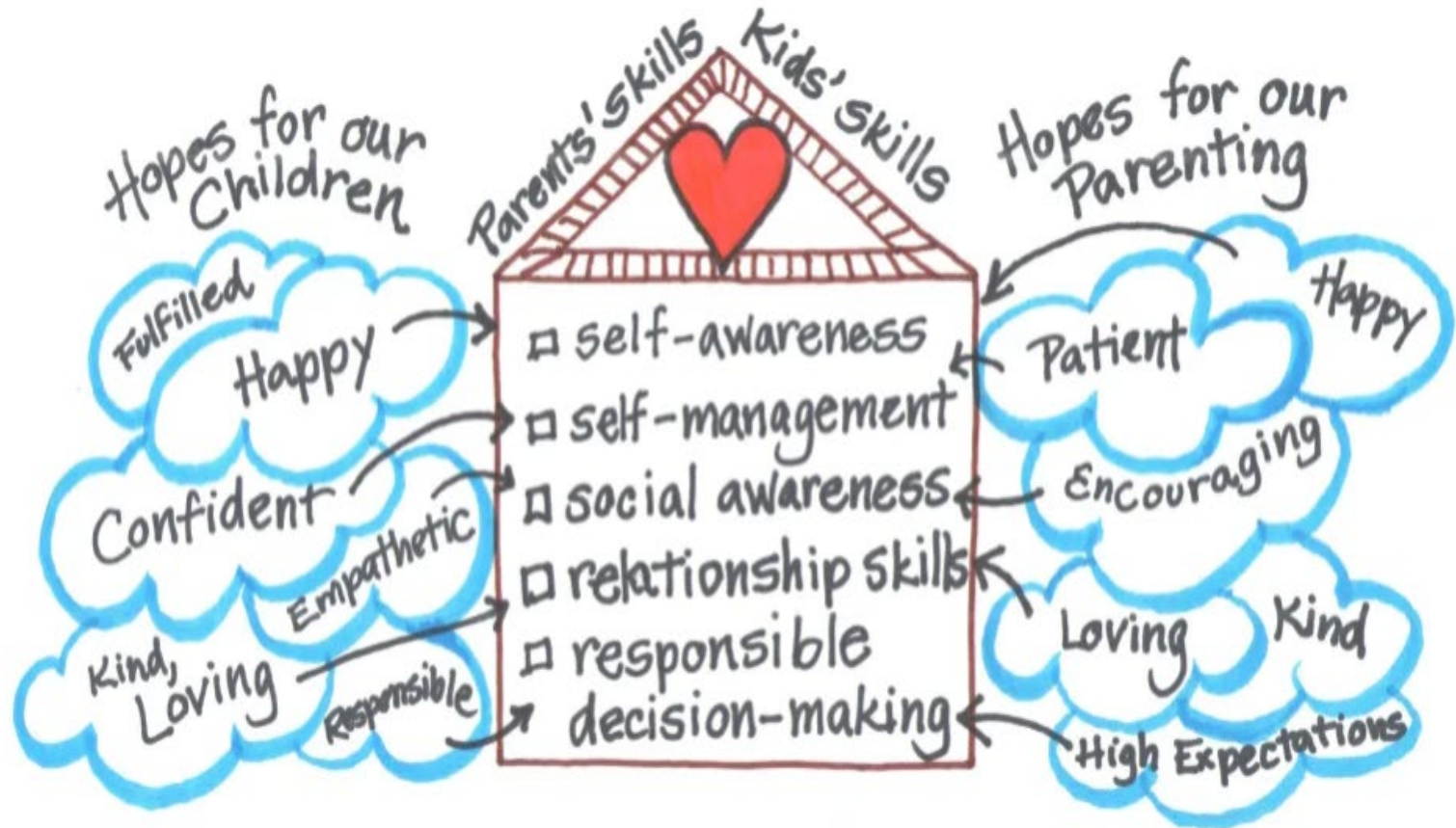
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WHY SEL?



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