

SEL Support in an Online Learning Environment

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May 6th, 2020



What is Social and Emotional Learning (SEL)?



- Social and emotional skills are defined as “interpersonal, self-regulatory, and task-related behaviors important for adaptation to and successful performance in education and workplace settings (Casillas, Way, & Burrus, 2015)
- Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2019)

CASEL Guide

Effective Social and Emotional Learning Programs

Middle and High School Edition

Collaborative for Academic, Social, and Emotional Learning



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The verdict is in:

SEL MATTERS

A new study reveals that students who participate in school-based programs focused on Social and Emotional Learning **benefit in multiple ways** as compared to students who do not experience programming in Social and Emotional Learning.

Check out these incredible findings!

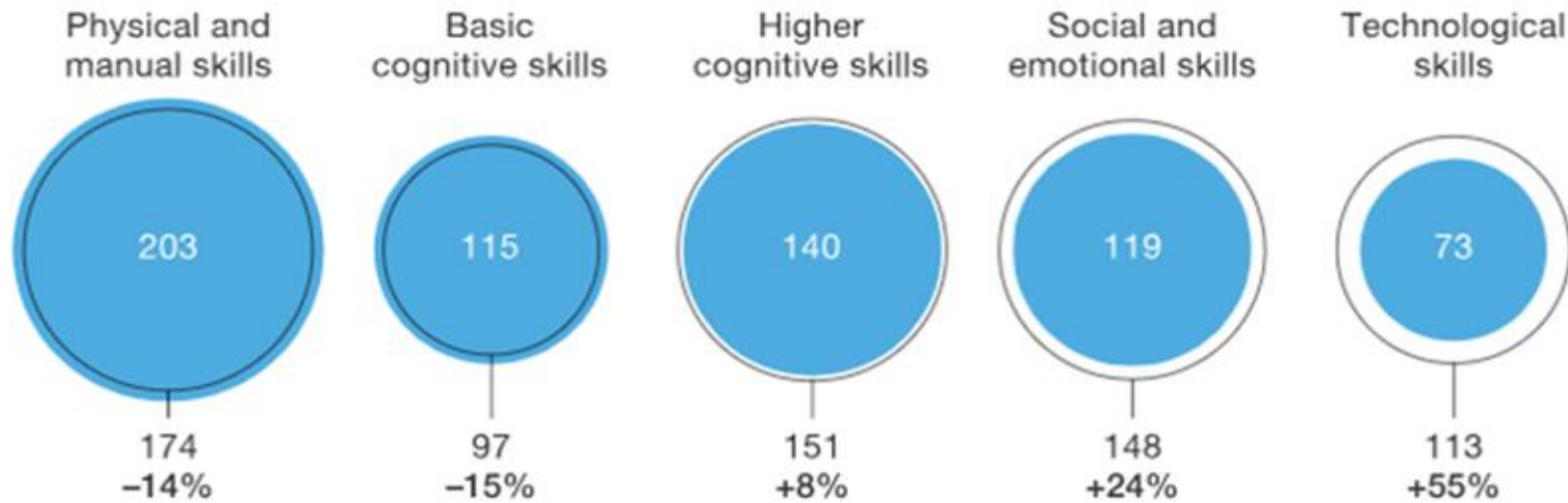


Source: Durlak, JA, Weissberg, RP, Dymnicki, AB, Taylor RD, & Schellinger, KB. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82 (1), 405-432.

Skills of the Future Workforce

Total hours worked in Europe and United States, 2016 vs 2030 estimate, billion

● 2016 ○ 2030



Source: McKinsey Global Institute Workforce Skills Model; McKinsey Global Institute analysis

McKinsey&Company

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Disruptions in light of COVID-19

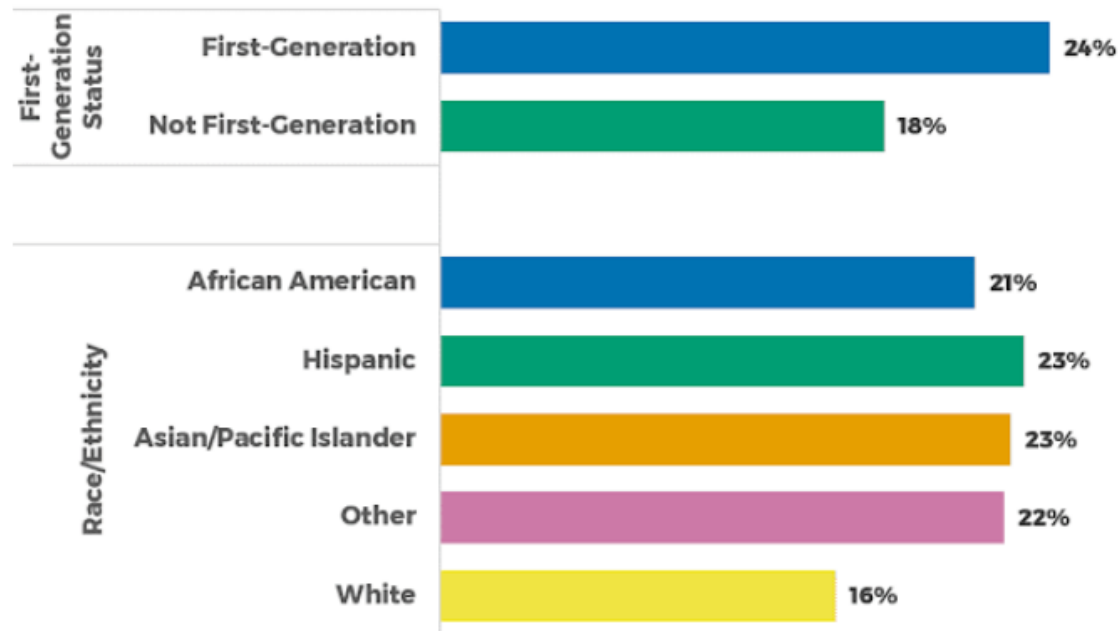


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COVID-19 Compounds Existing Inequalities

Students of color and students whose parents did not attend college were more likely to say that they needed help learning the content their teachers were asking of them.



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Shift to Online Learning

“Even if parents are unable to provide the academic and technical support that children might need to learn at home, it is perhaps more important for them to provide emotional support.” –
David Osher

AIR Podcast: <https://www.air.org/resource/air-informs-episode-3-creating-safe-supportive-learning-environment-home>

General Tips

- Relax
- Focus on meeting students' needs (whatever those may be)
- Know that you're not alone
- Take time to breathe

Open-Access SEL Blog Series and Resources



To access blog series and resources:
<https://www.mawilearning.com/covid-19-help-resources/>

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SEL Lesson Areas

Resilience	Grit	Leadership	Curiosity	Teamwork
				
Stress management, emotional regulation, a positive response to setbacks, and poise	Persistence, goal striving, reliability, dependability, and attention to detail at school	Assertiveness, influence, optimism, and enthusiasm	Creativity, inquisitiveness, flexibility, open-mindedness, and embracing diversity	Collaboration, empathy, helpfulness, trust, and trustworthiness

Building Resilience (or Some Ways to Deal with the Worry and Anxiety Brought on by COVID-19)

Alex Casillas, Ph.D. | March 26, 2020 | ACT-Mawi Learning, Blog, Covid-19 Resources, SEL

- Be mindful
- Be clear on what you can and cannot control
- Write about your feelings
- Give your emotions a name
 - Each of these strategies has accompanying lesson content

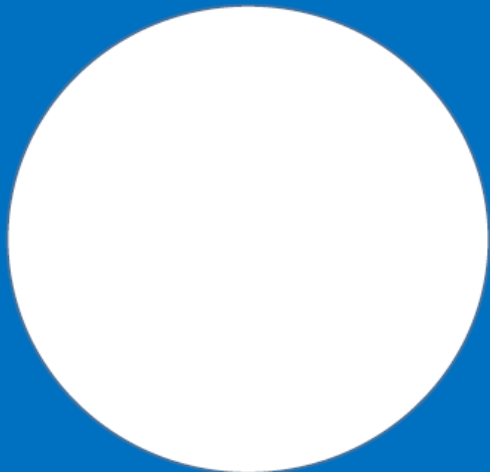
Mindfulness

Step	Description	Approximate Time
1) Breathing	With your eyes open, take about 5 deep breaths in through your nose and out through your mouth. After the fifth breath, slowly close your eyes. Keep your eyes closed for the remainder of the activity.	30 seconds
2) Settling	Focus on the weight of your body as it touches the chair or the floor.	1 minute
3) Listening	Listen to any sounds that might be surrounding you. Don't think too much about them. Just listen.	30 seconds
4) Scanning	Try to build a picture of how you are feeling right now. Start at the top of your head. How does the top of your head feel right now? Slowly scan down and notice how each part of your body is feeling until you get to your feet.	2 minutes
5) Focusing	Try to focus on your breathing. Notice your chest rising and falling as you breathe. Focus on this feeling. If you start thinking about anything else while you are focusing on your breathing, just try again to pay attention only to your breathing.	6 minutes
6) Open your eyes	This is the end. Notice how relaxed you feel!	Total time: 10 minutes

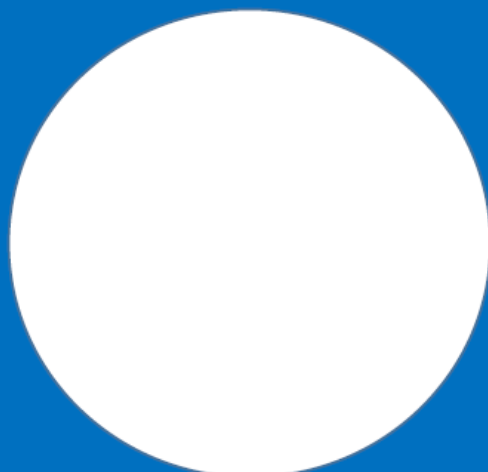
In My Zone

*Grant me the serenity to accept the things I cannot change,
Courage to change the things I can,
And wisdom to know the difference*

OUT



IN



For example, the spread of COVID-19 is certainly out of a student's zone of control, and likely something that students (and adults!) are worrying about a great deal. IN a student's control is the ability to stay home and stop the spread of the virus. IN a student's control is to wash hands. IN a student's control is to ask for help understanding what is going on and why everyone needs to stay home. IN a student's control is to develop a positive mindset and to think of activities that can be done at home.

Name It, Aim It, Tame It, Solve It

Background: There are many emotions we can experience on a daily basis. To effectively manage our emotions, it is critical for us to be able to complete several steps. These four steps are being able to name, aim, tame, and solve each emotion we feel.

You can first guide students through an example of the four-step process using emotions they have experienced in the past. Then, you can repeat this activity weekly, daily, or as situations call for it. Once students understand the process, you can work with them to name, aim, tame, and solve emotions they are feeling in real time.



Developing Your Grit (or Some Ways to Stay on Task and be Organized When COVID-19 Disrupts Your Life)

Kate E. Walton, PhD | April 2, 2020 | ACT-Mawi Learning, Blog, Covid-19 Resources, SEL



Developing Your Leadership (or Some Ways to Socialize with Others and Stay Optimistic in the Midst of COVID-19)

Dana Murano, PhD | April 9, 2020 | ACT-Mawi Learning, Blog, Covid-19 Resources, SEL

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Grit

- Think about your goals
- Overcome obstacles
- Manage your time
- Plan how you will achieve your goals
- Make a to-do list each day
- Get organized
- Tackle the task
- Plan for the future

Leadership

- Reach out (and really listen) to others
- Try to find the silver linings
- Speak up
- Encourage others
- Make use of technology to connect with others
- Connect with your communities
- Take initiative
- Start your day on a positive note



Developing Teamwork (or Ways We Can Work Together to Get Through COVID-19)

Kate E. Walton, PhD | April 23, 2020 | ACT-Mawi Learning, Blog, Covid-19 Resources, SEL



Developing your Curiosity (or Some Ways to Look at the World in a Different Light Despite the Constraints Imposed by COVID-19)

Alex Casillas, Ph.D. | April 16, 2020 | ACT-Mawi Learning, Blog, Covid-19 Resources, SEL

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Teamwork

- Differences in perspectives
- Finding common ground: positions vs. interests
- Are all oranges alike?
- Service project
- Practice patience
- What can you do for others?
- Practice thinking before you speak
- What did you do today to be kind?

Curiosity

- Paper Plane Flying Contest
- Everyday Objects
- What's in a Name
- Folk Tales
- Flipside of the Coin
- Treasure Hunt
- Shift Your Perspective
- Building Challenge

Access to Additional Free SEL Resources

Super ELL

(Recommended 6-12, WIDA levels 2-3+)



Equip English Learners with tools to accelerate academic success, establish strong relationships, and prepare for college and career. Lessons draw upon inspiring true stories of EL success, interactive practice, and exclusive coaching videos from Mawi Asgedom.

Turbo Leader 1

(Middle School)



Equip students with the critical social emotional skills they need to build confidence and habits of success to thrive in middle school. Students discover how their brain changes in amazing ways and how they can harness that unique energy to grow during this exciting time in their life.

Turbo Leadership

(High School)



High school students face new responsibilities, difficult decisions, and increased academic rigor. Through the Turbo Leadership program, students develop essential, research-based leadership skills – such as goal setting and growth mindset – that drive success.

Links to SEL Skill Building Resources

- SEL blog series and SEL skill building activities: <https://www.mawilearning.com/covid-19-help-resources/>
- Super ELL, Turbo Leader MS and HS free courses (free access thru the end of June): <https://www.mawilearning.com/free-course-registration/>
- Student voice survey series:
 - <https://bit.ly/2L070uK>
 - <http://leadershipblog.act.org/2020/04/inequities-in-tech-coronavirus.html>
 - <http://leadershipblog.act.org/2020/04/student-voice-survey-series-learning-at-home.html>
- PDF of all SEL skill building activities to be shared

Additional SEL Resources

- ACT Holistic Framework: <https://www.act.org/content/act/en/k12-educators-and-administrators/college-and-career-readiness/holistic-framework.html>
- CASEL program guides: <https://casel.org/guide/>
- Aspen Institute report: <http://nationathope.org/>
- OECD study on social and emotional skills: <http://www.oecd.org/education/cei/social-emotional-skills-study/>
- Durlak et al. meta analysis showing the effects of SEL programming: <https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8624.2010.01564.x>
- McKinsey & Company report re: future of work and SEL <https://www.mckinsey.com/featured-insights/future-of-work/skill-shift-automation-and-the-future-of-the-workforce>
- AIR podcast on parents providing emotional support at home: <https://www.air.org/resource/air-informs-episode-3-creating-safe-supportive-learning-environment-home>

Thank you!

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