# Weaving SEL in the Physical and Virtual Classrooms

# **Good day!**

I am **Caring Tarroja**, a Registered Psychologist, a teacher, a researcher and a practitioner

mchtarroja@gmail.com

"

https://www.mentimeter.com/s/4259a919b8
9e948cd8c47dac3ca97f8e/0dbb8b0fee8f

# OUTLINE

I. COVID-19 Pandemic Context

II. Overview of SEL

III. Weaving SEL in the Physical and Virtual Classrooms

   A. My Classroom

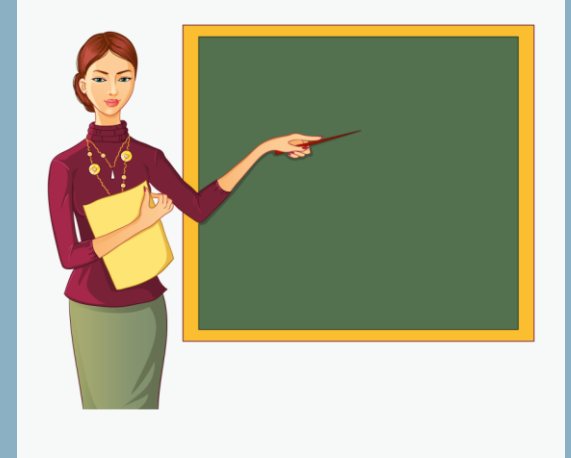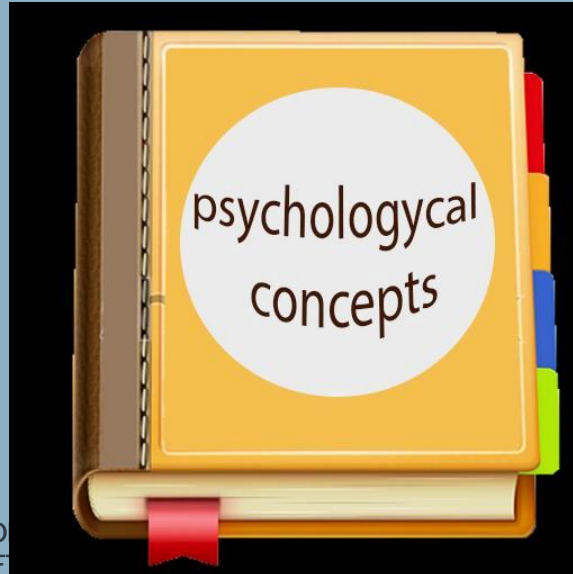   B. My Technology

   C. Myself

# I will be sharing what I know of based on


EXPERIENCE




psychologycal concepts

# COVID19 Pandemic Context

https://teachertaskforce.org/sites/default/files/2020-05/webnews-image.jpg
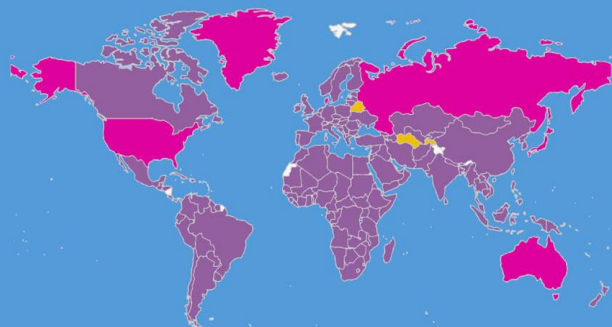
Worldwide

**50%** of learners
**826 million**
do not have a
household computer

**43%** of learners
**706 million**
do not have
household Internet

**56 million**
learners cannot use mobile
phones to access information, because
**they are not covered by
mobile networks**

https://teachertaskforce.org/sites/default/files/2020-05/webnews-image.jpg

# (General) Stressors (for ALL)

## During Quarantine

- Length of quarantine
- Fear of infection
- Frustration and boredom
- Inadequate supplies
- Inadequate information

## POST QUARANTINE

- Finances
- Fear of infection
- Stigma
- Adjustment to the new normal

Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it. *Rapid Review, 395,* 912-920.

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Managing Anxiety and Isolation During Quarantine
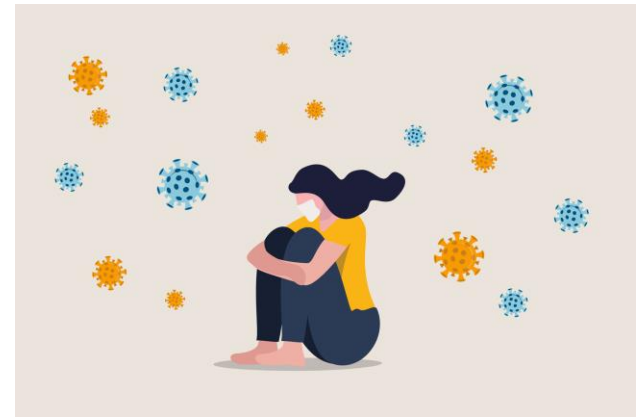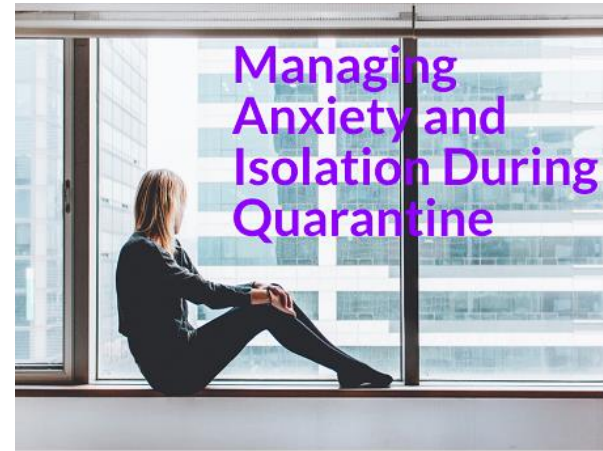
# Experiences about COVID-19

- There is so much **uncertainty**
- It is the time to reflect on what we **value most**
- **Mental health** is important
- **SOCIAL EMOTIONAL LEARNING** may need to be highlighted in the face of adversity

Social and Emotional Learning

# Overview of SEL
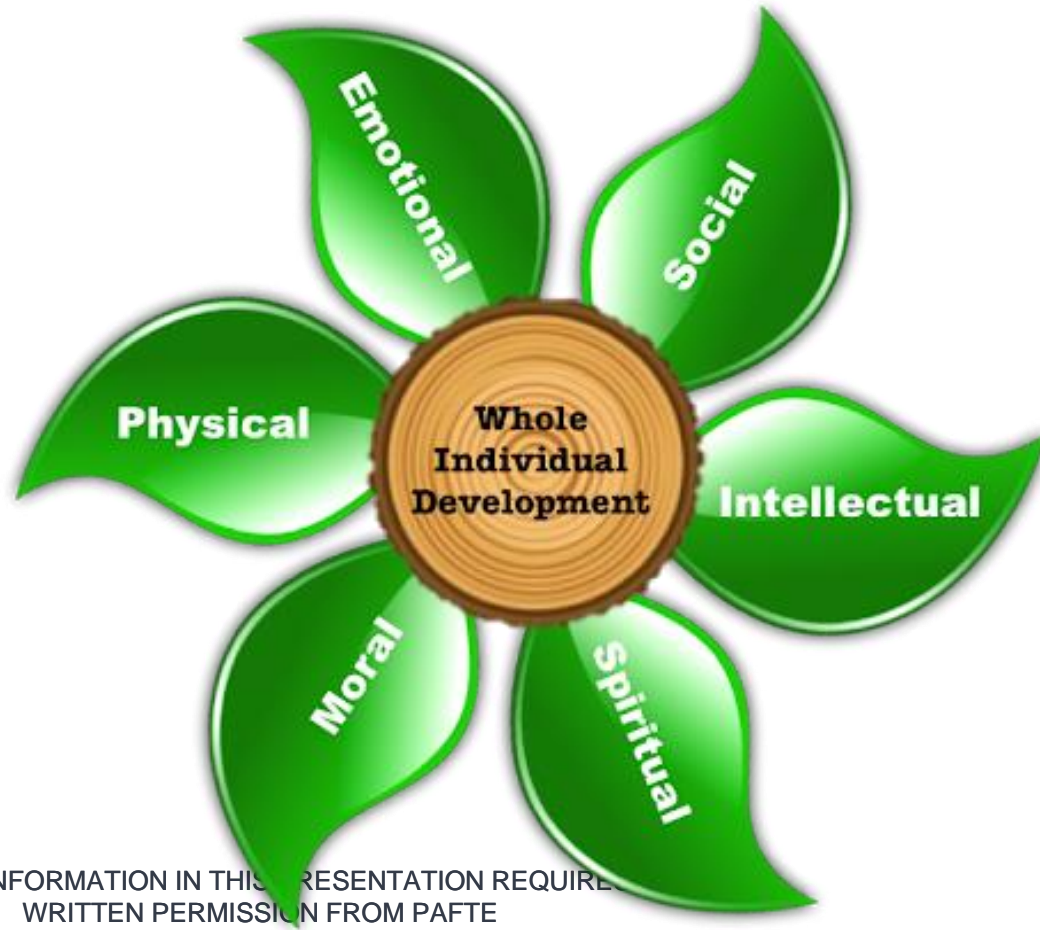
# WHAT: Social Emotional Learning

"*the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to* **understand and manage emotions**, **set and achieve positive goals**, **feel and show empathy for others**, **establish and maintain positive relationships**, *and* **make responsible decisions**."

https://medium.com/inspired-ideas-prek-12/5-guiding-principles-of-social-emotional-learning-2f9fb554edad

https://s.clipartkey.com/mpngs/s/18-182990_social-emotional-learning-social-skills-clipart.png

# SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

## SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

## RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK



HOMES AND COMMUNITIES · SCHOOLS · CLASSROOMS

SELF-AWARENESS · SELF-MANAGEMENT · SOCIAL AWARENESS · RESPONSIBLE DECISION-MAKING · RELATIONSHIP SKILLS

SOCIAL AND EMOTIONAL LEARNING

SEL CURRICULUM AND INSTRUCTION · SCHOOLWIDE PRACTICES AND POLICIES · FAMILY AND COMMUNITY PARTNERSHIPS

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https://www.hillienation.org/uploads/1/2/0/9/120952758/published/screen-shot-2018-08-08-at-4-45-58-pm_1.png?1533764315

USING INFORMATION IN THIS PRESENTATION REQUIRES WRITTEN PERMISSION FROM PAFTE

# WHY:
# Benefits of SEL

# What does research show?

✓ **can reduce** anxiety, substance abuse, suicide, depression and violence,

✓ **can increase** attendance, test scores and prosocial behavior such as kindness, empathy and personal awareness

Is **SEL** as important as **academic learning?**

**81%** of parents  **93%** of teachers  **96%** of administrators

said **YES**

McGraw-Hill Education | 2018 Social and Emotional Learning Report    www.mheducation.com/sel-survey

**SEL enhances academic performance, motivation to learn, school behavior, and attendance — and teachers agree.**

**77%** of all teachers say SEL can improve academic performance.

**87%** of teachers believe SEL can prepare children for the real world.

**87%** of all teachers believe SEL can help children become good citizens.

**Benefits of SEL include:**

- Increase in **optimism, confidence, empathy & independence**
- **Positive social behaviours** between family & peers
- **Decreased** emotional distress & anxiety
- **Improved** test scores, grades & attendance

https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.mycota.ca%2Fpro-d-blog%2F2017%2F10%2F19%2Fwhy-social-and-emotional-learning-is-the-secret-sauce-to-success!%2F&psig=AOvVaw1qjCTCVTNVPr84GtQLSBeN&ust=1600875089661000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCKDAksyK_esCFQAAAAAdAAAAABAa

The Importance of Social-Emotional Learning for Academic Development

**11%**
**Increase in grades**
social and emotional development results in an average of 11% gain in grades and test scores.

**80%**
**of Employers**
say that social and emotional skills are extremely important to achieving success.

**75%**
of the words students use to describe how they feel at school are negative. Integrating social and emotional skills learning into the curriculum improves students' attitudes and engagement.

**90%**
**of Educators**
believe that social and emotional skills can benefit their students, and more importantly, that they can be taught.

**15 Benefits of Social Emotional Learning**

Improves academic performance.

Increases student motivation.

Reduces behavior problems.

Helps students set and meet goals.

Teaches how to have empathy for others.

Improves school and class climate.

Improves self-regulation skills.

Teaches responsible decision-making.

Improves confidence and perseverance.

Increases personal self-awareness.

Improves relationship skills.

Creates the feeling of community.

More positive attitudes toward self.

Improves attendance.

Decreases emotional distress.

www.thepathway2success.com

# Core Features of Effective SEL

1. **Carefully planned, theory and research based**

2. **Teaches SEL skills** for application to daily life

3. Addresses **affective and social dimensions** of learning

4. Leads to **coordinated, integrated and unified programming** linked to academic outcomes

5. Involves **family and community partnerships**

6. Includes **continuous improvement**, outcome evaluation, and dissemination components

# SEL Includes

1. Classroom and school climate,
2. Teaching pedagogy and school personnel support and
3. Student skill building.

# Weaving SEL in the Physical and Virtual Classrooms

# My Classroom

# SEL During the COVID-19 Context:
## *Weaving SEL in the Classrooms*

**Recommended Ways to Integrate SEL within Education Programs in Contexts of Adversity**

1. **Embedding** social and emotional skills **within learning outcomes**

2. Using **risk and resilience frameworks** to understand maladaptive coping strategies of learners and provide alternative "adaptive" choices

https://inee.org/system/files/resources/EdNote-SEL.pdf
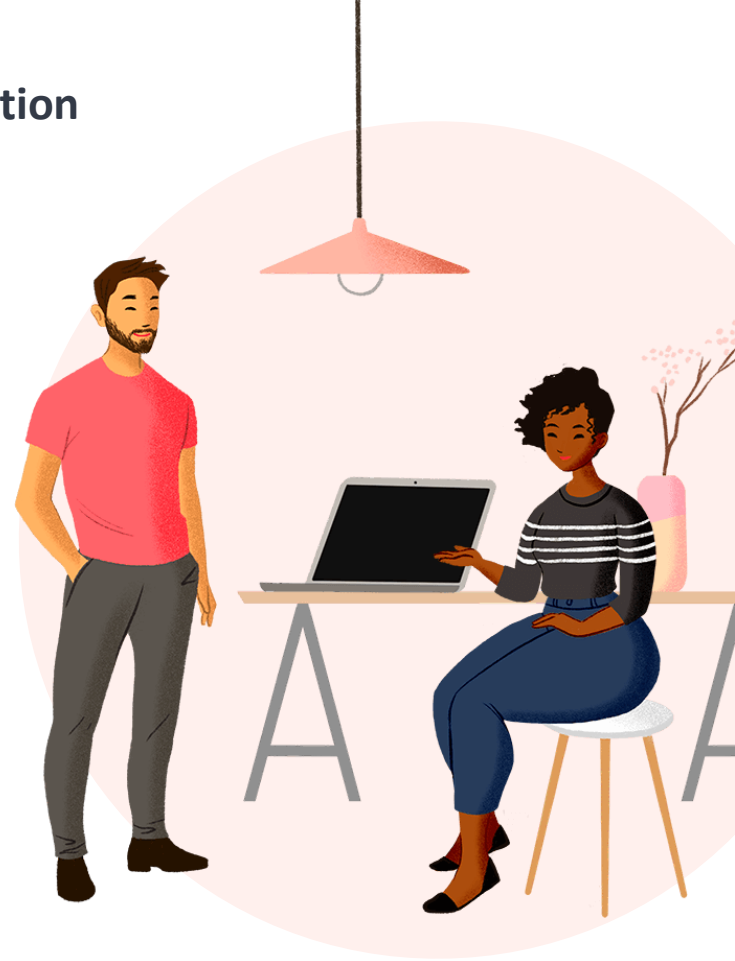
**Recommended Ways to Integrate SEL within Education Programs in Contexts of Adversity**

3.  Mindful of **culturally grounded mediums** which support SEL

4.  **Systematize SEL** within core education system structures and functions

https://inee.org/system/files/resources/EdNote-SEL.pdf

✓ [https://inee.org/system/files/resources/EdNote-SEL.pdf](https://inee.org/system/files/resources/EdNote-SEL.pdf)

✓ Learning and Resilience: The Crucial Role of Social and Emotional Well-being in Contexts of Adversity

# Seven Guiding Principles

1. **Create:** Consciously create a nurturing, caring, and safe environment for students.

2. **Integrate:** Whenever possible, incorporate SEL skill-building into academic instruction.

3. **Instruct:** Provide explicit guidance and instruction in SEL skills.

4. **Reflect:** Reflect on how social and cultural contexts are embedded into SEL.

5. **Respect:** Foster respect for one's self and others.

6. **Communicate:** Exchange ideas about SEL with all stakeholders, early and often.

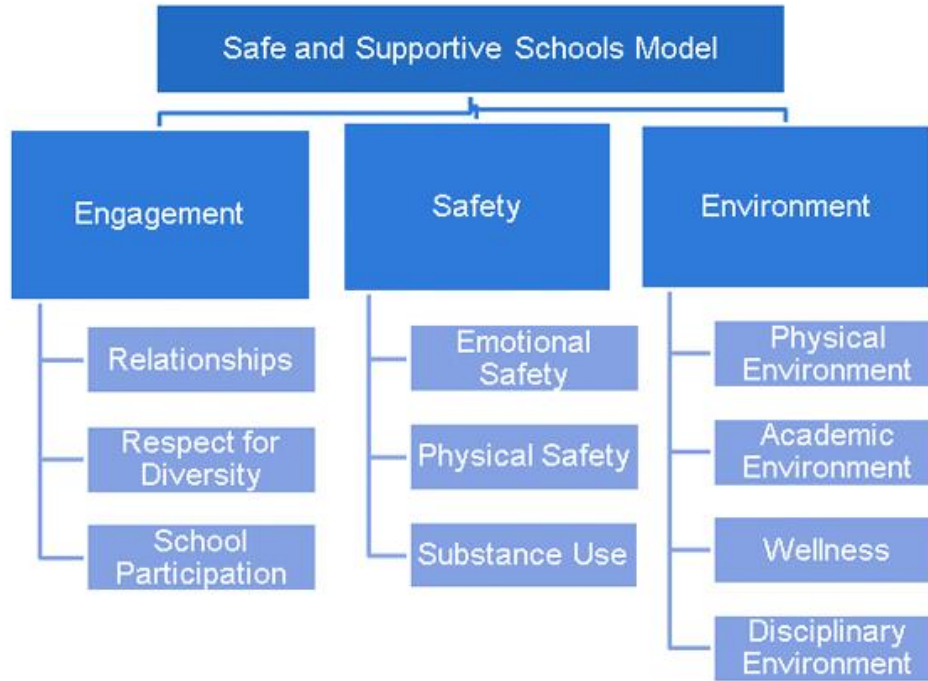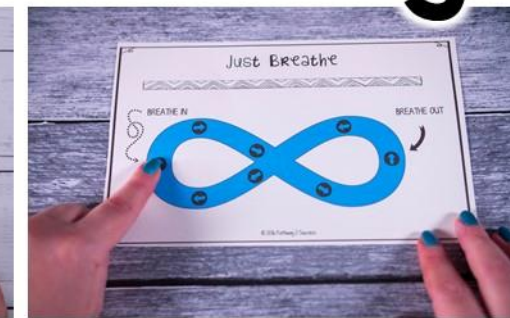7. **Empower:** Enable students to take charge of their own social and emotional learning.

Guiding Principle 1: **CREATE**
*Consciously create a nurturing, caring, and safe environment for students*



Welcoming, Caring, Respectful and Safe Learning Environment Policy

Guiding Principle 1: **CREATE**
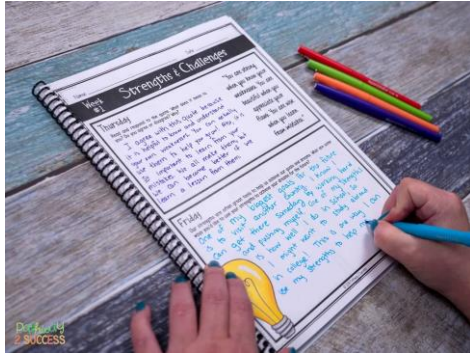*Consciously create a nurturing, caring, and safe environment for students*



Safe and Supportive Schools Model

Engagement
- Relationships
- Respect for Diversity
- School Participation

Safety
- Emotional Safety
- Physical Safety
- Substance Use

Environment
- Physical Environment
- Academic Environment
- Wellness
- Disciplinary Environment

# 25 ways To Integrate Social Emotional Learning

# Guiding Principle 2: **INTEGRATE**
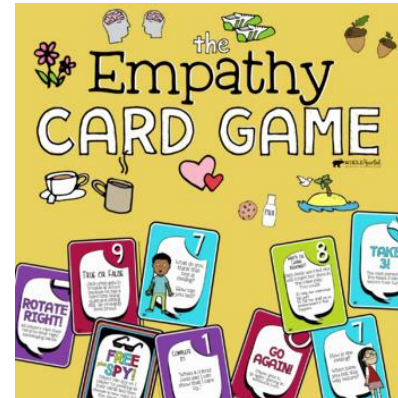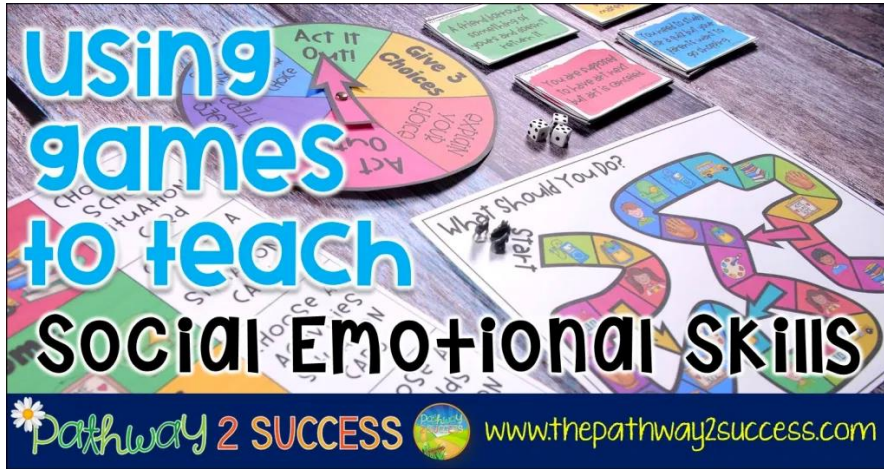## *Whenever possible, incorporate SEL skill-building into academic instruction*
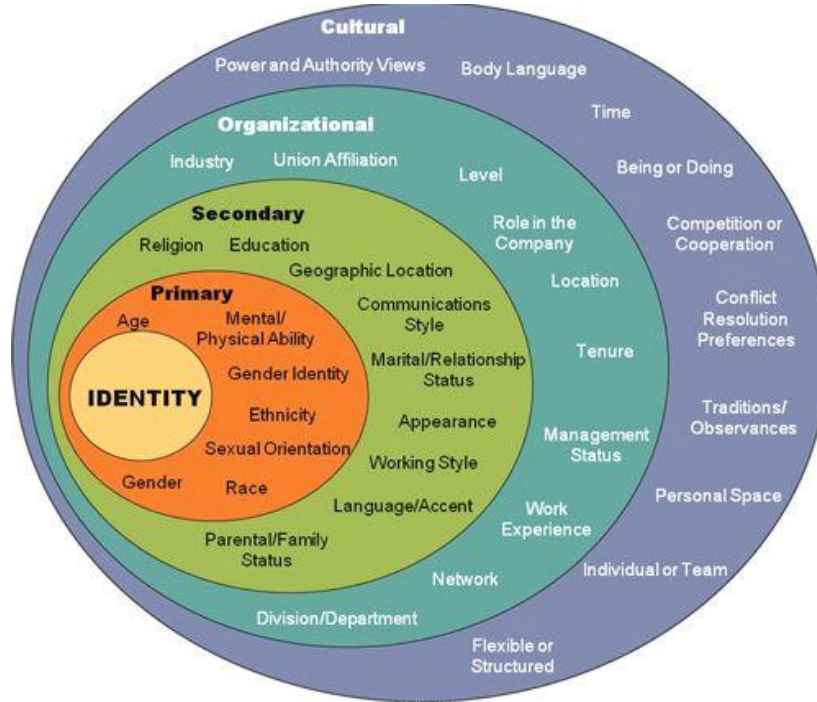
# Guiding Principle 3: INSTRUCT
## *Provide explicit guidance and instruction in SEL skills*

## Guiding Principle 4: REFLECT
### *Reflect on how social and cultural contexts are embedded into SEL*



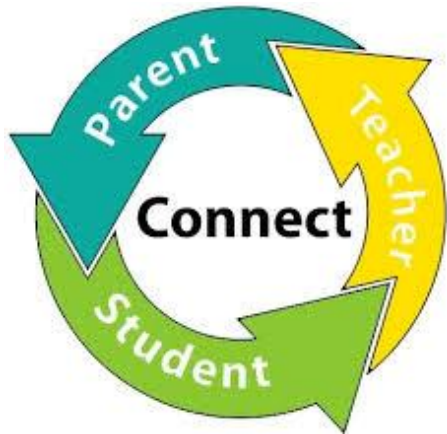Adapted from Diverse Teams at Work, Loden, Gardenschwartz & Rowe, Irwin, 1994

**Guiding Principle 4: REFLECT**
*Reflect on how social and cultural contexts are embedded into SEL*

**Guiding Principle 5: RESPECT**
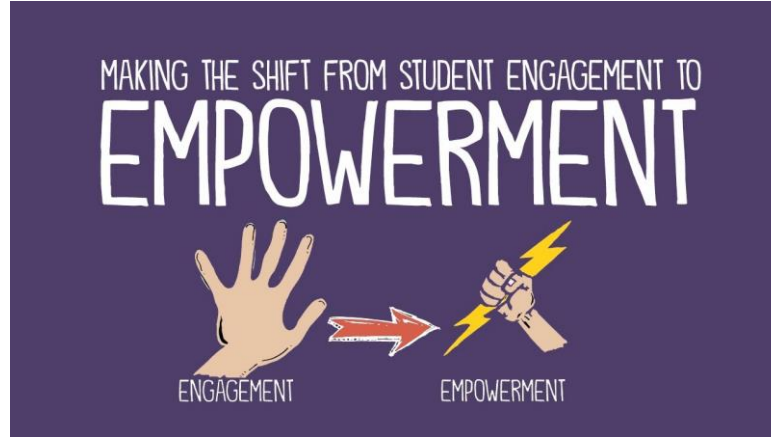*Foster respect for one's self and others.*

**Guiding Principle 6: COMMUNICATE**
*Exchange ideas about SEL with all stakeholders, early and often.*

**Guiding Principle 7: EMPOWER**
*Enable students to take charge of their own social
and emotional learning*

INSTEAD OF GIVING STUDENTS A MAP TO THE FUTURE, TEACH THEM TO FIND THEIR OWN ROUTE.

— JOHN SPENCER —

✓ https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/blog/7_Principles_of_SEL_White_Paper.pdf

✓ Building Social and Emotional Learning Into the School Day: Seven Guiding Principles Second Edition By Dr. Annie Snyder, Sr. Learning Scientist, McGraw-Hill Education
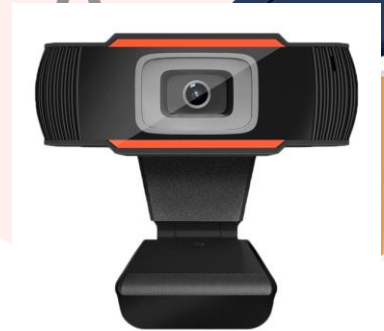
# My Technology: Preparations
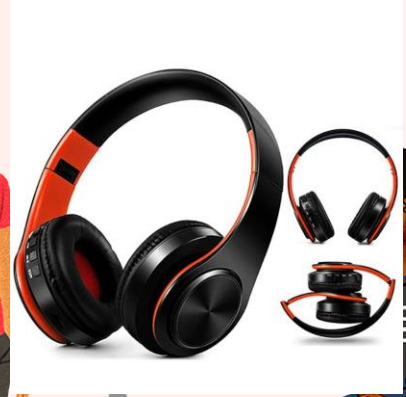
✓ Camera

✓ Microphone

✓ Headset

✓ Computing device (or tablets with very good quality camera and mic; smartphones might work but the smaller screen is not idea for assessing affect)

✓ Internet connection

# **Virtual Classes**:

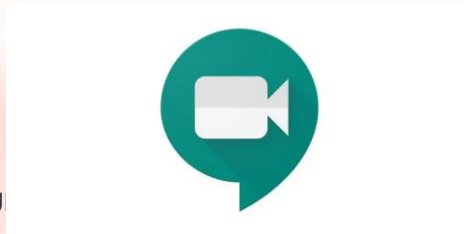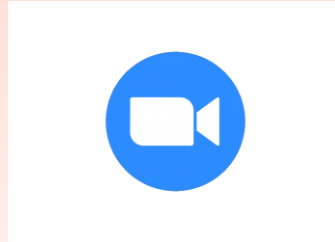# Are you ready with your gadgets?

Programs and Applications

# *What about your Platforms?*
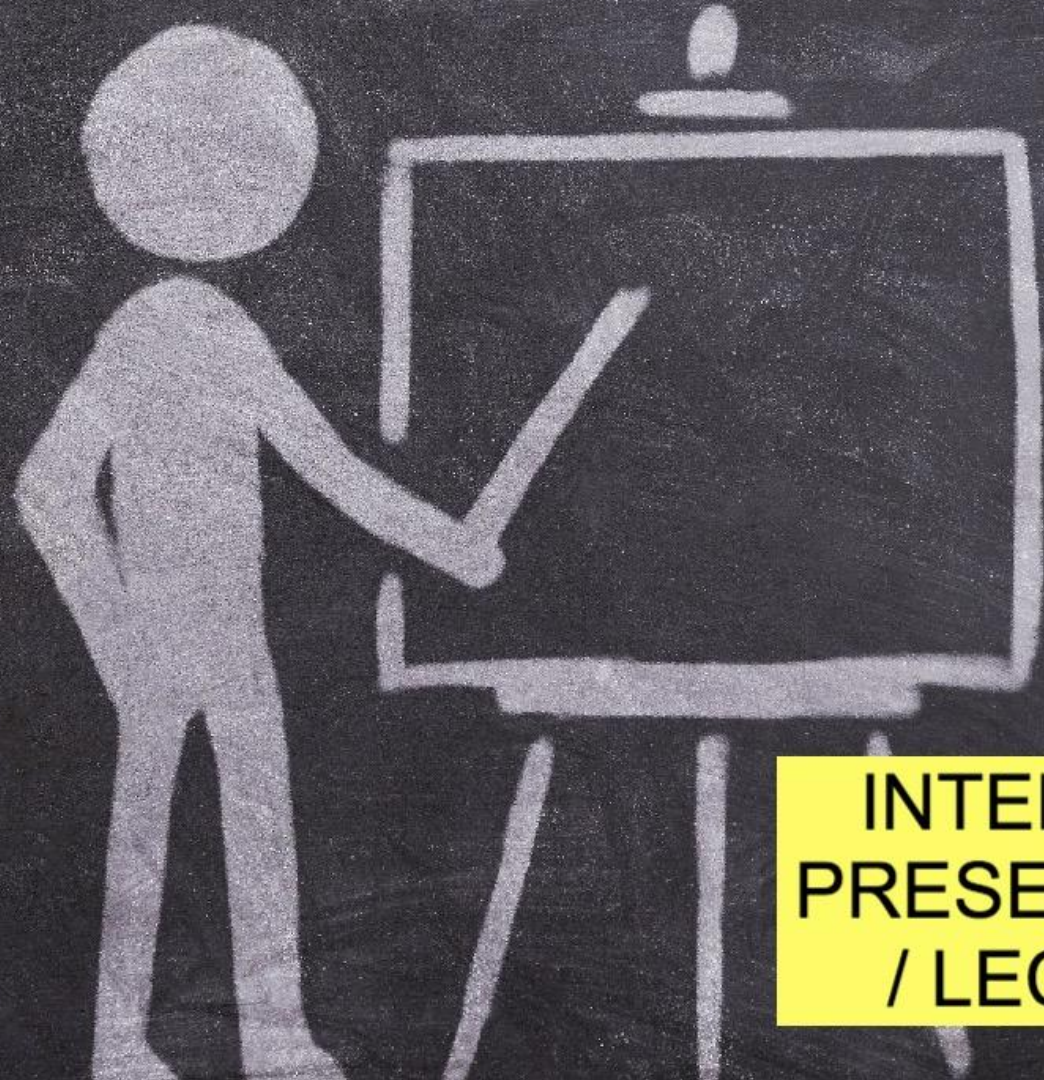
INTERACTIVE PRESENTATIONS / LECTURES

# *Teaching Tools?*









etc.

# Preparing MYSELF for SEL

# What teachers can do?

- **TAKING CARE OF OWN MENTAL HEALTH**

- LEARNING NEW WAYS OF DOING THINGS

- SHARING OF RESOURCES (pedagogy, modality, PWB)

- DELIVERY of Lessons:

  - Provide resources and opportunities for asynchronous learning

  - Make lessons engaging

  - Connect with students (gestures, facial expressions, eye contact)

  - Be flexible and accommodating (requirements, deadlines, evaluation)

- Be kind to self and students

# ATTEND TO MY WELLNESS

# PHYSICAL WELLNESS

The ability to maintain
a healthy quality of life
without undue fatigue
or physical stress

# MENTAL WELLNESS

The ability to open our minds to new ideas and experiences that can be applied to personal decisions, group interaction and community betterment.


Learn Something New

# EMOTIONAL WELLNESS

The ability to acknowledge and share feelings of anger, fear, sadness or stress; hope, love, joy and happiness in a productive manner



Guide To Emotional Wellness

#01 Protect Your Self Esteem

#02 Take Control After a Failure

#03 Distract Yourself From Brooding Thoughts

#04 Find Meaning After a Loss

#05 Recover Self-Worth After a Rejection
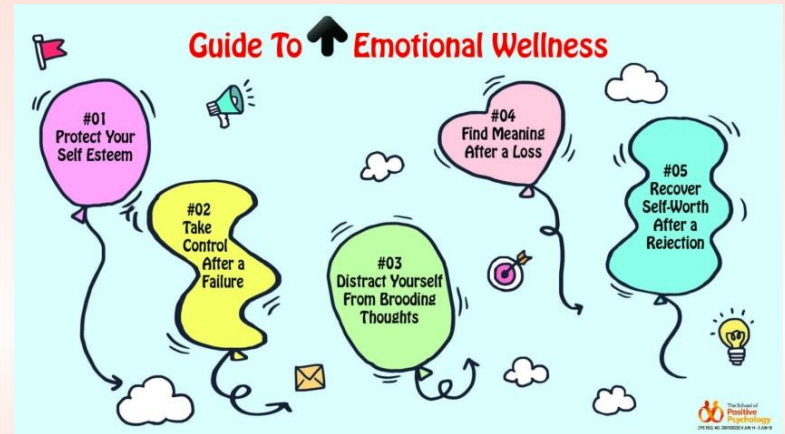
# SOCIAL WELLNESS

This is the ability to relate to and connect with other people in our world.

# OCCUPATIONAL WELLNESS

This is the ability to get personal fulfillment from our jobs or our chosen career fields, while still maintaining balance in our lives.

# FINANCIAL WELLNESS

This is your relationship with money and skills in managing resources. It is an intricate balance of the mental, spiritual and physical aspects of money.

# ENVIRONMENTAL WELLNESS

This is the ability to recognize our own responsibility for the quality of the air, water, and land that surrounds us.

# SPIRITUAL WELLNESS

This is the ability to establish peace and harmony in our lives.



Spiritual Resources in the Time of COVID-19

# What is Self-care: Definition and Components

# What is self-care?

**WHO** defines self-care as "the ability of individuals, families and communities to *promote health, prevent disease, maintain health, and to cope with illness and disability* with or without the support of a healthcare provider".

Self-care is *any activity that we do **deliberately** in order to take care of our mental, emotional, and physical health*.

# Benefits of Self-Care

**Healthy relationships**

**Positivity**

**Productivity & Motivation**

**Higher engagement levels**

**Fight fatigue & illness**

*Reference:  https://thehappyjournals.com/benefits-of-self-care/*

# Self-care Activities

Social media diet

Grounding & Mini-breaks

End of the day pat on the back

Create routines, rituals, and to-do lists

Hobbies (offline hobbies, too!)

Spend time with friends & loved ones

SELF-CARE CAN BE:
- asking for help
- spending time alone
- taking a step back
- forgiving yourself
- putting yourself first
- saying 'no'
- staying at home
- setting boundaries
- asking for what you need

@lauraheartlines

...RE IS WORTH A ...USAND WORDS

Planning for our self-care

# Taking care of your mental health during COVID-19

## Stay connected

Keep in touch with friends and family via email, social media, video conferencing or telephone

## Maintain a healthy lifestyle

- Establish a regular daily routine
- Get plenty of sleep and eat nutritious meals
- Engage in exercise and physical activities that you like

## Stay positive

Remember that this period of self-isolation or quarantine is temporary and follows expert advice to help contain the virus

## Stay informed

Obtain accurate information from reliable sources like the Australian Government and the World Health Organization

## Seek support

Mental health services are available if you're feel anxious, worried or overwhelmed

healthdirect.gov.au/mental-health-and-wellbeing

USING I

**healthdirect**

# When to Self-care?

It is NOT seasonal

It is not an activity only for when I'm stressed out

Self-care is a lifelong habit

It is a commitment we do everyday

# How can I make time for self-care?

## Add it to the calendar

If you're a workaholic, put at least one thing you enjoy doing for yourself on your calendar every week. Like goal-setting, you're much more likely to participate in self-care if you write it down as something that needs to happen.

## Confide in your partner

You can even make the goal for self-care a family goal, since it's likely that your partner is similarly depleted. Try to find one way that the two of you can support each other in self-care activities every week.

# How can I make time for self-care?

## Ask Your Boss for Flexibility

See if there is any flexible time available at work for occasional telecommute options or for the opportunity to take a long lunch break for a massage as long as the time is made up the next day.

## Bring Your Children With You

Children are often cited as reasons individuals don't practice self-care. However, your children can be part of the solution. Bring them to a farmers' market to select healthy produce or take them to the park with you so you can all run around together.

# How can I make time for self-care?

## Infuse Self-Care Into Your Day

It's not always possible to get away for a vacation or for an entire day of relaxation. However, five minutes of deep breathing in your car or t'ai chi during your lunch break can also be effective in mitigating stress.
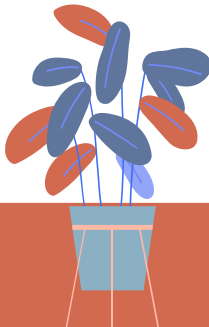
# Self-care is different for all of us

"Self-care is giving the world the best of you instead of what's left of you."

*Katie Reed*

" Educational responses to the crisis are capable of changing the meanings, purposes and values of 'school' "

Keith Holmes
UNESCO Futures of Education Ideas LAB
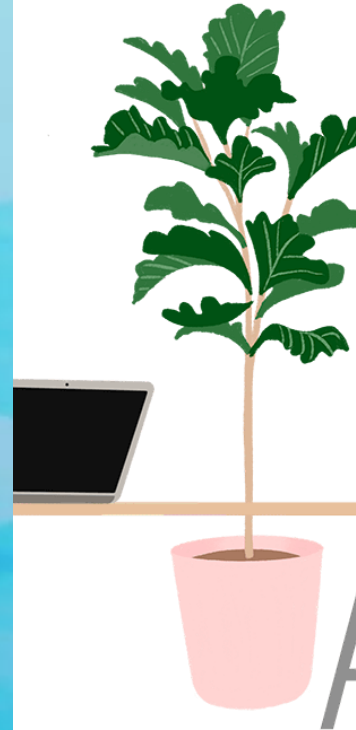
"Be an encourager. The world has plenty of critics already."

DaveWillis.org



Learning together even when we're apart

# " Teachers are frontliners too!!!

# References

Snyder, A. Building Social and Emotional Learning Into the School Day: Seven Guiding Principles Second Edition Sr. Learning Scientist, McGraw-Hill Education

https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/blog/7_Principles_of_SEL_White_Paper.pdf

https://inee.org/covid-19

https://inee.org/system/files/resources/INEE_PSS-SEL_Background_Paper_ENG_v5.3.pdf

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✓ Abramson, A. (2020). Enhancing online learning
The COVID-19 pandemic has moved education online for most students. Psychologists are offering ways to maximize that shift. *American Psychological Association.* https://www.apa.org/monitor/2020/06/covid-online-learning

✓ American Psychological Association (2020). Coping with COVID-19-related stress as a student
With schools around the country closed, students are facing unprecedented change. https://www.apa.org/topics/covid-19/student-stress

✓ Britnell, K. (2020). COVID19: Keeping schools and learning safe online.

✓ Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, N., & Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it. *Rapid Review, 395,* 912-920.

✓ Rizga, K. (2020). What Teachers Need to Make Remote Schooling Work. *esafetyCommissioner*
https://www.theatlantic.com/education/archive/2020/04/how-remote-school-can-work-covid-19-pandemic/609895/?fbclid=IwAR0B8JA1NMgM1cVl5QdbuIpjZHty6I5R86P0d5dStFXV3yW4s3IFoGPVXGo

✓ Weir, K. (2020). Seven crucial research findings that can help people deal with COVID-19. *American Psychological Association*.

✓ https://www.esafety.gov.au/about-us/blog/covid-19-keeping-schools-and-learning-safe-online
https://www.apa.org/news/apa/2020/03/covid-19-research-findings

✓ https://www.mapping-access.com/blog-1/2020/3/10/accessible-teaching-in-the-time-of-covid-19

✓ https://www.brandeis.edu/health/promotion/faculty-guide.html

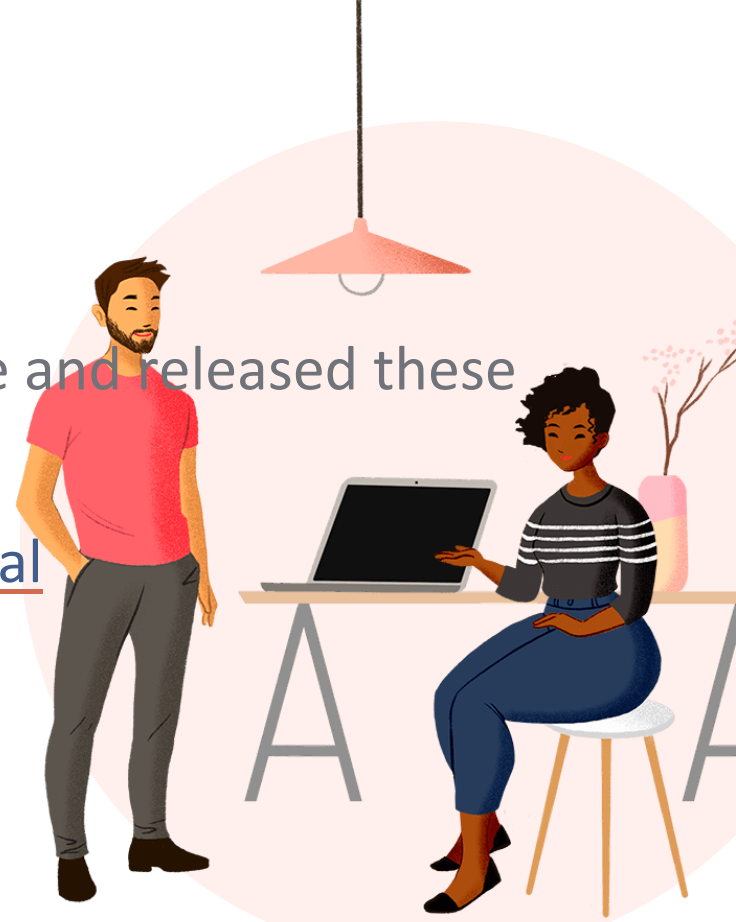✓ https://www.uindy.edu/studentcounseling/files/studyingfromhomeduringcoronavirusdukekunshanu.pdf

# Online References

✓     https://www.theatlantic.com/education/archive/2020/04/how-remote-school-can-work-covid-19-pandemic/609895/?fbclid=IwAR0B8JA1NMgM1cVl5QdbuIpjZHty6I5R86P0d5dStFXV3yW4s3IFoGPVXGo

✓     Weir, K. (2020).  Seven crucial research findings that can help people deal with COVID-19. *American Psychological Association*.

✓     https://www.esafety.gov.au/about-us/blog/covid-19-keeping-schools-and-learning-safe-online
https://www.apa.org/news/apa/2020/03/covid-19-research-findings

✓     https://www.mapping-access.com/blog-1/2020/3/10/accessible-teaching-in-the-time-of-covid-19

✓     https://www.brandeis.edu/health/promotion/faculty-guide.html

✓     https://www.uindy.edu/studentcounseling/files/studyingfromhomeduringcoronavirusdukekunshanu.pdf

✓     https://wellbeing.google/get-started/minimize-distractions/

✓     https://aca.edu.au/resources/

✓     https://www.self.com/story/remote-work-productivity-tips

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mchtarroja@gmail.com

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