

Getting Connected! Integrating Social-Emotional Learning into Remote Teaching

Event Overview

Keynotes

Tom Hierck—*One is the Loneliest Number*

Aaron Hansen—*Purpose-Driven Learning: The Key to Developing Engagement In-Person or Virtually*

Breakouts

Joe Cuddemi—*Conquering Student Isolation: Home-Base Groups*

Joe Cuddemi—*Integrating SEL and Virtual Learning: Collaborative Student Teams*

Aaron Hansen—*Self-Efficacy: A Powerful Gift in a Time of Uncertainty*

Tom Hierck—*Focus on the “L” in SEL*

Alex Kajitani—*Strength in Numbers: Connecting Social Emotional Learning and Math*

Don Parker—*Building Resilience in Students and Empowering Them During Remote Instruction*

Don Parker—*Social and Emotional Learning During Remote Instruction*

Lauren Porosoff—*Beyond the Check-In: Easy Ways to Integrate SEL into Remote Learning*

Keynote Session Descriptions

Tom Hierck

One is the Loneliest Number

Social distancing is hard on kids. Understanding how to help your students deal with loneliness during the COVID-19 pandemic will be an essential part of this school year. Social distancing measures prevent students from spending time with their peers during an important period of growth and social development. Helping students 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 can be fostered through a strong SEL program. Building resilience will support every student's capacity to address some of the challenges of isolation.

Participants can expect to:

- Understand the short- and long-term impact of loneliness on students and their progress in school.
- Learn about the five core competencies of SEL.
- Gain strategies and activities to use to address belonging and resilience.

Aaron Hansen

Purpose-Driven Learning: The Key to Developing Engagement In-Person or Virtually

There is just about nothing more deadening to the spirit than to be forced to comply with something that feels meaningless. And, this generation, a generation raised on TikTok and YouTube, is far less interested in compliance than any other generation. Last spring, kids and their parents just quit doing school in record numbers. When kids can see the target, are able to make their own choices for how to get there, and see purpose in their work, they can hit the target. When this happens, kids start to feel less like school is something done to them and they start to feel empowered, like their work has purpose and meaning and they engage.

Participants will:

- Learn five simple steps for making learning (virtual or in-person) less about compliance and more about engagement.
- Examine an upcoming unit (virtual or in-person) and make some adjustments to better align with "purpose-driven learning" ideals.

Breakout Session Descriptions

Joe Cuddemi

Conquering Student Isolation: Home-Base Groups

Even before the pandemic, our students were feeling more and more disconnected and isolated as a result of social media and other digital distractions. The COVID-19 pandemic has compounded the problem of isolation and disconnection. How can we help students build connections and relationships during this time of uncertainty without asking the individual teachers to meet the social-emotional needs of every child by themselves?

In this session, participants will:

- Clarify the three different types of cooperative groups.
- Learn the *why* and the *what* of home-base groups.
- Explore *how* home-base groups can reduce isolation and be integrated into each virtual session.

Integrating SEL and Virtual Learning: Collaborative Student Teams

Would you agree that students' social and emotional needs impact their learning? Would you also agree that it is essential to address students' social and emotional needs even in our virtual classrooms? Yet, how can the individual teacher meet the social and emotional needs for each and every student during a virtual session? The short answer: the individual teacher can't!

Participants in this session can expect to:

- Identify the five essential elements of an effective collaborative learning lesson.
- Examine how to use the breakout room feature to organize students into collaborative teams (not pseudo-groups).
- Learn how using collaborative teams, in a virtual lesson, addresses SEL.

Aaron Hansen

Self-Efficacy: A Powerful Gift in a Time of Uncertainty

Aaron Hansen believes that self-efficacy, "The belief in one's ability to control one's own destiny" is the greatest gift we can give a child. This attribute can't be developed in a vacuum. We develop the attribute by actually accomplishing things that are hard. It doesn't matter whether it's on the field, in the classroom, or virtually. When teachers or coaches understand how to incorporate formative assessment to find a child's zone of proximal development, set goals with them, help them achieve and then reflect, kids are empowered with a gift that far outweighs any academic skill. They know they can face a challenge and do hard things because they've done it before.

Participants can expect to:

- Engage kids in challenges that are appropriate to their needs.
- Use those challenges to set goals, act, improve, and reflect for the purpose of intentionally developing self-efficacy.
- Be re-inspired.

Tom Hierck

Focus on the “L” in SEL

Creating the optimal learning environment allows every student to experience success regardless of their current status, approach, baggage, or disposition. It implies that educators are responsible for organizing a physical space that helps cultivate a supportive and positive emotional space. Focusing on learning as part of a school’s SEL initiative will create a warm and inviting experience that students can’t wait to participate in daily.

Participants can expect to:

- Understand the importance of building relationships and examine some tools to assist with this.
- Learn how to model good coping behaviors for students.
- Gain strategies and activities that support student growth.

Alex Kajitani

Strength in Numbers: Connecting Social Emotional Learning and Math

Let’s be honest: Without strong social and emotional skills, students really struggle in math class. From approaching word problems with self-confidence and determination to persevering through multi-step problems, developing strong SEL skills helps students build their self-awareness and make sense of mathematics. This session explores how teachers can incorporate SEL into mathematics instruction and gives immediately implementable tools that help students approach problem solving, number sense, and mistakes with confidence and a growth mindset.

Participants will be able to:

- Understand how developing self-awareness leads to decreased math anxiety.
- Build relationships with students so they are motivated and excited about learning math.
- Help students develop a growth mindset that embraces mistakes and perseveres with challenging math concepts.

Don Parker

Building Resilience in Students and Empowering Them During Remote Instruction

In this session, Don Parker discusses risk factors that many students have and how they may be amplified during remote instruction. Dr. Parker leads participants in strategies that:

- Build students' resilience during remote instruction.
- Recognize risk factors and protective factors.
- Foster academic resilience in students.
- Serve as coping methods for students.
- Provide self-care for teachers to reduce anxiety and stress.

Social and Emotional Learning During Remote Instruction

School, whether it's done online, in person, or a mix of the two can give students a sense of normalcy, but it's important to acknowledge the anxiety students might be feeling. Chronic stress and trauma can interrupt the learning process. Teachers will learn how to increase students' learning by incorporating social and emotional learning (SEL) in their teaching. Participants will also learn how to better connect with their students by using relationship-building strategies that work during in-person learning and remote instruction. As a result of participating, teachers will know how to raise student achievement while decreasing anxiety and stress.

Lauren Porosoff

Beyond the Check-In: Easy Ways to Integrate SEL into Remote Learning

Attending to students' social and emotional learning needs was always important, and now it's even more so. Many teachers have been using check-ins to help students build community and to get a read on who might be struggling. Beyond using this important tool, how *else* can teachers support students' social and emotional needs? During remote learning, it's harder for students to (1) take care of themselves, (2) connect with each other, and (3) discover sources of meaning and vitality—so these need to be the focus of SEL right now.

In this session, participants learn simple strategies that work both in person and online to address these SEL goals. Because time with students is more precious than ever, we'll focus on strategies that use academic tasks—lessons, assignments, projects, and discussions—as opportunities for social-emotional learning.