

Yale Center for Emotional Intelligence

Resources for Supporting Teachers and Parents of Students with Special Education Needs with SEL During the COVID-19 Pandemic



Anchor yourself in what you CAN control

- Embrace a growth mindset → see opportunities to control your outcomes

It is more important now than ever before that we lean into SEL!

- We cannot expect teaching, learning, and family functioning to occur in a crisis without attending to our emotions
- SEL is an interrelated set of cognitive, affective, and behavioral competencies that underscore the capacity to learn, develop and maintain mutually supportive relationships and be healthy, physically and psychologically
- SEL provides us with the tools and strategies that we need to embrace this time together
- We must embrace opportunities to shift into solution-oriented conversations for our students and ourselves during the pandemic and work together to effect the change necessary for improving what these services, accessibility, time, and requirements look like for all of our students after the pandemic

Challenges	Opportunities	Resources
 <p>Loss of Services and Support</p>	<p style="text-align: center;"><i>Leverage and deepen relationships</i></p> <ul style="list-style-type: none"> • We only lost what we once knew, and we have gained an opportunity to innovate and advocate! • Parents are partners in their children’s education • Co-teach and leverage the people in your “building” • Promote solidarity <ul style="list-style-type: none"> ○ Make it visible ○ Consistent “classroom” rules ○ Use “we” language ○ RELATE framework 	<p style="text-align: center;">How are <u>you</u> addressing these challenges?</p> <ol style="list-style-type: none"> 1. Offering remote services via virtual meetings/apps 2. Deepening connection with students and families 3. Collaborating across teams
 <p>Accessibility</p>	<p style="text-align: center;"><i>Let’s innovate together to ensure accessibility for all students</i></p> <ul style="list-style-type: none"> • Educational inaccessibility is no longer a conversation exclusive to our students • <u>Universal Design for Learning</u> – Shift from thinking of learners as <i>disabled</i> to recognizing how learning environments are <i>disabling</i> <ul style="list-style-type: none"> ○ Systematically supporting resources at home creates a greater sense of community and transforms relationships • <u>Empathize</u> – Connect with your students about their experiences <ul style="list-style-type: none"> ○ Take an inquiry stance, embrace curiosity ○ Feeling is your best formative assessment ○ Connect often and in many ways <ul style="list-style-type: none"> ▪ Touch points at the end of assignments to reflect on how each activity did or did not work for students ▪ Moments of 1:1 or small group connection ○ Prioritize conversations and inquiry by using the “5 Whys” <ul style="list-style-type: none"> ▪ Even if you think you know the answer, keep asking more “whys” to gain a deeper understanding of diverse perspectives that should serve as the basis for designing an accessible learning experience • <u>Ideate, implement, inquire</u> 	<ol style="list-style-type: none"> 4. Providing physical materials necessary for assigned work 5. Maintaining a flexible routine to establish goals each day 6. Scheduling time for self-care 7. Constant communication to give and receive support 8. Differentiating supports to meet families where they are 9. Acknowledging that we are learners too 10. Recognizing our shared humanity and allowing grace for ourselves and others

Challenges	Opportunities	Resources
	<p><i>We must make the most of the time we have together</i></p> <ul style="list-style-type: none"> • It's <i>our</i> time to lose – As educators, we know that we can find teachable moments all around us, and we need to leverage these for our students • Commit to create and innovate together • Start with a shared <i>emotional climate</i>, the feelings and emotions a learning space evokes through the interactions between teachers and students (and their families) • Build an emotional intelligence charter to promote and sustain a positive emotional climate! <ul style="list-style-type: none"> ○ A charter is a living document that reflects how members of the classroom or school community want to feel during learning and in interactions with one another ○ A charter is a powerful and productive step we can all take to support well-being through an emotional climate in a remote instructional practice by acknowledging how we want to feel and then committing to one another <i>in a visible way</i> what we are going to do as a learning community to promote these feelings ○ It does not matter that we are not in the school building – the essence of an emotional climate is the interaction among us and how it will promote our positive well-being by putting us in an emotional state where we are available to learn in our current environments ○ Whenever possible, think about how you can incorporate your students' current SEL goals into an emotionally intelligent charter ○ Make sure that each person signs the charter and then revisit it as you evolve over this time together 	<p><i>Virtual meeting / eLearning Apps:</i></p> <ul style="list-style-type: none"> • The RULER Approach • The RELATE Project • Mindset Works • Zoom • Google Meet • Google Classroom • Google Hangouts • FaceTime • Microsoft Teams • Canvas • Webex • ClassDojo • Seesaw • Flipgrid • YouTube • WhatsApp • Marco Polo • Facebook Messenger • Screencastify • Padlet • CASEL 3 Signature Practices • Boom Cards • Virtual Writing Lesson for an Inclusive Classroom • Book Creator • Resources for Educators EducatingAllLearners • Tools and Technology Resources EducatingAllLearners



Leverage decision making as an SEL skill to orient instruction squarely in the best interest of students

- At the core of this is the notion that advanced decision-making skills are necessary to engage with the calculus of distance learning, while considering the context of students' experiences and resources available
- Not everything has to be face-to-face — the live session is not the be-all end-all
- Assume it will take (at least) twice as long to do anything
- Moving to distance learning requires:
 1. Making choices about what to focus on
 2. Thinking about students' strengths and challenges
 3. Thinking about options to implement and the affordances and challenges of various approaches
 4. Cross-walking these factors to decide implementation

We are all in the same storm, but we are not in the same boat

- States are providing guidance about what standards are “most” important to attend to
- Schools are working out how to implement IEPs
- Parents are making choices about what to attend to and engage with around distance learning AND so are students
 - This calculus was always the case, it's just more obvious now in how we are constantly having to make value judgements in response to requirements
 - You know your students, families know their children, students know themselves → YOU are the point of connection between students' services and policies
- **KEY:** Keep consideration of student well-being at the center of this storm in collaboration with and through relationships with families of the students you serve
 - Use relational skills to build connections with families so you can have frank and supportive conversations about decisions that you are making, otherwise you will just become “ships passing in the night”
 - Decision making is an SEL skill that can help to orient thinking squarely in the best interest of our students and plan course instruction accordingly
 - This is a work in progress and it is going to change, so having a growth mindset in decision making is critical
 - At the end of the day, what we can control is how we make the most of our time together in the best interest of our students
- Evolution is part of the process and requires flexibility and understanding in how you are thinking about the requirements and making most of this time, knowing that you can grow with it as you move along