A New Awakening: Taking Care of the Social and Emotional Needs of Students and Teachers

Dr. Kenn Heydrick, National STEM Manager
STEMscopes by Accelerate Learning
Listen. People start to heal the moment they feel heard.

If you ever want to know what a teacher’s mind is like, imagine a browser with 324 tabs open. All. The. Time.
Schools can’t become the best places for students to learn and grow unless we make them the best places for teachers to work and grow.

WE CAN’T TAKE CARE OF OTHERS UNTIL WE TAKE CARE OF OURSELVES.
Story - Me trying to get a teacher discount.

Cashier: “Do you have your school ID?”

Me: “No, but I can show you a mean email I got from a parent this morning.”

Cashier: “That counts.”

Students require guidance and sympathy far more than instruction.
Does your campus, district, or institution have a formalized Social Emotional Learning (SEL) program? Is it required?

1. Yes, Campus, Required
2. Yes, Campus, Optional
3. Yes, District, Required
4. Yes, District, Optional
5. Yes, Institution/Agency/Business, Required
6. Yes, Institution/Agency/Business, Optional
7. No SEL program

We need 3 volunteers to unmute and share their thoughts about this video.

THE COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING (CASEL) AND SYSTEMIC SEL

- Systemic and comprehensive approach
- Integrates SEL into a broader context
- Creates conditions to address inequities

Source: CASEL, the CASEL Wheel
SELF-AWARENESS

The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to…

• Recognize one’s strengths and limitations
• Exhibit a sense of confidence and purpose

Source: CASEL, the CASEL Wheel

SELF-MANAGEMENT

The abilities to manage one’s emotions, thoughts, and behaviors effectively in…

• Different situations
• To achieve goals and aspirations

Source: CASEL, the CASEL Wheel
SOCIAL AWARENESS

The abilities to understand the perspectives of and empathize with others, including those from...

- Diverse backgrounds
- Cultures
- Contexts

RELATIONSHIP SKILLS

The abilities to establish and maintain...

- Healthy and supportive relationships
- Effectively navigate settings with diverse individuals and groups
RESPONSIBLE DECISION-MAKING

The abilities to make caring and constructive choices about...

• Personal behavior
• Social interactions across diverse situations

Source: CASEL, the CASEL Wheel

The Five Social and Emotional Competencies

SELF-AWARENESS
Accurately recognizing internal emotions, thoughts, and values and how they influence behavior; accurately assessing one’s own strengths and limitations; and holding a self-granted sense of confidence, optimism, and a “growth-mindset.”

SELF-MANAGEMENT
Successfully regulating emotions, thoughts, and behaviors in different situations, effectively managing stress, controlling impulses, self-motivating, and setting and working toward personal and academic goals.

SOCIAL AWARENESS
Demonstrating and practicing perspective-taking and empathizing with others; understanding appropriate social behavior; and recognizing support resources such as family, school, and the community.

RELATIONSHIP SKILLS
Creating and maintaining healthy relationships; communicating and listening effectively; cooperating with others; resisting harmful social pressures; managing conflict constructively; and seeking or providing help when needed.

RESPONSIBLE DECISION-MAKING
Making ethical, constructive decisions with a realistic understanding of consequences; and considering the well-being of oneself and others.

Source: adapted from www.CASEL.org
Don’t assume that a student coming from poverty has a bad homelife and a lack of parental support.

Also, don’t assume the opposite of students from affluent families.

Administrators want teachers to be sensitive to the home life of kids.

Well, administrators need to be sensitive to the home life of their teachers. They deal with divorce, depression, family illness, and other stresses that can have a profound impact. They need compassion too.
SEL PROGRAM EXAMPLE
Austin Independent School District, Austin Texas

SEL PROGRAM EXAMPLE
Eanes Independent School District, Austin (Westlake) Texas

Source: https://resources.finalsite.net/images/v1557435645/eanesisdnet/acxzubprs2yp8jbjp8w3/District_SEL_scope_and_sequence.pdf
Leaders, if you want your team to accomplish GREAT things, you must first show them that you truly care.

Leaders are responsible for creating an environment where people can be at their best.
Leadership is not about being in charge. Leadership is taking care of those in your charge.
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What Students Have Learned From This Experience.

School is a safe place.
Teachers care for them.
How to adapt.
How to use technology.
It is important to connect with family and friends.
How to help one another and teach each other.
Set ambitious, but yet realistic goals.

How Teachers Can Help Students.

Prioritize relationships.
Promote a climate of trust.
Make students feel safe and valued.
Promote a feeling of community.
Promote self-care.
Promote conversations between students.
Listen, validate, and normalize student experiences.
Acknowledge frustration and stress.
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Have regular student check-ins (virtual, F2F).
Make greetings count, welcome by name, be expressive, use gestures.

Have check-ins with parents.
Start each day with a quick greeting.
Try implementing the “Morning Meeting” program.
Prioritize standards and skills.
Focus on formative assessments rather than summative assessments.
Give students options for an assignment or project.

How Teachers Can Help Students.

Make classes interactive: use polls, videos, tech apps, small groups, etc.
Teach discussion skills.
Teach communication skills.
Weave stress management techniques into routines, stretch breaks, breathing exercises, journals, outside walking, etc.
Use project-based learning as an effective and engaging activity.
Ensure equity to technology (wifi, devices).

How Teachers Can Help Students.
Take time for celebrations.
Short lessons are best, have clear and explicit directions, perhaps use video to model activity or lesson.
Give students time to collaborate and express themselves.
Be aware of student’s own personal traumas, including death or economic instability.

**HOW TEACHERS CAN HELP STUDENTS.**

Limit use of “learning loss” with students; stress actual learning and acceleration.
Use routines, help students with normalcy.
Create short videos for students; humor, interesting, unpredictable.
Using tech tools for delivery and collaboration – Jamboard, FlipGrid, Nearpod, Padlet, Pear Deck, Quizlet, etc.
Have car parades through student neighborhoods.

**HOW TEACHERS CAN HELP STUDENTS.**
HOW TO HELP TEACHERS.

Promote self care.

Ensure safety.

Encourage breaks for stretching, breathing exercises, journaling, going outside, etc.

Promote school community.

Have regular check-ins.

Beware of loneliness and isolation.

Give teacher choice for professional learning.

HOW TO HELP TEACHERS.

Monitor workload of teachers.

Offer teachers sufficient planning time.

Allow teacher flexibility. And more flexibility.

Ensure equity of opportunities, materials, etc.

Take time for celebrations.
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HOW TO HELP TEACHERS

https://tinyurl.com/HeydrickSEL

WHEN LIFE GIVES YOU LEMONS MAKE LEMONADE

SEL
KEYNOTE: A NEW AWAKENING: TAKING CARE OF THE SOCIAL AND EMOTIONAL NEEDS OF STUDENTS AND TEACHERS

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This past year put a spotlight on the social and emotional needs of our teachers and students. Let's step back and look through a renewed lens at what really matters. While good teaching is the hallmark of student success in the classroom, this can only happen when teachers and students are in a good frame of mind and position to care for one another. We'll tackle this critical issue with relevant tools and suggestions. Learning from this past year can transform education forever.

Speaker: Dr. Kenn Heydrick, STEMscopes: Houston, TX

THANK YOU.

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If you find it in your heart to care for somebody else, you will have succeeded.

MAYA ANGELOU