

Social Emotional Learning:
Building Connections
While Maintaining
Distance



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Objectives

- ◆ Explore teacher candidates' social-emotional learning during the COVID-19 pandemic.
- ◆ Share survey results from teacher candidates and methods instructors during the fall 2020 semester.
- ◆ Introduce specific learning strategies that can foster social-emotional learning with teacher candidates.
- ◆ Engage in dialogue regarding additional strategies and resources.

Baldwin Wallace University

- ◆ Location: Berea, OH
- ◆ Enrollment: 3,400
- ◆ Student/Faculty Ratio: 11:1
- ◆ Department of Education: 247
 - ◆ Early Childhood Education (72)
 - ◆ Middle Childhood Education (31)
 - ◆ Adolescent/Young Adult Education (65)
 - ◆ Mild/Moderate Educational Needs (16)
 - ◆ Music Education (63)





Social-Emotional Learning

- ◆ **Social-Emotional Learning (SEL)** is defined as “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” (CASAL, 2017).
- ◆ This definition is often geared towards children; however, it also applies to the adults who work with children.
- ◆ Recent studies have been conducted and shared on the impact of COVID-19 on educators and administrators, but teacher candidates’ SEL is currently limited.



Social-Emotional Learning in Ohio

- ◆ The state of [Ohio](#) adopted Social-Emotional Learning Standards in June 2019.
- ◆ [SEL](#) is now one of four “learning domains” guiding Ohio’s “Each Child, Our Future” curriculum.
- ◆ Ohio’s SEL standards are based upon the Association for Supervision and Curriculum Development’s (ASCD) *Whole Child Approach*, which is “an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children” (ASCD, 2019)

ASCD-*Whole Child Approach* Tenets



Healthy



Safe



Engaged



Supported



Challenged



Research Questions

Methods Instructors

- ◆ What strategies have you implemented to assist teacher candidates in maintaining their own social-emotional well-being, and continuous engagement in self-care during this time of COVID-19? Please focus on these topics: health, safety, engagement, support, and challenge.
- ◆ What strategies have you implemented to ensure that teacher candidates are prepared to support the social and emotional needs of their students during this time of COVID-19? Please focus on these topics: health, safety, engagement, support, and challenge.

Teacher Candidates

- ◆ What strategies have been implemented to support your social and emotional needs during this time of COVID-19 by your professors within your education courses? Please focus on these topics: health, safety, engagement, support, and challenge.
- ◆ What strategies have you implemented to support the social and emotional needs of the students you serve in the field during this time of COVID-19? Please focus on these topics: health, safety, engagement, support, and challenge.

Methods Instructors-Survey Results

Strategies Implemented to Ensure Social Emotional Well-Being

- ◆ Flexibility with workload and due dates
- ◆ Communication
 - ◆ Email check-ins, conferences, time in class to collaborate and problem solve
- ◆ Modeling and collaborating about interactive technology
- ◆ Sharing, discussing, reflecting on current research, ex: avoiding burnout, teaching online
- ◆ Increased focus on designing higher level thinking lessons
- ◆ Reactive - providing mental health resources, encouraging advisor sessions

Teacher Candidates-Survey Results

Strategies Implemented for Teacher Candidates

- ◆ Flexibility
 - ◆ Lightened course loads
 - ◆ Options in preferred attendance, change in class format to meet all student needs
- ◆ Communication
 - ◆ Time to talk and vent
 - ◆ Opportunities to collaborate with peers
 - ◆ Seeking and implementing student input and feedback
- ◆ Engagement of virtual learners
- ◆ Showing empathy and support

Methods Instructors-Survey Results

Strategies Implemented to Support Teacher Candidates

- ◆ Optimizing use of technology
 - ◆ Using chat feature in Zoom and being sure to call all students by name
 - ◆ Challenging students with new technology
- ◆ Importance and need for relationships, support, and understanding
 - ◆ Maslow's basic needs
 - ◆ Importance of paying extra attention to at-risk/unsupported students
 - ◆ Adding to the "toolbox"
- ◆ What to do if there is a problem you cannot solve?
- ◆ Class discussions, journaling, providing support

Teacher Candidates-Survey Results

Strategies Implemented by Teacher Candidates to Support Students

- ◇ Being flexible and available
 - ◇ More in-class time for homework
 - ◇ Check-ins at beginning of class for students to talk/vent
- ◇ Encouraging independence (decrease reliance on parents)
- ◇ Being authoritative
- ◇ Online tech
 - ◇ Catching up students who lose connection
 - ◇ One-on-one support through Google Meets
 - ◇ “Mood Meter” in chat box
- ◇ Parallel co-teaching
- ◇ Focus on organization



“SuccEssfuL”
Social-Emotional
Learning Strategies

Just Checking-In...

“My mom was so happy sitting and listening to our latest online check-in because in her masters accounting classes, it is definitely not a priority to discuss topics like this and it shows how meaningful building strong classroom relationships is! My friends are even planning on asking each other positive questions like that every Monday to brighten everybody’s day! You’ve done a great job keeping us connected through what seems like a teacher’s nightmare. Your weekly updates were comforting and helped me keep some kind of a normal routine, and it was so nice to speak with my classmates like we did every week in class! I hope that I can build rapport in my classroom as well as you did with us!”

coffee
AND
CONVERSATION

A cup of coffee is visible on the right side of the image, partially cut off by the edge. The coffee is a light brown color, and the cup is dark. The background is a dark, textured wooden surface.

Quick Writes



QUICKWRITE-3

List the happiest moments in your life, so far.

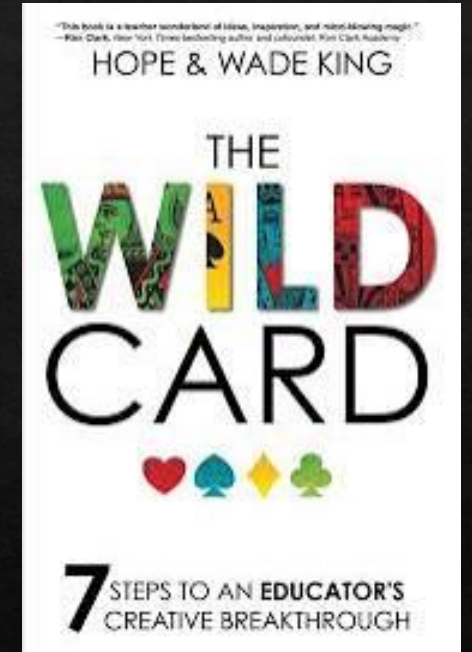
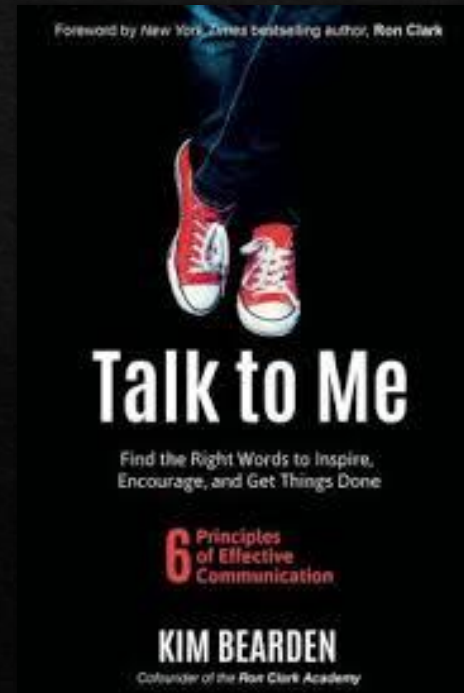
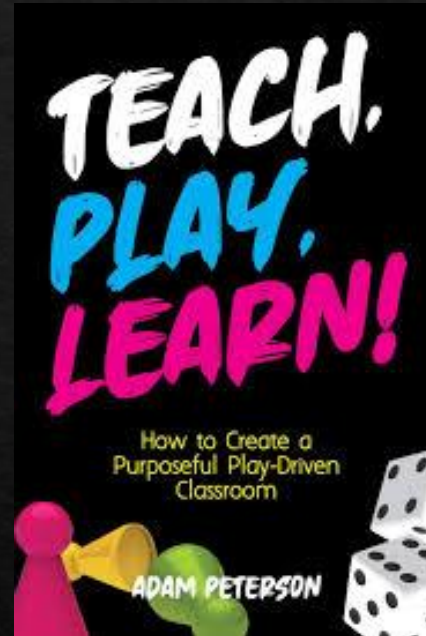
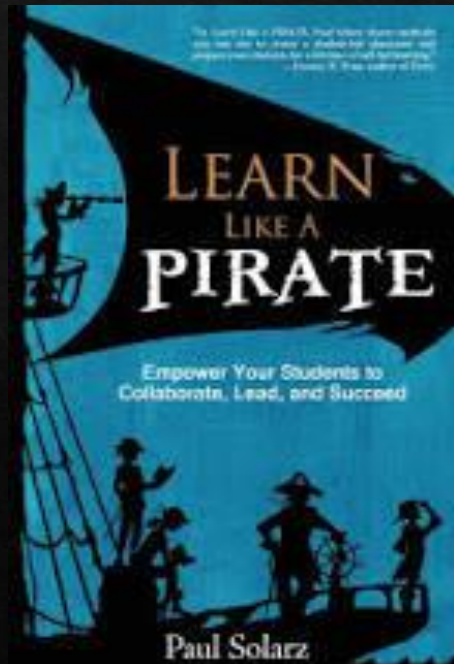
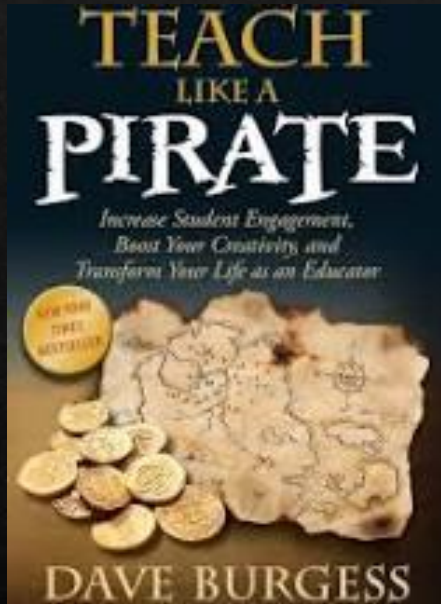
- 1.
- 2.
- 3.

Take Action: Sometimes it's easy to forget all the wonderful things that have happened in our lives. Reread your list every day this week to remember you have so much to celebrate!



"No other class of mine has a greater sense of community. So much of this stems from your welcoming disposition and the culture you establish in your classroom. The quick writes were really instrumental in this. I got to know my tablemates and the class so well. I really trusted everyone and shared parts of me I would never share with a class."

Literature Circle Discussions



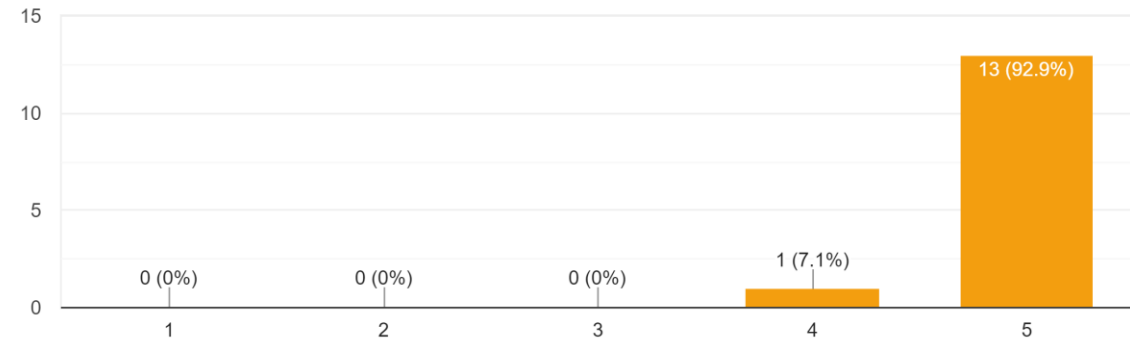
Socratic Circle Discussions

Health

- ◇ *“Each student enters school healthy and learns about and practices a healthy lifestyle.”*
- ◇ Socratic Circles provided a positive learning environment which supported students’ mental health during the COVID-19 pandemic.

Socratic Circles contributed to a positive learning community in the university classroom.

14 responses



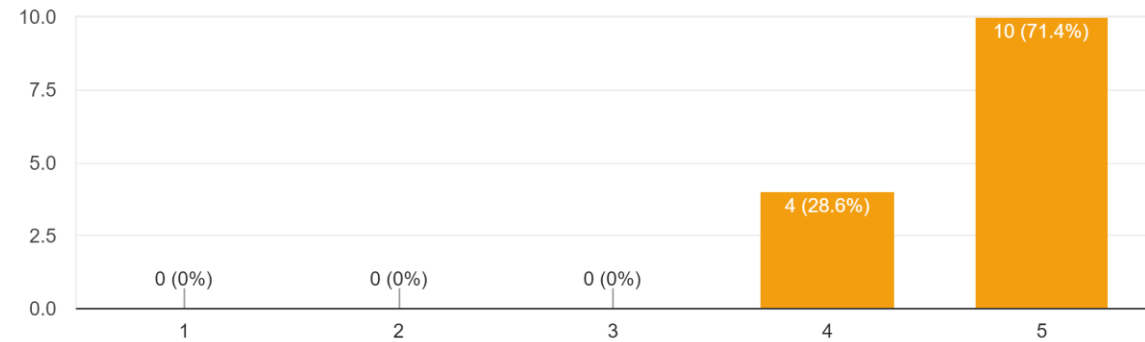
Socratic Circle Discussions

Safety

- ◇ “Each student learns in an environment that is physically and emotionally safe for students and adults.”
- ◇ Socratic Circles provided a risk-free environment for students to share their thoughts regarding literacy learning.

I felt emotionally safe to share my views with my peers during Socratic Circles.

14 responses



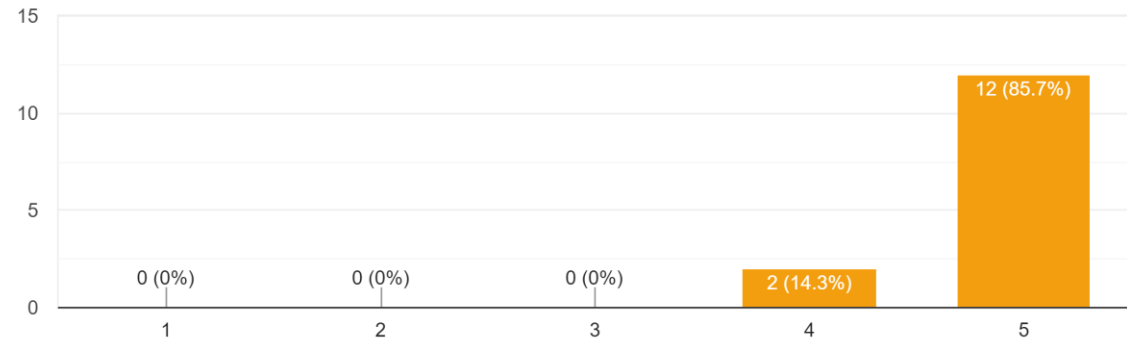
Socratic Circle Discussions

Engagement

- ◆ *“Each student is actively engaged in learning and is connected to the school and broader community.”*
- ◆ Socratic Circles provided a learning opportunity for teacher candidates to actively engage with their peers on a consistent basis.

Socratic Circles increased my engagement in the university classroom.

14 responses



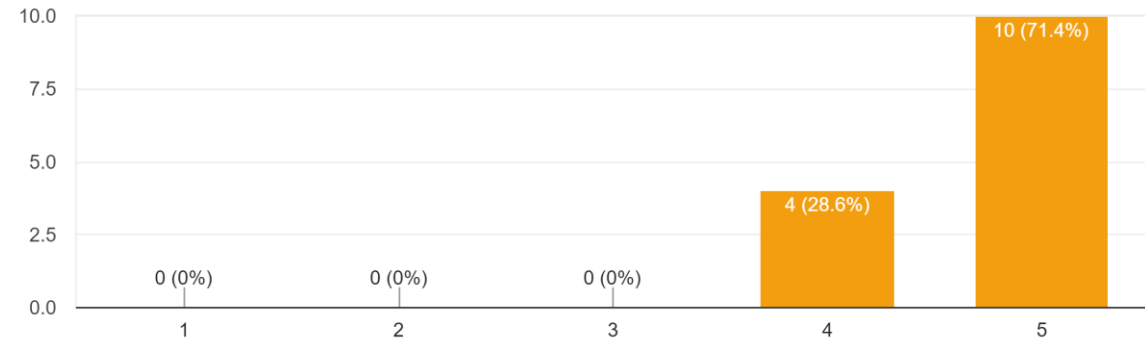
Socratic Circle Discussions

Support

- ◆ “Each student has access to personalized learning and is supported by qualified, caring adults.”
- ◆ Socratic Circles provided teacher candidates with a unique opportunity to see the course professor as a facilitator and had a greater opportunity to share their voices.

Participating in Socratic Circles gave me a "voice" in the university classroom.

14 responses



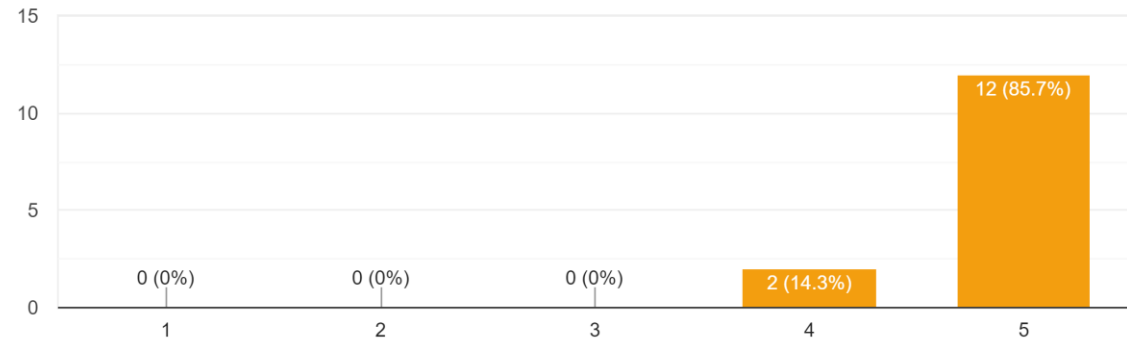
Socratic Circle Discussions

Challenge

- ◆ *“Each student has access to personalized learning and is supported by qualified, caring adults.”*
- ◆ Socratic Circles pushed many teacher candidates out of their comfort zones and provided them with an opportunity to engage in critical-thinking skills.

Participating in Socratic Circles challenged me in an appropriate way.

14 responses



“I Wish My Professor Knew...” Teacher Candidates’ Examples

Semester Stress

“I wish you knew that this semester has been very overwhelming. Between needing to work to pay for school and pay bills while trying to get all of my hours in for the field, methods requirements for all classes and taking licensure exams; I feel very stressed. On top of everything, I move next week and will have an even farther drive to school. Trying my best to stay positive!”

Technology Stress

“I wish you knew that learning online is hard when it is supposed to regularly occur in person in a classroom. We talk about the barriers that young children may face, but as adults we may have the same barriers that those young children have. I face the struggle of not having internet at my apartment. I am constantly traveling to my sister’s house, best friend’s apartment, different restaurants that allow dine in and free Wi-Fi. It seems that educators sometimes forget that barrier.”

Future Stress

“I wish you knew how scared I am for the future. Will I get a job? Will I have to move back in with my parents? How can I prepare? Everything scares me about the future. I wish I could plan everything out.”



Additional Strategies-Fall 2021

“Celebrate the Struggle”

- ◆ **Step 1:** Make discussions about struggles with texts/assignments a regular part of classroom discourse.
- ◆ **Step 2:** Have students share how they worked towards solving their problems, what they learned, and where they would like more help when reading texts or completing an assignment in the future.
- ◆ **Step 3:** Use a Small Group Discussion format to focus on the content of what was read, as well as the difficulties students had while reading or completing an assignment.

PEER² Peer Advising Mentor Program

- ◇ Academic Advising & Career Services Faculty Fellow
- ◇ Rethinking Advising
- ◇ Advising Mentor Program
 - ◇ P=Positive
 - ◇ E=Engaging
 - ◇ E=Efficient
 - ◇ R=Resourceful



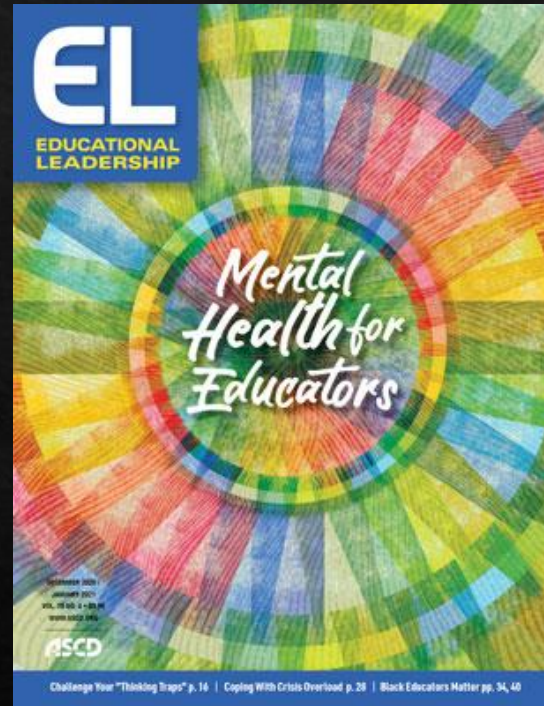
Resources

5 SEL Strategies for Teenagers-**Education Week**

1. Integrate SEL into academic learning to invite opportunities for discussion, decision-making, and persuasion.
2. Aim for coherence across schools.
3. Focus on adults as much as the kids.
4. Lean in to extracurriculars and other out-of-classroom opportunities to let students lead.
5. Peer mentoring can be both a leadership opportunity for some students, and help others exercise SEL skills.

ASCD 10-Day Social-Emotional Learning Series

- ◇ *Practicing Self-Care*
- ◇ *Building Self-Confidence*
- ◇ *Managing Your Time*
- ◇ *Preventing Burnout*
- ◇ *Leadership Summit*



- ◇ *Mental Health for School Leaders*
- ◇ *Implementing SEL Schoolwide*
- ◇ *Coping with Trauma*
- ◇ *Practicing Mindfulness*
- ◇ *Mental Health for Black Educators*

NBC News- “Kids Under Pressure”

- ◇ During the week of February 15, 2021, NBC News reported on the “impact of the COVID-19 pandemic on student well-being and academic engagement.”
- ◇ Topics discussed included:
 - ◇ School-Related Stress
 - ◇ Digital Divide
 - ◇ Homework/Schoolwork
 - ◇ ADHD
 - ◇ Sleep Issues



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