Feeling Disconnected?

Foster student relationships, ease anxiety, and maintain motivation for in-home learning.

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Your Presenters

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Today's Agenda

- COVID-19 learning disruptions and SEL
- What is SEL and supporting research
- McPherson School District: Putting SEL into action
COVID-19 Learning Disruptions: School Closings

Global monitoring of school closures caused by COVID-19

- 1,268,164,088 affected learners
- 72.4% of total enrolled learners
- 177 country-wide closures

https://en.unesco.org/covid19/educationresponse
COVID-19 Learning Disruptions: Psychological Disruptions

- **Physiological needs**
  - air, water, food, shelter, sleep, clothing, reproduction

- **Safety needs**
  - personal security, employment, resources, health, property

- **Love and belonging**
  - friendship, intimacy, family, sense of connection

- **Esteem**
  - respect, self-esteem, status, recognition, strength, freedom

- **Self-actualization**
  - desire to become the most that one can be

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LEARNING | MEASUREMENT | NAVIGATION
COVID-19 Learning Disruptions: Psychological Disruptions

- **Basic Needs**
  - Safety needs: personal security, employment, resources, health, property
  - Physiological needs: air, water, food, shelter, sleep, clothing, reproduction
Do you or your family need help with basic need such as:

- shelter or clothing
- ways to learn school content
- internet access
- access to technology
- transportation
- meals

<table>
<thead>
<tr>
<th>% Indicating Need</th>
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</thead>
<tbody>
<tr>
<td>African American</td>
</tr>
<tr>
<td>Hispanic</td>
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<tr>
<td>Asian/Pacific Islander</td>
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<tr>
<td>Other</td>
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<tr>
<td>White</td>
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Hayes and Gragnaniello (2020)
COVID-19 Learning Disruptions: Psychological Disruptions

Basic Needs

Safety needs
personal security, employment, resources, health, property

Physiological needs
air, water, food, shelter, sleep, clothing, reproduction
Many children are experiencing more social isolation than ever before.

Long term social isolation has been linked to

- Higher levels of stress
- Lower levels of education attainment
- Worse physical health in adulthood

(Brown & Taylor, 2008; Caspi et al., 2006; Doane & Adam, 2010)
SEL: The Bridge from Basic Needs to Learning

- Basic Needs
  - Physiological Needs
  - Safety Needs

- Psychological Needs
  - Love and Belonging
  - Esteem

- Self-Fulfillment Needs
  - Self-Actualization

Learning
SEL: What is it?

People are really confused. Reasons?

1) We are trying to label a whole bunch of different things with one name.

2) There is no one unifying SEL framework
   Recent review found 136 frameworks; 748 competencies in 50 frameworks (Berg et al, 2019)

“Any viable SEL framework should highlight both intrapersonal and interpersonal skills and attitudes...”

Shriver & Weissberg (2020)
What are Social and Emotional Skills? ACT’s Definition

Interpersonal, self-regulatory, and task-related behaviors important for adaptation to and successful performance in education and workplace settings

Interpersonal

Intrapersonal

Task-related

(Casillas, Way & Burrus, 2015)
ACT Holistic Framework
Social and Emotional Skills

Interpersonal
- Social Connection
- Getting Along with Others
- Acting Honestly

Intrapersonal
- Maintaining Composure
- Keeping an Open Mind

Task-Related
- Sustaining Effort
SEL Programs Work

The verdict is in: SEL MATTERS

A new study reveals that students who participate in school-based programs focused on Social and Emotional Learning benefit in multiple ways as compared to students who do not experience programming in Social and Emotional Learning.

Check out these incredible findings!

- **9%** improvement in prosocial behavior
- **9%** improvement in attitudes about self, others, and school
- **9%** reduction in problem behaviors
- **10%** reduction in emotional distress
- **11%** increase in standardized achievement test scores
- **23%** increase in social and emotional skills

Evidence-Based Resilience-Building Practices

• Practice mindfulness

• Be clear on what you can and can’t control

• Write about your feelings

• Naming Emotions

Free SEL Student Curriculum
Easy-to-use, flexible lessons

Free Mawi Learning Student Curriculum
Blended courses that can be used in-home now
Access through end of June 2020

Super ELL
Middle School
High School
SEL Can Help Students Now and Provide them with a Better Future

Total hours worked in Europe and United States, 2016 vs 2030 estimate, billion

- Physical and manual skills: 203 (2016), 174 (2030), -14%
- Basic cognitive skills: 115 (2016), 97 (2030), -15%
- Higher cognitive skills: 140 (2016), 151 (2030), +8%
- Social and emotional skills: 119 (2016), 148 (2030), +24%
- Technological skills: 73 (2016), 113 (2030), +55%

Source: McKinsey Global Institute Workforce Skills Model; McKinsey Global Institute analysis

McKinsey&Company
There’s no “fear” in McPherson
Who is McPherson Middle School?

564 Students

47% Free/Reduced

79% White

95% Attendance Rate
McPherson Approach to SEL
COVID Effect

Continuous Learning Task Force Guidance

The Continuous Learning Task Force has provided a framework with guidance and support materials. We recognize that each district will have to make many local decisions that are unique to their student population, staff, and resources. The Continuous Learning Task Force encourages districts to develop and implement Continuous Learning plans in partnership with local county health departments, families, staff, and local boards of education. The following common themes have emerged from the team's work:

1. Focus on essential learning for students -- “Less is More”
2. Be flexible and ready to adapt when needs arise
3. Emphasize relationships in this new learning environment
4. Support local decision making to honor local needs
5. Decisions must support all populations of students
6. Encourage use of materials, resources and platforms that are already in use
7. Instructional models may be a blending of non-technology, face-to-face and virtual platforms
8. Establish a consistent and agreed upon framework of expectations, communication models and practices that all stakeholders share
9. Support and training for all staff will occur prior to implementation of the school’s program and throughout the duration of the remaining school year
10. Extend grace to all in these unique and trying times
Why SEL During COVID?

“When physical distancing is deemed necessary, social and emotional connectedness is even more critical.”

- CASEL President & CEO, Karen Niemi
SEL Looks Different Now
Easing Anxiety

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Approximate Time</th>
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<tbody>
<tr>
<td>1) Breathing</td>
<td>With your eyes open, take about 5 deep breaths in through your nose and out through your mouth. After the fifth breath, slowly close your eyes. Keep your eyes closed for the remainder of the activity.</td>
<td>30 seconds</td>
</tr>
<tr>
<td>2) Settling</td>
<td>Focus on the weight of your body as it touches the chair or the floor.</td>
<td>1 minute</td>
</tr>
<tr>
<td>3) Listening</td>
<td>Listen to any sounds that might be surrounding you. Don’t think too much about them. Just listen.</td>
<td>30 seconds</td>
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<tr>
<td>4) Scanning</td>
<td>Try to build a picture of how you are feeling right now. Start at the top of your head. How does the top of your head feel right now? Slowly scan down and notice how each part of your body is feeling until you get to your feet.</td>
<td>2 minutes</td>
</tr>
<tr>
<td>5) Focusing</td>
<td>Try to focus on your breathing. Notice your chest rising and falling as you breathe. Focus on this feeling. If you start thinking about anything else while you are focusing on your breathing, just try again to pay attention only to your breathing.</td>
<td>6 minutes</td>
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<tr>
<td>6) Open your eyes</td>
<td>This is the end. Notice how relaxed you feel!</td>
<td>Total time: 10 minutes</td>
</tr>
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Encourage students to...

Talk to others

Practice Mindfulness

Realize they are not alone
Fostering Relationships

More Distractions. More work.

But opportunity for connections when it’s needed most.
Staying Motivated

Be their cheerleader!
Tips for Parents

• Relax
• Focus on your children’s needs
• Know that you’re not alone either
• Take time to breathe
What’s the future look like?
Open-Access SEL Blog Series and Resources

Building Resilience (or Some Ways to Deal with the Worry and Anxiety Brought on by COVID-19)

Written by: Alex Casillas, Dana Murano, and Kate Walton
ACT Center for Social, Emotional, and Academic Learning
Free SEL Student Curriculum: How to access

1. Visit mawilearning.com/free
2. Enter your information (name, email, school/org)
3. An access code will be emailed directly to you for your free curriculum
Thank you!

Contact us

mawilearningteam@act.org