



# Virtual and Distance Social Emotional Learning During Coronavirus/COVID-19 Outbreak Educators and Family Guide

## › WHY TEACH SOCIAL-EMOTIONAL SKILLS?

Social-emotional skills are needed for children and adults to identify and manage one's thoughts, emotions, and behaviors to maintain healthy lifestyles. Developing positive social-emotional skills increases a person's ability to build healthy relationships, achieve goals, express empathy, make responsible decisions, and practice positive self-care.

It's important as educators and families that we address the needs of the whole child. Awareness and discussion of social-emotional skills help fulfill the need to improve the overall mental and behavioral health of children, families, and communities during this pandemic.

## › WHAT IS SOCIAL-EMOTIONAL LEARNING?

Social-emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set positive goals, show empathy for others, establish and maintain positive relationships, and make responsible decisions. [The Collaborative of Academic, Social, and Emotional Learning \(CASEL\)](#)

| FIVE CORE COMPETENCES OF SOCIAL-EMOTIONAL LEARNING |   |
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| <b>SELF-AWARENESS</b>                              | The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.  |
| <b>SELF-MANAGEMENT</b>                             | The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.   |
| <b>SOCIAL AWARENESS</b>                            | The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.   |
| <b>RELATIONSHIP SKILLS</b>                         | The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking/offering help when needed. |
| <b>RESPONSIBLE DECISION MAKING</b>                 | The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.                   |

*as defined by CASEL*

## › HOW TO PROVIDE SOCIAL-EMOTIONAL LEARNING

Make social-emotional learning part of your child's everyday interactions. SEL can be taught in a natural format in time increments from 5 to 15 minutes, and can take place during play time, designated educational time, and daily conversations with children.



## ➤ RESOURCES FOR SUPPORTING SOCIA-EMOTIONAL SKILLS

### ADMINISTRATORS AND COUNSELORS

[Responding to COVID-19: Brief Action Steps for School Crisis Response Team](#),  
**National Association of School Psychologist (2020)**

*Action steps for school communication, public and mental health response, and continuity of operations*

[Preparing for a Pandemic Illness: Guidelines for School Administrators and Crisis Response Teams](#),

**National Association of School Psychologist (2020)**

*Using Emergency Operation Plan (EOP)/Crisis Response Plan for mitigation, response, and recovery during infectious disease outbreak*

[Preparing for Infectious Disease Epidemics: Brief Tips for School Mental Health](#)

**National Association of School Psychologist (2020)**

*Helping school staff and students cope with stress and anxiety generated by this crisis event.*

[Mental Health Considerations During COVID-19 Virus](#)

**World Health Organization (2020)**

*Supporting different groups mental and psychosocial well being*

[Making the Most of “Going Virtual”](#)

**Education First (2020)**

*Managing Teams Online*

### TEACHERS AND PARENTS

[Coping with Stress During an Infectious Disease Outbreak](#)

**Substance Abuse and Mental Health Service Administration (2014)**

*Know the signs of stress and how to relieve it*

[Social Emotional Learning 3 Signature Practices Playbook](#),

**Collaborative for Academic, Social, and Emotional Learning, CASEL. (2019).**

*Practical ways to introduce and broaden the use of SEL practices*

[Pure Edge](#), Free Social Emotional Learning for K-12

Birth-4<sup>th</sup> grade, [Ready 4K](#)

*Online social and emotional curriculum for use by educators and learners*

[SEL Resources for Parents, Educators, and School Communities Related to COVID-19](#),

**Inside Social Emotional Learning (2020)**

*Online SEL list and strategies for educators and teachers*