



SOCIAL & EMOTIONAL LEARNING EXCHANGE
2020 VIRTUAL SUMMIT

hosted by 

WILL YOU BE THERE?

OCTOBER 15, 2020

Catalyzing Our Commitment to Youth

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CASEL Social & Emotional Learning Exchange

**Why SEL Is So Important Right Now:
Trauma-Informed Practices and
Resilience Resources for Adults**



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Our Mission

To foster the safety and well-being of children through social-emotional learning and development

Our Advocacy

Committee for Children advocates at both the state and federal levels for policies and laws that support social-emotional learning in schools, prevent bullying, and protect children



Today's Presentation

- Discuss how students who have previously experienced trauma are facing increased risks during the COVID-19 pandemic
- Define resilience and learn how to nurture it daily
- Learn how to support and empower colleagues under stress
- Discover practical strategies and activities (available in a free resource) that can support students during a crisis

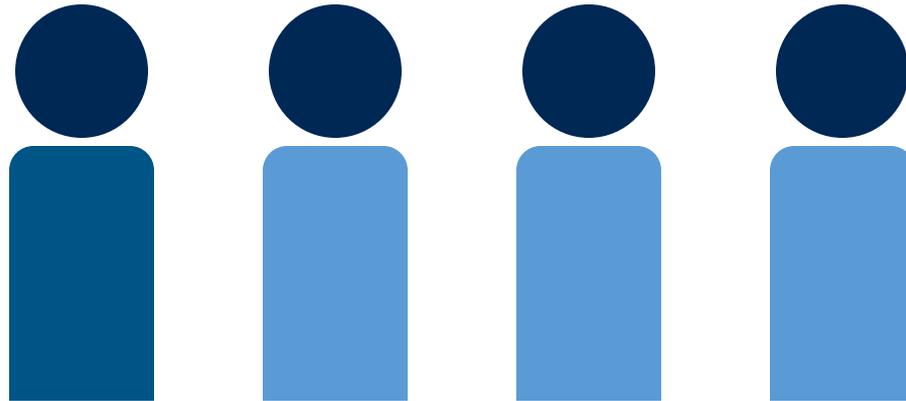


Why Is SEL Important Right Now?



Adversity and Trauma

Levels of Adversity Prior to the COVID-19 Pandemic



1 in **4** American children is living with or has experienced adversity.¹

¹University of New Hampshire. (2011). One million more U.S. children living in poverty since 2009, new census data shows. *ScienceDaily*. <https://www.sciencedaily.com/releases/2011/09/110922152631.htm>

Adverse Childhood Experiences

Adverse childhood experiences (ACEs) describe all types of abuse, neglect, and other adverse experiences that affect individuals under the age of 18.

Traumatic Stress

Child traumatic stress occurs when children or adolescents are exposed to traumatic events or situations, and this exposure overwhelms their ability to cope with what they've experienced.

Where Are Students Who Have Experienced Trauma?

**In Every
Classroom**

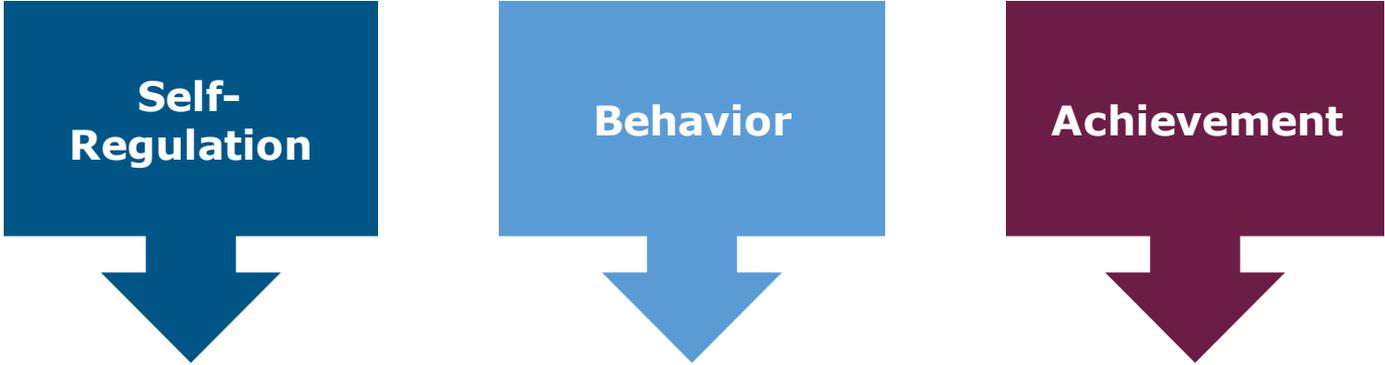
**In Every
School**

**In Every
Socioeconomic
Status Bracket**

**In Every
Ethnic or
Cultural Group**

**In Every Age
Group**

Impact of Traumatic Stress



**Self-
Regulation**

Behavior

Achievement

Increased Risk During the COVID-19 Pandemic



What Can You Do?

Trauma-Sensitive Practices

Safety and Support

Social-Emotional Learning

Staff Training

Bullying Prevention

Child Protection

Staff Need Support Too

- Staff have also experienced stress and trauma in their personal lives
- They've lost access to their professional community and the ability to collaborate in ways they used to
- They've had to learn a host of new skills and practices to teach remotely very quickly and sometimes without guidance
- Staff can't support students without being supported themselves



Why SEL for Adults?



Think about:

**What's the most stressful part
of your job right now?**

Teaching Is Demanding

Isolation

Educators often don't have much time to collaborate with their peers

Responsibility

Outside the family, educators are the most important figures in a child's social-emotional development

Scrutiny

Educators face high levels of scrutiny about how they do their jobs

Teaching Can Be Stressful

Well-Being

Stress affects teachers' health and job satisfaction

Burnout

Forty-six percent of teachers report significant stress and burnout

Attrition

More than forty-one percent of teachers leave the profession within five years of starting

Student Learning

Teachers who are more stressed can negatively affect student achievement

Schools in Crisis

Well-Being

Stress affects teachers' health and job satisfaction

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Student Learning

Teachers who are more stressed can negatively affect student achievement

PANDEMIC

Resilience During Crisis Module

Second Step® SEL for Adults
Resilience During Crisis Module

Available for field-testing
through December 31, 2020

Why Resilience During Crisis?



Second Step® SEL for Adults
Resilience During Crisis Module

Field-test 8/19/2020 – 12/31/2020

For the best experience, please use Chrome or Safari.

**Start here for
Unit 1: Self-Care!**



Start Here

All UNITS

[Unit 1: Self-Care](#)

[Unit 2: Caring for Each Other](#)

[Unit 3: Student Care](#)

SUPPLEMENTAL MATERIALS

[Student Activities](#)

SCHOOLWIDE IMPLEMENTATION

[Customizable staff presentation \(pptx\)](#)

[Implementation planning guide \(pdf\)](#)

Resilience During Crisis Module: Overview

- **Unit 1: Self-Care**
How do you nurture resilience in yourself and your school community?
- **Unit 2: Caring for Each Other**
How can you and your colleagues support each other?
- **Unit 3: Student Care**
How can you support your students?
- **Supplemental Student Activities**
Focus on skills or topics known to support students' coping and well-being.

This module doesn't provide you or your students with mental health counseling. If you think anyone in your school community needs the assistance of a mental health professional, please reach out and get that support right away.

Unit 1: Self-Care

"Grief and resilience live together."

—Michelle Obama

Unit 1: Self-Care

This unit includes:

- An overview of research about resilience
- A self-inventory of how a stressful event has affected you
- Self-assessment surveys and concrete strategies for self-care



Unit 1: Self-Care

(Estimated time: nine microlearnings, approximately 10 minutes each = 90 minutes total)

Resilience During Crisis

Unit 1:
Self-Care

Unit 2:
Caring for Each Other

Unit 3:
Student Care

+ Supplemental
Student Activities



Whole-Staff Mtg.



Microlearning: **Overview**



Microlearning: **Reactions and Recovery**



Microlearning: **Managing Strong Emotions**



Microlearning: **Sleeping Better**



Microlearning: **Eating Well**



Microlearning: **Moving More**



Microlearning: **Enjoying Life**



Microlearning: **Self Compassion**



Microlearning: **Unit 1 Reflection**



Small-Group Mtg.

Microlearning Sample: Reactions and Recovery

In this activity, you'll:

1. Assess what symptoms you might be experiencing in the aftermath of or during a crisis and ways you can support your own healing
2. Identify areas of self-care to focus on to support your coping and recovery

Microlearning Sample: Reactions and Recovery

Common reactions to a crisis:

- Re-experiencing the event
- Hyperactive nervous system
- Avoiding things related to the trauma
- Changes in how you view the world and yourself
- Strong emotional reactions

Unit 2: Caring for Each Other

“Do what you can, with what you have,
where you are.”

—Theodore Roosevelt

Unit 2: Caring for Each Other

This unit includes:

- Assessments to examine your expectations of yourself and others during stressful events
- Strategies for connecting with and supporting others during times of extreme stress



Unit 2: Caring for Each Other

(Estimated time: five microlearnings, approximately 10–15 minutes each = 60 minutes total)

Resilience During Crisis

Unit 1:
Self-Care

Unit 2:
Caring for Each Other

Unit 3:
Student Care

+ Supplemental
Student Activities



Microlearning: **Setting Intentions**



Microlearning: **Asking for Help**



Microlearning: **Expressing Gratitude**



Microlearning: **Recognizing Each Other**



Microlearning: **Unit 2 Reflection**



Small-Group Mtg.

Microlearning Sample: Expressing Gratitude

You're not alone if you find yourself dwelling on the negative aspects of your situation right now.

Researchers call this a **negativity bias**.

You can combat this natural negativity bias by intentionally paying more attention to what's going well and expressing gratitude for it.

Microlearning Sample: Expressing Gratitude

What it is: A well-researched routine

Why do it: Expressing gratitude regularly can change your mindset over time

How it works: Expressing gratitude can be done publicly or privately

- Be concrete and specific
- Go into detail instead of making a list
- Focus more on people than things

Expressing Gratitude: Reflection



Think about:

**What are you grateful for
today?**

Unit 3: Student Care

“If the world is a stage, remember our children are sitting in the front row. And they are the most important audience of all.”

—Simply Topaz

Unit 3: Student Care

This unit includes:

- Tools to assess and monitor your students throughout the recovery process
- Strategies for connecting with and supporting your students during times of extreme stress
- Activities you can do with your students to support their resilience



Unit 3: Student Care

(Estimated time: seven microlearnings, approximately 10–15 minutes each = 90 minutes total)

Resilience During Crisis

Unit 1:
Self-Care

Unit 2:
Caring for Each Other

Unit 3:
Student Care

+ Supplemental
Student Activities



Microlearning: **Students' Reactions and Recovery**



Microlearning: **Keep It Consistent**



Microlearning: **Build Connections**



Microlearning: **Banking Time**



Microlearning: **Voice and Choice**



Microlearning: **Start Talking**



Microlearning: **Unit 3 Reflection**



Small-Group Mtg.

Microlearning Activity: Start Talking

Students who are coping with stress and uncertainty often have questions and want to talk about what's going on.

What students need most is for you to talk with them and really listen to what they say.

Your perspective or reassurance can often provide the sense of safety they need.

Microlearning Sample: Start Talking



Start Talking: Reflection



Think about:

What are some ways you can actively learn about your students' strengths?

Supplemental Student Activities

“The greatest gifts we can give our children are the roots of responsibility and the wings of independence.”

—Dr. Maria Montessori

Supplemental Student Activities

These short (15–30 minute), research-based student activities are designed to help teachers support students' coping and recovery following a crisis.

All activities are stand-alone, so teachers can choose the activities that meet their students' needs.



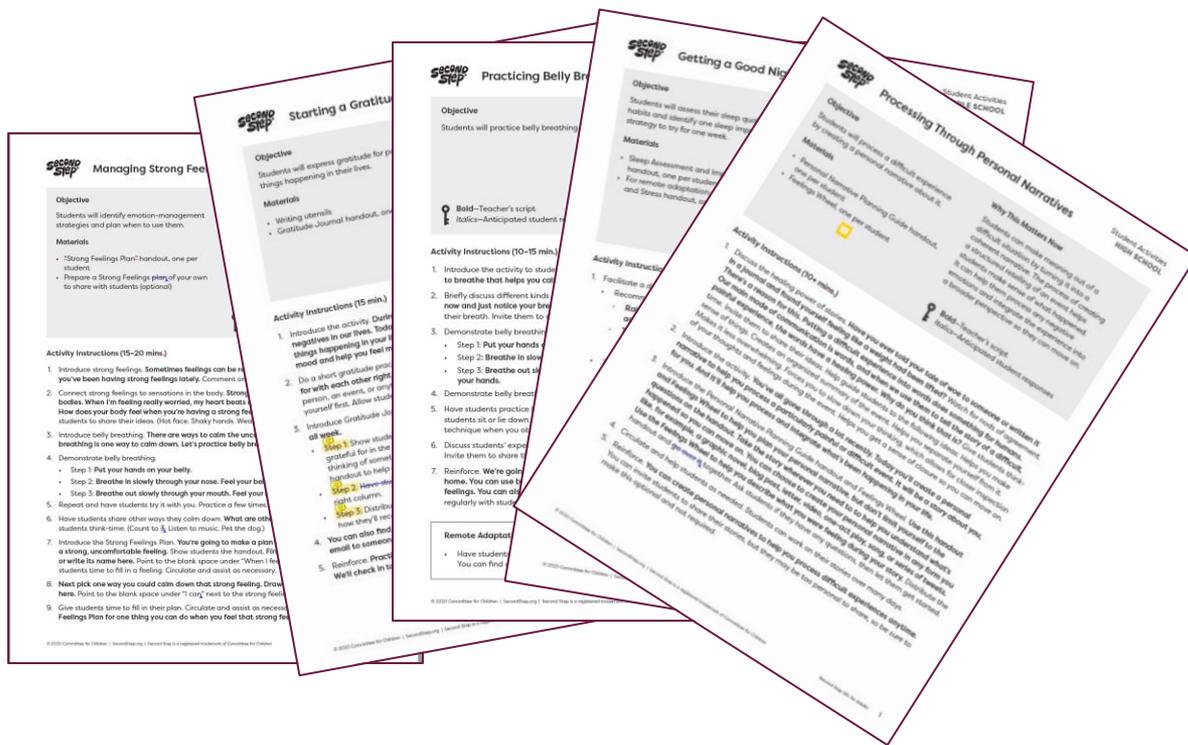
Second Step[®] Elementary Supplemental Student Activities

Grade	Activity	Objective
K-1	Creating a Worry Jar	Identify and contain their worries.
K-1	Creating a Support Tree	Identify people they can go to for help and support.
K-1	Practicing Belly Breathing	Practice belly breathing when they're having big feelings.
2-3	Telling My Story	Tell a story about a difficult experience to make sense of it.
2-3	Naming Feelings	Identify feelings for difficult situations.
2-3	Managing Strong Feelings	Identify emotion-management strategies and plan when to use them.
4-5	Tracking Feelings	Generate specific words for feelings and use them to track their feelings for one day.
4-5	Making Movements Routine	Identify ways to move more as a class during the day to reduce stress.
4-5	Gratitude Journal	Focus on the positive things in their lives and say thank you for them by practicing gratitude.

Second Step® Middle School and High School Supplemental Student Activities

Grade	Activity	Objective
Middle School	Tell Your Story	Process a difficult experience by telling a story about it.
Middle School	Handling Grief and Getting Help	Identify what they're grieving over and how adults can support them.
Middle School	Getting a Good Night's Rest	Assess how stressful events may be affecting their sleep quality and habits and identify one sleep-improvement strategy to try for a week.
High School	Processing Through Personal Narratives	Process a difficult experience by creating a personal narrative about it.
High School	Naming Emotions	Practice naming emotions to manage strong emotions.
High School	Make Sleep Your New Best Friend	Assess how stressful events may be affecting their sleep quality and habits and identify one sleep-improvement strategy to try for a week.

Access the Activities in the Module as Downloadable PDFs



Participation and Module Access

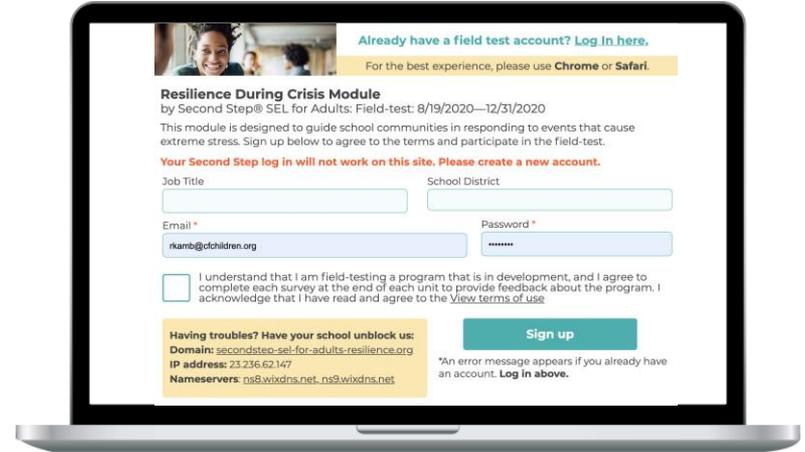
Field-Test Participation

This is a field-test! Content and design are not final. Your feedback is important to us.

We're asking participants to **complete a short survey at the end of each unit**. The surveys are less than five minutes each, and will only be used to help the writers of this program improve it for educators and students going through challenging times.

Second Step® SEL for Adults Resilience During Crisis Module Access

Open to all educators now through December 31, 2020.



secondstep-sel-for-adults-resilience.org

Parting Words

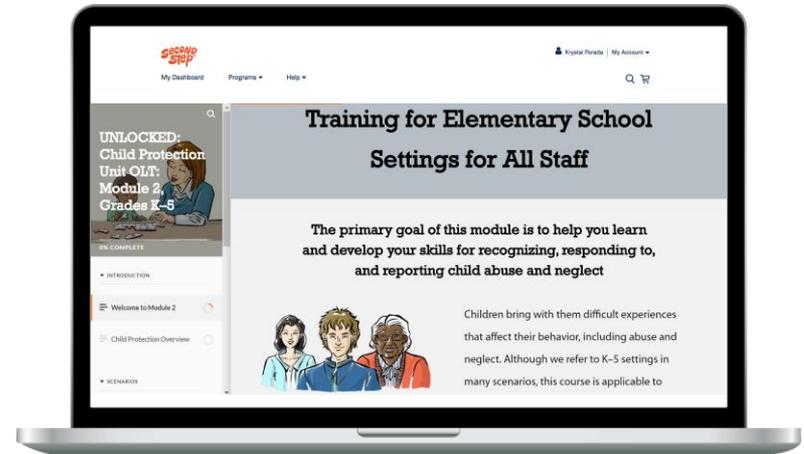
“Be the reason someone smiles. Be the reason someone feels loved and believes in the goodness in people.” —Roy T. Bennett



Additional Resources

Resources for Responding to Trauma

- Second Step[®] Child Protection Unit All-Staff Training
- Second Step[®] Bullying Prevention Unit All-Staff Training
- Available now and free through December 31, 2020



Grades K–8 Community Rebuilding Unit

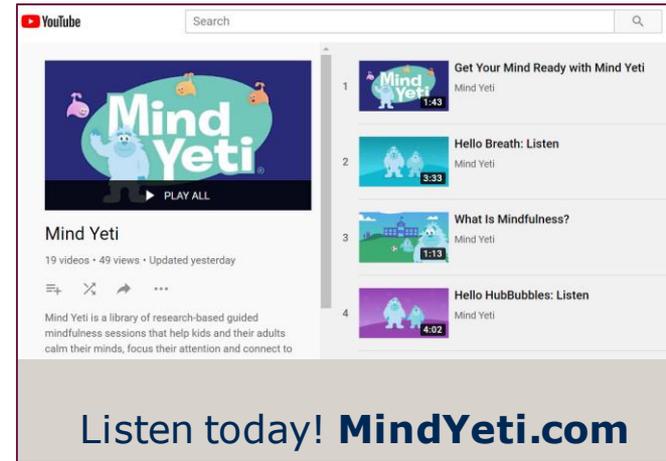
- Brand-new units for Second Step® Middle School and Second Step® Elementary
- Written specifically to support in-person community-building efforts at the beginning of the year
- Five weeks of activities, each with about 30 minutes of straightforward, low-tech lessons



Free Mindfulness Resources

Mind Yeti® is now available on YouTube!

Choose from 15 guided audio sessions designed to help kids and adults calm their minds, focus, and connect with the world around them.



The Imagine Neighborhood[™]: A Podcast for Kids and Grown-Ups



A world as **BIG** as
BIG FEELINGS can get.

Listen to the latest episode and subscribe to all!

Listen today! [ImagineNeighborhood.org](https://www.ImagineNeighborhood.org)

Hot Chocolate Talk®: Resources to Help

- For families and educators
- Short videos to help families have conversations about personal safety with their children
- Learn the signs of abuse
- How to respond to reports of abuse in a trauma-sensitive way
- Teaching child safety



Resources for Addressing Racism



Teaching Tolerance
tolerance.org



People make choices. Choices make history.

Facing History and Ourselves
facinghistory.org



Greater Good Science Center
greatergood.berkeley.edu

Questions

Resources

- Committee for Children [cfchildren.org](https://www.cfchildren.org)
- Adverse Childhood Experiences (ACES) [cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html](https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html)
- Second Step® Programs and Trauma-Sensitive Practices [secondstep.org/alignment-charts](https://www.secondstep.org/alignment-charts)
- Positive Childhood Experiences doi.org/10.1001/jamapediatrics.2019.3007
- National Parent Helpline: 1-855-4APARENT [nationalparenthelpline.org](https://www.nationalparenthelpline.org)
- Second Step® Programs and COVID-19 Support [secondstep.org/covid19support](https://www.secondstep.org/covid19support)
- For Special Copyright Permissions for COVID-19-Related Closures Through December 31 support.secondstep.org/hc/en-us/articles/360045236873
- Recorded EL–5 Lessons by Grade Level [secondstep.org/covid19support](https://www.secondstep.org/covid19support)
- Free Mindfulness Sessions for Grades K–5 [MindYeti.com](https://www.MindYeti.com)
- Second Step Educators’ Facebook Community [facebook.com/groups/secondstepcommunity](https://www.facebook.com/groups/secondstepcommunity)
- Family and Educator Child Abuse Prevention Resources [EarlyOpenOften.org](https://www.EarlyOpenOften.org) and [HotChocolateTalk.org](https://www.HotChocolateTalk.org)
- Podcast for Families on SEL Topics [ImagineNeighborhood.org](https://www.ImagineNeighborhood.org)
- Free Live and On-Demand Webinars [secondstep.org/webinars](https://www.secondstep.org/webinars)

Thank You!



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