Social and Emotional Distance Learning Webinar Series

Maintaining Strong Relationships and Connections

Session 2: Teachers
Housekeeping: Using **Zoom**

Please keep your microphone muted unless otherwise directed.

Chat option will open a chat window on the right side of the screen.

Select the `^` next to the microphone icon to start or change your audio connection.

Post questions here and the speaker will address them when possible.
Welcome
Introductions

Wendy Baron

Erika St. Andre

Sarah Smith

Ed De La Vega

Diane Crum
Agenda

• Welcoming Ritual
• Self-Care Activity
• Signature Social and Emotional Learning (SEL) Practice 1: Welcoming Ritual
• Signature SEL Practice 2: Engaging Practice
• Signature SEL Practice 3: Optimistic Closure
• Questions and Answers
• Upcoming Webinars
• Closing
Today’s Outcomes

Today, we will:

• Introduce the three Signature SEL Practices
• Practice with and reflect on each practice
How Are You Doing?

Write down thoughts and feelings that are distressing you on a piece of paper; crumple the page up, rip it up and throw it out as a way to rid yourself of those thoughts and feelings.
Social and Emotional Learning State Team Contributions

In 2016, the California Department of Education (CDE) launched the first SEL State Team. Outcomes included:

- SEL Guiding Principles
- SEL in California: A Guide to Resources

Recommendations are being carried out by the 2020 SEL State Team.
Welcoming Rituals
Signature Practice 1: Welcoming Ritual

Ritual openings:

• Establish safety and predictability
• Support contribution by all voices
• Set norms for respectful listening
• Allow staff to connect with one another
• Create a sense of belonging
To Be Successful

Ritual openings should be…

• Carefully chosen
• Connected to the work of the day
• Engagingly facilitated
• Thoughtfully debriefed
Signature Practice 1: Examples

• Build community by posing a question, asking staff to share with a partner, and then share out a few answers.
• Check-in
• Sentence starters

-adapted from the Oakland Unified School District
Welcoming Ritual with Wendy Baron

Check In, Check Up, Check Out
Caring Relationships Foster Resilience

Resilience: Flexibility and Adaptability

“Protective factors, or characteristics that enable individuals to transform adversity and develop resilience include caring relationships that convey compassion, understanding, respect, and interest, are grounded in listening, and establish safety and basic trust.”

-Bonnie Bernard
**Good News:** SUPPORTIVE RELATIONSHIPS ARE A PROTECTIVE FACTOR

**Increases:**
- Resilience
- Inspiration
- Intention to Remain in Teaching
- Overall Health and Well-being

**Reduces:**
- Emotional Exhaustion
- Burnout

-Yale Center for Emotional Intelligence
- New Teacher Center, *Emotions Matter in Educators*
Seven Ways to Foster Relationships

1. **Have 1:1 Interactions**: Connect with each student as often as possible.

2. **Use SEL Signature Practice #1**: Start each day with a connecting activity, morning meeting, community circle, reflective write, or some other type of check-in.

3. **Promote Peer Interactions**: Try snail mail, pen pals, phone pals, and virtual turn and talk; create virtual tables with diverse groupings.

4. **Celebrate Successes and Growth**: Include self-assessments, goal setting, and reflection.
Seven Ways to Foster Relationships (continued)

5. Get kids to name and process their emotions: Model and teach effective stress reduction and emotion regulation strategies.

6. Elicit and respond to student voice: Ask students what’s working, what they want and need—all points of view shared and heard.

7. Double-down on family communication and involvement: Check in with families often; invite parents to contribute during class time.
Breakout Groups

- Introduce yourselves.
- Share ways in which you build healthy relationships with your students.
- Record ideas on your group’s Jamboard (use your group’s number).

(10 min. total)
Breakout Activity: Interaction Flow

Main Room → Breakout Rooms → Main Room

Main Room
Breakout Room Assignment

The host is inviting you to join Breakout Room: Breakout Room 1

Select the invitation to join your Breakout Room
Breakout Room Navigation
Whole Group Share

• What do you want to keep in mind regarding building community and fostering relationships?
Health Benefits
RELATIONSHIPS

• Healthy social connections are associated with:
  ➢ Greater psychological well-being
  ➢ Better physical health
  ➢ Immunity
  ➢ Faster recovery from disease
  ➢ Longevity (50% increased chance)

  ● We are wired to connect with other people.
  ● We are interconnected in ways we cannot see.
  ● Our mirror neurons, resonate, mirror what is happening for others.
  ● We are affected by the emotional and physiological states of those around us.

- Emma Seppala, PhD
Neuroscience Nugget

“Every behavioral intervention is a biological intervention.”

- Dr. Richard Davidson, University of Wisconsin

- Repeated experiences in school can be a powerful influence for the rewiring of the neural pathways necessary for habits to be built and sustained.
- Having routines and rituals in our classrooms and school communities help develop group harmony, collaboration, and interdependence.
- They also serve to reduce stress and develop trust.
Engaging Practice
Signature Practice 2: Engaging Practices

Can foster:
• Relationships
• Cultural humility and responsiveness
• Empowerment
• Collaboration
Interview with Ed De La Vega

• Crisis Management at the beginning of the COVID-19 crisis
• Supporting SEL work through two lenses
• Calm in the storm
Optimistic Closure
Signature Practice 3: Optimistic Closure
Reflections and Looking Forward

• End the meeting by having your class reflect on, and then name, something that helps them leave on an optimistic note.
• This provides positive closure and reinforces the topic.
• Also creates momentum towards taking action.

- Adapted from the work of the Oakland Unified School District
Signature Practice 3: Examples

Reflect and share….

• What are my next steps?
• Who do I want to connect with on this topic?
• A word or phrase that reflects how I feel about moving forward with this.
• Offer appreciation for someone in the room.

Use the chat, Padlet, Google Jamboard, breakout rooms, and polls or surveys for distance learning.

-Adapted from the Oakland Unified School District
Optimistic Closure
Gratitude

• Who is someone or what is something from our session for which you are grateful?

• Share out or add to chat box
Why Gratitude?

• Feeling grateful for the good things in your life triggers release of healthy hormones.

• Expressing your gratitude to people in your life creates an emotional bond. Emotional bonding is one of the key traits of truly happy people.

• Adopting a new behavior as a result of interacting with those who have helped you leads to showing more empathy, less judgment, and greater appreciation for life itself.

- Jeffrey Froh, William Sefick, Robert Emmons: Count blessings in early adolescents: An experimental study of gratitude and subjective well-being
Questions and Answers
Resources
Social and Emotional Distance Learning Web Page

www.cde.ca.gov/ci/se/seldistance.asp

• Resources for teachers, school leaders, parents, and students
Upcoming Webinars

• Supporting Social and Emotional Development Outside of School
• Engaging Youth and Building Life Skills
Educator Excellence and Equity Division Communications

CDE SEL Web Page
www.cde.ca.gov/ci/se/index.asp

SEL Listserv
To join, send a blank email message to
join-sel-planning@mlist.cde.ca.gov

SEL Twitter
@CDE_SEL
Thank You For Joining Us!