



CASEL CARES INITIATIVE
Connecting the SEL Community



SEL **BRIGHT** and **RIPE** Spots for Teachers and Parents of Students with Special Education Needs

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Christina Cipriano



Tia N. Barnes



Gabbie Schlichtmann



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@drtianbarnes
@g_schlichtmann

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To
educate
~~all the whole children~~
we need to
start with sel.



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The narrative of **students with learning differences** and their education and treatment in our society is one of **profound intersectionality** – **race, class, gender, ethnicity, sexuality, and disability** interact to create overlapping and interdependent systems of disadvantage.



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The necessary and rapid move to distance learning has been disabling for our education system.

1 in 5

receiving services.

1/3

showing up for remote learning.

Low-income homes

10x

More likely to report little to no remote learning

40%

concerned about their children's mental health



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Let's anchor in hope.

What if this lived experience propels us to take action in ways that move us all towards a more inclusive school community?



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Where are the **BRIGHT** Spots?

Summarized examples of how SEL practices are being applied to support school community wellness

Take Control & Check-in

Self and Social Awareness

Transformed Relationships & Emotional Climate

Responsible Decision Making

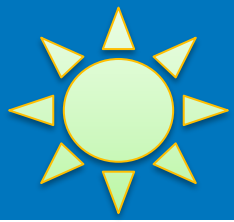


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Where are the **RIPE** Spots?

Opportunities for SEL to support the anticipated needs and preparedness of schools towards the promotion of school community wellness hereafter

Equity

Inclusion

Culturally Responsive Pedagogy



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Take Control & Check-In

- Managing the ambiguous and evolving demands requires healthy emotion management.
- Emotion regulation strategies can help create the conditions for effective teaching and learning.
- Checking in about and reflecting on our feelings is a good strategy to build connections, relieve stress and promote wellness.
- Self-care is important for everyone.



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Transformed Relationship and Emotional Climate

- All relationships now “look and feel” differently.
- Educators are more reliant on families as partners in instruction, especially for younger learners and those with learning differences.
- Coordination must leverage technology and resources to maximize opportunities for connection, shared learning, and growth.
- Being sensitive to each other's emotional needs and perspectives creates a more positive the emotional climate for learning and thriving.



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Transformed Relationship and Emotional Climate



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Transformed Relationship and Emotional Climate

“I think better communication is needed at my school... I think if the staff felt valued enough to be included and informed then there would be less stress. If the schools could show us that we are valued and appreciated it would ease some of the stress.”

“Administration needs to realize how essential the paraprofessional staff is to the smooth running of the school. I believe many students see the paraprofessionals as a "safe" person to express their feelings and frustrations to.”



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Self and Social Awareness

- The pandemic has disproportionately and differentially impacted schools, individuals and families in underserved communities.
- To address these disparities we must actively listen, inquire to understand and reflect to build self- and social awareness.
- The goal is to address and eradicate deficit thinking, racism and ableism from our practice with understanding and empathy.



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Responsible Decision Making

- **Administrators** are making choices about requirements and resources. **Teachers** are making choices about their practices. **Families** making choices about how their children will attend and experience school. **Students** are making choices about when, how and whether to engage.
- Making decisions during this time feels overwhelming when the pace and gravity of each decision is amplified.
- Taking a challenge centered, inquiry oriented and inclusive approach can help support decision making that is ethical and responsible.



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What you can do on Monday....

- Take control of your well-being and check in with yourself and your students. Focus on what you **CAN** do instead of what is not possible because circumstances have changed.
- Take time to be self- and socially aware. Listen to understand. Build empathy and act in ways that keep children and families at the center.
- Relationships are critical to meeting the needs of SWD. There are important opportunities to build new and enhance existing relationships during the pandemic.
- Embrace decision making and make it a stakeholder centered process.
- Understand the intersectional nature of disability and special education. Examine how systemic racism and oppression has shaped schools and engage in reflection, brave conversations, and action to support change.



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Resources for Taking Control and Checking-In

- [“Self-Care During COVID-19”](#) by Trails to Wellness
- The [“Support for Teachers Affected by Trauma \(STAT\)”](#) self-paced, online professional learning program
- [“Self-Care Strategies for Educators During the Coronavirus Crisis: Supporting Personal Social and Emotional Well-Being”](#) by WestEd
- [“Success Through Focus”](#) by Pure Edge
- [“SEL Reflection Prompts,”](#) by CASEL
- [“SEL Kernels of Practice,”](#) by the EASEL Lab at Harvard University
- [“How We Feel”](#) app, by the How We Feel Project
- [“The Mood Meter”](#) is one of the core tools of the RULER Approach by the Yale Center for Emotional Intelligence
- [“Scholarly Self-Care”](#) by Tia Barnes is a podcast for parents, caregivers, and teachers that focuses on social-emotional wellness



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Resources for Transforming Relationships & Emotional Climates

- Article series: “[Special Ed Students Have Lost Many Services Here is How SEL Strategies Can Help](#)” by Chris Cipriano & Gabbie Schlichtmann.
- “[Building Developmental Relationships During the COVID 19 Crisis: A Checklist.](#)” by The Search Institute
- “[Responsive circles for COVID-19.](#)” by The International Institute for Restorative Practices
- “[Tools for Educators to Listen to and Learn from Families During COVID-19 School Closures](#)” by NYU Steinhardt School
- “[Back to School Success Coaching Playbook.](#)” by Equity by Design



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Resources for Self and Social Awareness

[“The Urgency of Educational Equity Now: A Conversation with John King and Karen Pittman”](#) a CASEL Cares Webinar.

[“A Step-by-Step Implementation Guide to Enhance Whole-School Climate,”](#)
San Francisco Unified School District Read.

[“Addressing the Root Causes of Disparities in School Discipline: An Educators Action Planning Guide,”](#) by The National Center on Safe Supportive Learning Environments

[“Mindful Reflection Process for Developing Culturally Responsive Practices,”](#)
by Greater Good in Education (GGIE) (an overview of the mindful reflection process /protocol designed by Dray and Wisneski, 2011)



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Resources for Responsible Decision Making

- [“How We Move Forward: Practicing Three Inclusive, Anti-Racist Mindsets for Reopening Schools,”](#) by Gabrielle Schlichtmann, Temple Lovelace, Lindsay Kruse & Eric Tucker
- [“Agents of Their Own Success: Self-Advocacy Skills and Self-Determination for Students with Disabilities in the Era of Personalized Learning,”](#) by the National Center for Learning Disabilities
- [“Learner Identity and Agency Guidebook,”](#) by Equity by Design
- [“San Francisco Unified School District”](#) implementation guide to enhance whole-school restorative practices.
- [“National Center on Safe Supportive Learning Environments”](#) action planning guide.
- [“Greater Good in Education”](#) mindful reflection protocol



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Resources for SEL and Equity

- [“Online Teaching Can be Culturally Responsive”](#) by Rachael Mahmood on [Teaching Tolerance](#).
- [The Center for Culturally Responsive Teaching and Learning](#)
- [CASEL: SEL as a Lever for Equity](#)
- [“The Missing Link in Social-Emotional Learning”](#) by Shannon Wanless & Tia Barnes
- [“Crossing 3 Bridges to Center SEL in Equity”](#) by Lorea Martinez
- [“Without Context SEL Can Backfire”](#) by Dena Simmons



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Free School Resources

[Supporting School Community Wellness with SEL During and After a Pandemic](#)

[RULER Approach Back to School](#)

[Educating All Learners](#)

[Professional Learning for Educators](#)

www.therelateproject.com

www.ycei.org/selcourse



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This research was funded in part by the OAK Foundation OCAY-19-407

Learn with us!



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CASEL Resources

- [Learner Autobiography Lesson Plan](#)

Students explore who they are as learners and how past experiences have shaped this understanding. Gives teachers knowledge of each student's relationship to school and learning so they can provide individualized support and challenge.

- [Family Partnerships](#)

This page from the CASEL Guide to Schoolwide SEL can help educators to create meaningful partnership opportunities and two-way communication that invites families to understand, experience, inform, and support the social and emotional development of their students. This is important for all students at all times, but feels especially resonant for supporting students special education needs during Covid-19.



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