

# Supporting students in stressful times

Webinar  
April 9, 2020

If you can see the slide and hear the music, you are all set.



## Welcome! We will begin shortly.

All attendees are muted upon entry. Please use the Q&A feature when you want to ask panelists a question. For comments & links use chat box.

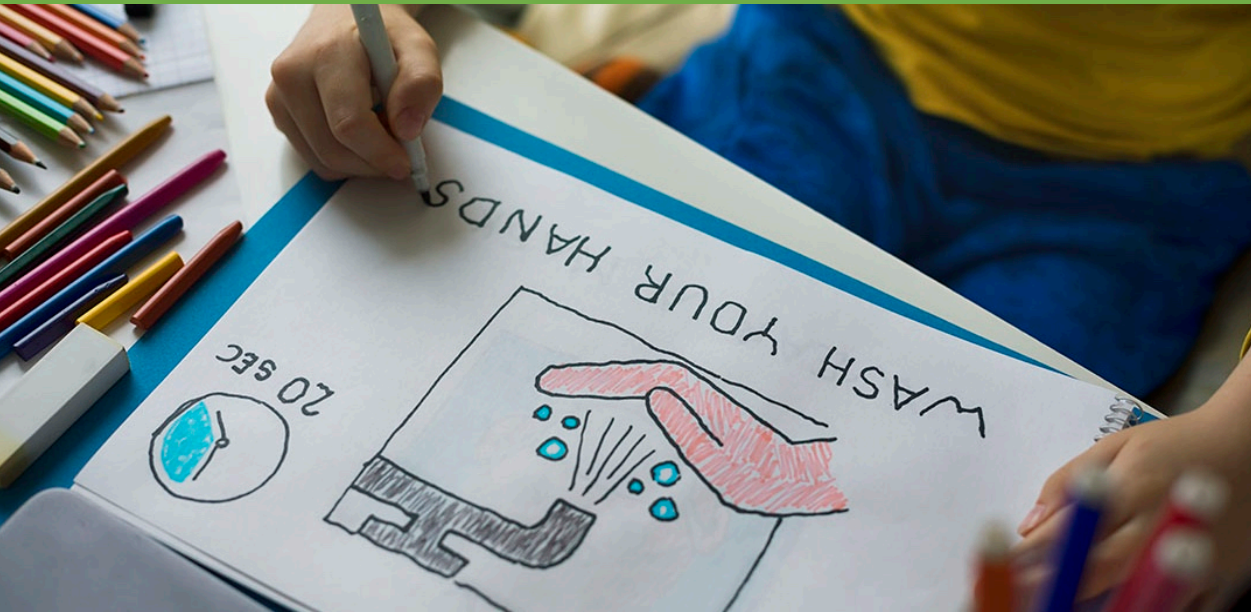
# Supporting students in stressful times



# Introductions and check-in questions

If **you** were a  
**student,**  
what would you most want from  
**your teacher**  
right **now?**

# Putting yourselves in students' shoes



# Participants will discuss...

- Why social and emotional supports are more important than ever for students
- Keys to resilience
- Strategies for connecting with students and promoting their well-being during distance learning
- Issues and considerations for supporting students during a time of crisis

# Check-in poll

What is your primary professional role?

- Teacher/counselor/other direct student-support role
- Instructional coach/PD director/other PL-focused role
- School-based leader (e.g. principal)
- District or state-based leader
- Nonprofit organization or higher education
- Other

Over the last month, how often have you talked to students via phone or video chat **for social or check-in visits**?

- More than once a week
- About once a week
- About once during the month
- Not at all

Over the last month, how often have you talked to students via phone or video chat **to provide instruction**?

- More than once a week
- About once a week
- About once during the month
- Not at all

How much **two-way conversation** have you had with parents/caregivers (via email, video, or phone)?

- None or very little
- A little bit
- A fair amount
- A lot

**In new terrain,  
we're all learning  
from one another**



# Panel discussion



**Amy Nicholson**

Vice President  
Partner Impact  
Turnaround for Children



**Jessy Newman**

Senior Researcher  
American Institutes  
for Research



**David Adams**

Director of Social-  
Emotional Learning  
The Urban Assembly



# Agenda

**The webinar will be recorded.**

All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.

Activity	Presenter
Welcome and poll	<b>Suzanne Bouffard</b> Vice President, Publications, Learning Forward
Panel	<b>Panel:</b> <ul style="list-style-type: none"><li>• <b>Amy Nicholson</b> Vice President, Partner Impact Turnaround for Children</li><li>• <b>Jessy Newman</b> Senior Researcher American Institutes for Research</li><li>• <b>David Adams</b> Director of Social-Emotional Learning The Urban Assembly</li></ul>
Discussion and questions	<b>Panel</b>
Closing	<b>Suzanne Bouffard</b>

# Supporting children with the three R's

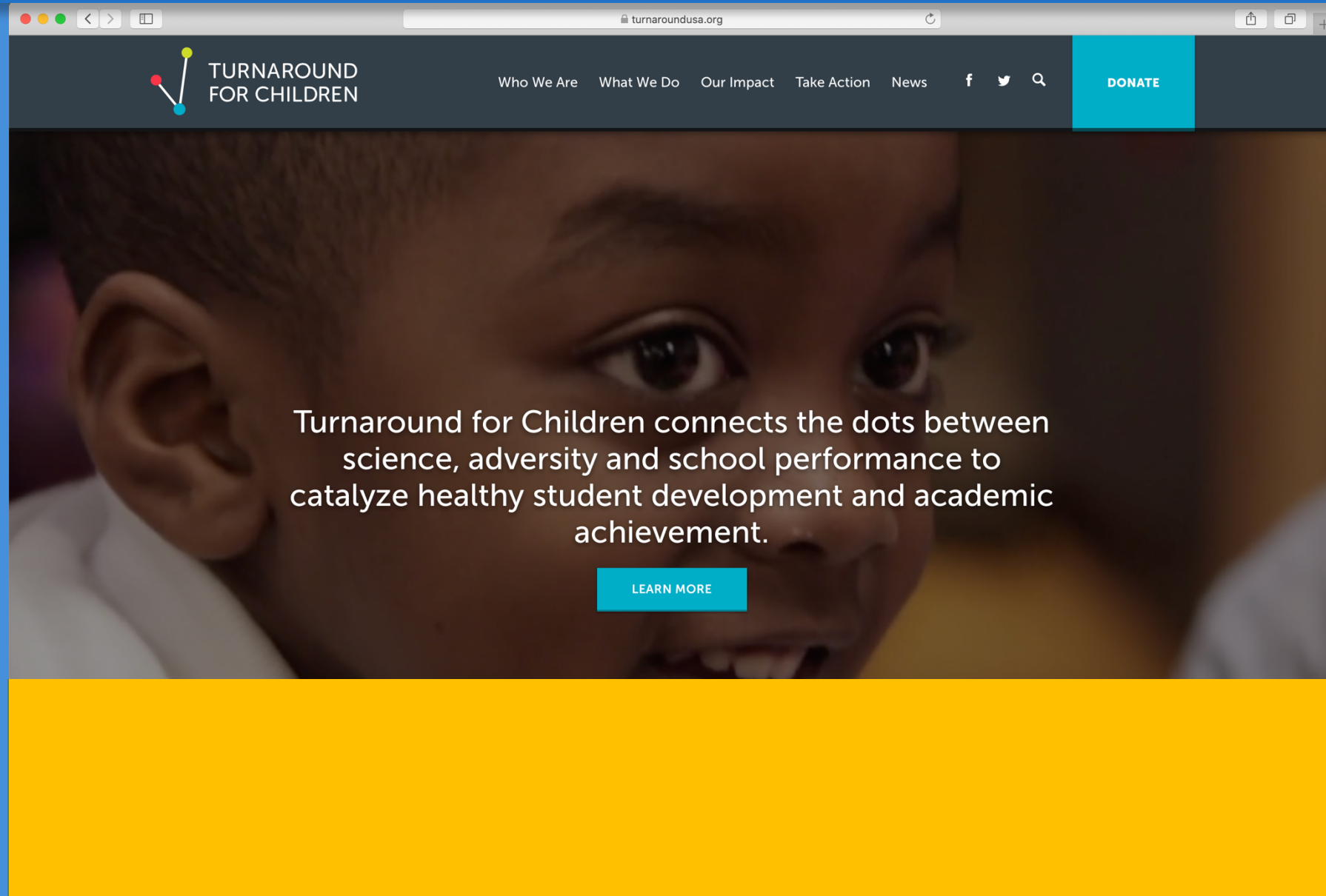


**Amy Nicholson**

Vice President  
Partner Impact

Turnaround for  
Children

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# Supporting children with the three R's

“To be safe physically, we are told to stay home. But the same thing that keeps us *physically safe* from the virus disrupts many of the human connections we need to feel *emotionally safe*, cope with stress and manage fear.”

— Dr. Pamela Cantor



# The limbic system or the brain's learning centers

## The Brain's Learning Centers

The **prefrontal cortex**, **hippocampus**, and **amygdala** are key parts of the brain's limbic system. Working together, these structures allow students to regulate emotion, attention and behavior, to learn and remember, and more — all key components of academic success.

### Prefrontal Cortex

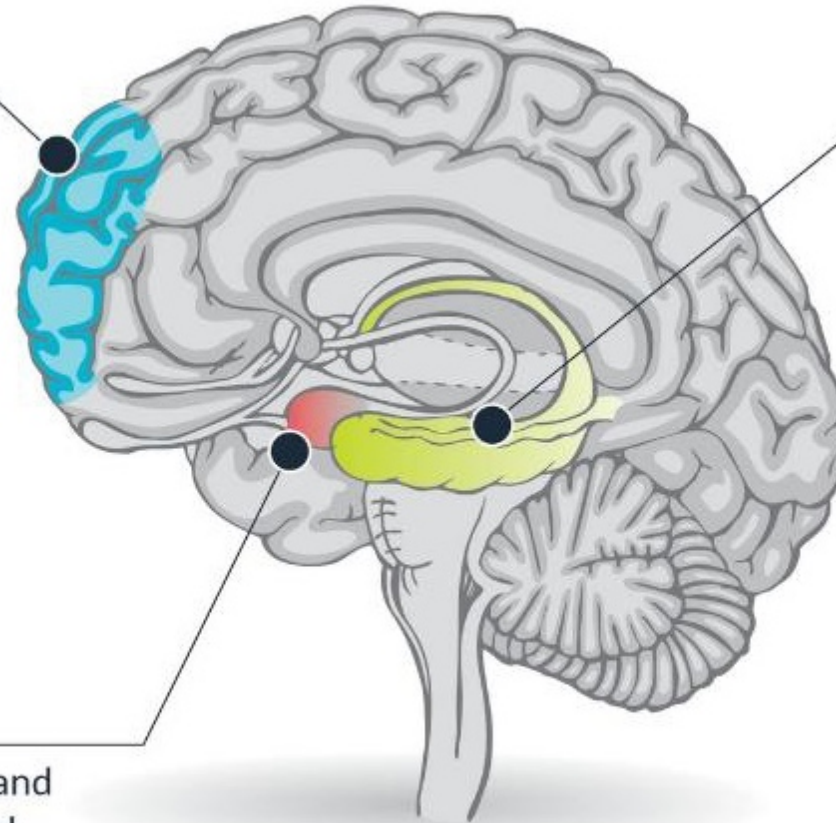
Regulates thoughts, emotions, behavior

### Hippocampus

Stores learning and memory

### Amygdala

Reacts to stress and emotional arousal



## Chronic, Unbuffered Stress

Toxic levels of the stress hormone cortisol can change the structure and function of key brain areas for learning. These structures become **primed to be on high alert for danger, and to react quickly**, which can affect the ability to regulate emotion, attention, and behavior, and to learn and remember- all key components of academic success.



### Prefrontal Cortex

Structural changes including fewer and altered connections

Functional challenges including difficulty regulating thoughts, emotions, behavior

### Amygdala

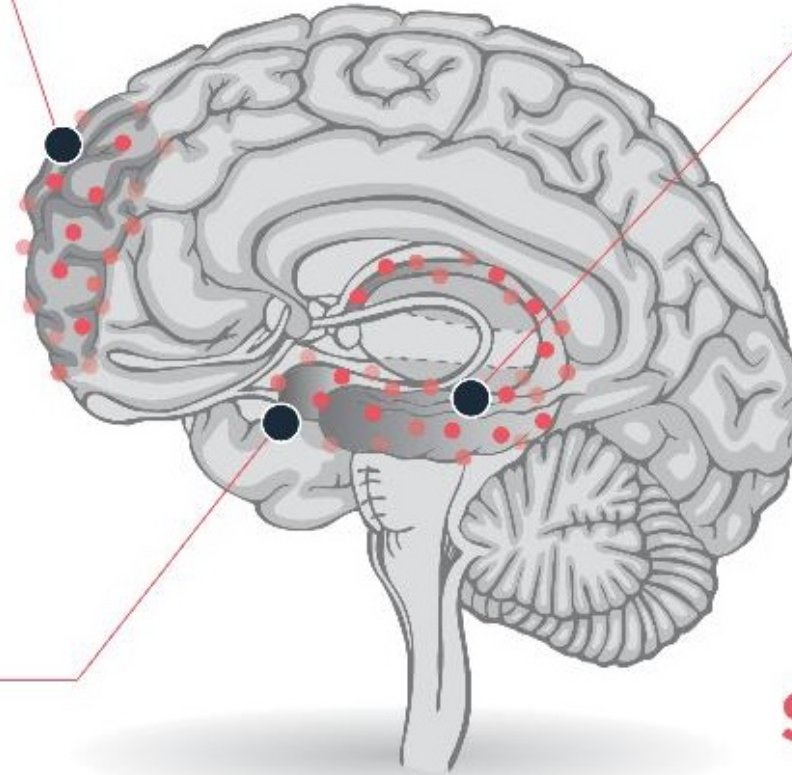
Structural changes including altered connections and volume

Functional changes including a hyperreactive stress response

### Hippocampus

Structural changes including fewer connections, fewer new neurons created, and smaller volume

Functional changes including difficulty with memory, contextualizing new situations and information, and storing new learning



Stress Hormone  
**Cortisol**

# TRUST IS THE ANTIDOTE TO STRESS

OXYTOCIN



CORTISOL



# Turnaround resources: Relationships



Created a set of easy to use resources to help educators and parents support students during this time of stress and uncertainty



## Banking Time Virtually

### PURPOSE

In the podcast, Dr. Cantor shared that many of our students have been sent home with work to complete, separated from the routines, structures, and relationships that they rely on in school. She also shared that it is through community, including individual relationships, that we can support children's ability to cope with stress. Because informal interactions are less likely to be part of a virtual learning environments, scheduling time for 1:1 touchpoint with students may be a helpful way to provide a consistent and predictable structure for maintaining relationships.

### DIRECTIONS:

1. Set up time to meet with individual students for 10–15 minutes, 1-3 times a week depending on their need. You may choose to use the calendar below to schedule these opportunities with students. Be sure to confirm that the times you outline work for them and their caregivers.
2. The point of the session is to designate a sacred time to provide informal connection and social support.
3. Follow the student's lead and do not attempt to teach. Listen to the student, narrate what the student is experiencing, and validate emotions.
4. You may choose to leverage the Routines Planner during these conversations to support children in developing structure for their time, or the Emotional Response Strategies List to help students generate strategies that they can use to respond to and manage their emotions.

## Banking Time Schedule

Time Slots	Monday	Tuesday	Wednesday	Thursday	Friday

# Turnaround resources: Routines



## Routines Planner

### DIRECTIONS:

Use the planner below to outline the routines for the day. The procedures checklist above may help you to break down each routine into a set of specific steps.

Routine:	Steps:	Supports:	Reinforce:
<b>Name the time or activity</b>	<b>In as few words as possible, list each thing your child should do.</b>	<b>Consider which supports might be most helpful.</b>	<b>Consider how to keep the routine going.</b>
<b>Example:</b> Starting the day	<ol style="list-style-type: none"> <li>At 8:00am, get up and come downstairs for breakfast.</li> <li>Wash hands!</li> <li>Eat and check in with the family.</li> <li>Clean up from breakfast.</li> <li>Play games or read until Google Classroom time.</li> </ol>	<input type="checkbox"/> Visual Schedule <input checked="" type="checkbox"/> Checklist <input type="checkbox"/> Countdown timer <input checked="" type="checkbox"/> Organized materials <input type="checkbox"/> Reduced distractions <input checked="" type="checkbox"/> <u>Set alarm for 8:00am</u>	<b>Walk through routines ahead of time</b> Example: "You are going to be in charge of getting ready in the morning. Let's practice all the steps so you can be independent." <b>Ask your child to set a goal</b> Example: "My goal is to do the routine every day this week with only one reminder every day." <b>Point out the use of skills in the moment</b> Example: "I see you are really focusing on getting everything done for school before asking for screen time - nice job!" <b>Reward with increasing independence</b> Example: Gradually give fewer reminders, allow your child to take on more independence like being in charge of deciding breakfast or
		<input type="checkbox"/> Visual Schedule <input type="checkbox"/> Checklist <input type="checkbox"/> Countdown timer <input type="checkbox"/> Organized materials <input type="checkbox"/> Reduced distractions <input type="checkbox"/> _____	
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		<input type="checkbox"/> Visual Schedule <input type="checkbox"/> Checklist <input type="checkbox"/> Countdown timer <input type="checkbox"/> Organized materials <input type="checkbox"/> Reduced distractions	

## Household and Remote School Routines and Procedures Checklist

### PURPOSE

This checklist is intended to support the planning of household and remote schooling routines and procedures.

### DIRECTIONS:

- With your children, determine which procedures or routines are needed in your setting. Be sure to discuss both why these procedures are necessary and what these procedures actually look like in action.
- Add to the list any needed procedures for your specific situation.
- As children engage with the routines, help outline the specific steps that they will need to take and what success will look like.

### Household and Remote School Routines and Procedures

#### Procedures for Managing Health

- personal hygiene (see this [helpful guide](#) for more specifics about why this is particularly important right now)
  - hand washing
  - sneezing and coughing
  - getting ready for the day routine
  - getting ready for bed routine
- preparing, eating, and cleaning up after snacks and meals
- physical activity
- brain breaks (such as art, music, games, dance)
- sleep
- 
- 

#### Routines for Relationships

- check-ins with adults (both in the household and electronically)
- check-ins peers, for both social and academic purposes
- raising and resolving conflicts
- quality time with household members, such as over meals or playing games
- routines for what to do when other household members or working or completing their own schoolwork
- 
- 

#### Procedures for Content Learning

- schedule for daily work
- how to get help when stuck
- what to do with finished work
- what to do with unfinished work
- what to do if finished early
- storing and organizing materials
- 
- 

#### Procedures for Self-Awareness and Emotion Management

- managing strong emotions and stress (see [Emotional Response Strategies List](#))
- reflecting on and sharing about emotions across the day
- centering on (or reflecting on) identity and culture including family history, storytelling, traditions
- 
- 

#### Specific procedures based on virtual classroom set up:

- 
- 
-



# Turnaround resources: Resilience



## Emotional Response Strategies List

**DIRECTIONS:**

Use the planner below to think about the emotions you expect to feel during the day. Talk with others about the strategies that they use when they have strong feelings and need something to do with them.

When I feel	I can
When I feel	I can
When I feel	I can
When I feel	I can
When I feel	I can

If I have strong feelings and don't know what to do, I know I can get support from:



# Turnaround resources: Three Rs



<https://www.turnaroundusa.org/coronavirus/>

# Build skills, support students



**Jessy Newman**

Senior Researcher  
American Institutes  
for Research

[jnewman@air.org](mailto:jnewman@air.org)



# Social and emotional skills are needed now, more than ever

Manage stress



Stay engaged  
in learning



Be positive



Care for others

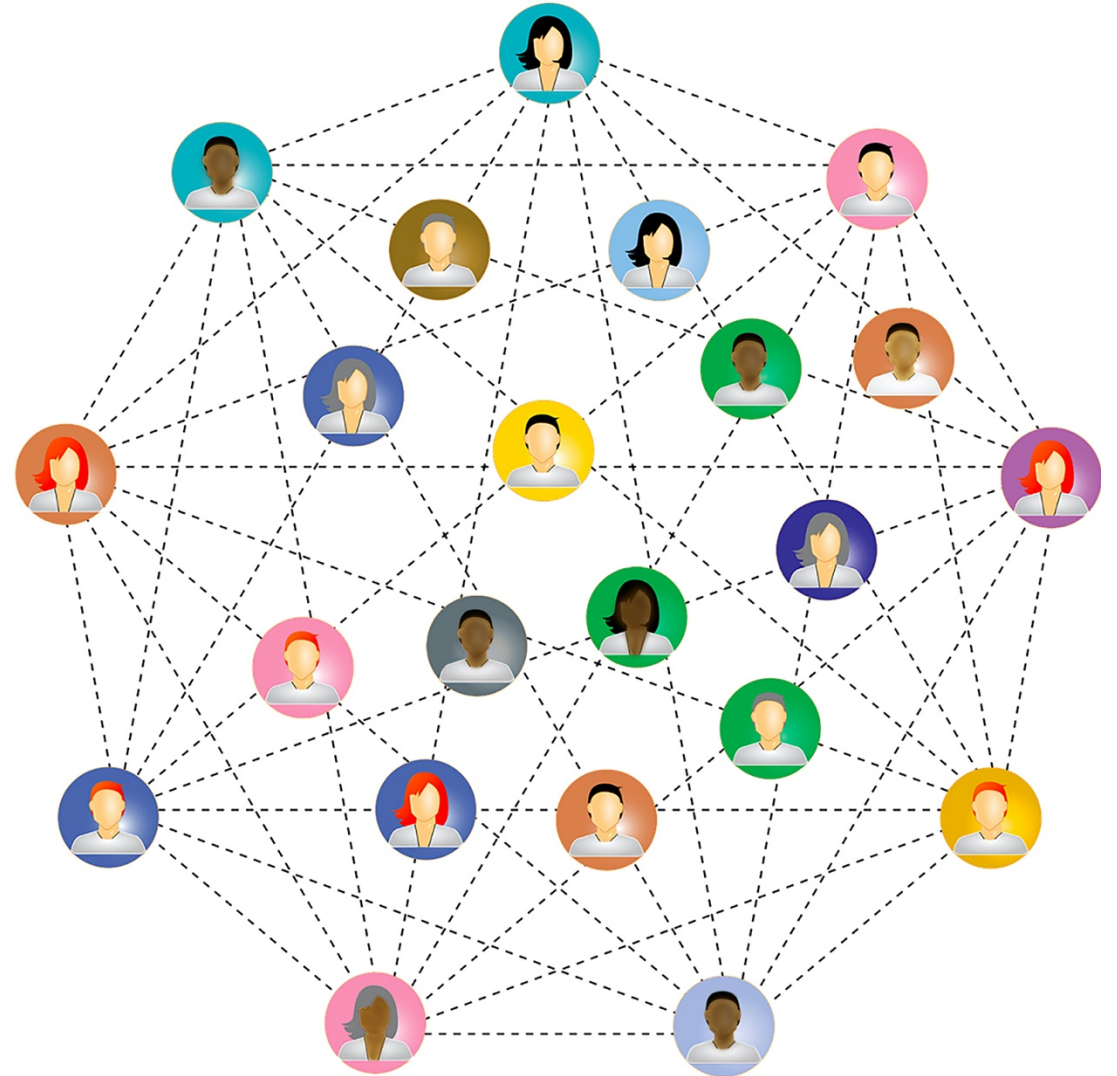


Make good  
decisions



# Relationships are ESSENTIAL

- Youth
- Teachers
- Parents
- Siblings
- Extended family
- Other friends



# Strategies educators can use NOW

Create	routines and structures to learn more about how youth are doing and what they are feeling
Share	personalized messages that go beyond academic content
Provide	opportunities to be open and honest about our current experience
Integrate	SEL-focused themes with academic content
Connect	learning to the real world – find ways to be creative, encourage curiosity, and leverage the flexibility of our new learning environments

# More strategies educators can use NOW



Ask open-ended questions



Build in time for goal setting, progress monitoring, and feedback



Encourage group work, if possible, by creating virtual team spaces



Build in opportunities for self-expression that align with the content;  
Allow — Encourage! — youth to be creative



Encourage reflection at the end of a task, day, or week — and with  
goal setting, if possible

# Intentions for Our Day Day Day Day

	Charlie	Brett	Mom
MON	Work with Charlie Whining ✓	1. FOOTPRINTS TICKETS UPHO 2. GREAT HOME SCHOOLING 3. GET OUTSIDE	1. be patient X 2. run or hit 10k steps 3. laundry 100% done 4. develop workplan for the week ✓
TUES	1. Be more kind ✓		1. be patient X 2. tip sheet content ✓ 3. captiv workout X
WEDS	LISTEN BE KIND ✓ HAVE FUN	1. WORKOUT! 2. DRINK WATER 3. BE PATIENT & KIND	1. be patient X 2. hit all hours of movement 3. tip sheet
THURS	Work with Charlie ✓ DRINK WATER HAVE FUN	1. WORKOUT 2. BE AW! 3. STICK TO THE SCHED X	1. be patient X 2. focus on academic learning w/ Charlie 3. take a walk
FRI	Work with Charlie ✓ DRINK WATER HAVE FUN	1. WORKOUT 2. HIT MARK & NEIGHBORHOOD HH	1. be patient 2. make flower art 3. eat some vegetables



# Learning is social and emotional



**David Adams**

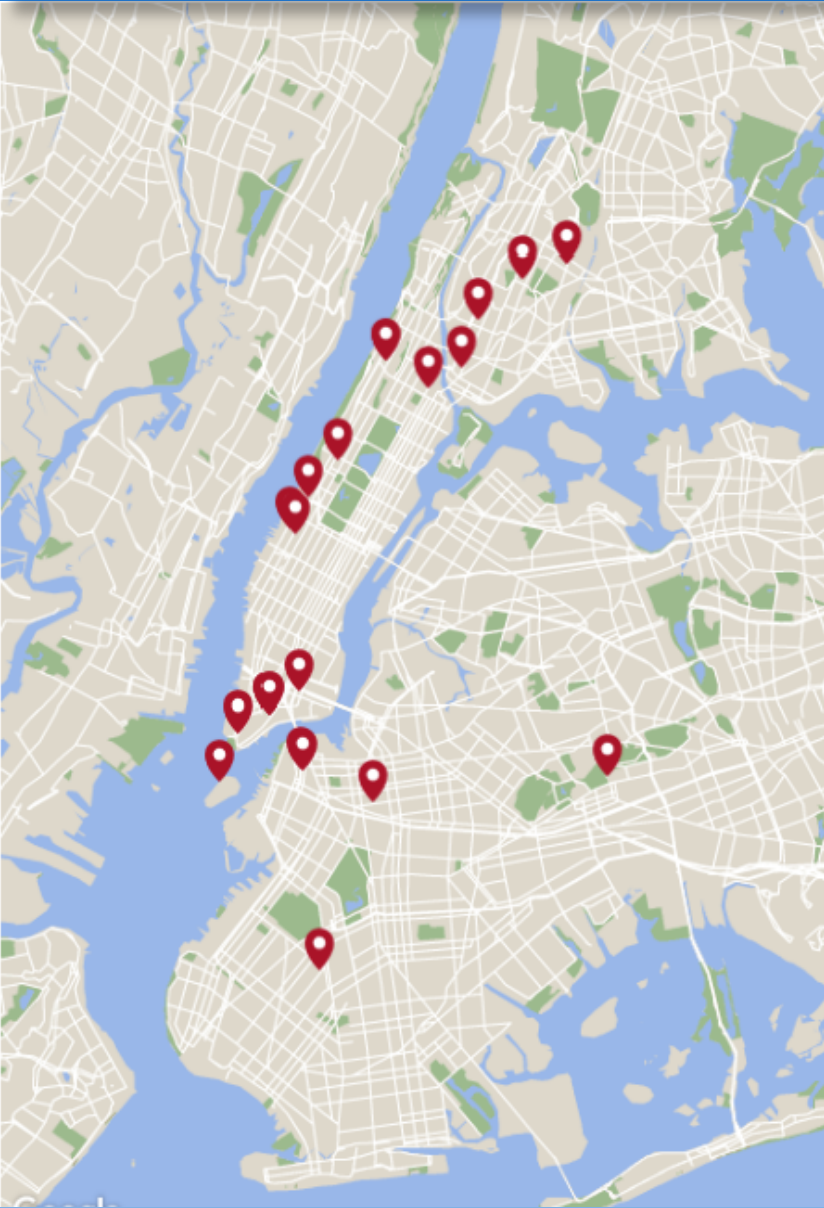
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The screenshot shows the website [urbanassembly.org](http://urbanassembly.org). The navigation menu includes ABOUT, CAREERS, NEWS & PRESS (highlighted), EVENTS, and DONATE. A search bar is located on the right. Below the navigation, the logo for The Urban Assembly is displayed. To the right of the logo are links for MISSION, SCHOOLS, STRATEGY, and IMPACT. The main content area features a news article titled "UA's Director of Social-Emotional Learning, David Adams at Chicago Ideas Week" by Melissa Stern, dated April 6, 2020. Below the article title is a link to "EQ Vs. IQ: How We Measure Children & Their Success". A photograph shows David Adams and four other panelists seated on a stage for a discussion. On the right side of the website, there is a "TEAM REFERENCED" section with a link to "Social-Emotional Learning" and a "Join Our Mailing List" section with a sign-up form.

# Who are we?



## **Innovation in Public Education**

The mission of the Urban Assembly is to advance students' economic and social mobility by improving public education.

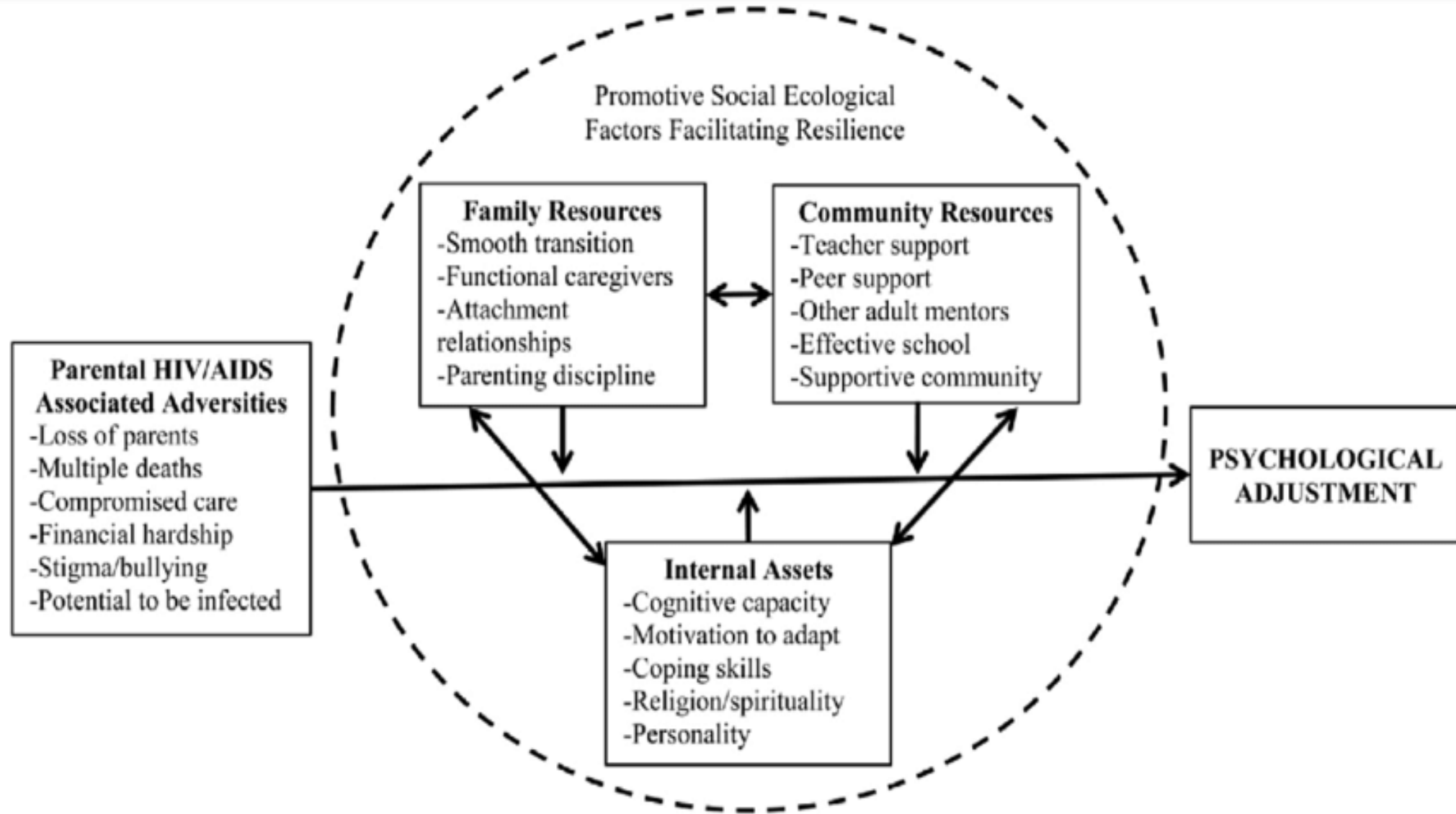
# What is resilience?

- Ann Masten (2001) defined resilience as “good outcomes in spite of serious threats to adaptation or development”
- Lifton (1994) identified resilience as the human capacity of all individuals to transform and change no matter what their risks, it is an innate “self-righting mechanism”

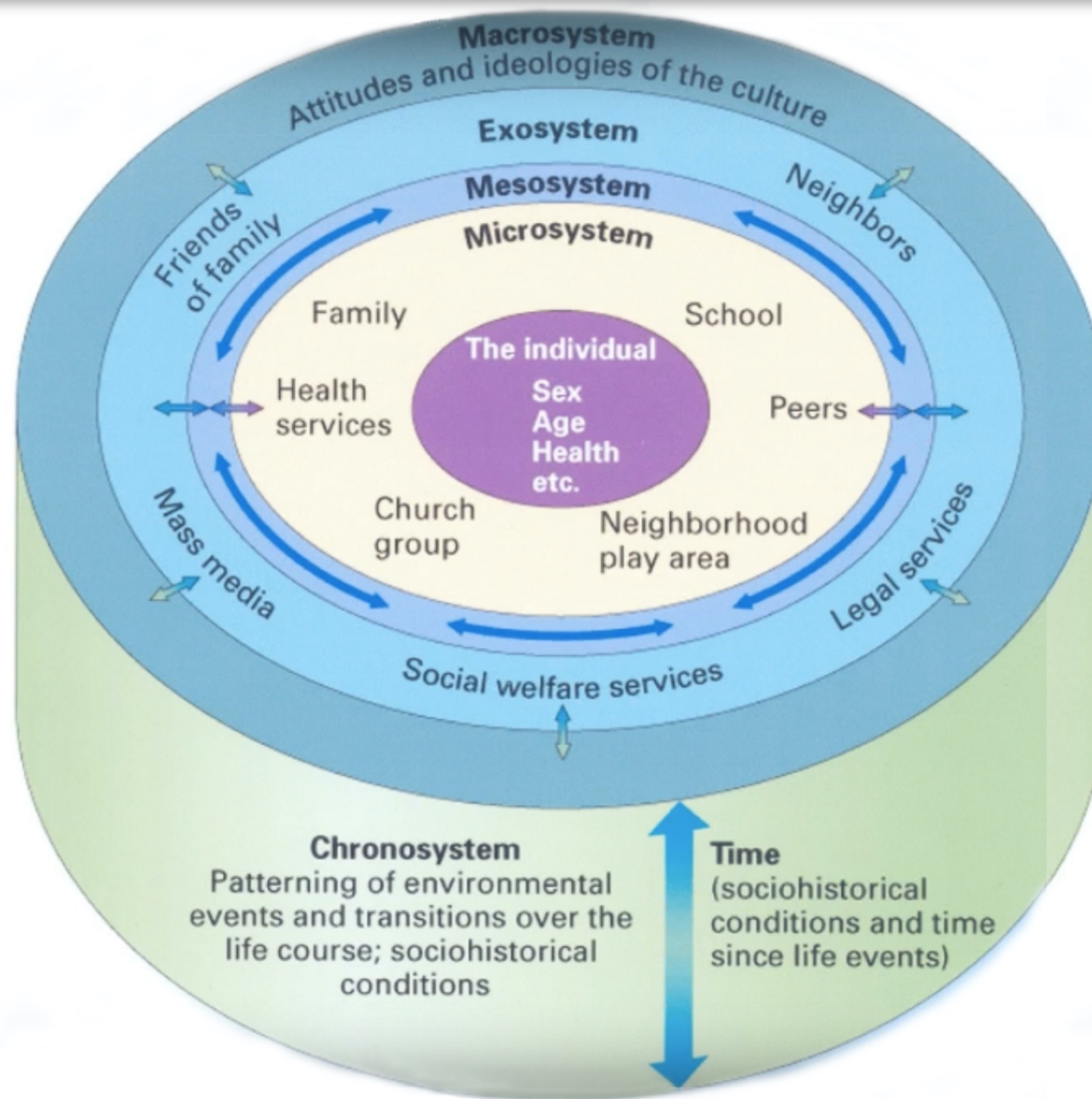
# Risk and resilience

A Conceptual Framework of Psychological Resilience among Children affected by HIV/AIDS. This figure illustrates risk and resilience factors associated with psychological adjustment for children affected by parental HIV/AIDS.

Adapted from Li et al. (2015)



# Bronfenbrenner



# Strengthen skills and context

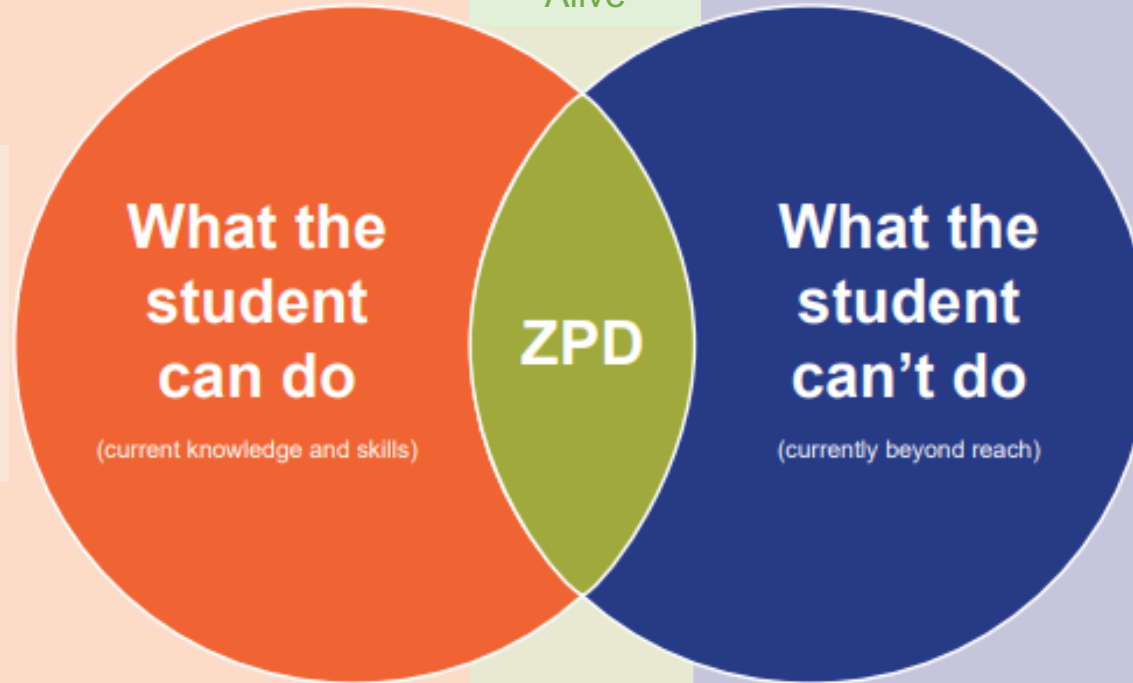


## Zone of Proximal Development

Lev Vygotsky

Challenged  
Willing to risk  
Excited  
Alive

Stable  
Lifeless  
Comfortable  
Bored  
Challenged  
Easy  
Safe



Stressed  
Anxious  
Disinclined  
Frustrated  
Exhausted  
Fearful

## Learning / Development



ZPD is the gap between what the student is currently capable of doing independently, and what they can do with support.



Jess Tramontana APR

@jessicatramonta



Me, during zoom and conference calls with both kids and puppy. [#HomeSchoolDay1](#)



# Recommendations

- Support teachers to ensure that work is given at the level of independent practice for home and guided practice with support:
  - Learning takes place in the context of relationships
  - Focus on re-establishing relationship virtually
  - New material should be introduced by the teacher
- Support parents in scheduling and recognizing social-emotional competence of learning:
  - Take breaks
  - Create a schedule
  - Focus on what students know and build from there



We can be resilient



Don't worry about a thing, 'cause every little thing  
**GONNA BE ALRIGHT.** — Bob Marley



# Discussion and questions



**Look for follow-up resources,  
including a recording of this  
webinar and slides**

Remember to check out our  
[COVID-19 online resource page](#) and  
[COVID-19 online community](#)

# Mark your calendars

<b>Thursday</b> <b>April 16</b> <b>3 pm ET</b>	<b>Thursday</b> <b>April 23</b> <b>3 pm ET</b>	<b>Thursday</b> <b>April 30</b> <b>3 pm ET</b>
Leading in uncertain times	Learning from coaches: Supporting educators in a virtual world	Hearing from students

# Reflection poll

During this crisis, I have learned things that I will continue to use after the crisis is over.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure

This crisis will change the professional learning topics that I pursue in the future.

- Strongly agree
- Agree
- Disagree
- Strongly disagree
- Not sure

As a result of this crisis, I believe that professional learning is:

- More important than ever
- About as important as before
- Less important
- Not sure

Thank you!

