



Indicator: All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (5124)

Explanation: The evidence review indicates that many teachers are not well prepared to foster students' social/emotional competencies. Educators may need additional professional development in order to effectively assist students in identifying and managing their emotions. Teachers also must be aware of what additional services are available for students needing extra support, how best to connect students and their families with those services, and how to maintain effective communication and collaboration among all adults supporting the student.

Questions: How have teachers (and other staff) been prepared to recognize students' emotions and guide them in managing those emotions? What practical emotional management skills can be taught to children and reinforced in their behavior? What are examples of classroom norms that reinforce social/emotional competencies? What support services and interventions are typically available for students and how do teachers access them? In what ways can schools engage parents to gain a better understanding of students and to equip parents to foster social/emotional competency at home? How has our school prepared for traumatic events (natural disasters, etc.) that may impact staff and students socially and emotionally?

Social and emotional learning teaches the skills we all need to handle ourselves, our relationships, and our work effectively and ethically. These skills include knowing how to recognize and manage our emotions, develop care and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively and ethically. These skills also are the ones that allow children to calm themselves when angry, make friends, resolve conflicts respectfully, and make ethical and safe choices. (Mart, Dusenbury, & Weissberg, 2011, p. 38)

Teachers play a key role in supporting their students' development of social/emotional competencies, both through faithful implementation of evidence-based programs and through creating a healthy classroom culture (Redding, 2014b; see also the recent meta-analysis by Durlak et al., 2011).

Personal competencies are enhanced through the teacher's instruction (especially when personalized) and the classroom culture. The teacher's relational suasion with students facilitates their learning and their building of personal competencies. Like the school culture, the culture of a teacher's classroom reflects values and is seen in its rituals, routines, expected behaviors, and relationships among teachers and students. How the teacher organizes the classroom and establishes and reinforces its rules and procedures constitute classroom management, and classroom management operationalizes much of what is more broadly called classroom culture. (Redding, 2014a, p. 13)

Social/emotional learning also "helps teachers become more effective by fostering their own social and emotional development and supporting a caring and challenging classroom climate" (Civic Enterprises Bridgeland, Bruce, &

Hariharan, 2013, p. 8). Adults often need to develop their own competency in this area, yet barely over half (55%) of teachers receive some form of training in social/emotional learning (SEL), and of that, 23% is in-service. Preschool and elementary school teachers are the most likely to receive SEL training (60%) while high school teachers are the least likely (47%; Civic Enterprises et al., 2013). Professional development to support teacher knowledge and sound practices enhances effective social/emotional learning implementation (Reyes, Brackett, Rivers, Elbertson, & Salovey, 2012).

Training in trauma-informed approaches which target social/emotional development and problem-solving is also gaining traction to support teachers and paraprofessionals working in high-poverty areas where children may be exposed to many environmental stressors. School staff can learn and then teach coping skills and also help children process their emotions to build resilience and create hope for the future (Baum, Rotter, Reidler, & Brom, 2009; Anderson, Blitz, & Saastamoinen, 2015). Paraprofessionals and other classroom staff are often overlooked or receive inconsistent training and professional development; it is important for the health of the school community that they also be included in learning how best to support all students' social/emotional competencies (Anderson et al., 2015).

Many schools and districts are now using multitiered systems of support, positive behavioral intervention and supports, systems of care, and/or wraparound services. All of these are aimed at collaboratively intervening (ideally as early as possible) for students who need extra supports. System of care initiatives, for example, have emerged across the U.S. promoting communication and collaboration among systems serving children, community and social services agencies, and families (Kutash, Duchnowski, & Friedman, 2005). Teachers and other school staff should be kept well informed about what supports and services are available and how best to connect at-risk students to appropriate prevention or intervention services in a timely fashion. Some schools have people designated to assist in this process, such as school counselors, family liaisons, parent involvement facilitators, or care coordinators (see, e.g., Anderson, Houser, & Howland, 2010; Ferrara, 2015). Teachers may also need professional development to feel prepared to communicate optimally with families (Symeou, Rousounidou, & Michaelides, 2012).

ing and after traumatic community events, such as the death of a student or a natural disaster. School communities should do their best to prepare for such occasions, including having conversations among school and community leaders, adopting proactive policies, and providing professional development that supports teachers so that they, in turn, are better equipped to support their students should a crisis arise (Mutch, 2016).

References and resources

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Symeou, L., Roussounidou, E., & Michaelides, M. (2012). “I feel much more confident now to talk with parents”: An evaluation of in-service training on teacher–parent communication. *School Community Journal*, 22(1), 65–88. Retrieved from <http://www.schoolcommunitynetwork.org/SCJ.aspx>

Additional Resources

Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (Eds.). (2015). *Handbook of social and emotional learning: Research and practice*. New York, NY: Guilford Press.

FEMA & American Red Cross. (2004). *Helping children cope with disaster*. Retrieved from <http://www.fema.gov/pdf/library/children.pdf>

This booklet offers parents, caregivers, and other adults suggestions on how to help children cope with the effects of disaster, as well as how to be prepared before a disaster strikes.

National Association of School Psychologists (n.d.). *School safety and crisis*. Retrieved from <http://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis>

This webpage provides information on war and terrorism, preventing youth suicide, threat assessment, grief, trauma, bullying prevention, media and crisis, and more. Tip sheets for parents and educators are also available.

The CASEL Guide: Effective Social and Emotional Learning Programs is available in either the Preschool and Elementary Edition or the Middle and High School Edition. These are updated periodically and available from the CASEL website: <http://www.casel.org/guide>

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