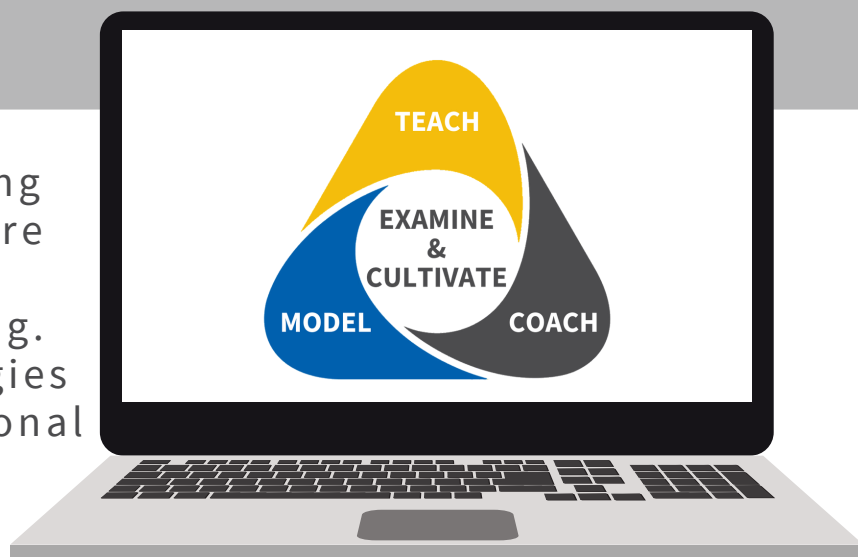




SEL IN A VIRTUAL WORLD

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Best practices for integrating social-emotional learning are not limited to the physical confines of a school building. Research-supported strategies for promoting social-emotional development within the classroom setting can be translated to a virtual learning environment as well.



[TransformEd's SEL Integration Approach](#) outlines five key components for authentically embedding SEL into all aspects of the educational experience. In 2020's abrupt transition to virtual learning, educators and leaders began seeking ways to bring the same (or more!) intentionality and commitment to students' social and emotional needs development. In recognizing the countless demands on educators, we have distilled recommendations for virtual settings into three simple, high-leverage, research-backed areas.

When educators **cultivate** and nurture *relationships*, students experience ongoing support, build trust, and develop a sense of belonging. When educators intentionally **teach** and continuously **model** *routines*, students experience predictability and consistency, key elements of trauma-informed and healing centered work. When educators **examine** their own emotions and *reflect* on their practice, as well as, **model** and **coach** students to do the same, opportunities arise for identity development, self-awareness, and growth.



SEL IN A VIRTUAL WORLD

RESOURCES

RELATIONSHIPS

- Create a class or [family charter](#) to establish norms for a safe, supportive and successful virtual environment
- Track connections to maintain consistency and highlight any students who are particularly vulnerable or isolated through systems like [Relationship Mapping](#) or [planned check-ins](#)
- Use technology to foster a sense of connection and community through “show & tell”, simple shares, or academic projects using [Padlet](#), [Jamboard](#), or [Flipgrid](#)
- Encourage collaboration through academic assignments such as [Remote Book Clubs](#)
- Promote positive family connections through assignments like the [Family Interview](#) or an [Oral History Project](#)

ROUTINES

- Maintain consistency and predictability as much as possible by continuing routines such as [Crew](#), Advisory and/or Morning Meeting
- Provide suggestions for [schedules](#) and inform students of expected changes, whenever possible
- Model and normalize the naming and processing of emotions through frequent check-ins such as [Roses & Thorns](#), [Check-In/Check Outs](#), or [Mood Meter](#)
- Build in Brain Breaks to encourage healthy activity and emotional regulation using activities like [PureEdge videos](#), [Breathe, Think, Do, Get Movin’](#), or [Body Scan](#)
- Intentionally integrate SEL with literacy by reading, writing, and discussing with [Newsela SEL articles](#) and lessons on [health & wellness](#)
- Model setting and maintaining boundaries using the [when/then strategy](#) and encourage students to try and do the same

REFLECTION

- Discuss [current events](#) and the ways in which social emotional skills and topics are showing up in the world, [at any age](#)
- Incorporate [discussion prompts](#) into reading assignments for families to engage in supportive conversations
- Encourage discussion around podcasts such as [The Imagine Neighborhood](#) or [movies](#) that address social emotional topics
- Have students create a [Toolbox of Care](#) and consider engaging in discussion about the [universe of obligation](#)
- Integrate self and social awareness by incorporating gratitude practices for [elementary](#) or [middle/high](#) school students
- Assign [journaling](#) to promote self-awareness, self-reflection, processing of emotions, and as a mode of connection
- Share ways you are [caring for yourself](#) during this time and try our [strategies](#) to manage your own emotions
- Engage in self-reflection and learning, independently or in collaboration with colleagues, using the [Educator SEL Toolkit](#)
- Reflect on your practice using the SEL Integration Approach [Self-Reflection tool](#)