

## K-5 Socioemotional Wellness: Recommendations and Key Points

### Remote Learning Task Force Expert Advisory Panel 2: Support to Address the Whole Child Experience, 7/28/20

1. It's important to **build connections for students**, particularly for youth participating exclusively in remote learning. Potential strategies include pairing remote learning students with students who may be attending school in-person (e.g., via hybrid model) and write to each other (e.g., pen pals) or arrange virtual meet-ups.
2. It's important to **build connections for families**, particularly for families engaged in remote learning. It may be helpful for caregivers to have avenues and/or opportunities to process complex emotions as a community.
3. We can't ask too much of students for their age in terms of **emotion regulation and executive function**, these abilities develop slowly across childhood as the brain develops. When students are stressed, their emotion regulation and executive function regress and "hot" cognition takes over, so they will function like younger children. There are high emotion regulation demands of both remote and in-school socially distanced learning. **Consider supports and strategies to prioritize emotion regulation** as this will then allow for an environment with greater health/safety and academic progress.
4. A **coordinated, multi-tiered approach** can be reflexive and responsive to all students amidst the pandemic. **Prioritize universal supports** that will benefit all youth. It's more efficient and can reduce the number of individual student plans needed. Ideas would be daily (or weekly) community check ins, social skills instruction, collaboratively developing routines and expectations, etc.
5. To identify students who need more support, consider a **multi-informant method**. This means teacher, parent, student nomination, behavioral indicators (e.g., attendance in Zoom meetings) and perhaps universal screening. If a universal screener is used, it will be helpful to have a version that allows for **parent and student response** as teachers may not have as much information about the student as they typically would in the beginning of the school year.
6. **For first month or so, focus on SEL skills in the "classroom"**. Prioritize the incorporation of mindfulness practices and training more teachers to be able to do this.
7. Explicitly consider how to provide opportunities for **self-care for teachers**. Mindfulness helps be in the moment and (for students) be ready to learn, not worried about past or future, reduces anxiety, and improves academics.