



Childhood Education
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Social and Emotional Learning & Psychosocial Support for Quality Holistic Learning

Educator recognizes the role of social and emotional learning (SEL) and psychosocial support (PSS) in their classroom and can adapt existing SEL/PSS tools to meet the unique needs of their learners and their education context.

Key Method

Educator adapts a SEL/PSS tool to meet the unique needs of their learners and the realities of their education context.

Method Components

Research continues to show that integrating social and emotional learning (SEL) and psychosocial support (PSS) into daily classroom practices and curriculum benefits all learners. In particular, SEL and PSS support learners who may have experienced interrupted schooling and/or trauma. While there are myriad resources available, SEL/PSS tools are not “one size fits all.”

In this micro-credential, the educator answers the question, *“How does this SEL/PSS tool work in my unique classroom for my unique students?”* The educator will need to pay particular attention to their students’ ages, cultural background(s), language(s), prior education and migration experience(s). The educator will also need to consider the available materials, content area, physical space, structure, and class/program size in their teaching and learning context. Educators proficient in this competency are able to adapt and apply SEL/PSS tools to be appropriate, inclusive, and effective for the individual learners in their particular education context.

Key Terminology

Quality holistic learning refers to a pedagogical approach that takes into account the learner in all their aspects: academic, emotional, social, physical, and psychological. A quality holistic learning program will allow all learners to develop their knowledge, competencies, values, and social skills.

According to the Inter-agency Network for Education in Emergencies (INEE), **Psychosocial Support (PSS)** refers to “the processes and actions that promote holistic well-being of people in their social world”. PSS can also be defined as “actions that address both the psychological and social needs of individuals, families, and communities” (Papyrus Project).

INEE and the Collaborative for Academic, Social and Emotional Learning (CASEL) describe **Social and Emotional Learning (SEL)** as the process of developing competencies to recognize and manage emotions, set and achieve goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and work well with others across differences.

Core Components

Educators will use the Portfolio Submission Template (found in the Resources section below) to submit evidence of their competency in implementing an appropriate SEL/PSS tool for quality holistic learning.

The submission will include the following **two components (in bold)**:

1. *Educator critically reviews the 10 SEL/PSS tools* in the Resources section of this micro-credential, choosing ONE tool to adapt (as needed) and to try in their class. **Educator explains why they chose this particular tool and where/how they may need to revise the tool to make it more appropriate for their learners and their context.***
2. *Educator tries the SEL/PSS tool with two groups of learners OR with the same group of learners two different times. **Educator then reflects on the use of***



this SEL/PSS tool in their education context, evaluating the tool's effectiveness and areas for improvement.

*The 10 SEL/PSS tools were selected from diverse international sources and represent approaches that can be applied in a variety of educational contexts.

Supporting Research and Rationale

Supporting Rationale

From the Quality Holistic Learning Project Teacher Fellows, Lebanon (2021):

"In any given novel situation, including a new opportunity for learning, a student's brain is hardwired to respond to three questions before choosing a course of action: 'Am I safe?', 'Am I loved/included?' and 'What can I learn?'" The order of these questions matters; they mirror our three basic needs of safety, belonging and competence. So, if the child does not feel safe and is not emotionally stable, then it is considerably more difficult for learning to occur."

– Quality Holistic Learning Project Teacher Fellows, Lebanon

From the INEE Guidance Note on Psychosocial Support (2018):

"Safe schools and non-formal learning spaces are some of the most beneficial environments for children and youth during a period of uncertainty. Intentional investment in education-based PSS and SEL has proven to protect them from the negative effects of disasters by creating stable routines, providing opportunities for friendship and play, fostering hope, reducing stress, encouraging self-expression, and promoting collaborative behavior." (Action for the Rights of Children, 2002; Alexander, Boothby, & Wessells, 2010; Masten, Gewirtz, & Sapienza, 2013).

From the INEE Assessment on Psychosocial Support and Social and Emotional Learning Outcomes in Education in Emergencies (2020)

"SEL/PSS programs have positive impacts on children's social, emotional, behavioral, and academic outcomes as well as on teacher practices and the culture and climate of schools (Brown, Jones, LaRusso & Aber, 2010; Jones et al., 2011; Raver et al., 2009; Bierman et al., 2008; Durlak et al., 2011; Sklad et al., 2012; Diamond, Barnett, Thomas & Munro, 2007)."

And with respect to learners in displaced contexts specifically, "SEL skills build resiliency and enable the positive relationships that help inoculate children against the negative effects of instability, conflict, and crisis (INEE, 2016)."



Supporting Research

- Cerna, L. Organisation for Economic Co-operation and Development. (2019). Refugee education: Integration models and practices in OECD countries. OECD Working Paper No. 203. [https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP\(2019\)11&docLanguage=En](https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2019)11&docLanguage=En)
- Dybdahl, R., & Williams, J. (2021). Special issue on psychosocial support and social emotional learning in emergencies. *Journal on Education in Emergencies*, 7(2). https://archive.nyu.edu/bitstream/2451/63549/2/JEiE_Vol7No2_December2021.pdf
- Inter-agency Network for Education in Emergencies (INEE) and Ecological Approaches to Social Emotional Learning (EASEL) Laboratory. (2020). SEL and PSS measurement and assessment tools in education in emergencies: Identifying, analyzing, and mapping tools to global guidance documents. New York, NY. <https://inee.org/resources/sel-and-pss-measurement-and-assessment-tools-education-emergencies-identifying-analyzing>
- INEE. (2018). Psychosocial support: Facilitating psychosocial well-being and social emotional learning. <https://inee.org/resources/inee-guidance-note-psychosocial-support>
- Lebowitz, C. (2020). How does social and emotional development affect learning? UNICEF. <https://gdc.unicef.org/resource/how-does-social-and-emotional-development-affect-learning>
- Papyrus Project. (n.d.) What is psychosocial support? <https://papyrus-project.org/what-is-psychosocial-support/>
- Schlund, J. (2021). What does social emotional learning really mean? UNESCO. <https://medium.com/social-emotional-learning/in-school-systems-around-the-world-theres-growing-appreciation-of-the-importance-of-social-and-fc797d8aa84>
- Stillerman, A. (2017). The science of adversity, resilience, and transformation. TedXUoflChicago. <https://youtu.be/l-qU33a4M94>

Resources

General SEL/PSS Resources

- Portfolio submission template (Google document linked)



- PDF:
 - https://drive.google.com/file/d/1siYWY8r7qrSjqfse2_SXS8qoxL9T1Zkm/view?usp=sharing
- An example of a completed submission for this micro-credential:
 - <https://drive.google.com/file/d/1jD52AmJS8syS2nnX6GXw6nm9xp-VPSF9/view?usp=sharing>
- International Rescue Committee (IRC). Creating healing classrooms.
 - <https://inee.org/resources/creating-healing-classrooms>
 - https://inee.org/sites/default/files/resources/IRC_Creating_Healing_Classrooms_-_Tools_0.pdf
- IRC. Safe healing and learning spaces toolkit: Social-emotional learning
 - <http://shls.rescue.org/shls-toolkit/social-emotional-learning/> and
 - SHLS approach <http://shls.rescue.org/shls-toolkit/shls-approach/>
- Evaluating SEL and PSS resources
 - PDF: <https://drive.google.com/file/d/1pQhltvk3j2msn-0Llg3BNyy2z9JGIZiz/view?usp=sharing>
 - Best for mobile phones: <https://docs.google.com/document/d/e/2PACX-1vT9tKeGI9TDNuKgiOo5Q8gzVxooHM2AWBmuHJs23dydx0tCenV3X24AjX0DptKkTZMUDpeaUBnW2xyQ/pub>
- Collaborative for Academic, Social, & Emotional Learning (CASEL): SEL-integrated lesson or activity planning checklist.
 - PDF: <tool-integrated-lesson-planning-checklist-OST.docx.pdf>
- SEL and PSS integrated lesson plan template
 - <https://drive.google.com/file/d/1apfKffXb9eWJBGKR8TyZFD8JpD4AU3Mw/view?usp=sharing>
- SEL lesson plan template from Kenya QHL Fellows
 - <https://drive.google.com/file/d/1obsFKZjaEcQV0E0J8tn7yJfPRx-FWopy/view?usp=sharing>
- SEL dimensions and sample activity types
 - PDF: <https://drive.google.com/file/d/1JjFqaeSnWqgaLODuUJUWMyOs6KDikrRD/view?usp=sharing>
 - Best for mobile phones: <https://docs.google.com/document/u/1/d/e/2PACX-1vTPT2RmEk3ZUE5htgvcGWQFf06tp0EslQAJINyBP6SpHKQB-dl3kyytln57-s7vMAKWGgWozZqS-ab/pub>
- "Differentiating between stress, crisis, trauma, and chronic stress." Presentation slides
 - https://docs.google.com/presentation/d/e/2PACX-1vQa1O3u_N4qWuzC77F05XYyQRd-GJyE-lKpYTBh8XDLuAepguVTqdwE9h7XfGRY27eYE1RklbLa4jwi/pub?start=false&loop=true&delayms=3000&slide=id.gfc9b8a52c0_0_11
- UN Relief and Works Agency for Palestinian Refugees in the Near East. (2016). Psychosocial support recreational activities resource guide



https://www.unrwa.org/sites/default/files/content/resources/recreational_activities_resource_guide.pdf

- The World Bank. (2018). Step by step: Toolkit promoting social and emotional learning (SEL) in children and teens.
<https://www.worldbank.org/en/topic/education/publication/step-by-step-sel-curricula>
- Shivshanker, A., Resler, K., Kaler-Jones, C., Briceno, G., & Weisenhorn, N. How to integrate social and emotional learning in USAID basic education programs. United States Agency for International Development (USAID). (2021).
<https://inee.org/resources/how-integrate-social-and-emotional-learning-usaid-basic-education-programs>

Strategies/activities for integrating social and emotional learning (SEL) and psychosocial supports (PSS) in the classroom. Choose one of these tools for your project.

Note: When you find a SEL/PSS tool below that appeals to you, consider it critically before choosing it for your students and this micro-credential. This [graphic organizer](#) may be of help in analyzing the tool before making your decision.

1. [Rose, Thorn, Bud](#) (adapted from Mindful Schools, 2020) (PDF)
Students consider the positive and negative aspects of a situation as well as areas for growth.
2. [Think, Feel, Wonder](#) (PDF)
Students consider their thoughts, feelings, and questions about a situation or text.
3. [Brain Breaks](#) (PDF)
Students take a few minutes away from the academic content to move their bodies or do some type of meditation. This can help students to re-energize and refocus their brains upon their return to academics.
4. [Peace Area](#) (adapted from the Collaborative for Academic, Social & Emotional Learning) (PDF)
Students use a designated space in the classroom to calm down from an emotionally charged situation.
5. [The First 5 Minutes](#) (Related to [The Mindful Minute](#)) (PDF)
Students use the first five minutes of class to draw, write, reflect or talk with a partner as a way to become “present” in the classroom and to increase feelings of belonging.
6. [Community Building Circles](#) (adapted from CASEL) (PDF)
Students build community and develop discussion and perspective taking skills by talking and listening to their classmates. Discussions can be about content, the classroom community, or relevant events in the students’ lives.
7. [Different Ways to Respond](#) (PDF)



Students consider the different ways people respond to different emotions. They learn about how to respond differently as appropriate.

8. [Mood Meter](#) (adapted from Yale Emotion Center) ([PDF](#))
Students identify a range of emotions, building both self-awareness and emotion vocabulary.
9. [Visualize the Future](#) ([PDF](#))
Students spend time thinking about, drawing, or writing about their future. They set goals and create action steps to make their visualizations more concrete.
10. [The Empathy Heart](#) (adapted from PACER National Bullying Prevention Center, 2017) ([PDF](#))
Students actively listen/read stories to analyze where characters are supported with empathy or are not supported with empathy.

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing evaluation in Part 1 and Part 3. In Part 2, you will need to earn a “Proficient” score for ALL criteria.

Part 1. Overview

Your context

(400-word limit)

Provide a brief but detailed description of yourself as an educator. Please answer the following questions to help paint a clear picture for the assessor.

- How long have you been living and teaching in your local context?
- In what ways do you currently work with refugee/displaced students and/or other vulnerable learners? What other experiences have you had working with students in these groups?
- Describe your student population. Include information about how many students are in your class(es), where they are from, what language(s) they speak, the gender breakdown of your class(es), the age range of your students, and any other information you think is relevant to painting a clear picture for the assessor of your student population.
- **Passing:** Educator clearly describes their teaching and learning context and their students with rich contextual detail. The educator highlights their opportunities to work with learners of refugee/displaced backgrounds and other vulnerable populations.



SEL/PSS in Your Context (300-word limit)

Consider the role of SEL/PSS in your education context given your unique students' backgrounds and needs.

- How might trauma be a factor in your classroom/program?
- Where do you see the need for students to develop social and emotional awareness, self-regulation, social skills, and decision-making skills?
- **Passing:** Educator clearly analyzes how SEL/PSS can play a role in their teaching and learning context, connecting their analysis specifically to the needs and backgrounds of their students.

Part 2. Work Examples / Artifacts

To earn this micro-credential, please submit responses to the following questions to be used as evidence of your competency in this area. Use the Portfolio Submission Template (found in the Resources section above) to organize your evidence.

1. **Explanation and analysis of SEL/PSS tool chosen (to be completed *before* implementation):**
 - a. What SEL/PSS tool did you choose to revise for your classroom?
 - b. Why did you choose this tool? How does this tool fit your content, curriculum, and/or student population and needs?
 - c. What revisions will you need to make so that the tool is more inclusive and appropriate for the learners in your context?
 - d. What will the new lesson outline look like given the possible revisions explained in 1c?
2. **Evaluation of applied SEL/PSS tool (to be completed *after* implementation):**
 - a. How did it go?
 - b. Did this tool address your students' social and emotional learning and psychosocial needs?
 - c. What aspects of the tool were successful and what would you do differently? Why?

Note: You may review an example submission, *Example of SEL/PSS M-C Portfolio Submission Template*, in the Resources section above.

Criteria	Proficient	Almost There	Not Yet
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<p>1a/b. Explain your choice of a specific SEL/PSS tool to try in your education context.</p>	<p>Educator clearly explains why the strategy/activity they chose is relevant for their specific education context, citing, for example, the ages, needs, or social dynamics of their students and/or how the activity/strategy connects to the curriculum.</p>	<p>Educator explains generally how the strategy they chose connects to student learning and wellbeing, but does not clearly connect the strategy to the needs of their particular students.</p>	<p>The educator does not explain why they chose the strategy, or their explanation does not connect to student learning and well-being. For example, the educator may say they “liked” the strategy or that they had “always wanted to try something like this,” without saying how it benefits specific students.</p>
<p>1c/d. Considering the assumptions of the original tool and the realities of your education context, explain any revisions that would make the tool more inclusive and effective for your students.</p> <p>Write a lesson outline that reflects these revisions.</p>	<p>Educator explains how the tool might need to be adapted in light of differences among relevant factors when critically analyzing the original tool compared to the realities of the educator’s context.</p> <p>and</p> <p>The educator’s lesson outline reflects possible revisions given these realities.</p>	<p>Educator includes one idea for revision, but may miss some key differences between the assumptions of the original tool and the realities of their context.</p> <p>and/or</p> <p>Educator’s lesson outline reflects only minor revision(s) or the Outline is missing key components.</p>	<p>Educator does not explain how the tool might need to be adapted in light of the realities of their education context.</p> <p>and/or</p> <p>Educator does not include a lesson outline with any revisions or the Outline is missing.</p>
<p>2. Evaluate the two instances when you implemented the SEL/PSS tool.</p>	<p>Educator clearly reflects on the tool’s ability to support social and emotional learning and/or well-being of their unique students. Educator also evaluates the areas of success and potential areas for improvement in using this tool with their students. It is clear what went well or poorly for <i>each</i> implementation.</p>	<p>The educator clearly reflects on the tool’s ability to support SEL and/or well-being of their unique students in one instance, but not two.</p> <p>and/or</p> <p>The educator has moments of clear and deep reflection, but there are still areas where they might reflect more fully on the strengths and challenges of using this tool in their unique context.</p>	<p>The educator’s evaluation is missing or underdeveloped.</p>



Part 3. Reflection

(500-word limit or 5-min max. audio/video recording)

Reflect on your experience adapting a SEL/PSS tool for your teaching and learning context. You must address **all** questions below.

- What did you learn from this process in general and, more specifically, about how to adapt activities to be more effective and inclusive for your students?
- When considering social and emotional learning and psychosocial support, what do you find challenging and how will you continue to learn and grow in your practice as an educator?
- Why does competency in this area matter, specifically in the context of teaching students of refugee backgrounds and other vulnerable populations?
- How might your efforts to learn and integrate SEL/PSS tools impact your future work as a responsive educator in a learner-centered classroom? Specifically, where do you see potential for future integration of SEL/PSS in your academic content and activities?
- **Passing:** Reflections clearly connect theory to practice. Educator critically addresses their experience adapting SEL/PSS tools for their particular teaching and learning context. Educator reflects on their own strengths and learning in this process, and considers how learning about SEL/PSS will continue to impact their work as a refugee educator.

