

LA 5.4: Developing Social-Emotional Strategies to Address Student Needs

Understanding the Emotional Needs of Students



Learning Outcome	Pedagogical Intent	Student Position
<p>Communicate a personal acceptance of and acknowledge the dynamics of culture in the lives of all students. Candidates provide support and advocacy for ELLs and their families.</p> <p>Assessment: 25 pts.</p> <p>TA: 30 Minutes</p>	<p>Teachers can practice social-emotional skills and strategies in their classrooms and also with families to help them overcome past experiences and achieve academic success.</p>	<p>Students have learned about students in poverty and/or trauma. They will now read about social-emotional learning and discuss how to apply it to their work with students and families.</p>

Instructions

1. Select a note-taker for your group and assist that person in capturing all the important points of your article, discussing as your group reads and discusses their assigned reading. ([Developmental Path](#)), ([Social Emotional Learning definitions](#)), ([Trauma Response](#)), ([Studies on Social Emotional Learning](#)), ([Social Emotional Learning Framework](#)), ([Social Emotional Learning: 4 Ways](#)).
2. Participate in a class discussion and together create a strong definition of social-emotional learning. As you work on the definition reference the important ideas from your reading.
3. Now working as a class, make a shared list of things you now do to support students, and what you could add to your practice to support students social and emotional learning and growth.
4. The facilitator will ask you to take your next turn in the “Life on the Edge” game.



Egan, M. W., Hales, V., & Gomm, R. J. (2019). *Family, School, and Community Partnerships*. EdTech Books. Retrieved from <https://edtechbooks.org/partnerships>