



About Us

The Sorority was founded in 1923 in Jersey City, New Jersey. Its purpose is:

- To stimulate professional growth among teachers;
- To foster a true spirit of sisterhood;
- To promote the highest ideals of the teaching profession; and
- To encourage the development of the potential of our youth.

There are over one hundred chapters across the United States.

Our Philosophy

The National Sorority of Phi Delta Kappa, Inc. is a professional organization of teachers dedicated to the task of educating youth of America. We believe education to be a potent factor in maintaining and perpetuating democracy as the most ideal form of life. To remain in this position, modern education must provide youth with abilities for developing an integrated personality, assuming a successful place in a group and adjusting to the ever changing problems of society.

Through day by day instruction in the classroom and multiple contacts in the community, the National Sorority of Phi Delta Kappa, Inc. seeks to inform all citizenry of the ever changing problems of our society and to equip them with the necessary social and academic skills to solve these problems according to a true democratic process. In addition, we are committed to celebrating success of individuals and groups and to honoring the legacy of those who have gone on before us. The National Sorority of Phi Delta Kappa, Inc. shall continue to take its rightful place among those who point the way in establishing, maintaining and sustaining avenues of communication between and among all people and in fostering the pursuit of excellence in education.

Purpose

The Krinon is the official journal of the National Sorority of Phi Delta Kappa, Inc. It is published for the purposes of:

- Providing current, relevant facts regarding emerging initiatives, trends and issues which impact education, family, school, and community; and
- Promoting and advancing the interests of the members.

Publication Date

The magazine is published annually.

How to Reach The Krinon Staff

Correspondence, which includes your name, title, email or home address, and telephone number may be sent to the current Chief Editor at <u>nspdkchiefkrinon@gmail.com</u>.

Subscription

Please contact National Sorority of Phi Delta Kappa, Inc. Headquarters at the address listed below or call the NSPDK Headquarters at 773.783.7379.

Publication

Special thanks to Frederick Burton Design LLC for its services to this journal.



National Headquarters 8233 South King Drive, Chicago, Illinois 60619 Phone 773.783.7379 | Fax 773.783.7354



the

SEL Social and Emotional Learning

OUR FOUNDERS



Front Row L-R: Gladys Cannon Nunery, Julia Asbury Barnes, Gladys Merritt Ross (Mother founder), Florence Steel Hunt

Second Row L-R: Ella Wells Butler, Marguerite Gross, Mildred Morris Williams

Not Pictured Edna McConnell



The FOUNDERS of NSPDK Because Of Them (Our Heroes) We Can

Adapted from Because of Them We Can as illustrated by Eunique Jones

Stimulate professional growth among our sisterhood Promote the highest ideals of teaching Develop the potential of our youth

BECAUSE OF THEM WE CAN FOCUS ON

Y ~~ Youth ~ Xinos, Kudos, & KOT's

E ~~ Education ~~ Academic issues & trends

S ~~ Service & being visible in the communities we serve

BECAUSE OF THEM WE AFFIRM A STRONG

"Pursuit of Excellence" in education Support the ethical moral standards of our youth Public service mission

BECAUSE OF THEM WE HAVE

Purpose Focus Willing workers called into our sisterhood

BECAUSE OF THEM WE KNOW & USE REAL FACTS

Educators are real Resilience is real Make a way out of no way is real

By Esther Phillips Delta Beta Chapter Austin, TX



NATIONAL DIRECTORATE

Dr. Etta F. Carter, Supreme Basileus Noreen Little, First Supreme Anti-Basileus Myrna Robinson, Second Supreme Anti-Basileus Marjorie McDaniel, Supreme Grammateus Debra Wade, Supreme Epistoleus Shannette Rooks, Supreme Tamiouchos Yvonne Ben, Supreme Tamias Joyce M. Williams, Chief Editor, The Krinon Jarian Graham, Director of Public Relations Dr. Patsy Squire, Eastern Regional Director Rose P. Anderson, Southeast Regional Director Tiffany Pritchett, Midwest Regional Director Anita O'Neal, Southwest Regional Director Dr. Elcendia Nord, Far West Regional Director Anona Huntley, Eastern Member-at-Large Brenda Jackson, Southeast Member-at-Large Barbara Nettles, Midwest Member-at-Large Dr. Cheryl Monts, Southwest Member-at-Large Ruth Curry, Far West Member-at-Large Charlotte Williams, Supreme Executive Advisor Frances Faulks, Supreme Parliamentarian Ann D. Black, Past Supreme Basileus Leatha Brooks, Office Manager-Headquarters Dr. Carla F. Carter, Conclave Coordinator Anita Totty, Conclave Coordinator

BOARD OF TRUSTEES

Dr. Etta F. Carter, Supreme Basileus Charlotte Williams, Eastern Region and Chair, Board of Trustees Marjorie McDaniel, Supreme Grammateus Anona Huntley, State of New Jersey and Eastern Region Member-at-Large Yvonne Ben, Southeast Region and Supreme Tamias Barbara Nettles, Midwest Region Member-at-Large Joyce Williams, Southwest Region and Chief Editor of Krinon Ruth Curry, Far West Member-at-Large

NATIONAL KRINON COMMITTEE Joyce M. Williams, *National Chair*

Linda D. Lewis, *Associate Editor* Novella M. Page, *Associate Editor* Dr. Lindy M. Perkins, *Associate Editor*

LOCAL KRINON COMMITTEE Lisa Burnette Natasha Dennis Anita O'Neal Members of Gamma Tau Chapter, Southwest Region

REGIONAL KRINON CHAIRPERSONS Patricia Randolph, *Eastern, Epsilon Chapter* LaToshia Chism, *Southeast, Gamma Psi Chapter* Melinda A. Chappell, *Midwest, Epsilon Xi Chapter* Esther Phillips, *Southwest, Delta Beta Chapter* Delorace Daniels, *Far West, Beta Theta Chapter*

FOREWORD

National Sorority of Phi Delta Kappa, Inc. presents to you the "Krinon" 2021. In this edition we bring to you various articles on the topic of Teaching Strategies for the 21st Century Learner: SEL— Social and Emotional Learning. Educators are giving you their perspective of this new "normal" which we are now experiencing in 2020-2021. How have we thrived during this past year? Lives have forever changed: From schools shut down, schools reopening virtually, parents losing their jobs, family members losing their lives to COVID-19, depression setting in, worship services put on hold, businesses shut down, cities on lockdown, and this is how it goes, "As the World Turns."

Hopefully, our articles will bring you some comfort, provide you some light at the end of the tunnel, and just give you reason to be encouraged. There are many benefits to social and emotional learning (SEL). Some researchers argue that these skills are foundational to learning and can be even more important than academic skills. The benefits for social and emotional learning (SEL) are:

- Setting goals
- Asking for help
- Showing empathy
- Self-awareness
- Self-management
- Social Awareness
- Responsible decision-making
- Relationship skills

These are all examples of social and emotional skills which help students and adults thrive, whether you are in or out of the classroom. We must educate our heart and soul before we can educate our mind. This is how we are thriving.

We are laying a new foundation as educators. We are learning as well as educating. Krinon 2021 will give you the reader a look at the new normal in education and everyday life. Be inspired and enjoy all that is being laid out for you.

Joyce M. Williams, M.Ed. Chief Editor











ORGANIZATION

- 4 Founders
- 5 Founders' Tribute Esther "Pixi" Phillips
- 10 Supreme Basileus' Greeting
- 11 Chief Editor's Message
- 12 National Directorate and Board of Trustees
- 14 Perpetual Scholarship Foundation
- 15 National Anthropos
- 16 Krinon Editorial Staff
- 18 Regional Directors
- 23 "YES" Program
- 77 National Scholarship Award Winners
- 78 Chapters; Regional Locations; Regional Directors

FOREWORD

7 Perspective from the Chief Editor

ARTICLES

- 25 How Do I Grow My Child Emotional Intelligence? — *Novella M. Page*
- 27 Nevertheless She Persisted: Combatting Compassion Fatigue – Dr. Carla F. Carter
- 30 Getting Back to the Basics for Better Mental Health (Part 2) – Judith G. Armstrong, Ed. D.
- 32 The Fusion of SEL and Kwanzaa Norma Corley
- 35 Integrating Social-Emotional Learning Into Everyday Instruction! — *Dianna Mayo-Neal*
- 38 A Culture of Kindness Rose Carolyn Dees
- 40 Social & Emotional in Early Childhood Education — *Tammy Sneed*
- 43 The Power of a Reflective Inquiry for Effective Social and Emotional Learning — Onitta Parker

- 45 Implementation of Social and Emotional Learning – Dr. Christina Lipscomb
- 48 Teaching Strategies for the 21st Century Learner: SEL Social and Emotional Learning – Marguerite Harris
- 52 Make Wiser Decisions with Emotional Detachment – *Linda D. Lewis*
- 54 Supporting Social Emotional Learning in a Virtual Reality – Anna Russell
- 58 Gaining, Sustaining & Excelling with Zoom – Dr. Deborah Daniels Calhoun
- 60 Social and Emotional Learning in Proper Perspective — *Sharrie R. Dean-Collins, Ph.D.*
- 62 Culturally Responsive Literacy and ESL — Martha S. Butler, Ed.D
- 65 Managing Emotions Through COVID-19 Dr. Rita Williams
- 67 Preservation of My Dignity: From Giving Grace to Seeing Beyond – Dr. Sharon Ross, Wish Hardeway
- 70 Parents: The First Teachers Cassandra Spearman
- 73 Self-Care Isn't Selfish! Fabiola Riobe
- 75 Let's Show a Culture of Kindness for Teachers – *Rasheeda Dye*

POEMS AND THINGS

- 24 I Am Me Louise Smith
- 37 Sagging Britches Margarette Galloway
- 47 The Rhithm App Dr. Kathye Porter
- 51 Three the Hard Way Gloria Terry, Jamese Lear, Sharon Willis



You are invited to write a response to this edition of "The Krinon." Contact us at: nspdkhdq@aol.com



What Happens When it is Hard to be Happy?

From March 2020 to March 2021, the United States and most of the world have been living under a cloud of fear. The COVID-19 coronavirus, the greatest pandemic that has ever occurred in the world, has taken hold of our lives; socially, emotionally, physically, and

mentally. All of us have had to adjust in every aspect of what was previously our normal lives. Mental and physical health services, school environments, educational services, social services, conversations, family connections, celebrations, successes, friendships, grief, caring for one another, worshipping, parenting, social contacts, and loving have all changed and many were severely impacted by this pandemic.

It has affected every age group, every ethnicity, and every person regardless of wealth, health, position of power or lack of resources. This pandemic has exempted no one. Adults have always had to bear the responsibility for the wellbeing of family living for themselves, as well as extended family members. It has been expected that mothers and fathers care for their families, including the children, the elderly, and the disabled. However, during this time, they are worrying and struggling to fulfill these designated responsibilities and more. The lack of resources and inability to depend on the stability of their normal jobs, finances, and care for children has been a major disruption to order in the home. On top of the deficits there is the added responsibility of bringing teaching and learning into the home.

What happens to a child when the usual happy mother, satisfied father, playful siblings, and

friendly schoolmates no longer exist in their daily lives. This situation that children face today strategically impact learning by the absence of friends, the changes to their learning structure, orderly and extended family life, and their worries of usual adult matters present an unhealthy emotional state in a child's life. It is expected that each year after the 2-3 months of summer vacation, there is a drop in student achievement. Because of the coronavirus and the inequity of a year-long learning there is expected to be at least a 30% drop in reading and 50% drop in mathematics. Additionally, students will return to school with added emotional and mental stress of living in and through a pandemic. It is imperative for teachers to identify those students with severe delays and provide support with accommodations for their needs.

Edutopia, in an article entitled "COVID-19's Impact on Students' Academic and Mental Well-Being" by Youki Terada, June 23, 2020, identifies three strategies that teachers should prioritize to refocus students following this time of academic loss.

They are:

- 1. relationship building;
- 2. diagnostic testing; and
- 3. differentiated instruction, especially for vulnerable students.

Schools that have adopted Social and Emotional Learning programs or strategies are far ahead of those where teachers must devise individualized programs to meet the needs of their students.

Etta F. Carter, Ph.D 26th Supreme Basileus, 2017-2021

CHIEF EDITOR'S MESSAGE

Imagine a volcano unexpectedly erupting and spewing its contamination into the atmosphere and endangering the lives of individuals. Mirror this picture multiple times as serious and think of 2020-2021.

The "birth" of the virus that infiltrated everyone's lives in 2020 and is still lingering in 2021 has opened our eyes to a new chapter in our everyday living. Naturally, everyone was in a panic. No one seemed to know for sure where it came from and why. Some individuals blew it off as something that would pass over as quickly as the common cold. Others thought it was serious enough to warrant worldwide solutions.

Our families, friends, co-workers, communities, and students have experienced changes that will have long lasting effects. Some of the biggest ways life has changed include:

- Deaths, too many to count.
- Social Dynamics
- Physical and Emotional Health (Fears & Anxieties) Challenges
- School Closures and Virtual Education
- Family Dynamics

When you wake up each morning are you ready to face obstacles that will fall into your path? Is fear causing you to become overwhelmed and anxious? As we think of Social and Emotional Learning (SEL), understand that we have a set of skills, we have knowledge, and we have behaviors that can help us manage our emotions and move us to positive productivity. We have a foundation, and we have climbed to the top, but not without struggles. As educators, we have tools in our tool kit to continue educating Generation A (Alpha) all the way back to Generation Z (Zoomers) whether we are in the classroom or out in the community doing what we do best, educate, We will



continue to feel empathy for others, engage in positive relationships, and solve problems effectively. That is what we do. We will take the negative from the past year and turn it into a positive. We will continue to take care of our children and our communities. We will become creative and flow with the "new normal". Above all, practice "self-care".

Joyce M. Williams, M.Ed. Chief Editor

DIR .



DR. ETTA F. CARTER Supreme Basileus



NOREEN LITTLE First Supreme Anti-Basileus



MYRNA ROBINSON Second Supreme Anti-Basileus



MARJORIE MCDANIEL Supreme Grammateus





SHANNETTE ROOKS Supreme Tamiouchos



YVONNE BEN Supreme Tamias

0



JOYCE M. WILLIAMS Chief Editor of Krinon



JARIAN GRAHAM **Director Public Relations**





DR. PATSY SQUIRE Eastern Regional Director



ANONA HUNTLEY Eastern Member-at-Large



CHARLOTTE M. WILLIAMS Supreme Executive Advisor





BRENDA JACKSON Southeast Member-at-Large



BARBARA NETTLES Midwest Member-at-Large



ANITA O'NEAL Southwest Regional Director



DR. CHERYL MONTS Southwest Member-at-Large



RUTH CURRY Far West Member-at-Large



DR. ELCENDIA NORD Far West Regional Director

12 THE KRINON | SPRING 2021

NATIONAL DIRECTORATE



FRANCES FAULKS Supreme Parliamentarian



ANN BLACK Past Supreme Basileus



LEATHA BROOKS Office Manager-Headquarters



DR. CARLA F. CARTER Conclave Coordinator



ANITA TOTTY Conclave Coordinator

BOARD OF TRUSTEES



L-R: Barbara Nettles, Midwest Member-at-Large; Ruth Curry, Farwest Member-at-Large; Marjorie McDaniel, Supreme Grammateus; Dr. Etta F. Carter, Supreme Basileus; Charlotte Williams Eastern Region and Chair, Board of Trustees; Yvonne Ben, Southeast Region and Supreme Tamias; Anona Huntley, State of New Jersey and Eastern Member-at-Large; Joyce Williams, Southwest Region and Chief Editor of Krinon

PERPETUAL SCHOLARSHIP FOUNDATION

The Perpetual Scholarship Foundation, Incorporated was established as a non-profit educational tax-exempt 501(C)(3) foundation, which exists as a subsidiary under the umbrella of the National Sorority of Phi Delta Kappa, Inc. It is managed by a 24-member Board of Directors. The PURPOSE of the Foundation, according to its Articles of Incorporation, is to provide financial support to the scholarship program of the National Sorority of Phi Delta Kappa, Inc. Annually, the Foundation donates funds to the Sorority's general treasury earmarked specifically for educational scholarships for high school girls and boys; and female college students aspiring to become teachers. The Perpetual Foundation also offers scholarships to members of the Sorority who are pursuing a doctoral degree.



Front Row: L-R: Mary Langford, Louise Smith, Kathleen Thomas, Lisa Frieson, Florence O. King, Mary Jane McCoy, Delois Dailey; Back Row: L-R: Suzanne Gibbs, Betty Glover, Jessie Hopkins, Huberdean Lowe, Alleane Butts, Dr. Cynthia Warren, Opal Hampton. Not pictured: Tillie Colter, Margaret Hope

PERPETUAL SCHOLARSHIP FOUNDATION BOARD OF DIRECTORS

OFFICERS

Lisa Freison, President Florence O. King, Vice President Louise Smith, Secretary Delois Dailey, Treasurer Kathleen T. Thomas, Financial Secretary Mary Jane McCoy, Investment Counselor Tillie Colter, Parliamentarian

INCORPORATORS

Ruby Couche* Opal Hampton Ellen Heidt* Ursula Howard* Helen Johnson* Marguerite McClelland* E. Lucille Minor* Della Oliver* Zeline Richard* Gertrude Robertson*

NATIONAL ANTHROPOS

The National Anthropos, an affiliate of the National Sorority of Phi Delta Kappa, Inc. was founded in 1979. It was the successor to the Sorority's "Men In Our Lives" which was formed in 1949. The intent of the National Anthropos is to take part in, assist, and support the activities of the Sorority in the areas of education, youth development, social interaction, and other areas. Their allegiance is first and foremost to the National Sorority of Phi Delta Kappa, Inc. resulting from the very special relationship of its men to the ladies of the Sorority. Anthropos membership is open to any male friend of sorority members in good standing, including spouse, relative, or friend. The Anthropos welcome young men who have been a Kudos member and has shown interest in continued affiliation and who is sponsored by a sorority member. The primary focus of the National Anthropos is Recruitment, Retention, and Communication. The National Anthropos are dependent on the sorority for new Anthropos. We are committed to developing compelling programs to keep Anthropos engage throughout the year. The National Anthropos are dedicated, committed and supportive of the National Sorority of Phi Delta Kappa, Inc. Visit their website at www.nationalanthropos.com.



NATIONAL OFFICERS EXECUTIVE BOARD MEMBERS

Alexander Smith, President - Southeast Arthur Thompson, Vice President - Southeast Fulton Nolen, Secretary - Midwest Evanguel Strickland, Corresponding Secretary - Far West Joseph Daniels, Treasurer - Far West Charles Watts, Parliamentarian - Eastern Bishop Thomas DeSuem, Chaplain - Southeast Gary King, Executive Advisor - Eastern Garfield Johnson, Historian - Southwest Gary King, Public Relations - Eastern Edgar McCoy, Scholarship Liaison - Far West Arthur Thompson, Men's Health Liaison - Southeast

REGIONAL PRESIDENTS

Eastern: Charles Watts Southeast: James Green Midwest: Fulton Nolen, Jr. Southwest: Phillip Wade Far West: Joseph Daniels

ASSOCIATE EDITORS



Linda Lewis is an Honorary Member of the Alpha Beta Chapter in Nashville, TN. Since moving to Nashville in 1996, she has served as consultant to various chapter officers, and produced a standardized Krinon Club Manual. She is a proud Vietnam Veteran, having served in the United States Air Force for six years as an Instructional Designer, Technical Writer and Training Administrator. She holds the rank of Major in the United States Air Force Auxiliary (Civil Air Patrol) where she currently serves as both Aerospace Education Officer and Professional Development Officer, overseeing the training for her squadron's adult members. In her spare time, Linda assists various individuals in learning basic computer skills, consults in the technical aspect of preparing doctoral dissertations, and oversees her two curated newsletters — The Alpha Beta Gazette and the MOOC Abstract.

Linda D. Lewis Alpha Beta Chapter Nashville, TN

Greetings:

Let me say what a privilege it is to serve as an assistant editor for the Krinon. I am grateful for helping outstanding educators stimulate others through their expertise and knowledge. Because of your exceptional skills, you will be able to make an indelible mark in education and impact how teachers support their local campus.

It is vital for individuals to view the schools favorably, and one way to achieve that goal is through collaboration and sharing of information. Every article will make some sort of impression to our readers. Educators will definitely become more innovative and subsequently enhance or broaden their spectrum of academic excellence.

Our schools are an important part of our community and as such, deserve to be relentless in their effort to bring about favorable results. We are all striving to be the catalyst for change. As such, the Krinon allows for individuals to bring that capacity through the sharing with others.

Dr. Lindy M. Perkins Alpha Rho Chapter Dallas, TX



I feel honored to be serving my fourth year as a proof reader for The Krinon Magazine Committee of the National Sorority of Phi Delta Kappa, Inc. Please take time to get to know the layout of our Krinon Magazine. You will notice our Philosophy, Purpose and Publication information is usually on the inside cover followed by the table of contents.

You can look at one category at a time or just peruse the articles and choose which to read first. Just as with a paper magazine, you may want to sit and read the whole thing at once or come back to this issue several times to digest the articles more slowly. As educators, many articles will be helpful ideas that can be utilized in your setting.

I believe that no matter whether The Krinon Magazine is delivered to your doorstep or to your computer, printed on glossy stock or on cheap tabloid paper, appearing on your iPad or your cell-phone screen, it cannot be accomplished without you, the Sorors of the National Sorority of Phi Delta Kappa, Inc. Please commit yourself to submitting educational articles that we can share with other sorors.

"Education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations." I challenge all my Sister educators, both active and retired, to make the 2021 year one of the best by being effective and efficient as an educator.

Novella M. Page Alpha Beta Chapter Nashville, TN



EASTERN REGION



Dr. Patsy Squire Eastern Regional Director

EDUCATIONAL DEGREE(S)

B.S. Early Childhood Education M.A. Early Childhood Education Ed. D. Educational Leadership

COLLEGE(S)

Winston-Salem State University, NC; Gardner-Webb University, Boiling Springs, NC; Northcentral University, Prescott, AZ

PROFESSIONAL

Title I Executive Director; Title I School Improvement Specialist; Curriculum Coordinator; Family Services Inc. Board of Directors; Adjunct Professor

NSPDK

Chapter President; Vice President; Financial Officer; Eastern Regional Director; Regional Chair; Doctoral Scholarship Recipient; NSPDK Life Member; Member National Executive Council According to the U.S. Census Bureau, over 42% of the American population will be minorities by the year 2050. By 2100, that number is expected to grow to 60% (at which point they will form a majority). The 21st Century is the century of cultural diversity and integration. Electronic platforms, the internet highway and social media appears to be the preferred communication format in the 21st Century. Our Founders affectionately known as "The Great Eight" gave us the blueprint to educate NSPDK members in our motto: "To Foster A Spirit of Sisterhood Among Teachers and to Promote the Highest Ideals of the Teaching Profession". The second part of our motto encourages NSPDK members is to seek professional development and ideals to continuously move NSPDK Forward. The current school climate encourages culturally relevant strategies specifically, Social and Emotional Learning.

Social and Emotional Learning (SEL) is a relatively new term in the world of education. Social and emotional learning refers to a wide range of skills, attitudes, and behaviors that can affect a student's success in school and life. African American educators have incorporated SEL strategies within their classrooms for many years, even as far back as during the period of Segregation. Our organization offers regional committees such as: Commission on Civil Rights, African American History, Teach-a-Rama, Professional Development, and Reading and Scholarship. Chapters are addressing Institutional Racism and racial injustices in education. We seek equitable outcomes and opportunities. I implore chapters to stand in solidarity to collaborate and offer a Call to Action against: society's injustices such as police brutality and voter suppression. We must continue now more than ever to advocate: to get out the vote, for quality schools, after school programs that demonstrate a record of effectiveness, and support Black businesses. Help us keep issues such as: racial equity, the disproportionate exclusionary discipline of Black and Brown students, over identification of Black boys as emotionally disabled, pushing our young Black girls out of the school buildings, and demand curriculum that reflects history of all members of our country in the forefront of public education. Our blueprint addresses Children and Adult Benefits, Education and Human Rights, and Health, Hypertension and Nutrition. During our 96th Conclave in St. Louis, Missouri we accepted our National Call to Action to support Literacy.

Youth Chairs are collaborating on a regional level to present initiatives to maximize the potential to educate our youth. Monthly meetings have been incorporated with Chapter Youth Chairs to strategize how to meet the needs of our youth and those dedicated to working with our youth. Our youth are forward thinkers and are taking advantage of mentorships, internships, and completing scholarship applications. Youth advisors are exposing them to careers as well as Historically Black Colleges and Universities. Please know this is a concerted effort. We continue to encourage Zoom sessions with youth and/or members to facilitate discussion about our history. We must continue to educate our youth on such periods in history as life before slavery, cases such as Emit Till, Rosewood, Tulsa Massacre and the Civil Rights Movement. Chapters are initiating youth book clubs to expand their knowledge base. Students are exposed to virtual college tours and guest speakers. Members continue to educate students in critical thinking skills to make their own decisions about how they feel about policies championed by the current administration. As in the past when we close our classroom doors, we made our classrooms culturally relevant. I hope part of what students get from our instruction and mentoring is to become self-guided learners who seek knowledge and perspective on their own and continue to pursue curiosity. Dedication to youth, education and service should be cloned. COVID-19 can't stop us. COVID-19 has made us better! We won't stop until we strategize and partner with others to make this world a better place for all mankind. Yes, we will take the blueprint our Founders set before us and move NSPDK Forward—Together! Our passion is driving our purpose! Our new "Normal" is Moving NSPDK Forward. We are indeed teaching a new way. As we reimagine our schools, we're reimagining our organization. How will YOU impact change to make our schools culturally relevant? You are essential!

SOUTHEAST REGION

Think back to your first day of school, the beginning of your educational experience outside the home and compare it to our current day students at the beginning of the 2020 school year. You probably will have diverse thoughts about their beginning learning experience as compared to yours. Many of us were fortunate to have educators that created a positive and healthy learning environment that made us responsible learners as we built a positive foundation for the future. I reflect on an old quote "students don't care how much you know until they know how much you care".

Teachers know that the first weeks of school are critical times for students, especially younger children who are establishing new relationships with adults and other students as well as a part of a classroom environment. The start of the school year 2020 made it difficult to build strong connections from the start, but we know that supporting children's social-emotional development from the first day can make a difference in a child's life.

What is Social-Emotional Learning? Social-Emotional Learning can be defined as a process that children as well as adults can acquire and apply knowledge, attitudes, and skills that are needed to manage emotions, show empathy for others, establish and maintain positive relationships to make responsible decisions. The focus of the development of Social-Emotional Learning can be identified in these five competencies: Self-Awareness, Self-Management, Relationship Skills, Social Awareness, and Responsible Decision-Making. (The "What" and "Why" of Social-Emotional Learning by Steve Messier, March 2, 2020). Social-Emotional Learning should improve academic performance, decrease anxiety and behavior issues. Social-Emotional Learning is just as important as academic learning.

"A Case Study of San Jose State University and Lakewood Elementary School" by authors Hanna Melnick and Lorea Martinez, May 2019 reported that the evidence is clear that social and emotional skills, habits, and mindsets can set students up for academic and life success. Teachers have recognized the importance of student social and emotional skill development. Too often there has been a focus on standardized testing and accountability rather than the social-emotional development of the student. There are many that feel they do not have the time to support social and emotional learning but general teaching practices can be used to support social and emotional learning. Other strategies that have been identified by Heather Lowe in "Learning Social-Emotional Skills in the 21st Century," April 2016 include using social-emotional apps, digital games, and Social Express which is a series of interactive webisodes and apps. In our modern era of learning, students must adapt themselves to both physical and virtual participation in a global world. The student has the freedom to make responsible decisions and choices about their personal behavior and social interactions inside the classroom as well as outside the classroom. To support the social-emotional learning skills that students need, adults (teachers) must first model these qualities to students and use varying teaching practices according to a student's developmental stage. Nothing will ever replace in-person teaching and learning for social-emotional learning skills.



Rose P. Anderson Southeast Regional Director

EDUCATIONAL DEGREE(S)

B.S. Home Economics M.S. Home Economics

ENDORSEMENTS

Supervision & Administration Library Media Specialist

COLLEGE(S)

University of Tennessee at Martin Memphis State University Lambuth College

EDUCATIONAL ACHIEVEMENTS

West Tennessee Administrator of the Year; West Tennessee Teacher of the Year; Madison County Teacher Association, President

NSPDK

Chapter President; Dean of Pledgees; Financial Secretary; SE Regional Secretary; Charter Member, Gamma Psi Chapter; NSPDK Membership 43 Years; Member National Executive Council

MIDWEST REGION



Tiffany Pritchett Midwest Regional Director

EDUCATIONAL DEGREE(S)

B.A. Psychology M.A. Counseling, Educational Specialist

COLLEGE(S)

Tuskegee University; Michigan State University; Oakland University

PROFESSIONAL

Licensed Professional & Guidance; Licensed School Administrator; Published Work: Steward, R. J., Hill, M.: Neil, D.M., Pritchett, T. & Wabaunsee, A. (2007) What Does GPA in an Urban High School Actually Mean?

NSPDK

Chapter President; Vice President; Parent Advisor; Midwest Regional Leadership Chair; Midwest Regional Director; Member National Executive Council It is with pleasure that I extend to you my commentary on the importance of Social-Emotional Learning.

"Education is a leading out of what is already there in the pupil's soul" \sim Muriel Spark

Academics have taken a turn towards a new normal, and we must redefine what learning looks like. The pandemic has caused the entire nation to readjust how we educate our students. We can no longer function in our regular face to face atmosphere. We have had to swiftly change and depend on technology. Technology is now the NEW NORMAL! With technology becoming the face of how we deliver our lessons. By not being able to physically see our students, we overlook one important aspect. We have forgotten the social-emotional learning aspect of our students on how they are dealing with learning in a pandemic. This pandemic has caused a great deal of emotional distress in our students and let us not forget the teachers. Socialemotional learning is needed every day in the classroom. We must take time in our daily lessons with students and address this component. Students need to be able to express their feelings and how this pandemic has affected them. They have more than likely experienced isolation, frustration with looking at a screen all day, not able to interact with their peers, home dysfunction, and the list goes on.

Social-emotional learning will not only help students to deal with their emotions in a responsible manner, but it also will help them to cope with their everyday stressors. Addressing mental health first will help their everyday mood and their focus on school. Social-emotional learning will take a team of educators to create a curriculum that best suits their students' needs. All stakeholders, teachers, counselors, social workers, administrators, parents, and all support staff need to collaborate. We are all in this together.

Together as educators, we can create a safe environment for students to learn and express themselves by increasing self-awareness. This is important because we are teaching them how to acknowledge their feelings, control their mood, and express it in a positive and healthy manner. This also teaches them self-management and self-restraint. Giving students different activities to do at the beginning of class to decompress their feelings will help reset their mindset for the learning day. This can be accomplished by journaling, mindfulness exercises, read-aloud positive affirmations, group discussions, art activity, and the list goes on. This also teaches Social-Awareness, having empathy for others, and showing gratitude. Implementing these strategies not only benefits the student but the teacher as well. Teachers need to be able to be stress-free as well. This sets the tone and atmosphere for the classroom. Non-stressful teacher, non-stressful student. When stress is at the forefront of learning, no learning is taking place. Social-emotional learning is in overload. We want to create an atmosphere of peace, tranquility and ready to learn.

The National Sorority of Phi Delta Kappa, Inc. has strong exemplary women in education setting the bar of high scholastic standards. We must not grow weary in our current situations but continue to sustain our excellence in what we do. This is very well a challenging time that we are experiencing in the teaching profession, and we are doing our absolute best to educate in a pandemic. We must continue to stay abreast with the new trends to continue to educate the whole child. Not just with academics, but to reach and nurture their emotional needs as well.

I encourage you to stand tall and know that we are in this TOGETHER!

SOUTHWEST REGION

It is with great enthusiasm that I greet each of you on behalf of the Southwest Region. As the Southwest Region has been exemplifying "forward thinking" and "innovative activities", we accept the fact that as educators we have a responsibility to educate our youth in their academics and an even greater responsibility to bring them in tune with current trends within our 21st Century. We have experienced many challenges in 2020-21 and our Krinon theme, Teaching Strategies for the 21st Century Learner: SEL Social and Emotional Learning is a topic that we must explore.

During the 21st Century, educators must implement five (5) especially important strategies to enhance instruction for students in the classroom.

- 1. Instructional strategies which will touch all learners including all characteristics. This simply means the ability to differentiate learning so that all students can learn using their own unique style, ability, and readiness level.
- 2. The ability to Implement Current Technology is crucial. Effective educators will have the knowledge and the wherewithal of how to efficiently implement and incorporate all the latest technology platforms.
- 3. Ability to foster student relationships. Instructors must facilitate interpersonal relationships within the classroom so students will have a sense of community and be able to communicate with their peers on a higher level beyond social media.
- Become a "Forward Thinker" in the 21st Century. As educators, we can anticipate upcoming trends and plan for it. Educators are supplied the equipment to push and navigate their way through this changing technological world.
- 5. Educators must embrace "change" as an essential characteristic of the 21st Century educator. With the rapid changes in the world and the way students learn, we must embrace change and adapt to it. If we implement and connect all the characteristics to the students, then we have implemented our job effectively.

Social and Emotional Learning in the 21st Century is research-based, and it confirms what teachers, parents, and administration agree — social and emotional competencies can be taught, modeled, and practiced, leading students to positive outcomes that are important for success in school and in life. Decades of research studies demonstrate the following benefits of SEL:

- 1. Improvements in students social and emotional skills, attitudes, relationships, academic performance and perceptions of classroom and school climate.
- 2. A decline in student anxiety, behavior problems, and substance use.

To be effective, it is essential that states, regions, and school districts infuse the principles of SEL across practices and policies such as curriculum and instruction, extracurricular activities, discipline, student support services, professional learning, and ongoing assessment for continuous improvement.

The Southwest Region is committed and willing to implement the 21st Century SEL Social and Emotional Learning throughout the states of Arkansas, Louisiana, Oklahoma, and Texas.

"As we look ahead into the 21st Century, leaders will be those who empower others." Bill Gates



Anita O'Neal Southwest Regional Director

EDUCATIONAL DEGREE(S)

B.A. Elementary Education M.A. Educational Leadership

COLLEGE(S)

Huston-Tillotson University, Austin, TX; Texas A&M Kingsville, Kingsville, TX

PROFESSIONAL

San Antonio ISD Educator/ Administrator; Educator of the Year; Principal; Mentor; Founding Coordinator, Maranatha Bible Church Summer Enrichment Program; Educators' Hall of Fame Recipient

NSPDK

Chapter President; Vice President; Secretary; Dean of Pledgees; Youth Advisor; SW Region Corresponding Secretary; SW Member-at-Large; SW Regional Director; Member of National Executive Council; NSPDK Life Member; NSPDK 36 year membership

FAR WEST REGION



Dr. Elcendia Nord Far West Regional Director

EDUCATIONAL DEGREE(S) B.S. Elementary Education; M.S. Guidance & Counseling; A.L. Administration; D.R. Theology; D.R. Christian Counseling

COLLEGE(S)

Illinois State Normal; University Indiana University; Wisconsin University: Andersonville Theological Seminary

NSPDK

Chapter President (Milwaukee & Las Vegas); Chapter Vice President; Regional Corresponding Secretary; Chaplain, Member-at-Large; Regional Director; National Executive Council I count it a blessing from God as well as a privilege and an opportunity to extend greetings to my sisters of the National Sorority of Phi Delta Kappa, Inc. and especially the Far West Region. As I embarked on my first year in this prestigious position, I find that many things have changed in a few months. I started my position with high hopes and the usual operations of my office. The first few months went as expected. Before I could complete my first year and my first Far West Regional Conference as Regional Director, life changed. Little did we know that the life that we once knew would never be the same.

Within a short period of time, we had to cancel our Youth Conference and reschedule our Far West Regional Conference. Thanks be to God, we were able to receive all deposits. This left us in an awkward position. We now needed to shift from a face-to-face conference to a virtual conference, which was new to most of us. Since we are all educators, it meant a major shift. The change in venue offered us an opportunity to engage more sorors for our Far West Regional Conference, which was held August 1, 2020. We experienced our largest attendance at our Far West Regional Conference. It was a successful conference. Yes, we made some mistakes, but we learned and promised to make the necessary corrections if we had to do another virtual conference.

As of March 2020, the world changed. We experienced a significant shift of life. The COVID-19 pandemic created the largest disruption to the world and especially to education in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Schools were closed as we faced an unprecedented crisis. We now had to readjust our entire educational process. We had to change the way teachers taught and the way students learned. We had to move from inperson to online instruction. Little did we realize that we were establishing a new "normal."

A group of professional educators better known as the National Sorority of Phi Delta Kappa, Inc. pressed forward. Realizing the mammoth job at hand, they rolled up their sleeves and attacked the situation with poise, enthusiasm, dedication, determination, and a conscious effort to make the educational process work. Yes, schools were closed! Many children, especially those of low socioeconomic, could not navigate the virtual learning process whether because of the lack of equipment or the extra help needed which was not available. No longer were textbooks the means of sharing information, but it was the computer. Teachers had to become creative. They spent long hours developing new ways to teach and share information with their students. With no idea when things would resume some similarity to normalcy, we still press forward. This group of educators developed the e-Learning Institute to help teachers, parents, students, and the community as a whole function during this learning process.

I am pleased and proud to be a part of this wonderful organization, who value our students and want only the best for them. "Hats off "to the National Sorority of Phi Delta Kappa, Inc.

NATIONAL Program

YOUTH GUIDANCE XINOS (HIGH SCHOOL GIRLS) KUDOS (HIGH SCHOOL BOYS) COLLEGE GUIDANCE KAPPA OMICRON TAU (KOT)

Youth

SCHOLARSHIP READING POWER AFRICAN AMERICAN HISTORY COMPUTER LITERACY MATHEMATICS TEACH-A-RAMA LEADERSHIP TRAINING PUBLIC RELATIONS ACADEMIC ISSUES CURRENT TRENDS COMMISSION ON CIVIL RIGHTS

Education

INTERNATIONAL PROJECTS NATIONAL PROJECTS LOCAL PROJECTS NUTRITION, HEALTH & HYPERTENSION ASSAULT ON ILLITERACY CHILDREN & ADULT BENEFITS EARLY CHILDHOOD

TOUCH-A-CHILD SECOND CAREERS RETIRED SORORS VOLUNTEERS FOUNDERS DAY EDUCATION HUMAN RIGHTS

Service

SPRING 2021 | THE KRINON 23

am me

I started school when I was six years. I was happy, excited and I could not wait to make new friends and to meet my teacher. But my happiness was short lived. My teacher told my mother that I was special and that I did not fit in with the other students. I cried when mother told me that I would have to go to a "special school" for students like me. **(I am me!)**

The day came when I was to enroll in my special school. I cried but mother said that I still had to attend the school. She assured me that I would make new friends because all of the students in the school Were special like me.

(I am me!)

The first day at the new school was very traumatic. One of my classmates slapped me and I hit him back. Both of us were sent to the principal's office but I did not understand why. My parents had always taught me to defend myself. What was I supposed to do when someone slapped me for no reason?

(I am me!)

I tried extremely hard to make the teacher and the students like me, but I failed. I was labeled as an emotionally disturbed student. No one wanted to have anything to do with me. The teacher didn't try to teach me but instead she put me in a corner with crayons, paper and a pencil.

(I am me!)

I tried to explain how I felt to my mother, but she went along with the teacher and the school psychologist. However, one day I got a new teacher. She seemed to understand me and why I did the things that I did. She worked with me everyday and when I was about to have a "moment", she would hold my hand and try to calm me down.

The new teacher made me realize that I am a person and not just someone to laugh at. She made me realize my selfworth.

(**I am me!**)

Today, because of this teacher, I have exceedingly high selfesteem. I believe in myself. Yes, I still have my "moments," but this teacher, because she understood emotional behavior, taught me how to manage my emotions. She made me understand that everyone is special and should be treated accordingly. Thank God for caring and understanding teachers. Now, I can truly say **I AM ME!**

Louise Smith | Beta Alpha Chapter | Southwest Region | Shreveport, LA



How Do I Grow My Child's Emotional Intelligence?

Studies consistently show that emotional intelligence is much more important than IQ because it relates directly to happiness and success. Many highly intelligent adults struggle in day-to-day life due to a lack of emotional intelligence.



Making an effort to increase your child's emotional intelligence is one of your most important tasks as a parent.

Avoid down playing this important factor of happiness and success. Those with a higher level of emotional intelligence enjoy more satisfying careers and stronger, more fulfilling relationships.

The Five Components of Emotional Intelligence

1. Self-regulation of emotional states. An emotionally healthy person can manage their moods appropriately and successfully.

2. The ability to motivate yourself. Staying the course in spite of doubt and distractions is an important component of emotional intelligence.



3. Empathy for others. This includes the ability to recognize emotions and feelings in others and choose an appropriate course of action.

4. Navigating relationships. This aspect deals with conflict resolution, treating others appropriately, and receiving the same in return.

5. Self-awareness. It's important to be able to recognize your own thoughts and emotions dispassionately to make wise choices.

These five qualities are important in all aspects of life. Just as a child learns to read or do multiplication, it is important she learns how to manage and recognize emotions in herself and in others.

Strategies for Increasing Your Child's Emotional Intelligence

1. Teach your child about her emotions by recognizing and labeling them. Who doesn't like to have their perspective recognized? *Doing* so will validate the way your children feels. Putting a label on the emotion provides some perspective to them.

- "You're very excited about your birthday."
- "You're sad that you can't go out and play."

2. Help your child to recognize how she responds to stress. Some children cry, while others seek solitude. Your child might hit a sibling over the head with a toy. We all have our own ways of dealing with uncomfortable emotions.

- "You cry when you're tired and frustrated."
- "You want some alone time when you feel angry."

• A child will start to associate certain emotions with certain behaviors. This is an effective way of teaching the child to notice their emotional states.

3. Encourage your child to share her emotions. If a child is angry, scared, or nervous,

encourage discussion about it. You might want to share circumstances when you felt the same emotion as a child.

- Providing your own examples allows your child to develop a broader perspective.
- Discussing her emotions with you will allow the emotions to pass. This is healthier than suppressing them.

4. Encourage problem-solving behaviors when emotions run high. Teach your child that strong emotions are a sign of something that needs to be addressed, if possible. It's more effective to work on a solution than it is to become more upset.

- "What's wrong? How can we make it better?"
- "Do you know why you're crying? What would make you stop crying?"

5. Be an example of emotional intelligence. Children learn many of their strategies for dealing with the world by observing their parents. Be an example worthy of imitating. There are many excellent books on emotional intelligence at your local bookstore. Learn how to enhance your own emotional intelligence. Your child and you will both benefit.

Does your child excel at school but struggle socially? Building her emotional intelligence is very important. *Those with high levels of emotional intelligence enjoy happier and more productive lives*. Learn about emotional intelligence today and prepare your child for a bright future.

Novella M. Page | Alpha Beta Chapter | Southeast Region | Nashville, TN



References: Burns, C. M. (2020, May 29). Social-Emotional Check-Ins. Girls Leadership. https://girlsleadership.org/blog/social-emotional-checkins/?gclid=Cj0KCQiA-aGCBhCwARIsAHDI5x9nsukfjwreRBOFy9Xu sqyVv8gPJWYNuMXuoCrzD_x9AgIjKWoTWTUaAhnKEALw_wcB; Owenz, M. (2020, September 1). How to Strengthen Your Child's Emotional Intelligence. The Gottman Institute. https://www.gottman.com/ blog/strengthen-childs-emotional-intelligence/

Nevertheless, She Persisted: Combatting Compassion Fatigue



⁶⁶ The six degrees of separation is no longer just a phrase."

I remember when I noticed it — November 11, 2020. Not that I did not know that something felt wrong. But it was the first time I realized that I was the "wrong". I didn't feel like I was a good or effective teacher for my students. I didn't feel that I was a good spouse. Didn't feel that I was a good daughter, friend, or chapter leader. The truth was, I just didn't feel. My days had become a long list of check offs and scratch throughs with no emotional connection to what or how things got done, just that things needed to get done, and I was the one who had to do it.

I had to teach five classes, get an agenda done for the monthly sorority meeting, conduct the meeting, be on the planning committee for the national conference, be a supportive spouse to a frontliner of this pandemic, be on Zoom calls that should have been emails, knowing I wouldn't have read them if they were.

I was consumed by the Presidential election results, after previously being consumed by national protests on behalf of those killed just because they were Black, after witnessing horrific attacks and killings on personhood after personhood. (The revolution was indeed televised.) This, after the world shut down on March 11, 2020, and teachers became the scapegoats for "Who is going to take care of our children?" This was even after over 30,000 U.S. people had already died from a new health threat that shut down Italy and turned Madison Square Garden in New York into a tenement camp and later a morgue. This, after hearing of the illnesses and deaths of soror after soror, friend after friend; the six degrees of separation no longer just a phrase, it had become a reality. This, after not breathing fully for over a year, hoping that this pandemic, the hatred, the discrimination, the attacks, the killings, the protests, the riots, the backlash of the election results would not land inside of my home.

Somewhere during the time frame of March 11th and November 11th, I had

developed the feeling of purely existing. The bad part is that I only noticed it because my students started talking in our Group Me,

> "Yo anybody hear from DC. I texted her and she didn't respond."

"Yeah, she hasn't answered my email either."

"We haven't met in over 2 months, she straight MIA."

One of my *Creatives* who also has me for two courses said, "She's in class every day, and she's teaching. She seems fine to me."

She was correct. I showed up faithfully for face to face and synchronous virtual classes. I turned on my Google meets for virtual office hours even though no one showed up. But the recordings in my calendar let administration know I was there should I ever have to use it as evidence that I was in fact doing my job. However, outside of teaching and office hours, I was indeed missing in action. I showed up, only because it was a check off and scratch through of my list of things I had to do.

I didn't have it in me. Between the barrage of emails from students who had family and friends pass away, to not having internet access to get assignments nor to turn them in. Students had to work because their parents lost their jobs, were not able to live on campus and had to attend class virtually from five different time zones, only to catch COVID-19 themselves. I had no more to give.

I couldn't bring myself to get on happy hour Zoom gatherings, attend virtual birthday parties, participate in drive by graduations, agree to meetings held in parking lots for social distance. I couldn't finish simple tasks through completion, couldn't grade papers regularly, hated that I dreaded picking up the phone to talk to loved ones and friends.

I didn't know about the term Compassion Fatigue until my co-worker also a soror, asked me if I would facilitate a workshop on Teacher Work, Life Balance for our faculty development when the new semester started in January. In researching what I wanted to present, I found the term and knew that it was what I had developed. Still searching, I came across the Compassion Fatigue Project website (https://www. compassionfatigue.org/). The term is mostly associated with people who work in the areas of healthcare. However, recent articles and research reports point out the rise of compassion fatigue amongst teachers.

> Compassion Fatigue could be comparable to vicarious trauma, or secondary traumatic stress (STS), ... The difference between compassion fatigue and STS is time. Hearing firsthand accounts

of traumatic experiences could result in immediate secondary traumatic stress. Compassion fatigue comes when someone is exposed to these things over time. It includes exhaustion and even 'burnout.' <u>https://</u> <u>www.enrichingstudents.</u> <u>com/compassion-fatigueand-teachers/</u>

After reading and researching the subject, I remembered that before we ended the fall semester, our **Campus Culture Committee** held an in-service with a Black woman psychologist who was also a yoga and meditation specialist. It was the one Zoom call where I actually paid attention. I remembered her saying within her presentation that this pandemic has lasted longer than it ever was supposed to. "Our bodies are not built to always be in survival mode". She told us that if we were experiencing a flight or fight response or just a simple will to exist that it was natural. She said that "chances are there is some ancestral residue in your cellular DNA that has been triggered by everything that has happened in 2020."

All of that and the research together made sense to me. So, I began to search for ways to offset the "non feelings" I wasn't having and found **6 Ways to Decrease Compassion Fatigue**:

1. Know what is yours to do. Do not volunteer unless you are OK with the time and

energy it will take.

2. Let go of the results. Be fine with the good and bad outcomes of your efforts. Nothing will be perfect during this time especially if you need the support and help of others to accomplish a goal.

3. Create a strong network. Be around others who are living as your mirror but who have shown resilience during this time.

4. **Be authentic**. You cannot be all things to all people. You are who you are, and you can only do what you can do.

5. Practice mindfulness. Be intentional with what you do and what you allow others to project on you. That includes your time, space, and place.

6. Develop a self-care strategy. Remember the rules of flying: Put your own oxygen mask on first. (Leslie University, <u>https://lesley.edu/</u> <u>article/six-ways-for-educators-</u> to-avoid-compassion-fatigue)

In learning about Compassion Fatigue, I also learned about its counterpart, Compassion Satisfaction, the pleasure and satisfying feeling that comes from helping others. I began to understand that teachers need to recognize and affirm that if we are going to show up for students, and all the other important people in our lives, we need to maintain equilibrium – both inside and outside of school – that keeps ourselves well. That meant for me setting clear boundaries and non-negotiables like:

1. Set a Routine as to the Operation of your Class. One that is adaptable for synchronous and asynchronous so there are little to no excuses for the content expected to be learned during the semester and deadlines for key projects/ reports.

My Motto: Two weeks of me being inconvenienced and tired of teaching my routines, saves me 14 weeks of frustration the rest of the semester.

2. Set Boundaries. *For Students*. (Office hours, response times, appointment arrangements if other than those times – Nonnegotiable)

For Family - (Set a Do Not Disturb time (15 - 30 minutes)) that they cannot bother you unless it is an emergency

For Work Supervisors -(They forget sometimes that we have lives outside of school.) Be honest when you have made plans with your family on your time. If an extension is granted to something that was assigned to you, know that you will have to spend extra time later to meet the deadline, and be ready to live with that consequences.

3. Understand the Connection of the 8 Dimensions of Wellness, how they impact your overall attitude, and how they impact your ability to teach at your greatest capacity.

4. Find various ways to Say NO! For some people it is hard to just say No, so find other ways to say it so that the resulting answer is still NO.

5. Breathe with Intention. Everyday, stop and inhale deeply and exhale slowly. Bring oxygen into your body so that it deflates the anxiety, the fear, but more importantly opens you up to feel.

These days, I still fight the urge to go numb. There are still emails to answer, Zoom calls to attend, papers to grade, virtual classes to teach, conferences to help plan, meetings to run, family to talk to, a spouse to love. But now when I see the name on the Caller ID, a text message, the waiting room of virtual meetings, or in Group Me, asking,

> "DC...? "Bae...?" "Daughter...?" "Best Friend...?" "Basileus...?" "...You good?"

I breathe deeply, exhale loudly but slowly, push the talk button, click the join now link or text smiley faced emojis and enthusiastically answer,

"Yes, I'm all good and I'm here?"

References: Compassion Fatigue Awareness Project, https://www.compassionfatigue.org/; Compassion Fatigue and Teachers, https:// www.enrichingstudents.com/compassionfatigue-and-teachers/; Six Ways for Educators to Avoid Compassion Fatigue, How Not to Burn Out When Working with Students with Trauma Leslie University, https://lesley.edu article/six-ways-for-educators-to-avoidcompassion-fatigue

Dr. Carla F. Carter / Gamma Nu Chapter / Little Rock, AR



GETTING BACK TO THE BASICS FOR BETTER MENTAL HEALTH Dart 2

When I wrote the first part of this article in Krinon 2020 Edition, the mental health statistics were alarming. I thought they were out of this world then, but in the past year the statistics have now moved into the twilight zone. But do not despair. Educators can alleviate the impact of all the negativity by using strategies taken from the field of Cognitive Behavioral Therapy (CBT). You will not be asked to become a mental health professional. People in crisis-and some not yet in crisis—should be referred to the professionals. Consequently, familiarize yourself with the signs of anxiety, depression and suicide in order that you will be able to identify and support those experiencing mental health challenges (mentalhealthfirstaid.org). Set aside time during the day to "check in" with those in your environment. Become a more active listener. Be assured, you can help yourself and those around you feel more positive and relaxed.

Learn to Relax

Certain exercises help you to relax. Use "freezing and relaxing." Freezing helps you recognize when your body is getting too tense. You can then employ strategies for relaxing before the tension controls you.

One such exercise involves reaching high as if to grab a lemon or something squishy. Squeeze it and throw it on the ground. Do these several times to work the hand muscles. In addition, work the face muscles with the "Lion's Breath." First, inhale through the nose. Next, stick out your tongue as far as it will go. Last, exhale through the mouth with a loud "Ahhh" or roar (Mindfullittles.org). Another relaxation exercise involves making your stomach rise and fall as you concentrate on deep breathing for five to seven minutes at night as you lie in bed. Similarly, you might concentrate on an image. Notice how you feel.

Use Your Energy for Constructive Purposes

You must be intentional about changing your thoughts, emotions and behaviors. Set specific times on your calendar or on your alarm clock to remind yourself to practice. For example, if you want to have better relations with people, you might determine that you are going to smile and say hello to someone once a day. Once you have accomplished your goal in that activity, you might decide that you can increase the frequency or move on to another step toward achieving better relationships. For example, you might determine

next that you are going to call a friend or friends at least once a day or once a week. The reaction you receive, if positive, will encourage you to continue the behavior or make modifications. Discussing your experiences with others such as a support group or person with whom you can spend time will be instrumental in your development — especially if that support person or group offers support and not further distractions. Be careful about who you allow to influence you.

Likewise, you can establish a hierarchy of "go to" activities. Older people and the young can develop a list of very simple activities — pleasurable activities — that you can go to that will require little time but some focus. Gradually build up to activities that are more involved. This practice is called Successive Approximation (Ackerman, 2020).

If you do not have a list of pleasurable activities to fill your idle time, you should think about exploring new areas that make you curious. You might try a new craft, a new recipe or a computer game. An invigorating exercise program on the Internet will stimulate your mind and body. You might read an inspirational

message daily. Find a joke book or watch a comedy at a regular time. There is nothing more therapeutic than a hearty laugh. You might need to have a playlist of favorite music that lifts you up and takes you to another hemisphere — meaning another hemisphere of the brain. Find some calming music or meditation sites on YouTube or on phone apps. Try a new course. Coursera and other websites offer free courses, and The Great Courses offers an array of courses for as little as a dollar for a half an hour. You can learn to paint, draw, play an instrument, become a photographer or go back in time to historical places. You can even take a course in Cognitive Behavioral Therapy — without writing any heavy research papers. Jason Satterfield, Ph.D. (2015) will offer a variety of tools for assessing, including questionnaires and inventories that will

> allow you to assess where you are, how you can set up a plan for change, and how you can measure your progress. You can work at your own pace. If plans do not work out, relax. You are not being graded, but you are in store for a rewiring of your brain with new

connections that can potentially create a heathier mind.

Be Mindful

The Mindfulness movement was created around the idea of filling one's mind in ways that relieve stress and anxiety; boost focus; promote less emotional activity and more cognitive flexibility; memory and satisfaction in

SPRING 2021 | THE KRINON 31

relations. Mindfulness means maintaining a moment-bymoment awareness of our thoughts, emotions, bodily sensations and surrounding environment with openness and curiosity (mindfulschools.org). Google "Mindfulness" and check out some mindfulness charts. Especially impressive are those that present formulas for each day such as "Name 5 things you can see, 4 things you can hear, 3 things you can feel, 2 things you can taste and 1 thing you can smell." Another one asks you to visualize your day and write down three things you are grateful for each day or one thing you did each day to help someone. Writing down positive things makes it easier to remember positive things. Similarly, acknowledge your negative thoughts but reframe them. For example, if you walk into your room but are disgusted by its small size, write five things you do like about the room (Ackerman, 2020).

In summary, determine that you are going to engage in healthy basic practices. Relax, breathe, use your energy wisely and be mindful as you retrain your brain for better mental health.

References: Shatterfield, J. (2015) Cognitive Behavioral Therapy: Techniques for Retraining Your Brain [Video] www.Great Courses.org; Ackerman, C. (October 2020) www.25CBT Techniques and Worksheets for Cognitive Behavioral Therapy Train Your Brain: Six Ways to Keep Your Memory in Shape, Health Letter. Mayo Clinic.com, February 2015; Mindfulness Activities, December 2020 www.MindfulLittles.org; Youth-Mental Health First Aid (2020) www.youthmentalhealth.org; Mindful Schools (2020) www.mindfulschools. org

Judith G. Armstrong Ed. D. / Mu Chapter / Chicago, IL



32 THE KRINON | SPRING 2021

In recent years, terms like "whole child" and "social-emotional learning" have become buzzwords. These terms inundate educational conference agendas and make headlines in the news. Behind these buzzwords are programs that are often led and coordinated by schools that consider all the different things children need to learn and grow, even if those things extend outside the traditional roles of a school.

2020 was a time of re-imagining, renaming, and reevaluating the contributions that Black people bring to the table. It has taken the survival skills of Black people through trials and tribulations to a new level. Some strong similarities between Kwanzaa principles (a concept of the African American family) and the Social-Emotional Learning (SEL) taught in schools, provide an exciting pause for inspection. Oddly enough, SEL's concern for mental health, emotional and psychological well-being seems to run parallel to the principles of Kwanzaa.

First, let us define SEL, then look at some of its

The Fusion tenets. According to Casel's 2020 definition, SEL "... is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and caring decisions." (Case 1)

As a mo

Knox's second piece of research says that growing up in normal circumstances can be challenging, but even more so now during the Coronavirus Pandemic. Young people's bodies and brains are changing rapidly, and they are also tackling new ideas and influences that will affect who they become. Consequently, children might have it worse due to technology. They struggle through their developmental stages, physically, mentally, and emotionally. They suffer because of braces, first crushes, bad hair days, and bad haircuts. Social media like Instagram, Tik Tok, and Snapchat keep them connected socially, but all their connections may become

an thinketh ... so is he! of SEL and Kwanzaa



somebody else's business on the phone. Research also reveals that these things are all making an impact.

A 2018 Pew Research Center survey of children aged 13-17 found that 7 in 10 children think anxiety and depression are significant problems for their peers. The same poll found that 6 in 10 feel pressure to get good grades, while nearly 3 in 10 feel pressure to look good and conform socially. The premise is that, for children to be successful academically, they must also meet their other needs, including social and emotional needs. This premise is not a new idea.

SEL advances educational equity and excellence through authentic school-familycommunity partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. "SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy and just communities." (Case 3)

With this understanding of SEL, let us look at how these two concepts, Kwanzaa and SEL, begin to resemble each other.

Cassel's philosophy addresses five core competencies or areas:

(1) self-awareness (the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts). This awareness compares to the Kwanzaa principle of Kujichagulia (defining ourselves, naming ourselves, creating for ourselves, and speaking for ourselves);

(2) self-management (the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and achieve goals and aspirations). This trait is similar to the principle of creativity (Kuumba always doing as much as we can and in any way we can, to leave our community more beautiful and beneficial than we inherited it);

(3) social awareness (the ability to understand, and empathize with others' perspectives, diverse backgrounds, cultures, and contexts). Kwanzaa's principle of self-determination, collective work, and responsibility (Ujima - to build and maintain our community together and make our brother's and sister's problems our problems and solve them together) embrace this component of SEL.

(4) Relationship skills (the ability to establish and maintain healthy and supportive relationships and effectively navigate settings with varied individuals and groups) is comparable to the Kwanzaa principle of cooperative economics (Ujamaa), to own and maintain our stores, shops, and other businesses and profit from them together.

(5) Responsible Decision-Making skills (the abilities to



make caring and constructive choices about personal behavior and social interactions across diverse situations) is similar to the Kwanzaa principle of unity (Umoja - to strive for and maintain unity in the family, community, nation, and race).

The seven principles (Nguzo Saba) of Kwanzaa also includes:

• Purpose (Nia - making our collective vocation the building and development of our community to restore our people to their traditional greatness); and

• Faith (Imani - believing in our people, our parents, our teachers, our leaders, and the righteousness and victory of our struggle). (Karenga, Maulana, 2).

So, the Kwanzaa principles are more comprehensive and relate to the holistic view of learning that corresponds to our people's general learning style.

Kwanzaa developed as a result of riots that had filled the streets of Los Angeles in the Watts community during the summer of 1965. At this time, there was no research studies on the learning styles of African American children. When Dr. Maulana Karenga created Kwanzaa in 1966, he had completed extensive research and travel in Africa. Kwanzaa, then, is a product of creative cultural synthesis.

First, Kwanzaa is a synthesis of both Continental African and Diaspora African cultural elements. This synthesis means that it is founded in both the cultural values and practice of Africans on the Continent and in the United States with strict attention to cultural authenticity and "values for a meaningful, principled and productive life." (Karenga, Maulana, 1).

Secondly, the Continental African components of Kwanzaa are a culmination of various cultural values and practices from different Continental African peoples. So, the values and traditions of Kwanzaa are selected from peoples from all parts of Africa, south and north, west, and east, in a true spirit of Pan Africanism. (Karenga, Maulana, 1)

Finally, Kwanzaa is a blend of development and selfconscious commitment with tradition and reason. Research has shown that "Many African American Students tend to respond in terms of the whole picture instead of its parts." (Howard, Tyrone, P). As a people, we are generally holistic learners who make connections with our culture and people who look like us. Kwanzaa involves all these components by improving individuals' lives and their communities.

So, SEL and Kwanzaa intersect at the points of acquiring skills and attitudes to develop healthy identities, achieve personal and collective goals, feel, and show empathy for others, establish, and maintain supportive relationships, and make responsible and caring decisions. It is an African proverb, which states:

"It takes a village to raise a child." Let us not forget that "Imitation is the highest form of flattery." Kwanzaa involved SEL before SEL came along!

Resources: Howard, Tyrone, Powerful Pedagogy for African American Students, Ohio State University, 2008); Maulana, Karenga, Official Website – Kwanzaa: A Celebration of Family, Community and Culture, Los Angeles: University of Sankore Press, 2008; Niemi, Karen, et. al., Casel, (www.Casel.org), 2020.

Norma Corley | Beta Lambda Chapter | Eastern Region |Winston Salem, NC



Integrating Social-Emotional Learning into Everyday Instruction!



To teach the "whole child," educators must understand the "whole child". Too often school boards, school administrators. testing coordinators, and/or curriculum specialists forget the importance of socialemotional learning (SEL) or ignore how social-emotional learning affects the level of academic achievement. SEL is the development of "soft skills" (those personal attributes and personality traits that enable students to communicate and interact effectively or

harmoniously with other people) that educators should integrate into the curriculum as a part of their daily lesson plans. Social-emotional development includes the child's experience, social awareness, social interactions, effective use of verbal/nonverbal communication, and the management of their emotions; as well as the ability for them to establish healthy and rewarding relationships with diverse individuals and groups.

The goal of SEL is for children to acquire and

effectively apply the skills needed to understand and manage their emotions, set positive goals for themselves, exhibit empathy for others, establish and maintain positive relationships with others, and make responsible decisions. The benefits of teaching SEL skills to students are invaluable to everyone, especially to our students. SEL improves their attitudes and behaviors. which in turn motivates them to want to learn, to develop a deeper commitment to school and/or schoolwork, and to demonstrate better classroom behavior (e.g., fewer disciplinary

referrals).

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), five broad or core social-emotional competencies are: self-awareness, selfmanagement, social awareness, relationship skills, and responsible decision-making.

Following each definition are some research-based teaching strategies and/or activities that can help students develop social-emotional learning.

	Component	Definition	Strategies
	Self-Awareness	The understanding how one's own personal character, feelings, motives, emotions, and desires affect the behavior of self and others (e.g., teach age-appropriate "feeling" words.	Help students to develop individual "mood meters" that include strategies to cope with negative emotions and accolades to acknowledge positive emotions. Play "emotion charades" games with younger children. Encourage journal writing to express their feelings, etc.
	Self-Management	The control of oneself by taking responsibility for one's own behavior and well-being in different situations.	Help students to set realistic personal and/or organizational goals. Help students create self-monitoring behavioral charts. Share/discuss character education videos with students. Teach students a variety of breathing, meditation, or yoga strategies to calm down, etc.
	Social Awareness	The ability to (1) comprehend and appropriately react to society's broad problems with empathy and with social insight, and (2) as well as to recognize available resources and supports.	Teach students age-appropriate messages that their body language, tone of voice, actions, and words are sending to others. Use role-playing to help students empathize with others of diverse backgrounds and cultures. Create graphic organizers with students based on various scenario prompts that emphasize common forms of social interaction such as conflict-resolution, fair competition, or the virtues of cooperation. Acknowledge diversity by highlighting ethnic holidays or celebrations, etc.
	Relationship Skills	The ability to (1) establish and maintain healthy and rewarding relationships with diverse individuals and groups, and (2) listen attentively to others, cooperating with others, constructively negotiating conflicts, and offering help if needed.	Use media, discussions, or role-playing to incorporate into lesson plans how to develop friendships, the value of getting along with others, ways to treat others with tolerance, the difference between verbal/non-verbal communication, the importance of active listening, and some effective problem-solving steps. Allow students to choose their own peer work partners on a rotating basis. Encourage students to choose pen pals with peers in other schools or countries, etc.
	Responsible Decision-Making Skills	The ability to use experiences, instincts, and/or reasoning to choose good options based on ethical standards, safety concerns, and/ or social norms across various situations.	Use role-playing and scenarios to teach students how to make good decisions that positively impact self/others. Teach students the 7 steps in a decision-making process. Use "mock" peer mediation sessions to encourage students to make responsible decisions. Encourage students to choose "big buddies" who are positive role models as their examples. Use "story time" for teachable moments, etc.

Emotional intelligence can be improved because emotional development is based on individual factors such as cognitive development and temperament. The skills of emotional competence are also influenced by past social experiences, learning background, and a child's system of beliefs (e.g., a person's feelings matter). Teaching SEL skills may not be easy but is definitely worth the effort.


SAGGING BRITCHES

I just can't understand...all these sagging britches. Hangin' to the floor, Why Kids today just don't have pride In how they dress no more.

Britches just a sagging and a dragging, Why they look like a clown. I don't understand Why the britches just don't fall down.

If somebody started to chase them, They probably couldn't run half a block, Before them britches fall down Over their knees and lock.

I just can't understand, all these sagging britches! Big and oversized, not slim. Looking like elephant pants, Why two people could fit in them.

Back in the day when I was a kid My daddy would have skin me alive, If my britches hung Like I was Po' and deprived.

What can I say? These youngens today Gotta a mind of their own. Try telling them something right And they tell you, they grown.

I just can't understand, all these sagging britches! And that strut that make the young boys look like they're lame Trying to be cool Dragging that leg like it had a ball and chain.

Boy! Pick up them britches And walk like a proud black man The Way you look and carry yourself Is a disgrace and crying shame.

If my grandmama was here And had some chinaberry switches, I bet she'd put a stop To all these sagging britches.



Illustrated by Janiah Carlyn Leejay

Margarette Galloway | Alpha Rho Chapter | Southwest Region | Dallas, TX



A Culture of indness

Transforming Behavior in the Classroom and Beyond

The current social movement of 2020-2021. known as Cancel Culture or Call Out Culture, seeks to effectively reject and remove all communication platforms or exposure from persons who would cause harm to others through mean-spirited and unkind ways just because they can. Cancel or Call Out Culture censures those bad actors for such behavior by shaming and isolating them as much as possible. This action may stop bad behavior. but I don't think it does much to encourage more acceptable behaviors; nor does it neutralize the righteous indignation felt by victims of unkind behavior.

So, I have never been a consistent consumer of Pop Art and Pop Culture, <u>but</u> this newest concept of Cancel Culture has captured my attention in a significant way. It has informed me that kindness is both userfriendly and cost-effective! It has caused me to re-imagine social and cultural issues in ways that will benefit me and many others in my orbit of humanity known as life-long educators.

Clearly, bad/unkind behavior toward others <u>should</u> <u>be</u> called out or canceled, but there are strategies and best practices that can and <u>should</u> seek to transform or replace unkind behavior.

Well strategized plans for replacements that model kind behavior will lead and encourage even bad actors toward an acceptable culture of kindness. Furthermore, it is worth the effort for society to call out all cultural behavior that seeks to thwart or minimize the mental. emotional, social, and academic well-being of all atrisk or marginalized persons or demographic groups of persons. To no surprise, we as educators are in a position to significantly impact existing cultures in some strategic and permanent ways. We can do so by personally and purposefully teaching, modeling, and amplifying examples of kindness and empathy as acceptable and preferred behavior.

Educators must make it abundantly clear that unkind behavior is unacceptable and will not be tolerated or rewarded; it will result in consequences that fit the behavior. Additionally, educators must frequently and firmly state that kindness is not synonymous with weakness or some flawed character trait; conversely, the absence of kindness and empathy are indicators of character deficits that are both reversible and redeemable. but it requires awareness and sensitivity and some self-introspection. Educators must remember that cultural behavior is learned behavior. That includes bullying, physical aggression, intolerance, racism, and other biases that warrant calling out or canceling out. Such

SPRING 2021 | THE KRINON 39

behavior must be confronted, <u>but</u> replacement options that are both acceptable and attainable must be clearly explained and offered to the offender. Those positive options must be modeled and reinforced through concrete acts, examples, and precepts that can be clearly understood, valued, and emulated. The reward will be instant because even bad actors want to be treated kindly.

I think kindness can effectively be expanded more broadly as a tool of use to combat many universal social issues such as food insecurity, loneliness, racism, hate speech, poverty, and homelessness. The absence of kindness is too costly to society, and it is unsustainable in the long run because it de-sensitizes and misguides our youth for generations to come. It gives space to behavior that is toxic, suspicious, and fearful of otherisms (others of cultures different from themselves). It escorts society toward moral bankruptcy. Thankfully, educators have historically answered the call to kindness with their time, talents, and other resources. My own Psi Chapter Basileus has smartly made Acts of Kindness an agenda item for all meetings. I appreciate her initiative, and I hope that educators everywhere make Acts of Kindness the centerpiece of their plans and activities.

Lastly, I will say that creating a culture of kindness is

a worthy and aspirational goal that is doable. Additionally, the many challenges of 2020-2021 have presented educators, along with the rest of The Village, with unprecedented opportunities to inspire and model acts of kindness and empathy among their students in ways that will transform the world far beyond the classroom for the benefit of all humanity. As educators, we should aggressively take the onus of that space as a declaration of who we are as advocates for a culture of kindness.

In 2021 Educators are second to none in efforts to foster a culture of kindness within a world facing multiple crises. Educators will be correctly recorded in history as masters of kindness and empathy.

As the famous comedian Kevin Hart says with both volume and conviction, "That's what we do"!

Rose Carolyn Dees | Psi Chapter | Southeast Region | Mobile, AL



he social climate is rising around the world. People are becoming more connected through social media and other electronic forms of communication. People are gaining firsthand knowledge of celebrations as well as tragedies. These witnesses of things to celebrate and mourn are often children and too often children well under the age of understanding. While we welcome children to witness positive celebrations, we do not desire our children to witness death, destruction and abuse. Being a participant or witness to such negative social experiences can be traumatic for adults and children.

With the rise of the world's social climate, there has never been a more critical time to focus on the social and emotional learning experience. For a child to have a healthy social and emotional leaning experience, we have to begin much earlier in life than once thought. We have to get down to the foundation of learning and go to the early childhood level of birth to age five, when the learning window of opportunity is truly wide open. Social and emotional learning must begin with early childhood education as the work of developing a positive sense of self, relationships with others and a foundational understanding of emotions.

In the state of North Carolina a set of core

Socia Emotional in Early Childhood Education

NATIONAL SORORITY OF PHI DELTA KAPPA, INC.

a

developmental stages were formed and called the North Carolina Foundation of Early Learning and Development (North Carolina Foundations Task Force, 2013). It focuses on social

6 6

(D) (D)

0

and emotional learning as a domain. The North Carolina Foundation of Early Learning and Development identify this domain of leaning as "Emotional and Social Development" (ESD). It is one of five main domains used in North Carolina to guide early childhood professionals as they foster positive development in children aged birth to five years old. The ESD domain is divided into three goals. Under

SPRING 2021 | THE KRINON 41

each goal are developmental appropriate indicators for children from birth to age five. The goals are to promote social and emotional wellness strategically in children as they naturally develop. Children are believed to be resilient and where resilience meets a healthy social emotional foundation, children can succeed in any arena of life. If the foundation is laid and built upon by families and educators regularly, resilience will have to play a smaller role on our social and emotionally strong children.

Developing a Sense of Self

Developing a sense of self is important as children are learning to express positive feelings about themselves and have confidence in who they are connected to as well as what they can achieve. Children also develop a positive sense of self-identify and self-awareness. Self-admiration, being part of a family and having the ability to express a preference is important in children as early as two months old. A sense of self has to be formed before a child is able to connect to others.

Developing a Sense of Self with Others

Developing a sense of self with others leads to positive community efforts in older children and adults. When children form relationships and interact positively with family and adults who are consistent, they build trust. That trust reinforces confidence and

allows the child to test the limits of their familiar environment. Children form relationships and interact positively with other children when they are confident, familiar and fostered by adults to do so. The adults and often older children teach young children how to share, cooperate, and take turns and other group experiences. The social tone is set by example in the roles and play in the child's life. Educators foster this learning experience through stories, dramatic play, group meetings and cooperative games. A continuum of support, redirection and scaffolding helps children master the social skills needed to develop a sense of self with others. It truly is a daily effort.

Learning About Feelings

Children learn about feelings as they are able to identify, manage and express their own feelings. Recognizing and responding to the needs and feelings of others is a learned behavior and has to be mentored and nurtured in young children. Your children are very egotistic. They have to be taught to be mindful of others. This comes through exposure to a highly diverse environment. Educators and families must produce an environment that includes children with different cultures, races, backgrounds, and abilities. Young children should regularly talk about feelings. These lessons should include the vocabulary of feelings and how it looks. The

use of social stories and role playing are ageless ways to educate children on emotions. Posting feelings charts in classrooms helps our youngest learner identify how they feel and even communicate their feelings appropriately. The goal is to have young children tell their peers and adults in their lives how they feel and why.

Social and emotional learning is a foundation that children cannot afford to miss and it must begin with early childhood education. The work of developing a positive sense of self, relationships with others and a foundational understanding of emotions is essential in developing a healthy child and in turn a healthy young adult. A social and emotionally charged young child with be able to absorb the academics of learning. It is the internal primer of learning. Educators cannot begin these lessons in high school nor middle school. They have to be taught in early childhood facilities like childcare centers and public preschools around the world. People are sharing a connection stronger than ever before. Educators and families have to prime these social experiences with the high quality social and emotional learning experiences from birth.

Suggested citation: North Carolina Foundations Task Force. (2013). North Carolina foundations for early learning and development.

Tammy Sneed | Beta Zeta Chapter | Eastern Region | Durham, NC



-*

The Power of a Reflective Inquiry for Effective Social and Emotional Learning

The Pandemic of 2020 slammed the world with a major awakening call that changed traditional norms forever. The changes have caused much discomfort in making the right decisions for the best strategies to ensure the most feasible and positive outcomes for all. Most significantly, educational systems around the world have worked relentlessly to ensure that students' academic needs continue to be addressed without fail. The need to strengthen students' ability to endure the challenges of an ever-changing society is imperative. As schools have abruptly moved from traditional inschool learning to virtual learning at home, the challenges have compounded the difficulty of social and academic development for students of all ages. The socio-emotional strain is daunting for students as well as teachers and parents. However, the challenges of overcoming obstacles present an opportunity for teachers and parents to model the power of reflective inquiry to build self-efficacy and resiliency for effective social and emotional learning (Powell, 1998).

Ж∙

Learning to resolve conflicts and persevere through challenges perpetuates the need to learn through reflective practices and inquiry (Halpern, 2014). Reflective practice is defined as the ability to reflect on one's actions to engage in a process of critical thinking and continuous learning (Schon, 1983). The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2015) defines social-emotional learning as the

process by which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop (a) self-awareness, (b) selfmanagement, (c) social awareness (d) relational skills, and (e) responsible decisionmaking (p. 5). Self-awareness refers to students' ability to understand one's own emotions. thoughts, and values and how they influence behavior across contexts (CASEL, 2015). Self-management refers to students' ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations (CASEL, 2015). Social awareness encompasses students' ability to understand and empathize the perceptions of diverse cultural backgrounds and context (CASEL, 2015). Building relationship skills denotes one's ability to maintain healthy and supportive relationships (CASEL, 2015). Ultimately, through the development of the social and emotional learning components, the development of responsible decision-making occurs as students learn to make caring and constructive choices while employing positive personal behavior and social interactions across diverse situations (CASEL, 2015).

Incorporating the elements of reflective inquiry supports the components of socialemotional intelligence as students learn to problem solve using higher level thinking, while interacting inclusively with peers and adults of diverse backgrounds, culture, and context. Learning to ask the right questions to construct meaning of diverse positions while understanding their own points of view, students develop effective critical thinking skills for communicating openly and effectively (Black, 2001). Reflective inquiry models ask students to identify the problem, reflect on related elements surrounding the problem, and share possible solutions (Black 2001). Implementing reflective inquiry practices are more powerful when students dig deeper into their feelings or experiences using models that promote System 2 Thinking, which is slow, effortful, and purposeful (Halpern. 2014). Utilizing inquiry models embedded in developmental stages of higher order thinking approaches, such as the Ghallagher-Ashner Questioning Taxonomy (1968) promote cognitive-memory, convergent thinking, divergent-thinking, and evaluative thinking. Cognitive memory invokes recall of situations. Convergent thinking invokes analysis of situations. Divergent thinking invokes synthesis of situation. Evaluative thinking invokes critical judgement of situations (Ghallager & Ashner, 1968).

Designing and implementing units and

lessons that embed reflective inquiry empower students with critical thinking skills, such as synthesizing, analyzing, and evaluating to make interpretations (Black, 2001). Judging, critiquing, and solving problems to achieve the expected outcomes increases during reflective inquiry process (Black, 2001). The level of social-emotional learning improves as students are given more opportunities to develop critical and analytical skills to construct meaning and solve problems by sharing ideas and experiences while working together (CASEL, 2015). In working with others to accomplish their goals, students become compassionate collaborators willing to listen to the viewpoints of others while positively negotiating conflict (Halpern, 2014). Acquiring foresight in making sound judgement while creatively, envisioning their course of action., students advance their approach in planning their course of action though the willingness to plan and selfcorrect as needed (Halpern, 2014). Being mindful of their thoughts as conscious and consensus-thinkers, students learn self-regulation, flexibility, and persistence in positively overcoming obstacles of difficult challenges (Halpern, 2014, p. 20).

Onitta Parker | Beta Mu Chapter | Midwest Region | Gary, IN



IMPLEMENTATION OF SOCIAL AND EMOTIONAL LEARNING



This article will provide readers with an insight perspective of an educator who has fulfilled the requirements needed to implement SEL within the classroom setting for the positive outcome of students in this 21st Century. SEL has always been a possible addition to a curriculum if needed within the elementary through high school classroom settings. In the past two decades, research on educational outcomes has demonstrated the importance of positive social behaviors in fostering academic achievement (Blake, Piovesan, Montinari, Warneken, and Gino, 2015). Behavior is one of the subtopics within SEL that is addressed with students and their academic achievements. Behavior was once known to be a learned behavior that was

either categorized as being acceptable or not acceptable from the raising of students from their parents. The world that we once knew as being a constant norm and having in class instruction has come to a sudden halt due to the spread of a deadly disease as we now refer to as COVID-19. Students, parents and teachers have now been challenged to adhere to virtual classroom instruction that has now made it almost impossible to provide the usual student academic growth and social interaction among students.

Social Emotional Learning can be tailored to fit many descriptions of what it is and how it proposes different outcomes within certain socioeconomic status, lowincome schools, correctional

facilities and age-appropriate groups. SEL is an educational movement gaining ground throughout the world today. SEL can be defined as the capacity to recognize and manage emotions, solve problems effectively, and establish positive relationships with others (CASEL, 2003). According to (Greenberg, Weissberg, O'Brien, Zins, Fredericks and Resnik, 2003) educators, parents, students and other members of the educational community believe that today's school must teach beyond basic skills (reading, writing, and counting). Today's school must enhance students' social-emotional competence, character, health, and civic engagement (Greenberg et. Al.,

When the SEL was first studied in case studies, the age groups, the competencies, and the curriculum were provided to show some positive outcomes. The development of social-emotional competence is an important foundation for young children's later success and well-being. The Center on the Social Emotional Foundation for Early Learning (CSEFEL) defines social emotional development as the developing capacity of the child from birth through 5 years of age to form close

2003, p.466).

and secure adult and peer relationships; experience, regulate, and express emotions in socially and culturally appropriate ways; and explore the environment and learn (Center on the Social Emotional Foundations for Early Learning, 2008).

Students tend to need suffice self-confidence to be successful in the classroom setting. Self-confidence is just one of those traits that can either push you to the top of the list for accelerated students or hinder your growth for your appropriate grade level. The Collaborative for Academic, Social and Emotional Learning (CASEL 2003) have outlined five core social and emotional competencies that are important foundations for young people's well-being: self-awareness, self-management, relationship skills, and responsible decisionmaking. Researchers and practitioners have described key social -emotional skills that young children need as they enter school, including self-confidence, the capacity to develop positive relationships with peers and adults, concentration and persistence on challenging tasks, an ability to effectively communicate emotions, an ability to listen to instructions and be attentive, and skills in solving social problems (Shonkoff and Phillips 2000).

Teachers can be placed within any educational setting to perform their job of educating students. This educator has been provided the opportunity to provide educational fundamentals and academic courses at a juvenile correctional center for juvenile offenders. In this type of setting, SEL would be very important to utilize due to the mindset of these students. These students are already dealing with the stress of being away from home in a controlled environment, possibly being given prison time, dealing with some drug addiction substances, and angry management issues. One of the first things addressed in class was their attitudes and their ability to think positive and not give up on self. Next the students were able to receive an introduction from their teacher, introduction among themselves, and what they hopefully would receive in participating in class every day. Once a normal routine was provided, class seemed to have fewer behavioral issues and many hands being raised to answer questions on completed work. The teacher was then looking for more alternative ways to build morale in her class. The teacher and the students started to read the book Power Source: Making the right choices every day as a part of their reading assignments. The students gain so much added knowledge and advice from previous incarcerated individuals and the authors as how they should see life and move forward in life. If this was not the best book to promote

SEL with these offenders, the students recite one motivational quote every day which has given significance to their life since entering this classroom at the facility which is "Dream It. Believe It. Build it". The teacher was able to explain how the juveniles could use this as a new start when returning home in the outside world. Also, this book made a powerful statement that these students will carry in their lives forever moving forward. The quote from the book says, "You made a mistake, but you are not a mistake, you are as good as you were when you were born". In this educator's perspective, SEL was the best form of research that added so much positivity to the classroom and students. Some of these students have not been to school in a couple of years, and they have now found themselves, discovered the benefit of school, and look forward to finishing with their high school diploma and becoming a legalized citizen again with a long-term goal of either becoming a first-time generational college graduate, a business owner, entrepreneur, or just working a stable job. This is some of the goals that SEL can promote with self confidence in students. In conclusion, the 21st Century may have changed how school instruction is provided, but it also made some more positive outcomes and hopefully more future educational leaders than in the past.

Dr. Christina Lipscomb | Delta Epsilon Chapter | Southwest Region | Dallas, TX



the **Rhithm** ap

Teaching Strategies for the 21st Century Learner: SEL Social and Emotional Learning



WHAT IS RHITHM?

Rhithm is a daily emoji check-in that provides data to teachers about how ready students are to learn, and generally, how they are doing. Rhithm then launches quick health and well-being related activities which help students ready themselves to learn and build life skills.

WHY USE RHITHM?

- 15-20 Minute lesson (K-6) once weekly
- Welcoming Inclusion Activities (at least weekly Pre-K 6th Grade)
- Engaging Strategies (at least weekly Pre-K-6th Grade)
- Optimistic Closures (at least weekly Pre-K-6th Grade)

WHY USE THIS APP?

> Rhithm believes that empowering teachers to understand students' mental, emotional,

physical, and social experiences will create richer, more empathetic, and ultimately more successful classrooms.

> Your time is limited, so Rhithm takes some of the work out of SEL, bringing data, activities, and lessons to the classroom automatically (no prep work needed) and in less than 3 minutes of class time per day!

Distance Learning: New SEL & Mental Health Challenges

- 1. Vulnerable students could fall through the cracks.
- 2. Student anxiety is up as mental health support is down.
- 3. SEL Interventions are difficult to deliver from a distance.



Dr. Kathye Porter | Epsilon Pi | Southwest Region | Arlington, TX

Reference: https://rhithm.app/about/

Teaching Strategies for the 21st Century Learner: SEL Social and Emotional Learning

Social and Emotional Learning (SEL) is the way children and adults acquire knowledge and skills that impact their ability to manage emotions, behaviors, and set and achieve goals. Mastering one's ability to manage your emotions strengthens your ability to effectively communicate positively. Integrating SEL strategies in the classroom can support instruction and have a positive impact on academic achievement.

Educators and community agencies serve students with different motivation for engaging in learning, behaving positively, and performing academically. Through Social and Emotional Learning, students gain skills to communicate and resolve conflicts that would otherwise be approached with limited resolution capabilities. Tailored techniques in SEL can benefit children at any age, including infants and toddlers. Students struggling with behavioral and/ or mental health issues can especially benefit from social emotional skills learned in school and reinforced at home through emotional support and researched daily routines (*i.e.* bedtimes, schedules for homework/housework, quality time with parent/parent figure).

According to the Collaborative for Academic, Social, and Emotional Learning (2017), the goal of an SEL program is to foster and develop five interrelated sets of cognitive and behavioral competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decisionmaking skills. In addition, there are five key SEL concepts that researchers generally agree upon, they are:

• Relationship Skills. Communicating, listening actively cooperating, resisting inappropriate social pressure, negotiating conflict, and seeking and offering help when needed.

• Self-Management. Regulating emotions, thoughts, and behaviors in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

• **Responsible Decision**-**Making**. The ability to make constructive and respectful choices about personal behavior and social interaction.

• Self-Awareness. The ability to accurately recognize one's emotions and thoughts and their influence on behavior.

• **Social-Awareness**. The ability to understand social and ethical norms for behavior.

Through many years as an educator, I have learned that there just isn't enough time for everything. So often, social and emotional learning is prioritized behind state mandated curricula like reading, writing, math, history, and science. However, the rewards of promoting SEL are too great to ignore. Simply put, if children are mentally and emotionally healthy, they are better equipped to face the challenges life brings.

I enjoy networking with other educators when looking for lesson plan ideas and different ways to implement a concept. Through the years, I have developed several concepts that have proven useful when incorporating SEL in the classroom.

1. Use Journal Writing. You can use daily journal prompts to help students think about social-emotional skills in all areas.

2. Use Read Aloud. This is one of my favorite strategies for integrating SEL into everyday learning because it is something educators do so often already. While reading, spend time talking about how some of the characters might be thinking or feeling. Use this time to highlight that this is perspective-taking, a skill we use to understand others' emotions and thoughts.

3. Do Daily Greetings.

One positive and simple strategy is to start your morning with daily greetings. You can do this as students walk through the door or during the first few minutes of class. If you are teaching online, greetings can even be virtual.

4. Incorporate Art Activities. Art can be a powerful way to target social and emotional skills. Creating a self-collage can help students develop better self-awareness.

5. Give Responsibilities. Giving students responsibilities and jobs helps build their sense of self-worth and gives the message that we are all part of a larger community.

6. Practice Problem-Solving Skills. If students have an issue or challenge to overcome, avoid solving it for them right away. Encourage them to think about how they could solve their problem and have a five-minute policy where students can get your help, but they need to think about the problem for at least five minutes first.

7. Encourage Positive Self-Talk. Self-talk is the voice in our minds that reassures and encourages us. It also helps us control our emotions so we can deal with problems appropriately. Our youth hear a lot of negativity, so teaching positive self-talk explicitly is very important. Model this and encourage this every day.

8. Create a Calm Down Area. Not all students will use this area, but there are some students who truly need it. Set up a small area in your classroom with items to help them calm down, such as books, a few fidgets, small stress balls and anything else you have that is calming. Students who need this space can sit, use coping strategies, and return to class when they are calm again.

9. Promote a Growth Mindset. Embracing a growth mindset helps students learn that we can accomplish our goals with hard work, good strategies, and persistence over time.

10. Celebrate Diversity. Spend time discussing and learning about people from diverse cultures, backgrounds, and ability levels. Students need to hear, see, discuss, and understand that we are part of a larger community within our countries and world. Early discussions about diversity can help promote understanding and inclusion.

Learning how to recognize and practice healthy interactions with others, manage emotions, be part of a team, make good decisions, recover from mistakes, and show respect for other people are skills that are building blocks for healthy interactions in life.

Helping students master the five SEL core competencies during a busy school day can be challenging.

Schools can develop SEL initiatives by following some simple steps:

1. Define goals for your school, including behavior expectations.

2. Spell out what those goals and expectations look like in all areas.

3. Develop a schoolwide infrastructure that can support SEL including planning cycles and assessment.

There is no one technique or approach that will help teachers to better integrate social and emotional learning. How such learning takes place can be vastly different in an English class versus a math or science class. However, there are core principles and techniques that teachers can keep in mind when they're designing their lessons.

With anything new, implementing this form of learning can be difficult at first. That's why it's so important

to continually assess the outcomes of social and emotional learning. By treating this form of instruction like any other, teachers can constantly work on their instructional method and improve the ways that students handle their emotions and relationships with the people around them.

References: Collaborative for Academic, Social, and Emotional Learning (CASEL). (2017) Five Core Competencies of Social and Emotional Learning. Retrieved January 2020, from https://casel.org/sel-framework/; Frey, N., Fisher, D., & Smith, D. (2017). Al Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond; Oberle, E., Domitrovich, C. E., Meyers, D. C., & Weissberg, R. P. (2016). Establishing Systemic Social and Emotional Learning Approaches in Schools: A Framework for Schoolwide Implementation. Cambridge Journal of Education, 46(3), 277-297; Sprung, M., Munch, H. M., Harris, P. L., Ebesutani, C., & Hofmann, S. G. (2015). Children's Emotion Understanding: A Meta-Analysis of Training Studies. Developmetal Review, 37, 41-65.

Marguerite Harris | Gamma Delta Chapter | Midwest Region



We're Three the Hard Way

Three Melard Wa

That's What We Say,Trying to Make it Day by Day. We had some ups and downs, We had some laughs and frowns. We shed a tear and expressed our fear, But nothing comes easy in this COVID year.

Everything was different and new, We had to be creative to make it through. How do we do this? And what about that? Oh, don't even ask! Even simple things became a difficult task.

We're Three the Hard Way

That's What We Say, Just Trying to Make it Day by Day. Selecting our clothes, you would think would be easy and maybe a bore, But for us it became a real chore.

This dress is too bright and doesn't fit right, My feet are too big, or these shoes are too tight! One day I think I know this and that, And the very next day I don't know jack! Hey, wait, I think I got it. I've learned something new, Lord help us to make it through.

We're Three the Hard Way

That's What We Say, Trying to Make it Day by Day. But then one day it became crystal clear, All the studying paid off my dear. We know the Krinon Pledge and the founders too, We felt proud just to name a few.

We pinned ourselves and beamed with pride, Because we made it to the other side. These memories forever will be etched in our minds, And won't be erased by Father Time.

We quickly learned that nothing comes easy the COVID way, So, we worked night and day. We stood tall, And survived it all.

Social and Emotional Learning We Are No Longer "Krinons" That's What We Say, And We Did It the Hard Way!





SPRING 2021 | THE KRINON 51

Make Wiser Decisions With

High emotions lead to poor decisions. Negative emotions can also be quite uncomfortable. Emotional Detachment can be an effective way to approach life. Emotional Detachment isn't the same as being devoid of emotion. **Think of it more as emotional control.**

Consider:

- It's wonderful to love your partner. It's not healthy to be so obsessed with them that you can't manage the rest of your life.
- It's reasonable to be stressed at work. It's counterproductive to be so stressed that you can't sleep at night.

Too much emotion can blind us to flaws, create obstacles, and cause us to make poor decisions.

Benefits of Emotional Detachment

Emotional Detachment has several advantages:

- 1. Wise decisions. Being in a highly emotional state significantly compromises your ability to make the right decisions. Wise decisions are based on logic, your values, your goals, and maybe even your gut. You tend to ignore these things when you're in a state of emotion. Right decisions require a cool head.
- 2. Less stress. Allowing and maintaining a state of emotional agitation is stressful. It's uncomfortable for your mind and your body. The stress hormones that are released during stress are hard on your body. If you're emotionally detached, you're going to be far more relaxed.
- **3.** Less anger. Emotional Detachment results in less anger and can lead to feeling fewer negative emotions overall.
- 4. You care less what others think about you. If you're emotionally detached from others' opinions, you won't care what others think

about you. Most people are very concerned with the opinions of others, which significantly limits their success.

5. You feel less fear. Less fear results in more action. You accomplish more with less emotional fuss.

Develop the Skill of Emotional Detachment

Now that you see how being emotionally detached can benefit you, you may wonder how you can develop a greater degree of emotional control.

Try these strategies to learn to be more emotionally detached:

- 1. Notice your emotions as they arise. There's no good way to suddenly turn yourself into an emotionally detached person. It's a process. The first step is to notice your emotions right when they begin.
- 2. Separate your ego from reality. Someone smirking at your shoes has absolutely no impact on your life unless you're a shoe model. Any negative emotions you feel are merely your ego talking.
 - Suppose someone criticized your business plan. Even if the criticism is valid, there's no reason to be upset. Just improve your business plan.

- 3. Use logic. Imagine you own a real estate investment company, and you're located in Missouri. Now, imagine that you're looking for an apartment building in which to invest. You've found what you think are three reasonable options:
 - A nice building in San Diego. It's by the beach, and you love the beach.
 - A beautiful building in Manhattan. You're excited at the prospect of telling the world that you own such a beautiful building.
 - The last option is a runof-the-mill building in St. Louis. You're very familiar with this type of building since you already own several that are similar. There are no surprises here. It's a solid deal.
 - Logically, the last option is the best. It makes sense. The fact that you love the beach has nothing to do with evaluating a business deal. The fact that you would be proud to own a building has nothing to do with growing your business.
 - Logic is devoid of emotion.

4. Develop the skill of dissipating emotions.

There are many ways to ease your emotions. You can meditate. You can focus on being mindful of your surroundings. You can simply allow enough time for the feeling to pass.

We all make poor decisions during times of intense emotion. It's how our brain is wired. Logic goes out the window when we feel really good or really bad. Emotional Detachment provides the best foundation for making wise decisions.

When you need to make a decision, separate your emotions from the situation and rely on your intellect. It does not mean that you have to think like a robot. It means that your emotional states do not control you. You will find it easier to make smart decisions in less time with less stress.

References: Herald, M. (2020, February 3). How Practicing Positive Detachment Can Improve Your Life. Emotionally Resilient Living. https:// www.emotionallyresilientliving.com/ how-positive-detachment-can-improveyour-life-and-relationships; Sasson, R. (2020, March 21). What is Positive Emotional Detachment – Definition and Meaning. Success Consciousness. https:// www.successconsciousness.com/blog/ letting-go/what-is-positive-emotionaldetachment/

Linda D. Lewis | Alpha Beta Chapter | Southeast Region | Nashville, TN



SUPPORTING SOCIAL EMOTIONAL LEARNING IN A VIRTUAL REALITY

"When we focus on the social and emotional aspect of working together on a science, math or literacy activity, we create a balanced experience that helps children in all aspects of development." – Ellen Booth Church

The COVID-19 pandemic brought a dramatic halt to the traditional schooling method and made remote learning the "new normal." As we engage in the daily practice of teaching and learning in this "new norm," the effects of the pandemic's impact on students and families are at the forefront of our hearts and minds. As the year 2020 came to an end, we began to look forward to entering the new year with a renewed sense of hope that the year 2021 would be one

that brought some sense of normalcy after an incredibly challenging experience. As we moved forward in the "new norm," educators were forced to forge ahead with hope and optimism. The need to support the well-being of our students is even more critical. The question in the air is how and where do we as teachers in the classroom begin the conversation and share our knowledge and experiences with other educators? As teachers, we must prepare ourselves for the reality and

impact that the year 2020 has placed on our students. Given that, it is no surprise to the education community that we must pay more attention than ever to the importance of social-emotional development and learning (Mack, 2021). As we forge forward, the ongoing conversation is not only focused on the impact of the past year, but the isolation necessitated by the COVID-19 pandemic. How to navigate our virtual reality and using online instruction without much



advanced preparation, while yet supporting the 21st Century distance learner inclusive of implementing social-emotional learning practices in our distance learning instructional environments is the task before us.

What can we as educators responsibly do to support the 21st Century distance learner emotionally?

In our daily instruction with the learner at any level, we must first remember to show empathy in our interactions by having reasonable and realistic goals and expectations of our students. We must also be mindful in providing consistency and security for the learner in all aspects of their development, taking into consideration the culture of the home, the available resources, and their sociallearning environment. Thus, becoming attuned to and be prepared to support all students in developing and implementing the application of strong social and emotional skills. The skill acquisition must include the learners' ability to manage their emotions, build self-awareness, and collaborate with others successfully. In the "new norm" these skill acquisitions must become the core of our teaching.

As teachers and educators embrace this "*new norm*." in

our practices, we are becoming more reflective in the teaching competencies; all while seeking that subtle balance that will increase the learners' abilities in all aspects of their academic and social emotional development. As teachers we are discovering and understanding the elements (socially, cognitively, emotionally) that influence our students' understanding in this virtually and socially distancing environment yet supporting that delicate balance with cognition in addition to the learners' emotional development. Often a challenge! However, as educators we must prepare ourselves to focus on the emotional aspect of the students under our tutelage. Yes, each day is an opportunity for us to embrace choices and be the one that is committed to the ideology of teacher and student growing together in positive relationships.

Where do we begin?

In the article *Teaching During a Pandemic: Video Conferencing with Young Children* (Fantozzi, 2021) recommended that educators begin by developing plans and objectives to address the needs of the children in our classrooms. To accomplish this goal, first educators must ask themselves some key questions to ensure intentional teaching and learning occur.

One question should address how teachers approach video conferencing with young children. "Is conference with one child, a small group, or the whole class the most helpful format to use?" (Fantozzi, 2021) Another question should address when and how to use the video conferencing when managing emotions and problem solving for positive outcomes. How best do educators illuminate the distance learning journey? How to display a nonjudgmental mindset? And how to seek additional ways to embrace the new normal instructional practices via distance education? As opportunities present themselves, we must exhibit simple gestures of care and concern by providing support and praise for the students' academic development and a display of acceptable social emotional learning practices. This can be accomplished by integrating daily reflections, individualization for each student, engaging in positive group interactions, providing resources for the learner and families, and creating a balance experience between teacher and student as well as student to student.

The learner can begin to acquire the skills needed to develop self-awareness in the virtual environment

when we incorporate praise in the everyday instruction. According to a case study by Allen, Johnson, Servin, Tokunaga, Boys and Trimmer (2018) Child Response to Process Praise vs. People Praise data revealed an overall beneficial and non-disruptive effect for the usage of both process praise and people praise. By incorporating both People Praise [which focuses on specific verbalization that praises the child's attributes]; and Process Praise [which focuses on an internal sense of self-efficacy — reinforces that successes are due to effort which the child/student controls — rather than some fixed attribute.] The results showed that both types of compliments seemed to help the child maintain focus on their current task while experiencing a supportive environment with their caregiver/teacher.

As the trends in education continue to transform throughout the 21st Century, teachers, educators, and administrators must recognize those changes; and be prepared to educate the students regardless of whether the instructional venue is fully remote, hybrid, or in-person. We must also be aware of our own management and role in this "*new norm*". Steven Hickman, Psy, D., executive director of the Center for Mindful Self-Compassion, offered a very timely perspective on managing our new virtual reality. In his article, Zoom Exhaustion is Real (2020), he suggested six ways to reconnect and find balance in this new norm. Dr. Hickman suggested that 'We must remind ourselves periodically that this is a *new place between presence* and absence. And we must *imagine life in a pandemic* without Facetime, Zoom, Skype, Google Classrooms and the resources of the virtual world.' Yes, I agree that educators must learn to make accommodations as we go forward into the uncertain future. Remember, as teachers, we must continue to find ways to assimilate into a full circle of interpersonal experiences for the 21st Century learner at all levels of education. Let us show our students we CARE!

References: Allen, Colleen., Boys, Deanna. M.A., Johnson, Aubrey., Servin, Alexis., Tokunaga, Eori., and Timmer, Susan; (2018) Child Response to Process Praise vs. People Praise: A PC-CARE Case Study. CAARE Diagnostic and Treatment Center, UC Davis Children's Hospital; Fantozzi, Victoria B., PhD, (Winter 2021) 6X. Teaching During a Pandemic: Video Conferencing with Young Children. National Association for the Education of Young Children. Resources / Publications / Teaching Young Children; Hickman, Steven Psy, D., (April 2020) Article: Zoom Exhaustion is Real. executive director of the Center for Mindful Self-Compassion. February 09, 2020. https://www.mindful. org; Mack, Breeyn, (January 2021) The Critical Role of Teachers in Trauma-Informed Care and Instruction /Blog/ Posts/ February 11, 2021. https://www. teachingstrategies.com

Anna Russell | Mu Chapter Chicago, IL





Gaining, Sustainin; Excelling



On December 20, 2020, I started A.B.I.D.E. Consulting Services LLC. This article will be the first of many services from A.B.I.D.E. (Abled **Bodied Individuals Dedicated** Educators, Employers, and Employees) to encourage, uplift, and inspire my fellow educators to keep on keeping on. ZOOM has been around for a while. We have used ZOOM for personal, job related and social reasons. Due to the recent pandemic, many classrooms across America have become ZOOM classrooms. When this wonderful opportunity came my way, I chose to see it, embrace it, and use the same techniques towards it, as I have used in life. I chose to be positive, open-minded, learn as much as I could from the experience and make sure my co-workers continued to learn our content, and enjoy the process, as this is

D

and will be for the foreseeable future in education, our new normal.

As you continue to use ZOOM in your classroom or as a presenter, hopefully the information in this article will help you. Popular with most individuals is a Canvas template. Content gathering systems for topics such as tabs/ areas were created to share with the audience for self-care. Tabs/ areas included:

- All individuals involved had areas to choose from.
- Feelings Chart is available depending on how you feel.
- A tab was created that encouraged individuals to be whatever they wanted to be.
- A tab with a link for soothing and relaxing music has been

established.

- A tab of what to do to overcome bad feelings and feelings of distress.
- Regarding Content, In the Canvas template, Tabs were created for each week with objectives, key terms, and links for figures, notes, PowerPoints.
- A tab for getting caught up, in case someone missed the ZOOM session.

ZOOM tips for those educators who would like to know what to do to improve their ZOOM experience, as well as the ZOOM experience for those they serve in the educational environment:

The ZOOM main meeting space. Viewing the ZOOM main meeting space as a classroom or meeting room for gathering and disseminating knowledge is very crucial. Continue to encourage those individuals who are verbal to keep talking and those that are nonverbal to put their information in the chat. Read the chat aloud to meet those needs individuals being served or get volunteers to read the information aloud. Use the rows and columns on the ZOOM Gallery view to play games with the individuals or put them in groups. The top person can be the leader. When individuals try to opt out telling you they do not know, or they do not understand, encourage them to try, letting them know that IDK can mean I do know. Make sure you use multiple ways of helping them gain the information they need regarding the topic, reassuring them that they have everything they need in the template to use at their own discretion.

The ZOOM whiteboard is a wonderful tool for instructing the group as well as checking for knowledge. You simply click on share: click on the Whiteboard tab and click on share again. Spend some time familiarizing yourself with the whiteboard and tools that can be used. Whiteboard has worked very well when recapping the lesson or topic with guided practice. As the instructor, you can guide the individuals and they must tell you what to put. If they give you the wrong information, you can make it a teachable moment and reteach for the

individuals who need it and reinforce for those individuals who have already mastered the materials.

The ZOOM Survey Poll. When you click on polls, you can make a survey prior to the meeting time, or as you go to check for knowledge or to find out the pulse of the group. The group can see the results and advance academically because of the findings of the poll.

The ZOOM breakout **rooms** are outstanding! You must click on the "..." which will give the ZOOM options. Somewhere on the list, or at the very bottom, you will see breakout rooms. Click on it and you will see the options to set the rooms up automatically, or manually. You can set up groups for varying amounts of times, depending upon what needs to be done, or you can put everyone in their own break out rooms by putting any number that exceeds the members of the overall group. The automatic setting will automatically place every individual in his or her own breakout room. This will give you a chance after you have taught the lesson and given the individuals their task, to go in each room and help each person as needed, you can make phone calls if needed and watch the screen to see if you get a message that someone in one of the rooms needs your assistance. You can send broadcast messages to everyone by typing the

information in the broadcast area at the bottom; you can join and leave each room, reassign students from one room to another, and open and close the ZOOM rooms. Time and using timers are especially important when using ZOOM. Make sure the individuals you are working with have a say regarding how much time they need.

As in everything else regarding education, we find out what needs to be done, and we give it our all. We master the task, knowing that around the corner there will be, yet another task and the process continues. Keep your head up, stay strong, and allow all stakeholders to be responsible as you set and keep the pace.

Dr. Deborah Daniels Calhoun | Tau Chapter | Midwest Region | Indianapolis, IN



Social and Emotional Learning In Proper Perspective

In

11

pondering the social aspects of learning, aligning that with emotional learning, and possibly the lack thereof in today's world, it makes one wonder if having these aspects in place at a child's foundational level would have made the world a grander place for them, for all? There is a familiar scripture which reads "...train a child, and when they grow old, they will not depart..." However, one might prefer this proverbial, "Before I had children, I had six theories about bringing up children; now I have six children and no theories."

The complexities of life's lessons for some are as mammoth as some troubles of the world. For others, it is not so hard when one takes this journey one step at a time. And so, it is with Social and Emotional Learning (SEL).

Studies share that the SEL is a required, but sometimes overlooked, academic component. Social and emotional learning elevates how we process and effectively apply the knowledge, attitudes and skills. These skills are necessary to acquire and effectively apply the knowledge, attitudes, and skills essential to understanding and managing emotions, setting and achieving positive goals, feeling and seeing things from another's perspective, and establishing and maintaining positive relationships. (The Collaborative for Academic, Social, and Emotional Learning 2011).

This country develops with a rocket flight's nanosecond speed, with a population as culturally diverse as an infinite number line. Does this compel the belief of how do you authentically support social and emotional learning with changes this rapid? How should the learning impact these data of cultures and subcultures with social and emotional learning? These conversations are agenda topics at academic round table discussions and workshops to support defining this means to an end and to ensure that this required learning impacts, to a greater degree, the teaching of social and emotional skills.

Teaching strategies for the 21st Century learner in the

social-emotional learning world must include researchbased strategies that are proven, classrooms that diligently work to ensure the implementation of them with fidelity consistent with teaching them, and are empathetically assured that this learning, this understanding, is occurring. These academia are to include active learning strategies and must continue providing this combination. Best practices include the teaching of these strategies daily.

Strategies to be used for the SEL 21st Century learner should include celebrations promoting diversity in journal writing, read-alouds, class meetings, art activities, grand conversations. Strategies can also include talks on managing emotions, assigned responsibilities and accountability for the same, practicing problemsolving skills, teamwork via community groupings. Students should have ample learning opportunities to share in teacher modeling and practice of active listening skills and coping mechanisms for the situations relative to their age of positive points-ofview, positive choices, positive self-awareness, and positive social awareness.

Technology-based active learning strategies are an essential criterion for the SEL 21st Century learner's classroom. The National

Sorority of Phi Delta Kappa (NSPDK) Inc., NSPDK eLearning Academy document provides teaching and learning, active strategies for the online learning platform. Applications and resources are included that offer specific skills to various learners: early learner, middle school, high school, college, and adult learner. The NSPDK eLearning Academy narrative encourages interactive strategies in daily lesson planning, presentation, modeling, and role playing. (nspdk.org)

Seasoned and veteran instructors are sometimes hesitant to change, with often the viewpoint that makeover is not needed. In proper perspective, social and emotional learning, while working with the 21st Century SEL learner, requires educators to raise the personal bar of excellence and revisit what is being done. Yes, successful learning has occurred for some. With the level of social and emotional learning required in the 21st Century, expanding and elaborating is paramount.

With a concerted and intentional effort, compounded with eagerly maintaining this refashion, success is certain. Recent research has established that the quality of teacherstudent interactions and the classroom's instructional methods are two significant predictors of student academic performance and social adjustment (Hamre & Pianta, 2007; Mashburn & Pianta, 2006). Mashburn and Pianta further share this practice "offers guidance for designing interventions to improve school readiness through strengthening relationships between parents and children, parents and teachers, and teachers and children." Teacher-focused strategies delivered in SEL programs aid in emotionally supportive instruction.

The author believes that these positive discipline practices respond to students' needs, enhance student skill development, and are predictors of social and emotional learning success for the 21st Century learner. Thus, making the world a grander place for all!

References: The Collaborative for Academic, Social, and Emotional Learning (CASEL) 2011; Hamre, B. K., & Pianta, R. C. (2007). Learning opportunities in preschool and early elementary classrooms. In R. C. Pianta, M. J. Cox, & K. L. Snow (Eds.), School readiness and the transition to kindergarten in the era of accountability (p. 49-83). Paul H Brookes Publishing; Mashburn, Andrew J., & Pianta, Robert C. (2006) Social Relationships and School Readiness, Early Education and Development, 17:1, 151-76, DOI: 10.1207/s15566935eed1701 7; National Sorority of Phi Delta Kappa, Inc. nspdk.org; Pathway2Success, thepathway2success.com

Sharrie R. Dean-Collins, Ph.D. | Gamma Omicron Chapter | Southeast Region | Miami, FL



CULTURALE RESPONSIVE Literacy AND ESL

When preparing lessons, consider the identity of all the students in the classroom and think about what the students are learning about themselves and others. Our Black, indigenous, and people of color (BIPOC) population must be shown that their experiences and cultural backgrounds are essential and worth acknowledging (Fuhrman, 2020)

62 THE KRINON | SPRING 2021

Gholdy Muhammad discusses a curriculum framework for culturally and historically responsive instruction in her book, Cultivating Genius. This instructional framework supports the emotional and psychological wellbeing of all students. The framework, Historically Responsive Literacy (HRL), consists of four components: identity development, skill development, intellectual development, and criticality. Social and Emotional Learning (SEL) has four core components: selfawareness, self-management, responsible decision making, relationship skills, and social awareness. HRL and SEL are two frameworks that can be integrated for the best interest of all students.

Identity development involves helping students learn something about themselves. In conjunction with SEL, students will connect on an emotional level (Center for Responsive Schools). As educators, we want to guide students on a journey of self-awareness. The articles, novels, and poems students read have an impact on student identity. When preparing lessons, consider the identity of all the students in the classroom and think about what the students are learning about themselves and others. Our Black, indigenous, and people of color (BIPOC)

population must be shown that their experiences and cultural backgrounds are essential and worth acknowledging (Fuhrman, 2020). The curriculum has to present a fair and balanced representation of culture to the students.

The teaching of skills is the focus of a teacher's instruction. However, teachers should consider which skills to focus on and why to focus on those skills. Muhammad points out that students can find their voice if the teaching of reading, writing, and speaking skills is done in a way to challenge students to construct meaning and find meaning in literature. In conjunction with the core elements of SEL, the teaching of skills can expand beyond the traditional practice of teaching skills. When teaching the necessary skills in a particular content area, teachers should also consider the students' emotional disconnect to the content and encourage collaboration, communication, and creative problem solving (Center for Responsive Schools). These are elements inherent in HRL and SEL.

For the component of intellect, the content should be taught to increase student knowledge and mental vigor. "What do we want our students to become smarter about?" (Gonzalez, 2020). This is another area where SEL elements can be integrated, especially in the area of creative problem solving and communication. Muhammad wants teachers to see intellectualism as the action or result of skill development. Intellectualism allows students to take what they learn and apply it in discussions and activism. This requires students to see themselves in the literature and challenge the literature when they don't see themselves reflected in the text. Teachers should be encouraging students to take what they learn and use it to impact the world around them.

The last component is criticality. Criticality requires teachers to provide students with assignments that will allow students to take part in discourse that challenges authority and disrupts oppression (Muhammed, 2020). Criticality connects directly with the approach of SEL in the area of social awareness, self-management, and self-awareness. According to Benegas and Villacañas de Castro, criticality involves intentionality in deciding what activities will engage students in debates about identity assumptions and self-critiques. Mohammad points out the importance of having students engaging in critical analysis and self-reflection. Criticality can incorporate SEL and ties all four components of HRL together.

Teaching with the frameworks of Historically Responsive Literacy and Social and Emotional Learning can help students connect with the curriculum content and strengthen the students' self-awareness and intellectual acuity. Additionally, students' will be able to better respond to and interact with the world around them.

References: Banegas, D. L. (2016). Criticality. Darío Luis Banegas and Luis S. Villacañas de Castro - Academia.Edu. https://www.academia.edu/26195835/Criticalit; Center for Responsive Schools. (2020, February 18). SEL and Literacy: A Natural Fit. https://www.crslearn.org/publication/ feburary-2020-literacy-and-sel/sel-and-literacy-a-natural-fit/; Fuhrman, R. (2020, September 15). Learning to Recognize and Celebrate Students' Cultural Experiences. Edutopia. https://www.edutopia.org/article/learning-recognize-andcelebrate-students-cultural-experiences; Gonzalez, J. (2020, August 2). Historically Responsive Literacy: A More Complete Education for All Students. Cult of Pedagogy. https://www.cultofpedagogy.com/historically-responsiveliteracy/; Muhammad, G. (2020). Cultivating Genius. Broadway, NY: Scholastic.

Martha S. Butler, Ed.D | Rho Chapter | Eastern Region | Wilmington, DE





Coronavirus disease (COVID-19) can affect children both directly and indirectly. Looking beyond getting sick, many children's social, emotional and mental well-being has been impacted by the pandemic (Center for Disease Control and Prevention, 2021). Children and adolescents react in part on what they see from adults around them. When we as parents, teachers, and caregivers deal with the COVID-19 calmly and confidently, we can provide the best support for our children. We can be more assuring to our children and adolescents if we are better prepared.

The COVID-19 pandemic may be stressful for some people. Fear and anxiety about a new disease and what could happen can be overwhelming and cause strong

Managing Emotions Through COULLIG

emotions in adults and children. Public health actions, such as social distancing, can make people feel isolated and lonely and can increase stress and anxiety. However, these actions are necessary to reduce the spread of COVID-19. There are ways to support your child through COVID-19. Talk with your child about the disease outbreak. Give honest answers and share the facts in a way that your child can understand. According to the CDC (2021), reassure your child that they are safe and let them know that it is okay to feel upset. This is a good time to share with them how you are dealing with your own stress so they might learn from you how to cope with stress. Coping with stress in a healthy way will make you, the people you care about, and your community stronger. Some people may experience some changes due to stress during an infectious disease outbreak (Mayo Clinic, 2021).

Mental Health Tips

Remember everyone may react differently to stress; some people may show:

- Increased fear, worry, sadness and/or irritability. It may be about your own health and the health of your loved ones.
- Changes in sleeping or eating patterns. Sleeping more or not at all/ change in appetite like eating more or less.
- Difficulty concentrating, unable to focus on what you are doing, poor school performance, experiencing a drop in your grades, feeling like you cannot complete your schoolwork or daily routine.

- Low energy, and or/not finding pleasure in the things you use to enjoy.
- Worsening of mental and/or physical health conditions. Mental health is an important part of overall health and wellbeing. It affects how we think, feel and act. It may also affect how we handle stress, relate to others, and make choices during an emergency. It is equally as important to take care of your physical health and stay connected to your healthcare provider.
 - New use of or increased use of tobacco, alcohol, and other drugs.

Healthy Ways to Cope with Stress

Maintain a regular routine, such as getting out of bed at the same time each morning and taking care of your personal needs and getting dressed.

- Exercise regularly, find a routine that you enjoy and make a goal that's attainable. There are many exercises you can do at home, inside and outside. Make it a fun family activity.
- Deep breathing and relaxation exercises
- Stretching and or yoga.
- Take breaks from screens, watching T.V., and cell phones. Reading or listening to news stories, including those on social media. Hearing about the pandemic repeatedly can be upsetting.
- Focus on what you can control, continue to ask yourself what can I do to get through this difficult time? How can I remain positive?

Actively practice gratitude and think on the things you are grateful for. Focus on the positives and not the negatives. Keep a gratitude journal, so when you are feeling overwhelmed, you can read all the positive things you are grateful for.

- Connect with others, through phone calls, video chats and text messages. Staying connected can help you and your loved ones feel socially connected to each other, less lonely, and or isolated.
- Do random acts of kindness. During this pandemic, there are many things that you can no longer do in-person. However, you can call or text a family member or friend you have not communicated with in some time to say kind words will help you stay connected. It's still great to do what many may call old fashion gestures such as mailing a greeting card, writing a caring note or letter to show how much you care.
- Express feelings and talk to people you trust about how you are feeling, your fears, and concerns.
- Eat healthy, well-balanced meals, that include breakfast, lunch and dinner as much as possible.
- Sleep, try to get no less than 7- 8 hours of sleep. Develop a routine and a set time you go to bed each night. Try to avoid taking long evening naps, which will interfere with you falling asleep at night. Avoid having your cell phone in the bed with you. That way you will not be tempted to check it throughout the night, disrupting your sleep cycle.
- Lastly seek help when needed.

References:

Center for Disease Control and Prevention (2021). Coping with stress. Retrieved from: https://www.cdc.gov/ coronavirus/2019-ncov/daily-life-coping/managing-stressanxiety.html; Mayo Clinic (2021). COVID-19 and your mental health. Retrieved from: https://www.mayoclinic. org/diseases-conditions/coronavirus/in-depth/mental-healthcovid-19/art-2048273

Dr. Rita Williams | Delta Mu, Chapter | Southeast Region | Memphis, TN





The COVID-19 journey through uncharted waters began. Administrators and classroom teachers had to blindly navigate. Much concern was placed on giving grace to students who expressed insurmountable problems at home with the lack of resources, technology, connectivity, and more. One year later, we find ourselves questioning how to preserve the dignity of students by having conversations with them about the grades they desire and the work they are willing to do to earn better grades. **SEE**ing Beyond is the ability of educators to provide <u>s</u>ocial <u>e</u>motional "<u>e</u>ducationing" spaces honoring the whole child. Are we trying to find out why they are not turning in work or turning on the "start video" to interact with the teacher? With the inclusion of student voices, this project sought to identify ideas teachers can utilize immediately.

Almost one year into the COVID-19 pandemic, educational researchers have recognized the emotional stress of leading on a strained, drained or even empty reserve; therefore, it is imperative that all educators identify stress, burnout, and emptiness. Cordeiro (2009) recognized a season of burnout as a leadership conference speaker with additional duties overloading his packed schedule and further understood feelings of being

overwhelmed, leading on empty, and the need to recalibrate so he could be his absolute best for those he served. Acknowledging these facts, educators can also recalibrate as they learn to refuel, recharge, renew, and replenish from their overloaded schedules. Thus, students will reap the benefits of an intentionally designed safe space where social emotional education processes occur daily. This is what we like to call SEEing! Social Emotional Educationing: the educational processes occurring in all classrooms upon which social and emotional dynamics are considered natural, intentional, and by design.

> Administrators and teachers must find and apply ways to replenish their tanks and seek to understand how to apply SEEing daily as a natural part of teaching! Most master educators will agree that this coined term by the authors

called "Social Emotional Educationing" is what "we've always done" in education! In 2020, Dr. Jill Siler, author of Thrive Through the Five, offered many truths throughout her book. Siler says to care for yourself first. Make sure you are well socially, emotionally, spiritually, and physically and in doing so find some balance and, because of increased demands in education, give yourself some grace (p. 74). Further, because much of the classroom stress during COVID-19 stems from online issues, Siler says to tune up your technical skills. It is imperative that all educators learn the new terminology and incorporate a few activities that promote online learning. At Tarleton State University in Texas, professors were invited to attend a Hyflex (hybrid & flexible) course to learn how to include activities using Nearpod, Studio Video, Podcast, Discussion Boards, Flip-Boards, and Google Doc's integration to make online education more engaging. When lessons are more engaging, the social emotional educationing of a student's life can make a huge difference (Darby, 2019). The act of SEEing has been difficult as classroom teachers and students now face a new emotional giant of grading which also adds additional counseling responsibilities due to rising social emotional factors. Some educators have shared that students are failing because the video screens are off, they are not participating

and work is not completed, while on the other hand, some parents and students blame the teachers for their failures. Should the grading indicate the students' learning or should the grading be a grace-based place holder for students who do not turn in work? Should students set goals and live with the dignity of earning the grades they work toward? Stachowiak (2020) noted the overall focus on grading should not be to catch every error, but to give students opportunities to understand what they missed. This focused grading, as Stachowiak maintained, requires personalized, useful, and immediate feedback. It requires conversations about their dignity, visions of success, and goal-setting processes so that "giving grades or grace when grades weren't earned" is not the topic of campus meetings.

This small study was conducted with a few family members, currently students, (PreK-16) to document uncensored conversations regarding their feelings about teacher considerations when planning for the social emotional needs of students. Conclusively, when planning, educators need to understand: 1) Students hate not being physically in the classroom with their teachers and peers. When they have questions, it is hard to show teachers the assistance needed; thus, response time is delayed. Perhaps schools should rethink having a classroom

set up for online students and one for in-person to provide attention to the needs of both groups. 2) Not all students can access the same resources as others. Accommodations for virtual students look different than those attending in-person. Computer skill levels are also different and should be considered in planning assignments. 3) Be mindful of the amount of work assigned and the completion times. If multiple teachers give assignments, each being three and four hours long to conclude, students say their emotional state is "shot to pieces" and they hardly rest. Workloads should be consistent. 4) Validate clarifying questions with positive responses. 5) The brain has to de-stress if students are on Zooms for long hours; therefore, offer Brain Breaks (2-3 min). For example, ask students to take a break and upon returning, wear their favorite hat or be prepared to show their craziest but appropriate dance move with their arms only. Be creative. 6) Students say there is no time to meet or engage with others, especially if they are not involved in extracurricular activities. One suggestion provided was to ask how students are doing when their video is not on. It was shared that the video was off in one home because the student did not want the teacher and classmates to see the living arrangements at

the time. Bambrick-Santoyo (2018) described a method of engaging students in classroom activities like Turn & Talk (pp.55-56), that can be used during Zoom breakout rooms. Conclusively, planning engaging lessons will help students work together and enjoy that "intentional social emotional educationing" that should occur, naturally, as it would if students were faceto-face, in a safely designed space.

References: Bambrick-Santoyo, P. (2018). Leverage Leadership 2.0: A practical guide to building exceptional schools. Jossey-Bass; Cordeiro, W. (2009). Leading on empty: Refilling your tank and renewing your passion. Bethany House; Darby, F. & Lang, J.M. (2019). Small teaching online: applying learning science in online classes. Jossey-Bass; Siler, J. (2020). Thrive through the five. Dave Burgess Consulting, Inc.; Stachowiak, B. (2020). The productive online and offline professor. Stylus.

Dr. Sharon Ross | Epsilon Beta Chapter | Southwest Region | Tyler, TX



Wish Hardeway | Gamma Tau Chapter | Southwest Region | San Antonio, TX



그는 것 같아? 아니 그

EAPHERS

PARENTS:

the

On February 1, 2017, <u>My Child Magazine</u> published an article entitled "The Importance of Parent as First Teachers" written by Genie Price. Price's opening statement says, "From the moment your first child is born you become a teacher. Although not a formally qualified one, whether you like it or not, you instantly become your child's most influential coach." A parent's role is very important in every stage of their child's social and emotional development. Children are observant of our life management styles, our actions which guide us and help us comprehend the world around us, and our skill sets used to help us navigate through life. Price states that formal educational training in no way compares to parental influences on children's sense of security, social awareness, and confidence in learning.

THE KRINON | SPRING 2021

Dr. Nicole Taylor author of, "Am I Really My Child's First Teacher?", published in the National Association for the Education of Young Children (NAEYC) says, "Many simple everyday routines are excellent opportunities for developing your child emergent skills."

Using the research of British Psychologist, John Bawlby, on the attachment theory, Genie Price expounded on five advantages of parents as first teachers. They are identified as:

- (a) assistance in developing secure and trusting attachments,
- (b) assistance in developing early social skills,
- (c) assistance in establishing values and morals,
- (d) assistance in developing literacy and numeracy skills, and
- (e) assistance in developing emotional awareness.

Secure and Trusting Attachments

Bawlby attachment theory says, "that by nurturing the mother: child attachment- you give your baby an optimal foundation for life." The favorable benefits of a mother's nurturance are "a healthy sense of self-awareness and consideration for others." Secure parent attachments are foundational for child exploration of the world and also assures children of parental support.

Parental secure attachments also benefitted young learners as they "adjust to life at school." Bawlbys study also supported the idea that predictable, consistent home routines foster a sense of love, safety, assurance, and socialization skills. Conversely, Bawlby found that children with insecure attachment relationships tend to deal with confusion about themselves and have difficulties establishing interpersonal relationships.

Early Social Skills

Parents as first teachers help children develop social skills. Children are imitators of consistent behaviors and social interactions witnessed in their homes. Price found that "...warm, responsive parenting has been linked to children's positive social behaviors." Children have differentiated social and emotional needs. Price suggests that parents must know their children's personalities, areas of strengths, and areas of need for growth and development to uniquely "provide the level of behavior control, discipline style, and degree of freedom that works best for them—all the while showing love and support".

Values and Morals

Homes that champion "respect, kindness, honesty, courage, perseverance, selfdiscipline, and compassion" assist children's values and moral development. Price noted that instilling these values and morals "protect them [children] from... negative societal influences". Parents modeling these values and morals help children to distinguish right from wrong and assist them in being positive, contributing citizens in society.

Literacy and Numeracy

Price wrote that literacy and language development is established at a very early age. Developmentally by the age of three and four, children are able to understand and communicate language used in their environment. Price states, "From the time of birth. talking to your child has a big impact, from the first babbling - talking and exchanging words is important to language development...parents can take advantage of this learning ----sensitive time by,

- Reading aloud to your child - point to words and symbols throughout the book. Encourage your child's interest and a positive experience.
- Talk to them about everything and ask questions—from your surroundings your child will learn words associated with things...familiar in their world. For example, name what you see in the

house, as you ride in the car and as you shop in stores.

Genie Price's research found that these types of activities support and grow language proficiency, reinforces good reading ability, and produces "confident communicators."

Dr. Nicole Taylor, author of "Am I Really My Child's First Teacher?" published in (NAEYC) suggests storytelling and also using your surroundings for "authentic, print rich materials" in the home enhances literacy. Examples of these "literacy opportunities" are labeling appliances, labeling refrigerator drawers, labeling pantry items, and following recipes with children.

Literacy also occurs through book accessibility, encouraging pretend reading, and turning pages in books. Dr. Taylor's research supports the following observation, "Children develop emergent literacy skills by showing an interest in books-encourage your child to turn pages and pretend to read. Imitating the behavior of reading will allow your child to explore and begin to grasp the overall concept of reading." Parents are very important architects in creating their children's "emergent literacy skills".

Dr. Taylor's final statement supports this crucial point,

"You can build on this prereading skill as your child will soon begin to develop an awareness for words, pictures, and the purpose for reading."

Emotional Awareness

From babies to infancy and through each developmental stage, children "learn to understand and express their emotions through... their parents". After infancy, children perceive how parents handle their emotions. Price identifies parents as "emotional role models." Along with appropriately identifying emotions like "happy and sad", Price's research suggests that children learn how to respond to other emotions. Parents teaching these skills advance the maturation of "emotionally healthy and morally sensitive children."

Bawlby's research suggests that positive results from secure attachments of children reinforces: "emotional stability, higher self-esteem, independence, empathy, compassion, and resilience later in life."

In conclusion, lifelong learning begins from the moment of birth. Parents as first teachers are invaluable to fostering children's social and emotional development and comprehension of the world around them.

Cassandra Spearman | Beta Eta Chapter | Southeast Region | Memphis, TN





How Teachers Can Manage Their Increasingly Changing Roles in the Education Process.

"Je pense, donc je suis", (René Descartes & Barthélemy-Madaule, 1959). I think, therefore, I am. This direct translation of Descartes's philosophy is one that resonates with me. Following this philosophy, one deems teaching and learning as a natural exchange — we are always either in a position to teach or learn. The roles are not mutually exclusive; instead, it is a fluid dance where each partner flows in and out of taking the lead. So how do

we measure each partner's effectiveness in mastering this dance?

Institutions have taken on a more significant role in meeting student needs holistically. For example, providing student services that go beyond the classroom. Perhaps this may be detrimental to the part that students are taking in their educational journey.

Over the past months, I have observed an overarching

theme of student real-world readiness at my institution. From technology training, student support services, public safety, etc., everyone has an articulated role in facilitating a Guided Pathway that gets students real-world ready, except for the student. This makes me question. Should we not teach our students to "ask and verify?" Neil deGrasse Tyson said it best, "There is no greater education than one that is self-driven."

The monumental changes in the role of teachers caused by the global pandemic of the COVID-19 virus have also triggered concerns in our education system's values. The question of teachers being glorified babysitters and school buildings doubling up as daycares has flooded the headlines. Teachers' expectations range from servings as a content expert, tech support to the caregiver, and even serving food. Where exactly is the line drawn, or where do all stakeholders' expectations rise to help support the pedagogical ecosystem?

"Iron sharpens iron." (Proverb-27:17). In the teaching and learning context, I use this to maintain that students also must be held accountable in their educational journey. Students must do their part in their education process. Showing up to class is simply not going to be enough. Before engaging with the teacher, there must be a process that prepares the student to be present and fully engaged. Unfortunately, my observation is that while the expectations of faculty have risen-student accountability has been declining.

"You can't pour from an empty cup." With the greatest urgency, I encourage my fellow educators to take the necessary steps to ensure that they can keep up with the growing demands being placed on them. Selfcare is not only a recommendation; it is a need, same as food, shelter, or water. I have outlined three effortless steps that teachers can use to guide their self-care process.

References: René Descartes, & Barthélemy-Madaule, M. (1959). Discours de la méthode pour bien conduire sa raison et chercher la vérité dans les sciences. Armand Colin; Proverbs 27:17 As iron sharpens iron, so one man sharpens another. (2019). Biblehub.com. https://biblehub.com/ proverbs/27-17.htm; Daily Dose Of Motivation. (2021). There is no greater education than one that is self-driven | Neil Degrasse Motivation 2021 [YouTube Video]. In YouTube. https://www. youtube.com/watch?v=9IMV9bJfrNA

Fabiola Riobe | Epsilon Chi Chapter | Eastern Region | Spring Valley, NY





Let's Show a Culture of KINDNESS for Teachers

Elementary school for my county here in Georgia begins at 7:15 am. My first alarm goes off at 4:45 am. I drink my coffee, walk the dogs, take a shower, get dressed and leave for my 35-minute ride to school. Please don't get me wrong – I am not complaining at all. It's a blessing each and every morning that I get a chance to wake up and do these things. Once I get to school, I have the pleasure of seeing my 7 students that are in the building and 12 that are virtual. Yes. I have to teach both sets of students at the same time. It's hectic and it seems as if the day goes by extremely fast. Once I walk students to the buses, I prepare for after school tutoring (it's virtual) that lasts until 5 pm. I head home to work on my personal business afterwards. Long day, right? I forgot to mention I have a husband. I certainly have to spend time with him.

I imagine this is a typical day for many elementary school teachers. There is constant worry of COVID-19 in the back of my mind almost every second of the day. What if one of my students tests positive? One of my colleagues? What if I test positive? The most I can do is keep my mask on at all times and wash my hands. According to the American Federation of Teachers, there is no definitive number of teachers that have lost their lives to COVID-19 or complications from it. They estimate more than 530 teachers have died last year.¹

This has been a scary time for parents, teachers, and educators. One good thing that has come from this pandemic is the realization of the importance of Social and Emotional Learning. Schools have incorporated time each morning for lessons and activities that teach students how to handle stress and fear. Be kind to each other because you never know what a person is going through. Teachers are encouraged to create a culture of kindness for students in their classrooms – whether they are virtual or face to face. Our classrooms should be a place where students feel safe and are able to speak their minds. Where is this same culture of kindness for educators?

The debate over reopening schools has been going on since Fall 2020. Should schools follow CDC guidelines? Where is the data that shows students are contracting COVID-19 at school? Even today, how effectively students transmit the virus to others remains one of the fuzziest and most pressing questions.² Teachers are constantly being bashed in the news and on social media. We're being called lazy. We don't want to be back in the buildings (for those of

us that are allowed to teach from home). We just want to lay around in our pajamas all day. I can assure you that any educator working from home is doing so just as hard as us that are in the building. So, what can we do as educators to make sure we are taking care of our social emotional health as well?

1. Unplug from social media for a while. No one needs to hear negative things about their profession all day during a pandemic. We hear it enough when there isn't one. Whenever I feel the urge to get on social media now, I read a book instead. 2. Let your students know that you may have some fear and doubts as well. Be transparent. Don't be afraid to discuss data with them; it's public information.

3. It is totally okay to take a personal day to gather your thoughts. Teaching is one of the professions where we are often being questioned about using personal days or sick days.

I am just now learning how to do these things and not feel like I am doing my students a disservice. I am no good to them if I am constantly worried about getting sick or what other people think of me. I do this all with a smile on my face. Maybe if that culture of kindness was shown, someone would stop and ask me about my daily schedule.

References: H. Kaur. "Teachers Have Lost Colleagues to Covid-19 and Worry About Being Next," February 3, 2020, https://www.cnn.com/2021/02/03/us/ teachers-dying-covid-trnd/index.html; R. Cohen. "The Fraught Debate Over Reopening Schools and the Need to Focus on Science," American Educator, 44, no. 4, Winter 2020 - 2021; S. Barnes. "Teacher Attendance Does Matter, but I Still Unapologetically Take Days Off at My School," June 10, 2019, https://theeducatorsroom.com/ teacher-attendance-does-matter-but-i-stillunapologetically-take-days-off-at-myschool/

Rasheeda Dye | Epsilon Tau | Southeast Region | Decatur, GA







Eesha Bakhtawar Ali Pi Chapter Eastern Region



Jonathan Dale III Alpha Chapter Eastern Region



Jessica Grant Doctoral Scholarship Beta Chapter Eastern Region



Cameron Bridges Alpha Epsilon Southeast Region



TaMiyah Hopson Alpha Epsilon Chapter Southeast Region



Natonya Listach Doctoral Scholarship Alpha Beta Chapter Southeast Region



Aiyanna K. Webb Student Teacher Scholarship Mu Chapter Midwest Region



Bre'Asja Chapmon Alpha Xi Chapter Midwest Region



Earl Hall IV Gamma Delta Chapter Midwest Region



Moriah Session Alpha Rho Chapter Southwest Region



Frederick H. Gilmore Zeta Beta Chapter Southwest Region



Falicia Tate Doctoral Scholarship Epsilon Pi Chapter Southwest Region



Haley Nyla Thomas Beta Phi Chapter Far West Region



Nakia Lemon Beta Nu Chapter Far West Region

CHAPTERS

Eastern Region

Alpha Beta Gamma Epsilon Zeta Eta Theta lota Xi Pi Rho Alpha Zeta Alpha Lambda Alpha Mu Alpha Pi Alpha Tau Alpha Chi Beta Epsilon Beta Zeta Beta Lambda Beta Omicron Beta Tau Gamma Mu Delta Gamma Delta Lambda Delta Nu Delta Pi Delta Phi **Epsilon Alpha Epsilon** Eta **Epsilon Sigma Epsilon Upsilon Epsilon Chi**

Jersey City, NJ Washington, DC Baltimore, MD Charleston, WV Philadelphia, PA Camden, NJ Brooklyn, NY Atlantic City, NJ Chester, PA Trenton, NJ Wilmington, DE Richmond, VA Norfolk, VA Annapolis, MD Dover, DE Roanoke, VA Portsmouth, VA New York, NY Durham, NC Winston-Salem, NC Jamaica, NY Salisbury, MD Virginia Beach, VA Virginia Beach, VA Egg Harbor Twsp., NJ Bergen County, NJ Hillside, NJ North Haven, CT Somerset, NJ New Bern, NC Gastonia, NC Greensboro, NC Spring Valley, NY

Southeast Region

Nu Upsilon Psi Alpha Beta Alpha Gamma Alpha Delta Alpha Epsilon Birmingham, AL Tuskegee, AL Mobile, AL Nashville, TN Jacksonville, FL Miami, FL Atlanta, GA Alpha Theta Alpha Omicron Alpha Phi Beta Beta Beta Eta Beta Kappa Beta Xi Beta Sigma Beta Pi Gamma Gamma Gamma Eta Gamma Theta Gamma Omicron Gamma Psi Delta Delta Delta Zeta Delta lota Delta Mu Epsilon Mu Epsilon Tau Epsilon Psi Zeta Delta

New Orleans, LA Tampa, FL Pensacola, FL Montgomery, AL Memphis, TN West Palm Beach, FL Orlando, FL Lakeland, FL Chattanooga, TN Panama City, FL St. Augustine, FL Brewton, AL Miami, FL Jackson, TN Jacksonville, FL Waycross, GA Olustee, FL Memphis, TN Bainbridge, GA Stone Mountain, GA Jackson, MS Selma, AL

Midwest Region

Mu Sigma Tau Chi Alpha Alpha Alpha Eta Alpha Nu Alpha Xi Beta Gamma Beta Delta Beta Iota Beta Mu Beta Chi Gamma Alpha Gamma Beta Gamma Delta Gamma Kappa Gamma Rho Epsilon Xi Zeta Gamma

Chicago, IL Cincinnati, OH Indianapolis, IN Detroit, MI Kansas City, MO Evansville, IN St. Louis, MO Cleveland, OH Toledo, OH Dayton, OH Akron, OH Gary, IN Milwaukee, WI Columbus, OH Kansas City, KS Flint, MI Saginaw, MI Shaker Heights, OH Forest Park. OH Maywood, IL

Southwest Region

Tulsa, OK

Alpha Kappa Alpha Rho Alpha Sigma Beta Alpha Beta Rho Gamma Epsilon Gamma Nu Gamma Tau Gamma Upsilon Delta Beta Delta Epsilon Delta Omicron Delta Chi Epsilon Beta **Epsilon Gamma Epsilon Delta Epsilon Epsilon Epsilon** Theta Epsilon Zeta Epsilon lota Epsilon Lambda **Epsilon Pi Epsilon Rho** Zeta Alpha Zeta Beta

Dallas, TX Fort Worth, TX Shreveport, LA Texarkana, TX Oklahoma City, OK Little Rock, AR San Antonio, TX Waco, TX Austin, TX Dallas, TX Muskogee, OK Houston, TX Tyler, TX Plano, TX Lawton, OK Edmond, OK Beaumont, TX Ennis, TX Galveston, TX Orange, TX Arlington, TX Minden, LA Mesquite, TX Port Arthur, TX

Far West Region

Beta Theta	Los Angeles, CA
Beta Nu	San Francisco, CA
Beta Phi	Compton, CA
Gamma Lambda	Pasadena, CA
Gamma Xi	El Cerrito, CA
Gamma Sigma	Las Vegas, NV
Delta Kappa	Inglewood, CA
Delta Xi	Long Beach/Carson, CA
Delta Rho	San Bernardino, CA
Delta Upsilon	San Diego, CA
Epsilon Nu	Moreno Valley, CA
Epsilon Omicror	Spokane, WA

REGIONAL LOCATIONS



REGIONAL DIRECTORS

Eastern Region

Dr. Patsy Squire Regional Director

Southeast Region

Rose Anderson Regional Director

Midwest Region

Tiffany Pritchett Regional Director

Southwest Region

Anita O'Neal Regional Director

Far West Region

Dr. Elcendia Nord Regional Director Joyce Williams, Chief Editor, Krinon National Sorority of Phi Delta Kappa, Inc. 8233 South King Drive Chicago, IL 60619

NON PROFIT ORGANIZATION U.S. POSTAGE PAID PERMIT NO. 591 CLEVELAND, OH