

Social and Emotional Development of K-5 Educators and Students During a Crisis

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ABSTRACT

When an interruption in a student's life removes them from daily routines and learning environments, unmet social-emotional needs may interfere with academic progress. The purpose of this research was to explore methods to connect and accommodate students when displaced from the classroom environment during a crisis. In an ideal environment, students are provided with resources and support. However, K-5 educators and caregivers may not be properly equipped with adequate tools and professional development for students during displacement, which can impact academic and SEL development.

RESEARCH QUESTIONS

What strategies are utilized to connect with K-5 students when displaced from school during a crisis?

- What are the perceptions of educators on students' social-emotional development during a crisis?
- What are the implications on students' academic development?
- What are effective teaching methods in response to a crisis?

Crisis Effects on Students' Social-Emotional Development

■ Relationships	■ Anxiety/Depression
■ Counseling	■ Withdraw/Shut Down
■ Anger/Act Out	■ Resilient

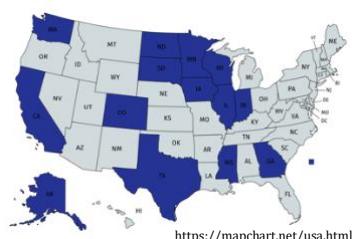
METHODOLOGY

Study Participants

- Educators from 14 states

Confidentiality

- Researchers required informed consent



DATA TOOLS

Survey	99
Interview	5
Focus Group	5

LITERATURE REVIEW

Social-Emotional Development

- Academic achievement can take place once a child is secure, calm, and back in balance after a traumatic experience (Forbes, 2012).

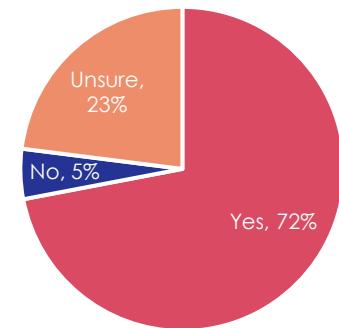
Academic Development

- During a crisis, it is necessary for educators to find strategies that support students before expecting academic growth (House, 2012).

Effective Teaching Methods During Displacement

- Coping skills must be taught to students at a young age to create a firm foundation for social-emotional and academic achievement (Sotardi, 2016).

Does your
school have a
crisis plan?



CONCLUSION

Students' well-being is a necessity during a crisis. Students' social-emotional needs are met when relationships between peers, educators, and caregivers are developed. During a crisis, SEL should be prioritized to build a foundation of stability for student advancement.

Educate

- Trainings
- Learning Platforms
- The Domino Effect

Equip

- Technology
- Books
- Conferences
- Communication

Engage

- Crisis Plan
- Professional Development
- Strategy Awareness

REFERENCES

House, T. (2012, December). After the storm: starting over with one to one: in May 2011, a tornado swept through Joplin, Missouri, USA, devastating a community and destroying several of its schools. Find out how this Sylvia Charp 2012 Honorable Mention award-winning district used the crisis as an opportunity to implement the personalized learning program of its dreams. *Learning & Leading with Technology*, 40(4), 20+. Retrieved from <https://link-gale-com.ezproxy.wartburg.edu/apps/doc/A315506622/AONE?u=wartburgcoll&sid=AONE&xid=0e60fd1a>.

Forbes, H. (2012). Help for Billy: A beyond consequences approach to helping challenging children in the classroom. Boulder, CO: Beyond Consequences Institute, LLC.