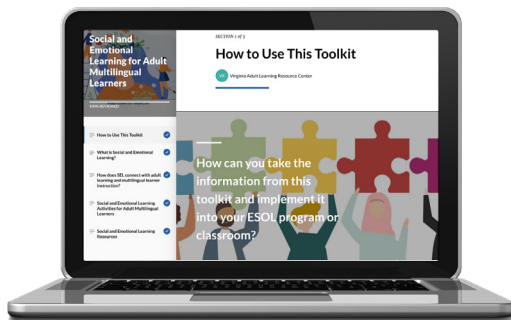


Virginia Adult Learning Resource Center's *Social and Emotional Learning for Adult Multilingual Learners* Online Toolkit

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■ <https://valrc.org/resource/social-and-emotional-learning-for-adult-multilingual-learners-toolkit/>

The Virginia Adult Learning Resource Center's (VALRC) *Social and Emotional Learning for Adult Multilingual Learners* toolkit is an online resource featuring evidence-based articles, relevant theory, and activities that can be drawn upon by individuals, professional learning communities (PLCs), and program administration serving adult English learners. The toolkit can be used as a self-paced module for studying how social and emotional learning (SEL) can address the needs of adult immigrants and refugees who are learning English.

VALRC develops resources on topics critical to the field of adult education and offers statewide support and training in person and online covering topics such as digital literacy, foundations of reading, serving refugees, and so much more. VALRC's work brings together volunteers, teachers, and administrators to share evidence-based instructional practices and improve learner gains across levels. The SEL toolkit provides foundational knowledge on SEL concepts, models of effective strategies, and links to additional resources.

The toolkit is clearly organized into five subsections that contain videos, article links, activities, and other resources:

- How to use this toolkit
- What is SEL?
- How does SEL connect with adult learning and multilingual learner instruction?
- SEL activities for adult multilingual learners
- SEL resources

Each of the five sections in the toolkit can be easily accessed through use of the sidebar, or users may engage with the material through a continuous path. The content is linked to source documents that provide additional articles and resources, making it helpful for those just starting to learn about this topic as well as for those who are looking for something more in-depth. Activities contained within the module such as Jamboards, Google Slides, and Google Forms are linked and easily adaptable for differentiation.

Each section reflects the application of current research

into SEL. The individual sections of the toolkit can stand alone or be used together. Each has a clear introduction, specific content with salient links, and a transition to the next section. The user interface is simple to navigate with a sidebar and progress check bar and includes places to engage with the material through reflection and opportunities to expand to subsections and to view additional activities.

Within the first section, there are suggestions for using the toolkit as individuals, PLCs, or at the program level. These helpful ideas provide an outline to support educators across program roles to learn about and reflect on integrating SEL. There is also a feedback form to ensure the toolkit remains a living document that can grow as needs are expressed.

The landing page for foundational SEL definitions and ideas is in the second section. There are two embedded videos to explain the core competencies and key settings as well as the Collaborative for Academic, Social, and Emotional Learning framework, which then leads to a set of VALRC resources on trauma-informed care. After reviewing this section, participants will have a common set of definitions upon which to build.

The third section provides a clear context for connecting existing instructional strategies to SEL. This section discusses SEL connections for: creating a cooperative classroom environment, knowing learners, utilizing self-directed learning, contextualizing instruction, leveraging learners' strengths and knowledge, and providing explicit instruction. For example, in the subsection labeled "Leverage Learners' Strengths and Knowledge," the connection to SEL is reflected when learners are invited to discuss their personal experiences, which the instructor can then draw upon to build authentic and relevant content for future lessons.

An instructor who is looking for SEL activities could quickly access many distinct ideas in the fourth section. There are two activities for emotional check-ins with several linked examples and instructions for teachers which provide a great starting point for someone new to SEL. There are also prompts for developing a growth mindset with additional resources, strategies for differentiation, and presentation. Some of these resources were initially developed for K-12 use but can readily be adapted for adult learners. Next, there are empathy task cards with three different instructional strategies: think/pair/share, jigsaw, and warmups. Reflecting on these situations in discussion or writing would also strengthen navigating systems, higher critical thinking skills, and problem solving—three of the nine central skills in the toolkit. VALRC also concisely explains differentiation strategies, mindfulness activities, pre-teaching SEL activities, and excellent tools for creating or adapting graphic organizers. Teachers can bookmark this page for future use.

The final section of the toolkit includes a list of annotated links to articles and websites. The short descriptions make finding something relevant to one's teaching context straightforward. There are links to websites, articles, presentations, and tips for integrating SEL. The toolkit content is engaging and includes various formats to make viewing more interactive than reading a blog post or article. This valuable toolkit contains a range of activities that could be completed in just a few minutes or as the basis for an entire lesson. This resource would be helpful to a new or experienced volunteer, instructor, or administrator looking for SEL information, activities, or resources. Someone who is new to the subject might go through the five sections from beginning to end, while an experienced instructor might be ready to access the toolkit to incorporate SEL activities and resources into their next class.