

The background features a large black rectangle on the left and a large blue L-shaped area on the right. On the far left, there are two vertical blue bars of different heights. The title text is centered within the black area.

# E-Brochure for Instructors and Professionals

# Inclusive Socio-Emotional Learning in Higher Education.

## A Roadmap for Teachers and Professionals

Social Emotional competencies are crucial for health, academic success, workplace adjustment and overall wellbeing

Our aim is to make sel inclusive of all learners irrespective of learning or linguistic ability, cognitive skills or diverse learning styles!

Higher Education is an ideal context for Socioemotional Learning (SEL) as a transition point to adult roles

### Strategies for Successful Inclusion:

- **Normalize Diversity:** Avoid singling out students based on difficulties. Highlight that socio-emotional skill shortages are universal: Everyone has strengths and limitations.
- **Small Group Settings:** Aim for training in small, mixed ability groups. Facilitate interaction, reducing anxiety and encouraging engagement and sharing. Allow emotional expression while carefully monitoring a safe space, and watch for signs of distress.
- **Interactive and Experiential Learning:** Limit lectures in favor of interactive methods, art, music, storytelling, role-playing, or games. Maintain empirically valid content using multiple delivery modes to maintain engagement and facilitate multimodal learning. Use ice-breaking activities, concise and clear instructions and demos.
- **Digital Means:** Use digital technologies for student self-monitoring, assessment, prompting, and self-directed leaning. Closely monitor usability of digital solutions for all students. Provide alternatives for users who do not prefer digital tools.
- **Professional Collaboration:** Work closely with university mental health, counseling, and learning centers for insights and to reach diverse students, while opening the training to all.
- **Integration with Curriculum:** Where possible, embed SEL in existing courses to ensure accessibility and reduce stigma.
- **Empathetic and Skilled Trainers:** Choose or train educators adept at empathy, active listening, and able to recognize diverse needs. Trainers with social science, mental health or education background may train or supervise other instructors.
- **Regular Feedback and Adaptation:** Regularly solicit and apply feedback to adapt materials and approaches.

## Prepare

- Be ready to address Barriers:

## Educate and inform

- Increase Institutional Awareness. Educate and inform university administrators, academic faculty and staff, about the importance of SEL. Institutions often do not ready to embrace this reform.
- Students may also not realize need for SEL.

## Advocate for Resources

- Seek adequate resources, including trainer training and inclusion support for students with difficulties.
- Working with students facing learning difficulties is challenging for many instructors.
- Dealing with emotional expression in a class requires specialized training and/or supervision.

## Encourage inclusive SEL

- Encourage Integration and Inclusion. Discuss advantages of integrating SEL into the curriculum and raise awareness of distinct needs of diverse students.
- Promote a train the trainers model to prepare skilled instructors.

## Establish Continuity

- Continuous training for educators to maintain skills and effectiveness.
- Embed SEL training in syllabi and curricula or widely accessible courses.
- Prepare manuals and workbooks or use established ones to promote consistency and maintain effectiveness.

## Monitoring and Follow-up

- Regularly assess student needs through co-creation, program success and adapt accordingly.

