

AARP Foundation Experience Corps Volunteer Workshop #3

AARP Foundation[®]
Experience Corps

February 2023



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Schedule

1. EC Program Updates
2. AARP News and Resources
3. Evolving Our Understanding of Social Emotional Learning
4. Volunteer Spotlights
5. Closing Remarks

SECTION 1

EC Program Updates

EC Program Updates

Mioshi Moses, Esq.

Vice President, Experience Corps
AARP Foundation



AmeriCorps Week 2023

- **Date:** March 12-18
- Last year, **90 AmeriCorps National and State Members contributed 18,000+ hours** to tutoring and site coordination
- And **13 AmeriCorps VISTA Members spent 9,000+ hours** building capacity by recruiting and training volunteers, supporting technology adoption, and fundraising
- We hope you'll learn more about AmeriCorps and how we're leveraging these federal dollars for service



<https://americorps.gov/newsroom/events/americorps-week>

Save-the-Date: 2023 National Meeting

- **Date:** Wed., June 21 and Thur., June 22
- **Platform:** Virtual Platform and Zoom
- **Purpose:** Build community by providing focused learning opportunities and recognizing volunteers
- **More Information:** Available on the Volunteer Resource Center (VRC) soon. Watch 2022 sessions from the VRC using the link below.



<https://www.manula.com/manuals/experience-corps/volunteer-resource-center/>

SECTION 2

AARP News and Resources

Ultimate Black History Month Watch List

Happy Black History Month

This February, AARP curated a list of 14 films featuring Black filmmakers, storytellers, and artists.

Check out these highlights:

- Louis Armstrong's Black & Blues (2022)
- My Name Is Pauli Murray (2021)
- The 1619 Project (2023)



<https://www.aarp.org/entertainment/television/>

Tax Breaks After 50 You Can't Afford To Miss

Learn How to Get Your Max Refund

AARP has compiled resources that you can use to maximize your return and make filing easier.

Learn more about these tips:

- Contribute more to your retirement fund.
- Retirement contributions can lower your tax bill.
- You can wait until 72 to start your RMDs.
- Don't Forget Your HSA.
- You get a bigger standard deduction at 65.

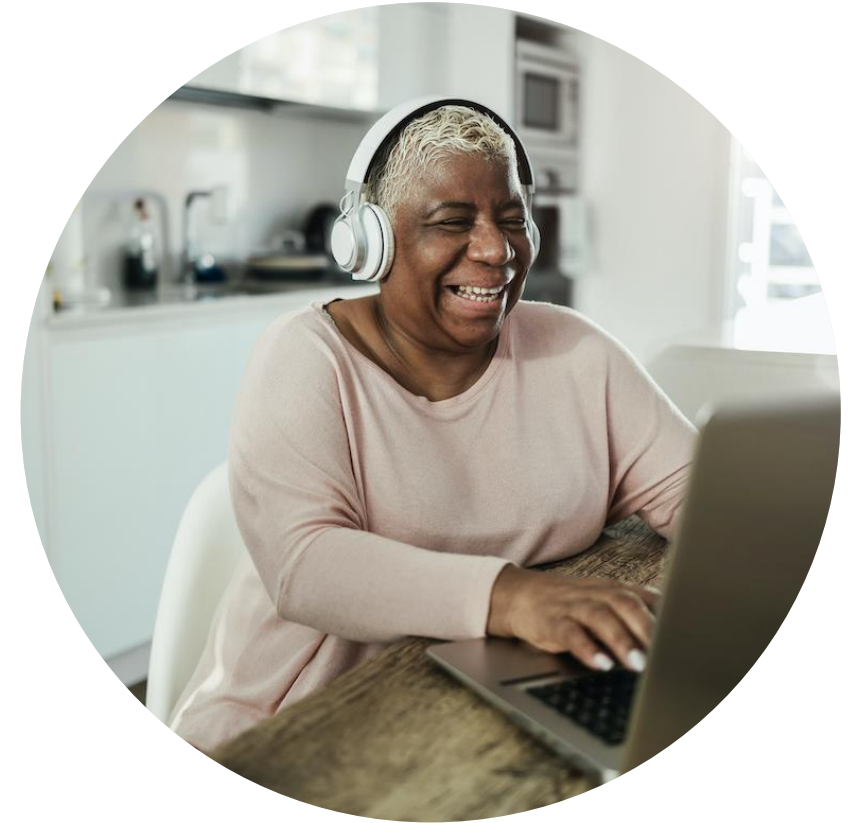


<https://www.aarp.org/money/taxes/info-2022/50-plus-taxpayer-savings.htm>

AARP Virtual Community Center

Free Events for Everyone

- **2/24: Movies, Music, & More**
Movies For Grownups: Dreamgirls
- **2/27: Exercise & Wellness**
Mindful Movement For Healthy Aging
- **2/27: Food & Drink**
Cooking Demo: Healthier Comfort Foods
- **3/6: Work & Money**
Retirement Planning Get Started!



<https://local.aarp.org/virtual-community-center/>

SECTION 3

Evolving Our Understanding of SEL

Evolving Our Understanding of Social Emotional Learning

Elizabeth Botzer, PhD

Licensed Psychologist
Certified School Psychologist



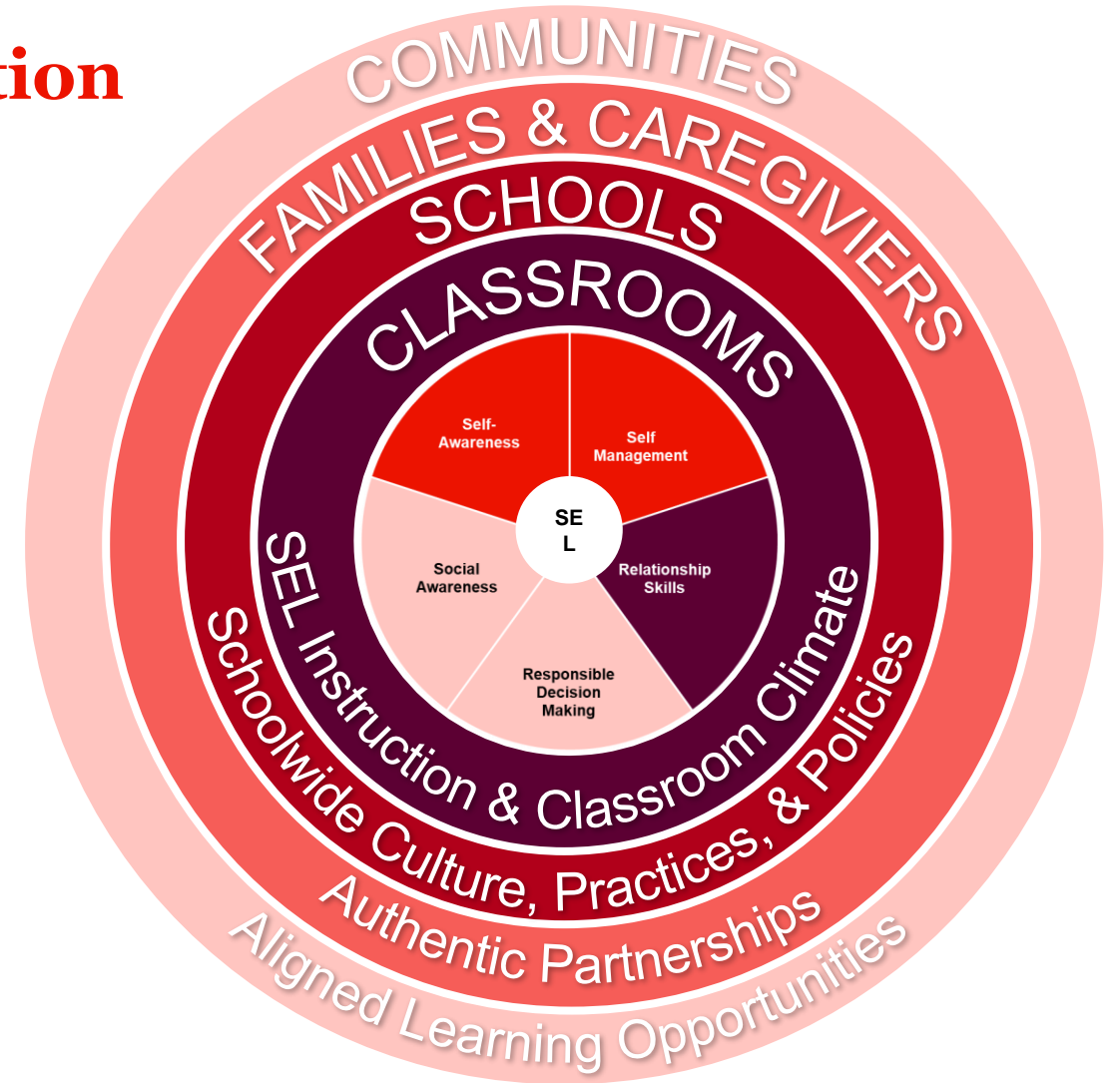
Agenda

1. Ongoing Changes with SEL Instruction
2. Common Core SEL Standards
3. Post-Pandemic Implementation Struggles
4. SEL Competencies and Bookmark Tips
5. Q & A

Ongoing Changes with SEL Instruction

SEL Competencies & CASEL Wheel

- Refer to prior SEL trainings and how EC measures it for more in-depth discussion.
- Research has shown that Authentic Partnerships with Communities, Families, and Schools leads to improved competencies and positive future outcomes for students.
- Unfortunately, research has not determined the “key ingredients” that consistently lead to overall success for students across settings.
- SEL Theory and research is still progressing.



SEL Competencies

- **Self Awareness and Self Management**
 - Identifying Emotions
 - Social and cultural identity
- **Social Awareness and Relationship Skills**
 - Perspective-Taking
 - Communication
- **Responsible Decision Making**
 - Emotion Regulation
 - Impulse Control



Common Core SEL Standards

In All 50 States

Base Indicator	Adults	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early HS (9-10)	Late HS (22-23)
Learners will be able to:	Adults will develop and practice the abilities to:	Adults will support, teach, and model for young people as they learn to:	Adults will support, teach, and model for young people as they learn to:	Adults will support, teach, and model for young people as they learn to:	Adults will support, teach, and model for young people as they learn to:	Adults will support, teach, and model for young people as they learn to:
1A. Identify and understand their emotions and how emotions relate to their actions. Use understanding of emotions to inform actions.	<p>1A.A. Experience complex emotions with awareness and understand how those emotions relate to their actions.</p> <p>1A.B. Reflect and respond thoughtfully and intentionally when they experience intense emotions.</p>	<p>1A.1a. Recognize and name their basic emotions, where they feel them in their bodies, and describe situations that may evoke these emotions.</p> <p>1A.1b. Identify their emotions and make choices to support their well-being, including simple self regulation techniques such as belly breathing).</p>	<p>1A.2a. Identify a range of increasingly complex emotions and possible causes.</p> <p>1A.2b. Identify and practice self regulation skills and coping strategies that help them to express their emotions.</p>	<p>1A.3a. Identify the connections between their thoughts, feelings, and behaviors.</p> <p>1A.3b. Apply self regulation skills to effectively express emotions, including strong emotions.</p>	<p>1A.4a. Experience complex thoughts and feelings with awareness of their effect on mind and body.</p> <p>1A.4b. Effectively express complex thoughts and emotions with trusted peers or adults.</p>	<p>1A.5a. Examine how the expression of their thoughts and emotions in different contexts affects self and others.</p> <p>1A.5b. Express their emotions in increasingly complex situations to advocate for their needs and wants.</p>

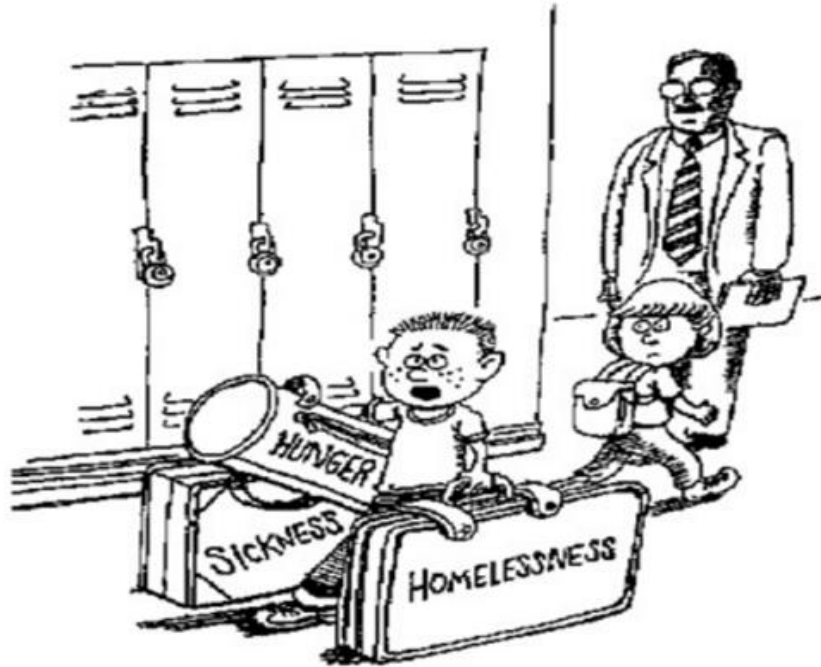
Post-Pandemic Implementation Struggles

- Will American Rescue Plan funding for schools continue? Quality SEL instruction takes time and money.
- Instructional practices (“how” SEL is taught) vs. practice based (“what” is taught”) are key ingredient for effective programs.
- Attendance concerns
- Teacher and staffing concerns

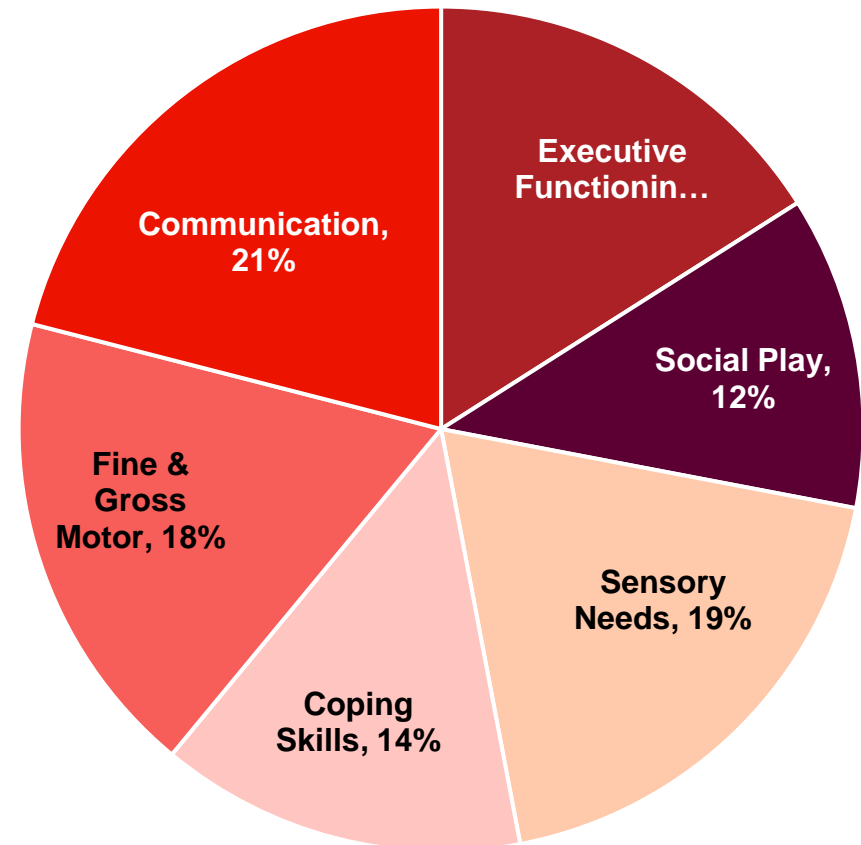


Post-Pandemic Implementation Struggles

“Could someone help me with these?
I’m late for math class.”



Top SEL Concerns



Three Signature SEL Practices

- **Welcoming Activities**
 - Greeting for Inclusion
 - Smile, greet students by name
 - Encourage a safe place of inclusion for all
- **Engaging Practice**
 - Attentive Listening
 - reflection and processing time
 - Activities that support individual learning/development
- **Optimistic Closures**
 - Reflections and Looking Forward
 - Discuss what was learned, or enjoyed, and plans for next time.
 - Routine closing that encourage feelings of hope and success



https://casel.org/casel_sel-3-signature-practices-playbook-v3/

SEL Competency: Self Management

Bookmark Tips for Tutors

- Be aware of school wide management strategies (e.g., Second Step, Zones of Regulation, EduMotion, Better Kids)
- Allow movement (e.g., home base vs. “vacation desk”)
- Fidgets can be helpful
 - Sandpaper under the table to gain sensory input
 - Silly puddy, play dough, etc.
- Delay of gratification
 - How long can the student wait



Self Management: The ability to regulate emotions, thoughts and behaviors.

- ▶ Controlling impulses
- ▶ Managing stress
- ▶ Showing motivation

SEL Competency: Self Efficacy

Bookmark Tips for Tutors

- The power of choice
- Encourage discussions of skills they have more confidence in.
- If not meeting goals, make them more manageable for student.
- Use any mistakes as “moments of learning”
- Specific compliments: “You sat for 5 whole minutes of the story!”
- Growth Mindset-The power of YET

Self Efficacy: Belief in your ability to succeed in a particular situation.

- ▶ Confidence in ability to succeed
- ▶ Setting and meeting goals
- ▶ Exhibiting a growth mindset

AARP Foundation Experience Corps Social and Emotional Learning Competencies

Self Management: The ability to regulate emotions, thoughts and behaviors.

- ▶ Controlling impulses
- ▶ Managing stress
- ▶ Showing motivation

Self Efficacy: Belief in your ability to succeed in a particular situation.

- ▶ Confidence in ability to succeed
- ▶ Setting and meeting goals
- ▶ Exhibiting a growth mindset

Effort: The focus and engagement a student brings to the tutoring session.

- ▶ Sticking with a task
- ▶ Trying again
- ▶ Willing and eager to engage in conversations

Regulation/Self-Awareness: Recognize and understand how emotions, thoughts and values impact learning and expressing emotions, recognizing your strengths and weaknesses, and accurately self-perception and confidence.

Attention: How attentive and invested a student is in the tutoring session, how focused on the tutoring session, how engaged on and/or enthusiastic about the tutoring session, and how quickly recovering when a distraction occurs.

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SEL Competency: Effort

Bookmark Tips for Tutors

- Embrace patience; time is your friend
- Don't take negative comments personally
- Use of timers can be helpful with weak stamina or attention issues
- Movement or brain breaks after a few items/pages
- Get to know their likes, dislikes, and pattern of behaviors; find characters like them.



Effort: The focus and engagement a student brings to the tutoring session.

- ▶ Sticking with a task
- ▶ Trying again
- ▶ Willing and eager to engage in conversations

SEL Competency: Emotion Regulation

Bookmark Tips for Tutors

- Don't hesitate to point out what you see (e.g., "You look mad? I see you hitting the table and that tells me you are mad or maybe frustrated. What do you think?")
- Talk about feelings of characters in books ("How do you think the clown feels?")
- Encourage students to rate how they think they performed. How do you think it went today? (Optimistic Closure)
- Unique kids: find books that seem to fit their style

Emotion Regulation/Self-Awareness:
The ability to recognize and understand how your emotions, thoughts and values impact your behavior.

- ▶ Identifying and expressing emotions
- ▶ Recognizing your strengths and challenges
- ▶ Having accurate self-perception and self-confidence

Self Management: The ability to regulate emotions, thoughts and behaviors.

- ▶ Controlling impulses
- ▶ Managing stress
- ▶ Showing motivation

Efficacy: Belief in your ability to succeed in a particular situation.

- ▶ Confidence in ability to succeed
- ▶ Getting and meeting goals
- ▶ Exhibiting a growth mindset

Effort: The focus and engagement a student brings to the tutoring session.

- ▶ Sticking with a task
- ▶ Trying again
- ▶ Listening and eager to engage in conversations

Emotion Regulation/Self-Awareness: The ability to recognize and understand how emotions, thoughts and values impact behavior.

- ▶ Identifying and expressing emotions
- ▶ Recognizing your strengths and challenges
- ▶ Having accurate self-perception and self-confidence

Engagement: How attentive and invested students are in the tutoring session.

- ▶ Interested in the tutoring session
- ▶ Focused on and/or enthusiastic about the session
- ▶ Re-focusing when a distraction occurs

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SEL Competency: Engagement

Bookmark Tips for Tutors

- Be aware of distractions in your tutoring environment
- Discuss that reading is learned, no one is born knowing how to read
- Choose read aloud based on something the student may need, want, or have a special interest in learning about (e.g., recipe, place, topic)
- Use of whisper phones (DIY with PVC pipe)



Engagement: How attentive and invested students are in the tutoring session.

- ▶ Interested in the tutoring session
- ▶ Focused on and/or enthusiastic about the session
- ▶ Re-focusing when a distraction occurs

AARP Foundation Experience Corps

Social and Emotional Learning Competencies

Self Management: The ability to regulate emotions, thoughts and behaviors.

- ▶ Controlling impulses
- ▶ Managing stress
- ▶ Motivation

Belief in your ability to succeed in a particular situation.

- ▶ Ability to succeed in the future
- ▶ Meeting goals
- ▶ Growth mindset

Support: The focus and engagement a student brings to the tutoring session.

- ▶ Sticking with a task
- ▶ Trying again
- ▶ Willing and eager to engage in conversations

Reflection/Self-Awareness: Recognize and understand how your emotions, thoughts and values impact your behavior.

- ▶ Identifying and expressing emotions
- ▶ Recognizing your strengths and challenges
- ▶ Having accurate self-perception and self-confidence

Engagement: How attentive and invested students are in the tutoring session.

- ▶ Interested in the tutoring session
- ▶ Focused on and/or enthusiastic about the session
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SEL Observational Characteristics & Assessment

Topic	Question	Responses				
Self Management How well students manage their emotions	Overall, how focused is this student in your sessions?	Not at all focused	Slightly focused	Somewhat focused	Quite focused	Completely focused
Self Efficacy Perceptions of how much students believe they can succeed in achieving academic outcomes	How confident is the student in their ability to learn all the material presented in your sessions?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Completely confident
Effort How much effort students put into school and learning	Overall, how much effort does this student put forth during your sessions?	Almost no effort	A little bit of effort	Some effort	Quite a bit of effort	A great deal of effort
Emotion Regulation How well student regulate their emotions	How often is this student able to control their emotions when they need to?	Not at all	Slightly Focused	Somewhat focused	Quite focused	Completely Focused
Engagement How attentive and invested students are in school	Overall, how interested is this student in your sessions?	Not at all interested	Slightly interested	Somewhat interested	Quite interested	Completely interested

**“Every child is one caring adult
away from being a success story.”**

Josh Shipp



Q & A

**Dr. Beth Botzer &
Libra Riley**



SECTION 4

Volunteer Spotlights

Alison Switzer

**Experience Corps
Buffalo**

1 Year of Service

**SEL
Pro**



Ed Savitz

**Experience Corps
Orange County**

3 Years of Service



Elizabeth Atkins

**Experience Corps
Sacramento**

4 Years of Service



Patsy Orosz

**Experience Corps
Cleveland**

6 Years of Service

**SEL
Pro**



Shirly VanLeer

**Experience Corps
Evansville**

7 Years of Service

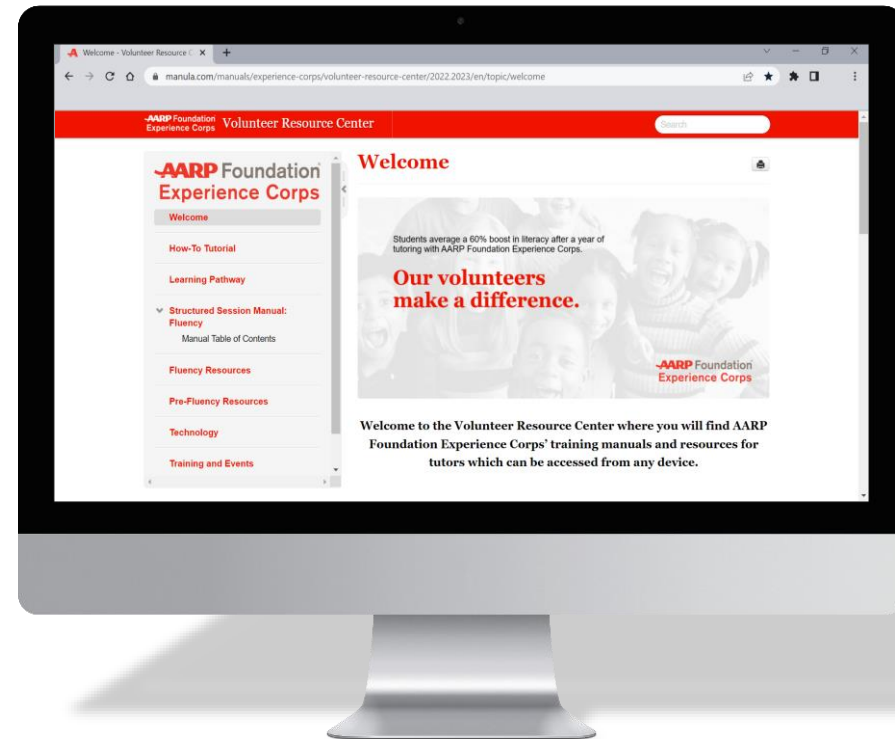


SECTION 5

Closing Remarks

Today's Slides and Recording

Available on the Volunteer
Resource Center later today!



<https://www.manula.com/manuals/experience-corps/volunteer-resource-center/>

Next Volunteer Workshop

- **Date/Time:** Thursday, Apr. 20 4pm ET/1pm PT
- **Format:** EC and AARP Updates, Volunteer Spotlights, and SME Presentation and Q&A
- **Topic:** Valuing and Maximizing Diversity in Mentoring Relationships



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