

2021

WINTER SEL GUIDE

SUPPORT STUDENTS AND

TEACHERS DURING WINTER

BREAK WITH SEL



APERTURE
EDUCATION



Keep the season merry and bright with social and emotional learning (SEL)! Educators and students alike welcome winter break and the recess from instruction, testing, and homework after a busy fall. But some still need support over winter break — especially those who do not feel comfort and joy during cold months and the holiday season.

SEL can help support students and educators during winter break. We've put together this Winter SEL Guide with social and emotional tips, strategies, and activities to support you and your students during the winter break. Included are resources for:

Students: We created a Winter SEL Challenge to help students build social-emotional competence during the winter months.

Families: We have lots of resources for families that will help them continue SEL at home.

Educators: We have included tips, activities, and advice to help you improve your own health and well-being and create a plan to start the New Year strong. Also included are resources to support your professional learning, such as top webinars and articles.

So bundle up, cozy up, and get ready to support students' needs and your own during the winter months with SEL.

Need additional ideas or assistance? The social-emotional experts at Aperture Education are here to assist. [Contact us today](#), and we will work with you to create a plan for supporting students and educators through the long winter break.



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SEL

ACTIVITIES





Winter SEL Challenge

Winter is the time for hot chocolate, cozy sweaters, and building social and emotional skills!

Join our [Winter SEL Challenge](#) by having students complete nine SEL activities. These activities will help students develop competence in relationship-building, goal-setting, responsible decision-making, self-awareness, social-awareness, and self-management.

HERE'S HOW THE CHALLENGE WORKS:

1. Have students complete these [nine SEL activities](#) (also available in [Spanish](#)).

For students in grades K-8, the activities should be completed in class during the winter months. Students in grades 9-12 can complete the challenge in class or at home during winter break.

- **In class** (grades K-12): Print and share the challenge with your students. Have them work on each activity in small groups.
- **At home** (grades 9-12): Email the challenge to families, or print and send home a copy with your students.

2. Have students mark off which activities they complete.

Then, ask students to share what they learned as they completed the SEL activities. As a class, review the importance of SEL and discuss how students increased their social and emotional competence through the challenge.

The challenge can be used as a conversation starter for class discussion, but you could also turn it into a project, asking students to create a video, write an essay, draw a cartoon, or design a poster about their experiences.

3. Celebrate success!

Award students with extra credit points, a class party, or inexpensive prizes for working through some (or all) of the challenge activities.

Download the Winter SEL Challenge:

[English version](#)

[Spanish version](#)

We hope you and your students have fun with the challenge this winter. Now ready, set, GO!

5 Ways to Support Families During Winter Break with SEL

Winter is the most magical of seasons. Between frosty days, winter break, and the holidays, it can be a joyous time. But it also can bring stress, loneliness, and unhappiness for some.

There are many reasons students may not enjoy winter break. For example:

- School may be the one place where they find structure, consistency, and stability.
- Many students depend on the caring and trusting relationships they have in school.
- A change in routine can cause some students stress and anxiety.
- Students who don't celebrate holidays during winter break may feel "othered" or left out.



MAKE SURE YOUR STUDENTS' FAMILIES KNOW WHAT SEL IS AND WHY IT'S IMPORTANT. LET PARENTS KNOW THAT SEL CAN HELP STUDENTS. [CLICK HERE TO GET RESOURCES.](#)

One way you can support your students during winter break is by encouraging families and caregivers to practice social and emotional learning (SEL) while they are home for the holidays. Here's how:

1. Help families understand the importance of SEL.

Make sure your students' families and caregivers know what SEL is and why it's important. Let parents know that SEL can help students:

- Stay focused and engaged in learning
- Work through emotions like stress, fear, and anxiety
- Remain connected with educators and peers
- Achieve academic success

Direct families to our [SEL FAQ](#) to help them learn more.

2. Share SEL resources families can use at home.

A great resource for families to learn about SEL and start building their children's social-emotional skills is our [Parent Portal](#). We've recently refreshed this portal to make it even easier for parents to access resources such as:

- SEL basics
- A description of the importance of collecting students' SEL data
- Free SEL Growth Strategies

3. Help families find ways to de-stress.

Nearly everyone feels increased stress around the holidays. [Here](#) are some helpful tips, activities, and resources that will help students — along with their parents and families — reduce stress and anxiety tied to the winter season.

4. Invite families to participate in a Winter Break SEL Challenge.

To encourage families to get involved in practicing social and emotional skills at home, we've created a [Winter Break SEL Challenge](#) that can be emailed to families before school lets out. Encourage students and their families to complete as many SEL activities as they can.

5. Use Aperture Education's free Growth Strategies.

Another resource you can share with parents and families before winter break are Growth Strategies. These resources are easy to use and will help students improve their social-emotional skills.

Grades K-2: [Goal Directed Behavior: Working to Make Dreams Come True!](#)

Grades 3-5: [Optimistic Thinking: Home Connection: Encouragement Folders](#)

Grades 6-8: [Relationship Skills: Teacher: Relationship Skills Goals](#)

We hope these SEL resources make the winter break more merry and bright for your students and their families!





10 On-Demand SEL Webinars to Watch This Winter Break

Winter is a time for reflection. The days get shorter, the temperatures drop, and many people spend more time indoors. It's the perfect time to catch up on professional learning!

We've got you covered. Below is a list of our most popular webinars to keep you up-to-speed on SEL research, implementation strategies, and best practices.

Curl up with a mug of warm cocoa and tune in to these on-demand webinars!

1. The ROI of SEL

Many educators know SEL helps students build the critical skills needed for success in school and beyond. But do dollars spent on SEL have a high return on investment (ROI)? In this information-packed webinar, Aperture Education's Manager of Partnership Specialists, Elizabeth Sims, shares key findings from pivotal research that show SEL programming and assessments have a high ROI.

2. Inside SEL: Matt Smith of Humble ISD on Using SEL to Promote Positive Student Behaviors

Humble Independent School District (TX) has been an Aperture partner for many years. After the first two years of using the Aperture System, a pilot school reported a 76% reduction in discipline referrals. Matt Smith, elementary counseling & behavioral services liaison, shares his district's journey with SEL and how they are using the DESSA from Aperture to support and promote positive student behaviors.

3. No Advisory? No Problem: Implementing High-Quality SEL When Advisory Isn't an Option

While SEL is often included in schools' advisory periods, this model doesn't work for everyone. Aperture Education and The Urban Assembly share tips and examples for implementing a high-quality SEL program when advisory period isn't an option.

4 **Caring for Your Educators: Promoting Social and Emotional Teaching Practices**

Teachers and educators are dealing with so much these days, and many are at their breaking point. SEL can help! This webinar is hosted by Aperture Education's Director of Research & Development, Jennifer Robitaille, and is all about how to support educator SEL and well-being.

5 **Best Practices for Assessing Students' Social and Emotional Competencies within an MTSS Framework**

Co-hosted with our friends at Branching Minds, this webinar outlines best practices for selecting evidence-based social and emotional screeners and assessments and using SEL to support your Multi-Tiered System of Support (MTSS) framework.

6 **SEL in Special Education Settings**

All students benefit from SEL, including those with special learning needs. Watch this webinar to learn more about how SEL supports students with disabilities and how to integrate an effective SEL framework into your school or district.

7 **Advancing Equity with the DESSA: Practical Applications to a Crucial Issue**

Aperture Education's Senior Research Consultant, Paul LeBuffe, explores how schools and districts can advance educational equity through specific, practical tools and strategies embedded in the DESSA, Aperture's award-winning system for large-scale SEL screening, assessment, and intervention.

8 **To Both Promote and Prevent: The Importance and Practicality of Strength-Based Screening**

Screening students can be a valuable investment of school time and resources, but success hinges on a solid data action plan. Learn how you can use strength-based screening to provide a strong foundation for strategic and comprehensive interventions that support all members of your school community.

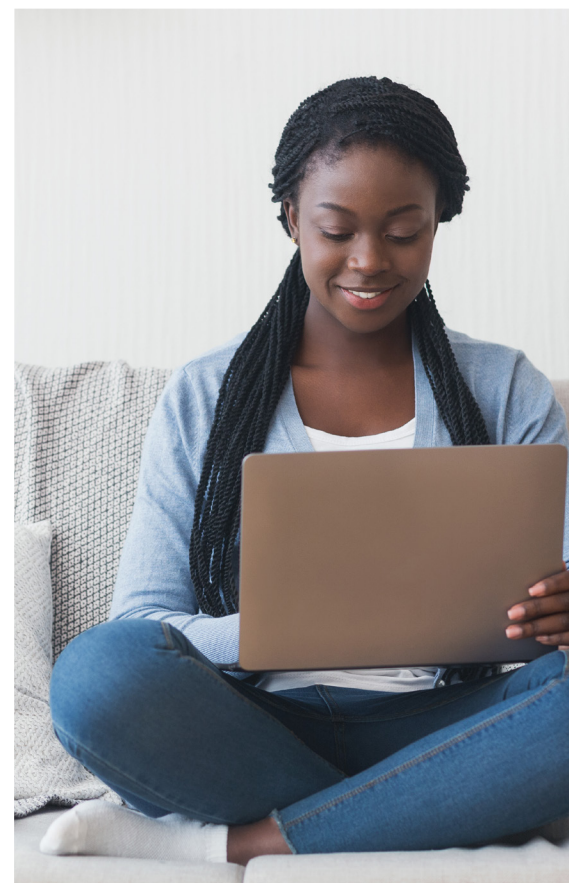
9 **SEL and Mental Health Panel Discussion**

Bryan Clement, Director of Program and Partnerships at Dovetail Learning; Dr. Amanda Nickerson, Director of the Alberti Center for Bullying Abuse Prevention at the University of Buffalo, SUNY; and Katie Mason, Success Specialist at Aperture Education, dive into school-based mental health services and how SEL can enhance mental health initiatives.

10 **SEL at the Crossroads: Where We Are, How We Got Here, and Where We are Going**

The pandemic has illustrated why SEL is so important for students and adults. Learn how to ensure your district, school, and/or out-of-school time SEL programs are effective and scalable. Clark McKown, Ph.D., founder and president of xSEL Labs, digs into these big questions in this keynote webinar from the 2021 SEL Vision Summit.

We hope you enjoy honing your SEL skills with our on-demand webinars. Cozy up under a warm blanket and enjoy!





5 Ways to Start the New Year Strong with SEL

For many teachers, the first days of school after the first of the year come way too soon. The long winter months lie ahead, and there is still a lot of teaching to do.

SEL can help you stave off the winter teaching blues so you can start the New Year with a bang. Making a few key changes

to your instruction and daily routine will help re-energize both you and your students so you can finish the school year strong.

Here are five ways SEL can help you increase motivation and fresh start after winter break.

GIVING STUDENTS VOICE AND CHOICE IN THEIR LEARNING AND LEARNING SPACES HELPS THEM FEEL VALUED

1 Set new instructional goals

for yourself. The New Year symbolizes a fresh start, and the return from winter break is a terrific time to set new goals. Here are a few questions to consider as you look for ways to adjust and improve your instruction:

- *What have your students mastered in the first half of the year? What concepts need additional time, and what material do you need to cover for the remainder of the year?*
- *Are there particular instructional strategies that work well with your students?*
- *How well do you know your students? Are there students — particularly those with behavior issues or who are struggling academically — who you could get to know better?*
- *How well do you know your students' families? Are there additional ways you can reach out to parents and caregivers, such as a weekly newsletter, emails, or phone calls?*

Select one or more areas above and set goals for yourself. Create a plan for achieving those goals and set accountability measures to check your progress and help you follow through.

2 Teach students how to set (and achieve) goals.

Goal-setting is such an important skill that students will use throughout their lives. When students return to class,



prioritize teaching them how to set goals, too.

Most importantly, teach them how to use specific language when setting a goal. Rather than “I want to do better in math,” students should articulate something specific, such as “I want to get at least a B on my next math test.”

Then help students create a plan for achieving their goals and include a system that holds them accountable. Throughout the process, encourage students by using language that promotes a growth mindset, such as “You worked so hard to achieve your goal!” or “You haven’t mastered that concept yet, but let’s create a plan to give you more practice.”

[Check out this article](#) for additional tips on how to teach students effective goal-setting skills, and how this increases their social-emotional competence.

3 Re-assess classroom rules.

rules. When students come back from break, take time to re-evaluate classroom rules. You may find that some rules created at the beginning of the year no longer apply, and there may be new rules that need to be established.

Involving students in establishing classroom rules and consequences is an important way to gain ownership and buy-in. Much research shows that giving students voice and choice in their learning and learning spaces helps them feel valued, increases engagement, empowers them to take control of their learning, and promotes positive outcomes. Involving students in the process of setting classroom rules can also strengthen your relationship with students, which in turn can lead to fewer disruptions during class.

4. Shake things up. Making a few adjustments to your normal routine can give students a motivational boost when they come back from winter break. You may consider changing the order of your daily lesson plan, implementing a new on-task reward system (i.e. earning points for a prize or extra free time), or starting the school day with [morning meetings](#) (time reserved each day to let students share about what is going on in their lives). If you are teaching students remotely, you can switch up your Zoom background or plan a silly hat day. These simple changes can help increase students' attention and enthusiasm.

Of course, be mindful how changes may impact students with special needs. For example, students with ADHD, autism, or Asperger's syndrome may struggle with changes to their learning environments or routines. In this case, it may be important to communicate with these students ahead of time. You could even provide them



with a daily planner that lists every activity for the day. They can check off the activity once it is finished, which will help provide a sense of control and clarity.

5. Bring fresh SEL activities into your daily routine.

Freshening up your SEL lessons can breathe new life into your instruction. Start the new term with new SEL activities. Need some ideas? Check out our blogs, [10 SEL Activities for Grades K-8](#) and [10 SEL Activities for High School Students](#).

Start the New Year fresh by switching up your routine, setting new goals, and updating classroom rules. Also bring fresh SEL activities into your instruction to keep students engaged. Students will be more motivated to learn, and you will get that needed boost to finish the year strong.



SEL RESEARCH

AND

REFLECTION





3 Steps Educators Can Take To Build Social and Emotional Competence This Winter Break

Social and emotional competence can help educators manage their stress and navigate the school year in a healthy manner.

This is an adaptation of an [article](#) that appeared in eSchool News on July 14, 2021.

Winter break is here, and if you haven't taken the opportunity yet, it's time to relax. Teacher stress amidst the pandemic has understandably received a lot of attention, but even before COVID-19 turned our world, including our schools, upside down in an unprecedented way, 61 % of teachers reported that work was

“always” or “often” stressful, which is twice the rate of the general population and akin to the stress levels reported by doctors and lawyers (Greenberg, Brown, & Abenavoli, 2016).

That stress also has a ripple effect. The negative impact of stress may begin with an educator's physical health and mental well-being and

spreads to affect relationships with students and colleagues, the classroom environment, student achievement, and teacher turnover (Bintliff, 2020; Center for Health and Health Care in Schools, 2020; Greenberg, Brown, & Abenavoli, 2016; Ingersoll, Merrill, & Stuckey, 2014).

While there are a variety of ways to combat stress in general, including diet, exercise, meditation, and other techniques, SEL provides a unique lens for stress management in the context of the classroom.

In addition to helping manage personal stress levels, educators with strong social and emotional skills are better at navigating everyday challenges, are more prepared for the challenges of classroom management, are better able to model social and emotional skills to students, and are more adept at implementing social and emotional programs. National surveys indicate teachers want more professional development on the topic of SEL and how to tailor it to meet the needs of their students, yet most teachers do not receive SEL instruction in their preparation programs (Hamilton & Doss, 2020; Melnick & Martinez, 2019; Schonert-Reichle, Kitil, & Hanson-Peterson, 2017; Schwartz et al., 2020).

If you are an educator seeking to integrate SEL into your teaching practice—whether for personal stress management, professional development, classroom management, relationship development, or for all of these reasons—take the next weeks to engage in the following activities to build your personal social and emotional competence.

Reflection

A [foundational practice](#) educators can start with is reflecting on their own social and emotional competencies. If your district uses an existing SEL framework for students, consider using that same framework as a basis for your reflection so your efforts are aligned with the work you are doing with students. If your district does not have an SEL framework, [CASEL's competencies](#) is a nice research-based place to start.

Once you decide which competencies you want to reflect upon, ask yourself the following questions: What does this competency mean to me?

- *Why is this competency important for my role as an educator?*
- *How does this impact my students?*
- *My colleagues?*
- *How can I enhance my own skills in this competency, as well as the skills of my students and/or colleagues?*





Personal growth plan

Once you have reviewed your responses to these reflective questions, decide which strategies you would like to use. There are a variety of SEL strategies that can support educators in their growth. For example, if you want to work on Optimistic Thinking, you can use a strategy like The Sense that Keeps Me Going, available through this [free guide](#). Once a strategy or group of strategies is selected, create a personal growth plan to determine how and when the strategies will be used. Reflecting on past experiences of trying to acquire a new habit or practice can be helpful in determining how this new skill will be developed.

Once you have selected a strategy, ask yourself the following questions: How often will I practice the strategy? How will I remind myself to use the strategy? How will I record and track my use of this strategy? How will I evaluate the outcome of my use of the strategy?

Build a support team

When you are working on a new goal, habit, or skill, having an accountability partner can add to your success. Think about when you work with students. You may often serve as their accountability partner in helping them stick to deadlines and making sure they are on track with learning different subjects. That doesn't change when you reach adulthood! In fact, the busier your lives become, the more important accountability partners and extra support can be.

Once you've finalized your growth plan, find a trusted colleague or friend with whom you can share your SEL goal and who can help you stay on track. Schedule time to check-in with them about your progress.

Reflecting on your SEL competencies, identifying strategies to strengthen them, creating a growth plan and finding a support team to help you meet your goals are all activities that you can work on that will carry you into the rest of the school year.

The past year has highlighted the importance of SEL, both for teachers and students. If educators can take time to reflect on and strengthen their own social and emotional competence using the steps above, they will be better prepared to support SEL for their students when school resumes.





Building Student Resilience Yields Positive Mental Health Behaviors

Enhancing student resilience is a natural outcome of a high-quality education—and positive patterns and behaviors are a result.

This [article](#) appeared in eSchool News on September 8, 2021.

There is an oft-cited parable in children’s mental health about two individuals fishing on the banks of a river. In the midst of their outing, they notice a child in the middle of the river, struggling to stay afloat and in obvious danger. One of the anglers drops their fishing pole, swims out and brings the child to safety on the shore. No sooner does the angler resume fishing than another child comes floating down the river, struggling to keep their head above water. Again, the angler

swims out and rescues the child. When the situation occurs a third time, the angler throws down their fishing rod and starts to walk away leading the second angler to ask, “Aren’t you going to save that child too?” The first angler responds, “No, I am going upstream to stop whatever is throwing these children into the river.”

This allegory may well represent the situation that many educators may find themselves in as students return to school this fall.

With limited resources—a big one being time—and so many students in need, teachers could be faced with the dilemma of either focusing on students who are in crisis or “going upstream” to provide supports to all of their students to forestall the development of mental health concerns. This is, of course, a false dichotomy; educators, student support personnel, and administrators do their best to support all children. Nevertheless, students in crisis can exhaust schools’ resources leading to a lack of focused attention on prevention, or promotion of positive mental health behaviors.

The promotion of student resilience, the ability to cope successfully with adversity, is a useful approach for addressing: 1) supporting students in crisis, 2) helping to prevent additional students from developing emotional and behavioral problems, and 3) promoting the well-being of all students.

Central to understanding resilience is the “risk and protective factor framework” (e.g., SAMHSA, 2019). Risk factors are conceptualized as events (e.g., school shootings, natural disasters), circumstances (e.g., poverty, low quality schools) or student characteristics (e.g., health concerns, developmental disabilities) that jeopardize students’ development and academic success. In contrast, protective factors are assets or resources found in the community (e.g., high quality schools, out-of-school time programs), the family (e.g., loving parents, kith and kin networks) or characteristics of the student themselves (e.g.,

HELPING STUDENTS LEARN SIMPLE SKILLS THAT ENABLE THEM TO SUCCEED IN OVERCOMING COMMON CHALLENGES IN THE CLASSROOM WILL GO A LONG WAY IN PREPARING STUDENTS TO OVERCOME MORE EXTREME AND CHALLENGING SITUATIONS.

strong social and emotional skills) that offset or reduce the impact of the risk factors.

Often depicted as a balance, the goal of resilience-promoting efforts is to maximize a student’s protective factors while minimizing risk factors. Of particular importance for educators is the recognition that the development of protective factors is within their span of control and is often consistent with a whole-child education approach.

Rather than thinking about the promotion of student resilience as yet another demand or expectation added to a teacher’s already burgeoning

list of duties, two key insights from leading researchers in the resilience field emphasize that enhancing the resilience of students is a natural outcome of high-quality education.

First, Jennifer DiCorcia and Ed Tronick (2011) asserted that resilience develops over time as individuals cope successfully with typical, everyday stressors. Helping students learn simple skills that enable them to succeed in overcoming common challenges in the classroom will go a long way in preparing students to overcome more extreme and challenging situations. This, combined with lots of opportunities for students to practice these





and attainable opportunity to promote the “Ordinary Magic” of student resilience through our everyday interactions with our students.

Going “upstream” does not necessarily require extraordinary efforts or new initiatives; it does, however, require awareness of our ability to promote student well-being, and an intentionality to make the most of our everyday interactions with students.

Some great resources for strategies to promote student resilience in everyday interactions include:

- [Edutopia](#)
- [The Devereux Center for Resilient Children](#)
- [The American Psychological Association](#)
- [Positive Psychology.com](#)

skills, experience success, and build their confidence, is a key strategy to promoting lifelong resilience.

The second key insight comes from Ann Masten, a leading resilience researcher from the University of Minnesota. Twenty years ago, Dr. Masten published a landmark article in the *American Psychologist* in which she made the case that resilience is “Ordinary Magic.” Rather than being an exceptional quality that only some individuals attain, Dr. Masten concluded that resilience is a common attribute that develops through normal, typical interactions. Rather than something that we need to give or teach to students, Dr. Masten maintains that most

children are, by nature, resilient individuals and what we need to do is support their natural resilience. The challenge for society is that risk factors like poverty, poor health care, inequity, and abuse deprive students of developing their natural resilience. Importantly, Dr. Masten identifies schools as a key system for maintaining and promoting the resilience of children.

So, as our students return to school, let’s make sure that in concert with our colleagues in the schools and the communities we are a part of, we do “swim out” and support our students with current mental health needs. But let’s also realize that as educators we have a very real

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How Social and Emotional Competence Leads to Educational Equity

Social and emotional skills are critical, and they foster educational equity by enabling the student to master and derive benefit from the curriculum.

This is an adaptation of an [article](#) that appeared in eSchool News on October 26, 2021.

Short surveys are a quick, effective way to collect feedback. Educational equity is achieved by equipping students with tools to overcome some of the pre-existing barriers that impede their ability to succeed in school and thrive. Although educational equity was a priority in many school districts prior to the events of the past year and a half, talks surrounding the initiative have amped up — of the ten largest school districts in the United States, eight now identify equity as part of their mission statements or core values. Achieving educational equity requires multiple strategies and initiatives because the sources of inequity are so numerous and varied. One of the most important strategies is the promotion of students' social and emotional competence (SEC).

THE ASSESSMENT OF EACH STUDENT'S SOCIAL AND EMOTIONAL SKILLS FOLLOWED BY DIFFERENTIATED INSTRUCTION WILL MAXIMIZE THE LIKELIHOOD THAT EACH STUDENT IN OUR SCHOOLS HAS THE SKILL SET THEY NEED TO ACCESS AND BENEFIT FROM INSTRUCTION.

FIRST, WE MUST UNDERSTAND HOW

EQUITY IS DEFINED.

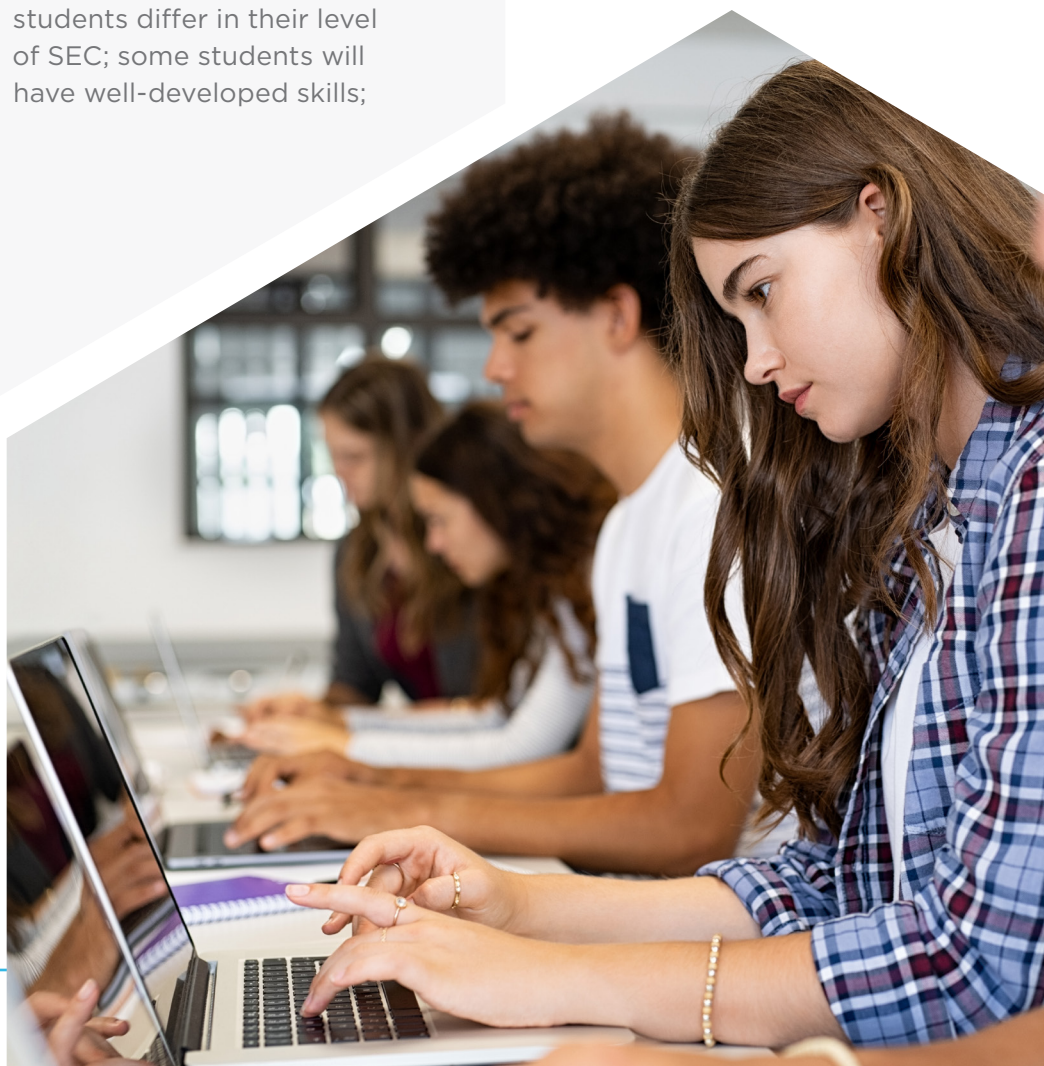
Recently, Jagers, Rivas-Drake, and Borowski asserted that educational equity “means that every student has access to the resources and educational rigor they need” (2018, p.1). Similarly, the Center for Public Education stated that, “equity is achieved when all students receive the resources they need so they graduate prepared for success after high school” (2016, p.1). Both definitions make clear that the focus of educational equity efforts needs to be on the individual student. Equity is achieved when *every* (Jagers et. al) or *all* (CPE) students can benefit from education.

However, providing physical access to an evidence-based curriculum does not *by itself*

ensure that a student who lacks, for example, optimism and a sense of agency will benefit from that curriculum and be prepared for life after graduation. To meaningfully “access” or “receive” an educational resource requires that the student has skills such as the ability to engage with the material in an organized way, persist in efforts to master the material, and apply the content to solve real life problems and challenges. These social and emotional skills enable the student to master and derive benefit from the curriculum.

Like any other skill set or trait, students differ in their level of SEC; some students will have well-developed skills;

others will have significant skill deficits. Therefore, ensuring that each student has sufficient skills to access or benefit from instruction requires assessing the unique social and emotional strengths and needs of each student and then providing data-driven differentiated instruction. If we believe, as research over the past 20 years has indicated, that SEC is essential to school and life success, then we have a duty as educators to ensure that each of our students has a full complement of social and emotional skills.





Fortunately, good, well-developed, rigorous, and practical measures of students' SEC are available. Both CASEL and the American Institutes for Research (AIR) have published reports of social and emotional assessments. CASEL also released, "[Measuring SEL: Using Data to Inspire Practice.](#)" This interactive tool not only provides information on a wide variety of assessments, but also on how to use assessment data. AIR's tool, "[Are You Ready to Assess Social and Emotional](#)

[Learning and Development Tool Kit,](#)" provides detailed information on assessments of conditions for learning, which includes school climate, SEL implementation, and SECs. Both resources can provide educational leaders with a wealth of information to use in selecting the right SEL assessment for them.

In regard to our collective commitment to educational equity, we should turn the popular phrase, "What gets measured gets treasured,"

around so that it reads, "What gets treasured gets measured." The assessment of each student's social and emotional skills followed by differentiated instruction will maximize the likelihood that each student in our schools has the skill set they need to access and benefit from instruction. This individualized, data-driven approach is an important strategy to help our schools, districts, and country achieve educational equity.

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APERTURE

IN THE NEWS

Read the latest news about Aperture Education to learn about our work and how we are supporting students and educators with social and emotional learning (SEL).

Focusing on Strengths Makes Us Stronger

The Multi-Tiered System of Support (MTSS) framework can be enhanced with SEL. Choosing the right SEL screener is essential to supporting students. The Aperture System focuses on intervening early to develop students' competencies and preventing problems before they arise.

CSDE Announces New Partnership to Launch Statewide K-12 Social-Emotional Learning Assessment System

The Connecticut State Department of Education (CSDE) has partnered with Aperture Education to provide the DESSA SEL assessment for all K-12 schools starting in the fall of 2021.

Aperture Education Wins 2021 EdTech Breakthrough Award

We are honored that the Aperture Student Portal was named winner of the "Best Competency-based Education Solution" in the 2021 EdTech Breakthrough Awards. Read this article published in eSchool News to learn more.

Boost SEL and Collaboration in the Classroom with 1:1 Devices

This article published in "EdTech Magazine" explores the many ways one-to-one devices can be effective tools to support classroom SEL.



CONCLUSION

We hope you enjoy our Winter SEL Guide!

SEL is especially important during winter months and winter break, when stress and anxiety levels can run high. Teachers, students, and families all need SEL, and strengthening our resilience will help us cope and persevere during tough times.

Be sure to take some time to focus on your own well-being. Focusing on self-care during the break will improve your own emotional well-being and help you start the new year fresh.

Aperture Education is committed to developing the social-emotional skills of all students and educators. We invite you to learn more about our [DESSA Comprehensive SEL System](#) and the [Educator Social-Emotional Reflection and Training \(EdSERT\)](#). As always, we are so grateful for your continued dedication to this profession. Our goal is to be your partner in the development of SEL skills for all students, and the incredible staff that support them each day!



Aperture Education empowers over 3,000 schools and out-of-school-time programs across North America to measure, strengthen, and support social and emotional competence in K-12 youth and educators. This system enables education leaders can make strategic, data-based decisions about SEL within their organizations. The Aperture system includes the DESSA suite of strength-based assessments, CASEL-informed intervention strategies, and robust reporting, all in one easy-to-use digital platform. Aperture has supported over one million students in their social and emotional growth and continues to develop innovative solutions to bring the whole child into focus. To learn more, visit www.ApertureEd.com.