

Building Writing Skills While Addressing Social Emotional Learning (SEL) in the GED Classroom

A Workshop by the GED Testing Service®
Presented by
Susan Pittman and Debi Faucette



1

Welcome



Debi Faucette, GEDTS
Senior Director



Susan Pittman,
Education Consultant



2

In this session, we will...

- Identify skill gap areas on the RLA test, including in writing the extended response
- Explore ways to keep students engaged in remote instruction through use of SEL
- Explore contemplative writing and how it can be used to help build students writing skills
- Explore a few new online resources and apps for the classroom

3

G

E

D

TESTING SERVICE™



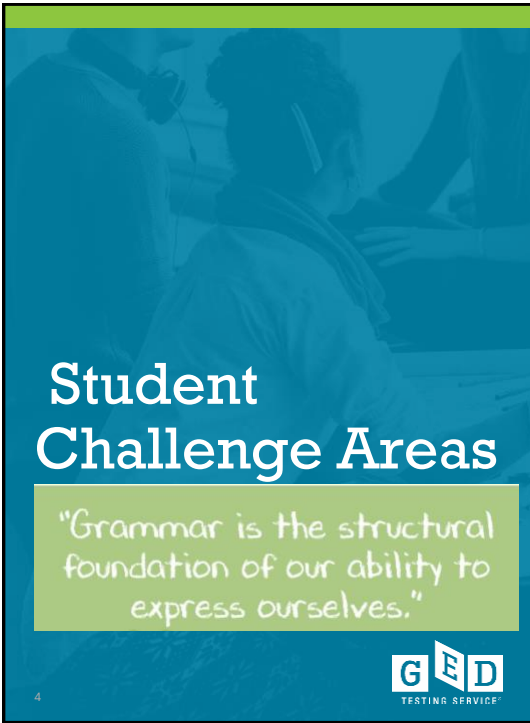








3



Student Challenge Areas

"Grammar is the structural foundation of our ability to express ourselves."

4

G

E

D

TESTING SERVICE™

Mistakes are proof that you're trying

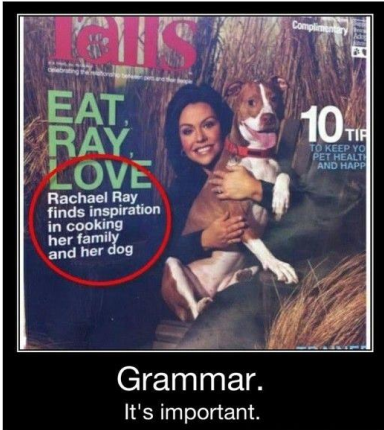
InspirationalQuotesGazette.com

4

© Copyright GED Testing Service LLC. All rights reserved

2

So, Grammar Really Doesn't Matter...



5

5

So, Grammar Really Doesn't Matter...



6

6

It's Not Just in the Extended Response

#	Indicator
L.1.1	edit to correct errors involving frequently confused words and homonyms, including contractions (passed, past; two, too, to; there, their, they're; knew, new; it's its) • They don't know the definitions
L.1.2	edit to correct errors in straightforward subject-verb agreement • Struggle when subject and verb are separated
L.1.9	edit to ensure effective use of transitional words, conjunctive adverbs, and other words and phrases that support logic and clarity • Struggle with transition words (therefore, additionally, in contrast, however)
L.2.3	edit to ensure correct use of apostrophes with possessive nouns • They are drawn to options without apostrophes
L.1.8	edit to eliminate wordiness or awkward sentence construction • They are drawn to wordy options that emphasize and repeat



7

7

How can we teach grammar?

Research indicates teaching grammar in isolation does not transfer into real communication

Grammar is best taught/practiced in communicative contexts

Supportive feedback is more helpful than overt correction

Students may need many opportunities to hear, read, practice a new structure before they internalize or produce it– months, years



8

8

Grammar in Context

© MAZAK ANDERSSON
WWW.ANDERSTOONS.COM
ANDERSSON

"It's still just grammar, but now they think it's cool."

9

9

That's Better!

Dear Jane,

I was delighted to read your letter last week. It's always a pleasure to receive the latest news and to hear that you and your family had a great summer.

We spent last week at the beach, and we had so much fun on the sand and in the water. We explored the coast, but we weren't prepared for the rains that came at the end of the vacation. The best parts of the trip were the opportunities to sightsee and relax.

My kids are back in school too. I find there are fewer things to worry about now that the kids are at school all day. There are plenty of fun things to do in the summer, but by August, I've run out of ideas. I've accepted the fact that we'll have to think up brand-new activities next summer, though; I'm hoping to round up some creative ideas soon.

Thanks again for your letter!

Sincerely,
Karen

11

11

Revising and Editing in Real-World Situations

College really isn't necessary

Marriage is something that every girl looks forward to during her childhood. I believe that every girl should marry every guy that is rich so they never have to work. Girls can just go and get their nails done and take the kids shopping. I don't think that college is necessary because you go to school twelve years out of your life and after that you should be done. **Men** I can understand if they want to go

go to college. I don't think girls should have to go to college. They are too busy with their life and family. But I can understand if girls want to go to beauty school. **Every** girl should have options but personally, I don't think college is necessary because girls need to be girls and get their nails done or go shopping. **Have a great** I'm not saying boys should have the life of work and distress because they are humans but they

BY LYNZEE STAUSS
STAFF REPORTER

When your husband gets home from work you can go out to eat with all the money he makes and also pay all the bills. **Girls** give back up thing that is nothing that to succeed a day care home. So Boys start

who's paying the bills again?

logically impossible

unclear reference

pull-on

frustrate

what?

plying two different meanings at once

WE ARE COMMITTED TO EXCELLENSE

CAUTION PEDESTRIANS SLIPPERY WHEN WET

It's not too hard too teach proper grammar if your willing two learn!

Messages **Joey** Edit

Can you just listen to me?

I like you, ok?

and I feel that something is missing in my hart.

I think it's an E

Send

GED TESTING SERVICE

12

Make contextualized grammar more contemporary . . .

celebrity tweets

Christina Kim @TheChristinaKim

Many thank you's to the men and women that have served and protected our nation.

PRIYANKA @priyankachopra · Aug 9

Sometimes u just need a ill bit of silence before the day explodes.. Heading to #DDD [instagram.com/p/reE6Uxpsxv/](https://www.instagram.com/p/reE6Uxpsxv/)

Rita Ora @RitaOra

Dropping my new song monday if this get 100,000 retweets

31/10/2014 07:45

1,381 RETWEETS 498 FAVORITES

matthew perry @MatthewPerry

I'm too concerned my grammar will be bad. RT @JENNA_GM: @MatthewPerry how comes u don't tweet no more

GED TESTING SERVICE

13

Sometimes, you just can't win!

Messages

Trevor

Edit

Dude, me and Nick are about to go to a Giants game! Box seats wanna go??

Nick and I...

What??

It's Nick and I. Me and Nick is not proper grammar dude.

You are right! It is Nick and I, because you are no longer invited.

GED

TESTING SERVICE

14

It's Your Turn!



Josh Hutcherson

@jhutch1992

Follow

anyone in or near atlanta needs to check out my friends new pizzeria @ammazzahq best pizza I've ever had. got to taste the menu last night!

Reply

Retweet

Favorite

1,558

RETWEETS

1,512

FAVORITES



GED

TESTING SERVICE

15

Remember, there is a link between reading and writing

- Reading strategies should lead to writing
- Writing strategies should encourage further reading

GED
TESTING SERVICE™

16

Address students social and emotional learning needs while continuing instruction

GED
TESTING SERVICE™

17

Engaging Students in Remote Learning

It's not all about academics!

18

GED
TESTING SERVICE

18

9 TIPS FOR TEACHING ONLINE

DO NOT MAKE STUDENTS TURN ON THEIR CAMERA

YOU DON'T KNOW WHAT'S GOING ON. THERE MIGHT BE A REASON WHY THEY WANT/NEED IT OFF.

DO NOT COMMENT ON STUDENT SURROUNDINGS

YOU DON'T KNOW WHAT THEIR "NORMAL" LOOKS LIKE. FOCUS ON THE CONTENT OF THE INTERACTION, NOT THE ENVIRONMENT.

USE THE MUTE ALL FEATURE (IF POSSIBLE)

NO NEED TO CALL ANYONE OUT. JUST USE YOUR CONTROL AS THE LEADER TO REMEDY THE SITUATION.

CREATE PERMANENT BREAKOUT GROUPS

IF YOU CREATE SMALL GROUPS – KEEP THEM TOGETHER. GIVE KIDS TIME TO MAKE CONNECTIONS AND LEARN FROM EACH OTHER.

DO NOT LECTURE / MINI-LESSON FOR MORE THAN 20 MINUTES

STUDENTS ARE GOING TO "CHECK OUT" AFTER TOO LONG. USE THOSE BREAKOUT GROUPS TO BREAK UP INSTRUCTION AND GIVE THEM TIME TO REFLECT.

POLLS AND FORMS ARE GREAT

THESE CAN BE USED TO TAKE ATTENDANCE AND/OR QUICKLY CHECK FOR UNDERSTANDING.

LET STUDENTS KNOW WHAT THE END GOAL OF THE EACH SESSION IS

THIS HELPS THEM FOCUS AND GUIDES THEIR ATTENTION. THIS HELPS THEM KNOW WHAT THEY ARE BEING ASKED TO DO AND WHAT THEY NEED TO PAY ATTENTION TO. REMEMBER, THEY ARE AT HOME W/ DISTRACTIONS.

USE THE CHAT

THIS CAN BE USED FOR MORE THAN QUESTIONS AND ANSWERS. STUDENTS CAN ALSO SHARE WORK, INFORMATION, ETC.

PUT YOURSELF IN THE SHOES OF YOUR STUDENTS

THINK ABOUT THEIR NEEDS AND THEIR SITUATIONS. TAILOR YOUR TEACHING AND EXPECTATIONS ACCORDINGLY.

BASED ON THE IDEAS OF DAWN KASAL FINLEY @KASAL_FINLEY

SEAN JUNKINS

19

What is SEL? Why is SEL Important?

Educators and community agencies serve students with different motivation for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life.



22



22

If you ask your students the following question, what is their most common response?
“How do you feel today?”

23



23

Two Areas of Concern

Self-awareness

- Regulate their own emotions and behaviors
- Regular reaction to stress and time management, motivation, and goal setting
- Build self-esteem and confidence

Skills include identifying emotions, self-perception, recognizing strengths, self-confidence, and self-efficacy.
Self-efficacy is the belief in your ability to succeed in specific situations or accomplishment of a task.

Self-Management

- Understand own strengths and weaknesses
- See how their behavior influences others
- Perceive own feeling and what others are feeling

Executive function and self-regulation are the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully. Our brains need this skill set to filter distractions, prioritize tasks, set and achieve goals, and control impulses.



24

Emotions Matter

Attention, memory, and learning

Decision-making

Relationships

Health and well-being

Performance



#ConnectFirst



25

RULER Approach

R

ecognizing emotions in self and others

U

nderstanding the causes and consequences of emotions

L

abeling emotions accurately

E

xpressing emotions appropriately

R

egulating emotions effectively

R

egulating emotions effectively

R

egulating emotions effectively

https://www.ycei.org/ruler

GED

TESTING SERVICE

26

26

How are you feeling?

ENERGY

ENRAGED

PANICKED

STRESSED

JITTERY

SHOCKED

SURPRISED

UPBEAT

FESTIVE

EXHILARATED

ECSTATIC

LIVID

FURIOUS

FRUSTRATED

TENSE

STUNNED

HYPER

CHEERFUL

MOTIVATED

INSPIRED

ELATED

FUMING

FRIGHTENED

ANGRY

NERVOUS

RESTLESS

ENERGIZED

LIVELY

ENTHUSIASTIC

OPTIMISTIC

EXCITED

ANXIOUS

APPREHENSIVE

WORRIED

IRRITATED

ANNOYED

PLEASED

HAPPY

FOCUSED

PROUD

THRILLED

REPULSED

TROUBLED

CONCERNED

UNEASY

PEEVED

PLEASANT

JOYFUL

HOPEFUL

PLAYFUL

BLISSFUL

DISGUSTED

GLUM

DISAPPOINTED

DOWN

APATHETIC

AT EASE

EASYGOING

CONTENT

LOVING

FULFILLED

PESSIMISTIC

MOROSE

DISCOURAGED

SAD

BORED

CALM

SECURE

SATISFIED

GRATEFUL

TOUCHED

ALIENATED

MISERABLE

LONELY

DISHEARTENED

TIRED

RELAXED

CHILL

RESTFUL

BLESSED

BALANCED

DESPONDENT

DEPRESSED

BULLEN

EXHAUSTED

FATIGUED

MELLOW

THOUGHTFUL

PEACEFUL

COMFY

CAREFREE

DESPAIR

HOPELESS

DESOLATE

SPENT

DRAINED

SLEEPY

COMPLACENT

TRANQUIL

COZY

SERENE

PLEASANTNESS

https://www.marcbrackett.com/the-colors-of-our-emotions/

GED

TESTING SERVICE

27



Have you ever found yourself driving while on autopilot?

Read more: <https://www.newscientist.com/article/2151137-your-autopilot-mode-is-real-how-we-know-how-the-brain-does-it/#ixzz6kPPkSL6E>

30

GED
TESTING SERVICE®

30

Defining Mindfulness: Overview

Mindfulness is a state of awareness and a practice;¹ it involves attending to the present moment and cultivating an attitude of curiosity, openness and acceptance of one’s experience.² It is a secular (non-religious) practice and is backed by compelling scientific evidence. ^{3,4}



Attention
Presence | Intention
Openness





Mindfulness

Transforming Education at: <https://transformingeducation.org>

GED
TESTING SERVICE®

31

© Copyright GED Testing Service LLC. All rights reserved

15

Why Mindfulness Matters: Research Findings

Attention to mindfulness has risen exponentially in recent years, largely thanks to encouraging research across a wide range of fields and institutions.³ Below are some of the findings which are of particular interest for those in educational contexts. Mindfulness leads to:

Academic

- Improvements in cognitive performance, school self-concept, and engagement⁴
- Greater attention⁸
- Reduction of anxiety in high-stakes testing⁹

Mental & Behavioral Health

- Decreases in stress levels⁸, emotional over-excitement and depression symptoms¹⁰
- Increases in emotional well-being and self-compassion¹¹
- Lower self-harm¹²

Social Behavior

- Healthier responses to difficult social situations¹³
- Reduction of implicit bias¹⁴
- Increases in compassionate responses to others in need¹¹



From: Transforming Education at: <https://transformingeducation.org>

32

Experiencing Mindfulness





33

© Copyright GED Testing Service LLC. All rights reserved

16

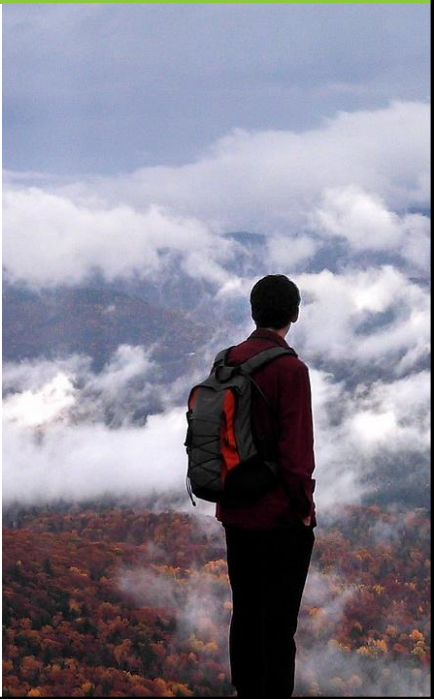
Contemplative Writing – Freewriting with a Purpose

- Helps you observe your emotions, intuition, or physical responses
- Is a method of inner inquiry
- Focuses on process, not outcome
- Is private and not to be shared unless a student chooses to do so

<https://ggie.berkeley.edu/practice/contemplative-writing/>

GED

TESTING SERVICE™



34

Contemplative Writing

<https://ggie.berkeley.edu/practice/contemplative-writing/>

Choose their own question

- What do I care most about right now?
- Why do I have difficulty with...?
- How can I have a better relationship with...?
- How can I better deal with social distancing?

Provide open-ended question on a topic

- How might the world be different if the atomic bomb had not been invented?
- How can math be used to make the world a better place?
- Choose your favorite movie and consider how you might rewrite the ending.

Pose an ethical dilemma

- You logged onto a co-worker's laptop without his knowledge. You found the co-worker is providing data to a competitor. What do you do?
- A friend refuses to wear a mask when she comes to your house. Your mom has serious health problems and is afraid of catching COVID-19. What do you do?

GED

TESTING SERVICE™

35

Contemplative Writing

<https://ggie.berkeley.edu/practice/contemplative-writing/>

Before writing

- Write whatever comes
- Don't judge what you are writing
- Don't erase words or correct yourself
- Don't worry about spelling or grammar
- Keep writing and don't think about where it is coming from

During writing

- Play soft music in the background
- Monitor time
- Do your own writing, so students can see that this is not just "busy work"
- After writing time is over, give students a few minutes to read through their writing and notice how they feel

After writing

Reflect on the following

- Did you allow judgment and evaluation to influence your writing?
- Were you surprised by what you wrote?
- How did it make you feel?

GED

TESTING SERVICE

36

36

What the World Needs Now --- Empathy

With all the challenges that students face, sometimes they just need to know that someone cares. Empathy is a tool that can help you better understand a person and let them know that you care.

Sentence Starters to Speak With Empathy

Empathy is a powerful tool that can help you better understand another person. Use these sentence starters to begin conversations with empathy.

1. Gather Information

Make sure you know enough about the situation.

- Would/could you tell me a little more?
- Can you tell me what you need right now?
- Is there anything else you'd like to share?
- Would you like my help in figuring this out?

2. Clarify Understanding

Reflect back what you think you've heard.

- Let me see if I have this right....
- I want to make sure I understand what you're telling me. What I'm hearing is....
- What I hear you saying is.... Is that right?

3. Model Listening

Show you're listening and paying attention to body language.

- It sounds to me like this might feel....
- I can see that you are feeling [emotion]....
- I can hear how [emotion] you are feeling.
- Your face is telling me that....
- I can hear in your voice that....

4. Affirm Feelings

Acknowledge vulnerability and affirm that feelings aren't right or wrong.

- Thank you for sharing this with me.
- I understand you feel that way.
- That sounds like an [adjective] experience.
- I hear you.
- I'm not sure what to say right now, but I'm here to listen.

Understood

for Educators

Visit u.org/empathy for more resources.
Copyright © 2019 Understood.org USA LLC

37

© Copyright GED Testing Service LLC. All rights reserved

18

More Resources

75 back to school activities for the remote learning classroom

75
back to school
activities
for the
remote learning
classroom



DITCH THAT
TEXTBOOK

<https://ditchthattextbook.com/back-to-school/#tve-jump-173f842f3e5>

Greater Good in Education

Supporting Learning and Well-Being During the Coronavirus Crisis

<https://ggie.berkeley.edu/>

Curator of Creative Curiosity

Melanie Kitchen Portfolio

<https://sites.google.com/view/curatorofcreativity/home>

40

GED TESTING SERVICE

40

Join GED Facebook Group for Educators

GED Testing Service - Adult Education Community Group

Private group

Shortcuts

Transylvania Count... (20)



[Join Group](#) [More](#) Join this group to see the discussion, post and comment.

About This Group

Description

A community forum moderated by GED Testing Service for adult educators and GED instructors.

Private
Only members can see who's in the group and what they post

Visible
Anyone can find this group

General

HISTORY

Group created on September 10, 2017

[See More](#)

GROUP BY

GED Testing Service

48,914 like this

[Sign Up](#)

<https://www.facebook.com/groups/227021047827053/>

41

GED TESTING SERVICE

41

Take a Few
Minutes for You!

42

GED

TESTING SERVICE™

Remember to take
care of yourself.
You can't pour from
an empty cup.



© Thomas/Deery

42

Take Care of Yourself!

Be Aware



Support Yourself



Do
Something
Different



43

GED

TESTING SERVICE™

43



44



45