Guiding Question: *How do SEL-embedded Classroom Practices influence the Academic Engagement and Emotional Well-Being of Diverse Learners?*

JENNIFER PUIG, DANCE & MUSIC, A4L Miami

PROCEDURE

Focus Area:
SEL embedded practices and its impact on diverse learners

Strategies Explored:
- *Classroom Mirroring Technique*
- *"I see I think I wonder" to make personal and interpersonal connections to concepts*
- *Steady beat call and response chants for focus, language, classroom management and transitions*

Projected Outcomes:
- *Students will increase empathy, social awareness and non-verbal communication*
- *Students will increase participation, focus and self-regulation*
- *Students will experience a sense of belonging and collaboration skills*

Performance Indicators:
- *Students show an increase in communication skills through call and response and steady beat chanting*
- *Students increase self regulation by staying engaged throughout lessons and engage in smooth transitions through SEL practices*
- *Students take turns listening and sharing ideas while mirroring each others movements.*

Sources of Data/Evidence Collected:
- *Videos of SEL embedded lessons*
- Videos of Teachers leading/ Integrating SEL movement and music tools
- Teacher Reflection Interviews/ Success Stories

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FINDINGS

Performance Indicators:
- *Increased self regulation, participation and attunement from multi-language learners (90%)*
- *Deeper Reflection and connections to concepts through "I see, I think, I wonder" (85%)*

Reflections:
- *Steady Beat, Call and Response and Mirroring technique were 100% successful tools for increasing communication, participation and a sense of belonging*
- *Practicing the SEL tools only 2 times per week for 30 mins, confirmed that some students needed more time to process and increase critical creative thinking*
- *Realized the importance of continous reflection and collaboration with teachers to increase their abilities to feel confident in leading SEL embedded practices*

Next Steps:
- *Modifying strategies by integrating more multimodal entry points and cultural pedagody (visual cues, props, or tactile elements) to support varied learning styles.*
- *Capturing teachers' consistent use of SEL-embedded practices on a daily basis, through checklists, journals, or observation logs, to better understand implementation fidelity and its relationship to student outcomes.*
- *Collecting more quantitative and qualitative evidence, such as self-assessments, peer feedback, or simple checklists, to better capture growth over time.*