


Chapter 13


Training and Resources for Teachers on SEL

R. Velmurugan

 <https://orcid.org/0000-0002-7925-9757>


Karpagam Academy of Higher Education, Coimbatore, India

J. Sudarvel

 <https://orcid.org/0000-0001-6656-1992>

Karpagam Academy of Higher Education, Coimbatore, India

K. Jothi

 <https://orcid.org/0000-0002-8625-863X>

KPR College of Arts, Science, and Research, Coimbatore, India

S. Senthilkumar

 <https://orcid.org/0000-0003-1968-6877>

Skyline University, Nigeria

ABSTRACT

Social Emotional Learning (SEL) or modern education is rapidly incorporating these social emotional skills for the students to learn skills for emotional regulation, relationship building and responsible decision making. Implementation of effective SEL requires teachers to receive specialized training, and quality resources available. Educators can use training to establish an emotionally safe environment, model emotional intelligence and developed student social skills. Workshops, online courses, and digital tools all provide SEL strategies, and challenges include the absence of a standardized framework, the nonacademic integration in particular, and lack of time to implement. For overcoming these barriers and resulting in equitable access to SEL resources as well as emotionally intelligent, resilient student, a whole school approach, policy support, and continuous professional development is needed.

DOI: 10.4018/979-8-3373-1067-1.ch013

INTRODUCTION

In the dynamic education milieu of today, Social Emotional Learning (SEL) remains key to curriculum development and positively affects the student's growth and achievement. While education systems around the world move towards holistically learning, SEL remains an integral part of educating individuals as they are academically gifted, yet, also as emotionally intelligent and socially responsible. This is not a passing trend on the development of education, but fundamental adaptation to the manner of educating future generations. SEL provides students with the vital tools to manage their emotions, communicate with others, and make simple responsible decisions, which are appropriate for both personal and professional life. These abilities are important in a changing world, for creating people capable of social balances, situations, stress control and a favourable role in society.

The idea at the core of SEL is that emotional and social skills are equivalent to cognitive abilities. Mostly, traditional educational models have emphasized on the academic learning and have paid less attention to emotional and social development. While, however, previous studies have revealed that students with emotional and social competency are likely to perform better academically (Zins et al., 2004) as they can survive the stresses and pressures of school life. Besides, research also concluded that students with higher emotional intelligence are more adept to handle interpersonal relationships, make smart decisions, as well as cope with failure and other challenges (Goleman, 1995). Students also need these outcomes in the classroom as well as in interactions with people in real life or in future workplaces. For good reason, SEL has become an essential aspect of current education practices; it is more than just knowledge, it is about contributing to the life of a child with lifelong skills.

The primary means through which SEL is transformed into authentic learning for students are through teachers, who, as facilitators, are instrumental in ensuring that students reap the full benefits of such programs. Though, in order for teachers to teach SEL effectively, they must also receive the adequate training and resources. When educators themselves are trained in SEL, they will learn the significance of emotional intelligence and can then model such behaviors towards students. Not only does this entitle students to learn how to be emotionally aware, but also build a classed that promotes empathy, respect and collaboration. Apart from this, teachers should know the ways in which SEL can be integrated into everyday teaching practices rather than as a standalone aspect of the curriculum (Jones and Bouffard, 2012). This means a change of mind set that educators accept that emotional and social competencies are as important to academic success as intellectual ones. With training, teachers receive the knowledge they need to accommodate learners

18 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/training-and-resources-for-teachers-on-sel/391426

Related Content

Managing Behavioural Emotional Problems in Inclusive Classrooms and Understanding the Best Practices

Wasim Ahmad and Parween S. (2022). *Research Anthology on Interventions in Student Behavior and Misconduct* (pp. 656-674).

www.irma-international.org/chapter/managing-behavioural-emotional-problems-in-inclusive-classrooms-and-understanding-the-best-practices/308244

Managing Ethical and Regulatory Challenges in Insights From IoB Applications

Deepak Gupta, Deepak Agarwal, Arun Kumar Chaudhary, Warshi Singh, Ajay Suryavanshi, Kanwal Preet Singh Attwal, Deepak Kumar and Arunima Shukla (2025). *Mapping Human Data and Behavior With the Internet of Behavior (IoB)* (pp. 497-524).

www.irma-international.org/chapter/managing-ethical-and-regulatory-challenges-in-insights-from-iob-applications/368584

Complex Trauma: A Professional and Personal Account

Susan Wuchenich Parker (2022). *Strategies and Methods for Implementing Trauma-Informed Pedagogy* (pp. 82-102).

www.irma-international.org/chapter/complex-trauma/287205

Managing Threats and Potential Solutions to Mitigating Mass Violence

Abel Ebiega Enokela (2021). *Mitigating Mass Violence and Managing Threats in Contemporary Society* (pp. 259-277).

www.irma-international.org/chapter/managing-threats-and-potential-solutions-to-mitigating-mass-violence/279702

Enormities of Early Marriages of Girls Lensing Physical-Mental Health Impairments: Projecting Socio-Legal Implications in Global Context

Bhupinder Singh (2025). *Social, Political, and Health Implications of Early Marriage* (pp. 237-260).

www.irma-international.org/chapter/enormities-of-early-marriages-of-girls-lensing-physical-mental-health-impairments/366671