

# Social-Emotional Learning for Students

Amidst isolation, we can still find connection.



- Sadness
- Withdrawn behavior
- Anxiety
- Irritability or anger
- Difficulty concentrating and working
- Seeking reassurance
- Concern for the well-being of family and friends
- Difficulty separating from loved ones
- Physical symptoms related to anxiety (e.g., stomachaches, headaches)
- Change in demeanor or behavior
- Change in academic engagement

Be on the lookout for these behaviors in your students.

- Relationship Agreements
- Group Activities
  - Greetings/Bell Ringers
  - Mindfulness/Focus
  - Well-Being Check-Ins
  - Restorative Practices
  - Games
  - Closing Activities/Reflection
- Spotlight SEL In Your Subject

Build or recreate your classroom community with these strategies. Follow the links for additional resources.

## Social-Emotional Competencies

Self-Awareness

Self-Management

Social Awareness

Relationship Skills

Responsible Decision-Making



## When Students Need Additional Support

### Use Calming Strategies

- Deep Breathing
- Mindful Moment
- Take A Break
- Walk It Out
- Talk It Out
- Write It Out

### Contact Your School MTSS Team

- School Counselor
- School Psychologist
- School Social Worker
- ESE Program Specialist for Behavior

Always follow LCS Suicide/Threat Procedures.

# Relationship Agreements

A Classroom Shared Agreement is a powerful strategy for developing a sense of community. These agreements reflect students' shared understanding of how they wish to be treated and will treat one another and connect to the school's vision and schoolwide norms.

➤ Community-Building Strategies



**Relationship Agreement**

<b>Student to Student:</b> <ul style="list-style-type: none"> <li>• use kind words</li> <li>• share</li> <li>• help each other</li> <li>• listen</li> <li>• keep hands and feet to ourselves</li> </ul>	<b>Student to Teacher:</b> <ul style="list-style-type: none"> <li>• be respectful</li> <li>• listen</li> <li>• help</li> <li>• follow directions</li> <li>• look at teacher when she talks</li> </ul>
<b>Teacher to Student:</b> <ul style="list-style-type: none"> <li>• respectful</li> <li>• use kind words</li> <li>• helpful</li> <li>• listen</li> <li>• smile</li> <li>• speak gently/softly</li> </ul>	<b>Student to Classroom:</b> <ul style="list-style-type: none"> <li>• put trash in trash can</li> <li>• keep desks neat</li> <li>• only write on paper, not books, desks, etc.</li> <li>• stay organized</li> </ul>

Mrs. Phillips 1<sup>st</sup> Grade

AMare, Harrison, ALEAHARA, Kallie, AVERU, CHRIS, Allison, Julian, Harley, Mason, Delaiey, Josie, D Maria, Zyand, Ryan, Ao, Hanson, Rami, Gabe, Ethan

**1st period Relationship Agreement:**

**Student to Student:**

- No bullying
- Listen to each other
- Help each other/teamwork
- Positive attitudes
- Don't talk about one another
- Treat each other the way you want to be treated
- Be silent when he/she is talking

**Student to teacher:**

- Don't talk when the teacher is talking
- Don't talk back
- Follow the rules
- Help the teacher
- Be Honest
- Treat the teacher the way you want to be treated
- Do your work

**Teacher to Student:**

- Don't get mad easy
- Don't yell/scream
- Treat us like your child
- Be fun
- Be nice/kind
- Be honest
- Be fair
- Don't be too hard on us

**Student to classroom:**

- Put things back the way it was
- Don't mess with supplies
- Don't write on walls
- Don't erase the board
- Keep the room clean
- Throw trash away
- Don't write on desks

**3rd Period Student to Student:**

- Not saying bad names
- Not calling each other names
- Not making fun of another
- No fighting
- Be nice to
- Always Sh
- Take care belonging

**Teacher to Student:**

- Give enough work
- Don't take whole class
- Be nice
- Don't yell
- Listen to



# Greetings and Bell Ringers



Consider allowing time for individual greetings prior to class content.

Consider a quick reflection question for each person to answer. For example:

- At the moment, I am wishing for...
- I appreciate this class because...
- I want to thank (someone in this class) for...
- My favorite meal is...
- Something fun I did over the weekend was...

In online learning, consider creating "virtual tables" by setting up discussion threads of 3-4 students.

- [Sanford Harmony Meet Up](#)
- [Keeping Morning Meetings Fresh and Fun](#)
- [Using Greetings to Build and Strengthen Relationships](#)



# Mindfulness and Focus

Mindfulness is paying attention in a particular way, on purpose, in the present moment, without judgment.



- [Two-Minute Journal Reflection](#)
- [Virtual Calming Room](#)
- [Virtual Calming Room for Secondary Students](#)
- [Calm Down Your Brain](#)
- [Square Breathing](#)
- [4-7-8 Breathing](#)
- [Progressive Muscle Relaxation](#)
- [Progressive Muscle Relaxation Script for Kids](#)
- [Guided Imagery](#)
- [Flow | Go Noodle – Calming Exercises](#)
- [Peace Out Guided Relaxation for Kids](#)

## Relaxation Script: My Favorite Place

Today we are going to think about our favorite places. As we begin, close your eyes and take a deep breath in through your nose and out through your mouth. As you continue breathing slowly, think of one of your favorite places to go. It can be anywhere—outside, inside, near, or far away. It can be somewhere you have been a lot, or somewhere you have only been once. I want you to really focus on picturing it in your mind. What does it look like? What can you notice about it? Does it have any certain sounds? Is it a loud place or a quiet place? Do you notice any smells there? Try to think about everything you can notice. Now, focus on how this place makes you feel. Does it make you feel calm? Happy? Excited? Something else? Really think about this feeling. Continue to breathe slowly and focus on the feeling it is giving you. When you are finished, take a deep breath in through your nose and out through your mouth, and then slowly open your eyes.



Check out helpful websites and apps like *Calm*, *Headspace*, *Shine*, and *Fluidity*!

# Well-Being Check-Ins and Restorative Practices



- [How to Host a Check-In](#)
- [Mindful Reflection Activity – Rose, Thorn, and Bud](#)
- [Restorative Practices – Connection Circles](#)
- [Restorative Practices – Heritage Trails](#)
- [Restorative Practices – Pinellas County Schools](#)
- [Restorative Practices – FLPBIS Webinar](#)
- [Example Questions for Connection Circles](#)



## Example Restorative Practices Questions *when there is a disruption in learning*

### Low intensity questions

- How are you keeping in touch with friends?
- How are you helping out around the house?
- What is one new thing you have learned this week?
- What is one fun thing you have done today?
- What is one positive thing that has happened over the last week?
- What is one thing you are looking forward to doing when you are back at school?
- When stores/restaurants open back up, where is the first place you want to go?
- What is one thing you miss about school/community/in general?
- Where is the place you like to do your school work at home? Describe it.
- How is learning different at home?
- How do you like eLearning/online?
- What do you like most about eLearning/online learning?
- What do you like least about eLearning/online learning?

### Increased intensity

- What emotions are you feeling about not being with your friends?
- What type of difficulties are you having keeping in touch with your friends?
- What is it like being at home all the time?
- Describe the new thing you have learned/how can you apply the new learning?
- Describe the one fun thing you did/will you continue to do it?
- Describe the positive thing that has happened over the last week – what made it positive?
- Describe one moment that was frustrating/upsetting/hurtful.
- Talk about one thing you are not looking forward to when going back to school.
- What is something you are doing to take care of yourself?
- What are supports you need that you are not getting?
- What activities are you doing to be active/exercise/etc.?
- What are some goals you have for learning at home?
- What are some goals you have for being at home and staying connected to friends/family members?
- What is one thing you might do different when you return to school/why?
- How has this changed your perspective about school?
- How has this changed your perspective about your teachers?
- Do you agree/disagree with the move to online learning/closing of the school building? Why?
- What do you think about the role the government is taking/not taking in this situation?
- How does this relate to past pandemic/epidemics in history? Compare and contrast to current day.
- What is one thing that is frustrating about learning at home?
- What is one thing that is frustrating about learning online?



# Games



- Using Games to Teach SEL Skills
- Sanford Harmony Game Cards
- iThrive Games for Teens by Teens
- Philosophical Chairs
  - An exercise used to foster careful listening and challenge students to think critically about their own beliefs.
- Start Positive!
  - Write positive aspects about peers on blank paper for them to see later.

- Brain Break Movement Activity
  - Hold a brief dance party with your class.
  - Engage in guided stretches, possibly paired with rote content review.
- Play online class games via Kahoot!
- Lead a “Pictionary” activity in which students compete to guess the answers.
- Set up a classroom competition that involves group participation. For example, if 90% of the students complete an assignment, the class receives a prize or points towards a larger reward.
- Host a contest to see which class achieves the highest daily attendance for the week.
- Allow students to earn the opportunity to teach a small lesson to the class.
- Pictures with Pals
  - Encourage students to share a picture of them reading to a family member or a pet.

*Adapted from Digital Learning Attendance and Academic Engagement Strategies, Pinellas County Schools*



## Closing Activities and Reflection

Consider creating a space and opportunities to reflect on your day and build community.



- Mindful Reflection Activity – Rose, Thorn, and Bud
- Consider a quick reflection question for each person to answer. For example:
  - What song on your playlist best summarizes your day?
  - One thing I learned today is...
  - One thing I want to learn more about is...

- Appreciation, Apology, and Aha Moment
  - Group your students in a large circle.
  - Break the ice and model by sharing.
  - Ask for volunteers to share an appreciation, an apology, and an “aha moment” from their day.



# Spotlight SEL In Your Subject

Find creative ways to integrate social and emotional learning as it pertains to your subject area.



## ➤ Language Arts

- This subject offers opportunities for expressing our feelings; learning about others' experiences; persuading others to do the right thing; and offering words of comfort, hope, and understanding.
- Writing assignments can also offer the opportunity for students to process the complex mix of emotions that they may be experiencing as a result of their upended routines and schedules, social isolation, and the challenges of being cooped up at home.

## ➤ Math

- Basic math such as estimating, addition, subtraction, multiplication, and division helps us to get resources to the people who need them most.
- Algebra also helps with allocating resources.
- Geometry allows us to put things in the right places, which is important both in construction and in taking safety measures.
- [Examples of SEL in Elementary Mathematics Instruction](#)

## ➤ Science

- Science is important in fields including medicine, agriculture, and technology.
- Scientific thinking helps us to understand whether news and information that we receive appears to be reliable.

## ➤ Social Studies

- Social Studies in general helps us to get along with others through better understanding our world as a whole, as well as cultural differences and similarities.
- Understanding history helps us with making decisions to create a better present and future.
- Civics gives us tools to more effectively advocate for what we think should happen in our society.



Scroll for more!



# Spotlight SEL In Your Subject

Find creative ways to integrate social and emotional learning as it pertains to your subject area.



- Physical Education and Health
  - This subject area supports active and safe living.
- Art
  - Art helps us think creatively, to see things differently, to enjoy beauty, and to find ways to express our ideas.
- Music
  - Understand and manage stage fright.
  - Learn to cope with feelings of disappointment when a performance doesn't live up to expectations.
  - Understand how to act humbly and graciously when others struggle.
  - Learn about other cultures, celebrate diversity, and accept others who may be different from us.
  - Form personal connections with others, and support and value each other.
  - Develop leadership skills, particularly as part of an ensemble.



# Calming Strategies

- Try these [De-Escalation Strategies](#).
- Try these [Virtual Behavior Strategies](#).



## Emotional Management Strategies

### Strategy:



Time Out

### Why It Works:

Gives you a chance to cool down away from the pressure of the situation

### Why It Works:

Releases natural chemicals that help you let go of tension and feel better

### Strategy:



Walk It Out

### Strategy:



Talk It Out

### Why It Works:

Helps you understand the source of your stress and connect with others

### Why It Works:

Helps you get some distance, think things through and review your progress

### Strategy:



Write It Out

### Strategy:



Deep Breathing

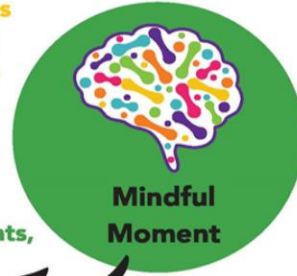
### Why It Works:

Moves your focus from your stress to your breath, helps you release tension, and gets more oxygen to your brain for clearer thinking

### Why It Works:

Helps let go of unwanted thoughts, decreases your pulse rate, and changes your focus.

### Strategy:



Mindful Moment

Scroll for more!





## School-Connect SEL Teacher Tips

### Managing Anger - Part 1

- Model management of emotions and relaxation responses in the classroom.
- When students lose control of their emotions, walk them through deep-breathing exercises and other anger-management techniques.
- Help students identify underlying feelings and ways in which they might address them.



## School-Connect SEL Teacher Tips

### Managing Anger - Part 2

- In helping students identify the source of their feelings, ask what *prompted* their feelings, rather than what *made* them feel that way.
- Lead envisioning exercises prior to stressful activities such as tests, public-speaking engagements, and competitions.
- Assess your teaching style as to whether it unduly increases the stress load on students.
- Refrain from encouraging excessive academic competition, and from comparing one student to another or publicly humiliating students in any way.



Scroll for more!

# Calming Strategies



- Deep Breathing
  - [Breathing Exercises for Kids](#)
  - [Try 4-7-8 Breathing for Anxiety](#)
- Mindful Moment
  - [Virtual Calming Room](#)
  - [Virtual Calming Room for Secondary Students](#)
  - [Glitter Jar Song](#)
  - [Mindfulness and Focus Activities](#)
- Take a Break
  - Consider allowing a non-punitive break from the current activity to break up the monotony or gather one's emotions.
  - If students appear anxious, consider pairing breaks with activities that are incompatible with anxious thoughts (e.g., reading aloud, Sudoku).
  - Set expectations and discuss exit/re-entry guidelines prior to use.
  - Consider creating a [Calm Corner](#) in your classroom.
- Walk It Out
  - Take a break to move around and release chemicals that will help to deal with emotions.
  - Consider these movement activities:
    - Jumping jacks; wall push-ups; pace in the back of the room; or, for those who are able to leave the room, take a short walk.
    - [GoNoodle](#)
- Talk It Out
  - Talk about feelings with a trusted person.
  - Consider utilizing [Connection Circles](#) to facilitate discussion.
  - Consider utilizing additional [Restorative Practices](#).
- Write It Out
  - Write about feelings or respond to a journal reflection prompt.
  - Engage in expressive artwork.
  - Utilize a [Feelings Thermometer](#).
  - Write a letter or draft an action plan with ways to resolve a problem.
  - Write about a positive future situation that you would like to occur.
  - Toss It – Write down insecurities and stressors to tear up and throw away.





# VIRTUAL BEHAVIOR STRATEGIES

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BY LORIS MCCORVEY MSW, RCSWI

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The Multiagency Network for Students  
with Emotional/Behavioral Disabilities

# WHO IS SEDNET

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# SEDNET MISSION

- The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional and/or behavioral disabilities.

## WHO REALLY IS SEDNET?

- SEDNET is a regional network of the major child serving agencies, community-based service providers, and students and their families, focused on developing interagency collaboration and sustaining partnerships:
  - Education
  - Mental Health
  - Substance Abuse
  - Juvenile Justice
  - Child Welfare
  - Families and Youth



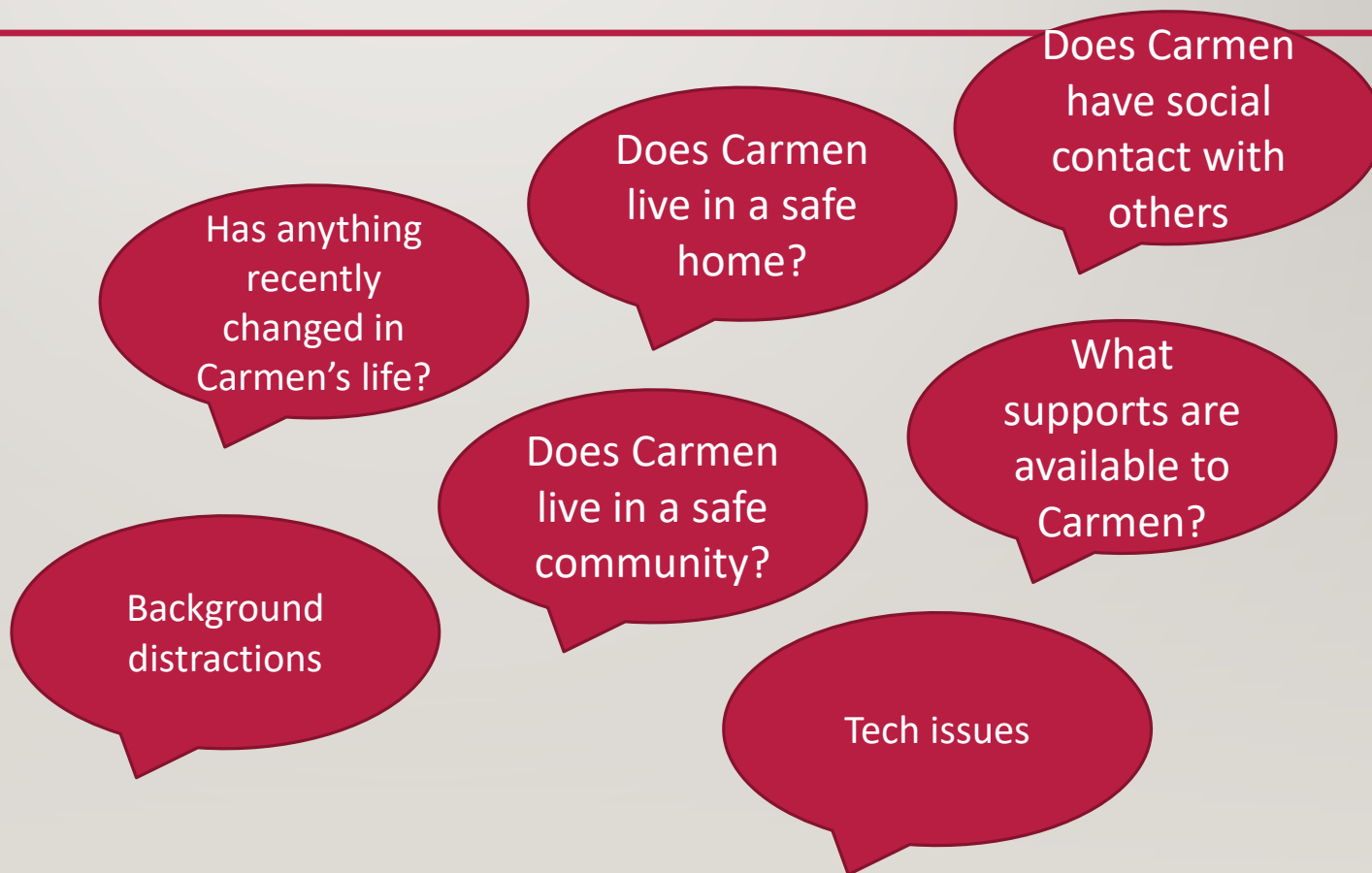
# COMMON LENS FOR INTERPRETING STUDENT BEHAVIOR

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# LIVING IN A PANDEMIC LENS FOR INTERPRETING STUDENT BEHAVIOR?

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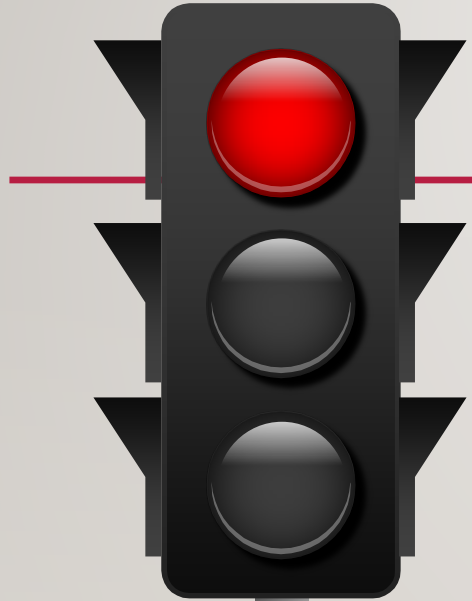


# BEHAVIOR 101

- Misbehavior is a system of an underlying cause  
*“she can’t vs she won’t”*
- *Behavior is communication*
- *Behavior has an function*
- *Behavior occurs in patterns*
- *The only Behavior an adult can control is his/her own*
- ***Behavior can be changed***

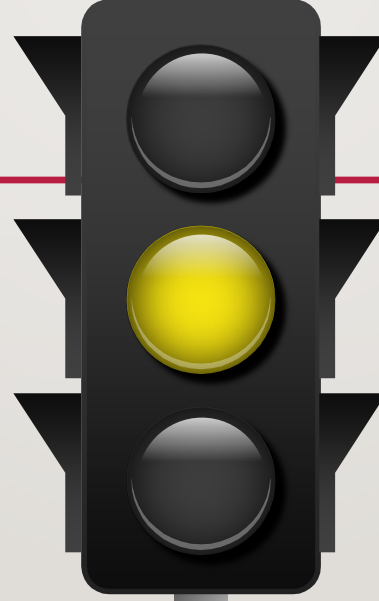
How do I teach it?

# BEHAVIORAL EXPECTATIONS: TEACHING BASED ON STRUCTURE LEVEL



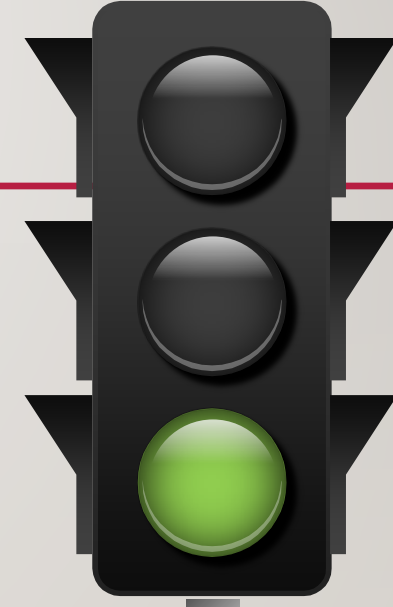
## HIGH Structure

- ✓ visual displays
- ✓ modeling
- ✓ examples/non-examples;
- ✓ teaching everyday



## MEDIUM Structure

- ✓ visual displays
- ✓ examples/non-examples



## LOW Structure:

- ✓ verbal discussion
- ✓ simple visual list of general rules

When do I teach it?

# Everyday best practices to support student behavior

## **Prompt transitions**

*Goal: Support students in transitioning, which can be dysregulating*

Strategies/tactics: use a countdown; set a timer; remind students of expectations

## **Establish clear routines**

*Goal: Make students' days as predictable as possible, and incorporate regulating strategies such as deep breathing into students daily lives, so that they can use these skills in times of dysregulation*

Strategies/tactics: incorporate self-control practices (e.g., breathing exercises) into daily routines

## **Use error correction**

*Goal: Support student behavior in*

Strategies/tactics: When student engages in an undesired behavior, state it and tell the student exactly what they should do in the future

# TRIGGERING, ESCALATION AND OUTBURST PHASE TIPS

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# IMPROVE AND SET BEHAVIOR EXPECTATIONS

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**1. Define your behavior expectations, along with rewards and consequences.**

**2. Clearly communicate your behavior expectations to students — and parents.**

**3. Show students what is meant by each expectation. Model and practice it.**

**4. Track student behaviors daily and apply rewards and consequences consistently and equitably.**

**5. Review and reinforce these expectations throughout the year.**

**Adapted from: How to Set Consistent Expectations to Improve Student Behavior**

**BY ERIC HATHAWAY**

## THE POWER STRUGGLE



Avoid this!

Don't challenge their resistant behavior. Instead, offer choices.

**What students might be telling us:**  
I'm not ready to do it that way.  
I don't feel safe.  
I don't feel in control.



# WHERE DO I START

SELF AWARENESS

# SELF AWARENESS

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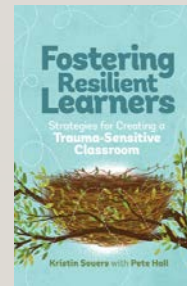


- What assumptions, thoughts, and fears drive our actions? To best serve those in our care, we first must care for ourselves.

*In the unlikely event of a loss of cabin pressure, oxygen masks will fall from the panel above you. Please fasten your own mask before helping others around you.*

## All About Me

- What do you love?
- Why did you choose this profession?
- Why do you continue to go to work every day?
- Whom do you seek out as a partner in your career/life?
- What is your inspiration behind teaching?
- Where do you lead others?
- What would you like to accomplish in your career/life?
- What do you believe about students?
- What are three core values that are important to you?
- What are three words would you like others to use to describe you at your retirement dinner?



[www.fosteringresilientlearners.org/publications](http://www.fosteringresilientlearners.org/publications)



# BUILDING RELATIONSHIPS IN A VIRTUAL ENVIRONMENT

# HOME SCHOOL PARTNERSHIPS SEIZE THE MOMENT

Educators have never had a more captive audience since most caregivers are at home with their school-age children. Research shows that the more involved a parent or caregiver is in their child's education, the more likely the child will succeed.

Now is a beautiful opportunity to strengthen those partnerships. Just think of the family momentum you'll have once students return to school.

- Start discussions with parents your expectations
- Have a virtual meeting schedule time/day with your parents to discuss how the student is doing at home
- Email parents weekly

## Online Learning: Student/Parent Contract

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

This form must be signed and returned within five days of student's enrollment.

By signing below, I am indicating that I accept and agree to abide by the terms, outlined requirements and rules of being part of the Endeavor and Discovery Academies.

### STUDENT AGREEMENTS:

- Have read and understand all behavioral expectations and consequences as outlined in the syllabus.
- Will protect my username and password and not share my log in information with others.
- Will be present and punctual to class and work diligently.
- Must complete required percentage of my coursework per week (amount will vary for each course).
- Understand that my teacher holds the rights to log me off, give me additional activities, make me redo activities, and/or suspend my privileges if they deem it necessary.

Student Signature: \_\_\_\_\_

### PARENT AGREEMENTS:

- Have read, understand and support the expectations and guidelines of online learning as outlined in the syllabus.
- Understand that weekly progress reports will be sent via email and should be monitored and discussed with student at home.
- Understand that participation in this is a privilege, not a right, and that your child may be removed from the classroom to be placed in ISS or OSS if contract is violated.

\_\_\_\_\_  
Parent/Guardian Printed Name

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Parent Email

**\*\*If form is not returned within the required period, it will be assumed that all parties agree to the above expectations and consequences.**

## Resources for Behavioral Expectations

**What is the DIFFERENCE between classroom rules and classroom expectations? And WHY is that important? Do you merely contain, or do you support and teach your students to be responsible?**

**Rules:** (1) explicit or understood regulations governing conduct and (2) control of or dominion over an area or people. *Think "containment".*

**Expectations:** (1) strong belief that something will happen or be the case in the future and (2) a belief that someone will or should achieve something. *Think "support and teaching".*

<https://pbiscompendium.ssd.k12.mo.us/rules-routines-schedules>

This is a PBIS compendium of resources, including videos, that specifically target rules, routines, and expectations. Excellent resource for anyone that may need additional guidance on behavioral expectations.

<https://www.cde.state.co.us/pbis/exampleelementaryexpectations>

From the Colorado Dept. of Education, it provides examples of schoolwide acronyms for positive behavior expectations for elementary schools.

<https://www.scholastic.com/teachers/articles/teaching-content/creating-classroom-rules-together/>

Article lists common classroom rules that can be customized for your needs, appropriate for all levels.

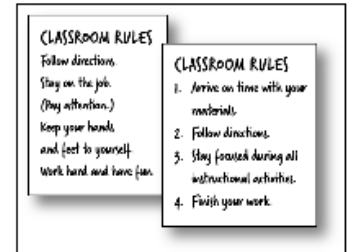
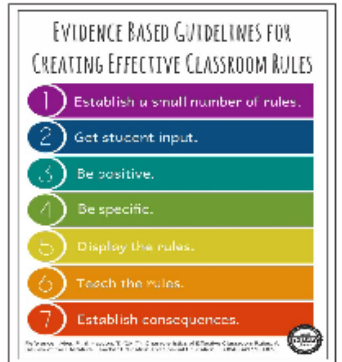
<https://www.kickboardforschools.com/blog/post/the-value-of-consistent-expectations>

Great review of how to communicate behavioral expectations to students; specifically, a practical guide of 5 tips for classroom, parents, and visuals for ALL to understand your expectations.

<https://go.magoosh.com/schools-blog/top-10-classroom-rules-for-elementary-school-students>

Do you ever wonder what the top 10 classroom rules are for elementary students? The top 10 rules are listed... *be sure to think of the "rules" as your classroom's "general" set of expectations.*

Visit [www.paec.org](http://www.paec.org) for additional professional development opportunities!



# IT TAKES A VILLAGE



Parents are a child's first and most important teacher! The earlier parents get involved, the more powerful the effects. One of the positive outcomes of COVID-19 is that **YOU** are needed to make the virtual classroom a success.

The National Coalition for Parent Involvement for Education reports that when schools and families work together, everyone benefits.

- Students have higher grades, graduation rates, and attendance
- Decreased use of drugs and alcohol, lower rates of suspension, and fewer instances of violent behavior.
- Parents feel empowered.

In Amanda Ripley's book *THE SMARTEST KIDS IN THE WORLD*, she found that what parents did at home mattered significantly. Reading to children and talking about school was very important. Parents showed their children they valued education by asking about school, what they learned, what they liked, etc.

It takes a village to raise a child. A "village" of parents, grandparents, teachers, relatives, friends, community leaders, neighbors, bus drivers, physicians, and a myriad of others who add to the tapestry of their lives. We can't do it alone, but if we hold hands and stick together like we tell the children to do, then we can create happy memories that will give children the roots and wings to live a good life and create a bright future.

# TEACHER – STUDENT RELATIONSHIP

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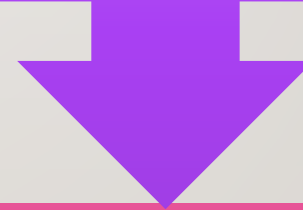




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# TEACHER STUDENT RELATIONSHIPS

Human connection is the basis of all our work, and in order for us to promote learning and healthy development, we must foster strong interpersonal relationships.

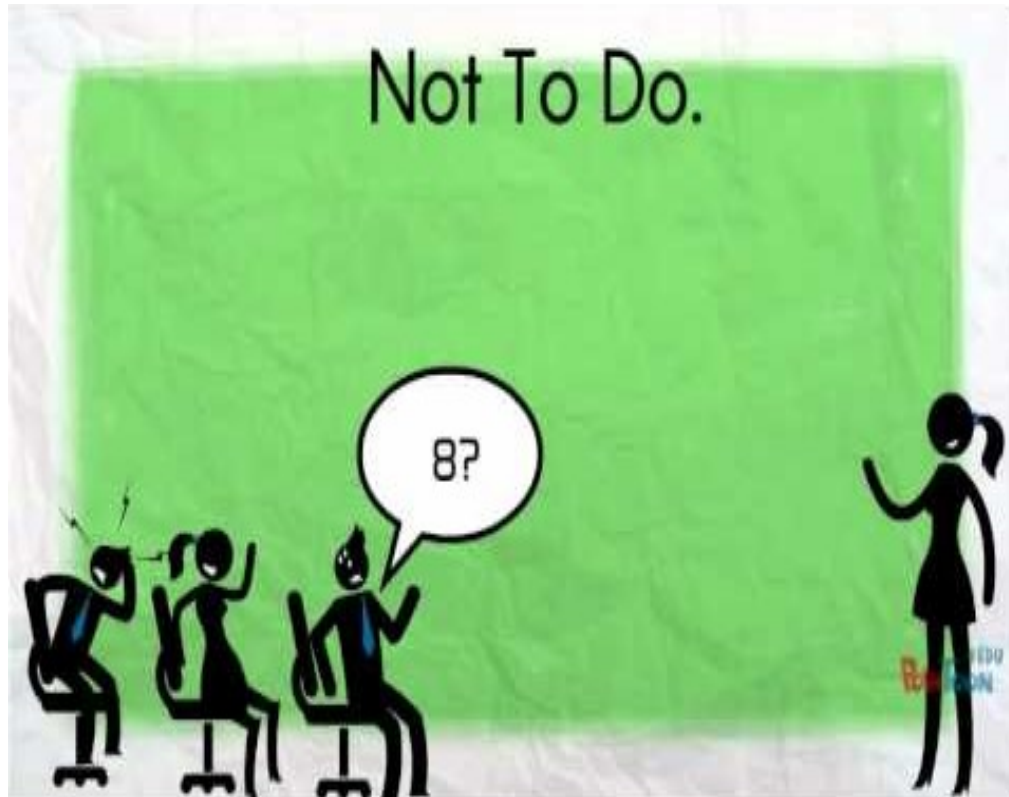


Get to know your students as individuals with goals, dreams and interest.

## COMPONENTS OF TEACHER-CHILD RELATIONSHIP

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- Repeated Interactions
  - – Simple and usually time-limited
- Emotional Elements
  - – The emotional connection makes the relationship
- Components of Nurturing and Responsive Relationships
  - – Respectful, Responsive and Reciprocal



## Research Note - Responsible Behavior:

“...Successful teachers are very clear with students about exactly how they expect students to behave. If a teacher doesn't know or doesn't communicate her behavioral expectations to students, the students have to guess a what constitutes responsible behavior.”

Brophy & Good, 1986; Colvin & Sugai, 1988; Emmer & Evertson, 1980; 1981, 1982; Emmer et al., 1980); Johnson, Stoner, & Green, 1996; Moskowitz & Hayman, 1976; McNamara, Evans, & Hill, 1986; Moskowitz & Hayman, 1976; Sharp, Crider, & Brown, 1995; Simonsen et al., 2008)

# SUCCESSFUL TEACHERS...



# PREPARATIONS

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Expectations/ Class Rules / How are the students going to enter the class

How are they going to get your attention/ Raise your hand button

Leaving during class/ signal for bathroom break or house emergency

Distractions/ What it looks like and sounds like when we are trying to learn

Transitions/ Music

# EXPECTATIONS/CLASS RULES

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## **For Rules/Behavior Correction:**

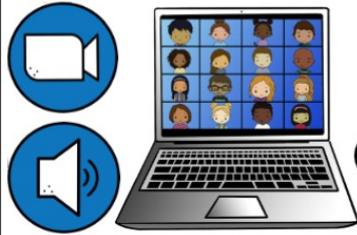
Use the picture cues to review the rules/expectations each day. If someone is breaking a rule, hold up the stick during your teaching to cue that student to evaluate their behavior. This visual cue may prevent wasted time verbally reviewing the rule.

**TIP:** When making your schedule, print two copies of each pop to make them double-sided. Add a checkmark to the backside and reveal it to students when each step is complete. This is a great visual cue for completing a task!



- One way to get the most from your expectations is to practice them routinely make your students **MASTERS**.

# VIRTUAL LEARNING RULES



Turn on your  
camera and sound.



Enter the  
virtual classroom  
quietly.



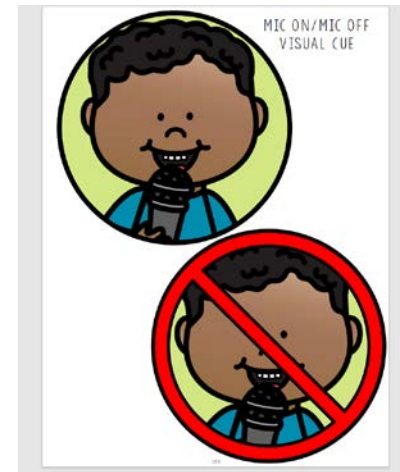
Mute yourself  
until you raise your hand and  
your teacher calls on you.



Stay in one  
place and face  
the camera.



Eat before  
you enter the virtual  
classroom.



# EXPECTATIONS/ CLASS RULES

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- This is our virtual classroom. Appropriate classroom behavior is expected.
- Log into your class from a distraction free, quiet environment.
- Please keep your audio on mute until you want to speak.
- If you would like to speak or answer questions, use the “Raise Hand” feature. Then unmute your self.
- If you would like to use the chat box, remember that it is public, and everyone can see your post
- Be prepared with all your school supplies book, paper and pencil.
- Make sure your video is on so we can see your happy face.
- Please come drees for school





# ACTIVITY MORNING CIRCLES

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Each morning, students and teachers gather **together in a circle for twenty to thirty minutes and interact with one another during four purposeful components:**

- **Greeting:** Students and teachers greet one other by name.
- **Sharing:** Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.
- **Group Activity:** Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills (for example, reciting a poem, dancing, singing, or playing a game).
- **Morning Message:** Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

<https://www.responsiveclassroom.org/>

# Video Brain Breaks

by Dr. Jean ..... Adapted from Dr. Jean's BLOG. [Click here](#) to see more!

 <p>The Banana Dance</p>	 <p>Today is Sunday</p>	 <p>ABC Kickbox</p>
 <p>Phonercise</p>	 <p>Wiggle Willie</p>	 <p>Pump up to 100</p>
 <p>Tooty-Ta</p>	 <p>Going on a Bear Hunt</p>	 <p>Seven Days of Boot Camp</p>
 <p>Jump Up, Turn Around</p>	 <p>Macarena to 100</p>	 <p>I am Slowly Going Crazy</p>

TEACHER♥TONI 90 www.teachertoni.com

# REMEMBER BRAIN BREAKS/ TRANSITIONS

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# MEETING THE STUDENTS EMOTIONAL NEEDS

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Check the box under the zone you are in:

**Blue**

Sick  
Sad  
Tired  
Bored  
Moving Slowly

**Green**

Calm  
Ready to Learn  
Happy  
Focused  
Feeling Okay

**Yellow**

Frustrated  
Worried  
Excited  
Silly  
Anxious

**Red**

Mad/Angry  
Out of Control  
Yelling  
Terrified  
Elated

**TOOLS**

Don't forget to use your tools!

Think happy thoughts  
Talk to someone about

Take a break  
Talk to your teacher

Take a break  
Squeeze a stress

# PROMOTE EMOTIONAL SAFETY AND SKILLS



- Develop a vocabulary for everyone in your classroom to talk about:
  1. Feelings (e.g., label feelings in books and instructional materials, prompt students, feelings games/charades/skits)
  2. Coping or Calming (in the student's words)
- Have parents create a calm space in their home
- Provide opportunities for student feedback like suggestion chat
- Visual aides of 5-7 things students can do to calm down
- Encourage students to listen to and ask for support and ideas

# OFFER CALMING CHOICES

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## WHY

- Help student regain a sense of control
- Build coping skills
- Match choices to student needs
- Increase student engagement
- Increase student ability to follow directions

## HOW

- Ask, “Do you want \_\_\_ or \_\_\_?”
- Examples include:
  - Calming corner
  - Promise room
  - Drink of water
  - Restroom Break
  - Deep breaths
  - “Helping” task
  - Fidget toys, stress ball
  - Read a book

# EFFECTIVE CHECK-IN COMMUNICATION

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- Start with words like **How** and **Can**
  - “How can I be helpful right now?”
  - “Can you tell me what happened to make you so upset?”
- Avoid questions that can be answered yes/no
- Avoid starting with words like **Are, Have, Do, What, Didn’t,** and **Why**
  - “Are you playing with your phone?”
  - “Do you want me to call your parent?”
  - “What in the world is the matter with you today?”
  - “Didn’t I tell you not to ...?”
  - “Why are you acting like that?”

Source: Hobbs & Dockett, 2009

Slide adapted with permission from Dr. Dana Cunningham, 2020

# OBSERVE AND RESPOND

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## WHY

- Check back to see if student can regain control
- Praise success
- Redirect when needed

## HOW

- If student is successful → REINFORCE with labelled praise
- If student is not successful →
  1. Try something else
  2. Use specific direction  
*“Take 3 deep breaths. Follow me [model]”*
  3. Use restrictive choices  
*“Please take 3 deep breaths.”*



# HOME CALM DOWN CORNER 201

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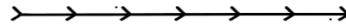
## DO

- Make it a choice
- Explain “rules”
- Encourage practice
- Teach students what to do when they get there
- Ensure the corner is inviting
- Give the student time to respond

## DON'T

- Make it a “time out”
- Threaten to send students there
- Offer it to students who can't use it effectively
- **Just leave them there**

## My Distance Learning Zones Chart



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Work Task/ Subject	I was this Zone (circle)	I used tools to be successful in my Zone (circle)	I completed my work (check when finished) ✓
Reading	● ● ● ●	👍 👎	
Math	● ● ● ●	👍 👎	
Writing	● ● ● ●	👍 👎	
SS/Science	● ● ● ●	👍 👎	
Other	● ● ● ●	👍 👎	

### Key:

BLUE ZONE TOOLS:	GREEN ZONE TOOLS:	YELLOW ZONE TOOLS:	RED ZONE TOOLS:
<p style="text-align: center;"><b>Rest stop</b></p> <ul style="list-style-type: none"> <li>*Take a break</li> <li>*Think happy thoughts</li> <li>*Talk to someone about how you are feeling</li> <li>*Ask for a hug</li> <li>*Look at a picture book</li> </ul>	<p style="text-align: center;"><b>Go time</b></p> <ul style="list-style-type: none"> <li>*Finish your work</li> <li>*Listen to your teacher</li> <li>*Help a friend</li> <li>*Smile</li> <li>*Get a high five</li> </ul>	<p style="text-align: center;"><b>Slow down</b></p> <ul style="list-style-type: none"> <li>*Take a break</li> <li>*Talk to your teacher</li> <li>*Go for a walk</li> <li>*Take belly breaths</li> <li>*Squeeze a stress ball/squishy</li> </ul>	<p style="text-align: center;"><b>Stop</b></p> <ul style="list-style-type: none"> <li>*Take a break</li> <li>*Squeeze a stress ball/squishy</li> <li>*Take 3 belly breaths</li> <li>*Count to 10</li> <li>*Talk to someone about how you are feeling</li> </ul>

# OFFER CALMING CHOICES

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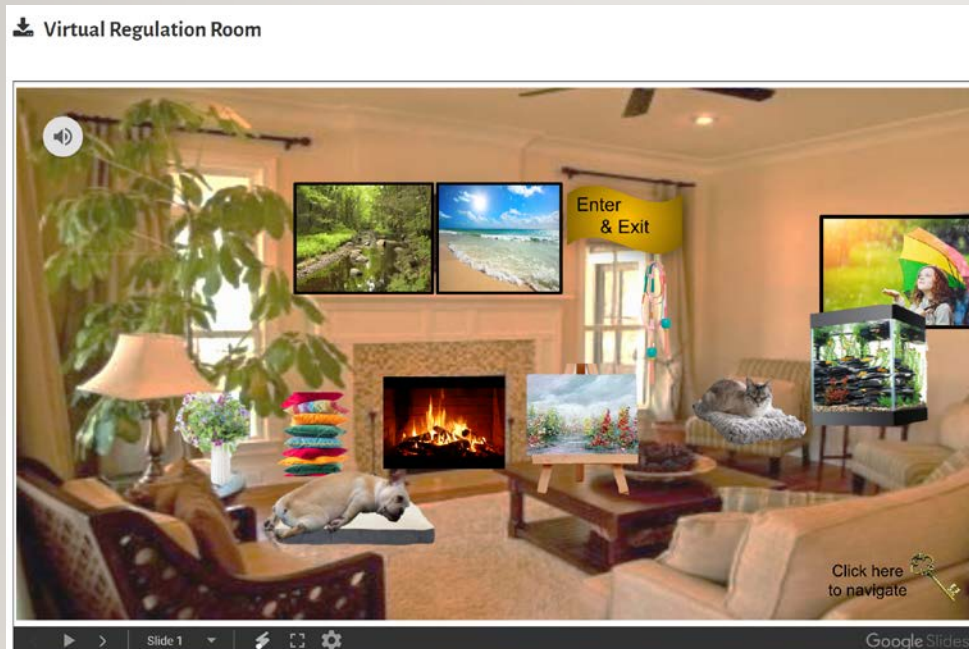
## CREATE YOUR CLASSROOM MENU

- Develop a list of calming choices for your classroom.
- For each choice, make notes about any special rules or skills you will need to teach students first.



# HOME CALM DOWN SPACE

# VIRTUAL CALM DOWN SPACE



## Navigating the Regulation Room

### Left side of room:

- *Door on left side* - Take a walk in the mountains, or listen to some birds sing
- *Stack of pillows* – Breathing exercises and Chair Yoga
- *Flowers in vase on table* – Sit in a field of wildflowers
- *Dog exhausted on bed* – Wake up and notice your body through different interoception activities

### Middle of room:

- *Left picture above fireplace* – Listen to a babbling brook and watch the water flowing
- *Right picture above fireplace* – Listen to the ocean and watch the waves crash upon the beach
- *Painting on easel on table* – Paining Lazy 8's with your finger and focusing on your breathing

### Right side of room:

- *Enter & Exit sign*  
**Check in form – Fill this out first when you enter the room**  
**Check out form – Fill this out when you are done in the room**  
Heartrate – You can use this to take your heartrate
- *Jump rope hanging by door* – Move your body
- *Cat on chair* – Focus on self-regulating with your breathe
- *Fish tank* – Watch fish swim underwater
- *Picture of girl in rain* – Take a walk in the rain



The home button on every page takes you back to the main room

<https://braindrops-institute.teachable.com/courses/developing-relationships-virtually/lectures/23270669>

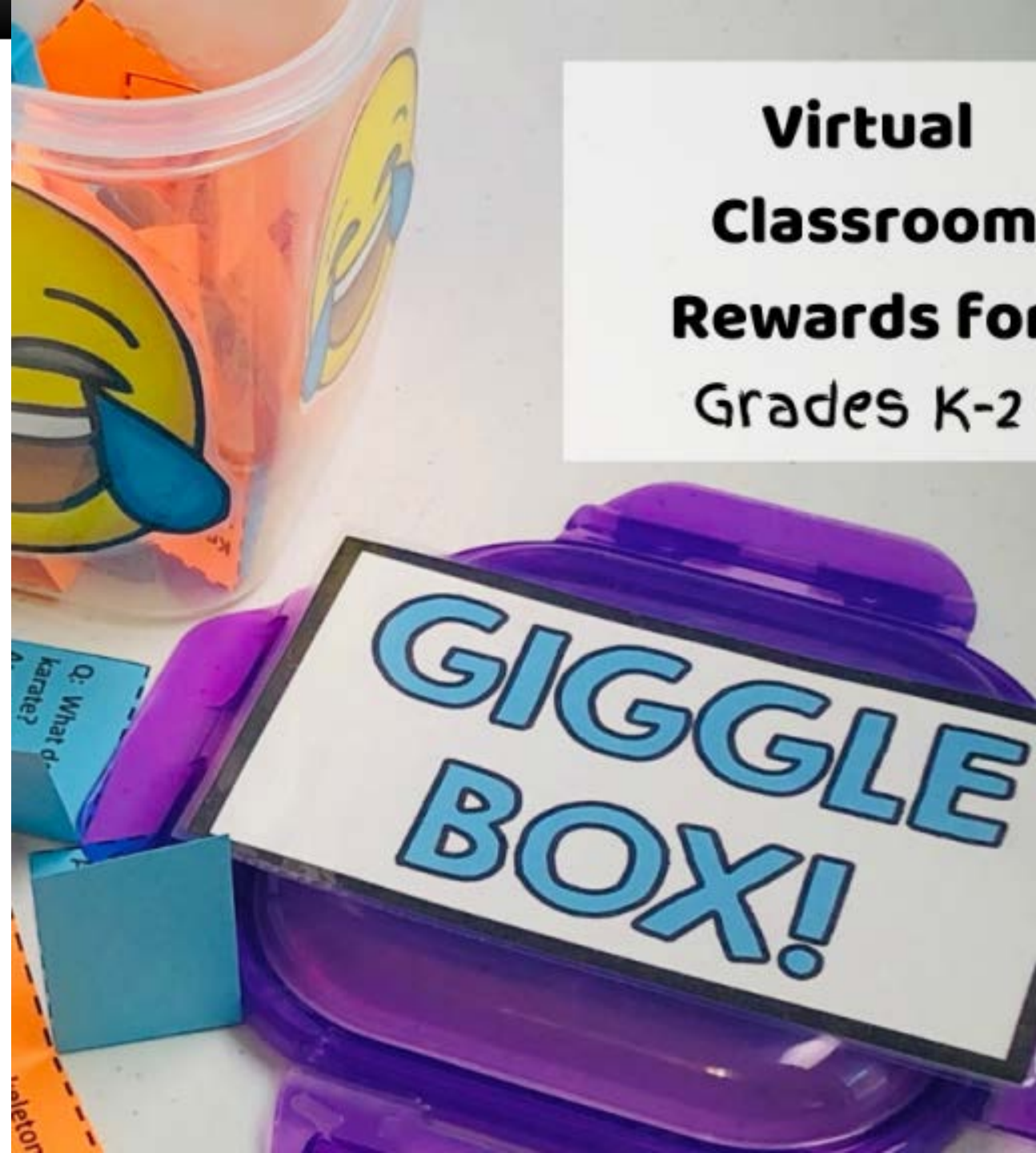
# VIRTUAL REWARDS

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<b>POINTS:</b>	<b>REWARD:</b>
<b>25</b>	Create a Video to Share
<b>50</b>	Share a Joke
<b>75</b>	Read Aloud <sup>The Giggle Box</sup>
<b>100</b>	Show & Tell
<b>125</b>	Be the Teacher
<b>150</b>	Talent Show
<b>175</b>	Skip Pass
<b>200</b>	Crazy Hair Day
<b>225</b>	Pajama Day
<b>250</b>	Directed Drawing Free Time
<b>275</b>	Spirit Day
<b>300</b>	Homework Pass

**Virtual  
Classroom  
Rewards for  
Grades K-2**



# OTHER FUN ACTIVITIES THAT BUILD COMMUNITIES

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## **Morning Circle / Afternoon Circle**

- Time for connections and community (e.g., greet, share, listen, reflect)
- Review a new vocabulary word or concept related to social emotional skills you want to develop
- Practice a new calm down skill

## **Peace Break (older students)**

- 10-15 minutes
- Lights dimmed (optional)
- Silent, calming activities (drawing on chalkboard or at desk, head down, feather balancing)
- Music

- **GoNoodle Time (younger students)** [www.gonoodle.com](http://www.gonoodle.com)
- Try different channels, like Flow  
<https://family.gonoodle.com/activities/melting>

## **Dance Party Break (any grade)**

- Let students vote on appropriate songs to play and dance to
- Set ground rules for hands and feet to yourself

## **Mindful Moment (any grade)**

**Check in Forms** <https://jenniferfindley.com/>

**Free Rewards** <https://www.pbisrewards.com/blog/pbis-incentives-distance-learning/>



## REENGAGEMENT

### Reestablish Classroom Safety

- It is important to establish safety and control for the whole class as quickly as possible. This can be done through a short mindfulness practice; this can give you, as the educator, an opportunity to de-escalate yourself as well

### Acknowledge the Event

- Take a few minutes to process what just happened with the class. This can be important for other students who might be feeling anxious or triggered to understand what actually happened rather than leaving them to figure it out for themselves.

### Reengage Agitated Student

- It is important that the escalated student be given time and space to calm down. Having a quiet place in the classroom for the student to engage in a low frustration activity, such as drawing; this gets them thinking and helps reorient them to the classroom.

### Debrief with Agitated Student

- Wait to have a debrief conversation until the student is calm, experiencing feelings of safety, and can have a rational discussion. These interactions will be much more productive if the student is no longer agitated.

# Social-Emotional Skills Will Carry Us Through

While stressful and incredibly hard, our social and emotional skill sets will be what help us thrive in the end. It is a vital time to help children recognize when they self-regulate, when they are aware of and communicate needs, and when they make a responsible choice. Every child and adult in America is finding new ways to persevere, empathize, and be kind so let's turn these into teachable celebrations!