MAY 11, 2020

STUDENT SOCIAL EMOTIONAL SUPPORT AND WELLNESS

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MAKING RESEARCH RELEVANT

THE UNIVERSITY OF TENNESSEE KNOXVILLE
CENTER FOR EDUCATIONAL LEADERSHIP

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Meet Our Presenters

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Overarching Goal and Session Objectives

- **Understand the latest research** on adversity and trauma and its impact on student well-being.

- **Learn** about ways to foster student well-being and support social and emotional needs during times of adversity and beyond.
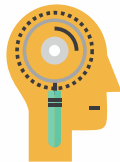
- **Identify actionable steps** for fostering student well-being and resilience.

PART 1: RECOGNIZING THE EFFECTS OF ADVERSITY ON STUDENTS

Spectrum of Student Stressors

- Sudden disruption of normal routines, relationships, structures, predictability
- Missing out on important rituals (e.g., prom, graduation)
- Confusion and uncertainty about what will happen next, lack of predictable safety nets
- Disproportionate access to virtual education (e.g., technology, learning challenges)
- Worry and fear for safety of self and others
- Increased challenges with mental health issues (e.g., anxiety, depression)
- Food insecurity
- Loss of resources (e.g., extended family support, family job loss, child access to mental health and primary health care)
- Unsafe situations at home (e.g., abuse, neglect, domestic violence)
- Loss of family members, community members, teachers

Students at Increased Risk

- Students who have had anxiety, depression, or suicidal ideation

- Students with learning and attention disorders

- Students whose families have lost jobs or incomes

- Students whose loved ones are particularly vulnerable to COVID-19

- Students who have caregiver who is a healthcare worker

- Students who may be less supervised due to caregivers' work

- Students who have lost a loved one due to COVID-19

- Students who have limited access to learning (technology, time, adult assistance)

- Students with special needs

- Students for whom English is not their first language

- Students in potentially volatile or violent family situations at home

(Teaching Tolerance, 2020)

Trauma

The *Three Es* of trauma

Trauma refers to an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse **effects**.

(NCTSN, 2016; SAMHSA, 2014)

Youth Responses to Stress and Trauma

- Trouble managing emotions, more intense mood swings
- Increased agitation, irritability, tearfulness, clinginess
- Fidgeting, nail biting
- Getting frustrated or angry more quickly
- Overreacting to small issues or challenges
- Excessive worry, racing thoughts, preoccupation with the event
- Trouble relaxing, difficulty sleeping, nightmares
- More impulsive and/or risk-taking behavior
- Increased substance use

- Appearing emotionally disconnected
- Lower energy level
- Difficulty getting out of bed, keeping up with personal hygiene, or doing daily activities
- Physically or socially withdrawing
- Loss of interest in things previously enjoyed
- School avoidance
- Changes to appetite
- Trouble focusing, difficulty concentrating, appearing spaced out
- Headaches, stomachaches, body pain

(Images: The National Institute for the Clinical Application of Behavioral Medicine, 2019)
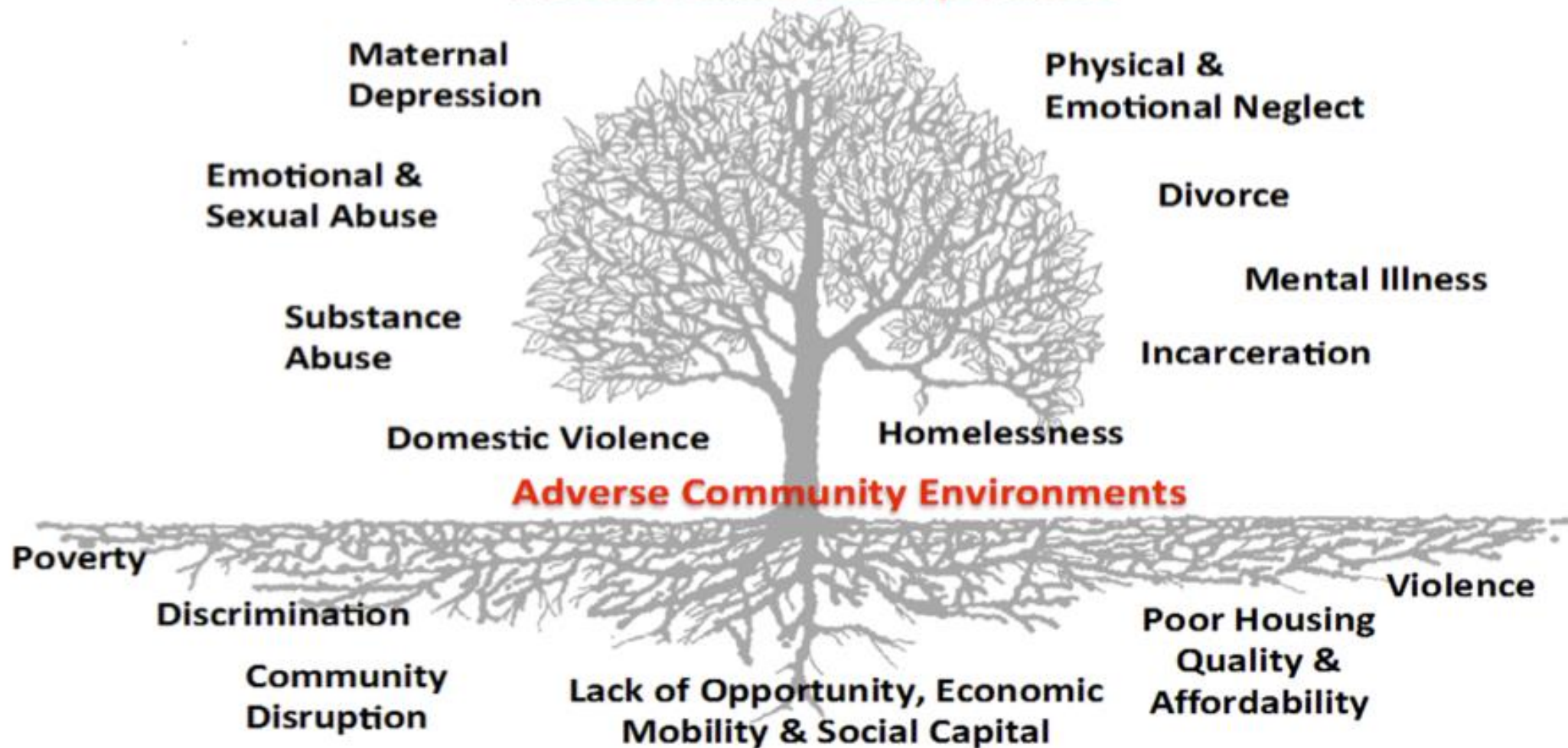
Prevalence of Childhood Adversity and Trauma

- **More than two thirds** of children in the United States report experiencing a traumatic event, such as a serious accident or natural disaster, or experiencing or witnessing violence by age 16.

- **Two of three** children were exposed to violence in the past year (direct and/or witnessing; in homes and/or communites).

- According to the most recent National Survey of Children's Health (2016), **46% of children** had experienced at least one adverse childhood experience.

- Students at **increased risk** for exposure to traumatic experiences include youth of color, particularly youth living in urban, low-income communities; American Indian/Alaska Native youth; LGBTQ youth; youth experiencing homelessness; youth who are refugee;s youth living in poverty; and youth living with intellectual and developmental disabilities.
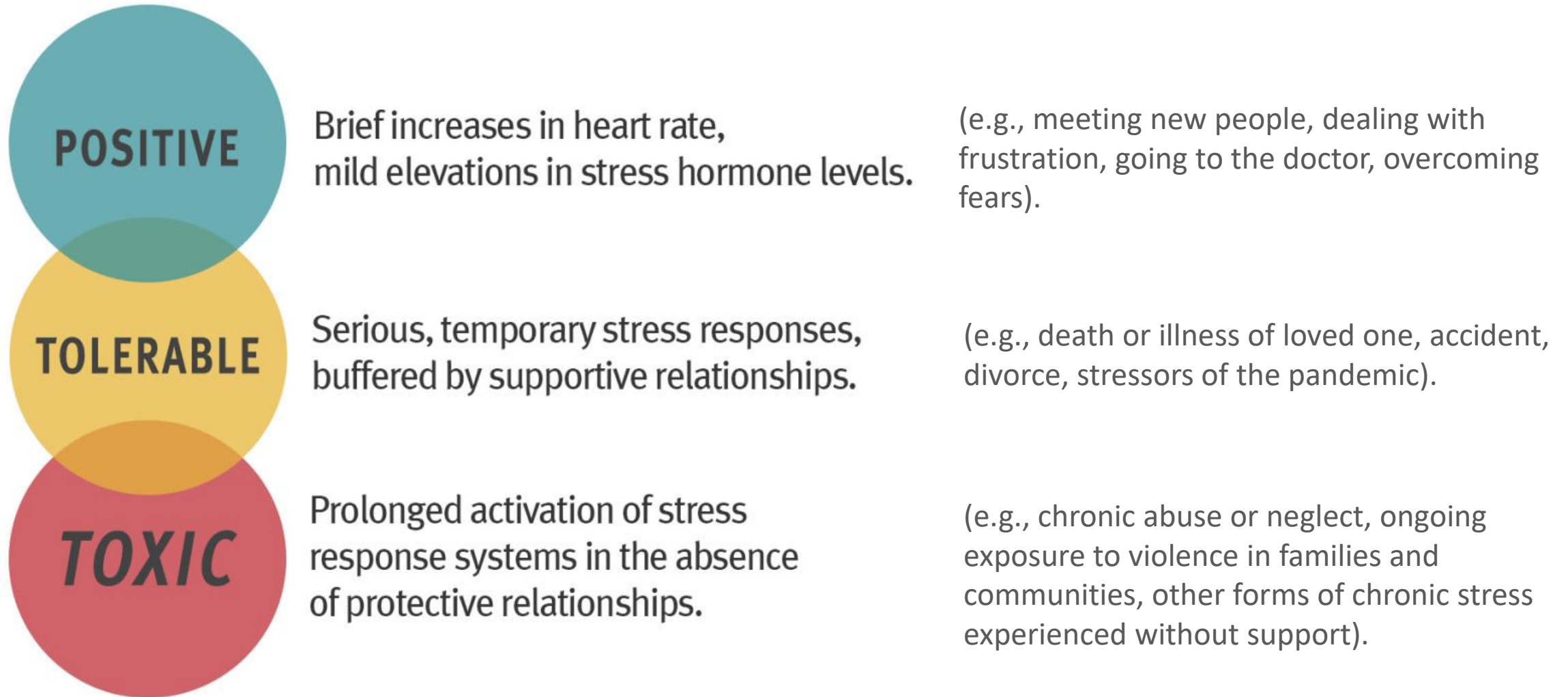
(NCTSN; Copeland et al., 2007)

The Pair of ACEs

Adverse Childhood Experiences

Maternal Depression

Physical & Emotional Neglect

Emotional & Sexual Abuse

Divorce

Substance Abuse

Mental Illness

Incarceration

Domestic Violence

Homelessness

Adverse Community Environments

Poverty

Violence

Discrimination

Poor Housing Quality & Affordability

Community Disruption

Lack of Opportunity, Economic Mobility & Social Capital

Ellis, W., Dietz, W. (2017) A New Framework for Addressing Adverse Childhood and Community Experiences: The Building Community Resilience (BCR) Model. Academic Pediatrics. 17 (2017) pp. S86-S93. DOI information: 10.1016/j.acap.2016.12.011
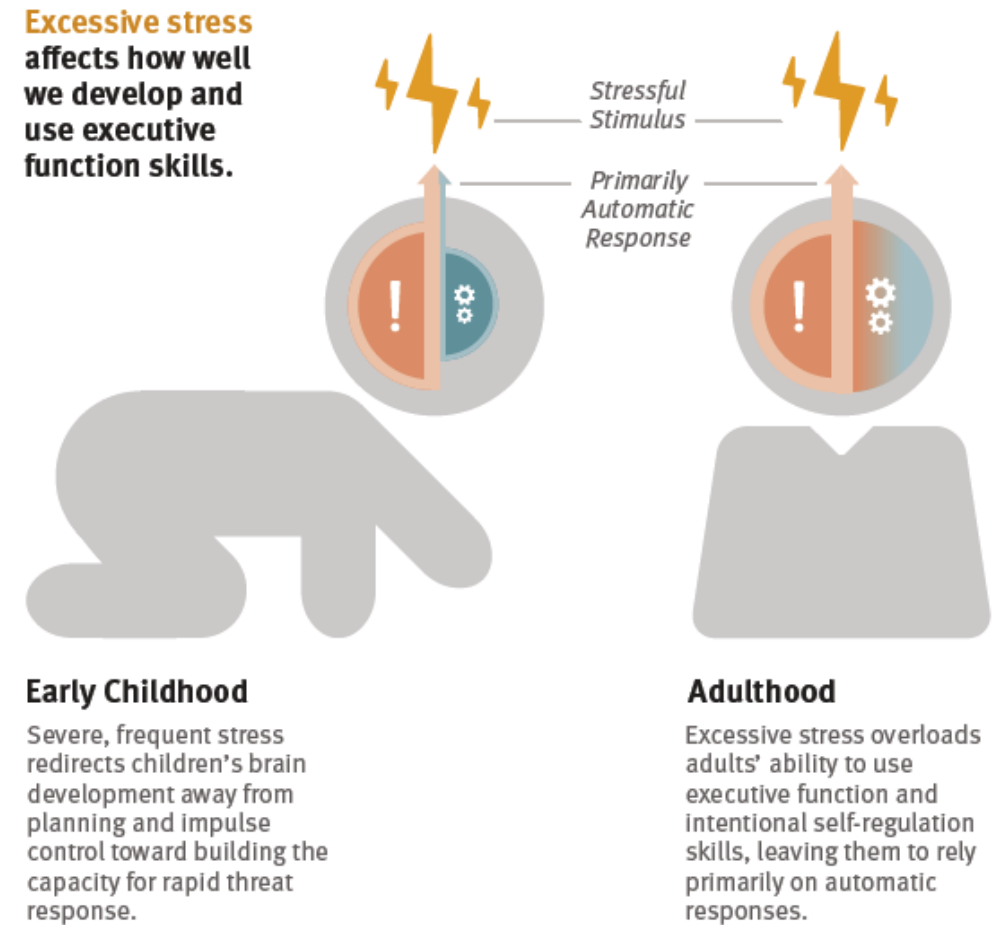
Types of Stress Responses

POSITIVE
Brief increases in heart rate, mild elevations in stress hormone levels.

(e.g., meeting new people, dealing with frustration, going to the doctor, overcoming fears).

TOLERABLE
Serious, temporary stress responses, buffered by supportive relationships.

(e.g., death or illness of loved one, accident, divorce, stressors of the pandemic).

TOXIC
Prolonged activation of stress response systems in the absence of protective relationships.

(e.g., chronic abuse or neglect, ongoing exposure to violence in families and communities, other forms of chronic stress experienced without support).
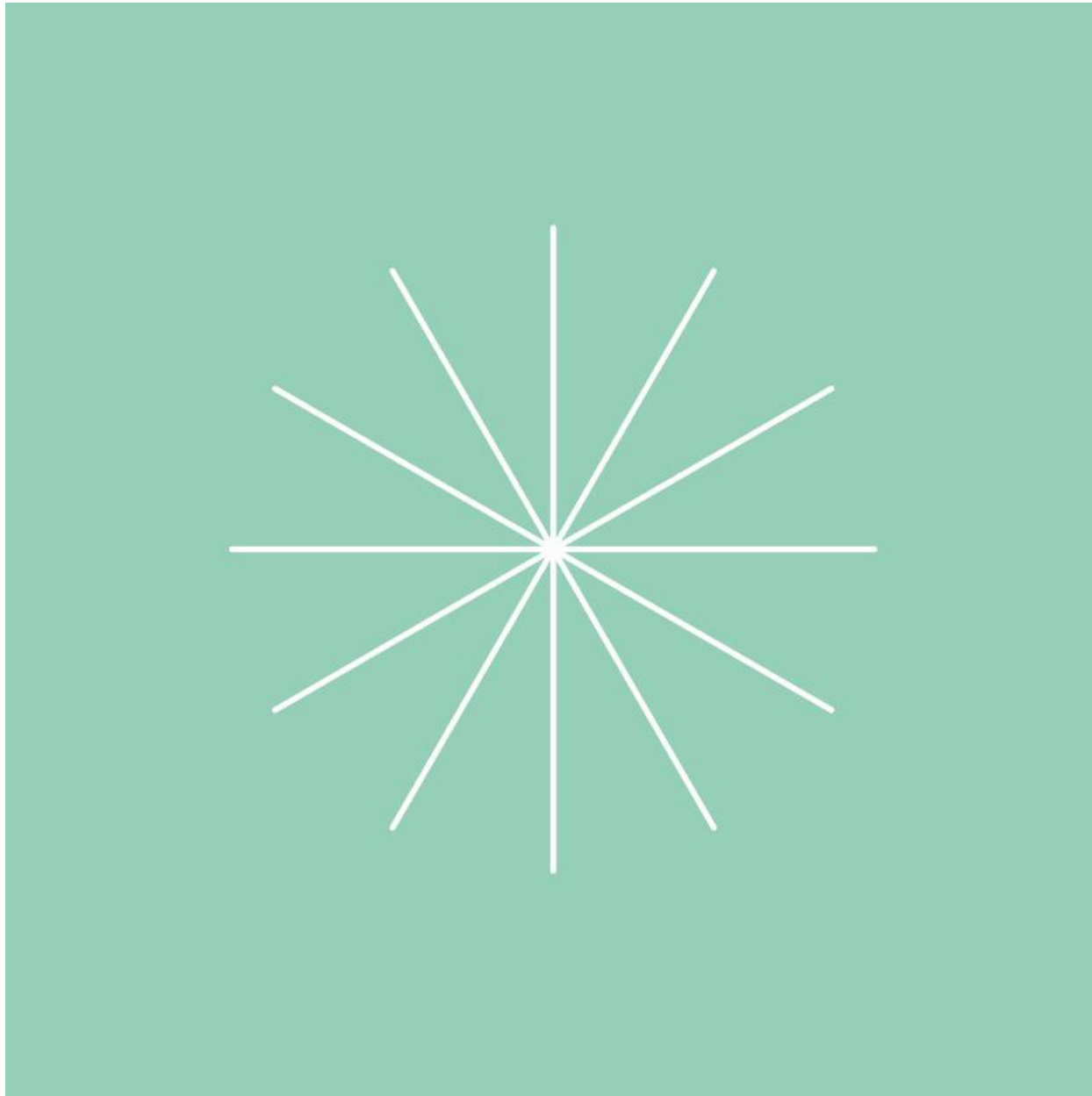
(Center on the Developing Child)

Trauma & Social and Emotional Development
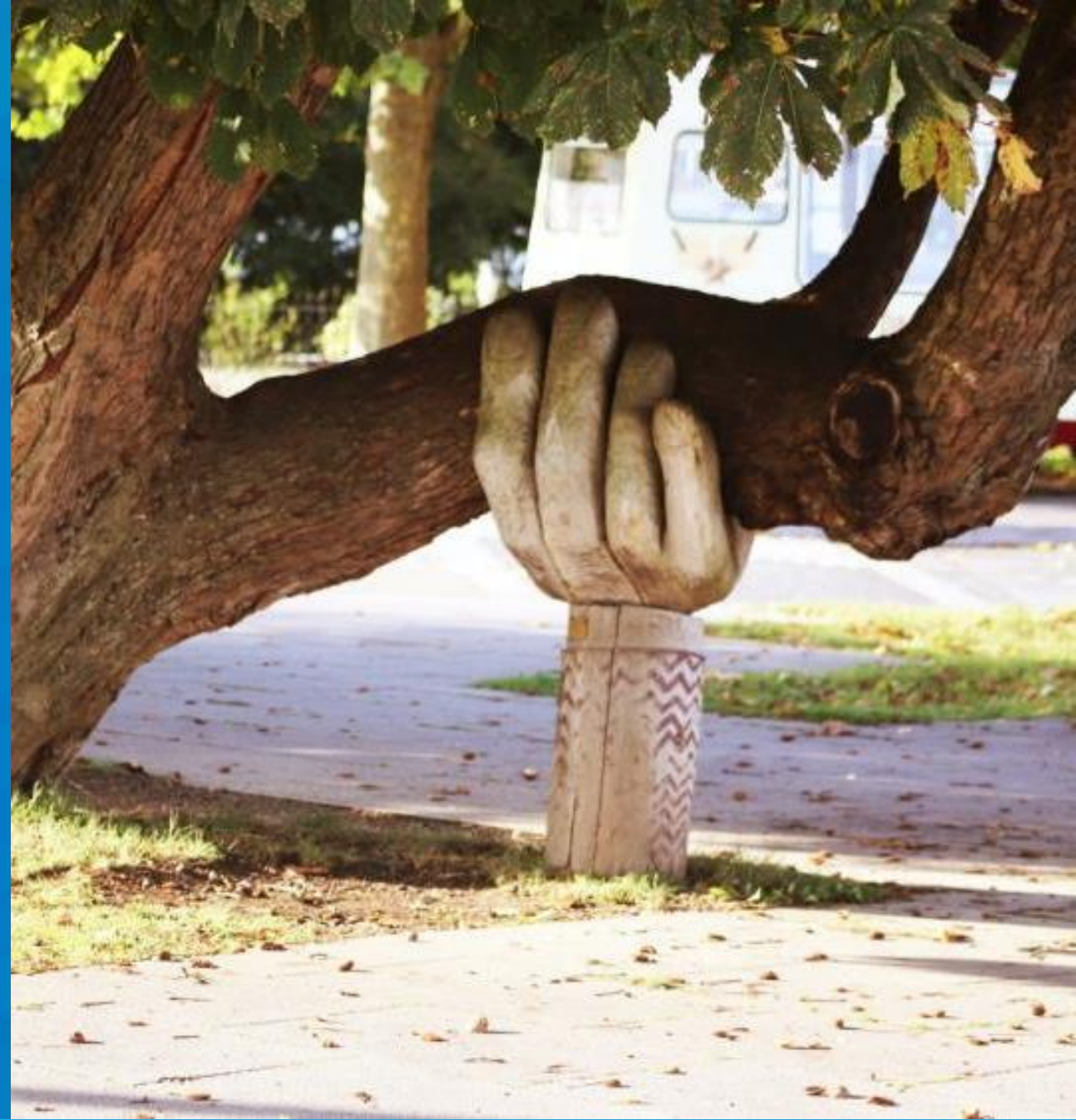
Exposure to trauma can negatively affect:

- Our capacity to self-regulate.

- Our awareness of self and others.

- Our ability to engage socially and form relationships.

- Our ability to attend to information, accurately assess situations, and make decisions.

Excessive stress affects how well we develop and use executive function skills.

Stressful Stimulus

Primarily Automatic Response

Early Childhood
Severe, frequent stress redirects children's brain development away from planning and impulse control toward building the capacity for rapid threat response.

Adulthood
Excessive stress overloads adults' ability to use executive function and intentional self-regulation skills, leaving them to rely primarily on automatic responses.

PART 2: FOSTERING RESILIENCE AND STUDENT WELL-BEING

Key Factors Associated With Resilience

- Adaptable, caring, and supportive relationships

- A sense of mastery over life circumstances

- Strong executive function and self-regulation skills

- Safe and supportive environments

- Affirming faith or cultural traditions

Four Factors in a School's Environment that Affect Students

Research shows four primary conditions in a school's environment can have a positive or negative effect on students, including their academic outcomes and attendance record.

Safety

- Physically, emotionally and identity-safe environment
- Low-risk environment
- An absence of microaggressions and stereotype threat
- Respectful

Connectedness & Belonging

- Meaningful connection between adults and students
- Cultural respect, inclusiveness, and responsiveness
- Positive peer relationships
- Belonging and membership
- Sense of support

Academic Challenge

- High goals and expectations
- Connection to life goals
- Culturally responsive & engaging
- Robust opportunities to learn
- Strong individual motivation
- Developmentally appropriate

Social & Emotional Support

- Attention to student development, experience, and circumstance
- Support of young people's potential
- Humble, persistent, responsible, and empathetic educators
- Creativity and collaboration modeled and valued
- Growth mindset
- Social and emotional learning and support

SOURCE: Conditions for Learning (CFL) Reference Guide, National Clearinghouse on Supportive School Discipline

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Source: REL Midwest (2018) https://ies.ed.gov/ncee/edlabs/regions/midwest/blogs/integrating-equity-into-sel-infographic.aspx
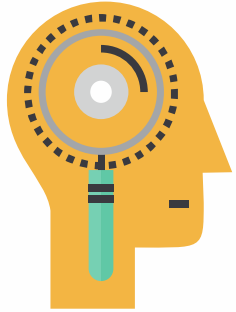
Trauma-Sensitive Schools

- **Educate** all school staff about trauma and its effects
- **Promote** safety in relationships and in the environment
- **Reduce** trauma-related triggers in the school environment and eliminating potentially retraumatizing practices, such as harsh and shaming responses
- **Consider** trauma in all assessment protocol and behavior plans
- **Ensure** youth and family voice, choice, and empowerment
- **Address** the secondary effects on educators that can occur when working with trauma survivors
- **Build** student and staff social and emotional skills to foster resilience.

Trauma Sensitivity and Social and Emotional Learning

Trauma Sensitivity	Social and Emotional Learning
Enhances awareness of the negative effects of trauma on social and emotional health	Builds competencies that strengthen resilience in the face of adversity
Identifies building social and emotional skills as a key component of a trauma-sensitive school	Can be incorporated at all tiers as part of a trauma-sensitive approach to support resilience for all and healing for students exposed to trauma
Fosters environments that promote social and emotional learning	Fosters environments that promote trauma sensitivity

Supporting Student Well-Being

TRAUMA-SENSITIVE MINDSET & INSTRUCTION

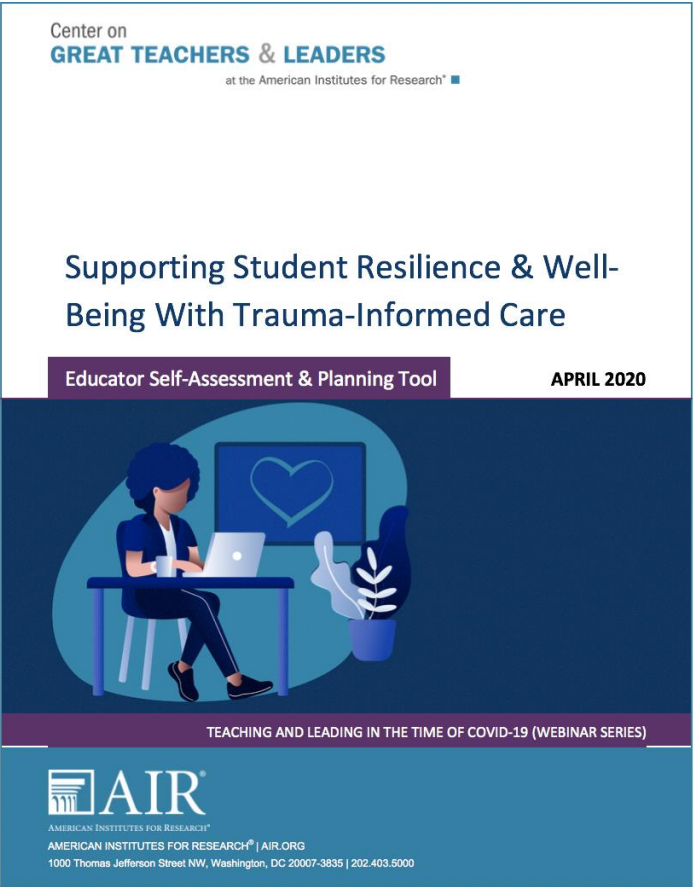**SAFETY**

EMOTIONAL REGULATION

RELATIONSHIPS

Free Resource: Educator Self-Assessment & Planning Tool for Supporting Student Well-Being

Explore areas of strength and growth in developing resilience and well-being in your students.

Center on
GREAT TEACHERS & LEADERS
at the American Institutes for Research®

Supporting Student Resilience & Well-Being With Trauma-Informed Care

Educator Self-Assessment & Planning Tool   APRIL 2020

TEACHING AND LEADING IN THE TIME OF COVID-19 (WEBINAR SERIES)

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1000 Thomas Jefferson Street NW, Washington, DC 20007-3835 | 202.403.5000

Educator Self-Assessment for Supporting Student Well-Being
Please rate on a scale of 1 to 4 (1 = never; 4 = often) how often you incorporate the following strategies.

Strategy				
Celebrate successes.	1	2	3	4
Savor positive emotions, and pay attention to what it is like to feel good and to enjoy positive moments and laughter as they arise.	1	2	3	4
Use hopeful language about the future, and share stories of hope and strength at this time.	1	2	3	4
Honor rituals and transitions virtually or at a distance (e.g., virtual proms, videotaped graduation speeches, celebratory signs for graduating seniors, celebratory parades around student homes).	1	2	3	4
Engage in virtual appreciation or gratitude circles and/or offer space for written statements of gratitude (e.g., one thing you appreciate about your classmates).	1	2	3	4
Be observant, and recognize your signs of stress. (Tip: Map your day, and note the times you feel most stressed. Understand your triggers.)	1	2	3	4
Practice mindfulness techniques that strengthen your self-awareness (e.g., mindful breathing, body scans, compassion exercises). Create cues for self-awareness practice throughout your day (e.g., moments in the day, particular activities, visual reminders), for example, "Before every lesson, I am going to take three deep breaths."	1	2	3	4

Supporting Student Well-Being Plan

Use this template to create your own plan for supporting student well-being. Check back regularly to see how things are going, and assess whether you need to make any adjustments to your plan. You may consider doing these activities with colleagues if it is useful to share what is working and try some practices together.

Based on your responses to the self-assessment, list one to two things in each area that you already do frequently and one to two things that you would like to try out or do more of to support student well-being in your role. Then, choose a few things from your list that you can make a commitment to doing in the next month.

Area	Already Do	Would Like to Do
TRAUMA-INFORMED MINDSET & INSTRUCTION		
SAFETY		
EMOTIONAL REGULATION		
RELATIONSHIPS		

Free at https://gtlcenter.org/sites/default/files/Supporting_Student_Resilience_Well-Being_Self-Assessment_Planning_Tool.pdf
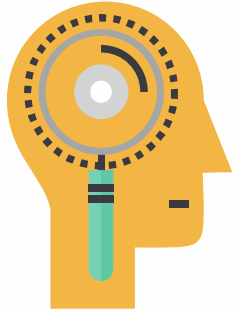
Supporting Student Well-Being

Step 3: Reason

Step 2: Relate

Step 1: Regulate

Bruce Perry, Child Trauma Academy

Supporting Student Well-Being
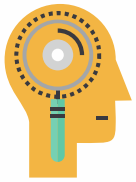
TRAUMA-SENSITIVE MINDSET & INSTRUCTION

SAFETY

EMOTIONAL REGULATION

RELATIONSHIPS

Educator Mindset & Instruction

- Check your assumptions and mental talk about students and their behaviors.

- Avoid negative labels.

- Be flexible.

- Deliver content in smaller, more manageable increments

- Invite and encourage feedback about what students are and are not understanding and suggestions for improvements.
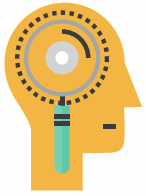
Safety

- Be predictable.

- Reduce risk of harm in the virtual space.

- Provide support related to emotional and identity safety.

Emotional Regulation

- Incorporate grounding and mindfulness practices that support regulation.
- Help students practice identifying their emotional states.
- Check yourself.

Educator Mindset and Instruction

Consider a virtual lesson-planning structure that supports regulation:

- Welcoming opening ritual
  - Smile, welcoming by name, virtual greetings or handshakes, virtual circle
  - Consider a "do-now" or "entry card" that offers an opportunity to identify emotions or highs and lows
- Regulatory strategies throughout the lesson
  - Brain breaks
  - Collective pauses
  - Mindful minute
- Optimistic closure
  - Accolades, appreciations, gratitude
  - Feeling check, something I learned, something I am curious about, what I am hopeful about or looking forward to

CASEL's 3 Signature Practices Playbook

Relationships

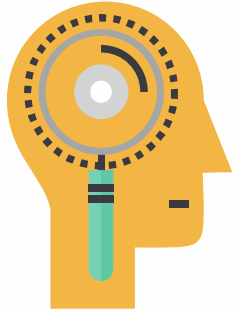*"There is no more effective neurobiological intervention than a safe relationship."*
– Bruce Perry

Relationships

- Ensure that all students feel welcomed, seen, and appreciated during this time.

- Connect before you correct.

- Use online tools to build community.

- Identify ways to connect with harder-to-reach students and students with fewer relational connections.

Supporting Student Well-Being

TRAUMA-SENSITIVE MINDSET & INSTRUCTION

SAFETY

EMOTIONAL REGULATION

RELATIONSHIPS

Thank you

Small Group Session

Guiding Questions

1. Based on what has been presented thus far, what content is most useful and applicable to your work?

2. How have your schools been supporting student well-being and resilience prior to closure? What are the strategies and approaches that you have found most useful for students at this time?

3. What strategies could be expanded during this time and beyond related to supporting students' social and emotional well-being and skill-building?

Webinar Series

Teaching & Leading in the Time of COVID-19

Webinar #1: What About You? Strategies for Supporting Educator Resilience and Trauma-Informed Self-Care

Resources:

- Educator Stress Spectrum (Explore the Interactive Version)

- Self-Assessment and Planning Tool

- Resources and Bibliography

- GTL Center Insights on COVID-19: Resource Page

Webinar #2: What About Your Students? Supporting Student Well-Being and Resilience with Trauma-Informed Care

Resources:

- Self-Assessment and Planning Tool

- Resources and Bibliography

- GTL Center Insights on COVID-19: Resource Page

Related Resources from AIR

- [Building Positive Conditions for Learning at Home: Strategies and Resources for Families and Caregivers](#) (AIR COVID resource)

- [Trauma-Sensitive Schools](#) Training Package

- AIR's Free Online SEL Module "[Creating a Well-Rounded Educational Experience](#)"

- The [Center on Great Teachers and Leaders](#) "SEL School"

- [The National Clearinghouse on Supportive School Discipline](#) reviews SEL research, tools, and strategies, and provides examples of SEL practice in schools.

- [Science of Learning and Development](#) from AIR

Related Resources for SEAs from GTL

- [GTL Center Insights on COVID-19: Resource Page](#)—check out our Supporting Student Wellness section
- Louisiana Communications Planning: https://www.louisianabelieves.com/docs/default-source/covid-19-resources/communication-plan-recommendations.pdf?sfvrsn=981f9b1f_2
- District Responses to COVID-19 School Closures: https://docs.google.com/spreadsheets/d/1n_5rHMCf2GAiOcgIa4pCZD8l9zh5-1NQRKmYEk3qPLg/edit#gid=778813724
- California FAQs on Grading and Graduation Requirements: https://www.cde.ca.gov/ls/he/hn/gradegraduationfaq.asp
- State Policy Flexibilities in Response to COVID-19: Avoid Failing the Next Cohort of New Teachers: https://www.sreb.org/sites/main/files/file-attachments/flex_march2020.pdf?1585594285=
- Tennessee School Closure Toolkit for Districts: Staffing https://www.tn.gov/content/dam/tn/education/health-&-safety/School%20Closure%20Toolkit%20-%20Staffing%20(PDF).pdf
- [Trauma-Informed Parenting during our "Staycation" from the Attachment and Trauma Network, Inc.](#)
- Search Institute's resource on [Building Developmental Relationships during COVID Crisis](#)

Additional Strategies
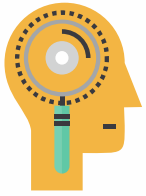
Educator Mindset and Instruction

Adopt a trauma-sensitive mindset.

Consider how the statements below that are reflective of a trauma-sensitive mindset align with your belief system/mindset. Ask yourself what, if anything, would change about your approach with students by fulling adopting this mindset.

- Students do well if they can (versus if they want to).
- Behavior is communication. The misbehavior you see is a solution to a problem that you don't see (unsolved problems, unmet needs, lagging skills).
- Relationships are central to student success.
- We need to move from punishment done to students, to consequences and solutions done with students and focused on skill building.
- Attending to student social and emotional well-being is critical for academic success.
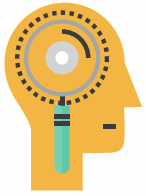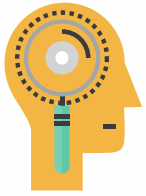
Educator Mindset and Instruction

- Be flexible in this new virtual space (e.g., be open to trying new things, manage your expectations of yourself and your students, recognize that you will not be able to recreate everything as it was before, virtually).

- Help link learning to what is happening and is relevant right now (don't ignore the current moment).

- Deliver content in smaller, more manageable increments to avoid overwhelming students.

- Invite and encourage feedback about what students are and are not understanding and suggestions for improvements.

- Communicate in the language of the home, establish multilanguage hotlines, and translate materials for families.

- Integrate questions into lessons to help students practice self-awareness (e.g., What did you like about this? What felt frustrating or difficult? What did you think about the topic? What are you curious to know more about?).
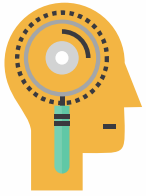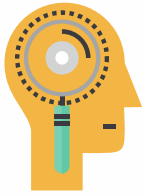
Educator Mindset and Instruction

- Check your assumptions and mental talk about students and their behaviors (e.g., noticing negative thoughts, assumptions and biases).

- Work to identify your assumptions and biases related to race, culture, language, and class.

- Avoid negative labels (e.g., *disengaged, uninterested, lazy, unmotivated, doesn't care)* that don't take into account the stress that students and families are experiencing.

- Avoid power struggles and demands about how students engage with virtual learning (dress code, where they are in their place of residence).

- Ask what may be behind difficult behaviors (e.g., work refusal) at this time. Consider levels of stress, access and support issues, and potential skill issues behind challenging behaviors.

- Respond to the need or issue behind the behavior instead of the behavior itself (e.g., "By the way that you are acting, it seems like maybe you are having a bad day. How can I help?").

Educator Mindset and Instruction

- Let go of zero tolerance and rigid expectations. Take care how you word e-mails and talk with students, and balance expectations with understanding.

- Avoid comparisons: "John got this done; you should be able to do this too."

- Focus on generating solutions to the problem vs punishment for behavior . Why only "generic punishment"?

- Appreciate all efforts, even if assignments are not complete.

- Celebrate successes

- Savor positive emotions and pay attention to what it is like to feel good and to enjoy positive moments and laughter with your students as they arise.

- Use hopeful language about the future and share stories of hope and strength at this time.

- Engage in virtual appreciation or gratitude circles and/or offer space for written statements of gratitude (e.g., 1 thing you appreciate about your classmates).

Educator Mindset and Instruction

Consider a virtual lesson-planning structure that supports regulation:

- Welcoming opening ritual
  - Smile, welcoming by name, virtual greetings or handshakes, virtual circle
  - Consider a "do-now" or "entry card" that offers an opportunity to identify emotions or highs and lows
- Regulatory strategies throughout the lesson
  - Brain breaks
  - Collective pauses
  - Mindful minute
- Optimistic closure
  - Accolades, appreciations, gratitude
  - Feeling check, something I learned, something I am curious about, what I am hopeful about or looking forward to

CASEL's 3 Signature Practices Playbook

Safety

Be predictable.

- Post check-in videos at the same times every day.

- Incorporate consistent opening and closing rituals, particularly things you were doing before.

- Share clear daily and weekly agendas with what students should expect from you.

Reduce risk of harm in the virtual space.

- Set clear behavioral norms and agreements for your virtual classroom community and expectations for online behavior as it relates to safety and respect and clear consequences for cruelty and bullying online, including race-based bullying.

- Keep track of all online activity you can see—tell students to send you screenshots or videos of any abusive or harmful behavior toward others.

- https://cyberbullying.org/report: Get help for bullying, harassment, threats, and misuse.

Provide support related to safety.

- Offer ways for students to connect with you if they need help or want to share worries.

- Provide access to hotlines and avenues for reporting if you or others are unsafe.

Safety

Model a commitment to identity safety.

- Check your assumptions and biases about students and student behaviors.

- Be aware of and respond to the presence and impact of historical and systemic racism on students and the presence of race-based trauma at this time.

- Establish safe, trusting, and caring environments where students feel safe taking risks to be themselves and share their experiences.

- Incorporate materials and references that are culturally relevant to students.

- Demonstrate respect in the day-to-day communications (e.g., correctly pronouncing names, using the preferred language to share information with families, being curious about and honoring students' cultural stories and experiences).

- Adopt virtual learning practices that support equity (e.g., how and when you hold live events, materials used, accommodations by student need).

- Explore how students can be part of addressing racial and social justice issues highlighted during this pandemic.

Emotional Regulation

Strategies for supporting emotional regulation for students include:

- Incorporating practices that help students be in a learning state and to "re-regulate" when needed.

- Understanding and explaining the stress response and related emotional states.

- Increasing student awareness of emotional states.

- Enhancing student emotional vocabulary and expression.

- Ensuring adult regulation.

Emotional Regulation

Incorporate grounding and mindfulness practices that help students to calm down and re-regulate when needed.
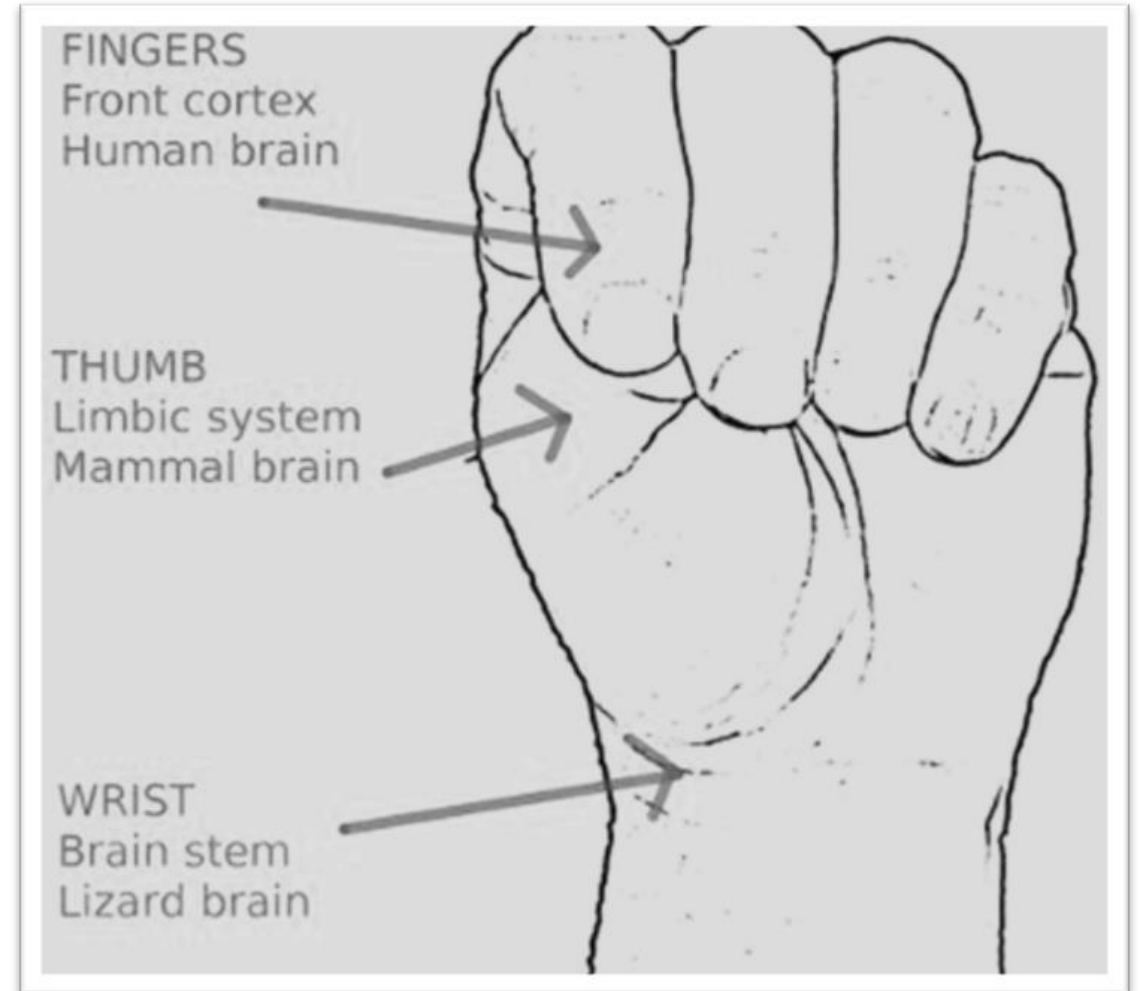
- Belly breathing

- Body scans and muscle relaxation

- 5-4-3-2-1 (5 things you see, 4 things you feel, 3 things you hear, 2 things you smell, 1 thing you can taste)

- Journaling

- Music

- Movement

- Settling or silent minute

- Images that are calming

- Be aware of the potential stress of mindfulness activities for students affected by trauma. Always offer choices and invite versus tell (e.g., options to focus on breath or on something they see or hear in the room, keeping eyes open or closed). Let students know that, if at any point they are not comfortable, they can stop.

Emotional Regulation

Educate students about the brain and nervous system and the stress response.

Example: the hand model of the brain (see resource list for additional materials you can use to explain)

FINGERS
Front cortex
Human brain

THUMB
Limbic system
Mammal brain

WRIST
Brain stem
Lizard brain

Emotional Regulation

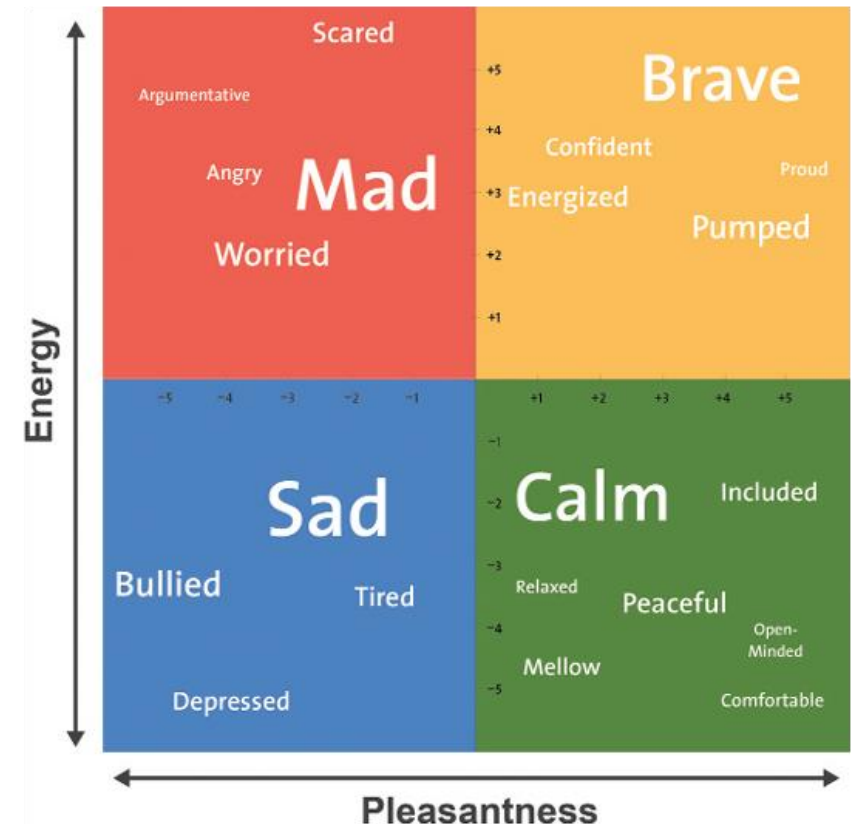**Help students practice identifying their emotional states.**

Emoji Bingo
Pick the emotion that best describes your **current state.**

How does that emotion impact the way you **learn today**?

Mood Meter

Emotional Regulation

Help students practice identifying their emotional states.

- Normalize emotions and emotional difficulties at this time.

- Ask how students are feeling or about particular emotions on a scale of 1 to 5 or 1 to 10 (see resources for a 5-point scale).

- Share out highs and lows for the day or week (offer nonverbal options such as writing, drawing, Google Form).

- Incorporate tools for assessing intensity of emotions, such as thermometers on screen, and students can identify where they are.

- Help students to develop their own self-regulation plans (examples offered in resources list). Developing these plans could be an exercise for a lesson or something done during advisory time for older students.

- Incorporate signals students can use throughout a lesson to identify their emotional state (e.g., pause and check—how easy is it to pay attention right now, from 1 to 10, using our hands).

Emotional Regulation

Check yourself.

- Be observant, and recognize your signs of stress. (Tip: Map your day, and note the times you feel most stressed. Understand your triggers.)

- Practice mindfulness techniques that strengthen self-awareness (e.g., mindful breathing, body scans, compassion exercises). Create cues for self-awareness practice throughout your day (e.g., moments in the day, particular activities, visual reminders), for example, "Before every Zoom meeting I am going to take three deep breaths."

- Check your assumptions and mental talk about students, particularly during stressful periods.

Access the **Educator Resilience and Trauma-Informed Self-Care Self-Assessment and Planning Tool** to help staff identify areas of focus for supporting their well-being.

Relationships

Establish regular channels for positive communication.

- Use multiple forms of communication: e-mail, text, mail, video.

- Ensure that all students feel welcomed, seen, and appreciated during this time.

- Do individual check-ins or video conferences (divide up between staff).

- Consider making daily inquiries to students/families (e.g., Are you able to access your work? Are there any unmet family needs? Are you having any issues with your internet connection/access?).

- Ensure communication with students and families is personal, warm, and respectful, and that you convey that you miss students and care about them.

- Smile and greet students and parents by name when you connect with them virtually, and pronounce names accurately.

Relationships

Foster positive connection.

- Connect before you correct—Ask first what a student needs and about their stresses and challenges before addressing issues related to level of participation in learning, work completed, or particular behaviors that you are observing.

- Connect over topics that matter to students beyond academics.

- Use online tools to build community (e.g., Flipgrid or Seesaw—allow students to share photos and videos that classmates can watch and comment on).

- Conduct virtual community-building check-in circle (see link in resource list).

- Employ a virtual class journal (see link in resource list).

- Honor community rituals and transitions virtually or at a distance (e.g., virtual proms, videotaped graduation speeches, celebratory signs for graduating seniors, celebratory parades around student homes).

Relationships

Identify ways to connect with harder-to-reach students and students with fewer relational connections.

- For students you are less connected to, consider a virtual 2 by 10 (2 minutes per day to engage with a student for 10 consecutive school days); engagement may be a note.

- Consider conducting a virtual relationship mapping session with colleagues to identify adult connections among students and to target staff to support particular students at this time. (Resource: https://static1.squarespace.com/static/5b7c56e255b02c683659fe43/t/5e78dc3e27fda33801adc547/1584979026775/VirtualRelationshipMappingStrategy.pdf)

Relationships

Empower students.

- Ask for student input about what is working and what is not working, what might work better for older students.

- Provide ways to support student expression (art, music, videos).

- Use a collaborative problem-solving approach to address student challenges (see https://youtu.be/zuoPZkFcLVs).

- Recognize and help students identify their strengths (sample interview related to student strengths is included in the resource list).

Relationships

Attend to in-the-moment, inter-relational practices.

- Be present

- Convey empathy and respect for student challenges in the moment.

- Monitor and attune your responses to your students' current nervous system state (regulated or dysregulated, in survival or learning mode). Show empathy and respect for whatever state your student is in

- Be aware of your nervous system state (whether you are in survival mode)

- Affirm and accept student feelings in the moment.

- Be curious vs. judgmental about what you are seeing and experiencing with students

- Stretch without stress (hold expectations but within reason)

- Give grace (choose your battles in the moment)

- Rupture and repair (be honest, admit mistakes, apologize when needed)

Relationships

Engage parents.

- Share helpful resources with parents.

- Offer fun activities students can do at home (e.g., https://www.nctsn.org/sites/default/files/resources/fact-sheet/simple_activities_for_children_and_adolescents_4.pdf).

- Provide regular office hours to answer parent questions.

- Coordinate how information is shared with students and families to avoid overwhelming them.

- Invite families to join the learning (e.g., morning meetings and closing circles).

- Create videos for caregivers on strategies they can use at home.

- Create daily student schedules adapted collaboratively with parents to include home activities such as time to wake-up, brush teeth, and eat breakfast.