

# Elementary GRADES, YOU, & RESILIENCY Online, Self-Paced Training

Barbara Preston

2023-2<sup>nd</sup> Offering of this training

# This Training

- Please make sure that you have registered at <https://www.maconpiattroe.org/> on the ABC sign up registration site. Click the blue button Sign Up For Professional Development
- **This training requires answers to TASKS that are inside the training. They will always be in RED so not to miss them.** These need to be sent back to me [prestonb@roe.org](mailto:prestonb@roe.org) . Please send them in a ppt. form (by copying and pasting the answers), PDF, or a WORD document. No GOOGLE DOCS.
- Please view all slides and videos embedded in the training.

# Sending the Tasks

Please send the tasks in this way if you are sending in word or Ppt:

Title of the Training \_\_\_\_\_

Task # 1 \_\_\_\_\_

Task #2 \_\_\_\_\_

Make sure you finish the training before you send it to me. Pre and Post test, too.

# Task One Pre/Post Test for Elementary Resiliency ---Online Training

The following statements related to the targets of this training session. Please indicate your comfort level with the following:

4 = I am confident in my knowledge

3 = I am on the right track

2 = I am not sure I am doing it right or with the right amount of consistency

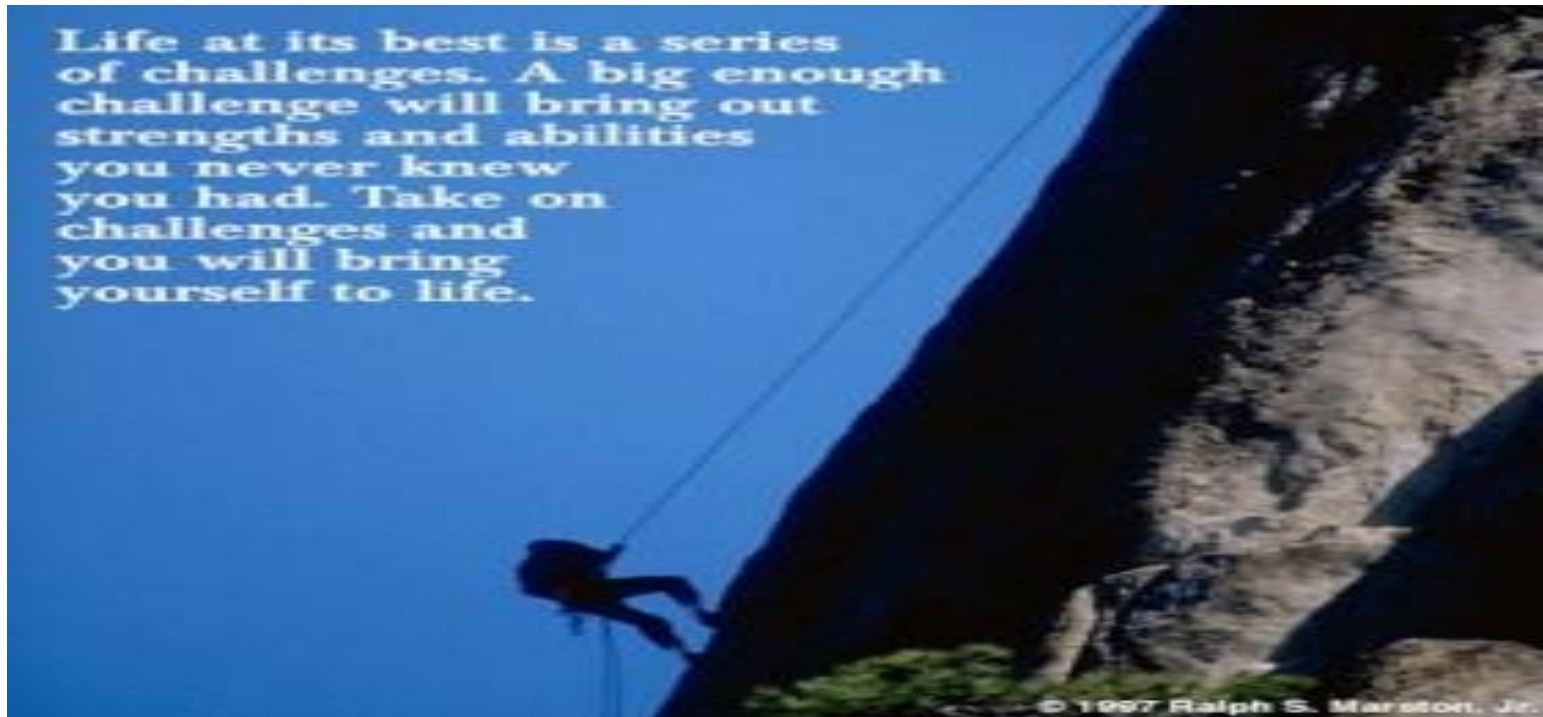
1 = I need more information in this area

**Copy the pre and post tests and send to me.**

Resiliency Statements	Pre	Post
I understand what resiliency is and I have prepared lessons, circles, and activities to help primary students feel safe and ready to learn.		
I can identify the classroom materials that provide resources to teach SEL standards.		
I can identify students who have trauma in their lives and can provide modeling and next steps for moving them towards resiliency.		
I am able to SELF CARE so that my resiliency quotient is high as I teach and support my elementary classroom.		
I know how to set up a calm corner, calm kit, and how to approach a student who is emotionally distraught.		

# Circle UP with ME

I know it is a small circle and it is all virtual, but I want to know you better.



Life at its best is a series of challenges. A big enough challenge will bring out strengths and abilities you never knew you had. Take on challenges and you will bring yourself to life.

# TASK Two –YOU

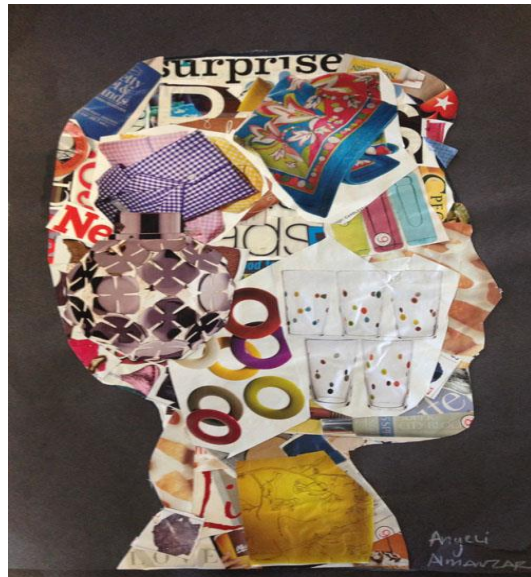
Take 10 minutes and create a poster on 8X11 paper. Then take a picture of it and if you can, send it to me. You can attach to your Task answers or send it through text to me 217-855-8531.

1. Use magazines, drawings, pictures, etc., and create a collage of YOU. You can use internet pictures too.
2. Find words, pictures, quotes, etc., that answer some of these questions.
  - What are your favorites? (food, tv, music, art, people, family, hobbies, adventures etc.,. )
  - What makes you feel calm and safe?
  - What do you want to leave behind as your gift to the world?





shutterstock.com • 557994232



These are some examples from the Internet. Yours does not have to be anything like this. Let it be about you.

# **Task Three -Just some Metacognition**

- 1. Tell me why creating a collage of pictures and words about YOU could be the beginning of a relationship builder-TEACHER TO STUDENT?**
- 2. What do you think you could learn about your students if they were to make a collage of themselves and their favorite things?**
- 3. How could you use the things about them throughout the year?**



# What does this show about Leyla?



Money may be a motivator

She might be raising chickens, but she likes birds and cats.

She LOVES cats.

She has a sweet tooth.

Colors she likes are red, blue, purple

She must have lots of compassion for animals.

She put herself over on the side and partially hidden. She could be shy.

After you get these collages back, make note  
In your gradebook of

- Colors that are prominent
- Words that are repeated
- Visuals that are repeated
- Words that are inspirational
- Things they like to do
- Pets
- Interests
- Hobbies

Then make sure that  
you use some of this  
in your lessons throughout  
the year.

Hold a circle and let them  
share their collages virtually  
or face to face.



# Overview of Stress

<https://www.youtube.com/watch?v=v-t1Z5-oPtU> Please watch this 4 min. stress and body video

- There will always be stress in our lives.
- Stress is an important tool that can ***aid in our survival.***
- Our body's ***reaction to stress is mediated*** through a complex interplay of sensory input—sights and sounds—as well as the brain and nervous system, hormones, and the body's cells and organs.
- ***Emotions play an important role in how we experience stress*** because ***the brain is the conductor*** of this system. The way we think about stress and **what we choose to do about it can affect the impact of a stressful event.**



# What is Resilience

<https://www.youtube.com/watch?v=xSf7pRpOgu8>

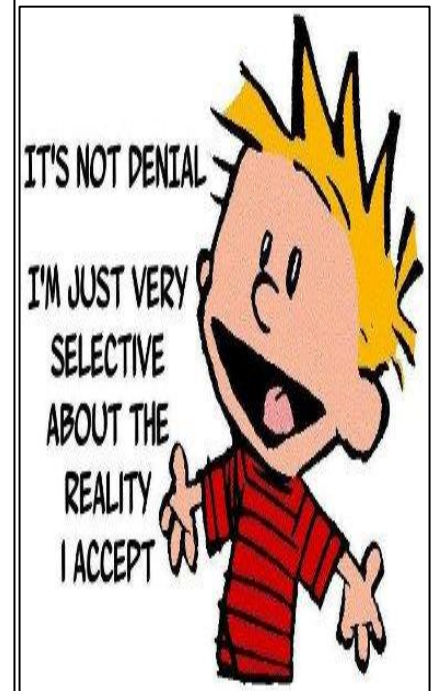
2min **PLEASE WATCH**

- Resilience is the *process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of [stress](#)* — such as family and relationship problems, serious health problems or [workplace](#) and financial stressors. It means "bouncing back" from difficult experiences.
- Research has shown that **resilience is ordinary**, not extraordinary. People commonly demonstrate resilience. One example is the response of many Americans to the September 11, 2001 terrorist attacks and individuals' efforts to rebuild their lives.
- Being resilient does not mean that a person doesn't experience difficulty or distress. Emotional pain and sadness are common in people who have suffered major adversity or trauma in their lives. In fact, **the road to resilience is likely to involve considerable emotional distress.**
- Resilience is not a trait that people either have or do not have. **It involves behaviors, thoughts and actions that can be learned and developed in anyone**

[Center on the Developing Child at Harvard University](#)



- A combination of factors contributes to resilience. Many studies show that the primary factor in resilience is **having caring and supportive relationships within and outside the family. Relationships that create love and trust,** provide role models and offer encouragement and reassurance help bolster a person's resilience.
- Several additional factors are associated with resilience, including:
  - ❖ The capacity to make **realistic plans and take steps to carry them out.**
  - ❖ A **positive view of yourself** and confidence in your strengths and abilities.
  - ❖ **Skills** in communication and problem solving.
  - ❖ The **capacity to manage** strong feelings and impulses.All of these are factors that people can develop in themselves.



# Resiliency Quiz- **Needed for Task Four**

<http://resiliencyquiz.com/index.shtml> online quiz

After the quiz, click on the RESILIENCY QUIZ  
INTEPRETATION in the Left hand Top Corner

In the presence of significant **ADVERSITY**  
**Resilience** is understood to be both the  
capacity of individuals  
to **NAVIGATE** their way to the  
psychological, social, cultural and physical resources  
that sustain their well-being  
& their capacity to individually and collectively **Negotiate**  
for these resources to be provided and experienced  
in culturally **MEANINGFUL** ways

# TASK Four -Interpretation Score

After taking the quiz, look at your score (Resiliency Quiz Interpretation)- left top –click on it to see your score and qualities that Resilient people have.

The next slide is a copy of those qualities. Use it to answer the questions below:

1. Which qualities do you need to add to your personality?
  2. Please tell me how you will work on these qualities?
  3. Could any of these qualities be made into a circle question to use with students?
- 
1. My Example of one quality I need to work on: Expect things to work out well. Deep positivity- I need to add this one.
  2. I would need to look at myself and begin to work on negative words I use and negative things I tell myself.
  3. I might present a scenario to a circle in my classroom and see if students react positive or negative about the scenario. Then I might be able to identify students with negative talk and work with them on being more positive with their words. Me being the model of positive words.



**Playful, childlike curiosity.** Ask lots of questions, want to know how things work. Play with new developments. Enjoy themselves as children do. Have a good time almost anywhere. Wonder about things, experiment, make mistakes, get hurt, laugh. Ask: "What is different now? What if I did this? Who can answer my questions? What is funny about this?"

**Constantly learn from experience.** Rapidly assimilate new or unexpected experiences and facilitate being changed by them. Ask "What is the lesson here? What early clues did I ignore? The next time that happens I will...."

**Adapt quickly.** Very mentally and emotionally flexible. Comfortable with contradictory personality qualities. Can be *both* strong and gentle, sensitive and tough, logical and intuitive, calm and emotional, serious and playful, and so forth. The more the better. Can think in negative ways to reach positive outcomes. "What could go wrong, so it can be avoided?"

**Have solid self-esteem and self-confidence.** Self-esteem is how you feel about yourself. It determines how much you learn after something goes wrong. It allows you to receive praise and compliments. It acts as a buffer against hurtful statements while being receptive to constructive criticism. "I like, appreciate, and love myself...."

**Self-confidence is your reputation with yourself.** It allows you to take risks without waiting for approval or reassurance from others. You expect to handle new situations well because on your past successes. "These are my reliable strengths...."

**Have good friendships, loving relationships.** Research shows that people in toxic working conditions are more stress resistant and are less likely to get sick when they have a loving family and good friendships. Loners are more vulnerable to distressing conditions. Talking with friends and family diminishes the impact of difficulties and increases feelings of self-worth and self-confidence.

**Express feelings honestly.** Experience and can express anger, love, dislike, appreciation, grief--the entire range of human emotions honestly and openly. Can also choose to suppress their feelings when they believe it would be best to do so.

**Expect things to work out well.** Deep optimism guided by internal values and standards. High tolerance for ambiguity and uncertainty. Can work without a job description, is a good role model of professionalism. Has a synergistic effect, brings stability to crises and chaos. Ask "How can I interact with this so that things turn out well for all of us?"

**Read others with empathy.** See things through the perspectives of others, even antagonists. Win/win/win attitude in conflicts. Ask "What do others think and feel? What is it like to be them? How do they experience me? What is legitimate about what they feel, say, and do?"

**Use intuition, creative hunches.** Accept subliminal perception and intuition as valid, useful sources of information. Ask "What is my body telling me? Did that daydream mean anything? Why don't I believe what I'm being told? What if I did this?"

**Defend self well.** Avoid and block attacks, fight back. See through and side-step cons, "games," and manipulations that others attempt. Find allies, resources, and support.

**Have a talent for serendipity.** Learning lessons in the school of life is the antidote to feeling victimized. They can convert a situation that is emotionally toxic for others into something emotionally nutritious for them. They thrive in situations distressing to others because they learn good lessons from bad experiences. They convert misfortune into good luck and gain strength from adversity.

A good indicator of exceptional mental health is when a person talking about a rough experience says "I would never willingly go through anything like that again, but it was the one of best things that ever happened to me." Ask "How can I turn this around? Why is it good that this happened? What is the gift?"

**Get better and better every decade.** Become increasingly life competent, resilient, durable, playful, and free. Spend less time surviving than others and survive major adversities better. Enjoy life more and more.

# Social and Emotional Learning Standards in Early Elementary

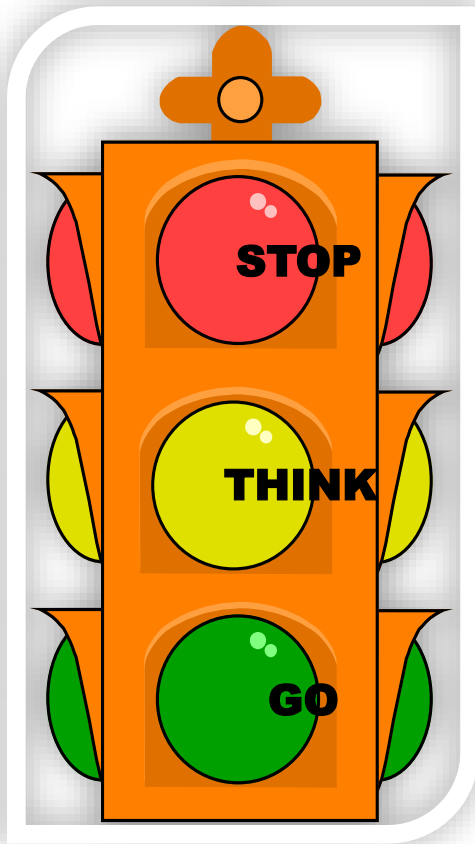
Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

- 1A Identify and manage one's emotions and behavior.
  - 1A.1a. Recognize and accurately label emotions and how they are linked to behavior.
  - 1A.1b. Demonstrate control of impulsive behavior.



**WHAT MOOD ARE YOU IN RIGHT NOW?**

# A Caring, Connected, Responsible, Contributing Problem Solver



- **STOP**, CALM DOWN, & **THINK** before you act
- Say the **PROBLEM** and how you **FEEL**
- Set a **POSITIVE GOAL**
- **THINK** of lots of **SOLUTIONS**
- **THINK** ahead to the **CONSEQUENCES**
- **GO** ahead and **TRY** the **BEST PLAN**



# Calm Down Areas

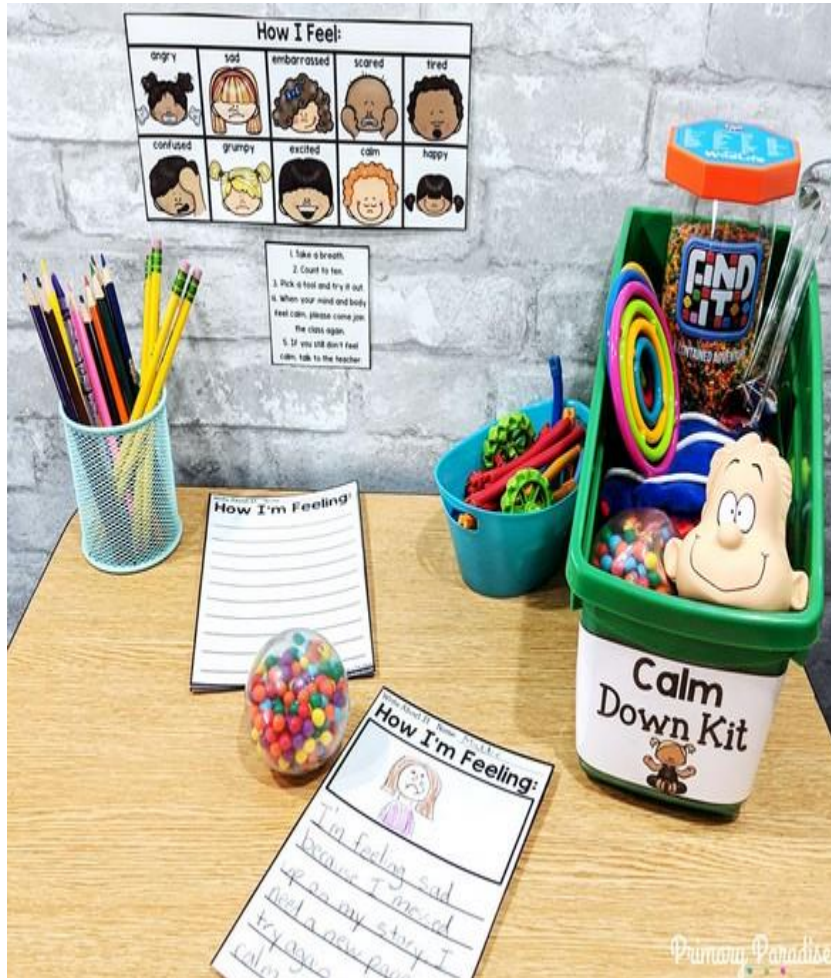


# Calm down Ideas





# CALM DOWN KITS







## Compliment Cards



## free printable COMPLIMENT CARDS



## What You Can Do: Task Five –Choose 2 that you will try in your classroom. Tell me why?

- **Praise effort:** What you praise shows what you value. So focus praise on kids' effort or creativity. A huge mistake could show a lot of creativity and ingenuity, even if the outcome is a disaster.
- **Cool-down corner:** Create a cool-down corner with heavy pillows and calming music with headphones, or books. Teach older kids to count to 10 while taking deep breaths or to distract themselves by reading or writing until they've calmed down.
- **Spin a web:** Create a web that shows how the kids are all connected to one another. Then, use that web to figure out where and how you can build new connections.
- **Peer mentoring:** Instead of doing show-and-tell or another presentation, pair kids up and have them teach one another something they know, share a book they read or explain a favorite hobby.
- **Compliment cards:** Make it a habit to leave [sticky notes](https://www.weareteachers.com/positive-post-it-notes/) with compliments on your students' desks. Plan out a delivery schedule that will make it feel random to keep them pleasantly surprised. Even better, use those compliments to call out students for their strengths—during a social studies project, ask a curious child to create a list of questions about the water cycle, for example. Lots of examples on this hyperlink.  
<https://www.weareteachers.com/positive-post-it-notes/>
- **Choice boards:** Provide a list of choices that students can make with each assignment. For younger students, this could be a limited list of options (answering questions out of order, choosing to skim a passage before reading it). For older kids, this could be a discussion about different ways to approach a project.
- <https://www.conversationstarters.com/wouldyouratherquestions.htm> would you rather? These start conversations that lead to learning about each other.

# Celebrate Mistakes and Failures

- **Focus on control:** During a discussion, focus on the choices the character made. This helps students understand that how we handle situations is within our control. And ask: What other choices could the character have made? And how would it have changed the outcome?
- **Stair steps:** Have students set big goals, and identify a few steps along the way. Then, have students reflect after each step about what helped them get there and what they want to keep, or stop, doing
- **Discussing common errors made by previous students.**  
**Pointing out your own mistakes and acknowledging how you felt at the time.**
  - Inviting your class to share their past mistakes and recognizing they lived through them and can see them with the perspective of time and even humor now.

# You can do these things....

- **Have a safe or calm zone**
  - In this spot, you can **validate their voice and reassure them** that they are safe.
  - You can **discuss consequences when they are calmed down.**
  - **Learn more about them** in this time.
  - **Listen, validate, and hold them accountable.** It is all part of the lesson.
  - **Meet the student at their level,** not at yours.
  - **Be proactive, not reactive.**
- It takes lots of work, but it builds a solid relationship. They have a choice in the matter.  
**They need that one caring adult to help them make the right choices by teaching concepts that help them handle the trauma.**

# Building Resilience

Developing resilience is a personal journey. People do not all react the same to traumatic and stressful life events. An approach to building resilience that works for one person might not work for another. People use varying strategies.

- Some variation may reflect cultural differences. A person's **culture** might have an impact on how he or she **communicates feelings and deals with adversity** — for example, whether and how **a person connects with significant others**, including extended family members and community resources. With growing cultural diversity, the public has greater access to a number of different approaches to building resilience.





# You Build Resilience :

- **Make connections** • Good relationships with close family members, friends or others are important. Accepting help and support from those who care about you and will listen to you strengthens resilience. Some people find that being active in civic groups, faith-based organizations, or other local groups provides social support and can help with reclaiming hope. Assisting others in their time of need also can benefit the helper.
- **Avoid seeing crisis as insurmountable problems**. You can't change the fact that highly stressful events happen, but you can change how you interpret and respond to these events. Try looking beyond the present to how future circumstances may be a little better. Note any subtle ways in which you might already feel somewhat better as you deal with difficult situations.
- **Accept that change is a part of living** • Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.
- **Move toward your goals** • Develop some realistic goals. Do something regularly — even if it seems like a small accomplishment — that enables you to move toward your goals. Instead of focusing on tasks that seem unachievable, ask yourself, "What's one thing I know I can accomplish today that helps me move in the direction I want to go?"
- **Take decisive actions**. Act on adverse situations as much as you can. Take decisive actions, rather than detaching completely from problems and stresses and wishing they would just go away.

# TASK Six -Take a Moment:

LOOK AT THESE WEBSITES, PLEASE.

<https://www.isbe.net/Documents/SEL-Standards.pdf>

<https://www.isbe.net/Pages/School-Climate.aspx>

These are 2 websites to get support. One with the standards and other shows climate and safety links.

Please take one or two ideas from the websites and summarize how you use it in your life and in your classroom.





Focusing on past experiences and sources of personal strength can help you learn about what strategies for building resilience might work for you as the model in the room.....

**By exploring answers to the following questions about yourself and your reactions to challenging life events, you may discover how you can respond effectively to difficult situations in your life.** Consider the following:

- What kinds of events have been most stressful for me?
- How have those events typically affected me?
- Have I found it helpful to think of important people in my life when I am distressed?
- To whom have I reached out for support in working through a traumatic or stressful experience?
- What have I learned about myself and my interactions with others during difficult times?
- Has it been helpful for me to assist someone else going through a similar experience?
- Have I been able to overcome obstacles, and if so, how?
- What has helped make me feel more hopeful about the future?

The answers you tell yourself may be helpful when you support your students in becoming resilient

# ACES (Adverse Childhood Experience) and Students.

- The CDC-Kaiser Permanente **Adverse Childhood Experiences (ACE) Study 1995-97** is one of the largest investigations of childhood abuse and neglect and household challenges and later-life health and well-being.
- By bringing attention to the powerful impact that negative childhood experiences have on future health and functioning, the **ACE study** demonstrates the **importance** of gathering information early in the lives of children and their families and designing early intervention programs that target violence and neglect.

## TASK SEVEN – TAKE THE TEST –KEEP THE SCORE TO YOURSELF, PLEASE.

### How many ACES do you have?

The ACE (Adverse Childhood Experience) study and other resources about it.

<https://www.ncjfcj.org/sites/default/files/Finding%20Your%20ACE%20Score.pdf> Paper Test of ACES

REMEMBER, KEEP THE SCORE TO YOURSELF.

Watch this video now:

<https://vimeo.com/139998006> 4.59 min SHOW

After watching the video and taking the test, answer this question.

- What can a teacher do inside her/his classroom to support students who are experiencing or have experienced these types of trauma?

# ACES Balancing Act



- **Social Connections:** Build relationships with your students and their caregivers.
- **Resilience:** Learn to take care of yourself, so you can take care of others. Teach children easy breathing exercises and ideas to help with stressful moments.
- **Knowledge of Parenting & Child Development:** Provide classes, presentations for parents and teachers that inform them of the ACES and how to balance these with resilience.
- **Concrete Support in Times of Need:** Make sure your basic needs -such as food, clothing and shelter- are met. Once they are met, you can focus on the children.

# More Resources

This is for you when you have the time.

<https://www.youtube.com/watch?v=95ovIJ3dsNk>

16 min Nadine Burke Harris –Just named CA Surgeon General

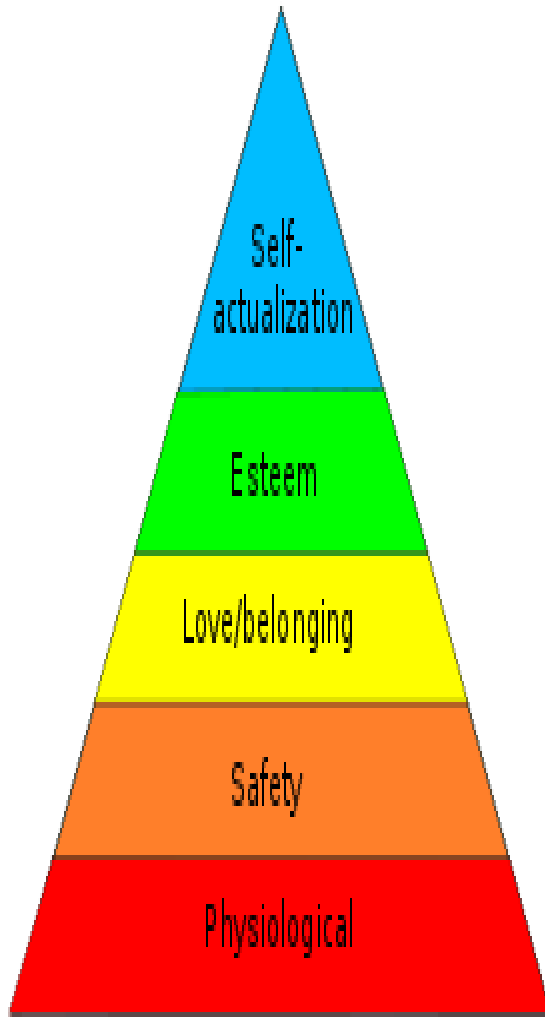
- She was the one who first recognized that symptoms children show up with at the doctor are not always what they appear to be. A chronic cough could be due to what is going on in the child's environment/home emotionally and physically.
- She started asking more questions about the emotional and environmental parts of a child's life. She found that the more abuse, misuse, and neglect was the cause of many physical symptoms AND she looked into the ACE Study.

This video tells the story better than I can.

# Don't Forget

## Maslow's Hierarchy of Needs

I often ask myself when I am with someone where that person is on the hierarchy and where am I? It helps me collect myself if I am the one who is needing something.



Academic Learning SCHOOL STARTS HERE

Self respect and confidence

Feel that they have a safe place to fall and the belong to a family group

Cared for, connected to an adult who loves them

Food, water, sleep, shelter, emotional needs met

# Children in our classrooms experience:

- Sexual, physical, emotional abuse
- Physical and emotional neglect
- Loss of a parent
- Family violence
- Incarceration of a parent
- Mental, physical illness, or suicidal family members
- Drug or alcohol addiction
- Peer victimization, isolation/rejection, or community violence
- Poverty



Aces Study Finklenor, et al, Child Abuse and Neglect 48 (2015) 13-21



**Safety, stability, and nurturing** are *three critical qualities of relationships that make a difference for children as they grow and develop*. They can be defined as follows:

- **Safety:** The extent to which a child is free from fear and secure from physical or psychological harm within their social and physical environment.
- **Stability:** The degree of predictability and consistency in a child's social, emotional, and physical environment.
- **Nurturing:** The extent to which a parent or caregiver is available and able to

National Center for Injury Prevention and Control Division of Violence Prevention

**The next two slides are  
needed to answer TASK  
Eight**

## Task Eight. Something to Think About –Please watch this video to help you answer the task QUESTION

- <https://amysmartgirls.com/short-film-just-breathe-helps-kids-deal-with-emotions-1b4f91dac5ad>  
Elementary –Calm Down 3.42 min



GET IN, AND  
GET YOUR HAIR WET

SMART  
GIRLS  
AT THE  
PARTY!

» ABOUT US » OUR SHOWS » TAKE ACTION » ABC'S OF SMART GIRLS » RESOURCES » TOPICS » CONTACT US

ABOUT SMART GIRLS



Need this for Task Eight, too.

- <https://www.prodigygame.com/main-en/blog/social-emotional-learning-activities/> scroll all the way through
- <https://www.thepathway2success.com/30-social-emotional-learning-activities-for-every-classroom/> Like to show new ideas from educators
- <https://www.thepathway2success.com/30-social-emotional-learning-activities-for-every-classroom/> This is an awesome –just click on what you want to investigate

## **TASK Eight-SOMETHING TO THINK ABOUT**

**You have watched the Calm Down Video with the Glitter Jar and you have looked at three websites that give many ideas.**

**Please tell me how you can use this information as a teacher of students who have trauma and stress in their lives.**

- Give me 3 specific examples of what you can do inside your classroom to support students of trauma and how you will implement the ideas.**





# Heather Forbes.... Author of Help for Billy

“ ”

- “When support, love, and attention and when their needs are met... the impact of traumatic experiences is minimized in many ways.”

Dr. Kent Ginsburg .....

“When working with trauma impacted students, we must reach their hearts before we can reach their brains.”

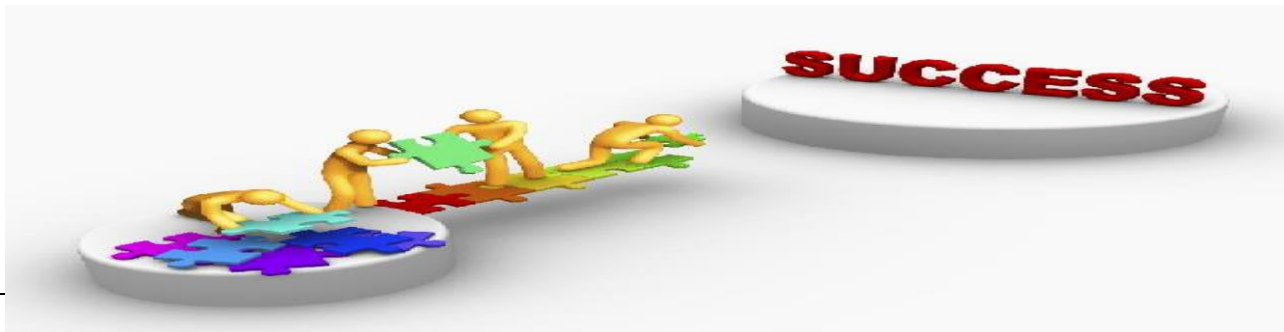


# Task Nine-Please answer these.

What is one failure you have made as a teacher?

What did you learn from it?

How did you change the failure into a success?



# Task TEN -Resilience examples that can overcome adversity

<ul style="list-style-type: none"><li>Attachment to a caring adult</li><li>Critical thinking skills</li><li>Ability to calm oneself</li><li>Develop self esteem</li><li>Giving a child choices</li><li>Learning to ask for help</li><li>Assigning chores for responsibility</li><li>Learning to except help</li><li>Modeling appropriate behavior</li><li>Learning to show gratitude</li><li>Hope</li><li>Learning to Self advocate</li><li>Trust</li><li>Sharing your life story with students</li><li>Having circles or family meetings</li></ul>	<ul style="list-style-type: none"><li>A sense of belonging</li><li>Development of friendships</li><li>Being aware of trigger s that create behavior</li><li>Helping a child to problem solve</li><li>Showing empathy</li><li>Help a child learn to express feelings</li><li>Model appropriate behavior</li><li>Verbally saying I love you</li><li>Acknowledging when you are wrong.</li><li>Clear expectations</li><li>Establishing consequences</li><li>Community volunteering</li><li>Own your own behavior</li><li>Respect decision making skills</li><li>Work as a team</li></ul>

**Task Ten -Choose 2 you can start now. Share your two with me.**

# Classroom Management with Trauma Students



1. **Pick your battles** for that moment
2. Approach the child **quietly**, **take the audience away**, and speak in a **calm voice**.
3. **Give choice**: Would you like to speak to a counselor/office. Is there anything I can do to help you? Work toward a win/win situation.
4. If the student is still defiant, **give them more time to cool down**. Help them deescalate.
5. If the child is not calming down, **get more support for yourself**.

## TASK Eleven – Read this T-Chart. Answer Red Question below.

Traditional Responses	Trauma Informed Responses
<p>Go to the office</p> <p>Stop crying</p> <p>Stop acting like a baby</p> <p>Detention is waiting for you</p> <p>Don't talk to an adult like that</p> <p>You are old enough to handle this on your own</p> <p>Stop whining</p> <p>It is not that hard</p> <p>You should never act this way</p> <p>Act your age</p> <p>I can't help you when you are acting like this</p> <p>I have 30 other children in my classroom</p> <p>I am calling your parents, Wait until they find out</p> <p>Nobody's going to like you when you misbehave like this.</p> <p>You need to take ownership for your actions.</p>	<p>"I am here. You are not in trouble."</p> <p>It's okay to feel"</p> <p>Sit with me</p> <p>Let's talk together. You are allowed to be heard and have a voice.</p> <p>Let's handle this together.</p> <p>I am sorry this is so hard for you.</p> <p>Sometimes life just gets to be too big, doesn't it?</p> <p>We will get through this together.</p> <p>Let's get everyone involved to support you.</p> <p>I will listen to what is happening.</p> <p>I can breathe with you to help you calm yourself.</p> <div data-bbox="981 1110 1787 1245"><p><b>How do these responses teach respect instead of inciting anger?</b></p></div>



# Children raised in Stress

- Act out
- Are impatient and impulsive
- Have gaps in politeness and social skills
- Have limited range of behavioral responses
- Are inappropriate emotionally
- Less empathetic towards others



### **Positive**

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

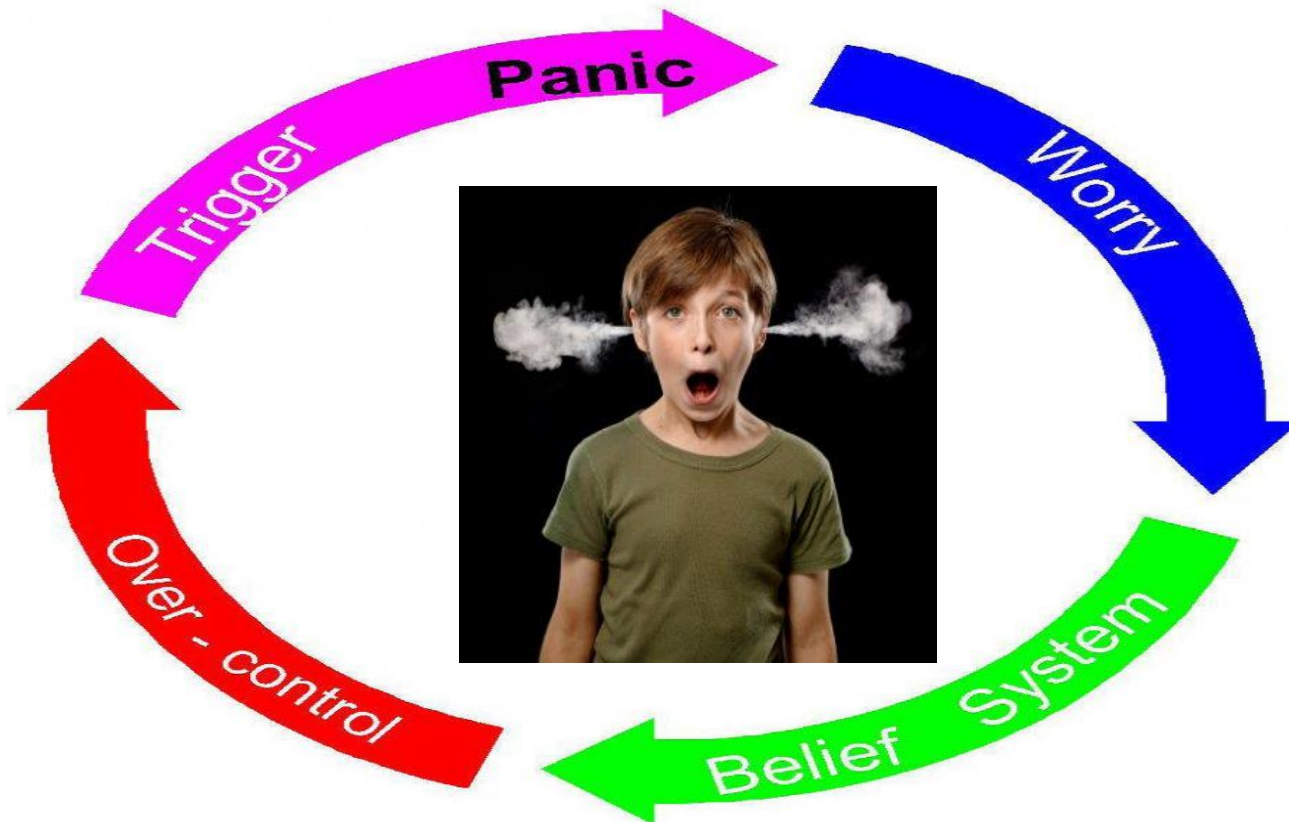
### **Tolerable**

Serious, temporary stress responses,  
buffered by supportive relationships.

### **Toxic**

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

## **Cycle of Anxiety**



# Improve a learner's emotional state

- Teach students about stress and their feelings
- Help them recognize good/bad feelings
- Help them understand what reaction follows the feelings
- Help them understand the impact they have on others, the environment, and their learning
- Teach them how to use their feelings to be productive in learning
- Model strategies of productiveness



# Yoga Can Be Helpful - Videos

Teacher shows his class how to breathe and release tension

<https://www.youtube.com/watch?v=UH0CHN7tdRY> Yoga in the classroom with a social worker



# Task Twelve -Help Children Feel Safe

- Structure and predictability
- Focus on what a child does well
- Consistently acknowledge individual strengths, successes, and desired behavior
- Identify a child's safe space
- Give sensory breaks-dance, play dough, art, music
- Prepare for transitions with music or a chant or a soft sound
- Base expectations on a child's developmental stage not age
- Consistently let children know that mistakes help learning
- Break down instructions into chunks and use differentiation for individuals purposefully
- Engage students with eye contact, touch, getting to their level, friendly tone, smiles (ask permission before touching)
- Use the child's name happily
- Greet by name
- End the day with a positive word or talk and say goodbye with looking forward to see you tomorrow
- Take good care of yourself to manage your stress
- Remember to BREATHE
- Let students express strong emotions, build it into your transitions
- Engage instead of confronting
- Do mind body activities
- Manage your own feelings and show students how you do it.
- Say something unexpected in response to behavior –Like “Wow, love the way you expressed your anger. Do you feel better now?”
- Pay attention to the cues so a meltdown could be averted
- Provide a COPING SKILLS BOX
  - Something to touch
  - Something to hear
  - Something to see
  - Something to taste
  - Something to smell
  - Puzzles, books, crafts, movies, positive websites
- Chart emotions on the wall and provide journals for writing, drawing and art supplies
- Tools for Mindfulness
  - Relaxing recordings
  - Grounding objects like a rock, note
  - Yoga mat
  - Breathing exercises –charted

**TASK Twelve**  
**Highlight (using the yellow color)**  
**the ones that would**  
**be easy to do tomorrow in**  
**your classroom. Copy and**  
**send to me or copy and paste into**  
**a word document.**



# DROP YOUR PERSONAL MIRROR



- This is not about you.
- Students can't problem solve when escalated.
- Seek the cause of the problem, Offer support.
- Teach all students about their brain.
- Teach all students how to self-regulate
- Hold students accountable and keep discipline in school—not out of school where they can't learn what they need to learn for the next day.

# RELATIONSHIPS



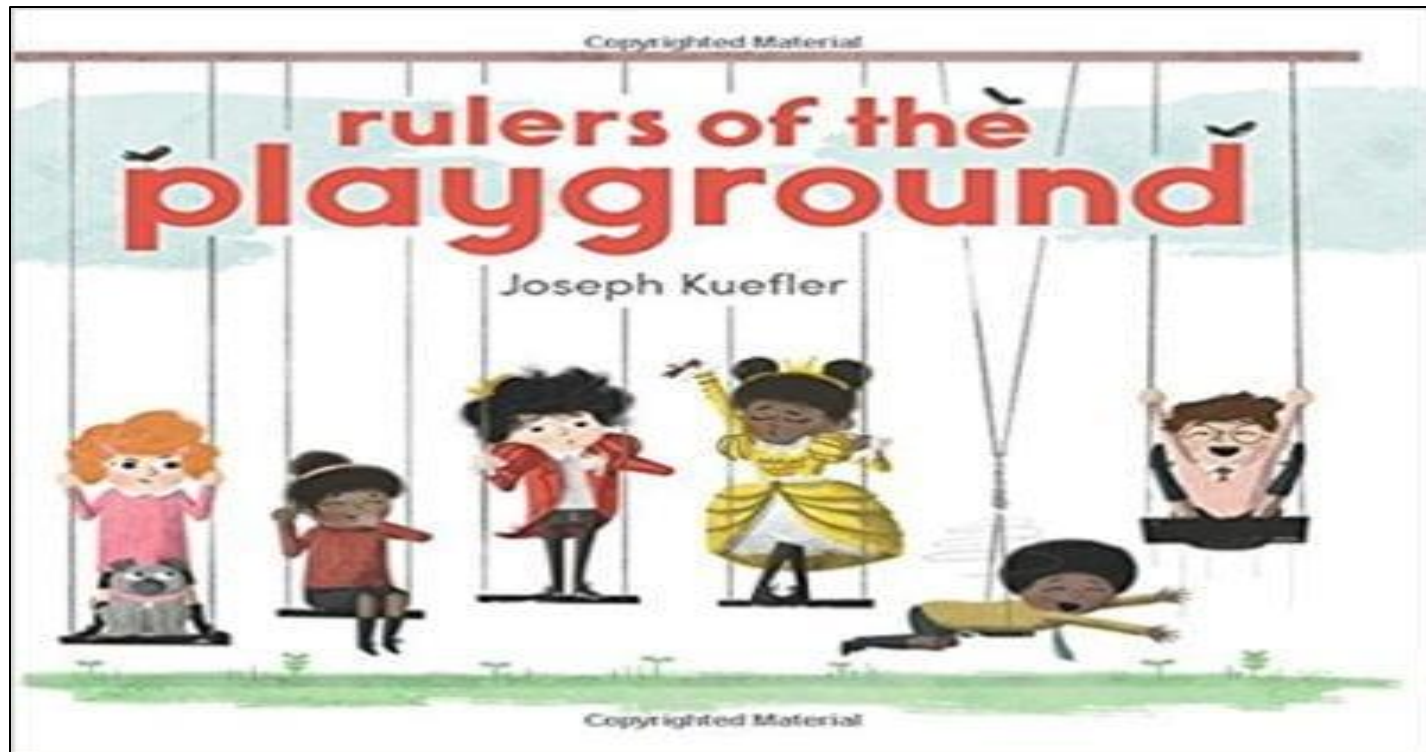
## Everyone wants to Belong

It is all about RELATIONSHIPS FIRST.  
Build them and learning will come.



**TASK Thirteen-Choose two books from this website**  
**How will you use these picture books for your students?**

<https://www.weareteachers.com/15-must-have-picture-books-for-teaching-social-emotional-skills/> 50 books to use when teaching social and emotional skills



## **Task Fourteen- Resources for you to use.**

- <http://www.annafreud.org/media/2624/pshe-individual-lesson-plans-21012015.pdf> Lessons for use in your classroom on emotional health and stress for older students and ideas for you.
- <https://www.edutopia.org/sites/default/files/resources/stw-glenview-stress-reduction-activities.pdf>  
Best lessons ever
- <http://www.coolcatteacher.com/manage-teaching-stress/> Just for the teacher-10 stress busting ideas
- <https://www.pinterest.com/pin/351421577156769121/?lp=true> Lots of ideas here

**Choose one of these that you can use for yourself or students. Tell me the one and why you chose it?**

# TASK Fifteen -Let's Make a List

10 “little” things that make you happy.

Write them or draw them.

Post them to me.

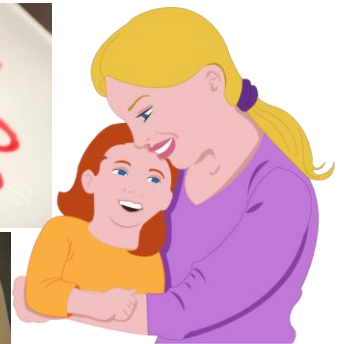
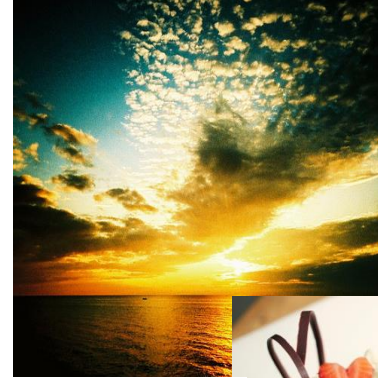
If you did this with K-3 students and had them draw or write 5 things that make them happy, what could you learn about your students?





# Ten little things that make me happy

1. Trees
2. Sunsets
3. My grandchildren
4. Stories from little children
5. The first bite of dessert
6. Stretching
7. My heating blanket
8. Hearing good advice
9. My mom's smile
10. Towels fresh from the dryer



# Students have lots of questions for adults.

**Sense of Purpose** starts with basic WHY questions from students.

- Why are we taking this class?
- Why are we even in school?
- Why am I learning algebra?
- Why do I have to sit next to someone I don't know?



The **bigger questions that are on a human mind** are:

- Why was I put on this Earth?
- What do I want to do with my life?
- Why am I having trouble figuring out who I am?

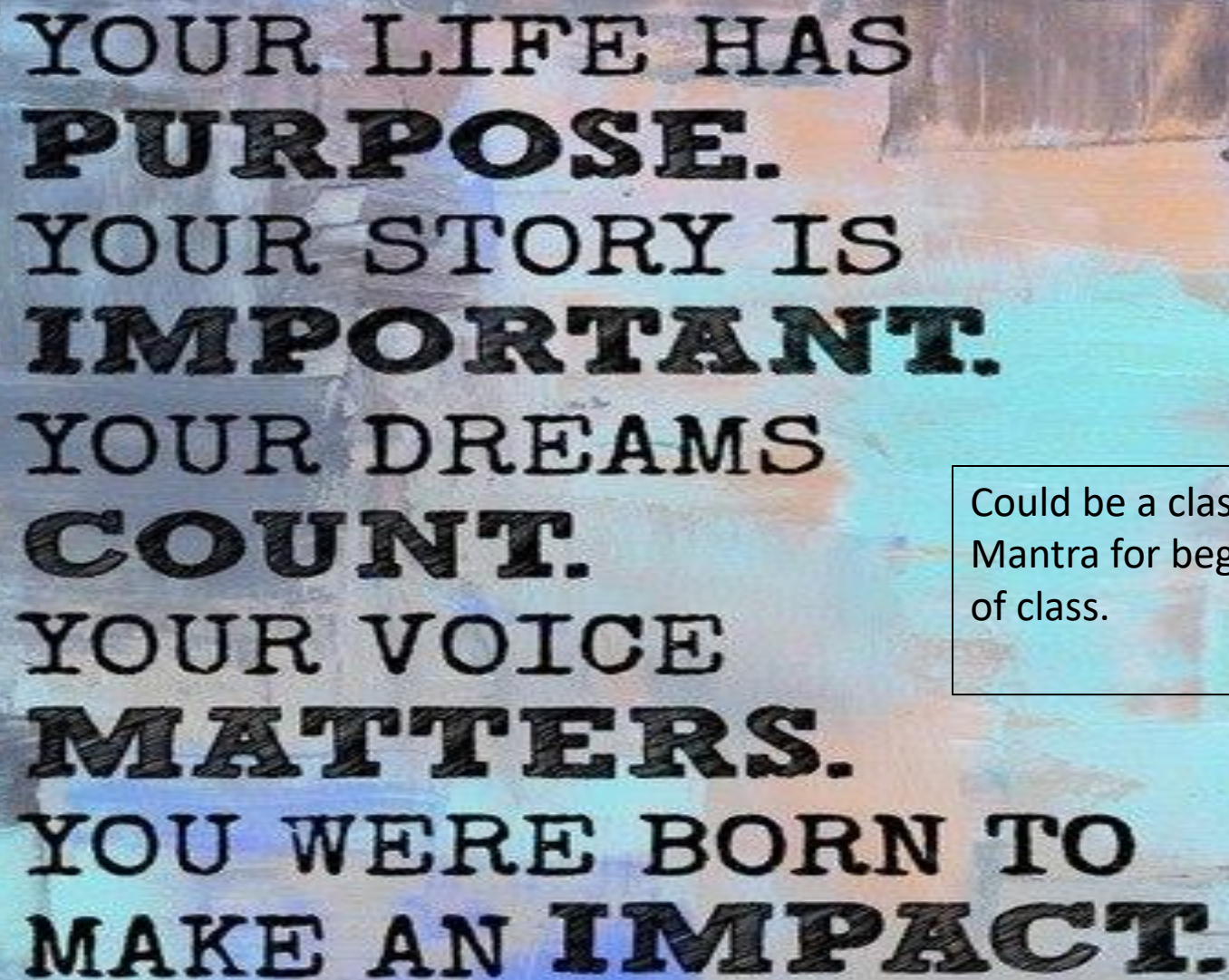
Students need these questions supported by discussions and topics that are studied in classes.

**Three critical components of a purpose seeking experience**

1. **Important life event**
2. **Serving others in a meaningful way**
3. **Changes in life circumstance**

As Bill Damon, the leading researcher on purpose and adolescence at Stanford, [succinctly puts it](#), “**The biggest problem growing up today is not actually stress, it’s meaninglessness.**” **Without a sense of meaning and purpose students will either fall away, disinterested in school or continue to achieve without a sense of agency or excitement.**

Information from Sara Briggs from InForm Ed.



YOUR LIFE HAS  
**PURPOSE.**  
YOUR STORY IS  
**IMPORTANT.**  
YOUR DREAMS  
**COUNT.**  
YOUR VOICE  
**MATTERS.**  
YOU WERE BORN TO  
**MAKE AN IMPACT.**

THELOVEYOURSELFCHALLENGE.TUMBLR.COM

Could be a class  
Mantra for beginning  
of class.

Read this aloud to yourself, please.



# We need to help our students and ourselves to....

- get to know yourself better- **Have a DISCUSSIONS TOGETHER**
- understand your emotions- **Explain and name the emotions**
- coach yourself with self-talk- **PRACTICE INSIDE CIRCLES with the students**
- calm yourself when you are upset- **ANCHOR CHARTS UP IN ROOMS**
- deal with decisions, disappointments, and new challenges- **Model this for students by thinking aloud with them.**
- handle situations that are under your control- **Let students know that there are things that are not in our control-Storms, adult problems, world problems**
- negotiate, compromise, and navigate social conflicts- **DISCUSSION/CIRCLES**
- cope with or adjust to serious sources of stress- **LEARN ABOUT THE BRAIN AND STRESS IN CLASSROOMS**
- ask for help and guidance- **HAVE RELATIONSHIPS with students so they feel they can ask for help and guidance.**

# HAND TRACE BREATHING

PLEASE, Stand up

- ☐ Put your hands in front of your chest, palms facing you.
- ☐ With your right hand use your index finger and begin to trace your left hand around each finger.
- ☐ As you trace, breathe in on the side of the finger and breathe out going down the finger.
- ☐ As you breathe out, let the stress go. Let all the things that are bothering you RIGHT NOW
- ☐ Trace the other hand if needed.



**Let's try it right now.**

## **What You Can Do:**

**BUILD RELATIONSHIPS with your students, each other, and  
your community.**

**PLAN EACH DAY TO BUILD A STRONG BOND WITH EACH OF  
YOUR STUDENTS.**

- 1. GREET THEM AT THE DOOR.**
- 2. CHECK IN WITH THEM ABOUT THEIR FEELINGS AS THEY GET SETTLED.**
- 3. PREPARE LESSONS THAT ENGAGE AND DIFFERENTIATE MATERIAL.**
- 4. BE A CONSISTENT ROLE MODEL OF RESILIENCY AND SELF REGULATION.**



# One Caring Adult....

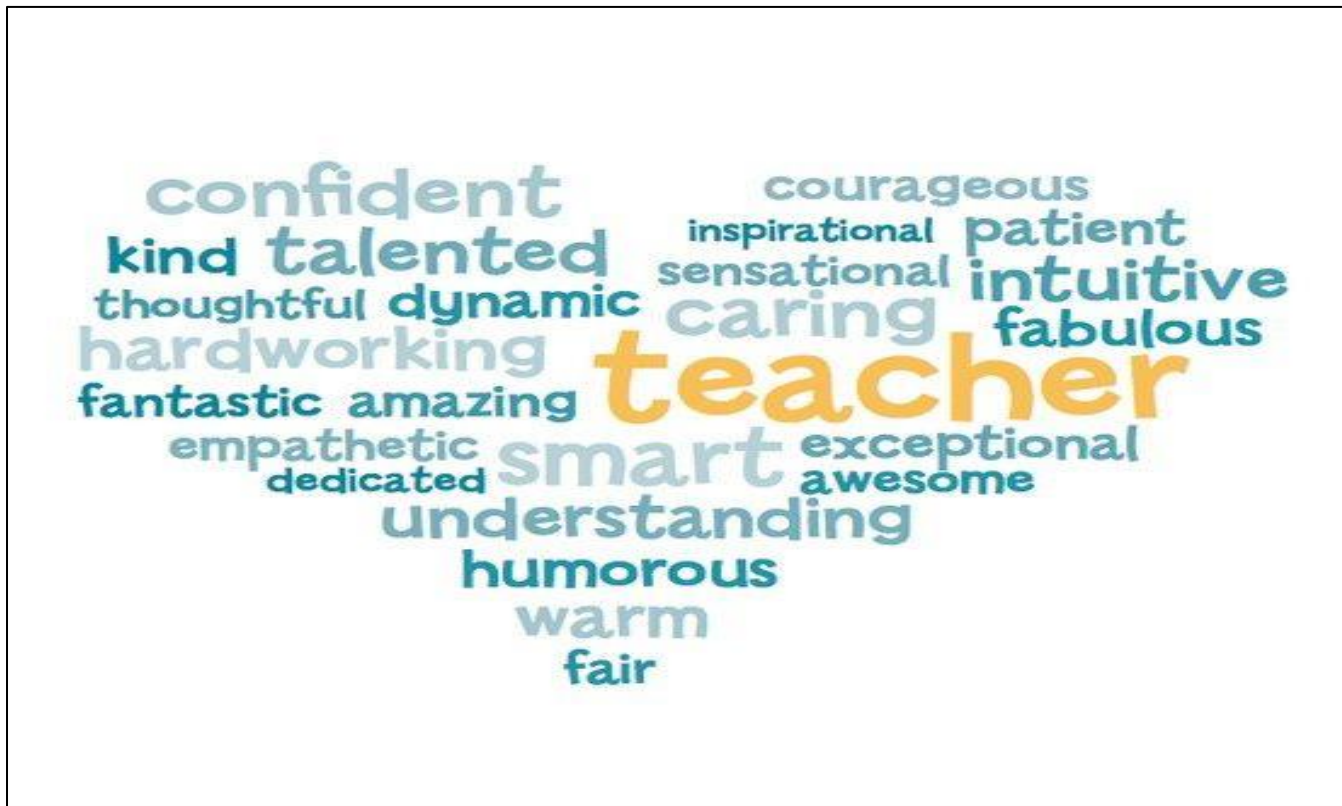
- [https://www.youtube.com/watch?v=u\\_Oapo1Q7\\_w](https://www.youtube.com/watch?v=u_Oapo1Q7_w) 3.12 min watch this video with Josh Shipp. He was one of the KIDS who lived with trauma his entire childhood until someone, one caring adult, supported him.
- There is not a task to complete here, just watch the video. If you have seen Josh Shipp before, it is okay to watch it again or go to the next slide and watch Mr. Jensen.

**IDENTIFY ONE KID  
& INVEST TIME  
WITH THAT ONE KID.**

# Be a Mr. Jensen

[https://www.youtube.com/watch?v=4p5286T\\_kn0&t=11s](https://www.youtube.com/watch?v=4p5286T_kn0&t=11s) 3.43 min.

You may have seen this video, but it is important to watch again because we can make a difference in our students' lives if we just build relationships, check in with them, and let them know we really care about them as humans and as learners.



Well, it is time to say goodbye.  
My hope is that you are the best you.

- Thank you for taking this training.
- Thank you for being a teacher and a role model for young bodies and minds.
- Thank you for making yourself available to young people and modeling resilience.
- Thank you for smiling and caring.
- Thank you for just being you.....

Don't forget to send me your tasks and please know I care about you. Pre and Post test too.