Opening: Three Deep Breaths & One Word
What About Your Students?
Supporting Student Resilience and Well-Being With Trauma-Informed Care

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APRIL 2020
Meet Our Presenters

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Overarching Goal and Session Objectives

Strengthen the capacity of state education agencies, district leaders, principals, and teachers to use evidence-based research to inform their practices.

- **Understand the latest research** on trauma and trauma-informed practice for supporting student well-being.

- **Learn from practitioners** about common stressors and solutions for addressing student well-being during times of adversity.

- **Identify actionable steps** for fostering student well-being and resilience.
PART 1: RECOGNIZE THE EFFECTS OF STRESS AND TRAUMA ON YOUTH
Common Student Stresses
Audience Chat and Practitioner Perspective

What current stresses are your students facing? What does resilience look like in your students now?
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)
The Stress Response

**Emotional/Survival Brain**
- Determines how we feel about an experience
- Monitors for threat
-Sounds the alarm (automatic)
-Activates fight-flight-freeze response

**Thinking/Learning Brain**
- The “rational brake”—helps regulate emotional responses
- Responsible for reasoning, planning, decision making, judgement
- Goes offline during threat

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*Center on GREAT TEACHERS & LEADERS at the American Institutes for Research®*
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)
Audience Chat and Practitioner Perspective

What survival responses are you noticing in students and how did you come to that understanding?
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 communities).

• 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 refugees; 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

Domestic Violence

Incarceration

Homelessness

Adverse Community Environments

Poverty

Violence

Discrimination

Community Disruption

Lack of Opportunity, Economic Mobility & Social Capital

Poor Housing Quality & Affordability

What types of adversity were you aware that your students were experiencing before COVID-19?

• Family violence (child abuse, domestic violence)
• Parental mental health issues
• Parental substance abuse
• Economic distress
• Community violence
• Racism and discrimination
• Housing instability or homelessness
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)
Audience Chat and Practitioner Perspective

Who are your vulnerable student populations and how are you connecting with them?
PART 2: FOSTERING STUDENT WELL-BEING AND RESILIENCE
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
Multi-tiered Approach to Addressing Trauma in Schools

Tier 3
Tertiary Interventions
- Individualized
- Specific trauma interventions

Tier 2
Secondary Interventions
- For some students exposed/at risk
- Group interventions

Tier 1
Universal Interventions
- For all students
- Preventive, proactive

Trauma sensitivity: Schoolwide strategies for addressing trauma and building resilience

(American Institutes for Research, 2018)
Audience Chat and Practitioner Perspective

How are you and your school colleagues supporting student resilience and well-being at this time? How are you addressing equity as it relates to supporting students?
Trauma-Informed Practices for Supporting Student Well-Being

Step 1: Regulate

Step 2: Relate

Step 3: Reason

Bruce Perry, Child Trauma Academy
Trauma-Informed Practices for Supporting Student Well-Being

TRAUMA-INFORMED MINDSET & INSTRUCTION

SAFETY

EMOTIONAL REGULATION

RELATIONSHIPS
• **Be flexible in this new virtual space** (e.g., manage your expectations of yourself and your students; don’t try to recreate everything as it was, virtually).

• **Convey 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.

• **Consider a virtual lesson-planning structure that supports regulation:** (1) welcoming opening ritual (e.g., virtual greetings or handshakes, virtual circle, a grounding or mindfulness activity, a “do-now” or “entry card” that offers an opportunity to identify emotions or highs and lows); (2) regulatory strategies throughout the lesson; and (3) optimistic closing.

• **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.”

• **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.
Free Resource: Supporting Student Resilience and Well-Being with Trauma-Informed Care: Educator Self-Assessment & Planning Tool

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

Educator Self-Assessment for Supporting Student Well-Being

<table>
<thead>
<tr>
<th>Area</th>
<th>Already Do</th>
<th>Would Like to Do</th>
</tr>
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<tbody>
<tr>
<td>Trauma-Informed</td>
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<td>4</td>
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<tr>
<td>Mindset &amp; Instruction</td>
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<td>3</td>
</tr>
<tr>
<td>Relationships</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

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 might 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.
Audience Chat and Practitioner Perspective

What resources (e.g., activities, lessons) have been helpful in addressing student stress brought on by the COVID-19 crisis?
Useful Resource

HOW IT WORKS

Kids do a daily emotional check-in

Educators and Parents get the info they need delivered in real-time

Kids connect with an adult or choose from a library of self-guided activities.
Resources Guide for Students and Families

1. Self-care
2. Hotlines
3. Emergency Housing
4. Domestic Violence
5. Education, School Support, Child Care
6. Food
7. Mental Health

Crisis Hotlines
- For Life Threatening Emergencies DIAL 9-1-1
- United Way: 211 [https://211md.org/](https://211md.org/)
- Crisis text line: Text the word "HOME" to 741741 for free 24 hour support
- Maryland Suicide and Crisis Hotline: 1.800.422.0009
- Baltimore Crisis Hotline Number – 410-931-2214
- Covid-19 Hotline – 410-887-3816
- The Family Tree -24-hour Parenting HelpLine - 800.243.7337

UMSOM, School Mental Health Program
Resources and Bibliography

Resources and Bibliography for
Supporting Student
Well-Being and Resilience with
Trauma-Informed Care

Webinar Handout
APRIL 2020

Resources

- Greater Good Science Center Guide to Well-Being During Coronavirus. Includes resources and articles for individuals, parents, educators, and other professionals facing COVID-19.

- Greater Good in Education Program. Produced by the University of California, Berkeley’s Greater Good Science Center, offers education professionals practical insights from areas such as social and emotional learning, mindfulness, and related topics for their personal and professional lives. Resources include Stress Management for Educators and Trauma and Resilience for Adults.

- COVID-19 Well-Being Toolkit and Resources. Developed by the Center for Healthy Minds at the University of Wisconsin-Madison. Includes resources, tips, and guided meditations for supporting well-being for educators, students, and parents.


- COVID-19 Resources: Helpful Information and Tips for Dealing with COVID-19. Offers a comprehensive list of resources from the American Federation of Teachers for navigating the emotional effects of COVID-19, including articles, videos, blogs, and podcasts for dealing with the stress related to coronavirus. Includes resources on self-care, such as Taking Care of Yourself in Difficult Times.

- Coronavirus (COVID-19) Resources for School Communities. Resources and free webinars from the Yale Center for Emotional Intelligence for supporting leaders, educators, students, and families.
Resources

**AIR’s SEL Solutions Online Learning Module**: Creating a Well-Rounded Educational Experience

**CASEL Signature Practices Playbook**: A Tool that Supports Systemic SEL

**Closegap.org** is a kid-friendly emotional wellness tool that captures how kids feel and helps parents and educators respond.

**GTL Center Insights on COVID-19**: resources for teachers, principals, and state education agencies

GTL Center’s **The SEL School: Connecting Social and Emotional Learning to Effective Teaching**

**Mental Health America** includes mental health resources and hotlines for emergency needs.

National Board for Professional Teaching Standards video lessons: “**Teachers Helping Teachers: Core Connections**”
Resources continued

National Center on Safe Supportive Learning Environments:

- **Trauma-Sensitive Schools Training Package** — toolkit for training schools on trauma and trauma-sensitivity
- **Responding to the COVID-19 Pandemic**—excellent resources for talking to students about COVID-19
- Telehealth resources handout—excellent ideas for supporting student mental health at a distance

**National Center for School Mental Health COVID-19 Resources**: curated resources and tips for reducing anxiety

**NEA Today**: *Schools and Coronavirus: What You Should Know*

**Planning for Virtual/Distance School Counseling During an Emergency Shutdown**: explains how schools can deliver comprehensive virtual school counseling programs during school closures
Your Exit Card

In the Questions Box write:

• One thing you can do tomorrow to support student well-being

• One thing you can commit to working on in the coming month to support student well-being
Closing:

What is giving you hope right now?
GTL Center Partners

Ellen Sherratt, Vice President, National Board for Professional Teaching Standards

Ann Coffman, Manager, Teacher Quality, National Education Association
GTL Center Staff—Behind the Scenes

Taishya Adams  Elizabeth Chagnon  Felice Trirogoff  Jenni Fipaza  Jessica Giffin  Cheryl Harris

Lynn Holdheide  Tammie Causey Konaté  Fausto Lopez  Mara Schanfield  David English
Talent Development in the Time of COVID-19

Webinar highlighting challenges and opportunities for teacher and principal pipelines:

» Pre-service preparation
» Mentoring and Induction
» Professional Development
» Recognition and Reward
» Evaluation and Effectiveness

*Free 60-minute consultations with GTL content experts
Charities to Consider

DonorsChoose.org—Keep Kids Learning sends supplies directly to students based on teacher request.

AdoptAClassroom.org also sends supplies to students from underserved schools.

GiveDirectly.org provides cash to vulnerable households enrolled in SNAP.

FeedingAmerica.org serves students meals through the school pantry program. There is also a food bank locator on their website.
Additional Strategies

Resources for supporting various strategies are included as a separate handout.
Trauma-Informed Practices for Supporting Student Well-Being

TRAUMA-INFORMED MINDSET & INSTRUCTION

SAFETY

EMOTIONAL REGULATION

RELATIONSHIPS
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 fully adopting this mindset.

• Students do well if they can (versus if they want to).
• Relationships are central to student success.
• Behavior is communication. The misbehavior you see is a solution to a problem that you don’t see (unsolved problems, unmet needs, lagging skills).
• We cannot reward or punish students into being regulated.
• We need to move from punishment done to students, to consequences and solutions done with students and focused on skill building.
• Shift from talking about behaviors as good or bad behaviors to regulated or dysregulated behaviors. The shift in language lends itself to a focus on solutions.
• Attending to student social and emotional well-being is critical for academic success.
Trauma-sensitive instructional strategies:

• 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?).
Trauma-sensitive instructional strategies:

- 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**

**Trauma-sensitive instructional strategies:**

- 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 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 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.
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
Educator Mindset and Instruction

Trauma-sensitive instructional strategies:

• 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).
Safety

Physical Safety: Free from harm

Emotional Safety: Seen, heard, respected

Identity Safety: Appreciated for who you are
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.

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.
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 includes:

• 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

The supportive process between caring adults and children, youth, or young adults that fosters self-regulation development is called **co-regulation**. In your classroom space, when you remain regulated and help students manage their own emotional states, you help students to eventually be able to do this for themselves.

As children grow and learn the skills of self-regulation, they require less adult support to manage their emotional states. Under stress, children may need to “borrow” more from an adult’s regulated state.
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.
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)
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?
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.
“There is no more effective neurobiological intervention than a safe relationship.”

– Bruce Perry
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.
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).
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/5e78dc3e27fda33801адc547/1584979026775/VirtualRelationshipMappingStrategy.pdf)
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).
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)
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/factsheet/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.
Mood Meters to Use With Students
Emoji Bingo

Pick the emotion that best describes your current state.

How does that emotion impact the way you process information?
Draw an emoji that represents your strongest feeling right now.
Feelings as a Function of Energy and Pleasantness