

ADAPTING, SUPPORTING, & MOVING FORWARD

ADAPTING, SUPPORTING, & MOVING FORWARD

LET'S TAKE A
MINUTE...
OR MORE!

if you're reading this:

RELEASE YOUR SHOULDERS
away from your ears

UNCLENCH YOUR JAW

DROP YOUR TONGUE FROM
the roof of your mouth

@ALYSERURIANIDESIGN

WORDS: @SENTFROMDEVYN

GENERAL HOUSEKEEPING

- ❖ You are not expected to be mental health providers.
- ❖ You are not expected to make the pandemic go away.
- ❖ You already know most of this information so some of what we are going to share might be friendly reminders or extra tools for your toolbox.
- ✧ In these uncertain times, let's support each other.

REFLECT FOR A MINUTE

- ❖ Remember your first day of teaching. What were you feeling? Thinking?
- ❖ How can you connect with others?
- ❖ How do you cope with difficulties?
- ❖ What do you do to take control of difficult situations, so they are managed better?

Although these questions are directed toward YOU, we believe your answers are starting points for thinking about strategies for addressing your students' needs as well.



WHERE ARE WE?

UPSTAIRS



DOWNSTAIRS

- ❖ Students had both positive and negative experiences:
 - ❖ Loss, hunger, loss of income, increased domestic violence, students who have enjoyed being home, family dinner, bike rides, and everything in the middle.
- ❖ Teachers are the first line of monitoring.



HOW DO WE IDENTIFY CHILDREN WHO ARE STRUGGLING?

- ❖ We want to make sure we are not overidentifying
- ❖ Similarly to students who are struggling academically, we must still go through the different levels of support before we go to the most intensive level.
- ❖ We are all adjusting to this new normal. Some may need time to reacclimate to this new structure.

HELP, I FEAR BEING DOWNSTAIRS ALONE...



Anxiety

- ❖ Anxiety is characterized by the “what if’s”
- ❖ Worry and anxiety emerge when things are ambiguous, new and unpredictable
- ❖ Anticipatory anxiety tends to be worse than the actual experience.
- ❖ The anxious child may have difficulty being able to learn
- ❖ The anxious child may experience the following:
 - ❖ Anger
 - ❖ Difficulty Sleeping
 - ❖ Avoidance
 - ❖ Lack of Focus

What do they need?

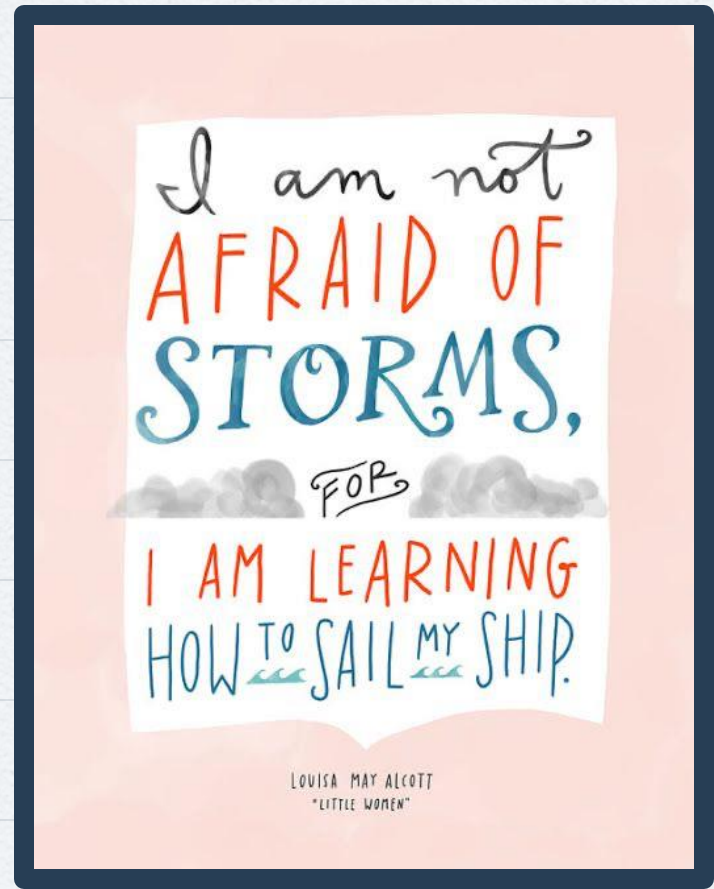
- ❖ Students need to be reassured about safety
- ❖ Students need to feel heard, to have a voice, to be validated.
- ❖ Students need to feel cared about and to establish a strong sense of community
- ❖ Students need de-compression time
- ❖ Students need time to transition and adjust

[Classroom Anxiety Article](#)



INSTRUCTIONS

- ❖ Connect
- ❖ Cope
- ❖ Control



1.

CONNECT

“It’s the little conversations that build the relationships and make an impact on each student”



STICKY NOTE 1

HOW CAN YOU CONNECT WITH
OTHERS?

CONNECT



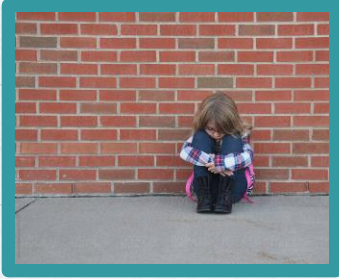
❖ What might sadness, anger, or distress in children look like?

❖ Mostly sitting alone or being by themselves.

❖ Physical closeness is the norm for children.

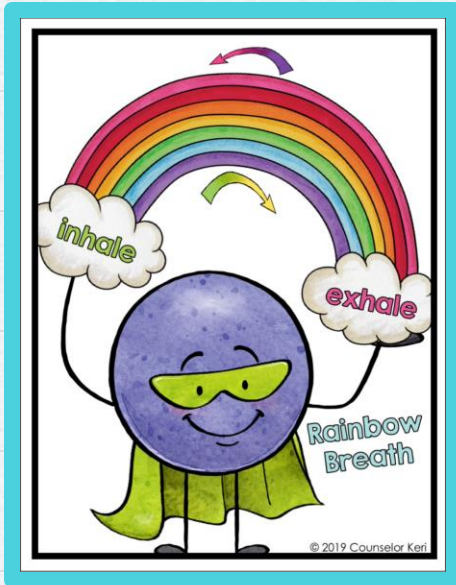
❖ We also use closeness to communicate with our students such as a pat on the back, a hug, or a high five.

❖ We all are going to find novel ways of expressing care and appreciation... Through connection



CONNECT

- ❖ Social Distancing Greetings
- ❖ The First **Five Minutes** (FFM)
 - ❖ Check-in
 - ❖ Peaks and Valleys
 - ❖ Ice breakers
- ❖ Mindful **Minute**
 - ❖ Breathing
- ❖ Doing Nice Things for Yourself/Others



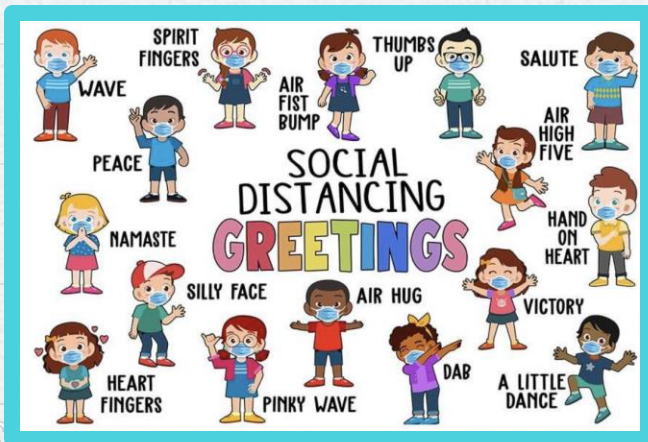
>> Let's Check In! <<
How was your week?



something awesome
from your week



something hard from
your week



HYPERLINKS

Social Distancing Greetings	<u>Social Distance Greetings for Kids</u> <u>Social Distancing Greetings for Kids 2</u>
Check-in	<u>Morning Meeting Questions Craft</u> <u>Feelings Check In Ideas</u>
Ice Breakers	<u>Learn about me and First Day Ice Breakers</u>
Mindful Minute	<u>GoZen-3 Mindful Minute Exercises</u> <u>Mindful Minute Cards</u>



COPE

“Show me so I can understand”

STICKY NOTE 2

HOW DO YOU COPE WITH
DIFFICULTIES?

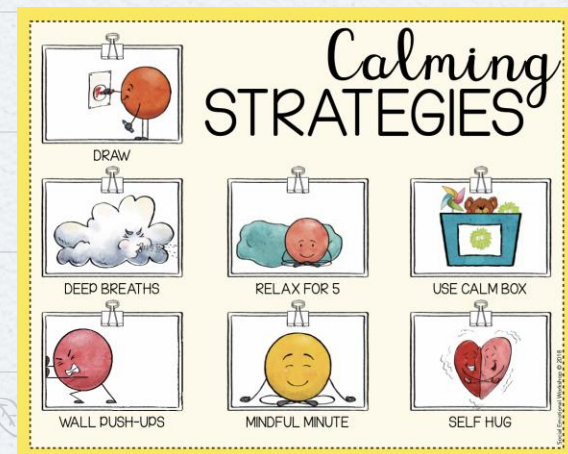
COPE

❖ Self-Regulation

- ❖ Check in with my emotions
- ❖ When we can name it, we can tame it.

❖ Coping Strategies

- ❖ The Feelings Jar
- ❖ Calm Down Box
- ❖ Mandalas
- ❖ Mindfulness
- ❖ Positive Affirmations
- ❖ Breathing
- ❖ Yoga (at our desk)
- ❖ Practicing Gratitude



HYPERLINKS

Feelings Jar/ Feelings Check-In	<u>Feelings Check In Ideas</u>
Calm Down Box	<u>Making a Calm Down Box</u>
Mandalas	<u>Mandalas for Kids</u>
Mindfulness	<u>Mindful.org-Mindfulness for Kids</u> <u>Mindfulness Activities for Kids</u> <u>18 Mindfulness Activities for the Classroom</u>
Positive Affirmations	<u>Positive Affirmations for Kids</u>
Breathing	<u>Breathing Exercises for Kids</u>
Yoga	<u>Cosmic Kids Yoga</u>
Practicing Gratitude	<u>Gratitude Exercises</u>

CONTROL

“Let’s not forget who we are and how well we do it”

STICKY NOTE 3

WHAT DO YOU DO TO TAKE
CONTROL OF DIFFICULT SITUATIONS
SO THEY ARE MANAGED BETTER?

CONTROL

UPSTAIRS

Impulse

Logic Control

Fear

Fight

Flight

Freeze

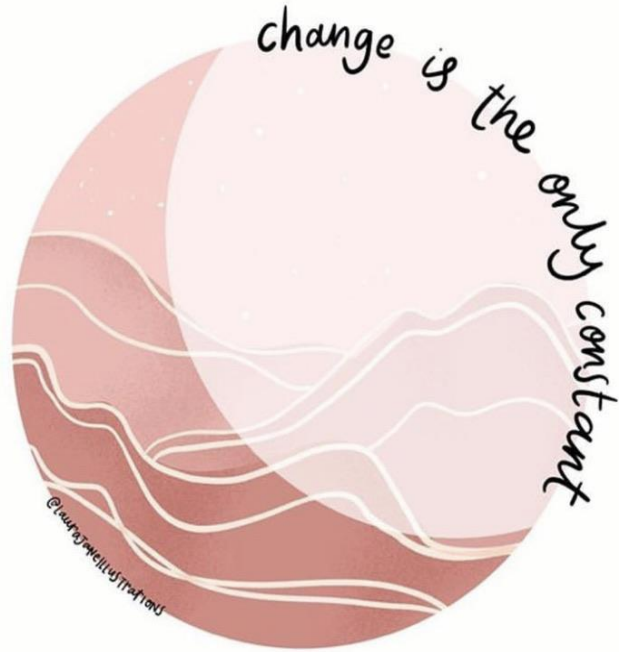
Reasoning

DOWNSTAIRS

THINGS I CAN'T CONTROL



CHANGES??



WHAT WE CAN TELL OUR STUDENTS WHO ARE STRUGGLING WITH A LOSS OF CONTROL

Even though I may not like or have control over this situation,
I DO HAVE CONTROL OVER...

WHOLEhearted
LEARNING EXPERIENCES



MY ACTIONS

I am in control of how I behave, how I treat others, and how I treat myself.

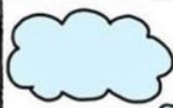
A helpful action I can take now is...



MY WORDS

I am in control of what I say, how I say it, and how honest and truthful I am.

Something helpful I can say is...



MY THOUGHTS

I am in control of my opinions, beliefs, what I think and how I think about something.

A helpful thought I can have right now is...



MY RESPONSE

I am in control of how I choose to respond to a situation.

A helpful way to respond to this situation is...



HOW I RELATE TO MY FEELINGS

I am in control of how I take care of my feelings and which coping tools I use.

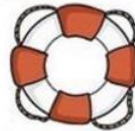
A kind way to take care my feelings is to...



DEALING WITH MISTAKES

I am in control of what I do after I make a mistake, like whether or not I learn from it, try again and/or make repairs.


Something I can do after making this mistake is...



ASKING FOR HELP

I am in control of from whom I ask for support and when I ask for help.

Someone who I can ask for help from is...



MY EFFORT

I am in control of how much effort, focus, and energy I put into accomplishing something.

One way I can focus and put forth effort into accomplishing my goal is to...

CONTROL

❖ Asking for Help

- ❖ Students may be too embarrassed, nervous, or scared to ask for help.
- ❖ Not expected to navigate this all alone. Ask for help!
- ❖ We need to put on our oxygen mask on before we help others.

❖ Doing Nice Things for Others and Yourself

- ❖ Community Building Activities
- ❖ Do what you can.. That's enough
- ❖ Self-Care & Be Kind to Yourself

❖ Being Positive about the Future

Setting goals with students



Self-Kindness Affirmations



HYPERLINKS

Mindfulness	<u>Back to School Kit</u> <u>K-2, Mindful Self Awareness, pages 27-34 for class activities.</u> <u>3-5, Mindful Self Awareness, pages 58-66 for class activities.</u>
Doing Nice Things for Yourself/Others	<u>Sample Small Acts of Kindess</u> <u>Sample Student Activities for Small Acts of Kindness</u>
Self Care/Gratitude	<u>The Science of Happiness</u> <u>Chair Yoga</u>
Community Building	<u>Bucket Filling</u> <u>Random Acts of Kindness</u>
Do what you can, when you can!	<u>Make Small Wins for Work You</u> <u>Resiliency for Teachers</u>

IMPORTANT REMINDERS



#1 very important REMiNDER

All of your feelings are okay.
Even the uncomfortable ones.

In fact, feelings are sort of like
FRIENDS
who stop by to let you know
what you may need.



#2 very important REMiNDER

YOU are LOVABLE.
ALWAYS.

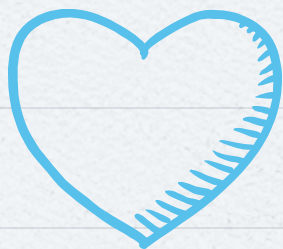
Even and especially when those
uncomfortable feelings stop on by.
So care for yourself,
and your feelings,
with kindness and
compassion and
love.

WHAT DO YOU NEED?

ALONE WE ARE STRONG... TOGETHER WE ARE STRONGER



Stay Strong!



THANK YOU!

Any questions?