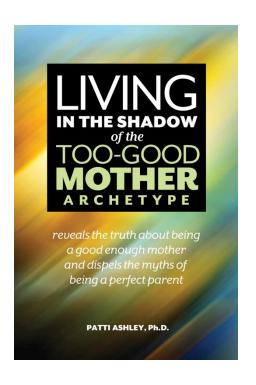
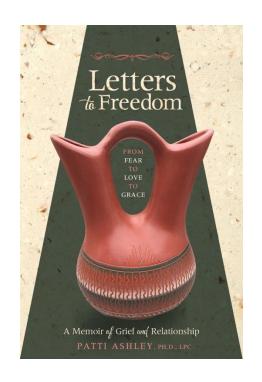
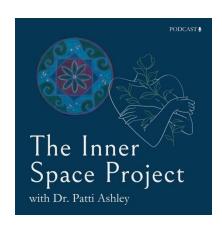
Fostering Social-Emotional Learning in Children and Adolescents

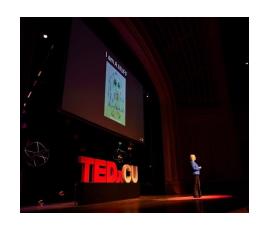
Patti Ashley, PhD, LPC www.pattiashley.com

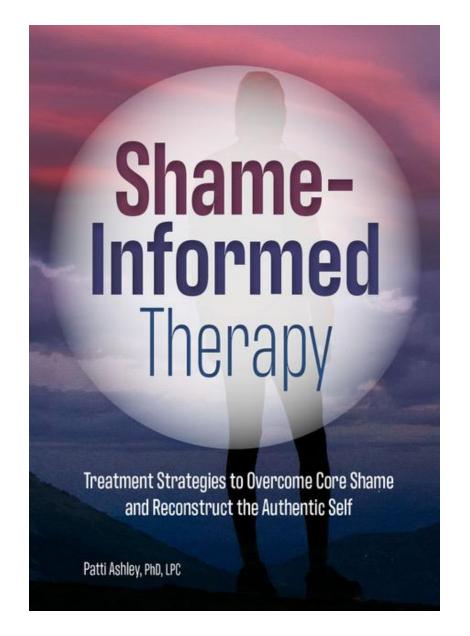












Scope Of Practice

Materials that are included in this course may include interventions and modalities that are beyond the authorized scope of practice for your profession. As a licensed professional, you are responsible for reviewing the scope of practice, including activities that are defined in law as beyond the boundaries of practice in accordance with and in compliance with your profession's standards.

Objectives

- Define social and emotional learning and explain its impact on academic and behavioral outcomes
- Identify and apply the five core SEL competencies in classroom settings
- Recognize the unique SEL needs of children versus adolescents
- Develop an awareness of Polyvagal Theory, ANS responses, trauma, & shame
- Implement practical strategies to build a positive, inclusive and emotionally, supportive classroom climate
- Integrate SEL into academic content and daily classroom interactions

Social and Emotional Learning

Social and Emotional Learning (SEL) is the process through which children and adults acquire and apply the knowledge, skills, and attitudes to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

CASEL (2020)





Processing Emotions -Historically a "Luxury"

- Shorter Lifespans
- Basic needs and survival
- Lack of information and knowledge
- Very limited language, time, or acceptance of feelings

Ashley (2020)



Present-Day Lifestyles & Stressors

Digital Overload

Continuous digital connectivity leads to information overload, overwhelming the nervous system and increasing feelings of anxiety.

Work and Social Pressure

Chronic work demands and social expectations raise stress levels, making emotional regulation more challenging.

Environmental Stressors

Urban noise and crowded environments heighten alertness, making it harder for the nervous system to recover and process emotions.

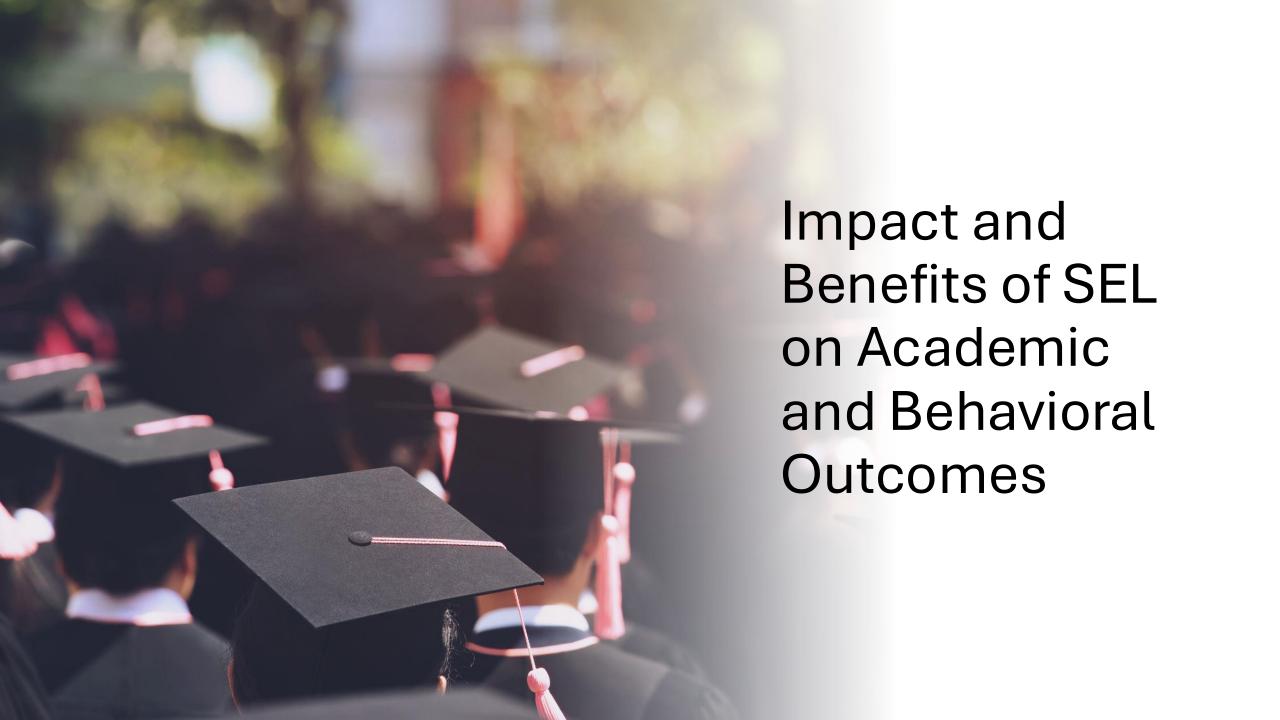
Modern Stressors for Children

Academic pressures, social media, and family dynamics are common stressors children face today, affecting their daily lives.

Impact on Emotional Regulation

Stress can disrupt children's ability to manage emotions, leading to anxiety, frustration, or withdrawal.

Smith, A.C. (2021); APA (2023); & Li, K, et.al. (2023)



Academic

- •Students in SEL programs show an average 11% gain in academic achievement
- •Enhances focus, motivation, and engagement in learning.

Durlak, et al. (2011)

Behavioral

- •Reduces emotional distress, aggression, and conduct problems
- •Increases **prosocial behaviors**, cooperation, and classroom harmony

Long-Term Benefits

- •Improved mental health, relationships, and career success
- •Greater resilience and adaptability in adulthood

Suicide and Children

USA--

- As of 2023, suicide is the second leading cause of death for young people aged 10–14 and for young adults aged 15–34.
- In 2023, the rate of suicide for children aged 10–14 was 2.3 per 100,000.
- In a study published in 2024, researchers found that suicide rates among preteens aged 8–12 have been increasing by about 8% annually since 2008.

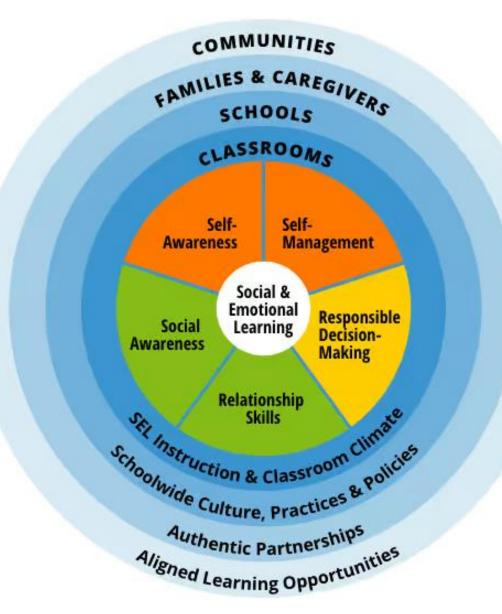
Canada--

- Suicide is the second leading cause of death among young Canadians aged 10 to 19, and the suicide rate is disproportionately high among First Nations, Métis, and Inuit youth
- While recent statistics show a slight decrease in the overall rate for adolescents, Canada's youth suicide rate remains higher than most other countries.

CASEL-5 Core SEL Competencies



5 Core SEL Competencies



Self-Awareness

The ability to recognize and understand one's own emotions, thoughts, strengths, and limitations.



Exploring Feeling Words

Importance of Feeling Words

Feeling words help us express emotions clearly and improve communication about our emotional states.

Historical Lack of Awareness

Prior to 20th Century survival and parenting practices led to a repression of uncomfortable feelings. i.e. "Stop crying before I give you something to cry about."

Common Feeling Words

Words like happy, sad, angry, and excited are frequently used to describe basic emotions.

Expanding Emotional Vocabulary

Using varied words like anxious, joyful, frustrated, or peaceful creates richer, more precise conversations about feelings.

Bracket, M.A. (2019); & Miller, A. (1983)



Emotions

Abandoned	Captive	Embarrassed	Incompetent	Nervous	Tongue-tied	
Abused	Challenged	Empty	Irritated	Offended	Unaccepted	
Alone	Confused	Excluded	Insignificant	Overwhelmed	Unappreciated	
Angry	Depleted	Frustrated	Invisible	Owned	Under-utilized	
Annoyed	Disconnected	Gaslighted	Isolated	Pressured	Ungrateful	
Anxious	Dismissed	Helpless	Lonely	Put upon	Unhappy	
Ashamed	Disorganized	Horrified	Miserable	Railroaded	Unloved	
Babied	Dissatisfied	Humiliated	Misunderstood	Sabotaged	Unprepared	
Betrayed	Drained	Hurt	Mortified	Sad	Used	
Bored	Edgy	Inconvenienced	Needy	Surprised	Useless	

Emotion Wheel

The Emotion Wheel

Identifying Emotions Clearly

The feelings wheel helps individuals recognize and name specific emotions for better self-awareness and understanding.

Organizing Core Emotions

It organizes core feelings such as happiness, sadness, anger, and fear into detailed subcategories, deepening emotional insight.

Enhancing Communication and Well-being

Using the wheel improves emotional communication and supports mental well-being in everyday interactions.





https://www.missjessicasworld.com

DID YOU KNOW?

All feelings are okay, but all behavior isn't. If you have ever been told to stop being angry, resentful, or any other emotion, remind yourself that all your feelings are okay, as long as you don't do anything that might harm yourself or anyone else.



Bridging Paradox

- Holding the tension of the opposites
- Tolerating pain & discomfort
- What we resist persists

"Some of you say - joy is greater than sorrow, and others say - nay, sorrow is the greater.' But I say unto you, they are inseparable." Gibran (1923)

Self-Management

The capacity to effectively regulate emotions, thoughts, and behaviors, which includes managing stress, controlling impulses, and staying motivated.

CASEL (2020)



Helping Kids Manage Emotions

Recognizing and Naming Feelings

Teaching children to identify and name emotions builds self-awareness and emotional intelligence, helping them express themselves clearly.

Practicing Mindfulness and Breathing

Mindfulness and deep breathing exercises help children calm strong emotions and develop self-regulation skills.

Supportive and Safe Environment

A supportive space allows children to express themselves freely and learn problem-solving to handle challenges effectively.

Greenberg, L.S. (2016); & Denham, S.A. (2006)

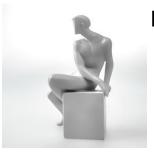
Mindfulness

"Moment to moment non-judgmental awareness."

Kabat-Zinn (1997)



Mindfulness Body Scan Basics



Focused Body Awareness

This technique involves directing attention to each part of your body to observe sensations and feelings without judgment.



Promotes Relaxation

Practicing body scans regularly can help relax muscles, calm the mind, and reduce overall tension.



Improves Well-being

Body scans foster a deeper connection between mind and body, enhancing emotional regulation and overall wellness.



Mindfulness in the Classroom

Focus and Stress Reduction

Mindfulness exercises help students improve their concentration and decrease stressful feelings during the school day.

Guided Breathing and Calm

Breathing techniques foster calmness and selfawareness, making students better prepared for learning activities.

Meditation and Emotional Regulation

Short classroom meditation sessions help students regulate their emotions and respond thoughtfully to challenges.

Mindful Listening and Empathy

Listening activities promote empathy and improve communication among students, enhancing a positive classroom environment.



Heart Meditation

Creative Arts, Mandalas & Coloring Books

Brown (2010); Ashley (2020); and Fincher (1991)

Yoga, Movement, Dance, & Ritual

- Yoga enhances self-awareness and regulation through breath and posture
- Movement and somatic practices strengthen the ability to recognize and articulate emotions
- Dance facilitates symbolic expression and has been shown to improve psychological well-being
- Ritual provides structure and meaning, allowing safe containment and transformation of emotions

Prosodic sound most effective sensory healing modality

Prosody, Poetry, Music, & Sound

Guided imagery/meditation with music

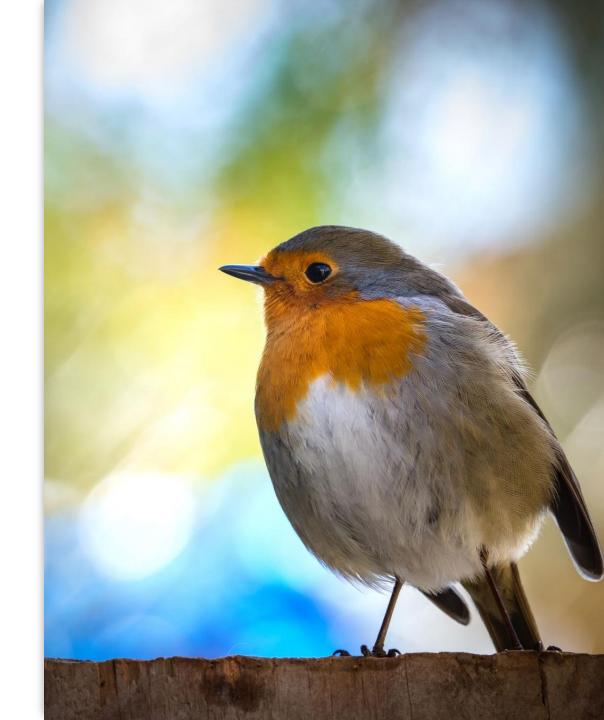
Drumming, toning, chanting, chimes, bowls, gong bath, etc.

Sharing music

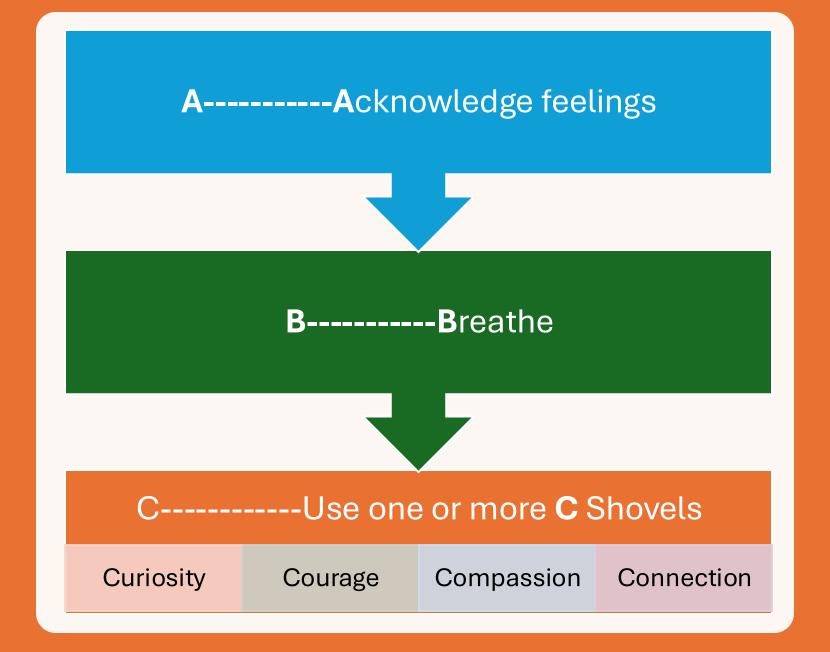
The Fantastic Five

When in fear, it can be helpful to pay attention to what around you is safe, so that the body can find some stability. Look around you now and list 5 things that feel safe. Some examples might be—the sun, the birds, your pets, your comforter, a stuffed animal, etc. Name at least 5 things, and pay attention to those, and any others, throughout the day when you are in fear.

My fantastic five are:				
1	 	 	 	
2	 	 	 	
3	 	 	 	
4	 	 	 	
5	 	 	 	



ABCs to Self-Regulate



More About "C" Shovels



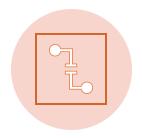
Curiosity: Ask questions. Can be traced back to the Latin root cura -- meaning care and concern.



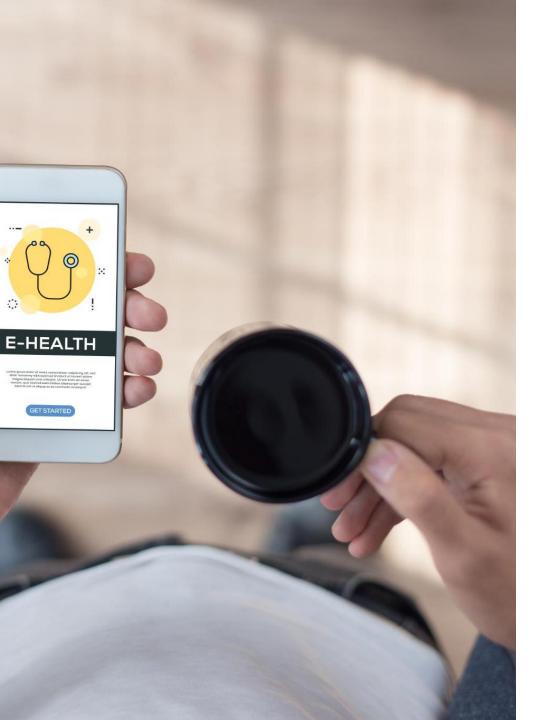
Courage: Be Brave. Can be traced back to the Latin root cor—the same root as the word heart (coronary).



Compassion: Let love lead. Can be traced back to the Latin root com—meaning with or together, and pati meaning to suffer.



Connection: Come together.
Can be traced back to the Latin root com-- meaning together and nectere meaning to bind or tie.



SEL Apps for Teens

Guided Meditation for Stress

Meditation apps provide teens with guided sessions to reduce stress and promote relaxation and self-awareness.

Emotion Tracking and Insights

Emotion tracking apps help teens monitor their moods and offer valuable insights for emotional regulation and growth.

Mindfulness for Resilience

Mindfulness apps encourage practices that build emotional resilience and support healthy coping strategies for teens.

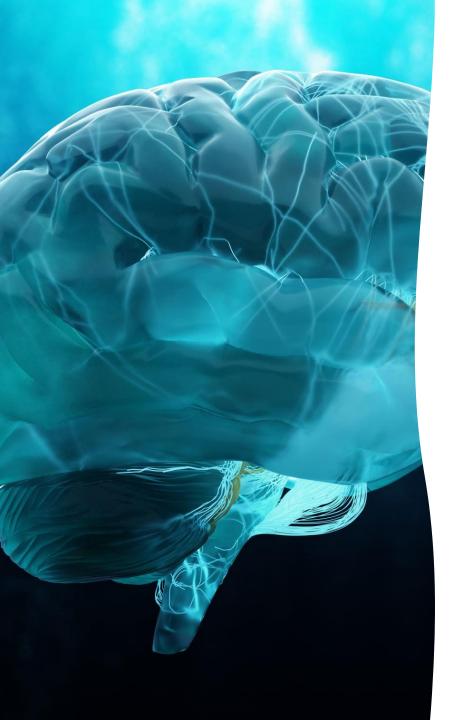
A Few Examples

Smiling Mind; Class DoJo; Breathe, Think, Do with Sesame; Emotional ABCs; Headspace; and Calm.

APA (2023) and Ketz, S.J., et.al. (2022)

Social Awareness

The ability to take the perspective of others, show empathy, and understand social and ethical norms.



Empathy

- Empathy is a right brain activity
- When dysregulated, children need sustained connection with at least one other person who can regulate—rather than dysregulate—their right brain affective experience
- The principal agent of change is the capacity for empathy

Four Characteristics of Empathy



Wiseman (1996)



Mirror Neurons

- the root of empathy
- fire in the prefrontal cortex in response to another person's experience
- automatic during intentional acts
- resonate with feelings and all sensory channels



https://www.kathrynthegrape.com/pages/credits

Culturally Responsive Teaching

Learn about students

Present new concepts with student vocabulary

Guest speakers

Learning stations

Relationship Skills

The ability to establish and maintain healthy and rewarding relationships, including communicating clearly, cooperating with others, and navigating conflict.



Empowering Kids with'I' Statements

Expressing Feelings Without Blame

Using 'I' statements allows children to share emotions without blaming others, encouraging open and honest dialogue.

Modeling Healthy Expression

'I' statements teach kids to articulate their needs and emotions in a constructive, healthy manner.

Promoting Respect and Problem-Solving

This approach fosters mutual respect and problemsolving, helping children feel heard and understood during challenges.

Three Parts to "I" Statements

The situation: describe the event or behavior, using specific and observable actions

The feeling: use a feeling word list to assist identifying the feeling associated with the situation

The imagined better action: imagine and describe what might feel better in the situation



Excavation Exercise

- The Deep-**SEA** Dive
- Situation Emotion Aspired Action



Reflective Listening

Paraphrasing Feelings

Paraphrasing helps children feel heard and understood, such as repeating their emotions in your own words.

Asking Clarifying Questions

Clarifying questions help ensure you understand the child's perspective and encourage deeper conversation.

Validating Emotions

Validating a child's feelings reassures them that their emotions are normal and accepted.

Stein & Hurd (2000)

Six Ways To Express Anger

Turn it inward

Lash-out

Non-productive outlet

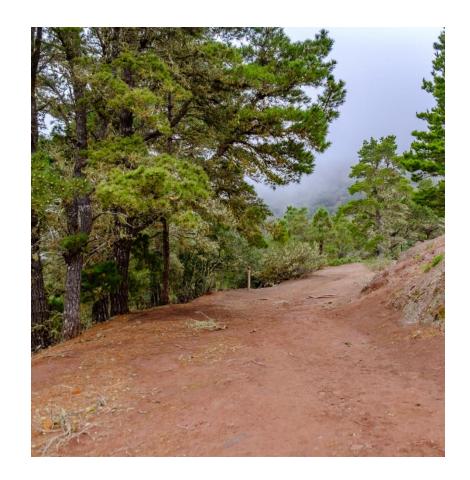
Productive outlet

Talk about it

Problem-solve

Six-Step Problem Solving

- 1. State the problem: Describe what happened, figure out the problem and state it.
- **2. Brainstorm solutions**: Try to think of as many possible solutions to the problem as you can.
- 3. Select one solution: Think about all the possible solutions you came up with and choose the one you think will work best for solving the problem. Choose a solution everyone can live with, that is fair and workable, and that will prevent the same problem from happening in the future.
- **4. Implement the solution**: Put the solution into action.
- **5. Evaluate the solution**: Evaluate whether the solution is working to solve the problem and whether all parties concerned are satisfied.
- **6. Decide**: If it's working great! Keep it up. If it's not working, go back to step #1 and use the problem-solving process again to figure out another solution that will work, or return to step #3 and select an alternative solution.





The Solution Box

- Name the problem
- Show solution box (some solution cards include):
 - Ask nicely
 - Trade or share
 - Wait and take turns
 - Play together
 - Get a teacher's help
 - Say, "Please stop"
 - Ignore it
 - Find another toy
- Brainstorm together
- Role-play solution
- Reflect

Responsible Decision Making

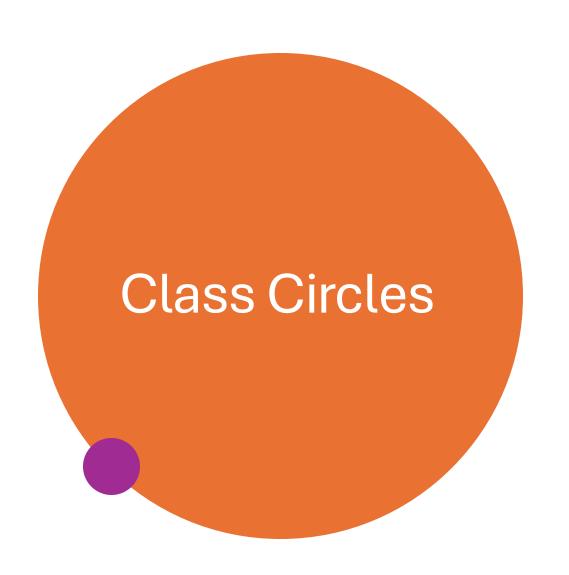
The skill of making constructive choices about personal and social behavior based on ethical standards and social norms.

Role-Playing

- Present short stories or dilemmas such as—you see a friend cheating on a test. What do you do?
- Students then role-play different responses and outcomes
- Discuss empathy, fairness, and long-term consequences







- Discuss values and ethics in weekly groups
- Co-create ethical norms
- Outline class rules for respect, responsibility, and fairness
- Apply ethical choices in community

Hong, et.al. (2022)



Younger Children

- Safety and security
- •Love and self-worth
- Emotional management
- Autonomy and competence
- Relationship basics

Mondi, C.F., et. al. (2021)



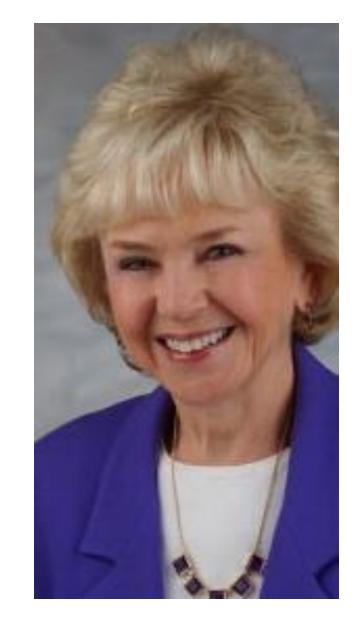




The Art of Sensitive Parenting

Children come into the world very much like a packet of seeds with no cover on the front. It is our job, very much like a gardeners, to provide the adequate water, air, nutrition, and light to grow the seed to its highest potential. It is not our job to raise a rose into a carnation, or a carnation into a rose.

Kersey (1983)



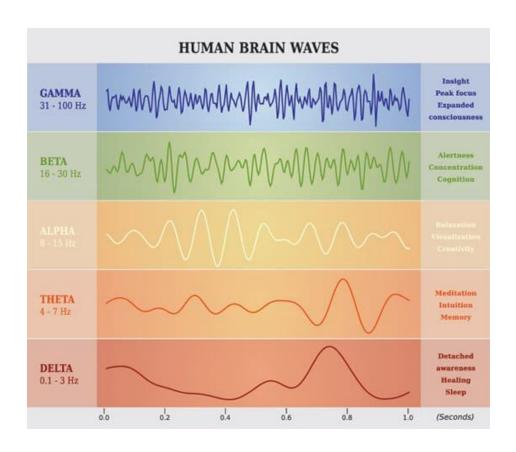
The First Three Years

Right brain develops before the left

Crucial period for developing emotional safety and connection

Brain Architecture





The First Seven Years

Theta waves— relaxation, meditation, receptive to information beyond normal conscious awareness. This low frequency state is likened to hypnosis and is highly programable.

Laibow (1999)

"The fundamental behaviors, beliefs, and attitudes we observe in our parents become 'hardwired' as synaptic pathways in our subconscious mind."

Lipton (2005)

Piaget's Stages of Cognitive Development

- Sensorimotor (0-18 months)
- Preoperational (18 months –age 7)
- Concrete Operational(7-11 years)
- Formal Operational (11-Adult)

Malik & Marwaha (2021)

Erickson's Stages of Psychosocial Development

CRISIS	AGE	TASK
Trust vs. Mistrust	0 to 1 ½ years	Hope
Autonomy vs. Shame	1 ½ to 3 years	Will
Initiative vs. Guilt	3 to 5 years	Purpose
Industry vs. Inferiority	5 to 12 years	Competency
Ego Identity vs. Role Confusion	12 to 18 years	Fidelity
Intimacy vs. Isolation	18 to 40 years	Love
Generativity vs. Stagnation	40 to 65 years	Care
Ego Integrity vs. Despair	65+	Wisdom Erikson (1968)

Erikson (1968)

Poisonous Pedagogy

18th Century childrearing texts

Shame-based systems

Goal was to "break the will" of the child before old enough to remember

Adverse Childhood Experiences (ACEs)

- Kaiser Permanente study 1995 1997
- Traumatic events in childhood, such as violence, abuse, and a family with mental health or substance use problems, can change brain development and affect how the body responds to stress
- These adverse childhood experences can be linked to chronic health problems, mental illness, and substance misuse in adulthood

Felitti, et.al (1998)

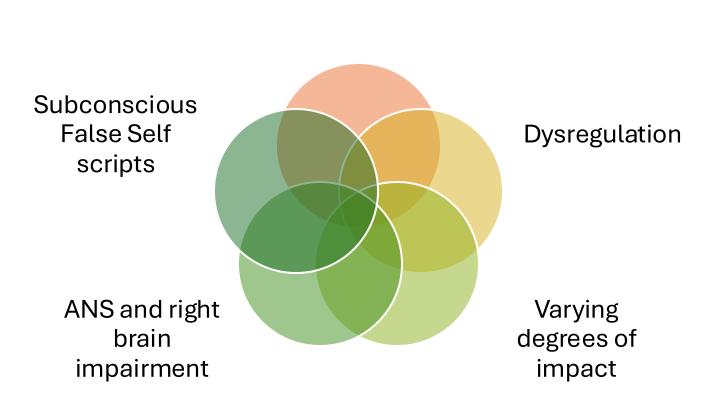
Degrees/Types of Trauma

- Big traumas (natural disasters, sexual assault, situations that involve threatened or actual injury, etc.)
- Little traumas (divorce, job loss, emotional abuse, etc.)
- Sanctioned mini-traumas (some traditional parenting practices)
- Secondary traumas (an indirect experience of a traumatic event)
- Intrauterine and birth traumas (fetus, pregnancy, mother, instrumentation during delivery, etc.)
- Medical procedure traumas (negative experiences within a medical setting)
- Intergenerational traumas (passed done from ancestors)

School Shootings

- Shooter drills as secondary trauma
- Fear of shootings impacts nervous system
- Emotional safety and physically safety challenged

Similar Neurophysiology Insecure Attachment, Trauma, & Shame



Disconnection







Shame Starts with Attachment

Reciprocal **non-verbal communications** lie at the neurobiological core of attachment.

Visual-facial: I SEE YOU

Auditory-prosodic: I HEAR YOU

Tactile-gestural: I FEEL YOU

Co-regulating interactions between the infant and caregiver expand the developing right brain regulatory systems.

Schore (2012)



Purposes of Misbehavior

Attention Seeking

Children may misbehave to gain attention from adults or peers. Even negative attention can reinforce the behavior if a child feels unseen otherwise.

Power Seeking

Misbehavior may occur as an attempt to gain control or assert independence, especially if the child feels powerless in other areas.

Revenge or Retaliation

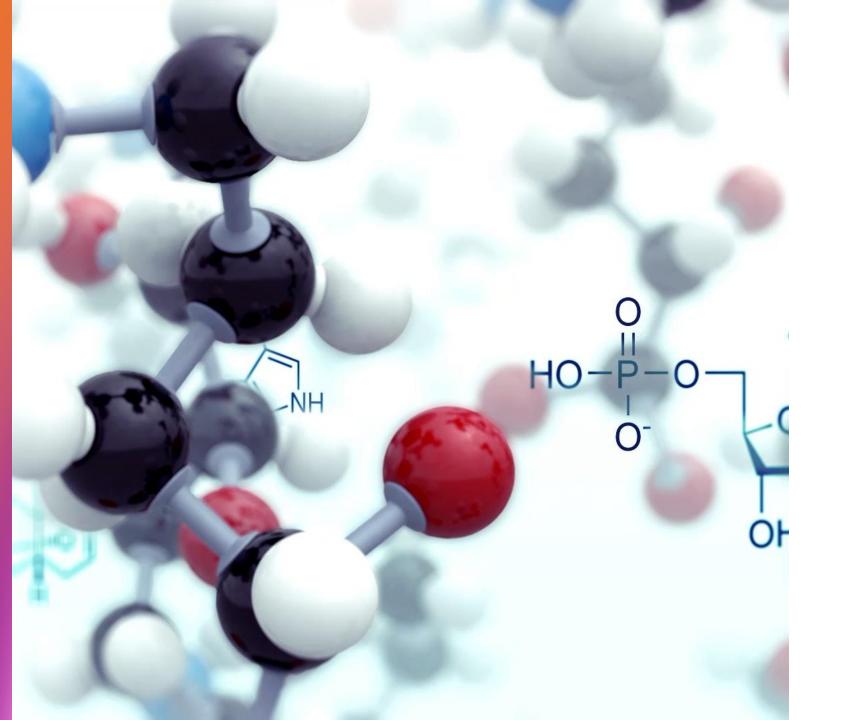
When children feel hurt or mistreated, they may act out to "get even" or communicate emotional pain.

Avoidance or Display of Inadequacy

Some children misbehave (or withdraw) when they feel incapable of meeting expectations, using misbehavior to escape feelings of failure.

Attachment Styles

- **1.Secure Attachment**: Characterized by comfort with intimacy and trust in relationships. Individuals with this style tend to have healthy, balanced relationships.
- **2.Anxious/Ambivalent Attachment**: Marked by a preoccupation with relationships and a fear of abandonment. People with this style may seek constant reassurance.
- **3.Avoidant/Insecure Attachment**: Defined by a reluctance to rely on others, often leading to emotional distance in relationships.
- **4.Disorganized Attachment**: A mix of anxious and avoidant behaviors, often stemming from trauma or inconsistent caregiving.



Polyvagal Theory Three Organizing Principles

- 1. ANS Hierarchy
- 2. Neuroception
- 3. Co-Regulation

ANS Hierarchy

Dorsal Vagal -- immobilization

Sympathetic -- mobilization

Ventral Vagus -- social engagement

Neuroception

Automatic Detection of Safety and Threat

Neuroception is how the nervous system senses safety or danger without conscious thought, guiding our reactions.

Impact on Physiology and Behavior

Neuroception shapes our bodily state and influences whether we are socially engaged, defensive, or emotionally withdrawn.

Environmental and Social Cues

Our nervous system interprets signals from surroundings and others to decide if we should connect, defend, or shut down.



Loss of Co-Regulation

- loss of co-regulation results in a neuroception of threat
- misattunement violates neural expectancies regarding social connection
- left brain stories then take over such as-"I'm not enough," "I'm a failure," "I'll never get it right," and "What is wrong with me?"
- prefrontal cortex goes offline, and the amygdala, a primitive part of the brain, goes into overdrive



Porges' on Social Engagement

Permission granted by PsychAlive https://www.youtube.com/watch?v=lxS3bv32-UY

Practical Strategies to Build a Positive, Inclusive, and **Emotionally Supportive** Classroom Climate

+

0

Positive Learning Environment

- Understands and supports the needs of students and colleagues
- Etablished classroom rules set the tone for a healthy learning environment where students know what is expected of them
- Structure helps students feel safe
- Promotes positive well-being.
- Applies all levels elementary, middle, and high school

Owen, S., et.al. (2023)

Build Positive Relationships

- Take time to get to know unique personalities
- Greet students as they arrive
- Build relationship with parents
- Communicate about positives and negatives
- Send notes home about successes
- Class meetings

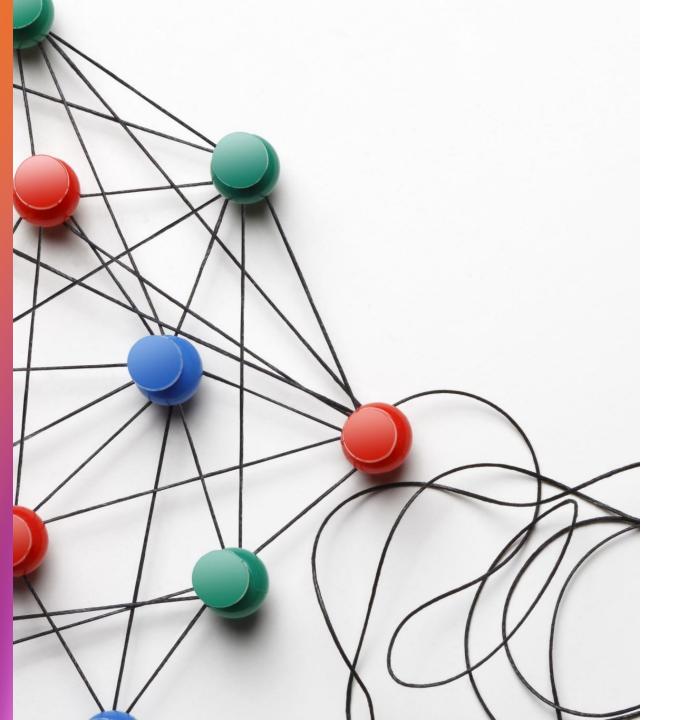
Terada, Y. (2018); Kraft, M.A. & Dougherty, S.M. (2013); and Graham-Clay, S. (2005)





Classroom Meetings

https://www.youtube.com/watch?v=U6_pLkwaCeY&t=2s



Foster Connections

- We are wired for connection
- Listen to what children are talking to each other about
- Ask questions about what they are interested in
- Implement highly-personalized lessons to help students feel special.

Shemshack, A., & Spector, J. M. (2020

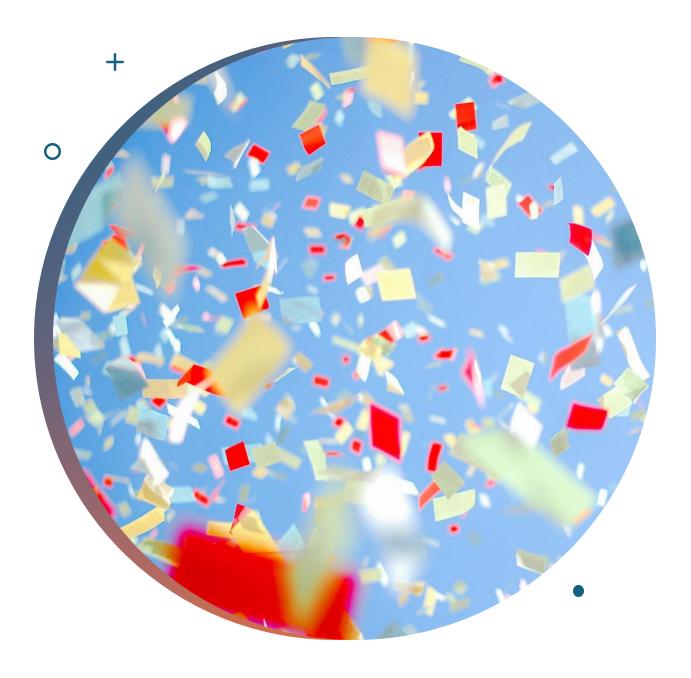
Classroom Rules

	Ask questions
2.	Share new ideas
3.	Keep your hands to yourself
	Respect others' property
5.	Be kind
6.	Always do your best
	Walk, don't run, in the hallways
8.	Be a good friend
9.	Be on time
10.	Share with others
11.	Use equipment properly
12.	Help keep the classroom tidy
13.	Listen to all the teachers
14.	Obey all school rules
15.	Be respectful of classmates who are working
16.	Use positive language
17.	Line up neatly and quietly
18.	Stay in your seat
19.	Listen with your ears and your eyes
20.	Contribute to discussions
21.	Be respectful of others' ideas
22.	Cooperate with your classmates
23.	Be creative
24.	Be honest
25.	Use technology appropriately
	Be proud of your work
	t

Classroom Rules

- Frame in a positive manner
- Boundaries help safety
- Class meetings
- Involvement in creating
- Effective discipline

Wilkins, N. J., & Van Vactor, J. M. (2022)



Positive Reinforcement

- Recognize effort to persevere
- Celebrate even the smallest of wins
- Notice the positives
- 5 positive comments each day
- Separate deed from doer

Faulconer, E. (2021)



Neurodivergent Challenges

- Autism, ADHD, learning differences, or other cognitive/neurological issues can impact emotional literacy in different ways
- May be barriers in recognizing, regulating, and expressing emotions
- Intense emotional reactions can seem disproportionate
- May have difficulties calming down or regulating strong emotions
- Sensory overload can heighten emotional reactivity, leading to meltdowns or shutdowns.

Neurodiversity Diagnosis | % in full-time working population | sample size

	<u> </u>	
Attention deficit hyperactivity disorder (ADHD)	19.5%	201
Autism spectrum disorder (ASD)	2.6%	27
Developmental coordination disorder (DCD)	2.6%	27
Obsessive compulsive disorder (OCD)	9.6%	99
Sensory hypersensitivity (SH)	3.5%	36
Sensory integration disorder (SID)	4.2%	43
Other: depression, anxiety, PTSD, bipolar disorder, unspecified	6.9%	71
Any neurodiversity diagnosis	34.0%	351
No neurodiversity diagnosis	66.0%	680
No neurodiversity diagnosis	66.0%	680

Alexithymia

Difficulty identifying or naming emotions (40-50% of people with autism)

Pincus, J. D. (2025)



Alexithymia & Autism

	<u>Alexithymia</u>	<u>Autism</u>
Core issue	Emotional awareness and expression	Social communication and repetitive behaviors
Social interaction	May be socially awkward due to emotional processing	Social differences are broader, including understanding social norms
Sensory processing	Usually typical	Often atypical (hypersensitivity or hyposensitivity)
Onset	Can be identified in adolescence/adulthood	Typically identified in early childhood
Co-occurrence	Often occurs with autism, depression, PTSD, or other conditions	Can occur with alexithymia, ADHD, anxiety, etc. Poquérusse, J, et al. (2018).

Integrating SEL in Classroom



This Photo by Unknown Author is licensed under CC BY-SA

Student-Centered Discipline

- Discipline comes from word disciple meaning to "teach and train by instruction"
- Focuses on teaching self-regulation and problemsolving skills
- Treats misbehavior as a learning opportunity to develop empathy, responsibility, and communication skills
- The goal is to keep students engaged in the learning environment
- Contrasts with traditional methods of punishment and control

Bear, G. G. (2010); Kersey (1983); and Siegel, D. J., & Bryson, T. P. (2018)

Dan Siegel's Hand-Model of the Brain



https://www.youtube.com/watch?v=qFTljLo1bK8



Preschool & Kindergarten (3-6)

- Check-in & Check-out
- Recognize and encourage kindness
- Show and tell
- Appreciations & Apologies
- Story-time as teaching
- Games
- Feeling songs
- Active Listening

Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (Eds.). (2015)

Elementary School (5-10)

- Groups
- New words
- Peace place
- Anchor chart
- Role-Play
- Responsibilities
- Affirmations

CASEL (2020); and Gartrell, D. (2014)

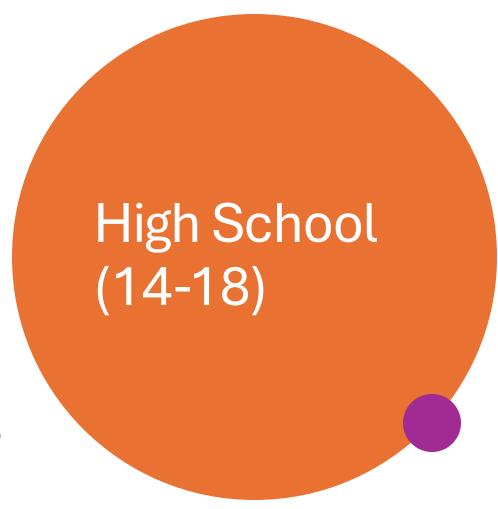
Middle School (11-13)

- Conflict as learning
- Connect with students
- Class meetings
- Journaling
- Stress management
- Vision board
- Reading books
- Celebrate diversity



- Meditate
- Mentoring younger children
- Conversations
- Mindfulness
- Daily quotes
- Yay of the day
- Interview projects
- Poetry about classmates
- Artistic expression

Kabat-Zinn, J. (2013); Greene, M. (1995); and Seligman, M. E. P. (2011)





EMOTION CHARADES

In this game, students act out various emotions using charades, while others guess the emotion. $\,$



EQUIPMENT

- Slips of paper with different emotions written on them
- Hat or bowl to draw slips from

GROUP SIZE







SETUP

- · Write various emotions on slips of paper (e.g., happy, sad, angry, surprised, nervous, excited).
- · Place all slips of paper into a hat or bowl.

*

INSTRUCTIONS

- Divide the class into two teams.
- 2. Ask one member from the first team to come up and draw a slip of paper from the hat or bowl.
- 3. Without using words, the student must act out the emotion for their team to guess. For example, if the emotion is "excited," the student could jump up and down with a big smile.
- 4. The team has 30 seconds to guess the emotion.
- 5. If they guess correctly, they earn a point. If not, the other team has a chance to guess and earn the point.
- 6. Switch teams and repeat steps 2-5.
- 7. Continue until everyone has had a turn or until all slips are drawn.
- 8. The team with the most points wins.

YOUNGER KIDS

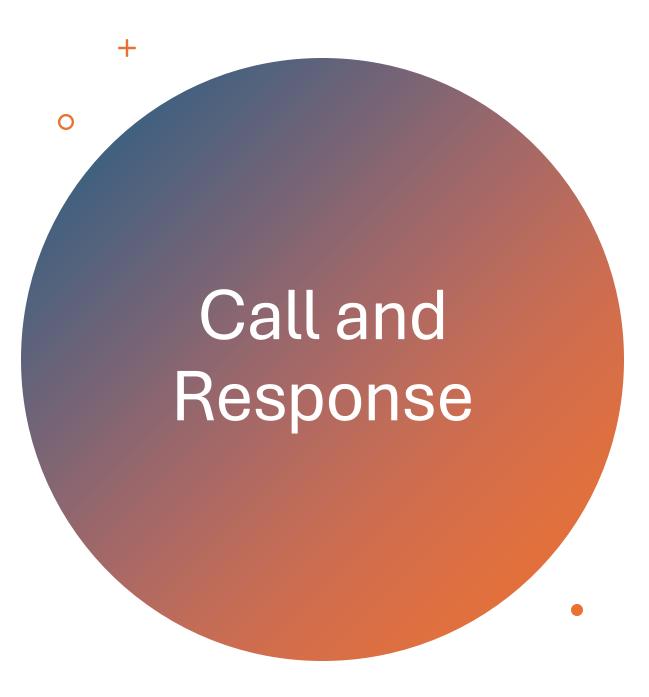
Use basic emotions like happy, sad, mad, and scared, and allow the kids to make sounds while acting.

OLDER KIDS

Include more complex emotions like astonished, contemplative, or skeptical, and challenge them to convey the emotions using facial expressions and body language only.



Inspirational Card Decks



- Originated from African and African American traditions
- Question-and-answer pattern creates connection
 & participation
- Teacher gives verbal prompt & students reply with a pre-established response
- Grabs student's attention in a fun and simple way
- Establishes a sense of community in the classroom
- Facilitates easier transitions
- Opportunities to practice communication skills
- Reduces anxiety by providing predictable
- Gives even the quietest students an opportunity to actively participate and feel included
- Effective classroom management without having to raise your voice
- Can change with seasons, pop culture, or whatever else you can think of
- Learn about student's interest.

Everyday Examples

- ·c: Hey hey! R: Ho ho!
- •C: Abbra R: Kedabra!
- •C: Chicken! R: Nugget!
- •C: Uh oh! R: Spaghettio!
- •C: Knock, knock. R: Who's there?
- •C: Snap, crackle, pop! R: That means stop!
- •C: Head, shoulders.. R: Knees and toes!

Disney Examples

- •c: May the force.. R: Be with you! (Star Wars)
- •C: Ho, ho, ho! R: Off to work we go! (Snow White)
- •C: Shark bait R: Oh ah ah! (Finding Nemo)
- •C: Mickey Mouse... R: Clubhouse! (Mickey Mouse Clubhouse)
- •C: GEORGE! R: Watch out for that tree! (George of the Jungle)
- •C: Avengers.. R: Assemble! (Avengers)
- •C: Zip-a-Dee-Doo-Dah...R: Zip-a-Dee-Ay! (Song of the South)

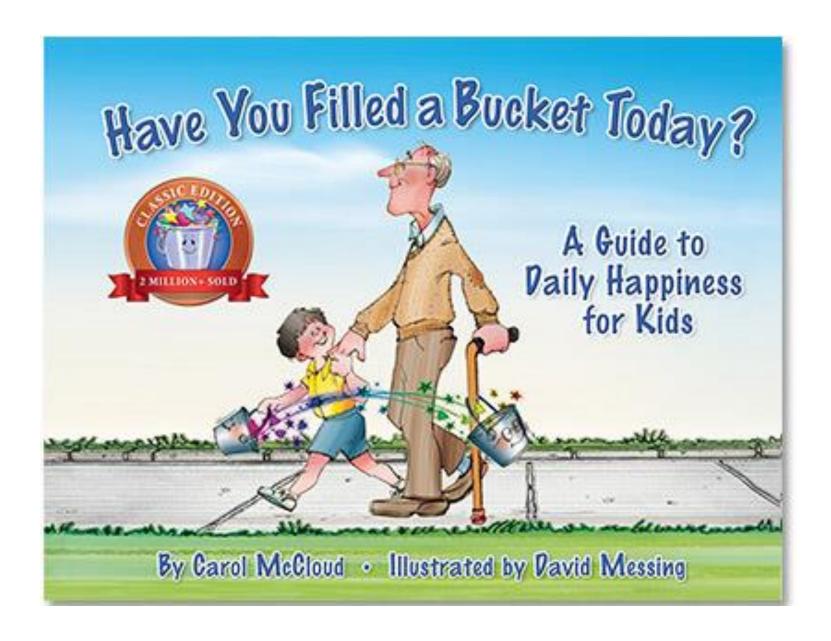
Pop Culture Examples

- •C: E.T... R: Phone home! (E.T.)
- •C: Scooby Dooby Doo R: Where are you? (Scooby Doo)
- •C: Can I get a... R: Whoop whoop! (Amil, J-Rule, Jay Z)
- •C: Yakety Yak...R: Don't talk back! (The Coasters)
- •C: Here I come to save the day! R: Mighty mouse is on his way! (Mighty Mouse)
- •C: Goodness gracious! R: Great balls of fire! (Jerry Lee Lewis)
- •C: Wake me up! R: Before you go, go! (Wham!)
- •C: We will, we will... R: Rock you! (Queen)
- •C: Chitty, chitty... R: Bang bang! (Chitty Chitty Bang Bang)

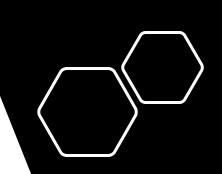


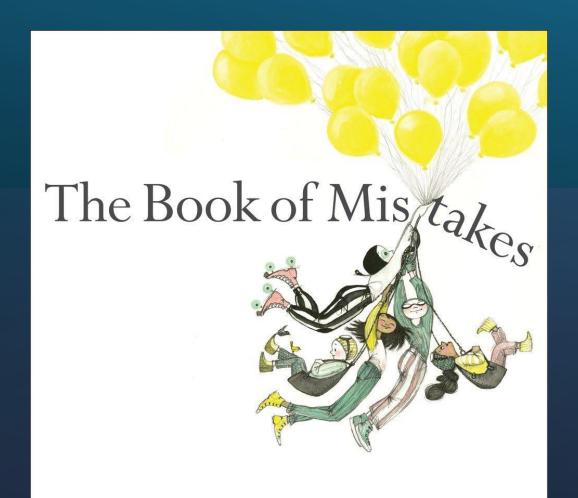
- Ask person to stop
- Use an "I" statement
- Use a firmer voice
- Ignore
- Get up and leave
- Relate consequences
- Threaten to tell
- Tell adult

Books









corinna luyken

Self-Care & Compassion

Pay attention to your body's needs

Healthy food, exercise, & sleep

Have fun

Ask for what you need

Refuel

Set boundaries on time

Identify support systems

Do your own inner work

