

RETURN TO LEARN: Prevention Practices

Select Practices Likely to Promote an *SEL-Supportive Environment* and Help Prevent or Address Regression Concerns

Social-Emotional Learning Skills: Supportive Features	Things you can do proactively (prevention)	
	In-Building Learning	Remote Learning (or Hybrid Remote-Live)
<p><u><i>Model Well-Regulated Adults</i></u></p> <p><u>Address:</u></p> <ul style="list-style-type: none"> Emotional Support for staff members: <ul style="list-style-type: none"> Stress Support/ Stress Management “Shifting” Support: Start day with positive energy, positive thoughts and positive mood 	<ul style="list-style-type: none"> Daily wellness checks / staff check-ins Daily team huddle (mood booster) 1:1 Weekly Wellness Check with administrator or mentor (1st Month; then assess need) All Staff AM Regulation Strategy Practice “Low and Slow” 	<ul style="list-style-type: none"> Staff Daily Virtual Check-in/ “Team Huddle” 1:1 Weekly Wellness Check with administrator or mentor (1st Month; then assess need) All Staff AM Regulation Strategy Practice “Low and Slow”
<p><u><i>Promote Positive 3 C’s: Positive Culture, Climate and Connections</i></u></p> <p><u>Address:</u></p> <ul style="list-style-type: none"> Establish culture (what you do) through common language and routines Select language and routines that promote positive climate (how you feel) Foster Staff-Student positive connections (at least 85% of students have positive connection with a adult in first 3 weeks) Foster Student-Student positive connections (at least 85% students have at least one healthy peer connection) Promote Attendance: <ul style="list-style-type: none"> >90% of students attend in-building learning >90% of students attend (and remain) in remote learning sessions 	<p>Staff to Student Connection:</p> <ul style="list-style-type: none"> Positive greetings upon arrival Deposits before withdrawals Notice SEL skills at high rates (reinforce) Daily 1:1 check-in ‘Getting to Know You’ strategies (see list): <p>Student to Student Connection:</p> <ul style="list-style-type: none"> Student-Student greet and share Social connection groups (all students) Daily physical movement groups <p>Community Connection:</p> <ul style="list-style-type: none"> Whole school meetings/assemblies/ “Town Hall”: <ul style="list-style-type: none"> School highlights and positive news; student voice – decisions <p>3-Week “Connection Check”</p>	<p>Staff to Student Connection:</p> <ul style="list-style-type: none"> Virtual greeting routine Daily 1:1 remote check-in Notice SEL skills at high rates (reinforce) ‘Getting to Know You’ strategies (see list): <p>Student to Student Connection:</p> <ul style="list-style-type: none"> Student-Student greet and share Virtual break-out rooms: use random groupings (2’s, 3’s and 4’s) (create list of activities): Daily physical movement small groups (student led) <p>Community Connection:</p> <ul style="list-style-type: none"> Virtual Class Meeting (values check; student voice; decision-making) Principal sharing (highlights/ positive news/ reading) <p>3-Week “Connection Check”</p>

<p><u><i>Continuum of Student Support for Well-Regulated Mind, Mood and Body</i></u></p> <p>Addresses:</p> <ul style="list-style-type: none"> • Social-emotional well-being: <ul style="list-style-type: none"> • Reduce anxiety • Notice and manage stress • Reduce dysregulated/negative thinking and feeling • Reduce dysregulated body responses or behaviors due to dysregulated thoughts and feelings • Promote skill growth in key SEL competencies: <ul style="list-style-type: none"> • Self-Awareness • Self-Regulation • Social Awareness • Thoughtful Decision-Making • Mitigate regression: <ul style="list-style-type: none"> • Address basic needs • Provide/build comfort, security, trust, attention • Safety: <ul style="list-style-type: none"> • Safe distancing • Mask wearing • Washing/ keeping hands clean 	<ul style="list-style-type: none"> • SEL-Supportive Language (see list) • Scheduled Regulation (see strategy list) • AM Transition / “Shifting” Protocol: <ul style="list-style-type: none"> ○ Greet and share ○ Self-awareness assessment <ul style="list-style-type: none"> ○ Stress carrying with me ○ Thoughts ○ Feelings / Mood Rating ○ Regulation strategy • Regulation or “Reset” Station: <ul style="list-style-type: none"> ○ Place for reset in classroom ○ Posted list of practiced regulation or reset strategies ○ • Basic Needs: <ul style="list-style-type: none"> ○ Planned and available: <ul style="list-style-type: none"> ▪ Healthy snacks ▪ Physical/sensory/safety comforts (See list/OT consult) ▪ Planned movement and body awareness strategies (See list/ OT consult) ▪ Cleanliness plan: cleaning/washing ▪ Safety plan: masks and distancing 	<ul style="list-style-type: none"> • SEL-Supportive Language (see list) • Daily Remote AM Regulation Strategy (include parents, grandparents, guardians as appropriate) (see list): • Scheduled Regulation Breaks (use regulation or reset strategy) • AM Transition / “Shifting” Protocol: <ul style="list-style-type: none"> ○ Greet and share ○ Self-awareness assessment <ul style="list-style-type: none"> ○ Stress carrying with me ○ Thoughts ○ Feelings / Mood Rating ○ Regulation strategy • Virtual “Reset” • Provide for Home/Families: <ul style="list-style-type: none"> ○ Importance of routines (home routines) ○ Schedule for remote learning ○ Home regulation strategies (list) ○ Healthy snacks (list) ○ Value of sleep ○ Cleanliness plan: cleaning. Washing ○ Discuss in-building mask and distancing
<p><u><i>Promote SEL-Related Executive Skills (Self-Control Skills)</i></u></p> <p>Address:</p> <ul style="list-style-type: none"> • Impulsivity v. Thoughtful Decision-Making • <i>Shifting</i> as a key skill (transitioning; adjusting to new situations; “going with the flow”; flexibility) • Regulation and Dysregulation Defined: <ul style="list-style-type: none"> • Signs of dysregulated Mind and Mood (thoughts and Feelings) • Body Responses and Behaviors that result when dysregulated 	<ul style="list-style-type: none"> • Define SEL-related Executive Skills: <ul style="list-style-type: none"> ○ Impulse control ○ Shifting ○ Regulation (Cognitive and Emotional) • Signs of Regulated v. Dysregulated Mind (thoughts), Mood (feelings) and Body (body responses and behaviors/actions) • Teach difference between impulsive actions and thoughtful decisions: <ul style="list-style-type: none"> ○ Help tie impulsivity to increased stress ○ Cost-Benefit analysis 	<ul style="list-style-type: none"> • Define SEL-related Executive Skills: <ul style="list-style-type: none"> ○ Impulse control ○ Shifting ○ Regulation (Cognitive and Emotional) • Signs of Regulated v. Dysregulated Mind (thoughts), Mood (feelings) and Body (body responses and behaviors/actions) • Teach difference between impulsive actions and thoughtful decisions: <ul style="list-style-type: none"> ○ Help tie impulsivity to increased stress ○ Cost-Benefit analysis

<p style="text-align: center;"><u><i>Behavior Support</i></u></p> <p><i>Address:</i></p> <ul style="list-style-type: none"> • Behavioral prevention and response • Externalizes/acts-out (disrupt; unkind; physical/verbal aggression) • Internalizes/ acts-“in” (hiding; withdrawal; isolation; non-communication; self-harm) • 	<ul style="list-style-type: none"> • Identify concerns: <ul style="list-style-type: none"> ○ Externalizing/acts-out (disrupt; unkind; physical/verbal aggression) ○ Internalizing/ acts-“in” (hiding; withdrawal; isolation; non-communication; self-harm) • Teach how SEL-Connected Core Values are shown or evidenced through behaviors (what we do) • Promote common way to understand behavior through SEL: <ul style="list-style-type: none"> ○ When unexpected behavior happens, assume child is experiencing dysregulated thoughts and feelings related to stress. • Use unexpected behavior as an opportunity to teach SEL (self-awareness; self-regulation) <ul style="list-style-type: none"> ○ Promote SEL-Connected Responses to Unexpected Behavior: ○ Validation; Prompt Reset or Regulation 	<ul style="list-style-type: none"> • Teach how SEL-Connected Core Values are demonstrated in remote learning contexts • Promote common way to understand behavior through SEL: <ul style="list-style-type: none"> ○ When unexpected behavior happens, assume child is experiencing dysregulated thoughts and feelings related to stress. • Use unexpected behavior as an opportunity to teach SEL Skills (self-awareness; self-regulation): <ul style="list-style-type: none"> ○ Validation ○ Prompt “reset” or regulation
<p style="text-align: center;"><u><i>Academic Concerns</i></u></p> <p><i>Address:</i></p> <ul style="list-style-type: none"> • Regression of (or general concerns about) academic skills • Task or HW Completion 	<ul style="list-style-type: none"> • Team for Academic Screening and Academic Support 	<ul style="list-style-type: none"> • Team for Academic Screening and Academic Support
<p style="text-align: center;"><u><i>Promote Home-School Connection and Communication</i></u></p> <p><i>Address:</i></p> <ul style="list-style-type: none"> • Effective two-way communication <ul style="list-style-type: none"> • Receiving sharing child/school/home information • Parent SEL-related training • Promote home-school connection/partnership • Enhance Parent voice 	<ul style="list-style-type: none"> • Form Home-School Partnership Team • School ⇔ Home 2-Way Communication: <ul style="list-style-type: none"> ○ Return to Learn Concerns – Parent Perspective • Provide training support for: <ul style="list-style-type: none"> ○ SEL ○ Core Values ○ Regulation strategies ○ Home Routines 	<ul style="list-style-type: none"> • Form Home-School Partnership Team • School ⇔ Home 2-Way Communication: <ul style="list-style-type: none"> ○ Return to Learn Concerns – Parent Perspective ○ Weekly/monthly Positive Posting (2-way) ○ Remote check-in (weekly) • Parent/ Guardian Involvement: <ul style="list-style-type: none"> ○ Invite parents once/week to Mindfulness/ Yoga, Breathing, Movement, Grounding... • Provide training support for: <ul style="list-style-type: none"> ○ SEL ○ Core Values ○ Regulation strategies ○ Home Routines

