



SEL AND PBIS RESOURCES, LESSONS AND GUIDANCE AS WE TRANSITION TO IN-PERSON LEARNING

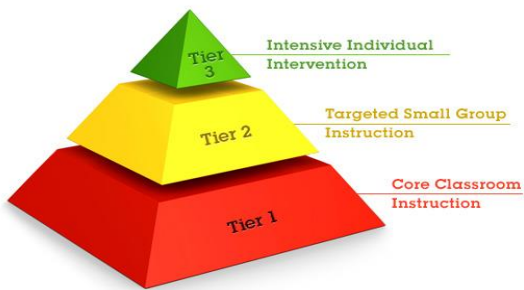
As we move toward In-Person learning our ultimate goal is to support the overall well-being of students, families, and educators. In collaboration, we hope to ensure that our students feel connected to their school community while fostering a sense of belonging and fun.

This document outlines important reminders about PBIS as well as a menu of videos and lesson plans that involve safety, diversity, and mindfulness. Also please note that these lessons/videos can be modified to accommodate your student population.





Remember,
you already **HAVE**
framework in
place



RTI (Response To Intervention)
3 Tiers of Support

Back to Basics: Do What Works

PBIS is the framework that has been adopted to create a positive, predictable environment for all students. The multi-tiered approach ensures that tailored interventions are provided for students. A strong, consistent tier 1 system is important as we transition back to in-person learning.

In this purpose we will highlight the basics:

1. **Connect and Build Relationships:** Frequently highlight students' strengths, diversity, and culture. Check in frequently with all students and families.
2. **Screen:** Formally and informally assess who might need a more tiered support (i.e. check-in/check-out, wraparound services). This could be completed academically or behaviorally. Systems within your buildings will assist with problem solving and referrals to community agencies.
3. **Support and Teach:** Teach, practice, and frequently prompt the in-person expectations as well as the remote expectations. Cross walk the in-person and remote expectations see if there might be some overlap. Highlight the overlap.
4. **Positive and Supportive Feedback:** Frequent, consistent positive reinforcement and feedback is essential during this time. Allow students to decide what events or praise they would like to receive. This can be achieved through surveys or polls.

1. **School Safety and Building Community Relationships**

Early Childhood Videos:

Wearing a Mask (Usar una mascara) – Social Story IN SPANISH!
<https://youtu.be/m48uKbuVAlq>

Back to School Lesson using Puppets from Second Step – Staying Home vs. Going: back to the Classroom
<https://youtu.be/SShn7QqztdA> (feeling disappointed, excited, nervous etc.)

Review of Safety Protocols: https://youtu.be/V_inLJg8PoA

Elementary-High School videos:

[Going back to school after the coronavirus lockdown - Animated video for children \(short edit\) - YouTube](#)

[Watch this before Going Back to School - COVID School Reopening Video - YouTube](#)

[Corona Virus \(Covid-19\): A Lesson Learned | What it Gave and Took from us? | Letstute - YouTube](#)

Specific lessons or activities that build community and relationships:

1. Positive Greetings at the door/Welcoming Students Everyone into the Classroom(all levels)

Link: [5e7e3999b3c8b85b50c80c6f_POSITIVE_GREETINGS_AT_THE_DOOR.pdf \(website-files.com\)](#)

2. Collaborative Classroom various lessons for grades k-6:

Link: [Reconnecting and Rebuilding Toolkit, K–6 | Center for the Collaborative Classroom](#)

3. Highlight Student's strengths for all levels:

Link: [Student Strengths Lesson - Centervention®](#)

4. Diversity and culture for all levels:

Link: [Diversity Printables, Lessons, and Resources - TeacherVision](#)

Link: [Establishing Opening and Closing Routines | Facing History and Ourselves](#)

Link: [Lesson Plans \(embracingourdifferences.org\)](#)

5. Second Step Lesson COVID Support

Link: [COVID-19 Support \(secondstep.org\)](#)

2. Brain Breaks/Games

Elementary-Middle School lessons:

Link: [Kids' Games for Social Distancing | Asphalt Green](#)

Link: [50 Educational Brain Breaks that Your Students Will Love! \(weareteachers.com\)](#)

High School Lessons:

Link: [High School/College Brain Breaks - BRAIN BREAKS \(weebly.com\)](#)

3. Resilience, Mindfulness and Emotional Management:

Strategies for Teachers prior to teaching mindfulness or deescalating the behaviors:

[How to Respond When a Student Acts Out - YouTube](#)

[Pushing a Wall to Settle the Nervous System - YouTube](#)

Mindfulness Lessons videos:

Early Education videos:

Mindfulness Breathing Exercise: <https://youtu.be/Pu2W-LQYgA> at the end they say “I am wonderful, I am special and I am Peace”

Five Finger Deep Breathing Exercise: <https://youtu.be/404sipRpG58>

Super-Hero Listening Exercise: <https://youtu.be/dZ9-ls8dvvU>

Monster Meditation by Sesame Street (Feeling nervous/worried) –
<https://youtu.be/-N1Xm4pleAg>

Sesame Street- “Belly Breathe” Song by Common and Colbie Caillat:
https://youtu.be/_mZbzDOpylA

Elementary- Middle videos

[Everyday mindfulness - YouTube](#)

[Rainbow Relaxation: Mindfulness for Children - YouTube](#)

Activities:

[25 Fun Mindfulness Activities for Children and Teens \(+Tips!\)
\(positivepsychology.com\)](#)

Picture below might be helpful to have a visual for the students

TENSE AND RELEASE

MUSCLE RELAXATION

1. Starting at the feet, gently squeeze the muscles in the feet by tightening them, then slowly releasing.
2. Next, squeeze the large muscles in the calves for 5 seconds, then gently release. Working your way up the body, squeeze the thigh muscles for 5 seconds then gently release.
3. Continue moving up the body for more relaxation.



Big Life Journal - biglifejournal.com

Managing Emotions:

Pre-k-2nd grade video:

Link: [Emotions storybots - Bing](#)

Elementary- 6th video:

Link: [Stress Management Tips for Kids and Teens! - YouTube](#)

Lessons: [Worksheets and Handouts-Stress Management \(charlestoncounselingportal.com\)](#)

SOCIAL EMOTIONAL LEARNING

I FEEL	I NEED TO
Overwhelmed	take a deep breath and think about one thing at a time
Sad	write down how I'm feeling or talk to a friend or grown-up about what is making me feel sad.
Angry	take a step back, and think about how I can have a calm conversation about why I am angry
Drained	rest and recharge by lying down or resting without a screen for a few minutes
Frustrated	calm down by taking a water break, a few deep breaths, and then try again
Restless	take a walk around my neighborhood or turn on some music and dance

@sanfordfitkids

INSTEAD OF SAYING
“USE YOUR WORDS,”
 HELP CHILDREN DEVELOP LANGUAGE TO DESCRIBE THEIR FEELINGS:

KIDS CAN'T “USE THEIR WORDS” UNTIL WE TEACH THEM HELPFUL WORDS TO USE.

NATIONAL CENTER for YOUTH ISSUES
 ATTRIBUTED TO: NANCY KAPMAN

Trauma - Informed Yoga

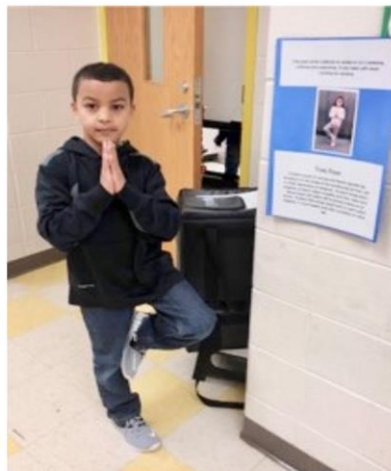
Research has noted that yoga can be a complementary and successful intervention to the healing of trauma in children. (Culver, Whetten, Boyd, & O'Donnell, 2015)

The elements of yoga practice (breathing, postures, and meditation) equip youth with immediate and ongoing skills to handle stress and trauma -responses.

Yoga teaches children how to reconnect and reintegrate mentally, emotionally, and physically, which is essential to healing and resilience.

A trauma - informed yoga practice strengthens the mind and body connection, reduces overstimulation and reactivity, and encourages relaxation.

Through yoga, youth have the freedom and authority to reclaim control of their bodies, as well as their experiences.



Yoga Strategies/lessons for all levels:

[How to Get Started with Yoga in the Classroom \(+Printable Poster\) \(kidsyogastories.com\)](#)

[Yoga for Spring + Printable Poster - Kids Yoga Stories | Yoga and mindfulness resources for kids](#)

4 Self Care



Article:

[50 Self-Care Ideas for Teachers - The Counseling Teacher](#)

5. Family Resources:

<https://developingchild.harvard.edu/resources/how-to-help-families-and-staff-build-resilience-during-the-covid-19>

[5d72a5feed484e4cod275d8b_family_engagement_in_pbis.pdf \(website-files.com\)](https://www.pbis.org/files/5d72a5feed484e4cod275d8b_family_engagement_in_pbis.pdf)



Praise: Call for positive reasons

Public: Be creative with outreach

Purpose: Communicate the purpose of initiatives

Personalize: Reach out in ways that are personalized for diverse families

Personality: Let students know who you are

Persistent: Don't give up, keep trying to engage with families

Piece of Cake: Make things easier

Provide Support: Make the school a place where the community goes to learn and celebrate learning

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<https://www.nea.org/advocating-for-change/new-from-nea/eight-ps-parent-engagement>

Additional Resources:

[Supporting the SEL and Mental Health Needs of Students and Educators in the COVID-19 Era — Massachusetts Tools for Schools \(matoolsforschools.com\)](#)

[How to ReOpen School After COVID-19 & Support the Emotional Needs of Students & Staff - YouTube](#)

[Classroom Circle _ Welcome Back from Quar \(1\).pdf](#)

[VIDEOS | lauramooiman.com \(student masks\)](#)

[covid community.pdf \(circle activity\)](#)

[Supportive Environments Create Classroom Community \(pbisapps.org\)](#) There is a video within this article as well

[Back-to-School Blueprint | Rennie Center](#)