



# Social-Emotional Tools

## Guiding Principles from *The 7 Components of Inclusive & Equitable Learning Communities*

- Teachers identify specific social-emotional skills to teach and have appropriate resources for instruction.
- Social-emotional skills (including self-awareness, self-management, and social/relational awareness) are taught in explicit and implicit ways
- Students have opportunities to generalize skills across settings and with different peer groups.
- Students recognize their social-emotional strengths and areas for additional learning.

- Second Step – District-adopted materials for teaching social-emotional skills (K-8)
- Zones of Regulation – modeling, opportunities to practice
- We Thinkers – used by SLP’s to teach social-emotional skills for students with autism
- Whole Body Listening Larry
- Yoga Calm
- S’cool Moves
- Fish Bowl discussions – one specific social issue
- Pictures/Videos of students modeling expected behaviors.
- Positive Behavior System – for whole class – with clear teaching of expectations
- Classroom/Community Circle
  - Closing -rose/stem grew, thorn, petal hope
  - Sentence Frames to help students participate in Circle
  - Opportunity for students to listen and speak
  - Equitable voice strategies
- Gratitude sharing at end of day
- Students leading each other in positive affirmations
- Shout outs to other students – someone who has helped me
- Kindness jar – compliments
- Reflecting positives back to students, noticing plus sharing what's going well
- Classroom mantra at start of each day- We share. We are kind. "Choice Words" Book
- Character Building - Reflection on past week and goals for this week
- Ten Pillars of Character
- Character Themes - Respect Week
- Talk about empathy with students
- Explicitly teach Growth Mindset
- 1:1 Check in on Fridays
- Greeting each student at the door each day – How are you feeling today?
- Planning for after Spring Break to respond to/ proactive for behavior
- Modeling facial expressions
- Collecting data when students are using resource/support room
- Preparing for group work – students write on sticky notes: what they need to work together
- Students free-write/self-reflection on how they felt about projects, assignments, class activities
- Invite counselor to reteach Zones and Regulation coupled with teacher-student work
- Slam Poetry Unit: watch poet video, free write, practice metaphor, perform piece, everyone crying or laughing, student taking a risk/being honored, classmates saying they feel closer
- Authentic Personal Stories
- Problem solving technique:
  1. Problem
  - 2.State back
  3. How feel
  - 4.Apologize
  5. Feeling check
- "I notice..." "I won't do..." (What happened/ How did that impact you?)
- What were you thinking when you did that?
- Do you realize what you said sounded like this?
- Comic Strip Reflection
  - What they did vs. could've done
  - Visual tool

These resources were suggested by teachers but are not currently adopted/provided by the district

- GoNoodle
- GoZen
- Hunter and his Amazing Remote Control – book for teaching self-control skills for students with ADHD
- schooltoolstv.com – daily videos for social/emotional skills

This list was generated by West Linn-Wilsonville teachers during the Inclusive & Equitable Classrooms workshop on March 13, 2018