SEL & Trauma Informed Strategies (Elementary)

*These suggestions below are provided for reflection, discussion and implementation.
Check the strategies that you are already doing in your classroom and circle or highlight the strategies you would like to try.

Teacher: _____ Date: _____

To Support a Sense of Belonging:

- ☐ Create a supportive, respectful climate … *include student voice*
- ☐ Greet students individually at the start of the day
- ☐ Regular check-ins with students
- ☐ Establish a clear and concise class management system …*Visually represented, consistently followed, embedded across different settings*
- ☐ Teach and embed the code of conduct into daily routine so students clearly understand expectations
- ☐ Be authentic …*express your own feelings and acknowledge your own mistakes*
- ☐ Collaborate with parents/guardians to understand the students' context
- ☐ Speak with prior teachers to understand what has worked previously
- ☐ Plan lessons with *all* students in mind
- ☐ Have private conversations with individual students to plan, connect, and offer encouragement
- ☐ Give positive reinforcement …*look for the good*
- ☐ Help your students identify at least 2 trusted adults…*Connectedness to adults in school predicts increase success*
- ☐ Hold Class Meetings/Circles … *to provide sharing opportunities that build relationships*
- ☐ Include personal wellness discussions as much as possible

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To Support Self-Management & Self-Regulation:

- ☐ Create a calm environment -*clutter free, soft lighting, neutral colours*
- ☐ Be mindful of stressors and potential trauma of the student
- ☐ Daily schedule is clearly visible and special events are highlighted
- ☐ Teach lessons on how the brain connects to self-regulation
- ☐ Incorporate scheduled and spontaneous brain and body breaks into instruction...outside time, *Go Noodle, Cosmic Kids Yoga, Just Dance Video etc.*
- ☐ Allow access to food, bathroom, water as needed
- ☐ Offer flexible seating (stools, wiggle cushions, standing)
- ☐ Offer and teach how to use sensory tools …*e.g., fidgets*
- ☐ Help student(s) create their own self-reg. 'toolbox'
- ☐ Teach and support student(s) to identify 'Size of Problem' and appropriate reactions…*Zones, Second Step*
- ☐ Collaborate with other staff to create a strength-based plan to support student success, identify what's working, collect anecdotal data

Tools to support - Timers /Work-Break schedules / Token economy / Star or Sticker Charts / First… then……/ Classroom Cozy Corners / "Social Thinking" curriculum / School-level behaviour Support Plans / Soft starts / SEL programs i.e., Second Step, Open Parachute, EASE, Zones of Regulations, Mind-Up, etc.

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To Support Relationship Skills & Social Awareness:

- ☐ Teach, model and practice how to work in groups… *contribute, compromise and take responsibility*
- ☐ Teach, model and practice inclusion and acceptance of diversity
- ☐ Organize partners and groups with careful consideration to students' social emotional needs and learning styles
- ☐ Model empathy and perspective-taking language in the classroom
- ☐ Use problem solving strategies … *Second Step, WITS, Kelso's Choice*
- ☐ Use restorative practices to help students prevent and resolve conflicts
- ☐ Support student to reflect on behaviour (in words, writing or drawing)
- ☐ Praise when student takes responsibility for actions
- ☐ Frame behaviours in a positive manner, not as a deficit…*e.g. "Please show whole body listening" instead of "stop talking"*
- ☐ Teach how to apologize and make amends…*understand that the best apology involves feelings, is genuine, specific, personalized*

Tools to Support – Use Reflection sheets / 'Gotchas' / Use common language between home & school / Class jobs

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To Support Self- Awareness:

- ☐ Help your student(s) identify their strengths and stretches and related needs
- ☐ Differentiate assignments based on student-identified strengths and learning styles
- ☐ Teach emotional literacy, identify emotions…*what they look like and feel like*
- ☐ Teach emotional management …*how emotions affect behaviour*
- ☐ Teach and model helpful and realistic self-talk
- ☐ Teach, model and practice "I" statements
- ☐ Model and practice self-advocacy skills… *i.e., asking for help when it's needed / connect this to their "Go To" adults*
- ☐ Introduce and practice 'Growth Mindset' language and concepts
- ☐ Teach how to give and constructive receive feedback
- ☐ Teach goal-setting steps
- ☐ Celebrate achievements

Tools to support – Daily Zones Reflections sheets / 'Body Mapping' (physical responses) / Individual self-regulation Tool Kits / Personal Journals

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