

Putting Social Emotional Supports into Place

Teachers are very important members of the Extended Student Learning Support Teams that helps create success for students from refugee backgrounds. The following two samples demonstrate how to put social and emotional supports into the routine of your classroom.

Congregated “Specialized” Classroom (full day)	
Activity	Social Emotional Support Details
Teacher Preparation	<ul style="list-style-type: none"> Take this time to calm, to continue your routine of teacher self-care (e.g., cup of coffee, time students arrive) and reflect on any changes to the day’s routine. Post any changes to standard daily schedule
Greeting and Emotional Read	<ul style="list-style-type: none"> Greet each student individually. Take a read of student’s emotional and physical state (e.g., anxious, unsettled, discouraged, low energy, etc.). <i>Did you know that teachers are often the first to notice emerging mental health issues and make referrals for supports and treatment?</i>
Daily Review	<ul style="list-style-type: none"> Gather the group, review daily schedule and any unusual events.
Emotional and Social Skill Development	<ul style="list-style-type: none"> Emotional check in, expanding emotional and social vocabulary, choice of hands on activities. Have expressive activities throughout the day to assist in emotional skill development.
Strength-Finding	<ul style="list-style-type: none"> Continue to offer a series of activities that builds on interests and finds student strengths (e.g., inventories, choice activities, multiple modalities, sharing from home culture, etc.). Build the student portfolio of found interests and strengths. Find ways to highlight successes for the student and the family.
Transitions	<ul style="list-style-type: none"> Cue upcoming changes with consistent visual and auditory cues (e.g., 3 minute warnings, options for continuing or moving on with class)
Recess and Lunch Supports	<ul style="list-style-type: none"> Have structured activities planned for those who need it. Offer lunch in the classroom until students feel comfortable with eating with other students. Let students know where you will be if they need to find you.
Calming Activities	<ul style="list-style-type: none"> Use a calming activity after high energy or stressful activity. Consider expressive activities to help reduce emotional intensity (e.g., painting, clay, crafts, writing, drawing, drama, etc.)
Connecting Activities	<ul style="list-style-type: none"> Use tasks that encourage cooperative and paired learning. Change off pairing throughout the year. Have first language English speakers paired with new English speakers (new connections). Involve other teachers and classrooms throughout the year.
Closure and Bridging	<ul style="list-style-type: none"> Say goodbye individually. Use words to create bridge to the next time “I will see you tomorrow” “I will see you on Monday”
Out of Class Contact	<ul style="list-style-type: none"> Let students know where you will be if they need to find you at school. Consider leading an at-lunch or after school club in your classroom (academic or non-academic)
Wrap Around	<ul style="list-style-type: none"> Touch base with the Extended Student Learning Support Team that coordinates in-school and out-of-school services for this student. If there is not one, advocate for one or create one.

Universal “Subject-Area” Classroom (partial day)	
Teacher Preparation	<ul style="list-style-type: none"> • Take this time to calm, to continue your routine of teacher self-care (e.g., cup of coffee, time students arrive) • Reflect on any changes to the day’s routine. Post any changes to standard daily schedule
Greeting and Emotional Read	<ul style="list-style-type: none"> • Greet each student individually. Take a read of student’s emotional and physical state (e.g., anxious, unsettled, discouraged, low energy, etc.). <p><i>Did you know that teachers are often the first to notice emerging mental health issues and make referrals for supports and treatment?</i></p>
Daily Review	<ul style="list-style-type: none"> • Gather the class, review daily schedule and any unusual events.
Emotional and Social Skill Development	<ul style="list-style-type: none"> • Have in class and in-school calming activities (e.g., water at desk, getting a drink, going to library, bringing note to other teacher, clay, drawing, hands on projects) to assist in emotional skill development. • Include emotional and social skill words and phrases in your teaching (e.g., feel about the work, conflict in group project, etc.).
Strength-Finding Activities	<ul style="list-style-type: none"> • Continue to offer a series of activities that builds on interests and finds student strengths (e.g., inventories, choice activities, multiple modalities, sharing from home culture, etc.). • Build the student portfolio of found interests and strengths. • Find ways to highlight successes for the student and the family.
Transitions	<ul style="list-style-type: none"> • Cue upcoming changes with consistent visual and auditory cues (e.g., 3 minute warnings, options to continue later or in another place)
Calming Activities	<ul style="list-style-type: none"> • Use a calming activity after high energy or stressful activity. • Consider expressive activities to help reduce emotional intensity (e.g., painting, clay, crafts, writing, drawing, drama, etc.)
Connecting Activities	<ul style="list-style-type: none"> • Use tasks that encourage cooperative and paired learning. • Change off pairing throughout the semester. Have first language English speakers paired with new English speakers (new connections). • Involve other teachers and classrooms throughout the year.
Closure and Bridging	<ul style="list-style-type: none"> • Say goodbye individually as much as possible. • Create a bridge to the next time “I will see you tomorrow” “I will see you on Monday” as a way to build connection, predictability and lessen anxiety.
Out of Class Contact	<ul style="list-style-type: none"> • Let students know where you will be if they need to find you at school. • Consider leading an at-lunch or after school club in your classroom (academic or non-academic). Work to find a time when you are consistently present for informal student contact (e.g., for the first five minutes of lunch)
Wrap Around	<ul style="list-style-type: none"> • Touch base with the student support team that coordinates in school and out of school services for this student. Share information on the student’s developing interests and strengths as well as emerging needs. • If there is no Extended Student Learning Support Team, advocate for one or create one.