



Fostering Students' Social-Emotional Wellbeing

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“The most powerful buffer in times of stress and distress is our social connectedness; so let's all remember to stay physically distant but emotionally close. Reach out and connect; even a short text or smiling face on Zoom can help. Regulate, Relate, Reason.”

@BDPerry (3/17/20)

Focus on Social-Emotional Wellbeing

The Collaborative for Academic and Social-Emotional Learning ([CASEL](#)) provides five key social-emotional learning competencies which include Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. These competencies can be incorporated into our daily lives by:

- Helping our students to identify emotions
- Developing healthy stress management techniques
- Setting realistic goals
- Respecting others
- Communicating regularly; especially during times of distress
- Relationship building
- Reflecting
- Etc...

Recommendations to Support and Protect Students' Emotional Wellbeing:

- Understand that reactions to the pandemic may vary
- Ensure the presence of a sensitive and responsive caregiver
- Social distancing should not mean social isolation
- Provide age-appropriate information
- Create a safe physical and emotional environment by practicing the 3 R's: Reassurance, Routines, and Regulation

Adapted from Resources for Supporting Children's Emotional Well-Being During the COVID-19 Pandemic;

[Child Trend Article](#)



Recommendations to Support and Protect Students' Emotional Wellbeing:

- Keep children busy
- Increase children's self-efficacy
- Create opportunities for caregivers (which may mean yourself!) to take care of themselves
- Seek professional help if children show signs of stress that does not resolve relatively quickly ([Social-Emotional Support for Families and Staff](#))
- Emphasize strengths, hope, and positivity

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Additional Ideas to Consider:

Establish daily routines such as:

- Practice daily gratitude
- Look at the big picture to reduce stress/anxiety
- Stay positive and future-focused
- Practice safety ABC's: Autonomy, Belonging, and Competence
- 8 hours of sleep per night
- At least 30 minutes of exercise per day
- Outdoor time while practicing physical distancing
- Healthy eating habits including dinner with family
- Connecting with family and friends while practicing social/physical distancing
- Maintaining good personal hygiene
- Creating calming/relaxation spaces
- Etc...

Self Care Plan example

MY STRENGTHS - SELF CARE CARD

 **SOURCES OF STRENGTH**

1. Positive friends I can talk to (list name and phone number):

- a.
- b.
- c.

2. Trusted Adults I can talk to

- a. Family:
- b. Community
- c. School or church

3. If I am feeling down or sad, I can do these activities

- a. Physical activities/stress relievers (such as walking, biking, working out, yoga):
 - 1.
 - 2.
 - 3.
- b. Quiet, calming activities (such as taking a nap, writing in my journal, petting my dog):
 - 1.
 - 2.
 - 3.
- c. Concentration activities (such as watching a funny show, reading a novel, writing thank you notes):
 - 1.
 - 2.
 - 3.

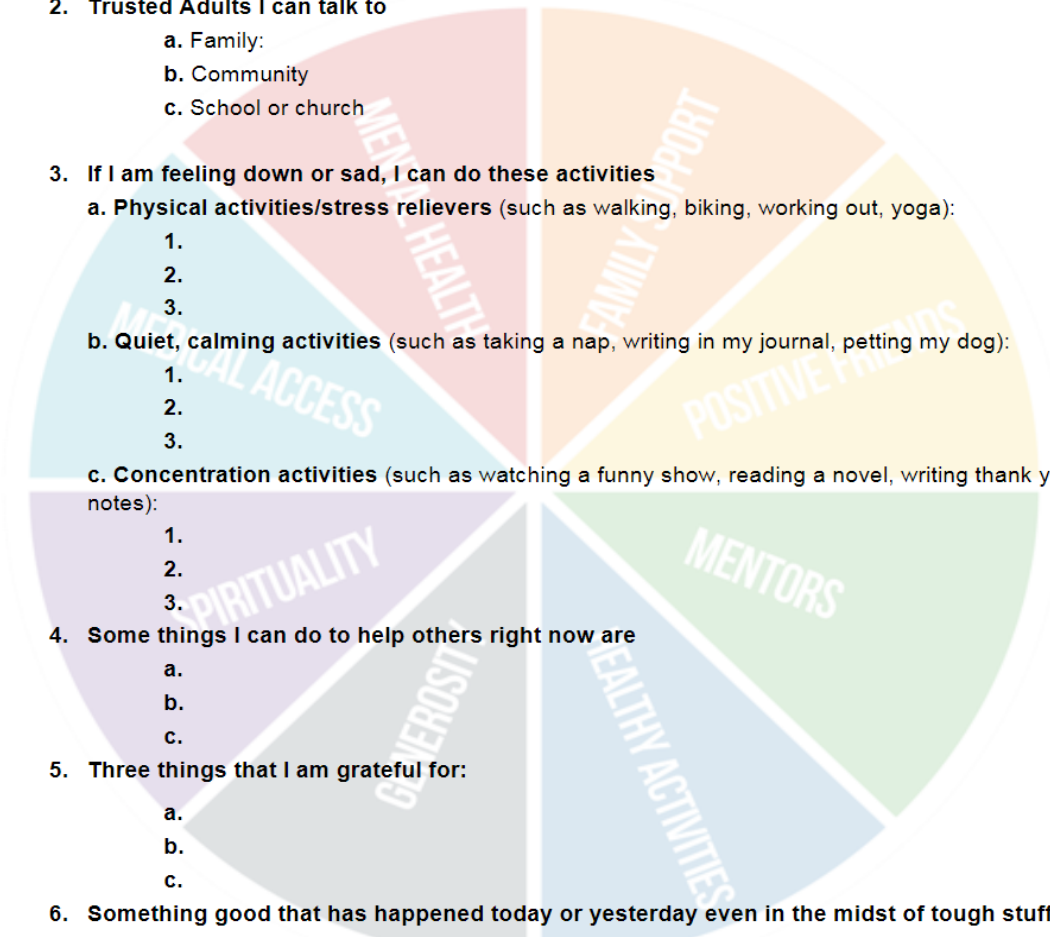
4. Some things I can do to help others right now are

- a.
- b.
- c.

5. Three things that I am grateful for:

- a.
- b.
- c.

6. Something good that has happened today or yesterday even in the midst of tough stuff.



Signs to Consider when Additional Support may be Needed:

- Talking about feeling hopeless or having no purpose
- Talking about feeling trapped or being in unbearable pain
- Talking about being a burden to others
- Increasing the use of alcohol or drugs
- Acting anxious, agitated, or reckless
- Sleeping too little or too much
- Withdrawing or feeling isolated
- Showing rage or talking about seeking revenge
- Displaying extreme mood swings
- Talking about wanting to die or to kill oneself

Protective Factors

- Strong connections to family and community support
- Support through ongoing medical and mental health care relationships
- Skills in problem solving, conflict resolution and handling problems in a non-violent way
- Restricted access to highly lethal means of suicide
- Cultural and religious beliefs that support self-preservation

Resources

District 11 Resources:

- [How to Access Help](#)

Helpful Tools:

- [Self Care Reflection Tool](#)
- [Social Emotional Conversation Starter](#)

Other Resources:

- [CASEL](#)
- [Pandemic Toolkit for Parents](#)
- [Transforming Education](#)
- [Greater Good in Education](#)
- [Confident Parents Confident Kids](#)
- [Pikes Peak Suicide Prevention](#)
- [Colorado Depression Center](#)

Questions from the Community

Please let us know how we can best support you and your student.