



Today's Agenda

- The Stressed Brain
- What to Expect for the Upcoming School Year
- Supporting a Return to School
- Safe, Supportive, and Engaging Learning Environments within Schools
- Celebrations
- Things to consider sharing with next year's teacher
- Example Formats
- Questions

The Stressed Brain

Although children appear to be less prone to being infected by COVID-19 than adults, they may be more fragile from a psychological viewpoint.

↓

The pandemic situation is constantly developing and changing, causing additional uncertainty and anxiety.

↓

A long physical isolation and interruption of the social life connected to school are a cause for great concern for children.

↓

Common changes in behavior and expression of emotions during quarantine:

Difficulty concentrating	Boredom	Irritability	Restlessness	Loneliness	Worries and fears
--------------------------	---------	--------------	--------------	------------	-------------------

The Stressed Brain (continued)



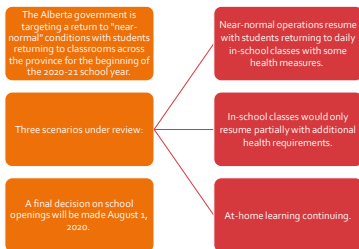
The Stressed Brain (continued)

Most children tend to present with only mild and transitory psychological effects in response to distressing experiences, and recovery is the norm.

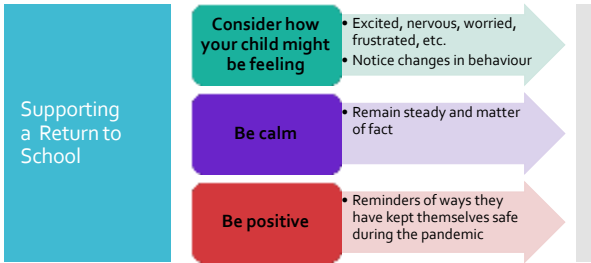
In some cases, prolonged exposure to stress can lead to psychopathological consequences.

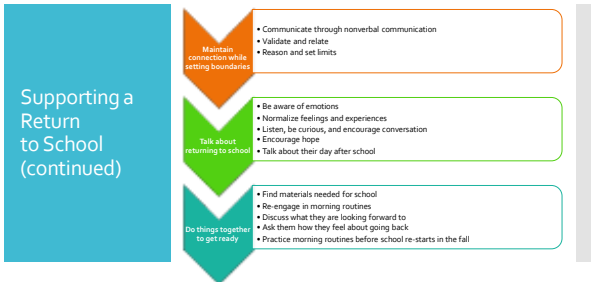
One of the most effective 'remedies' for the reactive brain will be re-engagement in school itself.

What to Expect for the Upcoming School Year





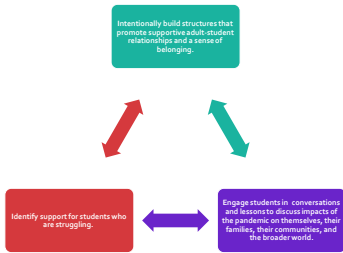




Safe, Supportive, and Engaging Learning Environments within Schools



How schools can support the social-emotional functioning of students during /after the pandemic



Summary

With the possibility of intermittent closures or other changes in the coming years, the adjustment back to school is most likely a long-term process that will require a sustained approach for ensuring that all students, families, and staff have the relationships, resources, and support they need to thrive.



Celebrations



What has gone well while Learning at Home?



What have you learned that you did not know before about your child?



Applying Maslow's Hierarchy of School Need to Support a Smooth Transition into the 2020-21 School Year

Belonging - Building Relationships

Safety - Strategies

Self-Esteem - Strengths, Celebrations

All About Me

Who am I?

- In my Free Time
- Likes
- Hobbies
- Family
- Pets
- Personality

My Learning Style

- Visual (spatial):** prefer using pictures, images, and spatial understanding.
- Aural (auditory-musical):** prefer using sound and music.
- Verbal (linguistic):** prefer using words, both in speech and writing.
- Physical (kinesthetic):** prefer using your body, hands and sense of touch.
- Logical (mathematical):** prefer using logic, reasoning and systems.
- Social (interpersonal):** prefer to learn in groups or with other people.
- Solitary (intrapersonal):** prefer to work alone and use self-study.

My Learning Strengths - Preferences

Subject Areas

- Core Courses
- Options

Specific Strengths

- Numbers
- Writing
- Reading
- Art
- Audio Visual
- Leadership
- Organization

When Learning I Prefer ...

- Workspace Location**
 - Desk
 - Kitchen Table
 - Couch
 - Bed
 - Laying on Floor
- Noise Level**
 - Music
 - Quiet
 - Activity around Me
- Sensory-Regulation**
 - Stress Ball
 - Chew gum
 - Tap foot
 - Headphones

My Learning is Supported by...

- Text to Speech
- Time of Day
- Location
- Type or size of Text
- Audio Version
- Paper Copy
- Computer
- Outlines
- Exemplars
- Notes in advance
- Key Vocabulary Provided
- Advance notice that I will be asked a specific question
- Time of Day
- Location
- Extended time to complete assignments
- Set deadlines

Please Don't Ask Me to...

Write	Read	Answer	Copy	Remove	Time	Technology
Write my answer on the whiteboard Write tests in the room with the rest of my peers Write with pen and paper	Read out loud Read books without graphics Read fiction	Answer questions orally in front of my peers Write my answer on the white board	Copy the notes off the whiteboard Copy the math questions out of a text book and then calculate the answer	Remove my hat Remove my goggles from my desk	Complete an assignment within the class time provided Answer a question without "think time"	Use speech-to-text to compose my answer

My Body Language ...

Looks Like ...

- Avoiding eye contact
- Covering my face
- Slouching in my chair
- Face is Flushed
- Avoiding Task
- Clenching my Fists
- Thumbs Down
- Thumbs Up

May Mean...

- Not comfortable answering the question
- Embarrassed
- Did not understand the instructions
- Need you to talk to me privately
- I am following
- I understand

Example Formats

- Picture Collage
- Interview
- Slide Show
- Question and Answer
- Movie
- Movie Trailer
- Story Book Creator
- Pictello
- Scrapbook

Questions and Comments