



ARC Blocks

Consistent Response:

Children feel safe when they know what to expect (routines/rituals) from teachers

Affect Identification:

Point out faces and feeling words to students. For younger students, ask them to show you how that feeling looks ("Show me your mad face"). For older students, ask how they might feel if this was their experience.

IN THE CLASSROOM

You got this!

Doesn't this praise feel good!?

There are always opportunities for affect ID! Help students notice and name feelings in what you are already doing (books, pictures in textbooks, etc). This not only helps them identify feelings, but builds empathy.

What has the child learned about relationships?

What has the child learned about him/herself?

How has the child learned to survive?

More Praise!

Trauma Lens in Action

Praise 5 to 1

Praise is direct, concrete and ALL kids want praise (especially those who act like they don't!). It should be immediate and genuine:

- "You worked so hard on that"
- "You are being such a good friend"
- "I like how you don't give up"
- "You're a great helper"

Self - Care Corner

- WRITE DOWN ONE "WIN" FOR THE DAY
- CREATE AN END OF THE DAY ROUTINE IN YOUR CLASSROOM
- COLOR FOR FUN!