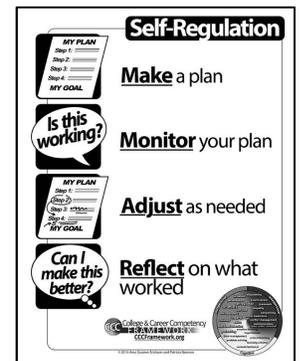


Teaching the Skills That Matter at Home

As we all adjust to rapidly changing circumstances in response to the COVID-19 pandemic, one of the biggest challenges is continuing to support students' education in a new environment. Students might be struggling with skills that will be crucial for succeeding in these new circumstances, such as self-regulation, conflict management, self-efficacy, and assertiveness. To support teachers, students, and families in adapting, we are highlighting some helpful resources for supporting students' intrapersonal and interpersonal skills in a virtual and/or home learning environment.

Self-Regulation

As you make this transition, are you noticing that students are struggling to stay on task, complete assignments on time, and/or effectively manage emotions in healthy ways? Self-regulation instruction and practice can support students in making progress on goals and tasks even as they are adjusting to the switch from in-person to virtual learning. Effective self-regulation helps students develop a more methodical approach to their pursuits (such as homework assignments, personal goals, and managing emotions) by making a plan, monitoring the plan, adjusting as needed, and reflecting on their progress during and after their self-regulation efforts. Below, explore self-regulation resources and tools that you might find helpful for supporting your students during this adjustment period.



- **[Self-Regulating Your School Work \(adapted for remote learning\)](#)**: For middle/high school students (but can be adapted for younger students), this template offers guiding questions to help students choose an effective workspace in their home and prioritize their homework, as well as a template for using self-regulation to work on specific assignments and projects in their new remote-learning circumstances.
- **[Emotions and the Brain](#)**, the **[Feeling Words Wheel](#)**, and **[26 Calming Strategies](#)**: For supporting elementary, middle, and high school students' emotional self-regulation. As we all adjust to new circumstances, it is normal to experience a variety of complex emotions – students might feel anxiety or fear about the current pandemic, loneliness in long weeks without seeing friends, frustration at being in a confined space with siblings, worry about being able to successfully complete school requirements, and many other emotions. While these emotions are natural, not all students are equipped to effectively manage them in healthy ways. We can help students enhance their emotional self-regulation by learning to identify their emotions and manage their reactions. The **Emotions and the Brain** video offers a middle/high school level description of the causes of emotions and ways to regulate our reactions to them. The **Feeling Words Wheel** helps students describe emotions more precisely. Encourage students to try some of the **26 Calming Strategies**, ask which strategies are helping, and support students to plan out the calming strategies that they will use when they feel anxiety or frustration. Consider practicing these strategies along with your students – it's a time of high anxiety for all of us.
- **[2-Minute Guided Meditation to Relieve Stress](#)**: For elementary, middle, and high school students, activities like this mindfulness activity can be used to support students' self-regulation by reducing anxiety and increasing focus. Use daily repetitions of the mindfulness exercise to help students practice the full self-regulation process – making a plan for practicing mindfulness, monitoring their efforts each day, adjusting their plan as needed for the next day, and reflecting on their efforts and progress in letting go of anxious thoughts.

You can find other resources for supporting your students' self-regulation efforts on <http://resources.cccframework.org>.