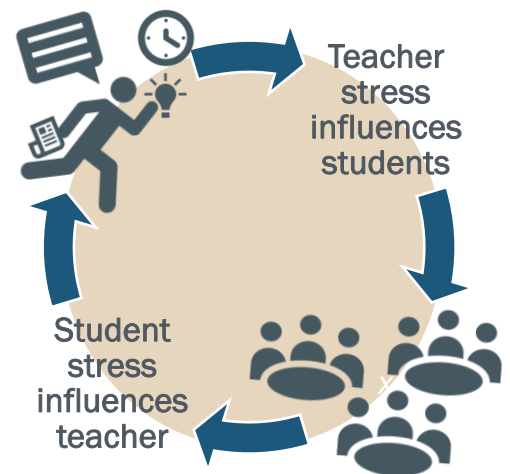


“Doing SEL” Can Help Break the Student-Teacher Stress Cycle

Children are constantly learning from the adults around them. Even in the absence of an explicit SEL program, students observe how *all* adults in the school manage stress and other emotions that arise at work. Consider testing out some different strategies, such as:

- Refocusing your attention.
- Trying a different way.
- Taking a walk or stretch break.
- Adapting your goals.
- Practicing deep breathing.
- Talking about how you feel with a friend.
- Looking for the “silver lining.”



Create authentic opportunities for students to see SEL in action with modeling.

Adults implicitly use and teach students social-emotional skills in daily interactions and while making decisions at school. The challenging work of teachers and other school personnel provides plenty of opportunities to model skills for students without requiring additional work or time.

How do I model THAT?

SELF-AWARENESS	Use feeling words : “I feel ____ when things like this happen.” Admit mistakes and say how you’ll make things right. Consider how your emotions impact your students and colleagues. Acknowledge how your body responds to events and emotions.
SELF-MANAGEMENT	Demonstrate your willingness to ask for help . Frame new situations as learning opportunities . Demonstrate effective stress management , (e.g., “I’m feeling frustrated, so I’m going to stop and take a breath before I decide what to do next.”)
SOCIAL AWARENESS	Demonstrate your willingness to compromise . Show appreciation and acceptance of others’ beliefs and cultural differences. Treat colleagues, student families, and community organizations as partners in helping children learn.
RELATIONSHIP SKILLS	Greet students by name daily. Build relationships with students and colleagues within your individual comfort level and appropriate boundaries. Give and receive constructive feedback from students and colleagues. Acknowledge the efforts of others with encouragement and affirmation
RESPONSIBLE DECISION-MAKING	Describe your thought process to students as you make decisions. Consider how students will experience your choices . Use problem-solving strategies like gathering evidence to support a conclusion.