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<i>Improving focus and attention</i>	Self-management: affective skills (mindful awareness)	=be i]fYfg	Classwork/ homework: students are easily distracted and have difficulty attending to and completing assignments/activities/formative assessments/projects	<p>A student could have difficulty focusing in class for a number of reasons. If problems persist and the student's learning is being impacted, it is important to respond with accommodations for sensory or other needs when returning to the classroom; use of sensory tools (such as fidgets); Velcro under his/her desk; checking for understanding; redirection cues; restating directions; and use of headphones/white noise to eliminate sound distractions.</p> <p>For some students, a course in mindfulness or biofeedback can help develop somatic awareness and self-regulation.</p> <p>Students with attention difficulties may also have lower levels of executive function, which can lead to challenges with organization, time management, goal setting and other necessary tools for school success.</p> <p>Students may also have trouble focusing in the classroom if they have a lot going on in their life outside of school.</p>

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				possibly arrange for a team meeting with the parents, teachers and any other important people who can help support the student at school and in extracurricular and community activities.

Managing academic workload

Self-management: organization skills

Reflective

Classwork/ homework: overload, feeling overwhelmed, understanding and re-framing and procrastination

Developing a student's executive functioning skills is essential for organization and workload management. Organization and

Self-management: affective skills (self-motivation and perseverance)

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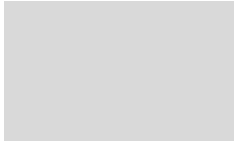
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Setting



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<p><i>Coping with change</i></p>	<p>Communication: communication skills</p> <p>Social: collaboration skills</p> <p>Self-management: affective skills</p>	<p>CdYb! a]bXYX'</p> <p>F]g_!hU_Yfg'</p> <p>7 c a a i b]WUhcfg</p>	<p>Starting in a new school</p> <p>The impact of changing schools varies developmentally, culturally and personally. Experience, expectations, family dynamics and the circumstances around the change have important impacts on students' health and well-being.</p> <p>Students may have to cope with transferring between educational systems while living in an unfamiliar culture. They may be grieving the loss of family connections and friends. Sometimes language is an additional barrier, and the uncertainty of new surroundings can be very unsettling; students may not yet have a permanent place to live or store their belongings. Many students report feelings of being lost, insecure, uprooted, judged and frightened.</p>	<p>Relationships matter; new students need opportunities to build friendships and to establish meaningful connections with teachers and school leaders.</p> <p>Mentors, guides and language partners can provide support for entry into social networks.</p> <p>Major transitions like changing schools provoke a range of emotions to which teachers must attend, building a shared vocabulary and safe forums for discussing emotional responses to stress.</p> <p>Teachers can find out as much about the student and their previous life by reading admission documents and speaking with school counsellors or admission teams.</p> <p>Consider a "getting to know you" survey prior to the student starting the school.</p> <p>Create a student-friendly welcome video to welcome new students to the school.</p> <p>Provide a student-friendly welcome booklet with FAQs, a map, and a "what do I do if" section that the student can keep accessible in his or her first few days.</p> <p>Set up an early meeting with both the student and the parents to see how the transition has gone and to address any problems.</p> <p>Talk about the hidden curriculum of classroom expectations, policies and procedures; provide feedback and opportunities to practise in which students can grow in their ability to manage themselves and the learning process.</p> <p>Engage additional support to ensure that new students have adequate housing, food and clothing; lacking in</p>

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				these essential needs can severely interfere with learning.
<i>Bullying (student to student)</i>	Self-management: affective skills (resilience, emotional management)	Reflective Principled	Students who have experienced bullying may have been humiliated, belittled, isolated and/or abused. The bullying may be physical, verbal, covert (hidden), or online (cyberbullying). The severity of the bullying and the nature of the bullying will have different impacts on the student involved.	<p>Teachers should not make any early judgments on what they believe may have happened. They should keep an open mind and direct the students to an appropriate process for handling complaints or observed problematic behaviour.</p> <p>When appropriate, a meeting between the students involved could be arranged with the school counsellor. The point of the meeting would be to share perspectives, listen to all sides, and find a fair and reasonable resolution to the problem at hand.</p> <p>From the meetings and discussions that will have taken place, it may become clear that further action is necessary for one or both parties (for example, counselling or coaching on friendships), including sanctions or disciplinary actions as indicated.</p> <p>Consider solutions that involve approaches like restorative justice.</p> <p>Approach bullying and unproductive relationships holistically, understanding the whole person and the situational contexts for students' beliefs and actions.</p> <p>Refer students with longterm, more significant issues through support systems at school or in the community. Do not compromise student safety or create policies that have or may have unintended effects (for example, a zero-tolerance policy with stringent penalties, which may make students less likely to report problem behaviour).</p>



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				<p>creating robust student support teams</p> <p>developing a culture of concern for the whole child that recognizes the unique strengths and areas for improvement of each student</p> <p>publically celebrating a range of successes and personal excellence; sending a clear message that there are many ways to set and achieve challenging goals.</p>
<i>Collaboration gone wrong</i>	<p>Social: collaboration skills</p> <p>Communication: communication skills</p> <p>Self-management: affective skills (emotional management, perseverance, resilience)</p>	<p>CdYb! a]bXYX'</p> <p>7c a a i b]WUhcfg</p> <p>7Uf]b [</p>	<p>Students say that they find collaboration difficult because they have to learn about how to deal with rejection, other people not listening to or liking their ideas, being excluded from a group, their ideas being openly derided and losing face in front of their peers. This has a direct impact on self-confidence, engagement in the learning process and relationships with peers outside of the classroom.</p>	<p>Ineffective collaboration can distract groups from their learning objectives, and teachers often must focus on helping individual students manage hurt feelings or damaged egos. By teaching collaboration strategies, including protocols to use when collaboration is failing, teachers can regain valuable class time and help students practise essential life skills. Group agreements, assigned roles/functions, regular reflection, and role play can enable more effective collaboration. Students need multiple opportunities to practise listening, asking questions, negotiating, and organizing and conducting meetings. Advisory groups, counselling groups, and conversations between teachers and counsellors provide opportunities to explore incidents of difficult collaboration and plan changes in behaviour and thinking.</p>
<i>Friendships</i>	<p>Social: collaboration skills</p> <p>Self-management: affective skills</p>	<p>7Uf]b ['</p> <p>FYZ'YWh] j Y</p>	<p>Friends and friendship groups change as students mature and develop as individuals. Peer relationships form the backdrop and context for school learning environments, and navigating friendships is a necessary and</p>	<p>Helping students manage friendship is very context-dependent. For example, many small-scale situations are best left to play out naturally and without adult intervention. (Sometimes the involvement of a teacher can complicate or exacerbate a friendship problem.) Here are some general guidelines for social and emotional learning about friendship:</p>

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				education programmes in which social and emotional learning is a key component.

Cultural conflicts

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				<p>http://www.ascd.org/publications/educational-leadership/oct94/vol52/num02/How-Emotions-Affect-Learning.aspx</p> <p>It can be difficult for students with high emotionality or challenges in regulating emotions to be available for learning. Often, these students may appear as though they are fine, but may be struggling internally. Teachers who observe or are concerned about a student's emotional health may refer him/her to a school counsellor. With parental permission, school counsellors may work with external care providers to support students in school settings.</p>