



CLASSROOM APPLICATION

CALMING & REFOCUSING STRATEGIES

- Lead and guide students through each strategy. Students may initially feel self-conscious and need more coaching to execute the strategy mechanics. Practice strategies multiple times to increase comfort level and level of participation.
- Cue students to close their eyes while practicing strategies to help reduce the silliness and/or embarrassment students may feel using techniques in front of their peers.
- Students may prefer different strategies. Introducing a variety helps them learn what works best for them.
- Students can be directed to choose their favorite strategy, practice for a few minutes, then transition into the next activity/assignment.
- Make using the strategies a part of everyday routines to increase comfort level and optimize calming and refocusing effects.
- Brainstorm with students when and why they would want to use these strategies on their own (i.e., mad, frustrated, nervous, test anxiety, etc.).
- Some strategies may already be familiar to students through previous experience with Social Emotional Learning curriculum.
- Some strategies may work better in a one-on-one setting versus a group setting.
- Strategies that can be done quietly and discreetly are often most popular with older students. These strategies reduce the social stigma older children may feel in front of peers.
- Discussing the science behind why calming and refocusing strategies are effective may interest older students and make them more likely to participate.



VIRGINIA
Chief Movement Officer



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