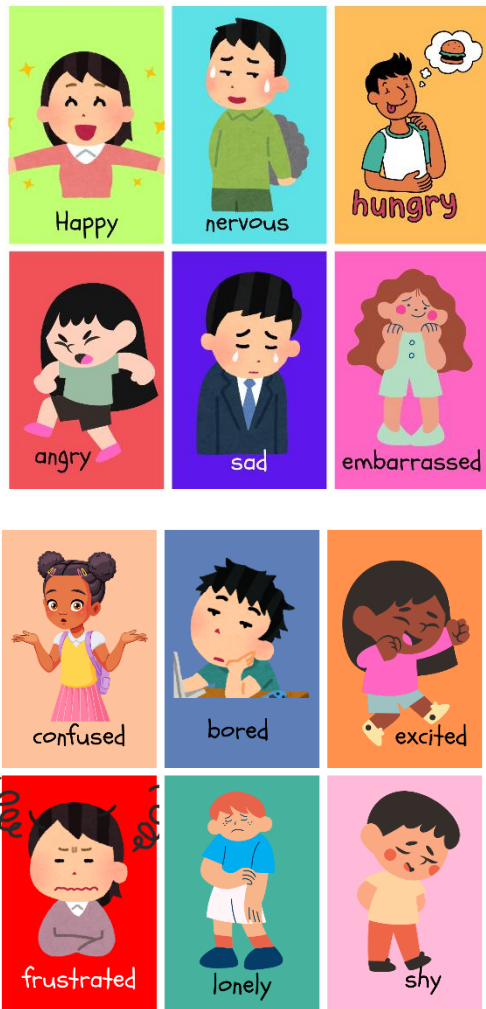


Evidence 9.2



A game of “Emotions Go Fish” that I created to teach children about different emotions and feelings. I added visuals and words to help my students identify each emotion. This game was usually used as a version of “Go Fish”, however I also used the cards as emotions flash cards during my SEL lessons, and during charades games where a student would pick a card and act out the emotion/ feeling on the card while their peers guessed what emotion/feeling the actor is experiencing.



“The Nook”

A safe space I created in my Nurturing Support Center to allow students to rest and have privacy to reset themselves.



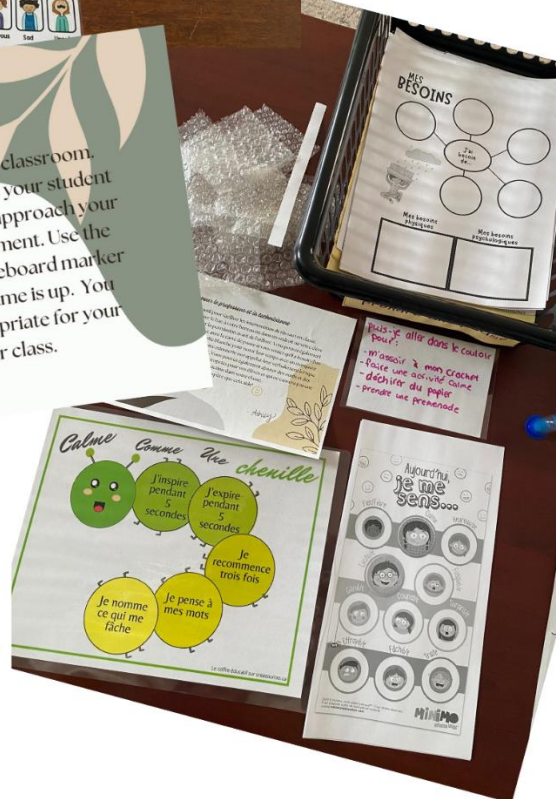


for the teacher/ staff:

I created this tool to help with tier 1 interventions in the classroom. I suggest leaving the bin at your desk or in a place where your student must ask your permission before using it. You can also approach your student with the break card if you feel they need a moment. Use the white box to write down how long they have with a whiteboard marker and set a timer or remind them verbally when their time is up. You can also add tools and fidgets that you feel are appropriate for your students and won't cause a disruption to your class.

I hope this helps! 😊

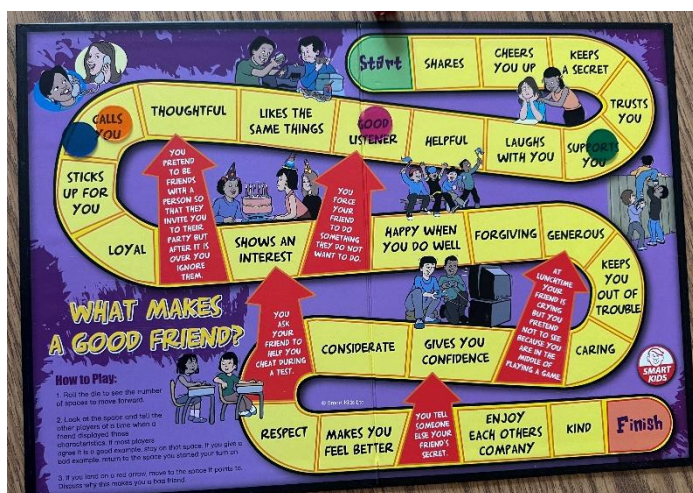
- | | |
|--|---|
| <p>Tier 1:</p> <ul style="list-style-type: none"> Teacher greeting Using visuals Alternative seating Taking a walk Brain breaks Sitting at their hook Checking in with them Sending them to the quiet space | <p>Tier 2:</p> <ul style="list-style-type: none"> Assigned seating Foster classroom "you've got mail" Scheduled time with NEST or another staff member Working in small groups Specialized transitions Adapted schedule Regulation activity bin |
|--|---|



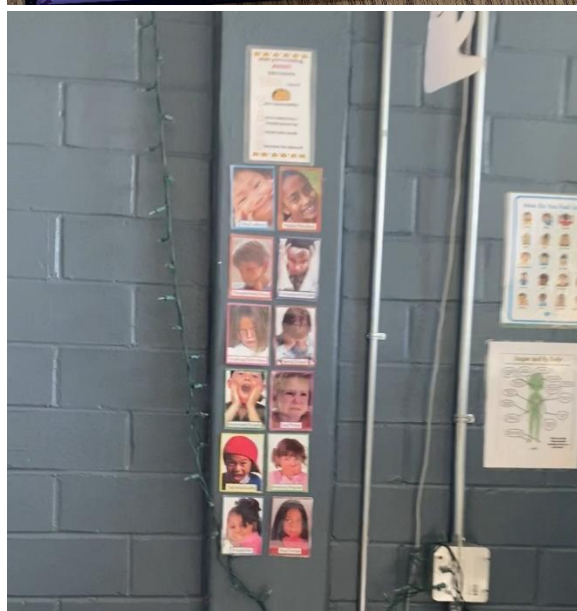
I created “intervention bins” for each classroom to assist with in-class intervention when I am not available to provide support. Each bin was designed with age-appropriate activities for the class it was intended for, as well as the language. I provided the teachers with suggestions on how to provide support when a student is struggling to regulate their emotions. I also went to each classroom and gave a presentation on what these bins are and how to use them.



In 2021, I started a project in my school that I called “catch them doing something good”. Originally a superhero board in my office, I created four sections with tickets that I would give students when they are caught being brave, kind, social, and improving academically. In 2024, I wanted to expand the project to encourage all staff to participate. My colleague and I put together this board in the school’s main entrance. Each banner was filled multiple times and the students were very proud to see their names on the board.



A game purchased from a conflict resolution set. I sometimes used this game (and others) during my sessions to teach my students Social-Emotional Learning through play.



A photo of a section of my Nurturing Support Centre where I placed posters identifying emotions with visuals. I also made a “let’s taco bout it” poster to help a student who struggles with anger regulation (and self-proclaimed taco lover), to serve as a reminder of steps to take when feeling overcome with anger.





A section of my Nurturing Support Centre that I called “the affirmation station”. By the entrance of the room, I placed a mirror with affirmations on it. I encouraged students to look in the mirror and say one or more either out loud or in their heads, depending on their level of comfort.

This is something I started at home with my daughter to improve her self-esteem. I saw positive results, so I implemented it in my work as well.

An example of games and stories that I would use to teach Emotional Regulation to my students. On the top shelf are books that support anxiety regulation and identifying emotions. On the second shelf are games for social skills, emotional regulation, and mindfulness. On the bottom shelf are puzzles and colouring items to support mindfulness and resetting in a calm environment.



Before you act, check in with yourself....

Hungry

When did you last eat? If your body is asking for food, find a nutritious snack

Angry

What is currently stressing you out? find out why you're feeling angry and use tools to diffuse your anger

Lonely

When was the last time you connected with someone? was it positive or negative? talk to someone you feel safe with

Tired

Have you been getting enough rest and giving yourself breaks? How can you energize yourself? Take some time to relax

Students were often sent to me for behaviour challenges in the classroom. I would often learn that they were hadn't eaten or slept well. I placed this sign by my entrance and sometimes students would read it and ask for a snack, a place to rest, or to have a quick chat before returning to class regulated and ready to learn.



In order to facilitate communication with students who may have hearing or speaking difficulties, as well as non-verbal students, I decorated my Nurturing Support Centre with sign language posters, and visuals of different emotions. All students who frequented my room took an interest in these posters and regularly used sign language to make requests such as restroom, water, or pencil.



Photos of some of the snack donations sent by donors from amazon, or purchased with donation money for students, through the 2024-2025 school year.