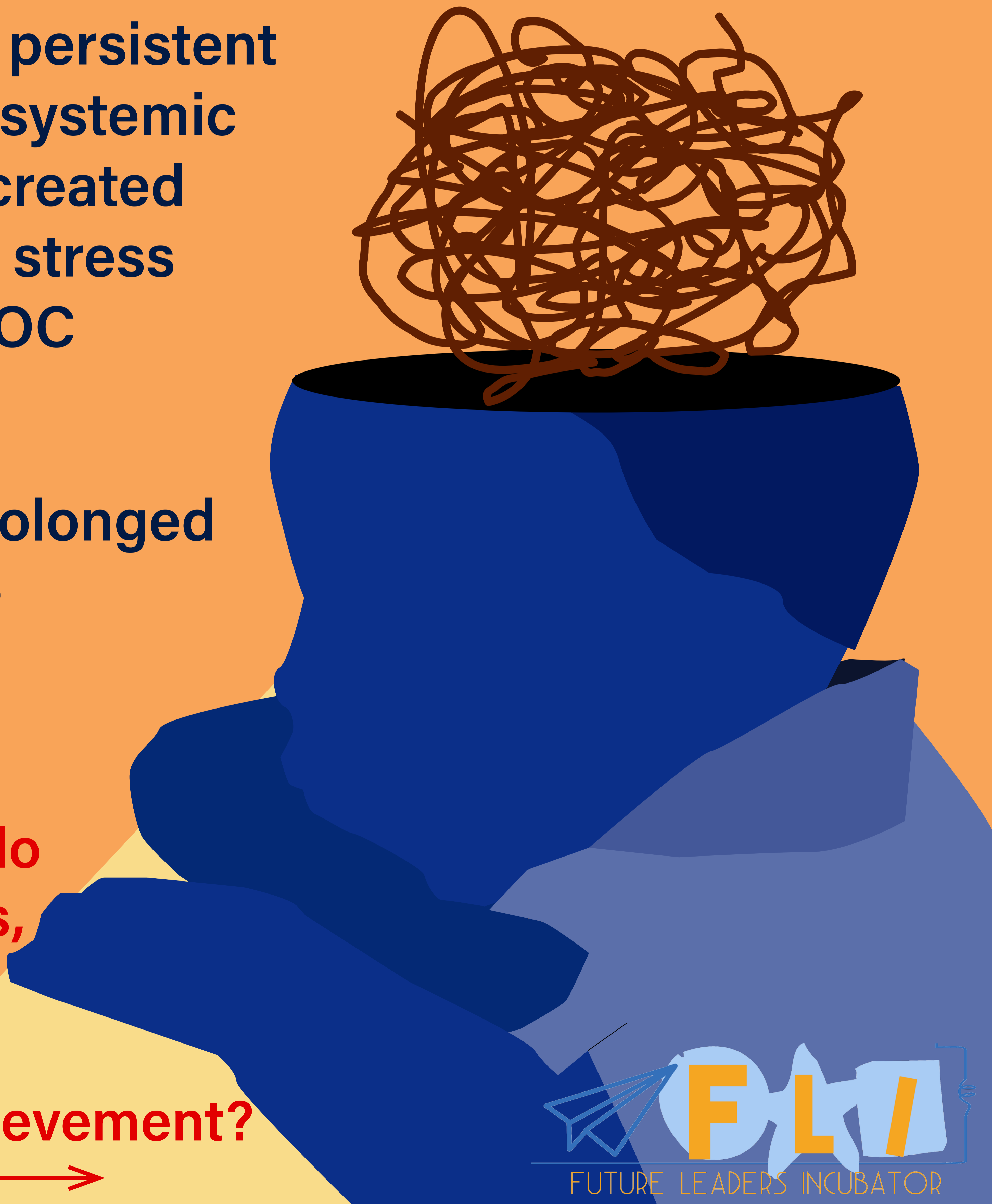


From the New Schools Venture Fund (Part 4/5): How to Make Sure Your Students Know How to Cope with Stress and Emotions

The combination of Covid-19 and persistent reminders of systemic racism have created high levels of stress for many BIPOC students.

Excessive, prolonged stress can be debilitating.

What can we do to address this, and how does it affect academic achievement?



**Research from the NSVF Ventures
has consistently found:**



**Students' perceptions of their
self-management skills**

**are associated with higher
math and reading results**

**The difference in academic performance
is similar to moving from the 50th to the 59th
percentile on nationally normed assessments.**



**Evidence-based
initiatives that work**



Initiative #1: Help students identify their feelings

Teach students how to manage their feelings

Teach Social Emotional Learning:

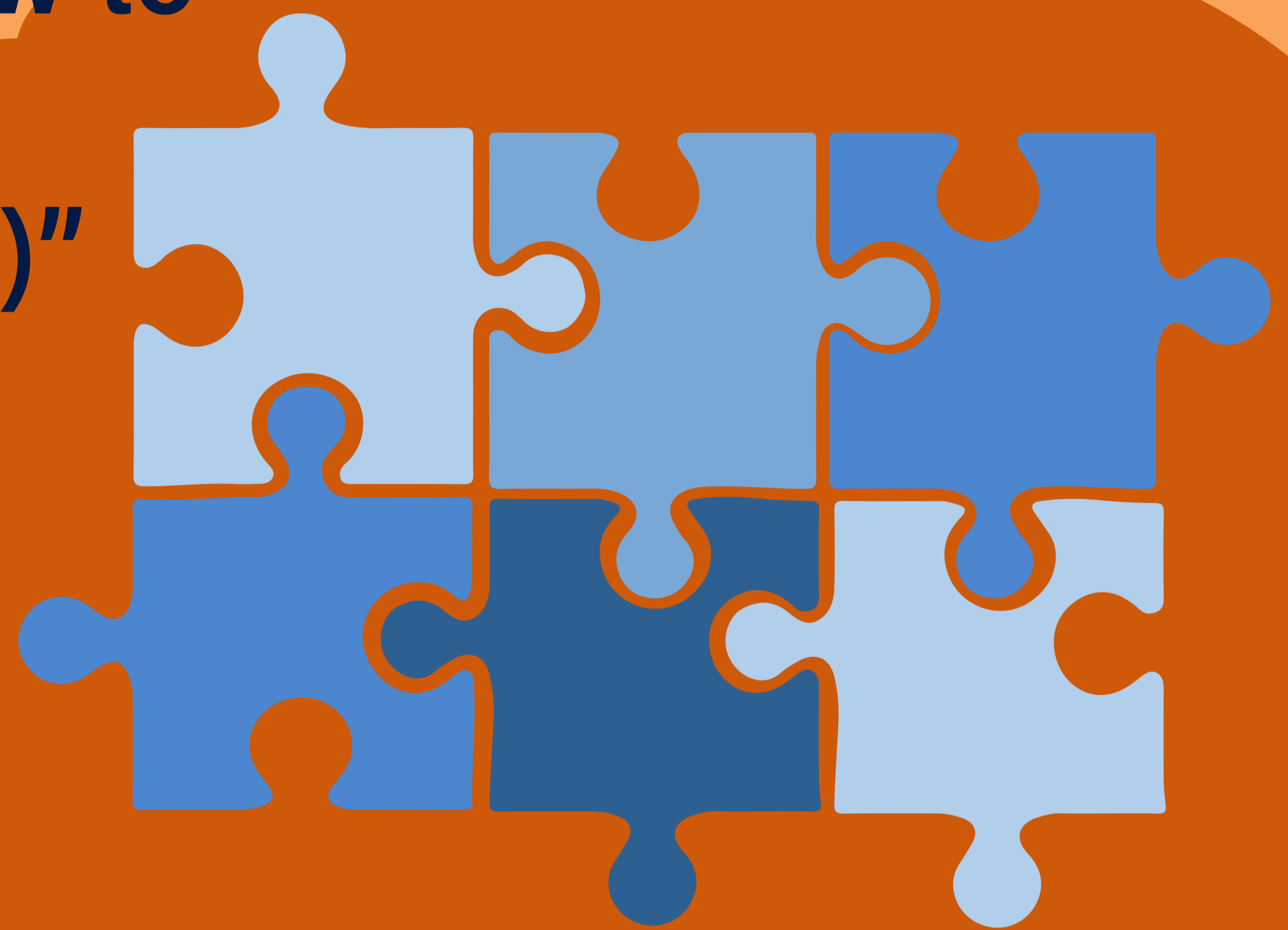
- Consider teaching SEL regularly – discuss emotions in regular advisory classes and incorporate these discussions into regular subject classes.

- Example advisory focus: “How to identify your feelings (and subsequently respond to them)”

- Check in with your students. Don't assume you know how they feel. If you notice one of your students seems “off,” ask “how are you feeling?”

- Try not to internalize your students' feelings. Reaffirm that all feelings have merit, and the more you understand, the more you can support your students

FLI can help! Contact us at info@futureleadersincubator.org and we can develop SEL programs for your school.



Initiative #2: Express our feelings

Provide strategies for students to convey their emotions

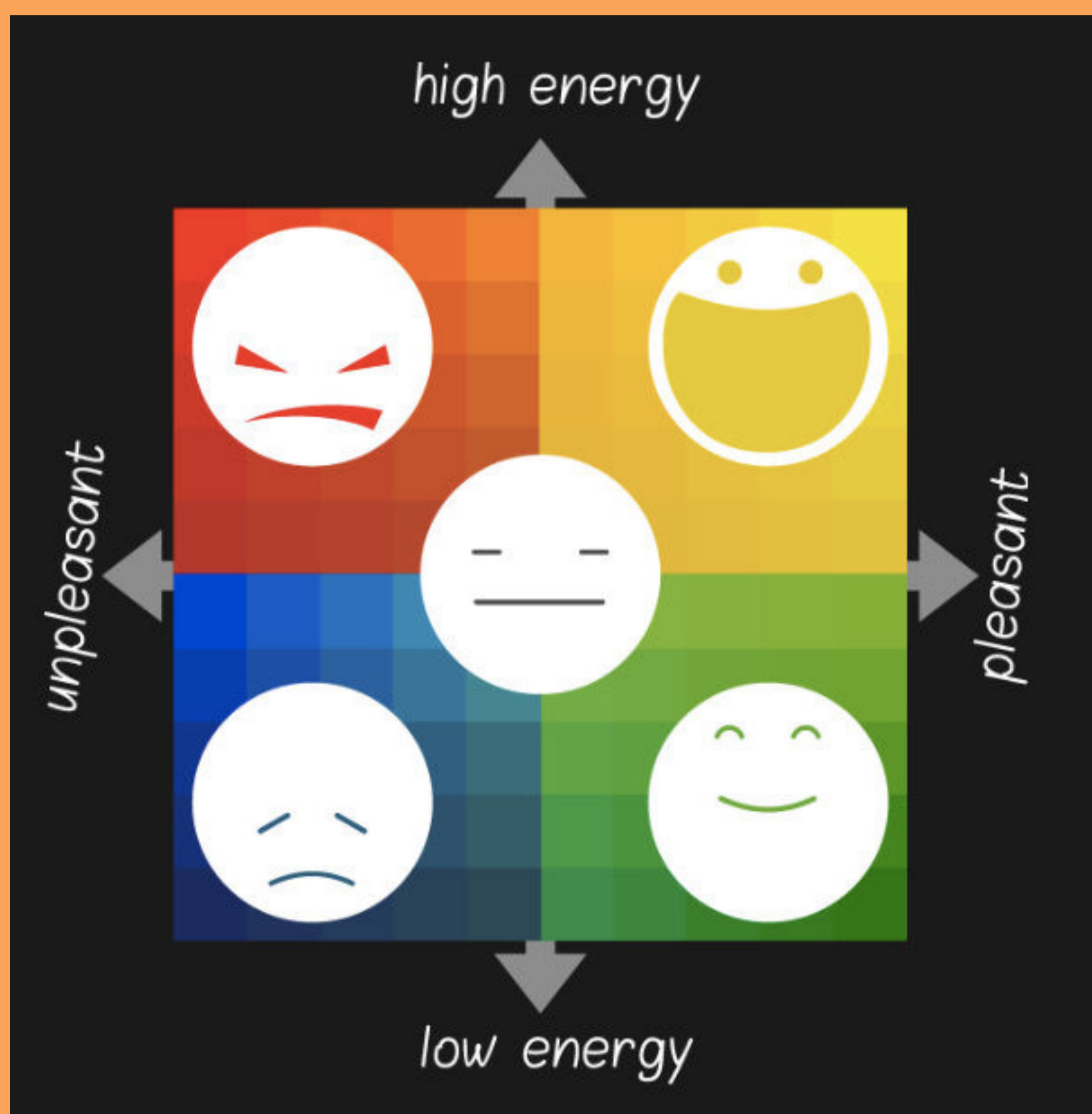
Consider implementing:

“Mood Meters” developed by Yale Center for Emotional Intelligence:

It helps students not only recognize emotions in both themselves and others, but understand how to respond to and change them.

This also helps teachers know

how to best support students because it provides understanding and common language, particularly when situations are challenging (ie Covid-19 related schooling)



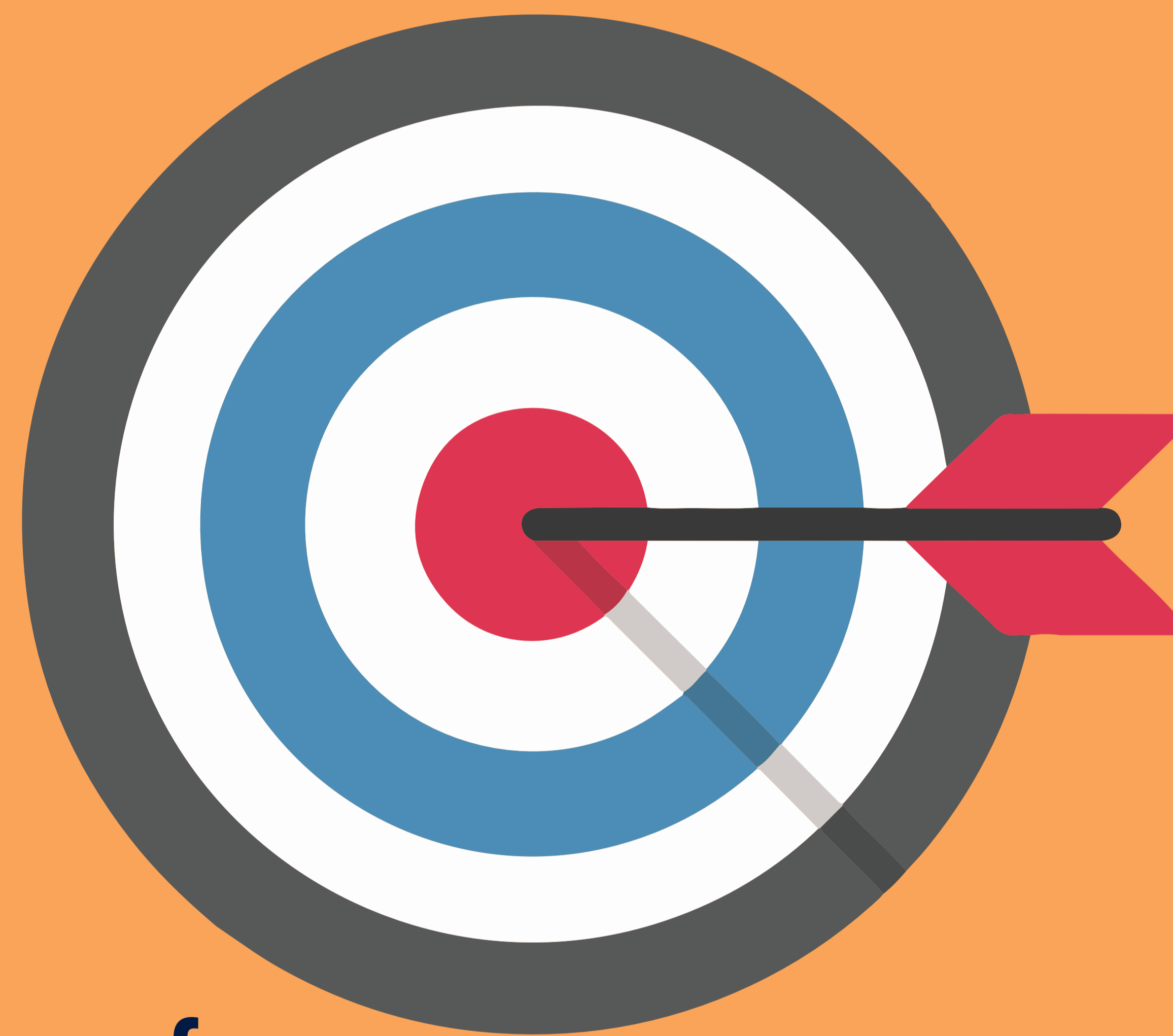
Initiative #3: Work towards individualized goals

Create strategies for students to show and recognize progress towards their specific needs

Consider creating:

“Individualized Learning Plans” that allow students to reflect on and improve on their self-identified weak areas.

- **Students should take ownership of and develop their own ILPs from as young as elementary school**
- **ILPs help students develop self-awareness and create solutions to the challenges they face**
- **Check in on ILPs regularly, and celebrate growth and progress along the way**
- **Find time to revise and revisit goals on ILPs- this should be an opportunity for students to make progress. If students aren't excelling, set mini-goals along the way!**



We're Here to Help!

FLI offers a number of programs to help schools create inclusive, equitable, and student-centered practices:

Implement SEL programs:

FLI works with partner schools to develop and implement culturally sensitive Social Emotional Learning to meet students' needs.

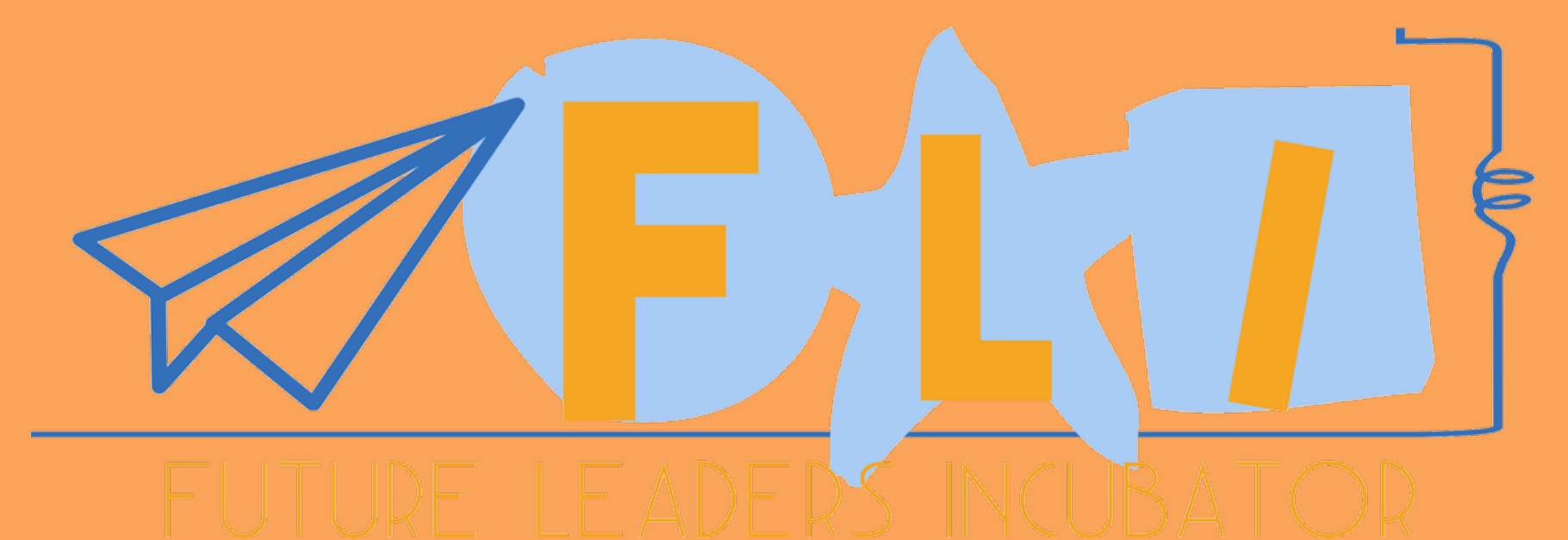
Develop Restorative Justice Practices:

FLI develops restorative justice practices that foster a sense of student belonging, unlike traditional disciplinary policies.

Provide Professional Development Workshops:

FLI offers professional development programs, including DEI workshops, to help educators and educational leaders work through their own trauma, become more inclusive, and learn how to be more responsive to their students' needs.

Contact
info@futureleadersincubator.org



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FLI offers a number of programs to help schools create inclusive, equitable, and student-centered practices:

Empower your Students:

FLI's new student-led initiative, the Future Leaders Coalition, teaches students how to become better advocates for themselves and their peers. Share the news with your students and have them sign up at tinyurl.com/FutureLeadersCoalition!

Contact flc@futureleadersincubator.org for more information

