

S.S.P.I.F. Up Your Classroom

A Framework for Infusing ACE Sensitivity Into the Classroom

Systems and Routines:

- Routines exist for transitions between:
 - In classroom activities; out of classroom activities; morning and afternoon transitions
- Systems exist for when routines cannot be followed
- Routines and systems allow for flexibility, provide enough time for completion, and provide opportunities for communication and feedback.

Skills & Strategies Teaching:

- Self-regulation
 - How do you help students to: Identify feelings, choose appropriate responses, attend & concentrate, have physical self-control, be able to self-calm
- Executive function skills:
 - In what ways do you teach students the following skills: planning, organizing, prioritizing, transitioning, self-reflecting, self-monitoring, delaying impulses
- Social/Social use of language skills:
 - How do you teach: turn taking, conversational skills, recognizing emotional signals, play skills, getting needs met
- Language processing skills:
 - In what ways do you teach: categorizing & expressing emotions, identification and articulation one's needs, solving problems (Ross Greene, The Explosive Child)

Physical Environment:

- Senses: Stimulation levels/Sights and sounds Less busy; less loud; soothing sounds and colors; quiet space; comfortable space; self-calming tools; sights, sounds, and objects familiar and culturally reflective
- Organization: Classroom layout, seating, access to materials, breaks, time management
- Teaching Tools Displayed: Emotional regulation tools

Interpersonal Interaction Style of Teacher

- Attention to your own reactions
- Control and explanation of own reactions
- Empathy
- Attention to cues to the meaning of the child's behavior
- Emphasis on understanding and connecting
- What modeling do you provide? How are you modeling your expectations of students?
- How do you provide opportunities for peers to build trusting relationships with each other?

Family Communications:

- Cultural awareness and sensitivity
- Attention to how we convey:
 - Welcoming
 - Classroom expectations
 - Expectations of family. Expectations are articulated and are realistic given the economic, social and linguistic capacity of the family.
- Positive feedback is provided regularly
- Negative feedback is provided in context and concrete strategies to address the problem are discussed.
- Maintaining connections and building relationships throughout the year is key.