



GPS for Success



Recalculating Positive Social and Emotional Strategies
which create a healthy climate and learning in the classroom.



Social Skills

Accepting differences – When children spot a difference, it is natural for them to ask questions. While questions can sometimes be embarrassing, we should never ignore their curiosity. It is important to answer questions and talk about their curiosity. It is an essential way to help children to be inclusive of those who are seemingly (at first) unlike them.

Asking for help – Sometimes students struggle to ask questions. Failure to ask for help can affect students' academic performance, self-esteem, and potentially their access to learning in the future. Students must first recognize that they're struggling. This requires honesty and self-awareness even though some students don't think they need help even when formal or informal assessments indicate otherwise. Once students acknowledge that they're struggling, they may feel shame or embarrassment. They fear that asking for help signals weakness or failure in their character, though adults could tell them that asking for help is instead a sign of maturity and strength.

Teachers can help students understand how they learn best and empower them to be advocates for their own learning by teaching them how to ask for help.

Communicating clearly - Communication skills are essential for the growth and development of children. They help children express their thoughts, feelings, and ideas in a clear and concise manner. Not only that, but they enable children to build relationships with others, develop problem-solving abilities, and become better decision-makers. Being able to communicate well can even increase their self-confidence.

For all of those reasons, it is important to encourage children to develop strong communication skills. This will be critical to helping them succeed later in life.

Complimenting others - In the hustle of life, it's easy to overlook the simple things we can do that have a positive impact on our wellbeing and relationships. One amazingly simple but effective thing everyone can do is give compliments. These are little nuggets of kindness that can make someone's day. Giving praise isn't difficult but can greatly improve the way children feel and interact. When students learn to give compliments, it can be a game-changer for relationships. Compliments boost self-esteem and

confidence, enhance performance and motivation, strengthen social connections, and encourage a ripple effect of kindness.

Disagreeing politely – Some skill steps in disagreeing appropriately are to look at the person, use a pleasant voice, respectfully tell why you feel differently, give a reason and listen to the other person. In doing this, we are more likely to be heard and others will be willing to negotiate.

Encouraging others – Encouragement has the power to lift spirits and keep us moving forward.

Following directions – Students who can follow directions are better able to learn how to perform skills efficiently.

Listening attentively – Children commonly learn through listening and paying attention to what they see and hear around them. Students who are focused on listening and understanding subject matter grasp the content more clearly and easily. Children who are active listeners can incorporate the things they hear faster in their framework of knowledge than a more passive counterpart. These children may also exhibit better concentration and memory. Alert and observant children thus have a higher chance of good grades and outstanding comprehension of lessons.

Resolving conflicts - Effective teachers create positive learning environments by helping children learn to regulate their behavior and emotions. Because conflict resolution skills develop throughout childhood, preschoolers (and even older children) may find it difficult to manage their behaviors and use appropriate strategies to effectively communicate during conflict. It is beneficial for teachers to use emotional vocabulary to help children understand and label feelings that might be related to their behavior. When teachers acknowledge children's feelings, they help children feel heard. They also set the stage for a compassionate discussion rather than a power struggle.

Sharing materials - Sharing is an essential life skill that needs to be developed in children from a young age. It is a complex concept to convey to young children as it requires emotion management, empathy, and basic language ability. Learning to share teaches many important life skills, such as how to make and keep friends, how to play cooperatively, how to take turns, and how to negotiate and cope with disappointment. It also teaches children about compromise and fairness.

Staying on task – Focus and self-control are essential skills for life. Focus refers to attention and involves being alert and “orienting.” Orienting refers to the ability to focus one’s attention on the specific tasks that will help children accomplish whatever their goal is. Concentration is also a big part of focus as children get older.



Taking risks - Children who are sheltered from risk and challenge when young will not be able to make judgments about their own capabilities and will not be well equipped to resist peer pressure in their later years. Children who learn in their early years to make their own reasoned decisions will be in a stronger position to resist the pressures they will inevitably face as they reach their teenage years.

Taking turns - Taking turns is an important social skill that helps children learn to share and cooperate with others. It helps children to develop patience, empathy, and self-control, and to respect the rights of others. Taking turns is also an important skill for children to learn in order to function effectively in social situations. In everyday life, children will often need to wait for their turn to speak, get help, play with a toy, etc. Taking turns is an essential part of social development and it is important for children to learn in order to get along with others and function effectively in a variety of social situations.

Using quiet voices - Having voice levels in the classroom is an essential part of maintaining a productive learning environment. It ensures that students can stay focused and on task, while also allowing for collaboration and interaction with peers. Voice Level 0 is when there is no talking in the classroom. This means that everyone is quiet and not talking to each other. This usually happens during silent reading or when students are working by themselves. In a science lab, voice level 0 might happen when the teacher gives instructions at the beginning or when someone else is presenting information. This voice level should be respected so that everyone can focus and learn. voice level 1 is defined as a low conversation voice. This voice should be used when students are working together in groups, when they are discussing the material and bouncing ideas off one another. Voice level 1 should also be used during discussions with the whole class.

Waiting patiently - Waiting is an integral part of life and it is not easy. Whether it is in a line at school, for their turn while playing, for a treat, or to speak without interrupting, children must wait in many situations. Children find it difficult to wait because their need for instant gratification is strong and they do not have a well-developed concept of time. It is boring for them to wait! It is important for them to understand that waiting is a part of life. Waiting develops self-discipline as well as patience.



Great teachers empathize with kids, respect them and believe

that each one has something special that can be built upon.

Anne Lieberman



Expectations at school



I will be responsible

I will do my school work.

I will take care of school property.

I will make good choices.

I will be respectful

I will use kind words.

I will listen to others.

I will put my hand up to speak.

I will be safe

I will use walking feet.

I will keep my body calm.

I will follow safety rules.



