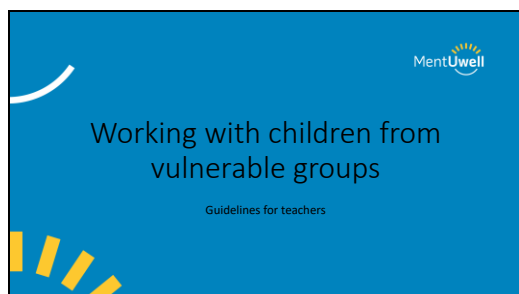





Working with children from vulnerable groups

Guidelines for teachers

Slide 1



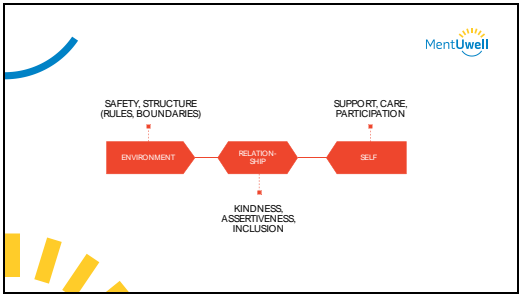
Slide 2




How am I in the relationship with this child?

Is the classroom environment appropriate for her/his needs?

Slide 3




Slide 4

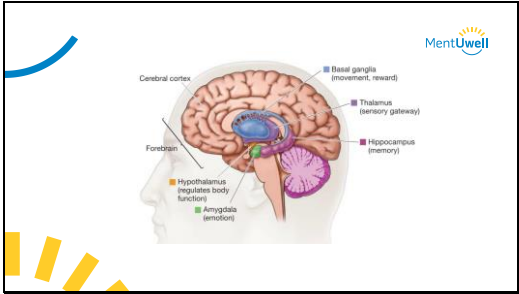


Demonstrating Self-Regulation With Tone of Voice

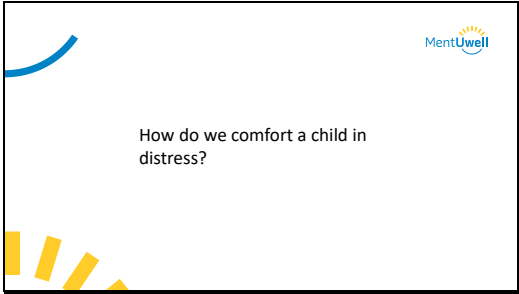
When teachers model self-regulation by using a voice that is calm, neutral, and assertive, they help students feel calmer and ready to learn.



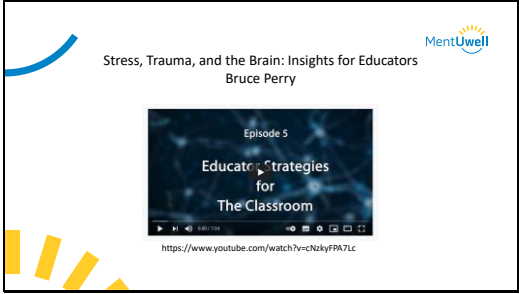
Slide 5



Slide 6



Slide 7



Slide 8

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- "What is the child doing?" (observation)
- "What do you think the child is needing?" (inference)
- "What do you think the child is feeling?" (inference)
- "What are you doing?" (observation)
- "What are you feeling?" (self reflection)
- "What are you needing in this moment?" (self reflection)
- "What are you thinking about yourself as you watch this?" (self reflection)

(Powell et al., 2014, p. 261)

Slide 9

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HOPE
KEEPERS

https://www.hopekeepers.org/what-is-hopekeepers

Slide 10

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Slide 11

