CARE: Strong Start
Teacher Pre/Post Reflection

Teachers can use this student reflection to measure the impact of the Strong Start Test Teachers can use this to both help determine what component to focus on as well as reflect on the impact after testing. Guiding principles include: **accessible and organized materials**, **sensory-friendly**, **identity and culture-affirming**, **beautiful and inviting**, and **supportive of student learning**. To read more about each guiding principle, visit the [Whole Child website.](#)

Strong Start Overall

- [ ] How do morning routines impact students' behavior, mood, and/or readiness to learn?
- [ ] In what ways, do your morning routines help create a sense of safety and belonging for your students?
- [ ] How effective are your morning routines in providing a predictable and calming transition into the school day?
- [ ] What evidence do you have that your morning routines support the development of social-emotional skills in your students?

Greetings

- [ ] How intentional am I in starting student interactions to create a calm and predictable start to the day?
- [ ] Does my morning routine help students feel welcomed, valued, and connected to the school community?
- [ ] Does our classroom morning routine help check-in student's emotional and mental well-being?
- [ ] Does our morning routine allow for noticing of student's changes in behavior or mood?

Purposeful Partnering

- [ ] Does our morning routine provide opportunities for peer-to-peer connection through appropriate touch, tone of voice, eye contact, presence, and/or playfulness?
- [ ] To what extent do my students demonstrate meaningful connections with one another, such as collaborating, sharing, and taking turns?
- [ ] How do our partnering morning rituals help students feel calmer and more focused for learning?

Community Building

- ☐ Do our classwide rituals introduce and practice intentional and regular community building?
- ☐ What opportunities do my students have to demonstrate a sense of belonging and connection to the classroom community?
- ☐ Do our group activities focus on building group cohesion and collective trust?
- ☐ Do I notice improved participation or collaboration among students after engaging in community-building routines and rituals?

Breathe and Focus

- ☐ How often do I introduce and practice calm-down strategies (e.g., breathing techniques, yoga, mindfulness activities) with my students?
- ☐ Do my students have opportunities to practice calming strategies both proactively and reactively?
- ☐ To what extent do I use group time to teach and reinforce mindfulness or self-regulation tools?
- ☐ Would enhancing or refining my approach to breathing and focusing improve the overall classroom environment and students' readiness to learn?