



### **Emotional Granularity and Character Development**

- What it is: Helping students name specific emotions rather than defaulting to broad terms like 'mad,' 'happy,' or 'sad.'
- How it connects: When students can identify specific emotions, they refine their brain's predictions and develop more precise, constructive responses.
- In practice: Use activities like emotion wheels or journaling prompts to help students describe their feelings in detail.

### **S.T.A.R. (Stop, Think, Act, Reflect)**

- What it is: A step-by-step strategy to pause and respond thoughtfully to emotions.
- How it connects: This strategy interrupts automatic predictions and helps students construct intentional, regulated responses.
- In practice: Teach S.T.A.R. by modeling it in real-life classroom scenarios and role-playing difficult situations.

### **HALT, HOOT, and HEART**

What it is: A three-step method for managing emotions.

- HALT: Stop and recognize the emotion.
- HOOT: Take a deep breath and calm the body.
- HEART: Reflect on and choose a kind, constructive action.

How it connects: This strategy aligns with the Constructed Theory of Emotion by helping students pause and redirect their brains' emotional predictions.

In practice: Use HALT, HOOT, and HEART during transitions or moments of conflict. Provide visuals and practice it as a class.

### **Predictable Routines and Positive Environments**

What it is: Structuring the classroom in a way that minimizes uncertainty and stress.

How it connects: Predictable environments support healthy emotional predictions and reduce unnecessary stress.

In practice: Incorporate clear routines, regular emotional check-ins, and safe spaces for students to process their feelings.