

# TIPS FOR VIRTUAL SESSIONS



## START WITH A BRIEF MINDFULNESS EXERCISE

- Start with a 3-minute mindfulness exercise to ground the student in the present moment

## SET THE AGENDA

- Specify the length of the session (e.g., 15 minutes, 30 minutes)
- Specify the goal(s) for the session, consistent with your school policies
- Check-in on student's mood
- Identify any concerns the student wishes to discuss



## CREATE SELF-CARE GOALS

- Goals should address 3 areas:
  - *Good Hygiene*: Take a shower, do your hair, exercise
  - *Accumulate Positive Experiences*: Video chat with a friend, play a game with a sibling
  - *Build Mastery*: Do homework, clean or reorganize your room
- Instruct student to practice all three goals daily

## CREATE ACADEMIC MINI-GOALS

- Identify student's current assignments
- Create a schedule for when the student will complete each assignment before the next session
- Troubleshoot obstacles to completing assignments



## WRAP-UP WITH AN ACTION PLAN



- Review self-care goals and academic mini-goals
- Consider asking student to track progress between sessions on a weekly assignment sheet, a diary card tracker, or their phone
- Inform student that you will check in about these goals at your next session

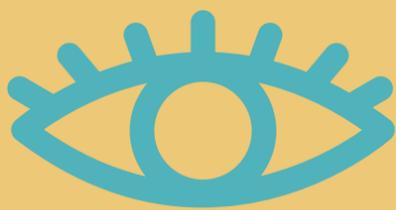
## HELPFUL TIPS

- Use the same session structure each time to maintain consistency
- Validate tough emotions and stay on track with the agenda
- Coach student to use coping skills, where appropriate
- Be a cheerleader! Provide positive reinforcement for willingness and goal completion



# VIRTUAL MINDFULNESS EXERCISES

## 5, 4, 3, 2, 1



Instruct student to make five boxes on a sheet of page. Label each box: 5 things I see; 4 things I hear; 3 things I touch; 2 things I smell; 1 thing I taste. Set timer for 2 minutes and ask student to record their answers.

## NOTICING PHYSICAL SENSATIONS

Instruct student to take their fingernail and lightly apply pressure across their upper lip for 3 seconds. Set a timer for 2 minutes. Instruct them to focus on the physical sensations on their upper lip.



## A-Z LIST



Identify a category (such as Boston or Spring). Instruct the student to write the letters of the alphabet on a piece of paper. Set timer for 3 minutes and have student find as many words as they can that relate to the category. You can also do this verbally with the student by going back and forth.

## FOLLOW THE LETTER

Set a timer for 3 minutes. One person says a word, such as "spring." The next person says a word using the last letter of the word that was just said, such as "green." Then go back and forth until the timer rings.



## DESCRIBE THE ENVIRONMENT



Ask the student to nonjudgmentally describe their environment. If they use a judgment (e.g., "the wallpaper is ugly"), ask "what makes you say that?" to prompt for a more descriptive, nonjudgmental response. Switch roles and describe your environment.

## REMINDERS

- Do the mindfulness exercise together
- After each mindfulness practice, discuss your observations

