


Squawk Box

 <p>▶ Squawk Box explained cycles 2-3</p> <p>▶ Squawk Box how to assemble cycles 2-3</p>	<p><u>Rationale:</u></p> <p>The Squawk Box is an intervention tool used to support students in expressing their emotions. It helps to prime emotional expression, to name how one is feeling, to identify what’s not working, and offer venues to channel emotional energy. The box offers visuals, fidgets, dry erase markers, and a folder to help work through the maze of emotion. The goal is to start a discussion, trigger ideas, and stimulate towards expending the emotional energy. This tool is ideally used in the emotions intervention area in a Nurturing Support Center. There is a version of the Squawk Box for Elementary (cycles 2-3) and another for Secondary.</p>
<p><u>Benefits:</u></p> <p>This box provides a map to one’s feelings and outlets for emotional energy without repercussions. Can be led by an adult and eventually used independently.</p> <p>For whom: Students who have difficulties expressing emotions in appropriate ways. Those that lack the language of emotions and those that are emotionally immature for their chronological age.</p>	
<p><u>How to use the Squawk Box:</u></p> <p>Prior to beginning this intervention with a student, the adult needs to collect the student and sense that he/she is willing to engage, is receptive and willing to embark on this process. Pushing or imposing intervention will not lead to a positive outcome. If a student is in “shut down”, and you feel that there could be some interest. It could be beneficial to have the Squawk Box in their vicinity, for it to potentially peak their interest. The penguin on the cover was specifically chose to attract attention! Some students will be intrigued, may pick-up the SB and begin to rummage through it. They may start to manipulate the fidget tools and the cards. If this is the case, don’t rush in to intervene; wait until the student asks a question or makes a comment, this is their way of letting you know that they may want to know more about this box.</p> <p>The Squawk Box (with all its items included inside) is meant to be used in tandem with the accompanying dry-erase folder. Neither is meant to be a stand-alone. The SB and its folder are meant to be introduced by an adult who will take the time to “walk through” its different segments. At first students require support and guidance. Many, when they become familiar, will seek it out and maneuver their way through its different segments. Please note that the cards in the Squawk Box are color-coded to work in tandem and guide the way through the different questions in the My Tools & Strategies Folder. The color legend on the inside flap of the Squawk Box corresponds to the color-coded cards. Follow the color scheme on the inside of the lid. This is the same order outlined in the folder.</p> <p>It is suggested to begin by taking out only the emotion photo cards (which are white) and the What’s not working? cards (which are yellow) as these two sets have a lot of value and are worth taking the time to go about them slowly and meaningfully.</p>	



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The **white cards** provide a wide range of photos with names of emotions. You will notice that some have more than 1 card per emotion, we felt it would be helpful to have variations to help provide a wide scope of possibilities to help students connect. The simple act of flipping through the cards helps the student's brain switch gears from the incident at hand, they begin to refocus and go on the search for emotions that they feel. They may identify emotions from other incidents, earlier that morning and not pertaining to the incident that just occurred. That's okay, go with it. Don't be surprised that students will name more than one emotion, this is actually good as we rarely feel only 1 emotion at a time. Write the emotions down in the first section of the folder.

The **yellow cards** will offer a variety of different examples of "what was not working", please feel free to make additional cards if student name things that we have not included in the Squawk Box. The selection was not meant to be exhaustive, simply a good starting point. Students appreciate when their "event/suggestion" becomes included into the SB. Because the cards are laminated, you can simply use a permanent marker and write on a blank card or on the back of a card.

The **green cards** really focus on getting venting energy out, to help take the edge off. Having some of these materials on hand will be very helpful for you. You can set-up a "Stomping Station" with bubble wrap on the taped to the floor (like a carpet) in an area of your NSC. The only rule is "no shoes" so that students can get the benefit of the sensory experience.

The **orange cards** focus on channeling energy and working through emotions by putting their creating, engineer mind into action. Many students respond very well to these suggestions and will benefit from having an ongoing building project in your NSC. This will require that you have an area where 'works in process' can be kept safe and free of other people's hands.

The **blue cards** provide suggestions for some "alone" time, where one can be with oneself, re-center oneself and get a reprieve from the day. The suggestions here may be implemented in the classroom (if the teacher is open to this) and at home. The objective is that strategies can be "tried" in the NSC and that we seek to transfer these in students' other milieus.

The **red cards** are best used when a student has a lot of pent-up energy. When we see that, if not expended in activities that will offer release, there may very well be physical incidents that will ultimately lead to consequences and repercussions with peers. The more immature and emotionally stuck a child is, the greater the likelihood for physical outbursts as they are unable to manage their big emotions. By providing "physical energy outlets" daily, we can often prevent physical altercations.

The **purple cards** offer some suggestions around music and movement to music. Being part of a choir, dance group can also be great outlets. For some, physical movement takes a different angle, dancing to music is a great outlet for their emotional energy.

The **nature scenes** can be helpful to switch gears and soften the intensity of what a student is going through. A student could be encouraged to make his/her own photo ring from their family vacation photos and the people they care for. This could be a tool that they keep on hand as a support.

The **fidget tools** are helpful when students need to have something to manipulate in their hands while they are talking. The SB has lots of cards on rings to manipulate, but for some students having a fidget in one and the key ring in the other will help them along. Having 3-4 different items is sufficient. It is best to change them on rotation than to have too many all at once.

Please know that although there are many cards in the SB, we do not think that any section is exhaustive. Please feel free to make additions along the way. The goal was to provide a starting point, to trigger ideas and to hopefully stimulate towards movement, to expend energy in different ways. We also hope that students, with support, will come to recognize that they can benefit from different



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types of activities when they experience different emotions. Any activity should be “tried out” to see if this is helpful for them. No intervention is “one size fits all.” Preferences also change over time. The folder is meant as a guide/scaffolding, but does not absolutely need to be used each and every time. The more a student becomes comfortable with the SB, the less support they will need.

Documents for cycle 2-3:

- [Squawk box explained cycle 2-3](#)
- [Squawk box how to assemble cycle 2-3](#)
- [How to make cycle 2-3 Squawk box](#)
- [Box label EN](#)
- [Box label FR](#)
- [Folder labels EN](#)
- [Folder labels FR](#)
- [Legend labels EN](#)
- [Legend labels FR](#)
- [Emotion cards EN](#)
- [Emotion cards FR](#)
- [What's not working cards EN](#)
- [What's not working cards FR](#)
- [Tools to help cards EN](#)
- [Tools to help cards FR](#)
- [Nature scenes](#)

Documents for high school:

- [Box label](#)
- [Folder labels](#)
- [Legend labels](#)
- [Emotion cards](#)
- [What's not working cards](#)
- [Tools to help cards](#)
- [Nature scenes](#)



Caution Elements:

- Avoid pushing the box on students, gradually let them explore it.
- Don't expect immediate progress.
- Remember, in order for them to expend pent-up emotions, we need to provide the outlets.
- All venues need to be without repercussions.
- Having the adult assume the writing part for the student can help elevate stress associated with writing.
- You may want to reduce the number of cards or add additional ones.
- Be mindful that there is no one size that fits all and preferences change over time.