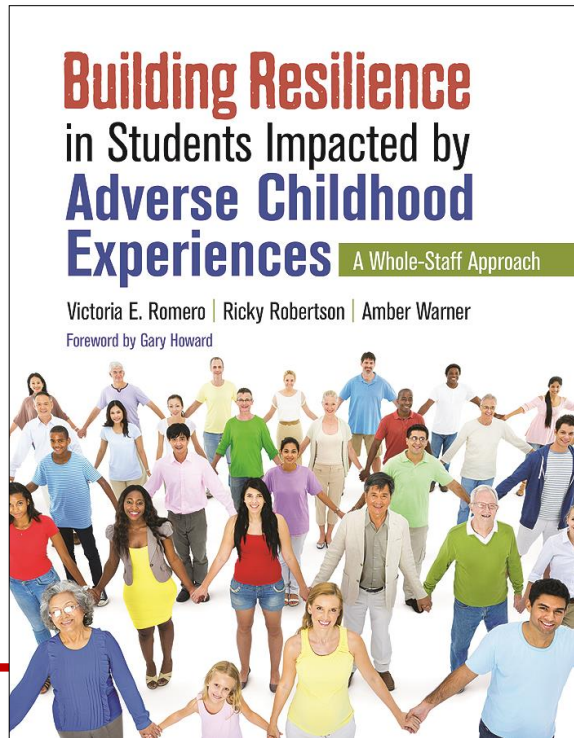


Welcome!



Building Resilience

with Ricky Robertson

@Teach4Trust

Learning Intentions

Participants will:

- ***deepen** their understanding of the prevalence and impact of ACEs and trauma.*
- ***expand** their capacity to foster resilience and success for their students and themselves.*
- ***explore** the relationship between equity, trauma-informed practices, social-emotional learning, and restorative justice practices.*
- *be **introduced** to culturally responsive practices to support the behavioral, social-emotional, and academic success of all students, especially those impacted by ACEs and trauma.*
- ***develop** next steps to implement a multi-tiered trauma-informed framework in their schools.*



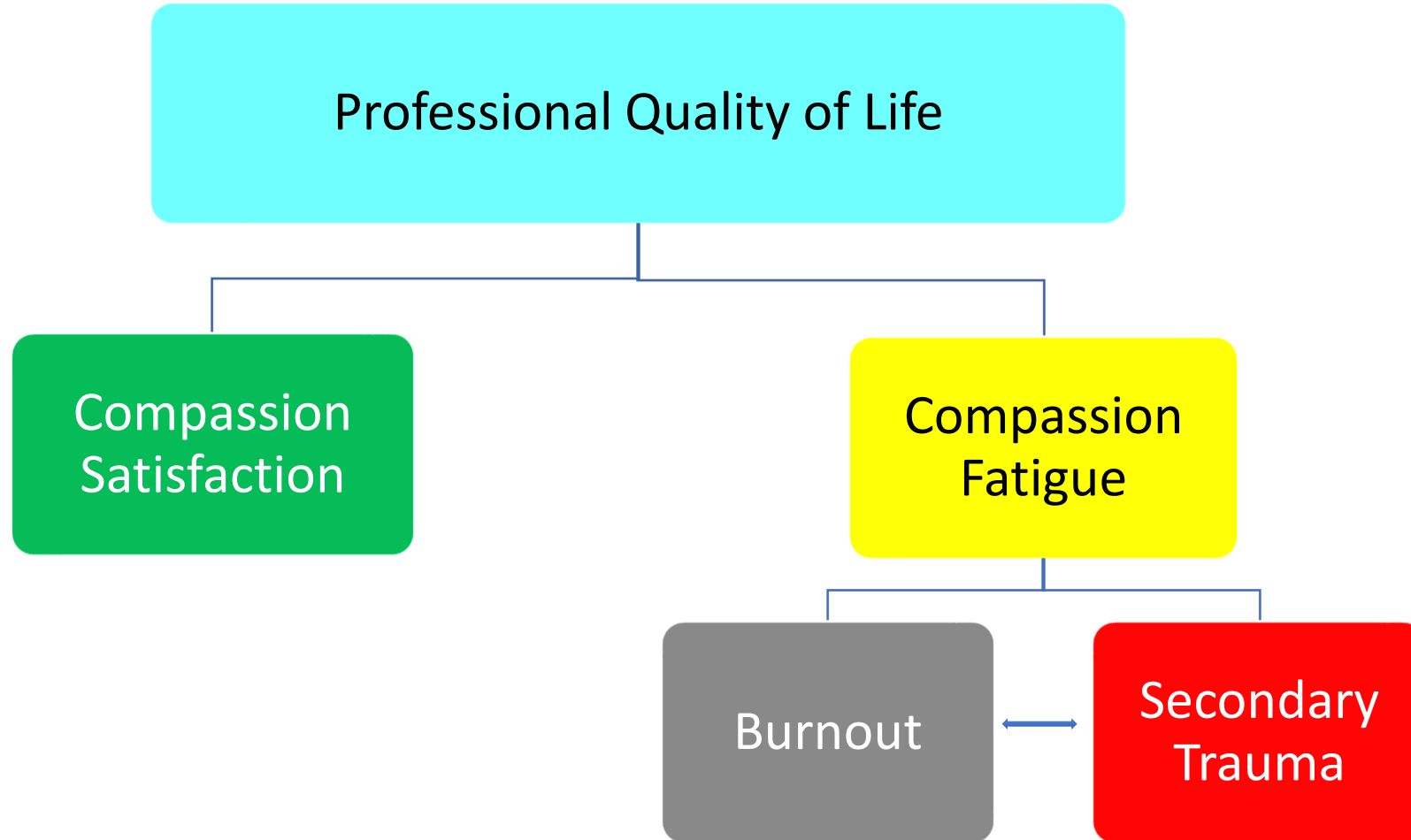
Success Criteria

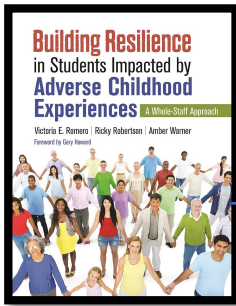
To maximize the results of the PD, participants will need to be able to:

- *view **behavior as a form of communication** and respond in ways that address students' needs for safety, belonging, and feeling valued.*
- *teach and lead in ways that **affirm** students in their cultures and identities.*
- *practice self-care & engage in building-wide efforts to support **educator resilience**.*
- *advocate for the implementation of **restorative practices** that build community, restore relationships, and repair harm.*
- *identify bias-based beliefs, practices, policies & take action to **transform** them.*
- *complete a school self-assessment to identify **next steps**.*



ProQOL Scale





Behavior is a Form of Communication

Through their **behavior**, many of our students are **communicating** a fundamental **need for safety, belonging, and feeling valued** within healthy, **protective relationships**.

The Four R's: Guiding Principles

Guiding Principles for COVID-19 & Beyond			
Guiding Principle	Staff	Students	Families
Routines			
Relationships			
Regulation			
Responsive Trauma-Sensitive Systems of Support (MTSS)			

BE AWARE OF YOUR CHILDREN'S MENTAL HEALTH

Preschoolers—thumb sucking, bedwetting, clinging to parents, sleep disturbances, loss of appetite, fear of the dark, regression in behavior, and withdrawal.

Elementary school children—irritability, aggressiveness, clinginess, nightmares, school avoidance, poor concentration, and withdrawal from activities and friends.

Adolescents—sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behavior, and poor concentration.



PUBLISHING



EVENTS



ON-SITE PD



ONLINE

Manage Hygiene and Healthy Lifestyle Routines – school wide expectation



Practice daily good hygiene.
Encourage your child to practice these simple steps to prevent spreading the virus.



Wash your hands multiple times a day for 20 seconds. Singing “Twinkle, Twinkle Little Star” or “Happy Birthday” twice is about 20 seconds.



Compliment your children when they use a Kleenex or sneeze or cough into the bend of their elbow. Teach them the importance of throwing away used tissues immediately after sneezing or coughing.



Sadly, handshakes and hugs need to be limited to immediate family members, at least for now.



Foster a sense of control. Offering guidance on what your child/children can do to prevent infection offers them a greater sense of control, which reduces anxiety.



Build the immune system. Encourage your child to eat a balanced diet, get enough sleep, and exercise regularly; this will help them develop a robust immune system to fight off illness.

Routines

Educators:

- Learn and maintain new routines for schoolwide health and safety (Roadmap & AZ Guidance Documents)
- Educator self-care & resilience

Students:

- Conduct an inventory of your classroom routines
- Brainstorm ways to practice, model, and reinforce routines throughout the school year
- Connected & Firm

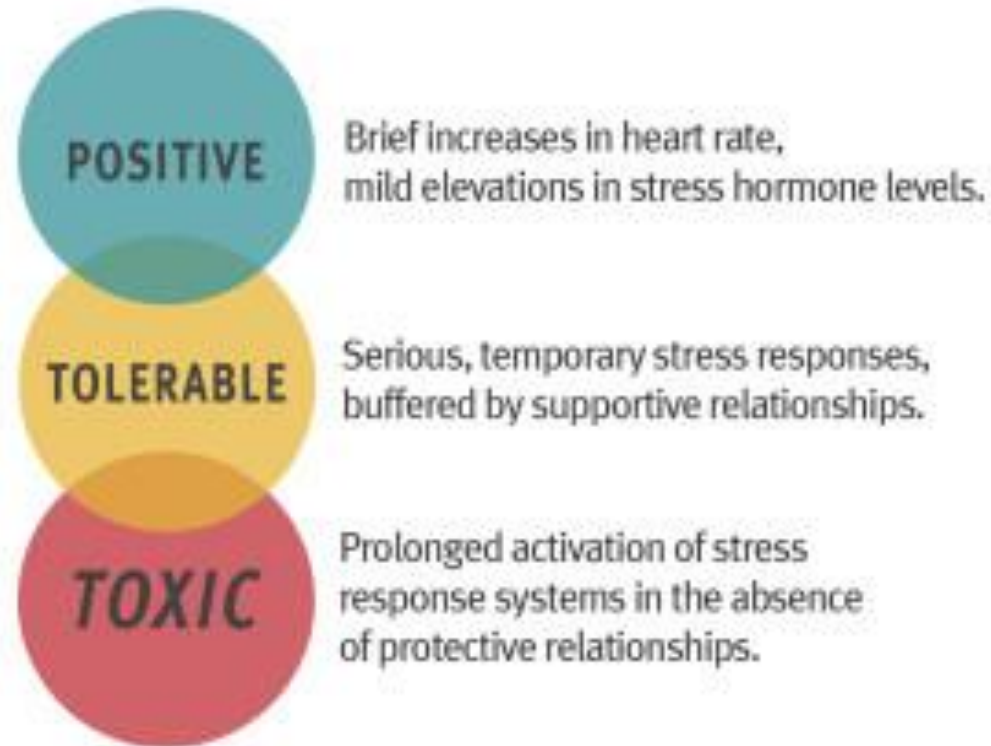
Families:

- Family communication & engagement
- Partnering with available community resources



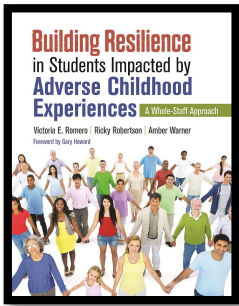
Relationship-Based Teaching

Protective relationships are a key factor in fostering student resilience:



Making Sure Each Student is Known





Trauma-Informed Toolkit: Talk, Trust, Feel, Repair

Talk

- 2x10
- Class Meetings/Circles
- Having conversations at eye-level
- Greeting students at the door

Trust

- Routines
- Clear Expectations
- Growth Mindset
- Positive Representation of Language, Culture, & Identities

Feel

- Classroom Cool Down Spot
- Brain in the Palm of the Hand
- Body Breaks
- SEL Instruction & Groups
- Mindfulness

Repair

- Community Circles
- Acknowledging & learning from mistakes
- Restorative Conversations
- Problem-solving with students

Relationships

Educators:

- Check-in with one another (Quality / Quantity)
- Find your people
- Be an upstander

Students:

- Regular classroom “circles”
- Relationship inventories
- Action plans to build relationships

Families:

- Re-envision the role of paraprofessionals and other stewards of the school community
- Define clear methods and expectations for communication with families

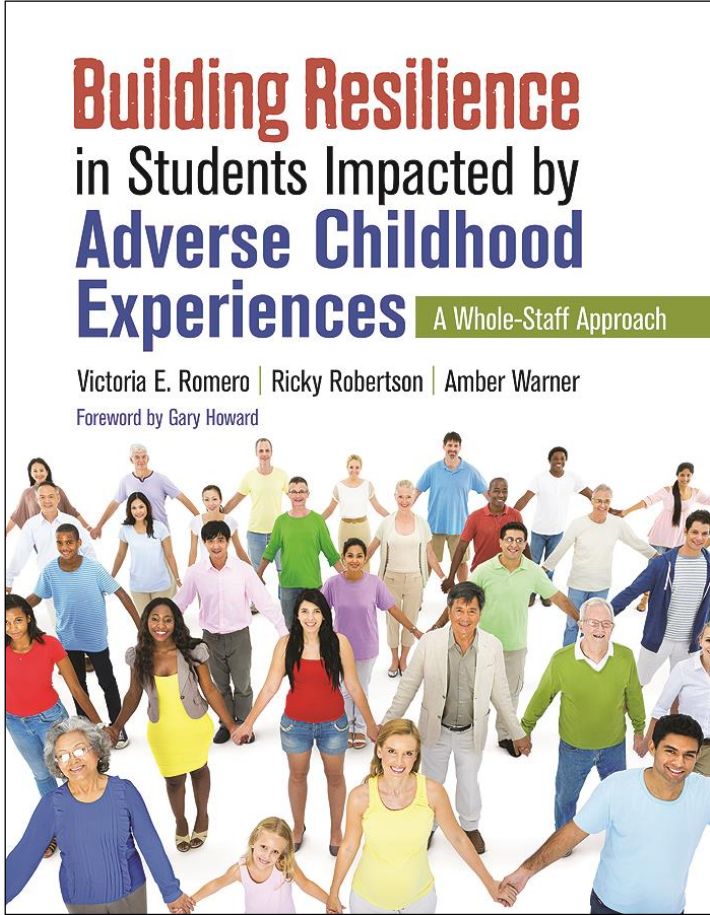


Teacher Self-Regulation by Modeling



Developing Educator Self-Regulation...

Behaviors That Escalate Me	Strategies for Staying Calm
Student talks when I'm talking	Take deep breaths
Physical aggression	



Keep in Touch!

- Ricky Robertson

If you have questions, please reach out to me via Twitter or e-mail:

[@Teach4Trust](https://twitter.com/Teach4Trust)

ricky.robertson@corwin.com

Thank you!

For more information, visit:

www.buildingresilienceinstudents.com