

Read, Reflect, Respond

1. Meet Mr. Hester, a high school teacher in Richmond, California. As you watch him on YouTube, be thinking about the ways he models or provides opportunities for Talk, Trust, Feel, and Repair. Be mindful; some examples are explicit; some you must infer from the feedback his students share.
<https://www.youtube.com/watch?v=LdF5ry5g5-w>
2. Use the **Teacher's Trauma-Informed Toolkit: Talk Trust Feel Repair (TTFR)** to compare your schoolwide and classroom practices. Initial each SW for schoolwide and MP for my practice. Feel validated that you and your colleagues are already using trauma-informed practices. Think of ways you can incorporate the strategies you did not check into your daily routines. Consider starting a conversation with your school's leadership team about the schoolwide strategies they are doing and ways they could incorporate the ones they are not.

Caveat: this is not an overnight process. Discussion and consensus around what, when, and how to add a new strategy must take place first. Chapter 8 shares suggestions for planning and implementing trauma-informed strategies. This TTFR Toolkit is a good resource.

Talk: Belonging	Trust: Safety
<ul style="list-style-type: none"> • Greet students at the door. • Use regular class meetings or circles. • Use verbal and nonverbal cues to foster belonging (spirit fingers, thumbs up, handshakes, etc.). • Affirm cultural connections and identities through culturally responsive instruction and learning environment. • Provide multiple opportunities for creative self-expression. • Connect through shared interests (art, music, games, sports, etc.). • Be a coach! Avoid power struggles by coaching a student through challenges. • Listen without judgment. • Set goals and share them with one another. • Practice giving compliments and affirming one another. • Contact parents to share positive news about their child. • Notice when a child is absent and check in when they return. • Close every class by giving students the opportunity to acknowledge one another. • Give students the opportunity to co-teach a lesson or present to the class. • Divide the class into teams and create a points system to reinforce positive behavior and student skills. 	<ul style="list-style-type: none"> • Use clear, consistent expectations and routines. • Teach and reteach behaviors until they become automatic. • Post schedule. • Practice and prepare for transitions. • Get to know the student (2x10). • Maintain teacher integrity (Word/action consistency). • Acknowledge your mistakes and correct them. • Solicit & incorporate student feedback. • Be authentic and selectively vulnerable. • Create opportunities for academic and nonacademic success. • Model interdependence by providing choices and allowing students to share in making decisions. • Break complex tasks and activities into step-by-step instructions that are presented in multiple formats (e.g., a song for going back to your seats and getting out your materials, a graphic organizer for a difficult assignment). • Be self-aware. Periodically notice your mood, tone, and body language. Maintaining a calm, assertive, and respectful demeanor is best.

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Feel: Emotional Regulation	Repair: Restorative Practices
<ul style="list-style-type: none"> • Teach socioemotional learning (SEL) lessons. • Designate a Cool Down Spot in the classroom and teach a cool down routine. • Use Mindful Minutes. • Use growth mindset to lessen anxiety and provide encouragement. • Use Body & Brain Breaks. • Use Dr. Siegel's "Brain in the Hand" as a method for communicating emotional arousal. • Acknowledge students for giving or receiving help. • Take the temperature. Have a routine for assessing students' readiness to learn. • Regularly teach and model strategies for calming down (e.g., take deep breaths, tense and relax muscles). • Notice when you are triggered and use a calming strategy. 	<ul style="list-style-type: none"> • Model taking responsibility and making amends. • Problem-solve with the student. • Administer effective consequences that repair rather than punish. • Have restorative conversations. Share what happened. Identify the harm. Listen and empathize. Make a plan to repair and restore the relationship(s).

3. Use the following link to access a video about high school students describing effective teacher–student relationships. Respond to the three questions at the end of the video.

Taking into account your response to Question #3, what professional development support might be helpful?

<https://www.youtube.com/watch?v=UBP6TtL3miE>

4. Watch this video about restorative approaches to discipline published by Chicago Public Schools. PreK through twelfth-grade students and staff share strategies that changed how behaviors were handled. Start and stop (or do what works best for you) the video when you observe one of the actions or behaviors as a form of communication listed below (<https://www.youtube.com/watch?v=5r1yvyP141U>).

Restorative Approaches	Evidence From Video
Behavior is a form of communication.	
Trust: Teacher to student	
Trust: Student to student	
Sense of Belonging: Teacher to teacher	

Restorative Approaches	Evidence From Video
Sense of Belonging: Teacher to student	
Sense of Belonging: Staff to parents	
Feeling Valued: Teacher to teacher	
Feeling Valued: Teacher to student	
Feeling Valued: Student to student	
Feeling Valued: Staff to parents	
Impact on student's confidence to be successful academically and socially	
Teachers being open and honest	
Students being open and honest	
Unrelenting positive regard for students	

SCHOOLS AND CLASSROOMS HAVE A CULTURE AND CULTURE IS LEARNED

Culture is defined as the set of shared attitudes, values, goals, and practices that characterizes an institution, organization, or group of people. Culture is a mediating factor in all relationships. People get along better when they share the same values, have the same goals, and know how to skillfully maneuver. Schools and school districts are cultural institutions. They have their own beliefs, perceptions, language, attitudes, behaviors, and written and unwritten rules. Culture is learned.

Throughout our lifetime, we live and function in multiple cultural settings like home, community, corporations, and religious institutions. When we understand the “values” each setting requires, we fit in. Sitting in a darkened movie theater, there is a cultural agreement that we will not talk, will silence our cell phones, and never yell “Fire!” as a joke. We don’t wear pajamas when we go to the bank for a mortgage loan. At home or in our respective communities, we enter into yet another cultural world.

Teaching our students about the variety of cultural experiences they encounter now and will in their future helps them to begin to understand that behavior is fluid and flexible. They will see the need for adapting behaviors as being