

<p>AUTONOMY</p> <ul style="list-style-type: none"> • Sense of identity • Self-efficacy • Self-awareness • Task-mastery • Adaptive distancing from negative messages and conditions 	<p>SENSE OF PURPOSE</p> <ul style="list-style-type: none"> • Goal direction • Educational aspirations • Optimism • Faith or spiritual connection
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Many of the traits in the Resiliency Framework are already embedded in some of our educational pedagogy (Howard's Achievement Triangle, Dweck's Growth Mindset) and socioemotional curriculum (RULER, Second Step, and MindUp). Effective socioemotional curriculum provides activities that promote caring, empathy, planning, and critical and creative thinking. They also should align with CASEL's Social-Emotional Learning (SEL) core competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

CASEL's Social-Emotional Competencies

Self-Awareness	The ability to label emotions and thoughts and articulate how they influence behavior. Having the ability to assess strengths and challenges and a growth mindset that reminds them it's about effort.
Self-Management	The ability to self-regulate emotions, thoughts, and behaviors in different situations. Able to effectively manage stress and control impulses.
Social-Awareness	The ability to listen and understand others, empathize with others, including those from diverse backgrounds and cultures. Understanding behaviors acclimates to fit different settings.
Relationship Skills	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
Responsible Decision-Making	The ability to make choices about personal behavior and social interactions that consider the well-being of self and others. Having the maturity to hold oneself accountable for one's actions.

Educators who take the traits in Benard's Resiliency Framework and transform them into daily actions are supplementing socioemotional competencies.

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	

Figure 5.1 Trauma-Sensitive Response to Interventions for Behavior

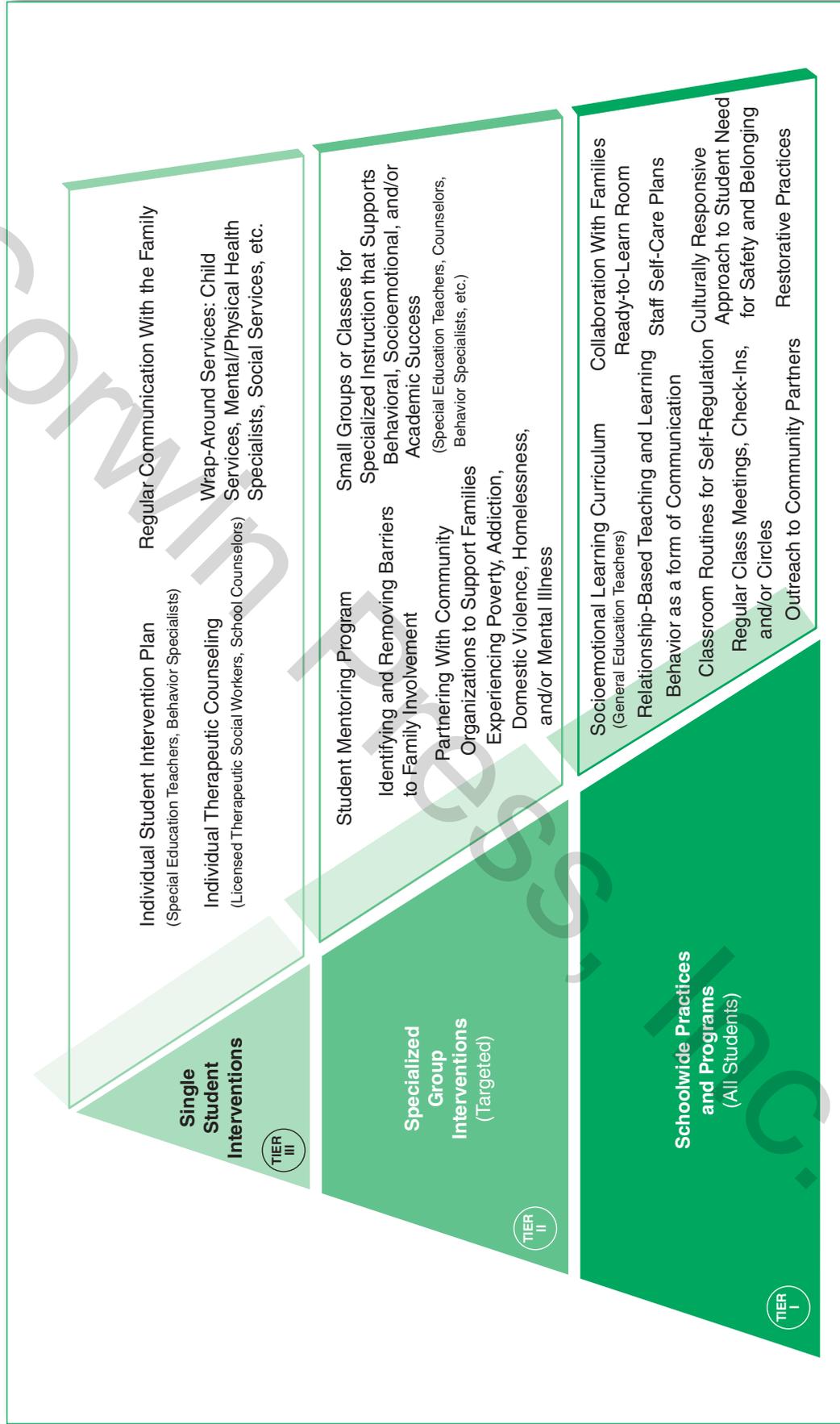
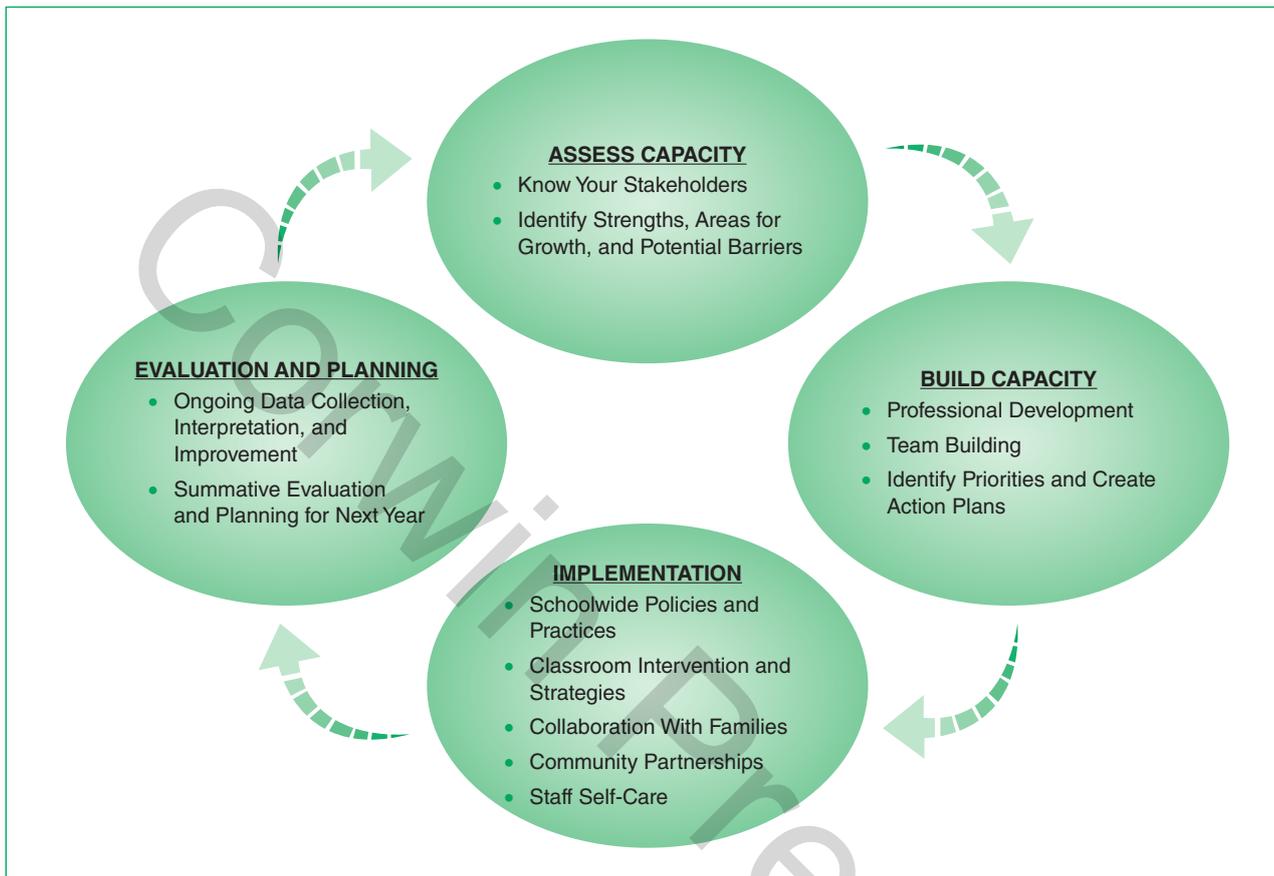


Figure 8.1 Implementation Cycle for Tiers I to III

Source: Created by Ashley Pugh (2018)

need support. Therefore, she also selected students to participate in the groups who displayed appropriate behavior but struggled with either difficult emotions or social skills.

Over the course of the semester, the students engaged in group discussions, played games, completed service projects, and participated in a variety of other activities. A diverse group of guest speakers were invited from throughout the community to meet with the students and share their unique stories. The groups culminated in a luncheon and award ceremony that was hosted for the students and their families.

The team learned a number of valuable lessons from the pilot program. First, they realized that they needed to devote more time to building trust and establishing norms within the group sessions. Some of the internalizing students had a difficult time opening up and trusting their groupmates, while some of the students with behavioral issues had a hard time managing impulses, waiting their turn, and speaking respectfully. Moving forward, the meetings would start with modeling and reviewing group norms. They would also include more games and affirmation circles as a way to build trust.

partnership. Principal should organize assemblies explaining what they will be looking for when observing students in the classroom, moving in the building, or in the cafeteria, for example.

PREAMBLE

At our school, teachers and students are kind, considerate and caring because they are:

- Respectful of themselves and others;
- Responsible citizens; and,
- Reasonable human beings!

RESPECT

- Speak politely to classmates and adults.
- Think positively about yourself. Use phrases like “I can” and “I will.”
- Accept and appreciate our differences in all areas: skills, learning styles, culture, physical.
- Listen actively.
- Control yourself from head to toe. Be a calm and quiet presence in the building.
- Share your materials and talents.

RESPONSIBLE

- Take care of your classroom and school. Clean up after yourself in the lunchroom, bathroom, hallways, playground, and in the classroom.
- Honor your obligations. Be prompt coming to school and in from recess. Return library books, homework, school-home communications on time.
- Help. Be an involved participant in group projects and activities. Work cooperatively with others.
- Come to school prepared to learn. Leave toys, gum, candy, and other distractions at home.
- Build a caring school community by being thoughtful of others. Be kind and compassionate.

REASONABLE

- Be patient with peers and adults. Continue the conversation until each person understands the other.
- Practice the steps in problem solving: ignore, move away, talk nicely, warn, and get adult help.
- Accept the consequences of your behavior willingly.
- See the problem from the other person's point of view. Try to understand his or her feelings.
- Know your anger triggers. Choose acceptable ways to manage them.

Sample Format for Restorative Conversation

How to Use: Sometimes for adults, it is helpful to sort through feelings and write them down before scheduling a meeting. For students, writing their thoughts is part of the Ready to Learn Process.

Steps	"I" Statements—Your Point of View
Name the issue.	
Select a specific example that exemplifies what you think should be changed.	
Describe your emotions about the issue.	
Clarify what is at stake.	
Identify your contribution to this problem.	
Indicate your wish to resolve the issue.	
Invite the other person to respond.	

Source: Smothers (2018)

VIDEOS

You Tube Videos—Good Tips With Laughter

Supporting the socioemotional needs of teachers: Principal Gerry Brooks
<https://www.youtube.com/watch?v=oMhcSWiF5hs>