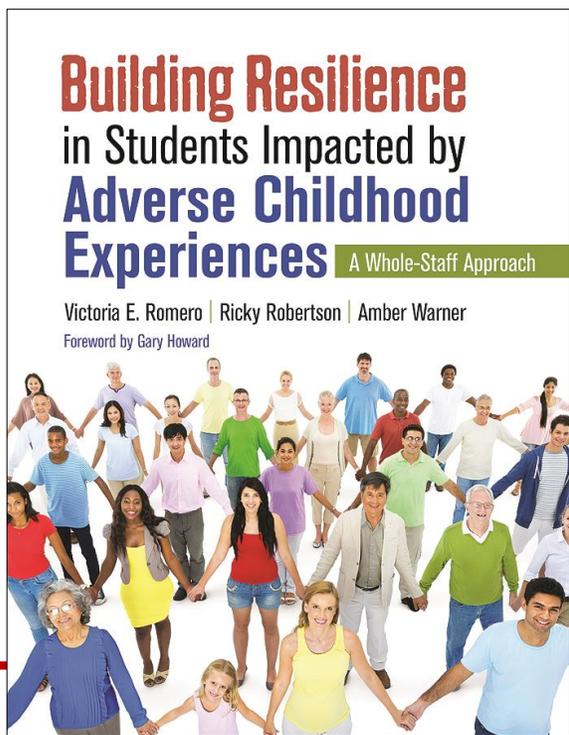


Welcome!



Building Resilience

with Ricky Robertson

@Teach4Trust

Learning Intentions

Participants will:

- ***explore** the trauma-informed practices through an equity lens*
- ***deepen their understanding** of the importance of culturally responsive teaching and social-emotional learning*
- ***discover** ways to foster student resilience by affirming students in their cultures, identities, and languages*



Working Agreements

Participants agree to:

- *consider equity through multiple lenses of difference*
- *accept discomfort and practice self-care*
- *invite the pause (ex: take 3 deep breathes before responding)*
- *seek to understand rather than to judge*
- *think about the potential impact of our words before we speak*
- *say “ouch”*
- *accept responsibility for the impact of our words*
- *accept non-closure*



Equity in Education: Defined



Exploring Equity Gaps



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Harvard University's Project Implicit

Age IAT

Age ('Young - Old' IAT). This IAT requires the ability to distinguish old from young faces. This test often indicates that Americans have automatic preference for young over old.

Gender-Science IAT

Gender - Science. This IAT often reveals a relative link between liberal arts and females and between science and males.

Asian IAT

Asian American ('Asian - European American' IAT). This IAT requires the ability to recognize White and Asian-American faces, and images of places that are either American or Foreign in origin.

Skin-tone IAT

Skin-tone ('Light Skin - Dark Skin' IAT). This IAT requires the ability to recognize light and dark-skinned faces. It often reveals an automatic preference for light-skin relative to dark-skin.

Disability IAT

Disability ('Disabled - Aabled' IAT). This IAT requires the ability to recognize symbols representing abled and disabled individuals.

Weight IAT

Weight ('Fat - Thin' IAT). This IAT requires the ability to distinguish faces of people who are obese and people who are thin. It often reveals an automatic preference for thin people relative to fat people.

Gender-Career IAT

Gender - Career. This IAT often reveals a relative link between family and females and between career and males.

Race IAT

Race ('Black - White' IAT). This IAT requires the ability to distinguish faces of European and African origin. It indicates that most Americans have an automatic preference for white over black.

Transgender IAT

Transgender ('Transgender People – Cisgender People' IAT). This IAT requires the ability to distinguish photos of transgender celebrity faces from photos of cisgender celebrity faces.

Weapons IAT

Weapons ('Weapons - Harmless Objects' IAT). This IAT requires the ability to recognize White and Black faces, and images of weapons or harmless objects.

<https://implicit.harvard.edu/implicit/takeatest.html>



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 CORWIN

Moving from blame & shame into accountability and growth...



How do I identify equity & opportunity gaps?

- Consider multiple lenses of difference
- Identify disproportionalities in student outcome data
 - Discipline
 - Academic
 - Graduation
 - Attendance
 - Representation in Advanced Placement
 - Special Education
- **Notice** patterns in your classroom or school
 - Curriculum, Instruction, & Assessments
 - Staff & Student Interaction
 - Policies & Practices
- Student & Parent Feedback



DIVERSITY IN CHILDREN'S BOOKS 2018

Percentage of books depicting characters from diverse backgrounds based on the 2018 publishing statistics compiled by the Cooperative Children's Book Center, School of Education, University of Wisconsin-Madison: ccbc.education.wisc.edu/books/pcstats.asp

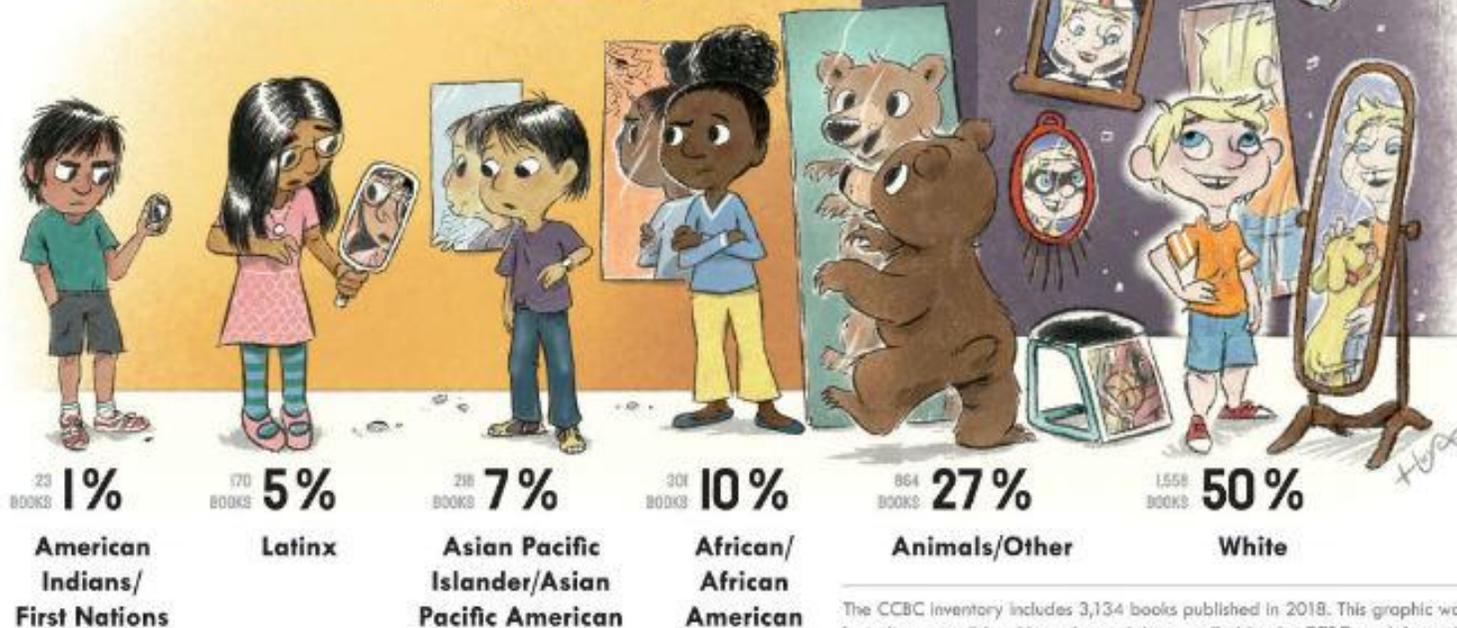


Illustration by David Huyck, in consultation with Sarah Park Dahlen
Released under a Creative Commons BY-SA license: <https://creativecommons.org/licenses/by-sa/4.0/>

The CCBC inventory includes 3,134 books published in 2018. This graphic would not have been possible without the statistics compiled by the CCBC, and the review and feedback we received from Edith Campbell, Molly Beth Griffin, K. T. Hanning, Debbie Reese, Ebony Elizabeth Thomas, and Madeline Tyner. Many thanks.

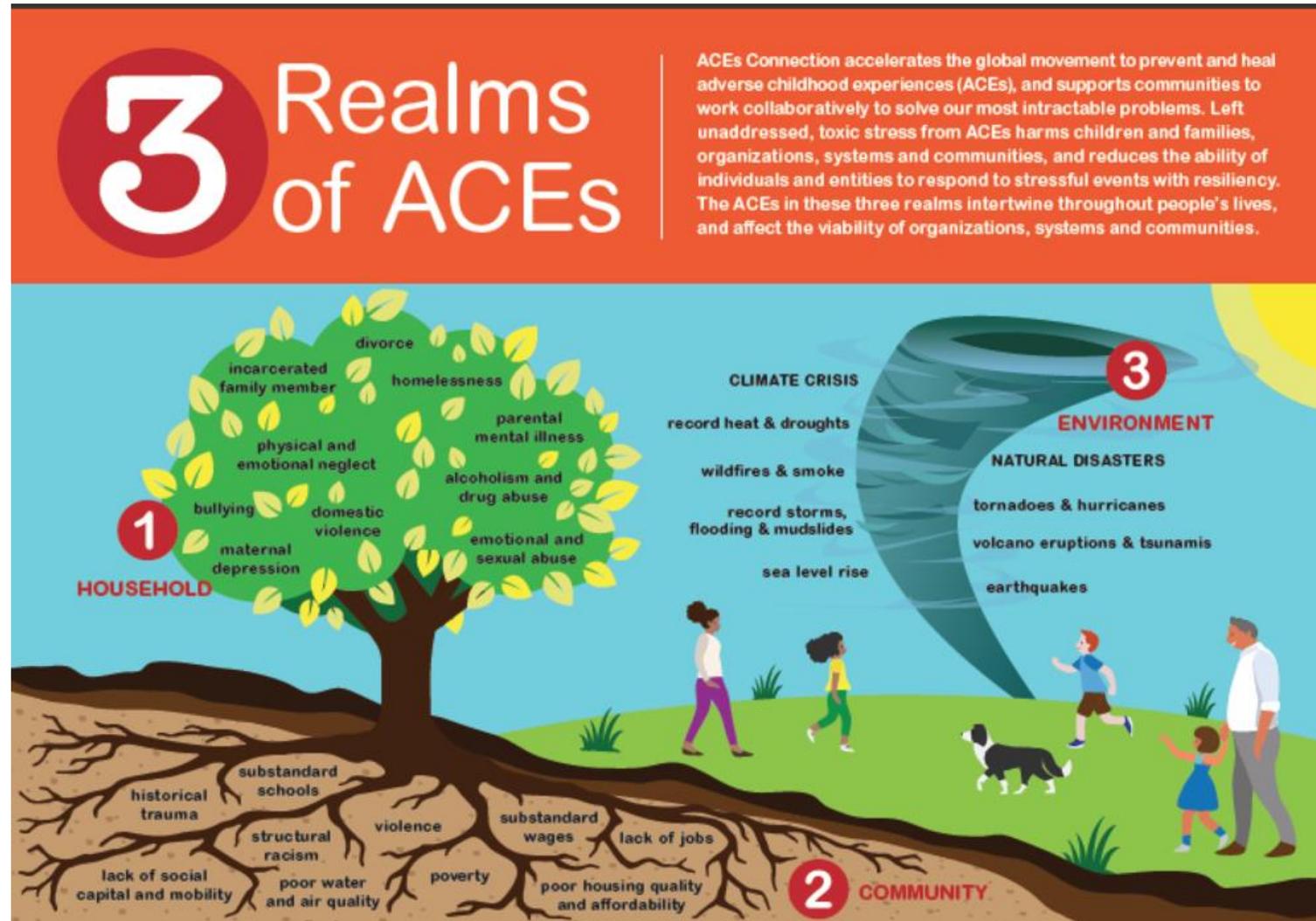
Source: <https://www.slj.com/?detailStory=an-updated-look-at-diversity-in-childrens-books>

What are some equity gaps you have noticed in your school community?

How might these equity gaps impact the social-emotional well-being of students?



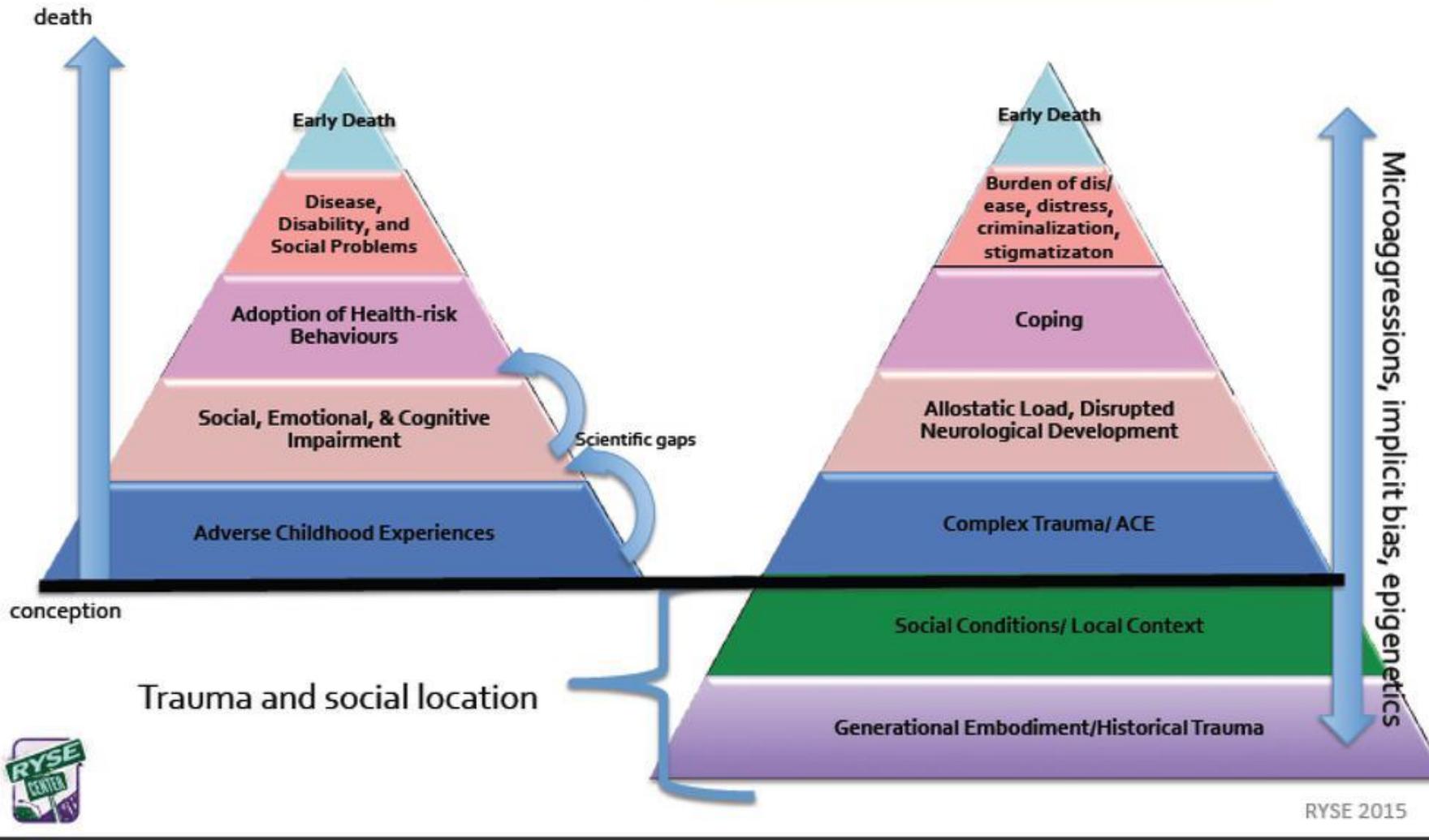
3 Realms of ACEs from the ACEs Connection



Trauma and Social Location

Adverse Childhood Experiences

Historical Trauma/Embodiment



Key Concepts

- Trauma can be historical and generational. With generational trauma comes generational resilience.
- Trauma can be cumulative.
- Trauma can be responded to differently due to bias and systemic oppression.
- Affirming students in their cultures and identities is a protective factor that builds resilience

What comes to mind when you think of culture?

List 3 words that come to mind.



What are some ways I learn about my culture and the cultures of my students?



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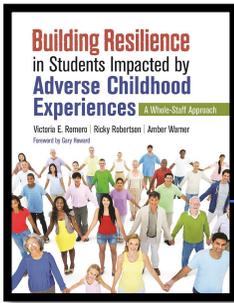


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Behavior is a Form of Communication

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

Building Culturally Responsive Social-Emotional Competencies Among Educators



SEL Competencies	Reflective Questions for Culturally Responsive SEL
Self-Awareness	Who am I in relation to the students and community I serve? How do I become more self-aware and help my students to become more self-aware?
Social Awareness	How might I increase my own and my students' understanding of empathy for others?
Self-Management	What does it mean to self-manage? In what ways do I manage my emotions and behavior and help my students to do the same?
Relationship Skills	In what ways do I adapt to differing cultural experiences?
Responsible Decision-Making	How might I use my voice to ensure that <i>all</i> students in my school receive the support they need?

Dr. Diana Stephens's SEL Matrix of Reflective Questions (pg. 55-56)

Culturally Responsive Social-Emotional Learning



Culturally Responsive Teaching and Leading

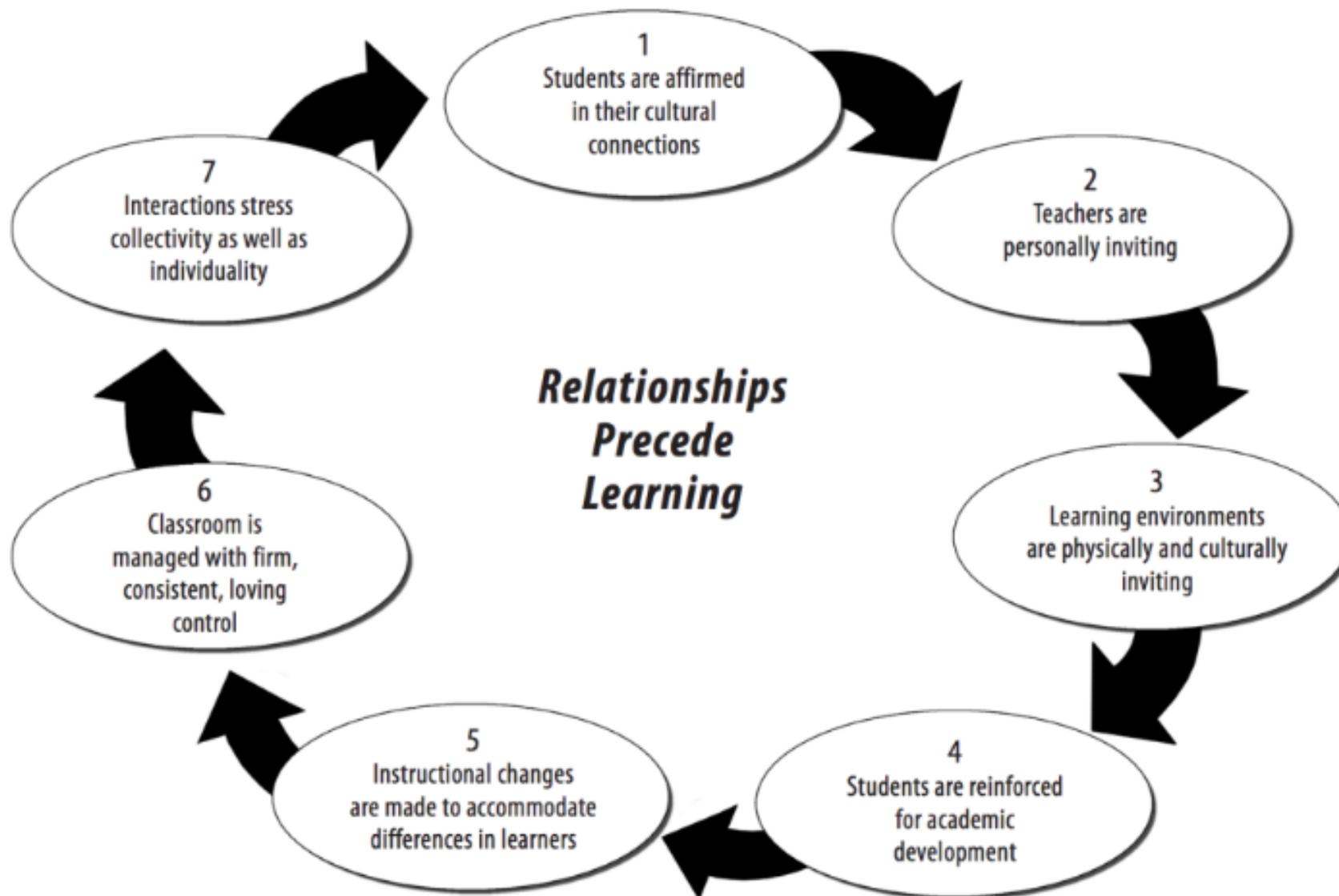
Teaching and Leading in such a way that:

- more of our students
 - across more of their differences
 - achieve at a higher level
 - and engage at a deeper level
 - more of the time

Without giving up who they are!



7 Principles for Culturally Responsive Teaching



Source: Shade, Kelly, & Oberg (1997) *Creating Culturally Responsive Classrooms*

Principle 1:

Students are affirmed in their cultural connections

- Students feel respected in their cultures & identities
- Curriculum is a window and a mirror
- Interest surveys
- Opportunities to write, discuss, explore, and share their culture and identity
- Students have opportunity to learn about and express their culture, language, and history



How can you grow with Principle 1?

Principle 2: Teachers are personally inviting

- Greeting students
- They feel liked by us
- Classroom circles
- 2x10
- New beginnings
- Fostering family engagement
- Co-create respect



How can you grow with Principle 2?

Principle 3:

Learning environments are physically and culturally inviting

- Students see themselves positively represented
- Student work is prominently displayed
- Classroom libraries with diverse reading materials
- Accommodations for students with disabilities
- Calm spaces for emotional regulation



How can you grow with Principle 3?

What are some activities I use in the classroom to celebrate and embrace our differences?



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Principle 4:

Students are reinforced for academic development

- Growth Mindset
- Creating multiple pathways to show learning
- Learning Intentions & Success Criteria
- Specific & Actionable feedback
- Curriculum is relevant & cultural knowledge is valued

How can you grow with Principle 4?



Principle 5:

Instructional changes are made to accommodate differences in learners

- Teaching through stories
- Incorporating art, music, poetry
- Hands-on & kinesthetic activities
- Accommodating English Language Learners
- Modifying for Special Education students



How can you grow with Principle 5?

Morning Routines to Foster Growth Mindset



What were some examples of the principles that you saw in that classroom?

Any missed opportunities or potential to grow in the principles?



Principle 6:

Classrooms are managed with firm, consistent, caring control

- Connected and firm management style
- Clear, consistent expectations
- Routines, routines, routines
- Social-Emotional Learning
- “Connect before Correct”
- Restorative Practices



How can you grow with Principle 6?

Principle 7:

Interactions stress collectivity as well as individuality



- Whole class, small group, & individual learning
- Class meetings and circles
- Project-based learning
- Student Choice & Voice
- Student jobs & opportunities to co-teach

How can you grow in Principle 7?

Building a Belonging Classroom



What are ways that I facilitate discussions to encourage authentic participation *and* help my students to develop respect for different views and beliefs?



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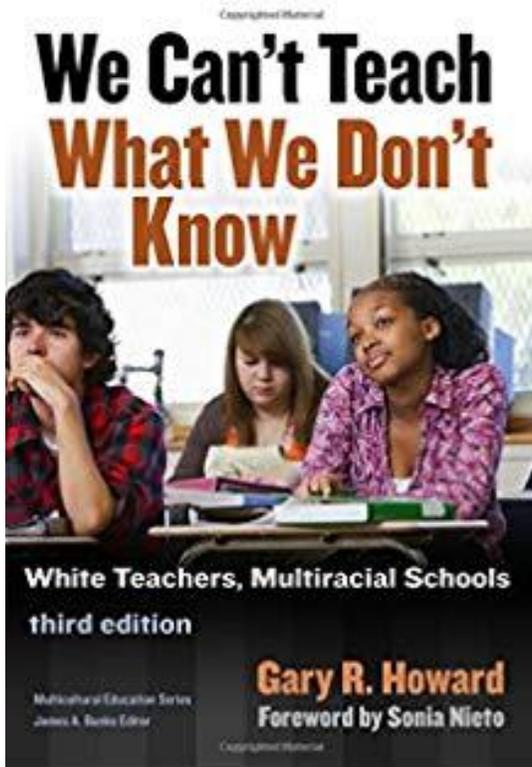


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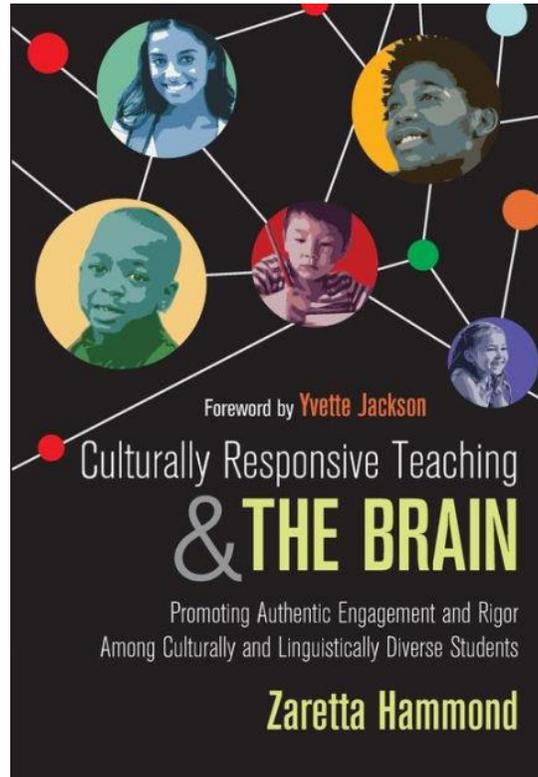


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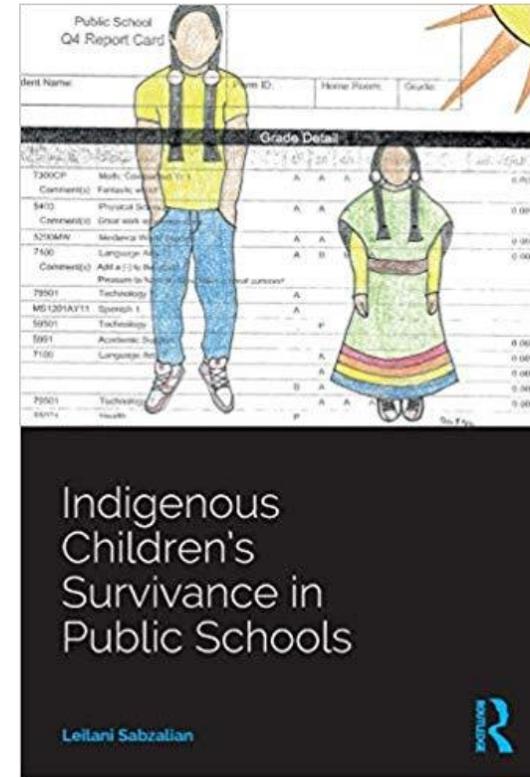
Additional Resources



**We Can't Teach
What We Don't Know**
by Gary Howard



**Culturally Responsive
Teaching & The Brain**
by Zaretta Hammond



**Indigenous Children's
Survivance in Public Schools**
by Leilani Sabzalian

Building Resilience in Students Impacted by Adverse Childhood Experiences

A Whole-Staff Approach

Victoria E. Romero | Ricky Robertson | Amber Warner

Foreword by Gary Howard



Keep in Touch!

- Ricky Robertson

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

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ricky.robertson@corwin.com

Thank you!

For more information, visit:

www.buildingresilienceinstudents.com



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