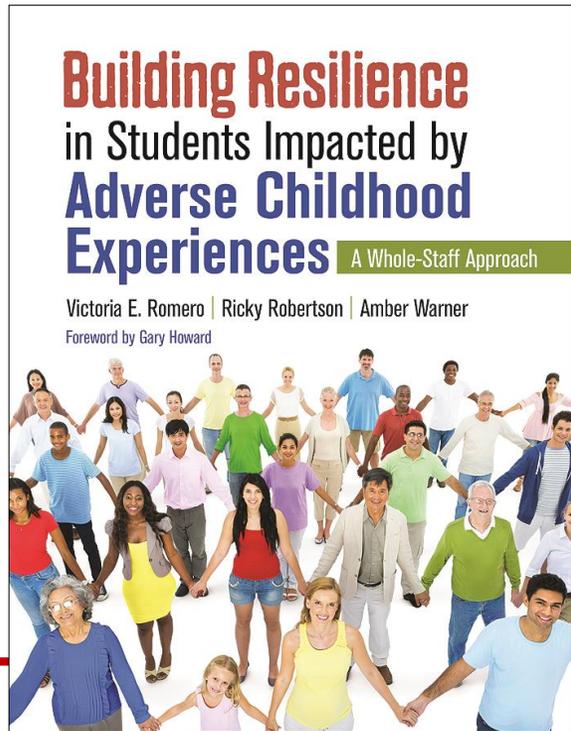


Welcome!



Building Resilience

with Ricky Robertson

@Teach4Trust

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)			

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



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

Regulation

Educator:

- Self-care
- Make a list of challenging behaviors & ways to stay calm
- Tap In/Tap Out

Students:

- Regulation activities throughout the school day
- Peace corners
- Ready to Learn Process

Families:

- Learn from members of the community what helps families cope (Who do they go to for support?)
- Provide families with information on ways to support student and family well-being during times of stress



Just Breathe



Fostering Student Resilience During Distance Learning

- Schedule Regular Check-ins
- Practice self-regulation & stress management
- Teach organizational strategies & routines
- Healthy limits on the amount of time spent discussing on COVID 19 and current events
- Highlight the good that is happening in the world
- Help them identify ways they can stay safe & help others



https://www.oumedicine.com/docs/ad-psychiatry-workfiles/parent_disaster_media_factsheet_2011.pdf?sfvrsn=2

Responsive Trauma-Sensitive Multi-Tiered Supports

Educator:

- Trauma-sensitive communication
- Referral & decision-making process
- Assess the impact

Students:

- Tier 1: Schoolwide SEL supports including regulation & relationship building
- Tier 2: SEL small groups
- Tier 3: Individualized plans & wraparound supports

Families:

- Tier families based on need and engagement
- Make a plan to build relationships and provide support to families (especially Tier 3)

Addressing Behavior as a Form of Communication



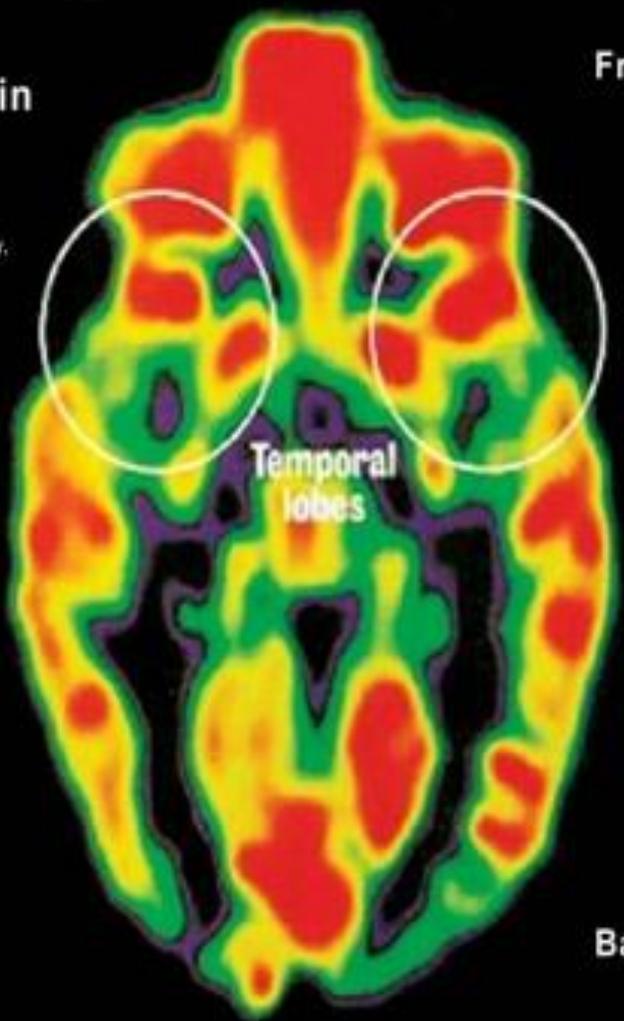
What are some types of stress that your students experience?

If you had to guess, what percentage of your students' "challenging" behaviors are a response to stress?



Healthy Brain

This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.

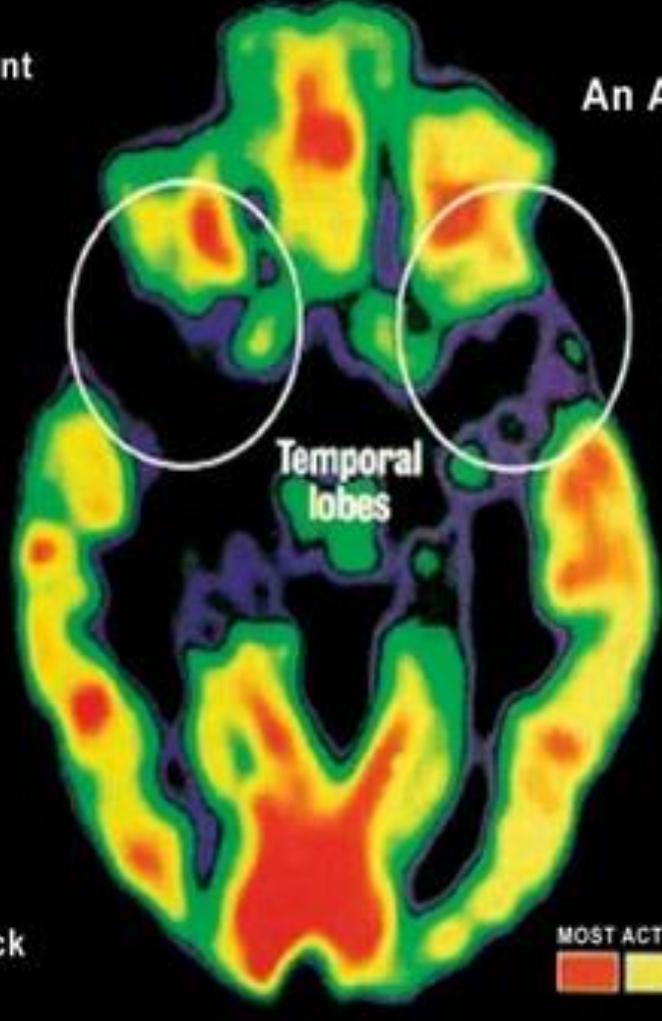


Front

Back

An Abused Brain

This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.



Regulation Tool: A Hand Model of the Brain with Dr. Dan Siegel



The more I know...the better I can help.

Bottom Up Behaviors

- Survival center of the brain
- Often overrun with emotion
- Require support with regulation
- Reduce the stressor or assist with regulation strategies
- Discuss & process the incident once the student is calm

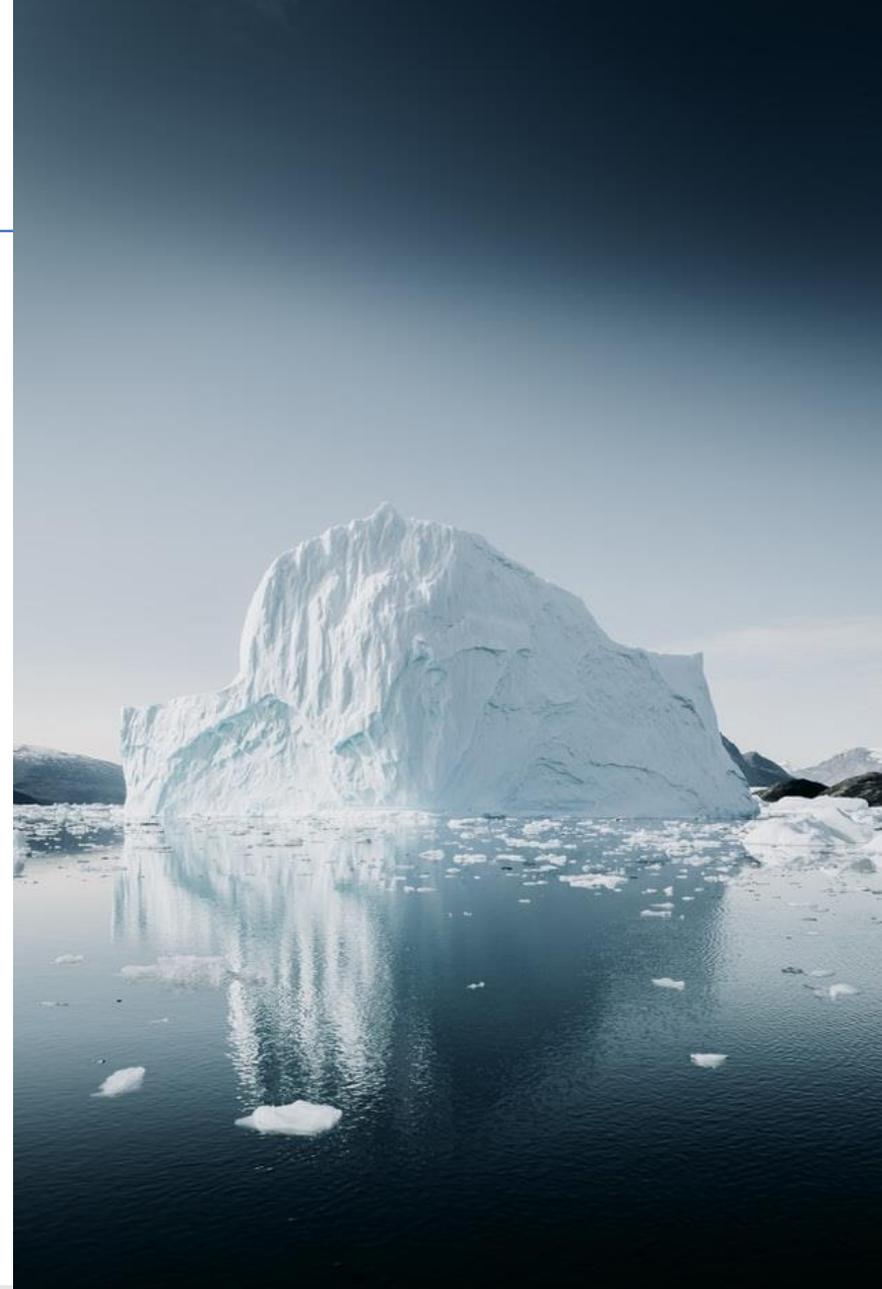
Top Down Behaviors

- More engagement in the PFC & Temporal Lobes
- Thought out or “intentional”
- Discussion, Logic, & Clear Consequences
- Benefit from Cognitive Interventions (Exploring Thoughts, Feelings, & Actions)

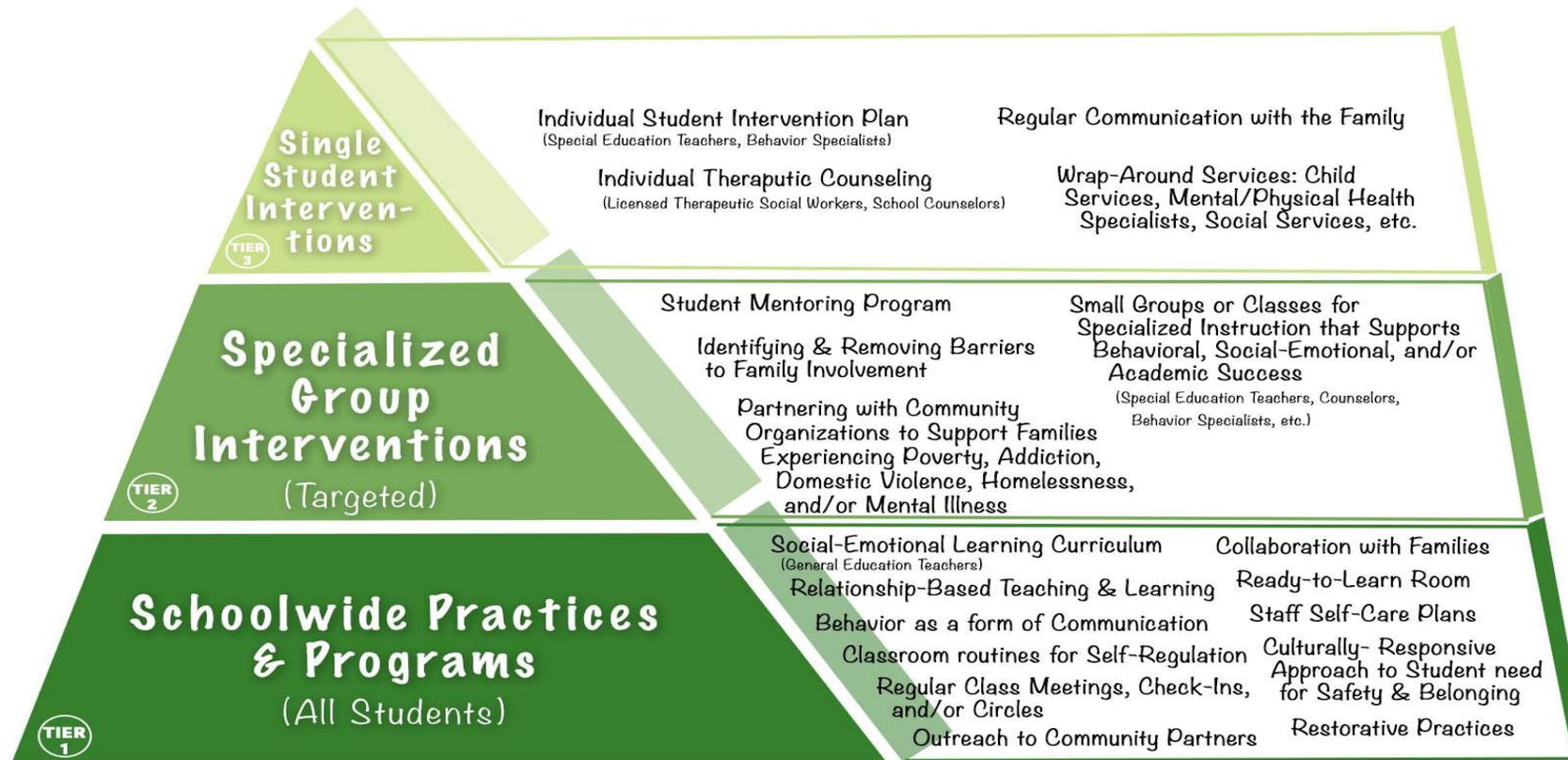
- Some behaviors are intentional, through out, “top down” behaviors
- A significant amount of behaviors are “bottom up” behaviors rooted in our automatic responses to stress
- Regulation is the brain’s ability to recover from stress
- Regulation calms the survival centers of the brain allowing us to engage the learning & reasoning regions of the brain (prefrontal cortex & temporal lobes)
- Students need to regulate in order to practice self-control & self-discipline.
- Cognitive approaches to behavior have limited impact on regulation.
Are we using a top-down strategy to address a bottom up behavior?
- We are most effective at responding to behaviors when we know the type of behavior (top-down/bottom-up); and *we proactively foster regulation & belonging*

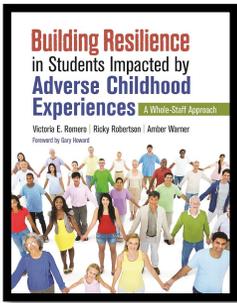
How will I know?

- Observe (Don't Judge)
- Notice Patterns, Stressors, or Potential Triggers
- Identify Student's Strengths
- Learn about the student's background
 - Colleagues (School Counselor, Previous Teacher, etc.)
 - IEP
 - Parents/Caregivers
- Talk with the Student
- Trial & Error



Tier 1 Trauma-Informed Social-Emotional & Behavioral Supports





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

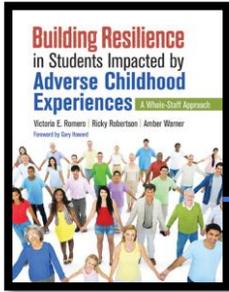
Repair

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

Tier 1 Team Meetings

An Effective Tier 1 Meeting:

- **The team meets once a month**
- **During the Meeting:**
 - Review the last 4 weeks of Discipline/Behavior Data
 - Identify 1 area of focus
 - Create a goal to reduce that behavior by 10-20% over 2-3 months
 - Brainstorms & selects 1-3 schoolwide interventions
 - Make a plan to communicate to staff and implement



Learning a New Language

- Is it your fault that you and the student speak different languages?
- Will it be frustrating at times to understand one another?
- Can the student learn to communicate in a different language?
- Will it take time and effort to support the student in learning a new language?

Consistency is critical.



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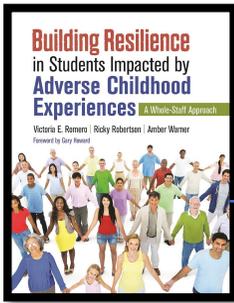
EVENTS



ON-SITE PD

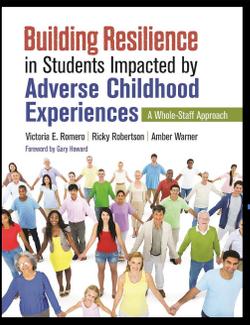


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Behavior is a Form of Communication

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

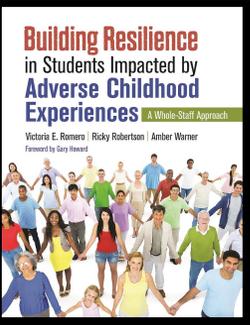


Physical, Social-Emotional, & Intellectual Safety

- Agenda or Visual Schedule
- Routines, Routines, Routines
- Regulation Activities (Mindfulness, Art, Go Noodle, Brain Break, etc.)

Regulation Activity: Palming



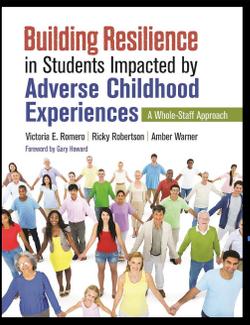


Physical, Social-Emotional, & Intellectual Safety

- Agenda or Visual Schedule
- Routines, Routines, Routines
- Regulation Activities (Mindfulness, Art, Go Noodle, Brain Break, etc.)
- Structured Transitions (Songs, Jobs, 1-Minute Heads Up, etc.)
- Total Physical Response
- Calming Corners with Sensory Supports

Classroom Cool Down Spots (p. 85)





Physical, Social-Emotional, & Intellectual Safety

- Agenda or Visual Schedule
- Routines, Routines, Routines
- Regulation Activities (Mindfulness, Art, Go Noodle, Brain Break, etc.)
- Structured Transitions (Songs, Jobs, 1-Minute Heads Up, etc.)
- Total Physical Response
- Calming Corners with Sensory Supports
- SEL integrated into daily instruction
- Clear Learning Intentions & Success Criteria
- One-on-One Growth Mindset Feedback
- Chunking Tasks & Staggering Deadlines
- Cognitive Distractions to Manage Anxiety Levels
- Positive Self-Talk

Distract & Combat



What strategies will you use to address your students' need for safety?



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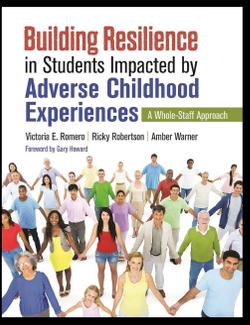
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ON-SITE PD



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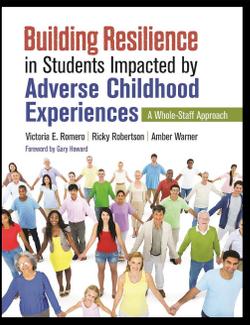


Building Belonging

- Teacher-Student Relationship
- Connection-Seeking Behavior (Connect Before We Correct)
- Communication & Problem-Solving Skills
- Class Circles, Morning Meetings, Etc.

Morning Meetings





Building Belonging

- Teacher-Student Relationship
- Connection-Seeking Behavior (Connect Before We Correct)
- Communication & Problem-Solving Skills
- Class Circles, Morning Meetings, Etc.
- Community-Building Activities
- Culturally Responsive Teaching
- Project-Based Learning
- Structured Paired & Group Learning Activities

Building a Belonging Classroom



What can you do to foster a sense of belonging in your classroom/school?



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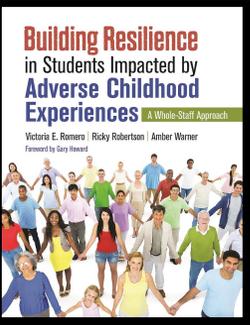
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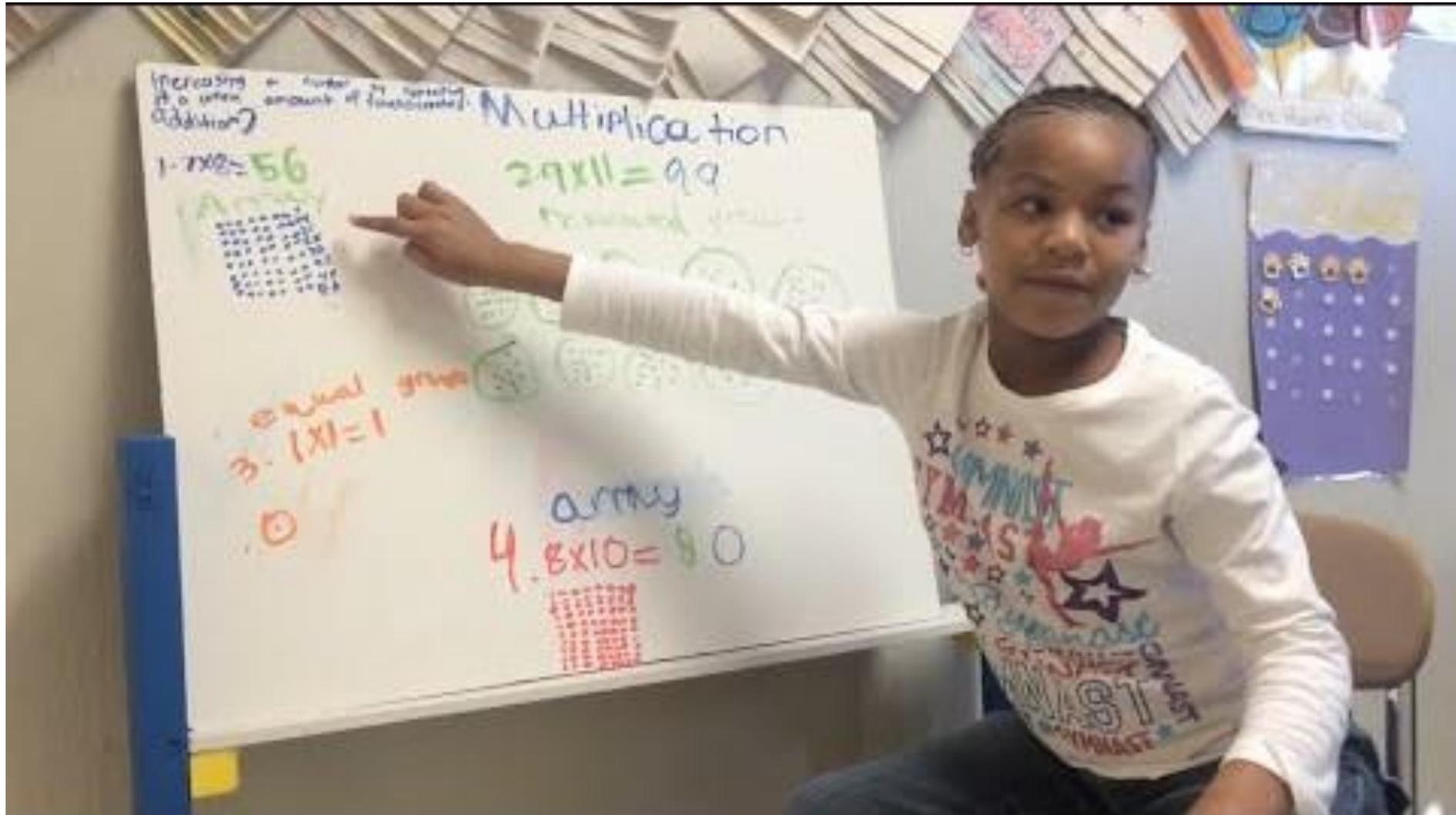
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Helping Students Feel Valued

- Classroom Jobs
- Opportunities to Give Us Feedback
- Authentic Experiences of Success
- Co-Teaching, Peer Tutoring, Jigsaw, etc.

Students Teaching Students



Building Resilience
in Students Impacted by
Adverse Childhood
Experiences A Whole-Staff Approach

Victoria E. Ramera | Ricky Robertson | Amber Warner
Foreword by Gary Howard



Helping Students Feel Valued

- Classroom Jobs
- Opportunities to Give Us Feedback
- Authentic Experiences of Success
- Co-Teaching, Peer Tutoring, Jigsaw, etc.
- School or Community Service Projects
- Leadership Opportunities
- Positive Post-Its
- Acknowledgment of Strengths & Effort
- Gratitude



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EVENTS



ON-SITE PD



ONLINE

Gratitude Journals & Circles



What can you do help your students to feel valued?



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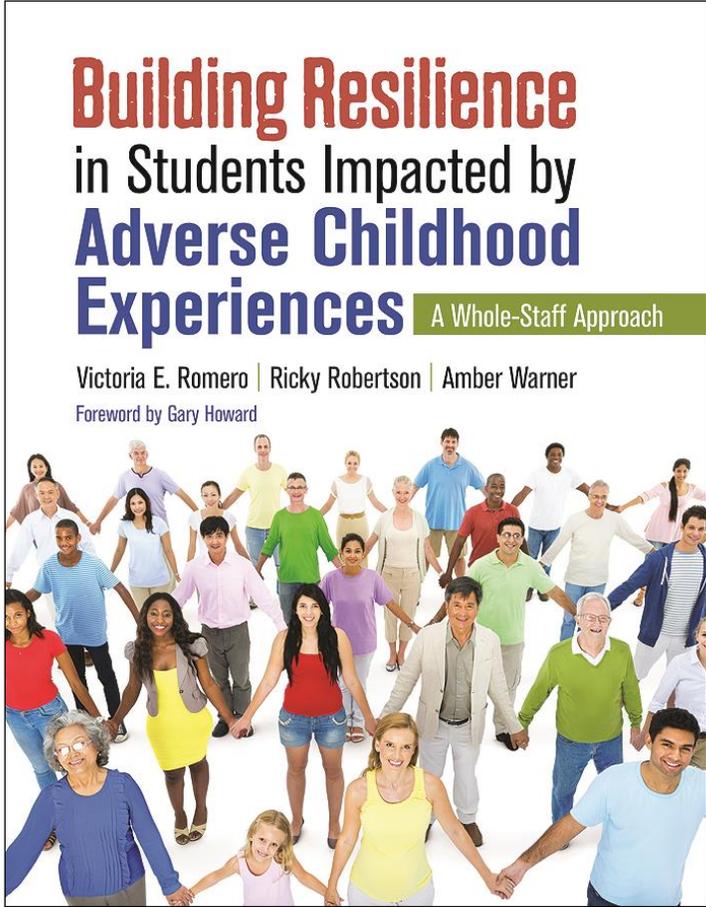
EVENTS



ON-SITE PD



ONLINE



Keep in Touch!

- Ricky Robertson

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

[@Teach4Trust](#)

ricky.robertson@corwin.com

Thank you!

For more information, visit:

www.buildingresilienceinstudents.com