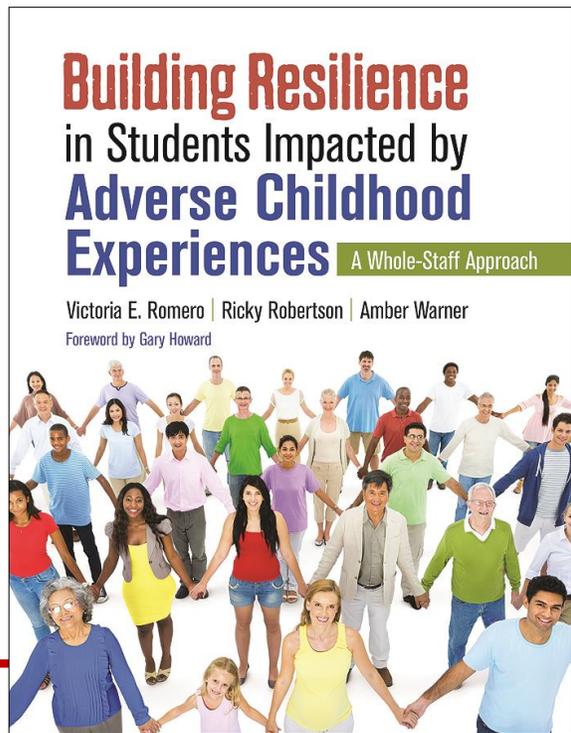


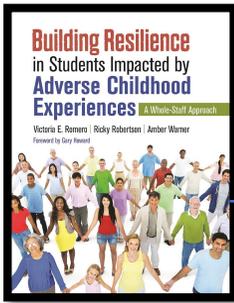
Welcome!



Building Resilience

with Ricky Robertson

@Teach4Trust



Behavior is a Form of Communication

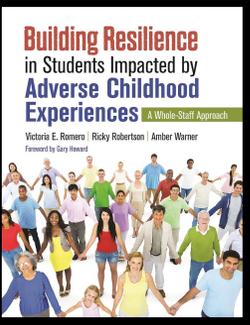
Through their **behavior**, many of our students are **communicating** a fundamental **need for safety, belonging, and feeling valued** within healthy, **protective relationships**.



Physical, Social-Emotional, & Intellectual Safety

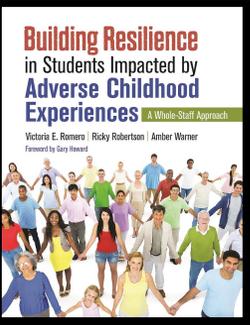
- Agenda or Visual Schedule
- Routines, Routines, Routines
- Regulation Activities (Mindfulness, Art, Go Noodle, Brain Break, etc.)
- Structured Transitions (Songs, Jobs, 1-Minute Heads Up, etc.)
- Total Physical Response
- Calming Corners with Sensory Supports
- SEL integrated into daily instruction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





Building Belonging

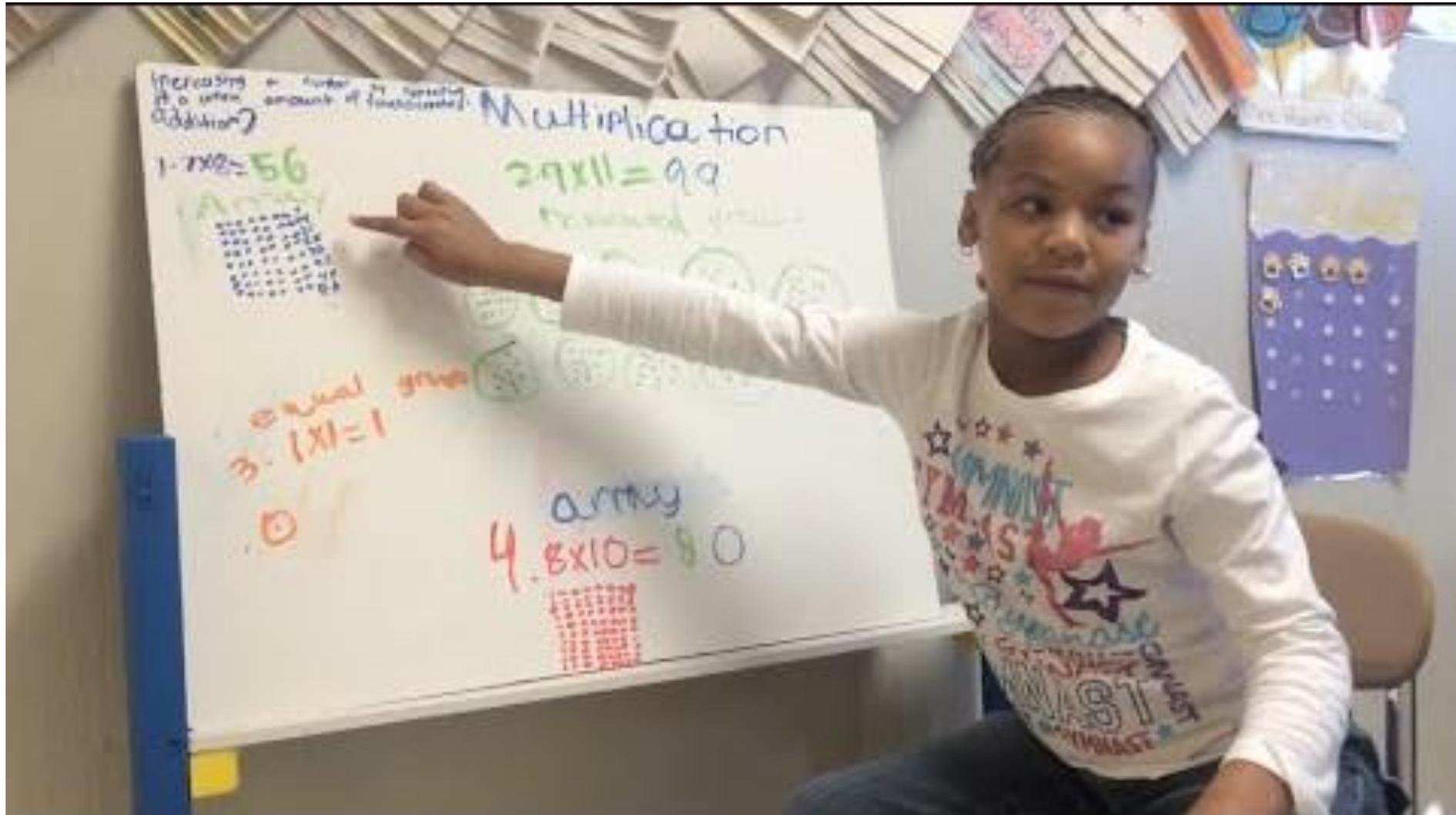
- Teacher-Student Relationship
- Connection-Seeking Behavior (Connect Before We Correct)
- Communication & Problem-Solving Skills
- Class Circles, Morning Meetings, Etc.
- Community-Building Activities
- Culturally Responsive Teaching
- Project-Based Learning
- Structured Paired & Group Learning Activities



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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Gratitude Journals & Circles



What can you do help your students to feel that they belong and are valued?



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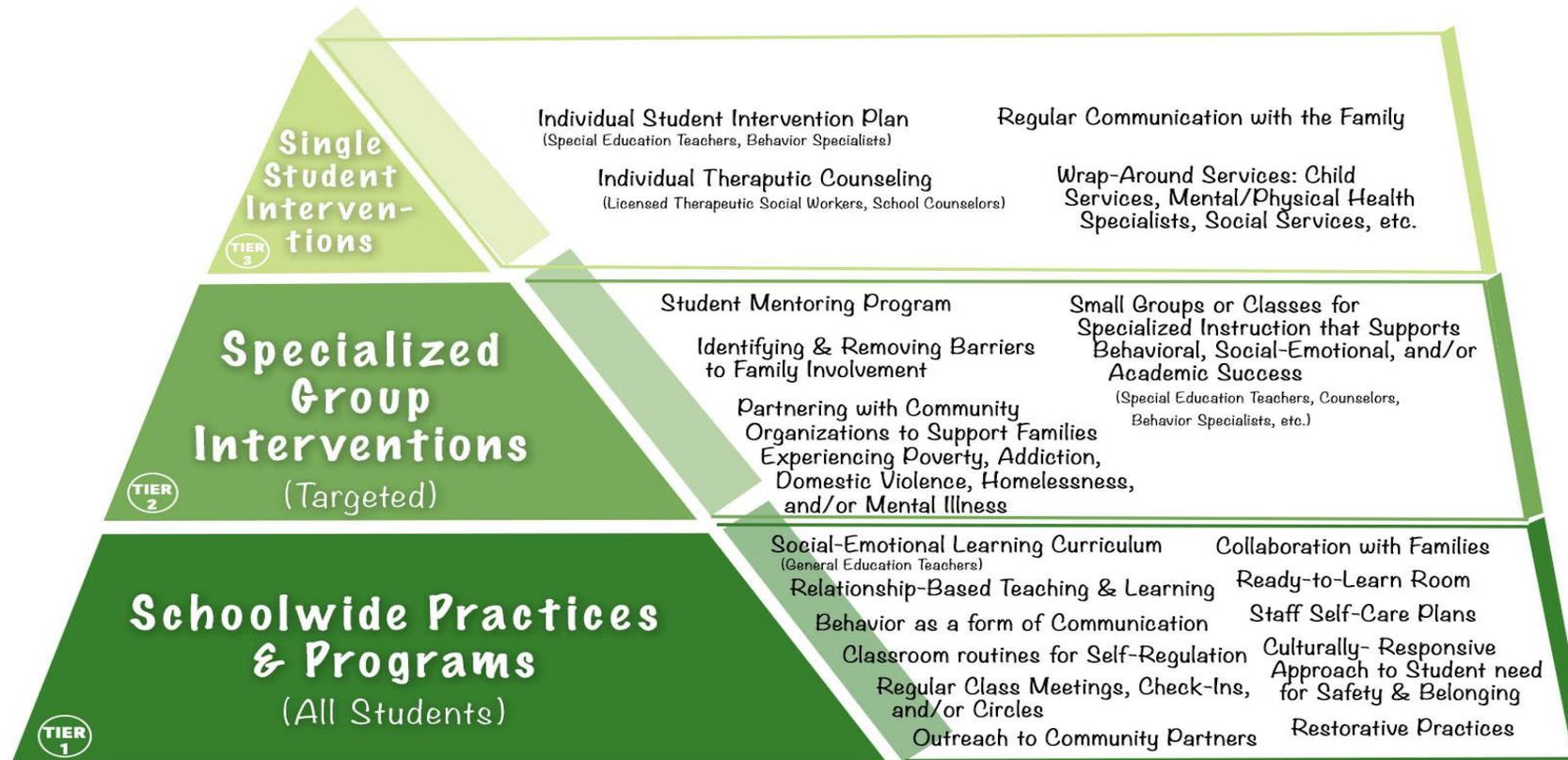


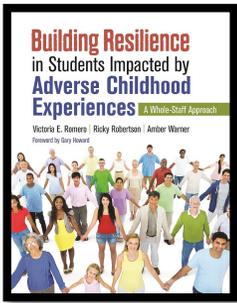
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Tier 1 Trauma-Informed Social-Emotional & Behavioral Supports





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

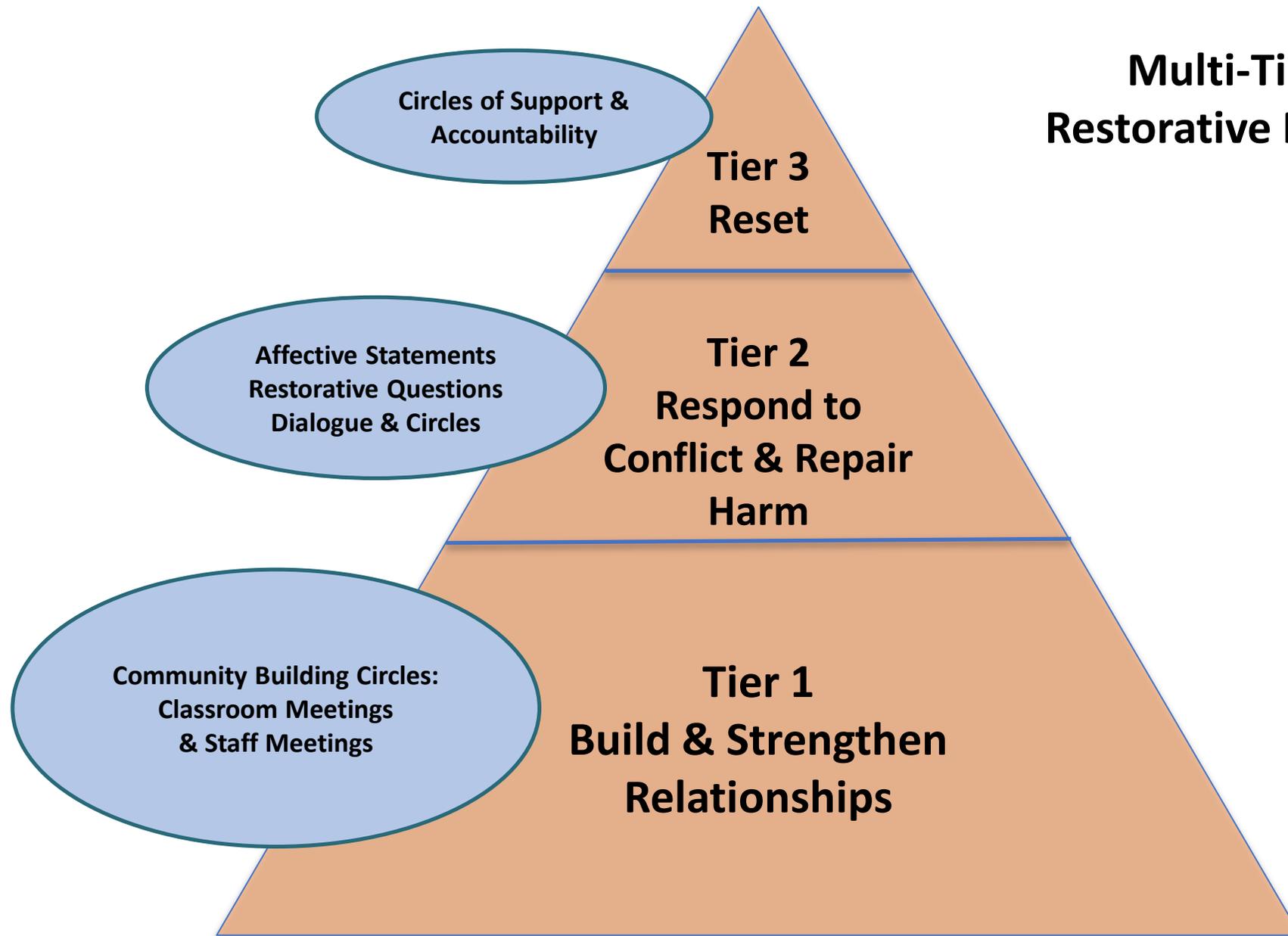
What are Restorative Justice Practices?

Restorative Practices	Punitive Discipline
Focuses on harm done to people and relationships	Focuses on rules broken
Includes all stakeholders in the meeting & decision-making process	Primarily involves the person responsible for the harm
Amends are made & a plan for preventing future harm. Has the potential to transform people, relationships, and communities	Punishment is administered. Order is established, often through exclusion.

Seven Core Assumptions of Restorative Practices

- The self is good, wise, and powerful.
 - The world is profoundly interconnected.
 - All human beings have a deep desire to be in a good relationship.
 - All humans have gifts and everyone is needed for what they bring.
 - Everything we need to make positive change is already here.
 - Human beings are holistic.
 - We need practices to build habits of living from the core self.
- Developed by Kay Pranis & Carolyn Boyes-Watson

Multi-Tiered Restorative Practices



Pg. 87

Classroom Circle: The Basics

Circle Basics Handout

- **Develop 3-5 agreements with your students**
- **Post the agreements**
- **Choose a talking piece and a centerpiece for your circle**
- **Develop routines for opening and closing circles**



Classroom Circle: The Basics

Circle Basics Handout

Format for facilitating a circle:

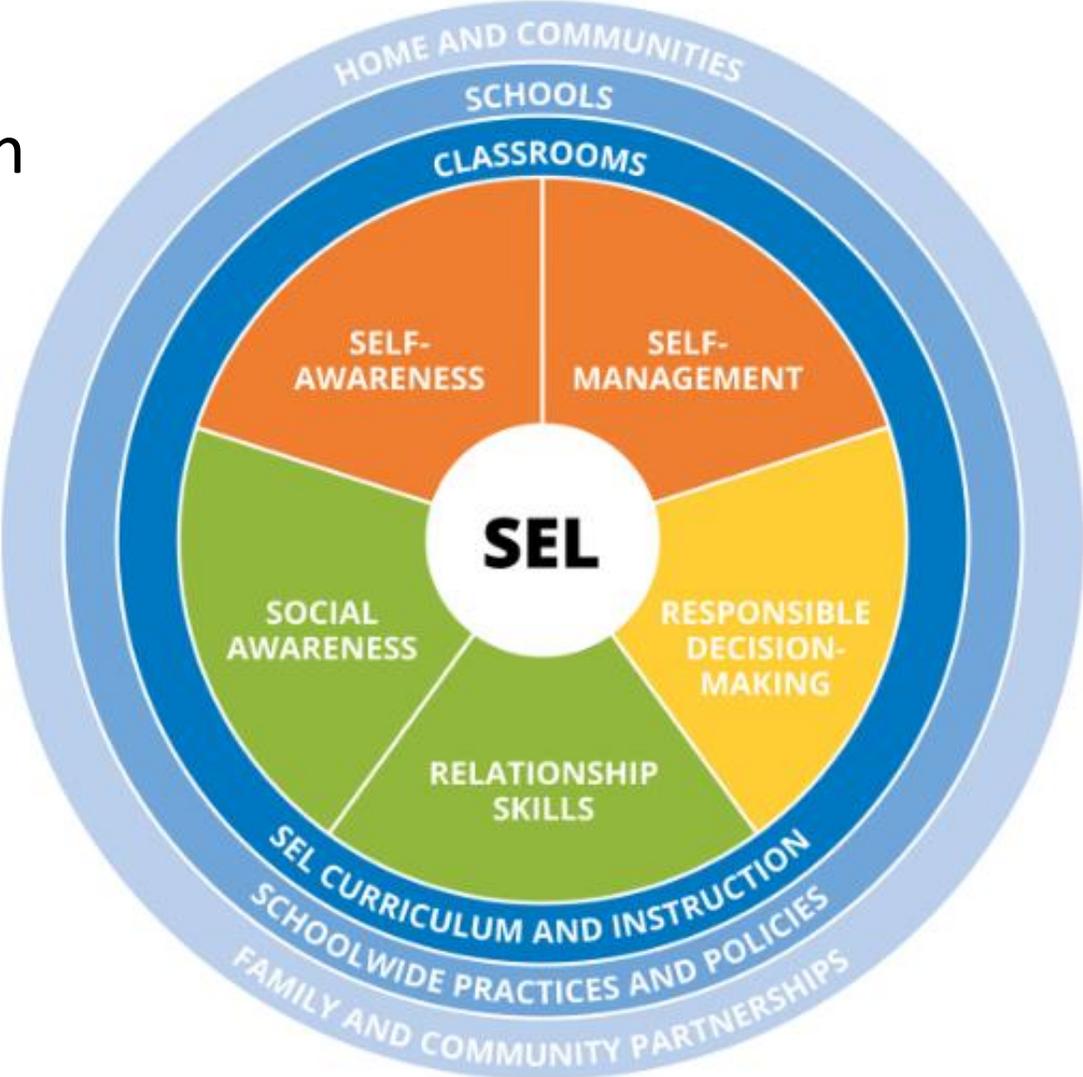
- Invite everyone to sit in a circle
- Place the centerpiece in the middle of the circle
- Open the circle with your opening routine
- Pose open-ended question(s) to the circle
- Pass the talking piece to each person who would like to speak*
- Close the circle with your closing routine



Using Dialogue Circles to Support Classroom Management



Building Social-Emotional Competencies through Circles



Weekly Circles: Building Community to Foster Academic Achievement



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)

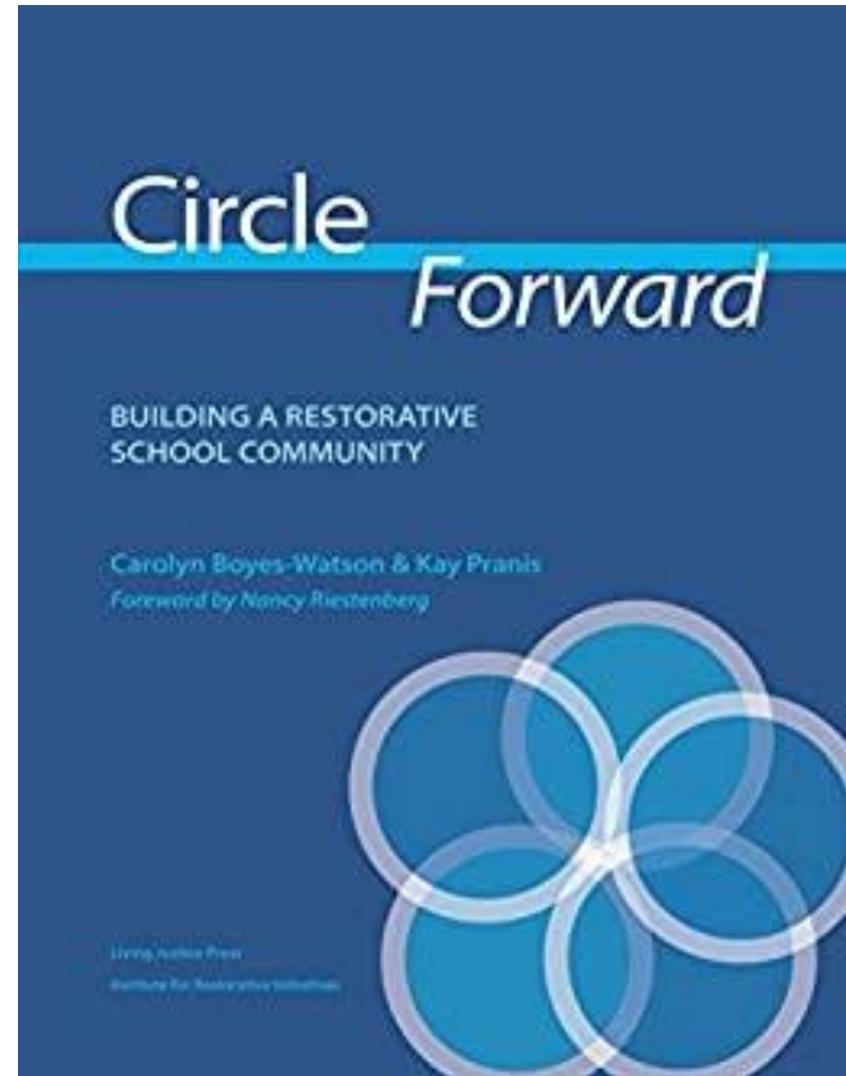
- Excellent FREE Resource by Amos Clifford
- Available online from the Center for Restorative Process

Teaching Restorative Practices with Classroom Circles



<http://www.centerforrestorativeprocess.com/restorative-practices.html>

- Circle Forward by Carolyn Boyes-Watson & Kay Pranis
- A comprehensive guide to all things circles
- The e-book version from Living Justice Press is cost-effective ;)



Restorative Language in the Classroom



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Alienating

Diagnosis: Judging, labeling, blaming, or comparing

“You are mean and hurtful.”

Denying: denying personal responsibility for one’s feelings or actions

“You make me so mad when you argue with me.”

Demanding: making a threat

“If you don’t start the assignment then I am calling the office.”

Deserving: stating that a behavior deserves a punishment or reward

“You should be suspended for skipping my class.”

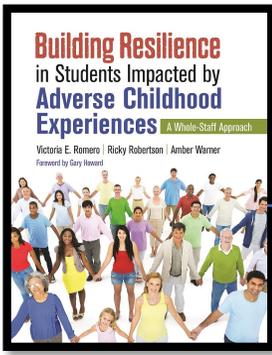
Connecting

“I felt sad when I heard you talking to Jake like that. It sounded like you were feeling angry. Is that right?”

“I felt angry when you said that my idea was wrong and stupid. I have a need to feel respected. And, I know you disagree with me sometimes. What can we do to make sure that we are both heard and respected?”

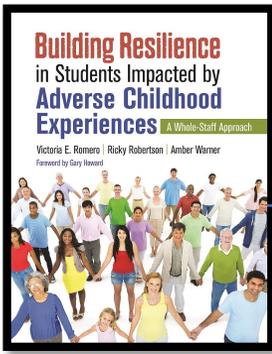
“I know this work is challenging. What can I do to help?”

“I felt hurt when you skipped my class. I want you to be successful. Can you tell me why you decided to not to come to class?”



Affective Statements

- **Let a person know how a behavior impacted you, positive or negative**
- **“I” statements that are meant to spark connection and communication**
- **Intended to convey feelings rather than judgments**



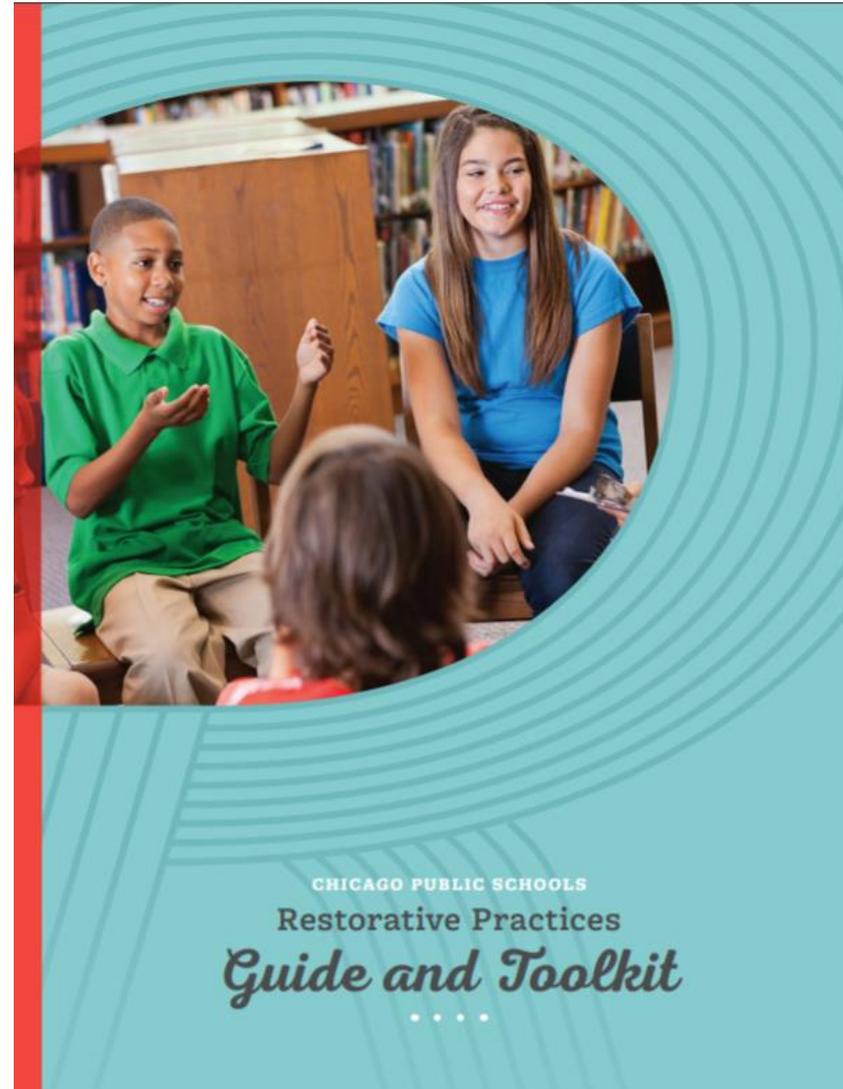
Affective Statements

I feel (state the impact)

When (identify the behavior)

What I'd like is (state the preferred action)

- Chicago Public Schools Restorative Practices Guide & Toolkit
- Free online resource that addresses key principles, mindsets, and multi-tiered Restorative Practices



Responding to Conflict & Challenging Behaviors with Restorative Practices



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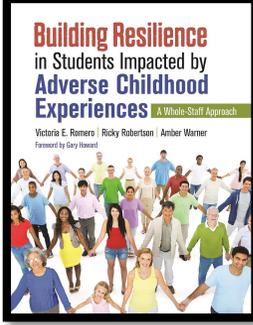
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A Restorative Approach to Discipline



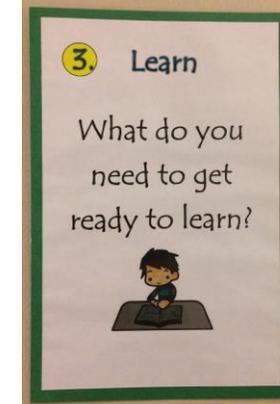
Restorative Questions

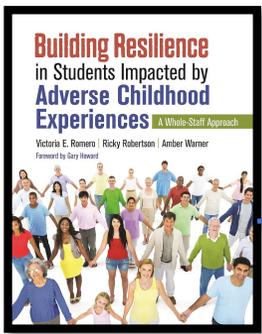
For Person Harmed	For Person Responsible
What happened?	What happened?
How has this affected or harmed you?	Who was affected or harmed? In what ways?
How were you feeling at the time? How are you feeling now?	What were you thinking and feeling at the time? How are you feeling now?
What would help repair this?	What would help repair this?
What would prevent this from happening again?	What would prevent this from happening again?



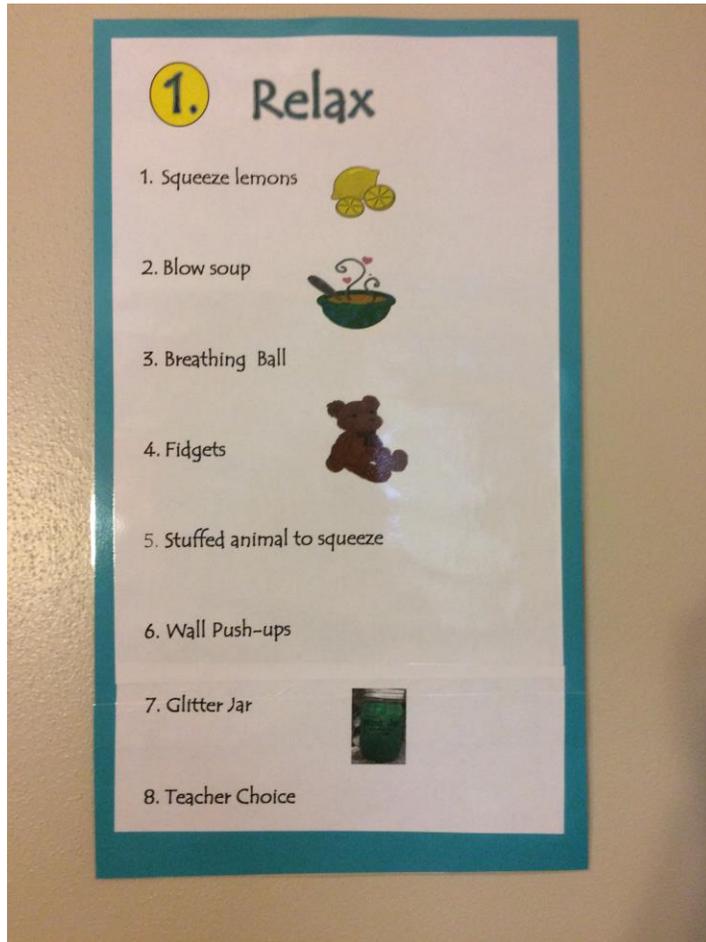
Ready to Learn Process: Integrating SEL into Discipline

- Provides a space and a **process** for emotional regulation, problem-solving, and **restorative practices**
- Records and analyzes data for referrals to intervention and support (Teacher & Student)

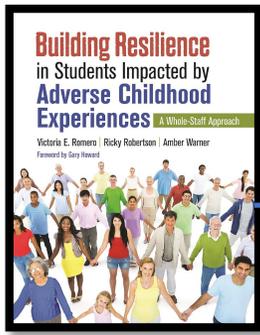




Ready to Learn Step 1: Regulate



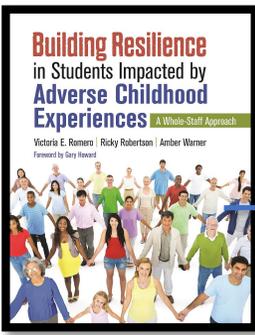
- The goal is to re-engage the Pre-Frontal Cortex after we regulate
- Provide a menu of strategies (Think of the 5 senses)
- Decide on Interactive vs. Parallel engagement with the student
- Self-assess to remain calm and grounded
- If the student is significantly escalated, use few words (5 or less per sentence)



Ready to Learn Step 2: Relate



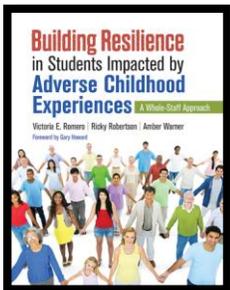
1. Listen & reflect without judgement
2. Accept their feelings and perceptions as valid and true for them
3. Ask questions that help the student identify the underlying emotion and/or unmet need



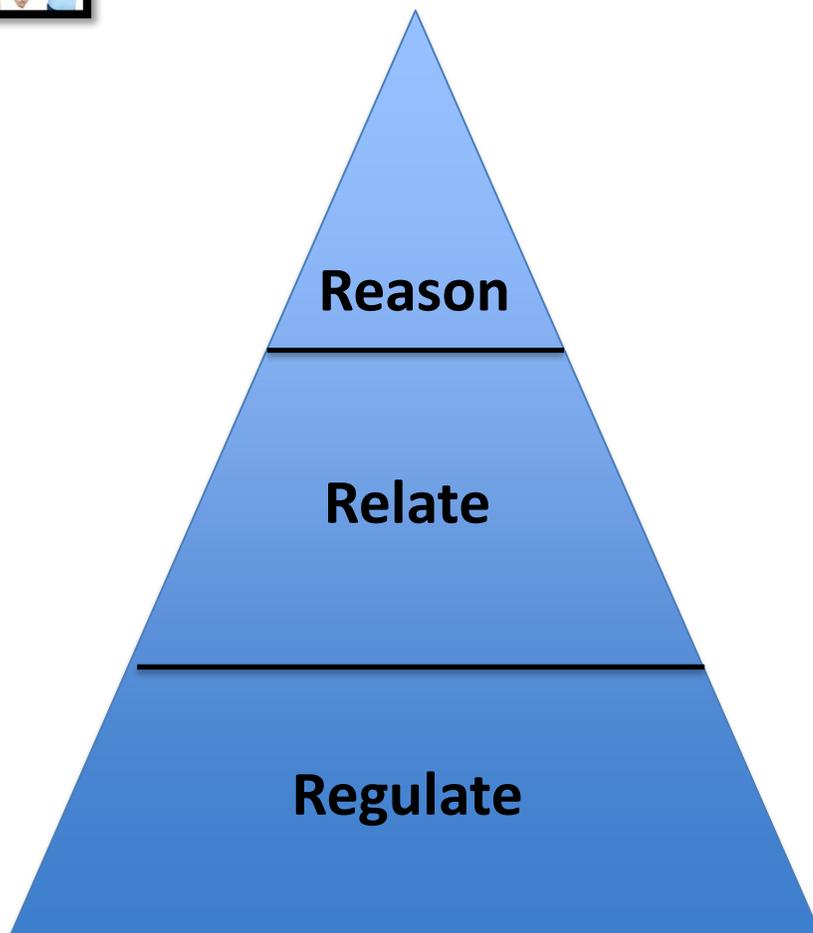
Ready to Learn Step 3: Reason



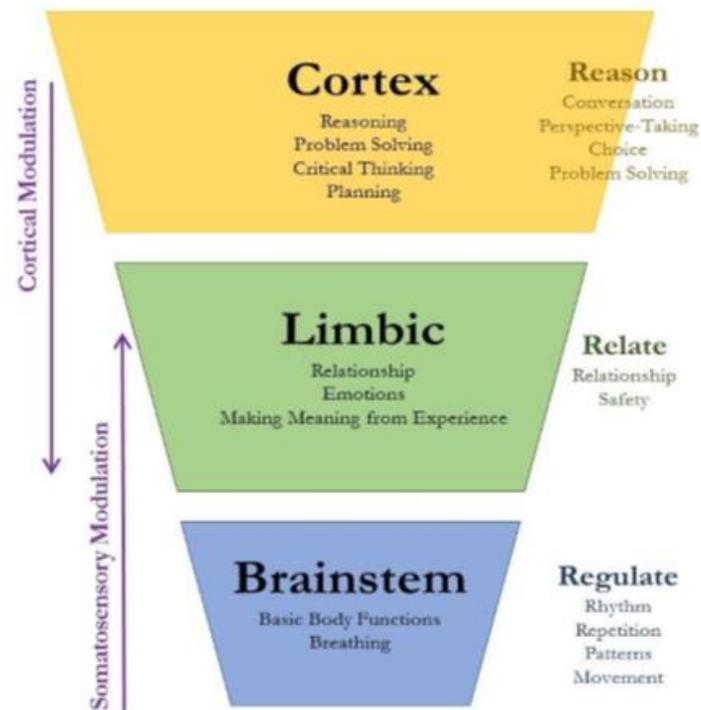
- Reflect on who was impacted and if/how the student can repair those relationships
- Together, find a productive means for resolving the immediate issue and managing a similar emotion/situation in the future
- To be Ready to Learn, a student may need to:
 - Repair harm through actions
 - Engage in a restorative conversation
 - Write a note to a peer or teacher
 - Complete a small amount of work



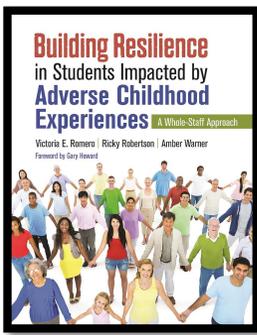
De-Escalation / Co-Regulation



Sequence of Engagement Co-Regulation



*Based on the work of Dr. Bruce Perry and Dr. Dan Siegel



Ready to Learn Process: Integrating SEL into Discipline

- Make a Plan with Staff for why (behaviors/students) and how to call for Student Support
- Pick up the student
- Process the Student
- Return the Student to Class and Re-Connect within 24 hours
- Reflect upon Data & Improve the Process

Resolving Conflicts Between Staff & Students



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Scenario

Sam and Alex are in the 9th grade. They have been friends since middle school. During gym class, Sam was given a foul while playing basketball. The gym teacher asked Sam to sit on the bench. Sam was angry. As he walked to the bench, he noticed that Alex had a smile on his face. Sam shoved Alex hard enough for him to fall backwards onto the gym floor. Sam and Alex started swearing and shoving each other until the gym teacher intervened and sent Sam to the office. The incident was yesterday, Sam and Alex have not spoken since. Rumors are spreading that Sam and Alex are going to fight today after school.

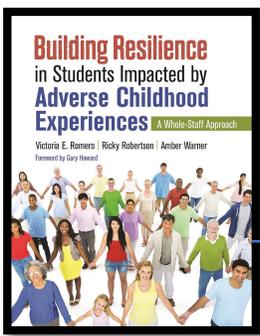


Restorative Process

1. Incident Form/Referral
2. Facilitator meets with each party separately (see Restorative Prep Handout)
3. All involved participate in a Restorative Conversation/Circle Involved parties reach agreements to make amends & prevent future harm (see Restorative Dialogue Handout)
4. Outcomes are communicated to staff (as needed)
5. Follow-up to ensure agreements have been kept

Pearl Cohn: Restorative Practices





Key Concepts

- When we talk about behavioral issues, we are really talking about issues with **brain development** and/or **emotional regulation**
- We can't problem-solve with students when they are "flipped"
- First, we help a student calm down. Then we problem-solve together.
- Discipline is a **teaching process** through which students learn emotional intelligence, responsibility, interdependence, and healthy, productive ways to have their needs met
- We are most effective at addressing behavior when we understand that it is a form of communication

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:*

@Teach4Trust

ricky.robertson@corwin.com

Thank you!

For more information, visit:

www.buildingresilienceinstudents.com



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