Today's DIN:
BE ready to discuss each sentence starter in reference to your classroom management practices:
I came to this training for...
I'm already good at...
I need to work on...

Today's Objectives:
SCSD Staff Participants Will...
Understand how Chronic Stress and Trauma can effect student learning.
Participate in restorative strategies to build better relationships with students.
Recognize the difference between classroom control and classroom order.
Complete an 8-week Relationship Toolkit to map out activities to start the school year.

Essential Question: How do we develop and nurture our relationships with students in the classroom?
NURTURING CLASSROOM ENVIRONMENT CORE PRINCIPLES

- Build Relationships With Students and Families
- Use Positive Reinforcements Daily
- Establish Behavioral Expectations Democratically
- Behavioral Rehearsal
  Assume Nothing
  Teach Everything

ICEBREAKER ACTIVITY

BUDDY BINGO

DIRECTIONS:
1. Players circulate to find group members who match descriptions in the bingo squares.
2. When a match is found, the player writes the name of the individual in the square.
3. Different names must be used in each square.
4. When a player has filled a row with names, s/he yells "Bingo!" (Up, Down, or Diagonal)
5. With the group, check the squares and identify the individuals described.

CHRONIC STRESS AND TRAUMA

Discussion:
What are some examples of:
- Daily stressors
- Chronic Stressors
- Traumas
Think about what happens to our bodies to cope with this stress?
HOW DOES THE BRAIN WORK?

WHAT DOES CHRONIC STRESS DO TO THE BRAIN?

How do we shift from "what’s wrong with the student" to "what has happened/is happening to the student"? Turn and Talk.

CDC-KAISER PERMANENTE ACEs STUDY

1. Mother Treated Violently
2. Household Substance Abuse
3. Untreated Household Mental Illness
4. Parental Separation or Divorce
5. Incarcerated Household Member
6. Emotional Abuse
7. Physical Abuse
8. Sexual Abuse
9. Physical Neglect
10. Emotional Neglect

FACTS:
- Exposure to ACES causes TOXIC STRESS.
- TOXIC STRESS causes chemical changes in our brains which affects our body functions.
- People who have an ACES score of 4 or higher have a higher likelihood of having mental illness, chronic health conditions, anxiety/depression, promiscuity, obesity, learning disabilities or substance abuse.
- TOXIC STRESS can alter our DNA function and it can be passed on through generations.

LET'S LOOK AT THE ACES SURVEY
WHAT DO CHILDREN LOOK LIKE WITH A HIGH ACES SCORE?

<table>
<thead>
<tr>
<th>ACES Score</th>
<th>1-5</th>
<th>6-12</th>
<th>13-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of anger</td>
<td>High level of anger/excessive temper</td>
<td>Unusually high level of anger</td>
<td></td>
</tr>
<tr>
<td>Uncontrollability</td>
<td>Verbal abuse towards others</td>
<td>Aggression towards family and others</td>
<td></td>
</tr>
<tr>
<td>Difficulty/sleeping/traveling</td>
<td>School problems</td>
<td>Overly controlling</td>
<td></td>
</tr>
<tr>
<td>Development of learning disability</td>
<td>Stomachaches/headaches/other physical symptoms</td>
<td>School problems</td>
<td></td>
</tr>
<tr>
<td>Difficulty to trust others/make friends</td>
<td>Sexual knowledge beyond the child's age</td>
<td>Difficulty concentrating</td>
<td></td>
</tr>
<tr>
<td>Easily startled</td>
<td>Headaches of food</td>
<td>Suicidal thoughts or actions</td>
<td></td>
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<tr>
<td>Stomachaches/headaches</td>
<td>Withdrawal from family and friends</td>
<td>Drug or alcohol use</td>
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<tr>
<td>Sleeplessness</td>
<td>Nightmares</td>
<td>Panic attacks</td>
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<td>Unhealthy romantic relationships</td>
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<tr>
<td>Agitation</td>
<td>Suicidal thoughts or actions</td>
<td>Shame</td>
<td></td>
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<tr>
<td>Bedwetting</td>
<td>Fear of separation</td>
<td>Trouble relating to peers</td>
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ACES STUDY DATA

All of these graphs come from "The relationship of adverse childhood experiences to adult health, well being, social function and health care," a book chapter by Drs. Vincent Felitti and Robert Anda.
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Four Corners Activity

Icebreakers & Teambuilding Games
Communication With Families
Classroom Rewards/Incentives
Classroom Routines That Need Teaching

Debrief: One new strategy you want to use or One strategy you want to learn more about.

Let's Play a Game:
Pattern Ball

Debrief: Why is it important to teach routines?

Classroom Control vs. Classroom Order

LET'S PLAY A GAME:
Pattern Ball

Debrief: Why is it important to teach routines?

Classroom Management Styles

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**EXPECTATIONS vs. PROCEDURES vs. RULES**

- **EXPECTATIONS** - A generalized standard of conduct/core values, creating the norm. “At our school we are Respectful, Responsible and Safe”

- **PROCEDURES & ROUTINES** - Methods or processes for getting things done. “Please put your homework folder in the bin before you take your seat.”

- **RULES** - Set limits, maintain safety and order. “We use a voice level 1 when in small groups”

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**Classroom Control vs. Classroom Order**

**Let’s try an EXPERIMENT**

PROMPT: Please SHARE one way we should treat EACH OTHER in the CLASSROOM

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**Classroom Control vs. Classroom Order**

Ways we should treat Each Other in the CLASSROOM:
1. With Respect/LOVE
2. Listened to/Heard
3. Feeling Welcomed
4. Safety to express myself
5. Have some responsibility
6. Acceptance
7. Want to have FUN
8. With a Friendly tone/Politely
9. Without distractions from learning
10. Like I am SMART
11. Respect of my personal space
12. Predictability

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How many did we get?
Classroom Control vs. Classroom Order

Let's Discuss...How does it feel to hear the word “NO”?

It's so easy to say no to our kids, but there's more power in and behind the word yes.

WHY say NO when you can say YES

Mr. Smith, can I go get a drink?

Yes you can but please do your DIN first?

Prompt: What are some examples of power struggles from saying “NO” to students

"YES REQUESTS":
- Yes requests are usually simple ones.
- Say Yes as often as you can to create a positive culture/climate.
- You may have conditions but that is ok. Just use "Yes, if...", "Yes, when..." or "Yes, but..." statements.
- No is NOT a motivator!
- If you have to Say NO, give the child your reason and don’t change your mind.

KEEP CALM AND JUST SAY YES!

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Classroom Control vs. Classroom Order

Partner Activity:
Let’s Practice Framing “YES” statements

Debrief: What do you like about this strategy?
What are your barriers?

Community Builder Game

Let’s Play Hurricane:
Directions:
➢ Make a circle with chairs for all except the person in the middle.
➢ The person in the middle says; “The BIG wind blows for anyone who _______
➢ If what is said pertains to you-then you have to find a new seat across the circle.
➢ The person in the middle can call HURRICANE-then everyone has to find a new seat.

*Reminder: When finding a new seat across the circle please proceed carefully 😊
Classroom Circle Activity

PROMPT: What Makes You Feel Excited To Be A Teacher?

EXCITEMENT
WOW!!!
THRILLED
CHARGED UP

DEBRIEF: What surprised you about the student responses?
What was one thing you learned from the student responses?

Relationships Matter

How do we build Relationships with our Students?

Ways to Connect with ALL Students K-12

- Circles/Morning Meeting
- Greet Students Everyday
- Use Positive Language
- Give Positive Notes of encouragement
- Have Lunch Groups
- Make Positive Phone Calls to Parents
- Play Games
- Praise Academics and Behavior
- Build Trust
- Celebrate Student Milestones
- Listen to your Students

- Ask Questions about Life Outside of School
- Use humor (not sarcasm)
- Go to an Extracurricular Event
- Be Supportive
- Give Many Chances
- Give students a fresh start everyday
- Daily Connections Tracker
- 2x10
- Restorative Conferences
- Home Visits

Sometimes it is the SMALLEST interaction that has the LARGEST impact!
**2x10 Intervention**

**Goal:**
- Make a meaningful, non-instructional "2 minute" connection once per day for 10 days.
  - Non-invasive
  - Simple
  - Can be started at any time
  - Provides quick data indicator

**Directions:**
1. Step 1 – Make the student connection.
2. Step 2 – Track the data for 10 days.
3. Step 3 – Review the data and determine next steps.

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**Facilitated Lunch Groups**

**Goal:**
To make "real world connections" with students.

**Guidelines:**
- Lunch groups can be pull-out or push-in.
- They should have discussion topics - Teacher or student created.
- Let students invite others - helps to expand your reach!!
- Be consistent - Students rely on this time with you

**Outcomes:**
- Builds rapport and trust.
- You can track student behavior: Is our relationship getting better? What am I learning about my student?
In Closing...

5 UNIVERSAL TRUTHS

According to Dr. George Thompson of the Verbal Judo Institute, instead of focusing on how people are different, we should focus on how people are the same.

1. All people want to be treated with dignity and respect.
2. All people want to be asked rather than being told to do something.
3. All people want to be told why they are being asked to do something.
4. All people want to be given options rather than threats.
5. All people want a second chance.

CIRCLE DISCUSSION PROMPT: Which of these truths resonate with you personally?

Make and Take Session

Make and Take Session

How will you greet your students?
Which routines will you teach and when?
What whole class Community Builders will you facilitate?
What circle prompts will you use?
How will you communicate with parents?
Who will be in your Lunch groups?
End of the day send off, what will you do?
Incentives?
Questions/Comments

Reach out to us at:

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