Meeting the Needs of the Whole Child Conference

Classroom Strategies in a Trauma Sensitive School
Karen Peterson, Ed.D.

Participants will:
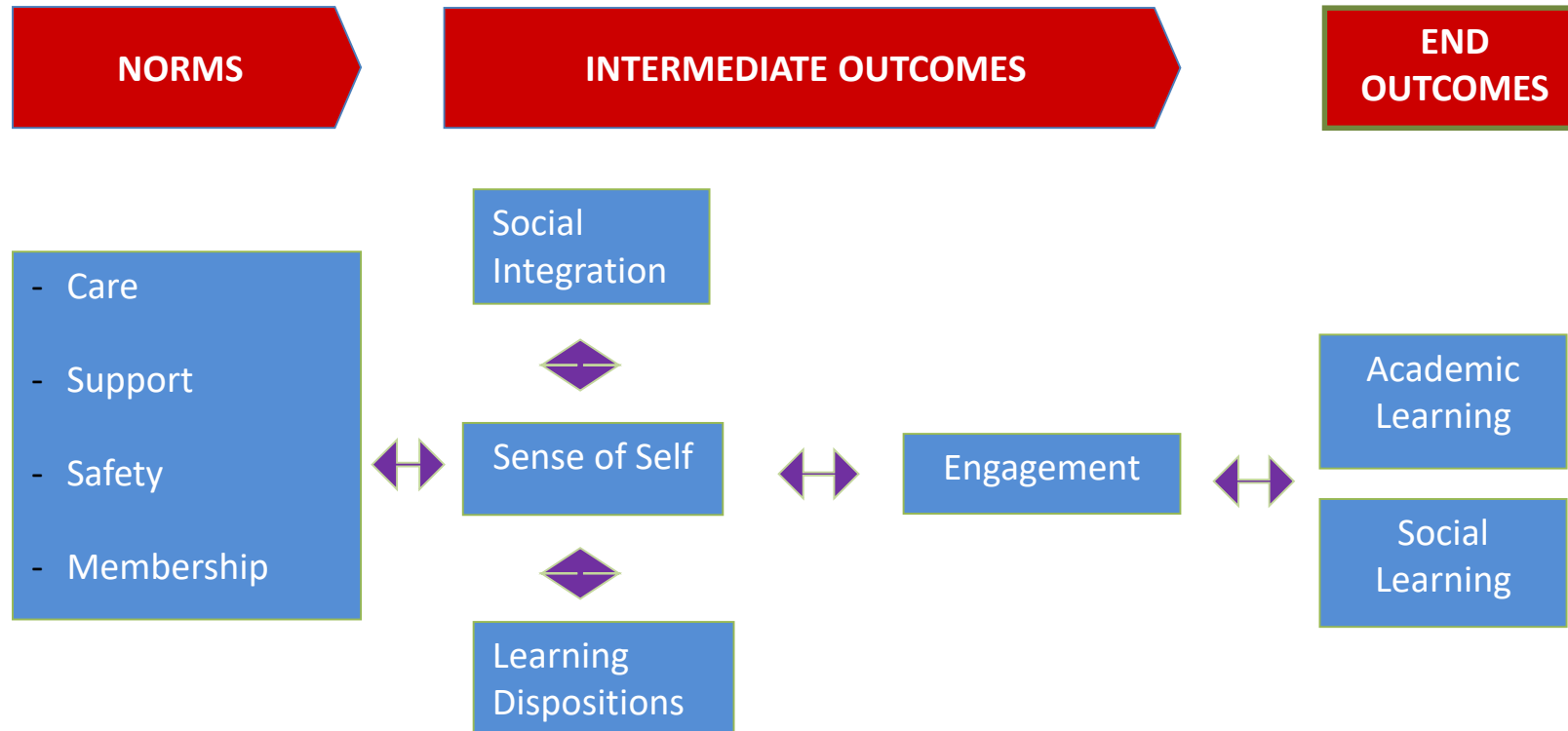
Explore content and process of initiating/strengthening classroom applications in trauma-sensitive schools.

The DNA of School Success:
Academic Press + Community of Care

Murphy & Torre (2014) Creating productive cultures in schools for student, teachers, and parents.

Communities of Pastoral Care for Students

NORMS	INTERMEDIATE OUTCOMES	END OUTCOMES

NORMS
- Care
- Support
- Safety
- Membership

INTERMEDIATE OUTCOMES
- Social Integration
- Sense of Self
- Learning Dispositions
- Engagement

END OUTCOMES
- Academic Learning
- Social Learning

From Murphy & Torre (2014) Creating productive cultures in schools for student, teachers, and parents.

"It is not about what is wrong with you, it is about what happened to you!"

ESSA – ISBE Plan – Draft 3
"Meeting the needs of the 'whole child' is, in fact, a 'whole community' effort. Local districts are best positioned to serve as the community hubs for improving the life outcomes of children and families."

- ESSA
- IL Social Emotional Learning Standards
- Common Core
- Anti Bullying
- SB 100
- PBIS
- MTSS – Particularly Tier I

TOOLBOX

Not A

BLUEPRINT

PROCESS And **Content**

PROCESS

PARADIGM SHIFT - CULTURE CHANGE – COLLABORATIVE WORK

In larger context of district commitment and building culture and commitment to change and whole child focus

Foundation of deep understanding of ACEs, brain research, and trauma-sensitive schools

Teachers Working Together to Improve Classroom Practice – Data Driven Work

Teacher Leadership	Collaborative Structures
NBCTs	Faculty Meetings
Instructional Coaches	Team Meetings
Mentors	Committee Meetings
Team Leaders	Lesson Study
Lead Teachers	Co-Teaching and Team Teaching
New Roles	Classroom Walk-throughs and observations

Future Considerations on Structures for Teacher Collaborative Work Time

Energy and Calm: Brain Breaks and Focused-Attention Practices

https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels

Brain Breaks and Mindfulness

"When presented with new material, standards, and complicated topics, we need to be focused and calm as we approach our assignments. We can use brain breaks and focused-attention practices to positively impact our emotional states and learning. They refocus our neural circuitry with either stimulating or quieting practices that generate increased activity in the prefrontal cortex, where problem solving and emotional regulation occur."

Mindful Teachers

- Mary Oliver, "Sometimes," from *Red Bird*:

Instructions for Living a Life:

Pay attention.

Be astonished.

Tell about it."

Learning Forward Standards

Standards for Professional Learning			
Professional learning that increases educator effectiveness and results for all students ...	**Learning Communities** …occurs within <u>learning communities committed to continuous improvement</u>, collective responsibility and goal alignment.	**Leadership** …requires skillful leaders who develop capacity, advocate, and <u>create support systems for professional learning</u>.	**Resources** …requires prioritizing, monitoring, and <u>coordinating resources</u> for educator learning
Data …uses a variety of sources and types of student, educator, and system <u>data</u> to plan, assess, and evaluate professional learning.	**Learning Designs** …integrates theories, research, and models of <u>human learning</u> to achieve its intended outcomes.	**Implementation** …applies research on change and sustains <u>support for implementation of professional learning for long-term change</u>.	**Outcomes** …aligns its outcomes with educator performance and student curriculum <u>standards.</u>

Learning Forward Guidelines

- **Engage in Continuous Improvement**

  Learning communities apply a cycle of continuous improvement to engage in inquiry, action research, data analysis, planning, implementation, reflection, and evaluation. Characteristics of each application of the cycle of continuous improvement are:

- The use of data to determine student and educator learning needs;

- Identification of shared goals for student and educator learning;

- Professional learning to extend educators' knowledge of content, content-specific pedagogy, how students learn, and management of classroom environments;

- Selection and implementation of appropriate evidence-based strategies to achieve student and educator learning goals;

- Application of the learning with local support at the work site;

- Use of evidence to monitor and refine implementation; and

- Evaluation of results.

Key Concepts/Strategies

Integration in current practice/content

- SEL and IL SEL Standards
- Motivation Theory
- Brain Research
- Classroom Climate and Management
- Resilience/Relationship
- Executive Function
- Content and **Process** – skill development
- Integration of the Arts
- Vocabulary Development
- Movement
- Mindfulness
- Service Learning

Illinois Social Emotional Standards

- CASEL – Center for Academic, Social and Emotional Learning
- IL Standard provide a great rationale for this work
- Integration with current practice
- Evidence-Based programs available

Using the Standards

<u>Alexander and the Terrible, Horrible, No Good Very Bad Day</u>

Judith Viorst

Classroom Climate

Morning Meetings/Advisory

Place for Peace, Calming Corner, Calm Zone

49 Phrases to Calm an Anxious Child

https://blogs.psychcentral.com/stress-better/2016/03/49-phrases-to-calm-an-anxious-child/

Brain Research

Key to understanding rationale and strategies for traumatized children – and good for all students

Recommendations:

Susan Craig

> Trauma-Sensitive Schools: Learning Communities Transforming Children's Lives K-5

> Reaching and Teaching Children Who Hurt: Strategies for Your Classroom

Judy Willis

> Research-Based Strategies to Ignite Student Learning: Insights from a Neurologist and Classroom Teacher

Sampling of Ideas on Resilience and Executive Function

Resilience
- Interest Inventory
- 2 x 10
- Restorative Practices - Circles

Executive Function
- Movement
- Mindfulness
- Games
- Process Skills

The Architecture of School Improvement

Dr. Joseph Murphy, Vanderbilt University

- The Structural Trap: "For many educators school improvement is synonymous with identification and importation of structural changes – block schedules, looping, detracking, academies, and so forth. This is problematic. An iron law of school improvement is that structural changes never have, do not now, and never will predict organizational success."   p.63

- The Principle of Parsimony: "In the world of school improvement, a handful of things done well is always better than a big bag of interventions." p. 70

- The Ordinance of Haste: "It is easy to work hard and not get anywhere. Driving fast around the beltway is not going to lead to school improvement." P.110

Complete Your Exit Reflection

Share 2-3 sentences about what you learned in "class" today.

Brief Discussion on Entrance/Exit Reflection related to Dr. Murphy's norms of the community of care.

Reflecting Circle

What is your greatest take away from today's conference?

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