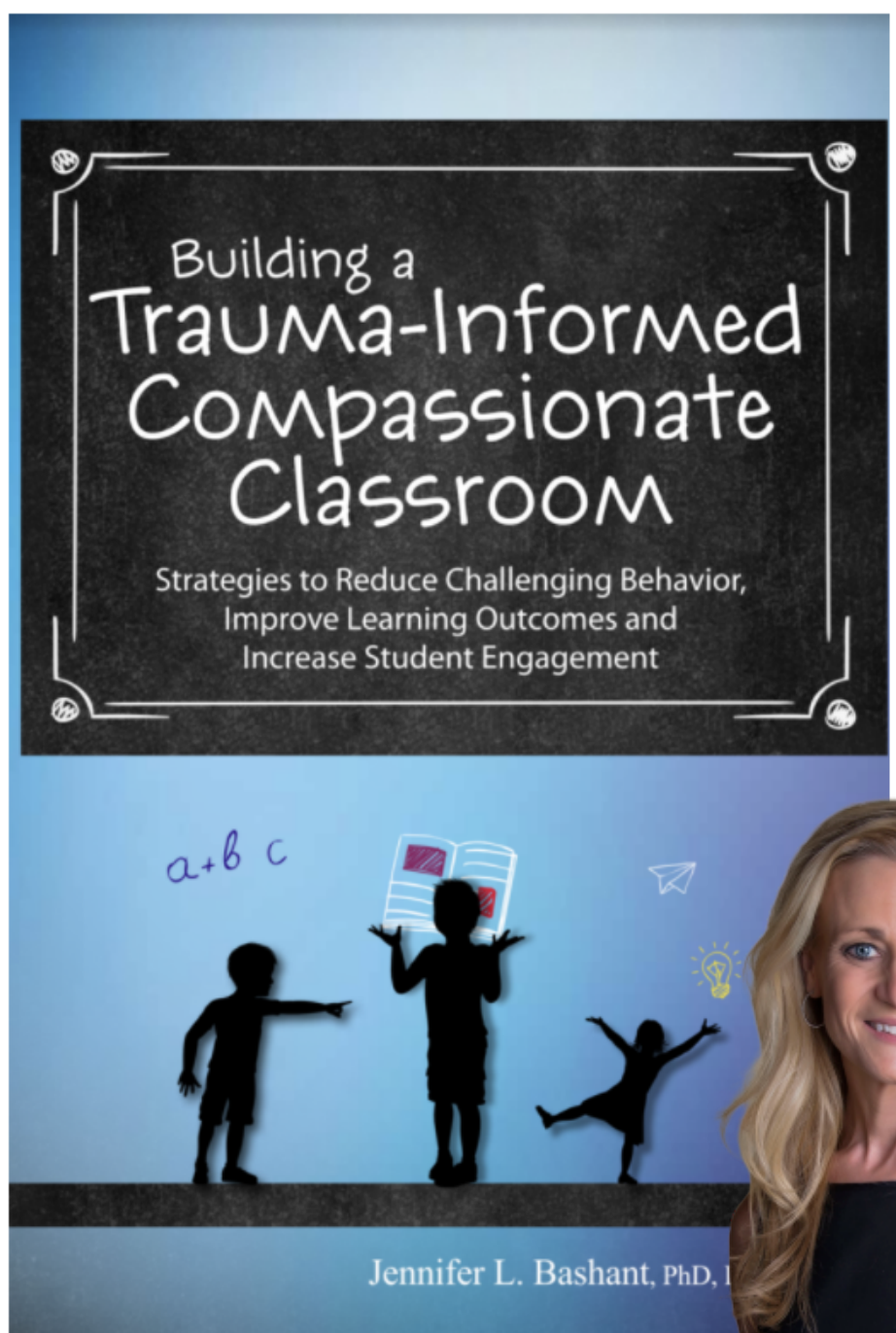


# Building a Trauma-Informed Compassionate Classroom



 *Building Better Futures*





# *Part I: Understanding Trauma & Its Impact on Students*

## **GUIDING QUESTIONS**

1. A solid emotional foundation is essential in order to be successful in school. How does it impact a student when there are cracks in the foundation - what does it look like, what behaviors might you see, and how does it impact teaching and learning?
2. What are some ways you can help your students move from non-adaptive to adaptive self-regulation strategies?
3. How can you tell when trauma may have occurred in the context of challenging behavior? What are some of the other antecedents that often lead to challenging behavior?
4. How do you create a balance between extrinsic and intrinsic motivation in your classroom? How do you incorporate mastery, autonomy and purpose in your classroom?



## *Part 2: Compassionate Classrooms are Conducive to Healing*

### **GUIDING QUESTIONS**

1. Your mindset regarding a challenging behavior will largely determine how you respond to that student (collaboratively or punitively). What can you do to become more aware of how you are thinking about the challenging behavior?
2. What are some of the positives and negatives of adopting a collaborative approach to discipline? Please share examples.
3. Being a more mindful communicator can have a positive impact on student behavior in the classroom. The three main components of mindful communication are: (1) Being fully present; (2) Enter a conversation with curiosity; and (3) Focus on what the student might need out of the conversation. Which one of these is most challenging for you, and why?
4. Partnering with families is a great way to help students reach their full potential. However, for numerous reasons, some families do not actively participate in their children's learning. What are some of the ways you can reach out and build a bridge for families to feel comfortable and willing to partner with you in their children's learning?
5. Triggers are powerful clues in determining the root cause of a challenging behavior. Triggers help us to figure out what skills might be lagging and preventing the child from meeting a given expectation. Please share an example of a trigger you have seen for one of your students, then describe how you were able to PREVENT, AVOID, PREPARE or PROVIDE SUPPORT to the student.



## *Part 3: Encouraging Personal Growth and a Positive Vision for the Future*

### **GUIDING QUESTIONS**

1. In an effort to build resilience in students, it is important to utilize a strengths perspective as often as possible and limit a problem-focused approach. What are some examples of problem-focused practices or policies in your school, and how could you adapt them so they were more strengths-based?
2. The practice of gratitude is a powerful way to build resilience, improve mood and experience more joy each day. What are some of the ways you could incorporate the practice of gratitude in your classroom?
3. A teacher's sense of hope is the foundation for the hope that can be fostered within students. With the stresses and uncertainties associated with teaching right now, it can be very challenging to feel hopeful yourself. How can you adapt the strategies for building hope in students (page 72-73) so that they are applicable to you? Which one do you find most useful?
4. Why do you think it is so important for students (or adults) to be able to notice the sensations and feelings they are experiencing at any given moment? What have you found to be most effective in helping students gain this awareness?
5. How could the "Noticing My Breath" template, the "Labeling Feelings" chart, and the "My Personal Calming Strategies" chart be helpful in a break room, calming corner, during a committee meeting to discuss challenging behavior, and with parents?