



WELCOME

As you join,
**please change your Zoom
name to:**

Role, Name

ROLES:

County Office (COE)

District Administration (DA)

School Administration (SA)

Teacher (T)

Student Support Staff (SS)

(ie: COE, Chris Williams)

Relationships, Routines, Resilience:
Reopening with the Three Rs

Relationships: Beyond Being Nice

(Session 2 of 4)

Spring, 2021



Your Facilitators

Katie Brackenridge
Partnership Director



Chris Williams
Director of School-Based Mental
Health and Wellness



Relationships, Routines, Resilience: Reopening with the Three Rs

1. Introduction to SoLD - ✓
2. Relationships – Today
3. Routines – May 6
4. Resilience – May 20

Relationships

This brief is the second in a four part series, [Relationships, Routines, Resilience: Reopening with the Three Rs](#), designed to share some of the key practices, strategies and structures to support students' return to in-person school. Each brief includes the science grounding, implications for practice, and resources.

THE SCIENCE

Human beings are relational, and from this recognition emerges two essential developmental understandings. The first is that strong relationships build strong brain architecture, providing critical avenues to learning and growth. Relationships are our strongest example of a positive [context](#) and are central to how children learn new skills, develop identities and seek out pursuits, activities and vocations. The second is that relationships provide a protective buffer to the negative impact of chronic stress. The hormone oxytocin is released through trusting relationships, and it protects children, at the cellular level, from the damaging effects of cortisol.

When we talk about relationships with children, it is about more than just being "nice"; it is about creating the type of support that can fundamentally change the way a child develops. Positive developmental relationships are the "active ingredient" in any effective child-serving system or intervention (Li & Julian, 2012). Characterized by emotional attachment, joint reciprocal interactions, progressive complexity and balance of power, these relationships directly facilitate social, emotional and cognitive growth and empower students as [active agents](#), rather than passive recipients.

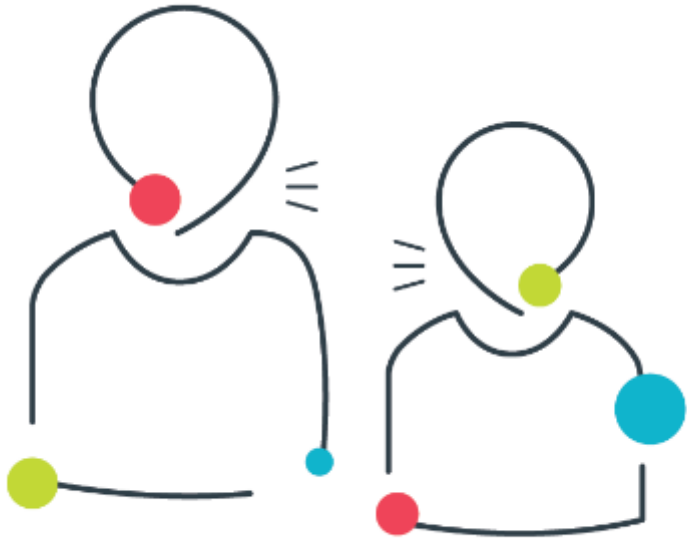


THE PRACTICE

In classrooms that exemplify these characteristics, teachers and support staff honor the [Integrated](#) nature of learning through careful attention to the relational aspects of experiences and attunement to the [unique developmental pathway](#) of each child. This means that teachers and other adults in the school community know students well and strive to meet their individual needs. Learning experiences are designed to recognize student competence and agency, providing ample opportunities for choice, voice, collaboration, appropriately scaffolded support and increasing autonomy. In these classrooms, adults intentionally work to nurture personalized understandings of individuals, rather than relying on assumptions or stereotypes, and plan for both shared and individualized learning experiences (e.g., *class meeting/advisory, student conferencing, restorative conversations, goal-setting*).

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R ELATIONSHIPS



R OUTINES



R ESILIENCE



The path to learning is a calm brain.



TURNA
FOR CH

Educators will be able to ...

- ☐ Define positive developmental relationships and explain the impact of relationships across development
- ☐ Review several relationship-building tools and strategies
- ☐ Apply today's learning to your work in classrooms, schools and districts

Agenda

- Welcome & Opening
- Whole Child Design: Developmental Relationships
- Relationship-Building Tools
- Planning Time
- Closing



Opening



Developing our “Why?”

Protective Adult Relationships

Nobody cares how much you know, until they know how much you care.

- Theodore Roosevelt



Calling the Elders into the Room

Who is the person that made a positive impact on you?

Memories are stored as emotions

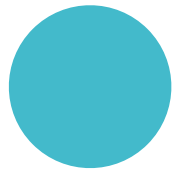
We can “catch” each others’ emotions

We Co-Create Our Reality
You are what you repeatedly do

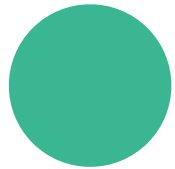
Neuroplasticity



Experience Shapes Reality



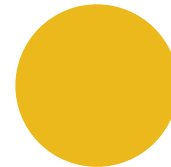
Attachment Theory
-Bowlby



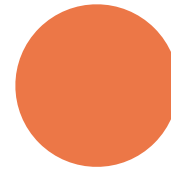
Object Relations
- Mahler



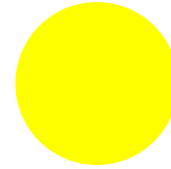
Relational Therapy/Holding Environment -
Winnicott



Emotions Connected to Learning
- Immordino-Yang



Ego Psychology
- Hartmann



Neuroplasticity
- Siegel/Schore

Toxic Stress

ACEs

Epigenetics

“Development is driven by an ongoing, inextricable interaction between biology and ecology.”

Jack Shonkoff (2012, p. 234)

The Center for the Developing Child

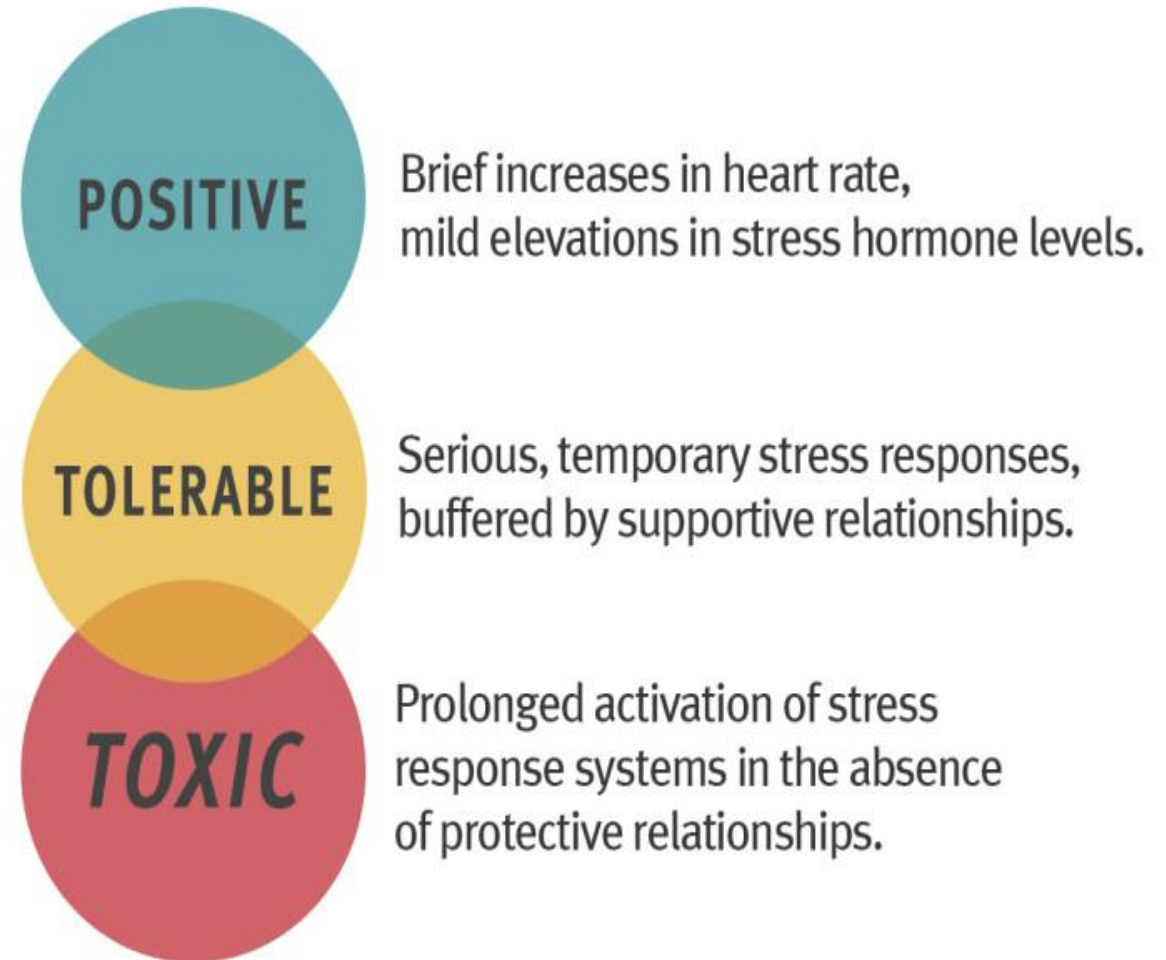
Human Development

ACES AND TOXIC STRESS

Adverse Childhood Experiences (ACEs)

“These experiences can include things like physical and emotional abuse, neglect, caregiver mental illness, and household violence.”

- Center on the Developing Child, HARVARD UNIVERSITY



Protective Adult Relationships

“the essential characteristic... protective adult relationships facilitate the child’s adaptive coping and a sense of control”

Shonkoff (2012. p. 236)

Protective Adult Relationships

You are the Mental Health Intervention

Individual Reflection: Free Write

Your Adult Role Models/Influencers

-
- What did they do to create the positive/negative impact?
 - Specifically, think about their behaviors, i.e. smiled, remembered my name, shared an interest
 - Make a list of positive and negative behaviors/anecdotes

What Does Impact Look Like?

T-Chart

In a group of 4, document the behaviors you encountered that created the positive or negative experiences you remember.

Positive Behaviors	Negative Behaviors
Specifically, what did the teacher do or say that created the positive interaction.	Specifically, what did the teacher do or say that contributed to the negative experience?
If I were looking in the window of the classroom, what would I have seen him/her doing?	What did it look like?



Whole Child Design: Developmental Relationships





CORTISOL

PREFRONTAL CORTEX

- Attention
- Concentration
- Focus

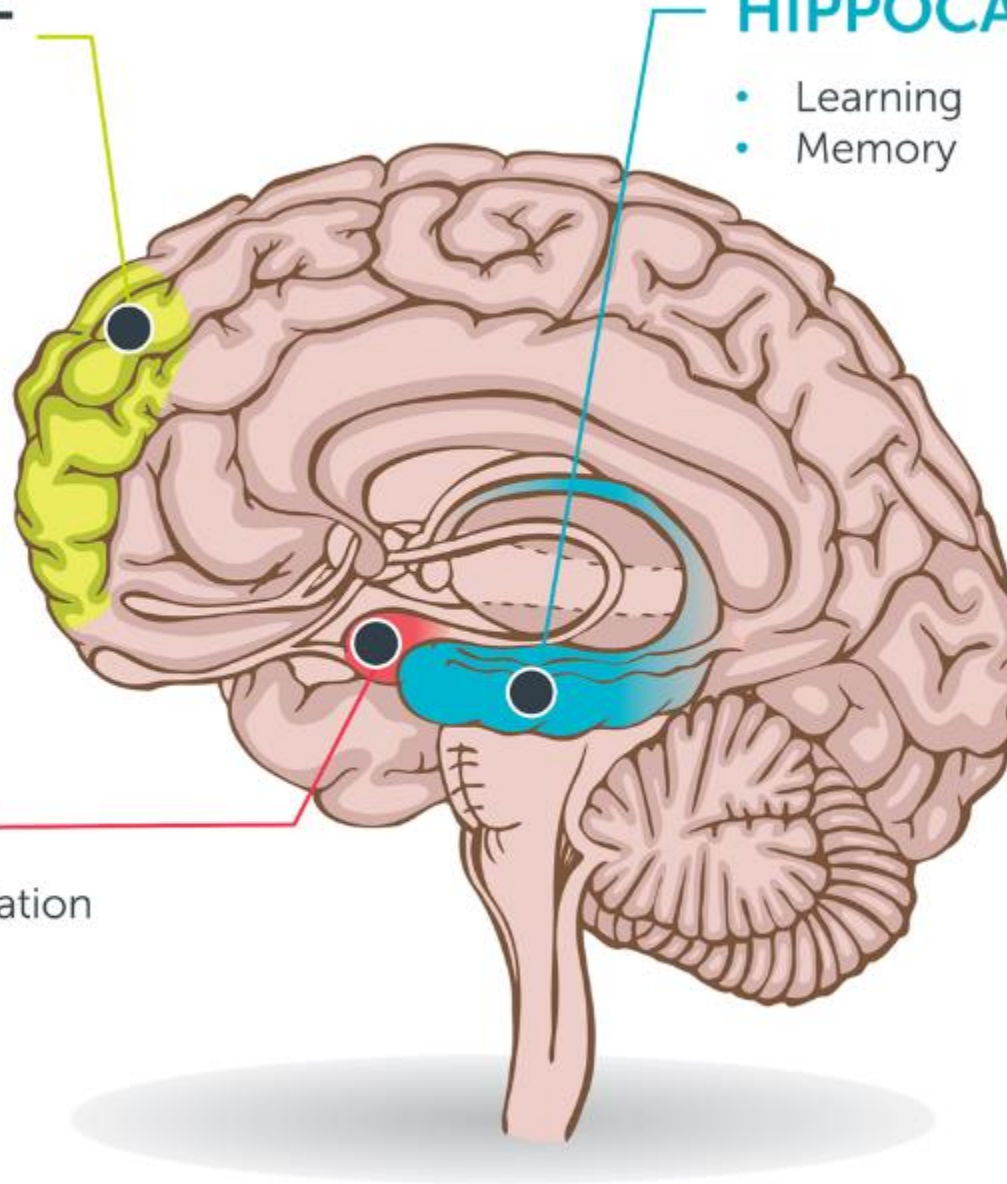
HIPPOCAMPUS

- Learning
- Memory

LIMBIC SYSTEM

AMYGDALA

- Emotional Regulation
- Reactivity







TRUST

IS THE ANTIDOTE TO

STRESS

OXYTOCIN



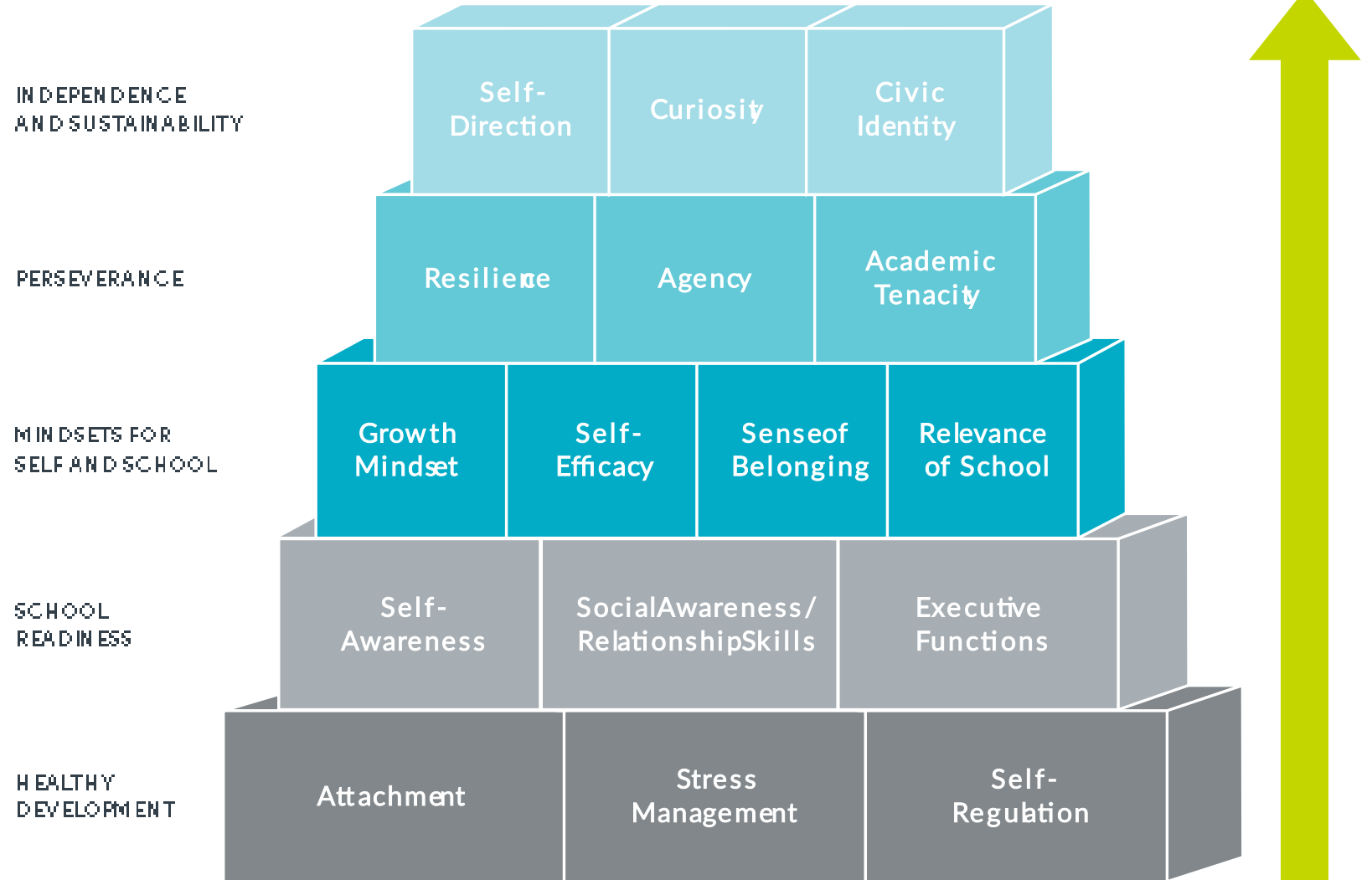
CORTISOL



Building Blocks for Learning

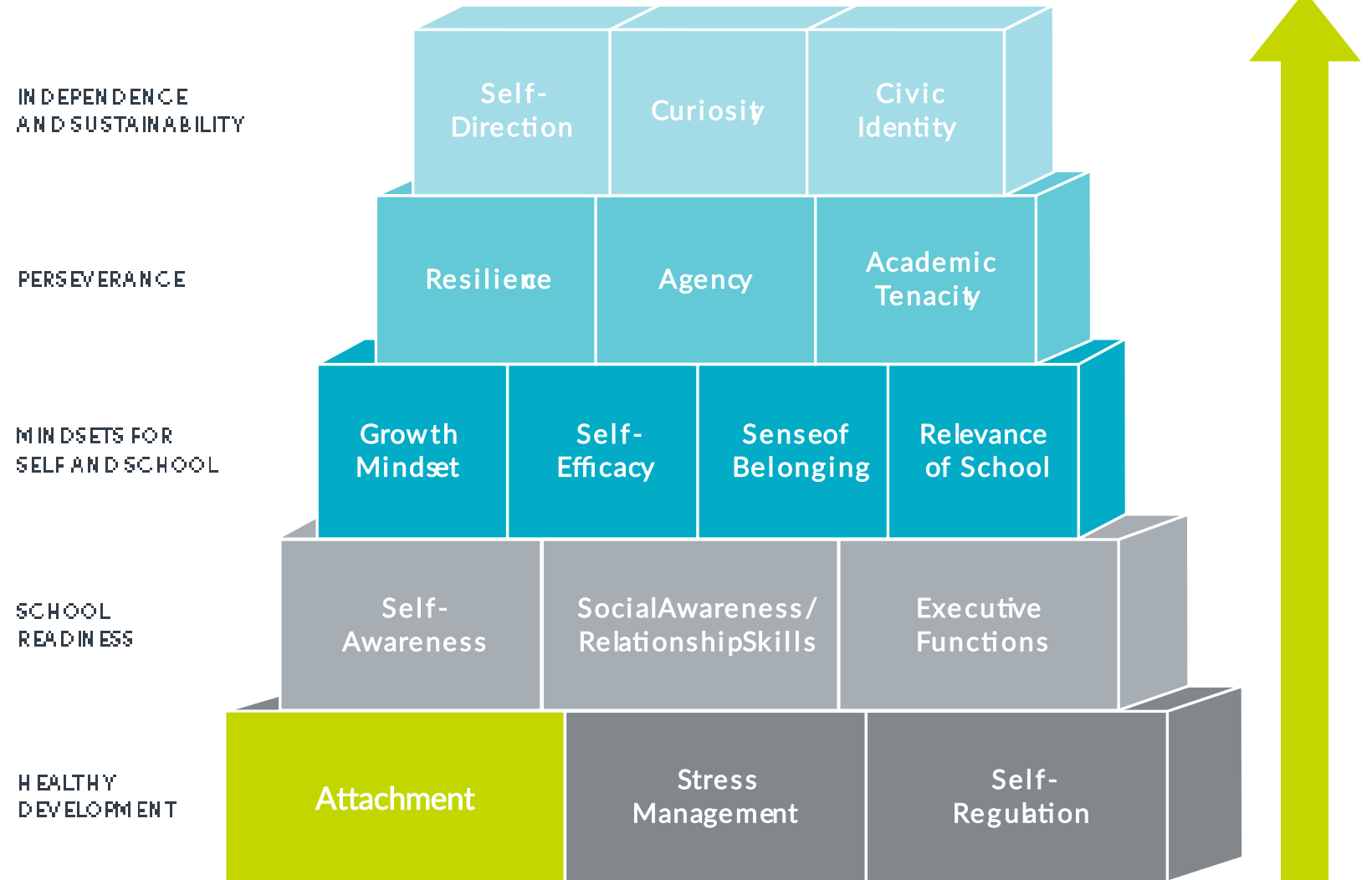
Building Blocks for Learning is a comprehensive framework for student development that names the skills and mindsets critical for success at school and beyond.

Each building block aligns with the development of a child as a “learner” in an educational setting, is grounded in a research base demonstrating the impact of that skill, behavior, or mindset on academic achievement, and is measurable and malleable.



Building Blocks for Learning

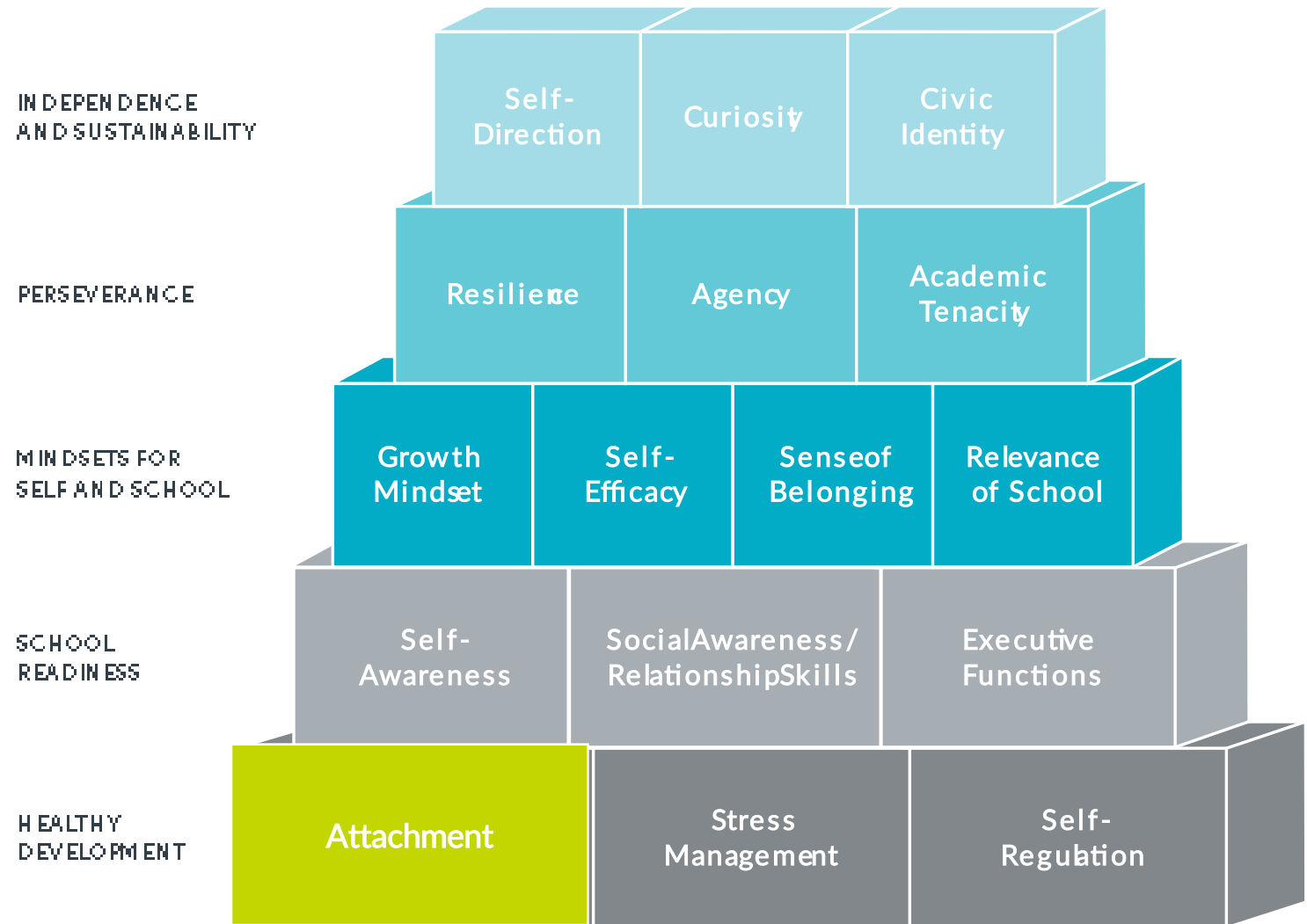
Attachment: A deep and enduring emotional bond that connects one person to another across time, context and space. Attachment (1) provides feelings of security so that children can explore freely and (2) forms the basis for socializing children.



Building Blocks for Learning

Think about the building block skills that you think are most supported by a strong foundation in Attachment.

Write those in the chat box.



Positive, developmental relationships with adults are key to healthy growth across the developmental continuum. Early in life, an infant's relationship with primary caregivers is a critical foundation.





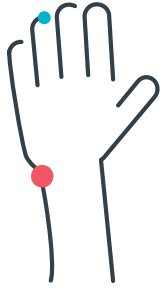
STRUCTURES FOR THINKING TOGETHER

CHAT BOX

Prompt:

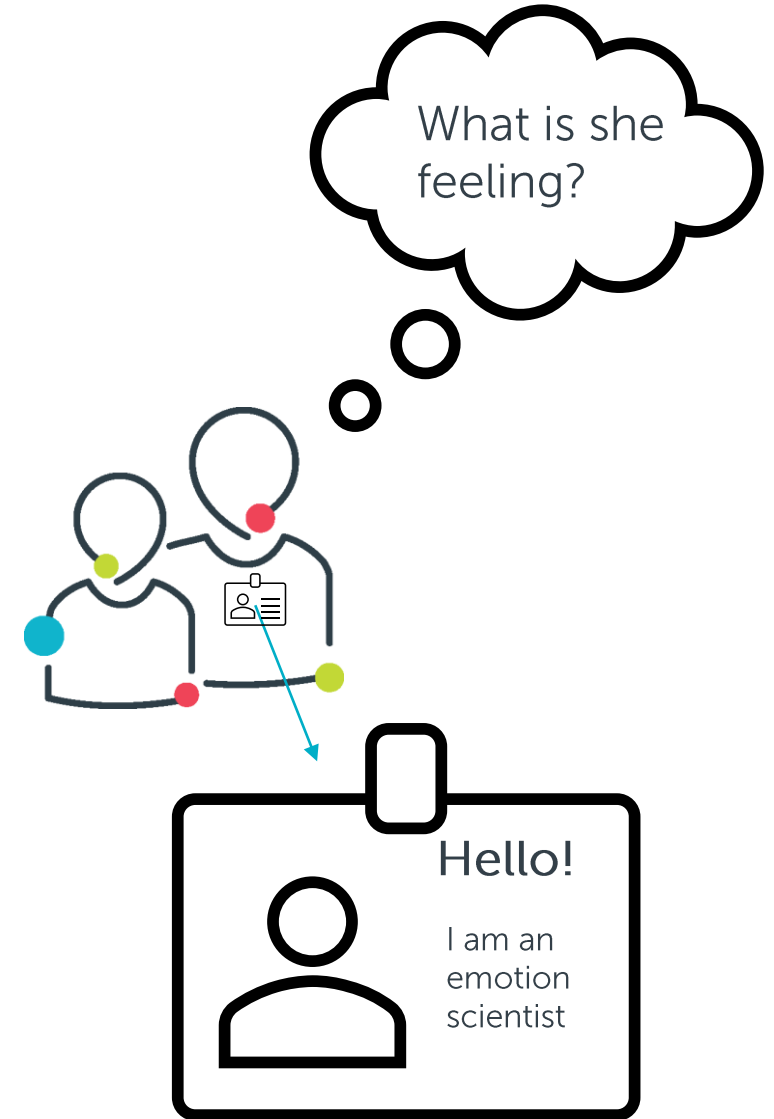
What strategies or practices do you use as an educator that demonstrate “serve and return” or co-regulation?





Attunement: An adult's ability to infer a child's inner experience, such as feelings, thoughts and needs.

Responsiveness: Reacting appropriately to the child in response to the situation or state of the child at hand.



Through this back-and-forth relationship, the adult helps to co-regulate the child. This provides regulatory support in the moment and helps children to build self-regulation skills over time.

CO-REGULATION

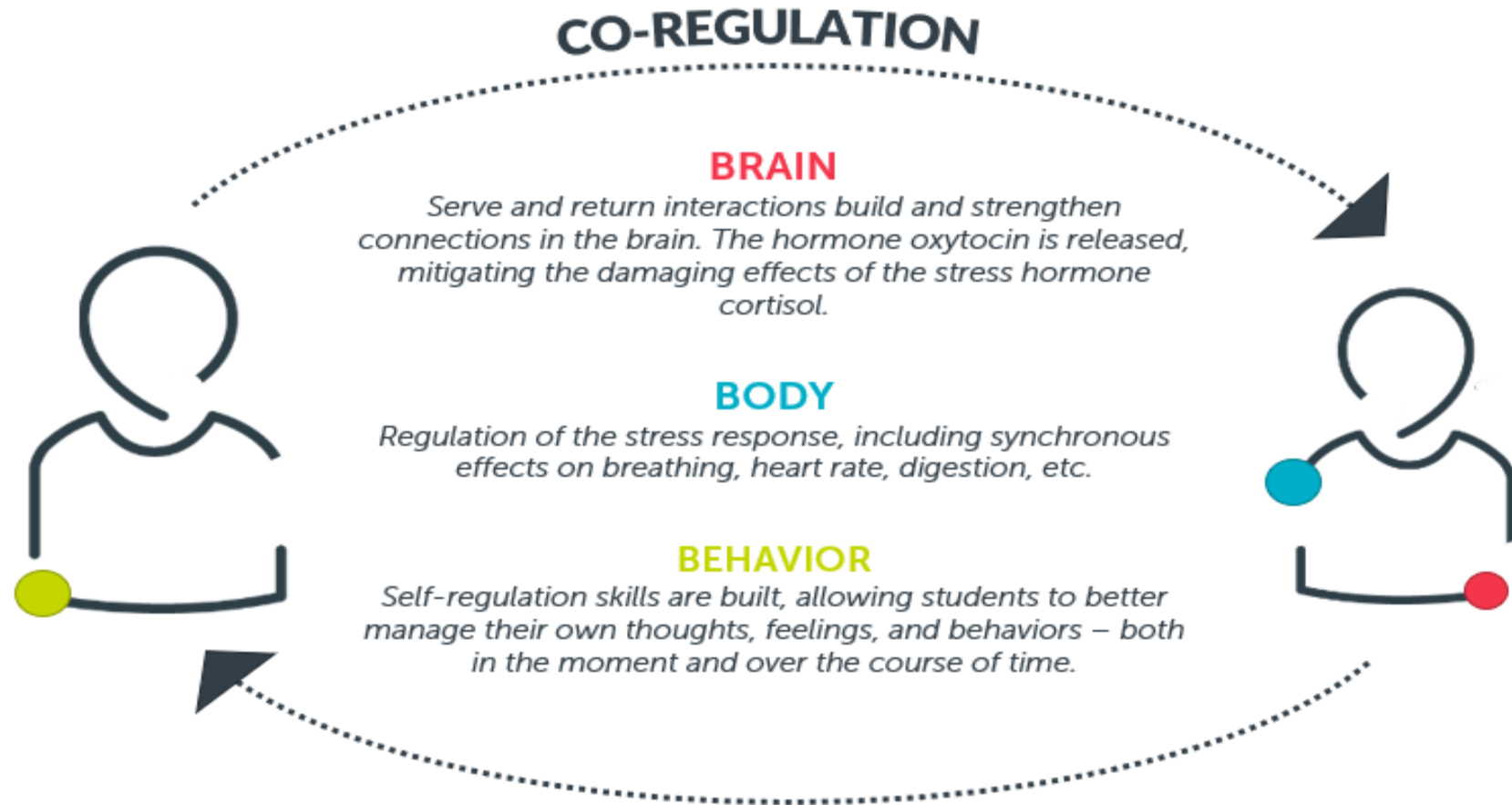


SELF-REGULATION



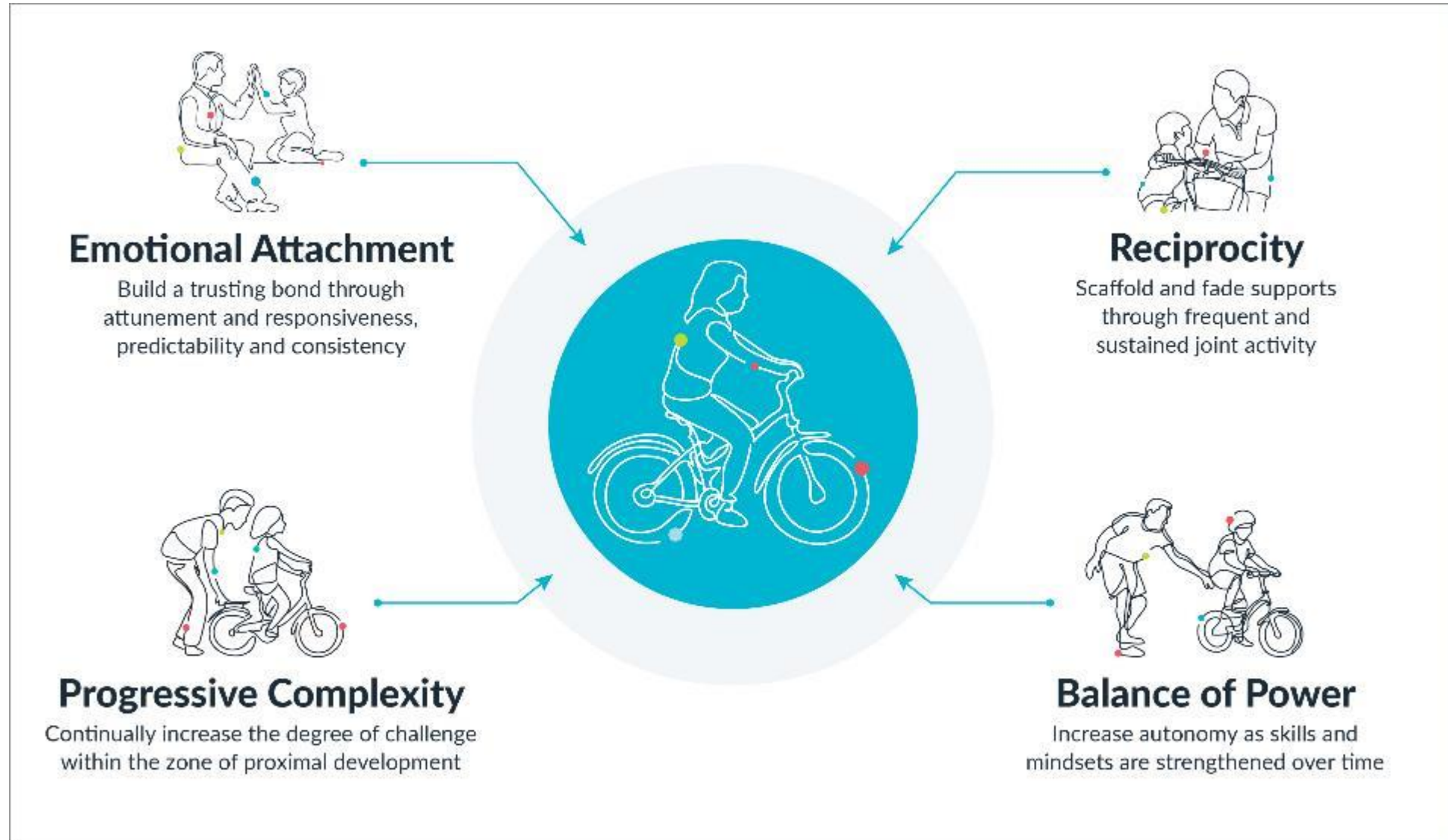
Co-Regulation to Self-Regulation

Co-regulation is the **interactive process** of **regulatory support** between a caring adult and child. This process of attunement and responsiveness helps to mitigate the damaging effects of chronic, unbuffered stress, and fosters self-regulation development across the lifespan.



Positive Developmental Relationships

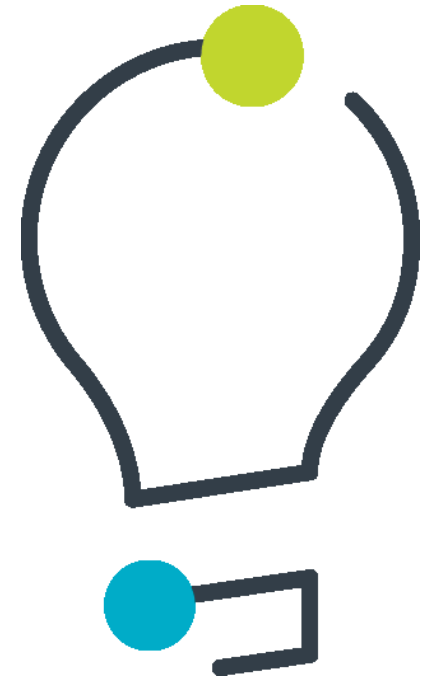
Positive developmental relationships drive healthy development and learning – they serve as the “**active ingredient**” in effective interventions (Li & Julian, 2012). Importantly, these relationships help to mitigate the damaging effects of chronic, unbuffered stress for students.



INDIVIDUAL REFLECTION

Thinking back to the T-Chart in our opening activity –

Can you see the four components of positive developmental relationships in the characteristics that you listed? Which ones?



Small Group Discussion

- What is resonating with you about this content?
- How does it reflect your values as an educator?
- Where do you have questions or wonderings?



Pop or Drop

- **Pop** off mute and ask a question or make a comment
- **Drop** a question or comment into the chat box



“I’ve come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. **As a teacher, I possess a tremendous power to make a child’s life miserable or joyous.** I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, **it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.**”

-DR. HAIM GINOTT

THE POWER YOU CARRY







Relationship-Building Tools

Relationships

- Trust-Building Interactions
- Student Relationship Structures
- Family, Caregiver and Community Partnerships



Well-Being Index



Student Well-Being Index: Elementary (3rd-5th)

STUDENT NAME:

DATE:

DIRECTIONS:

Below is a survey that is going to ask you how you have been doing. For each question, please choose the number that matches your feelings or actions in the last week. Your response can range from 1 (None of the Time) to 5 (All of the Time). There are no right or wrong answers here.

In the past week...	None of the Time 1	Rarely 2	Some of the Time 3	Often 4	All of the Time 5
1. I've been eating healthy foods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I've been active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I've been interested in my daily activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I've been getting enough sleep	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I've been in a good mood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I've been feeling cared about by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Register For Free Access to the
Well-Being Index from
Turnaround for Children



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Well-Being Index

SIGN UP NOW FOR FREE ACCESS

Introducing the Well-Being Index

Science demonstrates what the best educators have always known: All students have unique strengths and needs that vary over time and are expressed differently. When schools recognize and personalize experiences for individual students and remove barriers to learning, they create the conditions that support thriving. But, if a student's experience and how they feel and function is variable, how can educators capture this in order to support them in a timely, personalized way?

Is My Classroom Relationship Rich? (Teachers)



Educator Inventory: Is My Classroom Relationship-Rich?

PURPOSE

Use this inventory to self-assess the quality of relationships with students in your classroom.

DIRECTIONS:

1. List the students in your roster.
2. For each student, check the statements that you agree with.
3. Reflect on your responses. **Star** a few of the relationships that are going well and **circle** the relationships that are the most challenging. Use these relationships to anchor your reflection on the following page.


Educator Inventory

Student List:	I can name 3 strengths and interests this student has	I can name 3 things about this student's life outside of school	When this student has a problem, they share it with me	In the past month, I can name an example of when I gave this student a leadership role or enhanced responsibility	In the past week, I can name a time when I expressed gratitude for this student	In the past month, I have had a challenging incident with this student

Assess and reflect on your relationships with students.

Is My Classroom Relationship Rich? (Students)

Quickly get a
snapshot of how
students feel about
relationships in your
classroom



Classroom Inventory: Is My Classroom Relationship-Rich? (4th-12th)

DIRECTIONS:
Below is a survey that is going to ask you about relationships with your classmates and teacher. For each statement, please indicate a response that matches your feelings and thoughts. Your response can range from strongly agree to strongly disagree. There are no right or wrong answers here.

Practice Example	Strongly Agree	Strongly Disagree
Example: I enjoy the school lunch.	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree with the following statements about your classroom?

Statement	Strongly Agree	Strongly Disagree
a. I feel like a real part of my class.	<input type="radio"/>	<input type="radio"/>
b. People here notice when I'm good at something.	<input type="radio"/>	<input type="radio"/>
c. Other students in my class take my opinions seriously.	<input type="radio"/>	<input type="radio"/>
d. People in this class are friendly to me.	<input type="radio"/>	<input type="radio"/>
e. I'm included in activities in this class.	<input type="radio"/>	<input type="radio"/>
f. I can always find a way to help people end arguments.	<input type="radio"/>	<input type="radio"/>
g. I listen carefully to what other people say to me.	<input type="radio"/>	<input type="radio"/>
h. I'm good at working with other students.	<input type="radio"/>	<input type="radio"/>
i. I'm good at helping other people.	<input type="radio"/>	<input type="radio"/>
j. I know how to ask for help when I need it.	<input type="radio"/>	<input type="radio"/>

How much do you agree or disagree with the following statements about your teacher?

Statement	Strongly Agree	Strongly Disagree
k. When my teachers tell me not to do something, I know they have a good reason.	<input type="radio"/>	<input type="radio"/>
l. I feel safe and comfortable with my teacher.	<input type="radio"/>	<input type="radio"/>
m. My teacher always keeps their promises.	<input type="radio"/>	<input type="radio"/>
n. My teacher always listens to students' ideas.	<input type="radio"/>	<input type="radio"/>
o. My teacher treats me with respect.	<input type="radio"/>	<input type="radio"/>
p. My teacher challenges me to achieve new things.	<input type="radio"/>	<input type="radio"/>
q. I know I can ask my teacher for help when I need it.	<input type="radio"/>	<input type="radio"/>
r. My teacher supports me.	<input type="radio"/>	<input type="radio"/>

Classroom Inventory: Is My Classroom Relationship-Rich? (K-3rd)

DIRECTIONS:
This is a survey that is going to ask you about how you feel in school. For each question, circle the face that best represents how you feel. There are no right or wrong answers here.


Example:

	Agree	Not Sure	Disagree
I like ice cream.	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> ☹️

	Agree	Not Sure	Disagree
I feel safe in my classroom.	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> ☹️
I learn new things with my teacher and friends.	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> ☹️
My teacher helps me when I need it.	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> ☹️
My classmates help me when I need it.	<input type="radio"/> 😊	<input type="radio"/> 😐	<input type="radio"/> ☹️

Relationship Strategies Bank

Plan to spend focused time with students to build a stronger relationship.

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Relationship Strategy Bank


PURPOSE
Use these sample ideas, or brainstorm your own, to make collaborative decisions about relational supports.

DIRECTIONS:
Use the following list as starter ideas for individual relationship supports.

- ☐ **The 2 x 10**
Identify a student who may benefit from additional support and spend 2 minutes per day for 10 consecutive school days with the student (*see following tools for full description*).
- ☐ **Banking Time**
Meet with the student for 10-15 minutes, 2-3 times a week, to engage in a student-led activity (*see following tools for full description*).
- ☐ **Secret Signal**
Use a special signal to communicate with the teacher. Make sure to collaboratively plan out both teacher and student actions.
- ☐ **Conversation Notebook**
Use a conversation notebook for sharing and responding.
- ☐ **Non-Contingent Time**

- ☐ **Sneak Peek**
Determine an area of need with the student and preview academic work together.
- ☐ **Launch Pad**
Plan a consistent check-in at the beginning of independent assignments.
- ☐ **Add your own:**

Banking Time


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Banking Time Strategy

PURPOSE
Use this evidence-based strategy to build trust through predictable and consistent student-led joint activity and conversation (Hamre & Pianta, 2006).

DIRECTIONS:
Use the strategy and suggested process below to create predictable time and space for individual relationship building.

Strategy:
In the Banking Time strategy, teachers arrange for brief, regular, interactive and play-based sessions to better get to know students. Research conducted on the Banking Time strategy shows decreased levels of cortisol in students, increased student engagement and teacher behaviors that are less directive and display less negativity toward students (Hatfield & Williford, 2017).

BANKING TIME

- Teachers meet with an individual student for 10-15 minutes, 2-3 times a week, to engage in a student-led activity and focus on the positive.
- Teachers follow the student's lead and they do not attempt to teach. They listen to students, narrate what students are doing and validate their emotions.
- Banking Time is not a punishment or a reward; sessions are held regardless of the student's behavior that day.

Plan:
Determine the logistics for meeting and how to frame the session. For example, "I would like to take some time for us to get to know each other better. I was hoping that we could meet a few times a week and do something that you enjoy. What do you think?"



Planning Time

Reminder

Please change your Zoom
name to:

Role, Name

ROLES:

County Office (COE)

District Administration (DA)

School Administration (SA)

Teacher (T)

Student Support Staff (SS)

(ie: COE, Chris Williams)

What leaders need to think about...

A whole-child purpose is an explicit commitment to holistic and equitable outcomes that lives in the school vision, mission, values and all aspects of practice, which drives school goals and priorities.



And also ...



Shared Leadership and Ownership

- Inclusive Leadership
- Capacity Building
- Staff Relationships & Collaboration

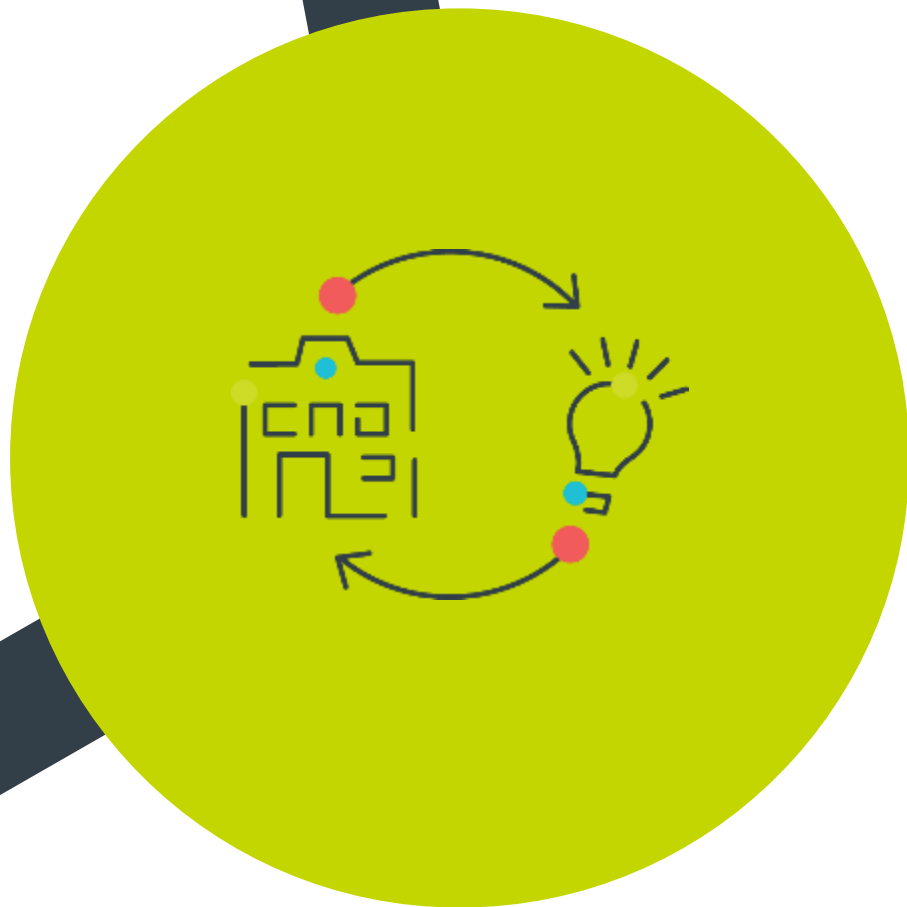


Small Group Discussion

Take 5 minutes to individually look at the tools.

- What tools do you find interesting? Which are familiar?
- What is challenging about relationship-building? How might these tools or information help?
- As a leader in your school or district, what can you specifically do to promote relationships?





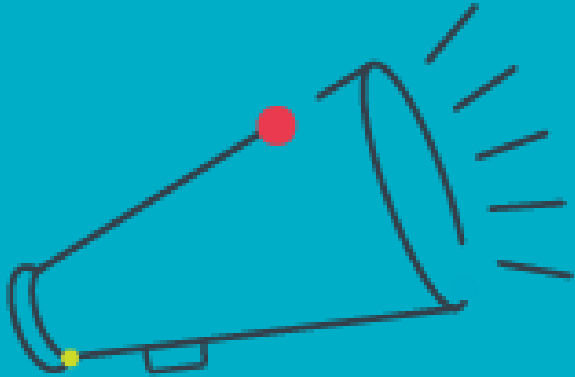
Closing

EXIT TICKET



https://bit.ly/TFCExit_SY21_Training

Resources to Share



Recording of this Session Brief on Relationships

Relationships

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CALL TO ACTION

- 1.** Plan to build intentional relationship-building strategies into your re-opening plans.
- 2.** Share these tools and information with others.

Closing Prompt

In the chat, please share:
An idea or practice that you'll
take from this session



THANK YOU

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