



**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

# Resilience:

## Don't rock the boat

(Session 4 of 4)

Spring, 2021











Relationships, Routines, Resilience:  
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Spring, 2021





**Katie Brackenridge**  
**Partnership Director**



TURNAROUND  
FOR CHILDREN

# Relationships, Routines, Resilience: Reopening with the Three Rs

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

## Resilience

*This brief is the fourth 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

The science of learning and development tells us that [learning is integrated](#) – for example, no “math” part of the brain develops separately from a “self-regulation” part of the brain. Therefore, successful learning experiences simultaneously develop content-specific knowledge along with the skills and mindsets described in Turnaround’s [Building Blocks for Learning](#). Resilience is an upper-level skill in the Building Blocks, resting on a foundation of other skills, like self-awareness, self-regulation, and stress management.

In the brain, students are building anatomically cross-wired and functionally interconnected neural networks that facilitate skills like self-regulation while also helping them think, learn and remember content knowledge. For example, as a student works to regulate their emotions, remember new information and organize their thinking, they are using structurally and functionally interconnected processes in the amygdala, hippocampus and prefrontal cortex.



### THE PRACTICE

In classrooms, this means that academic instruction and student supports are most effective when they are driven by a holistic picture of the learner with unique skills, habits, mindsets, interests, relationships, experiences, knowledge and goals. Growth and learning emerge through real experiences and authentic practice over time that shifts the balance of power towards students, recognizing them as [active agents](#) within the learning process.

These active, integrated processes of learning and development occur in [context](#), building upon students' relationships, prior experiences and knowledge, and the broader ecosystem in which they are developing. The presence of positive relationships with adults who know children well buffers the negative impact of stress on the brain and supports the co-regulatory processes through which students develop skills like self-regulation and resilience. These skills and mindsets that adults in children's contexts demonstrate form the model through which students acquire their own skills and mindsets. For example, a group of educators who consistently embody a growth mindset, demonstrate

## Educators will be able to ...

- **Understand** the relationship between emotions and learning
- **Explore** the power of co-regulating emotions to build resiliency in students, and in the process, tune up emotional self-awareness
- **Consider** how to effectively implement resiliency-building strategies in your school or district



Welcome & Opening

Rowing in Tandem

- Integrated social, emotional and cognitive learning

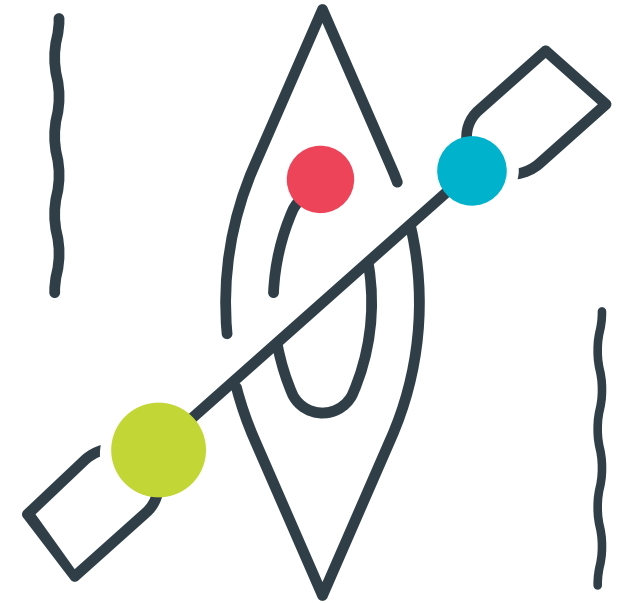
Going Over

- Responding to Emotions and Stress

Checking the Weather

- Well-Being Index

Ready to Put In





# Participant Packet

The Three Rs - Participant Packet  
March 15, 2021

Facilitators: Katie Brackenridge/Gretchen Livesey  
kbrackenridge@tfcusa.org

## Resilience: Don't Rock the Boat

(Please download your own copy)

### OBJECTIVES

#### Educators will be able to...

- Understand the relationship between emotions and learning
- Explore the power of co-regulating emotions to build resiliency in students, and in the process, tune up emotional self-awareness
- Plan to effectively implement resiliency-building strategies in your school or district

### AGENDA

#### Welcome & Opening

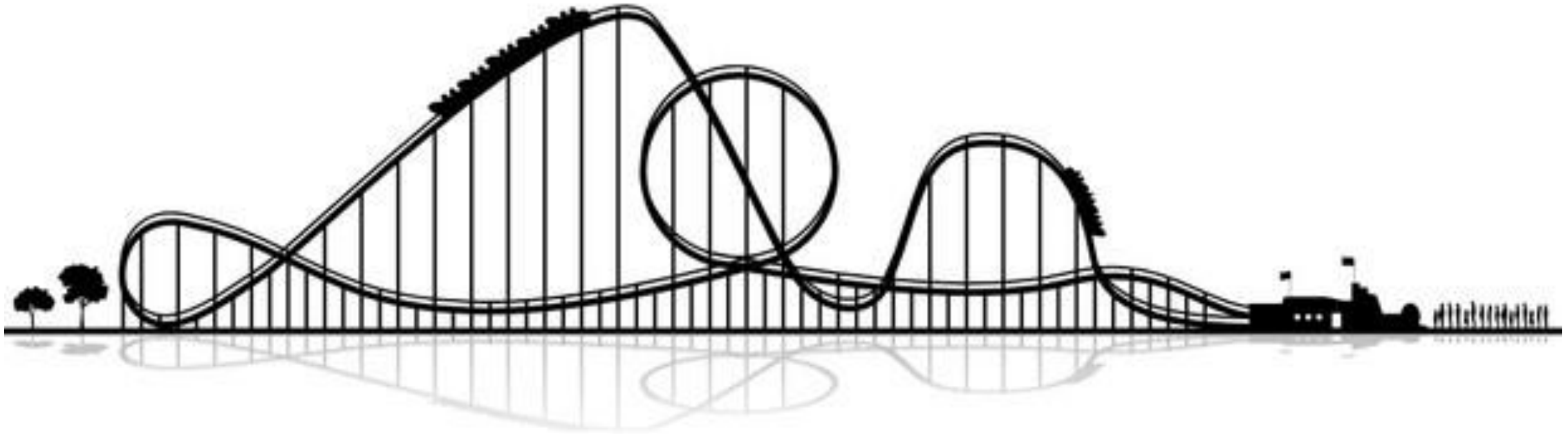
#### Co-Regulating Emotions

- Intentional Self-Awareness and Self-Regulation Skill Development
- Responding to Emotions + Stress

#### Ready to Put In

- Resilience in the LCAP
- Your Journey

# The Roller Coaster Check-in





# WHOLE GROUP SHARE

## Question(s):

- ☐ What might be some trends in the way we're feeling as a group?
- ☐ What might we need to manage as a group this afternoon based on some of those trends in our feeling?
- ☐ How might you use a check-in like this with students or staff?





# Rowing in Tandem

Integrated social, emotional and  
cognitive learning

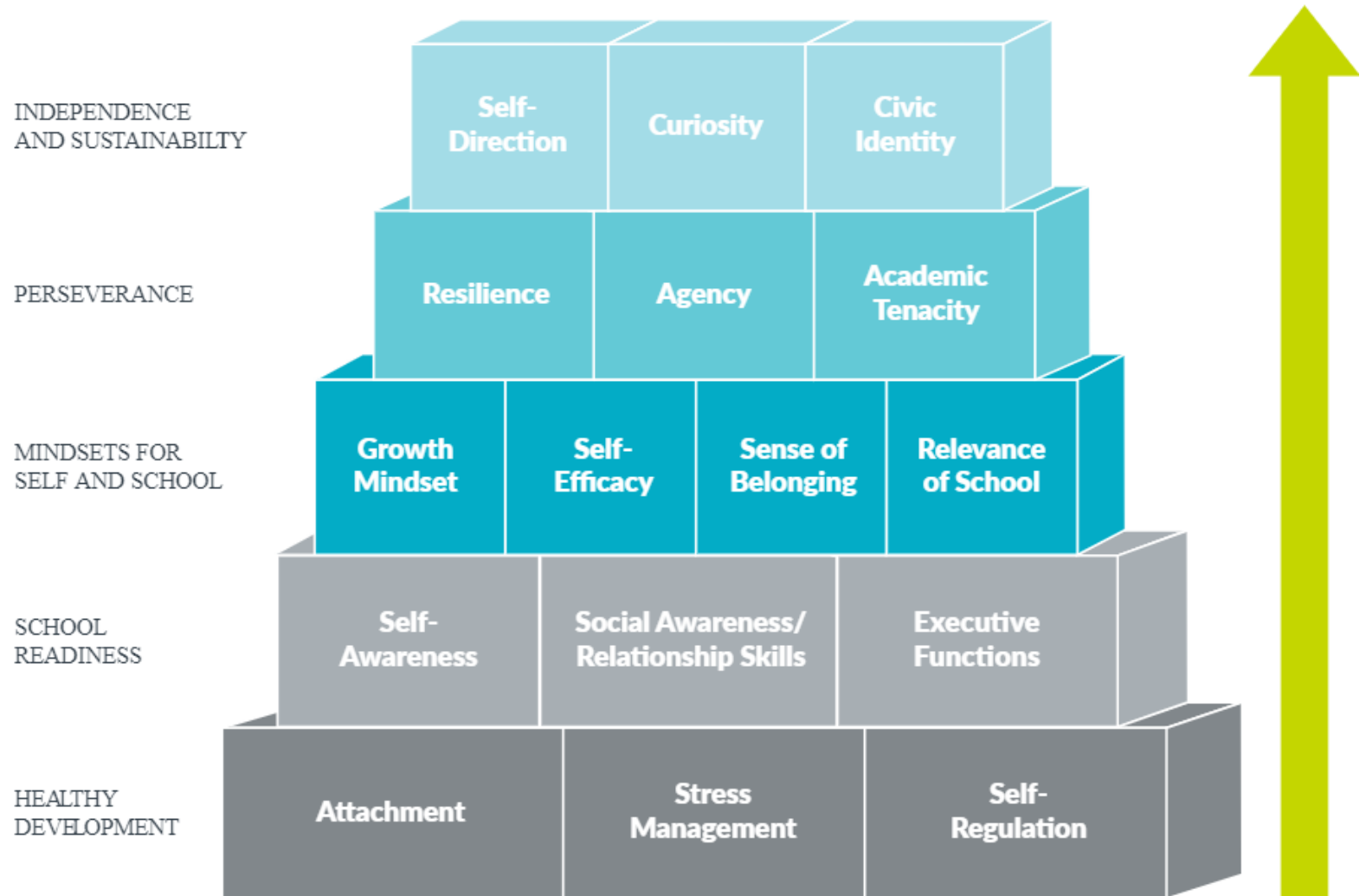




# Building Blocks for Learning

**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.



# Resilience

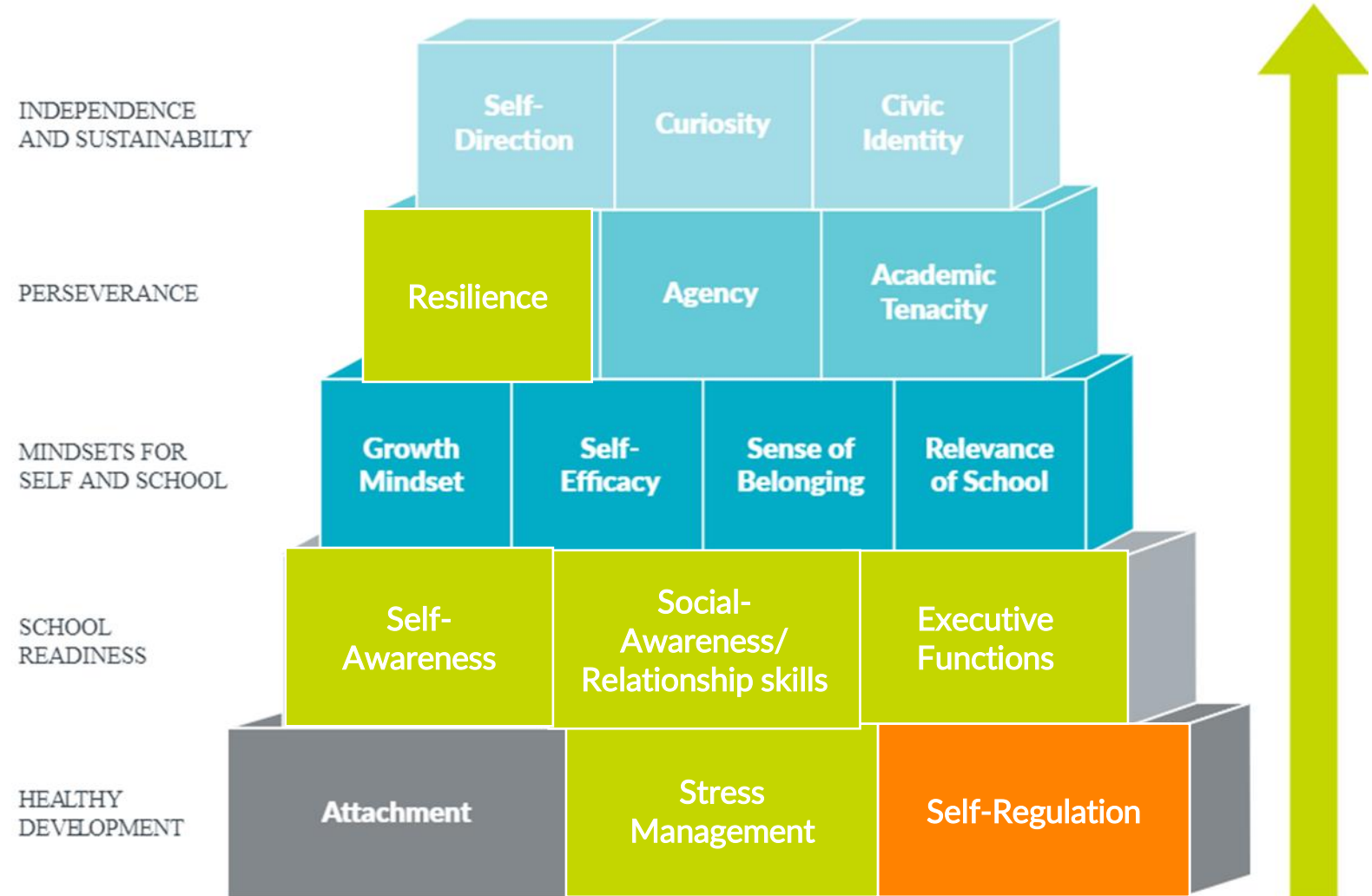
**Merriam-Webster** defines resilience as an ability to recover from or adjust easily to misfortune or change

**The American Psychological Association** defines resilience as the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress

# Resilience rests on foundational skills and mindsets

**Self-Regulation:**  
Regulation of  
attention, emotion  
and executive  
functions for the  
purposes of goal-  
directed actions.

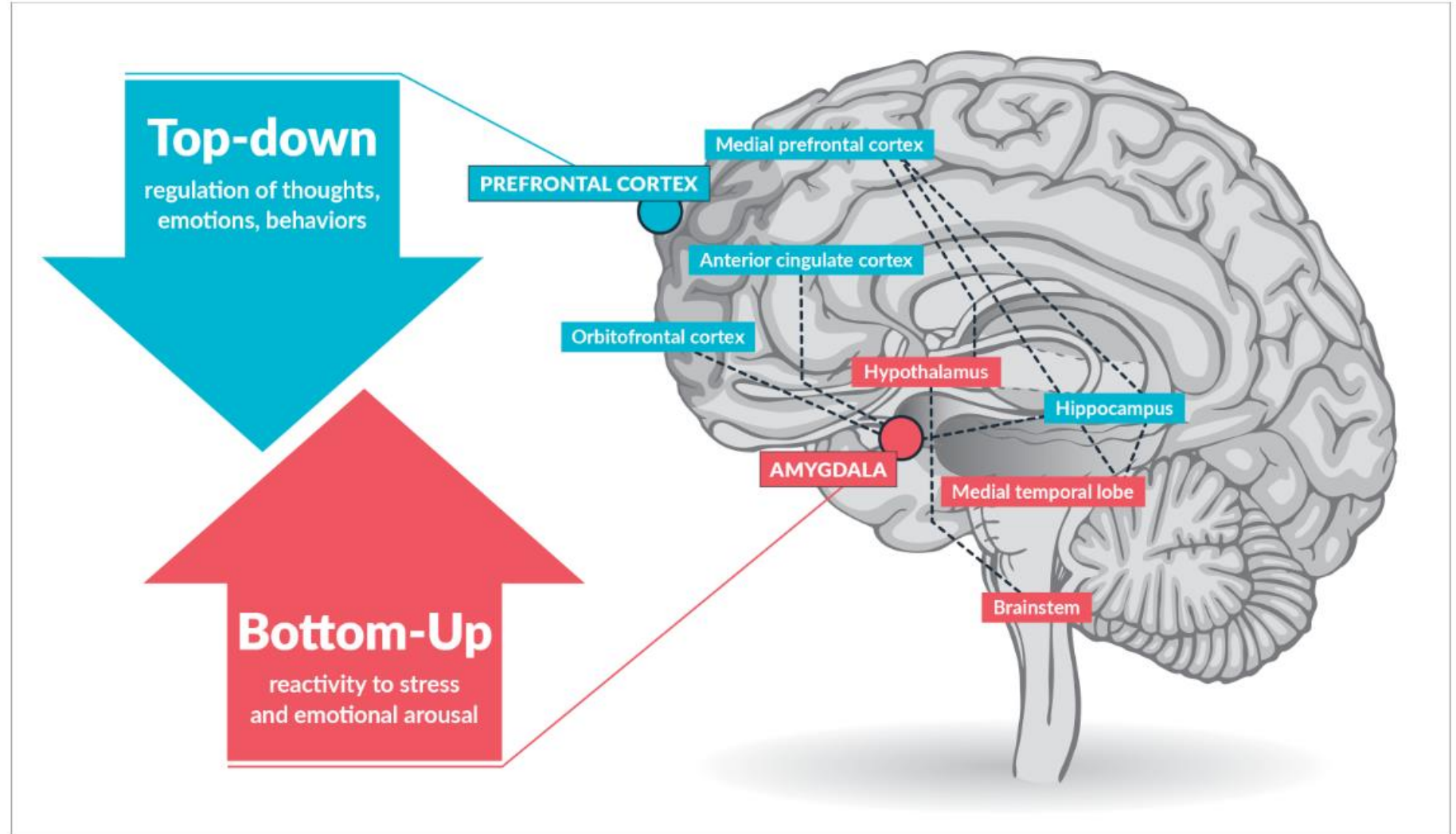
[\*Blair, C., & Ursache, A., \(2011\).\*](#)





## Self-Regulation in the Brain

The prefrontal cortex and its networks can bring stress and arousal levels down, while the amygdala and its networks bring stress and arousal levels up. Sometimes called **hot and cool**, or **top-down and bottom-up** processes, these networks together regulate thoughts, emotions, and behaviors adaptively.



## A False Dichotomy

**“Emotional processes are structurally and functionally intertwined with (and often the same as) the cognitive capacities required for learning.”**

-Mary Helen Immordino-Yang & Antonio Damasio, 2007  
*We Feel, Therefore We Learn*

**Video -  
Ed-talk:  
Learning with  
an Emotional  
Brain**



Knowledge Forum, Washington, DC  
February 1, 2016

<https://www.youtube.com/watch?v=DEeo350WQrs>





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## Small Group Discussion

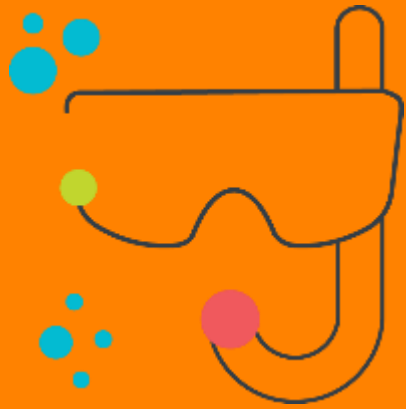
- What sparks your interest?
- How does this information run counter to traditional educational practices and structures?
- What are the implications for your school/district?



“Emotions and cognition are irrevocably linked... [Yet] social neuroscience and social-emotional learning have been used to further pathologize and stigmatize students of color and other diverse students because they may express and manage emotionally in culturally congruent ways that are different from the dominant culture.”

-Zaretta Hammond

*Looking at SoLD Through an Equity Lens*



# Going Over

Responding to Stress and Emotions

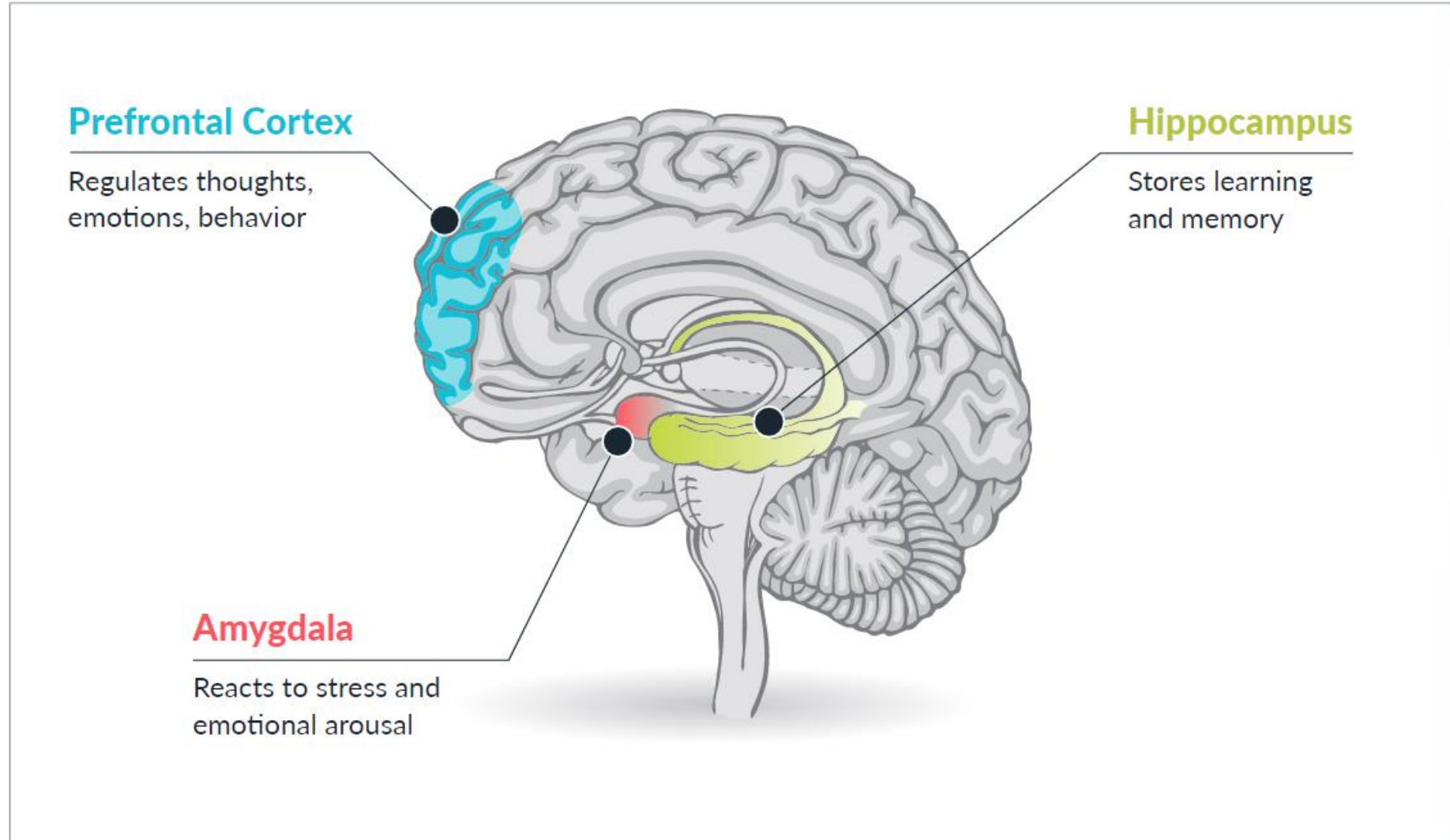






## The Brain's Learning Centers

The **prefrontal cortex**, **hippocampus**, and **amygdala** are key parts of the brain's limbic system. Working together, these structures allow students to regulate emotion, attention and behavior, to learn and remember, and more – all key components of academic success.



## Chronic, Unbuffered Stress

Toxic levels of the stress hormone cortisol can change the structure and function of key brain areas for learning. These structures become **primed to be on high alert for danger, and to react quickly**, which can affect the ability to regulate emotion, attention, and behavior, and to learn and remember – all key components of academic success.

### Prefrontal Cortex

Structural changes including fewer and altered connections

Functional challenges including difficulty regulating thoughts, emotions, behavior

### Amygdala

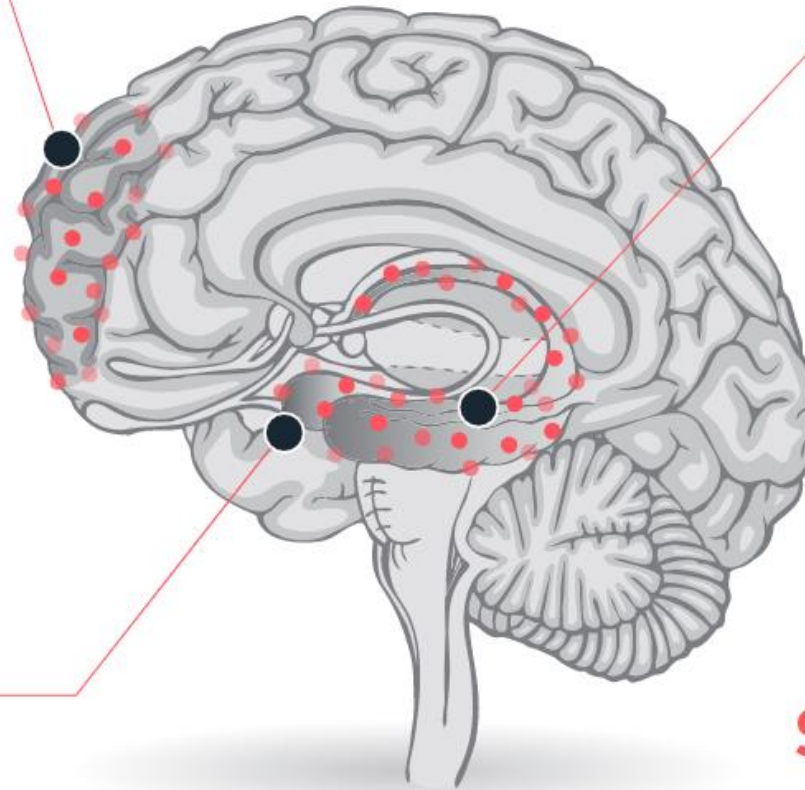
Structural changes including altered connections and volume

Functional changes including a hyperreactive stress response

### Hippocampus

Structural changes including fewer connections, fewer new neurons created, and smaller volume

Functional changes including difficulty with memory, contextualizing new situations and information, and storing new learning



Stress Hormone  
**Cortisol**





# TRUST IS THE ANTIDOTE TO STRESS

OXYTOCIN



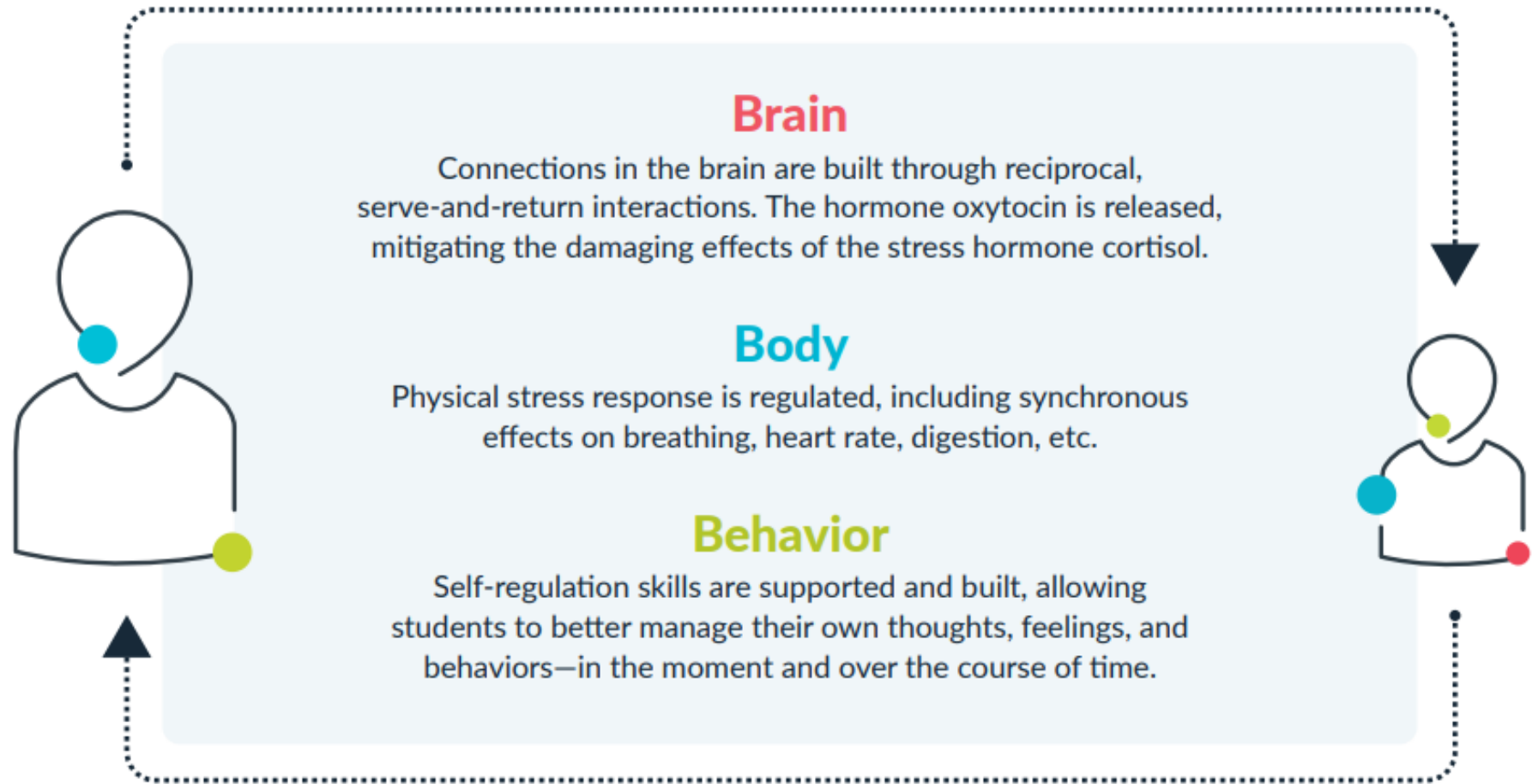
CORTISOL





# 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.



Interactive Process Of Regulatory Support

# What can an educator do to co-regulate?

## Attune: Notice Signs of Agitation

- Grimacing
- Pencil tapping
- Slowness to get started on a task
- Putting head down
- Ignoring others
- Eye rolling
- Heavy sighs
- *All students are different; start to notice how each responds differently to stress*

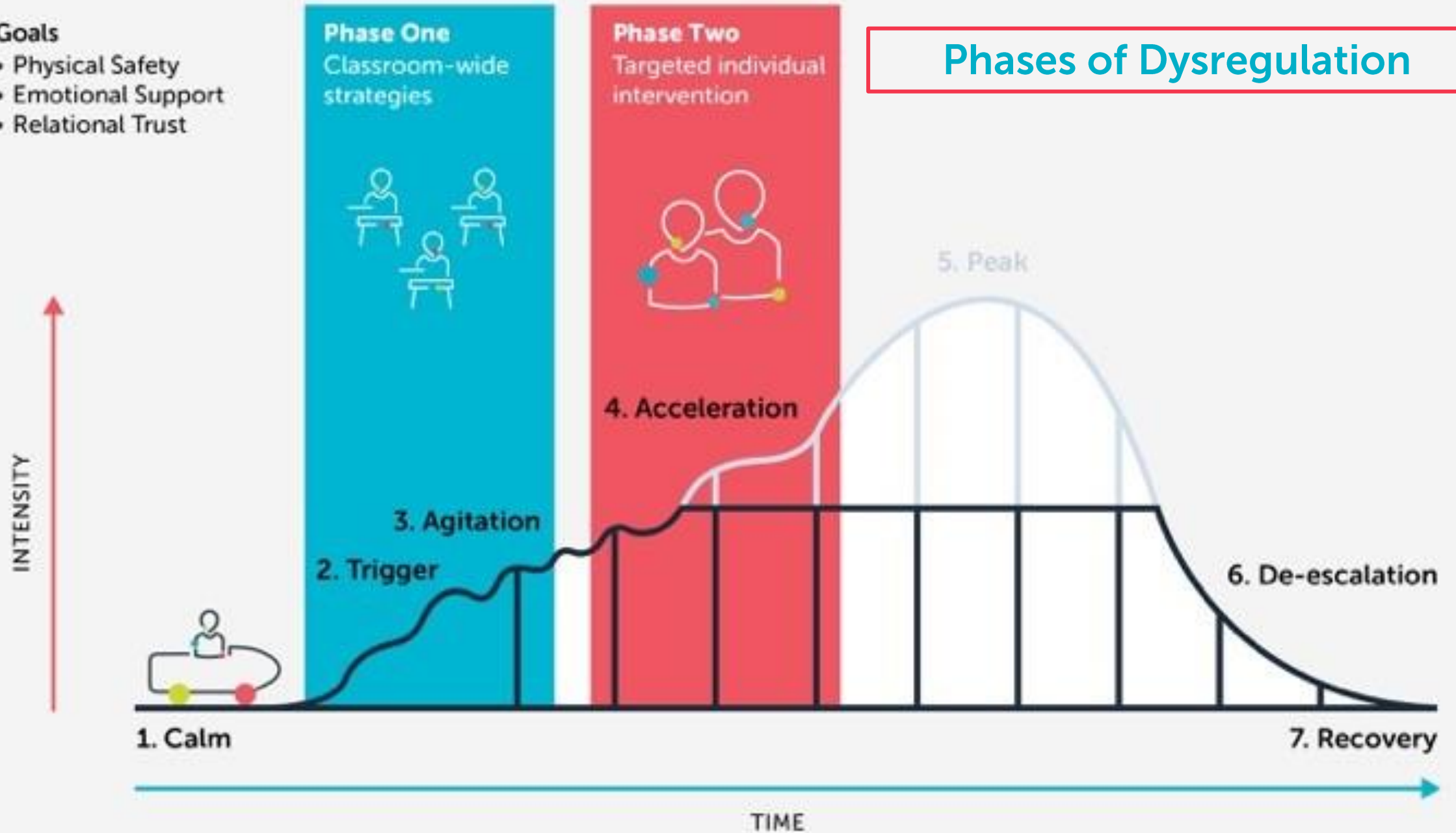
## Respond to Signs of Agitation

- Approach the student with empathy – ask questions and express care
- Help the student focus and get started on their work
- Provide space – allow a space to cool down or offer a seat change
- Provide assurance and additional time – remind them it's okay
- Adjust proximity
- Offer independent activities
- Offer passive activities – activities that require attention, but not much effort
- Offer movement activities
- Prompt students to use self-management strategies that they have learned in neutral contexts.

## Goals

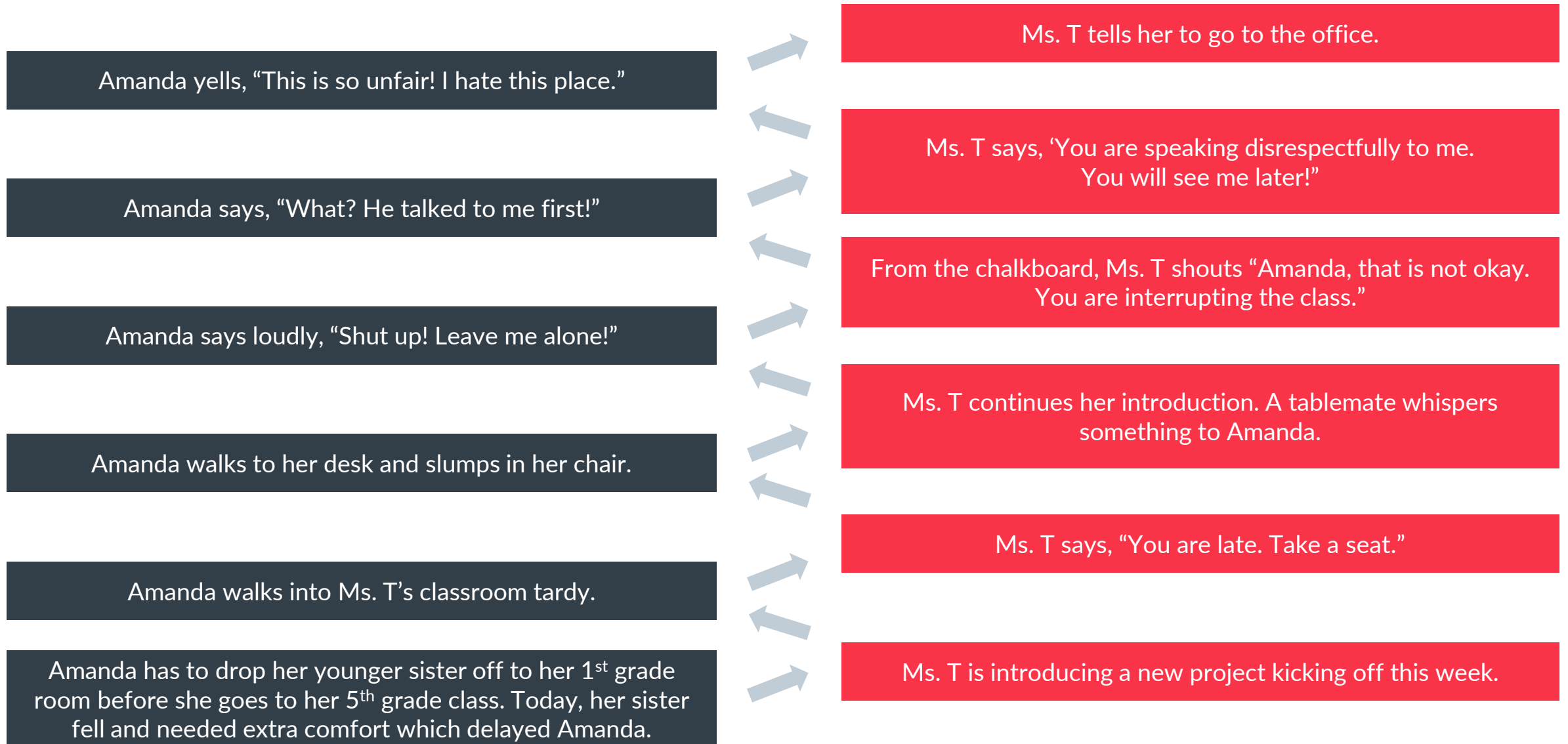
- Physical Safety
- Emotional Support
- Relational Trust

## Phases of Dysregulation



# ESCALATING BEHAVIOR CHAIN

Handout p. 5





# WHOLE GROUP SHARE

### Question(s):

- ☐ What pushed this teacher's buttons?
- ☐ What pushed this student's buttons?



# ALTERNATE BEHAVIOR CHAIN

Handout p. 5

Amanda says, "Ugh! I'm just so stressed today."

"Got it. How about you chill in our chill out corner for a bit, check back in with Javon when you are calm, and then come check in with me so I can get you caught up."

Amanda says, "He started it!"

Ms. T says, "Hey, you aren't usually late, and Javon is your buddy. You've never snapped at him before. What's up?"

Amanda says loudly, "Shut up! Leave me alone!"

From the chalkboard, Ms. T says, "Ok folks, please buddy up and do steps 1-3 together for the next 5 minutes."  
Ms. T walks to Amanda, kneels down and says, "Our community norm is "speak kindly to each other."

Amanda walks to her desk and slumps in her chair.

Ms. T continues talking. A tablemate, Javon, whispers something to Amanda.

Amanda walks into her classroom tardy.

Ms. T smiles at Amanda and puts the project overview document on Amanda's desk.

Amanda has to drop her younger sister off to her 1<sup>st</sup> grade room before she goes to her 5<sup>th</sup> grade class. Today, her sister fell and needed extra comfort which delayed Amanda.

Ms. T is introducing a new project kicking off this week.

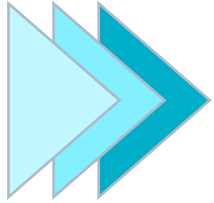
## COOPERATIVE LEARNING STRUCTURE

# WHOLE GROUP SHARE

### Question(s):

- ☐ What is another way the teacher could have de-escalated the situation?
- ☐ What was one important difference between this pathway and the last?





## Reflecting on My Triggers and Responses



### Reflecting on My Triggers and Responses – A Planning Tool

#### PURPOSE

The purpose of this tool is support educators as they reflect on a specific student interaction and plan for how they will improve their response in the future.

#### DIRECTIONS:

1. Think about a past student interaction that you wish would have ended differently. If possible, select an example that resulted in increased student agitation or peak frustration.
2. Take time to describe the event in Section 1 of this tool. To the best of your ability, try to remember what was said, done, and felt at the moment of the interaction.
3. Consider why you responded the way you did, and then use Section 2 of this tool to plan your improved response for the future.

### Section 1: Reflect to Gain Understanding

Use the space below to reflect on the interaction. You may use *Reflection Space A* and/or *Reflection Space B*. The goal of this section is to support you as you objectively describe the actions and words used by you and the student. Next, use the reflection questions to deepen your understanding of the event.

#### Reflection Space A

Objectively tell the story of the interaction. What happened first, second, next, last?

#### Reflection Space B:

Teacher response:

Student behavior:

Student behavior:





## My Emotional Response Strategies List

### PURPOSE

This strategy list is to support students in independently identifying strategies that they can use to act on their emotions. It also provides an opportunity to identify important relationships they can rely on should they need additional support when dealing with an emotional situation.

Time	Budget about 20 minutes for students to complete this in a whole-group setting. To use this tool one-on-one with students, you'll likely need about 10 minutes per student.
Participants	This tool can work well proactively with a large group of students, as well as in smaller groups or one-on-one depending on how much support your students need in identifying emotions, describing strategies, and connecting strategies to specific emotions.
Other Applications	This tool can be helpful to share with families at conferences, as their partnership will help students to apply the strategies that they've identified in contexts beyond school.
Steps	<ol style="list-style-type: none"> <li>1. Use students' emotional vocabulary sheets to identify some strong feelings that they deal with. Have them list those feelings on the left side of the sheet.</li> <li>2. Next, using your classroom poster about managing emotions, have students list strategies that work well for them on the right side of the page.</li> <li>3. Students should then connect feelings to strategies that work well for managing their responses.</li> <li>4. Close the session by giving students time to identify people they have relationships with whom they can rely on if they're feeling strong emotions and don't know what to do. This can be a good opportunity to explain to students the power of relationships in supporting healthy development.</li> </ol>
Considerations	<ol style="list-style-type: none"> <li>1. Students will have varying degrees of developmental readiness to engage in this protocol. For students who are not yet reading and writing, consider having them draw in each of the boxes below or scribe for them as they go through the process. What is important about this activity is that children become more aware of what strategies they can use to respond to emotions, as well as whom they can count on for support – not that students complete the paper.</li> <li>1. This tool relies on students' ability to accurately label their emotional states. The tools in Toolkit 10.3 support this skill, including the Emotional Vocabulary tool.</li> <li>2. This tool also relies on students' ability to use and name strategies for emotional responses, which are built through the Our Emotional Response Strategies tool and the Role-Play Guidelines.</li> <li>3. When introducing and modeling this tool in an ongoing way, be sure to include strategies that can work in environments outside of school.</li> <li>4. Consider having students find out the phone numbers for the people that they can count on to help them manage strong emotions.</li> </ol>



## Student Tool: My Emotional Response Strategies List

Name:

Date:

When I feel

I can

When I feel

I can

When I feel

I can

When I feel

I can

When I feel

I can

If I have strong feelings and don't know what to do, I know I can get support from:



## Small Group Discussion

- ❑ What is one of your triggers?
- ❑ How do you react when you are triggered by that?
- ❑ How might you proactively prepare yourself to respond instead?
- ❑ How might these tools help you and your students?







# Checking the Weather

Pro-actively planning for co-regulation and self-regulation







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



TURNAROUND FOR CHILDREN

## Well-Being Index

SIGN UP NOW FOR FREE ACCESS

# The Elementary Well-Being Index

Read each question and choose the number that matches your feelings or actions.

*In the past week...*

	None of the Time	Rarely	Some of the Time	Often	All of the Time
	1	2	3	4	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"/>

Click **Next** to continue.

*In the past week...*

None of the Time  
1 2 3 4 5 6 7 8 All of the Time  
9 10

1. I've been active



2. I've been thinking clearly



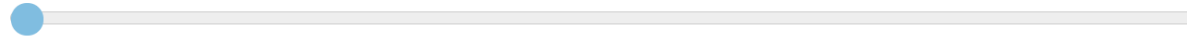
3. I've been hopeful about the future



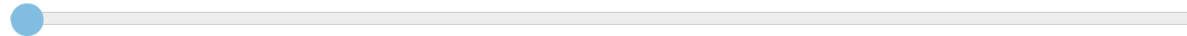
4. I've been feeling heard by others



5. I've been waking up feeling rested



6. I've been getting along well with others



7. I've been relaxed



8. I've been feeling accepted for who I am (my race, my culture, my gender)



9. I've been dealing with problems well



10. I've been engaged in my daily activity



**Handout p. 14**

# The Secondary Well-Being Index

THE WELL-BEING INDEX IS...	THE WELL-BEING INDEX IS NOT...
An individualized snapshot at a point-in-time	diagnostic assessment or screening tool
One source of information	Intended to be used in isolation
Strengths-based	Deficit-oriented
An individual assessment	A population assessment
Support for reflection and meaningful conversation	A checklist to label students as good or bad

# WBI Resources (pen/paper)

**TURNAROUND FOR CHILDREN**

**Student Well-Being Index: Secondary (6<sup>th</sup>-12<sup>th</sup>)**

STUDENT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**DIRECTIONS:**  
Below is a survey that is going to ask you how you have been doing. For each question, please indicate the number that matches your thoughts, feelings or actions in the last week. Your response can range from 1 (None of the Time) to 10 (All of the Time). There are no right or wrong answers here.

In the past week...	None of the Time										All of the Time									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
1. I've been active	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I've been thinking clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I've been hopeful about the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I've been feeling heard by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I've been waking up feeling rested	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I've been getting along well with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I've been relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I've been feeling accepted for who I am (my race, my culture, my gender)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I've been dealing with problems well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I've been engaged in my daily activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I've been feeling cared about by others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I've been in a good mood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Turnaround for Children      Student Well-Being Index

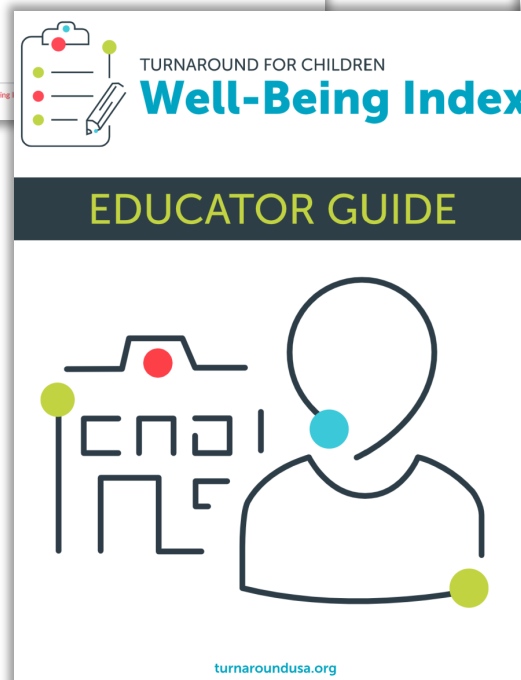
**TURNAROUND FOR CHILDREN**

**Student Well-Being Index: Elementary (3<sup>rd</sup>-5<sup>th</sup>)**

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		Rarely		Some of the Time		Often		All of the Time	
	1	2	3	4	5	6	7	8	9	10
1. I've been eating healthy foods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<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"/>	<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"/>	<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"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Administration Date: (To be filled by teacher)**  
**Directions: Use this Excel tab to input student WBI after every administration. It will autopopulate individual scores.**

STUDENT WELL-BEING INDEX: INDIVIDUAL PROFILE OF SCORES									
Student ID	Student Name	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
		I've been active	I've been thinking clearly	I've been hopeful about the future	I've been feeling heard by others	I've been waking up feeling rested	I've been getting along well with others		
Student A									
Student B									
Student C									
Student D									
Student E									
Student F									
Student G									
Student H									
Student I									
Student J									
Student K									
Student L									
Student M									
Student N									
Student O									
Student P									
Student Q									
Student R									



# WBI Resources (digital)

## Turnaround for Children's Student Well-Being Index - Elementary

This 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.

Please enter your **Student ID**:

Click **Next** to continue.

Read each question and choose the number that matches your feelings or actions.

*In the past week...*

	None of the Time	Rarely	Some of the Time	Often	All of the Time
	1	2	3	4	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"/>

Click **Next** to continue.

*In the past week...*

None of the Time 1 2 3 4 5 6 7 8 All of the Time 9 10

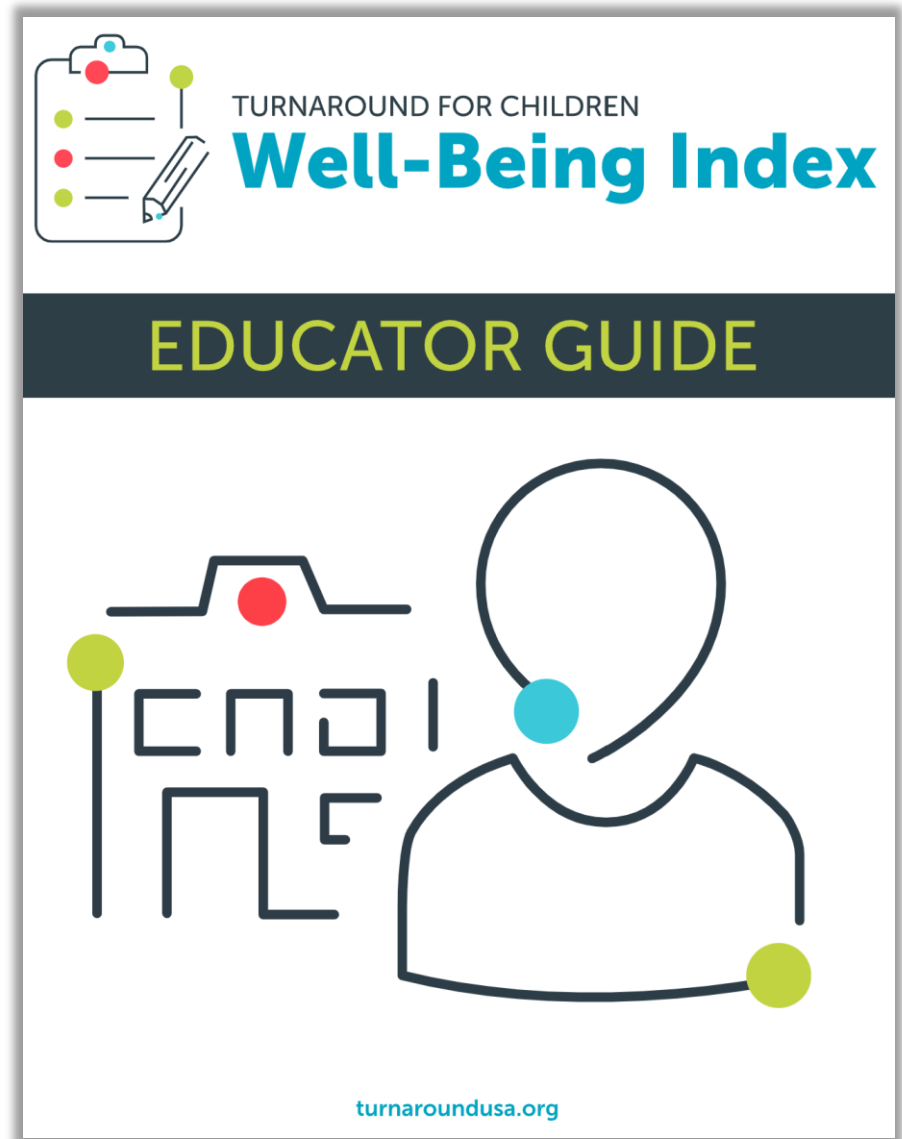
- I've been active  
☐
- I've been thinking clearly  
☐
- I've been hopeful about the future  
☐
- I've been feeling heard by others  
☐
- I've been waking up feeling rested  
☐
- I've been getting along well with others  
☐
- I've been relaxed  
☐
- I've been feeling accepted for who I am (my race, my culture, my gender)  
☐
- I've been dealing with problems well  
☐
- I've been engaged in my daily activity  
☐



# Reflection Tools

Educator Guide provides data reflection prompts and suggestions for next steps

- *What does this data say?*
- *What could this mean?*
- *What are some next steps that come to your mind?*



# Next Steps Post Reflection

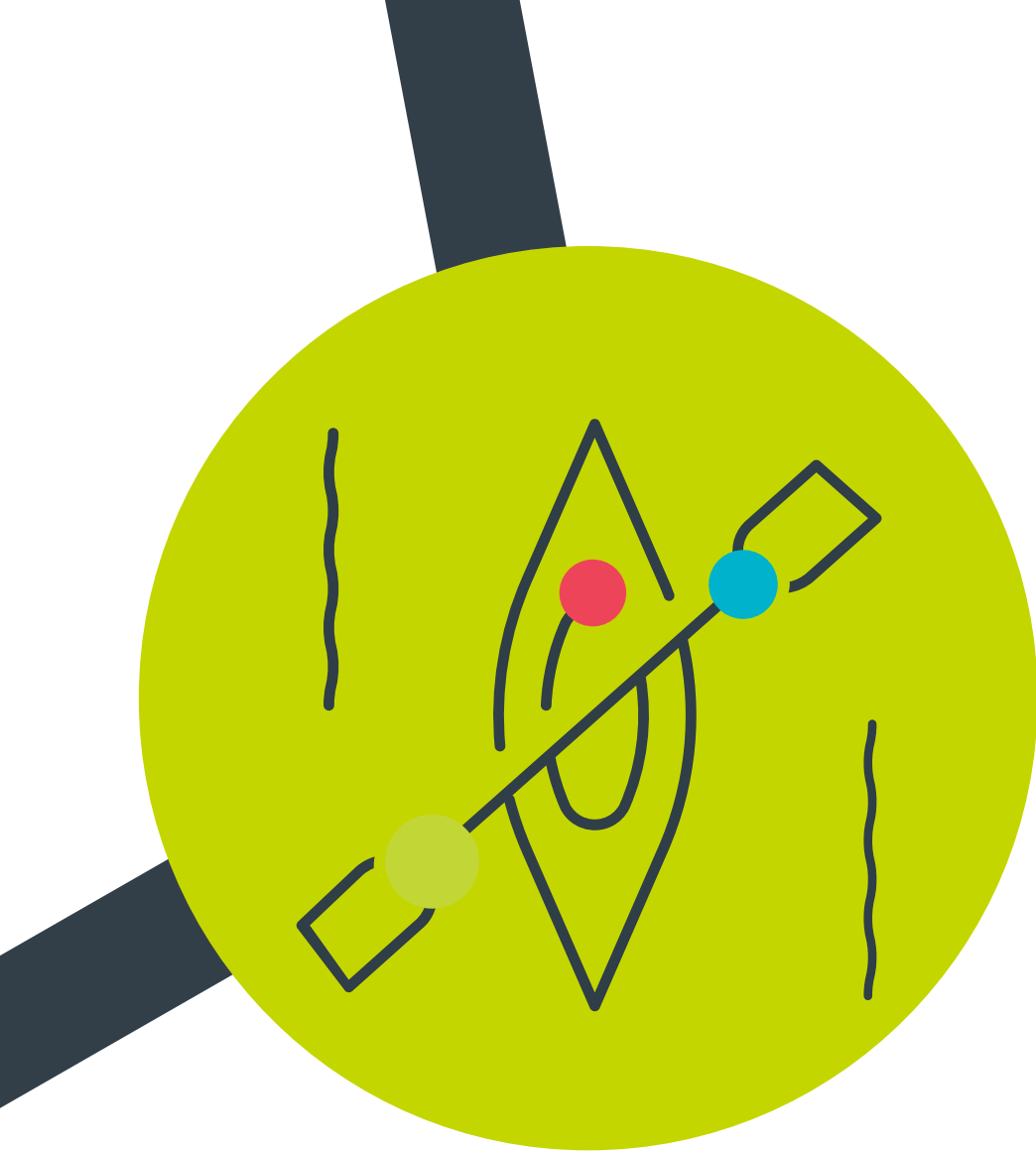
- Talk to students, deepen your understanding about them
- Use the data and reflections to collaborate with other grade-level staff
- Plan for universal and targeted supports in your class
- Administer frequently and look at patterns that emerge as you try out different supports



## Role Alike Discussion

- How can this tool support students' resilience?
- How might you use it in your role?
- What questions do you have?





# Ready to Put In

Incorporating Whole Child Design  
in District Plans

# Re-Opening with the Three Rs

## SCIENCE OF LEARNING & DEVELOPMENT



The brain, stress and implications for teaching and learning

## RELATIONSHIPS



Relationships as the active ingredient in teaching.

### Tools:

- Interactions Tracking
- Is My Classroom Relationship Rich
- Relationship Strategy Bank
- Support System Map

## ROUTINES



Our brains are prediction machines.

### Tools:

- Restorative Conversations
- Routines Planner

## RESILIENCE



Resilience is a skill that can be built like a muscle.

### Tools:

- Reflecting on my Triggers and Responses
- My Emotional Response Strategies List
- Well-Being Index

# Four Briefs to Share...



## The Science of Learning and Development

*This brief is the first in a four-part series 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

As children return to school, they may experience excitement about being back in school, but they may also experience social pressures and structural disruption and stress of the return, disproportionately on communities of color and those impacted by COVID-19.

This moment calls for a heightened awareness of the experiences and environmental factors behind the Three Rs.

### Development is Biological

The ongoing, dynamic process of development. Although development is expressed, Cues for



## Relationships

*This brief is the second in a four-part series 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 relationships emerge as two essential developmental processes. The first is that strong relationships provide the architecture, providing critical support for growth. Relationships are our positive context and are central to skills, develop identities and social skills, and vocations. The second is that relationships provide a protective buffer to the negative effects of stress. The hormone oxytocin is released in relationships, and it protects from the damaging effects of stress.



## Routines

*This brief is the third in a four-part series 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

Our brains are predictive and seek to create order in the face of chaos or disorder. There is chaos or disorder in the environment. This works less capacity to dedicate to following directions or learning. In order for students to learn, we need to create environments.



## Resilience

*This brief is the fourth 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

The science of learning and development tells us that learning is integrated – for example, no “math” part of the brain develops separately from a “self-regulation” part of the brain. Therefore, successful learning experiences simultaneously develop content-specific knowledge along with the skills



## Next Steps

- Consider the information from these sessions
- Map out the steps for including priority ideas in your plans for summer and the school year



# Consultation

Sign up for time with Katie  
through the google sheet link  
(chat box and your packet)

**Packet, p. 8**

# Exit Ticket



[https://bit.ly/TFCExit\\_SY21\\_Training](https://bit.ly/TFCExit_SY21_Training)

# NEW RELEASE: Toolbox



TURNAROUND FOR CHILDREN

**Toolbox**

HOME

SCIENCE

WHOLE-CHILD DESIGN

MEASUREMENT

## Turnaround for Children Toolbox

Science and equity-driven tools  
for whole-child school redesign

START DESIGNING



### Ground in Science >

Deep dive into the research on  
how students learn and develop



### Build with a New Blueprint >

Use Turnaround's framework to  
set a new vision for your school  
or classroom



### Redesign your Practice >

Explore articles and videos,  
reflection and planning guides,  
and more



### Assess and Reflect >

Get to know your students and  
amplify their voice with our  
whole-child measurement tools

# More Resources

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



TURNAROUND FOR CHILDREN

### 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?

#### Responding to Crisis Within A Tiered Supports System



#### Action Pack

### Responding to Crisis Within A Tiered Support System

Grab-and-go tools and resources for schools to design the crisis component of a tiered supports system —needed now more than ever before.

To help schools address the challenges of the COVID-19 pandemic, Turnaround for Children created a new free Action Pack to guide staff, schools and school systems in [Responding to Crisis Within a Tiered Supports System](#). The crisis component of a tiered support system allows for students who are experiencing disruptions in their health, mood, behavior, and/or skill development to receive immediate support.



# Optimistic Close

One way these ideas will show up in your plans for the summer or fall



# TURNAROUND FOR CHILDREN

[turnaroundusa.org](http://turnaroundusa.org)

