



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

Routines:

How Practice Makes Peace

(Session 3 of 4)

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 – Today
4. Resilience – May 20

Routines

*This brief is the third 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

Our brains are prediction machines. They naturally seek to create order in our environment. When there is chaos or disorder, our brains work hard to figure out patterns and make sense of our environment. This work means that our brains have less capacity to dedicate to other tasks, like following directions or doing academic work. In order for students to be able to focus on learning, we need to create supportive, predictable environments.

This is important for all students, and **especially those whose brains and bodies are already on "high alert" for danger, due to chronic stress or trauma.**

The predictability and consistency of a supportive school environment gives a hyperactive stress response system the opportunity to categorize the pattern of experiences as non-threatening, thus allowing the nervous system to stay out of "fight, flight, or freeze" mode and in an open, engaging, and learning mode.

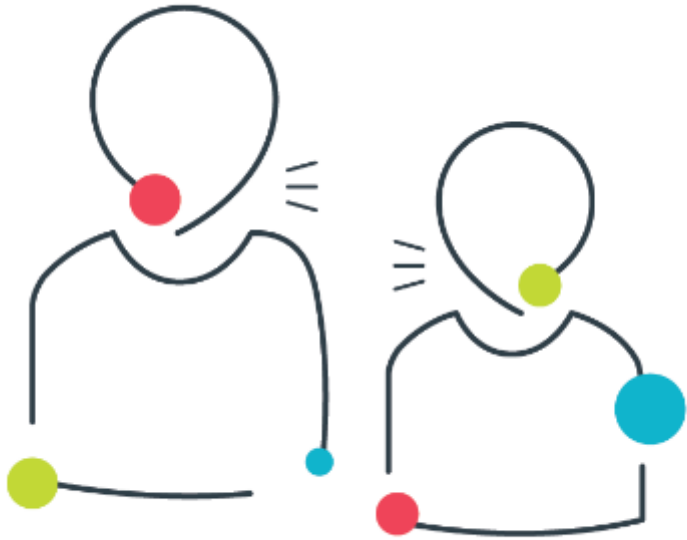
THE PRACTICE

A supportive school environment is physically, emotionally, and identity safe, while creating a strong sense of belonging. Predictable routines - for example, norms and expectations - set the context for students to be engaged in learning. Routines are effective when students have the opportunity to practice, allowing their brains to go on autopilot and freeing up working memory for other tasks.

Routines reinforce a sense of belonging by creating a safe and supportive environment. At the same time, having a sense of belonging increases students' commitment to maintaining routines. A true sense of belonging requires an authentic commitment to sharing power and voice with all community members – students, staff, caregivers, etc. – practicing inclusion even when it is difficult. This means designing together the school culture itself (e.g., co-creating classroom norms), as well as prioritizing mechanisms of support and repairing relationships, instead of only discipline, when challenges inevitably arise (e.g., using co-regulatory and restorative conversations). As all voices are invited into



R ELATIONSHIPS



R OUTINES



R ESILIENCE



The path to learning is a calm brain.

Educators will ...

- Understand the importance of routines in building a context for all students to thrive
- Explore routine building tools
- Think together about how to strengthen routines in order to support students' return to in-person learning

Agenda

- Welcome & Opening
- The Power of Routine on the Brain
- Routines to Create Supportive Environments
- Routines Planner
- Planning Time
- Closing



Handouts and Tools

SCOE Re-Opening with the Three Rs
May 6, 2021

Facilitator: Katie Brackenridge
kbrackenridge@tfcusa.org

Routines: Practice Makes Peace

(Please download your own copy)

OBJECTIVES

Educators will ...

- Understand the importance of routines in building a context for all students to thrive
- Explore routine building tools
- Think together about how to strengthen routines in order to support students' return to in-person learning

AGENDA

Welcome & Opening

The Science Grounding

Routines to Create Supportive Environments

Routines Planner

Planning Time

Closing

Link to [Resources Folder](#)



Planning Routines

Planning co-regulating routines means they should model and match the level of engagement and energy required for students to meet their goals, while providing adequate scaffolds and supports. Use the template below to plan to create co-regulating routines.

Routine:	Steps:	Skill Supports:	Reinforce:
Name the time or activity, and the WHY.	In as few words as possible, list each thing students should do. Directions should be specific, framed in the positive, and minimally restrictive.	Add supports for skill development as needed.	Consider how to keep the routine going.
Example: Lining up after recess	<ol style="list-style-type: none"> 1. When you hear the 1st whistle, pause play and find teacher with your eyes. 2. When you hear the 2nd whistle, bring toys/materials to the recess bins. 3. Line up at the doors (use whisper voice if needed so you can hear teacher directions). 4. When all students are lined up, teacher picks 3 leaders to guide the line and carry recess bins. 	<input type="checkbox"/> Executive Function Supports (e.g., checklist, written steps, timer) <input checked="" type="checkbox"/> Social Supports (e.g., strategies for communication, conflict) <input type="checkbox"/> Stress/Emotional Supports (e.g., strategies for naming, managing) <input type="checkbox"/> Other:	Name the WHY Always connect routines back to co-created norms and expectations, incorporate student voice, and be positively framed. Model and Practice Give students the chance to see and walk through the routine several times, celebrating successes and making adjustments as needed Ask students to set a goal Example: "Our goal is to get 10 days of working together to line up in 2 minutes, and we will celebrate with 10 minutes of extra recess." Point out the use of skills in the moment Example: "I see when Javier and Emilee got to the line at the same time, Emilee pointed to let him go first - showing quick problem-solving." Give increasing autonomy Gradually give fewer reminders, allow students to take on more independence like leading the routine or removing some structure once skills are built.
		<input type="checkbox"/> Executive Function Supports (e.g., checklist, written steps, timer) <input type="checkbox"/> Social Supports (e.g., strategies for communication, conflict) <input type="checkbox"/> Stress/Emotional Supports (e.g., strategies for naming, managing) <input type="checkbox"/> Other:	
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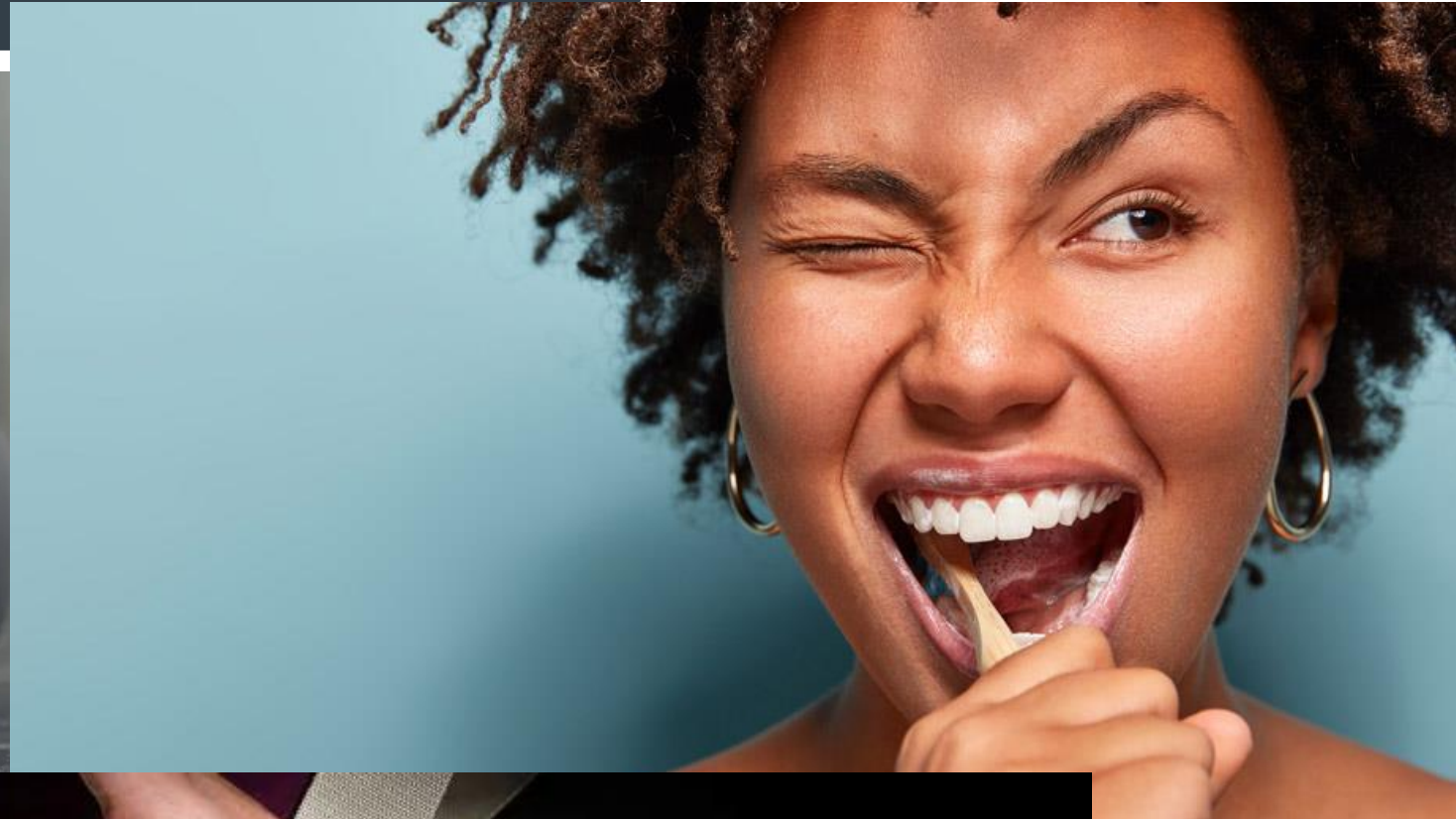
Opening

Autopilot

For the next minute, list in the chat all the things you do on autopilot!



ON AUTOPILOT



Why do we use autopilot?

If our bodies are the planes, how do we put tasks/activities on autopilot?

Let's start with the cockpit, the brain!

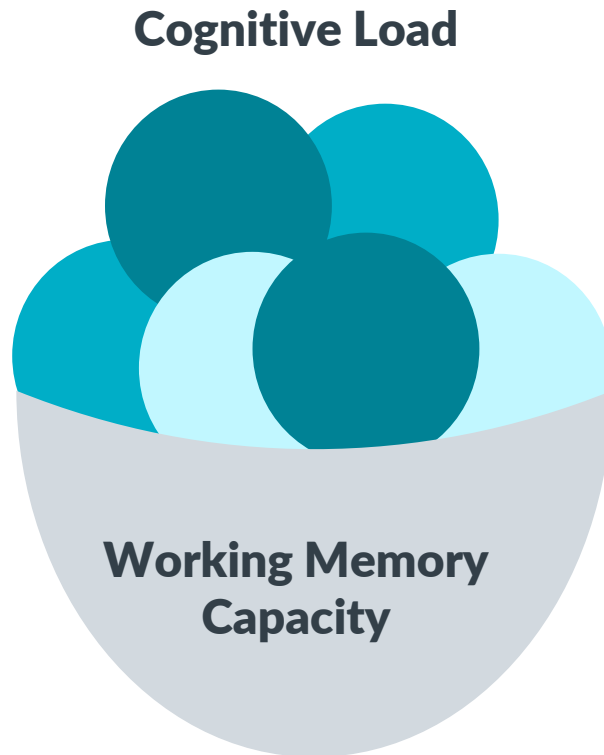




The Power of Routine on the Brain



Cognitive Load



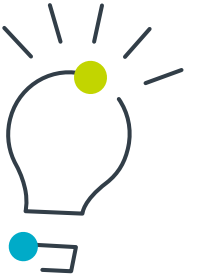
- There is a finite amount of new information (cognitive load) one can hold and process in one's working memory in any given moment.
- Stress increases cognitive load, making learning very difficult.
- The more familiar the information is, the lower the demand on working memory.



HOW TO PRACTICE EFFECTIVELY

THE
TEACH





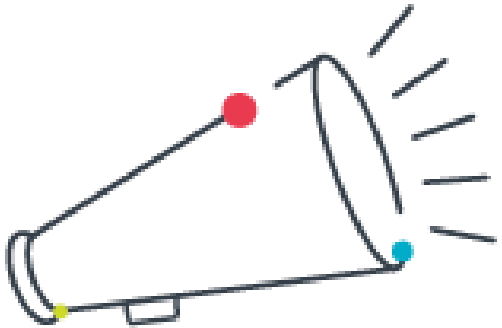
Small Group Discussion

Introduce yourselves

- What new things did you learn about practice?
- When in your life have you engaged in effective practice?
- How do you use practice, or see practice being used, in your classrooms?



What are some things you'd like to share about practice?

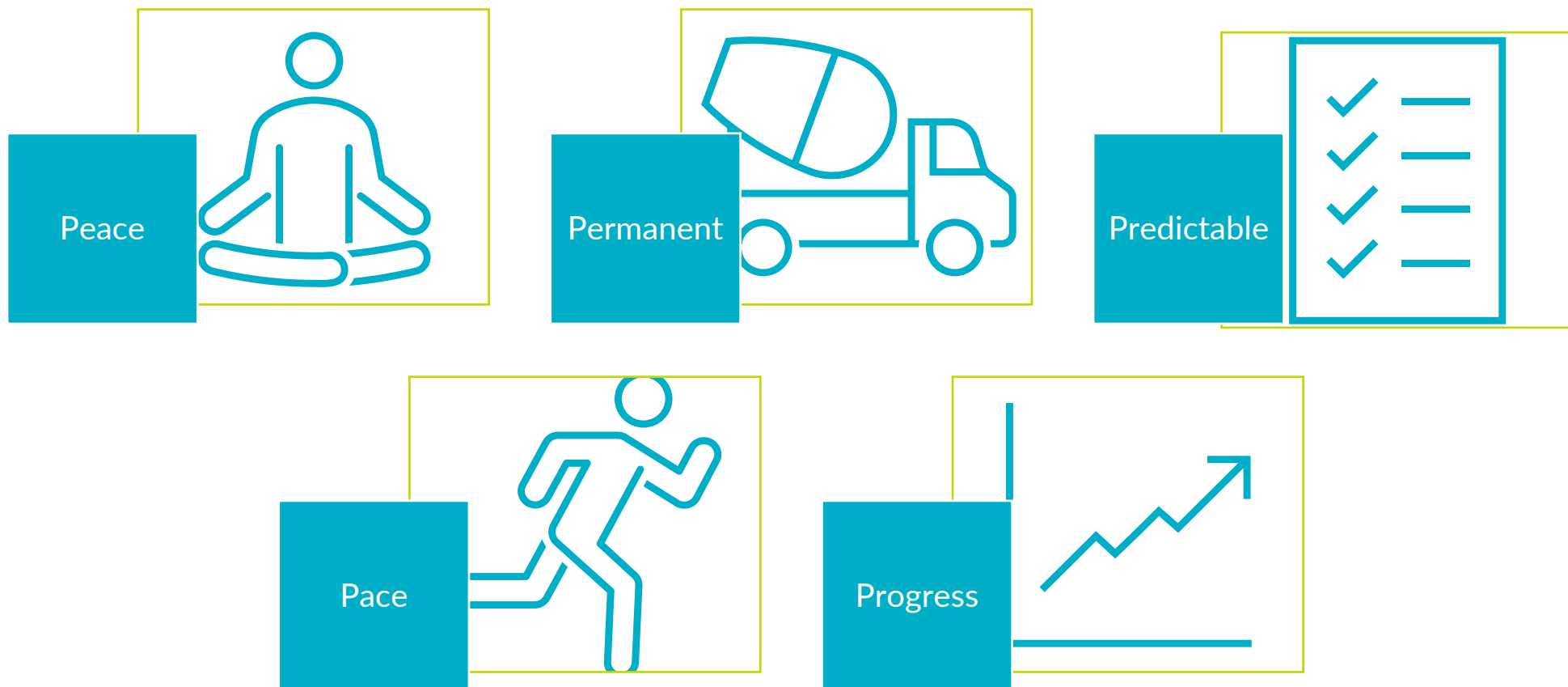


Please come off mute and share a theme that came up in your group.

While folks share aloud, others please share ideas, thoughts, connections, questions in the chat box



Practice Makes...





Routines to Create Supportive Environments



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BUILDING BLOCKS FOR LEARNING

A Framework for
Comprehensive
Student
Development

INDEPENDENCE
AND SUSTAINABILITY

Self-
Direction

Curiosity

Civic
Identity

PERSEVERANCE

Resilience

Agency

Academic
Tenacity

MINDSETS FOR
SELF AND SCHOOL

Growth
Mindset

Self-
Efficacy

Sense of
Belonging

Relevance
of School

SCHOOL
READINESS

Self-
Awareness

Social Awareness/
Relationship Skills

Executive
Functions

HEALTHY
DEVELOPMENT

Attachment

Stress
Management

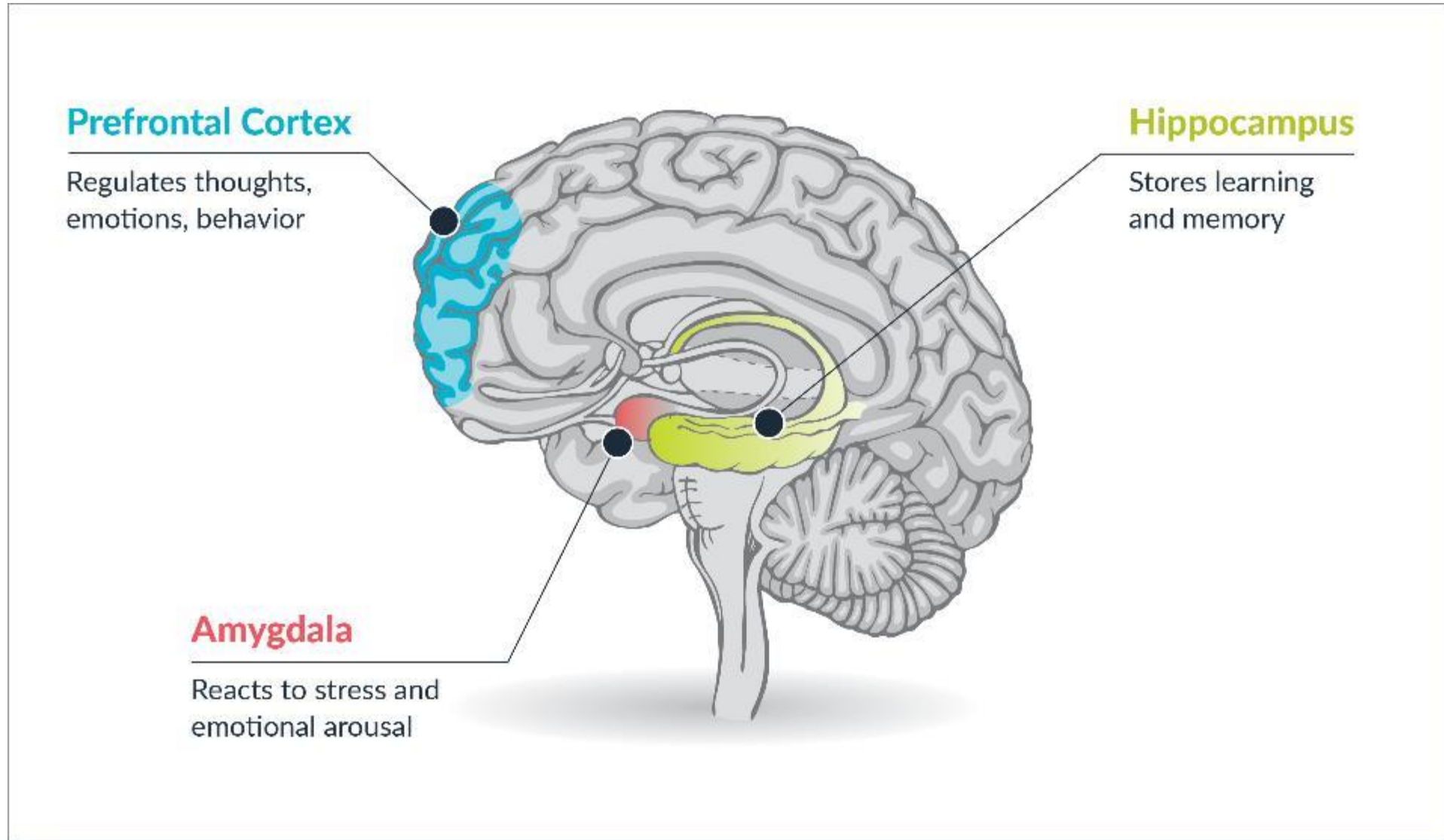
Self-
Regulation

HANDOUT p.3



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

Hippocampus

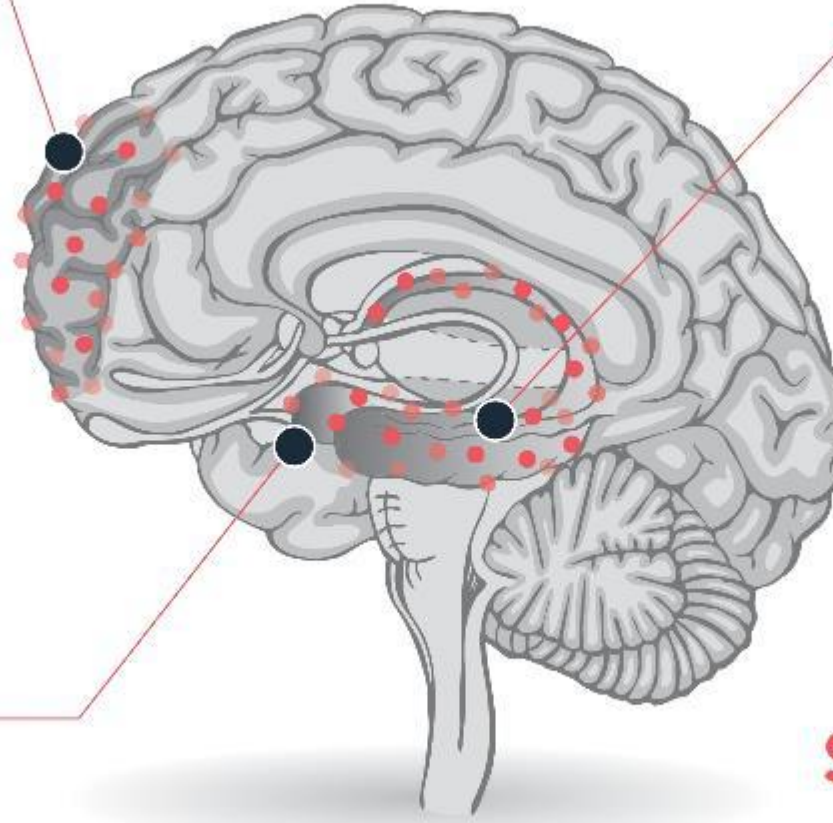
Structural changes including fewer connections, fewer new neurons created, and smaller volume

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

Amygdala

Structural changes including altered connections and volume

Functional changes including a hyperreactive stress response



Stress Hormone
Cortisol



TRUST IS THE ANTIDOTE TO STRESS

OXYTOCIN

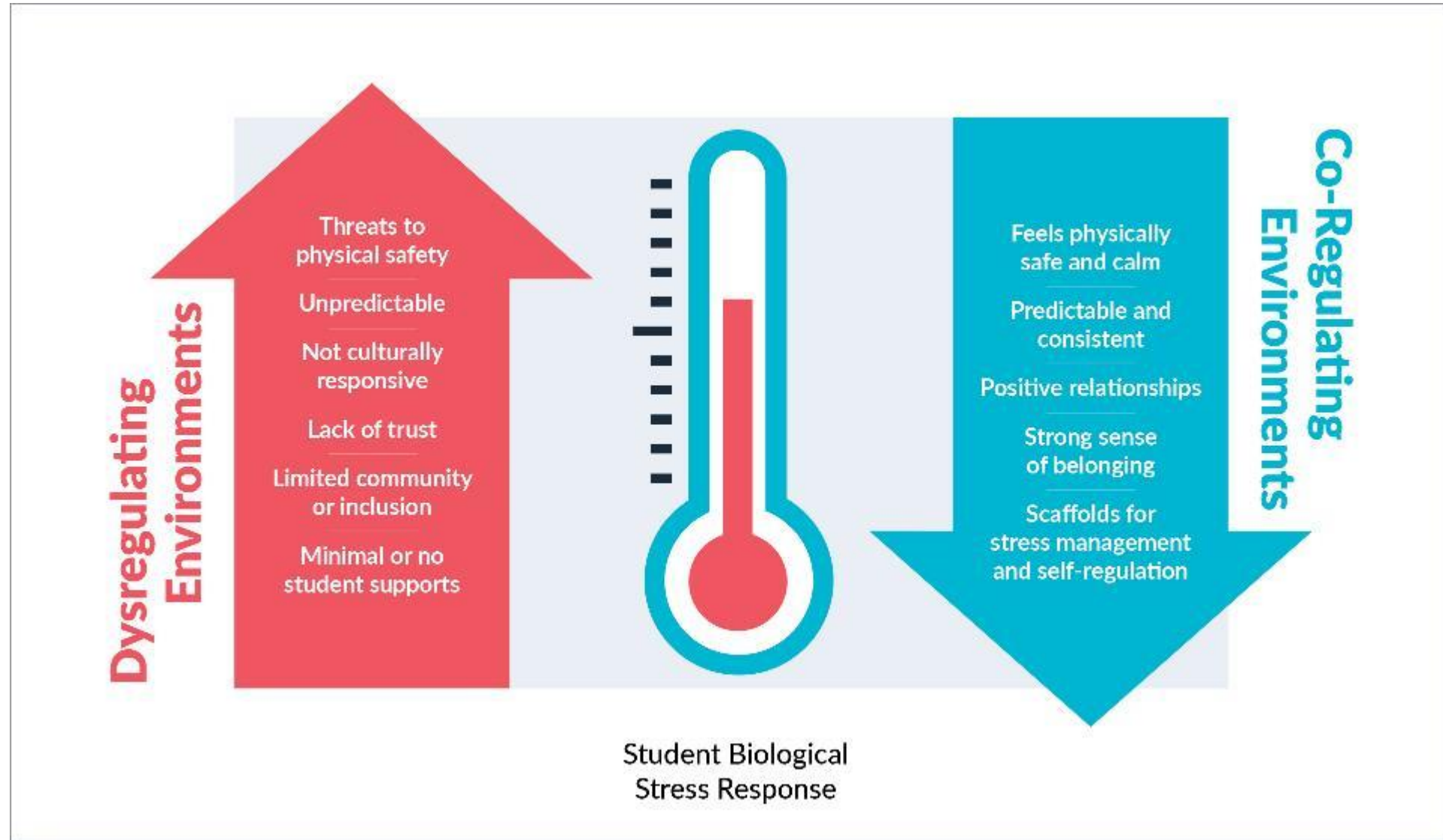


CORTISOL



Dysregulating vs. Co-Regulating Environments

Environments can be causes of stress, **dysregulation**, excessive cognitive load and escalated behavior, or they can be **co-regulating** experiences. This is particularly important for students whose brains and bodies are already on “high alert” due to chronic, unbuffered stress.





Chat Box

- What's one routine we might see in your school/district that creates a sense of belonging?





Restorative Conversations



Example/ Non-Example

- Read the example/non-example in your packets
- Reflect on the questions
 - What is the end result of the non example interaction? What is the end result of the example interaction? Which result is most likely to yield a transferrable or long term solution?
 - The non example is a more efficient approach. What is lost with this efficiency?
 - What structures and/or systems does the example teacher have in place to make her approach possible?
- Discuss in your groups



Mindsets for Teachers	Mindsets for Students
<ul style="list-style-type: none">• My students are capable. With the right supports, they can solve their own problems.• When my students misbehave, it is an opportunity to help them learn.• Everyone in our community deserves respect, and I play an important role in modeling respect for all.	<ul style="list-style-type: none">• I am capable of solving my own problems.• I can fix my mistakes and become a better person and community member.• My actions impact others.• I can ask for help when I need it.• I need my community, and my community needs me.

Engage in Restorative Conversations

HANDOUT, p. 6

- Facilitate student reflection of the incident
- Discuss student need and plan to address need
- Plan to restore relationships
- Follow up after the restorative conversations



remain
calm

Let's look at another scenario

It was time for the class to transition from math to music class, but Sandy didn't want to go to music. When the teacher called her table to line up, Sandy stayed seated. After multiple reminders, Sandy finally rolled her eyes, stood up, and slowly walked to the line. The teacher reminded Sandy that the class needed to be on time to music, but Sandy continued to move slowly. Once to the line, she pushed Keyana out of the way so that she could stand by her friend and not be at the end of the line. The class arrived late to music. When the music teacher asked why, Sandy shouted out, "Because this class is boring!"

Scenario Questions

- What would be the traditional approach to this situation?
- What might happen in a restorative approach? Consider the conversation and the follow up.
- What needs to happen at the school and district level for this to be possible?






Share out

What needs to happen at the school or district level?

Resource




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Restorative Conversations

OBJECTIVE: Educators will be able to engage in restorative conversations with individual students.

PURPOSE: When educators embrace restorative practices, students are better equipped to maintain relationships, improve their behavior, and respond to challenge.



SCIENCE SIGNALS

Relationships buffer the negative impacts of chronic stress.

The creation, maintenance, and repair of relationships is essential to the healthy development of students. Restorative practices support students as they begin to understand the impact of their actions on others and deepen their relationships with their teachers and peers.

This educational practice toolkit (3.0)
is part of Module 3:
Adult-Student Interactions



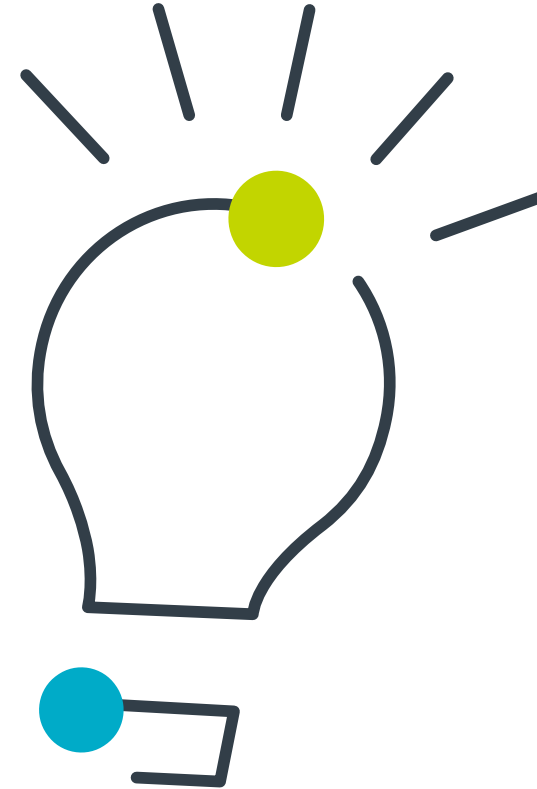


Routines Planner

Quick Write:

For exactly **1 minute**, write down all the routines you use – or might see - in your classrooms.

Go!





In the chat box, share the 1 or 2 routines that are most important for students.



Checklist of Common Classroom Procedures

Which are on your list?

Which ones might you add?

Checklist of Common Classroom Procedures

PURPOSE

This checklist is intended to support the planning of classroom routines and procedures.

DIRECTIONS:

1. Determine which procedures are needed in your classroom setting.
2. With grade-level partners, prioritize which procedures should be taught first and by whom.
3. Add to the list any needed procedures for your specific context.
4. Utilize the tool **Teaching Procedures Lesson Template** (p. 17) for planning your procedures.

Common Classroom Procedures

Procedures for Movement and Transitions

- ☐ entering the classroom in the morning
- ☐ preparing for dismissal in the afternoon
- ☐ entering the classroom from the hallway
- ☐ getting out of your seat
- ☐ bathroom use
- ☐ getting a tissue
- ☐ throwing away trash
- ☐ safety drills
- ☐ distributing supplies to your group or the class
- ☐ handing in homework
- ☐ accessing missed work following absence
- ☐
- ☐

Procedures Within Academic Blocks

- ☐ transitioning in and out of group work
- ☐ work to "do now"
- ☐

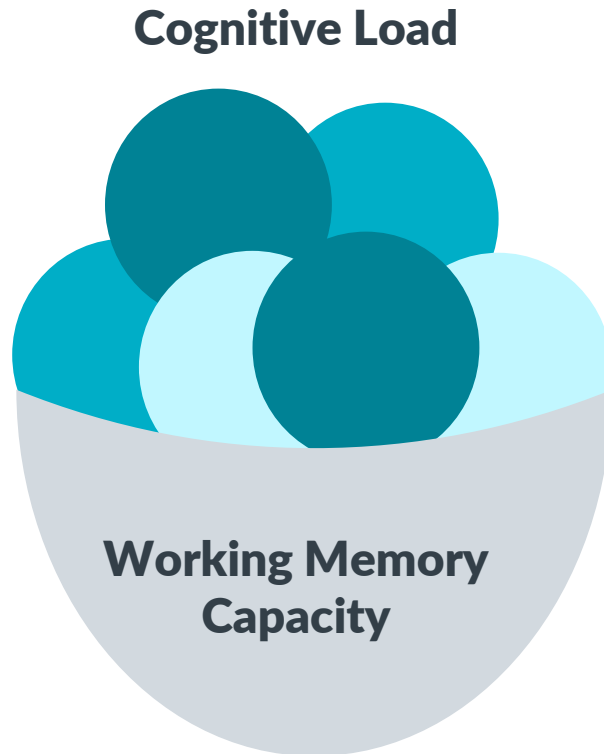
Procedures for Organizing Materials

- ☐ sharpening pencils
- ☐ handing out materials
- ☐ using and storing materials (pencils, pens, paper)
- ☐ handling technology or special supplies
- ☐ organizing desk (locker) contents
- ☐ students without pens and pencils
- ☐ storing coats, bags, and lunches
- ☐
- ☐

Procedures Leveraging Social Skills

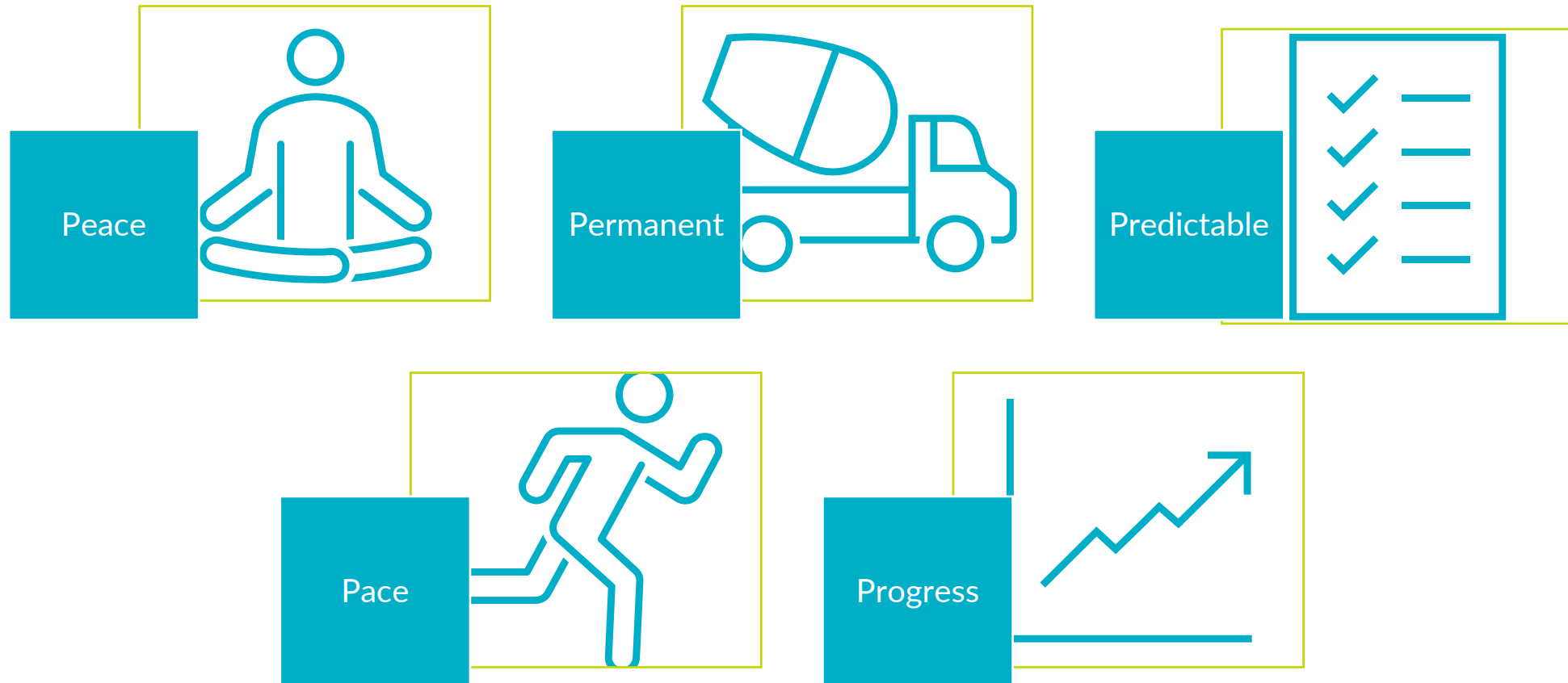
- ☐ how to contribute your ideas in class (raising hand, taking turns)
- ☐
- ☐ showing agreement or disagreement

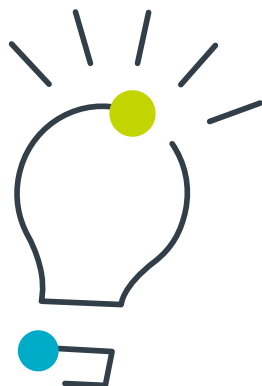
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Practice Makes...





Routines Planner

Planning Routines

HANDOUT p.9-10

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Planning Time

- What catches your attention from this information?
- What are the implications for your role?
- How might these ideas and practices show up in your plans for next year?





Closing



https://bit.ly/TFCExit_SY21_Training

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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.



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