

A close-up photograph of a green leaf, showing a dense network of veins. The veins are a lighter green color, creating a complex, web-like pattern against the darker green background of the leaf. The lighting is bright, highlighting the texture and structure of the leaf's surface.

Spring Fever: Attendance & Behavior



Ways to interact & support (Especially with students you don't know)

- Don't engage in a power struggle
 - Fly-by
 - Empower students to make a choice
 - Give options
-
- Hey guys let's find our class
 - Let's wrap up the conversation and be where we're supposed to be
 - Guys, I'm going back through here in 5 minutes and you need to be in class when I'm back

Things that happen in the spring:

- Student burnout
- Increased tardies and absences
- Decreased engagement in class
- Increased behaviors
- Decreased work completion
- Increased interpersonal difficulties
 - Altercations
- Teacher burnout



What's happening?

Remember trauma. Students have been keeping it together all year and many are managing various types of trauma. They're often burned out.



A Traumatized Worldview

- Basic mistrust of adults/inability to depend on others
- Belief that the world is an unsafe place/bad things will happen & they are usually my fault
- Assumption that others will not like me
- Fear & pessimism about future
- Feelings of hopelessness & lack of control



"T"rauma & "t"rauma

Trauma

- Witness of violence or abuse
- Victim of violence, assault, abuse
- Lack of dependable housing, food, clothing
- Living with someone with substance issues

trauma

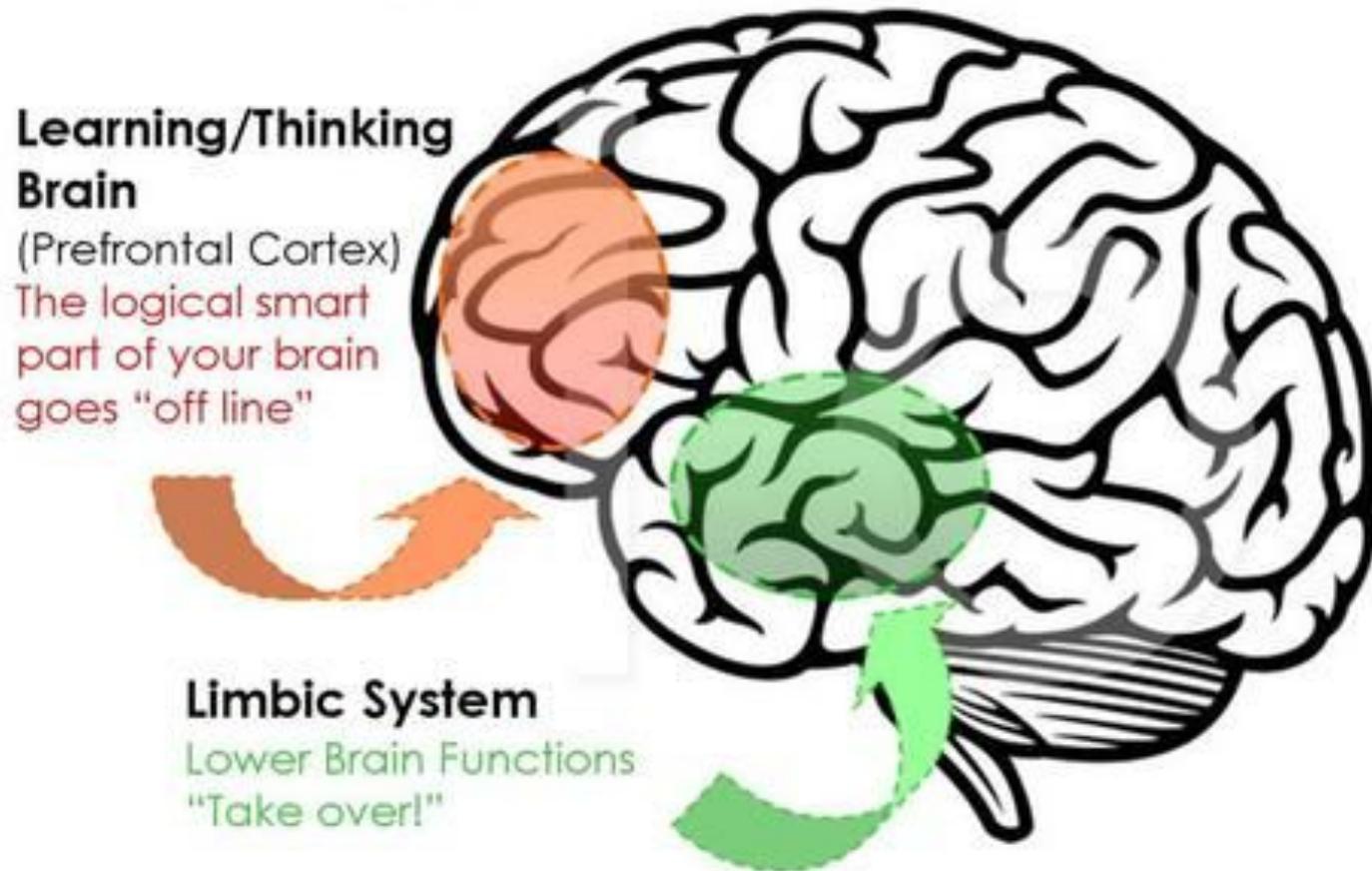
- Microaggressions
- Divorce
- Conflict with teachers, friends, admin
- Attending school or work that is a cultural mismatch



Impact on Classroom Behavior

- Reactivity & impulsivity
- Aggression
- Defiance
- Withdrawal
- Perfectionism
- Taking another's perspective
- Attentiveness
- Regulating emotions
- Executive functioning
- Engaging in curriculum

The Physiology of Trauma & Learning



Traumatized children experience changes in brain structures, neurochemistry & genetic expression



Partner Share

- ① What is your reaction to this information so far? Does any of this surprise you?
- ① Does it change the way you perceive any of your students? How so?
- ② **Can you think of any students you have with any of these behaviors?**
- ① How does traumatic stress impact students and their families?

**Trauma-sensitive
Classrooms are
Culturally
Responsive
Classrooms**



Essentials of Trauma Informed Care

- **Connect:** Focus on relationships
- **Protect:** Promote safety & trust
- **Respect:** Engage in choice & collaboration
- **Redirect:** Teach & reinforce skill-building and competence to empower



Protect

- Clear & consistent rules for managing behavior & setting limits
- Accommodations to meet individual strengths & needs
- Predictable structure, relationships, & environment
- Reduce bullying & harassment
 - This includes racial microaggressions
- **Use seclusion (sending students out of class) only as a last resort**



Respect

- **Empowerment & Flexibility: Give choices & alternatives, but always maintain expectations**
 - Would you like to work on your assignment in the armchair?
 - You can choose to talk to me about this in the hall or talk to your mentor/counselor.
- **Maintaining high expectations communicates that you believe your student is smart and capable**



Redirect: Empower Students

- Model & Teach
 - Coping skills
 - Self-regulation skills
 - Positive & respectful relationships
- Provide guided opportunities for meaningful participation
 - Provide scaffolded ways to participate in discussion
 - Provide choices in how they show knowledge
 - Give students opportunities to mentor others, including younger children
- Maintain high behavioral & academic expectations
 - Provide the supports necessary to meet expectations
- Build on strengths



Redirect: De-escalation & Prevention

- Provide choices that empower & maintain high expectations
- Provide sensory alternatives:
Lower brain redirection
 - Stress balls
 - Comfortable seating
 - Quiet space
 - Movement: Go for a walk
 - Food & water
- Strategic ignoring of behavior

Connect:

Relationship Building



CONNECT: Building Relationships

Relationship with the educator based on...

- **Unconditional** positive regard for **all** students
 - Sustained kindness
- Checking assumptions, observing & questioning
- Being a relationship coach



Supporting your students

- **Give verbal affirmation whenever possible**
 - 10:1 ratio
- **Show emotion in a manner that exhibits commitment and care**
 - Shouting?
 - Excitement?
- **Actively ignore negative behavior**
- **Collaboratively problem-solve**



When a student is acting out

Ask yourself...

- ① What is happening here?
- ① What is the need behind this behavior?
- ① How can I respond to this need?



Sentence Stems

Instead of...

- What's wrong with you?
- Good job today!

Try...

- What's going on lately?
- Great job saying __ during the Socratic today!
- Let's work together
- I'm sorry that happened.
- That sounds frustrating.
- It makes sense that you feel that way.
- Let's see what we can do



**Don't forget
self care.**



Self-Care Strategies

- Exercise and eat healthy
- Engage in a pleasant hobby or activity
- Know your limits.
- Improve your understanding of trauma and secondary trauma.
- Take a time out.
- Seek support from co-workers, family, friends
- Vacations!