

TRAUMA-INFORMED STRATEGIES FOR THE CLASSROOM

by

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GLOSSARY

ACE: Adverse Childhood Experiences

Bibliotherapy: “is the practice of helping individuals grow and develop through books. Reading, writing, and discussion can provide an opportunity to work through grief, cope with a difficult situation, or just explore developmentally appropriate topics” (J. Fries-Gaither, 2009).

Mindfulness: is the skill of thinking you are doing something when you are doing nothing or “a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique” (E. Bowman, 2019).

Emotion Self-Regulation: is a form of acquiring knowledge and skills in which the learners are dependent and self-motivated

De-Escalation: is the referral to behavior that is intended to escape escalations of conflicts. It may also refer to approaches in conflict resolution

Brain-Based Learning: learning is teaching the students about the brains’ regions and how they apply to the learning process

Trauma: is any event that changes the brains development

PD: Professional Development

ED: Emotional Disability

Trauma-Informed Strategy: strategies that can be implemented with individuals that have experienced some form of trauma. They have various uses overall but are intended to reduce negative effects of trauma on an individual

EACS-East Allen County Schools

ABSTRACT

Studies have shown that using trauma-informed strategies in the classroom positively effect students learning and academic success. However, studies have proven that educators' lack exposure to trauma-informed care area. The purpose of the study was to 1). Investigate educators' knowledge and uses of trauma-informed strategies in their classrooms and 2.) develop a resource of trauma-informed strategies for educators to better serve students with trauma and Adverse Childhood Experiences (ACEs). A research design of surveying elementary teachers from a Northeast Indiana public school. The survey was administered to twenty-six elementary teachers in both the general and special education setting. Twenty participants completed the survey. The survey questions were both open and closed ended questions that gathered educators understanding of trauma and trauma-informed strategies in the classroom. Twenty educators completed the survey. Results suggested that educators lack trauma-informed Professional Development while all educators have a high percent of students with trauma within their classrooms. Results also suggested that educators may not have a good understanding of what trauma-informed strategies are or how to implement them in their classroom.

CHAPTER 1. INTRODUCTION

Trauma- informed care is a current “buzz word” in the education field. Most educators will be working with students who have experienced one or more forms of trauma, while having no experience, knowledge, or training of how to these students. It is important to understand the population of students with trauma and how it affects their education; learning can be extremely challenging because the many neurological effects of trauma on the physical, emotional, and academic state of children (Anderson, Blitz & Saastamoinen, 2015). It is hypothesized a large percentage of educators will not have proper training or that strategies are not readily available to implement in classrooms.

Statement of the Problem

It is theorized that educators have not received adequate training regarding trauma-informed care strategies. Educators are more likely to be working with traumatized students due to the prevalence and increase of students with Adverse Child Experiences (ACE).Educators need to be aware of what these ACE scores mean and need quick, easy and accessible strategies to implement with students that have an increased ACEs score. The importance of trauma, gathered through neuroscience research have recently shed light on the impact of trauma on the brain, as well as the brains functions in maladaptive or adaptive responses for future positive development.

Significance of the study

According to Bethall (2016), The National Survey of Children’s Health stated 34 million children, nearly half of all U.S. children ages 0-17 years, had at least one of nine Adverse

Childhood Experiences (ACEs), and more than 20 % experienced two or more. Examples of trauma include family dysfunction, physical/sexual abuse, and/or neglect. In the same study conducted by Bethall (2016), and The National Survey of Children's Health (2016), reported that more than half the youth population is affected by adverse childhood experiences (ACEs). More than 20% of these children experience two or more ACEs. A few brief strategies for those who are working with these children can be implemented to decrease the negative health effects and help children thrive even into their adult lives.

Purpose of the study

The purpose of this research is to investigate strategies for educators who are working with students that have experienced some form of trauma. In the present paper, the strategies that teachers know about and use to work with students who have experienced trauma ACEs. Educators lack of training in Trauma Informed Care affects the strategies used in the classroom. Many educators are not prepared with strategies to implement with students that have experienced trauma. This research also adds to the knowledge that teachers have about working with these students.

Literature Review

In a study conducted by Banks and Meyer (2017), it was suggested nearly 35 million children are living with psychological and emotional trauma within the U.S. Trauma-Informed Practices or (TIPs) are an essential part to helping educators be successful with these students. TIPs are strategies one can learn for living with trauma. It appears trauma in today's urban classrooms is moving beyond just the therapist's office and educators will be playing an important role in advocating for students with trauma.

One main finding of this study was the “rate of children across U.S. states with one or more of nine ACEs assessed varies from 38 % to 55 %. Those with two or more ACEs varies from 15 % to 30 %. Most children with any one ACE had at least one other, ranging from 54 % to 95 % (Bethell, 2016). Another finding of this study, suggests that African Americans are disproportionately represented among children with ACEs. As many as 6/10 children have ACEs and represent 17% of all children in the United States with ACEs. Lastly, ACE scores are relevant to education because these adverse experiences strongly correlate to school success. More than three-fourths of students or 76 %, ages three to five years were expelled or “asked to stay home”. While children ages six to seventeen with zero ACEs (24%) are half as likely to disconnect from school as opposed to those with two or more ACEs (49%),” (Bethell, 2016, p.2).

Based on the information above regarding The ACE Study, knowledge of Trauma-Informed Strategies are needed to ensure students are successful in the educational setting. The first strategy investigated is building a trusting relationship with students who have experienced trauma and their families. The relationship needs to be trusting but also consistent and respectful. This study also recommended using coping and healing supports with children who have ACEs. The supports listed included early childcare teachers, P-12 teachers, home visitors, and community health workers. These supports play a pivotal role in the lives of children with ACEs. Specifically, the relational skills such as mindfulness, open mindedness, and flexibility were important to build positive relationships.

Resembling the study by Bethall, Blodgett and Lanigan (2018) used the ACE module of the Behavioral Risk Factor Surveillance System to show that 59% of children have one or more ACE, while almost 9% reported five or more ACEs (Bynum et al., 2010). The results indicate

that understanding and responding to a child's ACE profile might be an important strategy for improving the academic trajectory of at-risk children (Blodgett & Lanigan, 2018).

In a research study by Sudbrack (2015), about assessment of trauma in individuals, personalities and trauma types across the board showed that sexual and emotional abuse, as well as neglect demonstrated high correlation with lower decisiveness and volition, coping, and self-regulation, and the need for stability and hyper-sensitivity, anger, anxiety and fear in both sexes. The rationale behind the study by Sudbrack (2015), was to enhance teacher education to meet the needs of children impacted by trauma. Another strategy discussed by Sudbrack (2015), is brain-based learning. This popular topic has been known as "bridging the gap" between educational practices and neuroscience. Brain-based learning is teaching the students about the brains' regions and how they apply to the learning process.

According to De Vries (2017), one powerful strategy, bibliotherapy, is known to build is empathy. This strategy begins to build problem solving skills after a child is able to build a connection. Mental health professionals therefore recommend bibliotherapy for emotional and mental development. Very similarly, De Vries (2017), discusses the use of bibliotherapy with children who have experienced trauma. With interaction between the story and the reader, bibliotherapy intervention assists with emotional issues, coping strategies, emotional issues, and behavioral challenges. Bibliotherapies main purposes are to: provide insight, share information, and promote the discussion of feelings, demonstrate new values and attitudes, demonstrating connections to others, and problem solving.

In addition to the previously reviewed studies, Brunzell (2016) conducted a study to research into the use of 4 classroom strategies when working with traumatized children. The first was rhythm which can used as a "brain break ", arouse disengaged students, or focus on

heartbeat to calm and regulate the body. A brain break defined is a mental break that can be taken during classroom instruction. Brain breaks are limited on time to ensure instruction time is not wasted. Many brain breaks can be built into classroom procedures. The second strategy is self-regulation, self-regulation can be defined as the domains of sensory processing, executive functioning, and emotional regulation (Hughes, 2004, 2006; Perry, 2006; Bath, 2008).RL The third strategy is mindfulness or activities that can be described as breathing, noticing, present, centered, and grounded. The fourth and final strategy outlined in this article is de-escalation.

One reason educators lack exposure to trauma-informed strategies is the funding in the educational system to allow schools to implement interventions, reporting, improvement, and consistency. It has been argued that the need for trauma training is demanded by educators more than necessary, but if educators do not acknowledge the need of these strategies and training then students may not exhibit the learning results that are expected (Martin, Bosk, & Bailey, 2018).

One reason why ACEs scores are relevant to education is because these adverse experiences strongly correlate to school success. More than three fourths of students or 76% ages three to five years were expelled or “asked to stay home” according to National Survey of Children’s Health (2016).

The present research focuses on three research questions: 1). What preparation have educators received for working with students whom have experienced trauma? 2). What types of strategies are most successful in the classroom with the various forms of trauma? 3.) Why should schools/educators be trauma-informed?

Methodology

Participants and setting

The participants of this study included educators in both the general and special education setting, as well as paraprofessionals. There were 20 participants. Elementary School in Northeast Indiana. The elementary school has 550 students from varying socio-economic statuses.

Research design

The research methodology that best fits this research is a survey assessment. In this case, strategies to help educators work with students who have experienced trauma. The survey questions were both open and closed ended questions. Some questions have a fixed set of answers or result in frequency counts.

Survey questions include:

1. How many years have you been teaching? Check below (0-5, 6-10, 11-15, 16-20, 21-25, 26-30, 30 +)
2. Check below which applies to you: (general education, special education, special areas, support staff)
3. If you are aware, how many students in your class have experienced trauma check response (0-5,6-10,11-15, 16-20, 21-25, 26-30, 31-35)
4. What is your definition of trauma-informed strategies?
5. What type of trauma have your students dealt with according to the ACE Study- check all that apply (neglect-emotional/physical neglect, abuse- physical/verbal, sexual, household dysfunction- incarceration, divorce, domestic violence, suicide, substance abuse)
6. What types of strategies do, or have you used with traumatized students in your classroom? (check all that apply brain-based, bibliotherapy, relationship building, self-regulation, mindfulness, de-escalation). Other strategies you have tried _____.
7. How much training or professional development have you received in the trauma-informed area? (0-5,6-10,11-15 PD or trainings),
8. What does trauma-informed care look like in your classroom?

9. Are there strategies that you have heard of and would like more information about using in your classroom?

Data collection and analysis

After receiving permission from the principal to distribute the survey to your participants, the IRB received the proposal. In early November, after the IRB approval, the distribution of surveys occurred through an online distribution, Google Docs. The survey was distributed in an electronic form through email, by the building principal.

Data consisted of comparing open ended questions from the completed surveys. Survey results consisted of frequency counts of forced choice statements, comparison of open-ended statements. These results were analyzed and compared to the current research available.

Description of the project

The target population for the special project is all educators working with students that have experienced trauma, specifically at the elementary level. The handbook begins with information about myself, an introduction, and how to use the handbook. The handbook then briefly describes the prevalence of ACEs among children and specifically to ACEs in Indiana. The handbook offers various perspective changing materials such as: quotes, must read books, and must watch movies. The handbook has six other sections covering the various strategies such as: brain- based, bibliotherapy, relationship building, mindfulness, emotion self-regulation, and de-escalation. Each section then offers numerous strategies and worksheets for the section it is pertaining to. For example, under the bibliotherapy section, one can find a general list of books broken down into grade level and what skill/ emotional is addressed within the book. Following the general list, additional worksheets are listed for numerous books. Another

example under the brain-based section, is a strategy called brain-breaks. One brain break listed under this section is including movement or “chunking”

CHAPTER 2. LITERATURE REVIEW

According to the 2016 National Survey of Children's Health, 34 million children, nearly half of all U.S. children ages zero to seventeen had at least one of nine Adverse Childhood Experiences (ACEs), and more than 20% experienced two or more. Most educators will be working with students who have experienced one or more forms of trauma, while having no experience, knowledge, or training of how to serve these students. It is important to understand the population of students with trauma and how it affects their education. As learning can be extremely challenging because the many neurological effects of trauma on the physical, emotional, and academic state of children (Anderson, Blitz, & Saastamoinen, 2015). Although the results extend beyond childhood, a few brief strategies that those who are working with these children can implement to decrease the negative health effects and help children thrive.

In a study conducted by Banks and Meyer (2017), it was suggested nearly 35 million children are living with psychological and emotional trauma within the U.S. Trauma-Informed Practices or (TIPs) are an essential part to helping educators be successful with these students. TIPs are strategies one can learn for living with trauma (Banks & Meyer, 2017). It appears trauma in today's urban classrooms is moving beyond just the therapist's office and educators will be playing an important role in advocating for students with trauma. Educators will fill this role with the background knowledge about trauma, paired with the implementation of TIPs. The researchers further investigated how mental health and education overlap, causing the need for collaboration among mental health professionals and educators.

Adverse Childhood Experiences (ACES)

Adverse childhood experiences or ACEs are based upon a landmark in medical research that linked childhood experiences such as abuse, neglect, and household dysfunction to future negative health outcomes. Adverse Childhood Experiences (ACEs) are defined as traumatic or stressful events that are experienced by one early on in life (Felitti et al., 1998). De Vries (2017), describes trauma which include similar experiences of ACEs, such as trauma resulting from “emotional neglect or indifference, humiliation, and family issues” (Wheeler, 2007, p.133).

The study by Kaiser Permanente (2019), represented the burden of childhood adversity experienced throughout adulthood. ACE scores are based on participants reports of abuse, neglect, and household dysfunction. ACEs not only include all forms of physical and emotional maltreatment, sexual abuse, neglect, and exploitation but also include experiences such as witnessing domestic violence, parental divorce or incarceration, caregiver alcohol or drug or substance abuse disorders (Centers for Disease Control & Prevention, 2018; Substance Abuse & Mental Health Services Administration, 2017). ACE scores demonstrated a relationship with developing at-risk behaviors including substance abuse, multiple sexual partners, smoking, and early initiation of sexual activity and pregnancy. Even after adjusting for demographics and health-related behaviors, ACEs scores have been independently associated with early mortality related to mental health and cardiovascular, pulmonary, and liver disease (Cronholm et.al.,2015).

The original ACE study conducted by Kasier Permanente(2019), was predominantly collected from white, middle- /upper-middle-class participant while more recent research on ACEs use a more socioeconomically and racially diverse urban population. The recent study included 1,784 participants, 18 or older, that were chosen from a health survey completed in Pennsylvania. Of the participants, 73% had at least one conventional or original ACE while 50%

experienced the expanded or more recent research on ACE's (Centers for Disease Control and Prevention, 2018).

In a study conducted by, DanEse, and Mcewen (2012), the research conducted addressed into ACE's association with changes in the biological system. "Children exposed to maltreatment showed a smaller volume of the prefrontal cortex, greater activation of the hypothalamus, and elevation in inflammation levels compared to non-maltreated children. Current research suggests that adverse childhood experiences are associated with enduring changes in the endocrine, nervous, and immune systems. Many of these changes are observable in childhood years and remain apparent in adult life. Adverse childhood experiences induce significant biological changes in children (biological embedding), modifying the maturation and the operating balance of allostatic systems. Their chronic activation can lead to progressive wear and tear, on the body, and, thus, can exert long-term effects on biological aging and health," (DanEse & Mcewen, 2012, p.29).

One main finding of this study was the "percentage of children across U.S. states with one or more of nine ACEs assessed varies from 38 percent to 56 percent. Those with two or more ACEs varies from 15 percent to 31 percent. Most children with any one ACE had at least one other, ranging from 54 percent to 95 percent," (Bethell & Davis, 2017, p.2). It is thought that educators in private school or wealthy communities would not have students with ACEs although research suggests that ACEs are also common across all income groups, though 58 percent of U.S. children with ACEs live in homes with incomes less than 200 percent of the federal poverty level. Along with income, "ACEs are prevalent among children with both public and private health insurance coverage. Nearly 65% of publicly insured children have ACEs, yet they represent 45 percent of children with ACEs, " (Bethell & Davis, 2017, p.3). The last

finding of this study suggests that African Americans are disproportionately represented among children with ACEs while 6/10 have ACEs and represent 17% of the U.S. children.

Categories of ACEs

According to The Center for Disease, Control and Prevention (2019), the ACE Study assessment is broken down into three categories of trauma: neglect, abuse, and household dysfunction. Neglect can be both physical and emotional. Abuse can be both physical and emotional as well plus sexual. Household dysfunction covers a broad range of events such as: incarceration, divorce, domestic violence, suicide/mental illness, substance abuse

The questions on the ACE survey read as:

1. Did a parent or other adult in the household often ... Swear at you, insult you, put you down, or humiliate you? or Act in a way that made you afraid that you might be physically hurt?,
2. Did a parent or other adult in the household often ... Push, grab, slap, or throw something at you? or Ever hit you so hard that you had marks or were injured?
3. Did an adult or person at least 5 years older than you ever... Touch or fondle you or have you touch their body in a sexual way? or Try to or actually have oral, anal, or vaginal sex with you?,
4. Did you often feel that ... No one in your family loved you or thought you were important or special? or Your family didn't look out for each other, feel close to each other, or support each other?
5. Did you often feel that ... You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? or Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?,
6. Were your parents ever separated or divorced?
7. Was your mother or stepmother: Often pushed, grabbed, slapped, or had something thrown at her? or Sometimes or often kicked, bitten, hit with a fist, or hit with something hard? or Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
9. Was a household member depressed or mentally ill or did a household member attempt suicide?
10. Did a household member go to prison? (Center for Disease, Control and Prevention, 2019).

ACEs and Trauma-Informed Strategies in Education

One reason why ACEs scores are relevant to education is because these adverse experiences strongly correlate to school success. More than three fourths of students or 76% ages three to five years were expelled or “asked to stay home” according to National Survey of Children’s Health (2016). If children are not present in school, there is no possibility for an education or learning to occur. While children ages 6-17 years with zero ACEs (24%) are half as likely to disconnect from school as opposed to those with two or more ACEs (49%).

Education at the preschool level is critical for children as it builds foundation of health, learning, and well-being. Early foundational learning experiences positively correlate with children’s success in not only school but life as well (Campbell & Ramey, 1994). As previously mentioned, suspension and expulsion of preschool-aged children suffer a severe lack of necessary learning experiences that foster positive development and learning (Gilliam & Shahar, 2006). Suspension can be summarized as temporary removal of a child from the classroom setting while expulsion is the termination of all educational services.

Very few research studies look at the overlapping nature of ACEs and preschool suspension or expulsion. Research suggests preschool children experience a higher rate of expulsion and suspension when then possess ACEs. Children who possess numerous ACEs are exposed to toxic stress (Center on the Developing Child, 2019). As a result of toxic stress, negative effects of development occur. Often resulting in behavior and learning disruptions as previously mentioned.

In addition, pre-school aged children who experience suspension and expulsion have higher rates of academic failure and grade retention, hold negative school attitudes, dropout of high school, and are more likely to be involved in juvenile justice systems (American Academy of Pediatrics Committee on School Health, 2013). Given the adverse effects of the study

conducted by Zeng, Corr, O'Grady, and Guan (2019), advocates are replacing suspension and expulsion practices with prevention efforts that focus on supporting needs through early identification. A strong predictor of children's school readiness is the family's well-being. While ACEs, such as parental mental health can contribute to academic and behavioral challenges for children. Children with high levels of exposure to adversity are associated with higher rates of behavior disorders (Hunt, Slack, & Berger, 2017) which may potentially increase the likelihood of preschool suspension or expulsion. Preschool settings are known to introduce emotion regulation as well as supporting social emotional development of children. Suspension or expulsion then also results in the lack of learning of these social emotional skills needed to cope with adversity.

Effects of Trauma on the brain and learning

Over the last two decades, knowledge about the brain and its functions have grown rapidly. Specifically, in the areas of behavior, cognition, memory, addiction, emotions, trauma, and human development. Current research suggests the social work and educational fields will need to integrate neuroscience into education (Egan, Neely-Barnes, & Combs-Orme, 2011). "Neuroscience, which is sometimes referred to as " brain science," involves multiple disciplines in the study of the brain and central nervous system and their functions," (Egan, Neely-Barnes, & Combs-Orme, 2011, p. 271).

The importance of trauma, gathered through neuroscience research has recently shed light on the impact of trauma on the brain, as well as the brains functions in maladaptive or adaptive responses. Stress and trauma have been used interchangeably, but research suggests that stress triggers a stimulus in the brain that is perceived as traumatic. Properties in the brain and body rapidly redirect the normative processes of development and growth such as digestion and

learning (Egan, Neely-Barnes, & Combs-Orme, 2011). Neurochemicals of the brain such as, corticosteroids, are then shifted as a result. The brain's reaction and neurochemical shift may vary in length depending on the stress or trauma being experienced by an individual.

“One of the most important parts of the brain that is affected by stress is typically the prefrontal cortex—the part that’s very important for judgment, cognitive function, and learning,” (Garrett, 2014, p.79). Additionally, Perry (2002, p.94) explains that the, “stress of childhood neglect increases specific neurotransmitters that turn off the frontal cortex's ability to control the amygdala, a component of the limbic system located in the center of the brain that is central to regulating emotions.” The amygdala is a part of the brain known to play a pivotal role in emotional memory. Long-term disruptions in the regulation of emotions in early childhood can dramatically affect psychosocial well-being and future brain development. It is suggested stressors such as child mistreatment, or one of the ACEs, does change neurochemicals which result in differences in the brain's overall functions. One of those differences is the neural connectivity. Neuronal connectivity is important in learning in all aspects from decision-making to motor control. Neuronal connectivity is a necessity for any type of learning to occur Perry (2002).

Educators Experience with Trauma-Informed Strategies

Social and emotional developmental support is an important responsibility of early childhood educators. Many teachers report feeling unprepared or ill equipped to support children with challenging behaviors (Martin, Bosk, & Bailey, 2018). In addition, many teachers or educators may not be familiar with the definition of ACEs or how they impact the lives of children they support.

One reason educators lack exposure to trauma-informed strategies is the funding in the educational system to allow schools to implement interventions, reporting, improvement, and consistency. It has been argued that the need for trauma training is demanded by educators more than necessary, but if educators do not acknowledge the need of these strategies and training then students may not exhibit the learning results that are expected (Martin, Bosk, & Bailey, 2018).

Children who have experienced ACEs struggle to develop self-regulation and executive functioning skills (i.e. inability to control emotions in difficult situations). Teachers responses to challenging behavior tend to be some form of discipline, such as suspensions. Having a better understanding of the correlation between preschool suspensions/expulsions and ACEs then results in improved policies or responses in the early childhood setting. (Zeng, et.al., 2019). (Zeng, et.al., 2019).

A study completed by Vanderwegen (2013, p.1), “examined one public elementary school in Spokane, Washington that has received significant complex trauma professional development training provided by Washington State University Area Health Education Center (WSU-AHEC)”. This study explored specialists, teachers, and principals’ perceptions of the impact of childhood trauma professional development training and practices at an elementary school. One main finding of this study was complex trauma professional development training appears to be extremely valuable in supporting school staff as they create a trauma-sensitive learning environment.

In a research study by Sudbrack et al., (2015) “about assessment of trauma in individuals, personalities and trauma types across the board, linear regression analysis (the degree of regression after the impact of trauma in different individuals, experiences and capacities) showed

emotional abuse, sexual abuse and neglect were strongly associated with lower volition and decisiveness, self- regulation and coping, desire for stability and hyper-sensitivity, anxiety, anger and fear in both sexes” (Sudbrack et al., 2015, p.4). With the connection between adverse childhood experiences and negative outcomes it is crucial to focus on teaching practices that are trauma based and include great attention to social and familial influences on a child’s health and wellbeing (Kalmakis & Chandler, 2014), as well as the effects on the brain.

According to Hoglund, Klinge and Hosan, (2015, p.3), “untrained teachers can feel a substantial amount of lack of personal accomplishment, emotional exhaustion and depersonalization due to their inadequacies in dealing with their student’s trauma.” “Education psychologists, childcare specialists and social education specialists have been working on behalf of child welfare and yet the topic of trauma teacher training and recognizing the impact domestic violence has on children, has only recently started being considered seriously,” (Gallagher, 2014, p.147). There is substantial literature emphasizing the empowering roles of educators and behavioral and mental health professionals. Teachers’ perspective as primary service providers are immensely relied upon for the efficiency for maintaining mental and physical well-being of children with adversities (Shankar, 2016).

Trauma-Informed Strategies

Relationship Building

Building a trusting relationship is one strategy that is suggested by Bethall and Davis, (2017), when working with students who have experienced trauma and their families. Not only does the relationship need to be trusting but also consistent and respectful. The trust allows for children and families to open up and discuss difficult ACEs. Consistency with health care providers, fosters resilience in the family and children. A few examples of this type of

communication could include family routines and habits include limiting TV/ screen time, ensuring no tobacco use in the home, reading to children daily, breastfeeding, and sharing family meals. Parents with children having two or more ACEs reported that their child's providers always listen, give information, and spend needed time, are more than 1.5 times likely to practice resilience skills when faced with problems. As well as, practice three or more of the five recommended protective family routines and habits. This information indicates that building a relationship has benefits for the overall well-being of children in all aspects, not only in education (Bethall & Davis, 2017).

This study also recommended using coping and healing supports with children who have ACEs. The supports listed included early childcare, teachers, home visitors, and community health workers. These supports are to provide and play a pivotal role in the lives of children with ACEs. Specifically, the relational skills such as mindfulness, open mindedness, and flexibility. These skills enhance and engage families and children in conversations that positively affect the child's social and emotional well-being (Bethall & Davis, 2017).

Resembling the previous study above, Bynum et al., (2010), use school staff to establish the relationship between ACEs and public elementary school children at academic risk. ACE module of the Behavioral Risk Factor Surveillance System found that 59% reported having one or more ACE, with almost 9% reporting five or more ACEs. The study used a random sample of around 2,101 children from kindergarten through 6th grade. The population was 50% male and 50% female, 78% Caucasian, and 45% were not free and reduced meal program participants. It was reported that 44% of students had ACE exposure while 13% had experienced three or more ACEs. ACEs effected these student's attendance, behavior, ability to meet grade-level standards

in mathematics, reading, or writing. The results indicated that understanding and responding to a child's ACE profile might be an important strategy for improving the educational relationship.

The rationale behind this study by Méndez-Negrete, (2013) was to enhance teacher education to meet the needs of children impacted by trauma. The article provided numerous areas of trauma in education to better understand and work with traumatized students. One strategy, the pedagogical, is used to foster creativity and self-healing. Scholars suggest fostering such possibilities by encouraging students to use their creative thought processes and expressions in class can help reframe one's memory of a traumatic experience and offer perspectives other than that of a victim's (Méndez-Negrete, 2013). This type of creativity can begin to build resilience and the ability to overcome their own trauma as well as appreciate creativity in themselves will encourage them to exercise their own creative ideas and learn to express restrained notions, feelings, and talents (Runco, 2004).

Bibliotherapy

Bibliotherapy is another therapy used for traumatized students by reading a book about a character that is going through divorce, bullying, abuse, etc. the child can begin building connections with the character. This strategy begins to build problem solving skills after a child is able to build a connection. One powerful skill it is known to build is empathy. Bibliotherapy is therefore also recommended by mental health professionals for emotional and mental development (McCulliss & Chamberlain, 2013).

Very similarly, De Vries (2017), discusses the use of bibliotherapy with children who have experienced trauma. "Through a dynamic interaction between the reader and story, this intervention may assist the individual in coping with life changes, emotional issues, and behavioral challenges," (De Vries, 2017, p. 49). "The main purposes of bibliotherapy are to

share information, provide insight, promote the discussion of feelings, demonstrate new attitudes and values, show that others have similar problems, and to show solutions to problems” (Kanewischer, 2013, p. 70). The process of bibliotherapy can be effective for self-growth, healing, and understanding.

The history of bibliotherapy began in the early 1800’s in the United States for individuals living in mental health institutions. “Dr. Benjamin Rush, often known as the father of psychiatry in America, was the first physician to promote the use of reading in behavioral health settings,” (McCulliss, 2012, p. 51). Dr. Rush believed books should be used as a distraction from their mental health issues. Bibliotherapy consists of four progressive stages of identification, catharsis, insight, and universalis. It is crucial that bibliotherapy be in order to be effective. There are also two types is bibliotherapy. “The first is cognitive bibliotherapy, which focuses on creating cognitive-behavioral change using literature that refers directly to fears, anxieties, and behavior difficulties (Betzael & Shechtman, 2010, p. 52short).” “The second type is affective bibliotherapy, which focuses on repressed thoughts and emotional self-exploration. The characters are frequently fictional and help children connect the story to their own feelings of emotion and pain,” (Betzael & Shechtman, 2010, p. 52).

De Vries (2017) covers a variety of outcomes based upon the behaviors. Examples include but are not limited to abuse/neglect and aggression. Outcomes of bibliotherapy in aggression in ten, eight year old boys indicated their scores significantly dropped and bibliotherapy was effective with the use of, “short stories, poems, films, and pictures focusing on feelings resulting from aggression such as anxiety, fear, frustration, and the need for power,” (De Vries, 2017, p.56).

The second study, according to De Vries (2017, p.55), focused on children who had been removed from their home due to abuse/neglect that were suffering from anxiety, adjustment problems, social impairments, and behavioral difficulties also decreased negative behaviors after, “anxiety and adjustment tests were administered pre and post-intervention, as well as three months after the intervention. Results showed a statistically significant reduction in social anxiety for children in both bibliotherapy groups. Statistically significant changes were noted in adjustment difficulties for the affective bibliotherapy group but not the cognitive bibliotherapy group.” These results show that bibliotherapy is an effective strategy when working with children that have ACEs

Brain-Based Learning

Brain-based learning is an approach to optimum learning. It is mainly including the development of the brain, perseveres to investigate the way it works, the effects of trauma on its features, and its learning performance (Gozuyesil & Dikici, 2014). This popular topic has been known as “bridging the gap” between educational practices and neuroscience. One brain-based strategy is called mapping. Mapping can promote meaningful learning while encompassing new knowledge. This process allows children to use previous knowledge and experiences with new knowledge to create a real-world combination of relevant experiences.

In addition to the previous reviewed studies, Brunzell (2016) conducted a study to research into the use of classroom strategies when working with traumatized children. One was rhythm, which can be used as a “brain break”, arouse disengaged students, or focus on heartbeat to calm and regulate the body. Children who have experienced acute trauma may have a resting-heart rate that far exceeds the desired 60 to 80 beats per minute as a result of continuous activation and re-activation of their stress response systems (Perry, Pollard, Blakely, Baker,

Perry & Szalavitz, 2006). So, the use of rhythm in classroom strategies can be extremely beneficial. Rhythm can also be implanted in short spurts and rather easily without consuming instructional time. Rhythm can be used by introducing music into curriculum or daily routines.

Mindfulness

Defined mindfulness is the skill of thinking you are doing something when you are doing nothing (Simpson, 2017). Mindfulness or activities that can be described as breathing, noticing, present, centered, and grounded. Mindfulness is positioned as a specific pathway towards mind-body regulation (e.g., autonomic nervous system control of the parasympathetic branches) that in turn can improve attuned communication (Hassed, 2008; Siegel, 2009; Thompson & Waltz, 2007), cognitive functioning, and emotional regulation (Waters, Barsky, Ridd, & Allen, 2014). Mindfulness can easily be connected to the brain-based strategies as they are very similar. One way to differentiate is with the use mindful minibreaks included visualizations around colors, emotions, gratitude; and bringing mindfulness to simple actions such as conversation, walking, or playing games (Brunzell et al., 2015).

Simpson (2017) found that mindfulness can be incorporated into school policies and show mindfulness teaching in schools improves behavior, mood and social skills in students. Research suggests many schools use mindfulness for coping with stress, whether due to exams or other pressures (Burnett, 2011). Mindfulness is often tied into “growth mindset”. Coined by Carol Dweck (2006, p. 60), this phrase means: ‘everyone can change and grow’, so it’s impossible to foresee what can be accomplished with years of passion, toil, and training’

De-Escalation

According to Brunzell, (2016) de-escalation is another strategy. De-escalation is the referral to behavior that is intended to escape escalations of conflicts. It may also refer to approaches in conflict resolution. De-escalation can consist of any type of strategy, but it is the act of trying to de-escalate the student regardless of the strategy. A teacher can make proactive steps towards de-escalation by creating a calm, routine, and predictable environment; consistently monitoring and identifying aroused stress states; and implementing interventions to maintain optimal states (Brunzell et al., 2015).

Emotional Self- Regulation

The definition of self-regulation is a form of acquiring knowledge and skills in which the learners are dependent and self-motivated (Goetz, 2013). Learners must be able to independently establish their own goals and learning strategies that will be necessary to achieve those goals, (i.e., comparing one's current state with the target state). When you apply the concept of self-regulation to emotions it is an individuals' ability to influence, manage, experience, and express their responses to internal or external events in a socially acceptable manner (Goetz, 2013).

Very similarly, Cole, Martin, and Dennis (2004), define emotion self-regulation as the strategies individuals use to manage and regulate their own internal emotional arousal. It can involve two processes: those that have to do with how fast emotions are expressed after exposure to the emotion-eliciting event, how long they last and how slowly they dissipate and those that are concerned with the intensity with which emotions are expressed behaviorally. Difficulty managing emotion regulation (ER) can result in problematic peer relationships (Cole, et.al., 2004).

In the educational setting, self-regulation can be used as a tool to assist students in recognizing their readiness to learn and begin using self-regulation without prompting and rather quickly to be able to re-engage in learning. Not only does self-regulation help with emotions but also executive functioning which may also be an area of concern for traumatized children within the educational setting. It is best practice to embed self-regulation into lessons to again avoid consuming instructional time. (Cole, et.al., 2004). The 5-point scale is often used as a check-in/check-out system to reinforce self-monitoring or regulation.

Researchers use self-reports measures to be able to accurately gauge ones' own perception of difficulties with emotion-regulation, such as feeling overwhelmed or unable to manage emotions. In a study by Barlow, Goldsmith, and Gerhart (2017), researchers state self-reports of ER difficulties are strongly linked to a range of mental health symptoms. Emotion-Regulation challenges are a direct result of childhood trauma. It was also found that emotion-regulation difficulties were associated with high-betrayal types of trauma such as physical, sexual, or emotional abuse perpetrated by someone with whom the victim was very close. Strategies that focus on building emotion-regulation and other skills may be especially useful here. Modeling emotion-regulation is an important step in teaching children how to assess their own emotions and provide adequate attention to those emotions; this is critical to healthy emotional self-regulation (Barlow, et. al., 2013).

In conclusion, these studies outline what types of trauma these children endure as explained by the ACEs. It also covers educator's perspective on lack of training necessary to serve students that they are working. As well as covering why it is necessary for educators to receive trauma focused training. Through this literature review educators could gather numerous

strategies that can be implemented based on the type of trauma and then embedded into curriculum to avoid using instructional time.

The three research questions explored in the literature review were: 1). What preparation have educators received for working with students who have experienced trauma? 2). What types of strategies are most successful in the classroom with the various forms of trauma? 3.) Why should schools/educators be trauma-informed?

CHAPTER 3. METHODOLOGY

Participants

The 20 participants of this study included various educators. Of the 20 participants, 50% were general education teachers, 25% were special education teachers, 10% paraprofessionals, 15% special areas teachers. These professionals were selected because they teach at the IRB approved elementary school (Appendix B). This survey was designed to obtain general demographics of these educators consisting of number the of years teaching, number of students that have experienced trauma, what type of trauma their students have experienced, types of trauma-informed strategies currently being used, and the amount of professional development received regarding trauma-informed care.

Role of Researcher

Currently, I work as Special Education Teacher in a self-contained Emotional Disability Day Treatment Program in an elementary school. This is my 3rd year teaching but previously I worked in the same program as Rehabilitation Service Provider through the Bowen Center, a local mental health facility. In both positions, I worked with students in general education and special education settings who suffered a high number of Adverse Childhood Experiences (ACEs). I used trauma-informed strategies to better provide services for this group of students. Due to my experiences and Psychology/mental health background, I am an advocate for students with not only emotional disabilities but those who have ACEs.

Setting

This research was conducted at a rural elementary school, in Northeast Indiana and focused on trauma-informed strategies for the classroom and for students that have experienced ACEs. The elementary school consists of 511 students age Kindergarten to 6th grade. The student population is made up of American Indian (1), Asian (12), White (354), Multiracial (31), Black (62), and Hispanic (51). There are 18 teachers and 9 paraprofessionals. 100% of the teachers are white. Student enrollment defined by Free/Reduced Price meals consists of 341 students receiving free/reduced meals and 171 students who pay for meals. The school is assigned a grade of “B”. As stated on the website (IDOE), 20% of students receive special education services, 6% English Language Learners (ELL), and 74% are general education.

Research Design

The research methodology that best fits this research is a survey assessment. Qualitative Research focuses more on the feelings and thoughts of people. In this case, strategies to help educators work with students who have experienced trauma. This research focused on answering the three central research questions: 1). What preparation have educators received for working with students who have experienced trauma? 2). What types of strategies are most successful in the classroom with the various forms of trauma? 3.) Why should schools/educators be trauma-informed?

A survey was distributed, and this study uses quantitative, “forced choice” responses for questions; 1, 2, 3, 5, 6, and 7. The qualitative questions that request narrative response are; 4, 8, 9. The survey questions were created based upon the research experience from this study. Specific survey questions (Appendix A) were available from a link in Google Documents to 26 participants.

Recruitment and Data Collection

The principal of the school completed the first step of research by giving permission for the study to take place in the school (Appendix B). By using the staff emails provided on the publicly available school website, the teachers were recruited by an email letter sent out by the building principal (Appendix C). The letter states the purpose of the survey. It also informs all participants that the survey is voluntary and confidential. The following statements are included at the end of the online survey:

“I would like to sincerely thank you for all your time and participation in this project.”

Once the survey was closed, the data was analyzed to address the three research questions. The results of the data were used to determine what trauma-informed strategies were needed for a resource handbook for teachers.

Timeline

September

- Rough draft of proposal 9/4/19

October

- Final draft of Special Projects proposal 10/2/19
- IRB rough draft due 10/9/19
- IRB submitted 10/31/2019
- Create survey in Google Documents

November

- IRB approved 11/6/19
- Send out survey 11/5/19
- Literature review 11/6/2019

- Close Survey 11/26/2019

- Methodology 11/20/19

- Feedback from faculty

December

- Draft of final project 12/4

- Final project Chapters 1, 2, and 3 due with Appendices

January

- Analyze Data

February

- Using data analysis, gather evidence-based resources for handbook

- Finalize and edit handbook

- Complete project draft

March

- Final Project copy to Faculty

April

- Present findings and handbook to school staff

- Present findings and handbook to PFW special education staff

Ethical Issues

Ethical issues can arise in the best of circumstances when conducting research. One ethical issue for this study was to gain prior permission from the university, school administrators and participants before beginning the research. This was accomplished by; becoming certified in CITI group 2 coursework (Appendix G); acquiring a letter of permission

from the school principal; gaining approval from Purdue IRB; and assuring to participants that the study is anonymous and voluntary.

To be mindful of the education process, the recruitment letter was sent out in an email by the principal with a link to the survey in Google Documents.

Once the study was completed the research outcomes were presented as well as providing the teaching staff with a hard copy handbook of trauma-informed strategies that can be implemented in their classroom with students that have ACEs. The data was reported truthfully and without bias. The researcher established authorship and adhered to the APA guidelines for writing structure.

Outline of Development of the Special Project

The developed handbook provides trauma-informed strategies for the classroom. These strategies are derived from research collected about Adverse Childhood Experiences (ACEs). The target population for the handbook is general and special education teachers working with students that have ACEs at the elementary level. The handbook is divided into different sections based on the type of strategy.

CHAPTER 4. RESULTS

Recent research has shown the high prevalence of Adverse Childhood Experiences (ACEs) and trauma in the today's society. This is especially important in the educational system and for educators working with students who have ACEs. In addition, some educators have reported that trauma-informed strategies are not readily available to be implemented in the classroom.

The purpose of this research survey was to investigate strategies for educators who are working with students that have experienced some form of trauma. In addition, educators were asked how much Professional Development (PD) they have received. Nine questions were utilized on the survey, while three open-ended questions required educators' explanations of what trauma-informed strategies are, how are they used, and what other strategies/ information would be useful to implement strategies in their classrooms. Twenty-six educators, including general education, special education, and paraprofessionals from a Northeast Indiana elementary school, were asked to complete the survey. Twenty of the twenty-six completed surveys, resulting in a return rate of 77%.

Years of teaching

When reporting on the number of years teaching or question number one, the results were 30% under five years, 5% from six to ten years, 10% from eleven to fifteen, 20% from sixteen to twenty, 30% twenty-one to twenty-five, 30% from twenty-six to thirty, and 5% thirty plus years (*Figure 1*).

How many years have you been teaching?
20 responses

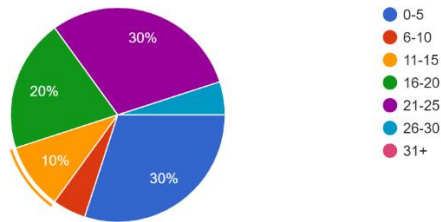


Figure 1: Years of teaching
Positions of participants

Of the 20 participants that answered question two, 50% were general education teachers, 25% were special education teachers, 15% paraprofessionals, and 15% special areas teachers. Participant eight, selected paraprofessional and special education teacher as they are a licensed Special Education Teacher but in the role of Paraprofessional in my classroom. This response is the cause of the total of 105% not 100% (*Figure 2*).

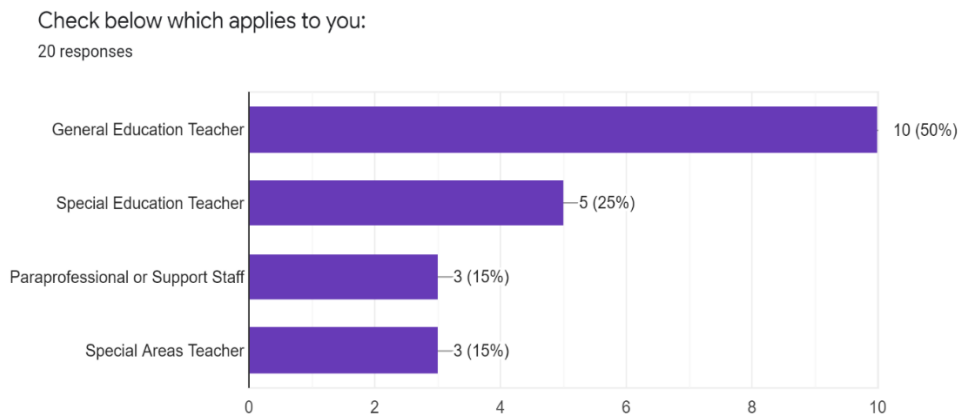


Figure 2: Positions of participants

Number of students with traumatic experiences

Nineteen of the twenty participants were aware how many of their students from their class experienced trauma. Of the nineteen participants, 52.6% had zero to five students, 36.8% had six to ten, 5.3% were twenty-one to twenty-five, and 5.3% were thirty plus (*Figure 3*).

If you are aware, how many students in your class have experienced trauma?
19 responses

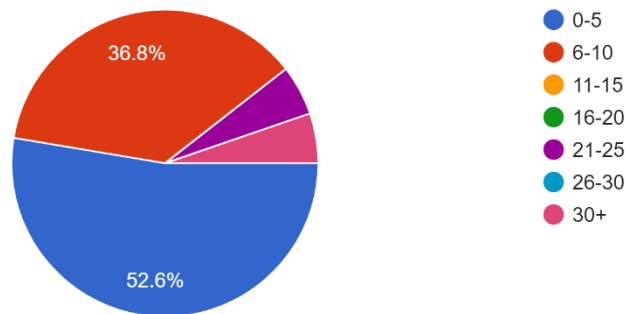


Figure 3: Number of students with traumatic experiences

Definition of trauma-informed strategies

Trauma-Informed Strategies are strategies that can be implemented with individuals that have experienced some form of trauma. They have various uses overall but are intended to reduce negative effects of trauma on an individual. Fifteen participants' responses vary while five participants did not respond (*Figure 4*).

Overall, thirteen of the fifteen participants had similar responses and possessed a good understanding of what a trauma-informed strategy is. Two participants listed types of trauma including: any stress caused at home due to divorce, death, substance abuse, etc. that will affect the child dramatically for the rest of their life and family struggles like divorce or abuse.

Participant 1	Using information from student trauma by discussing and working with students and parents to help students throughout the day. Strategies should be individualized by students and their specific trauma related behaviors.
Participant 2	Finding strategies to prevent trauma triggers for a student and/or steps to take when a student is reacting to triggers.
Participant 3	Developing strategies in the classroom to create a safe, caring place for students who have experienced trauma. Develop relationships, look past the behavior, meet them where they are at emotionally, develop coping strategies they can utilize inside the school environment.
Participant 4	Strategies teachers use to help those children who have experienced trauma cope and learn in an education setting
Participant 5	No Response
Participant 6	Strategies used specifically for students who have experienced trauma and even sometimes specific to the specified trauma.
Participant 7	Any stress caused at home due to divorce, death, substance abuse, etc. that will affect the child dramatically for the rest of their life.
Participant 8	No Response
Participant 9	Strategies that are sensitive to students who have experienced trauma
Participant 10	Teaching strategies and interventions used when you know a student has experienced trauma in their life.
Participant 11	No response
Participant 12	Interventions for helping with daily life at school
Participant 13	Compassion
Participant 14	Strategies we come up with that impacts the trauma a child has gone through
Participant 15	family struggles like divorce or abuse
Participant 16	Being cognizant that students may be looking at your class through a different lens than you and being careful about what you say, and how you say it.
Participant 17	No Response
Participant 18	No Response
Participant 19	Ways in which a teacher can work with students who have experienced trauma.
Participant 20	To help students deal with stressful situations at school and at home.

Figure 4: Definition of trauma-informed strategies

Type of trauma have your students experienced with according to the Adverse Childhood Experiences (ACE) Study

The current study is consistent by with findings of Permante (2019), ACE scores are based on participants reports of abuse, neglect, and household dysfunction. Nineteen of the twenty participants also knew the types of trauma, as defined by the ACE Study, that their students have experienced. The results consisted of 95% of students experienced some form of neglect, 79% abuse, and 100 % household dysfunction. Household dysfunction includes witnessing domestic violence, parental divorce or incarceration, caregiver alcohol or drug or substance abuse disorders (Centers for Disease Control & Prevention, 2018; Substance Abuse & Mental Health Services Administration, 2017) (*Figure 5*).

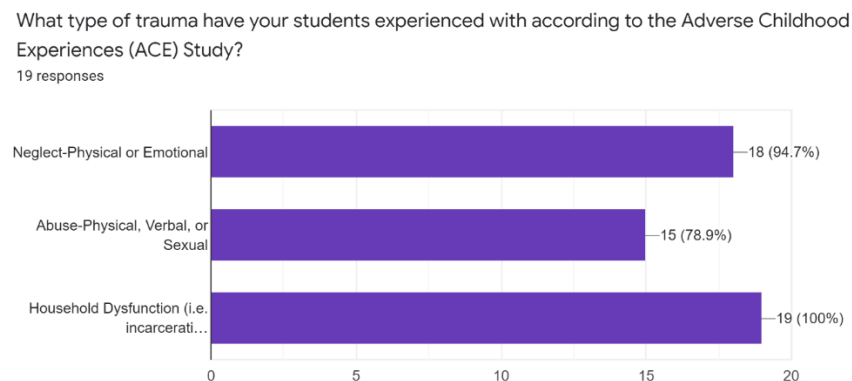


Figure 5: Type of trauma have your students experienced with according to the Adverse Childhood Experiences (ACE) Study

Types of strategies used at school

When responding to specific strategies implemented in classrooms, 20% of the participants reported brain-based, 10% reported bibliotherapy, 75% emotion self-regulation, 80% de-escalation, and 95% implement relationship building. (*Figure 6*).

What types of strategies do, or have you used with traumatized students in your classroom?
20 responses

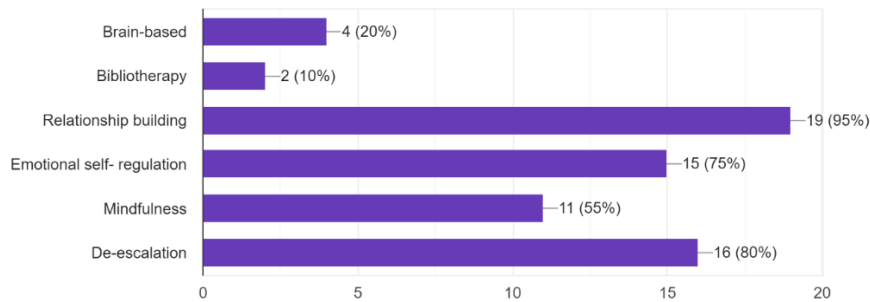


Figure 6: Types of strategies used at school

Professional Development

Sixteen of the twenty participants have received zero to five hours of professional development in the trauma-informed area. One participant has received six to ten hours. While another received eleven to fifteen. The last participant received sixteen to twenty hours of PD (*Figure 7*).

Approximately how many hours of training or professional development (PD) have you received in the trauma-informed area?
20 responses

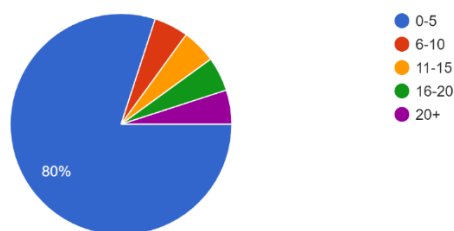


Figure 7: Professional Development

Trauma-informed care in the classroom

When asked to describe what trauma-informed strategies look like in their own classrooms, responses varied. Seven of the sixteen participants reported relationship building in their classrooms. One response was, “Community circles and relationship building. If I feel they need more help than I have time to give them at that moment, then I send them to see our counselor.”

Another common response among three participants to the previously listed question was, providing a safe place to calm down with sensory based items that promote self-regulation. Participants specific responses included, “quiet space for time out,” and “having an area that students can go to, to cool down with a fidget box or a sensory break.”

De-escalation was reported to be used by two participants. Responses were, "giving students a chance to de-escalate," and "students need to learn how to de-escalate situations themselves".

Strategies to know more about

Ten of the twenty participants did not respond to this question or listed no specific strategies. Two participants wanted to know more about brain-based, while one participant listed mindfulness. Four participants would find any additional strategies useful. The three specific responses included Boys town skills, Zones of Regulation, and Written Information by Sarah Hartman.

Conclusion

These current findings show that there is a need for a resource of trauma-informed strategies for teachers to implement in their classrooms. The educators from this study lacked information, knowledge, and trauma-informed strategies while they all work with students with

ACE scores or trauma. A resource was developed using empirical findings from the current study and previous studies.

CHAPTER 5. HANDBOOK

Trauma-Informed Strategies for the Classroom

Teaching Students with Trauma

Trauma-Informed Strategies for the Classroom



Teaching Students with Trauma

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Introduction

This handbook was constructed with primary educators in mind. Traumatized students are in all classrooms today, not only special education. As educators, we all strive to see growth in our students. It is detrimental when we do not see academic growth primarily because of the inability to cope to traumatic experiences in our students lives. Reality is, we will not “fix” or “save” all our students, but we can start providing and teaching them with tools or strategies to use inside and outside of our classrooms to be successful and live with trauma.

This is where the handbook comes in. With the prevalence of Adverse Childhood Experiences (ACEs) or trauma in classrooms today educators need a resource that is readily available to assist them serving these students. This handbook focuses effective research-based strategies for students with trauma but also foster a trauma-informed classroom for all students.

My Journey

My journey began with a Psychology Degree. I was working in the mental health field with children who needed services in the community. My previous position placed me in various schools to provide additional services in the school setting. It was then, that I went



full-time in an Emotional-Disability (ED), Day Treatment program. There I blossomed and grew a love for these students and behavior over two school years. I felt as if I found my niche and wondered if I made the wrong decision by not going into education to begin with. When a position as a special education teacher came open, I went for it. I am now wrapping up my third-year teaching in and K-6 self-contained ED classroom.

My journey has not been easy. I began the special education program with a six-week-old. At first, it was hard to sacrifice time with my own children to teach others' children. But I have worked with the best students who have not only challenged me to become a better teacher but also taught so much more than any degree ever could. My students have survived and are surviving the unimaginable. Their behaviors do not define them. My students continue to fire my passion every day. My hopes are this book spreads knowledge, patience, empathy, and love to educators that struggle to serve students with trauma.

Sabrina Perez

How to Use

This handbook focuses on six main categories or types of trauma-informed strategies. Each category will then offer various strategies within it. Some strategies offer information or an in-depth explanation on how to use the strategy while others are simpler. In addition, this handbook will offer more information on ACEs and how to foster a trauma-informed perspective in your classroom. These strategies are diverse, so select strategies that fit your classroom and students best. The bibliotherapy section offers activities for most of the K-3 list of books. This is a reference tool intended to save your time and does not require being read cover-to-cover.

Permission is granted to photocopy or use any part of this handbook in your own classroom.

Change Your Perspective

This section focuses on extra information intended for educators to get trauma-informed. It will help change your perspective when working with traumatized students because we all know how hard it can be. It offers information on ACEs, quotes, and “musts”.

Find Your ACE

Adverse Childhood Experience (ACE) Questionnaire

Finding your ACE Score ra hbr 10 24 06

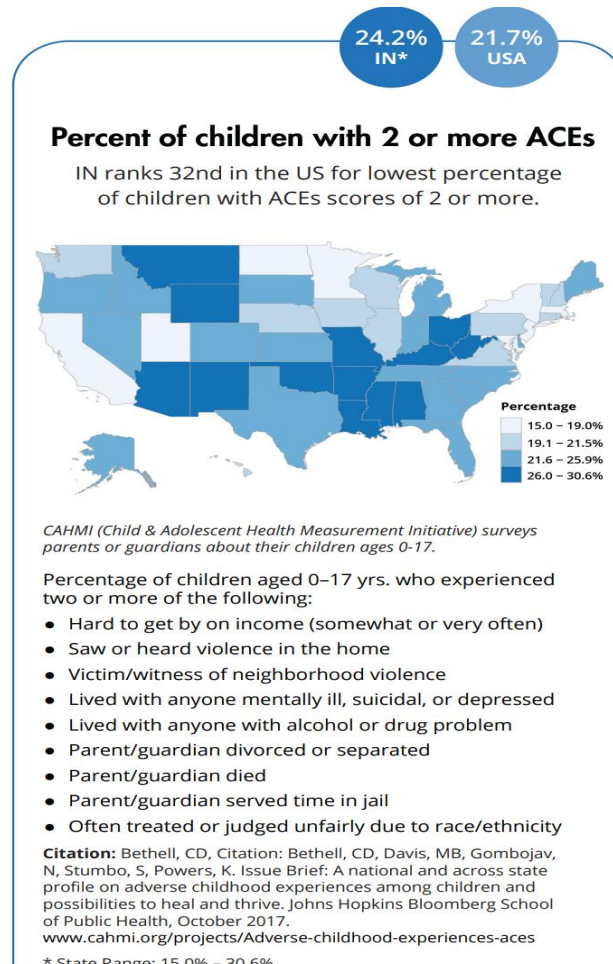
While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household **often** ...
Swear at you, insult you, put you down, or humiliate you?
or
Act in a way that made you afraid that you might be physically hurt?
Yes No If yes enter 1 _____
2. Did a parent or other adult in the household **often** ...
Push, grab, slap, or throw something at you?
or
Ever hit you so hard that you had marks or were injured?
Yes No If yes enter 1 _____
3. Did an adult or person at least 5 years older than you **ever**...
Touch or fondle you or have you touch their body in a sexual way?
or
Try to or actually have oral, anal, or vaginal sex with you?
Yes No If yes enter 1 _____
4. Did you **often** feel that ...
No one in your family loved you or thought you were important or special?
or
Your family didn't look out for each other, feel close to each other, or support each other?
Yes No If yes enter 1 _____
5. Did you **often** feel that ...
You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you?
or
Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
Yes No If yes enter 1 _____
6. Were your parents **ever** separated or divorced?
Yes No If yes enter 1 _____
7. Was your mother or stepmother:
Often pushed, grabbed, slapped, or had something thrown at her?
or
Sometimes or often kicked, bitten, hit with a fist, or hit with something hard?
or
Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
Yes No If yes enter 1 _____
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
Yes No If yes enter 1 _____
9. Was a household member depressed or mentally ill or did a household member attempt suicide?
Yes No If yes enter 1 _____
10. Did a household member go to prison?
Yes No If yes enter 1 _____

Now add up your "Yes" answers: _____ This is your ACE Score

<https://www.ncjfcj.org/sites/default/files/Finding%20Your%20ACE%20Score.pdf>

Indiana



Highlights

The Indiana Department of Public Health (IDPH) is planning to add an [ACE module](#) to the Behavioral Risk Factor Surveillance System in 2018. The [Children's Special Health Care Services at the Indiana State Department of Health](#) coordinates some work around ACEs.

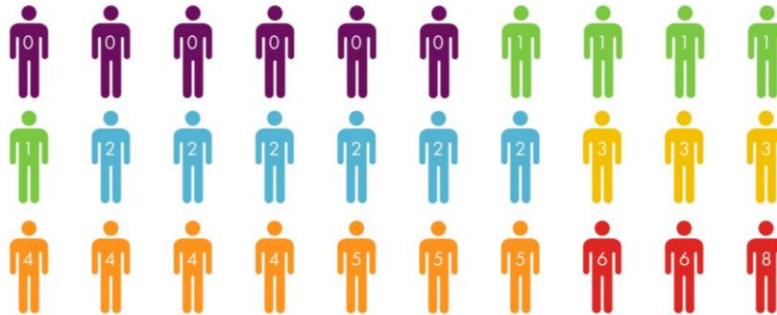
The [Children's Policy and Law Initiative of Indiana](#) (CPLI) Positive School Discipline Institute is using a national best practice model, *The Trauma-Informed School*, to implement trauma-informed care in schools. The approach is cross-disciplinary, involves the entire school community, including parents and students. The training covers restorative justice, understanding culturally responsive practices and implicit bias, among other topics.

<https://www.acesconnection.com/g/state-aces-action-group/fileSendAction/fcType/0/fcOid/473769386031183165/filePointer/473769386031183177/fodoid/473769386031183173/2018%20-%20Indiana.pdf>

In Your Classroom

6 students with no ACEs
5 students with 1 ACE
6 students with 2 ACEs

3 students with 3 ACEs
7 students with 4 or 5 ACEs
3 students with 6 or more ACEs



Quotes

TODAY A BOY SAID,

"You love us difficult kids huh?"

I replied, "Difficult? Wouldn't describe you that way."

Strong, resilient, full of gifts to share.

That's what I see when I look at you."

He cried, "I wish every hurt kid knew someone saw that in them."

Me too.

— Dr. Jessica Stephens
VICE PRINCIPAL

edutopia

HOW SOCIETY DETERMINES THE VALUE OF A TEACHER:

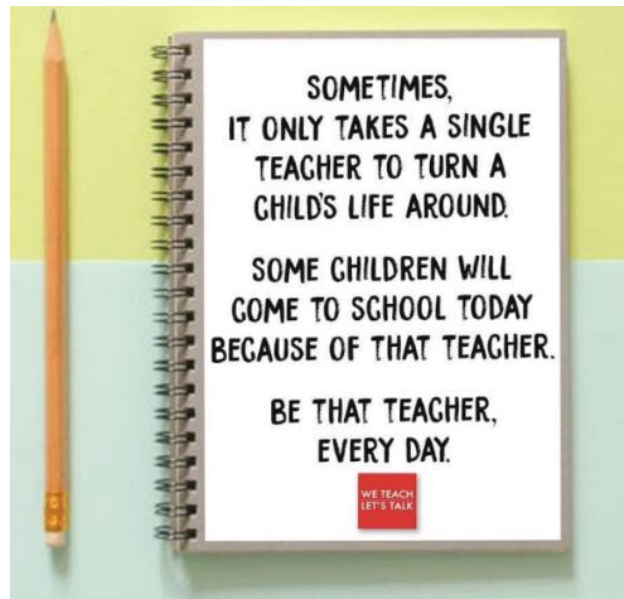
- Their students' test scores
- The number of degrees they hold

HOW STUDENTS DETERMINE THE VALUE OF THEIR TEACHER:

- How valued they feel in their presence
- How safe they feel in their classroom

We Teach Let's Talk.

WE TEACH
LET'S TALK



A Letter From “That Kid”

Dear Teacher,

I’m that kid. The kid who gets under your skin. The first grader who colors on your walls and spits on my table partners. The high school junior who mouths off and smirks from the back row. The child who knows exactly how to push your buttons and does. Regularly.

I taunt. I terrorize. Sometimes I hit. I destroy. I curse. Rolling my eyes often seems like my favorite thing to do. I talk back. Maybe I’ve even made you cry a few times.

Don’t take my behavior toward you personally.

I know that doesn’t make any sense, since it’s mostly *directed* at you. But you know that old saying about having a bad day at work and going home and kicking the dog? Well, you’re the dog. (I didn’t mean that the way it sounded.)

I really am a good kid deep down. There are so many things I care about. I have skills and strengths that I want to use to help other people. In fact, I secretly want for you to know all these good things about me.

But unfortunately, you don’t get to see these good things.

I am afraid. I am in pain. You know how if you put oil and water in a container together, the oil will float to the top? It’s like my fear and pain are the oil, and all the good things about me are water. Every once in a while, you might shake me up and see just a glimpse of those good things on the surface, but no matter how hard I try, the fear and pain will bubble up and cover everything again. It’s easy to think that the way that I react to fear and pain—the anger, the defiance—is the real me. In fact, *I’ve* even started to believe it.

The fear and pain I feel is different than what you may think. It’s not always actual physical fear or pain (though sometimes it is). I might be afraid that I’m not worthy of love, since my dad left me and my mom after I was born. I might be afraid that I will grow up to be like my mom, who is an alcoholic and misses all my baseball games. Or I might be in pain because my family and culture say I’m not manly enough since I cry a lot and am not really into sports. I might be in pain because someone who is supposed to love and protect me said something deeply hurtful that I won’t ever forget.

Maybe you look at me and think there’s no excuse for the way I behave. You might think, “This child has a stable family, loving parents, and a secure environment. I know kids with a lot less who behave perfectly fine.”

But please remember that there is always more than what you see.

What you might not know is that the pressure to be perfect or different than who I am is so intense and crushing that I believe I’m a failure, and I’m too scared to tell anybody that. Or maybe my home life is fine, but I’m learning a very dangerous message—that I’m inadequate, unlovable, or not worthy of belonging—in some situation outside of home, or inside my own

head. Maybe something is going on, or has happened, that nobody, not even my parents, knows about but me, and I do a really good job of faking that I'm happy or that I don't care.

I know that I'm making things hard for you. I know you don't deserve it. But I feel like you should know this: Somewhere, on a level I'm not even aware of, I've chosen you to behave this way toward because I know you're a person who can help me.

This is a cry for help.

I want the same things everybody else does, but I'm asking for it in the most confusing and unflattering of ways.

I don't know how to fix all of this (or I would have already). And I don't think it's necessarily your responsibility to fix me. But here's how you can help me.

Start small. I'm fragile, and I've been hurt. Because I've got so much junk at the surface, maybe don't try to remove it all at once or ask me to open up right away about my fear and pain.

Show me that you notice me—not my behavior, but something about me.

Ask me questions.

Don't give in when I try to rile you up.

Maybe, slowly, I will learn to trust you. Or maybe I will take a long time, and you won't see any progress in our time together, but your patience and kindness toward me will plant a seed that will sprout many years later.

But please, please, please don't give up on me.

Love,

That Kid

<https://www.weareteachers.com/a-letter-to-teachers-from-that-kid/>

Must Read Books

The Boy Who Was Raised as A Dog by Bruce Perry- explains what happens to the brains of children exposed to extreme stress and shares their lessons of courage, humanity, and hope. Only when we understand the science of the mind and the power of love and nurturing, can we hope to heal the spirit of even the most wounded child

<https://www.amazon.com/Boy-Who-Raised-Psychiatrists-Notebook-What/dp/0465056539>

Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom by Kristin Souers & Pete Hall- help you cultivate a trauma-sensitive learning environment for students across all content areas, grade levels, and educational settings. The authors, a mental health therapist and a veteran principal, provide proven, reliable strategies to help you

<http://www.ascd.org/Publications/Books/Overview/Fostering-Resilient-Learners.aspx>

Today I Made a Difference: A Collection of Inspirational Stories from America's Top Educators by Joseph Underwood- Everyone remembers that teacher who made a difference. The one who went the extra mile to truly affect lives, whose lessons carried as much importance outside the classroom as inside. This book is a celebration of those teachers who continue to make an impact. A collection of stories from some of the country's top educators, this book is a celebration of teachers' work, and motivation for them to continue.

<https://www.amazon.com/Today-Made-Difference-Collection-Inspirational/dp/1598698346>

The Power of a Teacher by Adam Saenz- Whether you are searching for a reason to believe or you just need a hope-filled reminder, the bottom line is that you do have tremendous power to make a difference

<https://www.amazon.com/Power-Teacher-Adam-L-Saenz/dp/1937654605>

I Wish My Teacher Knew by Kyle- One day, third-grade teacher asked her students to fill in the blank in this sentence: "I wish my teacher knew _____." The results astounded her.

<http://iwishmyteacherknewbook.com/>

Not Quite Burned Out, but Crispy Around the Edges: Inspiration, Laughter, and Encouragement for Teachers by Sharon Draper ~This book of inspirational stories and essays is designed for any teacher who has survived the first week of the first year of teaching. It offers memories of the joy of teaching, tells compelling tales of tragedy as well as survival, and provides opportunities for laughter, which is sometimes the only remedy for difficult situations.

<https://www.amazon.com/Quite-Burned-Crispy-Around-Edges/dp/0325003653>

Lost at School: Why Our Kids with Behavioral Challenges are Falling Through the Cracks and How We Can Help Them by Ross W. Greene~ School discipline is broken. Too often, the kids who need our help the most are viewed as disrespectful, out of control, and beyond help, and are often the recipients of our most ineffective, most punitive interventions.

<https://www.amazon.com/Quite-Burned-Crispy-Around-Edges/dp/0325003653>

How May I Serve You? Revelations in Education by Lori Desautels~ Isn't the purpose of "education" about living outside the walls of our classrooms and schools? Yet, as a society, it feels we tend to separate and isolate the components of school topics and agendas from real life, real time experiences. How we handle disappointment, stress, and the values we embrace begin in classrooms where our first introductions to an expanded social life are formed. This is a story of "perspective and service" initiating the power of emotional and social learning in schools

<https://www.amazon.com/How-May-Serve-Revelations-Education/dp/146995818X>

Unwritten, The Story of a Living System: A Pathway to Enlivening and Transforming Education by Lori L Desautels & Michael McKnight~ There's never been a more chaotic and tenuous time in our nation's educational story. Learning is the most natural thing human beings do. Yet, it seems the "harder" we work in schools helping our students to acquire the learning they need, the academic performances stay stagnant or lessen. Schools are not machines. Schools are a network of human beings who feel, think, behave, and function within a human system that is alive and never static.

<https://www.amazon.com/Unwritten-Story-Living-System-Transforming/dp/194254510X>

Help for Billy: A Beyond Consequences Approach to Helping Challenging Children in the Classroom Paperback by Heather T. Forbes~ a pragmatic manual to help guide families and educators who are struggling with traumatized children. Based on the concept of the neuroscience of emotions and behavior, Heather Forbes provides detailed, comprehensive, and logical strategies for teachers and parents. This easy to read book, with tables, outlines and lists, clears the way for a better understanding of the true nature regarding traumatic experiences affecting the brain and learning. It is a must read for anyone working with a child in the classroom.

<https://www.amazon.com/Help-Billy-Consequences-Approaching-Challenging-ebook/dp/B00B5JQEW8>

Eyes Are Never Quiet: Listening Beneath the Behaviors of Our Most Troubled Students by Lori Desautels & Michael McKnight~ The eyes of troubled youth are communicating in all moments. Hurt people hurt people. Our children can become violent, detached, or shut down when early development is toxic, severely disrupted and is met with significant adverse childhood experiences. Children are our nation's greatest natural resource and their emotional, mental and physiological well-being are at stake. What can we do?

<https://www.amazon.com/Eyes-Are-Never-Quiet-Listening/dp/1948018411>

Must Watch Movies

Paper Tigers- follows a year in the life of an alternative high school that has radically changed its approach to disciplining its students, becoming a promising model for how to break the cycles of poverty, violence and disease that affect families.

https://www.imdb.com/title/tt4076258/plotsummary?ref_=tt_ov_pl

Freedom Writers- A young teacher inspires her class of at-risk students to learn tolerance, apply themselves and pursue education beyond high school.

<https://www.imdb.com/title/tt0463998/>

Stand and Deliver- The story of Jaime Escalante, a high school teacher who successfully inspired his dropout prone students to learn calculus.

<https://www.imdb.com/title/tt0094027/>

Won't Back Down- Two determined mothers, one a teacher, look to transform their children's failing inner city school. Facing a powerful and entrenched bureaucracy, they risk everything to make a difference in the education and future of their children.

<https://www.imdb.com/title/tt1870529/>

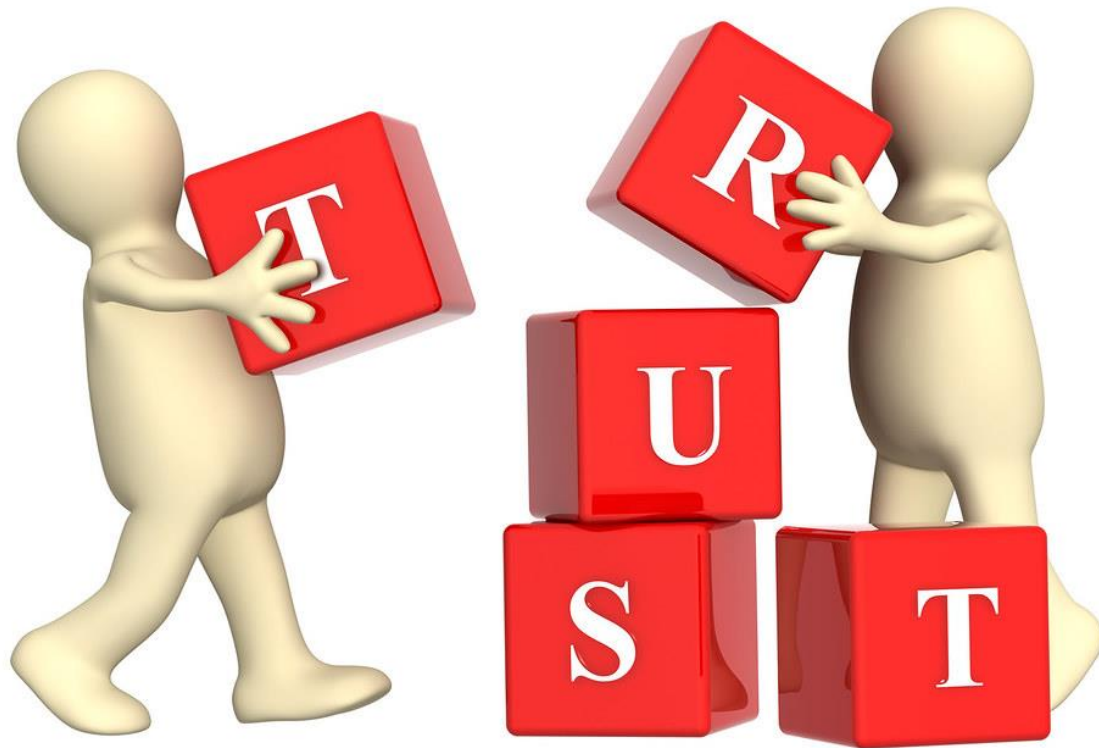
Dangerous Minds- An ex-Marine turned teacher struggles to connect with her students in an inner-city school.

<https://www.imdb.com/title/tt0112792/>

Lean on Me- The dedicated but tyrannical Joe Clark is appointed the principal of a decaying inner-city school and he is determined to improve by any and all means.

<https://www.imdb.com/title/tt0097722/>

Relationship Building



What is it?

For Teachers

The relationship between teachers and students can have a lasting impact on the development of a child. Teachers who have strong bonds with their students have been shown to be more effective in their teaching roles. In addition to lower levels of behavioral problems, teachers with strong classroom bonds are also able to achieve higher levels of academic success among students. The following guide explores the importance of positive teacher-student relationships.

Improving Academic Success

Studies have shown that strong relationships between a teacher and his or her students can have a substantial impact on academic success. When students view their teachers as a partner rather than an adversary, they are more open to learning. In addition, this can turn classrooms into a collaborative environment where students are more willing to listen to both the teacher and each other.

Preventing Behavior Problems in the Classroom

In some classrooms, students may feel a sense of alienation from those around them. In particular, students from a lower socioeconomic background may feel like school isn't beneficial for them. In their minds, school is an environment that tries to control them without any personal benefit.

By building a stronger relationship with students, teachers can overcome many behavioral issues by helping students feel like they are part of a group. Instead of feeling like they are outsiders in the classroom, students begin to feel like they are part of a team. While teachers are different than friends, a familial relationship can be beneficial for many students who experience issues with behavior.

Improving Student Attitude Towards Classwork

When students recognize that a teacher truly wants the best for them, they are willing to try harder in the classroom. Many students don't understand that schoolwork, while it may not be fun, is beneficial for them in the long run. Unfortunately, many students view schoolwork on a superficial basis. Schoolwork is viewed as something that isn't fun and doesn't provide a benefit. However, by building a stronger relationship with students, teachers can help their students recognize the value of their work.

Aiding Growth in and Outside the Classroom

Growth encompasses many different areas. These include emotional growth, academic growth, physical growth, and spiritual growth. Unfortunately, many classrooms focus only on growth in terms of academics. When teachers are able to take the time to build a stronger relationship with their students, it's possible to create a stronger understanding of what individual students need to achieve higher levels of growth. By doing this, teachers can adapt their classroom activities to better meet the needs of students. Teachers gain the ability to help their students grow beyond academics. They can learn how to help their students grow in many different facets of their lives and ensure students have a successful future for themselves and those around them.

<https://www.kirbyhallschool.org/the-importance-of-positive-teacher-student-relationships/>

2x10

The idea created by Allen Mendler is to spend 2 continuous minutes talking with a student about their interests for 10 days. The conversation should not include any school related topics. Good topics include hobbies, sports, and family. Try to identify the student's strengths and offer genuine compliments. Showing an interest in the students' interests will help build a relationship and trust.

Meet them at the Door

Greet your students at the door daily. When arriving at your classroom door meet and greet them.

Greeting students at the door sets a positive tone and can increase engagement and reduce disruptive behavior. Spending a few moments welcoming students promotes a sense of belonging, giving them social and emotional support that helps them feel invested in their learning. Examples are listed below.

The “meet and greet” that teachers do before class begins seems to be a critical benchmark for many students. They almost always respond positively when teachers hang out by the door saying “Hello” and calling them by name. Furthermore, kids say that teachers who “meet and greet” are the ones who also care about them personally, and this personal interest motivates them to do better in class.

It's easy to assume that this is a common practice, yet, my informal polling with students indicates that this is the exception and not the rule. “Meet and greet”

doesn't need to happen every day – two or three times a week is fine. And varying what you do keeps students guessing about what's going to happen in class today!

5 Ways to Meet and Greet

1. In the beginning of the year when you're trying to match names to faces, ask each student to say her or his name as she or he walks in so that you can hear it and repeat it.

2. Shake hands and say students' names as they walk in the door.

3. As students arrive, make comments to individuals that let them know that you notice who they are.

- Say something about their appearance – notice a new hairdo, a cool T-shirt, unusual earrings, a different color fingernail polish, a jacket you like, etc.
- Ask or comment about things that kids are doing outside of your classroom – sports events, extracurricular activities, other events and projects that students participate in inside and outside of school. If possible, keep track of these important events and ask follow-up questions ("How did your softball game go the other day?")
- Give students positive feedback about something they've done well in class recently.

4. Cut up a bunch of 2" x 2" inch squares and write the numbers from 1 to 10 on different squares and put them into a basket. Greet students as they come in, and ask them to pick a number from one to ten from the basket that indicates how they're feeling right now – ten (I'm ready, focused, feeling good) to one (I'm tired, grumpy, and would rather be any place else). When everyone's seated ask students to hold up their numbers to get a feel for where people are. If you see a lot of low numbers, you might want to do a quiet energizer that helps everyone to focus.

5. Once a quarter give each student a personal written greeting that mentions something you appreciate about their presence in your class. Alternate weeks for different classes so you create a cycle that you can repeat every quarter. One way to make this less daunting is to make a master list of 30 or 40 appreciation responses in Word or Docs ahead of time. You can write in the students' names, print out your messages, and cut them into strips. For example:

- Dear Cho, I know that talking in class is not your favorite thing, so I have really appreciated your participation in small group work.
- Dear Alicia, I've noticed that you've been on time for the last two weeks. I really appreciate the effort you've made to do this.
- Dear Manuel, Thanks for participating in the discussions we've been having. Your questions have challenged all of us to be really clear about what we mean.

- Dear Mia, I have really appreciated when you've been helping to pick up and organize stuff at the end of class. It makes it so much easier to do projects when people are ready to pitch in. Thanks!
- Dear Greg, I know this is not an easy class for you, so everyday you're here shows that you're willing to stick with it and keep trying. I appreciate your tenacity.

<https://www.teachervision.com/teaching-strategies/meeting-greeting-students-beginning-class>
<https://www.edutopia.org/article/welcoming-students-smile>



https://corp.gametize.com/2019/09/20/guest-post-gamification-for-software-engineering-2/?utm_source=rss&utm_medium=rss&utm_campaign=guest-post-gamification-for-software-engineering-2

Create student-defined rules of respect.

Teachers often have students help with classroom rules. It's a wonderful idea used to empower students. I used it my first three years of teaching, but in reflecting, I had to analyze whether those rules ever *really* mattered to students. The answer was no, because the rules were not grounded in relationships.

This year, my students sit in "colleague committees." Each day begins with a conversation, the first of which was to define respect and disrespect. From our discussions, we jointly developed five "Rules of Respect." The students led the discussion, and I served as the scribe. Now, each time a student shows signs of disrespect, I can reference the established rules.

Correct behaviors using I-messages.

Students often perceive corrections as criticisms. In those moments, teachers may not realize they have offended students. I once had a student say to me, "You're always telling me what I'm doing." When I wrote my reflection that night, as I often do, it made sense to me—and that something had to change. Instead of naming behaviors first, I decided I would personalize my feedback and explain my corrections with I-statements. Here are two examples of such feedback:

I'm sorry, Jaden, that your peers are choosing to talk while you're talking, and I can't hear your ideas. I'll wait because I want to hear what you have to say.

I don't like when you choose to use the words shut up because they sound disrespectful. We don't use words like that to each other in this classroom because colleagues don't speak that way to each other.

Both responses name a feeling first, name a behavior and explain why or how that behavior is inappropriate. I have found that students who feel respected show respect.

Survey your students to learn about interests and experiences.

I have life experiences unique from those of my students, and we often hold different worldviews. Regardless, my job is to relate to them. By halfway through the school year, my goal is to be able to answer the questions listed below about each of my students. I ask them in conversations, I listen to them talking to each other and I survey them.

- Where does the student live? Where does the student spend weekends?
- Who does the student live with? Who does the student *want* to live with?
- What does the student do after school?
- Which subject does the student enjoy most?
- What hobbies does the student enjoy or want to pursue?
- Who does the student trust?
- Name three academic strengths.
- Name three academic goals.

I use the answers to these questions to determine how to approach students, how to connect with them and how to teach them effectively. Prioritizing getting to know my students shows them how much they matter and motivates them to learn.

Student Survey

Name _____

Nickname _____ Age _____

Birthday _____

Special Hobbies Outside of School

In my opinion...

Tests make me

Reading makes me

Math makes me

Writing makes me



I'm happiest when

My Top 3 Goals

1. _____
2. _____
3. _____

1 Good Thing About Last Year

I learn best when _____	_____
_____	_____
_____	_____

Reading Survey

Name _____ Date _____

1. What is your favorite book? _____
2. Where do you like to read? _____
3. What are your favorite genres? (pick three)

mystery	realistic fiction	nonfiction
fairy tales	folk tales	humorous
historical fiction	science fiction	sports
fantasy	poetry	animals

4. When I read by myself, I feel:



5. When I read to someone else, I feel:

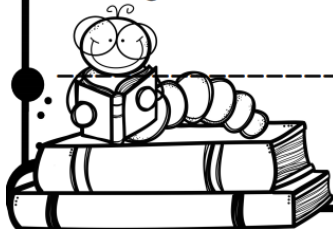


6. When I read in front of the class, I feel:



7. My **favorite** thing about reading is _____

8. My **least favorite** thing about reading is _____



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Student Interest Survey

Help your teacher get to know YOU!

1. What is your full name? _____
2. What do you like to be called? _____
3. How old are you? _____
4. When is your birthday? _____
5. Who do you live with at home?

6. How do you get home in the afternoon? _____
7. Who is home when you get there? _____
8. What do you do after school?

9. Do you have any brothers or sisters who go to this school? YES NO

If yes, please list their names and grades.

<u>Name</u>	<u>Grade</u>
_____	_____
_____	_____
_____	_____

<https://www.teacherspayteachers.com/FreeDownload/Free-Reading-Interest-Survey-Back-to-School-2554185>

10. Do you have any brothers or sisters at other schools? YES NO

If yes, please list their names and grades.

Name

Grade

_____	_____
_____	_____
_____	_____

11. What is your favorite thing to learn about in school?

12. What is the subject you need the most help in?

13. Which subject do you not like?

14. What is something that you're good at (everyone's good at something)

15. Finish the sentence: "School would be better if...."

16. "On the weekends, I like to...."

17. "Sometimes I worry about...."

18. Write 2 words that describe you:

1. _____ 2. _____

19. What time do you usually go to bed during the school year?

20. What is your favorite restaurant? _____

a. If I went there, what should order?

21. If we could take you on a field trip anywhere, where would you go?

22. What is your favorite sport?

23. What is your favorite food?

24. What is your favorite candy?

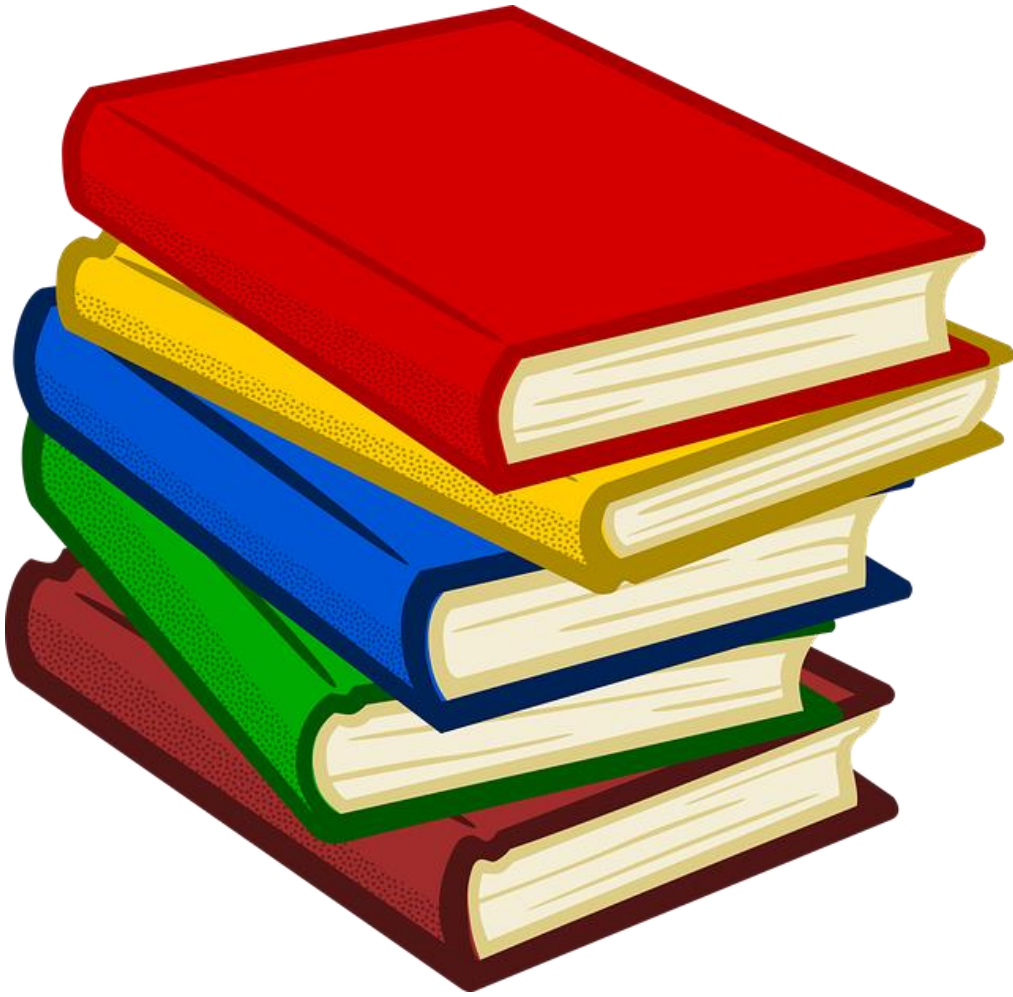
25. Who is your favorite musician?

26. What is your favorite TV show?

27. Is there anything else I should know about you? (Anything from "I'm shy" to "I have bad eyesight and I need to sit at the front of the room to see.")

28. Tell me a story about something that happened to you this summer. This story can be non-fiction (real) or fiction (made-up). *Use separate sheet of paper if you run out of room.*

Bibliotherapy



What is it?

Bibliotherapy is the practice of helping individuals grow and develop through books. Reading, writing, and discussion can provide an opportunity to work through grief, cope with a difficult situation, or just explore developmentally appropriate topics.

A list of activities is offered for the majority of the K-3 book section. These will be listed in order. No activities for the 3-5 section are covered.

Bibliotherapy Titles K-3

Bold = 1st level available; **Bold & color*** = exclusive level

<i>Primary: K-3</i>				
TITLE (Picture Book)	Mini-Annotation	Re-ED Principle(s) addressed	Soc-Em Theme(s)/ SELF focus	Language Arts Focus
A CHAIR FOR MY MOTHER	Following a house fire, young girl helps choose chair, so her mother has a place to rest after work	Time is an ally	Loss, Resilience, helping others/ Loss, Future	Graphic organizer, Cause-effect, Character description
ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY	Alexander copes with everything going wrong	Feelings should be nurtured	Dealing with anger, frustration & disappointment/ Emotional Management	Sequence: cause-effect, Summary
ANNIE AND THE OLD ONE	Native American girl refuses to acknowledge her grandmother's imminent death	Feelings should be nurtured	Grief, facing the unknown/ Loss & Emotional Management	Character development, Comparison, Writing
ARTHUR'S EYES	Acceptance of change & need for glasses	The body is the armature of the self	Self-acceptance, feelings/ Emotional management	Summary, Cause-effect, Writing
EVERETT ANDERSON'S GOODBYE	Depiction of Kübler-Ross' stages of grief	Feelings should be nurtured	Grief/ Loss	Genre, Writing-response to literature
*FLOSSIE AND THE FOX	Folktale – girl outwits fox	Competence makes a difference	Dealing with feelings, meeting a challenge/ Emotional Management	Story structure, Comparison, Writing

*FRANKLIN'S BAD DAY	Franklin copes with everything going wrong	Feelings should be nurtured	Grief, sadness & anger/ Emotional Management	Sequence, Character description, Writing
*FRANKLIN'S SECRET CLUB	Franklin discovers inclusion is better than exclusion	The group is important	Belonging, Friendship, Interpersonal Relationships/ Emotional Management	Vocabulary, Story elements, Graphic organizer
FREEDOM SUMMER	Two boys (black & white) cope with racism in southern US, 1960s	Communities are important	Friendship, Interpersonal Relationships, Feelings/ Safety, Emotional Management	Comparison, Graphic organizers, Writing, Summarize
GIRAFFES CAN'T DANCE	Despite teasing of other animals, Giraffe discovers his own style of dancing	The group is important	Self-acceptance, Feelings – teasing-bullying/ Emotional Management	Character description, Story structure, writing
GLEAM AND GLOW	Bosnia-Herzegovina – family becomes refugees and must leave pet goldfish behind, return to find them healthy	Time is an ally	Problem solving, Family & safety, Courage & selflessness/ Safety, Emotional Management, Loss, Future	Narrative structure, Inferential thinking, Writing
GRANDPA, IS EVERYTHING BLACK BAD?	Young boy asks grandfather about symbolism of the color black	The body is the armature of the self	Self-acceptance, Feelings, Cultural heritage/ Emotional Management	Comparison, Imagery, Graphic organizer
*HOW TO LOSE ALL YOUR FRIENDS	Tongue-in-cheek look at friendship	Feelings should be nurtured	Feelings, Interpersonal Relationships/ Emotional Management	Antonyms, Comparisons, Writing
I'M NEW HERE	Girl attempts to adjust to new school, new culture	Feelings should be nurtured	Feelings, Cultural differences/ Emotional Management	Comparison, Inferences, Writing
*IT'S OK TO BE DIFFERENT	Recognition & acceptance of the variety of characteristics among people	The body is the armature of the self	Self-acceptance, Tolerance of differences/ Emotional Management	
*KITTEEN'S FIRST FULL MOON	Range of feelings depicted as kitten copes with frustration	Feelings should be nurtured	Feelings/ Emotional Management	Cause-effect, Comparison, Description
LET'S TALK ABOUT RACE	Race as only one aspect of a person; every person has a story which is more important	The body is the armature of the self	Feelings, Interpersonal Relationships/ Emotional Management	

NO MIRRORS IN MY NANA'S HOUSE	Illustrated song lyrics, seeing beauty in the all situations	Trust is essential	Feelings/ Emotional Management	Connections, Comparison, Writing
NO ONE CAN EVER STEAL YOUR RAINBOW	Girl dealing with disappointment & seeking direction; music & art related	Feelings should be nurtured	Self-acceptance, Feelings, Making choices/ Emotional Management	Supporting answers, Writing, Graphic organizer
*OLIVIA AND THE MISSING TOY	Olivia blames everyone but herself for her missing toy	Feelings should be nurtured	Feelings/ Emotional Management	Story Structure, Writing
POETRY FOR BIBLIO	Series of lessons using various poems to address <i>Thinking-Feeling-Behaving</i> social-emotional topics	Life is the be lived now; Competence makes a difference; Feelings should be nurtured; The body is the armature of the self; The group and communities are important	Self-acceptance, Feelings, Beliefs & Behavior, Problem Solving, Interpersonal Relationships/ Emotional Management, Future	Genre study, Fluency, Visualization, Word choice, Writing
SADAKO	Sadako copes with leukemia caused by atom bomb by folding paper cranes	Feelings should be nurtured	Grief, perseverance to goal, friendship/ Emotional Management, Loss	Character description, Genre, Summary
SKIN AGAIN	Acceptance in terms of individual uniqueness	The body is the armature of the self	Self-acceptance, Interpersonal Relationships/ Emotional Management	Graphic organizers, Comparison, Word choice, Writing
SMOKY NIGHT	Child's view of riots in LA	Feelings should be nurtured	Feelings, Interpersonal Relationships/ Safety, Emotional Management	Character description, Point of view
SOMETHING BEAUTIFUL	Girl learns to see beauty through the example of others	Life is to be lived now	Different perspectives, Feelings/ Emotional Management	Comparison, Inference, Graphic organizer, Writing
STAND TALL MOLLY LOU MELON	Unusual girl relies on teaching of her grandmother & her own ingenuity to cope with adversity	Feelings should be nurtured	Self-acceptance, Bullying, Interpersonal Relationships/ Safety, Emotional Management	Character description, Comparison, Story structure

STOP PICKING ON ME	Bullying – impact of negative behaviors in self & others	Feelings should be nurtured	Bullying/ Safety, Emotional Management	Genre, Point of view
THANK YOU, MR. FALKER	Autobiographical depiction of language learning disability & teacher who helped	Competence makes a difference	Self-acceptance, Bullying, Interpersonal Relationships/ Emotional Management	Narrative elements, Comparison & connections, Summarize, Writing Response
THE BIG TEST	Teacher and students prepare for taking a state test	Competence makes a difference; Self-control can be taught	Feelings, Beliefs & Behavior/ Safety, Emotional Management, Loss, Future	Narrative structure, Written responses
THE BLACK SNOWMAN	Acceptance of heritage is key to helping older brother save younger brother from fire	The body is the armature of the self	Self-acceptance, feelings, problem solving/ Emotional Management, Future	Event sequence, Comparison, Description, Writing
THE COLORS OF US	Comparison of skin colors to nature; art related	The body is the armature of the self	Self-acceptance/ Future	Comparison, Writing
THE HAT	Hedgehog makes the best of an embarrassing situation	Feelings should be nurtured	Self-acceptance, Feelings/ Emotional Management	Prediction, Story Structure, Fluency
THE IMPORTANT BOOK	Patterned poetic descriptions – attention to importance & details	Intelligence can be taught	Feelings, Self-acceptance, Interpersonal Relationships/ Future	Comparison, Descriptive word choice, Writing
THE LAUGHING RIVER	Two villages take opposing approach to conflict: *musical	Feelings should be nurtured	Feelings, Interpersonal Relationships/ Emotional Management	
*THE LITTLE ENGINE THAT COULD	Engine perseveres in overcoming a challenge by telling himself, “I think I can”	Competence makes a difference	Feelings, Beliefs & Behavior/ Emotional Management	Story Structure, Descriptive Words
*THE SKIN I’M IN – A FIRST LOOK AT RACISM	Illustrated examples of racism	The body is the armature of the self	Self-acceptance, Feelings/ Emotional Management	
THE TENTH GOOD THING ABOUT BARNEY	Boy copes with grief over pet’s death by making a list of ten good things	Feelings should be nurtured	Grief/ Loss	Writing, Comparison
THE WALL	Young boy’s visit to Vietnam War Memorial in Washington, D.C.	Communities are important	Feelings, Interpersonal Relationships/	Comparisons, Connections, Point of view

			Emotional Management	
UGLY DUCKLING	Classic tale – ugly deals with rejection & adversity & becomes beautiful	Feelings should be nurtured	Self-acceptance, Coping with adversity/ Emotional Management	Story structure, Comparison, Word choice – description
UP THE LEARNING TREE	Slave boy learns to read by illegally listening to white students' lessons	Competence makes a difference	Perseverance against odds, Feelings/ Emotional Management	Character description, Audience/author message, Writing reflection
WHAT ARE YOU SO GRUMPY ABOUT?	Humorous view of reasons for being grumpy – or not	Feelings should be nurtured	Feelings/Emotional Management	Character description, Audience/author message, Writing
WHEN PIGASSO MET MOOTISSE	Real life competition and friendship of two well-known artists placed within a fiction framework.	Communities are important	Accept differences, Friendship, Resolve conflicts'/ Emotional Management	Compare/contrast, draw inferences, Make predictions
WHERE DO BALLOONS GO?	Coping with loss	Feelings should be nurtured	Grief, Feelings/Loss, Future	Personification, Writing, Story structure
WHERE THE WILD THINGS ARE	Misbehaving child imagines himself a king of wild things	Feelings should be nurtured	Feelings/ Emotional Management	Character description, Fantasy vs. reality, Comparison
WHO MOVED MY CHEESE? FOR KIDS	Four approaches to coping with change depicted through mouse characters	Competence makes a difference	Feelings, Problem solving/Loss, Future	Point of view, Compare & contrast, Summarize, Personification
WINGS	Bullying of rejected boy with wings leads to girl's finding courage	Feelings should be nurtured	Bullying, Interpersonal Relationships/ Safety, Emotional Management	Conflict, Comparison, Point of view
YESTERDAY I HAD THE BLUES	Association of colors and feelings	Feelings should be nurtured	Feelings/Emotional Management	Comparison, Writing
ZEN SHORTS	Series of Zen tales (similar to Aesop fables) told through a Panda to 3 siblings	Life is to be lived now	Interpersonal Relationships, Self-acceptance, Feelings/Emotional Management	Story structure, Question-Answer Relationship, Comparison
ZEN TIES	Panda shows siblings how to overcome prejudice by getting to know individual; visiting nephew speaks in haiku	Life is to be lived now	Interpersonal Relationships, Feelings/ Emotional Management	Narrative structure, Haiku

*SMALL PIG	Pig learns that running away is not best choice for dealing with anger	Feelings should be nurtured	Feelings/Emotional Management	Summarize, Writing
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Bibliotherapy Titles 3-5

Bold = 1st level available; **Bold & color** * = exclusive level

<i>Elementary: 3 ~ 5</i>				
TITLE (Picture Book)	Mini-Annotation	Re-Ed Principle(s) addressed	Soc-Em Theme(s)/ SELF focus	Language Arts Focus
A CHAIR FOR MY MOTHER	Following a house fire, young girl helps choose chair, so her mother has a place to rest after work	Time is an ally	Loss, Resilience, helping others/ Loss, Future	Graphic organizer, Cause-effect, Character description
ALEXANDER AND THE TERRIBLE...	Alexander copes with everything going wrong	Feelings should be nurtured	Dealing with anger, frustration & disappointment/ Emotional Management	Sequence: cause-effect, Summary
ANNIE AND THE OLD ONE	Native American girl refuses to acknowledge her grandmother's imminent death	Feelings should be nurtured	Grief, facing the unknown/ Loss & Emotional Management	Character development, Comparison, Writing
ARTHUR'S EYES	Acceptance of change & need for glasses	The body is the armature of the self	Self-acceptance, feelings/ Emotional management	Summary, Cause-effect, Writing
CRICKWING	Artistically creative cockroach is victim, then bully, then bystander	Feelings should be nurtured	Interpersonal Relationships, Feelings, Decision Making/ Emotional Management	Character development, Graphic organizers, Writing – descriptive word choice
*DANCING IN THE WINGS	Girl learns that accepting herself, 'faults' included, is best way to gain goal	Feelings should be nurtured	Interpersonal Relationships/Emotional Management	Predictions, Story structure, Compare & contrast
EVERETT ANDERSON'S GOODBYE	Depiction of Kübler-Ross' stages of grief	Feelings should be nurtured	Grief/ Loss	Genre, Writing-response to literature

FREEDOM SUMMER	Two boys (black & white) cope with racism in southern US, 1960s	Communities are important	Friendship, Interpersonal Relationships, Feelings/ Safety, Emotional Management	Comparison, Graphic organizers, Writing, Summarize
GIRAFFES CAN'T DANCE	Despite teasing of other animals, Giraffe discovers his own style of dancing	The group is important	Self-acceptance, Feelings – teasing-bullying/ Emotional Management	Character description, Story structure, writing
GLEAM AND GLOW	Bosnia-Herzegovina – family becomes refugees and must leave pet goldfish behind, return to find them healthy	Time is an ally	Problem solving, Family & safety, Courage & selflessness/ Safety, Emotional Management, Loss, Future	Narrative structure, Inferential thinking, Writing
GRANDPA, IS EVERYTHING BLACK BAD?	Young boy asks grandfather about symbolism of the color black	The body is the armature of the self	Self-acceptance, Feelings, Cultural heritage/ Emotional Management	Comparison, Imagery, Graphic organizer
I'M NEW HERE	Girl attempts to adjust to new school, new culture	Feelings should be nurtured	Feelings, Cultural differences/ Emotional Management	Comparison, Inferences, Writing
LET'S TALK ABOUT RACE	Race as only one aspect of a person; every person has a story which is more important	The body is the armature of the self	Feelings, Interpersonal Relationships/ Emotional Management	
MR. LINCOLN'S WAY	Principal intervenes with bully by channeling interest and energy in productive direction	Competence makes a difference	Interpersonal Relationships, Feelings/ Emotional Management	Character development, Comparison, Graphic Organizer
MISSISSIPPI MORNING <i>lesson set:version 1</i>	During the depression, young boy loses innocence and trust when he faces the racial hatred within his small town.	Focus on tolerance: Pride, Racial Injustice, Feelings, Disappointment, Courage		

MISSISSIPPI MORNING <i>Lesson set version 2</i>	During the depression, young boy loses innocence and trust when he faces the racial hatred within his small town.	Feelings should be nurtured, Communities are Important, Trust is essential	Interpersonal Relationships, Racial Injustice, Feelings/Emotional Management, Future	Cite textual evidence, Compare & contrast points of view, Writing
MUFARO'S BEAUTIFUL DAUGHTERS	African Folktale – humility and kindness win over ambition and discourtesy	Time is an ally	Interpersonal Relationships, Decision Making/Emotional Management	Comparison, Genre-folktale, Imagery
NO MIRRORS IN MY NANA'S HOUSE	Illustrated song lyrics, seeing beauty in the all situations	Trust is essential	Feelings/Emotional Management	Connections, Comparison, Writing
NO ONE CAN EVER STEAL YOUR RAINBOW	Girl dealing with disappointment & seeking direction; music & art related	Feelings should be nurtured	Self-acceptance, Feelings, Making choices/Emotional Management	Supporting answers, Writing, Graphic organizer
PINK AND SAY	Addresses the realities of the war and how an unlikely friendship develops between the two boys in spite of their racial differences.	Trust is essential	Interpersonal Relationships, Feelings, Decision Making/Emotional Management, Safety	Comparison, Character development/description, Draw inferences
POETRY FOR BIBLIO	Series of lessons using various poems to address <i>Thinking-Feeling-Behaving</i> social-emotional topics	Life is the be lived now; Competence makes a difference; Feelings should be nurtured; The body is the armature of the self; The group and communities are important	Self-acceptance, Feelings, Beliefs & Behavior, Problem Solving, Interpersonal Relationships/Emotional Management, Future	Genre study, Fluency, Visualization, Word choice, Writing
SADAKO	Sadako copes with leukemia caused by atom bomb by folding paper cranes	Feelings should be nurtured	Grief, perseverance to goal, friendship/Emotional Management, Loss	Character description, Genre, Summary
SKIN AGAIN	Acceptance in terms of individual uniqueness	The body is the armature of the self	Self-acceptance, Interpersonal Relationships/Emotional Management	Graphic organizers, Comparison, Word choice, Writing
SMOKY NIGHT	Child's view of riots in LA	Feelings should be nurtured	Feelings, Interpersonal Relationships/Safety, Emotional Management	Character description, Point of view

SOMETHING BEAUTIFUL	Girl learns to see beauty through the example of others	Life is to be lived now	Different perspectives, Feelings/ Emotional Management	Comparison, Inference, Graphic organizer, Writing
STAND TALL MOLLY LOU MELON	Unusual girl relies on teaching of her grandmother & her own ingenuity to cope with adversity	Feelings should be nurtured	Self-acceptance, Bullying, Interpersonal Relationships/ Safety, Emotional Management	Character description, Comparison, Story structure
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THE BLACK SNOWMAN	Acceptance of heritage is key to helping older brother save younger brother from fire	The body is the armature of the self	Self-acceptance, feelings, problem solving/ Emotional Management, Future	Event sequence, Comparison, Description, Writing

THE CATS IN KRASINSKI SQUARE	Story of heroism set early in the Nazi takeover of Poland; girl & her sister help to get food into Warsaw Ghetto	Communities are important	Making difficult choices, Feelings, Interpersonal Relationships/ Safety, Emotional Management, Future	Point of view, Character description, Author technique
THE COLORS OF US	Comparison of skin colors to nature; art related	The body is the armature of the self	Self-acceptance/ Future	Comparison, Writing
THE IMPORTANT BOOK	Patterned poetic descriptions – attention to importance & details	Intelligence can be taught	Feelings, Self-acceptance, Interpersonal Relationships/ Future	Comparison, Descriptive word choice, Writing
THE JUNKYARD WONDERS	Girl finds acceptance and friendship among resource room classmates	The group is important	Belonging- Interpersonal Relationships, Self-acceptance, Feelings/ Emotional Management, Loss	Literature Circles, asking questions & making connections, Narrative structure
THE LAUGHING RIVER	Two villages take opposing approach to conflict: *musical	Feelings should be nurtured	Feelings, Interpersonal Relationships/ Emotional Management	
THE TENTH GOOD THING ABOUT BARNEY	Boy copes with grief over pet's death by making a list of ten good things	Feelings should be nurtured	Grief/ Loss	Writing, Comparison
THE UGLY DUCKLING	Classic tale – ugly deals with rejection & adversity & becomes beautiful	Feelings should be nurtured	Self-acceptance, Coping with adversity/ Emotional Management	Story structure, Comparison, Word choice – description
THE WALL	Young boy's visit to Vietnam War Memorial in Washington, D.C.	Communities are important	Feelings, Interpersonal Relationships/ Emotional Management	Comparisons, Connections, Point of view
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WHAT ARE YOU SO GRUMPY ABOUT?	Humorous view of reasons for being grumpy – or not	Feelings should be nurtured	Feelings/Emotional Management	Character description, Audience/author message, Writing

WHEN FIGASSO MET MOOTISSE	Real life competition and friendship of two well-known artists placed within a fiction framework.	Communities are important	Accept differences, Friendship, Resolve conflicts'/ Emotional Management	Compare/contrast, draw inferences, Make predictions
WHERE DO BALLOONS GO?	Coping with loss	Feelings should be nurtured	Grief, Feelings/Loss, Future	Personification, Writing, Story structure
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YESTERDAY I HAD THE BLUES	Association of colors and feelings	Feelings should be nurtured	Feelings/Emotional Management	Comparison, Writing
ZEN SHORTS	Series of Zen tales (similar to Aesop fables) told through a Panda to 3 siblings	Life is to be lived now	Interpersonal Relationships, Self-acceptance, Feelings/Emotional Management	Story structure, Question-Answer Relationship, Comparison
ZEN TIES	Panda shows siblings how to overcome prejudice by getting to know individual; visiting nephew speaks in haiku	Life is to be lived now	Interpersonal Relationships, Feelings/ Emotional Management	Narrative structure, Haiku
BECAUSE OF WINN-DIXIE	Lonely newcomer creates friends among collection of isolated individuals	The group is important	Belonging- Interpersonal Relationships, Feelings, Self-acceptance/ Emotional Management, Loss	Literature Circles, Narrative Elements, Asking questions
BRIDGE TO TERE BITHIA	RPG in real life; friendship develops strengthening both characters; accidental death leaves one to cope with grief	Trust is essential, Feelings should be nurtured	Interpersonal Relationships, Feelings, Grief/ Emotional Management, Loss	Character development, Literary conflict, Figurative language, Comparison

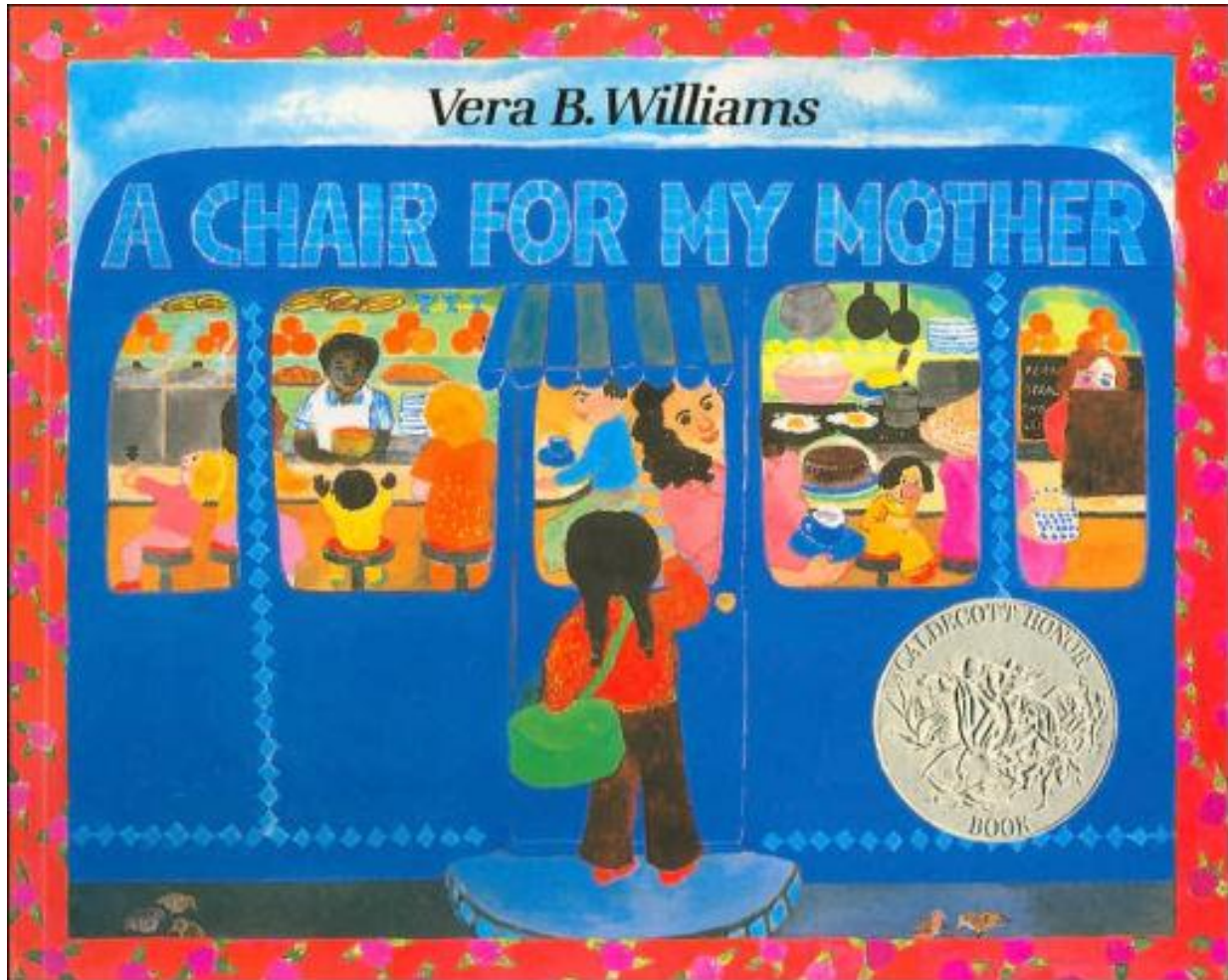
*BERYL: A PIG'S TALE	Young pig seeks to better her lot in life; faces her own & others prejudices in journey of self-discovery	Competence makes a difference, The group is important	Interpersonal Relationships, Beliefs & Behavior, Feelings/ Safety, Loss, Future	Personification, Figurative language, drawing inferences, Visualization, Compare & Contrast
*BULLIES ARE A PAIN IN THE BRAIN	'Self-help' for dealing with bullies	Feelings should be nurtured	Interpersonal Relationships, Bullying, Feelings/ Safety, Emotional Management	Graphic organizers, Comparison, Summary
*CLIQUES, PHONIES, AND OTHER BALONEY	'Self-help' for dealing with negative peer interactions	Feelings should be nurtured; the group is important	Interpersonal Relationships, Feelings, Friendship/ Safety, Emotional Management	
*DEAR MR. HENSHAW	Boy deals with divorce of parents and moving into a new town writes to an author and develops a relationship.	Life is to be lived now	Self-acceptance, Feelings, Developing identity/ Loss, Emotional Management	Comparison, Figurative language, Writing
*DONOVAN'S WORD JAR	Boy collects words as a hobby and discovers their importance	Feelings should be nurtured	Problem solving, Feelings, Interpersonal Relationships /Emotional Management	Comparison, Graphic organizer, Writing
FABLEHAVEN <i>Grades 5-7/8</i>	Siblings face choices & their consequences in a fantastic setting which happens to be their grandparent's home.	Trust is essential; Competence makes a difference	Interpersonal Relationships, Decision-making & Problem solving, Beliefs & Behavior/ Safety, Emotional Management, Loss, Future	Genre, Character Development, Compare & Contrast, Written Response
*GRANNY TORELLI MAKES SOUP	Grandmother helps a young girl as she struggles with changes in her relationship with her best friend	Feelings should be nurtured; Trust is essential	Interpersonal Relationships, Feelings, Beliefs & Behavior/ Emotional Management, Future	Drawing inferences, making text references, Storytelling & organization, Writing – analyze & reflect
*THE HUNDRED DRESSES	Bullying 'girl style'	Feelings should be nurtured	Feelings, Bullying – exclusion/rejection / Emotional Management	Literary devices, Comparison, Point of view, Inferences, Summarizing
JOEY PIGZA SWALLOWED THE KEY	1 st in a series; ADHD character	Feelings should be nurtured;	Feelings, Role of adults/ Emotional Management	

	gets into and out of many scrapes	Competence makes a difference		
LOVE THAT DOG	Boy works through grief over death of pet dog through poetry assigned by teacher	Competence makes a difference; the group is important	Grief, Feelings, Writing as therapeutic process/ Emotional Management, Loss	Inference, Details – description & word choice, Writing – journal & poetry
MISSISSIPPI BRIDGE	Small southern town during time of Jim Crow; young white boy questions racism; ironic ending	Competence makes a difference; the group is important	Interpersonal Relationships – tolerance & intolerance, Making choices/ Safety, Emotional Management, Loss	Comparison, Summary, Asking questions, Graphic organizers
MOCKING-BIRD	Ten-year-old girl with Asperger's Syndrome copes with the loss of her brother; plays a key role in helping her father and community heal.	Trust is essential, the group is important	Feeling, Interpersonal Relationships, Problem Solving- Decision making/ Loss, Future	Prediction, Character development, Written response
ON MY HONOR	Dare leads to tragedy; boy's initial response to accidental death of best friend	Feelings should be nurtured	Grief, Interpersonal Relationships, Feelings/ Emotional Management, Loss	Connections, Summary, Figurative language
SADAKO AND THE THOUSAND PAPER CRANES	Following a heroic effort, young girl succumbs to leukemia caused by atom bomb	Feelings should be nurtured	Interpersonal Relationships – family, friendship, Feelings, Grief, Perseverance/ Emotional Management, Loss	Character development, Summarizing, Writing
*TALES OF A FOURTH GRADE NOTHING	Being the older brother of a toddler can be trying as Peter proves through this series of stories	Feelings should be nurtured; Time is an ally	Self-acceptance, Feelings, Decision Making, Interpersonal Relationships/ Emotional Management, Future	Character description, Sequence, Writing, Graphic organizers, Summary
*THE CHALK BOX KID	Nine-year-old boy finds uses his drawing talent to cope with loss after moving into new neighborhood.	Competence makes a difference, Feelings should be nurtured, the group is important	Interpersonal Relationships, Feelings, Acceptance & self-confidence/ Safety, Emotional Management, Loss, Future	Theme, Summarizing, Written response

THE GOOD DOG	Head Dog is challenged with a choice – remain in town or join wild wolf pack	The group is important, Communities are important	Interpersonal relationships, Beliefs and behavior, Feelings; Future	Inference, Using text evidence, Point of view, Personification
WHAT WOULD JOEY DO?	3 rd in a series; ADHD Joey is the steady figure as he copes with his crazy parents, a bullying peer, and his grandmother's death.	Feelings should be nurtured; Competence makes a difference	Feelings, Interpersonal Relationships, Decision Making/ Emotional Management, Future	Response journal, Comparison, Character development

Received August 2019 via email

A Chair for My Mother



Retelling and Summarizing



Get Ready To Read

- ✓ Learn about the book
- ✓ Get your brain ready to read
- ✓ Understand the meaning of important words found in the book

Summary

A Chair for My Mother is the story of a girl who lives with her mother and grandmother. Unfortunately, they lost everything they had in a house fire. Now they are saving to buy a new chair; a beautiful, fat, soft, armchair. Every day the mother comes home from her job as a waitress and puts her tips on their kitchen table. The girl, the mother, and the grandmother count the mother's tips from the diner. They put all of the coins into a big glass jar and save to buy a new chair.

Link to What You Know

- What was the last thing you bought? Turn and tell a partner about the last time you bought something. Tell where you were, who you were with, what you bought, and so on.
- What types of details are important to include when you retell or summarize a story that you've read?

Important Words to Know and Understand

Tulips – A cup shaped flower in a variety of colors

Spoiled – To damage or severely harm



Learn About Comprehension Strategies

- ✓ Think about the text you read
- ✓ Know what to do when you get confused

Why Readers Retell and Summarize While Reading

Readers retell and summarize to remember the important events, characters, and information in books.

When you read fiction (stories that are not real), it is helpful to think about the sequence of events and the most important characters and settings in the story. When you retell and summarize, it is important to describe what happened first, next, then, and last. It is also important to tell who did what and where each event took place.

On the other hand, when you read nonfiction (books about real people, places, things, or events), your job is to think like a teacher. Retell and summarize the information using important details, facts, and vocabulary from the text.

Whether you are retelling and summarizing fiction or nonfiction, the most important thing to do is use your own words.

A Chair for My Mother

By: Vera B. Williams

Grade Level: 2 / Guided Reading Level: M

Retelling and Summarizing



Retell and Summarize While Reading

- ✓ Think about the important events that happened first, next, then, and last
- ✓ Notice the names of the characters and the settings
- ✓ Look for places where characters caused events to happen

Time to Read

Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down in your notebook.

Page 8 – Name three characters that you’ve read about so far. What are they doing? What problem are they trying to solve?

Page 14 – What major event happened while the girl and her mother were shopping? What details are important to remember about the event?

Page 18 – What happened when the girl and her mother moved into their new apartment?

Page 26 – Think about the day that the girl, her mother, and her grandmother bought a new chair. Where did they go first? What happened when they were looking for a chair?

Page 28 – What do you think the theme (teamwork, family, love) of this story is? Why do you think so?



Notice the Work You Did While Reading

- ✓ Think
- ✓ Talk
- ✓ Reflect
- ✓ Write

Time to Reflect

Think – What type of information did you use when you retold and summarized *A Chair for My Mother*? Did you stop throughout the story to think about what was happening in the book? What did you do when you finished the book?

Talk – Tell your reading partner about your favorite part of the book. Tell about the characters, the setting, the events. Explain why the part you chose was your favorite. Remember to ask your partner to share their thoughts about the book too.

Reflect – Think about the characters, events, and the settings in *A Chair for My Mother*. How does paying attention to the story elements help you to be a better reader?

Write – Glue your Strategy Slip into your reader’s notebook. Write about the work you did while reading *A Chair for My Mother*. (Remember to include examples from the book!)

Your Turn to Practice Retelling and Summarizing with A Chair for My Mother

Page 8:

Name three characters that you've read about so far. What are they doing?

What problem are they trying to solve?

Page 14:

What major event happened while the girl and her mother were shopping?

What details are important to remember about the event?

Page 18:

What happened when the girl and her mother moved into their new apartment?



Name: _____

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Your Turn to Practice Retelling and Summarizing with A Chair for My Mother

Page 26:

Think about the day that the girl, her mother, and her grandmother bought a new chair. Where did they go first?

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What do you think the theme (teamwork, family, love) of this story is?

Why do you think so?



Name: _____

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Your Turn to Practice Retelling and Summarizing with A Chair for My Mother

Page 26:

Think about the day that the girl, her mother, and her grandmother bought a new chair. Where did they go first?

What happened when they were looking for a chair?

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What do you think the theme (teamwork, family, love) of this story is?

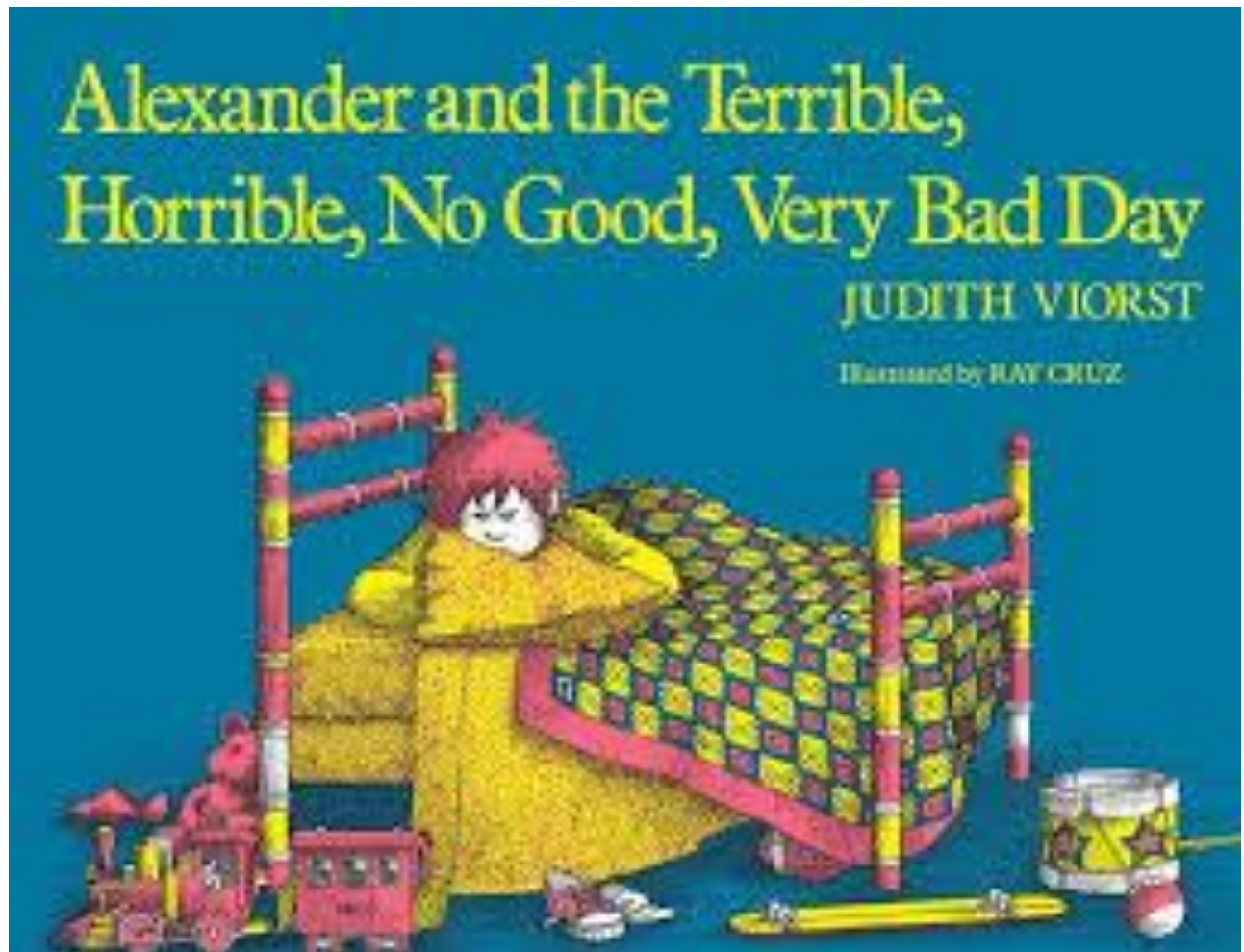
Why do you think so?



Name: _____

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Alexander and The Horrible, Terrible, No Good, Very Bad Day





Alexander and the Terrible, Horrible, No Good, Very Bad Day

By Judith Viorst

Name _____

Date _____ # _____

Choose the best answer for each item below.

1. *When Alexander woke up he had _____*
 - a. *a sore throat.*
 - b. *to hurry because he was late.*
 - c. *gum in his hair*

2. *What happened to Alexander when he got out of bed?*
 - a. *He fell and bumped his head.*
 - b. *He tripped over the skateboard.*
 - c. *He stepped on a toy train.*

3. *Alexander woke up in a great mood today.* True False

4. *What did Alexander get in his breakfast cereal box?*
 - a. *a toy car kit*
 - b. *a bouncy ball*
 - c. *breakfast cereal*
 - d. *stickers*

5. *Which continent does Alexander want to move to?*
 - a. *Antarctica*
 - b. *South America*
 - c. *Europe*
 - d. *Australia*

6. *Alexander enjoyed his ride to school.* True False

7. Why was Alexander disappointed with his lunch?

- a. His mom packed too many chips.
- b. His mom forgot to pack dessert.
- c. His lunch box was too heavy.
- d. Alexander wanted to buy school lunch.

8. At the shoe store, Alexander got plain white shoes. Would you like to wear the shoes Alexander got? Tell why or why not.

Draw the shoes here.



9. Circle the sentence in which the word terrible is used correctly.

- a. I stayed home from school because I had a terrible headache.
- b. It's terrible to get an A in math.

10. Circle the sentence in which scrunch is used correctly.

- a. Scrunch the apple before you eat it.
- b. Marcus scrunched up his paper before he threw it away.

11. Which picture goes with grumble? (Circle)



12. Which word has the closest meaning to terrible?

- a. sad
- b. terrific
- c. horrible
- d. bored

13. Which word has to closest meaning to terrific?

- a. nice
- b. awesome
- c. okay
- d. easy



Adding the suffix -er means "a person who."

Add -er to the each word below. Then illustrate each word.

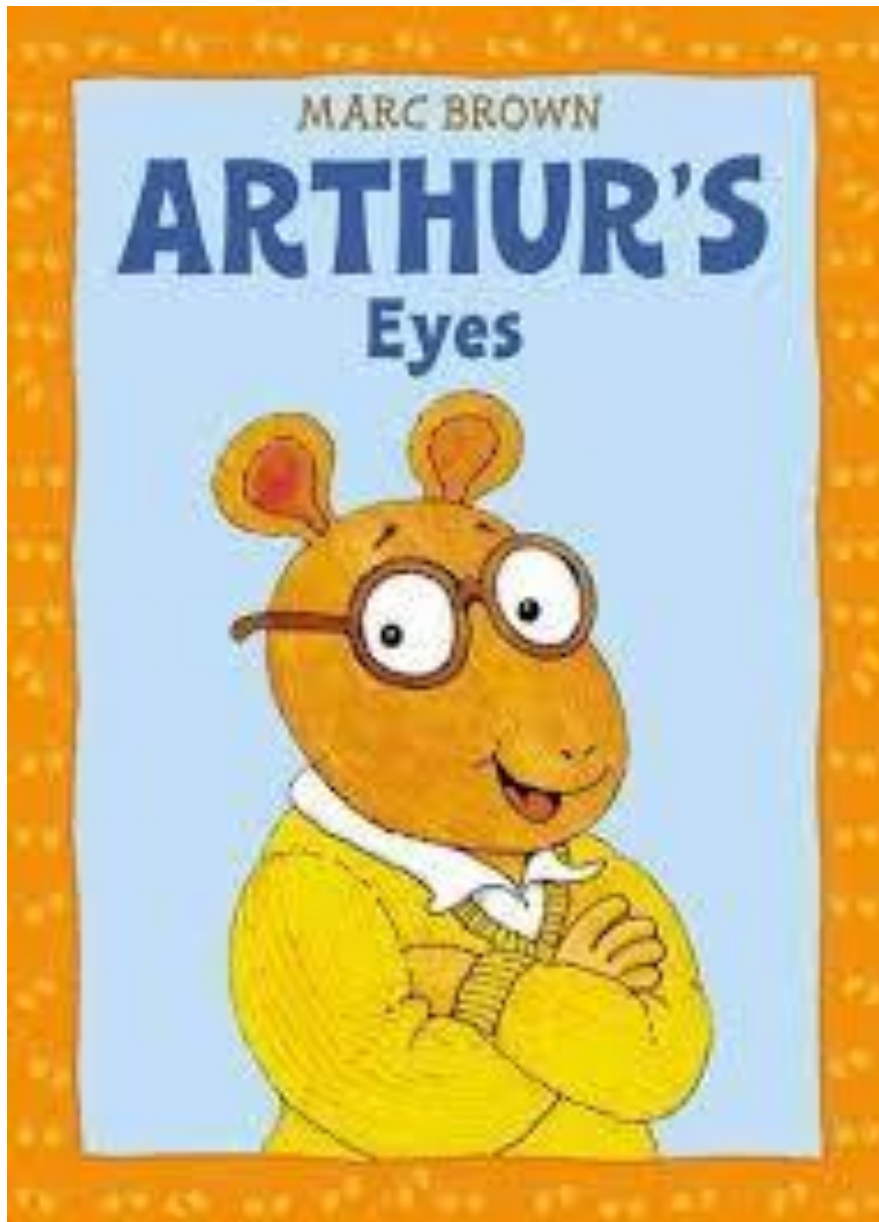
14. farm + er = _____



15. listen + er = _____



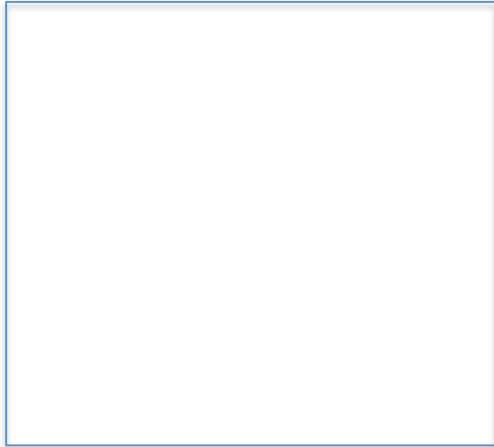
Arthur's Eyes



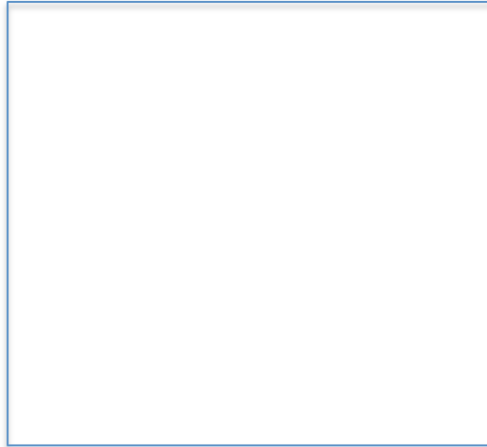
Name: _____

Summarize the text, "Arthur's Eyes" by thinking about how Arthur's feeling changed from the beginning of the story, to the end of the story. Draw a picture to go with your summary.

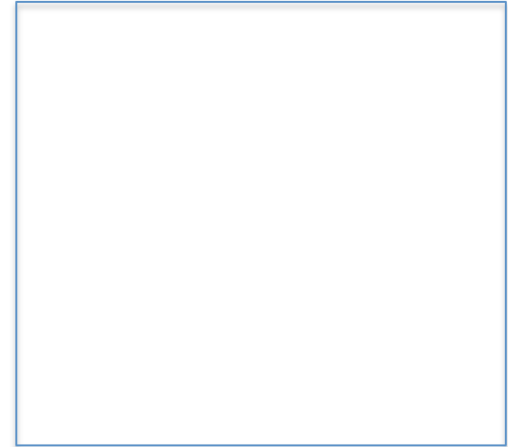
Beginning



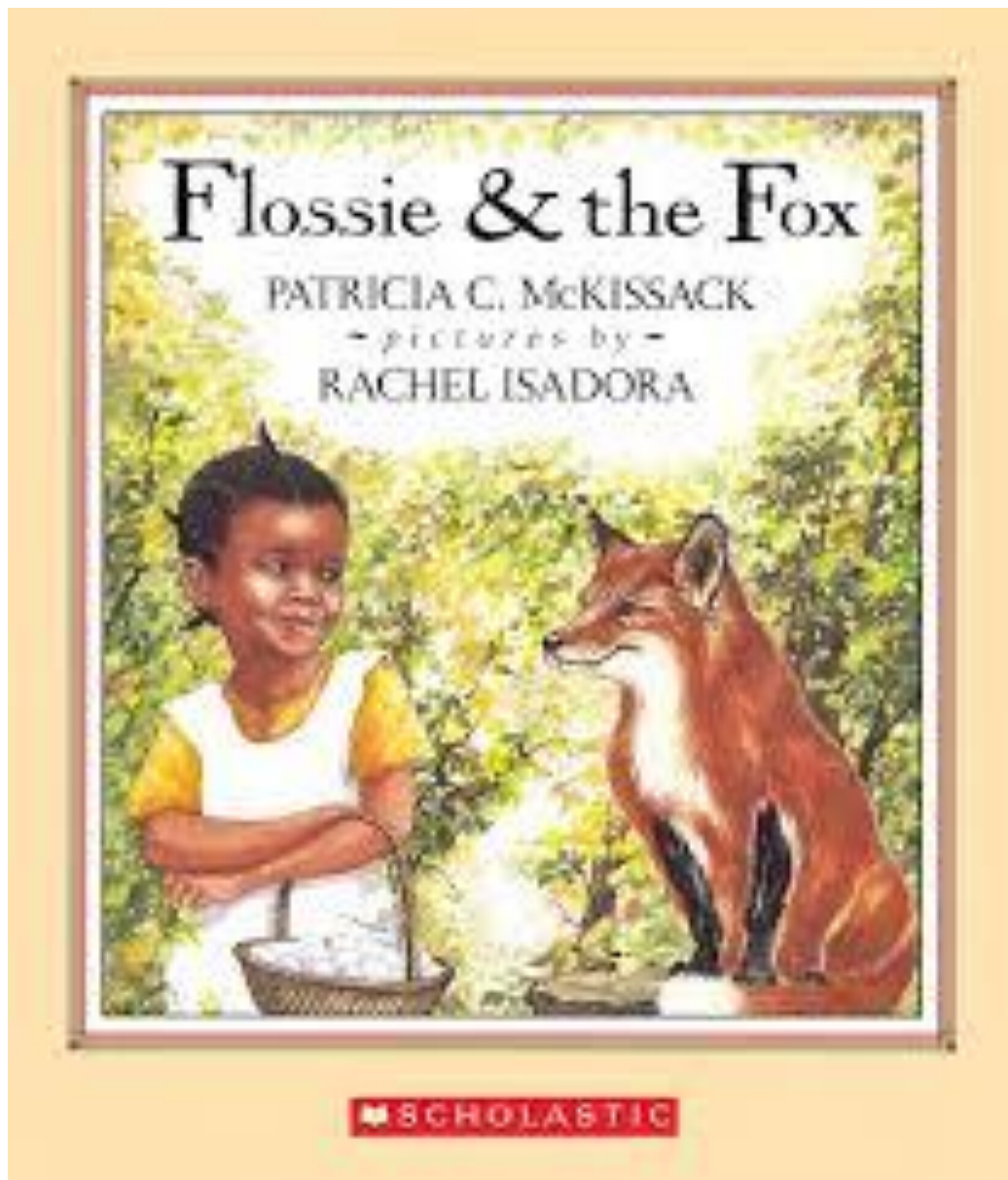
Middle



End



Flossie and the Fox



FLOSSIE & THE FOX

FLOSSIE & THE FOX

By Patricia McKissack, ill. by Rachel Isadora (Dial)

Themes: African-American Culture, Problem Solving

Grade Level: 1 - 3

Running Time: 14 minutes, iconographic

SUMMARY

In this story, a young girl named Flossie is sent on an errand by her grandmother. A fox has been scaring a neighbor's chickens, and they are too frightened to lay eggs. Flossie's grandmother asks her to carry a basket of eggs through the woods to the neighbor's house. On her way to the neighbor's house, Flossie meets the fox. The fox tries, in many different ways, to convince Flossie that he is truly a fox. Each time the fox gives Flossie a good reason why he is a fox, Flossie comes up with another good reason why he might not be a fox, since she's never ever seen one. The end of the story finds Flossie safely arriving at the home of the neighbor.

OBJECTIVES

- Children will learn about African American culture
- Children will explore problem-solving techniques
- Children will learn about folk tales.

BEFORE VIEWING ACTIVITIES

Explain to children that not only do people in different countries speak different languages, but in our own country there are many different accents and variations of the English language. Tell children the English language is spoken in a way they may or may not have heard before. This is the rich language of the rural South. Show children on a map, the southeastern portion of our

country. Encourage children to discuss how language sounds similar to and different from their own.

Share the book *FLOSSIE & THE FOX* with children. Ask: Would you like to live where Flossie lives? Why? Why not? Does Flossie live in a warm or cold place? How can you tell? What other kinds of animals might live near Flossie's home? What would be your favorite things to do if you lived in Flossie's neighborhood?

Tell children to pay careful attention to the music. Explain that the music will change when the fox talks, when Flossie talks, when Flossie walks through the woods, etc. Later, after viewing, ask children: How did the music in the beginning of the story make you feel? What kind of music did you hear when Flossie went skipping through the woods? How did the music change when the fox was crying and upset? What kinds of sounds did you hear when Flossie was sitting by the brook? How did the music change when Flossie met the cat? the squirrel?

AFTER VIEWING ACTIVITIES

Talk about the ending of the story with children. Then ask: Do you think Flossie really knew that the fox was a fox all along? Why do you think she kept telling the fox that she didn't believe him? What might have happened if Flossie showed the fox that she was frightened of him? Do you think that the way Flossie solved the problem of the fox was a good way? What else could Flossie have done to be safe from the fox? Do you think Flossie's grandmother should have sent her into the woods with the eggs? What else could Flossie's grandmother have done to get the eggs to the neighbor?

Talk with children about different kinds of animals that make their homes in the woods. Encourage children to pay attention to the animals and their coloring as they meet them. Have children note the ways the animals' coloring is similar to their environment. Later, talk with children about the ways animals use camouflage to keep themselves free from harm.

Explain that a folktale is a traditional story passed down orally from one generation to another. Have the children each tell a story that their parents or grandparents have told them.

Give children an opportunity to dramatize the story of *FLOSSIE & THE FOX*. Assign children the roles of Flossie, Big Mama, the fox, and the cat. Encourage children who take on the characters of Flossie and Big Mama to experiment with the language as well. Repeat the dramatization until each child in the group who wants an opportunity to participate has had the chance to do so.

Other book based films and videos about African American culture available from Weston Woods. include:

AMAZING GRACE by Mary Hoffman, ill. by Caroline Binch

APT.3 by Ezra Jack Keats

DUKE ELLINGTON by Andrea Davis Pinkney, ill. by Brian Pinkney

GOGGLES! by Ezra Jack Keats

JOHN HENRY by Julius Lester, ill. by Jerry Pinkney

A LETTER TO AMY by Ezra Jack Keats

PETER'S CHAIR by Ezra Jack Keats

SEVEN CANDLES FOR KWANZAA by

Andrea Davis Pinkney, ill. by Brian Pinkney

THE SNOWY DAY by Ezra Jack Keats

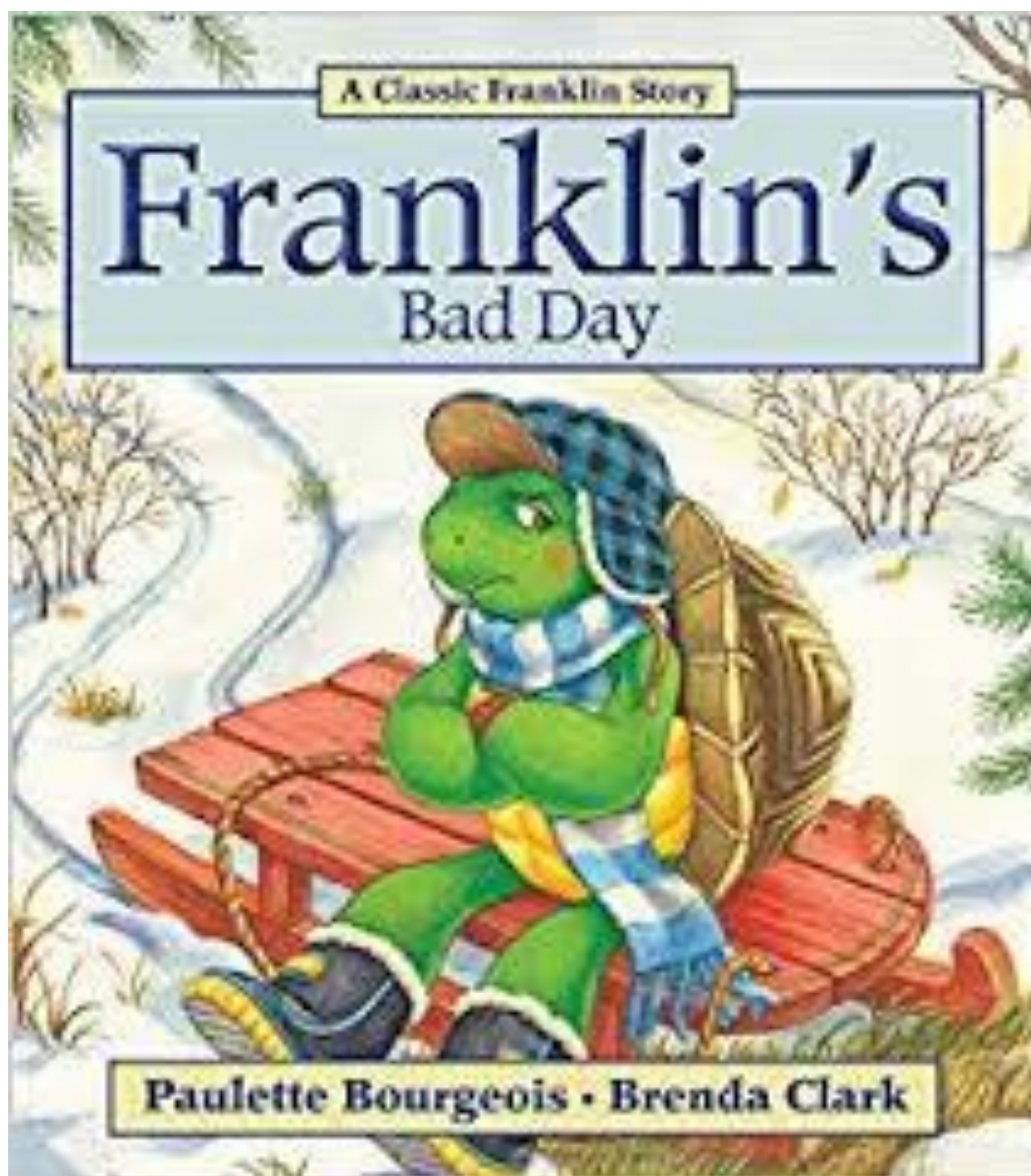
WHISTLE FOR WILLIE by Ezra Jack Keats

CALL 1-800-243-5020 TO ORDER THESE AND OTHER WESTON WOODS VIDEOS!

This guide may be photocopied for free distribution without restriction

http://teacher.scholastic.com/products/westonwoods/study_guides/flossie_the_fox.pdf

Franklin's Bad Day



Materials: Franklin's Bad Day

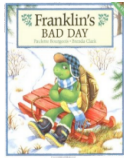


Chart paper with 4 boxes; says, does, thinks, feels

RL.2.3 Describe how characters in a story respond to major events and challenges.

I can use what a character says, does, and thinks to determine what they are feeling.

I can recognize when a character's emotions change.

"Today we are starting a new unit in reading. We will get to know characters just as if they were our friends. We will find out what they like, dislike, and what is important to them. Paying attention to what characters say, do, and think is a great way to learn more about characters. We can also use these things to decide what a character is feeling. Sometimes authors tell us what characters are feeling, but often we have to infer it. To infer means we have to figure it out on our own by taking the evidence in the text and what we know from our own lives to make a decision about what is happening."

Hold up the book. "This is Franklin's Bad Day. In this book you will notice that the author usually tells us how the character is feeling. Sometimes the author gives us a chance to practice making inferences, and then tells us later in the story how the character feels or why they are feeling a certain way."

Read through p 4. "I noticed on this page that the author helps us decide how Franklin is feeling in the text. Franklin feels grumpy. I know he feels grumpy because his father said that Franklin made a grouchy face. Franklin agreed with his father when he said Yes it is." (Add makes a grouchy face to the does box, and yes it is under the says box on the graphic organizer.)

Read through p 7. "On this page Franklin's mother tells Franklin that he seems cranky. Franklin doesn't agree. Turn and talk to your partner about how you think Franklin is feeling."

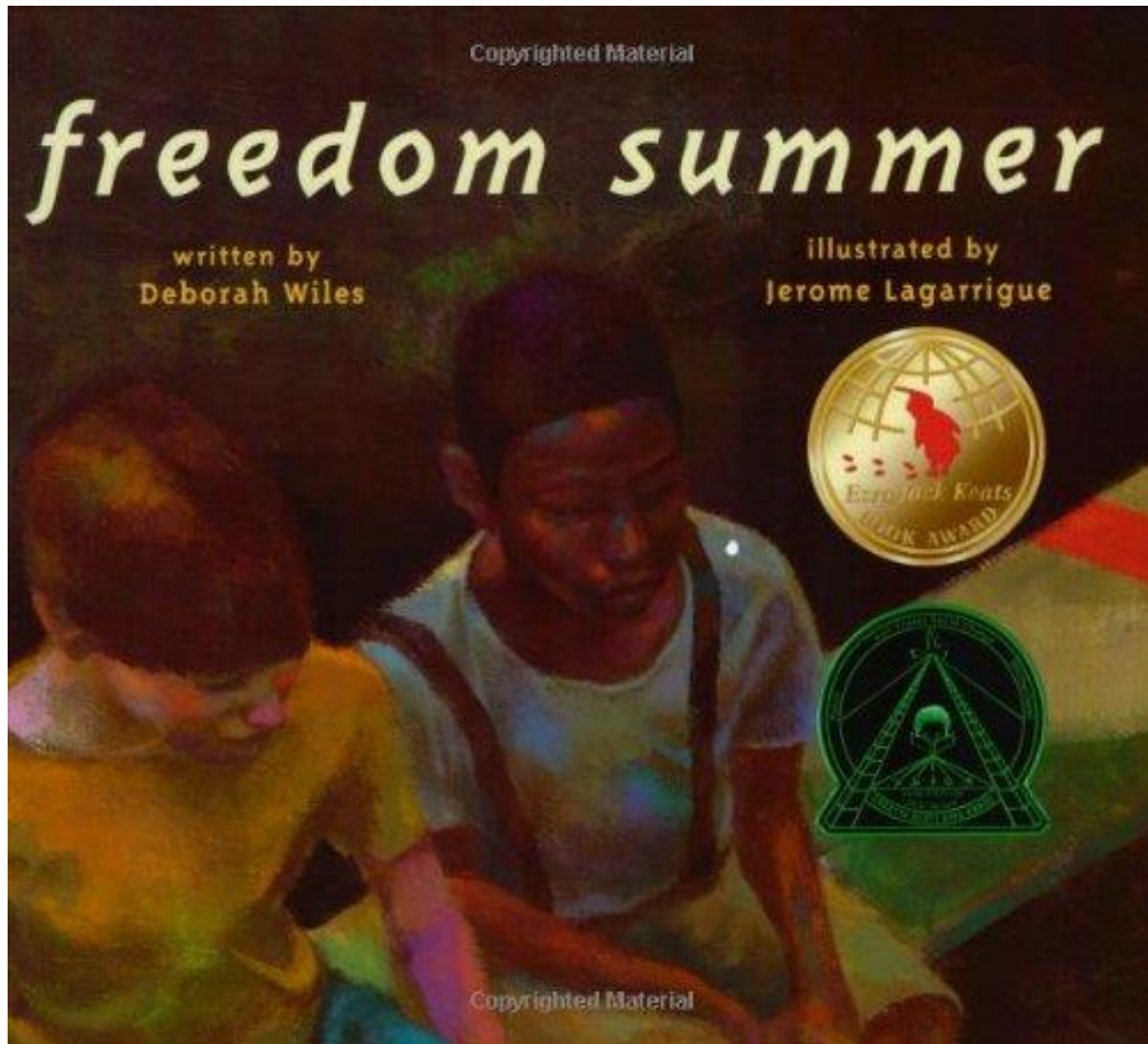
Read through p 21. "After reading this page I can take evidence from the text and what I know from my life to infer how Franklin is feeling. Franklin acts furious when he kicks over the castle. However, he is sobbing when he tells his dad that Otter isn't here anymore. I infer that Franklin is feeling lonely and is lost without his friend." Add sobbing to does box, and sad and lonely to the feels box of the graphic organizer.

Read through p 23. "Ah ha! The author confirmed that my inference is correct. Franklin is upset because his friend moved away."

Finish the text. "At the end of the story Franklin's feelings changed. His dad's actions helped him realize that just because his friend had moved that they could still be friends. Franklin smiles as he mails the letter and thinks that tomorrow will be a good day. Today as you read I want you to think about what your characters say, do, and think to decide how the character is feeling."

<https://www.teacherspayteachers.com/Product/Franklins-Bad-Day-2346280>

Freedom Summer



Kelsey Heisler
Literacy Block
Professor Schilling

Freedom Summer Lesson Plan

Lesson: Freedom Summer

Length: 35 minutes

Age or Grade Level Intended: 4th grade

Academic Standard(s): English 4.3.3 Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.

Performance Objective(s): Given a pencil and a sheet of paper, students will create a Venn Diagram with 3 similarities and 3 differences between the characters in Freedom Summer with 100% accuracy.

Assessment: Give each student a Venn Diagram worksheet. The students will list 3 similarities in the middle column, and 3 differences under each character's column. (John Henry and Joe) Circulate around the room to check for progress and to answer questions. After completion and discussion as a class about the worksheet, collect them. Grade each worksheet for accuracy. Hand back corrected worksheets next class.

Advance Preparation by Teacher: Venn Diagram to complete in class.

Procedure:

Introduction/Motivation: What have we been talking about in the last week of class that happened in 1964? (Civil Rights Act) (Bloom's: Comprehension) What is the Civil Rights Act? (When congress passed a law against discrimination, and it guaranteed that everything was to be equal.) Was everything equal after this law passed? (No) Give me an example of a story that we talked about that deals with the Civil Rights Act? (Rosa Parks) Now we are going to read a story called Freedom Summer that takes place during the Civil Rights movement. (Gardner: Verbal/Linguistic)

Step-by-Step Plan:

1. Read Freedom Summer out loud to the class.
2. Talk to students about expectations on Venn Diagram. I want three similarities **between** Joe and John Henry that we read throughout the book. I also want three differences about each boy.
3. Teaching Point: In the Civil Rights era, it was unlikely to see a white boy and a black boy play and hangout with one another, because this was unacceptable. Each boy comes from very different backgrounds and cultures. For example, in the book John Henry's mom works for Joe's family, as her job. Joe's family pays Annie Mae (John Henry's mom). Another example, each boy likes to swim, but they cannot swim in the same pool, because of the color of their skin, so they have to resort to other means.
4. As you complete the Venn Diagram, think about how each boy might feel, while you fill in the similarities and differences of each of them. (Bloom's: Synthesis) The point of the Venn Diagram is think about the different aspects each boy has, and the similarities that they find in

one another throughout the book.

5. Pass out Venn Diagram worksheets to each student. Give them ten minutes to complete. This is on their own. (Gardner: Intrapersonal, Bloom: Comprehension)
6. Have students get into groups of 4 and have them discuss what each person came up with. (Garner: Verbal/Linguistic)
7. Have them make a list of the similarities they found, and the differences. (Bloom: Application)
8. Come back together as a class. Put all of the similarities and differences on the board that each groups came up with. (Bloom: Application)
9. Discuss the similarities and differences, and why they might be that way. (Blacks and whites could not do anything together. Like swim, use the same bathrooms, or even drink from the same drinking fountain). (Gardner: Verbal/Linguistic, Bloom: Comprehension)
10. As a class talk about how the white boy felt. Then discuss how the black boy felt. Would it feel good to not be accepted in certain places? (Gardner: Verbal/Linguistic) Write answers and suggestions on the board. (Bloom: Comprehension)
11. Would you like to be segregated from your classmates or friends?
12. The second part of this lesson we are going to become segregated for a day, so we can experience it firsthand.
13. Separate students half and half. (One half designate to be whites, and the other half designate to be African Americans).
14. For the rest of the day, they cannot talk to the other race, eat with the other race, drink from the same drinking fountain, or use the same bathroom.
15. If I see any of this happening, I will put a tally mark under the race on the board, of who initiated the action.
16. I will be watching at all times.
17. Enjoy this activity, and pretend that this is during the Civil Rights era.
18. Following Day. Have students take their journals out. Tell them to write a brief summary about how they felt being segregated. Did you like being segregated? Was it hard not to talk to your classmates? Was it hard to eat with only the same color as you? Describe, in words, as much as you can about this fascinating experience.
19. Let students share their journals with the class. This is optional.

Closure: We will talk about your reactions tomorrow morning. What have we learned about the Civil Rights Act thus far. (Write answers on board). Are you glad that we are not segregated anymore? Why? (Discuss among class). Recently, have you seen any signs/acts of segregation?

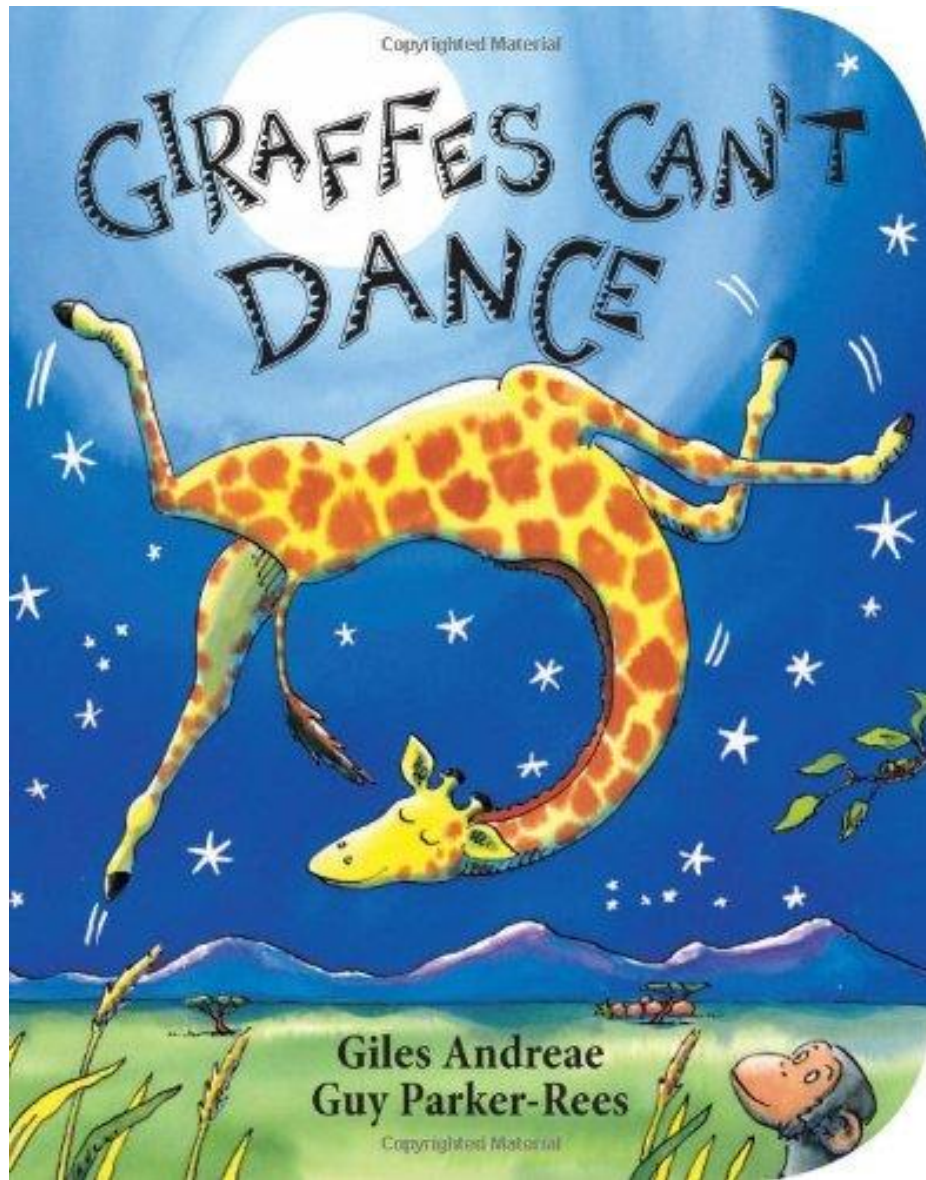
Adaptations/Enrichment:

Students with learning disability in reading. Partner student up with a high leveled reader. Give them the option of looking at the text, while filling out Venn Diagram.

Student with ADHD. Have student pass out worksheets. Have student write on the board when necessary.

Student with Gifts and Talents in Creativity. Partner student up with a lower leveled student. Give them the option of working on their own.

Giraffes Can't Dance



Giraffes Can't Dance

What is the problem in the story?

How is the problem solved?

I am like Gerald the Giraffe when I worry about my

I am good at

Name:

Rhyme Time

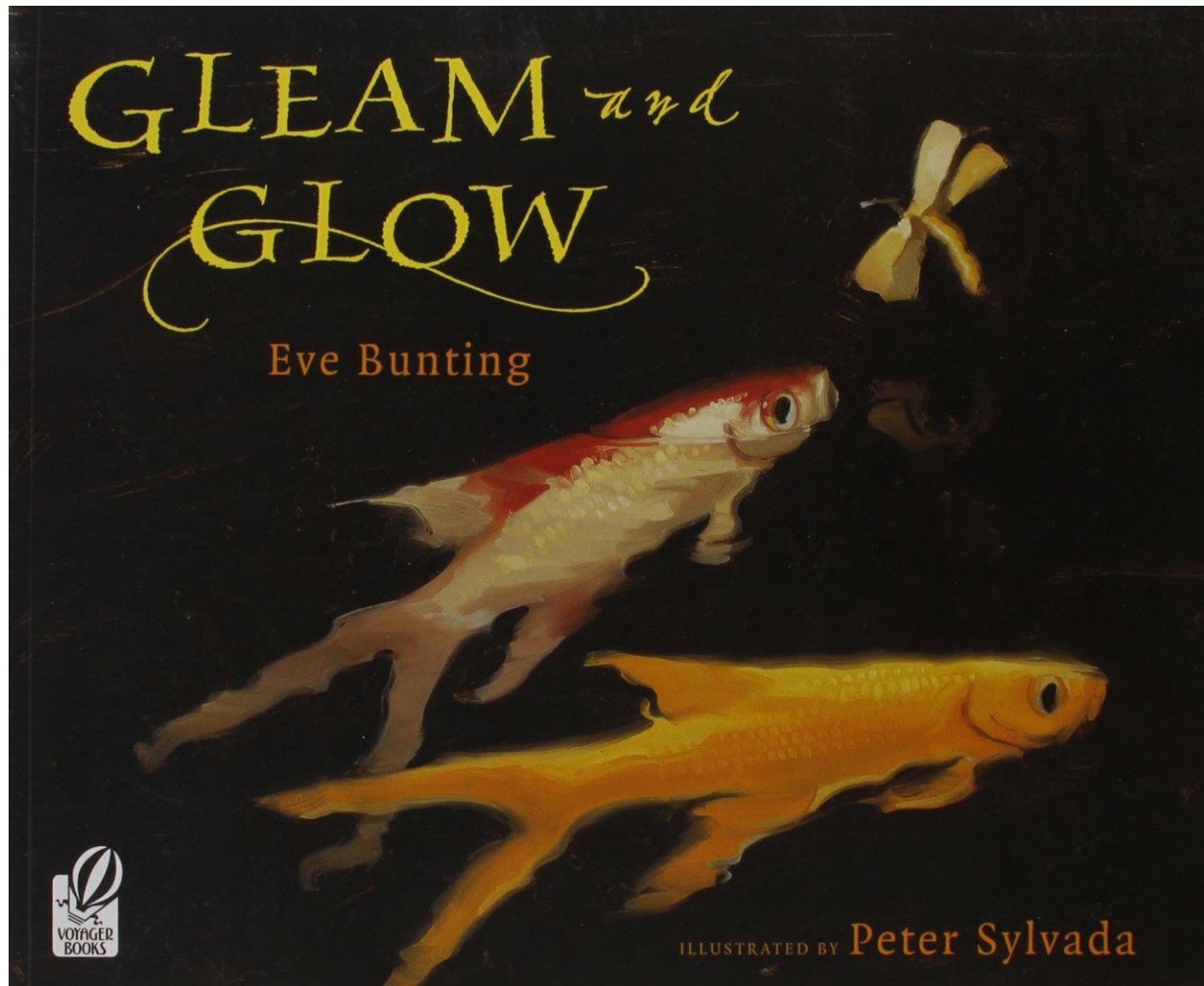
These are some rhyming pairs I found:

I can write a sentence with each pair of words:

Name:



Gleam and Glow



Name: _____ Date: _____

What is a REFUGEE?

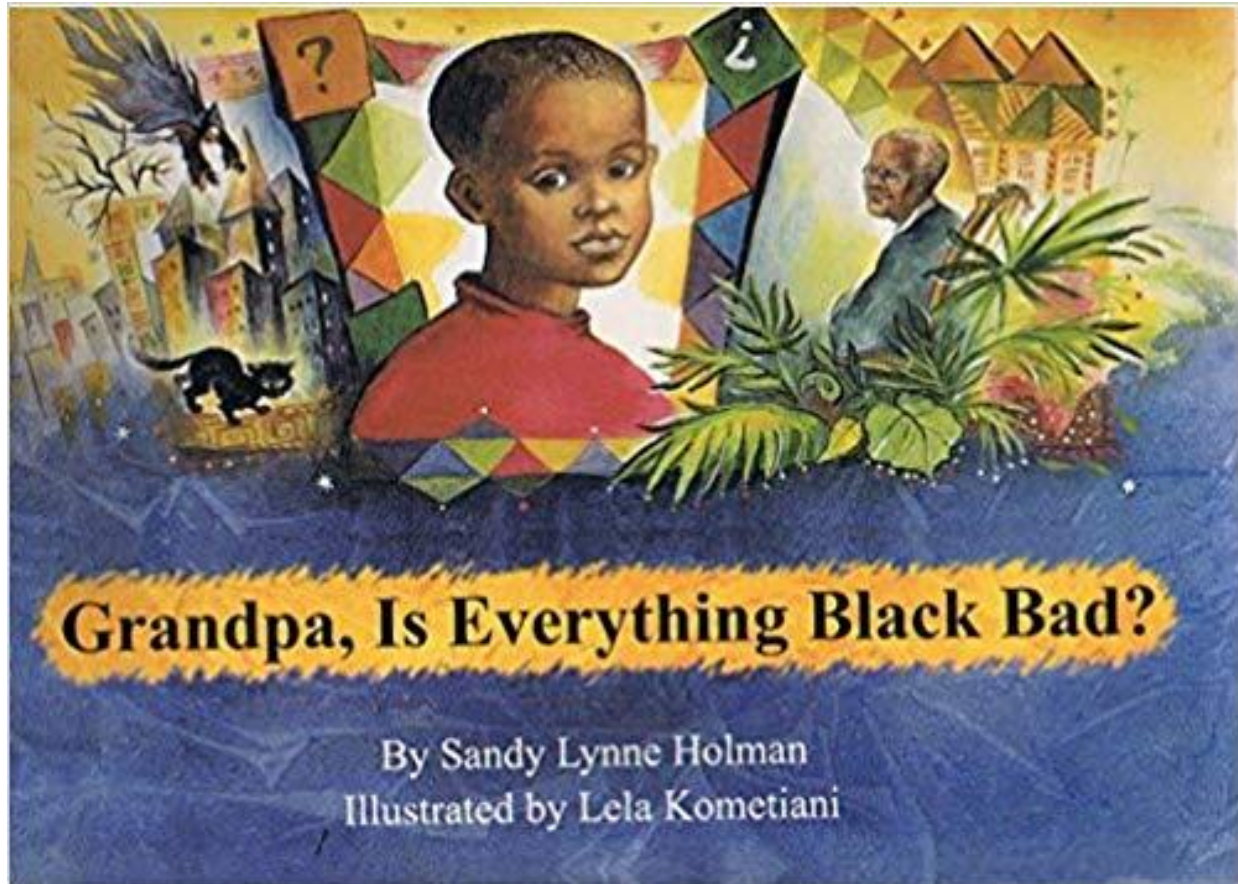
A refugee is someone who flees persecution and conflict.

flee

persecution

conflict

Grandpa, Is Everything Black Bad



Lesson Plan

Level 2: Week 1

Weekly Theme: Self

Day: 1

Book: *Grandpa, Is everything Black Bad?*

Author: Sandy Lynne Holman

Daily Theme: Self-Love

Focus Skill: Analyzing details

Opening Activity: Read title of the book. Have the students share their responses to the title's question. Pair students to roleplay (one grandchild and one grandfather) and have them pose the question to each other.

Main Activity: Read and discuss the book

Cooperative Group Activity:

1. Positive image of the word "black", Then have students make a poster to illustrate each phrase
2. Separate into groups and have each group create a poem using the word "black"
3. Have students share a time in which a family member or friend taught them a life lesson

Social Action Activity: Have the students identify ways to change the negative images associated with Black. Discuss how African-Americans displayed in the media. Using magazine clippings, create a collage embracing "black is beautiful" to redefine ways ads could be done.

Closing Activity: Have students pretend to be Montsho. Write a Journal entry he might have written after his time with his grandpa in the special room. Have students share.

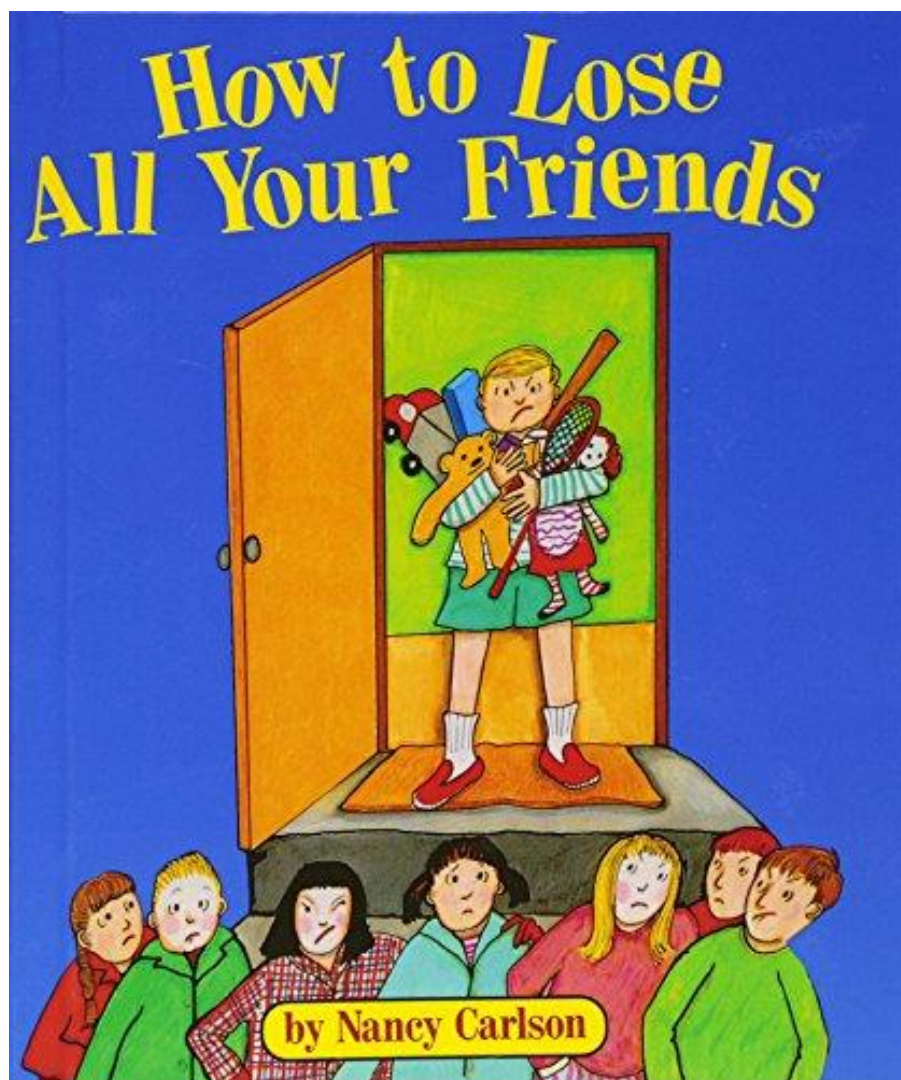
Materials: Writing Paper, poster board, pencils, markers, colored pencils, chart paper.

Afternoon Activity: Dance

1. Warm ups/ Stretching- 30 mins
2. Technique- 30 mins
3. Choreography- 45 mins
4. Group Display- 15 mins

<https://mayabrownblog.files.wordpress.com/2016/11/week1lessonplan-docx.pdf>


How to Lose All Your Friends



WANTED!

ALIVE!

A TRUE FRIEND



THIS PERSON MUST BE:

- 1.
- 2.
- 3.



REWARD

A FRIEND IN RETURN

I'm New Here

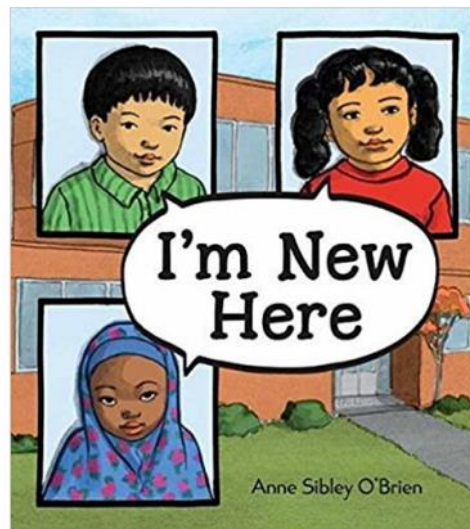


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Developed by [Amanda Klein](#),
Education Outreach Specialist

Lesson Plan for Grade 1-4 *I'm New Here* by Anne Sibley O'Brien



Summary:

I'm New Here is a story about Three students are immigrants from Guatemala, Korea, and Somalia and have trouble speaking, writing, and sharing ideas in English in their new American elementary school. Through self-determination and with encouragement from their peers and teachers, the students learn to feel confident and comfortable in their new school without losing a sense of their home country, language, and identity.

Pre-Reading: The following should be done before reading *I'm New Here* to teach students about recent immigrants and explore their background knowledge on the subject.

1. Begin the lesson by telling the students that they are going to be reading a story about three young students who are recent immigrants. Ask students if they know what an immigrant is.
2. Tell students that an immigrant is a person who comes to live permanently in a foreign country.
3. Group Discussion Questions:

- a. Why do you think people move to Newark from other countries?
- b. How do you think people feel about leaving their home?
- c. Is it different for kids?

Guided Reading: The following questions should be discussed while reading *I'm New Here*

Examples of why people move and how it makes them feel

1. How does the Maria feel about not being able to understand her new classmates?
2. How do Jin and Fatimah feel about being in their new class?
3. Why is the Maria happy when she plays soccer with the other kids?
4. How does Jin practice speaking English?
5. What special skill did Fatimah have that helped her make new friends in class?

Post-Reading: The following activity will be completed after the teacher has finished reading *I'm New Here*.

Activity 1.

1. Tell the students they will learning how to make new students feel more “at home” in their new class by learning to say, “hello” in different languages so when they arrive they will be able to communicate with their new friends.
2. Ask students if they already know how to say, “Hello” in another language. Most likely, they will already know greeting in Spanish.
3. Print Flash Cards for students (see below) and allow them to cut out the flashcards, or create their own.
4. While they are working on their flashcards, teachers can play the, “Hello Around the World Song” <https://www.youtube.com/watch?v=bswEIC4QrsY> to hear the proper pronunciation of the words.
5. Practice the greeting with your students.
6. This lesson can also be used as a daily or weekly activity teaching students a new greeting each day or week and encouraging them to use it at the beginning of class each day. All of the same concepts can be applied to saying, “goodbye” if teachers wish to extend the activity.

Activity 2.

1. Ask students to draw pictures of parts of their neighborhood, they think are important for their new friends to understand or know about.
 - a. Hospital
 - b. Stores
 - c. Firehouse
 - d. Police station
 - e. Parks & Playgrounds

2. This activity can also include drawing neighborhood maps to help the new students get to the important places in the city.

Other Resources:

<https://www.youtube.com/watch?v=u5C8upd7qgo>

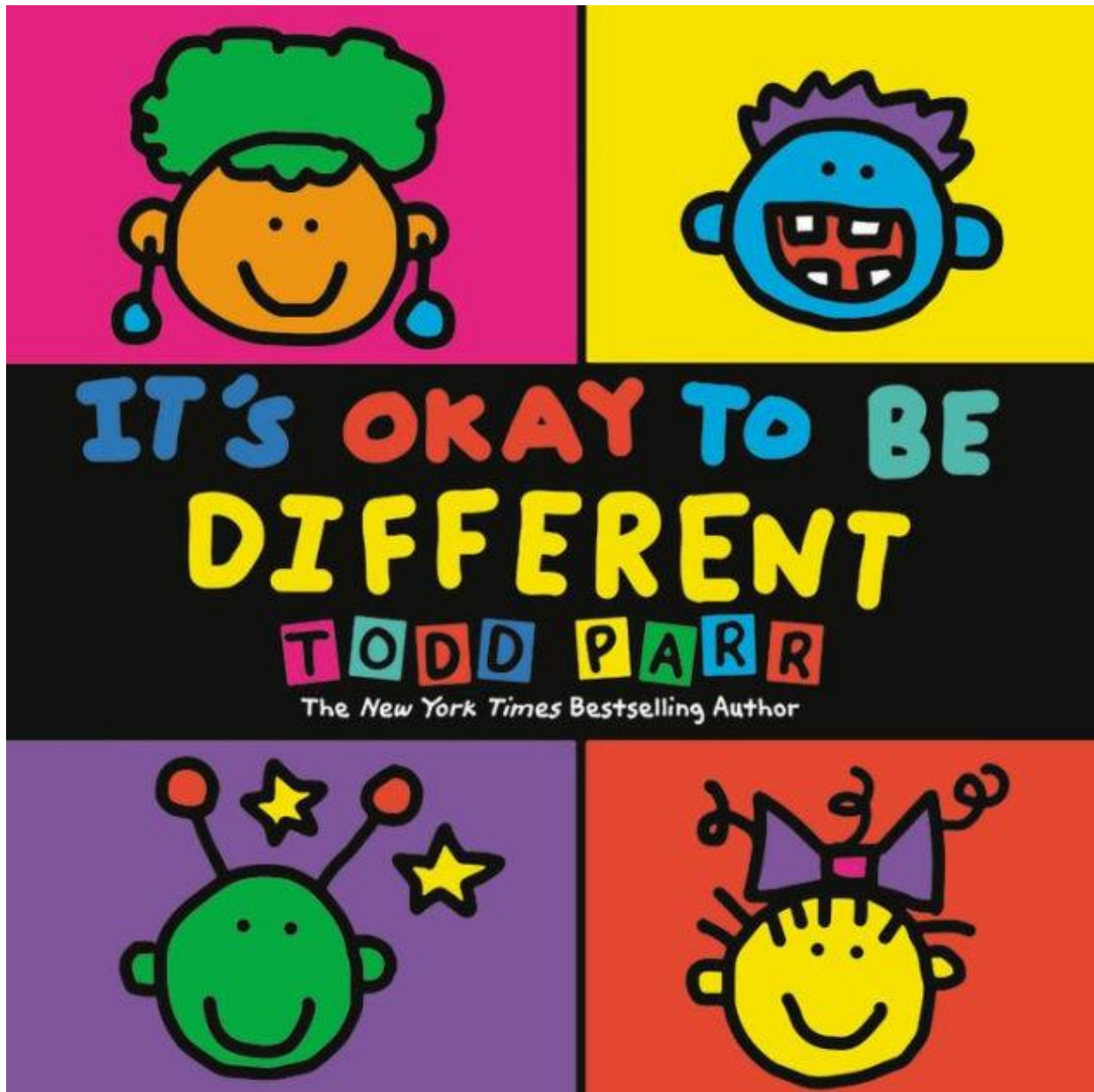
<https://youtu.be/sziomv9rp5k>

Ciao - Italian	 Italy
Bonjour - French	 France
Hola - Spanish	 Spain
Guten Tag -	 German

German	
Namaste - Hindi	 <p>Nepal</p>
Merhaba - Turkish	 <p>Turkey</p>
Bore da - Welsh	 <p>Wales</p>
Jambo - Swahili	 <p>Kenya</p>

<https://npl.org/wp-content/uploads/2017/02/ImNewHere.pdf>

It's Okay to Be Different

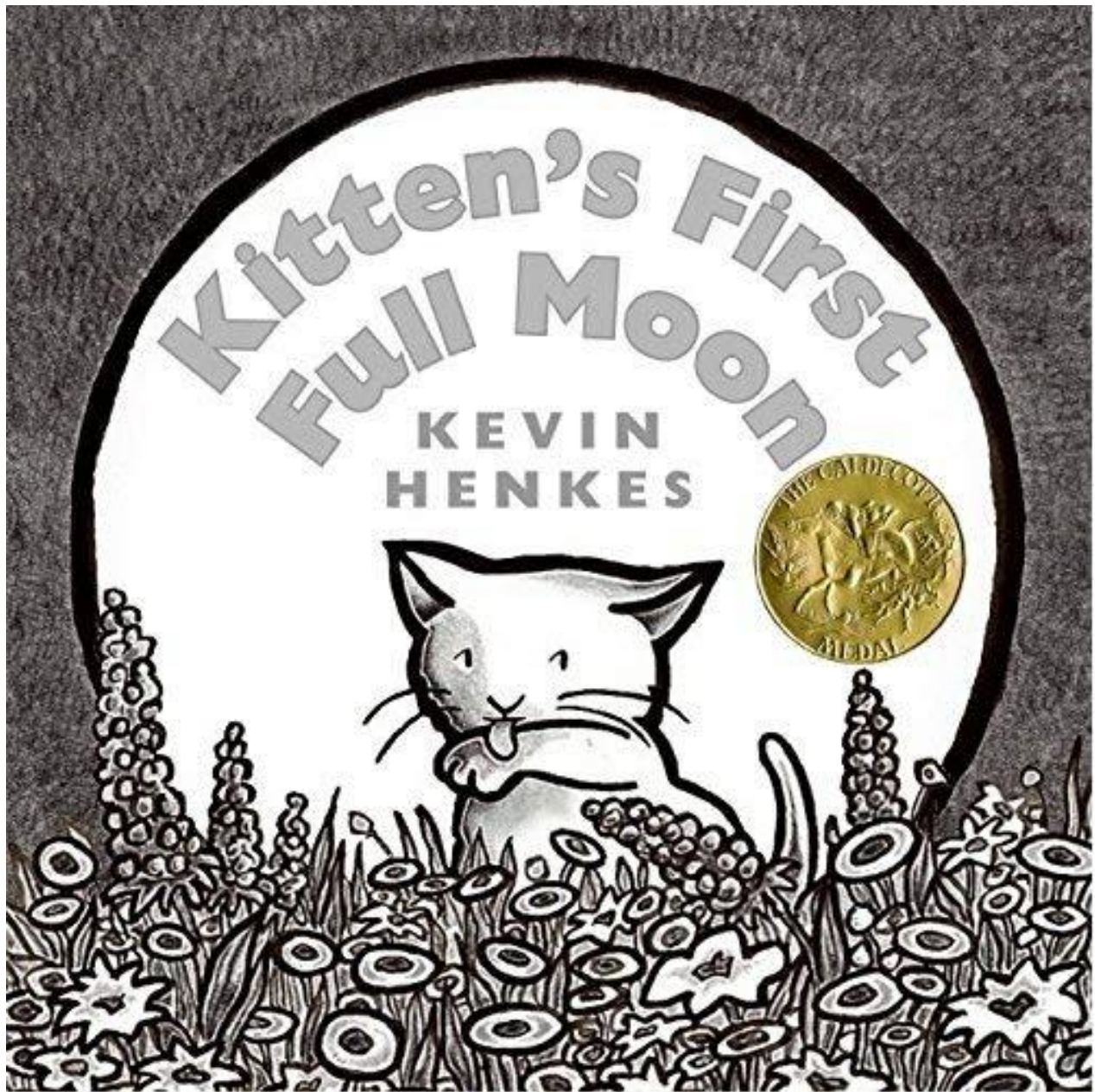




It's Okay to be Different!

By _____

Kitten's First Full Moon



Instructional Lesson Plan

Lesson Plan (#) 1 of 1

Grade Level: K Duration: 40 minutes

Phase 1: General Planning

Content Standards (Common Core/ NGSS):

CCSS.ELA-LITERACY.RL.K.1

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.SL.K.1

Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small ~~and larger~~ groups.

CCSS.ELA-LITERACY.SL.K.1.A

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.K.4

Describe familiar ~~people, places, things, and~~ events and, with prompting and support, provide additional detail.

CCSS.ELA-LITERACY.SL.K.5

Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.SL.K.6

Speak audibly and express thoughts, feelings, and ideas clearly.

<p>Central Focus of Unit: <i>The central focus should support students in developing a strategy for learning the material. The content focus addresses what you want your students to learn about the topic (content knowledge). All your lesson plans should address this central focus. Consider: What do you want your students to learn? What are the important understandings and core concepts you want students to develop?</i></p>	
<p>Students will recognize and familiarize themselves with sight words in a text.</p>	
<p>Learning Segment Objective/ What are the thinking skills to be practiced and learned over a series of lessons?</p>	<p>Summative Assessment: What is the assessment that measures students' competency over a series of lessons. This assessment should measure the Learning Segment Objective.</p>
<p>Content Lesson Objectives/ language function: What are the thinking skills associated with this lesson?</p>	<p>Formative Assessment: What activities or products will you use to check for students' understanding as you progress through this lesson?</p>
<p>Students should be able to ask and answer questions about key details in a text with some prompting and support. Students will be able to listen to others and take turns when speaking about the topics and texts under discussion while speaking audibly and expressing thoughts, feelings, and ideas clearly. Describe familiar events and, with prompting and support, provide additional detail (like drawings).</p>	<p>Students should recognize desired sight words in a text by indicating every time they hear a sight word with a thumbs up.</p> <p>The teacher will check for students' understanding by asking discussion questions based on the story.</p>

Prior Academic Learning and Experiences:

Describe the knowledge, skills, personal/cultural assets your students already have related to the instructional learning objectives, language expectations, and activities of this lesson. What do they know? What can they do? What are they still learning to do? Make clear connections to their skills and knowledge.

Focus on what students need to acquire the skills and knowledge associated with the content learning objectives. What:

- a. can students do independently?
- b. can students do with assistance from a peer or teacher?
- c. cannot do at all but will learn as a result of this lesson?

Use or Reference actual Assessment Data.

Can do the skill/activity independently? Very proficient.	
Can do the skill/activity with assistance, either with a peer or with a teacher?	
Cannot do this assignment at all.	

Introduction/Anticipatory Set: Connection to Students/Culturally. How will you prepare students for this lesson? What connections can you make to their personal lives?

Cultural connection Every student has seen the moon, build on this fund(s) of knowledge.

Discussion topics for *before* reading:

- What does the moon look like to you?
- What different shapes does it make?
- Can you draw on your whiteboard some ways the moon might look?
- Have you ever imagined the moon to be different things, depending on its shape (phase)? What kinds of things have you imagined?
- How far away does the moon look? Does it sometimes look closer or farther?

Main Portion (body) of the Lesson

Small group instruction: this is appropriate for EL students because they can work with their peers. Whole-class activities induce stress and are not an optimal learning environment for EL students to participate in.

Review sight words that appear in the book Kitten's First full Moon by Kevin Henkes. Students already know "A, To, and The" introduce them to the new sight word "She" as it appears frequently in the book.

A

The

To

~~

She

- Have students write each sight words 4 times
- Play "What's missing?" on the white boards. Write the sight words and erase 1 letter from it. Ask students individually "What's missing?"

Ex. A, ___, The, __he, T__e, Th___, To, __o, T__, She, ___he, S__e, and Sh___

- Go through each sight words and have students "build it". Students will be handed magnetic letters that make up the sight word. They will use those letters to place them in the correct order to make the desired sight word. Make sure the letters are orientated correctly.
- The teacher will read Kitten's First Full Moon to the small reading group, stopping to ask questions on designated pages.
- Have students indicate every time they hear a sight words with a thumbs up.

(B) Checks for Understanding.

What questions will you ask to get students engaged in the lesson?

How will students be engaged (partner talk, small group activity, quick write, etc)?

Small Group Activity

- What kind of bug does Kitten get on her tongue? **What clues do the pictures/illustrations give to help you determine the kind of bug?** (pages 3/4)

- How does Kitten feel here? (pages 4,12, 16, 22, and 28/29)

Post story questions:

- Why does Kitten keep trying to reach the bowl of milk even after failing multiple times?

- What does Kitten find on her porch when she returns home from her night of chasing a bowl of milk? How does Kitten feel?

EL students are encouraged to use the pictures to their advantage.

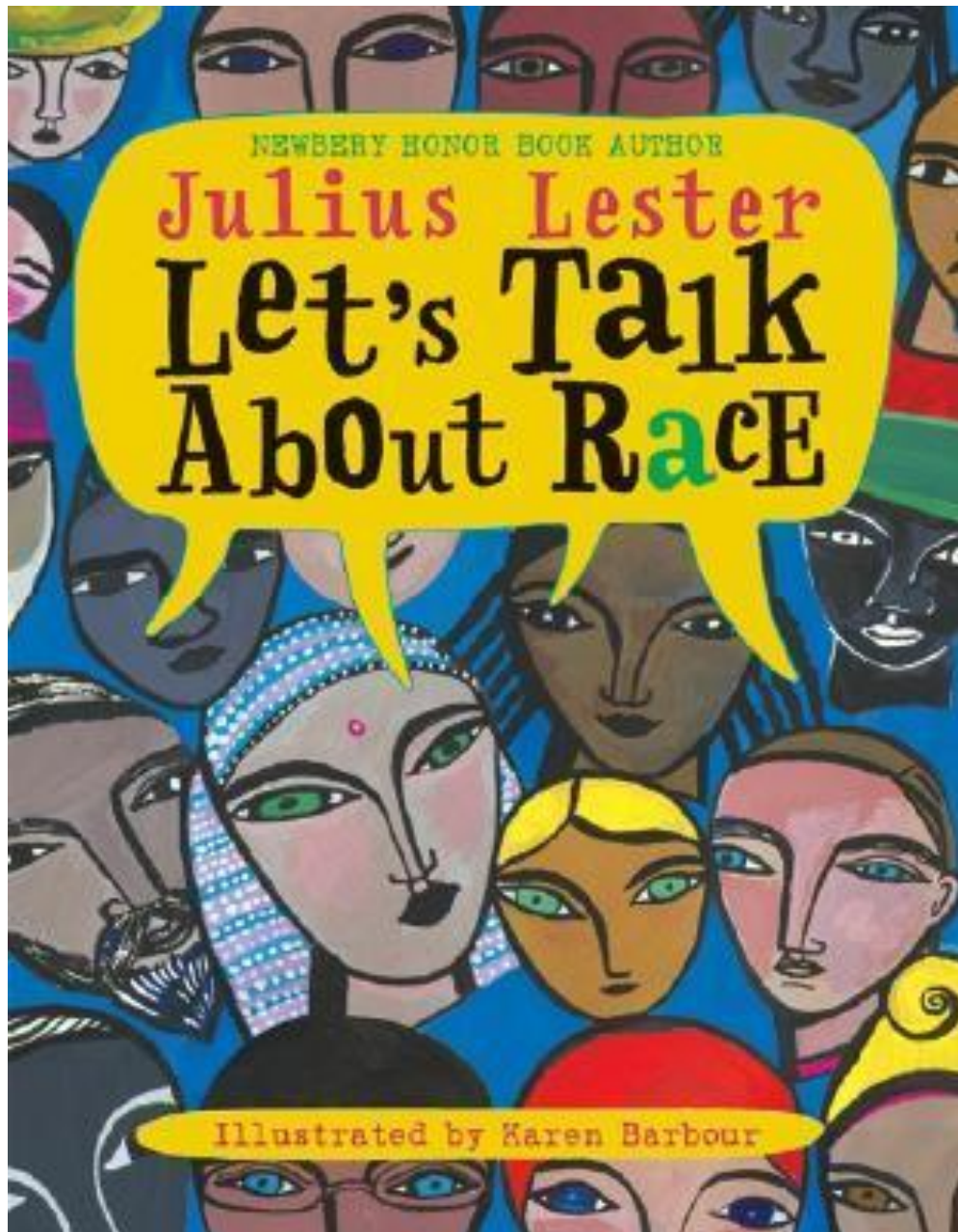
Closure:

Discussion topics for *during/after* reading:

- What happens to Kitten each time she tries to reach the moon?
- What was the bigger bowl of milk Kitten saw in the pond?
- Why was Kitten finally lucky?
- Have you ever chased after something without finding or reaching it?
- What were some of the sight words you saw?

<https://www.teacherspayteachers.com/FreeDownload/Kittens-First-Full-Moon-Kindergarten-5086069>

Let's Talk About Race



3. *Let's Talk About Race* by Julius Lester

Synopsis

The author addresses race as central to our identity, but goes on to propose we are not each more than our race.

Perhaps the central, theme of this picture book is to base our relationships with each other on what we learn from each other, not on the stories we have been told to believe.

"Which story shall we believe? The one that says 'My race is better than yours?' Or the one we just discovered for ourselves?"

Enjoy the Book

1. Point out the bold bright colors and detailed images of the illustrations. Ask your child what she thinks is going on, or how does the picture tell the story.
2. Do what the author asks his readers by letting your child press various parts of your body to feel your bones.

Extend the Learning

1. Encourage your child to ask questions like those early in the book of a playmate or acquaintance to help build a story about each other based on what each learns from the other.
2. Talk about what your older child may have heard from other adults, or electronic media about various racial groups. How is this similar to what the author says about discovering each other's stories?

<https://scenicregional.org/wp-content/uploads/2017/08/Stories-Matter-Book.pdf>

Activity: One of many possible follow-up activities may be engaging students in a classroom discussion not only about race, but about things that represent themselves and their "story" as individuals, their families, religion, culture, community, etc. Following, the teacher will explain to the class that they will have a "Show and Tell" multi-cultural lesson where each student will be required to bring in one item that represents themselves, their family, religion, culture, etc. This "Show and Tell" lesson will help inform and motivate the students to be open and share with one another about their backgrounds and to understand, learn, and accept others. "Students learn about different aspects of their identity and history associated with it" (Picower). This lesson will also allow the students to learn about who they are and where they came from.

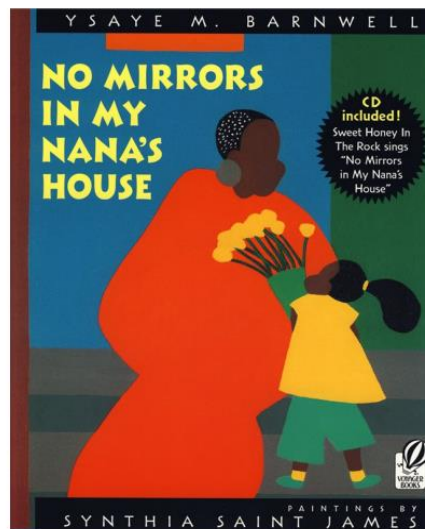
<http://6elementssje.blogspot.com/2012/02/lets-talk-about-race.html>

NO MIRRORS IN MY NANAS HOUSE



A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 2ND - 3RD



NO MIRRORS IN MY NANA'S HOUSE

WRITTEN BY YSAYE M. BARNWELL
ILLUSTRATED BY SYNTHIA SAINT JAMES

Watch the video of actors
Tia & Tamera Mowry
reading this story at
storylineonline.net



ABOUT THIS STORY

SYNOPSIS

There are no mirrors in my Nana's house. No mirrors to reflect the cracks in the wall, the clothes that don't fit, the trash in the hallway. No mirrors. But there is love. The beauty in this child's world is in her Nana's eyes. It's like the rising of the sun.

THEMES IN THE STORY

Love, Acceptance, Self-discovery, Don't judge a book by its cover

READING AND WRITING

SUGGESTED GRADE LEVEL: 2ND - 3RD

ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 2nd and 3rd grades but can be adapted to Kindergarten standards.*

BEFORE VIEWING

Standards: CCSS.SL.2.1, CCSS.SL.3.1

Objective: Tap knowledge and build background to prepare for reading the story.

Procedure:

- Step 1: Explain to students that they are going to listen to a story about a home where there are no mirrors.
- Step 2: Ask students to pretend there are no mirrors in their house. How would life be different?
- Step 3: Introduce the title, *No Mirrors in My Nana's House*. Ask students to give their definition of the word Nana. Explain to students that in Africa, Nana is referred to as a respected leader or teacher.
- Step 4: Have them predict what the story might be about.

DURING VIEWING

Focus: Character and Making Predictions

Standards: CCSS.SL.2.2, CCSS.SL.3.2

Objective: Students will listen to story and answer teacher posed questions appropriately.

Procedure:

- Step 1: Instruct students to pay close attention to the illustrations during the story. What do you notice about the people in the illustrations?
- Step 2: After listening to the story, briefly discuss the following questions:
 - Why don't the people have faces?
 - What were some of the things the little girl wasn't aware of because there were no mirrors in her Nana's house?

AFTER VIEWING - LESSON/CENTRAL MESSAGE OF STORY

Standards: CCSS.RL.2.3, CCSS.RL.3.3

Objective: Students will use details from the story to determine the lesson the author is trying to convey.

Materials: Graphic Organizer (on page 8)
One copy per partner

Procedure:

- Step 1:** Explain *central message* – the big idea in a story – to students. Sometimes the central message can be a lesson, or something the author wants us to learn. We can find the central message, or lesson, by looking at the key events, or key details. Key details are the important events in a story that keeps the story interesting.
- Step 2:** Display the graphic organizer. Explain that this graphic organizer will help you determine the lesson in *No Mirrors in My Nana's House*.
- Step 3:** Explain how the graphic organizer will be used. Tell students that they are going to pick out the key details that will lead to understanding the lesson. When all four boxes are filled in with details, they will use them as clues to decide the central message or lesson, in the story. The central message will be written in the center circle on the organizer.
- Step 4:** Partner students to complete the key detail boxes in the organizer.
- Step 5:** After students have had time to complete, gather students together and explain how to use their details to determine the central message.
- Step 6:** Have partners return, discuss, and fill in the central message on the organizer.
- Step 7:** Gather the class together for partners to share central message. List all ideas on chart paper.
- Step 8:** Guide students to a consensus of the central message.
- Step 9:** Review the key details and the central message to make sure the key ideas support the central message.

READING RESPONSE

Standards: CCSS.RL.2.1, CCSS.RL.3.1

Objective: Students will answer the prompt using at least two details from text to support the response.

Reading Prompt: Why do you think there were no mirrors in her Nana's house? Use details from the story to support your response.

Procedure:

- Step 1:** Read prompt and allow students to discuss.
- Step 2:** Have students complete the prompt according to the ability of your class.

WRITING — AUTOBIOGRAPHICAL POEM

Standards: CCSS.W.2.2, CCSS.W.3.2

Objective: Students will write an autobiographical poem describing their traits, needs and feelings using the given template.

Materials: Autobiographical Poem Organizer (on page 9)
Poem Template (on page 10)
Teacher Prep: Create poem template on chart paper or Smartboard:
Line 1: First Name (or nickname)
Line 2: State two traits that describe personality
Line 3: Who likes.... (2 things)
Line 4: Who dislikes ... (1 thing)
Line 5: Who needs ... (3 things)
Line 6: Who fears ... (1 thing)
Line 7: Who dreams of one day (1 or 2 things)

Procedure:

- Step 1: Review the definition of an autobiography.
- Step 2: Tell students that they are going to write an autobiographical poem describing their personality traits, needs, and feelings.
- Step 3: Discuss the meaning of personality traits.
- Step 4: Distribute and explain the organizer to students. Remind students that likes and dislikes should not include people, and traits should be inside feelings, not physical.
- Step 5: Complete organizer.
- Step 6: Display the poem template and instruct students on how to write poem using template.
- Step 7: Model writing the poem using yourself as an example.
- Step 8: Distribute template and complete poem.
- Step 9: Publish poem and decorate.

ACROSS THE CURRICULUM ACTIVITIES


SOCIAL STUDIES — FRIENDSHIP AND INCLUSION

Students will learn about the importance of looking inwards and reflecting on their own strengths and positive qualities about themselves and others instead of focusing on external qualities. Students will learn it is important to focus on other people's strengths and inner qualities instead of judging them from the way they look.

MATERIALS —

Drawing paper

Crayons, markers

Photos of people from other cultures ( Google It!)

Optional: Individual student photo

PROCEDURE —

- Step 1:** Discuss the meaning of the saying, "We shouldn't judge a book by its cover." Lead students to the understanding that this can apply to people – sometimes we judge others according to what they look like.
- Step 2:** Explain that before we get to know someone, all we see is their physical appearance – this is our first impression of a person. Sometimes, we may think someone is mean or strange based strictly on what they look like. However, once we get to know that person, we learn more about them and often change our first impression. Allow students to share their experiences.
- Step 3:** Have students recall the story, *No Mirrors in My Nana's House*. If we look in a mirror, we may see how we look on the outside, but we can't see our amazing inside traits that make us special. Just as we need to recognize why we are special, it is important to take the time to get to know others to learn what they are good at and what makes them special.
- Step 4:** Ask students to draw a picture of themselves on the front of a sheet of paper. Have them frame the picture to look like a mirror. (*Option: Use a photo of students, glue on construction paper and draw frame.*)
- Step 5:** On the back of the page (hidden behind what you see), have students make a list of the wonderful inside qualities that make them special (ie. kind, smart, funny, curious, etc.).
- Step 6:** After students have completed their list, allow time for students to trade with other students in the class. For each trade, students will add a quality about each other that makes them so special.

MUSIC


The video contains the musical version of the story. Have students learn the song. Form groups and have students prepare a performance. Students can use their own creativity in the performance by using dance, hand movements, instruments, etc.

ART — ABSTRACT

MATERIALS —

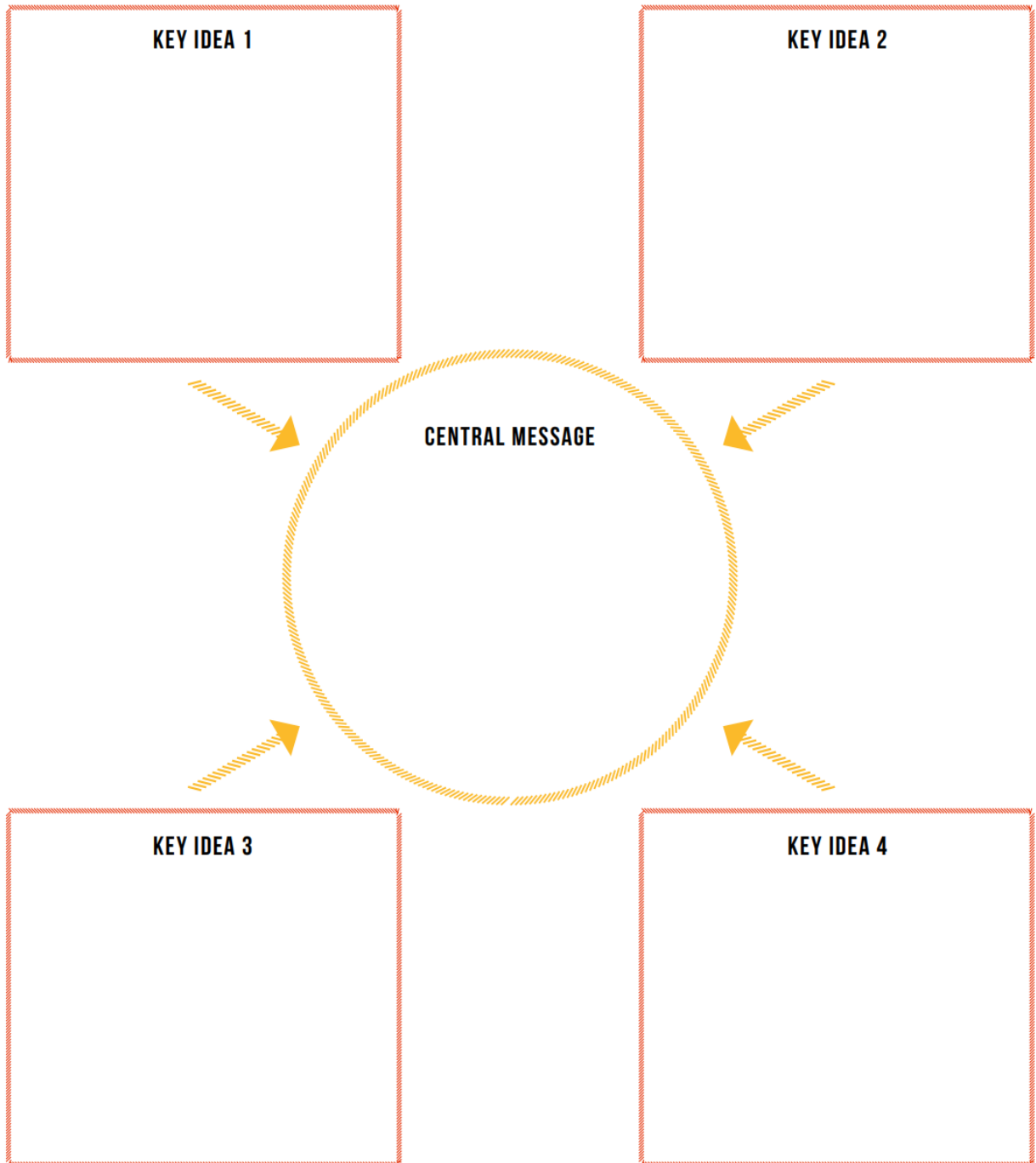
Colored Construction Paper
Black Construction Paper (1 per student)
Geometric Shape Tracers (Teacher's choice - 1 of each shape per group)
Glue

PROCEDURE —

- Step 1:** Find examples of abstract art to show students. ( Google It!)
- Step 2:** Provide geometric shape tracers to each group of students.
- Step 3:** Explain to students that they are going to create a piece of artwork using a specific number of shapes. (For example: 2 circles, 4 triangles, 5 rectangles, 5 squares) They may use any color for each of their shape cut outs.
- Step 4:** Instruct students to create an abstract work of art by gluing the shapes onto a black sheet of construction paper.
- Step 5:** Share class pictures and discuss how different each piece looks even though they were made from the same shapes.
- Step 6:** Discuss how this relates to people: We all have the same parts but look differently.

NO MIRRORS IN MY NANA'S HOUSE

How do we use key details to determine the central message, or lesson, in a story?



Name: _____

AUTOBIOGRAPHICAL POEM ORGANIZER

My Personality Traits	What I Like	What I Dislike
What I Fear	What I Need	My Dreams for the Future

Name: _____

AUTOBIOGRAPHICAL POEM TEMPLATE

LINE 1 _____
(first name/nickname)

LINE 2 _____
(2 personality traits)

LINE 3 Who likes _____
(2 things)

LINE 4 Who dislikes _____
(1 thing)

LINE 5 Who needs _____
(3 things)

LINE 6 Who fears _____
(1 thing)

LINE 7 Who dreams of one day _____
(1 or 2 things)

ABOUT US

ABOUT STORYLINE ONLINE

The SAG-AFTRA Foundation's children's literacy website *Storyline Online*® streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading. Storyline Online receives millions of views every month in hundreds of countries. Visit Storyline Online® at storylineonline.net.

ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

STORYLINE ONLINE BROUGHT TO YOU BY

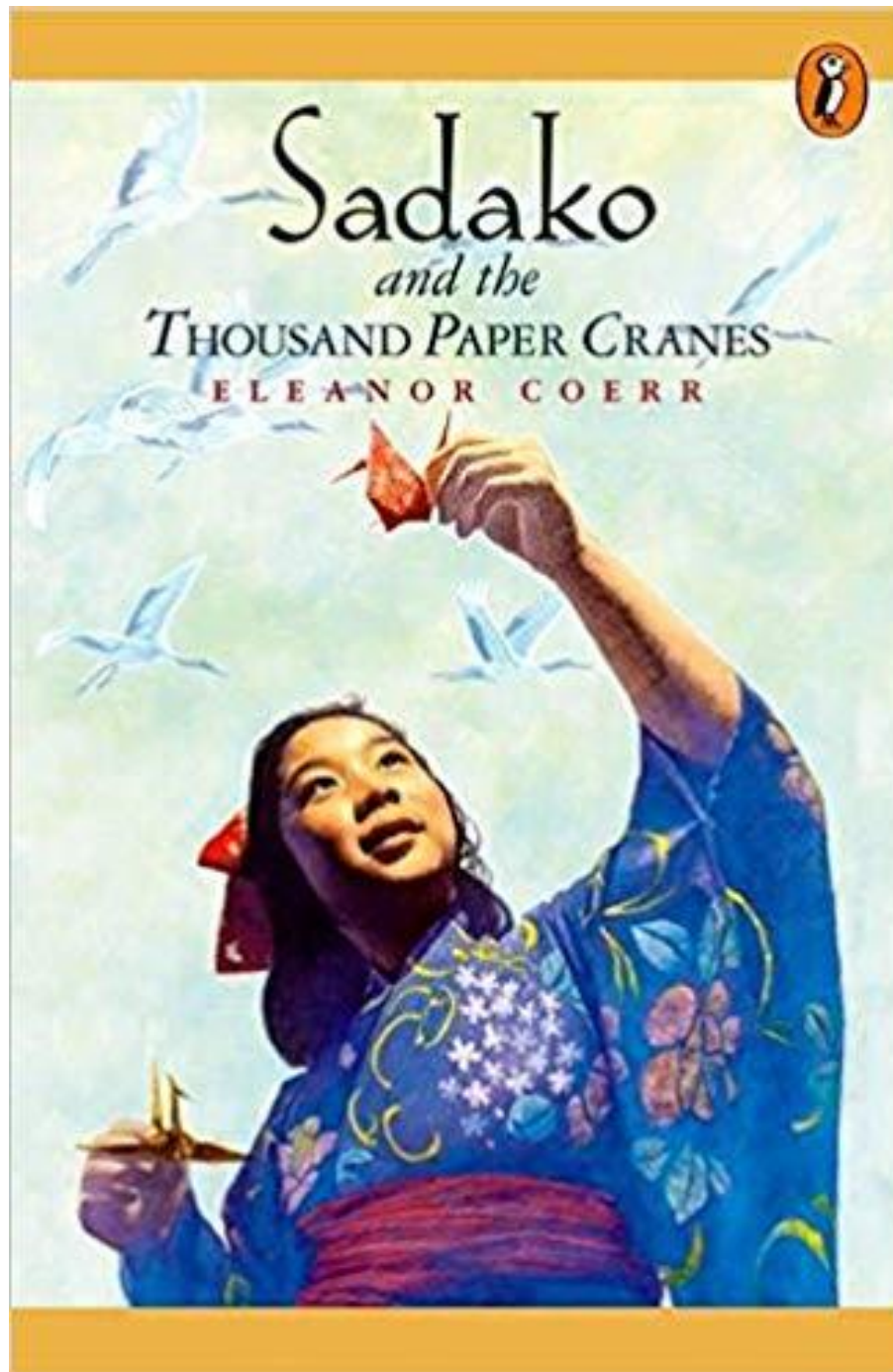
SAG-AFTRA
FOUNDATION

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About This Guide: The purpose of this guide is to enhance the ELA curriculum by providing quality children's literature to engage students in listening to expressive read alouds. Suggested story related activities are aligned with ELA Common Core Standards.

https://www.storylineonline.net/wp-content/uploads/2018/04/NoMirrorsinmyNanasHouse_TeacherActivityGuide.pdf

Sadako



Sadako and the Thousand Paper Cranes



Name _____



Cause and Effect

Effect: What happened

Cause

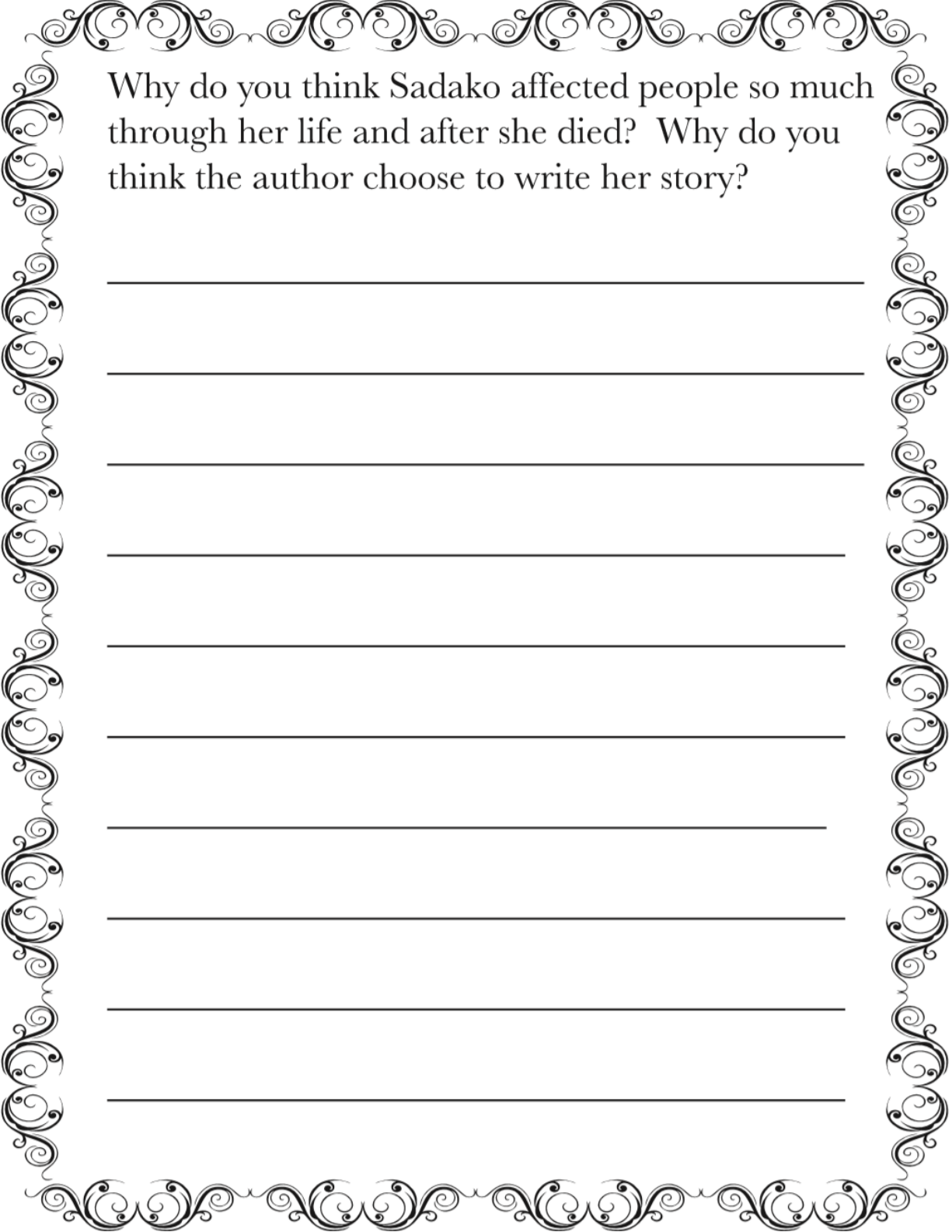
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Sadako Character Traits

Choose a character trait for Sadako
and give evidence from the story that
shows why you that trait best fits Sadako.

brave strong determined wise happy simple



Why do you think Sadako affected people so much through her life and after she died? Why do you think the author choose to write her story?



Chapter One: Good Luck Signs

1) What does the phrase: Sadako was born to be a runner mean?

2) In Japan Peace Day is considered a memorial day. What does memorial mean?

- a) thanking people who have died
- b) remembering people who died
- c) thinking of old memories

3) “She finished breakfast before anyone else. When she jumped up Sadako almost knocked the table over.” What do these lines tell you about Sadako?

- a) She is clumsy
- b) She really enjoyed breakfast
- c) She was eager to get to the carnival

4) What is a good luck sign in Japan? _____

5) What is the purpose of Peace Day?



Chapter Two: Peace Day

1) “There was pride in his voice that Sadako was such a fast, strong runner.” Why is Sadako’s father proud that she is fast and strong?

2) What is one thing that family members did to remember those that died due to the atom bomb?

3) Why do you think people in Hiroshima called the atom bomb “The Thunderbolt?”



Chapter Three: Sadako's Secret

1) How important is the big race on Field Day to Sadako?

2) Why do you think Sadako kept her dizziness a secret?

3) “She tried to convince herself that it meant nothing, that the dizziness would go away” What does convince mean?

- a) to persuade
- b) to tell
- c) to whisper



Chapter Four: A Secret No Longer

1) “As they entered the building Sadako felt a pang of fear.” What does pang mean and why do you think Sadako felt this way?

- a) small bit
- b) a sharp attack
- c) tickle

2) What is Sadako feeling at the end of this chapter? Choose all that apply.

- a) lonely
- b) afraid
- c) bitter
- d) jealous



Chapter Five: The Golden Crane

1) What does the paper crane symbolize? Choose two that apply.

- a) good luck
- b) one thousand wishes
- c) healthy life
- d) a dream come true

2) Folding paper cranes gave Sadako:

- a) health
- b) courage
- c) something to do
- d) her wish

3) Why does Sadako feel lonely in the hospital?



Chapter Six: Kenji

1) Part A: After a while Sadako felt more and more.

- a) lonely
- b) worried
- c) pain
- d) isolation

Part B: What details from the text support your answer to for Part A? Choose two details.

- a) She never stopped hoping she would get well.
- b) Sometimes throbbing headaches stopped her from reading or writing.
- c) Her bones seemed to be on fire.
- d) She missed being at home.

2) Looking at the text on pages 42 and 44 tell you that Kenji:

- a) Is losing hope that he will live
- b) Likes Sadako's paper cranes
- c) Enjoys being outside
- d) Is really bored



Chapter Seven: Hundreds of Wishes

- 1) Why was Sadako angry at herself?
 - a) She didn't have energy to play.
 - b) She wasn't like her old self and she could see that it made her family sad.
 - c) She was a turtle head.
 - d) She was tired all the time.
- 2) What did Sadako's brother bring home for her from a friend?
 - a) gold paper
 - b) silver paper that smelled like candy
 - c) a kimono
 - d) Some chocolate



Chapter Eight: Last Days

1) Sadako new fear was:

- a) dying
- b) the pain
- c) leaving her family
- d) never running the big race

2) Sadako managed to fold another paper crane.
This shows that she was:

- a) healthy
- b) determined
- c) happy

3) "Six hundred and forty four. It was the last one she ever made." What can you infer from these lines?



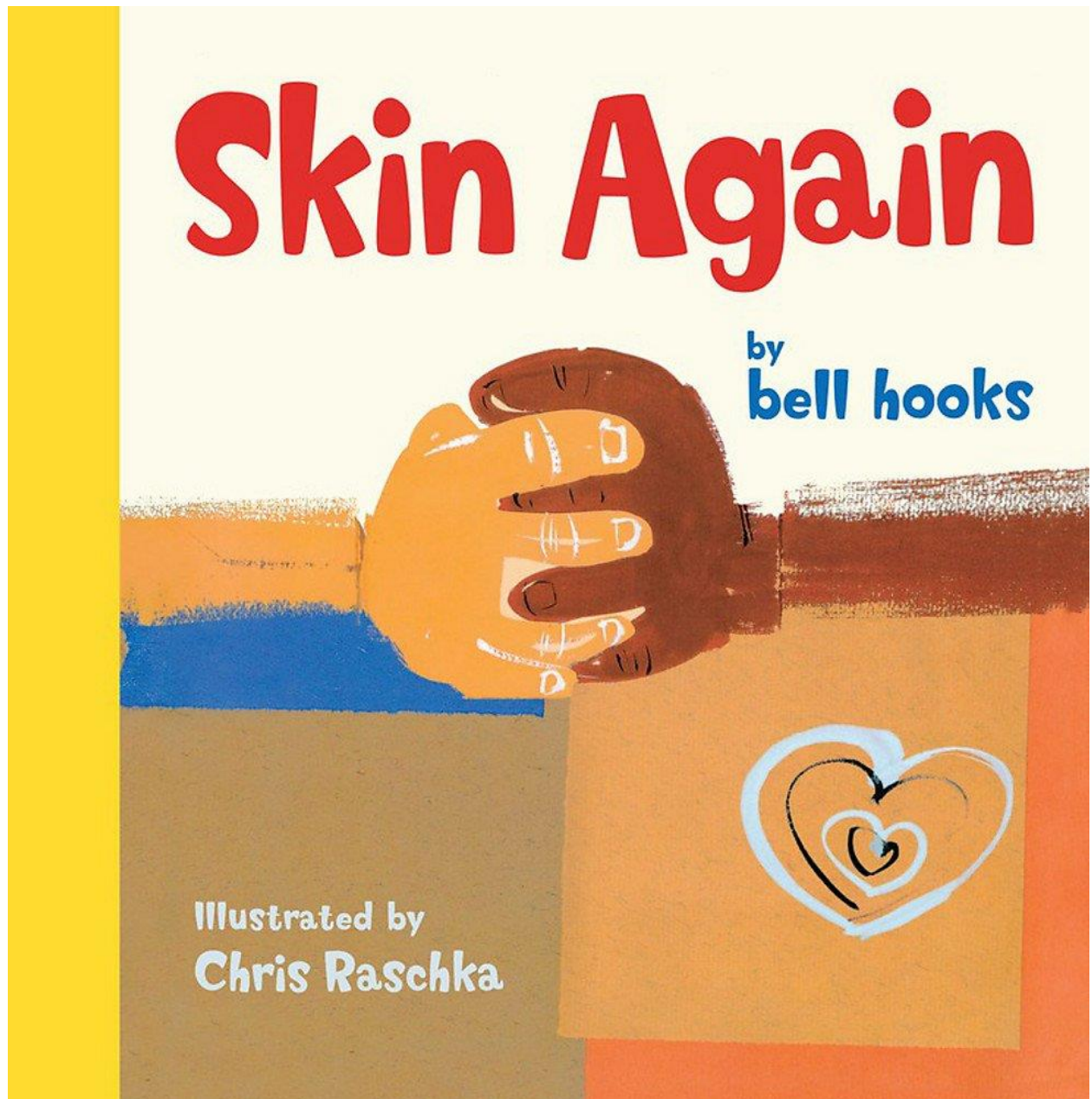
Chapter Nine: Racing with the Wind

1) What does Sadako really struggle with?

- a) continuing to live
- b) seeing her mother cry
- c) leaving her family
- d) staying in the hospital

2) What can Sadako's story teach us?

Skin Again

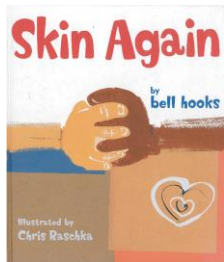


The skin I'm in...cannot tell my story

An activity using the book *Skin Again* to deal with the potentially controversial issue of skin color and identity in a safe manner.

KS2 | 60 Mins | Group

KEY QUESTION: Can we tell who people are and what they are like from their appearances? What is important about us? What would it be like if everyone was the same?



Background

Skin Again by Bell Hooks is an engaging and powerfully illustrated picture book that deals with the issue of skin color and its limitations very well and in a safe way. Although it is out of print, extracts shown here can be used.

Using imagery and discussing the way that images combine to make meaning is an important part of identity work, as well as the English national curriculum. It also helps learners develop their understanding of the world around them, now full of images, whether in newspapers, on screens in schools, home and city spaces, or the many different kinds of adverts. Developing an understanding of how images can persuade us is an important skill for learners in the 21st Century.

Activity

1. Look at the pages of *Skin Again* together as a class and read the whole poem a couple of times. If you don't have a copy of the book, then focus on the words:

'the skin I'm in looks good to me. It will let you know one small way to trace my identity. But then again, the skin I'm in will always be just a covering. It cannot tell my story.'

2. Discuss the following questions in turn in groups of 4 making notes on post it notes ready to share back:

- What does the author mean by "Skin is just a covering?"
- Ask the question: How would you describe your skin? What else can you say about it, as well as color? Are people really 'white' or 'black'? What real colors, textures and features does our skin have? Encourage children to look at the skin on their arm or the back of their hand and think more widely or more exactly about skin. This can be quite a fun activity and break down barriers. If they realize we are all so different from each other, rather than sitting neatly in groups of skin 'color'.

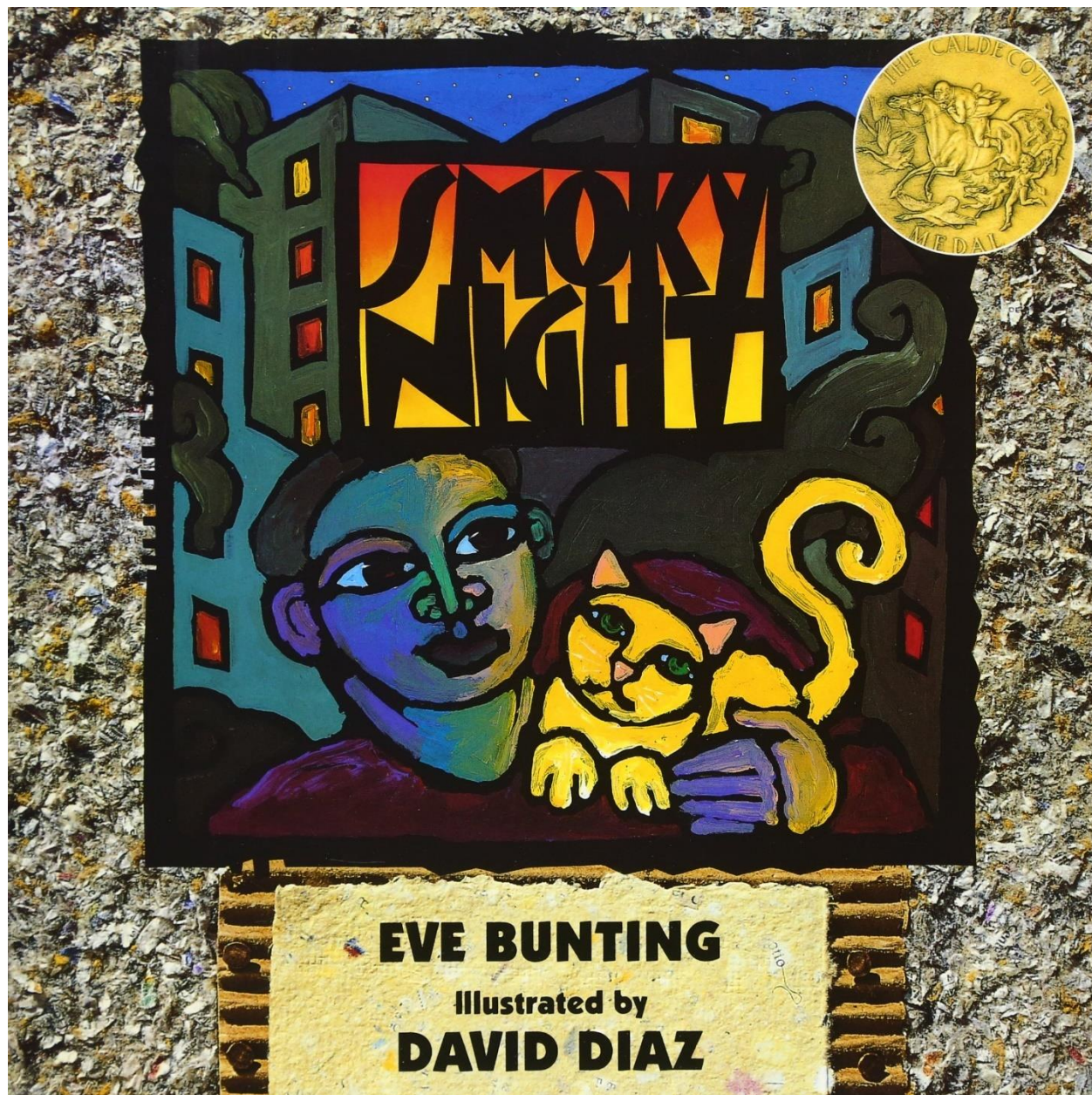
- Discuss: Can you know and understand someone just from looking at their appearance? Learners may suggest some things you might guess but you can't definitely know, and this will need sensitivity but can lead to deeper conversations.
- Ask the question: What else is important about us? and make a list together of the different things that make up who we are. Learners might suggest all kinds of things, and if they have done the Visible and Invisible Differences activity, the class might already have a list. Here are some ideas: hopes and dreams, family, beliefs, fears, pets, personality, music, books, sports, languages you speak...

3. Bring the group back together for whole class discussions of key points from their small groups and discuss as a group: How do we let others know who we really are/what we are really like? You could discuss the importance of small talk and conversation and people actually meeting to help them know one another. If appropriate you could extend the discussion to: What, if any parts of identity might we be able to know from people's appearance?

4. How do the images shown help us understand the words? What other things do we notice about the images?

<https://thelinkingnetwork.org.uk/resource/skin-im-cannot-tell-story-2>

Smoky Night



Using Context Clues -Smokey Night

In the above text, the word rioting refers to _____

Provide evidence to support your answer. (Words that help the reader understand the meaning)

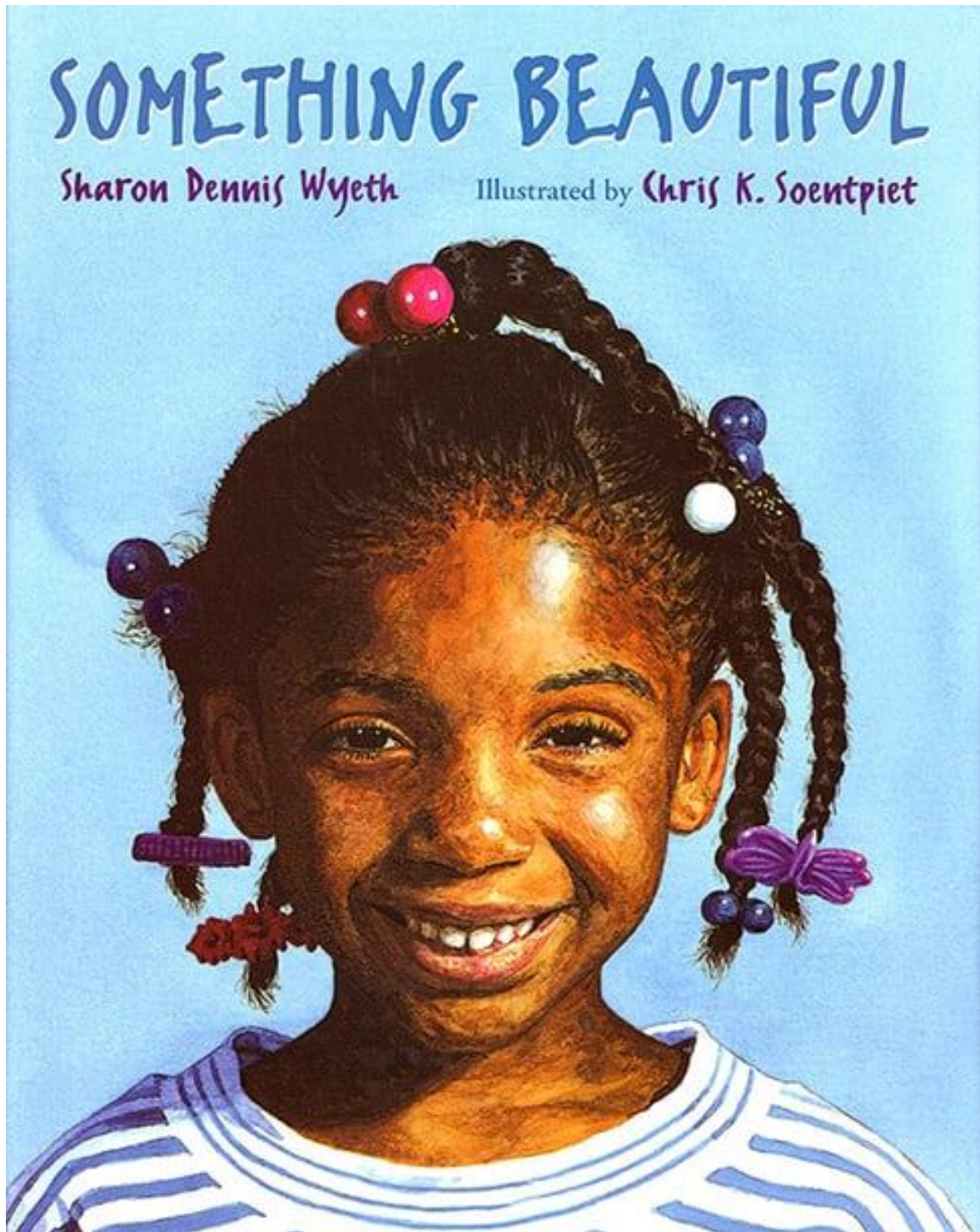
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In the above text, the word trailing refers to _____

Provide evidence to support your answer. (Words that help the reader understand the meaning)

-
-
-

Something Beautiful



Lesson Plan for Something Beautiful
(this guide was adapted by the North Carolina Children's Book Award
Committee)

Theme: The book, *Something Beautiful* can be used to introduce your students to urban neighborhoods.

Pre-reading: Show students the cover of the book and read its title as well as the names of the author and illustrator. Ask them what they think the book will be about. Next show the illustrations in the book without reading the story. Now, ask the class what they think the book will be about.

Each person has a different idea about what the word "beautiful" means. Have the class make a list of things that are beautiful and ask them to explain why each item belongs on the list.

Reading: As you read *Something Beautiful*, show your class its illustrations and have students study them closely. What details can they find in the pictures? Have them look closely at the expressions on the little girl's face – how do they change during the story?

Language Arts/Communication Skills/Writing:

1. Interview five people and record or write down what they think is most beautiful.
2. Go on a treasure hunt or organize a scavenger hunt with clues that find things of beauty.
3. Using the alphabet, discover something beautiful for each letter of the alphabet.
4. List 20 beautiful things in your world that would be missed the most if taken away.
5. Ask students to compare their own neighborhoods and schools with those in the book.
6. Write a poem about your neighborhood.

Social Studies:

1. Talk about neighborhoods with the class. What makes up a neighborhood? Discuss the different types of residences in a neighborhood (homes, apartments, condominiums, etc.) Discuss the differences and similarities between counties, cities, towns, suburbs, etc.
2. Investigate the art of cave drawings, hieroglyphics and the origins of graffiti. Where can you find graffiti?
3. Discuss recycling with the class. Does your school have a recycling program? How can the class help promote recycling? What things can be recycled? Arrange a field trip to a recycling plant.

Science: Organize a cleanup campaign. Pick up litter at school or at home. Discuss how this effort helps the environment and maintains beauty. Learn the difference between annual and perennial flowers. Plant a small variety of colorful flowers in the schoolyard or at a local nursing home.

Music: Ask students to listen carefully to Louis Armstrong's song "What a Wonderful World". Have them make a list of all the beautiful things in his song and discuss the meaning of the song. Sing with the class "This Land is Your Land, This Land is My Land" and "The Green Grass Grew All Around".

Art: Ask the students to take pictures of a neighborhood or downtown area near them and make a collage using digital cameras and Powerpoint presentations. Make a giant classroom or hallway Rebus collage with four large symbols: U, a soda can, the recycle symbol (three arrows in a circle), and a 2. This creates the message: "You Can Recycle, Too") Decorate your Rebus collage by pasting recycled materials i.e., foil, plastic, newspaper on it. Don't forget to email Chris pictures. We love to post class projects on this website!

Post-reading: Have the students walk around the school. The students can do this together or in small groups. Write down all the beautiful things they see. Make a list of ideas that could make their school and/or community more beautiful. Make a plan with the class to complete one of the ideas from the list.

Geography: Have students plan a trip to the nearest big city. How far away is the city? How would you get there? How long it would take? What would they need to bring – food, clothes, entertainment items, books etc. have them look at a map and determine what they think they will see along the way – skyscrapers, malls, parks, fire hydrants, dog walkers, bicycles, stores, etc...

Social Studies/Literature: Spend more time reading about city and town life. Read *Around Town* by Chris Soentpiet, *Dear Santa: Please come to the 19th Floor*, by Yin. If you really enjoyed *Something Beautiful* write a review and post it on the book pages of Amazon or Barnes and Noble so others can enjoy your reading experience.

Bulletin Board: Ask each student write down what they think is beautiful in their lives. List them on your bulletin board under the headline: ***MY BEAUTIFUL IS...***

<https://chrissoentpiet.com/lesson-plan-something-beautiful-2/>

VOCABULARY

It's important to make sure that your child has an understanding of key words in the book. Talking about words while reading is a great way for your child to learn new words.

In this book, you might talk about these words:

- courtyard (pg. 1)
- sizzles (pg. 11)
- laundrette (pg. 21)
- cautioned (pg. 29 - The Author's Note)

You might use a question like:

In the book, what does the word laundrette mean? How does the image help you understand the word?

KEY IDEAS AND THEMES

In addition to words, it's important to talk about key ideas and themes and how they develop over the course of the book.

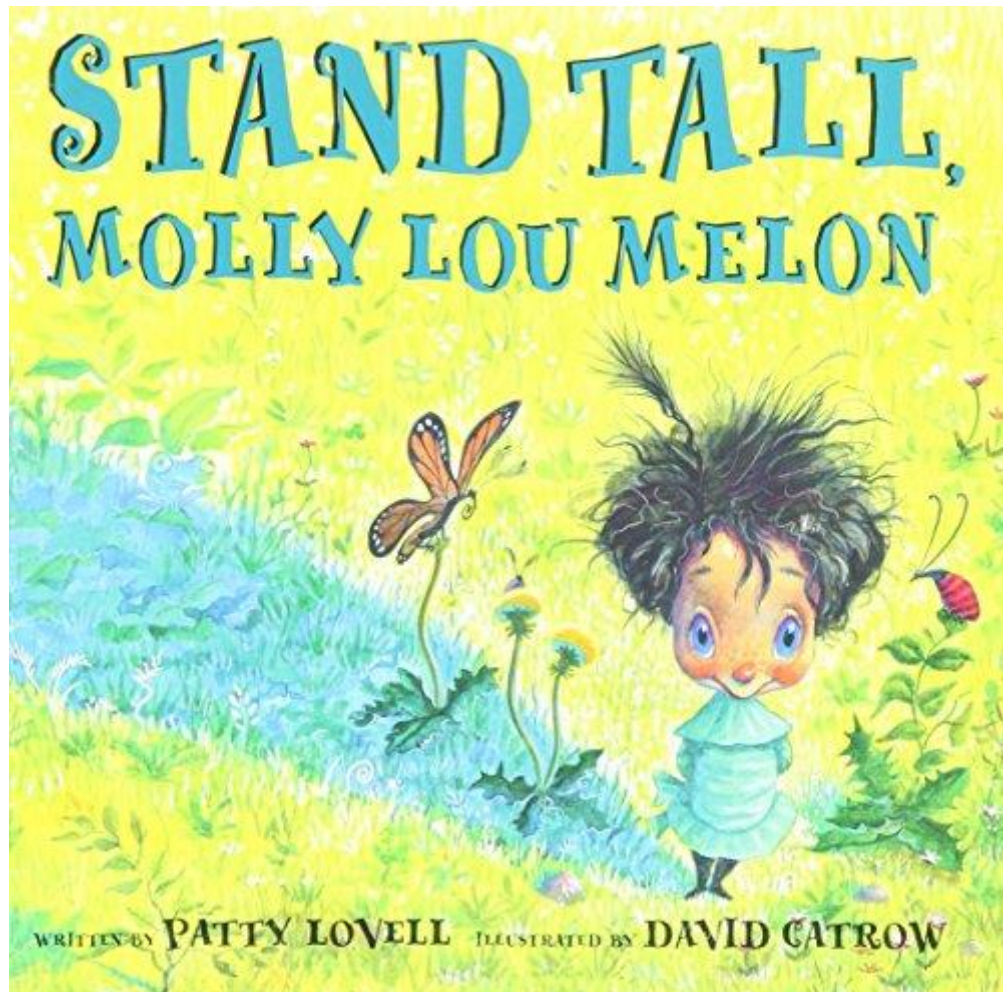
Here are some examples to get you started:

1. The author uses words and pictures at the beginning of the story to describe her neighborhood. Using the words and pictures on pages 1-8 to help you, talk about some of the tougher aspects of the narrator's neighborhood.
2. The word beautiful is central to the story. Ask your child how the narrator defines beautiful? Talk about how this definition compares to your own understanding of beautiful.
3. As the girl walks through her community, she asks people to explain their "something beautiful." What are some things that the people in her community find beautiful?
4. How does the girl's attitude change across the text? What causes this change? Can you point out in the text where these changes happen?

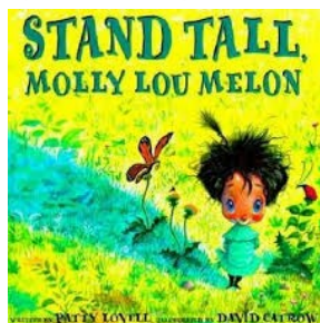
5. Compare the words and illustration on the first four pages to the last pages. How are they similar and different? What do the author and illustrator do on the last four pages to make you feel hopeful?
6. One theme in this book is that each person in a community can be an influence for good. What events in the book make you think about this theme? Can you find any other themes in the book?
7. What are some things that the girl or other characters in the book do to make their community more beautiful? Make a list of these ideas. Now, make another list of things that are beautiful in your own community. As a family, create and carry out a plan to improve your community in some way.
8. In the story, the narrator interviews people in her community to understand what each person sees as “something beautiful.” Help your child to name a few community members he or she could interview to find out what they find to be beautiful. Together, contact those individuals and arrange an interview. Your child can then create a poster, describing these beautiful things using words and pictures.

<https://bealearninghero.org/book/something-beautiful/>

Stand Tall Molly Lou Melon



COMMUNICATE-recall prior knowledge/experience and expand (New Concept).



CONNECT1- Connect on a personal level asking students to share their personal experiences

Connect2- Sequence key points in the book- First, next, then, and last- Sequencing story elements allows students to connect text information

COLLABORATE and **Create**- This is something I do with my students together as we sequence the story.

NEW CONCEPT: HEIGHT and key words: Tall + short. I tell the students that yesterday we learned about eye, hair and skin colour and today we are going to learn about differences in people's height. I define height as "how tall or short something is". I then reflect on how our differences make us special and unique because it would be very boring if everyone looked the same!

Story telling:

Literacy book: "Stand Tall, Molly Lou Melon" by: Patty Lovell

I use a SQ3R system

S- Scan the Book- I present the book and ask student to tell me what they think this book is about and we scan each page together looking at the images and text (I read key words out loud) and talking about what we see/understand. I also mention the Author and illustrators' names.

Q-Question Students come up with questions based on key words and visuals and I record them on my board

R-Read- The book is read out loud to the students on a visualizer and I follow text with my fingers as I read the words.

R-Respond- We talk about what was read and we respond to the questions that we noted on the board in the scanning stage.

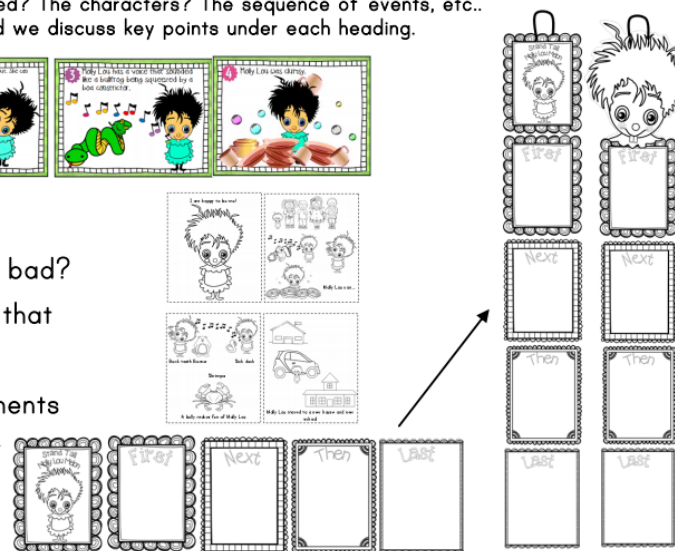
R-Review- At this stage I ask students to re-tell key information about the text that was presented- What is this book about? What happened? The characters? The sequence of events, etc.. I place the titles: First..., Next... Then.... And last and we discuss key points under each heading.

Use visuals provided:

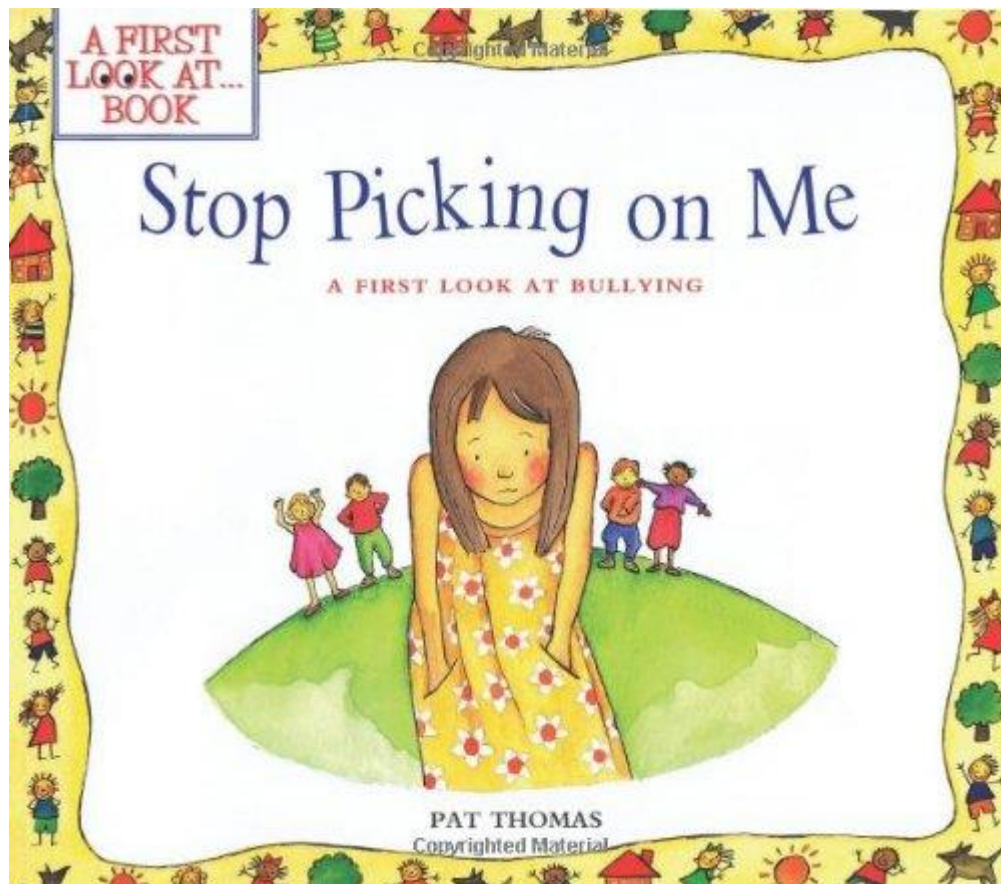


Talk about personal experience-
has anyone ever tried to make you feel bad?
By teasing or making fun of something that
you have or the way you look?

Molly Lou Melon- sequencing story elements
several ways to use:



Stop Picking on Me



BULLYING AND VIOLENCE PREVENTION

SECOND GRADE

LESSON 1

TITLE: Stop Picking on Me

PURPOSE: To become familiar with bullying behaviors.

OBJECTIVES: The student will be able to:

- define and recognize bullying characteristics and behaviors.
- identify and understand the importance of standing up to bullies.

LANGUAGE ARTS FLORIDA STANDARDS (LAFS): LAFS.2.RL.1.3;
LAFS.2.RL.2.4; LAFS.2.W.1.3

COLLABORATIVE FOR ACADEMIC, SOCIAL AND EMOTIONAL LEARNING (CASEL) COMPETENCIES: Self Awareness; Self-Management; Social Awareness; Relationship Skills; Responsible Decision-Making

VALUES MATTER MIAMI CORRELATION: Respect; Responsibility

VOCABULARY: bully, victim, bystander

INSTRUCTIONAL TIME: 45 Minutes

PREPARATION/INSTRUCTIONAL MATERIALS:

- Book: Stop Picking on Me: A First Look at Bullying by Pat Thomas (available on YouTube)
- dry erase board and markers
- two white sheets per student
- markers, and/or crayons
- pencil

SPRINGBOARD ACTIVITY:

- 1) Review the definition of *bully, victim and bystander*. Solicit student responses and write definitions on the board.
- 2) Introduce the cover of the book: Stop Picking on Me: A First Look at Bullying by Pat Thomas. Ask students to share what they think the story is about.

ACTIVITY:

- 1) Ask students to share about a time when he/she was bullied. Encourage students to share how they resolved the bullying issue.
- 2) The students will make a flip book about a time he/she was bullied and what was done to resolve it. Each page will have a title, an illustration, and one to two sentences to describe the event.
- 3) Give each student two sheets of paper. Instruct the students to fold the sheets horizontally to make a book and number the pages. Staple each book. Title the pages in the following manner:
 - a) Page 1: (Cover page) Write the following title: About the Time I Was Bullied by (student name).
 - b) Page 2: Write "First" at the top of the page.
 - c) Page 3: Write "Next" at the top of the page.
 - d) Page 4: Write "Then" at the top of the page.
 - e) Page 5: Write "Last" at the top of the page.

ASSESSMENT: Teacher observation, class participation and completion of drawing.

FOLLOW-UP ACTIVITY: Have students share their story and illustrations with the rest of the class. Illustrations may be displayed in the classroom.

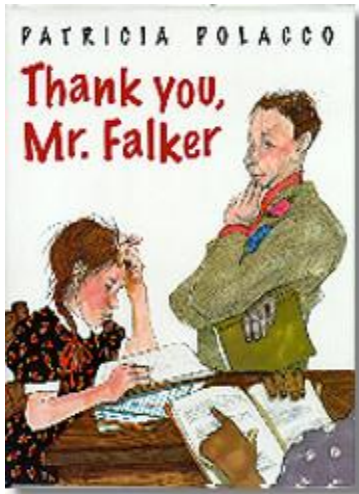
http://studentservices.dadeschools.net/bullying/pdfs/lessons/2gr/L1_2gr.pdf

Thank You, Mr. Falker

Name _____ Date _____

Finding the Theme of *Thank you, Mr. Falker*

By, Patricia Polacco



Theme ~ is broad idea, message, or lesson conveyed by a written text. This message is usually about life, society, or human nature. Themes often explore timeless and universal ideas. Most themes are implied rather than explicitly stated.
Example: *The Rainbow Fish* – Sharing

Directions ~ Read, discuss, and answer the following questions with your group. After you're finished, discuss what you think the theme of the book may be.

1. Why do you think drawing is so important to Trisha?

2. Why do you think Trisha begins to hate school so much?

3. Why does Trisha feel safe in the dark place?

4. What do you think of Trisha's teacher, Mr. Falker?



There are two main themes in this story. The first theme is to **believe in yourself**. Trisha was excited to learn to read at the beginning of the story. When she discovered she was having difficulty reading, she assumed she was dumb. Her peers would tease her by calling her stupid, and eventually she began to believe it. Mr. Falker finally realizes Trisha's problem and helps her to believe in herself again.

Work together with your group to come up with an idea for the second theme of *Thank you, Mr. Falker*. Discuss your ideas with your group members and write the theme below.

The second theme of *Thank you, Mr. Falker* is

List three examples from the text that helped you come to this conclusion.

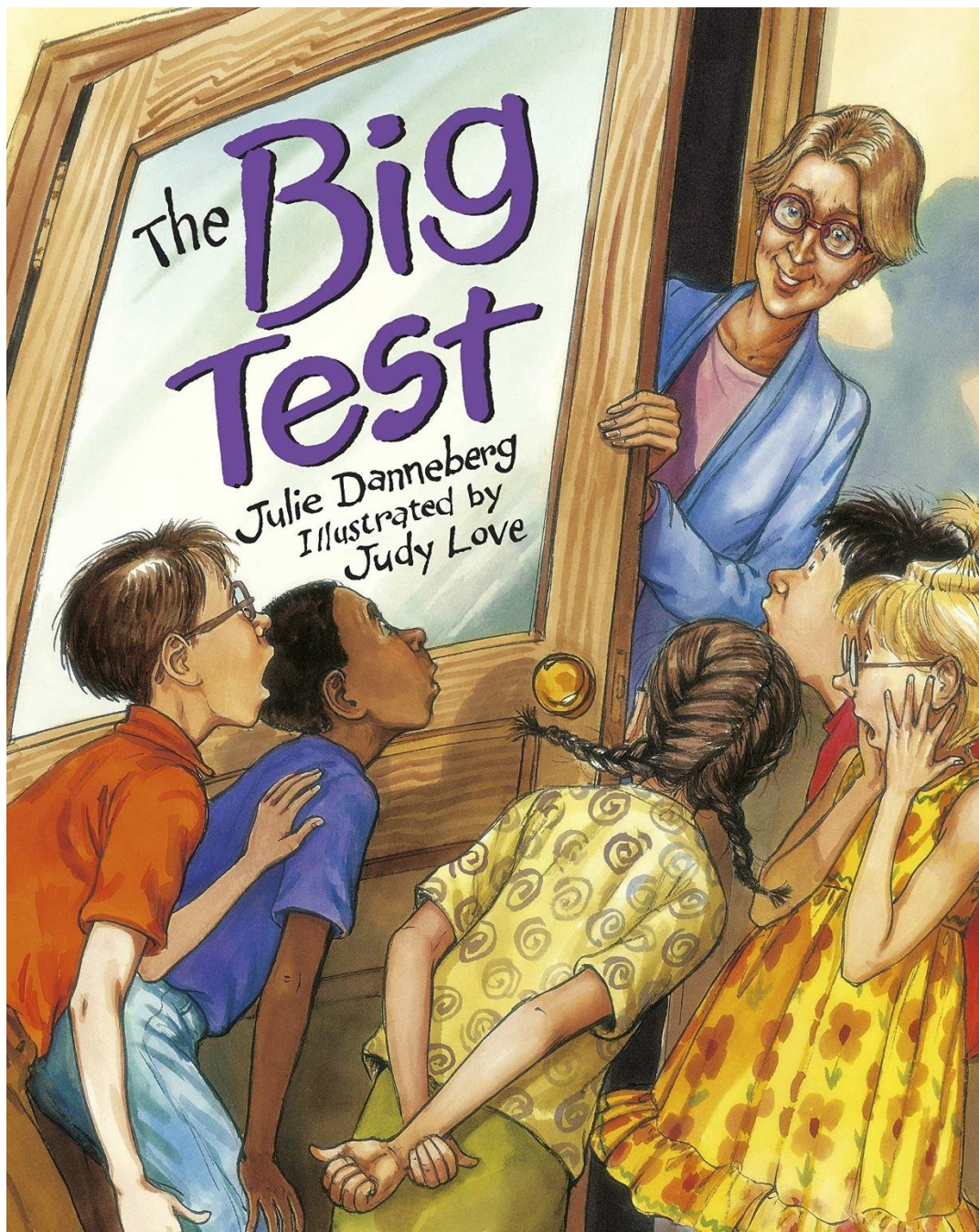
1. _____

2. _____

3. _____

<https://www.teacherspayteachers.com/Product/Identifying-Theme-Handout-Thank-you-Mr-Falker-221804>

The Big Test





Problem/Solution Thinking Guide
Cloze – 1st Letter Activity

Title of the Selection The Big Test by Julie Danneberg
Genre: Humorous Fiction

Directions

As selection is read, complete the words in the blanks with the first letter given.

SOMEONE	Mrs. H_____
Main Character	
WANTED	To prepare the students for the B_____ T_____.
Goal	
BUT	The students were n_____.
Problem	
SO	Mrs. Hartwell prepared them all week and ended her test prep with one final surprise I_____...stop w_____ and just r_____!
Solution	
THEN	Then the students finished The Big Test, and they felt r_____ g_____.
Outcome	

Mrs. H_____ wanted to prepare the students for the
 B_____ T_____, but the students were n_____. So, Mrs.
 Hartwell prepared them all week and ended her test prep with one final
 surprise I_____... stop w_____ and just r_____! Then
 the students finished The Big Test and they felt r_____
 g_____.

Matching Activities

Directions: Cut apart and place the summary parts by the correct summary element in the Problem/Solution Thinking Guide. Or, match the summary elements with the correct clue words- Someone, Wanted, But, So, Then.



Mrs. Hartwell prepared them all week and ended her test prep with one final surprise lesson...stop worrying and just relax!

Mrs. Hartwell

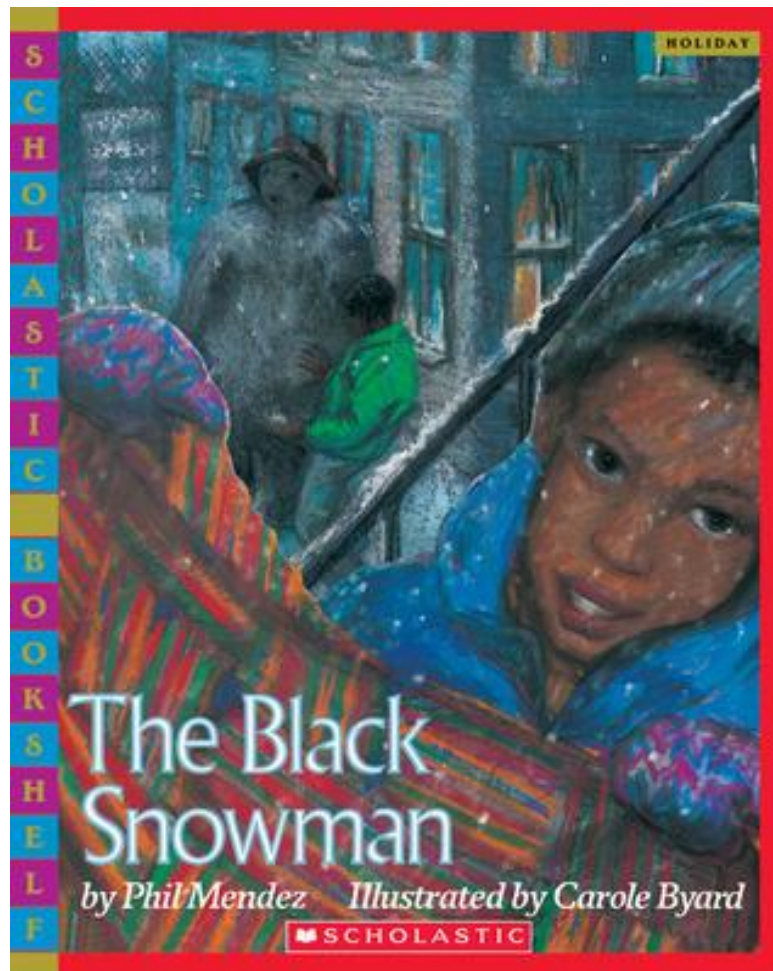
Then the students finished The Big Test, and they felt really good.

The students were nervous.

To prepare the students for the Big Test.

SOMEONE	
Main Character	
WANTED	
Goal	
BUT	
Problem	
SO	
Solution	
THEN	
Outcome	

The Black Snowman



OBJECTIVES

Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

LESSON RESOURCES

MATERIALS

- *The Black Snowman* by Phil Mendez

SET UP AND PREPARE

- Discuss how students can learn about themselves. Some ideas may include talking to family members who are your ancestors or forefathers; learning about your culture; or asking other students to describe you.
-

During Instruction DIRECTIONS

Step 1: Discuss any words or ideas that may be difficult for your students to comprehend.

Step 2: Show students the book cover and discuss what they think will happen in the story based on the cover illustration.

Step 3: Read the book aloud to the class. As you read, pause a few times to ask the children to predict what will happen next.

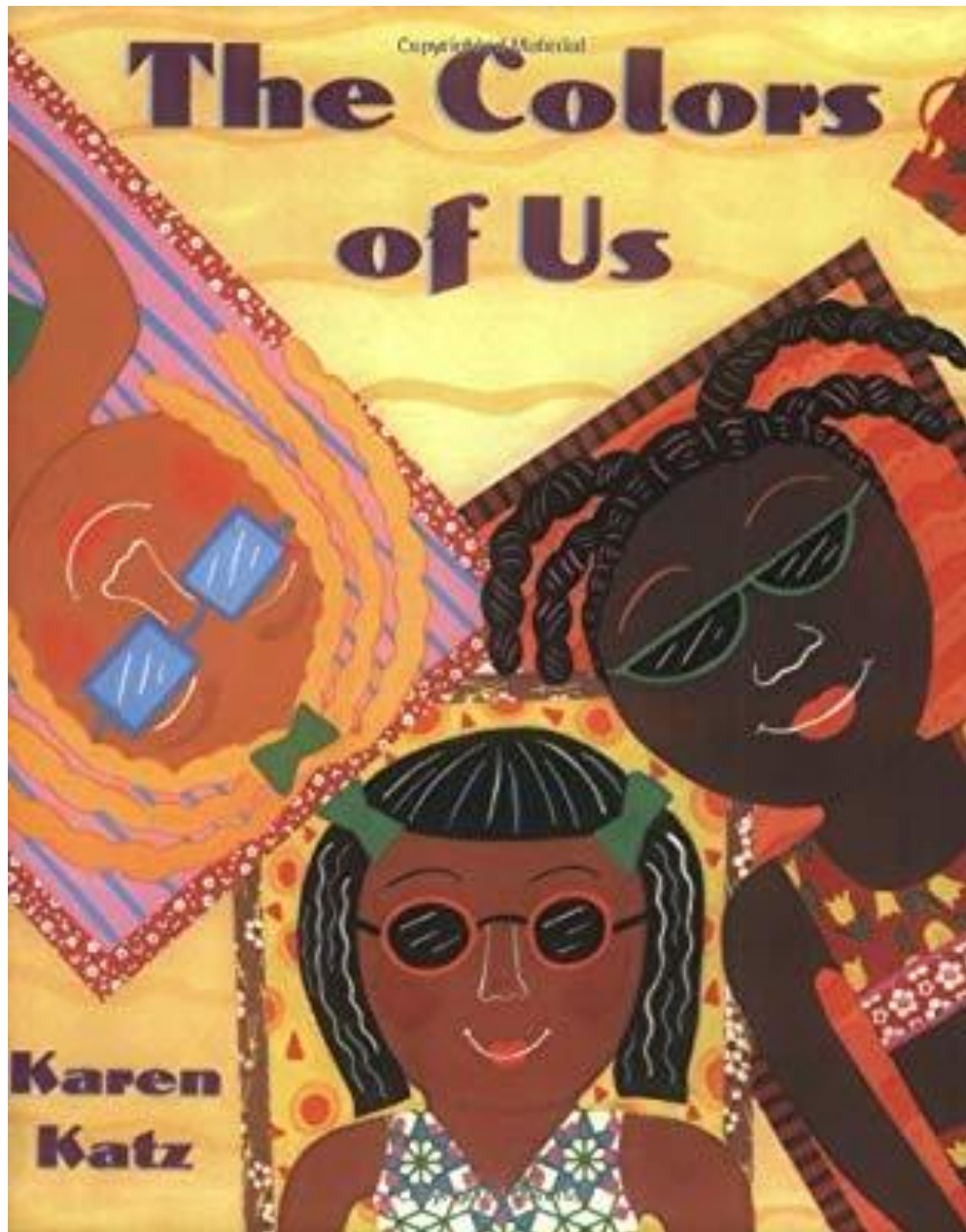
Step 4: After finishing the book, have the students write about what would happen at the fireman's house when his daughter uses the magic kente cloth for her doll. How will it help someone? What will happen at the end of their story? What will happen to the kente cloth next?

SUPPORTING ALL LEARNERS

This lesson is geared toward students who need to learn about being proud of themselves and their heritage.

<https://www.scholastic.com/teachers/lesson-plans/teaching-content/black-snowman-lesson-plan/>

THE COLOR OF US



Materials

- The Colors of Us (book)
- various items mention in the story (piece of caramel, jar of cinnamon, apricot, etc.)

Vocabulary

- *color*
- *mix*
- *shade*
- tone

Standards

MA Standards:

Literature/RL.PK.MA.1: With prompting and support, ask and answer questions about a story or a poem read aloud.

Literature/RL.PK.MA.9: With prompting and support, make connections between a story or poem and one's own experiences.

Head Start Outcomes:

Literacy Knowledge/Book Appreciation and Knowledge: Asks and answers questions and makes comments about print materials.

PreK Learning Guidelines:

English Language Arts/Reading and Literature 6: Listen to a wide variety of age appropriate literature read aloud.

English Language Arts/Reading and Literature 10: Engage actively in read-aloud activities by asking questions, offering ideas, predicting or retelling important parts of a story or informational book

Read Together: The Colors of Us

© Commonwealth of Massachusetts, Department of Early Education and Care (Jennifer Waddell photographer). All rights reserved.

STEM Key Concepts: There are many different colors; A color can have many different shades (from very light to very dark); Two or more colors can be combined to make a new color; There are many shades of skin color

ELA Focus Skills: Comprehension, Concepts of Print, Parts of a Book, Speaking and Listening, Vocabulary

Educator Prep: Read the book beforehand and, if possible, have samples of the color items named in the book, for example, a piece of caramel, a jar of cinnamon, an apricot, etc. Hold up and describe each item before reading.

Before You Read

Hold up the book *The Color of Us* by Karen Katz so children can see the cover illustration. Read the title and ask, *What do you think this book is going to be about?*

- Open to the inside cover illustration showing the multiple hands, and help children connect to the text. Have them look at the different skin colors of the hands and ask,
- *Does this illustration help you know what the title of the book means and what the book will be about? How does it do that?*
- Then have them compare the different skin shades of their own hands.

As You Read

Read slowly and with expression. As you read about people in the text, hold up the item that is mentioned in the text. Ask, *Do you think Lena has cinnamon colored skin?*

- Point out that Lena's mother is an artist and tells Lena that she can *mix* colors to find the shade of brown for her skin color. Discuss all the different colors it takes to mix the right *shade* of color to match Lena's skin.
- Read through the text, pausing after each person's description (and hold up the related sample item if available) to review with children.

After You Read

Talk about the story with children. Ask questions such as,

- *Why does Lena's mother take her to so many places to see the people in the story?*
- *Why does Lena say to her mother "Look Mom, the colors of us?"*
- *Lena has many different names to describe the shades of skin color she sees. Which name is your favorite?*
- Discuss what colors children might use to mix their skin *tone*. Ask children to come up with a name for the color of their skin.

Social Emotional Tip: Emphasize that we are all alike but that each person is special. Encourage each child to tell one thing he or she can do that makes him or her special. Help very young children understand that singing, dancing, or counting to 20 can make someone special.

<http://resourcesforearlylearning.org/educators/activity/245/>

MISSISSIPPI BRIDGE

Mississippi Bridge

The “N” Word

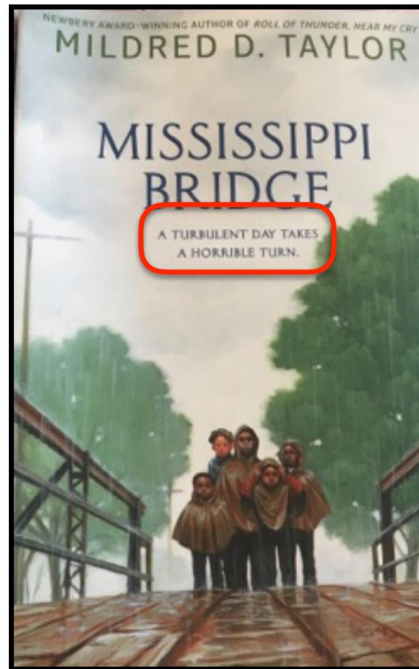
Why do you think Mildred D. Taylor uses the “N” word in her story, “Mississippi Bridge?”

History of this word:
During this time in history, the “N-word” was used as an “intentionally derogatory” toward African Americans to make them feel less when compared to white people.

You will hear this word throughout the book only read by the audio. You will not be asked to use, quote, or recite this word in anyway throughout this unit. As your teacher, I will not be using this word under any circumstances.

<https://www.tolerance.org/magazine/fall-2011/straight-talk-about-the-nword>

MAKE A PREDICTION:



What will be the terrible situation in this story?

Doodle how the narrator describes the
"Mississippi Winter." (Page 1)

Doodle what happens when Rudine tries
to try on a hat in Mr. Wallace's store.
(Page 10)

How does the narrator feel about his father? Use text evidence to support your answer. (Page 21)

What thoughts do you think Josias was thinking
on Page 21?



Describe the bridge using page 37.
Doodle it below.

Define the word: RUCKUS

What is Jeremy's inner conflict on page 50-51?

Why did Pa want Jeremy to go ring the church bell? (Page 56)

Draw what happened when the bus went across the bridge:

What are some character traits of Josia? Why do you think he tried to help save people on the bus?

What is the Theme of "Mississippi Bridge?"

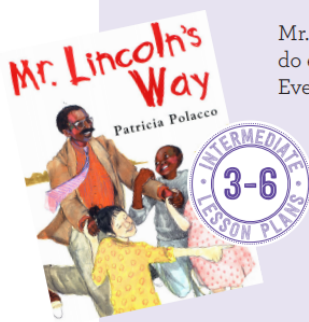
<https://www.teacherspayteachers.com/Product/Mississippi-Bridge-Reading-Companion-5175425>

Mr. Lincoln's Way



Mr. Lincoln's Way

by Patricia Polacco



Mr. Lincoln is the coolest principal ever! He knows how to do everything, from jumping rope to leading nature walks. Everyone loves him . . . except for Eugene Esterhause. "Mean Gene" hates everyone who's different. He's a bully, a bad student, and he calls people awful, racist names. But Mr. Lincoln knows that Eugene isn't really bad-he's just repeating things he's heard at home. Can the principal find a way to get through to "Mean Gene" and show him that the differences between people are what make them special? - *Philomel*

Build Background

Write the word "bully" on chart paper. Ask students what comes to their mind when they hear this word. Write a list of their responses on the chart paper.

Key Vocabulary

bully	pg 4
atrium	pg 8, 12, 14
coax/coaxing	pg 29, 32

Discussion Starters



1. How did the students react to Eugene when he was a bully?
2. List the ways Eugene changed?
3. At the end of the story, how did the other students feel about Eugene?
4. Mr. Lincoln accepted all of his students. What can we do to make sure that we accept others?

Writing Prompt



Then & Now On one piece of chart paper write, "Eugene Then" and on another piece write, "Eugene Now." Ask students to tell about some of Eugene's characteristics in the beginning and the end of the story. Discuss some of the events that contributed to this change. Have students complete the graphic organizer using the chart to help. Then, ask students to create a final copy of their character analysis. **PRINTABLE**

Activities



Identify Unique Qualities On chart paper brainstorm words that describe characteristics that make students feel unique. Examples would be: hobbies, dreams, heritage, eye-color, hair color, talents...etc. After the list is created students will create a bird (any color, size shape) out of construction paper. When the project is completed students will write some of their personal characteristics on the bird. Take some time to discuss what students think make them unique. *Display Idea:* Create a Classroom aviary by stapling the birds on to the bulletin board, entitled "A Flock of Unique Students" or hang the birds throughout the classroom.

BIG IDEAS To Reinforce



Tolerance, Citizenship,
Doing Your Best,
Welcoming All People,
Learning from Mistakes

Student-Friendly Learning Target



I can write a character analysis of the main character the story.

Aligned to Common Standards

Every lesson plan aligns with grade-level standards in **Reading, Writing, Speaking & Listening and Literacy.**

Every lesson plan supports **ASCA Mindsets & Behaviors.**

More Resources

- Accelerated Reading Quiz: 53459
- Question and Activities from the Author: patriciapolacco.com/books/linclon/linclon

Never Give Up **E**ncourage Others **D**o Your Best®

Lesson Plan | Mr. Lincoln's Way V 2013-01

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Name: _____ Date: _____

Detail the events and feelings that Gene experienced in Mr. Lincoln's Way.

Describe Gene at the **beginning** of the book

Event 1

Gene Feels...

Event 2

Gene Feels...

Event 3

Gene Feels...

Event 4

Gene Feels...

Event 5

Gene Feels...

Event 6

Gene Feels...

Describe Gene at the **end** of the book



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Lesson Plan | Mr. Lincoln's Way Printable

www.theNEDshow.com/lessonplans

<http://www.allforkidz.com.au/assets/preventing-bullying-primary-lesson-plan-mr-lincolns-way.pdf>

Mr. Lincoln's Way
Text Dependent Questions

Name: _____

1. A couple of times in the beginning of the book, Mr. Lincoln tried to ask Eugene about his Grampa. Why do you think Eugene wouldn't answer Mr. Lincoln or talk about his Grampa? Use evidence from the text to justify your answer.

2. Describe the problem in Mr. Lincoln's Way. How is the conflict resolved? Use language from the text to support your answer.

3. What does Eugene mean at the end of the story when he says to Mr. Lincoln, "Hey, you showed me the way out, Mr. Lincoln." Use details from the text to prove your answer.

Brain-Based Learning



What is it?

Brain-Based Learning is teaching the students about the brains' regions and how they apply to the learning process



- Physical movement. Physical movement enhances instruction. In an age when PE is reduced in most schools, exercise oxygenates the blood that nourishes the brain. Students who move during instruction internalize their learning more quickly.
- Socialization. Humans are social. We need to interact with others, and brain-based instruction includes collaborative strategies that teach how to work with others.
- Embrace differentiation. Most teachers recognize that students learn differently. It's also critical to teach students that these differences are normal.
- Chunk learning. The human brain can process only so much information at a time. That is why breaking complex tasks down into manageable chunks facilitates learning. Teachers know that giving process directions one step at a time helps their students focus. So, does presenting information in small bites. Brain-based learning research indicates that students are more likely to remember instruction presented in segments.
- Encourage creativity. Although schools increasingly are deleting arts programs from the curriculum, art teaches students to think in ways quite different from sequential learning experiences.
- Make emotional connections. The amygdala, a tiny organ in the center of the brain, stores important emotions for the brain to recall later. Emotional connections help to cement concepts in learner's minds.
- Teach stress management. Like their teachers, students experience stress. Some stress is beneficial, like the kind that motivates us to complete an assignment or perform well on an exam. Negative stress can create distractions and impair learning. Students have to learn that everyone experiences stress, so it's critical that they learn stress-management.
- Study brain development. Finally, educators who learn as much as possible about the brain and how it learns are in the best position to provide brain-based learning strategies. What we already know about the relationship between

neuroscience and behavioral psychology is still in its infancy. New research creates new opportunities for reaching students with brain-based teaching strategies. Teach students about their brains.

<https://www.thetechadvocate.org/brain-based-strategies-for-your-classroom/>

Roll Some Brain Breaks







Directions: Roll one die for each of the columns. Perform the quick brain break that matches the number you rolled on the die. For example, if you roll a 1-2-4-3-6 you would perform the following brain breaks: 10 jumping jacks, 5 wall push ups, 10 Twists at the waist, 10 jumps over a pencil on the floor and take 10 deep breaths.

	Column #1	Column #2	Column #3	Column #4	Column #5
1 	10 jumping jacks	Wiggle your whole body for a count of 10.	Bring R elbow to L knee and L elbow to R knee 5 times	Jump in place 10 times.	Rub your entire R arm with your L hand
2 	Squeeze your R hand firmly with your L hand	5 wall push ups	Move the upper half of your body	Spin in a circle 3 times to the right	Touch L hand to bottom of R foot. Repeat 5x.
3 	Move the right side of your body	Spread legs apart and bend at waist looking between knees. Repeat 5x.	Make 10 small circles with your arms	10 jumps over a pencil on floor	Give yourself a big hug for 10 seconds
4 	Rub your entire L arm with your R hand	Touch R hand to bottom of L foot. Repeat 5x.	Twist at the waist 10 times with arms out to the side	Spin in a circle 3 times to the left	Make 10 large circles with your arms
5 	Touch R hand to L shoulder. Touch L hand to R shoulder. Repeat 5x.	March in place with knees high for a count of 10	Squeeze your L hand firmly with your R hand	Move the left side of your body	Touch R hand to L foot and then L hand to R foot 5 times
6 	Run in place for a count of 15 seconds	Move the lower half of your body	Touch hands overhead and try to balance on one foot for 5 seconds.	Tap your feet on the floor while making small circles with fingers for 10 sec.	Take 10 deep breaths

Get the complete [Roll Some Fun](https://www.yourtherapysource.com/product/roll-some-fun) download at <https://www.yourtherapysource.com/product/roll-some-fun>

Roll Head Shoulders, Knees and Toes, Knees and Toes

Directions: Roll one die for each of the body parts below. Replace the body parts that you roll into the song Head, Shoulders, Knees and Toes. Sing and perform the song with the different body parts. For example, if you roll a 1, 3, 4 and 6 sing and do the motions to the song as "Foot, fingers, chin and wrist, chin and wrist. Foot fingers, chin and wrist, chin and wrist. Eyes and ear and nose and mouth. Foot, fingers, chin and wrist, chin and wrist."

	HEAD	SHOULDERS	KNEES	TOES
1 	foot	ankles	thigh	arm
2 	knee	elbows	thumb	cheek
3 	hips	fingers	hair	neck
4 	back	eyebrows	chin	spine
5 	palm	stomach	heart	teeth
6 	waist	forehead	calf	wrist

Get the complete **Roll Some Fun** download at <https://www.yourtherapysource.com/product/roll-some-fi>

<https://www.teacherspayteachers.com/FreeDownload/Brain-Breaks-and-Self-Regulation-Roll-Some-Fun-Freebies-1413687>

Roll a Brain Break!



Students have exactly one minute to hop on one foot as many times as they can. Students should count their hops. If a student touches the ground with the other foot, he or she must start over.



Students pair up into groups of two. Pairs face each other. As quickly as they can, in this order, they must: clap right hands, touch left toes, clap left hands, touch right toes. Repeat until time is called. Adjust the order to make it easier if needed.



Students mill around the room until the teacher calls, "House, Tree, Rock!" Students quickly get into groups of three. Within each group, one student poses as a house (hands joined in a point above head), one poses as a tree (arms out like branches) and one poses as a rock (crouched on the floor). Do several rounds. Students should group differently each time.



Divide the class into four groups. When the teacher says, "Go!" The students in each group must line up in order by height as quickly as they can without talking. Variations: line up: alphabetically by first name, by hair length, by age (may need to allow talking for that one)



Each student takes exactly five steps away from his or her desk. Then they all spin around five times. As soon as they finish spinning, the students must try to walk in a straight line back to their desks.



Students must walk six steps in each of these six ways: 6 backwards steps, 6 giant steps, 6 baby steps, 6 sideways steps, 6 tip-toe steps, 6 high-knee steps. If time allows, repeat, but reverse the order.

Brain Breaks

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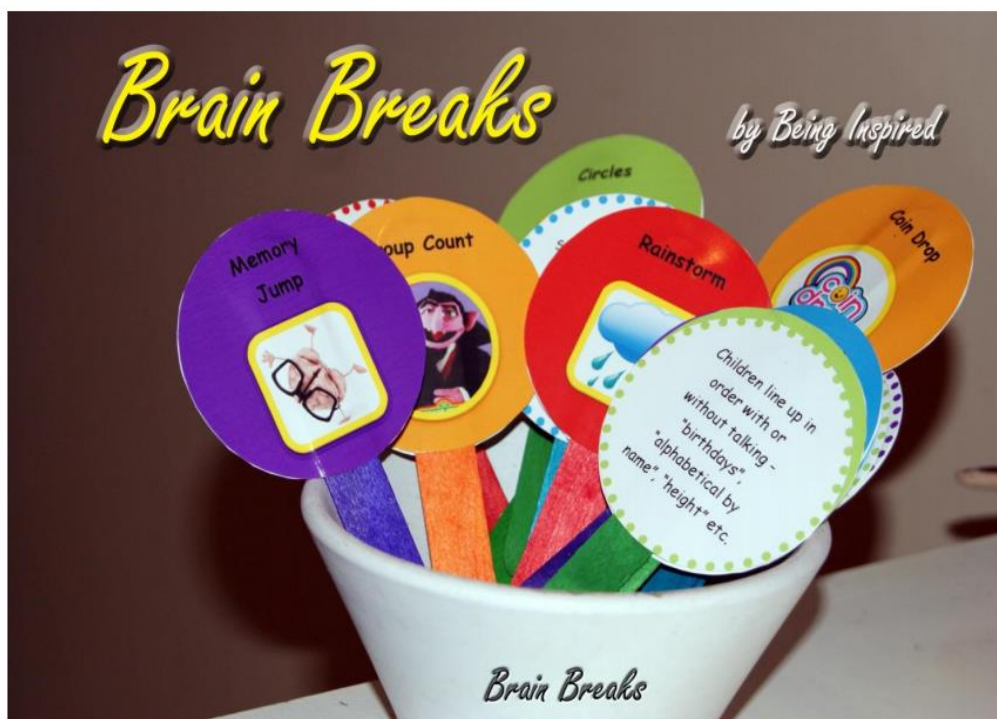
Blue - **B**inary Fun (Maths)

Green - **G**et out of your Seat

Orange - **O**ratory Activities
(Literacy)

Purple - **P**ulse Raisers (High
Energy)

Red - **R**andom



Instructions:

- Print onto photo paper, cut out and stick onto co-ordinating lollipop sticks. Easy! 😊
- Select one at random (or let a student pick one) when your class needs a quick 5 minute break to use up some energy, re-focus them or as a treat for good behaviour.
- The activities are color coded by category so if you want to focus on math skills you can choose a blue one and if you want to keep them near their seats you can avoid the green ones!

For more creative and inspiring ideas check out my blog -

<http://beinginspired-blog.blogspot.ie>

Body percussion
rainstorm - watch
<http://www.youtube.com/watch?v=yjbpwlqp5Qw&feature=related>
and recreate!
(Perpetuum Jazzile)

Rainstorm



Pick a few students
at random to tell a
joke, sing a song, do
a dance etc.

Open Mic



Spend a few minutes
meditating and
practicing deep
breathing. Then do
the plank, downward
dog etc.

Yoga



Pick a category and each child says one word that fits in that category. E.g. "verbs", "mammals", "things that float"

Categories



Assign every student an unfamiliar word. They give the real definition and a made up one and the class guess which is correct.

Fictionary



Students take it in turns to write a letter or word in the air. The class/ their partner try to guess what it is.

Sky Writing



Say two body parts,
e.g. "shoulder to hand",
"elbow to foot".

Students find a
partner and put those
body parts together.

Shoulder to Shoulder



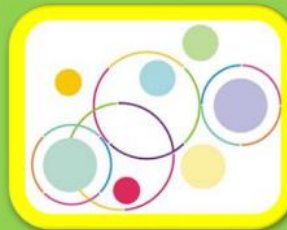
Children line up in
order with or
without talking -
"birthdays",
"alphabetical by
name", "height" etc.

Get in Order



Call out a number
and students must
form a circle with
that number of
students in it.

Circles



Play a popular song
and ask the class to
play along on the air
guitar (or air drums,
keyboard etc.)

Air Guitar



Make 3 dice with
action verbs, emotions
and animals on each
side. Roll all 3 and have
the class act it out. Eg.
"jump sadly like a lion"

Action Dice



Give a list of actions
for class to repeat. Eg.
"jump twice", "jump
twice and turn around",
"jump twice, turn
around and touch the
ground" etc.

Memory Jump



Students stand at their places and jump, jog on the spot etc. until you call out a word. They freeze until someone uses the word correctly in a sentence.

Frozen Vocabulary



Call out a word from the spelling list. Have students work in groups to spell out the word with their bodies.

Body Spelling



Stick the words "true" and "false" on either side of the classroom. Call out statements and ask students to choose a side to run to.

True or False



Skip counting activity
- e.g. "Pop 2s" means
the class counts 1,
pop, 3, pop, 5, pop, 7
etc.

Pop



Start by calling out "1".
Any child can stand up
and say "2", then
another says "3". If
two stand together
then reset to zero.

Group Count



Students close their
eyes and listen as
you drop coins into a
jar/can. Students
guess how many you
dropped.

Coin Drop



EASY as 123

1

Print and Laminate –

Print (I prefer cardstock) and laminate (for better wear).

2

Stick –

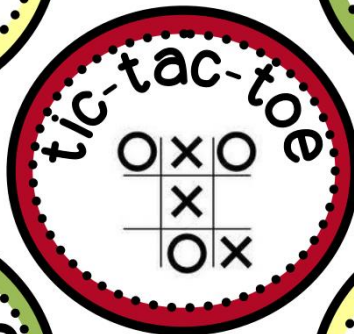
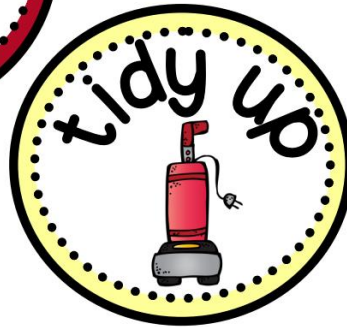
Purchase popsicle sticks and attach the laminated activities. This provides such an easy way to store and pick!

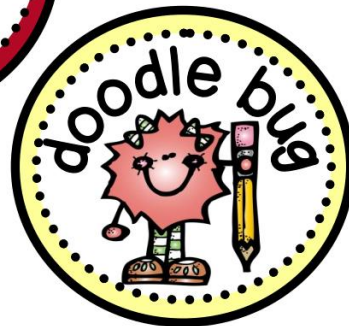
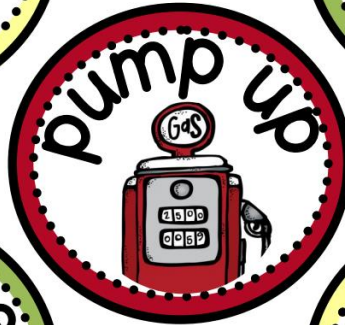
3

Break it Down –

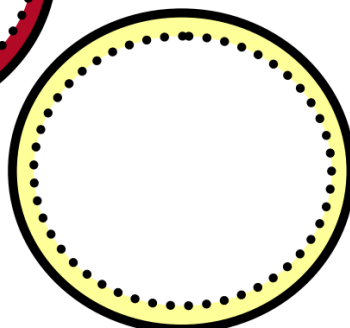
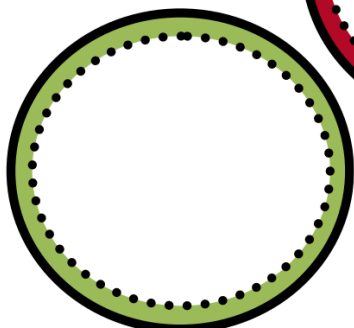
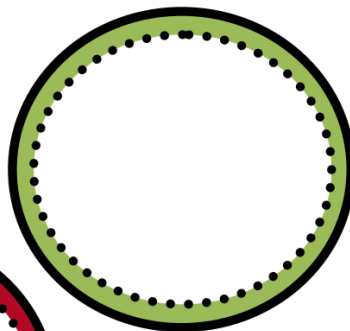
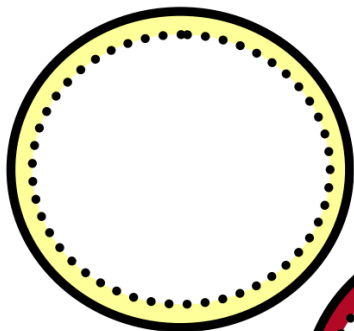
Have fun with your little ones! Remember everyone deserves a break!











Time to Break it Down!



Seat Swap: New seat, new desk, new view – just for a little bit though!

A-Ten-Hut: Soldiers, follow your commands!

Roller Coaster: Fasten your seatbelts for wild roller coaster ride at your seats.

Shut Eye: A minute of calm music and shutting our eyes – always does the trick!

Tidy Up: Say good-bye to messy desks!

Rock it out: Time to jam out to a song – maybe even play some air guitar!

Jump Rope: Who doesn't love to jump rope – pretend to do this favorite activity standing by your desk!

Tic-Tac-Toe: With the person sitting next to you – play a quick game of tic-tac-toe! Good luck!

Frankie: Walk around the room like our friend, Frankie!

It's Raining, It's Pouring: A rainstorm is coming! Start out by quietly tapping your desks then get louder and faster!

Jumping Jacks: A few of these and your blood will definitely be flowing!

Frog Hop: Ribbit! Ribbit! Hop around the classroom like a frog!

The Wave: Start at one end of the classroom and do the wave!

Pump Up: Get ready to be pumped up and excited! These tunes will have you ready to work!

Doodle Bug: Go ahead and doodle for a few minutes!

Teacher says: Instead of Simon, it's your teacher!

Floor Fairy: A classroom floor can be a very messy place! Take this time to clean it up!

As If: Lights, camera, action! A scenario will be given – act it out!

Run in Place: This is the only time when you are able to run in class! Enjoy!

Spin x 3: Don't get dizzy!

Beach Ball Blast: Take a trip to the beach! Toss a beach ball around – don't let it touch the ground!

Belt it out: Warm up those vocal chords and sing a song from music class!

Belly Laugh: One comedian can read a joke to the class!

Poe-tree: Recite a favorite poem as a class!

Order Up: Get in order from... (ex. shortest to tallest, youngest to oldest, alphabetical)

Sparkle: Time for a spelling game full of fun!

Silent Ball: Shhh... if you talk you're out!

Yoga Bear: Yoga time! Aaahh... relaxing

sCATagories: An elementary twist on the classic game

Bucket Filler: Nothing better than filling a friend's bucket. Turn to the person next to you and give a compliment!

Around the World: Let's see who can make it around the world! (any skill for this game – just have flash cards ready)

Red Light, Green Light: Don't get caught in a moving violation! To play, one person is the traffic cop. All players stand on the starting line and the traffic cop has their back to the rest of the players. When the cop says 'green light,' players try to walk to the finish line. When the cop says 'red light,' they turn around and players have to stop in their tracks. If the cop catches you moving, back to the starting line you go. First person to cross the finish line wins and becomes cop.

Songs on the next page: Want motions to go along with these adorable, fun songs? Search YouTube!

Songs



Down to the River

I went down to the river and I took a little walk,
and I saw some turkeys and we have a little talk,
so I washed them turkeys and
I hung them on the line,
now we can eat them turkeys, oh any oh time!

Go Bananas

form banana form, form banana
form banana form, form banana
peel banana peel, peel banana
peel banana peel, peel banana
go bananas go, go bananas
go bananas go, go bananas

form the cow form, form the cow
form the cow form, form the cow
tip the cow tip, tip the cow
tip the cow tip, tip the cow
have a cow have, have a cow
have a cow have, have a cow

form the corn form, form the corn
form the corn form, form the corn
shuck the corn shuck, shuck the corn
shuck the corn shuck, shuck the corn
pop the corn pop, pop the corn
pop the corn pop, pop the corn

form the orange form, form the orange
form the orange form, form the orange
peel the orange peel, peel the orange
peel the orange peel, peel the orange
squeeze the orange squeeze,
squeeze the orange
squeeze the orange squeeze,
squeeze the orange

Boom Chicka Boom

I said Boom-Chicka-Boom!
I said Boom-Chicka-Boom!
I said Booma-Chicka-Rocka-Chicka-Rocka-Chicka-Boom!
Oh yeah!
Uh huh!
One more time...

Verse #1:

Janitor style:

I said a Broom-Pusha-Broom,
I said a Broom-Pusha-Broom,
I said a Broom-Pusha-Mopa-Pusha-Mopa-Pusha-Broom
Oh yeah!
Uh huh!
One more time...

Verse #2:

Motorcycle Style:

I said a Vroom-Chicka-Vroom,
I said a Vroom-Chicka-Vroom,
I said a Vroom-Chicka-Wheelie-Chicka-Wheelie-Chicka-Vroom!
Oh yeah!
Uh huh!
One more time...

Verse #4:

Gardener Style:

I said a Bloom-Chicka-Bloom,
I said a Bloom-Chicka-Bloom,
I said a Bloom-Chicka-Blossom-Chicka-Blossom-Chicka-Bloom!
Oh yeah!
Uh huh!
One more time...

Verse #5:

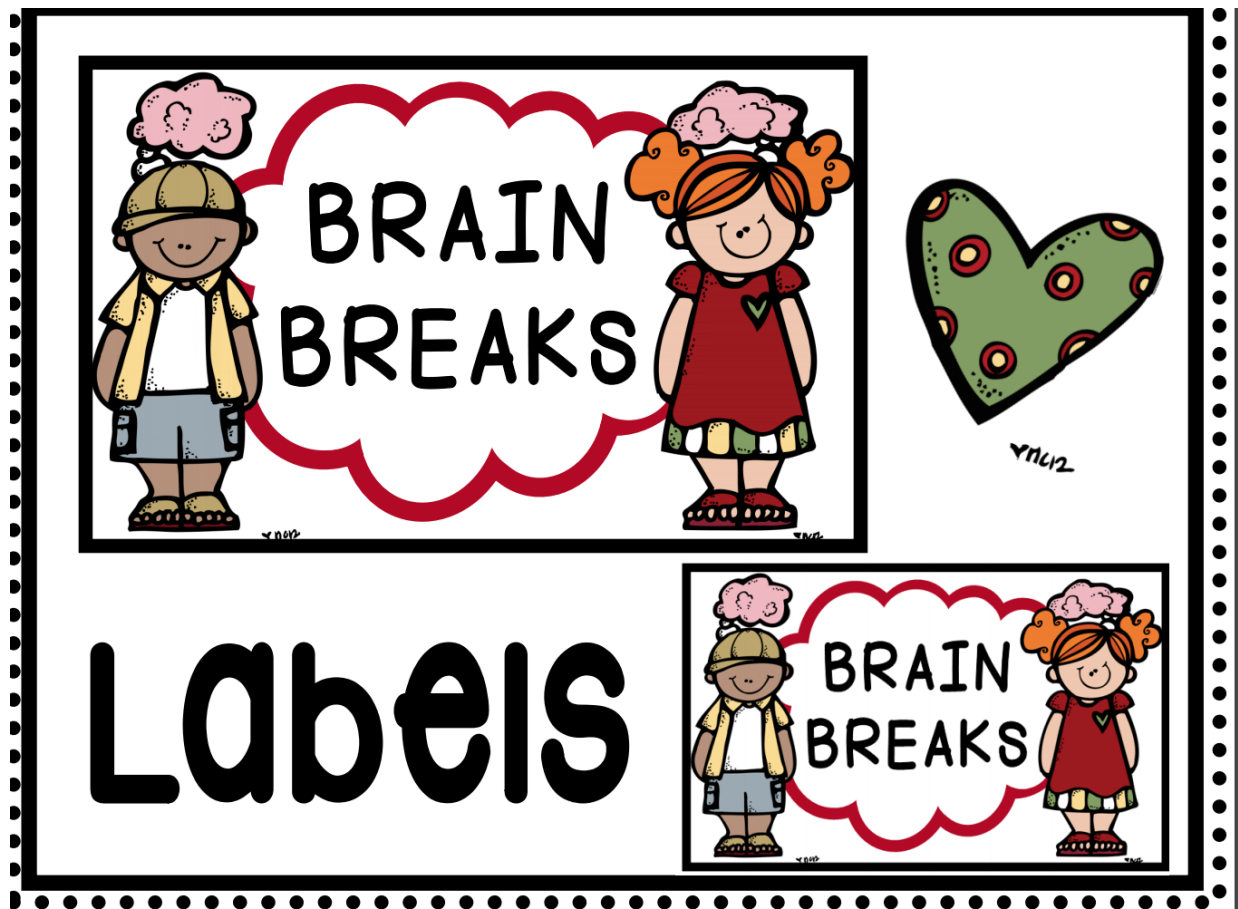
...Underwater Style (hold your nose to sound like you are underwater)

I said Boom-Chicka-Boom!
I said Boom-Chicka-Boom!
I said Booma-Chicka-Rocka-Chicka-Rocka-Chicka-Boom!
Oh yeah!
Uh huh!

Verse #6:

Teacher Style:

Can you say boom?
Can you say boom chicka boom?
Can you say boom chicka rocka chicka rocka chicka boom?
Can you say boom chicka boom?



<https://www.teacherspayteachers.com/FreeDownload/Brain-Breaks-Break-it-Down-with-35-Fun-Quick-and-Easy-Brain-Break-Activities-573397>

CALMING YOUR BRAIN

OBJECTIVE(S): Students will identify the role of their amygdala, hippocampus, and PFC. Students will demonstrate what happens when they are stressed and how to calm themselves.

CASEL DOMAINS: Self-Awareness; Self-Management

ASCA MINDSETS/BEHAVIORS:

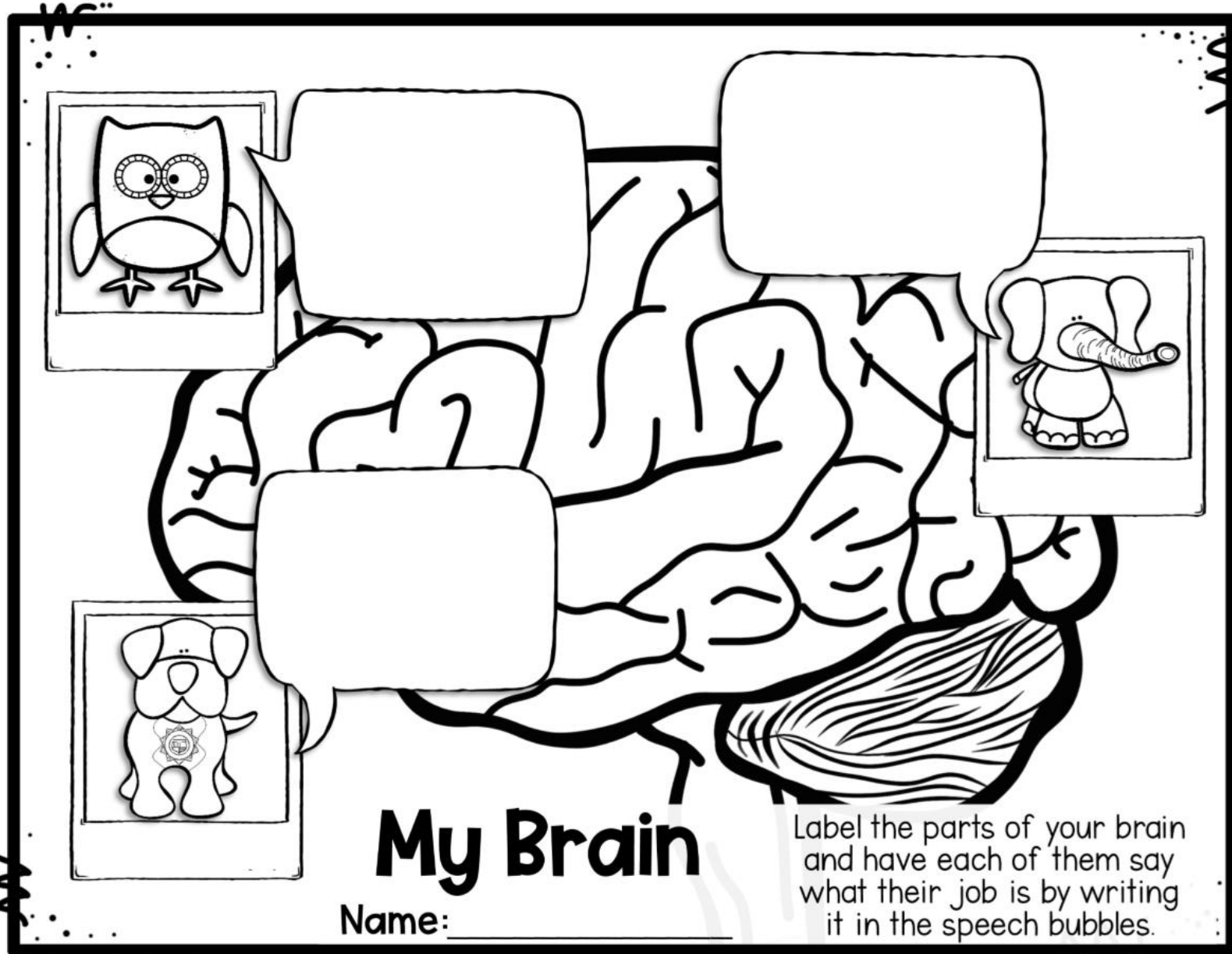
Demonstrate effective coping skills when faced with a problem; Positive attitude toward work and learning

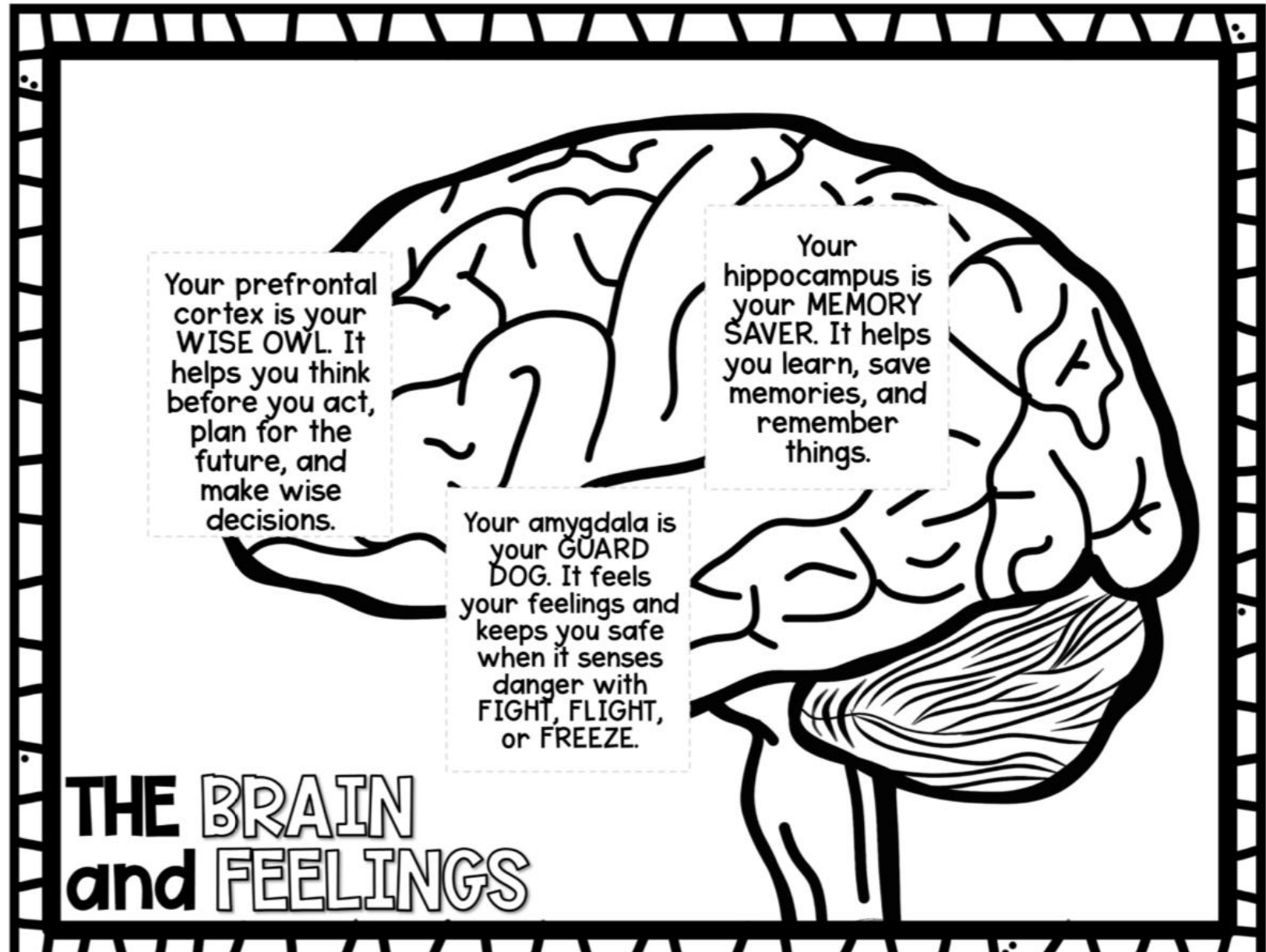
MATERIALS: Story (PowerPoint or hard copy), part of the brain sorting cards, act aloud signs and scripts, worksheets

OUTLINE:

- This resource includes many different components for teaching about the roles of the prefrontal cortex, amygdala, and hippocampus when we are stressed. It can be used in class lessons, group counseling, or individual counseling. It can be broken up into multiple sessions/lessons as needed. The end of the story/PPT also begins introducing students to how to calm their stressed brains.
- **Teaching the parts of the brain:**
 - Power Point (check the "notes" box of it for suggestions of where to incorporate included activities) OR
 - Printable read aloud story OR
 - Using the poster
 - Print the poster and use the document camera to project OR
 - Print the poster enlarged OR
 - Give each student their own copy
 - Act alouds/skits
- **Practice identifying the different parts of the brain**
 - Brain name and role worksheet
 - "What part of the brain is doing this?" worksheet
 - "What part of the brain is doing this?" sorting cards
 - Make your own brain poster (cut part of the brain flaps and tape onto brain picture with descriptions, color.)
- **Begin practicing how to calm down your brain**
 - Brain thoughts worksheet
 - Coping skills cut and paste worksheet
 - Emotional-regulation "cootie catcher"

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AMYGDALA

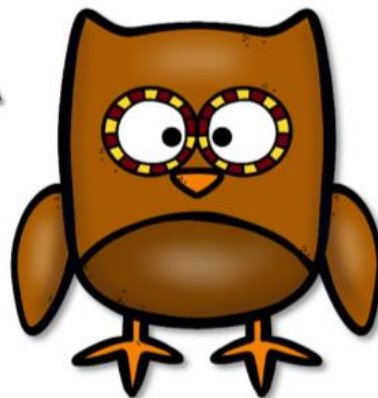


GUARD
DOG

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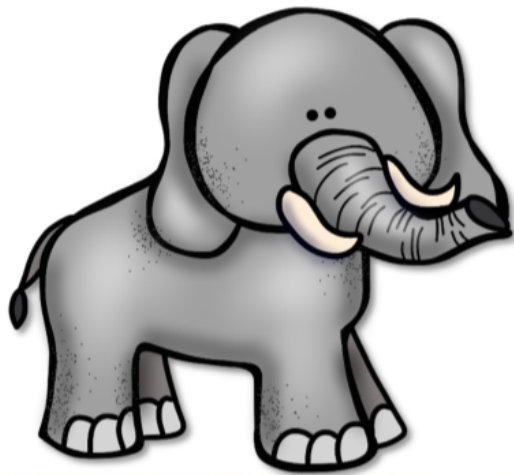
PREFRONTAL CORTEX

WISE OWL



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HIPPOCAMPUS



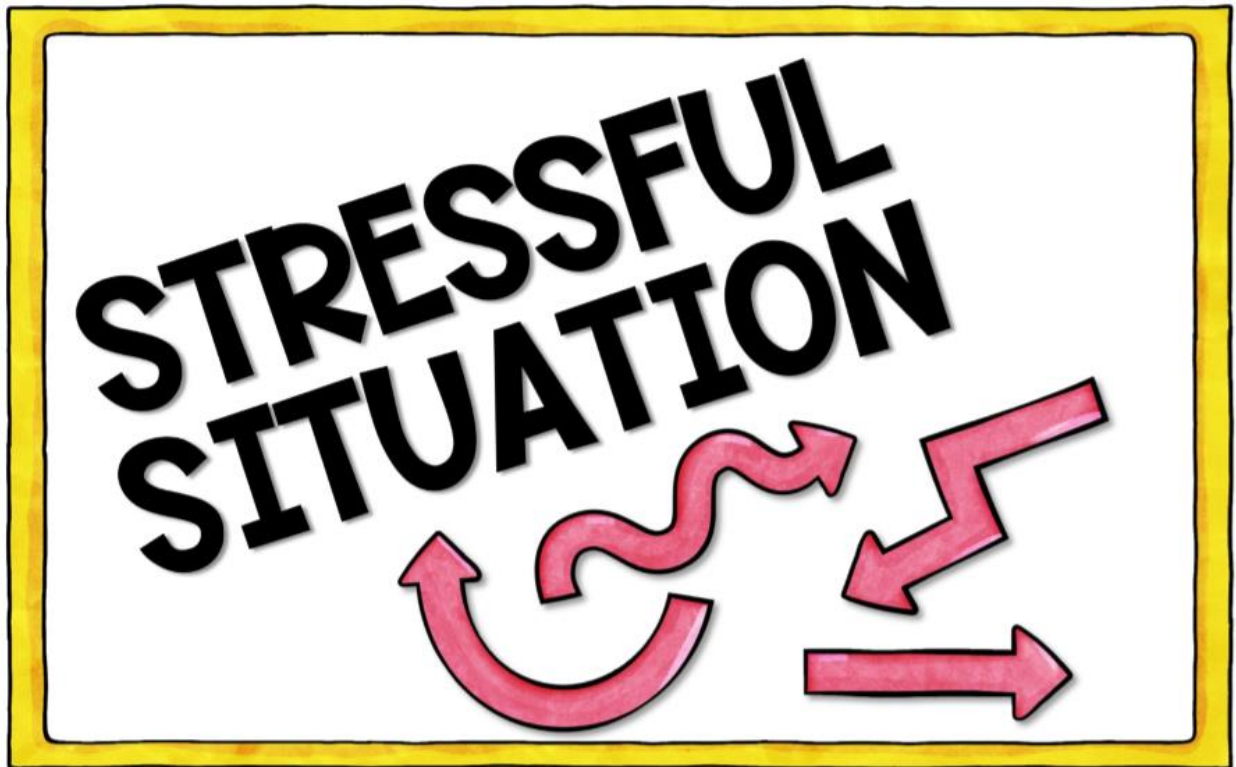
MEMORY
SAVER

©The Responsive Counselor

STUDENT



©The Responsive Counselor



©The Responsive Counselor



©The Responsive Counselor

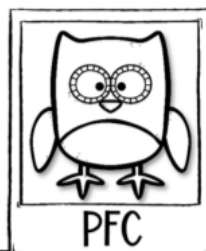
PFC Script #1

Stand behind the amygdala and hippocampus. Hold your arms straight out over them.

After the guard dog/
amygdala talks:

*Flip up arms then flap arms
like flying away.*

"Sorry guys. Can't work. No
thinking."



Stressor (Teacher) Script #1

When the director says "action!":

Walk towards student.

Gently say:

"Please do your work silently."



Amygdala Script #1

Crouch on the floor with your arms around your legs or on your knees with your hands on the floor in front of the hippocampus memory saver.

After the stressor/teacher gives their line:

Pop up, wave arms.

"Woof! Woof! Alert! Alert! Mean teacher! She's out to get us!"



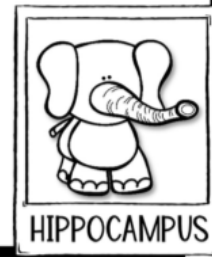
Hippocampus Script #1

Sit crisscross on the floor next to the amygdala guard dog.

After the wise owl/
PFC flies up:

Lay down to the side.

"Nope, can't remember what to do when a teacher gives me a reminder."



Student Script #1

Sitting at desk, whispering to person next to you.

After the hippocampus/memory saver lays down:

Stand up and yell

"I just needed a pencil, why do you always want to get me in trouble?!"



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Student Script #2

Listen to teacher, then say "Oh no. I left my homework at home."

After the hippocampus/memory saver lays down:

Say:

"My heart is beating fast, I'm upset, I think I'm flipping my lid. I want my lid back down. I'm going to find something to look at and take three slow breaths."

Look around then breathe.

After the hippocampus/memory saver sits back up and says their line:

Say: "I'm sorry, I left it at home. Can I please turn it in tomorrow?"



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PFC Script #2

Stand behind the amygdala and hippocampus. Hold your arms straight out over them.

After the guard dog amygdala barks:

Flip up arms. Say:

"Sorry guys. Can't work. No thinking."

After the student slowly breathes, say:

"Hm, maybe this isn't a big deal. You can ask to turn it in tomorrow."



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Stressor (Teacher) Script #2

When the director says "action!":

Say:

"I need everyone to get out their homework and turn it in."



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Amygdala Script #2

Crouch on the floor with your arms around your legs or on your knees with your hands on the floor in front of the hippocampus memory saver.

After the student realizes they forgot their homework:

Pop up, wave arms.

**"Woof! Woof! Alert! Alert!
You're going to fail!"**

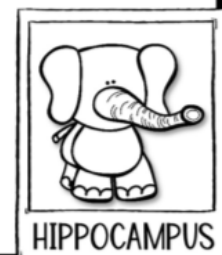


Hippocampus Script #2

Sit crisscross on the floor next to the amygdala guard dog.

After the amygdala/guard dog speaks:
Lay down to the side.

Then after the PFC says it's not a big deal, sit up and say:
"I remember that everyone makes mistakes sometimes."



Act Aloud #1: Flipping a Lid

Get five volunteers to play each of the following roles: amygdala, hippocampus, PFC, student, director, stressor (teacher). Actors can wear name/title signs (punch holes in the top and add string).

Arrange your actors in the following positions:

- Amygdala: crouched or on knees
- Hippocampus: sitting next to amygdala
- PFC: standing behind amygdala and hippocampus with arms stretched out forward over them
- Student: facing the class, separate from the brain parts
- Stressor/Teacher: off to the side, awaiting their cue
- Director: in their seat

Scenario: Student is sitting in class during worktime whispering to their neighbor when the teacher comes over and asks them to work silently. Student “flips” a lid and yells.

1. Director says *“Action”*
2. Stressor/teacher walks to student and says *“Please do your work silently.”*
3. Amygdala barks and says *“Woof! Woof! Alert! Alert! Mean teacher! She’s out to get us!”*
4. PFC flips up/flied away and says *“Sorry guys. Can’t work. No thinking.”*
5. Hippocampus lays down and says *“Nope, can’t remember what to do when the teacher gives me a reminder.”*
6. Student yells *“I just needed a pencil, why do you always want to get me in trouble?!”*

Act Aloud #2: Calming Down

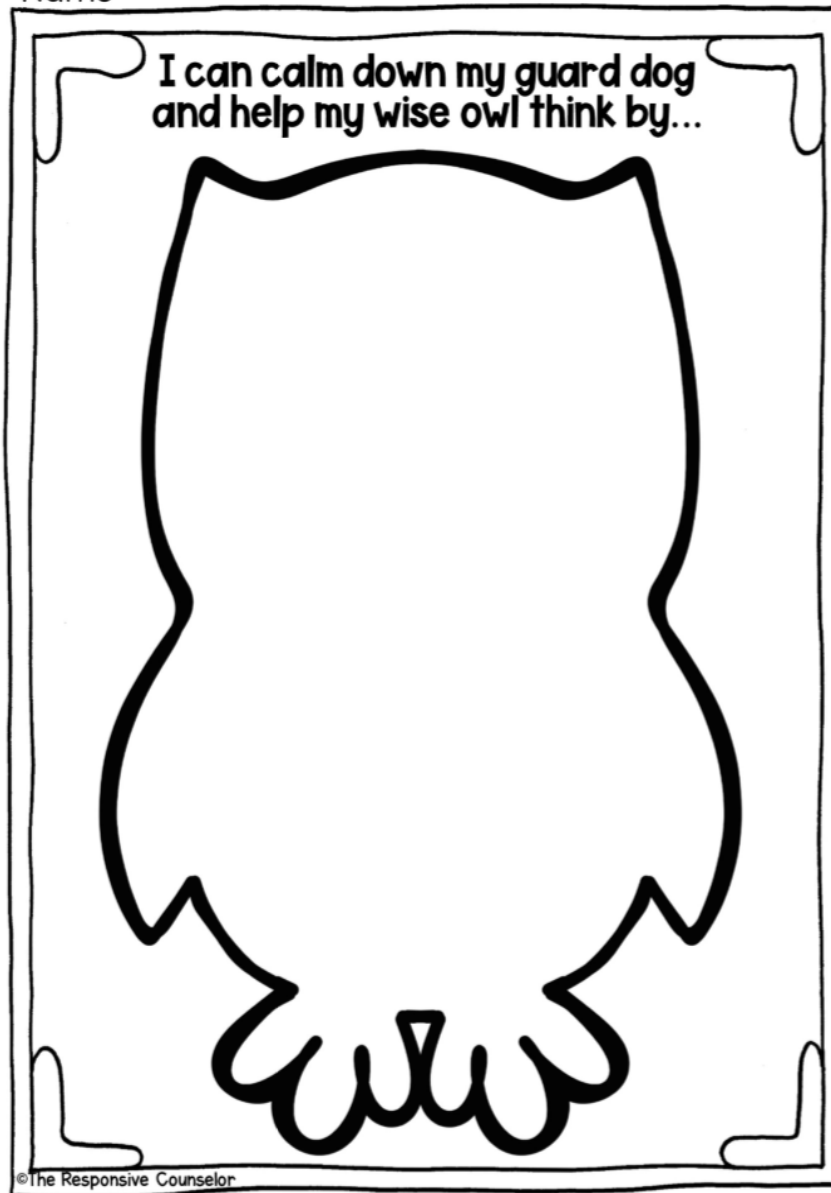
Get five volunteers to play each of the following roles: amygdala, hippocampus, PFC, student, director, stressor (teacher). Actors can wear name/title signs (punch holes in the top and add string).

Arrange your actors in same positions as in the first skit.

Scenario: Student is sitting in class when the teacher asks everyone to turn in their homework, and remembers he or she left theirs at home. They start to flip a lid but then calm themselves down.

1. Director says *"Action"*
2. Stressor/teacher asks the class to turn in their homework.
3. Student realizes they forgot their homework at home.
4. Amygdala barks and says *"Woof! Woof! Alert! Alert! You're going to fail!"*
5. PFC flips up/fries away and says *"Sorry guys. Can't work. No thinking."*
6. Hippocampus lays down.
7. Student says *"My heart is beating fast, I'm upset, I think I'm flipping my lid. I want my lid back down. I'm going to find something to look at and take three slow breaths."* and then breathes.
8. PFC puts arms down and says *"Hm, maybe this isn't a big deal. I'll can ask to turn it in tomorrow."*
9. Hippocampus sits back up and says *"I remember that everyone makes mistakes sometimes."*
10. Student asks *"I'm sorry, I left it at home. Can I please turn it in tomorrow?"*

Name: _____



What can you do when you're upset to help calm down your guard dog? What can you do when you flip a lid? Cut out 3-5 strategies you can use and glue them onto your wise owl. You can also write down strategies along the edges of the owl.



KEY FOR THE FOLLOWING WORKSHEET

When my brain is calm, my wise owl PFC is in control. I can think, plan, and make SMART CHOICES (or good decisions).

When my brain is stressed, my guard dog amygdala is in control. It makes me want to fight, flight, or FREEZE This is called FLIPPING A LID

When I'm in DANGER this is ok.

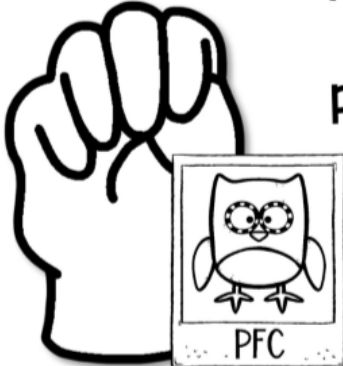
When I'm not in DANGER this is a problem.

When I'm SAFE it's not good to flip a lid. The good news is we can close our lids by making the choice to calm down our guard dog amygdalas.

Flipping a Lid

Name: _____

When my brain is calm, my wise owl



PFC is in control. I can think, plan,

and make _____

_____.

When my brain is stressed, my guard dog

amygdala is in control. It makes me want

to fight, flight, or _____.

This is called _____.

When I'm in _____, this is ok.



When I'm not in _____, this is a problem.

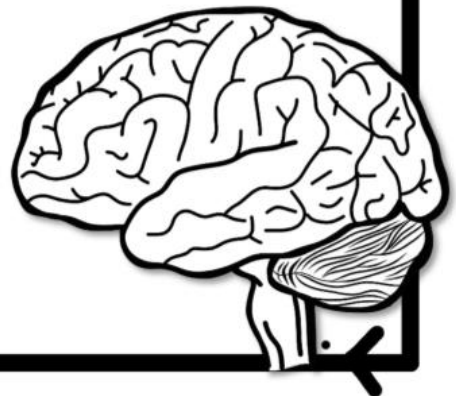
When I'm _____, it's not good to flip a lid. The good news is we can close our lids by making the choice to calm down our guard dog amygdalas.

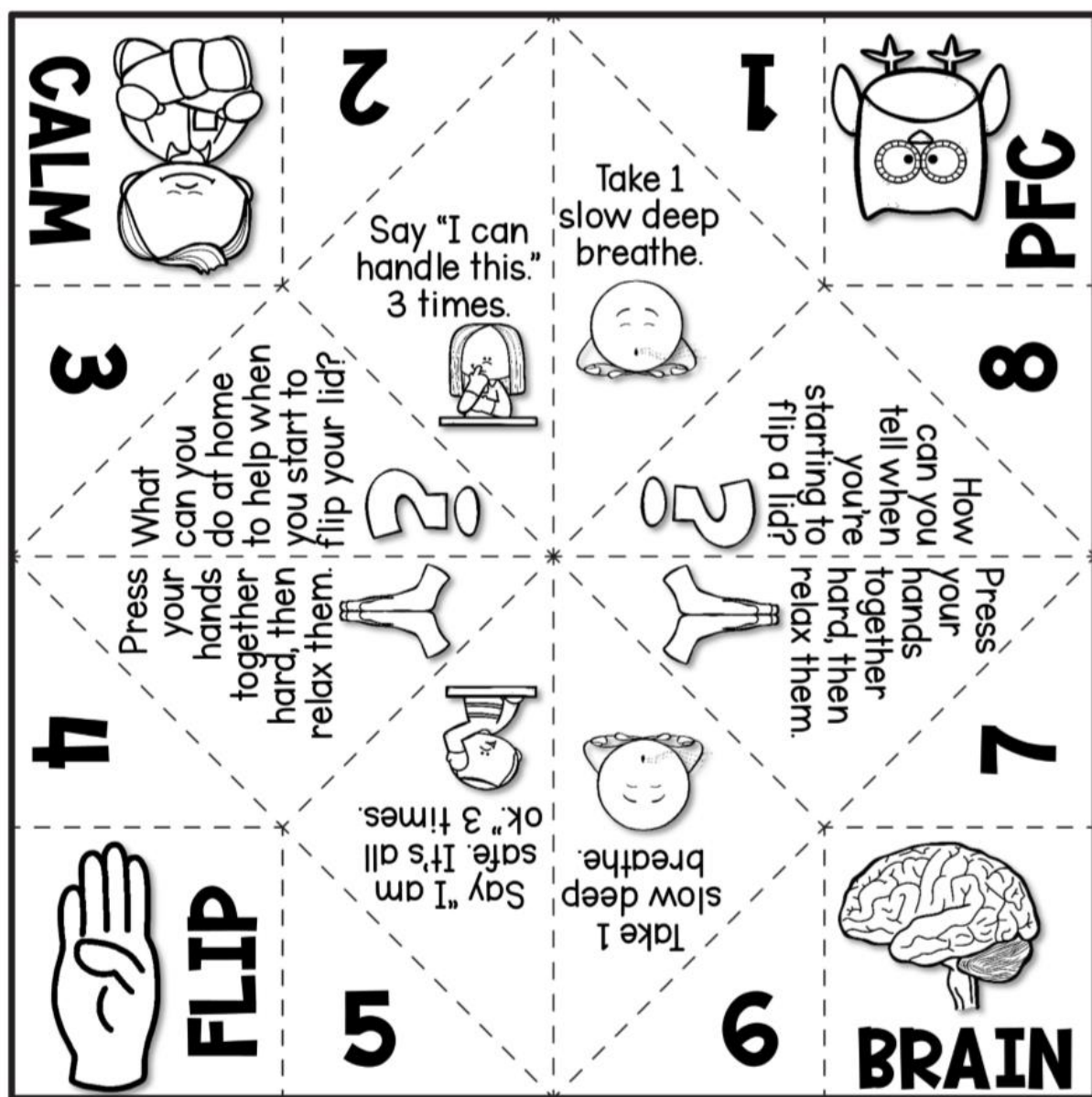


I can calm myself down by....

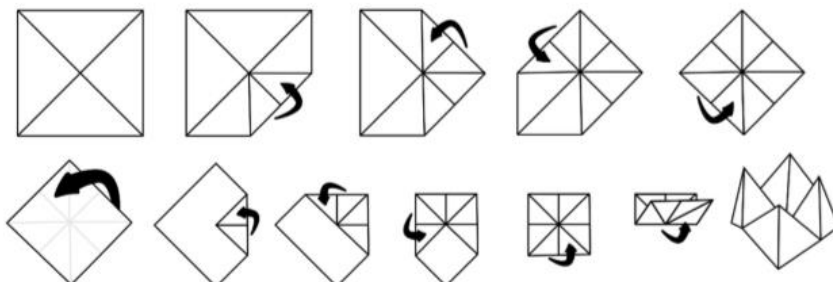
- _____
- _____
- _____

"It's just my guard dog barking. I'm safe. I can calm myself down and keep my lid down."

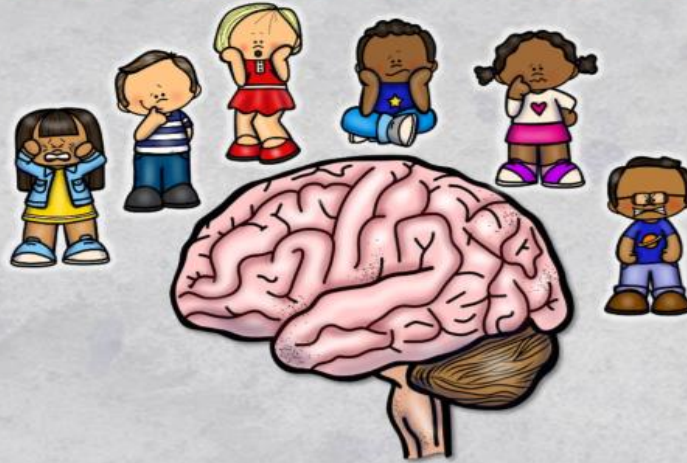




Cut along solid line on the outside and fold as shown below:



FLIPPING A LID



My Brain and My Feelings

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But sometimes, our brain can cause us some problems.



Have you ever gotten *so mad* or *so worried* that it's like you stopped being able to think or remember anything?

3

Your Brain is **INCREDIBLE!**

It helps you to...

smell

talk

decide

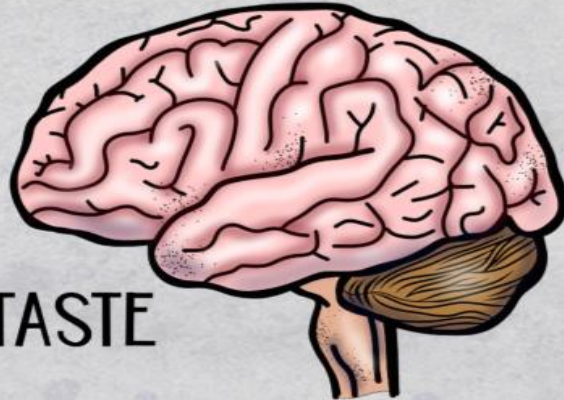
see

play

FEEL

create

TASTE



2

This is called...
FLIPPING YOUR LID!



Flipping your lid is when
your brain is so stressed
out that it makes you act
without thinking first.



4

If you're in danger, acting quickly without thinking can keep you safe.



But if you're NOT in danger, acting without thinking can get you even more upset or in trouble.



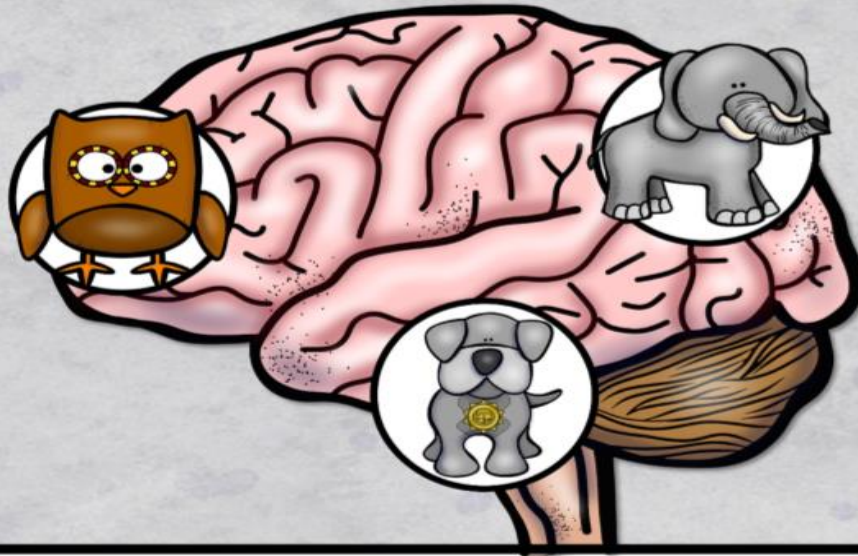
5

Make a fist. This is your brain! When we talk about the parts of our brain, we'll see how they are part of our fist.

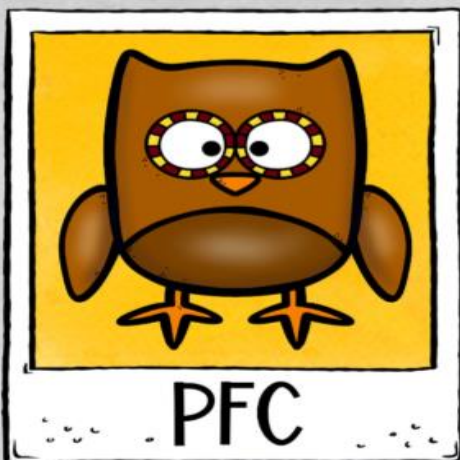


7

There are three very important parts of your brain involved in **FEELINGS** and **THINKING**.

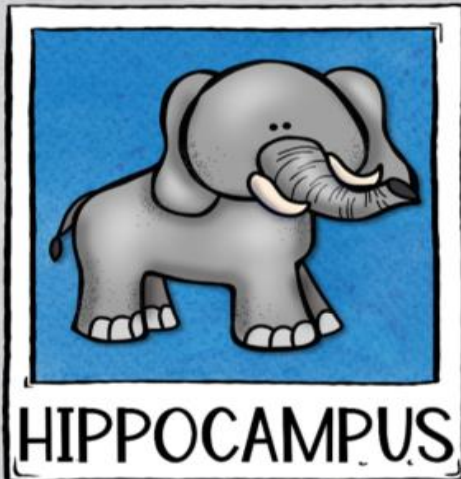


Meet your...



I am the **WISE OWL** of your brain. I help you do smart decision making, and I'm the part of your brain where you think before you act.

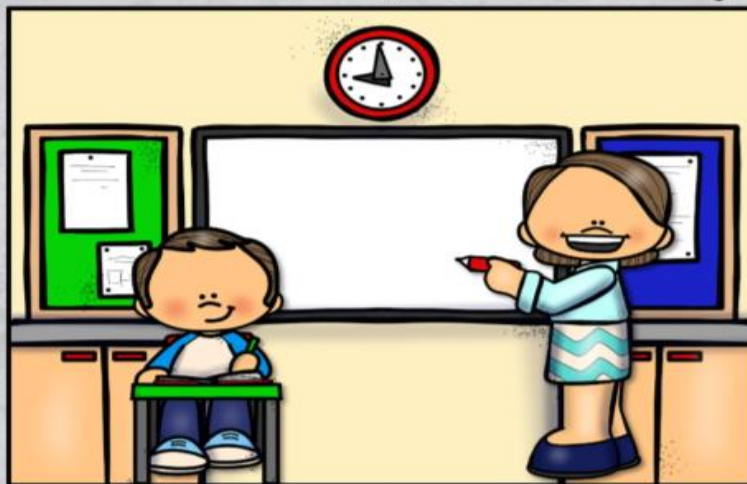
Meet your...



I am the
MEMORY SAVER of
your brain! I save
new memories and
bring out your old
memories. I also
help you learn!

12

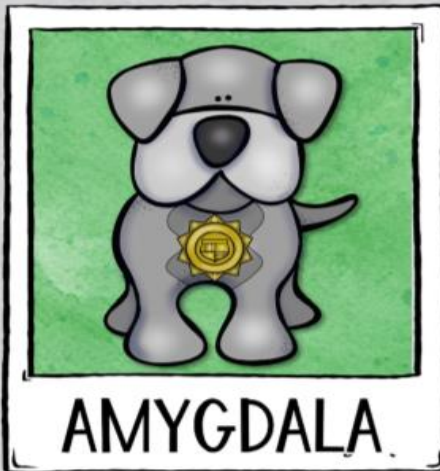
Pretend you're listening to your teacher
describe the assignment. Then when
it's time to do it, you do everything that
she said and complete it correctly.



That's your memory saver hippocampus that
helped make this happen!

13

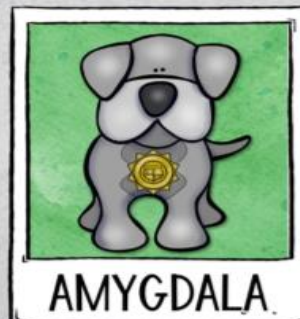
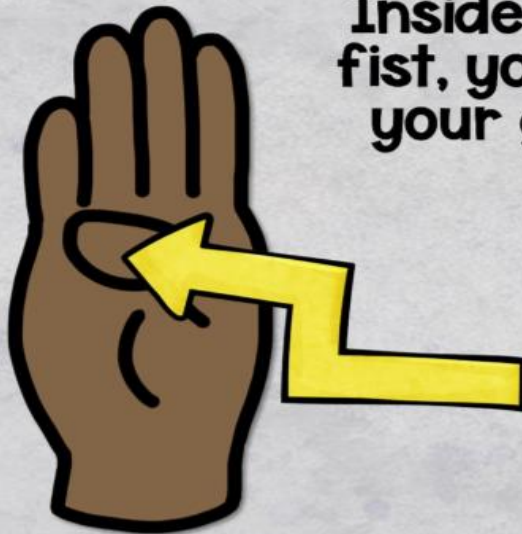
Meet your...



I am the **GUARD DOG** of your brain. I'm the part of your brain where you feel emotions. My biggest focus is on your safety!

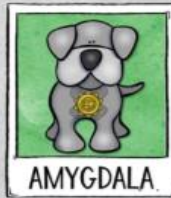
16

Inside your brain
fist, your thumb is
your guard dog.



17

FIGHT

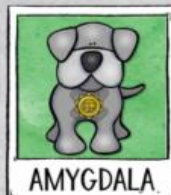


...can mean fighting someone. But it can also mean yelling, using mean words, blaming others, stomping your feet, etc.



20

FLIGHT




...means running away or trying to escape. It could mean leaving the area or leaving the room.



21

What does a guard dog do when it senses danger?

IT BARKS!






What does an owl do if it hears loud barking?

IT FLIES AWAY!



What happens to our memory saver if there's loud barking?

IT CAN'T HEAR OR DO ITS JOB!

25

But what if the guard dog starts barking and you're NOT in real danger...

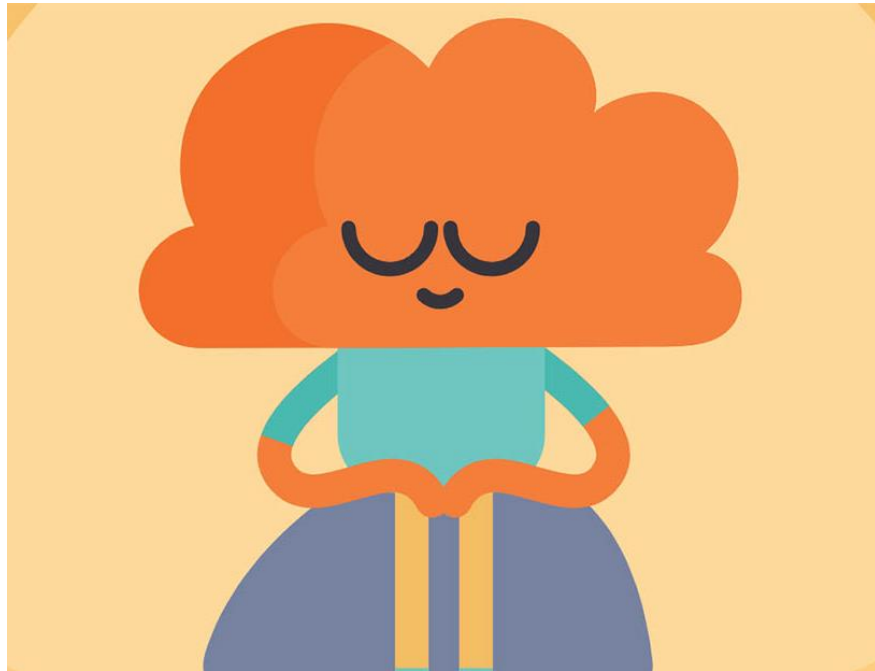



What if you're just upset or stressed? Worried or mad?

What if you flip a lid when you're actually safe?

27

Mindfulness



What is it?

Mindfulness is the skill of thinking you are doing something when you are doing nothing (Simpson, 2017) or a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.

Mindfulness is important in the classroom, because teachers and parents “frequently ask children to pay attention but give them no instruction as to how to do so”.

Some mindfulness activities for kids in the classroom include:

- Mindful Bell (Ring a bell and asking students to listen until they can't hear the bell anymore, as a way to quiet down a classroom)
- Brief Body Scan – FOFBOC (Feet On Floor, Bum On Chair, where students start by focusing on the feeling of their feet on the floor, then working up their focus to their weight on the chair)
- Mindful Breathing – 7/11 (Inhaling for 7 seconds/counts, exhaling for 11 seconds/counts)
- Caring Mindfulness (Students are asked to think about their own desire to be happy, then their classmates' desires to be happy, and then students are asked to wish for their classmates to be happy)

Other activities to promote mindfulness in kids in the classroom include):

- Mindful Bodies and Listening (Kids simply sit still in a relaxed posture)
- Heartfulness: Generosity (Students discuss and visualize ways to be generous)
- Mindful Seeing (Carefully observing a single object for a period of time)
- Slow Motion (With awareness, slowly moving arms and slowly standing from a seated position)
- Mindful Walking
- Mindful Eating

<https://positivepsychology.com/self-regulation/>

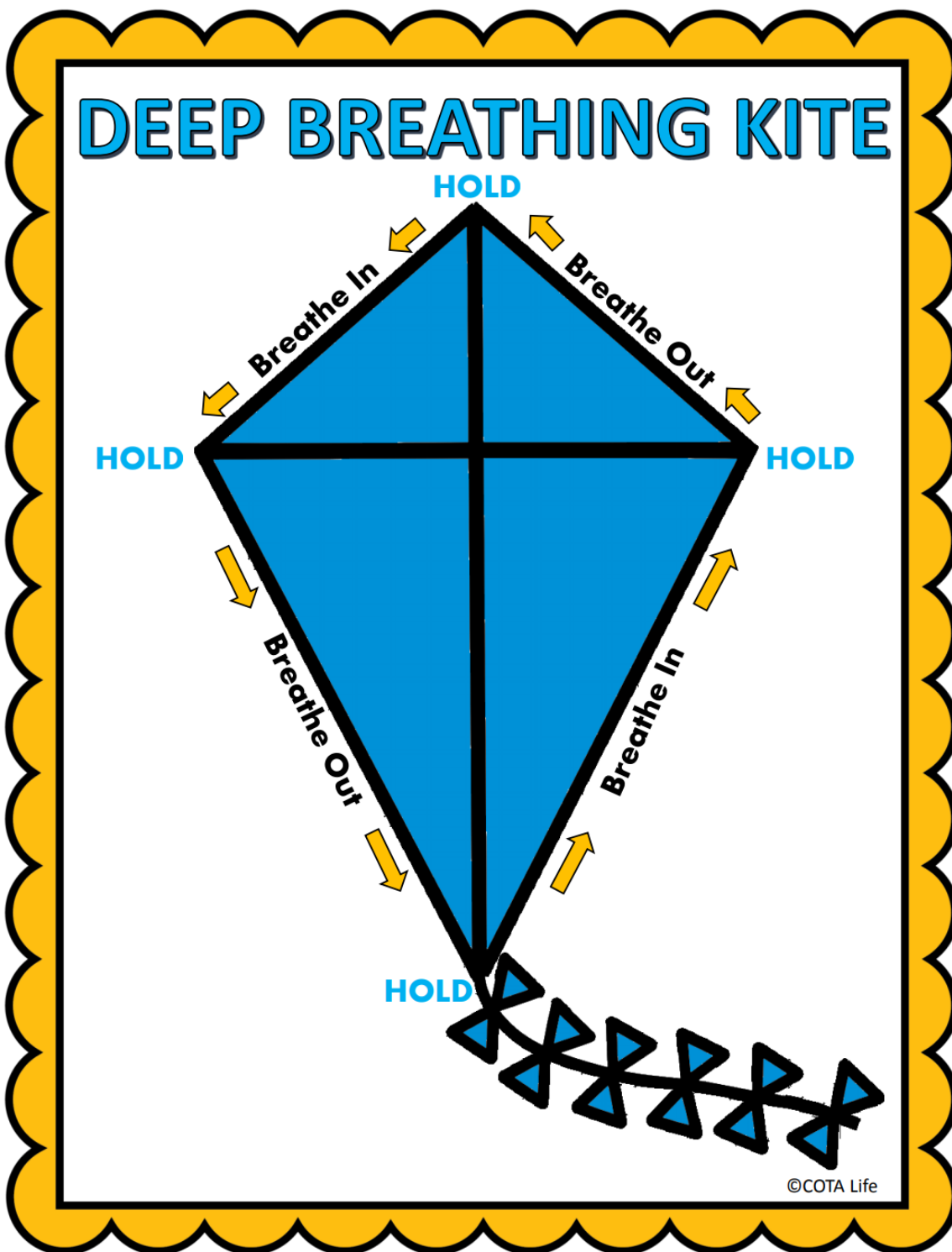
BALLOON breathing



1. Think of your belly as a balloon.
 2. Put your hand on your belly to feel it rise and fall.
 3. Take a deep breath in through your nose to fill your balloon.
 4. Hold your breath for 2 seconds.
 5. Breathe out through your mouth slowly to deflate your balloon.
 6. Repeat balloon breathing 5 times.
- *Follow your own breathing rhythm.

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<https://www.teacherspayteachers.com/FreeDownload/Self-Regulation-and-Management-SEL-FREE-Balloon-Breathing-Posters-3388432>



<https://www.teacherspayteachers.com/FreeDownload/FREE-Deep-Breathing-Kite-for-Self-Regulation-4525304>

Heartbeat Exercise



Ask your child to stand up and either jump up and down or do jumping jacks for one minute.

At the end of that minute, have them place their hand on their heart and pay attention to how their heartbeat and their breathing feels.



TENSE AND RELEASE

MUSCLE RELAXATION

1. Starting at the feet, gently squeeze the muscles in the feet by tightening them, then slowly releasing.
2. Next, squeeze the large muscles in the calves for 5 seconds, then gently release. Working your way up the body, squeeze the thigh muscles for 5 seconds then gently release.
3. Continue moving up the body for more relaxation.



Big Life Journal - biglifejournal.com

Just One Breath

BREATHING ACTIVITY



Find a relaxing place, sit comfortably, and set a timer for one minute.

Breathe deeply in and out while paying attention to any sensations you notice or sounds you hear.



Take another slow deep breath, imagine the air moving down into the lungs and back up.

Take one more deep breath and hold for a moment, then release it.



Big Life Journal - biglifejournal.com

Go on a SAFARI

Go outside on an exciting adventure, try picking up a small rock or touching a plant or flower.



Notice the bugs or the birds. Take a moment to kneel down and touch the earth.

Walk mindfully paying close attention to everything. Make sure you walk in silence because you want to notice all those little details.



Create a GLITTER JAR

- ★ Finding a jar or plastic bottle and allow your child to decorate it however they like.
- ★ Fill the bottle up 3/4 of the way with water. Next, add clear glue, food coloring, and glitter then shake.
- ★ Seal the lid and you are ready to go.



Big Life Journal - biglifejournal.com

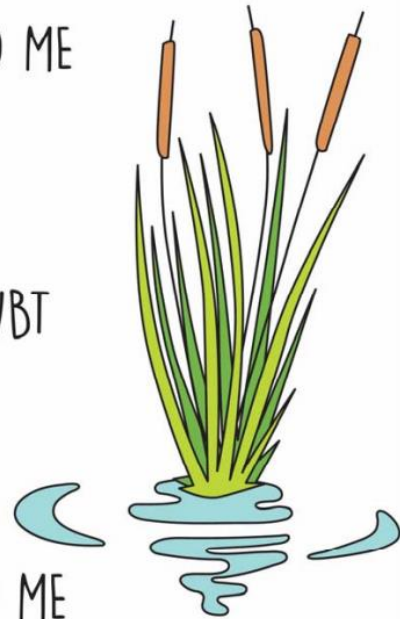


BE STILL LIKE A FROG

I AM A LITTLE FROG
SITTING STILL AS CAN BE
I SEE ALL THINGS THAT HAPPEN AROUND ME

I TAKE A BREATH IN
I LET IT GO OUT
OVER AND OVER AGAIN WITHOUT A DOUBT

I AM A LITTLE FROG
SITTING STILL AS CAN BE
PEACEFUL AND QUIET IS HOW YOU FIND ME



Name: _____

Mindful or Unmindful

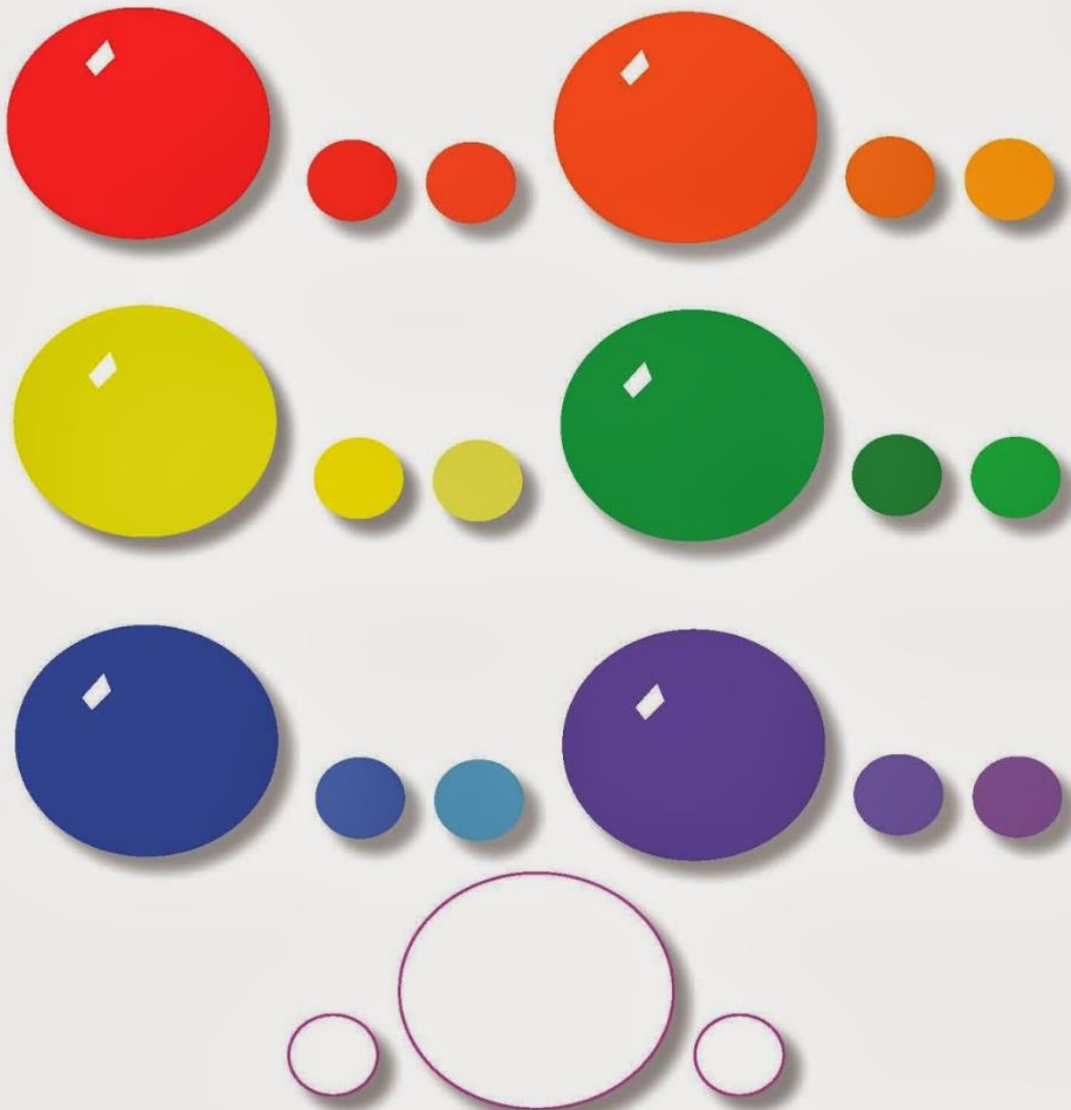
Directions: Read and circle the Mindful actions





Rainbow Bubble Breathing

Read the bubbles like a story but instead of speaking words give one BIG breath for the BIG bubble and a SMALL regular breath for the SMALL bubble.



Copyright: Nicole Garrigan www.branchhabitat.blogspot.com

<http://branchhabitat.blogspot.com/2014/03/rainbow-breathing-exercise-and-worksheet.html>

De-Escalation



What is it?

De-escalation is the referral to behavior that is intended to escape escalations of conflicts. It may also refer to approaches in conflict resolution

The following list of de-escalation strategies can be used when a conflict arises in the classroom.

Example #40: Student begins yelling when re-directed. DO NOT say “Calm down”.

Strategies

1. Act calm even if you're not.
2. Say, “Let's talk about this later”.
3. Use humor to lighten to mood.
4. Lower your voice.
5. Give a choice.
6. Walk away.
7. Ask, “What would help you right now?”
8. Change the subject to a positive one.
9. Give personal space.
10. Say, “I see where you are coming from.”
11. Distract with a positive photo of something they like.
12. Show that you are listening.
13. Remove the audience.
14. Say, “I want to help you.”
15. Talk about something they like.
16. Make a joke.
17. Encourage the person.
18. Remind them of something amazing they did.
19. Say, “You can do this.”
20. Call another adult for help.
21. Say, “Let's call... I think they can help.”
22. Be willing to find a solution.
23. Offer to change the way you are doing something.
24. Re-state what the person is saying.
25. Validate their thoughts.
26. Avoid over-reacting.
27. Use active listening.
28. Offer a solution.
29. Let the person talk without interrupting.
30. Say, “I see your point.”
31. Offer to take a walk with the person.
32. Clarify expectations.
33. Remind them of something they love.
34. Apologize for something you did wrong or the way it was taken.
35. Invite them to do a preferred activity.
36. Ask if they can explain more about how they're feeling.
37. Try to understand the person's perspective.
38. Slow yourself down to avoid getting worked up.
39. Say, “So, you're upset because... right?”

40. Don't say "calm down".
41. Show empathy.
42. Encourage the person to use a coping strategy.
43. Don't take items or personal property away from them.
44. Encourage the person to take a walk or get a drink.
45. Give the person an "out" (i.e. letting them go to another room or walking away).
46. Ask, "Would it help if...?"
47. Keep escape routes open to the door.
48. Coach the person with positive remarks.
49. Acknowledge where you agree with the person.
50. Remind the person, "You're not in trouble".
51. Tell the person, "I'm here for you."
52. Say, "Talk to me," and listen.
53. Tell the person to take a minute to themselves.
54. Ignore the behavior if it's minor.
55. Distract by saying, "Hey, let's go..."
56. Be respectful in your tone.
57. "Do what works" in the moment.
58. Spend time debriefing after the incident to identify ways to improve.
59. Ask them to draw a picture of what happened.
60. Avoid needing to get the last word.
61. Just give wait time.

<https://www.thepathway2success.com/50-de-escalation-strategies/>

Emotion Self-Regulation



What is it?

Emotion Self-Regulation is a form of acquiring knowledge and skills in which the learners are dependent and self-motivated

All of these skills are important to keep in mind, but the skills specific to self-regulation include:

- Allows others to comfort him/her if upset or agitated;
- Self-regulates when tense or upset;
- Self-regulates when the energy level is high;
- Deals with being teased in acceptable ways;
- Deals with being left out of a group;
- Accepts not being first at a game or activity;
- Accepts losing at a game without becoming upset/angry;
- Says “no” in an acceptable way to things he/she does not want to do;
- Accepts being told “no” without becoming upset/angry;
- Able to say “I don’t know”;
- Able to end conversations appropriately.

This chart is designed for students to fill it out themselves. It includes four columns with the following questions:

- What happened?
- How did others react?
- What was your reason?
- What else could you have done?

<https://www.therapistaid.com/worksheets/dbt-emotion-regulation-skills.pdf>

Figure 3.2. Sample Behavioral Chart

<p>This chart is for you to keep track of when you are calling out answers or arguing with someone. When that happens, ask yourself what your reason was. You can circle more than one answer. You can talk about these reasons with Ms. DeLeong next time you meet with her.</p>			
What happened?	How did others react?	What was your reason?	What else could you have done?
Called out an answer	They ignored me.	I knew something and I wanted to share it.	Wait
Called someone a name	They looked angry.	I wanted someone to stop doing something.	Ignore
Argued with someone	They laughed.	I wanted someone to start doing something.	Ask for help
Kept talking after I was asked to stop	They did what I wanted them to do.	I wanted someone to pay attention to me.	Move to a different part of the room
<p><i>What else do you want to say about this? Would you do the same thing again?</i></p>			

Check-in Check-out

During any class session or other evaluation period is in effect, the teacher follows these 3 steps:

Check-In. At the start of the class session, the teacher meets briefly with the student to review the behavioral goals on the Behavior Report Card and to provide encouragement. The teacher also prompts the student to set a behavioral goal on at least one of the target behaviors (e.g., "Today I will not leave my seat once without permission.").

Monitoring/Evaluation. During the session, the teacher observes the student's behaviors. At the end of the session, the teacher rates the student's behaviors on the Behavior Report Card.

Check-Out. At the end of the class session, the teacher again meets briefly with the student. The student reports out on whether he or she was able to attain the behavioral goal(s) discussed at check-in. The teacher then shares the BRC ratings. If the student has earned a reward/incentive, the teacher awards that reward and praises the student. If the student fails to earn the reward, the teacher provides encouragement about success in a future session.

https://www.interventioncentral.org/behavior_management_check_in_check_out

Daily Behavior Chart

Name _____ **Date** _____

Day	Morning Routine	Follows Rules	Uses time well		
Monday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Tuesday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Wednesday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Thursday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Friday	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3

Scoring Rubric

Behavior	1. Excellent	2. Fair	3. Needs Improvement
Morning Routine	Followed morning routine independently and began morning work by 9:15.	Followed routine but may need reminders.	Needed several reminders to complete morning routine. Work was not been started by 9:15.
Follows Rules	Consistently followed classroom rules	Followed classroom rules most of the time	Did not follow classroom rules consistently
Uses Time Well	Stayed focused and completed assignments within the given time frame.	Needed reminders to use time well. Completed most or all of work.	Needed several reminders to stay on task during worktime. Work not completed in a timely manner. Disrupted others.
Listens	Actively listened and stayed on-task without assistance	Listened most of the time	Did not listen to the teacher and was not on-task
Controls behaviors	Student was able to control their behavior. Respects others.	Student was able to control their behavior and respect others most of the time.	Student needed an intervention to stop them from hurting or disrupting others.

<https://www.scholastic.com/content/dam/teachers/blogs/genia-connell/2017/gc-daily-student-tracking-form.pdf>

5-Point Scale

This simple scale can be used to teach social understanding, and provides a visual representation of social behaviors, emotions, and abstract ideas. The Incredible 5-Point Scale allows abstract concepts and feelings to be made visual, concrete, static, and personal. Once a behavior is identified, it is task analyzed or broken into concrete parts. Each part is assigned a number and/or color. Then, in collaboration with the individual with ASD, these parts are assigned a label. The Incredible 5-Point Scale promotes self-management of behavior and emotional regulation.

https://www.ocali.org/project/resource_gallery_of_interventions/page/5_point_scale

5	I AM GOING TO EXPLODE!!!
4	I AM GETTING ANGRY
3	I AM A LITTLE NERVOUS
2	FEELING OK
1	CALM AND RELAXED

<https://www.5pointscale.com/>

Self-Control Games

1 – Balloon Tap

All you need for this fun game are balloons and an open space. Arrange students in a circle and assign alternating students to 2 teams (one student is team 1, the next student is team 2, next student is team 1, and so forth). Fill the circle with balloons. Call “Team 1!” Only students on team 1 should tap the balloons. Switch to Team 2, and only students on Team 2 should tap the balloons. Continue switching on a 20-30 second interval. Students will really have to listen for the auditory cue to signify that it’s their team’s turn to tap.

Want to get everyone in on the fun? Use multicolored balloons. Call out the “off-limits color” and no one should tap any balloon of that color. Then switch colors! Students will have to listen for the auditory cue and inhibit impulses when the off-limits color comes close by.

2 – Jenga

The slow, controlled movements needed for Jenga are great for practicing self-control! Move too fast the tower will topple. Forget to pay attention to balance and the tower will come crashing down! Students will have to slow down and focus on the task to play.

3 – Don’t Break the Ice

Much like Jenga, students have to be very mindful of their movements and practice body control in Don’t Break the Ice. Using too much force can cause all of the ice to break! Practice this one with students who a little extra time to learn how to be mindful of their bodies.

4 – Freeze Dance

No materials needed for this game! In an open space, play music. Students will dance while the music plays, and when the music stops, students will freeze! If you want to add a layer of difficulty, when students freeze, have them strike a yoga pose.

5 – Red Light Green Light

This is another game that doesn’t require any materials! All students stand on one side of the space. The counselor or leader stands on the other side of the space. When the counselor says, “Green light,” students may begin moving forward toward the counseling. When the counselor says, “Red light,” students must freeze. Add a level of difficulty by changing the required movements – students could hop, crab walk, or bear crawl on a green light!

6 – Garage Band

For this activity, you'll need instruments for each student. Students will take turns being the garage band leader. The leader will set the beat, and the other students will follow the beat. Students will really have to tune and listen and then activate body control to follow the beat.

7 – Simon Says

I like to call this activity Counselor Says, but the rules are the same! The counselor gives an instruction like, "Touch your nose," but students only follow the directive if the directive begins with, "Counselor says." For example, students would not touch their noses if the counselor says, "Touch your nose," but they would touch their noses if the counselor said, "Counselor says touch your nose."

8 – Clap Pattern

This is a fun activity for a group warm up or closing out a session. The counselor starts a clapping pattern. All students follow the pattern, and then one student adds to the pattern. Students must follow the pattern with the new additions. See how many changes you can add to the pattern!

9 – Statue

For this game, the counselor stands on one side of the room and the students stand on the other. The counselor turns their back to the students. The students begin silently moving toward the counselor. The counselor can then turn around, but when the counselor turns around, all students must freeze in a statue position and hold it until the counselor turns around again! Anyone the counselor sees moving is out of the game.

10 – Mirror

Pair students up for this activity. One student will be the person and one will be the mirror. The student that is the mirror should mimic the other student's movements, facial expressions, etc. just as if they were a mirror. They'll really have to pay close attention and be aware of their body movements!

<https://www.counselorkeri.com/2019/11/04/games-to-teach-kids-self-control/>

Zones of Regulation

The Zones of Regulation is a conceptual framework used to teach students self-regulation and self-control. The Zones of Regulation categorizes states of alertness and emotions into four colored zones. It is important to know that it's fine for students to experience all of these emotions while they're at school.

- Red Zone: extremely heightened states of alertness and intense emotions (e.g., rage, anger, devastation, terror);
- Yellow Zone: heightened states of alertness and elevated emotions (e.g., silliness, stress, frustration, “the wiggles”), but with more control than the Red Zone;
- Green Zone: calm states of alertness and regulated emotions (e.g., happy, focused, content, ready to learn);
- Blue Zone: states of low alertness and down feelings (e.g., sad, sick, tired, bored).

BLUE

- Roll small porcupine ball in hand
- Roll large porcupine ball under bare foot
- Get a drink of water
- Walk at the back of the room
- Desk Push-ups
- Go for a run
- Rub rough side of Velcro under desk
- Do heavy work

GREEN

- Watch teacher
- Ask questions
- Get a drink of water
- Take notes
- Sit up straight
- Look at speaker

YELLOW

- Squish stress ball
- Six sides of breathing
- Hold something soft/silky
- Rub soft side of Velcro under desk
- Look at speaker
- Ask questions
- Get a drink of water
- Ask for a break

RED

- Squish stress ball
- Six sides of breathing
- Take a walk
- Go for a run
- Talk to someone
- Focus on something else
- Listen to music
- Ask for a break

<https://www.teacherspayteachers.com/FreeDownload/Zones-of-Self-Regulation-Activities-Emotional-Regulation-Strategies-Visuals-3911272>

My Zones During the Day


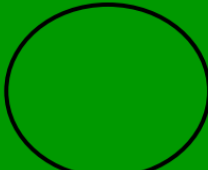
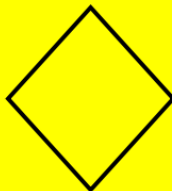
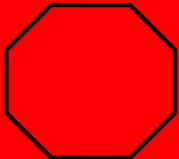
Name: _____

Date: _____

Time	Activity	What am I feeling?	What zone is my feeling?    	Teacher Help? <input type="checkbox"/> Yes <input type="checkbox"/> No
		What is my behavior?	What zone is my behavior?    	Teacher Help? <input type="checkbox"/> Yes <input type="checkbox"/> No
Time	Activity	What am I feeling?	What zone is my feeling?    	Teacher Help? <input type="checkbox"/> Yes <input type="checkbox"/> No
		What is my behavior?	What zone is my behavior?    	Teacher Help? <input type="checkbox"/> Yes <input type="checkbox"/> No
Time	Activity	What am I feeling?	What zone is my feeling?    	Teacher Help? <input type="checkbox"/> Yes <input type="checkbox"/> No
		What is my behavior?	What zone is my behavior?    	Teacher Help? <input type="checkbox"/> Yes <input type="checkbox"/> No
Time	Activity	What am I feeling?	What zone is my feeling?    	Teacher Help? <input type="checkbox"/> Yes <input type="checkbox"/> No
		What is my behavior?	What zone is my behavior?    	Teacher Help? <input type="checkbox"/> Yes <input type="checkbox"/> No

*Created by Dr. Christine Peck, Cooperative Educational Services, Trumbull, CT, 2013.
Based on the original work of L. Kuypers, The Zones of Regulation®, 2011.*

My Zones Tool Box

Blue Zone	Green Zone	Yellow Zone	Red Zone
			
When I feel...	When I feel...	When I feel...	When I feel...
Sad Tired Sick Bored	Happy Calm Focused	Frustrated Worried Silly Excited	Mad Angry Afraid
I can...	Behaviors	I can...	I can...

Created by Dr. Christine Peck, Cooperative Educational Services, Trumbull, CT, 2013.
Based on the original work of L. Kuypers, The Zones of Regulation®, 2011.

6th Annual Social Thinking® Providers Conference June 21-22-23, 2013

http://www.zonesofregulation.com/uploads/2/8/8/0/2880814/0.peck2_itsoktohaverezonefeelings-addlhandout_cl.pdf

Size of Your Problem

Math is not the only activity that requires problem solving; we're constantly problem solving socially when communicating with others, working in groups, doing homework, self-regulating, etc. Along the way, we encounter problems of different sizes that can cause negative emotions. We teach that it's expected to match the size of our reaction to the *size of the problem* (though this concept should be taught differently to different ages). For example, small problems warrant small reactions or none at all—however, this often requires emotional regulation—and that is easier said than done! In fact, some kids and adults get stuck focusing on their negative emotions instead of solving the problem—which can cause even more problems.

Size of the Problem

- Different problems have different reactions
- There are **little**, **medium**, and **big** problems
- We have **little**, **medium**, and **big** reactions



Little Problem

- Little problems have little reactions
- Taking turns, waiting in line, loud noises
- I feel happy, calm, and content



Medium Problems

- Medium problems have medium reactions
- Having consequences for unexpected behaviors, someone hits you
- I feel nervous, frustrated, and disappointed



Big Problem

- Big problems have big reactions
- Emergency, someone gets hurt, fighting
- I feel out of control, angry, or terrified



If I have a little problem, should I have a big reaction?



I have to wait to play my favorite game.

Is this a little, medium, or big problem?

Do I have a little, medium, or big reaction?



I have to wait to play my favorite game.

Answer: LITTLE problem = LITTLE reaction



My friend hits me on accident.

Is this a little, medium, or big problem?

Do I have a little, medium, or big reaction?



My friend hits me on accident.

Answer: **MEDIUM** problem = **MEDIUM** reaction



There is a fire in the building. It is an emergency.

Is this a little, medium, or big problem?

Do I have a little, medium, or big reaction?



There is a fire in the building. It is an emergency.

Answer: **BIG** problem = **BIG** reaction



Self-Regulation Station

Self-control is a critical executive functioning skill that helps students manage their thoughts, behaviors, bodies, words, and emotions. Kids who struggle with self-control might have difficulty following directions, rush through assignments, interrupt others, have trouble staying seated, become easily frustrated, have difficulty regulating their emotions, and more. Simply put, self-regulation skills are necessary life skills. Providing an area within the classroom and incorporating any of the following activities for students is extremely beneficial.

Emotion Regulation Skills

Opposite Action

When you experience an emotion, a behavior usually comes with it. If you are angry, you might fight or argue. If you are sad, you might withdraw from your friends. Your body causes you to react to emotions in a specific way.

Doing the *opposite action* will help you change your emotion. If you typically start to yell when you are angry, try talking quietly and politely. If you withdraw when you are sad, make a point to visit a friend next time you feel this way.

Emotion	Action	Opposite Action
Angry	Fight, yell, and argue.	Talk quietly and behave politely.
Sad	Withdraw from friends.	Visit and communicate with friends.

Check the Facts

Maybe you can look back at your life and think of a few situations where you overreacted. Or you might notice that something once felt like a big deal when it was really pretty unimportant. You can *check the facts* in the moment to help reduce the intensity of these extreme emotions.

Ask yourself the following questions to check the facts:

- 1 What event triggered my emotion?
- 2 What interpretations or assumptions am I making about the event?
- 3 Does my emotion and its intensity match the *facts* of the situation? Or does it just match my assumptions of the situation?

Emotion Regulation Skills

P.L.E.A.S.E.

Your body and mind are closely linked, and the health of one directly affects the other. An unhealthy body will make it difficult to manage your emotions. The acronym "P.L.E.A.S.E." can be used to help you remember important aspects of this connection.

PL	Treat Physical Illness
E	Eat Healthy
A	Avoid Mood-Altering Drugs
S	Sleep Well
E	Exercise

Paying Attention to Positive Events

It's only human—most people give more attention to the bad things than the good. If you hear ten compliments, and a single criticism, you'll probably focus on the criticism.

If you notice yourself focusing on the negative aspects of an experience, try to stop and refocus on the positive. Practice by doing a small positive activity every day while making a point to acknowledge the good parts (even if things aren't perfect). Don't let minor problems ruin the moment.

Adding one or two positive activities won't change your life, but over time the happiness they create will start to add up. Here are a few ideas for quick positive activities to get you started:

Have a good, unrushed meal.	Watch a movie.	Visit with friends or family.
Visit a local attraction like a zoo or museum.	Go for a walk.	Put on headphones and do nothing but listen to music.
Have a picnic.	Give yourself a relaxing night in.	Try a new hobby.



Brainstorm/Buzz—Promoting Children’s Self-Regulation



Pair up with your buddy to share ways to promote children’s learning of self-regulation skills.



<i>Goal:</i>

Brainstorm/Buzz–Emotional Literacy

Write out all the emotional words you want to encourage with your students. Try to have three positive or calming emotions words for every negative one. Combine a coping thought with a negative feeling.



<i>Goal:</i>

Emotion I spy

The following worksheets require no prep!

Just print off the number of sheets you need,
grab some pencils/crayons and you are
ready to go!

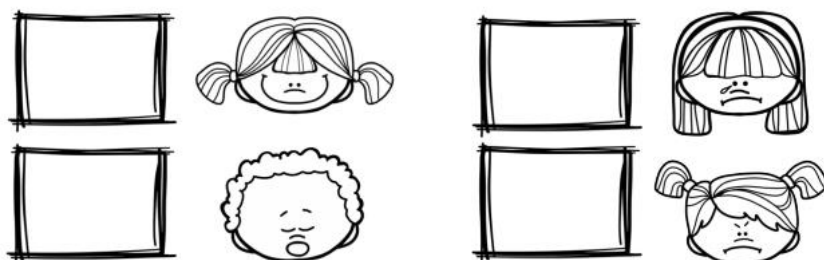
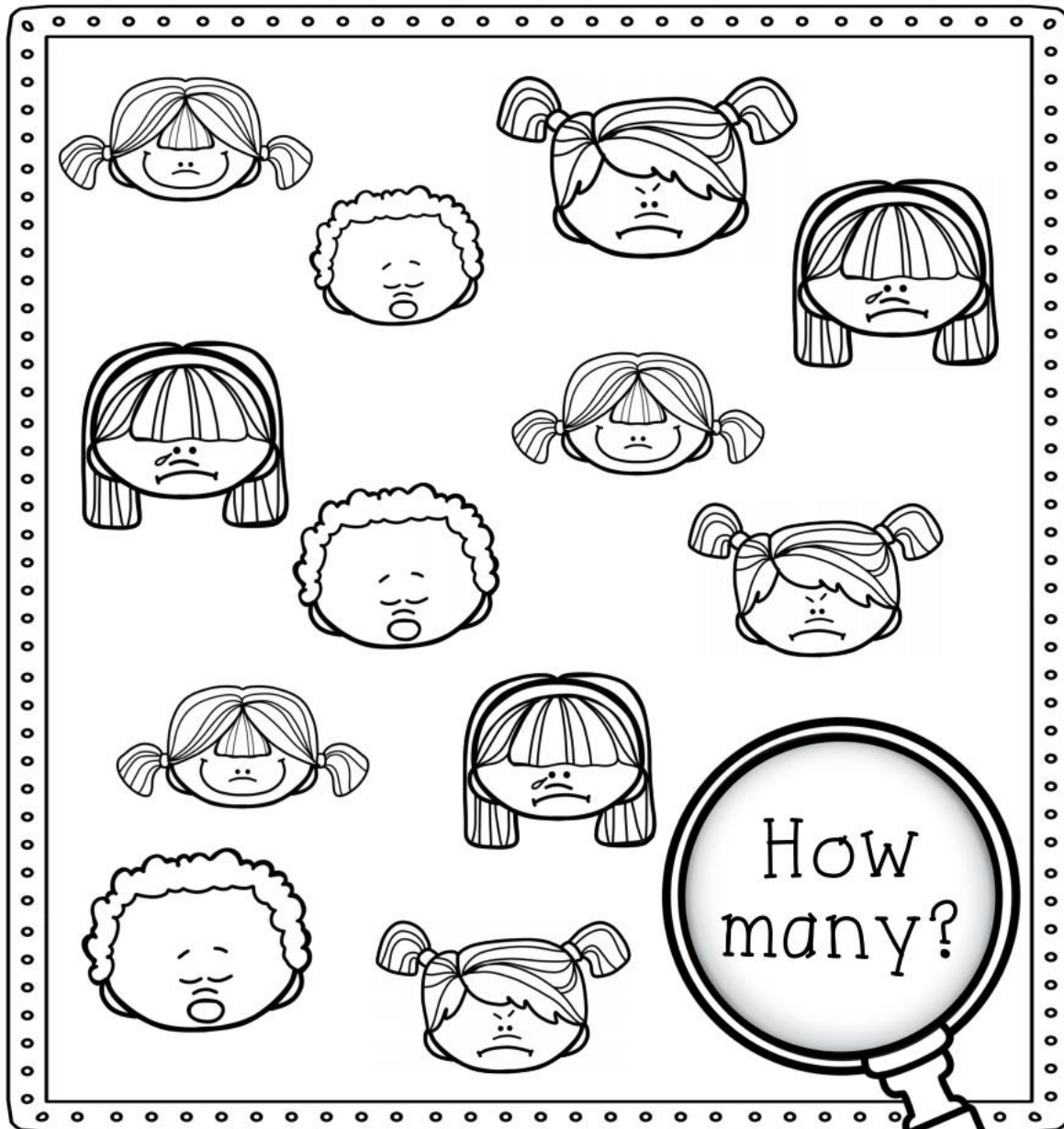
You can print off a mix of different emotions,
or each child can draw the same emotion.
The second option may be useful if you are
learning about one emotion in particular at
that point in time.

Sheets can be laminated for durability and
used with whiteboard markers

Students either count and write the number
of faces they can see OR color the faces
with the labelled color.

I SPY

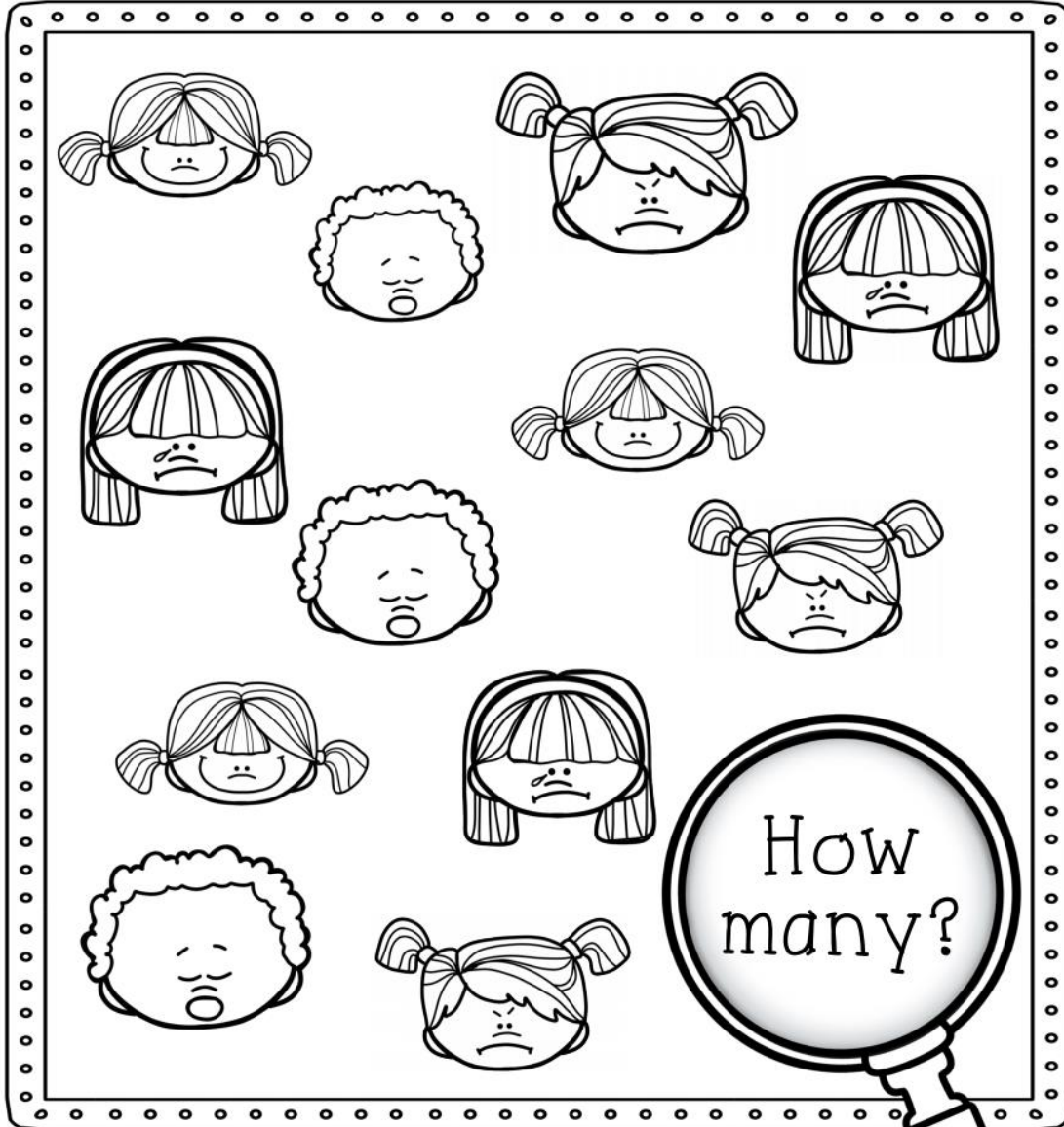
Name: _____



© Tiny Tackers Therapy 2018

I SPY

Name: _____



Green



Yellow



Blue

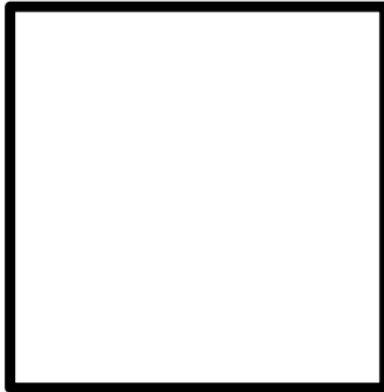


Red



© Tiny Tackers Therapy 2018

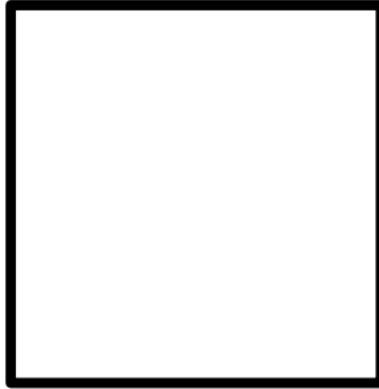
When I am



I can

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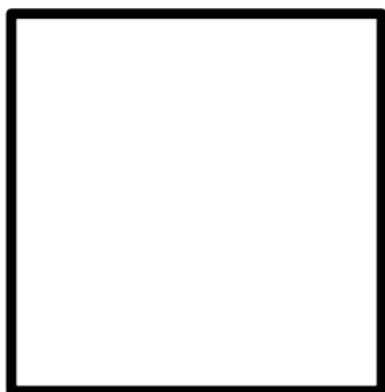
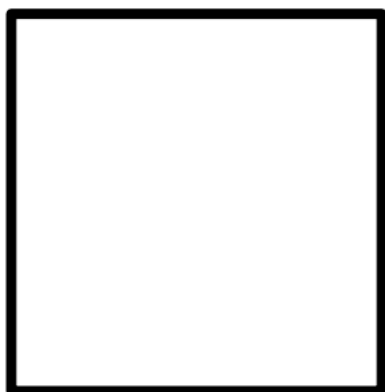
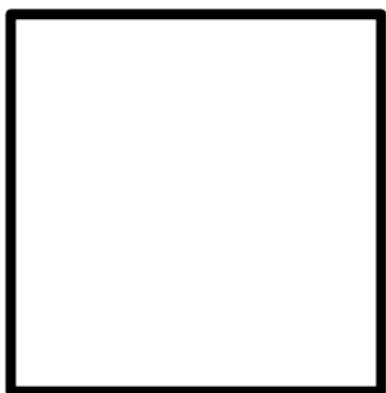
When I feel



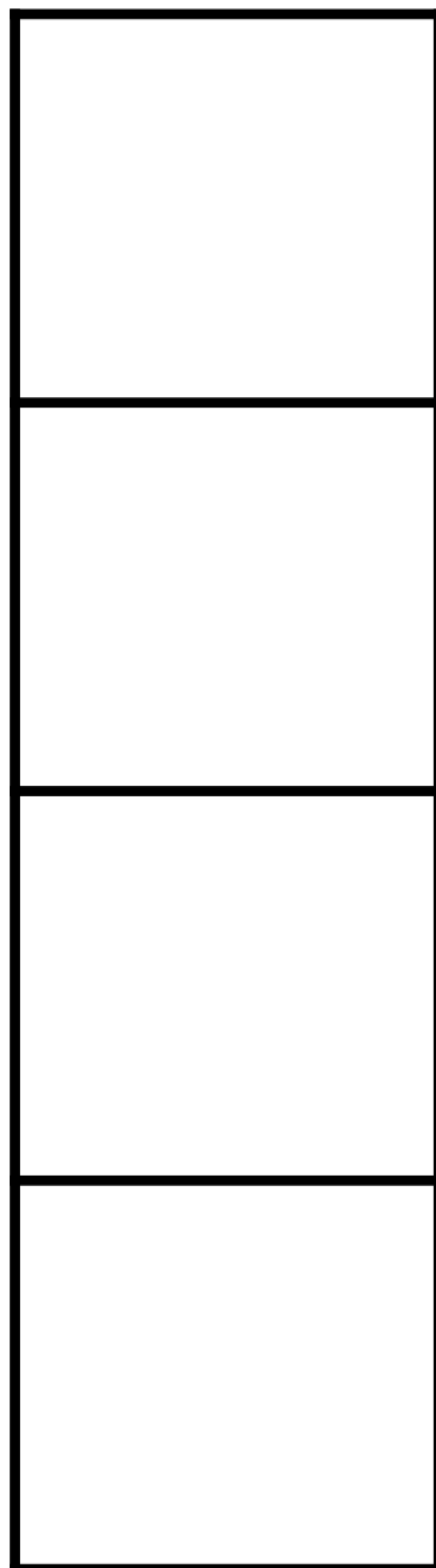
I can

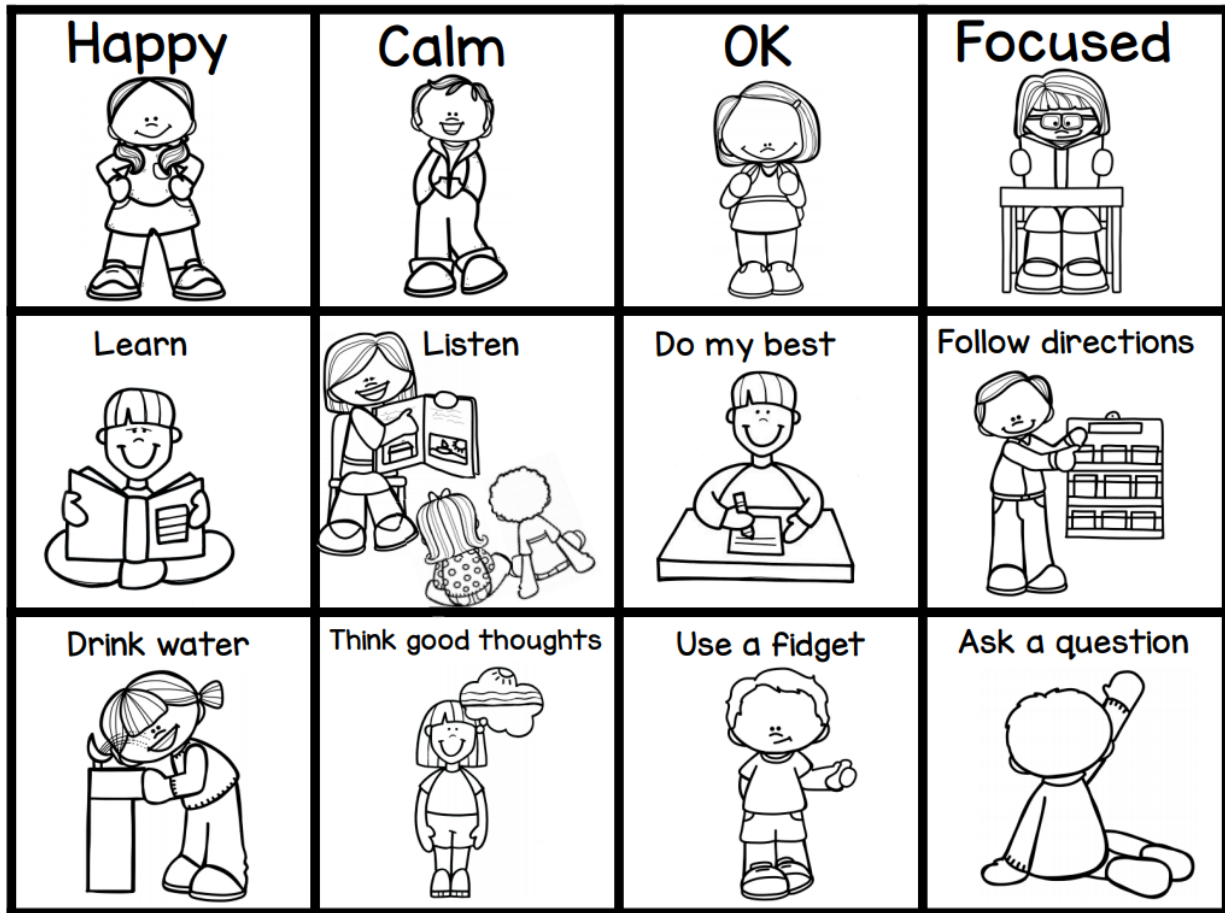
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When I am



I can





<https://www.teacherspayteachers.com/FreeDownload/Sort-and-Match-Emotions-and-Self-Regulation-Strategies-Freebie-4297428>

Name: _____



1 - 2 - 3 A Calmer Me

1 - 2 - 3 I Hug Me

1 - 2 - 3 Relax and Breathe

1 - 2 - 3 A Calmer Me



Draw a picture of you calming down:

A large rectangular area defined by a dotted line, intended for drawing a picture of the child calming down.



What has happened and how are you feeling?

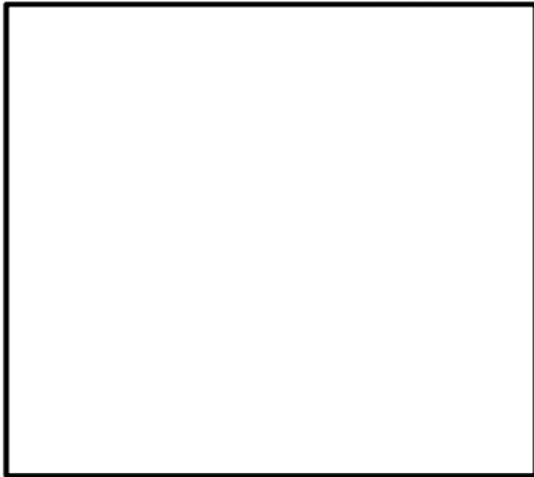


What could you do? Write down all the options and code them as a green or red choice.



Choose an option from the box above and think about what would happen if you do it.

WHEN I feel:



Velcro

Velcro

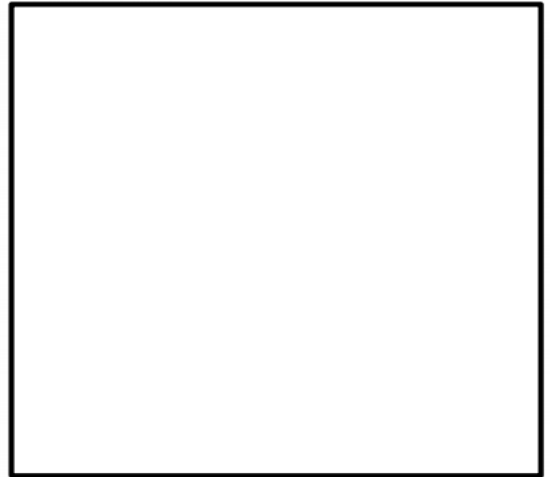
Velcro

Velcro

Velcro

Velcro

I CAN try:



Velcro

Velcro

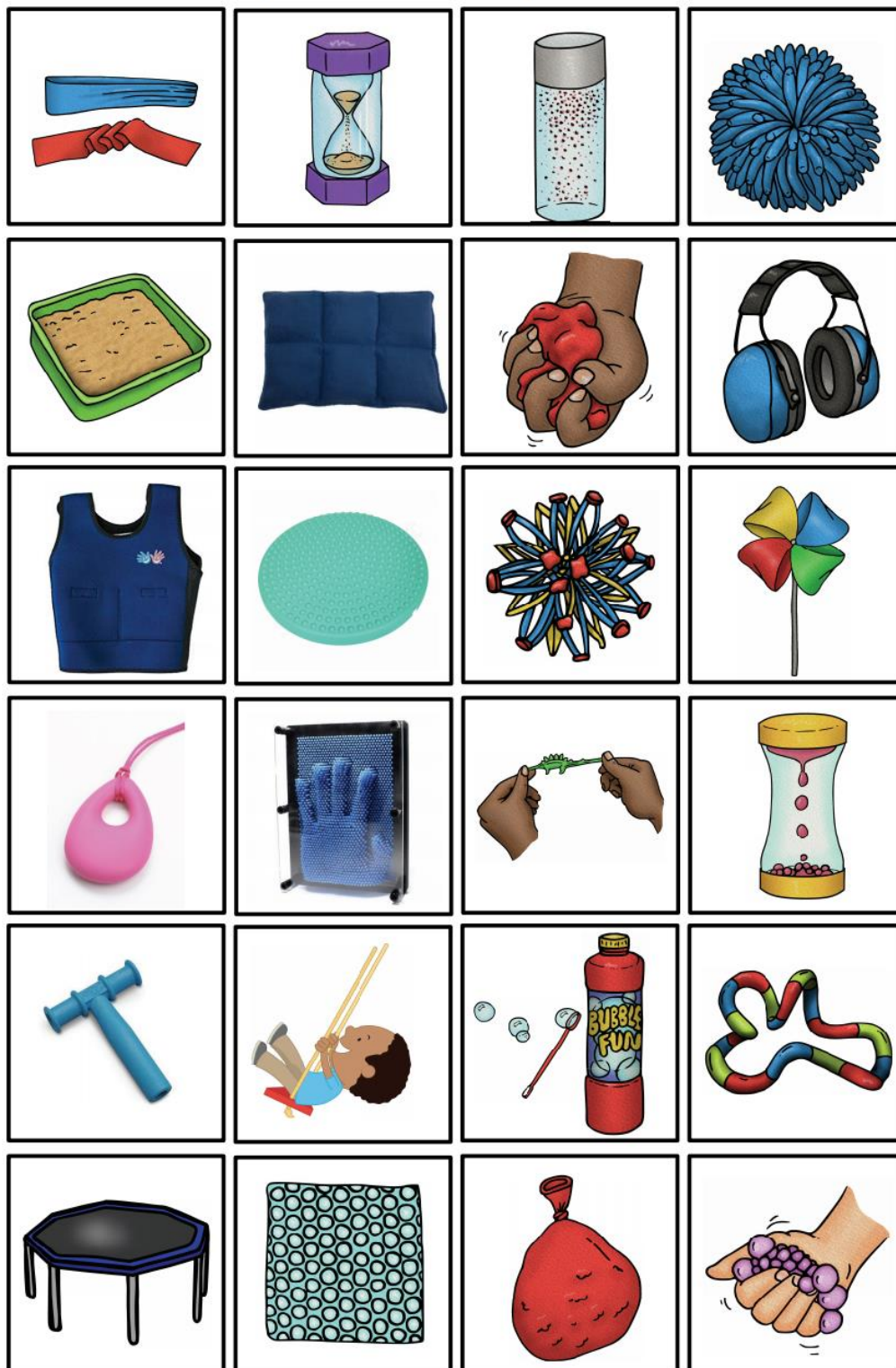
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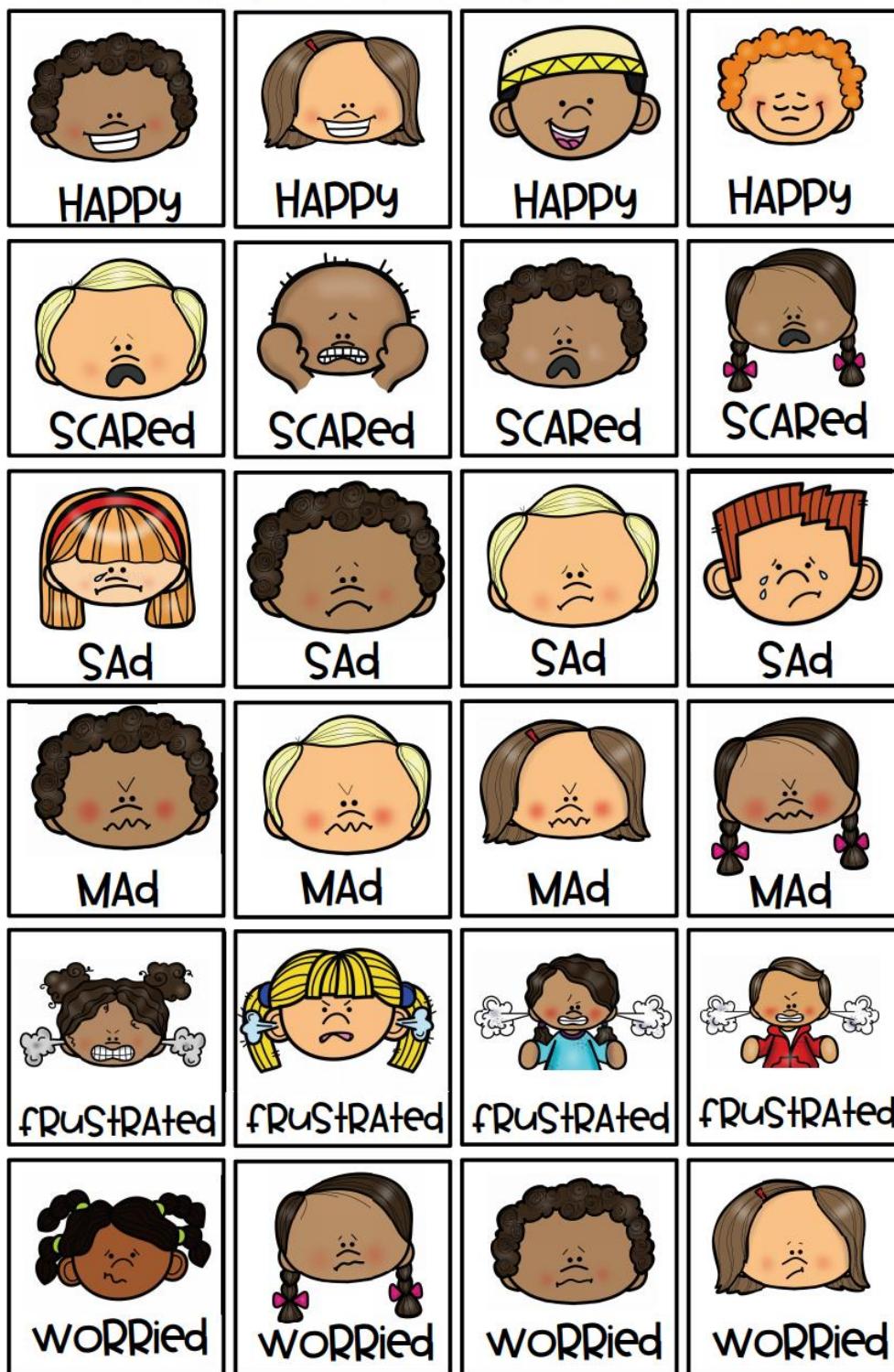
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Laminate these, then cut out and put Velcro on the back



Laminate these, then cut out and put Velcro on the back



Thank You!

I hope this handbook has given you a new perspective when working with traumatized students and guided you in the right direction of beginning or continuing to implement trauma-informed strategies in your classroom. Most importantly, thank you for taking time to help your students in need. Always remember you are making a difference in your students' lives every day.

Thank You!

CHAPTER 6. LIMITATIONS AND CONCLUSION

Introduction: Summary of Project

Educators are faced with numerous challenges and expectations in the classroom. One of these common challenges is the prevalence of behavioral outbursts stemming from traumatized students. Educators lack the knowledge and resources to effectively work with students that have Adverse Childhood Experiences (ACEs). Teachers need trauma-informed strategies to implement with these students in their classrooms. Research shows that effective strategies result in more learning and positive outcomes for students. A study and a handbook were developed in an effort to provide educators with a variety of trauma-informed strategies that are readily available to implement in their classrooms.

Literature Review

The extensive research of peer reviewed articles on trauma-informed strategies and ACEs revealed several findings. The prevalence of trauma in students is growing at an epidemic rate. The research clearly revealed that teacher knowledge of trauma and trauma-informed strategies was lacking. Educators recognized the lack of knowledge in how to effectively serve students with trauma. Additionally, various strategies were found to be effective when working with students with high ACE scores to increase learning.

Research clearly identified teachers need for strategies to implement with students with ACEs. Kaiser Permante (2019), found that 73% of the studies participants had an ACE score of at least one. Very similarly, my research found that 79% percent of the survey participants students had experienced one specific ACE (Sexual or Physical Abuse) alone.

Further research revealed various types or categories of trauma-informed strategies. The categories were relationship building, bibliotherapy, brain-based, mindfulness, de-escalation, and self-regulation. Bethall and Davis (2017), suggested that building a trusting relationship with traumatized students was a positive strategy. My research had similar findings as 95% of the participants selected relationship building as a positive strategy in their classrooms.

Purpose and Limitations of the Trauma-Informed Strategies Survey

The purpose of the survey was to gain an overall understanding of educator's knowledge and/or use of trauma-informed strategies in the classroom. In addition, the survey helped gather information on the prevalence of ACEs in classrooms today.

One limitation of my survey was that participant eight selected that both special education teacher and paraprofessional apply to them. This resulted in the responses being at 105% not 100%. The survey should have been designed for only one response to that question.

In addition, I did not correctly label questions one, three, and seven. This could result in data being misinterpreted on the pie chart. When attempting to correct my original survey questions, I was unable to make corrections and add the labels.

Lastly, I think an additional question asking educators, "why is trauma-informed care is important in schools today," would have allowed me to gather pertinent information to answer my third research question.

Purpose, Content, Strengths, and Limitations of the Handbook

The purpose of the handbook was to create a readily available and compact resource of trauma-informed strategies for educators to implement in their classrooms. Educators already are

consumed by a long list of expectations and this resource should benefit educators to effectively use instruction time by reducing behavioral outbursts with a trauma-informed classroom.

The content of this handbook not only covers a variety of trauma-informed strategies, but it also offers additional resources and materials for educators to dive into, to expand their knowledge about trauma and serving their students.

Strengths of this handbook include the condensed size and amount of information covering various areas of trauma and trauma-informed strategies. Educators feel the pressure of incorporating these strategies without using instructional time. The most effective strategy is in the extensive section over bibliotherapy. The bibliotherapy section easily allows educators to incorporate these books into the curriculum. Another strength of the bibliotherapy section is the incorporation of language arts materials/ activities and grade level differentiation.

A resource handbook developed by Brenda Ingram, EdD, LCSW, Director of Clinical Services, Peace Over Violence, titled *Trauma-Informed Approaches to Classroom Management*, offered an abundance of information on trauma and how it relates to the classroom. The handbook does not however, offer any activities or strategies to be readily implemented by educators, within the classroom setting.

Limitations of this handbook include the length. The handbook just briefly touches on some of the recent research and knowledge about trauma-informed care. There is massive amount of valuable information that is not included or not talked about in depth.

Ideas for Future Improvement

Ideas to expand this research could include surveying secondary teachers and researching what strategies are more effective for secondary students. Then compare differences or

similarities of strategies at both levels. As well as, compare rural vs urban schools and socioeconomic status. Finding the differences in students' needs based on the comparisons could offer a new spectrum on how to better serve these students.

Another idea for future improvement would be to incorporate behavior management. Behavior management strategies can also be very effective when working with these students. There are numerous behavior management strategies that could be categorized into relationship building, de-escalation, and self-regulation.

Reflection

The experience with the development of the special project was challenging. I am a very “black and white” kind of person. This project is not “black and white”, it has been very “gray”. This grayness caused me an abundance of stress and was extremely overwhelming because I had too many thoughts and ideas to narrow down into what I wanted. There was not an exact example for me to follow of off which created the challenges and made me dig deep to create a unique product of my own. The writing process and APA formatting was very time consuming and resulted in a lot of time spent. The hard work that was put into the special project is very rewarding.

Working with my classmate, Vanessa, was a huge factor in the completion of my project. We struggled meeting deadlines and vented to each other along the way. We have become extremely close and built a lifelong friendship through this process, much like Dr. Leatherman said we would.

This process has also reinforced my need to balance life. Between working fulltime as special education teacher, being a mom to two small children, a wife, and going to school I was

always exhausted. I had to remind myself often to take a day and relax, catch up on sleep, and binge watch TV as my own personal coping strategy. I probably procrastinated one too many times, but diamonds are formed under pressure... right?!

Conclusion

Educators are expected to show both academic and behavioral growth in their classrooms. Trauma-Informed Strategies promote learning and foster a safe learning environment for children with ACEs. The handbook found in chapter five will be distributed to elementary educators in both the general and special education setting that serve students with ACEs. My hopes are that this handbook changes the perspective of at least one educators outlook on a behaviorally challenged student. Additionally, educators will use these strategies to change the lives of their students and promote a positive educational experience.

APPENDIX A. SURVEY FOR TRAUMA-INFORMED STRATEGIES IN THE CLASSROOM

1. How many years have you been teaching? Check below (0-5, 6-10, 11-15, 16-20, 21-25, 26-30, 30 +)
2. Check below which applies to you: (general education, special education, special areas, support staff)
3. If you are aware, how many students in your class have experienced trauma check response (0-5,6-10,11-15, 16-20, 21-25, 26-30, 31-35)?
4. What is your definition of trauma-informed strategies?
5. What type of trauma have your students dealt with according to the Adverse Childhood Experiences (ACE) Study- check all that apply (neglect-emotional/physical neglect, abuse-physical/verbal, sexual, household dysfunction- incarceration, divorce, domestic violence, suicide, substance abuse)
6. What types of strategies do, or have you used with traumatized students in your classroom? (check all that apply brain-based, bibliotherapy, relationship building, self-regulation, mindfulness, de-escalation). Other strategies you have tried
7. How much training or professional development (PD) have you received in the trauma-informed area? (0-5,6-10,11-15 PD or trainings).
8. What does trauma-informed care look like in your classroom?
9. Are there strategies that you have heard of and would like more information about using in your classroom?

APPENDIX B. PRINCIPAL APPROVAL LETTER



East Allen County Schools

HERITAGE ELEMENTARY SCHOOL

12050 Houk Rd., Monroeville, Indiana 46773

Phone: 260-446-0160 FAX 260-446-0163

Date: 9-28-19

To Whom It May Concern:

Based on my review of the research proposal by Sabrina Perez, I give permission for her to conduct the study entitled Trauma Informed Strategies for the classroom. Mrs. Perez is a teacher at Heritage Elementary School and will be conducting a survey of the elementary teachers and support staff in this building. Individuals' participation will be voluntary and at their own discretion.

I confirm that I am authorized to approve research conducted at Heritage Elementary School. I understand that the data collected will remain entirely confidential and will not be provided to anyone outside the research team.

Sincerely,



Stephen C. Walter, Jr.
Principal - Heritage Elementary
260-446-0160 Ext. 5201

APPENDIX C. SURVEY SUMMARY EMAIL

Dear Participants,

My name is Sabrina Perez, I am currently enrolled in a Thesis and Special Project class at Purdue University-Fort Wayne. I am beginning to research trauma-informed strategies for the classroom. I am specifically interested in the different types of strategies to implement with student who have adverse childhood experiences (ACE) or high ACE Scores. Please consider completing this Assessment Survey, I am confident that your responses will be valuable to the completion of my study. This survey will take approximately 10-15 minutes to complete.

You will not be asked to attach your name to your survey questions. Individual responses will be used for research purpose only and will be confidential. Once the surveys are collected, they will be destroyed in May 2020. The Principal, approved this survey.

If you have any questions about this survey, you can contact me at 260-310-7249 or email me at hutcs101@pfw.edu or my professor, Dr. Jane Leatherman at 260-481-5742 or email at jleather@purdue.edu.

I would like to sincerely thank you for all your time and participation in this project.

Survey Link:

https://docs.google.com/forms/d/e/1FAIpQLSf4gfV9Svj4e1Gq1JAiT5daz7mYGHbqmSilchopJMphAQxMIQ/viewform?usp=sf_link

Sincerely,

Sabrina Perez

APPENDIX D. SURVEY QUESTIONS AND RESOURCES

Questions	Sources
What is your definition of trauma-informed strategies?	<u>Felitti</u> , V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., ... Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The adverse childhood experiences (ACE) study. <i>American Journal of Preventive Medicine</i> , 14(4), 245–258. https://doi.org/10.1016/s0749-3797(98)00017-8 .
What type of trauma have your students experienced with according to the Adverse Childhood Experiences (ACE) Study?	About the CDC-Kaiser ACE Study <u>Violence Prevention Injury Center CDC</u> (2019, April 2). Retrieved November 23, 2019, from
What types of strategies do, or have you used with traumatized students in your classroom?	<u>Betzalel</u> , N., <u>Shechtman</u> , Z., & Heath, M. (2017). The impact of bibliotherapy superheroes on youth who experience parental absence. <i>School Psychology International</i> , 38(5), 473-490.
What does trauma-informed care look like in your classroom?	Shankar, N. (2016). <i>Addressing children's trauma in education: A case for teacher training</i> (Order No. 10251924). Available from Education Database. (1870784828). Retrieved from https://ezproxy.library.pfw.edu/login?url=https://search-proquest-com.ezproxy.library.pfw.edu/docview/1870784828?accountid=11649
How much training or professional development (PD) have you received in the trauma-informed area? (0-5,6-10,11-15 PD or trainings).	<u>VanderWegen</u> , T. A. (2013). Complex childhood trauma and school responses: A case study of the impact of professional development in one elementary school (Order No. 3598129). Available from Education Database. (1458626712). Retrieved from https://ezproxy.library.pfw.edu/login?url=https://search-proquest-com.ezproxy.library.pfw.edu/docview/1458626712?accountid=11649

<p>If you are aware, how many students in your class have experienced trauma check response (0-5,6-10,11-15, 16-20, 21-25, 26-30, 31-35)</p>	<p>Perry, B. D. (2002). Childhood experience and the expression of genetic potential: What childhood neglect tells us about nature and nurture. <i>Brain and Mind</i> 3, 79-100.</p>
<p>What types of strategies do, or have you used with traumatized students in your classroom? (check all that apply brain-based, bibliotherapy, relationship building, self-regulation, mindfulness, de-escalation). Other strategies you have tried _____?</p>	<p>Gözüvesil, E., & Dikici, A. (2014). The Effect of Brain Based Learning on Academic Achievement: A Meta-analytical Study*. <i>Kuram Ve Uygulamada Egitim Bilimleri</i>, 14(2), 642-648.</p>

APPENDIX E. SURVEY RESPONSES -RAW DATA

Survey Question	Participant Responses
<p>How many years have you been teaching?</p> <p>0-5 6-10 11-15 16-20 21-25 26-30 31+</p>	<p>Participant 1: 0-5 Participant 2: 21-25 Participant 3: 6-10 Participant 4: 21-25 Participant 5: 0-5 Participant 6: 0-5 Participant 7: 21-25 Participant 8: 0-5 Participant 9: 21-25 Participant 10: 0-5 Participant 11: 26-30 Participant 12: 16-20 Participant 13: 21-25 Participant 14: 11-15 Participant 15: 21-25 Participant 16: 16-20 Participant 17: 0-5 Participant 18: 11-15 Participant 19: 16-20 Participant 20: 16-20</p>
<p>Check below which applies to you:</p> <p>General Education Teacher Special Education Teacher Paraprofessional or Support Staff Special Areas Teacher</p>	<p>Participant 1: General Education Teacher Participant 2: General Education Teacher Participant 3: Special Education Teacher Participant 4: General Education Teacher Participant 5: Special Education Teacher Participant 6: General Education Teacher Participant 7: General Education Teacher Participant 8: General Education Teacher/ Paraprofessional or Support Staff Participant 9: General Education Teacher Participant 10: General Education Teacher Participant 11: Special Education Teacher Participant 12: Special Education Teacher Participant 13: Special Areas Teacher Participant 14: Special Areas Teacher Participant 15: General Education Teacher Participant 16: Special Areas Teacher Participant 17: Paraprofessional or Support Staff</p>

	<p>Participant 18: Paraprofessional or Support Staff</p> <p>Participant 19: General Education Teacher</p> <p>Participant 20: : Special Education Teacher</p>
<p>If you are aware, how many students in your class have experienced trauma?</p> <p>0-5</p> <p>6-10</p> <p>11-15</p> <p>16-20</p> <p>21-25</p> <p>26-30</p> <p>30+</p>	<p>Participant 1: 0-5</p> <p>Participant 2: 0-5</p> <p>Participant 3: 6-10</p> <p>Participant 4: 0-5</p> <p>Participant 5: 6-10</p> <p>Participant 6: 0-5</p> <p>Participant 7: 6-10</p> <p>Participant 8: 0-5</p> <p>Participant 9: 0-5</p> <p>Participant 10: 0-5</p> <p>Participant 11: 6-10</p> <p>Participant 12: 0-5</p> <p>Participant 13: 0-5</p> <p>Participant 14: No Response</p> <p>Participant 15: 30+</p> <p>Participant 16: 0-5</p> <p>Participant 17: 0-5</p> <p>Participant 18: 6-10</p> <p>Participant 19: 0-5</p> <p>Participant 20: 6-10</p>
<p>What is your definition of trauma-informed strategies?</p>	<p>Participant 1: Using information from student trauma by discussing and working with students and parents to help students throughout the day. Strategies should be individualized by students and their specific trauma related behaviors.</p> <p>Participant 2: Finding strategies to prevent trauma triggers for a student and/or steps to take when a student is reacting to triggers.</p> <p>Participant 3: Developing strategies in the classroom to create a safe, caring place for students who have experienced trauma. Develop relationships, look past the behavior, meet them where they are at emotionally, develop coping strategies they can utilize inside the school environment.</p> <p>Participant 4: Strategies teachers use to help those children who have experienced trauma cope and learn in an education setting</p> <p>Participant 5: No Response</p> <p>Participant 6: Strategies used specifically for students who have experienced trauma and even sometimes specific to the specified trauma.</p>

	<p>Participant 7: Any stress caused at home due to divorce, death, substance abuse, etc. that will affect the child dramatically for the rest of their life.</p> <p>Participant 8: No Response</p> <p>Participant 9: Strategies that are sensitive to students who have experienced trauma</p> <p>Participant 10: Teaching strategies and interventions used when you know a student has experienced trauma in their life.</p> <p>Participant 11: No Response</p> <p>Participant 12: Interventions for helping with daily life at school</p> <p>Participant 13: Compassion</p> <p>Participant 14: Strategies we come up with that impacts the trauma a child has gone through</p> <p>Participant 15: family struggles like divorce or abuse</p> <p>Participant 16: Being cognizant that students may be looking at your class through a different lens than you and being careful about what you say, and how you say it.</p> <p>Participant 17: No Response</p> <p>Participant 18: No Response</p> <p>Participant 19: Ways in which a teacher can work with students who have experienced trauma.</p> <p>Participant 20: To help students deal with stressful situations at school and at home.</p>
<p>What type of trauma have your students experienced with according to the Adverse Childhood Experiences (ACE) Study?</p> <p>Check all that apply.</p> <p>Neglect-Physical or Emotional</p> <p>Abuse-Physical, Verbal, or Sexual</p> <p>Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p>	<p>Participant 1: Neglect-Physical or Emotional/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 2: Neglect-Physical or Emotional/ Abuse-Physical, Verbal, or Sexual/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 3: Neglect-Physical or Emotional/ Abuse-Physical, Verbal, or Sexual/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 4: Neglect-Physical or Emotional/ Abuse-Physical, Verbal, or Sexual/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 5: Neglect-Physical or Emotional/ Abuse-Physical, Verbal, or Sexual/ Household</p>

	<p>Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 6: Neglect-Physical or Emotional/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 7: Neglect-Physical or Emotional/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 8: Neglect-Physical or Emotional/ Abuse-Physical, Verbal, or Sexual/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 9: Neglect-Physical or Emotional/ Abuse-Physical, Verbal, or Sexual/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 10: Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 11: Neglect-Physical or Emotional/ Abuse-Physical, Verbal, or Sexual/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 12: Neglect-Physical or Emotional/ Abuse-Physical, Verbal, or Sexual/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 13: Neglect-Physical or Emotional/ Abuse-Physical, Verbal, or Sexual/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 14: Neglect-Physical or Emotional/ Abuse-Physical, Verbal, or Sexual/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 15: No Response</p> <p>Participant 16: Neglect-Physical or Emotional/ Abuse-Physical, Verbal, or Sexual/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 17: Neglect-Physical or Emotional/ Abuse-Physical, Verbal, or Sexual/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p>
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	<p>Participant 18: Neglect-Physical or Emotional/ Abuse-Physical, Verbal, or Sexual/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 19: Neglect-Physical or Emotional/ Abuse-Physical, Verbal, or Sexual/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p> <p>Participant 20: Neglect-Physical or Emotional/ Abuse-Physical, Verbal, or Sexual/ Household Dysfunction (i.e. incarceration, divorce, domestic violence, suicide, substance abuse)</p>
<p>What types of strategies do, or have you used with traumatized students in your classroom?</p> <p>Check all that apply.</p> <p>Brain-based</p> <p>Bibliotherapy</p> <p>Relationship building</p> <p>Emotional self- regulation</p> <p>Mindfulness</p> <p>De-escalation</p> <p>Other:_____</p>	<p>Participant 1: Relationship building/ Emotional self- regulation/ Mindfulness/ De-escalation</p> <p>Participant 2: Relationship building/ Mindfulness/ De-escalation</p> <p>Participant 3: Brain-based/Bibliotherapy/ Relationship building/ Emotional self- regulation/Mindfulness/ De-escalation</p> <p>Participant 4: Relationship building</p> <p>Participant 5: Relationship building/ Emotional self- regulation/ De-escalation</p> <p>Participant 6: Relationship building Emotional self- regulation/ Mindfulness/ De-escalation</p> <p>Participant 7: Relationship building/ Emotional self- regulation/ Mindfulness</p> <p>Participant 8: Relationship building Emotional self- regulation/ De-escalation</p> <p>Participant 9: Relationship building Emotional self- regulation/ Mindfulness/ De-escalation</p> <p>Participant 10: Relationship building/ Emotional self- regulation/ Mindfulness</p> <p>Participant 11: Brain-Based/ Relationship building/ Emotional self- regulation/ Mindfulness/ De-escalation</p> <p>Participant 12: Relationship building/ Emotional self- regulation/ Mindfulness/ De-escalation</p> <p>Participant 13: Relationship building/ Emotional self- regulation/ De-escalation</p> <p>Participant 14: Relationship building/ Emotional self- regulation/ Mindfulness/ De-escalation/ Bibliotherapy</p> <p>Participant 15: Relationship Building</p>

	<p>Participant 16: Relationship Building/ De-escalation</p> <p>Participant 17: Relationship building/ Emotional self- regulation/ Mindfulness/ De-escalation</p> <p>Participant 18: Emotional self- regulation/ De-escalation</p> <p>Participant 19: Relationship Building/ De-escalation</p> <p>Participant 20: : Relationship building/ Emotional self- regulation/ De-escalation/ Bibliotherapy</p>
<p>Approximately how many hours of training or professional development (PD) have you received in the trauma-informed area?</p> <p>0-5</p> <p>6-10</p> <p>11-15</p> <p>16-20</p> <p>20+</p>	<p>Participant 1: 0-5</p> <p>Participant 2: 0-5</p> <p>Participant 3: 11-15</p> <p>Participant 4: 0-5</p> <p>Participant 5: 0-5</p> <p>Participant 6: 0-5</p> <p>Participant 7: 0-5</p> <p>Participant 8: 0-5</p> <p>Participant 9: 0-5</p> <p>Participant 10: 0-5</p> <p>Participant 11: 16-20</p> <p>Participant 12: 6-10</p> <p>Participant 13: 0-5</p> <p>Participant 14: 0-5</p> <p>Participant 15: 0-5</p> <p>Participant 16: 0-5</p> <p>Participant 17: 0-5</p> <p>Participant 18: 0-5</p> <p>Participant 19: 0-5</p> <p>Participant 20: 20+</p>
<p>What does trauma-informed care look like in your classroom?</p>	<p>Participant 1: Care in my classroom includes getting to know the children as individuals as well as creating a positive environment within the classroom where they feel safe to share their information as well as coming up with strategies to work with them.</p> <p>Participant 2: Student awareness, background knowledge as available, parent communication as appropriate in relation to trauma, team conference with principal, SPED, RTI team</p> <p>Participant 3: Relationship building, safe area, coping strategies throughout classroom, social skills training, meeting where students are at emotionally and academically, laughter, brain breaks, sensory breaks</p>

	<p>Participant 4: Calm voice, choices for learning, quiet space for “time out,” not asking the question “why did you do that?” because sometimes kids react without thinking, appropriate touch like side-hug or high five because kids need to learn that not all touch is bad, saying “I will never give up on you” and meaning it.</p> <p>Participant 5: Relationship building & mindfulness</p> <p>Participant 6: Trauma informed care looks like a teacher who truly cares for her students and utilizes knowledge on approach and response to trauma specific students as well as other students whom you may not know have experienced any trauma</p> <p>Participant 7: Community circles and relationship building. If I feel they need more help than I have time to give them at that moment, then I send them to see our counselor.</p> <p>Participant 8: No Response</p> <p>Participant 9: Care that includes others, Mr. Conner, Mrs. Didion, Mrs. Bickel and sensitivity to triggers the student has along with relationship building</p> <p>Participant 10: The way I approach behavioral issues - I usually talk to the student first about anything that's going on in their life that may be bothering them before then discussing the behavioral issue accordingly.</p> <p>Participant 11: Brain breaks, giving student a chance to de-escalate, talking through emotions</p> <p>Participant 12: A lot of stopping and talking and listening to problems. Giving physical treats or rewards like Halloween costumes, candy, supplies</p> <p>Participant 13: empathy and compassion</p> <p>Participant 14: No Response</p> <p>Participant 15: No Response</p> <p>Participant 16: No Response</p> <p>Participant 17: I follow the plans set by the teachers in our classrooms.</p> <p>Participant 18: Outbursts, either shouting or crying</p> <p>Participant 19: I have an area that students can go to cool down, fidget box, dry erase board to show emotions</p> <p>Participant 20: I need the flexibility to de-escalate a situation rather than administer a prescriptive</p>
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	<p>consequence. Ultimately, these students need to learn how to de-escalate situations themselves and regulate their emotions. The only way they can learn that is in a place that feels safe. Reframe Student Behavior: It's easy for teachers to take students' behavior personally or to misinterpret a child's actions as willful defiance. I need to "remember that behaviors that are disruptive or unhelpful in the classroom might be self-protective responses to chronic stress." This perspective can help teachers make a small but powerful mental shift: instead of asking "what's wrong with him?" ask "what happened to him, and how did he learn to adapt to it?"</p>
<p>Are there strategies that you have heard of and would like more information about to implement in your classroom?</p>	<p>Participant 1: Any trauma related strategies would be very helpful to hear more about as it can be used within my existing and future students. Participant 2: Written info from Sarah Hartman Participant 3: No response Participant 4: I'd like to know more about mindfulness. Participant 5: Brain based Participant 6: No Response Participant 7: Any would be helpful. Participant 8: No Response Participant 9: No Response Participant 10: I can't think of any specific strategies, but it'd be nice to have more information overall. Participant 11: I am always open to learning more information that would be useful with my students. Participant 12: Yes, Boys Town Training Participant 13: No response Participant 14: The What Zone are You in? teaching. Participant 15: No Response Participant 16: No Response Participant 17: Not at this point. Participant 18: No Response Participant 19: Brain-based Participant 20: Not at the moment, but I'm sure there are</p>

APPENDIX F. CITI TRAINING



Completion Date 29-May-2019
Expiration Date 27-May-2024
Record ID 31788181

This is to certify that:

Sabrina Perez

Has completed the following CITI Program course:

Human Research

(Curriculum Group)

Group 2.Social Behavioral Research Investigators and Key Personnel

(Course Learner Group)

1 - Basic Course

(Stage)


Under requirements set by:



Purdue University



Verify at www.citiprogram.org/verify/?w776f6bbd-189f-4477-8c03-2d9e785eee08-31788181

APPENDIX G. IRB APPROVAL



  Sabrina Perez ▾

Dashboard

Studies

Submissions

Tasks

[Studies](#) / [Study Details](#)

+ New Submission


Study Details


Submissions

Approved

IRB-2019-526

Trauma Informed Strategies for the Classroom

 PDF

 Delete

Approval Date:

Expiration Date:

Organization:

Active Submissions:

Admin Check-In Date:

Closed Date:

Current Policy

Sponsors:

11-06-2019

N/A

PFW EDUC STUDIES

N/A

11-06-2022

N/A

Post-2018 Rule

N/A

Key Contacts

Attachments

Team Member	Role	Number	Email
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VITA

Sabrina Perez

Objective

To obtain a position as a Special Education teacher at Heritage Elementary School where I can maximize my experience, knowledge, and passion for Emotionally Disabled children in the Day Treatment Program.

Education

MASTERS OF SCIENCE | MAY 2020 | PURDUE UNIVERSITY FORT WAYNE

- Major: Special Education
- Related coursework: Behavior Management, Collaboration and Service Delivery, Assessment & Remediation Mild Handicap, Practicum/Field Experience

BACHELORS OF SCIENCE | NOVEMBER 2015 | INDIANA TECH

- Major: Psychology
- Related coursework: Child Psychology, Social Psychology, Abnormal/Advanced Abnormal Psychology

Experience

SPECIAL EDUCATION TEACHER | EAST ALLEN COUNTY SCHOOLS | AUGUST 2017-CURRENT

- Develop and implement behavior strategies for classroom management
- Individualized Education Plans
- Coordinating/collaborating monthly with multi-disciplinary team members to evaluate students' needs
- Form partnerships with staff, students, and parents throughout a variety of communications that leads to developing a comprehensive relationship that best serves the child
- Functional Behavior Assessments
- Modified curriculum/small group instruction
- Obtained CPR/CPI certifications

REHABILITATION SERVICE PROVIDER II-COACH |BOWEN CENTER| FEBRUARY 2016-AUGUST 2017

- Implement evidence-based interventions for children and adolescents based on treatment plans
- Documented progress towards goals, response to interventions, abuse/neglect reports with DCS, and case management
- Coordinated as a team using effective communication in regard to treatment responses
- Received 100% on timeliness of paperwork, quarterly reviews, and exceeded expected percentage of billing each month
- Developed and authored Individualized Care Plan's based on diagnostic

CERTIFIED TRAINER-FOOD SERVICE WORKER |DARDEN RESTAURANTS| JANUARY 2014-JANUARY 2017

- Trained staff to ensure comprehensive understanding of restaurant methodology/practices
- Customer service and conflict resolution techniques