10 STEPS

Activities Packet

10 Steps Activities Packet

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www.starr.org

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ACTIVITY:
Core Values and Beliefs

What are your core values and beliefs about children? What are the core values and beliefs about children in your school setting?

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The Circle of Courage

A Model of Resilience

GENEROSITY

BELONGING

INDEPENDENCE

MASTERY

CIRCLE OF COURAGE

Belonging • Mastery • Independence • Generosity ™

STAFF
Self-Assessment
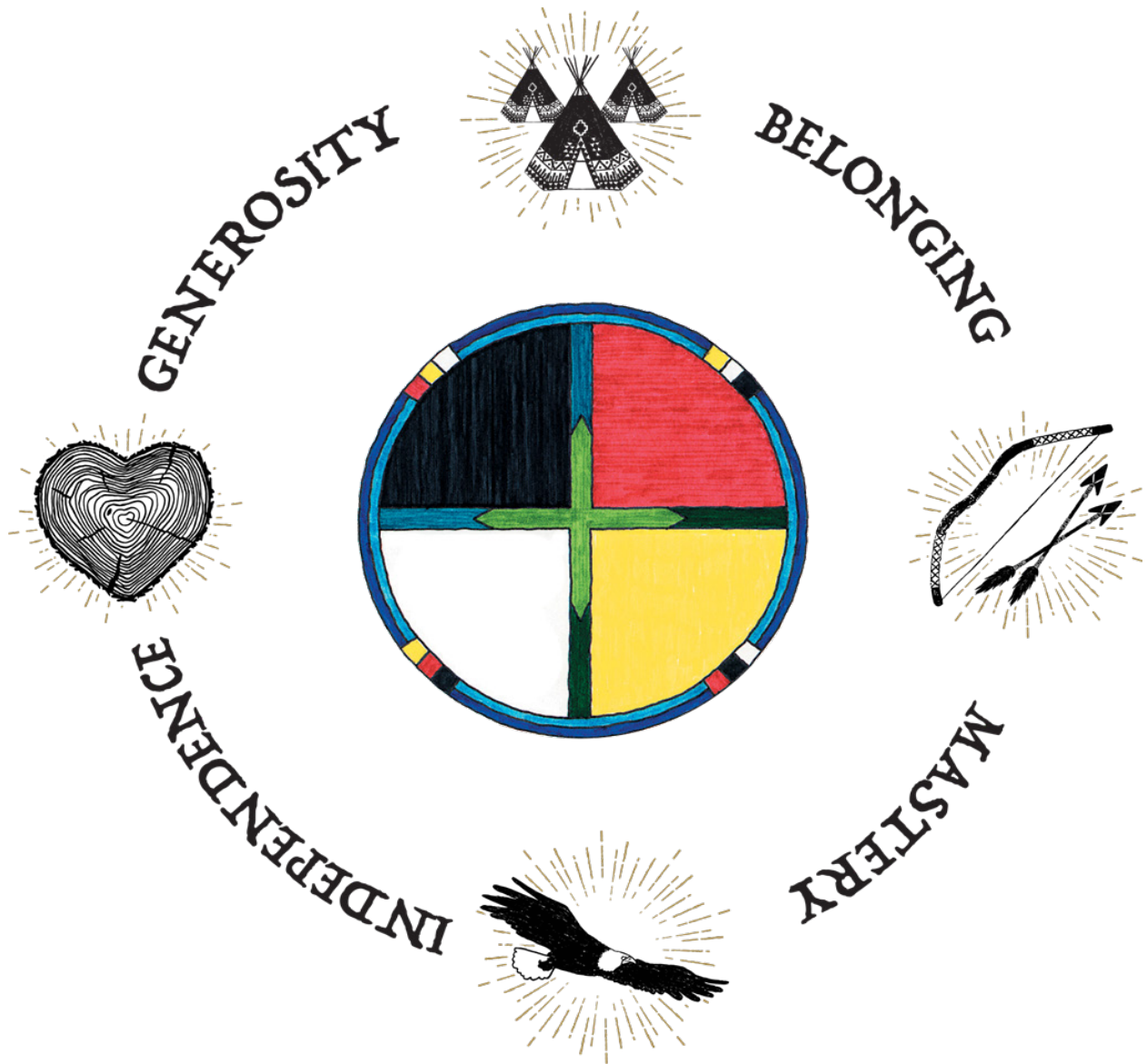
Our Mission

Starr Commonwealth leads with courage to create positive experiences so that all children, families, and communities flourish.

Our Vision

Universal Hope, Boundless Love, and Limitless Success for all children.

STARR COMMONWEALTH

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The Lakota word for child – WAKAN – means "sacred being." As you reflect on the four universal needs and your journey towards becoming a trauma-informed, resilience-focused professional, consider how adults and members of society view and interact with children.

Then, ask yourself,

"How might we interact with children differently if they were all viewed as sacred beings?"

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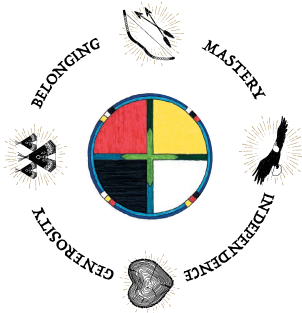
The Circle of Courage® Model

Starr's strength-based, resilience-focused approach is rooted in the universal principle that, to be emotionally healthy, all youth need a sense of belonging, mastery, independence, and generosity. This unique model of positive youth development, known as the Circle of Courage®, was developed by Starr's 2nd President, Dr. Larry K. Brendtro (PhD) and his colleagues, and integrates the cultural wisdom of tribal peoples, the practical wisdom of professional pioneers with troubled youth, and the findings of modern youth development research.

The Circle of Courage® model addresses the needs and growth opportunities of all people, and fosters healing and growth through interventions held in an atmosphere of respect and growth. Each intervention is trauma-informed and resilience-focused, and designed to encourage individuals and youth to feel safe and comfortable in an environment of understanding and acceptance. Every broken circle can be repaired, and with every repair comes a greater sense of resilience, strength, and belief in one's greatness.

Circle of Courage®
Staff Self-Assessment Overview

A trauma-informed and resilient-focused space means setting up environments for the success of all children. We consider these approaches to be Tier 1 supports. For a more detailed overview about how to create a trauma-informed, resilience-focused classroom and school, please refer to our foundational Education Track course, Trauma-Informed Resilient Schools, or our book *10 Steps to Create a Trauma-Informed Resilient School*. Both, in tandem with Resetting for Resilience and this resource, will help set you (and therefore your students) up for success.

As a summary, relationships, connection, and creating a sense of belonging are key to helping **ALL** children flourish. Another important facet is creating a physical and emotionally safe environment, which absolutely means establishing equitable classrooms and teaching and practicing emotional awareness and regulation. The last, extremely important factor may surprise you: it's **YOU**.

A trauma-informed and resilience-focused approach to a student who is "off-task" should involve an educator asking themselves four key questions before approaching the student to help.

1. *Am I currently able to regulate my own emotions and behavior?*

2. *Which one or more of this student's universal needs is lacking right now?*

3. *How can I help this student regulate their emotions and/or behavior in this moment?*

4. *How can I make this a learning opportunity for this student?*

Our Circle of Courage®–Tier 1 Staff Self-Assessment will help you check in with your ability to create an environment that fosters the four Universal Needs of:

- Belonging
- Independence
- Mastery
- Generosity

On the pages that follow, a self-assessment has been provided for each Universal Need noted above. Included on each are four date markers to give you the opportunity to continue to reassess yourself throughout the school year – or as often as you would like. The greater your awareness of the fidelity with which you are implementing each strategy, the stronger your Tier 1 supports will be and the longer they will be held in place.

We hope you find this overall assessment to be a valuable tool in measuring your growth and development over time, and in supporting the great work you are doing every day to create safe environments for all of our students to thrive.

For more information about this assessment or additional Starr coaching or consulting services, please contact us at info@starr.org.

"Students who are loved at home, come to school to learn, and students who aren't, come to school to be loved."

–Nicholas A. Ferroni

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Circle of Courage® Staff Self-Assessment

Name: _____ Date: _____

Directions: Please rate your implementation of the following four universal need interventions: Belonging, Mastery, Independence, and Generosity based upon the following scale: 0 - Not yet implemented, 1 - Rarely implemented, 2 - Sometimes, 3 - Almost always, 4 - Always. After you rate the interventions, take a look at the numbers you selected for each intervention. Focus on one to two interventions from each universal need category where you rated yourself with a 0, 1, or 2 for the next several weeks. Feel proud of the interventions you are consistently implementing almost always and/or all of the time. Well done! Periodically, come back to this assessment to compare how you are doing with your implementation.

Rate your implementation of the following interventions to support BELONGING:	0 Not Yet Implemented	1 Rarely Implemented	2 Sometimes	3 Almost Always	4 Always
1. I greet each student by name every day and when they return from recess/lunch and specials.					
2. I have asked each student what they want to be called, if they have a nickname and how to pronounce it.					
3. I strive to establish a positive relationship with every student (trust, connection, and understanding) and assume each student is doing their best. Example: You look tired today – is that why you haven't started your work? and, Do you need a drink of water, a few minutes, some time to help you get started? (Give time to let them respond).					
4. I have daily classroom meetings.					
5. I have created norms for classroom meetings collectively with my students.					
6. I practice pro-social behaviors during classroom meetings with my students (i.e. compliments, gratitude, and "get to know you" prompts).					
7. I implement the 5:1 positive/negative interactions rule. (I always look for the good in every situation. I notice what is going right. Have at least 5 positive interactions for every 1 negative interaction.)					
8. I offer specific verbal affirmation for students who are making another student(s) feel a sense of belonging.					
9. When a difficult behavior arises, I do my best to look beyond the behavior to determine if the behavior is a bid for connection.					
10. I respond to student's bids for connection within boundaries.					
11. I restore relationships after negative interactions between myself and a student and/or between students. (Mediation session with teacher and student and/or peer to peer–may need to wait until all parties are calm.)					
12. I use time-in strategies.					
13. If a student has to leave the classroom to regain regulation, I wholeheartedly welcome them back.					
14. I notice strengths in every student.					
15. I provide opportunities for students to work together in structured and unstructured groups each day.					
16. I role model valuing diversity and acceptance and infuse this into curriculum (i.e. through "read alouds", science, history, math role models, etc.).					
17. I identify students' interests and hobbies and find something you have in common with every student.					
18. I help students see what they have in common with each other.					

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Rate your implementation of the following interventions to support BELONGING continued:	0 Not Yet Implemented	1 Rarely Implemented	2 Sometimes	3 Almost Always	4 Always
19. I teach and role play social skills and problem solving (SEL curriculum, classroom meetings, integrate into subject areas: act out characters, perform skits and plays, job skills/math, role models in history, etc.).					
20. When a student is struggling to connect, I use the 2:10 strategy – 2 minute conversation for 10 days consecutively about something not academically related to build relationship.					
21. I check in with students frequently, giving feedback every hour.					
22. I laugh and play with students every day.					
23. I celebrate reaching goals collectively.					
24. I speak regularly about what belonging means to my and the students in my classroom.					
25. I display anchor charts in my classroom that promote belonging.					
26. I promote positive speech about students and their families with colleagues.					
27. I use gender neutral pronouns – (i.e. they, them, everyone).					

Self-Reflection:

Date #1:

Date #2:

Date #3:

Date #4:

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Rate your implementation of the following interventions to support MASTERY:

	0 Not Yet Implemented	1 Rarely Implemented	2 Sometimes	3 Almost Always	4 Always
1. I post and review classroom rules regularly.					
2. I self-reflect and ask myself, "What am I teaching and reinforcing?"					
3. I self-reflect and ask myself, "How am I treating my students, peers and parents – am I modeling the behavior I want to see in my students?" (Perseverance, calm, patience, generosity, empathy)					
4. I ask myself, "Do all students understand the rules and have the capability/social skills to carry them out?"					
5. When giving instructions I provide clearly stated and specifically identified expectations.					
6. I repeat expectations frequently.					
7. I consistently offer students opportunities for process based praise.					
8. I consistently offer students opportunities for peer-to-peer feedback.					
9. I use flexible student groupings to teach and reteach as needed.					
10. I use students as resources.					
11. I celebrate accomplishments and goals collectively.					
12. I get to know all of my students' strengths and interests.					
13. I make sure everyone knows each other's strengths and expertise.					
14. I check in with all students frequently and offer individualized and specific feedback for each child.					
15. I promote a growth mindset by focusing on how much students have learned and remind them of the power of the word, "yet" (i.e. maybe you aren't there yet, but you are making such great progress).					
16. As an educator, I am always in the process of learning.					
17. I provide myself with opportunities for self-care on a daily basis.					

**Self-Reflection:**

Date #1:

Date #2:

Date #3:

Date #4:

Rate your implementation of the following interventions to support INDEPENDENCE:	0 Not Yet Implemented	1 Rarely Implemented	2 Sometimes	3 Almost Always	4 Always
1. I frequently pause and check in with my own level of emotional regulation.					
2. I teach and practice mind body skills for emotional awareness and regulation every day to promote relaxation and access to coping skills. Skills such as: breathing and movement exercises, body scans, guided imagery, and mindfulness.					
3. During classroom meetings I practice noticing and naming feelings with my students.					
4. I provide students access to sensory tools such as fidgets, weighted lap pads, exercise balls.					
5. I provide students with an opportunity to lead one another in emotional awareness and regulation practices.					
6. I give students choices of how to cope when they are having a hard day.					
7. I offer frequent opportunities for movement throughout each day.					
8. I seek out additional proactive breaks for students who have more sensory needs.					
9. I attune myself to a student's body language in order to get a sense of where they are in terms of emotional regulation.					
10. I use affective statements and questions.					
11. I post and review classroom expectations daily.					
12. I provide students with a daily planner or goal sheet.					
13. I provide a written class agenda on the board daily.					
14. I give choices whenever possible.					
15. I include students in on decision making.					
16. I include students in on problem solving.					
17. I encourage students to take appropriate challenges.					
18. I ensure students you are there to help and support them.					
19. I teach students about the impact of stress and trauma on the brain (i.e. use the meerkat, tiger, and owl example).					
20. I implement movement in the classroom every day.					
21. I provide alternate seating.					
22. I provide an open option for a "calm down" spot or corner in my classroom.					

Self-Reflection:

Date #1:

Date #2:

Date #3:

Date #4:

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Rate your implementation of the following interventions to support GENEROSITY:

	0 Not Yet Implemented	1 Rarely Implemented	2 Sometimes	3 Almost Always	4 Always
1. I speak regularly with my class about what generosity means to all of us.					
2. I display anchor charts in my classroom that support generosity.					
3. I offer specific verbal affirmation when other students are showing generosity towards another student.					
4. I offer classroom jobs to all students.					
5. I practice solving problems during classroom meetings.					
6. I practice giving compliments during classroom meetings.					
7. I create opportunities for students to help each other and showcase their strengths.					
8. I have students write notes or make cards to show appreciation to their families, school, and greater community.					
9. I promote service learning projects. Let students' passions be the driver (e.g. love of animals – bottle drive and donate proceeds to animal shelter).					
10. I teach and practice empathy exercises for self and others.					
11. I model kindness and generosity.					
12. When a student is struggling with a behavior, I offer them a suggestion to redirect their energy in a helpful way. For example, a student is struggling to stay in their seat, invite them to carry library books down to the library.					

Self-Reflection:

Date #1:

Date #2:

Date #3:

Date #4:

CC Staff Self-Assessment 5 of 5

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ACTIVITY: Understand Trauma's Impact

TRAUMA activates the stress response. When the brain stem is activated, do the following physical symptoms increase (▲) or decrease (▼)? Circle the arrow below that applies.

▲   Heart rate   ▼

▲   Respiration   ▼

▲   Muscle tension   ▼

▲   Blood flow   ▼

▲   Coritisol   ▼

▲   Adrenalin   ▼
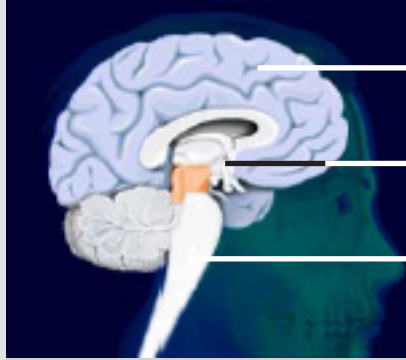
thinking brain

sensory brain

brain stem

When this activation lasts for LESS than four weeks it is called **acute stress.**

When this activation lasts for MORE than four weeks it is called **postraumatic stress.**

When stressed, the Thinking Brain:

☐ WORKS WELL or ☐ DOES NOT WORK WELL

Name or describe three symptoms of trauma as a result of the stress impact on the Thinking Brain:

1. _____

2. _____

3. _____

When stressed, the Sensory Brain:

☐ WORKS WELL or ☐ DOES NOT WORK WELL

Name or describe three symptoms of trauma as a result of the stress impact on the Sensory Brain:

1. _____

2. _____

3. _____

Students in trauma often react by engaging in fight, flight, or freeze responses.

Describe a student experience for each of the responses in the appropriate boxes below.

FIGHT

FLIGHT

FREEZE

ACTIVITY:
The Animals Inside of Me

How are you like a meerkat when you're calm? Stressed?
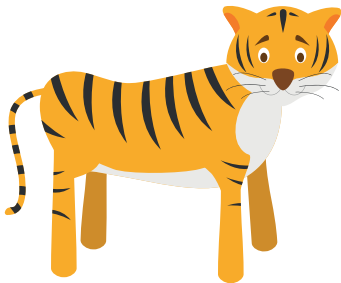
How are you like a tiger when you're calm? Stressed?

How are you like an owl when you're calm? Stressed?

RECOMMENDED RESOURCES:

Videos

- ReMoved (Part 1): Matanick, N. (2014, March 11). Removed. YouTube. Retrieved March 14, 2023, from https://www.youtube.com/watch?v=lOeQUwdAjE0
- ReMoved (Part 2): Matanick, N. (2015, June 13). Remember My Story - Removed Part 2. YouTube. Retrieved March 14, 2023, from https://www.youtube.com/watch?v=I1fGmEa6WnY
- Remembering Trauma: CCTASI at Northwestern University. (2017, April 20). Remembering Trauma Official Film (2017). YouTube. Retrieved March 14, 2023, from https://www.youtube.com/watch?v=v13XamSYGBk

Image
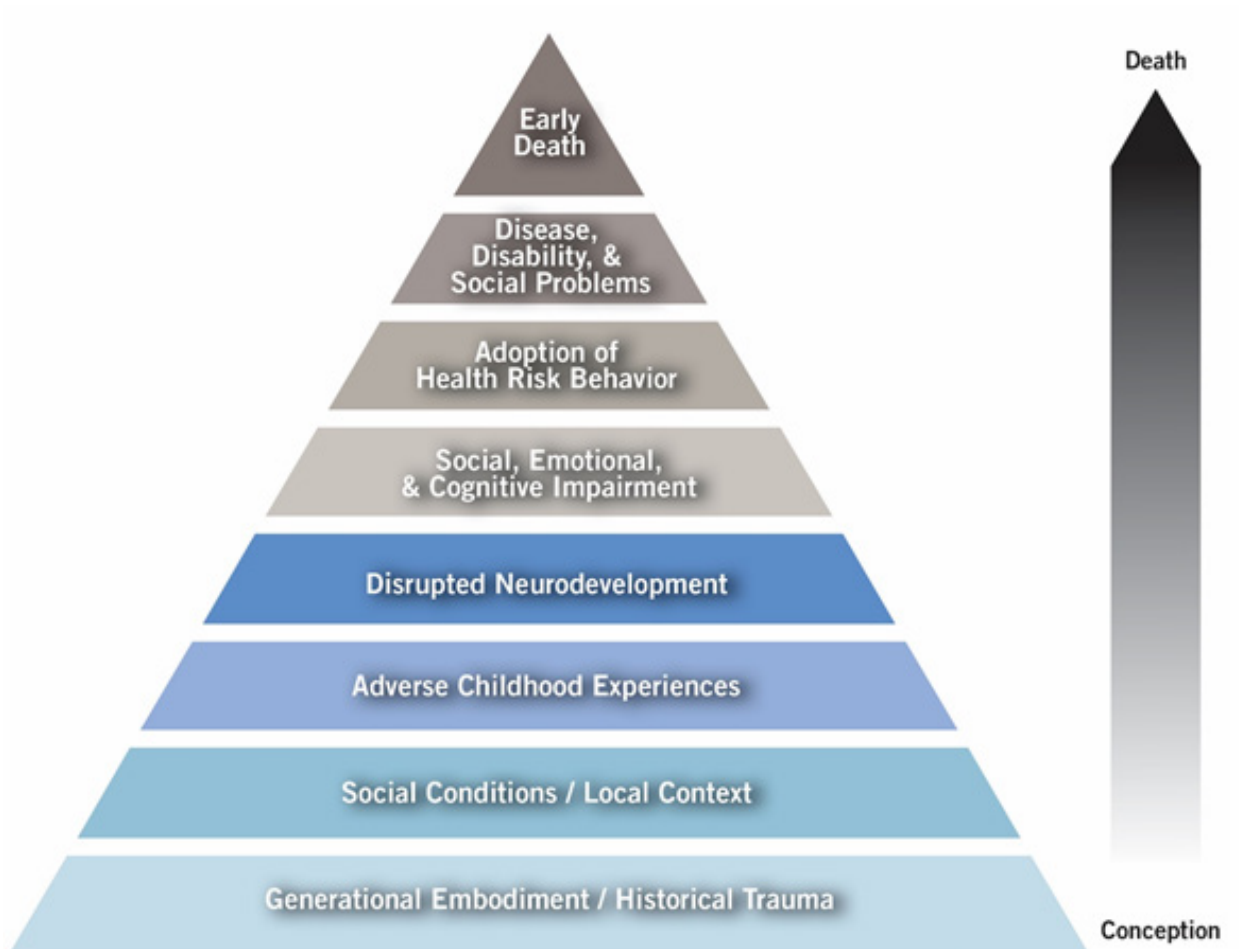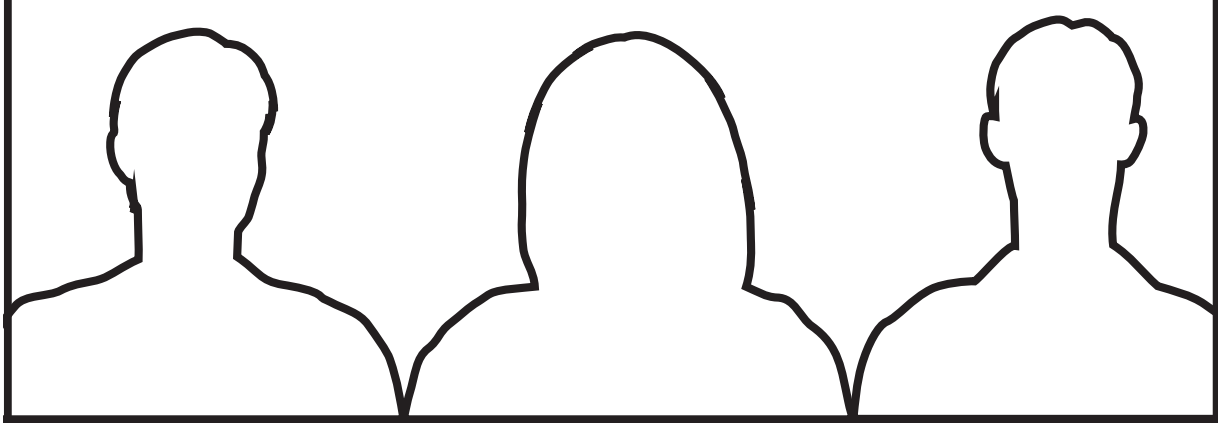
ACTIVITY:
Connections Assessment

- First, either list the names or place photographs of every child in your school, grade, or classroom on the walls of the school cafeteria or gymnasium.
- Then, invite all staff members (not only teachers) and consistent parent helpers to walk around the room and place a sticker or check mark next to every child's name or photograph with whom they feel they have a connection.
- Afterward, identify kids who are without connections or have little connections and assign a few staff members to each of these children. Encourage staff to make a point to say hello and greet these kids as often as they can during the school year. Almost every day is ideal. The goal is to make every child feel like an adult, or several adults, notice them and are excited to see them in class, in the hallway, or at school events. The kids with little or no adult connections are the ones who need connections most. The caring adults in your school are the perfect people to help increase the overall school connectedness that children experience.
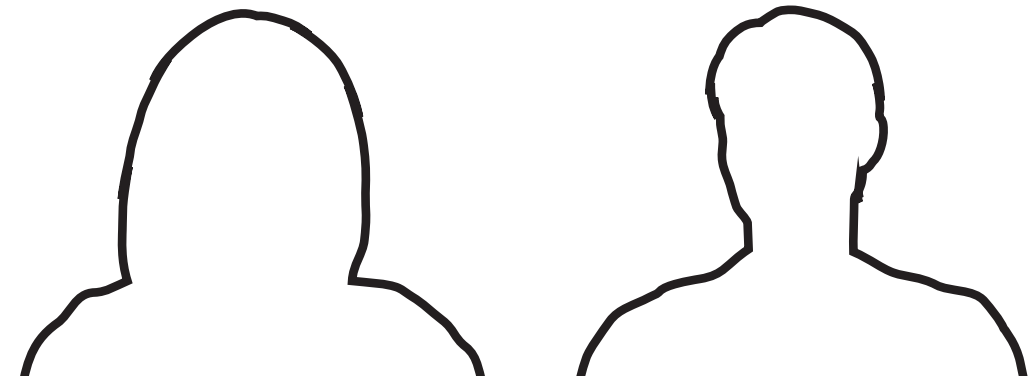
This is a powerful and effective way to ensure every student in your building feels connected and like they belong.

ACTIVITY:
Fosterting Connections

Name 3 kids you are solidly connected to.
What specifically makes you believe they feel the connection too?

Now, name 2 kids you know in your classroom/your school who could benefit
from a connection with you or a peer.

What are 3 ways you can make a bid to connect with these kids?

RECOMMENDED RESOURCES:

Video

- Pierson, R. (2013, May 3). Every Kid Needs a Champion | TED. YouTube. Retrieved March 14, 2023, from https://www.youtube.com/watch?v=SFnMTHhKdkw

Article

- School Connectedness: Strategies for Increasing Protective Factors Among Youth (Center for Disease Control)

Freeze/Fight-Flight/Social Engagement

EXPERIENCE	CENTRAL NERVOUS SYSTEM	BODY RESPONSES	YOU MIGHT SEE
TRAUMA, TOXIC STRESS, THREAT, DANGER.	**Sympathetic Nervous System** • Hyperarousal • Fight/Flight — *I will fight or I will run.*	ꜛ Heart rate up ꜛ Blood pressure up ꜛ Tense muscles ꜛ Can't think clearly	Hyperactivity, fidgets, taps, shakes, impulsive, elopes, fights, argues, agitated, frustrated facial expression, rapid speech, unable to pay attention, unable to focus, crying, rocking.
No threat. Tolerable stress with access to support and protective factors.	**Parasympathetic Nervous System** (ventral vagal) • Calm • Engaged — *All is well.*	ꜜ Normal heart rate ꜜ Normal blood pressure ꜜ Relaxed muscles ꜜ Thinks clearly	Engaged in activities, completes work, focused, alert, reciprocal social interaction, present, joyful, compassionate, attentive, curious, regulated, ready to learn.
Chronic and prolonged stress with access to little or no support or protective factors.	**Parasympathetic Nervous System** (dorsal vagal) • Hypoarousal • Shutdown/collapse • Freeze — *I can't anymore. I'm exhausted.*	ꜜ Heart rate down ꜜ Blood pressure down ꜜ Lethargic ꜜ Doesn't want to think	Lack of engagement, minimal work completion, head down, falls asleep, isolates, flat affect, slumped posture, daydreams, numb, hides, depressed, clingy, non-verbal.

ACTIVITY:
Feelings and Sensations

Look at each of the feelings listed below and imagine how your body feels when you experience each feeling. For example, when you feel hurt, which part(s) of your body experiences the hurt? Once you identify the body part(s) that experience the feeling, try to determine what the specific sensation is that you experience in that body part with each feeling. For example, if you experience the feeling of hurt in your eyes and chest, how do you know? Maybe when you feel hurt your eyes get tired and heavy, and your chest has a dark and sinking sensation. Use the table of sensation descriptors to help you describe each sensation if you are having trouble finding words to describe the sensation for each feeling.

SENSATIONS CHART

• DENSE	• FLOWING	• QUEASY
• NUMB	• TIGHT	• LIGHT
• WOODEN	• SUFFOCATING	• BLOCKED
• BREATHLESS	• FLUTTERY	• HEAVY
• FULL	• HOT	• COLD
• SWEATY	• KNOTTED	• FAST
• THICK	• NERVOUS	• ELECTRIC
• SPACEY	• ICY	• HOLLOW
• TINGLY	• ENERGIZED	• CALM

(Levine, 2008)

FEELING?	WHERE DO YOU FEEL IT IN YOUR BODY?	WHAT SENSATION DO YOU FEEL?
HURT	CHEST/HEART	HEAVY/DEEP
HAPPY		
WORRY		
ANGRY		
RELAXED		
CONFUSED		
GUILTY		
EXCITED		
EMBARRASSED		
SAD		
SCARED		
BORED		

NOTE: The most common themes of trauma are worry, hurt, fear, anger, guilt, and feeling like a victim. Starr's *One Minute Interventions* and *Mind Body Skills for Emotional Regulation* are excellent resources to use with students when you are teaching emotional awareness and regulation.

A simple body scan is an excellent tool for educators to use with students to help them gain more emotional awareness. Simply asking the student to point to or color in the area of the body outline where they are most experiencing emotions (anger, hurt, fear) will help bring awareness to their current experience. You can take that a step further by asking them to identify words that describe the sensations they experience in each body part associated with their identified feeling(s).

ACTIVITY:
Body Scan
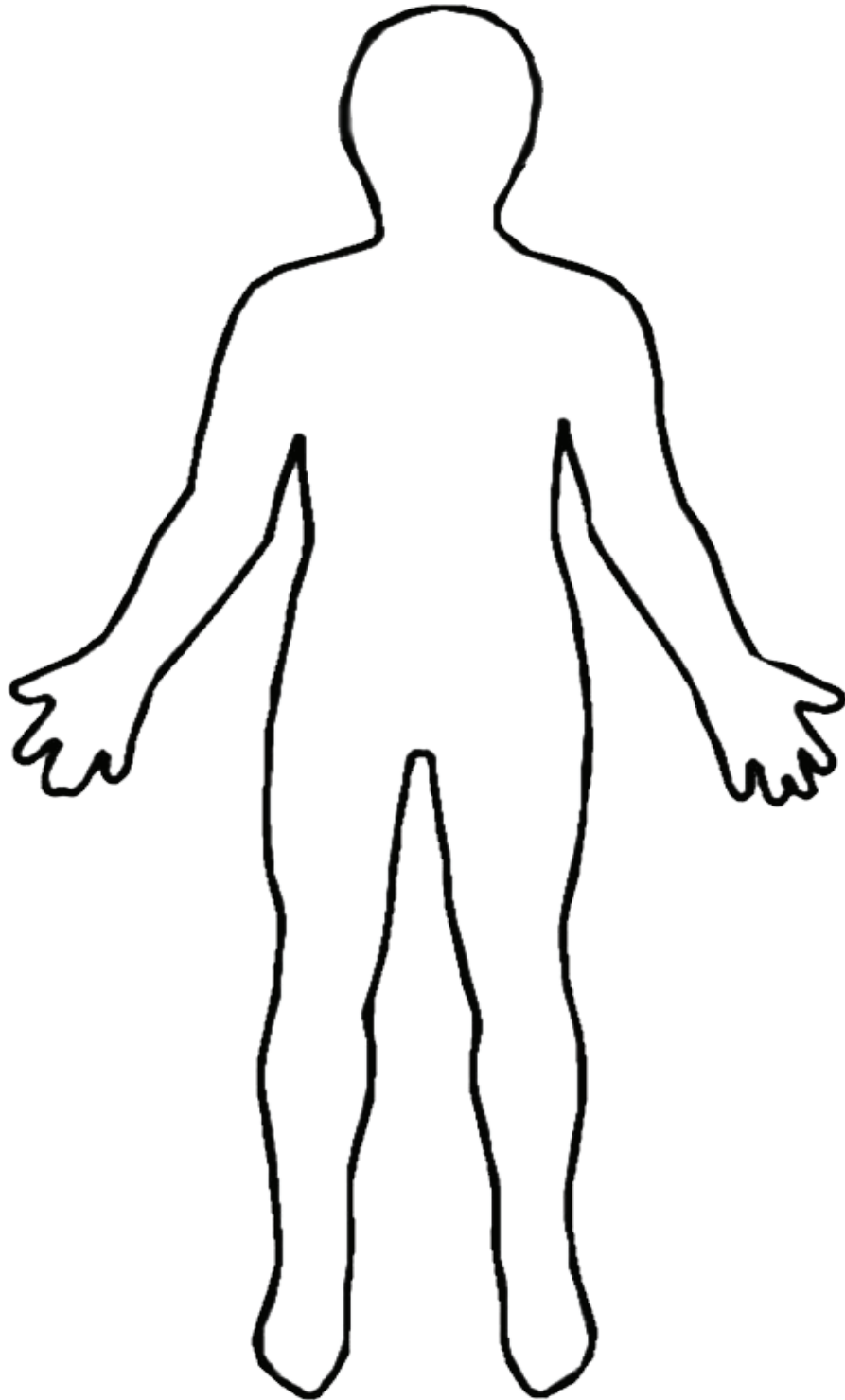
ACTIVITY:
Emotional Regulation Reflection

- Select a feeling from the Sensations Chart (see Feelings and Sensation Activity) that you find challenging to manage. Write that feeling here:

_____

- How do you usually respond when you experience this feeling?

_____

- Do you behave in a certain way?

_____

- What usually makes this feeling worse?

_____

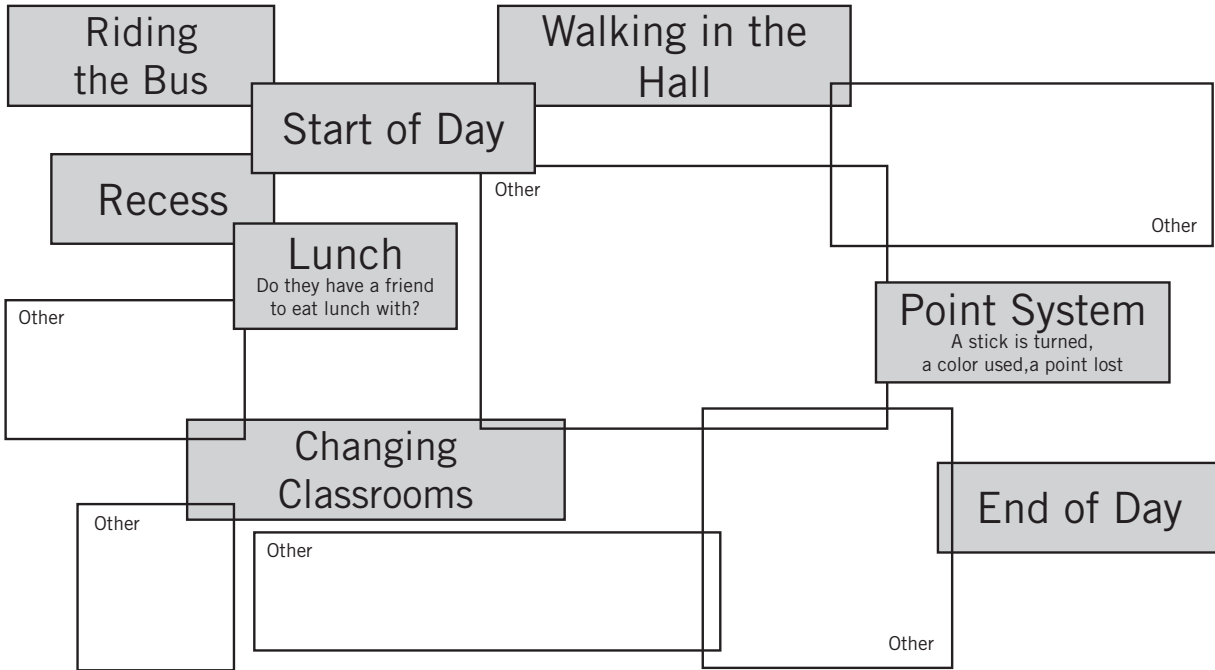- What usually makes this feeling better?

_____

- How does the sensation of this feeling change when it feels worse?

_____

- How does the sensation change when it feels better?

_____

- What do your answers to these questions tell you about the feeling, the sensation, and how you respond?

ACTIVITY:
Feeling Vulnerable at School

Fill in the boxes below with other times students may feel unsafe or vulnerable during the school day. What are you doing to make them feel safe? Write specific things your school could do to help.

Riding the Bus

Walking in the Hall

Start of Day

Other

Recess

Other

Lunch
Do they have a friend to eat lunch with?

Other

Point System
A stick is turned, a color used, a point lost

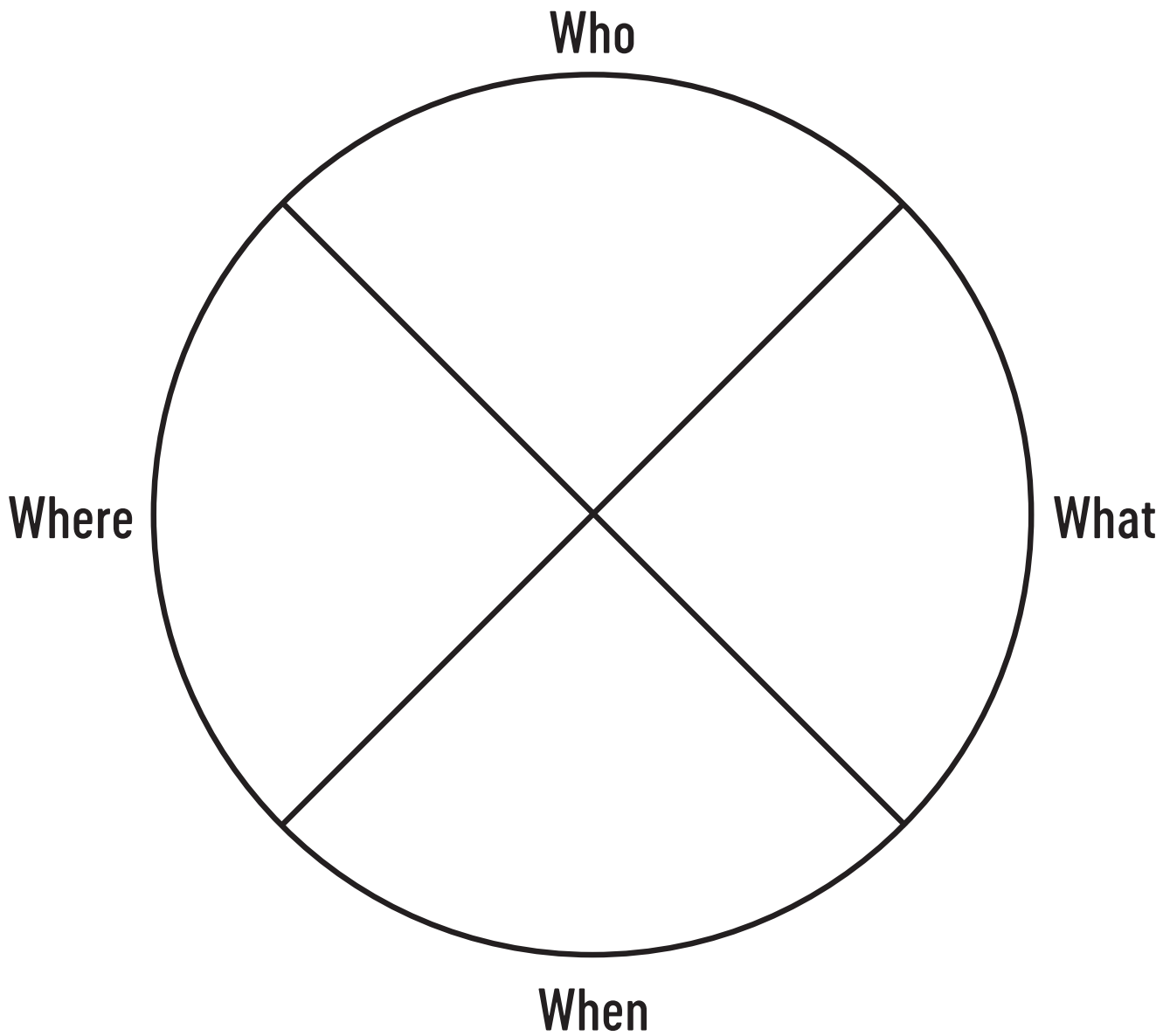Changing Classrooms

Other

Other

End of Day

Other

What are you doing today to make these times safer?

What are the things your school could do better?

ACTIVITY:
Circle of Safety

Use words or images to complete the circle of safety. Suggestions are listed on the next page.

Who

Where

What

When

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Circle of Safety continued

Circle or add from the lists below to your Circle of Safety Activity:

WHO	WHAT	WHEN	WHERE
MOM	SCHOOL WORK	MORNING	HOME - MOM
DAD	SPORTS	AFTER SCHOOL	HOME - DAD
GRANDMA	DANCE	AT SCHOOL	SCHOOL
GRANDPA	ART	IN THE BATHROOM	STORE
AUNT	WATCHING TV	BEDTIME	MALL
UNCLE	READING	OTHER	PLAYGROUND
COUSIN	INTERNET		GRANDMA'S
NEIGHBOR	PARTIES		GRANDPA'S
TEACHER	DRIVING		CHURCH
PRINCIPAL	OTHER		OTHER
FRIEND			
BUS DRIVER			
COACH			
PASTOR/PRIEST			
OTHER			

RECOMMENDED RESOURCES:

Articles

- [For teens, feeling safe at school means increased academic success](#) (Concordia University, 2016) - Science Daily
- [Emotional Regulation – "Felt Safety:" A New Take on an Old Term](#) (Smith, 2012) - Holt International
- [Feeling safe in school](#) (S. Twemlow, P. Fonagy, F. Sacco, 2002) - Semantic Scholar

ACTIVITIES:

Mulitple-Choice, Multiple-Movements

When reviewing multiple-choice questions, make answering questions a physical activity. Ask students a question and have them respond by jumping into the correct position. For example, if the answer is A, have them stand with feet together. If B, stand with legs apart. If the answer is C, turn to face the back of the room. If it's D, stand with one foot in front of the other. This a great visual way to gauge understanding and also gets kids moving!

Would You Rather?

Pose questions to the class and have them move to different locations in the room based on their answer. If you'd prefer spaghetti, stand here. If you'd rather have tacos, over here. This is a great way to get blood flowing and get to know your students in a light-hearted way!

The Classic

Have everyone stand up and rub their head while patting their belly. For your younger students, this will be a true challenge. For your older ones, a chance to get in a good laugh and get out some silly energy.

As If

Give students scenarios to act out at their desks. This gives them a chance to work out some energy but other think critically. Run in place as if you're being chased by a bear. Pretend to write as if your hands are tied behind your back. Reach up as if you are popping bubbles. Crouch down as if a bee is hovering above you.

Call and Response Clapping

Pep things up with a little call and response clapping. It's simple to do and is often used in the classroom to get students' attention. Simply clap out a pattern that your kids will repeat back to you. Switch out the pattern a few times until everyone is focused and engaged. Alternatively, try a vocal call and response. Sing out a few riffs and have kids echo the tune back to you.
Work your way backward from 5 down to 1 as the storm ebbs away.

Rainstorm

Conjure up a rainstorm! Sitting or standing at a desk or table, have kids tap 1 finger on the desk, then 2, then 3, then 4, then their whole hand until you all feel like you're in the middle of a deluge. Work your way backward from 5 down to 1 as the storm ebbs away.

Line Up!

Kids are VERY social and curious beings. Most of them love to chat with one another at any chance they can get. Lining up to leave the room for anything is the perfect chance for them to mix and mingle. Make a more productive use of this time by having students line up in special ways. Some fun ideas include lining up in alphabetical order by name, birth date, or height order.

Silent Ball

Play a quick, three-minute game right before dismissal or before transitioning to a new activity. All you need is a small, squishy ball. The rules are simple: 1) stay quiet and 2) don't drop the ball when passing it around. This activity is one of those educational brain breaks that builds a positive classroom community, fosters friendly competition, and boosts nonverbal communication. Enjoy the silence.

RECOMMENDED RESOURCES:

Articles

- [Moving to Improve](#) (Thurston, 2016) - BU Today
- [Classroom Physical Activity Breaks](#) (Action for Healthy Kids, 2019) - Action for Healthy Kids
- [Using Brain Breaks to Restore Students' Focus](#) (Willis, 2016) – Edutopia
- [The Crucial Role of Recess in School](#) (Murray and Ramstetter, 2013) - American Academy of Pediatrics

Additional Links for Considertaion

- https://www.boredteachers.com/post/20-best-brain-break-ideas
- https://www.weareteachers.com/brain-breaks-for-kids/
- https://scienceandliteracy.org/brain-breaks-for-high-school/#fun

STARR
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Trauma-Informed, Resilience-Focused
Behavior Support Plan for Children and Adolescents

Directions

The Starr Behavior Support Plan consists of several PDFs of individual assessment forms and the accompanying scoring forms. You can digitally fill in the forms on your computer or tablet. Once the form is completed, be sure to "save as" and rename the file so you don't overwrite the original blank file. You can also print the blank forms and fill them out by hand.

Starr Behavior Support Plans with a Trauma-Informed, Resilience-Focused Lens

This guide will help you assess children and create behavior support plans while maintaining a strength-based, non-punitive approach to working with youth in all settings. Trauma-informed, resilience-focused practitioners and caregivers do not have a traditional behaviorist mindset. Instead, they view behavior as communication for youth who do not have the words to describe their past and current toxic stress and trauma experiences. Therefore, trying to change behavior is not the focus. Behavior support plans that are trauma-informed and resilience-focused observe behavior with curiosity, exploring not only the behavior itself but the underlying causes for it. They highlight the importance of private logic and universal human needs. Private logic and universal need assessments direct meaningful trauma-informed, resilience-focused behavior support plans that provide opportunities and solutions to help all children and adolescents thrive. This resource will guide you through the assessment and behavior support plan writing process.

| Common/Traditional View of Behavior Intervention Plans	Trauma-Informed, Resilience-Focused View of Behavior Support Plans
Youth choose behavior and need consequences	Youth want to do well but lack the skills to do so
Characterizes behavior negatively (i.e., manipulative)	Characterizes behavior constructively (i.e., needs relaxation strategies)
Uses labels to describe children (i.e., EI, ODD)	Reframes behavior to identify strengths
Authoritarian	Collaborative
Minimizes coping strategies	Maximize practice of coping skills
Academic focused	Whole-child focused (academic, social, and emotional)
Youth should already know the expectations	Teaches and re-teaches expectations using differentiation as needed
Creates systems that make youth work for support	All children and adolescents receive support regardless of their needs
Staff-centered environment	Youth-centered environment
Uses jargon with parents and non-educators	Uses language so all can understand

Private Logic

Private logic refers to how a person views themselves, others, and the world around them. There is a distinct link between a child's private logic and their behavior. Based on that logic they act accordingly. Think of private logic as an invisible backpack. In the backpack, a child carries around beliefs about themselves, beliefs about the adults that take care of them, beliefs about other people, and beliefs about the world. This logic is a result of their experiences – both good and bad over the course of their development.

If a child's experiences are rooted in fear, abandonment, and anger, their private logic is consistent with these experiences. They view themselves as helpless and powerless, they have difficulty trusting others and the world to them is a scary place. A child with this private logic might exhibit behaviors such as fighting, truancy, opposition, withdrawal, and substance abuse.

If a child's experiences are rich with comfort, connection, and love, their private logic is consistent with these experiences. They view themselves as capable and valued. They see others as trustworthy and approachable and view the world as filled with opportunities. The traits of a child with this private logic include eagerness to learn, ability to seek assistance when needed, supports others, and maintains a positive outlook even when things do not go their way.

Universal Needs

The universal needs, according to the Circle of Courage®, of all individuals for whole health are belonging, mastery, independence, and generosity. A distortion or deficit in any one or more of the four universal needs results in compromised whole health. However, when any one or more of the four universal needs is present or restored, overall well-being improves.
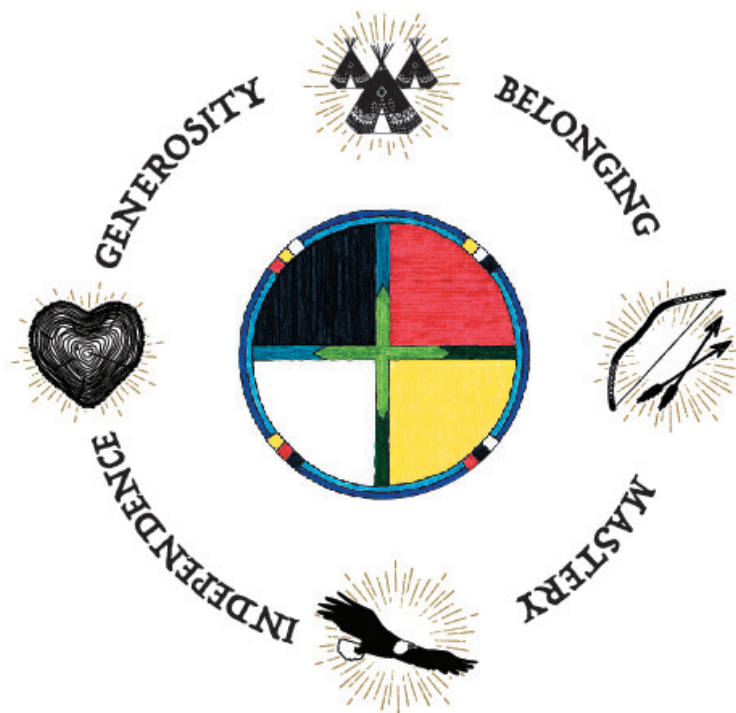
Let's Get Started!

Step 1: Function of Behavior Assessment

1.1

First, you will identify one or two challenging symptoms, reactions, or behaviors on the Function of Behavior Assessment and note them in the first box. While identification of these behaviors is part of the process, it is the least important. More important is assessing what is driving the behaviors you see. Remember, symptoms, reactions, and behaviors are your best clues to determine how to help.

Then, in the second box, identify your goals for this child. Do you want to see a reduction in the frequency, duration, or intensity (or maybe all three) for this child's symptoms, reactions, and behavior?

NOTE: You will come back to 1.2 (found in Step 4) after you complete Steps 2 and 3 to finish the FBA

Step 2: Private Logic Assessment

2.1
Private Logic Assessment Parent/Teacher/Practitioner Report
The first part of any behavior support plan should include a private logic assessment. To conduct a private logic assessment, a teacher, parent, or practitioner will answer questions about the child based upon their perception of what they believe to be true for the child.

You can do this assessment on your own, with other school professionals, or with parents. You may even want to provide the Private Logic Assessment Worksheet to several people who know the child and compare the results.

Based upon these findings, you can begin to identify prominent needs and how the child's private logic might be impacting their symptoms, reactions, and behavior.

2.2
Private Logic Assessment Youth Self-Report
Then, invite the child to complete their own Private Logic Assessment Worksheet. Here the child identifies words to describe themselves, their family, friends, school, community, and greater world around them. Then, ask the child to complete the sentence, "What I need most…" from myself, family, friends, school, community, and the world.

Step 3: Universal Needs Assessment

3.1
Universal Needs Assessment Self-Report
For each of the four categories of universal needs, there are sub-categories to assess.

- Belonging: family, school, peers
- Mastery: strengths, supports, engagement
- Independence: self-regulation, self-efficacy, self-discipline
- Generosity: empathy, altruism, a caring community

Students check each box that applies to their life. All checks represent strengths and resources for this student. To score, find the sum of each box checked for each of the four categories (belonging, mastery, independence, and generosity).

NOTE: An alternate approach is to ask school professionals, parents, and/or caregivers to complete the checklist on behalf of the student based upon what they imagine the student perceives about themselves.

Use the scoring form to determine the level of resilience for each of the four universal needs as well as a total resilience score for the child.

3.3 Universal Needs Assessment Staff Report

The Universal Needs Assessment Staff Report helps assess if a student's universal needs are being met. The tool does this by identifying common developmental milestones within each of the universal need categories. Typically, depending upon the behaviors you observe, you can determine if a student has met developmental milestones within that category or if they are still developing in that category.

For example, if the universal need of belonging is being met for a student, you will observe that they make friends easily, are cooperative, and trust others. If belonging is not met, you will observe behavior that they are still developing in that area. For example, if the student seeks attention, craves approval, clings to others, joins a gang, engages in promiscuous behavior, alienates, and is suspicious of others then they have not met the developmental milestones consistent with meeting the universal need of belonging.

In each of the four universal need categories, mark the boxes that describe behavior you observe in the student. Then find the sum of the marked boxes for columns 1 and 2 (B1, B2, M1, M2, etc.). Use the scoring form to further identify which categories (or all in some cases) the student might benefit from opportunities to help them develop the milestones that indicate they have that universal need met.

You may see all categories met or some met and some still developing. This is normal. The Behavior Support Plan that follows provides specific strategies to help provide students with experiences in the areas that are still developing.

Step 4: Review Function of Behavior Based Upon Private Logic and Universal Needs

The most important portion of this part of the support plan is to connect the student's private logic and unmet universal needs to their behavior. Remember, behavior is the communication we use to help us better understand the student's private logic and unmet needs.

- How does the student's private logic and/or unmet universal need(s) appear to influence the unwanted behavior(s)? Reflect and add your notes to the 3rd box of the Function of Behavior Assessment.

Step 5: Strategies to Support Needs

A trauma-informed, resilience-focused behavior support plan will not focus on changing behaviors but rather on providing what is needed based upon the student's private logic and unmet needs. Now that you have a good assessment of the child, you can identify areas of support needed. For each of the universal needs, there are intervention strategies identified. Any one child may require one or several strategies within each of the four categories.

Complete all strategies you will use to support the child's needs making sure to complete how it will be implemented, who will complete each strategy, and any resources needed.

Step 6: Behavior Support Plan - Summary at a Glance

You may wish to provide a brief summary of the behavior support plan.

Step 7: Plan and Measuring Progress

Here you identify how you will evaluate the effectiveness of the strategies identified to support the student's needs and a plan for following up to look at data and measure progress.

First identify how you will measure progress. Then, identify when you will reconvene and how often you will follow up thereafter.

To measure progress, be sure to look for changes in the frequency, intensity or duration of behavior, symptoms, and reaction. Ideally, you want to see reductions in any one or more of those categories. Remember, progress should be celebrated not when the behavior, symptom or reaction is gone but rather when there are improvements in the frequency, intensity, or duration of them.

STEP 1: Function of Behavior Assessment
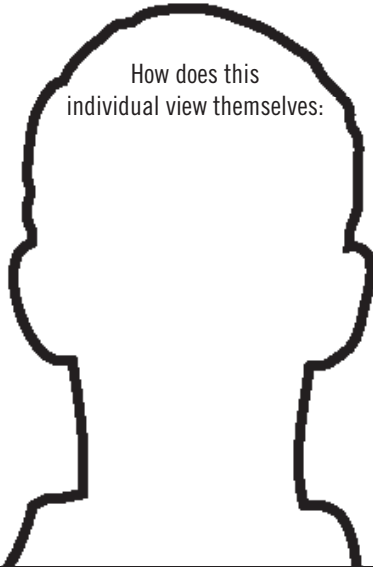
Child's Name _____ Date _____

1. What are this child's challenging symptoms, reactions, behaviors? List no more than 3-5 to start.

2. What are the goals? Do you want to see a reduction in behaviors, symptoms, or reactions? Reduction in frequency, duration, intensity? Be as specific as possible.

3. How do private logic and universal needs being met impact this child's symptoms, reactions, behavior?

Child's Name_____ Date _____

Assessor_____ Check one: Parent ☐ Teacher ☐ Practitioner ☐

STEP 2.1: Private Logic Assessment Parent/Teacher/Practitioner Report

Directions: Think about this child and complete the top half of the assessment using adjectives to describe the way you believe the child views themselves, others, and the world. Then answer the questions listed in the bottom half of the assessment.

How does this individual view others:

How does this individual view themselves:

How does this individual view the world (classroom, school):

How does the child's private logic appear to impact the child's behavior, symptoms, or reactions?

Based upon this individual's private logic, what does this individual need most from peers/siblings?

From adults?

From the community, etc.?

STEP 2.2: Private Logic Assessment
Youth Self-Report

Child's Name_____ Date _____
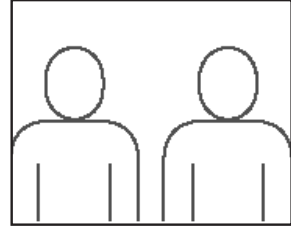
Use at least two words to describe:
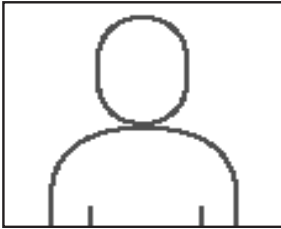
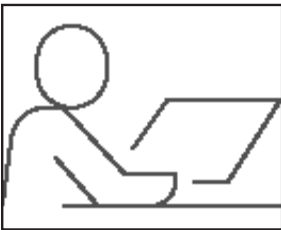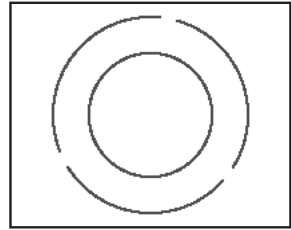| **Yourself**	**Your Family**	**Your Friends**
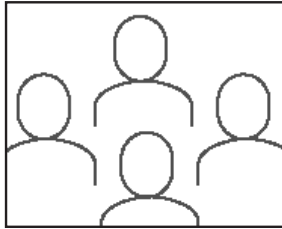
_____

School/Class	**Community**	**The World**
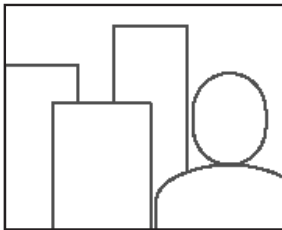
What I need most from...

Myself _____

Family _____

Friends _____

School _____

Community _____

The World _____

STEP 3.1: Universal Needs Assessment Self-Report
Page 1 of 3

The universal needs for all individuals are belonging, mastery, independence, and generosity.

Child's Name_____ Date _____

Directions: In each of the categories check each box that you believe applies to you.

BELONGING

Family

- ☐ I get along well with my parent/caregiver.
- ☐ My parent/caregiver wants to know where I am.
- ☐ I feel very close to at least one adult.
- ☐ My family often shows that they love me.

School

- ☐ I feel like I belong in school.
- ☐ Individuals feel like they belong at school.
- ☐ Teachers treat me fairly.
- ☐ There is at least one adult in school I trust.

Peers

- ☐ I have a close friend I can trust.
- ☐ My friends accept kids who are different.
- ☐ My parents approve of most of my friends.
- ☐ Most kids I know are kind to others.

☐ Total number checked BELONGING

INDEPENDENCE

Self-Regulation

- ☐ I can keep calm when I get overwhelmed.
- ☐ I control my temper and emotions.
- ☐ I am learning to think before I act.
- ☐ My sense of humor gets me through hard times.

Self-Efficacy

- ☐ I am confident and feel in charge of my life.
- ☐ I can give my opinion even if others disagree.
- ☐ I don't easily get discouraged if things go wrong.
- ☐ If I have a problem or conflict, I usually can solve it.

Self-Discipline

- ☐ I think for myself and am not easily misled by peers.
- ☐ I usually get along well with the person in charge.
- ☐ I can stick to a difficult task.
- ☐ I am developing life goals and planning my future.

☐ Total number checked INDEPENDENCE

STEP 3.2: Universal Needs Assessment Self-Report

MASTERY

Strengths
- [ ] I usually pay attention in school.
- [ ] I try to learn from my mistakes.
- [ ] I am curious to learn new things.
- [ ] People can become smart by studying and practicing new skills like math, reading, and writing.

Supports
- [ ] My family is very interested in my school success.
- [ ] My friends encourage me to do my best in school.
- [ ] My teachers expect me to work hard and succeed.
- [ ] My school has many opportunities for learning.

Engagement
- [ ] Most of my school subjects are interesting.
- [ ] I participate in one or more of the following: sports, music, art, or hobbies.
- [ ] I like to read, even outside of school.
- [ ] School teaches me skills that will be useful later in life.

Total number checked MASTERY

GENEROSITY

Empathy
- [ ] It bothers me when people are mean to others.
- [ ] If I do things that hurt others, I feel bad afterwards.
- [ ] I can usually understand what others are feeling.
- [ ] I can see another's point of view.

Altruism
- [ ] I help a lot at home and with my family members.
- [ ] If my friends are upset, I usually try to help them.
- [ ] I try to forgive others rather than hold a grudge.
- [ ] I like to volunteer to help others.

A Caring Community
- [ ] In my family, we help one another through hard times.
- [ ] Adults in my school really care about their students.
- [ ] Individuals try to help others and make all feel welcome.
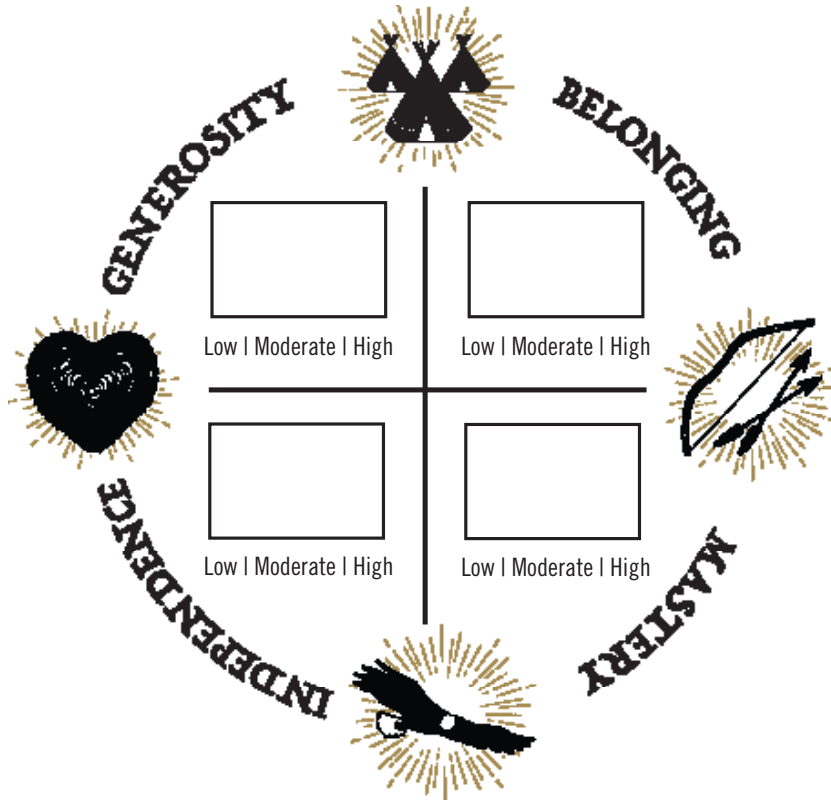- [ ] No one has the right to hurt anyone, and all should help.

Total number checked GENEROSITY

Universal Needs Resilience Assessment Self-Report Scoring Form
Page 3 of 3

Child's Name_____ Date _____

Directions: Enter total scores from each of the universal needs from the Self-Report Assessment worksheet in the corresponding boxes in the circle below. Refer to the Universal Needs Resilience Scoring Scale below and circle high, moderate, or low for each universal need to find the resilience score for each category.

GENEROSITY   BELONGING

INDEPENDENCE   MASTERY

Low | Moderate | High   Low | Moderate | High

Low | Moderate | High   Low | Moderate | High

Universal Needs Resilience Scoring Scale

HIGH RESILIENCE: 9-12 | MODERATE RESILIENCE: 5-8 | LOW RESILIENCE: 0-4

Total Resilience Scoring Scale

Directions: Enter the corresponding scores from the circle in the boxes below and add them together. The sum is the child's Total Resilience Score. Refer to the scoring scale below to determine high, moderate, or low resilience.

Belonging		Mastery		Independence		Generosity		TOTAL RESILIENCE SCORE
	+		+		+		=	

Low | Moderate | High

Resilience Scoring Scale

HIGH: 32-48 | MODERATE: 16-31 | LOW: 0-15

STEP 3.3a: Universal Needs Staff Assessment

Child's Name_____ Date _____

Assessor_____ Check one: Parent ☐ Teacher ☐ Practitioner ☐

Directions: Mark each box that describes this child. Add the total number of marks under each category list.

	– 1 MILESTONE MET –	– 2 STILL DEVELOPING / NOT YET DEVELOPED –	
BELONGING	☐ Attached ☐ Able to form and keep friends ☐ Cooperative ☐ Has close relationships ☐ Trusts others ☐ **BELONGING 1 TOTAL**	☐ Attention seeking ☐ Clingy ☐ Craves approval ☐ Promiscuous ☐ Gang involvement ☐ **BELONGING 2 TOTAL**	☐ Alienated ☐ Withdrawn ☐ Affectionless ☐ Rejected ☐ Suspicious
MASTERY	☐ Achieves often ☐ Problem solver ☐ Creative ☐ Resilient ☐ Motivated ☐ **MASTERY-1 TOTAL**	☐ Overachiever ☐ Cheats ☐ Delinquent skills ☐ Repeats tasks over and over ☐ Over competitive ☐ **MASTERY-2 TOTAL**	☐ Achieves below potential ☐ Unmotivated/"lazy" ☐ Avoids risks ☐ Gives up easily ☐ Failure oriented
INDEPENDENCE	☐ Autonomous ☐ Self-control ☐ Assertive ☐ Responsible ☐ Leadership skills ☐ **INDEPENDENCE-1 TOTAL**	☐ Rebellious ☐ Overly controlled ☐ Manipulative ☐ Reckless/macho ☐ Bully ☐ **INDEPENDENCE-2 TOTAL**	☐ Lacks confidence ☐ Lacks control ☐ Easily misled ☐ Irresponsible ☐ Powerless
GENEROSITY	☐ Selfless ☐ Concern for others ☐ Caring ☐ Compassionate ☐ Empathic ☐ **GENEROSITY-1 TOTAL**	☐ Follows others ☐ Forces help on others ☐ Overly involved ☐ Overindulgent ☐ Belittles or degrades self ☐ **GENEROSITY-2 TOTAL**	☐ Not sociable ☐ Inflated sense of self importance ☐ Not willing to accept responsibility for actions ☐ Hardened ☐ Lying

Adapted from L. Brendro, M. Brokenleg and S. VanBockert. 1990, Reclaiming Youth At Risk: Our Hope for the Future.

STEP 3.3b: Universal Needs Staff Assessment Scoring Form

Child's Name_____ Date _____

Assessor_____ Check one: Parent ☐ Teacher ☐ Practitioner ☐

Directions: Transfer the scores from the Universal Needs Staff Assessment report into the corresponding boxes below. Refer to the matrix for a description of each score based upon the characteristics you have used to describe the child. Characteristics may represent developmental milestones met or still developing for each universal need category.

		– 1 MILESTONE MET –		– STILL DEVELOPING/NOT YET DEVELOPED –
BELONGING	0-1	No to little characteristics demonstrating milestones for BELONGING.	0-3	All or most developmental milestones for BELONGING MET.
	2-3	Some characteristics demonstrating milestones met for BELONGING.	4-6	Some developmental milestones for BELONGING MET but STILL DEVELOPING.
	4-5	Many characteristics demonstrating milestones met for BELONGING.	7-10	Student is still STILL DEVELOPING many milestones to have universal need of BELONGING met.
B		BELONGING-1 SCORE ☐		BELONGING-2 SCORE ☐
MASTERY	0-1	No to little characteristics demonstrating milestones forf MASTERY.	0-3	All or most developmental milestones for MASTERY MET.
	2-3	Some characteristics demonstrating milestones met for MASTERY.	4-6	Some developmental milestones for MASTERY MET but STILL DEVELOPING.
	4-5	Many characteristics demonstrating milestones met for MASTERY.	7-10	Student is still STILL DEVELOPING many milestones to have the universal need of MASTERY met.
M		MASTERY-1 SCORE ☐		MASTERY-2 SCORE ☐
INDEPENDENCE	0-1	No to little characteristics demonstrating milestones for INDEPENDENCE.	0-3	All or most developmental milestones for INDEPENDENCE MET.
	2-3	Some characteristics demonstrating milestones met for INDEPENDENCE	4-6	Some developmental milestones for INDEPENDENCE MET but STILL DEVELOPING.
	4-5	Many characteristics demonstrating milestones met for INDEPENDENCE.	7-10	Student is still STILL DEVELOPING many milestones to have the universal need of INDEPENDENCE met.
I		INDEPENDENCE-1 SCORE ☐		INDEPENDENCE-2 SCORE ☐
GENEROSITY	0-1	No to little characteristics demonstrating milestones for GENEROSITY.	0-3	All or most developmental milestones for GENEROSITY MET.
	2-3	Some characteristics demonstrating milestones met for GENEROSITY.	4-6	Some developmental milestones for GENEROSITY MET but STILL DEVELOPING.
	4-5	Many characteristics demonstrating milestones met for GENEROSITY.	7-10	Student is still STILL DEVELOPING many milestones to have the universal need of GENEROSITY met.
G		GENEROSITY-1 SCORE ☐		GENEROSITY-2 SCORE ☐

Individual Name _____ Date _____

Trauma-Informed, Resilience-Focused Behavior Support Plan – Belonging

A trauma informed, resilience focused behavior support plan will not focus on changing behaviors but rather on providing what is needed based upon the individual's private logic and unmet universal needs. For each of the universal needs, there are intervention strategies identified. Individuals will often require multiple strategies within each of the four categories. Directions: Identify the intervention strategies that will benefit the individual. Complete entire row associated with each intervention strategy identified.

What we will do	How we will do it/frequency	Who will be involved	Resources or support needed
☐ Greet the individual by name every day.			
☐ Ask the individual what they want to be called and if they have a nickname.			
☐ Make intentional connections for the individual with at least 2 adults and 2 peers.			
☐ Join a team/group.			
☐ Provide an abundance of opportunities for individual to connect with one another through structured and unstructured activities.			
☐ Role-model and practice valuing diversity.			
☐ Say, "I understand why you did that. Now let's work together to help you respond in a more positive way."			
☐ Identify individual's interests and hobbies.			
☐ Find something you have in common with the individual.			
☐ Offer regular but genuine praise and positive encouragement to the individual.			
☐ Teach and role play social skills.			
☐ Respond to individuals bids for connection.			
☐ Check-in with individual frequently.			
☐ Lunch with staff.			
☐ Pair up with peers who have similar interests to become experts.			
☐ Other			

Trauma-Informed, Resilience-Focused Behavior Support Plan – Mastery

What we will do	How we will do it/frequency	Who will be involved	Resources or support needed
☐ Post and review community rules regularly.			
☐ Staff: "What am I teaching and reinforcing?"			
☐ Staff: "Do all individuals understand the rules and have the capability/social skills to carry them out?"			
☐ Teach tasks in small chunks individually or in groups with peers.			
☐ As individual understands content, celebrate the success and then move on.			
☐ Conduct a strengths inventory and offer more opportunities for the individual to engage in experiences that support that strength.			
☐ More computer/coloring or drawing/reading time.			
☐ Put in a group with similar strengths and allow them to work together.			
☐ If good at something, ask them to model that skill for others, or help another individual to learn it.			
☐ Report good news to stakeholders.			
☐ Connect individual with a mentor or tutor.			
☐ Re-teach if an individual does not understand.			
☐ Check-in with individual frequently.			
☐ Lunch with staff.			
☐ Teach study skills.			
☐ Point out strengths regularly–be specific.			
☐ Ask if they do chores at home—if not, parents should engage them in a few they can complete easily, when possible.			
☐ Involve in community activities, lessons, and sports.			
☐ Other			

Trauma-Informed, Resilience-Focused Behavior Support Plan – Independence

What we will do	How we will do it/frequency	Who will be involved	Resources or support needed
☐ Post and review community expectations rules regularly.			
☐ Provide schedule for individual.			
☐ Allow individuals input into daily schedule.			
☐ Pay careful attention to changes.			
☐ Give choices whenever possible.			
☐ Encourage individual to take on appropriate challenges.			
☐ Ensure individual knows it is acceptable to seek help – independence does not mean they are "on their own."			
☐ Teach and practice body awareness using body maps.			
☐ Teach and practice mind body skills (emotional regulation, coping skills, and relaxation).			
☐ Encourage problem solving.			
☐ Give the individual options where appropriate.			
☐ Assign age appropriate chores.			
☐ Allow movement in milieu (sitting on floor, at desk, taking a walk around room).			
☐ Open option to go to the comfort corner.			
☐ Create signal between you and individual to represent a need for a break, to use the bathroom, etc.			
☐ Allow peer mediation.			
☐ Other			

Trauma-Informed, Resilience-Focused Behavior Support Plan – Generosity

What we will do	How we will do it/frequency	Who will be involved	Resources or support needed
☐ Put the individual in charge of a job.			
☐ Assign task to help the staff (run an errand, take note to the office, sort papers).			
☐ Staff: "Do all individuals understand the rules and have the capability/social skills to carry them out?"			
☐ Service learning project.			
☐ Peer tutoring.			
☐ Peer mentoring.			
☐ Ask the individual to help you solve a hypothetical problem that someone their age might face.			
☐ Recognize and celebrate acts of kindness and generosity.			
☐ Create opportunities for individuals to give to others.			
☐ Practice empathy exercises.			
☐ Write a note or draw a picture to someone in need (elderly, children's hospital, veteran, military).			
☐ Give compliments every day.			
☐ Other			

Step 6 – Behavior Support Plan – Summary at a Glance

Universal Need	Strategy
☐ Belonging ☐ Mastery ☐ Independence ☐ Generosity	
☐ Belonging ☐ Mastery ☐ Independence ☐ Generosity	
☐ Belonging ☐ Mastery ☐ Independence ☐ Generosity	
☐ Belonging ☐ Mastery ☐ Independence ☐ Generosity	

Behavior Support Plan - Summary at a Glance

What we will do – when, where, how often?	Who will be involved	Resources or support needed	How will we measure progress?
			☐ Behavior graphs, tallies, log ☐ Observation ☐ Self-report ☐ Interviews ☐ Other
			☐ Behavior graphs, tallies, log ☐ Observation ☐ Self-report ☐ Interviews ☐ Other
			☐ Behavior graphs, tallies, log ☐ Observation ☐ Self-report ☐ Interviews ☐ Other

Summary:

Step 7 - Behavior Support Plan - Plan, Follow Up, and Measuring Progress

Behavior/Symptom/Reaction			How Will We Measure Progress?
			☐ Behavior Tally/Graph ☐ Observation ☐ Self-Report ☐ Interviews ☐ Other _____
			☐ Behavior Tally/Graph ☐ Observation ☐ Self-Report ☐ Interviews ☐ Other _____
			☐ Behavior Tally/Graph ☐ Observation ☐ Self-Report ☐ Interviews ☐ Other _____

Follow Up

Date to reconvene _____ Follow up every _____ thereafter

Measuring Progress

Date _____ Individual's signature _____ Parent's signature _____

Staff(s) signature(s) _____ Notes _____

Date _____ Individual's signature _____ Parent's signature _____

Staff(s) signatures(s) _____ Notes _____

ACTIVITY:
Exploring Private Logic

Read the statement and then answer the questions. What behaviors might you see as a result?

I will do whatever I have to do to let you know that I am terrified.

• How might this student view themself?

_____

• How might this student view others?

_____

• How might this student view the world?

_____

I think I want to run for student council.

• How might this student view themself?

_____

• How might this student view others?

_____

• How might this student view the world?

_____

I will do whatever I need to do in order to control you and your responses – I don't trust you and I need to survive.

• How might this student view them self?

_____

• How might this student view others?

_____

• How might this student view the world?

_____

I can't wait to see how I did on my English homework.

- How might this student view themself?

_____

- How might this student view others?

_____

- How might this student view the world?

_____

I will fight any experience, any activity, any person that tries to assert power over me – I don't want to feel any more out of control that I already do.

- How might this student view themself?

_____

- How might this student view others?

_____

- How might this student view the world?

_____

My friend is home sick but I am sure there is another person who will eat lunch with me.

- How might this student view themself?

_____

- How might this student view others?

_____

- How might this student view the world?

_____

I will not do what you want me to do because, if I fail, you will laugh at me and reject me.

• How might this student view themself?

_____

• How might this student view others?

_____

• How might this student view the world?

_____

If my mom has to work during my vocal concert, I will just ask my aunt if she can come to watch.

• How does this student view themself?

_____

• How does this student view others?

_____

• How does this student view the world?

_____

Behavior should be viewed as a clue – it is the student's way of communicating when they don't have the words to describe their experience. We learned in Step 2 that students are unlikely – and many times simply not capable – to use language, logic, or reason when they are experiencing toxic stress and trauma reactions. It is important to mention that behavior in the present may appear to be completely unrelated to what is happening in the here and now. However, because bodies remember stress and trauma, the behavior you see could be in response to a sensory reminder of something that occurred years ago. For example, if a student experienced being separated from a parent when they were younger and in a large crowd of people, their body may be triggered when attending a large school assembly. They might start to panic while in the crowd even if they are safe and their teacher is nearby.

_____

ACTIVITY:
Reframing Behaviors

How can you reframe the following common statements we hear school professionals make about students so that they are more trauma-informed?

- He loves to push my buttons

_____

_____

- She always has to get her way

_____

_____

- He's better than this

_____

_____

- She isn't even trying

_____

_____

- He ruined it for the rest of the class

_____

_____

- She can't be trusted

_____

_____

- He is just mean

_____

_____

- She is always complaining

_____

_____

- It is like there is nobody home in there

_____

_____

- She can't sit still for 5 minutes

_____

_____

- He can't keep his mouth shut

_____

_____

RECOMMENDED RESOURCES:

Videos

- [Road to Wellville](#) - Vimeo Link
- [It's Not About the Hats](#) - Vimeo Link

ACTIVITY:
Your Community's Strengths & Opportunities

List your community strengths and community opportunities:

COMMUNITY STRENGTHS

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

COMMUNITY OPPORTUNITIES

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Check-in With Your Own Circle

Read the following questions and answer them on the Universal Needs Activity on page 68. Add the answers to "personal" questions in the inside of the circle, the "workplace" questions in the middle and the "community" questions in the outer circle.

BELONGING

Personal (add to the white/inside circle)
- What activities promote belonging in your family or with your friends?
- Who do you experience a deep sense of trust with?

Workplace (add to the yellow/middle circle):
- What or who makes you feel like you belong in your place of work?
- Who do you feel close to in your work? Who can you trust?

Community/society (add to the green/outer circle):
- What happens in your community that fosters a sense of belonging? In society?
- In what ways do you feel attached to your community?

MASTERY

Personal (add to the white/inside circle)
- What motivates you?
- What gives you a sense of satisfaction in your personal life?
- How do you solve problems in your personal life?
- When you have a hard day how do you bounce back from it?
- What does everyone know you're good at?

Workplace (add to the yellow/middle circle):
- How are your talents celebrated at work?
- What makes you feel successful at work?
- How do you solve problems at work?
- What are you known for being strong in at work?

Community/society (add to the green/outer circle):
- What are you known for in your community?
- What motivates you as a part of your community?
- How does your community recognize your talents?

INDEPENDENCE

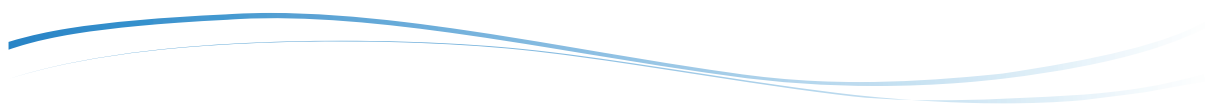**Personal (add to the white/inside circle)**
- What makes you feel autonomy in your personal life?
- Do you feel like you can steer the direction of your life?
- In what ways to you exercise a balanced sense of self control in your personal life?
- How do you assert yourself in your personal life?

Workplace (add to the yellow/middle circle):
- What fosters a sense of autonomy in your place of work?
- How do you demonstrate leadership skills?
- How do you assert yourself in your work?
- Do you feel you are able to be self-directed in your work?

Community/society (add to the green/outer circle):
- What/who offers you a sense of independence in your community? In society?
- What makes you feel heard in your community? In society?

GENEROSITY

### Personal (add to the white/inside circle)
- How do you share your empathy and compassion in your personal life?
- Is your generosity in balance or do you often neglect your own needs?
- What does being generous mean to you?
- How do you receive love and care from others?
- Is giving easy or uncomfortable for you?
- Are your thoughts and words often loving towards yourself? Or to you tend to be more self-deprecating?
- What gives you a sense of self-worth?
- Where do you derive meaning in your personal life?

Workplace (add to the yellow/middle circle):
- How do you socialize with people you work with?
- How do you share compassion and empathy in your work?
- Do you feel you are in balance with how you give in your work?
- What gives you a sense of worth in your workplace?

Community/society (add to the green/outer circle):
- How do you share compassion and empathy in your community?
- How do you experience compassion and empathy in society?
- What gives you a sense of worth in your community?
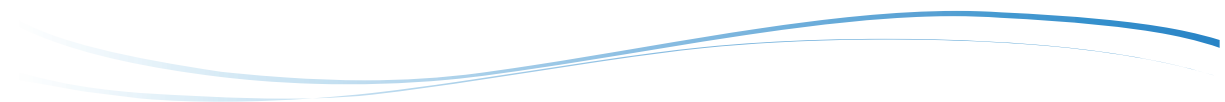
Now that you have reflected on your own universal needs, consider how might you nurture and support belonging, mastery, independence, and generosity as a part of your self-care plan. What area of my life do I want to add experiences of belonging?

How can I nurture belonging in my life?

Daily?

Weekly?

Monthly?

Yearly?

What area of my life do I want to add experiences of mastery?

How can I nurture mastery in my life?

Daily?

Weekly?

Monthly?

Yearly?

What area of my life do I want to foster independence?

How can I nurture independence in my life?

Daily?

Weekly?

Monthly?

Yearly?

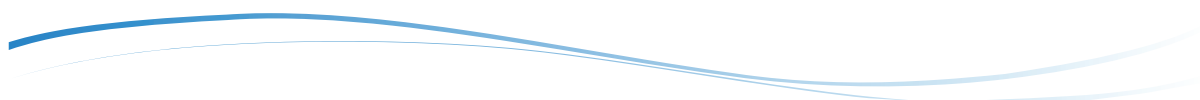**What area of my life do I want to add experiences of generosity?**

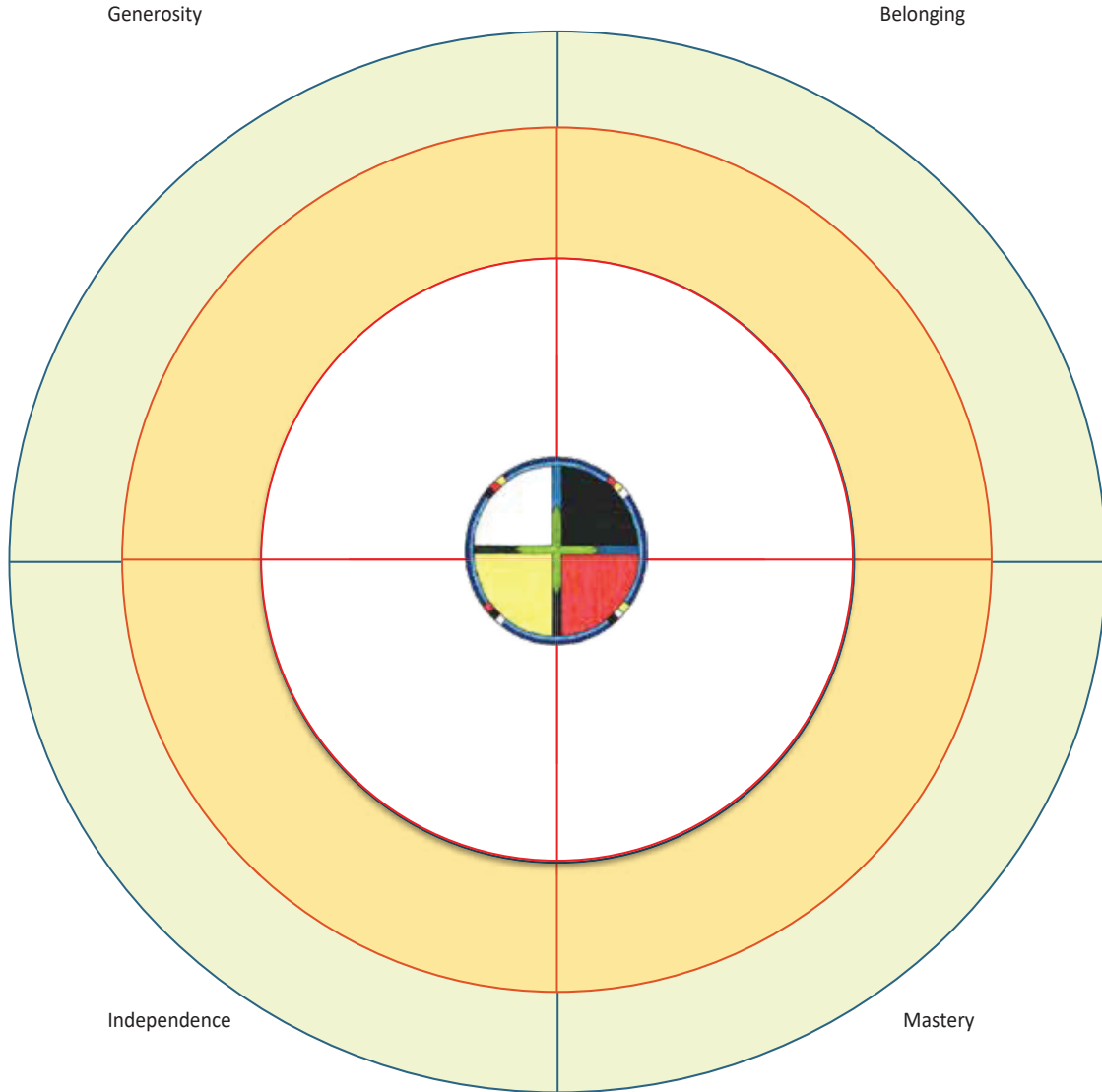**How can I nurture generosity in my life?**

Daily?

Weekly?

Monthly?

Yearly?

Universal Needs Activity

My Strengths and Needs based on the Circle of Courage® Model

Generosity

Belonging

Independence

Mastery

What are your strengths and needs at home, school/work, and in your community?

KEY: White/inside circle = personal
Yellow/middle circle = workplace
Gree/outer circle = community/society

Strategies for Community Support: Scheduled Support Debriefs

Have you ever had the worst day ever, and your colleague pops into your space and dumps some horrifying story on you?

Your colleague needs your support and vice/versa, but we need to be ready to hear it. We need to be able to have a boundary on all that comes across our awareness. Organizations can support community care as well as boundaries by creating a structure where staff members can debrief with each other in a structured way. It will depend on the relationships, and culture of the organization on how much structure is needed. Some people may need a schedule and designated partners. Some may need a basic understanding of the criteria, and be more flexible in partnerships or schedules. Regardless of how much structure best serves your organization, all of those participating will need to be clear on the general criteria for supportive debrief:

Establish Trust

Trust is defined as: Firm belief in the reliability, truth, ability, or strength of someone or something. When rolling out support debriefs create a set of agreements with all parties based on the collective understanding of trust. Ask all parties who will participate what they will need from each other to share. It can be vulnerable to share your experiences, so staff members need to consider what trust means to them, and how to establish trust in a debrief partnership. As a group it is advisable to collectively create a document that everyone has access to in order to stay grounded in these agreements around trust.

Here are some questions the group may consider to drive this discussion:
- Who do you trust in your life?
- Why do you trust that person?
- What qualities are part of that relationship that foster trust?
- Have you ever lost trust in someone? What made you lose trust in that person?
- What do you need to feel safe to share in a debrief with a colleague?

Example Agreements

Here are the agreements from restorative practices for sharing in a community circle. They may be helpful as you and your team begin to establish your agreements for debriefing:

1. Speak from the heart:

This means speaking for yourself, talking about what is true for you based on your own experiences. When we speak from the heart we are aiming for eloquence, for choosing words that accurately communicate what we hold to be important.

2. Listen from the heart:

We are used to judging other people. Sometimes without even knowing anything about another person we will make assumptions about them. These assumptions can keep us from really hearing what they have to say…and what they have to say may be something that is important and helpful. So when we listen from the heart we are trying to set aside any stories we may hold about the person. This opens up the possibility of making wonderful discoveries about, and surprising connections with, each other.

3. No need to rehearse:

In circles we discover that we can trust that we will know what to say when it is our turn to speak. We don't have to mentally rehearse while we listen to others. When we find that we are rehearsing (everyone does) we gently remind ourselves "no need to rehearse" and bring our attention back to the person who is speaking. This guideline is sometimes referred to simply as "be spontaneous."

4. Without feeling rushed, say just enough:

Keep in mind the limits of time. This intention is also called "lean expression." It is related to "speak from the heart" because we often find that when we speak carefully we can express ourselves with fewer words than we would normally use, and that when we do our words often have
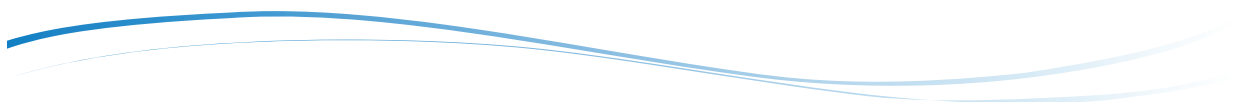
more impact. One way to think about this is, when you are considering what to say, ask, "Does it serve this circle in a good way?"

Make Sure They Are Scheduled

Create a schedule for debriefs to occur on a regular basis. Or if you find yourself needing to talk through something with a colleague, check in with them before to schedule a time to talk through what is on your mind to ensure they are ready to help support your process.

Set a Time-frame

Before beginning come to an agreement for how much time each party has to debrief. The intention is not to allow your most long winded colleague hone their story telling skills. The intention is to building support between people who have a shared professional experience. Consider how much time it will take to share the experience, stay present to emotion, and discuss next steps. A maximum of one hour is a good time frame to get through a debrief.

Practice Empathic Listening – Judgment Free

Debriefs are a place to share without any judgment. If you are listening to a debrief you will need to practice unconditional positive regard. Be sure to listen without offering opinions, pity, advice about what should be done differently, or comparing an experience of your own (that's nothing this is what happened to me). When someone is sharing a debrief with you try to get the emotional essence of what they are saying to you. Allow all feelings to be identified and expressed. This is an opportunity to hold space and feel together. Bring awareness to any judgment that may arise from within in order to diminish it.

Be Vulnerable

Vulnerability is a space where we admit to what is true and real for us. Debriefs are often moments of sharing a hard experience. Perhaps we sharing something a mistake we made, or something we try to keep hidden or feel shame about. The job of the listener is to allow all of the fear and shame to be there and be met with empathy. Trust will be an important factor for debrief partners. You will need a core foundation of trust to feel safe to be vulnerable. Use the trust agreements to help understand how to build trust with your partner.
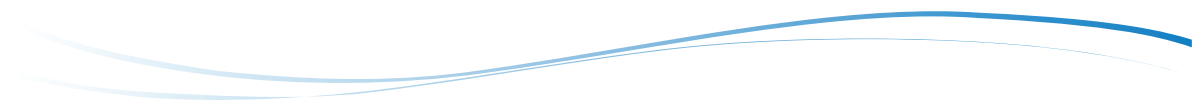
End Focused on Connection and Hope if Possible

Knowing we will never be able to solve or end suffering a debrief may not end with a solution. Sometimes it may end with an action step to impact the scenario, support those involved, but not always. If possible try to connect with where there is strength and hope. Perhaps these questions are useful:

- What do you need from me for further support?
- What will support you in feeling this fully and processing further?
- What strength will you call upon to support you in this situation?
- Let's talk about your hope for this situation. If you need more time we can come back to this.

Balance Debriefs

Be sure that each person who is debriefing gets equal time/frequency. Notice if there is one person who seems to take more time with a debrief or someone else does not debrief at all. If this happens have an open conversation getting curious about what is happening here.

DYAD – An Empathic Listening Activity

Dyads are based on the concept of Constructivist listening. The idea of Constructivist Listening comes from the National Coalition for Equity in Education. Constructivist listening dyads are defined as listening for the benefit of the speaker and are based on the following agreements:

- Emotions are a natural part of life and deserve a seat at our professional tables.
- Emotional distress limits intelligent thinking and caring behavior.
- When given time to reflect, people have the ability to solve their own problems.
- As social beings, we construct meaning through language by talking and being listened to.

Practicing Constructive Listening Dyads provides a space where people can practice listening and
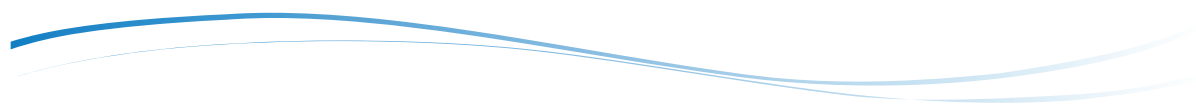
speaking in depth, reflecting on emotions that are having impact, and building trusting relationships. We all have venting sessions at the water cooler where we share our frustrations, but these side conversations tend to fester as a mental list of grievances or passive aggressive behavior. Dyads provide a structure that transforms stress and emotion into productive energy. A dyad allows emotions to be expressed, reflected upon, and meaning to be made through speaking and listening. I have facilitated many dyads as a part of group trainings, and they transform a group into a community quickly through the power of listening.

Constructivist Listening
DYAD How To: Frame the Purpose and Guidelines Clearly

- Equal time per speaker 2 MINUTES EACH – you may work up to 5-8 minutes over time, in support of the agreement that everyone deserves to be listened to.
- The listener will not interpret, paraphrase, analyze, give advice or interrupt with a personal story, in order to support the agreement that people can solve their own problems.
- Double confidentiality (You won't share what you heard with others or go back to the speaker to solicit more information because the dyad was actually for the speaker.)This supports people in being authentic.
- No complaining about colleagues, to support quality listening practices because it is hard to listen when you feel defensive.

Design Gut Prompts That Encourage
Discussions About Emotions or Experiences

Dyad questions allow a person to speak authentically, and are open enough to give individuals choices about how to approach the question. Here are a couple of questions that do just that:
- What's it like to be you lately?
- What thoughts and feelings are you carrying about _____?

- What's "on top" for you walking into this meeting?
- You may also want to use more specific prompts if there is a topic at hand that has emotional charge that needs to be expressed.

Facilitate Safe Group Sharing

After the dyad open up an opportunity for the community to share. Remind the group of the agreements. Highlight the guidelines below to create safety and support the whole community:

Speak for Yourself Only:
Specify that to maintain confidentiality the group will need to only speak for themselves, and will not share what they listened to. People may choose to speak about their direct experience of the dyad, but they do not have to.

No Piggy Backing:
It is also important that we do not "piggy back" on each other's statements, and only speak for ourselves. Tacking on our own agreement after what someone else says can create sub- groups within in the community, leaving those who may not agree or have that experience to feel isolated.

Teach the I-YAD:
The I-yad, created by Mark Salinas of the National Equity Project, is a tool to draw upon when you need to express an emotion without someone trying to solve your problem. The I-yad allows an individual to request space to express their emotions, and be listened to without someone trying to solve their problems. The I-yad acknowledges these basic truths:

- I am a human being with feelings, even in my working life.
- At times, I need to get my feelings off my chest so they don't distort my interactions with others.
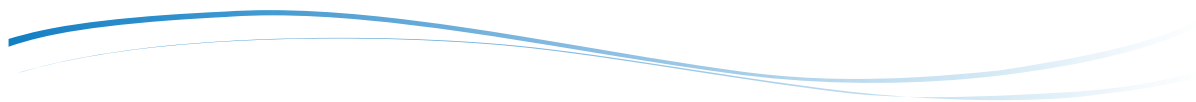
- I believe in my ability to solve my own problems, so I really just need you to listen to me well.

Simply ask a trusted colleague for an I-yad. Your colleague agrees to practice listening as you give voice to how you feel, and experience being completely heard in order to make meaning out of your emotions.

Establishing a regular practice of constructivist listening dyads within your professional community supports a culture of self and community care. Since dyads intentionally create space for staff to express emotion, be listened to non-judgmentally, and be trusted to solve problems they are instrumental in transforming stress into an opportunity meaningful growth.
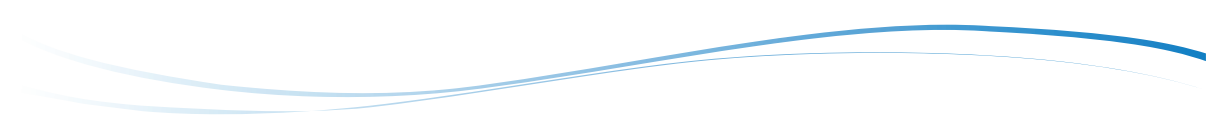
RECOMMENDED RESOURCES:

Article

- [The Protective Role of Trauma Informed Attitudes on Perceived Stress Among Teachers and School Staff](#) (Minne and Gorelik, 2021) - Journal of Child & Adolescent

RECOMMENDED RESOURCES:

Article

- [The Resilient Schools Project: A Systems Approach to Building Trauma-Informed, Resilience-Focused Schools](#) (Starr Commonwealth, 2021) - Whitepaper

RECOMMENDED RESOURCES:

Article

- [Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework](#) (The National Child Traumatic Stress Network, 2017) - NCTSN

- [The Impact of Racism on Child and Adolescent Health](#) (Trent, Dooley, and Dougé, 2019) - The American Academy of Pediatrics