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LINKS:

Love, No Matter What

https://www.ted.com/talks/andrew_solomon_love_no_matter_what?language=en

Every Kid Needs a Champion

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

The Dignity for All Students Act Homepage <http://www.p12.nysed.gov/dignityact/>

DASA Resource Guide <http://www.p12.nysed.gov/dignityact/resourceguide.html>

NYC Department of Ed- Respect For All

<http://schools.nyc.gov/RulesPolicies/RespectforAll/default.htm>

Pacer Bullying Statistics <http://www.pacer.org/bullying/about/media-kit/stats.asp>

Clint Smith <http://www.clintsmithiii.com/>

Derald Wing Sue <http://www.youtube.com/watch?v=xAIFGBIEsbQ>

Kid President <http://kidpresident.com/>

Ash Beckham <http://ashbeckham.com/>

Jay Smooth <http://www.illdoctrine.com/>

Proud To Be <http://www.youtube.com/watch?v=mR-tb0xlhvE>

Teaching Tolerance <http://www.tolerance.org/>

Facing History and Ourselves <https://www.facinghistory.org/>

GLSEN <http://www.glsen.org/>

Dialogue Arts Project <http://dialogueartsproject.com/>

Stop Bullying <http://www.stopbullying.gov/blog>

NetSmartz <http://www.netsmartz.org/Educators>

Cyberbullying Prevention Tips for Teens

http://www.cyberbullying.us/Top_Ten_Tips_Teens_Prevention.pdf

The Bully Project <http://www.thebullyproject.com/>

It Gets Better <http://www.itgetsbetter.org/video/>

Susan Eva Porter- Bully Nation <http://www.susanevaporter.com/book-page/>

Carol Dweck- Mindset <http://mindsetonline.com/>

Ability Path: Walk A Mile in Their Shoes <http://www.abilitypath.org/areas-of-development/learning--schools/bullying/articles/walk-a-mile-in-their-shoes.pdf>

The Mosaic Project <http://www.mosaicproject.org/aboutus/curriculum/>

Not In Our Town <http://www.niot.org/>

Let's Get Real <http://groundspark.org/our-films-and-campaigns/lets-get-real>

The Kid's Guide to Working Out Conflicts <http://www.amazon.com/The-Kids-Guide-Working-Conflicts/dp/157542150X>

MicroAggressions Tumblr <http://microaggressions.tumblr.com/>

Racial Microaggressions: Words That Sting (NY Times)

http://www.youtube.com/watch?v=85JvcniE_M

Maya Gonzalez Curriculum <http://www.mayagonzalez.com/curriculum/>

We are a Culture, not a Costume Poster Campaign

http://www.ohio.edu/orgs/stars/Poster_Campaign.html

The Ophelia Project (handling relational aggression)

<http://www.opheliaproject.org/>

What activities do you use in your classroom to create a safe and inclusive space?

Formal Procedures	Informal Procedures	Lessons/Assignments	Activities
Have students write a class constitution at the beginning of the year	Time set aside for circle time about class issues and emotions	Students write autobiographies at the beginning of the school year	Bring in a diverse array of community members to use as a learning resource
Explicit social-emotional lessons	Total participation techniques – book available on amazon.com	Mastery based learning activities	Sports and other clubs
Socratic seminars to model effective communication during discussions	Allow for various forms of expression	Use a variety of children's literature so all students can see themselves in the text	Sharing similarities & differences
Have clear expectations that both the students and teacher will follow	Class meetings	Use literature as a way to start critical thinking discussions	Multicultural days where families and students are allowed to share traditions
Use responsive classroom techniques: morning meetings, hopes and dreams, logical consequences	When students have free time ask students to share questions or concerns with the class	I am from poem	Role playing activities
Establish that students must be understanding of one another. Bullying or making fun of one another is not acceptable.	Establish ways of relating in class that foster respect and community	Family tree project	Allow students with 2 nd languages to teach the class some words or phrases
Have students sit with different students over the course of the year to prevent cliques	Have open conversations with students where active listening is practiced	Me concept map	Name game activities until everyone knows everyone else's name
Assign students jobs in the classroom	Use "calm classroom" when needed to allow students to calm down and gather their thoughts	Create "Name" story book exploring students names and background	Expert wall – allow students to display what they are good at in a rotating bulletin board display.
Community circle at the end of each day	Allow students to design bulletin boards	Community building activities	Celebrate birthdays
Establish equality between all students regardless of race, class, gender, etc.	Allow for student choice in activities	Teach for tolerance activities	Create a class collage
Tribes Curriculum	Positive reinforcement	Build time into lessons to reflect	Non-academic activities like weekend picnic, or indoor game day to build community
	Cooperative and group learning	Have students discuss the rules of appropriate behavior before an activity begins.	Encourage students' creativity through art, creative writing, and music.
	Problem or question box	Incorporate personal choice options when possible into lessons and assignments.	
	Monthly check-in's with the class.	Design lessons for inclusion of all students' abilities	

How do you model and/or teach students to be resilient?

Resiliency does not prevent children from feeling pain and hardship, but it allows them to face their pain and hardship without feeling undone. - From *Bully Notion*, by Susan Eva Porter, PH.D.

- Allows children to manage their lives (moods included) productively
- Resilience promotes happiness... not the other way around. Allows children to bounce back from hardship and take control of their lives... the happiness comes from that power
- Resilience is a SKILL, skills can be taught.
- Resilience is not a mood, students need to learn how to manage their moods.

Topics	<ul style="list-style-type: none"> • Honesty • Difference between results and process of learning • Personal strengths and weaknesses • Ownership of decision making • How to find/give support to others • Empathy for others • Grit smarts – hard work is just as important as intelligence • Diversity • Advocacy for self and others
Discussions	<ul style="list-style-type: none"> • Identify and discuss feelings • Talk about the importance of self confidence • Remind students of times that they have been resilient in the past • Identify your own feelings and model how to deal with them. • Discuss the difference between ones' circumstances and ones' self. • Discuss the importance of making mistakes in learning • Discuss challenging situations and possible solutions • Acknowledge that the teacher doesn't know all the answers either
Strategies	<ul style="list-style-type: none"> • Create a problem solving partnership • Allow students to experience a "win" after a loss • Include activities that allow students to take ownership over their learning. • When a student is struggling, give them options of different ways they could react. • Role play with students and model different ways of showing resiliency. • Teach problem solving strategies • Make sure to use mistakes and struggles as "teachable moments" • Celebrate success and provide lots of positive reinforcement • Stress effort in feedback, not just success • Provide opportunities for students to revisit tasks they've struggled with. • Teach students to recognize their feelings and take a break when they need it. • Provide a positive environment where students feel safe to share their experiences and feelings. • Ask students how their day is going and notice when the energy in the room is affected by students moods or struggles
Resources	<ul style="list-style-type: none"> • Use personal stories from teachers and students about times they have struggled • Bring in examples of famous figures who have struggled and succeeded • Use struggles to set goals for the future • Teach "growth mindset" and use this as a foundation for resiliency in the classroom • Use games and competition in the classroom to help students learn to deal with winning and losing. • Mindfulness techniques and meditative breathing • Use the curriculum, book characters, and current events to point out instances of resilience • Make use of support staff such as deans and counselors • Allow students to free write about their struggles and challenges • Get to know what's going on in student's lives, show them you care about them

What de-escalation techniques work for TEACHERS?

De-escalation techniques go against our natural fight-or-flight reflexes. Remaining calm and professionally detached is not natural and therefore it is a skill that will need to be practiced. We need to retrain ourselves to respond in a different way when a challenging situation occurs.

Normal classroom discipline plans alone are insufficient and a different approach is needed to manage their behavior in a way that keeps them, the other children in the class and the class teacher emotionally safe. Underpinning the success of managing the diverse needs that will be present in each classroom is the skill of the teacher in intervening early to de-escalate situations calmly when they arise, to ensure the education continues smoothly and uninterrupted for all those present. (<http://www.optimus-education.com>)

Before	During	After
Community/Morning Meeting where students can share concerns and discuss feelings.	Pause before responding, use a calm voice, and carefully consider what you are going to say before making any statements.	Once students have calmed down, give them choices of activities to be done to redirect them.
Consistently reinforce positive behaviors	Use supportive language – “I’ll be patient,” “It’s ok,” “I’ll wait until you calm down.”	Revisit the situation and discuss alternate ways that the people involved could have acted or spoken.
Designate a “break chair” where students can sit quietly when necessary.	Agree on a key word or phrase to indicate to a child that they should check on their behavior.	Speak to each student involved individually to assess what each person’s role was and problem solve.
Acknowledge the feelings of your students and create a safe place to share them.	Attempt to mediate – paraphrase the students’ statements and feelings for each other.	Allow students to come up with a solution to the problem that caused an issue.
Build relationships – show your students that you care about them.	Have the whole class freeze, turn off the lights, play calming music, and allow time for reflection.	Don’t limit post-conversations to a simple, “I’m sorry,” but encourage students to re-approach the issue using different behavior
Practice protocols for responding to peers to avoid misunderstanding & disagreement.	Focus on the behavior, not the child as the problem. Encourage students to consider how their behavior would be perceived by others.	Redirect conversations that aren’t working. Try multiple approaches to discuss behavior with children.
Use visuals and schedules to create order.	Change of scenery – take a walk, listen, show empathy, redirect, reflect.	Assume and communicate that no harm was intended.

What de-escalation techniques work for STUDENTS?

De-escalation techniques are most successful when used early, before the child becomes physically aggressive. To do this, it is necessary to be aware of and spot early signs of agitation such as balled fists, fidgeting, shaking, 'eye-balling' another child, head thrust forward or clenched jaw. Changes in voice, such as speech becoming more rapid or high-pitched, may also indicate aggression. These signs should not be ignored and you should never turn your back on an angry child in the hope that they just calm down. (<http://www.optimus-education.com>)

Before	During	After
<p>Allow time for quiet meditation during class especially if students feel "off" that day</p> <p>Coach students who seem upset to close their eyes and visualize a happy time or place.</p> <p>Provide creative outlets such as music, writing, or story telling time.</p> <p>Bring movement and/or fitness based activities to the classroom. Allow students to expend their excess energy in a positive way.</p> <p>Use a talking stick so students have a visual indicator of when it's their turn to speak.</p> <p>Be proactive – breakdowns happen in stages so try to notice when it begins and intervene with strategies to resolve the issue before it happens.</p>	<p>Deep breathing exercises – ask students to count to 5 between breaths.</p> <p>Allow a child to remove themselves to an alternate table or station in the classroom</p> <p>Allow students to interact with the other students in a positive way. Redirect the activity or conversation to accommodate this.</p> <p>Engage students in a conversation about feeling – "How would you feel if someone said/did that to you?"</p> <p>Encourage children to count to 10, use their words, and discuss their role.</p> <p>"Hands on Hands" discussion technique – Use "I" statements and look directly at the other person while resting your hands on theirs.</p>	<p>Allow time for reflection and for students to calm themselves.</p> <p>After a negative interaction, try to facilitate a positive interaction for the child so as not to end on a bad note.</p> <p>Allow students to see "restorative justice" happening. Don't just hand out punishments, but discuss how the community can be restored to normal.</p> <p>Encourage students to write down their experience and actions, rather than tell them out loud so students don't become upset again in the re-telling.</p> <p>If students continue to be agitated, allow them a pass to an alternate setting with an adult who can listen (such as a counselor).</p> <p>Engage parents in the discussion if you notice a recurring problem. Parents can be a huge help!</p>

How do you build and maintain relationships with your students' families?

Ideas for building	<ul style="list-style-type: none">• Intake interviews at the beginning of the school year• Family Friday to meet parents in person• Provide a schedule of when and how you are available to talk (email, phone, times and days of the week)• Parent-teacher-student goal setting meeting• Get to know parents so you can use them as a classroom resource• Be authentic, accepting, and positive• Make your first interaction with them positive• Establish communication sheets for parents• Send home a letter of introduction with students• Invite family members to open house or meet the teacher nights.• Be active in the PTA• Encourage families to participate in school functions• Be available for one-on-one meetings with concerned parents• Establish a classroom website where parents and students can go for information• Have a clear communication plan with parents so they are aware of your common goals for their child.• Beginning of the year parent workshop that reviews student handbook expectations and school conduct agreement.
Ideas for maintaining	<ul style="list-style-type: none">• Classroom newsletters• Bring in parents to present to the class• Invite parents to field trips or classroom celebrations• Embrace the multiculturalism of your class• Send home feedback forms when grades or behavior is slipping• Call parents often with good news in addition to concerns• Include parents in the conversation when it comes to choice projects• Notify parents of upcoming events and personally invite them when possible.• Send home frequent notes with their child. Write encouraging comments on homework or essays that are handed back so parents can see you are involved.• Take time to see students outside of school – attend school sporting events, plays, concerts.• For students who present issues, invite parents in to establish a behavior contract that can be upheld at home and at school.• Consistently reinforce the fact that you are a team and are both trying to ensure what is best for their child.• Talk back journaling – one color for teacher, student, and parent

Working with Diverse Family Structures

The structure of the American family has never been so diverse: adoptive families, immigrant families, single parent households, blended families, families with stay at home fathers, families with grandparents as parents, and so on. No matter what the structure of the family, it is still the bedrock of American society. The care and support family members offer to one another is essential in the educational process of students in the family. Knowledgeable educators who are equipped with strategies for working with diverse family structures help students achieve. This week, we offer tips for working with diverse family structures.

Tips:

Recognize and Validate Diversity in Classrooms

Assess your beliefs about student achievement and family diversity. Do you believe that the brightest students are products of a certain type of household? What are your beliefs about students who lack after school supervision at home? How does your knowledge of a student's home life affect your interaction and instruction? Answering these questions can help you understand how your own biases might affect your teaching. Just as we behave according to our beliefs, altered behavior is a product of awareness. Make yourself aware of and alter negative attitudes in order to promote high achievement for all students.

Reach Out to Parents/Caregivers

Reach out to parents and caregivers through a strong program of communication. Use newsletters, conferences, email, notes, and telephone conversations to reach all types of families. Reaching out to parents and caregivers encourages their involvement in the student's education. Parents and caregivers who perceive that a teacher values their contributions to their student's education are more likely to be involved both at home and at school in the child's education. Teachers who communicate student strengths and weaknesses, along with specific strategies parents can implement to strengthen each, are also more likely to foster parental involvement both at home and at school.

Emphasize the Real Meaning of Family

Promote peer acceptance of diverse family structures by emphasizing that "family" means, as a child once said, "a group of people who love and care for one another." It is important for students to feel accepted by the teacher and his/her classmates. Incorporate discussions of what families do for one another into classroom discussions stemming from literature, social studies, or current events. If and when instructionally appropriate, encourage classroom discussions/learning activities about the experiences of students' families, your own diverse familial experiences, or lessons about the history of the American family. Raising awareness encourages understanding and validation.

Build a School Climate that Embraces Families

Collaborate with other educators and the school administration to build a school climate that involves and respects students' families. Back to school nights, open houses, invitations to special events, awards assemblies, and progress assemblies are but a few of the ways parents can be invited into your school. Family involvement brings about improved teaching by generating a positive attitude among teachers and raising teacher self-esteem. Teachers feel respected by families who are involved. Improved teaching leads to greater academic achievement by students. Academic achievement and student success lead to a positive school climate.

Involve Family Members in Classroom Instruction

Invite family members with expertise or special knowledge to contribute to classroom instruction. Family members or caregivers have unique talents, knowledge, and expertise either professionally or culturally. Survey families to determine what they have to offer the class, and when instructionally appropriate, invite them to present to the class. Inviting families to participate in instruction sends a message of validation and acceptance to the students and to the families.