



The Center for
Great Expectations

Embracing change. Empowering futures.

THE ATTUNED SCHOOL

THE NEW 3 RS: RELATIONSHIP, REGULATION & RESILIENCY

CREATING EMOTIONALLY SAFE, WELL-REGULATED,
NURTURING, & ATTUNED EDUCATIONAL ENVIRONMENTS

PRESENTED BY

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CHIEF TRAINING OFFICER

THE POWER OF THE STUDENT-TEACHER RELATIONSHIP





WHAT IS THIS EXPERIENCE ALL ABOUT?

ATTUNEMENT

- A bringing into harmony
- To make aware or responsive



BEING ATTUNED AND THE 3 Rs

- **RELATIONSHIP**

- When we have attuned relationships with our students, we can accurately and empathically understand them and respond effectively.

- **REGULATION**

- Attunement with students requires teachers to be fully aware of their emotional state and have the ability to regulate that state.

- **RESILIENCY**

- An ability to recover from or adjust easily to adversity or change.
- Attuned to the skills and mindset needed to grow resilience in our students.



OVERVIEW

- Learn how stress affects our students and ourselves
 - Trauma, chronic stress, toxic stress
 - Brain functioning, biology, perceptions, and how we adapt to survive
- Learn strategies to regulate the effects of stress to optimize our brains for learning and effective response
 - Zones of Regulation®
 - Regulation Strategy Plans©
 - Class structure, physical set-up, de-escalation skills
- Learn about the Nurtured Heart Approach©
 - Building the compassionate and positive inner voice
 - Feeding the flowers and starving the weeds



MOVING FROM

Controlling students.

Primary focus on rules and consequences.

Students are willfully misbehaving and failing and trying to get under my skin and make me look like a fool.

Effective teachers must toughen up, shut down, and separate from their strong feelings.

TO

Controlling your self and how you respond.

Primary focus on positive relationships, mutual respect, and collaboration.

Students are doing the best they can with what they have at the time.

Effective teachers care and feel deeply but feel and manage the strong feelings and keep caring.



THE BENEFITS FOR OUR SCHOOL

- Enhanced relationships for our students and staff.
- More access to optimum brain functioning so teachers can be more effective and students' ability to learn is enhanced.
- Fewer power struggles, suspensions, incident reports.
- Enhanced student engagement and academic performance.
- A safer and more caring, supportive, and well-regulated school community and climate.
- Higher teacher job satisfaction and student satisfaction.

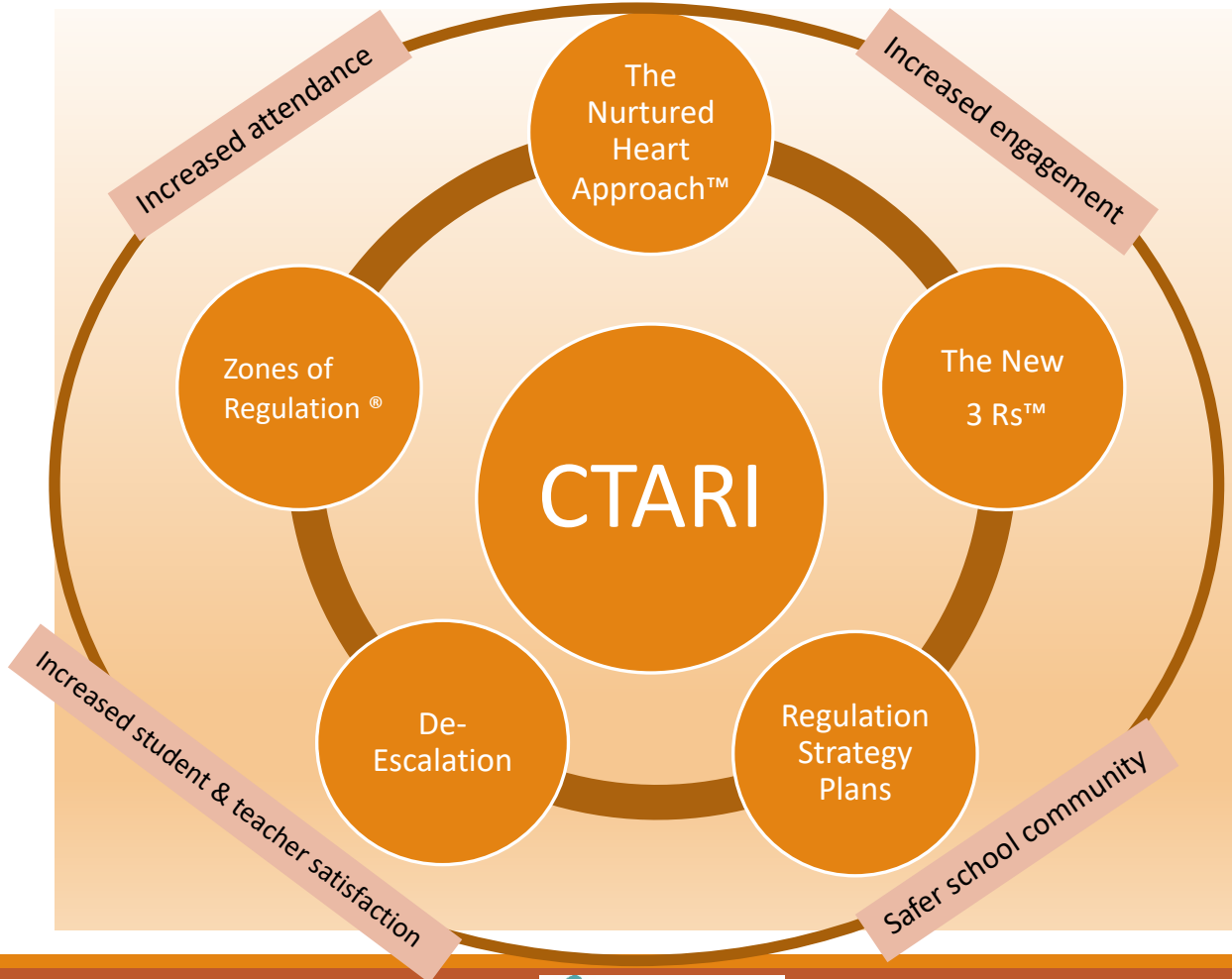


THE CGE-SCHOOL PARTNERSHIP





ENGAGE, EDUCATE, ENABLE, EMPOWER





WHY DO WE NEED TO BE ATTUNED TO STRESS?

Chronic stress negatively affects the ability of students, staff, and parents to manage their emotions and behavior.

Chronic stress grows neuropathways in the emotional, fight-or-flight part of the brain.

Executive functioning (critical thinking and social emotional skills) become less used and diminish.

Without regulating emotions and optimizing brain functioning, we struggle to respond effectively to today's school challenges for safer, more caring, and connected school communities with better educational outcomes and happier students and teachers.

I have come to a frightening conclusion. I am the decisive element that creates the climate. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.

-Haim Ginott



LET'S TALK ABOUT STRESS





THE “4 Rs”

BECOMING ATTUNED TO CHRONIC-STRESS

Recognizing how chronic stress affects everyone at a school including its workforce.

Realizing the prevalence of chronic stress.

Responding by putting this knowledge into practice.

Resisting exacerbating stress and triggering students.



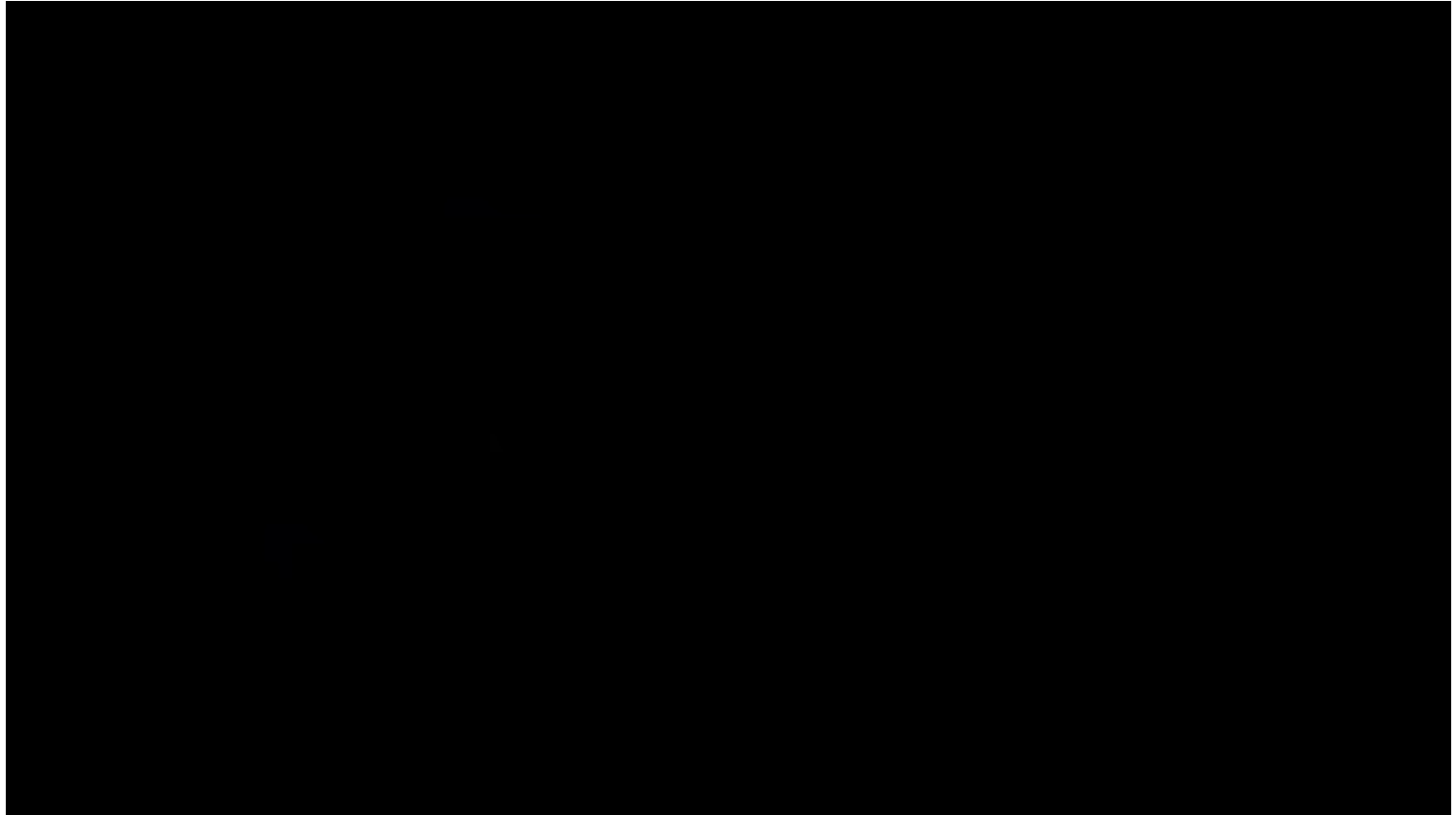
Chronic Stress Attuned Means:

RECOGNIZING HOW CHRONIC STRESS AFFECTS EVERYONE AT A SCHOOL INCLUDING ITS WORKFORCE.





HOW STRESS AFFECTS US





SINGLE EVENT STRESSOR

Fire

Assault

Bombing

Car Accident

School Violence

Single Crime Episode





COMPLEX TRAUMA/CHRONIC STRESS

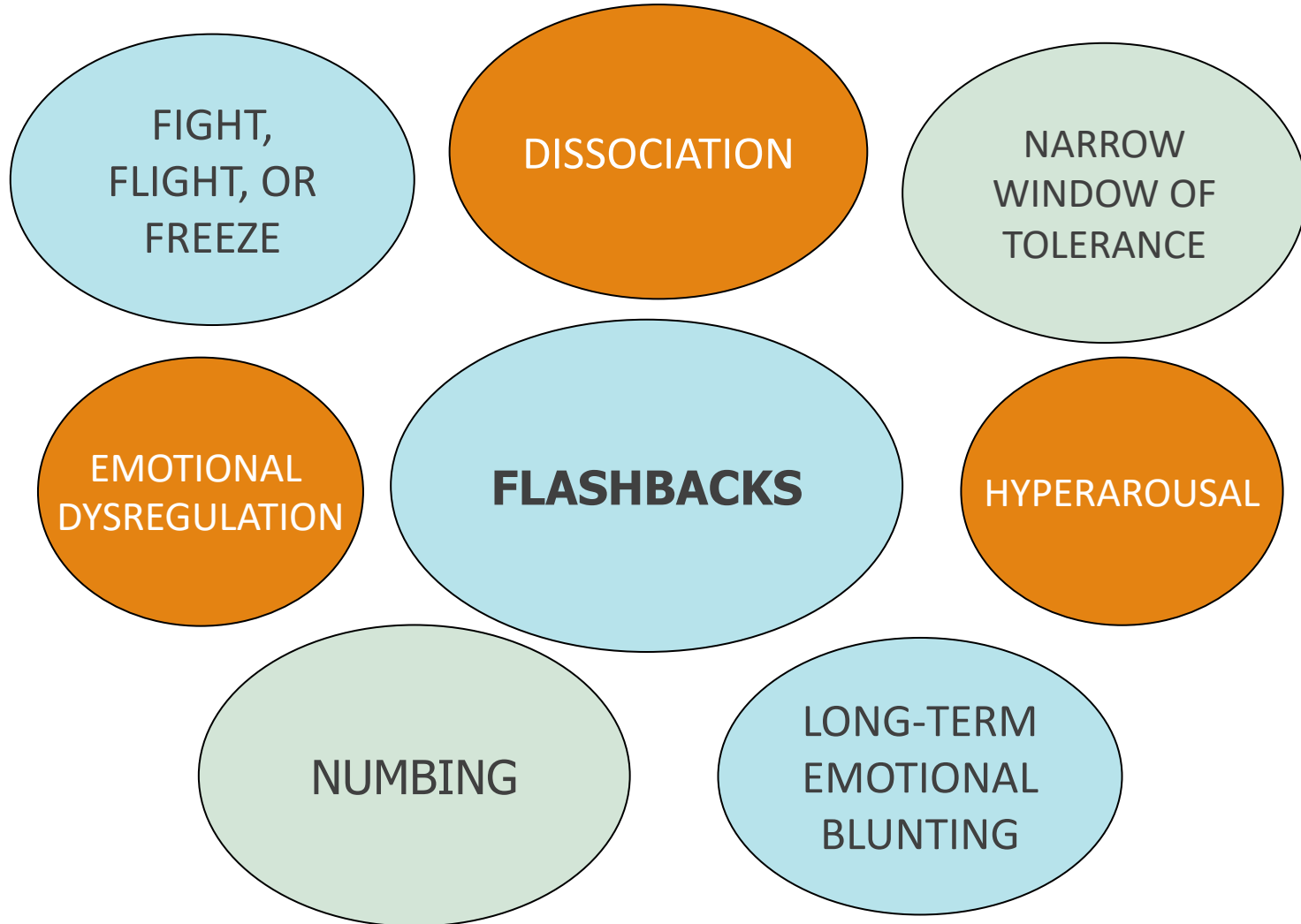
Extensive Child Physical Abuse
Crime-Infested Environments
Child Sexual Abuse
Domestic Violence

War Zones
Poverty
Bullying
Racism

Photograph: Aleppo Media Centre



ADAPTIVE PHYSICAL & PSYCHOLOGICAL RESPONSES TO CHRONIC STRESS





CHRONIC STRESS ATTUNED MEANS....

Realizing the prevalence of chronic stress.





A.C.E





CHRONIC STRESS ATTUNED MEANS....

Responding by putting this knowledge into practice.





TEACH AND MODEL

Being Emotionally Well-Regulated





WHAT IS EMOTIONAL REGULATION?

Why is it so important for us to model and teach it?





WHAT IS EMOTIONAL REGULATION?

The conscious ability to alter one's emotional state, when one sees fit to do so.

- **Awareness:** thoughts, emotions, physical sensations
- **Belief:** You *can* alter your emotional state and it is in your best interest to do so.
- **Skills:** Regulating to a more optimal emotional state.



HOW WE FIRST LEARN TO REGULATE





THE ZONES OF REGULATION®

Book by Leah M. Kuypers

Blue Zone

Sad, tired, sick, bored, lethargic, foggy

Green Zone

Happy, calm, feeling okay, focused, ready to learn

Yellow Zone

Frustrated, worried, silly/wiggly; excited, loss of some control

Red Zone

Mad/angry, terrified, yelling/hitting, out of control



ATTUNED BODY LANGUAGE

Primary mode of communication between people is 90% **Body Language**.

- **Paralleling**
- **Proximity**
- **Posture**
- **Pace of response**
- **Eye Contact**
- **Gestures**
- **Extended exhales**
- **Length of Sentences**
- **Facial Expressions**
- **Tone of Voice**



ATTUNED PERSONAL

These are strategies we model and teach our students to practice and learn better emotional/self-regulation skills:

- **Individualized Regulation Strategy Plans (RSPs) for students and staff.**
- **Regulating your students and yourself.**



TEACH OUR STUDENTS
TO REGULATE THEIR
EMOTIONS



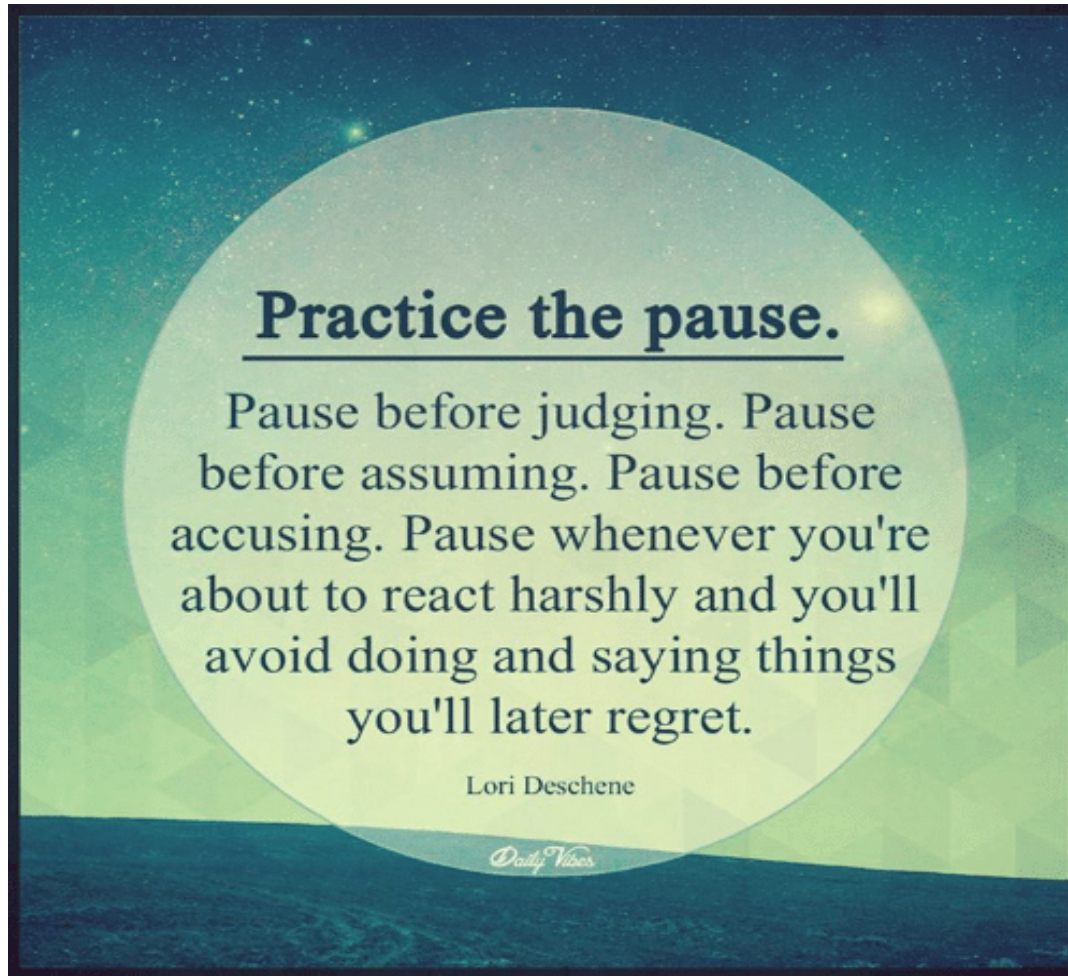


THE PROFOUND TRUTH OF RSPS

In order for your student to learn to really regulate, the teacher needs to know how to really regulate themselves.



ATTUNED PERSONAL





ATTUNED PERSONAL

REGULATION STRATEGY PLANS (RSPs)

Triggers: What really irritates or stresses you

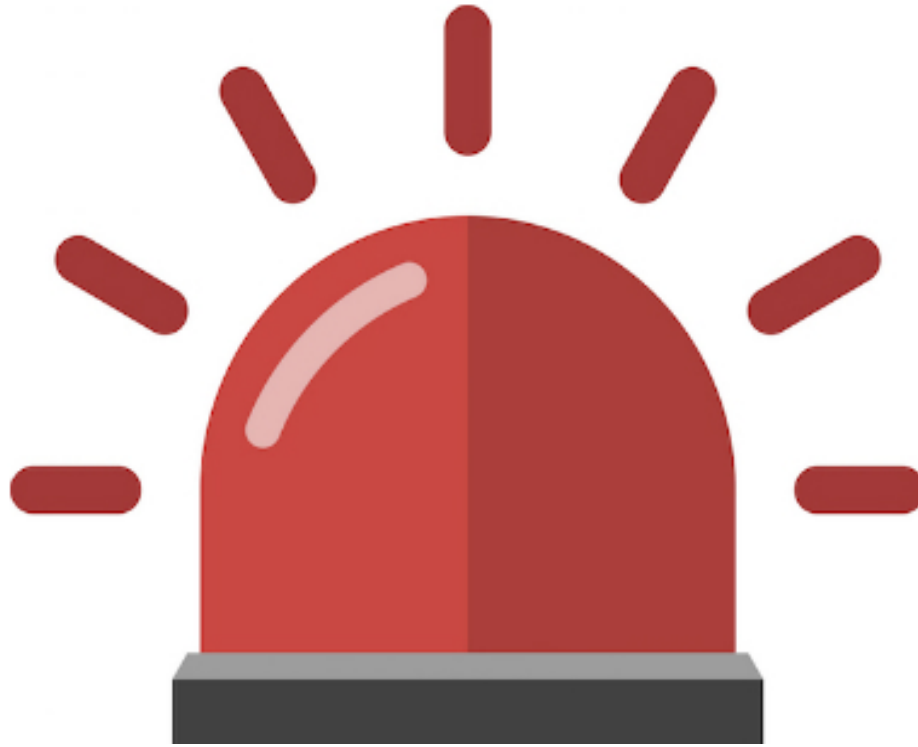
Warning Signs: How does the stress manifest in your body

Strategies: What works best to restore you to a calm state



TRIGGERS: What makes you feel scared, upset, or angry and may cause you to go into the stress response?

- Not being listened to
- Being pressured
- Being singled out
- Being teased or picked on
- Feeling pressured
- People yelling
- Being ignored
- Being tested
- Yelling
- Arguments
- Being ignored
- Being touched
- Loud noises
- Not having control
- Being stared at
- Feeling shame
- Certain smells
- Public speaking



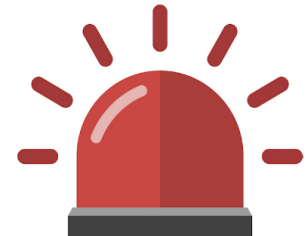
Second—identify Early Warning Signs



EARLY WARNING SIGNS

Identify one or more early warning signs in your body or behavior—some of which are not observable—that signal you are getting escalated and on alert, such as:

- Restlessness
- Agitation
- Pacing
- Shortness of breath
- Sensation of a tightness in the chest
- Sweating



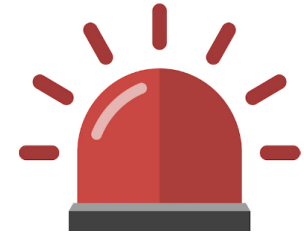


EARLY WARNING SIGNS:

What might you or others notice or what you might feel just before losing control?

- Clenching teeth
- Wringing hands
- Bouncing legs
- Shaking
- Crying
- Giggling
- Heart Pounding
- Becoming quiet
- Pacing

- Eating more
- Breathing hard
- Shortness of breath
- Clenching fists
- Loud voice
- Rocking
- Can't sit still
- Swearing
- Restlessness
- Other _____





IDENTIFY YOUR MOST EFFECTIVE STRATEGIES

Find strategies to calm and regulate yourself.





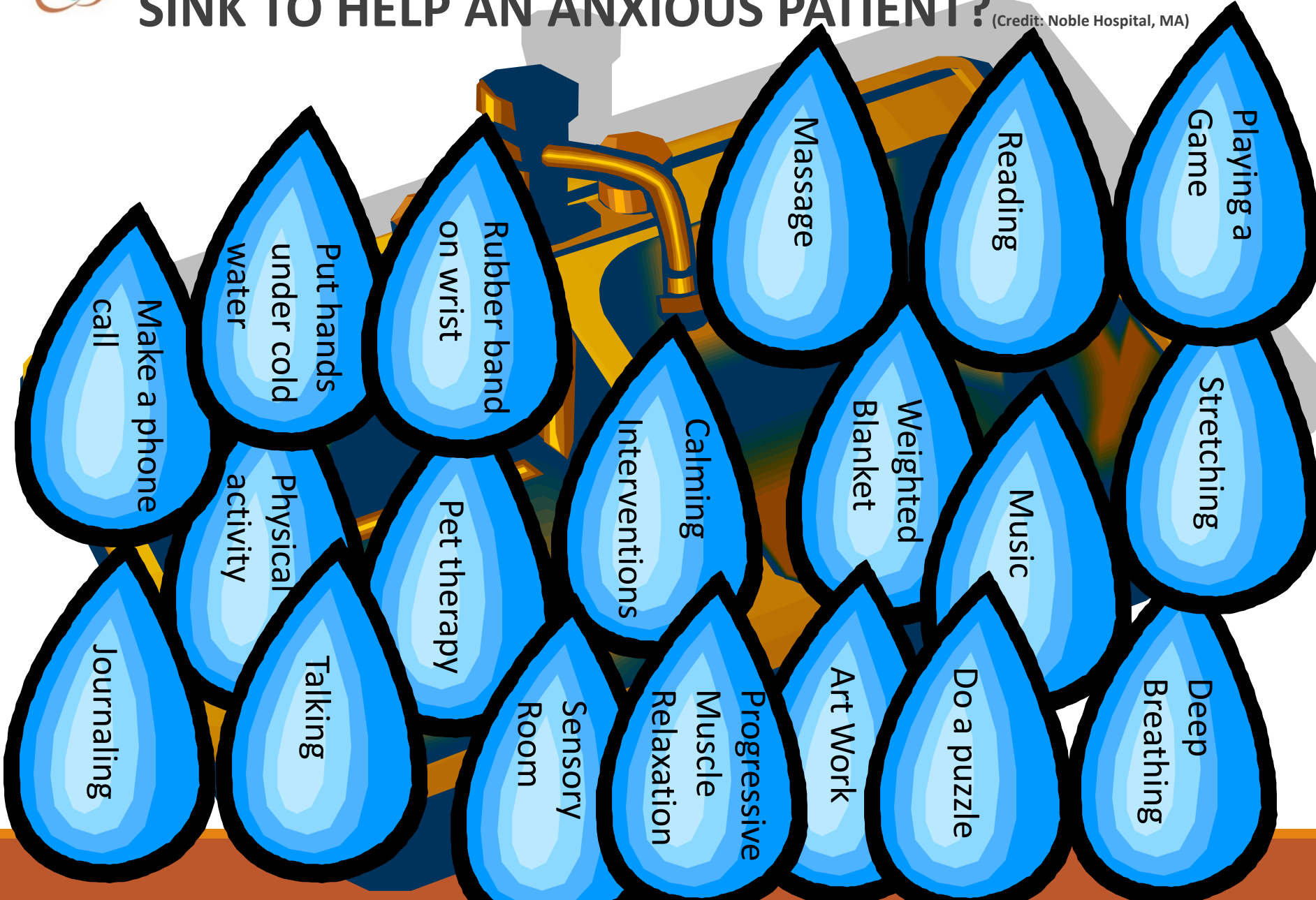
CALMING STRATEGIES

- Strategies are individually-specific calming mechanisms to manage and minimize stress, such as:
 - Time away from a stressful situation
 - Going for a walk
 - Talking to someone who will listen
 - Working out
 - Lying down
 - Listening to peaceful music



HAVE YOU TRIED EVERYTHING BUT THE KITCHEN SINK TO HELP AN ANXIOUS PATIENT?

(Credit: Noble Hospital, MA)





REGULATION STRATEGY PLAN (RSP)

Things that upset me!

1) _____

2) _____

3) _____

How people can tell I'm upset:

1) _____

2) _____

3) _____

When I'm having a hard time controlling my anger...

Please don't do this:

1) _____

2) _____

3) _____

Please do this:

1) _____

2) _____

3) _____

Things that help me to calm down when I'm upset:

1) _____

2) _____

3) _____



REGULATION STRATEGY PLAN (RSP)

(COMPLETED)

Things that upset me!

- 1) Changing plans at the last minute.
- 2) Exaggerating or making things up.
- 3) Accusations.
- 4) Overhearing staff talking about me and my family.

How people can tell I'm upset:

- 1) Mean face.
- 2) Yelling, stomping and swearing.
- 3) Breaking rules.

When I'm having a hard time controlling my anger...

Please don't do this:

- 1) Talk about it as soon as it happens.
- 2) Talking about something over and over.

3) Giving me negatives.

4) Taking away privileges.

Please do this:

- 1) Give me some space and time alone.
- 2) Distract me with something I like to do like watch a video or get a drink.
- 3) Take a walk.

Things that help me to calm down when I'm upset:

- 1) Put my headphones on and listen to music.
- 2) Go on the rocking chair.
- 3) Weighted blankets.



ATTUNED ENVIRONMENTAL

Factors related to the physical and programmatic school culture that will have a calming and stabilizing impact on students and teachers.

Classroom physical set up

- Set up of instructional needs.
- Sensory considerations.



HOW YOU SET UP THE CLASSROOM





ATTUNED ENVIRONMENTAL

Set up of instructional space

Classroom design offers a variety/flexibility of instructional areas (e.g., small groups, whole group, learning centers).

Study carrels for privacy when working.

All students can be seen by the teacher.

Arrange furniture to allow for smooth teacher and student movement (e.g., uncluttered walkways between desks, etc.).

At start of lesson, instructional materials are neat, orderly, and ready for use (e.g., Smartboard is on and cued, handouts are prepared, etc.)

There is non-embarrassing, neutral space available for time outs or calming



ATTUNED SENSORY

Sensory considerations

Classroom has various seating options available, some of which provide opportunities for movement (e.g. rocking chairs, gel seats, standing desks)

- Noise-cancelling headphones.
- Varied lighting options.
- Inviting classroom (e.g., decorated, plants, etc.).
- There are fidget items available.
- Background music at appropriate times to support calm, focused environment.
- Posted materials supporting emotional regulation.



ATTUNED CLASSROOM CULTURE

Routine and Procedures

Establish predictable patterns and activities, including posted time schedule for the day's activities.

Begin class clearly as bell rings.

Use "Do Nows" to focus transition into class time.

Clearly outline steps for completing specific activities

Provide written backup for multi-step activities.

Establish routines and procedures for:

- Arrival in morning and after lunch and dismissal (for elementary).
- Arrival and dismissal each class period (for high school).



ATTUNED CLASSROOM CULTURE

Transitions between activities.

Accessing help.

What to do after work is completed.

Opportunities for movement at regular intervals.

Three to five clear, behaviorally described rules posted.

Movement is built into lessons at various points (e.g., post it charts at different heights on walls to be written on).



ATTUNED BLUE ZONE STRATEGIES

(Lethargic, sleepy, unfocused, foggy)

Address student's **Blue Zone** behaviors and presentation and validate their feelings and perspective.

If they report feeling sick, either send them to the nurse or allow them time to rest and check-in after 10-15 minutes.

If **Blue Zone** behaviors are part of a continuing pattern, reach out to family and/or CST to explore possible medical or social emotional reasons the student is consistently presenting this way.



ATTUNED BLUE ZONE STRATEGIES

(Lethargic, sleepy, unfocused, foggy)

Offer student following ideas enhancing their level of focus and arousal:

Give them something cold to drink or allow them to eat or chew gum.

Offer them the opportunity to take a walk to the water fountain.

Give the class an opportunity to stand up and move a bit.

Change the class teaching modality to group work or a quick contest or game.

If an RSP includes specific alerting activities, support the student in using these.



ATTUNED GREEN ZONE STRATEGIES

(Alert, focused, happy, engaged)

Students are individually greeted positively upon entry into class.

Teacher is in continuous movement, maintains proximity where problems appear to be starting or help is needed.

All teacher verbal communication is given in a respectful manner.

Teacher-provided positive pre-corrections and specific verbal feedback.

- For example: Teacher sees student is about to veer from appropriate behavior and interacts by offering appropriate choices without mentioning any potential misbehavior: “John would you like to do A or B now that you finished your seatwork?”



Attuned **GREEN ZONE** STRATEGIES

(Alert, focused, happy, engaged)

Teacher exhibits positive body language through eye contact, tone of voice, facial expressions, and appropriate proximity, as needed.

Positive behaviors are reinforced with detailed recognition statements throughout instruction.

If student needs resetting, it is done with attunement to minimizing the audience and embarrassment for the student.

Recognize students when they successfully follow classroom routines and procedures.

Recognize students' positive behaviors and attributes ("You showed persistence in solving that math problem," "You are doing a great job managing your emotions")

The NHA Core Methodologies:

The 3 Stands™



Absolutely No!



Absolutely Yes!

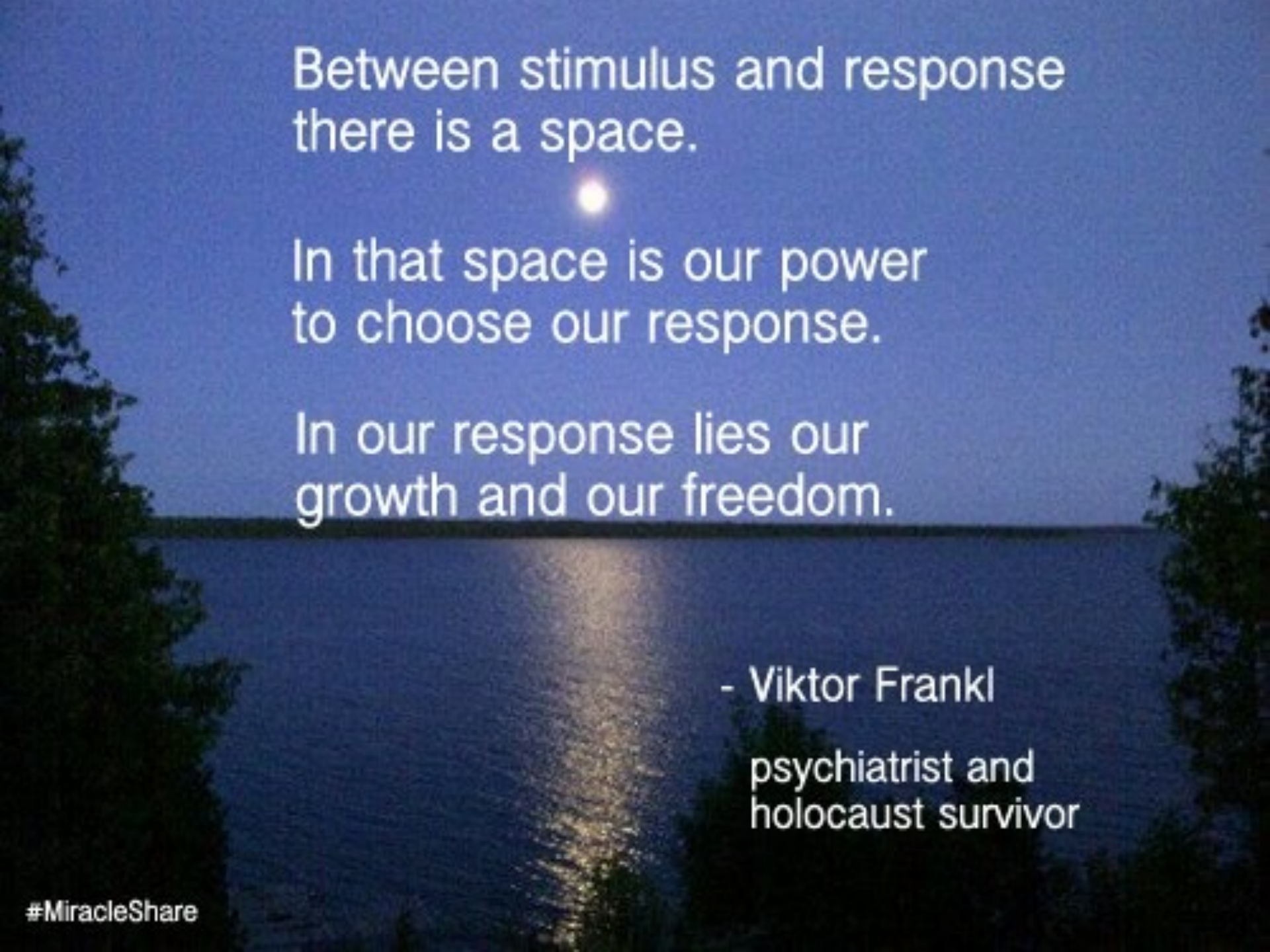


Absolutely Clear!



ATTUNED YELLOW & RED ZONE STRATEGIES



A serene night scene of a lake with a full moon reflecting on the water. The moon is a bright, glowing orb in the dark blue sky, and its light creates a shimmering path of reflection on the calm water's surface. The background is a deep, dark blue, suggesting twilight or night. The foreground shows the dark silhouettes of trees on the left and right sides, framing the view of the lake.

Between stimulus and response
there is a space.

In that space is our power
to choose our response.

In our response lies our
growth and our freedom.

- Viktor Frankl

psychiatrist and
holocaust survivor



WAYS TO REMAIN CALM



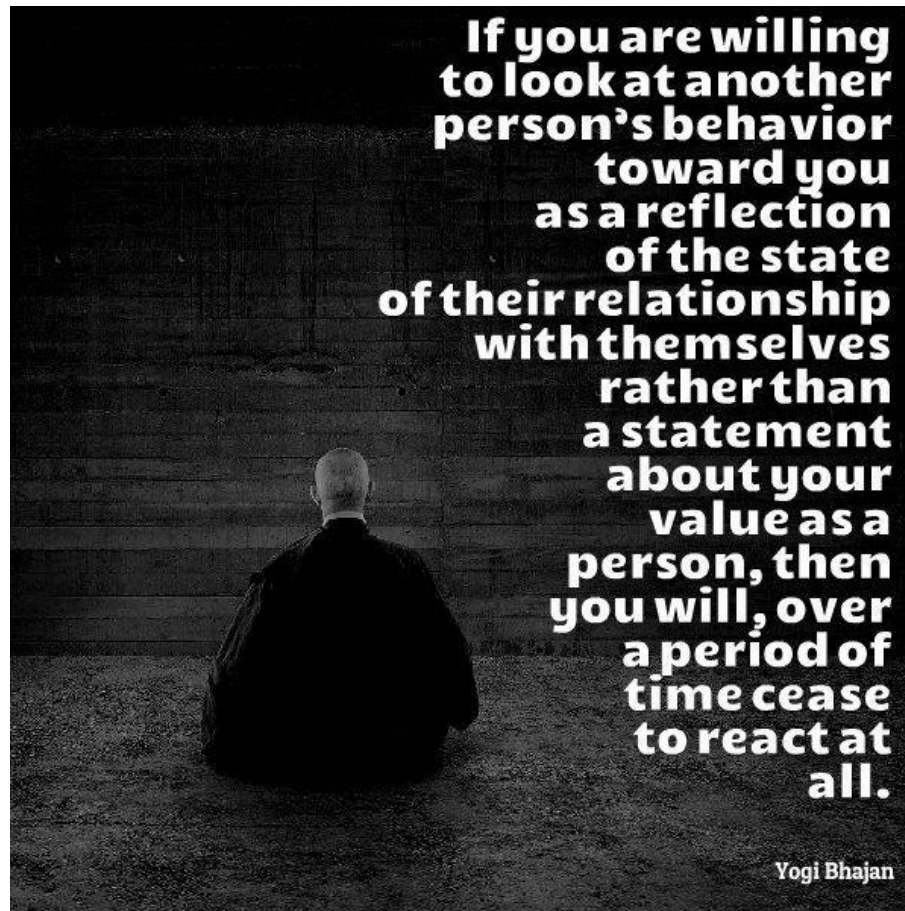


QTIP





RESPOND RATHER THAN REACT





YELLOW & RED ZONE STRATEGIES: #1

Gently say to the student—

“Tell me what you need right now.”

“Tell me how I can help right now.”





YELLOW & RED ZONE STRATEGIES: #2

Validate the feelings and perspective of the student.

Do not say: “Calm down,”
or “I understand,”
or correct their reality.

Underlying conflict is not as much the need to be right, but the need to be heard and validated.

Conflict ends when true validation begins.



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<http://pinterest.com/judybelmont>



YELLOW & RED ZONE STRATEGIES:

#3

Minimize the audience factor.

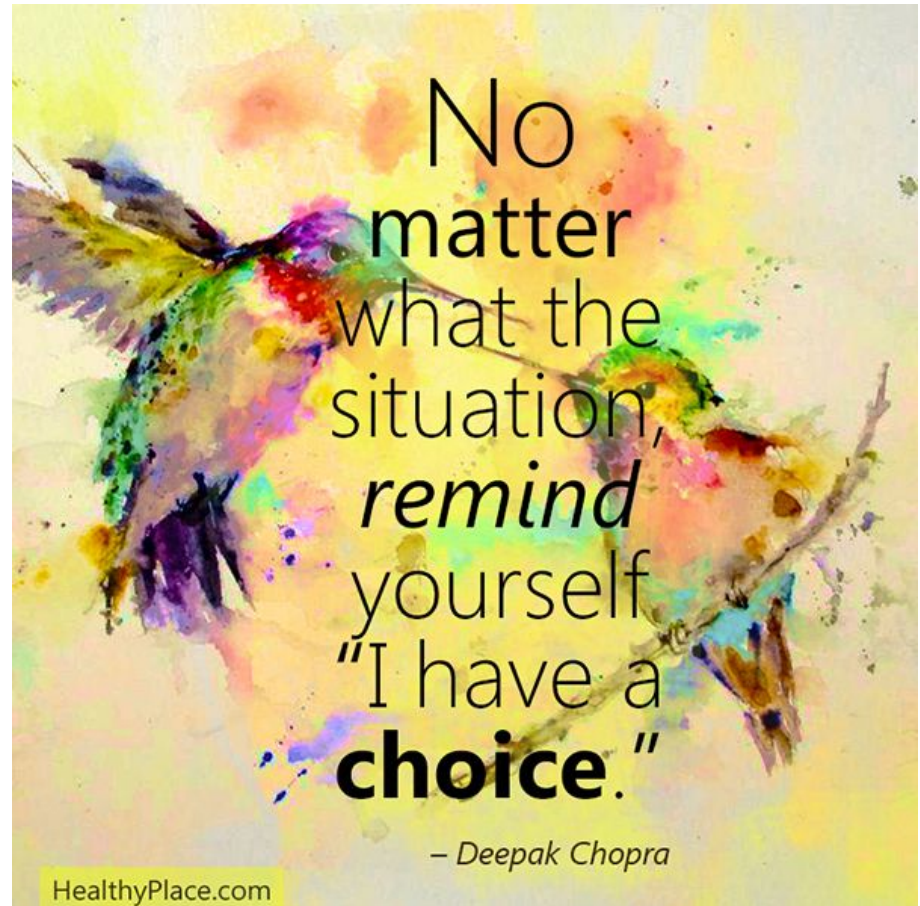




Yellow & Red Zone Strategies:

#4

Offer choices or options.





YELLOW & RED ZONE STRATEGIES: #5

Talk about their power not yours.

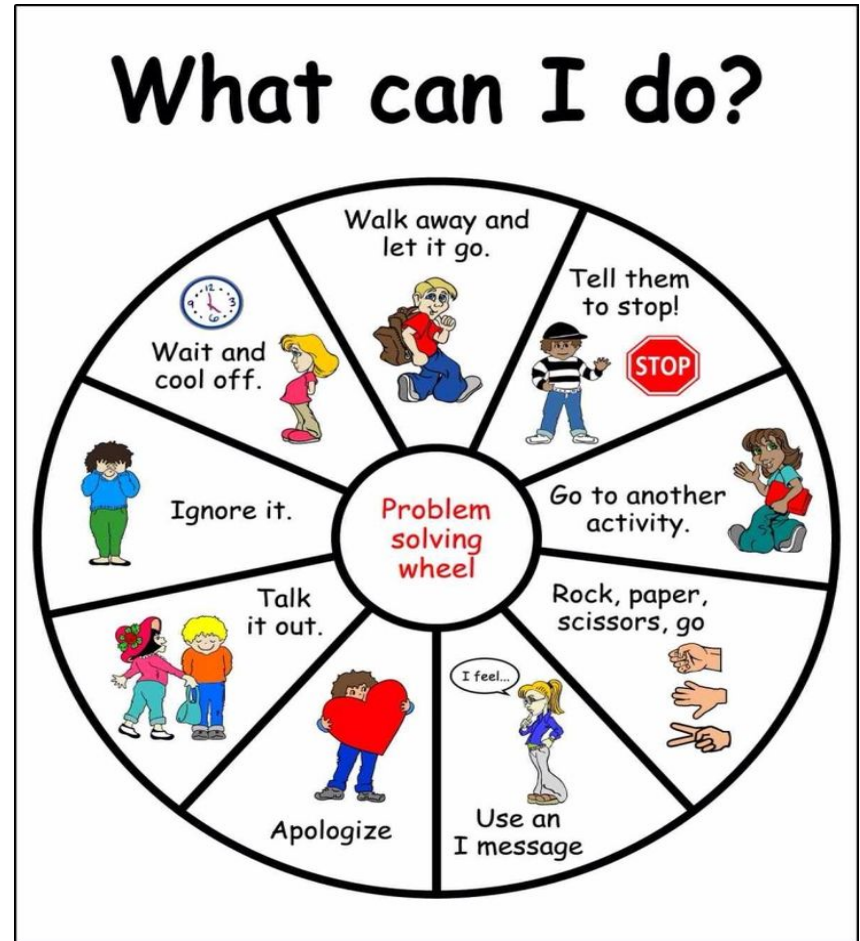
“You have the power to make better choices.”





YELLOW & RED ZONE STRATEGIES: #6

Encourage students to use regulation strategies from their RSP.





YELLOW & RED ZONE STRATEGIES: #7

GIVE STUDENT A WAY TO COMPLY WITH DIGNITY.

- Let them have the last word.
- Do not hover over them.





YELLOW & RED ZONE STRATEGIES: **#8A**

USE AN “I” STATEMENT:

I _____ about a _____
FEELING/NEEDS **FACTUAL DESCRIPTION**
OF THE SITUATION
CAUSING YOUR FEELINGS



YELLOW & RED ZONE STRATEGIES: **#8B**

GIVE INFORMATION:

“This is the rule, expectation, etc.”

**“In order to get credit, the homework
needs to be done.”**



YELLOW & RED ZONE STRATEGIES:

#9

Speak to students with respect at all times.

Use body language and words that you would find respectful if your supervisor were speaking to you this way.





YELLOW & RED ZONE STRATEGIES: #10

Recognize and share any efforts the student is making to calm or cooperate as well as positive behaviors displayed by the other students.





YELLOW & RED ZONE STRATEGIES: #11

Set clear limits
without drama,
long speeches,
and without
hovering

(like a football referee).



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YELLOW & RED ZONE STRATEGIES: **#12**

Allow time
and space
for calming
activities.





YELLOW & RED ZONE STRATEGIES: **A WORD ABOUT CRISIS**

A crisis exists when behavior presents a clear and present danger to self or others or continued teaching of other students is impossible to achieve.

Know your school's emergency protocols and in particular the difference between escalated behavior and a crisis situation.

Isolate the key student(s) presenting the crisis and remove any audience.

Maintain your safety first.