

**Polytech High School**  
**2017-2018 Staff Book Study to Improve School Climate**  
**Overview of Fall 2017 Activities**

**Text Name:** *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom*

**Author Names:** Kristin Souers and Pete Hall

**Publisher:** ASCD

**Polytech School Book-Study Coordinators:** Karen Clifton and Ryan Fuller

**Summer 2017: Building Leadership Team (BLT)**

- Book mailed to BLT
- Assignment: Read first three sections (60 pages)
- Jeri Gue (DEDOE) led of a presentation about Trauma:
  - What it is
  - Related research and national trends
- Examined Center for Collaborative Support's online book study at <http://frlfall16-5.blogspot.com/>

**Staff-wide Event 1: PD: Monday, 9/11**

- Staff members received books.
- Jeri Gue presented book background.
- Suggested Take and Use Tools and Resources
  - Brain Structures: Review Dan Siegal (UCLA) video regarding hand model of the brain (2.5 mins) at <https://www.youtube.com/watch?v=qFTljLo1bK8>
  - ACES (Adverse Childhood Experiences):
    - [ACE Study Overview](#) (summary of the ACES study) and/or
    - [Nadine Burke Harris on How Childhood Trauma Affects Health Across a Lifetime](#) (TED Talk about impact on health/ long term effects of ACES)
- Staff Reading:
  - Administration asked staff to read:
    - the Introduction
    - Chapters 1 and 2
    - "In these chapters, the authors point out that it's much more helpful to monitor the *effect* of the event on each individual, rather than the details of the event itself."
  - Administration asked staff to complete Reflection #1 (chapters 1-2):
    - Teachers posted response to Schoology PD course with 2 weeks
    - How might this, and other takeaways from the chapter shift your approach in working with these vulnerable children?
  - Administration notes regarding next steps:
    - The topics in this book may lead us to discussing sensitive and confidential information.
    - Platform for discussion with public so "We want to be professional and respectful of families' privacy":
      - Do not to use students' real names
      - Be mindful of what specifics you use when discussing students/situations

**Staff-wide Event 2: CLC Reflection Time: Tuesday, 9/12**

- Staff received independent time to:

- read assigned text
- post reflections in Schoology for chapters 1-2.

**Additional Staff-wide Reading Assignments:**

- **Given: Friday, 9/15 via Footnotes**

- Read: Part II: Self-Awareness (chapters 3-6)
- Complete Reflection #2 (chapters 3-6)

These chapters focus on becoming more self-aware: examining our mission statement, triggers, staying grounded amid chaos, and communication skills. Pick one of these topics that resonates the most with you. *What are some things you want to do differently within that area to ensure you show positive responses to student behaviors?*

- Due: Friday, 9/22 (Posted response to prompt on Schoology)

**Staff-wide Event 3: Professional Development: Tuesday, 9/12**

- Topics:
  - ACE Activities and Effects
  - Self-Care (with Deb Stevens, DSEA)

**Additional Staff-wide Reading Assignments:**

- **Given: Friday, 9/22 via Footnotes**

- Read: Relationships #1 Chapters 7 and 8
- Complete Reflection #3 (chapters 7-8):

The authors say that “it is up to us to reinforce that they are in fact safe and that they can trust their environment,” (p.111). *What are some ways that you currently establish and maintain a safe, trusting environment? What new ideas came to mind while reading?*

- Due: Friday, 9/29 (Posted response to prompt on Schoology)

**Staff-wide Event 4: CLC Reflection Time: Monday, 9/25, and Tuesday, 9/26**

- Staff received independent time to:
  - read assigned text
  - post reflections in Schoology

## **Additional Staff-wide Reading Assignments:**

- **Given: Friday, 9/29 via Footnotes**

- Read: Chapters 9 and 10
- Complete Reflection #4 (chapters 9 and 10)

Start thinking about a student who is struggling behaviorally, socially, or emotionally. Keep this student in mind as you read chapters 9 and 10. These chapters equip us with some relationship building strategies. Think of one of your current or past “tough nuggets.” *Briefly describe the situation, then explain some proactive strategies you could (or could have) put in place?*

- Due: Friday, 10/6 (Posted response to prompt on Schoology)

### **Footnotes 10/6**

Read Part IV: Belief - chapters 11-13

Reflection #5 (chapters 11-13): **(Post your response to this prompt in the Schoology PD course by Friday, 10/13.)** There are many takeaways, mind shifts, and powerful quotes in these chapters on the power of our beliefs. What resonated with you the most and why?

### **Monday, 10/9**

**CLC - Focus on reading and reflections**

### **Tuesday, 10/10**

**CLC - Focus on reading and reflections**

### **Footnotes 10/13**

Read Part V: Live, Laugh, Love (chapters 14-16)

Reflection #6 (chapters 14-16): **(Post your response to this prompt in the Schoology PD course by Friday, 10/20.)** The practices suggested in these chapters are replicable in a classroom setting. How might you schedule regular opportunities for students to celebrate and acknowledge themselves and one another?

### **Footnotes 10/20**

No new reading.

During the Monday, 10/23 CLC, you are going to select some strategies that would support a particular student, work a plan to implement those strategies and prepare to tell us how it went in a final post on 10/31.

Plan for Application

Think about a student that is behaviorally, socially, or emotionally challenging (it's okay if it's the same student from week 4). Complete the Strengths-based Perspective Survey on p. 143 and 144 in the book to reflect and plan.

Choose one or two of the strategies (p. 144) that you plan to implement.

### **Monday, 10/23**

**CLC - Create your plan to support a particular student and answer the following post:**

Post #1: (Post your response to this prompt in the Schoology PD course by 10/24.) Tell Us Your Plan. Provide a short summary of the context (content area/class, grade level, brief summary of the student) for your planned application.

1. Which strategy (or strategies) are you selecting and why?

Apply (over the next week prior to 10/31)

Put your plan into action in your classroom.

**Professional Learning Day 10/31**

Post #2: Reflect (Post by the end of today, 10/31, by replying to your own Plan Post from the 10/23 CLC)

1. Reflecting on the strategy(s) you implemented, what successes, challenges, and/or insights did you and your students encounter?
2. What might you do differently next time?

Post #3: As we close out our book study of Fostering Resilient Learners, answer the following:

3 things I am squared up with...

2 things going around in my head...

Something I have come 180°...

Small Group Activity

16 groups - 16 questions - participants will discuss and respond to their group's question - large post-it paper; select specific questions to share out or gallery walk where one group member stays back. Questions from: ASCD Study Guide -

[http://www.ascd.org/publications/books/116014/chapters/An\\_ASCD\\_Study\\_Guide\\_for\\_Fostering\\_Resilient\\_Learners@\\_Strategies\\_for\\_Creating\\_a\\_Trauma-Sensitive\\_Classroom.aspx](http://www.ascd.org/publications/books/116014/chapters/An_ASCD_Study_Guide_for_Fostering_Resilient_Learners@_Strategies_for_Creating_a_Trauma-Sensitive_Classroom.aspx)