Vignettes

I. Lesson Plan
   a. Purpose: Demonstrate and work as a group to review vignettes and brainstorm intervention strategies. This portion of the training focuses on the application of the domains, principles, strategies and other information found in "The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success."
   b. Objectives:
      i. Wrap-Up Training with vignettes
   c. Time: 90 – 120 minutes
   d. Preparation/Materials
      i. PowerPoint Slides, Computer, LCD Projector, Easel, Flip Chart, Markers, paper hand-outs of vignettes, set up hyperlink to YouTube videos.

II. Training Session Content
   a. PowerPoint Slides
      Slide V-1: Introduction: The Heart of Learning and Teaching vignettes
      Slide V-2: Vignette #1
      Slide V-3: Self-Care: “Beyond the Cliff,” Laura van Dernoot Lipsky
      Slide V-4: Self-Care: Activity
      Slide V-5: Vignette #2
      Slide V-6: Adverse Childhood Experiences
      Slide V-7: “Anger- Coach Kids Through It!” Becky Baily
      Slide V-8: An Ethical Obligation for Those Who Care
      Slide V-9: Vignette #3
      Slide V-10: “Every Kid Needs a Champion”, Rita Pierson
      Slide V-11: Vignette #4
      Slide V-12: “Every Kid is One Caring Adult Away”, Josh Shipp
      Slide V-13: Activity
      Slide V-14: Closing Slide

III. Activities and Directions
   a. Agenda for Participants
      i. Apply Principles of Training
         1. Discuss Strategies with colleagues
IV. Reflection and Application
   a. Reflection Questions  
      i. What did you learn (or re-learn) about children, youth and implications for Compassionate Classrooms?  
      ii. What personal or professional experience have you had dealing with adversity and stress in the classroom?  
      iii. How have these experiences impacted you?  
   b. Application Questions  
      i. What can you do in the future to remain sensitive to the need of students impaired by trauma?  
      ii. What team supports can be put into place to support teachers in implementing Compassionate Classrooms?  
      iii. How has or can this experience impact your practice in the future?

V. Additional Resources Available on Flash Drive
   a. Additional Printed Materials Resource on Drive  

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VI. Materials Needed for this training:
   • Trainer and Participant Manuals (including access to “The Heart of Learning and Teaching”)  
   • PowerPoint  
   • Markers  
   • Adhesive easel pad  
   • Post-it notes
Slide V-1: Introduction to Practice Vignettes

**Trainer Tips:** Ensure participants are seated in table groups for vignette discussion.

**What to Do, What to Say:**

**Do:** Use this time to reflect on past chapters.

**Say:** *In 1987, Gertrude Morrow wrote 'The Compassionate School: A practical Guide to Educating Abused and Traumatized Children'. Her book was among the first to articulate that the anxiety of traumatized students can create obstacles to learning. She explained that, "withdrawing, acting out aggressively, and regressing to younger behaviors are among the many ways students react to trauma."

*We are going to practice application of the concepts from "The Heart of Learning and Teaching." There will be four vignettes that each tie into the chapter concepts we have covered. Together, we will identify behaviors and brainstorm interventions.*

*Do not hesitate to share input, ask questions or utilize the parking lot. Our first vignette is on self-care, then we move to elementary school, to middle school, and end with high school. This activity allows for everyone to participate across the board in general concepts, but allows you to share specialized information based on your area of instruction.*
Vignette #1

Your principal is directing morning drop-off traffic and is accidentally struck in the hip from behind by a parent attempting to align their vehicle inside the drop-off zone. The entire day is off-kilter and you feel panicked, uneasy, and worried about the safety of your principal, colleagues and students. This incident begins to bring up emotions from a car crash you experienced almost 1 year prior.

Despite the morning’s activities, students fill the classrooms and the bells begin to ring signaling the beginning of the school day. What do you do?

This slide has been adapted from: Framingham Public Schools Teachers’ Strategies Guide for Working with Children Exposed to Trauma, 3rd Edition, Framingham Public Schools, 2008

Slide V-2: Vignette #1

Content of this slide adapted from: Framingham Public Schools, 2008

Trainer Tips: Allow for Questions as applicable. Get easels with paper and markers ready to capture discussion points.

What to Do, What to Say:

Do: Review slide content with participants.

Say: Has anyone had an experience similar to this?

Do: Allow for participation feedback. Repeat responses from participants to make certain everyone heard.

Say: This vignette is a powerful one. It shifts focus to the potential impacts on staff, students and parents. As you discuss an intervention and support plan, remember professionally, there may be role-driven obstacles for teachers. These can include: the pragmatics of limited time during a school day for breaks, chances to regroup/de-stress or to communicate with colleagues. Not to mention historic professional beliefs that dealing with feelings is not part of a teacher’s job or that they should not be impacted by their personal lives and experiences. Let’s begin to work with our group members to depict chapter elements this vignette aligns with as well as supports you could implement in the school.
Do: Allow time (about 10-15 minutes) for discussion on intervention and support. Groups can discuss amongst themselves or you may ask each group to share their work.

Say: Let’s hear your thoughts - any groups volunteer to go first? (Allow for sharing)

The management of stress and vicarious trauma rests with the individual. However, a trauma responsive school environment, by definition, should help to support its staff and faculty to deal with these issues. Such a climate can help minimize the initial impacts of vicarious trauma and bolster resiliency.

As the symptoms and reactions to trauma are similar to those of vicarious and secondary trauma, so too are the healing strategies. An environment where professional colleagues know about, acknowledge, support, and respond to the realities of these stresses can be very helpful to a teacher with a high trauma load in his/her classroom. Concretely, schools can build in time for teachers to communicate, plan, process, and strategize both for students and for themselves. Schools can create opportunities for staff to replenish their energies, feel competent and nurture one another.

Teachers should be made aware that when stress is too great, they will be supported for taking care of themselves. Now, which chapter is this vignette from? (Chapter #2 Self-care: An Ethical Obligation for Those Who Care.)

Say: The most well trained professionals cannot predict when internal struggle occurs. If something in this training or in your work brings up uncomfortable feelings, revives past or current memories that affect you, you may want to reach out to a professional or someone you trust. A great resource to clinicians, teachers, administrators, and to our students is the National Crisis Hotline. It is completely confidential, free of charge, open 24 hours a day, 7 days a week, and 365 days a year.

Do: Write the National Crisis Hotline telephone number 1-877-235-4525 on the white board and/or parking lot. Feel free to recommend participants write the number down on their materials.

Do: Write down chapter numbers on poster paper and write or ask for a volunteer to record feedback from participants. Make sure the following key points are brought up and discussed:

Chapter 1: (Trauma, Compassion, and Resiliency; Background and Definitions)

Say: From Chapter 1, "Trauma, Compassion, and Resiliency: Background and Definitions", when you consider this vignette, what concepts from Chapter 1 can be applied to this scenario?

Do: Allow for participation feedback. Make sure the following below are covered:
- Compassion requires us to be responsive and relevant.
- Stress may be acute, meaning brief, severe, or chronic.
- How to recognize Vicarious and Secondary Trauma.
- Executive Function, the ability to set and follow through on goals, develop plans, anticipate consequences. This ability is often lacking in students affected by trauma.
- Sanctuary Trauma, a reception that is not as supportive as anticipated or needed.

Chapter 2:

_Say:_ Moving on to Chapter 2, "Self-Care: An Ethical Obligation for Those Who Care". Considering this story, what concepts from Chapter 2 can be applied to this scenario?

_Do:_ Allow for participation feedback. Make sure the following below are covered:

- Compassion Fatigue. Emotional distress, or apathy resulting from the constant demands of caring for others.
- Burnout. High levels of compassion fatigue may contribute.
- Reflective Practice. An ethical obligation.
- Self-Care. How to manage cost of caring and when to ask for support.
- Silencing Response. Shutting down our abilities to be empathic and demanding, consciously or unconsciously, that trauma survivors keep their problems to themselves.

Chapter 3:

_Say:_ Moving on to Chapter 3, ‘Instructional Principles, Curricular Domains and Specific Strategies for Compassionate Classrooms’. Considering the vignette, what from Chapter 3 can be applied to this scenario?

_Do:_ Allow for participation feedback. Make sure the following below are covered:

- Attunement: Used to describe the capacity to accurately read the cues of others and respond appropriately.
- Principle Two: Provide Unconditional Positive Regard.
- Principle Four: Check Assumptions, Observe and Question.

Chapter 4:

_Say:_ Moving on to Chapter 4, ‘Building Compassionate School-Community Partnerships That Work”. Considering the vignette, what from Chapter 4 can be applied to this scenario?

_Do:_ Allow for participation feedback. Make sure the following below are covered:

- Community providers
- School-community partnership
- Mental wellness coordination
- **Strength-based problem solving**

_Say:_  _What are some strategies you might consider?_

**Support Intervention Ideas:**

- Utilize co-workers
- Do a personal self-inventory ‘where am I right now?’
- Practice positive self-talk
- Assign your class a self-busying activity
- Write down/journal your thoughts
- Ask the office to find a substitute or coverage
- Do not be afraid to state you are having difficulty
- If appropriate, disclose to students the generalities of morning events, adapting appropriate information to age and grade
- Discuss traffic safety with students

_Do:_  _Advance the Slide_
Slide V-3: Self Care: "Beyond the Cliff" - Laura van Dernoot Lipsky

**Trainer Tips:** Pre-load the link or right click on the hyperlink to open
https://www.youtube.com/watch?v=uOzDGrcvmus

**What to Do, What to Say:**

**Say:** We are going to watch a video from The Director of Trauma Stewardship Institute in Seattle, WA. This video offers insight into the life of the author of “Trauma Stewardship”, Laura van Dernoot Lipsky, talking about her own journey discovering the need for self-care. Her experiences include growing up having lost a mother at a young age and working at the largest level one trauma center in the Pacific Northwest which brought her to the realization of the absolute importance of self-care.

**Do:** Play the hyperlink. Feel free to adjust room lighting if needed for optimal viewing.
Slide V-4: Self Care: Activity

**Trainer Tips:** Allow for Questions as applicable. Get easels with paper and markers ready.

**What to Do, What to Say:**

**Do:** Make sure all participants have a writing tool and a piece of paper to journal on.

**Say:** Let's take five minutes to reflect on positive self-care changes we can make in our life and professional practice. These changes do not need to be large. It's okay to reach for low hanging fruit, that which is most apparent and easy, in making changes.

**Do:** Allow five minutes for participants to journal. Feel free to model reflective practice and make your own notes for positive self-care.

**Say:** Does anyone have a self-care suggestion they would be willing to share?

**Do:** Allow for participant feedback. Be mindful of the time.
**Vignette #2**

Quan is a 6 year old 1st grader who moved to Framingham from Vietnam when he was 4 years old. He has a great difficulty dealing with disappointment and anger. He often wants to be first, particularly when lining up for class, and will cry, yell, kick and tantrum if he cannot be first. When Quan feels it is unfair that he is ‘out’ in a game, he exhibits these same behaviors. These episodes can last anywhere from 10 to 40 minutes, and can be triggered by something that appears to his teacher and peers to be very insignificant. These meltdowns prevent Quan from engaging in positive social peer interactions and leave him feeling very embarrassed once he has calmed down.

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**Slide V-5: Vignette # 2**

Content of this slide adapted from: Framingham Public Schools, 2008

**Trainer Tips:** Make eye contact, move through-out the room. Allow for questions, get easels with paper and markers ready.

**What to Do, What to Say:**

**Do:** Review slide content and pass out paper vignette copies to participants. Ask someone from the group to read it out loud.

**Say:** *As you work within your group, let’s think of intervention strategies and discuss the best supports for this young student. Remember, each vignette represents key terms from each chapter in “The Heart of Learning and Teaching” manual.*

**Do:** Allow time (about 10-15 minutes) for collaboration on intervention and support. Walk from group to group engaging in discussion and clarifying any questions. Groups can discuss amongst themselves or you may ask each group to share their collaborative work.

**Say:** *Please bring your attention to the front of the room. Do we have anyone who is willing to share their insights? Which key terms from the book align with this vignette?*
Do: Write down chapter numbers on poster paper and write or ask for a volunteer to record feedback from participants. Make sure the following key points are discussed:

Chapter 1: *(Trauma, Compassion, and Resiliency; Background and Definitions)*

- Respond with **compassion** and positive regard. Remember, all behavior is a form of communication.
- **Compassionate Schools** are where staff and students learn to be aware of the challenges faced by others. They respond with support and guidance and do not judge situations or responses of others.
- **Be mindful of other cultures.** Recognize and accept differences which includes self-awareness and potential biases. Increase knowledge of a student’s culture. Recognize culture, discuss differences, and render authentic respect.
- **Stress** is the physical, mental or emotional strain or tension. Stress may be brief or severe, acute or chronic. However, when it overwhelms an individual or community, stress can become the foundation of trauma.

Say: *There are many potential understandings and solutions to working with Quan. The following are some examples, but they should not be considered exhaustive.*

- Traumatic exposure can produce lasting alterations in the endocrine, autonomic, and central nervous systems including the function and structure of the amygdala, corpus callosum, hippocampus, cerebellar vermis, and cerebral cortex.
- Quan may be experiencing ‘*fight or flight*’, impairing executive function (the ability to set and follow-through goals, develop plans, anticipate consequences, and reflect on the process of doing so). These abilities are often lacking in children affected by trauma who therefore tend to ‘act instead of plan’.
- Impulse control can become greatly reduced leading to significant learning and behavior problems in the classroom that are **beyond the ability of the student to control.**
- **The Ten Adverse Childhood Experiences (ACE’s)**
- **Dose-response relationship.** Thus, the presence of one increases the likelihood of another. As the dose gets bigger, the response also gets bigger.

Do: Advance the slide.
Slide V-6: Adverse Childhood Experiences

Trainer Tips: Be mindful of time during open dialogue discussions.

What to Do, What to Say:

Say: While we spend significant time with our students, we do not know what life is like in their home. ACEs do occur in student lives, but it is important not to draw finite conclusions and to be open to a variety of possibilities. Using Quan’s vignette from an objective standpoint, what do you think is going on at home with this student?

Do: Allow time for ideas from participants. Ensure there is no one conclusion drawn from the conversation. We can never actually know how he views his household. Advance the slide.
Slide V-7: Anger – Coach Kids Through It!

**Trainer Tips:** Pre-load the link or right click on the hyperlink to open.

**What to Do, What to Say:**

**Say:** Before we move onto Chapter 2, let’s take some time to watch this clip on coaching kids through anger. It features Dr. Becky Bailey who is known for her work on Conscious Discipline and Building Resilient Classrooms. This is a clip where you may be able to identify your past and present personal/professional styles of discipline.

**Do:** Show video.

**Say:** Does anyone have any thought you’d like to share about the video?

**DO:** Wait for responses.

**Chapter 2:**

**Say:** Moving on to Chapter 2, ‘Self-Care: An Ethical Obligation for Those Who Care’. Considering Quan’s story, what from Chapter 2 can be applied to this scenario?

**Do:** Allow for participation feedback.

**Say:** If we utilize reflective practice we will continually increase our emotional intelligence. With emotional intelligence, our reactions can be identified and controlled. How do you think Quan’s teacher is responding internally versus externally?
Do: Allow for participation feedback. Make sure the following below are covered:

- **Vicarious Trauma** if a result of internalizing an event experienced by another.
- Practice **Self-Care and develop a Self-Care Plan**.
- **Reflective practice**. Evaluate where you are and take a step back if needed. Every professional can be triggered or feel overwhelmed. When feeling that way, it is important to remember self-care and take a breath and pause before engaging.
- Prevent **burn-out**! Collaborate with administration and colleagues. Asking for suggestions and feedback is a great way to gain insight and support.
- **Compassion fatigue**: is emotional distress, or apathy resulting from the constant demands of caring for others.
- Resilient Students NEED Resilient Teachers.

Do: Advance the slide.
Slide V-8: An Ethical Obligation for Those Who Care

**Trainer Tips:** N/A

**What to Do, What to Say:**

**Say:** As educators and lifelong learners, it is our duty as defined in the national and state certification standards to continually grow from our experiences. Following this guideline can only make us better globally. Continual evaluation and reflection can and will make us better professionals, community members, friends, partners, and parents.

**Chapter 3:**

**Say:** Moving on to Chapter 3, ‘Instructional Principles, Curricular Domains and Specific Strategies for Compassionate Classrooms’. Considering Quan’s story, what from Chapter 3 can be applied to this scenario?

**Do:** Allow for participation feedback.

**Say:** Let’s try a brief activity, feel free to call out. Let’s differentiate between a teacher’s reaction versus a teacher’s response.
Do:  Allow for participation feedback. Make sure the following below are covered:

- What are the implications of talking to Quan directly to consider whether or not your objective assumptions about his life are correct and/or to make a more informed evaluation of what he may need?
- Social skills are needed for students to interact with others in acceptable ways. Social skills needed for students to survive at home are not always the same social skills needed to thrive in a classroom.
- Be a relationship coach. Quan is being separated from his peers through his behavior. Other students see his outburst and may be afraid to engage Quan. Aligning Quan with peers is beneficial to both sides. It is an opportunity for Quan to learn from other students and for other students to learn from Quan.

Chapter 4:

Say:  Moving on to Chapter 4, ‘Building Compassionate School-Community Partnerships That Work’. Considering Quan’s story, what from Chapter 4 can be applied to this scenario?

Do:  Allow for participation feedback. Make sure the following below are covered:

- Community and asset mapping, remember community is a specific area. It includes families, but also businesses, schools, associations and agencies. What assets does your community hold that could benefit this situation?
- Needs assessment: What are the needs of Quan and his family and how can these needs be addressed to better support Quan holistically? How have you learned what Quan’s needs are?
- Forming school/community partnerships.

Say:  Consider your home school and community, who from your community could you partner with to support Quan and his family?

Do:  Allow for participation feedback.

Say:  What are some strategies you might consider in the classroom?

Classroom Intervention Ideas:

- Visual schedule.
- Deep breathing.
- Positive behavior charts. Quan’s teacher implemented ‘5 minute calm down cards’.
- Provide a quiet space for Quan to de-escalate.
- Use feeling names, ‘say what you see’ you look frustrated or sad.
- Giving Quan ownership of a job.
- Coaching Quan and his peers socially.
- Engage with staff members.
- Connect with Quan’s parents and keep open dialogue.
• Keep firm and consistent boundaries.
• Maintain high expectations.
Vignette #3

Maggie is a popular, 14 year old 8th grader with two older brothers that have since graduated from school. Maggie is extremely loud and disruptive in class. She is constantly sick with cold/cough symptoms and spends a significant time in the nurses office. She does not turn in homework and in-class work is never completed or done correctly. Her behavior makes teachers feel manipulated and she has alienated the majority of students in all of her classes because of her disruptiveness and unwillingness to respond to teacher or peer concerns. Maggie looks a lot older than she is and is constantly talking with, flirting and posturing around older boys at school. Her brothers exhibited similar behaviors at school and her father is known to have an ongoing substance abuse problem. To date, Maggie flunked most of her academic classes.

Slide V-9: Vignette #3

Content of this slide adapted from: Framingham Public Schools, 2008

Trainer Tips: Smile, speak slowly, articulate your words, remember to move around the room (when applicable), and make roaming eye contact.

What to Do, What to Say:

Do: Review slide content with participants. Have a participant read it aloud.

Say: Before we move into group work, I want you to take a moment to think about how it would make you feel to have this student in your classroom?

Do: Allow for participant feedback. Encourage ‘feeling words’ and echo them back to participants. Consider using, ‘But how does it make you feel?’ and ‘I heard you say (frustrated) - does anyone else feel (frustrated)?’

Say: Let’s continue this process as you work with (our/your) group. Think of intervention strategies and discuss the best supports for this young student. Can you identify which chapter this vignettes aligns with?

Do: Allow time (about 10-15 minutes) for collaboration on intervention and support. Groups can discuss amongst themselves or you may ask each group to share their collaborative work. Repeat ideas back to participants and add feedback as needed.
Say: Are there any volunteers who would be willing to share? Which chapter does this vignette most closely align? (Chapter 3: Instructional Principles, Curricular Domains and Specific Strategies for Compassionate Classrooms.)

Do: Write down chapter numbers on poster paper and write or ask for a volunteer to record feedback from participants. Make sure the following key points are brought-up and discussed:

Chapter 1: (Trauma, Compassion, and Resiliency; Background and Definitions)

Do: Allow for participation feedback. Make sure the following below are covered:

- **Compassion** requires that we be responsive and relevant. Be mindful of appropriate boundaries and how emotions are expressed, identified and valued.
- **How do gender roles influence behavior?**
- **All behavior is a form of communication.** It may be the only way a student knows how to survive. Students struggling with trauma are more likely to struggle establishing relationships with adults and peers.
- A child showing symptoms of trauma is only the ‘tip of an iceberg’ which requires attunement, a deep understanding, and adaptive strategies.
- **Sanctuary trauma:** when trauma victims turn to those from whom they hope to find sanctuary only to encounter a reception that is not as supportive as anticipated and sometimes hostile.

Chapter 2:

Say: Moving on to Chapter 2, ‘Self-Care: An Ethical Obligation for Those Who Care’. Considering this story, considering Maggie's story, what from Chapter 2 can be applied to this scenario?

Do: Allow for participation feedback. Make sure the following below are covered:

- **Compassion.** A deep feeling of empathy and respect for another.
- **Reflective practice.** Why do her teachers feel manipulated and what is the root of that feeling?
- An ethical obligation for those who care.

Chapter 3:

Say: Moving on to Chapter 3, ‘Instructional Principles, Curricular Domains and Specific Strategies for Compassionate Classrooms’. Considering Maggie’s story, what from Chapter 3 can be applied to this scenario?

Do: Allow for participation feedback. Make sure the following below are covered:

- What are the implications of talking to Maggie directly to consider whether or not your objective assumptions about her life are correct and/or to make a more informed evaluation for what she may need?
- How might you consider engaging external supports?
- **Social skills** are needed for students to interact with others in acceptable ways. Social skills needed for students to survive at home are not always the same social skills needed to thrive in a classroom.
- Be a **relationship coach**. Maggie is alienated from her peers through her behavior. Teachers are frustrated and peers are disconnected. Creating opportunities for alignment for Maggie with peers is beneficial to both sides. It is an opportunity for her to learn from other students and for other students to learn from her. What opportunities would you consider?

**Chapter 4:**

*Say:* Moving on to Chapter 4, ‘Building Compassionate School-Community Partnerships That Work’. Considering Maggie’s story, what from Chapter 4 can be applied to this scenario?

*Do:* Allow for participation feedback. Make sure the following below are covered:

- **Needs assessment:** What are the needs of Maggie and her family and how can these needs be addressed to better support her holistically? How have you learned what Maggie’s needs are?
- **Community and asset mapping,** remember community is not a specific area. It includes families, but also businesses, schools, associations and agencies. What assets does your community hold that could benefit this situation?
- **Forming school/community partnerships.**

*Say:* What are some strategies you might consider in the classroom?

**Classroom Intervention Ideas:**

- Team student with an in-school mentor.
- Check in with the student routinely and build rapport.
- Show vested interest in the student’s successful future.
- Get to know the student.
- Greet the student at the door.
- Make a referral to the school counselor.
- Let the student know you are there for them if ever they need support.

*Do:* Advance the slide.
Every Kid Needs A Champion

Rita Pierson

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

Slide V-10: Every Kid Needs a Champion

**Trainer Tips:** Pre-load the link or right click on the hyperlink to open https://www.youtube.com/watch?v=SFnMTHhKdkw

**What to Do, What to Say:**

**Say:** This video is of Rita Pierson, a teacher for 40 years, and why our students need educators of your caliber in their classrooms. She once heard a colleague say, "They don’t pay me to like the kids." Her response: "Kids don't learn from people they don’t like." A rousing call to educators to believe in their students and actually connect with them on a real, human, personal level.

**Do:** Play Video. Feel free to adjust room lighting for optimal viewing.

**Say:** Does anyone have any thought you’d like to share about the video?

**DO:** Wait for responses.
Vignette #4

Abdul is an 16 year old 10th grader. Abdul presented with manipulative and bullying behaviors. With teachers he tried to get out of work by charming and cajoling. He was sneaky, and expressed a sense of unfairness when he did not earn classroom incentives. With peers he could be intimidating, insulting, and with girls in particular, he used sexually inflammatory insults. When school personnel contact Abdul’s parents, they deny or defend his actions. When Abdul was confronted directly, he would often cry and be remorseful.

Slide V-11: Vignette #4

Content of this slide adapted from: Framingham Public Schools, 2008

What to Do, What to Say:

Do: Review slide content with participants. Ask someone from the class to read out loud.

Say: This is our last vignette together. Before we move on, I want to ask you to consider your personal feelings. How do you feel about Abdul and his Family and what do you think his earlier childhood was like?

Do: Allow for participant feedback. Encourage ‘feeling words’ and repeat them back to participants. Consider using, ‘But how does it make you feel?’ and ‘I hear (frustrated-) does anyone else feel (frustrated)’

Encourage participation, but re-affirm we cannot conclude what Abdul’s childhood was like. Educators will never fully know, because we are not in the home with the child and each individual person will view their environment subjectively. We must ask questions (inquiry) as a means to connect and engage.
Say:  
*Let’s move into our group work. While you are working with your team on potential supports, keep discussing which chapter aligns with this vignette.*

Do:  
Allow time (about 10-15 minutes) for collaboration on intervention and support. Groups can discuss amongst themselves or you may ask each group to share their collaborative work.

Say:  
*Please bring your attention to the front of the room. Any volunteers willing to share? Which chapter contents align with this vignette?*

Do:  
Write down chapter numbers on poster paper and write or ask for a volunteer to record feedback from participants. Make sure the following key points are brought-up and discussed:

**Chapter 1: (Trauma, Compassion, and Resiliency; Background and Definitions)**

Do:  
Allow for participation feedback. Make sure the following below are covered:

- **Meeting the challenge:** our job as educators is to foster learning, to ensure that we ‘leave no child behind’.
- **Counter balance of trauma is resiliency.** Resiliency is the ability of an individual or community to withstand and rebound from stress.
- **Compassionate School culture:** desire to affirm and support the capacity of school to respond to the needs of students and families struggling.
- **You cannot teach the mind until you reach the heart.**
- **Culture.** How does the family’s culture effect his presentation?

**Chapter 2:**

Say:  
*Moving on to Chapter 2, ‘Self-Care: An Ethical Obligation for Those Who Care’. Considering this story, what from chapter two can be applied to this scenario?*

Do:  
Allow for participation feedback. Make sure the following below are covered:

- Personal and professional boundaries. This student exhibits poor boundaries. Potentially, the parents may also have poor boundaries.
- Responding versus reacting.
- Recognizing our personal feelings.
- Utilizing colleagues and building a team of support/intervention.

**Chapter 3:**

Say:  
*Moving on to Chapter 3, ‘Instructional Principles, Curricular Domains and Specific Strategies for Compassionate Classrooms’. Considering Abdul’s story, what from Chapter 3 can be applied to this scenario?*

Do:  
Allow for participation feedback. Make sure the following below are covered:

- **Principle One:** Always Empower, Never Disempower (talk with the student)
- **Principle Two:** Provide Unconditional Positive Regard
• **Principle Three: Maintain High Expectations**
• **Domain Two: Improving Emotional and Behavioral Self-Regulation**
• **Strength Based Need Recognition (Attachment, Regulation and Competency (ARC) Model)**
• **Empathy and listening skills.** What is Abduls behavior trying to accomplish? Is it, attention seeking, avoidance, ...?

**Chapter 4:**

**Say:** *Moving on to Chapter 4, ‘Building Compassionate School-Community Partnerships That Work’. Considering Abdul’s story, what from Chapter 4 can be applied to this scenario?*

**Do:** Allow for participation feedback. Make sure the following below are covered:

- How would you form a **parent partnership**?
- Are the **school-community partnerships** that may benefit this family?
- **Strength-based problem solving.**
- **Asset mapping.**
- **Strategic planning, Check In Check Out sheets and behavior mapping.**
- **Mental wellness coordination** and in-school services.

**Say:** *What are some strategies you might consider in the classroom?*

**Classroom Intervention Ideas:**

- Greet the student at the door of the school and classroom.
- Positive behavior plan to identify behaviors to avoid, as well as, behaviors to encourage.
- Devise a communication strategy and contact parents regularly.
- Align with a mentor.
- Encourage pro-social extracurricular activities.
- Coach the student in appropriate verbiage and school behavior.

**Do:** Advance the slide.
Every Kid is ONE Caring Adult Away From Being a Success Story

Josh Shipp

https://www.youtube.com/watch?v=oZBdZEG7PSI

The Heart of Learning and Teaching:
Compassion, Resilience, and Academic Success

This slide has been adapted from: Framingham Public Schools Teachers' Strategies Guide for Working with Children Exposed to Trauma, 3rd Edition, Framingham Public Schools, 2018

Slide V-12: Every Kid is ONE Caring Adult Away

Trainer Tips: Pre-load the link or right click on the hyperlink to open https://www.youtube.com/watch?v=oZBdZEG7PSI

What to Do, What to Say:

Say:  This is our last TED Talk. This video is of Josh Shipp, a teen expert and alumni of the foster care program. It is a powerful message, "What kids don't talk out, they act out." Josh Shipp’s message is one about the importance of what one person can do in the life of a child and specifically, if that child is a teen. As a teen, the opportunities for growth are limited, especially for those who have endured severe challenges over many years.

This is appropriate as a final video because it leaves us with a message about how ultimately important our time and attention is to children and youth. For kids who have been in foster homes or have not had the stability and mentoring necessary to support growth and development, these youth are sitting in our classrooms, awaiting opportunities. If we are patient, we can be a catalyst for opportunity. While we cannot control home environments we can manage our classrooms and our relationships with students that will benefit not only them, but ourselves as well.

Do:  Play video. Feel free to adjust lighting in the room for optimal viewing.

Say:  What are your thoughts about this video?

Do:  Allow for participant feedback being mindful of the time. Advance slide.
Slide V-13: Activity

What to Do, What to Say:

Do: Review slide with participants. After time of reflection, encourage them to discuss their thoughts and new learnings.
Slide V-14: Chapter V- Closing

Trainer Tips: N/A

What to Do, What to Say:

**Do:** Review slide with participants.

**Say:** I want to thank you for your participation. I hope you were able to take some information from this training to apply to your work with your students, staff, your family, or whomever you engage with.

The work of Compassionate Schools is an ever evolving work and it is applicable both in and out of schools. Science, research, evaluation, and experience continue to shape our approach to working with students and families who are challenged and in turn, present challenges to those who are charged to create well educated and productive citizens.

If you have any questions please do not hesitate to contact Ron Hertel. His contact information is above. Have a safe journey!