Branching Out: Cultivating Cross-Cultural Interdependent Relationships in the San Francisco Bay Area's Urban Schools

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GLST 5972/5001 Thesis II Practicum

May 8, 2019

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Introduction

"Alright ladies and gentlemen! You can now move into your assigned groups to work on your research and presentations!" announced Ms. Thomas.

All the students in the class began to grab their backpacks, stood up, and arranged desks into groups facing each other. One student, an African-American boy named Rodney, remained where he was sitting.

Ms. Thomas said, "Rodney, I need you to please go to your assigned group."

"Nah. Let me work with Ayisha. I fucks wit her."

"Rodney! That kind of language is unacceptable in this classroom!"

"What?! That other group is hella bootsie. They always doin' too much!" replied Rodney.

"I have already told you once to stop using that language. I am not going to say it again. Move to your assigned group!"

"I ain't gonna work wit 'em!" exclaimed Rodney.

"You're being disrespectful! You need to follow the instructions I gave you or you need to leave my room. Those are your options."

Rodney responded with an exasperated tone, "What did I do?!"

"That's it! Leave now!" shouted Ms. Thomas in frustration.

Rodney got up from his seat with an intense sigh. He picked up his backpack and flung it across the room towards the classroom door. He quickly walked out, slamming the door behind him.

This interaction between Rodney and Ms. Thomas is not foreign to me. Growing up in the San Francisco Bay Area and attending a culturally diverse urban school, these kinds of

interactions occurred daily. I was Rodney with many of my own teachers. I came from an abusive and broken home. At the age of twelve, I was abandoned by both parents and lived alone. Though my physical shelter was provided, I had to figure out how to feed and clothe myself and how to navigate life's challenges. The trauma I experienced pushed me to grow up faster than I should have and to deal with internal issues that I did not have the skills to cope with. I showed up each day at school with these family dynamics at play, only to encounter educators who engaged me in power struggles and did not provide the trust and stability I was looking for in them. As an adult, I have a career as a Mental Health Counselor working with trauma impacted children from preschool to high school age. Unfortunately, the same patterns of teachers falling short of meeting student needs still exist today.

Educators that are hired in urban schools have challenges connecting with their students and gaining their trust, which, in effect, keeps students from taking necessary academic risks. Most teachers' cultures and socioeconomic backgrounds do not reflect the students they work with at all. As a result, there are so many cultural miscues and forms of miscommunication that often lead to students of color being disciplined for not complying with educator-specific cultural norms and values. Based on my field research, learning communities in the San Francisco (SF) Bay Area rarely spend time understanding the context of the urban neighborhoods where their schools are located and why cross-cultural interdependent relationships are foundational for students to be successful. Educators in urban, culturally diverse schools must cultivate an expanded cultural consciousness so that their teaching will be more effective and culturally-interdependent relationships with their students can thrive. For educators to be culturally conscious, they must continuously reflect on how their own cultural identities impact their students with different cultural norms and values, and they must intentionally integrate the

cultural strengths of their students into the classroom culture. As a practical means of cultivating these elements in the lives of education practitioners in the San Francisco Bay Area, I will offer a curriculum that school leaders can utilize in professional develop settings to guide educators in reflecting upon their own mindsets, biases, and privileges. The curriculum was developed with four distinct modules that will help educators explore effective interpersonal skills, relational dynamics like power and authority, and cultural dynamics. This will be accomplished through presentation of research, whole and small group discussions, case studies, personal reflection, and experiential learning activities and exercises.

The Context

Two of the largest districts in the San Francisco Bay Area are the Alameda and Contra Costa Counties. According to the 2010 census conducted by the Metropolitan Transportation Commission, the combined population of these counties is 2.5 million people. Not only are these among the largest urban, or high population density counties in the SF Bay Area, they are also among the most culturally diverse. These communities are comprised of 50% or greater populations of people of color such as African-American, Hispanic, and Asian people. Taking a closer look at a few cities within these counties, it is clear just how diverse this region is. Oakland, located in Alameda County, has a population of 390,000 people comprised of 25.9% Whites, 16.7% Asians, 25.4% Hispanics, and 27.3% African-Americans. Similarly, Richmond, located in Contra Costa County, has a population of 104,000 people, of which 17% are White, 39.5% Hispanic, 13.3% Asian, and 25.9% African American (*Bay Area Census*).

Three historical events in the history of Richmond and Oakland, California provide the context to understand how these communities became the diverse cities they are today: The

establishment of the Transcontinental Railroad, World War I, and the Second Great Migration that occurred around World War II.

Following the Civil War, Jim Crow Laws in the southern states were enacted that legalized racial segregation and established a "separate, but equal" society. African-Americans, though freed from slavery, continued to face marginalization in housing, access to public transportation, and employment. Despite these circumstances, these African-Americans continued to dream "dreams of both personal and economic freedom" (Lazard).

With the completion of the Transcontinental Railroad in 1869, their dreams could become a reality. As the popularity of the railroad grew, the railroad began hiring African-Americans as waiters, cooks, maids, and for other various jobs necessary on long-distance trips to the West. African-Americans employed in the San Francisco Bay Area were now earning higher wages than was previously possible for them in the South, and they had new opportunities to travel and learn about different communities. One of these cities was Oakland, California. Oakland was the western terminal of the Transcontinental Railroad. The African-American population grew steadily as many remained in the western state to take advantage of the opportunities available to them. From 1880-1900, Oakland's population of African-Americans grew to make up 2% of the 66,960 residents (Lazard).

World War I caused an additional surge of migration into the United States, particularly from Mexico. There was a shortage of workers to maintain the railroad and agriculture with so many men leaving home to enter the war. Consequently, the war put an enormous strain on United States industry. Additionally, during this time period, Mexican rural farmers needed to seek work elsewhere due to subprime economic conditions in their own country. As a result of the worker shortage, the United States signed a treaty with Mexico to allow workers to come

across the border to fill positions. This program, known as the Bracero Program, allowed as many as 4.6 million workers to enter the United States between the years of 1942 and 1964 ("Teaching"). Many of these workers found their way into cities throughout California.

The Second Great Migration, or the "massive African-American migration out of the South," occurred during World War II through the Vietnam War (Gregory 19-20). During World War II, Richmond, California became a central location for building cargo ships. Henry J. Kaiser's shipyards, with its quick production line techniques, built approximately 27% of the cargo ships of the U.S. Maritime Commission ("Richmond Shipyard"). The company's techniques required very little worker skill and very little training. Because of this, a "massive wave of migration increased the black population of Richmond from 270 to 14,000 people" (Glasby).

Due to the dramatic increase of people from these events, a housing crisis arose. African-Americans and other people of color were given sub-standard government housing near the water and railroad tracks and lower wages, while White workers lived in "structurally sound" homes in White neighborhoods (Glasby). African-Americans experienced many forms of discrimination including not receiving payment for contracts promised to them. The local government encouraged businesses to give home loans to middle- and upper-class White people while denying loans to people desiring to build in predominantly African-American neighborhoods. Because of these government decisions, "exclusion and disinvestment produced a racially segregated geography" that exists today ("Rising Housing Costs").

In both Oakland and Richmond, clear distinctions can be seen between neighborhoods. In Oakland, homes in its hills are valued in the millions. In these neighborhoods, residents are often home owners, have access to healthy food and live in neighborhoods with low crime levels,

clean streets, and well-resourced schools. Richmond has similar neighborhoods with prime real estate on the bay with views of San Francisco. However, just a few miles away, an entirely different reality exists. In West and East Oakland and South Richmond, historical prejudice housing policies during World War II are still evident today. In these neighborhoods, residents rarely own property. This is partially due to gentrification where wealthier individuals who work high paying jobs in San Francisco take advantage of low housing costs in these communities ("Rising Housing Costs"). Since World War II, generations of people of color have followed continue to work labor jobs, with low wages and poor health care ("Richmond Shipyard"). With high poverty, survival is a trait that shapes these neighborhoods. As a result, these communities experience high levels of street violence and drug trafficking which adds to the trauma experiences from living in impoverished neighborhoods.

The racial tensions between White people and people of color and division between the wealthy and poor continues today in the San Francisco Bay Area. These tensions that have existed over generations have not only affected the adult residents in these regions, but the children as well. The cultural clashes have not only manifested in the greater society, but have created problems in the schools in these communities as well.

The Problem

The Oakland Unified (OUSD) and West Contra Costa Unified (WCCUSD) school districts are two of the largest in Alameda and Contra Costa counties serving a combined 81,000 children from kindergarten through twelfth grades. The school districts mirror the diversity found in these counties and cities. OUSD and WCCUSD's students are predominantly Hispanic, comprising 45.6% of the student population in OUSD and 54.6% in WCCUSD. The second

largest student group is African-American, making up 24.3% of enrollment in OUSD and 16% in WCCUSD (*DataQuest*).

Many individuals who take teaching positions in OUSD and WCCUSD are not from the San Francisco Bay Area. One of the most prominent reasons this occurs is because many of the schools in low-income and violence-stricken communities have been negatively stigmatized resulting in difficulty hiring educators. Most of the individuals who apply for jobs in these districts are recent graduates looking for work experience and willing to take any position. Many of these educators are hired through organizations such as Teach for America (TFA). These organizations are committed to dismantling systems of racism and poverty by recruiting promising educators, training them, and placing them in urban school districts like OUSD and WCCUSD. Another group of people who take these positions are those seeking to move to the San Francisco Bay Area because of the appeal of the region. Particularly for non-local educators, building trusting relationships with their students remains difficult because they are not familiar with the social location and cultures of the children and youth they teach.

In OUSD and WCCUSD, many challenges arise when educators are not ethnically and socioeconomically representative of their student population. Though the population of these districts is predominantly African-American and Hispanic, the racial makeup of the educators in these schools is predominantly White and from higher socio-economic backgrounds. In the 2017-2018 school year, OUSD had 2,910 educators working in their schools. Of these educators, 50% of them were White. Similarly, in WCCUSD, 57% of its 1,415 educators were White (*DataQuest*). Unlike those from Teach for America and similar organizations, many of these educators have been living in the SF Bay Area for some time or are natives to the area. Though

these cities are diverse, many of the neighborhoods are racially segregated leaving students and educators living in different communities within the same city.

Because of these cultural dynamics, many educators believe flawed narratives about their students. For some, their narratives were formed from insight they received regarding their students from their teacher credential programs. They are given a very broad and surface level overview of poverty, the racial issues in education, and strategies to celebrate diversity. They graduate and enter the classrooms feeling overly optimistic about their preparedness to teach the students before them. There are others whose knowledge of the student population comes from the news, movies, and music because they have not built their own relationships with African-American and Hispanic people. Some subscribe to the stereotypes perpetuated through these outlets. Yet there are others who bring with them their secondhand knowledge based on the experiences family and friends have had with these population groups. Lastly, many incorrect narratives are formed because of how their students' behavior compares to their own educational experience growing up in a culturally homogeneous school.

In my personal and professional experience, many White educators develop their classrooms around their own cultural norms, unaware that they have implicit biases. They do not understand that their racial and socioeconomic privileges can negatively impact the relationships with the children and youth they serve. The educators often see their students as having many deficits and label them as defiant, disrespectful, broken, psychotic, or as "bad ass kids." The cultural clashes and flawed narratives between educators and their students result in endless power struggles. Instead of educators taking humble steps to learn about the culture of their students, pride rises, and exclusionary practices are perpetuated. In the book *Exclusion and Embrace: A Theological Exploration of Identity, Otherness, and Reconciliation*, author Miroslav

Volf writes, "Exclusion takes place when the violence of expulsion, assimilation, or subjugation and the indifference of abandonment replace the dynamics of taking in and keeping out as well as the mutuality of giving and receiving" (67). Without being aware of it, educators discipline students for not assimilating to their own cultural norms. These students are yelled at, humiliated in front of their peers, kicked out of class, sent to the office, suspended, and expelled. Over time, when many attempts have been made to "change" a student, educators become indifferent, abandon them, and deem them a lost cause. Sitting across from me in a finally quiet classroom, one teacher with a look of exhaustion confessed, "I have tried everything to reach them" (Farrell). When an educators' actions are perceived as unjust by the student, they repeat their behaviors. This further perpetuates the exclusionary practices of the educators. By the time these same students reach middle school, educators' exclusionary practices result in the funneling of students out of public schools and into the juvenile and criminal justice systems ("School to Prison").

Stege Elementary, located in the WCCUSD, is a public school in the city of Richmond, California where this problem exists. Stege has a student population of two hundred and eighty-five. The demographics of the students mirror the diverse district being comprised of 58% African-American and 25% Hispanic students. While conducting fieldwork research at this school, I learned that Stege's diverse population of students comes from homes impacted by divorce, incarceration, and community violence. Ninety-four percent of Stege's students are classified as socioeconomically disadvantaged. Of Stege's thirteen educators, four of the teachers are people of color. The remaining nine teachers are White females, four of which are Teach for America educators (Sanchez). Stege has an 11.5% suspension rate, the second highest of all

elementary schools in WCCUSD (*DataQuest*). Most of the suspensions are of African-American males as young as kindergarten. Stege's Vice Principal Stephanie Sanchez explains:

> Our biggest issue that we face is a relational one. Bringing individuals together from such vast backgrounds presents a huge challenge. Educators want to focus on academics and achievement and fail to understand that without trusting relationships and an inclusive classroom, no student can learn. (Sanchez)

Stege's issue is not an isolated one. Other schools throughout this district, and in other diverse urban communities, are facing the same challenge. The children and youth in these SF Bay Area schools are not receiving an equitable education, emotional support, and the safety they need to thrive.

The Framework

Thriving is a word often associated with life, flourishing, and growth. With the optimal conditions and nutrient rich soil, the tiniest seed or acorn can grow into a thriving redwood or oak tree. Human development is no different. All children have the capacity to learn if the conditions are safe, nurturing, supportive, and they feel a sense of belonging.

Rather than thriving, survival was my goal in life. The age of twelve to the age of seventeen were some of the most difficult years of my life. Home was not a safe place from a young age. I never formed a secure attachment with my mother who was emotionally distant and abusive. My attachment with my father was inconsistent due to his drinking problem and erratic behavior that accompanied it. The only secure bond I had was with my paternal aunt. By the time I turned twelve, I had been shaken to the core. My parents had divorced, both had moved out of the home, and I was left to live alone for many years. This same year, my aunt passed away after a long battle with lung cancer. The pain and confusion were more than I could bear and navigate

at such a young age. Like a seed needing nutrients to grow, my home life did not provide what I needed to flourish, and I was forced to find ways to survive on my own.

The trauma I experienced at home impacted my academics. My grades suffered tremendously. Though I had been a high achieving student as a child, I struggled staying afloat in my classes. My behavior and attitude towards school was negative as well. I would speak disrespectfully to the teachers I thought favored some students over others. Defiance was my response to those who spoke in a condescending way to me. They treated me like a child not realizing I was raising myself. Without the nutrient rich soil from my family and teachers, I looked to my peers for the support I needed. As a result, I skipped school frequently. School was a low priority compared to relationships with my peers. I was headed on a destructive path from the choices I made without adult guidance.

However, several key moments changed the trajectory of my life. Author Brenda Salter McNeil refers to these moments as "catalytic events." She defines these moments as opportunities that "allow us to move from the isolation and stagnation of life in homogenous groups and break through into a new reality that introduces us to something we have never experienced before." It is in these moments that our views on life are shaken and a shift in thinking takes place (McNeil 45). In the latter part of my sophomore and junior years of high school, I joined a program called Teen Environmental Action Mentorship (TEAM). In this program, I met with a mentor monthly to discuss my school work. She also led our TEAM community in environmental projects. Having a consistent caring adult helped me to get back on track with my academics and expose me to ideas and places beyond my local community. Beyond the mentorship program, there were two teachers who supported me in high school. These people demonstrated care in ways I had not experienced with adults previously. Rather

than trying to discipline or exclude me, they looked beyond my behaviors and begin to cultivate all that was already in me.

These educators were skilled in developing cross-cultural interdependent relationships with their students. These educator-student relationships include adults who are capable of seeing the whole child and embracing them without conditions, while establishing trust so that their students can be open to learn about and from them. Both my mentor and teachers were self-aware. They understood that how they presented themselves impacted the student-teacher relationship. These educators did not allow biases, stereotypes, and assumptions to cause relational distance between them and their students. These teachers exuded warmth and caused me to feel seen and heard. I finally had the soil I needed to grow. They sought to understand my needs and supported me as I became rooted in a safe, trusting community. These supports allowed me to branch out and take academic risks needed to learn. These cross-cultural interdependent relationships are what I needed to thrive. These same relationships are what children in the SF Bay Area urban schools need as well.

Unfortunately, the educators charged with the responsibility of caring for these populations of students have only received academic training. They have not received support in developing their interpersonal skills and how to expand their cultural consciousness to work in culturally diverse, urban schools. In a fieldwork interview, Seneca Family of Agencies therapist Emily Means spoke of her preparation for working in such a learning environment. She shared, "I speak from a place of ignorance to answer this question. Right? The reality is, we are never prepared. I as a White person with certain educational experiences, my whole identity sorta means I'm gonna never be truly prepared" (13:36-13:48). Though an individual may never truly be prepared, steps must be taken to expand the capacity of educators to build cross-cultural

interdependent relationships. These relationships can lead to catalytic events that positively impact the trajectory of students' lives.

Like gardeners tending their gardens, so must school leaders provide the necessary professional development to ensure that educators are cultivating the relationships and learning environment where their students can thrive. To do so, school leaders must guide their staff through four crucial stages:

The Soil Stage

In this stage, educators learn to be a type of soil that is free of weeds, rocks, or any objects that can stunt the growth of seeds, or their students. They do this through personal sifting, or reflecting on their own assumptions, biases, privileges, culture, personal experiences, and values that have shaped their mindsets and narratives about their students. Through on-going reflection on such matters, they grow to see their students beyond stereotypes, generalizations, and perceived negative behaviors. When this occurs, they are able to create a classroom "space for interaction [that] is not based on seeking to establish who is right or wrong, or on agreeing and disagreeing" (Lederach 99). These nutrient rich classrooms are inclusive for students from all backgrounds, preserve the dignity of their identities, and allow them to thrive socially and academically.

The Seed Stage

A gardener needs to understand the needs of a seed before planting. This includes learning about the best time of year to plant, the amount of sun or shade for optimal growth, and how often it should be watered. In this stage, educators go through a process of learning the unique needs of their students. This involves learning about the historical context of the social location they teach in, the challenges and strengths of the community, and the family and cultural

dynamics of their students. Through this journey, educators will come to see the humanity of their students and how to respond compassionately.

The Roots Stage

When a seed absorbs nutrients from the soil, it begins to take root. The growing root needs loose soil, room to explore their environment, and discover ways to overcome obstacles (Live Science Staff). In this stage, educators must understand the various forms of power between educators and students and how these power dynamics play out in their relationships. They also learn how power struggles can negatively impact learning outcomes. By exploring various bases of power, educators can support the development of students' social skills and other challenges they may face.

The Branches Stage

When roots have taken hold, plants and trees begin to break ground. Parts of the plants are now visible and support may be needed as it grows stronger. In this stage, educators bridge the gap between themselves and their students by incorporating cultural norms and values of their students in their classroom practices and affirming their cultural capital. They intentionally cultivate a safe and supportive learning environment for their students by utilizing communication and emotional intelligence skills that sustain the respect and trust in their relationships with their students. Through this process, the identity of the student is strengthened.

School leaders must guide educators through this crucial four stage process to cultivate cross-cultural interdependent relationships. Only then can classrooms become thriving learning communities and bring needed change to culturally diverse, urban schools. The framework in this curriculum will support school leaders to accomplish this task. Because this framework has

not been associated with the educator-student relationship before, a thorough examination of each stage is needed.

The Soil Stage

Jaelah was eating her bag of chips in Mr. Garcia's second period English class, when her counselor came to speak to her privately for a moment. She put down her bag of chips and followed Ms. Tina out the door. While Jaelah was gone, Andre put his hand into the bag of chips, grabbed a handful, and started to eat them. A few minutes later, Jaelah walked back into the room.

"Why you touchin' my stuff? You owe me a bag of chips!" exclaimed Jaelah.

"Andre, you're being ghetto!" responded Mr. Garcia

Andre responded, "How am I bein' ghetto?"

"You're being ghetto because you're stealing what doesn't belong to you" said Mr. Garcia.

Plants need nutrient rich soil that is free of objects that can stunt their growth. Like plants, children in urban schools need cross-cultural interdependent relationships where educators continuously self-reflect. These educators are aware of how their mindsets inform the view of their students and how those mindsets can present barriers to relational closeness. In many urban, culturally diverse schools, educators have difficulty making space for their students to thrive in their classrooms. Their own culture, privileges, family history, and personal experiences mold their expectations of how societal, relational, and school structures ought to be. Additionally, like Mr. Garcia's interaction with Jaelah above, educators' personal biases and experiences are obstacles; they are unable to understand or relate to their students beyond their own stereotypes and generalizations.

Many educators in urban, culturally diverse schools have flawed narratives of their students. This results from educators having a "single story" of their students (Adichie). In the 2009 TED Talk titled "The Danger of a Single Story," Nigerian author Chimamanda Ngozi Adichie provides a context for the problem that can come from educators operating their classrooms from the lens of a single story.

Adichie had a fondness for reading and writing at a young age. She loved reading the British and American books available to her and was captivated by the characters and story line. She would mimic these stories with food, weather, and types of people did not exist in Nigeria. She only knew to write about them because she was unaware that people like her could exist in stories. She had a single story of what writing should be like. It was not until books from African authors began circulating that she was "saved" from having a single story about her writing. Without being "saved," she would have been limited in her writing which would impact the life she has now as a world-renowned author.

Similarly, Chimamanda Ngozi Adichie had a father who was a professor and a mother who was an administrator. They made a decent living and could afford to have domestic help. They had a houseboy named Fidel who was from a poor family. Adichie's mother would always tell her that Fidel's family was very poor. If she did not eat all her food, her mother would correct her and exclaim, "You must eat your food! There are poor families like Fidel's that do not have food to eat!" One day, Adichie's family went to Fidel's house to drop off some items. When they got there, Fidel's mother showed them a raffia basket that her son had made. Adichie recalls being startled by the fact that Fidel's family could make things because she only thought of them as poor. She viewed Fidel's family with a single story of poverty.

Lastly, Chimamanda Ngozi Adichie elaborates on her experience of a single story while attending college at the age of nineteen. When first meeting her American roommate, she was asked how she learned to speak English so well not realizing that English is the official language of Nigeria. Her roommate continued to be amazed that Adichie listened to Mariah Carey instead of tribal music and that she knew how to use a stove. It was at this age that Adichie understood that her roommate had a single story of Africa. In her TED Talk, Adichie states, "She had felt sorry for me before she saw me. Had default position toward me as an African. [It] was as a kind of patronizing, well-meaning pity" (4:53-5:02). The comments from her roommate revealed to Adichie that she did not see Africans being like her in any way. Her roommate had no other complex feelings about her other than pity. Because of this, making connection as equal humans was not possible.

Educators in urban, culturally diverse schools experience similar struggles of human connection with their students when they have a single story about them. Adichie explains, "The problem with the single story is it robs people of dignity. It makes our recognition of equal humanity difficult" (13:58-14:09). If educators have never developed relationships with African-American and Hispanic people, they become unknowingly influenced by how they are represented in media and pop culture. According to Adichie, Western literature has contributed greatly to "single stories" that rob people of dignity. For example, writings by John Locke and Rudyard Kipling describe Africans as savages, beasts, and devils. In recent times, media continues to portray African-Americans and other people of color in a negative light, which can be especially damaging if educators use these depictions to create narratives of their students.

Author Mary Beth Oliver provides examples in her research of the damaging effect of stereotypes on African-American men. Oliver found that news and reality-based entertainment

presents a "strong association between African-American male characters and images of violence and aggression." In programming such as this, African-American males were depicted as criminals more often than actual criminal statistics show. In Oliver's research, she mentions a study done in Chicago that shows news stories that focus on crime are more likely to be about African-Americans than Whites. In the study, one week of news programming showed "41% of all stories that featured African-Americans pertained to crime, with crime stories representing the most frequent lead story in the newscast." A six-month study revealed statistics showed more violent crimes were associated with African-Americans than Whites. An analysis of media pieces found more images showing African-Americans as more threatening or dangerous. Arrests of African-Americans were more likely to be shown with suspects resisting arrest, being handcuffed, and dressed "poorly." In a study conducted in Los Angeles, African-Americans were more likely to be perpetrators of crime and violence than victims. The study showed opposite statistics for Whites. Lastly, in an analysis of reality-based crime shows such as Cops and America's Most Wanted, unequal representation existed with 61% of Whites shown were cops while 77% of African-Americans and 85.9% of Hispanics were displayed as suspects (Oliver 7). With these portrayals inundating our American media, there is a high likelihood of a negative single story seeping into the collective subconscious of our society.

If educators have these images and portrayals as their reference points, they are susceptible to a deficit mindset towards their students. Educators often translate these negative stories into stereotypes of their students. Adichie explains, "…To insist on only these negative stories is to flatten my experience and to overlook the many other stories that formed me. The single story creates stereotypes" (13:00-13:17). These stereotypes cause educators to see their students as broken, difficult, or badly behaved, which leads to labeling them as defiant or

rebellious. When educators view students through the lenses of these flawed perspectives, there is "measurable impact on many students," especially if students perceive a threat from these stereotypes (Cho). Author Haelin Cho describes the results of a study conducted by an Assistant Professor of Psychology at Stanford University. In the study, students attended study sessions, received information, and returned one week later to determine how well they retained that information. The study was conducted with African-American students in two different study and recall settings: threatening and non-threatening. If a negative stereotype was reinforced during the study session or follow-up session, it was deemed a threatening environment. The study showed when "stereotypes are off the table both in the learning environment and the performing environment, black students did very well; and when black students had to both contend with the stereotype when they learned the words and when they had to recall the words, they were the worst performing group overall" (Cho). Educators either add to or detract from their classroom environments; those who have a single story of their students ultimately cause harm to those they are responsible for nurturing and cultivating.

In urban, culturally diverse school districts, like West Contra Costa Unified, having a single story about what the school should be like creates further challenges. In "Toward a Conception of Culturally Responsive Classroom Management," Weinstein et al. explain, "[White educators] consider their own cultural norms to be neutral and universal and accept the European, middle-class structures, programs, and discourse of schools as normal and right" (29). Without on-going reflection, educators misinterpret students' behaviors and actions because of single stories they have about their students. Educators must take the "emotional risk" to honestly evaluate their "reactions to other individuals and the larger world and to analyze [their] underlying assumptions" (Dray and Wisneski 28).

In order to cultivate cross-cultural interdependent relationships, educators must sift out limited stories of their students so they create space for new stories to be written that include the whole child, instead of stereotypes. When educators challenge their assumptions, reflect on their biases, and evaluate their own experiences, they are open to learning about the history of the community they teach in, the families they work with, and the students they serve in a more objective, and compassionate way.

The Seed Stage

Before planting, a gardener explores the conditions needed for a seed to develop. In the same way, it is imperative that educators expand their knowledge of their students and their unique needs to build safe and trusting cross-cultural interdependent relationships. For this to happen, they must learn to see the humanity of their students and respond to what that humanity calls for.

As humans, we are hard-wired to help others that we interact with. In the TED Talk "Why aren't we more compassionate?" author Daniel Goleman explains, "There's a new field in brain science, social neuroscience. This [new field] studies the circuitry in two people's brains that activates while they interact. And the new thinking about compassion from social neuroscience is that our default wiring is to help" (2:10-2:28). If our brain is wired to help, why do educators veer from this hard-wiring and disregard the emotional and social needs of their students? Why don't they value building trust and displaying respect with their students?

In the book *Leadership and Self-Deception,* the Arbinger Institute discusses the concept of "in-the-box" thinking. When individuals are exhibiting in-the-box thinking, they see "others as less than they were – as objects with needs and desires somehow secondary to and less legitimate than mine" (Arbinger 36). In the context of education, educators exhibit in-the-box

thinking when they view children as students who simply need to receive a lesson delivered by the teacher. If a student exhibits a behavior that impedes a lesson, they are treated as an object that is getting in the way of an educator's goal. When educators view children in such a way, they value academic success over relationship building and learning over caring for the human being that sits before them every day. The Arbinger Institute believes this in-the-box thinking occurs when an individual engages in "self-betrayal" or the act of "betraying my own sense of how I should be toward another person" or "acting contrary to my own sense of what was appropriate" (66-67). Self-betrayal happens when educators have an inner sense of something they should do, but do not do it (Arbinger 68). They do not honor that inner sense, but rather "betray" it and enter the box.

In the education system, in-the-box thinking can often go unnoticed. While walking down the old hallways of her school, echoing with the afternoon noise of the classrooms, Stephanie Sanchez, Vice Principal of Stege Elementary, shared with me how in-the-box thinking displays itself in her school through the story of one of her second-grade students. Ms. Sanchez explained, "Rosy is a special education student with cognitive disabilities that makes it extremely difficult for her to learn how to read. Rosy is very aware of her disability and the fact she is significantly behind." As a result of this disability, Rosy is known to flee from class or destroy things in the classroom when she feels scared or worried about her dyslexia being exposed. This can happen multiple times a day when she is forced to read in any capacity. Her teacher has been incredibly upset at the fact that Rosy causes such a disruption coming in and out of the classroom. Ms. Sanchez stated, "This teacher says that she has other students that want to learn, and she cannot allow one student to stand in the way of the other students." When she leaves class, the office is notified and support staff must find her and return her to class. Ms. Sanchez explains that she

often hears support staff say over the radio that Rosy needs to go home because they cannot keep chasing her around all day. Because of the words and actions of the teachers and support staff, Rosy now struggles with coming to school because she says she does not like her teacher and class because relational trust has been broken. The teacher and support staff continue to have in-the-box thinking and see Rosy as an object in the way of their own goals and comforts.

Many educators in culturally diverse, urban schools do not believe that their classrooms are the primary spaces where social emotional and pro-social skills should be taught. What they fail to recognize is that in order for their students to grow and learn, they must be given the foundational social-emotional skills to succeed. Before this can happen, children must develop secure attachments with supportive, caring, and consistent adults. When these exist, children can take the risks needed to explore their environments knowing these adults can guide them through their learning. However, many of the students' families in these schools have experienced traumatic events, such as incarceration or death, that have led to the development of insecure attachments. Educators must learn how to develop trusting, secure relationships with their students in order for them to thrive in classrooms and school settings. Educators begin this process by learning about attachment theory and a child's internal working model, "a cognitive framework…for understanding the world, self, and others" (McLeod).

John Bowlby, a British child psychiatrist and psychoanalyst, is well known for his research on attachment theory. Author Saul McLeod explains, "According to Bowlby, the primary caregiver acts as a prototype for future relationships via the internal working model… It is this mental representation that guides future social and emotional behavior as the child's internal working model guides their responsiveness to others in general." A child's basis for attachment is the quality of care and responsiveness from primary caregivers (McLeod). Whether

or not a child feels safe, secure, nurtured, and loved ultimately shapes and guides their internal working model. As in Rosy's story above, she believes the world is unsafe and people find her unlovable. Her internal working model was shaped by the attachments she created early in life. Children are born into the world "biologically preprogrammed to form attachments with others, because this will help them survive" (McLeod).

Bowlby's attachment theory further defines four different types of attachment. When born, infants act in ways such as crying, making noises, or smiling to gain the attention of their primary caregiver. A primary caregivers' response shapes a child's attachment. The first type is a secure attachment. For example, if a baby is crying, and an adult consistently comes to comfort and soothe them, they become emotionally secure and know that a caregiver will tend to their needs. Children who develop a secure attachment feel safe, and happy and are more inclined to take risks to explore and learn from their environments. The other three types of attachments are anxious-avoidant insecure attachment, anxious-resistant insecure (ambivalent) attachment, or a disorganized/disoriented attachment. These attachments occur when on a consistent basis a caregiver ignores the cries or needs of his/her child. Children who have developed an anxious-avoidant insecure attachment, do not trust their primary caregiver to meet their needs and become "indifferent" to their primary caregiver's presence or absence. They are anxious inside because their primary caregiver is disengaged or "emotionally distant." Anxious-resistant insecure (ambivalent) attachments often arise when caregivers do not promote the child exploring for the sake of keeping the child physically close. These children display anger, hopelessness, and passivity. There are other children who do not fit in the previous three categories. They are thought to have a disorganized/disoriented attachment type. Children who have a disorganized/disoriented attachment type can act depressed, angry, or apathetic because

their experience with their primary caregiver varies "between passivity and aggression or being scared and actually being scary" ("Attachment Theory"). Seneca therapist Luqmaan emphasizes the importance of educators understanding attachment theory. She explained:

> Attachment is how these kids in preschool are relating. It's kids who don't know how to be in relationship or kids from unfortunate traumatic culture that [they] bring in. Mom's traumatized. Mom doesn't have maternal availability. Kid becomes or feels rejected by mom. Kid then comes to school and is having a lot of emotional difficulties and then can't survive a public-school system. (32:12-33:17)

It is crucial that educators understand their students' attachment types and understand the importance of their role in the child's life.

A child's experience with their primary caregiver from infancy to early childhood shapes their future relationships. In the article "Middle Childhood Teacher-Child Relationships: Insights from an Attachment Perspective and Remaining Challenges," author Verschueren writes, "…[children's] experiences in their primary attachment relationships…affect their expectations, behavior, and interpretations in relationships with other caregiving adults. Thus, children who lack trust in the availability of parents are also more likely to lack trust in the availability of teachers" (82). A secure attachment to a primary caregiver also shapes a child's ability to regulate their own emotions; Children who lack self-regulation skills in school settings are more prone to develop negative relationships with teachers. The role models who teach and model appropriate social behaviors and impart social skills towards relationship building with other peers and adults are parents and caregivers (83). When children have not securely bonded with a primary caregiver, it is crucial that this bond is built in a school setting from an "alternative adult caregiver [to] play the role of attachment" (Verschueren 79).

If educators are to build strong and trusting cross-cultural interdependent relationships with their students, they must get out of the box and begin to see children's humanity. In schools like Stege, it is possible for these relationships to develop when educators stop resisting "what the humanity of others calls [them] to do" (Arbinger 144). In the book *The Art of Leading Collectively: Co-Creating a Sustainable, Socially Just Future*, author Kuenkel writes, "When people see the story behind a tense situation or difficult-to-understand behavior, when they see the humanness in another person, they develop compassion that often leads to revolutionary change" (64). In Rosy's story, if her teacher acknowledged her fears and asked her the reasons why she was leaving the class, the teacher would understand the underlying fears and could address them. When interviewed, Seneca therapist Emily Means defined this compassionate connection with students as "meeting them where they are, not being afraid of what emotion they are having, or their life experience. Go to them instead of asking them to come to me" (6:22-6:28). When an educator can see the story behind a child's words and behavior, they can begin to respond to their inner sense to support their students when displaying their fears, doubts, worries, and insecurities. They can begin to see not just the "bad" but the "good" aspects of their students.

Educators in culturally diverse, urban schools can see their students' stories clearly when they begin to understand the historical context of the social location they teach in, the challenges of the community, and the family and cultural dynamics of their students. When educators see the racial, community, and family trauma that their students and their students' families have experienced throughout their lives, they can respond compassionately to the challenging behaviors students may display. When educators have an in-depth knowledge of the cultural capital that children bring to school each day, they can take intentional steps to affirm the identities of their students. When educators see the whole child, they can begin to demonstrate

the respect and develop the trust needed for their students to take root in their learning community.

Some educators make claims that they do care for their students' humanity and have empathy for them. They say things like, "I love kids!" While phrases like these appear sufficient for an educator to establish trusting relationships with their students, they are simply not enough. I argue that below the surface of such sentiments, there is a "false empathy" that undermines the building of cross-cultural interdependent relationships. Warren and Hotchkins define false empathy as "an individual's tendency to think, believe, and act as if he or she possesses more empathy than what can be personally confirmed or validated by: (a) the beneficiaries of the empathetic response, or (b) positive outcomes resulting from the individual's application of empathy in social relationships" (Warren and Hotchkins 267). Educators claim to be empathetic, but when students are asked about the level of care they receive from their teachers, they cannot confirm the claims that their teachers make. This is the case with Rosy, the student at Stege. She did not perceive her teacher and support staff as caring, supportive, and empathetic though they claim otherwise.

Warren and Hotchkins further discuss how false empathy manifests itself. False empathy is egotistical, occurring when service is centered on an empathizer's own needs rather than the one receiving the empathy (269). This aspect manifests itself when educators pride themselves for serving in schools with underserved populations and help to fulfill a need in children with "troubled" lives (281). False empathy is also seen when educators have a "false consciousness" (269). This false consciousness manifests when educators believe they know more about the struggles of marginalized people than they actually do (269). With the San Francisco Bay Area priding itself on being progressive and liberal, many educators possess a false consciousness.

They advocate for social justice issues and claim to stand with the oppressed. However, they do not realize that this false consciousness leads to an over-confidence that blinds them to the real needs of their students.

Blurring the boundaries of "ally-ship" is the next aspect of false empathy (270). This involves "individuals who think that they are building cross racial relationships with others, but fail to negotiate the terms of that relationship with the person they hope to be in a relationship with" (270). As a result, educators make unsubstantiated assumptions about what their students need and prioritize their needs incorrectly (Warren and Hotchkins 270). This false empathy manifests in educators valuing academic success over safe, trusting relationships. I have worked alongside educators who fall prey to this and can hear them saying, "I am not here for them to like me. I'm here to teach them."

The final two aspects address the dominant culture of educators and the silencing of voices of students not of the dominant culture. With these aspects, educators fail to "leverage, appreciate, esteem, and incorporate the perspective of individual(s) most impacted by the response to the interaction" (271). As a result, an educator bases a decision on what *he or she* believes is best without considering their students' culture and social differences and strengths (271). This is especially dangerous when White educators blindly "act, and say what they please with little consideration of the longstanding consequences their actions may have on historically marginalized youth and families" (271). While doing fieldwork research at Seneca Family of Agencies, therapist Madinah Luqmaan recalled how she has witnessed educators "tone police" students. While sitting across from me in the therapy office, she passionately explained, "When I say tone policing…First, as a woman of color, I'm not gonna let people tell me how I sound, how I should sound, how I should rephrase things for them when I have to navigate this white

world every single day and nobody changes things up for me" (20:47-20:58). Like Luqmaan's experience, educators unknowingly inflict racial trauma that many students of color have experienced repeatedly.

Educators must move beyond false empathy for children to have the optimal conditions to thrive in cross-cultural interdependent relationships. False empathy actually threatens trust. In the TED Talk "How to build (and rebuild) trust," Frances Frei discussed three key components to building trust. She states:

> There's three things about trust. If you sense that I am being authentic, you are much more likely to trust me. If you sense that I have real rigor in my logic, you are far more likely to trust me. And if you believe that my empathy is directed towards you, you are far more likely to trust me. When all three of these things are working, we have great trust. But if any one of these three gets shaky, if any one of these three wobbles, trust is threatened. (3:16-4:01)

While false empathy may go unnoticed by adults, it does not go unnoticed by the children that they are educating. They have the ability to detect whether or not their teacher is being authentic and exuding true empathy. It is a skill they have acquired from life experiences.

Many children of color who have been marginalized and who have experienced trauma, have the keen ability to decode the body language of those around them and look at non-verbal cues. In "Childhood Trauma and Body Language," author Hosier describes these cues as micro facial expressions, intonation, posture, muscular tension, movement, and gestures. If they have experienced racial trauma, for their safety, they have learned how to "read' the body language of a cultural group that might have inflicted the harm in previous experiences. If they have experienced community trauma, they have learned to decode the body language of those that

may inflict violence upon them or a loved one. This also holds true if they have experienced traumatic events within their families. For example, I grew up with an alcoholic father. When my father was sober, he was the ideal dad who was very warm and inviting. I recall sweet memories filled with joy and laughter. However, if he returned home drunk, he was verbally abusive, cold, or sometimes even overly loving. As an expert in trauma-informed schools, author Susan Craig explains the concept of hypervigilance, or survival bias, that develops in children who have experienced chronic trauma (53). I was that child who was, and continues to be, hypervigilant. Children who have experienced chronic trauma can develop a sensitivity to perceptions of threat (Craig 53). When my father came home, I could "scan" his body and discover within seconds if he was sober or drunk. The sooner I could discover this information, the sooner I would know whether to avoid or hide from my father for my safety. When children who have been marginalized and have experienced trauma arrive at school, they come with these skills. They are able to read the body language of their teachers. Hosier explains, "Body language represents the sub-text (which is often a much more profound level of communication through which the speaker may – often inadvertently – reveal his / her true feelings)." Children in our urban schools are able to detect if their teachers are sincere. They are able to detect if the words coming out of their teacher's mouth "match" the sub-text they have read from their body language. If there is a disconnect between their teacher's words and the sub-text, trust in their relationship is threatened. Because of these implications, educators must move from false empathy and respond with the empathy that children's humanity calls for.

For educators to be able to respond in such a manner, they must be taken through a process of expanding their knowledge of their students' backgrounds and unique needs. By doing so, they are able to see the whole child before them and understand the conditions that will allow

them to thrive. These educators will know how to respond in an empathetic way that builds trust with these children. School leaders need curriculum that develops an educator's cultural consciousness by providing an in-depth knowledge of the historical context of the community they teach in and an understanding of the complex generational trauma that these communities and families have endured. Warren and Hotchkins validate this idea when they write, "Understand[ing] oppression from the perspective of the oppressed also helps the ally develop competency around the priorities of the oppressed" (270). Educators need to learn the importance of establishing trusting relationships and interpersonal skills that result in deeper connection and feelings of closeness with their students. This stage encourages educators to exude true empathy and trust towards the students they teach. Only then will children will be able to become deeply rooted in their relationship with their teacher and the learning community.

The Roots Stage

When a seed absorbs water and nutrients from the soil, it begins to grow roots. To develop, the roots need loose soil, freedom to explore, and use their innate skills to overcome obstacles (Live Science Staff). Similarly, in this stage, children exercise their autonomy and explore boundaries and limitations of their surroundings. Because of this, educators must understand how seeking to control their students can be detrimental to their development. In cross-cultural interdependent relationships, educators understand various bases of power and the most effective form to guide and influence the behavior of their students and support their social emotional needs in a way that promotes mutual respect and trust.

But for many educators in culturally diverse, urban schools, they do have this understanding. They demand the respect of students by exerting harmful forms of power,

incidentally, most students perceive this threat, causing them to try to exert their own dominance. Here is an illustration of how this power struggle manifests in classrooms at many urban schools:

During fifth period Algebra, seventh grade student Miguel took out his cell phone to send a text message. His teacher, Mrs. Johnson, noticed this and immediately responded.

"Miguel, please put your cell phone away."

"I will in a sec Mrs. J. I just gotta send this text right quick!" exclaimed Miguel.

In an authoritative tone, Mrs. Johnson said, "No! You'll put it away right now. Cell phone use is not allowed in this classroom."

"But my mom just…."

Mrs. Johnson cut off Miguel and stated firmly, "Stop arguing with me little boy! I said put it away!"

"I ain't your little boy! Don't be comin' at me, crazy!" retorted Miguel.

Mrs. Johnson angrily responded, "Don't you dare talk to me that way. I am your teacher! My rules stand in this classroom. If you don't like it, you can get out!"

In this scenario, Mrs. Johnson had a level of relationship with her student Miguel. That is evident by the fact that Miguel felt a level of safety to call his teacher Mrs. J. However, in power struggles such as these, setbacks in trust building can occur causing both teacher and student to withdraw from one another.

To avoid these setbacks, educators must first understand the nature of power, how students perceive it, and the impact it has on them. In the article "Power in the Classroom I: Teacher and Student Perceptions," authors McCroskey and Richmond begin by exploring the various definitions that exist for power. One narrow definition is that power "refers to a teacher's ability to affect in some way the student's well-being beyond the student's own control" (176). Another

definition is a teacher's "potential to have an effect on another person's or group of persons' behavior" (176). The authors offer yet another definition that says power is "the capacity to influence another person to do something he/she would not have done had he/she not been influenced" (McCroskey and Richmond 176). The commonality in these definitions is influencing a change in behavior, attitudes, or beliefs. This is true in the scenario with Mrs. Johnson and Miguel. Below the surface, Mrs. Johnson wanted Miguel to submit to the class rule regarding cell phone use. However, due to her breakdown in communication, she lost all respect with her student and a fight for power ensued.

As we see in this scenario, power and communication "are closely interrelated" (175). Without proper communication, the teacher becomes powerless. How the teacher communicates with his/her own students determines the level of power, or influence, over his/her own students. Conversely, the type of power that an educator exerts also will have an impact on the relationship with his/her students. McCroskey and Richmond explore the studies of French and Raven and their concepts or bases of power. French and Raven believe that power is determined by the perceptions of the individual whom the power is being exerted upon (McCroskey and Richmond 176). Taking French and Raven's five potential bases of power, McCroskey and Richmond explore how they manifest in the context of a classroom.

The first base of power is coercive power. This base of power is dependent on the understanding that students will be punished if they do not conform to the teacher's attempt to influence the student (McCroskey and Richmond 176). The strength of the teacher's power is based on the student's perception of whether or not negative consequences will be implemented at all by the teacher and to what degree they will be implemented. If a teacher does not follow-through on discipline, their power is lost. An example of coercive power is when a teacher tells a

student that he/she is going to call the student's guardians if they do not stop talking in class. The student tests the teacher by continuing to talk. The teacher continues the lesson with these same repeated warnings. Because the teacher did not follow-through on the call home, the student is no longer influenced by the teacher's words.

The second base of power is reward power. This power is based on the student's perception of the teacher's ability to reward the student for compliance (177). The reward can be in the form a positive reward or the removal of a negative consequence (McCoskey and Richmond 177). I witness this base of power often at my current job working with traumatized youth. In the middle school Counseling Enriched Classroom (CEC) that these students are placed in, there is an economy system in place to reward students by earning points for completing classwork, staying on task, being respectful towards one another, showing up to class, and verbalizing their needs. They are a challenging group of students to work with and often test the limits of what is allowed. One of my coworkers has had difficulty establishing trusting relationships with our students. They do not really listen to her at all when she attempts to direct them in any capacity. She has resorted to reward power. She rewards students for the simplest things that require little responsibility on the student's part. As a result, students only do things the things she asks if she rewards them, otherwise they disregard her. You can hear them say, "Ms. Maria, if I sit in my seat, will you give me some chips?" She complies with them. If she denies their request for snacks, they immediately disregard her. In these situations, a balance of power rarely exists.

The next base of power is legitimate power. This power is referred to as "assigned power" (177). It is based on the student perception that his/her teacher has the "right to make certain demands and requests as a function of her/his position as 'teacher'" (177). This base of power often is associated with tasks such as the daily schedule in class or the units of study the class will

work on. For example, a student athlete will complete running drills, sit-ups, and push-ups because they are "legitimate demands" from the person who is in the role of their coach (McCoskey and Richmond 177). This base of power does not extend beyond such tasks.

The fourth base of power is expert power. This power is based on the student's perception of the teacher being "competent and knowledgeable in specific areas" (McCoskey and Richmond 177). The more the student views the teacher as competent, the more the information will be accepted. This form of power directly relates to the influence of cognitive growth. In the classroom, the more prepared a teacher can be, the more expert power they will possess. Conversely, when a teacher appears before the class uncertain and not prepared, a teacher's credibility with his/her students will be lost.

The final base of power is referent power. This base of power stems from "the student's identification with the teacher" (McCoskey and Richmond 177). The more a student is drawn to the qualities of the teacher, the more power the teacher will have. Additionally, the more a student identifies with their teacher, the more influence a teacher can have. An example of this base of power would be a student having a teacher who grew up in similar circumstances as them such as living with a parent in prison. The student will more easily accept the guidance of their teacher because they identify with them and feel as if they are understood.

In schools around the nation, these bases of power can be seen daily. Though they may be effective some of time, they are not effective for sustaining a respectful and trusting environment. Bases of power often shift from educator to student and back again causing instability in their relationship. Educators expand their cultural consciousness when they have a paradigm shift in the base of power they build their relationships on. The most sustainable base of power that educators must build their relationships on is "copowerment" (Inslee).

For cross-cultural interdependent relationships to thrive, educators must utilize a base of power that respects a student's autonomy to explore boundaries and limitations of their surroundings and allows for an educator to guide them through challenges they may face. Dr. L. Forrest Inslee, Chair and Professor of Global Studies at Northwest University, offers a base of power called copowerment that allows for such conditions. He defines copowerment as "a mutual exchange through which both sides of a social equation are made stronger and more effective by the other." Throughout education, the term empowerment has been used. The Merriam Webster Dictionary defines empowerment as the "granting of power, right, or authority," and it is this definition that has been commonly utilized in education. This definition implies that one individual in a relational equation holds all the power, rights, and authority and grants it to the other individual who possesses none. This is what we see in classrooms today, especially in those in cities like Richmond and Oakland, California. Educators are keepers of knowledge, and students attend class as empty vessels to be filled by their teachers. Educators have all the power and authority, and students must follow them without question. The relationships between educators and students is one directional. In cross-cultural interdependent relationships where copowerment exists, both sides of the equation have "inherent value and all have much to offer" (Inslee). In these relationships, both individuals play the student at various times and learn from one another. This is accomplished through humility and listening first on the educator's part. Seneca therapist Means elaborated on this concept in an interview when she explained, "There's always room to grow and aspire towards that and I am humble enough to know that this is what I bring. There are some ways I won't be able to help some clients…[I have to be] aware and be humble enough to hold that" (22:24-22:32) When this foundation of listening and humility is established, students accept a

teacher's use of authority in situations where it matters such as during a lesson or in situations where a student's safety is a concern.

In the article "The Teacher-Student Relationship in Secondary School: insights from excluded students," author Eva Pomeroy explores the viewpoint of thirty-three students who have been excluded from the public education system. Her study sought to understand the educator qualities that "either foster or hinder the development of positive relations" with his/her students (465). The study showed that the most common and consistent problem that students voiced was their teacher's inability to listen. In the study, one student named Danni states, "When I went to went to talk to 'em, like if I got in to trouble, they wouldn't hear my side of the story. They'd take other people's side of the story, but they just wouldn't listen" (470). This same sentiment is echoed by Stege's Vice Principal. She explained, "When students are sent to my office, the first thing I do is ask them for their side of the story. After hearing it, I investigate and find out that many times they were correct and not at fault" (Sanchez). In both these cases, the student point of view is not valued enough to be heard by their teachers. Educators believe they are correct and justified to exercise their authority over the child. In other of Pomeroy's cases, students simply did not feel cared for as a result of their teacher not listening. One student, Sarah, stated, "…When I'd tell the teacher that I was annoyed, they wouldn't listen to me, and tell me to shut up and sit down. And that's when I started arguing with the teachers" (Pomeroy 470). By not feeling heard, Sarah engaged her teacher in a power struggle. If copowerment existed, the educator would respond to Sarah's annoyance with an inquiry stance, seeking to understand the source of Sarah's emotional state and ways in which he/she could support her in it. In this alternate reality, Sarah could explain the cause of her upset, and the educator could learn more about the social emotional needs of her

student. Likewise, Sarah could learn about the school resources available to her and develop skills from her teacher to help her in similar situations in the future.

Similar to listening, many students complained about the hierarchy that exists in the social system of the school. The students interviewed in Pomeroy's study all identified a "hierarchical imbalance" in their relationships with their teachers with them holding a greater share of power (475). In the study, a student named Tuscar explains, "Like just cause they like try and teach me how to work and that, think like they higher than you, and things like that" (475). Tuscar's sentiments were not in isolation. Other students did not understand why simply because of their age they have to give respect, but do not deserve respect back (475). Additionally, these excluded students grieved that more well-behaved students are higher than them in the classroom hierarchy defined by their teacher's expectations. In these hierarchical systems, worth and value are given according to position. When asked about their preferences, their ideal form of power-sharing included educators viewing "students as cultural resource persons and to listen to their self-expression" (Pomeroy 479). In cross-cultural interdependent relationships with copowerment as a foundation, educators must humble themselves and lay their privileges of power and authority aside. In these relationships, educators can exercise humility by acknowledging their faults, exhibiting fairness, withholding premature judgement, not being easily offended, and being willing to humanize themselves. These are the qualities that students are asking for, especially those who have been marginalized by the school system.

In the seed stage, copowerment is needed for the sustainability of the relationship between an educator and their student so they can be deeply rooted in the learning community. Rather than seeking to control every move of student, educators must establish their relationships on forms of power than allow freedom of student exploration while allowing educators to

positively influence this journey. Educators must reflect upon the forms of power they have previously relied on and honestly evaluate their effectiveness. A curriculum is needed that guides them through this rooting stage and supports them in discovering methods for setting a new foundation of listening and humility. It is this foundation that will allow both educator and student to exchange ideas, learn from one another, and be mutually strengthened in the branches stage.

The Branches Stage

Once plants have taken root, plants begin to grow above ground. A plant's branches begin to spread, but support is needed so that the wind and other elements do not damage it. In the branches stage, it is imperative that educators know how to build a culturally supportive classroom. For this to happen, they need to move beyond celebrating the surface or folk culture of their students (Hanley). They must be intentional with affirming the identities of their students by addressing the cultural beliefs, values, rules, and strengths of their students in classroom practices. Additionally, they must work to maintain trust and respect in their cross-cultural interdependent relationships through the use of effective communication and conflict management skills.

Many educators claim to celebrate diversity, be culturally inclusive, or cultivate a multi-cultural classroom. However, in reality educators merely address shallow, or folk culture understanding of their students. Author Jerome Hanley explains Gary Weaver's work on cross-cultural stress and stages toward building cultural competency. In his work, Weaver uses the image of an iceberg to explain the various depths of culture. The tip of the cultural iceberg is considered the shallow depth of culture, or folk culture, which includes "the arts, folk dancing dress, cooking etc." The shallow depth of culture are things that are visible or can be easily

identified (Hanley). Similarly, author Dr. Paul Richards explains that what is visible at this depth of culture are the "Five F's" or "food, fashion, famous people, festivals, and flags." Most educators operate their classrooms within this level. They celebrate Black History Month and honor the accomplishments of individuals such as Martin Luther King Jr. and Ruby Bridges. They have multi-cultural celebrations where students and their families cook foods that represent their cultures. Schools have international days where flags of different countries are posted in the hallways and students write country reports. While it is commendable to take the steps to acknowledge students in these areas, this depth of culture only addresses 10% of the students' culture. To only address shallow culture means that 90% of a student's identity is neglected. Deeper culture is characterized by elements such as "cultural characteristics of language, gender and age roles, and family dynamics" (Richards). Other key elements found in deeper culture are an individual's approach to interpersonal relationships, views of authority, body language, and personal expression (Hanley).

Educators begin to move beyond the surface level by examining their students' culture and analytically juxtaposing it with their own. Determining how they are similar and different is the first step before constructing a culturally supportive classroom. They accomplish this by using Hofstede's Cultural Dimensions Model that has been the standard for understanding cultural differences. In the late 1970's, Psychologist Dr. Geert Hofstede completed his decades of research after studying people who worked for IBM in over 50 countries (Mindtools Content Team). From his research, he discovered six dimensions that distinguished one culture from another as illustrated by the Power Distance Index and Long- Versus Short-Term Orientation. By examining how these dimensions function in the context of the classroom, educators can construct a classroom that is inclusive of their own and their students' deeper cultures.

The cultural index of Individualism versus Collectivism describes the interpersonal connections between people within a community. A high collectivist society has strong interpersonal ties and remains loyal to their group above societal rules. In highly individualistic societies, weak ties exist and less responsibility is held for others. Stege Elementary's Vice Principal explained a situation where one of the White teachers in her school came to a realization about his African-American and Latino students. She stated:

> He had been having difficulty with his class remaining quiet and paying attention. He came up to me one day saying, "I realize that my students are very social and just want to be together. I have been fighting against this all, and they have been battling against me as a result!" (Sanchez)

This knowledge of his students being part of a highly collectivist culture helped him to address a real challenge he had been facing. He started researching collaborative strategies to use in his classroom practice.

These deeper cultural differences are not visible and easily identifiable. Rather, educators must spend a considerable amount of time analyzing their own culture and getting to know their students in a more personable way. This process forces educators to go beyond the surface to discover the cultural beliefs, values, and rules that guide themselves and their students. Neither side of Hofstede's dimensions are wrong; they are just different. When educators have a better understanding of these deeper levels, they can identify the values that cause cultural clashes in communication and can be proactive in addressing them. In contrast, by understanding the ways in which they are culturally similar to their students, educators can be intentional in strengthening their relationships with them in these areas. Educators can also use this information to help students articulate their own cultural needs when they may differ from the

dominant culture of the school or teacher. Additionally, Hofstede's model can be utilized intentionally as a means of copowerment because it encourages *both* educators and students to learn about each other's cultures.

In addition to examining and addressing the deeper levels of culture, educators affirm the strengths, or cultural capital, of their students in a culturally supportive classroom. Dr. Tara J. Yosso is a well-known researcher and author in the subject of Critical Race Theory. Her Cultural Wealth Model examines six forms of cultural capital: aspirational, familial, social, navigational, resistant, and linguistic capital. This model's appreciative standpoint claims that students of color enter the classroom with these strengths and talents that have been developed in their families and communities. From preschool to high school, I have observed students' familial and social capital in action. These forms of capital manifest in their ability to commit to family, extended family, and community members to draw the coping, caring, emotional, and moral resources they provide (Yosso 78). I worked with one group of preschoolers who are strong examples of utilizing familial and social capital. This group consisted of two African-American and one White classmate who formed a strong bond. These three played and asked to do work together. They moved from friends and begin calling each other brothers. However, when other students threatened or harmed one of the three, the other two would retaliate, even against staff if they felt it necessary. Many educators have witnessed these forms of capital in action at various ages and have mistaken them for weaknesses or deficits. However, when educators have an expanded cultural consciousness, they learn to leverage the cultural capital of students. At the high school I work at, one English teacher provided a great example of this appreciative standpoint. Students had to create presentations that covered any African-American person from the past or present. Not only did his classroom contain a vast collection of books of the lives of African-Americans

from all realms of society, but he gave them the option of creating a rap, song, or poem for their presentation. This teacher leveraged his students' linguistic capital and their ability to produce stories through song with rhythm, vocal intonations, and rhyme. In this classroom, both educator and students were harmonious in their relationship and highly motivated and engaged in their work.

In addition to addressing and affirming the deeper cultural values of students, culturally supportive educators are proactive and intentional with utilizing effective intrapersonal and interpersonal communication skills to sustain respect and trust in their relationships. Educators must be skilled at communicating with their students in ways that allow them to feel safe enough to take academic risks. These educators must also exhibit high levels of emotional intelligence, or the ability to "regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope" (Goleman, Emotional Intelligence 34). All of these qualities are vital to the health of the educator-student relationship.

Two researchers, Ann Frymier and Marian Housier, explored the teacher-student relationship as an interpersonal relationship. One of the conclusions of their research was that teaching involved two key elements: content and relationships. Their evidence shows that teaching is personal communication. Educators who are skilled in personal communication not only have students who feel close to them relationally, but also learn better from them. Their study focused on eight interpersonal communication skills such as conversational, narrative, persuasive, and conflict management. These skills are comprised of micro behaviors such as verbal and non-verbal immediacy (the feeling of closeness). Verbal immediacy consists of behaviors "such as calling students by name, asking students about themselves, and asking for

students' opinions" (Frymier and Housier 209). Non-verbal immediacy includes behaviors like moving around the classroom, smiling at students, and utilizing different vocal intonations.

Of the eight communication skills, the study demonstrated that the nonaffectively-oriented communication skills (persuasive, narrative, referential, and conversational) have greater positive impact on the teacher-student relationship than the other four affectively-oriented communication skills. In my research of teacher-student relationships, educators who are strong in the nonaffectively-oriented communication skills are those most favored by students. The high school aged students I work with refer to two teachers as "chill" and cool. In my observations, these educators have strong conversational skills and spend time asking their students questions about their vacations, weekends, or how their family or people they care about are doing. One of the teachers has strong narrative skills. He once taught a poetry lesson using soup cans props while telling animated stories of Andy Warhol. A few of his most challenging students exclaimed phrases like "You're crazy!" and laughed hysterically. His entertaining story telling engaged his students and made his class enjoyable. Educators who effectively utilize these interpersonal communication skills foster classrooms where students are free to "'Ask stupid questions,' or ask for feedback and clarification." They create safe learning environments and make it easier for students to take academic risks (Frymier and Houser 209-217). Educators who have not developed these essential communication skills run the risk of creating relational distance with their students which results in an unsafe learning environment.

While it is important for educators to develop these communication skills further, conflict will inevitably rise in the classroom. How an educator responds in these situations will either build or destroy trust with their students. An educators' emotional intelligence (EI), or the ability to "motivate oneself and persist in the face of frustrations; to control impulse and delay

gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope," is a key trait needed to maintain cross-cultural interdependent relationships (Goleman, Emotional Intelligence 34). Emotional intelligence is comprised of four main competencies:

1. Self-Awareness – Knowing one's internal state
2. Self-Management – Managing one's internal state
3. Empathy and Social Awareness – Awareness of other's emotions, needs, concerns
4. Relationship Management – Ability to influence desirable responses in others (Goleman, "Emotional Intelligence")

Researchers Nina Dolev and Shosh Leshem conducted a study regarding the impact of intentional EI professional development for educators. They explain, "Teachers feel strongly about different aspects of school life and as compared with other professions, emotions manifest themselves more frequently and at higher intensity among teachers" (22). Educators today have students coming to school dealing with a wide range of emotions. The ability to handle their own emotions, while supporting the demands of their student's social-emotional development, is crucial. In my fieldwork research at Seneca Family of Agencies, I observed a therapist who consistently exhibited high levels of emotional intelligence with her clients. They were often emotionally dysregulated resulting in verbally and physically assaultive behaviors towards their peers and adults. When she engaged with students in these moments, she rarely showed signs of frustration, discomfort, or emotional distance. Rather, she continued to set behavioral limits while reinforcing her care for her clients. She lowered her body to the child's level, exuded a relaxed face, and spoke in a conversational tone. It was obvious that she kept at the forefront her desire to not negatively reinforce her clients distrusting internal working model. She is an

example that proves that these skills are associated with high levels of educator effectiveness (25). These emotional intelligence skills can be developed at any age level through training. Dolev and Leshem's findings showed that educators who went through EI training gained enhanced self-awareness, were more accepting of their student's diversity, became less judgmental, and more knowledgeable of their student's emotions and personal lives (33). Because of these findings, this skill should not be ignored. It should be intentionally developed in educators in culturally diverse, urban schools.

In order to maintain the trust in their cross-cultural interdependent relationships and create culturally supportive classrooms, educators must invest move beyond addressing surface culture and must be intentional with learning and evaluating the integration of their students' cultural beliefs, values, rules, and strengths. Through the development of effective communication skills and high emotional intelligence skills, educators maintain the trust built in previous stages. When educators are actively and continuously engaged in developing these skills, they cultivate a learning environment where students can thrive.

Conclusion

Theodore Roosevelt once said, "People don't care how much you know until they know how much you care." This could not be any truer for educators hired in culturally diverse, urban schools. While most educators hired in these schools have good intentions for their students, they are unaware of the cultural miscues and forms of miscommunication that inflict harm upon their students. They face unique challenges due to the racial, community, and family trauma that their students have experienced in their lives. When the educator's own culture and social economic background do not reflect the students they teach, students of color are often excluded from their classroom communities for not assimilating to educator-specific cultural norms and values. For

these reasons, it is crucial that educators establish trusting relationships with their students and create culturally supportive classrooms where students can feel safe enough to take academic risks and thrive. Educators in the San Francisco Bay Area must cultivate an expanded cultural consciousness so that their teaching will be more effective and cross-cultural interdependent relationships with their students can thrive. The following curriculum will assist school leaders to support educators in developing these relationships.

Appendix A

Branching Out: Cultivating Cross-Cultural Interdependent Relationships

CURRICULUM OVERVIEW

Thriving is a word often associated with life, flourishing, and growth. With the optimal conditions and nutrient rich soil, the tiniest seed or acorn can grow into a thriving redwood or oak tree. Human development is no different. All children have the capacity to learn if the conditions are safe, nurturing, supportive, and they feel a sense of belonging. In cross-cultural interdependent relationships, students are given these optimal conditions needed to thrive.

Branching Out curriculum supports educators in developing cross-cultural interdependent relationships with the students they serve. These educator-student relationships include adults who are capable of seeing the whole child and embracing them without conditions, while establishing trust so that their students can be open to learn about and from them. For educators to cultivate these relationships, they must be guided through four crucial modules.

The Soil Stage

In this stage, educators learn to be a type of soil that is free of weeds, rocks, or any objects that can stunt the growth of seeds, or their students. They do this by reflecting on their own assumptions, biases, privileges, culture, personal experiences, and values that have shaped their mindsets and narratives about their students. Through on-going reflection on such matters, they grow to see their students beyond stereotypes, generalizations, and perceived negative behaviors. In this module, educators explore their:

- Life Experiences
- Personal Value System
- Family Dynamics
- Privilege
- Biases and Stereotyping

The Seed Stage

A gardener needs to understand the needs of a seed before planting. This includes understanding the best time of year to plant, the amount of sun or shade for optimal growth, and how often it should be watered. In this stage, educators go through a process of learning the unique needs of their students. This involves learning about the historical context of the social location they teach in, the challenges and strengths of the community, and the experienced trauma of their students. In this module, educators focus on these topics:

- Exploring Mindsets
- Trust and Safety
- Social Location
- Historical and Racial Trauma
- Childhood Trauma
- Attachment Theory
- Internal Working Model

The Roots Stage

When a seed absorbs nutrients from the soil, it begins to take root. The growing root needs loose soil, room to explore their environment, and discover ways to overcome obstacles. In this stage, educators must understand the various forms of power between educators and students and how these power dynamics play out in their relationships. They also learn how power struggles can negatively impact learning outcomes. By exploring various bases of power, educators can support the development of students' social skills and other challenges they may face. In this module, educators focus on these topics:

- Bases of Power
- Copowerment and Listening

The Branches Stage

When roots have taken hold, plants and trees begin to break ground. Parts of the plants are now visible and support may be needed as it grows stronger. In this stage, educators bridge the gap between themselves and their students by incorporating cultural norms and values of their students in their classroom practices and affirming their cultural capital. They intentionally cultivate a safe and supportive learning environment for their students by utilizing communication and emotional intelligence skills that sustain the respect and trust in their relationships with their students. Through this process, the identity of the student is strengthened. In this module, educators focus on these topics:

- Shallow versus Deep Culture
- Hofstede's Cultural Dimensions Model
- Cultural Capital
- Interpersonal Communication Skills
- Emotional Intelligence

School leaders must guide educators through this crucial four stage process to cultivate cross-cultural interdependent relationships. Only then can classrooms become thriving learning communities and bring needed change to culturally diverse, urban schools. The framework in this curriculum will support school leaders to accomplish this task.

Appendix B

GROUP NORMS

For optimal learning to occur and to maintain unity, group norms or relational agreements are necessary. Due to the nature of the content found in this curriculum, the following group norms are suggested:

1. We will not allow familiarity to rob of us opportunities to grow.
2. We will keep our students at the focus of our learning.
3. We will focus our discussions on what is within our control.
4. We will gently speak our truth.
5. We will come prepared to actively engage in the work.
6. We will maintain equity of voice.
7. We will maintain confidentiality.
8. We will withhold judgement and seek to understand.
9. We will be honest with ourselves.
10. We will agree to disagree.

Appendix C

CURRICULUM SCOPE AND SEQUENCE

	Title	Topics Addressed	Sessions
Module 1	Soil Stage	• Life Experiences • Personal Value System • Family Dynamics • Privilege • Biases and Stereotyping • Single Story Narratives	7
Module 2	Seed Stage	• Exploring Mindsets • Trust and Safety • Social Location • Historical and Racial Trauma • Childhood Trauma • Attachment Theory • Internal Working Model	7
Module 3	Roots Stage	• Bases of Power • Copowerment and Listening	2
Module 4	Branches Stage	• Shallow versus Deep Culture • Hofstede's Cultural Dimensions Model • Cultural Capital • Interpersonal Communication Skills • Emotional Intelligence	6

Appendix D

MODULE 1 OVERVIEW: THE SOIL STAGE

Session	Guiding Question	Topic	Activity	Objective	Time
1	What makes you who you are?	Life Experiences	Personal Roadmaps	Educators will understand how life experiences shape the people they become.	1 hour
2	What makes you who you are?	Personal Value System	Build Your House	Educators will prioritize their personal values and explore how they guide them in different realms of life.	1 hour
3	What makes you who you are?	Family Dynamics	Family Mapping	Educators will understand how their family dynamics shape their relationships and communication.	1 hour
4	What makes you who you are?	Personal Privilege	Privilege Stations	Educators will self-identify their privileges and understand how they function in different contexts.	1 hour
5	What makes you who you are?	Privilege and Relationships	Privilege Walk	Educators will understand how privilege can lead to relational distance.	1 hour
6	What makes you who you are?	Personal Biases	Implicit Bias Quiz	Educators will identify their own implicit biases.	1.5 hours
7	How does your identity impact how you view the children you serve?	Single Story Narratives	TED Talk Discussion	Educators will explore their personal identities and understand how they shape mindsets about children of color.	1.5 hours

Appendix E

MODULE 2 OVERVIEW: THE SEED STAGE

Session	Guiding Question	Topic	Activity	Objective	Time
1	What does trust and safety look like to you?	Trust and Safety	Trust and Safety Cards	Educators will explore different definitions of trust and how they impact relationships.	1 hour
2	How did we get into the box?	Self-betrayal	Human Gallery	Educators will understand the concepts of in the box thinking, self-deception, and how to get out of the box.	1.5 hour
3	What caused the pain?	Social Location	SF Bay Area History	Educators will expand their understanding of the social location they work in.	1.5 hours
4	What caused the pain?	Historical and Racial Trauma	Effects of Historical and Racial Trauma	Educators will understand the effects of historical and racial trauma on students of color.	1 hour
5	What caused the pain?	Childhood Trauma	Adverse Childhood Experiences (ACEs)	Educators will understand the effects of adverse childhood experiences on child development.	1 hour
6	How do we develop healthy attachments?	Attachment Theory	Attachment Yarn Activity	Educators will understand how attachments are created and the importance of establishing secure attachments with students.	1.5 hours
7	What do children believe about themselves and their perception of the world?	Internal Working Model	IWM Child Review	Educators will understand how a child's attachments and traumatic experiences shape perceptions of self and the world.	1 hour

Appendix F

MODULE 3 OVERVIEW: THE ROOTS STAGE

Session	Guiding Question	Topic	Activity	Objective	Suggested Time
1	How is mutual respect cultivated?	Bases of Power	Role Play	Educators will understand the five bases of power and how they can be used effectively.	1 hour
2	How is mutual respect cultivated?	Copowerment and Listening	Partner Interviews	Educators will understand that listening is an effective method of understanding a child's needs and validating their humanity.	1 hour

Appendix G

MODULE 4 OVERVIEW: THE BRANCHES STAGE

Session	Guiding Question	Topic	Activity	Objective	Time
1	How do you affirm the culture of children?	Shallow versus Deep Culture	Cultural Iceberg	Educators will be able to distinguish between shallow and deep culture.	1 hour
2	How do you affirm the culture of children?	Cultural Capital	Team Posters	Educators will discover ways to identify and leverage the cultural capital of their students	1 hour
3	How do you effectively communicate with students?	Interpersonal Communication Skills	Role Play	Educators will understand different interpersonal communication skills needed for effective communication.	1 hour
4	How do you effectively communicate with students?	Interpersonal Communication Skills	The Escalation Cycle and Regulation Strategies	Educators will understand the Escalation Cycle and develop the skills to regulate their students' emotions in crisis situations.	1 hour
5	How emotionally intelligent are you?	Emotional Intelligence: Self-Awareness and Self-Management	Personal Triggers and Self-Care Plan	Educators will identify their personal triggers and create a self-care plan for coping with negative emotions.	1 hour
6	How emotionally intelligent are you?	Emotional Intelligence: Social Awareness and Relationship Management	Four Motives of Dysregulated Behavior	Educators will identify the motives of dysregulated behavior and how to influence positive behavior.	1 hour

Appendix H

MODULE 1 LESSON PLANS: THE SOIL STAGE

Module 1: Soil Stage	Session: 1
Topic: Life Experiences	Time Required: 1 hour
Guiding Question: What makes you who you are?	

LESSON OBJECTIVE:

Educators will understand how life experiences shape the people they become.

Materials	
Computer with Internet access Projector Personal journals	Chart paper or PowerPoint slides Paper (the larger the sheet the better) Colored pencils/markers Paper or electronic evaluation

LESSON STRUCTURE:

Time	Introduction
5 min	1. Post the following quote for participants to read. "Every experience in life, everything with which we have come in contact in life, is a chisel which has been cutting away at our life statue, molding, modifying, shaping it. We are part of all we have met. Everything we have seen, heard, felt or thought has had its hand in molding us, shaping us." – Orison Swett Marden 2. In pairs, have participants answer the following questions: • What does this quote mean to me? • Have a few participants share out their answers to the question or what they discussed.

Time	Main Content
15 min	1. Frame the session for participants. *In this Module, or the Soil Stage, we will start with us. We will learn about ourselves: the good, the bad, and the ugly. As we do this, we will be purging*

	barriers to building relationships with any human, especially our students. It is through this sifting that we become the soil that our students need to grow. This module will contain activities and times of reflection. 2. Frame the activity using the following phrases: *Stories are bridges to your roots.* *Stories are healing.* *Stories connect us together as a common humanity.* *Stories form the lenses from which we see.* 3. Give participants activity instructions. • They will be doing an activity that explores their life experiences. • They will be creating a personal roadmap. • These roadmaps should tell their life stories. • They are free to create it however they'd like. They can draw pictures, make a diagram, or create a timeline. The choice is theirs.
10 min	1. Participants will be given a time of personal reflection. • Educators will have the opportunity to reflect upon one of the events or milestones in their personal roadmap. • They should pick one event or milestone from their personal roadmap to reflect deeper upon. • They should reflect on the following questions in their personal journals: 1. Why did you choose this event? 2. What emotion does it cause you to feel? 3. How did this event shape the person you are today?
10 min	1. In triads, participants will engage in a group discussion. Guidelines: • Share your roadmaps or one milestone. • Speak for no more than 3 minutes. • Share what you are comfortable with but you are encouraged to take a risk.
10 min	1. In triads, participants will engage in a group discussion. • Give them 10 minutes in triads to answer the following prompt: • Choose one life experience. How did this life experience shape the educator you are today?

	• Each group should choose one representative who can share out some ideas that came from their discussion.
5 min	1. Participants will engage in whole group share. • Group representatives share out one at a time. 2. Give participants closing thoughts. *In the next session, we are continuing to learn even more about ourselves and how our experiences shape how we view the world.*
5 min	Participants will fill out an evaluation regarding today's session.

Module 1: Soil Stage	**Session: 2**
Topic: Personal Value System	Time Required: 1 hour
Guiding Question: What makes you who you are?	

LESSON OBJECTIVE:

Educators will prioritize their personal values and explore how they guide them in different realms of life.

Materials	
Computer with Internet access Projector Personal journals	Purple, blue, pink, yellow, and green pieces of paper cut into 2" by 3" slips and writing utensils. Paper or electronic evaluation

LESSON STRUCTURE:

Time	Introduction
5 min	1. Post the following quote for participants to read: *"Values are what we deem important and worthy in life. They inform how we spend our time and energy. We often inherit them from our families of origin, and then add, swap, and/or modify our values based on education and experience as we age. Often times, we walk through this world not really knowing what our values are, which can be problematic. If we don't have a clear understanding of what makes us tick, then we'll have a hard time trying to change pieces of ourselves (or authentically responding to others in a healthy manner)." -A. Kenney* 2. In their personal journals, participants will reflect on the following questions:

	• What thoughts, questions, or wonderings does this quote bring up for you?

Time	Main Content
50 min	1. Pass around the stacks of paper and have each person to take four slips of paper from each of the colored piles. Ask participants to spread out their pieces of paper in front of them so that they can see each card 2. Purple Prompt. Ask each individual to write down on their purple cards, a physical object, product, or item they feel they need in order to function on a daily basis. Offer the following examples to help with the brainstorming: cellphone, car, food, medication, water, shelter, laptop, etc. Once everyone has finished, I usually ask each person to share 1-2 objects that they wrote down with a partner. 3. Blue Prompt. Ask each individual to write down on their blue pieces of paper, a geographical location that is especially important to them. It could be their grandparent's house, the beach (in general), a place to which they have always wanted to travel, or somewhere they worked and/or volunteered. Like before, have each person share 1-2 locations that they wrote down and a brief explanation as to why that place means so much to them. 4. Pink Prompt. Ask each individual to write down on their cards, persons who have made them who they are today. If group members have multiple children, they can write all their kids on one card, but other than that, each card should just have one name. Pets can be included here! Individuals can also write down names of people who are deceased or persons whom they have never met. Have each person share 1-2 they wrote down and a brief explanation as to why they chose those particular people. 5. Yellow Prompt. Ask each individual to write down on their yellow cards, personal or professional goals that they have for themselves (both short and long-term timelines are acceptable). Have each person share 1-2 to goals they wrote down and a brief explanation as to why they chose those particular goals. 6. Green Prompt. This prompt usually takes people the longest to complete. Ask each individual to write down on their green pieces of paper, four significant memories that they always want to remember. Depending on the time, have people share 1-2 to memories. Note that memories are often told in story form and can therefore last longer. 7. Individual Reflection. Once everyone has finished writing, ask participants to take a few moments to look at the cards they have in front of them in silent reflection. If there are some individuals who were not able to fill out all their cards, that is completely fine. They can simply leave whatever cards they want blank. 8. Card Elimination. When working with clients in a partial hospitalization setting, I have come to realize that a preface to the next part of this activity is necessary,

as it can be quite activating for those who are in more vulnerable circumstances. I encourage all participants to follow through with the first two directions. After that, you can share that if the exercise becomes too intense or emotionally laden, persons can stop at whatever step feels most comfortable.

My narrative of this step usually goes something like this:

"This part of the activity is centered on value prioritization, and thus, we will be eliminating cards. Remember that this is exercise is representative, symbolic. So what I am going to have you do is take five cards away and put them in a pile off to the side. This action means that the card you removed is no longer a part of your life – you do not have possession of that item, do not know about that place, have never met that person, are not working towards that goal, and do not have that particular memory."

If group members have blank cards, they are instructed to eliminate those first. Again, if participants want more information concerning the prompt, I encourage them engage with the activity in whatever way seems to make sense to them at the moment.

Once people have taken away five cards, ask them to remove four more. Pause as appropriate to get a gauge on how the process in unfolding. While this is where the "mandatory" directions end, I do urge participants to continue with the process of elimination if they are able. Ask each person to take away three more cards. Pause. Two more. Pause. Take one more card away. This should leave individuals with their "top five" cards. (Facilitators can certainly play with the concluding number of cards and adjust the card elimination steps accordingly.)

9. Sharing. Ask participants to turn to the person next to them and have a conversation about the slips of paper they each have in front of them. This discussion usually takes 5 minutes. Invite pairs to return to the larger group and share a meaningful piece of their partnered conversation with the larger group. The facilitator may also find it helpful to ask more generally how people experienced this activity. (I.e., Was it hard? Were there any surprises? What emotions came up for you during the process of elimination?)

10. Value Identification. Invite individuals to take any two of the remaining cards (not as a gesture of elimination!) that are particularly salient at the moment and think of one "representative" word that adequately captures what this item, place, person, memory, or goal means to them.

11. Value Naming. There are a variety of ways in which this step can be executed. Have participants name the two representative words that they have written on the backs of their cards out loud to the larger group, moving from one person to another around the circled group two times through. After everyone has shared their words in this way, emphasize that what they have in front of them are current values (a rephrasing of the initial activity prompt can be helpful here). Linking the just-shared words of group members with the notion of values can be especially powerful for some individuals, especially if the word(s) that they named are perceived as being unhealthy, negative, and/or unwanted.

	If I have extra time, I usually invite group members to ask one another about each other's values either in pairs or a large group setting. For most people, much conversation can be had about their final cards. 12. Participants will engage in a discussion with an elbow partner. • What was this exercise like for you? • Do you think the values that you identified are evident in how you run your classroom?
5 min	Participants will fill out an evaluation regarding today's session.

Kenney, Alexis. "Personal Value Exploration: An Experiential Activity." *Psychology Today*, 7 Feb. 2018, www.psychologytoday.com/us/blog/theory-knowledge/201802/personal-value-exploration-experiential-activity.

Module 1: Soil Stage	Session: 3
Topic: Family Dynamics	Time Required: 1 hour
Guiding Question: What makes you who you are?	

LESSON OBJECTIVE:

Educators will understand how their family dynamics shape their relationships and communication.

Materials	
Chart paper (1 sheet per person)	Writing utensils
Genogram legend	Paper or electronic evaluation
PowerPoint	Projector
"Family Inventory" worksheet	Computer with Internet access

LESSON STRUCTURE:

Time	Introduction
5 min	1. Play the following YouTube video: The Brady Bunch Theme Song Intro https://www.youtube.com/watch?v=d2JooUMsDdA 2. Frame the session for participants. *The Brady's were an iconic family. A man with three sons meets a woman with three daughters. They fall in love and become an ideal blended family. Though they had a few rough patches, their family became one that viewers wanted to be*

	a part of. Reality is, the viewers had very different experiences than the Brady's which is why they were so appealing. Most of us have families very different from the Brady's as well. Our families shape us, for the good and the worse. Today we will explore this topic further.

Time	Main Content
20 min	1. Give participants genogram activity instructions. • A genogram is a family map documenting the relational bonds that exist between individuals. • You will create your family tree on a piece of chart paper. You should begin with mapping your grandparents, parents, and sibling relationships. If time permits, you can add in extended family members such as aunts and uncles. • Using the legend on the genogram legend, you should map the relational bond that exists between each individual in your family tree. • Genograms are for your own reflection and will not be shared with individuals. Therefore, you should be as honest as possible.
10 min	Educators will now be transitioned into how their family dynamics affect their learning environments. 1. Project the following case study: *As a child, Tina had an unstable home life. Her mother was both verbally and physically abusive. She was highly critical of her appearance and school performance. Her father, an alcoholic, was inconsistent in his relationship with her. When sober, he was nurturing. When drunk, he was abusive. At the age of ten, her parents divorced. Her father left the home, leaving her to live with her mother and older brother. Two years later, at the age of twelve, her mother moved in with her boyfriend and her older brother left to college. Tina lived by herself in the house through high school. Tina always noticed healthy relationships of her closest friends and family members and desired the nurturing and security they received. These experiences caused Tina to begin giving to those around her that which she had not received from her parents. She became an adult who is extremely giving, encouraging, nurturing, and supportive of her friends. Her passion in life is to make sure everyone around feels accepted and finds a place of belonging. However, because of her family dynamics, she often struggles with personal boundaries. She has difficulty saying no to others in fear of being abandoned by them.* 2. Participants will now complete the Family Inventory worksheet that focuses on two questions:

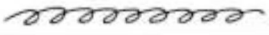
	• Which of your relational strengths have been formed by your family relationships? • Which of your relational weaknesses have been formed by your family relationships?

15 min	1. Give participants instructions for partner discussion.
	• Choose a partner.
	• Find a private location around the room.
	• Use the following questions to prompt your thinking:
	  • In what ways do you see your strengths and weaknesses show themselves in your closest relationships (i.e., spouse, children, best friend)
	  • How do they show themselves with the children you serve?

5 min	1. Participants will engage in a whole group discussion. • Ask three educators to share out some thoughts from their partner discussion. 2. Give participants closing thoughts. *Encourage educators to think about their family dynamics as they engage with individuals when leave today. Practice appreciation for the ways their family positively influenced them. Reflect on ways they can grow in areas where they are negatively influenced.*
5 min	Participants will fill out an evaluation regarding today's session.

Exploring Family Dynamics

Genogram Legend

	Controlling
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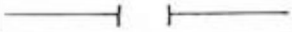	Cut off

Exploring Family Dynamics

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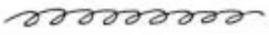	Controlling
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Family Inventory

Directions: Reflect on the following questions and record your answers in the columns below.

- Which of your relational strengths have been formed by your family relationships?
- Which of your relational weaknesses have been formed by your family relationships?

Personal Strengths	Personal Weaknesses

Module 1: Soil Stage	Session: 4
Topic: Personal Privilege	Time Required: 1 hour
Guiding Question: What makes you who you are?	

LESSON OBJECTIVE:

Educators will self-identify their privileges and understand how they function in different contexts.

LESSON STRUCTURE:

Preparation
Create 7 "bead stations" around the room, spacing them so that multiple participants can stand at each station. At each station, place a few bowls of a single-color bead Post 2-3 copies of each privilege list at each station so that several participants can read them

Materials	
Computer with Internet access Projector	Paper or electronic evaluation Cups and string

Time	Main Content
5 min	1. Frame the activity for participants. *Privilege refers to ways that individuals or groups can enjoy advantages based on their real or perceived membership in identity categories (e.g., gender, race, sexuality, nationality, religion, etc.). This exercise is not meant to make anyone feel guilty or ashamed of having or not having particular privilege. However, we will explore how we ALL have SOME privilege, and therefore to also explore how to engage that aspect of our life. We believe it is critical for everyone to reflect on privilege in this way in order to use our individual and collective privilege(s) for equity and social justice. Focus only on your experience.* ***Please do not talk during this phase of the exercise.***
	1. Provide each participant with a cup into which they will place their beads. 2. Give participants instructions:

15 min	• Each station includes a list of 7 statements related to a specific social identity. • Each statement describes one possible example of privilege related to that category's system of oppression and privilege, that is to say, the likelihood that an individual is might experience advantage or disadvantage. • Visit each station, and read every item on each list. As you read a list, for every item on the list to which you can answer, "Yes," take one bead. If your answer to an item on a list is "No," do not take a bead. Do not overanalyze. • When you are finished with every list, you will have a set of beads that represent your composite of privileges. 2. Once you have given instructions, invite participants to circulate among the stations.
5 min	Participants will engage in a whole group discussion using the following question: What it was like to focus on privilege and advantage in this activity, rather than on oppression or disadvantage as we often do in diversity activities?
10 min	In triads, participants will engage in a group discussion using the following prompt and questions: *We asked you to turn your beads into something wearable. What would it mean for you to wear this noticeably for the rest of the day if people around you knew what they represented? What thoughts or feelings would come up?*
8-10 min	In triads, participants will engage in a group discussion using the following questions: Give 2 minutes for participants to answer question before reading the next one. Question: What messages could others take from your set of beads? ○ Context #1: Visiting a foreign country ○ Context #2: Visiting an African-American church ○ Context #3: Visiting an oil mogul's family party ○ Context #4: Visiting a low-income housing community
10 minutes	Participants will engage in a whole group discussion using the following questions: • What emotions did this bring up? • What insight can this give us in connecting with others?
5 min	Participants will fill out an evaluation regarding today's session.

Allen, Brenda J. "Privilege Beads Exercise." *Difference Matters*, 2018. http://differencematters.info/ uploads/pdf/privilege-beads-exercise.pdf.

Sexuality Privilege

1. I have formalized or could formalize my relationship legally through marriage.
2. I can move about in public without fear of being harassed or physically attacked because of my sexual identity.
3. I do not have to fear negative consequences if my coworkers find out about my sexual identity.
4. If I want to, I can easily find a religious community that welcomes persons of my sexual identity.
5. No one questions the "normality" of my sexuality.
6. People don't ask me why I "chose" my sexual identity.
7. I easily can find sex education literature about my sexual identity.

Allen, Brenda J. "Privilege Beads Exercise." *Difference Matters*, 2018. http://differencematters.info/ uploads/pdf/privilege-beads-exercise.pdf.

Ability Privilege

1. I can assume that I will easily have physical access to any building.
2. I have never been taunted, teased, or ostracized due to a disability.
3. I can do well in a challenging situation without being told I am an inspiration because of my ability status.
4. I can go shopping alone and expect to find appropriate accommodations to make the experience hassle-free.
5. I do not have to request special accommodations due to my ability status.
6. If I am not hired for a job, I do not question if it was due to my physical or mental ability.
7. Other people do not think that my mental ability is limited because of my physical ability.

Allen, Brenda J. "Privilege Beads Exercise." *Difference Matters*, 2018. http://differencematters.info/ uploads/pdf/privilege-beads-exercise.pdf.

Gender/Sex Privilege

1. If I have children and a successful career, few people will ask me how I balance work and home.
2. I do not have to think about the message my wardrobe sends about my sexuality.
3. I never worry about being recognized as the sex/gender with which I identify.
4. A decision to hire me will never be based on assumptions about whether or not I might plan to have a family soon.
5. I am less likely to be sexually harassed at work than persons of other gender identities.
6. In general, I am not under much pressure to be thin or to worry about how people will respond to me if I'm overweight.
7. Major religions in the world are led mainly by people of my sex.

Allen, Brenda J. "Privilege Beads Exercise." *Difference Matters*, 2018. http://differencematters.info/ uploads/pdf/privilege-beads-exercise.pdf.

Race Privilege

1. Mainstream media routinely depict people of my race in a wide range of roles.
2. Children in my racial group do not need to be educated about systemic racism for their daily physical safety.
3. I can be sure that if I need legal medical help, my race will not work against me.
4. I can take a job without people thinking I was hired only because of my race.
5. I can do well in a challenging situation without being called a credit to my race.
6. I am never asked to speak for all the people of my racial group.
7. I can go shopping without concern that store employees will monitor me because of my race.

Allen, Brenda J. "Privilege Beads Exercise." *Difference Matters*, 2018. http://differencematters.info/ uploads/pdf/privilege-beads-exercise.pdf.

Religious Privilege

1. I can assume that I will not have to work or go to school on my religious holidays.
2. I can be sure that mainstream media will celebrate the holidays of my religion.
3. My religious views are reflected by the majority of government officials and political candidates.
4. Food that honors my religious practices can be easily found in any restaurant or grocery store.
5. Places to worship or practice my religion are numerous in my community.
6. Most people do not consider my religious practices to be "weird."
7. I do not need to worry about negative consequences of disclosing my religious identity to others.

Allen, Brenda J. "Privilege Beads Exercise." *Difference Matters*, 2018. http://differencematters.info/ uploads/pdf/privilege-beads-exercise.pdf.

Class Privilege

1. I can be sure that my social class will be an advantage when I seek medical or legal help.
2. I am fairly certain that I will not have to skip meals because I cannot afford to eat.
3. I have a savings account with at least a month's expenses in case of emergency.
4. In case of a medical emergency, I won't have to decide against visiting a doctor or a hospital due to economic reasons.
5. I don't HAVE TO rely on public transportation; I can afford my own vehicle.
6. My neighborhood is relatively free of obvious drug use, prostitution, and violent crime.
7. Most experts appear in mass media seem to be from my social class.

Allen, Brenda J. "Privilege Beads Exercise." *Difference Matters*, 2018. http://differencematters.info/ uploads/pdf/privilege-beads-exercise.pdf.

Nationality/Citizenship Privilege (U.S.)

1. If I apply for a job, my legal right to work in this country probably will not be questioned.
2. I will never be denied housing in the U.S. due to my citizenship.
3. I can go into any bank and set up a checking account without fear of discrimination.
4. I can be reasonably sure that if I need legal or medical assistance, my citizenship status will not matter.
5. I do not fear that my employer will threaten me with deportation.
6. If I wanted to, I could travel freely to almost any country and be admitted back into the U.S.
7. If I were a victim of a crime, I wouldn't think twice about seeking police assistance due to my citizenship status.

Allen, Brenda J. "Privilege Beads Exercise." *Difference Matters*, 2018. http://differencematters.info/ uploads/pdf/privilege-beads-exercise.pdf.

Module 1: Soil Stage	Session: 5
Topic: Privilege and Relationships	Time Required: 1 hour
Guiding Question: What makes you who you are?	

LESSON OBJECTIVE:

Educators will understand how privilege can lead to relational distance.

Materials	
Tape roll Privilege statements Chairs (for those with physical disabilities)	Paper or electronic evaluation "Privilege Statements" handout

LESSON STRUCTURE:

Preparation
Find an area where there is plenty of space like a playground, cafeteria, or multipurpose room for the entire group to spread out in a single-file line. Move furniture out of the way allowing the participants to move forward and backwards with ease. At one end of the space, place tape in one long strip for participants to stand on.

Time	Main Content
5 min	1. Frame the activity for participants. *In our last sessions, we explored our privilege as related to our various social identities. Today, we will be diving into this topic further through a group activity.* *This activity requires you to be honest in your self-reflecting. It may cause some uncomfortable feelings. However, the purpose of this activity is not to shame anyone. As you are participating in this activity, be conscious of your thoughts, emotions, and ideas that it brings up.* 2. Transition participants to the designated activity area.
10 min	1. Instruct participants to stand shoulder to shoulder, facing the same direction, holding hands.

	2. Read the following prompt: *I am now going to read a series of statements. If the statement is true to you, take a step forward. If not, stay in place. If you are uncomfortable with admitting a certain statement applies, you can simply wait for the next statement.* 3. Read each statement giving time for participants to move.
5 min	Participants will engage in a time of personal reflection. 1. After all statements have been read, ask participants to sit, kneel, or stand where they are for a few minutes of silent processing. Provide chairs for those that may find this a challenge. Before they begin processing, ask participants to notice their location compared to those around them. Ask them to think about the impact of privilege on relationships. 2. After the silent reflection, ask participants to return to the designated discussion area.
10 min	In triads, have participants reflect on the following questions projected: • Which statements, if any, hurt the most? • What went through your mind as your moved forward or remained in place as the questions were being read? • What did you notice about who was at the front, middle, and back? • How did it feel either having people close to you or not being near anyone at all?
10 min	1. Participants will engage in a whole group discussion using the following question: After completing this activity, how do you think privilege impacts the educator-student relationship in this school?
5 min	1. Give participants closing remarks. As the session closes, ask participants to think about ways that they can leverage their over privilege to close the relational divide that can exist between them and their students.

5 min	Participants will fill out an evaluation regarding today's session.	Paper or electronic evaluation

Privilege Statements

1. Most of my teachers looked like people of my race.
2. I have a savings account with at least a month's expenses in case of emergency.
3. I can look at the mainstream media and find people of my race represented fairly and in a wide range of roles.
4. I was taken to art galleries or the theater growing up.
5. I grew up with both parents in the same household.
6. I have never been harassed due to my weight.
7. My primary ethnic identity is American.
8. I am able to able travel without concern for my mobility.
9. I never think twice about calling the police when trouble occurs.
10. I can move throughout the world without fear of sexual assault.
11. One or more of my parents has a college degree.
12. I grew up being told I was beautiful, smart, and could be anything I wanted to be.
13. I attended summer camp or other activities like martial arts and ballet.
14. I do not have to think about the message my wardrobe sends about my sexuality.
15. I grew up in a neighborhood free of crime and drug activity.
16. My first vehicle was purchased for or given to me.
17. I can make mistakes and not have people attribute my behavior to flaws in my racial group.
18. A lot of books could be found in my home growing up.
19. I have been able to visit a state other than my native state.
20. I can achieve or excel without being called a credit to my race.
21. I can go shopping and be assured most of the time that I will not be followed or harassed.
22. I'm pretty sure that if I go to a business and ask to speak to the person in charge, I will be speaking to someone of my race.
23. I have had a maid or gardener who was a person of color growing up.
24. My ancestors came to the United States by choice.
25. My first language is English.

Module 1: Soil Stage	Session: 6
Topic: Personal Biases	Time Required: 1.5 hours
Guiding Question: What makes you who you are?	

LESSON OBJECTIVE:

Educators will identify their own implicit biases.

LESSON STRUCTURE:

Materials	
Computers with Internet access for each participant is required Projector	Personal journals "Oliver's Media Study Statistics" handout

Time	Introduction
5 min	1. Frame the session for participants. *Today we are going to be exploring the concept of implicit bias. As we take this journey together, I invite you to remain honest with yourself despite how uncomfortable it may be. Before we start this journey, it is important that you have a clear understanding of what implicit bias is and what it is not.* 2. Play the following video: "Peanut Butter, Jelly and Racism" by Saleem Reshamwala https://www.nytimes.com/video/us/100000004818663/peanut-butter-jelly-and-racism.html 3. After the video, ask participants to turn to an elbow buddy and have a quick discussion about their thoughts and emotions that came up while watching.

Time	Main Content
25 min	1. Frame the next video for participants. *We all have implicit biases. It is easy to now take this definition we now have and stay at the surface level with it. That is the comfortable place. However, today we are going to dive deeper into this subject further.* 2. Play the following video:

	"How to overcome our biases? Walk boldly toward them" by Verna Myers https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them#t-586085 3. Participants will engage in an elbow partner discussion using the following question: • What thoughts and emotions that came up while watching?
20 min	1. Frame the activity for participants. *Before we can walk boldly toward our biases, we have to be aware of them and acknowledge them. For this next segment, you will be taking an implicit bias quiz. On this website, you will find several quizzes. Pick one that you feel will be the most meaningful to you as a person or as an educator. When you are done, take some time to reflect on the results of your quiz in your personal journal.* 2. Project the following link: Project Implicit https://implicit.harvard.edu/implicit/takeatest.html
15 min	Participants will engage in an elbow partner discussion using the following questions: • What emotions came up before they took the quiz? • What emotions came up after reading about your results? • Where there any surprises?
10 min	1. Give each participant a copy of "Oliver's Media Study Statistics" handout. 2. Give each participant 3 minutes to read over the statistics. 3. Participants will engage in a whole group discussion using the following questions: • How do these statistics contribute to our implicit biases? • Besides the media, in what other ways can implicit biases form?
5 min	1. Frame the activity for participants. *According to Verna Myer's TED Talk, going boldly towards our implicit biases is one of the ways we can learn to overcome them. One way we can do this is by cultivating authentic relationships.*

	2. Participants will engage in an elbow partner discussion using the following question: • In what ways can we begin cultivating authentic relationships with our students? 3. Give participant closing remarks. After the share, encourage participants to continue the reflection process, take additional quizzes at home, and think of ways they can walk boldly towards their biases.
5 min	Participants will fill out an evaluation regarding today's session.

Oliver's Media Study Statistics

Author Mary Beth Oliver conducted research about the damaging effects of stereotypes toward African-American men in media. Here were her findings:

- News and reality-based entertainment presents a "strong association between African-American male characters and images of violence and aggression" (5).
- In these kinds of programming, African-American males were depicted as criminals more often than actual criminal statistics show.
- In a study done in Chicago, it showed that news stories that focus on crime are more likely to be about African-Americans than Whites.
- In the study, one week of news programming showed "41% of all stories that featured African-Americans pertained to crime, with crime stories representing the most frequent lead story in the newscast" (Oliver 6).
- A six-month study revealed statistics showed more violent crimes were associated with African-Americans than Whites.
- An analysis of media pieces found more images showing African-Americans as more threatening or dangerous.
- Arrests of African-Americans were more likely to be shown with suspects resisting arrest, being handcuffed, and dressed "poorly" (Oliver 6).
- In a study conducted in Los Angeles, African-Americans were more likely to be perpetrators of crime and violence than victims. The study showed opposite statistics for Whites.
- In an analysis of reality-based crime shows such as Cops and America's Most Wanted, unequal representation existed with 61% of Whites shown were cops while 77% of African-Americans and 85.9% of Hispanics were displayed as suspects (Oliver 7).

Oliver, Mary Beth. "African American Men as 'Criminal and Dangerous': Implications of Media Portrayals of Crime on the 'Criminalization' of African-American Men." *Journal of African-American Studies*, vol. 7, no. 2, Fall 2003, pp. 3–18.

Module 1: Soil Stage	Session: 7
Topic: Single Story Narratives	Time Required: 1 hour
Guiding Question: How does your identity impact how you view the children you serve?	

LESSON OBJECTIVE:

Educators will explore their personal identities and understand how they shape mindsets about children of color.

LESSON STRUCTURE:

Preparation/ Materials	
Computer with Internet access Projector for watching videos Chart paper Personal journals	Water-soluble paper (one per person) Large bucket filled with water Space to form a large circle of participants

Time	Introduction
5 min	1. Before the session begins, have each participant chose a student that may challenging to interact with. Have them keep that individual in their thoughts as this session progresses. 2. Frame the session for participants. *Today we are going to be wrapping up all we learning in our previous sessions in this module. To help us with that, we will explore the concept of the single story with the help of author Ngozi Adichie and her 2009 TED Talk.* 3. Play the following video: "The danger of a single story" by Ngozi Adichie https://www.ted.com/talks/83erkeley83a_adichie_the_danger_of_a_single_story #t-43682

Time	Main Content
5 min	1. Frame the activity for participants. *As Adichie mentioned in her talk, the single story is dangerous. It makes it difficult for us to move beyond pity, disgust, annoyance, and anger to connect as human beings. In our previous sessions, we have learned about how who we are and how our experiences shape how we think about and see the world.*

	2. Display titles of previous sessions and privilege lists for review on chart paper. 3. Give participants 2 minutes to reflect about what they learned so far. They can sit silently, talk to a partner, or read/write in their personal journals.
10-12 min	1. Frame the activity for participants. *Many of us have flawed narratives, or single stories, of people because of our life experiences, family dynamics, privileges, and implicit biases. If we are to move toward authentic relationship with those that make us uncomfortable, we must confront the single stories we have of them. We must empty, or rid ourselves, of such narratives so that new, accurate stories can be written. In this activity, you will have the opportunity to begin this process.* 2. Hand each participant a sheet of water-soluble paper. 3. Ask them to confront the narrative that they have of the student they chose in the beginning of the session. 4. Instruct the participants to write down the narrative they have of this student. Give them the following guidelines: • Be as candid as possible • Narratives can be in story form, bulleted lists, or simply labels. • Names of the student should not be written down for privacy.
10 min	Participants will engage in a partner share: 1. Have participant chose a partner. 2. Partner pairs should share with each other the narratives they created. 3. After sharing, partners should reflect upon how this experience felt.
10-15 min	1. Participants will form a large circle in the designated space taking with them their soluble paper. 2. Frame activity for participants. *Now that you have had the opportunity to acknowledge the single story about your student, you now get to sift yourself of these stories. We are now going to do an exercise that will be symbolic of letting go of this flawed narrative.* 3. When they are ready, one participant at a time should say out loud one word from their single stories and place their paper into the water bucket. 4. Once everyone is finished, participants can return to their seats.

5 min	1. Participants will engage in an elbow partner share using the following question: • How they think this session will affect their relationship and with that student and others going forward? 2. Give participants closing remarks. Participants should be reminded: • These single stories we have of our students will not go away easily or immediately. It will take continuous reflection and emptying of such narratives until a new, accurate one is written. • Confront the narratives of other students • We will be moving into the next module that will help us with new narratives.
5 min	Participants will fill out an evaluation regarding today's session.

Appendix I

MODULE 2 LESSON PLANS: THE SEED STAGE

Module 2: Seed Stage	Session: 1
Topic: Trust and Safety	Time Required: 1 hour
Guiding Question: What does trust and safety look like to you?	

LESSON OBJECTIVE:

Educators will explore different definitions of trust and how they impact relationships.

Materials	
"Trust and Safety Reflection" worksheet Chart paper "Forms of Safety" graphic organizer	"How to Apply Maslow's Hierarchy of Needs to Education" By Jody Hanson

LESSON STRUCTURE:

Time	Introduction
5 min	1. Place the following quote on chart paper: "I have learned – that it takes year to build trust, and only seconds to destroy it." - Anonymous 2. Have participants turn to an elbow buddy and share their thought about it. 3. Frame this session for participants. *In the Soil Stage, or Module 1, we focused on learning about ourselves and sifting ourselves of the flawed narratives or single stories we have about our students. In Module 2, or the Seed Stage, we become learning about how we can build trust and safe relationships with our students.*

Time	Main Content
5 min	1. Hand out the Trust and Safety Reflection sheets (one per person). 2. Give participants 5 minutes to silently fill out their reflection sheets.

5 min	Participants will engage in a group share. 1. Have participants get into their grade level teams 2. Participants should share their answers with each other
5 min	Participants will engage in a a whole group discussion using the following question: • What was the purpose of me asking these questions and have you discussed your definitions with each other?
10 min	1. Frame activity for participants. *Next to food, water, shelter, and clothing, trust is the single most important need that we as humans have. In this next activity, we are going read about the importance of trust.* 2. Have participants number off by 3's (i.e., 1,2,3,1,2,3…) 3. Hand out the article "How to Apply Maslow's Hierarchy of Needs to Education." 4. Assign each number to read a section of the article. • One's: Intro and Step 1 • Two's: Step 2 and 3 • Three's: Step 4 and 5 5. After reading their sections, have participants get into groups of 1-3's. 6. Each member should share about what they read. 7. After sharing, the group should answer the following questions: • What step do educators typically spend most of their time cultivating? Why?
10 min	1. Frame the activity for participants. *If we are ever going to get our students to the place of self-actualization, we must continue to invest time and energy into building trust-filled relationships with our students. Before we can do this, we must be aware of the different forms of trust that exist.* 2. Hand out "Forms of Safety" graphic organizer. 3. Review the four forms of safety: • Cognitive safety: Safety for our thoughts and ideas shared. • Social: Safety in our relationships. • Emotional: Safety for our emotions. • Physical: Safety for our bodies.

	4. Working in grade level teams, ask the participants to answer the following question and fill in their answers in the graphic organizer: • What would safety look like in these areas for the children you serve?
10 min	1. Participants will engage in a whole group share using the following prompt and question: *We have discussed our different meanings of trust and safety, the forms of safety, and how trust and safety look like in those contexts. Let's take what we have discussed and have a conversation around this question:* • What impact may this have on student-educator relationships if we intentionally target these four forms of safety in our planning each day? 2. Give participants closing remarks. *I encourage you to begin incorporating these into your daily plans if you aren't already doing so. In our next session, we will begin looking closer at the specific needs of our students so we can be even better at planning.*
5 min	Participants will fill out an evaluation regarding today's session.

Trust and Safety Reflection

1. What is your definition of trust?

2. What does safety look like for you or mean to you?

Trust and Safety Reflection

1. What is your definition of trust?

2. What does safety look like for you or mean to you?

How to Apply Maslow's Hierarchy of Needs to Education

By Jody Hanson

Applying Abraham Maslow's theory of a pyramid-shaped hierarchy — physiological needs, personal safety, social affiliation, self-esteem and self-actualization — to education is an ideal way to assess lesson plans, courses and educational programs. Like the rungs of a ladder, each need has to be met before progressing to the next level. By asking themselves whether the five needs are being met in their school or classroom, educators can assess how well they are applying Maslow's hierarchy to their teaching practice. Students may move back and forth on the hierarchy, so it is important to have ongoing assessments of how well their needs are being met.

Step 1

Start with students' physiological needs — food, clothing and shelter — because it is impossible to advance to higher needs if students are hungry, don't have warm enough clothes, or have to sleep on the street. Some schools apply this level of Maslow's hierarchy by offering breakfast or lunch programs to ensure the basic nutrition needs of their students are being met. In the United States, schools have provided low-cost or free lunches since 1946, when President Truman signed the National School Lunch Act.

Step 2

Address personal safety issues. Students, whether children or adults, have to feel safe — both physically and mentally — before they can let down their guard and learn. It is difficult to concentrate on a theoretical mathematical concept, for instance, if you are worried that a bomb is going to explode or that you will be bullied on the playground at recess. To apply this step of the hierarchy, it is essential to create a safe learning space.

Step 3

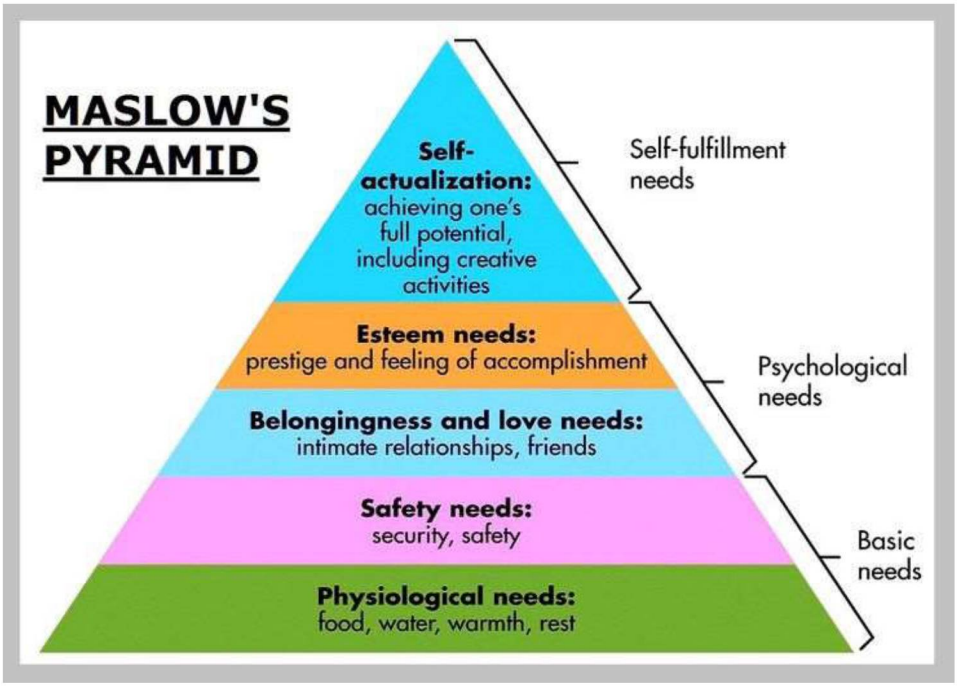
Encourage social affiliation. Students need to feel that they belong to a class and that they are accepted members of the group if they are to reach the next level. Games, group work and teamwork exercises are a way to apply this stage of the hierarchy, because interaction helps students feel more involved, whether in primary school or in a master's level class.

Step 4

Promote self-esteem. Making students feel that they are making a contribution and that they are valued as individuals can be done with simple praise: “Well done!” goes a long way to helping students reach this level in Maslow’s hierarchy.

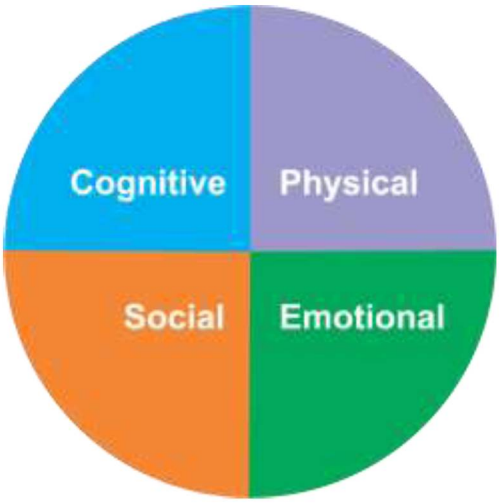
Step 5

Aim for self-actualization — the illusive concept of “being all that you can be” — because it caps the learning experience, and is the highest level in the hierarchy. This stage relates to the ability to apply what students have learned and to be able to “give back” and become involved with the betterment of the larger community. A way to apply this in education is to have students who are very good in a subject — whether writing English essays or doing biology experiments — help their classmates with their work.



Hanson, Jody. “How to Apply Maslow’s Hierarchy of Needs to Education.” Synonym, https://classroom.synonym.com/apply-maslows-hierarchy-needs-education-7771899.html.

Forms of Safety



What would safety look like in these areas for the children you serve?

Cognitive	Physical	Social	Emotional

For additional information: https://thrivingschools.kaiserpermanente.org/students/social-emotional/

Module 2: Seed Stage	Session: 2
Topic: Self-Betrayal	Time Required: 1.5 hours
Guiding Question: How did we get into the box?	

LESSON OBJECTIVE:

Educators will understand the concepts of in the box thinking, self-deception, and how to get out of the box.

LESSON STRUCTURE:

Preparation/Materials	
Each participant will need a paper plate necklace for the introduction activity. To make them: 1. Punch a whole at the top of each paper plate 2. String yard through and form a knot Space for participants to walk around out without furniture interfering	Writing utensils Computer with Internet access Projector "In the Box Thinking: How Do We Get There?" Worksheet (two worksheets copied double-sided, one per participant) "In the Box Thinking Reflection" graphic organizer (one per participant) Markers

Time	Introduction
15 min	1. Hand each participant a paper plate necklace and a marker 2. Give guidelines for this activity: • They will have 5 minutes to complete it. • On the outside facing side of the plate, they should write the negative labels that have been placed on them from as far back as they can remember. They should not be written in sentence form, but just single words or short phrases. • On the inside facing side of the plate, they should write about their true selves or what they wish people knew about them in pen. *3.* When the 5 minutes is over, frame and give instructions for the Human Gallery Walk activity. *When you visit a gallery, you roam silently and you contemplate the images you see. Today, we will be conducting a human gallery walk. You will be the pieces of art.*

	• Place your paper plate necklace around your neck. • This is a silent activity. Please refrain from having any conversation. • When they are asking to stand up, they should roam around the room and find a partner. • Each partner should read the labels on each other's plates and then flip them around to allow them to read the other side. • When partners are done reading, they should continue to roam around the room until they find their next partner. • This process should repeat until each participant has had the opportunity to read at least 5 people's plates (everyone is ideal if time permits).

Time	Main Content
5 min	1. Participants will engage in a debrief of the activity. *This activity we just completed illustrates perfectly the difference between in the box and out of the box thinking. In the box thinking is when we only see people through the lens of labels that we or others place on them. We ALL fall prey to in the box thinking with different people and in different contexts. None of us are immune to it. Our goal today is to acknowledge this kind of thinking we have with our students and begin to make our way out of the box so that we earn students' trust and create an environment of safety. With out of the box thinking, we begin to see our students as humans with needs, challenges, and objectives that are EQUALLY important as our own. We are going to now watch a video that will take us deeper into this concept.* 2. Play video: "Leadership and Self-Deception" by the Arbinger Institute https://www.youtube.com/watch?v=MbkhK5HK_j0&t=31s
15 min	Unpacking Self-Deception: *In the video, the idea of self-betrayal is discussed and how it leads to in the box thinking. Let's unpack it a bit more specifically in the teacher-student relationship.* 1. Hand out a copy of the "In the Box Thinking: How Do We Get There?" worksheet to each person. 2. Read aloud Case Study A as a group. 3. Lead participants through the Self-Betrayal flowchart explaining the process. • Sense: What our humanity calls us to do for the need of our fellow human • Choice: How we chose to respond to that call

	• Self-Betrayal: Going against the sense we have for the other's need and justifying our choice. • In the Box Thinking: Seeing others as objects.
30 min	Participants will engage in a group share using the following questions as starting points for the conversation: • Where does this information land? • What questions or concerns rise? Participants may object or resist this concept. It is important to emphasize the following: • We all have in the box thinking. Nobody is immune. • Remaining out of the box does not mean students are no longer held to high expectations. • Remaining out of the box does not mean students are no longer held accountable for their actions.
15 min	1. Participants should take 5 minutes to reflect on an interaction they had with a student where they possessed in the box thinking and fill out the graphic organizer. 2. After completing the graphic organizer, participants should get into triads to share them. 3. IGroups should discuss the following question: • How could the situation had been different if you chose to follow your sense? 4. Bring group together and have a few people share out about how today's activities could change the relationships with their students for the better.
5 min	Give participants closing remarks. *Today, we worked through some challenges to truly seeing the humanity of our students, rather than just the labels we and others give them. In this module, we will move from learning about our own humanity towards learning to see the humanity of our students and what they require to trust and feel safe.*
5 min	Participants will fill out an evaluation regarding today's session.

In the Box Thinking: How Do We Get There?

Case Study A:

"Alright ladies and gentlemen! You can now move into your assigned groups to work on your research and presentations!" announced Ms. Thomas.

All the students in the class began to grab their backpacks, stood up, and arranged desks into groups facing each other. One student, an African-American boy named Rodney, remained where he was sitting.

Ms. Thomas said, "Rodney, I need you to please go to your assigned group."

"Nah. Let me work with Ayisha. I fucks wit her."

"Rodney! That kind of language is unacceptable in this classroom!"

"What?! That other group is hella bootsie. They always doin' too much!" replied Rodney.

"I have already told you once to stop using that language. I am not going to say it again. Move to your assigned group!"

"I ain't gonna work wit 'em!" exclaimed Rodney.

"You're being disrespectful! You need to follow the instructions I gave you or you need to leave my room. Those are your options."

Rodney responded with an exasperated tone, "What did I do?!"

"That's it! Leave now!" shouted Ms. Thomas in frustration.

Rodney got up from his seat with an intense sigh. He picked up his backpack and flung it across the room towards the classroom door. He quickly walked out, slamming the door behind him.

In the Box Thinking: How Do We Get There?

SENSE

(What our humanity calls us to do for the need of our fellow human)

Ask and find out why Rodney feels so strongly about not wanting to work with the other group.

↓

CHOICE → **Honor it**

↓

Betray it — "Self-Betrayal"

(Going against the sense we have for the other's need and justifying that choice)

Rodney should not be using that language at school anyhow.

He is a barrier in the way of other's student's learning.

(Rodney now becomes an object in the way of the teacher's lesson/activity)

↓

In the Box Thinking	
How Ms. Thomas start to see **herself**	How she started to see **Rodney**
Victim	Disrespectful
Fair	Defiant
Good teacher	Rude
Important	Bad student
Protector of learning	Doesn't care about his education

Reality: Rodney did not want to work with that group because the students in it distract him. He would rather complete the assignment alone or with a different group.

Adapted from: The Arbinger Institute. *Leadership and Self-Deception: Getting Out of the Box*. Berrett-Koehler Publishers Inc., 2018.

In the Box Thinking Reflection

SENSE

(What our humanity calls us to do for the need of our fellow human)

Insert your text here:

↓

CHOICE → **Honor it**

↓

Betray it — "Self-Betrayal"

(Going against the sense we have for the other's need and justifying that choice)

Insert your text here:

↓

In the Box Thinking	
How I Saw Myself	How I Saw My Student

Adapted from: The Arbinger Institute. *Leadership and Self-Deception: Getting Out of the Box*. Berrett-Koehler Publishers Inc., 2018.

Module 2: Seed Stage	Session: 3
Topic: Social Location	Time Required: 1.5 hours
Guiding Question: What caused the pain?	

LESSON OBJECTIVE:

Educators will expand their understanding of the social location they work in.

LESSON STRUCTURE:

Materials
Computer with Internet Access Projector "The Great Migration Timeline" fact sheet (1 per person) "Richmond Shipyard Number Three" article (1 per person) "San Francisco Bay Area: 2010 Census Data" fact sheet (1 per person) "Civil Rights Data Collection Data Snapshot: School Discipline" by U.S. Department of Education Office for Civil Rights (1 per person) District and school specific discipline data

Time	Main Content
	PART I: Historical Context
10 min	Frame the session for participants. *In our last few sessions, we started getting to know about our students and how to build trusting relationships with them. In this session, we are going to get to know our students by getting to know the social location they live in. By learning about the history, you can get a better understanding about today. You will understand the challenges of the surrounding communities, the assumptions we hold about them, and allow a new narrative to be formed.* Frame the segment for participants. *Three historical events in the history of Richmond and Oakland, California provide the context to understand how these communities became the diverse ones they are today:* • *The establishment of the Transcontinental Railroad* • *World War I* • *The Second Great Migration that occurred around World War II.* Historical Context: 1. Hand out "The Great Migration Timeline" fact sheet

	2. Lead participants through the timeline of events from The Emancipation Proclamation to the Second Great Migration. 3. Give participants an explanation of the Bracero Program. *World War I caused an additional surge of migration into the United States, particularly from Mexico. The war put a strain on United States industry. With so many men leaving home to enter the war, there was a shortage of workers to maintain the railroad and agriculture. Additionally, Mexican rural farmers also needed work because of conditions in their own country. As a result of the worker shortage, the United States signed a treaty with Mexico to allow workers to come across the border to fill positions. This program, known as the Bracero Program, allowed as many as 4.6 million workers to enter the United States between the years of 1942 and 1964 ("Teaching"). Many of these workers found their way into cities throughout California.* "Teaching." *Center for History and New Media*, 2019, http://braceroarchive.org/teaching.
15 min	How These Events Formed the Urban Neighborhoods in the SF Bay Area: Frame the segment for participants. *These events changed the area that surrounds us. One example is the Kaiser Shipyards in Richmond, California during World War II.* 1. Give each participants a copy of the "Richmond Shipyard Number Three" article. 2. Give participants 3 minutes to read through the article on their own. 3. Frame the video for participants. *Those migrating from the South heard of opportunities in places like Richmond where jobs were available. Seeking an opportunity for a better life, African-Americans, and other people of color, took these jobs for low wages. Due to the dramatic increase of people from the railroad, World War I, and the Second Great Migration, a housing crisis arose. African-Americans and other people of color were given sub-standard government housing near the water and railroad tracks and lower wages, while White workers lived in "structurally sound" homes in White neighborhoods (Glasby). African-Americans experienced many forms of discrimination including not receiving payment for contracts promised to them. The local government encouraged businesses to give homes loans to middle- and upper-class White people while denying loans to people desiring to build in predominantly African-American neighborhoods. Because of these government decisions, "exclusion and disinvestment produced a racially segregated geography" that exists today ("Rising Housing Costs").* Glasby, Lauren. "To Segregate or Not to Segregate, that is (the Bay Area's) Question." *Berkeley Political Review*, 17 April 2018, https://bpr.berkeley.edu/2018/04/17/to-segregate-or-not-to-segregate-that-is-the-bay-areas-question/. "Rising Housing Costs and Re-Segregation in Contra Costa." *Urban Displacement Project and the California Housing Partnership*, www.urbandisplacement.org/sites/ default/files/images/cc_final10_26.pdf.

	The video we are going to watch next will explore this topic further. 4. Play the following video: "Why Are Cities Still So Segregated?" An NPR Film https://www.youtube.com/watch?v=O5FBJyqfoLM 5. Participants will engage in an elbow partner discussion using the following question: How are you feeling learning this information? What thoughts or feelings did it bring to the surface?
10 min	1. Frame the activity for participants. *Redlining practices have resulted in the segregation of counties, cities, and neighborhoods in the San Francisco Bay Area. You are going to receive an article and fact sheet that show data regarding redlining's impact.* 2. Give participants the following handouts: • "San Francisco Bay Area: 2010 Census Data" fact sheet • "A Look at Bay Area Poverty" article by Allen and Li 3. Give participants 3 minutes to review the handouts. 4. With an elbow partner, participants should discuss any surprises, thoughts, feelings that come up as they reviewed the data. 5. Participants will engage in a whole group discussion as an opportunity to share out any final thoughts before the break.
10 min	Break
	PART II: Today
15 min	1. Play the following video directly after the break: "Marley Dias talks Institutional Racism" https://www.youtube.com/watch?v=4M-5V8uUtKA 2. Frame the segment for participants. *Like Marley said, many people think opportunities exist for all children. We are learning that is not the case. Redlining created walls and cut off access to wealth as well as things that we believe are basic human rights: food, homes, and a quality education.* 3. Frame the video for participants. *In the next video we watch, we will learn about one impact of redlining today in the communities we serve in.* 4. Play the following video:

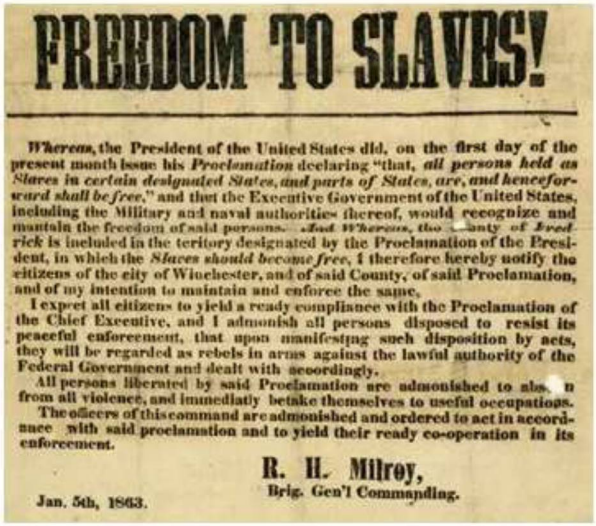
	"No Easy Access: Food Dessert in D.C." An NPR Film https://www.youtube.com/watch?v=kQeorPkPLmU 5. Participants will engage in a silent reflection using the following prompt and questions: *The denial of access. It is happening in front of us each day. Take a silent moment to think about the children you serve.* • Have you ever had children coming to school in not the greatest mood or saying they are hungry? • Do you know where the nearest full-service grocery store is and if the families of your students have cars to get there? • Have you ever seen children coming to school eating chips and soda (or other snacks) as a primary meal? • Be honest, did you ever question the parenting decisions to buy them this food? *Think about the assumptions we have made about the children, their families and communities while not fully understanding their story, but relying on your own narrative.* 6. Participants will engage in an elbow partner share using the following question: What thoughts, ideas, or feeling came up during the video or the silent reflection?
20 min	1. Frame the segment for participants. *In 1957, The U.S. Supreme Court determined that states laws supporting racial segregation in schools where unconstitutional. In the 10 years that followed, the desegregation of schools took place.* *Think about what we learned about the history of our surrounding area and what we learned about implicit bias in the previous module. Think about how the combination of these two concepts created tensions that exist in schools today. Students of color, from low-income communities, became integrated into schools with White students and teachers who had implicit biases.* *One of the effects of this integration has resulted in a disproportionate number of students of color being punitively disciplined due to educators' implicit biases and flawed narratives.*

	2. Give each participant a copy of "Civil Rights Data Collection Data Snapshot: School Discipline" by U.S. Department of Education Office for Civil Rights 3. Participants will engage in a whole group discussing using the following questions: • What do you notice? • What are your thoughts? 4. Frame the district/school data review for participants. *In triads, you are going to be reviewing data. This data focuses on your district and school discipline data. Have a discussion on what you notice.* 5. Give participants a copy of data. 6. Participants will engage in a whole group discussion using the following questions: • What patterns or trends did you see? • How are implicit biases evident in this data?
5 min	Give participants closing remarks: *In the sessions that follow, we will be learning even more about the impact of everything we discussed today on the well-being of the children we serve, and what they need for trust to be built and to feel safe in our schools. As we do this, we can hopefully go against the trends and begin to shift the data in our school.*
5 min	Participants will fill out an evaluation regarding today's session.

THE GREAT MIGRATION TIMELINE

The Great Migration was a exodus of around six million African Americans between 1915-1970 from the South to the North in an attempt to escape racist ideologies and practices, and to create new lives as American citizens. Dubbed one of the largest internal movements in the history of the United States, the Great Migration was driven by the duality of a post-slavery life in the U.S.: while no longer slaves, African Americans in the South continued to face debilitating Jim Crow laws, violence, and lack of economic opportunity.

1863: Emancipation Proclamation is issued



FREEDOM TO SLAVES!

Whereas, the President of the United States did, on the first day of the present month issue his *Proclamation* declaring "that, *all persons held as Slaves in certain designated States, and parts of States, are, and henceforward shall be free*," and that the Executive Government of the United States, including the Military and naval authorities thereof, would recognize and maintain the freedom of said persons. *And Whereas*, the County of Frederick is included in the teritory designated by the Proclamation of the President, in which the *Slaves should become free*, I therefore hereby notify the citizens of the city of Winchester, and of said County, of said Proclamation, and of my intention to maintain and enforce the same,

I expect all citizens to yield a ready compliance with the Proclamation of the Chief Executive, and I admonish all persons disposed to resist its peaceful enforcement, that upon manifesting such disposition by acts, they will be regarded as rebels in arms against the lawful authority of the Federal Government and dealt with accordingly.

All persons liberated by said Proclamation are admonished to abstain from all violence, and immediatly betake themselves to useful occupations.

The officers of this command are admonished and ordered to act in accordance with said proclamation and to yield their ready co-operation in its enforcement.

R. H. Milroy,
Brig. Gen'l Commanding.

Jan. 5th, 1863.

On September 22, 1862, soon after the Union victory at Antietam, President Abraham Lincoln issued a preliminary Emancipation Proclamation, declaring that as of January 1, 1863, all slaves in the rebellious states "shall be then, thenceforward, and forever free." While the Emancipation Proclamation did not free a single slave, it was an important turning point in the war, transforming the fight to preserve the nation into a battle for human freedom. While used primarily as a war measure during the Civil War, it did bring into focus the President's aim to end slavery and set into motion the legislature required to free slaves.

1865: 13th Amendment officially abolishes slavery

The 13th Amendment to the U.S. Constitution, ratified in 1865 in the aftermath of the Civil War, abolished slavery in the United States. The 13th Amendment states: "Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction."

1877: Jim Crow laws are enacted

Jim Crow laws were state and local laws created to enforce racial segregation in the south. A formalized version of the Black Codes, Jim Crow laws coined the term "separate but equal" ensuring that African Americans remained at a distance from white populations. Schools, transportation, water fountains, even the US military remained segregated. These laws remained in place until the 1960s with the Civil Rights Movement to abolish them and regain freedom.

1915: The Great Migration begins

The first phase of the Great Migration began in 1915 and ended around 1930. In that time, an estimated 1.6 million African Americans moved from rural southern towns to urban northern cities.

1917: The United States enters World War I.

With the beginning of World War I, many factory jobs were left vacant by drafted soldiers. Because of this, many northern industry opportunities opened up and businesses specifically recruited African Americans in the south, offering them discount housing or low transportation and moving costs as incentives to move north.

1919: The Red Summer

When World War I ended, many white factory workers learned that they had been replaced at the their factories by African Americans, which created intense further resentment toward black communities. During the summer of 1919, over 27 race riots across the country erupted as labor tensions reached a precipice.

1939: The US enters World War II

Similar to the First World War, millions of drafted soldiers left behind their professions to go overseas. Not only was there a need to fill the open positions left behind, there was a greater need to expand the economy for the war effort and the United States' economy began to flourish again The career opportunities available in the North seemed infinite and these economic advancements motivated the second phase of The Great Migration

1940: The Second Great Migration begins

Between the years of 1940 and 1970, more than 5 million African American's moved North in search of the same equalities and opportunities they sought out earlier in the 20th century.

"The Great Migration Timeline." *Arts Emerson*, 28 Mar. 2018, http://artsemersonblog.org/2018/03/28/the-great-migration-timeline/

Richmond Shipyard Number Three

Looking across the channel from Sheridan Observation Point at the foot of Harbour Way South, you can see some of the buildings of Henry J. Kaiser's Richmond Shipyard Number Three. The massive square concrete building is the general warehouse, from which ships received their finishing touches—blankets, mops, brooms and all the other individual pieces of furnishings and equipment needed to completely fit out a self-contained floating vessel. On the other side of the general warehouse, but not visible, are five quays, or slips, where the ships were assembled. Henry J. Kaiser had been building cargo ships for the U.S. Maritime Commission in the 1930s, and when orders for ships from the British government, already at war with Nazi Germany, allowed for growth, Kaiser established his first Richmond shipyard begun in December 1940.

Liberty ship SS *Robert E. Peary*
Photo courtesy of the Richmond Museum of History Collection

More than 747 vessels were built here in the four Richmond Kaiser Shipyards during World War II; a feat not equaled anywhere else in the world, before or since. All of Kaiser's shipyards together produced 1,490 ships, which amounted to 27 percent of the total U.S. Maritime Commission construction. These ships were completed in two-thirds the amount of time and at a quarter of the cost of the average of all other shipyards. The Liberty Ship *Robert E. Perry* was assembled in less than five days as a part of a special competition among shipyards; but by 1944 it was only taking the astonishingly brief time of a little over two weeks to assemble a Liberty ship by standard methods. Henry Kaiser and his workers applied mass assembly line techniques to building the ships. This production line technique, bringing pre-made parts together, moving them into place with huge cranes and having them welded together by "Rosies" (actually "Wendy the Welders" here in the shipyards), allowed unskilled laborers to do repetitive jobs requiring relatively little training to accomplish. This not only increased the speed of construction, but also the size of the mobilization effort, and in doing so, opened up jobs to women and minorities.

During WWII, thousands of men and women worked in this area every day, in very hazardous jobs. Actively recruited by Kaiser, they came from all over the United States to swell the population of Richmond from 20,000 to over 100,000 in three short years. For many of them, this was the first time they worked and earned money. It was the first time they were faced with the problems of being working parents—finding daycare and housing. Women and minorities entered the workforce in areas previously denied to them. However, they still faced unequal pay, were shunted off into "auxiliary" unions and still had to deal with day-to-day prejudice and inequities. During the war, there were labor strikes and sit-down work stoppages that eventually led to better conditions. As one African American Rosie commented about the progress of labor and civil rights during this time, while huge gains had to wait for the post-war civil rights movement, the Home Front did "begin to shed light on America's promise."

Recent views of Richmond Shipyard Number Three including two warehouses and cranes
Photos courtesy of Lisa Pfueller Davidson and from the HAER collection (General warehouse view by Jet Lowe, HAER no. CA-326-B-7)

"Richmond Shipyard Number Three." *The National Park Service*, www.nps.gov/nr/travel/wwiibayarea/ric.htm.

San Francisco Bay Area: 2010 Census Data

1. The 7.2 million residents are divided into 9 distinct counties.
2. In 2010 census, the combined population of Alameda and Contra Costa Counties is 2.5 million people.
3. These communities are comprised of 50% or greater populations of people of color such as African-American, Hispanic, and Asian people groups.
4. Oakland, located in Alameda County, has a population of 390,000 people comprised of 25.9% Whites, 16.7% Asians, 25.4% Hispanics, and 27.3% African-Americans.
5. Richmond, located in Contra Costa County, has a population of 104,000 people of which 17% are White, 39.5% Hispanic, 13.3% Asian, and 25.9% African American

Bay Area Census. Metropolitan Transportation Commission, 2010, www.bayareacensus.ca.gov/bayarea.htm.

A Look at Bay Area Poverty

Sandy Allen, *Manager, Data and Evaluation*
Ena Yasuhara Li, *Senior Director, Education and Evaluation*

Introduction

The Bay Area landscape is rapidly changing, and we want to ensure we are informed about the changing needs of our community, its challenges, and demographics related to poverty.

Quick facts:
Largest county: Santa Clara, population of 1,918,044[1]
Smallest county: Napa, population of 142,456[2]
California population: 39,144,818[3]
Population of 8 Bay Area Counties: 7,152,724[4]

The Bay Area's population is largely fueled by people flocking here from all over the United States. The fastest-growing Bay Area County, in both absolute numbers and percentage, is Alameda County, which saw a gain of 127,954 people (8.5%) in the past five years.[5] The two slowest-growing counties were Napa and Marin, with gains under one percent.

Bay Area Poverty Stats

Percent of People in Poverty (Federal Poverty Level)[6]:
10% (Ranges from 7.5% in San Mateo County to 12.5% in Alameda County)

Cities with Highest Poverty Rate (Federal Poverty Level):
Bay Point: 28%
Oakland: 21%
San Pablo: 21%

Poorest Cities (Median Household Income):
San Pablo: $45,305
Bay Point: $45,389
Marin City: $46,250
East Palo Alto: $50,137
Oakland: $51,144
Calistoga: $51,974
Richmond: $54,554

Census Tract	Area	Poverty Rate (%)
Low Poverty Tracts		
2529.15	Solano County - Outskirts of Vacaville	0.0%
6095.00	San Mateo County - San Carlos	0.1%
4301.02	Alameda County - North, Unincorporated	0.1%
2007.03	Napa County - West, City of Napa	0.3%
High Poverty Tracts		
4105.00	Alameda County - Central Oakland	47.4%
4228.00	Alameda County - Near Berkeley Campus	48.5%
5009.02	Santa Clara County - Near San Jose State Campus	49.5%
125.02	San Francisco City/County - Tenderloin	50.6%
Data Source: United States Census Bureau, Small Area Income Estimates		

Figure 6: Poverty Rates in Bay Area Census Tracts, 2012

Race is also a factor related to poverty. Around nine percent of the population in the cities in the graph below accessed food stamps/SNAP in the past 12 months. However, breaking the numbers down by ethnicity shows a different story. Seventeen percent of those accessing SNAP are African American and 14 percent are Hispanic or Latino, compared to the nine percent average. Taking a closer look into cities like San Pablo and Vallejo reveals disparities that exist by race/ethnicity, even within one city (Figure 7).

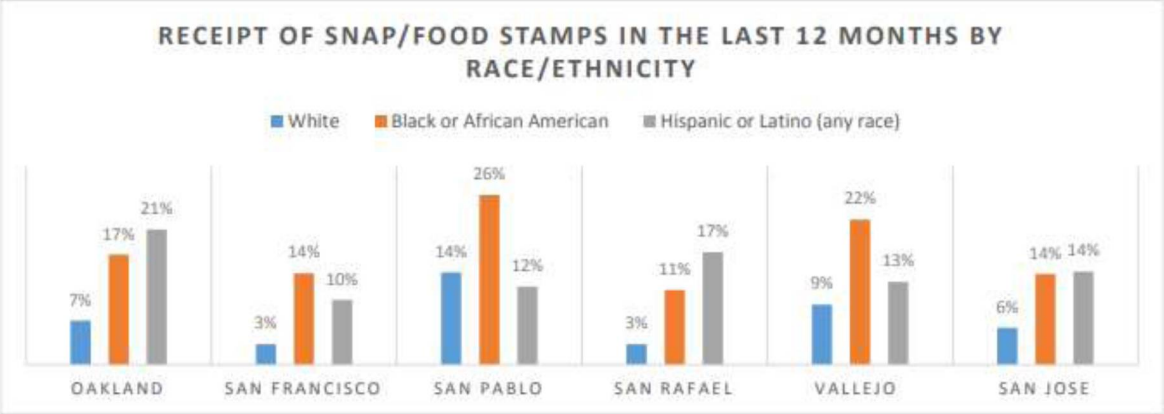


Figure 7: Receipt of SNAP/Food Stamps in Past 12 Months by Race/Ethnicity

Allen, Sandy and Ena Yasuhara Li. "A Look at Bay Area Poverty." *United Way Bay Area*, June 2016, https://uwba.org/wp-content/uploads/2017/08/Bay_Area_Poverty_Brief_June_2016.pdf

U.S. Department of Education Office for Civil Rights

CIVIL RIGHTS DATA COLLECTION
Data Snapshot: School Discipline

Issue Brief No. 1 (March 2014)

For other data snapshots in the series, visit the CRDC at: www.ocrdata.ed.gov

***INSIDE THIS SNAPSHOT*: School Discipline, Restraint, & Seclusion Highlights**

- **Suspension of preschool children, by race/ethnicity and gender** *(new for 2011-2012 collection)*: Black children represent 18% of preschool enrollment, but 48% of preschool children receiving more than one out-of-school suspension; in comparison, white students represent 43% of preschool enrollment but 26% of preschool children receiving more than one out of school suspension. Boys represent 79% of preschool children suspended once and 82% of preschool children suspended multiple times, although boys represent 54% of preschool enrollment.

- **Disproportionately high suspension/expulsion rates for students of color:** Black students are suspended and expelled at a rate three times greater than white students. On average, 5% of white students are suspended, compared to 16% of black students. American Indian and Native-Alaskan students are also disproportionately suspended and expelled, representing less than 1% of the student population but 2% of out-of-school suspensions and 3% of expulsions.

- **Disproportionate suspensions of girls of color:** While boys receive more than two out of three suspensions, black girls are suspended at higher rates (12%) than girls of any other race or ethnicity and most boys; American Indian and Native-Alaskan girls (7%) are suspended at higher rates than white boys (6%) or girls (2%).

- **Suspension of students with disabilities and English learners:** Students with disabilities are more than twice as likely to receive an out-of-school suspension (13%) than students without disabilities (6%). In contrast, English learners do not receive out-of-school suspensions at disproportionately high rates (7% suspension rate, compared to 10% of student enrollment).

- **Suspension rates, by race, sex, and disability status combined:** With the exception of Latino and Asian-American students, more than one out of four boys of color with disabilities (served by IDEA) — and nearly one in five girls of color with disabilities — receives an out-of-school suspension.

- **Arrests and referrals to law enforcement, by race and disability status:** While black students represent 16% of student enrollment, they represent 27% of students referred to law enforcement and 31% of students subjected to a school-related arrest. In comparison, white students represent 51% of enrollment, 41% of students referred to law enforcement, and 39% of those arrested. Students with disabilities (served by IDEA) represent a quarter of students arrested and referred to law enforcement, even though they are only 12% of the overall student population.

- **Restraint and seclusion, by disability status and race:** Students with disabilities (served by IDEA) represent 12% of the student population, but 58% of those placed in seclusion or involuntary confinement, and 75% of those physically restrained at school to immobilize them or reduce their ability to move freely. Black students represent 19% of students with disabilities served by IDEA, but 36% of these students who are restrained at school through the use of a mechanical device or equipment designed to restrict their freedom of movement.

"Civil Rights Data Collection Data Snapshot: School Discipline." *U.S. Department of Education Office for Civil Rights*, March 2014, www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf. Accessed 15 April 2019.

Module 2: Seed Stage	Session: 4
Topic: Historical and Racial Trauma	Time Required: 1 hour
Guiding Question: What caused the pain?	

LESSON OBJECTIVE:

Educators will understand the effects of historical and racial trauma on students of color.

LESSON STRUCTURE:

Materials	
Computer with Internet Access Projector "Addressing Race and Trauma in the Classroom: A Resource for Educators" article	"Inner-City Oakland Youth Suffering from Post-Traumatic Stress Disorder" "Post-Traumatic Stress Disorder" fact sheet Chart paper and markers

Time	Main Content	Materials
10 min	1. Play the following video: "A Conversation About Growing Up Black" The New York Times https://www.youtube.com/watch?v=rSAw51caEeg 2. Frame the session for participants. *In this session, we will be looking at the effects of historical and racial trauma on the students we serve. These effects can be seen each day in our students if we dare to truly see them.*	
20 min	1. Frame the segment for participants. *What is historical and racial trauma? That is the first question we are going to address today. Following, we will explore the impact of this trauma!* 2. Hand out the article "Addressing Race and Trauma in the Classroom: A Resource for Educators" 3. In grade level teams, have participants read the article together. 4. Teams should discuss the following questions:	

	• What forms of historical and racial trauma have you experienced? What impact has it had on your lives? • What forms have your students experienced? • Have you or any of them experienced compounded historical and/or trauma (more than one traumatic experience)?
8 min	1. Frame the segment for participants. *As you read have heard from one another and have read at the end of the article, historical and racial trauma has a tremendous impact on those who have experienced it. Studies have shown that the effects of these kinds of trauma are similar to the Post Traumatic Stress Disorder (PTSD) that soldiers who return home from war experience. We are now going to look at this a little deeper.* 2. Play the following video: "P.T.S.D" by Terisa Siagatonu https://www.youtube.com/watch?v=N6GxcQKHQGA 3. Participants will engage in an elbow buddy discussion using the following question: What thoughts or emotions came up as you watched this video?
5 min	1. Frame the segment for participants. *As you saw from the video, the traumatic effects never go away as children and their families relive these events daily. Let's take a look at how PTSD shows up in children in youth in our communities.* 2. Hand out article "Inner-City Oakland Youth Suffering from Post-Traumatic Stress Disorder" and "Post-Traumatic Stress Disorder" fact sheet. 3. Have participants take 5 minutes to read the article and fact sheet alone, highlighting and noting surprises, thoughts, emotions, ideas.
10 min	1. Participants will engage in a whole group share, with facilitator charting individual answers to the following questions: • How does the effects of trauma and PTSD show up in your class? • What implications does this information have on the relational trust and safety between you and your students who have experienced historical and racial trauma? 2. Give participants closing remarks. *As you leave today, I encourage you to think of ways that you can intentionally create a sense of safety for those students who have experienced such trauma. What is your plan for students who exhibit PTSD responses tomorrow?*

5 min	Participants will fill out an evaluation regarding today's session.

"Inner-City Oakland Youth Suffering from Post-Traumatic Stress Disorder"

OAKLAND (KPIX 5) — In the inner city, a health problem is making it harder for young people to learn. Inner-city kids suffer from post-traumatic stress disorder (PTSD).

"Youth living in inner cities show a higher prevalence of post-traumatic stress disorder than soldiers," according to Howard Spivak M.D., director of the U.S. Centers for Disease Control and Prevention's Division of Violence Prevention.

Spivak presented research at a congressional briefing in April 2012 showing that children are essentially living in combat zones. Unlike soldiers, children in the inner city never leave the combat zone and often experience trauma repeatedly.

One local expert says national data suggests one in three urban youth have mild to severe PTSD. "You could take anyone who is experiencing the symptoms of PTSD, and the things we are currently emphasizing in school will fall off their radar. Because frankly it does not matter in our biology if we don't survive the walk home," said Jeff Duncan-Andrade, Ph.D. of San Francisco State University.

Duncan-Andrade said doctors at Harvard's School of Public Health have come up with a new diagnosis of complex PTSD, describing people who are repeatedly re-exposed to trauma, which Duncan-Andrade said, would include many inner-city youth.

In Oakland, about two-thirds of the murders last year were actually clustered in East Oakland, where 59 people were killed.

Teachers and administrators who graduated from Fremont High School in East Oakland and have gone back to work there spoke with KPIX 5.

"These cards that (students) are suddenly wearing around their neck that say 'Rest in peace.' You have some kids that are walking around with six of them. Laminated cards that are tributes to their slain friends," said teacher Jasmene Miranda.

Jaliza Collins, also a teacher at Fremont, said, "It's depression, it's stress, it's withdrawal, it's denial. It's so many things that is encompassed and embodied in them. And when somebody pushes that one button where it can be like, 'please go have a seat,' and that can be the one thing that just sets them off."

In 2013, there were 47 recorded lockdowns in Oakland public schools – again, almost all in East and West Oakland.

Students at Fremont High showed where one classmate was shot.

"If someone got shot that they knew or that they cared about… they're going to be numb," one student said. "If someone else in their family got shot and killed they will be sad, they will be isolated because I have been through that."

Gun violence is only one of the traumas or stressors in concentrated areas of deep poverty.

"Its kids are unsafe, they're not well fed," Duncan-Andrade said. "And when you start stacking those kids

of stressors on top of each other, that's when you get these kinds of negative health OBJECTIVEs that seriously disrupt school performance."

Even the slang nickname for the condition, "Hood Disease," itself causes pain, and ignites debate among community leaders, as they say the term pejoratively refers to impoverished areas, and distances the research and medical community from the issue.

"People from afar call it 'Hood Disease,' – it's what academics call it," said Olis Simmons, CEO of Youth UpRising working in what she describes as the epicenter of the issue: East Oakland.

She said the term minimizes the pain that her community faces, and fails to capture the impact this has on the larger community.

"In the real world where this affects real lives, people are suffering from a chronic level of trauma that doesn't have a chance to heal because they're effectively living in a war zone within your town," said Simmons.

"Terms like 'hood disease' mean it's someone else's problem, but it's not. That's a lie. It's a collective problem, and the question is what are we prepared to do about it?"

"Inner-City Oakland Youth Suffering from Post-Traumatic Stress Disorder." *KPIX CBS SF Bay Area*, 16 May 2014, https://sanfrancisco.cbslocal.com/2014/05/16/hood-disease-inner-city-oakland-youth-suffering-from-post-traumatic-stress-disorder-ptsd-crime-violence-shooting-homicide-murder/.

Post-Traumatic Stress Disorder

What is post-traumatic stress disorder, or PTSD?

PTSD is a disorder that some people develop after experiencing a shocking, scary, or dangerous event.

It is natural to feel afraid during and after a traumatic situation. This fear triggers many split-second changes in the body to respond to danger and help a person avoid danger in the future. This "fight-or-flight" response is a typical reaction meant to protect a person from harm. Nearly everyone will experience a range of reactions after trauma, yet most people will recover from those symptoms naturally. Those who continue to experience problems may be diagnosed with PTSD. People who have PTSD may feel stressed or frightened even when they are no longer in danger.

What are the symptoms of PTSD?

Symptoms usually begin within 3 months of the traumatic incident, but sometimes they begin later. For symptoms to be considered PTSD, they must last more than a month and be severe enough to interfere with functioning in relationships or work. The course of the illness varies from person to person. Some people recover within 6 months, while others have symptoms that last much longer. In some people, the condition becomes chronic (ongoing).

Re-experiencing symptoms:

- Flashbacks—reliving the trauma over and over, including physical symptoms like a racing heart or sweating
- Bad dreams
- Frightening thoughts

Re-experiencing symptoms may cause problems in a person's everyday routine. They can start from the person's own thoughts and feelings. Words, objects, or situations that are reminders of the event can also trigger re-experiencing symptoms.

Avoidance symptoms:

- Staying away from places, events, or objects that are reminders of the experience
- Avoiding thoughts or feelings related to the traumatic event

Things or situations that remind a person of the traumatic event can trigger avoidance symptoms. These symptoms may cause a person to change his or her personal routine. For example, after a bad car accident, a person who usually drives may avoid driving or riding in a car.

Arousal and reactivity symptoms:

- Being easily startled
- Feeling tense or "on edge"
- Having difficulty sleeping, and/or having angry outbursts

Arousal symptoms are usually constant, instead of being triggered by something that brings back memories of the traumatic event. They can make the person feel stressed and angry. These symptoms may make it hard to do daily tasks, such as sleeping, eating, or concentrating.

Cognition and mood symptoms:

- Trouble remembering key features of the traumatic event
- Negative thoughts about oneself or the world
- Distorted feelings like guilt or blame
- Loss of interest in enjoyable activities

Cognition and mood symptoms can begin or worsen after the traumatic event. These symptoms can make the person feel alienated or detached from friends or family members.

After a dangerous event, it's natural to have some of the symptoms mentioned on previous pages. Sometimes people have very serious symptoms that go away after a few weeks. This is called acute stress disorder, or ASD. When the symptoms last more than a month, seriously affect a person's ability to function and are not due to substance use, medical illness, or anything except the event itself, the person might be experiencing PTSD. Some people with PTSD doesn't show any symptoms for weeks or months. PTSD is often accompanied by depression, substance abuse, or one or more anxiety disorders.

"Post-Traumatic Stress Disorder." *National Institute of Mental Health*, www.nimh.nih.gov/health/publications/post-traumatic-stress-disorder-ptsd/index.shtml.

NCTSN The National Child Traumatic Stress Network

Addressing Race and Trauma in the Classroom:

A Resource for Educators

PURPOSE OF THE GUIDE

This resource is intended to help educators understand how they might address the interplay of race and trauma and its effects on students in the classroom. After defining key terms, the guide outlines recommendations for educators and offers a list of supplemental resources. This guide is intended as a complement to two existing NCTSN resources—Position Statement on Racial Injustice and Trauma and Child Trauma Toolkit for Educators—and it should be implemented in accordance with individual school policies and procedures.

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1 What Are Trauma and Child Traumatic Stress?

Traumatic events involve (1) experiencing a serious injury to oneself or witnessing a serious injury to or the death of someone else; (2) facing imminent threats of serious injury or death to oneself or others; or (3) experiencing a violation of personal physical integrity. Child traumatic stress occurs when children's exposure to traumatic events overwhelms their ability to cope with what they have experienced. Traumatic events can have a wide-ranging impact on children's functioning and can cause increased anxiety, depression, symptoms of posttraumatic stress disorder, difficulty managing relationships, and, most important for educators, difficulty with school and learning. The traumatic event is what the child perceives as dangerous to himself or his caregiver. This perception varies by age and developmental stage and is particularly important in young children whose sense of safety is closely linked to the perceived safety of their caregivers.

When children and youth experience traumatic events, they often adopt strategies to survive these difficult life situations. Known as "survival coping," these strategies provide a context for understanding youth's behaviors following exposure to traumatic events (Ford & Courtois, 2009). Some strategies are adaptive and foster a sense of safety, for example, avoiding a route home where gun violence is likely to occur. However, a similar strategy in a different situation may instead be maladaptive, such as avoiding going to school for an extended period of time because school has become a reminder of gun violence. This strategy, if continued for a long period, can result in other consequences, such as losing contact with peers and falling behind in school.

2 What Is Historical Trauma?

Historical trauma is a form of trauma that impacts entire communities. It refers to cumulative emotional and psychological wounding, as a result of group traumatic experiences, transmitted across generations within a community (SAMHSA, 2016; Yehuda et al., 2016). This type of trauma is often associated with racial and ethnic population groups in the US who have suffered major intergenerational losses and assaults on their culture and well-being. The legacies from enslavement of African Americans, displacement and murder of American Indians, and Jews who endured the Holocaust have been transferred to current descendants of these groups and others. The result of these events is traumatic stress experienced across generations by individual members of targeted communities, their families, and their community. The impact is not only about what has happened in the past, but also about what is still happening in the present to target a group of people or actions by others that serve as reminders of historical targeting (Evans-Campbell, 2008).

Historical trauma is best understood from a public health perspective as it has implications for the physical, social, and psychological health of individuals and communities (Sotero, 2006). Patterns of managing stressful life events are highly influenced by the environment that shapes us. When caregivers' environments have been shaped by perceived and actual threats to their safety due to past traumatic experiences perpetrated against members of their community, they transmit implicit and explicit social messages to their children in an attempt to ensure their safety. Social messages imparted range from preparing children for discriminatory experiences to bolstering their pride in their ethnic/racial identity (Mohatt et al., 2014). Caregivers whose family members were directly exposed to historical traumatic events such as slavery and the Holocaust may have inherited biological changes in response to trauma in the form of heightened stress responses (Evans-Campbell, 2008). Furthermore, experiences of historical trauma within a community coupled with individual traumatic experiences can contribute to survival coping strategies that both reflect a community's resilience in the face of continued difficult life circumstances and heightened risks for experiencing community-level stressors such as community violence. Historical trauma provides a context for understanding some of the stress responses that children from historically oppressed communities use to cope with difficult situations.

3 What Is Racial Trauma?

Traumatic events that occur as a result of witnessing or experiencing racism, discrimination, or structural prejudice (also known as institutional racism) can have a profound impact on the mental health of individuals exposed to these events. Racial trauma (also known as race-based traumatic stress) refers to the stressful impact or emotional pain of one's experience with racism and discrimination (Carter, 2007). Common traumatic stress reactions reflecting racial trauma include increased vigilance and suspicion, increased sensitivity to threat, sense of a foreshortened future, and more maladaptive responses to stress such as aggression or substance use (Comas-Diaz, 2016). These traumatic stress reactions are worsened by the cumulative impact of exposure to multiple traumas. This is particularly important for youth in low-income urban communities where there is increased risk for community violence and victimization (Wade et al., 2014).

Racial trauma contributes to systemic challenges faced by groups who have experienced historical trauma (Lebron et al., 2015). For example, according to a recent report from the US Department of Education's Office of Civil Rights, racial disparities persist in our education system: youth of color have disproportionately lower access to preschool, higher rates of suspension from preschool onward, and limited access to advanced classes and college counselors as compared to their white counterparts (US Dept. of Education, 2014). The racial achievement gap, which refers to disparities in test scores, graduation rates, and other success metrics, reflects the systemic impact of historical trauma and ongoing impact of racial trauma on communities of color (Lebron et al., 2015). Strategies for addressing racial trauma have centered on affirming and validating individuals experiencing traumatic stress reactions (Comas-Diaz, 2016). This is most effective when clearly identifying racism as a contributor to distress and supporting student's constructive expression of feelings and healthy self-development (Hardy, 2013).

4 Why Is This Important for Educators?

As students are exposed to the issue of racism through media, daily experience, and history, they need adult guidance to navigate all of the information and experiences. Students need avenues of discussion and information that are factual, compassionate, open, and safe. Youth's resilience and resistance to systemic oppression can be increased by creating an environment that acknowledges the role of systemic racism inside and outside of school, and how that is perpetuated by intergenerational poverty, current community unrest, and intentional targeting of young people of color by those in power.

While all students can be susceptible to distress from direct experience or viewing coverage of traumatic events related to racism, students from racial minority groups may be more likely to experience distress from acts of violence and aggression against people of color (Harrell, 2000). Repeated exposure to trauma-related media stories focusing on perceived racism can impact the student emotionally, psychologically, and even physically. Stories in the media may fail to acknowledge students' history, communities, or shared narratives of resiliency.

5 What Are the Effects of Racial Trauma by Age Group?

As noted earlier, responses to traumatic events vary according to the child's age and developmental stage. The Toolkit for Educators lists characteristics of trauma responses for children and youth of different ages. The effects of racial trauma add additional layers to these characteristics and are summarized here.

Infants and Toddlers (0-36 months):

Although young children lack the cognitive abilities to identify and understand discrimination and racism they are not spared from their effects (Brown, 2015). These adverse conditions affect young children's development directly and by the deleterious environmental conditions that are created. Infants and toddlers experience developmentally appropriate fears and anxieties (separation, loss of parents, loss of body parts) (Van Horn & Lieberman, 2008). They are aware of sounds and sights in their environments and of their caregivers' emotional states. For young children, their perception of safety is closely linked to the perceived safety of their caregivers (Scheeringa and Zeanah, 1995). Being exposed to racially-motivated traumatic events toward them or their loved ones can be perceived as threats by young children who might respond with physiological or emotional difficulties. In addition, caregivers' own stressors, including the effects of racial trauma, can impact their emotional availability for their children and ability to protect them from danger and stress (Brown 2015, Van Horn & Lieberman, 2008).

Preschoolers (Ages 3-5):

Children in this age range may exhibit behaviors in response to trauma that can include re-creating the traumatic event or having difficulties with sleeping, appetite, or reaction to loud sounds or sudden movements. In addition, if they are exposed to media reports of racial trauma (such as a police shooting), they tend to focus on sights and sounds and interpret words and images literally. They may not fully grasp the concept of an image being repeatedly replayed on television and may think each time that the event is happening over and over again.

School Age Children (Ages 6-11):

Children in this age range often exhibit a variety of reactions to trauma and to racial trauma in particular. Much will depend on whether they have directly experienced an event or have a personal connection with those involved. School-age children tend to view media coverage in personal terms, worrying that a similar event could happen to them. This can lead to preoccupations with their own safety or that of their friends, which in turn can lead to distractibility and problems in school.

"Addressing Race and Trauma in the Classroom: A Resource for Educators." *The National Child Traumatic Stress Network*, 2017, www.nctsn.org/resources/addressing-race-and-trauma-classroom-resource-educators.

Module 2: Seed Stage	Session: 5
Topic: Childhood Trauma	Time Required: 1 hour
Guiding Question: What caused the pain?	

LESSON OBJECTIVE:

Educators will understand the effects of adverse childhood experiences on child development.

LESSON STRUCTURE:

Materials	
Computer with Internet Access Projector "Kaiser's Adverse Childhood Experiences" handout "Adverse Childhood Experience (ACE) Questionnaire: Finding your ACE Score" handout	Chart paper Cut paper in half horizontally. Number each paper from 0-10. Hang around room before session begins. Index card (1 per person) Chart paper and markers

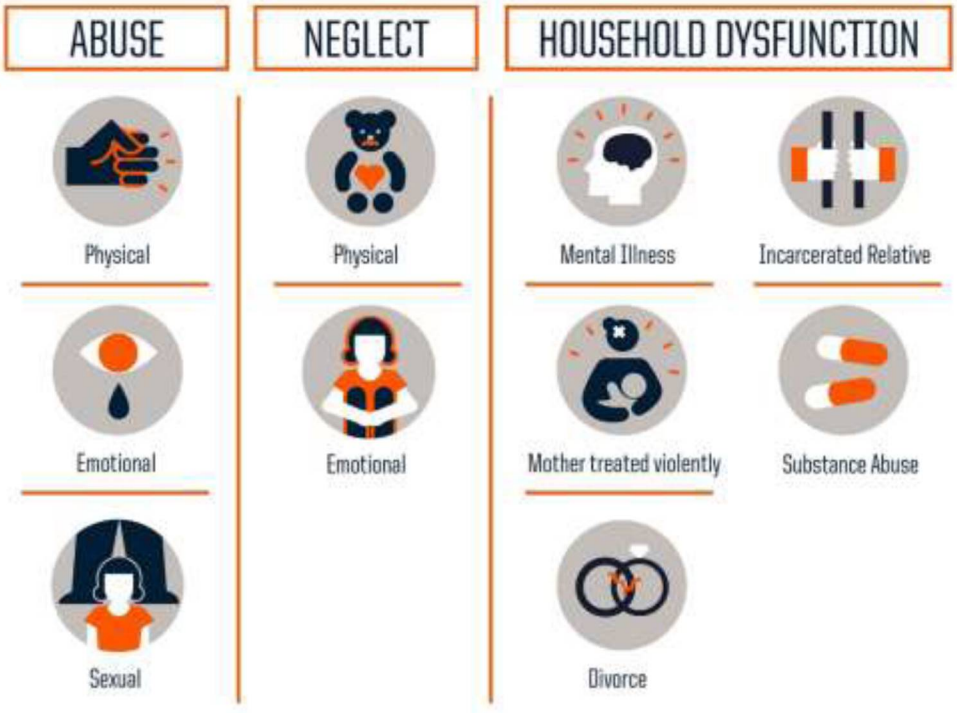
Time	Main Content
12 min	1. Write quote on chart paper or project it for participants to see: TED Talk speaker Dani Bostick says, "Just living is an act of bravery." 2. Participants will engage in an elbow buddy discussion: What does this mean to you? 3. Play the following video (stop it at 9:27): Breaking the Silence about Childhood Trauma Dani Bostick https://www.youtube.com/watch?v=8NkZO3_h7vI
15 min	1. Frame the following segment for participants. *We have discussed historical and racial trauma throughout their lives and the effects of it. Trauma has **long lasting effects** physically, mentally, and emotionally.* *Today, we are going to discuss other forms of childhood trauma that your students may experience.*

	2. Give each participant a copy of: "Kaiser's Adverse Childhood Experiences" and "Adverse Childhood Experience (ACE) Questionnaire: Finding your ACE Score" handouts 3. Guide participants through a brief history of Kaiser's ACE study and the different forms of childhood trauma using handout. 4. Hand each participant one index. 5. Participants will take the ACE quiz silently. 6. When everyone has written their score down, have them fold their card in half. 7. Collect all cards, mix them up, and redistribute them to participants. 8. Have participants look at their number and stand by the corresponding chart paper. 9. Participants will engage in a discussion in ACE affinity groups using the following prompt and question: *Look around the room. Trauma never truly goes away. Even at our age, we all have trauma. As we look around, we learn to see each other's humanity. We are not just a label, but we are individuals with experiences; some experiences far worse than any we have experienced ourselves. In the Seed Stage, we must stand and see our students fully. We are our students. We are no different from them. No better. No worse.* *We all have an inner child that perhaps did not get their needs met during these traumatic experiences for many reasons. Think back to those times in your life, what do you wish you received from the adults around you?* 10. Participants can return to their seats.
15 min	1. Frame the segment for participants. *In addition to long-term effects to their health, trauma impacts other areas of children's development.* 2. Give each participant one copy of "Effects of Childhood Trauma" handout. 3. Guide participants through the various effects of trauma on children. 4. With an elbow partner, have participants discuss using the following question as a guide: • As we went over this information, are there any surprises, questions, or concerns that have risen?

	5. After sharing with a partner, have participants share questions that they have. Take note of all the questions on chart paper. Let participants know that in the following modules, the answers to many of their questions will be answered. 6. Give participants closing remarks. Encourage participants to reflect on their classroom and the experiences of their students and how they can be intentional in creating a safe classroom for them.
5 min	Participants will fill out an evaluation regarding today's session.

Kaiser's Adverse Childhood Experiences

Between 1995 and 1997, Kaiser conducted a study on adults using its Adverse Childhood Experiences (ACE) survey. In this study, Kaiser explored the relationship between participants' ACE scores and adult behaviors and illnesses ("Adverse Childhood Experiences"). The ACE survey included questions about emotional, physical, and sexual abuse, substance abuse, domestic violence, mental illness, divorce, and emotional/physical neglect. The findings of Kaiser's ACE study showed the profound effect that trauma plays in the lives of individuals. A clear relationship was found between the ACE scores and risky behaviors such a drug and alcohol abuse, mental illness, and diseases discovered in the participants in their adult life ("Adverse Childhood Experiences"). Since this study has taken place, there has been an increased focus on how these ACES affect children and their education.



Adverse Childhood Experience (ACE) Questionnaire: Finding your ACE Score

While you were growing up, during your first 18 years of life:

1. Did a parent or other adult in the household often … Swear at you, insult you, put you down, or humiliate you? Or Act in a way that made you afraid that you might be physically hurt?
2. Did a parent or other adult in the household often … Push, grab, slap, or throw something at you? Or Ever hit you so hard that you had marks or were injured?
3. Did an adult or person at least 5 years older than you ever… Touch or fondle you or have you touch their body in a sexual way? Or Try to a form of sexual act with you
4. Did you often feel that … No one in your family loved you or thought you were important or special? Or Your family didn't look out for each other, feel close to each other, or support each other?
5. Did you often feel that … You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? Or Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
6. Were your parents ever separated or divorced?
7. Was your mother or stepmother: Often pushed, grabbed, slapped, or had something thrown at her? Or Sometimes or often kicked, bitten, hit with a fist, or hit with something hard? Or Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
8. Did you live with anyone who was a problem drinker or alcoholic or who used street drugs?
9. Was a household member depressed or mentally ill or did a household member attempt suicide?
10. Did a household member go to prison?

Yes answers: _____ This is your ACE Score

"Adverse Childhood Experiences: looking at how ACEs affect our lives and society." *VetoViolence*, https://vetoviolence.cdc.gov/apps/phl/resource_center_infographic.html.

"Take the ACE Quiz — And Learn What It Does and Doesn't Mean."*National Public* Radio, 2 March 2015, www.npr.org/sections/health-shots/2015/03/02/387007941/take-the-ace-quiz-and-learn-what-it-does-and-I-mean

"Adverse Childhood Experience (ACE) Questionnaire: Finding your ACE Score." *National Council of Juvenile and Family Court Judges*, 24 Oct. 2006, www.ncjfcj.org/sites/default/files/Finding%20Your%20ACE%20Score.pdf

Effects of Childhood Trauma

EMPATHY

"Early childhood trauma interferes with the development of empathy. As a result, many children with early trauma histories are less inclined than peers to notice or seek to alleviate the stress of others. This is due in part to their blunted affect, which both limits awareness of their own discomfort and compromises their ability to self-soothe. On the other hand, some traumatized children can appear overly empathetic, as if trying to alleviate their own pain by being overly solicitous of others" (47).

LANGUAGE DEVELOPMENT

"The neural architecture of language is embedded in a complex system of large-scale connectivity with other regions of the brain, including the prefrontal cortex, the hippocampus, the amygdala, and the corpus callosum. The circuits develop within the context of children's early caregiving relationships. When these relationships are developmentally appropriate and supportive caregivers help children bring meaning to experiences by labeling them and using words to place them in the context of past, present, and future. Children learn to translate symbolic representations into mental images of what they signify. Children whose early experiences are marred by trauma often lack the ability to use language in this manner. This is due in part to the nonverbal aspects of traumatic experience. Children are unable to put words to feelings. Instead, the nonverbal right hemisphere signals through gestures, facial expression, tone of voice, and behavior that something is wrong (47-48).

INFORMATION EXCHANGE

"Maltreatment in early childhood significantly affects the neural pathways that link the language centers of the left and right hemispheres – specifically the Broca's area. The close relationships

between anxiety and the Broca's area activity has serious implications for children with early trauma histories. Their chronic state of heightened arousal makes it difficult for them to express themselves or use language for problem solving, even when they have age-appropriate vocabulary at their command. It is not uncommon for them to remain speechless when asked for information or justification for their behavior. Their silence is often judged to be sullen or defiant, when it is simply a physiological reaction to stress" (49-50).

ATTENTION

"Children living with chronic stress or trauma are wired to respond to threatening or dangerous situations. Their attention bias is towards surviving. It follows them into the class activities that require a willingness to engage in novel or risk-taking behaviors. Their hypervigilance or survival bias of traumatized children makes them particularly sensitive to perceptions of threat, causing frequent deactivation of the left hemisphere. Their reflexive tendency to downshift to a fight, flight, or freeze mentality derails their attention. This makes it difficult for them to focus within a classroom environment where activities require an ability to think sequentially, understand causal relationships, and concentrate on the content being conveyed" (53).

LANGUAGE ACCESS

"The development of a coherent sense of self depends to a large extent on the children's internalized speech, or self-talk. In secure attachment relationships, caregivers spend a lot of time each day talking to children about everyday activities and routines. They help children anticipate what is happening in the near future and what preparations need to be made. They use words to talk about children's behavior, and make suggestions in achieving their goals. With enough practice, children eventually continue this dialogue with themselves, using it to monitor their behavior and prepare for upcoming events. When parents engage children in this type of dialogue, they increase the capacity to learn by providing a large vocabulary, teaching them to

use language to monitor their behavior, and encouraging them to think in a way that fosters a coherent sense of self, as well as the ability to observe the same experience from various perspectives" (48).

Craig, Susan. *Trauma-Sensitive Schools: Learning Communities Transforming Children's Lives, K-5*. Teachers College Press, 2016.

Module 2: Seed Stage	Session: 6
Topic: Attachment Theory	Time Required: 1.5 hours
Guiding Question: How do we develop healthy attachments?	

LESSON OBJECTIVE:

Educators will understand how attachments are created and the importance of establishing secure attachments with students.

LESSON STRUCTURE:

Materials	
Ball(s) of Yarn Scissors Space for all the participants to form a large circle	"Bowlby's Attachment Cycle" handout "The 4 Types of Attachment Styles" handout "What Teachers Can Do" handout Designated space where all participants can form a circle

Time	Main Content
20 min	*Attachment Yarn Activity* Activity A: Demonstrating a secure attachment Participants will demonstrate a secure attachment using yarn. 1. Choose 5 participants to come up to the front of the group. Each participant should be assigned a caregiver role: the child, mother, father, grandparent, and extended relative like aunt or uncle. 2. Hand the ball of yarn to the child. 3. The facilitator will read a series of statements. After each statement, the child should pass the yarn to the adult, and they should return it, holding one end of the yarn each time. 4. Read the following statements: • **Mom** hears the baby crying in the crib and walks over and picks him/her up. • **Dad** rocks baby to sleep. • **Grandma** comes over to visit and gives the child a huge hug and look of delight.

	• Child falls down on the ground. **Dad** picks child up and carries him/her inside. • Child was called a dummy at the park. **Dad** validates the child's feelings and reaffirms child's identity. • **Mom** kisses the child's "boo boo" and says, "Everything will be ok." • **Mom** reads a bedtime story to the child every night before bed. • **Dad** attends the child's soccer game and cheers loudly. • **Grandma** always listens to the child's complaints about parents. • **Grandma** takes child to the movies. • **Uncle** takes child to the Oakland A's game. Activity B: Demonstrating an insecure attachment Participants will demonstrate an insecure attachment using yarn. 1. Choose 5 participants to come up to the front of the group. Each participant should be assigned a caregiver role: the child, mother, father, grandparent, and extended relative like aunt or uncle. 2. Hand the ball of yarn to the child. 3. The facilitator will read a series of statements. After each statement, the child should pass the yarn to the adult, and they should return it if the statement is reinforcing a healthy/secure attachment. If an adult response is negative/unhealthy in nature, one string should be cut by the facilitator to demonstrate a severed bond or a disruption in their attachment. If the response is neglect, the adult should not receive the yarn at all. 4. Read the following statements: • **Mom** is addicted to cocaine while pregnant with child. (do not pass string) • Baby cries, but mom is high and locked in her room. (do not pass string) • Baby cries when **grandma** is over. She picks up baby and gives him/her a bottle. • **Dad** comes over to visit and brings child a stuffed animal and kisses child on forehead. (pass string) • Grandma takes child to her home because mom has disappeared on a drug binge. **Grandma** sings to child while holding him/her on her lap. (pass string) • **Dad** picks up child consistently every weekend for visits. (pass string) • **Grandma** bathes and cooks for child daily. (pass string) • **Mom** cleans up and starts showing up for dinner each night at grandma's house. (pass string) • **Mom** gets caught selling heroine. She is sent to jail. Trust is broken with family and she is cut off. (cut all strings)

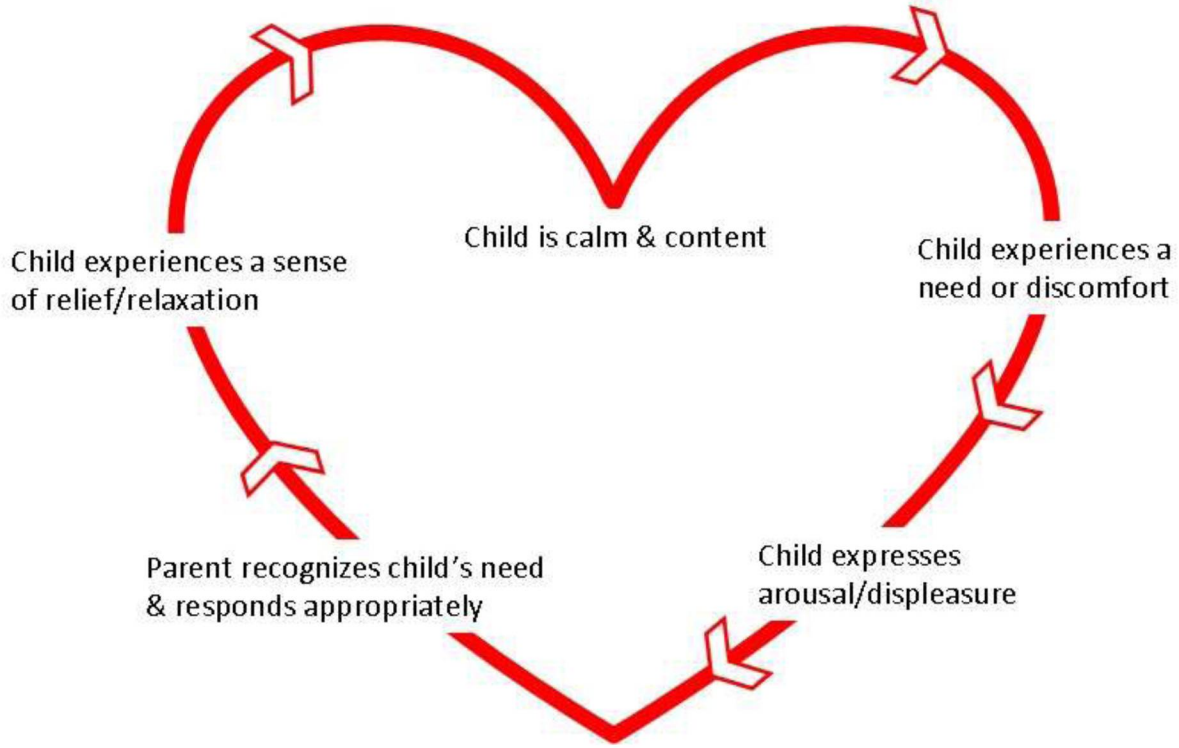
	• **Uncle** starts taking child to school, pick him/her up, and attends parent meetings at school. (pass string) • **Grandma** soothes child when they are sick with fever. (pass string) • **Dad** has been giving child a weekly allowance. (pass string) • **Grandma** takes child to Disneyland. (pass string) • **Dad** is undocumented and gets deported. (cut one string) • **Grandma** grows ill and is not as emotionally available to child. (cut one string) • **Grandma** finds out she has cancer. Child grows scared, and she reaffirms child that everything will be ok. (pass string) • Since grandma has been sick, **Uncle** has come around more making sure bills are paid and basic needs are met. He continues to support child's schooling. (pass string) • **Grandma** passes away when child is 5 years old. (cut all strings) Frame the session for participants. *In our previous session, we discussed childhood trauma and its effects on child development. In this session, we are focusing on the relationships that children have with the caregivers in their lives.* *In the activities, you were able to witness the kinds of attachments, or bonds, that can be created in these relationships.* *In the first activity, secure attachments were formed between a child and his/her mother, father, grandma, and uncle. Through meeting the child's physical, mental, and emotional needs, healthy attachments were created.* *In the second activity, the child formed insecure attachments with his/her mother due to drug abuse and incarceration. He/she formed a strong bond with his/her uncle with his consistent positive presence. The strongest bond was formed with the grandmother, who stepped into the place of a negligent mother and absent father, to care for the child. As you can see, grandma had the strongest attachment with the thickest amount of yarn. While the attachments remain with his/her own uncle and father, the safety net that existed with the child in the first activity, it does not exist with this second child. The loss of this strongest bond in the child's life has devastating effects on the physical, emotional, mental safety, and how the child views the world. And just think… what does a foster child experience?*
15 min	1. Frame the segment for participants. *Though there are two overarching kinds of attachments (secure and insecure), these two categories are comprised of four attachment styles.* 2. Give participants a copy of both handouts. 3. Guide participants through the attachment cycle using the "Bowlby's Attachment Cycle" handout. Note the following important points:

	• Attachment begins forming in utero (i.e., talking to baby, nourishment) • The more frequent the cycle repeats itself in this fashion, the stronger the attachment is. • This is the cycle that was repeated with the mother, father, grandma, and uncle in the first yarn activity we did. 4. Frame next the handout for participants. *What happens if this cycle is not completed? What happens if it is inconsistently completed? What if the cycle never begins? This is when insecure attachments are formed. There are three insecure attachment styles.* 5. Guide participants through "The 4 Types of Attachment Styles" handout in detail. 6. Participants will engage in an elbow partner discussion using the following question: • Think about the second yarn activity, what attachment styles did the child have with each of his/her caregivers?
10 min	1. Frame the segment for participants. *So, what is the best thing you can do with students who have insecure attachments? Establish secure attachments with your students. Be that one consistent string in their life that they can depend on from 8am-3pm. Provide a space that is consistently safe and supportive.* 2. Give participants "What Teachers Can Do" handout. 3. Participants will engage in an elbow partner discussion using the following prompt: • Think of one thing you could do consistently with one of your students who may have insecure attachments? It can be from this list or an idea of your own. 4. Give participants instructions for Yarn Activity C: • Have all participants go to designated space and form a circle. • Choose one participant to stand in the center of the circle in the child role. • Each participant will have the opportunity to share with the child one thing that they will consistently do.

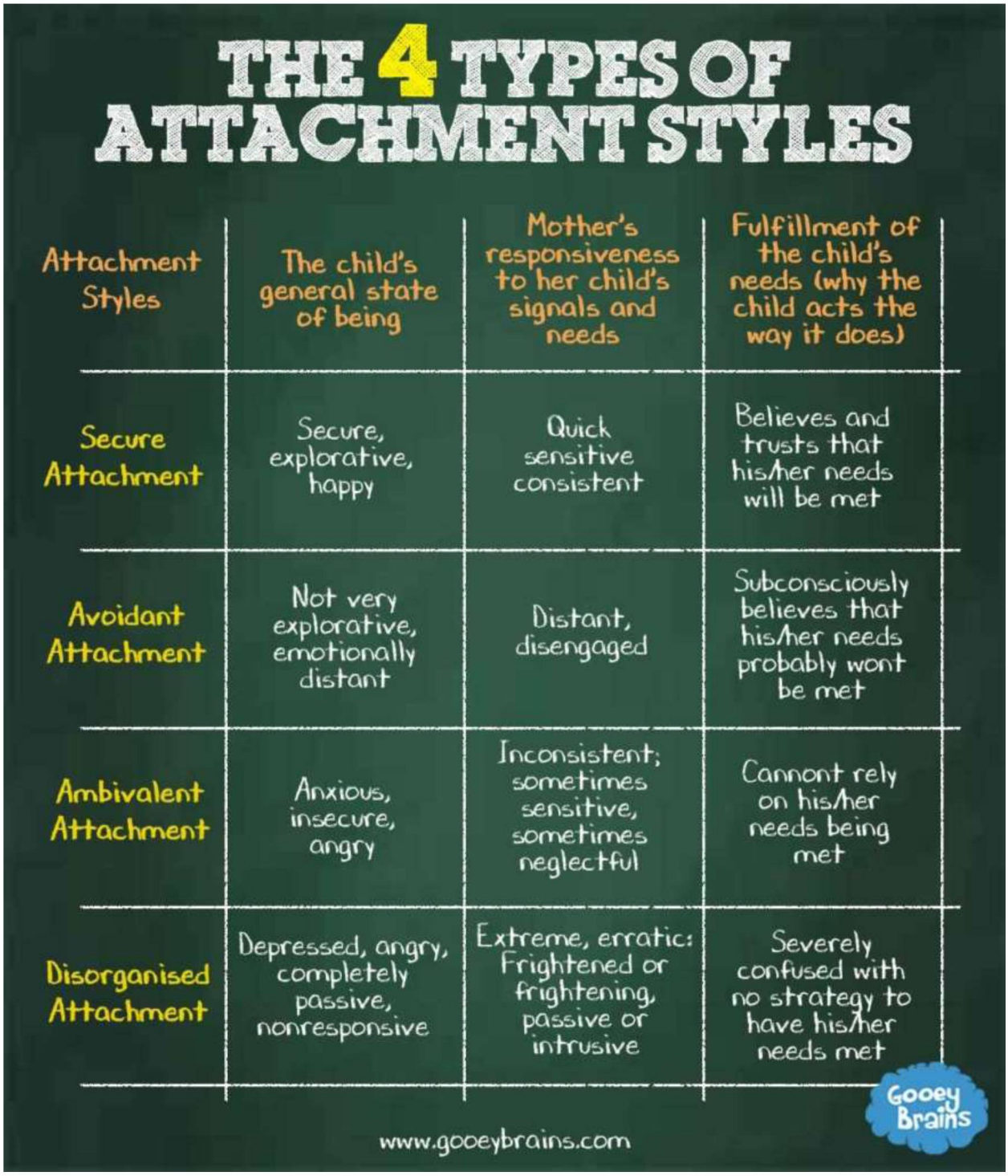
	• After they do, the child will extend the yarn to them to form a secure attachment. • This process continues until all participants have said what they are going to do. • When the last participant speaks, have participants continue to hold onto the yarn as you close. *As you look around, you see all the secure attachments formed. Imagine a school where many secure attachments are formed with students. What would it be liked for the child with insecure attachments to come to school each day with this safety net? What would it feel like for them? I encourage you to intentionally plan ways which we can create a safe place for our students to come to each day and how we can strengthen our bonds with them. In our next session, we will be exploring child's behavior that can manifest with insecure attachments and trauma and how to begin to address them.*
5 min	Participants will fill out an evaluation regarding today's session.

Bowlby's Attachment Cycle

In 1958, a British child psychiatrist and psychoanalyst named John Bowlby discovered "attachment theory," or the idea that a bond between parent and child is vital to a child's emotional development. The attachment cycle requires two parties: the child and a caregiver.



Hasson, Alyssa. "What's the Connection? Adoption & Attachment." *Upside Down Therapy*, 27 April 2011, http://upsidedowntherapy.blogspot.com/2011/04/whats-connection-adoption-attachment.html.



THE 4 TYPES OF ATTACHMENT STYLES

Attachment Styles	The child's general state of being	Mother's responsiveness to her child's signals and needs	Fulfillment of the child's needs (why the child acts the way it does)
Secure Attachment	Secure, explorative, happy	Quick sensitive consistent	Believes and trusts that his/her needs will be met
Avoidant Attachment	Not very explorative, emotionally distant	Distant, disengaged	Subconsciously believes that his/her needs probably wont be met
Ambivalent Attachment	Anxious, insecure, angry	Inconsistent; sometimes sensitive, sometimes neglectful	Cannont rely on his/her needs being met
Disorganised Attachment	Depressed, angry, completely passive, nonresponsive	Extreme, erratic: Frightened or frightening, passive or intrusive	Severely confused with no strategy to have his/her needs met

Gooey Brains

www.gooeybrains.com

"Secure Infant Attachment." *Gooey Brains*, 2005, http://gooeybrains.com/2017/01/23/secure-infant-attachment/.

What Teachers Can Do

1. Use eye contact, interest, and gesture matching to convey respect to children as well as a willingness to collaborate with them.
2. Replace authoritarian classroom management techniques with brain-based strategies that build a sense of collaboration and support.
3. Hold children to high expectations for performance and behavior paired with the scaffolds and accommodations children need to achieve them.
4. Provide children with opportunities to care for one another by providing a needed service or support.
5. Be emotionally available to children, supporting their efforts to manage their emotions and behavior.
6. Create a classroom environment that supports a dynamic relationship between the brain, mind, and body of both the students and teachers who participate in it.
7. Use observation to appraise children's inner states, and support their efforts at self-regulation based on your perception.
8. Use observation and active listening to establish positive relationships with children that allow them to feel safe and free to explore.
9. Provide positive behavioral supports such as physical proximity, choices about seating, visual templates, and developmentally appropriate pacing to help them maintain a comfortable level of arousal.
10. Provide children with access to soothing sensory input to help them self-regulate.
11. Provide children with opportunities for children to build self-esteem by playing "status roles" within the classroom, such as line leader.

12. Encourage children to notice and acknowledge the positive attributes of one another.

13. Provide children with opportunities to strengthen their prefrontal cortex through goal setting, choice making, and self-reflection.

14. Follow a consistent daily schedule to help children learn what to expect.

15. Engage child in serve and return exchanges to deal with the understanding of reciprocal relationships.

16. Provide children with opportunities to explore their interests through enrichment activities that broaden their experience and expose them to alternate ways of imagining a future.

Craig, Susan. *Trauma-Sensitive Schools: Learning Communities Transforming Children's Lives, K-5*. Teachers College Press, 2016.

Module 2: Seed Stage	Session: 7
Topic: Internal Working Model	Time Required: 1 hour
Guiding Question: What do children believe about themselves and their perception of the world?	

LESSON OBJECTIVE:

Educators will understand how a child's attachments and traumatic experiences shape perceptions of self and the world.

LESSON STRUCTURE:

Materials	
Computer with Internet Access	Projector Client Review worksheet

Time	Main Content
20 min	1. Frame the session for participants. *In this module, we have been learning about the unique needs of your students. This can be accomplished by seeing below the surface of their behavior, to what their life experiences are like. We have looked at the layers of trauma they may have experienced and the bonds they have formed. Today, we will end this module by exploring a child's behavior that can manifest as a result of trauma and how to begin to address them.* 2. Play the following movie: "ReMoved" https://www.youtube.com/watch?v=lOeQUwdAjE0 3. Participants will engage in an elbow partner share using the following prompt: *This video can evoke many emotions and trigger many thoughts. Take a moment to share with an elbow partner about how this video lands with you.*
	1. Frame the Client Review activity for participants. *Imagine if the little girl you just saw in that video is your student. How would you support a student whose life experiences are causing emotional distress that is beyond what they are capable of working through on their own?* *When working with children who have experienced trauma or who have insecure attachments with adults, it is vital to understand the child's internal working model. Psychoanalyst John Bowlby's research resulted in the internal working model, "a cognitive framework…for understanding the world, self, and others."*

	According to Bowlby, the primary caregiver acts as a prototype for future relationships via the internal working model... It is this mental representation that guides future social and emotional behavior as the child's internal working model guides their responsiveness to others in general. *Knowing a child's internal working model allows you to understand the deeper needs of the child and how to best respond to those needs. What we are going to spend our time on today is completing a client review. A client review is a document that has been used in the mental health field. However, this tool can be incredibly valuable to you as educators to address your students' needs in a more effective way.* McLeod, Saul. "Bowlby's Attachment Theory." *Simply Psychology*, 2017, www.simplypsychology.org/bowlby.html.
15 min	1. Give each participant two copies of the Client Review worksheet (1 to fill in for this activity and another for them to keep). 2. Let participants know that this is just a reflective tool. It does not provide immediate solutions or easy fixes to complex relational issues. 3. Guide participants through each section of the Client Review, highlighting the questions that can be used to reflect upon the student of choice. 4. Allow participants to ask clarifying questions about the worksheet. 5. Participants will now spend time reflecting on one student of choice. They can choose to work alone or if another teacher knows the student well, they can work together. This option is ideal allows for a fuller perspective of the child. 6. Give participants 10 minutes to fill in as much as they can. Note: Most client reviews do not cover all sections.
10 min	1. Participants will engage in a partner discussion using the following questions: • How did the client review go? • What section was the easiest and hardest to fill out? • How many this tool be used to inform your teaching practice? 2. Give participants closing remarks. *The Client Review worksheet is a great tool to help you reflect on the whole child versus focusing on just the behaviors that you see each day. You have received another additional copy of the Client Review for you to keep. Make copies and use in your personal planning, to reflect on difficult encounters with the child, or use in a team meeting with a school psychologist or counselor.*
5 min	Participants will fill out an evaluation regarding today's session.

Client Review Worksheet

Use this form to plan the discussion.

Student's Name:

Date of Review:

1. **Known trauma history**
   What forms of trauma has the child experienced in their life? Have they experienced any recent trauma within the last year?

2. **Current hypothesis of the child's Internal Working Model**
   Include significant ideas the child might have about self, about others, and about the world.

I think the world is… *I think adults are…* *I think I am…*

3. **Relational stream**
   Potential topics include:

   - *What experiences of adults has the child had in life?*
   - *How is the child relating to other students? To teachers?*
   - *What ways are adults often invited to respond?*
   - *What deliberate relational stance should participants take?*

4. Behavioral stream

Potential topics include:

- *What are the current problem behaviors?*
- *What might be the functions of the problem behaviors?*
- *What environmental factors (number of students in class, lighting in the classroom, cramped learning zones) may contribute?*
- *What behaviors could the child work toward and how do we get there?*
- *What rewards might be helpful?*

5. Ecological stream

Potential topics include:

- *What conditions at home may be affecting the child's behaviors?*
- *How can we help the child and family better cope with environmental stressors?*
- *Who are the important connections in the child's life?*
- *What community resources could we help connect the child to?*

6. Takeaways

What 2 main things should participants remember as we work with this client?

Adapted from "Client Review." *Building Blocks/Maya Angelou Academy*, Seneca Family of Agencies, Oakland, CA, 2019.

Appendix J

MODULE 3 LESSON PLANS: THE ROOTS STAGE

Module 3: Roots Stage	Session: 1
Topic: Bases of Power	Time Required: 1 hour
Guiding Question: How is mutual respect cultivated?	

LESSON OBJECTIVE:

Educators will understand the five bases of power and how they can be used effectively.

LESSON STRUCTURE:

Materials	
"Bases of Power" handout	"Bases of Power: Case Studies" handout

Time	Main Content
5 min	1. Frame the module for participants. *In the first module, the Soil Stage, we learned about ourselves and how our experiences form our view of the world and your students. In the second module, the Seed Stage, we learned to build trust with students by seeing their humanity vs as just an object. In this module, the Roots stage, we are going to learn about building mutual respect and gain an awareness of how we can perpetuate and inflict trauma.* 2. Frame the session for participants. *Today's session will be focused on power. When the word power is stated, there are many definitions that come to mind. Researchers McCroskey and Richmond studied the various definitions that exist for power in terms of the educator-student relationship. Here are some of the definitions they discovered:* • *An educator's ability to affect in some way the student's well-being beyond the student's own control.* • *An educator's potential to have an effect on another person's or group of persons' behaviors.* • *An educator's capacity to influence another person to do something he/she would not have done had he/she not been influenced.*

	• *The commonality in these definitions is influencing a change in behavior, attitudes, or beliefs.* *These are the definitions we will use going forward. Researchers McCroskey and Richmond studied 5 bases of power. Today, we will be exploring these ourselves.*
20 min	1. Give each participant a copy of the "Bases of Power" handout. 2. Guide participants through the definitions of coercive and reward power and cite examples. 3. Have participants form triads for a discussion activity. 4. Frame the activity for participants using the following prompt: *In a minute, I am going to have you discuss these bases of power and when they are necessary and how they can be harmful to students and your classroom. Before you do this, there are a few things I want you to consider:* • *As educators, we have the ability to make a situation escalate further depending on our response.* • *Our responses can either cultivate respect in both directions or break relational trust.* • *As you answer the questions, consider a children's internal working model and trauma history.* • *The ability to influence varies greatly by individual. As a result, this topic is complex and there is no one definitive answer.* • *Pick one representative from your group to share the group's thoughts when the whole group comes back together.* 5. Participants will engage in a whole group discussion using the following question: • What were some of the ideas shared in your group discussion?
10 min	1. Give each participant a case study worksheet. 2. In triads, participants should read through the case studies. 3. As they read, they should discuss: • What base of power would be most effective in each scenario? • What base of power could be harmful in each scenario?
15-20 min	1. Participants will engage in a whole group discussion. • Read aloud each scenario one at a time allowing participants to share their responses.

	2. Give participants closing remarks. *As we close today, I leave you with a few important reminders. Power is complex as are the individuals we are trying to influence. There is no single answer. It takes getting to know the child through trusting relationships. All of these bases of power have potential harming effects if educators view students as objects rather than humans with needs, challenges, and objectives that are equally important.*
5 min	Participants will fill out an evaluation regarding today's session.

BASES OF POWER

<table>
<tr><th colspan="2">Coercive Power</th></tr>
<tr><td colspan="2">Definition:
This base of power is dependent on the understanding that students will be punished if they do not conform to the teacher's attempt to influence the student. The strength of the teacher's power is based on the student's perception of whether or not negative consequences will be implemented at all by the teacher and to what degree they will be implemented.</td></tr>
<tr><td colspan="2">Example: An example of coercive power is when a teacher tells a student that he/she is going to call the student's guardians if they do not stop talking in class.</td></tr>
<tr><td>When is it necessary?</td><td>In what ways can this be harmful to the child and/or the classroom?</td></tr>
<tr><th colspan="2">Reward Power</th></tr>
<tr><td colspan="2">Definition:
This power is based on the student's perception of the teacher's ability to reward the student for compliance. The reward can be in the form a positive reward or the removal of a negative consequence.</td></tr>
<tr><td colspan="2">Example: An example of reward power is giving a student a sticker on their behavior chart for raising his/her hand to ask a question.</td></tr>
<tr><td>When is it necessary?</td><td>In what ways can this be harmful to the child and/or the classroom?</td></tr>
</table>

<table>
<tr><th colspan="2">Expert Power</th></tr>
<tr><td colspan="2">Definition:
This power is based on the student's perception of the teacher being "competent and knowledgeable in specific areas." The more the student views the teacher as competent, the more the information will be accepted. This form of power directly relates to the influence of cognitive growth.</td></tr>
<tr><td colspan="2">Example: In the classroom, an educator arrives each day prepared, confident, and clear in their explanations.</td></tr>
<tr><td>When is it necessary?</td><td>In what ways can this be harmful to the child and/or the classroom?</td></tr>
<tr><th colspan="2">Legitimate Power</th></tr>
<tr><td colspan="2">Definition:
This power is referred to as "assigned power." It is based on the student perception that his/her teacher has the "right to make certain demands and requests as a function of her/his position as 'teacher'." This base of power often is associated with tasks such as the daily schedule in class or the units of study the class will work on</td></tr>
<tr><td colspan="2">Example: A student athlete will complete running drills, sit-ups, and push-ups because they are "legitimate demands" from the person who is in the role of their coach.</td></tr>
<tr><td>When is it necessary?</td><td>In what ways can this be harmful to the child and/or the classroom?</td></tr>
</table>

Referent Power	
Definition: This base of power stems from "the student's identification with the teacher." When a student is drawn to the qualities of the teacher, the more power the teacher will have. Additionally, the more a student identifies with their teacher, the more influence a teacher can have.	
Example: An example of this base of power would be a student having a teacher who grew up in similar circumstances as them such as living with a parent in prison.	
When is it necessary?	In what ways can this be harmful to the child and/or the classroom?

McCroskey, James C., and Virginia P. Richmond. "Power in the Classroom I: Teacher and Student Perceptions." Communication Education, vol. 32, no. 2, Apr. 1983, p. 175. EBSCOhost, library.northwestu.edu/scripts/proxy.php?link=https://search-ebscohost-com.nu.idm.oclc.org/login.aspx?direct=true&db=ufh&AN=9507221&site=ehost-live&scope=site.

Bases of Power: Case Studies

Case Study A: Jose

Jose is a seven-year-old boy who lives in a single parent household. His mother suffers from alcohol abuse. When intoxicated, she is verbally abusive. If he is even a few minutes late, she asks him many questions concerning his whereabouts. Jose becomes fearful, overwhelmed with the questions, and is unable to answer them. As a result of his silence, he is physically punished. When Jose comes home from school, he cannot anticipate the condition of his mother.

Case Study B: Adriana

Adriana is a sixth-grade student from a two-parent household. Her parents cultivate her independence and encourage her to ask questions. She is an avid reader and enjoys a variety of subject matter. When her teacher is guiding instruction, Adriana interrupts him/her often with questions, alternative ways of solving a problem, or gives correction.

Case Study C: Michael

Michael is a seventh-grader from a two-parent household. All of his needs are provided for: food, shelter, latest items of clothing, and a cell phone. There are very little repercussions and accountability at home. In class, Michael is very apathetic. When his teacher asks him to engage in any form, his response is often disagreement while saying phrases like “leave me alone” or ‘I don’t care.”

Module 3: Roots Stage	Session: 2
Topic: Copowerment and Listening	Time Required: 1 hour
Guiding Question: How is mutual respect cultivated?	

LESSON OBJECTIVE:

Educators will understand that listening is an effective method of understanding a child's needs and validating their humanity.

LESSON STRUCTURE:

Materials	
Computer with Internet access	Timer
Projector	Personal journals

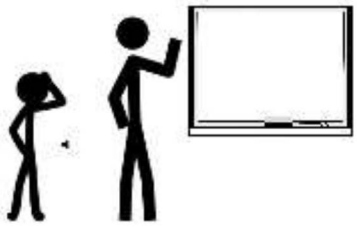
Time	Main Content
10 min	Frame the module for participants. *In the third module, the Roots Stage, we have been learning how to build trust with students building mutual respect. In our previous session, we learned about various bases of power and how they can be effective and potentially harmful. Today, we will focus on a new form of power: copowerment.* 1. Frame the activity for participants. *Before we define copowerment, we are going to do an activity that will help us with our definition in a bit.* 2. Give participants activity guidelines: • Participants should get in pairs. • Each participant will get 3 minutes to answer the facilitator's question. • While one participant is speaking, the other should not speak at all, only listen. • When time is up, the other participant will answer the question. • Activity question: ○ Share about a significant time or moment in your life. Why was it significant?

	3. Participants will engage in a partner share using the following questions: • How did it feel to listen for 3 minutes? • What is difficult to focus just on your person? • Did you find yourself thinking of your own story or a response?
10 min	*1.* Frame the following discussion for participants. *Today, we are learning about another bases of power that is not frequently used in education. This base of power is called copowerment. Before we define copowerment, it is important to first look at the term that is widely used: empowerment. Then we contrast it to copowerment.* 2. Give each participant a copy of the "Defining Copowerment" handout. 3. Guide the participants through the definitions on the handout, giving participants a clear distinction between the two. • Highlight that the key attributes of copowerment is listening and humility.
20 min	1. Frame the video for participants. *We are now going to watch a video that helps us explore further the importance of deliberate listening and how humility partners with it.* 2. Play video: "The Power of Deliberate Listening" by Ronnie Polaneczky https://www.youtube.com/watch?v=A343tlP5iUA 3. Participants will engage in an elbow partner discussion using the following question: • What resonated with while watching the video?
10 min	1. Participants will engage in a time of personal reflection (writing in personal journals optional) using the following questions: • How often do you ask a child about how their weekend or evening was? • How often do you suspend judgment when a student was accused of something by another and took the time to liste to both sides of the story fully? • How often do you stop yourself from reacting with a student violates expectations (especially those you struggle with staying out of the box with) and ask them why and listen without interruption? • When was the last time you showed humility by apologizing for jumping to conclusions and issuing judgement before listening?

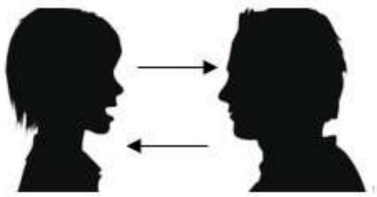
	2. Give participants closing remarks. *As you leave here today, I encourage you to choose just one way that you can practice deliberate listening with your students. I challenge you to commit to practicing deliberate listening with those that challenge you to stay out of the box with.*
5 min	Participants will fill out an evaluation regarding today's session.

Defining Copowerment

Throughout education, the term empowerment has been used. The Merriam Webster Dictionary defines empowerment as the "granting of power, right, or authority," and it is this definition that has been commonly utilized in education. This definition implies that one individual in a relational equation holds all the power, rights, and authority and grants it to the other individual who possesses none. Historically, educators have all the power (authority, answers, solutions), and students must follow them without question. The relationships between educators and students is one directional.



Copowerment differs as it is defined as "a mutual exchange through which both sides of a social equation are made stronger and more effective by the other." Where copowerment exists, both sides of the equation have "inherent value and all have much to offer." In these interdependent relationships, both individuals play the student at various times and learn from one another. This is accomplished through humility and listening first on the educator's part. When this foundation is established, students accept a teacher's use of authority in situations where it matters such as during a lesson or in situations where a student's safety is a concern.



Inslee, Forrest. "MAID Core Values" Orientation to Masters of Arts in International Community Development, 21 Aug. 2017, Oxford University, Oxford, United Kingdom. Introduction session.

Appendix K

MODULE 4 LESSON PLANS: THE BRANCHES STAGE

Module 4: Branches Stage	Session: 1
Topic: Shallow versus Deep Culture	Time Required: 1 hour
Guiding Question: How do you affirm the culture of children?	

LESSON OBJECTIVE:

Educators will be able to distinguish the difference between shallow and deep culture.

LESSON STRUCTURE:

Materials	
Half sheet of paper (1 per participant) "Shallow vs Deep Culture" handout "Hofstede's Cultural Dimensions" infographic	"Hofstede's Cultural Dimensions Inventory" Each participant needs a computer and Internet access

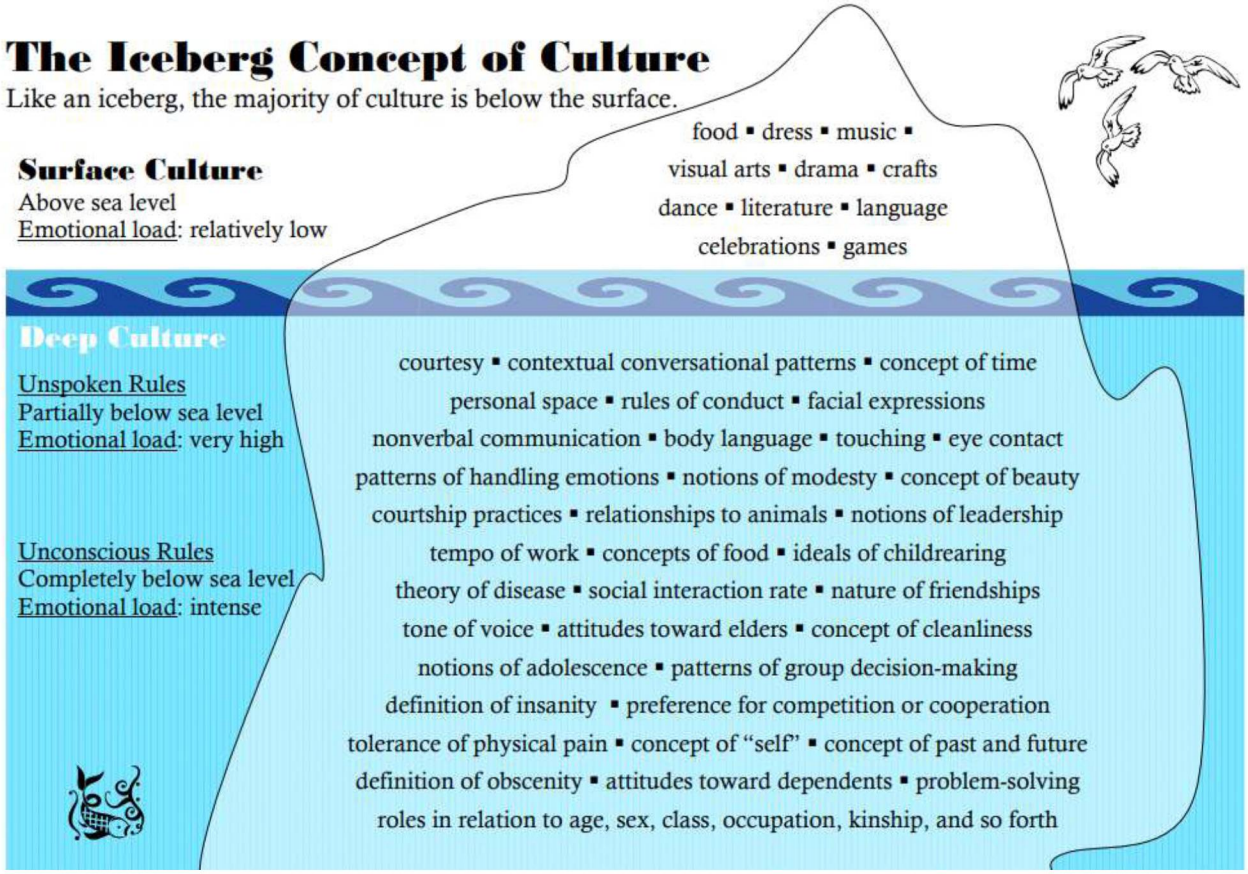
Time	Main Content
5 min	Frame the module for participants. *In the previous modules, we learned about ourselves and our students and how to identify the needs of the students. In this module, the Branches Stage, you will learn practical ways of creating a culturally supportive classroom centered on interdependent relationships. You will learn how to be intentional with affirming the identities of your students and leveraging their strengths into classroom practices. Lastly, we will further cultivate effective communication and conflict management skills.*
10 min	1. Give each participant a half sheet of paper. 2. Give participants 2 minutes to write down as much as they know about Latino culture. 3. After 2 minutes, let participants know that they will be watching a video on Latino culture. 4. Play video (3:53 to the end): "Latino Culture and Cultural Values" by Antonio Noguera https://www.youtube.com/watch?v=zvreEoKA9YI

	5. Give out each participant a copy of "Shallow vs Deep Culture" handout. 6. Guide participants through the worksheet, highlighting the differences between shallow and deep culture. 7. After finishing the worksheet, ask participants to look at what they wrote on the half sheet of paper. 8. Participants will engage in a time of personal reflection using the following questions: • Did what you write down represent more shallow or deep culture? • What thoughts or ideas rose when watching the video?
25 min	1. Frame Hofstede's Cultural Dimensions Model for participants. *Unless we have emerged ourselves into a culture different than ourselves, we usually only have a shallow knowledge of culture's different than ours. It is shallow culture that we typically celebrate like Cinco de Mayo, food, music… the 5 F's! In order to affirm our students' identities, we must move beyond just a shallow understanding. Students will feel safe, celebrate, and embraced when we learn how to welcome their cultural norms and values into our classrooms. We are now going to diver into deeper culture.* 2. Give each participant a copy of "Hofstede's Cultural Dimensions" infographic. 3. Guide participants Hofstede's Six Cultural Dimensions. 4. Frame the video for participants. *Now that we have a basic understanding of these dimensions, let's take a look at how these dimensions show up.* 5. Play the following video: "Me or We? Cultural Difference between East and West" by Knovva Academy https://www.youtube.com/watch?v=78haKZhEqcg 6. Participants will engage in an elbow partner debrief using the following question: • Where do you see yourself in this video? Are you more individualistic or collectivist? Give examples!
10 min	1. Frame the activity for participants. *To create a culturally supportive classroom, it is important to finds ways to incorporate your own and your students' cultural dimensions. For the next 10 minutes, you will have the opportunity to explore your own culture and your students' cultures by finding the scores on Hofstede's Dimension scale.*

	2. Give each participant a copy of the "Hofstede Cultural Dimensions Inventory" worksheet. 3. Participants should fill out the inventory sheet for themselves and pick one student that they would like to learn more about his/her culture. 4. Participants should use the website link to search for their own culture and their students' culture: https://www.hofstede-insights.com/product/compare-countries/ 5. Participants will engage in an elbow partner discussion using the discussion questions found at the bottom of the inventory.
5 min	Give participants closing remarks. *I challenge each of you seek to understand the culture of your students. Begin to research in your classroom and look for evidence of where your students land on Hofstede's Dimensions. As you observe, you will begin to see how your student's culture plays out in your classroom. Perhaps the way they have played out has been seen as "wrong" or as a deficit. In your lesson planning, find ways to design lessons that incorporate their dimensions. This is one way you can begin to affirm and validate their identities.*
5 min	Participants will fill out an evaluation regarding today's session.

Shallow vs Deep Culture

Author Gary Weaver developed the image of an iceberg to explain the various depths of culture. The tip of the cultural iceberg is considered the shallow depth of culture, or folk culture, which includes "the arts, folk dancing dress, cooking etc." The shallow depth of culture are things that are visible or can be easily identified (Hanley). Similarly, author Dr. Paul Richards explains that what is visible at this depth of culture are the "Five F's" or "food, fashion, famous people, festivals, and flags."



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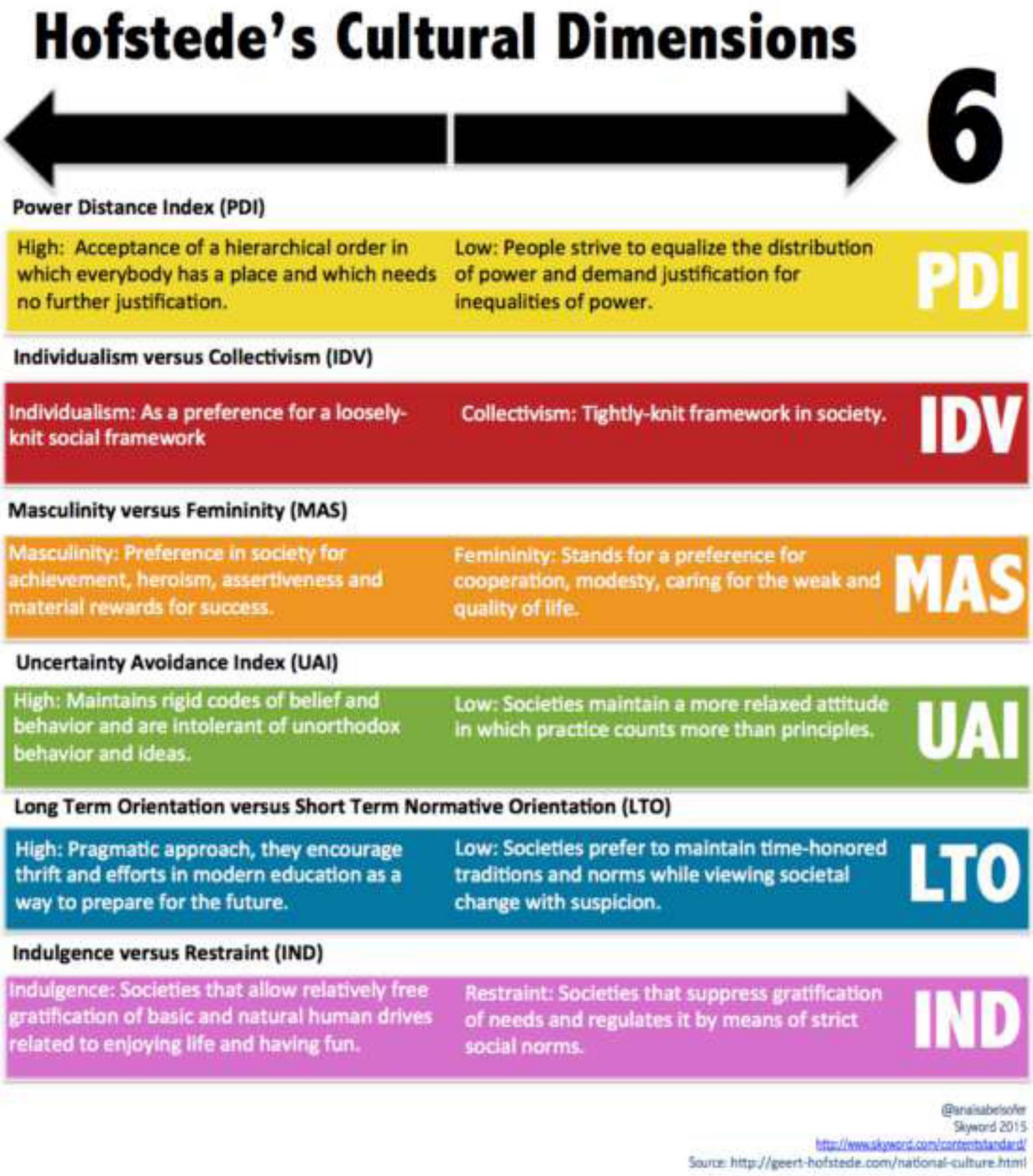
"The Iceberg Concept of Culture." *Washington Township Schools*, 2019, www.msdwt.k12.in.us/msd/wp-content/uploads/2011/10/iceburgofculture.pdf

Richards, Paul. "Let's Move Beyond the Five F's of Culture." 15 Aug. 2015. https://drpaulrichards.com/2015/08/15/lets-move-beyond-the-five-fs-of-culture/.



Rodrigues, JC. "Mensurando os valores culturais (o modelo Hofstede)." *UpdateorDie*, 2017, www.updateordie.com/2017/05/04/ mensurando-os-valores-culturais-o-modelo-hofstede/

Hofstede's Cultural Dimensions Inventory

Cultural Dimension	My Score	Evidence
Power Distance Index		
Individualism versus Collectivism		
Masculinity versus Femininity		
Uncertainty Avoidance Index		
Long-Term Orientation versus Short-Term Orientation		
Indulgence versus Restraint		

Cultural Dimension	My Student's Score	Evidence
Power Distance Index		
Individualism versus Collectivism		
Masculinity versus Femininity		
Uncertainty Avoidance Index		
Long-Term Orientation versus Short-Term Orientation		
Indulgence versus Restraint		

Discussion Questions:

- Were there challenges with discovering your student's score?
- Were there any surprises in completing this survey?
- What potential conflicts could occur without an understand of a student's culture?
- In what ways are you similar?

Module 4: Branches Stage	Session: 2
Topic: Cultural Capital	Time Required: 1 hour
Guiding Question: How do you affirm the culture of children?	

LESSON OBJECTIVE:

Educators will discover ways to identify and leverage the cultural capital of their students.

LESSON STRUCTURE:

Materials	
Half sheet of paper (1 per participant)	Chart paper and markers
"Yosso's Cultural Capital Wealth Model" handout	Index cards

Time	Main Content
10 min	1. Frame the module for participants. *In the previous session, we learned about ways to affirm and validate our students' cultural identity. In this session, we will learn about the strengths that students bring to school each day from their homes and communities.* 2. Give each participant a copy of "Yosso's Cultural Capital Wealth Model" handout. 3. Guide participants through the handout, explaining the various forms of cultural capital and their definitions only.
20 min	1. Divide participants into groups of 6, assigning each group a form of cultural capital. 2. Give each group a piece of chart paper and markers. 3. In groups, participants must discuss the following question and document their answer(s) on the chart paper: • In what ways do students show up with this cultural capital each day? • What ways can you cultivate it? 4. Once questions are answered, ask each group to present their chart paper with the answers they came up with.

20 min	1. Have participants get into their grade level teams. 2. Frame the activity for participants. *With this knowledge of students' cultural capital, we can design lessons and activities that leverage them or use them as a means of creating connection with students.* 3. Hand each grade level team an index card that has a different subject or lesson content on it (i.e., algebra, the Gold Rush, fractions, verbs and adverbs). 4. Grade level teams must incorporate one form of cultural capital of their students to the subject/content written on their card. 5. Once all teams are finished, have each grade level present their idea.
5 min	Give participants closing remarks. *By incorporating the deeper culture and cultural capital of your students, you are creating a classroom where they feel safe and a sense of belonging. I encourage each of you to continue to use these tools in your daily planning. As we move forward, we will be shifting to our communication skills and how we can be more effective in them in our interactions with students.*
5 min	Participants will fill out an evaluation regarding today's session.

Yosso's Cultural Wealth Model

Yosso is a well-known researcher and author in the subject of Critical Race Theory. Her Cultural Wealth Model examines six forms of cultural capital: aspirational, familial, social, navigational, resistant, and linguistic capital. This model's appreciative standpoint claims that students of color enter the classroom with these strengths and talents that have been developed in their families and communities.

Capital	Definition	Questions to Consider
Aspirational	It is defined as "the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers" (77).	How are we cultivating the growth of students' aspirations?
Linguistic	It is defined as the "intellectual and social skills attained through communication experiences in more than one language and/or style."	What assumptions have we made about our students' communication skills and style?
Familial	It is defined as "those cultural knowledges nurtured among *familia* (kin) that carry a sense of community history, memory and cultural intuition" (79).	How can we draw on wisdom, values and stories from their communities?
Social	It can be defined as how "peer and other social contacts can provide both instrumental and emotional support to navigate through society's institutions (79).	How do we help students stay connected to each other throughout the day?
Navigational	It can be defined as "skills of maneuvering through social institutions" (80).	What opportunities to we give our students to think critically about interactions with peers and adults in different contexts?
Resistance	It is defined as "those knowledges and skills fostered through oppositional behavior that challenges inequality" (80).	What opportunities do we provide our students in and outside of the classroom to advocate for their thoughts, ideas, and beliefs?

Yosso, T.J. (2005). Whose culture has capital? Race, Ethnicity and Education, 8(1), pp. 69–91.

Module 4: Branches Stage	Session: 3
Topic: Interpersonal Communication Skills – Conversational, referential, ego support, persuasive, and narrative	Time Required: 1 hour
Guiding Question: How do you effectively communicate with students?	

LESSON OBJECTIVE:

Educators will understand the different interpersonal communication skills needed for effective communication.

LESSON STRUCTURE:

Materials	
"Interpersonal Communication Skills" handout Index cards with the following combination of interpersonal skills written on them: • Conversational and ego support • Referential and ego support • Narrative and conversational	• Persuasive and narrative • Narrative and ego support Each participant should bring a lesson plan with them that they intend to teach in the next 1-3 days.

Time	Main Content
5 min	1. Without introduction, play the following video: Señor Chang - A Spanish Genius https://www.youtube.com/watch?v=vgYZMIU0IlM 2. Frame the session for participants. *Communicating with your students is an art. Unlike Senor Chang, good interpersonal skills give teachers the ability to create feelings of closeness, warmth, respect, and trust with students. Today, we are going to be focusing on five skills that researchers have discovered lead to better educator-student relationships.*
10 min	1. Give each participant a copy of "Interpersonal Communication Skills" handout. 2. Guide participants through the handout, explaining the research and each skill with its corresponding definition. 3. Participants will engage in an elbow partner discussion using the following questions: • Which of the skills come easier to you when engaging your students? • Which skills are more difficult?
20 min	1. Divide participants into triads.

	2. Hand each group an index card with the combination of interpersonal skills. 3. Give participants activity instructions: • You will have 10 minutes to create a classroom skit involving a teacher and students. • Teams must incorporate both interpersonal skills listed on their index card. • Team must not use the words on the card in their skits. 4. After 10 minutes, have each team come to the front of the room to perform their skit while the audience will try to guess the interpersonal skills used.
15 min	1. Transition participants from activity to lesson planning. *While these charades were entertaining as learned to identify and incorporate them, intentionally cultivating these skills will make you a more effective communicator and strengthen the relationships you have with your students.* 2. For 10 minutes, teachers will have the opportunity to look at the lesson plan they brought with them today. 3. Teachers should find ways to clarify concepts (referential), include a story (narrative), and incorporate these skills into the lesson. 4. After 10 minutes, participants should share their revisions to an elbow partner. 5. Give participants closing remarks. *As we learned today, effective communication skills are crucial in your relationship with your students. I offer this challenge. In the next few days, record yourself giving a lesson. This can be a video or audio recording. Listen closely for how clear and concise you are. Where you conversational in your speaking? Did you include a story? Did you and your students laugh? By taking such steps, you will refine your communication skills in a powerful way.*
5 min	Participants will fill out an evaluation regarding today's session.

Interpersonal Communication Skills

Two researchers, Ann Frymier and Marian Housier, explored the teacher-student relationship as an interpersonal relationship. One of the conclusions of their research was that teaching involved two key elements: content and relationships. Their evidence shows that teaching is personal communication. Educators who are skilled in personal communication not only have students who feel close to them relationally, but also learn better from them. Their study focused on eight interpersonal communication skills.

Skill	Definition
Conversational	The ability to engaged in enjoyable casual dialogue
Referential	The ability to convey information clearly and concisely
Ego Supportive	The ability to make others feel good about themselves
Persuasive	The ability to get others to change their behaviors and thoughts
Narrative	The ability to entertain through stories or jokes

Frymier, Ann Bainbridge, and Marian L. Houser. "The Teacher-Student Relationship as an Interpersonal Relationship." *Communication Education*, vol. 49, no. 3, July 2000, p. 207. EBSCOhost, library.northwestu.edu/scripts/proxy.php?link=https://search-ebscohost-com.nu.idm.oclc.org/login.aspx?direct=true&db=ufh&AN=3385568&site=ehost-live&scope=site.

Module 4: Branches Stage	Session: 4
Topic: Interpersonal Communication Skills – Comforting, conflict management, and regulative.	Time Required: 1 hour
Guiding Question: How do you effectively communicate with students?	

LESSON OBJECTIVE:

Educators will understand the Escalation Cycle and develop the skills to regulate their students' emotions in crisis situations.

LESSON STRUCTURE:

Materials
"Interpersonal Communication Skills Part 2" handout
"The Escalation Curve" handout
"Intervention Strategies for Regulation" handout

Time	Main Content
10 min	Frame the session for participants. *In this session, we are going to continue with effective interpersonal communication skills. Today, we will be focusing on developing skills to use when children are in crisis. In schools that are trauma impacted, these skills will be crucial for maintaining relational trust with students.*
20 min	1. Give each participant a copy of the "The Escalation Cycle" handout. 2. Guide participants through each step of the escalation cycle, highlighting key points of each.
15 min	1. Have participants choose a partner to sit with to complete the next activity. 2. Frame the activity for participants. *Now that we have an understanding of the escalation cycle, we now can focus on the interventions that you can use at various stages.* 3. Give each participant a copy of the "Intervention Strategies for Regulation" handout. 4. Participants will engage in a partner discussion using the following instructions and questions: • Read intervention strategies together. • What are the best strategies for when a child first comes triggered?

	• What strategies work best for a level 5 crisis? Why don't the interventions work for this level? • For what interventions do you need further clarification?
10 min	1. Participants will engage in a whole group discussion using the following question: • What came up in partner discussions as you read through the intervention strategies? 2. Give participants closing remarks. *As we learned throughout these modules, there is not one answer or solution to challenging behaviors. Knowing your student's individual needs is the first step in any intervention. Trial and error are a part of the process. Continue to try until you find the intervention that is the most effective.*
5 min	Participants will fill out an evaluation regarding today's session.

Interpersonal Communication Skills Part 2

Skill	Definition
Comforting	The ability to make others feel better when they are feeling negative emotions
Conflict Management	The ability to reach "mutually satisfying solutions"
Regulative	The ability to assist others who have violated existing norms and support them in fixing the mistake

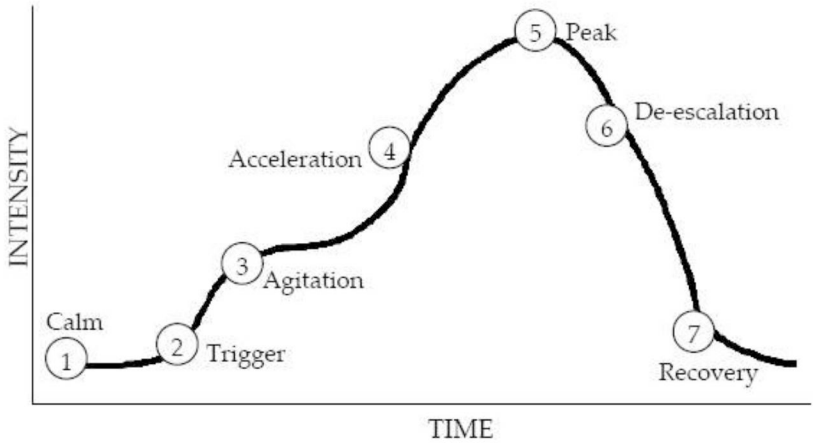
Interpersonal Communication Skills Part 2

Skill	Definition
Comforting	The ability to make others feel better when they are feeling negative emotions
Conflict Management	The ability to reach "mutually satisfying solutions"
Regulative	The ability to assist others who have violated existing norms and support them in fixing the mistake

Interpersonal Communication Skills Part 2

Skill	Definition
Comforting	The ability to make others feel better when they are feeling negative emotions
Conflict Management	The ability to reach "mutually satisfying solutions"
Regulative	The ability to assist others who have violated existing norms and support them in fixing the mistake

The Escalation Curve



1 Calm: In a "normal" state where an individual has full cognitive functioning and emotional and physical control.

2 Triggering Event: An event that results in person's level of stress, anxiety, or sense of danger. Can lead to amplification of feelings such as irritation, shame, frustration, anger, or fear. Decreased cognitive functioning can lead to a flooding of thoughts or emotions, unable to communicate or think, or confusion.

- Fast triggers: Being teased, unable to complete an academic task, open-ended writing, being physically touched
- Slow triggers: Lack of fine motor skills, not able to read social situation

3 Agitation: Individual becomes emotionally dysregulated and struggles to re-establish calm state.

4 Acceleration: Individual becomes more fully emotionally dysregulated. They are limited in their communication and cognitive functioning resulting in yelling, swearing, isolating, or threatening.

- Adult must detach from the child's behavior and remain calm.

5 Peak: Individual has lost all behavioral control and cause physical or emotional harm to themselves and others.

- Individual is not capable rational thought. Avoid verbal interaction.

6 De-escalation: Individual begins to regain some behavioral self-control and cognitive functioning. They are extremely vulnerable to triggering events.

- Adult can process with student about what they thought and better options.
- Provide an environment where the child feels safe again.

7 Recovery: Individual has recovered emotional and physical control and is back at a calm state.

- Adult can issue consequence of misbehavior at this state.
- Adult can process with student about what they thought and better options.

Adapted from "Ahimsa Training." *Building Blocks/Maya Angelou Academy*, Seneca Family of Agencies, Oakland, CA, 2019.

Adapted from "Understanding Individual Student Behavior." *Supporting Positive Behavior in Alberta Schools*, www.learnalberta.ca/content/inspb1/html/4_understandingindividualB.html

Intervention Strategies for Regulation

- *Respond to the student in a neutral, calm voice.* 1 2 3 4 5 6 7
  Speaking calmly is not only helps you believe you are calm, but helps to calm the student in an agitated state.

- *Keep responses short.* 2 3 4 5 6
  Children in flight, fight, or freeze mode are not capable of processing a lot of information. Trying to process information causes them to get even more frustrated. Responses should be spoken in five words or less if possible.

- *Use open-ended questions to understand the needs of the students.* 2 6 7
  Posing who, what, where, when and how questions as a way of allowing children to feel heard and seen and avoid them feeling prematurely judged. Avoid why questions as they may frustrate children further when they are unable to articulate a reason.

- *Use nonverbal strategies to defuse the situation.* 1 2 3 4 5 6 7
  Mirror the emotional posturing of the student. When possible, sit next to them as it is a less threatening posture.

- *Validate the emotions of the child.* 2 3 4 6
  Though the student behaviors may be inappropriate, the feelings behind them are normal and part of the human experience. Name the emotion the child is feeling and acknowledge them.

- *Planned ignoring.* 2 5
  Give the child a direction and turn away from them, yet remaining near. Resist entering a power struggle. Disengaging from the behavior, not the child, will signal to child that threatening or tantrums will not be given in to. Once a child begins to comply with expectations, engage with the child again.

- *Distraction.* 23
  With younger children, intentional distraction helps child detach from the negative emotions they are experiencing.

- *Proximity.* 2 3 4 5 6 7
  Sometimes a child needs proximity to calm or interrupt their behaviors. Coming down to their level can help them reconnect with you. Proximity while disengaging from child behaviors is necessary in peak behavior levels. If child requests space, respect their boundaries, but close enough for the safety of others.

- *Sensory Stimulation* 2 3 4 5 6
  Some clients have either over- or under-stimulated senses. Providing noise cancelling headphones and a separate space away from noisy activity in the room can allow children to calm. Others who are under-stimulated could become restless and need sensory objects, movement breaks, or food like fruit.

Adapted from "Ahimsa Training." *Building Blocks/Maya Angelou Academy*, Seneca Family of Agencies, Oakland, CA, 2019.

Adapted from "Understanding Individual Student Behavior." *Supporting Positive Behavior in Alberta Schools*, www.learnalberta.ca/content/inspb1/html/4_understandingindividualB.html

Topic: Emotional Intelligence- Self-Awareness and Self-Management	Time Required: 1 hour
Guiding Question: How emotionally intelligent are you?	

LESSON OBJECTIVE:

Educators will identify their personal triggers and create a self-care plan for coping with negative emotions.

LESSON STRUCTURE:

Materials	
A few foods that will produce a reaction like hot sauce, cinnamon, pepper, vinegar, etc. Spoons for the sauces and/or condiments "Emotional Intelligence: Self-Awareness" handout	"Self-Care Planning" worksheet Computer with Internet access Projector "How to Identify Your Anger Triggers" article

Time	Main Content
10 min	Body Language Activity 1. Have four participants come to the front of the group. 2. Give participants instructions: • You will be asked to eat a food item that may not be the most pleasing to eat. • Your goal is to eat the food item without showing any sign of discomfort. • You must not show how it feels inside. You can't show it in your body, your face, your muscle tension, etc… • The rest of the group must keenly observe the individuals eating for any sign of discomfort. • After each person eats, ask audience what they saw. Frame the session for participants. *In the book Trauma-Sensitive Schools," author Susan Craig explains, "Children with early trauma history easily miss the content of what is being said to them because their attention is focused on subtle changes in the speaker's facial expression or tone of voice that may signal danger" (50). They are able to see the tiniest signs of frustration, anger, dislike, disgust, and any other emotion to determine if you are safe or not. Because of this, an educator's emotional intelligence, or the ability to "motivate oneself and*

	persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope," is a key trait needed to maintain the trust of students and create a safe environment. Today, we will be focusing on our own emotional intelligence.
5 min	1. Play the following video: "7 Signs of Emotional Intelligence: Which of these do you possess?" https://www.youtube.com/watch?v=wUdfblJEAY8 2. Frame the session for participants. *Psychologist Daniel Goleman was the individual who developed this concept of Emotional Intelligence (EI). He determined that EI included four areas:* • *Self-awareness* • *Self-management* • *Social Awareness* • *Relationship Management* *In this session, we will be focusing on the first two:* • *Self-Awareness – Knowing one's internal state* • *Self-Management – Managing one's internal state* 3. Give each participant a copy of "How to Identify Your Anger Triggers" article and "Emotional Intelligence: Self-Awareness" handout.
20 min	1. Review the Escalation Cycle on the "Emotional Intelligence: Self-Awareness" handout. 2. Frame the activity for participants. *As educators in urban neighborhoods in the SF Bay Area, it is crucial we learn to manage our own emotions. By learning about our own triggers, we can learn to manage our emotions so that we do not enter the escalation cycle in front of our of students and inflict harm upon them as a result.* 3. Guide participants through the "How to Identify Your Anger Triggers" article. 4. Instruct participants that they will be identifying one trigger they have, preferably in the classroom. 5. On the "Emotional Intelligence: Self-Awareness" handout, participants should identify the behaviors associated with each stage of the Escalation Cycle for the chosen trigger.

	6. After everyone has filled in their worksheet, have participants get into triads and share their trigger and how they behave in the Escalation Cycle.
15 min	1. Give each participant a copy of the "Self-Care Planning" worksheet. 2. Explain to participants the four areas of personal care. 3. Instruct participants to make plans for how they will manage their emotions. 4. Have participants chose someone from their group to be an accountability partner for their self-care plan. 5. Have participants sit with their accountability partner and share their plans with each other. 6. Give participants closing remarks. *Keeping your cool, or remaining in a calm state, is crucial to maintain the trust of students who have been trauma impacted and create a safe environment for them. By learning about your emotions and how to manage them, you will be able to think more clearly in crisis situations. I challenge you to reflect on the next time you're triggered. Think about the cause and what you can do to get back to a calm state quicker.*
5 min	Participants will fill out an evaluation regarding today's session.

How to Identify Your Anger Triggers

By Charles H. Elliott, Laura L. Smith, W. Doyle Gentry

Knowing your *anger triggers* — the events and situations that make you mad — is important because you'll respond more effectively to your anger when you feel prepared for it. Anticipating the possibility of anger increases your ability to express it more constructively. Here are some common anger triggers.

BEING TREATED UNFAIRLY

Many people feel annoyed, irritated, or even enraged whenever something unfair happens to them. Unfortunately, unfair events occur to everyone and even fairly often. Here are a few common examples:

- Someone cuts in front of you at the movie theater line.
- A teacher gives you what seems clearly to be an unfair grade.
- Your boss gives you an inaccurate evaluation at work.
- A policeman gives you a ticket when you know you weren't speeding.
- No matter what response you have to unfairness, what matters is whether your reaction is mild, productive, or out of proportion to what happened.

RESPONDING TO TIME PRESSURE AND FRUSTRATIONS

Today's world is a busy place. People feel pressure to multitask and constantly increase their work output. But things inevitably get in the way of making progress. Examples of such interruptions include:

- Leaving a bit late to work and running into a huge traffic snarl
- Running late for a plane and getting selected for extra screening by security
- Having family members or friends constantly text you while you're working
- Having a contractor for your house project fail to show when you had set the whole morning aside to wait
- Being placed on hold for 45 minutes and then having your call suddenly disconnected

Are events like these frustrating? You bet. However, they happen to everyone, and they happen no matter what you do to prevent them. You may be able to set limits in a useful way for some types of interruptions. For example, you may be able to tell family members you need to have them stop texting you at work. However, numerous delays and frustrations inevitably happen. Allowing anger to run out of control won't help; instead, it will merely flood you with unnecessary stress.

EXPERIENCING DISHONESTY OR DISAPPOINTMENT

When people let you down, whether they renege on a promise or simply lie, it's pretty common to feel annoyed, upset, or angry. And most people encounter these events off and on throughout their lives. For example:

- Your partner or spouse cheats on you.
- Your boss fails to promote you or give you a raise as promised.
- A close friend forgets your birthday.
- A friend fails to help with moving as she said she would.
- A coworker makes up a lie to get out of work one day.
- Your kid tells a lie about hitting his brother.

Of course, it's normal to feel irritated or even angry about all these triggers. However, you should try to figure out which types of events happen to you the most often and, more importantly, cause you the most anger.

ENCOUNTERING THREATS TO SELF-ESTEEM

People like to feel reasonably good about themselves. Even people who have low self-esteem usually don't like to experience put-downs and criticism. Some people react to self-esteem threats with sadness and/or self-loathing, whereas others respond with anger. These threats can be either realistic and deserved or quite unfair. A few examples of self-esteem threats include

- Receiving a bad grade or evaluation
- Getting insulted or disrespected
- Making a mistake in front of other people
- Spilling wine on your neighbor's carpet
- Getting rejected

- Not getting picked for the sports team
- Losing an election

RUNNING INTO PREJUDICE AND DISCRIMINATION

A few special historic figures, such as Gandhi and Nelson Mandela, have channeled their anger and rage into remarkable, world-changing movements. Most people who face discrimination and prejudice feel powerless and unable to change their world. They respond with irritation, anger, rage, or even despair. The nature of discrimination or prejudice can be subtle or blatant. Here are the most common themes of unfair treatment:

- Racial or ethnic differences
- Sexism
- Sexual orientation
- Nationalism
- Classism
- Disability
- Religious beliefs
- Appearance (such as height and obesity)

You probably realize that this list of common prejudices could be endless. Some people even prejudge others based on the TV news shows they choose to watch.

Anger can be triggered either by being intolerant or prejudiced or being the victim of intolerance or prejudice.

GETTING ATTACKED

Violence permeates the world. Being the victim of violence or abuse naturally creates anger, although some people respond with anxiety and/or depression. Chronic abuse changes victims into abusers in some cases. Abuse takes many forms and ranges from subtle to blatant. The following are broad categories of abuse or attack:

- Partnership or domestic violence
- Partnership or domestic verbal abuse
- Child abuse
- Assault and battery

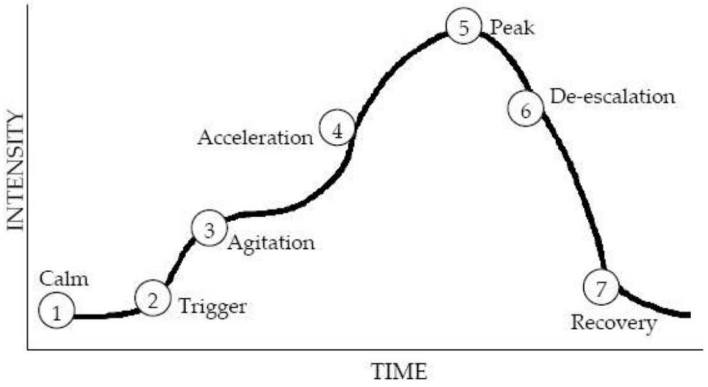
- Rape or sexual abuse
- War trauma
- Verbal intimidation
- Genocide
- Random violence and accidents

Charles, Elliot, et al. *Dummies*, www.dummies.com/health/mental-health/how-to-identify-your-anger-triggers/.

Emotional Intelligence: Self-Awareness

Self-Awareness – Knowing one's internal state

Directions: Take a moment to think about yourself and your own tendencies when you become upset. Identify a triggering event for you. Write down the behaviors that are associated with the Escalation Cycle, when you enter in each stage.



Stage	Definition	Behavior
Triggering Events	An event that results in person's level of stress, anxiety, or sense of danger. Can lead to amplification of feelings such as irritation, shame, frustration, anger, or fear. Decreased cognitive functioning can lead to a flooding of thoughts or emotions, unable to communicate or think, or confusion.	
Agitation	Individual becomes emotionally dysregulated and struggles to re-establish calm state.	
Acceleration	Individual becomes more fully emotionally dysregulated. They are limited in their communication and cognitive functioning resulting in yelling, swearing, isolating, or threatening.	
Peak	Individual has lost all behavioral control and cause physical or emotional harm to themselves and others.	
De-Escalation	Individual begins to regain some behavioral self-control and cognitive functioning. They are extremely vulnerable to triggering events.	
Recovery	Individual has recovered emotional and physical control and is back at a calm state.	

Adapted from "Ahimsa Training." *Building Blocks/Maya Angelou Academy*, Seneca Family of Agencies, Oakland, CA, 2019.

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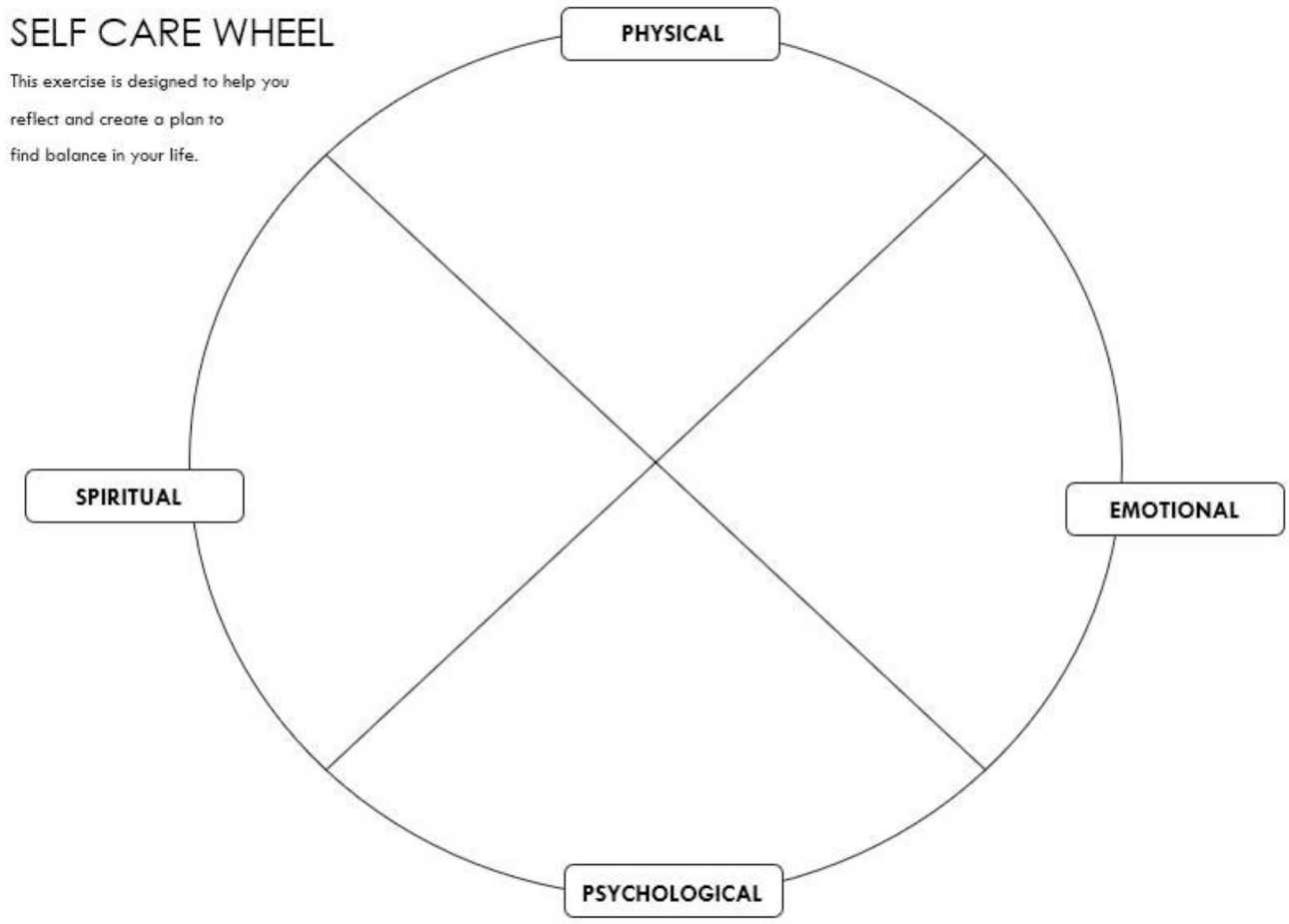
Self-Care Planning

Emotional Intelligence: Self-Management – Managing one's internal state

What are some things you can do in each category to manage your internal state? Make sure to include suggestions for:

1. In the Classroom when triggered
2. At home as preventative measures



Module 4: Branches Stage	Session: 6
Topic: Social Awareness/Relationship Management	Time Required: 1 hour
Guiding Question: How emotionally intelligent are you?	

LESSON OBJECTIVE:

Educators will identify the motives of dysregulated behavior and how to influence positive behavior.

LESSON STRUCTURE:

Materials	
"The Four Motives of Dysregulation" worksheet (1 per participant) "The Four Motives of Dysregulation: Answer Sheet" worksheet (1 for facilitator only) One quote on its own piece of paper (from Relational Quote Walk page)	Tape "Sample Behavior Intervention Plan" worksheet (1 per participant) "Behavior Intervention Plan" worksheet

Time	Main Content
10 min	Relational Quote Walk 1. Before the session, hang up the quotes around the room. 2. When the session begins, instruct participants that they are going to do a quote walk. It will require them to have a cell phone to take pictures or a pen and paper to write with. 3. Give participants 5 minutes to silently walk around the room to read the quotes. 4. Participants should take a picture of the quote (or copy it down) that resonated with them the most. 5. When the 5 minutes has ended, participants should get into pairs to share the quote they chose and the reason why. 6. Frame the session for participants. *Over the course of these four modules, we have learned about ourselves and our students, safety and trust, humility and listening, communication, and strategies for managing ourselves. In our final session, we will focus on the last two components of emotional intelligence: social awareness and relationship management.*

20 min	1. Frame the focus for participants. • Social Awareness – Awareness of other's emotions, needs, concerns • In this segment, we will be specifically looking at how to detect the emotional state of our students and determine the goal and response when interacting with our students who are dysregulated. 2. Give participants a copy of "The Four Motives of Dysregulated Behavior" worksheet. 3. Guide participants through the four motives. Emphasize: • Anger is not a root emotion. It is a by-product of one of these four. 4. In partners, have participants try to fill in the worksheet sections for each emotion. • Signals: What body language and external behaviors/language is visible? • Educator Goal: What is the educator's focus in the interaction? • Educator Response: What should the educator do or say to reach the goal? 5. Participants will engage in a group share out. • Ask participants to share the answers they wrote section by section. • As they share, validate answers and gently guide any responses that are incorrect towards the correct one. • Share answers from the answer sheet that were not generated by participants. 6. Transition participants to the next segment. *As you learn to identify the root emotions, you can use that information to create a behavior plan to address those behaviors.*
25 min	1. Frame the focus for participants. • Relationship Management – Ability to influence desirable responses in others • In this segment, we will be specifically looking at how to create these behaviors. 2. Give participants a copy of the "Behavior Intervention Plan" and "Sample Behavior Intervention Plan" worksheets. 3. Guide participants through sample worksheet, stopping to allow for participant questions. 4. When complete, participants will be given 10 minutes to complete as much as they can. They can work alone or in groups.

	5. Participants will engage in a whole group share out using the following questions: • What questions do they have? • How could this be used going forward? 6. Give participants closing remarks. *You now have completed all modules in this professional development series. We believe that all of you have the capacity to cultivate culturally supportive classrooms and safe and trusting interdependent relationships with your students, learning from each other and growing together. We hope that because of this journal, you feel more confident as you move forward.*
5 min	Participants will fill out an evaluation regarding today's session.

The Four Motives of Dysregulated Behavior

Social Awareness – Awareness of other's emotions, needs, concerns

FEAR	FRUSTRATION
Signals:	Signals:
Educator Goal:	Educator Goal:
Educator Response:	Educator Response:
Manipulation	**Intimidation**
Signals:	Signals:
Educator Goal:	Educator Goal:
Educator Response:	Educator Response:

The Four Motives of Dysregulated Behavior
Answer Sheet

FEAR	FRUSTRATION
Signals: Flinching, frantic, fight or flight, screaming, crying, eloping (leaving the space)	Signals: Stiff bodies, clenched fists, grunting/growling, ripping up assignment, throwing items
Educator Goal: To reduce the threat	Educator Goal: Lend control
Educator Response: "I'm here to help you." Give them as much space as possible. Hands open. Try not to make eye contact. Staff off to the side. Get down to their level/make yourself smaller. Speak slow and softly. Reassure.	Educator Response: Offering as many options as you can. Give them some control of something. Mirror their frustration in your face and body. Show you're there to help them. Speak clear and direct.
Manipulation	**Intimidation**
Signals: Tantrums, looking sweet while asking, asking multiple staff members the same question, violence	Signals: Threats, posturing physically
Educator Goal: Healthy detachment to behaviors	Educator Goal: Identify consequences
Educator Response: Not responding to behaviors until they ask in a healthy way. Do not give eye contact. Act not interested and bored.	Educator Response: Detach emotionally. Don't show you're afraid. Calm assertiveness: "When you give me a calm body…" or "When you show me you're ready…"

BEHAVIOR INTERVENTION PLAN

Student Name:	Birthdate:	Date of BIP:
Behavior Plan is based on the following:		
The problem behavior impeding learning is (describe what it looks like):		
Frequency:	Intensity:	Duration:

Part 1: Environmental Factors and Necessary Changes

What are the antecedents for the problem behavior? (Situations in which the behavior is likely to occur: physical setting, social setting, instructional strategies, curriculum, activities, scheduling factors, degree of independence, degree of participation, social interaction, degree of choice, etc.):

What environmental structure and supports are needed to reduce the problem behaviors? (provide specific examples):

Part 2: Functional Factors

Student behavior occurs because:

- ☐ Access (to obtain something):
- ☐ Avoid:
- ☐ Attention-Seeking:
- ☐ Reinforcement of Internal Working Model (i.e., "I am bad"):

Part 3: Functionally Equivalent Replacement Behavior

What should the student do INSTEAD of the problem behavior? (Replacement behavior that meets the same identified function of the problem behavior)

List teaching Strategies/Necessary Curriculum/Materials that are needed (List successive teaching steps for student to learn replacement behavior/s)

List reinforcement procedures needed for 1) establishing, 2) maintaining, and 3) generalizing the replacement behavior(s)?

Part 4: Response to Problem Behavior Strategies	
Student Behaviors	**Staff Responses**
Student early escalation behaviors may include:	Staff response to early escalation behaviors may include:
Student behaviors during problem behavior may include:	Staff response during problem behavior may include:
Student behaviors during de-escalation may include:	Staff response to promote de-escalation may include:
Student behaviors during post incident may include:	Post incident strategies may include:

Adapted from "Behavior Intervention Plan." *Building Blocks/Maya Angelou Academy*, Seneca Family of Agencies, Oakland, CA, 2019.

SAMPLE BEHAVIOR INTERVENTION PLAN

Student Name: Aiden Smith	Birthdate: 11/06/2012	Date of BIP: 10/1/2018
Behavior Plan is based on the following: Observations and information gathered from team		
The problem behavior impeding learning is (describe what it looks like): (Behaviors are listed from mild to severe) ignoring simple directions, running around the classroom, repeatedly flipping in the classroom, cursing and yelling at peers and adults, throwing classroom items and food, jumping and climbing on classroom furniture, climbing and jumping from fences, eloping from classroom to run down hallways away from staff, makes frequent accusations or harm and often takes classroom objects without permission, and demonstrates targeted aggression towards peers and staff (threatening gestures, hitting, tackles, charges, kicking, pushing, spitting, pinches, slapping).		
Frequency: Daily, 2-3x	Intensity: Varies	Duration: 5-20 min

Part 1: Environmental Factors and Necessary Changes

What are the antecedents for the problem behavior? (Situations in which the behavior is likely to occur: physical setting, social setting, instructional strategies, curriculum, activities, scheduling factors, degree of independence, degree of participation, social interaction, degree of choice, etc.):

-Environmental Stimuli: loud noises, chaotic milieu, perceived threats.
-Degree of Choice: Limit setting, reminders for following routine and appropriately engagement.
-Instructional Strategies: High demand to perform and adhere to classroom activities.
-Curriculum: Aiden struggles with fine motor tasks (tracing letters and numbers, scribbling), processing and organizing material (counting in order, ABCs in order). It's possible that his feelings about his own academic ability trigger emotional upset, often demonstrated in physical dysregulation.
-Social interaction: speech impairment and language as a trigger when people do not understand him.
-When Aiden engages in sensory-seeking behaviors in the classroom (flipping, climbing, tumbling) and does not accept redirection of staff, it is a predictor that he is dysregulated.

What environmental structure and supports are needed to reduce the problem behaviors? (provide specific examples):

-Positive praise, validation of feelings.
-Avoid talking too much, utilize simple and direct communication and first/then statements to explain instructions and behavioral expectations. (Ex: First use this color, then the red one).
-Building Trust Conversation- I need to see that I can trust you. If he makes accusations- ask him to hold your hand instead.
-Model the expectations: Show him an example. Visual supports
-Headphones when it is too loud in the classroom. Potentially provide him with his own sensory basket.

Part 2: Functional Factors

Student behavior occurs because:

Aiden has difficulty processing information, which directly relates to a low self-esteem. This triggers his fear of failing, and invites criticism and corrections from adults, even when well-meaning. Difficulties of pronunciation and articulation confirm that teachers/staff/adults cannot meet his needs because they do not understand.
Aiden demonstrates many behaviors that are seen as unsafe and unfit for the classroom setting (flipping, crashing, climbing) however, he is seeking necessary sensory input for self-regulation. It can be determined that he is using the sensory-seeking behaviors appropriately when he able to follow directions and safely adhere to re-do's and maintain participation in classroom activities. Sensory-seeking actions can also present themselves as an act of defiance as determined by him not accepting redirection as evidenced by talking back to teachers, cursing at teachers.

- ☐ Access (to obtain something): Access to preferred tasks, access to preferred adults and teachers, approval and control of peers, guarantees attention from adults (positive or negative).
- ☐ Avoid: Academics and being singled out in social situations
- ☐ Attention-Seeking:
- ☐ Reinforcement of Internal Working Model (i.e., "I am bad"):

Part 3: Functionally Equivalent Replacement Behavior

What should the student do INSTEAD of the problem behavior? (Replacement behavior that meets the same identified function of the problem behavior)

Aiden will utilize a sensory tool(s) (fidgets, stuffed animal, etc.) to remain regulated to participate in classroom activities.

List teaching Strategies/Necessary Curriculum/Materials that are needed (List successive teaching steps for student to learn replacement behavior/s)

--Narration/reminders about what his expectations are using a calm, neutral voice tone; what regulatory strategies he can utilize
-Engage Aiden in a process-oriented discussion to identify triggers, feelings, and replacement behaviors
-Offer Aiden choices in order to increase his sense of control and safety
-One-on-one coaching to support Aiden's needs and to reinforce that adults care about him; can help meet his needs
-Coaching and Modeling to prompt Aiden to utilize replacement behaviors.
-Motivational system to support participation in classroom activities such as sticker charts and stars for safely transitioning between activities.
-Aiden will need individualized sensory bin .

List reinforcement procedures needed for 1) establishing, 2) maintaining, and 3) generalizing the replacement behavior(s)?

Verbal coaching/reminders, praise, physical affections (e.g. high fives, fist bumps)
Classroom behavioral management system(s) (e.g. kindness puff balls, safe choice puff balls, sticker chart, star chart, prizes, etc.), incentive time with peers (e.g. recess, centers, etc.)

Part 4: Response to Problem Behavior Strategies	
Student Behaviors	**Staff Responses**
Student early escalation behaviors may include: -Ignoring simple directions. -Cursing -Flipping and climbing -Running around the classroom and attempting to elope. -Invading the personal space of others -Throwing classroom items and food.	Staff response to early escalation behaviors may include: -Social Thinking/Sensory-Based Responses from staff to support Aiden by naming what he is feeling. -Redirect using simple language -Using a calm voice when talking. -First/Then Directions
Student behaviors during problem behavior may include: -Targeted aggression (hitting, kicking, slapping, spitting, cursing), -Accusations of harm toward staff who are attempting to help -Yelling at staff -Invading personal space of others.	Staff response during problem behavior may include: -Short direct language -Clear narration of limits -Calm voice -Validation of feelings.
Student behaviors during de-escalation may include: -Willingness to engage in some conversation -Explains his triggers	Staff response to promote de-escalation may include: -Compliancy and trust checks -Continued space away from peers
Student behaviors during post incident may include: -Sits in one spot -Re-integration into classroom -Uses typical volume in conversation -Engaging in positive relationships with peers and adults.	Post incident strategies may include: -Validation -Ask open ended questions -Clear simple limits that are consistently held. -Frame in safety. You did this, now we have to do this. -Offer re-do's

Adapted from "Behavior Intervention Plan." *Building Blocks/Maya Angelou Academy*, Seneca Family of Agencies, Oakland, CA, 2019.

Relational Quote Walk

- "Assumptions are the termites of relationships" – Henry Winkler
- "A true relationship is someone who accepts your past, supports your present, loves you and encourages your future" -Unknown
- "A good relationship always creates an 'us' without destroying a 'me'" -Unknown
- "Coming together is the beginning. Keeping together is progress. Working together is success" -Henry Ford
- "If there is even one secret to success, it lies in the ability to get the other person's point of view and see things from that person's angle as well as your own" – Dale Carnegie
- "If we don't change, we don't grow. If we don't grow, we aren't truly living" -Gail Sheehy
- "Your perception of me is a reflection of you; My reaction to you is an awareness of me" – Unknown"
- "A brilliant mind is useless without a humble heart. You make an impression with what you say, but you make an impact by what you do" -Unknown
- "It takes considerable knowledge just to realize the extent of your own ignorance" -Thomas Sowell
- "What is necessary to change a person is to change his awareness of himself" -Abraham Maslow
- "I spent my days diagnosing others while ignoring my own sickness. I had no medicine to offer until I first healed myself" -John Mark Green
- "Listen. People start to heal the moment they feel heard" -Cheryl Richardson
- "It's easier to build strong children than to repair broken men" - Frederick Douglass
- "I've learned that people will forget what you've said, people will forget what you did, but they will never forget the way you made them feel" -Maya Angelou
- "When we lose the right to be different, we lose the privilege to be free" -Charles Evan Hughes
- "Privilege is when you think something is not a problem because it's not a problem to you personally" - Unknown
- "Preservation of one's own culture does not require contempt or disrespect for other cultures" -Cesar Chavez
- "Humility is the wisdom of accepting the truth that you might just be wrong" -Richard Paul Evans

Appendix L

SESSION EVALUATION FORM

Session Title: School:

How would you rate the DESIGN of today's session (e.g. organization, format, pacing)?

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

How would you rate the PRESENTATION of the information and new concepts in today's session?

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

How would you rate the RELEVANCE of today's session to your day to day work?

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

How would you rate the OVERALL QUALITY of today's session?

	1	2	3	4	5	
Poor	○	○	○	○	○	Excellent

Questions or Comments:

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