



Quaver PLC: Leaders in Education – Trauma-Sensitive Schools: Part 1

GUEST SPEAKER
Becky Haas

SPONSORED BY
QuaverEd

Overview

QuaverPLCs bring educators and leaders together to discuss important and timely topics in education. QuaverPLC offers powerful insight and actionable steps to create a culture of success in your school or district.

After watching an episode of Leaders in Education, we invite you to discuss these relevant topics in **your own PLC**. We provide you with the framework for discussion, relevant resources, and a general guide to begin thinking about next steps.

The Process

During your PLC, team members will work through the framework laid out in pages 2-3 of this document. This is designed to aid educators and leaders to take part in thoughtful and meaningful discussions.

After the meeting, educators will meet with their assigned students to begin the support process. This will create a connection among your staff, and provide an opportunity to meet the needs of all students with intentional conversations and planning.

Before your PLC meets, we suggest:

- ➔ Please view or listen to the **Leaders in Education - Trauma-Sensitive Schools: Part 1** with Becky Haas
- ➔ Complete the Sidekicks document
- ➔ Come to the meeting prepared to discuss the topic: *Trauma-Sensitive Strategies: Sidekicks*

Next Steps

Schedule a Meeting Time and Date	Pre-Work Expectations
<p>Date _____</p> <p>Time _____</p> <p>Location _____</p>	<ul style="list-style-type: none"> ➔ Please view or listen to the Leaders in Education – Trauma-Sensitive Schools: Part 1 with Becky Haas ➔ Complete the Sidekicks document ➔ Come to the meeting prepared to discuss the topic: <i>Trauma-Sensitive Strategies: Sidekicks</i>



Quaver PLC: Leaders in Education – Trauma-Sensitive Schools: Part 1

Trauma-Sensitive Strategies: Sidekicks

Objectives:

- Discuss how trauma is presenting in today's classrooms
- Share strategies on creating a safe atmosphere in your classroom
- Pair Sidekicks and Supporters

Opening:

Present the following questions to each member of the group individually using the discussion question handout. Allow a few moments for each individual to write down thoughts and reflections.

- ➔ What are different survival behaviors your students have exhibited?
- ➔ What ways are we currently discipling students who might be presenting survival behaviors?
- ➔ What areas of improvement should we consider?

**Before going on to the next question, explain the process of Sidekicks.*

Sidekicks is a way of connecting students who might benefit from additional adult support with a person in the building who can foster a healthy relationship. Students will meet daily or weekly with this person at a predetermined place and time. These individuals can feel free to have general conversations with the students, for example, asking them questions about their weekend or discussing a book they might be reading.

Note: For students that are exhibiting strong classroom behaviors, a more formal Check-In/Check Out process might be appropriate. Educators can find support resources from the QuaverReady dashboard, by selecting interventions, and then behavior resources.

- ➔ **How can we structure relationship building, through Sidekicks, for our students who present with at-risk behaviors?**
- ➔ **What benefits do we anticipate from this process?**

After completing the discussion, each educator will share the students they have identified for Sidekicks. As a grade-level team, decide which supporter each student will be assigned and the time and place they will build a connection.

Review each student in a month's time, noting any success or setbacks.

Quaver PLC: Leaders in Education – Trauma-Sensitive Schools: Part 1

Discussion Question Handout

Questions	Notes
1. What are some ways your students might be exhibiting survival behavior?	
2. What ways are we currently disciplining students who might be presenting survival behaviors?	
3. What areas of improvement should we consider?	
4. How can we structure relationship building, through Sidekicks, for our students who present with at-risk behaviors?	
5. What benefits do we anticipate from this process?	
Additional Questions	

Quaver PLC: Leaders in Education – Trauma-Sensitive Schools: Part 1

Student Sidekicks

Directions:

Supporters are connection facilitators for students that might need individual time to develop a relationship with a trusted adult in your building. Take a moment to think about your class. Consider the Trauma-Sensitive Schools: Part 1 discussion. Do any of your students display physical, cognitive, or social and emotional learning challenges? These could look like isolation, anxiety, outbursts, or problems with emotional regulation.

Choose 2 to 4 students and fill in the first two columns of the table. During your PLC choose an appropriate supporter that will meet with each student at some point throughout the day.

_____’s Class

Student’s Name	Behaviors Witnessed	Assigned Supporter	Time and Place of Connection	1 Month Review