



POSITIVE SCHOOL CULTURE SUPPORT

PROACTIVE. RESPONSIVE. EFFECTIVE.

Professional Learning Opportunities, Supports, and Services

All professional learning and follow-up support listed are customizable.

Contact kathleen.greb@cobbk12.org to schedule professional learning

School-wide prevention (Tier 1)

Compassion Fatigue for Educators

This 45-minute session covers what compassion fatigue is and how it differs from burnout, along with the signs and symptoms educators may experience. Awareness and prevention are key, and we will spend time talking about what support within a school community looks like, including the promotion of wellness for educators. Takeaways will include a self-assessment on compassion satisfaction, burnout and secondary traumatic stress and resources to support staff wellness.

Creating Positive Learning Environments

These offerings are for classroom teachers to learn and apply evidence-based preventive and responsive approaches essential to creating a positive learning environment. Each session is approximately 45 minutes to 75 minutes and is customizable for your school's needs; the topics listed below can be delivered as a full day professional development or as individual sessions.

Maximize Structure: Participants will explore tools, resources, and information about how to set up the physical structure of their classroom, effective visual structures, and the importance of attention signals.

Teach Expectations, Rules and Procedures: Participants will receive guidance on how to develop and teach a classroom matrix that distinguishes between rules and procedures. A template is provided for teachers to create procedures for key activities throughout the day, such as entering the class, small group work, transitions, etc.

Acknowledge Appropriate Behavior: Participants will receive information on the key components of specific and positive feedback and learn the importance of delivering four positive statements to every corrective one. In addition, teachers will learn how to create effective acknowledgement systems within their classrooms.

Actively Engage Students: Participants will learn behavioral strategies to increase student engagement, including opportunities to respond, active supervision, and response rates.

Response strategies for inappropriate behavior: Participants will receive an overview of developmentally appropriate behavior and explore a continuum of strategies for managing and promoting appropriate student behavior. Strategies include active supervision, planned ignoring, redirection, and error correction.

De-escalation strategies: Participants will learn the cycle of acting-out behavior and how to respectfully respond early in an escalation. Additionally, participants will learn to identify environmental factors that can be manipulated.

The "Why" Behind Student Behavior: Participants will learn preventative strategies to use in the classroom and appropriate response strategies for during and after undesired behavior occurs. Participants will be guided through scenarios and given an opportunity to create an action plan to aid in supporting teachers with appropriately addressing student behavior.

Educator Wellbeing: Strengthening our own Competencies

This presentation covers the core competencies (Self Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making) and the need for educators to strengthen their own competencies. We will discuss each in detail with examples of small ways to implement into the workday. Takeaways will include a self-assessment, ideas to support overall wellness and resources.



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Managing Anxiety in an Unpredictable World

This session will explore the difference between stress and anxiety and help participants identify how their brain and body responds to chronic stress and anxiety. You will receive practical tools that can aid in noticing symptoms of anxiety, reducing stress, and improving your quality of life.

Positive Behavioral Intervention and Supports (PBIS) Tier 1 Team Workshop

This 3-day workshop is for new school teams seeking to address school climate with a preventative and proactive framework. The 6-8 team members learn the features of Tier I PBIS as well as have time to develop an action plan for implementation. Formally trained PBIS schools can earn up to five-star climate-rating points.

Restorative Practices

School-wide Restorative Practices: Building Community: Restorative Practices foster a compassionate and relationship-centered culture, positively impacting the entire school. Staff will practice the following strategies to build community across their team, classrooms, and students: (1) facilitating circles, (2) using affective statements and questions to address behavior/conflict, and (3) steps to repair harm when conflict occurs. This 90-minute school-wide training can be covered in one session or split into two 45-minute sessions.

Restorative Practices for School Teams: Build Team Cohesiveness and Repair Harm: This offering is tailored to school-based teams which could benefit from teambuilding and/or repair from harm. This multi-session offering is typically three to five 45-minute sessions. Staff members will participate in team building and goal setting activities. These sessions will provide teams with practical resources that strengthen their ability to effectively collaborate, function cohesively to best support students, and grow professionally.

Introduction to Restorative Practices/Using Circles Effectively: This two-day training is considered the foundational training for Restorative Practices. It focuses on the theory behind restorative practices and how to use the restorative continuum of tools with a special emphasis on the use of circles to build community, manage conflict, and repair harm.

Facilitating Restorative Conferences: This two-day training focuses on repairing harm and restoring community once a significant harmful event has occurred among students, staff, and/or community members. This training covers tips for facilitating a successful restorative conference and opportunities to practice facilitating a restorative conference. *It is recommended to attend the Restorative Practices/Circles training prior to attending the Conferencing training.*

Sources of Strength for Middle and High

Sources of Strength is an evidence-based suicide prevention and health promotion program that trains student leaders to make positive changes in their school culture. School staff are trained as Adult Advisors before a diverse group of students are nominated to participate in a four-hour training led by a nationally certified trainer. *Sources of Strength* peer leaders create projects for the entire student body to engage in naming Trusted Adults within the school. Students also participate in activities that encourage strength and wellness to increase help-seeking and a positive school climate.

Sources of Strength Elementary Curriculum

The elementary model continues *Sources of Strength's* commitment to increasing health and wellness through building resiliency and decreasing negative outcomes through empowering individuals and communities full of connection, belonging, and resilience. The curriculum is comprised of 12 units containing several lessons that build upon the unit topic. Lessons are designed to be approximately 30 minutes in length and typically facilitated one to two times per week. <https://sourcesofstrength.org/elementary/>



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Supporting Social, Emotional and Academic Development in the Classroom

This 45-minute presentation covers the core competencies (Self Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making) and the importance of these skills for our future work force. Examples of ways teachers can implement and model these competencies for their students will be discussed.

Supporting Social, Emotional and Academic Development for Families

This 45-minute presentation provides families with strategies to use at home to address social, emotional, and academic development for our students, families, and caregivers. The core competencies (Self Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making) are reviewed and ideas to support overall wellness are discussed.

Trauma-Informed Practices

Trauma Overview

This 1 ½ hour overview defines trauma and how it shows up in our students and the adults in the school. The impact of childhood trauma on the developing brain, childhood development, and ability to learn will be explored. The importance of having a trauma informed learning environment, along with practical ways to implement evidence-based interventions and build resilience among their students, will be discussed.

Starr Commonwealth's 10 Steps to Create a Trauma-Informed Resilient School

Our Certified Trauma and Resilience Trainer will deliver this Starr Commonwealth training that covers the 10 steps to creating a trauma-informed resilient school. The course is 6 hours and can be broken down into 2-hour sessions (3 sessions in total). Staff who participate in the entire course will have the designation as a Certified Trauma and Resilience Specialist in Education (CTRS-E) and will receive a certificate of completion and a CTRS-E badge. This training is offered at the school-wide level, as well as for individual staff members who attend district-wide training dates.

Zones of Regulation

The *Zones of Regulation* provides concrete self-regulation tools for students to use to develop awareness of feelings and alertness levels while exploring a variety of strategies for prosocial skills and overall wellness. Half-day professional learning is available for school-based teams. Schools will be provided with Zones of Regulation curriculum materials and follow-up support.

Targeted Group Intervention (Tier 2)

Tier 2 Team Support

This support is customizable for schools based on needs and can include professional learning on: (1) Tier 2 team processes for determining which students need intervention; (2) function-based behavioral interventions (including Check-in/Check-out, Class Pass, Self-monitoring, etc.); and/or (3) progress monitoring for targeted groups.



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Individual Intervention (Tier 3)

Behavior Intervention Support

Our District Behavior Intervention Specialist is available to support students in your school with individualized needs. Support includes providing school and classroom staff with guidance, modeling, and strategies related to behavioral interventions, implementation of behavior plans, and effective classroom practices.

Function-Based Behavior Support Plans

This 3-hour offering focuses on identifying the function of behavior and applying this information to write a function-based behavior support plan. Creating a function-based plan allows schools to make informed decisions to help positively change challenging behaviors displayed by students.

Check & Connect

Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of *Check & Connect* is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to *Check & Connect* when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades. Clicker here for <http://www.checkandconnect.umn.edu/model/default.htm>