

Connections Compliance

Building Positive Classroom
Environments

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Welcome!

Thank you for joining in this discussion!

I am here because I love to help educators be the best they can be!
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Objectives...

- ⦿ Attendees will be able to identify the value of social and emotional wellness in the school environment.
- ⦿ Attendees will identify levels of trauma.
- ⦿ Attendees will be able to identify counterbalancing factors of trauma.

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Relationships Felt Safety

CHECK-IN

"Mutual caring relationships require kindness and patience, tolerance, optimism, joy in the other's achievements, confidence in oneself, and the ability to give without undue thought of gain." - Fred Rogers

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Trauma
Significantly stressful events that affect one's sense of felt-safety

Types of Trauma

Acute one negative incident	Chronic prolonged, repeated incidents	Complex Varied and multiple traumatic events
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More than **two thirds of children** reported at least 1 traumatic event by age 16 -SAMHSA, 2020

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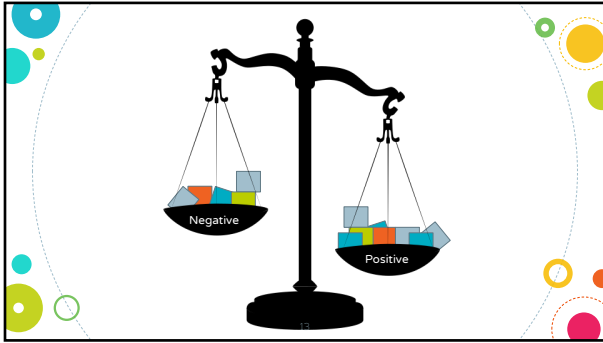
Resiliency
An ability to recover from or adjust easily to adversity or change -
Merriam-Webster Dictionary

Negative

Positive

Negative

Positive



Outcomes

Negative

- Abuse
- Community or school violence
- Witnessing or experiencing domestic violence
- National disasters or terrorism
- Commercial sexual exploitation
- Sudden or violent loss of a loved one
- Refugee or war experiences
- Military family-related stressors (e.g., deployment, parental loss or injury)
- Physical or sexual assault
- Neglect
- Serious accidents or life-threatening illness

Outcomes

Positive

- Safety
- Trustworthiness
- Choice
- Collaboration
- Empowerment

Counterbalancing Factors

Counterbalancing Factors

- mobilizing sources of faith, hope, and cultural traditions
- providing opportunities to strengthen adaptive skills and self-regulatory capacities
- building a sense of self-efficacy and perceived control
- facilitating supportive adult-child relationships

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Relationships Circling Back

Making it happen...

<p>Organized Make it meaningful and purposeful just as you would with your academic areas.</p>	<p>Inviting Calm, safe, warm, friendly</p>	<p>Space Allows for easy movement Learning areas for each type of engagement Teacher space reflects student expectations</p>
<p>Student-centered Is the space student designed or teacher?</p>	<p>Routines Consistent, shared schedule</p>	<p>Setting Light, sound, smells, furniture, wall space</p>

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“When we love, we always strive to become better than we are. When we strive to become better than we are, everything around us becomes better too.”

PAULO COELHO

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Creating Classroom Culture

Greet Students	Family Photos	Advisory Periods
Be a Thermostat	Service for Others	Collaboration
Allow for Wait time	Student Work	Handwritten Notes
Essential Agreements	Student Leadership	Thank You
Classroom Jobs	Notice student absences	Lunch Bunch
Routines and Rituals	Advisory Periods	Focused Attention Practices
		Brain Intervals

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Why this matters?

- Increased social-emotional skills in test situations
- More positive attitudes toward self and others
- More positive social behaviors
- Fewer conduct problems
- Lower levels of emotional distress
- Significantly better academic performance

The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students. CASEL, 2016

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Remember, everyone in the classroom has a story that leads to misbehavior or defiance. Nine times out of ten, the story behind the misbehavior won't make you angry. It will break your heart.”
- Annette Breaux

Thank you for joining me today!

live
laugh
love

Any questions?

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