

Relationship, Responsibility, and Regulation: Trauma-Invested Strategies for Fostering Resilient Learners

Online Study Guide Questions

Welcome to the online study guide for *Relationship, Responsibility, and Regulation*. This study guide can be used in a multitude of ways—you can use it for your own personal reflection; as a tool for working in your teams around building trauma invested practices or as a reference for a book study. The goal is that you take the opportunity to challenge your thinking and expand your learning!

As we have said before, reflection in this day and age is a luxury. We are often so busy with timelines, schedules, expectations and, often, unrealistic demands. The opportunity to take time and truly work collaboratively on what best practice could look like is rare. We also know that true shift in practice stems from opportunities to explore, reflect and evaluate our own ways of being. Thus it is critical that we give ourselves time to participate in such practices.

This new book really challenged us even more in how we see ourselves and our students. We also gave you additional insight and strategies for how best to help and support those who are struggling. As we have said many times, true change is hard and change takes time. Thank you for encouraging your group to read this book and to use it as a tool for allowing for reflection of practice! We hope this online study guide begins to provide you with a path for doing so.

These questions are designed to promote whole group thinking about what incorporation and sustainment of trauma invested practice can truly begin to look like in your setting. Whether you are a new teacher completing your degree in a classroom whose professor saw value in this book or a seasoned educational professional looking for a new way of practicing, this guide is designed to lead you in discussion about what implementation at a larger group level can look like. We tried to make it as easy as possible for you by designing questions for you and in alignment with the philosophy of the book!

We ask that you are trauma invested in how you lead and participate in this discussion. Take into account the 6 steps to communication we discussed in the first book. Allow time for thought and we encourage you to always start with building empathy as was modeled in each of the New 3 R chapters. It is easy to admire problems and it takes great courage to truly reflect on how best to address and solve them in trauma invested ways.

We encourage you to grab a journal. Use it to write your answers and to help you hold yourself accountable to this work. Keep it by your nightstand for those middle of the night brain ideas that wake you! Feel free to edit and add to thoughts as you do this work. The more we take time to reflect and process, the greater the likelihood will be that we implement and sustain trauma invested practices.

Lastly, please remember to be patient with this work. Think of yourself as the tortoise not the hare and remember this is a marathon, not a sprint. Please be open minded and kind with one

another and support one another in the exploration of what it truly means to be trauma invested. Thank you for your time and commitment to this and we are so grateful for the dedication and grace you bring to your students, families, and to each other!

Reflective Questions for Starting this Book:

1. How would you define trauma?
2. How has trauma impacted your work as a professional?
3. What do you remember about how trauma can affect learning?
4. What is something you know you can do to support student success?
5. What are 5 key things you want to take away from this book?
6. What is one intentional practice you can commit to in terms of this work?
7. What is one healthy work/life balance goal you can commit to starting today?

Reflective Questions for Chapter 1: A Culture of Safety:

1. What assumptions have you noticed yourself making about a family or student? How did this influence your motivation to want to positively interact with this person?
2. If you think of some of your tough nuggets in your building, what is the staff's reaction when they hear their names? How are we describing students who are struggling?
3. In terms of creating a culture of safety in your role, what strengths do you have in terms of the way you connect with your students and families?
4. When you think about your staff's culture of safety in your setting, what do you appreciate most about your fellow staff? What areas are you most effective at as a team?
5. To what extent are you (and/or your teammates) committed to becoming trauma-invested? How might you garner a deeper level of consent?
6. What would you like to see change in your setting? What would make you move even closer to a trauma-invested practice?
7. When looking at the 4 I's table, what is a step you can take right away in order to move you along the spectrum of trauma-based practices?

Reflection Questions for Chapter 2: Systems of Meaning:

1. Can you think of a time where your Systems of Meaning may have influenced an interaction with a student or a parent?
2. When you complete the exercise what went on for you as you read through that list? Did you notice your body reacting to any of the descriptors in a stressed way?
3. When you think about the tough nuggets that you reflected on last chapter, what might their systems of meaning be about school at this point? Their caregivers?
4. When you think about your next child study team or case staffing, how might you begin to address systems of meaning that are present for both the staff and the student? How can you take those into account when formulating your intervention plan?

5. What regulating options do you have that you can use that may prevent you from accessing your Systems of Meaning in a stressful situation?
6. What regulating tools can you use to teach your students, so they may be more apt to not access their Systems of Meaning?
7. What is one proactive measure that you can take to start helping reshape systems of meaning for one of your students who is struggling?

Reflection Questions for Chapter 3: Need vs Behavior:

1. Which of the behavior list was most triggering for you? Can you think of a current student who utilizes this as a means to get a need met?
2. How do you typically act when you are in your downstairs brain? What need are you most attempting to get met?
3. Think about a recent negative interaction you had with someone you care about? What would have helped that situation turn out differently? Upon reflecting, do you think you both got lost in the behavior versus the need? How can you revisit that with this person and repair?
4. When you think about your more triggering behaviors, can you identify a colleague in the building who is more tolerant of this? Could this be a possible check and connect person for this student?
5. What was your first thought when you read Charlie's story? Did it change as we began to explore it via a needs lens?
6. Can you think of a current student who is struggling? What might his/her need be? What intervention can you try to help him/her to get that need met?
7. Can you identify one intervention you can try/use with a student who has a relational need; a need for control; a physical need; and an emotional need? How can you test its' effectiveness? What do you hope to see as a result of this means of intervention?

Reflective Questions for Part II: The New 3 R's:

1. Check yourself with the four questions that kick off this chapter. Where do you stand at this point?
2. What is one thing you are proud of right now? Share it with a colleague—give yourself a cookie! 😊
3. Think of a student you are currently struggling with. Give yourself some permission to develop empathy for this student. What might he/she be needing from you?
4. How do you teach empathy in your role? How do you know that it is working?
5. Can you develop a lesson plan that incorporates the use of empathy?
6. When you look at the table that moves us from one direction to the other, where do you see yourself on this table? What are you doing well? Where can you improve?
7. What is one way you can do something kind for yourself today? Check back with each other tomorrow and see how you did.

Reflective Questions for Chapter 4: Relationship:

1. What is your definition of relationship?
2. How do you build relationship with students? What evidence do you have that it is working?
3. Can you think of someone in your life you provided a relational connection to you? What did he/she do that helped you to regulate and feel safe and connected? Do you emulate that same behavior in your own practice?
4. Who in your building do you access for relationship? What does this person do that helps you feel safe and connected?
5. Identify three students who you currently have that are relationally driven? What are you doing to help meet that need?

6. Can you identify at least two relational driven strategies that you can utilize in your role? How will you test their effectiveness?
7. Get together with a team and identify a student who is relationally driven. Using the same steps in the book, do your own student support staffing and see what you can identify in terms of support for this student who is struggling. How can you hold each other accountable to these action steps? What evidence will you look for to ensure that the interventions are working?

Reflective Questions for Chapter 5: Responsibility:

1. How do you define responsibility?
2. How did you learn to be responsible? How was it taught to you? When did you realize the definition of what this meant to you?
3. If you had students who were responsible what would that look like? How do you see yourself reinforcing this skill?
4. What are ways that you currently teach responsibility? How do you know they are working?
5. Can you think of a student who would benefit from this kind of intervention? What leads you to believe this?
6. Can you identify at least two responsible driven strategies that you can utilize in your role? How will you test their effectiveness?
7. Get together with a team and identify a student who is responsibly driven. Using the same steps in the book, do your own student support staffing and see what you can identify in terms of support for this student who is struggling. How can you hold each other accountable to these action steps? What evidence will you look for to ensure that the interventions are working?

Reflective Questions for Chapter 6: Regulation:

1. How would you define regulation?
2. Find a partner and teach them about their upstairs and downstairs brain?
3. What do you do effectively to help you stay in your upstairs brain? Now challenge yourself and observe a colleague. What does he/she do to stay in his/her upstairs brain?

4. How could you teach a student about his/her upstairs brain? Can you identify with this student a signal you both can use to help cue when you notice he/she is moving away from learning or that he/she can use to let you know they are moving into their downstairs brain?
5. Think of a student who is struggling with regulation. What are the indicators that tell you that he/she may benefit from a regulation driven intervention?
6. Can you identify at least two regulation driven strategies that you can utilize in your role? How will you test their effectiveness?
7. Get together with a team and identify a student who is in need of regulation support. Using the same steps in the book, do your own student support staffing and see what you can identify in terms of support for this student who is struggling. How can you hold each other accountable to these action steps? What evidence will you look for to ensure that the interventions are working?

Reflective Questions for Wrapping Up Your Reading:

1. What thoughts came to your mind when you read the title of this chapter, “Not perfect, and enough?”
2. What methods do you currently use to manage your stress?
3. Identify one goal that you can do to help achieve a better work/life balance? Pick a colleague and share your goals with each other. How will you hold each other accountable to these goals?
4. Who is someone in your building that can benefit from getting some grace? How can you offer this to him/her?
5. What is one kind thing you can do this week for a student? A Caregiver? A Colleague? Yourself? Write it down and make it happen!
6. What is one thing you are truly grateful for? Find one and share this out loud.
7. ENGAGE IN THE CHALLENGE!!!

Brain Health and Self Care Challenge Chart:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Drink plenty of water							
Eat upstairs-brain food							
Exercise for 30-40 minutes							
Sleep 8+ hours							
Try something new							
Work as a team at something							
Breathe							
Screen time <2hrs							
Show your gratitude somehow							
Laugh Out Loud							

Thank you so much for embarking on this study guide! We hope you found it both useful and helpful! Continue to be awesome! Woot Woot!