



## Chapter Three:

# Instructional Principles, Curricular Domains and Specific Strategies for Compassionate Classrooms

### I. Lesson Plan

- a. Purpose: To develop an understanding of the three domains of the Compassionate Schools Curriculum, the Six Principles of Compassionate Instruction and Discipline, and ways to incorporate these principles into daily practice.
- b. Objectives:
  - i. Understand
  - ii. Identify
  - iii. Apply
- c. Time: 90 minutes
- d. Preparation/Materials
  - i. PowerPoint Slides, Computer, LCD projector, Easel, Flip Chart, and Markers

### II. Training Session Content

- a. PowerPoint Slides
  - Slide 3-1: Chapter Overview
  - Slide 3-2: Getting Started
  - Slide 3-3: Assertiveness
  - Slide 3-4: Hypervigilance
  - Slide 3-5: Personal Agency
  - Slide 3-6: Trigger
  - Slide 3-7: Safety Plan
  - Slide 3-8: Unconditional Positive Regard
  - Slide 3-9: ACE's in Washington
  - Slide 3-10: Section Overview Compassionate Instruction and Discipline
  - Slide 3-11: How We Teach-What We Teach



- Slide 3-12: Figure 3.1 Compassionate School Instructor, Discipline and Curriculum Model
- Slide 3-13: Principle One: Always Empower, Never Disempower
- Slide 3-14: Principle Two: Provide Unconditional Positive Regard
- Slide 3-15: Principle Three: Maintain High Expectations
- Slide 3-16: Principle Four: Check Assumptions, Observe and Question
- Slide 3-17: Principle Five: Be a Relationship Coach
- Slide 3-18: Principle Six: Provide Guided Opportunities for Helpful Participation
- Slide 3-19: Section Overview Domain One, Two, and Three
- Slide 3-20: Domain One: Safety Connection and Assurance
- Slide 3-21: Domain Two: Improving Emotional and Behavioral Self-Regulation
- Slide 3-22: Domain Three: Competencies of Personal Agency, Social Skills and Academic Skills
- Slide 3-23: Section Overview Chapter Summary
- Slide 3-24: Chapter 3- Summary
- Slide 3-25: Chapter 3- Summary, Continued
- Slide 3-26: Chapter 3- Activity
- Slide 3-27: Chapter 3 Closing Slide and Contact Information

### **III. Reflection and Application**

- a. Reflection Questions
  - i. What did you learn (or re-learn) about creating an environment that is conducive to optimal learning as a part of Compassionate Schools and Classrooms?
  - ii. What personal or professional experience can you draw upon?
  - iii. How can these experiences be enhanced to bolster the environment?
- b. Application Questions
  - i. What have you already observed in your classroom that can be immediately addressed to create a more optimal learning environment?
  - ii. What supports can be put into place to promote attunement, transitions, classroom arrangements, etc. toward being compassionate?
  - iii. How can this learning impact your own practices in the future?

### **IV. Additional Resources Available**

- a. Chapter 1 Resources from page 32-33
- b. Chapter 2 Resources from page 62
- c. Chapter 3 Resources from page 130-131
- d. Chapter 4 Resources from page 175



- e. Chapter 5 Vignettes 177-99
- f. Chapter 6 Resources for text from page 202-218
  - i. Printed Matter
  - ii. Books and Journal Articles
  - iii. Websites
  - iv. OSPI Resources

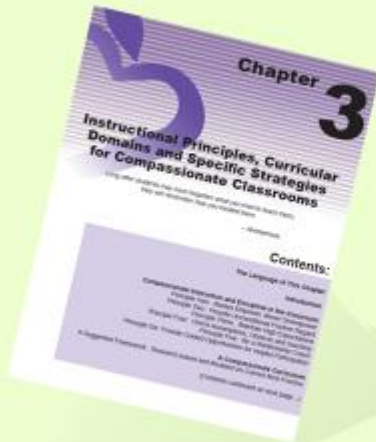
## **V. Reflection and Application**

- a. Reflection Questions
  - i. What did you learn (or re-learn) about the importance of engaging students, families, or the community in your work?
  - ii. What personal or professional experience have you had in providing outreach to families and the community?
  - iii. How do you currently provide support to families?
- b. Application Questions
  - i. What agencies, organizations, or individuals are apparent partners in your work? Are there non-traditional partnerships to consider?
  - ii. What strategies do you consider to increase student/family voice?
  - iii. What formal or informal processes are in place or could be expanded upon to augment partnerships (health services, local businesses, communities of faith, local public agencies, etc.)?

## **VI. Additional Resources Available**

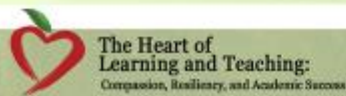
- a. Chapter 1 Resources from page 32-33
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## Instructional Principles, Curricular Domains and Specific Strategies for Compassionate Classrooms



### Contents:

- The Language of This Chapter
- Introduction
- Compassionate Instruction and Discipline in the Classroom
- Principles One - Six
  - A Compassionate Curriculum
  - Domain One: Safety, Connection and Assurance
  - Domain Two: Emotional and Behavioral Self-Regulation
  - Domain Three: Competencies of Personal Agency, Social Skills, and Academic Skills
- Summary



### Slide 3-1: Chapter 3 - Overview

Content of this slide adapted by: N/A

**Materials Needed:** Trainer and Participant Manual  
PowerPoint  
Markers  
Adhesive easel pad  
Post-it notes

**Trainer Tips:** Gauge the time and 'Parking Lot' for questions that you may be able to address prior starting chapter three. Relax and engage in a fun, positive atmosphere!

**Please note:** The content of this slide coincides with page 65-66 of the text.

### What to Do, What to Say:

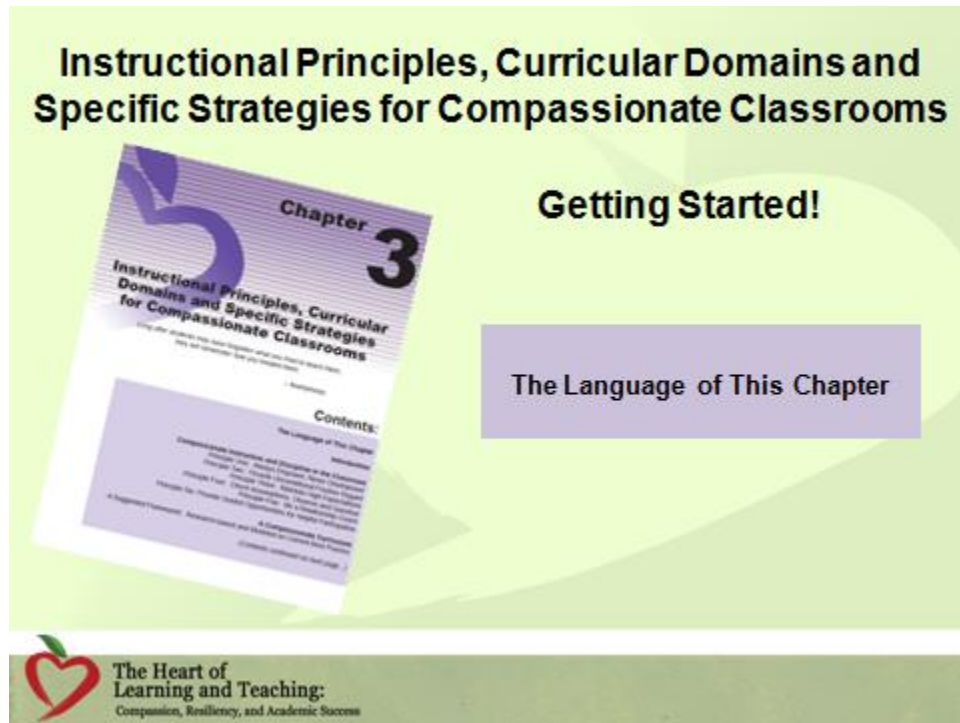
**Say:** *For this training, chapter three is broken down into three sections. Here is an overview of the chapter. In chapter one, we learned about the nature of trauma and how it affects students and their families. In chapter two, you were provided information on vicarious trauma, compassion fatigue, and the professional and personal consequences of working in a stressful environment without a self-care plan integrated into your*

*daily life. With this background information, and keeping or developing a plan to take care of yourself, you are better prepared for chapter three.*

*This is the 'how' chapter. Here, we consider a compassionate school approach. It is divided into what we teach and how we teach. Both content and method will be illustrated.*

*Are there any questions before we begin?*

**Do:** Pause, scan participants for questions. Answer or refer participants to put the question in the 'parking lot' for future discussion.



**Slide 3-2: Getting Started! The Language of this Chapter**

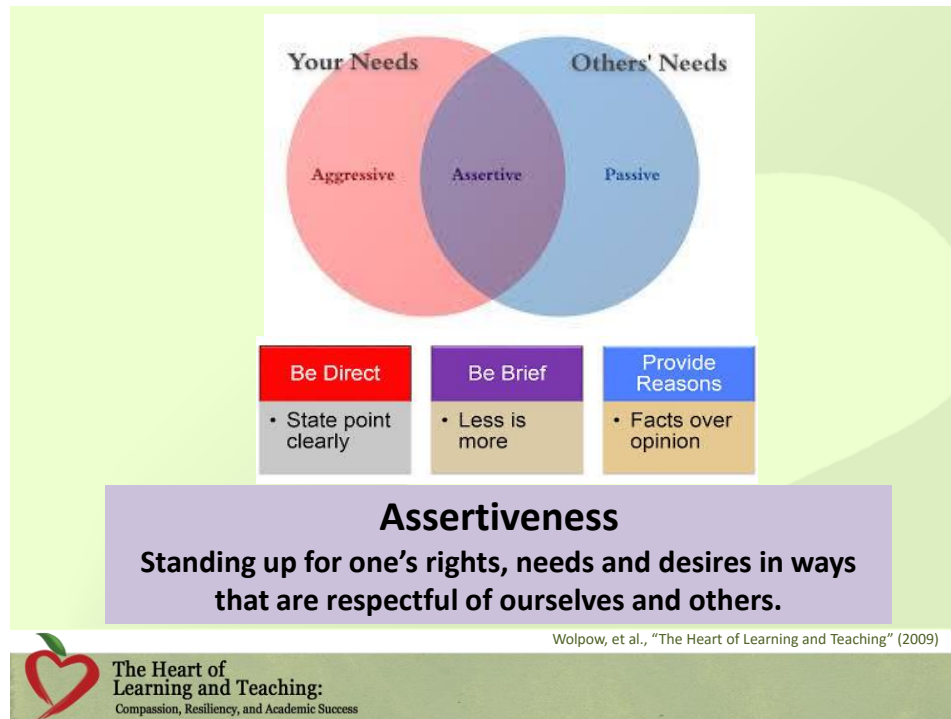
**Content of this slide adapted by:** N/A

**Please note:** The content of this slide coincides with page 65-66 of the text.

**What to Do, What to Say:**

**Say:** *Here is the first of three sub-sections that we will go through during chapter three.*

**Do:** Review slide with participants.



### Slide 3-3: Assertiveness

**Content of this slide adapted from:** Wolpow, et al., "The Heart of Learning and Teaching" (2009)

**Trainer Tips:** Provide compare and contrast - Assertiveness/Aggressiveness

**Please note:** The content of this slide coincides with page 67-110 of the text.

#### What to Do, What to Say:

**Say:** *We start by defining key terms used in "The Heart of Learning and Teaching" text. What do you think the difference is between assertive and aggressive? How would you differentiate with regard to behavior? The diagram on the slide may provide some clues.*

**Do:** Review slides with participants. If time is available ask for examples from participants.



**Hypervigilance**  
A common reaction to trauma. The emotional condition in which survivors are always trying to preempt another attack.

Wolpow, et al., "The Heart of Learning and Teaching" (2009)

 The Heart of Learning and Teaching:  
Compassion, Resiliency, and Academic Success

### Slide 3-4: Hypervigilance

**Content of this slide adapted from:** Wolpow, et al., "The Heart of Learning and Teaching" (2009)

**Trainer Tips:** Feel free to give examples as applicable.

**Please note:** The content of this slide coincides with page 67 of the text.

#### What to Do, What to Say:

**Say:** *WebMD defines Hypervigilance (hyperarousal and reactivity) as preoccupation with possible unknown threats, constantly watching and scanning surroundings, startling easily. A persistent sense of insecurity*

**Do:** Review slides with participants. If time is available ask for examples from participants.



**Personal Agency**  
The term used to describe the belief that one can make things happen.

Wolpow, et al., "The Heart of Learning and Teaching" (2009)

**The Heart of Learning and Teaching:**  
Compassion, Resiliency, and Academic Success

### Slide 3-5: Personal Agency

**Content of this slide adapted from:** Wolpow, et al., "The Heart of Learning and Teaching" (2009)

**Please note:** The content of this slide coincides with page 67 of the text.

#### **What to Do, What to Say:**

**Say:** *As you can see, Personal Agency is a term that defines a personal sense of volition or control. Today, you may hear the term "executive function" which, according to WebMD is defined as "a set of mental skills that help you get things done. These skills are controlled by an area of the brain called the frontal lobe." (Or as you learned in chapter 1, the prefrontal cortex.) These skills are vital to develop as they help us to set a path toward forming goals, breaking those goals into steps, and organizing activities to complete the steps in order to complete the goals. This level of development often is most impacted when children are in survival mode.*

**Do:** Review slides with participants. If time is available ask for examples from participants.



**Trigger**  
Any stimulus that acts as a reminder of past overwhelming experiences, and leads to the same set of behaviors or emotions that originally developed as an attempt to cope with that experience.

Wolpov, et al., "The Heart of Learning and Teaching" (2009)



The Heart of Learning and Teaching:  
Compassion, Resiliency, and Academic Success

### Slide 3-6: Trigger

**Content of this slide adapted from:** Wolpov, et al., "The Heart of Learning and Teaching" (2009)

**Please note:** The content of this slide coincides with page 65-66 of the text.

#### What to Do, What to Say:

**Say:** *As teachers, it is essential to pay attention to the stimuli that abounds in our classrooms and schools. Certain stimuli can be good, but at times can become an issue for some students. Triggers can be especially problematic for students impacted by trauma. It becomes a point by which they can be re-traumatized and experience reactions that may be similar to a person experiencing PTSD. A book dropped may sound like a shot from a firearm and may cause someone to flinch or take cover. Raised or dramatic speech patterns in the classroom may be reminiscent of anger in the home.*

**Do:** Review slides with participants. If time is available ask for examples from participants.



**Safety Plan**  
A plan of what the teacher and student will do when a triggering stimulus begins to affect a student.

Wolpow, et al., "The Heart of Learning and Teaching" (2009)



The Heart of Learning and Teaching:  
Compassion, Resiliency, and Academic Success

### Slide 3-7: Safety Plan

**Content of this slide adapted from:** Wolpow, et al., "The Heart of Learning and Teaching" (2009)

**Please note:** The content of this slide coincides with page 65-66 of the text.


#### **What to Do, What to Say:**

**Say:** *It is important that we take the time to better understand what makes students feel safe. Obtaining their input and co-creating a plan with them is a way to help them feel a part of the process, teaches them to pay attention to their needs, and to help them better understand how their needs may be met. For many students, whether or not they are in special education, having a plan in writing that they can carry with them is, in and of itself, a feeling of safety.*

**Do:** Review slides with participants. If time is available ask for examples from participants.

**Unconditional Positive Regard:**  
The various ways educators show genuine respect for students as people.

Wolpov, et al., "The Heart of Learning and Teaching" (2009)


**The Heart of Learning and Teaching:**  
Compassion, Resiliency, and Academic Success

## Slide 3-8: Unconditional Positive Regard

**Content of this slide adapted from:** Wolpov, et al., "The Heart of Learning and Teaching" (2009)

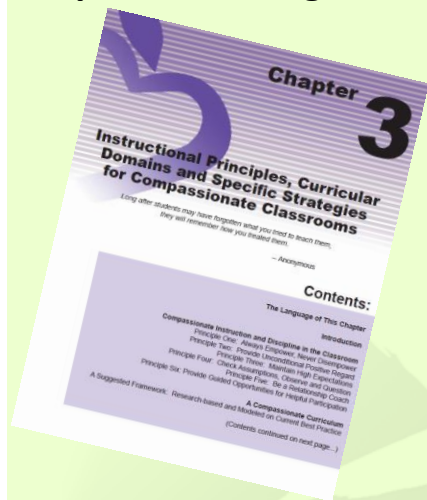
**Please note:** The content of this slide coincides with page 65-66 of the text.

### What to Do, What to Say:

**Say:** *Providing unconditional positive regard is a way to look at a student through a lens about "what is right with them", a teaching from chapter one. It provides a student with a sense of respect, a feeling of hope, and the fact that there is someone who believes in them. This is probably one of the most important messages a child can receive from an adult. One significant adult can turn around the life of a child.*

**Do:** Review slides with participants. If time is available ask for examples from participants.

## Instructional Principles, Curricular Domains and Specific Strategies for Compassionate Classrooms

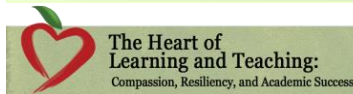


### Contents:

#### Compassionate Instruction and Discipline in the Classroom

- Principle One
  - Always Empower, Never Disempower
- Principle Two
  - Provide Unconditional Positive Regard
- Principle Three
  - Maintain High Expectations
- Principle Four
  - Check Assumptions, Observe and Question
- Principle Five
  - Be a Relationship Coach
- Principle Six
  - Provide Guided Opportunities for Helpful Participation

- **A Compassionate Curriculum**



### Slide 3-9: Compassionate Instruction and Discipline in the Classroom

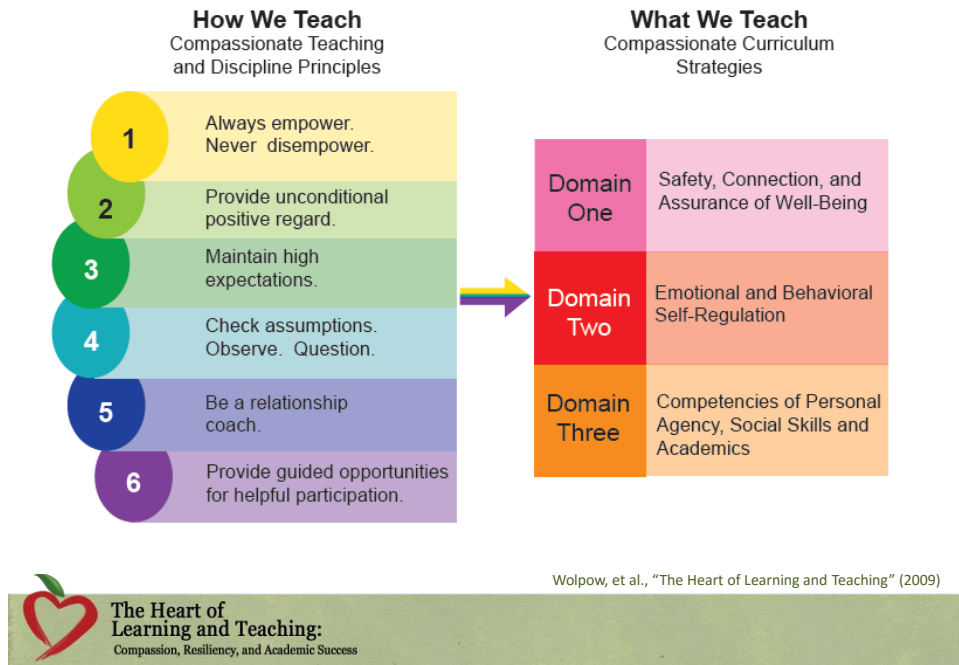
Content of this slide adapted from: Wolpov, et al., “The Heart of Learning and Teaching” (2009)

**Please note:** The content of this slide coincides with page 69-78 of the text.

#### What to Do, What to Say:

**Say:** *We have completed one of the three subsections of chapter three. We are now moving on to the second subsection that covers the six principles. These principles were derived from considerable research on resilience and we consider these principles to be primary in order to create an atmosphere where children thrive and resilience can grow.*

**Do:** Review slide with participants.



### Slide 3-10: Compassionate School Model

**Content of this slide adapted from:** Wolpow, et al., "The Heart of Learning and Teaching" (2009)

**Please note:** The content of this slide coincides with page 107 of the text.

#### What to Do, What to Say:

**Say:** *This figure visually represents how the concepts of this chapter are broken down and organized. First we introduce "How We Teach", the Six Principles of Compassionate Instruction and Discipline. Ways to incorporate these principles into daily practice will be suggested. Later, "What We Teach", the three domains are introduced.*

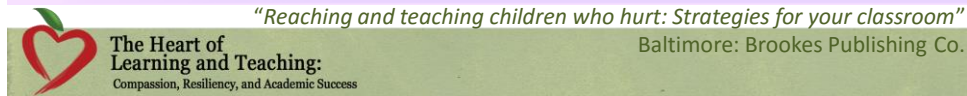
*The Compassionate Curriculum is a supplementary curriculum that can be integrated into regular content instruction. The ultimate goal is to then make the Six Principles and Three Domains a part of the overall curriculum and activities of our schools through action and instruction.*

*One guiding maxim for compassionate schools is 'You cannot teach the mind until you reach the heart.' Teaching about compassion requires modeling what we teach by how we teach it. We will therefore start with 'how' we teach toward compassionate instruction and discipline in the classroom.*

*Feel free to give yourself the room to personalize and adapt the principles and domains to your own practice.*

Principle One:  
**Always Empower, Never Disempower**

Students affected by trauma often compete with their teachers for power. This is likely due, at least in part, to believing that controlling their environment is the way to achieve safety (Craig, 2008).



### Slide 3-11: Principle One

**Content of this slide adapted from:** Wolpow, et al., “The Heart of Learning and Teaching” (2009)

**Trainer Tips:** Do not read slide to participants. Allow them to read it.

**Please note:** The content of this slide coincides with page 71-72 of the text.

#### **What to Do, What to Say:**

**Say:** *Principle one can be challenging depending on the students behavior, but it is crucial to always empower our students and never disempower them.*

*Clearly, no teacher wants to trigger feelings of powerlessness but in frustration, may end up inadvertently doing that. Teachers are in a position of power and authority over students. Whenever possible, compassionate teachers avoid battles for control. Teachers must hold students accountable. However, teacher responses should reflect an understanding of the origins of behavior influenced by trauma; that student behavior may be outside their awareness, beyond their self-control, and the only way they know how to survive.*

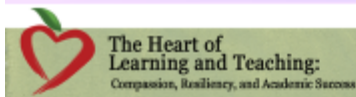
*Accordingly, discipline must never resemble the behaviors of those who perpetrated violence against students in the first place. Yelling, threats, and sarcasm must be avoided and are often the triggers that students are most reactive toward. Instead,*



*discipline should be consistent, respectful, and non-violent. It should include offers to share control of the classroom environment. Most important, discipline must have, at its heart, unconditional positive regard.*

Principle Two:  
**Provide Unconditional Positive Regard**

Traumatic events make it difficult for children to feel worthy, take initiative, and form relationships. What helps them thrive is an adult who treats them with simple sustained kindness, an adult who can empathize with the challenges they face moving between home and school.



### Slide 3-12: Principle Two

**Content of this slide adapted from:** Wolpov, et al., “The Heart of Learning and Teaching” (2009)

**Trainer Tips:** Do not read the slide to participants. Give them time to read it.

**Please note:** The content of this slide coincides with page 67 and 72 of the text.

#### **What to Do, What to Say:**

**Say:** *Traumatic events can make it difficult for children to trust. They make it difficult to feel worthy, take initiative, and form relationships. Principle two, unconditional positive regard, is an important ingredient in recovering from the unspeakable.*

*For example, in anger a student tells a teacher, ‘I hate you. You are mean.’ The compassionate teacher responds, ‘I am sorry you feel that way. I care about you. What can I do to help you get your work completed?’*

*Another scenario is a student who tells the teacher, ‘I feel dumb and don’t think I’ll ever learn this.’ The compassionate teacher responds, ‘I am sorry you feel that way. I realize that this is hard for you right now, but you are bright and capable and you might think that you can’t learn this “yet.” I am willing to help you when you are ready to try again.’*

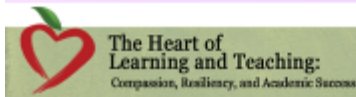
*The last scenario is a student who had a tragic event over the weekend, the student says, 'I don't know if I can handle this anymore.' The teacher is respectful of the student's feelings. The teacher does not argue that the student is wrong. Instead, the teacher responds, 'yes, I can hear the pain and frustration in your voice. What happened is very sad, but I believe you can get through this. I would like to get you some help from the counseling office. Would that be okay with you?' To the student who shows embarrassment or acts ashamed, the teacher responds, 'I respect you and appreciate you just the way you are.'*

*It is critical to note: "The Heart of Learning and Teaching" uses the term 'unconditional positive regard' instead of 'unconditional love'. Unfortunately, abusers also may tell children that they 'love' them. We recommend that educators not use the term love and instead use other terms of positive esteem for their students that respect boundaries.*

*A particularly good read that compliments this principle is the book, "Mindset" by Carol Dweck. It teaches the principle of growth vs fixed mindset.*

### Principle Three: Maintain High Expectations

Teachers may be so concerned about disempowering their students that they may be hesitant to set limits thus, expectations for achievement are lowered. Doing so can send a negative message such as **“you are too damaged to behave and I am giving up on you.”** These messages can increase the perception of powerlessness for the student and lead to increased symptoms of traumatic affect.



#### Slide 3-13: Principle Three

**Content of this slide adapted from:** Wolpow, et al., “The Heart of Learning and Teaching” (2009)

**Trainer Tips:** Do not read slide to participants. Give them time to read it.

**Please note:** The content of this slide coincides with page 67 and 73 of the text.

#### **What to Do, What to Say:**

**Say:** *The word “compassion” can sometimes be construed to mean that we excuse children from having to achieve. That we only feel empathy or “sorry” for them and reduce our demands. We have found that only feeling “sorry” for them robs students of a sense of hope and accomplishment.*

*Teachers may be so concerned that they avoid disempowering their students and they are hesitant to set limits. As a consequence, expectations for achievement are lowered. Doing so, inadvertently, can send negative messages such as ‘you are too damaged to behave’ or ‘you are different than others so I am giving up on you.’ Note that these messages can increase the perception of the student that they are powerless. Increased feelings of powerlessness can lead to increased symptoms of traumatic affect.*

*Consistent expectations, limits, and routines send the message that the student is worthy of continued unconditional positive regard and attention. Limits are most*




*appropriate when they are immediate, related, age-appropriate, proportional, and delivered in a calm and respectful voice. When teachers set limits they name inappropriate behaviors and follow through with consequences.*

*For example: 'I see you are struggling and feeling angry, but you cannot continue to behave in this manner. You must stop interrupting the work of others. For now I am going to have you change seats. Would you rather sit in the back of the room or by my desk?'*

**Principle Four:  
Check Assumptions, Observe and Question**

When we make assumptions about who is likely to be traumatized based on a stereotype of any one group of people, this may stop us from seeing who actually has been affected by trauma.

- 1) Identify Assumptions.
- 2) Observe.
- 3) Ask Questions; and
- 4) Listen.



### Slide 3-14: Principle Four

**Content of this slide adapted from:** Wolpov, et al., “The Heart of Learning and Teaching” (2009)

**Trainer Tips:** Do not read slide to participants. Give them time to read it.

**Please note:** The content of this slide coincides with page 67 and 74 of the text.

#### **What to Do, What to Say:**

**Say:** *It is important to recognize trauma is an individual response. The abuse of children is not an issue specific to any one ethnicity, income, gender, religion, or ability. When we consider the children in our classrooms, all possibilities exist for each child.*

*Compassionate teachers observe and question in responsive and relevant ways. First, we learn to identify our own assumptions and mental models by which we live our lives. Every time we catch ourselves making an assumption, we can choose to make an informed response instead of creating a judgment and reaction based on partial information.*

*Based on our observations, we then ask questions. However, it is important to note asking questions is only helpful when we are willing to listen carefully to the response.*

*Listening carefully to the responses of students is one of the ways teachers can gain insight and display respect. Listening is also how we show unconditional positive regard. Listening does not have to be long in duration in order to have a positive effect.*

*After observing, many teachers find it helpful to use paper and pencil to record observations, often because writing and reflecting allows us to remove emotionally charged reactions of our own. When we do this we can better focus on the context of the behaviors of the student.*

*When we recognize patterns of behavior, we are ready to ask a question. For example, we might say, 'I notice that every time I raise my voice to get everyone's attention, you throw your book down. Are you worried about what I might do?' At this point you have observed and questioned. The next step is to stop, wait, and listen. Your listening is part of being a supportive relationship coach.*

## Principle Five: Be a Relationship Coach

Compassionate teachers think of themselves as relationship coaches. The relationship we establish with and among students influences the tone and demeanor in our classrooms.



### Slide 3-15: Principle Five

**Content of this slide adapted from:** Wolpow, et al., “The Heart of Learning and Teaching” (2009)

**Trainer Tips:** Do not read slide to participants. Give them time to read it.

**Please note:** The content of this slide coincides with page 67 and 75 of the text.

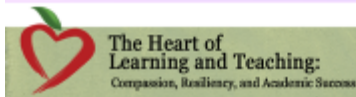
#### **What to Do, What to Say:**

**Say:** *Compassionate teachers think of themselves as ‘relationship coaches’. The relationships we establish with and among students and peers influences the tone and demeanor in our classrooms. This aspect of teaching is one that highly skilled educators seem to grasp easily. They routinely teach students how to get along, how to reframe situations, and are helpful in supporting relationships between children and their parents. Remember, all eyes are on you in terms of how you relate to other students and adult peers. Role modeling is one of the most important ways children learn.*



Principle Six:  
**Provide Guided Opportunities for  
Helpful Participation**

When we make meaningful contributions to the welfare of others, we improve our own feelings of self-worth (compassion satisfaction). Helping others strengthens resiliency. Providing **guided** opportunities for participation is an important principle of compassionate teaching. Such **supervised** opportunities can provide solace, create mutual trust, and affirm the self-worth of those involved.



### Slide 3-16: Principle Six

**Content of this slide adapted from:** Wolpov, et al., “The Heart of Learning and Teaching” (2009)

**Trainer Tips:** Do not read slide to participants. Give them time to read it.

**Please note:** The content of this slide coincides with page 67 and 76 of the text.

#### **What to Do, What to Say:**

**Say:** *Principle six emphasizes guided opportunities for helpful participation. This principle taps into a need we ALL have - the need to belong. Belonging gives us opportunities to be heard, to make choices, to have responsibilities, to engage in problem solving. When we participate we get to feel like we belong. When we make meaningful contributions to the welfare of others, we improve our own feelings of self-worth.*

*It is not only important for students to feel a part of school environment but also for parents (especially in elementary and middle school) to participate and become familiar with school operations and functions.*

*What is it about helping others that helps us?*

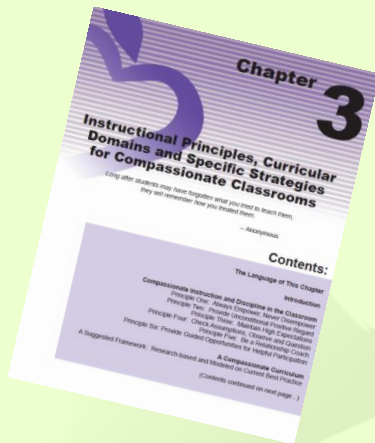
**DO:** *Allow time for people to respond with their ideas.*



**SAY:** *Helping others strengthens our resiliency through something called altruism. The Greater Good, out of the University of California, Berkeley states that altruism is when we act to promote someone else's welfare, even at a risk or cost to ourselves. Though some believe that humans are fundamentally self-interested, recent research suggests otherwise. Studies have found that people's first impulse is to cooperate rather than compete; that toddlers spontaneously help people in need out of a genuine concern for their welfare; and that even non-human primates display altruism.*

*The sense of belonging that comes with 'giving back' can end the isolation that worsens the symptoms of trauma. Perhaps helping others may provide insight into our own challenges. Perhaps each authentic demonstration that resilience provides meaning to an otherwise tragic remembrance. Whatever the reason, providing guided opportunities for helpful participation sets in motion the benefits of altruism which is a vital principle of compassionate teaching. Such opportunities can provide solace, create mutual trust, and affirm the self-worth of those involved.*

## Instructional Principles, Curricular Domains and Specific Strategies for Compassionate Classrooms



### Contents:

- **Domain One:**  
Safety, Connection and Assurance
- **Domain Two:**  
Emotional and Behavioral Self-Regulation
- **Domain Three:**  
Competencies of Personal Agency, Social Skills, and Academic Skills



The Heart of Learning and Teaching:  
Compassion, Resiliency, and Academic Success

### Slide 3-17: Domains

**Content of this slide adapted from:** Wolpov, et al., “The Heart of Learning and Teaching” (2009)

**Please note:** The content of this slide coincides with page 81- of the text.

### What to Do, What to Say:

**Say:** *This is the third and final sub-category in chapter three. This is about "What We Teach." For those of you who are familiar with the Attachment, Regulation, and Competency model ("Treating Traumatic Stress in Children and Adolescents: How to Foster Resilience through Attachment, Self-Regulation, and Competency," Blaustein and Kinniburgh, 2010), you will see alignment with these domains. In presenting these domains, we will be aligning them with principles found in the previous section.*


*Please remember to post questions to the 'Parking Lot' as they come up. We just learned about the six principles. The six principles can and should be infused into the three domains. Together they can both guide our actions as teachers and become part of the content we teach. The ultimate objective is to integrate the six principles and three domains into the school's core curriculum, instruction, and activities and even more importantly, into our daily behaviors as educators.*

**DOMAIN ONE:**  
**SAFETY CONNECTION AND ASSURANCE**

Teachers can do a great deal to create a climate of safety for their students. They can respond to the emotions that underlie inappropriate behavior rather than simply react to the most disturbing symptoms.

**Important Elements**

- 1) consistency and integrity on the part of the teacher,
- 2) attunement on the part of the student so they can read teacher cues accurately, and
- 3) opportunities to respond appropriately.



### Slide 3-18: Domain One

**Content of this slide adapted from:** Wolpov, et al., “The Heart of Learning and Teaching” (2009)

**Trainer Tips:** This slide is to be left on the screen – not read.  
Feel free to walk around the room, give examples and time permitting allow feedback/participation.

**Please note:** The content of this slide coincides with page 81-92 of the text.

#### **What to Do, What to Say:**

**Say:** *Safety is the initial and primary condition for learning. If we do not feel safe, learning is truncated. Teachers can do a great deal to create a climate of safety for their students. Teachers who are attuned to the needs of their students can help students identify and deal with their triggers. They can help their students with attunement, teaching them more about the cues of others. They can respond to the emotions that underlie inappropriate behavior rather than simply react to most disturbing symptoms.*

*Threats of danger, whether real or not, can trigger the freeze-fight-flight response. They can also trigger traumatic memories or flashbacks. Once triggered, students will behave in ways that neither they nor their teachers may understand.*

*Often, these behaviors can interfere with academic success. They will interfere with a student's ability to encode, process, organize, and store new information. They will interfere with a student's ability to recall information needed to complete assignments or to use language to relate to others in healthy ways.*

*Students who have no history of connection with trustworthy adults may challenge their teachers. They have no experience trusting adults. However, with patience and consistency, they can learn to trust and make healthy connections. This will require three things: integrity on the part of the teacher; attunement on the part of the student so they can read teacher cues accurately; and opportunities to respond appropriately.*

*Authentic connection with a caring adult is a necessary ingredient for learning. Children affected by trauma may be oversensitive or misattuned. Misattuned children may mistakenly read signs of anger, rejection, or abandonment where there are none. They may be numb or unattuned to others, acting in ways that alienate them. Conversely, they may be overly tuned in or over adaptive to their caregivers. In these cases, students will likely take on the actions of the adults who are supposed to care for them. These students can often appear as "well-behaved" when in reality they are quietly struggling with trauma in their life. These children can be more difficult to engage as their behavior is adaptive and deep rooted in survival focused ways.*

*Unpredictability can often instill a sense of danger and should be avoided if possible. Assuring that students feel safe, emotionally and physically, must come first. It is what helps them to understand that their wellbeing is safeguarded. Basic assurance of safety and wellbeing of students is required for them to focus on learning. Providing routines, posting rules and time schedules, and reviewing them regularly is one way to help assure the safety and wellbeing of students affected by trauma.*

## DOMAIN TWO: IMPROVING EMOTIONAL AND BEHAVIORAL SELF-REGULATION

- Domain two addresses ways that students can recognize and name their feelings and bodily states, otherwise known as “the vocabulary of feelings.”
- Once students recognize and name their feelings, the objective is to help them create links between external experiences, internal feelings, and triggered behaviors.
- Responding differently to feelings can be learned through consistent and supportive interactions.



### Slide 3-19: Domain Two

**Content of this slide adapted from:** Wolpow, et al., “The Heart of Learning and Teaching” (2009)

**Trainer Tips:** This slide is to be left on the screen – not read.  
This section on chapter three is to be delivered in a lecture setting. Feel free to walk around the room, give examples, and time permitting allow feedback/participation.

**Please note:** The content of this slide coincides with page 93-107 of the text.

#### What to Do, What to Say:

**Say:** *In the second domain, we are going to discuss improving emotional and behavioral self-regulation. More often than not, lack of self-regulation is the major cause of concern raised by teachers about students who have been affected by trauma. Operating at high levels of arousal or fear can overwhelm their emotional and behavioral management skills. In order to cope, students may disconnect from their feelings and behave in ways that interfere with classroom management.*

*Teachers can help students learn to recognize their trauma triggers. However, students cannot learn to self-regulate emotions that they do not know they have. Domain two addresses ways that students can recognize and name their feelings and*

*bodily states. With recognition, students still need to learn how to respond differently to their feelings. Doing so requires affect modulation.*

*Once students recognize and name the emotions and the triggers that affect them, they may be able to delay a response while they work to understand what is happening to them emotionally. The object of this domain is to help students modulate their emotions in order to express them appropriately or even doing so will enable them to behave in a manner that can help them succeed in the classroom.*

*Aligning with Principle 1, helping students identify triggers in their lives is one way to help them feel empowered; a new sense of control that was previously unknown to them.*

*In teaching this domain and aligning with Principle 3, compassionate teachers also maintain high expectations. They provide clear and consistent messages about class rules and provide balanced consequences. They continue to minimize triggers while applying limits. They avoid mixed signals, especially those that can be misread as put-downs. Sarcasm and joking are prime examples of potential mixed signals that sometimes occur in the school setting.*

*Recognizing feelings and degrees of feeling can be difficult. Sometimes it is easier to see emotions in others than in ourselves. Feelings come in all sizes. Learning subtle shifts in emotion is difficult for us all. There are several suggested activities that can help students build an understanding of degrees of feelings. We can draw control knobs with the numbers 1-10. We can use a thermometer with temperatures. We can even use a Richter scale as an analogy by asking 'how upset are you?' The same process can be applied to pie charts, graphs, or buttons. Be creative and seek student input. We will not always have the right words or scales to use in feeling measurement, but utilizing empathy and good listening skills is always appropriate and a great way to model compassion and develop trust.*



## DOMAIN THREE: COMPETENCIES OF PERSONAL AGENCY, SOCIAL SKILLS AND ACADEMIC SKILLS

**Personal agency** - The belief that one can make things happen.

**Social skills** - The skills needed for students to interact with others in acceptable ways.

**Executive function** -The ability to set and follow-through on goals, develop plans, anticipate consequences, and reflect on the process.

**Academic Skills can be challenging to acquire for children impacted by trauma.**



### Slide 3-20: Domain Three

**Content of this slide adapted from:** Wolpov, et al., “The Heart of Learning and Teaching” (2009)

**Trainer Tips:** This slide is to be left on the screen- not read.  
This section on chapter three is to be delivered in a lecture setting.  
Feel free to walk around the room, give examples, and time permitting allow feedback/participation.

**Please note:** The content of this slide coincides with page 107-112 of the text.

#### What to Do, What to Say:

**Say:** *Domain three is the last of our three domains. In the first domain, it is suggested that children can learn if they feel safe, connected, and assured of their well-being. In the second domain, we describe ways to help students better self-regulate their emotions and behavior. In the third domain, we will learn about and suggest activities that can help students improve their personal agency (sometimes referred to as executive function), social skills, and academic skills.*

*Living through traumatic events can, and often does, disrupt the normal development. The overall objective of this domain is to begin building or rebuilding the competencies that trauma has derailed. Aligning with Principle 6, many students need guided opportunities to be helpful participants in small and large group activities. In Principle*





*5, as relationship coaches, we will need to be vigilant in preventing ridicule or humiliation by peers. As teachers, we will need to model appropriate interactions with all students nurturing newfound opportunities for positive interaction.*

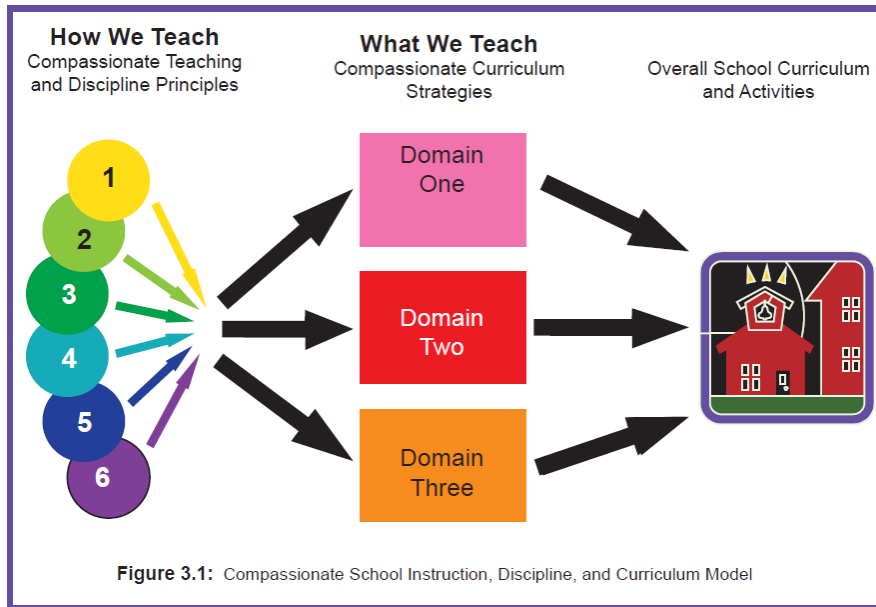
*Encouraging and allowing student activities that promote assertiveness skills builds empowerment and self-worth. Here are a couple of examples to consider. These are only two examples from many that are outlined in the book, "The Heart of Learning and Teaching."*

***Giraffe Talk*** is non-violent communication that encourages assertive skills. It is called 'Giraffe Talk' because asserting ourselves non-violently requires us to stick our necks out. Others like to point out that the giraffe has the largest heart of land animals.

***Journaling*** is a great tool that can be used to record and monitor our feelings. When we write our feelings, we use a different part of our brain than when we simply speak them which can serve to slow us down, deemphasize the emotional response, create a more objective view of the issue, and ultimately support brain process and function. Journal writing may take many forms. Examples include: personal journals, dialogue journals, the worry lock-box, and double-entry journals.

*For further examples and information, please consult chapter three from the book, "The Heart of Learning and Teaching: Compassion Resiliency and Academic Success."*

*The main concept in this third domain is to assist students in their ability to make decisions in their lives and to create attainable goals for themselves. Again, these are just two of many exercises to help students develop these skills that are necessary to set and achieve goals. Often times we can have goals for ourselves; however, if personal agency or executive function is not well developed, we may not know how to look at our goals in a way that helps us to break them into "bite sized" chunks with a map that leads to personal achievement.*



## Slide 3-21: Domains and Principles

**Content of this slide adapted from:** Wolpov, et al., “The Heart of Learning and Teaching” (2009)

**Trainer Tips:** Reference the text as a valuable resource. The text explains more tools and examples than can be covered in training.

**Please note:** The content of this slide coincides with page 69 of the text.

### What to Do, What to Say:

**Say:** *If we are able to help our students feel safe by providing an environment that takes safety and wellbeing into account, helping our students self-regulate and manage their emotions, and teaching them how to make good choices, set goals and determine ways to achieve them, we have provided them with valuable tools they will be able to utilize throughout their lives. When we apply the six principles to the domains and infuse those into curriculum, instruction, and activities, we have helped set that path for them.*

*Here is a visual that shows how the six principles and three domains support curriculum and activities. What thought do you have about how this might look in your school or classroom?*

**Do:** Step back and allow participants a chance to take in the slide. Allow time for questions.

## Instructional Principles, Curricular Domains and Specific Strategies for Compassionate Classrooms



### Slide 3-22: Introduction into the Summary

Content of this slide adapted by: N/A

**Please note:** The content of this slide coincides with page 126-131 of the text.

#### **What to Do, What to Say:**

**Say:** *Here is a brief summary of things we just discussed as we complete the training for Chapter Three of "The Heart of Learning and Teaching."*

## Chapter 3 - Summary

- The Principles (how we teach) outlined in this chapter create the basis for building resilience in students (and in ourselves).
- The Domains (what we teach) are the foundation that help students feel safe, develop self-regulation and executive function.
- By teachers attuning themselves to students, they can better learn to express their emotions appropriately.
- Posted schedules are extremely important and can be helpful if they are routine and predictable.
- Potential triggers can be identified and minimized.



The Heart of  
Learning and Teaching:  
Compassion, Resiliency, and Academic Success

### Slide 3-23: Summary

**Content of this slide adapted by:** N/A

**Please note:** The content of this slide coincides with page 128-129 of the text.

#### **What to Do, What to Say:**

**Do:** Review slide with participants.

## Chapter 3 – Summary (cont.)

- Opportunities can be provided for students to make choices rather than being told what to do, resulting in acceptable outcomes with a sense of control for the student.
- Transitions should be planned and supported whenever possible.
- Harsh discipline can act as a trigger. Positive discipline can provide needed support and become a teachable moment.
- Whenever possible, safety plans should be in place.
- Activities can be used to develop and enhance connections with adults (e.g. photo albums, scrapbooks, Fancy Fridays).



### Slide 3-24: Summary (cont.)

**Content of this slide adapted by:** N/A

**Please note:** The content of this slide coincides with page 128-129 of the text.

#### **What to Do, What to Say:**

**Do:** Review slide with participants.

## Chapter Three - Activity

Please choose one Reflection and one Application Question.

Spend a few minutes reflecting on each chosen question.

Take notes for yourself - sharing is optional.

a. Reflection Questions

- i. What did you learn (or re-learn) about creating an environment that is conducive to optimal learning as a part of Compassionate Schools and Classrooms?
- ii. What personal or professional experience can you draw upon?
- iii. How can these experiences be enhanced to bolster the environment?

b. Application Questions

- i. What have you already observed in your classroom that can be immediately addressed to create a more optimal learning environment?
- ii. What supports can be put into place to promote attunement, transitions, classroom arrangements, etc. toward being compassionate?
- iii. How can this learning impact your own practices in the future?



### Slide 3-25: Activity

Content of this slide adapted by: N/A

#### What to Do, What to Say:

**Do:** Review slide with participants. After time of reflection, encourage them to discuss their thoughts and new learnings.



**Compassionate  
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**The Heart of Learning and Teaching:  
Compassion, Resiliency, and Academic Success**

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### **Slide 3-26: Contact Information**

**Content of this slide adapted by: N/A**

#### **What to Do, What to Say:**

**Say:** *Thank you for your time! I sincerely hope you gained or refreshed yourselves on some valuable classroom strategies, practices, and tools.*