

Our Compassion Plan to Increase Resiliency and Hope

Quil Ceda Tulalip Elementary

Marysville, Washington



Quil Ceda Tulalip Elementary

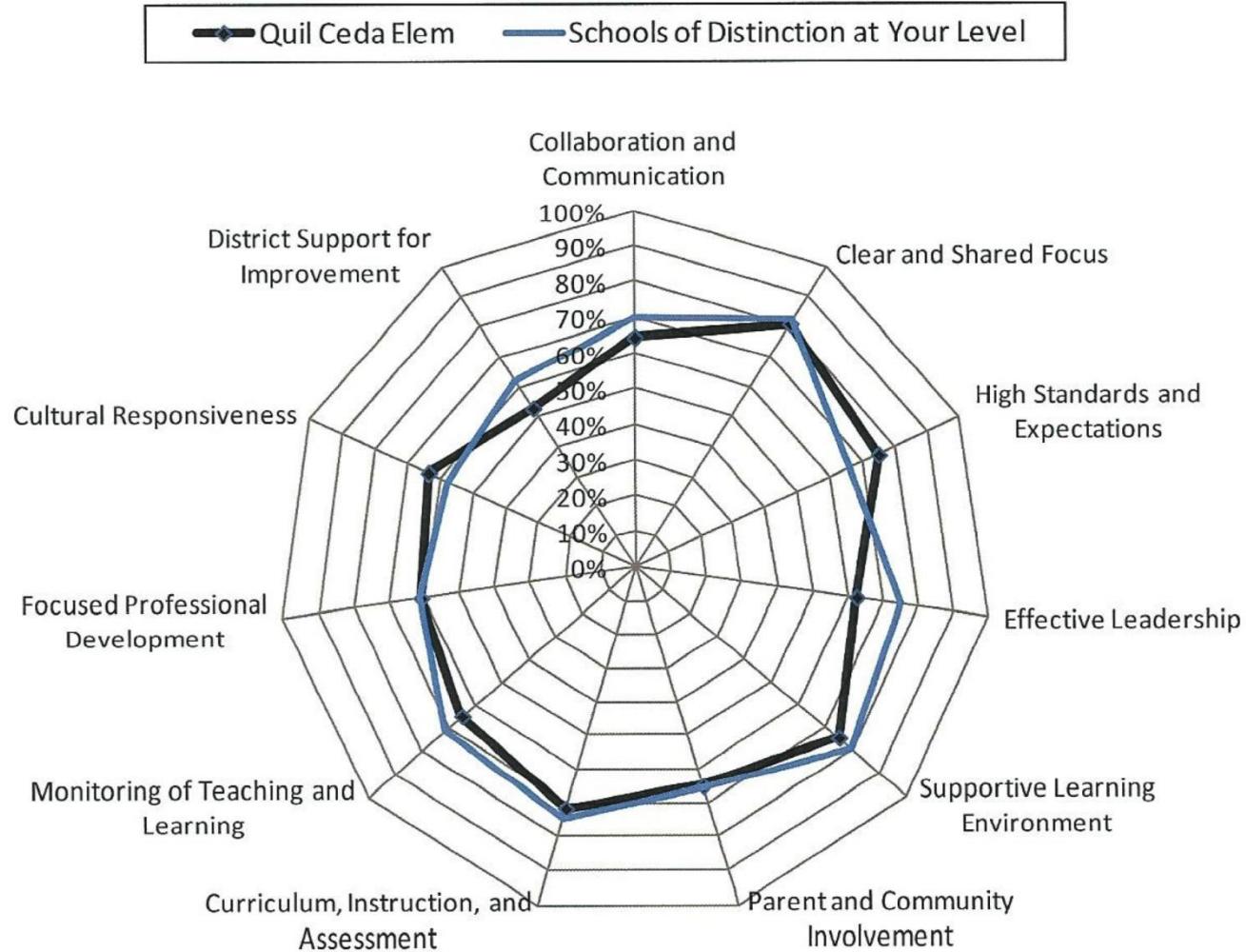
- ✿ 77% Free and Reduced Lunch
- ✿ 13% in Foster Care (according to OSPI)
- ✿ 50 students live with a grandparent
- ✿ 30 students have experienced a significant death (parent or sibling)
- ✿ 9 receiving McKinney-Vento
- ✿ 86 used Operation School Bell this year for clothes
- ✿ 75 receive Food for Thought from the local food bank every week



Vision

- ✿ We value and respect all cultures and academics.
 - ✿ We value a growth mindset for adults and children.
 - ✿ We meet students where they are and work to accelerate their growth and learning.
 - ✿ We maintain compassion and high expectations.
 - ✿ We collaborate with staff, students and families.
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Comparison with High-Improving Schools





What we know...

- ✿ Students in our school--100%--are EXCELLENT learners.
- ✿ We need a learning environment that meets needs of students:
 - ☒ Cultural
 - ☒ Academic
 - ☒ Social/Emotional wellbeing

Through our work we are closing academic gaps in an accelerated way...



How do we teach S/E well-being?

- Our Compassion Plan
- Growth Mindset
- Quil Ceda Tulalip's Guidelines for Success
- Morning message at daily assembly
- PBIS –teach appropriate school behaviors and common area expectations
- Common understanding that students do well if they are able (Ross Greene's CPS model)
- School-wide classroom lessons taught by school counselors
- Adjust school-wide lessons based on data
- Design grade-level and small group interventions based in data

Growth Mindset



Guidelines for Success

QUILCEDA-TULALIP *Guidelines for Success*



- G** | *Grow* your brain at least 6 hours a day!
- R** | *Respect* yourself, all people, and things.
- O** | *Own* your actions and attitudes.
- W** | *Welcome* all who come to our community.

Morning Message



PBIS

CAFETERIA EXPECTATIONS

Grow your brain.

- Follow directions and procedures

Respect yourself, all people, and things.

- Wait patiently
- Use Level 2 voice
- Respect others' space
- Eat your own food
- Keep food on your plate or in your mouth



Own your actions and attitudes.

- Wait your turn
- Clean up area prior to leaving
- Raise hand for help



Welcome all who come to our community.

- Be helpful to others
- Use polite words and actions

Safety is always a must.

- Walk at all times
- Keep hands and feet to self
- Stay seated at assigned table



CLASSROOM EXPECTATIONS

Grow your brain...

- Do your best
- Be prepared and on time
- Actively participate

Respect

- Respect others' right to learn
- Respect others' work space
- Use appropriate language
- Respect others' personal property



Own your actions and attitudes.

- Be accountable for choices and consequences
- Use polite attitude
- Keep our school clean -- Pick it up/Clean it up

Welcome all who come to our community.

- Be helpful to others
- Accept/Respect differences in others
- Be a positive member



Safety is always a must.

- Keep hands, feet, and objects to self
- Report unsafe situations to staff



Consequences of Trauma

- ✿ Can affect learning and brain development
- ✿ Relationships/attachment
- ✿ Behavior
- ✿ Self-regulation
- ✿ Can manifest in many ways

Students who don't perceive safety (over-perceive danger)

- ★ Inability to focus
- ★ Withdrawn
- ★ Clingy/Needy
- ★ Misinterpret events
- ★ Aggressive
- ★ Avoid

You might try:

- ✿ Posting schedules
- ✿ Warn of changes
- ✿ Connect with student each day in the same way
- ✿ Small connection rituals
- ✿ Whole class motions
- ✿ Keep your mood stable

Students who are not able to self-regulate well (physically/emotionally)

You might see:

- Over-reacting
- Tantrums
- Mood swings
- Trouble with transitions
- Teasing/bullying
- Spacing out

You might try:

- Teach self-regulation tools
- Teach emotional vocabulary
- Whole class motion
- Give student control when possible

Students who don't succeed academically or socially

You might see:

- Lots of excuses
- Disruptive
- Inability to focus
- Not working well alone or in group
- Low organizational skills

You might try:

- Help student notice successes
- Post schedule and homework
- Use written and verbal instructions
- Problem solve with student
- Listen deeply
- Ask, "What is your plan?"

Students who don't believe they matter

You might see:

- Giving up
- Acting out
- Appear anxious
- Clingy/Needy
- Aggressive
- Avoidant

You might try:

- Appreciation circles
- Honest post-it notes
- Get to know family
- Notice strengths
- Teach the class encouragement skills

Hope= Compassionate Schools

- ✿ Create attachments
 - ✿ Learn to regulate self and behavior
 - ✿ Achieve confidence from gain in competencies
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- ✿ We are the First Responders



Breathing Strategy Demo

- ✿ Hoberman Sphere
- ✿ Square Breathing
- ✿ Rocket-Ship Breath



Tulalip and Quil Ceda Elementary

- ✿ Our Compassion Plan



Always empower, never disempower

- Check in and ask to silently make improvements
- Give choices when possible
- Solutions instead of consequences
- Call home after problem fixed
- Let student teach you and class something
- Ask, "What is your plan?"
- Have confidence in their ability to handle stress (Calm Zone option)



Unconditional Positive Regard

- Be Kind and Firm
- Connect with student each day
- Small connection rituals (high five, etc.)
- Teach encouragement skills
- Appreciation circles
- 2X10 rule (2 encouragements/10 days)
- Write honest post-its
- Continue to acknowledge even when no longer in class
- Share appreciations in private or post-it note
- Listen deeply



High Expectations

- Not allow bullying or name-calling
- Help set achievable goals + follow-up
- Help student notice successes
- “What is your plan?”
- Classroom jobs

Notice and increase time spent mustering energy to persist on task even when challenging, effortful, or tedious



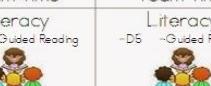
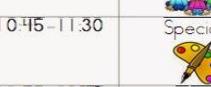
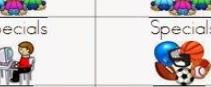
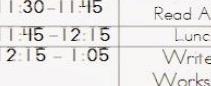
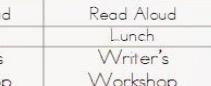
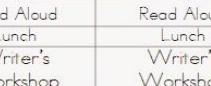
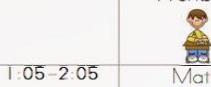
Check Assumptions/Be Proactive

- ★ Teach routines
- ★ Practice transitions
- ★ Warn of “surprises”
- ★ Know more about family, culture, and history at school
- ★ Accessible homework and schedule
- ★ Use written and verbal instructions
- ★ Learn about their life

★ Post schedules:

Our Weekly Schedule

2013 – 2014

Times	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 – 9:20	Morning Work	Morning Work	Morning Work	Morning Work	Morning Work
9:20 – 9:50	Team Time	Team Time	Team Time	Team Time	Team Time
9:50-10:45	Literacy -DG -Guided Reading 	Literacy -DG -Guided Reading 	Literacy -DG -Guided Reading 	Literacy -DG -Guided Reading 	Literacy -DG -Guided Reading 
10:45-11:30	Specials 	Specials 	Specials 	Specials 	Specials 
11:30-11:45	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15 - 1:05	Writer's Workshop 	Writer's Workshop 	Writer's Workshop 	Writer's Workshop 	Writer's Workshop 
1:05-2:05	Math 	Math 	Math 	Math 	Math 
2:05-2:35	Recess	Recess	Recess	Recess	Recess
2:35 - 3:00	Snack/Read Aloud	Snack/Read Aloud	Snack/Read Aloud	Snack/Read Aloud	Snack/Read Aloud
3:00 - 3:40	SS/SCI	SS/SCI	SS/SCI	SS/SCI	Fun Friday
3:40 - 3:45	Pack up and Dismissal	Pack up and Dismissal	Pack up and Dismissal	Pack up and Dismissal	Pack up and Dismissal

3:40 - 3:45	Dismissal back to bus				
3:00 - 3:40	22/2CI bus	22/2CI bus	22/2CI bus	22/2CI bus	22/2CI bus
3:30 - 3:00	peylopos bus	peylopos bus	peylopos bus	peylopos bus	peylopos bus
3:00 - 3:30	peylopos bus	peylopos bus	peylopos bus	peylopos bus	peylopos bus

Be a Relationship Coach



- Keep own mood stable
- Teach emotional awareness
- Teach self-regulation tools regularly
- Teach encouragement skills
- Say hello + name
- Teach to make amends
- Teach the “Calm Zone”
- Teach a “sense of time”
- Question inaccurate thoughts
- Social Thinking—understand how others perceive my behavior
- Super Flex
- Peer mediation
- Teach “I statements”
- Teach handling transitions

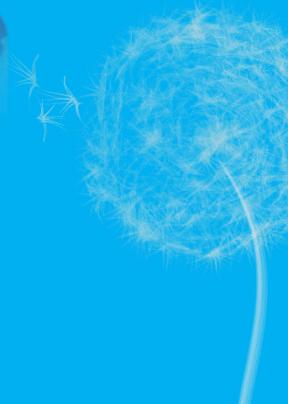
Guided Opportunities for Helpful Participation

- Morning meetings
- Appreciation circles
- Class meetings
- Yoga
- Brain Gym
- Opportunities to contribute in meaningful ways: classroom & school jobs
- Progressive muscle relaxation
- Practice skills during play
- Mindfulness
- Tapping
- Plan B (Ross Greene's Collaborative Problem Solving)



Through these Strategies, we establish:

- Safety, connection, and trust
- Improved emotional/behavioral self-regulation
- Increased competence in: Academic Skills; Social Skills; and Personal Agency



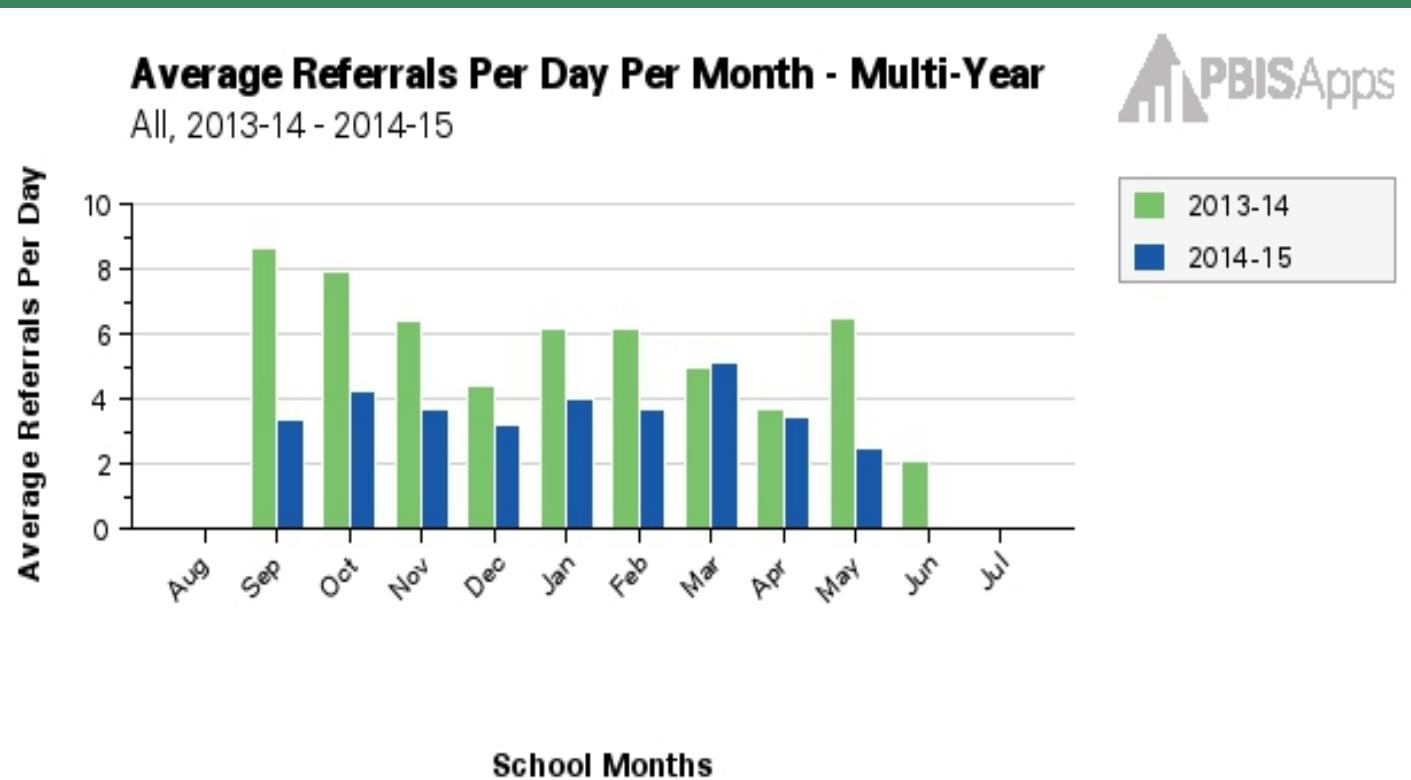
Self-Care—An Ethical Obligation for Those Who Care

Love Yourself

Data, data, data. What can we use?

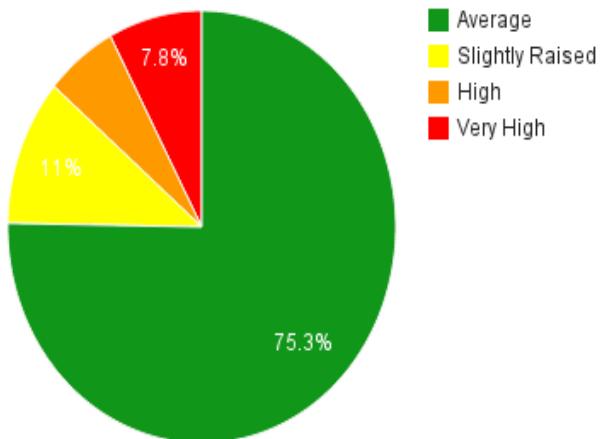
- ✿ SWIS (office referrals and suspensions)
- ✿ Students surveys
- ✿ The Strengths and Difficulties Questionnaire (SDQ) sdqinfo.org
- ✿ Anecdotal data from staff
- ✿ Staff survey (ProQOL R-IV)

SWIS

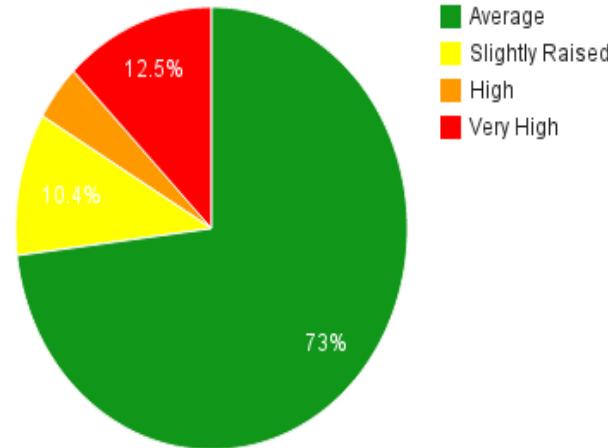


SDQ data for Fall

Overall Stress



Hyperactivity and Concentration Difficulties





How we used the SDQ results:

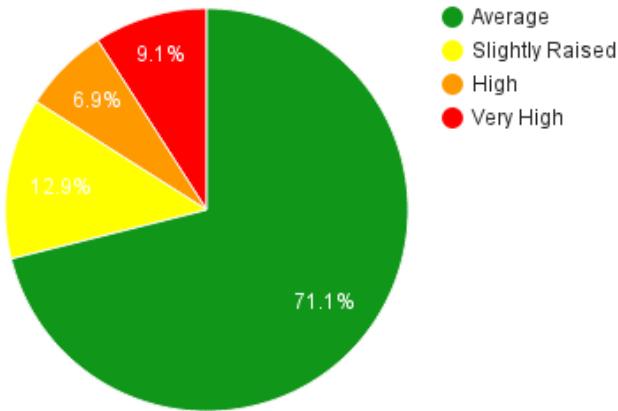
- Reviewed school-wide data with administrators and counselors to discuss needed changes or additions to PBIS lessons, morning message and counselor lessons.
 - Reviewed the school-wide and grade level data at grade level data teams.
 - Teachers reviewed their classroom data and determine area of greatest need for students.
 - Asked teachers to view their data through the lens of what skills need to be taught.
 - Used a modified problem solving cycle from Response to Intervention and Continuous School Improvement by Berhardt and Hebert (2011).
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Our problem solving/data cycle:

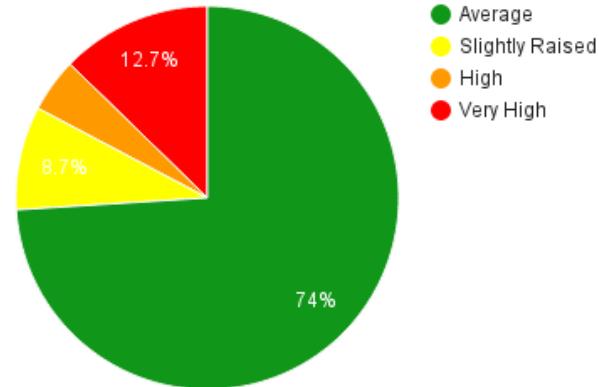
- ✿ Choose an area for improvement.
- ✿ Choose a strategy/intervention.
- ✿ What will it look like when it is implemented?
- ✿ How will you know when it is working?
- ✿ How will you measure the effectiveness of the intervention/what data will you keep?
- ✿ Set end of cycle check-in to review data and effectiveness of the intervention.

SDQ data for Spring

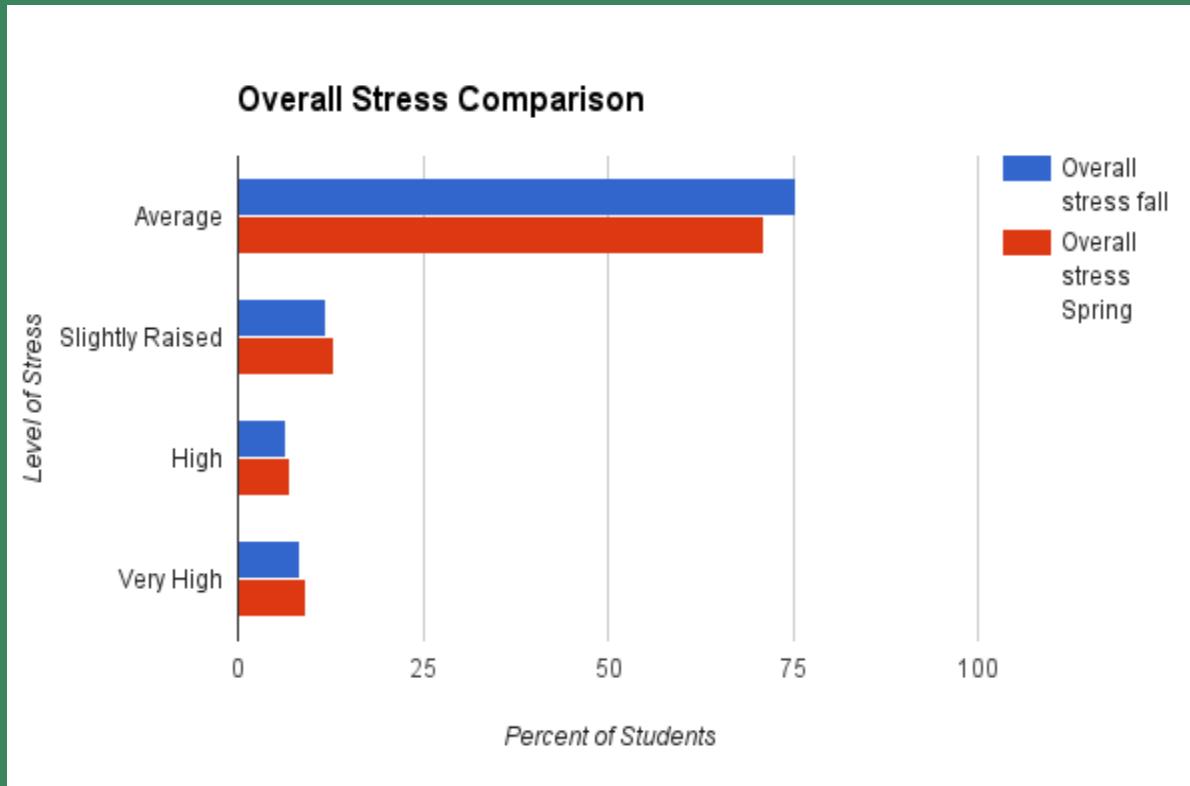
Overall Stress-Spring



Hyperactivity and Concentration Difficulties-Spring



SDQ Comparison



Resources

- Caring School Community curriculum by *Developmental Studies Center*
www.devstu.org
- The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success by Ray Wolpow, Mona M. Johnson, Ron Hertel and Susan O. Kincaid
<http://www.k12.wa.us/CompassionateSchools/HeartofLearning.aspx>
- Helping Traumatized Children Learn (purple book)
www.massadvocates.org
- Lost at School: Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them by Ross W. Greene, Ph.D.
livesinthebalance.org
- Mindset: the New Psychology of Success; How we can Learn to Fulfill Our Potential by Carol S. Dweck, Ph.D.
- Professional Quality of Life Scale (ProQOL R-IV) from Idaho State University http://proqol.org/ProQol_Test.html
- Response to Intervention (RTI) and Continuous School Improvement (CSI): Using Data, Vision, and Leadership to Design, Implement, and Evaluate a School wide Prevention System by Victoria L. Bernhardt, and Connie L. Hébert