



WELCOME TO

Reimagining Resilience 1

USING A TRAUMA LENS



BELONG
partners



Sound Discipline

We have rebranded to better match who we are and what we stand for.

We are excited to share our new name and logo with you!



BELONG
partners

*Building Equitable Learning Opportunities
and Nurturing Growth*

BELONG Partners

We co-build learning communities where young people have dignity, voice, and agency by transforming the ways adults teach, parent and care for youth.



PURPOSE

We build equitable communities that center the dignity, voice, and agency of young people.

VISION

We believe in a future where everyone thrives because they know they matter and belong.

APPROACH

We partner with schools and organizations to transform the ways adults teach, parent, and care for youth.



VALUES

CONNECTION: We are rooted in relationships.

COURAGE: We lead from the heart and challenge the status quo.

LIBERATION: We work together to create a world that works for everyone because our freedom, joy, and struggles are deeply connected.



BELONG
partners

*Building Equitable Learning Opportunities
and Nurturing Growth*

Follow along with the workbook



BELONG
partners

*Building Equitable Learning Opportunities
and Nurturing Growth*



Reimagining Resilience 1

USING A TRAUMA LENS

WORKBOOK

BELONGPartners.org

Brain in the Hand



WRIST

brain stem
lizard brain



THUMB

limbic system
emotions



FINGERTIPS

pre-frontal cortex
executive function



"FLIP"

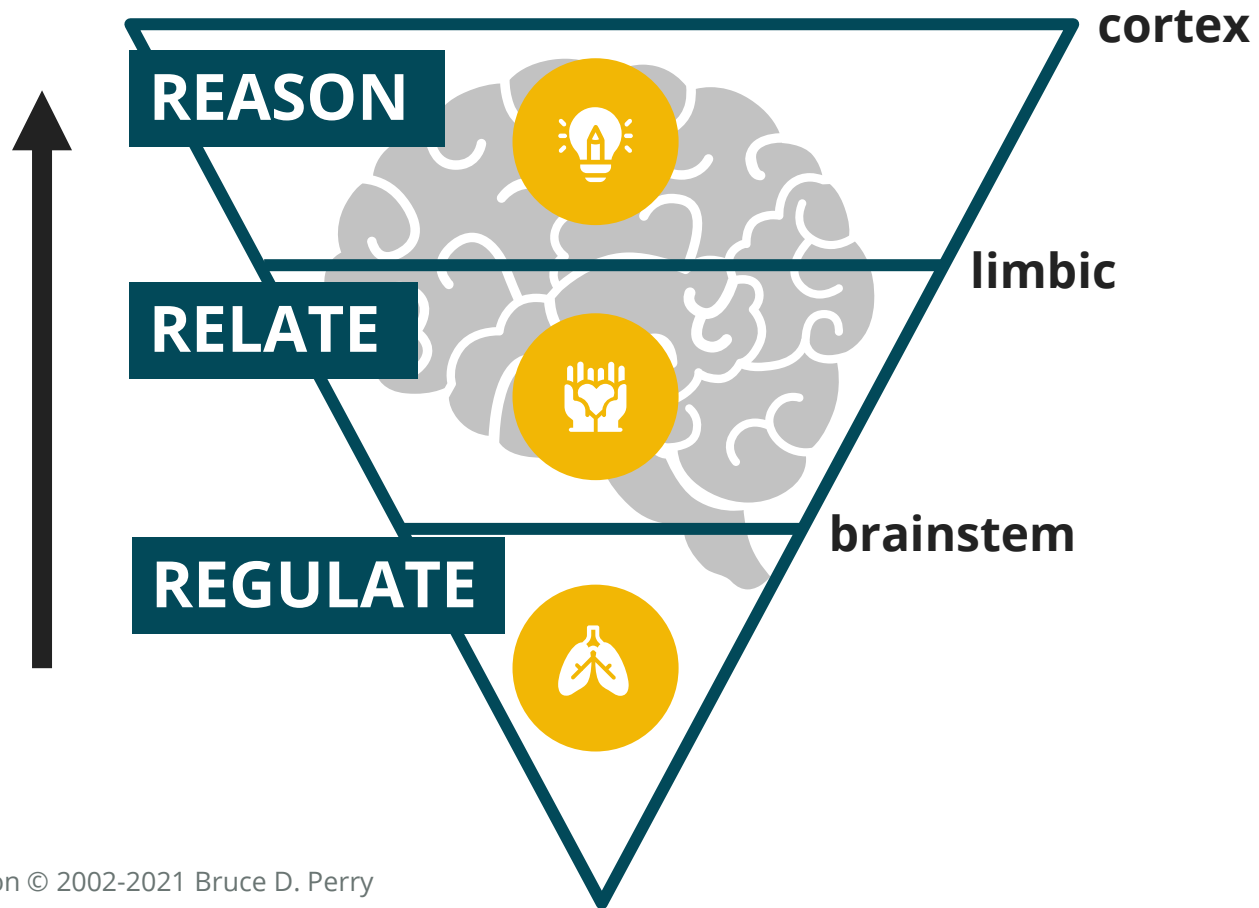
The Brain



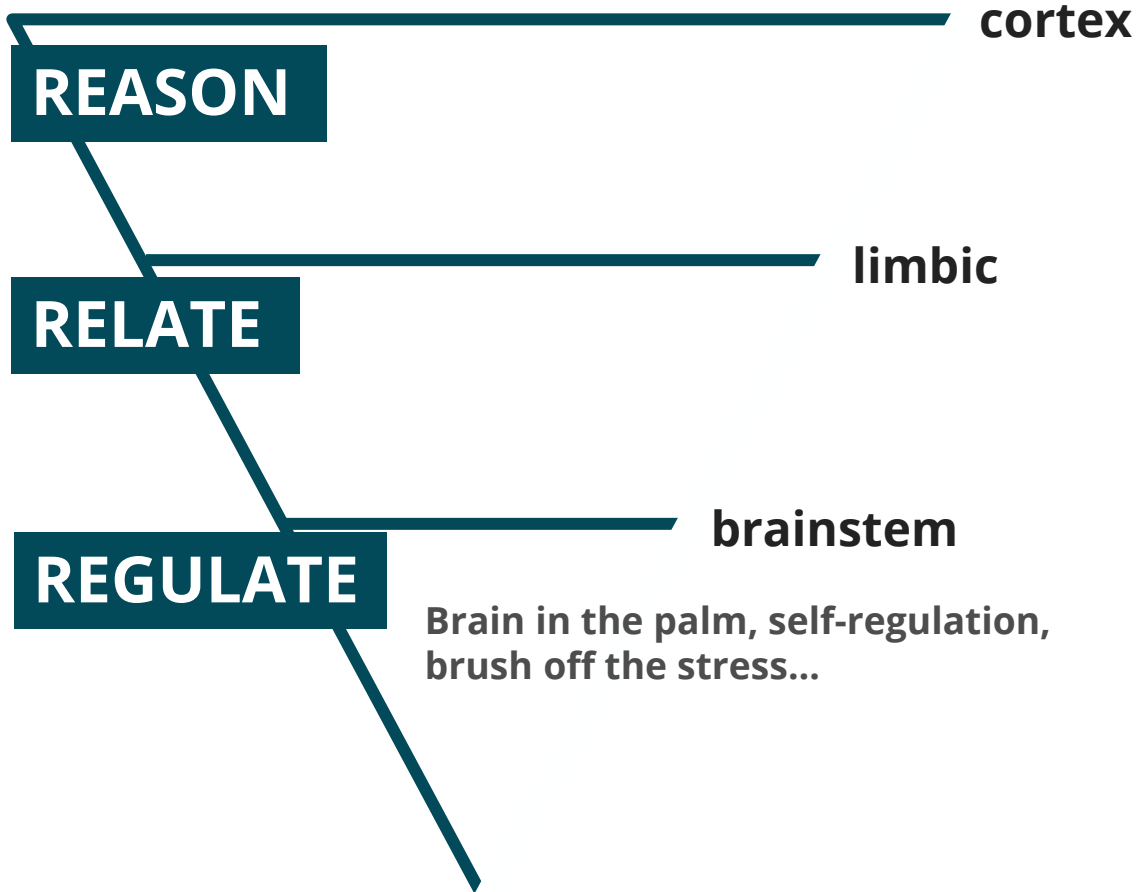
Helping children learn to self-regulate

- Self regulate before co-regulate with student
- Teach Brain in the Palm
- Identify feelings
- Establish routines for regular self-regulation practice
- Create calming spaces

Brain-informed approach to relationship



JOT DOWN TOOLS AS WE GO





WELCOME TO

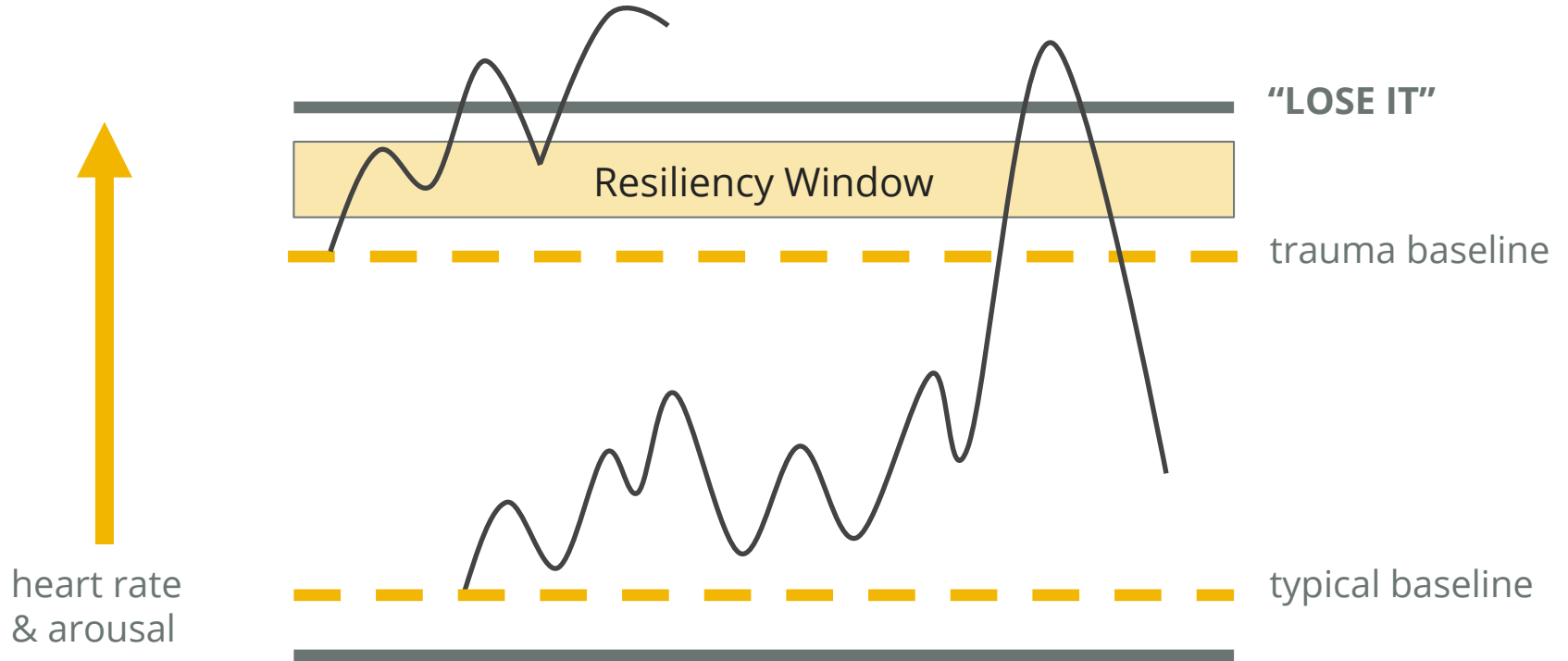
Reimagining Resilience 1

USING A TRAUMA LENS



BELONG
partners

Stress Response



Adverse Childhood Experiences

physical and emotional neglect

domestic violence

mental illness

incarceration



emotional & sexual abuse

substance abuse

parental depression

homelessness

divorce

Adverse Community Environments

racism

poverty

discrimination

violence

lack of opportunity, economic mobility, and social capital



A student with an ACE score of 4+ is

32x more likely

to have attention and/or behavior problems

The problem or misbehavior
you **see** is a **solution** to a
problem that you **don't see**.

-Jody McVittie



“Resiliency comes from the **deep belief** that at one time you **really mattered** to another **human being.**”

—Vincent Felitti



Educators can deliver the **daily doses of healing** interactions that truly are the **antidote to toxic stress**. And just as the science shows that it's the cumulative dose of early adversity that's most harmful, it also shows that **the cumulative dose of healing nurturing interactions is most healing**.

-Nadine Burke Harris



“One of the most vital ways we sustain ourselves is by building communities of resistance, places where we know we are not alone.”

-bell hooks



Descriptive

I notice...



Appreciative

I appreciate...



Empowering

I have faith... I know... I trust..

I saw (evidence) with
(characteristic) so I know you
can...

ENCOURAGEMENT PRACTICE

1 STUDENT

2 ENCOURAGEMENTS A DAY

10 DAYS

**ENCOURAGEMENT
2 x 10**

- **“I see you’re having fun with your brother. And right now we’re learning the rules to the game.”**
- **“You sure are fast! And we walk in the halls.”**
- **“I can see that you’re disappointed. My answer is still no.”**

**CONNECT
BEFORE
CORRECT**

STAY CONNECTED



Learn about [upcoming workshops](#)



Join our [Facebook Group](#)



Follow us on [Instagram](#)

ENCOURAGEMENT

- did things with me
- knew me
- trusted me
- listened to me
- asked me about me
- saw something in me I couldn't
- help me accountable
- saw me in a positive light
- shared part of themselves
- looked happy to see me
- remembered things I liked
- took time for me
- let me teach them something
- pushed me to do what I was capable of



COURAGE

The movement we make in the direction of becoming our best selves.



ENCOURAGEMENT

The space we make for others to find and develop their best selves.

JOT DOWN TOOLS AS WE GO

REASON cortex

REASON

RELATE limbic

RELATE

Buffering adult; encouragement (I notice..., I appreciate..., I trust/have faith that...); encouragement 2x10; Connect before Correct.

REGULATE brainstem

REGULATE

Brain in the palm, self-regulation, brush off the stress, problem is a solution to another problem



“Resiliency comes from the **deep belief** that at one time you **really mattered** to another **human being.**”

—Vincent Felitti

CHALLENGES

- ...

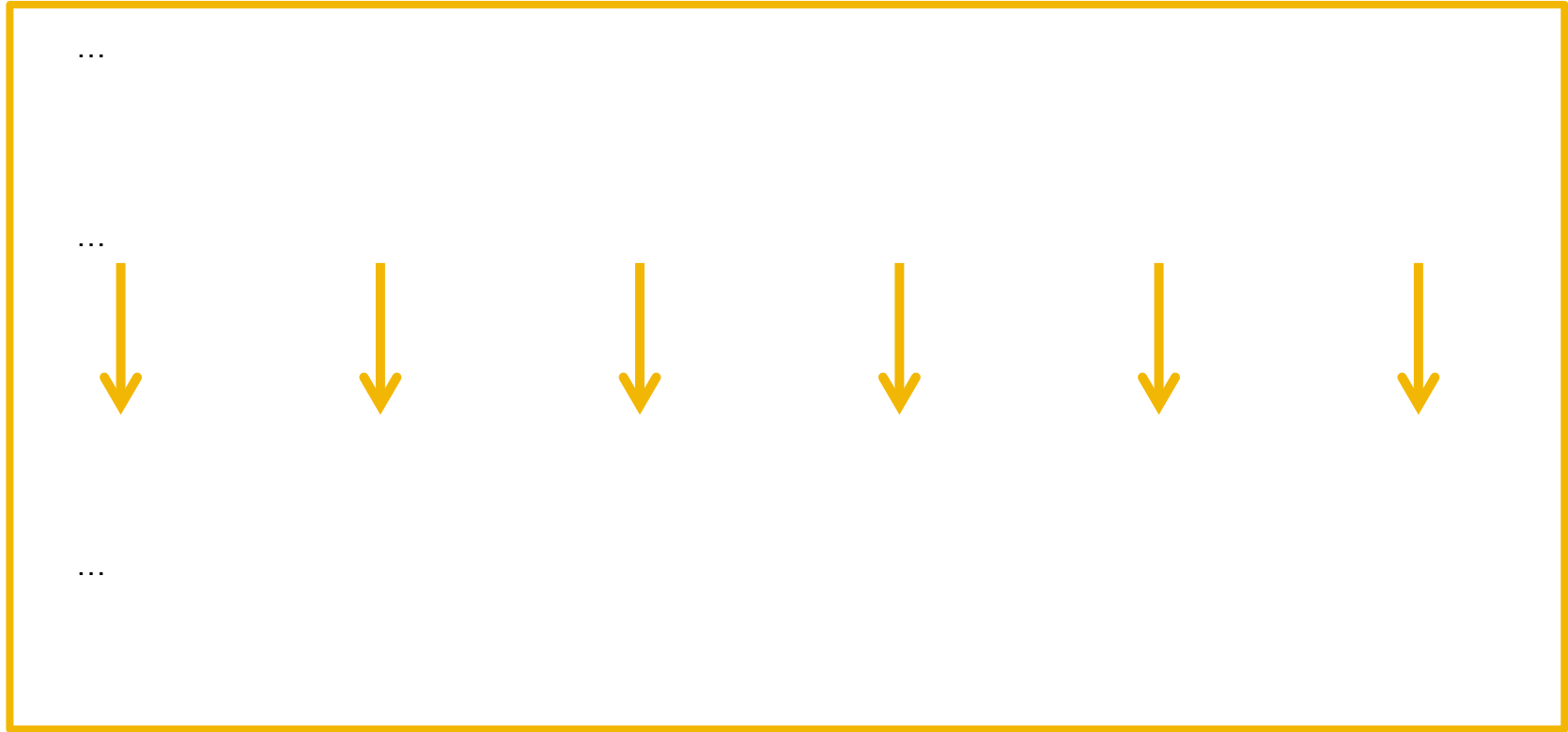
Qualities, strengths, gifts

- ...

1. When you think about equitable communities where everyone knows they belong and their voice matters, what do you see, hear, and/or feel? (2m)
2. What are examples in your schools of this happening already – glimmers of hope? (2m)

FREE WRITE

Inequitable Power Structures



INEQUITABLE POWER STRUCTURES

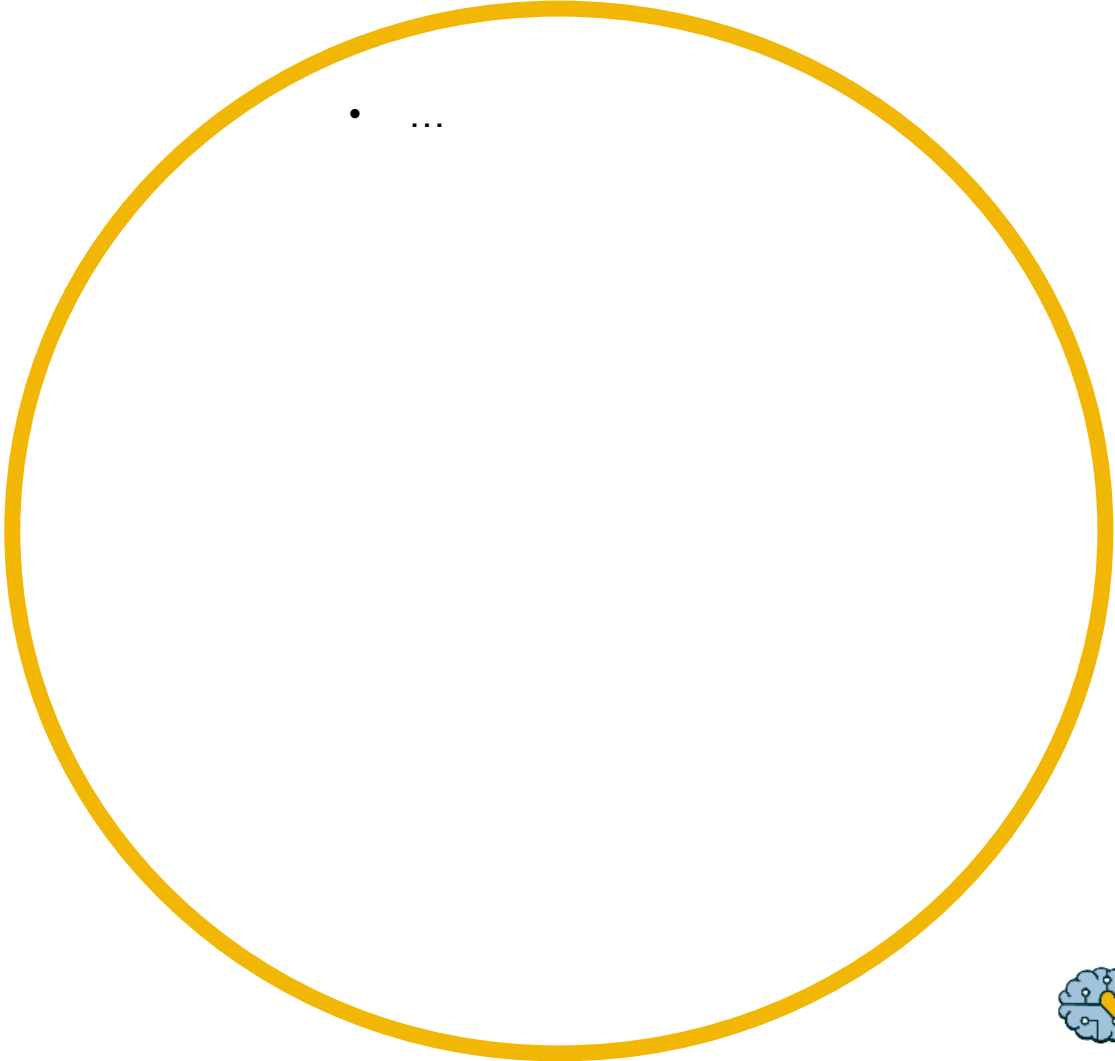
- ...

EQUITABLE POWER STRUCTURES

- ...

Our shared vision:

**EQUITABLE
COMMUNITIES**



SMALL GROUP REFLECTION

With your group, reflect on what has been shared in this activity. Choose one question below to answer or discuss what's coming up for you.

1. What are some ways you share power in your school/classroom?
2. How do you provide a platform for student voice and opportunities for student decision making?
3. What are some ways educators can address anti-Blackness and promote anti-racism in their pedagogy? How would you envision a school community helping with that work?
4. How can school community come together to compassionately address adult discomfort and support adult learning and growth?

Belonging, Significance and Shared Power

- Student-generated agreements (Charter)
- Student-generated routines
- Class Meetings (community building and problem solving)
- Making repairs (mistakes are opportunities to learn)
- Student jobs
 - Agreement Reflection Leader
 - Routine Checker
 - Self-Regulation Leader

Situation	“Don’t”	“Do”	Ask (What...? How...? I’m Curious...”	Connect (Before redirecting or correcting)
Luna is running in the hallway	Don’t run!	Please walk.	How do we move through the halls at Sunnydale Elementary?	I see you’re in a hurry. Remember to use walking feet.
Summer is loud during circle time – again!	Summer, don’t interrupt.	Summer, voice quiet (putting hands to lips).	Summer, what are our agreements for circle time?	I see you’re having a hard time following our agreements. Would you like to sit here instead or take a one-minute break?

JOT DOWN TOOLS AS WE GO

REASON

cortex
Private logic/beliefs behind behaviors; do/don't; ask/tell; student-generated agreements; class jobs; student-generated routines; class meetings; SEL skill building; repair.

RELATE

limbic
Buffering adult; encouragement (I notice..., I appreciate..., I trust/have faith that...); encouragement 2x10; Connect before Correct.

REGULATE

brainstem
Brain in the palm, self-regulation, brush off the stress, problem is a solution to another problem

Workshop Evaluation

Credits

Many of these concepts and tools are based on the work of **Alfred Adler and Rudolph Dreikurs**.

For more information see [Positive Discipline in the School and Classroom Manual](#) Revised 6th Edition by Teresa Lasala, Jody McVittie, and Suzanna Smitha, 2018. Based on: Positive Discipline in the Classroom Teacher's Guide by Jane Nelsen and Lynn Lott.

The Brain in the Palm of Your Hand is the work of Daniel J. Siegel, M.D., first published in his book, Parenting from the Inside Out (2003) and more recently published in The Whole-Brain Child (2011). Dr. Siegel is not associated and/or affiliated with, and does not endorse and/or sponsor the Sound Discipline and/or its activities.

Presentation template by [Slidesgo](#)

Icons by [Flaticon](#)

Images & infographics by [Freepik](#)

ADDITIONAL
SLIDES

Adlerian Theory of Human Behavior



**DIGNITY &
RESPECT**



**BELONGING &
SIGNIFICANCE**

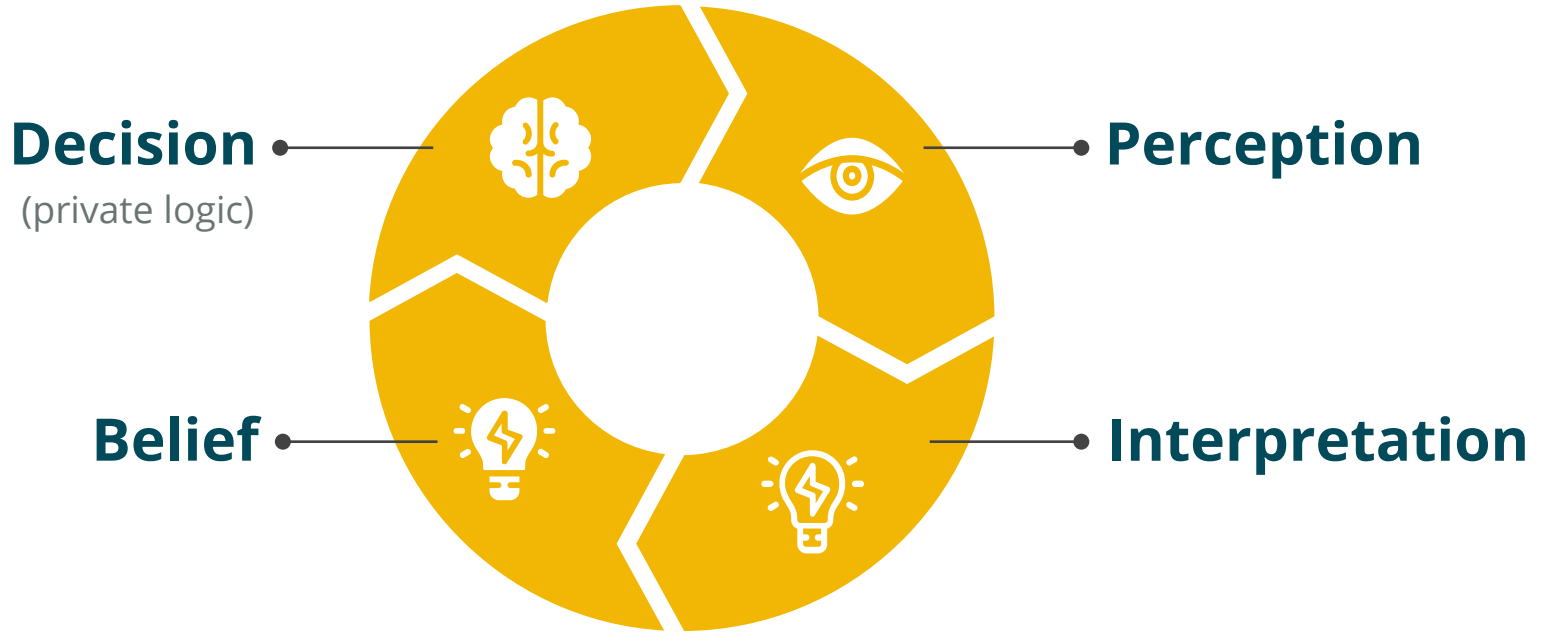


PURPOSIVE



**PRIVATE
LOGIC**

Private Logic



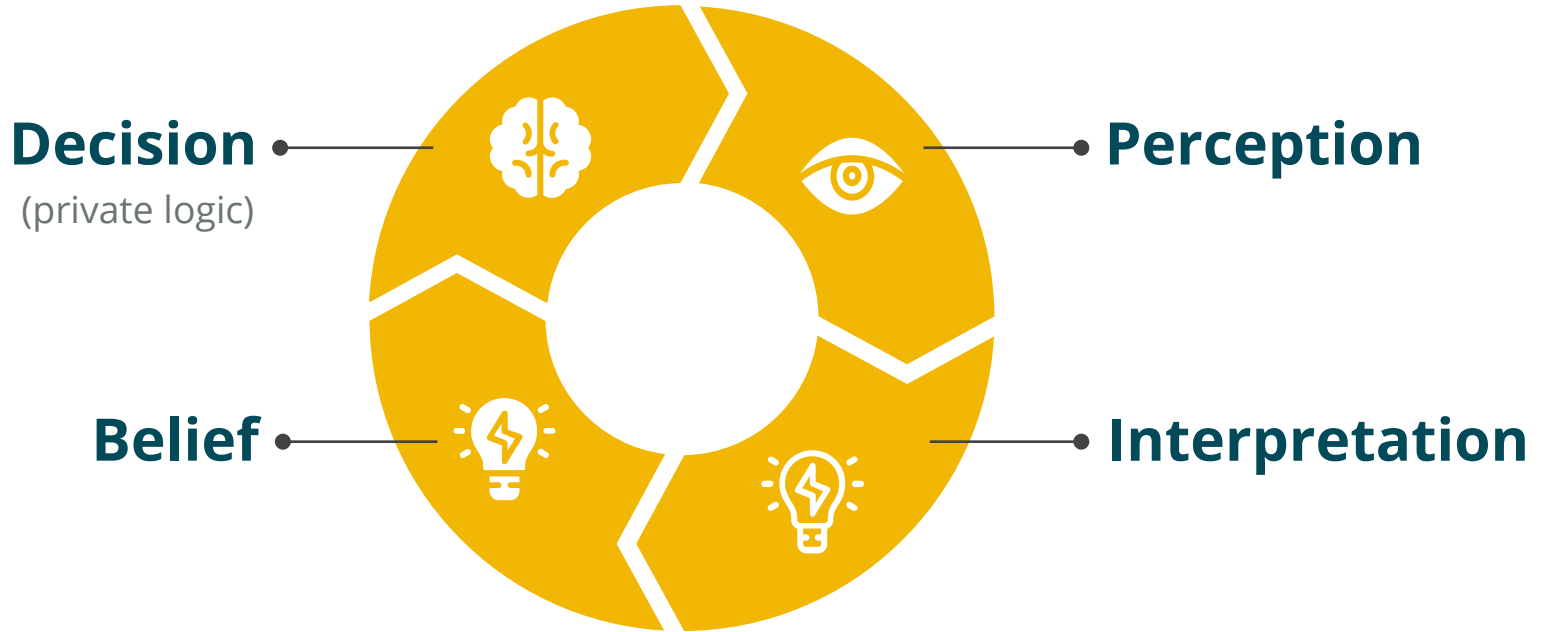
Decision
(private logic)

Perception

Belief

Interpretation

Private Logic



Adverse Childhood Experiences

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical

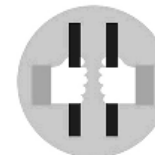


Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently

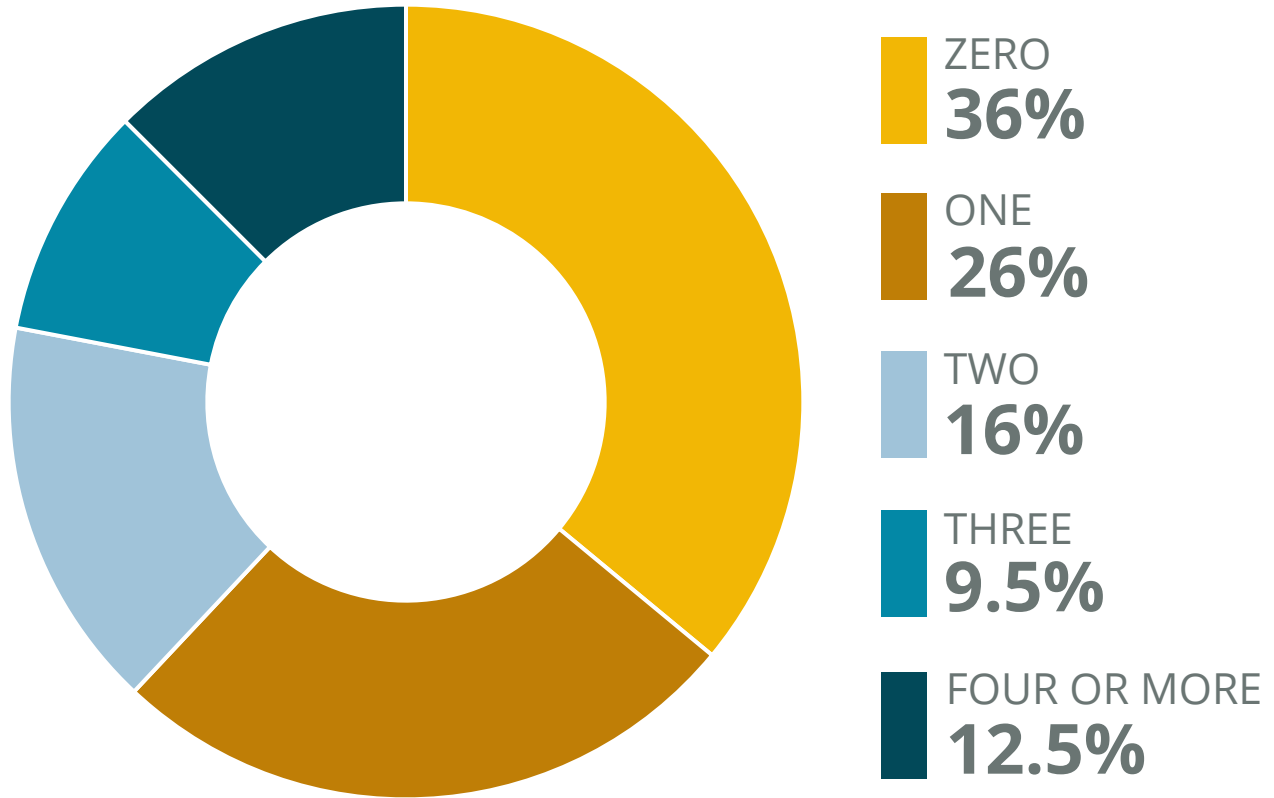


Substance Abuse

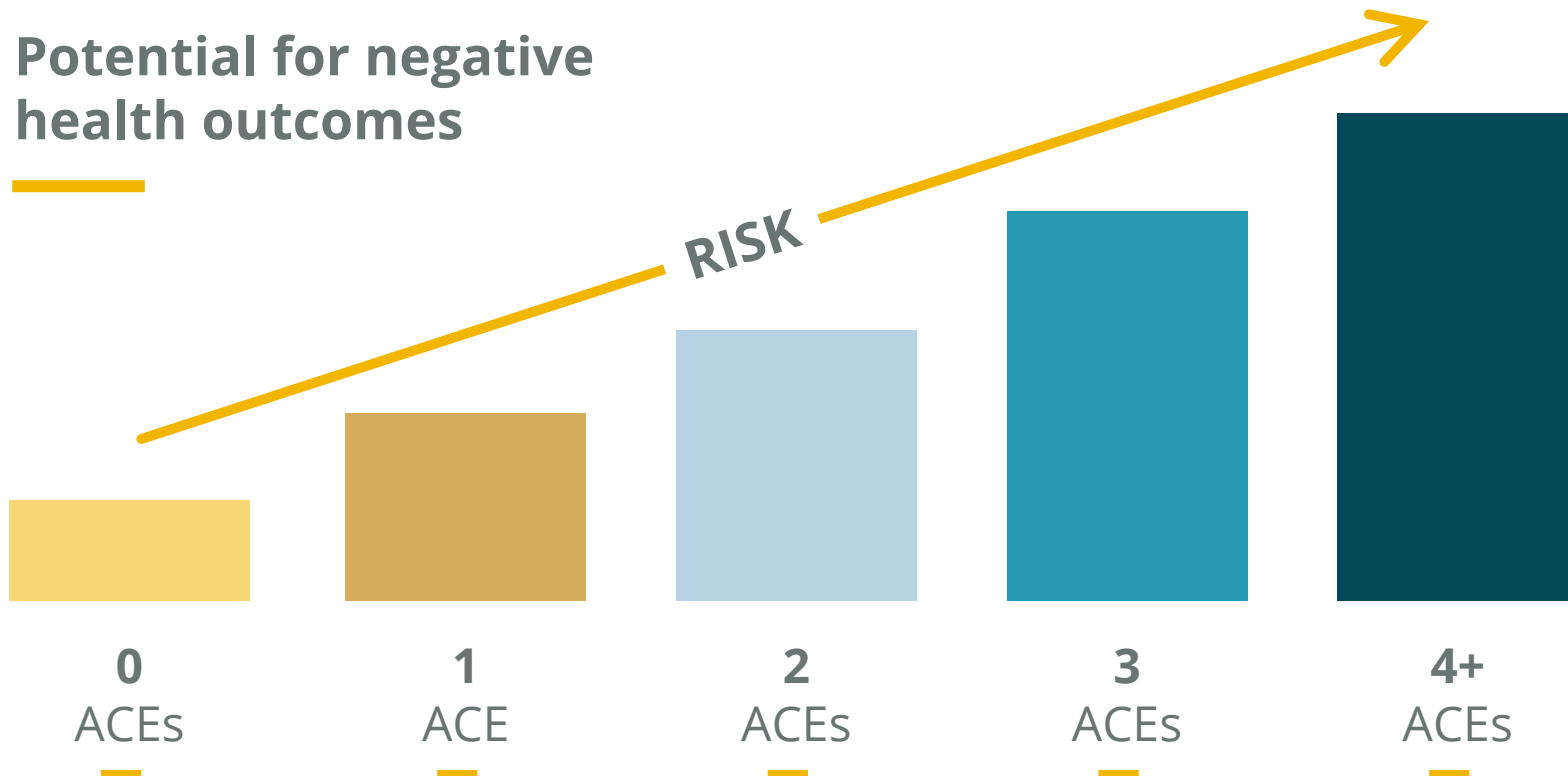


Divorce

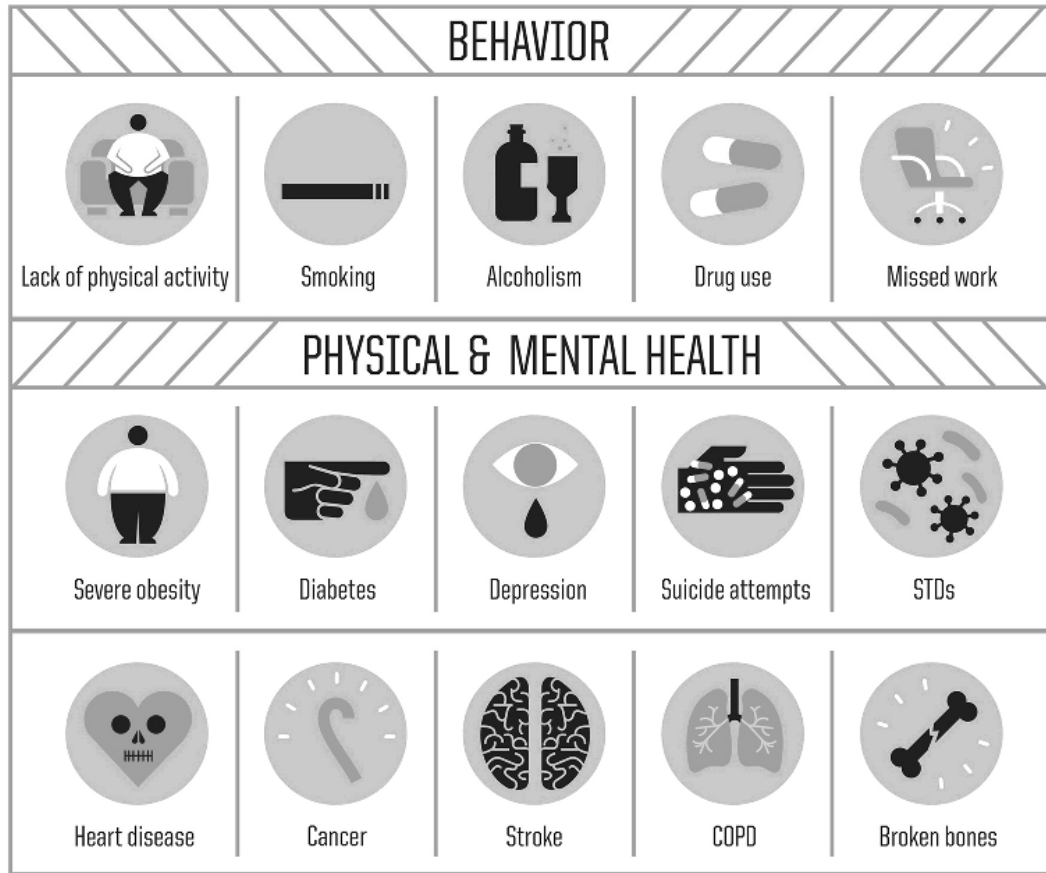
ACEs study outcomes



Potential for negative health outcomes



Potential health outcomes



“Adverse childhood experiences are **common, destructive**, and have an effect that often lasts for a lifetime. They are the **most important determinant of the health and well-being** of our nation.”

—Vincent Felitti



attuned
responsive
coherent
consistent



safe
soothed
seen
secure

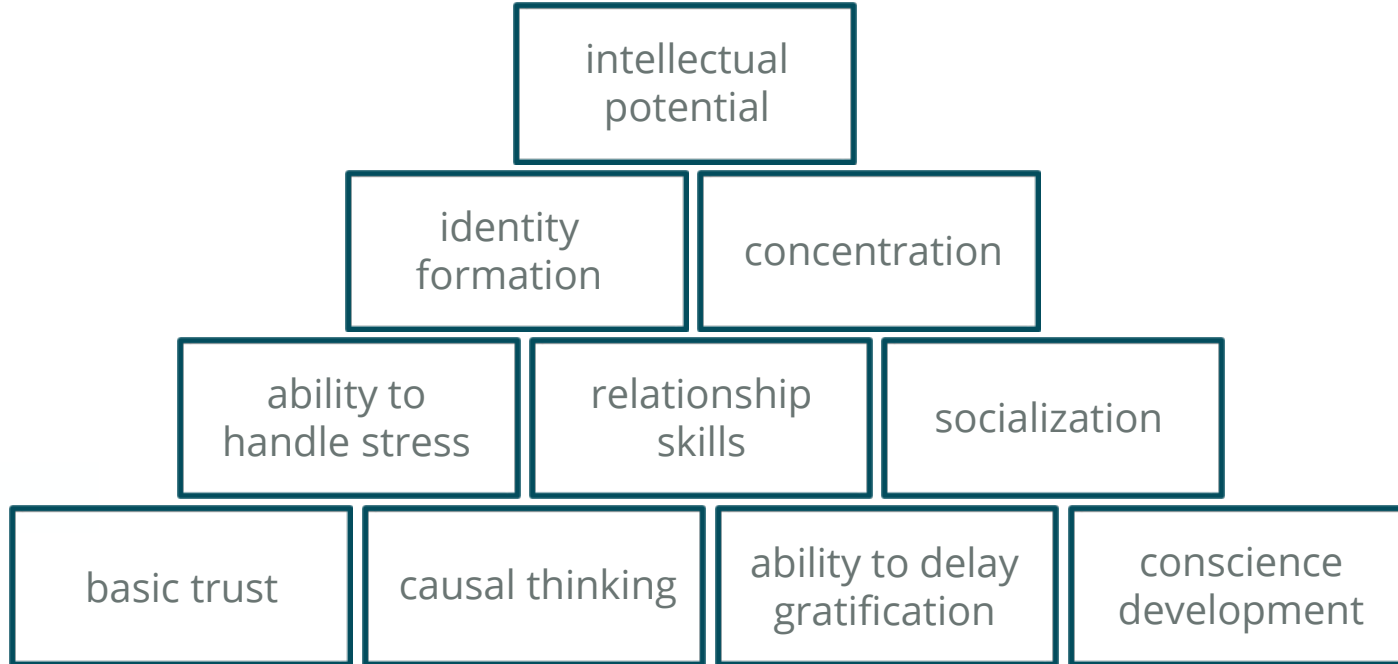
Arousal - Relaxation Cycle



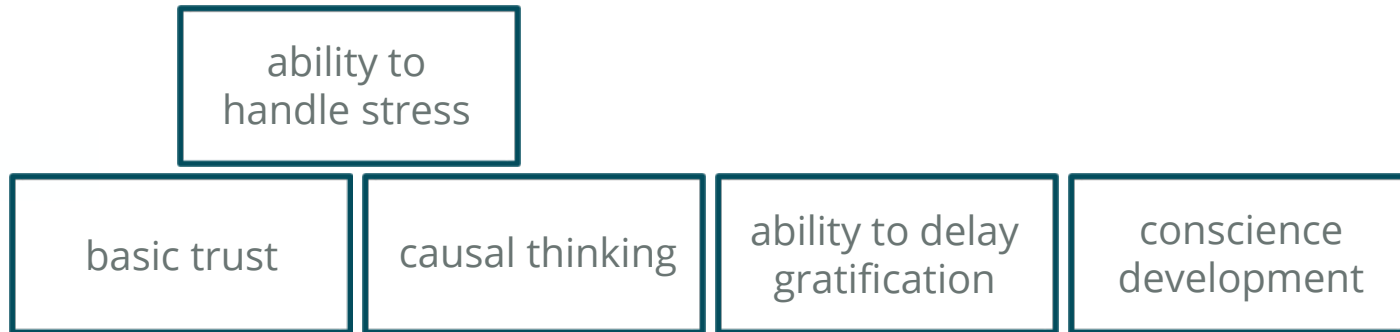
Disrupted Arousal - Relaxation Cycle



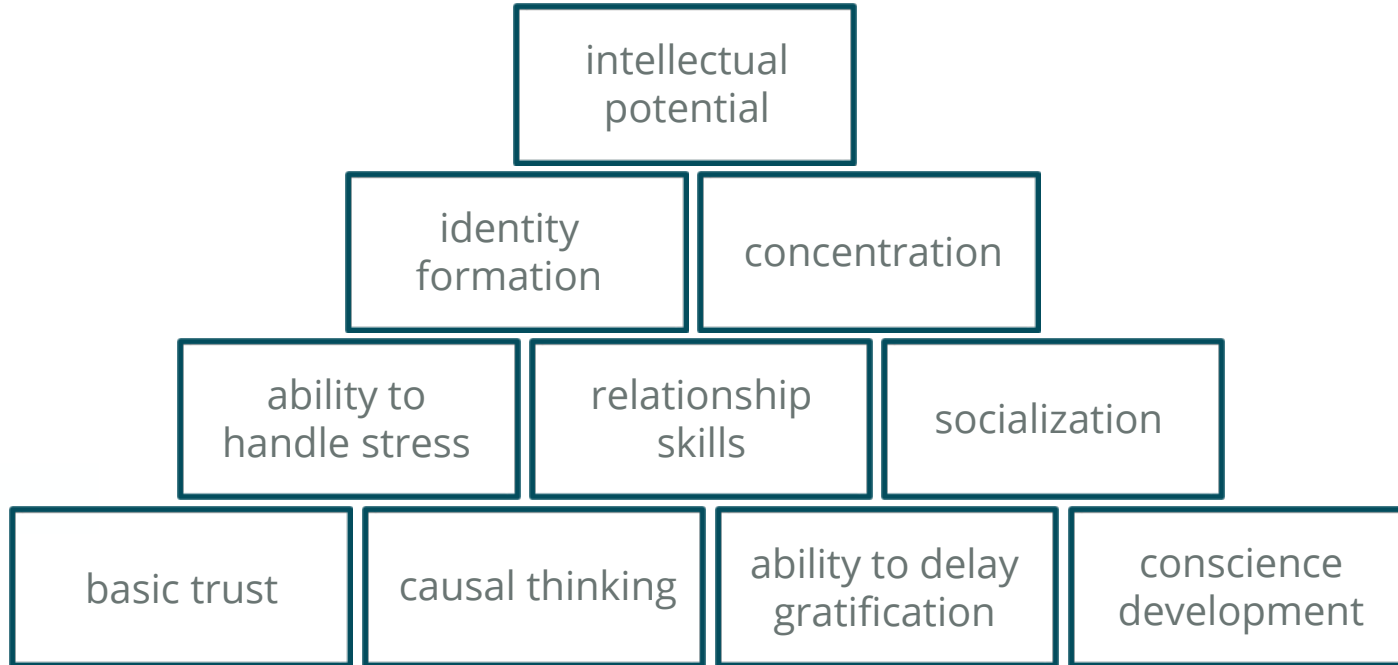
Building Blocks for Growth



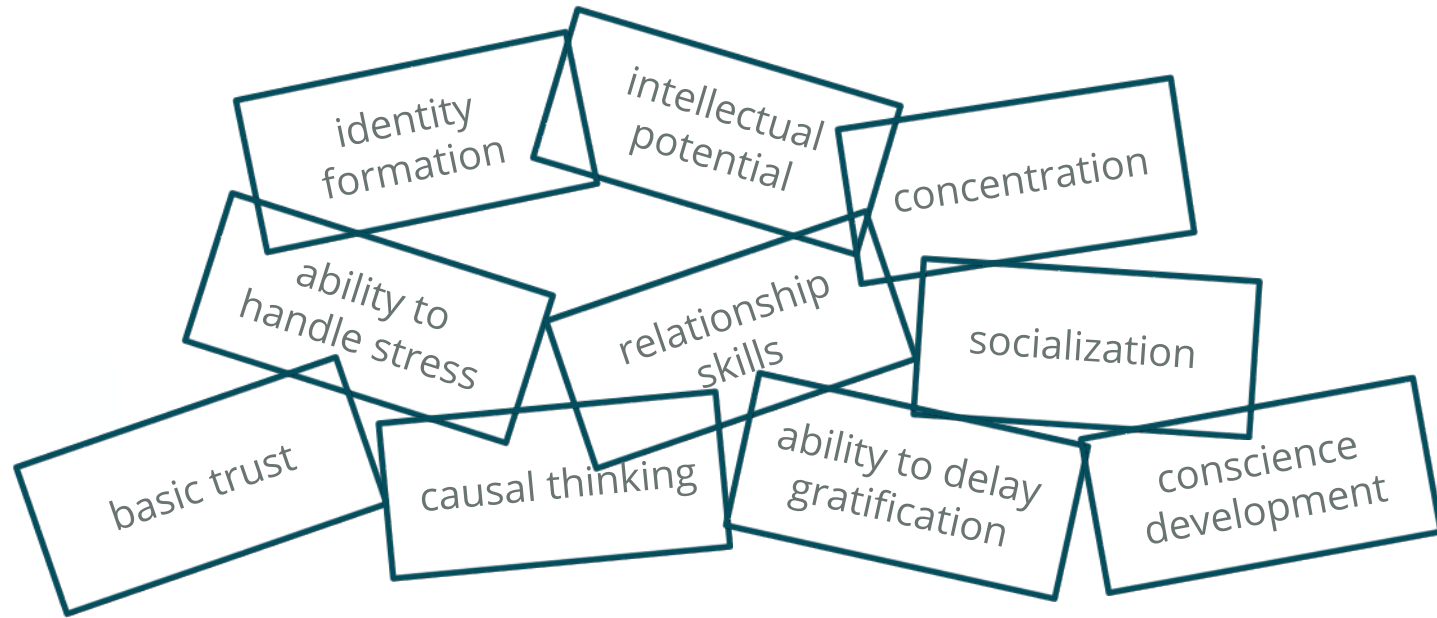
Building Blocks for Growth



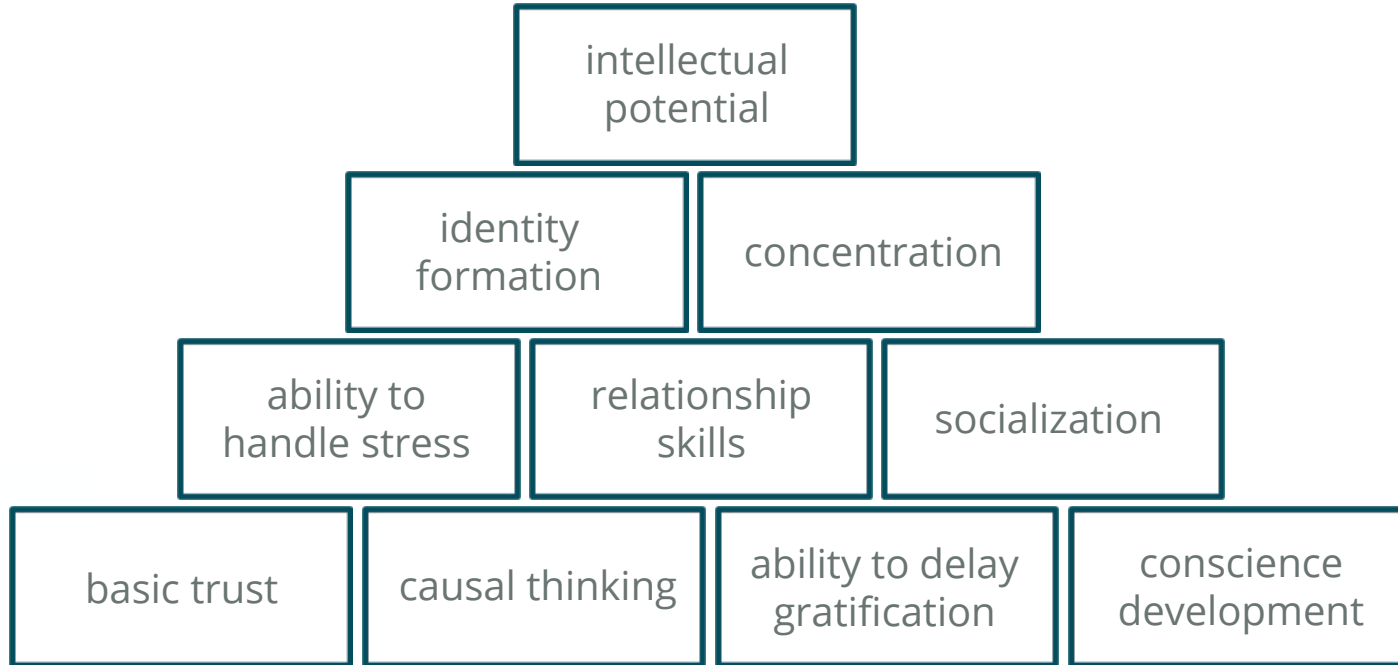
Building Blocks for Growth



Building Blocks for Growth

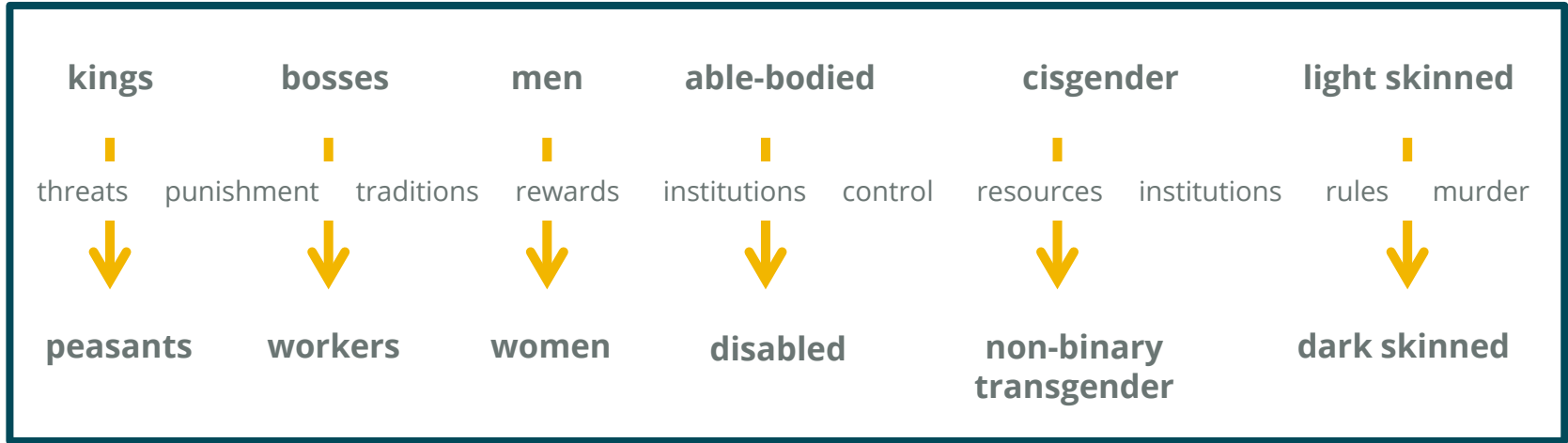


Building Blocks for Growth



Structure of Power

LADDERSHIP



LEADERSHIP

