

CULTURALLY RESPONSIVE TEACHING & MINDFULNESS: BUILD RESILIENT STUDENTS AND TEACHERS

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CULTURALLY RESPONSIVE TEACHING

Culturally Responsive (or Relevant) Teaching: Teaching that encompasses the “social-emotional, relational, and cognitive aspects of teaching culturally and linguistically diverse students.”

Zaretta Hammond: Culturally Responsive Teaching & the Brain (2015).

Multicultural Education	Social Justice Education	Culturally Responsive Pedagogy
Focuses on celebrating diversity	Focuses on exposing the social political context that students experience	Focuses on improving the learning capacity of diverse students who have been marginalized educationally
Centers around creating positive social interactions across difference	Centers around raising students’ consciousness about inequity in everyday social, environmental, economic, and political aspects of life	Centers around the affective & cognitive aspects of teaching and learning
Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected	Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society	Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color
Social Harmony	Critical Consciousness	Independent Learning

Dependent Learner:

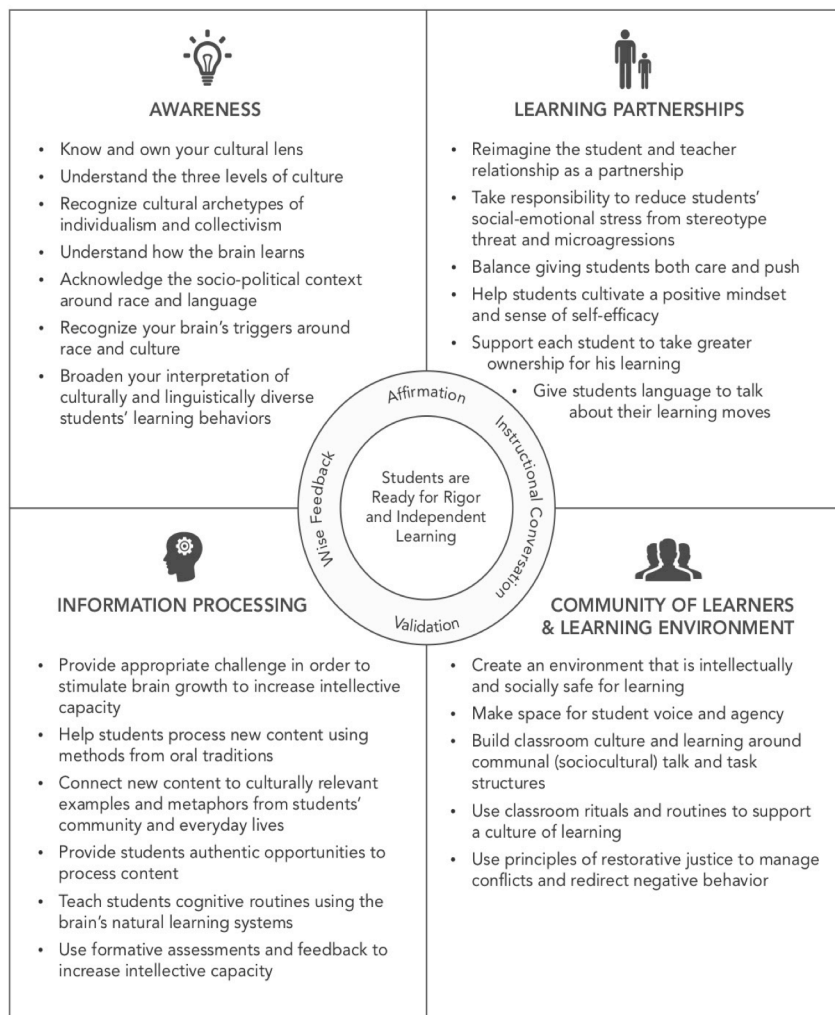
- Is dependent on the teacher to carry most of the cognitive load of a task
- Is unsure of how to tackle a new task
- Cannot complete a task without scaffolds
- Will sit passively and wait if stuck until teacher intervenes
- Doesn’t retain information well

Independent Learner:

- Relies on the teacher to carry some of the cognitive load temporarily
- Utilizes strategies and processes for tackling a new task
- Regularly attempts new tasks without scaffolds
- Has cognitive strategies for getting unstuck
- Has learned how to retrieve information from long-term memory

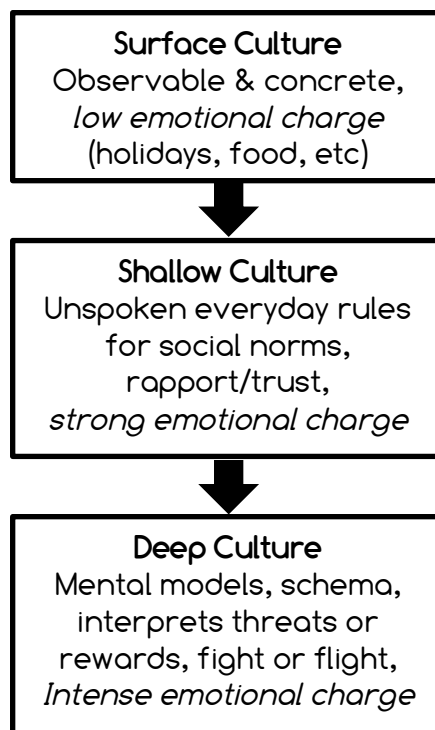
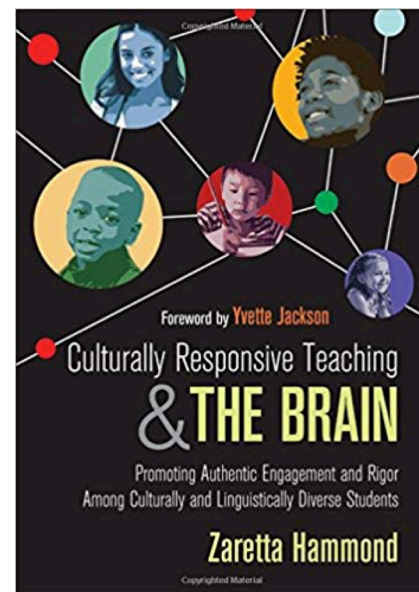
READY for RIGOR

A Framework for Culturally Responsive Teaching



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www.ready4rigor.com



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Individualism & Collectivism

Collectivism – relationships, interdependence, cooperative learning

- Latin America, Asian, African, Middle Eastern, Slavic
- 80% of world cultures

Individualism – individual achievement, independence, competitive

- United States, Europe, Australia
- 20% of world cultures

Think about your student population!

Becoming a Culturally Responsive Teacher

1. Developing the right mindset
2. Engaging in self-reflection
3. Checking implicit biases
4. Practicing social-emotional awareness (mindfulness)
5. Observing and inquiring about the impact of our interactions on students

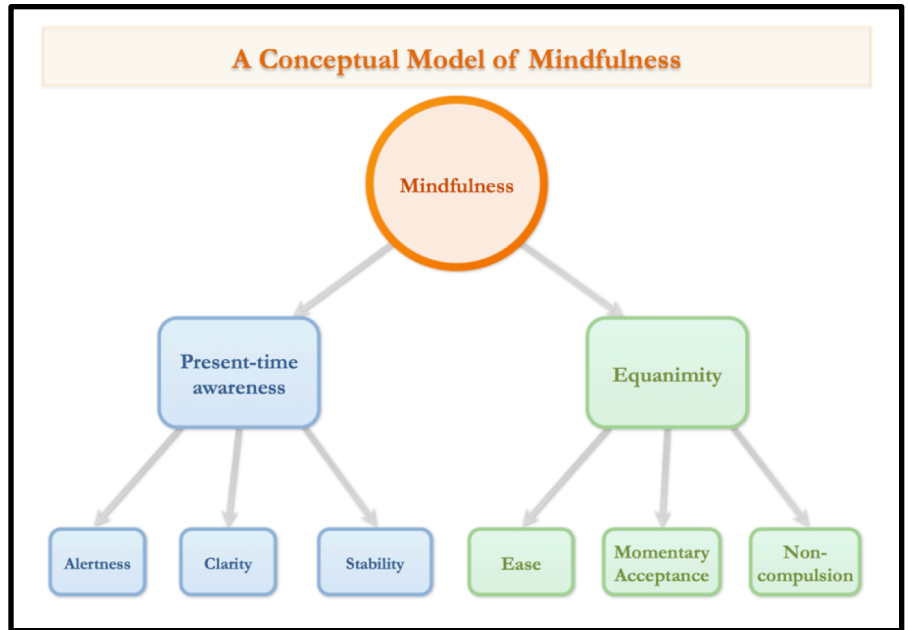
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MINDFULNESS & SELF-CARE



**Mindful
SCHOOLS**

Mindfulschools.org offers Mindfulness Fundamentals online courses and Mindfulness for Educators courses



Benefits of Mindfulness:

- Attention
- Compassion
- Emotional Regulation
- Calming
- Adaptability
- Resilience

Present-Time Awareness:

A stable, clear and alert awareness of momentary experience.

Present-time awareness is thus a kind of meta-awareness, where we have rich contact with sensory experience and we know it's sensory experience arising in the field of awareness.
mindfulschools.org

Equanimity:

Equanimity can be defined as a sense of cognitive-emotional balance where there is no compulsion to act out our preferences.

Equanimity is the balance point between suppression of experience on the one hand, and entanglement with experience on the other.

Simple Mindfulness Activities for Students:

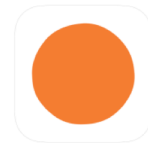
- Body Scan
- Mindful Minute
- Nature Walk
- Mindful Eating
- Worry Bubbles
- Happy Place
- Breathing Buddies
- Glitter Jar
- Box Breathing
- Mindful Coloring

Mindfulness Tips for Teachers:

- Develop daily habit 5-10 minutes
- Find an app that works for you
- Gratitude Journal
- Body Scan
- Mindful Minute
- Nature Walk
- Subscribe to mindful.org emails



Mediation Studio

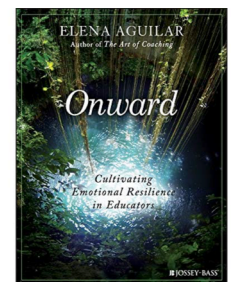
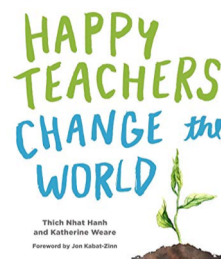


Headspace



Smiling Mind

a guide for cultivating mindfulness in education



TRAUMA-SENSITIVE CLASSROOMS

Trauma is...

“an exceptional experience in which powerful and dangerous events overwhelms a person’s capacity to cope” (Souers, *Fostering Resilient Learners*, p. 15).

An individual’s perception of the event and the psychological and biological reaction.

Traumatic Experiences/Traumatic Stress:

Changes the limbic system, increases cortisol levels, creates neurotransmitter dysregulation, which can result in emotional dysregulation.

Toxic Stress:

A consistent stress level with no release and decreases the Window of Tolerance. Changes the limbic system, increases cortisol levels, creates neurotransmitter dysregulation, which can result in emotional dysregulation.

Compassion Fatigue/Secondary Trauma:

An increased indifference, fatigue, and apathy towards the needs of others after witnessing or being exposed to the trauma or traumatic stress of others. Results in physical and mental exhaustion.

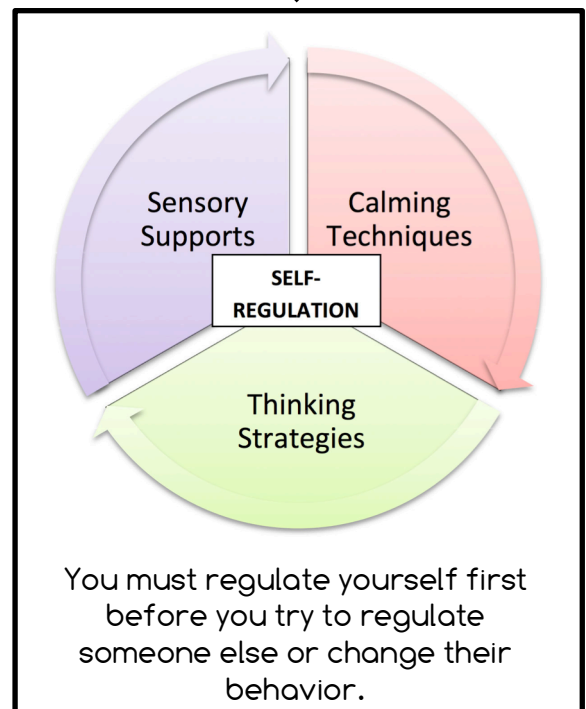
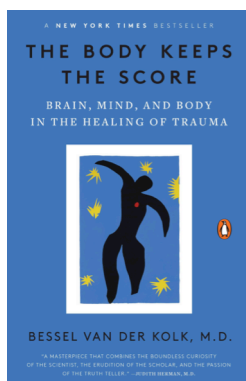
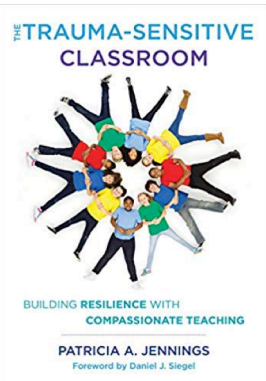
What affects us most as teachers

Adverse Childhood Experiences (ACEs)

The number of children in Arizona with 2 or more ACE’s is considered significantly higher than the national average.

Out of every 10 students in Arizona:

- 4 children have 0 ACEs
- 3 children have 1 ACE
- 3 children have 2 or more ACEs

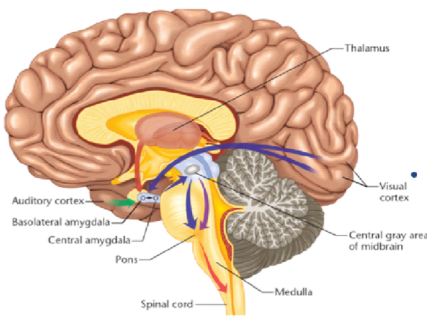


CALM CORNERS & NEUROSCIENCE

Calm Corners are quiet places in the classroom that encourage **self-regulation**. Students use the area for about 5 minutes to **calm their Amygdala** so they can return to learning. **Calm Corners are separate from classroom discipline systems.** It is crucial to **model how to use the calm corner** and the items so they don't become distractions or toys! Take time to label emotions and teach new strategies.

In the classroom, trauma looks like...

- Poor concentration/memory
- Poor organization or ability to follow multi-step directions
- Perfectionism, high stress
- Depression and isolation
- Quiet, spacey, not engaging with others
- Anxiety, worrying
- Jumpiness, watching others
- Self-harming or suicidal thoughts/behaviors
- Disruptive behaviors, distracting, attention seeking
- Angry, agitated, or reactive
- Defensiveness
- Impulsiveness
- Excessive crying, "tantruming"



- Self Awareness
 - Noticing internal thoughts and feelings, especially around stress and change.
 - Knowing strengths and weaknesses
- Self Management
 - Avoiding the "amygdala hijack"
 - Lessening reactivity
 - Choosing wise action
 - Buffering stress and "overwhelm"



FLIPPED MY LID!

1. LABEL THE EMOTION





2. USE A STRATEGY



Tons of calm corner and breathing exercise resources on Teachers Pay Teachers!



Calming Corner

1. Take a seat 
2. Flip the 5 minute timer 
3. Use the "I Feel" poster to label your emotions 
4. Choose a calming strategy 
5. When the timer runs out, return quietly to your seat if you are ready

Calm Corner Items:

- Pillows
- Sand Timer
- Stuffed Animal
- Breathing Visuals
- Stress Ball
- Glitter Jar
- Sensory Fidgets
- Coloring
- Books

