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

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#### **READY for RIGOR**

A Framework for Culturally Responsive Teaching



#### **AWARENESS**

- · Know and own your cultural lens
- · Understand the three levels of culture
- Recognize cultural archetypes of individualism and collectivism
- · Understand how the brain learns
- Acknowledge the socio-political context around race and language
- Recognize your brain's triggers around race and culture
- Broaden your interpretation of culturally and linguistically diverse students' learning behaviors

INFORMATION PROCESSING



#### LEARNING PARTNERSHIPS

- Reimagine the student and teacher relationship as a partnership
- Take responsibility to reduce students' social-emotional stress from stereotype threat and microagressions
- · Balance giving students both care and push
- Help students cultivate a positive mindset and sense of self-efficacy
- Support each student to take greater ownership for his learning

Convers

Give students language to talk
 about their learning moves



Validation

Affirmation



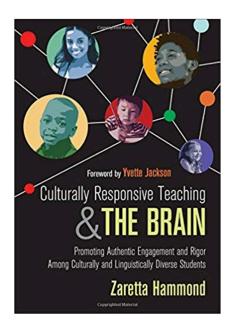
#### COMMUNITY OF LEARNERS & LEARNING ENVIRONMENT

- Provide appropriate challenge in order to stimulate brain growth to increase intellective capacity
- Help students process new content using methods from oral traditions
- Connect new content to culturally relevant examples and metaphors from students' community and everyday lives
- Provide students authentic opportunities to process content
- Teach students cognitive routines using the brain's natural learning systems
- Use formative assessments and feedback to increase intellective capacity

- Create an environment that is intellectually and socially safe for learning
- · Make space for student voice and agency
- Build classroom culture and learning around communal (sociocultural) talk and task structures
- Use classroom rituals and routines to support a culture of learning
- Use principles of restorative justice to manage conflicts and redirect negative behavior

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#### Surface Culture

Observable & concrete, low emotional charge (holidays, food, etc)



#### **Shallow Culture**

Unspoken everyday rules for social norms, rapport/trust, strong emotional charge



#### Deep Culture

Mental models, schema, interprets threats or rewards, fight or flight, Intense emotional charge

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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
- Checking implicit biases
- Practicing social-emotional awareness (mindfulness)
- Observing and inquiring about the impact of our interactions on students

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#### mindfulness & self-care



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

# A Conceptual Model of Mindfulness Mindfulness Equanimity Alertness Clarity Stability Ease Momentary Acceptance Noncompulsion

# 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 metaawareness, where we have rich contact with sensory experience and we know it's sensory experience arising in the field of awareness. mindfulschools.ora

#### Equanimity:

Equanimity can be defined as a sense of cognitiveemotional 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 habit5-10 minutes
- Find an app that works for you
- Gratitude Journal
- Body Scan
- Mindful Minute
- Nature Walk
- Subscribe to mindful.org emails



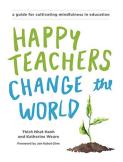


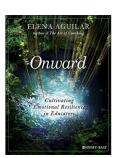


Mediation Studio

Headspace

Smiling Mind





#### 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.

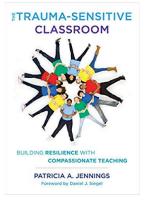


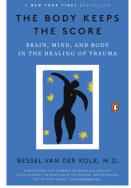
#### Adverse Childhood Experiences (ACES)

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







#### Traumatic Experiences/Traumatic Stress:

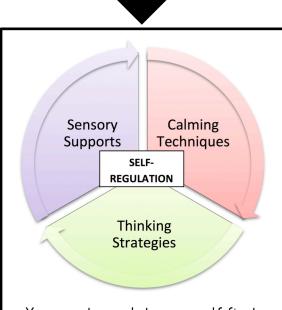
Changes the limbic system, increases cortisol levels, creates neurotransmitter dysregulation, which can result in emotional dysregulation.

#### 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:

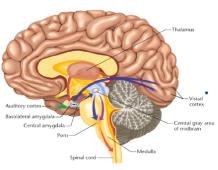
An increased indifference, fatigue, and apathy towards the needs of others after witnessing or being exposed to the trauma or traumatic stress of others. Results in physical and mental exhaustion.



You must regulate yourself first before you try to regulate someone else or change their behavior.

#### 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.



#### 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"

# 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



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





#### Calm Corner Items:

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

Notes:			
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Thank you for attending this workshop! I hope you are able to use some of these ideas in your classroom. Please feel free to email me with any questions:

aswietlik@osbornsd.org.

Links, Books, and other resources are available online at:
www.amyswietlik.com/crt-mindfulness-resources

Bio: Amy Swietlik currently teaches K-6 General Music and Band in the Osborn School District. She has been a TAP Mentor Teacher on her campus for two years. With a BM in Music Education and an MA in Ethnomusicology, Amy utilizes her research background in combination with 5 years public teaching experience to develop a culturally relevant curriculum in her classrooms. Amy has received numerous grants to fund new projects/instruments for her classroom and has presented at several academic conferences including the Society for Ethnomusicology and ISME Community Music Activity. She was also a Fulbright Award Recipient to Brazil in 2014.