A CLASSROOM FRAMEWORK FOR SUPPORTING STUDENT WELL-BEING

This professional learning session focuses on creating a common language for safety, connections, and coping strategies in the classroom. Reflect on your teaching practices with an eye towards transforming your classroom into safe, nurturing spaces.

Resources Note Catcher

You won't be able to explore all these resources fully today. For now, look over the list in the left column of this table and decide what looks most interesting to you. Spend a few minutes browsing that resource and taking notes in the "I Think" column.

Resource	"How could my classroom and/or the whole school use this resource?"	
	I Think… (Explore Notes)	**We Think… (Discussion Notes)**
Educator Brain and Body Wellness Practices link	• … • …	• … • …

The Role of Emotion Co-Regulation in Discipline link	• … • …	
Touch Point Pointers link	• … • …	
Maslow's Hierarchy for Trauma Responsive Practices and Meeting Deficiency Needs of Educators link	• … • …	
Brain Lesson Plans link	• … • …	

Visualization of the Parasympathetic Nervous System link	• … • …	
Quick Classroom Practices to Combat Stress link	• … • …	
The AGILE Approach link	• … • …	
Brain-Aligned Strategies eBook link	• … • …	

THE FRAMEWORK OF APPLIED EDUCATIONAL NEUROSCIENCE

The Four Pillars of Trauma-Informed Teaching

The framework of Applied Educational Neuroscience addresses brain and body development, awareness, and how trauma and adversity affect development. Examine the following information with an educator's lens as we explore the four pillars: attachment/touch points, co-regulation, educator brain and body state, and teaching students and staff about their own neuroanatomy. These four pillars support a relational and brain-aligned discipline lens, which addresses the behaviors, communication, relationships, sensations, feelings, and thoughts of all students and staff. This new lens for discipline is preventative, brain-aligned, relational, and is part of our procedures, routines, bell work, morning meetings, and rituals throughout the day. This work begins with staff and adult brain and body regulation. Dr. Bruce Perry reports that many of the achievement gaps we see are a result of adversity gaps that can be lessened through repetitive patterned regulatory and connective experiences. *We need to teach the behaviors we want to see unfold.* ***This framework is a process, not scripted, and focuses on the blending of pillars as we address emotional and behavioral challenges arising from adversities and traumas in our classrooms and schools***.

EDUCATOR BRAIN STATE	CO-REGULATION	ATTACHMENT TOUCH POINTS	TEACHING NEUROANATOMY
The educator's own moods and reactions to their environment. Being aware of our brain states as educators and being self-disciplined with our own responses.	Relational discipline. A co-regulated brain and body feel calm and are in a state of relaxed alertness, which is shared through social relationships in the classroom.	Deepening connections through emotionally available conversations between students and caregivers who are emotionally attuned.	Understanding one's own brain anatomy. When staff and students understand their own brain anatomy, it puts science beneath behaviors and changes responses to those behaviors.

For more detail on the framework, watch the following video explanation from Dr. Desautels:

- "Applied Educational Neuroscience: Framework Overview" (https://youtu.be/gdDPRG5Necw)

VIDEO NOTES

As you watch the video, consider what teaching practices support each of the pillars. You can pull ideas from your own experience and from the resources we explored above.

Educator Brain State • …	**Co-Regulation** • …
Attachment/Touch Points • …	**Teaching Neuroanatomy** • …

Make a Goal
What will I do to support student well-being in my classroom?

Connection to the Framework of Applied Neuroscience
Why will this activity or strategy support student well-being? In what way does it connect to the framework?

Make a Plan
How and when will I implement this goal?

What if I Need Help?
Who or what will I look to if I have difficulty?