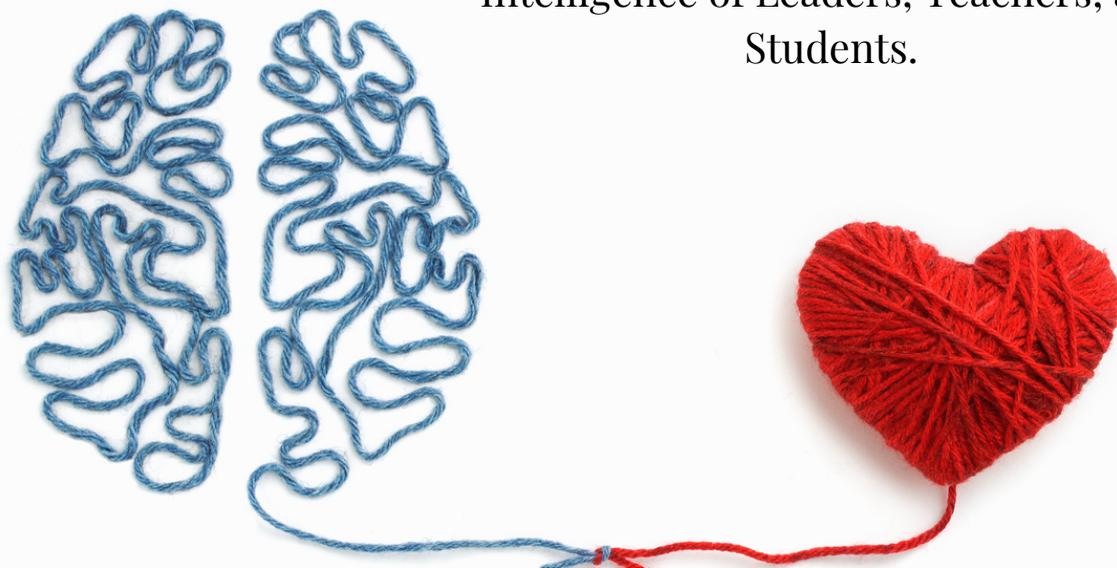


# PARTICIPATION GUIDE

A Practical Guide to Build Positive School Culture and Community Using the Emotional Intelligence of Leaders, Teachers, and Students.



## EMOTIONALLY -INCLUSIVE PRACTICES 1.0

*AN EMOTIONAL, CULTURAL, AND RESTORATIVE FRAMEWORK*



Emotionally - Inclusive Practices

TM

DAY  
1

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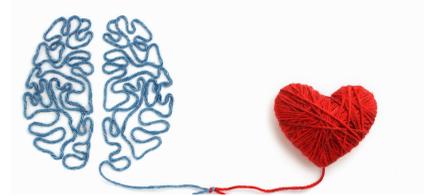
## DAY 1 PARTICIPATION GUIDE

### PART 1: BUILDING THE EMOTIONAL FOUNDATION

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INNOVATION SCHOOL SUMMIT  
PRE-CONFERENCE  
PARTICIPATION GUIDE: MODIFIED

PRACTICES 1 & 2 (PART 1 & 2)

## DAY 2 PARTICIPATION GUIDE (INCLUDED WITH 2- DAY TRAINING)

### PART 3: BUILDING TO DECREASE HIDDEN BARRIERS

- IDENTIFYING IMPLICIT BIAS AND ITS IMPACT ON THE COMMUNITY
- DEVELOPING CULTURAL CONSCIOUSNESS AND ITS IMPORTANCE IN BUILDING AND MAINTAINING AN INCLUSIVE COMMUNITY
- UNDERSTANDING, IDENTIFYING, AND RESPONDING TO TRAUMA.
- COLLECTING THE RIGHT INFORMATION TO ENSURE EDUCATIONAL EQUITY

### PART 4: IMPLEMENTATION

- WHO, WHAT, WHEN, WHERE, & HOW
- IDENTIFYING DESIRED OUTCOMES AND DESIGNING BACKWARDS
- MONITORING EIP IMPLEMENTATION, SUSTAINABILITY AND MAKING MODIFICATIONS WHEN NEEDED
- PRACTICE, PRACTICE, PRACTICE

## **Session Title: Developing the Emotionally - Inclusive Classroom Using SEL**

### **Session Objectives:**

Participants will learn about Emotionally-Inclusive Practices(EIP) and strategies to implement them in their classroom.

Participants will define and learn the characteristics of a restorative community and how to use EIP to build, restore, and maintain collaborative relationships.

Participants will learn how to build teacher and student self-awareness, self-management, social awareness, and relationship management. Register at [www.innovativeschoolssummit.com](http://www.innovativeschoolssummit.com)

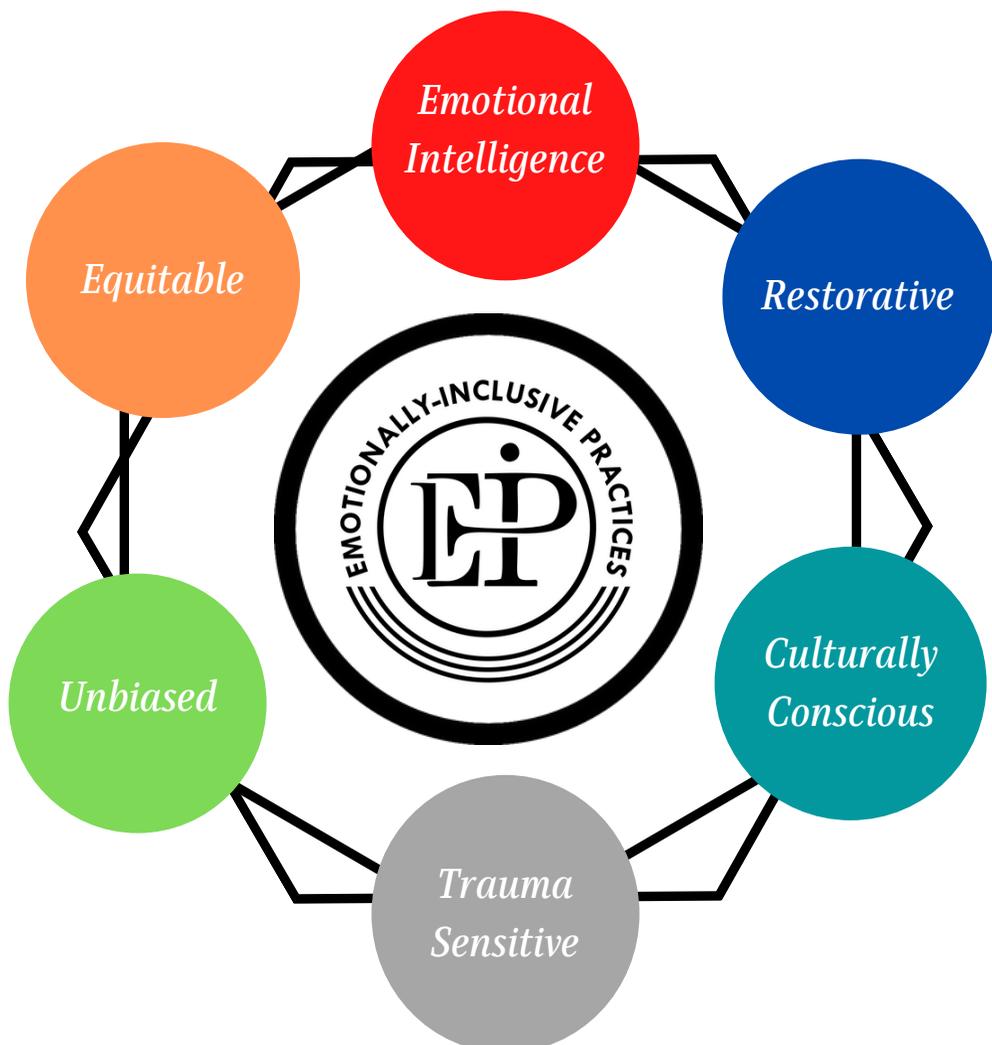


Dr. Brian Dinkins, is a professional development trainer, keynote, and motivational speaker. He also serves as an assistant professor at Butler University in Indianapolis, IN, as director of the Experiential Program for Preparing School Principals (EPPSP). His professional experiences as a school leader and college professor allow him to bring a diverse perspective to educational leadership. Raised by a single mother in the inner city of Indianapolis, he achieved poorly, graduating with a 1.9gpa but with the support of teachers, coaches, and mentors, he earned a B.A. from Purdue University, two master's degrees, Ed.S, and his doctorate in educational leadership. He is the author and creator of Emotionally - Inclusive Practices, a research-based framework developed in his doctoral dissertation research. He has been developing emotionally-inclusive classrooms using EIP for the last two years.

**What are Emotionally-Inclusive Practices (EIP)?** EIP is the practice of integrating emotion into every part of the educational experience. Emotions lay the foundation for behavior that grounds us in how we see the world and respond in our everyday interactions. Developing the emotional intelligence of adults and children across our implicit bias and cultural consciousness, along with an understanding of student and adult trauma, gives us the awareness and skills to create restorative communities that prioritize all relationships.

Six core practices make up the Emotionally-Inclusive Practices framework. Emotional intelligence is the foundation and is uniquely integrated within the other five practices to create a holistic framework that creates and sustains a positive culture and equitable school community. These competencies include; emotional intelligence, cultural consciousness, trauma-informed care, equity, implicit bias, and restorative practices.

## Emotionally-Inclusive Practices Framework



## Emotionally-Inclusive Practices Framework

In the framework of Emotionally-Inclusive practices, each core practice is uniquely integrated into the classroom in order to create a positive school culture and climate. These practices require school leaders, faculty, staff, and students to commit to moving through the EIP learning continuum which includes developing awareness, attitude, aptitude, and then application. The 4 A's will help guide the professional development journey.



### 1 AWARENESS

Awareness is gaining knowledge and understanding that something is happening or exists. Awareness occurs when we are introduced to new information and learning. However, it's essential to understand that awareness does not always transfer into a new behavior or skill.

### 2 ATTITUDE

Attitude is an emotion, feeling, or mindset toward a fact or state. We often develop an attitude about most things in our lives regardless of whether we are aware of them. Our attitude will often impact how we respond to a certain thing, person, or experience.

### 3 APTITUDE

Aptitude is the natural ability to do something. Educators and students have a wide range of skills. However, our ability to perform those skills at a high level is often associated with the time and effort we invest in developing those skills.

### 4 APPLICATION

Application is the act of putting those skills to practice. Application is unique because it also requires us to be intentional about when, where, and how we apply those skills in realtime.

## Guiding Questions

### Phase 1: Awareness

Reflect on what learning is taking place for you at this moment. What about what you are hearing resonates with you?

What questions or wonderings do you have?

Is this new information or a refresher?

### Phase 2: Attitude

How do you feel about the information that you are hearing?

What are your thoughts/ attitude about what you are learning?

What emotions come up for you?

Is this information useful for you or not so much?

## 4 - A Learning Continuum

### Phase 3: Aptitude

Is there a specific skill that you can draw out of the information you are hearing?

How skilled would you consider yourself at the skill?

When, where, and how often can you practice the skill?

### Phase 4: Application

Where would be the best setting to apply the new skill(s) you are learning?

What can you do to prepare yourself to apply the skill(s) in your personal or work-life?

What do you think the benefits of applying this skill(s) will be?

What commitments do you need to make to yourself and your community to apply this skill(s) when applicable?

## Reflection Sheet

**Phase 1: Awareness**

**Phase 2: Attitude**

**4 - A Learning Continuum**

**Phase 3: Aptitude**

**Phase 4: Application**

# EMOTIONAL INTELLIGENCE

## PRACTICE 1

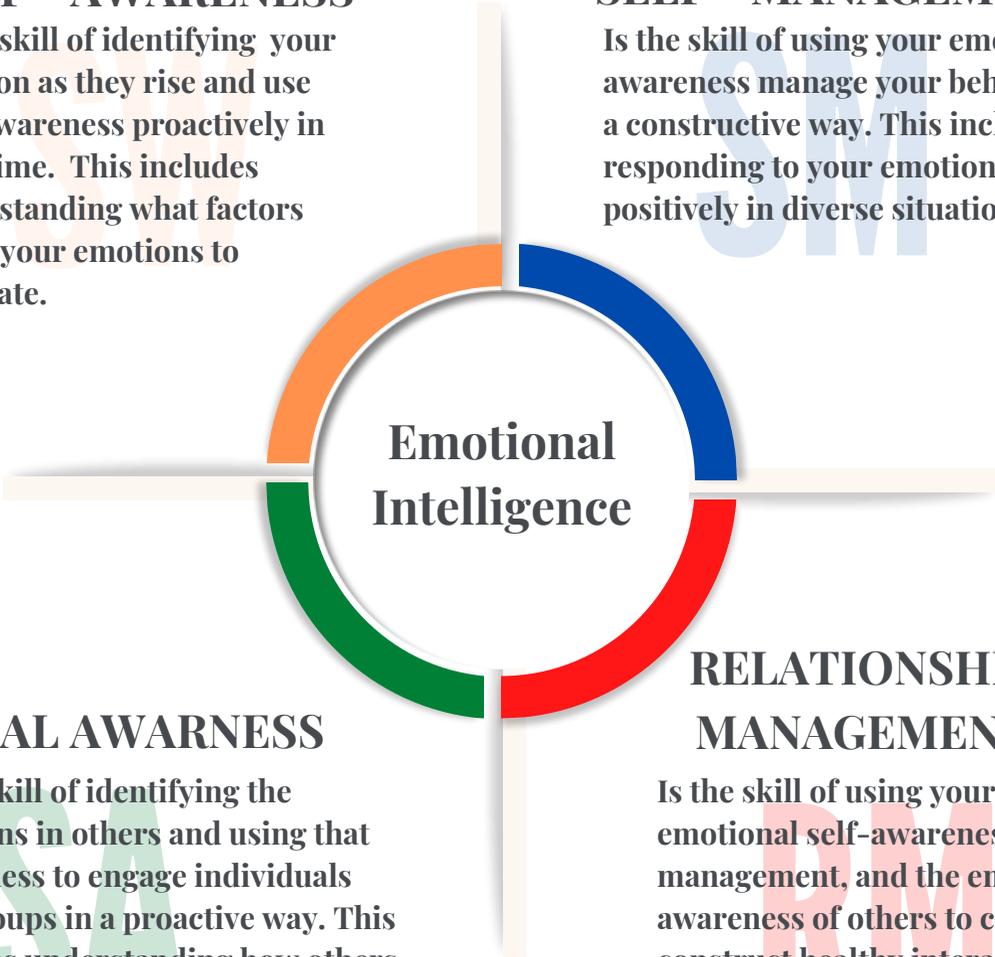
Emotional Intelligence is the ability to understand, manage, and use your emotions in a proactive and positive way to build, maintain, and repair relationships. When a person has developed the skill of emotional intelligence they are able to use knowledge of their emotions to manage stress, communicate effectively, and support the emotional needs of others. Emotional intelligence is comprised of four competencies.

### SELF - AWARENESS

Is the skill of identifying your emotion as they rise and use that awareness proactively in real-time. This includes understanding what factors cause your emotions to fluctuate.

### SELF - MANAGEMENT

Is the skill of using your emotional awareness manage your behavior in a constructive way. This includes responding to your emotion positively in diverse situations



Emotional  
Intelligence

### SOCIAL AWARENESS

Is the skill of identifying the emotions in others and using that awareness to engage individuals and groups in a proactive way. This includes understanding how others are feeling or thinking.

### RELATIONSHIP MANAGEMENT

Is the skill of using your emotional self-awareness, self-management, and the emotional awareness of others to co-construct healthy interactions proactively. This includes communication that normalizes emotions.

# EMOTIONAL INTELLIGENCE

## PRACTICE 1

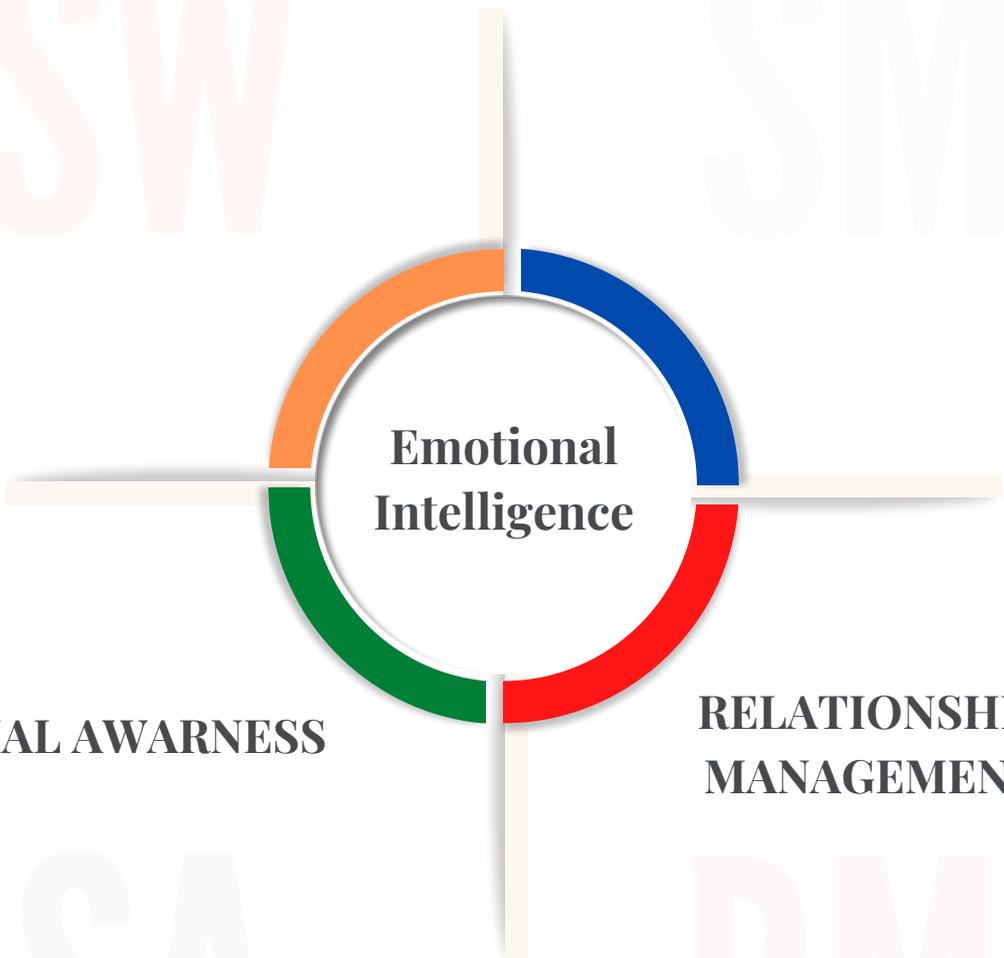
### Adult Strategies

**SELF - AWARENESS**

**SELF - MANAGEMENT**

SW

SM



**SOCIAL AWARENESS**

**RELATIONSHIP  
MANAGEMENT**

SA

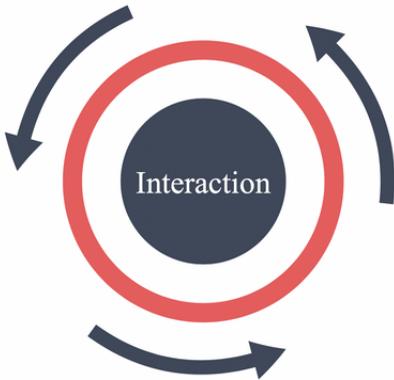
RM

# EMOTIONAL INTELLIGENCE

## PRACTICE 1

### Emotional Cycle

As educators, we can get hyper-focused on the **BEHAVIOR** but must be emotionally intelligent enough to understand the cycle of emotion and identify how to use this cycle of providing appropriate support for all students.



Interaction is defined as the action or influence of things (persons) on one another. Teachers and students have the ability to control the interactions that take place within the classroom community. It's important to note that those interactions are often the first step in the emotional cycle.

#### Thoughts

What my mind thinks about as a result of an interaction.

#### Emotions

What emotions come up for me as a result of the thoughts I'm thinking.

#### Behaviors

My response to the emotions and feelings that I'm having.

#### Reflection

Provide students the opportunity to reflect on the thoughts they have that raise negative emotions for them and talk it through.

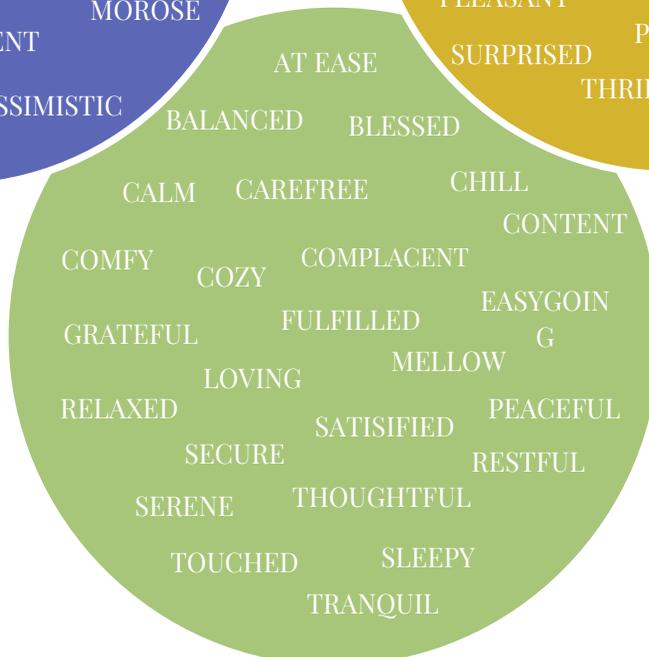
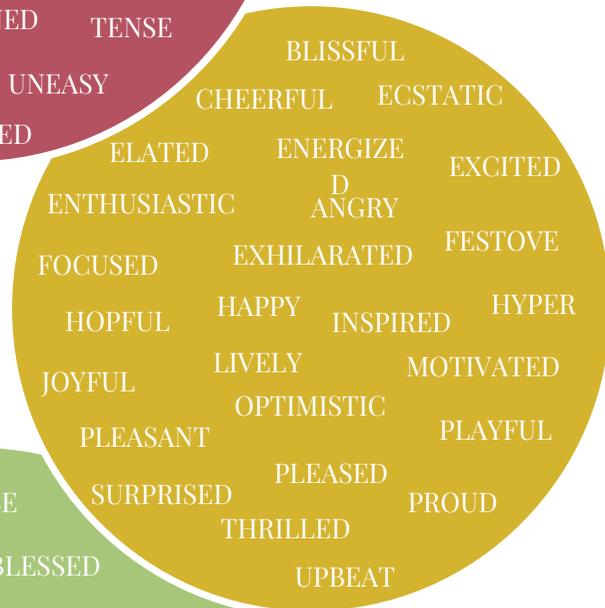
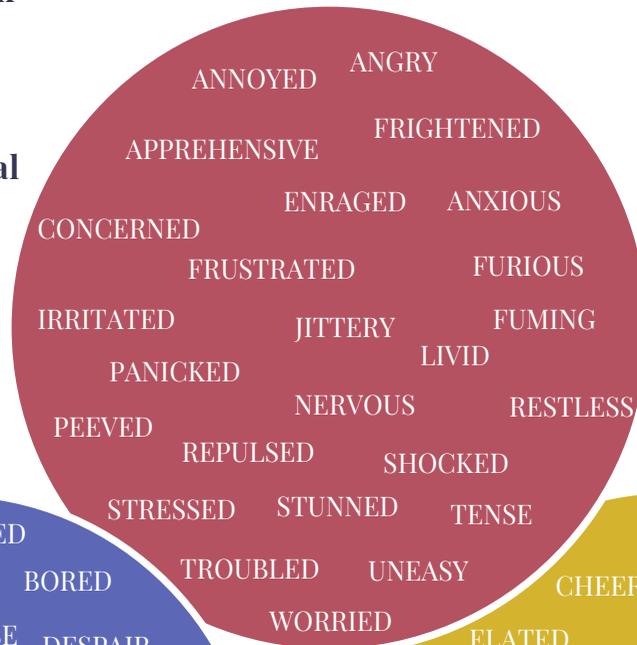
#### Emotional Intelligence

Help students develop EQ so that they recognize when negative emotions come up for them

#### Response

Help students develop the skill of practicing a proactive response to unwanted emotions.

**In order to develop an increased emotional self-awareness it's important for us to develop our emotional vocabulary**



**WHAT EMOTION ARE YOU FEELING?**

# EMOTIONALLY - INCLUSIVE CLASSROOM (EIC)

An **Emotionally - Inclusive Classroom (EIC)** is a community environment that normalizes the emotions of teachers and students using social and emotional learning. In an EIC students and teachers learn the art of emotional regulation and proactive expression as they develop their emotional intelligence. The goal is to develop a deep understanding of emotions and embrace them in order to build strong and lasting relationships, providing social, emotional, and academic success.

Strategy

01

Strategy

02

Strategy

03

Strategy

04

Strategy

05

Strategy

06

Strategy

07

Strategy

08

Strategy

09

# EMOTIONAL INTELLIGENCE

## PRACTICE 1

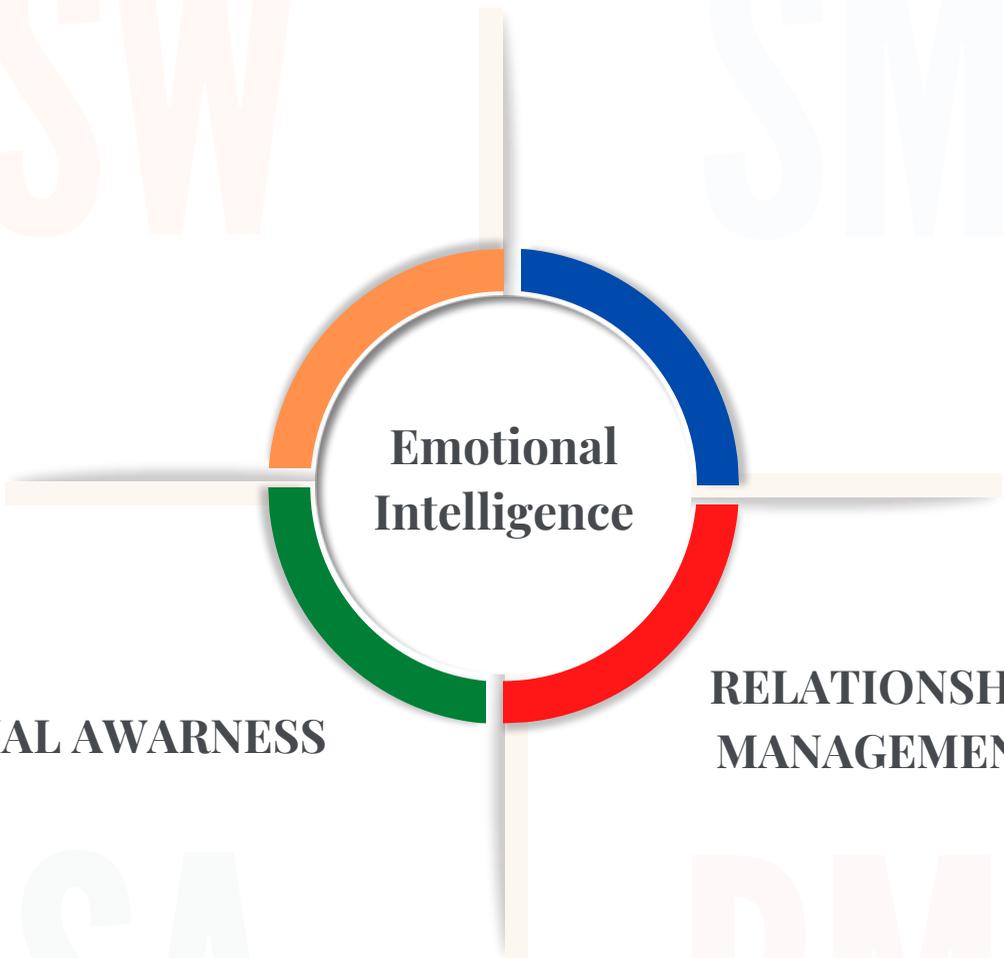
### Student Strategies

**SELF - AWARENESS**

**SELF - MANAGEMENT**

SW

SM



**SOCIAL AWARENESS**

**RELATIONSHIP  
MANAGEMENT**

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# RESTORATIVE COMMUNITY

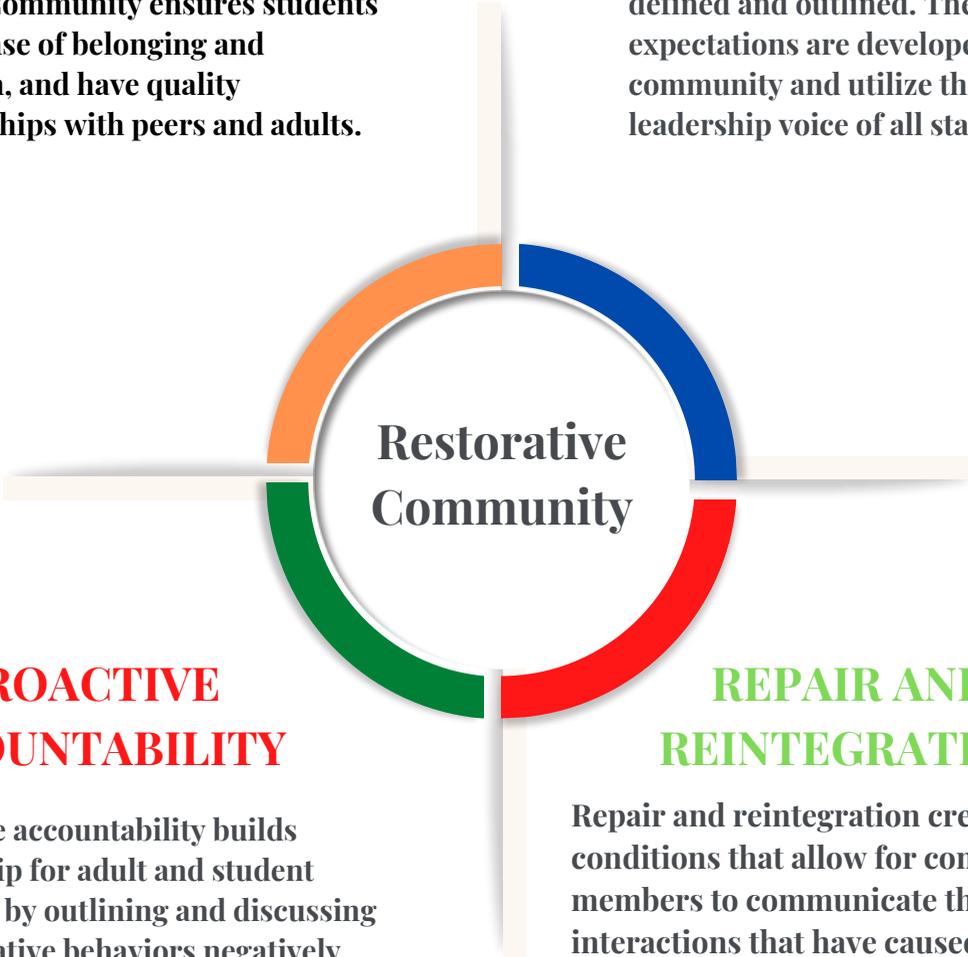
## PRACTICE 2

### BUILDING COMMUNITY

Building classroom community is the foundation for creating an emotionally-inclusive classroom and school. Community ensures students feel a sense of belonging and inclusion, and have quality relationships with peers and adults.

### SHARED LEADERSHIP

In shared leadership expectations for adults, students, classroom, and school community are clearly defined and outlined. These expectations are developed in community and utilize the leadership voice of all stakeholders.



Restorative  
Community

### PROACTIVE ACCOUNTABILITY

Proactive accountability builds ownership for adult and student behavior by outlining and discussing how negative behaviors negatively impact the community. This accountability also includes co-designing the possible outcomes that may occur from not meeting community expectations.

### REPAIR AND REINTEGRATION

Repair and reintegration create the conditions that allow for community members to communicate the interactions that have caused harm to an individual or the group. The communication has normed with the intent to communicate the harm done and resolve it healthily and proactively. It also creates accountability so the reintegration back into the community can happen.

### Building Community Strategies



### Shared Leadership Strategies



### Proactive Accountability Strategies



### Repair and Reintegration Strategies



# NOTES

# NOTES