

# From Chaos to Calm: 4 Steps to Ease and Restore Your Well-Being

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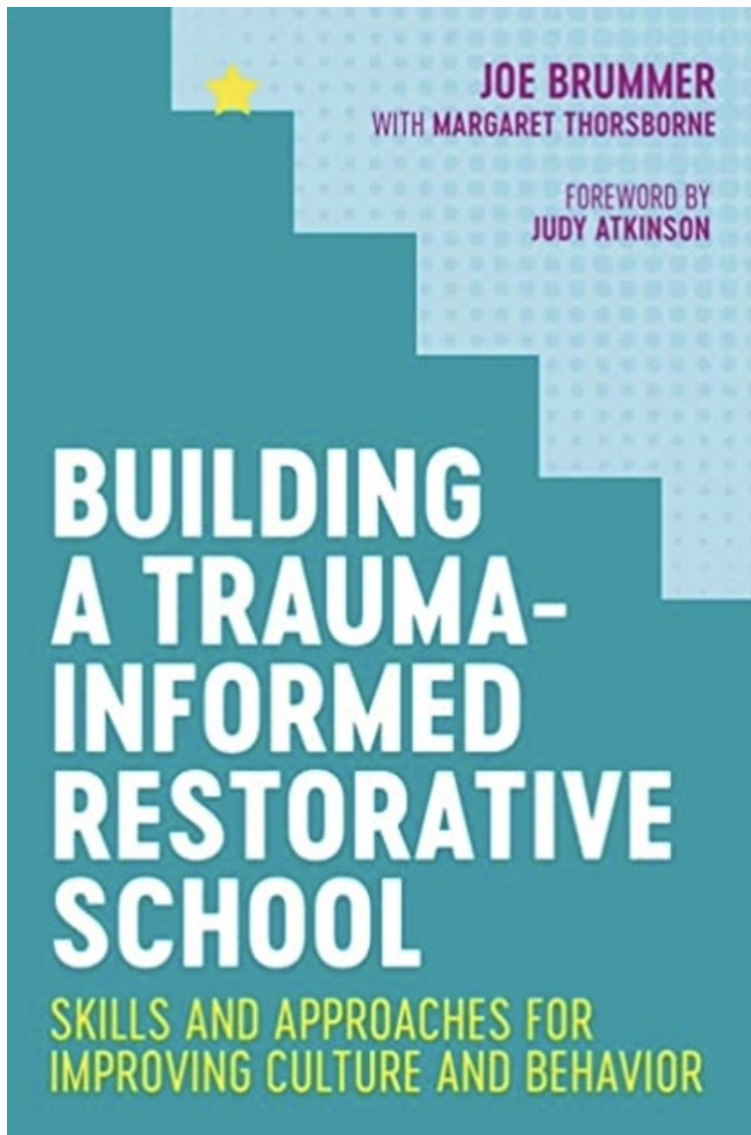
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# Notes





# 1. The Nonviolent Communication Framework

## What does healthy communication sound like?

When there's a potentially difficult situation, instead of reacting, take a deep breath, then...

1. **Observe** the situation without evaluating or judging. A pure observation is without comparison to the past.
2. Identify a **feeling**. Feelings are always related to your body, and never involve others.
3. Identify your **need** or desire. A basic need is always about oneself, not about another, and is always a simple human quality.
4. Formulating a **request**. Phrase a specific request positively, speaking kindly, but firmly and clearly, without unnecessary emotion such as sarcasm.

Try to obtain feedback on everything you have done so far. "Am I on the right track with this conversation?" or "Time out. How are we doing resolving this issue?"

## 4 Part Speaking Framework

1	<b>Observation</b>	I see....
2	<b>Feeling</b>	I feel...
3	<b>Need</b>	I need...
4	<b>Request</b>	I would like...

*"Margaret, when I (1) see that the classroom still has items not in the proper places. I (2) feel disappointed because I need (3) to know that I can trust you to do what you say you'll do as my partner teacher. (4) Would you be willing to put the last of the social studies materials away before going home? (5) So I see that you're frustrated. Do you need to sit and talk? I have 10 minutes before I need to leave. Let's chat.*

## 4 Part Listening Framework

1	<b>Observation</b>	I see that you....
2	<b>Feeling</b>	Are you feeling...?
3	<b>Need</b>	Do you have a need
4	<b>Request</b>	Would you like me to...?

*"Leo, when I (1) hear you raising your voice I (2) am guessing that you feel aggravated about what happened with Kathy earlier today. Is that right? (3) It sounds like you want to feel acknowledged for all of the hard work you've already done for Literacy Night, yes? (4) Would it be helpful to role play with you what a conversation with Kathy might sound like, if you were to speak with her about it?*

## Reflecting on a Challenging Conversation

**With whom did you have a challenging conversation?**

**How could you have begun the conversation with the listening framework? What might that look like?**

**I am noticing...**

**Are you feeling...**

**Are you wanting/needing...**

**Would xxx be helpful...**

**How could you have used the speaking framework? What might that sound like?**

**I notice...**

**I feel...**

**I need...**

**Might you...**

## Planning for a Challenging Conversation

**With whom might you have a challenging conversation?**

**How could you begin the conversation with the listening framework? What might that look like?**

**I am noticing...**

**Are you feeling...**

**Are you wanting/needing...**

**Would xxx be helpful...**

**How could you use the speaking framework? What might that sound like?**

**I notice...**

**I feel...**

**I need...**

**Might you...**



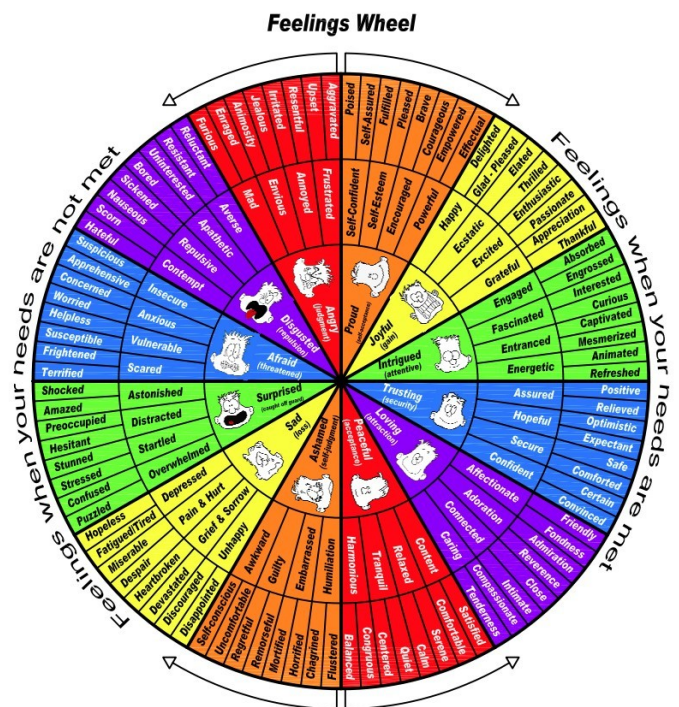


## PLAY GROK

1. Each person thinks of a situation they feel comfortable talking about.
2. For the first round, decide who is the speaker and who is the listener.
3. The speaker shares their story for 1-5 minutes.
4. The listener listens for the feelings that the speaker indicates verbally or non-verbally.
5. When the story is over, the listener looks at the Feelings Wheel and shares 3-5 feeling words they believe the speaker was experiencing without explanation.
6. The speaker then tells the listener which feelings they connect with and why.
7. The listener thanks the speaker for sharing.
8. For the second round, the participants switch roles.
9. Repeat steps 3 - 7.

Be sure to have your Feelings Wheel available for the game.

You can play this game anytime with anyone!





# Hats People Wear that Block Communication



**The Judger Hat**  
What were you thinking?  
Why wouldn't you just...  
You should have...



**The Silencer Hat**  
(cricket symphony)



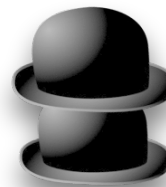
**The Sympathizer Hat**  
Oh you poor thing...  
You must feel...



**The Interrupter Hat**  
Why did...  
That's ridiculous...  
What happened...



**The Me-Me Hat**  
That's just like what  
happened to me when...  
I had the same thing happen  
when...  
That reminds me of this  
time...



**The One-Upper Hat**  
You think that's bad? Let me  
tell you about...  
Well, what happened with my  
sister was...  
You'll never believe this...



**The Minimizer Hat**  
C'mon, it couldn't have been  
that bad...  
You're just blowing it out of  
proportion.



**The Educator Hat**  
This could turn into a very  
positive experience for you if  
you just...  
What could you learn from  
this?



**The Discounter Hat**  
There are so many less  
fortunate people than us in the  
world, we should just be  
grateful for our health and all  
the opportunities around us.



**The Redirector Hat**  
Well anyway. Did you hear  
about this...  
Huh. Let me tell you about  
what happened last weekend...



**The Advisor Hat**  
Oh, well, have you thought  
about doing x?  
You know what I do is Y, then  
you can just do z!  
I think you should...



**The MultiTasker Hat**  
I'm totally paying attention...  
I just have to respond to this  
text.  
Hold on one second...

## 2. Mindfulness

- **Breathing**
- **Meditation**
- **Yoga**
- **Movement**
- **De-Escalation Spaces**
- **Zenimal**

# 3. Collaborative and Proactive Problem Solutions

**ALSUP 2020**

ASSESSMENT OF LAGGING SKILLS & UNSOLVED PROBLEMS

Collaborative & Proactive Solutions  
THIS IS HOW PROBLEMS GET SOLVED

CHILD'S NAME \_\_\_\_\_ DATE \_\_\_\_\_

The ALSUP is intended for use as a **discussion guide** rather than as a freestanding check-list or rating scale. It should be used to identify specific lagging skills and unsolved problems that pertain to a particular child or adolescent.

## LAGGING SKILLS

This section will help you understand why the child is responding so maladaptively to problems and frustrations. Please note that these **lagging skills are not the primary focal point of intervention**. In other words, you won't be discussing the lagging skills with the student, nor will you be teaching most of the skills explicitly. The primary targets of intervention are the unsolved problems you'll be documenting in the next section.

<input type="checkbox"/>	Difficulty maintaining focus	<input type="checkbox"/>	Difficulty seeing "grays"/concrete, literal, black & white, thinking
<input type="checkbox"/>	Difficulty handling transitions, shifting from one mindset or task to another	<input type="checkbox"/>	Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
<input type="checkbox"/>	Difficulty considering the likely outcomes or consequences of actions (impulsive)	<input type="checkbox"/>	Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me")
<input type="checkbox"/>	Difficulty persisting on challenging or tedious tasks	<input type="checkbox"/>	Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
<input type="checkbox"/>	Difficulty considering a range of solutions to a problem	<input type="checkbox"/>	Difficulty shifting from original idea, plan, or solution
<input type="checkbox"/>	Difficulty expressing concerns, needs, or thoughts in words	<input type="checkbox"/>	Difficulty appreciating how <b>their</b> behavior is affecting others
<input type="checkbox"/>	Difficulty managing emotional response to frustration so as to think rationally	<input type="checkbox"/>	Difficulty starting conversations, entering groups, connecting with people/lacking other basic social skills
<input type="checkbox"/>	Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration	<input type="checkbox"/>	Difficulty empathizing with others, appreciating another person's perspective or point of view
<input type="checkbox"/>	Sensory/motor difficulties	<input type="checkbox"/>	Difficulty handling unpredictability, ambiguity, uncertainty, novelty

## UNSOLVED PROBLEMS

Unsolved problems are the specific expectations a child is having difficulty meeting. The wording of an unsolved problem will translate directly into the words that you'll be using when you introduce an unsolved problem to the child when it comes time to solve the problem together. Poorly worded unsolved problems often cause the problem-solving process to deteriorate before it even gets started. Please reference the ALSUP Guide for guidance on the four guidelines for writing unsolved problems.

### SCHOOL/FACILITY PROMPTS:

- Are there specific tasks/expectations the student is having difficulty completing or getting started on?
- Are there classmates this student is having difficulty getting along with in specific conditions?
- Are there tasks and activities this student is having difficulty moving from or to?
- Are there classes/activities the student is having difficulty attending/being on time to?
- As you think about the start of the day to the end, are there any other expectations the student has difficulty reliably meeting or that you find yourself frequently reminding the student about?

### HOME/CLINIC PROMPTS:

- Are there chores/tasks/activities the child is having difficulty completing or getting started on?
- Are there siblings/other children the child is having difficulty getting along with in specific conditions?
- Are there aspects of hygiene the child is having difficulty completing?
- Are there activities the child is having difficulty ending or tasks the child is having difficulty moving on to?
- As you think about the start of the day to the end, are there any other expectations the child has difficulty reliably meeting or that you find yourself frequently reminding the child about?



# PLAN B CHEAT SHEET

## ① EMPATHY STEP | INGREDIENT/GOAL

Gather information about and achieve a clear understanding of what's making it hard for a kid to meet a given expectation.

### WORDS | Initial Inquiry (neutral observation)

"I've noticed that...(insert unsolved problem)... what's up?"

### DRILLING FOR INFORMATION

Involves using a variety of drilling strategies -- as shown on the drilling cheat sheet -- to gather information from the child about what's making it hard for them to meet a given expectation.

### MORE HELP

If the kid doesn't talk or says "I don't know," try to figure out why:

- Maybe the unsolved problem wasn't free of concerning behavior, wasn't specific, wasn't free of adult theories, or was "clumped" (instead of split)
- Maybe you're using Emergency Plan B (instead of Proactive Plan B)
- Maybe you're using Plan A
- Maybe they really don't know
- Maybe they need the problem broken down into its component parts
- Maybe they need time to think

### WHAT YOU'RE THINKING

"What don't I yet understand about the kid's concern or perspective? What doesn't make sense to me yet? What do I need to ask to understand it better?"

### DON'T

- Skip the Empathy step
- Assume you already know what the kid's concern is and treat the Empathy step as if it is a formality
- Rush through the Empathy step
- Leave the Empathy step before you completely understand the kid's concern or perception
- Talk about solutions yet
- Forget to ask the child to prioritize their concerns

## ② DEFINE ADULT CONCERNS STEP | INGREDIENT/GOAL

Enter the concern of the second party (often the adult) into consideration.

### WORDS | Initial Inquiry (neutral observation)

"The thing is (insert adult concern)..." or "My concern is (insert adult concern)..."

### MORE HELP

Most adult concerns fall into one of two categories (typically health, safety, and learning):

- How the problem is affecting the kid
- How the problem is affecting others

### WHAT YOU'RE THINKING

"Have I been clear about my concern? Does the child have any questions?"

### DON'T

- Start talking about solutions yet
- Sermonize, judge, lecture, use sarcasm
- Forget to prioritize your main concerns

## ③ INVITATION STEP | INGREDIENT/GOAL

Generate solutions that are realistic (meaning both parties can do what they are agreeing to) and mutually satisfactory (meaning the solution truly addresses the concerns of both parties)

### WORDS | Initial Inquiry (neutral observation)

Restate the concerns that were identified in the first two steps, usually beginning with "I wonder if there is a way..."

### MORE HELP

- Have the child and caregiver prioritize concerns before starting the invitation
- Stick as closely to the concerns that were identified in the first two steps
- This step always ends with agreement to return to Plan B if the first solution doesn't stand the test of time

### WHAT YOU'RE THINKING

"Have I summarized both concerns accurately? Have we truly considered whether both parties can do what they've agreed to? Does the solution truly address the concerns of both parties?"

### DON'T

- Rush through this step either
- Enter this step with preordained solutions
- Sign off on solutions that both parties can't actually perform
- Sign off on solutions that don't truly address the concerns of both parties

**Student:**

**1. Empathy**

**2. Define adult concerns**

**3. Invitation step**

## 4. EQUITY

- **Self reflection**
  - **Project Implicit**
    - **Implicit Biases Tests**
  
- **Peer Observation**
  
  
  
  
  
  
  
  
  
  
- **Kagan Cooperative Learning**



## Equitable Classroom Practices Observation Checklist

Equitable Classroom Practices is a checklist of 27 specific, observable teacher behaviors that reflect culturally responsive teaching through examples. This tool can be used as self-reflection or by an external observer to become more aware of incorporating equitable practices. Please note that the statements in red offer more definitive guidance regarding the equitable classroom practice. This guide is not an all-inclusive description of best instructional practices.

Teacher	Observer	Subject	Date/Time		
Equitable Classroom Practice				Observed (1 point)	Not Observed (0 points)
1. Welcomes students by name as they enter the classroom <i>Asks students for correct pronunciation of their names; correctly pronounces students' names</i>					
2. Uses eye contact with all students <i>Makes culturally appropriate eye contact with all students</i>					
3. Uses proximity with all students equitably <i>Circulates around student work areas to be close to all students</i>					
4. Uses body language, gestures, and expressions to convey a message that all students' questions and opinions are important <i>Smiles, Nods head in affirmation; Leans toward students; Turns toward students who are speaking to show interest</i>					
5. Arranges the classroom to accommodate discussion <i>Arranges seating to facilitate student-student discussion; Seating to facilitate teacher-student discussion</i>					
6. Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students <i>Displays and uses materials (supplemental books) that reflect all students' racial, ethnic, and cultural backgrounds year round; Displays products and props from students' home and community background</i>					
7. Uses a variety of visual aids and props to support student learning <i>Uses multiethnic photos, pictures, and props to illustrate concepts and content; Uses appropriate technology to illustrate concepts and content</i>					
8. Learns, uses, and displays some words in students' heritage language <i>Posts some content words or phrases in students' heritage languages; Uses some words or phrases from students' heritage language in the classroom</i>					
9. Models use of graphic organizers <i>Uses a variety of graphic organizers during instruction; Encourages students to identify and use the task appropriate graphic organizer by modeling</i>					
10. Uses class building and teambuilding activities to promote peer support for academic achievement <i>Structures academic and social interactions between students</i>					
11. Uses random response strategies <i>Uses random response strategies (i.e., numbered heads, color-coded cards, equity sticks, calling sticks)</i>					
12. Uses cooperative learning structures <i>Structures opportunities for students to learn with and from their peers (i.e., Think-Pair-Share, Teammates consult, Jigsaw, Pairs Check, Partner A and B, Boggle, Last Word)</i>					
13. Structures heterogeneous and cooperative groups for learning <i>Uses random grouping methods to form small groups; Explicitly teaches collaborative learning skills to students; Provides opportunities for cooperative groups to process/reflect on how well they accomplished the task</i>					
14. Uses probing and clarifying techniques to assist students to answer <i>Rephrases the question; Asks a related question; Gives student a hint, clue, or prompt</i>					

Adapted from "A Resource for Equitable Classroom Practice" 2010  
Louisiana State Personnel Development Grant



Equitable Classroom Practice	Observed (1 point)	Not Observed (0 points)
15. Acknowledges all students' comments, responses, questions, and contributions <i>Uses affirming, correcting, or probing to acknowledge all students' responses</i>		
16. Seeks multiple perspectives <i>Validates all perspectives with responses such as: "That's one idea. Does anyone else have another?"; "That was one way to solve the problem. Who did it another way?"; "Who has an alternative view?"</i>		
17. Uses multiple approaches to consistently monitor students' understanding of instruction, directions, procedures, processes, questions, and content <i>Uses a variety of approaches to monitor students' understanding throughout instruction (Thumbs Up, Unison response, One Question Quiz, Envelope Please)</i>		
18. Identifies students' current knowledge before instruction <i>Uses a variety of methods to assess students' knowledge before instruction such as: Word Splash, K-W-L, Anticipation Guide, Brainstorming, Webbing</i>		
19. Uses students' real life experiences to connect school learning to students' lives <i>Asks students to reflect upon and discuss the following: "What events/situations occur in your family or neighborhood that require some knowledge of ___?" How does knowing about ___ benefit your interactions in your family, neighborhood, or school?"; Uses examples that are reflective of students' lives to support learning</i>		
20. Uses Wait Time <i>Pauses at least 3-5 seconds to consider the student's response before affirming, correcting, or probing; Pauses following a student's response to allow other students to consider their reactions, responses and extensions</i>		
21. Asks students for feedback on the effectiveness of instruction <i>Asks students to indicate the learning activities that are effective in helping them to learn; Uses interviews, surveys, and questionnaires to gather feedback from students; Uses exit cards to gather feedback about instruction</i>		
22. Provides students with the criteria and standards for successful task completion <i>Evaluates student work by providing performance criteria (i.e. rubrics, exemplars, anchor papers)</i>		
23. Gives students effective, specific oral and written feedback that prompts improved performance <i>Confers with students to provide feedback to improve performance; Provides opportunities for students to use peer reviews; Provides written feedback that allows students to revise and improve their work</i>		
24. Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard <i>Allows students to revise work based on teacher feedback; Encourages and structures opportunities for students to provide feedback to peers based on an established standard</i>		
25. Explains and models positive self-talk <i>Explains the importance of positive self-talk; Shares examples of how positive self-talk leads to positive outcomes</i>		
26. Asks higher-order questions equitably of all students <i>Asks analysis questions; Asks synthesis questions; Asks evaluation questions; Poses higher order questions and uses a random method for calling on students; Provides think time for all students before asking for responses</i>		
27. Provides individual help to all students <i>Ensures all students receive individual help</i>		
Total Points:		
Comments:		

Adapted from "A Resource for Equitable Classroom Practice" 2010  
Louisiana State Personnel Development Grant

## **5. TRAUMA-INFORMED**

**What is trauma?**

**How can it show up in the classroom?**

**How can you support students/colleagues who have experienced trauma?**

## 6. RESTORATIVE PRACTICES

- Relationships

- Making amends

# LINKS TO RESOURCES

<p>1. NONVIOLENT / RESTORATIVE COMMUNICATION</p>	<p><a href="#">Puddledancer Press</a> - educator resources about NVC</p> <p><a href="#">GROKTHEWORLD.COM</a> - a place to buy GROK</p> <p><a href="#">Center for Nonviolent Communication</a> - a clearinghouse of trainings and resources about NVC</p>
<p>2. MINDFULNESS</p>	<p><a href="#">Calm Down Centers</a></p> <p><a href="#">Mindfulness Resource Folder</a></p> <p><a href="#">Somatic experiencing (IG)</a></p> <p><a href="#">Somatic experiencing workshops (IG)</a></p>
<p>3. COLLABORATIVE AND PROACTIVE SOLUTIONS</p>	<p><a href="#">Creating a Plan B</a> - Ross Greene's site where school staff can find many resources to develop proactive plans for students.</p> <p><a href="#">Dr. Ross Greene's Youtube Channel</a> - will help you get a clearer understanding of the Plan B approach</p>
<p>4. EQUITY</p>	<p><a href="#">Harvard Implicit Tests</a></p> <p><a href="#">Equity Audit</a> for your school</p> <p><a href="#">Equitable Classroom Practices Checklist</a></p> <p><a href="#">A Guide to Equitable Classroom Practices</a></p>
<p>5. TRAUMA-INFORMED</p>	<p><a href="#">Understanding Trauma-Informed Education</a></p> <p><a href="#">An Educator's Guide to Understanding Trauma</a> online course (\$95)</p> <p><a href="#">Smart But Scattered</a></p>
<p>6. RESTORATIVE JUSTICE</p>	<p><a href="#">International Institute for Restorative Practices</a></p> <p><a href="#">Toolkit for Restorative Practices</a></p>