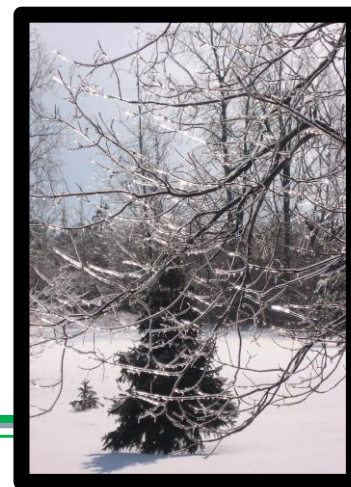




Educator Update – December 2021

Keeping Huron County Educators Informed



This Educator Update includes the following:

1. **Upcoming SEL Professional Learning Opportunities**
2. **How to Avoid Common Classroom Management Problems**
3. **Handle with Care Program (supporting documents attached)**
4. **The 6 Cs**
5. **Hanging on by a Thread? (attached Psychological First Aid and Burnout flyer)**

1. **Upcoming SEL Professional Learning Opportunities –**

Watch for flyers with details in the new year on these Social and Emotional Learning-related topics. Because substitutes are scarce, we are hosting afterschool sessions and paying stipends using 31n Professional Learning funds to educators who choose to participate.

ACEs Champions – Never before have we had so many students struggling with the impact of Adverse Childhood Experiences. ACE Champion Trainers will be scheduling a variety of after-school sessions between January and March 2022.

Healthy Outcomes from Positive Experiences (HOPE) – What do you do if a child HAS been impacted by Adverse Childhood Experiences? We can't take those experiences away, but Dr. Sege and his team at Tufts will tell us how students can build resilience and protective factors through positive experiences. This after school session will run twice in April 2022.

Supporting LGBTQ+ Students – Suicide and bullying rates are highest for youth who are Lesbian, Gay, Bisexual, Transgender, Questioning, or other. This series will help educators understand the complexity of this issue, the difference between gender identification and sexuality, and problem solve how to best meet the needs of LGBTQ+ students within the educational setting. Expected to run Feb-May 2022.

Coaching Boys into Men – Dating violence is a problem everywhere, including Huron County. Most dating violence is perpetrated by males against females in heterosexual relationships. Coaching Boys into Men is a research-supported program that helps coaches devote a few minutes of time each week to reinforce being tough and aggressive as an athlete during competition while being respectful in personal relationships. Oftentimes, athletes are respected leaders within the school setting. Starting this training with them can help change the culture within a school and prevent future violence. Training for coaches is available through a partnership with the Human Development Commission and HISD.

2. How to Avoid Common Classroom Management Problems

In this article in *Edutopia*, Youki Terada says that when Steve Jobs was in elementary school, he was bored in school and became (in his own words) “a little terror,” constantly playing pranks in class. Punishments made him defiant and even more disruptive, and the school ended up expelling him. This dynamic is the first of seven that Terada describes, with research-based strategies for avoiding them:

- *Mistake #1: Responding to surface-level behavior and not the underlying cause* – In the case of the young Steve Jobs, the lack of challenging work was the problem. With another student, it might be trauma at home, for another a learning disability that makes classroom assignments extremely challenging. “If teachers can figure out what a student’s goals are,” says Terada, “they can address the misbehavior in a more-productive way.”
- *Mistake #2: Assuming it’s not an academic issue* – One study found that 20 percent of classroom misbehavior stemmed from students not understanding the assignment or finding it too difficult.
- *Mistake #3: Verbally confronting every minor infraction* – The injunction to “sweat the small stuff” can be taken too far, says Terada. Constantly reprimanding students who aren’t paying attention or who are having side conversations can create a “negative reinforcement pattern,” sparking defiance and making the problem worse. Nonverbal tactics such as “the look” or a hand signal can be much more effective.
- *Mistake #4: Using time-out corners* – Sending students away from the group as a punishment “can cause feelings of shame or embarrassment,” says Terada, “undermining your relationship with them and jeopardizing the trust you’ll need for productive learning.” An alternative is a time-out “peace corner” that’s explained as a space where students can calm down, reflect on their emotions, and practice self-regulation. The key is taking the stigma away from the time-out area and encouraging students to sit there anytime they feel the need to pull themselves together.
- *Mistake #5: Writing names on the board and other public shaming* – Some schools post the names of students who’ve had detentions and low test scores in the halls, and a common classroom practice is tracking behavior with color-coded stickers – red for bad behavior, blue for good. Practices like these, say researchers, fail to deter misbehavior and may make things worse. Some put the behavior notes on the child’s desk but make marking on it public. Far better is dealing with misbehavior in private conversations, after determining the root causes.
- *Mistake #6: Demanding obedience* – “It’s a losing battle to expect compliance from students without putting in the emotional work,” says Terada. “Demand it and many students will simply rebel, test boundaries, or engage in power struggles.” The alternative is building relationships, greeting students at the door, co-creating classroom norms, and working continuously to develop social and emotional skills.
- *Mistake #7: Not checking the biases we all have* – Study after study has shown how implicit bias can lead teachers to give African-American students fewer disciplinary warnings before imposing consequences, as well as expecting less of them academically. “Such perceived unfairness can contribute to a ‘trust gap’ among students of color,” says Terada. Teachers and schools need to track data, he says, looking for patterns, raising educators’ consciousness, and working toward an equity for all students.

3. Handle with Care Program

All educators know that what happens to a child at home can negatively impact them in school. Knowing that something happened makes us respond differently when we know the possible reason.

Huron County schools participate in a program called Handle with Care. When law enforcement responds to a potentially traumatic situation that children witness or in which they are involved, they send a **Handle with Care** notice to the school. Notifications are forwarded via email by Kim Siemen at the HISD.

Educators **DO NOT** ask the child for details, but simply respond with extra care if the student seems to be having a difficult time. While the program is not new, it has not been heavily used in our county. In addition to referrals from emergency responders, parents can also make a **Handle with Care** request. Attached to this newsletter are supporting documents for using Handle with Care, including one you can customize with your information or the school's designated contact person's information, whatever makes sense for your situation, should parents wish to notify you of a **Handle with Care** situation.

TIPS FOR TEACHERS...

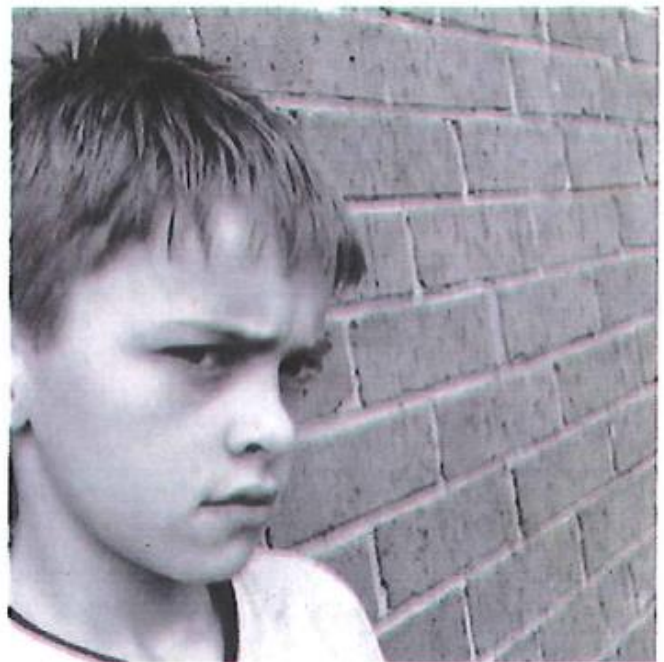
HANDLE WITH CARE (HWC)

HANDLING A HWC NOTICE



WHAT TO DO...

- be aware
- watch for signs
i.e crying, anger, withdrawal
- handle child with care in
your classroom
- if needed, refer to
counselor or social worker





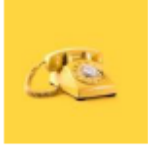



4. The 6 C's

Excerpt from the October 2021 Main Idea:

Students will no longer tolerate boring and disconnected learning. And most of us cannot honestly say we are preparing our students to thrive in 2030, 2040, and beyond.

“If we want learners who can thrive in turbulent, complex times, apply thinking to new situations, and change the world, we must reimagine learning.”

*The way to do this is by supporting student development in the 6Cs -- **character, citizenship, collaboration, communication, creativity, and critical thinking.***

	<p style="text-align: center;">Critical thinking</p> <p>Evaluate information and arguments, identify patterns and connections, and experiment and reflect, in order to construct meaningful knowledge and apply it in the real world.</p>
	<p style="text-align: center;">Collaboration</p> <p>Work interdependently with a shared sense of purpose and responsibility, make substantive decisions as a team, manage team dynamics and challenges, and learn from and contribute to others' learning.</p>
	<p style="text-align: center;">Communication</p> <p>Communicate effectively with a variety of audiences by utilizing a range of communication styles and tools.</p>
	<p style="text-align: center;">Creativity</p> <p>Ask the right questions to elicit novel ideas and solutions in order to turn those ideas into real world actions. Identify and address global problems or opportunities in a way that generates economic and/or social benefit for all.</p>
	<p style="text-align: center;">Character</p> <p>Build grit, tenacity, perseverance, and resilience as a life-long learner. Demonstrate emotional self-regulation, personal responsibility, and empathy to thrive in global communities.</p>
	<p style="text-align: center;">Citizenship</p> <p>Think like global citizens, consider global issues based on a deep understanding of diverse values and world views, and show interest in solving complex problems that impact human and environmental sustainability.</p>

5. Feeling Stressed? Hanging on by a thread? Check out the attached opportunities for educators. You can't give what you don't have, so take care of your needs!