Relationship Centered Schools to Address Trauma and Bias
WHO IS CALIFORNIANS FOR JUSTICE?

At Californians for Justice, we believe that young people are the leaders we need to create the healthy, just and thriving schools all of our communities need. We ensure that students have the opportunity to grow as leaders to improve their education.
GOALS AND AGENDA

GOALS
1. To introduce deep (constructivist) listening
2. To learn some best practices for interrupting bias
3. To self-reflect on your own practices

AGENDA
➔ Why Relationships are Critical to Trauma-Informed Lens/Practices
➔ Intro to Constructivist Listening & Implicit Bias
➔ 6 Ways to Interrupt Bias
➔ Self-Reflection and Commitments
➔ CFJ’s online resource platform!
Introduce yourselves!

How are you feeling today?

What kind of a listener are you?
What is TRAUMA?

“What trauma occurs when a sudden, unexpected, overwhelming intense emotional blow or a series of blows assaults the person from outside. Traumatic events are external, but they quickly become incorporated into the mind” - Leanore Terr

“Traumatization occurs when both internal and external resources are inadequate to cope with external threat” - Bessel Van der Kolk
Adverse Childhood Experiences / ACE

1 in 4 ADULTS REPORT HAVING 3 OR MORE ACEs

Abuse and Neglect
- Emotional Abuse
- Emotional Neglect
- Physical Abuse
- Physical Neglect
- Sexual Abuse

Family Exposure to Toxic Stress
- Substance Abuse
- Mother Treated Violently
- Mental Illness
- Separation or Divorce
- Incarceration
Trauma Effects:

- IQ, concentration, perception
- **Affect regulation** (emotionally numb/volatile, panic attacks, etc.)
- **Physical and Mental Health**
  - Dose response relationship - As the number of Adverse Childhood Experiences increase, so does the risk for health issues: heart disease, diabetes, mental illness, drug and alcohol abuse, suicidality
- **Effects general schema of the world and personhood**
  - Seeing the world as unsafe
  - Inhibits capacity to develop strong secure attachments
  - Low self worth
What We Know Works…

Structure / Consistency

Safety (Emotional and Physical)

Relationship Building
Thinking about students that you know or if you haven't worked with students yet just imagine what student’s days and what a Healthy Relational Milieu looks like, sounds like and feels like?

What about a student whose experience is closer to the Relational Poverty?

What are some of the ways that these students might pull for the negative and how might we keep this in mind when interacting with them while still holding safe boundaries?
Fig. 1 The mean number of comorbid outcomes in the study sample was 2.1 (range: 0–14); means are adjusted for age, sex, race, and educational attainment. The trend in the means is significant ($P < 0.0001$); vertical error bars represent 95% confidence intervals.
“Great” Teachers

- Chetie/Friedman - Harvard; Rodcraff - Columbia
- “Great” = Those teachers who exhibited clear, organized teaching, & were highly relational.
- 1 great teacher (especially in primary grades) could change student life earnings up to $39k
- Dose Responsive Effect
Student and Teachers Social Perspectives

- Hunter Gehlback - Harvard Graduate School of Education
- Questionaire to help pinpoint things teachers and students had in common
- Black and Latinx student’s grades went up .4 of a letter grade which translated to over 60% reduction in achievement gap.

Get To Know You Survey

Student Survey
WHY IS LISTENING CRITICAL FOR RELATIONSHIP CENTERED SCHOOLS?

- Power lies in the relationship.
- Emotional distress in schools interferes with clear thinking and caring behavior.
- Listening releases distress and builds connections across difference.
Constructivist listening is an effective strategy for engaging in conversations that are both intellectually demanding and emotionally challenging. It is distinct from most forms of listening in that its purpose is for the benefit of the speaker, not the listener.
Constructivist listening protocols ask that you give full attention to another person to hold space for them to:

- Reflect
- Release emotion;
- and construct new meaning about whatever challenges they face.

Constructivist listening enables people to think more clearly and more empathetically.
For the benefit of the *speaker*

“I agree to listen to and care for you in exchange for you doing the same for me.”
1. Equal time to talk. *Everyone deserves to be listened to.*

2. No interruptions, advice, or breaking in with a personal story. *People can solve their own problems.*

3. Double confidentiality. *People need to know they can be completely authentic.*

4. No criticizing or complaining about mutual colleagues during your sharing. *A person cannot listen well when feeling attacked or defensive.*
PAIR SHARE

Share about a time when you felt judged or unseen by a teacher or a colleague. What was the interaction like? How did you feel about it?
WHAT IS IMPLICIT BIAS?

is a mental process of negative generalizations and attitudes towards people or groups of people based on what they look like and where they come from. These biases are generally unintentional and often unconscious simply because they are woven into the very social fabric of our everyday lives.
Why should we care about Implicit Bias?

Understanding the causes of implicit racial bias and pushing back against its consequences are critical to the movement for social justice and racial equality.

Source: from Ohio State’s Kiran Institute
2019 CA DASHBOARD DATA
FOR OUSD— SUSPENSIONS

Orange
African American

Yellow
Foster Youth
Hispanic
Homeless
Socioeconomically Disadvantaged
Students with Disabilities
“Bias is a universal human condition that must be recognized and managed, not a personal defect. We all carry biases from swimming in the waters of a racialized, inequitable society.”

- Shane Safir, educator & author of *The Listening Leader*

“Biases are the stories we make up about people before we know who they actually are.”

- Vernā Myers, inclusion strategist & author of *Moving Diversity Forward*
6 Things School Staff Can Do to Interrupt Unconscious Bias

1. **Notice:** "What are my biases toward this person? How can I disrupt my autopilot thoughts so that I can genuinely see and listen to them?"

2. **Listen:** “Listening helps us take in a person’s multiple stories and disrupts biased thinking.”

3. **Reflect:** “Where do I see implicit bias playing out in our school? What fear or apprehension do I have about addressing this issue?”

4. **Connect:** How am I getting to know students as complex individuals? How are we building trust?”

5. **Affirm:** Intentionally embrace and affirm students’ identities around race, class, gender, sexual orientation, immigration status, etc. to counter stereotypes and bias. Ensure students see themselves reflected in the diversity of staff, culturally relevant curriculum, and visual landscape of the school and classroom.

6. **Act:** 1) Practice slowing down, noticing your biases, and looking for options to interrupt your patterns. 2) Call on colleagues to listen, reflect, and learn about their own biases. 3) Choose an equity challenge in your classroom or school and work with students of color and those most impacted as co-creators, trainers, or evaluators.
GROUP REFLECTIONS:

★ What is 1 area that you feel the strongest?  
  ○ What are some best practices that you know?  
★ What is 1 area that is a growth area for you?  
★ If you have time time: dive into 1-2 things and think about how you might practice it this school year.
CFJ TOOLS FOR YOU!
JOIN OUR ONLINE PLATFORM - EdPort!

STEP 1:
Android Users: open your Play Store and search Californians for Justice, download our app and open.

Everyone else: Go to your phone’s browser and navigate to edport.caljustice.org
What you’ll find... reports, resources and tools!

## Relationship Centered Classrooms

Learning Starts with Relationships. Students of color across California have identified relationships with their teachers and school staff as the #1 factor in closing the belief gap so that all students can reach their full potential, regardless of race or zip code.

<table>
<thead>
<tr>
<th>How Do I...</th>
<th>Self-Rating and Comments</th>
<th>For students of color, a Relationship Centered Teacher...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Notice</strong></td>
<td>Rating (circle): 1-emerging, 2-developing, 3-modeling.  Comments:</td>
<td>- Greets us at the door by name; makes eye contact and smiles.  - Notices our emotions and theirs—the good, the bad, and everything in between.  - Pays attention to what’s said and unsaid—to our tone and body language.</td>
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<tr>
<td><strong>2. Listen</strong></td>
<td>Rating (circle): 1-emerging, 2-developing, 3-modeling.  Comments:</td>
<td>- Is curious about our stories, asks for our opinions, and reflects back what they hear.  - Reaches out to us when we’re feeling disconnected: “How are you doing today/really?”</td>
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<td><strong>3. Connect</strong></td>
<td>Rating (circle): 1-emerging, 2-developing, 3-modeling.  Comments:</td>
<td>- Uses a short welcoming routine (like journaling, reflection questions, or circles), and optimistic closures to build connections.  - Looks for daily opportunities to connect in small ways about what’s going on in our lives, and to share what’s going on with them.</td>
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<td><strong>4. Care</strong></td>
<td>Rating (circle): 1-emerging, 2-developing, 3-modeling.  Comments:</td>
<td>- Shares concern when we’re having a bad day and affirms us when we’re having a good one.</td>
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What you’ll find... community! Discussion with an equity lens
For more info about Relationship Centered Schools:

Go to our website: caljustice.org
Contact us: trainings@caljustice.org
DROP IT IN THE CHAT:

“What’s a commitment you want to make to address bias?”

HOW DO WE DO IT?

FOR STUDENTS OF COLOR, RELATIONSHIP CENTERED SCHOOLS ARE THE KEY TO SUCCEEDING IN COLLEGE, CAREER, AND COMMUNITY LIFE.

INVEST IN STAFF

VALUE STUDENT VOICE

MAKE SPACE FOR RELATIONSHIP-BUILDING

See infographic
“Speak to your children as if they are the wisest, kindest, most beautiful and magical humans on earth. For what they believe is what they become.”
OEA Professional Growth Units:

If you are an OEA teacher or certificated staff and this is outside of your contracted hours, regular workday schedule, or mandated professional development hours, you can apply for Professional Growth Units:

1. Visit the Office of Equity > Racial Justice Taskforce webpage to download the PGU form for this workshop.

2. Fill in your information, and email your workshop leader or your Principal to sign-off with a copy of your notes or the agenda or slides from the workshop.

3. Submit the form to your Talent liaison to apply toward a salary step increase.
Feedback Form

https://forms.gle/x7 HvssXtGQkbcyU78

Thank you for engaging in this critical work!