

# *“The Other Rs” in Education: Reconnecting, Reclaiming, and Reintegrating in Educational Spaces*



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# “THE OTHER Rs” IN EDUCATION: RECONNECTING, REINTEGRATING AND RECLAIMING EDUCATIONAL SPACES

What we know to be true is the field of education and educators have been pushed to unimaginable limits. It is also true that they have met the challenge with innovation in educational technology and a commitment to each and every student. The wealth of information provided through articles and through the interviews of educators in the development of this tool has highlighted an overwhelming commitment by leaders to provide social-emotional student activities for the first few weeks of the next school year.

“The Other Rs” is a step-by-step guide to support educators with the first step in authentically **“reconnecting”** our students to each other and their entire school community. The residual impact of the pandemic on learning and social-emotional wellness will persist, and it is important that we extend our commitment to wellness in school years to come to truly **“reintegrate”** this generation of students into engaging in rigorous curricula and learning. It is our belief that it is in the unwavering will of educators, dedicated to the consistent, ongoing implementation of trauma-sensitive practices and recalibrating systems of supports to include wellness, that will allow us all to **“reclaim”** educational spaces and allow students to thrive and fulfill their curiosity and potential. Designed specifically for use by teachers and classroom staff, the **Other Rs: Step by Step Guide** teaches the foundations, significant impact, and best-practices of addressing trauma, self-care, social problem solving, psychoeducation, relaxation, and classroom activities. This guide is delivered in an easy-to-use lesson plan format that is ideal for educators. Short lessons are adaptable and can be delivered with students in the classroom utilizing a wide variety of skill-building techniques to reduce current problems with anxiety, isolation and re-integration to the classroom setting. As fellow educators, we applaud the administrators and teachers who have embraced this new paradigm for maximizing student success.

## WHAT IS TRAUMA



*If you feel safe and loved your brain becomes specialized in exploration, play, and cooperation; if you are frightened and unwanted, it specializes in managing feelings of fear and abandonment*

**- Kolk, Bessel Van Der**

Individuals who are exposed to trauma can have a difficult time differentiating between events that are triggering and those that are dangerous. Brains often operate in “fight or flight” mode, which can create an automatic response to events that are perceived as threatening, even when they are not. In children, this can manifest in behaviors that impact their learning. Teachers can ameliorate this by creating a safe environment and a trauma-informed classroom. To create a trauma informed classroom, it is helpful to first understand the basics of trauma to shape your classroom environment.

**According to The Substance Abuse and Mental Health Services Administration, trauma is defined as:**

- An event or series of events that either physically or emotionally harms an individual or is perceived as threatening that individual’s life or wellbeing.
- A set of circumstances that harm a person physically or emotionally or that threaten a person’s life.
- These circumstances can also have lasting effects on individuals.
- These effects can impact all parts of the individual: mentally, physically, spiritually, emotionally, and socially.

## TRAUMA AND IMPACT ON MENTAL HEALTH

Our understanding of trauma was changed by the Adverse Childhood Experience (ACEs) study, published in 1998. This work investigated how trauma in childhood impacts later life health across both physical and social/emotional domains. While the original research investigated the consequences of childhood trauma on a population that was largely white and well-resourced, we now know that some populations are at higher risk for ACEs due to social and economic conditions in which they live, learn, work, and play. (CDC-Kaiser Study, <https://www.cdc.gov/violenceprevention/aces>)

## WHAT IS A TRAUMA-INFORMED CLASSROOM?

As we are learning increasingly about the impact of trauma on the brain, educators are now shifting from the traditional methods of classroom management. The older, more traditional methods of classroom management focused on standardized rules universally applied to all students. More recently, educators are now looking beyond the behavior. Doing so results in a safer environment, physically and emotionally, for both student and teacher. (Insights Behavior, Creating a Trauma Informed Classroom).

Educators can support students by creating a trauma-informed classroom through:

- Recognizing that the behavior may not be connected to the teacher or the classroom
- Recognizing that the traumatic event can impact student brain development and learning
- Supporting the student to find effective coping strategies to address the stress reaction to an adverse effect
- Incorporating vocabulary and practices that are strengths-based and asset-promoting
- Providing safe physical spaces in the classroom that allow students to calm, breathe, and de-escalate
- Being aware of activating situations, and meeting students “where they are at:” address students when they are ready
- Creating a safe, predictable, and consistent relationship that supports the student’s growth
- Recognizing when a student may need additional support or referral to a mental health provider



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*There is no more effective neurobiological intervention than a safe relationship*  
- Dr. Bruce Perry, PhD, MD

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## What are We Facing?

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## EDUCATORS AND STRESS

As educators, one has already accepted what Dr. Charles Figley described as a “cost to caring.” Exposure to trauma and secondary trauma as a result of hearing the stories of their students can have impact on educators. When the trauma is not acknowledged and subsequently managed, teachers can become less effective, and, in some cases, suffer enduring consequences that affect both their professional and personal lives.

Working with students who have experienced trauma can be overwhelming. First, it is important to identify the impact of stress on educators to best serve students and be alerted to signs and symptoms. This impact is also known as secondary traumatic stress and can be experienced in multiple dimensions. The best way to take care of the students who have experienced trauma is to take care of yourself through managing personal and professional stress. Research indicates that educators who embrace social

emotional learning needs can buffer the effects of secondary traumatic stress (Venet, A. 2018). There are real, concrete strategies educators can utilize to better understand the impact of trauma, mitigate their own reactions to trauma, and care for themselves to recover from trauma.

Below is a multidisciplinary list of terms that have been used to describe the emotional distress that educators and other service providers have experienced. Though marginally different in their definitions, what links these conditions are their common descriptions of negative outcomes that can develop into longer term conditions for impacted individuals when left unmanaged. Understanding the experience and identifying signs of potential impact is the first step in addressing our own self-care.

### *Examples of Emotional Distress:*

**Secondary traumatic stress** - is defined as the emotional distress that results when an individual hears about the traumatic experiences of another individual. Distress may result from hearing survivors' trauma stories, seeing elevated levels of distress in the midst or aftermath of a traumatic event, needing to retell a survivor's story, and/or seeing photos or images related to the trauma (Center on GREAT TEACHERS & LEADERS at the American Institutes for Research, 2020)

**Burnout** - is defined as physical, emotional, or mental exhaustion accompanied by decreased motivation, lowered performance, and negative attitudes toward oneself and others. It results from performing at an elevated level until stress and tension, especially from extreme and prolonged physical or mental exertion or an overburdening workload, take their toll (American Psychological Association, 2020)

**Vicarious Trauma** - is defined as the counselors' continuous emotional engagement with clients' traumatic material that creates cognitive distortions and changes in core belief systems within the counselor (McCann, I. L., & Pearlman, L. A., (1990). Vicarious traumatization: A framework for understanding the psychological effects of working with victims. *Journal of Traumatic Stress*, 3, 131–149.)

**Compassion Fatigue** - is defined as the formal caregiver's reduced capacity or interest in being empathic or "bearing the suffering of clients" and is "the natural consequent behaviors and emotions resulting from knowing about a traumatizing event experienced or suffered by a person." Compassion fatigue is a hazard associated primarily with the clinical setting and with first responders to traumatic events. This outcome has become increasingly applicable to educators as seen through the recent pandemic. Educators became first responders to students, and in some cases, the only link to youth as physical contact and socialization were greatly reduced in quarantine and isolation. (Figley CR. Compassion fatigue as secondary traumatic stress disorder: An overview. In: Figley CR, editor. *Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized*. Brunner-Routledge; New York: 1995. pp. 1–20).

**Moral Injury** - is defined as the profound psychological distress that can arise following participating in, or witnessing, events that transgress an individual's morals and include harming, betraying, or failure to help others, or being subjected to such events, e.g., being betrayed by leaders (Litz, B.T., Stein, N., Delaney, E. et al. (2009) Moral injury and moral repair in war veterans: a preliminary model and intervention strategy. *Clin Psychol Rev*. 2009; 29: 695-706).

# What is Happening?

Before the pandemic, educators surveyed reported that causes of stress in the workplace included a lack of resources, class behavioral problems, and the pressures of standardized testing. The impact of classroom stress has not only resulted in the conditions listed above, but, according to Hanover Research, has also resulted in deteriorating health and mental health and greater turnover for the profession. During the pandemic and even in its aftermath, these causes of stress in the workplace have continued and are exacerbated by the additional educational stressors of chronic absenteeism, ongoing learning loss, increased social-emotional and mental health needs of students, and continued uncertainty and/or ambiguity over what will happen next. For many, these experiences in the workplace appear to be compounded by personal experience in the pandemic. Understanding secondary traumatic stress and practicing self-care have become critical areas of focus for all educators.

## SIGNS OF SECONDARY TRAUMATIC STRESS

Secondary traumatic stress can impact all areas of your life. The effects can range from mild to debilitating. If you think you might be at risk, be alert for any of the following symptoms:

- **Emotional** — feeling numb or detached, feeling overwhelmed or even hopeless
- **Physical** — having low energy or feeling fatigued
- **Behavioral** — changing your routine or engaging in self-destructive coping mechanisms
- **Professional** — experiencing low performance of job tasks and responsibilities; feeling low job morale; diminished accomplishment; questioning purpose and mission of teaching; having strained professional relationships
- **Cognitive** — experiencing confusion, diminished concentration, and difficulty with decision making; experiencing trauma imagery or the ongoing replay of images related to the incident
- **Spiritual** — questioning the meaning of life or lacking self-satisfaction
- **Interpersonal** — physically withdrawing or becoming emotionally unavailable to your co-workers or your family
- **Reach out!** if you need additional mental health support contact:
  - THE OC WARMLINE provides free and confidential emotional support and resources to OC residents. Call or Text: (714) 991-6412, 24/7 <https://www.namioc.org/oc-warmline>
  - OC Links Behavioral Health Line is available 24/7 at (855) 625-4657
  - SAMHSA Disaster Distress Helpline, 1-800-985-5990, is a 24/7, 365-day-a-year, national hotline dedicated to providing immediate crisis counseling for people who are experiencing emotional distress related to any natural or human-caused disaster. This toll-free, multilingual, and confidential crisis support service is available to all residents in the United States and its territories.
- **For additional tips** please visit: <https://traumaawareschools.org/secondaryStress>.

## WHAT IS SELF-CARE?

Self-care is more than just a bubble bath or a walk outdoors. According to the National Institute of Mental Illness (NAMI), self-care means taking the time to do things that help you live well and improve your health and well-being. Self-care includes six elements:

- Physical
- Psychological
- Emotional
- Spiritual
- Social
- Professional



## WHY IS SELF-CARE IMPORTANT?



*Self-Care is critical to having a strong inner foundation. Taking good care of YOU means the people in your life will receive the best of you rather than what is left of you*

- Lorraine Cohen

The practice of self-care can improve emotional regulation, deepen connections with others, increase problem solving abilities, enhance memory retention, and support our ability to adapt to adverse situations. Though being exposed to traumatic events can place us at greater risk of developing secondary traumatic stress, the consistent practice of and commitment to self-care may allow us to develop what is known as “post-traumatic growth.” Posttraumatic growth is the experience of positive change that occurs because of highly challenging life crises. It is manifested in a variety of ways, including (Tedeschi, R.G., & Calhoun, L.G. Post Traumatic Growth: Conceptualizations foundations and Empirical Evidence. Psychological Inquiry, 2004; 15: 1-18).

- An increased appreciation for life in general
- More meaningful interpersonal relationships
- An increased sense of personal strength
- Increased compassion, empathy, and resilience
- Greater psycho-spiritual clarity (i.e., increased understanding of one’s purpose)
- Shifting of priorities to what is often less materialistic

## SELF-CARE TO PREVENT SECONDARY TRAUMATIC STRESS

Because each person’s schedule and needs vary, practicing self-care can look different for everyone. The following ideas are ways to counterbalance secondary traumatic stress and begin a pathway to **reconnecting**, **reclaiming**, and **reintegrating**.

- Exercise and eat healthy
- Engage in a pleasant hobby or activity
- Create a health consistent structure and pattern in your personal life.
- Know your limits
- Set realistic goals
- Prioritize
- Practice gratitude
- Practice self-compassion: see humanity in yourself and
- Apply the golden rule
- Improve your understanding of trauma and secondary trauma
- Stay connected to others
- Take a time out
- Seek support from co-workers, family, friends
- Access professional counseling
- Take vacations
- Reach out to experts
- Practice Mindfulness
- For additional tips please visit <https://resilienteducator.com/collections/covid19/>



## WHAT IS EMOTIONAL RESILIENCE?

Elena Aguilar defines Emotional Resilience as the “ability to bounce back after a setback and to thrive, not just survive, in the midst of challenges. Emotional resilience rests upon strong emotional intelligence: to be resilient, you must recognize current feelings and have strategies to respond to and engage with those emotions.” Emotional resilience is critical to the longevity of any career but especially for the educator. Ideas that support Emotional Resilience include (for more ideas, visit 12 Ways Teacher can build Resilience so they can make systemic change by Katina Schwartz):

- A focus on social and emotional learning
- Sharing stories
- Building community, including communities of practice
- Being present and mindful
- Ongoing, consistent practice of self-care
- Active gratitude and compassion practice
- Ongoing learning and professional development
- Creativity and incorporating art and play: see additional resources below
  - Kids need recess <https://www.youtube.com/watch?v=Kh9GbYugA1Y>
  - Adults play like children during work recess break <https://www.youtube.com/watch?v=K-c6oWo7R48>

## RESOURCES FOR EDUCATOR SELF-CARE SUPPORT:

Now that you’ve learned why self-care can be one of the best ways to enhance resilience, compassion, and balance, it’s important to find ways to incorporate it into your daily life. Making time for self-care doesn’t require you to rearrange your entire schedule. By taking small steps every day and figuring out how to take care of yourself, you can cultivate health and well-being. The following websites offer great resources and ideas to begin this process.

[Center for Great Teachers and Leaders: Educator Resilience and Trauma Informed Self Care](#)

[National Child Traumatic Stress Network Psychological First Aid for Schools Provider Care](#)

[Addressing Mental Health and Well-Being of Educators through Self and Collective Care by Center for Health and Health Care in Schools](#)

[Educator Self Care for Extraordinary Times: A Trauma Sensitive Guide to Educator Wellness by Yoga.ed](#)

[CASEL Self Care Strategies and Resources](#)

[Compassion Resilience: A Toolkit for Schools](#)

## GROUNDING THE CLASSROOM

As students gradually return to the classroom, we know many have been feeling overwhelmed throughout the pandemic and lockdown. They have been less connected or disconnected to the physical classroom and their peers, and may be feeling ungrounded, anxious, and uncomfortable. We know many students have been overexposed to technology, followed unhealthy diets, and been unable to enjoy the outdoors or partake in unstructured play, all of which can contribute to an uneasiness as they return to the classroom. Grounding techniques are a powerful tool to help students to connect to the here and now. These strategies can help them connect to new surroundings and increase reengagement in classroom activities and academics.



## HOW TO IMPLEMENT? WHERE TO START?

We have listed several recommended practices and activities below to support reconnecting your students and support successful learning. Researchers consistently report that 15 minutes of grounding, setting expectations, mindfulness or reconnection type activities will save hours of dealing with behavior issues, lack of engagement and social-emotional challenges. (Darling –Hammond, 2019)

## GROUNDING ACTIVITIES DURING LEARNING:

- Develop a sense of connection to the classroom by connecting previous distance learning to new in-person learning
  - Review a writing assignment that was completed during distance learning and add an art component or classroom presentation
- Promote peer-to-peer projects and group activities
  - Divide students into random groups to complete a science experiment or an educational game, perhaps mock trial scenarios or acting out plays and poems
- Build in time throughout the daily classroom schedule for quick “connection” activities like icebreakers and “get to know you” type of activities
  - Upon returning from a break or recess, play a name game or stretch exercise
- Ensure activities are inclusionary and promote affirming students of all backgrounds, abilities, and levels of comfort
  - Student presentations about historical benchmarks in social justice or brief reports about personal heritage or someone they know who has a disability
- Establish routines in the classroom and explain expectations in clear and concrete terms
  - Develop a poster that lists expectations for the classroom, have a discussion that includes student input

In addition to grounding activities, it is essential to maintain an awareness of the social-emotional wellness of students in class. Although grounding and the other recommended programs in this section will increase social-emotional management and self-awareness, we have added a few suggestions to support your efforts in working with students who need additional emotional support and stability, and even therapy or treatment.

## SOCIAL-EMOTIONAL AWARENESS/MANAGEMENT

1. Utilize positive support and encouragement during displays of emotions, clinginess, anger, and disengagement in lieu of discipline; try not to react to the emotion being displayed.
  - Stay calm, keep voice low, and remind them how safe they are at this moment
2. Refer students with psychosomatic symptoms due to anxiety and fear (i.e., stomach aches, head aches)
  - Consult with school nurses, suggest a check-in with the student, connect with parent and share concerns.
3. Provide some overviews in class on coping skills. Define coping skills, explain benefits, give examples.
  - This is a wonderful time to utilize brain breaks, breathing exercise, and creative activities
4. Connect with parents via daily updates or weekly “office hours” online for them to check in if they have concerns.
  - Utilize email, texts, and communication platforms implemented through your district as well as phone call or post on a classroom website



5. Refer student to MTSS (Multi-tiered Systems of Support) or SST (Student Study Teams), or Student Support Teams for counseling services or appropriate referrals to counseling services in the community.
  - Connect with school administrator to ascertain what is the best and most appropriate referral process for your student of concern

## RESOURCES FOR ADDITIONAL ACTIVITIES:

- [Counselorkeri.com](https://www.counselorkeri.com) - Great website with insightful activities and easy suggestions provided to support students' engagement and social-emotional well-being.
- [TeachChildrenMeditation.com](https://www.teachchildrenmeditation.com) - Explains why grounding is important for kids and includes many activities meant to support student focus through grounding.
- [TimeOutforTeachers.com](https://www.timeoutforteachers.com) - Grounding for self-care; website includes suggestions for classroom structuring through grounding exercises.

*See list below of sample "Grounding Activities" to set the stage for learning for all elementary grades from Counselorkeri.com:*

### 1. A-B-C Around the Room

This exercise will get students connected with the physical space of the classroom. Have your student look around the room and name something they see that starts with A, then B, then C and so forth. See how far they can get through the alphabet and then check-in to see how they are feeling once they reach the end.

- As a group, they write the items out so that all students participate simultaneously and then the group can share answers for reflection.

### 2. I-See exercise is just with sight, similar to "I Spy" game. Create categories and have students name what they see. Here is an example:

- 5 colors I see
- 4 shapes I see
- 3 soft things I see
- 2 people I see
- 1 book I see

### 3. Power Hug

Firm pressure is great for grounding. Help students create an affirming statement to use for this exercise. It could be something like, "I am in control," or "I am safe in this moment." Practice placing the left hand on the right shoulder for a tap and then the right hand on the left shoulder for another tap. Then students squeeze and hug themselves and say the affirmation. Tap, tap, squeeze, affirm. Tap, tap, squeeze, affirm. Repeat this as many times as needed!

## MINDFULNESS

Practicing mindfulness is a terrific way to prevent our students from feeling overloaded and out of control which is why this can be such a powerful tool during transitional periods throughout the pandemic. Mindfulness helps students learn to process and manage their stress and emotional difficulties. Mindfulness has been shown to improve the ability to focus, especially for those with ADHD and to lessen stress and increase well-being (Davis, D. M. and Hayes, J.A., 2011). The benefits of mindfulness include an increase in empathy, compassion, and emotion regulation, as well as a decrease in stress, anxiety, and reactivity (Davis & Hayes, 2011)

Jon Kabat-Zinn, founder of Mindfulness-Based Stress Reduction (MBSR) program, defines Mindfulness as the "awareness that arises through paying attention, on purpose, in the present moment, non-judgmentally" that is "in the service of self-understanding and wisdom". Mindfulness has long since



been a widely accepted and effective antidote against common forms of psychological distress. ([Hayes & Feldman, 2004](#); [Kabat-Zinn, 1990](#)). Two hallmarks of Mindfulness have been:

1. Self-regulation of attention - focusing attention to their own thoughts, feelings and sensations of the moment.
2. Adoption of a particular orientation towards one's experiences – Holding an attitude of curiosity, openness, and acceptance (Cardaciotto, Herbert, Forman, Moitra, & Farrow, 2008)

*The following is a list of Mindfulness activities you can do anywhere, including the classroom:*

- Mindful Breathing - <https://www.choc.org/video/mindful-breathing-bubble-breathing/>
- Grounding yourself - <https://www.youtube.com/watch?v=8GwBEVmbMHY>
- Body Scanning- <https://positivepsychology.com/mindfulness-exercises-techniques-activities/>
- Mindful Seeing- <https://positivepsychology.com/mindfulness-exercises-techniques-activities/>
- Mindful Listening- <https://positivepsychology.com/mindfulness-exercises-techniques-activities/>
- Mindful Walking- <https://positivepsychology.com/mindfulness-exercises-techniques-activities/>
- 5 senses exercise - <https://www.edutopia.org/video/counting-down-restore-calm-classroom/>

## HOW TO IMPLEMENT? WHERE TO START?

Even micro sessions of mindfulness can reap significant benefits for students struggling with emotional balance. Integrating mindfulness activities throughout the school day will facilitate positive classroom behavior and minimize emotional difficulties. Grounding students with a morning activity is highly recommended, as well as integration of activities between different lessons and throughout the school day. Students will be receptive and encouraged when “brain breaks” become a part of their daily routine. Activities can range in time from 5- 20 minutes depending on whether it is a quick brain break or a longer, more intense strength builder. Essentially, the best brain breaks incorporate some movement and encourage new, creative thoughts that give the brain a break from the lesson or activity. A yoga stretch or an activity called “The Stadium” where all the students raise their arms in a fashion similar to sports fans at stadia throughout the world as they cheer for their favorite teams. The website, <https://www.weareteachers.com/brain-breaks-for-kids/> is designed for teachers seeking short and effective brain breaks to integrate into their classroom instruction each day.

*Here is a list of fluid break and transition points throughout the day:*

1. First thing- right before class begins academic instruction
2. Between subjects/workshops/presentations
3. After recess, morning breaks, right before the end of day school bell
4. Anytime you see restlessness among the students or you notice their focus is wavering

## RESTORATIVE PRACTICES – COMMUNITY CIRCLES

Restorative practices are essential to opening channels of trust, safety, and communication in the classroom. Students who have been socially isolated and out of the physical on-the-ground classroom need to engage in effective, caring format or structures that build a sense of community in the classroom. The goal of community-building circles is to engage students in a process that nurtures connection which helps students feel seen, heard, known, and understood. To run these circles, the teacher will call on students to take a turn, or students can raise their hands or use the “hand raise” feature of Zoom to participate.

## RESOURCES FOR ADDITIONAL ACTIVITIES:

[centerforrestorativeprocess.com](http://centerforrestorativeprocess.com) – Center for Restorative Practices provides detailed background, scripts, and recommendations for classroom implementation.

[healthiersf.org/RestorativePractices](http://healthiersf.org/RestorativePractices) - Detailed handbook for scripts, support, and information

[edutopia.org](http://edutopia.org) - Outlines steps for facilitating community-building circles

## HOW TO IMPLEMENT? WHERE TO START?

The structure of community-building can be replicated in distance-learning as well as in the physical classroom. Students will learn how to reconnect with their peers in a healthy and appropriate manner as they learn the techniques of the community circle. It is recommended to implement circles early in day, for example first thing when class begins, to maximize student performance and benefits from the circle throughout the school day. The length of circles depend on how many questions and participants are included; effective circles can range from 10-40 minutes at a time.

<i>Distance Learning Community Circles</i>	<i>In-person Learning Circles</i>
1. Make sure participants have their correct name on their screen	1. Make sure participants have their correct name on their nametag, etc.
2. Use the participants' names as the talking piece	2. Identify a talking piece to be passed around by participants
3. Invite participants to turn on their videos for the entire session	3. Invite participants to disengage from any type of social media or technology
4. Have a variety of simple, non-threatening prompts for check-in rounds	4. Have a variety of simple, non-threatening prompts for check-in rounds
5. Have prompts for Rounds that relate to your circle theme and goals: <ol style="list-style-type: none"> <li>What they miss about being in school?</li> <li>Things they like in online elearning.</li> <li>Favorite subjects</li> </ol>	5. Have prompts for Rounds that relate to your circle theme and goals: <ol style="list-style-type: none"> <li>What are fears about returning to the physical classroom?</li> <li>What are they looking forward to doing in class?</li> <li>What did they miss?</li> </ol>

## WRAPPING-UP FOR THE OTHER “R”’S IN EDUCATION: RECONNECTING, REINTEGRATING AND RECLAIMING IN EDUCATIONAL SPACES

After a year of crisis and pandemic lockdowns, our educational communities are finally able to slowly return to their classrooms and reengage their students in dynamic learning experiences. What we have learned is that it is not a matter of *whether* a crisis will occur but a matter of *when*. Our schools, classrooms, and safe spaces must be prepared to meet the everchanging needs of students, staff, and families. Curricula and instructional strategies aim to increase educational outcomes for students in math, reading, and even the latest STEM and science lessons. Research in the field of mental health, wellness, and education have all provided powerful data indicating that transitional supports, community-building processes, and trauma-informed practices are critical to maximizing the learning potential of all students. In other words, these practices are critical to *reconnecting, reintegrating reclaiming*, and our students in a manner that supports their social-emotional well-being, which ultimately supports their educational attainment. The authors of this guide hope the information provided will serve as a support and resource as you begin the process of implementing “*the Other Rs in Education.*”



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