



Californians  
for Justice

# *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?

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*“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...

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Structure / Consistency

Safety (Emotional and Physical)

Relationship Building





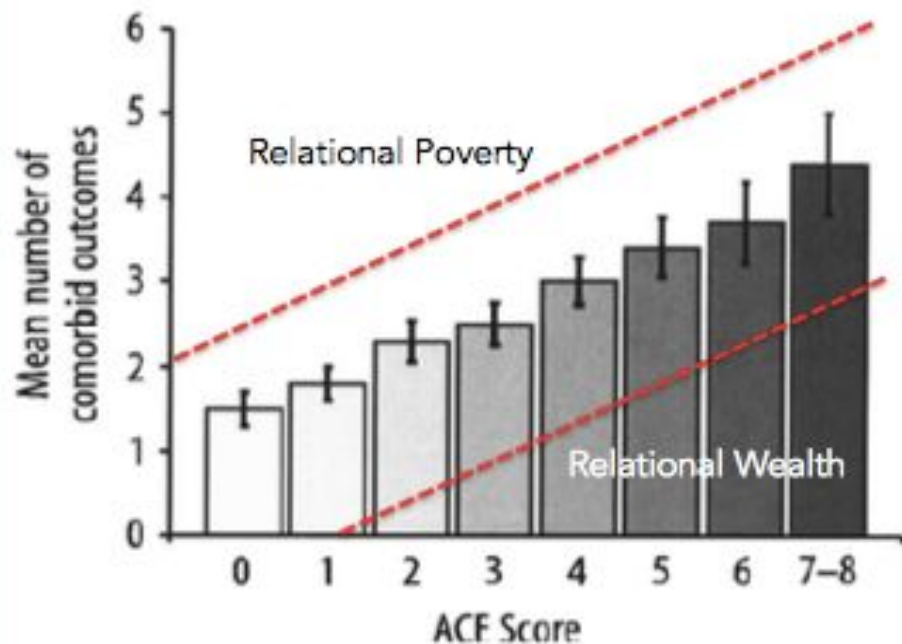
## Relational Health

## Relational Poverty

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

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- 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

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- Hunter Gehlback - Harvard Graduate School of Education
- Questionnaire 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

**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

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.





# CONSTRUCTIVIST LISTENING

For the benefit of the *speaker*

“I agree to listen to and care for you in exchange for you doing the same for me.”



# The Guidelines

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.*





***VISUALIZATION + SHARING***

# ***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?

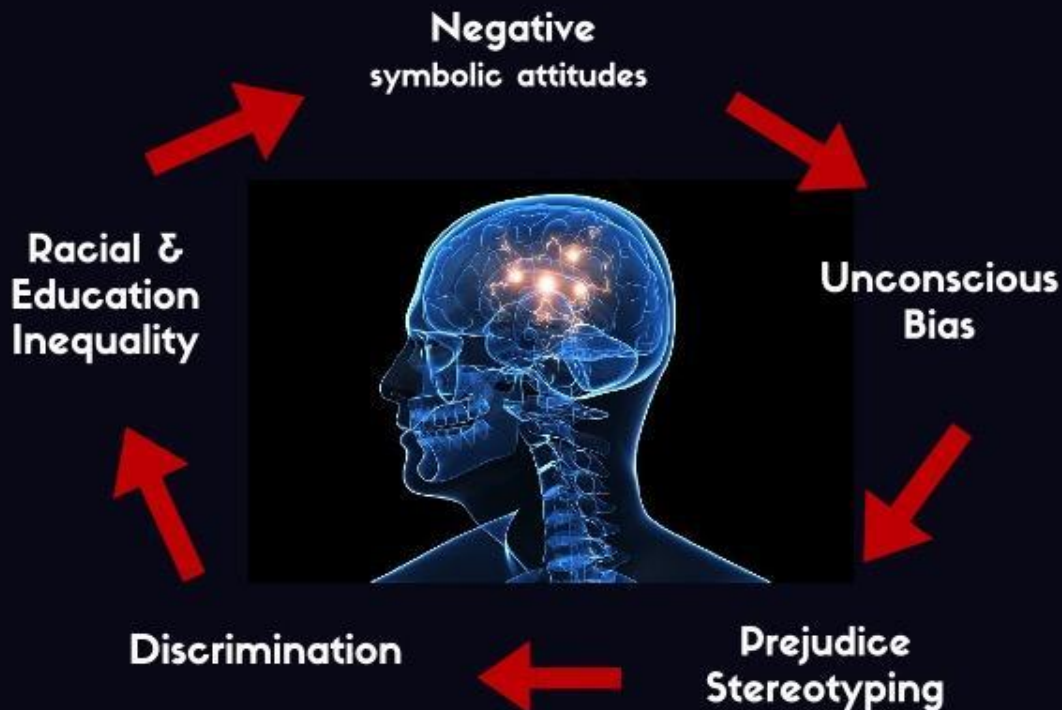
# WHAT IS IMPLICIT BIAS?

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?

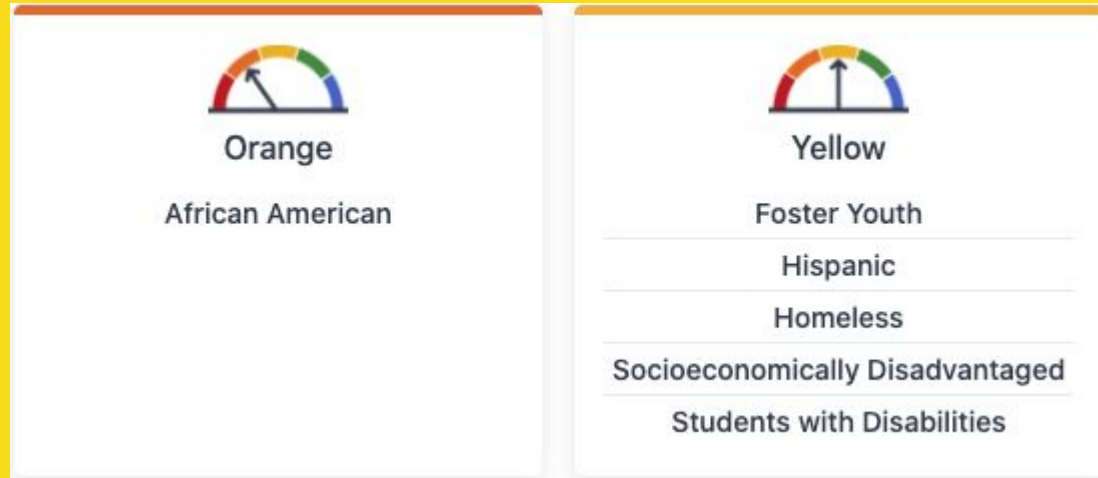
CALIFORNIANS FOR JUSTICE

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





*“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.

# Interrupt Bias

"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."  
Source: Safi, educator and author of [Diversity in Schools](#)

"Bias isn't the stories we make up about people before we know who they actually are."  
Wendy Meyer, inclusion strategist and author of [Building Biasless Schools](#)

- Notice:** In order to interrupt our racial and other biases we must first become aware of them. If you find yourself struggling with a particular student, parent, or colleague, take a 10-second pause to ask yourself: "What are my biases toward this person? How can I disrupt my autopilot thoughts so that I can genuinely see and listen to them?"
- Listen:** Slow down your interactions and deeply listen, not to solve, correct, or fix, but to take in someone's story. Notice what's said and unsaid—tone, body language, and emotions. "Listening helps us take in a person's multiple stories and disrupts biased thinking."<sup>1</sup>
- Reflect:** Read, discuss, journal—ask yourself: "Where do I see implicit biases playing out in our school? What fear or apprehension do I have about addressing this issue?"
- Connect:** Build in time for dialogue in classroom and staff spaces through circles, small groups, or one on ones that create openings for students and staff to talk about race and identity. "How am I getting to know students as complex individuals? How are we building trust?"
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<sup>1</sup>Safi, Shere. (2016, March 16). 5 Keys to Challenging Implicit Bias. Retrieved March 28, 2019, from <https://www.edutopia.org>



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

Relationship Centered Schools integrate social emotional learning into school life.



### 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.

How Do I...?	Self-Rating and Comments	For students of color, a Relationship Centered Teacher—
<b>1. Notice</b>	Rating (circle): 1-emerging 2-developing 3-modeling Comments:	<ul style="list-style-type: none"> <li>Greets us at the door by name, makes eye contact and smiles.</li> <li>Notifies our employers and peers: "the good, the bad, and everything in between."</li> <li>Pays attention to what's said and unsaid--to our tone and body language.</li> </ul>
<b>2. Listen</b>	Rating (circle): 1-emerging 2-developing 3-modeling Comments:	<ul style="list-style-type: none"> <li>Is curious about our stories, asks for our opinions, and reflects back what they hear.</li> <li>Reaches back to us when we're feeling discouraged: "How are you doing today, really?"</li> </ul>
<b>3. Connect</b>	Rating (circle): 1-emerging 2-developing 3-modeling Comments:	<ul style="list-style-type: none"> <li>Uses a short welcoming routine like journaling, reflection questions, or circles, and optimistic closure to build connections.</li> <li>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.</li> </ul>
<b>4. Care</b>	Rating (circle): 1-emerging 2-developing 3-modeling Comments:	<ul style="list-style-type: none"> <li>Shows concern when we're having a bad day and affirms us when we're having a good one.</li> <li>Asks about things outside of school, attends games or events outside of class time, or makes positive calls home.</li> <li>Remembers things we've shared with them and inquires about them regularly.</li> </ul>
<b>5. Interrupt Bias</b>	Rating (circle): 1-emerging 2-developing 3-modeling Comments:	<ul style="list-style-type: none"> <li>Notices when negative or biased thoughts pop up and asks: "Why am I reacting to this student in this way? What more might there be to this story?"</li> <li>Reflects our identities on classroom walls and in the curriculum.</li> <li>Creates space to talk about identity (race, class, gender, etc.) and builds lessons that are culturally relevant.</li> </ul>
<b>6. Empower</b>	Rating (circle): 1-emerging 2-developing 3-modeling Comments:	<ul style="list-style-type: none"> <li>Structures projects and lessons to give us more ownership of the topics or process.</li> <li>Draws from our lived experience and asks us what we already know and what we want to learn.</li> <li>Asks for our feedback on classroom practices, instructions, or content--and then shows us how they're using that input.</li> </ul>



Join the Fight for Racial and Educational Justice  
[caljustice.org](http://caljustice.org)

# 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](http://edport.caljustice.org)**



# What you'll find... reports, resources and tools!

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# What you'll find... community! Discussion with an equity lens

**Californians for Justice** Dashboard Library Discussions Team

CFJ'S ONLINE PLATFORM  
EDPORT CHANNELS

- General
- Creating Space for Relationships
- Investing in Staff
- New Resources
- Professional Development
- Racial Justice
- School-Wide Transformation
- Stakeholder Engagement**
- Student Voice

[View all CFJ's Online Platform EdPort channels](#)

Start a conversation!

All Team My Posts Filter

**Rob Gomez** (2) District Admin Member  
Mar 28, 2019 11:49M

Navigate to Track 6 (Design Team Resources) for a set of newly released Design Team Meeting agendas. Find google doc versions for easy use! **#NewResources**

Like Comment

**Marisa Brown** (2) Teacher Member  
#General Feb 23, 2019 12:07PM

**Marisa Brown completed CFJ RCS Planning Tool**

Nice, easy tool to use, I feel like this could be used at both the school level by administrators and teachers in the classroom too. If every teacher determined the students they most need to reach in their classroom and made an extra effort, that would be huge.

Like Comment



***For more info about Relationship Centered Schools:***

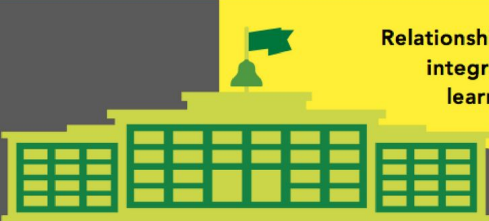
***Go to our website: [caljustice.org](https://caljustice.org)***

***Contact us: [trainings@caljustice.org](mailto: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**

Relationship Centered Schools  
integrate social emotional  
learning into school life.


**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/x7HvssXtGQkbcyU78>

Thank you for engaging in this critical work!

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 [www.OUSD.org](http://www.OUSD.org)

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