

# Maslow's Hierarchy

For Trauma Responsive Practices and Meeting Deficiency Needs of Educators

## QUESTIONS

Am I able to break large plans and goals into smaller, reachable chunks that feel doable? How? What is my plan?

What are my strengths when adversity presents itself?

What are three affirmations I could use in moments of challenge or struggle?

What is my self-talk?

Who sees me on my worst days?

Are my connections with others in professional or personal environments? Do I have a balance of both?

What is my relationship with myself? Do I take the time to check-in with myself and nourish or pay attention to what I need as far as relationships?

Do my relationships fill me up?

Am I drinking enough water?

Have I created a routine that regulates my nervous system? (one that I can model for my students?)

Do I feel safe in this environment?

### Perspective.

Use positive reframing. If you find yourself saying that a student is attention seeking, reframe that to connection seeking.

### Planning Ahead

Create a set of rituals/routines (e.g. passing period).

### Reflection

Pause and quickly draw your brain state. What do you notice?

### Communication

Set the tone by sending a complimentary message/email/note to a colleague, student, or parent.

## ESTEEM CORTEX STRUCTURE STRATEGIES

### Feelings

Meditate with students practicing positive affirmations or reading a light text. This gives time to regain balance and just breathe for you and your students.

### Connection

Have a community circle with staff every morning or at the beginning of the week to check-in. Try to focus on personal well-being and connection.

### Touchpoints

Designate an accountability partner, someone like minded that you can be open and honest with and receive feedback from. If your partner sees you flipping your lid, using negative language, shaming, etc. they can kindly intervene and co-regulate with you. This person could also serve as someone to brainstorm with and offer encouragement to you through work challenges.

## LOVE AND BELONGING LIMBIC STRUCTURE STRATEGIES

### Visual

Do some adult coloring. The rhythmic movements used and the patterns and predictability of what you are coloring are especially calming to the brain.

### Movement

Have comfortable seating that allows you to either feel involved with the whole class or even boxed off when time is needed.

### Breath

Take a moment for intentional breathing (e.g. belly breathing).

### Sound

If classroom set up makes it available, soft and rhythmic music can help you track breathing and can deliver a calming effect.

### Touch

- Give yourself a hand massage with some lotion (scented or unscented). Focus on your breath as you rub the lotion.
- Use a fidget for your hands or a weighted blanket for your lap or shoulders.

### Taste

- Drink water.
- Chew gum - the rhythmic motions of chewing are regulating to the body. You can also suck on a mint.
- Organize a food truck visit.

### Scent

Use an aromatherapy diffuser, switching out the oils depending on what is needed such as lavender for calming, citrus for energy, or peppermint for focus.

## PHYSIOLOGICAL AND SAFETY BRAIN STEM STRUCTURE STRATEGIES