

Maslow's Hierarchy

"When I feel safe and felt, I learn."

For Trauma Responsive Practices and Meeting Deficiency Needs of **Students**

**ESTEEM CORTEX
STRUCTURE
STRATEGIES**

How do I handle negative situations?
When these situations occur, what do I typically say to myself?

Text

What are three calming and regulatory strategies that feel good to me?

**LOVE AND BELONGING LIMBIC
STRUCTURE STRATEGIES**

What statement could I create that would encourage me in difficult times?

Who can I trust?
Who sees me?

Who notices what is going well? Who sees my strengths?

What do I need?
Am I tired? Am I hungry?

How much water have I had over the past 24 hours? Is it enough?

**PHYSIOLOGICAL AND SAFETY
BRAIN STEM
STRUCTURE STRATEGIES**

What feels calming to me?

Do I feel safe?

Text
Text

1. Talking to ourselves - This can be very calming and helpful when we feel anxious or stuck with a problem or challenge. When we talk to ourselves, we are actively reaching out to a friend (ourselves), and what you can name, you can tame.
2. Create Brain Maps- What are our maps of safety and maps of experiences that feel scary or fearful?
3. Create a wall of experiences that trigger you and coping strategies that calm you.
4. Create a story about your "Wise Self". Include any details about your "Wise Self" - what calm or soothing statements or words would you like to hear from your "Wise Self"?
5. My Brain's Garden - What is your water and sunlight that you need to grow?

1. Touch Points and '2 by 10' Strategy
2. Noticing, greetings, gentle nonverbal communication, positive referrals
3. Morning meetings, journals, letter writing
4. Brain reflection surveys, active constructive responding, validation
5. Questions that guide collaboration, parent touch points, mentoring, co-teaching
6. Leadership roles that are brain aligned (i.e. observer, kindness keeper, architect, artist, neuroscientist)
7. Hugging, holding hands

1. Going outdoors, sunlight, water, and crunchy snacks
2. Rhythmic movement, massage, yoga, balancing, TRE exercises, dancing, carrying weighted objects, doing heavy lifting - weights in the amygdala reset area
3. Peaceful brushing, music, poetry, Dr. Seuss readings with a rhythm, knitting, crocheting, needlepoint, coloring, using multiple art mediums (painting, sketching), choral singing
4. Tapping, hand massages, chewing gum, using pain relief gel, applying pressure, feeling the coolness from a fan or the heat from hand warmers, scented blankets, aromatherapy, Focused Attention Practices
5. Creating routines, safe environments, and trusted connections with adults
6. Comforting and soothing spaces that feel calming
7. Rituals that include a talisman or mantra

Maslow's Hierarchy

QUESTIONS

For Trauma Responsive Practices and Meeting Deficiency Needs of **Educators**

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.

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

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

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