

Resilient Oakland Communities and Kids (ROCK) Evaluation Report 2019-2020



Oakland Starting Smart & Strong



**Co-Authored by the ROCK Community
October, 2020**

Acknowledgements

The ROCK community is a diverse and dynamic group of individuals, schools and agencies working in partnership and committed to a vision of love, support and thrivance for all of Oakland's youngest children, their parents and families and the workforce serving them. ROCK is the result of the collective voices, courage, generosity, persistence, care, creativity, actions and in the words of Dr. Bettina Love¹—"freedom dreaming"—of so many who have chosen to stay engaged in this complex, urgent and essential long term work. We want to express our sincere gratitude to all of the teachers, instructional assistants and diverse service providers who participate in the ROCK project and our valued leadership team and partners in the ROCK community:

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¹ Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Boston, MA: Beacon Press.

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I. Background

OSSS Overview

[Oakland Starting Smart and Strong \(OSSS\)](#) is an early childhood collaborative with the overarching long-term goal of creating universal access to high-quality early learning experiences that promote healthy child development and that support kindergarten readiness. OSSS has built a strong, consistent early childhood collaborative table that serves to strengthen the early childhood system while allowing for innovation and creativity. OSSS has engaged systems leaders, early childhood education providers, parent advocacy groups, community based organizations, funders and Oakland Unified School District (OUSD), to collaboratively develop and implement strategies to best serve children 0-5 and their families.

Seeded by the Packard Foundation in 2014 with a ten year funding grant, OSSS first identified kindergarten readiness as an issue to work collaboratively on, and subsequently prioritized equity gaps in kindergarten readiness as our primary focus. OSSS has brought together key stakeholders in early learning through a collective impact framework, has built a structure including a Lead Planning Team, Task Force, and key Committees and Workgroups. OSSS work is anchored in four pillar focus areas: (1) Professional Development for Formal Early Childhood Educators, (2) Support for Family, Friend, and Neighbor Caregivers, (3) Ensuring Children's Healthy Development, and (4) Scaling Strong Systems and Ensuring Long-Term Investment. OSSS is committed to lifting up Oakland's unique community strategies and solutions in these pillar focus areas to inform statewide policy and to significantly increase public and private resources impacting early learning.

OSSS has authentically engaged systems leaders, early childhood education providers, parent advocacy groups, community based organizations, funders, and Oakland Unified School District

(OUSD), to collaboratively develop and implement strategies to best serve children 0-5 and their families. The collaborative's **vision** of success, is that:

- Every young child in Oakland has access to high quality early learning experiences;
- Every adult in that child's life has the tools/information necessary to support them; and
- Schools and communities are designed and operated to support every child, regardless of race or family income level.

Trauma Informed Practices as a 'Testing and Learning' Focus

As part of Packard's Starting Smart and Strong Initiative, OSSS was asked to identify a 'testing and learning' focus for Oakland that would inform instructional practice in formal early childhood education settings, and eventually be scaled to impact the broader early learning system. After originally identifying oral language development in the second year of the collaborative, a new focus area that felt more relevant and organic to Oakland began to emerge among OSSS members.

Trauma-informed practices surfaced as a significant need and gap for children, and teachers began identifying the need for classroom practices that could address trauma. The City of Oakland had received a SAMHSA grant focused on trauma that the City's Head Start Program was participating in. Through additional funding from the Hellman Foundation, OSSS was implementing the Smart and Strong Kids (SSK) program, piloting early interventions in the classroom to support young boys of color. Teachers in this pilot program provided feedback that while they had received some training on the impacts of trauma on brain development, they needed information on practices and tools they could use to address these impacts of trauma.

Given these factors, OSSS selected trauma informed practices as the 'testing and learning' focus for Oakland, during the third year of the collaborative. The project was initially called "OTIP: Oakland Trauma Informed Practices". Collaborative members determined that the ultimate aim of OTIP was to increase the resilience and healthy social emotional development of children in trauma sensitive and trauma informed healing environments.

Structure and Evolution

As a collective impact effort, OSSS structured the project collaboratively, by bringing together:

- OUSD and City of Oakland Head Start, the two largest early childhood education providers in Oakland
- The Early Learning Lab, who assisted with coordination and the development of the Driver Diagram
- The New Teacher Center, whose coaches facilitated Professional Learning Communities (PLCs)
- Content experts and training facilitators Dr. LaWanda Wesley (formerly with the Alameda County Office of Education and currently Director of Quality Enhancement and Professional Development at OUSD), Dr. Julie Nicholson and Julie Kurtz (formerly with West Ed and currently with Center for Optimal Brain Integration).
- Evaluation consultant Sarah Nadiv with West Ed

As the project progressed, ROCK activities expanded beyond OUSD and City of Oakland Head Start to include:

- Early childhood educators from the YMCA Head Start and Unity Council Head Start Programs.
- Mental health consultants from Jewish Family and Community Services (JFCS) joined a dedicated New Teacher Center (NTC) coach to facilitate PLCs.
- Additional local experts Valentina Torres, Crystal Glendon McClendon-Gourdine, LaKrisha Dillard, and Shawn Bryant facilitated training sessions, in addition to Dr. Wesley and Julie Kurtz.
- The evaluation component was enhanced during the 2019-20 program year through a partnership between Julie Nicholson, Professor of Practice at Mills College, School of Education, and Keith Welch, Data Analyst at OUSD. This evaluation team has been working with Erika Takada at Engage R & D to ensure integration of efforts with the overarching Packard SSSI evaluation work.

Representatives from each of these entities came together as a Planning Group that met together to discuss principles, develop the Driver Diagram, develop a programmatic framework, create tools and review implementation progress. This group decided to rename OTIP to *ROCK: Resilient Oakland Communities and Kids*, to ensure that the project's name reflected our strength-based framework and values.

The OSSS Lead Planning Team (LPT), made up of representatives from public and private partners, including the school district, local government, parent advocacy organizations and family resource centers identified the following attributes of ROCK that have been critical in setting the stage towards scaling throughout the community:

- Relevant to the community shows an understanding of community needs
- Equity based: it is supporting communities of color to thrive
- Utilizing diverse funding in order to adequately support programming
- Creating a culture shift with the acknowledgement of trauma, and the identification of a common language and framework
- Taking time to build and providing openings for different iterations of the work
- Identifying local facilitators with early childhood and trauma-informed expertise to help guide the work
- Including an ethic of care that is responsive to the needs of early childhood educators
- Utilizing multiple methods and options for participation: large group trainings and webinars, Professional Learning Communities (PLCs), yoga and mindfulness, etc.

2019-2020 Components

2019-2020 ROCK program offerings were significantly impacted by the unprecedented circumstances due to Covid-19

Trainings. During the first half of the year, an all day in-person ROCK large group training was offered in November 2019 (ROCK 201: Going Deeper with Practical Classroom Strategies) to early childhood educators from OUSD, City of Oakland Head Start, YMCA Head

Start and Unity Council Head Start Programs. A ROCK training scheduled for March 2019 on Race Equity and Trauma was cancelled due to the pandemic. Once the pandemic started, the ROCK planning group shifted to develop and offer an online six-week series of ROCK training sessions to the same group of educators. These sessions were one hour in length, and participation was greater than the in-person large trainings.

6-Part Webinar Series. (April 8-May 13, 2020)

- Week 1: Strengthening Self-Awareness to Reduce Burnout in Times of Stress
- Week 2: Family Engagement Strategies that Promote Resilience
- Week 3: Trauma-Responsive Leadership and Supervision
- Week 4: Developing Curriculum to Teach Children about Their Brain
- Week 5: Teaching Sensory Literacy
- Week 6: Promoting Strategies for Self-Regulation & Managing Big Emotions

OSSS received requests to expand the training to community members, and offered a subsequent online six-week ROCK series. This second series was attended by community members and early childhood educators. *6-Part Webinar Series.* (May 19-June 30, 2020)

- Week 1: Trauma 101: Neurobiology
- Week 2: Strengthening Self-Awareness to Reduce Burnout in Times of Stress
- Week 3: Family Engagement Strategies that Promote Resilience
- Week 4: Trauma-Responsive Leadership and Supervision
- Week 5: Teaching Sensory Literacy
- Week 6: Promoting Strategies for Self-Regulation & Managing Big Emotions

Professional Learning Communities (PLCs): Monthly facilitated peer learning sessions for early childhood educators at OUSD and City of Oakland Head Start. PLC Objectives were:

- To better understand how trauma affects young children
- To apply research based instructional strategies to better support children and educators in a classroom where trauma is prevalent
- To explore how race and equity play a role in our classroom culture
- To create a space of empathy, compassion, and curiosity in service of young children
- To build self-awareness around stress and trauma and make steps to intentionally take care of ourselves

OUSD had one PLC with 3 child development centers (Escondido, Acorn Woodland, and Cox Reach) participating, facilitated by an NTC coach. City of Oakland Head Start had two PLCs with three sites (Lion Creek Crossing, Brookfield/Cosmo and San Antonio Park) participating, facilitated by mental health consultants. The City of Oakland PLCs continued through the pandemic in a virtual format via zoom and met for a total of nine times. The OUSD PLCs met six times, with the last session held via zoom.

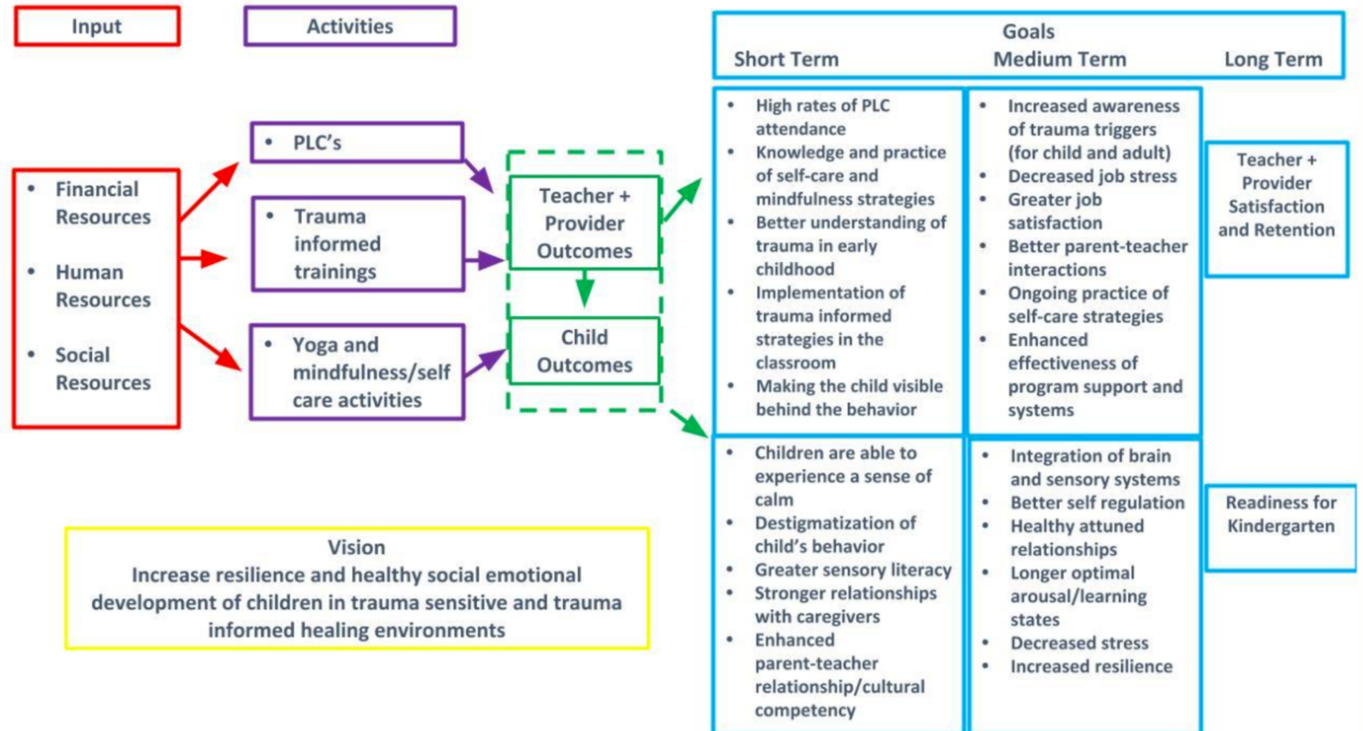
Yoga and Mindfulness The yoga series was offered at two different times of day, at 3:30 and 5:15, to accommodate differing schedules of OUSD early childhood educators. Two in person six-part series (for a total of 12 sessions at each time) were offered from September through December. Eight sessions at each time slot were offered from January through early

March 2020, and nine virtual sessions at each slot were offered via zoom from March through early June 2020.



II. Guiding Frameworks

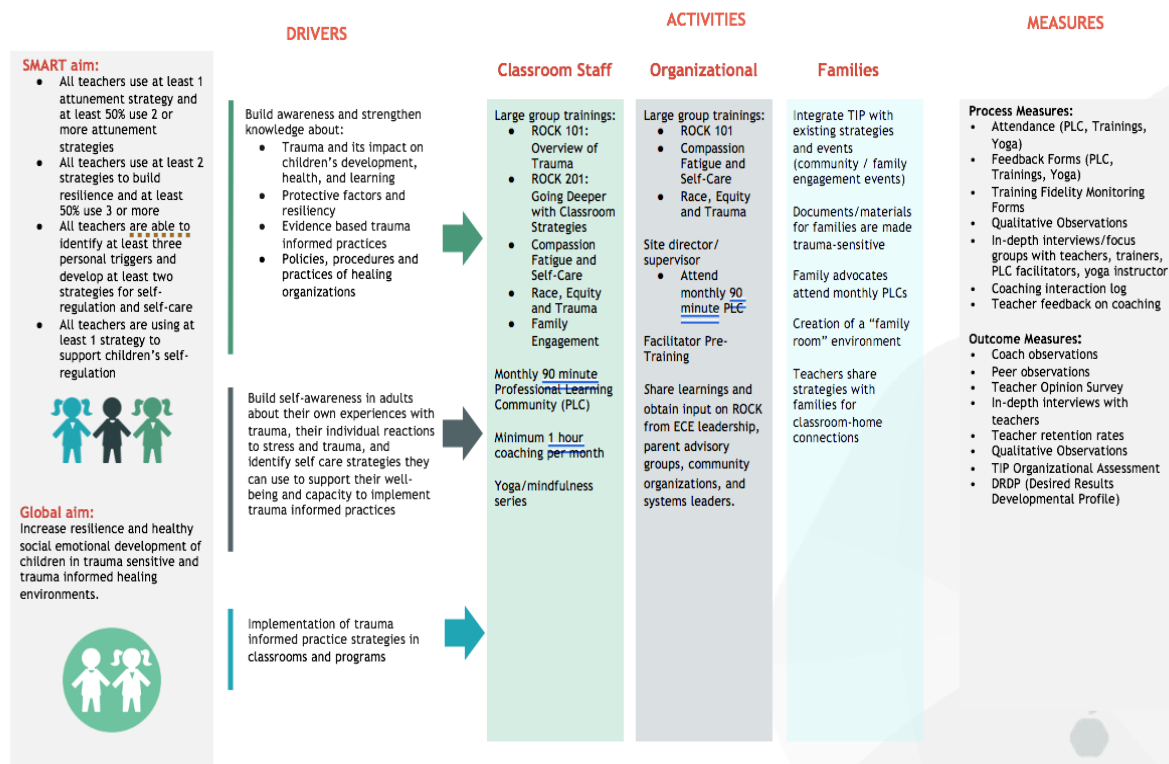
2018-2019 Logic Model



ROCK Driver Diagram

Oakland ROCK! Driver Diagram

Resilient Oakland Communities and Kids



Adult Learning Best Practices



The ROCK trainings, coaching and learning communities were planned and implemented with a commitment to several best practices documented in the research on adult learning and integrated into the new California Early Childhood Educator competencies in Adult Learning²:

Adult learning is most successful when it is a **learner driven process** in which adults are supported to have control and agency in their own learning process. Adult learners' interests, background experiences and professional goals inform learning objectives, curricula, and instructional approaches and adults participate in constructing the goals that guide their learning and engage in the process of continually assessing their progress related to these goals. Adult learners are supported to relate new ideas and content to their personal experiences and to draw on what they know from their real-world contexts and personal experiences to engage in authentic problem-solving.

Research suggests that adults learn most effectively through **experiential learning**. Specifically, understanding of new information is strengthened when adult learners can connect what they have learned from their current experiences to what they learned in the past as well as when they can imagine possible applications of the ideas for their future practice. Additionally, supporting adults to learn new information in a variety of interactive formats is a cornerstone of experiential learning. Experiential learning recognizes the specific expertise and experiences of adult learners as valuable resources to draw upon to enhance the learning process (e.g., adults' experiences can be included as stories or examples shared in the curriculum, and authentic dilemmas adults have experienced in their jobs can be discussed and analyzed in a group).

Adult learning is supported in contexts that involve **peer learning and collaboration**. Adult learners construct meanings through their interactions with others. Research highlights that learning is inherently a social process, not an individual passive phenomenon that takes place

² <https://www.cde.ca.gov/sp/cd/re/documents/ececompetenciesaddon.pdf>

inside our minds. Adult learning is enhanced when adults develop relationships with others that are built on a foundation of trust so they feel safe to take risks in learning new ideas and skills. When adults work in environments where they are supported to collaborate with their colleagues, they can build trusting relationships that enhance their ability to teach and learn from one another. Opportunities that support professionals to reflect on their practice in collaboration with others offer a rich context for adult learning. This is seen in a wide range of adult learning experiences, in particular, participation in learning communities where adults dialogue together about their practice, sharing ideas and exploring solutions to the complex dilemmas they face in their professional work.

Self-reflection is an important skill to support adult learning and involves the examination of personal assumptions, values, and beliefs. As adults develop skills in self-reflection, they strengthen their awareness of how they come to know what they know, including an awareness of the specific cultural and contextual experiences that inform how they understand and make meaning. Adult learners just beginning to use reflective thinking may not engage in questioning their assumptions but as their reflective skills develop, they begin to see knowledge as contextual, subjective, influenced by cultural assumptions and presuppositions, constructed by each individual, and supported through the process of inquiry and reflection. **Critical reflection** extends the process of self-reflection to consider issues of equity. Critical reflection engages adult learners in several processes: (a) questioning and then replacing or reframing their initial assumptions, (b) considering alternative perspectives in relation to their ideas, beliefs, forms of reasoning or conclusions, and (c) developing an understanding of dominant cultural values and beliefs and considering the consequences of privileging certain ideas and values and marginalizing or silencing others that are equally valuable but less visible, familiar, or understood. Dialogue with others is a primary method of supporting adult learners to engage in critical reflection, as it helps them to discover the limitations of their perspectives, experiences, and world view. Adult learners can be guided to engage in critical reflection in order to expand their empathy and respect for diverse and differing perspectives through a range of activities. Examples include evaluating the implicit assumptions and values that shape particular cultural routines and practices, analyzing the way a particular problem is defined and thinking with others about potential solutions, or considering rational reasons that could account for others' statements and/or behaviors that were initially confusing, upsetting or surprising to them. Engaging in critical self-reflection can lead to transformative learning for adults in which they expand and adjust their perspectives to consider issues of diversity, equity and social justice and in doing so, change the way they think about themselves, others, and the world around them.

Contemporary research on adult learning describes the important **role of emotions in learning**. Brain research is confirming the essential role of emotions in learning and the need to attend to the emotional context in learning for children and adults. This research points out that emotions influence cognition in learning, attention, and memory. And importantly, emotion organizes and supports knowledge as an “emotional rudder” helping learners to navigate and understand situations and to identify experiences as positive or negative. The physiology of emotion significantly impacts the manner in which we learn and consolidate and access knowledge. For example, if an adult experienced failure learning to read as a child, the feelings and emotions associated with those early experiences (e.g., anxiety, fear, shame) could adversely impact their learning process in a training on early literacy. Conversely, if adults have meaningful

connections with a particular topic or experience, those associations can serve to enhance and deepen their learning experiences. Neurobiological research highlights that our most personal and meaningful learning experiences are deeply connected with our emotions. Therefore, to design environments that support adult learning, we need to understand how affect influences the learning process. Specifically, how to create a positive emotional climate for adult learners *and* how to work with the range of emotions and feelings we trigger in adults as we lead them through professional learning experiences.

High quality digital learning experiences support adults to engage in a learner driven process that is highly interactive and responsive to their individual interests and personal learning goals. Adult learners need to develop specific digital skills and knowledge for learning in online environments. Learning through digital formats also requires new forms of critical thinking and skills for locating, evaluating and managing the vast and unfiltered information stream on the Internet. Research highlights several inequitable divisions that impact adults' opportunities to learn in digital environments, for example, motivation differences in individuals' willingness, comfort, and confidence in using technology. And significantly, many adults do not have access to the Internet and are therefore prevented from participating in online learning opportunities.

III. Methodology

Quantitative Data Sources and Analysis

Attendance

We collected attendance using sign-in sheets at the ROCK 201 training, ROCK Professional Learning Communities (PLCs), ROCK yoga sessions, and the ROCK webinar series. Tracking attendance at each ROCK event helps us to answer several key evaluation questions, such as:

- How many people attended each event? How many from each agency?
- How much did attendance vary throughout the year?
- How many people attended multiple different types of events (201 training, PLCs, Yoga, Webinars)?

Participant Feedback

We collected participant feedback using online and paper/pencil feedback surveys after the ROCK 201 training, ROCK Professional Learning Communities (PLCs), ROCK yoga sessions, and the ROCK webinar series. To develop the feedback forms we used during the 2019-20 school year, the ROCK leadership team collaboratively reviewed and adapted forms used in previous years. The feedback forms each asked quantitative Likert-scale questions and open-ended qualitative questions.

The quantitative data from the feedback forms helped the leadership team to make adjustments to programming throughout the year and also help us to answer key evaluation questions in this summative report, such as:

- To what extent were participants satisfied with the ROCK events? Was there variation between events?
- To what extent did participants report changes in stress after attending the ROCK PLCs and yoga sessions?

Coaching

We collected data on coaching using an online coaching interaction form that the ROCK coach completed after each coaching interaction with a teacher. The interaction log included questions on: the length of the coaching interaction, the coaching tools used, the type of interaction, what was discussed, what specific ROCK strategies were discussed (if any), and next steps. The interaction log was created by the ROCK leadership team in collaboration with the ROCK coach to ensure that the form provided the coach with actionable information to inform coaching throughout the year.

The coaching interaction data helps us to answer key evaluation questions, such as:

- What types of ROCK strategies did the coach talk to teachers about? How often? Were some strategies discussed more frequently?
- How much time did the coach spend coaching teachers? How much variation was there between teachers?

Teacher Observations

The ROCK coach also conducted observations of teachers' use of attunement strategies, resilience building, and classroom environment strategies. The ROCK leadership team collaborated with the ROCK coach to create observation checklists that would help to inform coaching throughout the year as well as help to gauge the extent to which teacher practice changed after attending ROCK events. Originally, the coach planned to conduct observations early in the 2019-20 school year and then again at the end of the year. However, as a result of the COVID-19 pandemic, the end of year observations were cancelled. The coach therefore conducted six in-person observations in December 2019.

The observations helped us to better understand teacher implementation of trauma informed practice strategies in classrooms, such as:

- Attunement strategies
- Strategies to build resilience
- Classroom environment strategies to support children's self-regulation

Teacher Opinion Survey

To analyze changes in teachers' feelings of self-efficacy, job satisfaction, attitudes towards family engagement, attitudes towards institutional racism and personal biases, and body awareness and self-regulation we used an adapted version of the Teacher Opinion Survey (Geller and Lynch 1999). The original Teacher Opinion Survey is a 12-item scale which measures Early Care and Education providers' self-efficacy. It assesses their feelings of confidence and competence in managing challenging behaviors, and their ability to make a positive difference in the lives of children. The items are rated on a 5-point Likert scale where 1= strongly disagree and 5 = strongly agree. The ROCK leadership team chose 11 of the original 12 items and then added an additional four questions related to their attitudes towards trauma responsive family engagement and understanding of institutional racism and personal biases. The team also added four questions related to body awareness and self-regulation. These four questions were on a 4-point Likert scale where 1=Rarely and 4=Almost always.

The Teacher Opinion Survey was first administered using a paper/pencil survey in September and October. A total of 27 Oakland Unified School District and Oakland Head Start teachers filled out the survey at the beginning of the year. The survey was then administered again using an online form in April and May. A total of 20 Oakland Unified School District and Oakland Head Start teachers completed the survey at the end of the year.

The Teacher Opinion Survey data helps us to answer important evaluation questions, such as:

- To what extent did teachers' feelings of self-efficacy change over the course of the year?
- To what extent did teachers' job satisfaction change over the course of the year?
- To what extent did teachers' confidence in their understanding of institutional racism and personal biases change over the course of the year?
- To what extent did teachers' attitudes towards trauma responsive family engagement change over the course of the year?
- To what extent did teachers' perception of their body awareness and self-regulation change over the course of the year?

Qualitative Data Sources and Analysis

Semi-Structured Interviews

Semi-structured interviews were completed with many ROCK participants. All interviews were audio-taped and transcribed in full. Following is a list of the various interviewees and interview dates completed and included in this evaluation report.

- 3 Participant Interviews from ROCK Training 200 on Strategies, 11.2.19 (YMCA, Early Head Start, OUSD)
- Yoga Teacher, 11.25.19
- Yoga Participants (n=4), 3.4.30

Organizational Self-Study Tool

- Site Administrator, OUSD, 12.19.19
- Site Administrator, OUSD, 1.13.20
- Director of Quality Enhancement & Professional Development, OUSD, 12.10.19
- Senior Program Consultant, New Teachers Center, 12.13.19
- Coach, New Teachers Center, 1.29.20

End of Year

- Site Administrator, OUSD, 6.23.20
- Director of Quality Enhancement & Professional Development, OUSD, 6.17.20
- Coach, New Teachers Center, 6.18.20
- Early Childhood Mental Health consultant, Jewish Family and Community Services (JFCS), 6.15.20
- Early Childhood Mental Health consultant, Jewish Family and Community Services (JFCS), 6.16.20
- Disability and Mental Health Coordinator, City of Oakland Early Head Start and Head Start Program, 6.16.20
- Program Supervisor, City of Oakland Early Head Start and Head Start, 6.17.20
- Site Supervisor, Early Head Start, 6.22.20
- PreK Teacher, OUSD, 6.24.20
- PreK Teacher, OUSD, 6.25.20
- Director, Teacher, and Teacher, Oakland Head Start, 7.1.20
- Head Toddler Teacher, Early Head Start, Unity Council, 7.20.20
- Early Head Start Teacher, Unity Council, 7.22.20

Observational Field Notes

Field notes were taken at three ROCK events:

- Yoga Class, United Nations CDC, 9.11.19
- Zoom Yoga Class for Children, 4.1.20
- ROCK Training 200 on Strategies 11.2.19

Qualitative Data Analysis

A multi-step process of coding the data was completed similar to the interactive model of data analysis described by Huberman and Miles (1994) using both inductive and deductive approaches (Strauss & Corbin, 1998). All of the data were coded inductively to identify emergent themes from the voices, meanings, perspectives and stories from the study participants. This involved the use of constant comparative methods (Strauss & Corbin, 1990) in a cyclical process where codes were generated, revised and categorized (Miles & Huberman, 1994). The data were coded deductively using several a priori concepts from our guiding frameworks (Core Principles, Adult Learning Best Practices, Themes represented in the literature and added to the ROCK self-study tool). Analytic memos (Saldaña, 2013) and data matrices (Miles & Huberman, 1994) were completed throughout the analysis process in order to more closely examine emerging patterns and discrepancies.



IV. Findings

Strengths and Success Stories: Quantitative Data

Training and Webinars

Participants had positive reactions to ROCK 201 and the webinars. 72% of participants in the ROCK 201 training in November rated the training as excellent. Additionally, 80% of participants rated the ease of understanding the trainers as excellent and 78% said that the materials and PowerPoint were excellent.

Figure 1: ROCK 201 Feedback Survey Results

	Percent of Respondents (n=36)		
Rating	Overall how would you rate today's training?	Were the trainers easy to understand?	Were the materials and PowerPoint easy to follow?
Excellent	72%	80%	78%
Very Good	27%	18%	20%
Good	2%	2%	2%
OK	0%	0%	0%
Poor	0%	0%	0%

Participants in the first webinar series reported similarly positive experiences. 72% of participants said they were extremely satisfied with the webinar they attended. The positive response was particularly pronounced for three webinars: “Developing Curriculum to Teach Children about Their Brain,” “Promoting Strategies for Self-Regulation & Managing Big Emotions,” and “Teaching Sensory Literacy.”

Figure 2: ROCK Webinar Series #1 Feedback Survey Summary

How would you rate your overall satisfaction with the webinar?	
Rating	Percent of Respondents (n=223)
Extremely satisfied	72%
Mostly satisfied	27%
Neither satisfied nor dissatisfied	0%
Mostly dissatisfied	1%
Extremely dissatisfied	0%

Figure 3: Percent of Respondents Reporting they were Extremely Satisfied with Each Series #1 Webinar

Name / Date of Webinar	N	Percent Responding "Extremely satisfied"
4/15/20 - Family Engagement Strategies that Promote Resilience	54	58%
4/22/20 - Trauma-Responsive Leadership and Supervision	39	64%
4/29/20 - Developing Curriculum to Teach Children about Their Brain	51	80%
5/6/20 - Teaching Sensory Literacy	40	78%
5/13/20 - Promoting Strategies for Self-Regulation & Managing Big Emotions	39	79%
Grand Total	223	71%

Participants in the second webinar series also reported similarly positive experiences. 73% of participants said they were extremely satisfied with the webinar they attended. The positive response was similar across all webinars and was especially high for “Trauma Responsive Leadership and Supervision” and “Promoting Strategies for Self-Regulation & Managing Big Emotions.”

Figure 4: ROCK Webinar Series #2 Feedback Survey Summary

How would you rate your overall satisfaction with the webinar?	
Rating	Percent of Respondents (n=227)
Extremely satisfied	73%
Mostly satisfied	25%
Neither satisfied nor dissatisfied	1%
Mostly dissatisfied	1%
Extremely dissatisfied	0%

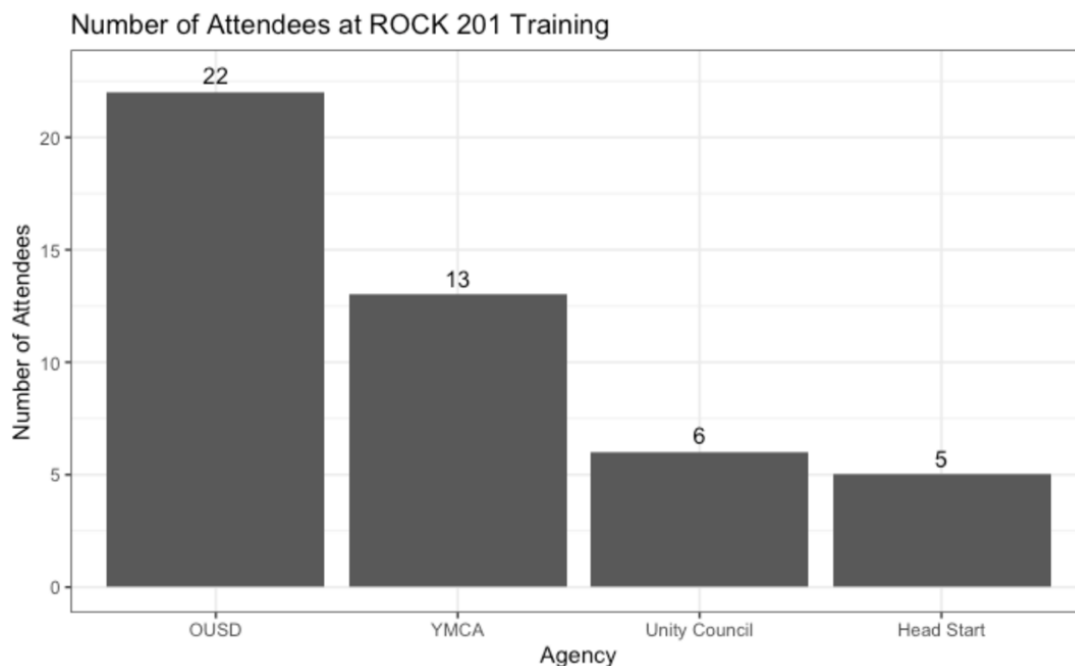
Figure 5: Percent of Respondents Reporting they were Extremely Satisfied with Each series #2 Webinar

Name / Date of Webinar	N	Percent Responding "Extremely Satisfied"
Trauma 101 (5/19/2020)	19	74%
Strengthening Self Awareness to Reduce Burnout (5/26/2020)	69	65%
Family Engagement Strategies that Promote Resilience (6/2/20)	46	73%
Trauma Responsive Leadership and Supervision (6/9/20)	37	78%
Teaching Sensory Literacy (6/16/20)	26	74%
Promoting Strategies for Self-Regulation & Managing Big Emotions (6/30/20)	30	82%
Grand Total	227	73%



Many teachers across four separate agencies attended a ROCK training or webinar. The 201 training was attended by a overall large number of educators and educators from four different agencies

Figure 6: ROCK 201 Attendance



The first webinar series was advertised to educators at OUSD, Head Start, Unity Council and YMCA. This webinar series was attended by an even larger number of educators than the 201 training. On average 85 participants attended each of these webinars.

Figure 7: ROCK Webinar Series #1 Attendance



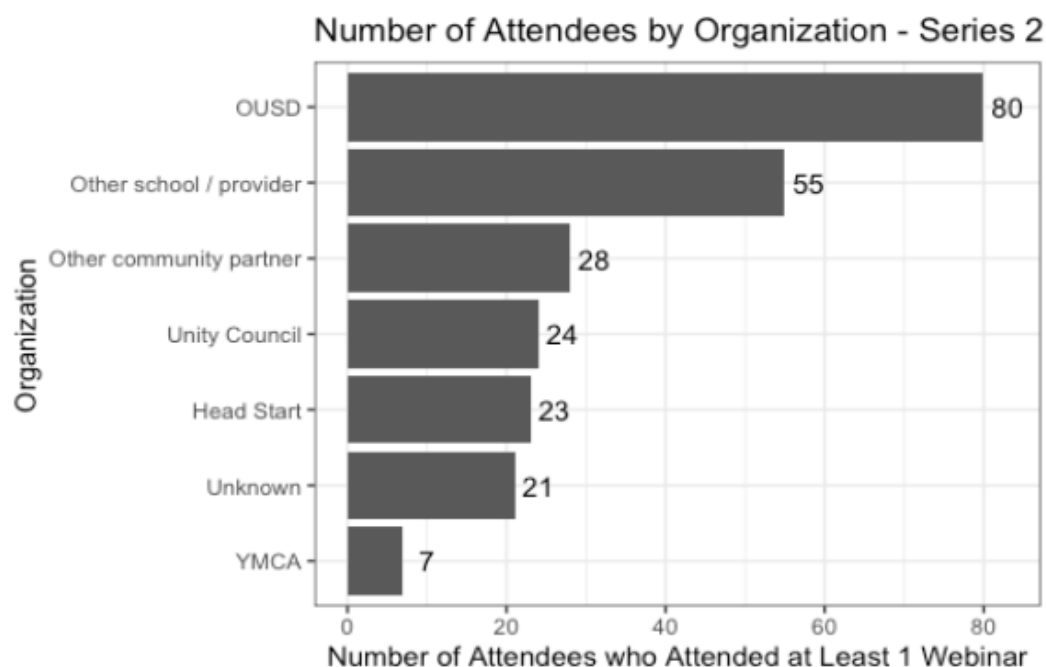
Attendance at the first two webinars in the second webinar series were the highest of any ROCK event this year at 159 and 137 participants, respectively. After those first two webinars, attendance ranged from 53 to 89 participants. Overall, an average of 94 participants attended the second webinar series sessions.

Figure 8: Rock Webinar Series #2 Attendance



The second webinar series was advertised across the Early Childhood community in Oakland and Alameda County. As a result, **the webinars drew a broader audience than the first webinar series or the ROCK 201 training**. The organization with the highest attendance was OUSD, followed by Unity Council, Duck's Nest Preschool, and Head Start. Attendance also included representatives of community partner organizations such as Oakland Promise, Oakland Public Library, and Safe Passages.

Figure 9: Rock Webinar Series #2 Attendees by Organization



Note: Additional findings related to teachers' experiences participating in the ROCK training and webinars are described below (see pp. 32-34 and 43-45).

ROCK Professional Learning Communities

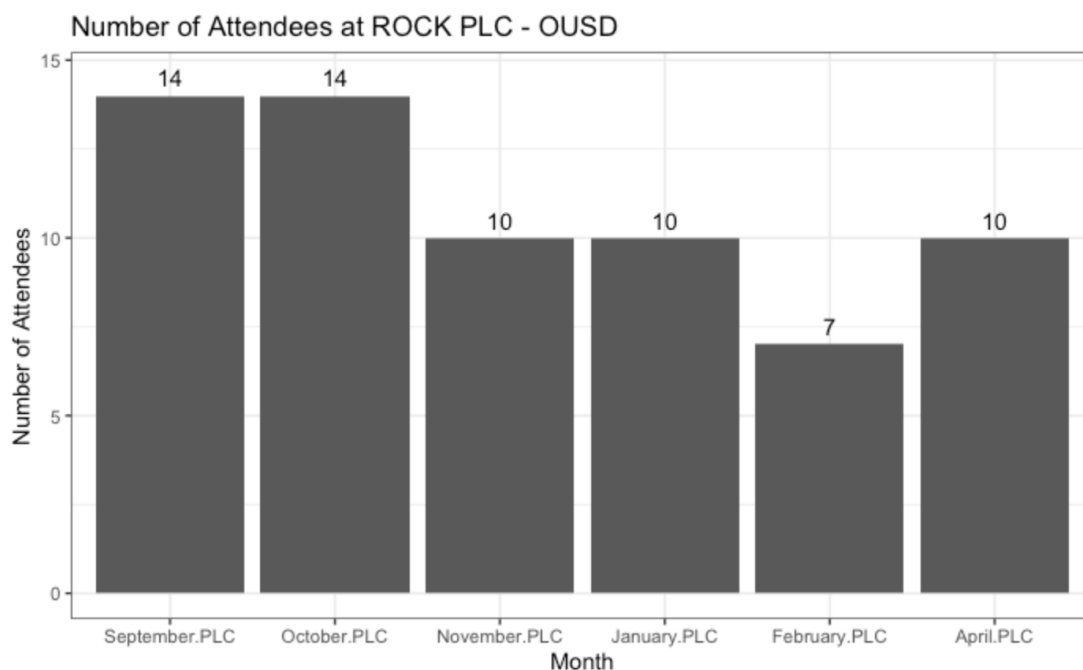
Participants in the ROCK Professional Learning Communities for Oakland Unified School District and Head Start educators reporting having positive experiences. For OUSD, 40% of participants were extremely satisfied and 60% mostly satisfied with the ROCK PLC. For Head Start educators, 64% reported being extremely satisfied and 36% were mostly satisfied with the PLC.

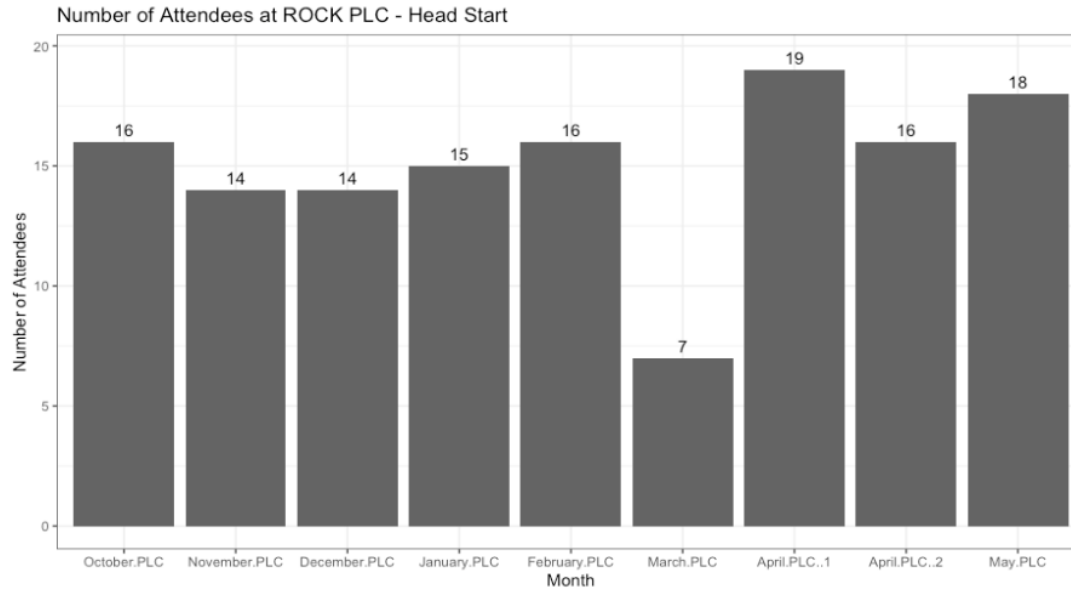
Figure 10: ROCK PLC Feedback Survey Results

Overall, how would you rate your satisfaction with the ROCK PLC this year?		
Rating	Head Start (n=11)	OUSD (n=5)
Extremely satisfied	64%	40%
Mostly satisfied	36%	60%
Neither satisfied nor dissatisfied	0%	0%
Mostly dissatisfied	0%	0%
Extremely dissatisfied	0%	0%

Attendance at ROCK PLCs was consistent for OUSD and Head Start with the exception of February (OUSD) and March (Head Start). OUSD consistently had 10-14 educators attend the PLCs and Head Start tended to have 14-16 attendees.

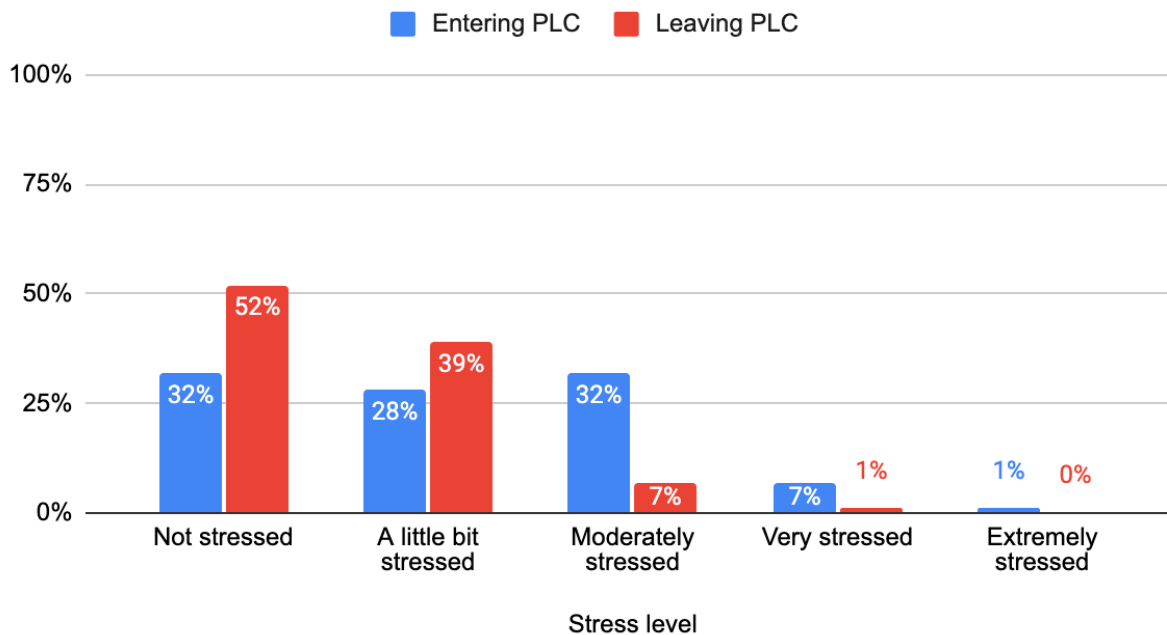
Figure 11: ROCK PLC Attendance





Participants at ROCK PLCs reported lower levels of stress after the PLC than when they entered the PLC. 52% of participants reported feeling “not stressed” after leaving the PLC whereas only 32% of those participants said they felt “not stressed” when entering the PLC. Additionally, 54% of participants reported lower stress levels when leaving the PLC compared to when they entered.

Participant Stress Level Entering vs. Leaving PLC (n = 94)



Note: Additional findings related to teachers’ experiences participating in the PLCs are described below (see pp. 32-34, 36-47, and 51-55)

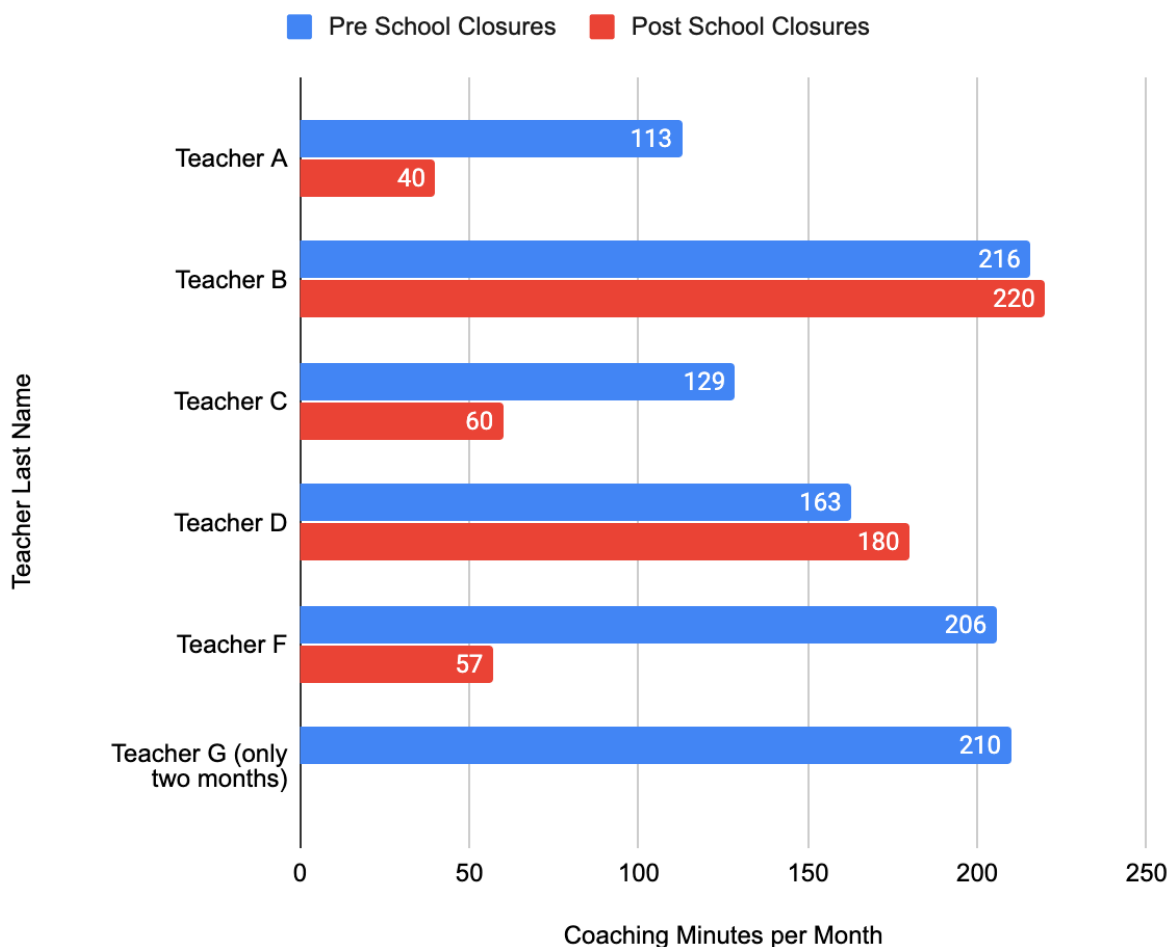
ROCK Coaching

To help reinforce the material covered in the ROCK PLC, five OUSD PLC participants also received individualized coaching support throughout the year (a sixth teacher received coaching for two months out of the year). **The PLC participants reported having positive experiences with coaching.** 100% of the respondents to the end of year feedback survey strongly agreed that conversation with their coach helped them to better process the content from the PLC.

All teachers received a significant amount of time with their coach throughout the year, as shown in figure 10 below. The amount of time the coach spent with each teacher was also dependent on each individual teacher's needs and capacity. Additionally, after schools were closed in March due to the COVID-19 virus, the coach provided significant support to some teachers who felt less confident in providing strong distance learning support to their students. Among the five teachers who received coaching throughout the year, they received an average of **165 minutes of coaching per month before the school closures** and 108 minutes after the school closures. Among the five teachers who received coaching throughout the year, they received an average of **165 minutes (2.75 hours) of coaching per month before the school closures** and 108 minutes (1.8 hours) after the school closures. Overall, the five teachers who received coaching throughout the year **received an average of 25 hours of coaching total**. The total coaching received ranged from 15.2 to 36.2 hours.

Figure 12: Average Coaching Minutes per Month Before and After COVID-19 School Closures

Average Coaching Minutes per Month - Pre/Post Closures



Before the school closures, the ROCK coach discussed ROCK strategies with teachers in a majority of coaching interactions. With the exception of November (during which the coach was attending an extended conference which affected their ability to provide in-person coaching), the coach discussed ROCK strategies with the teachers 58%-100% of the time. During interactions when the coach was not discussing ROCK strategies, they tended to discuss topics such as: curriculum and units, circle time, literacy (read alouds, writing), differentiation and small group engagement, equity, privilege, culturally responsive teaching, and play.

Figure 13: Number of Coaching Interactions Discussing ROCK-Specific Strategies

Month	Number of Coaching Interactions	Percent of Interactions Discussing ROCK-Specific Strategies
September	19	58%
October	16	75%
November	7	14%
December	17	71%
January	8	75%
February	6	100%
March (before school closures)	7	86%
Total	80	68%

The coach discussed a wide range of ROCK strategies with teachers - especially physical environment and schedules and routines. When looking closer at the description of what the coach and teacher discussed, one theme that emerges is discussions about each teacher’s focus child.

Figure 14: ROCK Strategies Discussed During Coaching Interactions

Strategy	Number of Times Discussed
Physical environment strategies	21
Schedules and routines strategies	18
Supporting children’s growing sense of autonomy and initiative	15
Building relationships “in-tune” with children	14
Providing opportunities and activities to develop and practice self-regulation skills	10
Attunement strategies	7
Transitions strategies	0

Note: Additional findings related to teachers’ experiences with coaching are described below (see pp. 32, 36-39, and 51-54).

Yoga

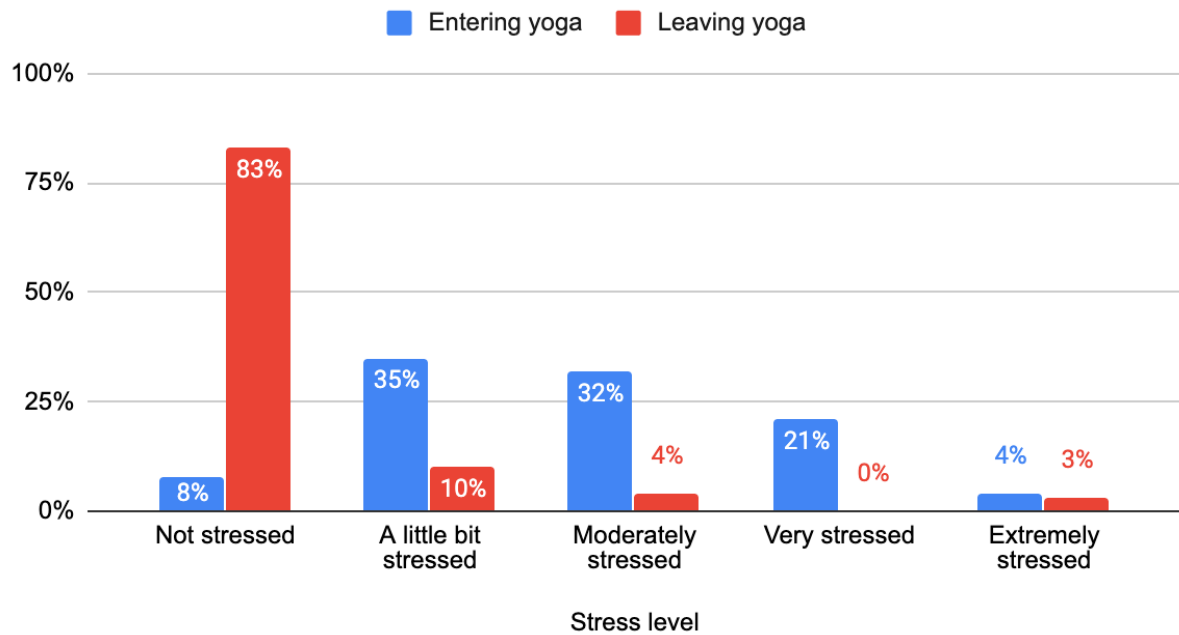
A large group of educators consistently attended yoga sessions from 9/11/19 to 6/3/20, despite the transition to virtual yoga in March 2020 due to the COVID-19 closure. From 9/11/19 to 3/4/20, yoga was offered to OUSD educators on two sessions every Wednesday. After the COVID-19 closures in mid-March 2020, yoga was offered to educators and families over Zoom. The attendance data shows a slight decrease in participation in January through March, but then a steady increase after the implementation of virtual yoga at the end of March.

Figure 15: Yoga Attendance



Yoga participants reported lower stress levels after their yoga sessions compared to before the sessions. 83% of participants reported feeling “not stressed” after leaving yoga whereas only 8% of those participants said they felt “not stressed” when entering yoga. When entering the yoga sessions, the two most commonly reported stress levels were “a little bit stressed” (35%) and “moderately stressed” (32%). Additionally, 87% of participants reported lower stress levels when leaving yoga compared to when they entered.

Participant Stress Level Entering vs. Leaving Yoga (n = 77)



Note: Additional findings related to teachers' experiences participating in yoga are described below (see pp. 32-33 and 43-44)



Strengths and Success Stories: Qualitative Data

Participants identified many strengths of ROCK this year. They also reported many success stories about ROCK's various professional development activities. Key findings related to the theme "Strengths and Success stories" are reported below. See Appendix E for additional qualitative evidence for this theme.

Key Themes: Strengths and Success Stories

- **ROCK.** Teachers, administrators, mental health professionals and other participants overwhelmingly reported that ROCK is beneficial for a range of reasons. Many reported ROCK helping them to manage the stress associated with COVID.
- **Supporting teachers to connect ROCK concepts and content to themselves first.** First Tune Inward → Then: Think about Connections with Children and Families
- **Having a structured space for educators to reflect and dialogue together.** Coupling training with either coaching and/or PLCs is helpful. Interactivity in the training and a regular space for teachers to meet consistently to reflect and talk together about the content and implementation of ROCK strategies in their classrooms/programs.
- **Integrating mindfulness and a somatic approach in all ROCK activities** (e.g., breathing, visualizations, grounding exercises) including training, PLCs, meetings.
- **Including teachers, administrators, coaches, mental health providers, family advocates and others in the PLCs.** Collaboration between coach, PLC facilitators and mental health consultants is important; this can be supported within the PLC. Including discussion of participants' personal connections to the content and discussion of a focal child or individual families.
- **Yoga:** Teachers identify many benefits of the yoga program for themselves and their work with children.

Lifting Up Participant Voices....

"My work in Head Start, I've been there 22 years and it's, it's never been easy... as far as the ROCK program, everything worked. You know, it takes a lot of courage to sit in a room of your peers, you don't know if you like each other, you don't want to know all that much about each other. But...it's like the medicine, it's the medicine we needed to take" (Preschool Teacher, 7.1.20)

"ROCK. I love so many things about it." (Administrator, 6.16.20)

"So when I think about what worked well, I definitely saw and heard about benefits as a result of staff participating in those PLCs" (Administrator, 6.17.20)

“I always had a mindful moment when we were checking in...I'm a somatic practitioner and I use breathing and visualizations and grounding exercises. So I found that the teachers really enjoyed that... I paid particular attention to the stories and the vignettes, as the facilitator, to be able to recall and reflect something that was said, a month previous or three months previous. So those are important. It makes a teacher feel valued and heard and validated... remembering that a child's job is play and that it's important for us to play too. And I think I referred to that part is our little girls coming out.” (PLC Facilitator, 6.15.20)

“I think they really responded well to rethinking about the brain and how trauma lives in the brain, through their own experiences.” (PLC Facilitator, 6.16.20)

“ROCK helped me, **it helped me for self-care...**so many of our workshops and stuff its geared around the classroom and things, but this is geared to like us, you know, what's going to help us internally, what's going to help us to keep going as individuals... the ROCK training, it really helps. So if we can continue that for next year, that would be great. It's beneficial to all of us, especially in this kind of job that we do. We need something to help us with mental our mental wellbeing and, you know, **it helps us, emotionally.** (Administrator, 7.1.20)

“It's a successful program. I'm glad that it made it. It's helping us help the children. So it's a really great program. So I'm glad you brought it here.” (ROCK Yoga Participants Interview, 3.4.20)

“I think the mental health consultants being a part of it is really important” (Administrator, 6.23.20)

**Reflections on a ROCK 200 Training
YMCA, Emeryville
11.2.19 8:00-3:00pm**

“I think this training is amazing and I wish that it was available sooner. I've been working at my program for the last three years... to have this trauma training is been amazing. I like it that they have so many activities all through the training. That makes it the most amazing training ever. I've been a one on one with several children through the agency that have behavioral issues...I'm on a one-on-one assignment now, and this little guy is two and he's hurting a lot of the other children and the staff by picking up blocks and directly hitting teachers. And it's become a big issue. So I am supposed to prevent those things from happening. All these examples of getting the children used to the scheduling and transitioning. I'm going to definitely create those type activities like reusing the chip containers to make these little chips so that the kids are depositing. I really like those ideas. I think that I'm going to use a lot of those ideas.” (ROCK Training Participant, 11.2.19)

“They should have a training three in my opinion. And they really should make this mandated, particularly in urban areas. You know, probably in all the schools, especially Oakland Unified. That's just my personal opinion. I think it would be really helpful because I'm bringing this back to my team, you don't realize how helpful it's been to them.” (ROCK Training Participant, 11.2.19)

“I love like how they're making us like step back, ‘what are your triggers?’ or ‘how can you identify your own self on the red, on the orange and the green [zones of awareness]?’ So that way I have an actual physical plan that I could use. This is something I could actually use in the classroom. Something that is more tangible, something that I could actually work with. I love the hands on kind of activities and the examples. And when we each share with each other, ‘Oh this is working in my center.’ Having open kind of conversation not just having the person presenting to us and just feeding you information. I love that kind of environment and having the smaller group kind of conversations” (ROCK Training Participant, 11.2.19)



Spotlight: Trauma Responsive Teaching Practice

A preschool teacher was inspired by many of the ROCK concepts and brought them back to her classroom. Her supervisor explains how she used the information she gained from ROCK when responding to a young child who was struggling in her classroom:

The focus child that this teacher picked for ROCK (in the ROCK PLC) is a child who we need a lot of gaps filled in for. She was able to let me know that she wanted to meet with the family and we all met together. She created a visual schedule for this little guy because we found out that he was having anxiety with transitions and we found out it's because of a switch and caregivers that he had no control over. She made him things like a visual schedule, created established routines and made a social story to help him get through it. And she was really collaborating with that family to increase the amount of time that he's was able to be away from his primary caregiver because he knew when that she was going to come back. These are some of the strategies that she learned in ROCK. Also like the belly breathing and offering him sensory strategies and giving him a lot of cues before his primary caregiver's going to leave the room—here's the picture of her, she's going to come back—and we gave him the picture and then when his caregiver came back into the room, he gives the photo to her. So she used really discrete strategies that she learned being part of ROCK. She's brought them into the classroom and we can actually see the effects working with this kiddo (Administrator, 12.19.19)

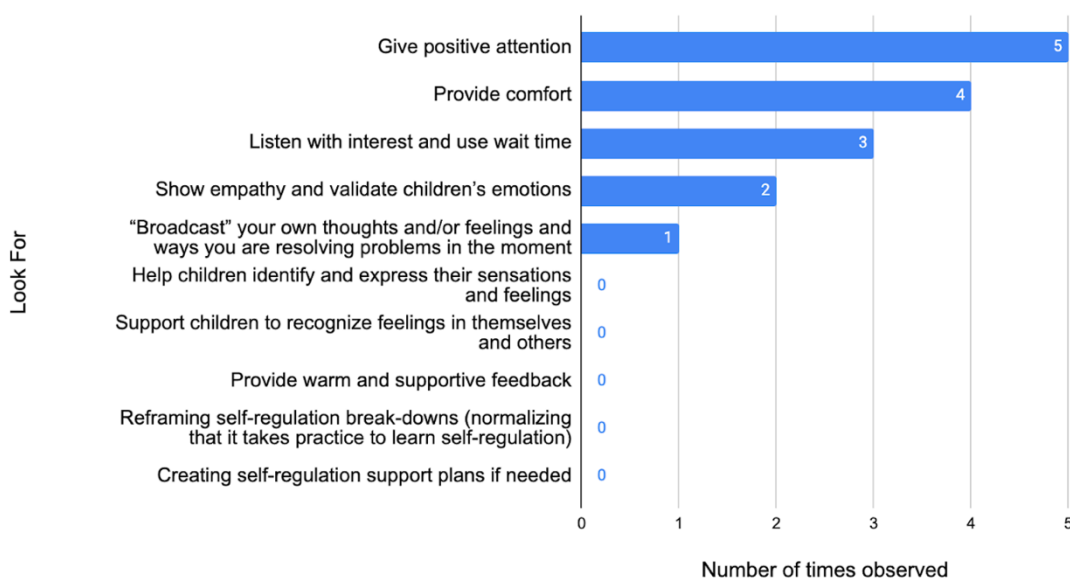
Implementation of ROCK Strategies: Quantitative Data

To get an initial sense of what ROCK strategies teachers were using early in the year, the OUSD ROCK coach conducted observations of five teachers in December 2019. The coach planned to return at the end of the year to conduct follow-up observations, but this plan was cancelled due to the COVID-19 school closures. Nonetheless, the December observations provide a glimpse into the strategies that teachers were using after three months of PLCs and coaching.

Relationship-building strategies: Most teachers were observed giving positive attention and providing comfort. None of the teachers were observed helping children recognize feelings in themselves and others or express their sensations and feelings, providing warm and supportive feedback, or reframing self-regulation breakdowns.

Figure 16: Relationship-Building Strategies Observed

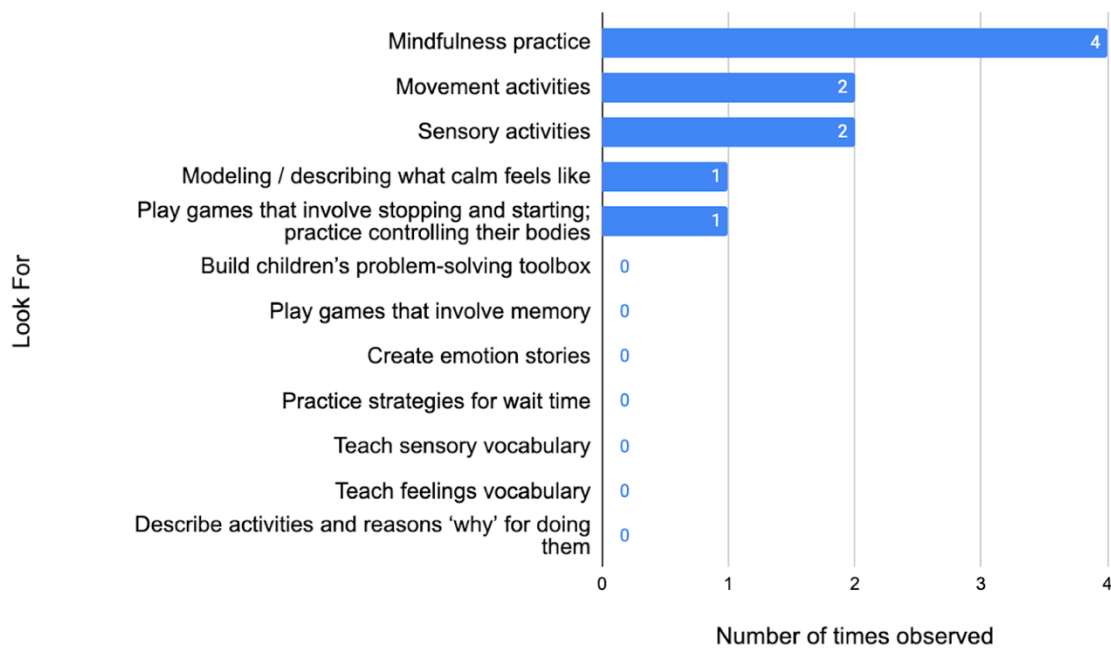
Check each "relationship-building" strategy you observe from the teacher



Self-regulation skills strategies: Most teachers were observed using mindfulness practice. None of the teachers were observed playing games that involve memory, teaching about emotions or sensory/feelings vocabulary, describing activities and reasons 'why' for doing them.

Figure 17: Self-Regulation Skills Strategies Observed

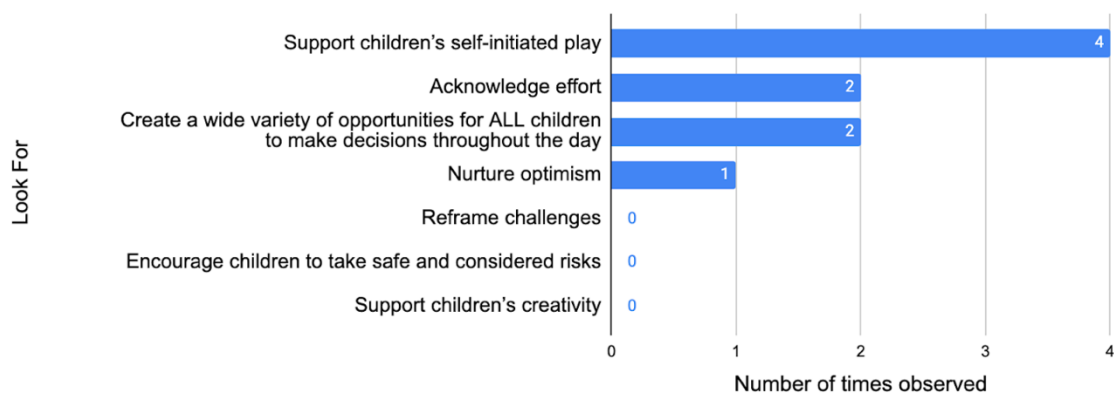
Check each "self-regulation skills" strategy you observe from the teacher



Supporting autonomy and initiative strategies: Most teachers were observed supporting children's self-initiated play. None of the teachers were observed reframing challenges, encouraging children to take safe and considered risks, or supporting children's creativity.

Figure 18: Supporting Autonomy and Initiative Strategies Observed

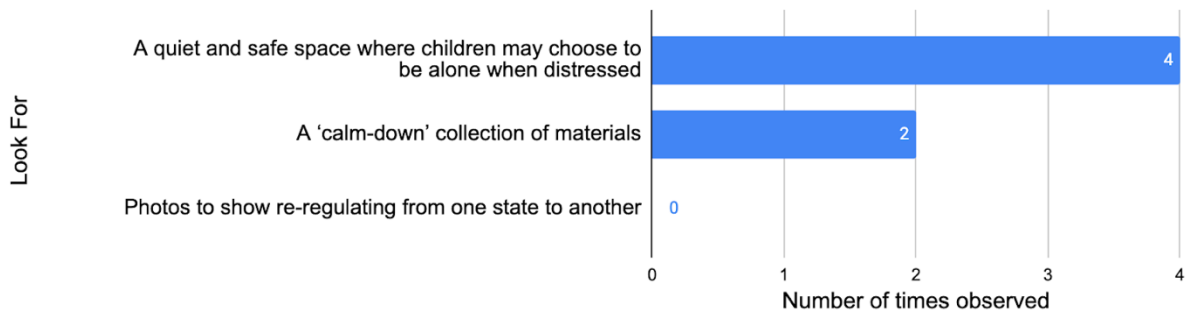
Check each "supporting autonomy and initiative" strategy you observe from the teacher



Physical environment strategies: Most teachers were observed as having a quiet and safe space where children may choose to be alone when distressed. None of the teachers were observed using photos to show re-regulating from one state to another.

Figure 19: Physical Environment Strategies Observed

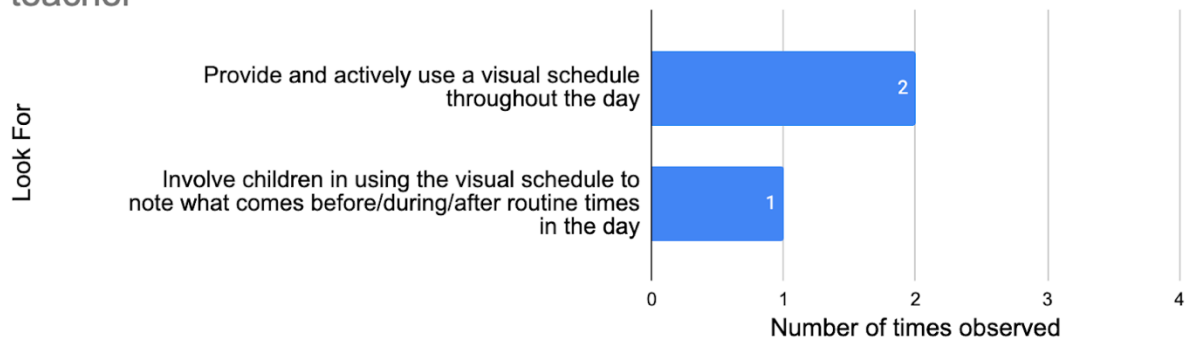
Check each "physical environment" strategy you observe from the teacher



Schedules and routines strategies: Only a small number of teachers were observed using schedules and routines strategies such as pricing and actively using a visual schedule throughout the day or involving children in using the visual schedule.

Figure 20: Schedules and Routines Strategies Observed

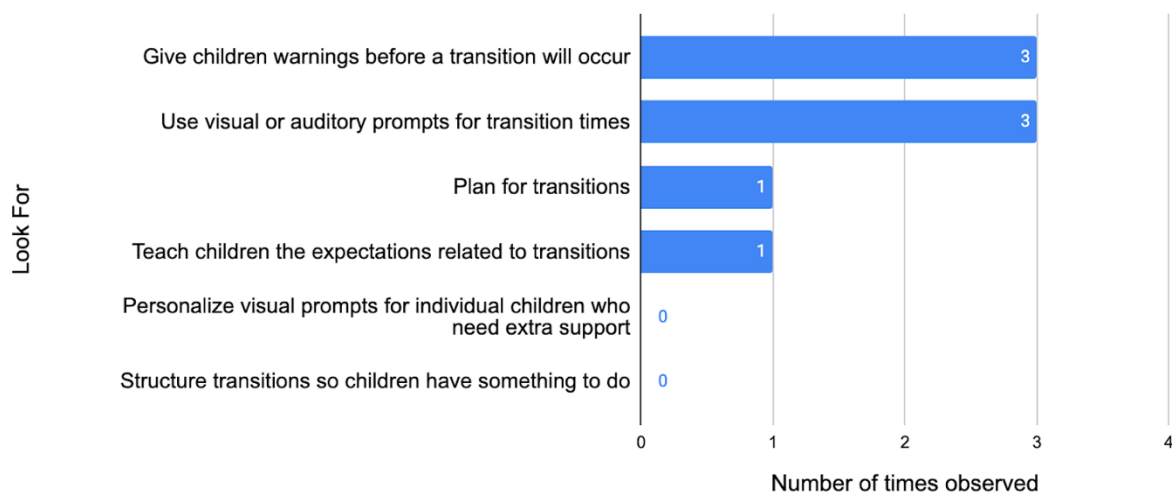
Check each "schedules and routines" strategy you observe from the teacher



Transitions and routines strategies: A majority of teachers were observed giving children warnings before a transition will occur or using visual or auditory prompts for transition times. None of the teachers were observed personalizing visual prompts for individual children who need extra support or structuring transitions so children have something to do.

Figure 21: Transitions and Routines Strategies Observed

Check each "transitions" strategy you observe from the teacher



**Note: See Appendix F for qualitative evidence related to the theme: implementation of ROCK strategies.*



ROCK Outcomes: Quantitative Data

To explore how teacher perceptions changed over the course of the year we conducted a survey of PLC participants at the beginning and end of the year. The survey explored teachers' perceptions of their own self efficacy, job satisfaction, confidence in using trauma responsive strategies when interacting with families, confidence in their own understanding of how institutional racism impacts their personal experiences, and body awareness and self-regulation. The survey was completed by 27 OUSD and Head Start teachers at the beginning of the year and 20 at the end of the year. It is important to note that, because the survey was anonymous, the teachers who completed the survey at the beginning of the year might not have been the same teachers who completed the survey at the end of the year.

The survey suggested that **teachers felt an increase in their general sense of self efficacy in the long term, but a slight decrease in confidence for handling specific situations in the short term.** For example, there was an increase of 20 percentage points in the percent of teachers strongly agreeing that: "If I keep trying I can find a way to reach even the most challenging child." Additionally, there was a 15 percentage point increase in the percentage of teachers strongly agreeing that: "If some children in my class are not doing as well as others, I believe that I should change my way of working with them." However, there was a 13 percentage point decrease in the percentage of teachers who strongly agreed that: "If a student in my class became disruptive and noisy, I feel pretty sure I'd know how to respond effectively."

Figure 22: Teacher Opinion Survey Results - Self Efficacy Items

Question	Percent with Most Positive Response		
	Pre (n=27)	Post (n=20)	Change
If I keep trying I can find a way to reach even the most challenging child	34.6%	55.0%	20.4
I can help my preschool children learn skills that they need to cope with adversity in their lives	40.0%	45.0%	5.0
There are some children in my classroom that I simply cannot have any influence on	16.7%	20.0%	3.3
If some children in my class are not doing as well as others, I believe that I should change my way of working with them	34.6%	50.0%	15.4
As a preschool teacher, I can't really do much, because the way a child develops depends mostly on what goes on at home	25.0%	25.0%	0.0
I can help children develop skills to make successful choices later in life	53.8%	55.0%	1.2
I feel a sense of hopelessness about the future of the children I work with	44.0%	40.0%	-4.0

If a student in my class became disruptive and noisy, I feel pretty sure I'd know how to respond effectively	23.1%	10.0%	-13.1
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The survey also suggested that teachers' **felt an increased desire to stay in the early childhood teaching profession, despite a slight increase in feeling overwhelmed by their job.** The percentage of teachers who strongly agreed with the statement "I can imagine myself teaching preschool for several more years" increased by 14 percentage points. At the same time, there was a 10% decrease in the percentage of teachers strongly disagreeing with the statement "I frequently feel overwhelmed by my job."

Figure 23: Teacher Opinion Survey Results - Job Satisfaction Results

Question	Percent with Most Positive Response		
	Pre (n=27)	Post (n=20)	Change
I can imagine myself teaching preschool for several more years	36.0%	50.0%	14.0
I frequently feel overwhelmed by my job	15.4%	5.0%	-10.4
On a typical day, I feel a sense of accomplishment as a preschool teacher	29.2%	25.0%	-4.2

The survey shows that an **increased percentage of teachers showed confidence in using trauma responsive strategies when interacting with families.** The percentage of teachers strongly agreeing with the statement "I use one or more strategies to remain calm and professional with a parent/family member when they are upset/triggered" increased by 15 percentage points. Also, there was a 5 percentage point increase in the percentage of teachers strongly agreeing with the statement "I think about how to convey feelings of safety and predictability when interacting with parents/families."

Figure 24: Teacher Opinion Survey Results - Family Engagement Results

Question	Percent with Most Positive Response		
	Pre (n=21)	Post (n=20)	Change
I think about how to convey feelings of safety and predictability when interacting with parents/families	30.0%	35.0%	5.0
I use one or more strategies to remain calm and professional with a parent/family member when they are upset/triggered	25.0%	40.0%	15.0

The survey showed a **slight decrease in teachers' confidence in their own understanding of how institutional racism impacts their personal experiences of stress and trauma.** Specifically, there was a 10 percentage point decrease in the percentage of teachers strongly

agreeing with the statement “I understand how institutional racism impacts my personal experiences of stress and trauma.” This change could be due to teachers’ increased awareness of institutional racism due to the widespread activism around racial injustices during spring of 2020.

Figure 25: Teacher Opinion Survey Results - Institutional Racism and Personal Biases Results

Question	Percent with Most Positive Response		
	Pre (n=21)	Post (n=20)	Change
I understand how institutional racism impacts my personal experiences of stress and trauma	20.0%	10.0%	-10.0
I learned strategies that can help me uncover my own cultural viewpoints and biases	15.0%	15.0%	0.0

Lastly, the survey suggested that **teachers’ felt an increase in their body awareness and self-regulation skills**. There was a 10 percentage point increase in the percentage of teachers agreeing with the statements: “I sense my body, whether eating, cooking, cleaning or talking,” “I am friendly to myself when things go wrong,” and “In difficult situations I can pause without immediately reacting.”

Figure 26: Teacher Opinion Survey Results - Body Awareness and Self-Regulation Results

Question	Percent with Most Positive Response		
	Pre (n=21)	Post (n=20)	Change
I sense my body, whether eating, cooking, cleaning or talking	30.0%	40.0%	10.0
I am friendly to myself when things go wrong	20.0%	30.0%	10.0
I notice my feelings without reacting to them	30.0%	25.0%	-5.0
In difficult situations I can pause without immediately reacting	25.0%	35.0%	10.0

ROCK Outcomes: Qualitative Data

Participants identified many outcomes resulting from their participation in ROCK. The most commonly reported outcomes are reported below. See Appendix G for additional evidence related to this theme.

Key Themes: ROCK Outcomes

- **Deficit views of children and their behavior are beginning to be disrupted.** Shifted away from 'what's wrong with this kid' to 'what's the context of the child?'
- **Teachers increased self-awareness of their own stress and trauma. Many reports of teachers learning to disrupt their reactivity.** Teachers learning to identify their triggers and use pausing and reflection to disrupt reactivity in response to children's and adults' challenging behavior.
- **Many ROCK strategies are being implemented in classrooms and in programs.**
- **Teachers and administrators strengthened their understanding about the importance of engaging in self-care.**
- **Yoga reduced teachers' stress and pain resulting from teaching young children** (e.g., shoulder pain, knee and leg pain etc.)

Lifting Up Participant Voices....

"I think that the biggest shift that I've seen is... a shift away from 'what's wrong with this kid' to 'what's the context of the child?'" (Administrator, 12.19.19)

"You just have to realize and stop saying these kids are bad. I used to think actually these kids are bad, they're bad. And I stopped using bad years ago, but I said they're challenging, but it's not even that. You got to figure out what's going on with them" (Teacher, 11.2.19)

"I learned just taking care of yourself is the first and foremost, the most important thing. Because if you can't, then you can't help others." (Administrator, 7.1.20)

"Teachers are beginning to pause and think about their first reaction to their experience of the situation. And then to think about ways in which their responses are affecting the situation... how are their own experiences or their own triggers or their own even biases, affecting how they're reacting to children's behaviors, challenging behaviors" (ROCK Leadership Team Member, 1.29.20)

"We all have a similar problem like back pain, shoulder pain, neck pain. I guess that's because at school, we are sitting in those little chairs that we are not supposed to sit in. We're supposed to sit in bigger chairs because they help our posture to sit better. While sitting in all those little

kids chairs, those three year olds, I guess it's not good for our back and then this program kind of release our stress and then like make us stand taller and balance our left/right back to the same postures.” (Yoga participants’ interview, 3.4.20)

Spotlight: A Program Director Inspired to Engage in Self-Care

A program director credits ROCK with inspiring her to begin practicing self-care, a practice she reports is critical for her given the stress resulting from COVID-19. She explains:

ROCK helped me, it helped me for self-care. You know, so many of our workshops and stuff its geared around the classroom, but this is geared to us, you know, what's going to help us internally, what's going to help us to keep going as individuals? And so for us, like this COVID, okay. It was a stressful time for all of us, you know, because we had to do something totally, totally different. We had to use our personal computers. We had to use our phones to call parents to give out learning activities to parents, so remotely, it was stressful for all of us. (7.1.20)

Spotlight: Learning about Emotional Literacy through ROCK

A preschool teacher shared the following about participating in the online ROCK trainings. She participated in the first series of 6 trainings and liked them so much, she took the series again when it was offered to the community.

“I learned a lot. For example. I remember when the training talk about the brain. When the child, when they have trauma. I learned how the brain works. In our center, we have a lot of child with trauma. Now I understand very clear when they have it, how to work with them because before we try to work with a child during this particular time, but I learned that I had to give it time to them to calm down. That's another topic that I learned how to work with the families. I learned that how to communicate with the families, how to understand them, because sometimes they don't want to share information because they have trauma in their background. Now, I learned, I had to give them the opportunity to share information, not to ask too many questions in the beginning... We have to work with them very close, and be kind because in that way, they're going to share information about the child, about the kids. This is something I learned in the training because before I don't understand why some families don't want to share information. They don't want to speak with us.

You know what, before, when I have, this particular problem with the kids I feel very frustrated because I feel like I don't have patience with them because I didn't know how the brain works. Now I understand they need time. They need to calm down to start to change the behavior. And also I learned how to help them when they calm down to speak about the problem, about what happened when they feel that stressed. You know what, in that particular

training I almost cried because in my center we have a lot of kids with different trauma. It's hard for us to work with them, but now when I understand what happened in their lives, in the brain, I feel like, I need to help them...when I was a child, sometimes I try to explain something to my parents, to my teacher, but I don't have the correct word to express myself because nobody is teaching me to express my feelings. In the trainings, I learned that that's very important to teach the child to express the feelings. Not just asking, what happened? Why you cried? No, no, no, no. In different ways, like in books, songs, playing, dramatic plays, in different areas in the classroom. We have many chances to teach them expressing the feelings. That's why, when I took the training, I said, Oh my goodness, as a teacher, I have the opportunity to teach them and change their lives. I love the trainings. Continue, continue with the training. We need it."

Spotlight: ROCK as a Lever for Teacher Retention

A preschool teacher reports that her participation in ROCK was the reason she remained in her job. The ROCK trainings built an awareness and critical consciousness that reinforced for this teacher how the work she is doing is so critical for her community but also that the poor conditions in our field have put demands on her that were unhealthy and inequitable. She explains that through ROCK, she learned to advocate for herself and disrupt conditions that contributed to her own internalized oppression. Here are her words describing what ROCK meant to her:

It has to continue. I think that there's a lot of things that as teachers, we swallow, we keep secret you know, we just we're told, just move on. This is what we got. This is what we have to do. And you know, a lot of it lacks self-care. How can I take care of anybody or help anybody fill up their coffee cup if I can't do it for myself? And if my job calls for me to just move it along, you know, then, how can I teach anybody to progress if I can't progress? So this program [ROCK], it has to continue...it's like the wake-up call, Wake Up! **This ROCK has opened our brains.** I think for a lot of us, it's like, we're saying, 'I don't have to do this, this ROCK is saying, I don't have to do this no more.' You know, it's given me a new attitude. Oh, I don't have to keep that in. I can say, I don't even care if I lose my job, I need to let you know that this **is totally wrong in the treatment of human beings who has to take care of a classroom of kids and if you don't give me what I need,** guess what, I'm not going to be able to do the job properly and it's unfair. So I think that what it has given us is a new attitude, and it has to keep continuing to go because we need to uncover those old ways of doing, which are not a positive, they are to me, a negative, 'you go on ahead and figure this out, so what if you don't have enough teachers and you have too many kids, you figure it out. That's all I have for you.' No! **ROCK has given me a new voice. Thank you.** Thank you [I] just got a wind. And **wings. And we can fly a little and we have someone who's gonna hear us out in the times when we feel like we're getting ready to throw in the towel,** because I'm certainly one of those who want to throw in the towel. But I see the face of the children and I hear the parents when I speak with them, so I know that the need is great. And if the need is great to

continue to teach, then the need is great to continue with the ROCK training because it's the only thing that's gonna **keep the wings flapping. Keep me soaring.** If I can give a couple of more years, it will be because of what ROCK has given me.” (Teacher, 7.1.20)

Spotlight: ROCK Supporting Teachers to Disrupt their Inaccurate Assumptions and Reactivity with Children

An administrator explains that the practice of choosing an individual child to discuss in the ROCK PLC, led her teachers to build understanding and empathy for children, especially those with behaviors they perceived to be challenging. In one instance she describes below, by discussing a child and learning more about her, the teachers were able to surface and disrupt their inaccurate assumptions about her (that the child was older than she actually was) so they could be more empathetic and responsive to her needs. This strategy of spending time learning about a child as an individual has been identified in the research literature as an effective way to address unconscious bias. Note how she acknowledges the teachers’ feelings within the discussion, an important part of the process of building trust for this type of reflection and learning to take place.

“One child that we discussed, in one of our classrooms, this child, you know, only being two, but looked like she was five and not having the language to be able to articulate a lot of things that was that she was going through. And the teachers kind of looking at her engaging, what they felt she should be able to do based on her physical appearance. And then just being able to have that discussion like, ‘listen, I know she's big. I know that she looks like she should be able to do certain things, or she looks like she should be able to respond to things differently or have a different set of tools. She's really only two.’ So being able to break it down for them, acknowledge what they [the teachers] were going through, because clearly they were thinking that she shouldn't be doing this, or she should be stronger in these areas.

But then just ‘look at where she was and what stage of development she was actually in and what was realistic and what wasn't’, but it wasn't until we were actually able to sit down and kind of case manage a little bit, that's kind of what it felt like. Just to be able to put things back into perspective because there's limited opportunities for us to really sit down and talk about it. So the ROCK PLC presented a space for us to be able to just kind of sit there and work through things. (6.22.20)

Another administrator reports that ROCK helped an instructional assistant not take a child’s dysregulated behavior personally and to offer the child support instead of removing the child from the room in a punitive way:

“ROCK is just kind of opening their eyes again and helping them remember so that when things come up, they're less likely to take it personal. I've noticed that especially with one of the instructional assistants who just seems a lot more open to the students that are

dysregulated, I've seen that he's actually more likely to ask them to come sit with him more as a support as opposed to removing them in a punitive way” (1.13.20)

And in a third example, an administrator describes how a teacher who was being physically hurt by a child and on the verge of leaving her job, decided to stay because of the support from her supervisor and the ROCK strategies:

“One of the teacher's, Liz, said that had that culture [inspired by ROCK] not been in place because she had some children who are trying to physically harm her, and she was being harmed, with bruises and things like, she would have left. And but because of the ROCK strategies, she leaned in to specific children, and loved on them even more, used trauma informed practices.” (12.10.19)

These stories suggest that ROCK strategies can be used in early learning programs as part of a comprehensive plan implemented with aims of disrupting or preventing exclusionary discipline.

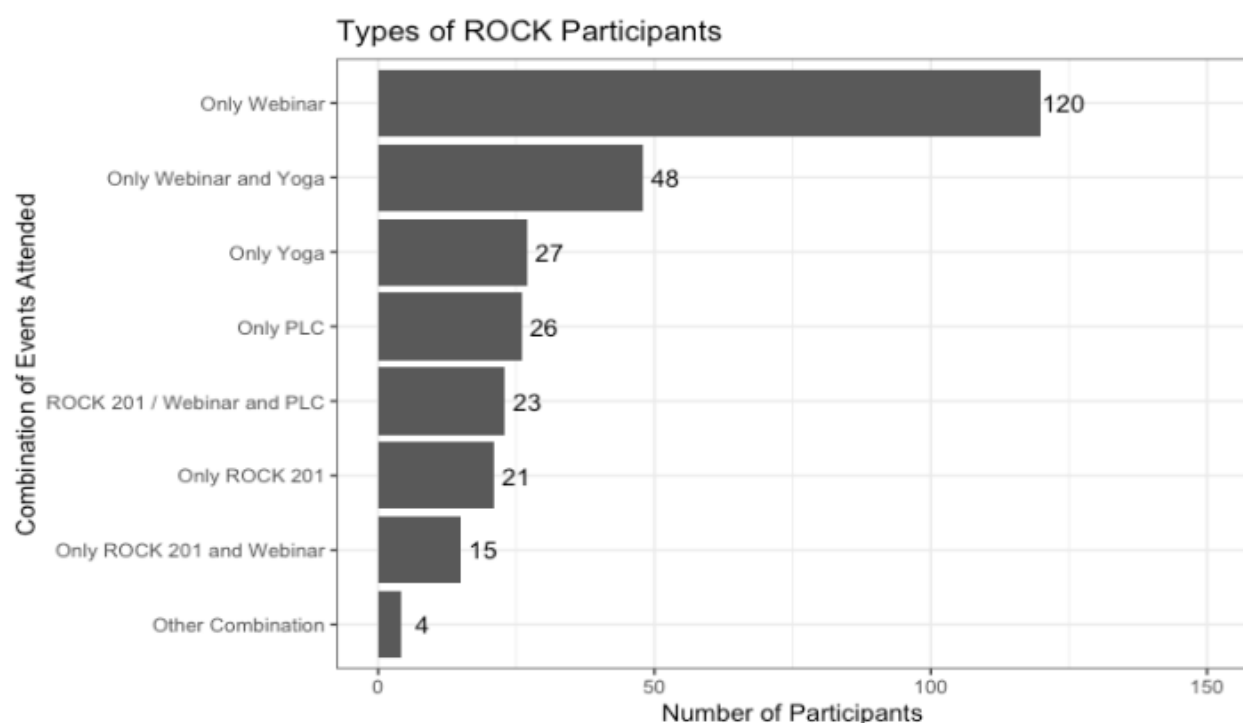


Challenges, Barriers, and Lessons Learned: Quantitative Data

Dosage and Access

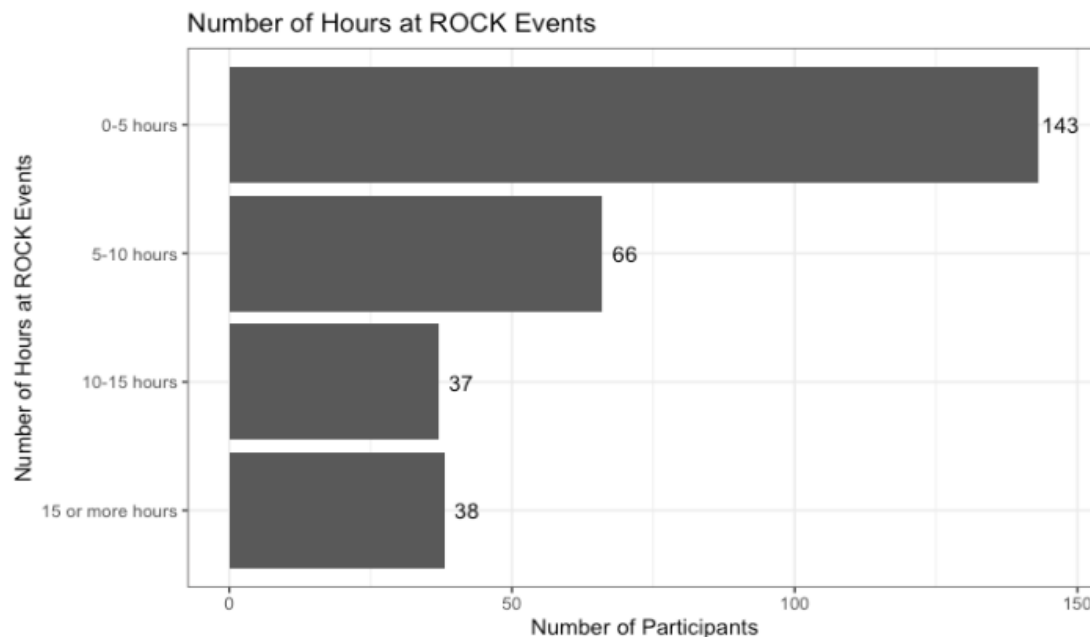
Educators and community partners participated in ROCK in a wide variety of ways in 2019-20. The most common form of participation was to only attend a webinar. 120 of the 284 educators and community partners who participated in ROCK only attended a webinar. The next most common forms of participation was to attend a webinar and at least one yoga session (48 participants) or just a yoga session (27 participants). **However, only 23 educators attended both a PLC and either the ROCK 201 training or a webinar.** Additionally, as discussed above only 6 teachers received individualized coaching throughout the year.

Figure 27: Number of Types of 2019-20 ROCK Events Attended

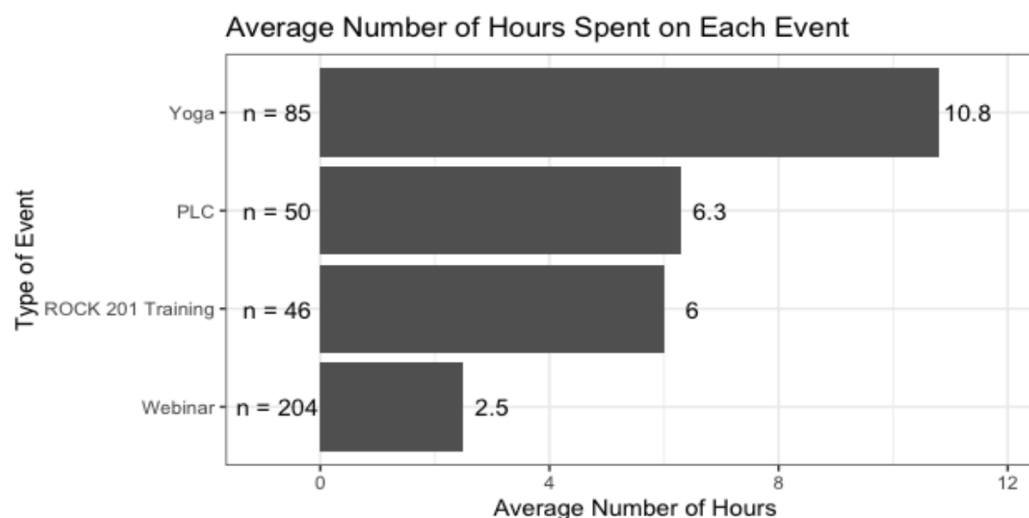


Although the majority of ROCK participants participated in less than five hours of activities, the level of participation varied widely. Approximately half of the 284 participants participated in less than 5 hours of activities. Of the other half of participants, most of them participated in 5-10 hours of activities. 37 participants participated in 10-15 hours of activities and 38 participated in over 15 hours of activities. Overall, participants participated in an average of 7.25 hours of events. This data further illustrates that the level of engagement participants had with ROCK varied widely, with many participants attending very few ROCK events while a smaller number of participants were highly engaged with ROCK.

Figure 28: Number of Hours Spent Overall at ROCK Events in 2019-20



Participants tended to spend different amounts of time on different types of ROCK events. ROCK participants who participated in yoga spent an average of 10.8 hours attending yoga sessions. Participants spent about 6 hours at the PLCs and the ROCK 201 training. Webinar participants only attended an average of 2.5 hours of webinars.



This data demonstrates that looking only at the number of hours a ROCK participant spent attending ROCK events would not indicate how rich or varied of an experience they had with ROCK. For example, a participant who attended the ROCK 201 training and 6 hours of PLCs would have had a different experience with ROCK than someone who attended 12 hours of yoga and did not attend any of the other events. The participant who attended only yoga sessions would have likely experienced reduced stress and developed a strong understanding of self-care

for themselves and their students. The PLC and ROCK 201 participant may not have developed as in-depth of an understanding of self-care as the yoga participant, but they would have had more time to reflect on their own experiences with trauma as well as think about attunement strategies they could bring to the classroom to be responsive to their students' experiences. In short, both of these hypothetical participants likely would have benefited from experiencing the different ROCK activities they did not have the chance to attend.

Research on adult learning shows that adults learn most effectively through experiential learning where they can imagine applications of what they are learning for future practice and learn new information in a variety of interactive formats. Additionally, adults learn best in contexts that involve peer learning and collaboration. Therefore, the total number of hours an educator spends attending ROCK activities is less important than whether the educator had access to experiences that allowed them to learn new material, think about how that material might apply to their practice, and reflect on the material with peers.

In order to achieve these best practices for more educators the ROCK leadership team should ensure that more educators are able to experience ROCK in multiple formats (trainings, webinars, yoga, PLCs). Providing more educators with the opportunity to attend small group PLCs to reflect on strategies and insights gained from large group trainings would be particularly valuable. Additionally, providing individualized coaching for educators would provide them with an even more in depth understanding of the ROCK material and strategies.

Challenges, Barriers, and Lessons Learned: Qualitative Data

Participants identified a wide range of challenges and barriers associated with their efforts to learn about ROCK content and implement ROCK strategies. As a result of the different responses to these challenges and barriers, they shared different ‘lessons learned’ that are valuable guides for the ongoing efforts to implement and scale ROCK. The most commonly expressed challenges, barriers and lessons learned are described below. See Appendix H for additional evidence related to this theme.

Key Themes: Challenges, Barriers and Lessons Learned

- **Lack of administrator engagement.** Having administrator participation and support is essential, both teachers and administrators reinforce this. However, most administrators did not attend ROCK trainings.
- **Lack of systematic time for reflection, dialogue, planning related to ROCK** for participants, especially those without access to a PLC
- **The “why” of ROCK is not clear for some administrators.** Many do not understand the relevance of trauma/TIP for their work and how ROCK integrates with other district initiatives/priorities (e.g., CSEFEL, MTSS etc.).
- **Not requiring ROCK training as a pre-requisite for educators who participate in PLC.** PLC participants had different levels of knowledge about ROCK content and strategies. PLC facilitators had to slow down and re-teach which prevented educators who attended trainings from going as deep as they would have in the PLCs.

Lifting Up Participant Voices....

“The teachers don’t have planning time. They want to talk about their children all day long but there’s no time to. And so, if you have one teacher who has a plan, I go in and I talk with the teachers, I coach the teachers and we come up with a plan but there’s not necessarily a time to talk with instructional assistants about this plan. I go in and I’m coaching and developing teachers to become reflective about their practice but I’m not necessarily sure that [the information] is communicated with everyone in the room. So I think that that’s a barrier” (ROCK Leadership Team Member, 1.29.20)

“We offer a lot but not everyone can go to it...This slows systems change and alignment efforts, especially when teachers and instructional assistants don’t have the same training so they can be consistent in the classroom with children” (ROCK Leadership Team Member, 1.29.20)

“Many don’t understand ROCK. This is key as many don’t think it is within their job description and they don’t understand how knowing the neurobiology of stress and trauma would be relevant/helpful to their jobs.” (Administrator, 6.17.20)

Spotlight: Problem of Practice

How to manage when the ROCK content triggers memories and feelings about teachers' personal experiences of trauma?

Participant A: I think that one of the bigger questions that I'm hoping to discuss today...something I have been grappling with. One is some advice on talking about trauma and being sensitive to the fact that trauma is also a part of the educators' lives as well. As a facilitator, I left feeling not so good about this, sometimes when I refer to trauma, I am referring to it as though it is only in the lives of the children and families and I don't make space that it could be also prevalent in the lives of the teachers who are working with the children. I'm wondering what is the most sensitive way to make space for that? A couple of the educators have shared in the PLC or our coaching conversations that they have had trauma in their lives or are experiencing it while we speak. I want to be mindful in a way that we are respecting the participants and their confidentiality. I want to make sure people are being supported and knowing that this could be something that they are experiencing in their lives. As a facilitator, how to acknowledge it.

Participant B: People will talk about themselves. That is why it's really important to talk about some ground rules. So people have some safety. "Let's create some safety around this and how we are going to handle this information. We need to have confidentiality around this. It's complex. Your primary focus is to support trauma-informed classrooms and how to attune and feel safe. We bring it back to key strategies. I never ask people about trauma in their own lives. I always bring it back to the strategies. I always make sure they know that they have someone to call and talk to. You creating that safety to them is absolutely critical. Having grounding activities: Everyone needs a safe place, person and activity that grounds them back to the earth and helps them feel safe again. We do some breathing exercises and some grounding exercises. So if you feel triggered, here are some things they can do when they feel dysregulated.

Participant C: Naming that trauma could be something that the teachers have permission to make those connections if they feel like they need to. It felt like you created that space for them.

(Source: ROCK PLC Check in Call, 10.8.19)

Strategies to Support Organizational Change and the Implementation of ROCK in Classrooms, Programs and Schools: Qualitative Data

Participants identified many strategies that supported organizational change and the implementation of ROCK in individual classrooms and in programs/schools. Key findings related to this are reported below. See Appendix I for additional evidence related to this theme.

Key Themes: Strategies to Support Organizational Change and the Implementation of ROCK in Classrooms, Programs/Schools

- **Administrator involvement and commitment to ROCK.** Encourage and incentivize administrator participation in ROCK. Ensure they understand the ‘why’ (value add) and align the ROCK content and strategies with the work they are already doing.
- **Access to ROCK trainings.** Support a wider range of people in different roles (e.g., instructional assistants, staff etc.) and across the community serving young children and families to have access to ROCK content and strategies.
- **Time and space for reflection and dialogue about how to make sense of and implement ROCK concepts and strategies.** This is needed for administrators, teachers (including IAs), coaches, PLC facilitators and others (e.g., mental health consultants etc.). The format might include coaching, PLCs or book groups. Key is that training is coupled with systematic time and space for reflection, planning and practice.
- **Emphasize race equity throughout all ROCK trainings, conversations, content and strategies.** As trauma and resilience for children, families and the workforce are deeply and historically connected to systems of oppression and privilege especially historical and current impacts of structural racism, discussions of race, racism and racial equity need to be integrated into all ROCK strategies aiming for individual and organizational change.
- **Collaboration with mental health consultants.** Be intentional about including mental health professionals in the ROCK PD activities.
- **Focusing on teachers’ health and well-being first.** Support teachers to understand how their own stress and trauma impacts their work. Building skills in self-awareness, triggers and practicing strategies to help them reduce their stress and reflect on their practice, will support goals of improving outcomes for children.
- **Aligning family engagement strategies with ROCK content and strategies.** Acknowledge the importance of engaging with families in the ROCK initiative. Begin planning for how to expand participation to parents and families.

Lifting Up Participant Voices....

“The other thing about scaling is I think that the administrator has to be super, super, super invested. I think they do.” (Administrator, 12.19.19)

“I certainly, I think that having an administrator be part of it is really important...it helped me to kind of stay in the loop and have conversations...having an administrator present from each site is really important, to lend some credibility to what you're doing, add value to it.” (Administrator, 6.23.20)

“All the alarm bells were like 'teachers have to be able to engage in self-care'. Teachers have to be able to have places where they can talk about their own feelings, teachers have to be able to do this. And now we've kind of moved it from, I'd say like in the first year of ROCK being really focused on kids to then the next year being focused on teachers. And this is what I was taking away from it as the administrator, being focused on teachers and their self-care so that they could then take care of the kids.” (Administrator, 12.19.19)

“Adult learning works when professional development is not provided in isolation, when there's a coach that goes along with it as well as a series of [trainings], that's when the real learning and change and application happens. And so we can have a couple of professional development sessions, which are fabulous. And I think you need to have that extra layer of the coaching because that's going to really support those teachers to then go back into their room, try it out, reflect on it, revise what they're doing. And then I think the third layer, which is what you're getting at is the administrative support.” (ROCK Leadership Team Member, 12.13.19)

“Teachers have to be able to have places where they can talk about their own feelings, teachers have to be able to do this. And now we've kind of moved it from, in the first year of ROCK being really focused on kids to then the next year being focused on teachers...being focused on teachers and their self-care so that they could then take care of the kids.” (Administrator, 12.19.19)



Centering Conversations of Race and Racial Equity into ROCK

“The teachers asked if we could talk more deeply about race. We put that on our invisible parking lot. I mentioned it in the closing of our PLC and a lot of teachers were excited about it. A lot of people critiqued the curriculum (Big Day) for the children. How is it supporting children who have had trauma in their lives? The conclusion was, “It’s not really.” We didn’t have time to dive into it more deeply because we were out of time. This was a foreshadow of their interests to go a little deeper.” (ROCK PLC Check in Call, 10.8.19)

“So as we pick up next year, maybe, so they used the first curriculum, the trauma informed curriculum, and now, I'm thinking about the idea that given, especially what's gone on in the last month, **the culturally responsive, but also infusing some conversations around race, racial injustices, racism, those, those kinds of conversations.** That's something that our program has also focused on and struggled with, some of those challenges. So I think that potentially is something that could be integrated into the conversations” (ROCK Leadership Team member, 6.16.20)

“Somehow **weaving in the intersections between trauma and healing, resilience and race and equity...**I'm just thinking about ways in which next year it could be folded in together. **So it's not two different things...**it shouldn't be like, okay, one PD is about equity and one PD is about trauma informed practices. It shouldn't be like that. It should be together all the time, one in the same.” (ROCK PLC Facilitator, 6.18.20)

“I found that talking about equity and efficacy was really beneficial...it is very important for us to connect with the children because we have such a vast variety of races and cultures within Oakland Unified...I found it very helpful that we were learning of these things because Oakland unified consists of various cultures and ethnicities. And it's so important, especially in this moment right now” (Teacher, 6.24.20)

V. Recommendations for ROCK 2021-2022

Participants offered many recommendations for continuing and improving ROCK. The most common recommendations are summarized below. See Appendix J for additional information about the recommendations described below.

Key Themes: Recommendations for ROCK 2021-2022

- **Continue funding/offering ROCK.** It will be needed more than ever with the stress, uncertainty and changes associated with COVID
- **Expand the number of educators who have opportunities to experience ROCK in multiple formats** (trainings, webinars, PLCs, coaching, yoga). Educators need regular time and space to work in collaboration with others to go deeper in learning to make sense of the language, content and strategies they learn in ROCK trainings and then apply what they are learning to inform/change their daily practice. (See expanded description of this recommendation below)
- **Focus on culturally responsive, anti-racist and anti-bias practices.** Integrate these topics in all ROCK activities, do not silo them (See expanded description of this recommendation below)
- **Offer trainings, provide a systematic space for educators to reflect on their practice** (coaching or PLC), **integrate mindfulness and self-care** (yoga). Include administrators, coaches and mental health consultants.
- **Support teachers to explore how their own history of trauma impacts their teaching.** Teachers need opportunities for reflection and dialogue about their personal trauma/triggers and TR strategies for working with children and families.
- **Expand ROCK across the system.** Articulate the what and ‘why’ of ROCK to support buy-in. Focus on expanding participation for administrators, mental health consultants, staff, parents and families and other sectors in Oakland (e.g., child welfare)
- **Make ROCK the central focus of PD.** Require administrator involvement and have time on their meeting agendas to discuss ROCK.
- **Identify metrics for tracking ROCK’s ‘value add.’** Need for more specific data indicators that show the difference ROCK is making at participating sites.

Lifting Up Participant Voices....

“My recommendation is that the ROCK training will continue. Because it has been very, very helpful to me and I'm sure to all of us... [next year] it's going to be a totally, totally different

program. So what we was used to, it's not going to be anymore. So we're going to need some kind of grounding and we need ROCK to stay. We really do.” (Administrator, 7.1.20)

“We have to continue it because teachers are in crisis. They really are and nobody's ever really paid attention to that...thank goodness ROCK came along”— Teacher, 7.1.20

“It takes practice to really integrate it...we want it to be really internalized...something that you're living and breathing every single day...a continual diving deeper so that it becomes something that we use and it's not just considered an add on or an extra...if the arc was trauma informed practices, then that would be what I would share in the weekly information. And when I check in weekly, then that would be my focus. This year I tried to keep going back to that focus of the year. I think that's the way that it becomes something that we do and who we are as opposed to 'Oh, I went to that and that was really great.' And then three months later I'm not really doing it anymore because I've gotten back into my old routines. And so to me, I would see the great value in that.” (Administrator, 1.13.20)

“I really think that going more into ourselves and our own experiences and how that shows up...Really unpacking, how does our own experience, our own self, our own culture, trauma or not, how does that show up within us? And then how does that then parlay itself into the classroom?” (Administrator, 12.19.19)

More Educators Need Opportunities to Attend PLCs and/or to Receive Individualized Coaching on ROCK Content

284 educators and community partners participated in a ROCK activity in 2019-20. However, only 23 educators attended both a PLC and either the ROCK 201 training or a webinar. Additionally, as discussed above only 6 teachers received individualized coaching throughout the year. Research on adult learning shows that adults learn most effectively through experiential learning where they can reflect upon, talk about and practice how to apply the new information they are learning to their daily practice. Additionally, adults learn best in contexts that involve peer learning and collaboration.

We encourage the ROCK leadership team to discuss pathways that would allow more educators to participate in learning about ROCK in multiple formats (trainings, webinars, yoga, PLCs). Providing more educators with the opportunity to attend small group PLCs to reflect on strategies and insights gained from large group trainings would be particularly valuable. Additionally, providing individualized coaching for educators would provide them with an even more in depth understanding of the ROCK material and strategies.



To strengthen the implementation of ROCK language, content and practices throughout the system, it is critical that the ROCK community:

- Agree on a set of core principles to guide the ROCK project, and
- Integrate the current focus on trauma and resilience with the growing interest throughout the ROCK community to center equity and anti-racist practice in professional learning

We briefly describe each of these important recommendations below.

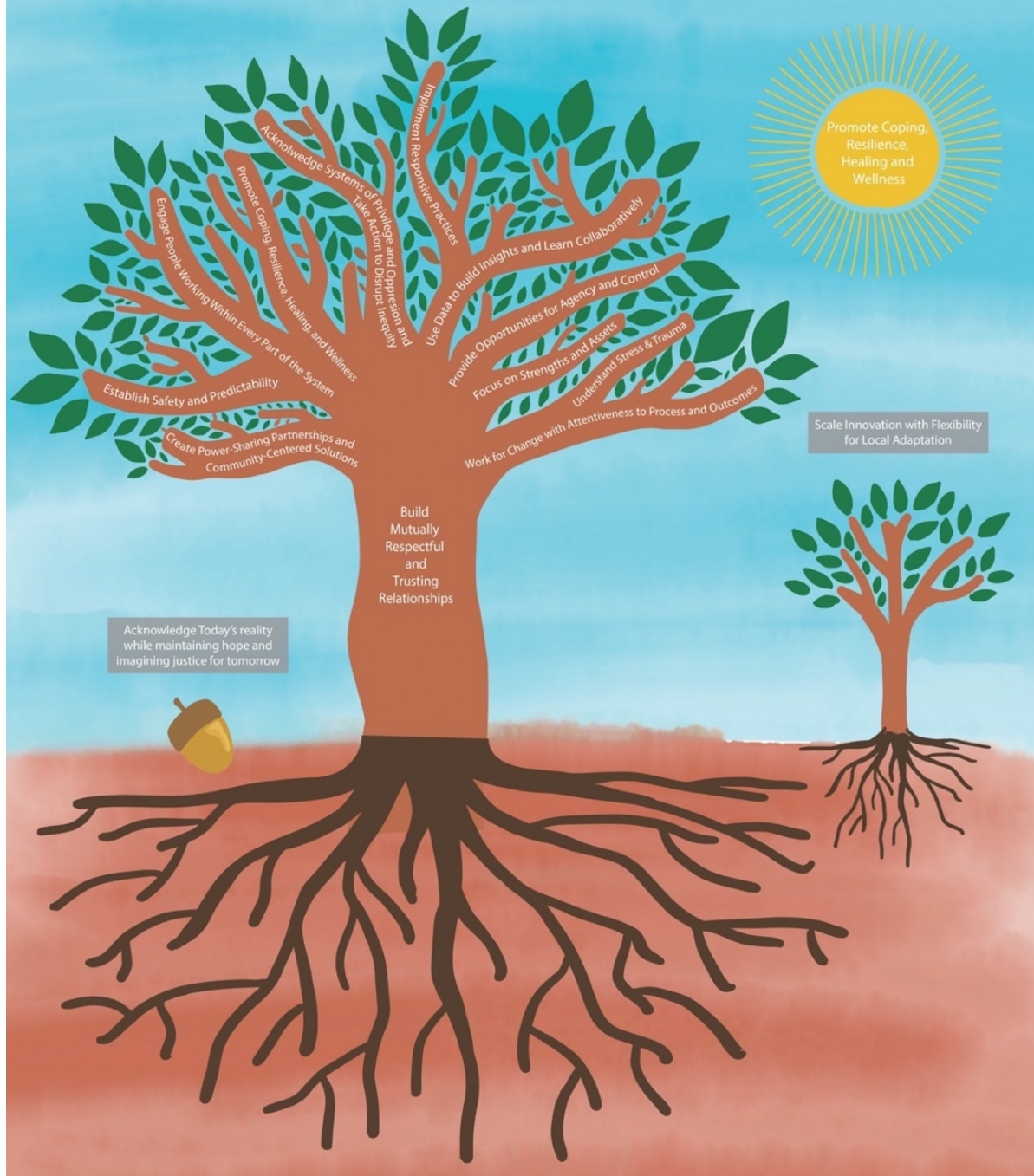
Use Core Principles to Guide the ROCK Project

The content at the center of the ROCK project—stress and trauma, trauma-responsive practice, resilience and anti-racist practice—requires thoughtful planning and implementation of all adult learning experiences to prevent the ROCK trainings, PLCs and other associated activities from causing unintended harm. ROCK is not only about content but also about *how* we intentionally choose to work together to create a trauma-responsive early childhood system. Using core principles to guide ROCK moving forward is recommended as a practice that can support the various people and agencies involved to remain focused on the mission and values associated with this work.

The following principles were created by Nicholson and her colleagues³ as a guide for individuals and groups striving to create trauma-responsive, resilience building anti-racist programs, schools and systems serving young children and families. Their development has been informed by many sources including the ongoing project design, communication and data collection/analysis process for ROCK. These principles have not yet been formally introduced to the ROCK leadership team and/or ROCK participants. The construction and implementation of core principles must be guided by the voices of the ROCK community and emerge from a collaborative decision-making process. As a result, these are offered to inspire this future discussion with ROCK leadership/participants.

³ **Source:** Nicholson, J., Kurtz, J., Leland, J., Wesley, L. & Nadiv, S. (in press). We draw upon and adapt some of the core principles described by Dorado, J., Martinez, M., McArthur, L., & Leibovitz, T. (2016).

Core Principles for Trauma-Responsive, Resilience-Building Programs, Schools and Systems



Build Mutually Respectful and

When we build relationships that are attuned and compassionate, we strengthen trusting connections with others that buffer stress and support

Trusting Relationships	<p>coping, resilience, healing and wellness. Young children and adults thrive in the context of consistent and nurturing relationships rooted in respect, reciprocity and responsiveness. Building trusting relationships requires skills in listening, self-awareness, self-regulation, and a commitment to critical reflection, humility and continuous learning.</p>
Understand Stress and Trauma	<p>Many children and adults experience trauma. Understanding the prevalence of trauma and adversity and their impacts on learning, development and human functioning allows educators to create more responsive and equitable learning environments for children and adults. Understanding how stress and trauma can affect individuals, families, communities and organizations can help to reframe otherwise confusing or frustrating behavior. When knowledge of stress and trauma informs policies, procedures, practices and intervention plans, educators are better able to provide supportive, compassionate and strength-based interactions with others. They are also less likely to re-traumatize and/or cause further harm to children and adults with histories of trauma. Educators can use their understanding of stress and trauma to provide supportive compassionate communication and environments without knowing about, or focusing on, the specific details of others' trauma histories.</p>
Acknowledge Systems of Privilege and Oppression and Take Actions to Disrupt Inequity	<p>Learning to understand and critically examine the policies, practices and decisions that create stress and trauma and reproduce cycles of oppression and then to take actions that disrupt inequity, are essential to trauma-responsive approaches that build resilience and support healing. Well-being comes from participating in transforming the underlying causes of harm within our societal institutions and structures⁴. Trauma-responsive and resilience building approaches help individuals build awareness of how different forms of oppression operate in society including within our schools and early childhood programs, how privilege and oppression lead some individuals, groups, programs and communities to experience more trauma than others and the importance of understanding our individual and organizational roles within these systems (as privileged and/or disadvantaged social group members). With this knowledge, individuals and groups can articulate their values and the changes they desire, acknowledge and address biases and take actions that disrupt the policies, practices and conditions that harm children, families, educators and communities. Doing so provides people with a sense of control, agency and purpose, as individual and collective actions can strengthen resilience and support a healing process.</p>

⁴ Ginwright, S. (2018). *The future of healing: Shifting from trauma informed care to healing centered engagement*. Medium.

Establish Safety and Predictability	<p>Establishing perceptions of safety is central to trauma-responsive and healing centered environments. Children’s and adults’ stress is decreased in relationships and within environments that communicate feelings of emotional and physical safety and calm. Reducing uncertainty and increasing consistency and predictability in relationships and environments increases individuals’ feelings of safety and belonging.</p>
Focus on Strengths and Assets	<p>Children and adults are complex human beings and should never be defined by the trauma they experience. Trauma-responsive and healing centered practice does not stigmatize, label or define people by their experiences of stress and trauma. Trauma and its impact are acknowledged honestly, however, it is never used to pathologize people. Deficit thinking (deficit language, stories and beliefs/assumptions about others) is disrupted and replaced with a strengths-based and asset oriented approach that emphasizes people’s strengths, funds of knowledge, creative problem-solving, and individual as well as collective sources of resistance, survival strategies, hope and healing. Acknowledging strengths and assets also involves recognizing and celebrating small wins, progress and accomplishments when working for change.</p>
Provide Opportunities for Agency and Control	<p>As traumatic experiences involve a loss of power and control resulting in feelings of helplessness, terror and often, hopelessness, trauma-responsive and resilience building practices support individuals and groups to have opportunities for personal agency, self-determination and control. This is often described as ‘voice and choice’. These environments support children and adults to have opportunities to provide input to inform the decisions that impact them (e.g., policies, processes, procedures), to make choices and participate in creating mutually agreed upon goals, and to feel a sense of control in communication, interactions and within their environments.</p>
Promote Coping, Resilience, Healing and Wellness	<p>Central to trauma-responsive practice is actively building resilience, supporting healing and creating the conditions that improve wellness. Resilience is improved when individuals and groups are supported to identify their individual and collective/community strengths, sources of relational support (family networks, generational relationships, community support systems, cultural and spiritual resources and a shared collective history and bonds that create a sense of belonging) and the coping strategies—they as individuals or their families and communities—have used to manage and survive adversity in the past. For many, an important source of healing from historical oppression and cultural trauma is restoration of identity through participation in cultural rooted and/or spiritual practices and rituals. An important part of building resilience for</p>

	early educators is being supported to manage the multiple stressors associated with their jobs in order to prevent burnout and/or the impacts that can result from vicarious trauma.
Implement Culturally, Linguistically and Contextually Responsive Practices	Trauma-responsive and resilience building practice acknowledges that there are many different culturally informed practices and approaches for responding to and coping with stress and trauma as well as for fostering health, healing and wellness for children and adults, groups and communities. Responses to stress, trauma and healing should be generated and/or informed by the individuals impacted by the practices. This increases alignment with the diverse values, beliefs and practices (e.g., individual, cultural, spiritual/religious, generational etc.) and primary languages that are familiar to the specific children, families and educators in the program, school and/or community. Additionally, practices need to be flexible, adaptable and adjusted to align with the different level of resources and capacities available within a specific environment or community.
Create Power-Sharing Partnerships and Community-Centered Solutions	Addressing trauma effectively requires creating collaborative power-sharing partnerships that lift up local/community voices and perspectives to generate community centered solutions. Collaborative power-sharing partnerships disrupt models where outside experts come in and advise communities on best practices or require programs to adhere to strict “fidelity” models that require adherence to a universal set of dominant beliefs and practices. Power-sharing partnerships balance expertise from traditional scholars or outside experts with the place-based wisdom and lived experience of individuals within the program and/or community. Collaboration and reciprocity are emphasized—listening and learning that is bidirectional and based in respect, humility, curiosity and openness to challenge dominant “taken for granted” assumptions about universal ‘best’ practices and policy solutions. Value is placed on a belief that programs, schools and/or communities are best positioned to generate the approaches and solutions that are most authentic and meaningful, accessible and sustainable for themmost authentic and meaningful, accessible and sustainable for them.
Use Evidence to Build Insights and Learn Collaboratively	Working collaboratively with programs, schools and communities to identify sources of data they believe are meaningful and relevant to evaluate their progress in working for change is a trauma-responsive approach to evaluation and continuous quality improvement. Many programs, schools and communities do not have their cultural values, beliefs and practices represented in traditional research methodologies, research/evaluation tools and literature on ‘best practices.’ As a result,

	<p>trauma-responsive resilience building approaches support the expansion of sources of evidence to include both evidence-informed practices <i>and</i> evidence-based practices⁵. The process of gathering and interpreting evidence is completed in a manner that builds trust by seeking out, listening to and valuing the perspectives, skills and experiences of all those impacted by the policies, programs, services and/or practices. Analysis of evidence emphasizes a process of building insights to learn collaboratively and making adjustments in response to what is learned, not high-stakes decision-making.</p>
<p>Work Towards Sustainability and Scale Innovation with Flexibility for Local Adaptation</p>	<p>As programs, schools and systems plan for change, it is important to make decisions that build local capacity and work towards sustainability. When moving towards scaling innovations and learnings, flexibility and adaptation are supported while requiring some adherence to key principles. A trauma-responsive resilience building approach to scaling prioritizes local and community resources, accessibility and the importance of local capacity building. Emphasis is placed on creating innovative approaches and solutions that are practical/doable and not too complicated in addition to simplifying to the most important and easily shareable practices. Programs, schools and systems are always allowed to make adaptations to practices scaled from other contexts in response to their local and community needs. This flexibility and allowance for local modifications—while maintaining an adherence to some agreed upon core principles of Trauma Responsive Practice—acknowledges that individuals within a specific environment best suited to learn/determine what ‘works’ for their community and context.</p>
<p>Engage People Working Within Every Part of the System</p>	<p>Trauma-responsive and resilience building programs, schools and systems create opportunities for people working at every level to have authentic and sustained engagement, especially during change initiatives. Involvement from individuals working across every part of the organization, school or system is essential for building trust (and preventing distrust) and for creating, implementing and sustaining a learning environment embracing growth and change. Distrust arises when a subset of individuals “at the top” make decisions for others in less powerful positions within a program, school or system preventing their participation and ability to inform decision-making and policy changes. When only some people are allowed to make decisions <i>for</i> rather than <i>with</i> others in the group/community⁶, their decisions are less likely to be responsive to the actual needs, demands and/or desires of their</p>

⁵ *Evidence-informed* = Approaches and techniques supported by research findings *or* informed by the lived experiences and perspectives of individuals and groups that may not be represented in academic scholarship or “best practice” literature. *Evidence-based* = Approaches and techniques supported by research findings, typically quantitative studies.

⁶ Schultz, K. (2019). *Distrust and educational change*. Teachers College Press.

	program/community; thus, sowing the seeds of distrust, preventing critical buy-in and inspiring individual and group resistance to change.
Work for Change with Attentiveness to the Process and the Outcomes	Trauma-responsive and resilience building programs, schools and systems, understand that working for change requires an attentiveness to the entire process and not just the outcomes/metrics of success. An exclusive focus on outcomes can do harm by creating significant stress and even trauma for individuals and groups under pressure to achieve outcomes at all cost, especially if there is a short timeline for showing progress and high stakes for not meeting identified metrics of success. Being attentive to the process of bringing about change means that realistic timelines are created, progress is acknowledged and small wins are celebrated along the way which builds resilience and buffers the stress and discomfort associated with change processes. Open, honest and transparent communication is maintained to support the individuals impacted by the change to be informed and to provide them with opportunities to provide input and influence both the approach in working towards change as well as the outcomes and goals.
Acknowledge Today's Realities While Maintaining Hope and Imagining Justice for Tomorrow	Working with an honest acknowledgement of today's realities while also maintaining hope that inequitable conditions can and <i>will</i> be improved over time, is essential for a trauma-responsive and resilience building approach. This involves dreaming and imagining that the future holds potential for positive change, new growth and innovative possibilities where children and adults, families and communities are healthy and thriving. Maintaining a sense of hope improves our ability as individuals and groups to cope, to strengthen our resilience and to heal as imagining a better future provides individuals with feelings of agency and control and motivation to take courageous actions to create a more just, loving and equitable world.

Integrate a Commitment to Equity and Anti-Racist Practice throughout ROCK

Although ROCK has always had a commitment to discuss race and racism in relation to trauma, the recommendation is to include discussions of race, racism and anti-racist policies and practices throughout every ROCK training and activity instead of separating this content into one or two specialized trainings/activities (e.g., Race Equity training, White Fragility book group). Towards this end, we suggest the following tasks for the ROCK leadership team and ROCK community revisit such documents as the ROCK Theory of Change, Training content, PLC curriculum guide, Organizational Self-Study Tool and other ROCK resources, and revise them as needed to deepen their alignment with the language, concepts and critical elements of culturally responsive, anti-racist, anti-bias, decolonizing and equity committed policies, approaches and

practices. See Appendix M for a list of recommended books, websites and other resources that can guide this process.

Learn the characteristics of white supremacy culture and antidotes for disrupting them. This is an important step in learning to be inclusive of more diverse cultural values, norms, practices and ways of knowing and being in relationship; knowledge that can inform revisions to ROCK content and professional learning activities (see Appendix K).

Work together to identify the beliefs, approaches and actions (the antidotes) that ROCK, as a community, will commit to strive towards to disrupt white supremacy culture, racist policies and inequitable outcomes for Oakland’s young children and their families. These commitments need to be transparent and integrated into core documents including the ROCK Core Principles, ROCK Theory of Change, NTC’s Equity Coaching Rubric and the ROCK Organizational Self-Study Tool (see Appendix L for an example of what this could look like for the Core Principles).



VI. How Responsive Were We to the Lessons Learned from Last Year's Evaluation?

Source: Lessons Learned from the First Two Years of Implementation

Below we summarize the feedback and suggested changes requested last year to help improve implementation of the 2019-2020 ROCK program. We note where this feedback/changes were followed/achieved and where they have not yet been addressed.

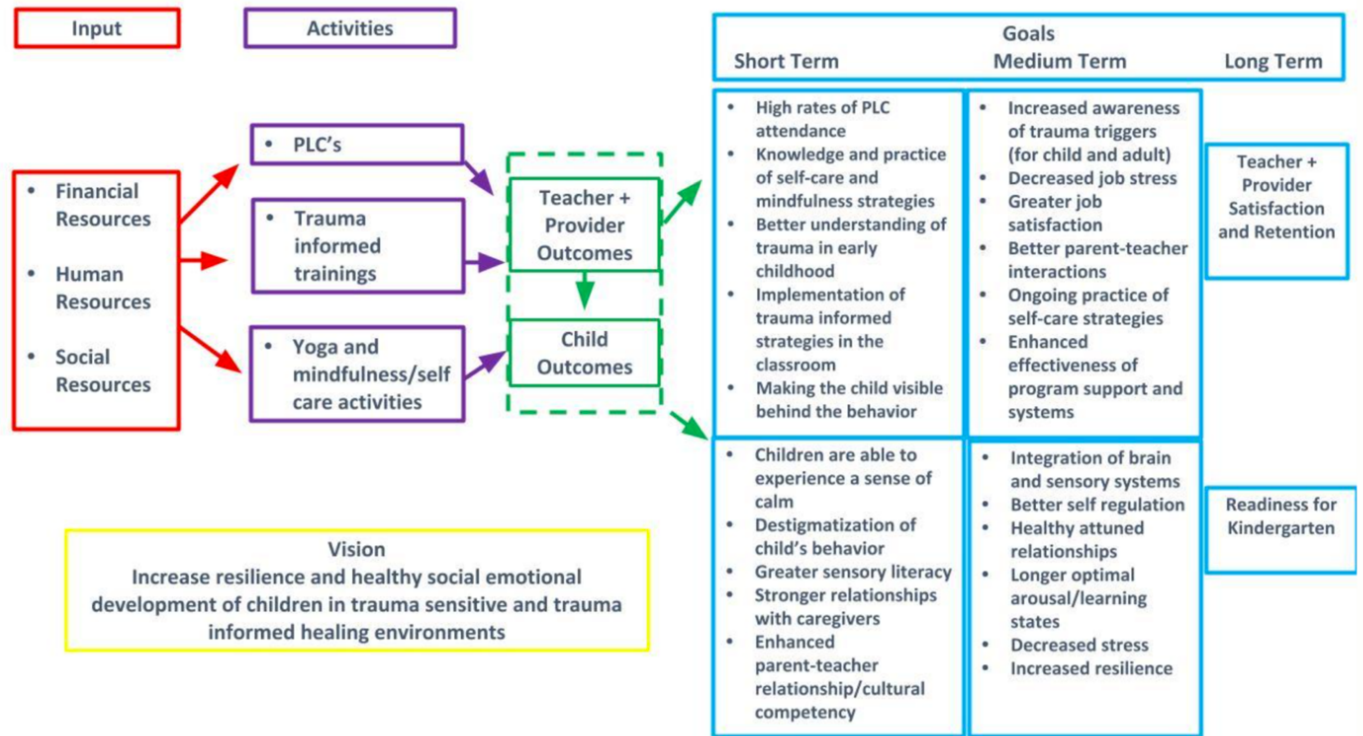
Strengths of the 2018-2019 PLC included:

- Provided a time for reflection and allowed for increased self-awareness
- Sessions promoted collaboration and learning from and with coworkers
- Sessions were personalized to the needs of teachers and allowed an exploration of trauma triggers
- Resources provided - books and handouts - were helpful
- Food and gifts were provided

Suggested Improvements for the PLC included

	Requested Change	Change Implemented?
✓	Sessions should be longer than one hour	PLC Sessions were two hours
	Provide more support in working with families and identifying and implementing family engagement strategies	
✓	Provide information on more hands on skills and real life techniques, including observations in the classroom.	PLC content included support for practical classroom strategies Classroom coaching/supports were provided along with PLCs
	Go deeper with colleagues - such as video coaching or peer-to-peer observation and coaching	PLC sessions included peer learning from colleagues
✓	Better food choices	A survey about food options was sent to participating teaching staff and then food choices were informed by the teachers' requests. Resources, gifts and foods were provided

VII. To what Extent Did We Meet the Goals Outlined in the ROCK Logic Model?



Which Goals did we Meet for Teachers?

Timeline	Goals	Evidence?
Short Term	High rates of PLC Attendance	
Short Term	Knowledge and Practice of Self-Care and Mindfulness Strategies	✓ Qualitative Evidence
Short Term	Better Understanding of Trauma	✓ Qualitative Evidence
Short Term	Implementation of Trauma-Informed Strategies in the Classroom	✓ Qualitative Evidence
Short Term	Making the child visible behind the behavior	✓ Qualitative Evidence
Short Term	De-stigmatization of children's behavior	✓ Qualitative Evidence
Medium Term	Increased awareness of own and children's trauma triggers	✓ Qualitative Evidence
Medium Term	Decreased job stress	✓ Qualitative Evidence
Medium Term	Increased job satisfaction	✓ Qualitative Evidence
Medium Term	Better parent teacher interactions	
Medium Term	Enhanced effectiveness of program support and systems	✓ Qualitative Evidence
Long Term	Teacher and provider satisfaction and retention	✓ Qualitative Evidence

Are the elements in the ROCK logic model related in the manner proposed?

Below, we include excerpts from ROCK interviews that align with proposed relationships included in the ROCK logic model.

ROCK Drivers of Change → Teacher and Child Outcomes

Teacher Self-Awareness/Body Awareness → Teacher Self-Regulation → Improved Classroom Environment

“If I’m being able to put all this that I’m learning in my own self, then I could be able to be self-regulated and then I could demonstrate more to the children that you work with especially like, cause like it or not, it's like your, where you’re calm is really reflects a lot in how your environment is in your classroom and how the lady said we are part of the environment. So it's like if you're calm, you're regulated, if you’re all that, your environment is so much more easy.” (Teacher, 11.2.19)

Teachers’ Self-Care → Teachers’ ability to reflect and dialogue together → Teachers’ better able to work in trauma-responsive way with children

“It wasn't a wake-up call because we were already doing stuff to help support teachers or at least I was doing stuff to try to really directly help support teachers. But it was just like all the alarm bells were like 'teachers have to be able to engage in self-care'. Teachers have to be able to have places where they can talk about their own feelings, teachers have to be able to do this. And now we've kind of moved it from, I'd say like in the first year of ROCK being really focused on kids to then the next year being focused on teachers. And this is what I was taking away from it as the administrator, **being focused on teachers and their self-care so that they could then take care of the kids.**” (Site Administrator, OUSD, 12.19.19)

“When teachers first hear about self-care, they just shake it off like, 'Oh, of course that's something that I do all the time.' But when I ask them about it or even ask them to take deep breaths in our coaching session or ask them to take deep breaths in the PLC, it just seems so refreshing and it reminds them, 'Oh, wait. In order to do this work well, I do have to intentionally take steps to take care of myself.’” (ROCK Leadership Team Member, 1.29.20)

ROCK Activities → Teacher and Child Outcomes

ROCK Trainings → Changes in Classrooms with Young Children

“One of the things I can share is ROCK 100 and I've been to this series before, but for some reason this particular time, I've learned more and let me tell you why. I would say to kids ‘what's wrong with you?’ And then they would look at me. And so as she [the ROCK trainer] said, you should start saying ‘what's happening to you? And the minute I started saying ‘what's happening to you?’, and they would smile and they say, ‘well you know...’ and then they would start telling me or they would get closer to me and say, ‘I don't know why I did this. I don't know why I did that.’” (ROCK Training Participant, 11.2.19)

“Like with the breathing techniques like the even though it's for the kids, ‘Oh imagine you're blowing the candle’, smelling the roses, blow the candles. It's like all those simple mantras... This Too Shall Pass... the acronym Q-TIP: Quit Taking It Personal... they're just having a hard time and they're little, because my students are 18 to 24 months... it's just learning how to not take their behaviors as an attack on you. I put it this way: They feel safe enough to be themselves because they know that you're there for them no matter what... when I'm having those hard moments that the kid is having his melt down, in my brain QTIP, QTIP, even if I say it out loud, they don't know what I'm saying, it's just QTIP. So for me it's like my self-regulation. Q-TIP don't take it personal. It's just him having his moments.” (Teacher, 11.2.19)

Participation in ROCK PLC → Increase implementation of ROCK strategies in classroom

“Teachers started being able to give each other hand gestures when they're in the moment in the classroom to be able to say, you know, right now in this moment, I am needing to take care of myself. And that those gestures meant something. But that was all a part of the PLC where they were like, ‘how can we communicate to each other, really honoring when we are in front of children?’ when children might serve as a trigger for some of them due to a certain behavior.” (Administrator, 12.10.19)

“I'm in those classrooms with teachers who are in the PLC... one of the things is helping teachers to pause and reflect. When there are children with challenging behaviors or stressful experiences. I think that teachers are beginning to pause and think about their first reaction to their experience of the situation. And then to think about ways in which their responses are affecting the situation. And I think that that's different than what it was before where teachers were just really reactive and just responding with their first gut instinct or how they were responding before in a negative kind of way. I think that that's helpful to help teachers to think through how their own

experiences or their own triggers or their own even biases, are affecting how they're reacting to children's behaviors, challenging behaviors. And to first think about that so that they're prepared for future behaviors or experiences because there will be more. In the PLC with the teachers, we've been homing in on a focus child and I think that's been anchoring for teachers to think about" (ROCK Leadership Team Member, 1.29.20)

Working with a Coach → Increase implementation of ROCK strategies in classroom

"It was helpful to, in one way to learn or talk about strategies, but then to actualize it in the physical classroom and discuss it, you know, took it a step further for the teachers. PD is one thing, discussing it was one thing, but then seeing it in action, feeling it, talking about it, trying to implement it as another. And I think that having those conversations helped to make that come alive" (ROCK Leadership Team Member, 6.18.20)

"I think is helpful when you are providing content and helping teachers to see that content through... PD should be coupled with, how do we do this in our room?" (ROCK Leadership Team Member, 6.18.20)

"The coaching, I think it's really important because it provides that room and that space to reflect on what's been going on. And that's key for anybody's practice." (ROCK Leadership Team Member, 12.13.19)

Participation in ROCK Yoga → Reduce Teachers' Stress and Body Pain → Changes in Teaching Practice that Benefit Young Children

"I use yoga in my classroom for transition. It calms the kids down. They are coming in from outside playing, they are kind of like all hyper, at least, active. We do butterfly stands, we look forward to it. We do for 60 seconds. It's real calming. Having them do the tree stands. So it's really helpful for them." (ROCK Yoga participants interview, 3.4.20)

"Whatever I learn in the yoga class, I'm bringing in the morning, because every morning when the kids have breakfast and they have outdoor play, they come back and if they're hyper and they have a lot of energy, we do a little yoga. Maybe a minute, maybe five minute yoga, mindful breathing and yoga. So it pulls out learning here and I'll bring it back to the class and implement and teach the kids and then we'll do it daily too." (ROCK Yoga participants interview, 3.4.20)

"I introduced mindful breathing. Once they know how to use that breathing, it really can calm them down. Some kids when they come in, they already have something going on at home. So then we can notice that at either acting out or [inadvisable]. For me, I just take them and then to ask them to touch their stomach, breathe, then, sucking the air, then, puff your stomach, and push the air out through your chest. So we do that." (ROCK Yoga participants interview, 3.4.20)

“The mindful breathing. Then we use that strategy when the kids get frustrated or when they can calm themselves. When they cry, we use the mindful breathing. We tell them to breathe, in and out so they can relax so they can tell you what happened.” (ROCK Yoga participants interview, 3.4.20)

VIII. ROCK Theory of Change

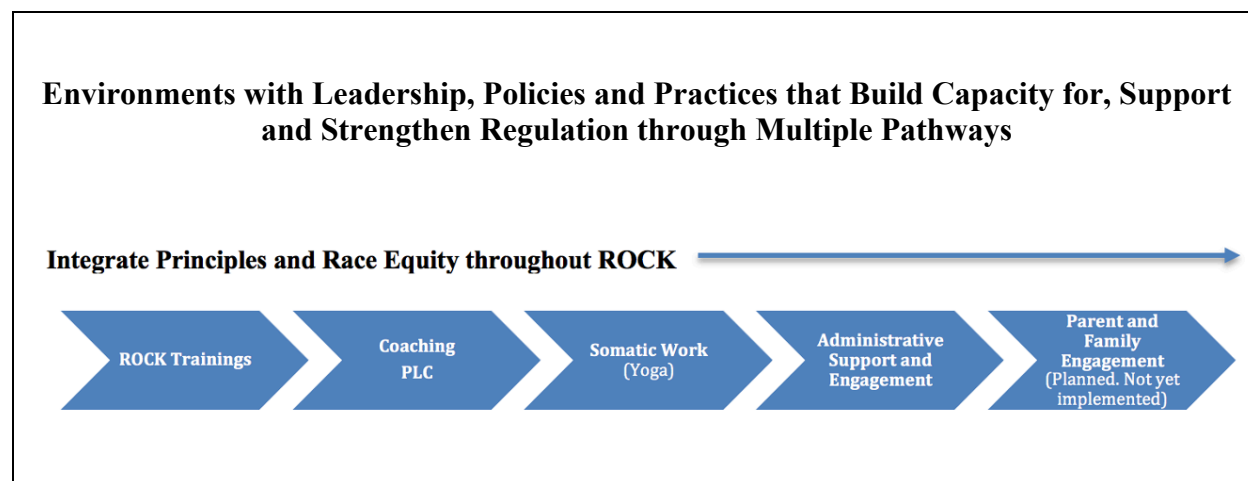
Moving forward, we are blending elements of the ROCK Logic Model and Driver Diagram and integrating insights from this year's evaluation into an updated ROCK Theory of Change. We want to be able to tell the story about not only the 'what' but also, the 'why' driving the ROCK project and the different elements we are coming to understand are most important to include in working for the desired changes for children, teachers/staff, families and the early learning environments in Oakland. Below, we describe the essential inputs, drivers of change and associated activities in addition to the short, medium and long term goals we believe will lead to the desired outcomes.

Vision: Increase resilience and healthy social emotional development of children and adult in trauma responsive, anti-racist and healing-centered environments.

Being Responsive to the Current Context: Reframing ROCK to be Acutely Sensitive to the Neurobiology of Stress and State Dependent Functioning

The current conditions where children, families and educators in Oakland, across the nation and throughout the world are experiencing the ongoing impact and consequences resulting from COVID-19 have created a uniquely challenging and historical context. For participants in the ROCK community, added to the stressors brought on by the coronavirus, are additional layers of stress and trauma resulting from the nation's other pandemic, structural and institutional racism, as threats to people of color, especially Black children and adults, are increasing across the US. Compounding these threats are the loss of employment, housing insecurity and other impacts of poverty and the historic fires impacting communities across the state. As a result, our theory of change begins with a goal to create environments with **leadership, policies and practices that build capacity for, support and strengthen regulation** through multiple pathways (see Appendix N for a comprehensive discussion of state dependent functioning and pathways to regulation).

Key Elements of 2020-2021 ROCK Model



All ROCK activities will be designed and implemented with an understanding of state dependent functioning and incorporate pathways to regulation. They will also be designed to align with an understanding of adult learning best practices (see page 12). Further, this year all ROCK content will be revised to incorporate a focus on anti-racism (language, concepts and practices).

- **ROCK Trainings.** Trainings will be delivered using both pre-recorded (Teachable modules from the Center for Optimal Brain Integration) and live trainings. Whenever possible, content will be revised to integrate a focus on race equity. Training topics will be determined by the leadership team in response to the needs of the teachers and community. Several trainings are likely to be continued (Neurobiology of stress and trauma: Overview; Trauma-informed practices; Culturally responsive self-care; Race equity: Addressing bias), however, teachers may also have an opportunity to select from a wider range of COBI trainings available through Teachable.
- **Staff meetings/PLC/Coaching.** Teachers and administrators will have systematic time and support to engage in reflection, conversation and interactive activities (e.g., role playing) to learn how to apply the ROCK content to their practice. Having this time for ‘sense-making’ is a critical element to support adults’ learning. Without it, the content in the trainings is unlikely to be implemented in practice. Some of the knowledge and skills to be strengthened during this time will include: (a) Identifying personal stressors and experiences with trauma, (b) building body awareness, (c) practicing regulation strategies and planning and discussing how to use TIP practices with a focal child. Whenever possible, it is recommended that mental health professionals are included in the PLCs.
- **Yoga.** Trauma-informed yoga will continue to be offered to support adults to reduce stress, to strengthen mindfulness skills, to build body awareness and to reduce the pain associated with musculoskeletal injuries and other common work-related consequences of working in early childhood settings (Jacobson, 2019)
- **Administrative Support and Engagement.** Administrators will participate in ROCK trainings and to the extent possible, PLCs. Each site leader will identify program strengths and areas for growth, set short and long term goals and track progress against their goals.
- **Parent and Family Engagement.** Discussions about this element of ROCK will begin in earnest this year. Possible activities may include: (a) a training for parents/families on using ROCK practices at home, (b) integrate ROCK content into parent/family communication and (c) integrate ROCK content into parent/family engagement activities (pending impact of COVID).

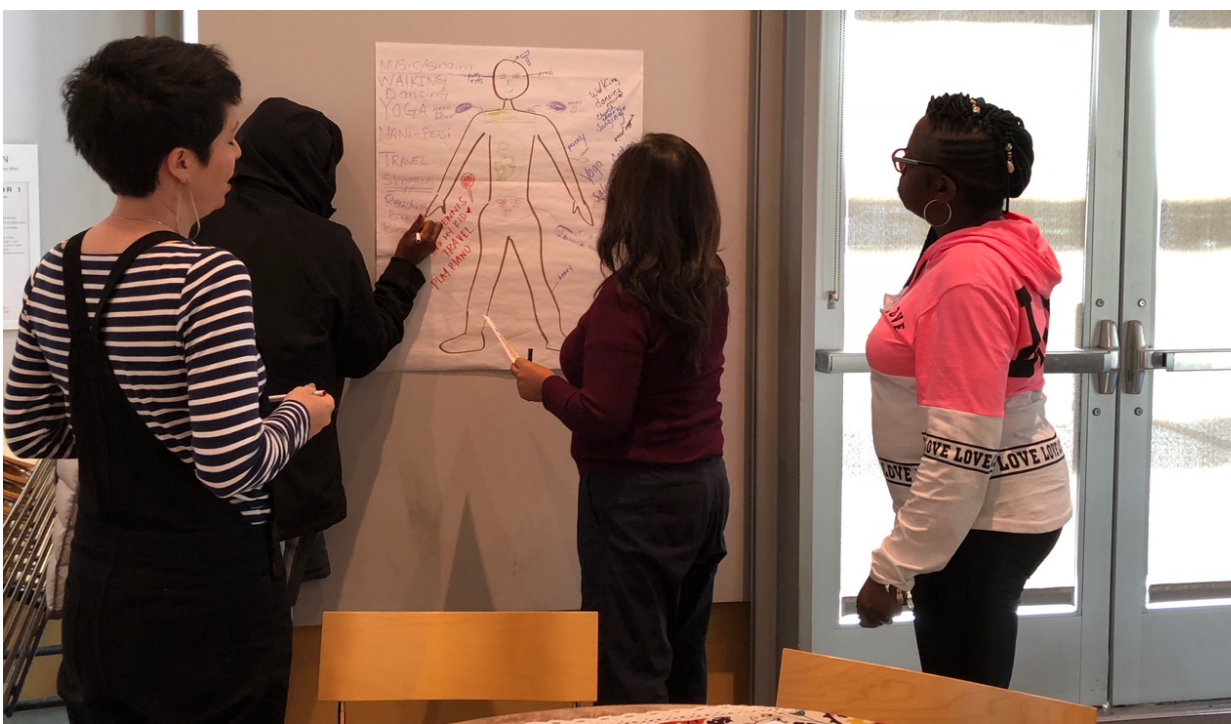
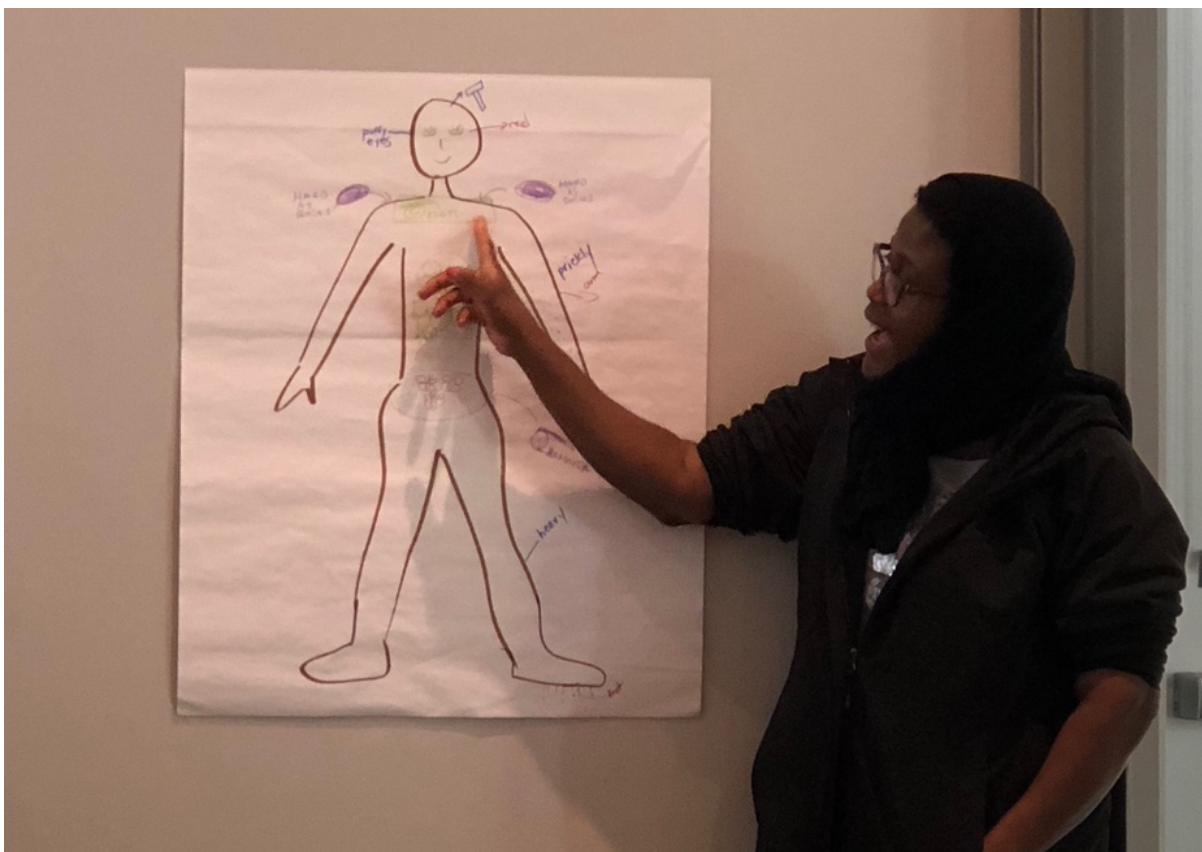
Key Practices	Will Lead to....
<p>Expand access to ROCK trainings and encourage participation of administrators, instructional assistants and other staff</p> <p>Build a shared language to talk about trauma, race/racism, resilience and self-care</p> <p>Integrate a focus on race equity into all ROCK Activities</p> <p>For Teachers and Administrators...</p> <ul style="list-style-type: none"> • Strengthen body awareness/sensory literacy • Use regulation strategies • Disrupt deficit language and perspectives and shift to strength-based approaches • Use strategies to address bias (e.g., perspective taking and individuation/focal child) <p>For Children</p> <ul style="list-style-type: none"> • Build body awareness/sensory literacy • Introduce and practice regulation strategies • Have access to sensory and rhythmic activities and play <p>Parents/Families TBD</p>	<p>Teachers/Administrators</p> <ul style="list-style-type: none"> • Improving self-regulation • Disrupting their actions based in unconscious bias • Being more responsive and attuned to children and buffering their stress through co-regulatory support • Increasing instructional time by decreasing amount of time needed to manage dysregulated children • Reducing activation of their own stress response systems thus reducing the release of harmful stress chemicals in their bodies <p>Children</p> <ul style="list-style-type: none"> • Increasing children's feelings of safety and belonging • Increasing children's time and opportunities to learn as well as their health and overall well-being <p>Parents/Families TBD</p>

Expanded Description of the ROCK Theory of Change

Inputs	Drivers of Change	Activities	Outcomes	Short Term Goals	Medium Term Goals	Long Term Goals
Financial Resources Funding for training, coaching, PLCs, yoga, leadership group meetings Human Resources Current participants, allies and champions in the district/city interested in scaling. Leadership group. Community partners Other Resources	Strengthen understanding about trauma and resilience. Strengthen understanding about structural racism and bias, and anti-racist policies and practices Build self-awareness in adults about their own experiences with trauma and their reactions to stress and trauma triggers. Strengthen understanding about the characteristics of trauma-responsive and healing centered environments.	Teachers/Staff Trainings (All current trainings will be revised to include Culturally Responsive and Anti-Racist, Anti-Bias Content) ROCK 101: Overview of Trauma and Resilience ROCK 201: Going Deeper with Classroom Strategies Culturally Responsive Self-Care Becoming Anti-Racist Educators/ Building Anti-Racist Classrooms Trauma Responsive Resilience Building Family Engagement Participate in Professional Learning Community (PLC): Monthly Coaching Somatic work (yoga, mindfulness) Integrate ROCK strategies into existing family engagement practices Share ROCK strategies with families for classroom-home connections	ECE System Program Administrator Teacher Child Family	ECE Across Oakland All staff, parents and families have access to a Trauma Training Program/School Shared language to talk about trauma, race/racism, resilience and self-care. Identify 2 strengths and 2 learning goals to work on using the equity audit/org self-study tool Administrator Participate in ROCK 101, self-care and TR Anti-Racist supervision and leadership trainings. Attend at least 2-3 PLC meetings with teachers. Integrate strategies to support regulation/self-care for staff during worktime. Teachers High rates of attendance at ROCK trainings and PLCs Use ROCK strategies to respond to children's and	ECE Across Oakland Investment and participation among many stakeholders to build trauma-responsive anti-racist programs and schools. Program ROCK language and principles integrated into policies and practices across different early childhood agencies and organizations Value for self-care reflected into organizational environments Use of equity/self-study tool for continuous quality improvement Administrator Understand and integrate ROCK content and strategies into work with staff, families, colleagues and children. Model and practice regulation strategies and self-care. Participate in CoP with other administrators to reflect upon and dialogue about the implementation	ECE Across Oakland Classroom, school and other program environments have embedded policies and practices that are trauma-responsive, resilience building/healing centered and anti-racist. Readiness for kindergarten is re-framed to be understood as a shared responsibility of systems, communities, programs/schools, families, and children Program Healthy, inclusive and healing climate Administrator Administrator efficacy, satisfaction and retention Healthy and resilient administrators Teacher Teacher satisfaction and retention Healthy and resilient teachers Child Healthy and resilient children

		<p>Administrators, Leaders (Coaches, PLC Facilitators, Mental Health Consultants)</p> <p>Attend ROCK Trainings</p> <p>Overview of Trauma and Resilience</p> <p>Culturally Responsive Self-Care</p> <p>Trauma Responsive Anti-Racist Supervision and Leadership</p> <p>Building Trauma-Responsive Anti-Racist Programs, Schools and Systems</p> <p>Attend monthly PLC with teachers (include family advocates?)</p> <p>Use equity audit/org self-study tool to identify strengths and learning edges to set, goals and to track progress</p> <p>Site leaders coordinate Mental Health Consultation for teachers</p> <p>Include ROCK regularly in leadership meeting agendas</p> <p>Participate in PLC for Leaders</p> <p>Revise policies and practices at school site to be trauma-responsive and anti-racist</p> <p>Revise documents and materials for families to be trauma-responsive and anti-racist</p>		<p>adults' dysregulated Behavior. Specifically:</p> <p>Identify personal triggers and use at least two strategies to strengthen body awareness, grounding/self-regulation and self-care.</p> <p>Use at least 2 attunement strategies with children and parents, families.</p> <p>Use strategies to improve racial equity: strength-based language, perspective-taking and individuation.</p> <p>Child Increased sensory and emotional literacy</p> <p>Use at least one strategy to support self-regulation and calming of the stress-response system</p> <p>Family All families participate in a ROCK 101 training</p> <p>Families learn ROCK language and at a few ROCK strategies</p> <p>Families report feeling a sense of safety/welcome within the program or school site</p>	<p>of ROCK content strategies.</p> <p>Teacher Increased awareness of trauma triggers (for child and adult) and skills in adjusting environment to prevent them from occurring</p> <p>More attuned, responsive and effective communication and interactions with children, parents and families, and colleagues</p> <p>Disruption of all forms of exclusionary discipline</p> <p>Ongoing practice of regulation strategies and individual and collective forms of self-care (e.g., teachers ask one another for help/support or offer it when they observe a colleague's stress behaviors)</p> <p>More time spent on supporting children's learning and engagement (less time managing dysregulated behavior)</p> <p>Decreased job stress</p> <p>Greater job satisfaction</p> <p>Child Use strategies to calm and</p>	<p>Successful transitions to kindergarten</p> <p>Family Healthy and resilient parents and families</p> <p>Families engaged in their children's early learning programs/schools</p>
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		<p>Create “family room” on site</p> <p>Share learnings and obtain input on ROCK from ECE leadership, parent advisory groups, community organizations, and systems leaders</p> <p>Parents and Families</p> <p>Participate in Trainings/Events to learn about: ROCK 101 for families (includes Protective Factors)</p> <p>Mindful yoga for children and families</p> <p>Building healthy racial identities with young children</p> <p>Connect families to community services and supports</p> <p>Children</p> <p>Increase sensory and emotional literacy</p> <p>Learn about and practice using regulation strategies</p>			<p>self-regulate when triggered/managing big emotions</p> <p>Decreased display of stress related behaviors</p> <p>Longer states of optimal arousal, attention/focus and time spent learning and engaging in classroom activities</p> <p>Increased use of coping skills to manage stress and adversity</p> <p>Family</p> <p>Families co-design and co-facilitate ROCK related trainings and/or events for parents and families</p> <p>Families have an inherent sense of trust and belonging at the program or school</p> <p>Families participate as partners with teachers and administrators in their child’s program or school</p> <p>Families buffer their children’s stress and support them to build coping skills, social emotional capacity and to strengthen their resilience</p>	
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Appendix A
ROCK Qualitative Data: Coding Manual
(Updated July 2020)

Barriers Access Alignment Different levels of background knowledge Not doing self-work Not Integrated Org/System (Overwhelmed, under-resourced) Participation: Admin Participation: Teachers Teacher Stress Yoga	Comments that reflect barriers to the successful implementation of ROCK. <u>Example:</u> Participation: Teachers. “we need to have more voice of teachers. If we're doing this stakeholder input group or ad hoc group, we need teachers’ voice how am I going to pay for them to serve in the ratio...was all these dynamics always served as a barrier” (Administrator, 12.10.19) Org/Systems Change: “I think one stress around the system is coverage. I mean just having enough adults in the classroom is proving to be impossible. Like X has been covering at [program]. They can't get subs, they're short staffed often. And I think that's the case at [program] too. And, and so it's like we're asking these teachers and and the administrators to be so thoughtful around these pieces and yet something of a base need of just covering the class is really hard.” (ROCK Leadership Team Member, 12.13.19)
Brain Science	Evidence of instructing teachers about neurobiology/brain science. <u>Example:</u> “You noted in my first session with them on the 11th of September, we talked a little bit about mirror neurons” (Yoga Instructor, 11.25.19)
Communication: ROCK Success Concern	Comment made referring to the communication between individuals/groups involved in the ROCK project.
Consequences of a Trauma Insensitive Approach	Comment made that refers to the negative consequences that result for children, families and/or teachers when there is not a trauma-informed approach used in a classroom or at a school site. <u>Example:</u> When I came in at [program], there was a lot of new staff and then I made some more changes with staffing. Then there was a staffing incident that happened that I think is directly related to a lot of the work that we're doing. And is more

	<p>testimony about why we need to do our own self-discovery and our own personal reflection on past trauma because there was a teacher who made a terrible choice and I'm pretty sure that it's because of something that happened to her when she was younger and she's not with the district anymore. Right. And there wasn't that time and that space to be able to unpack, how do we in ourselves and our own experiences, how do those show up in our classrooms” (Administrator, 12.19.19)</p>
<p>Equity Adaptability/Flexibility Building Empathy/Understanding Centering Teachers’ Voices Culturally Responsive Disrupting Deficit Views & Discourse Expanding Perspectives Individually Responsive Pausing Progress (Celebrating, Acknowledging) Responsive to Context/Flexibility Strength-Based Sustainability/Capacity Building</p>	<p>Statements or evidence that reflects one of the ROCK equity foundations.</p> <p><u>Example:</u> Disrupting Deficit Views of Child. “I've been to this series before, but for some reason this particular time, I've learned more and let me tell you why. I would say to kids ‘what's wrong with you?’ And then they would look at me. And so as she said, you should start saying ‘what's happening to you?’ And the minute I started saying ‘what's happening to you?’, and they would smile and they say, ‘well you know...’” (Teacher, 11.2.19)</p> <p>Individually Responsive. “Notice what your body’s signals are to you. It doesn’t need to be called Yoga...Get into a comfortable position that fits you.” Encouraged participants to choose a wall or a chair. Whatever “fits” them” (Yoga observation, 9.11.19)</p>
<p>Evaluation: ROCK (Trainings, PLC, Yoga) Success Concerns</p>	<p>Statements made with evaluative statements (positive/negative) about the ROCK trainings.</p> <p><u>Example:</u> Success: I like that they have so many activities all through the training. That makes it the most amazing training ever. (Teacher, 11.2.19)</p>
<p>Goal: ROCK</p>	<p>Comment made that reflects a goal administrators have for the ROCK project based on ongoing analysis of its implementation.</p> <p><u>Example:</u> “So what I was hoping for over time, and I think it started down by them is this kind of learning culture that it's a, it's a daily process as a daily journey.” (Administrator, 12.10.19)</p>

Goal: Yoga	Comment made about the goals for teachers' participation in the Yoga classes.
Image of the Teacher	<p>Comments made that reflect assumptions/perspectives about teachers in the ROCK project.</p> <p><u>Example:</u> "I am addressing the teachers as the individual that is here to take care of themselves and they get the experiential of a lot of the ROCK strategies that I scan through them." (Yoga Instructor, 11.25.19)</p>
Image of the Family	<p>Comments made that reflect assumptions/perspectives about parents/families in the ROCK project.</p> <p><u>Example:</u> "And then when we ask the question, we bring the family in immediately. So we're like, 'you're the expert.' We need you to help us fill in the gaps. Here's what we've been noticing, but we have a lot of gaps and we would really like for you to help fill it in and we want to make a plan. And you're the leader on this plan, right?" (Administrator, 12.19.19)</p>
Language: ROCK	<p>Comment made that reflects language/discourse introduced in a ROCK training.</p> <p><u>Example:</u> "Am I going to go up and be the executive brain or am I going to go down and be my primitive?" (Teacher, 11.2.19)</p>
Learning Stance	<p>Comments that reflect evidence of a learning stance; a disposition that is critical for implementation of TIP given how counter-intuitive and different the approaches/strategies can be from how teachers were trained (e.g., especially for management of challenging behavior)</p> <p><u>Example:</u> "So I took it back. That was trauma for me. you got that? So I didn't realize that, but Everything had to be done. And I was raising my kids like that and I had to pause on that too. And I told them, I was sorry. I said that was the way I was raised. So you guys, my daughter's been all over the country. [inaudible], Paris, you name it everywhere. And you know, I'm just saying to you, the reason why I'm sharing it, because it's so important for us to recognize that we have those faults</p>

	too. And in order for us to work on those faults, they make us better teachers, better people.” (Teacher, 11.2.19)
Outcomes: ROCK Children’s Self-Regulation Effectively Addressing Challenging Behavior Empathy for children, teachers and/or families Gratitude Social Emotional Competence Strengthened Trust and Relationships with teachers and Families Strengthened Understanding of Child (individuating) Strengthened Understanding of Stress/Trauma Teacher Appreciation Teacher Assistant Participation Teacher Body Flexibility Teacher Collaboration Teacher Physical Pain Relief Teacher Positive Mood Teacher Recharging Energy Teacher Self-Awareness Teacher Self-Care Teacher Self-Reflection Teacher Self-Regulation Teacher Stress Reduction, Relaxation Team Building Trauma Sensitive Teaching Trauma Sensitive Supervision Organizational Change	<p>Statements made that suggest short or long term outcomes that could potentially or are outcomes of teachers’ participation in the ROCK project.</p> <p><u>Example:</u> Trauma Sensitive Teaching: Participant shared how the strategies she learned in ROCK 200 could help her with a young boy she was hired to work with 1-1. Her interview reflects how the ROCK strategies could be used as part of a positive behavior plans for children with challenging behavior to disrupt and/or prevent exclusionary discipline. (Teacher, 11.2.19)</p> <p>Build Empathy for Children. “Q-TIP: Quit Taking It Personal. It’s like they’re themselves are having a little hard time too. Not taking it that they’re attacking you or your teaching or they’re just having a hard time and they’re little” (Teacher, 11.2.19)</p> <p>Org Change: “So I started to see greater levels of implementation back at the site. That was a parallel process to where their participants were going through because they participate on a particular training and that now the site administrators are on board” (Administrator, 12.10.19)</p> <p>“I’m thinking about like the environmental changes for adults, right? Like, how are, how is the administration setting that up? And also teachers for their staff members. And so like thinking about Caroline, the specific development of that space for teachers and families, you can sit in and retire in that side room with a couch and stuff, lighting and those pieces. And then the way like Katie is attending at the PLCs to having table-cloths and these pieces where it feels a little more human” (ROCK Leadership Team Member, 12.13.19)</p>
Pedagogy Focal child Case Study Child voice/choice/agency Imagination Meditation Metaphor Self-Disclosure	<p>Examples of intentional pedagogies used to teach TIP practices (e.g., body awareness, breathing etc.)</p> <p><u>Example:</u> Storytelling. “As a social worker, one of the first types of therapy I found interesting was narrative therapy and it backs up what trauma informed and grief therapy would say too, like we’re meaning-making creatures and some of us aren’t as</p>

Storytelling	<p>abstract thinking as some, but it's interesting to go with thinking of talking about a tree growing or a plant growing and then kind of refer that back to the body, what it might need” (Yoga Instructor, 11.25.19)</p> <p>Case study. “I think one component that Katie has introduced in the PLCs this year is the focus of the case study child so that there's a real through line, right. To focus the work and, and just also to measure the growth, right? Like how could these things be supporting a child and to gather the team around one specific focus, cause it's easy to say you know, 10, 12, 15 kids, it's just so hard. But if you really focus in on one, I think you could see the differences and changes and take heart from it.” (ROCK Leadership Team Member, 12.13.19)</p>
PLC → Classroom	<p>Comment reflecting content of ROCK PLC is being implemented in the classroom.</p> <p><u>Example:</u> “teachers started being able to give each other like hand gestures when they're in the moment in the classroom to be able to say, you know, right now in this moment I am needing to take care of myself. And that those gestures meant something. But that was all a part of the PLC where like how can we communicate to each other, really honoring when we are in front of children and children might serve as a trigger for some of them due to a certain behavior.” (Administrator, 12.10.19)</p>
Recommendations: ROCK Coaches Teachers Administrators Other Staff Future Training/PD	<p>Suggestions or recommendations individuals make for ROCK. <i>Note: many of these are more applicable for the medium/longer term than those coded as “Task”</i></p> <p><u>Example:</u> Teacher: I want to continue to work with children out of the foster system. And a lot of this will be helpful. A lot of what's talked about, a lot of the materials that are being brought here to show to us, I will be able to use for those children because we know a lot of the children out of foster care come out of trauma situations, really intense trauma situations. (Teacher, 11.2.19)</p> <p>Teacher: “well they should have a training three. In my opinion. And they really should make this mandated,</p>

	<p>particularly in urban areas. You know, probably in all the schools, especially Oakland Unified.” (Teacher, 11.2.19)</p>
<p>Relationship-Based Practice</p>	<p>Comments that reflect examples of relationship-based practice; the foundation of all high quality, equity-oriented and trauma-sensitive teaching.</p> <p><u>Example:</u> “sometimes you have to make that time for one on one and sometimes you do have to give to everybody. I have a little office, it's a made up office either outside or inside and then they come up to my office if you want to talk and they want to tell me various things that are personal and I want them to know that is between me and them and it's private and then nobody's going to know about it and so I have that relationship with them” (Teacher, 11.2.19)</p>
<p>Strategy: Org Change Adult Learning Principles Administrator Engagement Administrator Support Coaching Continuous Learning Culturally Responsive Practice Dosage (for different components) Ethic of Care Family Engagement Including other staff (IAs etc.) Inquiry Stance PLC Policy Change Reflection (individual or collaborative) Relationships/Intimacy Resources and Services (connecting to in community) Role of Mental Health Consultant Teacher Agency Leadership/Collaborative Learning Self-Care/Positive Climate</p>	<p>Specific strategies suggested by participants or the literature to support organizational change.</p> <p><u>Example:</u> Administrator Engagement. “So I asked for time on their senior leadership meeting and they have three hour meetings. I asked for 30 to 45 minutes of that time. And part of what I said is I can't continue to do the work because I'm doing the work, but it's not being implemented because there isn't a through line” (Administrator, 12.10.19)</p> <p>Policy Change. “So things like chewing gum, I allowed kids to chew gum and some people had big issues with that and so we unpacked it. Like, why don't we allow kids to chew gum? Like how many adults do you know that chew gum? I know a lot, right? So why do we not allow children to do that?” (Administrator, 12.19.19)</p>

Supervisor Time with Teachers/Staff/Families Supervisor Acting as a Champion	
Strategy: Systems Change Family Engagement Scaling Targeted Training for all staff	Specific strategies to support change beyond one program, for example, to influence change across the OUSD ECE Dept. <u>Example:</u> “But it makes me think about like scaling, especially, you know, if you pick a goal like this year we're focusing in on play for encouraging that in the classroom and play to learn, you know? So for all those all staff PD days, those three days, like maybe the shift is towards these trauma, the trauma responsible approach, you know, as a whole district or a whole ECE department. Maybe that could help” (ROCK Leadership Team Member, 12.13.19)
Strategy: ROCK Acronyms Attunement/Listening Body Awareness Breathing Calm Area Co-Regulation Emotional Literacy Image of Child Mantras Partner with Family Pausing Parallel Process Resilience Safe and Predictable Environment Self-Awareness Self-Expression Self-Regulation Self-Care Sensory Literacy Social Story	Comment made that reflects a strategy introduced in a ROCK Training. <u>Example:</u> Attunement/Listening. “sometimes you have to make that time for one on one and sometimes you do have to give to everybody. I have a little office, it's a made up office either outside or inside and then they come up to my office if you want to talk and they want to tell me various things that are personal and I want them to know that is between me and them and it's private and then nobody's going to know about it and so I have that relationship with them “ (Teacher, 11.2.19)
Stress Teacher Administrator Organizational	Comments made about the types of stress experienced and/or the impact of stress on individuals, programs or systems. <u>Example:</u>

	all those simple mantras and stuff like that. I remember, I think it was the last one they were like, when they say This Too Shall Pass , like that's kinda my mantra” (Teacher, 11.2.19)
Trauma → to personal life	<p>Statements made about connections between the ROCK content and educators’ personal lives.</p> <p><u>Example:</u> “And it's like, even though as a teacher I'm thinking like, ‘Oh, how can I help it in my classroom?’ My kind of my first thing is like ‘how can I help it on myself personal and then how can I implement it with my son?’ Cause it's like it or not, how my day starts with him is going to be the implementation that is going to be how my day is going to go at work” (Teacher, 11.2.19)</p>
Triggering: ROCK Trainings	<p>Comments made about the content of the ROCK trainings as personally triggering for participants given their own experiences with trauma.</p> <p><u>Example:</u> “I took the first ROCK training 101 two years ago and that was kind of like my breaking point where I, I fled domestic violence. So it was kinda like my breaking part from then. The thing that triggered me was they showed the video of the little girl calling the police on the father and it like triggered me.” (Teacher, 11.2.19)</p>
Yoga → classroom or personal practice	<p>Comment reflecting content of Yoga class is being implemented in the classroom or is being encouraged by Michael to be used in the classroom.</p> <p><u>Example:</u> “But I think repetition of that does bring them to really feel it in their body. And then they may take that into their own personal practice in between sessions or better yet to their classroom.” (Yoga Instructor, 11.25.19)</p>

Appendix B

ROCK Professional Learning Community (PLC) Overview 2019-2020

2nd Thursdays of the Month, 3:30 eating/relationship building. 3:45-5:30

Location: X

Select either: AB212 or paid extra time

Objectives:

- To better understand how trauma affects young children
- To apply research based instructional strategies to better support children and educators in a classroom where trauma is prevalent
- To explore how race and equity play a role in our classroom culture
- To create a space of empathy, compassion, and curiosity in service of young children
- To build self awareness around stress and trauma and make steps to intentionally take care of ourselves

Text Resources:

- *Trauma Informed Practices for Early Childhood Educators*, Nicholson, Perez, Kurtz
- *Reaching and Teaching Children Exposed to Trauma*
- *Onward* (for coaching)
- *Conscious Discipline*

Format for each session:

- Begin with Connector/Community Building
- Make time for self-care (could be the Connector)
- Have Agreements visible and accessible
- Sharing of best practices - highlight of children/what teacher moves made this happen
- Content
- FIRST DAY - share lessons learned (from Priya)

(See: <https://docs.google.com/document/d/1mDRmL13Jay-H7L3DZ535djSB19cfmQSyLN1OTWsvcA/edit?ts=5d435b15>)

PROFESSIONAL LEARNING COMMUNITY: Agenda Topics 2019-2020

Objectives:

- To better understand how trauma affects young children
- To apply research based instructional strategies to better support children and educators in a classroom where trauma is prevalent
- To explore how race and equity play a role in our classroom culture
- To create a space of empathy, compassion, and curiosity in service of young children
- To build self awareness around stress and trauma and make steps to intentionally take care of ourselves

Components to Include at every session:

- Connector
- Highlight of practice

Date	Topics
September	<ul style="list-style-type: none"> ● Storytelling with Listening Protocol - Tell a piece of your story: What brought you to the preschool classroom? ● Co-construct Agreements ● The Why: Scenario, Definition of Trauma, Characteristics of Traumatized Children, What does it mean to be a Trauma Informed Educator?
October	<ul style="list-style-type: none"> ● Connector: Mindfulness (children's book) ● Attunement- definition, partnershare, triggers checklist ● Creating Trauma-Sensitive Spaces - teams shared ideas/strategies for various components of trauma sensitive environments, gallery walk
November	<ul style="list-style-type: none"> ● Connector: Mindfulness definition, Mindful exercise: bumblebee breathing ● Highlight of Practice: example of <i>attunement:</i> and <i>co-regulation:</i> ● Storytelling: Tell a piece of your story: Share an experience (from your adult life) that was difficult for you. How did you overcome it? ● Focus Child <ul style="list-style-type: none"> ○ Knowing Students Tool ○ Continue Trauma-sensitive Spaces
January	<ul style="list-style-type: none"> ● Equity

(co-facilitated with site administrator)	<ul style="list-style-type: none"> ○ Courageous Conversations Agreements ○ How would you define your racial identity? ● Focus Child - artifact share ●
February	<i>Creating Equitable Early Learning Environments for Young Boys of Color: Disrupting Disproportionate Outcomes</i> (Julie Nicholson visiting)
March	CANCELLED (COVID)
April	(Virtual, via ZOOM) <ul style="list-style-type: none"> ● Year-End Celebrations: What's one thing you can celebrate from this school year? ● Connecting with focus student remotely <ul style="list-style-type: none"> ○ Make connections to what is working: Given our trauma lense, we know that safe relationships are what help children to build their resilience

Appendix C

Self-Study Trauma-Responsive Tool for ROCK Programs and Schools

Early childhood teachers cannot support and heal children in silos on their own. Their success in meeting the needs of children and families impacted by trauma is deeply influenced by the level of trauma-sensitivity of the programs, organizations and systems they are working within. We know from research that poor compensation and inadequate working conditions negatively impact early childhood educators' capacity to engage in the type of trauma-responsive, attuned intentional interactions with children that are most critical to support children's healthy brain development, to optimize children's learning capacity (McLean, Whitebook, &, Roh, 2019) and to buffer the stress and negative outcomes that result for children impacted by trauma (Nicholson, Perez & Kurtz, 2019; Perry, 2014).

Acknowledging this reality, the ROCK team began working on an **organizational self-study tool** (*Becoming a Trauma-Responsive and Resilience-Building Organization, School or System*) that program administrators, coaches and other leaders could use to guide their goal setting and progress with ROCK. The tool include benchmarks for making early childhood and school-age programs more responsive to the unique needs of children and their families who experience trauma in addition to the workforce serving them. It is recommended that program leaders/administrators use the self-study tool first to do an initial self-assessment to help identify program strengths and learning edges. This information can help administrators work with their staff to identify goals and track progress in continuing to learn and improve their program's efforts to become trauma-responsive and resilience building.

The self-study tool is not intended to serve as a comprehensive guide to programming in early childhood or school-age programs or as a guide for ensuring the full educational and developmental needs of children. It is simply a mechanism to guide staff and leadership as they begin the process to improve how well their program welcomes and serves children and their families who experience toxic stress and trauma in addition to the workforce serving them.

The **development of items** for the tool was created through a process of reviewing several bodies of research (e.g., organizational change, trauma-informed systems of care, resilience science, anti-racist education, culturally responsive practice etc.), published surveys (e.g., Healthy Schools survey etc.) and other trauma-informed organizational tools (e.g., Trauma-informed organizational toolkit, Trauma Systems Org Tool etc.) and interviews with administrators/leaders participating in ROCK.

The **initial version** of the tool included a comprehensive list of items organized into 17 categories drawn from the review of the literature and best practices (see the first draft of the tool here: [TIP Org/Systems Self Study Tool](#)). With a goal of significantly reducing the number of items to ensure the tool would be accessible and easy for administrators to use, the ROCK leadership team choose a small subset of key items to include in a **revised version** of the tool. ROCK Core Principles were also aligned with the items. The next steps will be to continue to reduce the number of items, examine the items with a lens of race equity and revise as necessary and then begin to pilot the use of the tool with interested ROCK programs/schools.

Appendix D

ROCK Coach Observations: Resilience Building Strategies

Relationship-building Strategies

- Give positive attention
- Provide comfort
- Listen with interest and use wait time
- Show empathy and validate children's emotions
- Help children identify and express their sensations and feelings
- Support children to recognize feelings in themselves and others
- "Broadcast" your own thoughts and/or feelings and ways you are resolving problems in the moment
- Provide warm and supportive feedback
- Reframing self-regulation break-downs (normalizing that it takes practice to learn self-regulation)
- Creating self-regulation support plans if needed

Supporting Autonomy and Initiative

- Question Type
- Acknowledge effort
- Nurture optimism
- Reframe challenges
- Encourage children to take safe and considered risks
- Support children's self-initiated play
- Support children's creativity
- Create a wide variety of opportunities for ALL children to make decisions throughout the day

Self-regulation Skills

- Modeling / describing what calm feels like
- Mindfulness practice (breathing, yoga, stretching)
- Movement activities
- Sensory activities
- Build children's problem-solving toolbox
- Play games that involve memory
- Play games that involve stopping and starting; practice controlling their bodies
- Create emotion stories
- Practice strategies for wait time
- Teach sensory vocabulary
- Teach feelings vocabulary
- Describe activities and reasons 'why' for doing them

Environment

Physical environment

- A quiet and safe space where children may choose to be alone when distressed

- A ‘calm-down’ collection of materials (feathers; stuffed animals; smell the flower; blow the candle; pinwheel to blow; picture cue cards; Tucker Turtle; etc.)
- Photos to show re-regulating from one state to another

Schedules and Routines



- Provide and actively use a visual schedule throughout the day
- Involve children in using the visual schedule to note what comes before/during/after routine times in the day


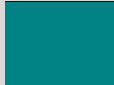
Transitions


- Question Type
- Plan for transitions
- Give children warnings before a transition will occur
- Use visual or auditory prompts for transition times
- Personalize visual prompts for individual children who need extra support
- Structure transitions so children have something to do
- Teach children the expectations related to transitions

(See: https://docs.google.com/document/d/1shNVmnp4taYuWaHSFbuQ1DUE-2m_HBxmz8ZGq_92dIU/edit)

Appendix E
Evidence for the Theme: Strengths and Success Stories



Themes	Specific Success	Details/Quotes
Structured Space for Reflection and Dialogue  	<p>PLC was a dedicated time to discuss challenges including the stress related to COVID</p> <p>PLC as a time and space to share what works, best practices, challenges questions</p> <p>Having a space to slow down and “zoom in” on certain things, be reflective, talk them through, brainstorm with colleagues and practice different responses</p>	<p>“What worked well this year? I would say would be the professional learning communities. Having staff have a designated time when there were not children or families in the center that they could be held in conversations around what was challenging them around the program year. And I found that when we went into shelter in place, the first month we were reorganizing ourselves, but all of the centers that had these workshops opted to continue them. And one of the ones that I was able to check in on felt like it was really beneficial to have a space to process, to be heard, to come together” (Disability Coordinator, 6.16.20)</p> <p>“I think they really appreciated having a space to talk about [challenging] things and to talk about them openly amongst each other.” (PLC Facilitator, 6.16.20)</p> <p>“Having a space to... get additional knowledge, whether it validates the work they're doing or kind of enhances and increases the level of work they're doing as far as their teaching practices with children and ensuring they're becoming resilient, children impacted by trauma, staff impacted by trauma. I think having a space dedicated to that is one of the main strengths [of ROCK]” (Director, 6.17.20)</p> <p>“where professionally they were able to share what works, best practices, challenges questions things like that I think was helpful.” (PLC Facilitator, 6.18.20)</p> <p>“Being able to slow down and put on and wear a different set of lenses. It's kind of different to slow down when you're</p>




		<p>actually on the floor, dealing with the child or interacting and engaging with the child and family...To be able to actually pay attention to different things...I think the space allowed teachers to kind of be more reflective and then be able to practice different things in the classroom after talking about it out loud and brainstorming together” (Administrator, 6.22.20)</p> <p>“I think what worked well was teachers having time to collaborate and talk about what they were learning in connection with a particular student. So they were kind of given the charge of picking some students to focus on. And so I think the time to collaborate as well as the time to really focus in on one student and really go through the process of learning through that lens, it really solidified it for a lot of the teachers...my teachers in particular like working with all of them together in the smaller group size” (Administrator, 6.23.20)</p>
<p>Self-Awareness</p> 	<p>ROCK increases teachers’ self-awareness of personal experiences of trauma and oppression</p>	<p>“And this ROCK has opened our brains...ROCK has given me a new voice” (Administrator, 7.1.20)</p> <p>“I found that very beneficial to bring up things that affect us as adults. And then in turn, you know, filters into our classroom that then, then penetrates through to our children. I thought that that was very, very helpful, very beneficial for me. I found it very insightful.”</p>
<p>Provides stress reduction, Self-Care</p> 	<p>ROCK helped teachers and administrators to “keep going as individuals” during COVID</p>	<p>“it helped me, it helped me for self-care...so many of our workshops and stuff its geared around the classroom and things, but this is geared to like us, you know, what's going to help us internally, what's going to help us to keep going as individuals... the ROCK training, it really helps. So if we can continue that for next</p>

		<p>year, that would be great. It's beneficial to all of us, especially in this kind of job that we do. We need something to help us with mental our mental wellbeing and, you know, it helps us, emotionally. (Administrator, 7.1.20)</p>
<p>Training</p> 	<p>Location (comfortable, easy access)</p> <p>Training for Entire Site</p> <p>Working across sites with diverse others in trainings</p> <p>Shifting to online trainings increased access and participation</p> <p>Administrator participating with staff</p> <p>Offers Tangible/hands on strategies and activities</p> <p>Interactivity: Time for small group conversation</p> <p>Strong facilitators</p> <p>Well-organized, visuals helped facilitate learning</p>	<p>“To be honest with you, I feel like since we've done more online stuff, it has actually been deeper. And I don't know if that's just because everybody's in this space of listening now that we weren't previously in” (Teacher, 6.25.20)</p> <p>“When we moved to the online webinars, we did have increased staff attendance.” (Disability Coordinator, 6.16.20)</p> <p>“I think was really important for my team to be able to see me participate and be my true, authentic self and have real conversations about real things that go on just to help build community amongst my staff.” (Administrator, 6.22.20)</p> <p>“I think this training is amazing and I wish that it was available sooner. I've been working the YMCA out of Berkeley for the last three years. I've been working with children out the foster care and my whole life has been dedicated to providing care for children directly in my community. You know, children of parents that are addicted to substances...to have this trauma training is been amazing. I like it that they have so many activities all through the training. That makes it the most amazing training ever.” (Teacher, ROCK Training Participant, 11.2.19)</p> <p>“the other thing I loved most, having the hands on activities. Something actually tangible that I could see, that I could learn, that I can practice.” (Teacher, ROCK Training Participant, 11.2.19)</p>

		<p>“Having the open kind of conversation not just having the person presenting to us and just feeding you information. I love that kind of environment and having the smaller group kind of conversations...only when you have the smaller group you could actually let everyone talk, have everyone's voice be heard” (Teacher, ROCK Training Participant, 11.2.19)</p> <p>ROCK 201 Feedback Surveys</p> <p>Strong facilitators “The speakers took the time to explain everything in an easy way (words). We have the opportunity to express our opinion”</p> <p>“I enjoyed it all. Having the real life stories + acting out the scenarios was very helpful”</p> <p>“I found the personal anecdotes most helpful. They know how to take the material we learned today into our own life and the lives of the children”</p> <p>Interactivity “We have the opportunity to express our opinion”</p> <p>“Activities throughout the training”</p> <p>“Practicing sensory and emotional awareness and literacy”</p> <p>Webinar Feedback Surveys</p> <p>Strong facilitators “They answer answered our questions and we had the opportunity to talk and share our ideas with other teachers.”</p> <p>“The explanation of each tip for building relationships with parents.”</p>
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		<p>“The experience of the facilitators .”</p> <p>“The presenters were all knowledgeable of their content .”</p> <p>“I like how we have different presenters that complement each other”</p> <p>Interactivity</p> <p>“the break out groups were great, very interactive.”</p> <p>“Getting the information listening to others input and others experience on the topic. interactions with other teachers.”</p> <p>“I enjoyed the breakout rooms.”</p> <p>“I like the break rooms. Listening other ideas.”</p> <p>“Being able to have the handouts and talk about it small breakout rooms!”</p> <p>“Being able to hear responses from experience. Educators”</p> <p>Well-organized, visuals helped facilitate learning</p> <p>“I was finally able to navigate within Zoom and participate in chat sessions and in the breakout sessions. Well organized and flows nicely.”</p> <p>“Being able to see the slides about the info being presented worked well for me. The slides permitted us to follow along with the verbal presentation.”</p> <p>“The visuals worked. The presenters were knowledge. The teacher break also give room for small group reflections.”</p> <p>“Having a nice presentation and video to demonstrate examples of the lesson. Also</p>
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		<p>being able to ask us about we feel and including our thoughts. “</p> <p>“The graphics were easy to follow and understand”</p> <p>“The PowerPoint is useful”</p>
<p>Equity: Race, Racism, Culturally Responsive Practice</p>  	<p>NTC Every Child Matters PLC with Facilitators who called people in to engage</p> <p>Talking about Equity at the End of the Year very helpful</p>	<p>“The equity, every child matters equity (PLC). What I liked about that was we did have that main time that we're listening and we're hearing the information, but then we broke up into the smaller groups and had discussion.” (Teacher, 6.25.20)</p> <p>“The facilitators within each of those small discussions made or broke that space, sometimes, it was just like crickets and people just sit there and it's like pulling teeth. Then other times, the facilitator was not being afraid, just go in for it, whereas other people, it was just like, you're afraid to really be courageous and talk... as the facilitator, just almost volunteering people to talk. I'm going to use Dr. Tyler as an example. And maybe it's because we have a relationship, if it's feeling quiet she'll just go in and say, okay, so what do you think about this? And I think that that makes that person really start the conversation rather than waiting so long... it's just their ability to ask the right questions and to not be afraid to ask specific people for responses instead of waiting for people to speak up, they volunteer people to speak up” (Teacher, 6.25.20)</p> <p>“I really appreciated the fact that we brought in, started talking about equity towards the end. That was very powerful and of course, so timely. And who knew that the now would be happening? We've been talking about it in Oakland Unified for quite some time, but to bring it into ROCK and make it an open discussion, it</p>

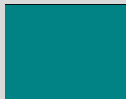
		was quite, quite interesting to say the least.” (Teacher, 6.24.20)
PLC   	<p>Structure of PLC (Once a week and staying for dinner, Agenda and group agreements, flexibility to “step out of the agenda”, connecting emergent issues within discussion to ROCK concepts and strategies, small size of group)</p> <p>Benefits of site-based PLC and cross-site PLCs</p> <p>Consistent Attendance in PLC</p> <p>Good rapport/relationships among participants</p> <p>Beginning in large group then transitioning to smaller groups for discussion</p> <p>Emphasizing Relationships, Listening and Attunement</p> <p>Having Support from Directors and Directors Participating with Staff</p> <p>Integrating Mindfulness, a Somatic Approach, Humor and Silliness</p> <p>Supporting teachers to connect ROCK concepts and content to themselves first (and then children) First: Tuning Inward → Then: Tuning Outward</p>	<p>“Once a week and staying for dinner, I think that worked really well. I think what worked well was they had their NTC coach and the mental health consultant came when they could. And when they kind of had that threefold that really kept it alive throughout the month, as opposed to coming and doing this work and then kind of being on your own” (Administrator, 6.23.20)</p> <p>“the feedback that I got from the teachers at the, at the last meeting when we wrapped things up, it was the structure of the meetings and the agenda that we set forth at the very beginning, including, agreements for confidentiality and safety and honoring one another and vulnerability and permission to talk over or permission not to talk. So I would say those guidelines held people in place, along with our capacity to step out of the agenda when flexibility was needed or when someone else needed more time” (PLC Facilitator, 6.15.20).</p> <p>“Pulling the teaching staff together where the teachers and intersectional systems can see each other cross sites and actually even at their own school site, because cross classroom collaboration doesn't always happen...where professionally they were able to share what works, best practices, challenges questions things like that I think was helpful.” (PLC Facilitator, 6.18.20)</p> <p>“So what worked well is having a consistent attendance...And there was a lot, they had good rapport amongst themselves. So there was a lot of supportive dialogue happening... I was able to tie in a lot of what was coming up</p>

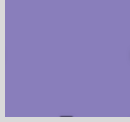

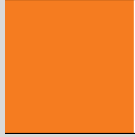
	<p>Pedagogy of the Focal Child. Taking time to explore the ‘whys’ for child behaviors and the feelings</p> <p>All Participants Having a Copy of the TIP Book</p> <p>Offering Incentives</p>	<p>naturally to the work and the information that they learned in the [training] modules” (PLC Facilitator, 6.16.20)</p> <p>“So hearing it from the larger group and going into smaller groups is ideal. And even doing some inner work on my own” (Teacher, 6.25.20)</p> <p>“we are such a small site. And so it was really intimate. The conversations were very intimate. We were able to spend a lot of time individually in discussions and share out things that came up whatever the topic was or whatever it was that we were studying as a group, we were able to be very intentional in our discussions. I think the size was very impactful in our training. And again, I think it was really impactful for me to actually participate in the form of a team.” (Administrator, 6.22.20)</p> <p>“And congealing the groups was really a non-issue. They're all very tight and close and respectful. And so there's a good base for camaraderie and connection and respect to begin with. So that just made things so much easier that the teams were tight and they had wonderful supportive directors.” (PLC Facilitator, 6.15.20).</p> <p>“I think they really responded well to rethinking about the brain and how trauma lives in the brain, through their own experiences. So, to be honest, there was very kind of minimal work done with actual problems with the kids, and a lot of work on themselves and the way that they're responding and the trauma responses that are coming up for them, The triggers that happen in the classroom.” (PLC Facilitator, 6.16.20)</p> <p>“I think we have the tools where we started to look deeper at a particular</p>
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	<p>student and not just within the classroom, but thinking about that child in a broader perspective. So their home, their culture starting to bring all of those things in. And so we had, I don't remember the title of the tool that I was given. I'm sorry, but, but it did have like a list of things that you start to look for in that child; who they live with, what might be happening in their world. So it just started to shift the idea of beyond the classroom and not only what I'm seeing, but more of what's happening with the child. So I liked that aspect.” (Teacher, 6.25.20)</p> <p>“And everyone had a copy of the book, so I was able to say, okay, here's what we've been talking about is directly from this chapter. Look at these pages, look at this activity suggestion.” (PLC Facilitator, 6.16.20)</p> <p>“They did a really good job with like the food and making the teachers feel respected in that way with the food and getting the books for them. And there was journals and pens and things like that. And so those kinds of incentives I think, were really helpful.” (PLC Facilitator, 6.16.20)</p> <p style="text-align: center;">PLC Feedback Forms</p> <p>Supporting teachers to connect ROCK concepts and content to themselves first (and then children) First: Tuning Inward Then: Tuning Outward</p> <p>“The ROCK PLC has helped me attuned to myself emotionally as well as to the children’s needs and feelings and better understand them and think of positive ways to address their trauma.” OUSD PLC participant</p>
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<p>Coaching</p>  	<p>Having Ongoing Coaching with Training</p> <p>Coach knowing community and having trust built</p> <p>Creating a Structure and Curriculum for PLCs</p>	<p>“I also appreciated the fact that we had a coach who was ongoing and would come back and we could process together. So that was very helpful.” (Teacher, 6.25.20)</p> <p>“I think what went really well is that Katie Smith, who came on to now serve as the facilitator for this year was with us the</p>

	<p>Coaches and PLC facilitators collaborating with Mental Health Consultants</p> <p>Coach working with teachers, instructional assistants and administrators on a regular basis</p> <p>Coach being physically in the space and observing the children</p> <p>Helping Teachers Work on Implementing what they Learn in ROCK Trainings</p> <p>High quality coaching approach</p> <p>Coaching responsive to teacher needs and changing circumstances</p>	<p>previous year and being a part of the community. She understood had a better sense of the community that she was starting to support and facilitating ROCK. And I think it was a nice what we call it a warm handoff but still being engaged with work. And she was able to now evolve it and really put some structure and frame in place to make it like explicitly clear what each topic, the topic for each given month. She worked with the early childhood mental health consultant, I believe to help her serve as a thought partner” (Administrator, 6.17.20)</p> <p>“I think from my perspective and that the perspective of a coach, it was nice for me to interact with teachers and instructional assistants and the administrators in a pretty intimate manner...I feel like that immersing myself in the space with the teaching team was really important...being there physically in the space was essential to the work. (Coach, 6.18.20)</p> <p>“Helping teachers to, actualize any kind of strategy or points in which they were trying to extract from the ROCK pedagogy, was helpful...PD is one thing, discussing it was one thing. But then seeing it in action, feeling it, talking about it, trying to implement it as another. And I think that having those conversations helped to make that come alive.” (Coach, 6.18.20)</p> <p>Katie is not directive, but instead, allows the Ts to name what they want to work on. She focuses on the topics they care about and strives to integrate a TR strategy within those topics when it is authentic.</p> <p>“So I didn't really put it on the teacher to say like, ‘Hey, we're doing trauma informed, I kind of like followed their lead</p>
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		<p>and then pulled in where the strategies made sense. Where's the need right now? Where are you struggling? Where do you really want another thinking partner? I tried to make it meaningful and organic and not make it, 'Oh, hello, we're here to do ROCK coaching.' It was just like, 'Let's be thinking partners, let's connect the dots [to] a trauma informed practice' (Coach, 6.18.20)</p> <p style="text-align: center;">Coaching Feedback Survey</p> <p>Coaching responsive to teacher needs and changing circumstances</p> <p>"Ms.Katie has greatly helped me in so many ways and forms from planning my day to day and weekly lessons, suggesting different strategies to engage my students and improving their DRDP performance results, attuning to my personal needs, my students and IAs and preschool families and everyone." (Teacher)</p> <p>"Having one-on-one coaching has been extremely helpful in my teaching career. Working with Katie this year has been wonderful. She is so thoughtful and insightful. It was a challenging year and having her guidance and support meant so much. It was so helpful to have someone to talk through challenges and discuss new strategies with. During this time of distance learning it has been EXTREMELY helpful to have her support in creating lesson plans and in coming up with new ideas for how to make distance learning engaging and meaningful for kids. I am very grateful!" (Teacher)</p>
<p>Yoga</p> 	<p>Teachers like the yoga class. Reduces stress, elevates mood, improves their work with children</p>	<p>"Overall, the whole program is just perfect...I still continue to come every week cause it's gonna benefit me. And then when I feel less stressful, I'm working better with the kids cause I don't have to</p>

		<p>think about it. I'll have a headache or something and like, my back hurts, my pain. It was elevating my mood and my communicate with the kids too. I have a better attitude with the kids.” (Yoga Participants’ Interview, 3.4.20)</p>
<p>Scaling</p>  	<p>ROCK language and concepts are expanding within the district</p>	<p>“One of the greatest things I feel like is working...is that we've been wanting to align ROCK throughout our entire early learning department...We now have, I would say two thirds of our district of our early learning department engaged in the work. Now they have a foundational knowing they may not be moving quite yet to implementation, but they have a foundational knowing about ROCK principles and concepts and what I'm seeing in conversation with individual teachers and instructional aides, and even our site admins is they're practicing using the language... they're starting to use the terminology to describe the work, which I think is in a much better shape than last year, where it was just a meaningful small community [engaged]” (Administrator, 6.17.20)</p>

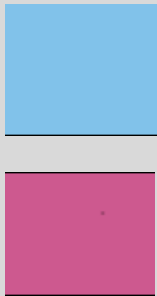
Appendix F

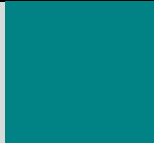
Evidence for the Theme: Implementation of ROCK Strategies



This year there was a specific focus on introducing a range of trauma-responsive resilience building strategies that teachers could use in their classrooms and administrators could use in their programs/schools. These strategies were introduced in ROCK trainings and reinforced in coaching sessions, PLC discussions and in the ROCK yoga classes. The table below highlights evidence of the key strategies and their implementation in various ROCK activities.




Themes	Specific Strategy	Details/Quotes
Body Awareness   	Building Body Awareness (through Repetition)	“Just think about your body starting from your toes and up, you know, totally focus, focus on your body and after that I would just feel, 'Oh my energy's back.’” (Yoga participants interview, 3.4.20)
	Building Body Awareness (through yoga)	
	Building Body Awareness (through Self-Reflection and Sensory Literacy)	“I'll tell a story or I'll tie it into the central nervous system, but a lot of the times I think that that stuff just goes kind of through the room and it's not the sticking point cause you aren't taking notes or anything. But I think repetition of that does bring them to really feel it in their body. And then they may take that into their own personal practice in between sessions or better yet to their classroom.” (Yoga ROCK Instructor, 11.25.19)
	Building Body Awareness about whether basic needs are being met	
	Building body awareness through storytelling	
	Identifying triggers	
	Talking about triggers and how they make teachers feel	“In fact, it might help each other spin into further activation of some kind that I stepped in and am as calm as I can be. I remind myself, ‘Oh, where am I at? I don't feel so centered right now’ then then there's a better chance of a successful intervention.” (Yoga ROCK Instructor, 11.25.19)
	Bearing witness to the feelings without reacting (mindfulness)	
	Asking for help, working with colleagues when triggered	Michael is teaching them to be <i>aware</i> of where they are at any one time in relation to Maslow’s hierarchy. “So the primary goal, it would be, can they be aware of their breath?” “So you are familiar with Maslow's hierarchy of needs , right? The middle is like the food pyramid, right? Well, that's

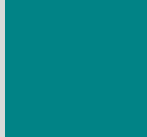
		<p>actually borrowed from yoga's perspective of levels of consciousness. I could show you the two different diagrams Maslow studied that. And so I think the primary goal is for someone to recognize when their basic needs, say their psychological groundedness, what is it, food, clothing, shelter, of course. Can they have those base needs met and then they're able to self-reflect whether or not 'I need more sleep' or 'I need to drink less coffee' or can they then do that internal evaluation to improve upon their health and wellbeing?" (Yoga ROCK Instructor, 11.25.19)</p> <p>"I think they really responded well to rethinking about the brain and how trauma lives in the brain, through their own experiences. So, to be honest, there was very kind of minimal work done with actual problems with the kids, and a lot of work on themselves and the way that they're responding and the trauma responses that are coming up for them, The triggers that happen in the classroom." (PLC Facilitator, 6.16.20)</p> <p>Body Awareness, Pausing, Self-Regulation</p> <p>"There was one child in particular that started out with whining and then it just got bigger and bigger. We talked about how it made her feel as an adult. What it sounded like to her and how feeling annoyed was a real reaction and something that we all feel. Just having her sense that and recognize that, I think helped her to not react to the child immediately. And recognizing that that does annoy her, helping her to not react immediately but then recognizing that she's starting to feel annoyed. And what else can she do with that feeling? I think just calling it out and talking about it helped her... I'm</p>
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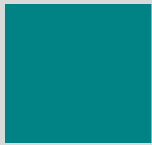
		<p>not going to say whining doesn't annoy her anymore. Of course it still does. But just the realization that 'I feel like that and that's a trigger for me' I think helps her to put it in a place that's going to be helpful for the child. The things that she does are to just breathe through it, have another adult deal with that child or talk with that child or sit with that child. And allow that feeling to happen to her. Because if she's annoyed, it's going to happen, but what else can she do in the meantime? Work with another child? Something to get her mind off of it knowing that that's something that's annoying her.” (ROCK Leadership Team Member, 6.18.20)</p> <p>Teachers can signal their need for support</p> <p>“Teachers started being able to give each other like hand gestures when they're in the moment in the classroom to be able to say, you know, right now in this moment I am needing to take care of myself. And that those gestures meant something. But that was all a part of the PLC where like how can we communicate to each other, really honoring when we are in front of children and children might serve as a trigger for some of them due to a certain behavior” (Administrator, 12.10.19)</p>
<p>Self-Regulation</p> 	<p>Strengthening Body Awareness to Increase Self-Regulation</p> <p>Using reflection to interrupt reactivity</p> <p>Learning to pause and stop judgment and reactivity</p> <p>Difficult to stop reactivity in the moment</p>	<p>Michael is describing developing teachers' skills with reflective function: awareness of the beehive of activity internally while remaining calm. A key strategy for Reflective Supervision.</p> <p>“It's a carriage, a horse carriage. When I teach transitional aged youth, I usually ramp it up to a car rather than a horse carriage [laughter]. It's pretty simple. The carriage is the physical body, right? The horses are our emotions. The driver is kind</p>


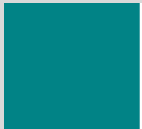
	<p>Self-care supports self-regulation</p>	<p>of our cognition or maybe our analysis of the situation and this is a touch esoteric, but the passenger is our higher self. Maybe when we call it like a witness mind. I can be in the middle of something and be kind of upset about it, ‘Oh, right now, I’m pretty upset about this’ as opposed to just losing my cool. Right. And then we just, the reader’s digest is that anything that aren’t taking care of training the horses or maintaining the carriage or letting the higher self or the cognitive part be fast asleep, and then you can kind of envision what would go right or wrong with that ride down the road.” (Yoga ROCK Instructor, 11.25.19)</p> <p>“And I think that that’s different than what it was before. Where teachers were just really reactive and just responding with their first gut instinct or how they were responding before in a negative kind of way. To help teachers to think through how are their own experiences or their own triggers or their own even biases, affecting how they’re reacting to children’s behaviors, challenging behaviors. And to first think about that so that they’re prepared for future behaviors or experiences because there will be more.” (ROCK Leadership Team Member, 6.18.20)</p> <p>Learning to pause to stop judgment and reactivity</p> <p>“So I’m learning how to pause and I want to keep staying in these workshops, if I didn’t know all of this, I would have never known. I would have said everybody was ADHD or spoiled rotten or crazy.” (Teacher, 11.2.19)</p> <p>Learned that it is easy for teachers to identify triggers, harder to learn to stop reactivity in the moment.</p>
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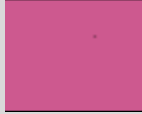
		<p>“I think triggers was easy and hard. Easy to identify for teachers harder, I think in the moment to like, remember, wait, that's a trigger of mine now, this is what I do. But I don't think it was hard too much for them to identify what they were.” (ROCK Leadership Team Member, 6.18.20)</p> <p>“And so it's like, if I could work this and that brings my self-care is like, okay, if I could regulate myself, that's definitely gonna impact the way of my whole day.” (Teacher, 11.2.19)</p>
Parallel Process  	If teachers take care of themselves, they are more likely to help others take care of themselves	<p>“I am addressing the teachers as the individual that is here to take care of themselves and they get the experiential of a lot of the ROCK strategies that I scan through them. Well this is so much what trauma-informed yoga tries to do for the individual. And then if they experience it, all the more then they'll be able to translate that into helping someone else experience it.” (Yoga ROCK Instructor, 11.25.19)</p> <p>“when I remind teachers, 'Are you able to do something with your partner this weekend? Just you guys?' Or 'Are you able to go out to dinner or something this week?' 'Are you able to exercise this week?' Just something like that to remind them and intentionally make a simple plan. A doable plan. I think helps teachers to take care of themselves, which in turn, helps them to take care of the children in their classroom.” (ROCK Leadership Team Member, 1.29.20)</p>
Learning the Language of ROCK	Yoga teacher introducing and reinforcing ROCK concepts/language	<p>Activated, Triggered, Reading a Child; Spinning into Further Activation</p> <p>“You noted in my first session with them on the 11th of September, we talked a little bit about mirror neurons. If I'm activated</p>





		<p>or what not, I won't be able to so easily read a child's whether they're triggered or activated. In fact, it might help each other spin into further activation of some kind that I stepped in and am as calm as I can be. I remind myself, 'Oh, where am I at? I don't feel so centered right now' then then there's a better chance of a successful intervention.” (Yoga ROCK Instructor, 11.25.19)</p> <p>“And I think it ties into what ROCK names as resiliency building. Like, of course, if I just let all of these parts of the carriage just sit to the side, you know, my ability to kind of feel resilient in situations is going to be diminished.” (Yoga ROCK Instructor, 11.25.19)</p>
<p>Co-Regulation</p>  	<p>Yoga teaching skills needed for Co-Regulation</p> <p>Adult calmness leads to children's calmness</p>	<p>Co-Regulation (“Stepping in to be Calm”)</p> <p>“We talked a little bit about mirror neurons. If I'm activated or what not, I won't be able to so easily read a child's whether they're triggered or activated. In fact, it might help each other spin into further activation of some kind that I stepped in and am as calm as I can be. I remind myself, ‘Oh, where am I at? I don't feel so centered right now’ then then there's a better chance of a successful intervention” (Yoga ROCK Instructor, 11.25.19)</p> <p>“If I’m being able to put all this that I’m learning in my own self, then I could be able to be self-regulated and then I could demonstrate more to the children that you work with especially like, cause like it or not, it's like your, where you’re calm is really reflects a lot in how your environment is in your classroom and how the lady said we are part of the environment. So it's like if you're calm, you're regulated, if you’re all that, your</p>

		environment is so much more easy.” (Teacher, 11.2.19)
Calm Area 	Calm areas in classrooms	<p>Calm area; body awareness, self-regulation, breathing</p> <p>“So if I'm looking at an individual classroom. I want to see that there was an accessible space where kids could go if they needed to have a quiet space that was less with less stimuli that the kids knew how to access. And it wasn't just there. It's an intentional space. And that maybe even in that space around that space there were strategies that they had been taught how to use about like breathing or calming down or that there was like a self-care kit somewhere in there that the kids knew how to access. We've been having a lot of stuff around body safety and boundaries at our program. And so seeing that there was something like a group activity, like group learning that was happening in the classroom that was extended to families about body safety and body awareness. That would be, that was somehow integrated, we're trying this now too, because we have some of our kids who have been through some trauma who are very curious about bodies and their bodies and other people's bodies and how do we teach that and then how do we extend that out to the families because that's a conversation that other parents don't want to have with their kids. But we're encouraging them to have it. So some kind of tool around that too” (Administrator, 12.19.19)</p> <p>“You started seeing teachers putting up calming zones in their classroom and really being able to differentiate that it wasn't a time out, it wasn't punitive.” (Administrator, 12.10.19)</p>





<p>Breathing</p> 	<p>Breathing to Calm the Central Nervous System</p> <p>Noticing Breath leads to noticing body stress which allows teachers to enact movements to reduce the stress they are ‘holding’ in their bodies.</p> <p>Breathing as a form of self-care</p> <p>Breathing and Mantras to support teacher regulation with challenging behavior</p>	<p>“So the primary goal, it would be, can they be aware of their breath?” (Yoga ROCK Instructor, 11.25.19)</p> <p>Using breath as a proxy for physiological state of stress/calm.</p> <p>“Plain and simple, breath is so important. If I’m breathing really shallowly then then it’s sending a signal to my body that I’m not as calm. So I could have a little tension in my shoulders or I might kind of hold my core in or clench my jaw and like, what’s my breath doing? All those other responses to stress are also going to have hopefully a positive response to relax you. Oh I’m going to let go of my hand now. I’m going to wiggle my jaw. I’m gonna roll my shoulders. Guide it through the breath, hoping that they’ll notice their breath more often.” (Yoga ROCK Instructor, 11.25.19)</p> <p>“And so some of the strategies that she’s learned in ROCK, like the belly breathing and like offering him sensory strategies and giving him a lot of cues before his primary caregiver’s going to leave the room.” (Administrator, 12.19.19)</p> <p>“When I ask them about it or even ask them to take deep breaths in our coaching session or ask them to take deep breaths in the PLC, it just seems so refreshing and it reminds them, ‘Oh, wait. In order to do this work well, I do have to intentionally take steps to take care of myself.” (ROCK Leadership Team Member, 6.18.20)</p> <p>“Like with the breathing techniques like the even though it’s for the kids, ‘Oh imagine you’re blowing the candle’ [makes blowing sound], smelling the roses, blow the candles. It’s like all those simple mantras and stuff like that. I remember, I think it was the last one they were like,</p>
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		<p>when they say This Too Shall Pass, like that's kinda my mantra. This too shall pass and maybe you having a bad day today, but this too shall pass. And then another training, I don't know if it was here or not, but they told us to let the acronym Q-TIP: Quit Taking It Personal. It's like they're themselves are having a little hard time too. Not taking it that they're attacking you or your teaching or they're just having a hard time and they're little, because my students are 18 to 24 months...So that's kinda my thing is like Q-TIP, when I'm having those hard moments that the kid is having his melt down, in my brain QTIP, QTIP and he's like, even if I say it out loud, they don't know what I'm saying, it's just QTIP. So it's like for me it's kind of like my self-regulation. Q-TIP don't take it personal. It's just him having his moments” (Teacher, 11.2.19)</p>
Brain Science 	Using storytelling to teach neuroscience concepts	<p>Michael’s intentionality to make the neuroscience accessible and meaningful for teachers.</p> <p>“Thinking of talking about a tree growing or a plant growing and then kind of refer that back to the body, what it might need. So I find a way to also then step into a simple approach to try to describe something that could be rather complicated. If I get into how I understand neuroscience and try to project that out into a group of 20 people, that may land on a couple of people, but if I talk about a plant that's growing in the room, there's probably more people that are going to relate to that plant.” (Yoga ROCK Instructor, 11.25.19)</p>
Resilience 	Actively Build the Skills for Resilience	<p>“If we're doing something now in our 30s, 40s, 50s even 60s, that it has some, hopefully it has some dividends later on in life. If we start to try and practice balance when we're 70, we will be challenged.</p>

		<p>We're building on what's there at that moment. So it's this, the gist of that story is for people to think, 'gosh, what can I do for myself now that might help me later on in life?'" (Yoga ROCK Instructor, 11.25.19)</p>
<p>Safety and Predictability</p> 	<p>Creating safe and predictable environments</p>	<p>"Well, there is a quote from, I probably didn't use it in the class that you observed, but Stephen Porges, you know some of his work? So he has this saying, I've read it in an interview a couple of times, he said that the primary goal of civilization, in order for something to be civilized, a civilized society, one thing has to happen and that is creating safe spaces for people to immobilize without fear. And I was like, 'Whoa...that crusty neuroscience word it makes me cry. Almost. For us to be able to safely be able to create a community where people can come in, lay down and be in the utmost vulnerable position and feel safe to do so. I can't think of what else would be the foundation for resilience from a yoga perspective. And it's interesting that when I first started teaching the pilot a couple of years ago, I felt compelled even from a trauma informed lens to get people kind of on their mat and sit and then get up to standing poses. I think I was teaching a little bit differently. Now most teachers know when they come into that room, even before we start, many of them are already lying down or talking with their friends and I get a sense that they already feel like 'this is our safe space to take care of ourselves.' So that would be my hope around resilience building and then anything else can build upon that." (Yoga ROCK Instructor, 11.25.19)</p> <p>Success in creating this safe space: "Now most teachers know when they come into..."</p>


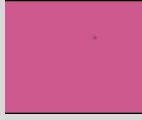


		<p>“Reflected and tried reflected and tried I think anything around the room, the space and the arrangement and the routine was what we worked on a lot. So like, you know, calming spaces places where children can intentionally talk about feelings, time in their routines predictability, you know, all those kinds of things” (PLC Facilitator, 6.18.20)</p>
<p>Children’s Play</p>   	<p>Big body play</p> <p>Loose parts play</p> <p>Outdoor play</p> <p>Play that supports proprioceptive and vestibular modulation</p>	<p>“I think having a lot of like open areas, having a place where kids can be really physically active without restraint is important too. So we're working on a sensory playground at our program right now I'm thinking specifically about our environment and we brought in a lot of new things. Like Lynn brought in a lot of loose parts and we're working on how to have each classroom be able to participate in the contributions of the outdoor learning space that are less closed and more open. So we rotate through responsibilities. But part of that goes with integrating loose parts into the outside. This week you're responsible for putting all the logs outside because we have some kids that ,we have these chunks of Redwood and the kids roll them. So instead of punching each other, we have log rolling contests across the lawn...And then I put up a hammock outside because we needed a place for some vestibular. I got a giant trampoline. We have that outside too.” (Administrator, 12.19.19)</p>
<p>Attunement</p>  	<p>Seek to understand a child’s behavior instead of judge it</p> <p>Building attunement through yoga</p> <p>Supervisor listening and attuning to staff</p>	<p>“One of the things I can share with is ROCK 100 and I've been to this series before, but for some reason this particular time, I've learned more and let me tell you why. I would say to kids ‘what's wrong with you?’ And then they would look at me. And so as she said, you should start saying ‘what's happening to you?’ And the minute I started saying ‘what's happening to you?’, and they would smile</p>

	<p>Attuning to a child's needs, interrupting adults' assumptions</p>	<p>and they say, 'well you know...' and then they would start telling me or they would get closer to me and say, 'I don't know why I did this. I don't know why I did that.'" (Teacher, 11.2.19)</p> <p>"But when I first got the handout sheet on ROCK and started looking at the way that yoga comes into this picture, I was like, that's what it is. Your resilient strategies and attunement strategies very much line up." (Yoga ROCK Instructor, 11.25.19)</p> <p>"So things like chewing gum, I allowed kids to chew gum and some people had big issues with that and so we unpacked it. Like, why don't we allow kids to chew gum? Like how many adults do you know that chew gum? I know a lot, right? So why do we not allow children to do that? Kinds of things like that, right? Kids that don't know how to chew gum, I get them crushed ice. But this all comes from having the time and space to be able to talk more in depth about these kids. It's like, why is this kid biting on their shirt, biting their hand, biting her friends? What's going on there? It's not, what's wrong with that kid, but what's happening with that kid? Is it developmental? Is there something else going on? And we bring the IAs [instructional assistants] into these conversations too. There's a broadening of the idea of getting them what they need versus what we think they should be doing and how we think they should be acting because they're able to do the things that we want to be able to encourage them to be able to do. Even if it's sitting at a table to eat lunch, maybe you need a cup of ice chips to do that" (Administrator, 12.19.19)</p> <p>"He wouldn't tell his own teacher that but he came and told me because I had him in</p>
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		<p>my classroom before and so I set him aside. I said, tell me about it. So he said, you know what? And he was telling me all the details. I don't want to go into all details. But It made him feel good because I put my purse down. I was leaving and I sat down with him in her classroom and he was able to vent. And when he was done, he was smiling. I said, how do you feel? He said, 'I feel better, Ms R. I'm glad I told you.'" (Teacher, 11.2.19)</p>
<p>Mental Health Consultation</p>  	<p>Providing Teachers with support including MHC</p>	<p>"Like when the mental health consultant was there, even being able to coordinate the time for the teachers that they would have access to the mental health consultant. And then being able to sit in on some of those meetings and talk and get more in depth about kids and specific kids. And we've actually been able to do that. And that's been really, really helpful too." (Administrator, 12.19.19)</p>
<p>Self-Care</p>  	<p>Support for teachers to engage in self-care</p>	<p>"Teachers have to be able to engage in self care'. Teachers have to be able to have places where they can talk about their own feelings, teachers have to be able to do this. And now we've kind of moved it from, I'd say like in the first year of ROCK being really focused on kids to then the next year being focused on teachers. And this is what I was taking away from it as the administrator, being focused on teachers and their self care so that they could then take care of the kids" (Administrator, 12.19.19)</p> <p>"Okay, you can use this massage chair, you have this room, there's snacks, there's these lotions. There's time. I'm making a library or a room with like a super comfy chair where they can go and access books about trauma or they just</p>

		<p>need a place to sit down away from everybody, and it's there” (Administrator, 12.19.19)</p> <p>“So I paused myself and then I started taking short trips, driving myself to LA with my music, my fruit, taking one on one.... This is my time for me and me only... [what is the impact?] Less stress. I don't raise my voice often because I'm calmer. I can sit back and listen to them more. Before I was like, you know, I was agitated because I was tired and I wasn't making the time for myself.” (Teacher, 11.2.19)</p>
<p>Agency and Control</p>  	<p>Supporting teachers to have choice and influence in the decisions about their work</p> <p>Teachers and children having control over their behavior (when triggered)</p>	<p>“We have this thing going on with the teachers and they're so cute because it's just part of how the school is now and they're like, 'we're out of snacks'. And they write down, they know where to write down, 'these are the snacks we want.' Right. And like other things. They've started bringing in things to contribute to the school culture too. So one of them hand painted a bunch of rocks that were these inspirational messages and stuff and just left it in the staff room for other teachers to take. They bring in their own self care products to share with others in the bathroom.” (Administrator, 12.19.19)</p> <p>Honoring children’s voice and choice and shows evidence of children building body awareness</p> <p>“And then I put up a hammock outside because we needed a place for some vestibular. I got a giant trampoline. We have that outside too. So for kids who need a lot of strong input, we are making sure that those are available in developmentally natural ways for them to meet their own needs. Without having to, so they can be more independent in accessing things and some of them tell us</p>




		<p>like, 'I need to go out'. Right. And then we just respect that and we're like, 'okay, let's go. Who needs to go out.?' Right. And then they know what to do” (Administrator, 12.19.19)</p> <p>Autonomy and choice hard to offer children</p> <p>“I think still we just found some success was the idea of, of autonomy and choice building, you know, I think one of the strategies is helping children to build that autonomy. And the sense of autonomy and teachers sort of just because of the complexities of management the complexities of sometimes only being one person in the room or, you know, other adults being pulled and things like that. That's not as much as we want to provide children with a lot of choice. Sometimes it's hard, just, just, it's hard to do.” (ROCK Leadership Team Member, 6.18.20)</p> <p>Emphasis here on both adults' and children's agency and self-determination despite their experiences of stress/trauma. Central to health, resilience, learning and healing</p> <p>“Just like the breathing or just understanding like, I like how when she gave us the example of the parent at Target, that gives me like, Am I going to go up and be the executive brain or am I going to go down and be my primitive? (laughing). Knowing that that we have choices and then that goes to the same thing with kids cause at the end of the day, all they want to know is to have that sense of control that for whatever reason life might be chaotic, but here I am and I have this opportunity to decide what my, I don't remember where I read it, but like</p>
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		my reaction, my responsibilities” (Teacher, 11.2.19)
Family Engagement     	Know names of parents and kids Shift in mindset to strength-based empathy focused approach to child and parent/family Partner with family Position family as expert Safe and predictable Attunement Parent room for self-care (Safe place, calming area)	<p>“And then this year my focus has been really with the families. So I know all the parents' names. I know the kids. I know who's in the house. The teachers know this stuff too. And we're really trying to build more meaningful relationships with the families. So for example, one of the things that's I've really been able to notice this year is that when we see something going on with the kid, we're not saying what's 'wrong with that kid?' We're saying 'what's happening to that kid?' And then when we ask the question, we bring the family in immediately. So we're like, 'you're the expert.' We need you to help us fill in the gaps. Here's what we've been noticing, but we have a lot of gaps and we would really like for you to help fill it in and we want to make a plan. And you're the leader on this plan, right?” (Administrator, 12.19.19)</p> <p>“So we're like, what's going on? So we bring in her caregiver and that's when we get more of the story about what's going on. So we were able to help support her through that. We're trying to reach out to mom now so that we can try to get therapeutic services started for the little girl.” (Administrator, 12.19.19)</p> <p>“Maria has really taken some of the concepts in ROCK and brought them back to her classroom...the focus child that she picked for ROCK is a child who we need a lot of gaps filled in for and so she was able to go and let me know that she wanted to meet with the family and we all met together and she created like a visual schedule for this little guy because we found out that he was having anxiety with transitions and we found out it's because of, again, a switch and caregivers that he had no control over. And so</p>


		<p>making him things like a visual schedule and creating those established routines and a social story to help him get through it. And really collaborating with that family to increase the amount of time that he's away from his primary caregiver where he knows that she's going to come back” (Administrator, 12.19.19)</p> <p>“And then it's also a space where we can have private conversations with families like with a mental health consultant, especially when we have to have really sensitive conversations. And I put a privacy fan outside of it too. So it's a less sterile place that's more welcoming and inviting a place where they can open up and feel safe.” (Administrator, 12.19.19)</p> <p>“I would say from a strength point of view when you walk into this site, what you saw was that there was a parent room, for example, that was because what Caroline wanted to do is make sure that while the teachers are engaged in the work, she wanted to make sure that parents felt a sense of place where they could build on and restore and have a place to kind of connect and engage in self care. So one strength base for that site was that there was a parent room that just catered to, that catered to parents. And it wasn't a room that said, this is what you need to do, complete this form or do this, do that. It was truly just for them. And parents could freely stop in that room” (Administrator, 12.10.19)</p> <p>“So now I can see when my parents tell me ‘I'm here illegally, I came from blah, blah, blah to get here,’ that's trauma on their kids and that's trauma on them. They're coming, they're trusting me now they're telling me and it helps me work with the families and the children.” (Teacher, 11.2.19)</p>
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		<p>ROCK 201 Feedback Form - Desire for more information/training on family engagement</p> <p>“How can we make trauma be less fearful to children. How or what can we do to make trauma stop and take home the example of a healthy environment”</p> <p>“Trauma informed practices. More strategies. Involving families.”</p> <p>“How to support parents with children have experienced with trauma!”</p> <p>“How to help children and their families who deal with emotional stresses and traumas from military deployments”</p> <p>“I would like to learn more specific strategies for helping children self-regulate big emotions when they are not in the school setting. Especially for children in high risk homes / lifestyles, facing abuse / neglect / fostering / homelessness / etc”</p> <p>“How to explain this more for the parents of our class children. As a mom going through this training, I had a lot of take-aways on how to be a better parent for my own children. I know many parents would enjoy this training as well”</p>
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Appendix G
Evidence for the Theme: ROCK Outcomes




Themes	Specific Outcome	Details/Quotes
Disrupting deficit views of children and their behavior   	Increased focus on trying to understand the reasons underlying a child's behavior	<p>"I think that the biggest shift that I've seen is... a shift away from 'what's wrong with this kid' to 'what's the context of the child'... we've been actually able to make some inroads and be able to talk about things that have been discussed in ROCK before. So we're not stigmatizing children. We're talking about the context of the kid overall." (Administrator, 12.19.19)</p>
	Seeing children through strength and capacity	
	Shifted from "What's wrong with you?" to understanding children are impacted by trauma	<p>Describing how she helps this child—who assumes that adults will only see him through deficit—learn that she is there for him and wants to see him through strength and capacity and as someone who wants him to succeed</p>
	Stopped labeling children	<p>"I'm really a soft spoken person. I'm not a yeller and don't talk very loud, But I think from where the child came from, meaning the teacher that they came from and then coming to see me, it was possibly the expectation that they had, that this was going to be, you know, the norm, this is always how it's going to be. I'm always going to get in trouble. And I always going to get yelled at or talked to in a manner that I don't like. And I think them coming into and really getting to know me and seeing that there's, that people are different and there's a difference in the styles. Not that he would've probably explained it that way, but just seeing that there was a difference in that I did get care and I was there for him and his best interest and my main goal was to help him help himself, if you will, to have the best experience while he was at school and not make it a negative one." (Teacher, 6.24.20)</p>

		<p>“The minute I said, ‘what's happening? I mean, what's wrong with you?’ And I had this facial expression not knowing that I had it. You see what I'm saying? I said, what's happening to you? It just turned everything around... ‘Oh, he's ADHD. Oh he's, something's wrong with him. Something's wrong.’ ...what I'm finding out what I have been finding out as I researched trauma more, a lot of these kids are traumatized and they're being misdiagnosed... So I'm learning how to pause and I want to keep staying in these workshops, if I didn't know all of this, I would have never known. I would have said everybody was ADHD or spoiled rotten or crazy. I'm just going to tell you the truth. I stopped what I'm saying.” .” (Teacher, 11.2.19)</p>
<p>Teacher self-awareness</p>  	<p>Improved sensory literacy and body awareness</p> <p>Supporting Ts/administrator to build self-awareness of their needs (“what my needs are”, “what’s going to benefit me?”)</p> <p>Building critical consciousness and the confidence to disrupt cycles of oppression</p> <p>Teachers pausing and reflecting on their reactivity, assumptions and biases influencing their behavior</p> <p>Teachers learning about their triggers to interrupt reactive behavior</p>	<p>“it was just like a lot of like aha moments when I would say, what part of the brain do you think you were in? What kind of response do you think you would have appreciated?” (PLC Facilitator, 6.16.20)</p> <p>“And so meeting with Valentina that helped me a lot to like focus in on me, what my needs are. What's going to benefit me. So, right now this is what I'm doing and it's benefiting me and my needs. Now what happens when we go back, it's going to be totally, totally different. So I like how it focuses in, on, you know, on the educators and get us in sync with ourselves to balance us all. And that's what I like.” (Administrator, 7.1.20)</p> <p>“what it has given us is a new attitude, and it has to keep continuing to go because we need to uncover those old ways of doing, which are not a positive, they are to me, a negative, you go on ahead and figure this out, so what you don't have enough teachers and you have too many kids, you figure it out. That's all I have for you. No!</p>


		<p>ROCK has given me a new voice.” (Teacher, 7.1.20)</p> <p>“I think one of the things is helping teachers to pause and reflect. When there are children with challenging behaviors or stressful experiences. I think that teachers are beginning to pause and think about their first reaction to their experience of the situation. And then to think about ways in which their responses are affecting the situation. And I think that that's different than what it was before. Where teachers were just really reactive and just responding with their first gut instinct or how they were responding before in a negative kind of way. So I think that that's helpful. To help teachers to think through how are their own experiences or their own triggers or their own even biases, affecting how they're reacting to children's behaviors, challenging behaviors. And to first think about that so that they're prepared for future behaviors or experiences because there will be more. I think that that's been helpful.” (ROCK Leadership Team Member, 1.29.20)</p> <p>“to think about their students and to kind of pause. I think teaching can get so frantic and crazy and sometimes you don't have that reflection time. And so it's a really good opportunity reflect about what's going on with the students and really think about what's happening.” (Administrator, 1.13.20)</p>
<p>Strengthening understanding and empathy for children</p> 	<p>Talking more about children to increase understanding and empathy for them</p> <p>Building attunement with children (imagining a</p>	<p>“now that we've been able to move through and get the overall culture and climate of the school to a place where it seems healthier, we have the time to be able to talk more in depth about kids.” (Administrator, 12.19.19)</p>

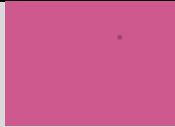

 	<p>situation through their perspective)</p> <p>Using inquiry and why questions to learn and seek to understand versus assume and judge</p> <p>Effectively supporting children with trauma-impacted behavior</p> <p>Not taking children's behavior personally</p>	<p>“There's so many children in the class, right? And so with one child in the class in particular, how are various components of the trauma informed practices are affecting this child? What am I going to do to respond to this child in particular? And homing in on one child has been helpful so that they are not overwhelmed with just everything in the classroom. And it helps us to just take a moment and think about one child. Just doing that has helped to support any other children in the classroom. The strategies that we talk about also in turn, support other behaviors or relationships in the classroom, not just that one child.” (PLC Facilitator, 1.29.20) [talking about focal child pedagogy]</p> <p>“Why is this kid biting on their shirt, biting their hand, biting her friends? What's going on there? It's not, what's wrong with that kid, but what's happening with that kid? Is it developmental? Is there something else going on? And we bring the IAs [instructional assistants] into these conversations too. There's a broadening of the idea of getting them what they need versus what we think they should be doing and how we think they should be acting because they're able to do the things that we want to be able to encourage them to be able to do. Even if it's sitting at a table to eat lunch, maybe you need a cup of ice chips to do that.” (Administrator, 12.19.19)</p> <p>“The child reacted and lashed out in ways that would definitely consider negative and not in a positive manner...learning different strategies and tools helped us. First of all, finding out that information was the first thing. And then knowing how to go through steps in order to connect to the child in ways to speak to him so that he would open up and then connect. And I</p>
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		<p>found that that was very helpful not only in finding out how to do it, but in doing it and seeing how it panned out at the end. I mean, this child went from not saying anything or saying very rude and disrespectful things to seeming excited when they saw me, wanting to give me hugs. Am I going to see you today? You know, wanting me to be there. So I found that very, very positive and helpful, and I'm quite thankful for those methods and tools, you know, to help me get to that point so that I can connect with that student" (Teacher, 6.24.20)</p> <p>"And then another training, I don't know if it was here or not, but they told us to let the acronym Q-TIP: Quit Taking It Personal. It's like they're themselves are having a little hard time too. Not taking it that they're attacking you or your teaching or they're just having a hard time and they're little, because my students are 18 to 24 months" (Teacher, 11.2.19)</p>
<p>Trauma-Responsive Environment for Children</p>   	<p>Creating space for children to be physically active, engage in big body play</p> <p>Creating a sensory playground (loose parts, proprioceptive work with chunks of redwood)</p> <p>Yoga as a calming activity to support children's self-regulation</p> <p>Yoga to support transitions</p> <p>Breathing for children with big emotions</p> <p>Teachers using ROCK strategies to support</p>	<p>"I think having a lot of like open areas, having a place where kids can be really physically active without restraint is important too. So we're working on a sensory playground at our program right now...we brought in a lot of new things. Like the teacher brought in a lot of loose parts and we're working on how to have each classroom be able to participate in the contributions of the outdoor learning space that are less closed and more open. So we rotate through responsibilities. But part of that goes with integrating loose parts into the outside. This week you're responsible for putting all the logs outside because we have some kids that ,we have these chunks of Redwood and the kids roll them. So instead of punching each other, we have log rolling contests across the lawn. Lynne found a bunch of them on the side of the road and put them in her truck</p>




  	<p>children and reduce their stress/anxiety</p> <p>Attunement to students allows them to feel heard and provides them with support</p> <p>Self-care reduced teacher stress → more self-regulation and attunement with children</p> <p>Using biblio therapy to help students have mirrors and windows</p> <p>Calming areas in classroom</p>	<p>and drove them in. And then I put up a hammock outside because we needed a place for some vestibular. I got a giant trampoline. We have that outside too.” (Administrator, 12.19.19)</p> <p>“I use yoga in my classroom for transition. It calms the kids down. They are coming in from outside playing, they are kind of like all hyper, at least, active. We do butterfly stands, we look forward to it. We do for 60 seconds. It's real calming. Having them do the tree stands. So it's really helpful for them.” (Yoga participant interview, 3.4.20)</p> <p>“They are kind of more more relaxed, not as antsy. And they look forward to it. Butterfly stance. They tell me to do it sometimes. So it's really rewarding to be able to get them engaged with it. And it helps with transitions for me. I do it often.” (Yoga participant interview, 3.4.20)</p> <p>“The mindful breathing. Then we use that strategy when the kids get frustrated or when they can calm themselves. When they cry, we use the mindful breathing. We tell them to breathe, in and out so they can relax so they can tell you what happened.” (Yoga participant interview, 3.4.20)</p> <p>“Some of the strategies that she's learned in ROCK, like the belly breathing and like offering him sensory strategies and giving him a lot of cues before his primary caregiver's going to leave the room.... So really discrete kind of strategies that she's learned being part of ROCK that she's brought into the classroom and we can actually see the effects working with this kiddo.” (Administrator, 12.19.19)</p>
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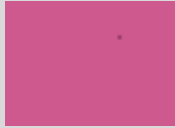

		<p>“well, what I'm learning from the workshop. I keep reiterating the workshop because I wouldn't have known this if I'm not reading about it or learning about it. It helps me take a step back, number one and assess the situation and then begin to interact with the kids and having that calm voice and talking to them and you're telling me how you feel, what's happening? I said, ‘well why are you crying? ‘Because my mother is working all the time. That's why I'm doing what I'm doing.’ You know, a babysitter is bringing me and picking me up. ‘I don't see my mom until later on’. They're able to express this. You see what I'm saying? Some of them could even tell you my brother, he doesn't live with me. He lives somewhere else. But one of them told me ‘my brother came from Mexico. He is so bad that my father does not want him in the house with us unless he is there now. And he was telling me all the details. I don't want to go into all details. But It made him feel good because I put my purse down. I was leaving and I sat down with him in her classroom and he was able to vent. And when he was done, he was smiling. I said, how do you feel? He said, ‘I feel better, Ms R. I'm glad I told you.’ See what I'm saying? I wanted to go home, but I wanted to let you know that. But I stopped to take that time” (Teacher, 11.2.19)</p> <p>Outcome: Self-Care (Benefits = less stressed; does not raise voice; calmer; listen more to children; refreshed instead of tired)</p> <p>“I was a person that zoom, zoom, zooms. As far as self care was concerned, I used to zoom zoom zoom. I would go from Oakland to Berkeley, back to Alameda, back to Berkeley, all in one day...So I paused myself and then I started taking</p>
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		<p>short trips, driving myself to LA with my music, my fruit, taking one on one... This is my time for me and me only. [and the impact?]. Less stress. I don't raise my voice often because I'm calmer. I can sit back and listen to them more. Before I was like, you know, I was agitated because I was tired and I wasn't making the time for myself. [now] I'm much calmer. I can handle the stress" (Teacher, 11.2.19)</p> <p>"I have a book about children in jail. I bought a book for them and one parent last year, she said it was okay to read it to the child. a book about my family's in jail. So you know, I bring in stuff that kind of helps them with that." (Teacher, 11.2.19)</p> <p>"You started seeing teachers putting up calming zones in their classroom and really being able to differentiate that it wasn't a time out, it wasn't punitive." (Administrator, 12.10.19)</p>
<p>Strengthened Trust and Relationships with Families</p> 	<p>Building meaningful strength-based relationships with families</p> <p>Partnering with families to support children</p> <p>Creating a space in the school for families (inviting/welcoming, to help them feel safe, for private meetings with families; for families to meet with one another)</p> <p>Increased understanding and empathy for parents and families impacted by trauma</p>	<p>"And then this year my focus has been really with the families. So I know all the parents' names. I know the kids. I know who's in the house. The teachers know this stuff too. And we're really trying to build more meaningful relationships with the families. So for example, one of the things that's I've really been able to notice this year is that when we see something going on with the kid, we're not saying what's 'wrong with that kid?' We're saying 'what's happening to that kid?'" (Administrator, 12.19.19)</p> <p>"So we're like, what's going on? So we bring in her caregiver and that's when we get more of the story about what's going on. So we were able to help support her through that. We're trying to reach out to mom now so that we can try to get therapeutic services started for the little girl." (Administrator, 12.19.19)</p>

 	<p>Becoming a source of support for families impacted by trauma</p>	<p>“Having a safe space for families also is really important because some of my families don't have a safe place to go. And when it's in between classroom sessions, they know that they can just go to the family room as long as the school is open that they're welcome there. And we have families use it all the time. We have moms that have created their own casual mom's group hanging out there while we're in session for state pre K. And then it's also a space where we can have private conversations with families like with a mental health consultant, especially when we have to have really sensitive conversations. And I put a privacy fan outside of it too... a less sterile place that's more welcoming and inviting a place where they can open up and feel safe.” (Administrator, 12.19.19)</p> <p>“So now I can see when my parents tell me ‘I'm here illegally, I came from blah, blah, blah to get here,’ that's trauma on their kids and that's trauma on them. They're coming, they're trusting me now they're telling me and it helps me work with the families and the children. So I come to these workshops so I can help and learn more and more about it... I've never judged families, but I say, ‘Oh this kid is just spoiled all the time. They just do whatever they want to’. But that's not the case all the time. The case is that these kids have gone through, some kind of traumatic experience in their life and the more I get to know the families when they start telling me, they feel comfortable, their start telling me ‘we came from central America, we came this way to get here. I had to leave my other child.’ That's traumatizing ‘and I brought him.’ But he's being traumatized cause he's feeling unwanted. That's just one of the examples.</p>
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		<p>You see what I'm saying?" (Teacher, 11.2.19)</p> <p>"I had another one [parent] who said 'I can't read. I feel bad. I left my son in Guatemala and I walked the girl, you know how they get over here and he's feeling traumatized.' She didn't say that word but I know she didn't bring him and he said, 'why don't you leave me? You didn't want me?' So she's going through that and she can't read, she said because they worked in the field. So I get somebody, I do a newsletter every month and get somebody to help her with that. So they're feeling safe with me now and I'm helping me when they're coming and telling me, "I've got to go to immigration" and I say, "put down a work/family emergency" so they can go take care of business, go take care of it. So they won't think they're going to lose their spot and they come to me and say 'should I sign this or not?' and when I read it, most times it's yes, it's like a field trip slip or something. If it relates to school but if it's not, they come to me cause I'm not going to let them sign anything that's not right either" (Teacher, 11.2.19</p>
<p>Relationships between teachers and mental health consultants</p> 	<p>Strengthened relationships between Teachers and mental health consultants</p>	<p>"our mental health consultants have participated in the workshops, I think that's helped deepen those relationships" (Disability Coordinator, 6.16.20)</p>
<p>Trauma-Sensitive Supervision</p>	<p>Attuning to teachers and encouraging their growth and agency</p>	<p>"one of my staff recently, and she's Chinese and this plays into it, she expressed during one of these team meetings, why do we pay attention to this one kid? Why are we doing all this? And</p>



 		<p>everything seems to be about this kid. If we give him all this attention and that means that there's less to give to the other kids. And in my culture, we look at the whole group and we don't pay attention because that's not fair to give that much attention to one child...And it was so brave of her to say that." (Administrator, 12.19.19)</p>
<p>Social-emotional competence</p> 	<p>Building children's body awareness and agency in supporting their own self-regulation</p> <p>Children's advocacy skills</p>	<p>"So for kids who need a lot of strong input, we are making sure that those are available in developmentally natural ways for them to meet their own needs. Without having to, so they can be more independent in accessing things and some of them tell us like, 'I need to go out'. Right. And then we just respect that and we're like, 'okay, let's go. Who needs to go out.?' Right. And then they know what to do." (Administrator, 12.19.19)</p> <p>"Last year I had a little boy in my room and he would come to my office. He told me he didn't like the way his dad was talking to his mom. He was saying some really bad language. He was cursing at her. He didn't like that. I said, do you think you should tell him how you feel? I want to tell him how I feel. About a few days later, he came back and he said, he put us out. He put the child and the mom out. so I said, he did?, I said, 'how did that make you feel?' He said, 'I'm over here at Auntie Karen's. She's my grandma. He said, I have to call my Auntie Karen, 'I really don't like living here.' So I said, 'let me go talk to the mother. So she said, 'no, we were already breaking, we were moving'. My point I'm making to you. He actually heard what I said and he goes, what the outcome was he still was able to express himself to his dad. You understand what I'm saying to you? That it's okay to express yourself. Cause if we hold it in, it creates all that anger and all that</p>

		negative energy. I learned all that from ROCK” (Teacher, 11.2.19)
Changes in program or school climate   	Increased teacher collaboration and team building Increased participation for Instructional Assistants (See long description in Appendix P)	“I'm seeing [the impact of ROCK] in a couple of different ways. One is through a greater team collaboration because I have teams going to the training. They're given an opportunity to sit and talk amongst themselves, which they don't get a whole lot. And so that opportunity to have those conversations are great for team building and getting them all kind of aligned and on the same page in terms of their classroom and what they're seeing and what their needs are even. So I think that that has been really beneficial. And then two, I also think it's really elevated the instructional assistants in the room. So often the teachers hold so much knowledge about students and what's going on with the and the instructional assistants are not always kept into the loop.... I think growing the empathy and the lens of the instructional assistants, which I don't think that they've had that opportunity before, I think that is been really great.” (Administrator, 1.13.20)
Supporting self-care in program environments  	Creating a program/organizational culture that supports teachers and their self-care Creating spaces for teachers and families to engage in self-care at the school site Adding elements that create a more ‘humane’ environment Teachers and administrators learned about the importance of engaging in self-care	“I'm thinking about like the environmental changes for adults... so like thinking about Caroline, the specific development of that space for teachers and families , you can sit in and retire in that side room with a couch and stuff, lighting and those pieces.” (ROCK Leadership Team Member, 12.13.19) “There also has to be a safe space for teachers. So just like a little room or like little quiet space that's in the classroom. I try to take all those things that I would offer in a classroom as a classroom teacher in a trauma sensitive environment. I tried to create that for teachers , like in a larger scale in a school. So that's where we have the staff room. That's why I don't

	<p>Teachers co-constructing a healing environment that supports their self-care</p> <p>Integrating self-care into ROCK coaching</p> <p>Teachers feel appreciated</p>	<p>allow parents to go into the staff room cause I don't. There's no parents allowed in that staff room. You know, the staff room has things like a massage pad and like fun lotions and healthy snacks and stuff like that" (Administrator, 12.19.19)</p> <p>"the way like Katie is attending at the PLCs and having table-cloths and these pieces where it feels a little more human." (ROCK Leadership Team Member, 12.13.19)</p> <p>Caroline valued self-care for her teachers and then supported their agency to continue to co-construct the climate</p> <p>"So it's not just my lavender lotion in there anymore. They bring in things too. So it's building on itself, right? The foundations are there and then we build upon that...we have this thing going on with the teachers...it's just part of how the school is now and they're like, 'we're out of snacks'. And they know where to write down, 'these are the snacks we want.' They've started bringing in things to contribute to the school culture too. So one of them hand painted a bunch of rocks that were these inspirational messages and stuff and just left it in the staff room for other teachers to take. They bring in their own self care products to share with others in the bathroom." (Administrator, 12.19.19)</p> <p>"you can use this massage chair, you have this room, there's snacks, there's these lotions. There's time. I'm making a library or a room with like a super comfy chair where they can go and access books about trauma or they just need a place to sit down away from everybody, and it's there. (Administrator, 12.19.19)</p>
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		<p>Director describes a process of developing a self-awareness, a critical consciousness around her own self-care:</p> <p>“I never really thought about it because I just go about doing my thing every day until this happened and then it kind of just dawns on you that, wow, this is something new...and you got to think about yourself, self-care, your family, you know, it kinda means more to me now than ever before.” (Teacher, 7.1.20)</p> <p>“I think the other thing that has been helpful is self-care. I think that when teachers first hear about self-care, they just shake it off like, 'Oh, of course that's something that I do all the time.' But when I ask them about it or even ask them to take deep breaths in our coaching session or ask them to take deep breaths in the PLC, it just seems so refreshing and it reminds them, 'Oh, wait. In order to do this work well, I do have to intentionally take steps to take care of myself.'” (ROCK Leadership Team Member, 1.29.20)</p> <p>“I appreciate that offering this yoga to the teacher. That is a very, very good gesture. It shows they concerned about us, they concerned about us. It's not just the physically or mentally help (Participant 1 agreeing), but you just say, "Hm. They do appreciate us. They want us to be better and happier. You just feel good because you are appreciated.” (Yoga participants' interview, 3.4.20)</p>
<p>Stress reduction for teachers</p> <p>Physical healing</p>	<p>Supported teachers to process, be heard and come together</p> <p>Stress reduction (Yoga)</p> <p>Recharges energy (Yoga)</p>	<p>“Felt like it was really beneficial again, to have a space to process, to be heard, to come together...Having staff have a designated time when there were not children or families in the center that they could be held in conversations around what was challenging them around the</p>

	<p>Teacher Body Flexibility (Yoga)</p> <p>Increased mood (Yoga)</p>	<p>program year... they could really sort of come together and support each other.” (Disability Coordinator, 6.16.20)</p> <p>“Every time when I come, before it comes to yoga class it is stressful, we're working with kids and then like a long day and then like bending up and down. When I come here I feel relaxed and I can like release our stress” (Yoga participants’ interview, 3.4.20)</p> <p>“because of aging, you just feel your body kind of, you know, slouching. So I tell myself I have to do something and yoga really, really help and after I finish yoga, I just feel I'm thin and long and light. The whole body” (Yoga participants’ interview, 3.4.20)</p> <p>“For me, it's a stress reliever. One time I was here, I had a headache and when I was done, it was relieved. It was gone. Completely gone. It's a great stress reliever.” (Yoga participants’ interview, 3.4.20)</p> <p>“In the beginning when I started, I'm tired, energy low, but after that, you know, then relaxing on the floor, just think about your body starting from your toes and up up, you know, totally focus, focus on your body and after that I would just feel, 'Oh my energy's back'” (Yoga participants’ interview, 3.4.20)</p> <p>“it makes me more flexible. You know, maybe feel less stiff” (Yoga participants’ interview, 3.4.20)</p> <p>“My lower back is stronger. When you work with the kids you standing up and move around a lot. After a while, your lower back is aching. But, I feel that my lower back is stronger now because we did a lot of the lower back movement and</p>
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		<p>stretching.” (Yoga participants’ interview, 3.4.20)</p> <p>“Overall, the whole program is just perfect...when I feel less stressful, I'm working better with the kids cause I don't have to think about it. I'll have a headache or something and like, my back hurts, my pain. It was elevating my mood and my communicate with the kids too. I have a better attitude with the kids.” (Yoga participants’ interview, 3.4.20)</p>
<p>Teacher Retention</p>  	<p>Supported retention in field of teachers in ECE</p> <p>Teachers feel heard and validated which prevents them from leaving the field</p> <p>Reduces stress which supports retention in their jobs</p>	<p>“I love Valentina. I love what she's done for us. And I just want this to continue because to me, I feel like this is the only thing that's going to keep me going in this field.” (Teacher, 7.1.20)</p> <p>“Thank you that just got a wind, right? And wings. And we can fly a little and we have someone who's gonna hear us out in the times when we feel like we're getting ready to throw in the towel, cause I'm certainly one of those want to throw in the towel, but I see the face of the children and I hear the parents., when I speak with them, I know they just need to see you. I don't think, I can't do this. They just, I just, can you do a drive by? You know, so I know that the need is great and if the need is great to continue to teach, then the need is great to continue with the ROCK training because it's the only thing that's gonna keep the wings flapping. Keep me soaring. If I can give a couple of more years, it will be because of, it will be because of what ROCK has given me.” (Teacher, 7.1.20)</p> <p>Last year, they lost some teachers because of the stress of the job. She wonders if this yoga would have helped those teachers.</p>

		<p>“You know, some people left because it was so stressful, because of the stress. Our role is kind of hard sometimes, it's kind of demanding. It's not an easy field to get into. And this is a great way to help us relieve stress and also the children. So this is a hard profession. It's very helpful. This is a helpful tool.” (Yoga participants interview, 3.4.20)</p> <p>“One of the teachers, Lynn, said that had that culture not been in place because she had some children who are trying to physically harm her, and she was being harmed, with bruises and things like, she would have left. And but because of that, she leaned into specific children, even more loved on them, using trauma informed practices.” (Administrator, 12.10.19, <u>describing climate changes in program</u>)</p>
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Appendix H
Evidence for the Theme: Challenges, Barriers and Lessons Learned

Theme	Specific Challenge or Barrier	Details/Quotes
Access	<p>Many people don't have access to the ROCK Trainings</p> <p>Lack of systematic time for reflection, dialogue, planning related to ROCK</p>	<p>"I don't know if it's a barrier to the program, I think it's a systemic barrier but not everyone can go to everything that we offer. We offer a lot but not everyone can go to it. So I think that that in itself is a barrier. I think that getting access for everyone is a barrier." This slows systems change and alignment efforts; especially when Ts and IAs don't have the same training so they can be consistent in the classroom with children (a key TIP strategy)" (ROCK Leadership Team Member, 1.29.20)</p> <p>Lack of planning time for teachers; especially teaching teams (which prevents consistency and reduces the opportunity for change); lack of time for coach to meet with IAs</p>
The "Why" of ROCK	Administrators not understanding relevance of trauma/TIP for their work	<p>"Many don't understand ROCK. This is key as many don't think it is within their job description and they don't understand how knowing the neurobiology of stress and trauma would be relevant/helpful to their jobs." (Administrator, 6.17.20)</p>
Prioritizing ROCK	Teachers have many demands: How to fit ROCK in	<p>An important part of coaching is helping teachers to prioritize...sometimes ROCK needed to move into the background to focus on other topics of concern for Teachers</p> <p>"I also think that what was hard again, maybe bigger than ROCK just everything that comes along with teaching, some might think of them as distractions or barriers...now it's DRDP time or now it's summary of findings time, or we need to complete the orders...All of those things could be related to trauma informed</p>

		practices and resilience. But at the same time, when you don't have a lot of time, you, don't always want to do that” (ROCK Leadership Team Member, 6.18.20)
COVID		“obviously COVID was a big pain point.” (PLC Facilitator, 6.16.20)
Trainings	<p>Difficult to get teachers and administrators to participate on Saturdays</p> <p>Not requiring participation in training (keeping it voluntary)</p> <p>Double-booking which prevented staff participation</p> <p>Large group trainings difficult for some, especially DLLs</p> <p>Participants would like more time for webinars</p> <p>Changes requested to webinar breakout rooms</p>	<p>“it was very challenging to get staff to come on a Saturday. Because they're working all week and a lot of them have families or obligations.” (Disabilities Coordinator, 6.16.20)</p> <p>“So right now we don't have any site administrators who have attended any of the ROCK series except for Caroline. There's something about our culture about the Saturdays that they don't participate in PD on a Saturday. I know, I don't know that. And I’m not saying that the culture can’t shift, but it’s not the present culture” (Administrator, 12.10.19)</p> <p>“Lots of reasons teachers don’t participate when not required (second or third job, family or personal commitments) which leads to a lack of continuity in attending meetings” (Administrator, 6.17.20)</p> <p>“Double-booking” where teachers and administrators could not attend PLCs because they had to attend other meetings scheduled at the same time</p> <p>“I didn't make all of them because unfortunately, many of the center director meetings were scheduled during the same time” (Administrator, 6.22.20)</p> <p>Large group trainings did not allow for many participants to feel comfortable and decreased engagement and were difficult</p>

	<p>for Second Language Learners (who did not speak Spanish)</p> <p>“the workshops at Vera Casey were kind of too big. And so it didn't really allow that level of intimacy for our second language learners, there were Spanish translation, but it didn't necessarily address our Cantonese speakers or our Arabic speakers...and then the group sizes being so large, that it didn't allow the opportunity for people to feel comfortable...so I don't think that the participation level was as high as it could have been just because of the class sizes. And the language barriers.” (Administrator, 6.22.20)</p> <p style="text-align: center;">Webinar Feedback Forms</p> <p>Participants would like more time for webinars</p> <p>“Expand the time. I feel we didn't have enough time for the teachers small group reflections.”</p> <p>“The time can be longer so the people can have time to ask questions.”</p> <p>“I would change the time limit set on them. One hour isn't enough time to delve deeper into the topic because the host has to try to pack a lot of information into a short amount of time. I would like to see the webinars offered for at least an hour and a half.”</p> <p>Changes requested to webinar breakout rooms</p> <p>“The facilitators in the breakout rooms need to encourage and elicit responses from all participants”</p>
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		<p>“Larger number of people in the breakout rooms.”</p> <p>“More time talking in the break out room”</p>
PLC	<p>Challenges launching a PLC because of systems/resource issues</p> <p>Discussion not deep enough</p> <p>Not everyone had attended trainings which slowed down the PLC</p> <p>Lack of consistency (schedule and location)</p> <p>Fidelity to agenda instead of being responsive</p> <p>Need more participants and more consistent attendance</p>	<p>When participants in PLC had not all gone to the training, facilitator needed to slow down and re-teach. This prevented the conversation from going deeper (a complaint from the more advanced participants)</p> <p>“I feel like we just didn't dig deep enough” (Teacher, 6.25.20)</p> <p>“I think one of the things that was challenging was just, you know, we had the scheduling and then we had it at one location and then there was some talk about maybe moving it to another location and then a couple one got canceled and then we went into COVID. So I think that consistency was a little bit of a struggle because it wasn't all as consistent as it could have been.” (Administrator, 6.23.20)</p> <p>“We had quite a bit of challenges in getting the professional learning community up and running, it didn't have anything to do with ROCK it had to do with interpersonal communications among the staff. We were having a lot of staffing, shortages of staff were being moved from site to site.” (Disabilities Coordinator, 6.16.20)</p> <p>“So it was kind of like this adherence to agenda, we need to get through the content as opposed to...and I get that's a delicate dance, right? You need to get through the content and yet they were kind of sometimes feeling like time spent when things were starting to get deep and emotional, then they kind of moved on and then it stayed a little superficial because</p>


		<p>there just wasn't kind of that dig in.” (Administrator, 6.23.20)</p> <p>PLC Feedback Forms</p> <p>Need more participants and more consistent attendance</p> <p>“Hope more sites can take part. It’s always good to learn from other teachers/ staff classroom’s experiences as they deal with children with trauma.” OUSD PLC Participant</p> <p>“N/A everything was fine. The ratio of attendance was low; more attendance can increase the level of conversation” Head Start PLC Participant</p> <p>Discussions not deep enough</p> <p>“More time for teachers to share and visit each others sites” OUSD PLC Participant</p> <p>“Can we talk about real cases in the classroom to find better strategies?”</p> <p>“To talk more specifically about some cases and find solutions together”</p> <p>“More focused support on specific children in both classrooms”</p>
Program, Systems Change	<p>Supervisors spread too thin, not having time to work with staff</p> <p>Staffing/coverage gaps (exacerbated by cost of housing)</p>	<p>Before OUSD reduced the number of sites that the supervisors were responsible for, they had too many responsibilities to attend to and were unable to champion ROCK with their staff</p> <p>“I think that being able to have more time with teachers and staff because since ROCK started, I've gone down in the number of sites that I support and I've been able to dedicate a lot more time to my current program where previously the time that I was here was kind of just like</p>


		<p>making sure the whole building wasn't on fire and that there wasn't a crisis literally all the time because there was a crisis, there were at least there was at least one crisis every day there. [I was responsible for 7 sites]... and you can't do anything meaningful with that really. You are just putting out fires all the time and you're not actually creating any kind of meaningful change as a school site leader.” (Administrator, 12.19.19)</p> <p>“I think one stress around the system is coverage. I mean just having enough adults in the classroom is proving to be impossible. Like my colleague [another administrator] has been covering at one of our sites. They can't get subs, they're short staffed often. And I think that's the case at other sites too. And, and so it's like we're asking these teachers and the administrators to be so thoughtful around these pieces and yet something of a base need of just covering the class is really hard. So I don't know what we can do about that necessarily, but it's a good thing to be aware of.” (ROCK Leadership Team Member, 12.13.19)</p> <p>PLC Feedback Forms</p> <p>“Higher management does not care. They need to listen to staff” Head Start PLC Participant</p> <p>“I would love to change that permanent staff is being asked to move around agency and CCC subs stay in permanent teachers' positions” Head Start PLC Participant</p> <p>“Be treated with more respect from my director and not treated as a child” Head Start PLC Participant</p>
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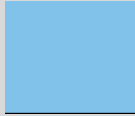


Scaling	Difficult to scale with programs at very different levels of knowledge and implementation	“One community is really far along looking at individual children, looking at individual families where another is just like, let me try to understand what trauma practices are and how I can be more trauma responsive to helping to heal children who may have experienced trauma.” (Administrator, 6.17.20)
Trauma Impacted Children and Families	Overwhelm in knowing how to support very trauma impacted children and families	“I would say teachers having an experience maybe where they didn't feel like they had the capacity, they weren't confident in knowing what a child or a family needed, who was suffering or struggling and feeling helpless and hopeless at times. ” (PLC Facilitator, 6.15.20)

Appendix I
Evidence for the Theme: Strategies that Support Organizational Change and the Implementation of ROCK in Classrooms, Programs and Schools

Themes	Specific Strategy	Details/Quotes
Administrator Engagement  	Having administrator participate in trainings and PLC	Administrator support is critical. Going to the PLC allowed Caroline to support the organizational change and ROCK strategy implementation at her site.
	Expecting administrators to participate in ROCK	“they could not have done this...they could not have done it without Caroline’s support and allowing for that. And, that happened because Caroline was attending the PLCs and so she knew the dialogue, the conversation. She could respond literally and sometimes the next day having conversations with parents, looking for additional resources. She even did the, because of the work we were doing, she held a staff retreat. It was a staff retreat focused on healing and restoration. So we went to the beach and Alameda, the mental early child mental health consultant has a project designing that. And it was all focused on self-care. So they closed the site. They operated for half of the day and the other half, she took them to this beach is out in the Alameda beach area. And she also, before that, she did the all full expense, paid lunch, various respectful, very nice restaurant.” (Administrator, 12.10.19)
	Ensuring administrators understand the ‘why’ of ROCK	
	Administrators model continuous learning stance Administrator time to talk and reflect with their teachers about children (versus ‘putting out fires’)	“I think I'm sounding like a broken record, but to really make sure that leadership is participating. I really think that, I don't want to say it's a mandate, but it should be an expectation. And I don't want to make an expectation without the why. There needs to be a why that expectation is in place. And critical to the work. Important to the work. We don't know quite have that yet” (Administrator, 12.10.19)


		<p>“as a leader, I set the tone, I often set the tone and so I need to make sure that I'm continually continuing to learn.” (Administrator, 1.13.20)</p> <p>“being able to have more time with teachers and staff because since ROCK started, I've gone down in the number of sites that I support and I've been able to dedicate a lot more time to this site where previously the time that I was at the program was kind of just like making sure the whole building wasn't on fire and that there wasn't a crisis literally all the time because there was a crisis, there were at least there was at least one crisis every day there... we've been able to move through and get the overall culture and climate of the school to a place where it seems healthier, we have the time to be able to talk more in depth about kids” (Administrator, 12.19.19)</p>
<p>Administrator Engagement</p>  	<p>Short summary of training content and facilitation guide (readers digest version, 1-3 pages). Written doc with highlights or annotated training (1 hour from original 8 hour training)</p> <p>Building in time during senior leadership meetings to discuss ROCK</p> <p>Having a champion to help ‘bridge the gap’ between educators and administrators</p> <p>Having participating administrators act as champions to encourage other administrators’ interest</p>	<p>Readers Digest allows administrators to be engaged without having to attend all the trainings. This is a summary of highlights from training content. Include facilitation notes so administrators can include with conversations with their staff and best practice implementation strategies. Include link to resources and articles for those who want to do additional reading.</p> <p>“Really honoring their busy schedules and their time...’I can't go to an eight hour training, can you give me an hour training?’...I'll try to bring back what I can from that particular session. And then here are the facilitation notes for a site supervisor, a readers digest version of how you can have conversation back at your programs” (Administrator, 12.10.19)</p> <p>“I always do an invitation, what is it that we could do as senior leadership?’ What can we do that we're missing or not fully</p>



		<p>grasping to further deepen the work? So then it led to other types of training, other types of PLCs or I would talk to our senior leadership and talk about needing to finance a certain area of this work or staffing it or just serving as an activist in the work and kind of bridging the gap between the practitioners who are actually doing the work and senior leadership...there is a need to ask for time on their senior leadership meeting...we need a “through line”” (Administrator, 12.10.19)</p> <p>“I feel like the ROCK work needs to have a standing meeting on our agenda where we're having regular, ongoing discussions and we, we meet twice a month.” (Administrator, 12.10.19)</p> <p>Caroline and Brooke talk with their peers about how ROCK is influencing their programs</p> <p>“seeing their role [current participating administrators], how they can serve as a champion and also having an opportunity to talk with their own peers... So Caroline and Brooke, I think it's important to have them give first voice to what is playing out for them and how it's showing up in their programs or where they would like for it to show up and how they're trying to make that happen right now” (Administrator, 12.10.19)</p>
<p>Mental Health Consultants</p> 	<p>Involving, partnering with mental health consultants</p> <p>Administrator coordinating access to mental health consultant for teachers</p> <p>Administrator joining meetings with teachers and mental health consultants</p>	<p>“I think the mental health consultants being a part of it is really important. So I know that the NTC coaches are going, but even if the mental health consultants stayed, I think that's a really great place to kind of loop them in and support their work.” (Administrator, 6.23.20)</p> <p>“And then once I got more time, that started last year, then we were actually</p>

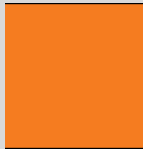


	<p>(reflect and discuss specific children)</p>	<p>like really able to make some headway. In terms of being able to have that focused time with teachers, like when the mental health consultant was there, even being able to coordinate the time for the teachers that they would have access to the mental health consultant. And then being able to sit in on some of those meetings and talk and get more in depth about kids and specific kids. And we've actually been able to do that. And that's been really, really helpful too" (Administrator, 12.19.19)</p>
<p>Readiness</p>  	<p>Assessing program readiness to engage in ROCK using Org Self-Study Tool/Equity Audit</p>	<p>There is a readiness factor in programs before they can work on becoming Trauma-informed. (can't be "putting out fires" all the time). First step of showing readiness is to understand what ROCK is</p> <p>"the organizational audit tool that would help to them look at their readiness, willingness and readiness to engage in the work. And so, and the only way to do that first is to really have an understanding of what ROCK is. But, but after having that foundational understanding, something that assesses their readiness and willingness to do this work individually and to do the work collectively in partnership with their peers or the community that is however that community is created." (Administrator, 12.10.19)</p>
<p>Time for Reflection and Discussion</p> 	<p>Creating time/space to reflect and talk about how to apply ROCK concepts and strategies at the program/system level</p> <p>Creating time for teachers to reflect and talk about ROCK with <u>and</u> w/o administrator present</p>	<p>Teachers, administrators and mental health professionals need time to talk about how ROCK concepts can be implemented at the site.</p> <p>Caroline supports her staff to feel safety. And she pairs this with reflection and support for teachers' learning. The two allow for organizational change to take place in her program. She understands that</p>


	<p>Including Instructional Assistants in Reflection/Dialogue about ROCK</p> <p>Creating a structure to support Coaches' reflection on their practice</p> <p>Creating a structure to support administrators' reflection and learning about ROCK</p> <p>Emphasizing the need for continuous Learning and Practice</p>	<p>learning to reflect on practice is a skill she can develop in her staff:</p> <p>“But this all comes from having the time and space to be able to talk more in depth about these kids. It's like, why is this kid biting on their shirt, biting their hand, biting her friends? What's going on there? It's not, what's wrong with that kid, but what's happening with that kid? Is it developmental? Is there something else going on? And we bring the IAs [instructional assistants] into these conversations too. There's a broadening of the idea of getting them what they need versus what we think they should be doing” (Administrator, 12.19.19)</p> <p>“It was this protected time in an environment where she, I think she felt comfortable enough to be able to share something like that. And also our level of reflection. I think with ROCK that has definitely shown up there too. It's just a time where we are specifically engaging in reflection on classroom practices in ourselves. And I've seen it show up more when I've been having team meetings that the staff, some of them were already expert reflectors. They're just like, 'I got this. 'And Some of them it's like this is something brand new and you can see it's kind of like flexing new muscles and having some soreness, but we're seeing it happen” (Administrator, 12.19.19)</p> <p>“We need something that makes the learning as administrators more tangible and real...Because there's one process that they're learning with their team and their teachers and there's another process of what that means for their [administrators'] role as a leader...we're engaging in that work in two different climates, one with one another as leaders</p>
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	<p>on one with our actual site team” (Administrator, 12.10.19)</p> <p>“having protected time for them to reflect, which has been great about the PLCs...it makes me think back to this idea of coaches and what support they could get. It would be interesting to have, I don't know if it's necessarily a PLC, but maybe even a forum that happens like once every two months or something where the coaches would come together and support one another and what they're seeing and trying out with the teachers.” (ROCK Leadership Team Member, 12.13.19)</p> <p>Self-care and time for teacher dialogue and reflection are critical.</p> <p>“And there were moments when at this program, at least for OUSD, that there was one point time when they did not want Caroline present and they think they didn't realize that until there was a couple of absences and they wanted to talk in a transparent way without offending her about how they were seeing and what they were experiencing in the classroom...And then there was a point where they wanted her back in that fold. So they could share their thinking about how she could be supportive.” (Administrator, 12.10.19)</p> <p>“I think in growing the empathy and the lens of the instructional assistants, which I don't think that they've had that opportunity before, I think that is been really great” (Administrator, 1.13.20)</p> <p>“Ongoing professional development or keeping that in the forefront of people's minds. It really makes a big difference. And because I think it's so easy for us as human beings to center ourselves into the</p>
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		<p>middle of everything. And so kind of a continued practice of reflecting and bringing up this information...it takes practice to really integrate it...when things are happening, you're immediately able to access those skills and strategies” (Administrator, 1.13.20)</p>
<p>Coaching and PLCs</p> 	<p>Continuing with monthly PLC and weekly coaching</p> <p>Using coaching to build on ROCK training and support implementation in classrooms and programs</p>	<p>Coaching is critical to have available for teachers to support investments from training and changes in teaching</p> <p>“And so I think with the coaching, I think it's really important because one, it just provides that room and that space to reflect on what's been going on. And that's key for anybody's practice” (ROCK Leadership Team Member, 12.13.19)</p> <p>There are different benefits of coaching and PLCs for teachers’ growth and organizational change</p> <p>“[coaching is] time that's directed on the teacher's immediate experience in the classroom, the PLCs, you're listening to your other colleagues and sharing with them. But it's different than when you have that one on one coaching or that team coaching within the classroom where it's really focused in on your immediate context.” (ROCK Leadership Team Member, 12.13.19)</p> <p>Current dosage is working well: Monthly PLC and weekly coaching</p> <p>“It feels like this is great in terms of wellness. The weekly coaching meetings with the teachers, monthly PLCs, that feels like a good dosage because you've got the one on one contextualized discussion and then you've got the monthly pieces where you're revisiting the concepts from those all staff, all day PDs”</p>

		(ROCK Leadership Team Member, 12.13.19)
Teacher Self-Care  	<p>Communicating an ethic of care for staff</p> <p>Starting with a focus on teachers' self-care (and then focus on child outcomes)</p> <p>Supporting teacher agency</p> <p>Arranging environment to support teachers' self-care, positive climate and teacher learning (see vignette about Caroline's program)</p>	<p>To become trauma-responsive, need to focus on healthy work environments.</p> <p>“And I think that having the staff know that you really care about them and that you have evidence of that. And you're communicating that even when you're not there.” (Administrator, 12.19.19)</p> <p>Supervisors who actively support self-care at the workplace and support teachers to have agency in constructing a healing environment that values their self-care</p> <p>“All the alarm bells were like 'teachers have to be able to engage in self-care'. Teachers have to be able to have places where they can talk about their own feelings, teachers have to be able to do this. And now we've kind of moved it from, I'd say like in the first year of ROCK being really focused on kids to then the next year being focused on teachers. And this is what I was taking away from it as the administrator, being focused on teachers and their self-care so that they could then take care of the kids.” (Administrator, 12.19.19)</p> <p>Caroline valued self-care for her teachers and then supported their agency to continue to co-construct the climate</p> <p>“So it's not just my lavender lotion in there anymore. They bring in things too. So it's building on itself, right? The foundations are there and then we build upon that.” (Administrator, 12.19.19)</p> <p>“I'm thinking about the environmental changes for adults. how is the administration setting that up, and also teachers for their staff members. And so</p>


		like thinking about Caroline, the specific development of that space for teachers and families, you can sit in and retire in that side room with a couch and stuff, lighting and those pieces. And then the way Katie is attending at the PLCs to having tablecloths and these pieces where it feels a little more human.” (ROCK Leadership Team Member, 12.13.19)
Family Engagement 	Extending ROCK to Family Engagement Practices	<p>Family Engagement (know names of parents and kids; shift in mindset to strength-based empathy focused approach to child; Partner with family; Position family as Expert)</p> <p>“And then this year my focus has been really with the families. So I know all the parents' names. I know the kids. I know who's in the house. The teachers know this stuff too. And we're really trying to build more meaningful relationships with the families. So for example, one of the things that's I've really been able to notice this year is that when we see something going on with the kid, we're not saying what's 'wrong with that kid?' We're saying 'what's happening to that kid?'" (Administrator, 12.19.19)</p>
Access to ROCK Trainings  	Increasing access to ROCK trainings to people across the system and beyond OUSD, Oakland Head Start (into the community)	<p>Offering the 6 part training series online has expanded the collaboration across programs</p> <p>“Now it's kind of expanded to two more communities who are also being supported by Melissa, Luc, from New Teacher Center. So it went from scaling from one community to now three, and now casting a wider net, or just having foundational knowledge because we're hosting the webinars, the ROCK webinars the six part series and even offering the ROCK six part series for the greater ROCK community outside of OUSD is also widening the understanding of how</p>


		<p>they're working across different programs. Because some of our educators have collegial relationships with those in other sites outside of OUSD. And so they're even able to talk about it as peers and colleagues across programs.” (Administrator, 12.10.19)</p> <p>“I feel like one thing that could be helpful if we're thinking especially on a systems level, is some training of the administrators and possibly the coaches and maybe the teacher mentors that have been working with teachers. Or maybe identifying some teacher leaders in the work, to do some targeted professional development around that, that could be really powerful and thinking if this is what we're asking teachers to do, how is our system supporting this?” (ROCK Leadership Team Member, 12.13.19)</p>
<p>Language and Communication Strategies</p> 	<p>Translating ROCK concepts and strategies into language district stakeholders and administrators use and understand</p> <p>Creating a crosswalk between ROCK, Multi-Tiered Systems of Support (MTSS), Response to Intervention (RTI) and the Teaching Pyramid (CSEFEL)</p>	<p>Create a visual that explains how ROCK aligns with MTSS to help district leaders understand why this is relevant to them...and to use <i>their</i> language to explain ROCK</p> <p>“I'm new to school district world, but the terminology they use as Tier one as universal approaches. The RTI model then still learning about. But if you think about trauma responsive practices, it is Tier one, the way I'm starting to understand it. And so sometimes I'm trying to borrow their language to understand when they're talking about challenging behaviors and how to support children in classrooms, being able to borrow that language, name it, and then reciprocate it back into a trauma informed lens. It's starting to be helpful. We're getting there.” (Administrator, 12.10.19)</p> <p>“If we can do a crosswalk of MTSS, RTI, the Teaching pyramid. They really</p>



		<p>gravitate to the teaching pyramid and CSEFEL. If we can do a crosswalk that says, when we do this, it honors what you might be doing in RTI, what you might be doing in CSEFEL, they can see alignment in that, and maybe some of the nuances that are unique being able to call out the commonality and the uniqueness in all the approaches and why we really feel” (Administrator, 12.10.19)</p>
<p>Policy Change</p> 	<p>Changing policies to align with ROCK concepts and strategies</p>	<p>Interesting example of change in policy to become Trauma-informed at her program that reflects her understanding of stress/trauma and how to engage in self-care to buffer it.</p> <p>“So things like chewing gum, I allowed kids to chew gum and some people had big issues with that and so we unpacked it. Like, why don't we allow kids to chew gum? Like how many adults do you know that chew gum? I know a lot, right? So why do we not allow children to do that? Kinds of things like that, right? Kids that don't know how to chew gum, I get them crushed ice. But this all comes from having the time and space to be able to talk more in depth about these kids.” (Administrator, 12.19.19)</p>


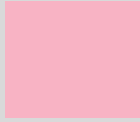

Appendix J
Evidence for the Theme: Recommendations for 2020-2021

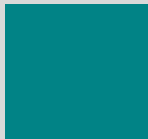

Theme	Specific Recommendation	Details/Quotes
Continue ROCK	<p>Continue Funding and Offering ROCK</p> <p>Thinking creatively to keep ROCK programming going despite COVID</p> <p>Continue with ROCK to allow for deeper learning and sustainability</p>	<p>Teachers and administrators felt strongly that the program should continue. Need is going to be greater than ever with more people experiencing trauma due to COVID.</p> <p>“It's beneficial to all of us, especially in this kind of job that we do. We need something to help us with mental our mental wellbeing and, you know, it helps us, emotionally.” (Administrator, 7.1.20)</p> <p>“the thing on the top of my mind is not letting all the challenges from this COVID situation stop, what I see is working well...thinking differently about how we can approach it” (Administrator, 6.17.20)</p> <p>“I hope it continues. I feel that we should continue with where we left off...speaking of efficacy and equity and all that...just finding out all we can about children who deal with trauma in their lives so that we can better assist them” (Teacher, 6.24.20.</p> <p>“I think one of the things about being trauma sensitive to me is an ongoing study and learning and growing. I think it's so easy to get caught up in the day to day and get caught in our own ruts...ongoing professional development or keeping that in the forefront of people's minds. It really makes a big difference...continued practice of reflecting and bringing up this information.. continually to learn and internalize the practices and the vocabulary so that in tough conversations, they're more likely to be something that I go to. And that takes practice to really integrate it... they're really internalized and there's something that you're living and breathing every single day... Just this</p>



		<p>continual diving deeper so that it becomes something that we use and it's not just considered an add on or an extra.” (Administrator, 1.13.20)</p>
<p>Elements of ROCK</p> 	<p>Consistent space for teachers to collaborate and talk about their practice</p> <p>Continue Site Based PLCs</p> <p>Large group and small group (e.g., Large group for content all together → then follow up with more intimate work at sites)</p> <p>Mindfulness</p> <p>Yoga</p>	<p>Essential for teachers to have trainings <u>and</u> a space where they can come together regularly to talk about their practice, slow down and engage in self-care (PLC, coaching, reflective supervision)</p> <p>“how do we give them some of that ability to communicate and talk to each other and have those cross classroom conversations? Because I think those are really important as well. Sometimes we can get stuck in our own room and then we get like group think. But to bring somebody who maybe is at your school but from a different room brings a different perspective.” (Administrator, 1.13.20)</p> <p>“any space where we're bringing educators together, I think it's helpful to talk about best practices” (ROCK Leadership Team Member, 6.18.20)</p> <p>“I would love to be able to continue the site based [PLCs]...I think they were so valuable in regards to staff being able to kind of have a moment to slow down and do some self-care of themselves, even if it's just being able to sit still and say nothing for a minute or, you know, to focus on something tangible for a moment and just be able to step away to be able to tap into yourself. At the beginning of every meeting, we had the opportunity to do that...being able to have that opportunity to just pull away and focus on yourself for a moment is extremely valuable. So I think the site based ROCK series was very impactful for our site” (Administrator, 6.22.20)</p>

		<p>“like a full day PD and you do your session based on what you know, and then you do some intense, more intensive work at a site based level...that could really work.” (Administrator, 6.23.20)</p>
<p>Integration of Culturally Responsive Practice and Anti-Racist Practice</p>  	<p>Integrate the topics of Culturally Responsive Self-Care and Race, Racism, Anti-Racist teaching throughout all ROCK activities</p> <p>Shift norms from “Safe” space to “brave space”</p> <p>Continue to talk about equity, diversity and bias</p> <p>Align content on CR Self-care and Race Equity with Head Start trainings (Dr. Patricia Nunley, Dr. Michael Hardy and Dr. Barbara Stroud)</p> <p>Create a resource list for teachers on anti-bias/anti-racist books for children</p>	<p>Some Oakland HS teachers/administrators had training on CR Self-Care, others did not. Would like this to be available for all along with racial literacy.</p> <p>“racial, injustices, racism, those, those kinds of conversations. That's something that our program has also focused on and struggled with, some of those challenges. So I think that potentially is something that could be integrated into the conversations” (Disability Coordinator, 6.16.20)</p> <p>“a lot of PDs and things that I've been a part of have been like this fear of speaking up or this wall, this boundary that we haven't been pushing through. And I guess it depends on the group and how devoted that group is to the work obviously. But I think that would be a major thing to break through is to be more courageous and brave and not make safety” (Teacher, 6.25.20)</p> <p>“weaving in the intersections between trauma and healing, resilience and race and equity...ways in which next year it could be folded in together so it's not two different things...it shouldn't be one PD is about equity and one PD is about trauma informed practices. It shouldn't be like that. It should be together all the time, one and the same. I'm just thinking about how to do that and not make it like it's two separate topics, because it's not.” (ROCK Leadership Team Member, 6.18.20)</p>
Increase Access to ROCK	Increase access so a wider number of people can	Not everyone has the same knowledge base about ROCK because not everyone

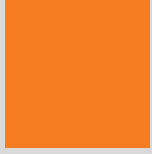

	<p>attend ROCK PD (e.g., Instructional Assistants)</p> <p>Coaches may need additional training on ROCK content (Nicole Nelson suggested asking Melissa)</p> <p>Offer PD for IAs during their class time</p> <p>Offer/mandate for all educators in OUSD</p>	<p>has attended or had access to the previous PD. One consequence is that the PLCs have had to slow down to ‘catch people up.’ Expanding access would support everyone to be ‘on the same page’ (ROCK Leadership Team Member, 6.18.20)</p> <p>“Getting access for everyone is a barrier...one challenge in my PLC is making sure that teachers and instructional assistants have the same access to the content or the conversations. Sometimes I feel like the teachers are having the conversations but I'm not sure the instructional assistants are all there together.” (ROCK Leadership Team Member, 1.29.20)</p> <p>Offer PD for IAs during class time as they don't have planning time. To “honor their learning” (ROCK Leadership Team Member, 6.18.20)</p> <p>“In my opinion, they really should make this mandated, particularly in urban areas. You know, probably in all the schools, especially Oakland Unified. I think it would be really helpful because by me bringing this back to my team, you don't realize how helpful it's been to them.” (Teacher, 11.2.19)</p>
<p>PD for Administrators</p> 	<p>Leadership team/administrators need their own parallel process of PD/learning about ROCK concepts and strategies</p> <p>Create tools and resources for administrators (protocols, facilitation guides, self-study tools, readers digest versions of trainings) to help them implement ROCK</p>	<p>“I would love, love, love, love for our leadership team to have a parallel process of learning” (Administrator, 6.17.20)</p> <p>“So many admin, we don't have that training and that expertise and that would be beneficial in dealing with families and teachers and everybody. And so allowing them that opportunity... if you knew and you could model and use those strategies in how you run the centers, I think that could be a huge benefit.” (Administrator, 1.13.20)</p>


Trainings   	Recommended Topics for Next Training Series: See above on culturally responsive practice and anti-racist practice. Sensory processing, deeper on Zones of Regulation; children with challenging behaviors and adults with challenging behavior...co-workers/parents) Elect ROCK as focus of department PD next year	<p>“just challenging behavior in general. So either a children's challenging behavior or challenges with coworkers or parents. And so interpersonal relationships” (Disability Coordinator, 6.16.20)</p> <p>“I think it could be a really great benefit if ROCK was the learning arc for next year. And then you have your three full day PDs where everyone attends that everyone's getting the same [content]...if we started aligning our professional development opportunities and structuring so that they all align” (Administrator, 1.13.20)</p>
Trainings	Create smaller groupings during trainings (especially if they remain online next year) to allow for more interactivity Schedule time in trainings for participants to share practices with one another	<p>Wondered how to create opportunities within the trainings that would allow for people to build trust over time (like the PLCs). Could we create small and stable groups for breakout rooms? (Administrator, 6.16.20)</p> <p>I think it would be helpful to hear stories from other providers or other programs centers on how this information guided their practice and how that actually looked like in their centers. (Teacher, 7.20.20)</p>
PLC	Increase the amount of time participants meet in the PLC Keep group size small Require teachers to attend training before participation in PLC	<p>Oakland HS Teachers and Director shared how much they valued spending time with Valentina and said they would like to have more time with her in the PLC</p> <p>Other requests for more time was fueled by a desire to ‘go deeper’ in looking at a focal child (Teacher, 6.25.20)</p> <p>“I think that the group size, I probably wouldn't think getting much bigger than it is. I would think keeping the group sizes as what they are, is imperative” (Administrator, 6.23.20)</p>



		<p>“A challenge for me this year with the PLCs is that I'm not exactly sure that all of my teachers who are in the PLC went to the Saturday training. I think that some have and some haven't.” (ROCK Leadership Team Member, 1.29.20)</p>
<p>PLC</p> 	<p>Continue to include mindfulness in PLC agendas: Maintain check-ins, strength-based and somatic elements</p>	<p>Teachers liked the breathing, visualizations and grounding exercises in the PLCs, the strength-based approach to discussing children and the personal check-ins with teachers.</p> <p>Example of a strength-based question PLC facilitator used: “what have you noticed when you were able to resonate and reach that child and how did it feel for you?” (PLC Coordinator, 6.15.20)</p>
<p>PLC</p> 	<p>Include pedagogy of a “focus child”</p> <p>Use “case studies” to go deeper</p> <p>Go deeper and have more of a critical eye</p>	<p>It's easier for teachers to think about the implementation of TIP if they only focus on one child at a time</p> <p>“it’s less overwhelming to think about one child home in on one child and gather data on one child.” (ROCK Leadership Team Member, 6.18.20)</p> <p>“Doing case studies where we can really get an understanding of a child and their culture and their lived experiences. So to really dig deep, not just on a child in our center, but just broader at first, before we start to use that practice and looking at them through a healing lens and not just a trauma lens, again, more practice around listening, hearing different experiences and perspectives in mindfully listening and not putting judgment on it.” (Teacher, 6.25.20)</p> <p>“It was a little too surface-y and they were ready to dig a little deeper and have it be a little harder. And to have a little bit more critical eye... they were sometimes feeling like when things were starting to get deep</p>




		and emotional, then they kind of moved on and then it stayed a little superficial because there just wasn't kind of that dig in...it got a little better at the end when they had their student, but they were just wanting a little bit, just a little bit more” (Administrator, 6.23.20)
PLC  	<p>Offer two PLC meetings: one for teachers to work on their own stressors and a second for to focus on children and families</p> <p>There is a need for two different meetings “Two parallel tracks” (versus splitting time in one meeting)</p> <p>Support teachers to explore:</p> <ul style="list-style-type: none"> • Their stressors, trauma triggers, trauma histories • Biases and cultural or other perspectives • Strengthening their listening skills • Interrupting their reactivity <p>Support teachers to explore how their own history of trauma impacts their teaching</p>	<p>This might be especially needed when working in highly trauma-impacted communities.</p> <p>“I would have appreciated a second group...how has discussing that about yourself and thinking about what part of the brain you're in when this happens...and then moving into more conversations about the children and how they respond to the children and the parents and what trauma triggers they are seeing from the kids...I think I did a really good job of supporting the teachers. I'm very aware that there's a lot of trauma in that community and I don't feel like I supported the children.” (PLC Facilitator, 6.16.20)</p> <p>“To say this, these first 45 minutes, we're going to talk about ourselves and then the next 45 minutes, we're going to talk about the kids like that. Just never, ever worked. (PLC Facilitator, 6.16.20)</p> <p>“For me, what I want to go deeper in, and I haven't yet, is adult trauma, the trauma that an adult has themselves. Allowing time for that processing and what that brings to a classroom. I think that I've been able to support some teachers with it, but like I said, there are instructional assistants that I don't have time with and that processing takes a while.” (ROCK Leadership Team Member, 1.29.20)</p> <p>“I think, discussing trauma and what that looks like and how it resonates in different</p>

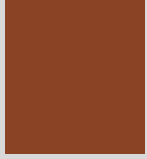
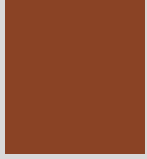

		<p>people is really important. Like vicarious trauma, in what traumas do you have, and what do you bring, and what are your triggers?" (Administrator, 6.22.20)</p> <p>"I feel like perhaps it would be helpful to get a better understanding of our own bias and our own perspective and how we have our own lens that we're looking at everything through. So I think it might be helpful to have more listening opportunities, practices, where we're just listening to different stories and trying to, even, without putting our own perspective on it, to be able to restate what those stories are without even trying to fix it." (Teacher, 6.25.20)</p> <p>"I really think that going more into ourselves and our own experiences and how that shows up. I think like how we have a focus child and having maybe having a focus self...Really unpacking, 'how does our own experience, our own self, our own culture, trauma or not, whatever own personal experiences', how does that show up within us? And then how does that then parlay itself into the classroom?" (Administrator, 12.19.19)</p>
PLC	<p>Continue offering incentives (food, books, journals/pens). Improve intentionality for their use.</p>	<p>The incentives were great but need to think about how to use the journals and books more intentionally within the PLCs.</p> <p>"They did a really good job making the teachers feel respected...with the food and getting the books for them. And there were journals and pens and things like that...Those kinds of incentives I think, were really helpful. The teachers didn't necessarily like bring them each time. I tried to remember... there could be some improvement, thoughtfulness around the material that we give them." (PLC Facilitator, 6.16.20)</p>

<p>PLC</p> 	<p>Include administrators/site director in site PLC</p> <p>Include mental health consultant and coach in PLC</p>	<p>“I think that my presence is really strong for my team. And I think that I have the opportunity to like spark conversation. I know many of my team's strengths and weaknesses, so I know how to prompt conversations to get them to open up and speak a little bit more. With me not being there, I don't know how some of the meetings were. I'm sure that they were effective, but I'm sure that they were a lot quieter” (Administrator, 6.22.20)</p> <p>“I think that having an administrator be part of it is really important...it helped me to kind of stay in the loop and have conversations...having an administrator present from each site is really important just to lend some credibility to what you're doing, add value to it” (Administrator, 6.23.20)</p> <p>“I think having the mental health consultants and the coach there is critical to keeping this alive and something that's present in the classrooms because it's one thing to sit there and it's a little bit different than to actually see it translate into the classrooms, which is what we would want.” (Administrator, 6.23.20)</p>
<p>Coaching</p> 	<p>Continue offering coaching services</p> <p>Offer options for coaching in shorter more intense spurts followed by a pause 6 weeks of coaching → pause 8 weeks of coaching → pause</p> <p>Create CoP for coaches to Reflect on ROCK content</p>	<p>PD should be coupled with a strategy to help educators bring back to their classroom/school (“how do we do this in our classroom/school?”). Different formats could work:</p> <ul style="list-style-type: none"> • Training → coach • Training → Teaching Team goes back to discuss • Training → PLC <p>(Coach, 6.18.20)</p> <p>“It makes me think back to this idea of coaches and what support they could get. It would be interesting to have, I don't know if it's necessarily a PLC, but maybe even a forum that happens like once every</p>

		two months or something where the coaches would come together and support one another and what they're seeing and trying out with the teachers.” (ROCK Leadership Team Member, 12.13.19)
Yoga 	Increase yoga to 2x/week	“I really benefit from taking the yoga class...if we could have twice a week, that would be really good” (Yoga participants’ interview, 3.4.20)
Expanding ROCK	Be more intentional about working with/including Administrators Expand ROCK training to entire system: target administrators, coaches, mentor teachers and families Implement mindfulness practices into administrator meetings Have ROCK become the focus of all staff PD days next year Include ROCK on administrators’ standing meetings Cultivate more ROCK administrator champions within OUSD	<p>“I think a little bit more work with the administrators in some capacity would be nice.” (ROCK Leadership Team Member, 6.18.20)</p> <p>“If we're thinking especially on a systems level, is some training of the administrators and possibly the coaches and maybe the teacher mentors that have been working with teachers. Or maybe identifying some teacher leaders in the work, to do some targeted professional development around that, that could be really powerful and thinking if this is what we're asking teachers to do, how is our system supporting this? How is my practice as a site administrator supporting this or as a coach, how can I lean into this work too I think that could be great...I think another piece could just be the family piece.” (ROCK Leadership Team Member, 12.13.19)</p> <p>Be strategic about integrating ROCK into the mental health consultation model used at Head Start sites (Administrator, 6.17.20)</p> <p>“I appreciate in the PLCs, the practice of the mindfulness strategies. That they're trying that out each time. And it feels like that could be something that administrators could be doing in their one-</p>

		<p>on-one check-ins possibly, or their team meetings as well.” (ROCK Leadership Team Member, 12.13.19)</p> <p>“I would start having either site admins attend alongside with their educators, which does seem to prove to be a little bit of a difficult issue. But I think what we need. I feel like the ROCK work needs to have a standing meeting on our agenda where we're having regular, ongoing discussions and we, we meet twice a month.” (Administrator, 12.10.19)</p>
<p>Expanding ROCK Cont.</p> <p>Scaling</p> 	<p>Consider background knowledge when scaling PLCs throughout the district; especially b/c of different knowledge of ROCK content</p> <p>Continue Teacher PLC once a month and not on weekends</p> <p>Continue online trainings to expand access and opportunity for participation</p>	<p>“I do worry about that if Acorn felt like it was already moving a little bit, at a super at a superficial level, adding in another group, that's not there could really, so I think that thinking in terms of how you add in new groups or how you do that could be challenging.” (Administrator, 6.23.20)</p>
<p>Expanding ROCK</p> <p>Communication</p> 	<p>Clarify the “what” and “why” of ROCK, especially for administrators</p>	<p>To support the expansion of ROCK, administrators need to understand the ‘value add’ of ROCK. They need to understand how it relates to their work (distinguish it from clinical/diagnostic work)</p> <p>“what will they get out of it if they were to participate in ROCK, what could they expect to see in classroom practices from their educators?”—(Administrator, 6.17.20)</p>
<p>Expanding ROCK</p>	<p>Create a crosswalk (visual) to communicate how ROCK aligns with Multi-Tiered Systems of Support</p>	<p>Need to connect ROCK with other departmental initiatives/priorities, especially for administrators. TIP/ROCK needs to be something that is not “One</p>

	(MTSS), RTI and Teaching Pyramid	<p>more thing” but instead, integrated or embedded into the total picture of PD. (ROCK Leadership Team Member, 12.13.19)</p> <p>Creating a crosswalk will help in translating how ROCK aligns with their priorities (MTSS)</p> <p>“I’m trying to borrow their language to understand when they’re talking about challenging behaviors and how to support children in classrooms, being able to borrow that language, name it, and then reciprocate it back into a trauma informed lens.” –(Administrator, 6.17.20)</p>
Expanding ROCK  	Offer ROCK to Parents and Families Offer ROCK to Child Welfare system	<p>“I think another piece could just be the family piece. If we could start some of that, that would be pretty incredible. Just hosting a couple of Saturday sessions and maybe some of the teachers that have been going through the trainings, would want to co-facilitate that. Or there is support of the administrators in terms of leading it... just starting to bridge that with the communities could be amazing. Maybe some visioning around that. Not necessarily implementation yet.” (ROCK Leadership Team Member, 12.13.19)</p> <p>“I want to continue to work with children out of the foster system. And a lot of this will be helpful. A lot of what’s talked about, a lot of the materials that are being brought here to show to us, I will be able to use for those children because we know a lot of the children out of foster care come out of trauma situations, really intense trauma situations” (Teacher, 11.2.19)</p>
Data/Outcomes	Collect data on ROCK outcomes	<p>One suggestion is to find a way to identify how ROCK is leading to more engagement with families and a climate where there are more strategies tried to</p>

	(Note: See measure/recent article from Alysse Loomis from University of Utah examining pathway from training to TI attitudes)	keep children in the classroom instead of using suspension/expulsion
Data/Outcomes 	Use evaluation data from this year to plan for ROCK next year (plusses and deltas)	“My recommendations moving forward is to draw on the feedback from this, looking at this year and continue it because whatever data or information we get, especially in regards to what worked well and what didn't work well, draw on that to influence and impact next year.” (Administrator, 6.17.20)
Data/Outcomes 	Add data indicators that document the value add of ROCK project	One director explained that she would very much like to see data indicators that show the difference ROCK is making at her participating sites and at this time, she does not have any data to document the value add.

Appendix K

Characteristics of White Supremacy Culture and Antidotes

Source: Jones, K. & Okun, T. (2001). *Dismantling racism: A workbook for social change groups*. Changework. <https://www.showingupforracialjustice.org/white-supremacy-culture-characteristics.html>

<p style="text-align: center;">Perfectionism</p>	<ul style="list-style-type: none"> • Little appreciation expressed among people for the work that others are doing; appreciation that is expressed usually directed to those who get most of the credit anyway • More common is to point out either how the person or work is inadequate or even more common, to talk to others about the inadequacies of a person or their work without ever talking directly to them • Mistakes are seen as personal, i.e. they reflect badly on the person making them as opposed to being seen for what they are – mistakes • Making a mistake is confused with being a mistake, doing wrong with being wrong • Little time, energy, or money put into reflection or identifying lessons learned that can improve practice, in other words little or no learning from mistakes • Tendency to identify what's wrong; little ability to identify, name, and appreciate what's right • Often internally felt, in other words the perfectionist fails to appreciate her own good work, more often pointing out his faults or 'failures,' focusing on inadequacies and mistakes rather than learning from them; the person works with a harsh and constant inner critic
<p style="text-align: center;">Antidotes to Disrupt "Perfectionism"</p>	<p>Develop a culture of appreciation, where the organization takes time to make sure that people's work and efforts are appreciated; develop a learning organization, where it is expected that everyone will make mistakes and those mistakes offer opportunities for learning; create an environment where people can recognize that mistakes sometimes lead to positive results; separate the person from the mistake; when offering feedback, always speak to the things that went well before offering criticism; ask people to offer specific suggestions for how to do things differently when offering criticism; realize that being your own worst critic does not actually improve the work, often contributes to low morale among the group, and does not help you or the group to realize the benefit of learning from mistakes</p>
<p style="text-align: center;">A Sense of Urgency</p>	<ul style="list-style-type: none"> • Continued sense of urgency that makes it difficult to take time to be inclusive, encourage democratic and/or thoughtful decision-making, to think long-term, to consider consequences • Frequently results in sacrificing potential allies for quick or highly visible results, for example sacrificing interests of communities of color

	<p>in order to win victories for white people (seen as default or norm community)</p> <ul style="list-style-type: none"> • Reinforced by funding proposals which promise too much work for too little money and by funders who expect too much for too little
Antidotes to Disrupt “A Sense of Urgency”	<p>Realistic workplans; leadership which understands that things take longer than anyone expects; discuss and plan for what it means to set goals of inclusivity and diversity, particularly in terms of time; learn from past experience how long things take; write realistic funding proposals with realistic time frames; be clear about how you will make good decisions in an atmosphere of urgency; realize that rushing decisions takes more time in the long run because inevitably people who didn’t get a chance to voice their thoughts and feelings will at best resent and at worst undermine the decision because they were left unheard.</p>
Defensiveness	<ul style="list-style-type: none"> • The organizational structure is set up and much energy spent trying to prevent abuse and protect power as it exists rather than to facilitate the best out of each person or to clarify who has power and how they are expected to use it • Because of either/or thinking (see below), criticism of those with power is viewed as threatening and inappropriate (or rude) • People respond to new or challenging ideas with defensiveness, making it very difficult to raise these ideas • A lot of energy in the organization is spent trying to make sure that people’s feelings aren’t getting hurt or working around defensive people • White people spend energy defending against charges of racism instead of examining how racism might actually be happening • The defensiveness of people in power creates an oppressive culture
Antidotes to Disrupt “Defensiveness”	<p>Understand that structure cannot in and of itself facilitate or prevent abuse; understand the link between defensiveness and fear (of losing power, losing face, losing comfort, losing privilege); work on your own defensiveness; name defensiveness as a problem when it is one; give people credit for being able to handle more than you think; discuss the ways in which defensiveness or resistance to new ideas gets in the way of the mission.</p>
Valuing Quantity over Quality	<ul style="list-style-type: none"> • All resources of organization are directed toward producing measurable goals • Things that can be measured are more highly valued than things that cannot, for example numbers of people attending a meeting, newsletter circulation, money spent are valued more than quality of relationships, democratic decision-making, ability to constructively deal with conflict • Little or no value attached to process; if it can’t be measured, it has no value

	<ul style="list-style-type: none"> • Discomfort with emotion and feelings • No understanding that when there is a conflict between content (the agenda of the meeting) and process (people's need to be heard or engaged), process will prevail (for example, you may get through the agenda, but if you haven't paid attention to people's need to be heard, the decisions made at the meeting are undermined and/or disregarded)
Antidotes to Disrupt "Valuing Quantity over Quality"	Include process or quality goals in your planning; make sure your organization has a values statement which expresses the ways in which you want to do your work; make sure this is a living document and that people are using it in their day to day work; look for ways to measure process goals (for example if you have a goal of inclusivity, think about ways you can measure whether or not you have achieved that goal); learn to recognize those times when you need to get off the agenda in order to address people's underlying concerns.
Worship of the Written Word	<ul style="list-style-type: none"> • If it's not in a memo, it doesn't exist • The organization does not take into account or value other ways in which information gets shared • Those with strong documentation and writing skills are more highly valued, even in organizations where ability to relate to others is key to the mission
Antidotes to Disrupt "Worship of the Written Word"	Take the time to analyze how people inside and outside the organization get and share information; figure out which things need to be written down and come up with alternative ways to document what is happening; work to recognize the contributions and skills that every person brings to the organization (for example, the ability to build relationships with those who are important to the organization's mission); make sure anything written can be clearly understood (avoid academic language, 'buzz' words, etc.
Belief in Only One Right Way	<ul style="list-style-type: none"> • The belief there is one right way to do things and once people are introduced to the right way, they will see the light and adopt it • When they do not adapt or change, then something is wrong with them (the other, those not changing), not with us (those who 'know' the right way) • Similar to the missionary who does not see value in the culture of other communities, sees only value in their beliefs about what is good
Antidotes to Disrupt "Belief"	Accept that there are many ways to get to the same goal; once the group has made a decision about which way will be taken, honor that decision and see what you and the organization will learn from taking that way, even and especially if it is not the way you would have chosen; work on developing the ability to notice when people do things differently and how those different ways might improve your approach; look for the tendency for a group or a person to keep pushing the same point over and over out of

in Only One Right Way”	a belief that there is only one right way and then name it; when working with communities from a different culture than yours or your organization’s, be clear that you have some learning to do about the communities’ ways of doing; never assume that you or your organization know what’s best for the community in isolation from meaningful relationships with that community.
Paternalism	<ul style="list-style-type: none"> • Decision-making is clear to those with power and unclear to those without it • Those with power think they are capable of making decisions for and in the interests of those without power • Those with power often don’t think it is important or necessary to understand the viewpoint or experience of those for whom they are making decisions • Those without power understand they do not have it and understand who does • Those without power do not really know how decisions get made and who makes what decisions, and yet they are completely familiar with the impact of those decisions on them
Antidotes to Disrupt “Paternalism”	Make sure that everyone knows and understands who makes what decisions in the organization; make sure everyone knows and understands their level of responsibility and authority in the organization; include people who are affected by decisions in the decision-making.
Either/or Thinking	<ul style="list-style-type: none"> • Things are either/or — good/bad, right/wrong, with us/against us • Closely linked to perfectionism in making it difficult to learn from mistakes or accommodate conflict • No sense that things can be both/and • Results in trying to simplify complex things, for example believing that poverty is simply a result of lack of education • Creates conflict and increases sense of urgency, as people feel they have to make decisions to do either this or that, with no time or encouragement to consider alternatives, particularly those which may require more time or resources • Often used by those with a clear agenda or goal to push those who are still thinking or reflecting to make a choice between ‘a’ or ‘b’ without acknowledging a need for time and creativity to come up with more options
Antidotes to Disrupt “Either/Or Thinking”	Notice when people use ‘either/or’ language and push to come up with more than two alternatives; notice when people are simplifying complex issues, particularly when the stakes seem high or an urgent decision needs to be made; slow it down and encourage people to do a deeper analysis; when people are faced with an urgent decision, take a break and give

	people some breathing room to think creatively; avoid making decisions under extreme pressure.
Power Hoarding	<ul style="list-style-type: none"> • Little, if any, value around sharing power • Power seen as limited, only so much to go around • Those with power feel threatened when anyone suggests changes in how things should be done in the organization, feel suggestions for change are a reflection on their leadership • Those with power don't see themselves as hoarding power or as feeling threatened • Those with power assume they have the best interests of the organization at heart and assume those wanting change are ill-informed (stupid), emotional, inexperienced
Antidote to Disrupt "Power Hoarding"	Include power sharing in your organization's values statement; discuss what good leadership looks like and make sure people understand that a good leader develops the power and skills of others; understand that change is inevitable and challenges to your leadership can be healthy and productive; make sure the organization is focused on the mission.
Fear of Open Conflict	<ul style="list-style-type: none"> • People in power are scared of expressed conflict and try to ignore it or run from it • When someone raises an issue that causes discomfort, the response is to blame the person for raising the issue rather than to look at the issue which is actually causing the problem • Emphasis on being polite • Equating the raising of difficult issues with being impolite, rude, or out of line
Antidote to Disrupt "Fear of Open Conflict"	Role play ways to handle conflict before conflict happens; distinguish between being polite and raising hard issues; don't require those who raise hard issues to raise them in 'acceptable' ways, especially if you are using the ways in which issues are raised as an excuse not to address those once a conflict is resolved, take the opportunity to revisit it and see how it might have been handled differently.
Individualism	<ul style="list-style-type: none"> • Little experience or comfort working as part of a team • People in organization believe they are responsible for solving problems alone • Accountability, if any, goes up and down, not sideways to peers or to those the organization is set up to serve • Desire for individual recognition and credit • Leads to isolation

	<ul style="list-style-type: none"> • Competition more highly valued than cooperation and where cooperation is valued, little time or resources devoted to developing skills in how to cooperate • Creates a lack of accountability, as the organization values those who can get things done on their own without needing supervision or guidance
Antidote to Disrupt “Individualism”	Include teamwork as an important value in your values statement; make sure the organization is working towards shared goals and people understand how working together will improve performance; evaluate people’s ability to work in a team as well as their ability to get the job done; make sure that credit is given to all those who participate in an effort, not just the leaders or most public person; make people accountable as a group rather than as individuals; create a culture where people bring problems to the group; use staff meetings as a place to solve problems, not just a place to report activities.
Belief that I’m the Only One (who can do this right)	<ul style="list-style-type: none"> • Connected to individualism, the belief that if something is going to get done right, ‘I’ have to do it • Little or no ability to delegate work to others
Antidote to Disrupt “Belief that I’m the Only One (who can do this right)”	Evaluate people based on their ability to delegate to others; evaluate people based on their ability to work as part of a team to accomplish shared goals.
Belief that Progress is Bigger and More	<ul style="list-style-type: none"> • Observed in how we define success (success is always bigger, more) • Progress is an organization which expands (adds staff, adds projects) or develops the ability to serve more people (regardless of how well they are serving them) • Gives no value, not even negative value, to its cost, for example, increased accountability to funders as the budget grows, ways in which those we serve may be exploited, excluded, or underserved as we focus on how many we are serving instead of quality of service or values created by the ways in which we serve
Antidote to Disrupt “The Belief that Progress is Bigger and More”	Create Seventh Generation thinking by asking how the actions of the group now will affect people seven generations from now; make sure that any cost/benefit analysis includes all the costs, not just the financial ones, for example the cost in morale, the cost in credibility, the cost in the use of resources; include process goals in your planning, for example make sure that your goals speak to how you want to do your work, not just what you want to do; ask those you work with and for to evaluate your performance.

Belief in Objectivity	<ul style="list-style-type: none"> • The belief that there is such a thing as being objective or ‘neutral’ • The belief that emotions are inherently destructive, irrational, and should not play a role in decision-making or group process • Invalidating people who show emotion • Requiring people to think in a linear (logical) fashion and ignoring or invalidating those who think in other ways • Impatience with any thinking that does not appear ‘logical’
Antidote to Disrupt a “Belief in Objectivity”	Realize that everybody has a world view and that everybody’s world view affects the way they understand things; realize this means you too; push yourself to sit with discomfort when people are expressing themselves in ways which are not familiar to you; assume that everybody has a valid point and your job is to understand what that point is.
Claiming a Right to Comfort	<ul style="list-style-type: none"> • The belief that those with power have a right to emotional and psychological comfort (another aspect of valuing ‘logic’ over emotion) • Scapegoating those who cause discomfort • Equating individual acts of unfairness against white people with systemic racism which daily targets people of color
Antidote to Disrupt “Claiming a Right to Comfort”	Understand that discomfort is at the root of all growth and learning; welcome it as much as you can; deepen your political analysis of racism and oppression so you have a strong understanding of how your personal experience and feelings fit into a larger picture; don’t take everything personally.

Appendix L
Example of Integrating Antidotes to White Supremacy Culture into the ROCK Core Principles

Build Mutually Respectful and Trusting Relationships	Beliefs, Approaches and/or Actions We Agree to Take to Disrupt White Supremacy Culture <ul style="list-style-type: none"> • Push ourselves to sit with discomfort when people are expressing themselves in ways which are not familiar to us. Assume that everybody has a valid point and our job is to understand what that point is (Disrupts WS characteristic “Objectivity”)
Understand Stress and Trauma	Beliefs, Approaches and/or Actions We Agree to Take to Disrupt White Supremacy Culture <ul style="list-style-type: none"> • Understand the link between defensiveness and fear (e.g., losing power, losing face, losing comfort, losing privilege). Engage in self-work, Work on our own defensiveness (Disrupts WS characteristic: “Defensiveness”)
Establish Safety and Predictability	Beliefs, Approaches and/or Actions We Agree to Take to Disrupt White Supremacy Culture <ul style="list-style-type: none"> • Develop a learning organization, where it is expected that everyone will make mistakes and those mistakes offer opportunities for learning (Disrupts the WS characteristic of “perfectionism”) • Create an environment where people can recognize that mistakes sometimes lead to positive results (Disrupts the WS characteristic of “perfectionism”) • Create a culture where people bring problems to the group; use staff meetings as a place to solve problems, not just a place to report activities (Disrupt WS characteristic of “Individualism”)
Focus on Strengths and Assets	Beliefs, Approaches and/or Actions We Agree to Take to Disrupt White Supremacy Culture <ul style="list-style-type: none"> • Give people credit for being able to handle more than we think (Disrupts WS characteristic: “Defensiveness”) • Develop a culture of appreciation, where the organization takes time to make sure that people’s work and efforts are appreciated (Disrupts the WS characteristic of “perfectionism”) • Separate the person from the mistake when offering feedback, always speak to the things that went well before offering criticism (Disrupts the WS characteristic of “perfectionism”) • Realize that being our own worst critic does not actually improve the work, often contributes to low morale among the group, and does not help you or the group to realize the benefit of learning from mistakes (Disrupts the WS characteristic of “perfectionism”)

	<ul style="list-style-type: none"> • Push ourselves to sit with discomfort when people are expressing themselves in ways which are not familiar to us; assume that everybody has a valid point and our job is to understand what that point is (Disrupts WS characteristic “Objectivity”) • Make sure that credit is given to all those who participate in an effort, not just the leaders or most public person (Disrupt WS characteristic of “Individualism”) • Work to recognize the contributions and skills that every person brings to the organization (for example, the ability to build relationships with those who are important to the organization’s mission) (Disrupt WS characteristic of “Worship of the Written Word”)
Promote Coping, Resilience, Healing and Wellness	<p>Beliefs, Approaches and/or Actions We Agree to Take to Disrupt White Supremacy Culture</p> <ul style="list-style-type: none"> • Slow down decision-making processes to create space for individuals who are most impacted by the decisions have opportunities to voice their thoughts and feelings (Disrupt WS characteristic of “A sense of urgency”) • Make sure that credit is given to all those who participate in an effort, not just the leaders or most public person (Disrupt WS characteristic of “Disrupt Individualism”)
Implement Culturally, Linguistically and Contextually Responsive Practices	<p>Beliefs, Approaches and/or Actions We Agree to Take to Disrupt White Supremacy Culture</p> <ul style="list-style-type: none"> • Take the time to analyze how people inside and outside the organization get and share information. Figure out which things need to be written down and come up with alternative ways to document what is happening (Disrupt WS characteristic of “Worship of the Written Word”) • Make sure anything written can be clearly understood (avoid academic language, ‘buzz’ words. (Disrupt WS characteristic of “Worship of the Written Word”) • Accept that there are many ways to get to the same goal; once the group has made a decision about which way will be taken, honor that decision and see what we (as individuals) and the organization will learn from taking that way, even and especially if it is not the way we would have chosen (Disrupt WS characteristic of “Only One Right Way”) • Work on developing the ability to notice when people do things differently and how those different ways might improve your approach (Disrupt WS characteristic of “Only One Right Way”) • Look for the tendency for a group or a person to keep pushing the same point over and over out of a belief that there is only one right way and then name it (Disrupt WS characteristic of “Only One Right Way”)

	<ul style="list-style-type: none"> When working with communities from a different culture than our own or our organization's, be clear that we have some learning to do about the communities' ways of doing; never assume that we as individuals or our organization know what's best for the community in isolation from meaningful relationships with that community (Disrupt WS characteristic of "Only One Right Way")
Provide Opportunities for Agency and Control	<p>Beliefs, Approaches and/or Actions We Agree to Take to Disrupt White Supremacy Culture</p> <ul style="list-style-type: none"> Clearly communicate and create transparency in identifying who makes what decisions and each person's level of responsibility and authority in the school/organization (Disrupts WS Characteristic "Paternalism") Ask people to offer specific suggestions for how to do things differently when offering criticism (Disrupts the WS characteristic of "perfectionism") Discuss and plan for what it means to set goals of inclusivity and diversity, particularly in terms of time. Learn from past experience how long things take (Disrupts WS characteristic of a "Sense of Urgency")
Create Power-Sharing Partnerships and Community-Centered Solutions	<p>Beliefs, Approaches and/or Actions We Agree to Take to Disrupt White Supremacy Culture</p> <ul style="list-style-type: none"> Include power sharing, shared responsibility and delegation in organization's/ROCK's values statement. Encourage and model effective work as taking place within teams where people work together to accomplish shared goals (Disrupts WS Characteristic of "I'm the Only One" and "Power Hoarding") Include people who are affected by decisions in the decision-making (Disrupts WS Characteristic "Paternalism") Discuss and plan for what it means to set goals of inclusivity and diversity, particularly in terms of time. Learn from past experience how long things take (Disrupts WS characteristic of a "Sense of Urgency") Write realistic funding proposals with realistic time frames; be clear about how we will make good decisions in an atmosphere of urgency (Disrupts WS characteristic of a "Sense of Urgency")
Acknowledge Systems of Privilege and Oppression and Take Actions to Disrupt Inequity	<p>Beliefs, Approaches and/or Actions We Agree to Take to Disrupt White Supremacy Culture</p> <ul style="list-style-type: none"> Name defensiveness as a problem when it is one. Discuss the ways in which defensiveness or resistance to new ideas gets in the way of the mission (Disrupts WS characteristic: "Defensiveness")

- Understand that discomfort is at the root of all growth and learning. Welcome it as much as we can. See Learning Zone (Disrupts WS characteristic: “Right to Comfort”)
- Deepen individual and collective political analysis of racism and oppression so there is a strong understanding of how individuals (and their personal experiences and feelings) as well as programs, families and communities are positioned within larger structures. Don’t take everything personally (Disrupts WS characteristic: “Right to Comfort”)
- Realize that everybody has a world view and that everybody’s world view affects the way they understand things, realize this means you too. Unpack how our racial identities play a role in experience on a team, professional identity and interaction with systems (Disrupts WS characteristic “Objectivity”)
- Notice when people use ‘either/or’ language and push to come up with more than two alternatives (Disrupting the WS characteristic of “Either/Or Thinking”)
- Notice when people are simplifying complex issues, particularly when the stakes seem high or an urgent decision needs to be made; slow it down and encourage people to do a deeper analysis. (Disrupting the WS characteristic of “Either/Or Thinking”)
- When people are faced with an urgent decision, take a break and give people some breathing room to think creatively; avoid making decisions under extreme pressure (Disrupting the WS characteristic of “Either/Or Thinking”)
- Discuss what good leadership looks like and make sure people understand that a good leader develops the power and skills of others (Disrupts the WS characteristic of “Power Hoarding”)
- Plan for change as inevitable. Position challenges to current ideas as healthy and productive (Disrupts the WS characteristic of “Power Hoarding”)
- Create realistic workplans acknowledging that things take longer than anyone expects (Disrupts WS characteristic of a “Sense of Urgency”)
- Realize that rushing decisions takes more time in the long run because inevitably people who didn’t get a chance to voice their thoughts and feelings will at best resent and at worst undermine the decision because they were left unheard (Disrupts WS characteristic of a “Sense of Urgency”)
- Role play ways to handle conflict before conflict happens (Disrupts WS characteristic of “Fear of Open Conflict”)
- Distinguish between being polite and raising hard issues; don’t require those who raise hard issues to raise them in ‘acceptable’ ways, especially if you are using the ways in which issues are raised as an excuse not to address those issues (Disrupts WS characteristic of “Fear of Open Conflict”)

	<ul style="list-style-type: none"> Once a conflict is resolved, take the opportunity to revisit it and see how it might have been handled differently (Disrupts WS characteristic of “Fear of Open Conflict”) Complete a race based analysis to connect outcomes to policies and explicitly analyze, what/whose input am I/are we minimizing? (Becoming Anti-Racist Org) Create processes and protocols that normalize and provide opportunities to practice being honest and open discovering, admitting and talking about individual and collective racist behaviors, actions or thoughts (e.g., Confession, Vulnerability, Feedback, Recognition of Privilege) (Becoming an Anti-Racist Org)
<p>Work for Change with Attentiveness to the Process and the Outcomes</p>	<p>Beliefs, Approaches and/or Actions We Agree to Take to Disrupt White Supremacy Culture</p> <ul style="list-style-type: none"> Include process or quality goals in planning and implementation of ROCK activities and Theory of Change. For example, includes goals that describe <u>how</u> ROCK participants want to do their work, not just what they want to do (Disrupts the WS characteristic of “Quantity over Quality” and “Progress is Bigger, More”) Allow flexibility to be responsive to emergent needs and desires of the group (e.g., shifting off the agenda in order to address people’s underlying concerns) (Disrupts the WS characteristic of “Quantity over Quality”) Create opportunities for individuals impacted by the ROCK project to provide evaluative feedback (Disrupts the WS characteristic of “Progress is Bigger, More”)
<p>Use Data to Build Insights and Learn Collaboratively</p>	<p>Beliefs, Approaches and/or Actions We Agree to Take to Disrupt White Supremacy Culture</p> <ul style="list-style-type: none"> Look for ways to measure process goals (e.g., inclusivity of diverse voices) (Disrupts the WS characteristic of “Quantity over Quality”) Make sure the organization is working towards shared goals and people understand how working together will improve performance (Disrupt WS characteristic of “Individualism”) Evaluate people’s ability to work in a team as well as their ability to get the job done (Disrupt WS characteristic of “Individualism”) Make people accountable as a group rather than as individuals (Disrupt WS characteristic of “Individualism”)
<p>Work Towards Sustainability and Scale Innovation with Flexibility for</p>	<p>Beliefs, Approaches and/or Actions We Agree to Take to Disrupt White Supremacy Culture</p> <ul style="list-style-type: none"> Create Seventh Generation thinking by asking how the actions of the group now will affect people seven generations from now (Disrupts the WS characteristic of “Progress is Bigger, More”)

<p>Local Adaptation</p>	<ul style="list-style-type: none"> • Make sure that any cost/benefit analysis includes all the costs, not just the financial ones, for example the cost in morale, the cost in credibility, the cost in the use of resources (Disrupts the WS characteristic of “Progress is Bigger, More”)
<p>Engage People Working Within Every Part of the System</p>	<p>Beliefs, Approaches and/or Actions We Agree to Take to Disrupt White Supremacy Culture</p> <ul style="list-style-type: none"> • Establish a values statement which expresses the ways in which ROCK participants want to do their work together; a living and accessible document and that people can and do use to guide their day to day work (Disrupts the WS characteristic of “Quantity over Quality”) • Include people who are affected by decisions in the decision-making (Disrupts WS Characteristic “Paternalism”) • Maintain an individual and collective focus on the mission (Disrupts the WS characteristic of “Power Hoarding”) • Include teamwork as an important value in your values statement (Disrupt WS characteristic of “Individualism”)
<p>Acknowledge Today’s Realities While Maintaining Hope and Imagining Justice for Tomorrow</p>	<p>Beliefs, Approaches and/or Actions We Agree to Take to Disrupt White Supremacy Culture</p> <ul style="list-style-type: none"> • Create a values statement that expresses the ways in which the community wants to do their work (Disrupt WS characteristic of “Measuring quantity over quality”) • Measure process goals to track progress (Disrupt WS characteristic of “Measuring quantity over quality”) • Emphasize everyone working towards shared goals (Disrupt WS characteristic of “Individualism”)

Appendix M

Books, Websites and Resources on Anti-Racist and Decolonizing Approaches to Education

Adults

- Aguilar, E. (2020). *Coaching for equity: Conversations that change practice*. San Francisco, CA: Jossey-Bass.
- Arao, B., and Clemens, K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. In L. Landreman (Ed.), *The art of effective facilitation: Reflections from social justice educators* (pp. 135-150). Stylus Publishing, LLC.
- Benson & Fairman (2019). *Unconscious bias in schools for talking about race and racism*. Cambridge, MA: Harvard Educational Press
- DiAngelo, R. 2018. *White fragility: Why it's so hard for White people to talk about racism*. Beacom Press.
- Kendi, I. X. (2019). *How to be an anti-racist*. New York, NY: One World.
- Linklater, R. (2014). *Decolonizing trauma work: Indigenous stories and strategies*. Winnipeg, Manitoba: Fernwood Publishing.
- Love, B. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. (2019). Boston, MA: Beacon Press.
- Menakem, R. (2017). *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*. Las Vegas, NV: Central Recovery Press.
- Nicholson, J., Driscoll, P., Kurtz, J., Wesley, L., & Benitez, D. (2019). *Culturally responsive self-care practices for early childhood educators*. New York, NY: Routledge Press.
- Saad, L. (2020). *Me and White supremacy: Combat racism, change the world, and become a good ancestor*. Naperville, IL: Sourcebooks.
- Sorrels, B. *Reaching and teaching children exposed to trauma*. Gryphon House.

Children

- Parris, D., St. John, V., & Bartlett, J. (2020). Resources to support children's emotional well-being amid anti-Black racism, racial violence, and trauma. Child Trends. Retrieved from <https://www.childtrends.org/publications/resources-to-support-childrens-emotional-well-being-amid-anti-black-racism-racial-violence-and-trauma#anchor>

Websites

Culturally Responsive Leadership:

<https://culturallyresponsiveleadership.com/category/culturally-responsive-leadership/>

Dissecting Whiteness: www.dissectingwhiteness.com

Appendix N

State Dependent Functioning and Pathways to Regulation

Source: Nicholson et al. (in press)

Trauma-responsive practice is guided by an understanding of the neurobiology of stress and trauma or what Bruce Perry (2020a) describes as **state dependent functioning**. State dependent functioning means:

- **Our internal state is always changing along an arousal continuum** (Perry, 2020a):
calm → alert → alarm → fear → terror
- **The perception of threat and fear are especially impactful in shifting our internal states.** Our lower brains are continually receiving input from multiple sensory domains (e.g., what we hear, see, smell, taste etc.) to monitor our internal state and the external environment to scan for safety or danger.
- **The more distressed and fearful we are, the more we move up the arousal continuum** (shifting away from a calm state into an alert state, then alarm and into a state of fear. The state of terror is the most stressed state we can be in).
- **We perceive, process and store information in different ways depending on our current internal state.** When we are in different states of arousal (e.g. calm, fear, sleep) different neural systems are activated in our brains which increases neural connections to some parts of our brain while decreasing access to others.

We know from decades of research on stress that several characteristics amplify a stress response for individuals and for groups and move us farther along the arousal continuum. These characteristics include:

- **Novelty.** Events or experiences that are novel, unfamiliar or that create uncertainty for us activate our stress response system.
- **Unpredictability.** Events or experiences we go through where there is a significant level of unpredictability and a constant sense of change elevate our stress.
- **Lack of personal agency and control.** When people do not perceive a sense of agency and control, feelings of fear, anxiety and hypervigilance increase.

In the same way that children exhibit state dependent functioning, so do adults, families, programs, organizations, schools, communities, businesses, governments and countries.
--Bruce Perry (2020a)

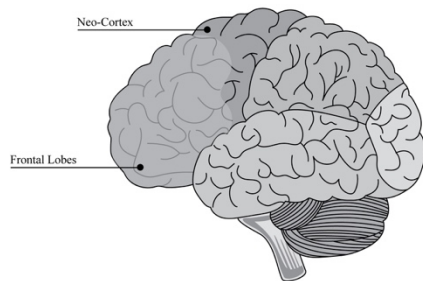
The brainstem and limbic brain are continually receiving input from multiple sensory systems (e.g., what we hear, see, smell, taste etc.) and monitoring a person's internal state and the external environment to determine if they are safe or in danger.

When the Cortex is “Open” for Business

When adults perceive that they are safe and not threatened in any way, as Bruce Perry describes, “their cortex is open for business.”

The Pre-Frontal Cortex or Neo-Cortex (Executive or Thinking Brain)

Mammals and reptiles do not have a neo-cortex. Only humans have a neo-cortex allowing us to have more advanced processing capabilities. The neo-cortex is considered the “**Boss or Chief Executive Officer**” of the brain.



When adults are calm and regulated, have their basic needs met (e.g., enough food and water, neither hot or cold), do not have excessive demands on their attention, are in a familiar environment with people they trust and they have a felt sense of belonging and safety, they can engage the full range of their cognitive reasoning and capabilities including:

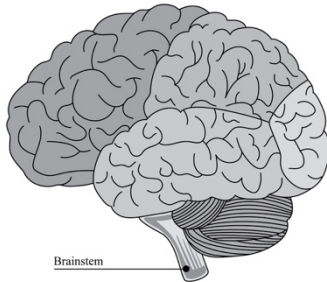
- Engaging in reflection
- Identifying how they feel and how intense their emotions are
- Thinking abstractly
- Creating and inventing
- Learning new information
- Relating to time in complex ways (Considering the past and dreaming into the future)
- Making thoughtful decisions after considering different ideas and solutions
- Examining different perspectives (other than one’s own)
- Problem-posing and problem-solving
- Using strategies to self-regulate emotions and behavior
- Aligning their beliefs and behaviors with expressed values, an organizational mission and/or an understanding of a greater good
- Thinking logically and keeping the big picture in mind while mapping out the steps to achieve a goal
- Considering the potential or actual consequences of one’s beliefs, decisions and/or behaviors

When the Brain Detects Danger

If the brain detects any information that suggests a potential threat (internally: e.g., adults are hungry, thirsty, cold or worried; externally: e.g., they are in an unfamiliar environment with people they don’t know or trust), our brains will automatically and subconsciously activate a survival response that engages the brainstem and limbic brain and other systems throughout the brain and body.

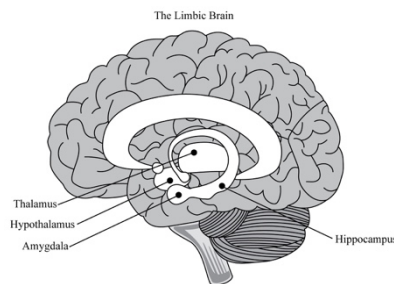
The Brainstem (Primitive or “Reptile” Brain)

The brainstem is responsible for the FLIGHT, FIGHT, and FREEZE response humans have when they perceive danger. This part of the brain is referred to as the “**alarm center**” and it continually scans the environment for red flags and sends messages that lead us to perceive whether we are safe or should mobilize to prepare for danger.



The Limbic Brain (Emotional or Mammalian Brain)

We share this part of our brain with mammals. It generates our feelings, emotional intensity of feelings, and creates our desire for attachment, significance, and belonging. The limbic brain includes the amygdala which controls our survival responses and allows us to react within fractions of a second to the presence of anything we perceive to be threatening or dangerous. The amygdala supports our ability to feel emotions and to perceive them in others around us and the physical sensations in our bodies that result when we are fearful or threatened (e.g., racing heartbeat resulting from a sudden and very loud siren). The amygdala is the reason we are scared of things that are out of our control. It is the alarm center of our brain and responsible for the triggering of fear.



What happens to adults’ functioning as their state shifts and they move up the arousal continuum?

When our brains detect a threat, because of state dependent functioning, our core regulatory networks will set off a cascade of changes in how we think, what we feel and the way we behave. Certain systems are ‘turned on’ in our brains and bodies while others are ‘turned off’ or less accessible. **The greater the threat, the less access adults will have to their cortex.** When we are under stress, the thinking parts of the brain are less functional as faster more primitive survival systems take over. There are several consequences for adults’ functioning.

When the cortex is ‘closed for business’ and less accessible, you will observe adults who are more:

- **Reactive, emotional, anxious and activated.** Reactivity, highly emotional and worried states are common characteristics of people when they are distressed all signs of state dependent regression.

“the further that you escalate up the arousal continuum, the more you have what we call state dependent regression. You act less and less and less like an adult and more and more and more like a child and at some point you regress and get to the point where you're completely self-referential...you just care about your comfort. You want your needs met, and you want them met now... you are hard to reason with, you're emotional and reactive in the way you do things...the more you get threatened, the less access you have your cortex, and the more you basically functionally regress.”—Bruce Perry (2020a)

- **Externally focused and vigilant.** Scanning for danger is a characteristic of this state of hyper-vigilance. Increase sensitivity or reactivity to sound, light and touch is common. Also misreading the intentions of others during interactions or when reading and responding to written communication.
- **Emotionally and physically exhausted.** Having a stress response system that is continually activated and scanning the environment for danger takes a toll emotionally, physically, socially, psychologically and spiritually. And this translates into less productivity and less ability to focus. The longer this hypervigilant state lasts, the more adults will see their learning and work negatively impacted as they will not be as productive and their ability to learn new skills and information becomes more challenging.
- **Less capable of being creative, inventive and reflective.** When stressed, adults may be capable of hearing or receiving new information, but they will struggle to engage in reflection, deep analysis or thinking creativity and innovating.
- **Focused on the current moment.** Perceiving stress—especially at the high end of the arousal continuum, impacts adults’ ability to focus on anything but the ‘here and now.’ As a result, strategic planning and other activities that require thinking into the future are more difficult.
- **Less capable of thinking through the potential or actual consequences and impact of individual and group thoughts, decisions and behavior** (e.g., the consequences of a new policies or practices). When people and groups are stressed, decisions can become impulsive, irrational or overly focused on meeting immediate needs instead of considering what is best long-term and/or for the greater good. Reflection on the potential impact of the choices being made is less likely to take place.
- **Making lower quality decisions.** The quality of people’s decision-making begins to deteriorate—they experience decision fatigue (Perry, 2020b)—when their brains detect stress (e.g., when they are hungry, tired, thirsty, worried etc.). As people become stressed,

dysregulated and/or in a state of alarm, their decisions and ability to problem-solve are compromised. They are not as thoughtful or future-oriented (they are focused on the present moment) and they are more likely to react based on their biases and prejudices and/or to be simplistic in their thinking and solutions (e.g., less likely to focus on nuance, context or specific circumstances). Decision fatigue is most impactful when people have to make lots of decisions in a row.

- **Showing a range of behavioral changes.** Some people will be hypervigilant and constantly scanning the environment for more information including observing what other people are doing and saying and gauging how they are behavior. Others will be openly defiant and aggressive. And the majority of adults will respond to stressful situations with compliance, a dissociative response, that supports coping in the face of threat.

This is why it is more critical than ever that leaders who are making decisions that impact children, families and the early childhood workforce, need to be in a state to make thoughtful, ethical and reflective decisions. When leaders can keep their cortex open and make ethical and high quality decisions and recommendations, people's compliance does not have to be a drawback or vulnerability. However, the more leaders are activated and working without the aid of their cortex, the more likely we will see poor decisions that are not logical, not future-oriented but instead, focused on short term fixes, and likely to lead to negative consequences with people most likely to be impacted unable to fight back or advocate effectively due to their state dependent reduced functioning.

- **Resistant to new initiatives, changes, recommendations, feedback and suggestions.** The more threatened people feel, the more likely they are to be resistant to change, feedback, recommendations or suggestions because to feel safe, their brains and bodies need to reduce the factors that increase the stress response: novelty, unpredictability and lack of agency and control. Therefore, maintaining the status quo—even if they find aspects of it problematic—is likely to feel safer as it is familiar, predictable and their understanding/knowledge of continuing with the ways things have been done, leaves people feeling a greater sense of agency and control.

Building Capacity for, Supporting and Strengthening Different Pathways to Regulation

To function in the workplace, adults need to be regulated to access their cortex (thinking, reasoning and relationship part of the brain). It is critical that early educators learn how to use various strategies to reduce their stress and calm their stress response systems when activated. *The key to attuned, responsive equitable and high quality practice is regulation.*

What are the most effective and powerful pathways to regulation?

Relational Regulation

PLUS....

One or more of the following forms of regulation:

- Top Down Regulation

- Bottom Up Regulation
- Dissociative (Disconnection) Regulation

The Foundation: Relational Regulation

Relational regulation is the most powerful way to buffer stress. People feel safest when they are with others who provide them with a sense of belonging and with whom they experience mutual feelings of care and respect. This is due to our relational neurobiology, that is, the ways in which our brains are wired for connection. When we are in the presence of others we care for, love and respect, we can tolerate more stress and adversity and we are also more likely to have opportunities to build resilience and heal from the impact of previous adversity and trauma. And the reverse is also at play, when people are in environments that lack a value and focus on caring relationships, they are more vulnerable to the negative impacts of stressors and less likely to build resilience and heal from trauma.

As Perry (2020c) states, the most powerful and effective approaches to regulating our emotions and behavior happen when adults are in the presence of others they trust and feel safe with (relational regulation) and use one or more of the following strategies:

Top Down Approaches: “Using your cortex (thoughts) to regulate and calm.”

One way to regulate and reduce stress is a “top down” approach. This is using your cortex to help calm your stress response system by thinking or telling yourself that you are safe, that you are ok, you can handle a stressor, you may feel sense of being in danger but you are *really* safe. Top down strategies use the intellectual parts of our brains, our thinking/reasoning, to help us calm our stress related emotions and behaviors. Top down strategies are effective in some situations, however, they require use of the cortex. Once someone is already dysregulated and their lower brainstem is activating a survival response, it is extremely difficult to use top down regulation strategies as the cortex can drop to as low as 10% of its efficiency (Perry, 2020). This is why, although quite popular, top down strategies are the least efficient pathway to regulation. Examples of Top Down regulation strategies include:

- Thinking of grounders (people, places, objects, activities associated with safety, belonging and calm)
- Mapping out different solutions to a problems
- Repeating mantras or sayings (“I got this!”)
- Cognitive Behavioral Therapy (addressing distorted thinking patterns; changing “This is the end of the world.” To “This is just a moment in time. I can get through this.”)

Bottom Up Approaches: “Using patterned repetitive somatosensory activities to regulate and calm.”

Bottom up approaches are the fastest and most effective and direct way of regulating stress for children and adults (Perry, 2020c). Bottom up approaches directly reach the core neural networks in the lower brain responsible for regulation. Repetitive somato (movement) sensory (sight/sound/touch etc.) activities engage these core regulatory networks and help people calm their stress and regulate their brains and bodies. Examples of Bottom Up regulation strategies include:

- Rocking back and forth (in a rocking chair or just in place)

- Walking or running
- Swimming, riding a bike
- Jumping (e.g., on a trampoline)
- Petting a dog or other pets/animals
- Listening to music, dancing singing or chanting
- Humming
- Deep breathing exercises
- Stretching, yoga, Tai Chi or Qi Gong
- Drumming and rhythmic use of musical instruments
- Mindfulness activities

Dissociative Approaches: “Proactive intentional disengagement to regulate and calm”

(Perry, 2020c). Dissociative approaches to regulation are the most common way that we as humans regulate and calm ourselves when we are impacted by stress. Dissociation is essentially when a person’s brain momentarily withdraws from focusing on the external (outside) world and tunes inward. During this time of withdrawal, people can experience a distorted sense of time (time seems to freeze) or feelings of being detached from their bodies as though they are "observing" themselves or watching a movie of their lives (The Child Trauma Academy, 2011, p. 4). Examples of Dissociative or Disengagement Regulation strategies include:

- Daydreaming or mind-wandering
- Disengaging/tuning out for brief moments during a meeting (e.g., to think about how what you are hearing relates to you/your life)
- Guided imagery
- Prayer or meditation
- Self-hypnosis

Programs, Schools and Organizations are Impacted by State Based Functioning Too

“All decision making is state dependent, and you want somebody to be regulated and you want them to have full access to their cortex when they make their decisions...Your job is to make the working environment where they make decisions safer and more regulated and give them opportunities for self-regulating activity and make sure that the policies and practices of the organization and your leadership style are regulated.”—Bruce Perry (2020b)

In trauma-responsive environments, strategies are actively and intentionally used to support adults and children to maintain emotional and behavioral regulation. Stress related behaviors and dysregulation are met with relational support and activities that tap into core regulatory networks to calm and de-escalate people’s bodies and brains. Perry recommends several ‘**organizational care**’ strategies that support people and organizations to be ‘regulated’:

- **Build in short regulation breaks throughout the workday.** The more stress people are experiencing, the more frequently they will need short regulation breaks throughout their workday to avoid burnout, high turnover, dysregulation and poor quality and inefficiency. Short regulation breaks—from 30 seconds to 5 minutes—should be built into meetings and trainings. It’s important to create a brief time and space an invite everyone to stretch, take a

collective deep breath, get a glass of water, listen to a minute of music together, or to participate in a guided imagery. Right after people have regulation breaks is the time their cortex is most likely to be open, so this is the time to invite them to reflect, problem-solve or engage in the most cognitively demanding work.

- **Decrease the number of decisions people have to make on a given day or during one meeting.** When people have to make too many decisions at once, decision fatigue can set in. What does this mean? They have less ability to utilize the full range of cognitive abilities in their cortex which translates into less thoughtful and more reactive decision-making. By simply reducing the number of decisions people have to make (and engaging them in regulatory activities just before they need to make those decisions), the cognitive load on adults is reduced and they are more capable of making responsible and responsive decisions.
- **Match the stakes of decision-making with the length of regulation-breaks.** There is a direct relationship between the importance/complexity and stakes associated with decisions and the amount of time needed to regulate so adults are able to access their cortex. The bigger, more consequential or complex a decision is that an individual or group needs to make, the longer amount of time people will need just prior to the decision for a break to engage in regulation strategies. Perry describes this as “dosing” decision-making. And conversely, important decisions should not be made when people are least likely to be in a regulated state (e.g., just before lunch or at the end of the day when they are hungry or tired or when they are highly stressed).
- **When people are stressed, reduce their workload.** Because of state dependent functioning, people are not as productive or efficient in doing their work (and they are unable to learn as efficiently) when they are stressed, especially if their stress response systems are activated over a long period of time which is emotionally and physically exhausting. It is important to anticipate this reduction in efficiency and effectiveness and adjust the expectations for what individuals and groups can accomplish. Giving yourself and others grace and recalibrating expectations prevents or minimizes the chance that people will have feelings of self-doubt, guilt and/or shame.
- **As stress increases, provide more opportunities for people to partner to accomplish their daily work.** Because stress reduces people’s capacity, the more stress adults are managing, the greater the need to create opportunities for people to work in partnership in order to maintain efficiency and effectiveness. Working together, adults can provide one another with relational regulation—acting as buffers for stress—and share responsibilities so they are able to maintain the quality of their work.
- **Delegate responsibility but minimize group decision-making.** In trauma-responsive environments, it is important for people to be involved in the decision-making process, to have a voice and to help think through the information, options and the potential consequences and outcomes of a decision. However, it can be counter-productive to ask a group to be engaged in a collaborative process of decision-making as this can lead to ‘analysis-paralysis.’ Leaders can provide coaching, reflective supervision and other forms of support to build capacity of staff to make good decisions in line with the program values and

mission. The key is to create a working environment that strikes a healthy balance between decision fatigue and analysis paralysis meaning the inability to make any final decision, so adults have opportunities for agency and control without being overly burdened by decision-making. It's also important to resist micromanagement as this disempowers and dysregulates people and leads them to make less effective decisions.

- **Take time for ‘mind-wandering’ before making major decisions.** It is important not to rush into making major decisions. Adults can engage in all the work our cortex affords us—e.g., hearing different perspectives and ideas, analyzing the benefits and limitations of various solutions etc.—however, it's important to plan time for people to allow their brains to engage in a ‘mind wandering’ process (time for the mind to sort through and make-sense of information) by taking regulation breaks. What does this look like? After thinking and talking through an important decision—go home, go on a walk or run, watch a movie, listen to music, get a night's sleep, eat a healthy breakfast and then return to making the decision. This type of break to regulate and support mind wandering often makes a critical decision easier to make as information is integrated or synthesized in a manner that brings clarity and insight.

Appendix O

Spotlight: A Head Start Teacher's Experience Participating in ROCK

Janis is a teacher working in Early Head Start who began attending ROCK trainings two years ago. Janice's experience with ROCK is a reminder that many early educators have high ACES scores and are impacted by many types of trauma so this topic is very personal for them. When Janice attended her first ROCK Training (101), she found the information so triggering that she left the training early. As a result of what she learned in the training, Janice, a survivor of intimate partner violence, made the decision to leave her partner and seek safety in a local shelter with her young child. She explains:

"I took the first ROCK training 101 two years ago and that was kind of like my breaking point where I fled domestic violence. So it was kinda like my breaking point from then. The thing that triggered me was they showed the video of the little girl calling the police on the father and it triggered me. I was like, 'Wait, do I have to wait until my son has to call on his father and stuff like that. So that was my breaking point. And since then I've been going to all the different trainings, sometimes it is triggering, I'm not going to lie. But it's a lot of great help."

After her experience in the first training, Janice was supported by her program administrators who were available to talk with her when she was initially triggered and in touch with her when she returned home and prepared to transition into a shelter with her child. Janice's experience led the ROCK leadership team and community partners to reflect on the sensitivity of the content in the ROCK trainings and to acknowledge that in order to do no harm, it was essential to have intentional plans in place to support participants who may react strongly to the content. We also critically reviewed the training curriculum and made a decision not to include that video nor ACES screenings as both were too triggering for participants. Janice's experience highlights that to become trauma-informed, trauma-responsive, will inevitably lead many early educators to reflect on their own trauma histories which may result in a range of complex feelings and fight, flight or freeze behaviors. An important element of facilitating this type of professional development effectively is knowing this in advance and planning for how to respond productively and effectively when it does.

Two years later, Janice is now a champion for the ROCK trainings. She reports that the information and strategies she has learned in ROCK are valuable for her personal life and her professional work in the classroom. She has learned that her stress management outside of work directly impacts her caregiving in the classroom. Here she describes how she has learned through ROCK that she has a choice when responding to a dysregulated child. She learned in the training to learn the power of her mirror neurons, specifically, that she can either follow the child down into further dysregulation, or she can remain calm and use co-regulation to guide the child back to a regulated state:

"Even though as a teacher I'm thinking like, 'Oh, how can I help it in my classroom?' My first thing is like 'how can I help it on myself, my personal, and then how can I implement it with my son?' Because like it or not, how my day starts with him is going to be the implementation that is going to be how my day is going to go at work....If I could regulate myself, that's

definitely gonna impact the way of my whole day. Just like the breathing or just understanding, like the example of the parent at Target [from the training], 'am I going to go up and be the executive brain? Or, am I going to go down and be my primitive? Knowing that that we have choices...life might be chaotic, but here I am and I have this opportunity to decide my reaction, my responsibilities.'"

Janice learned through ROCK how to model the behavior she desires in children. She understands that her own self-regulation is an important element in creating a calming environment for young children. Her language reflects a central principle of ROCK, not defining adults or children by the trauma they experience and instead, centering their resilience, agency and control. She is honest in naming her trauma but also emphasizes the control she has in her current life including her important role as an educator who can buffer stress for the children she works with by maintaining a regulated consistent presence for them:

"So it was like, okay, yes you might have this issues, but what am I doing? What am I in control of? So that they had like I put it in my perspective of my life, it's like, okay, yes, life has been rough or whatever, but it's my decision what I will do with it. So I put it in myself and then it's like, our kids learn more from action than from word, because you could tell them, 'Oh don't do this, do this.' But if you don't model it, it goes in one way and out the other way...I'm learning in my own self, I could be able to be self-regulated and then I could demonstrate more to the children, because like it or not, when you're calm it really reflects a lot in how your environment is in your classroom. If you're calm, you're regulated, if you're all that, your environment is so much more easy."

Janice uses many different strategies she learned in the ROCK trainings to maintain a self-regulated state in her work with young children, especially in moments when children's behavior is dysregulated. In some cases, she guides the children to calm their stress response systems through breathing techniques that also help her to ground herself. She also uses mantras and reminders not take children's behavior personally as she learned in ROCK that children's Fight, Flight, Freeze behaviors are automatic survival responses that are out of their control and their brains and bodies best attempts to keep themselves safe when they perceive threat or danger. Learning information like this in the ROCK trainings has helped Janice to strengthen her understanding of children's challenging behavior and to be more responsive and empathetic in her work with the children:

"The breathing techniques, 'Oh imagine you're blowing the candle', smelling the roses... "This Too Shall Pass", that's kinda my mantra. This too shall pass and maybe you're having a bad day today, but this too shall pass...and the acronym Q-TIP: Quit Taking It Personal...they're themselves having a little hard time too. Not taking it that they're attacking you or your teaching. They're just having a hard time and they're little, because my students are 18 to 24 months. So just learning how to not take their behaviors as an attack on you. I put it this way, they feel safe enough to be themselves because they know that you're there for them no matter what. You're there for them...so when I'm having those hard moments, the kid is having his melt down, in my brain, QTIP, QTIP, even if I say it out loud, they don't know what I'm saying, it's just QTIP. For me it's kind of like my self-regulation. QTIP. Don't take it personal. It's just him having his moments."

Janice has learned that all behavior is communication and that to be trauma-responsive is not to judge a child based on the behaviors they are displaying:

“It’s separating the person and the behavior, he will always be a sweet kind person. But right now at this moment, he is deciding to do not the best decision. So, I don’t like the behavior. Describe what you don’t like...it’s not you, it’s the behavior that I don’t enjoy.”

Janice describes the elements of the ROCK trainings she finds most valuable for her including the hands on activities, time to talk in small groups so the teachers can teach and learn from one another instead of just hearing ideas from the trainer(s):

“I love how they’re making us step back and [ask] what are your triggers or how can you identify your own self on the red, on the orange and the green [zones of self-awareness]? So that way I have an actual physical plan that I could use. This is something I could actually use in the classroom, something that is tangible, something that I could actually work with. I love the hands on activities and the examples and stuff like that. Or when we each share with each other, I was like, ‘Oh this is working in my center’...having the open kind of conversation not just having the person presenting to us and just feeding you information. I love that kind of environment and having the smaller group conversations...only when you have the smaller group you could actually let everyone talk, have everyone’s voice be heard.”

Woven throughout Janice’s discussion of ROCK and its impact on her teaching, are themes are adults’ and children’s agency and self-determination despite their experiences of stress and trauma and not defining herself or children through deficit. This focus on strengths, agency, control and coping strategies are central to building resilience for teachers and children.

(Source: Janice Interview, 11.2.19)

Appendix P

Spotlight: Creating a Trauma-Responsive Environment

Caroline Jones, a program administrator, was able to make significant progress creating a trauma-sensitive early learning program this year. Caroline is enthusiastic about ROCK and attended several ROCK trainings along with her staff which allowed her to learn the ROCK content and strategies alongside her teachers. She explains that this year she was able to spend time with her staff “talking about kids” which was a big factor in the changes observed at this site. Having this time on site with her staff was a change from previous years where she been responsible for supervising seven different preschool sites:

“Since ROCK started, I've gone down in the number of sites that I support and I've been able to dedicate a lot more time to the sites where previously the time that I was at this program I was making sure the whole building wasn't on fire because there were at least one crisis every day there. And now that we've been able to move through and get the overall culture and climate of the school to a place where it seems healthier, we have the time to be able to talk more in depth about kids.”

Caroline describes that one of the most important changes she has observed as a result of the ROCK training is the shift away from a deficit perspective of young children towards a more inquiry-based reflective approach where they seek to understand the meaning behind a child's behavior and to learn more about a child shifting away from 'what's wrong with this kid' to 'what's the context of the child?' She explains, *“So we're not stigmatizing children. We're talking about the context of the kid overall.”* Taking time to learn about a child starts by asking questions:

“Having the time and space to be able to talk more in depth about these kids. It's like, why is this kid biting on their shirt, biting their hand, biting her friends? What's going on there? It's not, what's wrong with that kid, but what's happening with that kid? Is it developmental? Is there something else going on? And we bring the instructional assistants into these conversations too.”

Caroline coordinates time for her teachers to have access to a mental health consultant and she participates in the meetings where they are able to discuss specific children and their needs in more depth (*“Being able to sit in on some of those meetings and talk and get more in depth about kids and specific kids. We've actually been able to do that. And that's been really, really helpful.”*). The case studies of specific children—introduced in the ROCK PLC have supported this shift to a strength-based approach:

“We started to do case studies with specific children ask, ‘what's right with these children? What's assets are they bringing? And children that we're trying to work differently with, from a more of a positive stance, we tried to really understand who they were.”

Caroline understood the importance of self-care and time for teacher dialogue together. However, a staffing incident led to her to focus on creating a healthy work environment where she actively supported self-care at the workplace. She explains:

“Then there was a staffing incident that happened that I think is directly related to a lot of the work that we’re doing. It’s more testimony about why we need to do our own self-discovery and our own personal reflection on past trauma because there was a teacher who made a terrible choice. I’m pretty sure that it’s because of something that happened to her when she was younger. She’s not with the district anymore. There wasn’t that time and that space to be able to unpack her early experiences. How do those show up in terms of how we see kids and the behavior of kids and how do we support kids and how do we make sure we’re taking care of ourselves? When that happened...all the alarm bells were like ‘teachers have to be able to engage in self-care’. To have places where they can talk about their own feelings...this is what I was taking away from [ROCK] as the administrator, being focused on teachers and their self-care so that they could then take care of the kids”

Under Caroline’s leadership, many actions were taken to consider the needs of her staff and to communicate a value for their safety, belonging and health and to reinforce that at least while they were at work, their basic needs would be met. Understanding that some of her staff were food insecure led Caroline to take regular runs to Costco so she could *healthy nutritious snacks available in the staff lounge*. She added *lavender hand soap* to the bathroom knowing that aroma therapy can be helpful in calming stress. Self-care *quotes* were *hung on the walls* in the staff lounge and in the staff bathroom to communicate messages that this was an environment that valued safety, wellness and an ethic of care for the staff. The teachers were supported to have agency in co-constructing their environment and they began to bring in their own items that supported self-care for one another:

“We have this thing going on with the teachers and they’re so cute because it’s just part of how the school is now and they’re like, ‘we’re out of snacks’ and they know where to write down, ‘these are the snacks we want.’ And like other things. They’ve started bringing in things to contribute to the school culture too. So one of them hand painted a bunch of rocks that were these inspirational messages and just left them in the staff room for other teachers to take. They bring in their own self care products to share with others in the bathroom too.”

Caroline goes beyond supporting self-care for her staff, she also models it for them whether *taking walks, drinking water, listening to music*, the staff know that their site administrator not only supports self-care, but also makes space for it. The teacher’s lounge became a special room for teachers where they can engage in their self-care:

“There also has to be a safe space for teachers. I try to take all those things that I would offer in a classroom as a classroom teacher in a trauma sensitive environment. I tried to create that for teachers in a larger scale in a school. So that’s where we have the staff room. That’s why I don’t allow parents to go into the staff room, cause I don’t.

The room includes a *comfy chair and a massage pad, healthy snacks, fun lotions* and a library with books about trauma for teachers who want to read and expand their knowledge about the

ROCK content and strategies. Caroline purchased several couple copies of popular books (e.g., Barbara Sorrel's book, *Reaching and teaching children exposed to trauma*) to prevent staff from having to compete for these resources.

Caroline also held an offsite *staff retreat focused on healing and restoration*. She planned the day with help from the mental health consultant. They closed the preschool site for the morning and took the staff to a nearby beach. They provided the teachers with lunch from a nice local restaurant (The teachers responded, "Oh my gosh, it's so fancy and can't believe this is for us."). They made a circle in the sand and took turns answering a prompt, "what did they appreciate about the year?" Each teacher received a candle with a card attached. They passed the candles around the circle and wrote an appreciation about each of their colleagues on the various cards. When the activity ended, everyone on the staff had a candle and a card filled with positive messages from their colleagues about their strengths and the various ways they were appreciated for their work and contributions at the center. The circle and candle exercise reinforced the value of relationships and collaboration and a strength-based view of staff. The retreat also reinforced to the teachers that their supervisor truly valued their self-care.

Part of the trauma-responsive culture at this site is normalizing that everyone experiences stress and fight, flight and freeze behaviors. Instead of hiding these experiences or shaming them, teachers are supported to signal their need for help from their colleagues, something they learned in the ROCK PLC and a practice supported at their school site. They give one another *hand gestures* to say, 'you know, right now in this moment, I am needing to take care of myself. *I need your help.*'

In the classrooms, teachers are encouraged to create *calming spaces* to support children's development of self-awareness, sensory and emotional literacy and self-regulation. These are not time-out spaces or used for punishment, instead, they communicate to children that it takes time and practice to manage big emotions and children are expected to learn these skills with support from adults. Caroline describes her approach:

"So if I'm looking at an individual classroom. I want to see that there is an accessible space where kids could go if they need to have a quiet space; an intentional space with less stimuli. And maybe in that space there are strategies that they had been taught like breathing or calming down or that there is a self-care kit somewhere in there that the kids know how to access."

In addition to calming areas, Caroline also supports children impacted by trauma to have access to big body play, play with loose parts, outdoor play and play that provides proprioceptive and vestibular input; all forms of play that research documents are most effective for the development of coping skills, resilience and healing. Caroline describes how they planned their environment to support children to feel welcome and safe and to offer opportunities for them to release the extra energy in their bodies resulting from toxic stress and trauma. They also encourage children to develop body awareness and notice when they need to go outside and/or engage in specific types of play to release energy; steps they are taking to support the trauma-impacted children in their care to develop self-regulation:

"So it's a less sterile place that's more welcoming and inviting where they can open up and feel safe. There's a lot of things. A lot of open areas, a place where kids can be really physically active without restraint is important so we're working on a sensory playground right now. One of the teachers brought in a lot of loose parts and we're working on how to have each classroom be able to participate in the contributions of the outdoor learning space. So we rotate through responsibilities (e.g., "This week you're responsible for putting all the logs outside"). We have these chunks of redwood and the kids roll them. So instead of punching each other, we have log rolling contests across the lawn. She found a bunch of them on the side of the road and put them in her truck and drove them in. And then I put up a hammock outside because we needed a place for some vestibular [input]. I got a giant trampoline. We have that outside too. So for kids who need a lot of strong input, we are making sure that those are available in developmentally natural ways for them to meet their own needs. So they can be more independent in accessing things. Some of them tell us, 'I need to go out'. And we just respect that and we're like, 'okay, let's go. Who needs to go out.?'"

Caroline describes an example of a trauma-responsive approach one of her teachers, Maria, took to support a child struggling with transitions. Maria, who participates in ROCK regularly and implemented many of the ROCK strategies in her classroom, was able to effectively support this child and reduce his anxiety:

"This year Maria had a child in the classroom who was having anxiety with transitions. Maria responded by making him a visual schedule and creating routines and a social story to help him. And she was collaborating with that family. Some of the strategies that she's learned in ROCK, like the belly breathing and offering him sensory strategies and giving him a lot of cues before his primary caregiver's going to leave the room, really discrete strategies that she's learned being part of ROCK that she's brought into the classroom, we can actually see the effects working with this kiddo."

An important focus of her program's trauma-responsive approach this year was a trauma-sensitive family engagement. Caroline explains:

"This year my focus has been really with the families. So I know all the parents' names. I know the kids. I know who's in the house. The teachers know this stuff too. And we're really trying to build more meaningful relationships with the families."

Similar to the space she created for teachers to engage in self-care, our program now has a space in the school just for them. Caroline explains:

"I think having a safe space for families is really important because some of my families don't have a safe place to go. And when it's in between classroom sessions, they know that they can just go to the family room as long as the school is open that they're welcome there. And we have families use it all the time. We have moms that have created their own casual mom's group hanging out there while we're in session for state preK. And then it's also a space where we can have private conversations with families like with a mental health consultant, especially when we have to have really sensitive conversations. And I put a privacy fan outside of it too."

Following is an example of what trauma-responsive family engagement looks at her program. Caroline shares a story about a young child who was displaying some puzzling behavior. By taking time to observe, reach out to the family and learn about the larger context of the child, they were better able to understand what was bothering the little girl which allowed them to be more attuned and responsive to her stress behaviors:

“So we have a little girl who's in one of the classrooms and we realized that the person who is bringing her to school every day wasn't actually related to her at all. And that her mother has been in and out of her life since she was born. But she now hasn't seen her mom in a couple of months and mom will come into our site randomly. And so the little girl is not able to prepare for this, and she's been really anxious at school and she's very, very hyper attached to any adult that would come in, she would immediately run up and hug them, especially if they were a woman. So we were like, what's going on? So we brought in her caregiver and that's when we got more of the story about what's going on and were able to help support this little girl. We're trying to reach out to mom now so that we can try to get therapeutic services started for her. This is the kind of stuff that when there were so many fires to put out, we didn't even have the capacity to get that date with a family and try to explore more about what the narrative of their family is and the total context of the child.

Caroline strives to support her staff to feel a sense of safety while at work. Part of this is striving to honor the cultural diversity among her staff by listening and learning from them about their cultural backgrounds and beliefs and both honoring their perspectives while also thinking about how to expand their points of view:

“One of my staff, she's Chinese, expressed during one of our team meetings, why do we pay attention to this one kid? Why are we doing all this? And everything seems to be about this kid. If we give him all this attention and that means that there's less to give to the other kids. In my culture, we look at the whole group and we don't pay attention to one kid because that's not fair to give that much attention to one child. So, addressing how culture shows up in the classroom and how that influences our approach is something we have been talking about more. I don't want to correct this kind of thinking. I just want to expand the way that we look at kids and the way that we can be responsive to kids and what that looks like. Not fixing what it is that she's doing because it's how she sees the world. But how do we take that and acknowledge it and then introduce other ways of thinking? It was so great that she felt safe enough.... And she told us that in the staff room so we were away from kids, we were in this safe place. There were no parents around. It was this protected time in an environment where she, I think she felt comfortable enough to be able to share something like that.”

Becoming a trauma-responsive organization requires that staff engage in continual reflection and dialogue. Caroline understands that learning to reflect is an important skill for teachers working in a trauma-sensitive environment *and* that her staff has different levels of experience with reflection. She normalizes this range in skill level and sees part of her responsibility as developing this disposition and skill set in her staff. ROCK provides a context where teachers can practice reflection and she has seen progress this year:

“ROCK is a time where we are specifically engaging in reflection on classroom practices in ourselves. And I've seen when I've been having team meetings that the staff, some of them were already expert reflectors. They're just like, 'I got this. 'And some of them it's like this is something brand new and you can see it's kind of like flexing new muscles and having some soreness, but we're seeing it happen.”

Appendix Q
Spotlight: ROCK Inspired Coaching Practice
Guiding Teachers to Pause and Strengthen their Body Awareness

Katie Smith, ROCK coach and PLC facilitator, describes how she **guides teachers learning to pause and strengthen their body awareness**. She provides an example of the benefits that result from growing this skill. In the following example, Katie describes how a teacher's awareness of her personal triggers allowed her to plan in advance for strategies she can use when she feels frustrated or triggered by a child's behavior. She explains:

One teacher works in a classroom where over the last several years, she has had children with a lot of challenging behavior. It's weighing and taxing over time. One of the behaviors that used to really, I am going to use the word 'annoyed', that really triggers her or annoys her is just persistent whining which leads to other aggressive and compulsive behaviors, but it starts out with whining. She told me that that whining just gets under her skin and she hates it and it reminds her of her own children whining...**The things that she does [to remain calm] are to just breathe through it, have another adult deal with that child, talk with that child or sit with that child. And she has learned to just allow that feeling to happen to her.** Because if she's annoyed, it's going to happen, she has learned to ask, what else can I do? Work with another child? Something to get her mind off of it knowing that that's something that's annoying her. . I'm not going to say whining doesn't annoy her anymore. Of course it still does. But just the realization that 'I feel like that and that's a trigger for me' I think helps her to put it in a place that's going to be helpful for the child. (Coach, 1.29.20)

Appendix Q

Spotlight: ROCK Yoga

The primary goal of the yoga class is for someone to recognize when their basic needs are met and then they are able to self-reflect on what they need (e.g., “I need more sleep). Can they do that internal evaluation to improve upon their health and well-being? They start by just being aware of their breath.—Michael Dade, ROCK Yoga instructor

Observation of Yoga Class, 11.25.19

For the first 15 minutes, teachers arrived in the small classroom to the sounds of Michael stopping his teaching, welcoming them, and encouraging them to choose a place to take their mat join the group. His words emphasize participants’ agency and self-determination and that they are in control of how they participate and are welcome to adapt the movements to be responsive to their individual needs (“soon we will begin the class. This is your practice...”). He also repeatedly encouraged them to do body scans and build body awareness.

“Notice what your body’s signals are to you. Get into a comfortable position that fits you.”

Michael, a trained social worker, uses stories and metaphors throughout his teaching to communicate complex concepts (e.g., neurobiology, sensory literacy, mindfulness etc.), a practice inspired by his experience learning about narrative therapy in his graduate training.

“The story I want to start with...if you are in your most comfortable position...the story is a metaphor...it’s about breath, stillness and moving at your own pace. Imagine a horse-driven carriage....four horses in the front pulling along, a driver holding the reins and at the back, an auspicious passenger...The driver has never been trained. The passenger is asleep. Your driver is alert. The driver is taking good care of the carriage...”

As he tells each story, Michael he explains the symbolism, translates the metaphor for the students so the ideas he is intending to teach are explicitly named.

“The horses are like our heart, our emotions. The driver is like our mind...the careful noticing of the body and what is needs is the carriage and the most auspicious passenger is you. I can be in the middle of something and notice, “I’m upset about this” without losing my cool. If any of the parts are not supported, yoga taps into each of these parts of us as vital to let someone take better care of ourselves in general.”

In addition to the use of narratives and metaphor, Michael also used simple phrases that are easily understood and remembered but actually represent complex concepts from scientific literature on stress, trauma and sensory processing (e.g., modulation of the stress response system to move towards optimal regulation). One example was a strategy he taught them to modulate their systems to be at an optimal level of arousal (e.g., calming if they were hyper-aroused or energizing if they were hypo-aroused):

“Dropping below the heart can calm you...reaching up to the sky can elevate you.”

Throughout the class participants were encouraged to care for themselves and their bodies.

“If something doesn’t feel right with your body, please come out of the pose...”

“How we talk to ourselves is really important...Say one more nice kind thing that goes with that body hug”

A foundation of trauma-responsive practice is supporting individuals to have choices so they feel a sense of control. Self-awareness and choice were repeatedly emphasized throughout the class. He encouraged the teachers to tune-inwards and be ‘in conversation’ with their bodies, a way of supporting the teachers to strengthen attunement to themselves.

“Close your eyes...or, if not comfortable for you, open your eyes, you might feel a little sleepy.

“Ask yourself, ‘how is my breath right now?”

“Ask your lower back how this series of twists is feeling for you.”

At times the room is so quiet, you could hear a pin drop. All of the teachers were very still. Michael’s voice is calming as he walks around the room taking time to stand near every teacher in their various locations in the nooks and crannies of the classroom. His movement to be near each of them appeared to be intentional and a way to communicate his connection with each of them. Some of the teachers were so relaxed they fell asleep. Michael normalizes this and reinforces the importance of each teacher learning to listen to their body and what it needs.

“As you listen, inwards to the body, slowly begin to bring your body into a whole body yawn. If you drifted into a sleepy state, Hooray! You are an advanced practitioner.”

“If it feels right for your body, bow on down and do it one more time...”

Michael includes language that is strength-based and acknowledges the teachers’ skills, capacities and progress. There is a lot of laughter throughout the hour. Several times he creates opportunities for appreciating their individual and collective efforts and the work they are doing together. At one point, he invites the teachers to exit a pose by sharing a sound of celebration. This invited their self-expression while also publicly celebrating their participation in the class (*“Come out of this pose with a celebratory sound of any kind...Yah! Timber!”*). Everyone chose a sound to say out loud as they shifted out of their yoga pose. The room was filled with smiles and laughter.

A few times during the class Michael points out how teachers can practice some of the yoga stretches in their classroom (e.g., ankle rotations) or at home in-between yoga classes. He communicates this as an offering but encourages the teachers to decide what their body needs and whether these stretches would be helpful. His words communicate over and over such messages as “Know yourself. I trust you to know what your body needs.”

“Stimulating the feet is a great way of awakening the body. Any of these can become a home practice for you. I love hearing how you take these things home or into your classroom.”

On several occasions Michael used ROCK language in his teaching. For example, he spoke about the importance of slowing down and being “intentional” (*“A lot of yoga is slow, intentional movement and my voice is speaking in a slow intentional way”*). He also spoke of being mindful. Mindful movements, he describes, are “slow movements that allow you to notice things” for example, “is your back feeling tighter?”

About half-way through the hour long class, Michael stopped and invited all of the teachers to respond to the following prompt: *“Say your name and one thing you notice about your body”*. Each person who wanted to speak shared out their answer. There was no cross-talk when people spoke. Instead, each teacher shared and Michael signaled to everyone that whatever they shared was valuable, he was not looking for particular ‘answers.’ This exercise supported the teachers to build body awareness both individually (‘one thing you notice about your body’) and collectively (they listened and learned from their colleagues about what can be ‘noticed’):

K: I feel a little looser.

J: I’m using parts I haven’t used in years.

R: I’m finally stretching this out.

S: My whole body was tight.

A: Sleepy

A: Relaxed

A: Relaxed and glass to be here.

N: Muscles releasing

V: Relaxed and stress free

A: Relaxing. My muscles were tight in my back.

B: Happy

J: Calm

Z: Comfortable, relaxed

After everyone had an opportunity to share, Michael stated, *“There are things we do in our practice that science works hard to understand.”* This was a comment suggested to the participants that we don’t yet have empirical research to explain why some of these practices are beneficial. His juxtaposition that emphasized the importance of “noticing in their body” and the limitations of science, communicated that they have an internal wisdom that they should trust and that not all ‘knowledge’ is documented in the current research literature. This critique is reflected in a wide body of research and publications on culturally responsive practice, anti-racism and anti-indigenous racism that critique the limitations of Western European perspectives overly represented in empirical research as the only ‘knowledge’ that counts as truth.

Towards the end of class, Michael, talking in a quiet and very calm voice invites the teachers to bring awareness to each part of their bodies.

This is your opportunity to stay connected with whatever awareness you have. You might notice your thoughts, feelings or the physical body. As you offer this moment a deeper breath, you can notice...be it a physical sensation or an internal sensation...so you can gradually come into more movement in the body, being very kind to your lower back, stretching your knees, hugging your knees up to your chest, eventually rolling over to one side, coming up slowly. The lower part of the legs. The lower abdomen, the back, the chest, the back of the head, the top of the head, full body..."

One of the teachers smiles and calls out, *"Thank you Mr. Michael!"*

Michael ended class with a few announcements:

- Be gentle with yourself off the mat
- Mats can go in hallway
- Squirt the mat with cleaner
- Blocks can go here
- Complete the front/back of evaluation
- Feel free to check in with me if you have questions. Thank you so much.

The teachers took their time cleaning and putting away their mats, checking in with Michael to thank him and leaving the classroom.

Several Teachers Reported Bringing what they Learned from their Participation in the Yoga Class back to their Preschool Classrooms

"I use yoga in my classroom for transition. **It calms the kids down.** They are coming in from outside playing, they are kind of like all hyper, at least, active. We do butterfly stance, we look forward to it. We do for 60 seconds. It's real calming. Having them do the tree stands. So it's really helpful for them." (Yoga participant interview, 3.4.20)

"They are kind of more relaxed, not as antsy. And they look forward to it...we do the butterfly stance. They tell me to do it sometimes. So it's really rewarding to be able to get them engaged with it. And it **helps with transitions** for me. I do it often." (Yoga participant interview, 3.4.20)

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