Building Classroom Community Using a Whole-Child Approach

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Abstract

Trauma, including abandonment, neglect, poverty, or abuse, affects students. Because of this, a classroom community is vulnerable to the sheer unpredictability of behaviors. Students who have experienced trauma need support in order to create a classroom community where they can thrive and learn. This study examines a Whole-Child Approach purposely used in a sixth-grade classroom. A whole-child observation checklist was used to provide pre- and post- data in four areas: Relationship Building; Restorative Practices; Behavioral Recognition, Reminders, and Redirects; and Social-Emotional Skill Building. A teacher journal and mindfulness lessons were also used to triangulate data. This study shows that building a thriving classroom community where students learn can happen with students who have experienced trauma.

Keywords: community, whole-child, trauma,

Introduction

Like people everywhere, students in my large suburban school district in Southern California have experienced traumatic events that result in challenges to coping and adaptation (Agaibi & Wilson, 2005). Traumatic events for school-age children include abandonment, neglect, poverty, or abuse, and urban students are particularly susceptible to PTSD (Ollison, 2019). COVID-19 added another, collective layer of trauma (Holmes et al., 2021). In fact, one-third of my students have experienced trauma such as attempted suicide, PTSD, death or deportation of a parent, and homelessness. If I include poverty, the number rises above 80%. With COVID-19, 100% of students have been affected.

Trauma can lead to changes within students (Agaibi & Wilson, 2005). Terr's (2003) theory of childhood trauma identified four lasting characteristics: visualized memories; repetitive behaviors; trauma-specific fears; and changed attitudes about people, life, and the future. Consequently, students who experience trauma in their personal lives can create challenges in the

classroom in terms of academics and behavior, impacting their and their peers' learning and the way I teach. Symptoms of PTSD in classrooms can include withdrawing, exaggerated responses, rudeness, irritability, truancy, classroom misbehavior, and academic difficulties. Students who experience trauma may exhibit aggressive behaviors, isolation, despair, reenactment, and self-destruction (Agaibi & Wilson, 2005). These students also may have poor learning and social skills (Terr, 2003). When these behaviors are present in my classroom, my morale and resilience suffer, which in turn affects the students.

Scholars have attributed low teacher morale to work-related stress and burnout (Lane et al., 2019), which is exhaustion mixed with anxiety and depression (Baker, 2012). Schools like mine that lack a consistent response to student trauma may induce heightened levels of teacher burnout (Dutil, 2019). As teachers attempt to manage student behavior, the ensuing stress can challenge their resilience (Gibbs & Miller, 2014). Resilience, the capacity to recover spirit or strength quickly, sustains teachers (Mansfield, 2020). Therefore, this paper presents the intervention I implemented to reduce the effects of student trauma and enhance the sense of community and well-being in my classroom.

By engaging in action research, a means of "improving human life quality, acquiring knowledge to become better practitioners, and developing strategies to address problems" (Beaulieu, 2013, p. 34), I attempted to promote resilience in my classroom, thereby improving my ability to work with students who have experienced trauma. Because my district would not allow me to interview or survey students, I completed an observation checklist and kept a journal to measure the impact on the classroom community as I attempted to instill strategies and coping mechanisms in my students. My theoretical framework guided these efforts.

Theoretical Framework

The whole-child theory encourages schools to look at more than academics, emphasizing that teachers must address all aspects of student success (ASCD, 2022). Aligned with Maslow's (1943) hierarchy of needs, adopting a whole-child stance means advocating for healthy, safe, engaged, supported, and challenged students (ASCD, 2022). Rather than a set of specific strategies or programs, this theory promotes systemic change to create resilient citizens who are physically, mentally, and emotionally healthy. I used observation and journaling to document my efforts to adopt a whole-child approach and any evidence of the impact of those efforts.

Moreover, to address my own well-being, I turned to Jennings's (2019) description of compassionate teaching to shape my response to trauma in the classroom. Jennings identified three components of teacher burnout—compromised self-care, depersonalization, and lack of self-efficacy—and recommended compassionate teaching for creating a classroom where students affected by trauma can thrive. Compassionate teaching focuses on identifying symptoms, building supportive relationships, and responding in appropriate ways. The goal is to create self-regulatory capacity in those affected by trauma. Resilient students, who "are able to reframe challenges as opportunities for growth" (Jennings, 2019, p. 113), can overcome obstacles with inner or outer strength and supports. I attempted to follow this model by reinforcing my resilience and providing whole-child supports to strengthen the classroom community. This community building, according to Jennings, can result in improved behavior and thus had potential for resolving my problem of practice.

Purpose and Research Question

The purpose of this study was to enhance my classroom community by creating a positive environment with healthy, safe, engaged, challenged, and supported students. I

examined pre- and post-intervention data, guided by the following research question rooted in my theoretical framework:

How does a whole-child approach impact my classroom community?

This study measured the impact of using restorative practices, relationship-building techniques, and mindfulness strategies designed to support my students, focusing especially on the classroom community. Not every classroom is a community (Whitington & McInnes, 2017), needing trust, emotional connection, and a sense of membership. When students feel valued in a classroom, they feel safe there (Kohn, 2006).

My research question warranted a qualitative approach because I wanted to explore value, meaning, and perception in my classroom community (Hammarberg et al., 2016). Therefore, I used an observation checklist (Appendix A) to focus my attention on my behaviors in the classroom, as well as a journal for recording reflections and field notes to document change over time. The observation checklist tracked my interactions in the classroom, rating behaviors on a scale of 0 (i.e., unobserved) to 2 (i.e., common). The journal was a more open-ended tool for collecting daily observations and reflections during and after class. I was already in the habit of documenting student interactions, so this method was an extension of my practice, as expected in action research (Dana, 2015). Triangulating these data sources informed my continuous efforts to address trauma in my classroom and enabled me to assess my progress.

My positionality was both insider and outsider. As both teacher and researcher, I held dual positions in this study and had to be cognizant of which role I was assuming as I worked. The outsider researcher documented while the insider teacher intervened in the moment.

My students experience trauma in their personal lives, which impacts their learning and my teaching. The pandemic that began in March 2020 added even more trauma, increasing the

urgency of my research. My specific problem of practice was a lack of resilience due to the student trauma in my classroom, so the purpose of this study was to enhance resilience by creating a positive classroom community with healthy, safe, engaged, challenged, and supported students. My research question was:

How does a whole-child approach impact my classroom community?

Whole-Child Theory

Whole-child theory (ASCD, 2022) prioritizes children's long-term development and success over traditional views of academic achievement. From a whole-child perspective, a thriving child must be healthy, safe, engaged, supported, and challenged. Therefore, my intervention focused on these goals.

According to Darling-Hammond and Cook-Harvey (2018), "Because children learn when they feel safe and supported, and their learning is impaired when they are fearful or traumatized, they need both supportive environments and well-developed abilities to manage stress" (n.p.). Consequently, my intervention targeted the classroom community as a whole and sought to instill social–emotional skills in individual students. Treating students as whole children, not as parts, means treating students with dignity and respect. As a mother, I treat my students like I would want an adult to treat my daughter. In doing so, I am attempting to support each whole child's ecosystem.

Trauma-Informed Practice in Schools

Work with veterans suffering from PTSD led to trauma-informed care, which did not include teacher education, or teaching in general, until 2012 (Thomas et al., 2019). Pre-pandemic, the National Child Traumatic Stress Network (2018) estimated 40% of U.S. students had experienced some form of trauma. Therefore, educators, inherently focused on growth and

development, must ensure children have what they need to be engaged and healthy: a caring environment that builds trust, adults who offer guidance, tools for making sense of experiences, and opportunities to develop self-confidence. Trauma-informed teaching changes a teacher's perspective from asking what is wrong with a student to wondering what happened to the student, which avoids placing blame on children. Awareness of trauma's impact on student behavior, academics, and relationships increases educators' ability to help (Thomas et al., 2019). Simply put, trauma-informed practices can help students succeed (Jennings, 2019).

Maslow and Human Motivation

Maslow (1943) postulated that humans are programmed to achieve certain needs and some needs take precedence. As illustrated in Figure 1, the five major types form a hierarchy (McLeod, 2020). Basic needs for survival (e.g., air, food, water, and shelter) are paramount to safety needs, which include predictability and control (e.g., law and order), financial security, health, and emotional security. The third level of the hierarchy, love and belongingness, can include friendship and acceptance. With those needs satisfied, one can consider the fourth level, which Maslow differentiated into esteem for oneself and esteem from others. Esteem for oneself includes dignity and independence, and esteem from others includes prestige and status. The final level of the hierarchy is self-actualization, which Maslow described as the desire to accomplish everything one can. This level varies from person to person.

Figure 1 *Maslow's Hierarchy of Needs*

Applying Maslow's hierarchy to an elementary classroom, Kelly (2020) argued students with physiological or other lower-level needs cannot learn. For example, a hungry student will struggle. Students who have experienced trauma especially need to feel safe in the classroom community to thrive. To meet students' needs, teachers might purchase breakfast foods to keep in the classroom or sanitize work areas, going beyond their official job description.

My study incorporated the construct of the whole child (ASCD, 2022), which is variable. Each group of students presents different challenges and experiences, and trauma comes in different forms. My then-current group of 32 students had endured a pandemic and virtual school for a year; seven students were below grade level because distance learning was not a good fit. I had two homeless students, three students embroiled in bitter custody disputes, and two students struggling with gender identity. Each of these variables resulted in different manifestations of trauma. Again, I needed to identify the variables and shaped my intervention accordingly.

Setting and Participants

Consistent with action research, the study occurred in my elementary school in Southern California, located approximately 60 miles east of Los Angeles, in the 16th largest district in

California, serving over 40,000 students. The school was built in 1948 and modernized in the 2019–2020 school year: each student has a district-issued Chromebook. At the time of the study, students had the option of in-person, virtual, or home-based learning. My in-person classroom had 32 students, all of whom experienced the intervention, but I only collected self-generated data in the form of journal entries and observations, consistent with my district's policy.

Intervention

My theoretical framework promotes working with a whole-child approach through compassionate teaching (ASCD, 2022; Jennings, 2019). Shifting from reactive to proactive, I used the intervention phase of the study to teach resilience and monitored whether and how student behavior in the classroom changed. One restorative practice I implemented was community circles, which involves sitting as a group and discussing topics big and small (Kelly, 2020). Intended to build community and trust, community circles may lay the foundation for resilience. Daily community circles would have been ideal, but realistically, I anticipated facilitating them two or three times a week, which proved to be an accurate estimate.

Another aspect of my intervention was mindfulness, which stems from contemplative Eastern practices and can be multilayered in a classroom (Shapiro et al., 2006). I focused on calming techniques such as regulating breathing. Again, I saw value in daily practice, but I envisioned teaching mindfulness lessons only a few times a week—another accurate estimate. However, students incorporated these techniques on their own, resulting in more frequent practice.

To build my own positive feelings, I kept a journal. When something good happened—a lesson going particularly well or a compliment from a colleague—I intentionally recorded it. In addition to documenting positive things, I also kept a record of when I was discouraged and used

journaling to work through my feelings. This record, which also included de-identified student drawings and notes, took the form of a log that contained my field notes, too.

To answer the question regarding how a whole-child approach affected my classroom community, I considered my classroom's role in the community, knowing that in a community, members should feel valued and safe (Whitington & McInnes, 2017). With abundant data, I examined the big picture. The whole-child observation checklist provided pre- and post-intervention observation data that enabled me to see any change in manifestation of trauma and how the changes affected the overall community. My field notes supplemented this data, facilitating triangulation (Herr & Anderson, 2015).

Baseline Observation Tool Results

Because my workday includes natural breaks, I monitored my classroom community for a 2-hour block, noting which categories from the whole-child observation tool (Anyon et al., 2007) I observed and how often. Each category has eight possible points for a total of 40 points. As shown in Appendix B, my initial observation yielded a total of 10 points (25%).

The first category was Relationship Building. I gave myself the highest score for greeting students by name because I meet the students at the door each morning and greet them, whereas I deemed Signs of Solidarity an infrequent practice because I stopped shaking hands when the pandemic began. Moreover, I do not speak Spanish, so I received no points in that subcategory. The other category encompasses connections with community, family engagement activities, and student clubs. My district's COVID protocols, which barred in-person events, limited my ability to achieve these aims. Because of these restrictions, I gave myself a zero in that category as well.

I awarded myself one point under the Restorative Practices category, for infrequent restorative dialogues—informal conversations with students. Because I did not use reflection

forms or conferences, those scores were zero. The other category was for peace circles and reentry meetings, neither of which were part of my classroom practice, so that category received no score.

Behavioral Recognition, Reminders, and Redirects was the next area on the checklist. I gave myself three points for infrequent use of positive narration or reinforcement of expectations, reminding students of expectations, and redirecting students toward expectations. In the final category of Other, I awarded myself no points for signals such as a chant or having a student point system for rewards.

Social–Emotional Skill Building was the lowest area because I did not demonstrate any of the subcategories: visuals describing personal success factors, explicit instruction on expectations, and integration of values into lessons. The other category was for whole-class, grade-level, or whole-school meetings, which likewise did not occur. I noted Social–Emotional Skill Building as an area of high need.

The final area on the observation checklist was Student Supports. I gave myself three points in this area, for infrequent check-ins with students, bringing student concerns to weekly team meetings infrequently, and for implementing small-group instruction for students experiencing trauma. The other category showed no points because I did not refer a student to an interventionist.

The observation checklist showed plenty of room for growth when implementing a whole-child intervention in my classroom. My goal was for a majority of subcategories in each area of the post-intervention checklist to demonstrate common practice. Realizing how many practices were not in place at the outset was eye-opening. Given my years of experience, I expected a higher score.

Reflecting on the data, I decided to prioritize areas of most need (i.e., lowest scores), which were social–emotional skill building followed by restorative practices. Items on the checklist indicated I needed to revise my lesson planning to include explicit teaching on values, which required effort and time, whereas implementing reflection forms was relatively easy to put in place. I designed a reflection form to replace traditional, punitive responses to offensive student behavior (Appendix C). I explain how I used these forms later in the chapter.

I implemented class community circles, which build relationships (Wachtel, 2016), as a form of restorative practice. Students sit, facing each other, and must hold a "talking stick" to speak to the group. Other behavior norms included "what is said in the circle stays in the circle." Each member of the circle had to answer at least two questions, even by simply saying, "I don't know." One question was light and fun, and the other was deeper and more meaningful in terms of community. Students used hand signals to agree or disagree with each other.

For the first circle, I asked about favorite desserts before the more serious question of "What is one thing you can do to calm yourself down?" Students said talking to themselves or a friend and holding a pet, and 10 mentioned listening to music. Consequently, I incorporated music into class routines, playing it as students worked independently. This organic addition to my intervention greatly enhanced the calming atmosphere. The first time I put on music, the change was palpable—as if I had administered a sedative (Figure 2).

Because music does not affect me in this way, I would not have devised such a plan on my own, yet the students were thrilled that I heard their voices, and music became an integral part of independent work time. I asked students how music affected them in school. Among the student artifacts in my
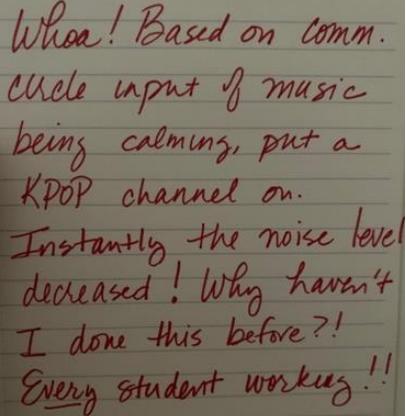
Figure 2 *Community Circle Entry*

field notes from this phase of the study, Figure 3 is a text message from a student regarding how I played music over the speakers in class for all to hear.

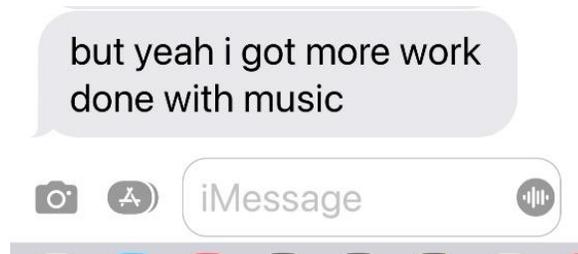but yeah i got more work done with music

Figure 3 *Student Response to Music*

Music helped students complete work independently. It also helped students relax in the classroom. In Figure 4, a student explains music's role in their learning experience.

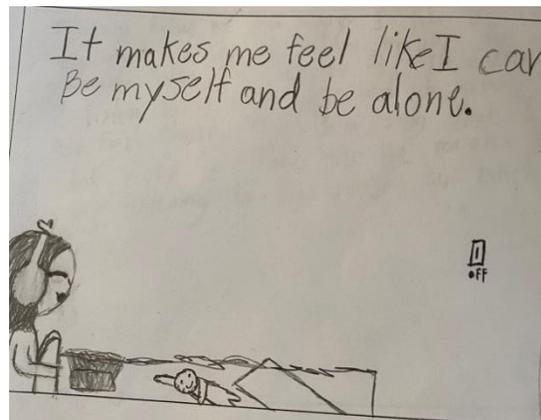It makes me feel like I can be myself and be alone.

Figure 4 *Student Note about Music*

We continued to engage in community circles at least three times a week, and as the circles progressed, students became more comfortable and vulnerable with each other. When I asked about their favorite ice cream, they mentioned the standard flavors; then, a student responded, "I used to get ice cream. Then, my parents started arguing, and now they are getting a divorce and I don't get ice cream anymore." As I was processing this response to a seemingly innocuous question, I saw other students using the "I agree" symbol, letting their peer know they had experienced similar situations. This sense of connection, of feeling empathy toward someone, created a safe and accepting community.

The talking stick format provided opportunities for quiet students to participate (Wachtel, 2016). In fact, because using the talking stick demanded that everyone participate, some individuals had to be patient and wait for their turn. The circle thus encouraged students to talk less and listen more. Using hand signals to agree or disagree also enabled students to engage without talking out of turn. Asking students about which calming techniques they used resulted in one-third of students naming music as a favorite calming technique. Having the talking stick to moderate the conversation kept the focus on calming techniques and not which singer or group was a favorite.

Mindfulness

Students who engage in mindfulness activities show increased self-control, which may boost academic performance while enhancing resilience (Gutierrez et al., 2019). I chose to focus mindfulness lessons on regulating breathing, exposing students to different types of deep breathing over the course of the study. For example, square breathing follows the form of a square (Figure 5), with a person inhaling across one side of an imaginary square, holding the breath before exhaling down the next side, and repeating the cycle.
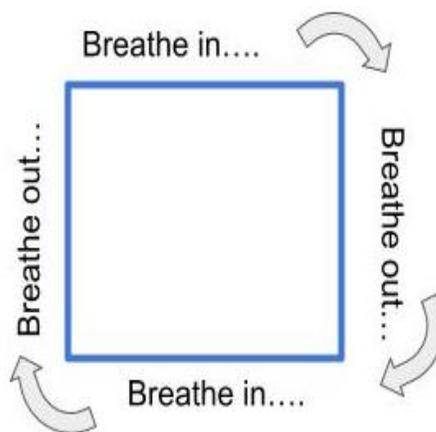

Figure 5 *Square Breathing*

The students favored this technique as a way to self-regulate and calm themselves down. Figure 6 provides evidence that they used the technique independently as the study progressed. Students even reminded each other to "breathe like a square," as captured in a morning work assignment aligned to a mindfulness lesson.
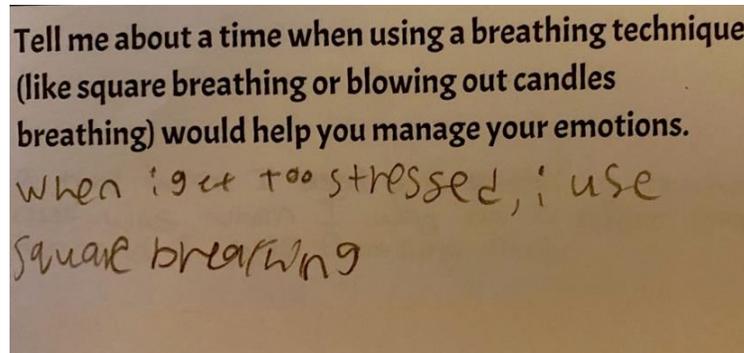

Figure 6 *Student Reflection on Square Breathing*

I described another breathing technique as blowing out birthday candles, and I observed and documented students' using this technique on their own at various times. Likewise, they reported using these techniques outside of class, as Figure 7 illustrates.

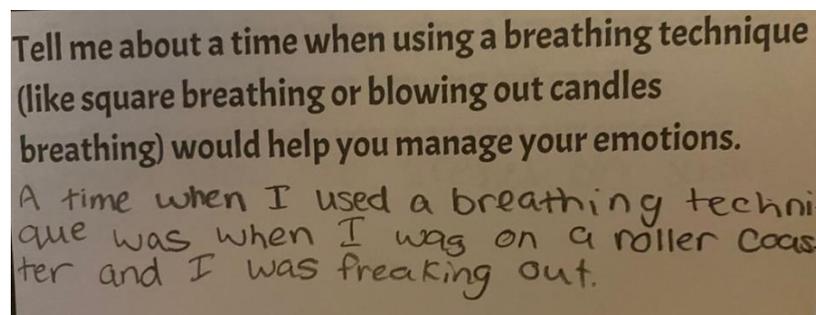Figure 7 *Breathing Used Outside of School*

Students were accustomed to completing independent work each morning, and as the study progressed, I used that time to review restorative practices or mindfulness techniques. Figures 6 and 7 depict a morning work assignment. I intended for students to imagine future applications of the breathing technique, whereas the two students gave concrete examples based on prior

experience. Nevertheless, just as I saw promise with restorative practices, mindfulness was an effective aspect of my intervention.

Student Reflection

The baseline results from the whole-child observation tool indicated no evidence in the area of reflection (Appendix B). The observation tool has two lines in the Restorative Practices section that relate to reflection: restorative reflection or refocus forms and mediations or conferences. Having students reflect on their behavior recognizes their dignity (Boynton & Boynton, 2005) while correcting the behavior. A reflection sheet allows students to take responsibility for what happened and plan for a better choice next time. Instituting reflection forms, in conjunction with positive praise, I sought to build and maintain a positive relationship with students, ensuring my classroom community was an environment where students felt safe and able to self-regulate.

Reflection Forms

I created and implemented a reflection form for students to use when they exhibited trauma behavior in class (Appendix C). This form allowed students to reflect on their behavior, the consequences of such behavior, and what they could have done differently. I learned my students needed direct instruction on reflection. For example, a student who hit another student reflected that he should not engage in such behavior because he was in trouble. I incorrectly assumed students already understood why certain behaviors are problematic and why they should behave differently in the future. Being explicit in my expectations and encouraging students to dig deeper resulted in fewer repeat behaviors. Figure 8 shows a student's reflection on hitting another student. We had a student–teacher conference to discuss the behavior and the reflection.

Figure 8 *Completed Reflection Form*

Positive Praise

Another tool I used to stimulate reflection was positive praise. When we had an unexpected,
nearly 2-hour lockdown, I praised students for their excellent behavior. I used clear language and
emphasized how the behavior contributed to a positive school climate (Jennings, 2019). I also
notified families via a class newsletter (Appendix D). Likewise, when a table group completed a
collaborative task, I told the class, "The Flamingos did such a good job working together, even
when they had difficulty answering a question." Because students affected by trauma need
consistency, I made a conscious effort several times a day to reflect out loud on things that went
well or inspired perseverance. These simple efforts had a positive impact: students verbally
reacted to the praise, as in Figure 9, and started behaving in ways that attracted additional
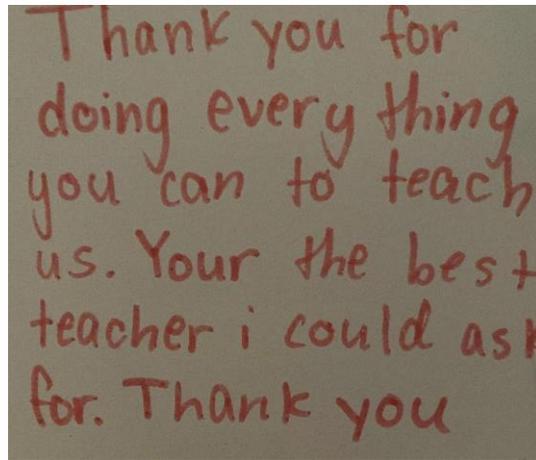recognition.

Figure 9 *Student Response to Positive Praise*

This positive feedback loop went beyond me and my students. Families were also excited when communication from school was positive. As Figure 10 shows, I received positive praise from them, as well, confirming the impact of my efforts to improve relationships and therefore community.

her favorite teacher, and she was so happy to have you for her last year of elementary. We are very grateful that she was able to be in your class, and enjoy it. You are a great teacher, have a great summer, and I will see you around. Take care 💜💜💜💜 💜💜💜💜💜💜
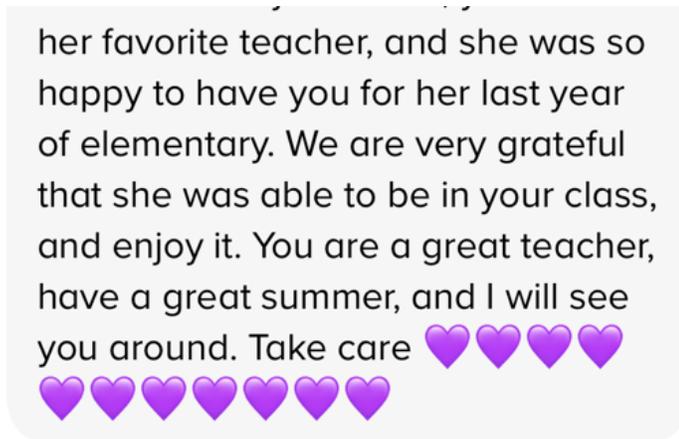
Figure 10 *Positive Praise from a Parent*

Receiving positive communication from students and their families made writing positive journal entries and notes to myself easier. Figure 11 shows a note I jotted after a great field trip. These communications enhanced my resilience and my personal microsystem.
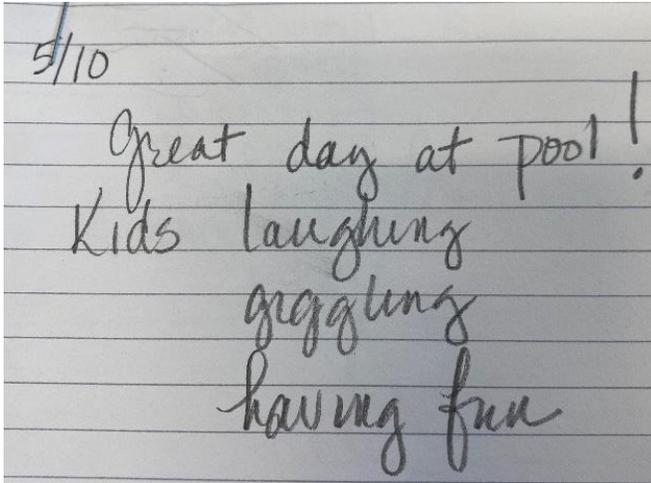
Figure 11 *Positive Note to Self*

Post-intervention Observation Tool Results

Using the whole-child observation checklist as a post-intervention data collection tool resulted in my gaining points in all focus areas (Appendix E). I had a total of 32 out of 40 points, which is a significant increase from my pre-intervention total of 10. Truthfully, being able to refer to the strategies on the checklist made implementing them much easier. For example, I increasingly engaged in positive communication home, whereas in the past I have been inconsistent in contacting parents with positives. Table 1 shows the comparison of pre and post observation data.

Table 1 *Observation Tool Comparison*

Focus area	Total pre points	Total post points
Relationship Building	3	6
Restorative Practices	1	6
Behavioral Recognitions, Reminders, Redirects	3	8
Social–Emotional Skill Building	0	4
Student Supports	3	8

Two categories—Behavioral Recognitions, Reminders, Redirects and Student Supports—received the maximum points available. The first category reflected my use of positive narration, reminding students to follow rules, and redirecting with warnings, and captured how I rewarded students with positive feedback. In terms of Student Supports, I scored maximum points for checking in with students, bringing intervention information to team meetings, and working with small groups of students. I also scored points for referring a student to an interventionist.

Under Relationship Building, my increase from three to six points was due to my consistent practice of greeting students by name, using no-touching high fives and fist bumps as signs of solidarity, and engaging family members by sending home positive notes. However, I scored no points in speaking students' native languages.

Restorative Practices went from one to six points. Although I implemented community circles and reflection forms, in addition to holding conferences, I did not implement peace circles or reentry meetings. Instead, I used the reflection form I designed as a means of sparking discussion with students (Appendix C).

Despite scoring lowest, Social–Emotional Skill Building showed an increase of 50% of the total points possible. Because I was being explicit in my positive praise, utilizing reflection forms, and including explicit instruction in expectations and values during lessons, students responded by adjusting their behavior and using new skills to interact with others. One student told another, "I do not like it when you are not focused in class. It distracts others." This type of interaction would not have occurred previously. The only common practice from pre to post was integration of values, success factors, or expectations into lessons. Visuals describing personal success factors, core values, or behavior expectations and explicit instruction on expectations scored as infrequent, and I gave myself no points for the other category.

Students Respond Well to Positivity

Providing positive attention in the form of praise and compliments seemed to improve student resilience. I observed an uptick in praise-seeking behavior, much like a plant flowering, and the students were thrilled with positive notes home. As students benefited from the positive attention, the overall classroom community improved. During Weeks 2, 3, 4, and 6, I saw an increase in spontaneous hugs, small gifts (e.g., stickers or drawings), and exclamatory journal entries capturing "really good days" (Figure 12).
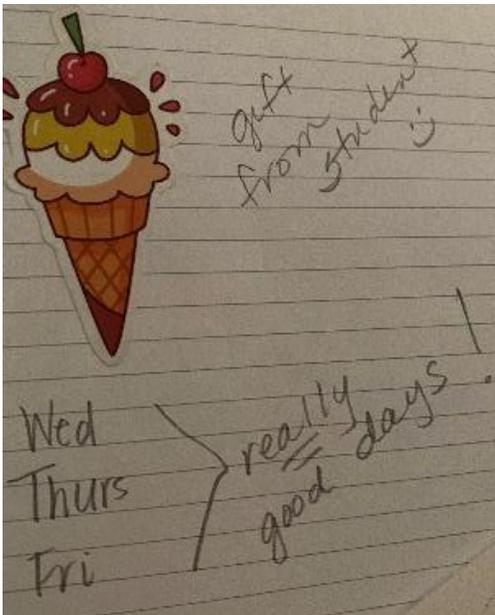
Figure 12 *Gift from a Student*

Reflecting on this theme enabled me to answer my first research question, how does a whole-child approach impact my classroom community? By implementing relationship building, restorative practices, behavioral recognitions in the form of positive praise, social–emotional skills building, and student supports, I observed an overall decrease in trauma behaviors. The classroom community was calmer, quieter, and happier. However, maintaining this outcome was not always possible when a child experienced trauma and brought it to school, such as the

example I shared from Week 5. The whole-child approach can and will impact my classroom in a positive way, but it may not be sustainable when students continually bring trauma into the classroom. However, it does allow for a quicker return to positive behaviors.

The timing of this study and the length of time I spent on implementation led me to these recommendations for further research. First, future studies should occur earlier in the school year. This minor shift in implementation could make a major difference as I suggested earlier in this chapter.

Second, this type of work demands a larger scale—an entire grade level or ideally an entire school. Effecting change in a single classroom on a large elementary school campus is difficult. If the entire grade level were to implement this study, analyzing the results might show different themes or findings. Given that research supports implementation of interventions to promote resilience schoolwide (Jennings, 2019), expanding to an entire school makes sense. If this study were expanded to an entire school and the time of year changed to earlier in the school year, I hypothesize students would internalize the interventions and self-regulate both in and out of school. This outcome would mitigate the trauma students experience, resulting in greater resilience and well-being not just for the classroom community but the school as a whole.

Third, I recommend doing this work at the institutional level, such as an entire school district. Students who move from one site to another would experience the same type of interventions and trauma-informed instruction. One classroom, grade level, or even a school cannot mitigate student trauma the same way an entire district can. Instead of adopting a classroom community approach, educators and administrators too often rely on discipline techniques such as suspension that only serve as another form of trauma for traumatized students (Stevens, 2012). Of students experiencing four or more ACEs, 85% have been suspended from school.

Implementing this study on an institutional level could teach students self-regulation before they exhibit behaviors that result in suspension. My district is trying to implement a new behavior management plan, and this work would be a valuable asset to the plan.

Lastly, to mitigate trauma such that students feel healthy, safe, engaged, supported, and challenged, society needs to change (Venet, 2021). This work must be done on a large, societal level. As a classroom teacher, I cannot control society or societal expectations, so I tend to focus on what I can control. Although expecting societal change from a classroom study is not realistic, teaching students to be agents for change is possible (Venet, 2021).

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Appendix A

Whole-Child OBSERVATION TOOL

Date:
Time Start:
Time End:

RELATIONSHIP BUILDING	Unobserved (0)	Infrequent (1)	Common (2)	TOTAL
Greeting students by name				
Signs of solidarity				
Speaking students' native languages				
Other (see manual)				
Total score	+	+		

RESTORATIVE PRACTICES	Unobserved (0)	Infrequent (1)	Common (2)	TOTAL
Restorative dialogues or conversations				
Restorative reflection or refocus forms				
Mediations or conferences				
Other (see manual)				
Total score	+	+		

BEHAVIORAL RECOGNITIONS, REMINDERS, REDIRECTS	Unobserved (0)	Infrequent (1)	Common (2)	TOTAL
Positive narration or reinforcement of expectations				
Reminding students of expectations				
Redirecting students toward expectations				
Other (see manual)				

	Unobserved (0)	Infrequent (1)	Common (2)	TOTAL
Total score	+	+		

SOCIAL–EMOTIONAL SKILL BUILDING	Unobserved (0)	Infrequent (1)	Common (2)	TOTAL
Visuals describing personal success factors, core values, or behavior expectations				
Explicit instruction on expectations, values, or success factors				
Integration of values, success factors, or expectations into lessons				
Other (see manual)				
Total score	+	+		

STUDENT SUPPORTS	Unobserved (0)	Infrequent (1)	Common (2)	TOTAL
Check-ins with students				
Team meetings to discuss behavioral data, student concerns, and available supports				
Small-group interventions				
Other (see manual)				
Total score	+	+		

(Anyon et al., 2017)

Appendix B

Whole-Child OBSERVATION TOOL BASELINE DATA

Date: April 22, 2022
Time Start: 8:30
Time End: 10:30

RELATIONSHIP BUILDING	**Unobserved (0)**	**Infrequent (1)**	**Common (2)**	**TOTAL**
Greeting students by name			X	
Signs of solidarity		X		
Speaking students' native languages	X			
Other (see manual)	X			
Total score	0	+ 1	+ 2	3

RESTORATIVE PRACTICES	**Unobserved (0)**	**Infrequent (1)**	**Common (2)**	**TOTAL**
Restorative dialogues or conversations		X		
Restorative reflection or refocus forms	X			
Mediations or conferences	X			
Other (see manual)	X			
Total score	0	+ 1	+ 0	1

BEHAVIORAL RECOGNITIONS, REMINDERS, REDIRECTS	**Unobserved (0)**	**Infrequent (1)**	**Common (2)**	**TOTAL**
Positive narration or reinforcement of expectations		X		
Reminding students of expectations		X		
Redirecting students toward expectations		X		

Other (see manual)	X			
Total score		0 + 3 + 0		3

SOCIAL–EMOTIONAL SKILL BUILDING	Unobserved (0)	Infrequent (1)	Common (2)	TOTAL
Visuals describing personal success factors, core values, or behavior expectations	X			
Explicit instruction on expectations, values, or success factors	X			
Integration of values, success factors, or expectations into lessons	X			
Other (see manual)	X			
Total score		0 + 0 + 0		0

STUDENT SUPPORTS	Unobserved (0)	Infrequent (1)	Common (2)	TOTAL
Check-ins with students		X		
Team meetings to discuss behavioral data, student concerns, and available supports		X		
Small-group interventions		X		
Other (see manual)	X			
Total score		0 + 3 + 0		3

(Anyon et al., 2017)

REFLECTION FORM

Name_____

Why is it important to not behave this way?

What are the consequences for this behavior in our society?

What other ways are there of resolving an issue or problem?

What could I have done differently?

APPENDIX D

CLASS NEWSLETTER

Dear Families,

We are almost at the end of the year, and elementary school. Yikes! I was so proud of the students when we had a unexpected lockdown. They did such a great job!