CULTURALLY RESPONSIVE TEACHING & MINDFULNESS: BUILD RESILIENT STUDENTS AND TEACHERS

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CULTURALLY RESPONSIVE TEACHING

Culturally Responsive (or Relevant) Teaching: Teaching that encompasses the “social-emotional, relational, and cognitive aspects of teaching culturally and linguistically diverse students.”


<table>
<thead>
<tr>
<th>Multicultural Education</th>
<th>Social Justice Education</th>
<th>Culturally Responsive Pedagogy</th>
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<tbody>
<tr>
<td>Focuses on celebrating diversity</td>
<td>Focuses on exposing the social political context that students experience</td>
<td>Focuses on improving the learning capacity of diverse students who have been marginalized educationally</td>
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<td>Centers around creating positive social interactions across difference</td>
<td>Centers around raising students’ consciousness about inequity in everyday social, environmental, economic, and political aspects of life</td>
<td>Centers around the affective &amp; cognitive aspects of teaching and learning</td>
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<td>Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected</td>
<td>Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society</td>
<td>Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color</td>
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Social Harmony | Critical Consciousness | Independent Learning

Dependent Learner:
- Is dependent on the teacher to carry most of the cognitive load of a task
- Is unsure of how to tackle a new task
- Cannot complete a task without scaffolds
- Will sit passively and wait if stuck until teacher intervenes
- Doesn’t retain information well

Independent Learner:
- Relies on the teacher to carry some of the cognitive load temporarily
- Utilizes strategies and processes for tackling a new task
- Regularly attempts new tasks without scaffolds
- Has cognitive strategies for getting unstuck
- Has learned how to retrieve information from long-term memory
**Individualism & Collectivism**

**Collectivism** – relationships, interdependence, cooperative learning
- Latin America, Asian, African, Middle Eastern, Slavic
- 80% of world cultures

**Individualism** – individual achievement, independence, competitive
- United States, Europe, Australia
- 20% of world cultures

Think about your student population!

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**Surface Culture**
Observable & concrete, low emotional charge
(holidays, food, etc)

**Shallow Culture**
Unspoken everyday rules for social norms, rapport/trust, strong emotional charge

**Deep Culture**
Mental models, schema, interprets threats or rewards, fight or flight, intense emotional charge

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**Becoming a Culturally Responsive Teacher**

1. Developing the right mindset
2. Engaging in self-reflection
3. Checking implicit biases
4. Practicing social-emotional awareness (mindfulness)
5. Observing and inquiring about the impact of our interactions on students
**Mindfulness & Self-Care**

**Benefits of Mindfulness:**
- Attention
- Compassion
- Emotional Regulation
- Calming
- Adaptability
- Resilience

**Simple Mindfulness Activities for Students:**
- Body Scan
- Mindful Minute
- Nature Walk
- Mindful Eating
- Worry Bubbles
- Happy Place
- Breathing Buddies
- Glitter Jar
- Box Breathing
- Mindful Coloring

**Mindfulness Tips for Teachers:**
- Develop daily habit 5-10 minutes
- Find an app that works for you
- Gratitude Journal
- Body Scan
- Mindful Minute
- Nature Walk
- Subscribe to mindful.org emails

**Present-Time Awareness:**
A stable, clear and alert awareness of momentary experience.

Present-time awareness is thus a kind of meta-awareness, where we have rich contact with sensory experience and we know it’s sensory experience arising in the field of awareness.

**Equanimity:**
Equanimity can be defined as a sense of cognitive-emotional balance where there is no compulsion to act out our preferences.

Equanimity is the balance point between suppression of experience on the one hand, and entanglement with experience on the other.

**Mindfulschools.org offers Mindfulness Fundamentals online courses and Mindfulness for Educators courses**

**A Conceptual Model of Mindfulness**

**Mindfulness**
- Present-time awareness
- Equanimity
  - Alertness
  - Clarity
  - Stability
  - Ease
  - Momentary Acceptance
  - Non-compulsion

**Books:**
- *Happy Teachers Change the World*
- *Onward*
Trauma is...

“an exceptional experience in which powerful and dangerous events overwhelms a person’s capacity to cope” (Souers, Fostering Resilient Learners, p. 15).

An individual’s perception of the event and the psychological and biological reaction.

Traumatic Experiences/Traumatic Stress:
Changes the limbic system, increases cortisol levels, creates neurotransmitter dysregulation, which can result in emotional dysregulation.

Toxic Stress:
A consistent stress level with no release and decreases the Window of Tolerance. Changes the limbic system, increases cortisol levels, creates neurotransmitter dysregulation, which can result in emotional dysregulation.

Compassion Fatigue/Secondary Trauma:
An increased indifference, fatigue, and apathy towards the needs of others after witnessing or being exposed to the trauma or traumatic stress of others. Results in physical and mental exhaustion.

Adverse Childhood Experiences (ACES)
The number of children in Arizona with 2 or more ACE’s is considered significantly higher than the national average.

Out of every 10 students in Arizona:
- 4 children have 0 ACEs
- 3 children have 1 ACE
- 3 children have 2 or more ACEs

You must regulate yourself first before you try to regulate someone else or change their behavior.
Calm Corners are quiet places in the classroom that encourage self-regulation. Students use the area for about 5 minutes to calm their Amygdala so they can return to learning. Calm Corners are separate from classroom discipline systems. It is crucial to model how to use the calm corner and the items so they don’t become distractions or toys! Take time to label emotions and teach new strategies.

In the classroom, trauma looks like...
- Poor concentration/memory
- Poor organization or ability to follow multi-step directions
- Perfectionism, high stress
- Depression and isolation
- Quiet, spacey, not engaging with others
- Anxiety, worrying
- Jumpiness, watching others
- Self-harming or suicidal thoughts/behaviors
- Disruptive behaviors, distracting, attention seeking
- Angry, agitated, or reactive
- Defensiveness
- Impulsiveness
- Excessive crying, “tantruming”

FLIPPED MY LID!
1. LABEL THE EMOTION
2. USE A STRATEGY

Tons of calm corner and breathing exercise resources on Teachers Pay Teachers!

Calm Corner Items:
- Pillows
- Sand Timer
- Stuffed Animal
- Breathing Visuals
- Stress Ball
- Glitter Jar
- Sensory Fidgets
- Coloring
- Books
Bio: Amy Swietlik currently teaches K-6 General Music and Band in the Osborn School District. She has been a TAP Mentor Teacher on her campus for two years. With a BM in Music Education and an MA in Ethnomusicology, Amy utilizes her research background in combination with 5 years public teaching experience to develop a culturally relevant curriculum in her classrooms. Amy has received numerous grants to fund new projects/instruments for her classroom and has presented at several academic conferences including the Society for Ethnomusicology and ISME Community Music Activity. She was also a Fulbright Award Recipient to Brazil in 2014.

Thank you for attending this workshop! I hope you are able to use some of these ideas in your classroom. Please feel free to email me with any questions: aswietlik@osbornsd.org.

Links, Books, and other resources are available online at: www.amyswietlik.com/crt-mindfulness-resources