Let’s pay respect to the original custodians of the land, the Elders past and present and other Indigenous people who may be here with us today.

We believe that ALL young people need opportunities to...

BERRY STREET EDUCATION MODEL

YOU COULD LINE UP EVERY SINGLE PERSON IN YOUR GRADE 7
THE STRESS RESPONSE OF A MIDDLE-SCHOOLER is CONSTANTLY ACTIVATED. This IS the most difficult period of your life!

WHAT DO OUR MIDDLE YEARS STUDENTS NEED TO KNOW AND BE PREPARED TO DO?

YOUR TOP 3

Helping students meet their own needs.

PHYSICAL needs

EMOTIONAL needs

COGNITIVE needs

ENERGETIC needs

SPIRITUAL needs

It’s all a grab for POWER.

EVERY DAY POWER STRUGGLES:
- Uniforms
- Electronics in class
- Incomplete homework
- Inconsistent classroom management
- Talking back
- Spotting inconsistency like little lawyers
- …and they are RIGHT.

It is a grab for POWER and CONTROL.
The changing nature of childhood

Would you agree—Childhood is more complex than ever before?

STEPE
- Social
- Technological
- Economic
- Political
- Ethical

Let’s make a TOOLKIT

Impacts on academic performance and social functioning

- Reduced cognitive capacity
- Sleep disturbance
- Poor concentration
- Difficulties with memory
- Language delays
- Need for control
- Attachment difficulties
- Poor peer relationships
- Home destabilisation

(Downey, 2007)

2 Domains of Trauma-informed practice


Mirror Neurons

ancient, pre-verbal systems of non-verbal communication

Attachment co-regulation

Balancing the Nervous System

Parasympathetic
Rest & Digest

Sympathetic
Fight or Flight

The BODY Domain:

De-escalation
Self-Control
Mindfulness

From the BODY domain:
- Bring rhythm and use rhythmic strategies to the classroom to build self-regulation
- Develop de-escalation strategies to address classroom conflict and maintain student power
- Incorporate heartrate into regulatory strategies and curriculum
- Teach sequential brain development and the stress response
- Teach strategies to self-regulate, including an emotional intelligence integration
- Teach and practice daily mindfulness as a self-regulatory and stress management tool

From the CHARACTER domain:
Help students identify their strengths and articulate those strengths to themselves and those around them
- Incorporate those strengths into transition plans
- Teach and enable every student to practice and goal-set using their signature character strengths
- Incorporate a strengths focus into curriculum planning, student work, and classroom meetings

SO TODAY,
- Helping transitioning students meet their own needs
- Looking at the effects of stress in the classroom
- De-escalating one’s self
- Identifying strengths
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