



NUBU

NASJONALT UTVIKLINGSSENTER
FOR BARN OG UNGE

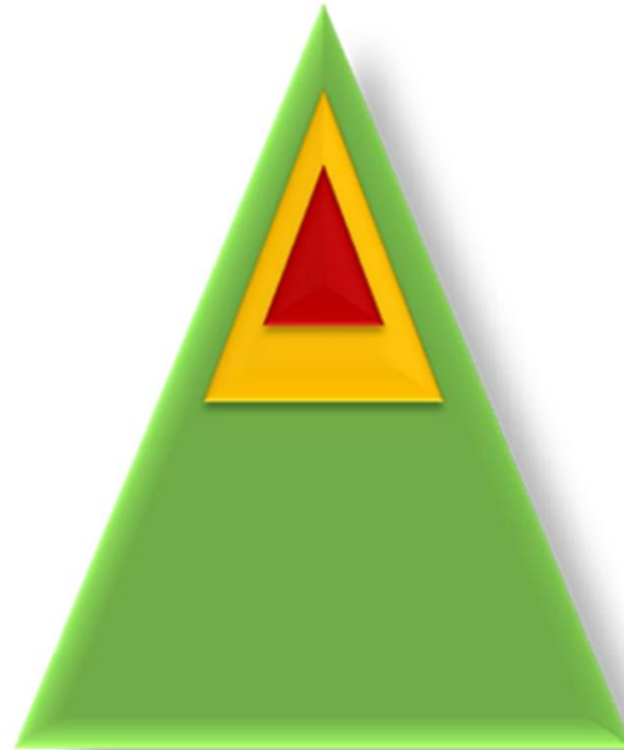


Velkommen til PALS-konferansen 18. og 19.
september 2025

***Elevens trivsel og læring - en skole for
alle***

Elevenes trivsel og læring – en skole for alle

- PALS – en modell som inneholder rammeverk og innstaser for å legge til rette trivsel og læring i skolen gjennom å utvikle trygge og gode skolemiljøer
- PALS en modell i utvikling slik at vi kan møte utfordringene vi står ovenfor i skolen



PALS

- En del av Kunnskapsdepartementets strategier (2025) for et trygt og godt skolemiljø.
- En del Helsedirektoratets satsing «Psyisk helse i skolen»



Hvem får vi høre?



Erfaringsdeling og praksisfortellinger



**Hele programmet
finner dere her:**

**eller skann QR-
kodene som
henger rundt
omkring i trapper
og
inngangspartiet**



**NUBU**NASJONALT UTVIKLINGSSENTER
FOR BARN OG UNGE

PALS-KONFERANSEN

DAG 1 - KORT OVERSIKT

08.00-09.00	Registrering, kaffe og mingling
09.00-09.30 SAL A	Åpning av konferansen ved Kristine Amlund Hagen, Direktør ved NUBU
09.30-10.15	Creating Schools for Everyone: Environmental Changes through Student Voice and Leadership. <i>Rhonda Nese, University of Oregon. Part one</i>
10.15-10.40	Pause med servering av frisk frukt
10.40-11.30 SAL A	Creating Schools for Everyone: Environmental Changes through Student Voice and Leadership <i>Rhonda Nese, University of Oregon. Part two</i>
11.30-12.30	LUNSI
12.30-13.30	Parallellsesjon 1. Foregår i salene A, B, C og møterom 4
13.30-14.00	Pause
14.00-15.00	Parallellsesjon 2. Foregår i salene A, B, og C
15.00-15.30	Pause med servering av dagens bakst
15.30-16.30 SAL A	"Den pedagogiske paradoksaleffekten" <i>Kristian Øen, NLA Høgskolen i Bergen</i>

**NUBU**NASJONALT UTVIKLINGSSENTER
FOR BARN OG UNGESCANN KODEN FOR
FULLT PROGRAM

Du kan gå hvor du vil på parallellsesjon!



Lunsj serveres i inngangshallen i 1.etg. kl. 11.30



Handouts

- Finnes på www.palskonferansen.no
- Ligger under sesjonen – hvis den er lagt ut
- Etter konferansen som en egen fane i toppmenyen

Parallellsesjoner (endringer kan forekomme)

Parallellsesjon 1 – torsdag 12.30 – 13.30 [les mer om innholdet i sesjonene](#)

- 1.1 The Impact of Classroom Inclusion on Educational Outcomes and Youth Connectedness: Findings from 5+ Years of Research
Rhonda Nese, University of Oregon
- 1.2 "PALS i 20 år - hvordan holde fokuset oppe?"
Tone Østvold Almsbakke, Connie Andås Engen og Marit Lie, Nordli skole

"Ny som PALS-skole - hva kan vi lære?"
Benedicte Garlid Storaker, Tønning skole
- 1.3 Erfaringer med utforskende undervisning som et inkluderingsgrep på en PALS-skole
Arnestad skole

Pals på SFO - Fellesskap gjennom problemløsningsmodellen
Ranin H. Dakho Filip og Pål Høgli, Hagaløkka SFO
- 1.4 PALS og ADHD – på hvilken måte kan PALS-modellen bidra til inkludering av elever med ADHD?
Mari Nag, Bergen Kompetansesenter for Læringsmiljø (BKL)

Parallellsesjon 2 – torsdag 14.00 – 15.00 [les mer om innholdet i sesjonene](#)

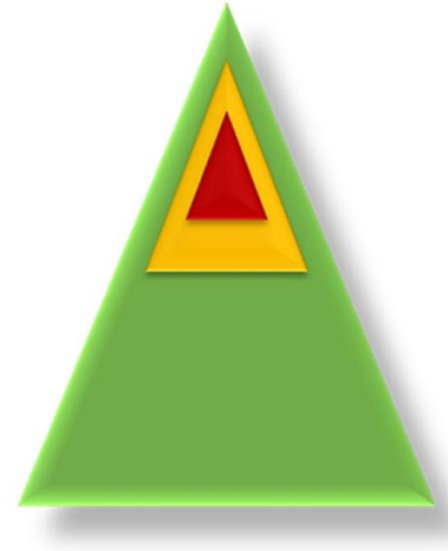
- 2.1 Hvordan jobbe enda bedre med elever som trenger støtte på selektert og indikert nivå?
Signe Kjelsrud, Nasjonal utviklingssenter for barn og unge
- 2.2 "Hjernevennlig skole" - hva betyr det?
Lene M. Bredeesen, Kvernevik skole
- 2.3 Hvordan kan kartlegginger bidra til inkludering av elever
Anne Arnesen, NUBU og May Britt Monsrud, Statped, avdeling språk og tale

Parallellsesjon 3 – fredag 10.30 – 11.30 [les mer om innholdet i sesjonene](#)

- 3.1 "Når barn strever og samarbeidet mellom de voksne blir vanskelig – hvordan kan vi legge til rette for konstruktive samtaler?"
Erfaringer fra relasjonsarbeid i en terapikontekst
Sissel Torsvik og Siril Cock Aschjem, Nasjonalt utviklingssenter for barn og unge
- 3.2 «Barn, unge og digital risiko anno 2025 – topp ti innsikter fra forskningen»
Elisabeth Staksrud, Institutt for medier og kommunikasjon, Universitetet i Oslo

Forventninger til deltakerne

- Sjekk hvor du skal
- Start turen tilbake til presentasjonen i tide
- Spør om hjelp
- Gi støtte og omsorg til de som trenger det



Ansvar

Omsorg

Respekt

God konferanse!

CREATING SCHOOLS FOR EVERYONE: ENVIRONMENTAL CHANGES THROUGH STUDENT VOICE AND LEADERSHIP

**Rhonda Nese, PhD
University of Oregon**

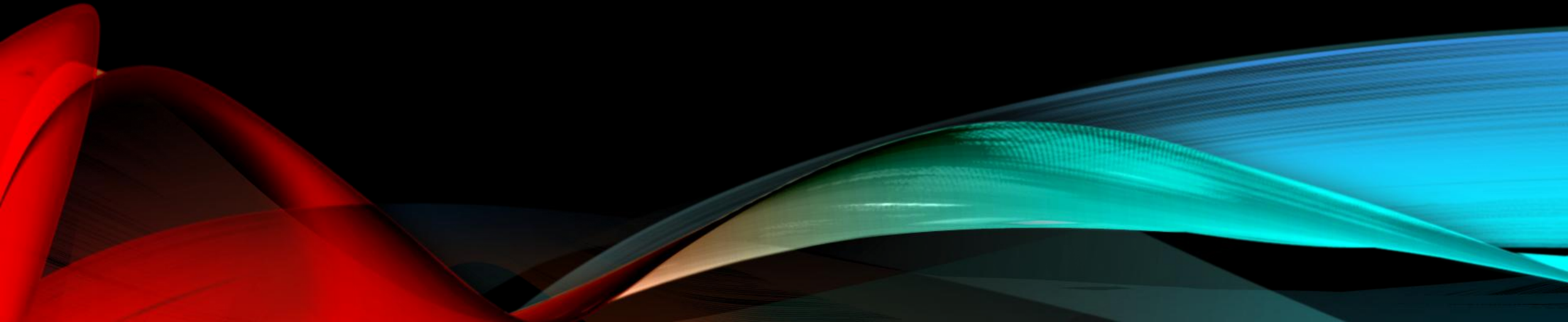
2025 PALS Conference
Norwegian Center for Child Behavioral Development
September 17-19th, 2025
Oslo, Norway

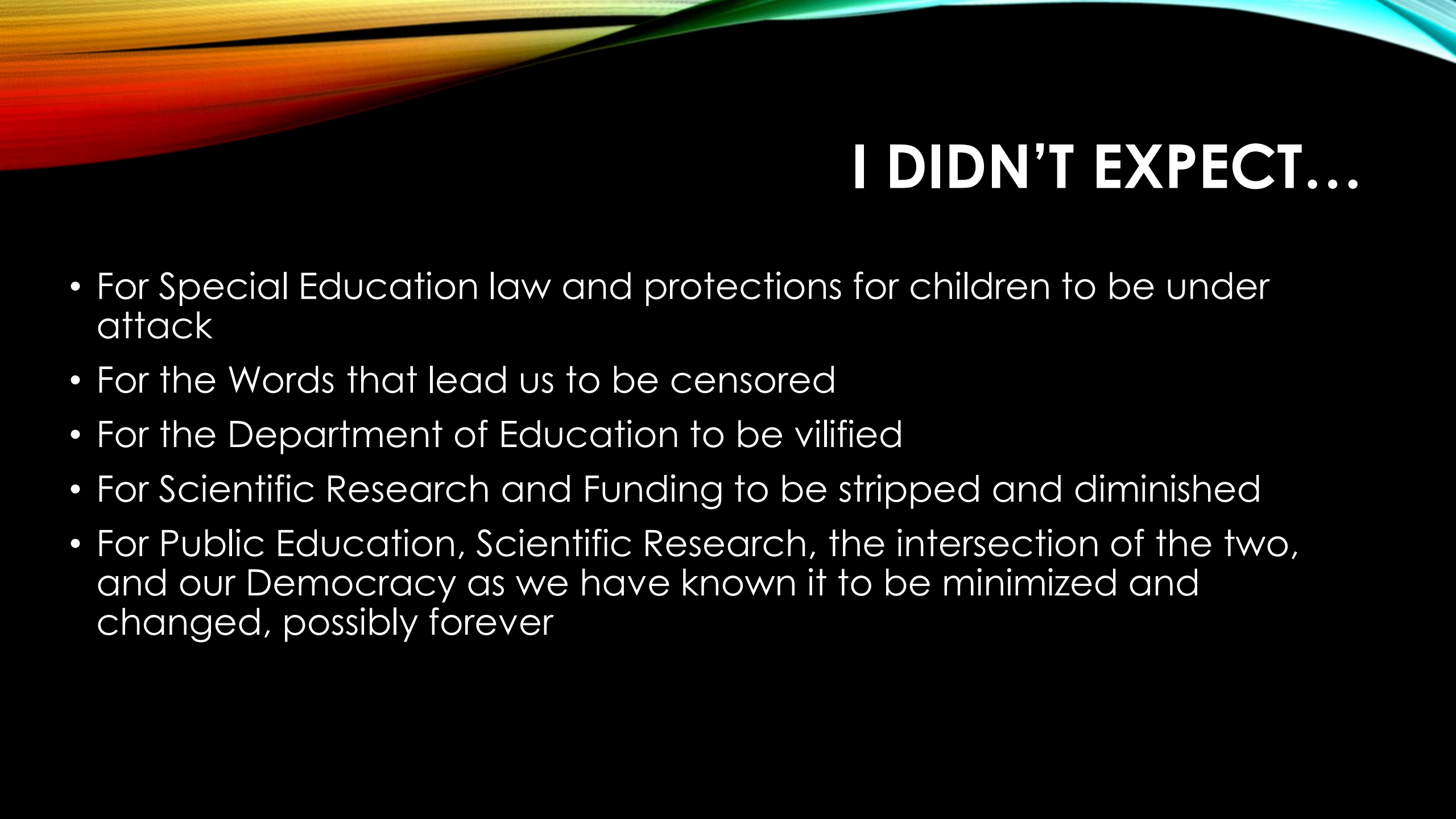
A BIG THANK YOU TO OUR TEAM, PARTNERS, & FUNDERS

- Kelvin Afolabi
- Sean Austin
- Pimwadee Awad
- Haley Brown
- Kathleen Burlew
- Elyse Calhoun
- Sara Calvez
- Kate Campbell-Graham
- Natalia Carbucci
- Allison Caruthers
- Megan Cave
- Dana Cohen Lissman
- Hannah Cothran
- Patti Chamberlain
- Maggie Cox
- Thuy Dang
- Devin Davis
- Tony Daza
- Marty Hurst
- Brigid Flannery
- Layla Foret
- Dave Furjanic
- Katie Graves
- Ambra Green
- Jillian Hamilton
- Sophie Hartford
- Devon Henery
- Rob Horner
- Jen Hoskins
- Marty Hurst
- Sara Izzard
- Jessie Jansen
- Renee Johnson
- Rebecca Kilpatrick
- Laurel King
- Tamika LaSalle-Finley
- Kim Ledbetter
- Leslie Leve
- Everett Mahaffy
- Saki Malose
- Irin Mannan
- Edgard Manuel-Sanchez
- Charles Martinez

- Anne Marie Mauricio
- Sara McDaniel
- Kent McIntosh
- Nicole Nakayama
- Joe Nese
- Alex Newson
- Erick Njue
- Gina Norman
- Ijeoma Opara
- Andrea Perez
- Jessica Poling
- Kristina Popkin
- Shasta Quigley
- Alyssa Rayhel
- Elias Roessler
- Maria Reina Santiago-Rosario
- Nadia Sampson
- John Seeley
- Jeremy Smith
- Nicole Smith
- Jeff Sprague
- Robin Spoerl
- Beth Stormshak
- Danielle Triplett
- Noah Van Horn
- Rikki Wheatley
- Jinlan Zhu
- Our School Partners
- Our District Partners
- Our County Partners
- Our State Partners
- Educational and Community Supports
- Fairway Fund
- Institute of Education Sciences
- National Institutes of Health
- National Institute of Mental Health
- National Institute on Drug Abuse
- National TA Center on PBIS
- Placer County Office of Education
- Prevention Science Institute

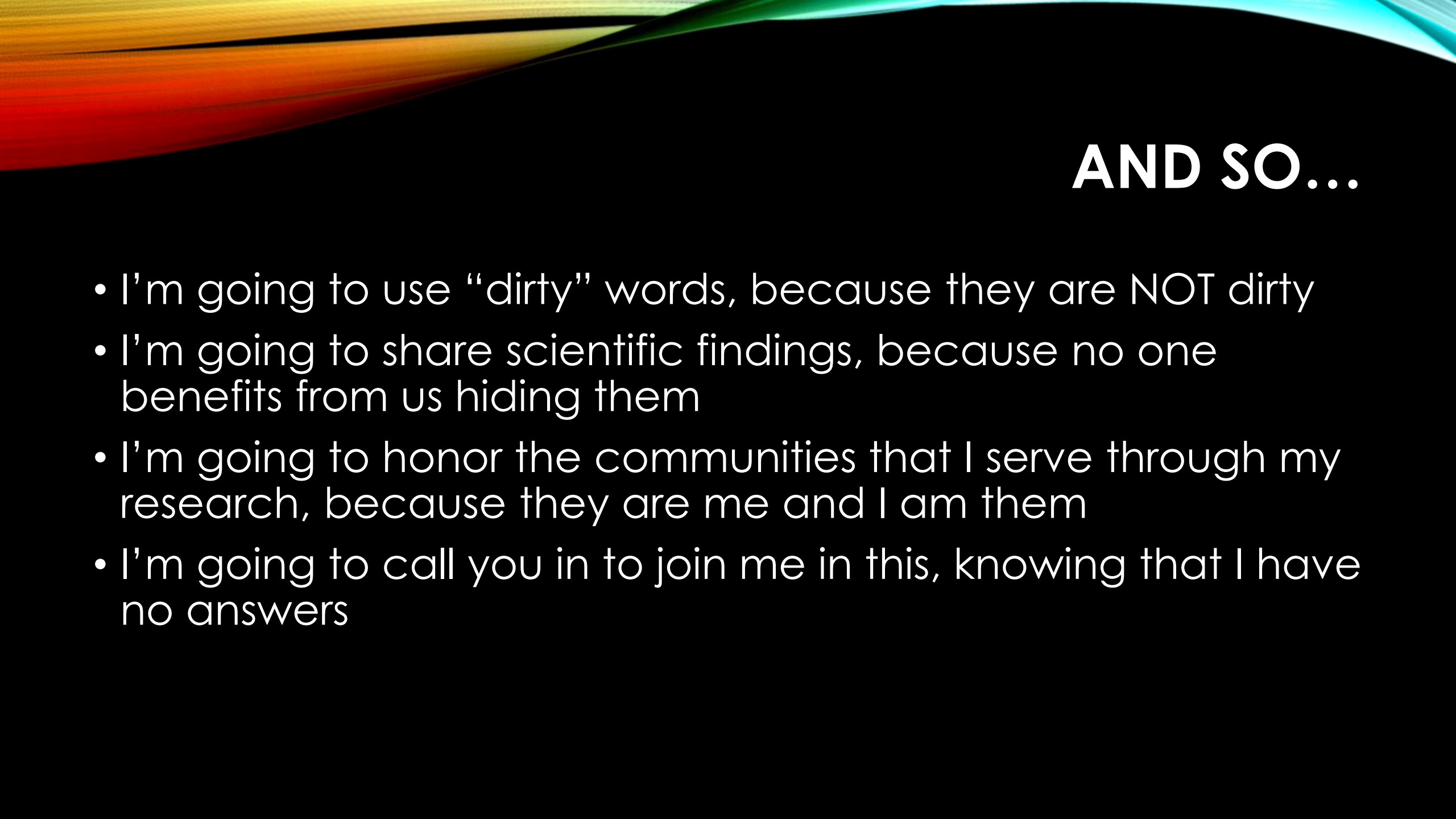
**WHAT I DIDN'T EXPECT WHEN I
AGREED TO DELIVER THIS
KEYNOTE...**





I DIDN'T EXPECT...

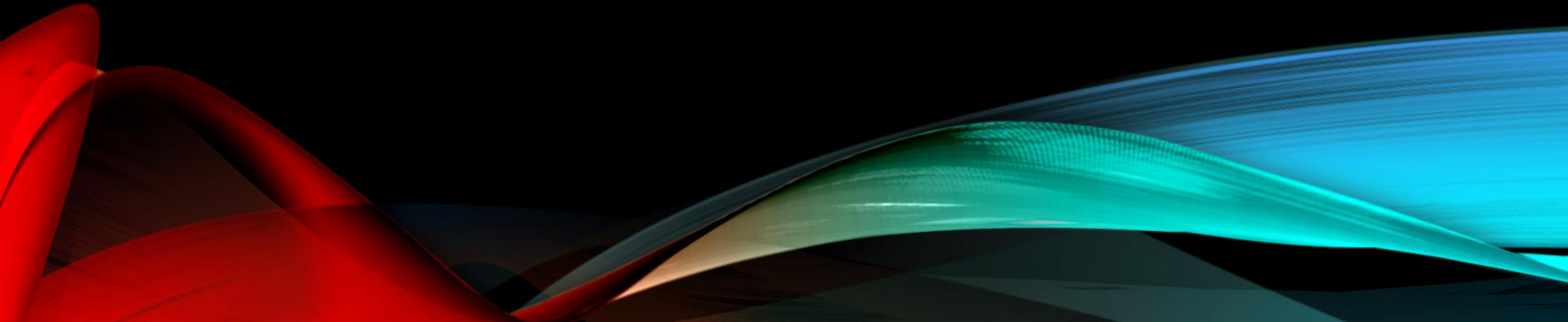
- For Special Education law and protections for children to be under attack
- For the Words that lead us to be censored
- For the Department of Education to be vilified
- For Scientific Research and Funding to be stripped and diminished
- For Public Education, Scientific Research, the intersection of the two, and our Democracy as we have known it to be minimized and changed, possibly forever



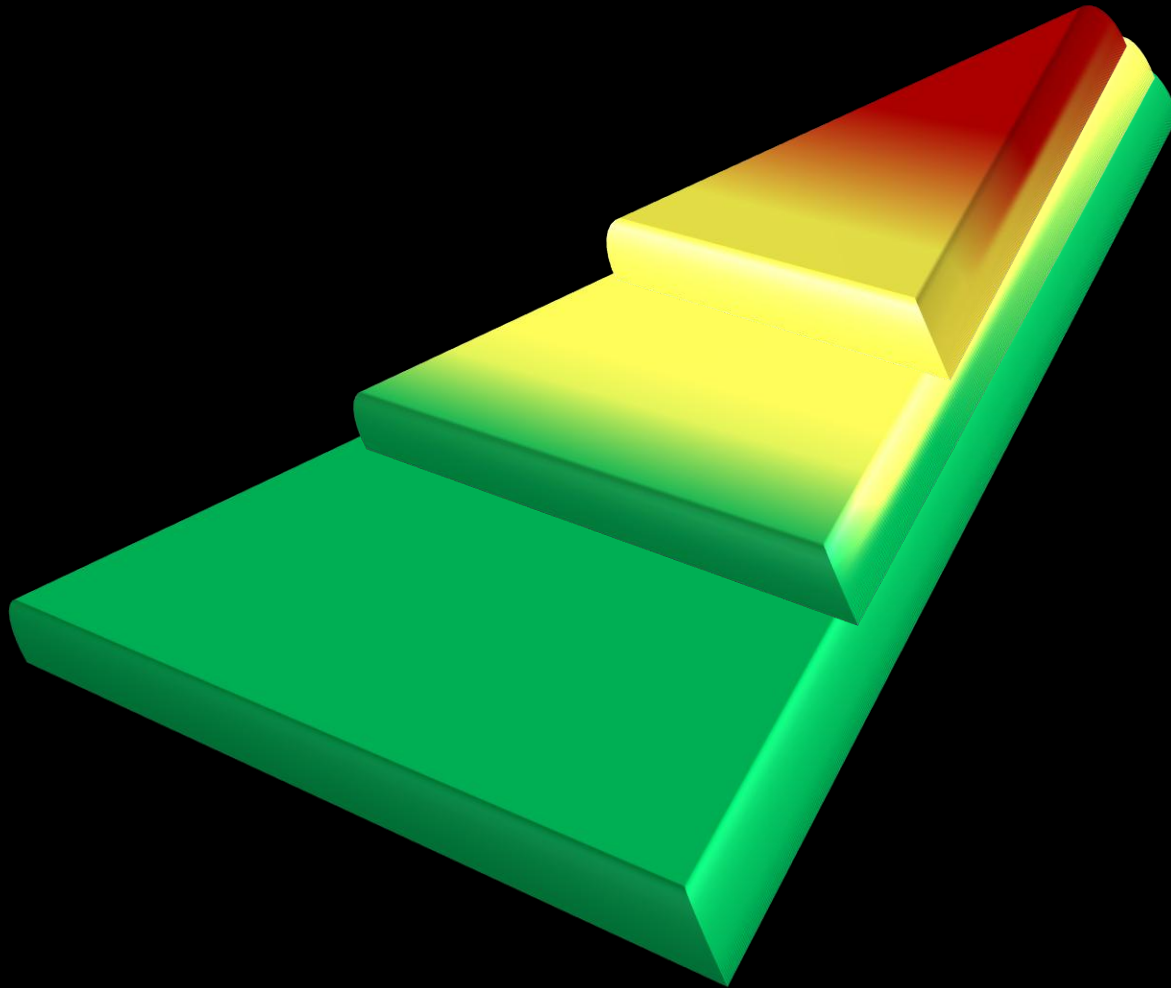
AND SO...

- I'm going to use “dirty” words, because they are NOT dirty
- I'm going to share scientific findings, because no one benefits from us hiding them
- I'm going to honor the communities that I serve through my research, because they are me and I am them
- I'm going to call you in to join me in this, knowing that I have no answers

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PALS/PBIS)



WHAT IS THIS PALS/PBIS THING?

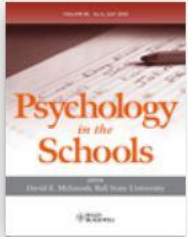


Tier 3: Provided to Few

Tier 2: Provided to Some

Tier 1: Provided to All

IMPACT OF PALS/PBIS



ARTICLE

PBIS fidelity, school climate, and student discipline study of secondary schools

Elrod, Brandy G. ; Rice, Kenneth G. ; Meyers, Joel; Hoboken: Psychology in the schools, 2022, Vol.59 (2), p.376-397

“ ...) are used to achieve these goals. This study investigated school climate, and office discipline referrals (ODRs... ”

PEER REVIEWED



ARTICLE

Preventing Bullying through Positive Behavioral Interventions and Supports (**PBIS**): A Multitiered Approach to Prevention and Integration

Bradshaw, Catherine P.; Columbus: Taylor & Francis Group

Theory into practice, 2013, Vol.52 (4), p.288-295

“ After describing the connection between bullying, school climate, and positive approaches to behavior management, this article summarizes research on PBIS with regard to bullying, school climate, and student discipline... ”

PEER REVIEWED

TOP

SEND TO



ARTICLE

Are We Spinning Our Wheels? The Impact of **PBIS**, Counseling, and Mentoring on the Behavior and Achievement of Elementary Age

ARTICLE

Effects of an equity-focused **PBIS** approach to **school** improvement on exclusionary discipline and **school** climate

McIntosh, Kent ; Girvan, Erik J. ; McDaniel, Sara C. ; Santiago-Rosario, Maria Reina ; St. Joseph, Stephanie ; Fairbanks Falcon, Sarah ; Izzard, Sara ; Bastable, Eoin; Routledge

Preventing **school** failure, 2021, Vol.65 (4), p.354-361

“ This article describes the effects of implementing a year-long professional development series of four full days of training based on a school-wide positive behavioral interventions and supports (PBIS... ”

PEER REVIEWED

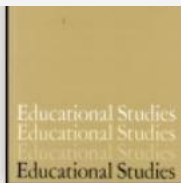


p.7

Positive Behavior Intervention and

TOP

SEND TO



climate within a **PBIS** framework: using multi-informant assessment to identify strengths and needs

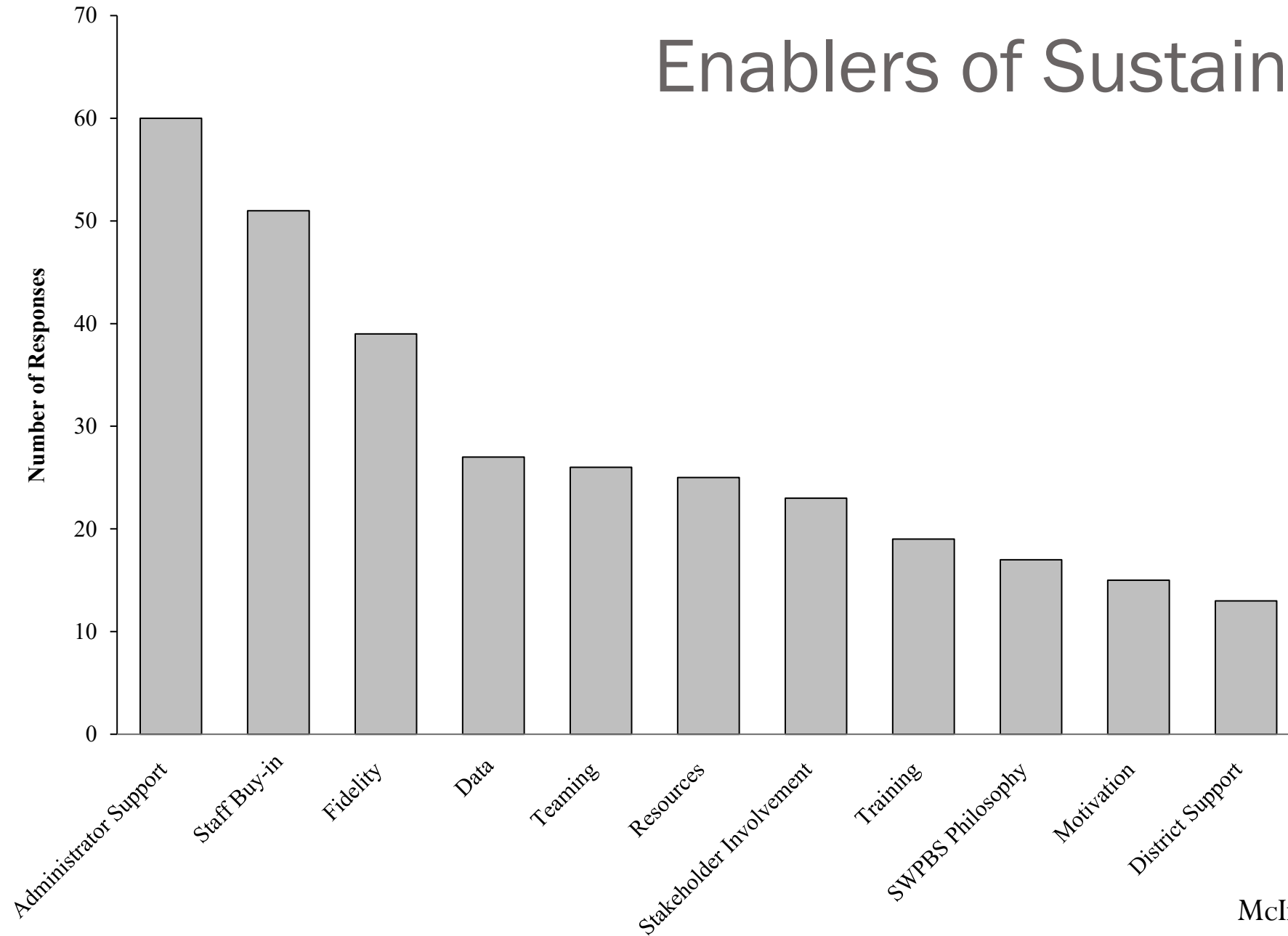
James, Anthony G. ; Smallwood, Lauren ; Noltemeyer, Amity ; Green, Jennifer; Routledge
Educational studies, 2018, Vol.44 (1), p.115-118

“ A multi-method, multi-informant method was used to collect data from diverse stakeholders about school climate to inform school improvement efforts as part of the Positive Behaviour Intervention Supports (PBIS) framework... ”

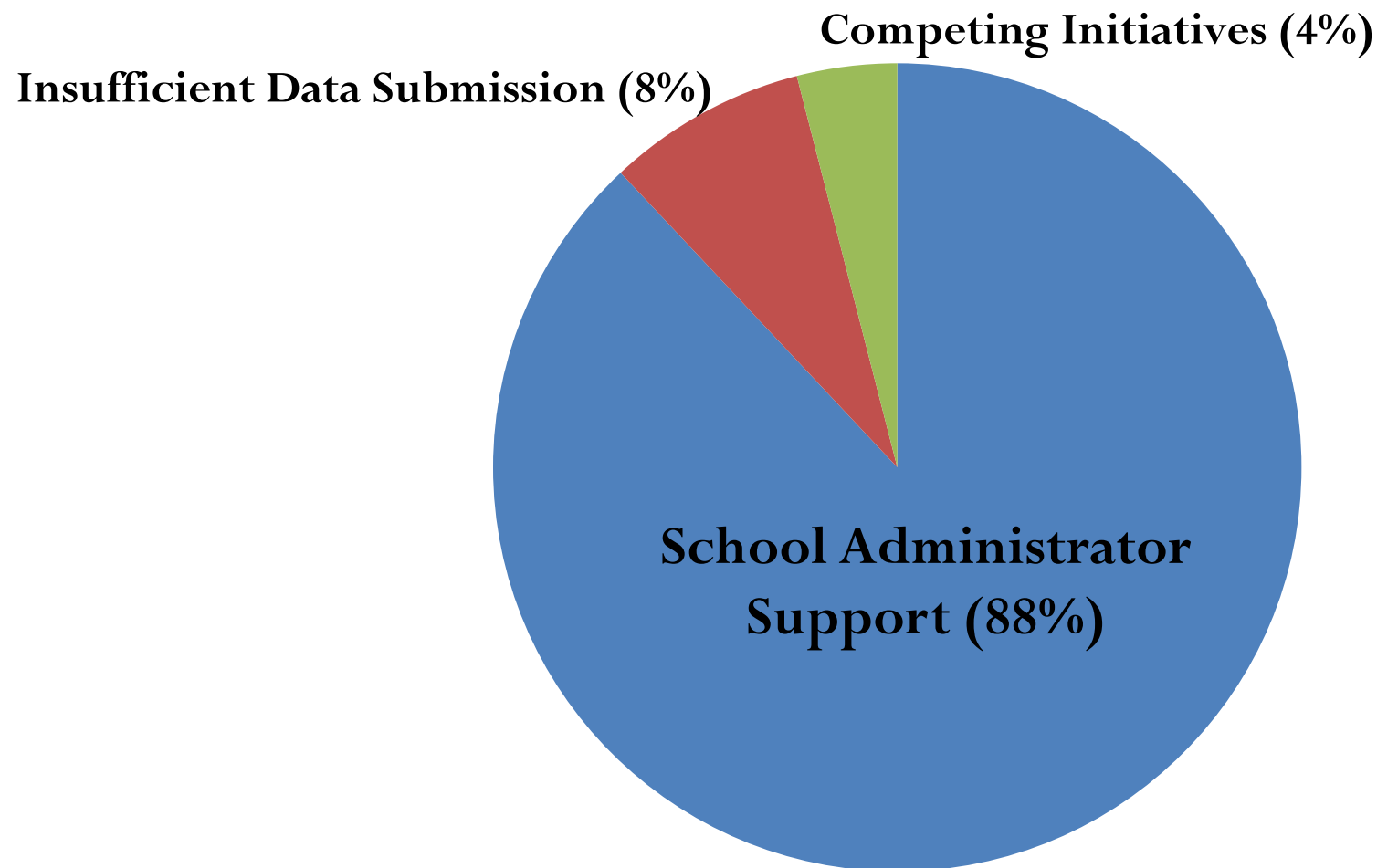
PEER REVIEWED

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Enablers of Sustainability



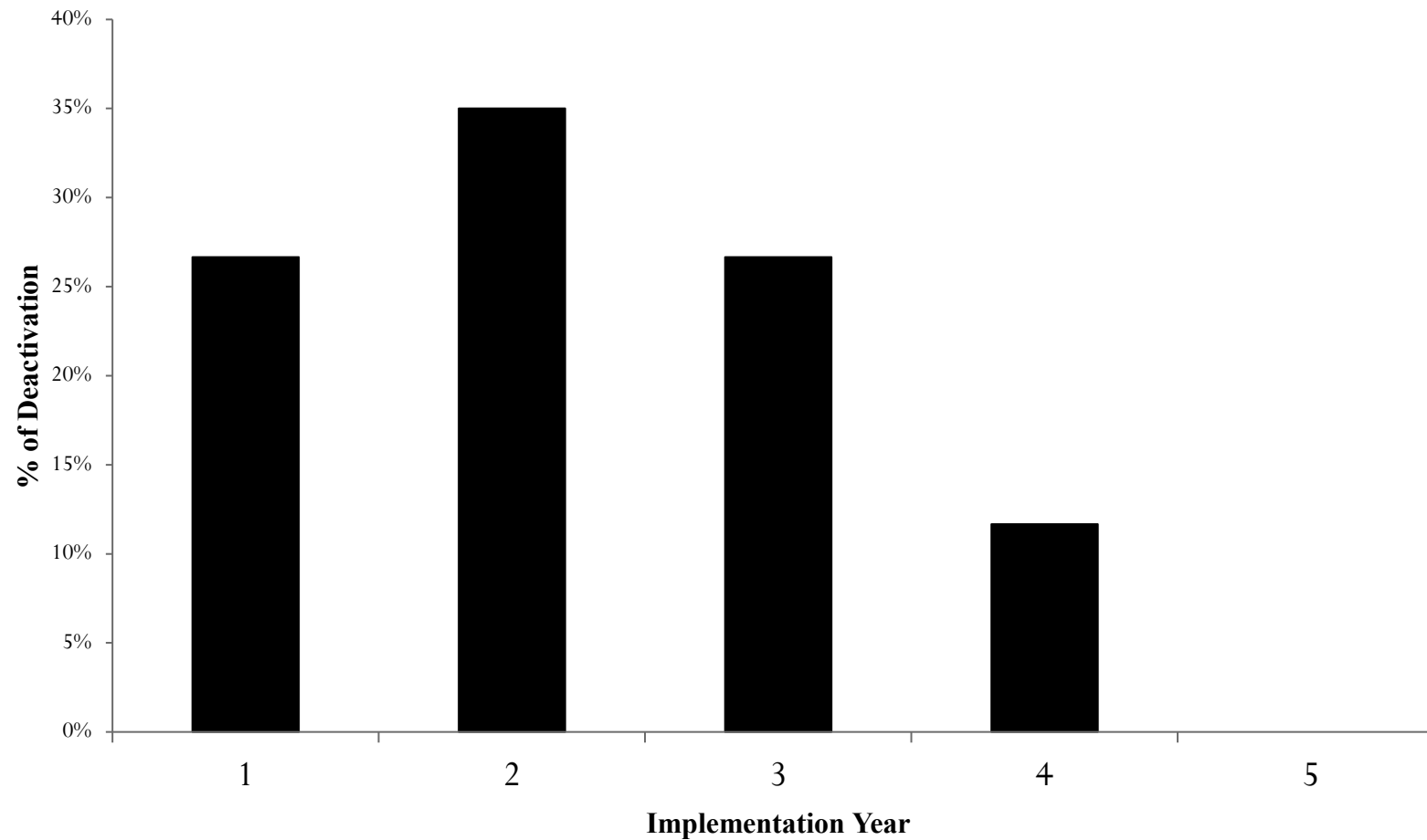
What proportion of schools abandoned PBIS, when, and why?



67% gave a reason for discontinuing implementation

Nese et al. (2016)

In What Year Do Schools Abandon?



Sustaining through Administrator Turnover

- **School Team**

- Maintain the handbook on behavior supports/equitable practices
- Document support among staff and stakeholders
- Collect and share outcomes data
- Meet with the new administrator
- Knowing that school teams can't do it on their own

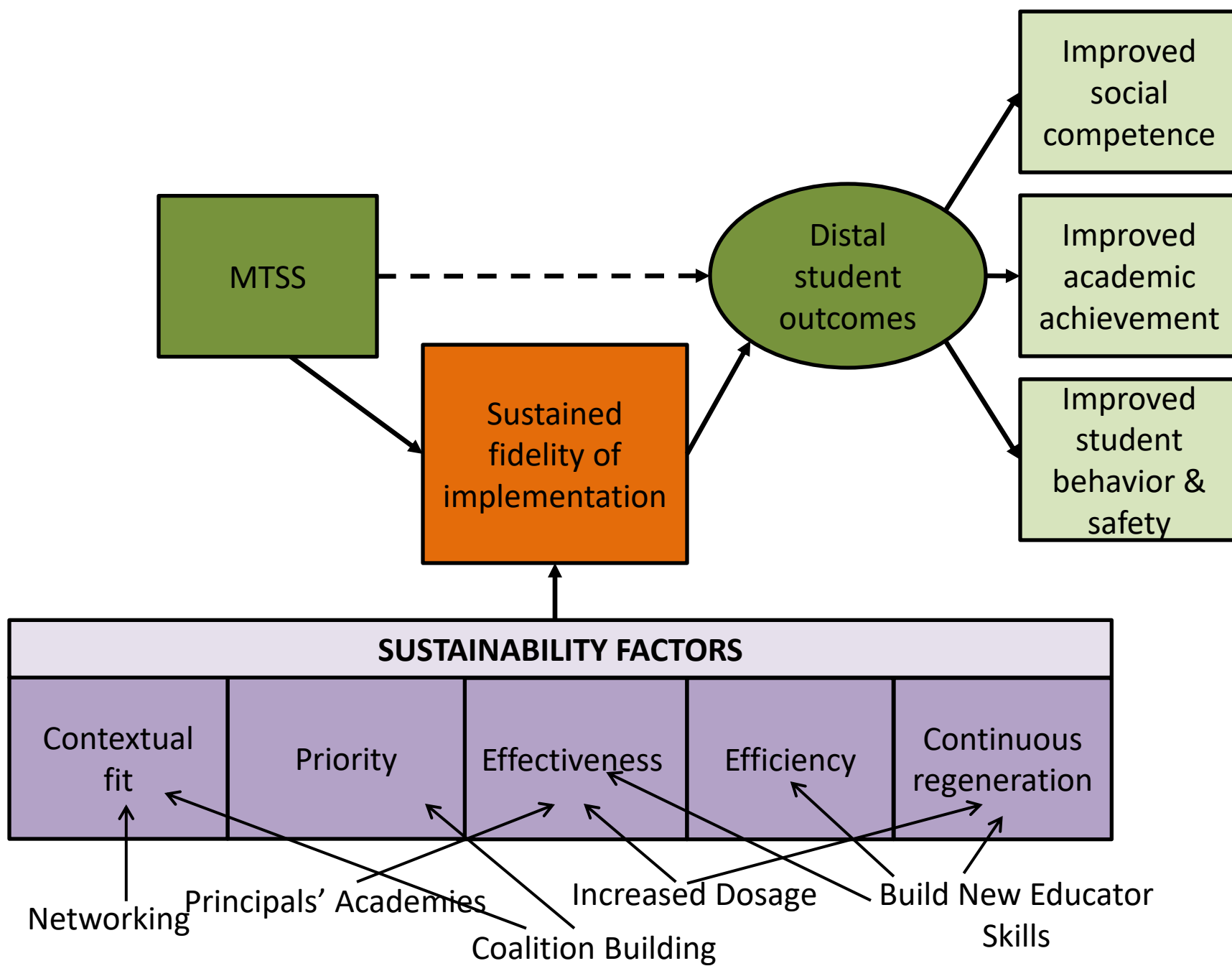
- **District Team**

- Build equitable practices into written policy
- Build competencies into hiring criteria
- Develop district coaching capacity

Which classroom practices best predict sustained implementation?

- Expected behaviors defined clearly
- Problem behaviors defined clearly
- Expected behaviors taught
- Expected behaviors acknowledged regularly
- Consistent consequences
- CW procedures consistent with SW systems
- Options exist for instruction
- Instruction/materials match student ability
- High rates of academic success
- Access to assistance and coaching
- Transitions are efficient



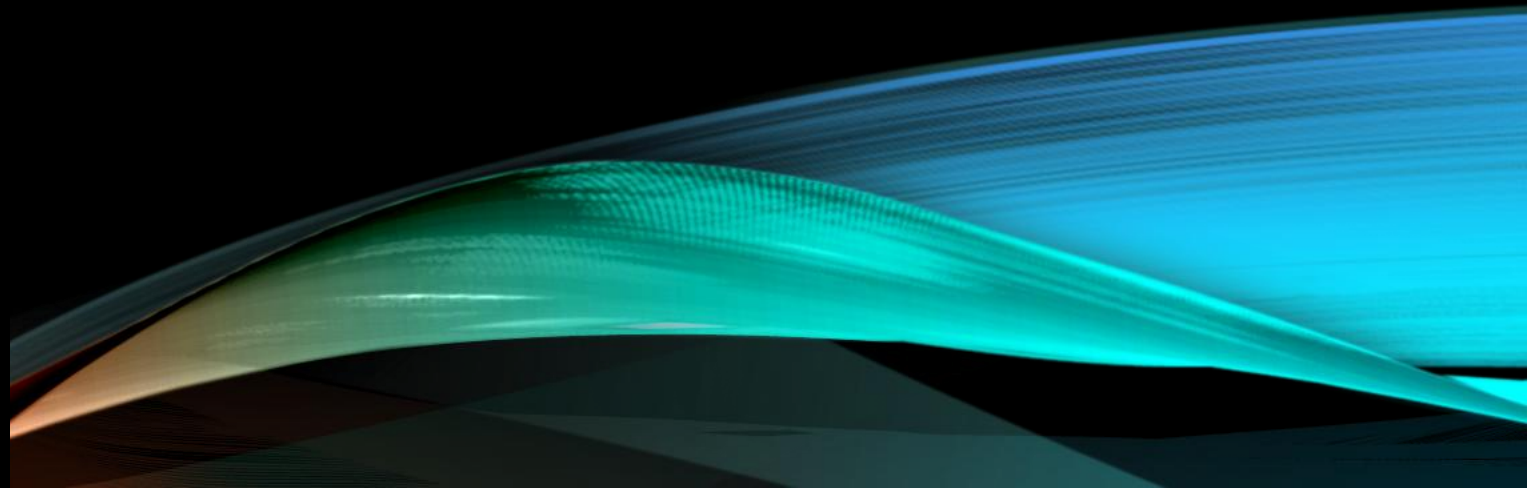


Taken all together...

- **Team using data**
 - Share out with your staff, successes and needs
- **Preparedness for staff/administrator turnover**
 - Team-focus
 - Training for new staff
- **Classroom systems**
 - Bring equitable practices into the classroom



**WHAT COULD BE
MISSING?**



From Equality to Justice...



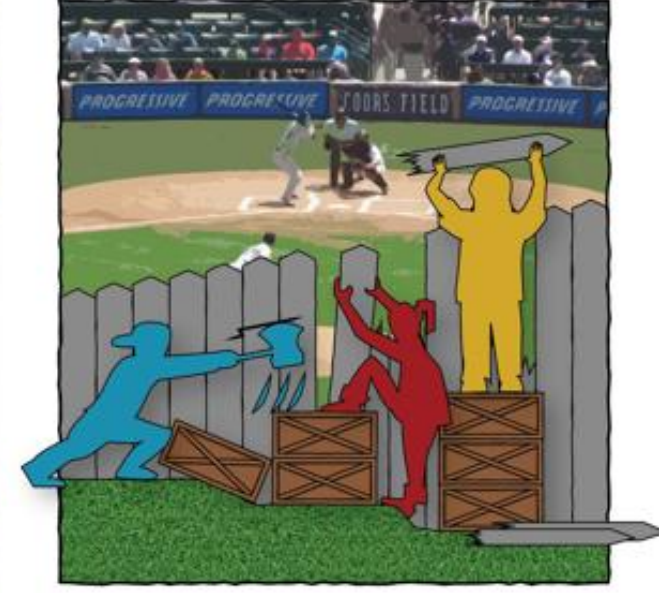
EQUALITY



EQUITY

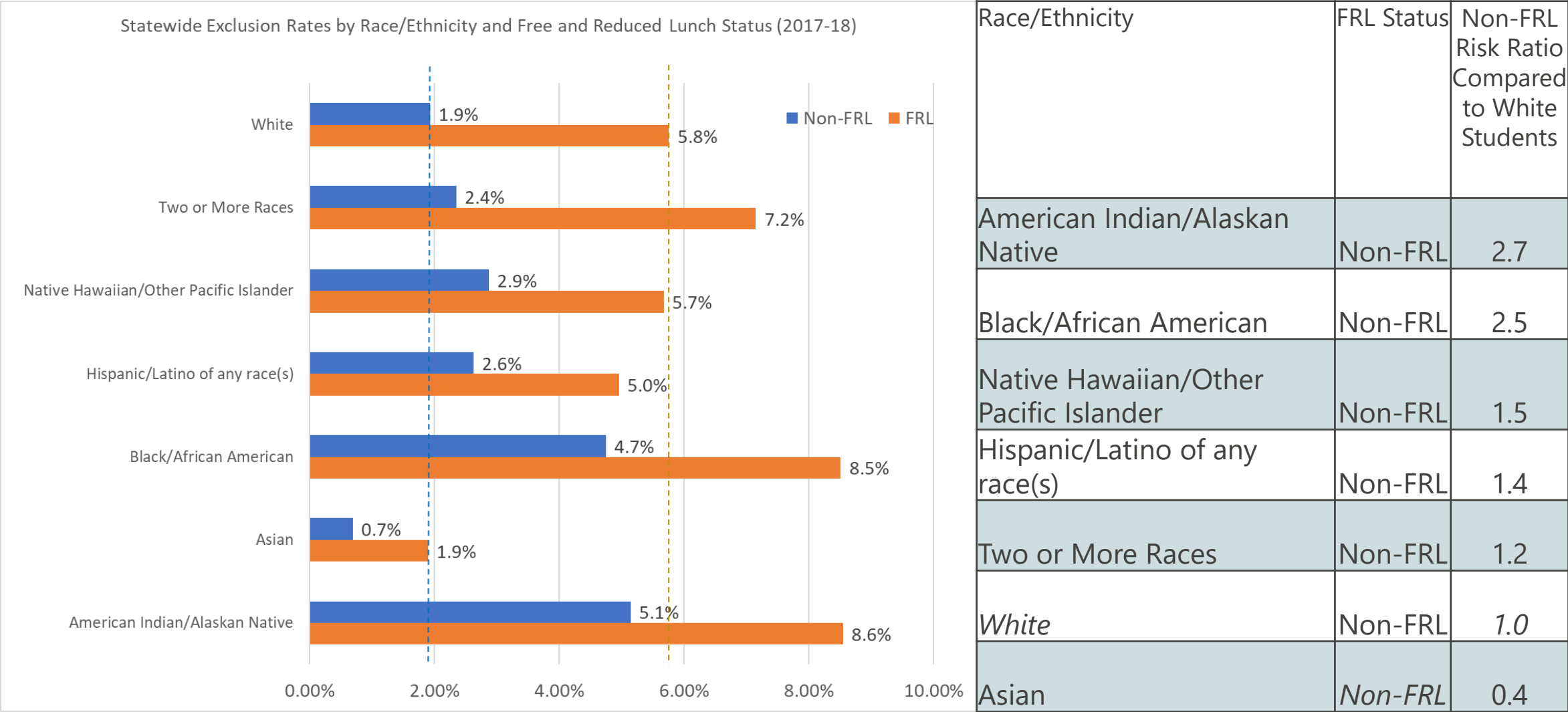


REALITY



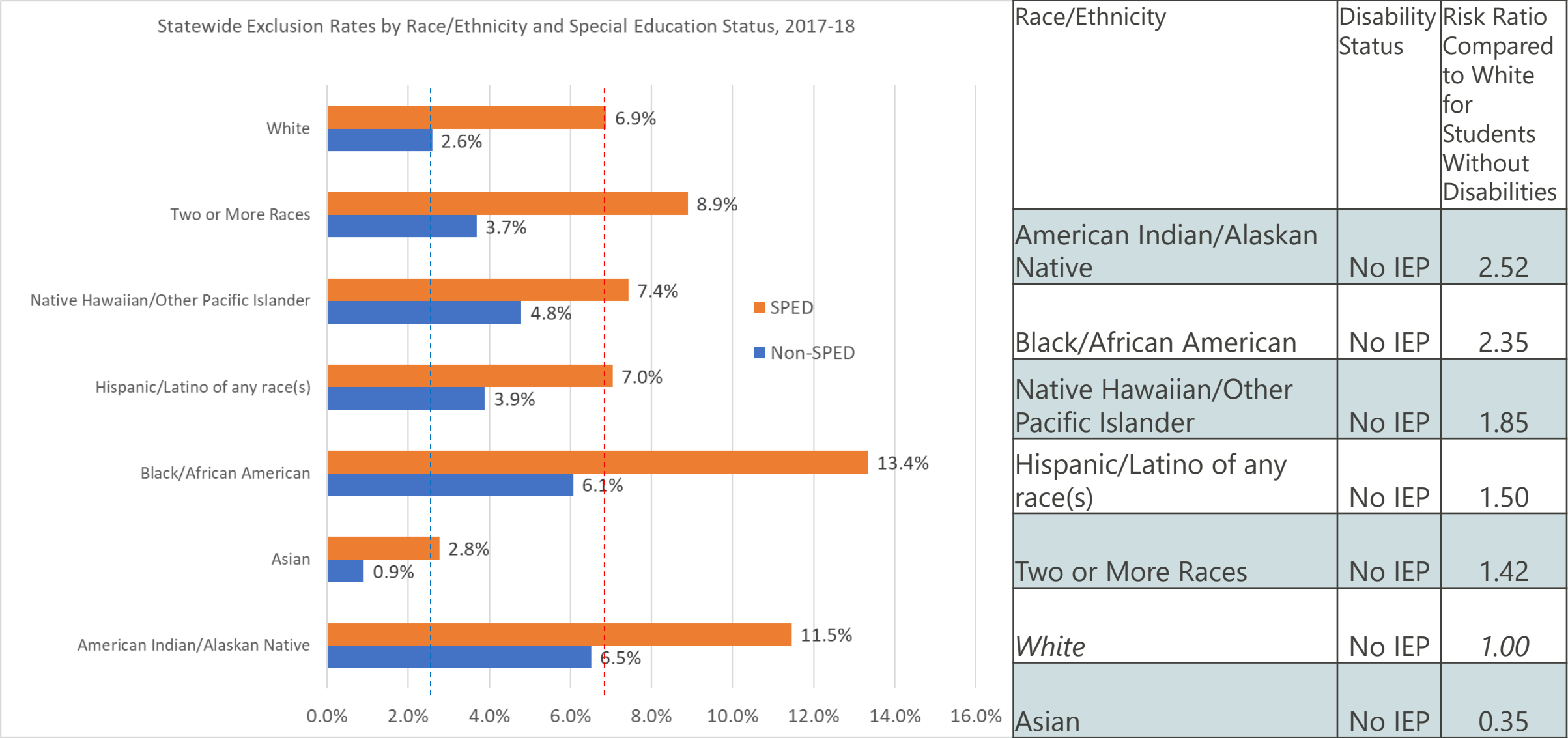
JUSTICE

Racial Disparities Persist When Controlling for Income



Source: CEDARS data collection, Jan. 2019, prepared by Mark McKechnie

Racial Disparities Persist when Controlling for Disability



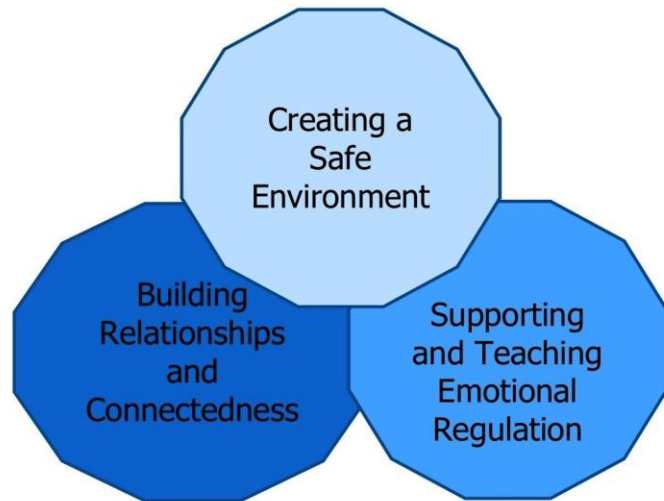
Source: CEDARS data collection, Jan. 2019, prepared by Mark McKechnie

A
Field
Guide
for
Achieving
Equity
in
Schools

COURAGEOUS CONVERSATIONS ABOUT RACE

SINGLETON
LINTON

Components of Trauma-Informed Care



Substance Abuse for Mental Health Services Administration, 2014



RESTORATIVE PRACTICE Building Community



5. Identify Neutralizing Routines for Vulnerable Decision Points



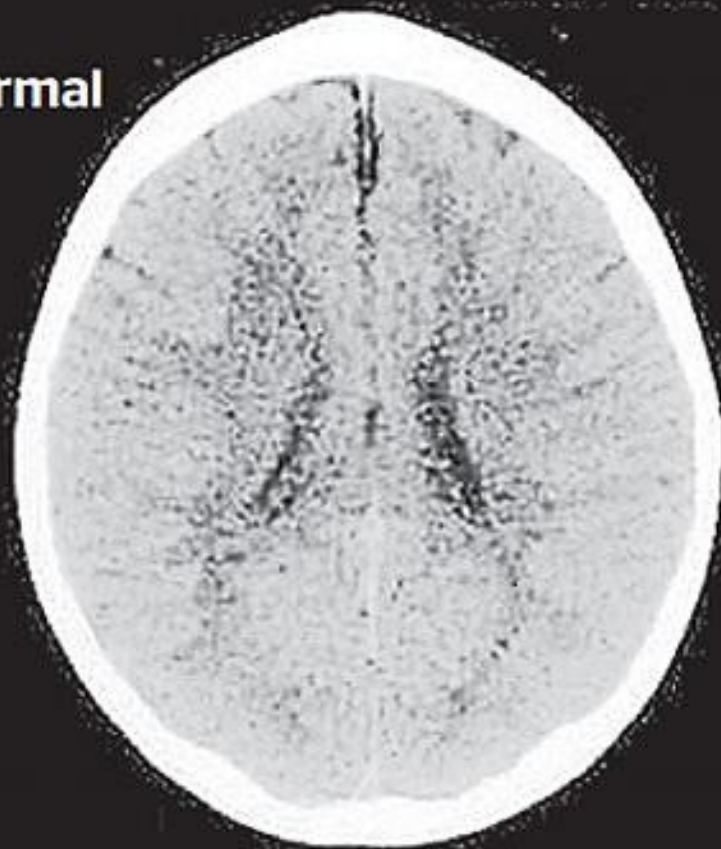
61



HOW STRESS CHANGES A CHILD'S BRAIN

3-YEAR-OLD CHILDREN

Normal



Extreme neglect





Dear _____,

I learned that...

not to tap my pencil
and have my head on desks

**These are humans who are desperate
to succeed but may not yet have the
tools to do so.**

In order for me to be successful, the support I need from you is...

Show me how to do this in a
way that I understand

(Optional) Something else I want you to know is...

that I have no clue how
to do this type of math!!!!

Sincerely, _____

SUPPORTIVE STRATEGIES & HAPPY HORMONES

Dopamine

The Reward Hormone



Oxytocin

The Love Hormone



Serotonin

The Will-Power Hormone



Endorphins

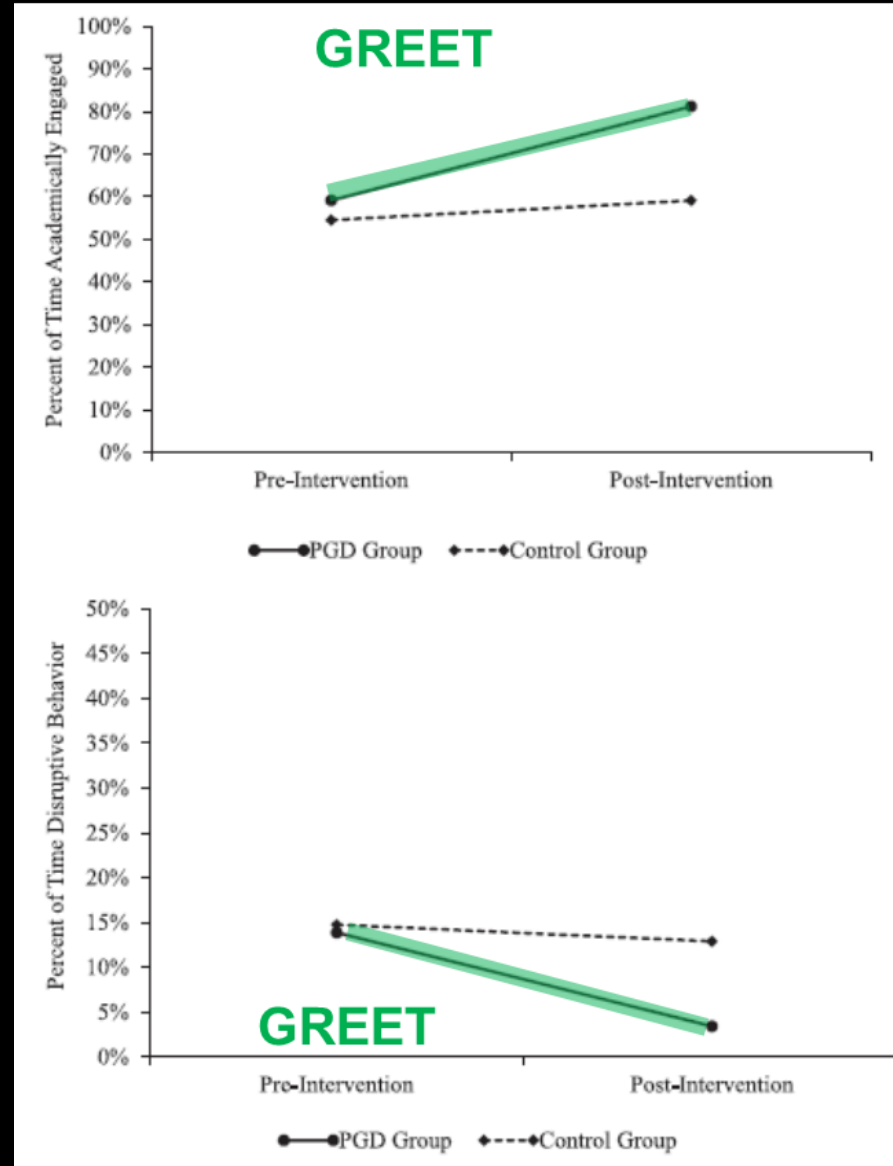
The Calm Hormone



What makes class a welcoming and supportive place?

“I feel that when a class is welcoming it is easier to focus and not as stressful unlike a class that isn’t welcoming. A way that a class can be welcoming is when a teacher greets you every day and supports you and helps everyone out. It truly makes a difference.”

THIS IS NOT TOUCHY FEELY, THIS IS SCIENCE



HOW CAN WE HELP A STRESSED-OUT BRAIN?





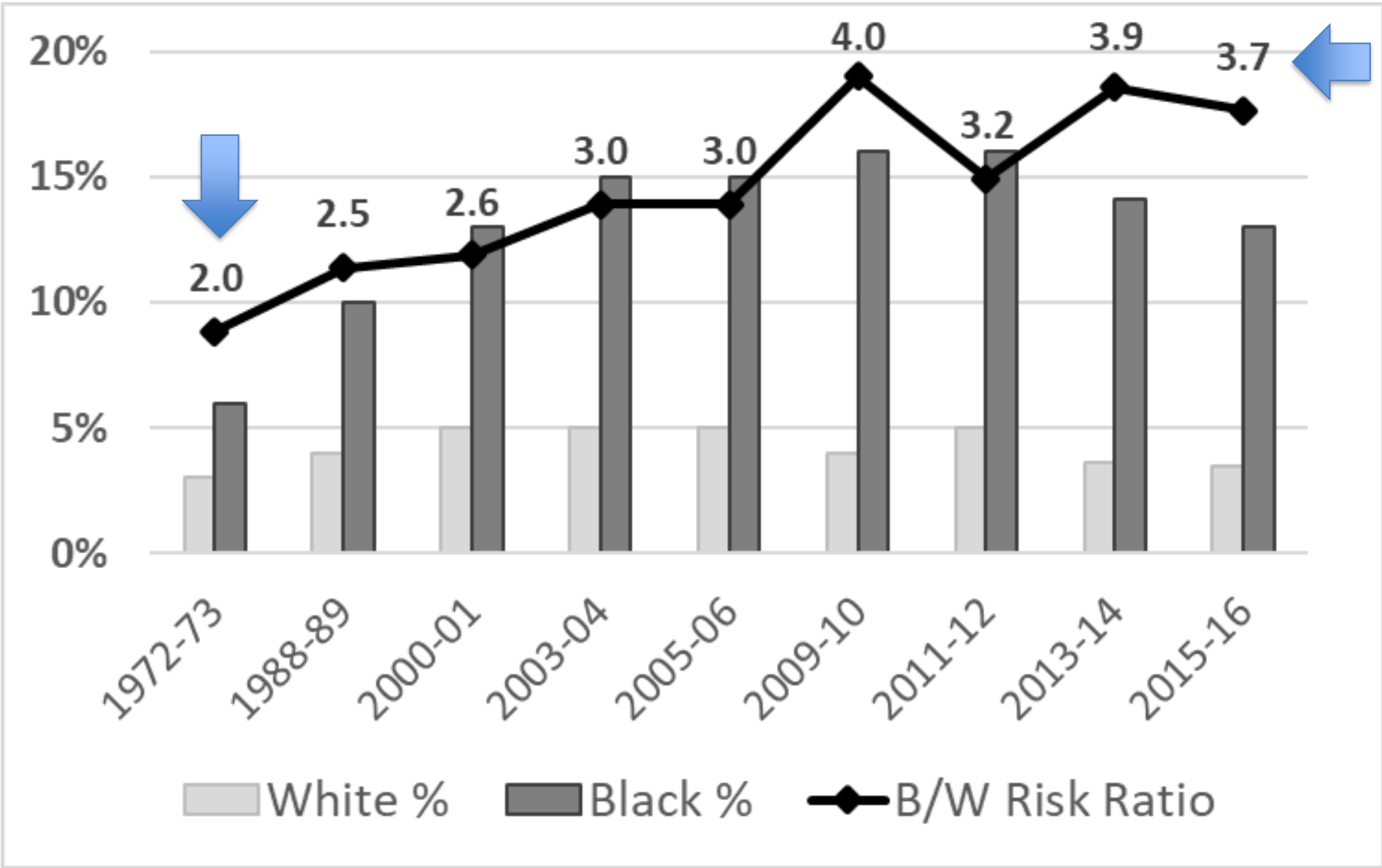
TENANT #1:
SHOW THEM THAT THEY HAVE THE
POWER TO CHANGE THEIR OWN
LIVES, AND THE LIVES OF OTHERS –
THAT THEIR ACTIONS CAN MAKE A
BIG AND LASTING IMPACT IN THE
WORLD

Laurie Brooks, 2021

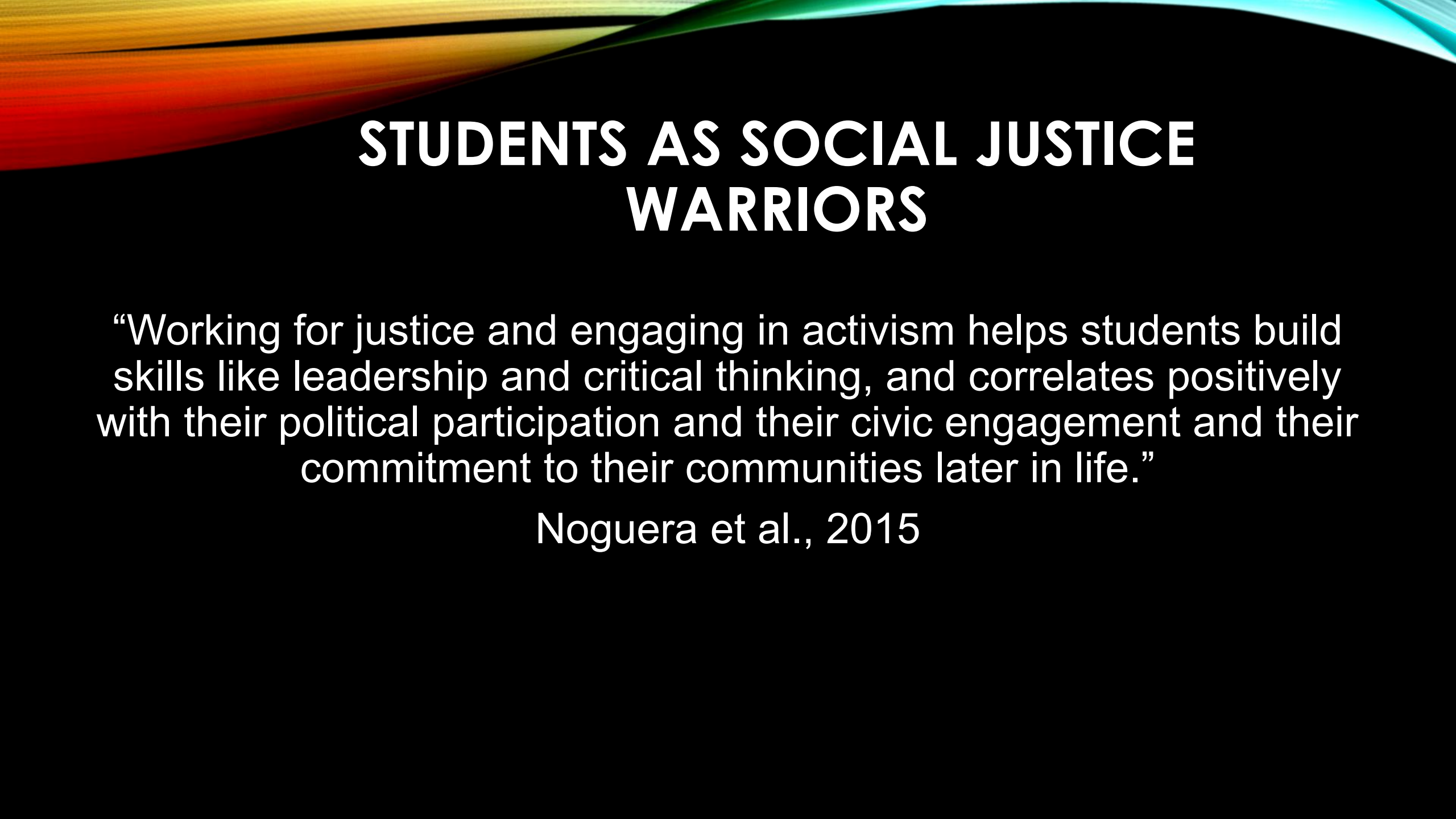
What makes class unwelcoming for students?

“I feel like there are some kids that get called out more than others, like I can see two kids doing the exact same thing and because one doesn’t have as great a reputation then they get instantly called out on, even if they weren’t doing anything.”

US: Racial Inequity in Discipline Outcomes



Source: U.S. Department of Education-Office for Civil Rights; 1972-3 data is OCR data, but taken from Children's Defense Fund, *School Suspensions; Are They Helping Children?* Cambridge, MA: Washington Research Project, 1975.



STUDENTS AS SOCIAL JUSTICE WARRIORS

“Working for justice and engaging in activism helps students build skills like leadership and critical thinking, and correlates positively with their political participation and their civic engagement and their commitment to their communities later in life.”

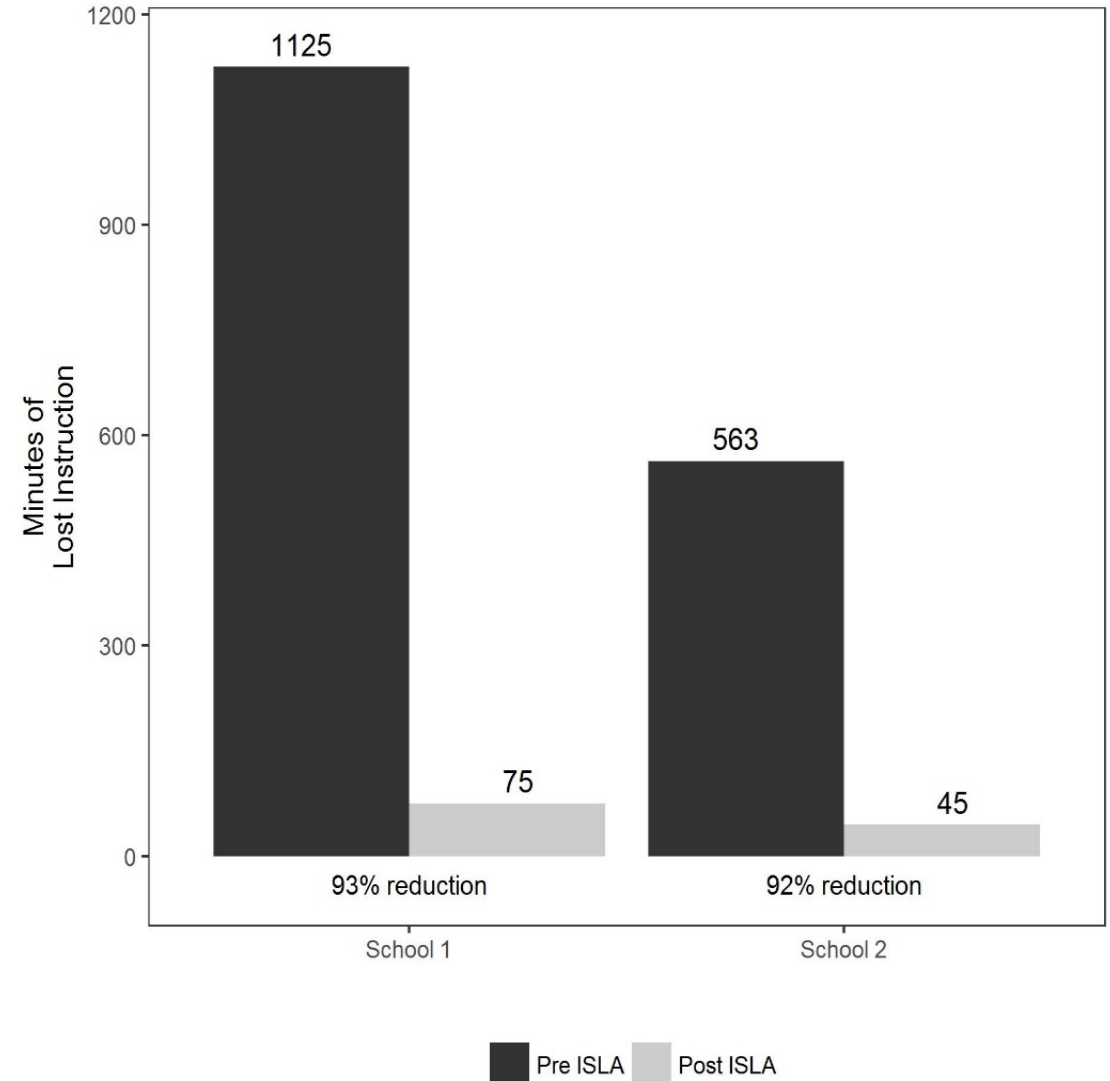
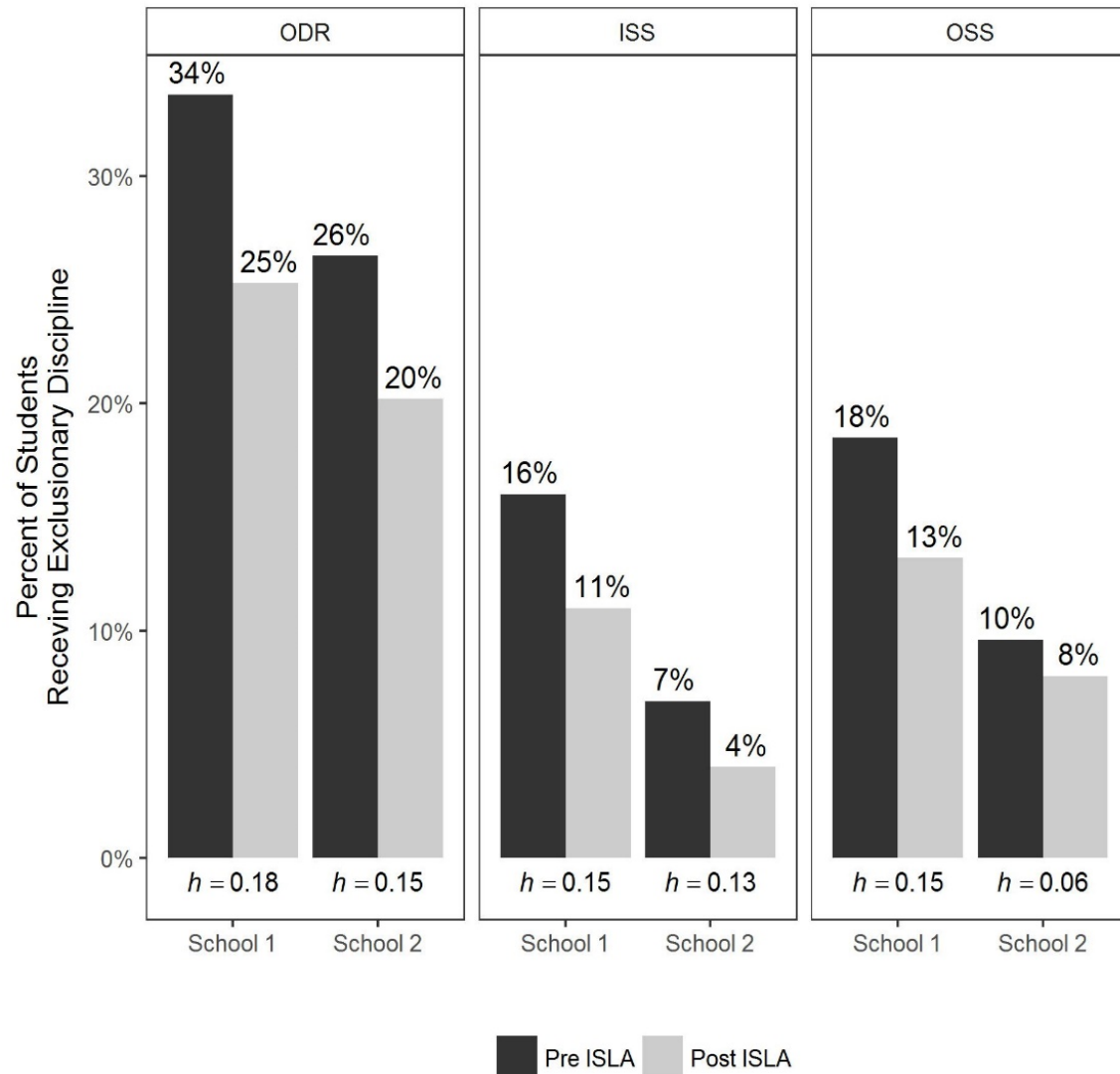
Noguera et al., 2015

How could teachers improve the transition back to class, for students who are sent out?

“Some teachers send them down (to the front office) for the rest of the class period – and I feel like when they do that it just makes it hard for the student because of the work that they missed. Sending them out then bringing them back right away makes it 10 times better.”

“I think it's best if whoever is sent outside is talked to in a way that is like, "Why did you do that?" "What got you to that point?" instead of, "What you did is wrong and you need to make up for it," because the student usually wasn't personally attacking the teacher. They were off task.”

Reductions in Exclusion after ISLA Implementation

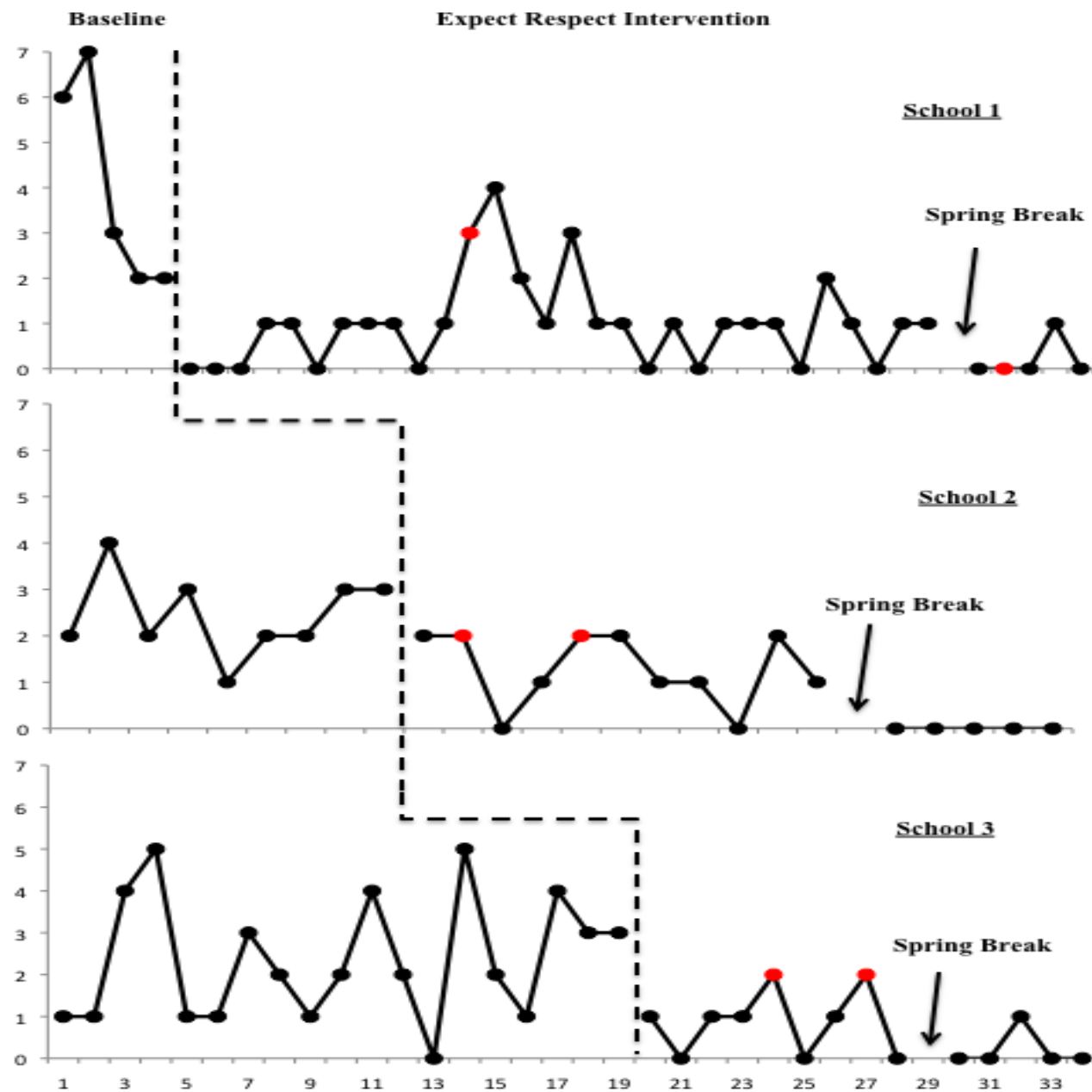


Bullying and Harassment Prevention in Positive Behavior Support: Expect Respect

Brianna C. Stiller, Rhonda N.T. Nese, Anne K. Tomlanovich, Robert H. Horner, Scott W. Ross



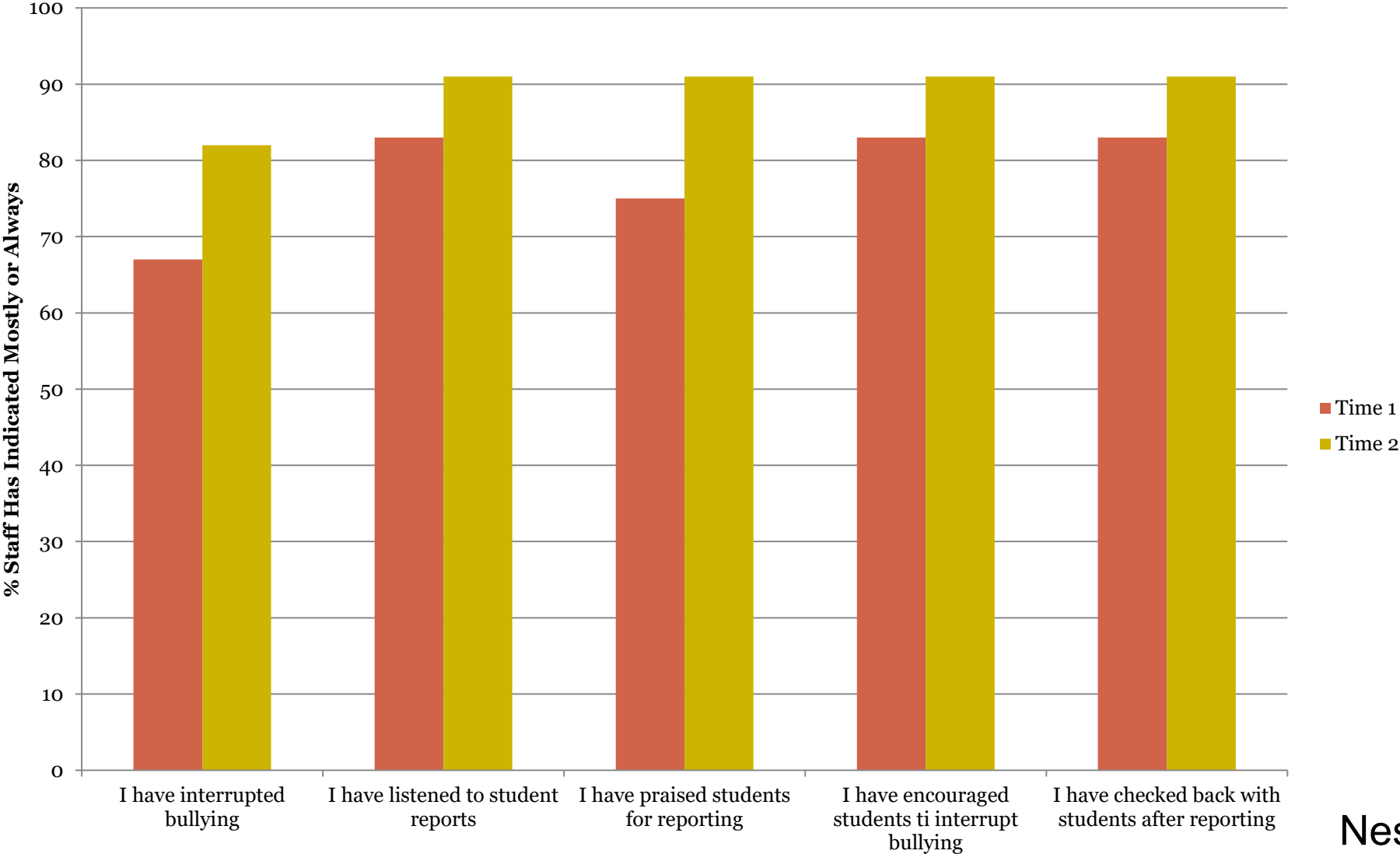
UNIVERSITY OF OREGON



Nese et al., 2014

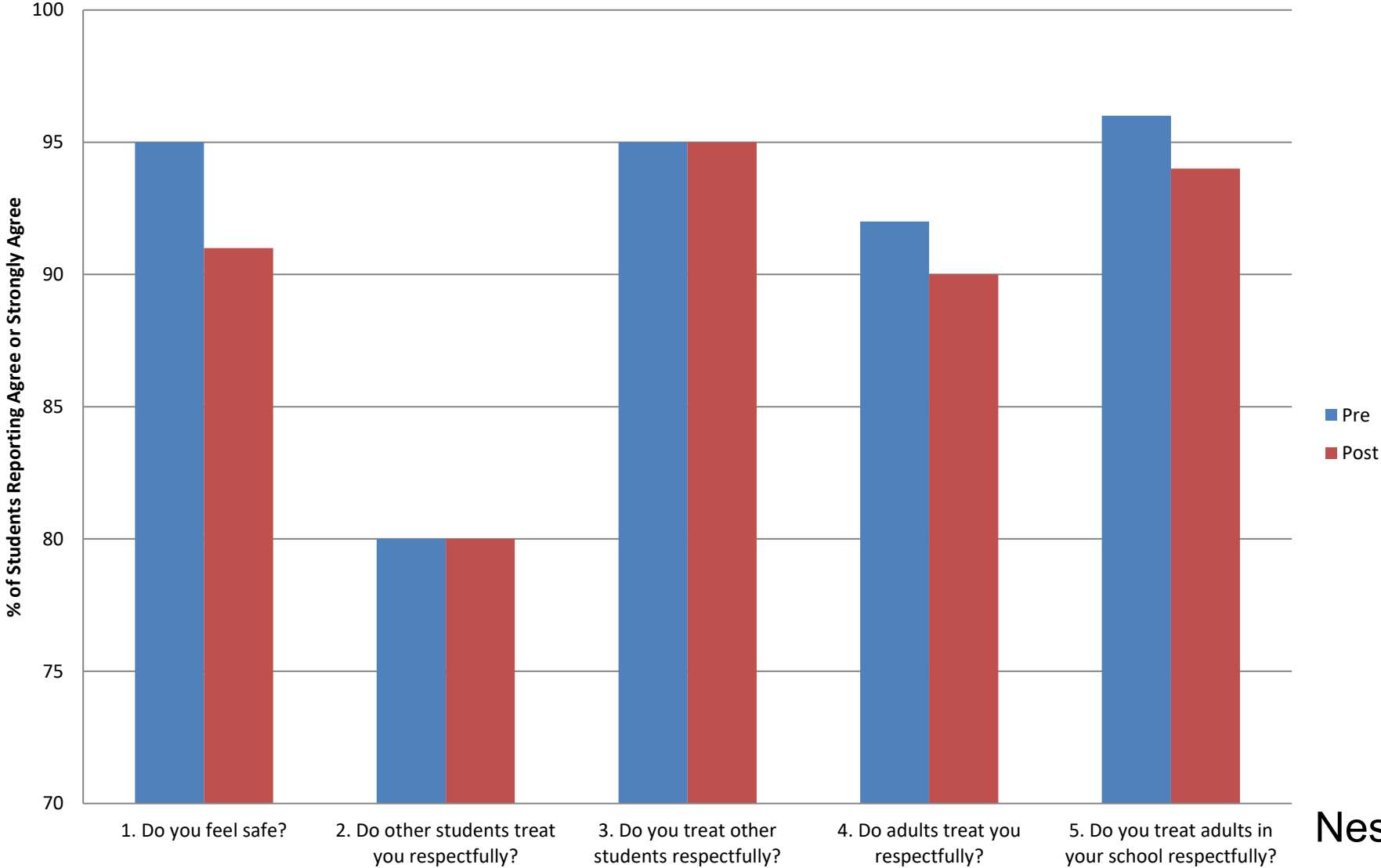
School 2 Staff Fidelity Checklist

Expect Respect Program



Nese et al., 2014

School 1 Student Survey
Expect Respect



Nese et al., 2014

Student Random Sampling

Entire District by Grade February
2016

1. What is the first thing you do if someone is being disrespectful towards you?

	K	1	2	3	4	5	6	7	8
0 Child doesn't know.	2	2	1	1	1	1	5	5	3
1 I tell my teacher or trusted adult	3	1	2	3	1	1	5	2	6
2 I tell them to stop (or stop, walk and talk)	31	31	42	37	37	38	32	39	33
Total	36	34	45	41	39	40	42	46	42
Percent of students with a 2, or 1 (knew to stop)	94%	94%	98%	98%	97%	98%	88%	89%	93%

2. If you tell them to stop and they don't what do you do next?

	K	1	2	3	4	5	6	7	8
0 Child doesn't know.	1	1	2	1	3	2	8	9	3
1 I tell them to stop	2	5	1	3	1	2	4	1	6
2 Stop, walk and talk / tell my teacher or trusted adult	33	28	42	37	35	36	30	36	33
Total	36	34	45	41	39	40	42	46	42
Percent of students with a 2, or 1 (knew to stop)	97%	97%	96%	98%	92%	95%	81%	80%	93%



eliminating racism
empowering women
ywca



ALEXIAN BROTHERS
MEDICAL GROUP



Community

Coalition

Luncheon



Expect Respect Community Coalition



Mission

The Expect Respect Community Coalition integrates positive and respectful behavior through active sharing, teaching and supporting the common message, promoting a healthy, safe and engaged community for all.

Vision

Give it. Get it.
Expect Respect!

**Carol Stream Concert
in the Park -
Expect Respect
Coalition Message
Shared**



Carol Stream Mayor





TENANT #2:
HONOR AND BUILD ON THE
KNOWLEDGE AND EXPERIENCES
YOUR STUDENTS ALREADY HAVE

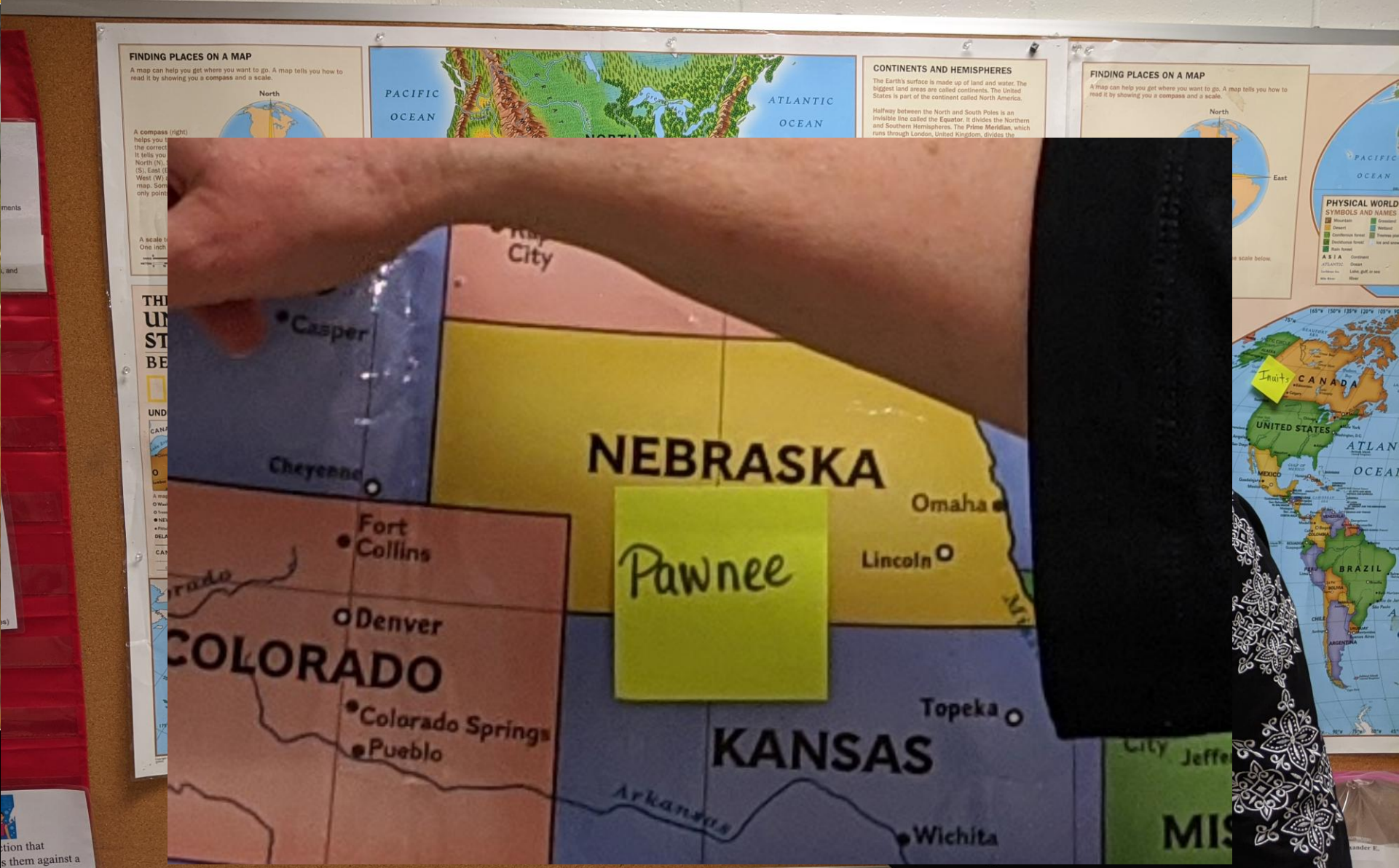
Laurie Brooks, 2021

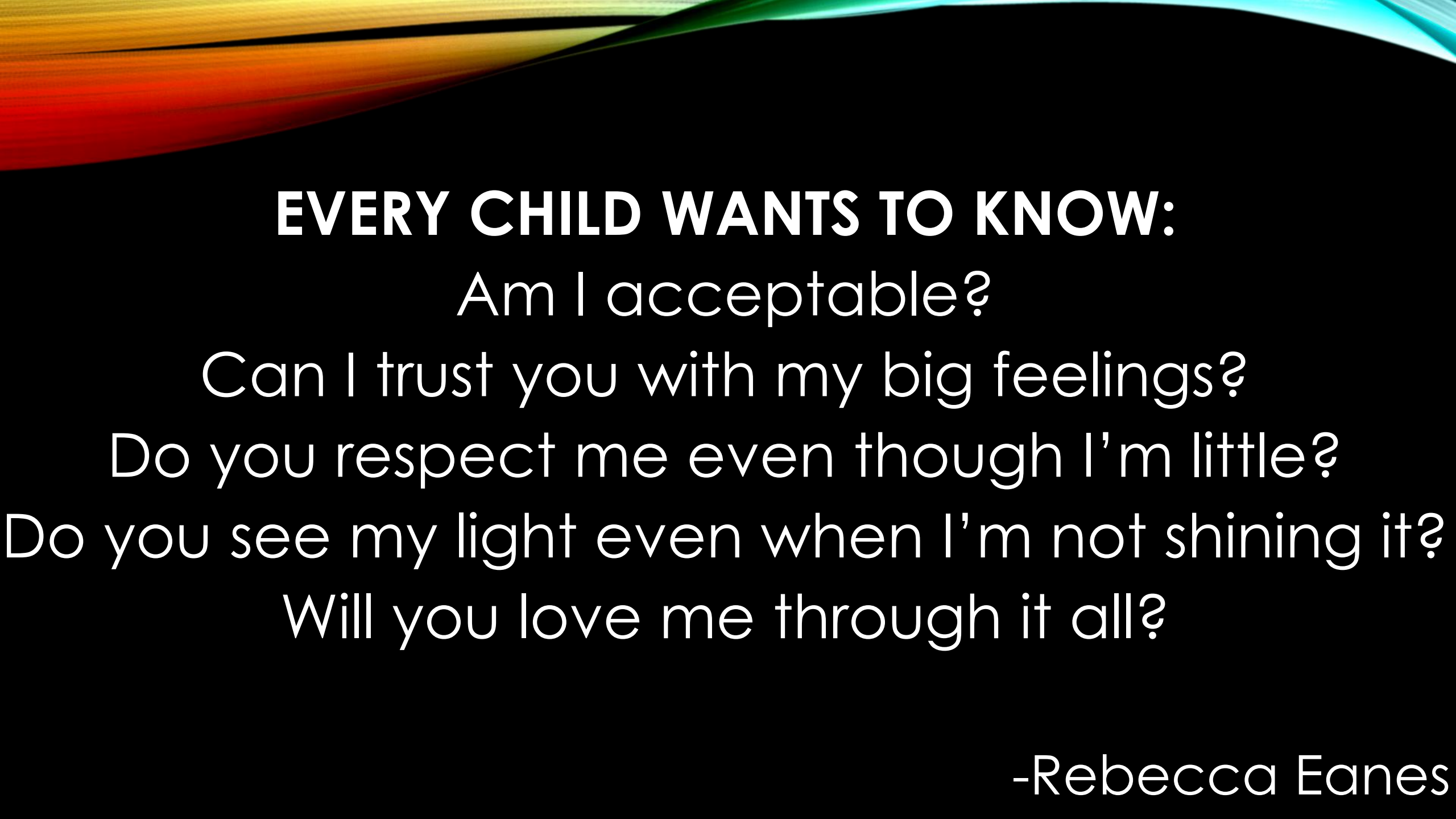
What makes class a welcoming and supportive place?

“I feel like, if you had a teacher that is accepting and supportive, it's gonna make you want to go to class more, because if you go to class and you have a teacher that makes you feel safe and secure, you're gonna want to be there with them.”

(And another student followed)

“And in turn, you're going to want to learn after that, if you want to be there.”





EVERY CHILD WANTS TO KNOW:

Am I acceptable?

Can I trust you with my big feelings?

Do you respect me even though I'm little?

Do you see my light even when I'm not shining it?

Will you love me through it all?

-Rebecca Eanes

A blurred background image of a breakfast table. In the foreground, there is a stack of folded newspapers on the left and a plate with three golden-brown croissants on the right. The scene is softly lit, suggesting a morning setting. Overlaid on the image are decorative, semi-transparent wavy lines in red, orange, and teal colors, primarily along the top and bottom edges.

BREAK TIME

WHO WAS YOUR PERSON?

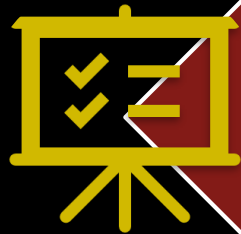


WOW! BUILDING RELATIONSHIPS

- Sets a positive tone
- Promotes sense of belonging
- Builds trust
- Rooted in science
- No cost, no prep!



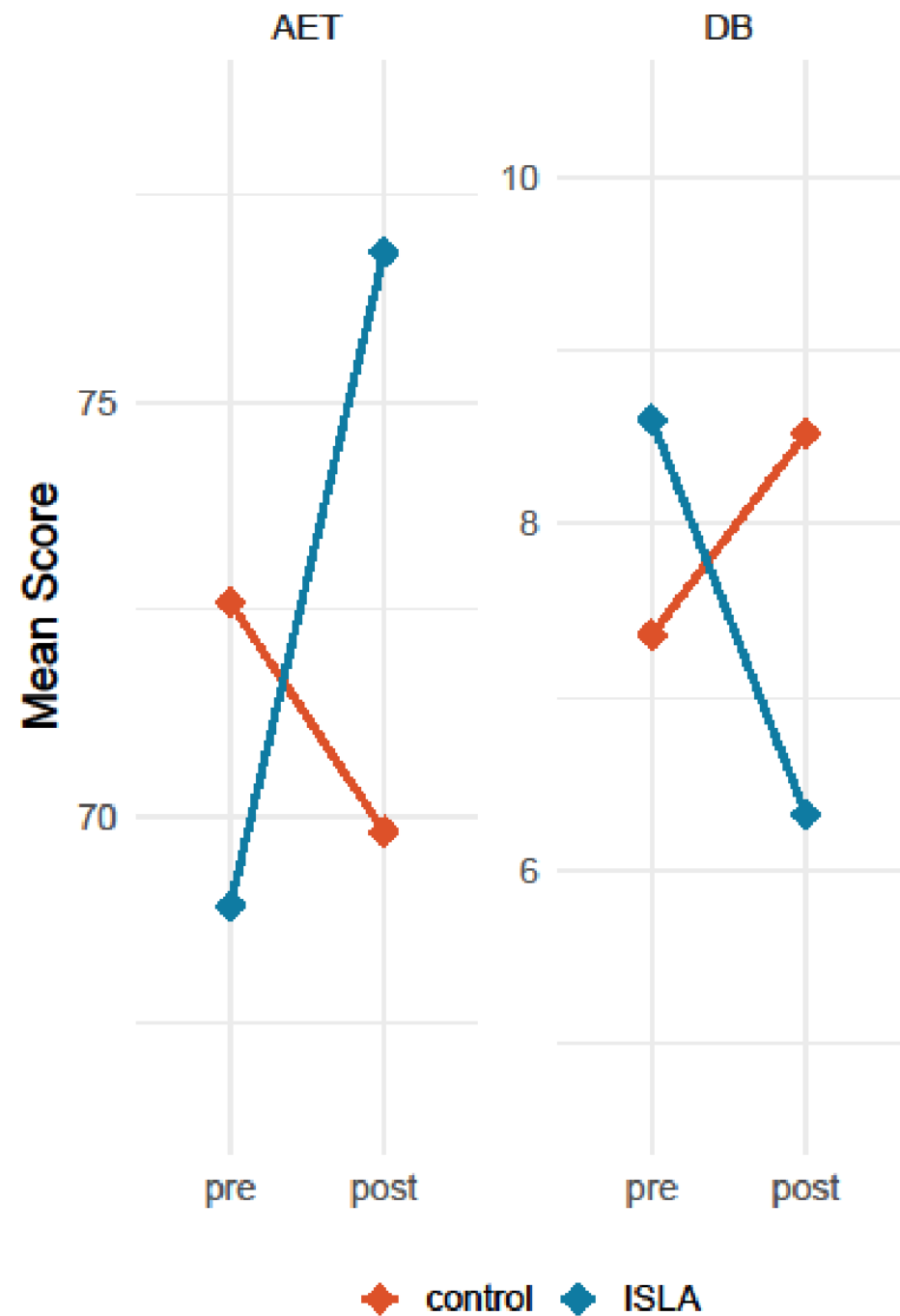
Welcome students at the door



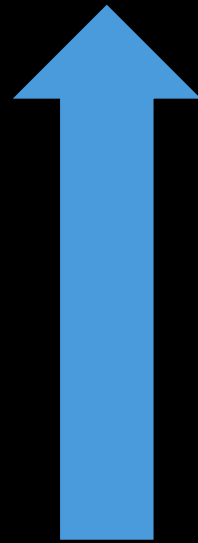
**Own your environment:
establish and teach
routines**



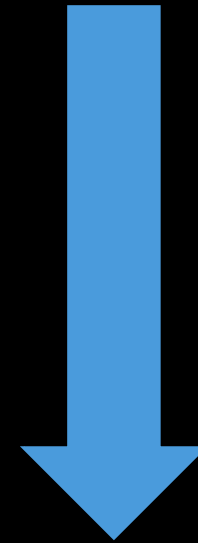
**Wrap up class with
intention**



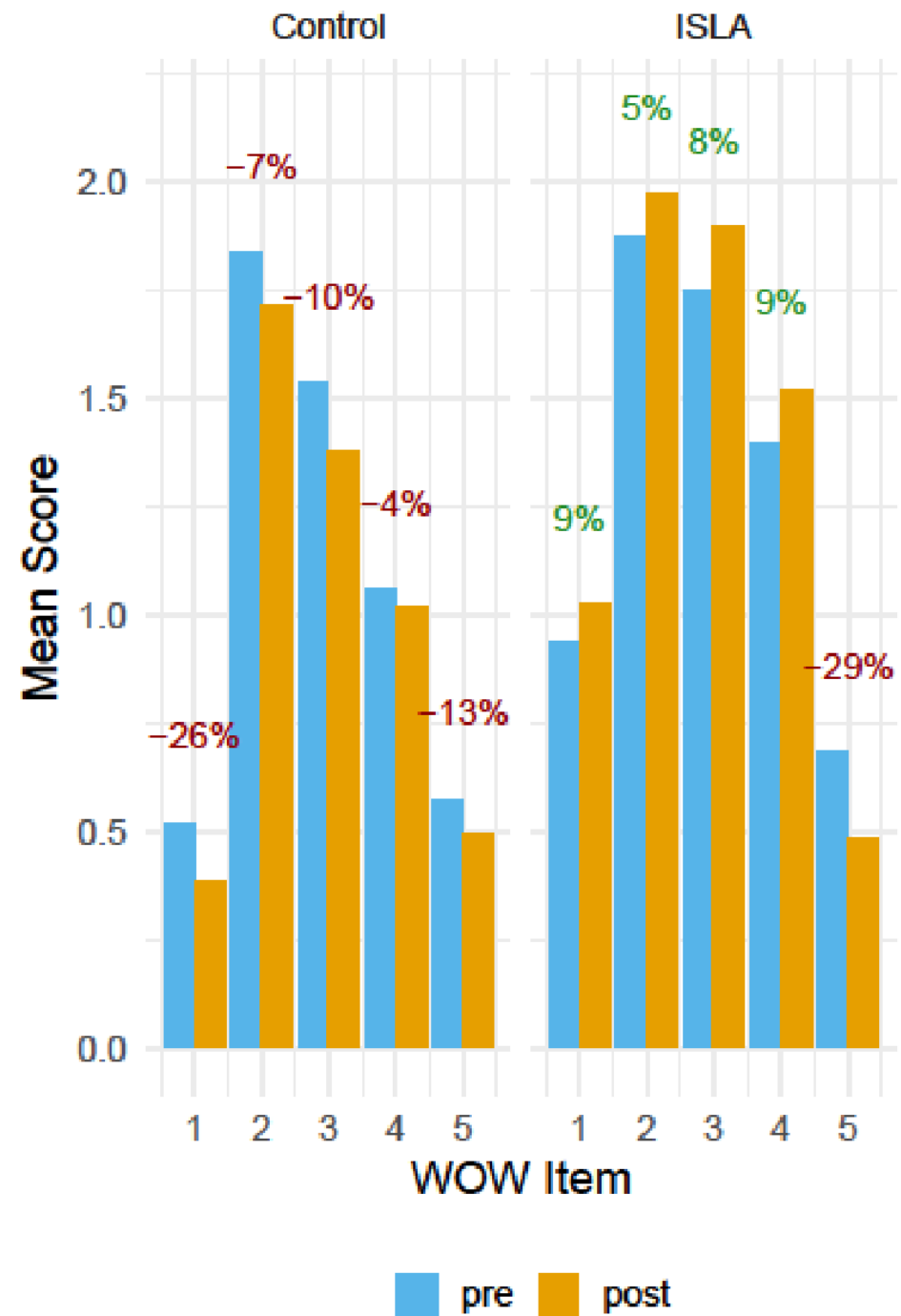
IMPACT ON ENGAGEMENT & DISRUPTION



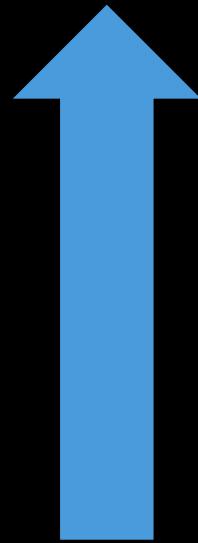
Engagement
11%



Disruption
27%



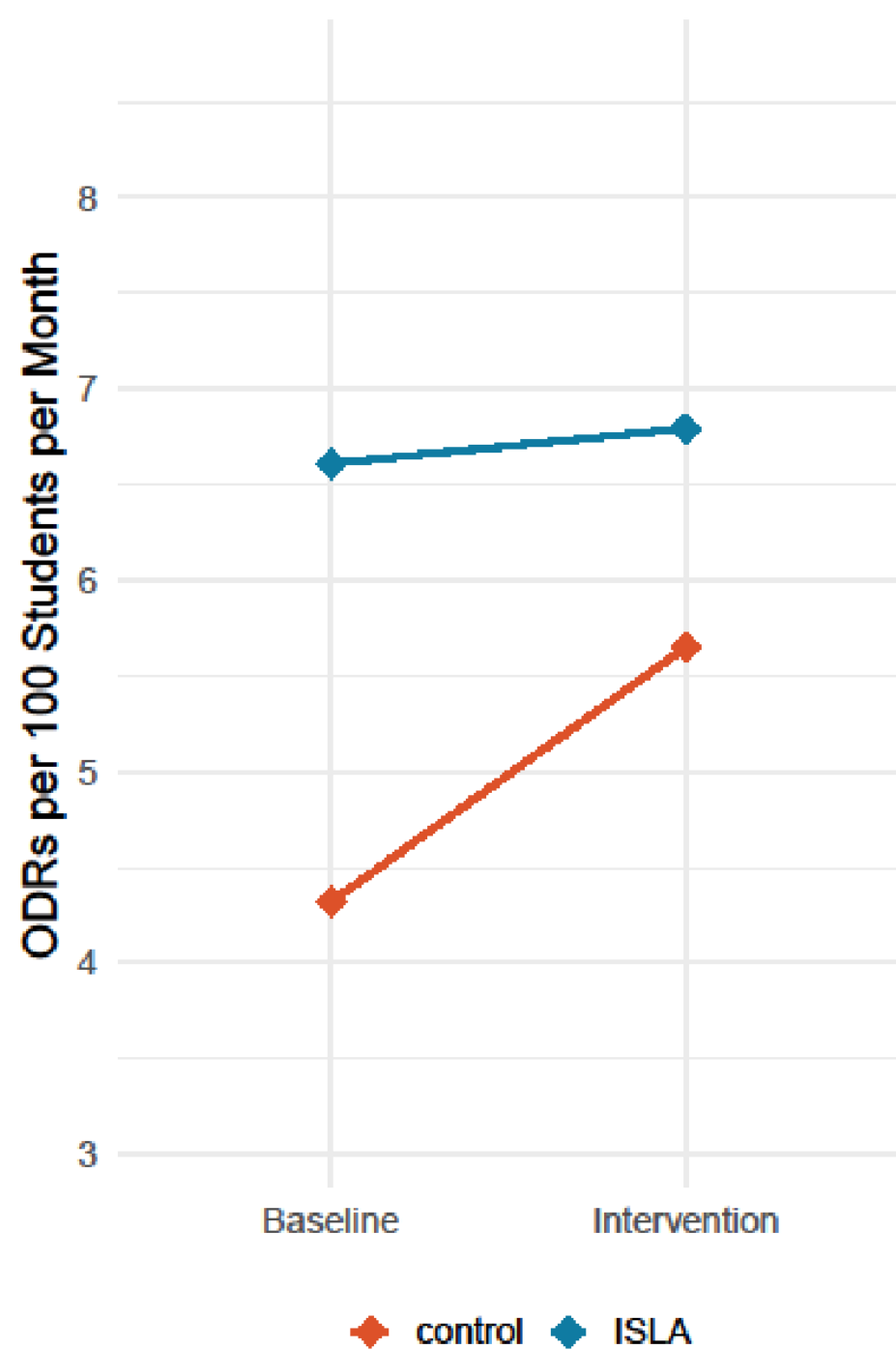
IMPACT ON TEACHER BEHAVIOR



* All teacher behaviors improved, except wrapping up class with intention *

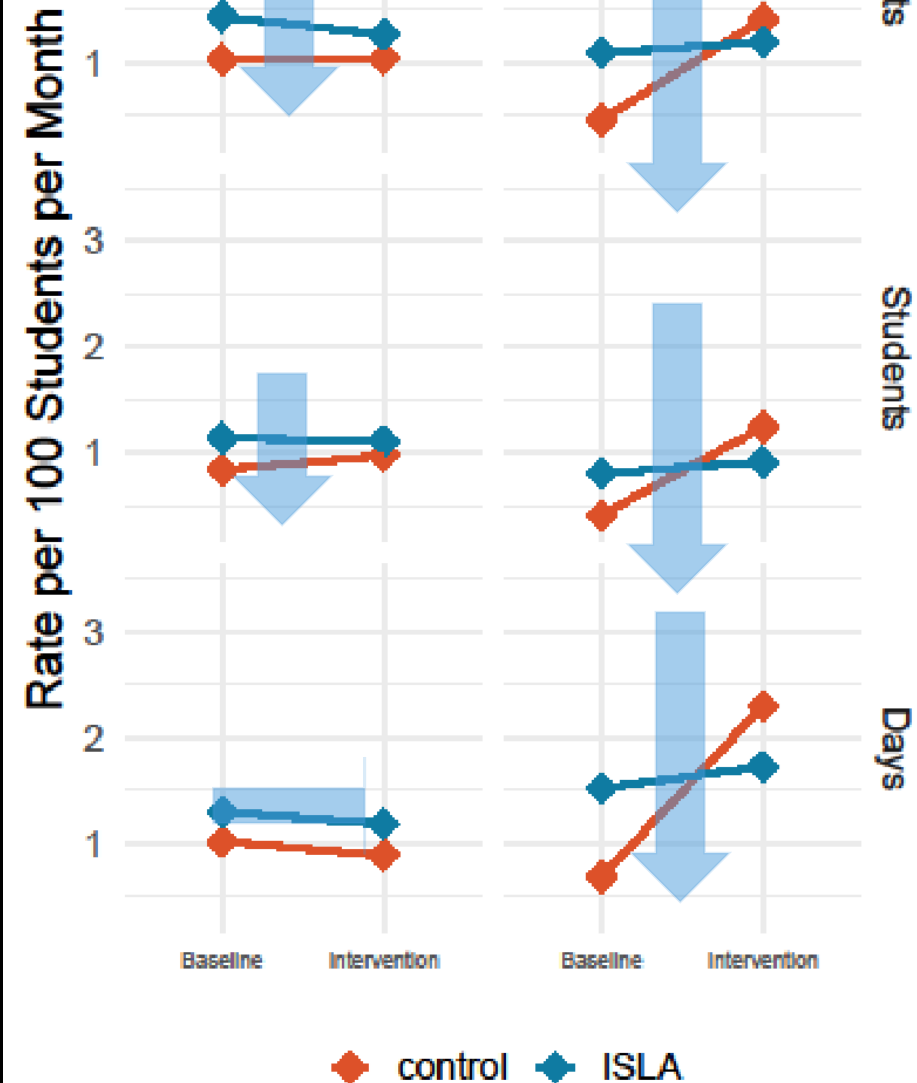
IMPACT ON OFFICE DISCIPLINE REFERRALS

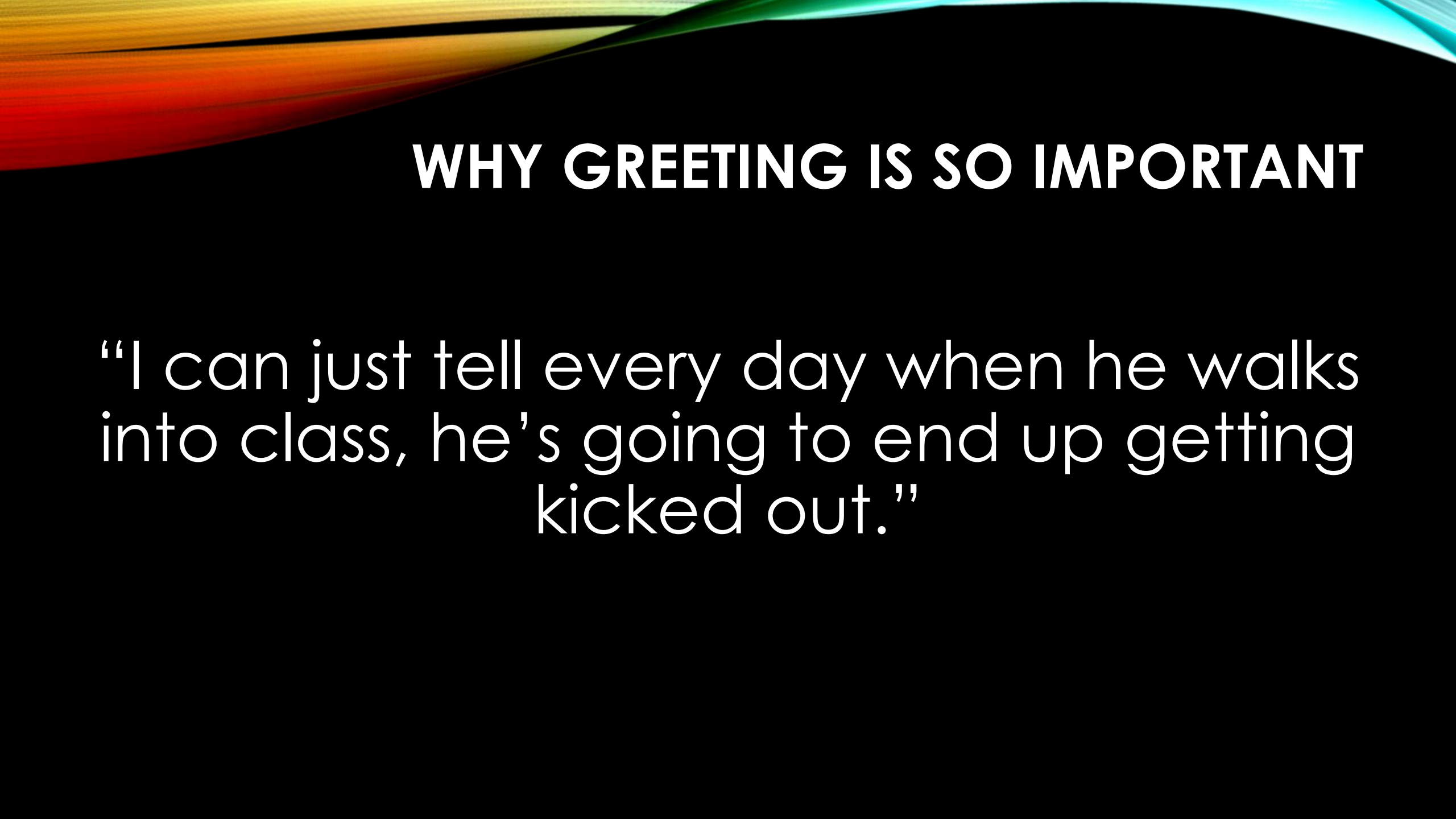
For treatment schools the honeymoon phase continued



IMPACT ON EXCLUSION

Greatest impact on out-of-school suspensions





WHY GREETING IS SO IMPORTANT

“I can just tell every day when he walks into class, he’s going to end up getting kicked out.”

Academic Booster at the Door





TENANT #3: MAKE THEIR CLASSWORK RELEVANT TO THEIR LIVES

Laurie Brooks, 2021

How can a classroom be a welcoming place for all students?

“I know personally, it's really hard for me to learn and get really invested in the subject if it's not interesting and exciting, and if my teachers don't care about if I'm interested and excited.”

What Is CRP/CRT/CSP?

Culturally sustaining pedagogy recognizes the importance of including students' cultural references in all aspects of learning.

Culturally sustaining pedagogy rests on three criteria:

1. Students must experience academic success
2. Students must develop and/or maintain their cultural pride and integrity
3. Students must develop a critical consciousness through which they challenge the status quo of current social inequities

What Is It Not?

- Students of different races don't need to be taught differently.
- So much more than pictures on the walls or books on the bookshelf.
- Teachers do not need to have the same cultural background as their students to create a culturally sustaining classroom.
- Teachers are not “experts” on the cultures and identities of their students.

Sources: <http://blog.curry.virginia.edu/2015/10/14/5-tips-for-creating-a-culturally-responsive-classroom/>;
<https://steinhardt.nyu.edu/scmsAdmin/uploads/004/913/PCRE.pdf>; <http://www.ascd.org/publications/books/111022/chapters/Culturally-Responsive-Instruction.aspx>

SAGE Open
Volume 6, Issue 3, July-September 2016
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<https://doi.org/10.1177/2158244016660744>



Does Culturally Relevant Teaching Work? An Examination From Student Perspectives



Christy M. Byrd¹

“Culturally relevant teaching was significantly associated with academic development and ethnic-racial identity development.”

opportunities to learn about other cultures, and opportunities to learn about racism. Elements of culturally relevant teaching were significantly associated with academic outcomes and ethnic-racial identity development. The findings provide support for the effectiveness of culturally relevant teaching in everyday classrooms.

School Psychology Review
2018, Volume 47, No. 2, pp. 153–166
DOI: 10.17105/SPR-2017-0070.V47-2

Examining How Proactive Management and Culturally Responsive Teaching Relate to Student Behavior: Implications for Measurement and Practice

Kristine E. Larson
Elise T. Ross

“Statistically significant association between observations of culturally responsive teaching and proactive behavior management practices, with observed positive student behaviors in classrooms.”

Norma L. Day-Vines
Johns Hopkins University

Abstract. The discipline gap between White students and African American students has increased demand for teacher training in culturally responsive and behavior management practices. Extant research, however, is inconclusive about how culturally responsive teaching practices relate to student behavior or how to assess using such practices in the classroom. Identifying proactive behavior management and culturally responsive teaching practices that are associated with positive student behavior may inform teacher training and bolster efforts to reduce disparities in behavioral and academic performance. The current study examined the association between student behaviors and the observed use of and teacher self-reported efficacy in using culturally responsive teaching and proactive

**Converging Recommendations for Culturally Responsive
Literacy Practices: Students with Learning Disabilities,
English Language Learners, and Socioculturally
Diverse Learners**

Susan V. Piazza
Western Michigan University

“Classrooms that promote culturally responsive instruction are grounded in the definition of literacy as a social justice practice and lead to more equitable learning opportunities in all areas.”

ABSTRACT: This study examines culturally responsive pedagogy across the fields of special education, multicultural literacy education, and teaching English language learners. A systematic review of recommendations identified culturally responsive practices in five key areas: dialogue, collaboration, visual representation, explicit instruction, and inquiry. Educators are encouraged to

What do your teachers do to make the classroom a welcoming place for all students?

“I think just creating a community, where everyone's very open and friendly. Even in math and science and classes that are more work based. There's still an understanding but there's also a fun part, like, learning and having fun should be intertwined.”

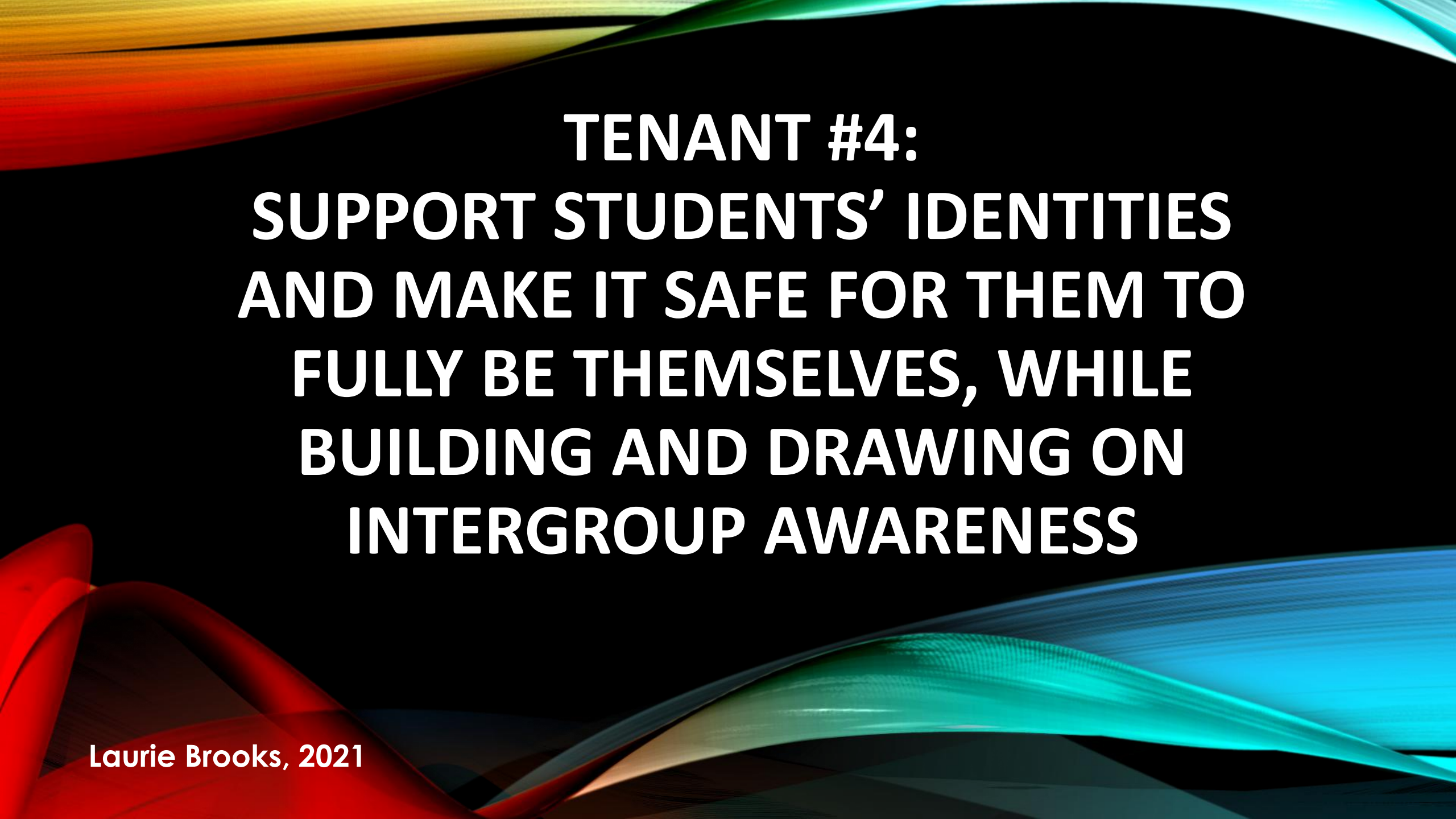
A classroom scene where four students in school uniforms (dark blazers, white shirts, and red ties) are participating in a '60-Second Strategy Snowball Toss'. They are standing in a line, facing right, and appear to be in the middle of a game. The student on the far left is gesturing with his hands. The background features a whiteboard with some writing, a chalkboard, and a wall decorated with colorful posters and a map. The text '60-SECOND STRATEGY' is overlaid in orange, and 'SNOWBALL TOSS' is overlaid in white.

60-SECOND STRATEGY SNOWBALL TOSS

What do your teachers do to make the classroom a welcoming place for all students?

“My teacher has this thing where every Monday he’ll let people talk about what they did over the weekend. We’ll just spend the first 15 minutes of everyone talking about what they did over the weekend.”

60-SECOND STRATEGY
COMMUNITY CIRCLES



**TENANT #4:
SUPPORT STUDENTS' IDENTITIES
AND MAKE IT SAFE FOR THEM TO
FULLY BE THEMSELVES, WHILE
BUILDING AND DRAWING ON
INTERGROUP AWARENESS**

Laurie Brooks, 2021

What does your school do that makes students feel welcomed and supported?

“We have a strong community. We have lots of ethnicity groups and clubs. People can go to the Black Student Union, Latinx Student Union, Gay Straight Alliance, stuff like that. And you can just go and talk about your experiences in a safe environment. We need that community, you know?”





When little people are overwhelmed by
BIG EMOTIONS,
it's our job to share
OUR CALM,
and to join their chaos.

C101

EVEN ON
THE WILDEST
OF DAYS,
YOU ARE
YOUR CHILD'S
BEST HOPE.

8:47

"Every child needs
a champion!"



Rita Pearson











What do your teachers do to make the classroom a welcoming place for all students?

“My teacher is very inclusive, he says, "guys, gals and non-binary pals," he just includes everybody in the spectrum. It was kind of unexpected, because most of the time it's like “boys and girls, your attention,” but he went out of his way to say something different to include everybody.”

A little activity...



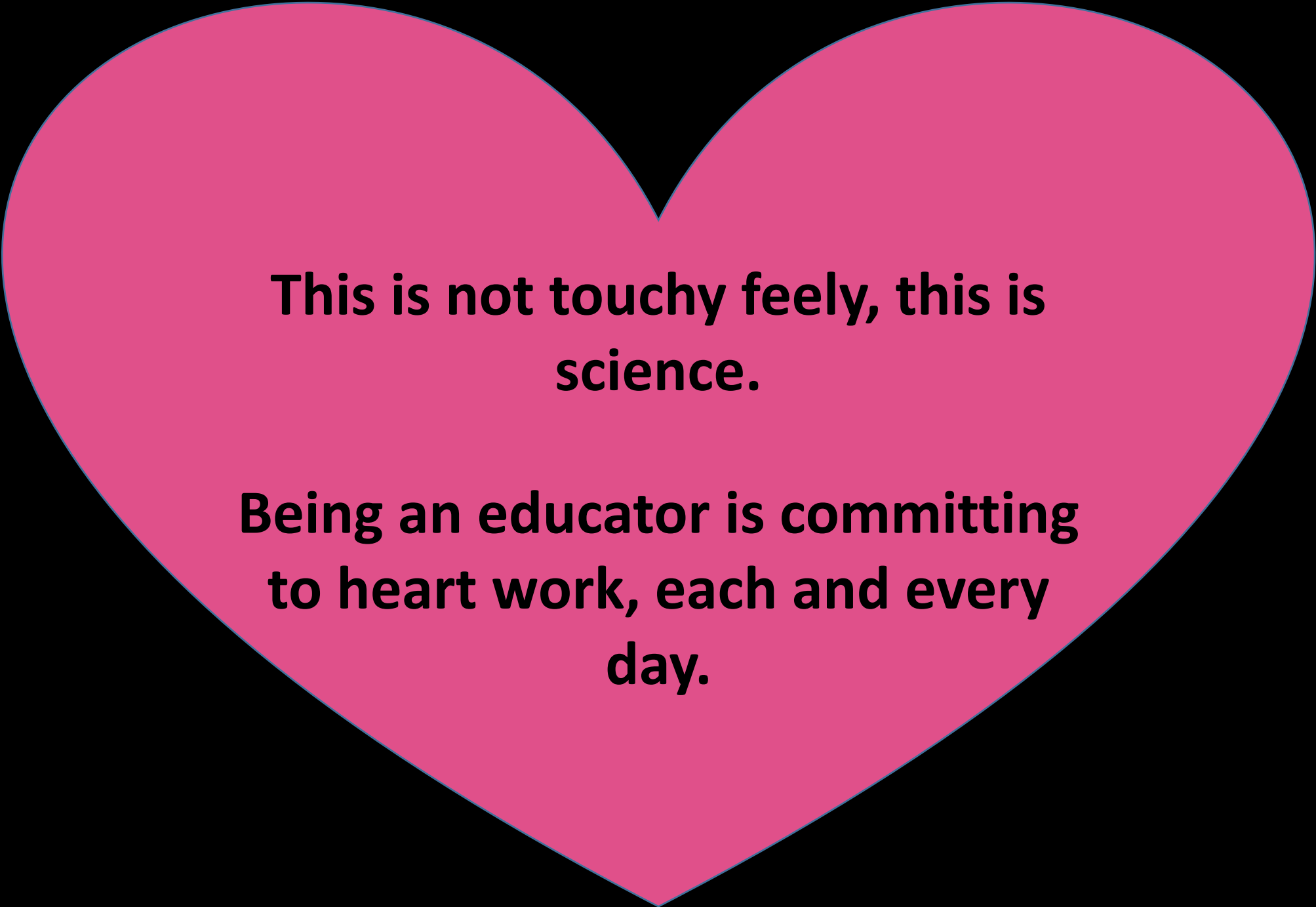
Affirmations as a Culturally Sustaining Practice

I see you, I recognize, accept, and value you as you are.

I understand and nurture your multiple identities: as a learner, as a person of color, your gender, religion, your abilities, your role in your family.

None of these aspects of you are in conflict with me.

You do not need to hide parts of yourself to be successful here.



**This is not touchy feely, this is
science.**

**Being an educator is committing
to heart work, each and every
day.**



TUSEN TAKK