



## Handout 2: Important Things That Teachers Do

Place a checkmark next to the strategies you're already using in the classroom, and add new ideas that you want to try out (*check all that apply*).

### Be Available

- Invite positive relationships.
- Be accessible.
- Check in on how individual students are doing.
- Notice more than academic performance.
- Take a personal interest.
- I can also try: \_\_\_\_\_  
\_\_\_\_\_

### Listen

- Treat all students fairly.
- Actively listen to concerns and worries.
- Engage students in conversations about their lives.
- Ask for clarification as needed to deepen understanding during student conversations.
- Demonstrate your understanding of students' needs.
- Show respect and empathy.
- I can also try: \_\_\_\_\_  
\_\_\_\_\_

### Be Positive

- Encourage and model positive thinking.
- Let students know you believe in them.
- Have fun!
- I can also try: \_\_\_\_\_  
\_\_\_\_\_



## Set High Expectations

- Acknowledge challenges but hold students to high standards.
  - Identify students' gifts and talents.
  - Encourage, challenge, and inspire students.
  - Work with students to set their own meaningful goals.
  - Notice the hard work of students.
  - Acknowledge the accomplishments of students.
  - Celebrate milestones of students.
  - I can also try: \_\_\_\_\_
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## Be Real

- Be comfortable with yourself.
  - Use a sense of humor when you can.
  - Share *personal information when appropriate*.
  - I can also try: \_\_\_\_\_
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Adapted from Truebridge, S., & Benard, B. (2013). Reflections on resilience. *Educational Leadership*, 71(1), 66–67. <http://www.ascd.org/publications/educational-leadership/sept13/vol71/num01/Reflections-on-Resilience.aspx>; Center on the Developing Child at Harvard University (n.d.). Resilience. In *A guide to toxic stress*. <https://developingchild.harvard.edu/science/key-concepts/resilience/>; Hurlington, K. (2010). *Bolstering resilience in students: Teachers as protective factors*. (What Works? Research Into Practice, Research Monograph 25). Ministry of Education, Ontario, Canada. [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ww\\_bolstering\\_students.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ww_bolstering_students.pdf); Roberts, C., & Osher, D. (2011). *Establishing supportive relationships between teachers, staff, students, and families* (Webinar). National Center on Safe Supportive Learning Environments. [https://safesupportivelearning.ed.gov/sites/default/files/sssta/20110303\\_PresentationFINALEstablishingrelationshipsSSSTA21711public.pdf](https://safesupportivelearning.ed.gov/sites/default/files/sssta/20110303_PresentationFINALEstablishingrelationshipsSSSTA21711public.pdf), and National Center on Safe Supportive Learning Environments. (2018). *Creating a safe and respectful environment in our nation's classrooms* [Training package]. <https://safesupportivelearning.ed.gov/creating-safe-and-respectful-environment-training-trainers>

