

# Guiding Principles for Supporting Student Well-being and Promoting Recovery, Renewal and Resilience (3 Rs)

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*Cultivating Resilience for our past, present, and future....*

## **Presenters**

**Bill Stewart** - [stewartw@bctonline.com](mailto:stewartw@bctonline.com)

ACE/Trauma-Informed Schools consultant; Coordinator ACE Learning Collaborative; Coordinator ESD Chronic Absenteeism Collaborative; member SEL4OR leadership team; member of several university Teacher Prep Advisory groups; member of executive committee, Oregon Association of Central Office Administrators; member of advisory groups, Oregon Dept of Education; in education 34 years, 26 in the classroom / 8 in administration.

**Lennie Bjornsen** - [lbjornsen@msn.com](mailto:lbjornsen@msn.com)

Recently retired Director of Student and Family Supports, Gladstone School District; ACE/Trauma-Informed Schools consultant; Middle School improvement planning coordinator; member of the ACE Learning Collaborative; Early Learning system liaison; member SEL4OR network...45 years in human services.

**The achievement of -  
well-being; positive school  
climate; safety; best behavior &  
attendance; academic success**

**Relevant, Rigorous  
Content**

**School/Community  
Protective Factors**

**Diversity, Equity,  
Inclusion, Anti-Racism**

**Trauma-Informed  
Practices**

**Social-Emotional  
Learning**

**Relationships,  
Belonging**

**Engaging Instruction  
and Experiences**

**Staff Well-being and Social-Emotional Capacity**

**Universal Principles of Practice**

**School, Family & Community Partnerships**

# Rethinking the Impact of Trauma:

*Some of the factors that influence  
Well-being*

**Number-Age-Source-Frequency-Duration-Intensity**

are BUFFERED by

**RESILIENCE**

**Relationships - Protective Factors - SEL Skills**



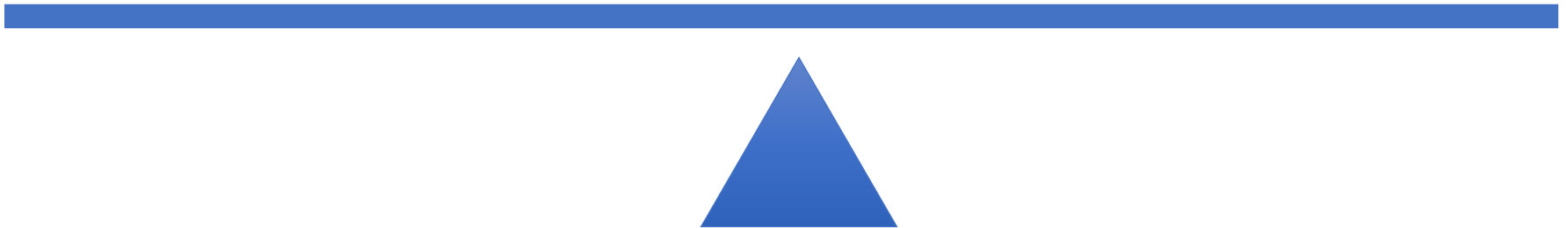
***Well-being Index***

# Promoting Recovery, Renewal and Resilience

*what we do matters...*

**SEL skills**  
**Relationships**  
**Routines/Rituals**  
**Safe Spaces**  
**Calm School Climate**

**ACEs/Trauma**  
**Racism**  
**Natural Disasters**  
**Bullying/Microaggression**  
**Social Unrest**



## *Why these guiding principles were developed...*

- We have learned from many schools about their struggles with implementing new programs such as with Trauma, Well-being, DEIA and SEL.
- We think these principles support schools in making more effective use of available tools along the entire continuum of student assets.
- We have found the impacts on teaching, learning, and Well-being is more about how programs are implemented than the specific curriculum or interventions chosen.
- We believe these guiding principles will promote overall positive school climate, equitable supports, student Well-being, and academic success.
- [“Learning is profoundly social”\\*](#)

\* - REL NW

# Guiding Principles for Supporting Student Well-being as well as Promoting Recovery, Renewal and Resilience

1. Nurture attachment to reliable caring adults – “I really like Ms. Williams...”
2. Assure belonging to positive peer groups – “My peeps in the drama club are awesome...”
3. Foster developmental relationships – “My teachers really care about me...”
4. Honor peoples’ differences – “I try to limit my biases, listen more, and respect everyone...”
5. Inspire passion, purpose, personal narratives – “I want to become...”
6. Celebrate voice, choice, and identity – “Let’s share who we are in making decisions together...”
7. Promote agency, rigor & success – “We can do hard things...”
8. Build a mindset of gratitude, perseverance & community – “Together, we will get through this successfully...”
9. Buffer toxic stress with community supports and protective factors – “In my town we have lots of counseling, recreation, family resources and safe, healthy things to do...”
10. Craft a community that is safe, predictable, calming – “I really love being at school...”
11. Teach, learn, practice and model social-emotional skills – “I know how to personally manage my emotions and relationships...”
12. Utilize a variety of learning approaches to support student’s diverse needs, backgrounds and learning styles – “I feel like I can be successful because my teachers really try to find the best ways for me to learn....”
13. Everyone in the school community (staff, teachers, students, parents) learns and models practices that support each other to be their best selves – “Everyone at school seems to be thinking of ways to help me do and be my best...”

# Principles of Practice

*Two Examples That Promote  
Recovery , Renewal and Resilience*

## Relationships

## Voice, Choice and Identity

# Guiding Principles for Supporting Student Well-being

For all approaches to Trauma, SEL, Mental Health or  
Diversity-Equity-Inclusion-Antiracism

- Foster developmental relationships – “My teachers really care about me...”
- Nurture attachment to reliable caring adults – “I really like Ms. Williams...”
- Assure belonging to positive peer groups – “My peeps in the drama club are awesome...”
- Honor peoples’ differences – “I try to limit my biases, listen more, and respect everyone...”

Foster nurturing, developmental relationships – “My teachers really care about me...”

# Developmental Relationships Framework

- **Express Care**
  - Show me that I matter to you.
- **Challenge Growth**
  - Push me to keep getting better
- **Provide Support**
  - Help me complete tasks and achieve goals.
- **Share Power**
  - Treat me with respect and give me a say.
- **Expand Possibilities**
  - Connect me with people and places that broaden my world.

# Guiding Principles for Supporting Student Well-being

For all approaches to Trauma, SEL, Mental Health or  
Diversity-Equity-Inclusion-Antiracism

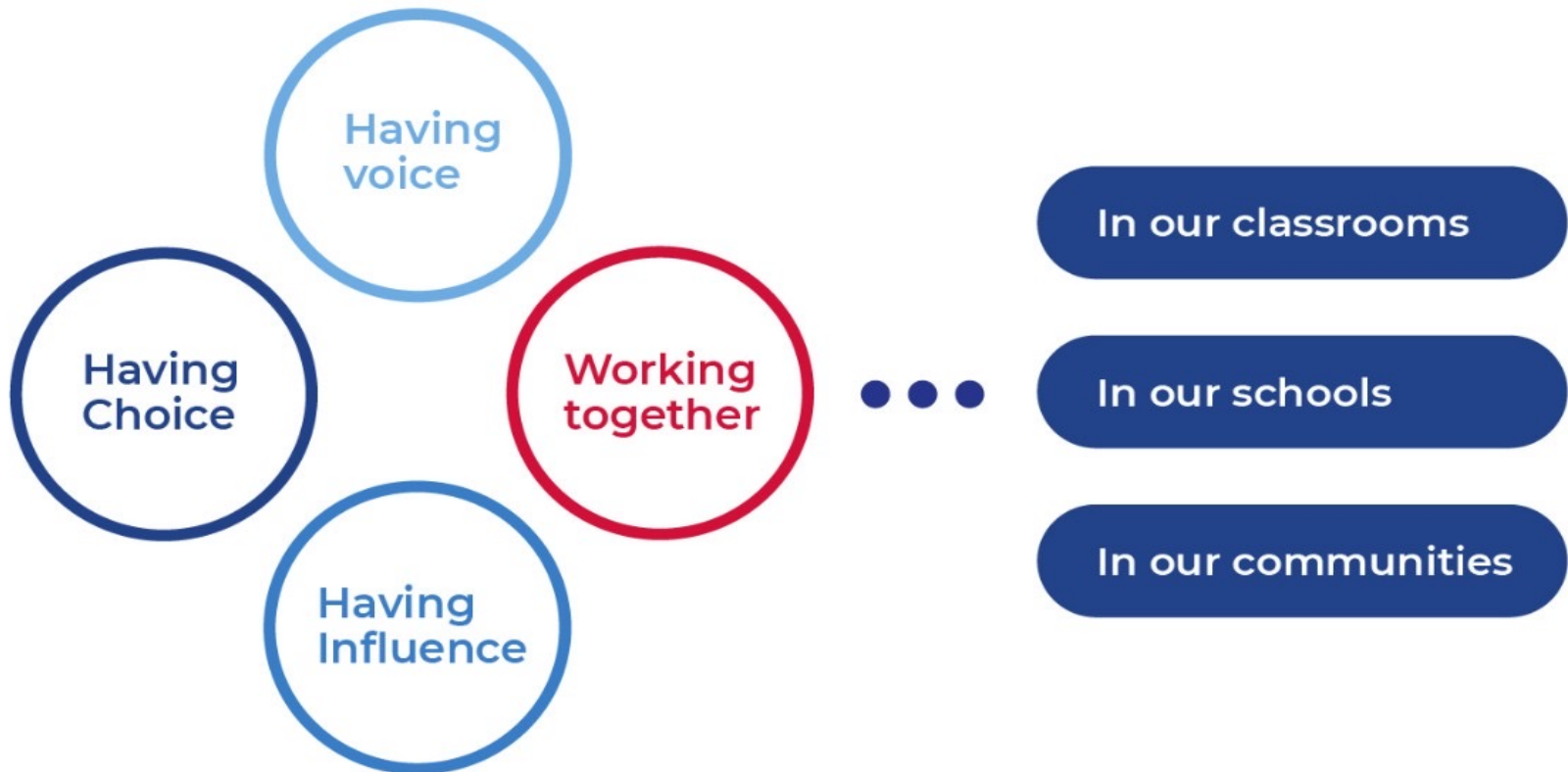
- Celebrate voice, choice, and identity – “Let’s share who we are in making decisions together...”
- Inspire passion, purpose, personal narratives – “I want to become...”
- Promote agency, rigor & success – “We can do hard things...”
- Build a mindset of gratitude, perseverance & community – “Together, we will get through this successfully...”

## Celebrate voice, choice, and identity

- “Let’s share who we are in making decisions together...”

# Why student voice matters....

Research shows student voice has the potential to benefit students, schools and the broader community.

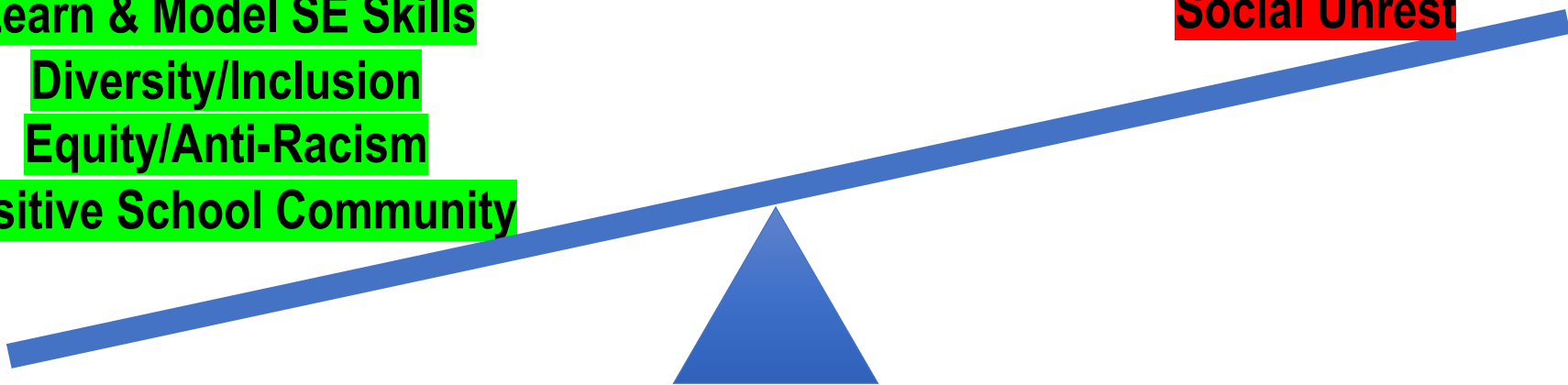


# Promoting Recovery, Renewal and Resilience

*what we do REALLY matters...*

Attachment/Belonging  
Voice/Choice/Agency  
Relationships  
Passion/Purpose  
Positive Peers/Mindset  
Community Supports  
Calm/Safe spaces  
Learn & Model SE Skills  
Diversity/Inclusion  
Equity/Anti-Racism  
Positive School Community

ACEs/Trauma  
Racism  
Natural Disasters  
Bullying/Microaggression  
Social Unrest



**Building Resilience is one of the most important aspects of effective implementation of any Trauma, Equity, Well-being or **Recovery/Renewal** initiative in Schools**

***The Science of Resilience***

Center on the Developing Child at Harvard University

# Questions, Comments & Conversation

Facilitated by Bri

# The 3 Rs and Guiding Principles

*Cultivating Resilience for our past, present, and future*

*Thanks for attending...we hope these ideas help you  
in the upcoming school year and beyond!*

*Feel free to contact us if you questions or comments*

## **ACEssentials**

Bill Stewart - [stewartw@bctonline.com](mailto:stewartw@bctonline.com)

Lennie Bjornsen - [lbjornsen@msn.com](mailto:lbjornsen@msn.com)

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