



Comprehensive Classroom Management Planning: Trauma-Sensitive & Anti-Racist

CCMP Category	How this Focus Can Support Trauma-Sensitivity	How this Focus Can Support Anti-Racism
Part 1. Five Senses and the Physical Space: Designing a Positive Classroom Environment	Increases student safety, predictability, respect for personal space, and provides opportunities for choice.	Sets the tone for a safe, inclusive, validating, anti-racist environment for all students.
Part 2. Kids Aren't Mind-Readers: Defining Classroom Expectations, Rules, Procedures, and Behavioral Routines	Creates predictability of developmentally appropriate teacher expectations and consistency of respectful adult responses to both adaptive and challenging behavior, which increases feelings of safety and trust.	Ties teachers to making their expectations for the classroom community explicit and equitable, with attention to dismantling racism. Facilitates supporting all students with working toward meeting shared agreements that serve the classroom community.
Part 3. Kindness is a Language: Building Effective Relationships with My Students	Fosters secure attachments, builds trust and respect, validates cultural values, empowers students and families as learners and school community members, and increases opportunities for adult and student collaboration.	Fosters positive relationships, collaborative problem solving, and invites discussion and learning about diverse learner needs through responsiveness to economic, social, cultural, linguistic, family, and community factors that influence students and their learning.
Part 4. What's Your Hook? Identifying Strategies for Promoting Academic Engagement	Incorporates student values, provides collaborative opportunities, empowers students to learn and grow, increases feelings of safety and trust through predictable, pre-planned learning opportunities.	Creates space for responsiveness and collaboration with students and families, which can support relevant and relatable instruction that motivates and engages students from all ethnic, racial, cultural, linguistic, and ability groups to think critically and gain skills.
Part 5. Keep Calm and Carry On: Utilizing Planned Responses to Appropriate and Inappropriate Behavior to Enhance Students' Opportunities for Learning	Uses natural consequences commensurate to the infraction and that build student skills; empowers students to make choices conducive to their academic and social-emotional learning and growth.	Creates an environment that is mutually safe, respectful, predictable and supportive, and is based in the assumption that all children deserve respect and validation, even as they work through academic, social, emotional, or behavioral struggles.
Part 6. It's a Journey not a Destination: Reflecting on, Reviewing, Revising, and Sharing My Plan	Collaboration allows formative assessments to inform adjustments, increasing trust and emphasizing safety through reflection and responsiveness.	Establishing safety to take risks with providing and receiving critical feedback from colleagues can support antiracism goals by increasing openness to raising one's awareness about how their actions can empower students.

Trauma-Informed Values: *Safety, Trust, Empowerment, Collaboration, & Choice*

Support for Anti-Racism Work: www.dismantlingracism.org

Systems Level Support From Your SCSD Behavior Specialists: Amanda Linehan, MS, CAS, NCSP Jacquelyn O'Connor, PsyD, NCSP www.SCSDbehaviormatters.weebly.com