

2024-25 Professional Learning Book Study Option Guide

***Reclaiming Our Students: Why Children are More Anxious, Aggressive, and Shut Down Than Ever—And What We Can Do About It* by Hannah Beach and Tamara Neufeld Strijack** (can be used for FELS renewal points by following suggested protocol AND/OR Up to 5 SWD-Bankable Points for SWD Extension and Reflection Activity Completion)

Suggested School-Based Protocol

For 24-25, we have several featured books for school-based professional learning study. A school may reserve a set of books for book study by emailing Susan Walden in the Office of Professional Learning. Sets of up to 25 books are available, along with this protocol, to be borrowed for a facilitated study for up to six months.

Book Summary: Faced with this epidemic of emotional health crises and behavioral problems, teachers are asking themselves what went wrong. Why have we lost our students? More importantly: How can we get them back? Hannah Beach, a celebrated educator and specialist in the field of emotional health, and Tamara Neufeld Strijack, clinical counsellor and academic dean of the acclaimed Neufeld Institute, provide a thoughtful guide to restoring the student-teacher relationship and creating the conditions for change. *Reclaiming Our Students* empowers teachers with relationship-based strategies to restore their leadership role and build emotional safety and inclusion in the classroom..

You'll learn:

- How to build, feed, and protect the student-teacher relationship
- Why children are anxious or bossy, aggressive or checked out, and what you can do to address these behavioural issues at their root
- How you can help students and classes shift their identity as the “problem student” or “bad class”
- Experiential activities for students of all ages that restore emotional health and build inclusive classrooms

Plus, you'll find special considerations and information for parents, principals, counsellors, and home educators for building safety and support in the learning environment.

The following pages outline the suggested book study protocols for this title. Protocols may be adjusted to fit school or site needs and preferences. Courses and credits will be entered in LEADS by the district office after the books are reserved by the TEC rep. A separate request for a course will NOT need to be made by PLAs/TEC reps., but documentation should be turned in to Susan Walden (waldens@leonschools.net) and Tonya Gerardi (gerardit@leonschools.net) for credit.

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Suggested Pacing: 4-6 meetings; 1-2 chapters per meeting; Maximum of 32 hours/points (up to 37 if SWD Activity completed)

Step One: The book study facilitator will distribute a meeting and reading schedule with meeting dates/due dates to participants along with the reflection tasks that should be brought to each meeting.

Step Two: The book study facilitator will host meetings as scheduled using the discussion protocol provided along with collecting reflection task work. The book study facilitator will either have participants sign in for each meeting or will take attendance at each meeting that will be turned in for credit documentation to the Office of Professional Learning.

Step Three: After the final scheduled meeting, the book study facilitator will collect all reflection tasks and verify all participant attendance to determine the number of points that should be awarded to each participant. A version of the chart provided in Appendix A should be provided to the Office of Professional Learning to document this information.

Step Four: The book study facilitator will submit the following required documentation to the Office of Professional Learning (email documentation to waldens@leonschools.net AND gerardit@leonschools.net):

- The completed credit chart for the book study (modeled in Appendix A)
- Meeting attendance or sign-in sheets from ALL meeting sessions
- A sample of any three reflection tasks submitted for the book study

Book Study Meeting Discussion Protocol

1. Participants should bring their book and reflection task responses to each meeting.
2. The book study facilitator will begin the conversation for each meeting by asking each participant to pose their chapter reflective question to the group. After each question is posed, the group will pause for responses. If multiple participants have generated the same question, the facilitator will ask to have them note this before discussion begins.
3. After discussing participants' reflective questions, the book study facilitator will ask participants to provide responses to the following:
 - a. How could the information in this chapter inform one of our current practices or ways of work in our area or at our school/site?
 - b. What important points in this chapter are ones with which we strongly agree? What ideas from this chapter would we challenge?

Reflection Tasks Protocol (FELS Points Option)

(These tasks are to be completed independently by book study participants or in small groups in advance of book study meetings. Responses should be written/typed and submitted to book study facilitator.)

For each chapter of *Reclaiming Our Students*, participants should complete the following (in writing):

- Write an open-ended (not a "yes or no") question about the main ideas in this chapter that they can pose to the group in discussion. Participants should provide a brief response to the question that outlines their own thoughts as a response.
- The authors focus on "shifts" in actual practices and the mindsets of both teachers and students throughout this book to help work through challenges in a way that build resilience in spite of

personal challenges. As you prepare for each discussion, prepare a brief three-eight sentence reflection on the section for study that outlines

- The specific attitude, behavior, challenge, or emotion being addressed.
 - The suggested techniques for addressing the barriers associated with the challenge.
 - The thoughts you have as a reader and a professional about why this approach either would or wouldn't be impactful.
- As educational leaders, we should help our colleagues understand critical goals of our system, such as helping ourselves and our communities become more resilient and resourceful in facing challenges. At the end of this book, the authors provide chapters that outline considerations from this work for parents, principals, counsellors, and home educators. Choose ONE of these chapters to review, write a brief 2-3 sentence summary for, and write 2-3 sentences explaining one avenue you could use as a leader to disseminate this information to assist in the professional learning of your colleagues.

SWD Extension and Reflection Activity Instructions

(If completed, turned in, and discussed, this activity can suffice for up to FIVE additional in-service points that are bankable in the category of Teaching Strategies for Students with Disabilities (SWD).)

After completing your study of this book, write one additional reflection and have one additional discussion session.

In your reflection (and discussion), please explain:

- How would students with disabilities benefit from the practices suggested by the authors? In your response, you may identify any specific disability to focus on or relate the practice to any common practices in special education in general to make connections.
- If you implemented any of the suggested strategies from this book with a student with a disability to assist them, how would you choose to document this action?
- For comparison, review the article found here <https://www.fullspedahead.com/cultivate-resilience/>. What recommendations for teachers and students does the article provide that agree or disagree with the Reclaiming Our Students book?