



**iOpening
Enterprises**

Overview

BRIDGE Trauma-Informed Culturally-Responsive (TICR) Program is an 8-hour training designed for teachers to develop trauma-informed and culturally responsive classroom strategies that promote students' social-emotional health and academic achievement. Academic success is substantially impacted by students' emotional self-regulation and decision-making abilities.¹ Development of these skills is influenced by the student-teacher relationship and an educator's ability to create a classroom environment that promotes these skills.² While naturally gifted teachers may foster a relationship that promotes these skills, this may present a challenge when the teacher lacks the skills to connect with students in a meaningful manner and/or an understanding of the cultural norms that best facilitate student academic achievement and emotional health.³ BRIDGE TICR provides a comprehensive training to help teachers working in urban communities connect with students by better understanding their academic and cultural identities and using this information as a foundation for classroom structure. BRIDGE TICR is divided into four modules:

Module 1: The Story Behind Our Kids focuses on defining healthy student-teacher connectedness and identifying the aspects of this relationship that foster academic achievement and social-emotional health. This module further explores how daily stressors in urban communities (and other relevant cultural communities) and psychological trauma impact youth development and cognitive functioning. Participants learn how difficult life experiences can foster resilience.

Module 2: Sharing Our Stories challenges teachers to explore their cultural, gender, and socio-economic class identities and examine how it facilitates or impedes connectedness with students. Participants explore appropriate levels of disclosure for fostering healthy connection with students and ways to incorporate students' multifaceted cultural, gender, and socio-economic class identities into the classroom.

Module 3: Putting Together a Plan engages participants in hands-on activities to help them start designing classroom rules and lesson planning using culturally responsive strategies. Given classroom conflict (between teacher/student and student/student) can impede student-teacher connectedness, strategies for using conflict to promote continued connectedness, social-emotional health, and academic achievement are explored.

Module 4: Caring for Self shifts the focus to teacher's social-emotional health and provides strategies for managing stressors that impact teachers universally and specifically teachers in urban communities. Participants generate and practice self-care strategies that can promote their health throughout the school year.

The training uses case vignettes of students to facilitate interactive activities that help participants gain a deeper understanding of concepts introduced. Technical assistance is available during the school year to support implementation of culturally responsive strategies. Collectively, it is expected that fidelity to principles in BRIDGE will lead to increased student-teacher connectedness, and subsequently, increased student achievement, behavioral regulation, and teacher job satisfaction.



Resources Noted Above

- ¹Steinberg, Laurence (2014). *Age of Opportunity: Lessons from the New Science of Adolescence*. New York: Eamon Dolan/Houghton Mifflin Harcourt.
- ²Fredricks, J.A. & McCloskey, W. (2012). The Measurement of Student Engagement: A Comparative Analysis of Various Methods and Student Self-Report. In S.L. Christenson (Eds.), *Handbook of Research on Student Engagement* (763-782). New York: Springer Science and Business Media.
- ³Bueler, J., Gere, A.R. Dallavis, C., & Haviland, V.S. (2009). Normalizing the Fraughtness. *Journal of Teacher Education*, 60(4), 408-418.