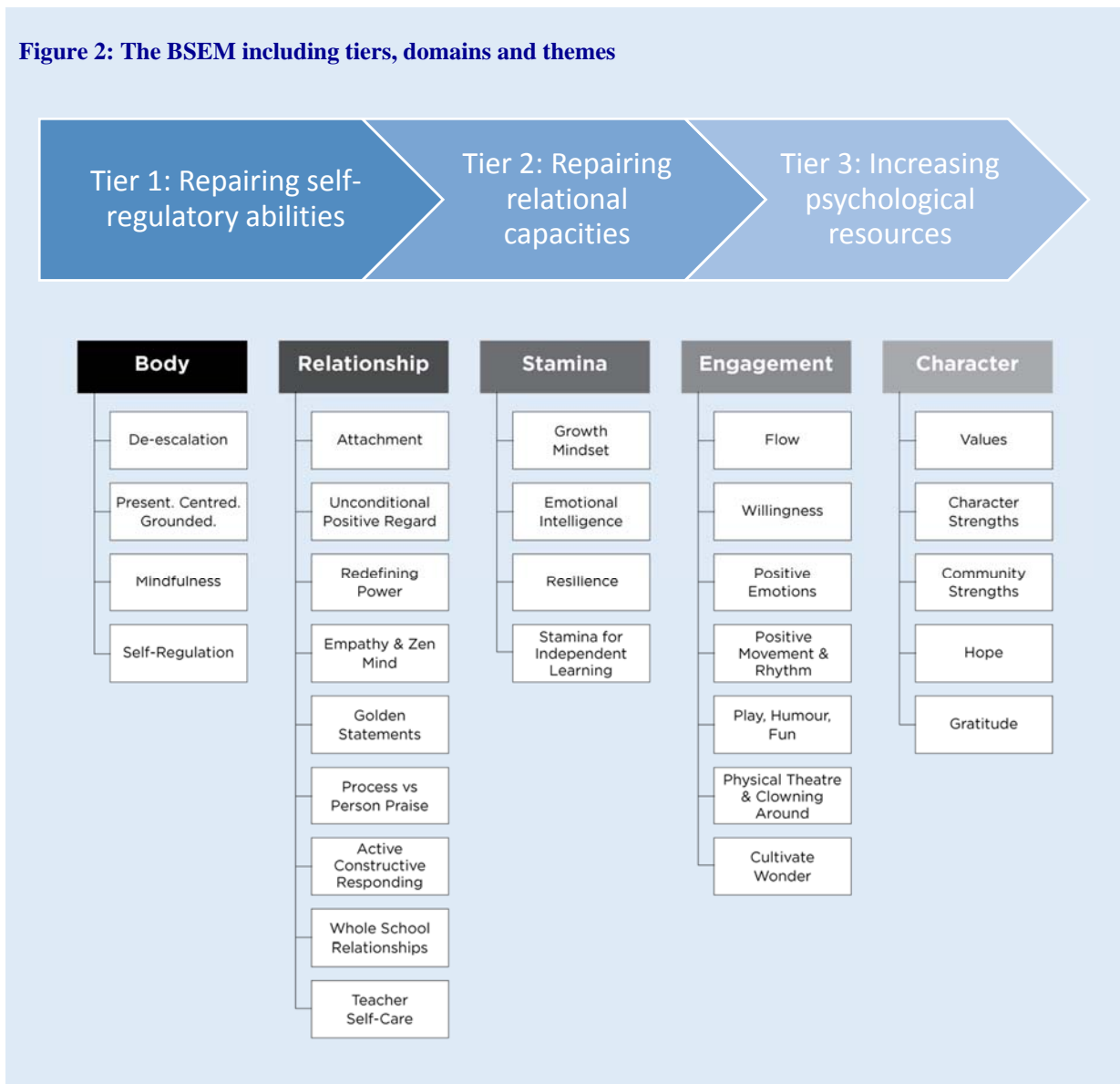


Figure 2: The BSEM including tiers, domains and themes



The BSEM identifies a range of classroom strategies, ‘brainbreaks’ and comprehensive lesson plans for use in introducing and implementing each of the domains and their component themes. ‘Strategies’ are defined in the BSEM as ‘intervention activities used by the teacher in leading the classroom’ and ‘brainbreaks’ are flexible, short-burst (2-5 minute) physical activities that can be woven into class procedure. The brainbreaks are called upon when needed (such as when students are not concentrating, or at transition times). They may also be used to respond to an individual student’s emotional state at any time. Lesson plans, based around core learning intentions/goals, are detailed descriptions of combined activities that seek to scaffold student learning, and integrate curriculum content into complete learning units. The lesson plan informing the classroom activity of creating an escalation map might include: Background information (outlining the reasons for the activity); Lesson aims/objectives (e.g. to identify stressors in the classroom; to monitor use of de-escalation interventions); A list of materials (in this case, the escalation maps); An estimate of session duration (e.g. 20 minutes); and Description of the activity (e.g. Distributing maps to students and explaining their purpose, implementing ‘safety plans’, monitoring efficacy of interventions through regular mapping).

The domain of **BODY** (as detailed in Figure 2) provides an example. Classroom practice and planning are framed by four inter-connected themes: **Self-Regulation**, **Present**, **Centred**, **Grounded**, **Mindfulness**, and **De-escalation**. In focusing on the theme of **Self-Regulation**, teachers offer classroom content around the topic of stress that provides students with (a) the means of identifying their own stress responses, (b) information on the effects of stress on the body, (c) opportunities to reflect on experiencing stress, (d) different coping strategies (both in school and outside), and (e) the means of identifying readiness for learning. A popular teaching tool in regard to (e) is a 'Self-regulation' or 'Ready to Learn' rubric which co-ordinates students' emotional states with colours and enables students to 'shift' from one colour to another as they feel more or less able to learn.

Within Self-regulation, the sub-theme of **Rhythm** articulates research findings that trauma and chronic stress impact negatively on the body's capacity to regulate such basic functions as blood pressure, heart rate or body temperature. In aiming to entrench rhythm and repetition into the school day, teachers typically record students' heart rates (as a rhythmic form of body regulation), or use rhythm in 'brainbreaks' or as 'a form of triage' (Brunzell, Stokes and Waters, *in press*). Popular examples of rhythm-related brainbreaks include Silent Ball, Brain Gym and call and response games.

The theme **Mindfulness** focuses on the student's awareness of his/her physical self and responses, specifically breathing, noticing and listening. Mindfulness crosses over to other foci such as rhythm and self-regulation. Teaching activity might include focusing attention on a single point, listening to classroom sounds, visualizing colours or emotions, visualizing a favourite location, and so on. Linked to this is the other theme of **Present**, **Centred**, **Grounded**.

Defined by Brunzell et al. (2016) as a suite of mindsets, strategies, and interventions that instil a strong self-regulatory student capacity, the theme **De-escalation** is typically addressed through class discussion, the creation and use of de-escalation maps, and the collaborative design of individual safety plans that (a) identify strategies or tools to be employed by the student at times of emotional arousal (e.g. Going for a walk, listening to music on headphones, taking time out with another staff member) and (b) provide teachers with knowledge about the student's stressors, triggers and environmental variables. In focusing on De-escalation, the teacher needs (a) to proactively create a calm, routine and predictable environment, consistently monitor and identify aroused stress states, and (b) implement interventions to maintain optimal states.

As noted above, systematic utilisation of the BSEM in class builds on the foundations laid by the introductory activities within the **BODY** domain. Subsequent progress by teachers through the BSEM domain sequence of **RELATIONSHIP**, **STAMINA**, **ENGAGEMENT** and **CHARACTER** articulates and addresses the other two tiers of Berry Street's modified approach to trauma-informed pedagogy, i.e. **repairing disrupted attachments** and **increasing psychological resources**. While there is insufficient space here to enable a detailed summary of the post-body domain sequences, the following examples provide some insights into the rationale behind specific teacher practices.

Within the **RELATIONSHIP** domain, for instance, BSEM frames classroom practice and planning around such themes as **Attachment**, **Empathy and Zen Mind**, **Whole School Relationships** and **Unconditional Positive Regard**. Implementation of attachment-based strategies seeks to create a strong class environment centred on comfort, safety, consistency, trust, worthiness and belonging. The theme of **Whole School Relationships** embraces shared responsibility for the student within a consistent and closely aligned whole school context. (Implicit in the concept is the importance of peer and supervisory support for the teacher). Developing **Unconditional Positive Regard** encompasses being able (a) to maintain a vision of the child's wholeness that can separate the student from his/her behaviour, and (b) recall the 'thwarted pathways' of the child's development and, as a result, attempt to build capacity where particular developmental milestones have been missed. The **RELATIONSHIP** domain is the BSEM's 'anchor'. Brunzell (2014) notes that "*The relational milieu of the classroom is the primary location of relational intervention*" (p.50) while Brunzell, Waters and Stokes (2015) argue: