

July - September 2025

## Spotlight on the Standards



[View the Standards here.](#)

### Active Supervision in Early Childhood Education & Care to Boost Connection

C & K Educational blog post, 1/13/2025  
by Kate Redward



One of the core aspects of our role, and one which is often on autopilot, is supervision - but what if we could transform our approach to supervision from a mindless task to a mindful practice?

Active supervision is more than just watching children; it's about being fully present, making intentional decisions to keep children safe and engaging with them.

Read the full blog to learn more about

- The Power of Active Supervision - tips for moving supervision from passive to active
- From Mindless to Mindful - focusing on observing children's interactions, strategies, and moments
- The Joy of Attunement - creating an emotionally safe environment
- Responsibility and Wellbeing - finding joy and satisfaction from being fully present and engaged
- Child Safety through Connection - helping children feel seen and understood

Remember, active supervision isn't just about keeping children safe - it's about creating an environment where children and educators alike can thrive, learn, and find joy in each day.

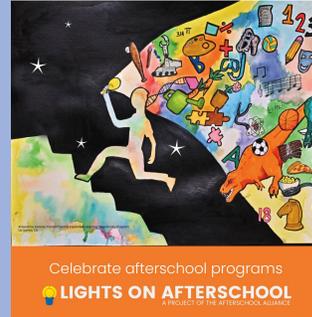
[Read the full post](#)



## STEM Activities

### Creating Inclusive Experiences for Future Engineers

Discover Engineering blog post, 1/26/2024  
by Thea Sahr



## Building Relationship and Behavioral Skills

### Reframing 'Bad' Behavior to Help Students Succeed

By seeking to first understand behaviors, teachers can better support their students receiving special education services [and all students].  
by Clementina Jose



For many students receiving special education services, behavior becomes the dominant lens through which they are evaluated, managed, and labeled. Instead of being known for their curiosity, creativity, or resilience, students are often categorized by their ability or inability to remain still, quiet, and compliant.

Behavior systems that reward compliance and penalize dysregulation often send an unspoken message: "You're valuable when you behave the way we expect."

How do we move beyond surface-level behavior management to support emotional regulation, self-awareness, and healing?

- Replace public charts with private self-regulation tools.
- Shift praise to reinforce self-efficacy and growth.
- Write emotionally intelligent IEP goals.
- Reframe how we communicate with families.
- Create classrooms that reflect emotional safety.

None of this means eliminating boundaries or accountability. But if we truly want to support the social and emotional growth of students with disabilities, we have to align our systems with what we know about trauma, neurodiversity, and development.

[Read the full article](#)

## Staff Support

### Building School Culture through One-on-One Conversations

These informal talks offer school leaders a powerful tool for supporting teachers' growth and contribute to a culture of collaboration and innovation.

By Matt Pitman



"You don't have to be a straight A student to be an engineer!"  
-- Avery Layne

It's our job to create welcoming experiences where students feel like they belong! If you're on board with this idea, here are some things you can do to create inclusive engineering experiences for all students.

- Do engineering activities.
- Involve everyone.
- Be curious and respectful.
- Acknowledge achievements.
- Be aware of hidden struggles.
- Be student-centered.

By creating engineering experiences that welcome and include everyone we can all do our part in debunking the big myth that engineers are born, not made.

[Read the full post](#)



Most teachers don't need bells and whistles, they need to feel seen. Heard. Valued. One-on-ones make that happen. With a bit of structure and intention, one-on-ones can be both sustainable and impactful.

- The key is consistency, not perfection.
- Keep the tone informal but focused.
- Follow up on what matters to them.
- Not every staff member needs the same kind of conversation.

School culture doesn't live in policies or frameworks. It lives in how people feel at work each day - safe, valued, included, and heard. These chats aren't about managing people, they're about connecting with them. And when people feel heard, they're more likely to stay present, collaborate willingly, and be innovative.

[Read the full article](#)

## Health and Wellness

### Staff as Healthy Role Models

Action for Healthy Kids Blog Post

Healthy schools need healthy role models. When students see staff/caregivers practicing what they preach, they are more likely to want to practice those healthy behaviors themselves. Even the slightest change in words and actions by teachers and staff can make a positive impact on student wellness.



[Read the full post](#)

## Free Professional Development Offerings

We would love to see you at one of our face-to-face or virtual training sessions!



Click the link below to access our calendar of scheduled professional development sessions and to register for the ones that interest you.

[Online PD Calendar](#)

Don't see what you are looking for?

[Contact us](#) to request a specific training topic or date. We want to meet your needs!



Truman Pierce Institute- Auburn University |1463 Haley Center | Auburn University , AL 36849 US

[Unsubscribe](#) | [Update Profile](#) | [Constant Contact Data Notice](#)



Try email marketing for free today!