



TURNAROUND FOR CHILDREN Toolbox

Science and equity-driven tools for whole-child school redesign

The Turnaround for Children Toolbox was designed to empower educators - teachers, school and district leaders, student support staff, and more - to drive change towards a more equitable, whole-child approach to school.



Starts with Science

The Toolbox is grounded in the science of learning and development, which synthesizes research across diverse fields including neuroscience, psychology, developmental science, adversity science and more.



Flexible and Integrated Tools

Instead of rigid and costly programming, the Toolbox provides ideas and resources that can be used with various models, frameworks, or curricula.



Created by Educators, for Educators

The Toolbox was designed by former teachers, special educators, student support staff, and school leaders, drawing from our work with schools, students, and educators.



Many Ways to Engage

In the Toolbox, you will find accessible assessments, planning guides, videos and articles, student tools and more.

In using the Toolbox, educators will be given the tools to begin the process of confronting, dismantling and reimagining the systems, structures, practices and mindsets that uphold the inequities in our current education system. Instead of relying solely on top-down approaches for this change, we know it is only with our collective expertise, commitment, and passion that **we can transform experiences and outcomes for our students.**

A Whole-Child Design Blueprint

Turnaround's framework for school transformation is meant to be used as a visioning tool - the components and core practices are a way to think about, organize and integrate the non-negotiables for settings created with the science of learning and development in mind.

(See the next page for brief descriptions)



Explore at turnaroundusa.org/toolbox



Whole-Child Design Blueprint: Core Practices

Whole-Child Purpose	Cohesive School Vision	A whole-child purpose is an explicit commitment to holistic and equitable outcomes that lives in the school vision and mission, values and all aspects of practice, which drives school goals and priorities.
Developmental Relationships	Trust-Building Interactions	Bi-directional and responsive actions and experiences in which individuals experience care and support, share power and challenge growth, all in the context of cultural and identity inquiry and recognition.
	Family, Caregiver, + Community Partnerships	Inclusive partnership and shared power that values a wide network of adults as co-educators and community-builders with valued perspectives, skills and contributions.
	Student Relationship Structures	The intentional structuring of time and space to ensure that relationships among students and with adults can flourish.
Supportive Environments	Expectations, Norms + Routines	Co-created expectations, norms and routines which represent the diverse perspectives and shared values of the larger school community, setting the stage for safety and belonging.
	Culturally Affirming + Sustaining Practice	Practices that challenge inequity by understanding, uplifting and promoting the identities and cultures of all school community members, particularly those historically silenced and oppressed.
	Co-regulatory and Restorative Practices	Responses to conflict, dysregulation, or breaking agreed-upon norms that seek to address root causes and create resolution by building skills, maintaining safety and relationships, and empowering both the individual and community.
Knowledge, Skill + Mindset Building	Supporting Student Agency	Integrated and ongoing teaching and supports that draw upon individual's prior knowledge, experiences and strengths to build holistic skills and mindsets for learning, growth and agency.
	Learning Experiences in Zone of Proximal Development	Meaningful, engaging and relevant lessons, projects, practice and feedback that draw upon students' interests, prior experiences and skills to inspire and support growth.
	Intervention & Enrichment Supports	Personalized academic, health, mental health and social supports that ensure all students learn and grow, regardless of needs, interests, strengths, vulnerabilities and unique developmental pathways.
Shared Leadership + Ownership	Inclusive Leadership	Leadership behaviors and mindsets that help resist top-down, high-control models for change by including, listening to, valuing, and empowering others.
	Capacity Building for Whole-Child Development	Structures and processes that go beyond the adoption of programs or best-practices and instead support continuous improvement, ongoing learning, and active-skill building for whole child development.
	Staff Relationships and Collaboration	Practices that foster a sense of belonging, trust, safety, and wellness among staff so that they are able to effectively collaborate and thrive as they work toward achieving comprehensive, holistic student outcomes.