

## Conclusion:

- ▶ I'm sure my authentic intentionality was felt by the straight male students, because the more I engaged in the steps I described, the more they authentically initiated contact with me as well. I'm confident the student's learning increased along with our rapport because "students are more likely to take risks and engage in learning when they feel safe and connected to the adult guiding them, as relationships drive learning" (*Connections Over Compliance*, chapter 4).
- ▶ I'm confident that my increased room coverage, ease, and mental health benefited not only the straight male students, but all the students I came into contact with. In chapter 3 of our book *Connections Over Compliance* it says, "A dysregulated adult cannot regulate a child." Which has become one of my educator mantras since last quarter.



## Epilogue

(Trigger Warning)

I realized the sounds of high school boys laughing was triggering and causing me to instinctually keep my distance from them. It's deafening to finally recognize the soundtrack to several of the physical assaults you've experienced in life. Therapy and making this movement plan helped me realize that these boys are not those boys, just like I've previously learned that not all men are those men.

Today was a new trimester at my student teaching assignment: same quadrant, same demographic of laughing boys. From using this clover-movement plan for most of the last trimester plus therapy, my instincts have shifted this term to moving towards the laughing boys to assist in re-engagement. Instant connections were made, and they became so involved in that day's learning. I'm not only proud to *be* me, I'm also indescribably proud *of* me. I didn't realize this until I came home, walked the dog, and took a smoke break (sorry, Sarah lol) on the porch to process and relax before working on assignments.