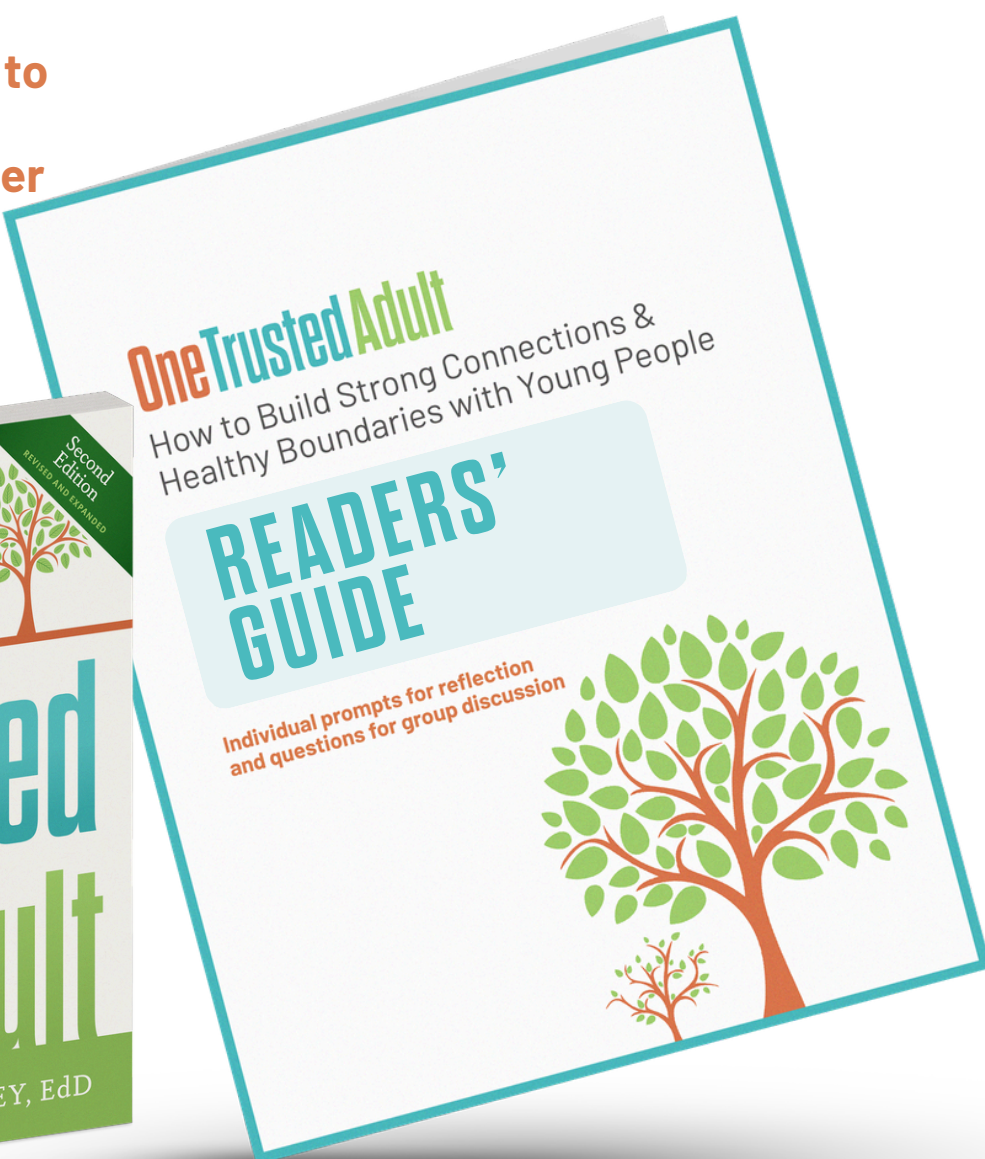
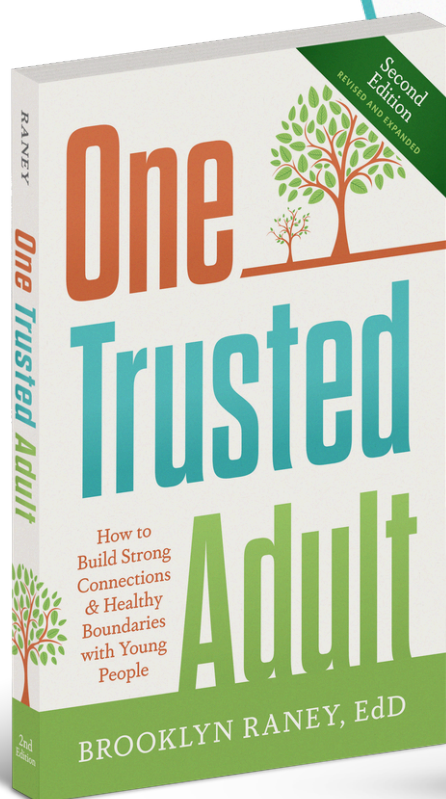


OneTrustedAdult

How to Build Strong Connections & Healthy Boundaries with Young People

BOOK STUDY BUNDLE

Everything you need to successfully run a Book Study or summer reading program for your staff.



Welcome to the Book Study Bundle for the Second Edition of One Trusted Adult.

Hi – it's Dr. Brooklyn Raney.

Thank you for bringing this work into your school community. If you're here, it likely means you are thinking intentionally about how relationships shape the experience and outcomes for students.

As you explore this Book Study Bundle, I want to offer one important reminder: there is no single "right" way to run a book study. Every school has its own rhythms, priorities, and culture. This guide is designed to help you choose your way—whether that's a summer read, an ongoing faculty conversation, chapter-by-chapter, a leadership deep dive, or something entirely your own.

What matters most is not the format, but the intention behind it—and the conditions you create for this work to take root. That includes a shared understanding of healthy boundaries. Boundaries are what make relationships safe, sustainable, and trustworthy. When adults are clear and consistent, they keep students safe and support their own personal wellbeing.

This bundle was created to ensure that engaging with *One Trusted Adult* becomes more than just reading a book. It's an opportunity to build shared language, deepen reflection, and, ultimately, strengthen the way adults show up for young people—together. Inside, you'll find practical tools, structures, and resources to help turn ideas into action and to make this work feel cohesive, meaningful, and sustainable across your community year after year.

My hope is that this becomes not just a professional learning experience, but a community-wide mission—one where every adult feels both supported and responsible for ensuring that every student can name a trusted adult in their life. And beyond this book bundle, please check out the other resources *One Trusted Adult* offers to support schools with this work, including more options for PD, advisory curriculum, student leadership courses, and a parent/guardian program.

Thank you for leading the way!

With gratitude,



Dr. Brooklyn Raney
Founder, One Trusted Adult



WHAT'S INCLUDED:



"How to Run a Book Study" Webinar

with OTA Founder & Author, Dr. Brooklyn Raney



Plan Your Book Study Checklist



Readers' Guide download



Supporting Educational Videos



"Too Loose, Too Rigid, Or Just Right?" Free Boundaries Quiz



Classroom Poster downloads



Impact Story Case Study:

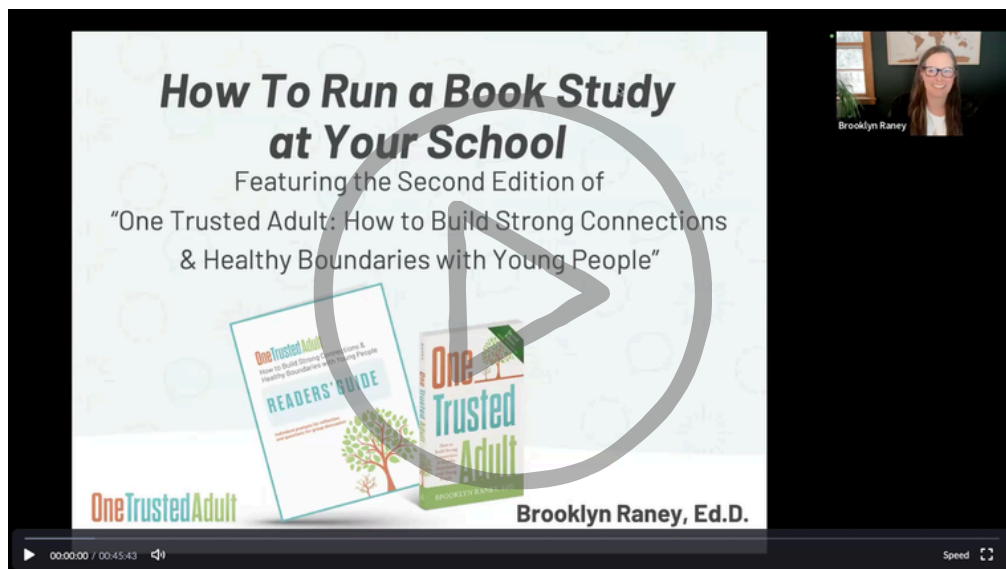
"Trusted Adult Identification Day:
How One School Used One Day Each
Year to Strengthen Their Community"



WEBINAR RECORDING

“How to Run a Book Study at Your School” with OTA Founder and Author, Dr. Brooklyn Raney

Please watch the following webinar to learn specifics on how to use the resources included throughout this bundle.



CLICK WATCH



PLAN YOUR BOOK STUDY CHECKLIST



Define the Purpose

Clarify why you are doing this before anything else. Tie the book study directly to existing priorities—safeguarding, advisory, school culture, educator well-being, or onboarding. A vague purpose leads to low engagement; a clear purpose drives commitment and accountability.



Decide Who the Book Study Is For

Options include full faculty and staff, new hires, mentor/mentee pairs, leadership teams, or even non-instructional staff (who are often overlooked but deeply impactful). Expanding beyond teaching staff can significantly strengthen school-wide relationships.



Choose the Right Book Study Model

Select a format that matches your goals and capacity:

- Full staff summer read with kickoff discussion
- Ongoing staff study embedded in meetings or PLCs
- New faculty onboarding experience
- Mentor/mentee relationship-building focus
- Leadership team deep dive (policy, systems, assessment)
- Drop-in discussion series across the year
- Chapter ownership + staff presentations
- Integration into safeguarding training
- Advisor Training

Pick one primary model—don't try to do everything at once.



Map Out the Timeline

Decide when and how the study will happen—summer, throughout the school year, or as part of existing structures. Build and share a clear schedule upfront so this doesn't feel like a "flash in the pan."

Consistency signals that this work matters.



Design the Discussion Structure

Plan how people will engage with the content. Recommendations:

- Small groups of 10 or fewer
- Mixed groups (roles, departments, and experience levels)
- Two facilitators per group to guide conversation

Diverse groups lead to better insights and stronger shared language across the school community.



CHECKLIST CONTINUED...



Select and Prepare Facilitators

Choose facilitators who can guide discussion—not dominate it. Provide them with clear expectations and, if possible, prep materials. Strong facilitation is the difference between surface-level conversation and meaningful reflection.



Resource Selection

Review the Resources that follow in this packet and decide when and where they can enhance your team's learning. Our #1 recommendation is to print a copy of the Readers' Guide for every participant



Decide What Participation Looks Like

Set expectations early:

- *Is reading required or encouraged?*
- *Are staff expected to attend all sessions?*
- *Will there be accountability (discussion, submitted reflections, presentations)?*

Clarity avoids confusion and uneven engagement.



Align With Existing Initiatives

Explicitly connect the book study to current school efforts—advisory programs, safeguarding protocols, student support systems, or culture-building work. When people see relevance, they lean in.



Communicate the Plan Clearly

Introduce the book study with a strong kickoff message:

- *Why this matters*
- *What to expect*
- *How it connects to your school's mission*

People are far more likely to engage when the rollout feels intentional and meaningful.



Build in Reflection and Feedback

Create space to gather input during and after the process. What's working? What needs adjusting? This helps you refine and sustain the work beyond the initial study.



Plan the "What's Next"

Decide how this continues after the book study ends—ongoing discussions, integration into PD, or expansion into other OTA programming. The goal is not just to finish the book, but to embed its principles into daily practice.



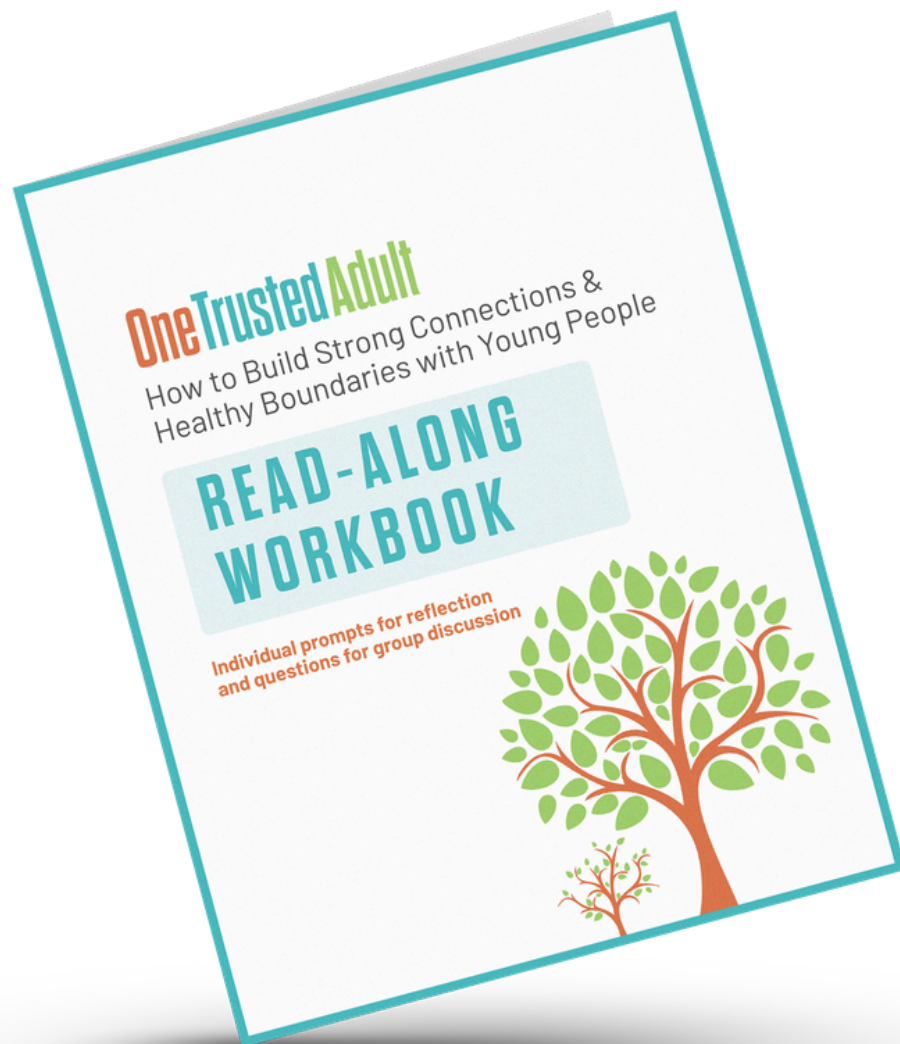
The Readers' Guide

This Readers' Guide is designed to help you:

- Identify practical personal shifts that build trust
- Engage colleagues or teams in meaningful group dialogue
- Turn positive intention into perceivable action

Download to print copies for your staff, or send the PDF to all participants in the Book Study

CLICK HERE TO DOWNLOAD



SUPPORTING VIDEOS

"Be Who You Need(ed)" Video for *Students*



CLICK WATCH

"Whose Bench Are You On?" Video for *School Staff*



CLICK WATCH



BOUNDARIES QUIZ

Are your boundaries too loose? Too rigid? Or maybe, just right!

The greatest influence on a student's experience at school is the adults who surround them. There are significant academic and developmental benefits when every student can identify at least one trusted adult at school—and even greater benefits when they can identify many. A key component of trust is establishing and maintaining clear boundaries. Taking the time and effort to get those boundaries right protects both adults and students and ultimately supports the well-being and growth of young people.

Boundaries can seem simple, but in reality, they are complex and need constant attention and tending. Every action, big or small, sends a message to those around us about our personal and professional boundaries. There is an ideal balance of accessibility, boundaries, and care in schools and organizations, and we can achieve it with thoughtful practice that cultivates conditions that allow youth and adults to thrive.

So, what do healthy, balanced, boundaried people look like?

**Take this quiz to learn if your boundaries are... too rigid? Too loose?
Or maybe, just right!**

CLICK TO TAKE THE QUIZ



CLASSROOM POSTERS

Back to **BASICS**

To build spaces that build trust, start by creating experiences and engagements that meet basic human needs.

- B** Belonging & Membership
- A** Ability to Contribute
- S** Safety & Structure
- I** Independence & Control
- C** Competence & Mastery
- S** Self-Awareness & Connection

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WANT MORE INFORMATION? WWW.ONETRUSTEDADULT.COM INFO@ONETRUSTEDADULT.COM

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I CARE ABOUT YOU.

Here are the kinds of care you can expect from me:

CHEERLEADING

I will celebrate your successes, wins, and efforts.

CHALLENGING

I will support you in the ways I can and connect you with other supports when needed.

COACHING

I will teach you skills, share information, and advise you.

COMFORTING

I will support you in the ways I can and connect you with other supports when needed.

THE 4 Cs

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IN THIS SPACE, WE ARE...

- ✓ **ALLOWED TO DISAGREE**
⊗ NOT ALLOWED TO DEMEAN
- ✓ **ALLOWED TO MAKE MISTAKES**
⊗ NOT ALLOWED TO MAKE FUN OF OR MOCK
- ✓ **ALLOWED TO CHALLENGE**
⊗ NOT ALLOWED TO PUT DOWN OR BULLY

WANT TO KNOW THE DIFFERENCE? JUST ASK!

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WHAT IS A TRUSTED ADULT?

A trusted adult is someone YOU deem trustworthy. I hope to earn your trust over time by being accessible, boundaried, and caring.

And please remember:

- While I am not your parent,
I am a promoter of your potential.
- While I am not your therapist,
I am a defender of your dreams.
- While I am not your friend,
I am an advocate for your needs.

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WHAT YOU SAY IN HERE STAYS IN HERE

UNLESS

- SOMEONE HAS HURT YOU
- SOMEONE IS HURTING YOU
- YOU WANT TO HURT SOMEONE
- YOU WANT TO HURT YOURSELF
- YOU GIVE PERMISSION TO SHARE WITH ANOTHER TRUSTED ADULT
- YOU ARE IN NEED OF SUPPORT OUTSIDE OF MY EXPERTISE

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WHAT ZONE ARE YOU IN?

	COMFORTABLE	UNCOMFORTABLE
GOOD	THE REST ZONE	THE GROWTH ZONE
BAD	THE STUCK ZONE	THE DANGER ZONE

THE ZONES ARE A TOOL YOU CAN USE TO TRAIN YOUR GUT TO RECOGNIZE:

the GOOD kind of COMFORTABLE versus the BAD kind of COMFORTABLE **AND** the GOOD kind of UNCOMFORTABLE versus the BAD kind of UNCOMFORTABLE

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IMPACT STORY

Inspired by the Book—Proven in Practice: How one school turned a core idea into a simple, school-wide strategy

Sometimes the most meaningful change in a school doesn't begin with a new program or policy—it begins with an idea that clicks.

For Kelly Goodrich, Director of Student Wellness at Christchurch School, that moment came while reading *One Trusted Adult*. One idea in particular stayed with her: while research shows meaningful positive outcomes for young people who can name at least one trusted adult, those outcomes grow even stronger when students can name more than one. Every young person deserves not just a single trusted adult, but a network of them.

That insight sparked a practical question:

What would it look like to make those relationships visible and intentional at a school-wide level?

The answer became Trusted Adult Identification Day—a simple practice that has since created a powerful ripple effect, strengthening student support and shaping a more connected school culture.

You can read more about how Kelly implemented Trusted Adult Identification Day at her school—and get inspired to develop your own creative approaches to building community and fostering strong relationships grounded in the ABCs—in Kelly's Impact Story.



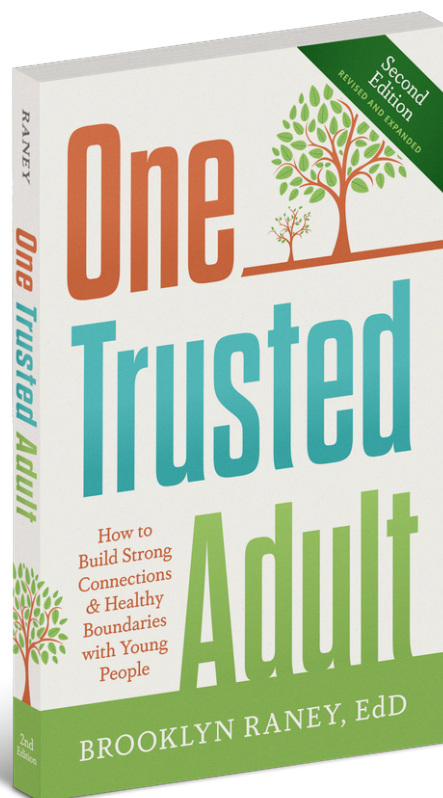
[CLICK TO READ STORY](#)



NEXT STEPS

Ready to purchase the Second Edition for your staff?

Please reach out to Jill at jill@onetrustedadult.com to discuss bulk pricing discounts and shipment.



To set up a FREE session with an OTA Coach who can help you plan your Book Study and explore additional resources from One Trusted Adult, please email info@onetrustedadult.com

