

3E: Through the Trauma Lens

Connecting to
MO SW-PBS



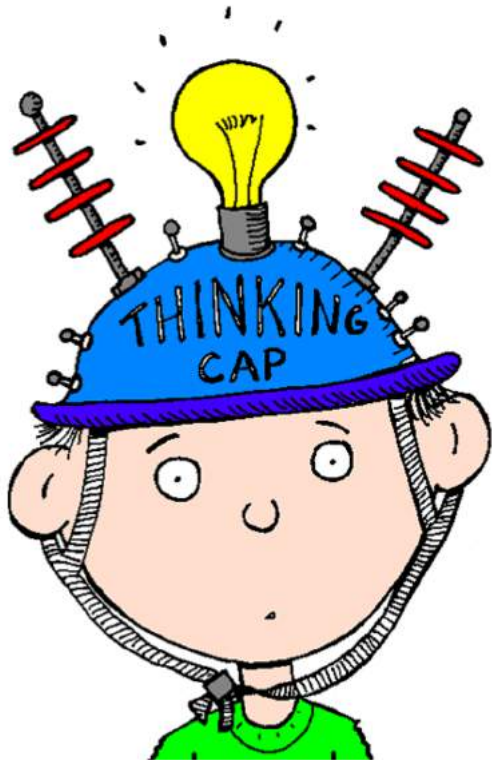
Daniel Rector
MO SW-PBS Statewide Coach



rectordl@missouri.edu



@PBISRector
#moswpbs18



Guiding Questions

- What is an 'ah-ha' that you have from this information?
- In what capacities does this material connect with our work?
- What opportunities exist for parallels between trauma and our MO SW-PBS framework? What areas could be strengthened? What areas need to remain discrete from one another?



@PBISRector
#moswpbs18

Today's Outcomes

- Integrating school mental health into a multi-tiered system of support model (traditional versus trauma-informed approaches).
- Discuss basic/universal strategies for supporting students who have experienced trauma that are aligned to MO SW-PBS practices.



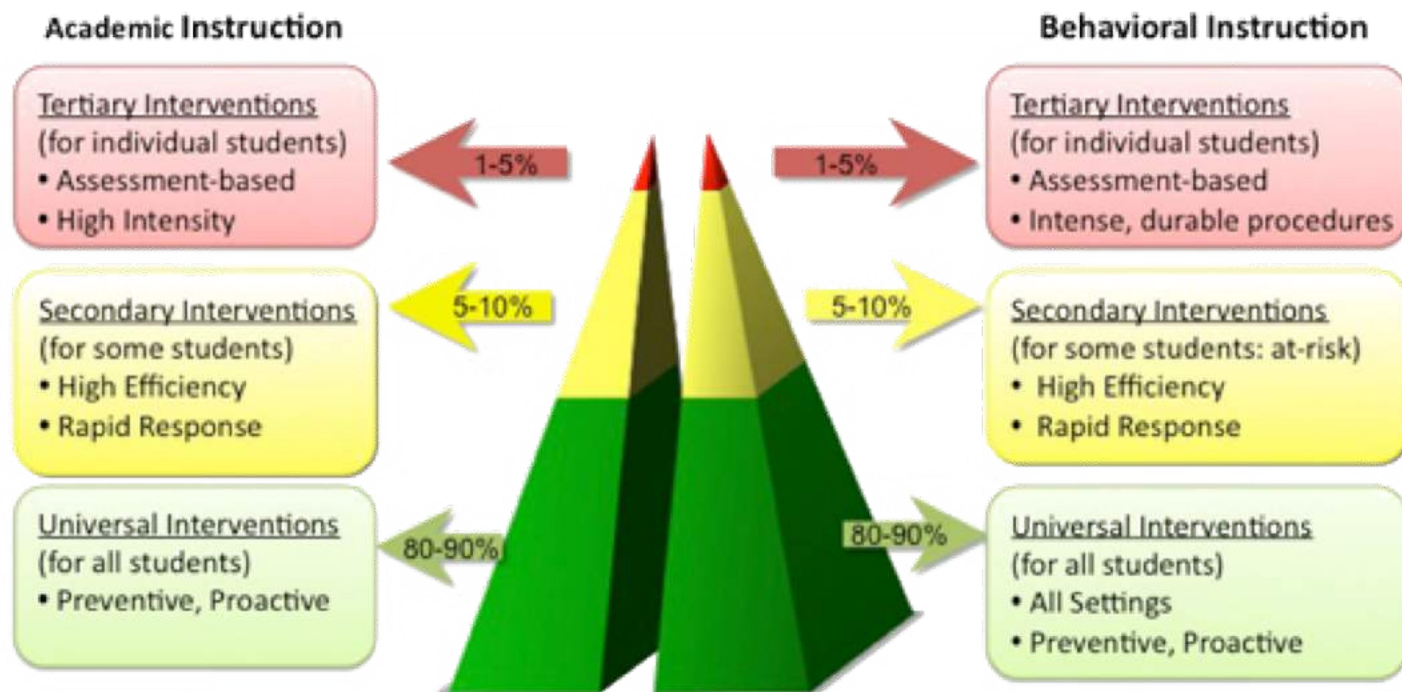
@PBISRector
#moswpbs18

MTSS: More Than Academics and Behavior



@PBISRector
#moswpbs18

Designing Schoolwide Systems for Student Success



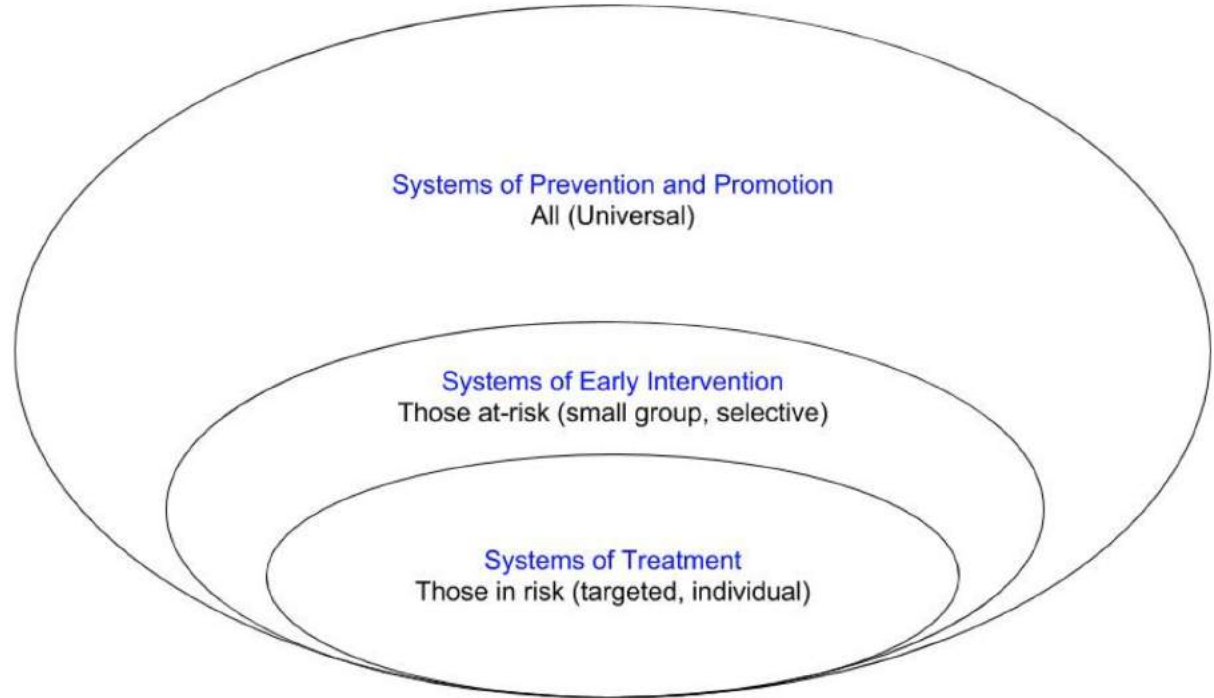
Core Beliefs

A trauma-informed framework is best implemented when built upon already existing structures, not in isolation (McIntosh & Goodman, 2016; Eber, Weist, & Barrett, 2013).

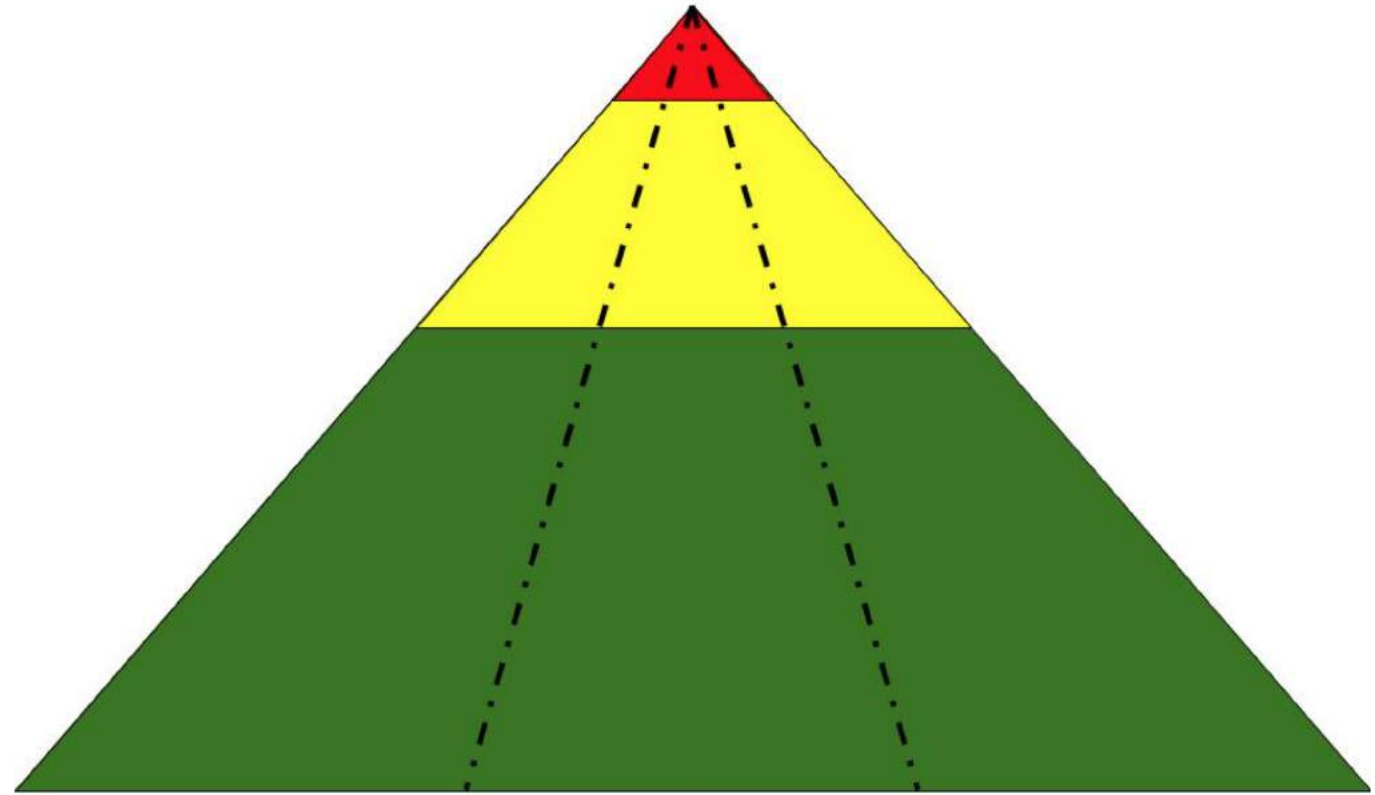


@PBISRector
#moswpbs18

Mental Health Service Delivery Model



@PBISRector
#moswpbs18



Academic
Systems

School Mental
Health
Systems

Behavioral
Systems



@PBISRector
#moswpbs18

School Mental Health

- Comprehensive system of mental health services and programs
- Full continuum of mental health promotion, prevention, earlier intervention, intervention, and recovery
- Emphasized shared responsibility of funding
- School-based and school-linked
- Services for all students
- Wellness for all members of the school community
- Meaningful engagement of families and youth
- Culturally-relevant best practices
- Continuous quality improvement

Adapted from Weist & Murray, 2007; Miles, Espiritu, Horen, Sebian, & Waetzig, 2010.



@PBISRector
#moswpbs18

Resource Mapping...

Rather than focusing on something new, how can you systematically examine what you're already doing and identify improvement gaps?

- [MO SW-PBS Working Smarter Template](#)
- Use data to identify areas of need (e.g. ODRs, SAS, TFI, Universal Screeners)
- Use data to monitor effectiveness



Today's Outcomes

- ✓ Integrating school mental health into a multi-tiered system of support model.
- Discuss basic/universal strategies for supporting students who have experienced trauma.
- Identify possible systems for continuous improvement.



@PBISRector
#moswpbs18

Universal Strategies



@PBISRector
#moswpbs18

Core Beliefs

Trauma, by nature, is personal. Our best approach is to design systems of prevention and promotion rather than focusing on reactive systems (SAMHSA, 2014; Evans, Simonsen, & Dolan, 2013). Your PBIS system can help with creating a solid framework of prevention and promotion.



@PBISRector
#moswpbs18

Your Role

“I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that created the climate. It is my daily mood that makes the weather.

As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

~ Dr. Haim Ginott



@PBISRector
#moswpbs18

Common View v. Trauma-Informed View

Common View	Trauma-Informed View
Views negative behavior solely as student choice. Utilizes punitive consequences to motivate students (shame, blame, guilt, rejection, isolation or deprivation).	Views students as wanting to do well but possibly 1) lacking the necessary skills to get their needs met or 2) having developed misunderstood patterns of behavior in response to challenges. Considers students may have a negative world view that influences their interactions.
Characterizes student challenges in negative language (acting out, uncontrollable, manipulative, naughty, defiant). Communicates an expectation of failure.	Characterizes student challenges in constructive language (in need of emotional regulation, calming strategies or skills).
Refers to the student with a label (e.g., "Tier 3" or "EBD").	Eliminates the use of labels and uses richer language to describe the student (e.g., Lance does well with his peers when he receives assistance on the playground).
Utilizes an authoritarian approach.	Uses a collaborative approach.
Punishes or minimizes the importance of the student's coping strategies.	Recognizes that behavior is communication and searches for the function of the behavior. Strives to support the student meeting the function of the behavior in positive and productive ways.
Does not take the whole student into account (strict focus on academics only, reduced capacity for genuine warmth or concern, prioritizes task completion exclusively).	Recognizes student academics, behavior, social-emotional learning, health, and family and community wellness as connected and works to integrate support from a whole student perspective.
Does not teach expectations to the student and assumes the student should already know.	Teaches and re-teaches expectations in school. Understands that teaching is not simply telling. Differentiates instruction for both academic and behavioral expectations.
Creates systems by which the student must demonstrate he/she is worthy of intervention or must qualify for services (e.g., special education).	Promotes systems that are integrated (not "siloed") and a culture where all students get what they need to be successful, regardless of whether they qualify for services or not.
Prioritizes the needs of the school or staff over the needs of the student.	Fosters a student-centered environment.
Uses professional "insider" language or jargon.	Uses language that can be understood by students and families considering comprehension level, language skills, and native language.

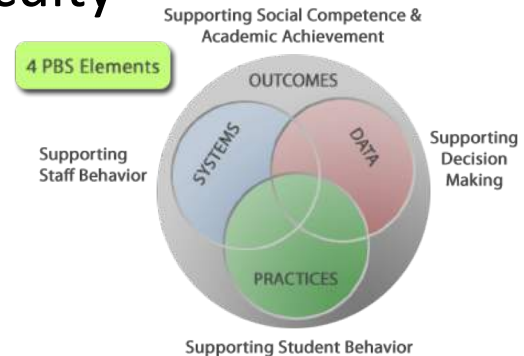
Universal Strategies

SAMHSA's Principles of TIC

- 1.Safety
- 2.Trustworthiness and transparency
- 3.Peer support and mutual self-help
- 4.Collaboration & mutuality
- 5.Empowerment, voice & choice
- 6.Cultural, historical & gender issues

Effective Classroom Practices

- 1.Expectations & Rules
- 2.Procedures & Routines
- 3.Encouraging Behavior
- 4.Discouraging Inapp. Behavior
- 5.Active Supervision
- 6.Opportunities to Respond
- 7.Activity Sequencing & Choice
- 8.Task Difficulty



@PBISRector

@rachelhaug_mu

#moswpbs

Why a Classroom Focus?

Implementation of classroom systems from the Self-Assessment Survey was a unique predictor of sustained PBIS implementation (Mathews, McIntosh, Frank & May, 2014).



@PBISRector

@rachelhaug_mu

#moswpbs

Universal Strategies

Safety

- Create predictable routines
- Create conditions for calm
- Praise people publicly and hold them accountable privately.
- Use a restorative approach to discipline (focus of discipline from punishment to learning)

Effective Classroom Practices

1. Expectations & Rules
2. Procedures & Routines
3. Encouraging Behavior
4. Discouraging Inapp. Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty



Universal Strategies

Trustworthiness & transparency

- Include students and staff in creating expectations and norms
- Be transparent and consistent with follow-through
- Model behavior

Effective Classroom Practices

1. Expectations & Rules
2. Procedures & Routines
3. Encouraging Behavior
4. Discouraging Inapp. Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty



@PBISRector

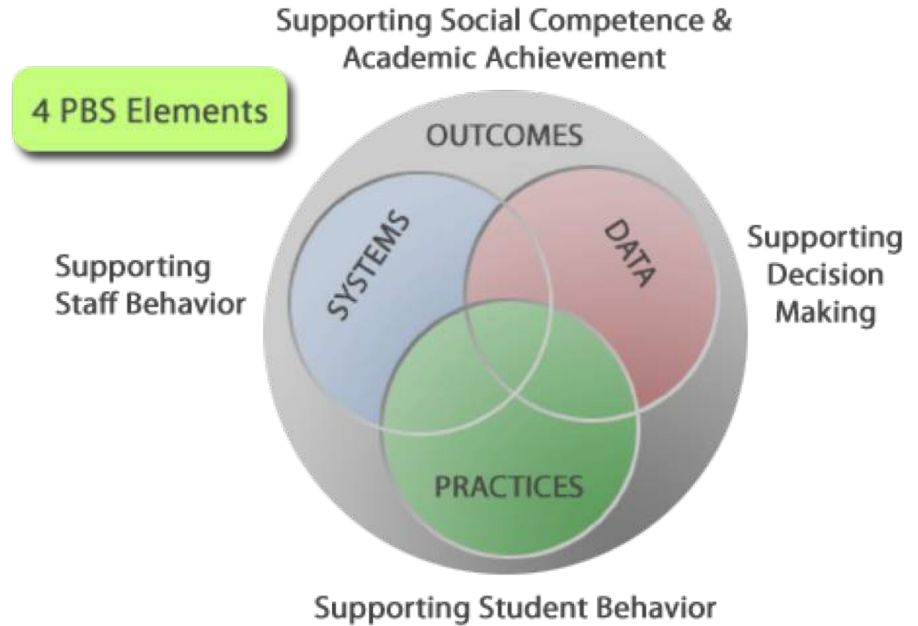
@rachelhaug_mu

#moswpbs

Universal Strategies

Peer support & mutual self-help

- Consistency for staff
- Strategies and activities for building staff wellness and resilience
- Offer safe, calm spaces for staff to recharge
- Make staff aware of how to ask for help



@PBISRector

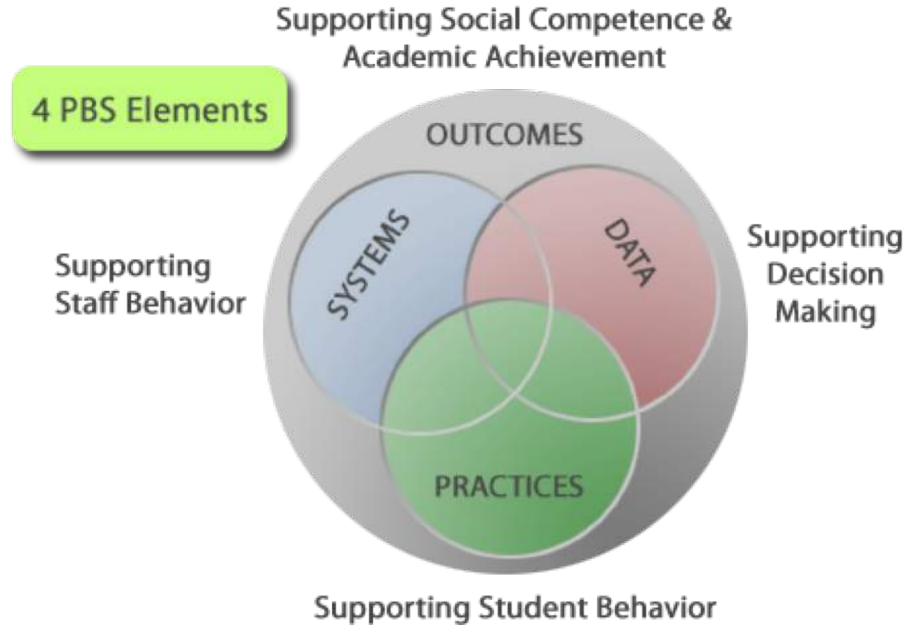
@rachelhaug_mu

#moswpbs

Universal Strategies

Collaboration & mutuality

- Encourage staff to learn from each other



@PBISRector

@rachelhaug_mu

#moswpbs

Universal Strategies

Empowerment, voice, & choice

- ownership over their learning; feel the work is meaningful, relevant, & important.
- voice and choice about what and how they learn
- create highly engaging classrooms that allow for student voice.

Effective Classroom Practices

1. Expectations & Rules
2. Procedures & Routines
3. Encouraging Behavior
4. Discouraging Inapp. Behavior
5. Active Supervision
6. Opportunities to Respond
7. Activity Sequencing & Choice
8. Task Difficulty



@PBISRector

@rachelhaug_mu

#moswpbs

Universal Strategies

Cultural, historical, & gender issues

- make sure students see themselves represented in curriculum
- Recognize, value, & celebrate all family cultures

context-specific

Effective Classroom Practices

- 1.Expectations & Rules
- 2.Procedures & Routines
- 3.Encouraging Behavior
- 4.Discouraging Inapp. Behavior
- 5.Active Supervision
- 6.Opportunities to Respond
- 7.Activity Sequencing & Choice
- 8.Task Difficulty



@PBISRector

@rachelhaug_mu

#moswpbs

Core Beliefs – Golden Rule

Golden Rule: Focus on Teaching



@PBISRector

@rachelhaug_mu

#moswpbs

Teaching, Teaching, Teaching...

Whatever we expect needs to be taught explicitly...

- Tell
- Show
- Practice
- Feedback

Resource:

[CASEL Program Guides \(Elem. & Sec.\)](#)



@PBISRector

@rachelhaug_mu

#moswpbs

Brain breaks

Groups and examine this document: <https://goo.gl/a5XVWc>

Your task is to teach (tell, show, practice) a strategy to the rest of the group.

Additional resource: <https://goo.gl/mdgpG9>



@PBISRector
#moswpbs18

Mindfulness

Teaching students strategies to be aware of their body...

How to Breathe

<p>One: SUN</p> <p>Look up to the sky and take a deep breath.</p> 	<p>Two: SHOE</p>  <p>Breathe all the way down to your foot in your shoe.</p>
<p>Three: ME</p>  <p>Breathe up from your shoes and all the way to your head!</p>	<p>Four: ONE MORE!</p>  <p>If the first three felt good, try one more!</p>



@PBISRector
#moswpbs18

What about kids who need more?



@PBISRector
#moswpbs18

Core Beliefs – Golden Rule

Golden Rule: Understanding trauma helps us explain behavior; it should never excuse behavior.



@PBISRector

@rachelhaug_mu

#moswpbs

Systems Thinking

- What roles do schools have in delivering those strategies?
 - Legal, Ethical, Moral Obligations
- What should schools be focusing on when we working with students who need more?
 - Universal supports for all
 - Early 'at-risk' identification
 - Connecting to community supports
 - Systems for 2-way communication & integration
 - Evidence-based practices



Early 'at-risk' Identification

- Teacher nomination
 - externalizing behaviors
 - internalizing behaviors
- Data Decision Rules
 - academics/grades, behavior/referrals, attendance, nurse visits, counselor visits
- Universal Screening
 - inclusion of social/emotional components (e.g., [compendium of screeners](#))

Resource:

[MO SW-PBS Tier 2 Workbook](#)
([Student Identification Chapter](#))

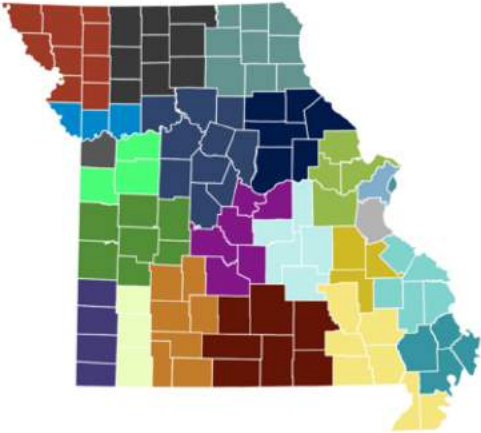


Connecting to Community Supports

Community Mental Health Centers

🏠 » Mental Illness » How & Where to Get Help

Mental Health services for the Division of Behavioral Health (DBH), formerly the Divisions of Alcohol and Drug Abuse and Comprehensive Psychiatric Services, are accessed through 25 service areas, with each service area serving particular counties of the state. Community Mental Health Centers and/or Affiliates are responsible for providing these services. These agencies determine a person's eligibility for services and provide those services. A listing of the Community Mental Health Centers is given below. To locate the region your county is in, click on your county from the list below.



@PBISRector @rachelhaug_mu #moswpbs

Developing a Good Partnership

- Avoid “captive audience” mentality
 - What is the school’s primary purpose?
- Formalize Partnerships
 - Legal & Ethical Challenges
- Reevaluate Costs & Benefits
- Systems of 2-way communication

Resource:

[Wisconsin’s DPI Mental Health Guidelines](#)



@PBISRector

@rachelhaug_mu

#moswpbs

Evidence-Based Practices

- Legal, Ethical, Moral Obligations

Evidence-Based Resources

- [SAMHSA's National Registry of Evidence-Based Programs and Practices](#)
- [What Works Clearing House](#)
- [National Child Traumatic Stress Network's Empirically Supported Treatments and Promising Practices](#)



@PBISRector

@rachelhaug_mu

#moswpbs

Today's Outcomes

- ✓ Integrating school mental health into a multi-tiered system of support model.
- ✓ Discuss basic/universal strategies for supporting students who have experienced trauma.

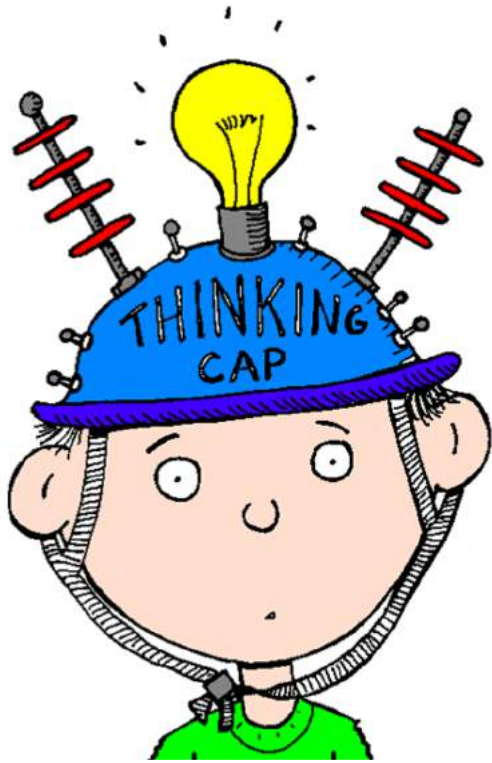


@PBISRector
#moswpbs18

Questions?



@PBISRector
#moswpbs18



Reflection

- What is an 'ah-ha' that you have from this information?
- In what capacities does this material connect with our work?
- What opportunities exist for parallels between trauma and our MO SW-PBS framework? What areas could be strengthened? What areas need to remain discrete from one another?



@PBISRector
#moswpbs18

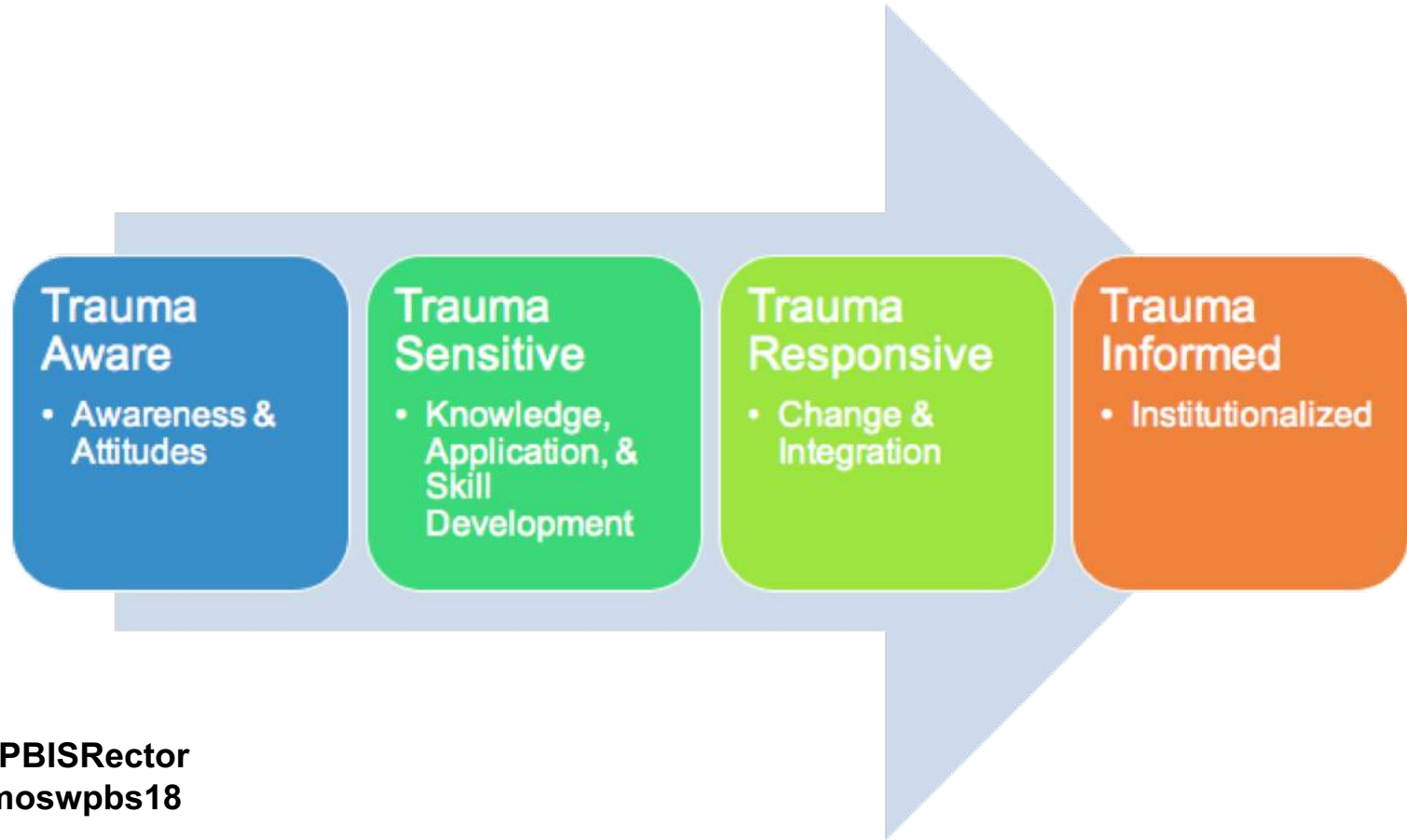
BONUS



- Identify possible systems for continuous improvement.



Trauma-Informed Care: Missouri Model



@PBISRector
#moswpbs18

Organizational Self-Assessment/Checklist



- ✓ No gold medals
- ✓ Don't recreate the wheel
- ✓ Don't know? Who might know?
- ✓ Fully in place
 - ✓ **Policy, procedures, people, & process**
 - ✓ *Embedded in continuous improvement process*



@PBISRector
#moswpbs18

Questions?



@PBISRector
#moswpbs18

Contact Information

Daniel Rector

Statewide Coach

MO SW-PBS

e-mail: rectordl@missouri.edu



@PBISRector
#moswpbs18