



Building Tomorrow's Superheroes by being a Trauma Sensitive Elementary School

Presented By:

Procter Elementary Staff

Cassie Barnes, Terri Brewer, Amy Hawley, Alesia Robinson
& Milli (service dog)

Today's Goals

- Define Trauma Informed Care
- Participate in Classroom Meeting
- Create a Self-Care Plan
- Understand Student Power Plans
- Explain the trauma sensitive classroom
- Create a Calming Corner
- Drama Triangle



We will soar today and always go beyond in our learning.
We are energized by being safe, respectful and responsible.
Each of us is a superhero with unique superpowers.
We believe we are here for a reason!

Aspire Energize Unique Believe



Procter Elementary Demographics

Student Population

221 students (99 boys, 122 girls)

White - 47%

Hispanic - 22%

Multi-Racial - 19%

Black - 11%

Indian - .5%

Asian - .5%


Free and Reduced Lunch

81%

Data to Support TSS

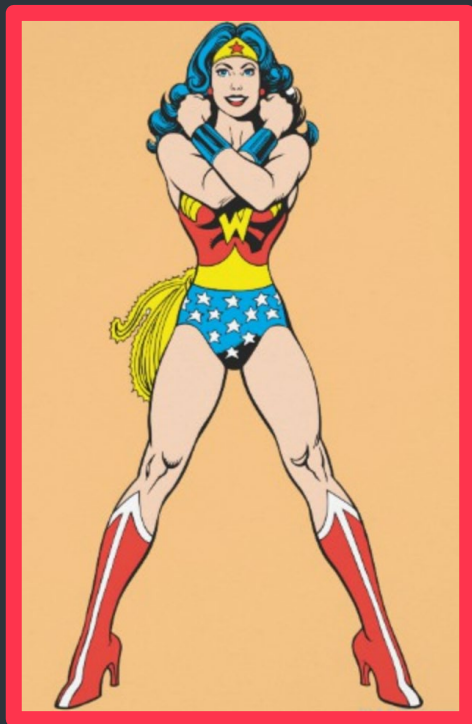
Office Disciplinary Referrals	
School Year	ODRs 1st semester
2016-2017	474
2017-2018	211
2018-2019	84

Annual Performance Report				
	2014	2015	2016	2017
APR Total Points	52/70	41.5/70	43.5/70	57/70
Percent of Points	74.3%	59.3%	62.1%	81.4%



MSIP Standards	Points Possible	Points Earned	Percent Earned
Academic Achievement	48	37	77.1%
Subgroup Achievement <i>IEP, ELL, FRL, Ethnicity</i>	12	10	83.3%
Attendance	10	10	100%
Total	70	57	81.4%

Wonder Woman vs. Bizzaro



Safety	←	Unpredictable
Trustworthiness	←	Deceitful
Empowerment	←	Autocratic
Collaborative	←	Winners & Losers
Peer Support	←	Isolation
Resilience	←	Stagnate
Self-Care	←	Burn-out



What happened to you?

What's wrong with you?

Trauma Informed Care

A shift

The toxic stress is coming from outside of school.

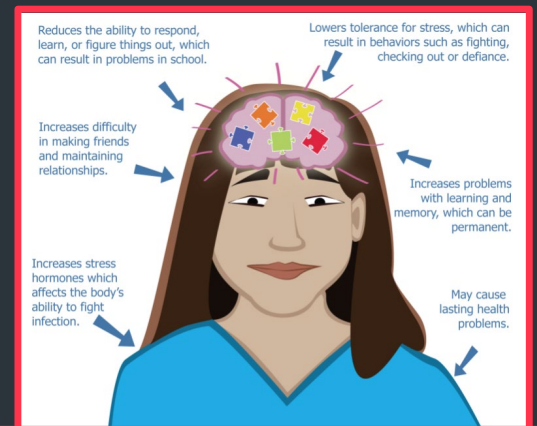
De-escalate and regulate behaviors before solving the issue at hand.

It's never about the issue at hand. It goes deeper.

It's a brain issue, not a behavioral issue. The brain drives behavior.

Discipline is to teach, not to punish.

~ taken from *The Trauma-Informed School* by Jim Sporleder and Heather T. Forbes, LCSW



What is Resilience?

Resilience is the ability to return to being healthy and hopeful after bad things happen. Research shows that if parents provide a safe environment for their children and teach them how to be resilient, that helps reduce the effects of ACEs.

Resilience trumps ACEs!

Parents, teachers and caregivers can help children by:

- Gaining an understanding of ACEs
- Helping children identify feelings and manage emotions
- Creating safe physical and emotional environments at home, in school, and in neighborhoods

What does resilience look like?

- 1. Having resilient parents**
Parents who know how to solve problems, who have healthy relationships with other adults, and who build healthy relationships with their children.
- 2. Building attachment and nurturing relationships**
Adults who listen and respond patiently to a child in a supportive way, and pay attention to a child's physical and emotional needs.
- 3. Building social connections**
Having family, friends and/or neighbors who support, help and listen to children.
- 4. Meeting basic needs**
Providing children with safe housing, nutritious food, appropriate clothing, and access to health care and good education.
- 5. Learning about parenting and how children grow**
Understanding how parents can help their children grow in a healthy way, and what to expect from children as they grow.
- 6. Building social and emotional skills**
Helping children interact in a healthy way with others, manage their emotions and communicate their feelings and needs.

Resources:

ACES 101

<http://acsstozhhigh.com/aces-101/>

Triple-P Parenting

www.triple-p-parenting.net/glo-en/home/

Resilience Trumps ACEs

www.resiliencetrumpsACEs.org

CDC-Kaiser Adverse Childhood Experiences Study

www.cdc.gov/violenceprevention/acestudy/

Zero to Three Guides for Parents

<http://www.zerotothree.org/about-us/areas-of-expertise/free-parent-brochures-and-guides/>

I contribute by developing trusting relationships with our students. I feel that my job is not just to be the school custodian, but someone that our students can trust and look up to and to be a positive role model for them. I enjoy working at Procter because I feel that I am valued and appreciated by our staff and students.

~ Terry Spring, Head Custodian

At the very root of Trauma Sensitive Schools is the belief that relationships matter. . As a school counselor, I am grateful that I have the privilege to listen to students, staff, parents and other stakeholders and form some great relationships, after all, "Building Healthy Relationships Help Transform Lives".

~Alesia Robinson, Counselor

Procter Elementary is a wonderful place to work. My role as the secretary is to make all who enter full welcomed. A lot of my interactions with parents happen on the phone and I want them to feel important and heard. I want each person to know I am here to help them. When students come to the office I often find myself working with them in the calming corner. The culture of Procter is a team, we all support the students and each other.

~ Paula McKinney, Secretary

As a Family School Liaison, I not only assist families in meeting their basic needs, but I work with families in trauma/crisis. I exercise trauma sensitivity by teaching parents the importance of self-care, mindfulness, and being aware of their emotions and how those emotions impact their children. Procter students learn this at school, so it is essential that parents are learning the same skills at home. A great deal of effort is placed in building trust and strong relationships with parents so we can work together with the Procter staff to promote success for their children.

~ Terri Brewer, FSL

In my position, trauma informed care, sensitivity and knowledge are all encompassing. It's absolutely everything that I do from small moments to big moments. There are outcomes that come organically out of the flow of TSS and PBIS, such as relationship building and stable, positive energy throughout the entire building. I feel there is a cohesive mindset and it's amazing that I can call upon any staff member in the building for support if I needed and they would know how to help support whatever student needing it at the time with consistent TSS/PBIS language and calming techniques.. I always have "check in with adult" as part of the students power plans because it's a part of my plan, as well

~Mallory Elton, Recovery Room Interventionist

Quotes from Support Staff...

Afternoon Meeting

Greeting: Ask a partner at your table these three questions. How are you feeling this afternoon? What is a goal you have for this afternoon? Who can help you with that goal?

Share: Share something you learned today at your grade level collaboration.

Activity: Human Knot

Afternoon Message:

Dear Friends,

Today, we will share Procter's journey as a Trauma Sensitive School. This story is still being written and we are continuously learning new things about how to foster resilient learners. Thank you for coming and allowing us to share our story with you. We hope that something we share today will assist your school along their journey as a Trauma Sensitive School.

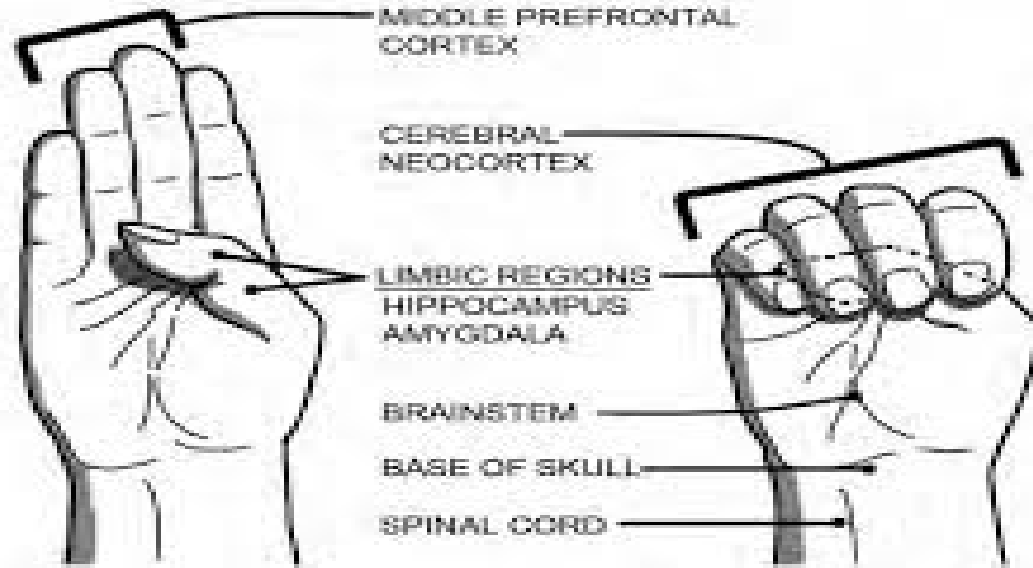
Blessings,

Procter Staff

Ps. We are sharing the first six weeks of our Morning Meetings with you!



Hand Model of the Brain



“Don’t Flip Your Lid”



Teaching the Brain to Students-Teacher Handout

Professional Self - Care, Power Plan

What brings you JOY?



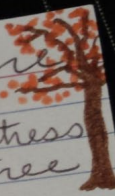

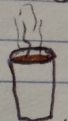




- Fold your 3 x 5 card into thirds.
- Label each section with the following and list 3 to 5 things you can do to support yourself in your daily life.
 - Prevention
 - In the Moment
 - After-care
- Let this card live in your wallet, purse, or desk.





What to do In the Moment

Place your hand on your heart	Press your feet into the floor
Notice your breath and heart rate	Repeat a positive affirmation
Notice things around the room, such as the colors, objects	Make yourself smile
Think of something funny	Flex your muscles
Stretch	Press a magic button on your desk
Visualize calm places and favorite things	Doodle
Massage pressure points	Put on lotion/hand massage
Think of something that you are looking forward to	Think of someone you care about

<u>Rise n' Shine</u>	<u>In the Moment</u>	<u>After-Care</u>
<ul style="list-style-type: none"> • Visualization of flow/ease & Grace 	<ul style="list-style-type: none"> • Hand on   • Notice/Watch Breathing 	<ul style="list-style-type: none"> • Release stress w/ worry @ tree 
<ul style="list-style-type: none"> • Fruit Mandala 	<ul style="list-style-type: none"> • Focus on "Calm & Compassion" 	<ul style="list-style-type: none"> • Welcome Home Mantra
<ul style="list-style-type: none"> • Make Lunches 	<ul style="list-style-type: none"> • Look for the Lesson 	<ul style="list-style-type: none"> • Technology Curfew 
<ul style="list-style-type: none"> • Coffee  	<ul style="list-style-type: none"> • Take a Walk 	<ul style="list-style-type: none"> • Play w/ Bjorn   
<ul style="list-style-type: none"> • Mantra w/ Mala 	<ul style="list-style-type: none"> • Chocolate 	<ul style="list-style-type: none"> • Weeping Shower 
<ul style="list-style-type: none"> • Sing out Strong 		

PREVENT	MORNING TEXTS	music
<ul style="list-style-type: none"> • scripture • COFFEE  	<ul style="list-style-type: none"> • STOP  • to breathe & prepare for day 	
<ul style="list-style-type: none"> • IN THE MOMENT 	<ul style="list-style-type: none"> • BREATHE THE  • fidgets  	<ul style="list-style-type: none"> • STAND OR MOVE  • MINT  • PERSPECTIVE 
<ul style="list-style-type: none"> • AFTER 	<ul style="list-style-type: none"> • bake  • LAUGH  • set times for list • NAP   • relax  	<ul style="list-style-type: none"> • REST 

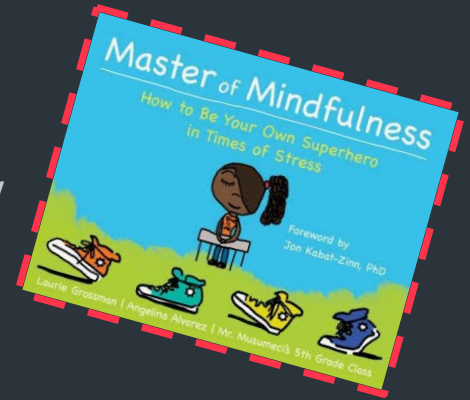
Purpose of Student Power Plan...

- Understand what you need to be safe, respectful, and responsible.
- Use of large and small body movements to help your brain think, body stay calm, and heart to be positive.
- Use strategies to prevent, have in the moment, and aftercare for you to use when life gets hard.
- Remember what does your mind, body and heart need to be the best learner.



Mindfulness

- *Create an environment in which you are mindful of yourself and others*



- *Do the SHARKFIN to recharge your superpowers.*

_____ 's **Superpower Plan!**

Mind

Body

Who can help me?

Heart

Purpose of Superpower Plan...

- 1) Understand what you need to be safe, respectful, and responsible.
- 2) Use of large and small body movements to help your brain think, body stay calm, and heart to be positive.
- 3) Use strategies to prevent, have in the moment, and aftercare for you to use when life gets hard.
- 4) Remember what does your mind, body and heart need to be the best learner.

Creating a Student Power Plan...



In the Moment

After Care

Foldable

Plan

's

Preventative

My Superpower

Plan

Who Can
Help Me

Click on "Foldable" to access template.

Who Can Help Me?



My Superpower Plan _____'s
Plan



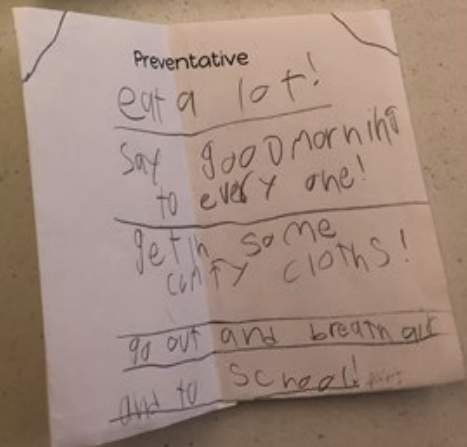
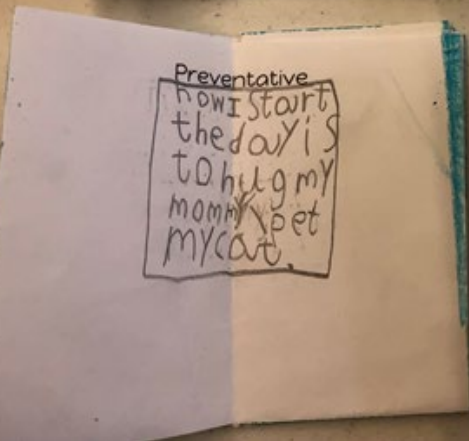
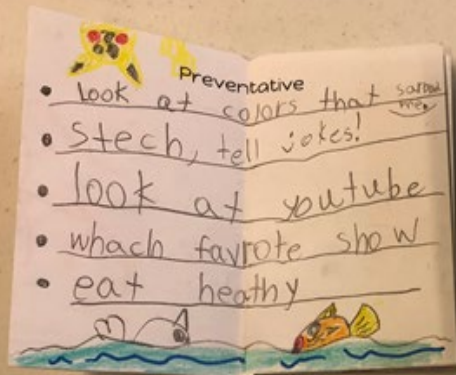
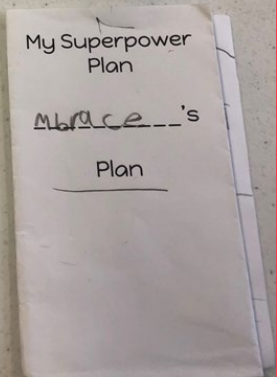
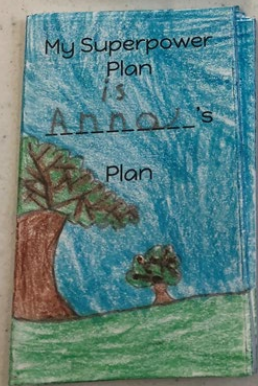
After Care:

Preventative:



In The Moment:

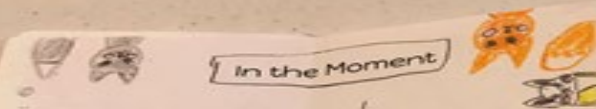
Student Power Plan Examples



Student Power Plan Examples

In the Moment

- paw push
- pretzel
- bat cave
- arm wave



In the Moment


think of: Hug My Stuff

Happy Moments, animal's

play game's

read Book's

LOVE



In the Moment

I am sometimes
tired, happy, sad

I do the shark
fin.

In the Moment

Sometimes ^{mad} a fill like in
going to scream but
Instead I talk to a grownup

I cry for a little ^{sad} but Yeah that's help

Play dolls ^{happy} and talk with
my sister. watch tv!

Student Power Plan Examples

After Care

- relax
- sit and think
- thib cross

After Care

Eat take care

play of friend's

Help peopple

After Care

- I pet milli
- pet my cat

After Care

after im done...

I eat potatoe-chips. and then I ask my mom to go somewhere fun to go but she say No, telling my teacher im all good asking my class mate how are they.

Who Can Help Me

Stay mom dad teacher

Amy Stacy

Love 2 side

Who Can Help Me

milli family

frinds Me teacher offcer's

peppe

Who Can Help Me

my mom

my cat

my teacher

Who Can Help Me

MY mind.

a trused grow up.

MY A.M.

Arind.

Common Language in Trauma Sensitive Classroom and School



Adult Language:

Predictable; consistent language

- *Tell me what happened*
- *I see....*
- *I notice...*
- *I see that you need help with...*
- *That can be hard...*
- *I get the sense that....*

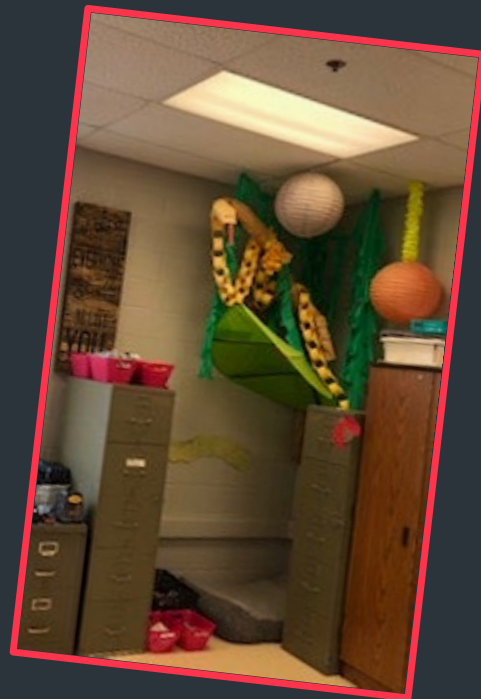
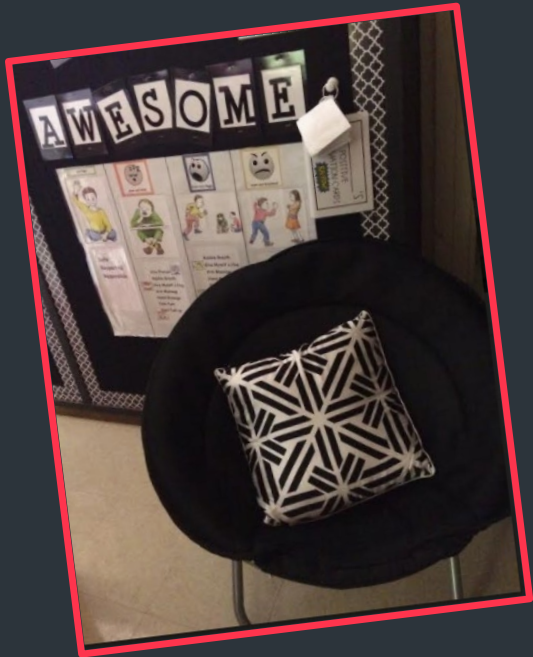
Student Language:

- *I need a minute*
- *I am going to flip my lid*
- *I feel Fast and Wiggly*
- *I feel Fast and Emotional*
- *I feel Slow and Tired*



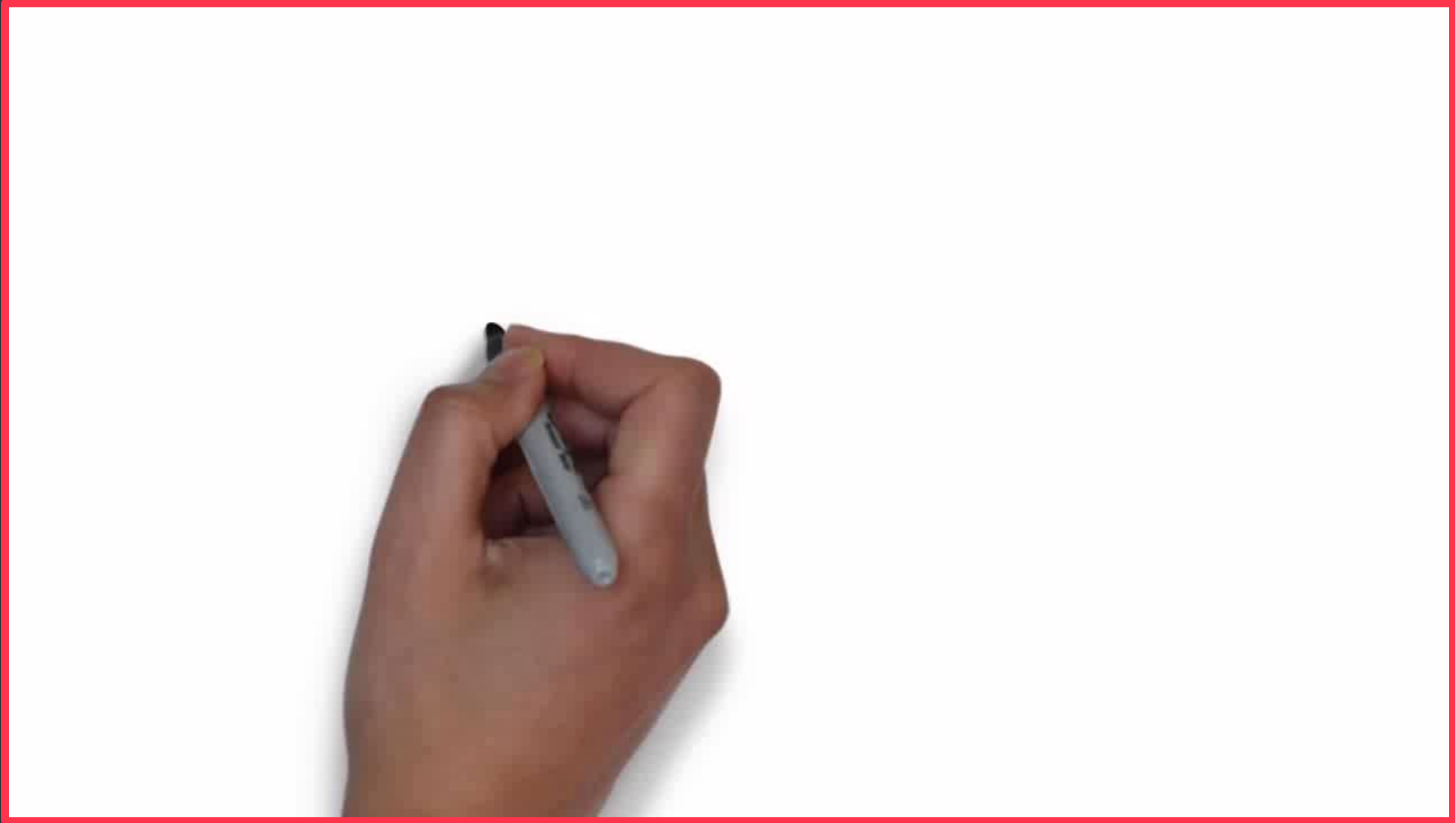
Calming Corner

- Preventative and In the Moment
 - De-escalate
 - Get out of fight or flight, and engage the thinking part of the brain again
 - Pre-taught calm down strategies
 - Comfort, Sensory, Calming, Engaging
 - 5- 10 minute use, frequency determined by student/ teacher
- After-care
 - Teach the skills she needs to do better the next time such a situation arises



Conflict Management

- Participants will explore conflict and understand that it often triggers re-enactment
- Participants will define re-enactment (the drama triangle) as behavior that is rooted in the neurobiological effects of trauma
- Participants will learn empowering strategies to escape the drama triangle, both in professional and personal interactions



https://www.youtube.com/watch?v=ovrVv_RICMw



What is the Drama Triangle?

- Three dramatic roles: Victim, BULLY, Rescuer
- Common, unsatisfactory, repetitive, largely unconscious behavior that is often rooted in trauma
- It is possible to play all three roles even in the same encounter
- When we are stuck in the drama triangle, instead of resolving problems, we endlessly repeat them



Signs of Re-Enactment

Strong Emotions

Hopeless, helpless

Furious, irritated, angry

Sad, protective, uncomfortable

Extreme Thoughts

All, always, every time

Never, no way

Disaster, kill, it's all over

Physical Response

Hot or flushed face

Racing heart

Muscle tension



Pouring Fuel on the Fire

- Using force (verbal and/or physical)
- Threatening
- Arguing
- Taking away (including The Silent Treatment)
- Lecturing
- Public shaming
- Using sarcasm or teasing
- Questions used disrespectfully
- Expressing despair
- One-upping

Latham, 1994



General Effects of Coercion

- Avoid future interaction
- Get even (Fight)
- Escape in the moment (Flight or Freeze)
- Learn coercive behavior (More drama)
- Behave less confidently
- Receive reinforcement for undesirable behavior
- Relationship difficulties and/or failure

We are most often coercive when we:

- Are used to using undesirable behaviors because of our own past experiences
- Have just been coerced by someone else
- Have had a bad day or encounter a pet peeve
- Are frustrated or get over-excited
- Feel unsupported
- Have unmet basic needs



Escaping the Triangle

Graphic used with permission from Cornerstones of Care





VICTIM

Denies power

Lets the experience
define him or her

Looks to others for
rescue

Relinquishes
responsibility

Feels hopeless

DRIVER

Uses power wisely

Remains true to self

Seeks help responsibly,
appropriately, & clearly

Seeks to learn

Focuses on the future



BULLY

Misuses power
Uses passive aggression
Demands or coerces
Threatens/Bullies
Uses physical force
Finds fault
Blames/shames

GUIDE

Empowers others
Communicates directly
Respects boundaries
Models behavior
Provides expectations
Offers alternatives
Commends strengths
Encourages others to link
cause & effect



RESCUER

Helps no matter the cost
Takes the place of
Fixes
Meddles
Encourages
dependence
Feels martyred


COACH

Assists only as
necessary
Stands beside
Encourages action of
others
Empowers
Expresses confidence
Asks permission
Checks back



Self-Reflection

- Which role in the reenactment triangle do you think you are most likely to fall into at work?
- What are some of the qualities you have that make you vulnerable to falling into this role?
- What behaviors in the people that you serve are most likely to trigger you or push you into one of these roles?
- What behaviors in other staff members are most likely to trigger you or push you into one of these roles?



“I really lost it yesterday with Brandon. Nikki and Nora were playing in the backyard with the soccer ball. Brandon took the ball away and threw it over the fence. I was really angry that he would bully them that way. I made him stay in his room the rest of the afternoon. At bedtime Nikki cried and told me it was her fault that Brandon had to stay in his room. She told me that Brandon had asked to play with them and she told him no. She wouldn’t let Nora play either. She wanted the ball all to herself. That’s why he got mad and threw the ball over the fence. I felt bad that I did not handle it better. What should I have done?”

Victim

Rescuer

BULLY



Steps for Escaping the Drama Triangle

- Remain curious and nonjudgmental
- Determine where your power is
- Own your feelings and actions; allow others to own theirs
- Practice alternative behaviors (Driver, Guide, Coach)



Self-Reflection

- Think of a conflict situation you have been in recently.
- Identify the roles each person is/was playing in the drama triangle.
- Consider how you can shift your power to change your role and begin to escape the triangle.
- Consider how you could support the others in that situation to move from Victim to Driver, Persecutor to Guide, and Rescuer to Coach.

Contact Information

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