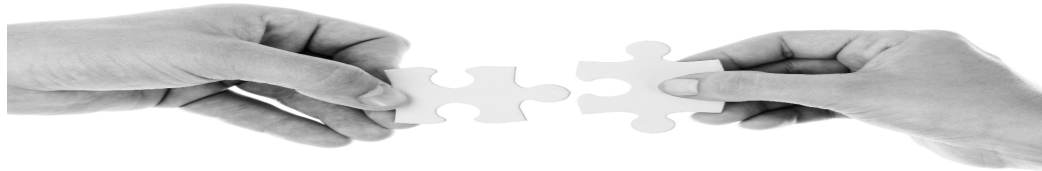


SW-PBS & Trauma- Informed:

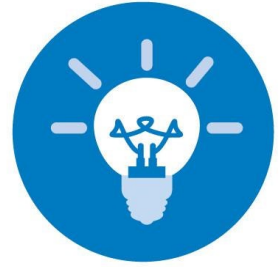
How they fit together



**Dr. Theresa McCulloch, Assistant Principal
Prairie View Elementary School
Wentzville School District**



Presentation Outcomes



Attendees will use the SW-PBS Tier-Based system to see how being trauma informed fits into each tier. Schools will see how they can successfully use SW-PBS as the backbone for being trauma-informed.

Intro: Who Are We?

Prairie View Elementary School. Wentzville School District





Intro: Who Are We?



Communities - Spread over 5 different communities

Fastest growing school district in MO, adding on average 500-600 new students each year since 2001. During that same time period, the WSD has built 11 new schools

District total students 17,460 (11th largest in MO)

School Enrollment 810





Demographic 38 Asian, 42 African American, Hispanic 64, Multi-Racial 46, White 61

TEACHER REACTIONS:

- **Why do we need this?**
- **Our plates are already full enough?**
- **I do my own system in my classroom and do not want to change it.**



SW-PBS: Gave us a school-wide system

	RESPECT	RESPONSIBILITY	SELF-DISCIPLINE	CITIZENSHIP
Halls  0	<ul style="list-style-type: none"> *Hallway hands. 	<ul style="list-style-type: none"> *Take the shortest route. *Walk in single-file lines. *Stay with the class. 	<ul style="list-style-type: none"> *Face forward. *Walk. *Be aware of your square. 	<ul style="list-style-type: none"> *Hold the door for others. *Make way for others.
Restroom  0-1	<ul style="list-style-type: none"> *Give others privacy. *Keep floors and sinks dry. 	<ul style="list-style-type: none"> *Flush the toilet after use. *Wash hands. *Put trash and paper towels in trash can. 	<ul style="list-style-type: none"> *Return to class promptly. 	<ul style="list-style-type: none"> *Stand quietly and patiently while waiting. *Offer to clean up paper towels. *Keep walls and stalls clean.
Bus  2	<ul style="list-style-type: none"> *KAFHOOTY *Speak kindly and <u>appropriately</u> to others. 	<ul style="list-style-type: none"> *Arrive on time. *Take <u>all of your</u> belongings with you. *Keep book bag on lap. *Put trash in trash can. 	<ul style="list-style-type: none"> *Bottom to bottom and back to back. *Remain in assigned seat until your stop. 	<ul style="list-style-type: none"> *Greet and acknowledge drivers and aides. *Quietly talk to your seat partner only.
Assembly 	<ul style="list-style-type: none"> *Sit quietly facing forward with hands in 	<ul style="list-style-type: none"> *Sit near someone who will help you make good choices. 	<ul style="list-style-type: none"> *Sit cross-cross applesauce. 	<ul style="list-style-type: none"> *Participate when asked.

Crider Home & School

Special Education

Self Management

CICO

Check & Connect

Social Skills Groups

PVE Pals

Families

Class Meetings

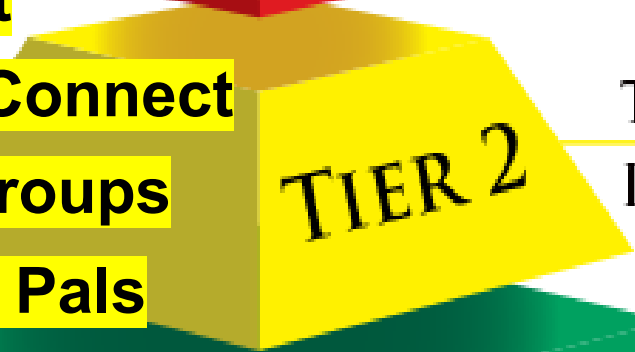
Flight School

Guiding Hand



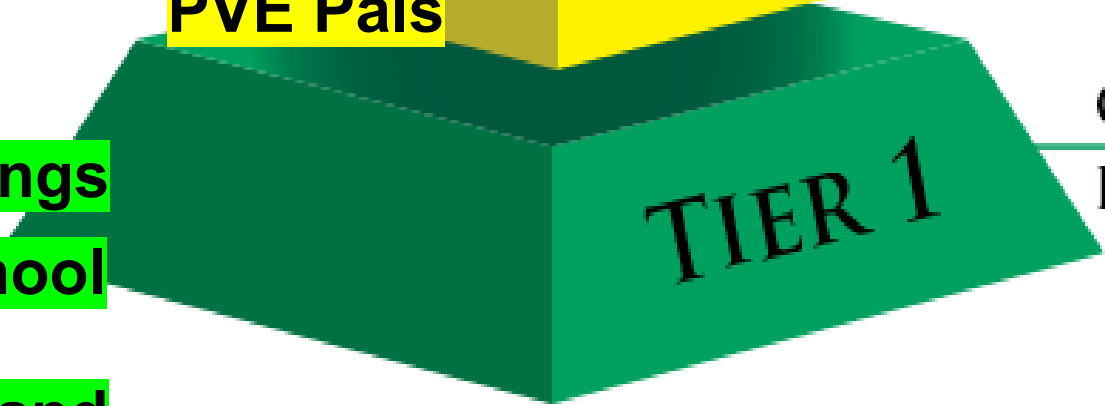
TIER 3

INTENSIVE INDIVIDUAL INTERVENTION



TIER 2

TARGETED SMALL GROUP INSTRUCTION



TIER 1

CORE CLASSROOM INSTRUCTION

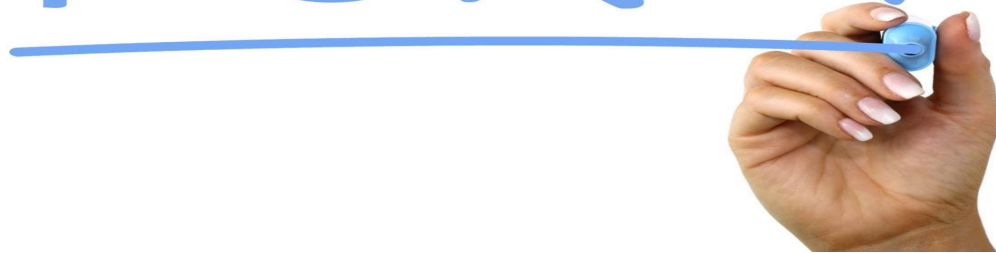
SW-PBS: Research Based System

Tier 1 Team: meets monthly, matrix, lesson plans, flight school, SPF, Big 5 Data,

Tier 2/3 Team: meets biweekly, Data Criteria, Teacher Nomination, Functional Assessment Process, Intervention Coordinator and Facilitators, Interventions

SW-PBS: research based sound tools

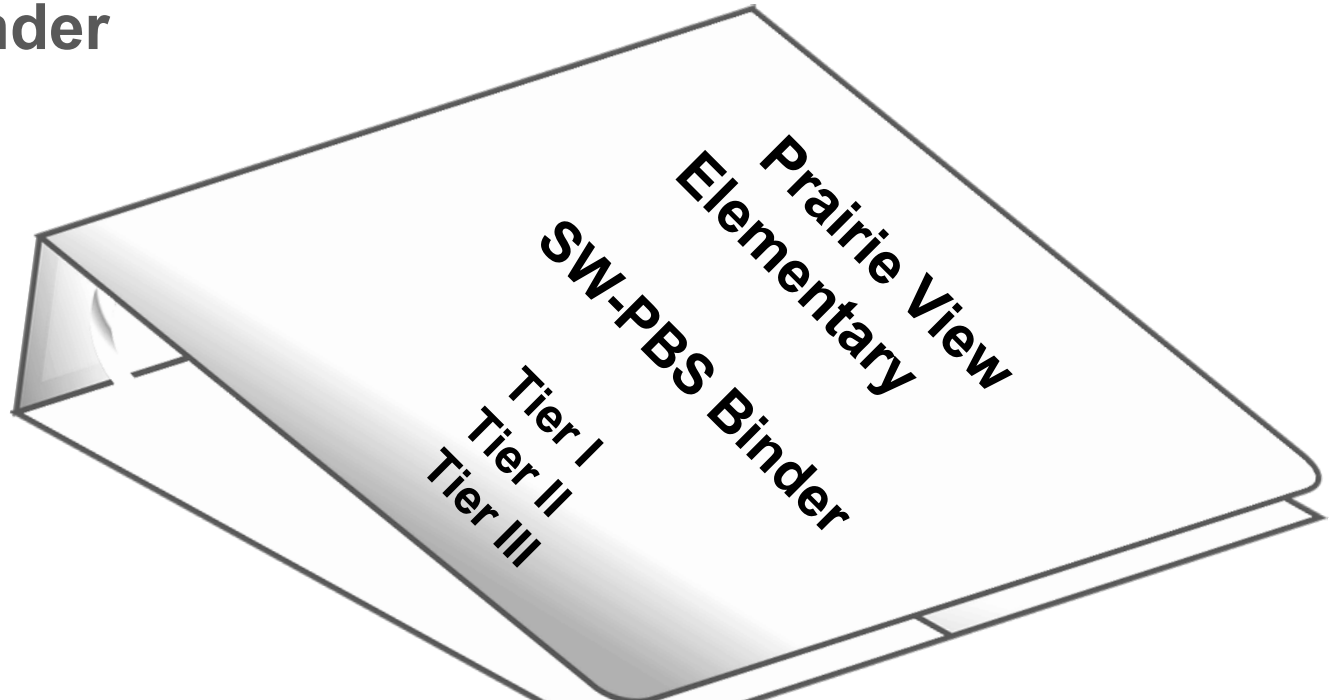
FORM



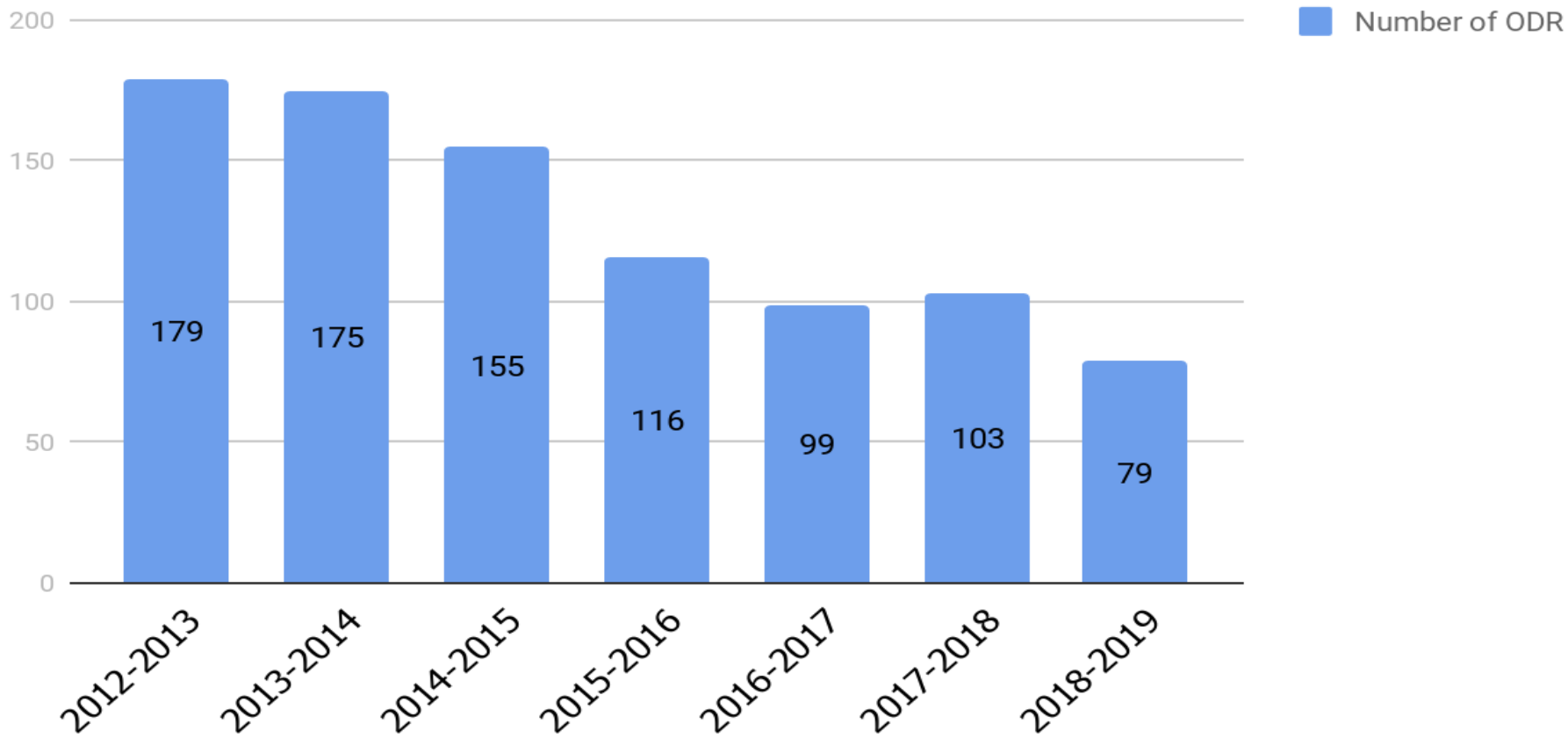
(Ongoing and Every Changing)

SW-PBS: Support System for Staff

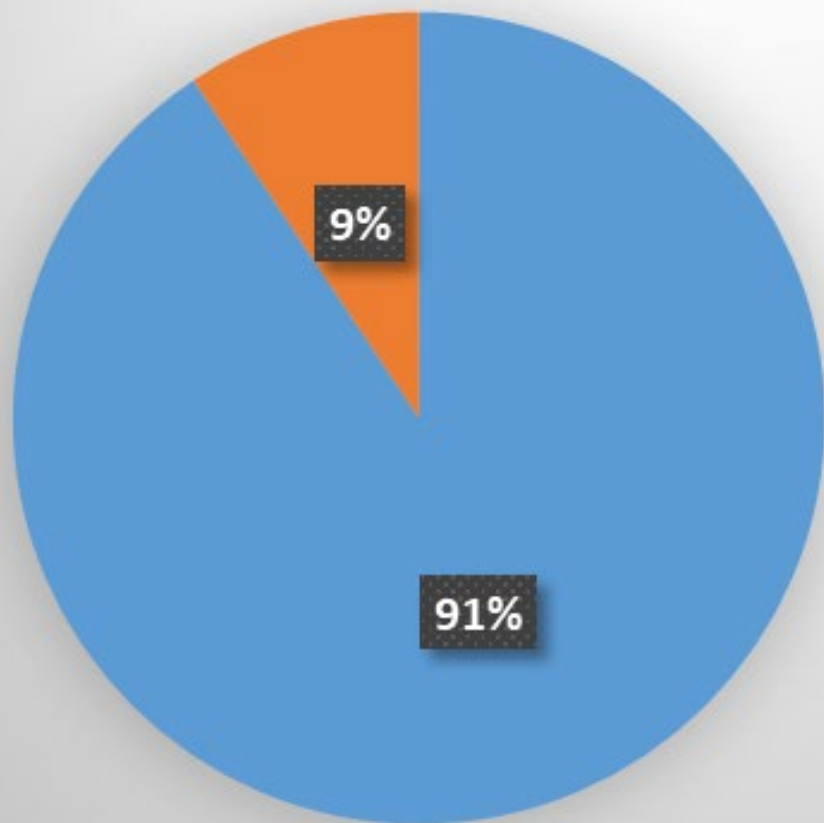
- PD for SW-PBS monthly and yearly
- SW-PBS Binder



Discipline Data



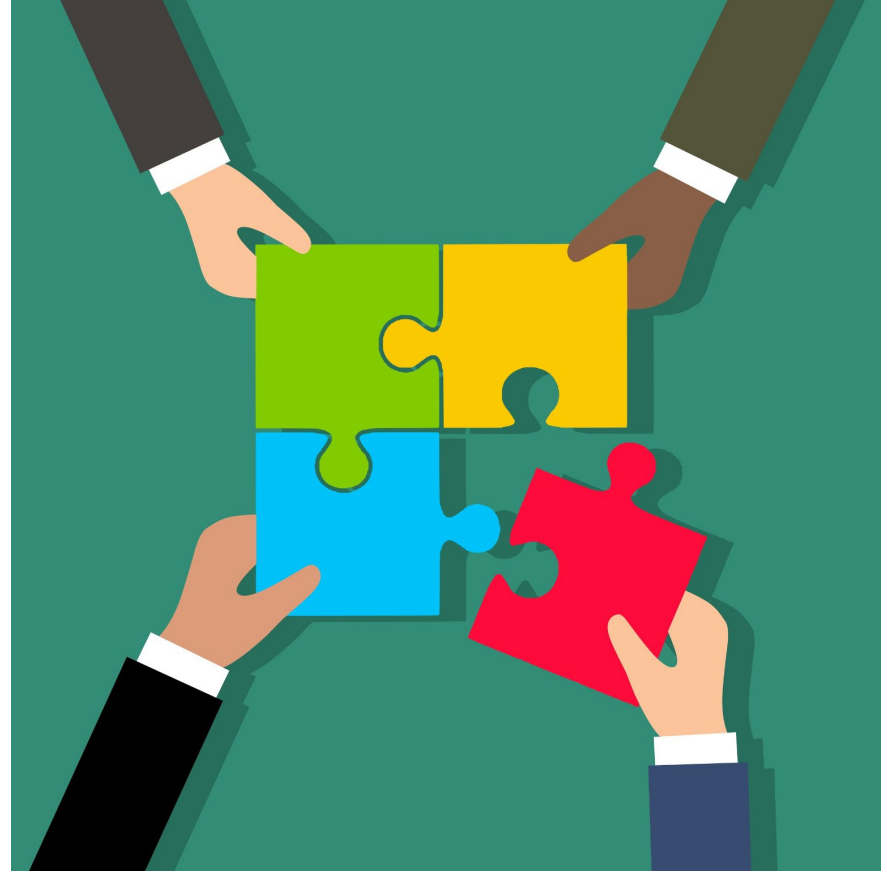
PBS



■ Very Impactful/Impactful

■ Somewhat Impactful/Not At All Impactful/Unfamiliar With This Program

**How did we add
Trauma Informed
Care (TIC) to our
systems already in
place?**



TEACHER REACTIONS:

- **Another new bandwagon we are jumping on!**
- **Why should we care about their home life or past life?
We can't do anything about it!**
- **Our plates are already full enough?**
- **We already do SW-PBS our school and classroom and
we do not want to change it!**



Why should teachers and school staff learn about trauma when we already have SW-PBS?

Why should teachers and staff care about trauma and SW-PBS?

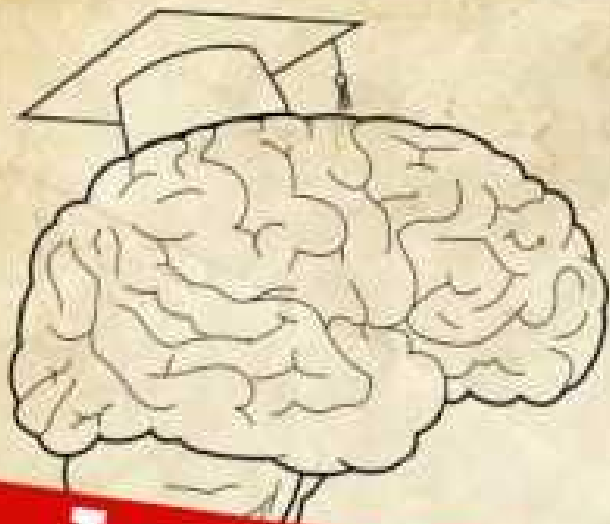
What impact c

s and schools?

**Learning
Brain**



**Survival
Brain**



**Learning
Brain**

VS



**Survival
Brain**

ACE STUDY: The Possible “Why” of Behaviors

- **What does this study do for educators?**

Adverse

Childhood

Experiences



- **Understanding Trauma is not just about acquiring knowledge. It's about changing the way you view the world!**

Transition From: Common View To: Trauma-Informed View



“What’s wrong with you?” TO “What happened to you?”

“He’s giving me a hard time.” TO “He’s having a hard time.”

[Trauma Imbedded Action Plan](#)

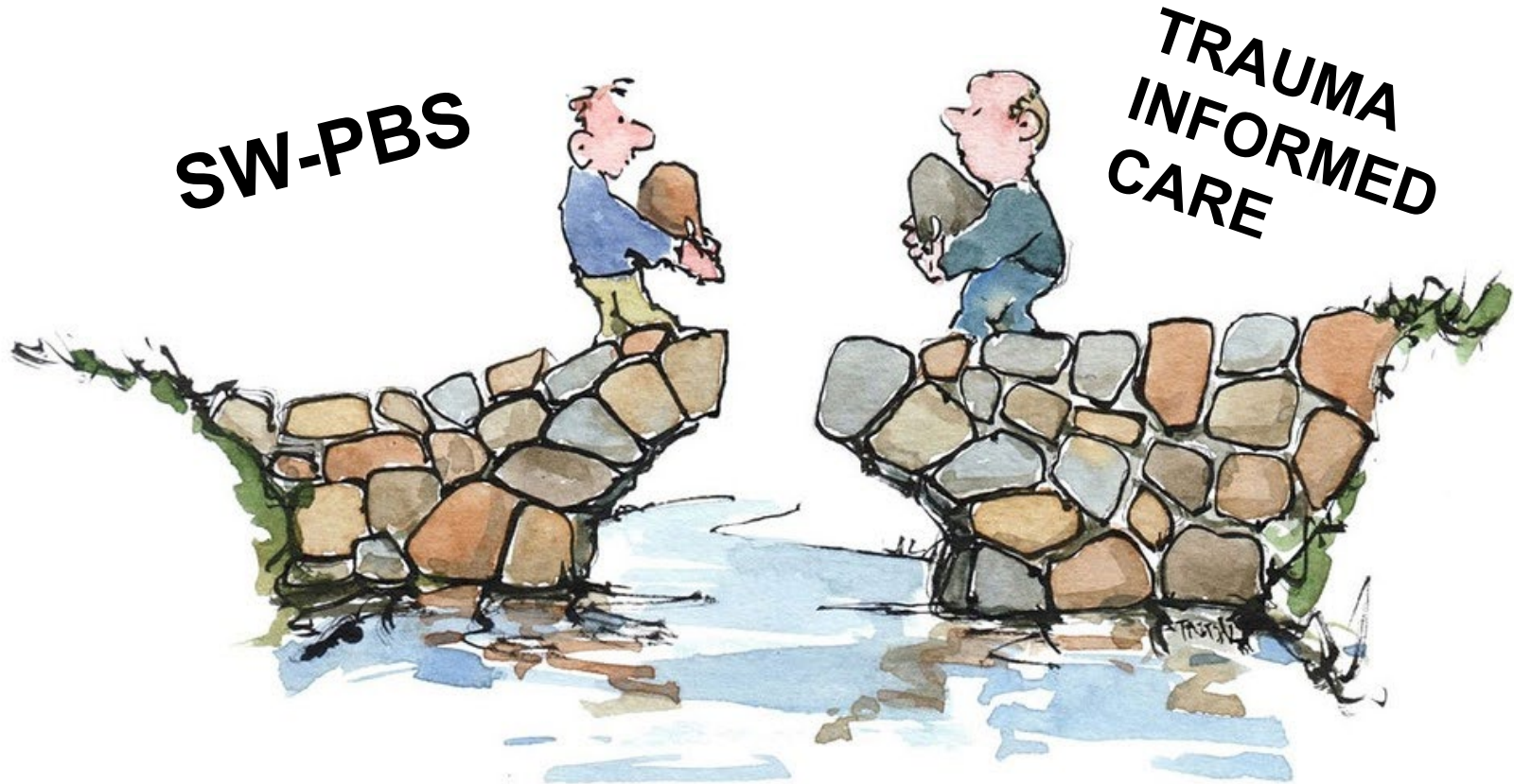
Now What?

We must reduce the stress in the classroom/school setting.



- **Identified possible impacted students**
- **Recognize some will not show up in the ACE's but are indeed traumatized (parents arguing, fight with sibling, etc)**
- **Nomination form and the criteria changed - included nurse visits, bathroom visits, attendance and added focus on internalizing behaviors, etc**

Bridge the Gap: Knowledge and Mindset



INTENSIVE INDIVIDUAL

INTERVENTION

Continued Focus on Tier 3 Interventions

TARGETED SMALL GROUP

INSTRUCTION

Continued Focus on Tier 2 Interventions

ACE Study for Staff

CORE CLASSROOM

INSTRUCTION

Verbal Communication

Rest Nest

Zones of Regulation

Non verbal Communication

Staff Self-Care

Calming Caddy

TIER 1

As a Result of Action Plan:

- ACE's study for the staff - volunteers share
- Monthly PD - Helps to see how trauma can be overcome
- Self-Care tips for Staff
- 30 Min monthly all staff PD based on needs from data
- SW Class meetings with admin and counselors
- Transition SW-PBS Binder to include TIC



What do we need to do first?

1. Action Plan and Educate

- PD must be meaningful and usable immediately
- Always start with their **MINDSET**





Life Highlights Game

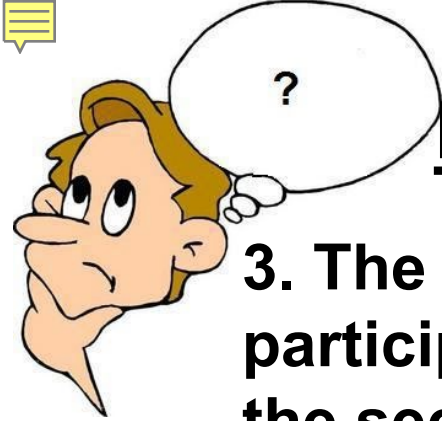
1. This is an excellent icebreaker activity that's perfect for small groups and large groups alike. Begin by asking each participant to close their eyes for one minute and consider the best moments of their lives. This can include moments they've had alone, they've shared with family or friends; these moments can pertain to professional successes, personal revelations, or exciting life adventures.



Life Highlights Game cont...



2. After the participants have had a moment to run through highlights of their lives, inform them that their search for highlights is about to be narrowed. Keeping their eyes closed, ask each participant to take a moment to decide what 30 seconds of their life they would want to relive if they only had thirty seconds left in their life.



Life Highlights Game cont.....

3. The first part of the activity enables participants to reflect back on their lives, while the second part (which we'll discuss in a moment) enables them to get to know their coworkers on a more intimate level. The second portion of the game is the “review” section. The leader of the activity will ask each and every participant what their 30 seconds entailed and why they chose it, which will allow participants to get a feel for each other's passions, loves, and personalities.



Q & A

Thank you for your attention!

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Wentzville School District

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