

4C: Trauma-Informed Schools

Part 2: Connecting to Effective Teaching & Learning Practices

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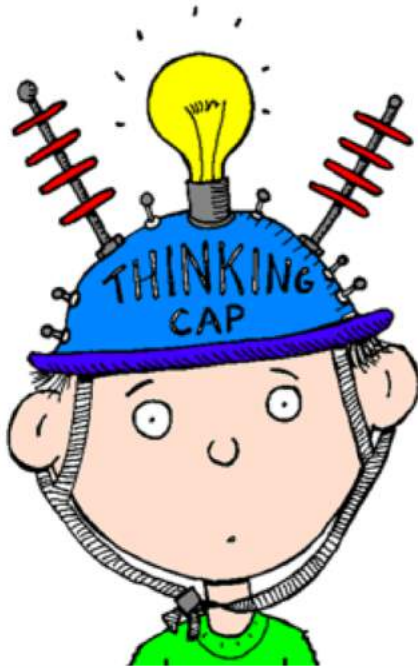
General Education
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Guiding Questions



- 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?

Objectives



Differentiate between a traditional and a trauma-informed approach to education.

Identify the SW-PBS effective teaching and learning practices that align to a trauma-informed framework.



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 "siloes") 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.

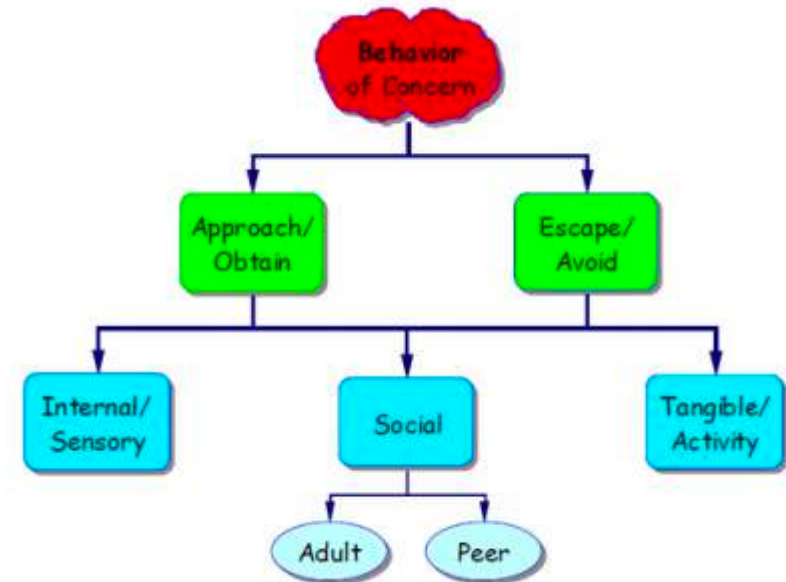
Paradigm shifts...

1. Function-based thinking
2. Label behavior, not people
3. Teaching & re-teaching is crucial (teaching is not telling, avoid assumptions)
4. MTSS (integrated, collaborative approach to student-centered supports for all)

Function-Based Thinking...

- ❖ Human behavior is functional.
- ❖ Human behavior is predictable (and maintained by outcomes).
- ❖ Human behavior is learned (and therefore changeable).

Function Chart



PPS PBIS Region 3

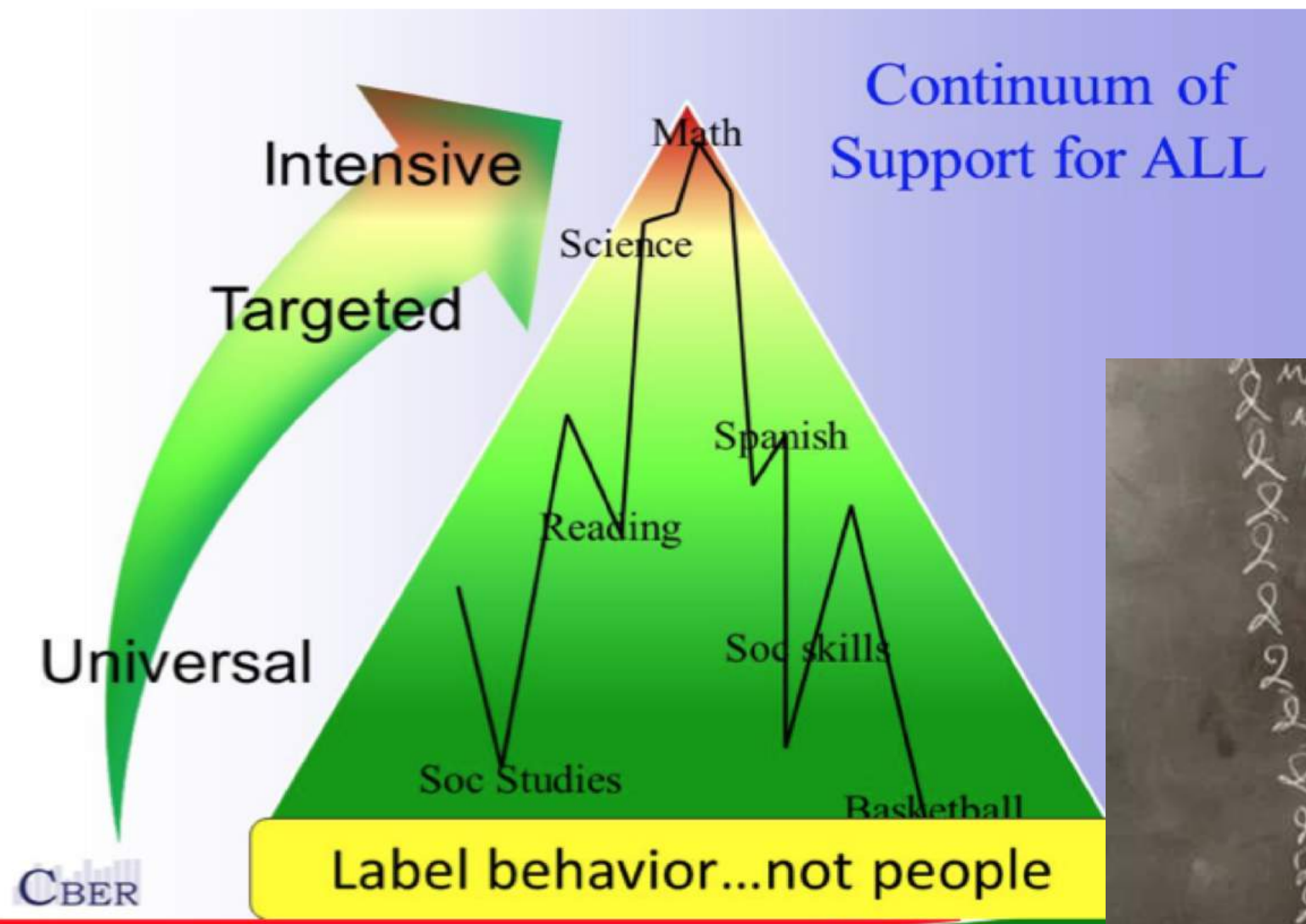
Power/Control are not usually functions...

Ask yourself, "How do you know that the function is power/control?"

Label behavior, not people



He's not giving
me a hard time.
He's having
a hard time.



What's wrong with you?

OR

What happened to you?



Math: Teach, Practice, Reinforce, Repeat

Reading: Teach, Practice, Reinforce, Repeat

Writing: Teach, Practice, Reinforce, Repeat

**Behavior: ~~Punish, Punish, Punish, Repeat~~
Teach, Practice, Reinforce, Repeat**

www.patrickmulick.com

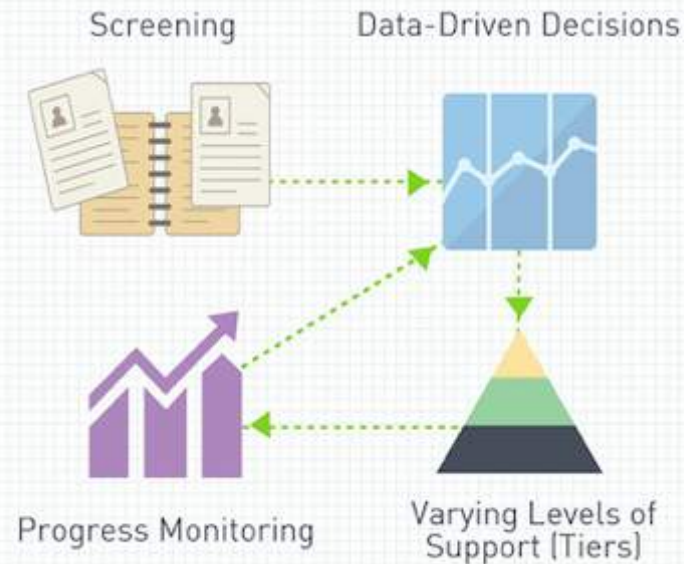


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Benefits of MTSS

- 
- Improves learning outcomes for all students
 - Enhances instruction and alignment of curricula across general and special education
 - Fosters school climate and safe learning environments
 - Prevents unnecessary special education evaluations through problem solving
 - Supports students' mental and behavioral health
 - Facilitates effective discipline policies and practices
 - Provides a framework to facilitate collaboration and effective use of resources

Components of MTSS



Tiered Support

Tier 3 – Intensive **1 – 5%**

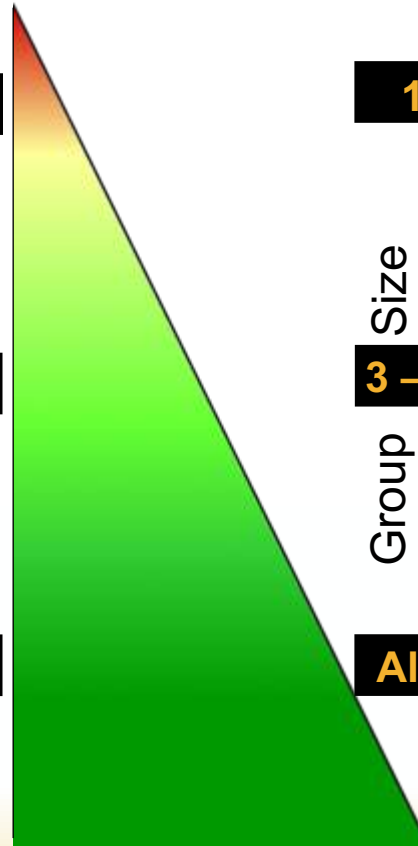
- Individualized
- Assessment-based
- Intense, Durable Procedures

Tier 2 – Targeted **5 – 15%**

- Some Students, At Risk
- High Efficiency
- Rapid Response

Tier 1 Universal **80 – 90%**

- All Students
- All Settings
- Preventive, Proactive



1

Intensive, Individualized Intervention

- Remediate foundational skills
- Increased dosage and intensity of instruction
- Increased progress monitoring frequency

3 – 8

Targeted Small Group Intervention

- Assessment identifies needs
- Increased dosage and intensity of instruction
- Increased progress monitoring frequency

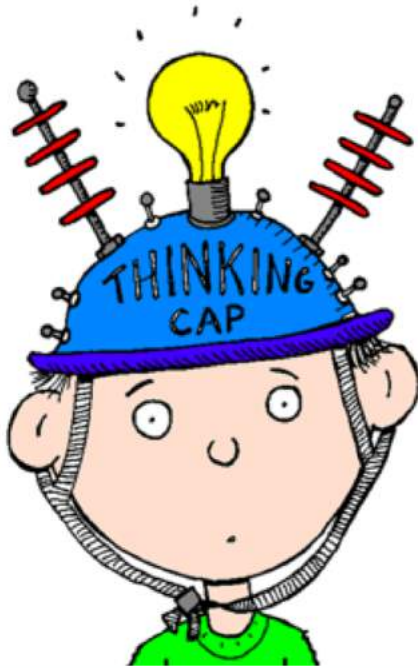
All

Core Instruction for All Students

- Clearly articulated scientific research base
- Involve explicit instructional strategies
- Provide consistent organizational and instructional routines



Guiding Questions



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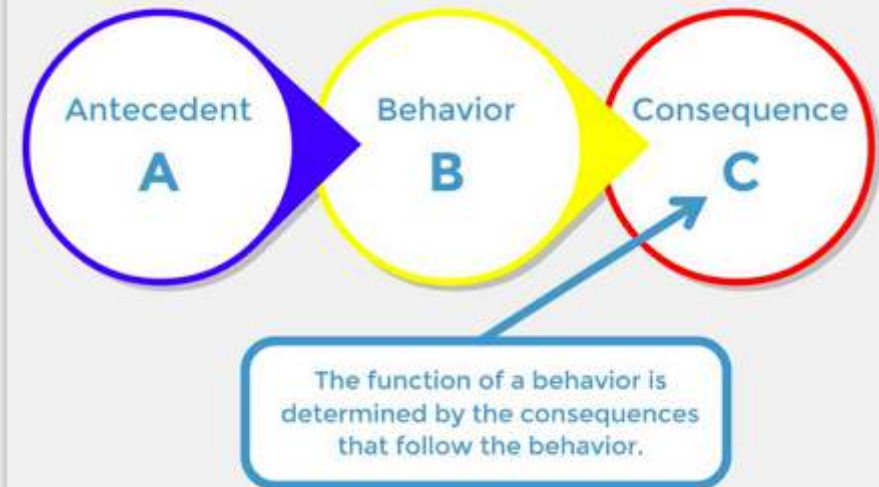
Identify the SW-PBS effective teaching and learning practices that align to a trauma-informed framework.

Golden Rules

- Consistent & Predictable
- Explain does not Excuse (function-based problem-solving)
- Maybe they're doing the best they can...and maybe it's not good enough



Determining the Function



Effective Positive Classroom Environments

“We can’t make kids learn. We can’t make kids behave. All we can do is create environments that *increase the likelihood* that students will learn. We create environments that *increase the likelihood* that students behave.”

(T. J. Lewis, personal communication, 2015)

Effective Classroom Practices

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

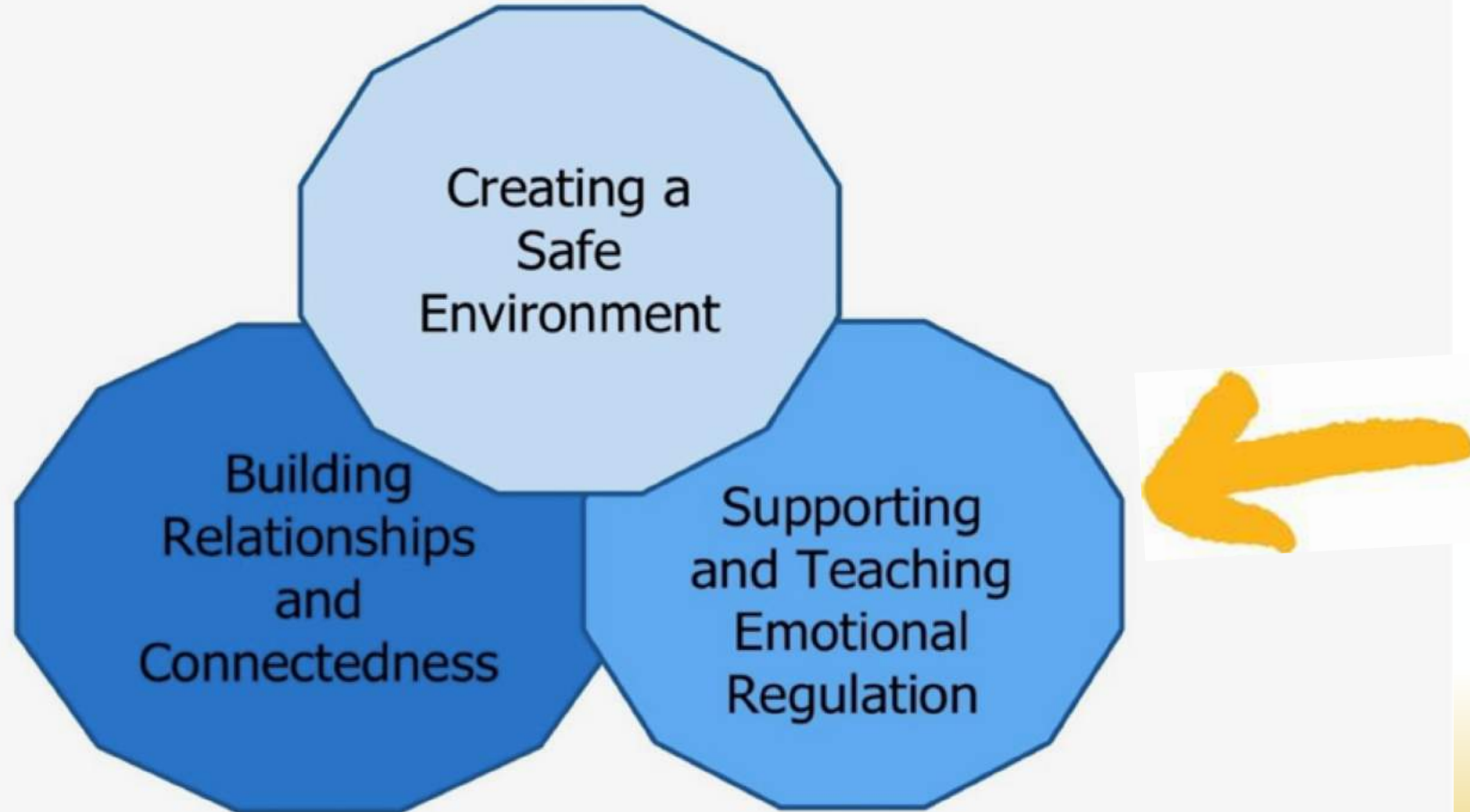
DOs AND DON'Ts OF A TRAUMA-INFORMED COMPASSIONATE CLASSROOM

- 1. CREATE A SAFE SPACE**
Consider not only physical safety but the children's emotional safety as well.
- 2. ESTABLISH PREDICTABILITY**
Write out a schedule and prepare children for transitions. It helps create a sense of security and safety.
- 3. BUILD A SENSE OF TRUST**
Follow through with your promises and in situations where changes are unavoidable be transparent with your explanations.
- 4. OFFER CHOICES**
Empower students and offer "power with" rather than "power over" strategies.
- 5. STAY REGULATED**
Help your students (and yourself!) stay in the "Resiliency Zone" to promote optimum learning. Have regulation tools ready to help students bumped out of the zone into either hyperarousal (angry, nervous, panicky) or hypoarousal (numb, depressed, fatigued).

DON'T
There's really only one **DON'T**
Let's not punish kids for behaviors that are trauma symptoms.

ECHO PARENTING & EDUCATION

Components of Trauma-Informed Care



Substance Abuse for Mental Health Services Administration, 2014



Supporting All Students with Classwide Social Skills Instruction

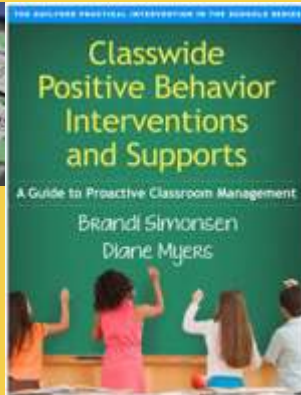
SEL programs can be taught in *general education classrooms to all students at tier 1*, whether or not they are identified as at risk. This allows many disorders that frequently go unnoticed and untreated, such as internalizing disorders, to be addressed.



(Kramer, Caldarella, Young, Fischer, & Warren, 2014)

Tiered Support - Practices

Behavior Examples



I do

WE do

You do

How to Teach Procedures that Your Students Will Actually Follow



BEHAVIOR MATRIX

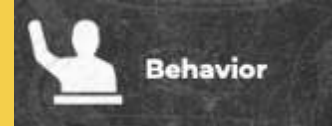
	CAFETERIA	HALLWAYS	DISROOM	B/C
P Please to please	Get all needed supplies before sitting down.	Line up, face forward, feet in front. Quiet in the hall.	Use the toilet.	Bus tags and belongings.
A Remember	Remember to use the restroom in all major assemblies.	Walk to and from location with a purpose.	Flush the toilet.	Hands, feet, and belongings to yourself.
W Work together	Keep table clean, use inside voices.	Stay with the pace of the group.	Report incidents.	Talk to the left or the right.
S Sit well	Bottoms on seat, walking feet.	Hands and feet to yourself.	Wash your hands.	Bottoms to bottom and backs to back.



Examples are for illustrative purposes only. No endorsement or recommendation for a particular strategy or program is implied by the presenter. Source for examples: What Works Clearinghouse, Simonsen et al, 2008.

IES : WWC What Works Clearinghouse MENU

Find What Works based on the evidence



<https://ies.ed.gov/ncee/wwc/FWW>

<https://www.pbis.org>

<http://pbissmissouri.org>



<https://casel.org>



Core Instruction for All Students

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RTI Action Network www.rtinetwork.org

Classwide Social Skills Instruction

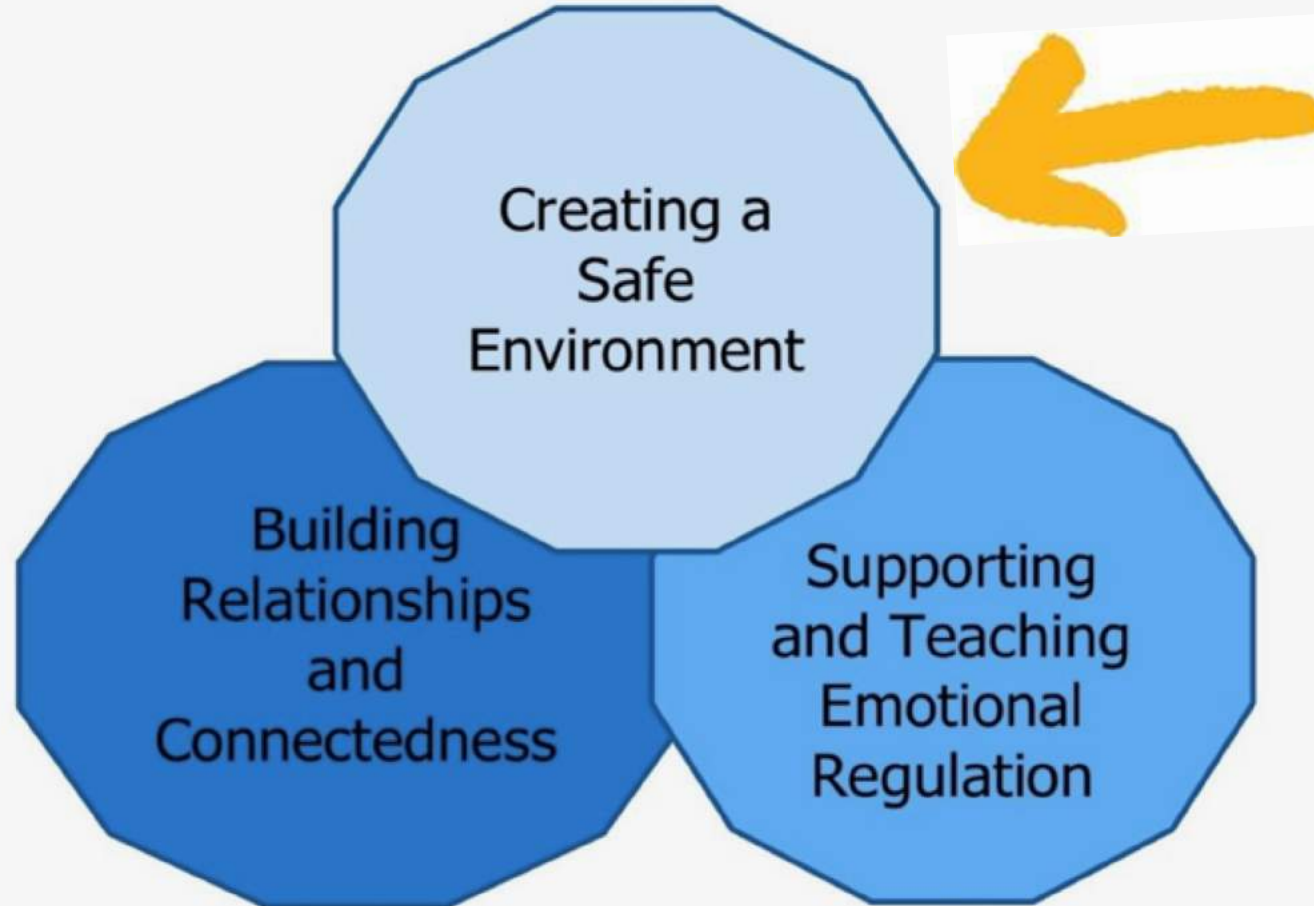


Educating Hearts.
Inspiring Minds.

Program Guides



Components of Trauma-Informed Care



Substance Abuse for Mental Health Services Administration, 2014

Supporting All Students with Classwide Social Skills Instruction

Mental health is FOR ALL

- Ground social-emotional curriculum into the larger expectations.

(teaching matrix that is used for precorrection; e.g., places to eat at lunch ... “does everyone have a plan for where they are going to eat lunch based upon their needs”)

Teaching Matrix		INCORPORATE Coping Strategies for Managing Stress						
		All Settings	Halls	Playgrounds	Lunch	Library/Comput	Assembly	Bus
Expectations	Respect	Be on time. C		Have a plan.	Invite those sitting alone to join in			Watch for your stop.
	Achieving & Organized	Be on time. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Share equipment. Include others.	Have a lunch plan and choose quiet or social lunch area Invite friends to join me	Whisper. Return books.	Listen/watch. Use appropriate applause.	Stay in your seat.
	Responsible	Recycle garbage.		in can.	Use my breathing technique Listen to my signals	Push in chairs. Treat books carefully.	Pick up. Treat chairs carefully.	Wipe your feet.

What Zone Are You In?

Blue



Green



Yellow



Red



Sick

Sad

Tired

Bored

Moving Slowly

Happy

Calm

Feeling Okay

Focused

Ready to Learn

Frustrated

Worried

Silly/Wiggly

Excited

Loss of Some
Control

Mad/Angry

Mean

Yelling/Hitting

Disgusted

Out of Control



Emotional Regulation

0	hyper	Exploding	1. I will immediately ask a teacher to cool down in a different space or take a walk.
1	fast engine	Boiling	
2	engine revving	Angry	1. I will use my self-talk strategies: - "it's no biggie" - "problems are made to be solved"
3	engine revving	Upset	2. I will go to the cool down area 3. In the cool down area, I can: - take deep breaths - count to 10 - look at calming books
4	engine revving	Frustrated	4. I will stay in the cool down area until I am calm and then I can return to the activity by myself
5	calm engine	Irritated	
6	calm engine	Nervous	
7	slow engine	COOL	I KNOW I AM DOING A GOOD JOB! - I am doing my work - I am using whole body listening with my teachers and peers - I am using a quiet voice - I am cooperating with peers - I am using expected school behaviors
8	engine off	CALM	
9	engine off	RELAXED	
10	engine off	Sleepy	1. Ask to go to the bathroom 2. Ask to get a drink of water from the drinking fountain 3. Do brain exercises
		Tired	
		Sick	
		Blah	

Coping Skills Flyer

Noticing the 5 Senses Log



Coping Skills

Coping skills help us get through difficult times - they can give us an important break from mental and emotional distress, and sometimes they are literally life-saving. Keep this list of coping skills handy for when you need it... folded up in your wallet or bag or post it up on the wall somewhere handy at home.

Make this list work for you
Use a highlighter pen to mark the skills that work best for you & add your own ideas over the page.

<p>Distraction Absorb your mind in something else</p>	<p>Conversation, listen to talk radio, read, do puzzles, TV, computer games, jigsaws, solve a problem, make a list, learn something new, cleaning & tidying, gardening, arts & crafts.</p>	<p>Pros Gives your heart & mind a break. Great for short term relief. Great to get through a crisis.</p>	<p>Cons Can't do it for too long. Doesn't resolve any underlying issues. Meds can make it hard to concentrate.</p>
<p>Grounding Get out of your head & into your body & the world</p>	<p>Use body & senses: smell fragrances, slowly taste food, notice the colours around you. Walk on the grass barefoot, squeeze clay or mud, do yoga, meditate, exercise.</p>	<p>Pros Helps slow or stop 'dissociation' (feeling numb, floaty or disconnected). Reduces physicality of anxiety.</p>	<p>Cons Sometimes it's better to stay a bit dissociated (that's how your mind protects you).</p>
<p>Emotional Release Let it out!</p>	<p>Yell, scream, run! Try a cold shower. Let yourself cry... and sob. Put on a funny DVD and let yourself laugh! Try boxing, popping balloons, or crank up some music & dance crazy!</p>	<p>Pros Great for anger and fear. Releases the pressure of overwhelming emotion.</p>	<p>Cons Hard to do in every situation. Feels odd. Some people might think you're acting 'crazier' (be selective with how & where you do this)</p>
<p>Self Love</p>	<p>Massage hands with nice cream, manicure your nails, cook a special meal, clean your house (or just make your bed), bubble bath or long shower, brush hair, buy a small treat.</p>	<p>Pros Become your own best friend, your own support worker. Great for guilt or shame. You deserve it!</p>	<p>Cons Sometimes can feel really hard to do, or feel superficial (but it's not).</p>
<p>Thought Challenge</p>	<p>Write down negative thoughts then list all the reasons they may not be true. Imagine someone you love had these thoughts - what advice would you give them?</p>	<p>Pros Can help to shift long-term, negative thinking habits. Trying to be more logical can help reduce extreme emotion.</p>	<p>Cons The more emotional you feel, the harder this is to do. In particular, feelings of shame can make this very hard.</p>
<p>Access your higher self</p>	<p>Help someone else, smile at strangers (see how many smiles you get back), pray, volunteer, do randomly kind things for others, pat dogs at the local park, join a cause</p>	<p>Pros Reminds us that everyone has value and that purpose can be found in small as well as large things.</p>	<p>Cons Don't get stuck trying to save everyone else and forget about you!</p>

Find out more online at www.indigodaya.com

MINDFULNESS IS A NEUROLOGICAL INTERVENTION

Grounding Strategies

Mental Grounding

Counting, categories, easy recall

Physical Grounding

Take a deep breath, run cool water over your hands, tapping, squeeze lemons

Self-soothing Grounding

Positive self-talk, positive memory

MOVEMENT

- Brain Breaks (yes, at the secondary level)
 - [APL Brain Breaks Guide](#) [More Resources](#)
 - [Take A Break Toolbox](#)
- Small movement can make a huge difference
 - Tapping foot, throwing away some trash, moving seats
- Tell a joke, Community Meeting, Play a song
- Assign a task, encourage interaction with a younger peer
- Check yourself before you wreck yourself: *What does your body look like?*



THE
COLORADO
EDUCATION
INITIATIVE

Take a Break!

Teacher Toolbox

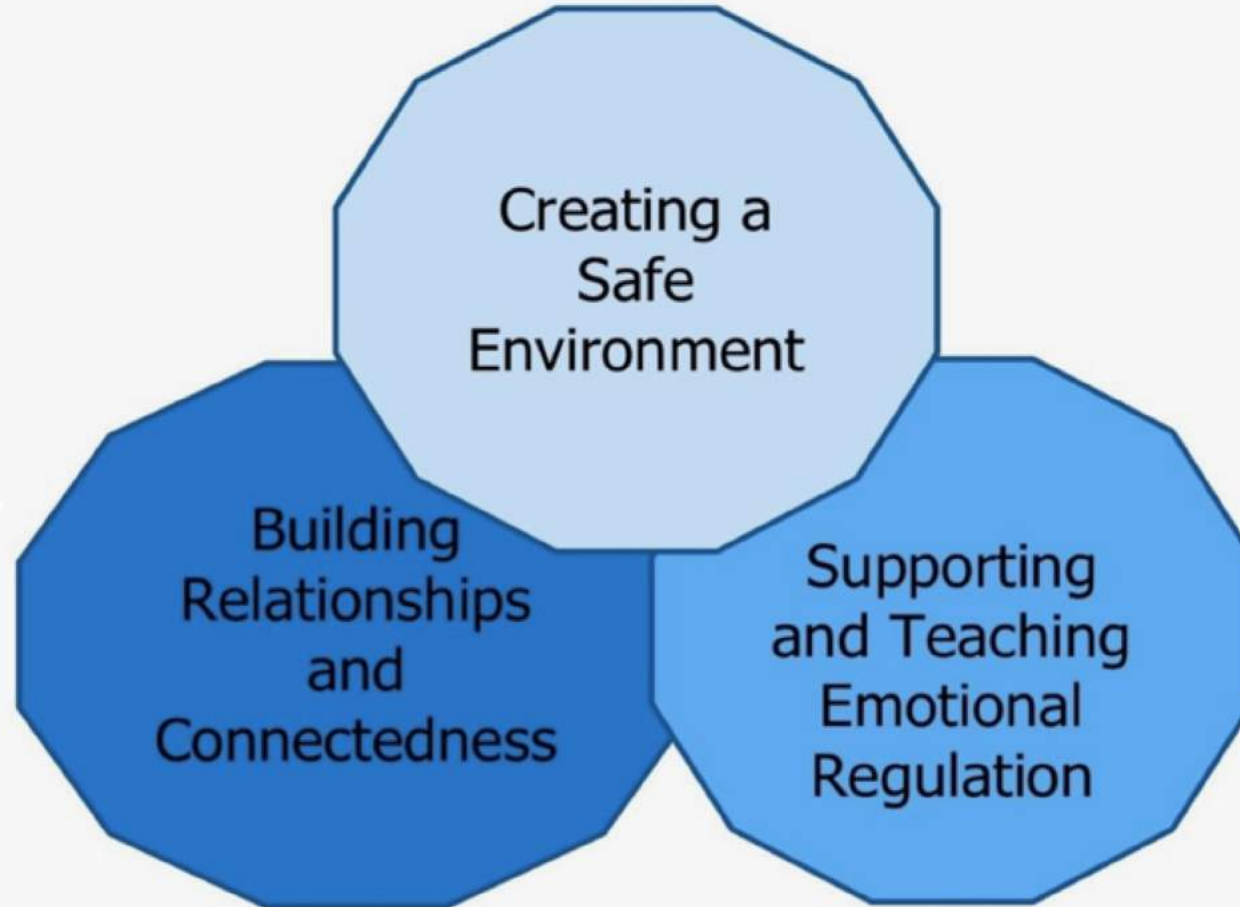
Physical Activity Breaks in
the Secondary Classroom

Low & Slow



University of Missouri

Components of Trauma-Informed Care



Substance Abuse for Mental Health Services Administration, 2014

Your Role

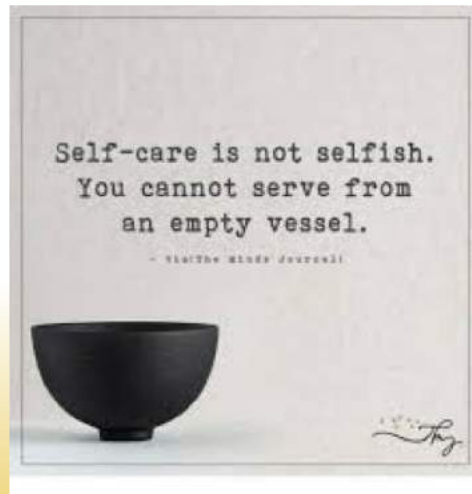
“I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that created the climate. It is my daily mood that makes the weather.

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

YOUR Self-Care



- Grounding yourself
 - *Grounding Strategies:*
<https://goo.gl/NWQgJu>
 - *Finding Time:*
<https://goo.gl/WsMehw>
- Self-Care beyond right now (*What is your plan to replenish the well?*)
 - Worksheet Link:
<https://goo.gl/sSpgcD>

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Comparing Burnout, Vicarious Trauma and Secondary Trauma

Burnout	Vicarious Trauma, Compassion Fatigue	Secondary Trauma, Indirect Trauma
Cumulative, usually over long period of time	Cumulative with symptoms that are unique to each service provider	Immediate and mirrors client/patient trauma
Predictable	Less predictable	Less predictable
Work dissatisfaction	Life dissatisfaction	Life dissatisfaction
Evident in work environment	Permeates work and home	Permeates work and home
Related to work environment conditions	Related to empathic relationship with <u>multiple</u> client's/patient's trauma experiences	Related to empathic relationship with one client's/patient's trauma experience
Can lead to health problems	Can lead to health problems	Can lead to health problems
Feel under pressure	Feel out of control	Feel out of control
Lack of motivation and/or energy	Symptoms of post-traumatic stress disorder	Symptoms of post-traumatic stress disorder similar to client/patient
No evidence of triggers	May have triggers that are unique to practitioner	Often have triggers that are similar to the client's/patient's triggers
Remedy is time away from work (vacation, stress leave) to recharge or positive change in work environment (this might mean a new job)	Remedy is treatment of self, similar to trauma treatment	Remedy is treatment of self, similar to trauma treatment

YOUR Self-Care - Boundaries



<https://www.youtube.com/watch?v=xATF5uYVRkM>

EDUCATION



How Learning Science Is Catching Up To Mr. Rogers

August 8, 2018 · 6:20 AM ET

“You've made this day a special day, by just your being you. There's no person in the whole world like you. And I like you just the way you are.”





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