



# INTEGRATING TRAUMA INFORMED PRACTICES WITH PBIS SYSTEM OF SUPPORTS

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# SESSION OUTCOMES

- Attendees will have an understanding of how trauma informed practices align with the PBIS schoolwide systems.
- Attendees will have systematic systems of identification for students into Tier 2.
- Attendees will have a framework for structuring team meetings for Tier 2 students with a trauma informed lens.

# GET TO KNOW YOUR NEIGHBORS

- Take a minute to get to know those around you
- You will be working together throughout the session to share ideas and give each other feedback
- Who are you? Where are you from? What is your role in the building? How long has your building been doing PBIS? What are your goals for this session?

# HARVEST RIDGE ELEMENTARY

- K-5 Elementary School
- St. Charles County (outside of St. Louis)
- Most diverse elementary in St. Charles County
- Title 1 Building
- 600-700 students (transient population so see fluctuations in enrollment)
- 20% + are ELL students
- Caucasian around 60%

# THE WHY

- 16-17 no behavior systems in place
- 1200+ ODRs
- 20+ Substantiated Bullying Incidents
- 24 Days of OSS assigned
- 37 Days of ISS assigned
- 1600+ Support Calls Made

# TIMELINE

- 16-17 Began putting PBIS Framework for identification of students into Tier 2
- 17-18 Adopted PBIS and sent team to training
  - Set Core Values
  - All Staff PD on universal language, Minor vs. Major, Responding to Behaviors, Tiered System of Intervention
- 16-17 Book Study *More Than Carrots & Sticks* & *Help For Billy*
- 17-18 Hired Heather Forbes as a consultant
  - Whole Staff PD 2 full days
  - Monthly Conference Call with Leadership Team
  - Quarterly Check Ins (3 hours) with Behavior Team
  - All Staff PD on verbal de-escalation, Zones of Regulation, Sanctuary Model, Trauma Informed Practices, Safe Space in the Classroom

# PBIS & TRAUMA INFORMED

- PBIS and Trauma Informed have a common basis- a universal system in place for ALL students. There is a framework in place that allows school personnel to determine social/emotional lagging skills and place students into tiered levels of intervention and supports. In both systems, there are screeners/tools to identify levels of trauma and/or lagging skills for students.



# PBIS

- Schoolwide Positive Behavior Support is an organizational framework for discipline. As a framework or approach, it is not a specific “model” or “program,” but a compilation of research-validated and effective practices, interventions, and systems change strategies. SW-PBS provides the framework for:
  - ▶ Improving the social behavioral climate of schools
  - ▶ Supporting or enhancing the impact of academic instruction on achievement
  - ▶ Increasing proactive, positive, preventive management while decreasing reactive management
  - ▶ Integrating academic and behavior supports
  - ▶ Improving services for all students, including students at risk and students with identified disabilities



# WHAT IS A TRAUMA INFORMED APPROACH?

- It is an approach that implements an understanding of trauma into the everyday practices and policies of an academic environment. Using a trauma-informed approach means changing how we interact with students and how we implement discipline in a way that is modified to be responsive to the impact of traumatic stress. A program that is "trauma-informed" operates within a framework that incorporates an understanding of the ways in which trauma impacts an individual's socio-emotional health.
  - Heather Forbes- <http://heather-forbes.blogspot.com/>

# CARE TEAM

- Team Approach to working with students, staff, and families.
- Meet weekly (every Tuesday)- Administration budgets for the cost of a substitute for every week of school (If no school on Tuesday, Care Team will be held a different day that week).
- Typically 30 minute meetings – follow up meeting scheduled 4-6 weeks out (exception of Tier 3 students may have more frequently)
- Administrators, Counselors, SpEd Teacher, Classroom Teacher, District LPC, PBIS core team member, and others as needed (OT/PT, reading teachers, family, etc)

# IDENTIFICATION OF STUDENTS FOR CARE TEAM

Point System- 5 points in one quarter

- Minors are 1 point
- Majors are 2 points
- ISS/OSS is 3 points

Teacher/Counselor/Admin/Parent Referral

Enrollment Information identifies students At Risk

Initial student screener identifies students At Risk

# POINT SYSTEM

- Determined by student referral counts
- Why we use points rather than just minors, majors, or suspension
- Process- we started at 3 points and too many kids were triggered in that staff felt didn't "fit" into Tier 2
- Then we moved it to 5 points and that resulted in triggering about 12% of students in '18-'19

Questions about this part of identification?

Talk to your neighbor

- Do you have your minors/majors in place?
- With the frequency in your building what amount would "fit" with your student needs without stressing the system.
- Are you using a different trigger? Share what that looks like in your building.

# PARENT/TEACHER/COUNSELOR REFERRAL

- Keep it Simple!
- An email is enough to get them their meeting time on Tuesday.
- Their calendar invite includes a link to a google doc to be completed.
- All members of the team contribute to the google doc.
- The parent is included in the invite to the 2<sup>nd</sup> meeting
  - Either the teacher or myself will call the parent to let them know the date/time/purpose of the meeting
  - We let them know that we would like a social history for their child (this can be done electronically, in person, or over the phone)
  - Following the meeting we provide meeting notes to the parent with contact information for all staff who will be working with their child

# REFERRAL FORM

- Student Name, Grade, Teacher, Counselor, other staff that the child works with (reading, sped, gifted, special area)
- Academic, Behavior, Attendance Data (filled in by admin & secretaries)
- Social History (provided by family/guardians- includes information from PreK, divorce, death, neglect/abuse, household members, incarceration, birth complications, adoption, etc)
- Student Strengths & Concerns (teacher & family/guardian each complete)
  - Academic
  - Social/Emotional
- Goals/Hopes for student (teacher & family/guardian each complete)

Questions about the referral form

Talk to your neighbor

- What is your current referral process?
- How is it working
- Ideas to tweak this process

# ENROLLMENT INFORMATION

- Secretary completes a Google form upon enrollment of student
- Identifies housing type (apartment, trailer, house, shelter, hotel/motel)
- Identifies registrant and who has custody
- Identifies attendance, behavior, and grades
- Identifies if the family has moved frequently
- Identifies if the student is on medication
- Teacher screens student and completes a Google form with academic strengths/weaknesses
- Student completes a social/emotional screener



# ENROLLMENT REFLECTION

- What systems do you have in place for identifying at-risk students before they begin class?
- What questions do you have about our enrollment process?
- Talk at your table using the format below:
  - Current Practice
  - Tweaks that could be made and challenges to change
  - Resources needed

# CARE TEAM MEETINGS

## Purpose of Care Team:

- Support of Staff
- Support of Student
- Support for Family
- Identify current reality for student through integration of social history, attendance, behavior, and academic data
- Team approach to brainstorm triggers, interventions, supports, and possible schedule modifications.

# CARE TEAM MEETING PROCESS

- Initial meeting is only info gathering, no interventions established
  - 30 minutes
  - Any teacher/staff member can initiate meeting
  - Team will actively listen to presenting concerns, ask clarifying questions
  - Gather known social history
  - Discuss strengths
  - Initial student outcomes screening
  - Discuss outline for conversation with student
  - Discuss data to be gathered, parent contact, problem-solving conversation with student
  - Schedule follow-up 2 weeks later
  - [Google Form](#) Completed before meeting

# CARE TEAM MEETING PROCESS

- Before 2nd Meeting
  - In person or phone contact with parent/guardian to explain the Care Team purpose and process and discuss presenting concerns, **always include student strengths during this conversation**
  - Send parents “care team procedures” and have them return a signed form stating they’ve been informed of the process
  - Care team rep will facilitate problem-solving conversation with student, gather necessary data, perform observation, any pertinent screenings/assessments
- 2nd meeting
  - 45 minutes
  - Brainstorm potential interventions
  - Determine data points
  - Outline follow-up (a care team member will monitor the interventions with weekly check-ins)
  - Communicate the team plan with parent/guardian (If parent not in attendance)
    - Determine a team plan for communicating with the parent (weekly, daily)

# CARE TEAM MEETING PROCESS

- Before 3rd meeting
  - 6 weeks interventions
  - Monitor data
  - Weekly check-ins with teacher

Care team meetings continue monthly to monitor progress and check in with staff. Staff can request a follow up at any time prior to the next scheduled meeting. Parent communication is on-going as established in 2<sup>nd</sup> meeting.

Quarterly Feedback from teachers who have a Care Team Student

# CARE TEAM MEETING TEMPLATES

- Initial meeting
- Second meeting with parent
- Third meeting
- Additional meetings- same template as third meeting

Questions about meeting formats/templates?

Talk to your neighbor:

- Do you have meetings in place? If yes, how are they going? Any tweaks to be made?
- Ideas for implementation
- Possible hurdles/challenges to implementation

# CARE TEAM COMMUNICATION

- Outlook Groups created upon initial referral/trigger (includes admin, counselors, special area, counselors, others as needed)
- Email outlook calendar invites to group include link for those who need to add information
- At end of meeting email the group the link to the meeting notes
- Send calendar invite to group for the following meeting
- Meetings are never scheduled during classroom teacher's plan, lunch, or recess
- Parent communication determined at meeting 2 and adhered to- additional communication as needed following incidents



# BEGINNING OF YEAR CARE TEAM

- All students who end the year in Tier 2 or Tier 3 will have a Care Team meeting scheduled with the classroom teacher within the first month of returning to school
- Students who end the year on an intervention will begin the year on the same intervention with the same interventionist (goals may be adjusted if needed due to change in behavior/circumstance)
- Parents are invited in for the first Care Team meeting of the year. We ask them to share their hopes for the student for the year, concerns they have, and communication preferences (method of contact, frequency, etc).

# END OF YEAR CARE TEAM

- Determine effectiveness of interventions and determine placement for the following year.
- If adequate progress was not made, considerations for Tier 3 or wrap around services for the following year.
- Parent meeting considered for all students, parent meeting requested for all students who are moving Tiers (up or down).
- During the month of April- Care Team meetings include the next year's teacher as a transition meeting to introduce the teacher to the interventions/student plan for the following year, including celebrations from the current year, on-going concerns, and important student information.
- During the month of May- Care Team finalizes beginning of year scheduling, and the substitute is utilized to provide coverage for the next year's classroom teacher to meet with the student and begin building relationships.

# NOT REPLACEMENT MEETINGS

- We still have monthly Tier 1 PBIS meetings
- Tier 2 and Tier 3 PBIS meetings are incorporated into our monthly Team Meetings

# QUESTIONS????

- Thank you for your time and participation
- Contact Information:
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