

Welcome to  
**SCHOOLWIDE & CLASSROOM WEEK!**  
June 23-24

**MISSOURI SW-PBS  
SUMMER INSTITUTE**

VIRTUAL CONFERENCE  
SUMMER 2021



THANK YOU FOR  
JOINING US

Session 1 – Trauma  
Triage: Setting Up a  
Positive Classroom  
Begins at 10:45 a.m.

Tweet about your  
experience!

#SI2021

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- Keep cameras off
- Keep mics muted
- Participate during engagement opportunities when offered
- Limit use of Chat feature unless otherwise instructed

Tweet about your experience!

#SI2021

If you lose connection during the session, go to [pbissmissouri.org](http://pbissmissouri.org) and log back in.



# *Trauma Triage: Setting Up a Positive Classroom Environment”*

Christie Lewis, Improvement Consultant

Dr. Sherri Thomas, Improvement Consultant

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# Outcomes

*At the end of the session, you will be able to...*

- Explain to others the power of positive and proactive strategies in establishing an effective classroom learning environment.
- Relate MSIP 6 guidelines to current classroom practice.
- Identify classroom practices that are trauma-sensitive.
- Discuss methods to encourage expected behavior and methods to discourage unexpected behavior in a trauma-sensitive setting.

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# MSIP 6 Guidelines...

## Intra- and Interpersonal Skills

*\*TL4 - The school system prepares students through the development of essential intrapersonal and interpersonal skills.*

Indicator C:

The school system ensures that social-emotional skills aligned with the Missouri Early Learning Standards, the Missouri Learning Standards, and the Missouri Comprehensive School Counseling Program are integrated into the teaching process.

## Multi-Tiered System of Support

*\*TL7 - The school system provides a comprehensive multi-tiered system of support that addresses the academic, emotional, behavioral, social, and physical needs of each student.*

Indicator A:

The school system establishes learning and behavioral supports that are identified, coordinated, and implemented with fidelity at the classroom, building, and system level.

Indicator F.:

The school system implements methodologies to support social-emotional learning, culturally responsive teaching, and trauma-informed practices based on student need.

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# Trauma-Informed Approach...DESE

*The implementation of a trauma-informed approach is an ongoing organizational change process...is not a program model that can be implemented and then simply monitored by a fidelity checklist...it is a profound paradigm shift in knowledge, perspective, attitudes and skills that continues to deepen and unfold over time... a “continuum” of implementation, where organizations move through stages.*

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## What Flight, Fight, or Freeze Looks Like in the Classroom

Flight	Fight	Freeze
<ul style="list-style-type: none"> <li>• Withdrawing</li> </ul>	<ul style="list-style-type: none"> <li>• Acting out</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibiting numbness</li> </ul>
<ul style="list-style-type: none"> <li>• Fleeing the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Behaving aggressively</li> </ul>	<ul style="list-style-type: none"> <li>• Refusing to answer</li> </ul>
<ul style="list-style-type: none"> <li>• Skipping class</li> </ul>	<ul style="list-style-type: none"> <li>• Acting silly</li> </ul>	<ul style="list-style-type: none"> <li>• Refusing to get needs met</li> </ul>
<ul style="list-style-type: none"> <li>• Daydreaming</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibiting defiance</li> </ul>	<ul style="list-style-type: none"> <li>• Giving a blank look</li> </ul>
<ul style="list-style-type: none"> <li>• Seeming to sleep</li> </ul>	<ul style="list-style-type: none"> <li>• Being hyperactive</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling unable to move/act</li> </ul>
<ul style="list-style-type: none"> <li>• Avoiding others</li> </ul>	<ul style="list-style-type: none"> <li>• Arguing</li> </ul>	
<ul style="list-style-type: none"> <li>• Hiding or wandering</li> </ul>	<ul style="list-style-type: none"> <li>• Screaming/yelling</li> </ul>	
<ul style="list-style-type: none"> <li>• Becoming disengaged</li> </ul>		
<p><b>Fostering Resilient Learners</b>            Strategies for Creating a Trauma-Sensitive Classroom            Kristin Souers with Pete Hall</p>		

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# Effective Teaching and Learning Practices

## Instructional Time

- Classroom Expectations
- Classroom Procedures and Routines
- Encouraging Expected Behaviors
- Discouraging Expected Behavior

## Engaged Time

- Active Supervision
- Opportunities to Respond
- Activity Sequencing and Choice
- Task Difficulty

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# Expectations vs. Behaviors

**Expectations** = student outcomes

VS.

**Behaviors** = criteria for meeting those outcomes  
◦ identify and define

## Expectations

1. Be in your seat and ready to work when the bell rings.



2. Bring required materials to class everyday.



3. Be respectful to the property and feelings of others.



4. Listen and stay seated when someone is speaking.



5. Put forth your best effort and PARTICIPATE.



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# Other Considerations...

Students play a role in formulating rules

Display behaviors **prominently**; easily seen

***\*Trauma Sensitive: Ask students to repeat verbal instructions.\****

Teacher **models and reinforces** consistently

Establish rules that are easily **monitored**

***(\*Trauma Sensitive: Use more written instructions.\*)***

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# What Are Procedures & Routines?

*\*Trauma Informed Approach: Teach/Re-teach classroom routines. Communicates normalcy.\**

**Routines provide a framework for a child's life.**

**Routines add structure.**

**Routines include procedures teaching cause and effect.**

**“We are what we repeatedly do. Excellence, then, is not an act, but a habit.”**

— ARISTOTLE



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*“Trauma is judged by the impact on the individual, not by the event itself.” Barbara Jordan*

**Trauma-Sensitive**



*Looks like...  
Sounds like...  
Feels like...*



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# Where are YOU?

- 1. Self-Awareness
- 2. Relationship
- 3. Belief
- 4. Live, Laugh, Love



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# Introduction to Encouraging

*Whatever you water grows.  
Translated.. whatever you  
pay attention to & focus on,  
gets bigger. Attend to what  
you want, not what you  
fear or despise.*

Dr. Henry Cloud

[leaderimpact.wordpress.com](http://leaderimpact.wordpress.com)



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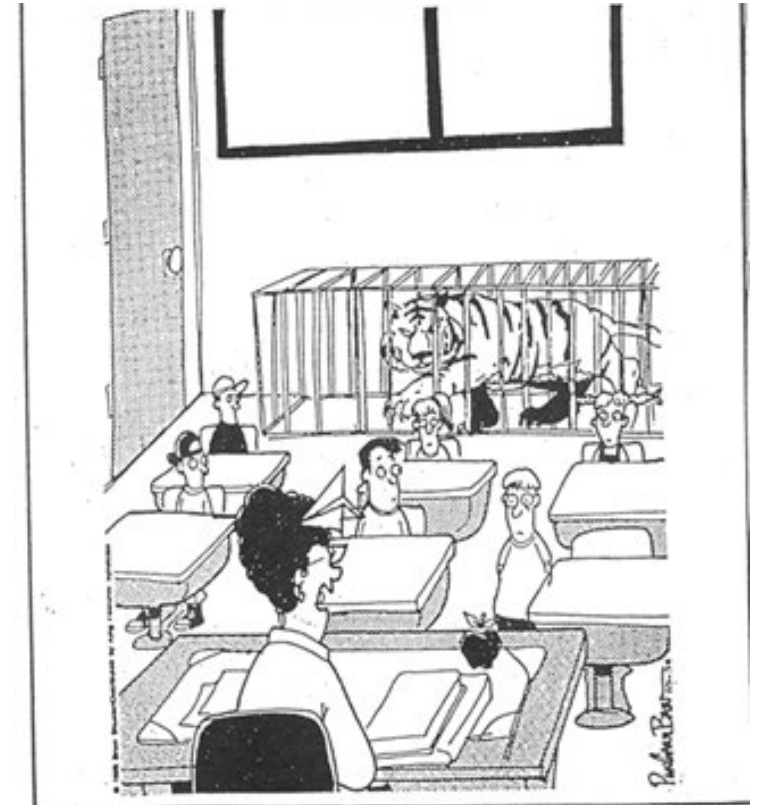


# Positive Feedback

\*

*Trauma-Informed Approach: Re-teach, remind, and acknowledge positive school-wide expectations*

Essential to change and sustain behavior.  
Recognizes efforts at tasks



"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."

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ROOTING FOR EACH OTHER!

TEAMS

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# 4:1 Ratio

*Establishes a predictable, positive environment*

*Appropriate behavior receives more attention than inappropriate.*

What's your building ratio??? How do you know?



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# Responding to “Minor” Misbehavior

*\*Trauma informed approach: Focus on the positive, and avoid punitive approaches\**

Challenging behavior occurs when the demands and expectations being placed upon a child outstrip the skills they have to respond adaptively.



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*“Punishing students doesn’t teach them the right way to act.”*

Students need to know that their teacher likes them and values them.

Children will work harder for you if they trust you and feel loved.

*Small changes in classroom interactions can make a big difference for traumatized students.*

Jessica Minahan

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# Active Supervision...Inspecting what you expect.

***Trauma-Informed Approach: Look for signs that students might need more help.***

- Allows for immediate learning assistance to students.
- Increases student engagement.
- Reduces unexpected behavior; increases appropriate.
- Provides knowledge on whether students are using expectations.
- Allows for frequent use of encouragement or correction.
- Builds positive adult-student relationships.



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Please complete the  
[Evaluation Survey](#).

Session 2 will start at 1:15 p.m.

Please use the same Zoom  
meeting link to join the next  
session.