

BECOMING A TRAUMA INFORMED SCHOOL

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WHY?

- ✘ Trauma is much more prevalent and has a much greater educational impact than most educators are aware.

WHAT?

- ✘ Psycho-education to increase educators' awareness of:
 - + the prevalence of trauma in children
 - + the psychological, biological, and neurological impact of trauma on the developing brain
 - + the educational impact of trauma

WHAT?

- ✘ Psycho-education to help educators understand:
 - + the relationship between emotional regulation and learning
 - + the relationship between trauma triggers and classroom behavior problems
 - + the relationships between students' physiological, safety, belonging, and esteem needs and learning potential
 - + the relationship between fear and classroom behavior problems
 - + the importance of identifying signs of emotional dysregulation in students
 - + the importance of understanding the need behind the behavior

WHAT?

- ✘ Psycho-education to help educators understand:
 - + the potential destructiveness of fear-based behavior control strategies
 - + the ineffectiveness of reward-based behavior control strategies for emotionally dysregulated students



WHAT?

- ✘ Psycho-education to help educators understand:
 - + the importance of nurturing, supportive teacher-student relationships in helping students to feel safe and to be emotionally regulated
 - + the role of safe, supportive teacher-student relationships in promoting emotional healing.
 - + the need to shift away from behavior control strategies and toward emotional regulation interventions

WHAT?

- ✘ Psycho-education to help educators understand:
 - + the importance of providing structure and predictability for traumatized students
 - + the difficulty change and transitions can present for traumatized students
 - + the difficulties that traumatized students can experience with an array of common school situations (strangers, parties, unexpected touch, loud noises, bathrooms, changing clothes, expressive arts, communication arts, etc.)

WHAT?

- ✘ Psycho-education to help educators understand:
 - + the role of fear in anger, aggression, oppositional behaviors, and defiance
 - + the role of fear in apathy, task avoidance, and school avoidance
 - + the importance of not labeling students as “manipulative,” “attention seeking,” or “controlling,” and the role of mistrust, neglect, and fear in these behaviors

WHAT?

- ✘ Psycho-education to help educators understand:
 - + the role of adult nonverbal behaviors in the escalation or de-escalation of student aggression and other acting out behaviors
 - + the importance of active self-care when working with traumatized students

HOW?

- ✘ Whole building trainings (phase I, II, and III)
- ✘ Targeted group trainings (administrators; school, crisis and educational support counselors; school nurses; occupational therapists; physical therapists; behavior specialists; paraprofessionals alternative school staff)
- ✘ Trauma informed Functional Behavioral Assessments
- ✘ District-wide mental health newsletter

HOW?

- ✘ Multiple district “at-risk” student committee
- ✘ In-building, social-emotional support teams
- ✘ Trauma focused book studies (“Help for Billy,” “Restoring Sanctuary,” “Reaching and Teaching Children Who Hurt,” etc.)
- ✘ District wide therapeutic educational support program for elementary school students
- ✘ Regular team meetings on high needs, at-risk students



HOW?

- ✘ Full-time, trauma-focused cognitive behavior therapist
- ✘ Certified play therapists
- ✘ Parent education programs
- ✘ Outside professional training on trauma for educational staff
- ✘ Social-emotional curriculum in self-contained classrooms
- ✘ Sanctuary model in self-contained classrooms
- ✘ Trauma informed CPI training

HOW?

- ✘ Social emotional curriculum in sped rooms
- ✘ Emotional regulation activities in sped and reg ed settings
- ✘ Referral of affected students to outside community partners
- ✘ Regular communication with outside community partners for student support and to coordinate interventions
- ✘ Team of concern meetings with community partners

Below is the PBIS framework adapted to depict the evidence-based strategies and programs a school can use to become more trauma-sensitive.

Using the PBIS Framework to Support Students' Mental Health

Tier 3

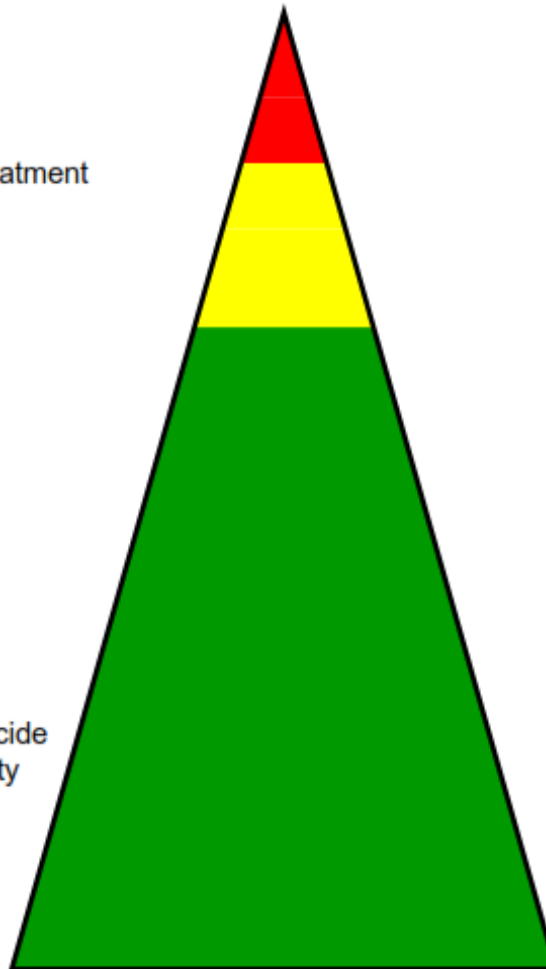
- Individualized services
- Case management
- Coordination with community-based treatment
- Parent & caregiver training & support

Tier 2

- Adult mentors
- Small groups for SEL & CBT
- Community referrals
- Parent & caregiver education
- Monitoring

Tier 1

- Instruction on SEL, mental health & suicide
- Sensory opportunities to manage anxiety
- Predictable routines
- Choices in learning
- Physical activity breaks
- Adults model emotional regulation
- "Calm zones"



Tier 3

- Comprehensive FBA & BIP
- 504 plans & IEPs
- Wrap-around programs
- Staff avoid "trauma triggers"
- Lethal means restriction

Tier 2

- Brief FBA & BIP
- Building Consultation Team
- Classroom supports
- Screening/SBIRT
- Pupil services accessible & approachable
- Staff awareness of higher-risk groups

Tier 1

- School policies promote safe climate
- Proactive behavior management
- Discipline system minimizes exclusion
- Comprehensive School Counseling Model
- School builds environmental assets
- Professional development
- Classroom consultation

RESOURCES

- ✘ Helping Traumatized Children Learn, Massachusetts Advocates for Children, 2005
<http://www.traumasensitiveschools.org>
- ✘ Wisconsin Department of Public Health
http://sspw.dpi.wi.gov/sspw_mhtrauma
- ✘ The Heart of Learning: Compassion, Resiliency, and Academic Success, Washington State
<http://k12.wa.us/CompassionateSchools/HeartofLearning.aspx>
- ✘ Attachment and Trauma Network
<http://www.attachmenttraumanetwork.com/index.html>
- ✘ National Child Traumatic Stress Network
<http://www.nctsn.org/>

RESOURCES

- ✘ Adverse Childhood Experiences study
<http://www.cdc.gov/violenceprevention/acestudy/index.html>
- ✘ Dr. Bruce Perry. Child Trauma Academy
<http://childtrauma.org/>
- ✘ Dr. Dave Ziegler. Jasper Mountain
http://www.jaspermountain.org/publications_resources.html
- ✘ Dr. Bessell van der Kolk. Trauma Center
<http://www.traumacenter.org/>

RESOURCES

- ✘ Dr. Sandra Bloom. The Sanctuary Model
<http://www.sanctuaryweb.com/>
- ✘ Dr. Ross Greene. Collaborative and Proactive Solutions <http://www.livesinthebalance.org/>
- ✘ Dr. Becky Bailey. Conscious Discipline
http://consciousdiscipline.com/about/dr_becky_bailey.asp
- ✘ Mrs. Heather Forbes. Beyond Consequences
<http://beyondconsequences.com/>

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