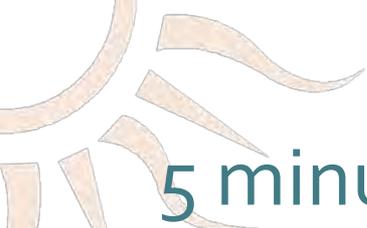


Supporting Traumatized Students within the 3 Tiers of Intervention

Heather Clark, SEDNET Region 2B

Paige Mace, SEDNET 3B

Nickie Zenn, SEDNET Administration Project



5 minute review of Trauma Informed Care





Trauma- Sensitive Schools

Trauma-sensitive schools acknowledge the prevalence of traumatic occurrence in students' lives & create a flexible framework that provides universal supports, is sensitive to unique needs of students, and is mindful of avoiding re-traumatization.

Creating Trauma-Sensitive Schools Wisconsin Dept. of Public Instruction

Steps to Create a Trauma Sensitive School

1. Engage leadership
2. Perform assessment
3. Review literature
4. Provide training
5. Implement classroom strategies

How Does Trauma affect behavior?

- In the classroom Trauma may manifest by increased:
 - Reactivity
 - Impulsivity
 - Aggression
 - Defiance
 - Withdrawal
 - Perfectionism

How does Trauma affect learning?

- Adversely affects a student's ability to:
 - Organize narrative material
 - Understand cause and effect
 - Take another person's perspective
 - Attend to classroom instruction
 - Regulate emotions
 - Engage the curriculum
 - Utilize executive functions (make plans, organize work and follow classroom rules)

The Heart of Learning & Teaching Compassion, Resiliency & Academic Success

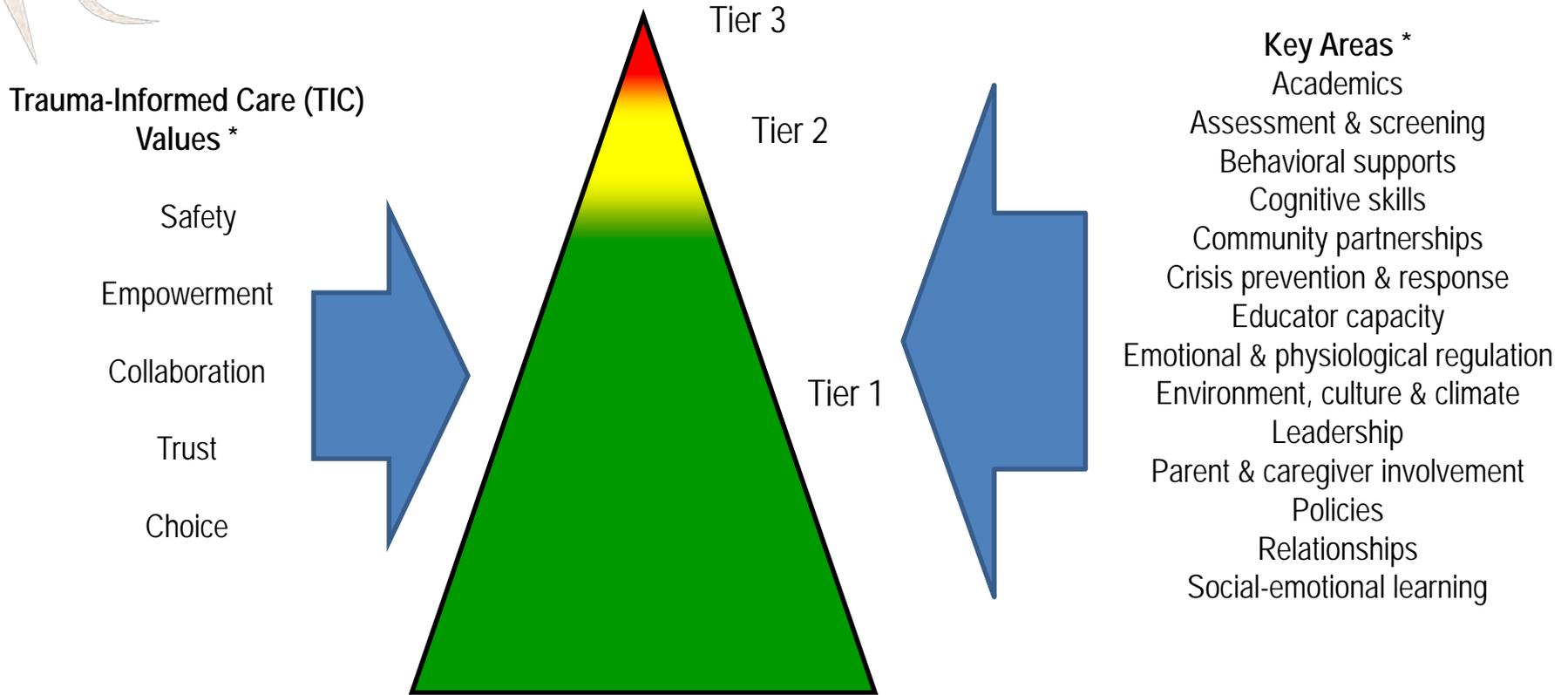
(Wolpov et al, 2009)

PBIS framework for supporting students affected by trauma?

- Many of the strategies and programs used in PBIS work for students affected by trauma
- Schools have multiple improvement initiatives going on simultaneously and reduced capacity to take on more
- Presenting Trauma Informed Care as connected to existing school improvement initiatives focused on behavior and mental health increased likelihood of buy-in and success

Creating Trauma Sensitive Schools (Dibble, 2013)

Using the PBIS Framework to Support the Learning of Students Affected by Trauma



Tier 1 – Universal strategies & instruction for all students

Tier 2 – Additional supports for students with milder symptoms of trauma or in high-risk groups

Tier 3 – Intensive & ongoing interventions for students deeply impacted by trauma

* TIC Values & Key Areas apply across all 3 tiers of the PBIS Framework.



Using PBIS Framework to Better Support Students Affected by Trauma

Tier 3 (for students impacted by trauma)

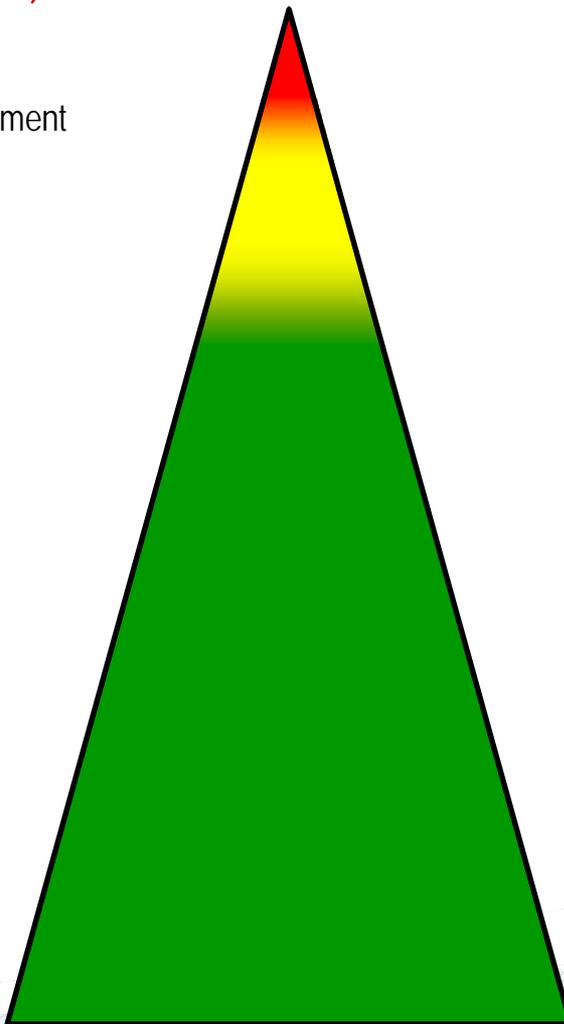
- Case management
- Monitoring (e.g., Check & Connect)
- Coordination with community-based treatment
- Wrap-around programs
- Parent & caregiver training & support

Tier 2 (for students with symptoms)

- Differentiated instruction
- Adult mentors
- Small groups for SEL
- Community referrals
- Parent & caregiver education
- Monitoring (e.g., Check In – Check Out)
- Sensory opportunities to manage anxiety

Tier 1 (for all students)

- SEL instruction
- Predictable routines
- Choices
- Physical activity breaks
- “Calm zones”
- Adults model emotional regulation



Tier 3

- Individualized services
- Comprehensive FBA & BIP
- 504 plans & IEPs
- Staff avoid “trauma triggers”

Tier 2

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

Tier 1

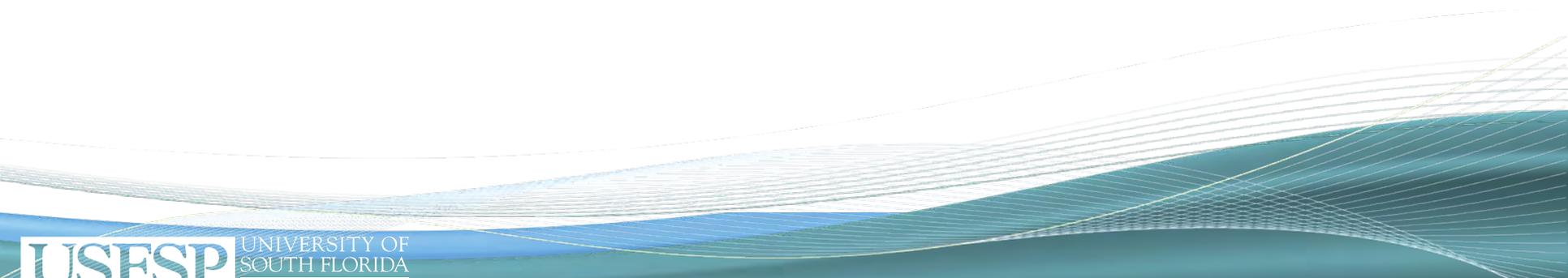
- School policies promote safe climate
- Proactive behavior management
- Discipline system minimizes exclusion
- School builds environmental assets
- Opportunities for students to help others
- Professional development
- Classroom consultation



Heather Clark, SEDNET Region 2B

Franklin, Gadsden, Jefferson, Leon, Liberty, Wakulla

TRAUMA INFORMED CARE INTERVENTIONS





What can we do?

6 Core Components of Trauma Interventions:

1. Safety
2. Self-Regulation
3. Self-Reflection
4. Integrate The Traumatic Experience
5. Relational Engagement
6. Positive Self-Image



Safety:

- Highly structured and nurturing environments
- Teachers must be predictable, consistent, and structured.
- Recognize signs of manipulation, opposition or shutting down as cues of feeling unsafe.

Self-Regulation

- Teach students progressive relaxation techniques.
- Help students identify self-soothing strategies.
- Use verbal cues and keywords to help children focus (example: Stop and Think).
- Use visuals
- Volcano Pass
- Create and evaluate daily goals.

Provide TRUE social skills practice

- Utilize social cueing in different social situations
- Model these interactions in the classroom
- Pay attention to maladaptive behaviors
- Allow for practice in a safe environment



Positive Self-Image

- This is the “output” of what someone is feeling on the inside
- Teach children to use self-reflection (journals, art).
- Teach children to use positive self-talk.



Ideas that work:

- A safe person to ask for help
- A place to calm down
- Sensory stimulation
- Drawing and structured play

- Provide 2 positive choices:
 - You have a choice. You can ask me for help or you can ask a friend for help. Which works best for you?
 - You have a choice. You can go to the math center or you can go to the science center. Which do you prefer?



Trauma Sensitive Classroom

- Low stimuli environment
- Understand trauma triggers for your students
- Calm and highly structured/nurturing teachers
- Lots of movement
- Teach only at teachable moments
- Social skills coaching
- Present information in different ways
- Safe environment for self-regulation
- Minimize punitive behavioral intervention



Berkovits, S. (2004). *Guided Imagery with Children: Successful Techniques to Improve School Performance and Self-Esteem*. Duluth, MN: Whole Person Associates. ISBN: 978-1570252143

Cook, J. (2015). *Lying Up a Storm*. Chattanooga, TN: National Center for Youth Issues. ISBN: 978-1937870348

This book is a great resource to help children understand not only the consequences of telling a lie, but how it can lead to more lies. It also provides tools for guiding children toward truthfulness.

Cook, J. (2014). *I Can't Believe You Said That!: My Story about Using My Social Filter...or Not!* Boys Town, Nebraska: Boys Town Press. ISBN: 978-1934490679

This book encourages students to think before they speak. You don't have to verbalize every thought that pops into your head.

Cook, J. (2013). *Thanks for the Feedback, I Think*. Boys Town, Nebraska: Boys Town Press. ISBN: 978-1934490495

This book encourages children to accept positive feedback and learn to interpret and grow from negative feedback.

Joosse, B.M. (2001). *Stars in the Darkness*. San Francisco, CA: Chronicle Books. ISBN: 978-0811821681

This book takes a stance against gangs. In it, a child takes the stance to save both his brother and his community using proactive measures.

Lansky, V. (1997). *It's Not Your Fault, Koko Bear: A Read-Together Book for Parents and Young Children During Divorce*. Minnetonka, MN: Book Peddlers. ISBN: 0916773465

This book helps children to understand divorce among family.

MacCracken, M. (2014). *Lovey*. Hammersmith, London: Harper Element. ISBN: 978-0007555147

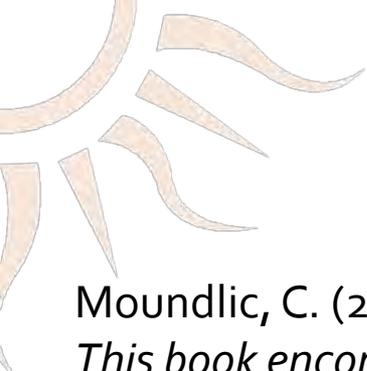
This moving memoir tells a true story of a child who was beaten and abused. A child full of loneliness and rage... the student no one could reach.

McCloud, C. (2006). *Have You Filled Your Bucket Today? A Guide to Daily Happiness for Kids*. Northville, MN: Ferne Press. ISBN: 978-0978507510

This heartwarming book encourages positive behavior and the rewards received when expressing kindness, appreciation, and love on a daily basis.

Moundlic, C. (2011). *The Scar*. Sommerville, MS: Candlewick. ISBN: 978-0763654315

This book encompasses the strongest of emotions regarding death and provides reassurance that even the deepest wounds will heal.



Moundlic, C. (2011). *The Scar*. Sommerville, MS: Candlewick. ISBN: 978-0763654315

This book encompasses the strongest of emotions regarding death and provides reassurance that even the deepest wounds will heal.

Oher, M. (2011). *I Beat the Odds: From Homelessness, to The Blind Side, and Beyond*. New York, NY: Gotham Books. ISBN: 978-1592406128

This phenomenal book tells the true story of Michael Oher. The odds were heavily stacked against him. However, through personal choices and interventions, he prevailed.

Rosenthal, A. (2013). *Exclamation Mark*. New York, NY: Scholastic Press. ISBN: 978-0545436793

This fabulous book explains that we all have an inner exclamation mark. The question is, how to find it...

Steele, W. (2013). *Working with Grieving and Traumatized Children and Adolescents: discovering What Matters Most Through Evidence-Based, Sensory Interventions*. Hoboken, NJ: Wiley. ISBN: 978-1118543177

Sheppard, C. (1998). *Brave Bart: A Story for Traumatized and Grieving Children*. The Institute for Trauma and Loss in Children. ISBN: 1931310041



Additional Resource:

The National Institute for Trauma and Loss in Children-Dr. William Steele & Dr. Caelan Kuban: www.starr.org

This program provides a variety of resources for educators and childcare professionals. Books, Curriculums & Subscriptions are available in addition to certification training for Trauma Professionals. You do not need to be certified to obtain materials, however online learning classes are available to enhance program use and understanding.



Paige Mace, SEDNET Region 3B

Levy, Alachua, Baker, Bradford, Gilchrist, Levy, Union

TRAUMA INFORMED CARE IMPLEMENTATION



Compassionate Instruction and Discipline in the Classroom

- Six (6) Principles of Compassionate Instruction and Discipline
- Three (3) Domains

The Heart of Learning & Teaching Compassion, Resiliency & Academic Success
(Wolpow et al, 2009)



Six Principles of Compassionate Instruction and Discipline

- This is “How We Teach”
 1. Always Empower, Never Disempower
 2. Provide Unconditional Positive Regard
 3. Maintain High Expectations
 4. Check Assumptions, Observe and Question
 5. Be a Relationship Coach
 6. Provide Guided Opportunities for Helpful Participation



Three Domains

- This is “What We Teach”
 1. Domain 1: Safety, Connection and Assurance
 2. Domain 2: Improving Emotional and Behavioral Self-Regulation
 3. Domain 3: Competencies of Personal Agency, Social Skills, and Academic Skills

Key Areas	What does this look like in a trauma-sensitive school?	Strategies	Resources	Notes
District and School-wide Policies and Practices	<p>School District understands that there must be a shared understanding of how trauma impacts learning and behavior.</p> <p>Views all students as wanting to be successful.</p> <p>Understands that students may lack necessary skills to get needs met.</p> <p>Recognizes that student behavior is a way of communicating and seeks to understand the function of the behavior.</p> <p>Supports students in meeting the function of the behavior in positive and productive ways.</p>	<p>Reduce or eliminate suspensions and expulsions by developing other strategies.</p> <p>Consequences are not punitive.</p> <p>Eliminate the need for exclusionary discipline and zero tolerance practices.</p> <p>Educate the district leadership and school board about how trauma impacts students' achievement and behavior.</p> <p>Provide opportunities for training for school staff in trauma informed care or related topics and allow staff the opportunity to participate in district wide trainings.</p> <p>Develop a school based Trauma Sensitive Schools Trauma Plan</p>	<p><i>Trauma Sensitive School Checklist</i> from Lesley University</p> <p><i>Helping Traumatized Children Learn: Supportive School Environments for Children Traumatized by Family Violence.</i></p> <p><i>Supporting and Educating Traumatized Students: A Guide for School-Based Professionals</i> edited by Eric Rossen, Ph.D., Robert V. Hull</p> <p>Aces Too High: Lincoln High School, Walla Walla, WA http://acestoohigh.com/2012/04/23/lincoln-high-school-in-walla-walla-wa-tries-new-approach-to-school-discipline-expulsions-drop-85/</p> <p>Creating and Advocating for Trauma-Sensitive Schools http://traumasensitiveschools.org/tlpi-publications/download-a-free-copy-of-a-guide-to-creating-trauma-sensitive-schools/</p>	
School Leadership	<p>School leadership understands that there must be a shared understanding of how trauma impacts learning and behavior.</p> <p>School leaders support a compassionate school structure</p>	<p>Identify staff to be trained and train others on how trauma impacts students and strategies to increase trauma sensitivity.</p> <p>Provide opportunities for</p>	<p>Helping Traumatized Children Learn http://traumasensitiveschools.org/</p> <p>Aces Too High: Lincoln High School, Walla Walla, WA http://acestoohigh.com/2012/04/23/lincoln-high-</p>	



Questions?



References

Bailey B. (2001). *Conscious discipline*. Oviedo, FL: Loving Guidance, Inc

Cole M.Ed, S. (Ed.). (2009). *Helping traumatized children learn*. Boston, MA: Massachusetts Advocates for Children.

Craig, S. E. (2008). *Reaching and teaching children who hurt*. Hampton, N.H.: Paul H. Brookes.

Essentials of Asset Building Training of Trainers workshop. Copyright © 2008 by Search Institute, 800-888-7828, www.search-institute.org/training

Forbes H., & Post B., (2010). *Beyond Consequences, Logic, and Control*. Boulder, Colorado: Beyond Consequences Institute, LLC

Hodas MD, G. (Ed.). (2006). *Responding to childhood trauma: the promise and practice of trauma informed care*. Pennsylvania: Office of Mental Health and Substance Abuse.

Neimark, N. (n.d.). The fight or flight response. *Mind/Body Education Center*, Retrieved from www.NCTSN.org

Perry B., & Szalavitz M., (2006). *The boy who was raised as a dog*. New York, NY: Basic Books.

The National Child Traumatic Stress Network Toolkit for Educators (October, 2008)

Wolpow, R. (Ed.). (2011). *The heart of learning and teaching: compassion, resiliency and academic success*. Washington: Washington State Office of Superintendent of Public Instruction.

Resources

<http://www.cestudy.org/>

Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, DSM-5
 CPI, Crisis Prevention Institute Center for Mental Health in Schools

<http://smhp.psych.ucla.edu/temphome.htm>

Center on Developing Child (Harvard University)

http://developingchild.harvard.edu/index.php/resources/multimedia/interactive_features/gene-expression/

Healing Neen

<http://www.healingneen.com/>

Lesley University: Trauma –Sensitive School Checklist

School Mental Health Services in the United States

<http://www.projectforum.org/docs/SchoolMentalHealthServicesintheUS.pdf>

The National Center for Trauma-Informed Care

<http://www.samhsa.gov/nctic/>

The Substance Abuse and Mental Health Services Administration

<http://www.samhsa.gov/>

Trauma Focused Cognitive Behavioral Therapy (TF-CBT)

<http://tfcbt.musc.edu/>



Thank You!!

For all you do to support successful
outcomes for children and youth with
and at-risk of emotional/behavioral
disabilities and their families!

www.sednetfl.info