The Movement Toward Trauma Sensitive Schools

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What's going on nationally?

Trauma Informed Care

- Adverse Childhood Experiences
- Philadelphia – Urban ACEs
- National Child Traumatic Stress Network
- Center for Developing Child at Harvard University
- American Academy of Pediatrics

What's going on nationally?

Trauma Sensitive Schools

- Massachusetts Advocates for Children – Trauma and Learning Policy Initiative
- State of Washington Superintendent's Office – Compassionate Schools: The Heart of Learning and Teaching
- Compton Unified School District Lawsuit
- Healthy Environments and Response to Trauma in Schools (HEARTS) in San Francisco
- Tulane University project in New Orleans Parish
- Paper Tigers https://vimeo.com/110821029

What's going on locally?

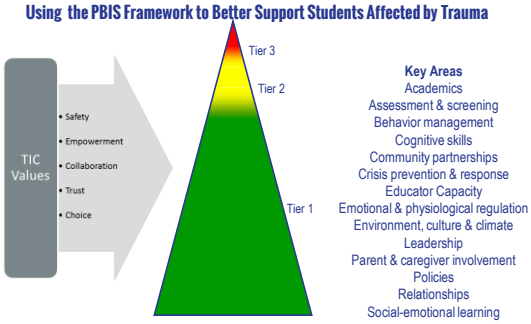
Trauma Informed Care

- Wisconsin ACEs – Child Abuse Neglect Prevention Board
- Mobilizing Ace Resilient Communities
- ACE Interface Project
- Fostering Futures / National Council of Behavioral Health
- Wisconsin Trauma Project
- Office of Children's Health Collective Impact
- Urban ACES Milwaukee Project

What's going on locally?

- Trauma Sensitive Schools Movement
- Entire school staff professional development
- Many districts going beyond PD to planning and implementation
- School Mental Health Project : Trauma Sensitive Schools Professional Development
- http://dpi.wi.gov/sspw/mental-health/trauma/modules

Using the PBIS Framework to Better Support Students Affected by Trauma



Key Areas
Academics
Assessment & screening
Behavior management
Cognitive skills
Community partnerships
Crisis prevention & response
Educator Capacity
Emotional & physiological regulation
Environment, culture & climate
Leadership
Parent & caregiver involvement
Policies
Relationships
Social-emotional learning

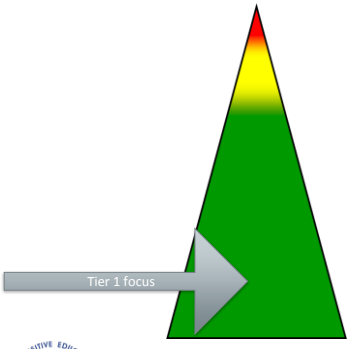
http://dpi.wi.gov/sspw/mental-health/trauma

Overview of DPI Project

- 60 Schools – Two phases
- Internal school-based team integrated into existing multi-disciplinary teams
  - -PBIS team
  - -School mental health team
  - -Building leadership team
- Two day kick-off training
- Monthly web-based training with external coach or quarterly in person coaching /training sessions

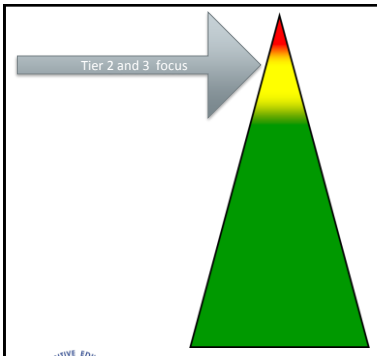
Evaluation

- ARTIC
- Wisconsin Trauma-Sensitive Schools Fidelity Tool
- Culture and Climate Survey



WI DPI Trauma-Sensitive Learning Modules Tier 1

1. Introduction
2. Prevalence and Impact
3. Neuroscience
4. Self Care
5. Trauma Sensitive Schools
6. Trauma Sensitive Lens
7. Trauma Sensitive Environments
8. Social and Emotional Learning
9. Emotional and Physical Regulation
10. Relationship Building
11. Cognitive Problem Solving
12. Trauma Sensitive Behavioral Supports
13. School wide Discipline
14. Family-School Partnerships



Tier 2/3 Learning Modules
(coming soon to a website near you)

15. Readiness Check for Tiers 2/3
16. Applying the Trauma-Sensitive Lens to Common PBIS Practices and Strategies
17. Caregiver Capacity
18. Academic Interventions
19. Screening/Assessment
20. Relationships
21. Emotional and Physical Regulation
22. Cognitive and Behavioral Interventions
23. Person-Centered Planning
24. Systems Working together - Collaboration with Community Partners
25. Crisis Response
26. Family School Partnerships

Wisconsin DPI Mental Health/Trauma Sensitive Website

- FBA toolkit now revised consider possible trauma history and be more collaborative with student http://sped.dpi.wi.gov/sped_sbfba
- Annotated list of resources
- Explanation of connection between PBIS & TIC
- Description of available training
- Links to national & Wisconsin ACEs studies http://sspw.dpi.wi.gov/sspw_mhtrauma
- Trauma-Sensitive Schools Learning Modules

Virtual Tour of Wisconsin TSS Resources

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Best resources

TSS Implementation Tools

http://sspw.dpi.wi.gov/sspw_mhtrauma

A Sense of Urgency

What are the most pressing concerns in your school or district?

A Sense of Urgency–of pressing importance

NOW

Central to success or survival

John Kotter and Holger Rathgeber . *My Iceberg is Melting.* 2005. NY: Penguin Random House, LLC.

Create a high enough sense of urgency among enough people to make a leap forward.

How do we create a true sense of sustainable urgency?

John Kotter and Holger Rathgeber . *My Iceberg is Melting.* 2005. NY: Penguin Random House, LLC.

Why create a true sense of urgency focused on the need for trauma sensitive practices…

https://youtu.be/9yeTUSxSdtA

What is it?

Trauma Sensitive Schools

A framework that …

- recognizes the high prevalence of adverse experiences that students and how these experiences impact the behavior and learning
- creates supportive universal environments for all students that promote regulation , relationship and reason to be
- supports awareness of unique needs of trauma affected students and is mindful of avoids re-traumatization

In other words….

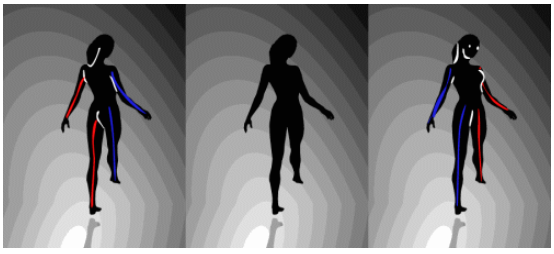
Trauma Sensitive Schools is not simply a program or a set of strategies. It is a perspective or way of being that drives what we do and how we do it.

It's all about mindset…

Dweck, Carol S. PhD , 2007 Mindset: The New Psychology of Success

Perspective Shift

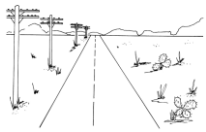
How do you change your perspective?



Perspective Shift

Key Concepts

- Staff perspective is an intervention
- Self fulfilling prophecy
- Mirror Neurons



Tools for Assessing Perspective

- School culture/climate surveys
- Trauma Sensitive School Checklist
- Review Tool for Assessing Practice
- Stop, start, continue, change activity
- Safety Review Tool
- Classroom sensory strategy assessment
- Social and Emotional Learning Tool
- My Emotional Regulation Plan

What are your agreed upon assumptions?

1. Behavior is communication

1. "Kids do well, if they can."
   Greene, R. PhD, Lost at School (2008)

Challenges are most often an expression of:
- Unsolved problems
- Lack of skills
- Unmet needs

3. We are seeking an effective intervention, not an appropriate consequence

Perspective: How do we view children?

Traditional View	Trauma Informed View
Acting out child	Emotionally dysregulated child
Anger management problems	Scared / fight, flight, freeze response
Willful and naughty	Adaptive patterns of behavior
Manipulative	Seeking to get needs met
Uncontrollable	In need of skills to self-regulate
Off task/ not paying attention	Hypervigilant or dissociative adaptations
Pushing buttons	Negative template or worldview
In need of consequences to motivate	In need of effective intervention to heal

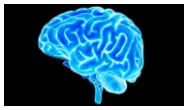
Perception: How do we view parents?

Traditional View	Trauma Informed View
Non-compliant, disrespectful	Scared, seeking control
Lazy	Feels helpless
Uncaring, disengaged	Overwhelmed, disenfranchised
Manipulative	Seeking to get needs met
Angry	Survival adaptation
Delayed/ "slow"	Dissociative
System distrust	Historical trauma

How do we shift perspective/ mindset?

- Giving new information (PD, PLCs, TSGs, sending articles to inspire curiosity)
- Modeling
- Creating space among staff for trying new things, making mistakes
- Opportunities for rational detachment
- Reflective feedback; teaching to "hear" mindset
- Personal experience / pilot project

Intervention



Universal intervention
- You don't know students experience
- Best practice for all students

Intervening with the brain in mind
- Information from our environment comes in low. If there is danger, the "thinking" brain shuts down, allowing the "doing" brain to act; executive funtion is impaired
- Brain changes in a use dependent way; repeated exposure to traumatic stress causes changes in brain structures, neuro-chemistry & genetic expression
- Cortical modulation is impaired

NMT childtrauma.org

Adaptive Response	Rest	Vigilance	Freeze	Flight	Fight
Hyperarousal Continuum	Rest	Vigilance	Resistance	Defiance	Aggression
Dissociative Continuum	Rest	Avoidance	Compliance	Dissociation	Fainting
Primary *secondary* Brain Areas	F-CORTEX *Cortex*	CORTEX *Limbic*	LIMBIC *Midbrain*	MIDBRAIN *Brainstem*	BRAINSTEM *Autonomic*
Cognition	Abstract	Concrete	Emotional	Reactive	Reflex
Mental State	CALM	AROUSAL	ALARM	FEAR	TERROR

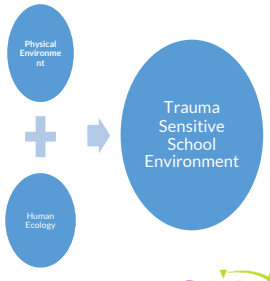
Bruce D Perry © 2010 www.ChildTrauma.org

How do we intervene in the classroom?

Trauma Sensitive Environment

Physical Environment
- Lighting
- Sinage
- Safe Spaces

Human Ecology
- Physical safety
- Academic Safety
- Social Safety
- Behavioral Safety



Social and Emotional Learning

Social & Emotional Learning is

- Integrated into all learning activities
- Taught and practiced in every classroom
- Reinforced throughout the day in all school settings

Sensory Needs

Sensory categories
- Proprioception / Movement
- Vestibular/ Balance
- Temperature/Touch
- Auditory
- Vision
- Smell
- Taste/ Chewing

- What might sensory triggers look like?
- What might sensory preferences/ seeking look like?

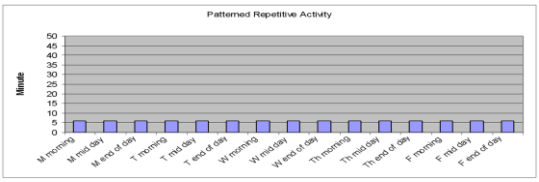
Sensory based activities

- Touch: Weighted vests/ blankets; Massage/ pressure, fuzzy, squishy stuff
- Sound: Music, silence
- Sight: Pictures, videos
- Smell: Candles, lotion, aromatherapy
- Taste/ oral: Sucking through a straw (applesauce, milkshake etc.)
- Vestibular: Swinging, rocking
- Proprioception / Movement: Swimming, walking/running, jumping

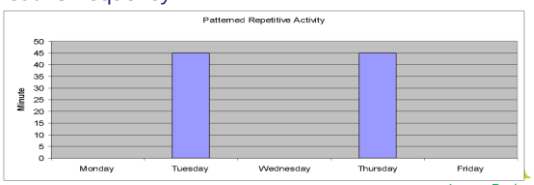
Regulation

- Art, Music
- Yoga, stretching,
- Bouncing a basketball, playing catch
- Aerobic Exercise
- Bal-a-vis-x
- Comfort/ sensory rooms
- Pet assisted work
- Ritual and routine
- Deep breathing,
- Mindfulness
- **For more examples:** https://media.dpi.wi.gov/sspw/av/trauma_sensitive_schools_mod_9/story.html

At this frequency



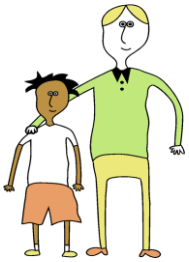
Not this frequency



Lower Brain

Relationships

- Social and emotional learning
- Safety , predictability and consistency
- Relational wealth
- Relational buffering
- Intimacy barrier



Relational Interventions: Tier 1

- Creating classroom community; Culture of connection; Restorative Practice
- Social emotional learning and skill development
- Coaching and role playing interactions
- School wide mentoring program
  - •Sensory breaks with staff
  - •Culturally responsive practice
  - •Safety/ Protection from bullying
  - •Focus on creating identity and purpose through identifying strengths
  - •Service learning

Other areas to address through the trauma sensitive lens

- Assessing current cognitive strategies
- Looking at school wide positive behavioral supports
- School wide discipline
- Parent engagement and leadership

Educator Self Care

"Put on your own oxygen mask before assisting others."

Randy Pausch, *The Last Lecture*

Next Steps…

- What would we like to start doing?

We need more…

Pam Black, 847-707-2490 pblacktse@gmail.com
Consultation and coaching on trauma-sensitive schools see: http://dpi.wi.gov/sspw/mental-health/trauma/contacts

- Introduction to Trauma-Sensitive Schools Principles and Practices
- Trauma-Sensitive Schools Principles and Practices in Action
- Create a Compassionate Culture in Your School by Incorporating Educator Self-Care and Wellness Practices within a Trauma-Sensitive Environment
- Trauma-Sensitive School and Classroom Environments at the Universal Level—the Nuts and Bolts of Making it Happen
- Planning for and Educating Individual Youth Significantly
- Impacted by Trauma and Mental Health in the School Setting
- Ongoing Coaching for Trauma-Sensitive School Implementation
- Specially designed training to your needs

Sara Daniel 262-305-0711 sdaniel@sainta.org
At your school:

- Professional Development on mental health and trauma
- Consultation and coaching on school wide implementation of trauma sensitive schools
- Student specific trauma assessment and behavioral plans

At our location:
7 EI Introduction and Advanced Trauma Sensitive Schools
To register for training:
http://www.sainta.org/trauma-informed-care/community-training/

7 EI Train the Trainer
To register for Training the trainer:
http://www.sainta.org/trauma-informed-care/train-the-trainer/