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Own It: Becoming a Trauma Sensitive School

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DEC
2018

Own It: Becoming a Trauma-Sensitive School

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Today

Our Learning Targets are to:

- Share research promoting trauma-sensitivity in schools
- Determine tools to track and monitor progress
- Give “ready-to-use” trauma-sensitive strategies
- Identify barriers to creating a trauma-sensitive climate

Education

Two Concerns

Concern #1

Our Students

- Discipline
- Achievement
- Graduation Rate

Concern #1

- **Our Students**
  - 1 in 5 students have social-emotional challenges that could be diagnosed.
  - 70% of children do not get services they need.
  - Mental health problems and at-risk behaviors are associated with many challenges:
    - Poor academic performance
    - Struggles with friendships and relationships

Concern #2

Our Teachers

- Stress
- Burnout
- Retention

Our Story

Goodyear Elementary

Brunswick, Glynn County

Trauma

- 1800
- 4000/600
- 5
- 2700

Children's Defense Fund, The state of America's Children (2014)

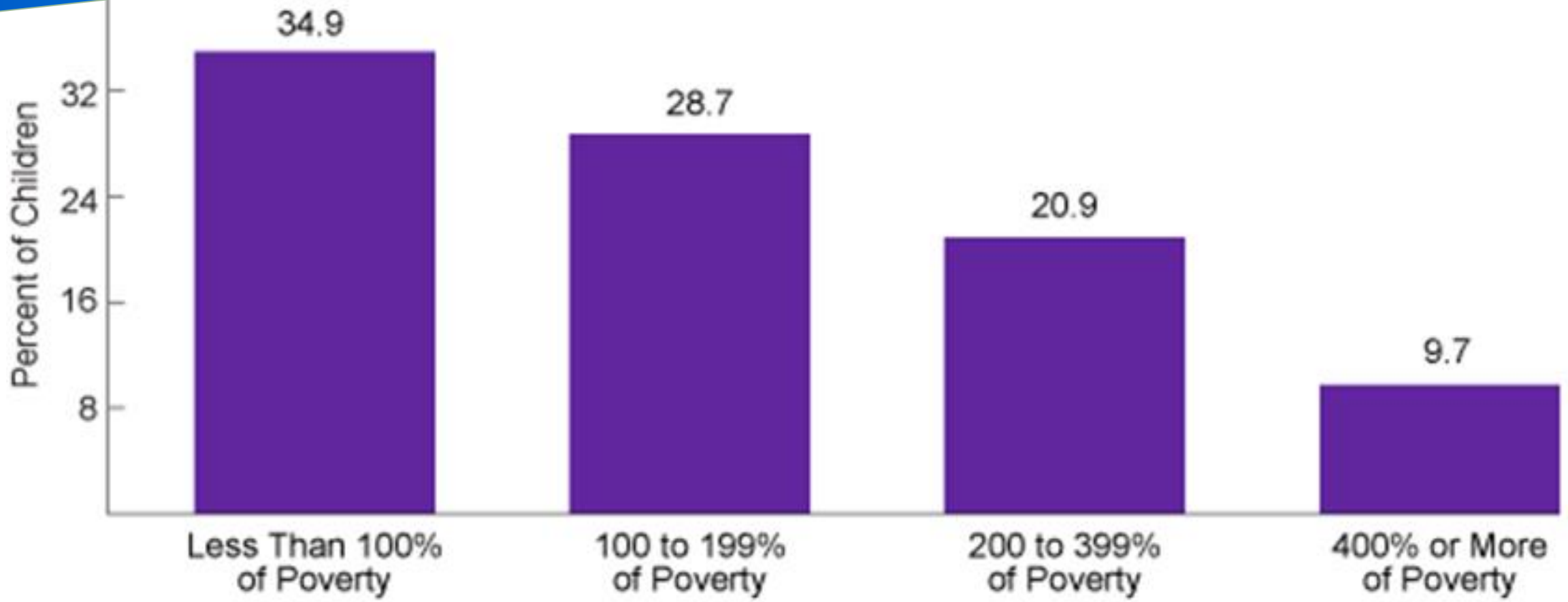
ACEs: The10 Areas of Trauma

1. Psychological Abuse
2. Physical Abuse
3. Sexual Abuse
4. Emotional Neglect
5. Physical Neglect
6. Loss of a Parent (for any reason)
7. Mother Treated Violently
8. Substance Abuse
9. Mental Illness
10. Criminal Behavior in the Household

The questions are described on the ACE website
www.acestudy.com

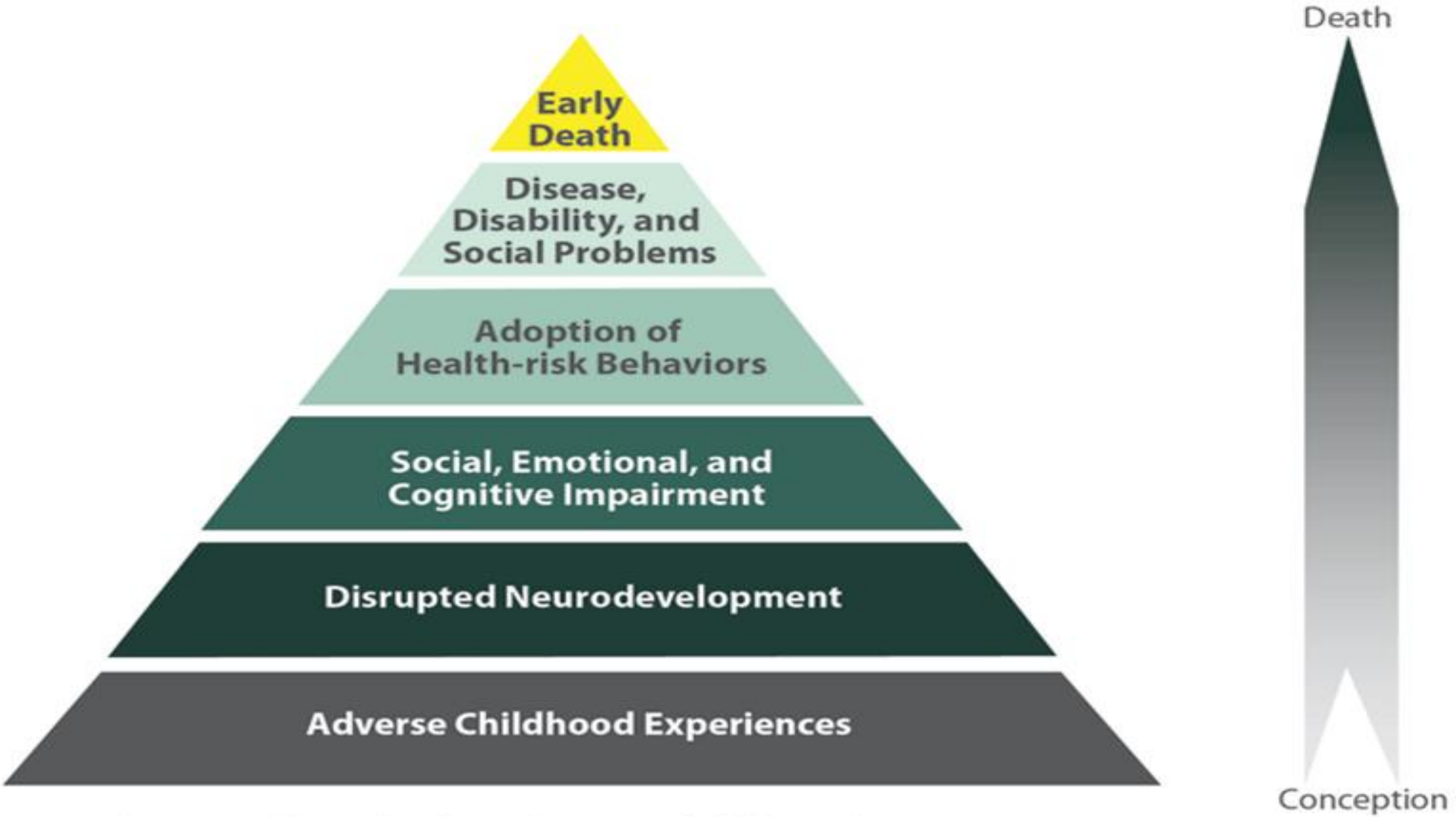
ACEs and Poverty

ged 0–17 Years Experiencing Two or More ACEs, 2011–2012



**Based on the U.S. Department of Health and Human Services poverty guidelines, poverty was $23,050 for a family of four in 2012.*

Source: Health Resources and Services Administration, Maternal and Child Health Bureau; and Centers for Disease Control and Prevention, National Center for Health Statistics, National Survey of Children's Health. Analyzed by the Health Resources and Services Administration's Maternal and Child Health Bureau



Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

Our Strategy

Become a Trauma-sensitive school

What did we know, need, how were we to do it?

Trauma-informed

What does this mean?

A universal approach to addressing trauma that ensures a **shared understanding** of trauma and its **impact** and a collective response to align policies and practices to support resilience and healing.

Requires changes to the **practices, policies, and culture** of an entire school, organization or service system, so all aspects of the system are aligned to support wellbeing and success and lessen the detrimental effects of trauma on individuals, organizations, and the broader community.

Social-emotional learning

What does this mean?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show sympathy for others, establish and maintain positive relationships, and make responsible decisions.

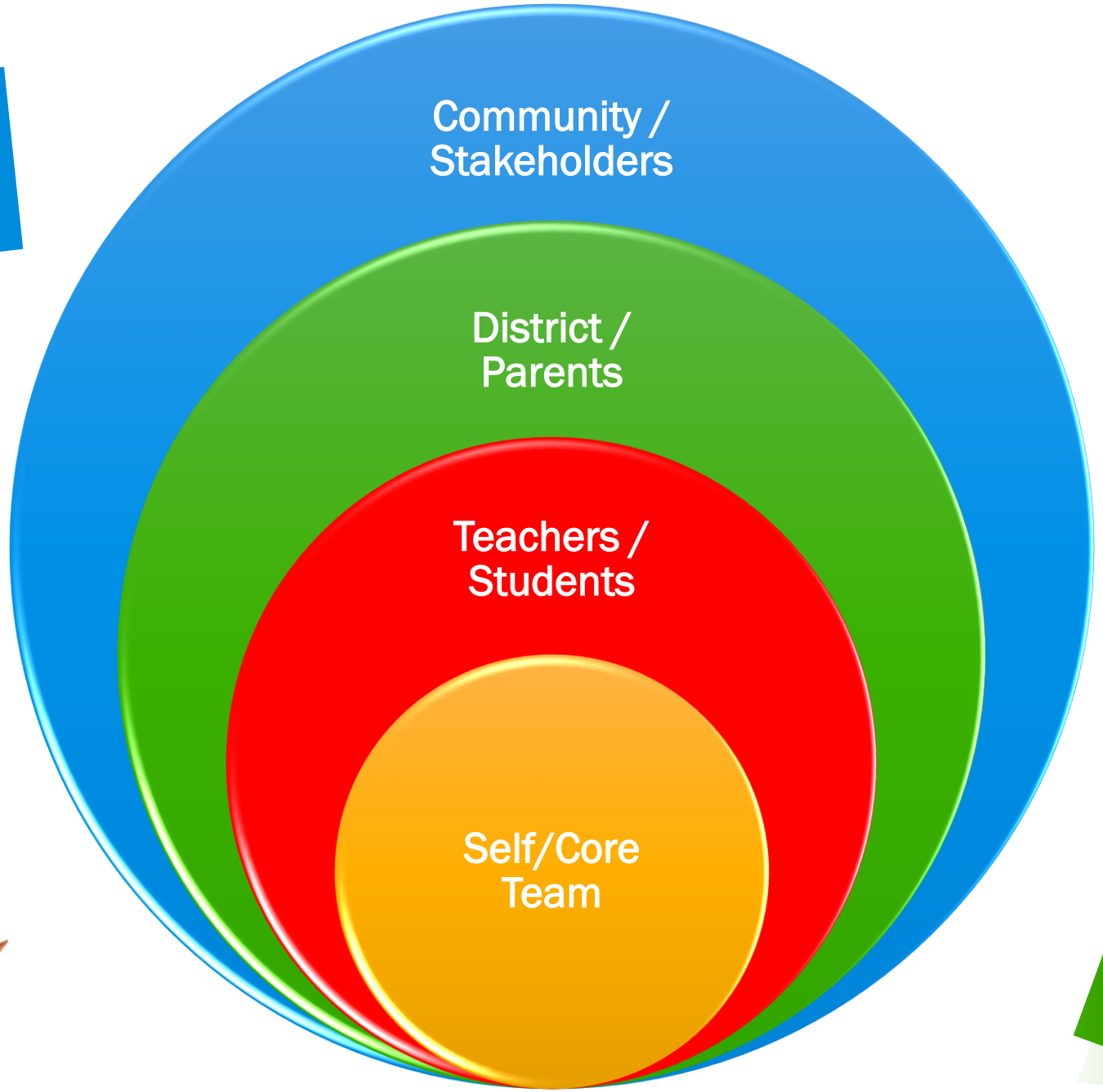
SEL

Click on image for CASEL

A strong start

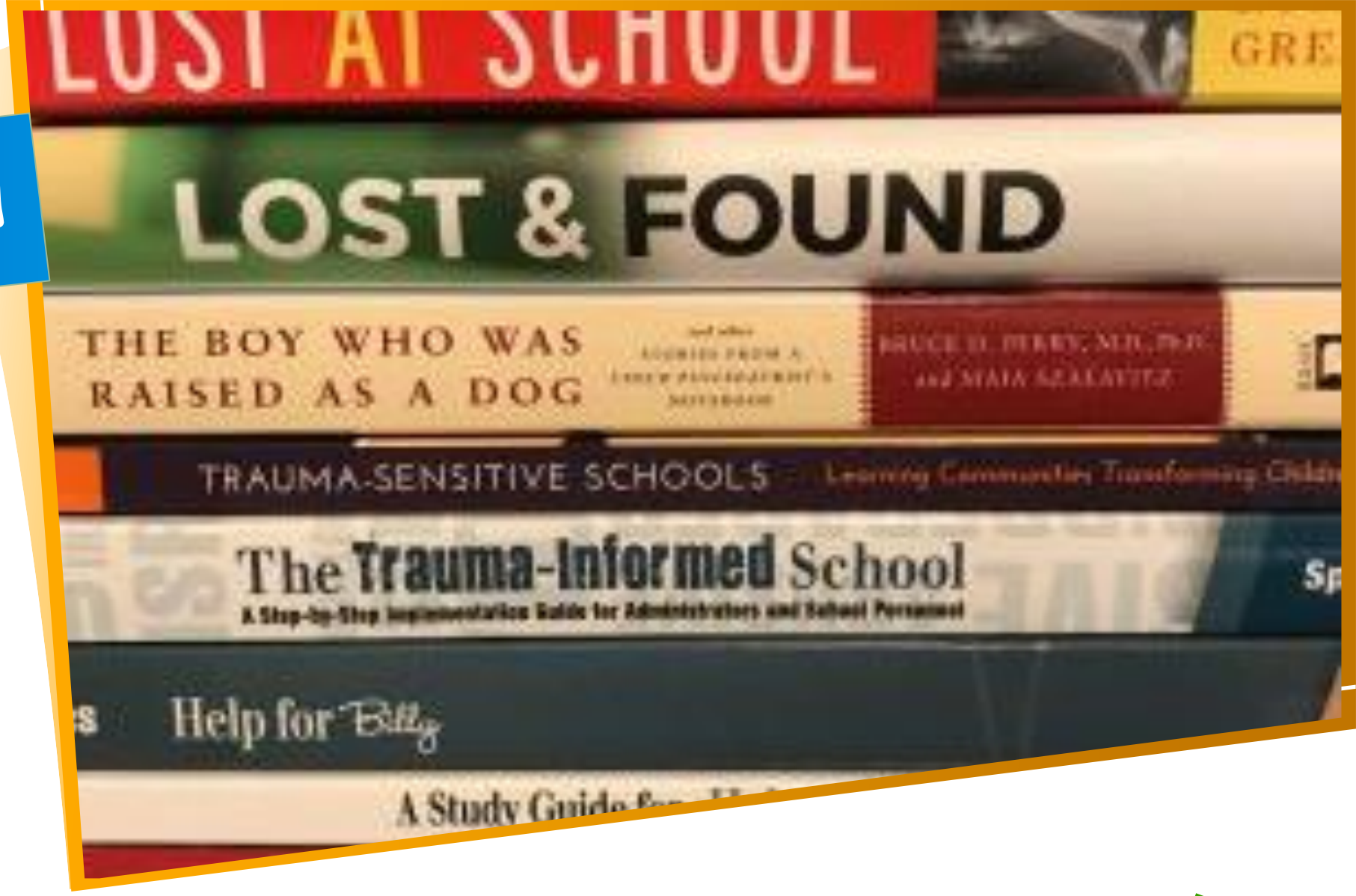
Inform *who and when?*

1) Self
2) Core Team
3) Teachers
4) Parents
5) District
6) Community



RESEARCH

- TRAUMA-INFORMED
- TRAUMA-SENSITIVE
- CHRONIC/TOXIC STRESS
- THE TRAUMATIC BRAIN



https://leejohnson.net/trauma-sensitive-school-resources/

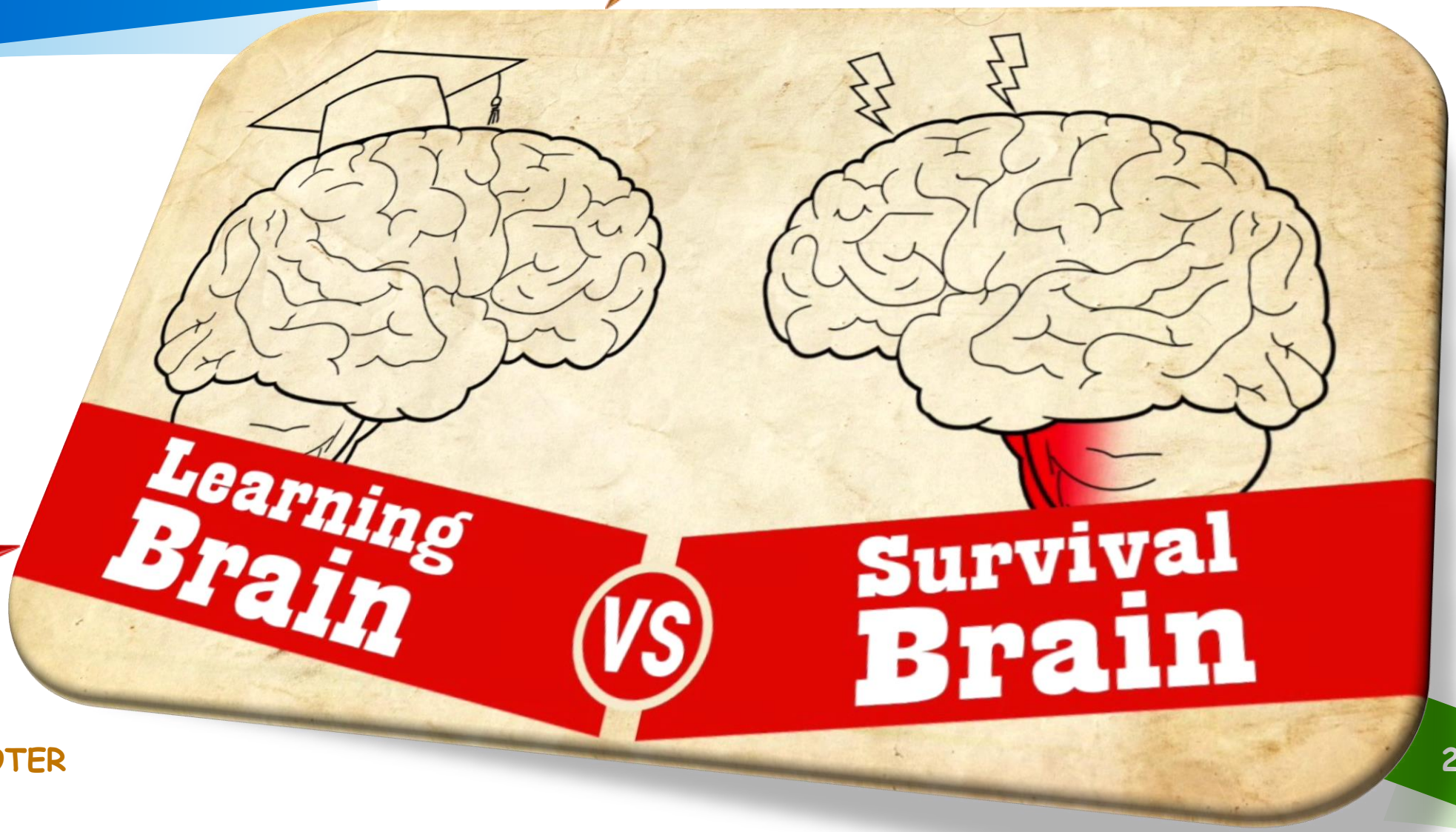
Adopting a trauma-informed approach

Means all people at **all** levels in a particular setting or system:

- **Realize the prevalence and impact of trauma on** youth, families, communities, and systems.
- **Recognize the signs** of trauma in those they serve.
- **Respond by integrating** knowledge of trauma into **policies, procedures and practices.**
- **Resist re-traumatizing youth** and families by creating environments that mimic past trauma, cause additional trauma, and compromise resilience and well-being for all.

Trauma/Toxic Stress impairs executive functioning

Know the difference



Barriers to Implementation

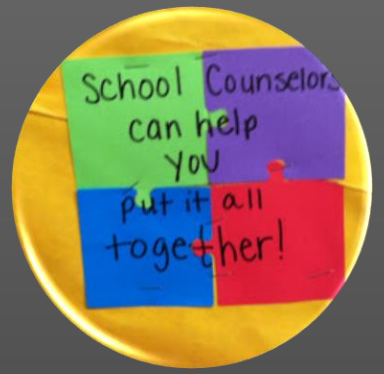
Research-Based Solutions=
Hopeful solutions

Tradition vs. Trauma

Reflect and then rate your organization's status on the traditional vs. trauma-informed scale.

Very Traditional

Somewhat Traditional



Somewhat Trauma-Informed

Very Trauma-Sensitive

Barriers

Program clarity and support is vital to the success of implementation.

1. Financial
2. Personnel
3. Time
4. Curriculum
5. Mindsets

Mindsets→awareness

Social emotional learning can change brain-function and brain-structure.

SEL can produce adaptive emotional and executive functioning skills which leads to positive behavioral and overall achievement outcomes.

Traditional vs. Trauma lens

Common/Traditional View	Trauma-Informed View
Students choose behavior and need consequences	Students want to do well but lack the skills or have learned bad behavior patterns
Characterizes student behavior negatively (i.e. manipulative)	Characterizes student behavior constructively (i.e. needs calming strategies)
Uses labels to describe students ("EBD")	Reframes behavior to identify strengths
Authoritarian	Collaborative
Minimizes coping strategies	Behavior is communication and serves a function
Academics focused	Whole-student focused
Student should already know the expectations	Teaches and re-teaches expectations using differentiation
Creates systems that make students work for support	All students receive support regardless of their needs
Staff-centered environment	Student-centered environment
Uses jargon with parents and non-educators	Uses language so that all can understand

Let's Practice

What do you do? What information is needed to make a Trauma informed decision (resolution)?

Example 1) Academic Dishonesty

- Student cheats, no work – Policy says No credit. It happens again.

Example 2) Outbursts / Disrespect

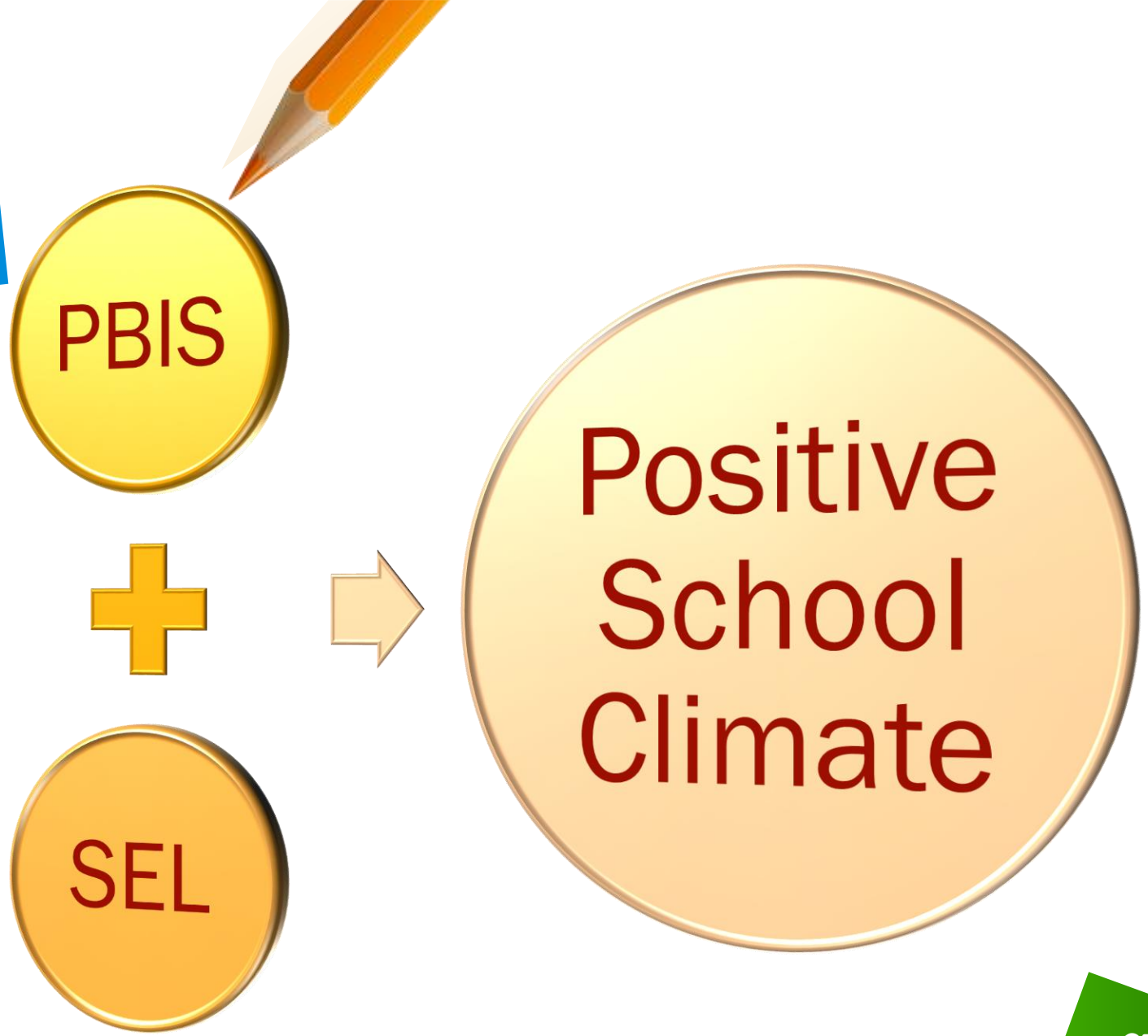
- Student yells out whenever behavior is addressed by an adult.

Policy Review Tool - https://creatingtraumasensitiveschools.org/wp-content/uploads/Implementation-Tool-Module-6-Review-Tool-for-Examining-School-Policies-Protocols-Procedures.pdf

https://medium.com/@drjimwalters/trauma-informed-student-codes-of-conduct-e1ecbb18cb6f

Model for Prevention

Began to review current practices, procedures, policies to begin the transformation towards a trauma-sensitive school



https://www.mayinstitute.org/pdfs/PBIS%202017%20-%20NEPBIS_2017_final.pdf

Become Trauma-Sensitive Today

Polices

Mission/Vision Statements

Student Handbook

PBIS matrix (add 5 SEL competencies)

Procedures

Morning Greetings

Transitions

Dismissal

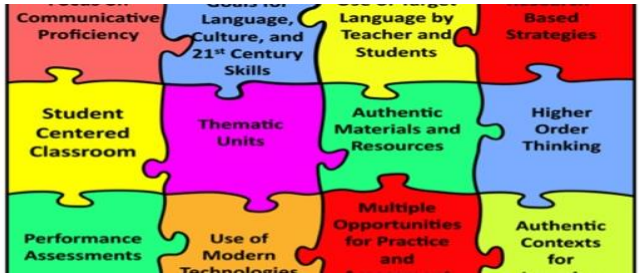
-Greet students

-Transitions

-Conduct announcements

Practices

Professional Learning, Classroom Expectations, Office-managed Discipline



Determine a SEL curriculum such as:

-Settle Your Glitter

-MindUp, HuddleUp

-Newsletter Language/tone

SEL Data

- Use SEL assessment tools to measure students' social emotional competencies and identify areas of strength and opportunities for growth.

https://medium.com/@drjimwalters/trauma-informed-student-codes-of-conduct-e1ecbb18cb6f

SEL Assessments

- DESSA-mini

(Naglieri, LeBuffe, and Shapiro, 2010)

- Brief teacher-report measure
- Consists of 8 items
- Takes 1-2 minutes to complete per student
- Can be used for universal screening and **progress monitoring**
- Yields norm-referenced score

https://medium.com/@drjimwalters/trauma-informed-student-codes-of-conduct-e1ecbb18cb6f

SEL Assessments

- SELweb

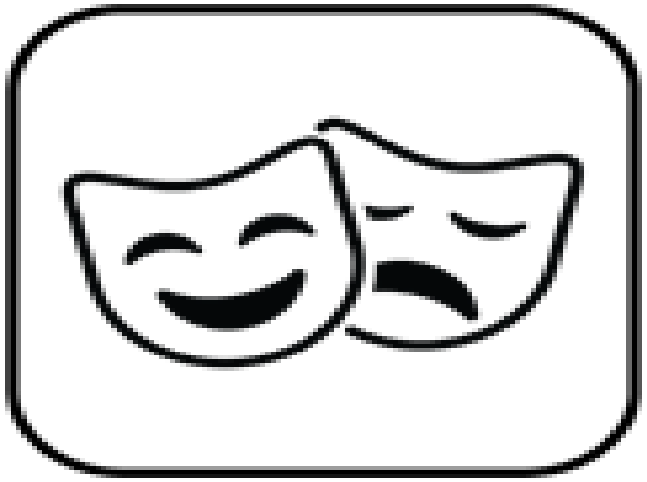
(McKown et al., 2016)

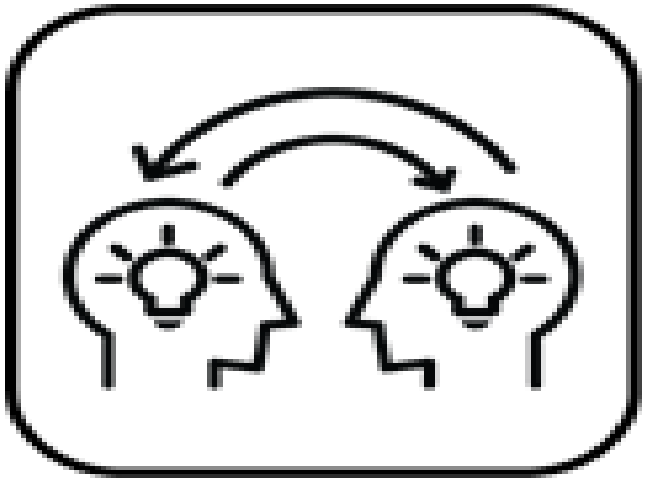
- Direct computer-based assessment of **skills**
- Emotion recognition, Self-control, Perspective-taking and Social Problem solving
- Takes 45 minutes to complete
- Yields norm-referenced scores for each skill area

https://medium.com/@drjimwalters/trauma-informed-student-codes-of-conduct-e1ecbb18cb6f

SELweb measures

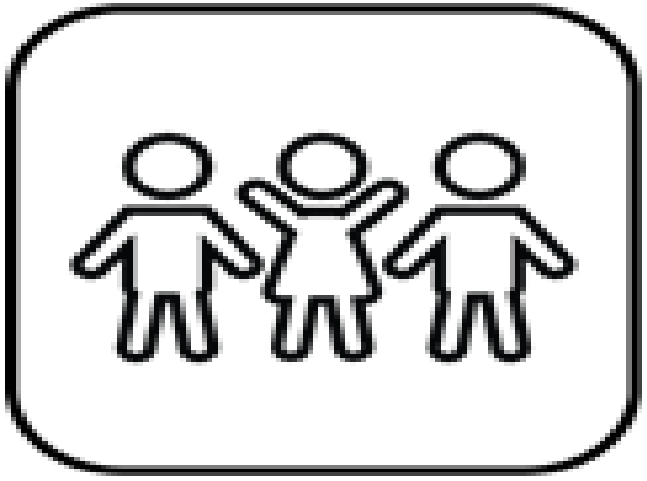
Emotion Recognition
Knowing what others feel.

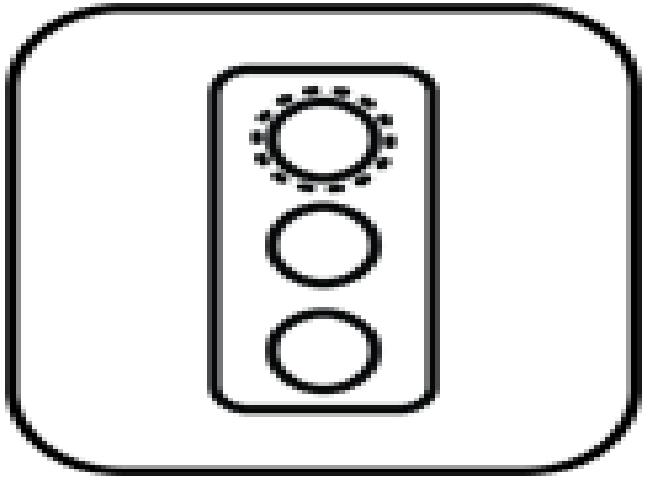




Social Perspective-Taking
Knowing what others intend and believe.

Social Problem-Solving
Being able to solve challenging social problems.





Self-Control
Being able to modulate thoughts, feelings and behaviors to achieve a goal.

Teacher Dashboard

Per page 25 CSV Showing 26 of 26 rows

2	96			2											
3	48			2	118	Above Expectations	118	Above Expectations	103	Meets Expectations	118	Above Expectations	113	Meets Expectations	11 / 19 / 2017
4	23			2	115	Above Expectations	109	Meets Expectations	106	Meets Expectations	118	Above Expectations	110	Meets Expectations	11 / 19 / 2017
5	73			2	111	Meets Expectations	102	Meets Expectations	109	Meets Expectations	113	Meets Expectations	108	Meets Expectations	11 / 19 / 2017
6	57			2	107	Meets Expectations	110	Meets Expectations	101	Meets Expectations	105	Meets Expectations	105	Meets Expectations	11 / 19 / 2017
7	17			2	107	Meets Expectations	91	Meets Expectations	110	Meets Expectations	109	Meets Expectations	108	Meets Expectations	11 / 19 / 2017
8	13			2	107	Meets Expectations	100	Meets Expectations	102	Meets Expectations	108	Meets Expectations	109	Meets Expectations	11 / 19 / 2017
9	95			2	106	Meets Expectations	103	Meets Expectations	88	Below Expectations	112	Meets Expectations	113	Meets Expectations	11 / 19 / 2017
10	47			2	106	Meets Expectations	117	Above Expectations	87	Below Expectations	118	Above Expectations	94	Meets Expectations	11 / 19 / 2017
11	59			2	105	Meets Expectations	113	Meets Expectations	102	Meets Expectations	105	Meets Expectations	95	Meets Expectations	11 / 21 / 2017
12	41			2	103	Meets Expectations	99	Meets Expectations	96	Meets Expectations	108	Meets Expectations	106	Meets Expectations	11 / 19 / 2017
13	2			2	103	Meets Expectations	102	Meets Expectations	104	Meets Expectations	97	Meets Expectations	105	Meets Expectations	11 / 19 / 2017
14	55			2	102	Meets Expectations	111	Meets Expectations	100	Meets Expectations	100	Meets Expectations	96	Meets Expectations	11 / 19 / 2017
15	16			2	102	Meets Expectations	108	Meets Expectations	91	Meets Expectations	111	Meets Expectations	96	Meets Expectations	11 / 19 / 2017
16	60			2	100	Meets Expectations	99	Meets Expectations	94	Meets Expectations	110	Meets Expectations	97	Meets Expectations	11 / 19 / 2017
17	32			2	100	Meets Expectations	91	Meets Expectations	96	Meets Expectations	104	Meets Expectations	109	Meets Expectations	11 / 19 / 2017
18	30			2	100	Meets Expectations	94	Meets Expectations	98	Meets Expectations	107	Meets Expectations	102	Meets Expectations	11 / 19 / 2017
19	35			2	97	Meets Expectations	102	Meets Expectations	94	Meets Expectations	110	Meets Expectations	86	Below Expectations	11 / 19 / 2017
20	12			2	92	Meets Expectations	84	Below Expectations	99	Meets Expectations	113	Meets Expectations	80	Below Expectations	11 / 19 / 2017
21	52			2	88	Below Expectations	84	Below Expectations	91	Meets Expectations	99	Meets Expectations	91	Meets Expectations	11 / 19 / 2017
22	63			2	86	Below Expectations	86	Below Expectations	99	Meets Expectations	90	Meets Expectations	84	Below Expectations	11 / 19 / 2017
23	31			2	85	Below Expectations	98	Meets Expectations	[illegible]	Meets Expectations	115	Meets Expectations	50	Well Below Expectations	11 / [illegible] / 2017

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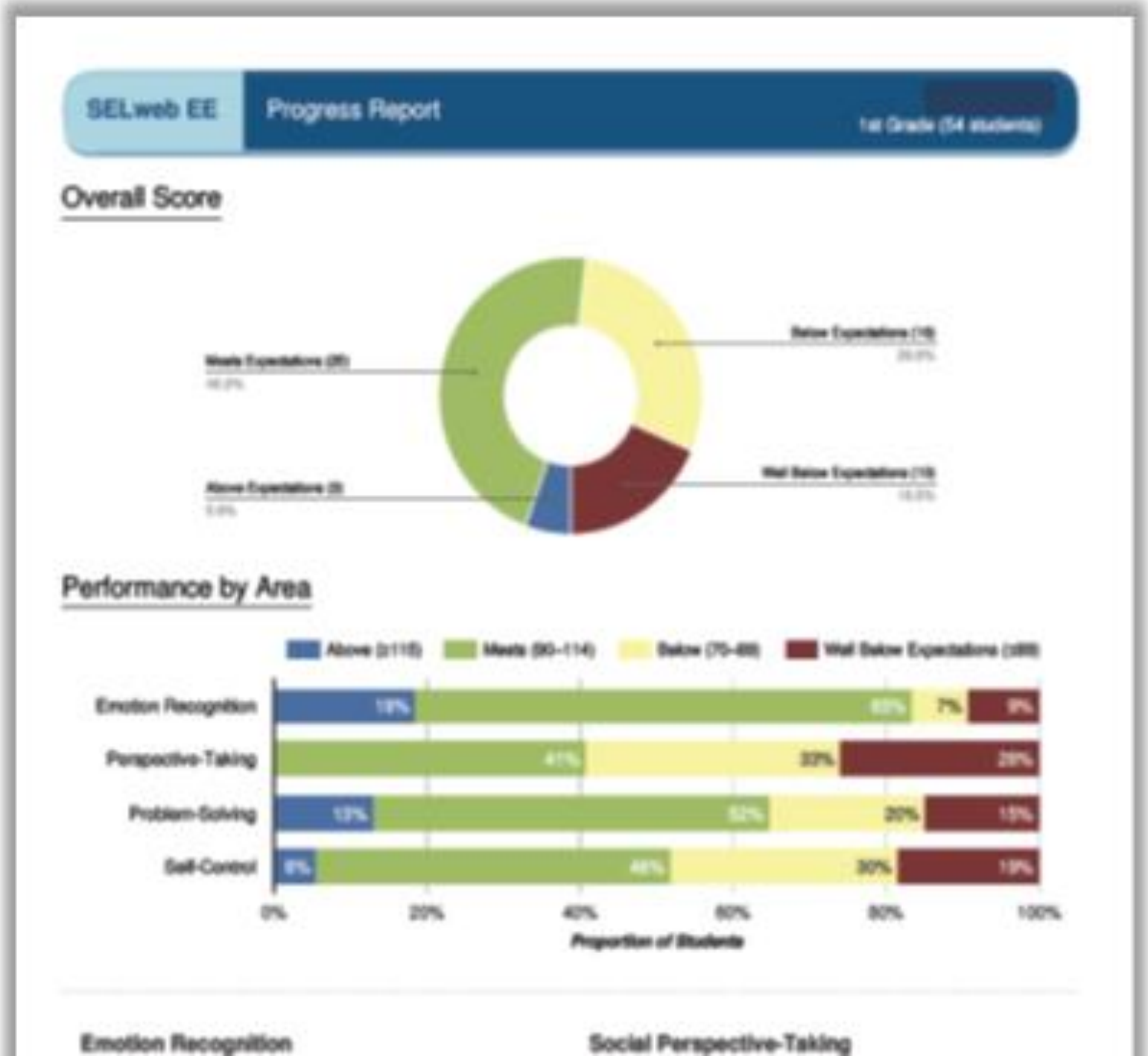
Class-level Reports

- Can be used to determine growth areas and parts of curriculum where teacher should devote more focus



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SEL Data and Curriculum Crosswalk

Settle Your Glitter Scope and Sequence		Emotion Recognition	Self-control	Social Perspective-taking	Social Problem Solving
		SELweb Assessment Scale			
Safe Relationships	Lesson 1				
	Lesson 2		★		
	Lesson 3		★	★	
	Lesson 4		★	★	
	Lesson 5		★	★	
	Lesson 6			★	
	Lesson 7			★	★

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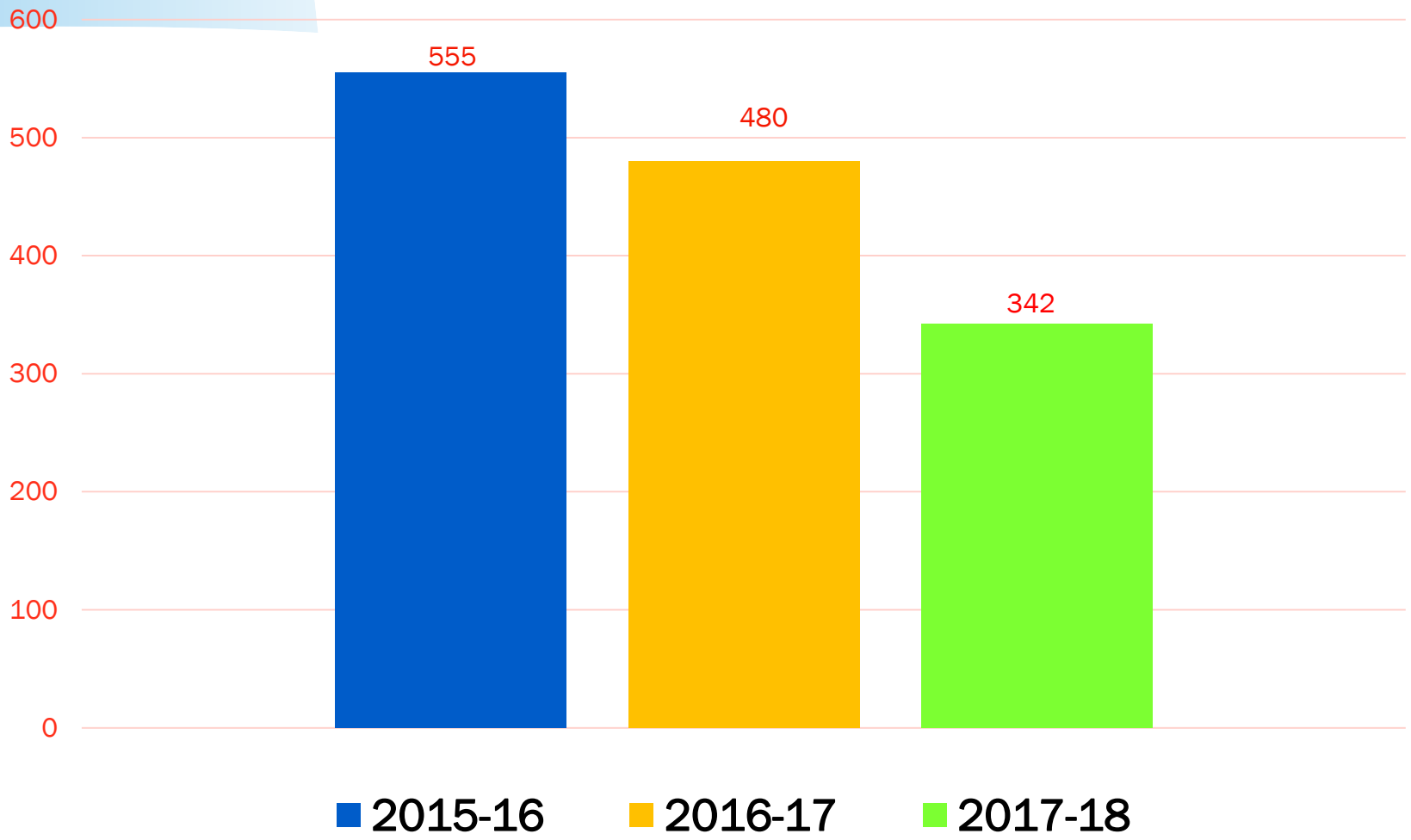
Today

Office Discipline Referrals
Goodyear Elementary



Citations

Guarino, K., American Institutes for Research: How Trauma_informed Are we? A tool for measuring the extent of trauma-informed care. http://csmh.umaryland.edu/media/SOM/Microsites/CSMH/docs/Conferences/AnnualConference/22nd-Annual-Conference/Presentations/10-15-TC/CS-4.1-Trauma.pdf. Sept, 2016.

CASEL - Collaborative for Academic, Social and Emotional Learning

Thank You!

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Karen Thierry