



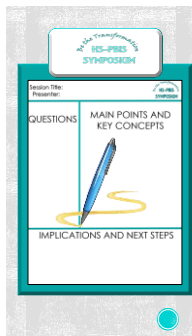
High School PBIS Symposium 2018

Integrating Trauma-Informed Classroom Practices within an MTSS Framework

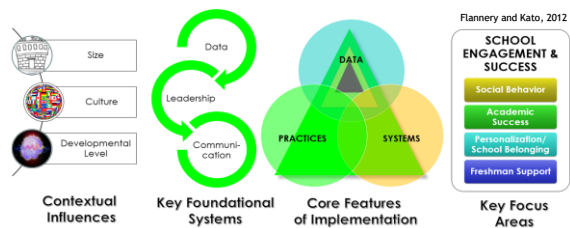


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BEHAVIORAL EXPECTATION
Authentic Engagement



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HS-PBIS Implementation Model

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Objectives

Participants will be able to:

- Recognize evidence based classroom practices support students impacted by trauma
- Identify how SWPBIS is the foundation for being trauma informed
- Take home two new strategies to use in classroom

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Let's Define Safety Together

What makes you feel safe:

- at school?
- in the community?
- with friends?

To feel safe we need:

- Predictability
- Consistency
- Relationships



Safety: freedom from harm or danger; a place that is free from harm or danger
-Merriam-Webster Dictionary

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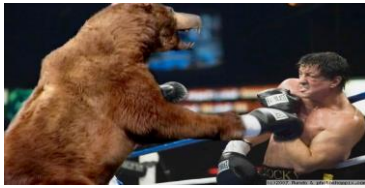
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FUNNY PICTURES ON KITTIFOTO.COM

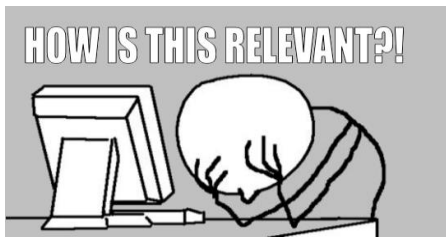
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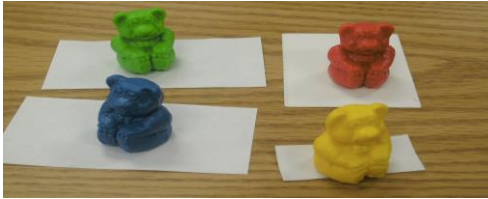
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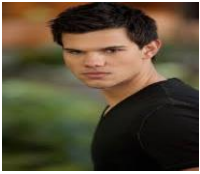
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ALWAYS ON GUARD!



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Define, Teach, Acknowledge Rules & Expectations is trauma informed because

- Thrive from established expectations
- Show student capable and worthy
- Help differentiate purposeful rules from unpredictable rules
- Create predictable adult behaviors
- Establish a sense of security

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Classroom Matrix

- Add column with upset/frustration
- Teach students expectation
- Model for students in real time

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Teaching Skills

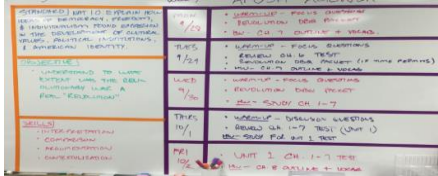
Lesson: 4 Thoughts, Feelings, Behavior	
A. Primary Subject Area, Interdisciplinary Connections/Grade Level/Lesson Duration	
Disciplinary Practices	
B. Content Standard(s) and/or Common Core Learning Standard(s)	
1A. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1B. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1C. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1D. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1E. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1F. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1G. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1H. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1I. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1J. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1K. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1L. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1M. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1N. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1O. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1P. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1Q. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1R. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1S. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1T. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1U. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1V. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1W. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1X. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1Y. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	
1Z. An individual uses problem-solving and responsible behavior to solve a problem or resolve a conflict.	

- Expanding skills beyond procedural to social-emotional
- Develop your own lessons
- Connect a curriculum to your SW Expectations

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Cues for Transition

- Daily Agendas
- Visual timers



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Classroom Management Practices

8 Classroom Management Practices

1. Arrange Orderly Physical Environment
2. Define, Teach, Acknowledge Rules and Expectations
- 3. Define, Teach Classroom Routines**
4. Employ Active Supervision
5. Provide Specific Praise for Behavior
6. Continuum of Response Strategies for Inappropriate Behaviors
7. Class-Wide Group Contingency
8. Provide Multiple Opportunities to Respond

Adapted from MO Classroom

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Define, Teach Classroom Routines

- Consider routines for:
- + Regulation
 - + Self-awareness
 - + Relationship development



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Example: Establishing a Schedule

Daily

8:05: Greet students at door by name (Relationship)
 8:10: Morning Mindfulness (Regulation)
 8:15: writing stem (Self-Awareness)
 8:45: Planner & Daily gratitude in agenda (Self-Awareness)

Additional Times Based on Schedule

Monday: Review College and Career Readiness lesson in Circle format (Relationship and Self-Awareness)
Assembly days: Brain Break after PE (Regulation)
Friday: End of Week Circle (Relationship and Self-Awareness)



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Regulation strategies



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Routine for Regulation

- A place for regulating (e.g.: breathe corner, rest and relaxation room, stepping out in hall)
- A signal for regulation (e.g.: card on desk, a hand-signal)



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Focused Attention Examples

Practices to quiet the mind. Prime the brain.

- Breathing practices
- Quiet time
- Movement
- Colors
- Focus
- Sound
- Taste



<https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels>



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Brain Intervals

Opportunity to change up our predictive routines of receiving incoming information

Benefits

- Opportunity to develop and apply social competence
- Allows brain to rest and recharge while simultaneously learning to cooperate, communicate and compromise
- Boost attentiveness and maximize learning

Examples

- Thumb wars
- Rhythm patterns
- Hidden pictures
- Squiggle story
- Mental math

<https://www.edutopia.org/blog/brain-breaks-focused-attention-practices-lori-desautels>



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Self-Awareness Strategies



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Define, Teach Classroom Routines for **Self-Awareness**

- Positive attitude (S. Craig)
 - Class theme song
- Journaling / Bell-Ringer routines
 - Build "resilience muscles" or "rebound skills" (S. Craig)
 - "I have....", "I am....", "I can....", and "I like..."

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Emotional Awareness



- Example uses:
- Journal prompt
 - Connecting character in story
 - Debriefing a situation

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Relationship Strategies



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Meetings & Community Circles



- Greeting
- Sharing
- Check-ins

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Holistic View of Students

Name	Passion	Family	Activities	Academic	Food/drink	Physical	Skills	other
Will	Video games Girlfriend	Lives with mom, step-dad, Six yo brother; Two dogs	Video games	Hates to read Algebra ok	Pizza doughnut Cake	Asthma Allergies to outside	video	Moved here from new york Doesn't like small towns at dad's every other weekend Dad and step mom have 3 kids.

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Student & Family Surveys

Parent Survey with Contact Information

You know your student well. Thank you so much for taking the time to provide me with this information. I am always looking to get to know you, the parent!

What are your student's strengths? (Please write down the things you think are strong at. Do not include any negative comments.)

-strengths

What can you do to help your student better with what kinds of classroom learning environments? (Do not include any negative comments.)

-learning environment

What can you do to help things that get in the way of your student learning? (What kinds of classroom learning environments would be most helpful for them?)

-learning difficulties

Is there anything else you want me to know about your student? (This might include but is not limited to: current medications, medical or emotional conditions, absences or times past experiences, etc.)

-background info.

- Name one person you look up to and why
- What is one thing you like about yourself and why?
- What do you like about Reading and what intimidates you?
- 3 words you'd use to describe yourself
- 3 words others would use to describe you
- Are you able to access the internet? If so, where?
- Favorites-food, book, movie, subject, singer

Student Survey-asks for how they want to be praised, how they learn best, what their home environment is like, and what they see as their strengths and weakness among other things.

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Strategies to help CONNECT

- Copy Cat
- Hot/Cold
- Multi-player thumb war
- Group drumming
- Side walk chalk
- Board games
- 2 x 10 strategy



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Classroom Management Practices

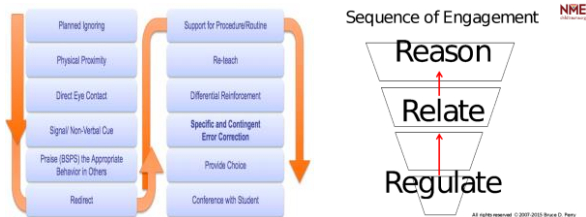
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2. Define, Teach, Acknowledge Rules and Expectations
3. Define, Teach Classroom Routines
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5. Provide Specific Praise for Behavior
6. **Continuum of Response Strategies for Inappropriate Behaviors**
7. Class-Wide Group Contingency
8. Provide Multiple Opportunities to Respond

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Develop a Continuum of Strategies to Respond to Inappropriate Behavior



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Continuum of Response Strategies for Inappropriate Behaviors

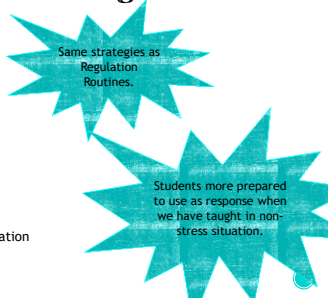
is trauma informed because

- Empower students and teach resiliency skills
- Replace learned responses with appropriate behavior
- Helps students regulate their emotions
- Supports regulate, relate, and reason

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Regulation Strategies

- Rhythmic Activities
 - Music
 - Dance
 - Walking
 - Drawing
 - Run
 - Bounce ball
 - Rocking
- Repetitive Breathing activities
- Body Awareness activities
- Brain Breaks/Intervals
- Trauma informed statements & validation
- Focused attention strategies
- Engage, Don't Enrage



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Trauma Informed Statements Alternatives to "Calm Down"

- I see you are having a difficult time. Let me try to help you.
- Take a deep breath.
- That can be so frustrating.
- Let's figure this out together.
- I can see you are mad. How does that feel in your body.
- Count to 10.
- Want to squeeze my hand?
- Let's focus on fixing the problem together.
- If you are feeling sad, you can tell me about it.
- I can see you seem really upset. What do you need from me to help get back to to calm?
- You seem really agitated. What's really going on?
- How about I come back to you in five minutes? I want to make sure you are okay.
- We need to work together. What do you need from me so you will be okay and we can continue with class?
- I can see this assignment is really hard for you. Is it okay if I sit with you and help you?

Used with permission from Warren Township School District, Indianapolis



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Relate:

Using Trauma Informed Validation

Student Statement	Common Adult Response	Validating Response
I can't do anything right!	That's not true! You do many things right.	It must feel frustrating to feel like you never do anything right.
My parents are going to kill me!	I highly doubt they are going to kill you. Your parents love you.	So you're really feeling like your parents are going to be extremely upset because of this...

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Reason:

Dual Thought Sheets

completed by both the student and adult when reconnection is needed

1. What is our challenge?
2. What led up to this challenge?
3. How can we handle this together and/or apart
4. Could we have prevented this situation?
5. What are 2 adjustments we will make next time?

Used with permission from Warren Township School District, Indianapolis

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Reason:

Restorative Questions

- What happened?
- What were you thinking?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

<https://www.ilrp.edu/news-from-ilrp/time-to-think-using-restorative-questions>

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Next Steps:



	What do you already do?	How will you practice current strategies with more intentionality?	What will you add to your classroom management practices?
Arrange orderly physical environment	Create classroom diagram and seating charts	Walk through new classroom arrangements to ensure ample space when chairs pulled out Consider possible triggers when making seating arrangements	
Define, teach, acknowledge rules and expectations	Classroom expectations	Will ensure movement/rhythmic activities incorporated into each transition Will ensure positive self-advocates and nonverbal cues are present in daily journaling 3 times per week	Create matrix and ensure routines that count be possible triggers (e.g., lining up, all clear, group work, etc.) are thoughtful
Define, teach classroom routines	Use music in classroom on occasion Daily journaling		Recreating classroom jobs to focus on relationship development

Classroom Practices Resource Map

Look at **first two columns** of the resource map reflect on:

- What you are already doing in your classroom?
- What you could do with more intention?

Identify gaps and then add practices.

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How Classroom Practices Are Trauma Informed?

	What is the strategy	How the practice supports students impacted by trauma
Arrange orderly physical environment	<ul style="list-style-type: none"> Seating is clearly defined and also movement without disrupting others Direct and indirect engagement are built around the layout of instructional activities, not arranged for "maximum" student and teacher visibility and access Materials are easily accessed and processes are organized for ease of use 	<ul style="list-style-type: none"> Setting up a diverse environment to allow teachers to monitor all students and activities promotes feeling of safety and predictability for students Considering daily environments to avoid disruption supports students to request general space of others
Define, teach, acknowledge rules and expectations	<ul style="list-style-type: none"> Classroom rules are aligned with school-wide expectations Classroom rules are clear, concise, measurable, positively stated, specific, direct, and consistently stated Teacher has a plan and timeline to directly teach classroom rules and expectations over time throughout the year Classroom rules are shared with students, positively stated, specific, direct, and consistently stated Use of age-appropriate language Rules and procedures are taught and practiced several times throughout the year 	<ul style="list-style-type: none"> All students and especially students impacted by trauma have high expectations. For students impacted by trauma, high expectations about the student may be unrealistic and empty Clearer classroom rules and expectations help students differentiate purposeful rules from unreasonable rules that may occur in other areas of the school Consider classroom expectations also create predictable self-advocates across the school for all students. When established clearly, many key students establish a sense of purpose
Define, teach classroom routines	<ul style="list-style-type: none"> Rules and procedures are aligned with school-wide expectations Rules and procedures are taught, positively stated, and age-appropriate language Rules and procedures are taught and practiced several times throughout the year 	<ul style="list-style-type: none"> When we provide clearly defined routines and procedures, students know what to expect. Reducing the stress of unknown helps students to operate in a state of calm. Clearly established routines also create predictability of needs identifying and promoting student classroom change, which is likely to present or reduce student change may have on student behavior. Regular routines also create the opportunity for intentional regulation activities.
Employ active supervision	<ul style="list-style-type: none"> Movement: Consistent, various, target predictions, programs, structure Space: Look and listen to all students, look for opportunities and appropriate activities, meet the student Monitor: Frequent and quick on feedback and observation to encourage and correct. Identify opportunities to encourage and provide additional instruction on appropriate behaviors Behavior: Specific praise statements (SBPS) 	<ul style="list-style-type: none"> Establishing active supervision provides a sense of safety for students. When adult is constantly scanning the environment it is more likely they will predict or identify a trigger in a complex area and prevent the student from being harmed Actively monitor triggers in a student area may be related to trauma Active supervision creates frequent opportunities to interact with students to promote, strengthen and maintain relationships. Positive specific praise is a powerful tool for building a student's self-esteem and

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Thanks For Being Here

Midwest PBIS Network (www.midwestpbis.org)

- Content < Trauma
- See Module 5 for additional practices

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