Becoming a Trauma-Informed School

January 30, 2023
Training series session #3:
Key Elements of Trauma-Informed School Environments
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SAMHSA
Substance Abuse and Mental Health
Services Administration

Mountain Plains (HHS Region 8)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Disclaimer and Funding Statement

The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).
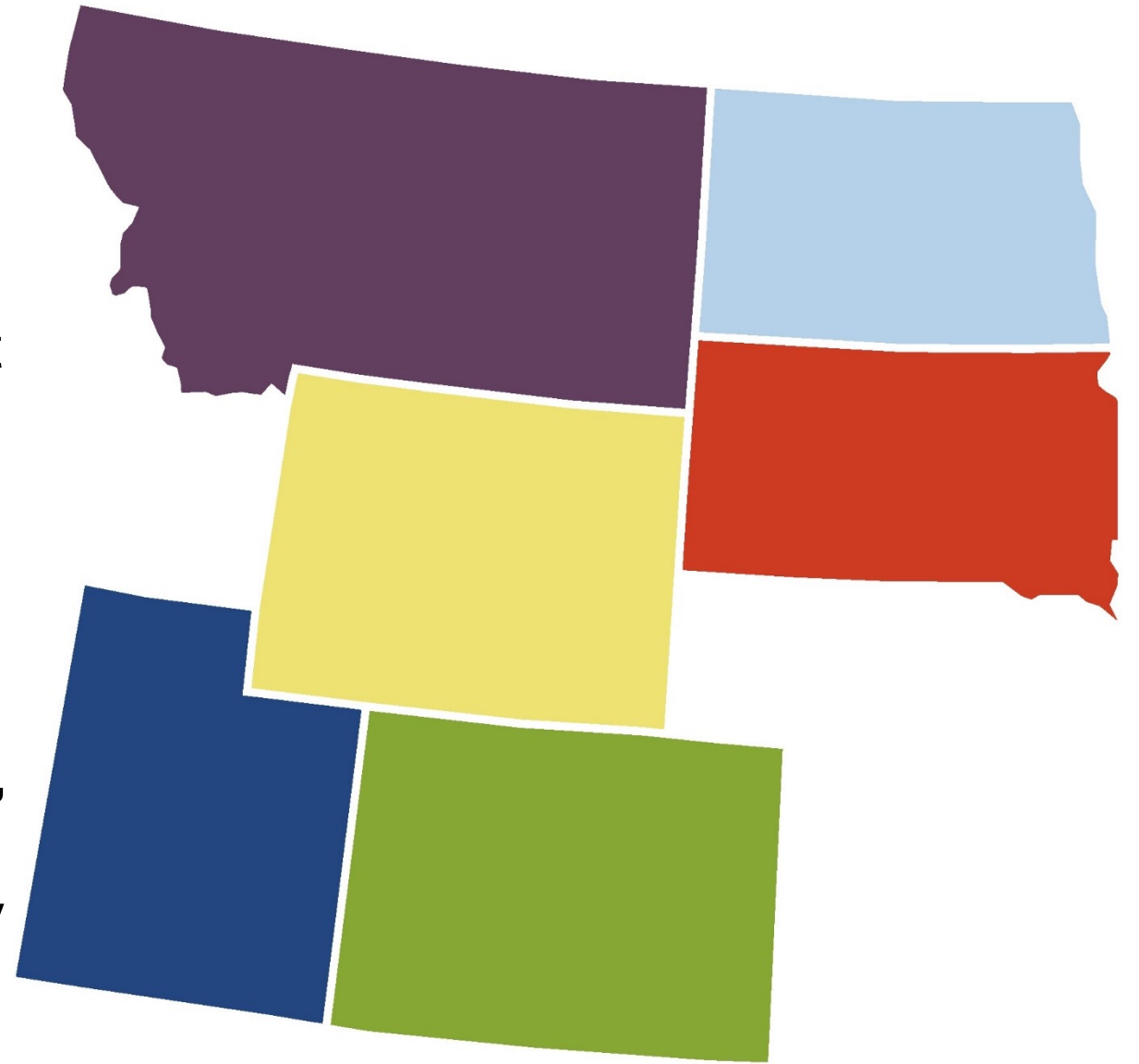
Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

INVITING TO INDIVIDUALS PARTICIPATING IN THEIR OWN JOURNEYS

STRENGTHS-BASED AND HOPEFUL

PERSON-FIRST AND FREE OF LABELS

INCLUSIVE AND ACCEPTING OF DIVERSE CULTURES, GENDERS, PERSPECTIVES, AND EXPERIENCES

NON-JUDGMENTAL AND AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR AND UNDERSTANDABLE

HEALING-CENTERED AND TRAUMA-RESPONSIVE
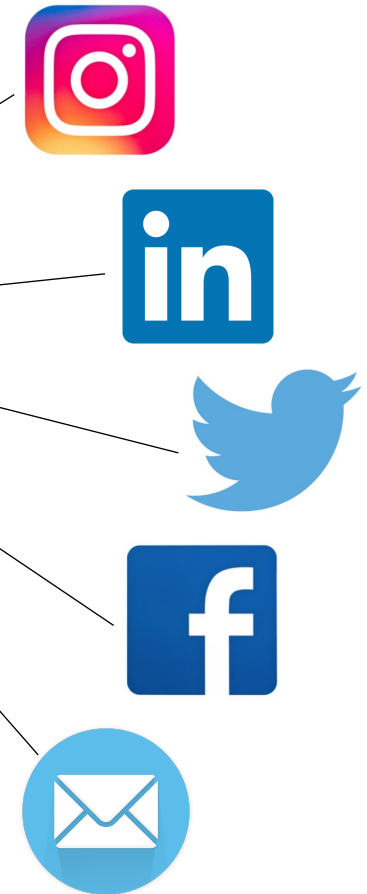
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Welcome!

Why this training is important to me:

- Over 15 years of practicing in school-based health centers in Early Childhood Education, K-12 and at College level & currently own private practice for Trauma Resolution in Wheat Ridge, Colorado

- I have observed and supported the impact of acute and/or chronic stress over the life-span

- I believe in racially and socially equitable environments and acknowledge the systemic and institutionalized disparities that contribute to experiences of trauma

- I believe that the wellness of our caretakers is foundational to the quality of our care to others.

- It's take a community and a positive relationship with time and longitudinal impact in order to pace ourselves in our work.

Training Details

1. Learn what Trauma is, what it looks like, and how to respond in a supportive way

2. **Learning the key components of what it means to be "Trauma-Informed" within a host environment focused on academics**

3. Identify logistical and operational elements of implementation of a trauma-informed approach to supporting public education

4. Developing relevant metrics for measuring progress and success in School-Based Trauma-Informed practices.

Key Elements:

- Embracing the Paradigm Shift in Ideology

  (Physiology of trauma, neurosequential approach, teaching what you want to see)

- Communication Styles
- Discipline Protocols
- Tiered Response to Intervention and Positive Behavior Support Planning

State Dependence: The developing brain organizes in response to the pattern, intensity, and nature of sensory and affective experiences of events during childhood. One of the most essential elements of understanding traumatized children is that all humans process, store, retrieve, and respond to the world in a state dependent fashion. When a child is in a persistent state of fear, the primary areas of the brain processing information are markedly different than those from a child reared in a safe environment.
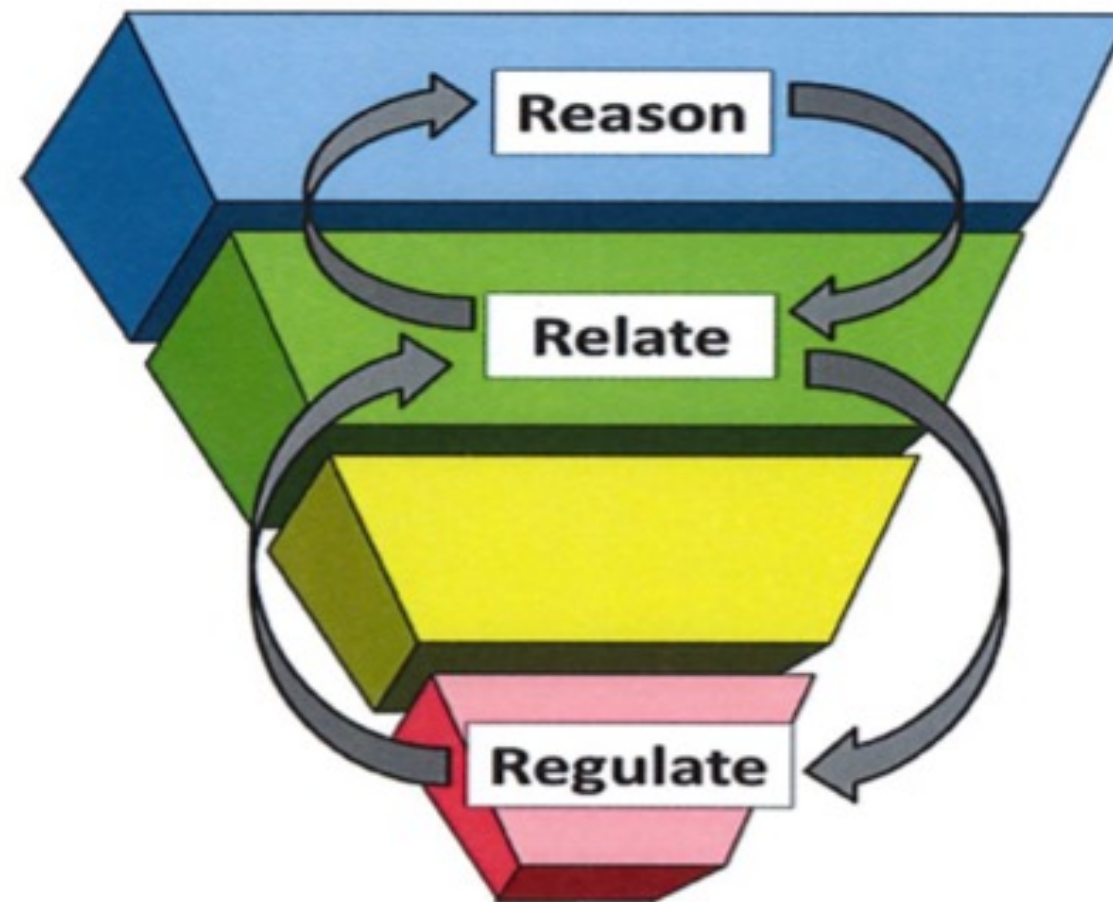
Sequence of Engagement: The order in which we engage a child, relative to state dependence and which are of the brain is dominant in the processing of information. This is related to the predictably escalating and de-escalating behavior as related to the arousal continuum. Critically important to this process is a staff member's ability to stay attuned to the child's state and to shift our interventional approach to match. Be mindful that his is not a linear process, but a circular rhythm requiring staff members to shift in approach dependent on the child's presentation.

Challenge
Relationships
Success
Engagement
Safety

Adaptive Response	REST	VIGILANCE	FREEZE	FLIGHT	FIGHT
Predictable De-escalating Behaviors (behaviors of the teacher or caregiver when a child is in various states of arousal)	Presence Quiet Rocking	Quiet voice Eye contact Confidence Clear simple directives	Slow sure physical touch "Invited" touch Quiet melodic words Singing, humming music	Presence Quiet Confidence Disengage	Appropriate physical restraint Withdraw from class TIME!
Predictable Escalating Behaviors (behaviors of the teacher or caregiver when a child is in various states of arousal)	Talking Poking Noise Television	Frustration, anxiety Communicate from distance without eye contact Complex, compound directives Ultimatums	Raised voice Raised hand Shaking finger Tone of voice, yelling, threats Chaos in class	Increased or continued frustration More yelling Chaos Sense of fear	Inappropriate physical restraint Grabbing Shaking Screaming
Regulating Brain Region	NEOCORTEX Cortex	CORTEX Limbic	LIMBIC Midbrain	MIDBRAIN Brainstem	BRAINSTEM Autonomic
Cognition	ABSTRACT	CONCRETE	EMOTIONAL	REACTIVE	REFLEXIVE
STATE	CALM	ALERT	ALARM	FEAR	TERROR

NME

childtrauma.org

State-Based Adult Responses

Adaptive Response	Rest	Vigilance	Freeze	Flight	Fight
State	**Calm**	**Alert**	**Alarm**	**Fear**	**Terror**
Predictable De-escalating Behaviors (behaviors of the teacher when a child is at various states of arousal)	• Be consistent in routines • Preset changes in routine in advance • Maintain a quiet environment • Frequent communication/ engagement • Consistent time prompts	• Provide support with challenging tasks • Rocking • Frequent communication/ engagement • Simplify directions/provide single step directions • Non-threatening voice tone/body language	• Encourage the child to take a break from the frustrating task • Empathize with the child's frustration • Encourage the child to use a self-regulation strategy (e.g., deep breathing) • Reduce stimulation • Adjust expectations	• Confidence; • Neutral affect and body language • Simple, single step directions • Providing the child a calm presence until they are able to regain some control (co-regulation) • Contact additional supports to help the child • Minimal verbal engagement	• Get additional support • Remove other bystanders from the area • Neutral affect and body language • One step directive • TIME!
Predictable Escalating Behaviors (behaviors of the teacher when a child is at various states of arousal)	• Chaotic/Noisy environment • Long periods of unstructured time • Over-stimulating multimedia • Excessive talking; • Too little variation in activity	• Communicating from a distance • Loud tone of voice • Contingency based consequences • Complex/Compound directives • Sarcasm • Negative or angry affect	• Excessive talking • Too many people becoming involved • Staring • Pushing expectations • Not being flexible • Contingency based consequences	• Reminding them of the rules or expectations • Moving closer to the child • Contingency based consequences • Adults showing anger, fear, and/or anxiety • Negative or loud tone of voice • Stating consequences • Complex directives	• Yelling • Screaming • Grabbing • Inappropriate touch
Regulating Brain Region	Neocortex Cortex	Cortex Limbic	Limbic Midbrain	Midbrain Brainstem	Brainstem Autonomic

For Reflection...

"When we adults think of children there is a simple truth that we ignore: childhood is not preparation for life; childhood is life. A child isn't getting ready to live; a child is living. No child will miss the zest and joy of living unless these are denied by adults who have convinced themselves that childhood is a period of preparation. How much heartache we would save ourselves if we would recognize children as partners with adults in the process of living, rather than always viewing them as apprentices. How much we could teach each other; we have the experience, and they have the freshness. How full both our lives could be."

- John A. Taylor

We Need Realistic Expectations:

EXPECT that there will be issues – there always are

EXPECT this work will take all year and then some

No child needs to be "fixed" nor can you or other experts "fix" them.

We CAN **_connect_** with them.

There are NO MAGIC WANDS or formulas when it comes to developing social emotional skills – for children OR adults.

Challenging behaviors are about needs, not problem children, families, or schools – _including_ your needs as Educators

A student who has high social emotional needs at the beginning of the year – will most likely still have high social emotional needs at the end of the year, _even_ with progress being made.

No SINGLE individual is responsible for an "outcome" for a student – The student isn't done evolving, learning, and maturing anyway! This is all about PROCESS, not outcomes.

Being a Trauma-Informed School Means:

There is RECOGNITION and ACCEPTANCE that trauma and the frequent prevalence of ACES (adverse childhood experiences) exist and have direct impact on the adult experience and student's capacity to learn and families' capacities to support their children.

The school embodies a focus on **UNDERSTANDING THE IMPACT OF TRAUMA and SAFETY**. Trauma is relative to each person and that through strengths-based relationship building and an intentional focus on **FEELING SAFE,** students' abilities to learn, increases.

A Trauma-Informed school **RESPONDS** to trauma in a *strategic* manner, based on scientific understandings, that support trauma resolution rather than sensationalizing trauma or minimizing trauma to create the *behavioral outcomes* that ADULTS want to see.

Non-Violent Communication:

Nonviolent Communication, (NVC), is based on the principles of nonviolence-- the natural state of compassion when no violence is present in the heart. NVC begins by assuming that we are all compassionate by nature and that violent strategies—whether verbal or physical—are learned behaviors taught and supported by the prevailing culture.
NVC also assumes that we all share the same, basic human needs, and that all actions are a strategy to meet one or more of these needs. People who practice NVC have found greater authenticity in their communication, Increased understanding, deepening connection and conflict resolution.

https://www.cnvc.org/node/6856

How Does it Work?

- NVC emphasizes observation without judgment. This means presenting the simple facts we have observed. For example, instead of saying, "You often don't listen when I'm speaking," you can say, "In our meeting today, I noticed that you were on your phone."

We Are ALL Sensitive to Language

- Power can be wielded through language
- Language can escalate or de-escalate
- Language is one of our tools to accomplish objectives

When someone gives us a negative message, we have 4 options as to how to receive it:

1) Blame ourselves

2) Blame others

3) Sense our own feelings and needs

4) Sense the feelings and needs hidden in the other person's negative message

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Be aware of what is being communicated to you

Daughter: "I really wish I could have a ferret! I really want a ferret"

My first thoughts "you can't have a ferret! You just went a week without changing the cat litter even though I told you to do it nearly every day. No way you could have another animal when you don't take care of the one you have!" (SHAMING and BLAMING)

Instead: "Ferrets are cool. I understand why you would like to have one".

She responded, "That was the right response".

Conversation over ☺

"
"Blame is simply the discharging of discomfort and pain"

"

BRENE BROWN

https://youtu.be/RZWf2_2L2v8

A parent comes into class and starts yelling-"you aren't teaching my kid anything! He can't read yet!"

1) Blame self: "I am a really bad teacher. I'm failing this child.

2) Blame others: "This mom is crazy. She doesn't know what she's talking about. Maybe if her kid wasn't hitting all the time, I could teach him."

3) Sense our own feelings and needs: "I need to make sure all of the children feel safe in the classroom and so I'd like to talk to you about this (in the hallway/later)."

4) Sense others' feelings and needs: "You're worried about your son learning to read…you want to make sure he's ready for kindergarten."

"The more we are able to connect our feelings to our own needs, the easier it is for others to respond compassionately"

MARSHALL ROSENBERG, PhD

In which statements is the speaker acknowledging responsibility for his/her feelings?

You irritate me when you leave company documents on the conference room floor

"I feel angry when you say that because I am wanting respect and I hear your words as an insult"

I feel frustrated when you come in late.

"I'm sad that you aren't lining up because I want to take you outside and I know that you really like going outside"

I feel disappointed because you said you would do it and you didn't

"I am grateful that you approved my time off because I am needing to take care of my sick child."

POSITIVE LANGUAGE

Common:

- Don't push your friends

- Please don't leave your time-sheet there

- You need to get your classroom under control

Would you be willing to…?

- Keep your friends safe

- Place your time sheet…

- Work with the mental health consultant with the goal of increasing positive behaviors in your classroom

BE SPECIFIC!

Ask For Reflection

- To make sure the message we sent is the message that's received, ask the listener to reflect it back
  - "Could you tell me what you just heard me say?" "I want to make sure I'm communicating clearly. Could you tell me what you're hearing me say?"
  - If the listener reflects back the "wrong" message, you might say, "Thanks for telling me what you heard. I can see that I didn't make myself as clear as I'd have liked, so let me try again".

For Reflection…

"It's okay to be kind to our children. It's okay to give them a feeling of abundance. Knowing that their own needs and wants are valued will only make them want to help others to meet their needs and wants too. Kindness begets kindness."

Classroom Management?

Classroom Management: refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom-management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning.

What is Discipline?

School Discipline: Relates to the actions taken by a teacher or the school organization towards a student (or group of students) when the student's behavior disrupts the ongoing educational activity or breaks a rule created by the school. Discipline can guide the children's behavior or set limits to help them learn to take better care of themselves, other people and the world around them.

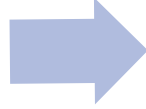# Timeline of School Discipline Practices in the U.S.A

Pre 1920's
- Corporal Punishment
- Teacher driven
- Extension of parent
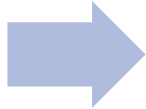
1920's
- Principals handle vs. Teachers
- New hierarchies in system

1940's
- Maslow's Hierarchy of Needs Influences
- What motivates?

1950's
- Students' "Out of Control"
- Teachers unionized and want clarity
- Popular culture influences

1970-1980's
- "Time Out"
- AKA Student isolation or removal

1980-1990's
- Zero Tolerance
- Weapons, drugs, gangs
- Police Presence in schools

2000's
- Referral Processes
- Connect to support
- Clip charts

2010's - Today
- Prevention
- Positive Reinforcement
- Meet the need exposed

Discipline is Influenced By:

- Cultural Climate
  - Think about Racism, Sexism, Age-ism, Family composition factors.
  - Perceived cultural crisis's: Gangs, Drugs, what is deemed "out of control"
- Prevailing philosophies – i.e. Multi-generational Educators
- Educator Training Principles

The evolution of discipline follows increased psychological understandings about what "works" to influence or affect human behavior at differing developmental stages

School Discipline and Trauma

Change our language from "What is wrong with this student?" to "What has happened to this student?"

Is there a mismatch between the skills the student has learned to be successful/safe outside of school vs. in school?

We have the authority to manage most misbehaviors without law enforcement involvement - reference discipline matrix

Many misbehaviors are reflexive (fight, flight, freeze) not "choices"

Compassionate accountability **is** trauma-informed. Violence or threats of violence are not acceptable and this needs to be messaged clearly and consistently.

Needs are never in conflict…

Current State

Our current State reflects a misnomer we have all been taught; That we have a problem if my need conflicts with yours.

Ex. Student needs activity and release while Teacher needs student's attention and calm in the classroom.

New Thought

Needs are never in conflict.

Think about it. The student needs what s/he needs, and the teacher needs what s/he needs.

These are individual and emotional truths.

The CONFLICT arises dependent upon the strategies we opt to use….

Trauma Informed

Looking at behavior challenges as an UNMET NEED gives us the opportunity to think through our strategies to find the best compromises.

Ex. The student can be taught what physical movement is acceptable in the classroom environment (yoga in the corner, wall push ups, using a specified wiggle zone, listening to music, fidget toys, etc.)

"Must Haves" for Classroom Management:

- Language and practice of RELATIONSHIP – This is all about building safety. Our expectations of students is difficult for students to meet until they feel safe.

- SPACE to be fully human – Where can a student go in your room to intentionally practice self-regulation?

- EXPLICIT TEACHING about dysregulation and regulation – teaching students to share what you need to know to help them

- COMPLETING THE STRESS RESPONSE before solving the stressor

WHAT IS BEHAVIOR?

Must Be:

- Observable
  - o An action that can be seen

- Measurable
  - o Counted or timed based on frequency, intensity, duration, etc.

BEHAVIOR OR NON-BEHAVIOR?

- Helpful
- Cries
- Sit down
- Lazy
- Open door
- Bad
- Stubborn
- Pleasant
- Yawns
- Aggressive

BASIC BEHAVIOR CONCEPTS

1. Behavior is communication
   All behavior is a response to the current conditions and **must be interpreted by others**

2. Behavior is a **logical response to the environment** where it is first learned

INTERPRETING BEHAVIOR AS COMMUNICATION

VERBAL 35%

NONVERBAL 65%
Facial Expressions
Tone of Voice
Movement
Appearance
Eye Contact
Gestures
Posture
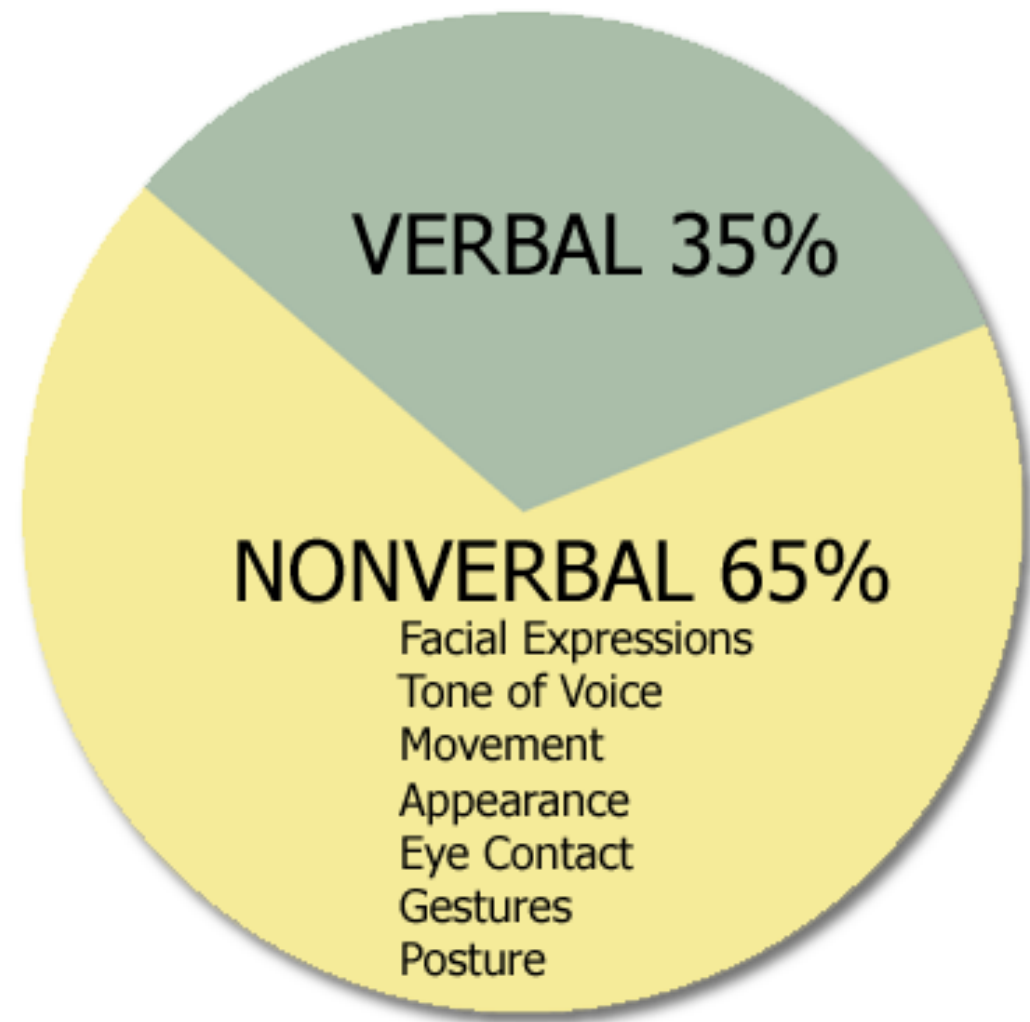
- Behavior may be used **instead of language** by an individual with limited communication and social interaction skills.

Behavior may be used "**to communicate**" a message when individual does not have functional communication skills.

BEHAVIOR = COMMUNICATION BEHAVIOR HAS MEANING

- What a young child is experiencing?

- What it is like to be in that child's body?

- What it is like to be in that child's world?

Don't worry be healthy, 2020

CHALLENGING BEHAVIOR AS COMMUNICATION

What is the behavior trying to communicate?

- "I feel overwhelmed inside and I don't have the words or the ability to focus to be able to tell you."

- "I'm unsure about how you are going to react."

- "I am expecting you to react negatively or harshly."

- "I don't feel safe."

Don't worry be healthy, 2020

IMPLICIT BIAS IN INTERPERTING BEHAVIOR:

Biases are a part of humans' automatic social cognition and reflect exposure to stereotypical messages rather than intent. It is part of the human experience

Both classroom and pre-service teachers are shown to hold positive implicit biases toward white students and negative biases toward non-white students (The Kirwan Institute, 2015)

These biases often are related to teaching and discipline practices that adversely affect outcomes for minority students

Young boys of color being suspended and expelled at much higher rates than other children in early learning programs

CHALLENGING BEHAVIOR

EMPHASIS ON **PREVENTION**

The best time to intervene on challenging behavior is when the behavior is **_not_** occurring.

Proactive nature of PBS is in sharp contrast to traditional approaches, which emphasized reactive, crisis-driven strategies.

POSITIVE BEHAVIOR SUPPORT
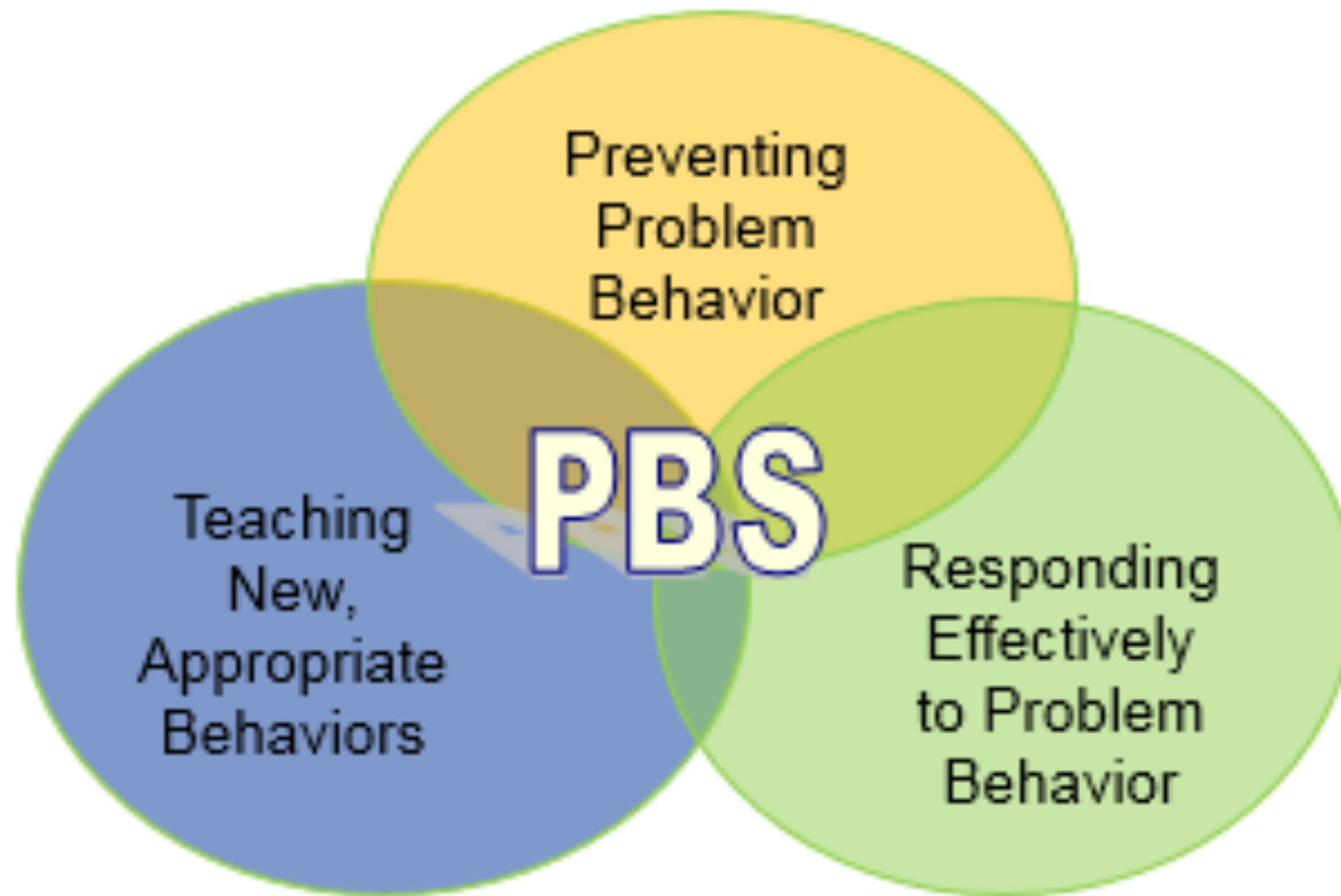
For Reflection…

"We cannot decide, once and for all, whether it is parents, teachers, counselors, psychologists, family courts, judges, or whatever, who know what is best for children. *In important matters, nobody can know better than the child himself.* You don't have to be very old or very smart to know your friends from your enemies, to know when people dislike you, are cruel to you, and hurt you. Any five-year-old knows the difference between a mean teacher and a nice one and is smart enough to want to get away from the mean one.

"It is only adults who ... think that the mean teacher is somehow doing the child some good. Not that the adults themselves willingly stick around people who are contemptuous and cruel to them. Not for a minute. It is only to other people, above all young people, that we say that pain doesn't really hurt, it really does you good. But a child should have the same right as anyone else to move away from whoever or whatever is hurting him and toward whatever he feels may help him."

- John Holt

"Old Way", PBIS, Trauma Informed

"Old Way"	PBIS	Trauma Informed PBIS
General intervention for all behavior problems	Intervention matched to purpose of the behavior	Intervention matched to purpose of the behavior **and adults recognize that today's challenging behavior may be rooted in skills that have previously kept them emotionally and/or physically safe in unhealthy and unsafe situations.**

Don't worry be healthy, 2020

Three-Tiered Model of Positive Behavioral Interventions and Support

PBS Leadership Team Meets Monthly
Administrative Involvement
Staff Buy-In
Use Data for Decision Making
Trauma-Informed
Equity Focus

TIER 3

TIER THREE: Few
- Functional Behavior Assessment
- Multi-Component Behavior Plans
- School-Based Wraparound
- Emergency Intervention Plans
- Intensive Academic Support

TIER 2

TIER TWO: Some
- Check In Check Out
- Adult Mentors
- Take a Break
- Targeted Social Skills Instruction
- Home/School Plans
- Classroom Management Support

TIER 1

TIER ONE: All
- Teach schoolwide positive behavior expectations and procedures
- Positive reinforcement for all students
- Consistent consequences for problem behaviors
- Effective procedures and supervision in non-classroom areas
- Effective instruction and classroom management
- Expect Respect Bully Prevention
- PBIS Clubs
- Alternatives to Suspension

Not Just A Pretty Picture:

80% of Behavior Issues are preventable.

Majority of questions a mental health consultant receives about responding to challenging behavior are *rooted* in **PBIS Tier One Strategies**

ACADEMIC SYSTEMS

BEHAVIORIAL SYSTEMS

Tier 3/Tertiary Interventions
- Individual Students
- Assessment-Based
- High Intensity

Tier 3/Tertiary Interventions
- Individual Students
- Assessment-Based
- Intensive, Durable Procedures

1-5%

Tier 2/Secondary Interventions
- Some Students (At-Risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

Tier 2/Secondary Interventions
- Some Students (At-Risk)
- High Efficiency
- Rapid Response
- Small Group Interventions
- Some Individualizing

5-15%

Tier 1/Universal Interventions
- All Students
- Preventive, Proactive

Tier 1/Universal Interventions
- All Settings, All Students
- Preventive, Proactive

80-90%

Best Practices to Support Tier One Concerns:

Relationships	Predictability & Safety	Connect	Empower	Model & Teach
Build an authentic and attuned relationship with your students	Have clear classroom values and expectations, with plenty of opportunity for students to manifest said values and expectations through classroom routines.	Build classroom community by helping to ground students (and yourself) each morning with personal greetings, circle time for check-in and expression and to revisit your values interactively.	Allow for student choice in your classroom – Remember you cannot have accountability without responsibility.	Teach with the understanding that social/emotional learning happens all day long throughout every interaction and lesson you create

https://youtu.be/kzvm1m8zq5g

REPLACEMENT BEHAVIORS

Often easier to manipulate the antecedent than the consequence

Should address the function of the behavior

Should be taught when student is calm (not during challenging behavior)

Must have the same payoff as problem behavior

New skill gets reinforced as efficiently and effectively

School

The Neuro Sequential Model of Therapy

Building from the bottom up

Integration

THIRD FOUNDATION

Working with the cortical brain to:
- Develop the child's sense of identity
- Make sense of the child's life story
- Strengthen reciprocal relationships

Interventions:
- Family therapy
- Therapeutic Life Story Work
- Creative Arts Therapy
- Psychotherapy - EMDR, MBT
- DDP
- Drama therapy

SECOND FOUNDATION

Working with the limbic brain to:
- Build the bonds of attachment
- Support parents to co-regulate and mentalize
- Process traumatic memories
- Enable the parent/carer to regulate their own emotions

Interventions:
- DDP
- Theraplay
- Therapeutic parenting
- Parent-child Psychotherapy
- Video Interaction Guidance
- EMDR, drama & movement therapy

FIRST FOUNDATION

Working with the primitive brain to:
- Regulate the child's fight/flight freeze/submit survival systems.
- Develop co-regulation between the child & adult
- Disarm child's survival response in school
- Enable the parent/carer to regulate their own emotions

Interventions:
- Sensory Attachment Intervention
- Stabilise the school environment
- Systemic intervention with school and home
- Therapeutic parenting
- EMDR, drama & movement therapy

Child's Development

Therapy

Wider Network

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Therapeutic Services and Trauma Team
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Parents / Carers

COMMUNICATION STRATEGIES

- Environmental enrichment (Regulate the environment)
- Visual Supports
- Provide coping strategies
- **Avoid yes/no questions**
- Offer Choices
  - Power Lending
- Modeling appropriate behaviors

Take a Deep Breath

Smell the flower — Blow the pinwheel

BUILDING RELATIONSHIP

- Use specific, positive praise

- Validate emotions and concerns

- Alternate easy and difficult task

- Provide access to breaks when needed

- Set the individual up for success
  - Does he/she understand?
  - Does he/she have the skills?

Separate Observation and Evaluation

OBSERVATION with EVALUATION

- You are too generous

- Doug procrastinates

- That mom is angry all the time

- That teacher isn't good at setting limits

OBSERVATION *without* EVALUATION

- When I see you give all your lunch money to others, I think you are being too generous

- Doug turns his lesson plans in on the day they are due

- I hear that mother curse and raise her voice whenever I see her

- I infrequently see that teacher setting limits

Observation or Evaluation?

- "John was angry with me yesterday for no reason"
- Sam didn't ask for my opinion during the meeting
- "My father is a good man"
- "Henry is aggressive"
- Pam was first in line every day this week.

School-Wide Trauma Practices

Build working relationships with students

- Be authentic
- Be willing to ask questions rather than making assumptions
- Be willing to admit when you made a mistake
- Be other-focused (QTIP: Quit Taking It Personally)
- Be willing to label your emotions and your responsibility to manage them
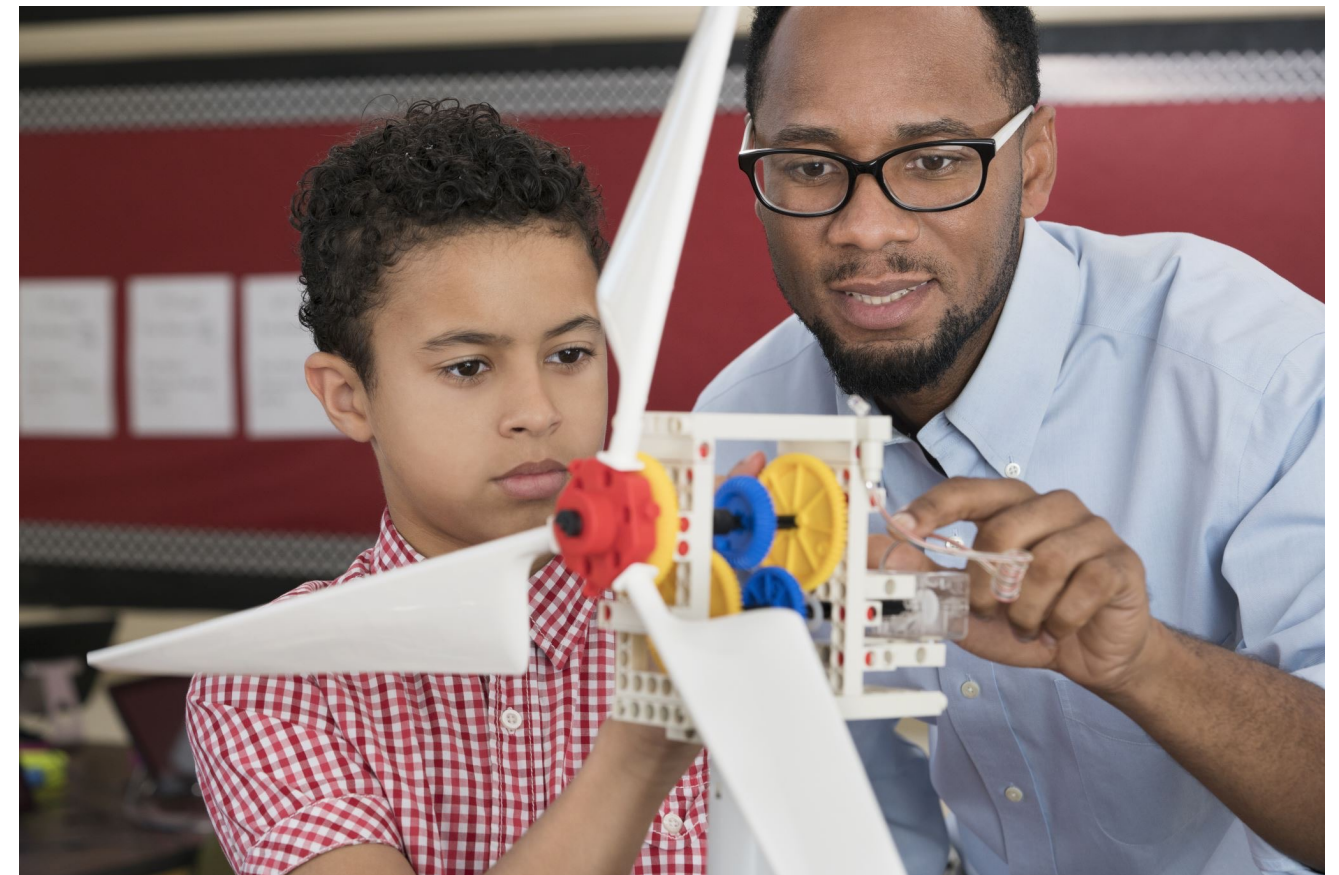
School-Wide Trauma Practices

- Students who are traumatized often have overwhelming negative thoughts about themselves and the world around them

- Students who have experienced chronic interpersonal trauma often have under-developed neural reinforcement pathways

- Need to use praise at a high rate to have impact
  - General Praise (use for compliance after needing to correct)
  - Specific Praise (use most of the time) – name what they did
  - Effective Praise (use as teaching moments) – name the value of what they did

- "Great job telling me why you are upset! When you tell me what's happening, then I can better understand how to help."

School-Wide Trauma Practices

- Establish clear and predictable routines and procedures
- When possible, provide students with two acceptable choices
- Avoid engaging in negative interactions with students (Power struggles)
- Recognize that the classroom is not the setting to discuss details of anyone's traumatic life experiences
- Build healthy boundaries
  - Avoid oversharing from your personal life
  - Recognize that you are both important and temporary in the life of most students
  - Establish that staff will make every attempt to end their working relationships with students in healthy ways
  - You are not the parent of your students, avoid being put in that role or making judgments of parents
  - ALWAYS ask permission before touching a student

Behavior Clip Charts:

- Hierarchically based, subjective assessments by single authority (Teacher)

- Assessment based on student impact to classroom, without regard to student state of wellness. This defies "community" and "inclusivity"

Unintended Consequences of Clip Charts:

- Public judgement tends to create shame without broadening understanding

- Communication is only one-way – Teacher ☞ student. How does the student communicate needs to his/her Teacher?

Unintended Consequences of Clip Charts:

Perhaps the <u>MOST IMPORTANTLY</u>

Students are not being taught WHAT THEY CAN DO when <u>THEY</u> are feeling challenged

Continuing the Evolution:

Need a tool to allow for:

- Increased student awareness of their state of wellness
- Increased capacity to promote student ownership over self regulation
- Improved communication that allows for multi-directional check-ins
- Shift from public shaming and judgement

Continuing the Evolution:

Need a tool to allow for:

- Opportunities to teach Restorative Practices and the microcosm of COMMUNITY – *that is the Classroom represents the need to learn how to co-exist and get along with one another despite diverse needs.*

- Teaching RESOLUTION, REGULATION, and RESILIENCY proactively

- Provides Educators with language for pro-active behavior management
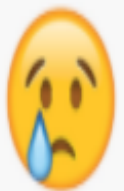
The New Tool = Zones of Regulation
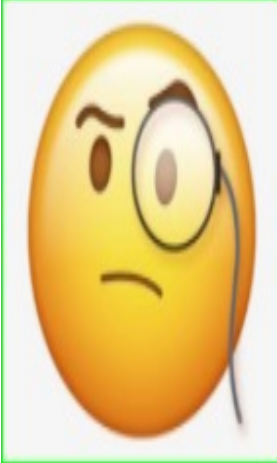
"Zones of Regulation"

- Formal Implementation

- "Zones of Regulation" is a patented school-wide program initiative – like Leader in Me.

- Requires large-scale buy-in

- Fidelity components are measured

- Costs $$$

- Informal Implementation

- Utilizes the language of state based (Neurosequential model) self-awareness

- Provides visual tool and prompts

- Creates common language across grade levels

- Shifts focus from consequence driven interventions to challenging behavior to meeting student needs to PREVENT challenging behaviors
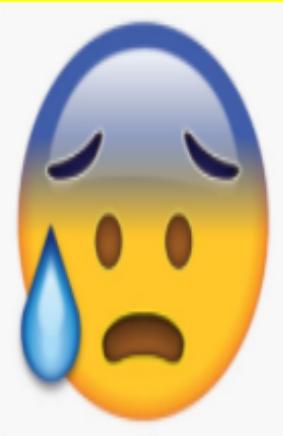
- FREE!

What is the "Zones of Regulation Tool?"
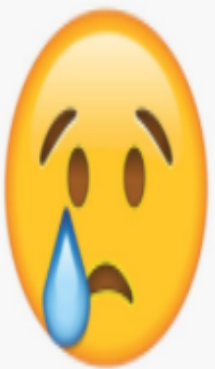
- 4 quadrants representing different "states" of arousal
  - Hyper-aroused – Yellow
  - Hypo-aroused – Blue
  - Regulated – Green
  - In a high state of Flight or Fight or Freeze (Overwhelmed) – Red

- Identifies common feelings associated with the given arousal state

- Identifies common sensations associated with the given arousal state

- Identifies common regulation activities to assist with meeting the need of the given arousal state

BLUE ZONE; Hypoaroused

FEELINGS	COMMON BODY SENSATIONS	WHAT YOU CAN DO
	SLEEPY EYES	
SAD		DRAW A PICTURE
	NO ENERGY	
SICK		DRINK WATER
	BODY ACHES/HEADACHE	
TIRED		TALK TO SOMEONE
	HEAVY CHEST / BIG SIGHS	
BORED		LISTEN TO MUSIC
	UPSET STOMACH	
SLOW MOVING		VISIT THE COZY CORNER

RED ZONE: Overwhelmed

FEELING	COMMON BODY SENSATIONS	WHAT YOU CAN DO
MAD/ANGRY		
	HEART POUNDING	TALK TO SOMEONE
MEAN		
	SHALLOW BREATHING	CONNECT WITH NATURE
TERRIFIED		
	WHOLE BODY TENSION	HIT A PILLOW
YELLING		
	HIDING / RUNNING / FIGHT	TAKE A WALK
OUT OF CONTROL		
	REALLY HOT OR COLD	CONNECT TO THE BODY

GREEN ZONE: Regulated

FEELING	COMMON BODY SENSATIONS	WHAT YOU CAN DO
HAPPY		LEARN
	NO BIG SENSATIONS: NORMAL	
CONTENT		PROBLEM SOLVE
	SMILING	
FELLING OK		SUPPORT OTHERS
	CLEAR THINKING	
FOCUSED		SET GOALS
	NORMAL HEART RATE	
LEARNING READY		OBSERVE OTHERS
	NORMAL BREATHING	

YELLOW ZONE: Hyperaroused

FEELING	COMMON BODY SENSATIONS	WHAT YOU CAN DO
FRUSTRATED		VISIT THE COZY CORNER TO CALM
	ENERGETIC	
WORRIED		YOGA / MEDITATION / PLANKING
	BUTTERFLIES IN STOMACH	
SILLY-WIGGLY		PROGRESSIVE MUSCLE RELAXATION
	TALKATIVE	
EXCITED		WRITE OUT THOUGHTS & FEELINGS
	HARD TO FOCUS	
NERVOUS		5 MINUTES OF PEER SUPPORT TO TALK
	FASTER HEART RATE	

GREEN ZONE: Regulated		FEELING	COMMON BODY SENSATIONS	WHAT YOU CAN DO
		HAPPY		LEARN
			NO BIG SENSATIONS: NORMAL	
		CONTENT		PROBLEM SOLVE
			SMILING	
		FELLING OK		SUPPORT OTHERS
			CLEAR THINKING	
		FOCUSED		SET GOALS
			NORMAL HEART RATE	
		LEARNING READY		OBSERVE OTHERS
			NORMAL BREATHING	

YELLOW ZONE: Hyperaroused	FEELING	COMMON BODY SENSATIONS	WHAT YOU CAN DO
	FRUSTRATED		VISIT THE COZY CORNER TO CALM
		ENERGETIC	
	WORRIED		YOGA / MEDITATION / PLANKING
		BUTTERFLIES IN STOMACH	
	SILLY-WIGGLY		PROGRESSIVE MUSCLE RELAXATION
		TALKATIVE	
	EXCITED		WRITE OUT THOUGHTS & FEELINGS
		HARD TO FOCUS	
	NERVOUS		5 MINUTES OF PEER SUPPORT TO TALK
		FASTER HEART RATE	

BLUE ZONE: Hypoaroused		FEELINGS	COMMON BODY SENSATIONS	WHAT YOU CAN DO
			SLEEPY EYES	
		SAD		DRAW A PICTURE
			NO ENERGY	
		SICK		DRINK WATER
			BODY ACHES/HEADACHE	
		TIRED		TALK TO SOMEONE
			HEAVY CHEST / BIG SIGHS	
		BORED		LISTEN TO MUSIC
			UPSET STOMACH	
		SLOW MOVING		VISIT THE COZY CORNER

RED ZONE: Overwhelmed	FEELING	COMMON BODY SENSATIONS	WHAT YOU CAN DO
	MAD/ANGRY		
		HEART POUNDING	TALK TO SOMEONE
	MEAN		
		SHALLOW BREATHING	CONNECT WITH NATURE
	TERRIFIED		
		WHOLE BODY TENSION	HIT A PILLOW
	YELLING		
		HIDING / RUNNING / FIGHT	TAKE A WALK
	OUT OF CONTROL		
		REALLY HOT OR COLD	CONNECT TO THE BODY

Blue Zone
Tools: Rest Stop

- Take a break.
- Think happy thoughts.
- Talk about your feelings.
- Ask for a hug.
- Draw a picture

Green Zone
Tools: Go Time

- Complete your work.
- Listen to the teacher.
- Remember your daily goal.
- Think happy thoughts.
- Help others.

Yellow Zone
Tools: Slow Down

- Take a break.
- Talk to the teacher.
- Squeeze my stress ball.
- Go for a walk.
- Take three deep breaths.

Red Zone
Tools: Stop

- Take a break.
- Squeeze my stress ball.
- Take three deep breaths.
- Count to ten.
- Talk about my problem.

Every classroom would receive:

One larger visual for Educator reference and teaching

Individual, small size for students' desks

To be used at morning check-ins and additionally throughout the day to promote student self-awareness and ownership of needs.

When a student's behavior is observed to be in one of the given states, Teacher can use visual to check in more concretely with the student to see what is going on for them.

Helps to train the Educator's eye for student dysregulation.

Teaches feeling vocabulary AND regulation focus

How would it work?

What will using this tool accomplish?

Will

- Teach social/emotional self awareness
- Teach self-regulation
- Model community in the classroom
- Provide common language
- Facilitate Educator understanding of students
- Support relationship development
- PREVENT many challenging behaviors before they start

Will Not

- Eliminate ALL challenging behaviors
- Pre-determine consequences or outcomes to challenging situations
- Replace classroom expectations/rules
- Determine the quality of Teacher/Student relationship
- …work without added teacher/student relationship building

Resources

- Nonviolent Communication –Marshall Rosenberg, PhD
- Relaxation Exercises & A Dozen Posters to Combat Stress: https://www.ecmhc.org/relaxation_exercises.html
- Guided meditations: https://www.tarabrach.com/guided-meditations/
- Self-Compassion Test. Kristin Neff: http://self-compassion.org/test-how-self-compassionate-you-are/
- Dr. Brene Brown - Daring Greatly
  - TED Talk https://www.youtube.com/watch?v=iCvmsMzlF7o

References and Additional Resources

National Child Traumatic Stress Network – www.nctsn.org

Nadine Burke Harris: How childhood trauma affects health across a lifetime
https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime/

Secondary Traumatic Stress in Schools - https://traumaawareschools.org/secondarystress

Trauma Stewardship - http://traumastewardship.com/

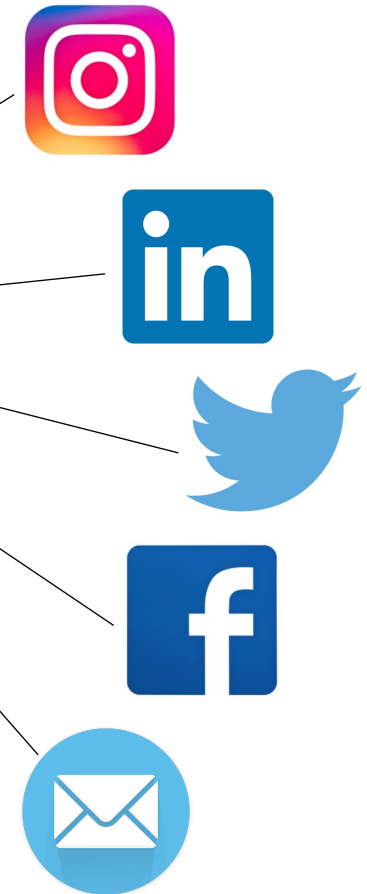# Modeling A Guided Meditation:

- Creating Your Safe Place

Thank you!

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Scan this QR code to follow us on Instagram, LinkedIn, Twitter, and Facebook. You can also join our e-mail newsletter!

Becoming a Trauma-Informed School

THANK YOU!

SAMHSA
Substance Abuse and Mental Health
Services Administration

Mountain Plains (HHS Region 8)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration