


*Trauma Informed Schools- Why it matters!*

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Sublette, KS

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 #whytraumamattersks

*What is your why?*

*My why.....*





*\*Permission has been given to share their story.*

*Kansas ReDesign is giving us permission to meet SEL needs*

**Social/Emotional Growth Measured Locally**



**What**

Social/emotional learning is the process through which students and adults acquire the knowledge, attitudes and skills necessary for:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions

 Kansas CAN

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*Are you asking yourself why should I care about trauma?*



*How the ACES study come about and the findings....*



## Adverse Childhood Experiences...not an excuse, a reality.

**WHAT ARE THEY?**

ACEs are  
**ADVERSE CHILDHOOD EXPERIENCES**

The three types of ACEs include:

ABUSE	NEGLECT	HOUSEHOLD DISRUPTION
<ul style="list-style-type: none"> <li>Physical</li> <li>Sexual</li> <li>Emotional</li> </ul>	<ul style="list-style-type: none"> <li>Physical</li> <li>Emotional</li> </ul>	<ul style="list-style-type: none"> <li>Moved Home</li> <li>Parental Divorce</li> <li>Parental Substance Abuse</li> <li>Parental Mental Illness</li> <li>Parental Incarceration</li> <li>Parental Death</li> </ul>

- An ACE score of 4 makes someone two times more likely to smoke and seven times more likely to become an alcoholic.
- An ACE score of 4 increases the chances of emphysema by 400 percent.
- An ACE score of 4 increases a person's likelihood of committing suicide by 1200 percent.
- An ACE score of 6 or higher can shorten a lifespan by 20 years.
- People with high ACE scores are more likely to be violent, have mental health issues and economic difficulty.

## Some Behaviors Related to Trauma

External Behaviors	Internal Behaviors
Yelling	Head down, Cries
Hitting	Lack of Eye Contact
Throwing Items	Lack of emotion
Clearing a Room	Suicide Ideation
Cursing	Cutting
Elopement	Elopement
Bullying	Avoidance

## What Happens in our brain matters

- Executive State (Prefrontal Lobes)**  
What can I learn from this?  
Executive State (Prefrontal Lobe): where your brilliance shines: problem solving, executive functioning, empathy, managing impulses, and your goals in life happens here (we feel happy here and are ready to learn/achieve)
- Emotional State (Limbic System)**  
Am I loved?  
Limbic System (Temporal lobe): This is our 'hard drive' to your life. The limbic part controls motivation, attention, relationships, and emotions (we feel emotions and need empathy)
- Survival State (Brain Stem)**  
Am I safe?  
Survival State (Brain stem): seeking safety/security, and unconsciously runs your body (breathing movement etc). (we feel like hitting, kicking, running out, physical aggression, withdrawn, screaming, lies, deception—we need reassurance that we are safe)

*Dr. Nadine Burke Harris*

## Neuroplasticity - What it is....

sentis

## Stress Tolerance levels

Healthy Brain	Stressed Brain
Level of Stress	Level of Stress
Window of Tolerance	Window of Tolerance
Level of Stress	Level of Stress

Diagram illustrating the concept of a 'Window of Tolerance' for stress. It compares a 'Healthy Brain' and a 'Stressed Brain'. Both show a 'Level of Stress' and a 'Window of Tolerance'. The 'Healthy Brain' has a wider window of tolerance, while the 'Stressed Brain' has a narrower window. Red starburst icons labeled 'BREAKING POINT' are shown at the edges of the tolerance windows.

## HUG IT OUT

A **20 second** hug increases oxytocin. This increase reduces cortisol in our bodies which in turn reduces our stress level.

*So, what does trauma informed really look like?*

It is not just for 'trauma' kids. It is not a program.

It does not let kids 'off' their behavior.

It is not a weak approach.

It is who I am as a person!

It is BEST practice... for all kids.

It holds every student at a higher level of accountability

It is the foundation for developing caring adult relationships.

It becomes your building culture.

- Jim Sporleder

*So... where do you begin?*

*It starts with YOU!*

IF IT IS IMPORTANT  
TO YOU, YOU WILL  
FIND A WAY.  
  
IF NOT  
YOU'LL FIND  
AN EXCUSE



*Idea #1*

*We can't expect more from our students than we are willing to give.*

*Idea #2*

*All staff need to be regulated before addressing any need of a student.*

*Idea #3*

*Classroom teachers are the first intervention. Let's support our teachers so interventions can be effective and meaningful.*

*Idea #4*

*Educators should work with families at a compassionate level so families and students have the best educational experience possible.*

*By WHY do I need to embrace these trauma informed ideas?*

*Trauma Informed Mindset=Desire to Connect*

*Connection=Hope*

*Hope=Healing*

*Healing=Resilience*

*Resilience= Successful Life*



*How does  
Maslow fit into  
Education?*



*You will never have  
commitment  
without a connection.*

- Jon Gordon

*What kind of team do you want to be on?*

*Life is NOT Burger King...*

*You Can't  
ALWAYS*

*Have it YOUR way.*



*I believe in you!*



*"Being trauma informed is not a checklist. It's not something that we do. It is WHO WE ARE."  
- Jim Spolleder*

*We should not ask what is wrong with you?*

*We SHOULD ask what happened to you?*



*KIDS DO WELL  
IF THEY CAN  
- Dr. Ross Greene*

# Activity

IT'S ALL ABOUT RELATIONSHIPS

How do you know when you are building a relationship with a student?

Compassion  
Empathy  
Trust  
Respect

"YOU SHOULD PROBABLY INVEST AS MUCH TIME IN UNDERSTANDING WHO YOU TEACH AS YOU DO IN UNDERSTANDING WHAT YOU TEACH."

MANNY SCOTT

Even on Your Worst Day You Can Be a Teacher's Best Friend

QTIP: quit taking it personally.

I HATE you **REALLY** means, I hate myself.

Yells and Screams **REALLY** means, I need power and control because I feel chaotic inside.

I don't want to **REALLY** means, this is hard, I feel helpless, I feel lost

Destroys room **REALLY** means, this is how I feel on the inside (chaotic, confused, etc)

Follows directions at times and other times not **REALLY** means, there is less stress during those times so directions are easier.

Elopement **REALLY** means too much stress in that environment.

What we Say	vs.	What it means?
Unacceptable Behavior		Understandable Behavior
Avoids		In flight or survival mode
Defiant		Coping with a threat
Aggressive		Frightened
Attention Seeking/ Needy		Attachment Seeking
Rude		Self Protective
Not Engaging		Doesn't Feel Safe Yet

So, what is the first step?

Recognizing your ability to regulate!

**RESPOND > REACT**

How do I regulate?

Pause  
Notice  
Breathe

Once you are regulated, you can help students regulate. Until then, addressing a student will most likely cause another trigger.

# Respond with Empathy



- Seeing another Person's Perspective
- Nonjudgmental
- Recognize emotion in another person
- Communicating what you notice

## Exploring with Curiosity is relationship building.

### Relationship Breaking

I can't teach because of him.  
 I don't have time to talk to them!  
 I'm the teacher, I am in charge.  
 Life would be easier if they would just do it.  
 I am so tired of their temper tantrums.  
 He/She should be in OSS. Punish Him!

### Relationship Building

I wonder what home life is like?  
 I talked with them and found out they are having problems with their best friend.  
 A boy broke up with her.  
 Their dog died.  
 Math is really hard. It's hard to try.  
 I need to spend more time with them.

## Empathy and relationship building sounds like this--

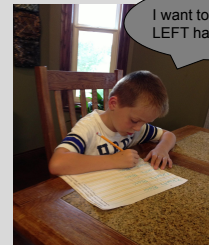
Help me understand.  
 This is hard for you.  
 What do you need?  
 How can I help?  
 You are not in trouble.  
 This is too much pain for one person. Can you share it with me?

*Listen*

*Agree and Commit to the Agreement*

*Say YES if you can.*

Why is it so hard to Listen??



Right Hand  
 Vs  
 Left Hand

*"Kids with a trauma history do not need more punishment, and quite frankly they don't need more stickers."*

- Dr Ross W Greene

*Consequences vs Punishment*

## Ways to address the lagging skill-

- Think Natural Consequence (is that all that is needed?)
- Already lost peer time, lost recess time to have a discussion etc (nat. cons.)
- Use think sheets
- Practice Expectations
- Sometimes a conversation and plan of action is all that is needed
- If frequent office visitor, build in connecting activities for student
- Zones are recess
- Set goals with student to improve behavior
- Assist w/cleaning the school (property destruction)
- What do they need to be successful?-- TEAM Meetings!
- Parent input
-

### Improve ISS and OSS experiences:

ISS- Teacher MUST visit with that student to CONNECT. All services should be provided (sped) and someone should talk/role play with that student about lagging skill that was being shown and how to improve that. ISS is not a TEACHER break. For us, kids in ISS spend the day in another classroom.

OSS- try to do it in a caring way, expressing sadness they won't be at school and that they will be missed. Re-entry meeting with parents and student to discuss moving forward and to welcome them back. Restorative Practices

### Explore with CuRioSity?!?!

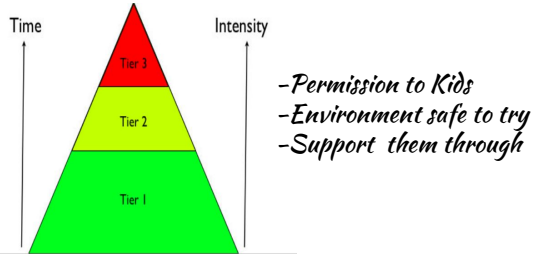
[student becomes aggressive](#)



## Proactive Strategies for Regulation

What can I do at this very moment to build this relationship?

### How does Trauma Informed fit into PBIS/Tiers?



## Strategy 1: Breaks



### Have you ever?

- Pretended to take a phone call to get out of a meeting?
- Made an excuse to leave a meeting early?
- Leave a meeting because you convince yourself it doesn't matter?
- Daydreamed during a meeting?
- Emailed during a meeting?
- Looked at facebook during a meeting?



## Breaks **ARE** a part of learning



- Learning coping skills
- Learning social skills (working together, patience, conversation skills, etc)
- Recess is a **Necessary** Break
- Moving is better than sitting
- Schedule them and set the expectation of breaks.
- Provide supervision as needed.

**Students and TEACHERS need breaks. THEY ARE GOOD for us!**

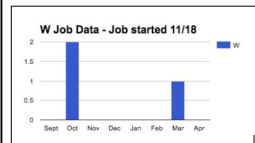
## What can breaks look like?

- Meaningful Jobs
- Take a Walk
- Get a drink
- Visit with special teacher
- Sensory Break
- Run
- Jump
- Conversation Break
- Brain Breaks with the entire class
- Using Yoga Poses to Transition between subjects or to calm a class



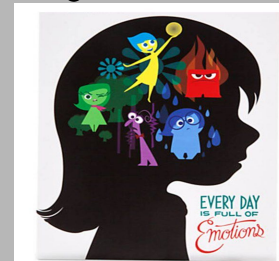
## 2013-14 Data on Meaningful Jobs

Data on 2 students-



## Strategy 2: Feeling Identification

Let's admit it....



**ALL FEELINGS ARE OKAY.  
IT IS WHAT YOU DO  
WITH THEM THAT MATTERS.**

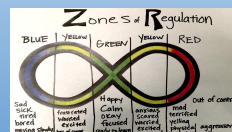


CINDY BLASI, LMSW

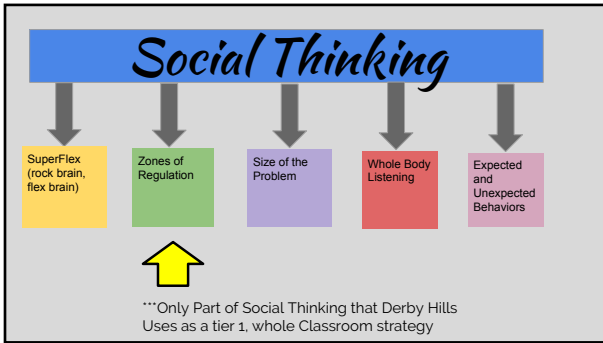
## Feeling Identification is a part of regulation

Use of visuals allow ALL kids to learn about their feelings and express them

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Feel Tired Hungry Bored Thinking Thinking	Happy Calm Relaxed Ready to Learn	Excited Anxious Worried Loss of Control	Mad/Angry Shame Silly/Playful Out of Control







## Implementation....

### THE ZONES OF REGULATION

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
God Gick Head Bored Hanging Out	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Out of Control

*Give us common language*

*Use the language during regulation*

*Check in System in classrooms*

*Gives opportunity for teachers to be vulnerable with their class*

*Helps Staff to be proactive when a student is not in the green*

*All Students can use this language*

Melissa Gerleman, Emporia, Village Eagles

### What ZONE Are You In?

Blue	Green	Yellow	Red
Stuck Bored Wiggling/Slouching	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Out of Control

Jane Culver, Dodge City, Sunnyside Elementary

## Writing about Zones

*I am in the Green Zone when I go see movies with my mom and dad.*

*I am in the Green Zone when I...*

## Center Activities

*Decide the zone*


## PLEASE DO NOT ADD A NEW COLOR!



## Where to start?



Mind Yeti





Calm.com




Go Noodle

## Deep breathing





**Mindfulness Walks**





Have you sat like a frog?



















What is he up to?




Teens talking about Mindfulness

## Encourage teachers to do mindfulness with students.



Mind Full, or Mindful?



*Give it a try!*

In a world full of doing doing doing, it's important to take a moment to just breathe, to just be.

© 911WELL

### Strategy 4: Safe Spots/Calm Room




*A safe spot is intended to teach students to self regulate and de-escalate. Children should be taught how to use the safe spot before an incident occurs.*


### We Call the Safe Spot A Peace Corner....

*A safe spot is not a punishment or consequence; it is not a "naughty chair/spot" or time out area. Rarely should a child be sent here.*

*As adults we all have "safe spots." Places we escape to in our mind or spots we like best when we are stressed. Children need a concrete place they can physically go to to de-escalate and refocus.*



*Elementary Peace Corner*





### Middle/High School Calm/ Mindfulness Rooms

Schools have a room where students can go to regulate instead of going to the office! Some of these rooms are staffed by the building mental health professionals or by classified professionals trained in trauma informed practices.

Classified professionals ( ex. engagement specialists) also have other duties such as home visits, help family get connected to outside resources, and reduce barriers.

-Justin Blietz, Assistant Principal  
McKinley Middle School, Cedar Rapids Iowa





*Roosevelt Middle School, Coffeyville, KS*

### Roosevelt Middle School, Cedar Rapids Iowa

Approximately 550 students 6th - 8th (minority of 45%)

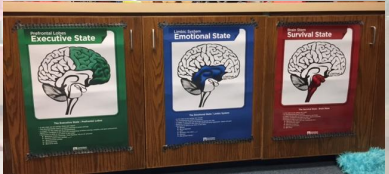

2015-16 Office referrals: 693



Implementation of Mindfulness room 2017-18

2017-18 Office referrals: 246

### Strategy 5: Teaching about the Brain

*"When children understand what's happening in the brain, it can be the first step to having the power to make choices."*

- Dr. Hazel Harrison

## Color Your Brain Activity

### Resources for teaching about the Brain

Class Dojo- Growth Mindset

You tube videos about the brain

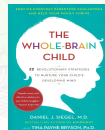
[Video example](#)

[Brain Talk website](#)

[Mind Up Curriculum](#)

*"flipping our lids"*

Dr. Dan Siegel



### Strategy 6: Make time to connect

- Good Morning Meeting every Friday
- Clubs
- Weekly Class Meetings
- Connection Activity during Announcements
- Second Step Curriculum/SEL curriculum



### Class Meetings

Should Enhance the class community

Be a safe place

Highlight uniqueness

Problem Solve Whole Class Issues



### Strategy 7: Communication must be intentional

Listening = Learning

**How can teachers communicate effectively and still build a relationship?**

Keep a calm voice/Regulate yourself  
 Make sure conversations about a concern are private.  
 Be vulnerable- say sorry, share your mistakes  
 Use Curiosity when problem solving  
 Individually invite parents to come to the building  
 Home Visits  
 Team Meetings



## Be Creative with Expression of Positivity

Principal Hamish Brewer hands out skateboards



Principal Kara Knollmeyer formed a social justice club



Principal Stacey Green does "good News call of the day"

Assistant Principal Justin Bliez meets with the student advisory committee



## Strategy 8: Taking care of you!

Friendly reminder, that "doing your best" does not mean working yourself to the point of a mental breakdown.

@peacefulmindpeacefullife

## SELF CARE MUST BE

About you and For you....

Intentional

Honest

Meet YOUR Needs

no pressure



I'm Flexible



CURRENT MOOD



DRAMA!!!



SAY WHAAAAT?!



I CAN'T EVEN



NOPENOPENORE

## TWO AREAS THAT ARE HARD FOR US.....

2-5 minute activities

How can you incorporate more of these into your day?

Letting go...

Could you say NO to something and be OKAY with it?

## 2-5 minute activities

Take a Quick Walk

Listen to favorite song

Look at pictures on phone

Read notes from previous students

Read favorite quote

Look outside and appreciate nature

Get on Twitter



## Putting it all together --

Pearl-Cohn High School in Nashville-

Fall-Hamilton Elementary in Nashville-



## Final thought...

*I can't predict where this journey is going to take us, but I can hope for the best, work with the best, and do my best.*

*Thank you for your time.*

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