

## Building on a PBIS Multi-Level System of Support to Create Trauma-Sensitive Schools

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## Overview of Presentation

- “Whole school” vs. clinical approach
- Trauma-Sensitive “Lens”
- PBIS-TSS connection
- Stocker Elementary School’s journey
- Professional development in WI
- WI TSS resources
  - ✓ Learning modules

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## Why a “Whole School” Approach?

- Trauma & Adverse Childhood Experiences (ACEs) are common
  - Complex/developmental trauma from ongoing toxic stress
  - Simple trauma from single events
  - Historical/generational trauma
- “Whole School” approach allows the focus to be placed on learning, skill-building, resiliency, and time in the classroom, rather than on student’s recovery

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## Trauma-Sensitive Lens

- A lens through which we evaluate student behavior & student supports
- Drives not only *what* we do, but *how* we do it
- Focus is on the underlying need




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## How do we see these students?

### Without TS Lens

- Choosing to act out & disrupt classroom (e.g., disrespectful or manipulative)
- Anger management problems, uncontrollable, destructive
- May have ADHD?
- Or ... Non-responsive

### Uninformed response

- Needs consequences to correct behavior
- Refer for ADHD evaluation

Adapted from Daniel & Zurling (2012)

### With TS Lens

- Maladaptive responses (in school setting)
- Seeking to get needs met & coping as best they can
- Difficulty regulating emotions
- Lack necessary skills
- Negative view of world (e.g., adults cannot be trusted)
- Trauma response was triggered

### Trauma-informed response

- Need support to learn skills to regulate emotions

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## Cues to When Trauma-Sensitive Lens is Necessary

- Known history of potentially traumatizing events or traumatic stress
- Behavioral responses are rapid &/or disproportionately intense given the stimulus
- Traditional approaches & responses not successful
  - Efforts to teach alternative behaviors not working
  - Rewards/consequences are activating
- Traditional FBA approach not successful
  - Antecedent behaviors & patterns are hard to identify (i.e., no pattern to where & when behavior occurs & who is present)
  - Function of behavior may be neurological & not observable (i.e., not outcome driven)

Adapted from Zivsak, Vidimos, & Mack

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### Why use the PBIS Framework for trauma-sensitive schools?

"The fundamental purpose of PBIS is to make schools more effective & equitable learning environments."

Rob Horner  
Co-Director of the OSEP Technical Assistance Center for PBIS

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### PBIS Systems Support Consistent Implementation of Trauma-Sensitive Practices in Schools

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### Using the PBIS Framework to Create Trauma-Sensitive Schools

**Trauma-Informed Care (TIC) Values \***

- Safety
- Empowerment
- Collaboration
- Trust
- Choice

**Key Areas \***

- Academics
- Assessment & screening
- Behavioral supports
- Cognitive skills
- Community partnerships
- Crisis prevention & response
- Educator capacity
- Emotional & physiological regulation
- Environment, culture & climate
- Leadership
- Parent & caregiver involvement
- Policies
- Relationships
- Social-emotional learning

Tier 1 – Universal trauma-sensitive strategies for all students  
 Tier 2 – Additional trauma-sensitive supports for students with milder symptoms of trauma or in high-risk groups  
 Tier 3 – Intensive & ongoing trauma-sensitive interventions for students deeply impacted by trauma

\* TIC Values & Key Areas apply across all 3 tiers of the PBIS Framework.

TIC Values are from Falot & Harris Community Connections. [www.coccol.org](http://www.coccol.org)  
 Department of Public Instruction Trauma-Sensitive Schools Resources <http://dpi.wi.gov/spwp/mental-health/trauma>

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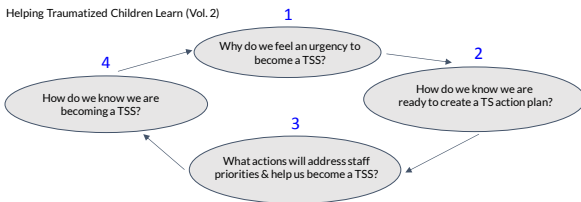
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## Process for Creating a Trauma-Sensitive School

Four essential questions that stimulate deep thinking & collaboration that empower school staff to better address unique needs of all students

Helping Traumatized Children Learn (Vol. 2)




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## Trauma-Sensitive Schools Evaluation

**Our Hypothesis: A Trauma-Sensitive School should see ...**

- Better morale
- Fewer behavioral issues, better social-emotional functioning
- Improved school climate
- More engaged students & staff
- A more productive learning environment for all students

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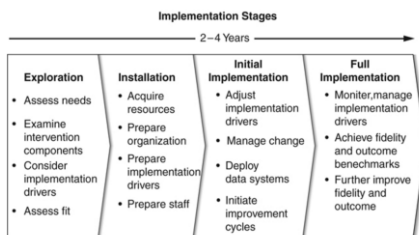
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## Stages of Implementation

(Fixsen & Blasé, 2005)




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## Activity

**What does trauma feel like ...**

*Think of your greatest fear.*

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## Discuss



**How did the feeling of anxiety and stress change your body?**




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## Trauma-Informed Values

- Safety
- Empowerment
- Collaboration
- Trust
- Choice



Using Positive Behavioral Interventions & Supports (PBIS) to Incorporate Trauma-Sensitive Practices into Schools accessed 2/25/16 from DPI  
<http://dpi.wi.gov/sspw/mental-health/trauma/pbis>

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Stocker Elementary School  
Kenosha, WI

*Integrating PBIS and TSS —  
an ongoing endeavor*

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### Trauma Impacts the Students We Serve

- Provide a **safe** predictable environment for all students to learn
- Students need to know that they can **trust** the adults in the school
- **Empower** students by letting them have a say in their "plan" & choices within their day
- Give students **choice** academically & behaviorally to encourage engagement & power over their learning
- **Collaborate** with students, families, colleagues & outside agencies to find the "plan" that works for the child

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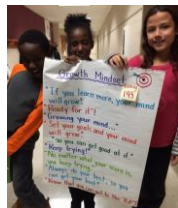
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### Universal Messages to Students

#### 3 Key Messages for ALL Students:

1. Your education is important!
2. You can do it with effective effort.
3. I won't give up on you, because I care about you!




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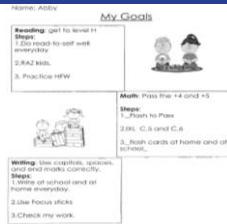
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## Universal Personalized Learning

- Find what works for each child (ID strengths)
- Get to know each child, their family & how they learn best
- Provide voice & choice when learning
- Teach students to own their learning
- High expectations & supports for ALL!



## Parent Involvement & Training

### Bringing Families & Students Together

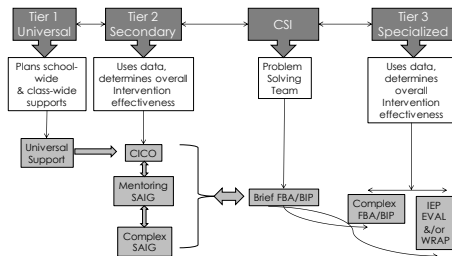
- Community Resource Fair combined with attendance & home structure training
- Film Festival for students & families around race
- Family Fun Nights
- Movie Night (free)

### Parent & Family Training

- Social media & Internet safety
- STAND UP to bullying
- Academic sessions with resources to take home & use



## 3- Tiered System of Support



Mar 2014

## Tier I Practices

### Universal

#### Trust ...

- Daily schedules & routines
- Playground map & game rules
- Established expectations in all environments
- Create relationships that are culturally responsive

#### Choice ...

- Yoga for full classrooms
- Brain breaks
- Yoga balls, seating choice & movement
- Personalized learning voice in "Genius Hour" & goal setting



Empowerment ...  
\* STAND UP to bullies

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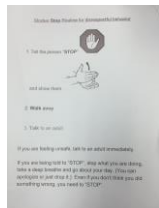
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## Empowering Students to Stop Bullying & Ensure Personal Safety




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## More Tier I Practices

### Safety ...

- The Way A (Choice A & B)
- Universal expectations
  - ✓ Taught & retaught
- The Big I (limit negative attention)
- Buddy room for change of face
- Family inventory (culturally responsive)
- Safe spot in the classroom



### Collaboration ...

- Share & shop
- Community partnerships
- Title funds = part-time counselor




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## Tier II

- CSI team – plans for individual students
- Brief FBA/BIPs
- ABC Charts & consider *emotional triggers*
  - ✓ A – Antecedent
  - ✓ B – Behavior
  - ✓ C – Consequence
- Interventions for academics & social/emotional as they impact each other




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## Tier II Supports

- Mentoring with a trusted adult
- SAIG Groups – friendship, socialization, anger, etc.
  - ✓ Teach social cues that are skewed by trauma exposure
  - ✓ Practice regulating emotions & modulation of behaviors
  - ✓ Practiced in isolation first & then transition support to the natural environment
  - ✓ Data is monitored closely




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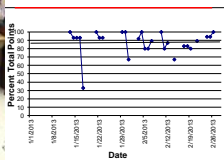
## Tier II – CICO Sheet & Data Collection

Privacy: CICO Sheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Behavior: \_\_\_\_\_

My daily goal is to get \_\_\_\_\_% of possible points.




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## Tune into Yourself ...

Take 2 minutes to fill out your own 5 Point Scale

5 \_\_\_\_\_  
4 \_\_\_\_\_  
3 \_\_\_\_\_  
2 \_\_\_\_\_  
1 \_\_\_\_\_

David Burris, L. (2009). A "5" Check Model for Self Control




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## Tier III

- Teach students their "signs" to help them to prevent incidents, cope & avoid escalation (Zones of Regulation and Five Point Scale)
- Personalized sensory integration (scheduled & as needed)
- Identify a safe place within the school & safe person to talk/go to so students can leave situation
- Connect families with community & mental health resources available
- Formal FBA/BIP



United Way




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## Training & Support for Staff

### District Training

- Changing Mindset about Behavior
- Trauma-Sensitive Schools

### Additional Training at Stocker

- Autism, Crisis Prevention (NCI verbal for all staff)
- Book Studies — No More Meltdowns, Meeting Students Where They Live, & Reaching & Teaching Children Who Hurt

### Staff Supports

- We debrief after situations to rethink or plan for the future as well as provide support for each other
  - We have a social contract between staff




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*This is our journey and we still have a long road ahead.*

*We strive to be positive, proactive, and preventive.*



Stocker Elementary School  
Kenosha, WI

### Key Steps

- Build on existing school team & current school improvement initiative
- Be sure building principal/administration is on board
- Identify available PD & resources
  - ✓ Conferences
  - ✓ Training
  - ✓ On-line

### Key Steps

- Provide staff in-service that gathers feedback
- Assess staff motivation to incorporate TSS
  - ✓ Less than 80% means spend time building support
- Commit to multi-year effort
  - ✓ Professional development
  - ✓ Implementation
- Evaluate progress – practices & student outcomes
  - ✓ Celebrate successes & address shortcomings

### WI TSS Professional Development Process

1. Identify school-based team & internal coach
2. Internal coach completes TSS Tier 1 learning modules 1-5
3. Annual state-wide training for internal coaches & building principals
4. Internal coaches complete TSS Tier 1 learning modules 6-14 & attend monthly, regional coaching meetings (electronic & in-person) to:
  - Process learning,
  - Discuss implementation,
  - Problem-solve challenges.
5. Repeat steps 3-4 for TSS Tiers 2/3 learning modules 1-12

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### Trauma-Sensitive Schools Learning Modules

- Organized into tiers like PBIS
  - ✓ Tier 1 – universal implementation in general education classrooms & school-wide
  - ✓ Tiers 2/3 – trauma-sensitive practices for small groups & individual interventions
- Each learning module has an on-line training, associated readings, & implementation tool(s)
  - ✓ Designed to be completed by individuals or teams
- Tier 1 modules created in 2016 & Tier 2/3 modules in 2017  
<http://dpi.wi.gov/sspw/mental-health/trauma/modules>

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### Our Experts

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### Tier 1 Learning Modules (completed by September 2016)

- |   |  |
|---|--|
| 1. Project Overview                     | 8. Social & Emotional Learning           |
| 2. Prevalence & Impact of Trauma        | 9. Emotional & Physical Regulation       |
| 3. Neuroscience                         | 10. Relationship Building                |
| 4. Self Care                            | 11. Cognitive Problem Solving            |
| 5. Trauma-Sensitive Schools             | 12. Trauma-Sensitive Behavioral Supports |
| 6. Trauma-Sensitive Lens for Strategies | 13. School-Wide Discipline               |
| 7. Trauma-Sensitive Environments        | 14. Family Partnerships                  |

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

- |   |  |
|---|--|
| 1. Readiness Check for Tiers 2/3  | 7. Emotional & Physical Regulation                                   |
| 2. Applying the Trauma-Sensitive Lens to Common PBIS Practices & Strategies | 8. Cognitive & Behavioral Interventions                              |
| 3. Caregiver Capacity   | 9. Person-Centered Planning  |
| 4. Academic Interventions   | 10. Systems Working Together – Collaboration with Community Partners |
| 5. Screening/Assessment   | 11. Crisis Response  |
| 6. Relationships  | 12. Family Partnerships  |

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### Wisconsin TSS Resources

- Webcasts
  - ✓ Understanding childhood trauma
  - ✓ Steps to implementing trauma-sensitive practices in the school environment
- PowerPoint presentation with detailed speaker notes to use for a school building in-service

[http://sspw.dpi.wi.gov/sspw\\_mhtrauma](http://sspw.dpi.wi.gov/sspw_mhtrauma)

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### Wisconsin TSS Resources

- Checklists
  - ✓ Trauma-Sensitive Schools Checklist – may be re-administered over time to assess progress
  - ✓ Review tool for school policies, procedures, protocols & documents
- Trauma-informed practices for schools cross-referenced with key areas, strategies, & associated references  
[http://sspw.dpi.wi.gov/sspw\\_mhtrauma](http://sspw.dpi.wi.gov/sspw_mhtrauma)

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### Wisconsin TSS Resources

- FBA toolkit now revised to
  - ✓ consider possible trauma history &
  - ✓ be more collaborative with student [http://sped.dpi.wi.gov/sped\\_sbfta](http://sped.dpi.wi.gov/sped_sbfta)
- Annotated list of resources
- Explanation of connection between PBIS & TIC
- Description of available training
- Links to national & Wisconsin ACEs studies  
[http://sspw.dpi.wi.gov/sspw\\_mhtrauma](http://sspw.dpi.wi.gov/sspw_mhtrauma)

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### Questions?




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