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

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
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

How do we see these students?

Without 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

Uninformed response
- Need support to learn skills to regulate emotions

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

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 Zivak, Vidimos, & Mack
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

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

Using the PBIS Framework to Create Trauma-Sensitive Schools

Trauma-Informed Care (TIC) Values *

Safety
Empowerment
Collaboration
Trust
Choice

Key Areas *

Academics
Behavioral supports
Cognitive skills
Community partnerships
Data collection & analysis
Educator capacity
Emotional & behavioral regulation
Environment, culture & climate
Leadership
Parent & caregiver involvement
Policies
Social-emotional learning

Tier 1
Tier 2
Tier 3

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

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

TIC Values and Tools & Tips, Community Connections http://dpi.wisconsin.gov/sos/tic/howitworks
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)

Why do we feel an urgency to become a TSS?

How do we know we are ready to create a TSS action plan?

What actions will address staff priorities & help us become a TSS?

How do we know we are becoming a TSS?

Process for Creating a Trauma-Sensitive School

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

Stages of Implementation (Fixsen & Blase, 2005)
Activity

What does trauma feel like ...

Think of your greatest fear.

Discuss

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

Trauma-Informed Values

• Safety
• Empowerment
• Collaboration
• Trust
• Choice

Using Positive Behavioral Interventions & Supports (PBIS) to Incorporate Trauma-Sensitive Practices into Schools accessed 2/22/16 from DPI
http://dpi.wi.gov/strategies/mental-health/trauma/pbis
Stocker Elementary School
Kenosha, WI
Integrating PBIS and TSS —
an ongoing endeavor

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

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!
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
Tier I Practices

Universal
- 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"

Empowering Students to Stop Bullying & Ensure Personal Safety

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
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

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

Tier II – CICO Sheet & Data Collection

My daily goal is to get ___% of possible points.
Tune into Yourself ...

Take 2 minutes to fill out your own 5 Point Scale

5_________
4_________
3_________
2_________
1_________

Tune into Yourself …

• 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

Tier III

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

We strive to be positive, proactive, and preventive.

**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
### WITSS 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

### 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
  

### Our Experts

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Information</th>
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</thead>
<tbody>
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### Tier 1 Learning Modules
(completed by September 2016)

<table>
<thead>
<tr>
<th>1. Project Overview</th>
<th>8. Social &amp; Emotional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Neuroscience</td>
<td>10. Relationship Building</td>
</tr>
<tr>
<td>5. Trauma-Sensitive Schools</td>
<td>12. Trauma-Sensitive Behavioral Supports</td>
</tr>
<tr>
<td>6. Trauma-Sensitive Lens for Strategies</td>
<td>13. School-Wide Discipline</td>
</tr>
<tr>
<td>7. Trauma-Sensitive Environments</td>
<td>14. Family Partnerships</td>
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### Tier 2/3 Learning Modules
(coming soon to a website near you)

<table>
<thead>
<tr>
<th>1. Readiness Check for Tiers 2/3</th>
<th>7. Emotional &amp; Physical Regulation</th>
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<tbody>
<tr>
<td>5. Screening/Assessment</td>
<td>11. Crisis Response</td>
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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)
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
  [Link](http://sspw.dpi.wi.gov/sspw_mhtrauma)

Wisconsin TSS Resources

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

Questions?

[Image of a child scratching their head]