

Trauma Sensitive School Academic Interventions at Tier II/III

Implementation Tools

(Click title below to open file)

- 1) 10 Steps to Make RTI Work in Your Schools
- 2) Wisconsin's Framework for Equitable Multi-Level Systems of Support
- 3) DPI Mental/Behavioral Screening Website
- 4) Conscious Discipline Website
- 5) Culturally Responsive Problem-Solving Training Module (DPI)
- 6) School-Wide Process for Responding to Student Needs
- 7) ICEL by RIOT Matrix Worksheet
- 8) Academic Intervention Tools Chart Website
- 9) Instruction, Curriculum, Environment, and Learner Data Analysis

Reflective Questions

- 10) Student Support Profile Website

Needs

CONNECTION

Acceptance
Affection
Appreciation
Authenticity
Belonging
Care
Closeness
Communication
Community
Companionship
Compassion
Consideration
Empathy
Friendship
Inclusion
Inspiration
Integrity
Intimacy
Love
Nurturing
Partnership
Respect / Self-Respect
Security
Self-Care
Self-Expression
Shared reality
Stability
Support
Trust
Understanding
Warmth

PEACE

Acceptance
Balance
Beauty
Ease
Harmony
Order
Peace-of-mind
Space

PLAY

Adventure
Excitement
Fun
Humor
Joy
Relaxation
Stimulation

PHYSICAL WELL-BEING

Air
Care
Comfort
Food
Rest / Sleep
Safety (protection)
Shelter
Touch
Water

MEANING

Awareness
Celebration
Challenge
Clarity
Competence
Consciousness
Contribution
Creativity
Discovery
Efficiency
Effectiveness
Growth
Integration
Integrity
Learning
Movement
Participation
Presence
Progress
Purpose
Stimulation
Understanding

AUTONOMY

Choice
Dignity
Freedom
Independence
Self-expression
Space
Spontaneity



**The
Relationship
Foundation**

To learn how to articulate your needs and feelings without blaming others and find out more about our programs, go to our website: www.trf.net

Non-Feelings

Words that describe what we think others are doing to us.
(We are really blaming others.)

Abandoned	Intimidated	Put down
Attacked	Invalidated	Provoked
Blamed	Invisible	Rejected
Betrayed	Isolated	Smothered
Caged	Judged	Threatened
Cheated	Left out	Trampled
Cornered	Let down	Tricked
Criticized	Manipulated	Unaccepted
Disrespected	Misunderstood	Unappreciated
Distrusted	Neglected	Unheard
Dumped on	Overpowered	Unseen
Hassled	Overworked	Unwanted
Ignored	Patronized	Used
Insulted	Pressured	Violated

Words that describe what we think about ourselves.
(We are really judging ourselves.)

Guilty	Insecure	Unimportant
Inadequate	Stupid	Unworthy
		Worthless



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Say this and Not That

Judgemental Words	Examples of Helpful Communication: Describe the specifics of a behavior (statement or action)
Inappropriate/unacceptable	Specific action that is opposed to school rules or social norms.
Opinionated	After describing the statement, give the reason why a student's opinion is not acceptable. How does it disrupt the learning of self or others?
Argumentative	Student pursues a negative discussion with the teacher or adult about following a direction
Disrespectful	Student's verbal or behavioral action that demeans a teacher or other adult.
Rude/offensive/obnoxious	Specific statement that a student said that hurt someone's feelings, made them uncomfortable or is not considered socially acceptable in the school environment.
Condescending	Specific statement from the student that was demeaning to the adult or a peer.
Confrontational	Student action (words or behavior) that opposes the teacher, other adult or peer.
Naughty	Specific and ongoing actions or statements that are known to be against the class rules and social norms.
Difficult	Actions or statements that question directions and explanations in an ongoing way.
Agitated	Actions or statements indicating that the student is disrupting the environment and the learning of themselves or others.
Aggressive/violent/combative/belligerent ● physical ● verbal	Verbal or physical action that is hostile toward another person. Describe specifics such as "pushed another student" or "threatened another student". Describe the intensity of the action or statement.
Destructive	Specific items that are broken in the classroom and how the student broke or ruined those items.
Unsafe	Specific actions that threatened a student's safety or

Requests and Demands

Requests with judgment:

- Do you think this homework will get done on its own?
- Whose great idea was it to leave all the empty trays on the tables today?
- I can see that I will be cleaning up after this project today.

Demands that include judgment or blame:

- Sit in your seat or go to the office.
- If you want to go to lunch, you will clean up your desk.
- Put your heads down on your desk and don't talk for 5 minutes.
- You will be on time or you will go to the office.

Requests without judgment:

Provide reasons for the request as well as some choice when appropriate.

- We have a lot to do today in class, please take your seats so we can proceed.
- Part of the work of this project is cleaning up. Please look under and around your desk and pick up any leftover scraps.
- I understand you may be tired today. When do you think you will be able to complete the work now or after lunch because it needs to be done?

In each of these situations consider how you might make a request without judgment:

Student is talking during directions for an important task.	
Student does not bring books or any materials to class	
Student is sleeping during independent work time.	
Student brings cell phone to class	
Student will not move to work with their group on a project.	

Empathy Blockers Activity

Materials:

Building Relationships Despite Challenges Guide Sheet

Multiple cards with one empathy blocker on each card--enough for ½ of the participants to have an individual card.

Activity Steps:

1. Hand out the empathy blockers sheet found with the module on **Building Relationships Despite Challenges**.
2. Participants find a partner.
3. Give an empathy blocker card to one person in each pair. Their partner should not see what is written on the card.
4. The person in each pair without the card shares a concern or problem. The person with the card responds using that empathy blocker. The conversation can continue for a minute or two or until someone becomes frustrated.
5. Share out participants feelings about the experience.
6. Have pairs repeat the exercise. This time the responder will show empathy using a phrase from the right side of the Empathy Blockers worksheet.

If time allows, collect the empathy blockers cards, mix them up and give one to each person who did not have a card in the first round. Repeat step #4 and #5.

This is a skill that can be taught to students and practiced as part of their social-emotional learning.

Fulfilled Feelings

AFFECTIONATE

Caring
Loving
Open

SELF-CONNECTED

Centered
Comfortable
Relaxed

HOPEFUL

Optimistic
Renewed

ENGAGED

Absorbed
Curious
Engrossed
Fascinated
Interested
Intrigued
Stimulated

REFRESHED

Rested
Restored
Revived

GRATEFUL

Appreciative
Moved
Thankful
Touched

EXCITED

Amazed
Energetic
Enthusiastic
Invigorated
Passionate
Surprised

JOYFUL

Amused
Delighted
Glad
Happy
Pleased
Overjoyed

EXHILARATED

Blissful
Ecstatic
Elated
Thrilled

PEACEFUL

Calm
Comfortable
Centered
Quiet
Relaxed
Relieved
Satisfied

INSPIRED

Amazed
Enthusiastic
Moved

Unfulfilled Feelings

AFRAID

Apprehensive
Fearful
Frightened
Mistrustful
Panicked
Scared
Terrified
Worried

ANNOYED

Aggravated
Bothered
Displeased
Frustrated
Irritated

ANGER

Angry
Contempt
Enraged
Furious
Outraged
Resentful

CONFUSED

Ambivalent
Bewildered
Conflicted
Lost
Puzzled
Torn

ANXIETY

Agitated
Alarmed
Anxious
Concerned
Disturbed
Restless
Shocked
Startled
Surprised
Troubled
Uncomfortable
Uneasy
Unnerved
Unsettled
Upset

EMBARRASSED

Ashamed
Self-conscious

FATIGUE

Beat
Burned-out
Depleted
Exhausted
Lethargic
Sleepy
Tired
Weary
Wiped out
Worn out

PAIN

Devastated
Grief
Heartbroken
Hurting
Lonely
Miserable
Regretful

TENSE

Anxious
Cranky
Distressed
Distraught
Nervous
Overwhelmed
Restless
Stressed out

VULNERABLE

Fragile
Guarded
Helpless
Insecure
Jealous
Shaky

AVERSION

Disgusted
Hate
Horried
Hostility
Repulsed

SAD

Depressed
Dejected
Disappointed
Discouraged
Disheartened
Gloomy
Hopeless
Miserable
Unhappy

DISCONNECTED

Apathetic
Bored
Detached
Distant
Envy
Indifferent
Longing
Numb
Removed
Withdrawn
Yearning

Empathy: The Art of Listening

Listed below are what we call "Empathy Blockers" followed by examples of how you can show empathy.

For example, a friend says, "I'm so upset because I was late for school."

Some typical responses listed below are often said with the best of intentions but can unknowingly create distance and disconnection.

- **One-upping**

"I was late myself the other day. I had a long wait for the bus."

- **Advising / Fixing**

"Maybe you should get up earlier."

"Maybe you should think about getting a better alarm."

"Maybe you should ..."

- **Educating**

"You know there is more than one bus line you can take."

- **Analyzing**

"It seems like you're always late for first period."

- **Consoling**

"Well, what can you do! You tried your best."

- **Discounting**

"You should be glad this school is so close to your home."

Some things we can say to express empathy

- **"I hear you."** Said with sincerity, meets a person's need to be heard.
- **"Wow."** or **"Yikes."** Said softly, gives the speaker a sense you are listening and are connected with them.
- **"Tell me more."** Said with sincerity, shows you are really interested.
- **"I don't know what to say right now, but I'm grateful you told me."**
When someone is experiencing a particularly difficult situation, this may be all you have to say.

Brief Lesson on Needs, Feelings, and Non-feelings

Introduction:

To create more harmony and connection in our lives rather than anger, stress and aggression, we use needs, feelings and non-feelings to express what we are thinking about the world around us. These tools come from an approach called Non-Violent Communication.

Learning Target: Be able to identify and express needs and feelings without blaming or judging others.

Steps in Practicing Non-Violent Communication:

- Provide definitions and examples of each of the key vocabulary words in this lesson:
 - Needs**--Our needs are at the base of our feelings. All actions are done to meet a need. This is the human condition. (Look at the list of needs and discuss what each of these words might mean)
 - Feelings**-- Our feelings tell us if our needs are met or not. Feelings are not good or bad, they just reflect the state of our needs--are they met or not met?
 - Non-Feelings**--When a word includes a judgment, it is not a feeling. For example, irritated, angry and annoyed are feelings, but disrespected is a judgment about a behavior or a statement made by someone to you. Feelings only identify how the one person is experiencing the action or statement. It does not include judgment. Any sentence that begins with "I feel that you..." or "I feel like you..." moves the responsibility of a feeling to the other person. That is a judgment.
- Make observations and carefully listen to each others. Clarify what you have seen and heard.
- Express what you feel and the need that is behind that feeling. We confuse our feelings and needs. It takes practice to separate our needs from our feelings. We can begin by finding the word being used to identify a feeling on one of three sheets--Feelings, Needs or Non-feelings. If you cannot find the word you are using on the need list, look on the feeling list and finally on the non-feeling list.
- Use the lists to identify what you really need and feel.
- Practice this process frequently in small groups or in pairs.
- Utilize the worksheet on needs and feelings to further practice this skill.

Building Relationships

Name of School _____
Identifying Feelings and Needs

The following examples are typical behavior from someone who is being emotionally and verbally hurtful toward another.

1. Shows extreme jealousy
2. Attempts to isolate you from friends and family
3. Texts or calls you excessively to find out where you are, who you're with, etc.
4. Becomes angry when you speak with other people
5. Makes most, if not all, of the decisions in the relationship; disregards your thoughts and feelings
6. Is controlling when they insist that you call to "check in" or ask permission to do things
7. Tries to control what you wear, what you do and how you act
8. Has a tendency toward anger; loses temper quickly
9. Is emotionally abusive by putting you down, calling you names, telling you that you are nothing without them
10. Pressures you to take drugs, including alcohol
11. Threatens to hurt you or themselves if you end the relationship
12. Swears you to secrecy about how they treat you

What feelings and unmet needs come up for you when you read each example?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.