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Our Response to Trauma: Creating Safe and Supportive Schools for All Students

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Trauma 2.0

Now What?

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“

Do the best you can until you
know better. Then when you
know better, do better.

”

Maya Angelou

TODAY'S PURPOSE

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- Self-Care
- Review of trauma-informed principles
- Data, Systems, Practices
- Resilience Framework
- Classroom Strategies
- Action step

SELF- CARE

HOW DO YOU RECHARGE & HEAL?

WHO IS “THAT PERSON” FOR YOU TO GO TO WHEN YOU NEED HELP?



MENTAL/ PSYCHOLOGICAL	SOCIAL/ BEHAVIORAL	PHYSICAL/ HEALTH
REFLECTION	BOUNDARIES	REST
BOUNDARIES	USE VACATION	NUTRITION
SOLITUDE	PEER SUPPORT	EXERCISE
READING	HUMOR/LAUGH	SUNSHINE

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Food For Thought

1 in 5 teachers have a
second job.

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PROQOL

Professional Quality of Life Scale

Turn and Talk with a partner

What does a Safe &
Supportive school look like,
sound like, and feel like?

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Trauma is not the event.

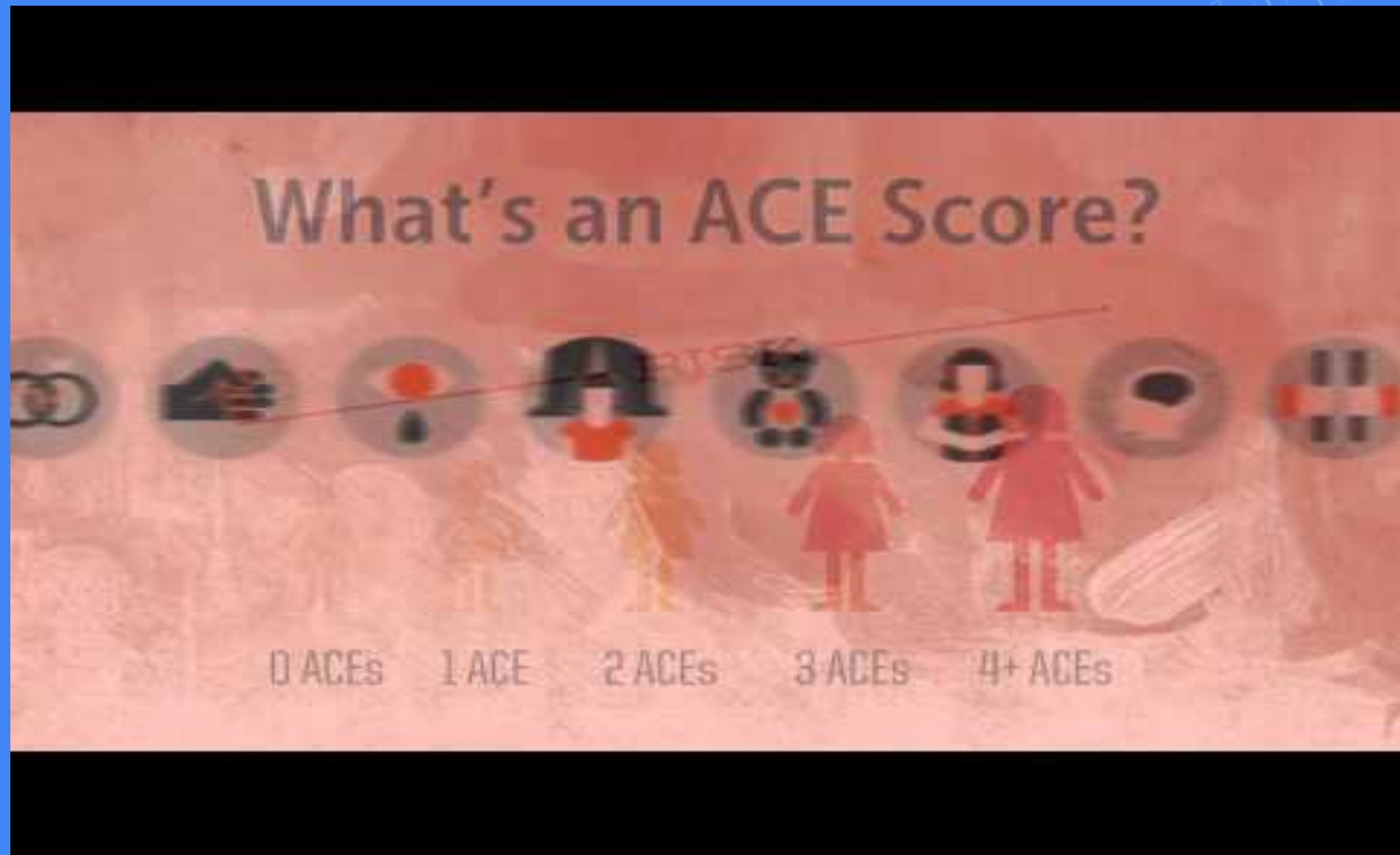
Trauma is the response.



Each individual responds differently.

***STOP ASKING: What is wrong with this student?
AND START ASKING: What has happened to this student?***

Adverse Childhood Experiences (ACEs)



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Hand Model of the Brain



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How do we
address trauma?

Vincent, Randall,
Cartledge, Tobin, &
Swain-Bradway 2011;
Sugai, O'Keeffe, &
Fallon, 2012ab

Culturally Equitable Academic & Social Behavior Expectations

**Culturally
Knowledgeable**
Staff



Culturally Valid
Information for
Decisions

Culturally Relevant & Effective
Instruction

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4528 to 2361

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RISK FACTOR/BEHAVIOR	ACE 2 OR MORE	FOOD INSECURE	BOTH
Anti-social Behavior	4.1X	1.4X	4.2X
Friends Use Drugs	7.8X	5.9X	58.8X
Lack Attachment To Family	3.4X	3.4X	5.3X
Plan Suicide	6.6X	3.7X	9.8X
Alcohol Use	4.8X	3.6X	8.0X
Marijuana Use	4.3X	3.6X	8.0X
Other Drugs (Opioids, Cocaine etc)	4.8X	11.6X	8.8X

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Partner Discussion

What do you notice and
wonder after looking at this
data?

Vincent, Randall,
Cartledge, Tobin, &
Swain-Bradway 2011;
Sugai, O'Keeffe, &
Fallon, 2012ab

Culturally Equitable Academic & Social Behavior Expectations

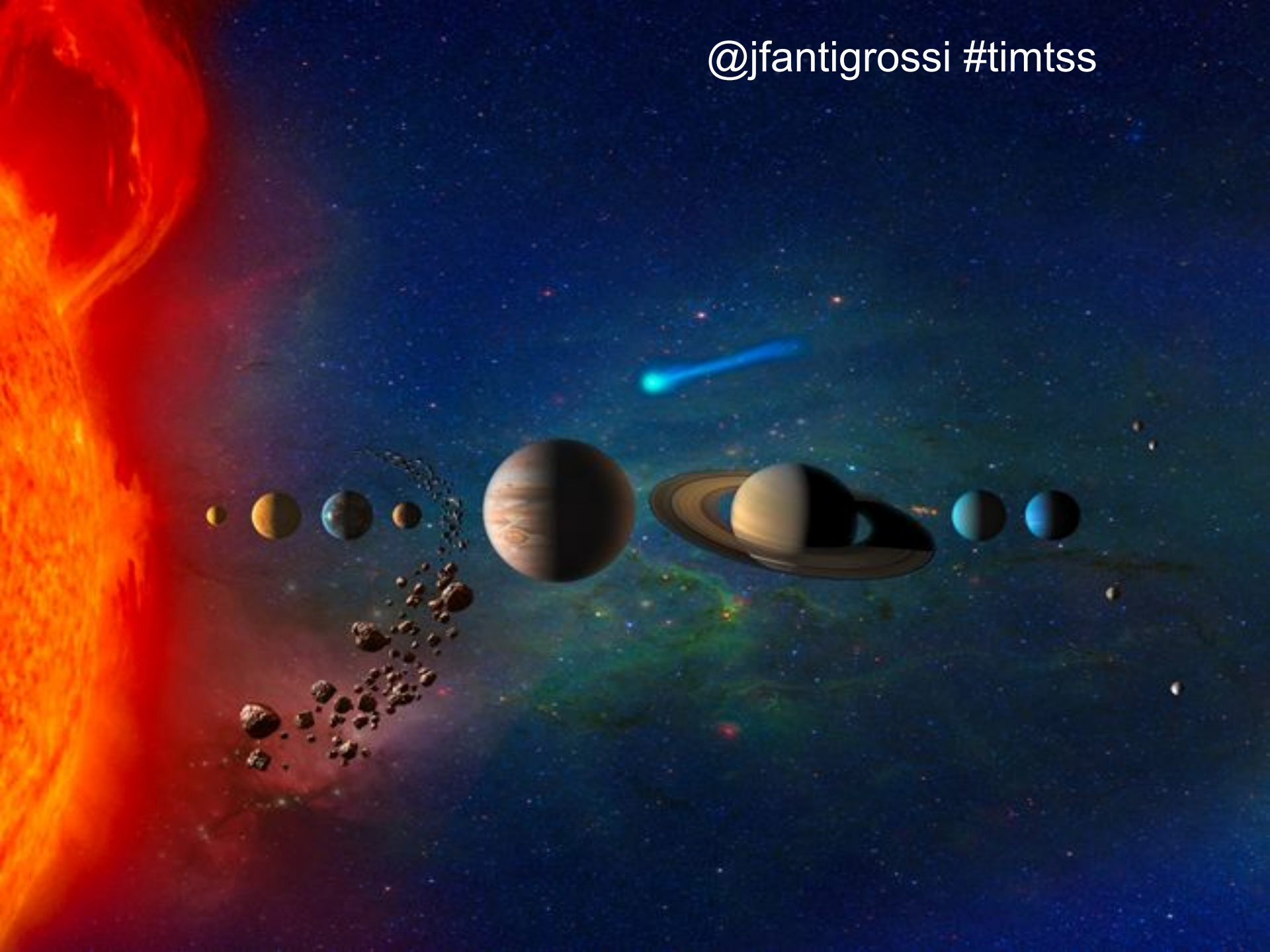
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What lives under the MTSS Umbrella

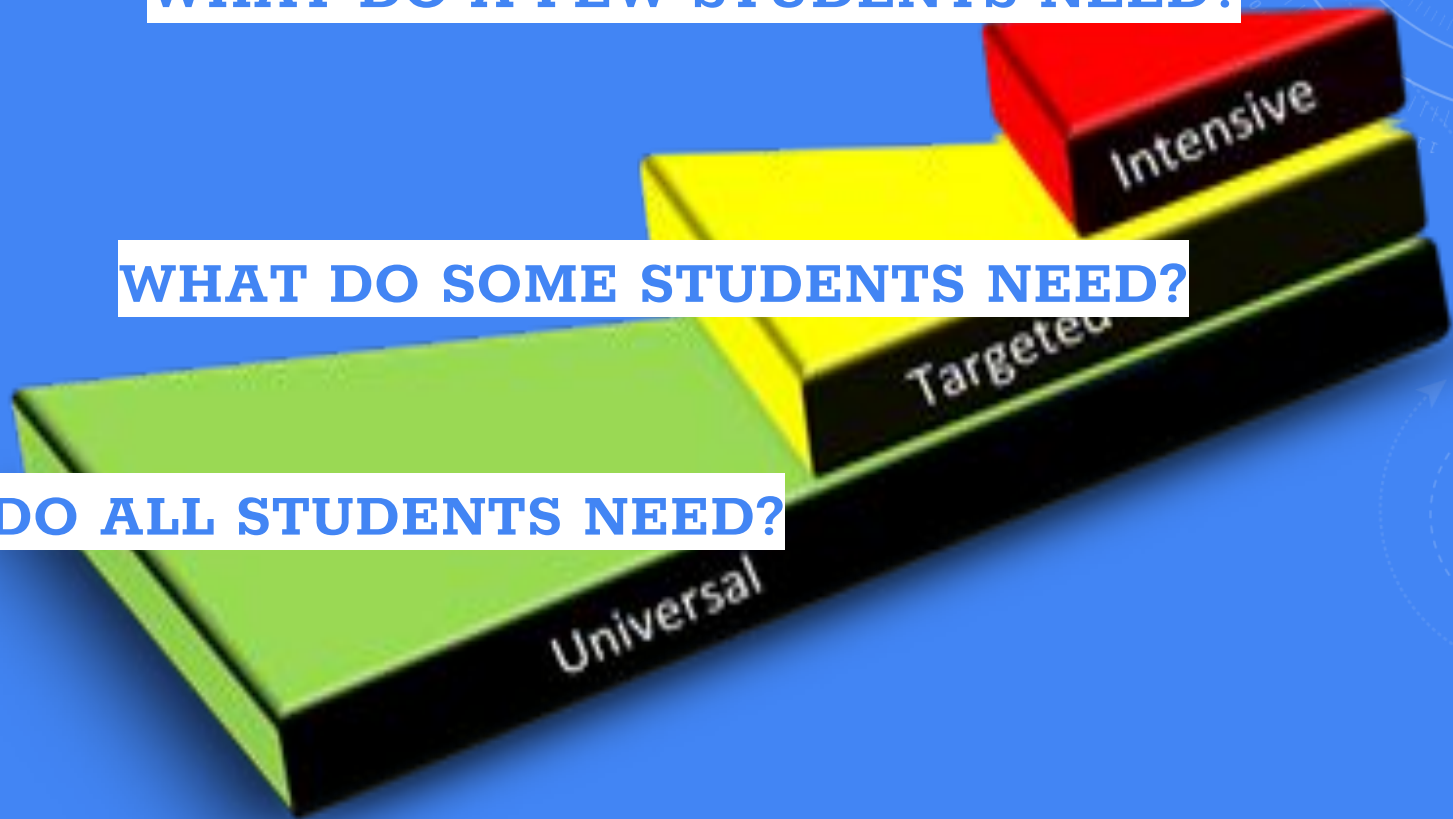


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WHAT DO A FEW STUDENTS NEED?

WHAT DO SOME STUDENTS NEED?

WHAT DO ALL STUDENTS NEED?



Vincent, Randall,
Cartledge, Tobin, &
Swain-Bradway 2011;
Sugai, O'Keeffe, &
Fallon, 2012ab

Culturally Equitable Academic & Social Behavior Expectations

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Best Practices

Next
Exit



TIER 1 Programs

TIER 2 Interventions

TIER 3 Interventions

How to Adult

SW-PBIS

Second Step

Botvin's Life Skills

Project Success

RRR

Incredible Years

Primary Project

NYS Mentoring

Check In/ Check Out

FACT

Why Try

Goal Attainment Scaling

Wrap/Renew

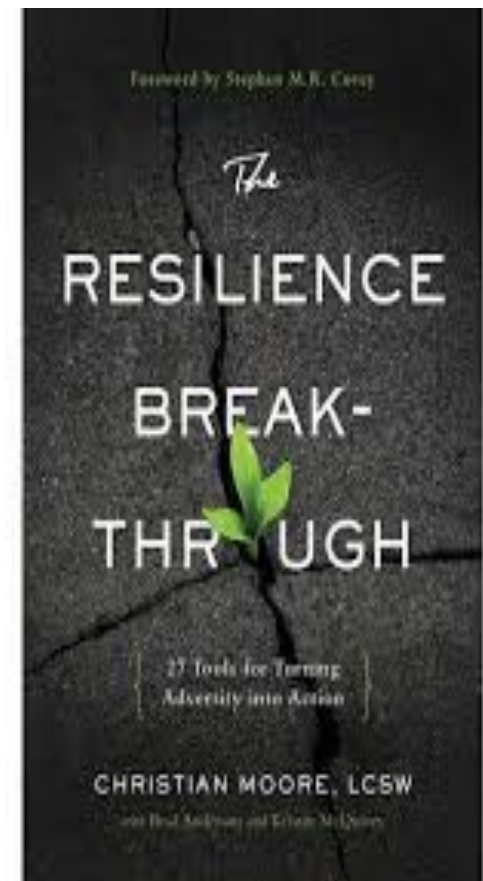
YAP Mentoring (before
involvement with court)

PINS

Satellite MH Office in
School Building

The Resilience Break-Through (C. Moore)

- Adversity and Anger = Fuel
- Flip the Switch
- 4 types of resilience
 - Relational
 - Street
 - Resource
 - Rock Bottom



Relational Resilience



- Others depend on you
- Draw strength from others
- Loneliness is a powerful enemy of resilience
- “Everyone needs to be needed by someone.”

Street Resilience

- Channeling your emotions, instead of letting your emotions use you
- Use disrespect, discrimination, or regret for good, no matter the circumstances.
- Thriving on mistakes



Resource Resilience

- Resilience can be increased by tapping into resources you currently possess
- Realization that you have undeveloped talents and untapped capabilities
- What are you doing when you are feeling most fulfilled?

Rock Bottom Resilience

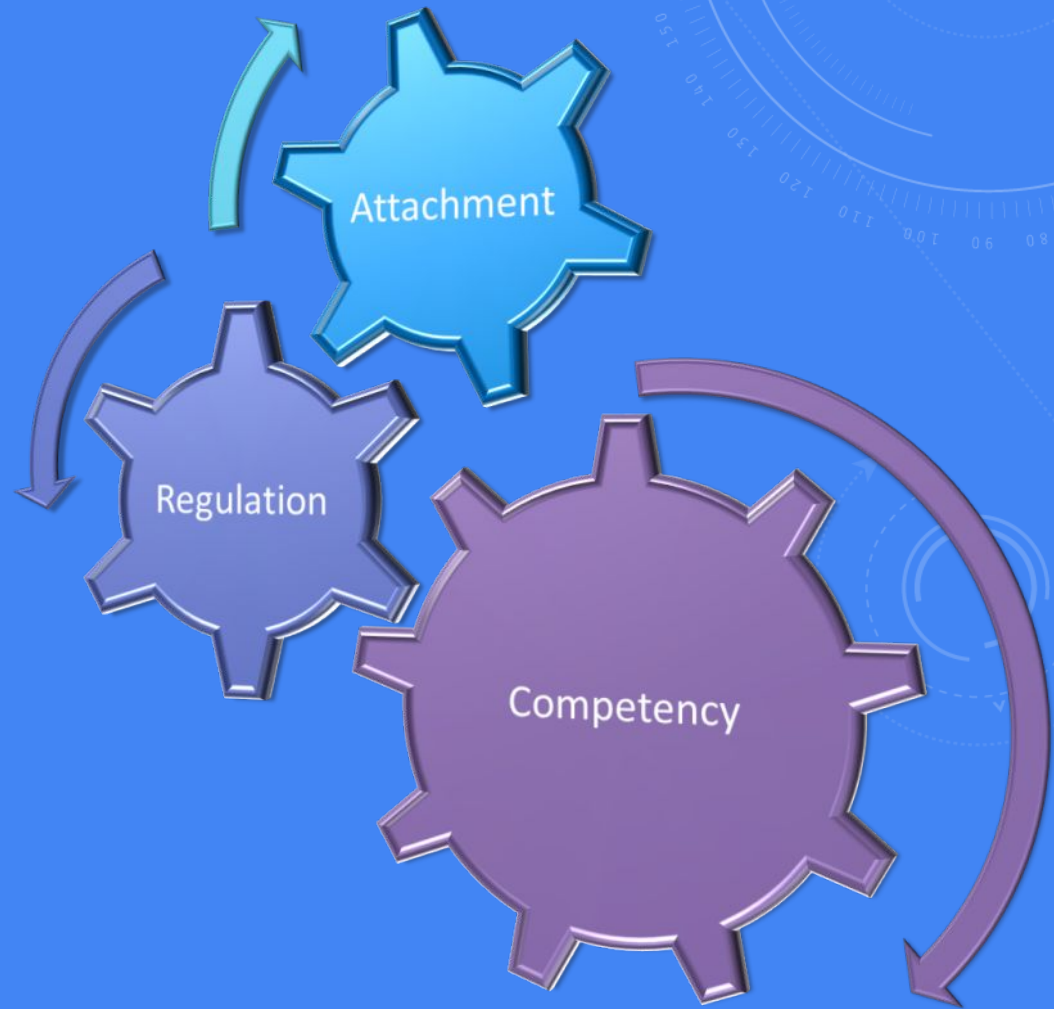
A person wearing a white long-sleeved shirt and black pants is hanging upside down from a thick white rope. They are positioned in the center of the frame, with their legs bent and feet pointing towards the top. The background is a blurred crowd of people, many of whom are wearing red clothing, suggesting a large gathering or event. The overall scene conveys a sense of being at the bottom or in a difficult situation.

- Ability to flip the switch when you're at your lowest point
- Believe in your ability to change your circumstances , combat hopelessness, and fight on
- “Losing in the past does not equal losing in the future.”

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A FRAMEWORK TO HELP

**ATTACHMENT
REGULATION
(SELF)
COMPETENCY**



arcframework.org

Developing Resilience:

Attachment-caring adult & positive peer interaction

Self-Regulation- ability to respond to stress with poise; absorb, identify and manage strong emotions

Competency- building abilities; from reading to math to cooking a meal; this provides a sense of self-efficacy

Small Group Discussion

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What is one thing you are currently doing in your school/district that helps students with attachment, regulation, or competency?

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Classroom Strategies

Safe and Supportive Schools Action Plan
aka “Trauma Course 3 Action Plan” in
Google Folder

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Find a partner you have not worked with yet today

Discuss one action step you can take in the near future to make your school/district more responsive to trauma.

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It has to start somewhere...

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THANK YOU!

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