The Trauma-Informed School

A Step-by-Step Implementation Guide for Administrators and Building Leadership Teams
Learning Objectives

Review the ACEs and their impact on brain development

Review why the survival brain is not prepared for learning.

Why traditional practices are failing.

Why a trauma-informed approach is best practice for all of our students

Strategies and effective systems that have a positive impact on your school culture and outcomes
Recognize/Adult

Finding our triggers and understanding their impact

Conscious Discipline, Dr. Becky A. Baily
Key Points for Review

• We have to be SELF-REGULATED if we are going to help our students regulate.

• A student’s behavior is a reaction to FEAR OF FAILURE, and not feeling SAFE.

• If we move towards CALM, we look at the behavior as a teachable moment.

• We approach the student with POSITIVE INTENT and look for win/win/win solutions.
Traditional discipline approach has been to....

Recognize → No → React

Causes Students to Escalate
Self-regulation is the foundational component to emotional wellbeing and lifelong success.

Conscious Discipline, Becky A. Baily
The 5-Step Self-Regulation Process

I Am Triggered
“I am angry”

I Calm
Breathing deeply & noticing our emotions

I Feel
Identifying and naming our emotions

I Choose
Reframing the problem with positive intent and connecting with others

I Solve
Win/win solutions are abundant.

Conscious Discipline, Dr. Becky Bailey
National trends show schools making very slow improvement with a great amount of effort.

Teachers are spending greater amounts of time with student behavior problems.

Student coming to school unprepared for learning and class engagement.

Teachers experiencing frustration and dealing with high levels of “burnout.”
Action Plan

Chapter 3
Benchmarks for Preparing for the Implementation Process

Benchmarks With Checklist

Chapter 4
Benchmarks for Implementing Systems and Strategies
A hand no one should have to hold!
Dr. Rob Anda
CDC

A hand no one should have to hold!

Dr. Vincent Felitti
Kaiser Permanente
ACE Study

Facts that many are unaware of….

• Started as a medical study.
  • 17,300 Adults were part of the original study that is still active today
  • 75% Caucasian
  • 39 % College Graduates
  • 36% Had some college background
• All the participants have/had living wages with medical insurance

Participants were Middle Class or Affluent
Maltreatment/neglect ACEs

Family environment/ACEs
What are the 10 *Adverse Childhood Experiences?*

1. Child Sexual Abuse
2. Child Physical Neglect
3. Child Physical Abuse
4. Child Emotional Abuse
5. Child Emotional Neglect
6. Witnessing Domestic Violence against the mother
7. Loss of a Parent to Death or Abandonment
8. Mentally ill, Depressed, or Suicidal Family Member
9. Incarceration of a Family Member
10. Drug Addicted or Alcoholic Family Member
ACE Study: A Paradigm Shift

Mechanisms by which Adverse Childhood Experiences influence health and well-being throughout the lifespan.
Caring Adult Relationships

Chapter 1
Just a few examples of “resilience” to overcome ACEs

- Attachment to a caring adult
- The ability to calm oneself
- Learning to ask for help
- Trust
- A sense of belonging
- Learning how to self advocate
- Showing empathy
- Learning to show appreciation
- Developing a sense of control
- Hope
- Verbally saying “I love you”
- Acknowledging when you are wrong
- Having clear expectations and rules
- Helping a child develop problem solving skills
- Giving a child choices
- Establishing consequences
- Allowing a child to experience success and failure
- Letting a child know that you are available to help
Share with an elbow partner a significant caring adult relationship, that has impacted the person you are today.
How many of you were able to choose the family you were born into?
The “caregiver” is responsible for their child’s brain development.
Students that have developed a survival brain... it didn’t happen over night...

It has taken years of living with toxic stress and learning how to survive within their toxic environments.
The brain drives behavior

There is a story behind the student’s behavior
Why a Trauma-informed Approach?

The research is telling us that traditional approaches to school discipline are failing
Why a Trauma-informed Approach?

Pipeline to Prison

Excessive out of school suspensions
Why a Trauma Informed Approach?

Trauma research tells us that students who survive trauma and grow to be successful identify one single variable in their success. They were connected to a caring adult who believed in them and cared about them.
Why a Trauma Informed Approach?

The student behavior is not about you, it’s about what the student is going through?
Older students when in fight-flight-freeze mode... they flip us off and leave
Why a Trauma Informed Approach?

The message is… “you are good or you are bad”
Why I Implemented a Trauma-informed Approach to School Discipline at Lincoln High School

Implemented a Trauma-informed Model
2010-2011
Dr. John Medina, author of *Brain Rules*

Toxic stress

Brain is overwhelmed with “Cortisol”

Fight-Flight-Freeze

It is out of the student’s control

The brain cannot physiologically take in new knowledge or problem-solve.

Chapter 7
Safety
Connection
Problem Solving
What can I learn from this?
Emotional State
Connection
Am I loved?
Survival State
Safety
Am I safe?
www.consiousdiscipline.com/
We started with these three strategies

Staff Development - the impact of trauma
New Approach

“We went from reacting and telling”

to

“Asking and responding?”
The Research Tells Us We Need a “New Approach

The new approach is what is best for all kids…
Trauma-informed Practices
The Building Principal has to be the leader

The Building Principal Leads the Implementation Process along with his/her Leadership Team
Building a Trauma Leadership Team

Pick diverse staff members who are respected by their peers
75-80% Staff Commitment

Less than 75% = Sabotage

It’s a journey

It’s not a foot race…
A Trauma-informed Approach… everyone is heading for the same target

“Building a caring adult relationship with their students”
The Main Office Becomes the Family

Our Students and their Families are our Customers
Many parents do not feel comfortable in a school setting
If I were to visit your school and check in at the main office, what would I notice about the culture and climate?

Our body language and expressions set the office climate for those we serve.
We determine the culture of our office...

We can be the calm to settle the storm
This is an image that many of our parents have of their school experience.

Our upset parents are usually ready for a conflict.
Take time to build a positive relationship with new students and their families.

This is a good time to address any concerns in which you might pick up from their file...gang activity, attendance issues, credit deficient, and behavior issues.
Student’s healing will be found in the moments student’s voice is heard and validated.

Allowing students to express their feelings is the beginning… to changing their belief system about this becomes the platform in which trust and relationship can begin.

A trauma-informed model builds positive, caring adult relationships through holding kids… ACCOUNTABLE.
Traditional School Discipline

Trauma-informed approach to school discipline
Principal’s office becomes a classroom…

Students need time to de-escalate

High Stress Zone

I can manage my stress

Comfort Zone

Identify triggers and provide options

Teach students about stress, self-regulation, and hold them accountable

YOU… need time to self-regulate
Trauma impacted students don’t understand unconditional love
Implement Options For Accountability

In School Suspension
Timeout
Lunch Detention
Illegal/Charges/Arrest
Hold Students Accountable
After-school Detention

Chapter 3
Keeping “Gang” violence out of the school setting ...
High Adult Visibility
Before School, Passing Time, Lunch, and After School

- Greeting kids before and after school
- Specifically look for students who isolate
- Make note of an upset student and follow up

Chapter 5
Keep connected to your struggling kids

Acknowledge kids doing it...right

Staff visible during passing time... proactive

Correct Student Behavior (Take Away the Audience)
Effective Systems for Collecting Data

It’s critical that you have baseline data to compare and contrast first year implementation data.
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<td>10/31/12</td>
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<td></td>
<td>03/01/98</td>
<td>209 N COLVILLE ST</td>
<td>(509) 876-4053</td>
<td>10/31/12</td>
<td>11/6/12</td>
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<td>5</td>
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<td>04/18/96</td>
<td>26 W Maple, WW</td>
<td>(509) 386-5733</td>
<td>10/7/12</td>
<td>10/8/12</td>
<td>10/9/12 11/28/12</td>
<td>12.5</td>
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<td></td>
<td></td>
<td>09/25/97</td>
<td>26 W Maple, WW</td>
<td>(509) 386-5733</td>
<td>Carry Over</td>
<td>15.5</td>
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<td>10/29/95</td>
<td>321 S Wilbur, WW</td>
<td>(509) 836-9396</td>
<td>11/16/12</td>
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<td>01/02/95</td>
<td>4216 PINE ST, WW</td>
<td>(509) 526-5353</td>
<td>10/31/12</td>
<td>11/13/13</td>
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<td>ADDRESS</td>
<td>PHONE</td>
<td>PRLT</td>
<td>SUPT</td>
<td>PA LT</td>
<td>PET</td>
<td>#Abs</td>
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<tr>
<td>01/19/97</td>
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<td>738 N 6th Ave, WW</td>
<td>(509) 956-6853</td>
<td>1/31/13</td>
<td>2/4/13</td>
<td>2/5/13</td>
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<tr>
<td>12/28/96</td>
<td>10</td>
<td>1331 West Pine St, TRLR 5, WW</td>
<td>(509) 529-0232</td>
<td>10/7/12</td>
<td>10/8/12</td>
<td>10/9/12</td>
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<tr>
<td>12/28/96</td>
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<td>1331 West Pine St, TRLR 5, WW</td>
<td>(509) 529-0232</td>
<td>10/7/12</td>
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<td>10/9/12</td>
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<tr>
<td>11/06/97</td>
<td>9</td>
<td>1507 Walla Walla Ave, WW</td>
<td>(509) 629-2475</td>
<td>11/13/12</td>
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<tr>
<td>09/19/96</td>
<td>10</td>
<td>708 Edith Ave, WW</td>
<td>(509) 301-1895</td>
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<td>01/02/95</td>
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<td>DROP - 18 YOA</td>
<td>(509) 526-4039</td>
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<tr>
<td>03/09/96</td>
<td>11</td>
<td>311 Howard St, WW</td>
<td>(509) 629-3122</td>
<td>11/28/12</td>
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<tr>
<td>07/01/97</td>
<td>9</td>
<td>408 SE 3rd St, CP</td>
<td>(509) 956-8620</td>
<td>12/12/12</td>
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<tr>
<td>06/06/96</td>
<td>11</td>
<td>220 Garden Dr, WW</td>
<td>(509) 240-4539</td>
<td>11/16/12</td>
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<td>01/06/97</td>
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<td>310 S 10th, WW</td>
<td>(509) 876-2045</td>
<td>10/31/12</td>
<td>11/6/12</td>
<td>11/7/12 11/28/12</td>
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Tracking Student Attendance
<table>
<thead>
<tr>
<th>Name</th>
<th>Grade</th>
<th>Concern</th>
<th>Action Plan</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
<td>Attendance</td>
<td>Megan’s 18, we’ll try to make contact and follow-up on her attendance.</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Working with Brian</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Attendance</td>
<td>Living outside our district in Prescott. We are contacting Prescott High School to make sure they contact her for enrollment. Heather is attending AEP</td>
<td>X</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Attendance</td>
<td>We have received a request for Diana’s transcripts</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance/ Has a sick child</td>
<td>Principal’s Letter sent home</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance</td>
<td>Have talked to dad, he is to be enrolling. Have not seen him as of yet. Conference with dad, Principal’s Letter, Superintendent’s Letter &amp; Prosecuting Attorney Letter sent home</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance/May have moved to Mexico</td>
<td>Has moved to Mexico</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance/ Juan has enrolled and should be attending his classes.</td>
<td>Juan is attending classes at Lincoln.</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Has earned his GED. Wants to re-enroll and earn his H.S. diploma</td>
<td>Was picked up and placed at JJC for several months – would not take him at Lincoln</td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Attendance</td>
<td>Principal’s Letter, Superintendent’s Letter, and Prosecuting Attorney’s Letter sent home – Contempt Charges have been filed</td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Attendance/Family issues</td>
<td>Working with Casey Cramer, Principal’s Letter and Superintendent’s Letter sent home – Dealing with serious home issues. Brooke has filed a Petition.</td>
<td>X</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>May be cutting classes</td>
<td>Doing well in some classes and struggling in others. Playing Basketball</td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Truant/Not coming to school or staying at school</td>
<td>Home visit, parent conference, Principal’s Letter, Superintendent’s Letter, and Prosecuting Attorney’s Letter sent home – Has been petitioned – Currently in released for online schooling</td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Attendance/GED Program</td>
<td>Changed his schedule/Helping him with job placement/will track his attendance and progress. Principal’s Letter, Superintendent’s Letter, and Prosecuting Attorney’s Letter sent home – Has been petitioned – Currently in released for online schooling</td>
<td>X</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Attendance/Will be living on own</td>
<td>Moved to Portland</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance</td>
<td>Some heavy home stuff happening right now and was ill.</td>
<td>X</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Attendance/Sick Baby</td>
<td>Principal’s Letter &amp; Superintendent’s Letter sent home – Place in Contract Program</td>
<td>X</td>
</tr>
</tbody>
</table>
Track Your School’s Failure Percentage

Look for patterns
Grade Levels?
Content Area?
Specific Teachers?

These students should be showing up on your Student Focus of Concern Spreadsheet
How do use a School Resource Officer?

“I am going back to the streets a different person with a new perspective”
How to use *In School Suspension* Room Effectively

ISS should be flexible with several options available besides disciplinary consequences.

ISS holds kids accountable to attend school... no free days out

ISS holds kids accountable to do their school work... they don’t fall behind

Students are being supervised by a caring adult in a safe environment... relationships are developed.

Teachers or students may request a timeout if they are escalating or feel that they are about to escalate... teaches students an option for self-regulation.

Always notify the ISS supervisor when and why you are sending a student to ISS. If student does not make it to ISS, the supervisor will alert the office.

Students not able to regulate in ISS, are referred to the office.

Chapter 6
How to respond to staff pushing back on the model

Seek common ground based on research

Chapter 5

Time for a serious discussion if this school is the best placement for those not supporting the new approach
Look for creative ways to help students earn credits for those who are credit deficient... with integrity

Contract Classes... students can move quickly if they choose
After School Programs... count hours towards elective credit
Summer School... contract model
Building Community Partnerships… more effective than working in “silos”

- Trauma-informed Judges
- Children’s Home Society
- Boys & Girls Campfire
- CPS
- Juvenile Justice - CASA
- Connecting Kids College
- Faith-based
- Erasing the Past - Hope for the Future
Providence St. Mary Medical Center

Health Center… community collaboration
Get your students out in the community in high profile community service activities.
Why a Trauma-informed Approach For All Kids

“I came to Lincoln and you loved me.”
Student Disciplinary Office Referrals

<table>
<thead>
<tr>
<th>Year</th>
<th>Referrals</th>
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<tbody>
<tr>
<td>2009-2010</td>
<td>600</td>
</tr>
<tr>
<td>2010-2011</td>
<td>320</td>
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<tr>
<td>2011-2012</td>
<td>280</td>
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<tr>
<td>2012-2013</td>
<td>242</td>
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</tbody>
</table>
School incidents requiring police action

2009-2010: 48
2010-2011: 17
2011-2012: 11
2012-2013: 12
<table>
<thead>
<tr>
<th>Year</th>
<th>Suspension Days</th>
<th>Expulsion Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>798</td>
<td>0</td>
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<tr>
<td>2010-2011</td>
<td>135</td>
<td>30</td>
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<td>2011-2012</td>
<td>103</td>
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</tr>
<tr>
<td>2012-2013</td>
<td>96</td>
<td>0</td>
</tr>
</tbody>
</table>

Number of days students were out of school
State assessment scores 2012 & 2013

Social and emotional regulation and development = Engagement in the Learning
Lincoln High School Graduation Rates

2009: 44.4
2010: 54.6
2011: 57.7
2012: 55
2013: 69
2014: 78
WHAT IS MY OWN ACE SCORE?

Using your cell phone...use your search engine to log into

PollEv.com/jimsporleder253
Feeling Scale

Website: http://fairydustteaching.blogspot.com
Safe Zone... not a time out
The mantra should be posted with high visibility We are Safe!

Heather Forbes, “Help for Billy”
The Five Life Skills

Why is this system an effective strategy for behavior management? It is built around kindness and safety. There are five points to a star, and there are five expected behaviors for the classroom.

1. Be Respectful – I treat others how I want to be treated. Are you being polite or rude?
2. Be Responsible – I do the right thing and can be trusted to do what needs to be done. Are you being trustworthy or careless?
3. Be Patient – I can wait calmly for someone or something. Are you being calm or restless?
4. Be Careful – I treat friends and things in a gentle way. Are you being gentle or rough?
5. Be Helpful – My words and actions help not hurt others. Are you being helpful or hurtful?
Questions & Answers