



PBIS SUSTAINABILITY SPECIAL TOPICS
PRESENTATION: RESILIENT MINDFUL
LEARNER & TRAUMA INFORMED
INTERVENTIONS

PBIS Sustainability Series
November 30, 2016



Inclusion Activity: Sandwich Name Tag

- On the top half of your nametag, please write the name of a student whose life you have touched in your career.
- On the bottom half of your nametag, please write the name of an educator (teacher, counselor, administrator) who touched your life.
- Please find a “standing partner” from another table. Introduce yourself, and take turns sharing the names of the student and teacher you identified.

Outcomes

- Increase understanding of the role of the educator in developing stress management strategies in students.
- Identify self-care practices and strategies for educators.
- Develop a rationale for becoming a “Trauma Informed School.”
- Examine characteristics of a Trauma Informed School/Educator.
- Identify “trauma informed” supports and interventions at each tier.

Agenda

- Welcome and Inclusion Activity
 - *Sandwich Name Tag*
- Guest Speaker: Dr. Lucy Vezzuto
 - *Resilient, Mindful, Learning Strategies for Educators and Teachers*
- Break and Networking
- Trauma Informed Schools:
 - *Guest Speaker, Dr. Marc Lerner*
- Trauma Informed Schools Self Assessment
- Trauma Informed Interventions for Tier Three
 - *Case Study, CUSD*

Sustainability Updates



<http://www.ocde.us/PBIS/Pages/California-PBIS-Coalition-Awards.aspx>







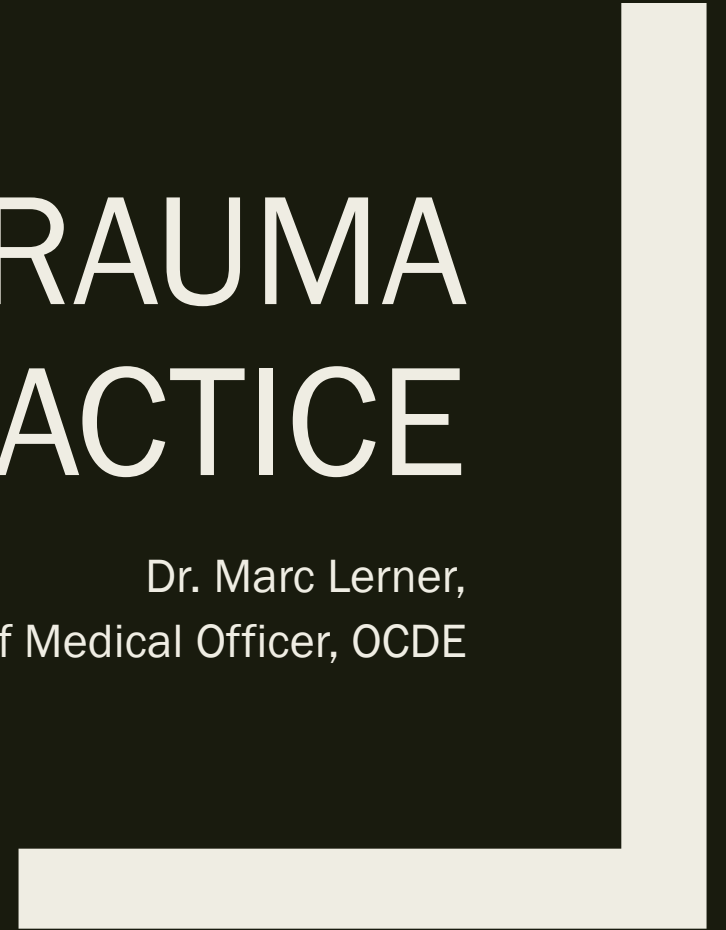


THE RESILIENT MINDFUL EDUCATOR

Dr. Lucy Vezzuto
Coordinator, Student Mental Health

PBIS AND TRAUMA INFORMED PRACTICE

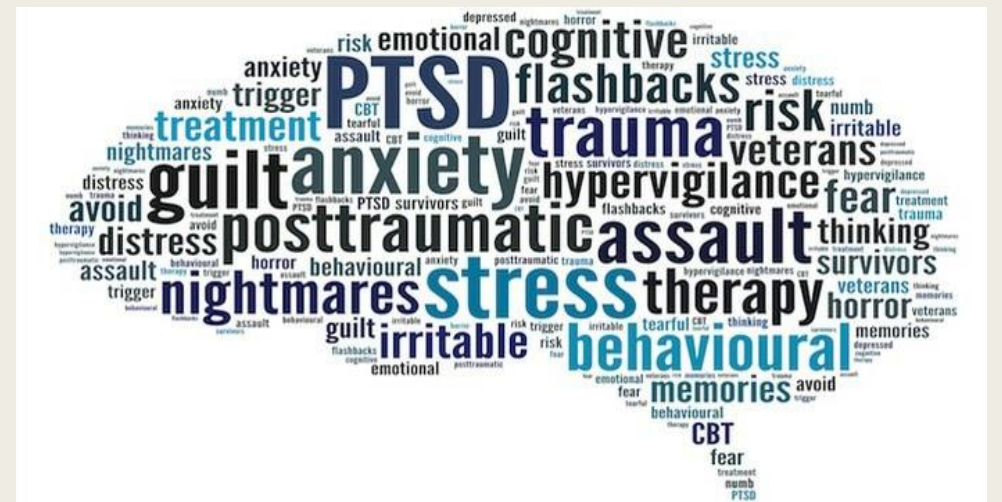
Dr. Marc Lerner,
Chief Medical Officer, OCDE



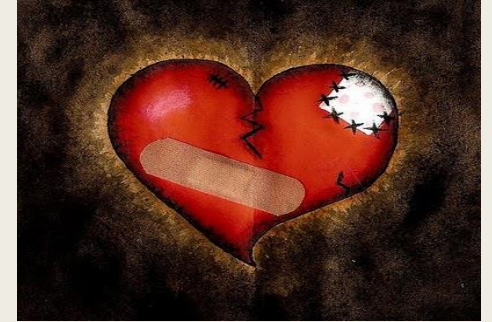
What is Trauma?

- “Trauma” may be defined as a “series of events, or set of circumstances as that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social emotional or spiritual well-being.

– (SAMHSA’s Trauma and Justice s/strategic Initiative, July 2014)



What Makes an Experience Traumatic?



- Overwhelming, very painful, very scary
- Fight or Flight incapacitated
- Threat to physical or psychological safety
- Loss of control
- Unable to regulate emotions

Trauma is the response to the event, not the event itself.

Prevalence of Youth Trauma

- ◎68% of children and adolescents experienced at least one potentially traumatic event by age 16.
- ◎In one study, 78% of children reportedly had multiple adversities, with an average initial exposure at age 5 years
- ◎Students living in poverty, homelessness, and with other social vulnerabilities are significantly more apt to experience stress and trauma.

(Copeland, Keeler Angold & Costello, 2007; Cook, Blaustein, Spinazzolla, & Vander Kolk , 2003)

Prevalence of Trauma and School-aged Youth

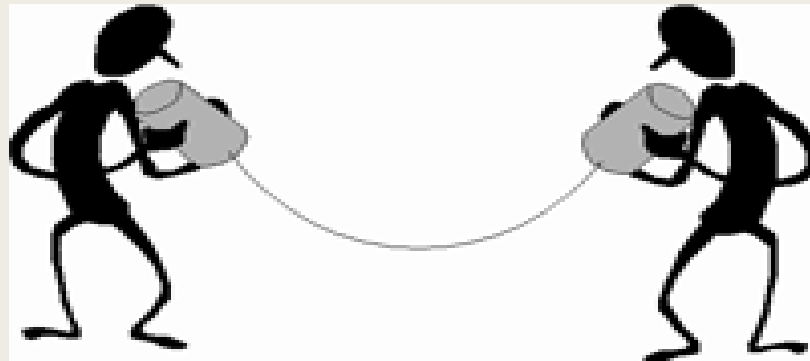
3 of every 30 students in a classroom experience toxic stress from **3 or more** Adverse Childhood Experiences (ACEs)



<https://www.youtube.com/watch?v=z8vZxDa2KPM>

Table Talk

- What are the implications of these facts about trauma and learning for your school/district/organization?
- Say something to an elbow partner.



Effects of Trauma on Learning

Trauma impacts all aspects of a child's development, including emotional regulation, memory, cognitive processing, social skills, and physical health.

- These limitations make it challenging for these children to meet classroom learning expectations.



What Might You Notice?

- Physical symptoms

- Poor emotional control/lashing out

- Confrontational/ control battles

- Overly protective of personal space/belongings

- Over- or underreacting to loud noises or sudden movements

- Difficulty with transitions

- Emotional response doesn't "match" situation

What Might You Notice?

- Depression/ withdrawal
- Anxiety/worry about safety of self and others
- Poor or changed school performance/attendance
- Avoidance behaviors
- Difficulty focusing, with attention, memory, thinking
- Increase in impulsive, risk-taking behaviors
- Repetitive thoughts or comments about death or dying
- Non-age appropriate behavior

Peter P. et al. v. Compton Unified School District, 2015
In their Voices...

- Phillip
- Peter
- Kimberly



Choose one of the four Case Study vignettes.
With your table group, develop a trauma informed intervention plan for your student. Be prepared to share out.

Schools play a Critical Role

- Schools have a critical role in supporting students with crisis and trauma:
 - *Many students experience serious stress or adversity at some point during their school careers*
 - *Many students have trauma histories that go unrecognized in school.*
 - *Schools have an opportunity to provide a range of supports to students who experience stress or trauma through an MTSS approach.*
 - *Source: Rossen & Cowan, 2013*



What is a Trauma Informed School?

- *A trauma sensitive school is a safe and respectful environment that enables students to build caring relationships with adults and peers, self-regulate their emotions and behaviors, and succeed academically, while supporting their physical health and well-being.*

Lesley University, Center for Special Education; Trauma and Learning Policy Initiative of Massachusetts

Best Practices for Creating Safe Schools



- Framework for Safe and Successful Schools (2013):
 - Integrate services through collaboration.
 - Implement Multi-tiered Systems of Supports (MTSS)
 - Improve access to school-based mental health services. Integrate school safety and Crisis/Emergency prevention, preparedness, response, and recovery.
 - Balance physical and psychological safety.
 - Employ effective, positive school discipline.

Source: A Framework for Safe and Successful Schools, 2013

Trauma Sensitive Schools Self-assessment

- Review the Trauma Sensitive Schools Self Assessment
- Each Table Group will focus on one area:
 - *School Wide Policies and Practices (2 groups)*
 - *Classroom Strategies and Techniques*
 - *Collaborations and Linkages with Mental Health/Family Partnerships*
 - *Community Linkages*
- Summarize the key elements for your focus area and report out.

Trauma Informed Practice: How can school staff help?

Entire Classroom

Establish classroom agreements for behavior

Provide routines and consistency

Provide explicit preparation for changes and transitions

Create time in schedule for community building, circles, mindfulness

Give opportunities for creative expression

Teach about the power of mindsets

Individual and Group

Build 1:1 relationships with struggling students

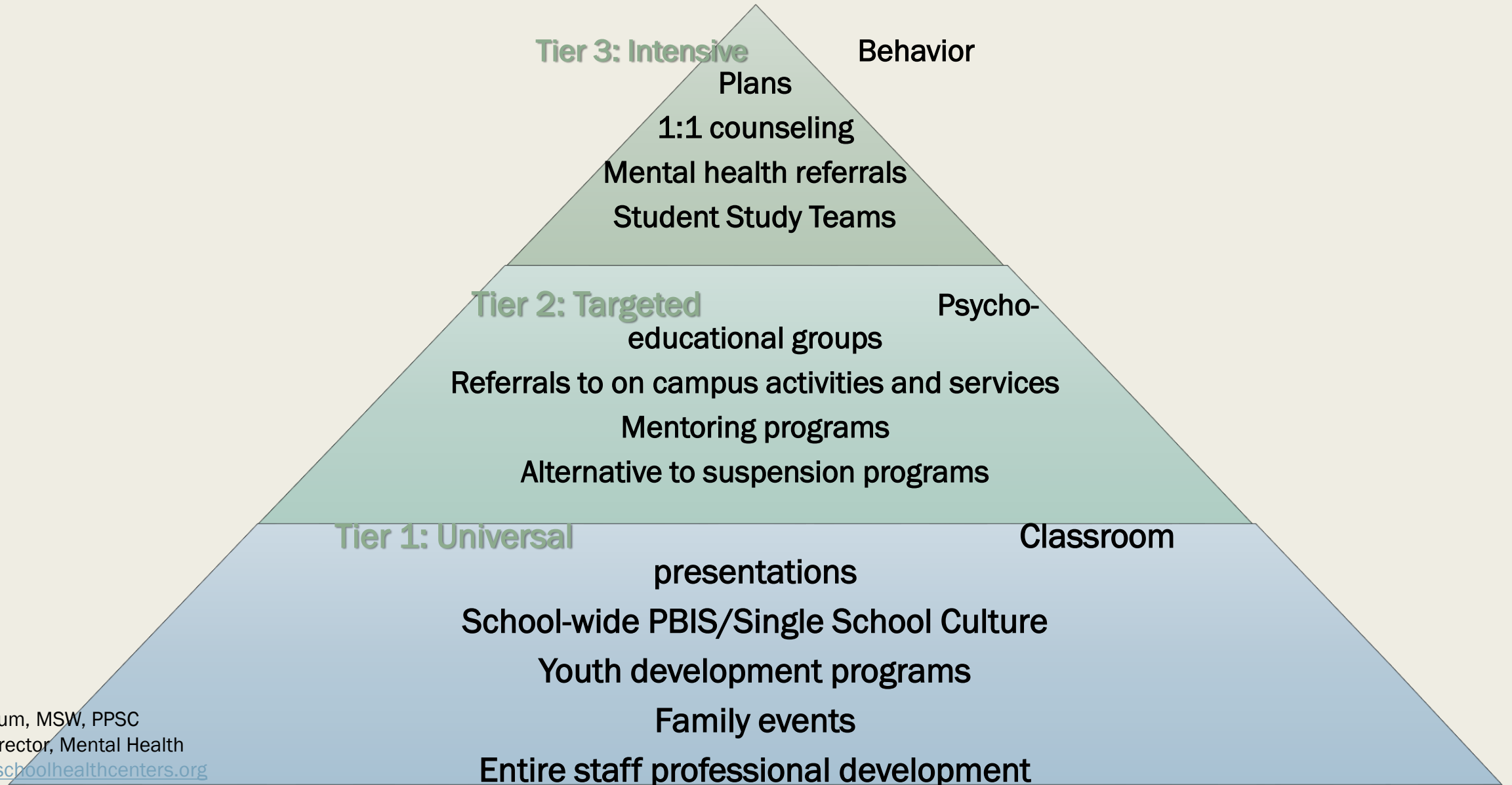
3:1 ratio of positive to negative
Allow students to step outside of the classroom or put their head down

Use restorative practices language

Seat students near the front or near you

Brain breaks

How can the School Environment Help?



UCSF HEARTS Public Health Approach to Addressing Chronic Stress and Trauma in Schools (similar to Behavioral Response to Intervention (RTI))

Intensive/Tertiary Intervention (5%)

Psychotherapy with students + consultation with teachers
IEP consultation

Early/Secondary Intervention (15%)

Care Team Meetings for at-risk students and school-wide issues
Trauma-informed discipline policies ; Teacher wellness groups

Primary Prevention/ Universal Supports (80%)

Capacity building with school staff

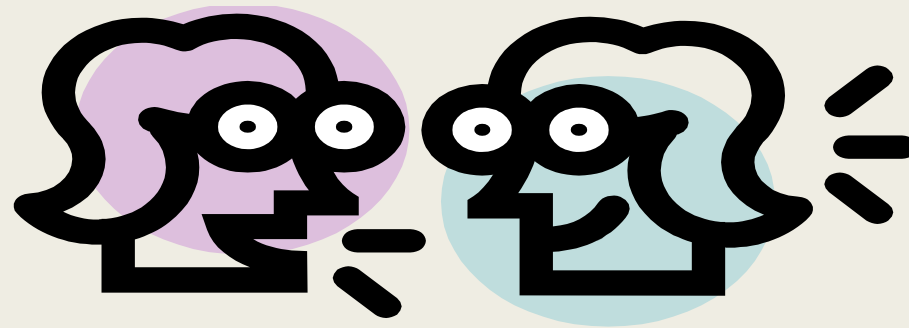
Training and consultation around trauma-sensitive practices
Promoting staff wellness and addressing stress, burnout, & secondary trauma

Partnering with school staff to augment universal supports using stress and trauma lens

Safe and supportive school climate
Positive Behavioral Supports and Interventions (PBIS)
Social Emotional Learning (SEL) curricula
Restorative practices/Restorative justice
Health education on coping with stress

Say Something...

- With an elbow partner, discuss some strategies for trauma prevention and intervention within a PBIS/MTSS multi-tiered framework.
 - *Tier One-Universal (all students)*
 - *Tier Two- Targeted (some students)*
 - *Tier Three-Intensive (few students)*
- Be prepared to share out.



Team Activity: Trauma Informed Pyramid of Supports

How can Trauma Informed Practices inform your school's Pyramid of Supports?

What resources and supports can you identify at each tier of the PBIS pyramid on your campus?

How will students be identified for supports at each tier?

