

ACES History – Now What Do We Do? Trauma Informed Interventions

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Workshop Summary

Now that we have an understanding of the impact trauma has on our students, how do we develop interventions that are both sensitive to the student's trauma history and also effective in improving behavior?

This workshop will focus on the development of effective interventions at the Tier I, II & III levels including both preventive measures and appropriate responses when trauma related behaviors emerge within the school setting.



Essentials of Trauma Informed Strategies

Connect – Focus on Relationships

Protect – Promote Safety and Trustworthiness

Respect – Engage in Choice and Collaboration

Redirect (Teach and Reinforce) – Encourage Skill Building and Competence

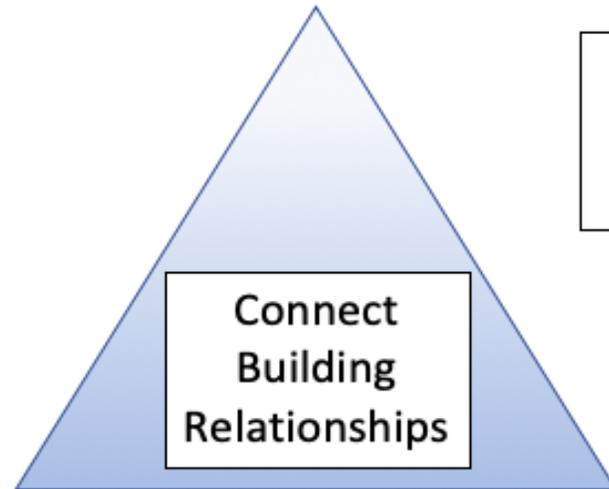
How can we build these essentials into whole school practices (Tier 1) or the classroom (Tier 2) or within an IEP (Tier 3)?

Personal Plan

Connect- Protect- Respect- Redirect (Teach/Reinforce)

Tier 3- Individual

Meet Basic Needs
*10-to-1 Positives
RTI/SAT Family Involvement



Tier 2- Classroom

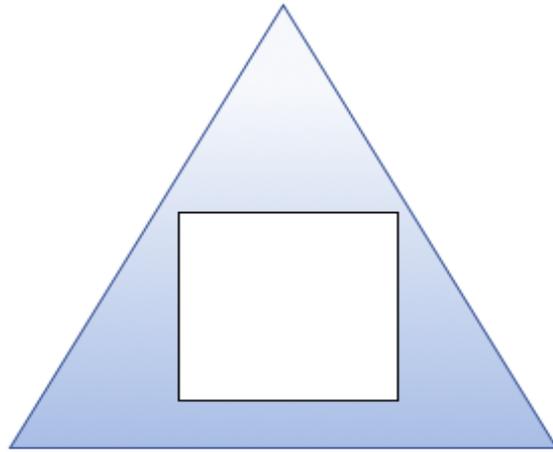
Welcome at the Door
3-to-1 Positives
*Parent Involvement In Learning
(Poems and Songs)
*Well Managed Classroom:
Teacher "With-It-Ness"
Identify and quickly act on
behavior with emotional
objectivity

Tier 1- School/District

*Homelessness Liaison
Parent-Teacher Conferences
Open House

Personal Plan

Connect- Protect- Respect- Redirect (Teach/Reinforce)

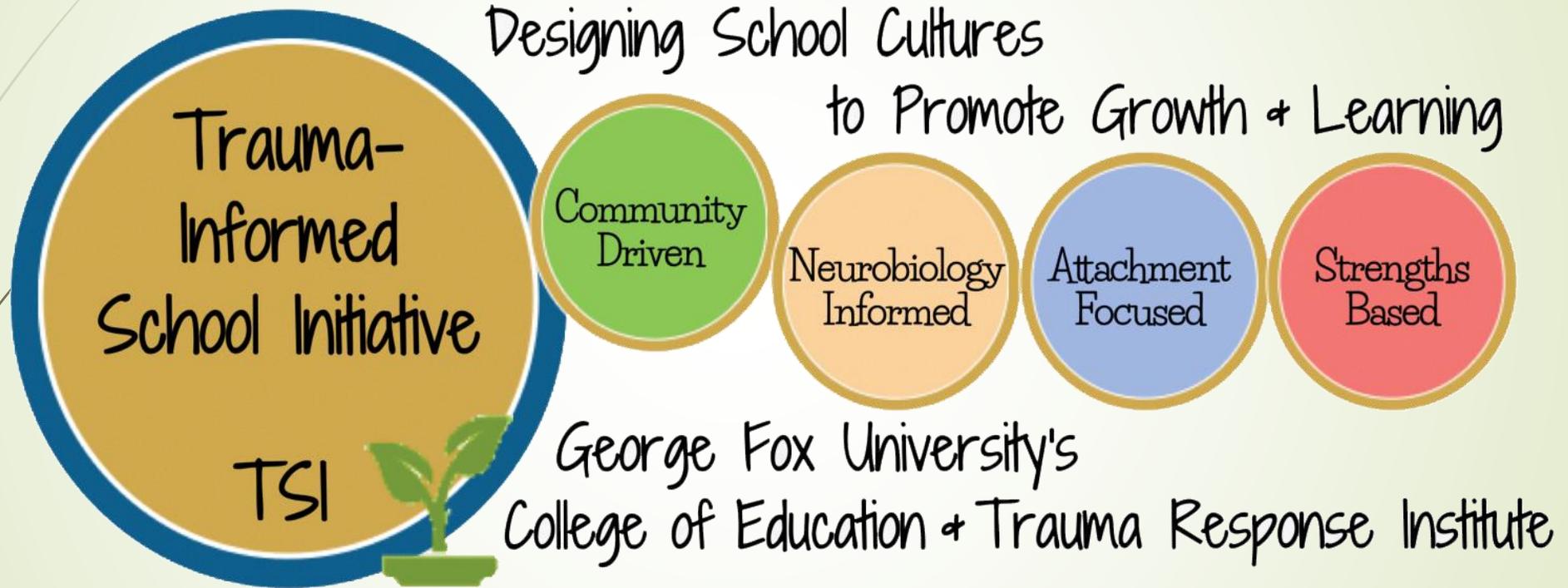


Tier 3- Individual

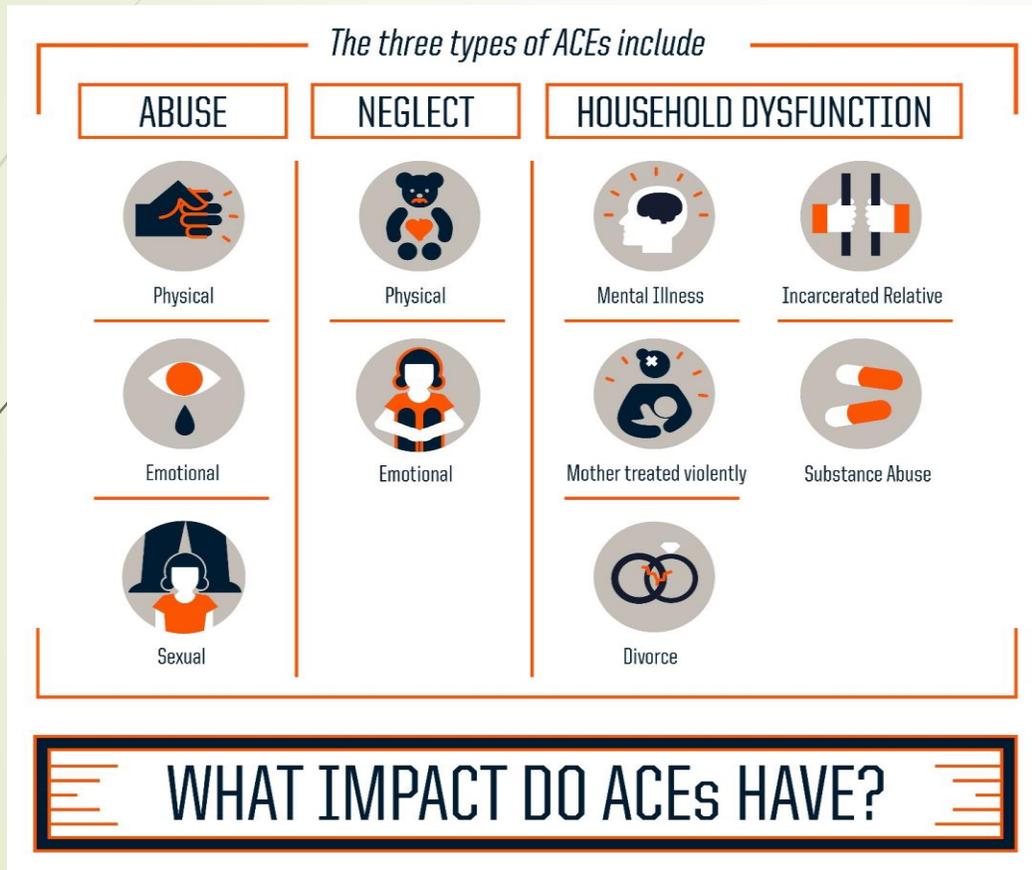
Tier 2- Classroom

Tier 1- School

Foundations of Trauma Informed Schools



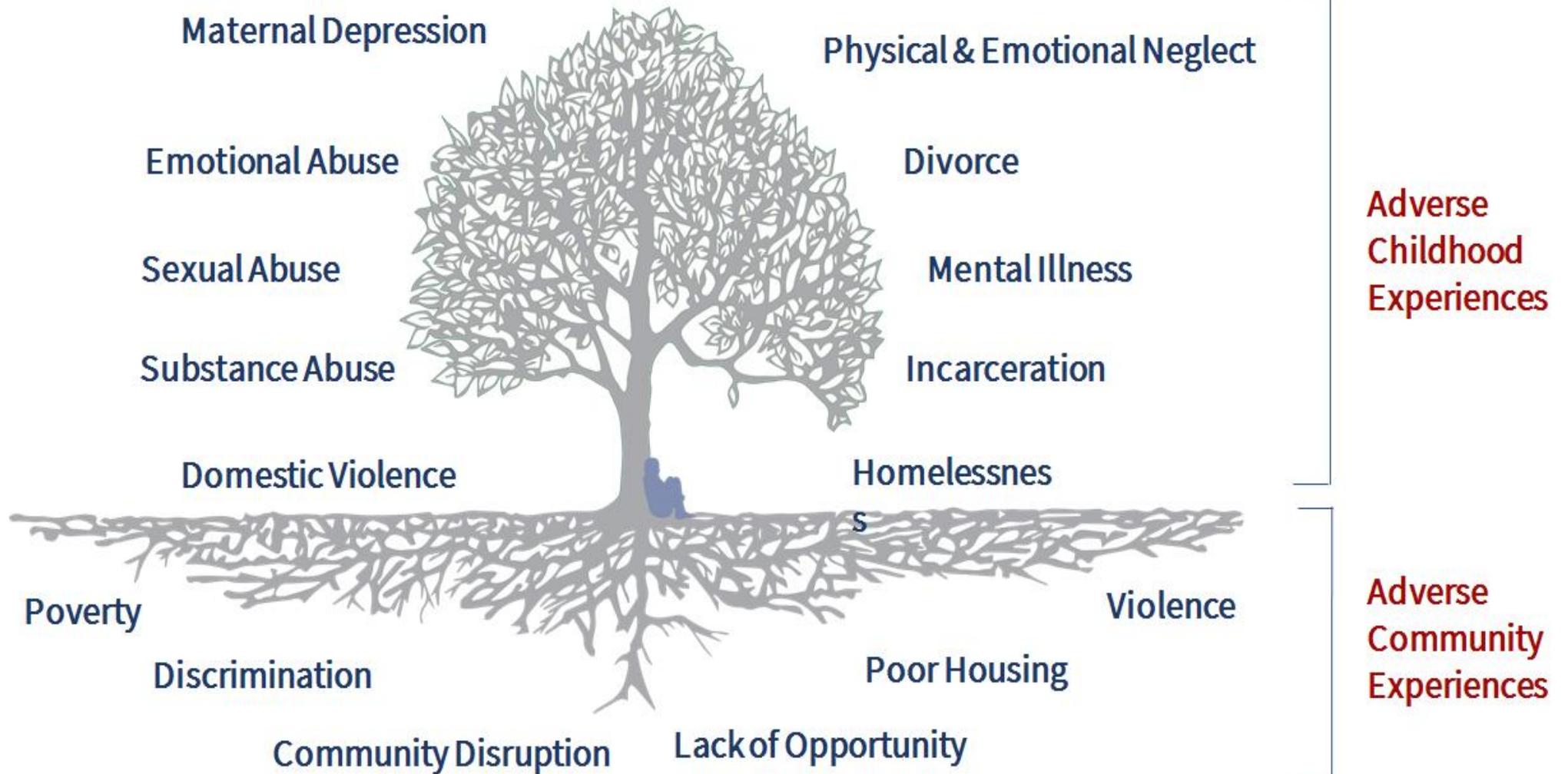
What We Know About Childhood Trauma



“If kids come to us from strong, healthy functioning families, it makes our jobs easier. If they do not come to us from strong, healthy families, it makes our job More Important.”
Barbara Cabroso

Many Types of ACEs

There are many types of trauma other than abuse, neglect, and household dysfunction.



Trauma – Also Consider Adults

2018 Study (Maine's own Hilarie Fotter Kennedy)

Among a sample of 2,149 teachers in Maine that completed the survey, how many reported at least 4 out of 10 ACEs on the ACE screener?

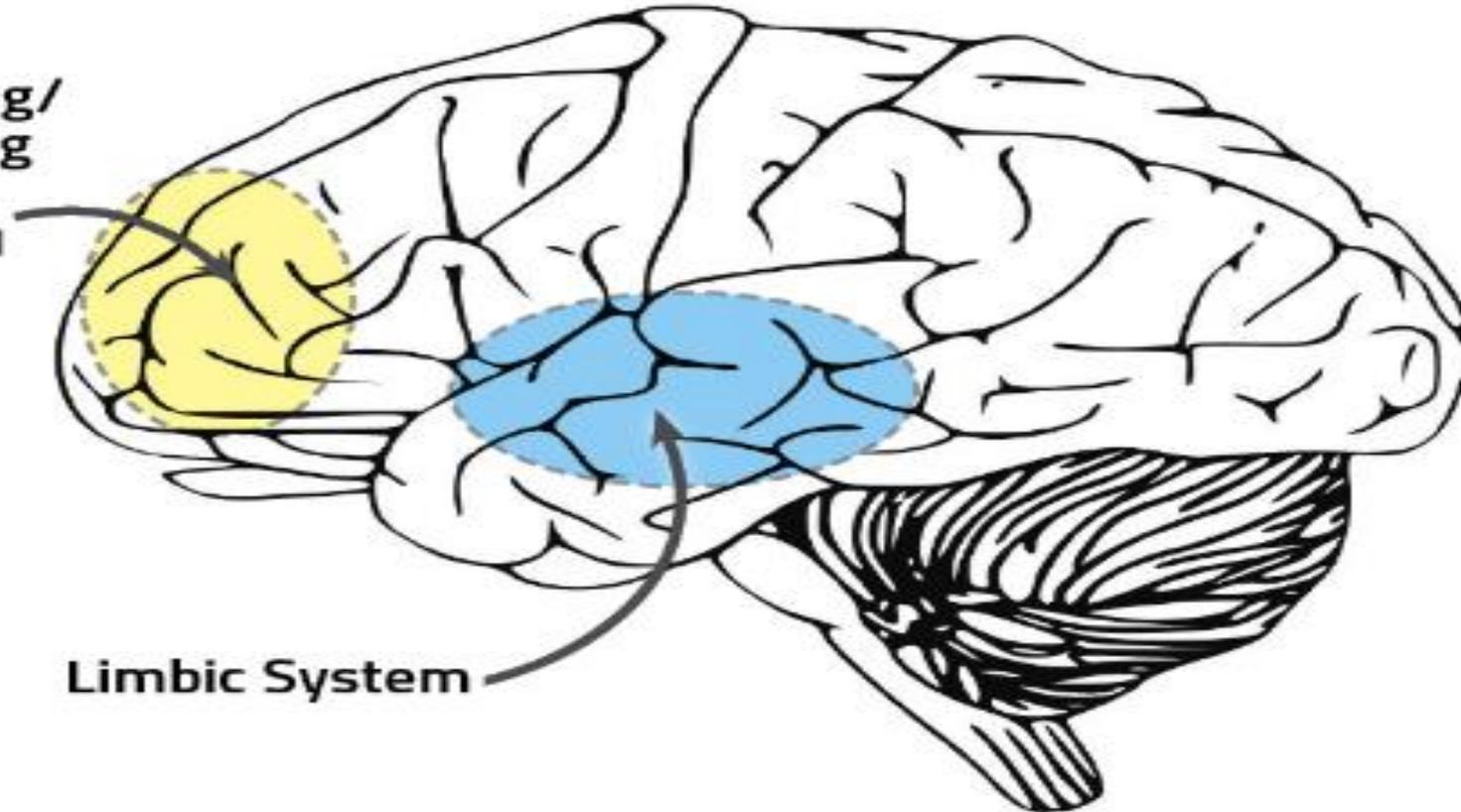
- A. 6%
- B. 8.5%
- C. 11%
- D. 14.5%

Aces Impact on Child Development

Survival Mode: Flight/Fight/Freeze

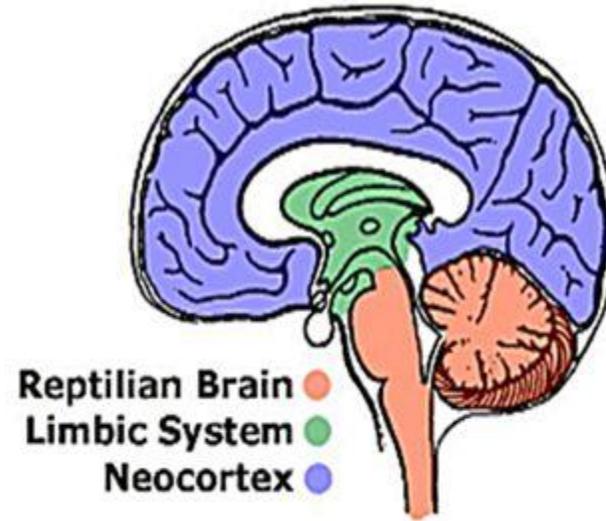
Frontal lobe (Prefrontal cortex) goes offline
Limbic system / mind and lower brain functions take over

Learning/
Thinking
Brain
(Prefrontal
Cortex)

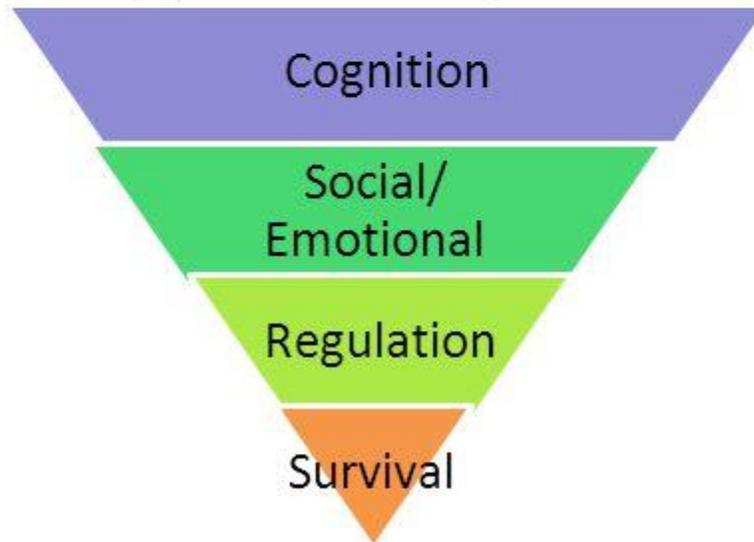


Limbic System

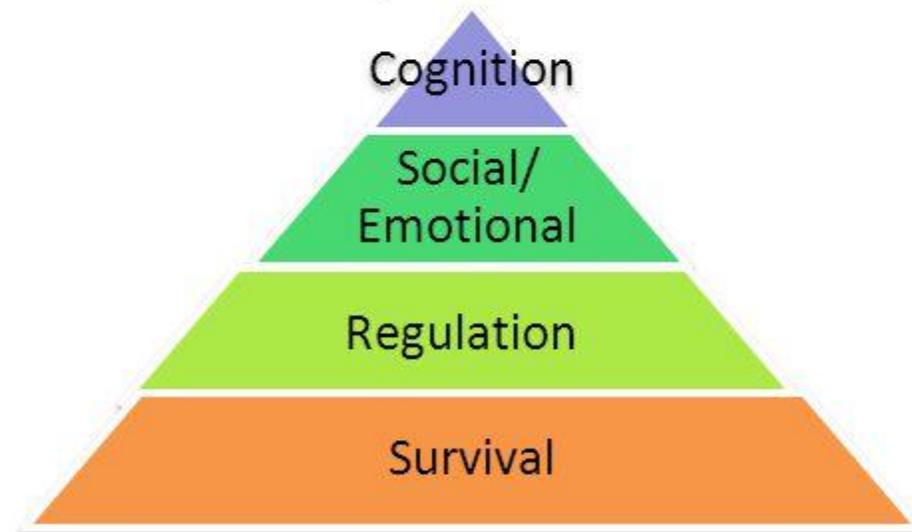
Trauma & Brain Development



Typical Development



Developmental Trauma



Emotional Responses





Fear

An unpleasant feeling triggered by the perception of danger, real or imagined, either in the present or in anticipation of a future threat.

The fearful stimuli tells our Amygdala to release Adrenaline.

Physiological Response: Heart rate & breathing increase, blood vessels constrict, muscles tense, sweat, etc.

Triggering: Fight, Flight or Freeze response



Fear Learning Circuitry is Biased Toward Generalization of Fear Associated to PTSD

For people with PTSD the brain evokes a fear response to symptom triggers that may only vaguely resemble the initial trauma.

Triggers may differ from the initial trauma experience in “shape, context, emotional valence, smell, semantic association, and other dimensions.”

***Journal of Translational Psychiatry, December 2015**



What We Know About Childhood Trauma

Turn and Talk

“How does knowing about the effects of trauma change how you view and respond to a student’s behavior?”

All Tiers

Trauma Informed Perspective on Behavior

Focus on **safety**

- Increase overall sense of safety
- Predict and Prevent perceived threats
- Effectively Restore sense of safety
- Re-engage Frontal Lobes
- Build Resilience

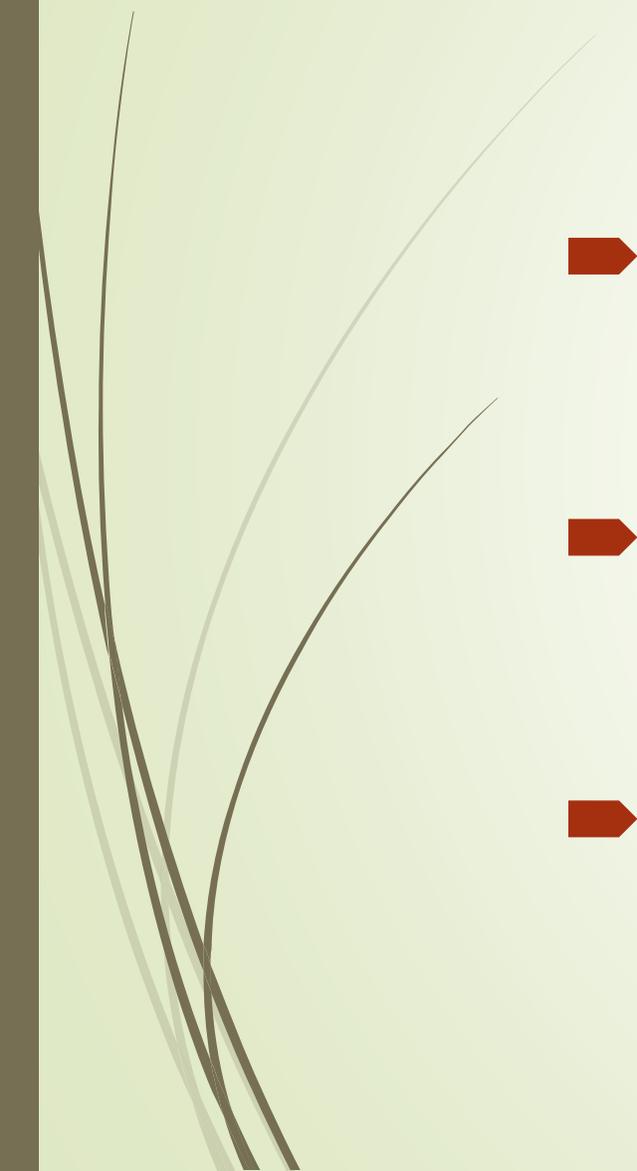


Key Elements of Safe Environments

- Familiarity
- Predictability
- Connectedness
- Competence
- Availability of a Safety Net
- Known escape route
- Building a Community: Community Circles, Morning Meetings, Shares Celebrations, Respect for All, Appreciation of Differences, Allowed to “Pass”, Restorative Practices

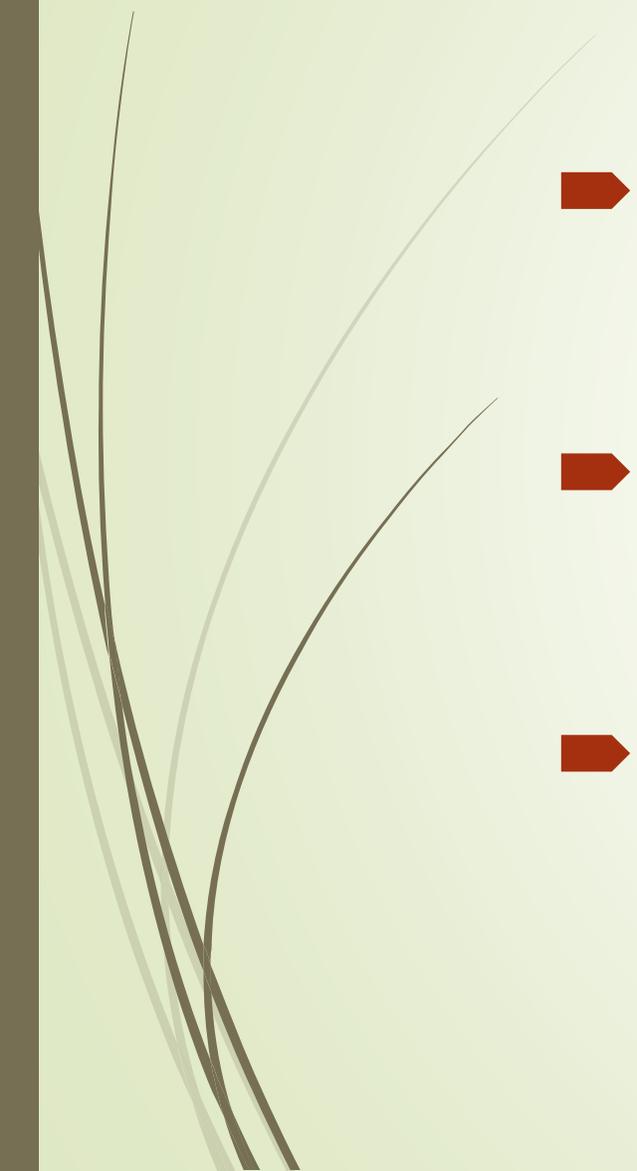


Effectively Restore Sense of Safety

- **Amygdala has been triggered**
 - **Frontal Lobes short circuited**
 - **Fight – Flight –Freeze response**
- 



Calming the Amygdala

- ➔ **Remove Trigger**
 - ➔ **Calm autonomic nervous system**
 - ➔ **Re-engage frontal lobes**
- 



Keep Frontal Lobes Engaged

TEACH

- Increase Awareness of **T**riggers
- **E**ngage in Acceptable Alternatives
- **A**ctively Practice Implementation
- Provide Proactive **C**ues
- **H**ighlight the Positive



Any Tier

Building Resilience, Teach Awareness & Calming Tools

➤ Awareness Tools:

Zones of Regulation, Superflex, How is My Engine Running

➤ Calming Tools:

Mindfulness, Breathing, Gentle Movement, Creativity



Calming Resources

- ▶ **The MindUP Curriculum: Grades PreK-2 The Hawn Foundation, Scholastic Teaching Resources**
- ▶ **Calm & Alert Yoga and Mindfulness Practices to Teach Self-regulation & Social Sills to Children; Helene McGlaufin, MEd.LCPC,KYT**
- ▶ **Mindfulness games activity cards; Susan Kaiser Greenland with Annaka Hariss**



Mindfulness - Across All Tiers

- Whole school training in self-awareness & self-soothing**
 - Breathing, Gentle Movement**
 - Mindful Minute**
 - Settle Your Glitter**
- 

Across Tiers

Three Common Themes for Trauma-Informed Schools

- **Build Knowledge**
- **Shift Perspectives**
- **Self-care for Staff**

Build Knowledge

- Understand the nature and impact of trauma
- Understand the 'acting out cycle' and its connection with fight, flight, or freeze
- Educators likely did not have formal training in their teaching programs.

**Remember:
everyone in the
classroom has a
story that leads
to misbehavior
or defiance. Nine
times out of 10,
the story behind
the misbehavior
won't make you
angry. It will
break your heart.
- Annette Breaux**



Social Emotional Competencies Checklist

5 Interrelated Sets of Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making



How do we build these competencies for staff training?

https://safesupportivelearning.ed.gov/sites/default/files/Building_TSS_Handout_8_social_and_emotional_competencies.pdf

<https://safesupportivelearning.ed.gov/>

Shift Perspectives

Build emotionally healthy school cultures by shifting from
“What’s wrong with you?” to “What happened to you?”

Replace deficit notions
of trauma with
perceptions and
actions highlighting
students’ assets.





6 principles for compassionate instruction and discipline from Western Washington University

- Always empower, never disempower**
- Provide unconditional positive regard**
- Maintain high expectations**
- Check assumptions, observe, and question**
- Be a relationship coach**
- Provide guided opportunities for helpful participation**



Self-care for Educators

Secondary or vicarious trauma symptoms

“Studies show that from 6% to 26% of therapists working with traumatized populations, and up to 50% of child welfare workers, are at high risk for secondary traumatic stress or the related conditions of PTSD and vicarious trauma.”

Resource: <https://www.nctsn.org/trauma-informed-care/secondary-traumatic-stress/introduction>



Self-care for Educators: Video

https://www.youtube.com/watch?v=fzrB_pk4iNU&feature=youtu.be



Elements of Self-Care

Think of self-care as having three basic aspects:

Awareness	The first step is to seek awareness. This requires you to slow down and focus inwardly to determine how you are feeling, what your stress level is, what types of thoughts are going through your head, and whether your behaviors and actions are consistent with the who you want to be.
Balance	The second step is to seek balance in all areas of your life including work, personal and family life, rest, and leisure. You will be more productive when you've had opportunities to rest and relax. Becoming aware of when you are losing balance in your life gives you an opportunity to change.
Connection	The final step is connection. It involves building connections and supportive relationships with your co-workers, students, friends, family, and community. One of the most powerful stress reducers is social connection.



Recognize barriers to implementing interventions and programs

Lack of support from administrators or teachers

Competing teacher responsibilities

Problem engaging parents

Stigma regarding mental health



Another Initiative?!?

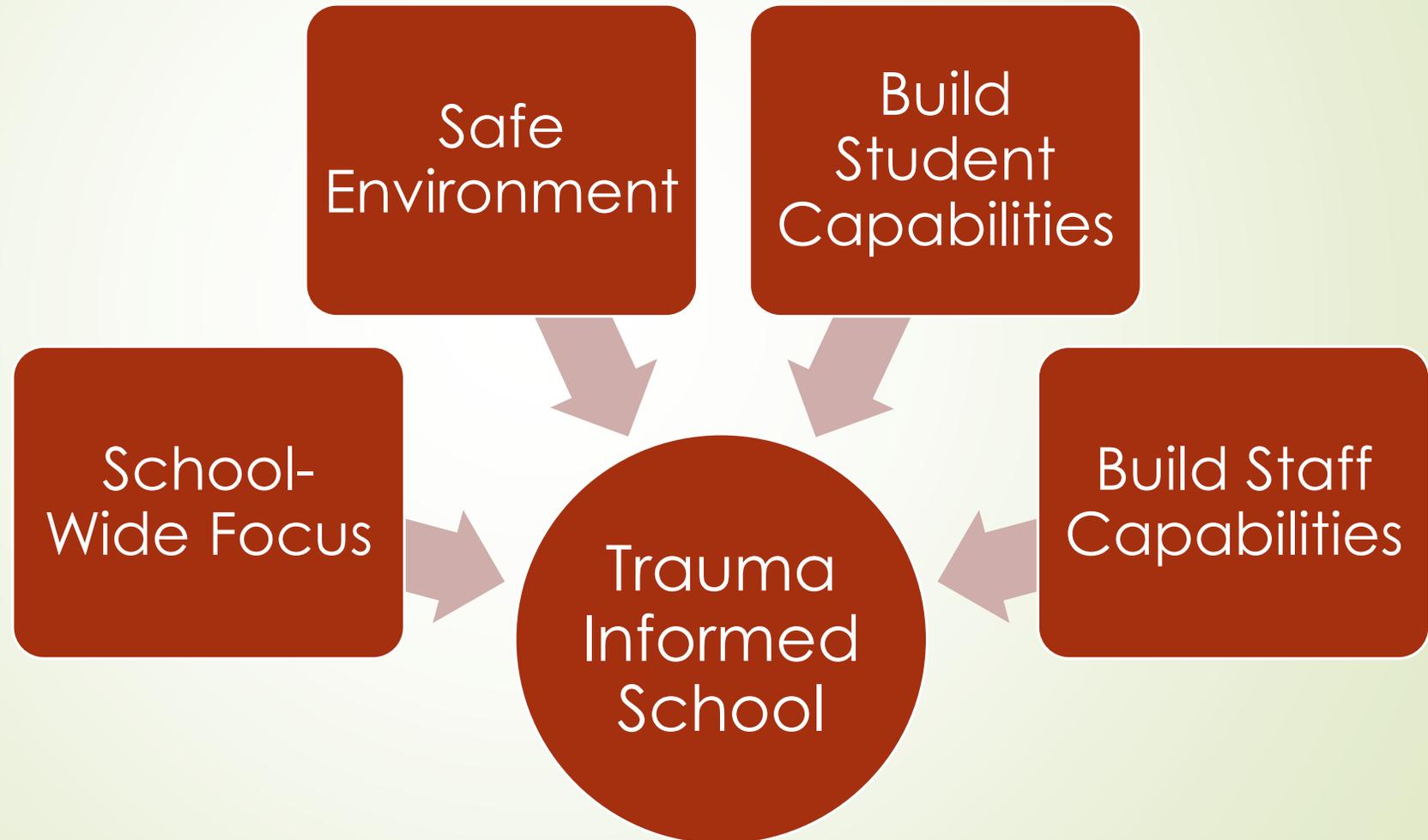
There has a been a growth of information toward trauma informed schools

This can also be overwhelming with the many practices and initiatives already in place

(i.e. PBIS, Social Emotional Learning, Growth Mindset, Restorative Practices, Mindfulness, Safety Care, etc.)

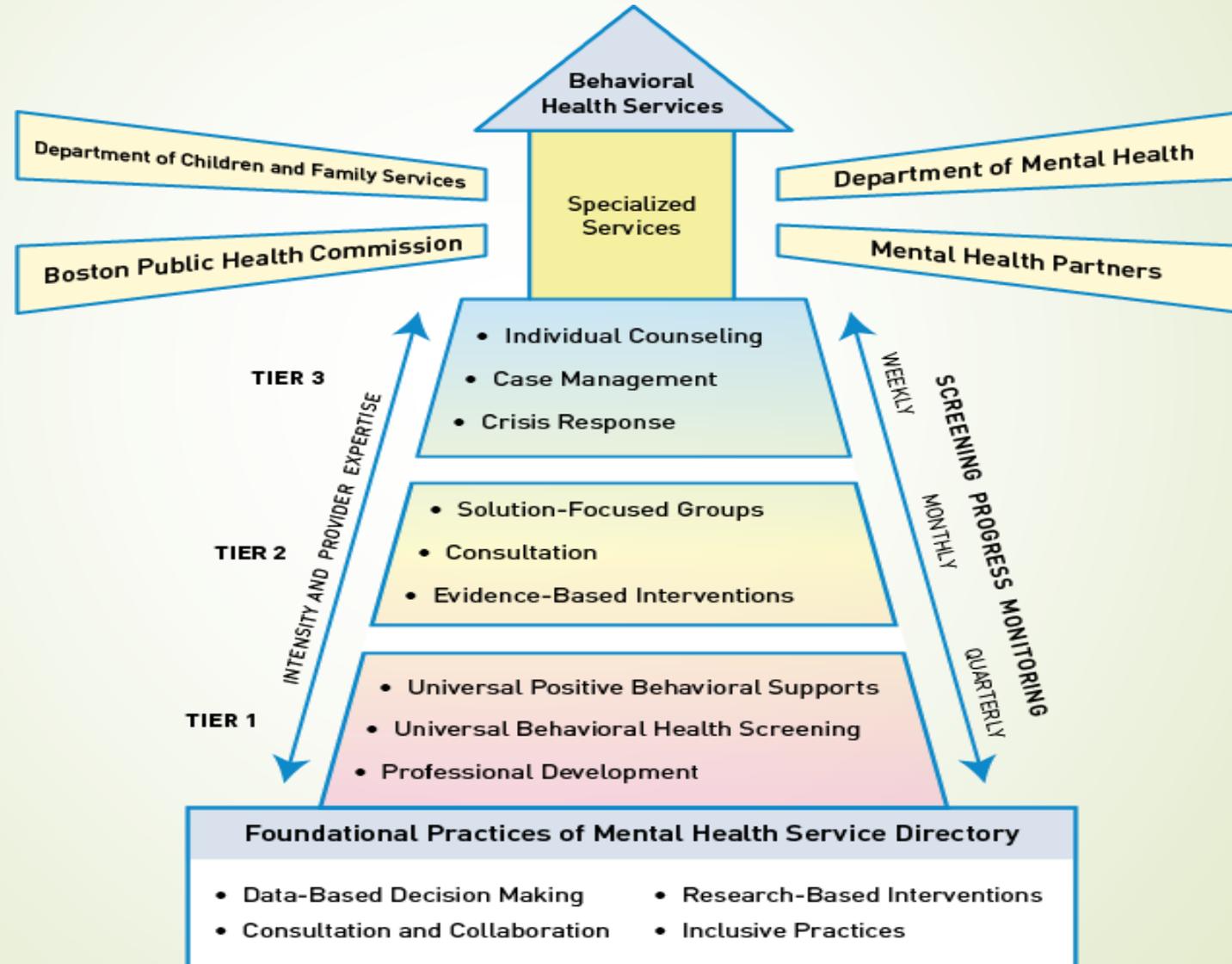
Turn and Talk:

How can your current practices or interventions (at each Tier) be implemented from a trauma-informed perspective?



Comprehensive Behavioral Health Model -

<https://cbhmboston.com/what-is-cbhm/>



Creating trauma-sensitive schools requires a shift in policy and in practice.

NASP recommends that schools and local districts:

- Prioritize efforts to create safe and supportive school environments
- Provide funds to integrate social–emotional learning into the curriculum
- Adopt positive discipline and restorative justice practices
- Provide ongoing professional development, particularly related to toxic stress, adversity, and trauma
- Improve access to school mental and behavioral health services
- Strive toward the NASP recommended staffing ratio of 500–700 students per school psychologist

NASP: Role of School Psychologists in Supporting Trauma-Sensitive School

Psychologists are uniquely trained to deliver high-quality, evidence-based mental and behavioral health services in schools to ensure that all students have the support they need to thrive. Specifically, school psychologists:

- Provide comprehensive mental and behavioral health services to all students
- Develop comprehensive data collection and management plans to help coordinate service delivery
- Consult with other educators on strategies and interventions for reducing barriers to learning
- Work with administrators to implement school-wide mental and behavioral health programs
- Promote school policies and practices that ensure positive and safe learning environments for all students
- Provide ongoing professional development regarding trauma informed practices
- Educate families about the impact of toxic stress, adversity, and trauma



Resources



National Association of School Psychologists

<https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/trauma-sensitive-schools>

National Center on Safe and Supportive Environments

<https://safesupportivelearning.ed.gov/>

The National Child Traumatic Stress Network

<https://www.nctsn.org/>

Trauma-Informed Practices in Schools Across Two Decades: An Interdisciplinary Review of Research: [M. Shelley Thomas](#) , [Shantel Crosby](#), [Judi Vanderhaar](#)

<https://journals.sagepub.com/doi/full/10.3102/0091732X18821123>



Resources

Trauma Sensitive Schools Training Package (USDE and AIR)

RAND: How You Can Help Students Recover from Traumatic Experiences •
Creating Trauma Sensitive Schools to Improve Learning: WI Dept. of Public
Instruction

Helping Traumatized Children Learn [Trauma and Learning Policy Initiative] •
Child Trauma Toolkit for Educators: NCTSN

Compassionate Schools: The Heart of Teaching and Learning • Massachusetts
Trauma Sensitive Schools

Trauma Stewardship Institute



Resources

Wisconsin Department of Public Instruction •

https://media.dpi.wi.gov/sspw/av/trauma_sensitive_schools_mod_13/story_content/external_files/Module%2013%20Implementation%20Tool.pdf

Trauma Responsive Schools Implementation Assessment • Supporting and Educating Traumatized Students: A Guide for School-based Professionals (DISCLAIMER) • 30% OFF Code ASPROMP8 by going to oup.com/us

Mind Yeti by Committee for Children

Illinois Childhood Trauma Coalition

CASEL (SEL curriculum/activities by grade levels)