

# 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

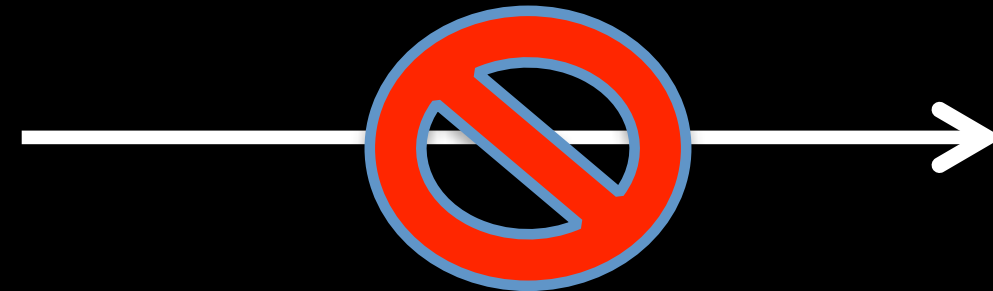
Conscious Discipline, Dr. Becky A. Baily

# 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 solutions.

Traditional discipline approach has  
been to....

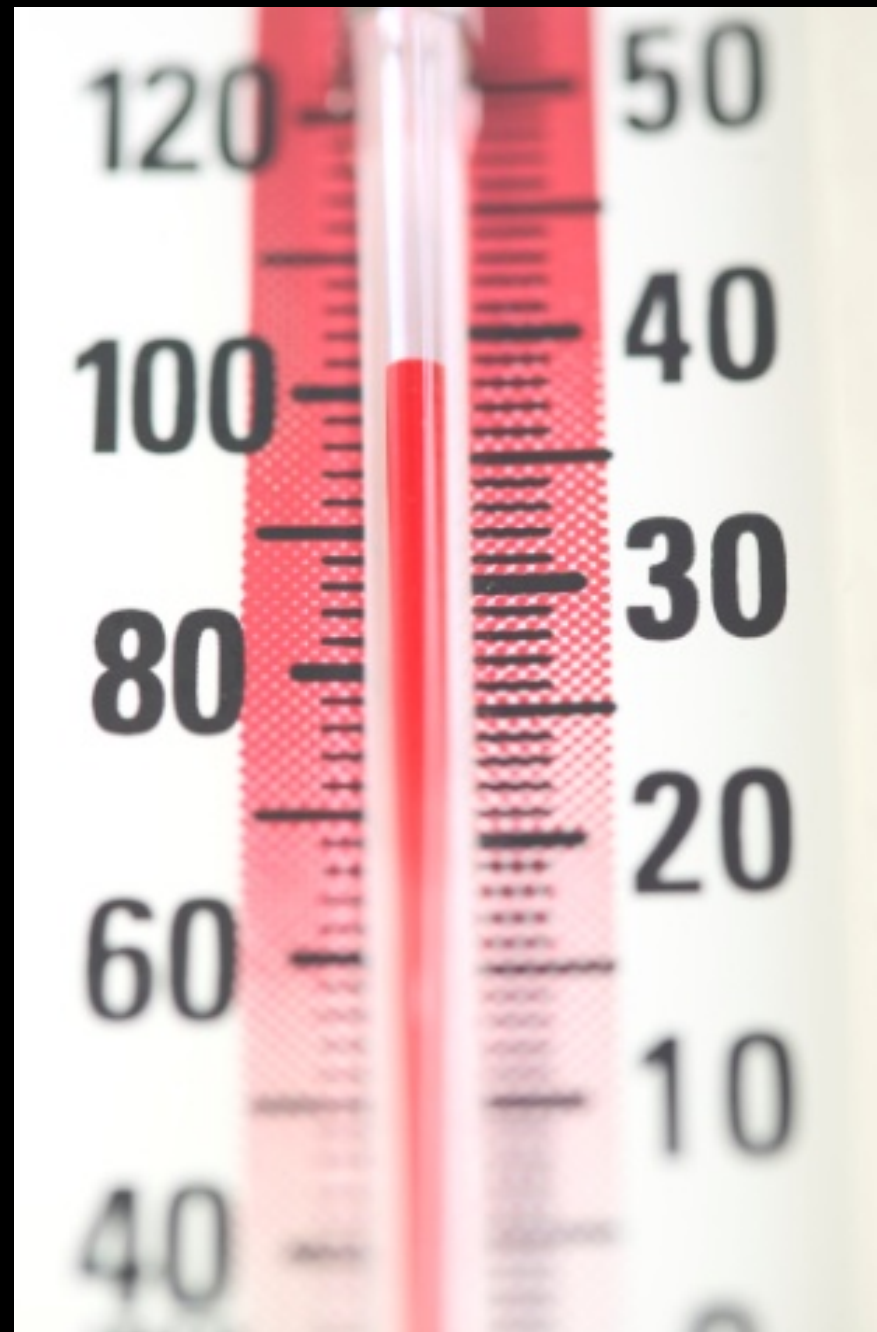
Recognize



React



Causes Students to  
Escalate





“A deeper understanding of ourselves...leads to a deeper understanding of our students.”



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

**Conscious Discipline, Becky A. Baily**

# The 5-Step Self-Regulation Process



Concious 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

# Adverse Childhood Experiences



Chapter 1

A hand no one  
should have to hold!



# Adverse Childhood Experiences Study



Dr. Rob Anda

CDC

Dr. Vincent Felitti

Kaiser Permanente



A hand no one  
should have to  
hold!





# 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

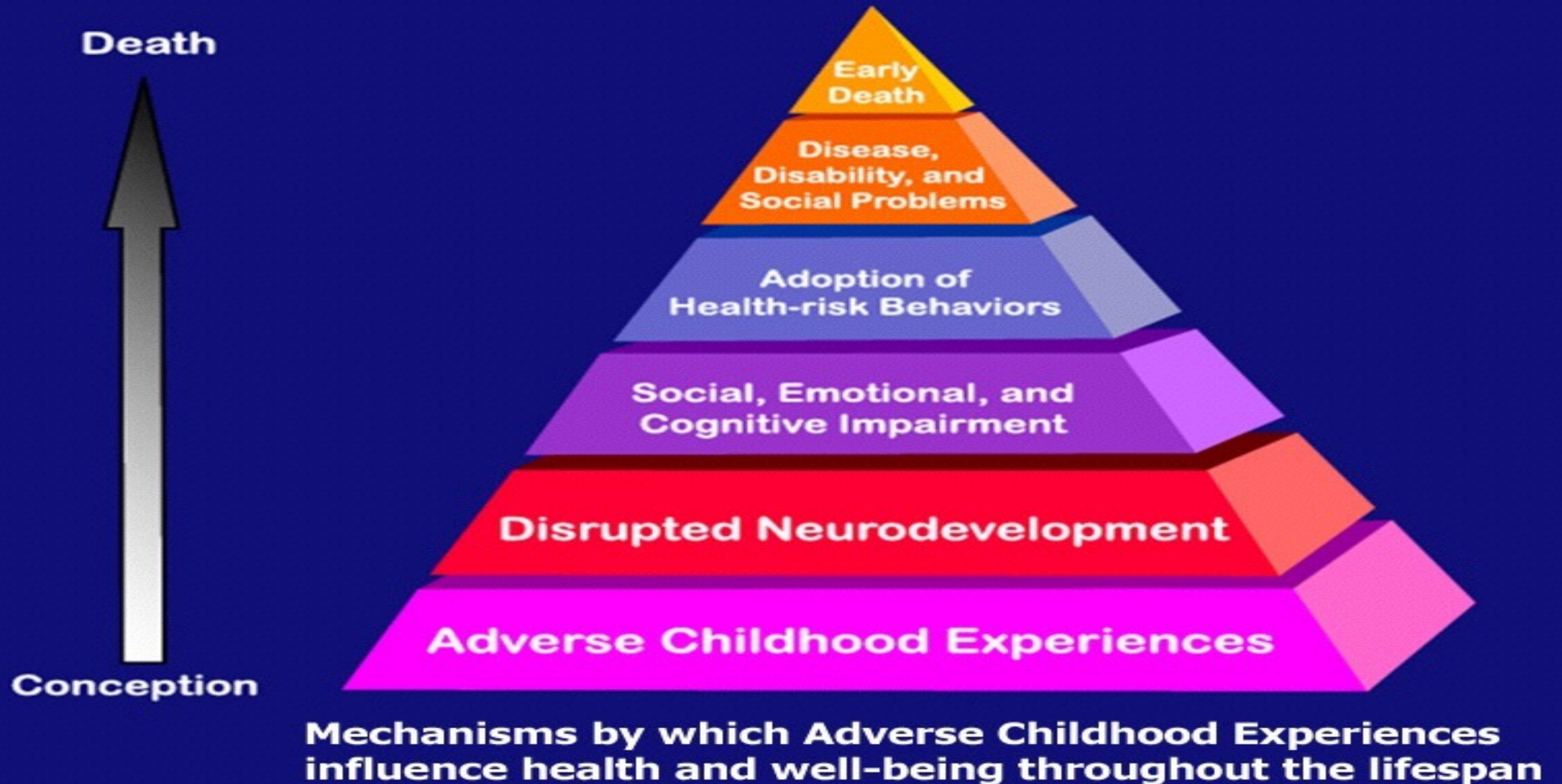
8. Mentally ill, Depressed, or Suicidal Family Member

9. Incarceration of a Family Member

10. Drug Addicted or Alcoholic Family Member



# ACE Study: A Paradigm Shift





# Caring Adult Relationships



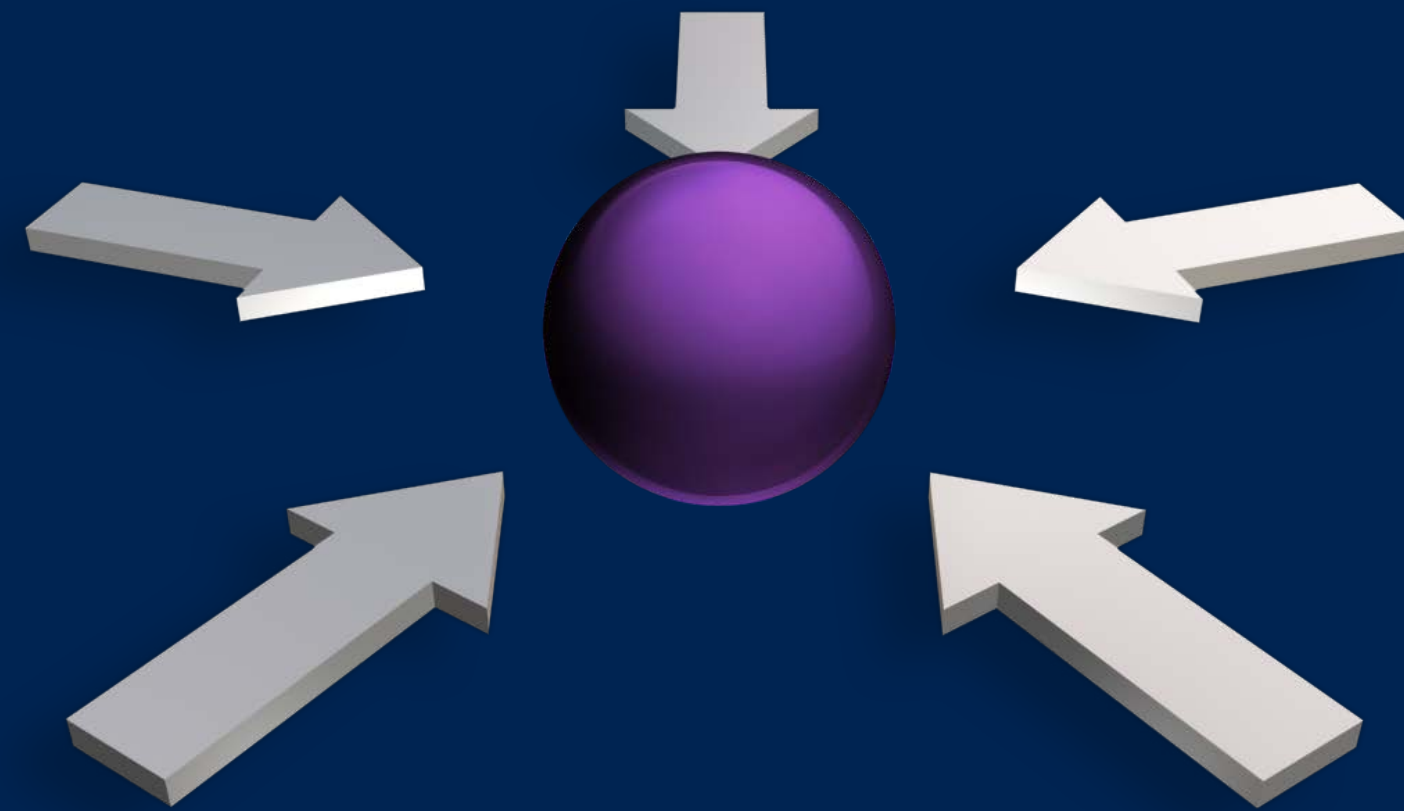
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# Just a few examples of “resilience” to overcome ACEs

- 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.



Caring Adults in your life...



How many of you were able to choose the family you were born into?





# The “caregiver” is responsible for their child’s brain development

Chapter 1



Survival Brain Ready Development Flight

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.

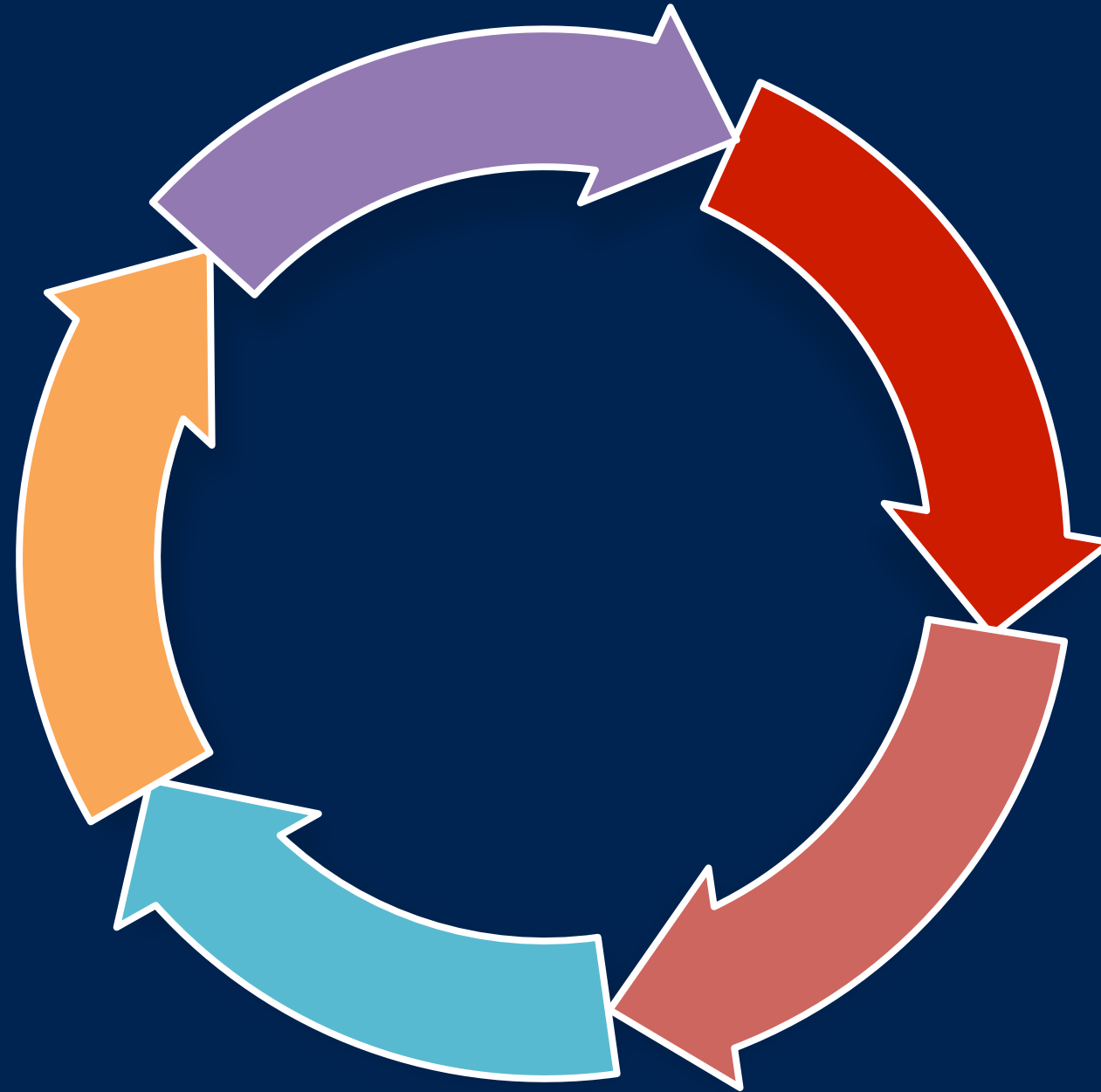
# The brain drives behavior



*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

Chapter 7

It is out of the  
student's  
control

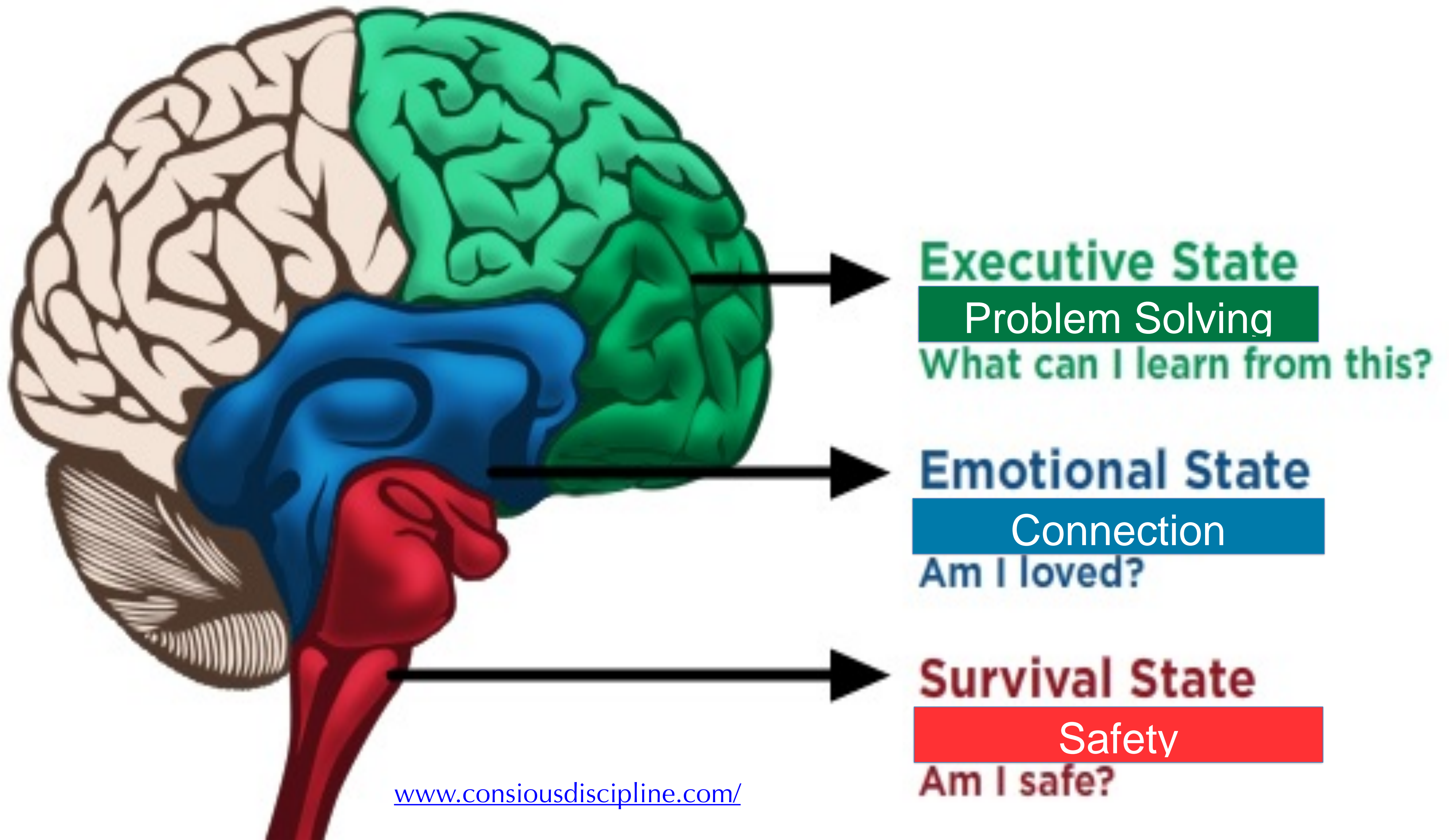


Brain is overwhelmed with  
“Cortisol”

Fight-Flight-Freeze

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

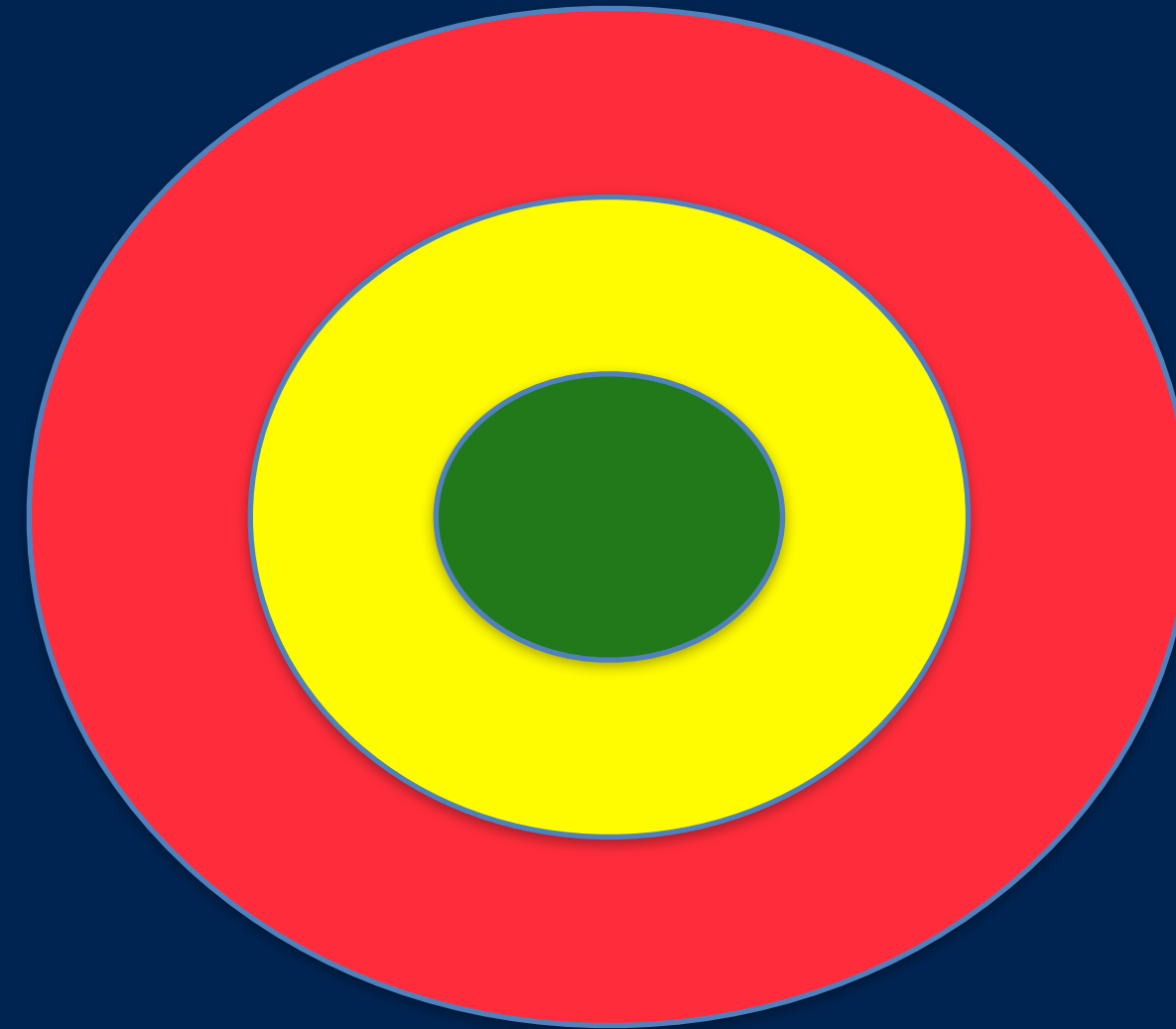








We started with these three strategies



Staff Development - the impact of trauma



# New Approach

*“We went from reacting  
and telling”  
to  
“Asking and responding?”*

## Trauma Lens





# 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

## Chapter 3



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?

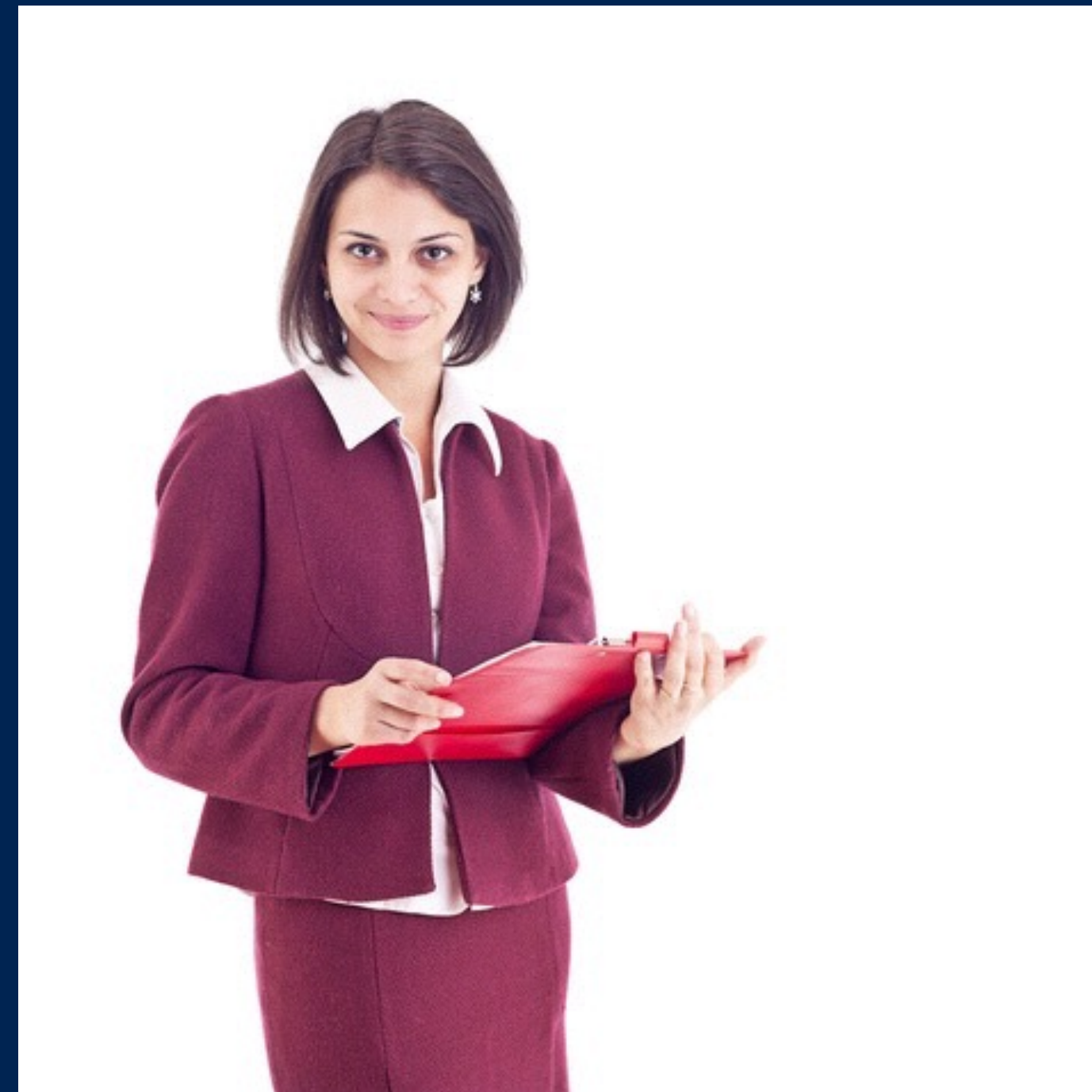


Our body language  
and expressions set  
the office climate  
for those we serve





# We determine the culture of our office...



Chapter 3

## 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



## Chapter 3

# Take time to build a positive relationship with new students and their families

PRINCIPAL



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.

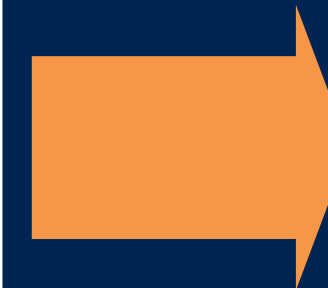


PRINCIPAL

Student's healing will  
be found in the  
moments student's  
voice is heard and  
validated



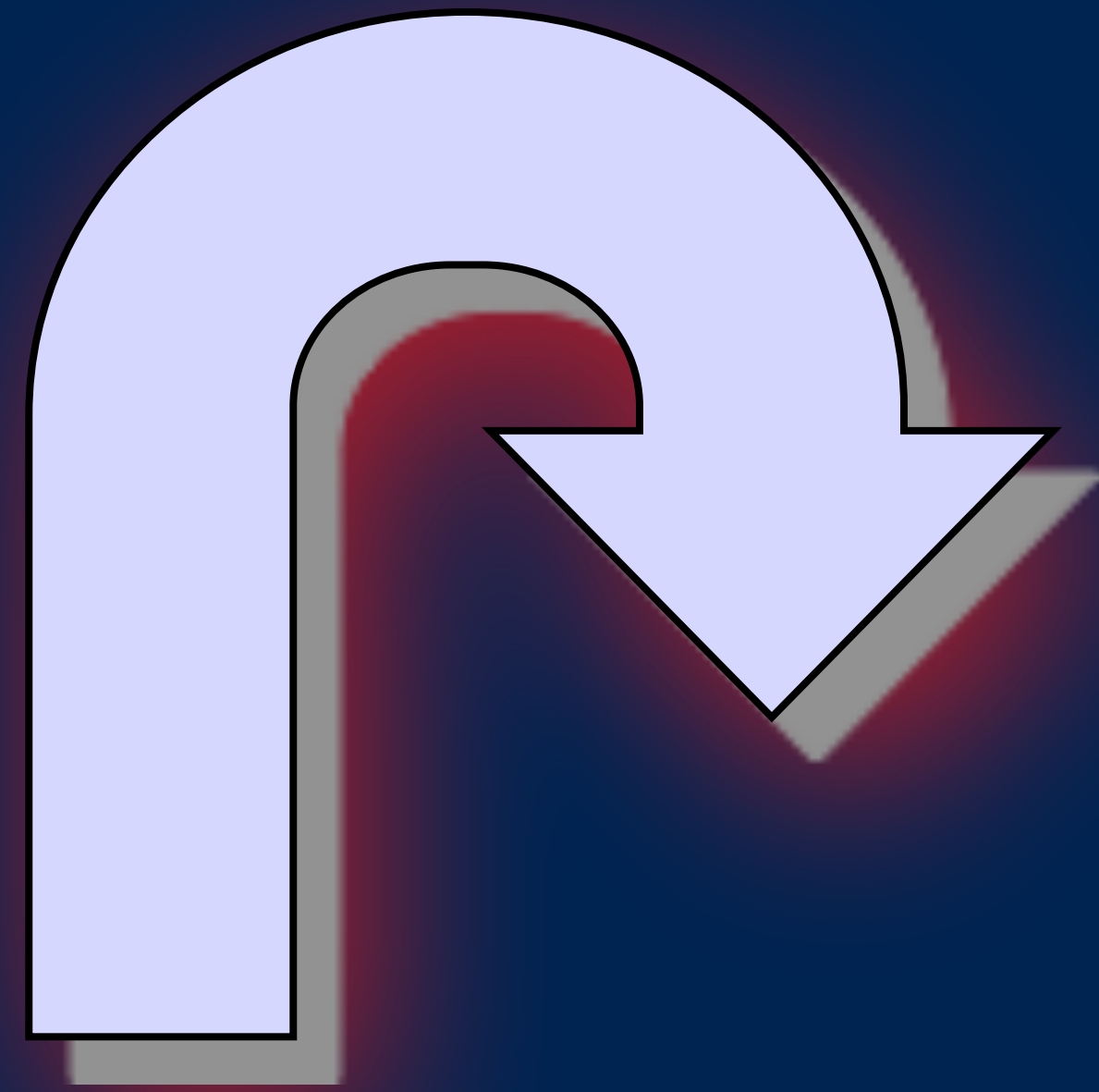
Allowing students to  
express their feelings  
is the beginning... to  
changing their belief  
system about



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



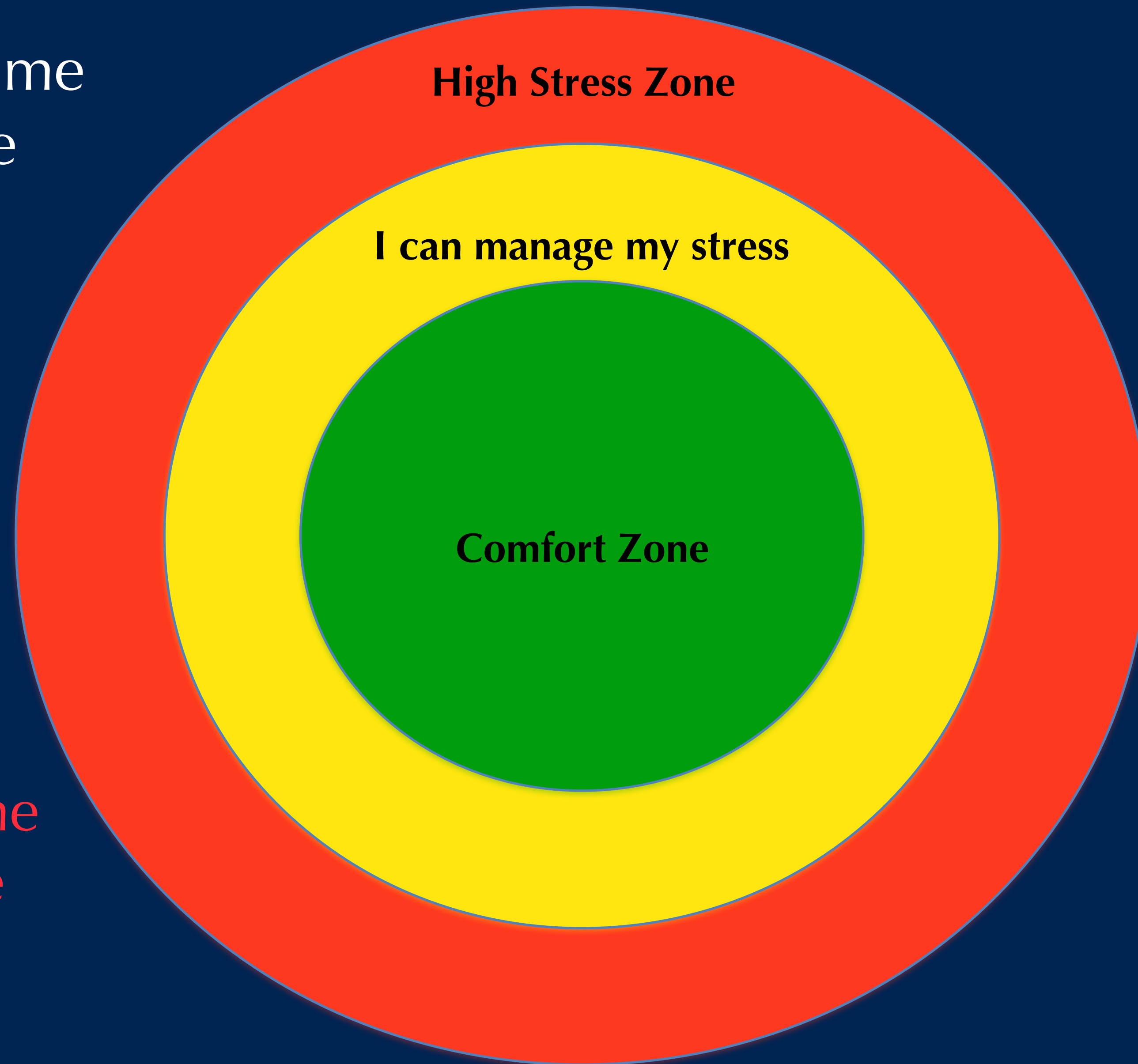
Trauma-informed approach to school discipline



# Principal's office becomes a classroom...

Students need time  
to de-escalate

Identify triggers and  
provide options



YOU... need time  
to self-regulate

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

Trauma impacted students don't understand unconditional love





# Implement Options For Accountability

## Chapter 3

**In School  
Suspension**

**Timeout**

**Lunch Detention**

**After-school  
Detention**

**Illegal/Charges/  
Arrest**

**Hold Students  
Accountable**

# 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

Chapter 5

Specifically look for  
students who isolate

Make note of an upset  
student and follow up

Proactive, Proactive,  
Proactive, Proactive

**Staff visible during  
passing time... proactive**

**Keep connected to your  
struggling kids**

**Acknowledge kids doing  
it...right**

**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.

# Sample of Behavior Tracker...office referrals Chapter 8

Student	Date	Grade	Teacher	Left Campus	Consequences	Ethnic	Lunch	Prog.	Parent Notification	Ad	Arrested
	1/31/12	9		Refusal to Work	1 day of ISS	W			Mom	Jim	
	9/10/12	10		Left Campus	Lunch Det	W				Jim	
	9/12/12	10		Defiance	1 day ISS	W	X			Jim	
	9/13/12	10		Left Campus	1 day ISS	W			mom	Jim	
	9/13/12	10		Truant	1 day ISS	W			dad	Jim	
	9/14/12	10		Defiance	After School Det. 30	H	X			Broo	
	9/17/12	11		Left Campus	1 day ISS	W	X		Mom	Jim	
	9/18/12	10		Defiance	1 day ISS	W	X			Jim	
	9/18/12	11		Fight	1 day oss, 2 days ISS	W	X		Grandma	Jim	X
	9/18/12	11		Fight	1 day oss, 2 days ISS	H	X		mom	Jim	X
	9/19/12	9		Defiance	Lunch Det	W	X			Jim	
	9/20/12	12		Assault	3 day OSS, Transfer	W	X			Jim	Charged
	9/26/12	10		Det. Refusal	3 days Lunch Det.	W	X			Jim	
	9/26/12	10		Disruption	1 day ISS	W	X		Mom	Jim	
	9/27/12	9		Out Disrupt	1 day oss, 1 day ISS	W	X	BD	Mom	Jim	
	9/27/12	12		Teacher's Com	1 day ISS	H	X	BD		Jim	
	9/28/12	10		Defiance	1 day ISS, 2 days Lunch	W	X		Mom	Jim	
	9/28/12	10		Truant	1 day ISS, 2 days LunchH	H	X		Mom	Jim	
	10/1/12	12		Defiance	1 day ISS	H	X	IEP		Jim	
	10/1/12	12		Left Campus	2 day ISS	W	X	BD	Mom	Jim	
	10/1/12	12		Truant	2 day ISS	W	X	BD	Mom	Jim	
	10/2/12	10		Defiance	1 day ISS	W	X		Mom	Jim	
	10/4/12	12		Assault	5 day Suspension	H	X		Mom	Jim	Arrested
	10/4/12	12		Defiance	1 day suspension, 1 day ISS	W				Jim	
	10/4/12	11		Fight	1 day ISS, 2 day Suspension	H	X	IEP		Jim	
	10/4/12	12		Left Campus	1 day ISS	H	X		Mom	Jim	
	10/4/12	12		pot possession	1 day ISS, 2 day Suspension	H	X		Mom	Jim	Charged
	10/5/12	12		Det. Refusal	1 day ISS	W				Jim	



# Tracking Student Attendance

LAST	FIRST	DOB	GR	PARENTS	ADDRESS	PHONE	PRLT	SUPT	PA LT	PET	#Abs
		08/02/96	10		1809 Plaza Way, TRLR 11, WW	(509) 240-5948	12/12/12	12/13/12			6
		05/15/97	9		630 Chase Ave, WW	(509) 200-5946	10/7/12	10/8/12	10/9/12	11/28/12	20
		12/21/95	11		313 N Roosevelt, WW	(509) 522-4249	1/31/13				3
		12/18/96	10		312 S 11th Ave, WW	(509) 524-3019	11/16/12	11/28/12			7
		01/15/95	12		DROP - 18 YOA	(509) 380-1619	11/16/12	11/19/12	11/28/12		23
		01/01/96	11		1910 Sunset Dr, Apt A	(509) 876-2970	11/16/12	11/28/12			4
		01/14/97	9		DROP - TRANSFER OOD	(509) 629-8478	10/30/12	10/31/12			5.5
		12/26/96	10		210 Cascade Dr, WW	(509) 540-9786	11/16/12				1
		05/09/96	11		324 Myrtle St, WW	(509) 301-4840	1/31/13	2/4/13			4
		08/21/95	12		225 NE C St, CP	(541) 310-9276	12/12/12	12/13/12	1/11/13		7
		02/08/97	10		116 W Pine St, WW	(509) 876-4481	10/7/12	11/28/12	12/12/12		7
		10/13/97	9		634 Cardinal Dr, WW	(509) 876-4465	10/7/12				1
		11/16/95	10		817 N Main St, WW	(509) 200-7797	11/16/12	11/28/12			5.5
		09/25/95	11		317 Grape St, WW	(509) 525-5353	11/28/12	1/11/13			2.5
		05/25/97	9		317 Grape St, WW	(509) 525-5353	10/7/12	10/8/12	10/9/12	12/11/12	19
		04/23/96	11		712 Lincoln St, WW	(509) 540-1840	11/16/12	12/12/12			5.5
		10/17/95	11		1235 S Dewey Dr, CP	(509) 956-6490	11/16/12	1/11/13	1/31/13	*	14.5
		03/23/97	10		1038 Franklin St, WW	(509) 200-4307	11/28/12	12/12/12	1/11/13		7.5
		10/11/95	11		419 N 13th Ave, WW	(509) 526-5540	11/16/12				2
		06/22/95	12		320 N 7th, Apt E, WW	(951) 415-7161	10/7/12	10/8/12	11/28/12		9.5
		202/21/96	11		324 E CHERRY ST, WW	(509) 526-5078	10/31/12	11/28/12	1/11/13		8.5
		11/18/96	10		612 CHASE AVE, WW	(509) 876-6792	10/31/12				2
		03/01/98	9		209 N COLVILLE ST	(509) 876-4053	10/31/12	11/6/12			5
		04/18/96	11		26 W Maple, WW	(509) 386-5733	10/7/12	10/8/12	10/9/12	11/28/12	12.5
		09/25/97	9		26 W Maple, WW	(509) 386-5733			Carry Ove		15.5
		10/29/95	11		321 S Wilbur, WW	(509) 836-9396	11/16/12	11/28/12	1/11/13		8.5
		09/22/95	11		421 E PINE ST, WW	(509) 540-3553	10/31/12	11/6/12	11/16/12	1/11/13	16.5
		DOB	GR		ADDRESS	PHONE	PRLT	SUPT	PA LT	PET	#Abs
		01/19/97	9		738 N 6th Ave, WW	(509) 956-6853	1/31/13	2/4/13	2/5/13	*	13
		12/28/96	10		1331 West Pine St, TRLR 5, WW	(509) 529-0232	10/7/12	10/8/12	10/9/12		7
		12/28/96	10		1331 West Pine St, TRLR 5, WW	(509) 529-0232	10/7/12	10/8/12	10/9/12		7
		11/06/97	9		1507 Walla Walla Ave, WW	(509) 629-2475	11/13/12	11/13/12	11/13/12		11.5
		09/19/96	10		708 Edith Ave, WW	(509) 301-1895	1/11/13				3
		01/02/95	12		DROP - 18 YOA	(509) 526-4039			Carry Ove		8.5
		03/09/96	11		311 Howard St, WW	(509) 629-3122	11/28/12				4.5
		07/01/97	9		408 SE 3rd St, CP	(509) 956-8620	12/12/12	12/13/12			3
		06/06/96	11		220 Garden Dr, WW	(509) 240-4539	11/16/12	11/28/12			5
		01/06/97	10		310 S 10th, WW	(509) 876-2045	10/31/12	11/6/12	11/7/12	11/28/12	26.5

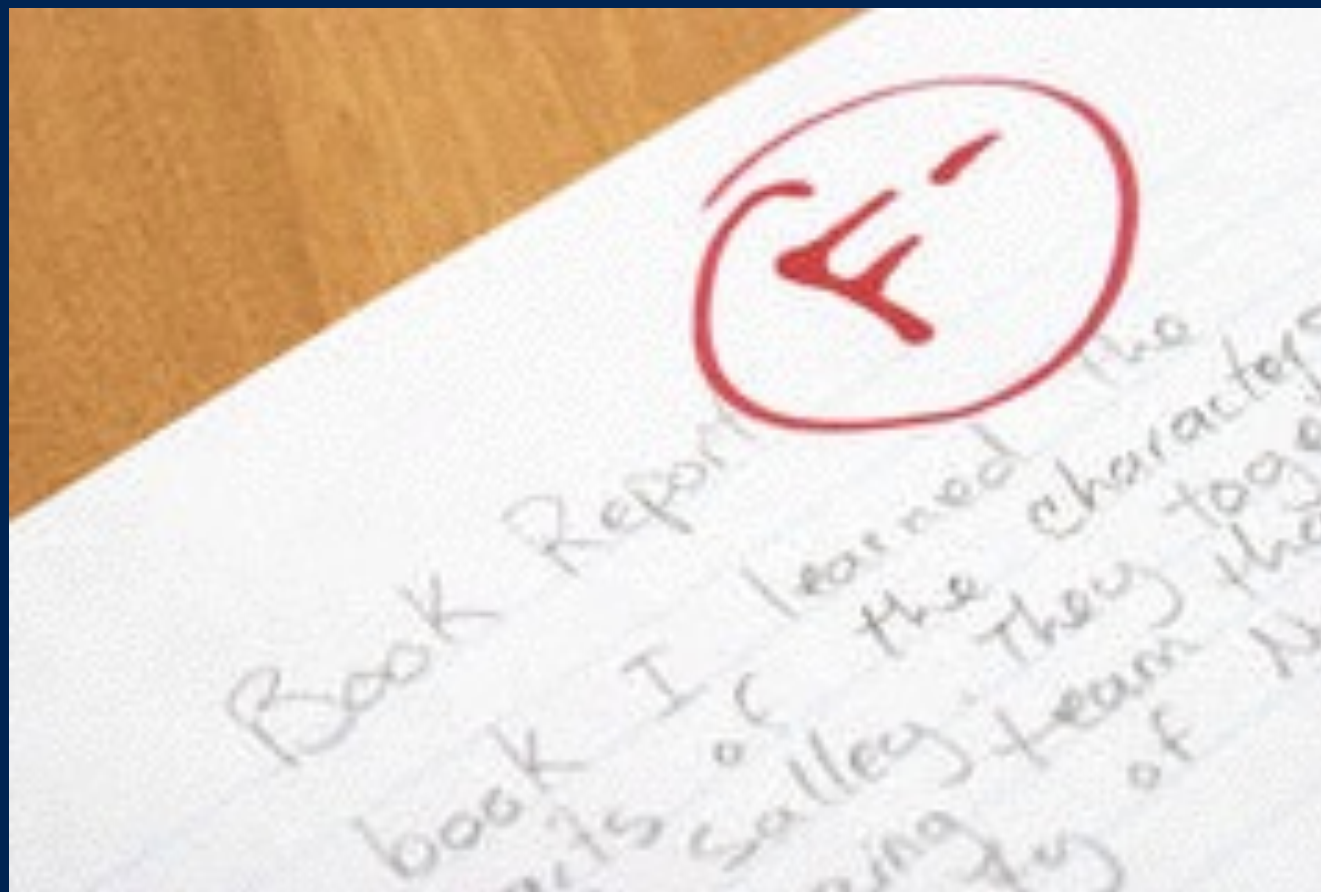
# Student Focus of Concern Staff Meetings

## Chapter 8

Name	Grade	Concern	Action Plan	Done
	12	Attendance	Megan's 18, we'll try to make contact and follow-up on her attendance. Working with Brian	X
		Attendance	Living outside our district in Prescott. We are contacting Prescott High School to make sure they contact her for enrollment. Heather is attending AEP	X
	12	Attendance	We have received a request for Diana's transcripts	X
		Attendance/ Has a sick child	Principal's Letter sent home	X
		Attendance	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 & Prosecuting	X
		Attendance/May have moved to Mexico	Has moved to Mexico	X
		Attendance	Principal's Letter and Superintendent's Letter sent home	X
		Attendance/Juan has enrolled and should be attending his classes.	Juan is attending classes at Lincoln.	X
	12	Has earned his GED. Wants to re-enroll and earn his H.S. diploma	Was picked up and placed at JJC for several months – would not take him at Lincoln	X
	11	Attendance	Principal's Letter, Superintendent's Letter, and Prosecuting Attorney's Letter sent home – Contempt Charges have been filed	X
	11	Attendance/Family issues	Working with Casey Cramer, Principal's Letter and Superintendent's Letter sent home – Dealing with serious home issues. Brooke has filed a Petition.	X
	12	May be cutting classes	Doing well in some classes and struggling in others. Playing Basketball.	X
	11	Truant/Not coming to school or staying at school	Home visit, parent conference, Principal's Letter, Superintendent's Letter, and Prosecuting Attorney's Letter sent home – Has been petitioned – Currently in	X
	11	Attendance/GED Program	released for online schooling	X
	11	Attendance/Will be living on own	Changed his schedule/Helping him with job placement/will track his attendance and progress. Principal's Letter, Superintendent's Letter, and Prosecuting	X
		Attendance/Word is out that she has moved back to Texas	Moved to Portland	X
		Attendance	Some heavy home stuff happening right now and was ill.	X
	12	Attendance/Sick Baby	- Principal's Letter & Superintendent's Letter sent home – Place in Contract Program	X



# 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?

## Chapter 5



“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 **Chapter 6**

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.**

# 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







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.”

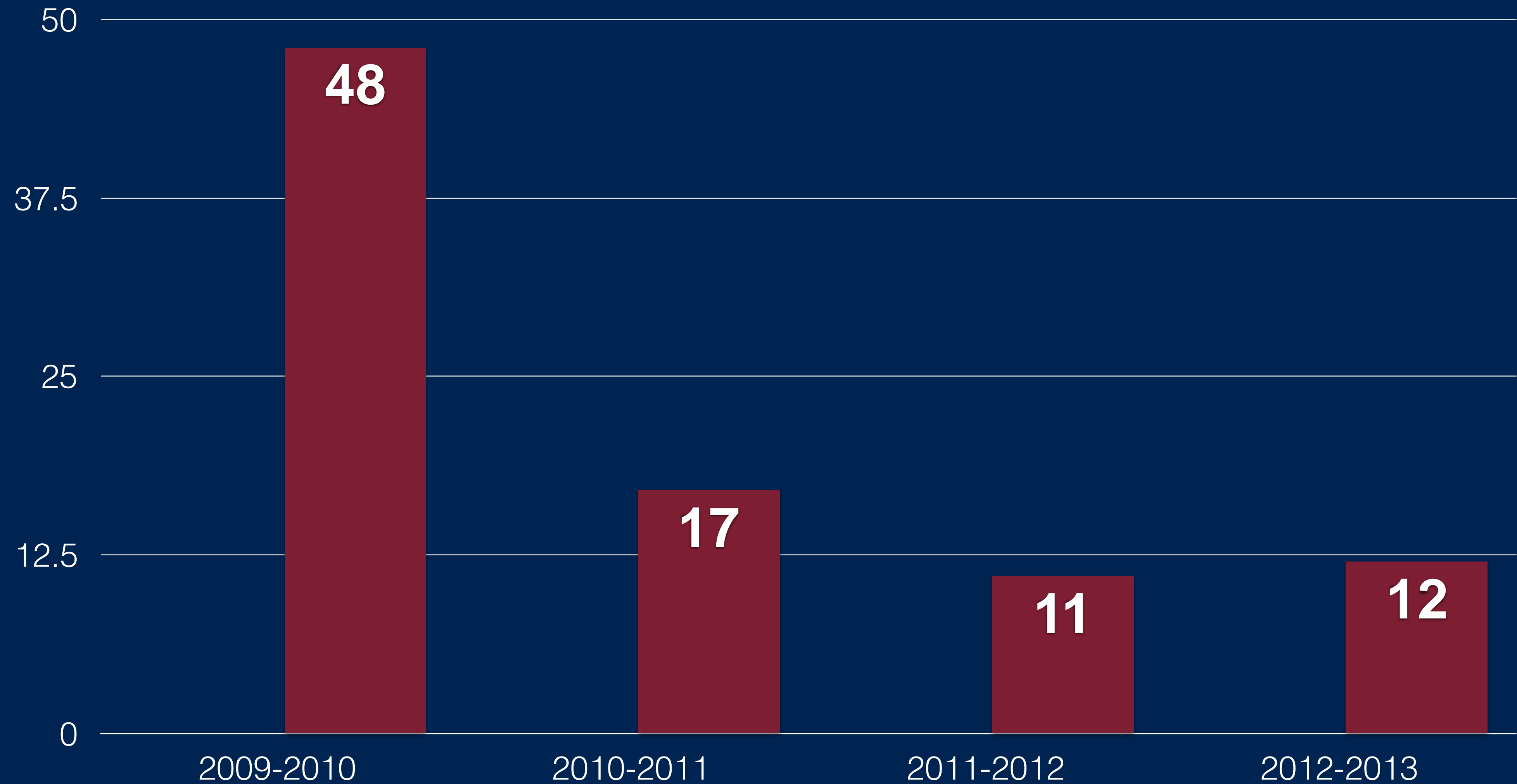


# Student Disciplinary Office Referrals

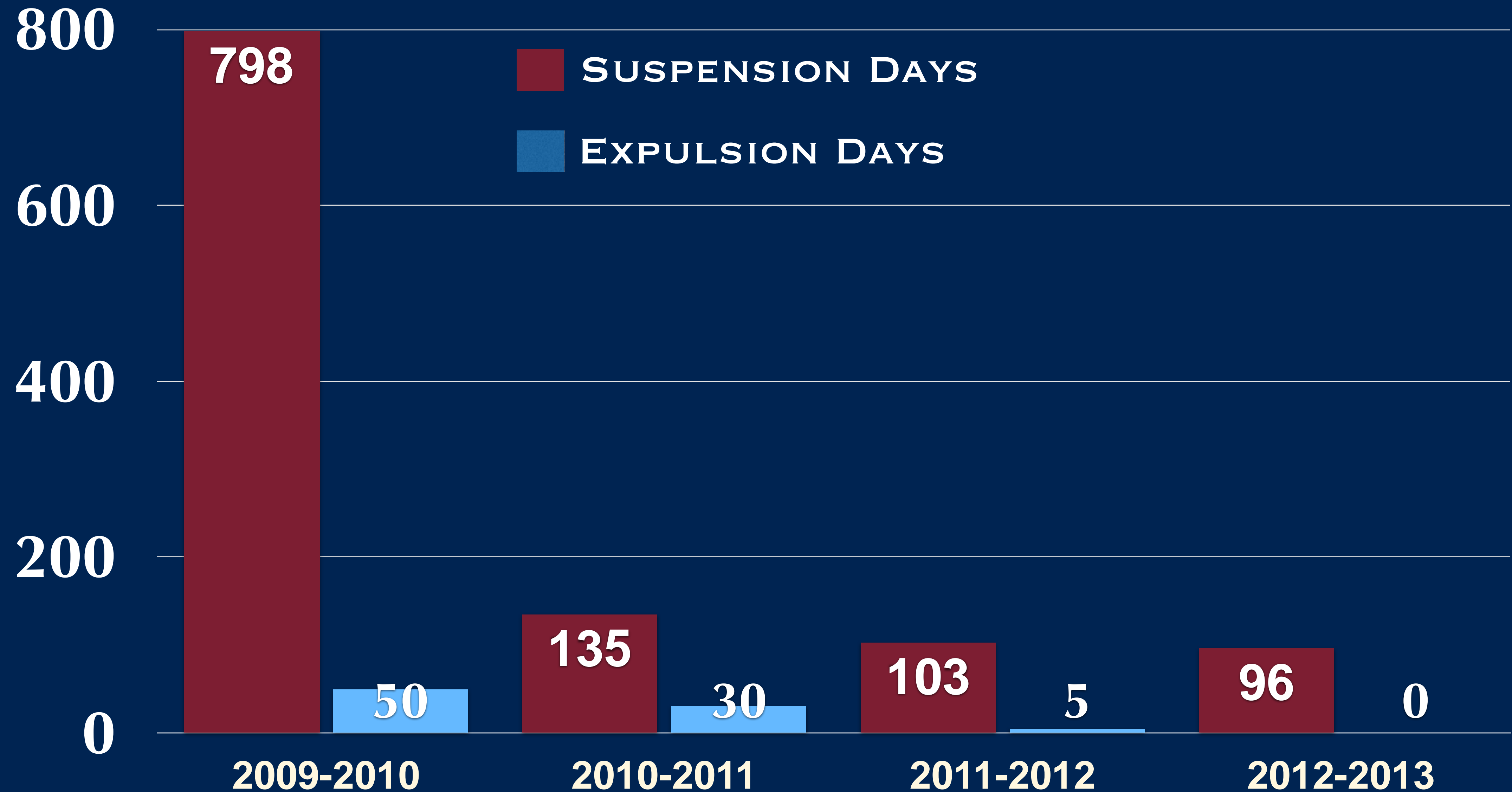




# School incidents requiring police action

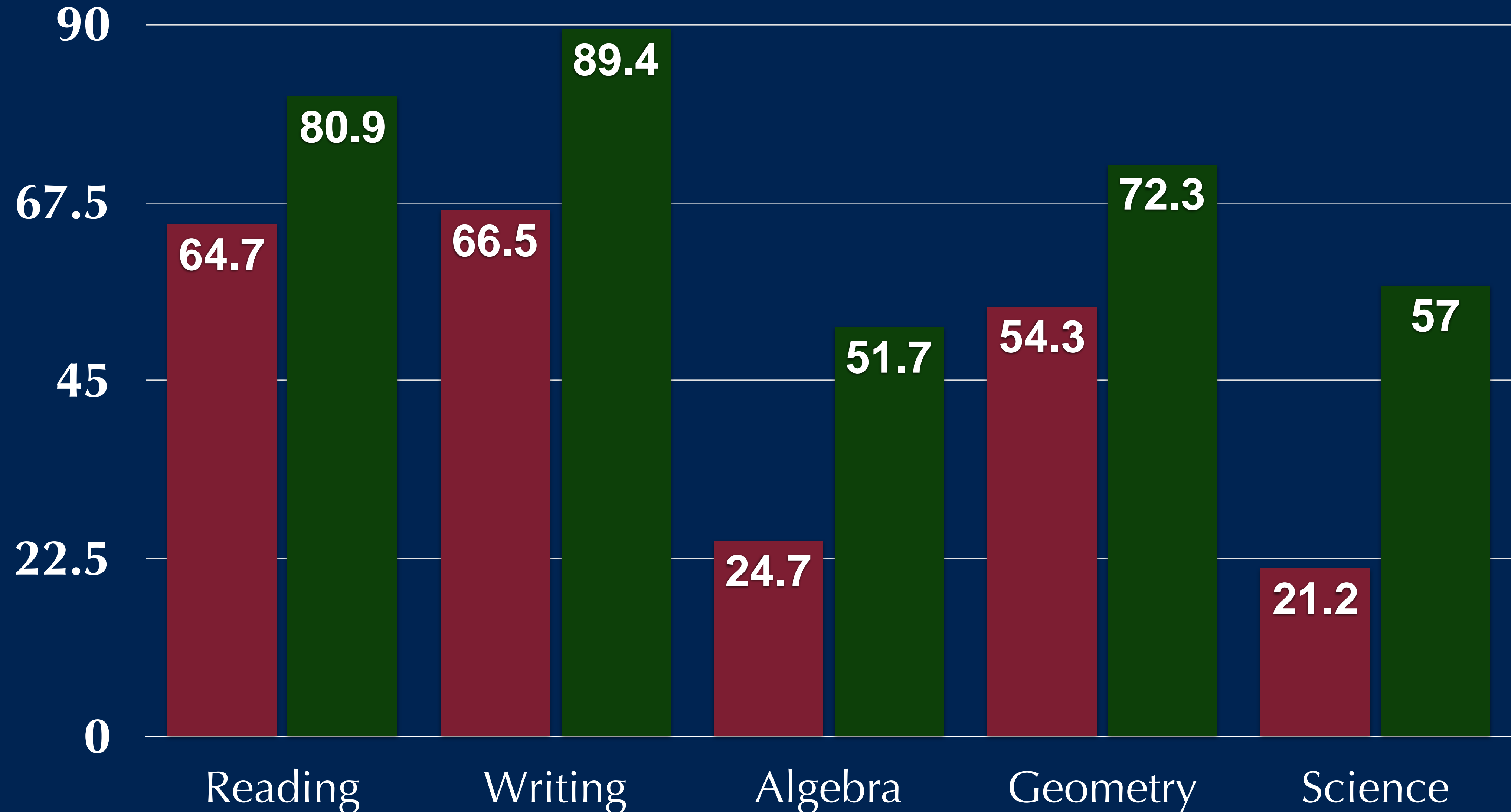


# Number of days students were out of school



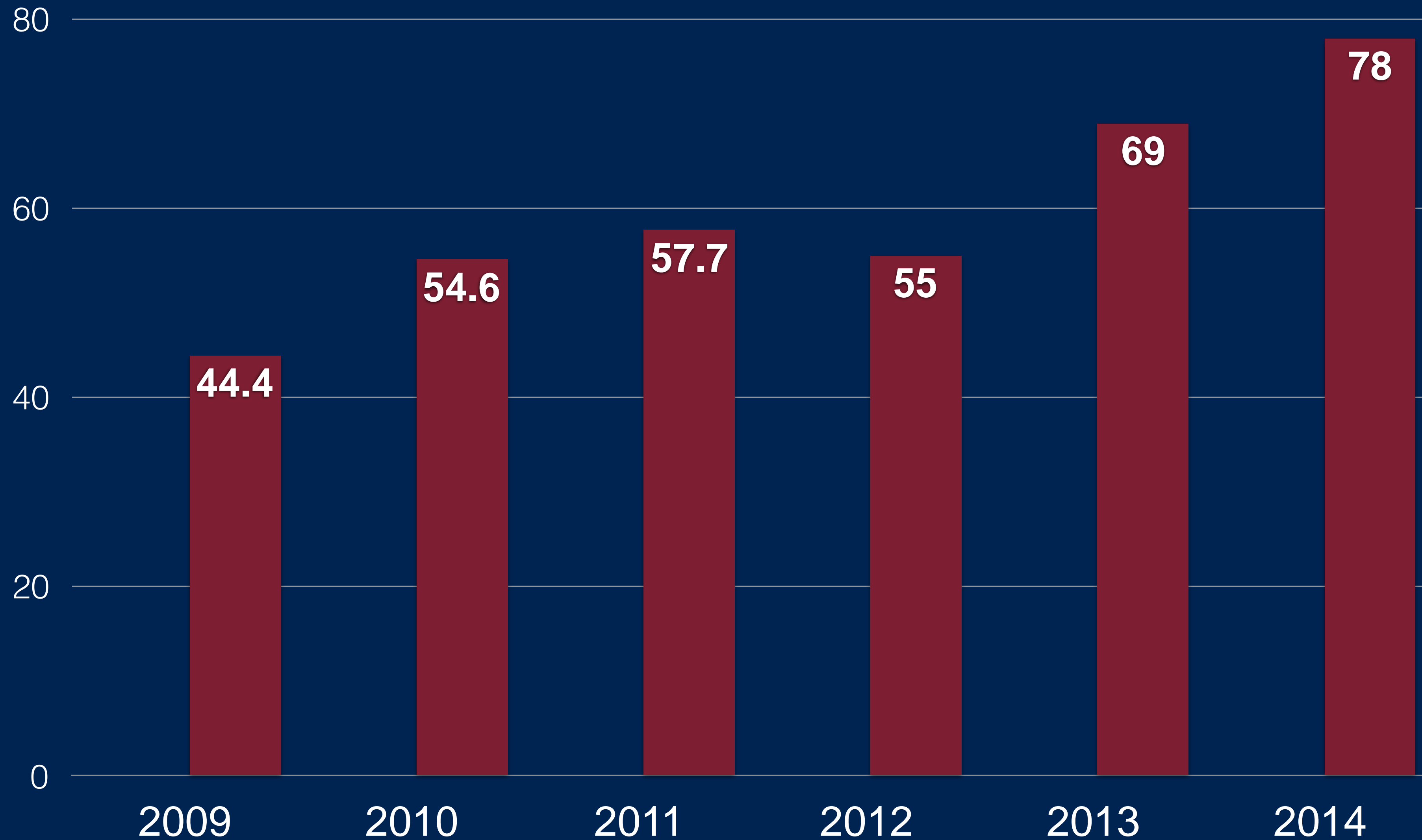


# State assessment scores 2012 & 2013



Social and emotional regulation and development = Engagement in the Learning

# Lincoln High School Graduation Rates





# WHAT IS MY OWN ACE SCORE?

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

[Pollev.com/jimsporleder253](https://Pollev.com/jimsporleder253)





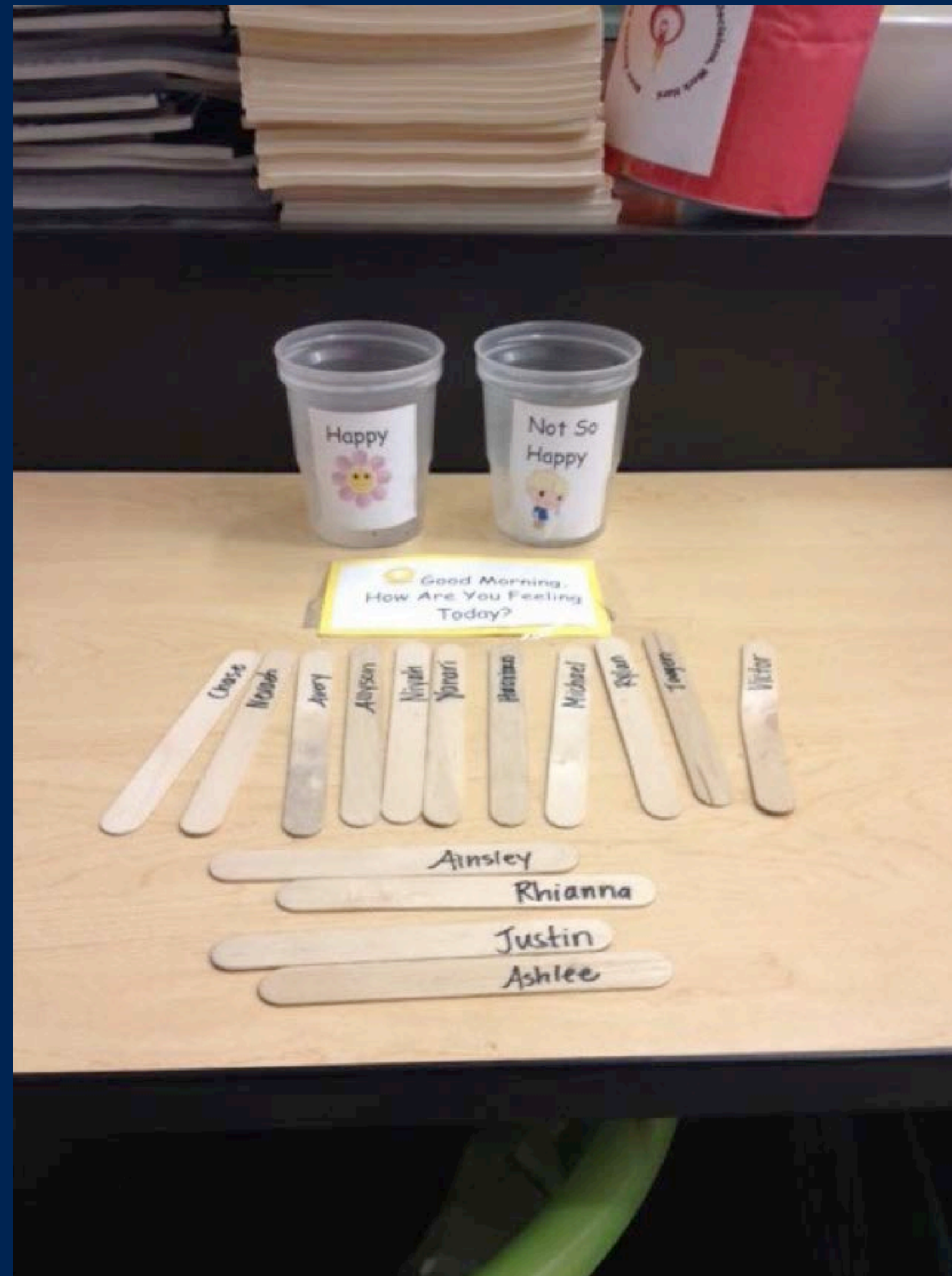


Website: <http://fairydustteaching.blogspot.com>





# Feeling Scale



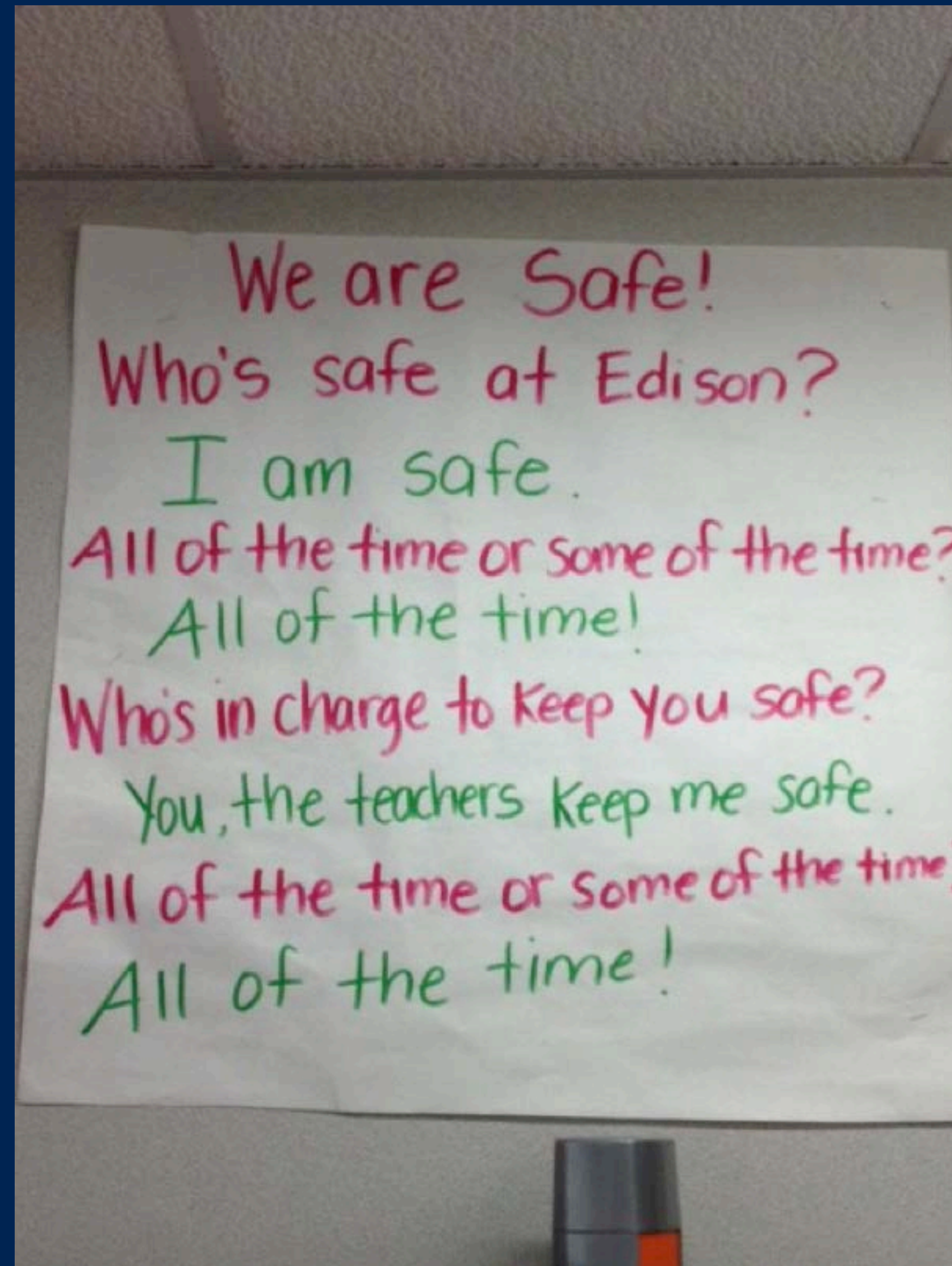


Safe Zone... not a time out





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