


Statewide Trauma-informed schools




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Rather than being an interpreter,
the scientist who embraces a
new paradigm is like the man
wearing inverting lenses.

Thomas Kuhn



The trauma-informed schools movement has the potential to be transformational

It could represent the most significant educational reform since learning disabilities were recognized over 50 years ago.

SB 638: trauma-Informed schools initiative

- Establishes the Trauma-Informed Schools Initiative in DESE
- DESE shall:
- Provide information on the trauma-informed approach to all schools
- Offer training on trauma-informed to all schools
- Develop an informational website
- Trauma-Informed Schools Pilot Program

Why trauma-informed

- Traumatic childhood events and toxic stress impact a lot more students than we have previously realized.
- Trauma and toxic stress are significant non-academic barriers to learning.
 - **Decreased IQ and reading ability (Delaney-Black et al., 2003)**
 - **Lower grade-point average (Hurt et al., 2001)**
 - **More days of school absence (Hurt et al., 2001)**
 - **Decreased rates of high school graduation (Grogger, 1997)**
 - **Increased expulsions and suspensions (LAUSD Survey)**
- Many of the classroom behavior management strategies that teachers have learned don't work and are too narrowly targeted.
- Trauma-informed practices help ALL students.

And, it's not just about the students

- Nationwide, approximately 30% of new teachers leave the profession after just 3 years and 45% leave after 5 years.
- According to the U.S. Department of Education, teacher turnover is the highest in public schools where 50% or more of the students receive free and reduced lunch.
- In a 2012 Association of Teachers and Lecturers survey, 73% of respondents stated that their job was having a negative impact on their wellbeing.

The missouri model: a developmental framework for trauma-informed

Trauma Aware



Trauma Sensitive



Trauma Responsive



Trauma Informed

Essential components of trauma-informed practices

- Training educators on the impact of trauma and toxic stress on the developing brain, learning, and behavior
- Creating effective learning and teaching environments by developing safe, connected relationships for teachers and students
- Creating effective learning and teaching environments by establishing predictable routines and non-punitive behavioral supports for students
- Identifying and teaching lagging social-emotional skills to students

It all starts with a lens shift



The shift from “What’s wrong with you?” to “What happened to you?”





trauma awareness & sensitivity

Creating trauma awareness & sensitivity

- Whole building and targeted group trainings on:
 - The impact of childhood adversity and toxic stress on the developing brain, behavior, and learning.
 - The need for children to feel safe to learn and for teachers to feel safe to teach
 - The shift from control to regulation
 - Recognizing that safety starts with safe relationships
 - The importance of routine, predictability, and structure
 - The importance of creating community and developing safe spaces

Creating trauma awareness & sensitivity

- Whole building and targeted trainings on:
 - Identifying students' needs and triggers
 - Supporting transitions
 - Creating safety through choice and control
 - Creating safety through strength-based learning and scaffolding of supports
 - Creating safety and identifying recurrent problems through collaborative practices
 - Understanding window of tolerance
 - Understanding the role of traumatic reenactment in challenging behaviors
 - Understanding why consequences don't work and why fear-based consequences are even worse



trauma-responsive

Becoming trauma-responsive

- Build a leadership team:
 - Trauma-Informed Leadership Committees (TLCs)
- Provide ongoing TLC and targeted group training on:
 - Trauma informed book studies
 - More detailed training on collaborative practices
 - Training on vicarious trauma, compassion fatigue, identifying personal triggers, and creating safety plans
 - Training on self-care

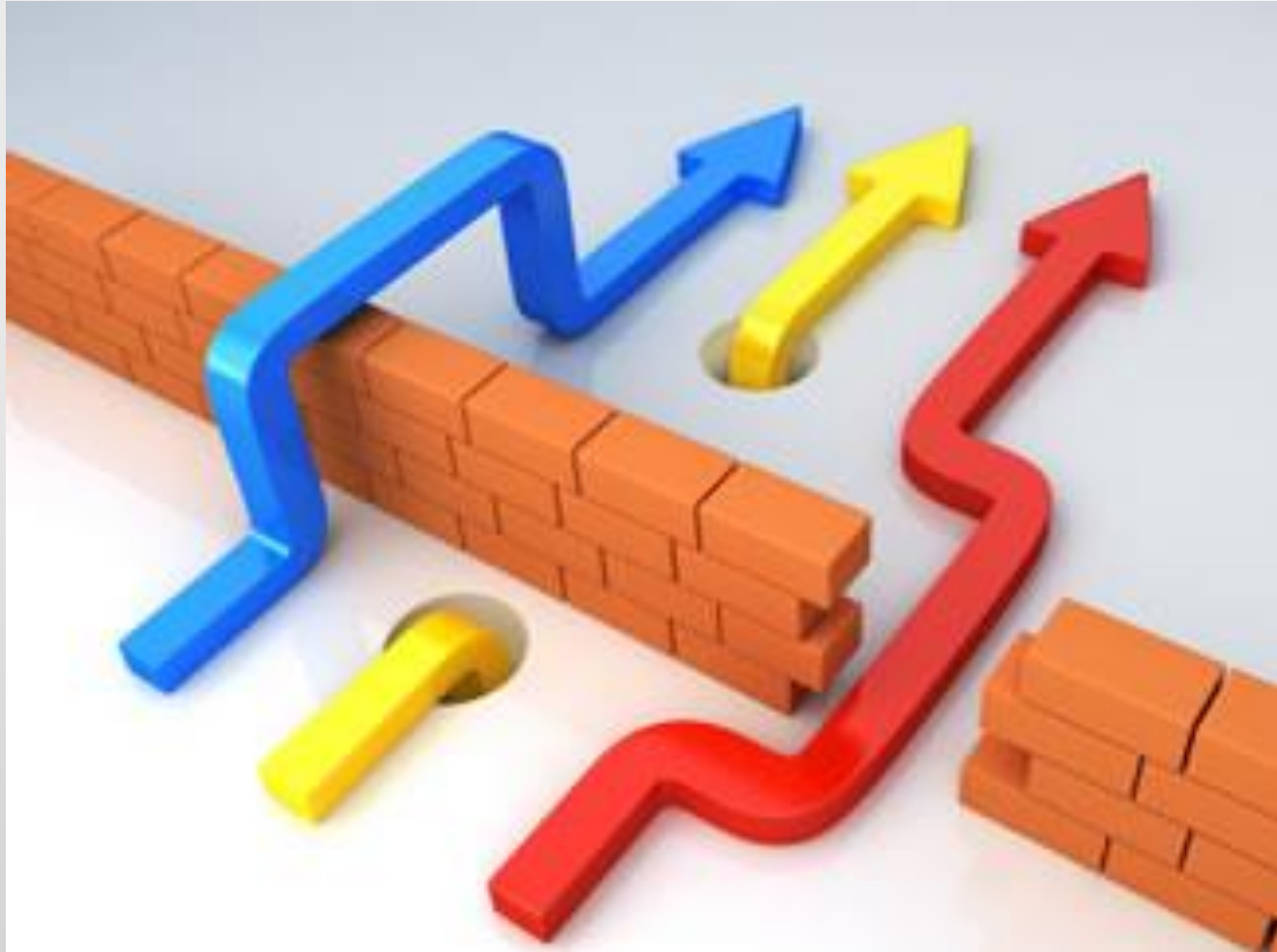


trauma-informed

From trauma-responsive to trauma-informed

- Change building culture and create supports
 - Create supports for educators
 - Regular team meetings
 - Debriefings
 - Identify and support struggling students
 - Collaborative problem solving
 - Create safe spaces (for students and teachers)
- Create safe connections
 - Among teachers
 - With students
 - Grade level and classroom meetings
 - Individual collaborative problem solving
 - With families
 - Parent nights
 - Web resources
 - Parenting libraries
- Use consequences to teach, not punish
 - Restorative discipline
- Teach lagging skills
 - Social-emotional curriculum
 - Integrating regulating activities into the school routine

Obstacles



Obstacles

- Educators seeing behaviors as a “choice” and consequently over relying upon punishment to try to control behaviors
- Adults seeing children as sick or bad, rather than injured
- Mental health not the primary mission of schools
- Expectations for rapid change

Obstacles

- Histories of frequent and repeated change of instructional methods and curriculum
- Lack of time to devote to developing non-academic supports, planning, and debriefing
- Lack of intentional integration of academic and social-emotional curriculum
- Lack of preservice training in trauma-informed practices

Resources

- Helping Traumatized Children Learn, Massachusetts Advocates for Children, 2005 <http://www.traumasensitiveschools.org>
- Wisconsin Department of Public Health http://sspw.dpi.wi.gov/sspw_mhtrauma
- The Heart of Learning: Compassion, Resiliency, and Academic Success, Washington State <http://k12.wa.us/CompassionateSchools/HeartofLearning.aspx>
- Attachment and Trauma Network <http://www.attachmenttraumanetwork.com/index.html>
- National Child Traumatic Stress Network <http://www.nctsn.org/>

Resources

- Adverse Childhood Experiences study
<http://www.cdc.gov/violenceprevention/acesstudy/index.html>
- Dr. Bruce Perry. Child Trauma Academy
<http://childtrauma.org/>
- Dr. Dave Ziegler. Jasper Mountain
http://www.jaspermountain.org/publications_resources.html
- Dr. Bessell van der Kolk. Trauma Center
<http://www.traumacenter.org/>

Resources

- Dr. Sandra Bloom. The Sanctuary Model
<http://www.sanctuaryweb.com/>
- Dr. Ross Greene. Collaborative and Proactive Solutions
<http://www.livesinthebalance.org/>
- Dr. Becky Bailey. Conscious Discipline
<http://consciousdiscipline.com/about/drbeckybailey.asp>
- Mrs. Heather Forbes. Beyond Consequences
<http://beyondconsequences.com/>
- The Missouri Model: A Developmental Framework for Trauma-Informed <http://dmh.mo.gov/trauma/>

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