



New York State Education Department
Office of Special Education
Educational Partnership





Integrating Trauma-Sensitivity into a Positive Behavior Interventions and Supports (PBIS) Framework

Technical Assistance Partnership (TAP) for Behavior, University at Albany - SUNY



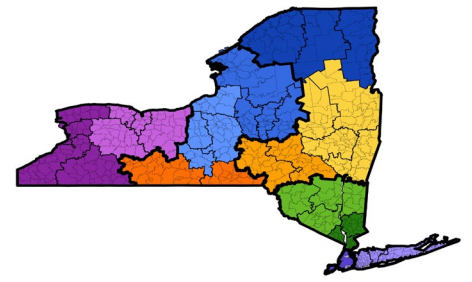
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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.



Who Are We?



The Office of Special Education (OSE) Educational Partnership is a coordinated and cohesive support network focused on enhancing services and improving outcomes for students with disabilities and providing effective support for educational organizations (EOs).

Regional Partnership Centers (RPCs) are located in each of the 12 regions of NYS and provide these supports and services to the EOs within their region.

Today's Facilitators

Name

Participant Introductions

- Name
- Role
- District
- School
- Population Served

Training Expectations

BE RESPONSIBLE

- Take care of your personal needs
- Return on time and quietly
- Sign attendance sheets/ complete evaluation form
- Use electronic devices when necessary

BE RESPECTFUL

- Turn cell phones off or to vibrate
- Listen attentively while others are speaking
- Honor confidentiality when applicable
- Stay on topic

BE ENGAGED

- Be an active participant
- Participate with an open mind
- Take notes
- Make plans to stay until training dismissal

Virtual Training Expectations

BE RESPONSIBLE

- Take care of your needs (breaks, water, food, restroom, etc.)
- Return on time and quietly
- Complete evaluation form
- Find a quiet place to participate

BE RESPECTFUL

- Mute your microphone when not speaking
- Listen attentively while others are speaking
- Honor confidentiality when applicable
- Stay on topic

BE ENGAGED

- Be an active participant
- Participate with an open mind
- Take notes
- Make plans to stay until training dismissal

Materials

- **Workbook**

- Processing activities for participants to support the learning throughout this training

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Training Objectives

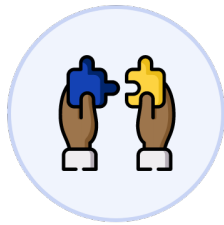
1. Describe the ways in which a public health crisis, school crisis and/or types of civic unrest may be significant sources of stress and/or trauma for the students whom we support
2. Explain the biological, cognitive, emotional and behavioral effects of trauma on student development and the ways they in turn affect a student's academic and behavioral functioning in the classroom
3. Use the data, systems, and practices components of a multi-tiered systems approach to behavior to provide differentiated evidence-based supports
4. Explore and determine if your school-wide Tier 1 practices reflect a trauma-sensitive approach to responding to student behavior

Agenda

- **Welcome**
- **Establishing a connection: Inclusion activity**
- **Developing a common understanding**
- **Implications for learning and behavior**
- **Strategies to address trauma-sensitive supports**
- **Example: Trauma-informed Positive Behavior Interventions and Supports (PBIS)**
- **Action planning/closing**



Slide Markers



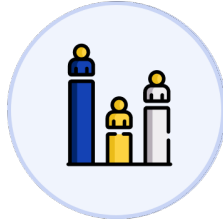
Activity



Reflection



Handout



Poll



Discussion

Establishing a Connection

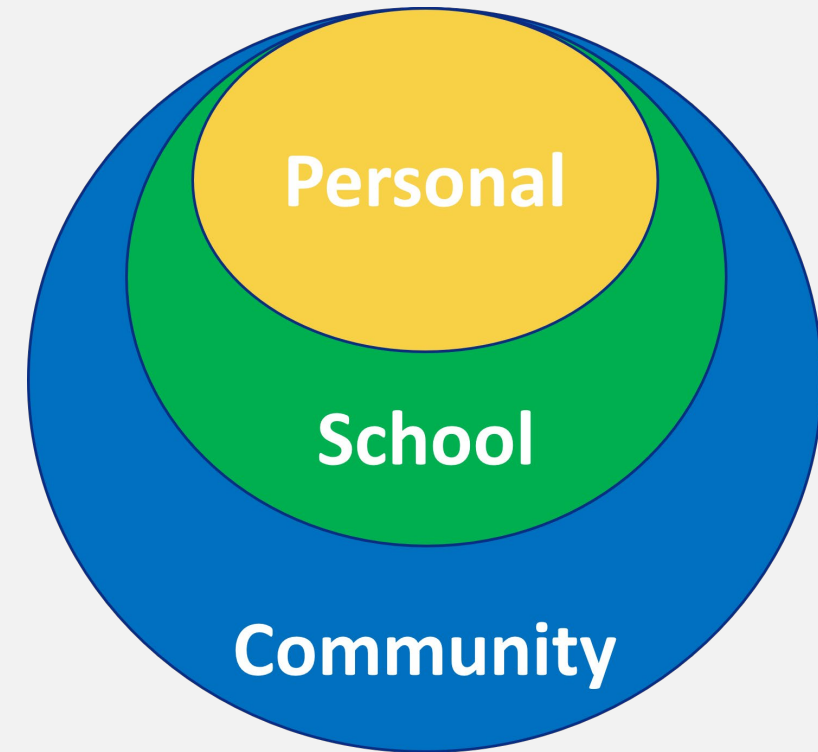


Establishing a Connection:

Journaling Activity



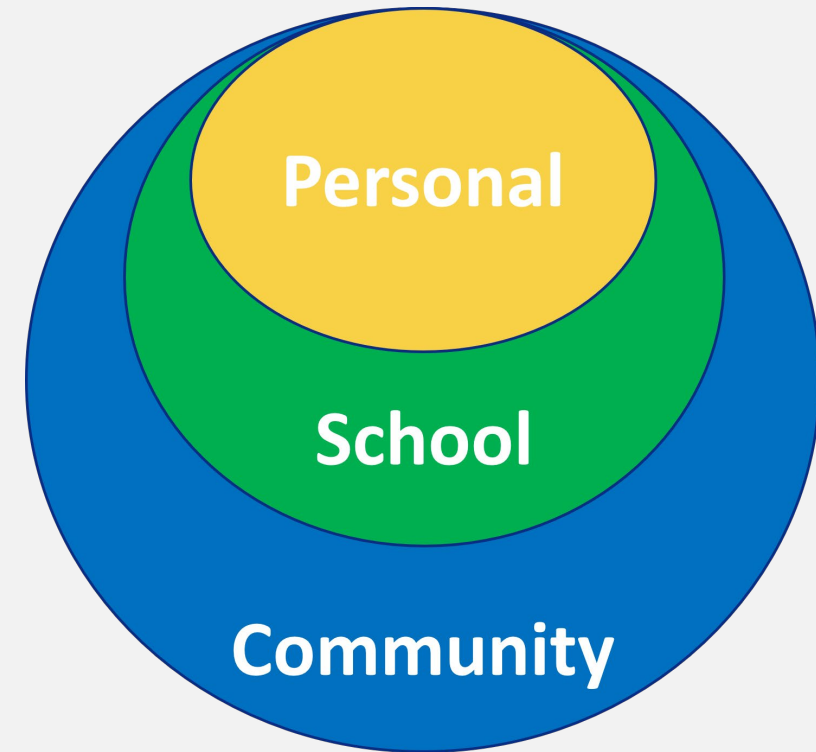
- Emotional uncertainty
- Social dislocation/loss
- Economic impacts



Journaling Activity – Personal Application



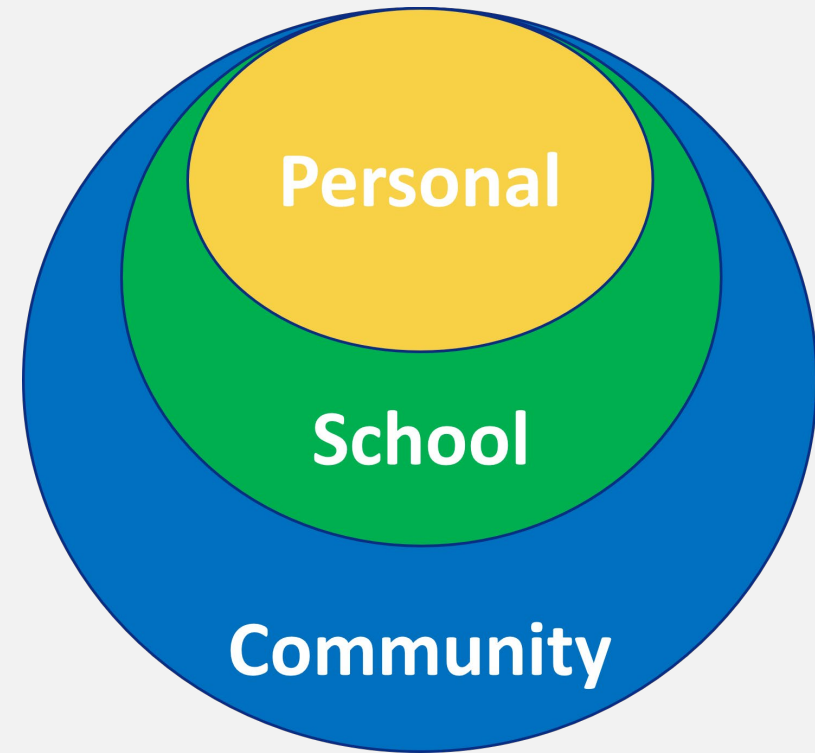
- What does this topic mean to me?
- Why am I here today, attending this training?



Journaling Activity School Application



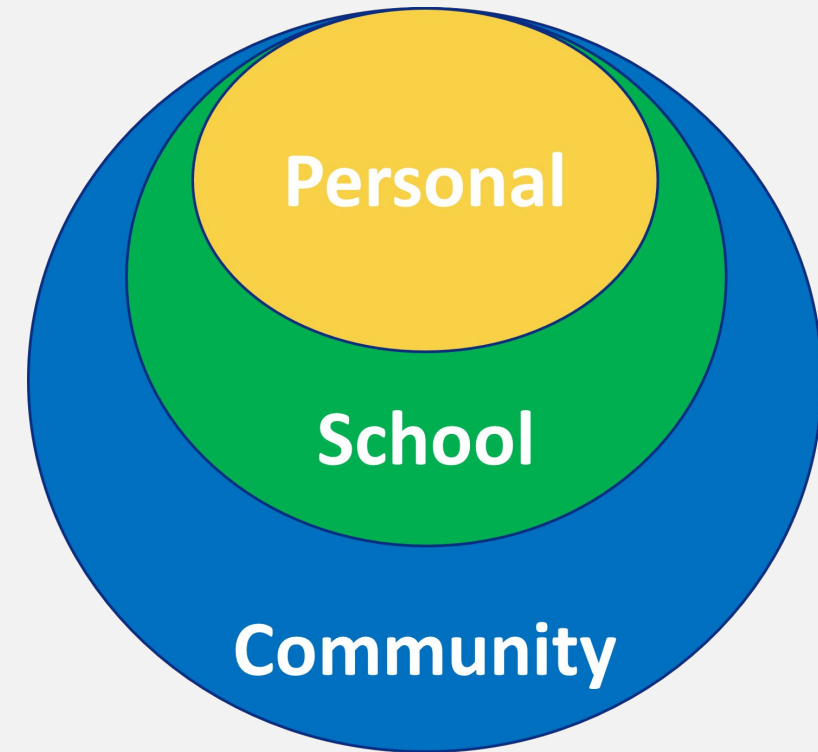
What supports, if any, has your school put in place to navigate a time of crisis?



Journaling Activity – Community Application



What supports will your school have in place for members of the community to navigate a crisis and reinstate normalcy?




PBIS is

A framework for enhancing adoption & implementation of a



continuum of evidence-based interventions and practices to achieve

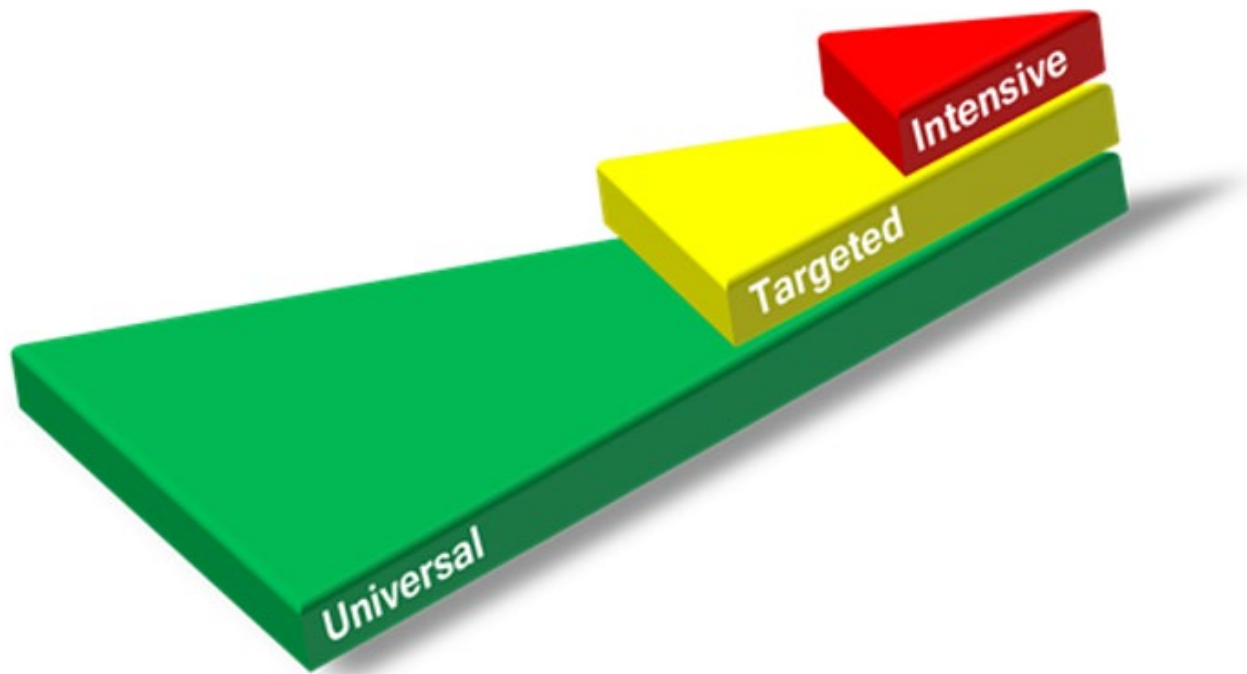


academic and behavioral outcomes of importance to



all students and families.

Three Tiers of Support



Tier 3 – Individualized:
Intensive instruction and support for a few students (1-5%)

Tier 2 - Targeted
Evidence-based, standard protocol, supplemental instruction and support for some students (10-20%)

Tier 1 – Universal:
Evidence-based school and classroom-wide instruction and support for all students (100%)

Developing a Common Understanding



What is Stress?

Three-part definition to determine if a person is stressed:

- A measurable physiological response
- A desire to avoid the situation
- A loss of control



Types of stress:

- Acute stress boosts cardiovascular performance fueled by bursts of intense adrenaline
- Chronic stress is exposure to a prolonged series of highly distressing events, which often affect one's immune system, ability to learn, retain information and problem solve

Why a Trauma-Sensitive Approach is Crucial

- **Research indicates, compared to adults, children are more vulnerable to traumatic events that disrupt their daily lives**
- **For all students, a public health crisis, school crisis, or civic unrest can precipitate profound disruptions to the structure and predictability of their daily lives**
- **There are subgroups of students that might experience a disproportionate threat to their safety that can lead to economic hardship, basic needs going unmet, and sense of loss and grief into their lives**

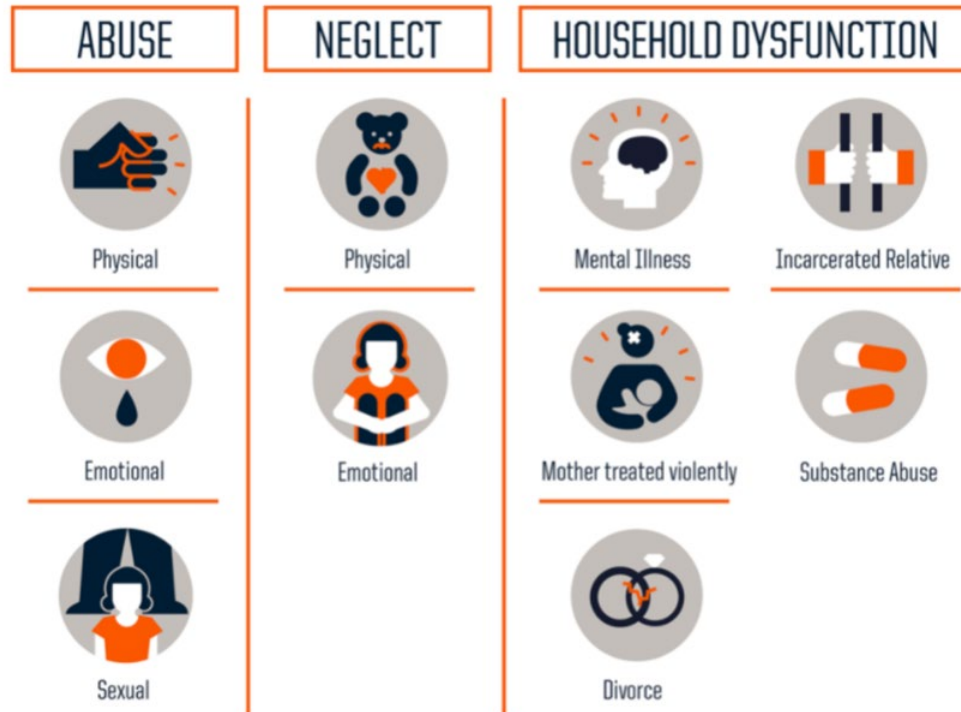
Why a Trauma-Sensitive Approach is Crucial Continued

- For relatively few students, a public health crisis, school crisis, or civic unrest stressors compounded preexisting trauma and disparities in ways that substantially increased their toxic stress
- Following a public health crisis, school crisis, or civil unrest, schools will almost certainly be substantially different from the settings with which they had become familiar and comfortable. Creating a sense of normalcy is paramount.

PBIS is a Framework of Support

- PBIS provides an effective framework for incorporating the knowledge about childhood trauma into an established system of Social Emotional Behavioral (SEB) support
- The goals of PBIS and trauma-informed approaches overlap as they are grounded in similar science
- Trauma literature states, a safe and positive environment coupled with positive and dependable relationships promotes resiliency and healthy brain functioning in children who have experienced trauma
- PBIS establishes a learning environment that is predictable, consistent, positive, safe, and equitable. All these qualities are important to the healing of students who have experienced trauma

Adverse Childhood Experiences (ACEs)

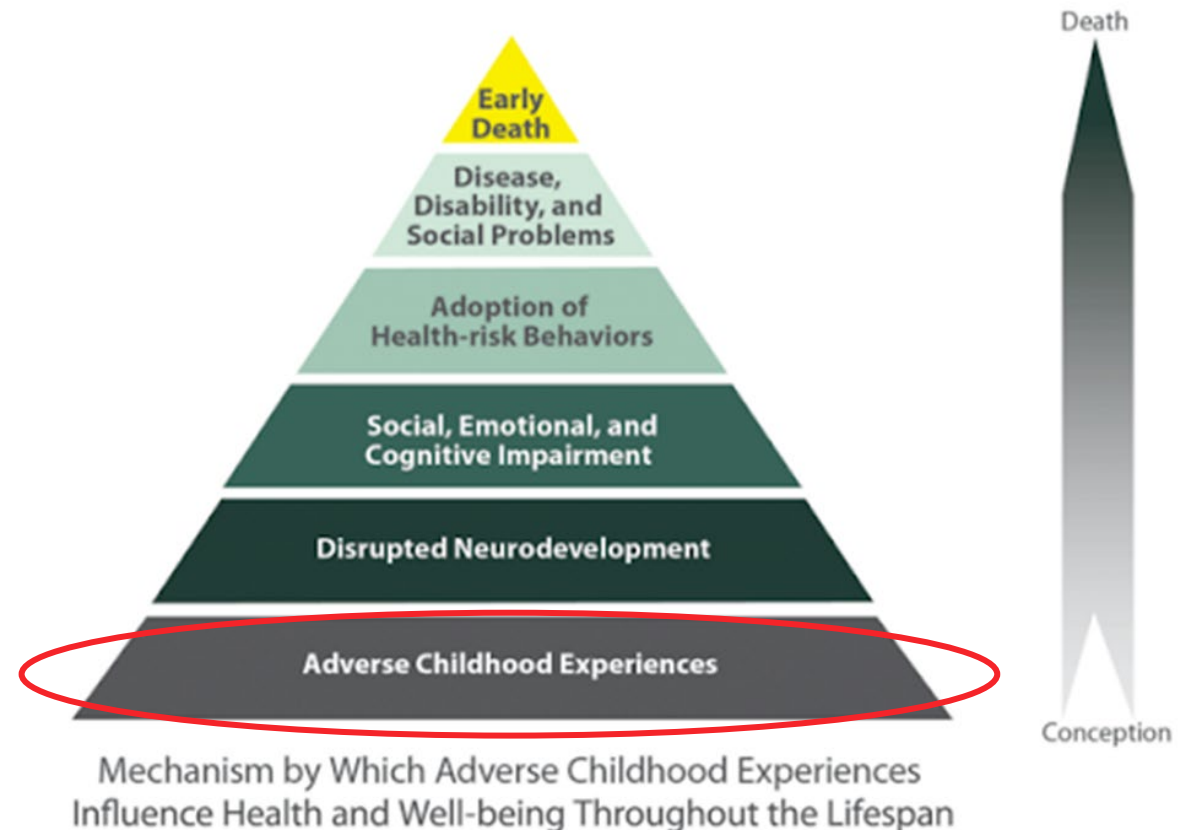


ACEs are traumatic events — such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, and/or exposure to violence — that happen to young people.

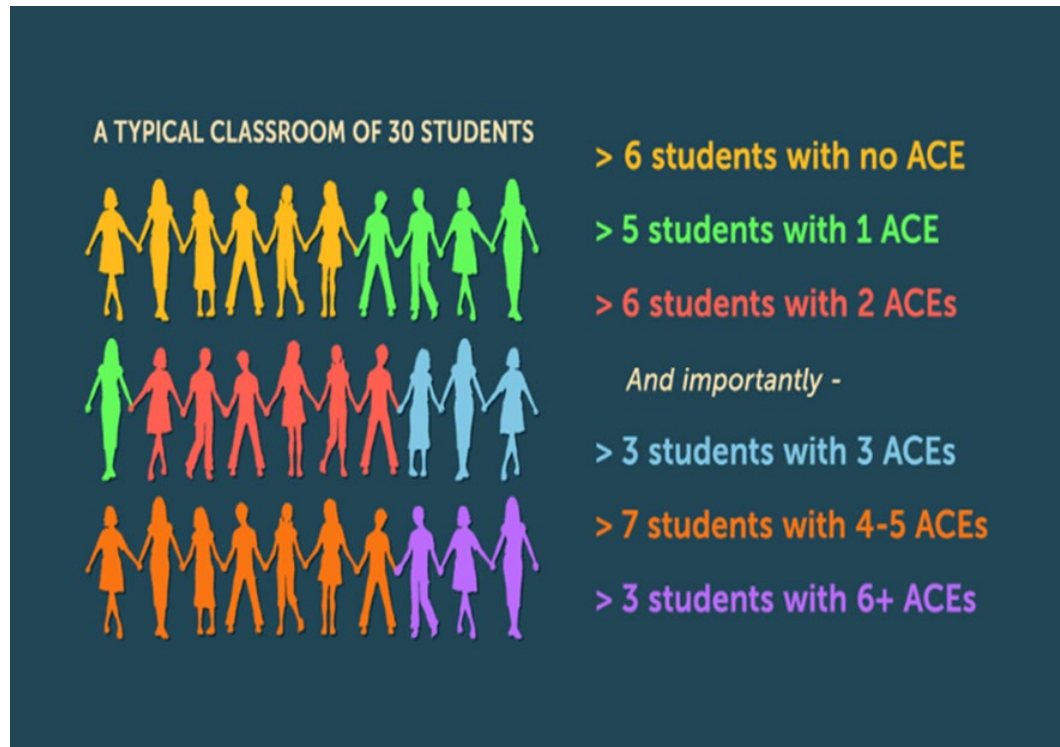
Source: Centers for Disease Control and Prevention
Credit: Robert Wood Johnson Foundation

ACEs: Potential Trajectory

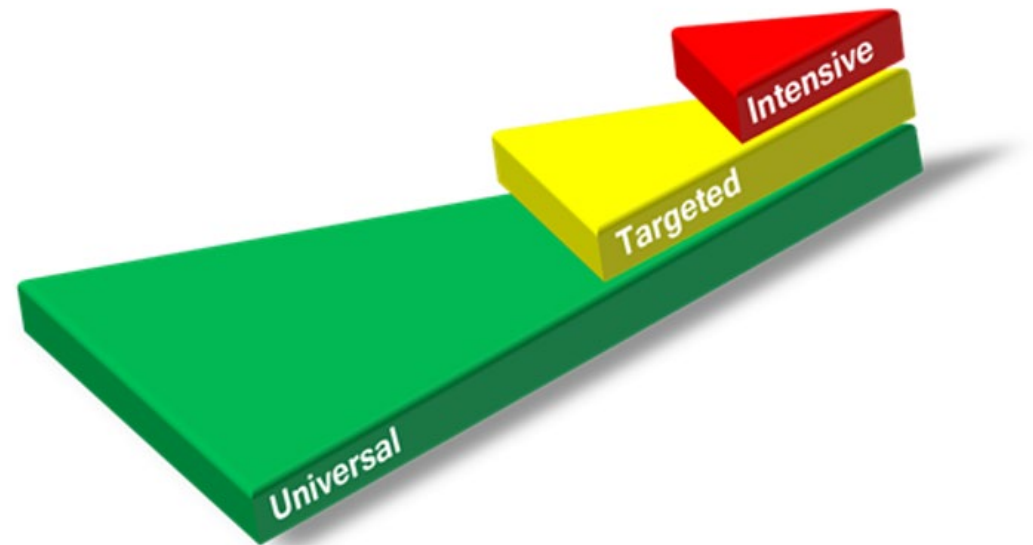
Here is the potential trajectory of what may happen over someone's lifetime if ACEs are not supported and/or managed during a child's developmental years...



ACEs in the Classroom



Multi-Tiered Systems of Support (MTSS)



Implications for Learning and Behavior



YOUR TURN



- How might trauma manifest itself in the school/classroom setting?
- How have you seen trauma manifest itself in the school/classroom setting?

Understanding Brain Development



- Our brain regulates the way each of us *perceives, thinks, feels, behaves* and otherwise biologically functions
- Our brain develops in response to our genetic predispositions, heritage and prenatal/developmental experiences

The Impact of the Social Environment

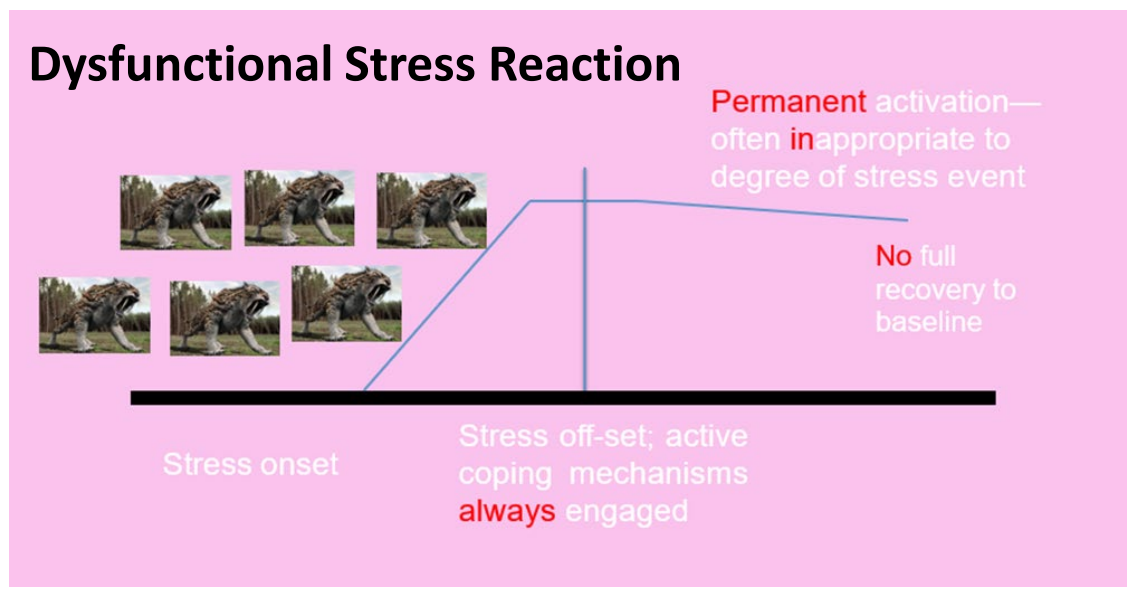
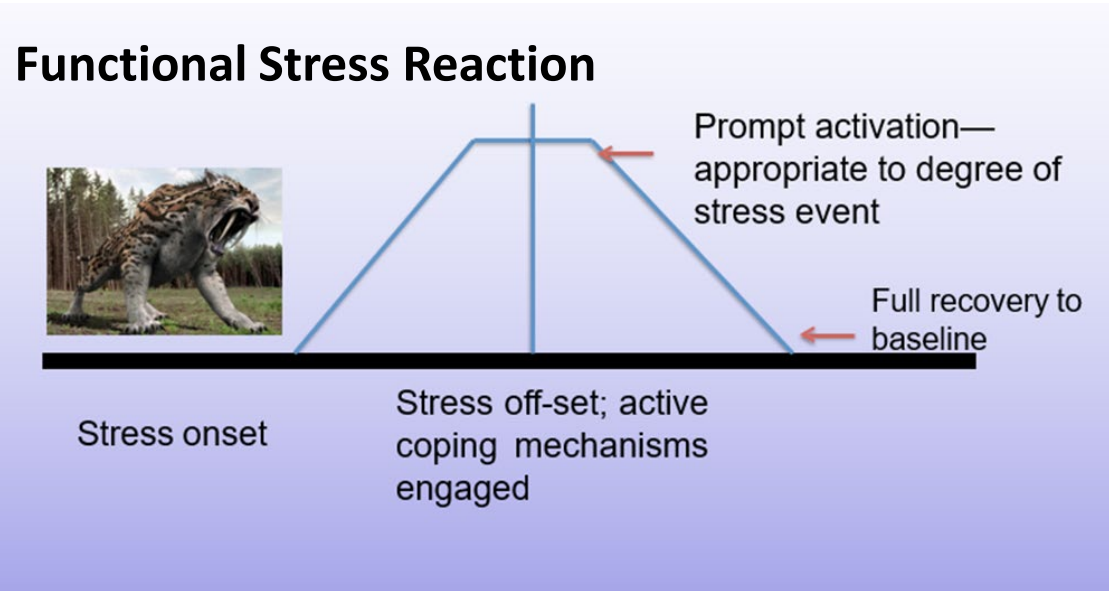
"Just as a garden grows differently in different climates and with different plants, styles of gardening, and use, a person's brain develops differently depending on age, predispositions, priorities, experiences, and environment. When given adequate opportunity, support, and encouragement, children naturally think, feel emotions, and engage with their social and physical worlds. And these patterns of thoughts, feelings, and engagement organize brain development over time and in age-specific ways, influencing growth, intelligence, and health into the future"



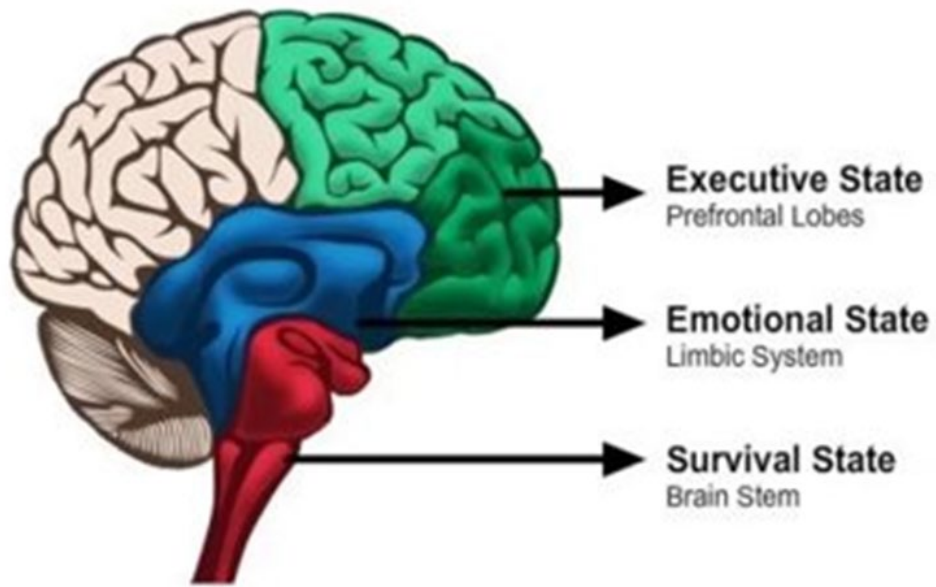
How Stress Affects Brain Development

The state...

...becomes the trait!



Brain States

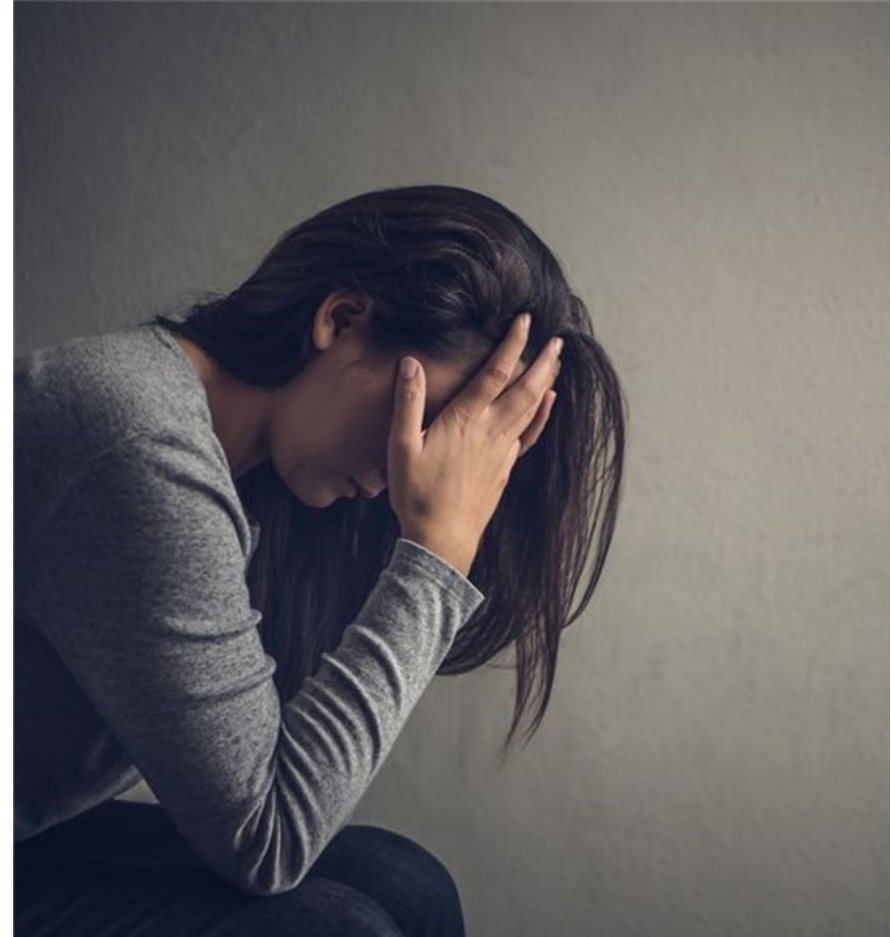


We all have alarm systems in our brain/body that let us know when we are under threat and mobilizes us to *fight flight, freeze, or fawn* in the face of a threat...

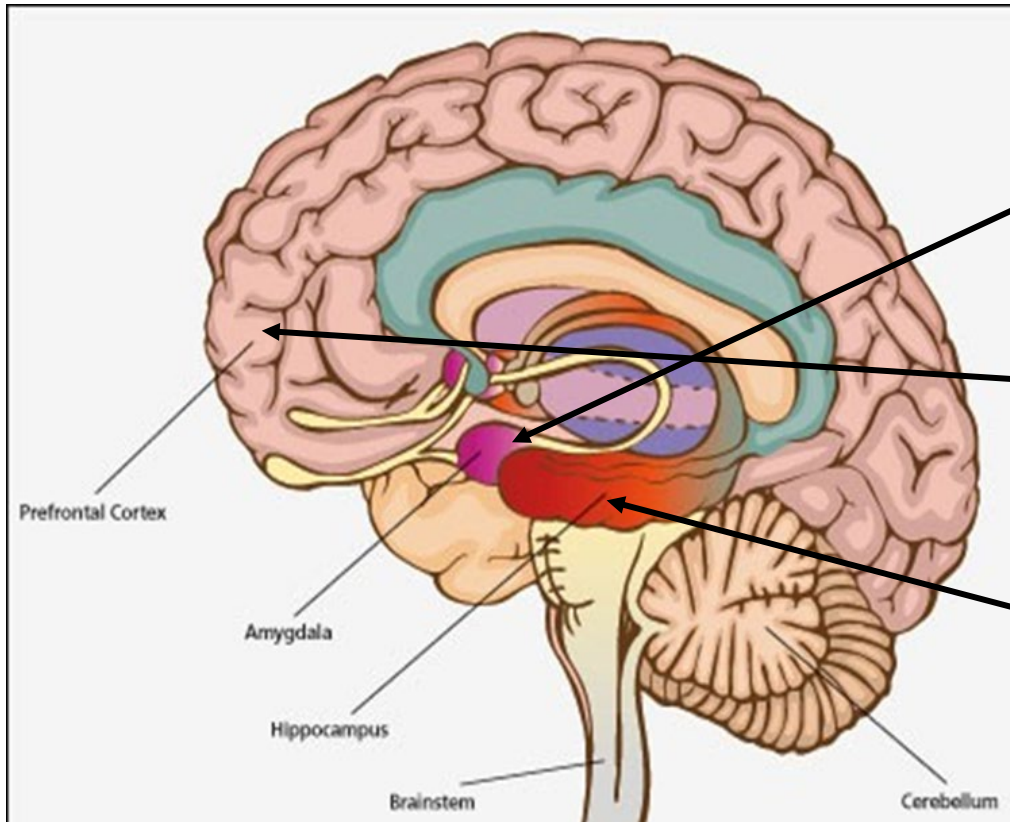
- When children experience continuous threats/trauma, the brain/body is put into a chronic state of arousal, activating the “survival brain” (mid/lower areas of the brain)
- This can create an overactive alarm system in the developing brain. A child’s brain/body that develops within the context of trauma can be more easily triggered into survival brain by “trauma reminders” or “triggers” even when there is no actual threat

Physical Reactions to Stress

- Increased heart rate
- Sweaty palms/brow
- Increased respiration
- Red face
- Nervous gestures
- Rocking/pacing



How ACEs Affect Brain Development



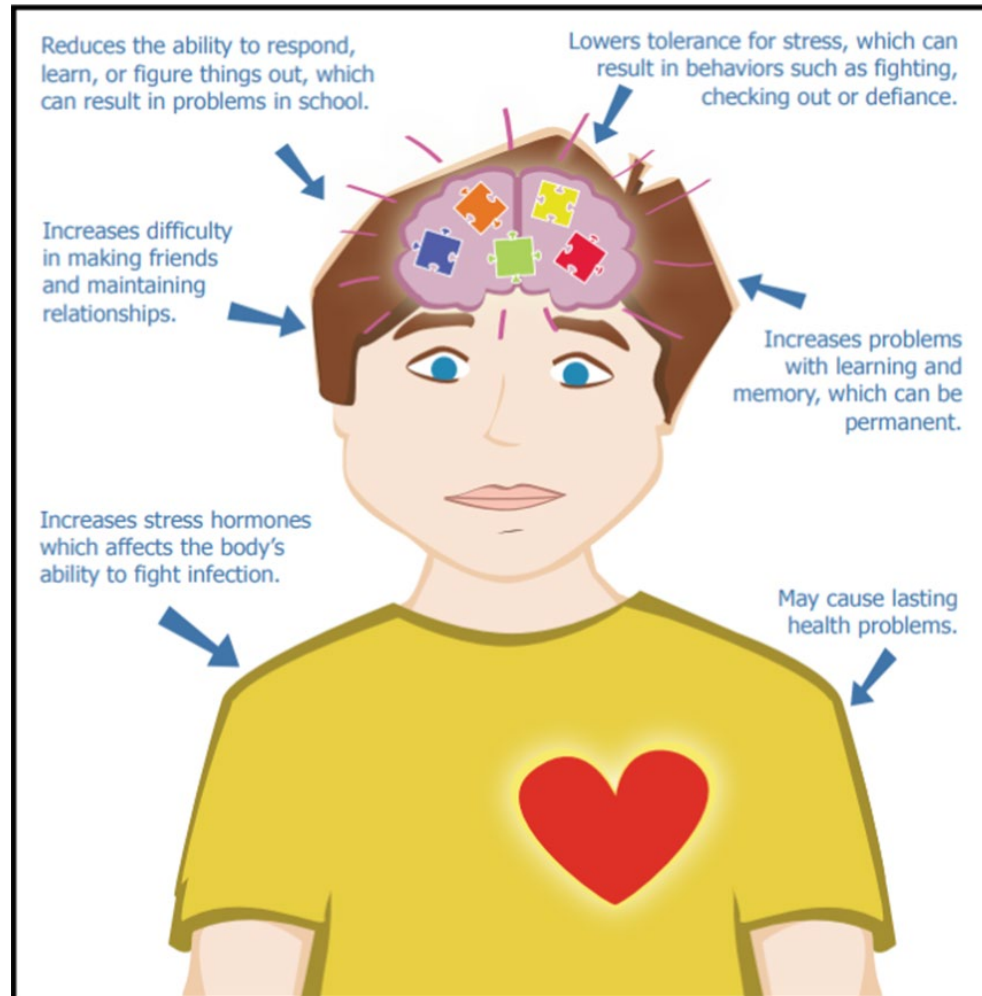
Changes to Physical Brain:

- **Amygdala** - Part of the brain associated with stress response and arousal over-develops and then over-reacts in response to ensuing stress, real or perceived
- **Prefrontal Cortex** - Part of the brain associated with language, reason and self-regulation under-develops and shuts down too readily in response to ensuing stress, real or perceived
- **Hippocampus** - Part of the brain involved in memory and learning decreases in size and performance

Changes in function:

- Hypervigilance (perceive neutral events as threatening),
- Hyperarousal (agitated easily, emotions and behaviors accelerate quickly),
- Attention Deficits (problems concentrating, processing information)

Results of Trauma



Stress resulting from ACEs can lead to skill deficits in specific areas, including:

- Relationships
- Physical Development
- Emotional Awareness and Regulation
- Behavior Control
- Thinking

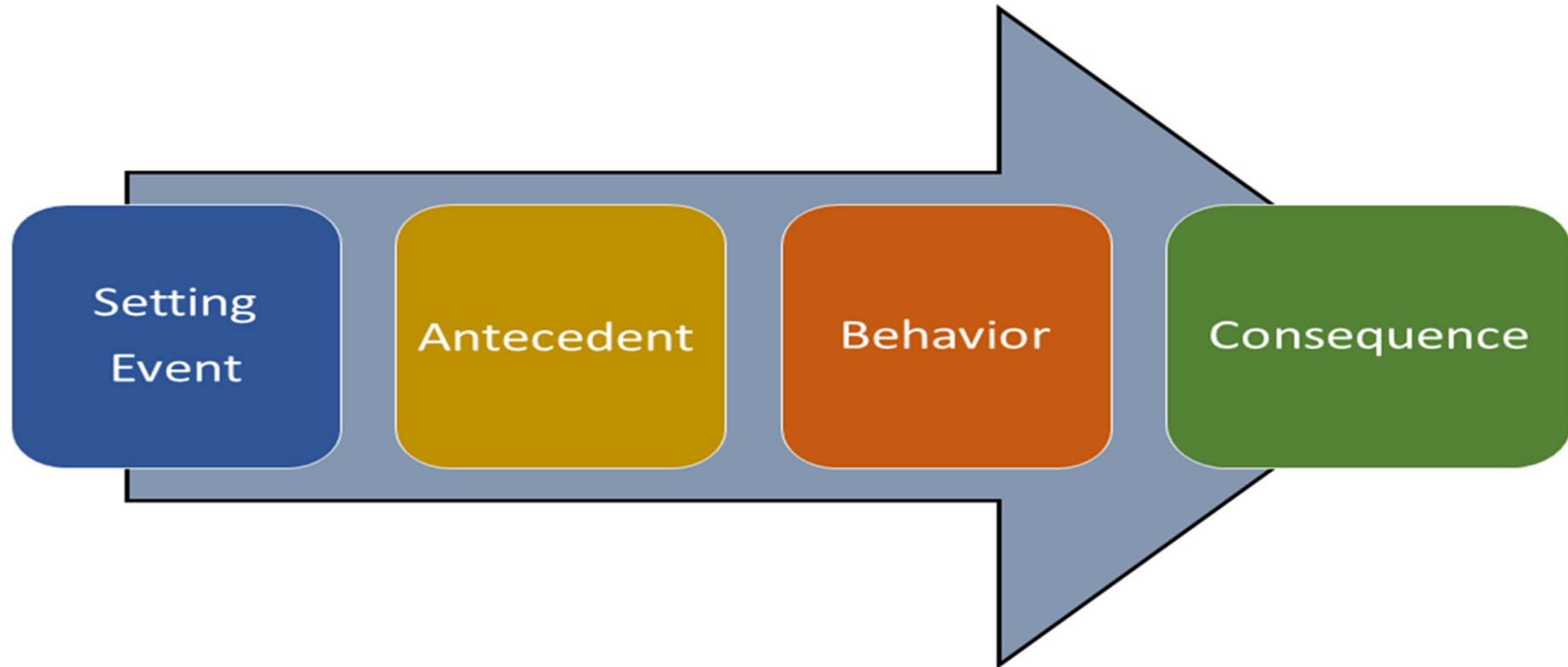
Secondary Trauma

Signs that someone is experiencing Secondary Trauma:

Secondary traumatic stress is the emotional distress that results when an individual hears about the firsthand trauma experiences of another.

- Apathy
- Isolation
- Sleeplessness
- Irritability
- Unexplained anxiety
- Anger
- Headaches
- Stomach problems
- Fatigue
- Mood swings

The Behavior Pathway



The Behavior Pathway - Definitions

Setting event – Events that affect the reinforcement value of the behavior maintaining consequence, and thereby increases the probability the antecedent will trigger the behavior.

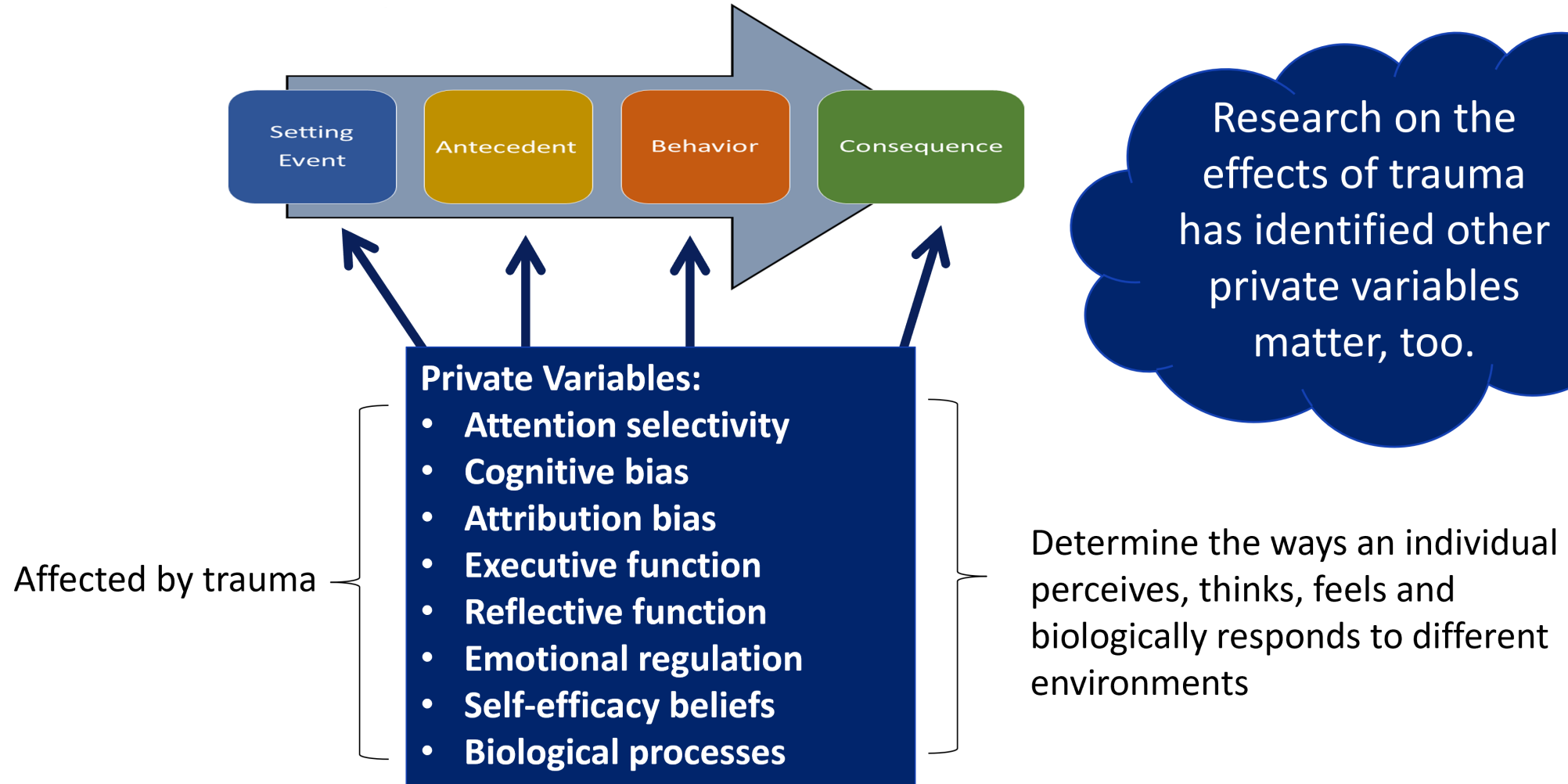
Antecedent – Preceding conditions that trigger or prompt the behavior. These conditions are present in the environment prior to the occurrence of the behavior. There is a direct functional cause/effect relationship between the antecedent event and the behavior.

Behavior:

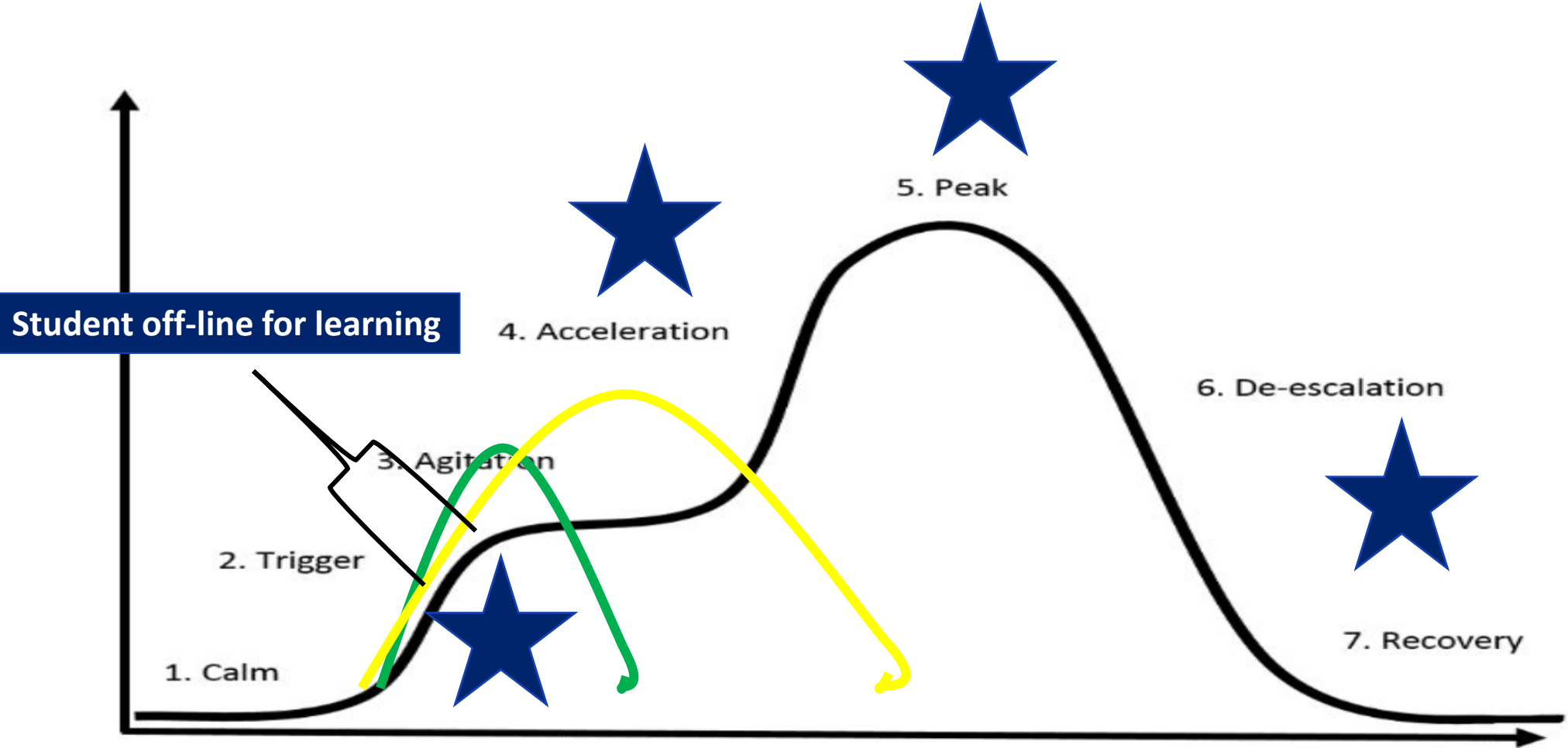
- **Observable:** The behavior must be an overt action that can be seen
- **Measurable:** The behavior can be counted, timed or otherwise quantified
- **Defined:** The behavior must be stated so clearly that it passes the “stranger test” – that is, it can be accurately documented by a person who is unfamiliar with the student

Consequences – Are observable and measurable reactions in the environment or create an internal state of pleasure or remove an internal state of discomfort. There is a direct and functional cause/effect relationship between the consequence and the occurrence of a behavior.

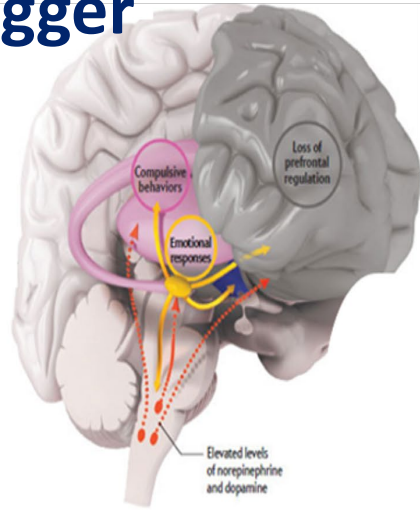
Impact of Private Variables



Repairing the Effects of Trauma



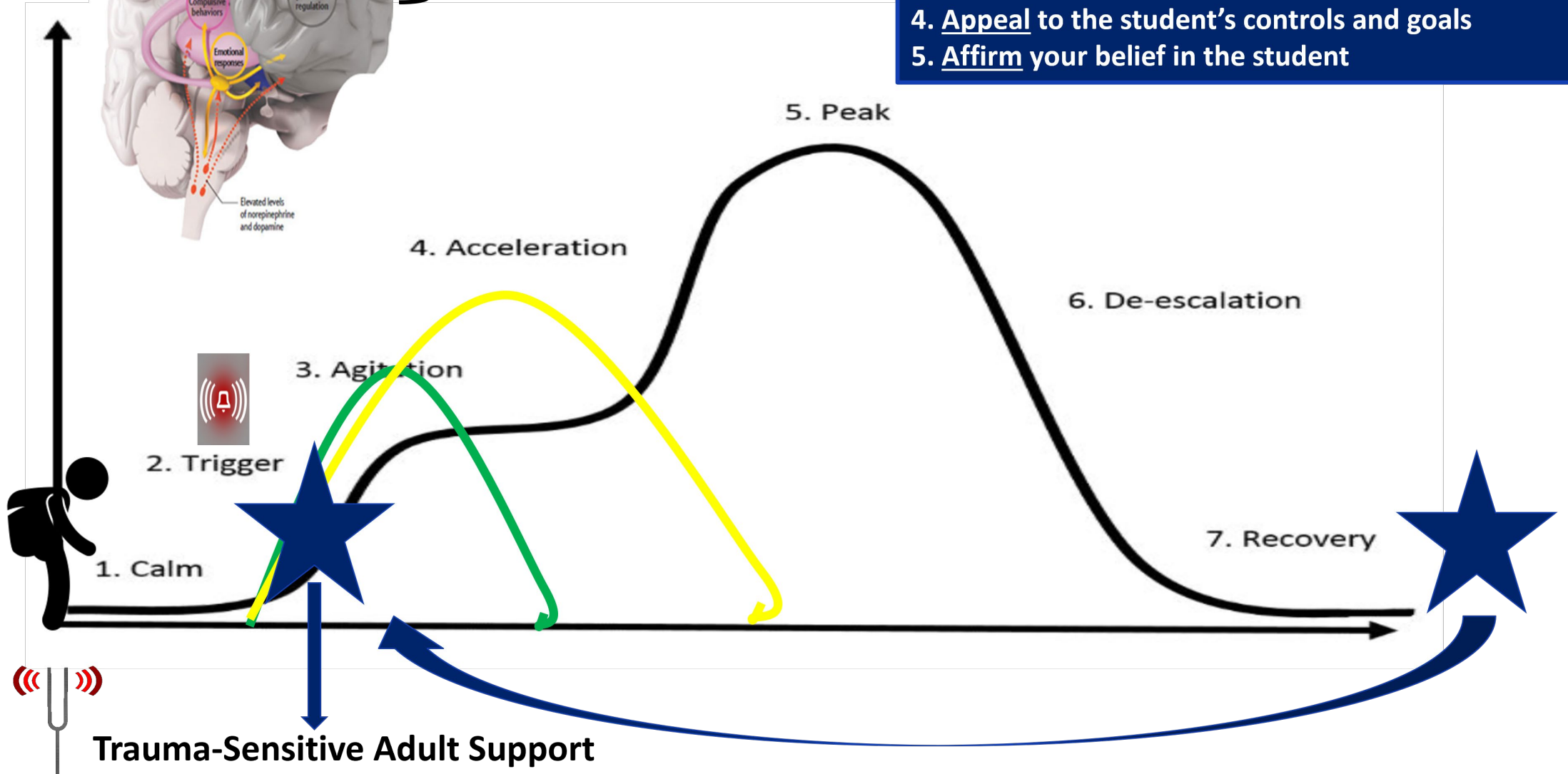
Prior to Trigger



Provide Alternative Executive Function



1. Identify feelings and thoughts
2. State the feelings and thoughts are acceptable
3. Prompt use of replacement behavior – emphasize choice
4. Appeal to the student's controls and goals
5. Affirm your belief in the student



YOUR TURN AGAIN



Bright Spot/Affirmation...



Question...

New Thought...



Strategies to Address Trauma- Sensitive Supports



Time to Reflect



What's working?

- Think about the top 3 trauma-sensitive strategies you've implemented

Thoughts to Consider

- “The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult. These relationships provide the personalized responsiveness, scaffolding, and protection that buffer children from developmental disruptions.”
- They also build key capacities – such as the ability to... regulate behavior – that enable children to respond adaptively to adversity and thrive.”



Trauma-Sensitive Support – The Four “Rs”

- **Realize** the widespread impact of trauma
- **Recognize** trauma’s signs and symptoms
- **Respond** by integrating knowledge about trauma and the needed pathways to recovery in all facets of the school’s systems
- **Resist** re-traumatization by decreasing unnecessary triggers (trauma and loss reminders) and managing students’ toxic stress response in ways that soothe rather than exacerbate



10 Core Areas of Trauma-Informed Schools



- Identifying and Assessing Traumatic Stress
- Addressing and Treating Traumatic Stress
- Trauma Education and Awareness
- Partnerships with Students and Families
- Creating a Trauma-Informed Learning Environment
- Cultural-Responsiveness
- Emergency Management/Crisis Response
- Staff Self-Care and Secondary Traumatic Stress
- School Discipline Policies and Practices
- Cross System Collaboration and Community Partnerships

Implementing the 4 R's 1.

1. Identifying and Assessing Traumatic Stress

The school recognizes and values identification of students that are vulnerable to traumatic events as an important prevention and intervention strategy with an intentional and transparent plan to use information to help a student attain educational goals.

Examples:

- Systematically assessing school-wide trauma-informed practices
- Standard protocols for considering trauma-exposure
- Trauma screening for behavioral referrals
- Ongoing monitoring of traumatic stress responses

Implementing the 4 R's 2.

2. Addressing and Treating Traumatic Stress

Adequate supports are available for all school stakeholders who have directly or indirectly experienced traumatic events or are at risk for exposure.

Stakeholders include students, families, teachers, administration, and additional school personnel.

Examples:

- **De-stigmatized self-referral options**
- **Early interventions**
- **Trauma-informed behavior intervention plans**
- **Trauma-informed special education services**
- **Referral to and collaboration with community-based service organizations**

Implementing the 4 R's 3.

3. Trauma Education and Awareness

Professional development for educators, administrators, allied professionals and other partners is routinely offered with the goal that the entire community will understand trauma's impact on learning and will build student coping and protective skills.

Examples:

- School mission and vision
- Professional development
- Universal instruction on the effects of stress and trauma
- Developmentally appropriate trauma-informed responses

Implementing the 4 R's 4.

4. Partnerships with Students and Families

Trauma can lead to a sense of powerlessness and to isolation. Students and families may not trust school institutions and authority figures or be cautious about participating in trauma recovery programs. Empowering students and family members as genuine partners is essential to creating a trauma-sensitive school.

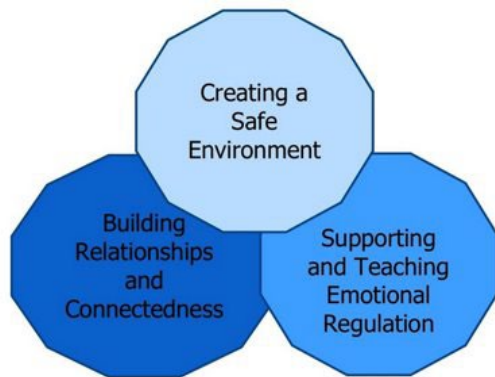
Examples:

- Education for parents/caregivers
- Education for students
- Engagement in program planning and implementation
- Families are an important source for identifying students in need of more support
- Engaging families in treatment

Implementing the 4 R's 5.

5. Trauma-Sensitive Learning Environment (Social/Emotional Skills and Wellness)

The school creates a safe environment by promoting healthy interactions among students and staff and teaching social/emotional skills and self-regulation skills. All students and staff feel safe and supported physically, socially, emotionally, and academically.



Examples:

- Promoting a safe school climate and education about trauma
- Predictable and supportive learning environments
- Developing sense of school community
- Teaching social skills
- Safe spaces for students

Implementing the 4 R's 6.

6. Cultural Responsiveness

The school recognizes cultural differences in experiences, interpretations and in responses to trauma.

Trauma-sensitive supports are culturally-sensitive supports.

Examples:

- Cultural-responsive approaches integrated school-wide
- Address systemic practices countering cultural-responsiveness
- Adapting interventions using cultural-responsive strategies

Implementing the 4 R's 7.

7. Emergency Management / Crisis Response

The school has clear and well-communicated procedures to address emergencies before, during, and after an event. Trainings and drills that involve students and school staff must be delivered with special attention to those who have been previously traumatized.

Examples:

- Comprehensive emergency operations plan
- Staff and partners informed of emergency procedures
- Threat-assessment
- Recovery services



Implementing the 4 R's 8.

8. Staff Self-Care and Secondary Traumatic Stress

The school trains staff in social/emotional skills that promote the physical, social, emotional, and academic wellness of all teachers and staff, and support school climate of physical and psychological safety



Examples:

- Prevention and awareness of secondary traumatic stress in educators
- In-school supports for educators
- Support services and employee assistance programs availability

Implementing the 4 R's 9.

9. School Discipline Policies and Practices

The impact of traumatic life experiences on students' behavior and home life is considered when administering discipline.



Examples:

- Standard discipline procedures are trauma-sensitive and equitable
- Disciplinary actions accompanied by trauma-sensitive interventions
- Restorative practices embedded in disciplinary protocols

Implementing the 4 R's 10.

10. Cross System Collaboration and Community Partnerships

The school routinely collaborates with family and community partners for trauma-informed approaches. Staff collaborate to ensure continuity of trauma-sensitive practices across student services.



Examples:

- Developing and sustaining trauma-informed policies and practices
- Resource mapping and service access
- Multidisciplinary team-based approaches
- Consultation and partnership with school staff and community members

Action Planning



- Using the note catcher, review key takeaways
- Take some time to pull action items from the list
- Prioritize action items

Where Do We Go from Here?

- **Although schools are investing heavily in professional development about trauma, a recent analysis of the literature found no rigorous evaluations or evidence of the impact of these efforts in educational settings**
- **As with other interventions focused on improving student social-emotional-behavioral functioning, trauma-focused interventions are unlikely to work without ongoing analysis of implementation and corresponding refinement of strategies**

Example: Trauma- Informed PBIS



Revisiting PBIS is

A framework for enhancing adoption & implementation of a

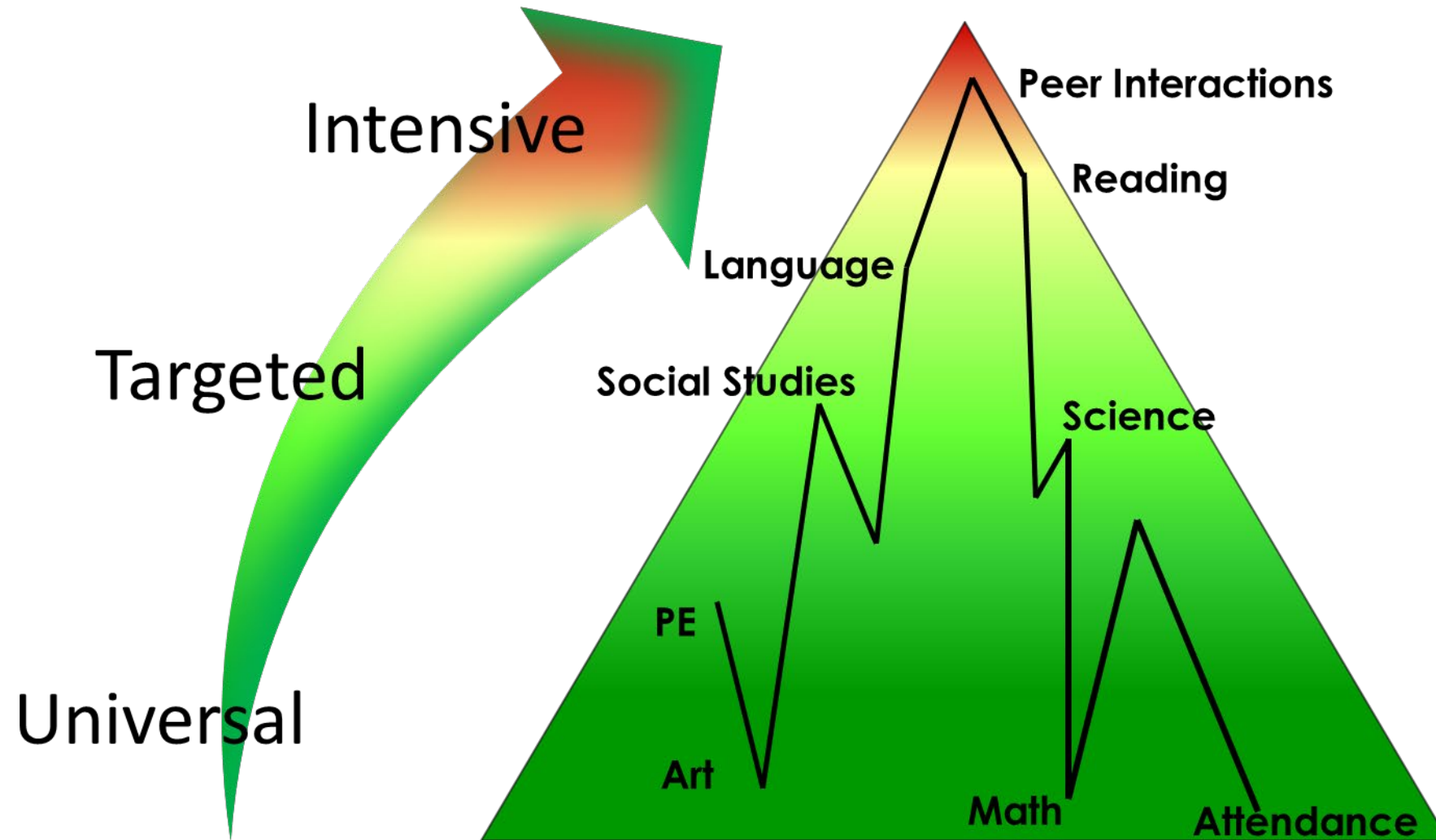
continuum of evidence-based interventions and practices to achieve

academic and behavioral outcomes of importance to

all students and families.

Layered Continuum of Supports:

An Individual Student Perspective



System Integration

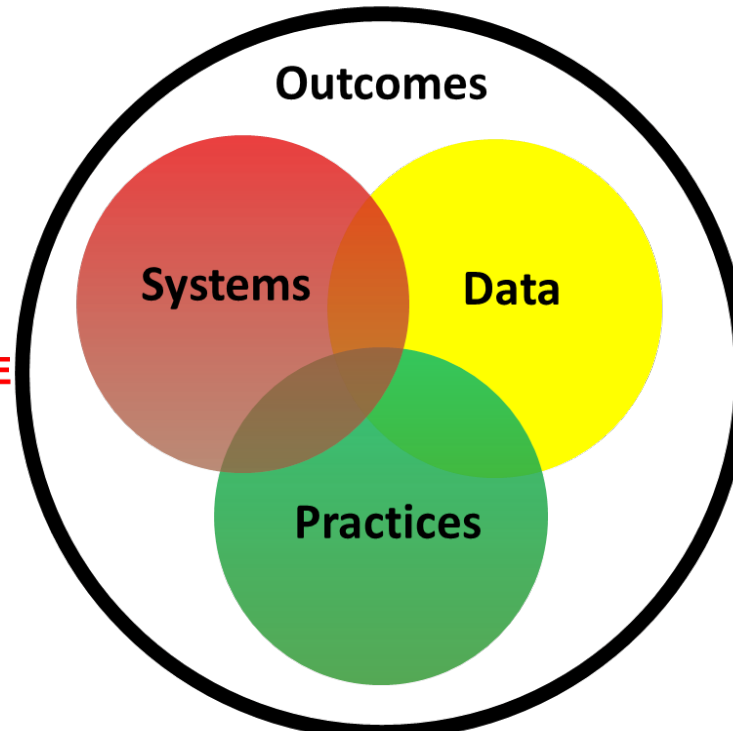
PBIS – Data, Practices & Systems that Lead to Equitable Student Outcomes

CULTURAL EQUITY

Equitably Supporting Social Competence & Academic Achievement for All Students

Supporting Adult Learning/Behavior

CULTURAL KNOWLEDGE



CULTURAL VALIDITY

Supporting Decision Making

Supporting Student Behavior and Learning

CULTURAL RELEVANCE

What Does this Look Like in Schools?

- **PBIS provides an effective multi-tiered framework for incorporating the knowledge about childhood trauma into an established system of social-emotional-behavioral support, rather than focusing on trauma as a separate and perhaps competing initiative**
- **The PBIS framework focuses not only on externalizing types of problem behaviors, but also includes preventative measures to address internalizing behaviors such as anxiety and depression**



School itself may be a source of significant stress for many students, but PBIS makes the school environment more **consistent** and **predictable**, which can reduce students' stress

Importance of Family-School Collaboration for Parents and Teachers



- Parent-teacher relationships
- Parent knowledge of PBIS and related activities/supports
- Use of effective strategies at home and school
- Family-school engagement

Trauma Informed PBIS Core Features

PBIS Core Feature	Trauma Enhancement
1. Teams	<ul style="list-style-type: none"> Do district and school-based teams include an individual who has knowledge, expertise, and the ability to provide coaching/support about the impacts of trauma?
2. Use of Data	<ul style="list-style-type: none"> Do all staff know what data sources to use to determine which trauma-informed interventions are needed at which Tier? Is community data and student and family perception data used to provide cultural context?
3. Ensuring Early Access	<ul style="list-style-type: none"> Does the team use a formal screening process to identify children and youth needing additional support? Does the team review community/neighborhood data to determine the magnitude of needs?
4. Formal Process for Selecting Interventions	<ul style="list-style-type: none"> Does the team use a formal process to select trauma-informed evidence-based practices, and determine if they can be implemented effectively?
5. Measuring Fidelity and Outcomes	<ul style="list-style-type: none"> When trauma-informed practices are added to the menu of available supports, does the team use the progress monitoring system to inform fidelity, effectiveness, and to guide improvement to implementation?
6. Ongoing Professional Development and Coaching	<ul style="list-style-type: none"> Does the district's professional development plan include opportunities for all staff to learn about trauma, its impact on youth, and the evidence-based practices that will be integrated across Tiers? What types of supports are available for staff who have experienced trauma or are experiencing secondary trauma?

Teams

Expand teams to ensure trauma expertise guides and informs PBIS systems:

- Merged teams should include community providers and family/youth representation
- To increase capacity, include team members that are knowledgeable about trauma, its prevalence, its impact on students, and related evidence-based practices
- Consider community context to ensure appropriate experts are included as part of the team

Use of Data

Use data sources that identify the scope of trauma:

- Teams should expand the data sources used to identify students that are exhibiting typical trauma responses
 - Time out of class data may indicate the flight response
 - Teacher requests for support and office discipline referrals may indicate fight response
 - Refusal or disengagement may indicate freeze response
- Teams may want to review community ACEs data to assess the prevalence of trauma in the community

Ensuring Early Access

Ensure early access through universal screening:

- Universal screeners are essential for identifying students in need of support
- Leadership teams select screener and develop procedures and routines
- Trauma-informed school teams carry out the screening and response system
- Teams should be prepared with qualified personnel to provide additional assessments and higher-level trauma informed intervention for students identified through the screening process

Formal Process for Selecting Interventions

A formal process for selecting trauma-informed evidence-based practices:

- District and school teams need to determine if current practices can be expanded or repurposed to address the impacts of trauma before adding new practices
- If a new practice is necessary, they need to follow the established procedure for selection (i.e., The Hexagon Tool)
- Use data to guide teams in the selection of interventions

Measuring Fidelity and Outcomes

Decide how to assess fidelity and impact before implementing:

- Teams need to be prepared to progress monitor the impact and fidelity of each intervention accurately
- Teams are encouraged to consider the data used to identify students as needing trauma-informed interventions as possible progress monitoring points
- Teams need to measure fidelity to assist the team in establishing the routines for reviewing the quality of effort, effectiveness of the intervention, and adjustments to trainings/coaching needed to meet staff needs

Ongoing Professional Development and Coaching

Professional development and coaching:

- Professional development focuses on building fluency and accuracy with new practices
- Professional Development content on trauma should be introduced using the same team-based logistics and the principles of adult learning used in PBIS
- Teams need adequate time to action plan how to integrate trauma-based strategies within their current system
- As part of their professional development, the teams should crosswalk Tier 1 practices and the trauma-informed features and expand on their teaching matrix

Crosswalk Tier 1 Practices with Trauma-Informed Features

Tier I Trauma Features				
Tier 1 Components	How is Tier 1 component trauma-informed?			
	Creates Safe, Predictable, & Consistent Environment	Building Community or Relationships	Teaching/ Reinforcing Skills	Supports Regulation
Defined and teaching school-wide expectations <ul style="list-style-type: none"> Expand teaching to include coping skills (e.g., identifying feelings, expressing feelings, & managing feelings) Teach social-emotional and behavior lessons in a circle and embed with academic lessons Use morning circle routine across all classrooms to practice new skills and build classroom community 	X	X	X	X
Feedback and acknowledgement system <ul style="list-style-type: none"> Use feedback to increase the use of new skills across locations Teachers model calm response when providing feedback Use the system to prompt all staff to increase positive greetings and positive social interactions across the day 	X	X	X	X
Active Supervision (scan, move and interact with students during transitions and non- classroom locations) <ul style="list-style-type: none"> Team members and coaches conduct direct observations and collect counts of staff interacting with students and during transitions and cafeteria – provide data to staff during grade-level meetings 	X	X		

Tier 1 Teaching Matrix Including Trauma-Informed Competencies

FIGURE 4: Sample Tier 1 Teaching Matrix with Trauma-informed Competencies

The Williams HS Way	Classroom Rules	Welcome	Group Work	Online	When I feel upset...
Respectful	<ul style="list-style-type: none"> • Raise hand • Track the speaker • Follow directions 	<ul style="list-style-type: none"> • Greet the teacher and classmates • Talk in soft voices 	<ul style="list-style-type: none"> • Listen to understand • Take turns speaking • Say, "I like that idea, AND..." 	<ul style="list-style-type: none"> • Consider the feelings of others before posting 	<ul style="list-style-type: none"> • Ask for a break • Express feelings by making "I statement"
Organized and Achieving	<ul style="list-style-type: none"> • Walk quietly • Keep hands and feet within your bubble 	<ul style="list-style-type: none"> • Start on opener assignment 	<ul style="list-style-type: none"> • Clean up the area when time is up 	<ul style="list-style-type: none"> • Turn on privacy controls 	<ul style="list-style-type: none"> • Ask my teacher to break down the assignment into smaller chunks. • Talk to someone if it will make you feel better
Responsible	<ul style="list-style-type: none"> • Stay on task • Offer to help • Apologize for mistakes 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • "Jump in" to help others • Manage time carefully 	<ul style="list-style-type: none"> • Double check sources before I post • Pause and reflect before I post 	<ul style="list-style-type: none"> • Use the face chart to identify what you are feeling "I feel..." • Use cool off strategy (walk away, count to 25, deep breaths)

Additional Examples



Individual Student Interventions

- Teacher's Encyclopedia
- Early-Stage Interventions
- Highly Structured Interventions
- Self-Contained Classroom consulting

Classroom

- CHAMPS
- Discipline in the Secondary Classroom
- One-on-one teacher planning
- The Tough Kid

Schoolwide

- Leadership In Behavior Support
- Foundations Team meeting facilitation
- START on Time! planning
- Planning to Address Absenteeism



YOUR TURN / ACTION PLANNING



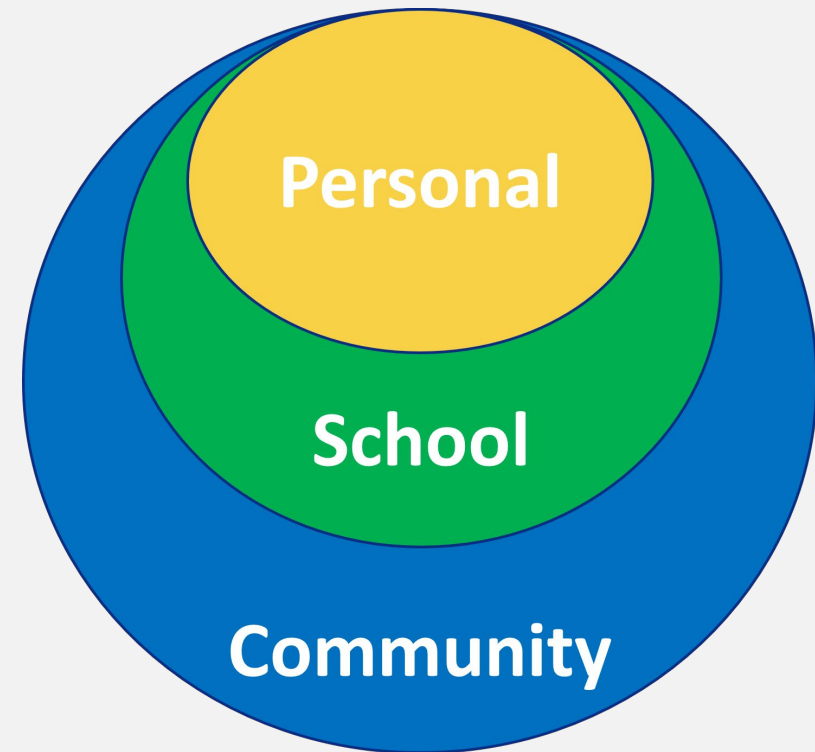
- Using the note catcher, review key takeaways
- Take some time to pull action items from the list, and
- Prioritize action items

Establishing a Connection Revisited:

Journaling Activity Revisit



- Emotional uncertainty
- Social dislocation/loss
- Economic impacts



People, not programs

“Relationships matter: the currency for systemic change was trust, and trust comes through forming healthy working relationships. People, not programs, change people.”



We repeat
what we don't
repair.

Christine Langley-Obaugh

Review of Objectives

1. Describe the ways in which a public health crisis, school crisis and/or types of civic unrest may be significant sources of stress and/or trauma for the students whom we support
2. Explain the biological, cognitive, emotional and behavioral effects of trauma on student development and the ways they in turn affect a student's academic and behavioral functioning in the classroom
3. Use the data, systems, and practices components of a multi-tiered systems approach to behavior to provide differentiated evidence-based supports
4. Explore and determine if their school-wide Tier 1 practices reflect a trauma-sensitive approach to responding to student behavior

Questions and Answers



Evaluation Survey

[Link here \(if applicable\)](#)

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