Creating a Trauma Practicing Culture
KSDE Annual Conference 2018

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Haysville USD 261

Good Things
Our Objective

• To review the foundational components of our district’s behavior system by diving into the intentional choices we’ve made to create a safe and trusting environment for students and staff which has allowed us to move from trauma informed to trauma practicing.

Building the Continuum

• **Trauma aware:** becoming aware of how prevalent trauma is and are considering that it might impact their students and staff

• **Trauma sensitive:** exploring the principles of trauma-informed care (safety, choice, collaboration, trustworthiness, and empowerment) and considering the implications for adopting them

• **Trauma responsive:** beginning to change the culture to highlight the role of trauma

• **Trauma informed:** trauma-responsive practices are becoming the norm
Why Trauma Practicing?

• repeated performance or systematic exercise for the purpose of acquiring skill or proficiency:
• condition arrived at by experience or exercise:
• the action or process of performing or doing something:
• the business of a professional person

Intentionality!

Source: www.dictionary.com

Principal’s Office

I STARTED A FIRE IN THE LAB—ON PURPOSE! HOW ABOUT YOU?

I TAPPED MY PENCIL ON MY DESK DURING STUDY TIME.

To be effective, the intervention strategy needs to fit the misbehavior.
“If a child doesn’t know how to read, we teach.”
“If a child doesn’t know how to swim, we teach.”
“If a child doesn’t know how to multiply, we teach.”
“If a child doesn’t know how to drive, we teach.”
“If a child doesn’t know how to behave, we... 
...teach? ...punish?”

“Why can’t we finish the last sentence as automatically as we do the others?”

(Horner, 1998)

The “Cake”
Academic Support

Intensive
- Alterable variables
- Individualized intervention plan
- Progress monitoring
- Student Study Team support

Targeted
- Flexible, instructional grouping aligned with specific skill and need for support
- Progress monitoring
- Data-based teams

School-wide
- Universal screening
- Evidence-based core curricula
- Effective instructional strategies

Behavior Support

Intensive
- 6+ ODRs
- Full Functional Behavioral Assessment (FBA)
- Wrap-around services

Targeted
- 2-5 ODRs
- Simple FBA
- Group systems for efficient and flexible intervention programming
- Continuous progress monitoring
- Data-based teams

School-wide
- Consistent expectations taught to everyone
- Prevention via social skills instruction
- Office Discipline Referrals (ODRs)
Changing the triangle: Think of the lava as children moving across the continuum

Positive Relationships Are a MUST!!

- Strong adult-student relationships are necessary to help students optimize their learning and behavior
- Increased cooperation and compliance
- Lower rates of problem behavior
Our Journey (So Far)

• Teen Leadership Classes
• Coaching Greatness
• Leadership Academy: Coaches Strand
• Capturing Kids’ Hearts Training
• Leadership Blueprint Training
• Process Champions Training
• Capturing Kids’ Hearts 2 Training
• Building Champions Training

Social Contracts

USD 261 Activities Contract

We as Administrators, Coaches, and Colleagues of USD 261, promise to:

- Support each other as teammates in a friendly and professional manner.
- Treat one another with mutual respect, loyalty, honesty and understanding.
- Give timely constructive feedback to promote growth, honest and open communication.
- Show confidence and appreciation in one another’s professional abilities.
- Treat one another with integrity.
Social Contracts

Classroom Contract
We will...
- listen
- be nice
- keep hands and feet to self
- show self-control

Consequence:
- Warning
- Loss of privilege
- Think and work
- Talk to the teacher

What are you doing?
What am I doing?
What do you want to do?
Responses from Staff and Students...

Lisa from 8th Grade
We are so proud of the heart work of our staff!!!!

All 11 school locations and 1st district in the country.
Energy Leadership & INspired Leadership

Level 7
Level 6
Level 5
Level 4
Level 3
Level 2
Level 1

No Fear, Worry, and Judgment

Lots of Fear, Worry, and Judgment

What is trauma?

- Not about the event but about the impact of the event on the individual
  - Stress that overwhelms our ability to cope
  - Feelings of vulnerability, helplessness & fear

What kind of trauma?

- Simple trauma
- Complex/developmental trauma
- Historical/generational trauma
What if a bear walked into your classroom right now?

- How would the kids react?
- What would they do? What would you do? “BAE or Bail”
- How would they/you respond?
  - Fight?
  - Flight?
  - Freeze?
- Where are the “bears”?

PBIS/MTSS are foundational.

Moving beyond JUST access.

Not just another thing. Intentionality

We grow as our understanding grows.

We do this for ALL.

It’s who we are.
GOIN’ ON A BEAR HUNT!

Tier 3 – Intensive: Mental health supports designed to meet the unique needs of students who already display a concern or problem.

Tier 2 – Targeted: Mental health supports provided for groups of students identified as at risk for a concern or problem.

Tier 1 – Universal: Supports that all students receive. Promoting wellness & positive life skills can prevent or reduce mental health concerns or problems from developing.
### Teaching Matrix

<table>
<thead>
<tr>
<th></th>
<th>All Settings</th>
<th>Halls</th>
<th>Playgrounds</th>
<th>Lunch</th>
<th>Library</th>
<th>Assembly</th>
<th>Bus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td></td>
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<tr>
<td><strong>Respect</strong></td>
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</tr>
<tr>
<td></td>
<td>Be on task.</td>
<td></td>
<td></td>
<td>Have a plan.</td>
<td>Study, read, compute.</td>
<td>Sit in one spot.</td>
<td>Watch for your stop.</td>
</tr>
<tr>
<td></td>
<td>Give your best effort.</td>
<td></td>
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</tr>
<tr>
<td><strong>Integrity</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Be kind.</td>
<td></td>
<td></td>
<td>Share equipment.</td>
<td>Have a lunch plan and choose quiet or social lunch area</td>
<td>Invite friends to join me</td>
<td></td>
</tr>
<tr>
<td><strong>Discipline</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Clean up after self.</td>
<td></td>
<td></td>
<td>Put litter in garbage can.</td>
<td>Listen/watch.</td>
<td>Use appropriate applause.</td>
<td>Wipe your feet.</td>
</tr>
<tr>
<td><strong>Excellence</strong></td>
<td></td>
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<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

### INCORPORATE Coping Strategies for Managing Stress

- **Preparation**
  - Be on task. Give your best effort.
  - Have a plan.
- **Respect**
  - Be kind.
  - Hands/feet to self.
  - Help/share with others.
- **Integrity**
  - Use normal voice volume. Walk to right.
  - Share equipment. Include others.
- **Discipline**
  - Pick up litter. Maintain physical space.
  - Use equipment properly. Put litter in garbage can.
- **Excellence**
  - Use my breathing technique
  - Listen to my signals

### Example of skills taught in Tier 2 Groups

- **Individualized Student Card linked to Tier 3 FBA/BIP**
- **Trauma-Informed Tier 2 Group**
- **“Tier 2 Trauma-Informed Group DPR”**

#### Daily Progress Report (DPR) Sample

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>Be Respectful</td>
<td>Be Responsible</td>
<td>Be Safe</td>
</tr>
<tr>
<td>Walk to class</td>
<td>Use appropriate language</td>
<td>Bring materials</td>
<td>SOS (slow down, orient, self-check)</td>
</tr>
<tr>
<td>Keep hands to self</td>
<td>Raise hand to speak</td>
<td>Fill out assignment notebook</td>
<td>Use mindfulness</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Be Responsible</td>
<td>Be Responsible</td>
<td>Be Respectful</td>
</tr>
<tr>
<td>Use your words</td>
<td>Ask for breaks</td>
<td>Ask for help</td>
<td>Distract &amp; Self-Soothe</td>
</tr>
<tr>
<td>Use deep breathing</td>
<td>Self-monitor with DPR</td>
<td>Connect with safe person</td>
<td>Let ‘M Go</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Be Responsible</td>
<td>Be Responsible</td>
<td>Be Responsible</td>
</tr>
<tr>
<td>Be Safe Use your words</td>
<td>Be Safe Use safe hands</td>
<td>Be Safe Make a Link</td>
<td>Be Safe Make Meaning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Total Points</th>
<th>Total Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Initials</td>
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</tbody>
</table>
What do you think?

The Feelings Volcano

1. Happy and calm
2. Unhappy
3. Getting mad
4. Frustrated and really angry
5. Out of control

Take it to the next level...

**PBIS Classroom Practices**

- Arrange orderly physical environment
- Define, teach, acknowledge rules and expectations
- Define, teach classroom routines (Regulation, Self-Awareness, Relationship)
- Employ active supervision
- Provide specific praise for behavior
- Continuum of response strategies for inappropriate behavior
- Class-wide group contingency
- Provide multiple opportunities to respond

**Cake Decorating 2.0**

- District Theme
- Leadership Academies
- Gallup Student Poll
- 5 Languages of Appreciation
- Guiding Coalition PBIS Focus Team
- Cabinet & District-wide Book Studies
- District Fun Team
- PBIS Chat & Chew
“We want this to be reflective of Campus & show what Haysville is all about.”

Self Care for Educators

• Know the signs.
• Don’t go it alone.
• Recognize compassion fatigue.
• Seek help with your own traumas.
• If you see signs in yourself, talk to a professional.
• Attend to self care.

Questions & Answers

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Launch

“Thats all Folks!”