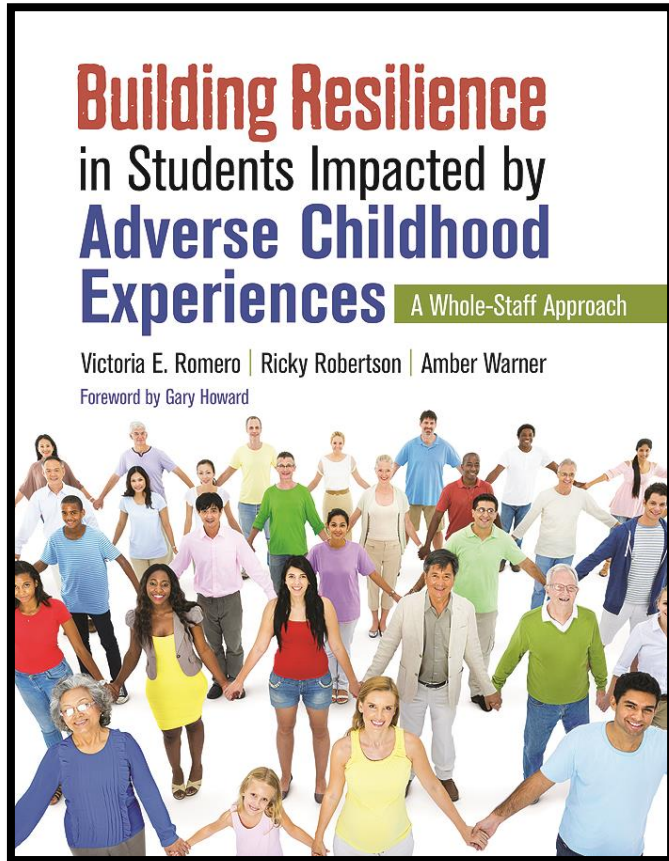
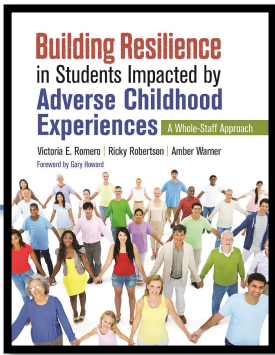


Welcome!



Building Resilience in Students Impacted by Adverse Childhood Experiences A Whole-Staff Approach

*By Victoria E. Romero, Ricky Robertson,
and Amber Warner*

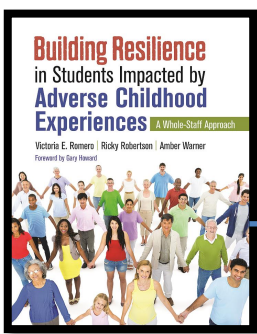


Leadership Team Planning Day

Agenda

- **Overview of the impact of ACEs and trauma**
- **Trauma-Informed Multi-Tiered Framework**
- **Tier 1 Interventions: Overview, Brainstorm, Action Plan**
- **Tier 2 Interventions: Overview, Brainstorm, Action Plan**
- **Tier 3 Interventions: Overview, Brainstorm, Action Plan**

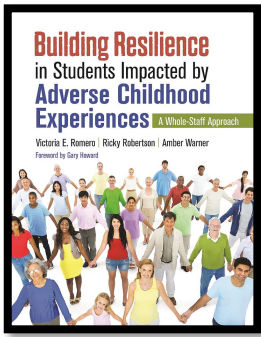
Overview of the Impact of ACEs & Trauma



Adverse Childhood Experiences

In 1997, Felitti & Anda defined ACEs as:

- Physical Abuse
- Sexual Abuse
- Emotional Abuse
- Physical Neglect
- Emotional Neglect
- Death of a parent
- Domestic Violence
- Incarceration of a parent
- Person in the home suffering from mental illness
- Abandonment due to separation, divorce, etc.

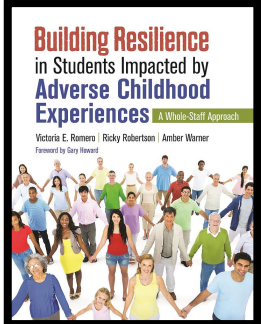


ACEs are...

Common

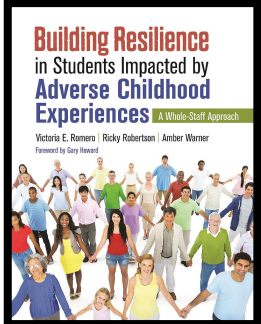
Cluster

**Have a dose-relationship with
long-term health disparities**



Long Term Health Effects

- Alcoholism and alcohol abuse
- Chronic obstructive pulmonary disease
- Depression
- Fetal death
- Health-related quality of life
- Illicit drug use
- Ischemic heart disease
- Liver disease
- Poor work performance
- Financial stress
- Sexually transmitted diseases
- Smoking
- Suicide attempts
- Unintended pregnancies
- Early initiation of smoking
- Early initiation of sexual activity
- Adolescent pregnancy
- Risk for sexual violence
- Risk for intimate partner violence



Impact of ACEs on Learning & Cognition

Students living with ACEs are:

- 2.5 times more likely to fail a grade
- Disproportionately represented in special education
- Struggle with executive functioning skills (making a plan, carrying out a task, reflecting on actions, etc.)
- Difficulties with receptive and expressive communication
- Struggle with transitions
- Achieve lower scores on standardized tests
- More likely to be chronically absent, suspended, expelled, and/or drop-out

Impact of ACEs on Student Behavior

Internalization

Externalization



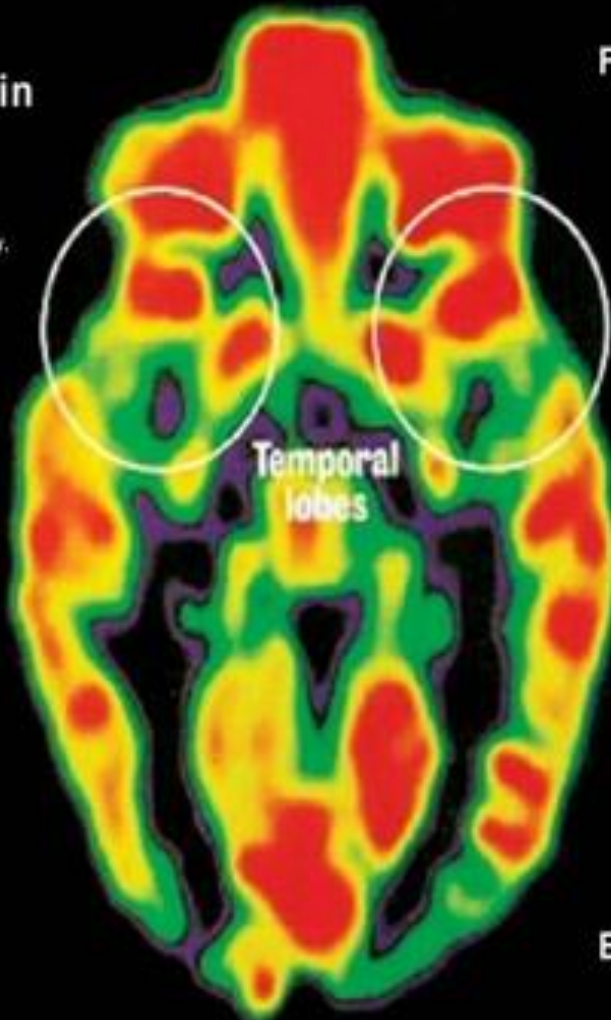
- Anxiety
- Low Self-Esteem
- Perfectionism
- Social Withdrawal
- Depression

- Aggression
- Tantrums
- Disruptive
- Non-Compliant
- Impulsive

Emotional Regulation

Healthy Brain

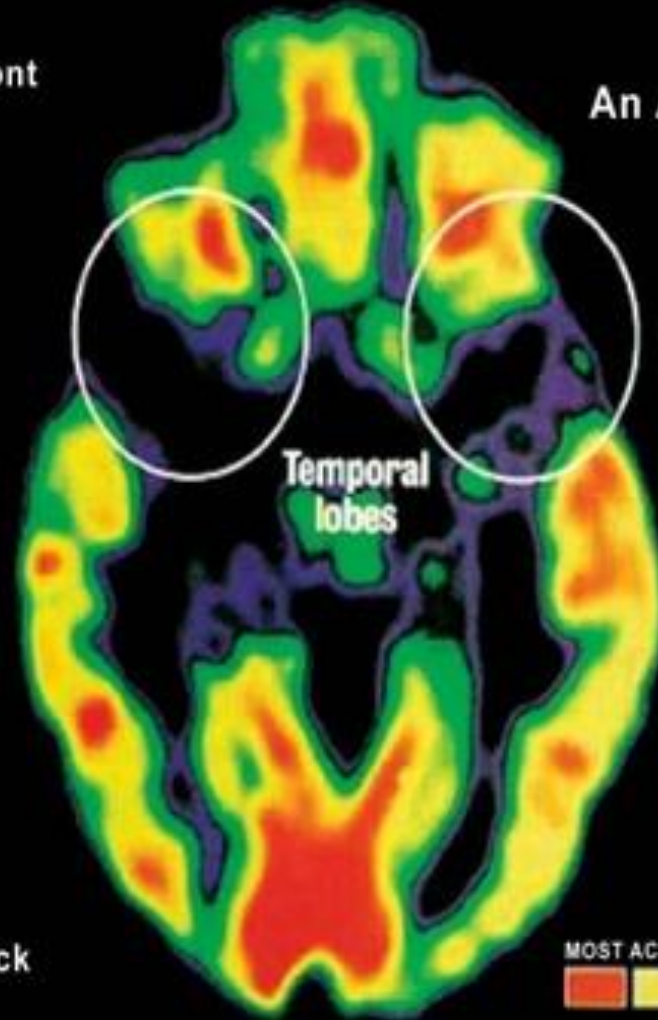
This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.



Front

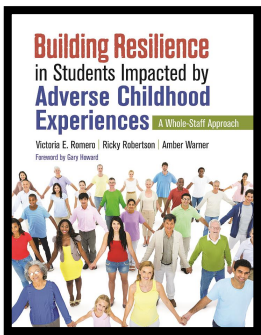
An Abused Brain

This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.



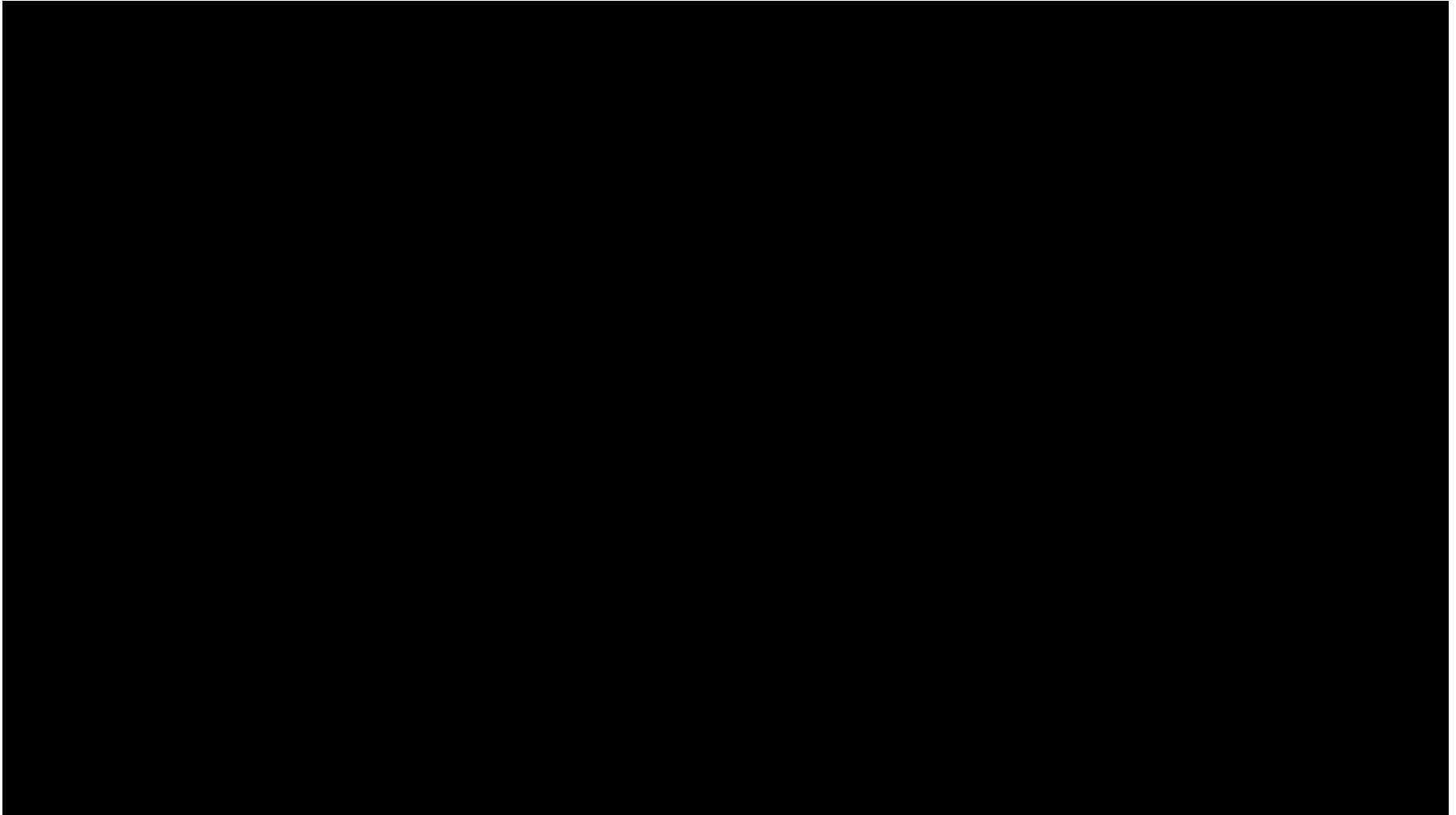
MOST ACTIVE

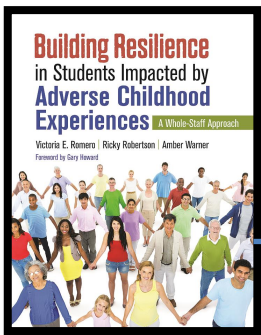
LEAST ACTIVE



ACEs & Brain Development

- Gene Expression (Overactive Stress Response)
- Size & Density of the Brain (Hormones shrink the hippocampus, less grey matter in the prefrontal cortex, and amygdala)
- Excessive Neural Pruning (Poor executive functioning, decision-making, and predisposition for mood disorders)
- Telomeres (Older than they seem)
- Less Connection between PFC & Hippocampus (Dysregulated Stress Response)
- Brain-Body Lymphatic Inflammation
- Default Mode Network (Inability to appropriately respond to and predict events)

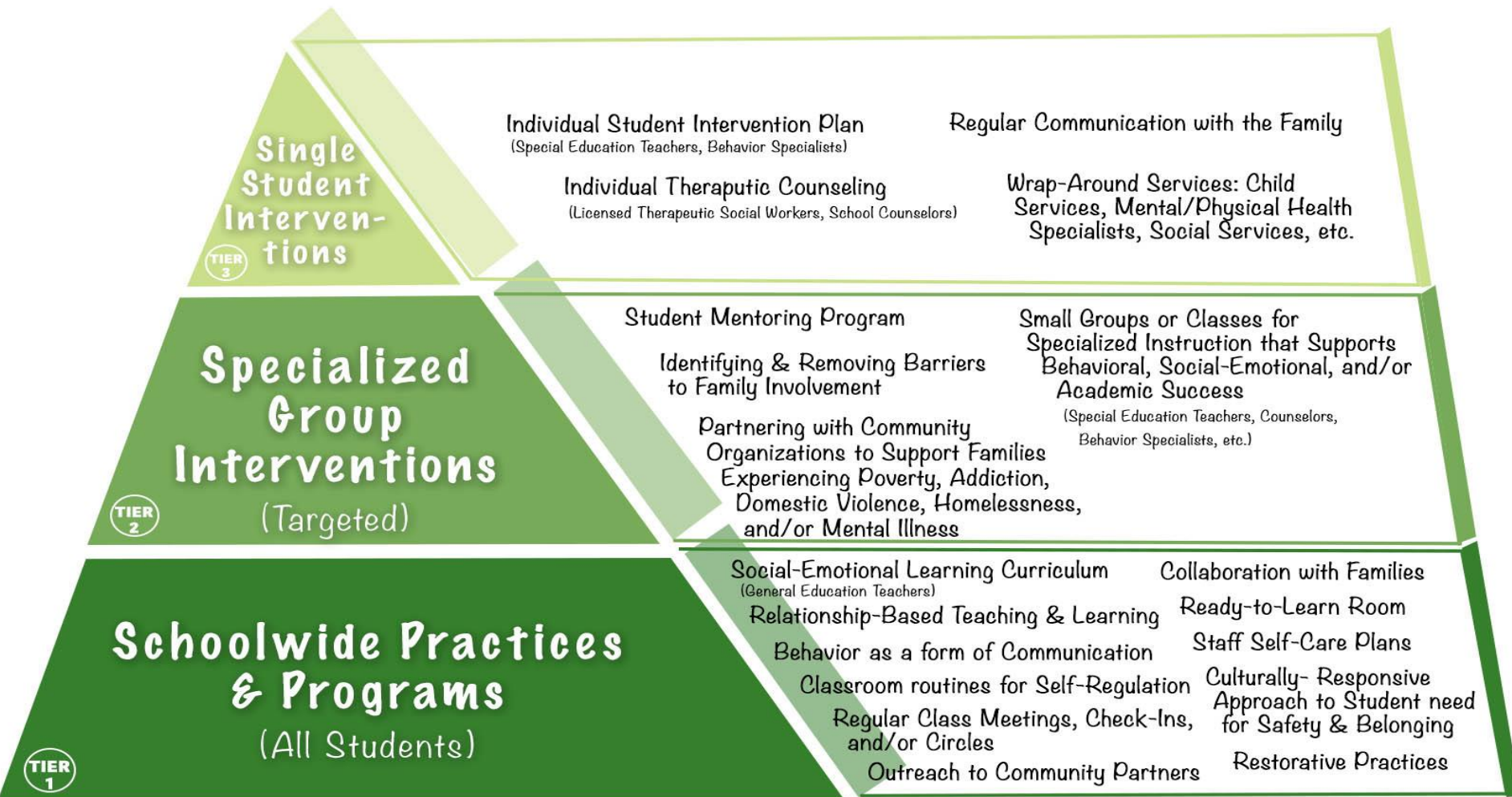




Key Concepts

- When we talk about behavioral issues, we are really talking about issues with **brain development** and **emotional regulation**
- We can't problem-solve with students when they are “flipped”
- First, we help a student calm down. Then we problem-solve together.
- Discipline is a **teaching process** through which students learn emotional intelligence, responsibility, interdependence, and healthy, productive ways to have their needs met

Trauma-Informed Multi-Tiered Framework

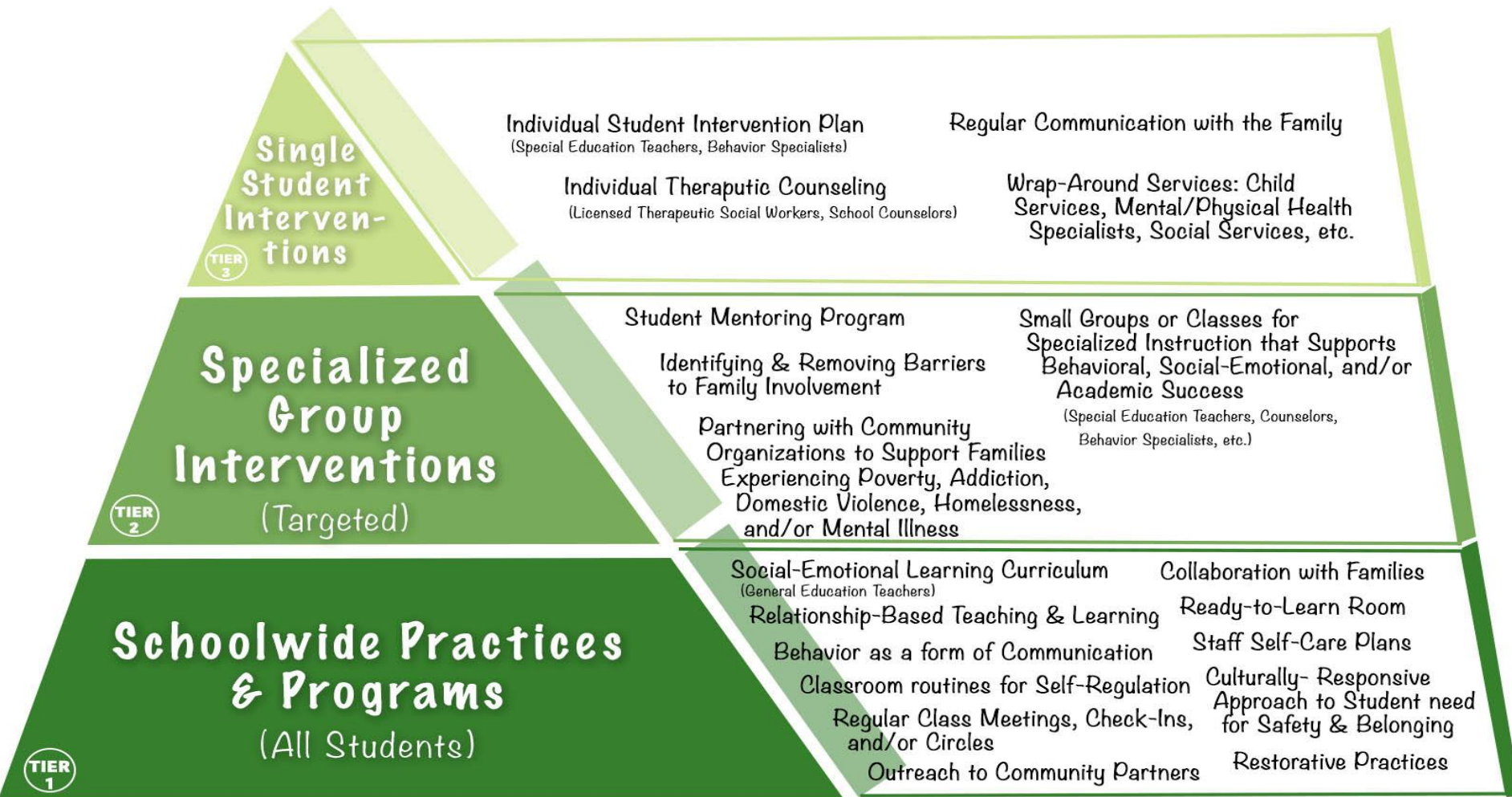


Fall-Hamilton Elementary

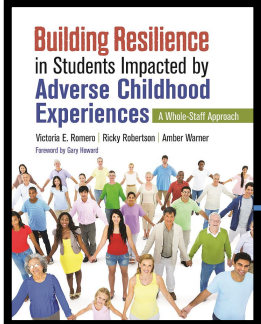


Pearl-Cohen High School





Tier 1



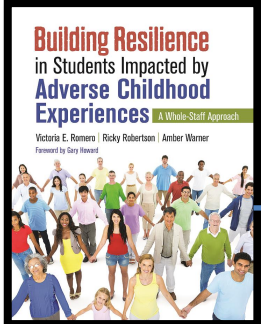
Social-Emotional Learning (SEL)

Primary

- School-wide Curriculum
- Taught by the classroom teacher weekly
- Reinforced daily
- Fosters **emotional regulation**

Secondary

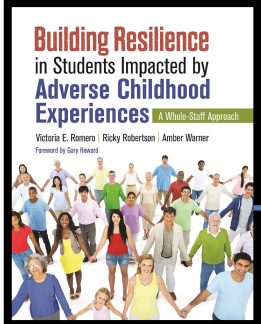
- School-wide Curriculum vs. Combination of Approaches
- Advisory/Homeroom
- Relevant to the lives of the students
- Taught explicitly & infused in the curriculum



NY SEL Benchmarks

1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

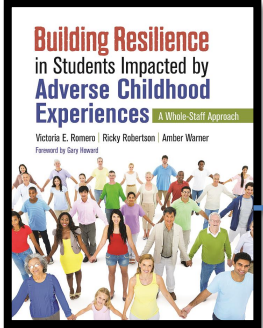
Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
A. Identify and manage one's emotions and behavior.	<p>1A.1a. Recognize and describe emotions and how they are linked to behavior.</p> <p>1A.1b. Demonstrate control of impulsive behavior.</p>	<p>1A.2a. Describe a range of emotions and the situations that cause them.</p> <p>1A.2b. Describe and demonstrate ways to express emotions in a constructive manner.</p> <p>1A.2c. Demonstrate control of behaviors that interfere with time on task.</p>	<p>1A.3a. Analyze factors that create stress or motivate successful performance.</p> <p>1A.3b. Apply strategies to manage stress and to motivate oneself to constructively address challenges.</p> <p>1A.3c. Demonstrate the capacity to maintain concentration on a task.</p>	<p>1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.</p> <p>1A.4b. Generate ways to develop more positive attitudes.</p> <p>1A.4c. Demonstrate the capacity to shift one's focus between tasks and maintain concentration on one's goal.</p>	<p>1A.5a. Evaluate how expressing one's emotions in different situations affects others.</p> <p>1A.5b. Evaluate how expressing more positive attitudes influences others.</p> <p>1A.5c. Demonstrate the ability to adjust one's behavior in response to changes in one's environment or to changes in one's goal(s).</p>



Relationship-Based Teaching & Learning

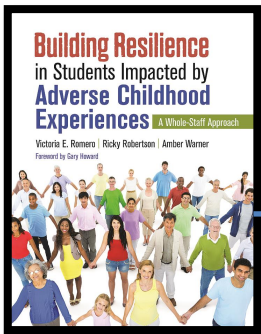
Incorporate into P.D. & Staff Meetings:

- Protective relationships are essential for building resilience
- Relationship-Building Strategies: Talk, Trust, Feel, & Repair (pg. 80-91)
- EMR (Establish, Maintain, Restore)
- Provide training to *all* staff



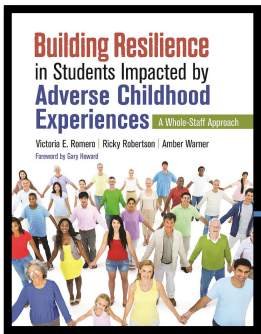
Culturally-Responsive Teaching

- Create an Equity Team! Attend PD on CRT (Deep Equity)!
- Review achievement, discipline, and attendance data for disproportionalities (race, gender, class)
- Book groups (pg. 33-62)
- Build tone & trust among staff
- Approach bias with a Growth Mindset (No more shame & blame)
- Find meaningful ways to incorporate the cultures and identities of students into school environment and curriculum (cultural erasure is trauma)



Behavior as a Form of Communication

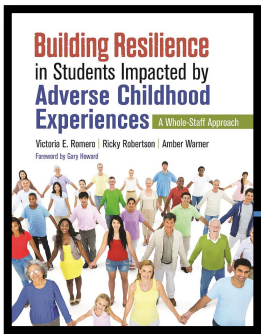
- Cultivate a whole-staff understanding of Behavior as a Form of Communication
- Educate staff on the underlying needs (safety, belonging, being valued) and common functions of behavior (S.E.A.T.)
- Provide scenarios and role-play. Practice teacher-centered vs. student-centered responses. Practice identifying function, replacement behavior, reinforcement, and underlying need of a behavior (proactive T.T.FR Toolkit p. 89-90)
- Encourage teams to brainstorm behavioral interventions for students of concern
- Compassionate language (“What happened to them?”)
- Encourage the use of social stories, books, and articles that teach emotional awareness and positive behavior
- Teach, model, and reinforce behaviors (ELL)



Teacher-Centered vs. Student-Centered

Mrs. Smith has a new student in her 2nd grade class. It is the student's first day. For much of the morning, the student draws in her notebook. Mrs. Smith asks the student to put the notebook away. The student places the notebook on her lap and continues to draw.

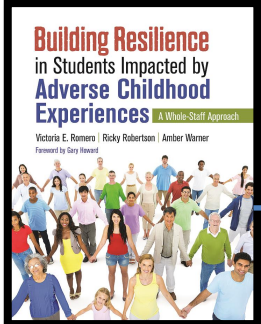
Mrs. Smith sends her class to recess and collects the new student's notebook and pencil box. When the student returns, she discovers that her notebook and pencils are missing. She starts crying, screaming, and cursing.



Teacher-Centered vs. Student-Centered

Teacher-Centered Response: Mrs. Smith tells the student, “I asked you to put the notebook away and you didn’t listen so I collected it. Those are my rules. You can get your notebook back at the end of the day. After I speak with your mother.” The student escalates further and attacks Mrs. Smith. The student is suspended. The parent contacts the district and requests a parent advocate.

Student-Centered Response: Mrs. Smith recognizes that the notebook means a lot to the student. She sees how upset the student is and calmly reassures her. Mrs. Smith calls for student support because she recognizes that the student needs time and space to cool down. She and the student talk later in the day and make an agreement for when the student can use her notebook. Mrs. Smith has also identified a trigger to avoid in the future.



Scenario: Team Problem-Solving

Every time Billy is given a math worksheet, he asks to use the bathroom and doesn't come back for 15-20 min. If he isn't granted permission to use the bathroom, he runs from the classroom.

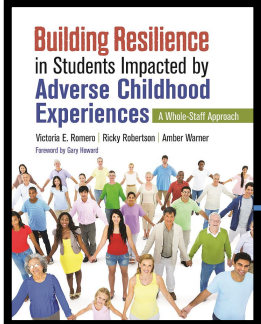
Function: Sensory Escape Attention Tangible

Underlying Need: Safety (Intellectual, Emotional, Physical),
Belonging, Feeling Valued

Proactively Address the Need:

Replacement Behavior:

How long will we implement this intervention?



Scenario: Team Problem-Solving

Every time Billy is given a math worksheet, he asks to use the bathroom and doesn't come back for 15-20 min. If he isn't granted permission to use the bathroom, he runs from the classroom.

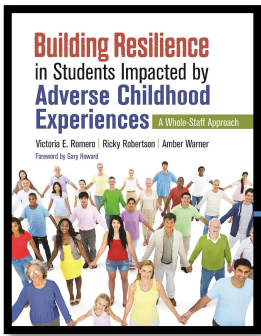
Function: Escape

Underlying Need: Intellectual Safety

Proactively Address the Need: Make sure the work is the appropriate level of difficulty. Modify the assignment (Reduce the #, Break down into steps). Talk to Billy about asking for help. Model making a mistake and learning from it (Growth Mindset). **(TTFR)**

Replacement Behavior: First Billy completes his modified assignment. Then he earns 2 minutes for a preferred activity.

Implement for a minimum of 4 weeks!



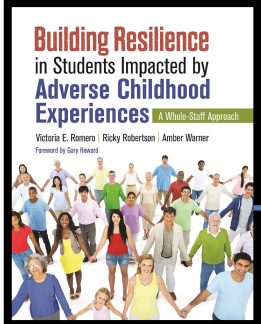
Classroom Routines for Self-Regulation

Primary

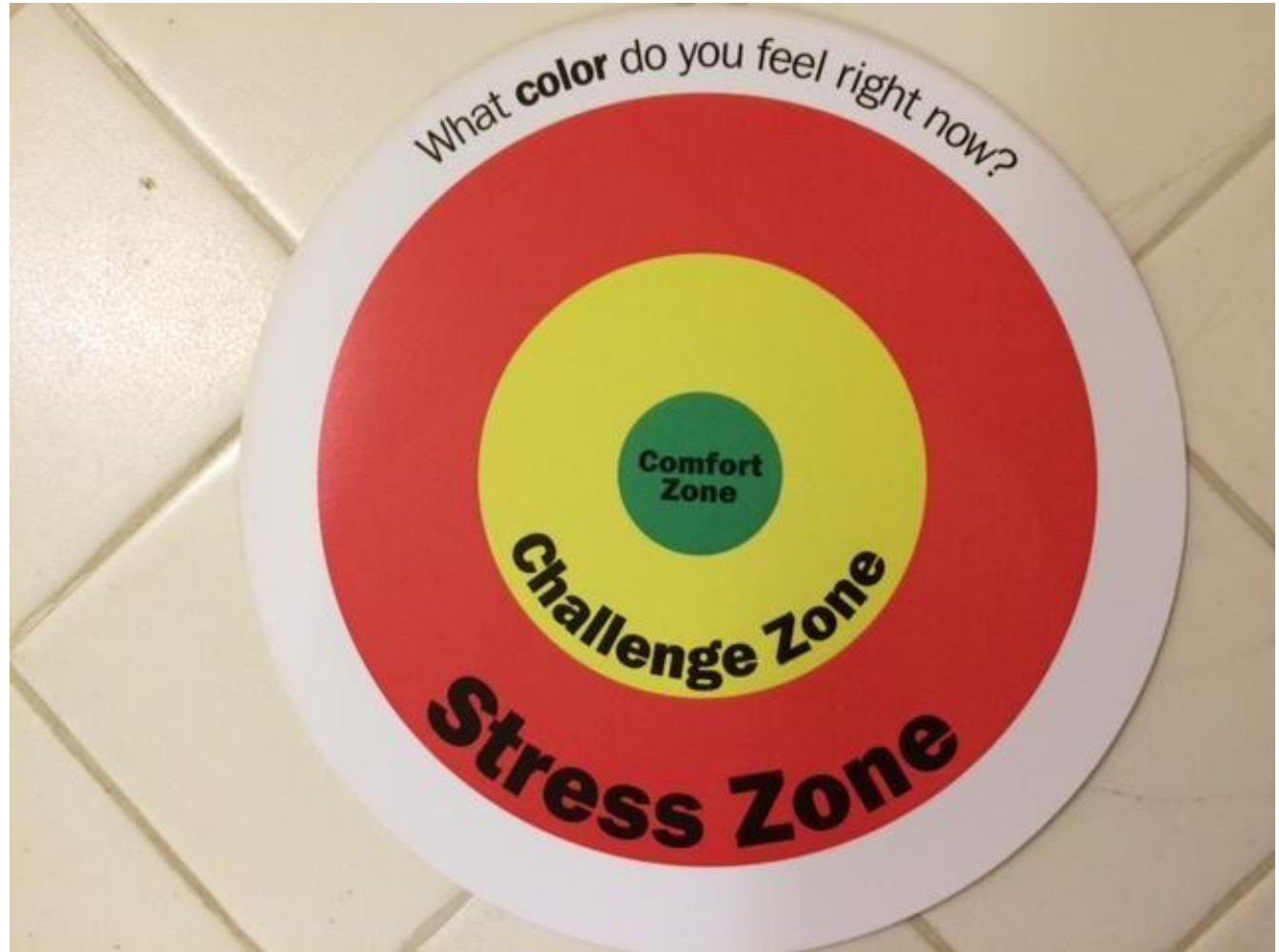
- Routines, routines, routines
- Visual Schedule
- Growth Mindset
- Brain in the Hand
- Go Noodle, Yoga Calm, etc.
- Cool Down Spot / Peace Corner (pg. 85)
- Art & Journaling
- Classroom environment (sensory supports and flexibility)

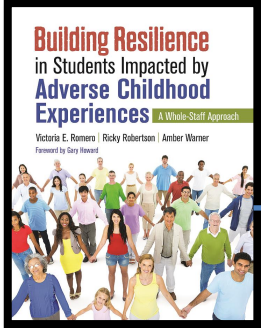
Secondary

- Routines, routines, routines
- Agenda, Learning Intentions, & Success Criteria
- Growth Mindset (Intellectual Safety)
- Mindful minutes
- Use Stress Indicator to develop a list of strategies as a class
- Art & Journaling
- Classroom environment (sensory supports and flexibility)



Classroom Routines for Self-Regulation

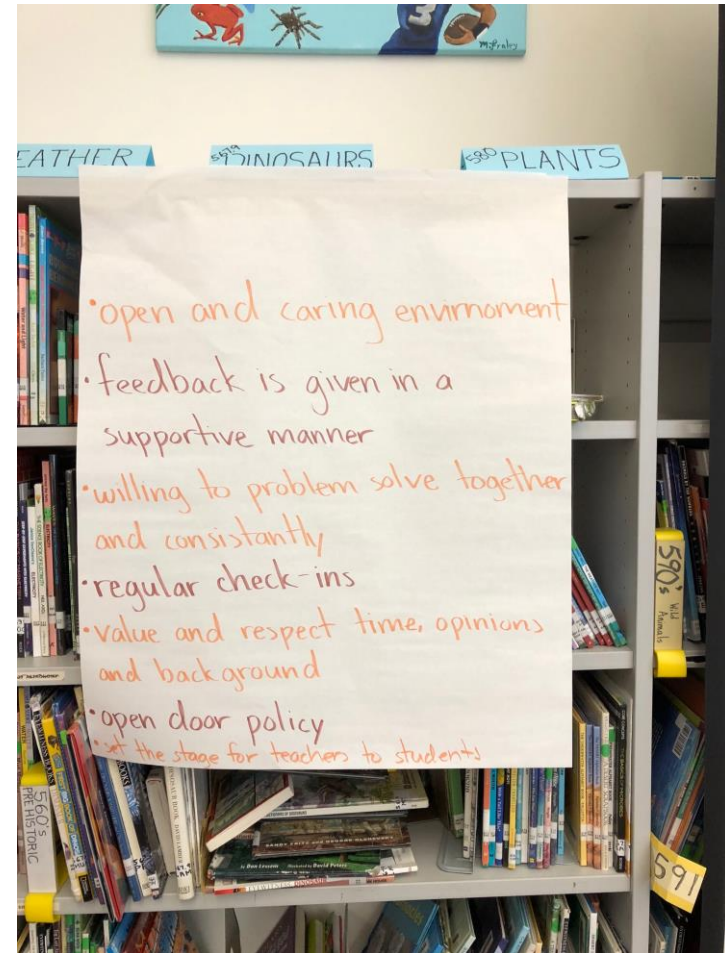
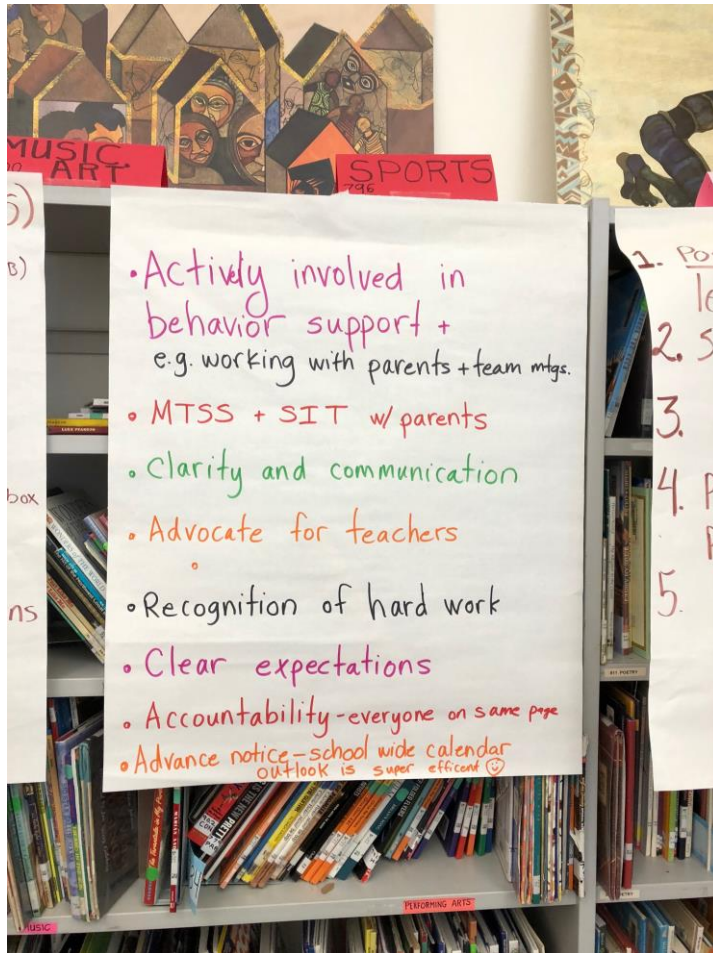




Staff Self-Care & Resilience

- Educate staff on Compassion Fatigue & Burnout (p. 13-14)
- Identify Needs from Leadership (pg. 30)
- Encourage staff to complete at ACEs survey and seek support if needed
- Staff Self-Care plans (pg. 25)
- Self-Care Buddies or Teams
- Incorporate Bite-Size Resilience Exercises into Staff Meetings (Dr. Bryan Sexton)
- Tap In/Tap Out
- Recognizing compassion fatigue and chronic stress in others (Teachers' behavior is a form of communication, too!)

Supportive Leadership (p. 30)



Staff Self-Care Plans (pg. 25)

PUT ON YOUR OWN OXYGEN MASK BEFORE HELPING OTHERS 25

**Sample template: My Self-Care Plan, AKA
Put on My Oxygen Mask First**

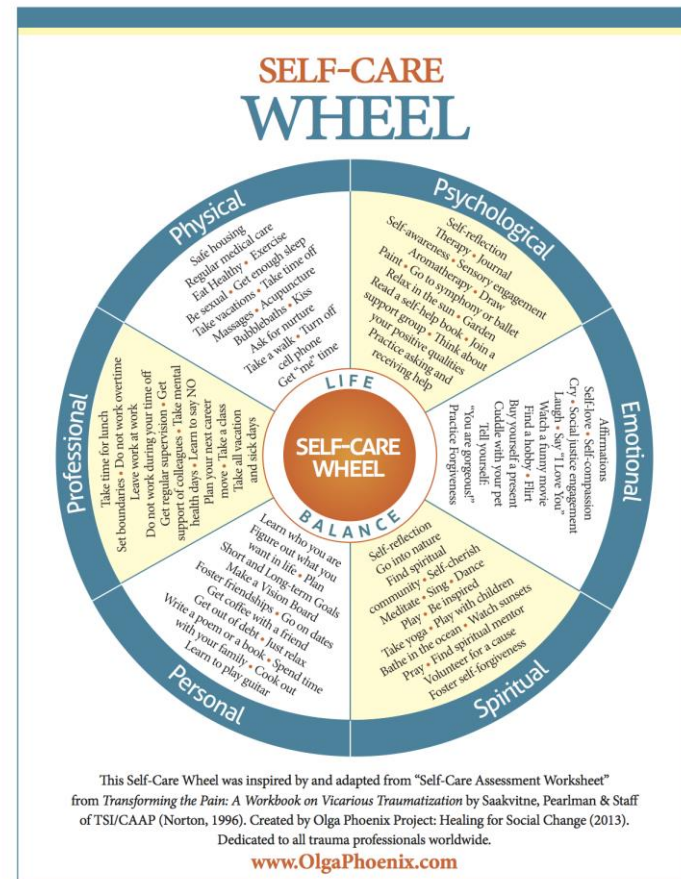
I. I enjoy my profession because:

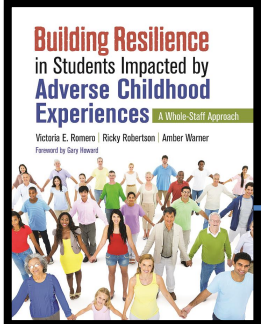
II. I want to take care of myself because:

III. When frustrated or upset at work, my critical friend(s) will:

IV. My socioemotional needs at work are:

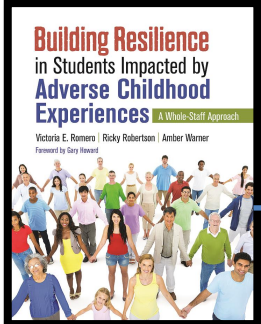
Physical Health—Based on my annual physical check-up, at work I will:	Physical Health—At home, I will:
Mental Health—For my sanity's sake, at work, I will:	Mental Health—At home, I will:
Emotional Health—At work, I need:	Emotional Health—At home, I need:





Outreach to Community Partners

- Create a Community Outreach Team
- Identify organizations, agencies, colleges, and businesses that can provide support services, volunteer opportunities, and/or CTE opportunities
- Establish partnerships with key staff member(s) at each organization
- Create meaningful opportunities for engagement
- Inform teachers and families of these offerings

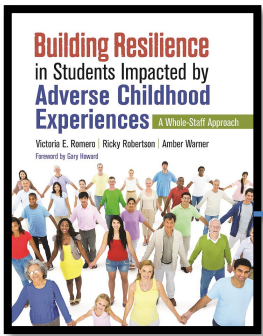


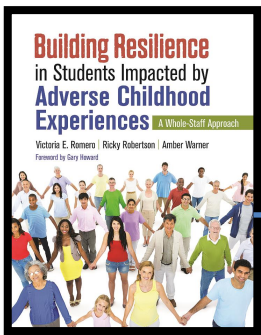
Collaboration with Families

- Create a Family Engagement Team!
- Teachers call home to welcome families during the first week(s) of the school year
- Home Visits
- Ongoing communication throughout the school year
- School events that are fun and offer food and/or childcare
- Culturally-sensitive & trauma-informed front office
- Teaching families about the impact of ACEs and Trauma
- Invite community organizations to school events
- Strength-Based communication with families (This is how your child solved the problem...)

Restorative Practices (Class Meetings & Check-ins)

Tier 1: Community Building Circles in the Classroom & Staff Meetings





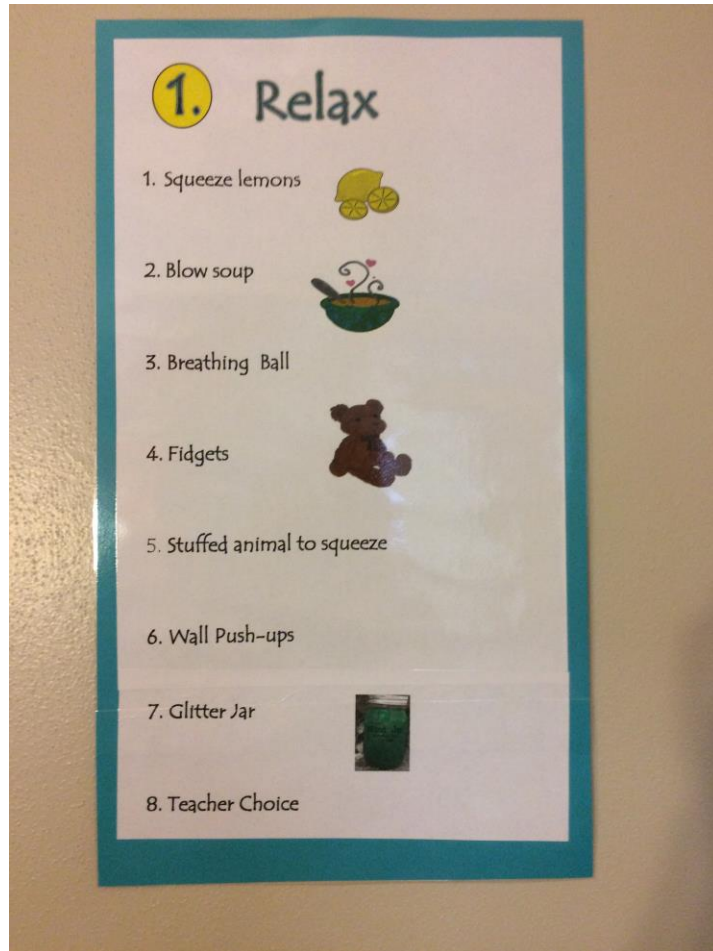
Ready to Learn Room (Time Out/ISS)

- Provides a space and a **process** for emotional regulation, problem-solving, and restorative practices
- Provides structure and boundaries (ex: 15 min)
- Designed to foster calm
- Provides sensory supports
- Records and analyzes data for referrals to intervention and support (Teacher & Student)
- The process is clearly communicated to all stakeholders
- Centers the teacher-student relationship





RTL Room Step 1: Finding Calm



- The goal is to re-engage the Pre-Frontal Cortex
- Provide a menu of strategies (Think of the 5 senses)
- Decide on Interactive vs. Parallel engagement with the student
- Self-assess to remain calm and grounded
- If the student is significantly escalated, use few words (5 or less per sentence)

RTL Room Step 2: Problem-Solving

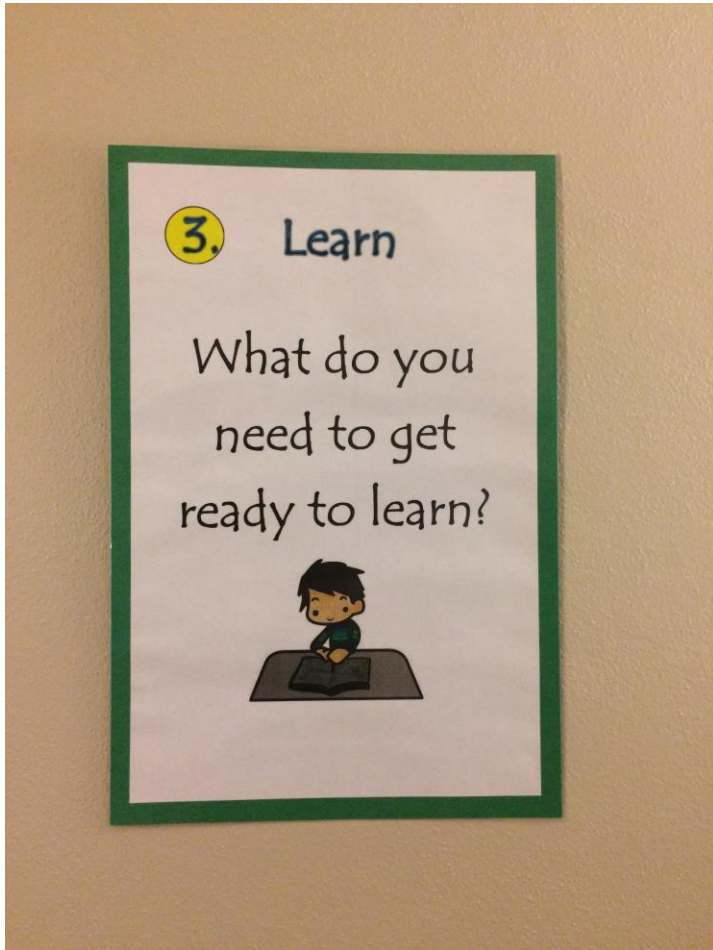


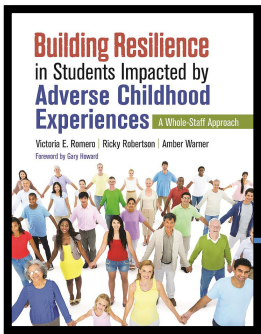
1. Listen & reflect without judgement
2. Accept their feelings and perceptions as valid and true for them
3. Ask questions that help the student identify the underlying emotion and/or unmet need
4. Reflect on who was impacted and if/how the student can repair those relationships (especially teacher-student)
5. Together, find a productive strategy for resolving the immediate issue and managing a similar emotion/situation in the future

RTL Room Step 3: Re-Engage

To be Ready to Learn, a student may need to:

- Repair harm through actions
- Engage in a restorative conversation
- Write a note to a peer or teacher
- Complete a small amount of work
- Call home and talk with a caregiver
- Satisfy a fundamental need (Drink water, rest for a few minutes, etc.)





Monitor the RTL Process

- Have a sign-in sheet to record the date, time in/out, student name, referring teacher, and reason for the visit
- Record the sign-in sheet data in a shareable document
- Monitor the data to notice trends (how many students visit each day, which students visit most frequently, processing time, referring teachers, types of behavior, etc.)

Tier 1

Brainstorm & Action Plan

Tier 1: Brainstorm

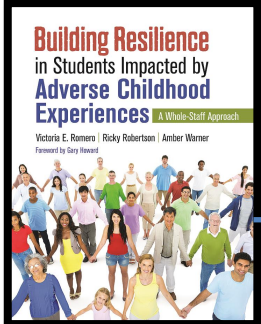
What's working?	What's not working?	What's missing?
<ul style="list-style-type: none">• Tier 1 Programs & Interventions that are producing their intended outcome(s)• Strengths of your faculty, staff, students, and families	<ul style="list-style-type: none">• Challenges you are facing in your school that may be related to ACEs and trauma• Programs or interventions that are NOT producing their intended outcomes• Gaps in service provision: Ways that programs fall short and could be improved	<ul style="list-style-type: none">• Review the Tier 1 Interventions (pg. 177)• What could we implement to address what isn't working?

Tier 1: Action Plan

Name of the Tier 1 Intervention: Ready to Learn Room

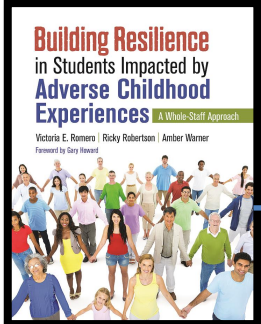
Objectives	Steps to Achieve the Objective	Resources Needed	Person(s) Responsible	Timeframe
1. Set Up the Room	<ul style="list-style-type: none">• Set up furniture• Get Sensory Tools• Get Snacks• Make Posters	<ul style="list-style-type: none">• Budget and/or donations	Ricky	9/10/18
2. Inform Staff of the RTL Process	<ul style="list-style-type: none">• Create PPT• Schedule Time During Staff Meeting	<ul style="list-style-type: none">• Set aside time to prepare the PPT	Ricky	9/7/18

Tier 2



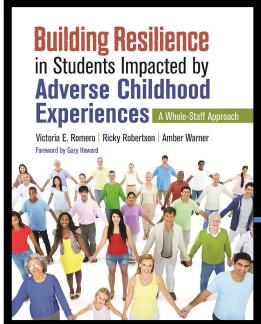
Small Groups & Classes

- Align with an ELL-model
- SEL small groups (Zones of Regulation, empowerment groups, grief groups, anger management, etc.)
- Communicate with teachers to reinforce small group strategies in the classroom
- Develop electives that teach conflict resolution, effective communication, healthy relationship skills, etc. (CTE)
- Develop a peer mediation program



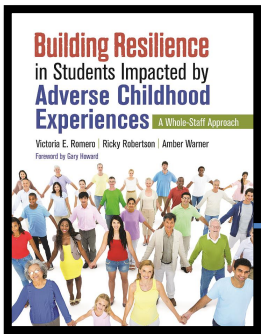
Restorative Circles to Repair Harm





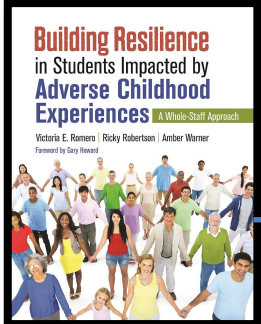
Student Mentoring Program

- Identify students for Check-in/Check-Out, Check & Connect, etc.
- Social-emotional goals for internalizers
- Track data to determine the effectiveness of the intervention
- Take care of your mentors!



Identifying & Removing Barriers to Family Involvement

- Time, Childcare, Language/Culture, Negative Perceptions or Experiences
- Conduct a family engagement focus group and use the data to action plan
- Facilitate Restorative Circles to heal and strengthen the family-school relationship
- Create a special event for a particular group of families (FAFSA night, Volleyball, etc.)
- Home Visits



Partnering with Organizations to Support Families

- Compile a list of community resources and disseminate to staff and families (translate)
- Motivational interviewing and SBIRT
- Refer families for support & Follow-Up
- Empowerment groups and extracurriculars
- Host events and community services in the school (washing machines, hair cuts, clothing closet, GED classes, parenting classes)

Tier 2: Brainstorm

What's working?	What's not working?	What's missing?
<ul style="list-style-type: none">• Tier 2 Programs & Interventions that are producing their intended outcome(s)• Strengths of your faculty, staff, students, and families	<ul style="list-style-type: none">• Challenges you are facing in your school that may be related to ACEs and trauma• Programs or interventions that are NOT producing their intended outcomes• Gaps in service provision: Ways that programs fall short and could be improved	<ul style="list-style-type: none">• Review the Tier 2 Interventions (pg. 177)• What could we implement to address what isn't working?

Tier 2: Action Plan

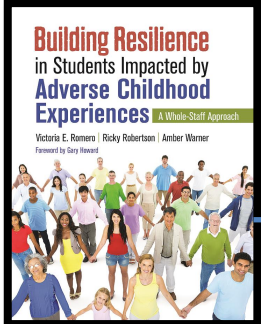
Name of the Tier 2 Intervention

Objectives	Steps to Achieve the Objective	Resources Needed	Person(s) Responsible	Timeframe

Tier 2

Brainstorm & Action Plan

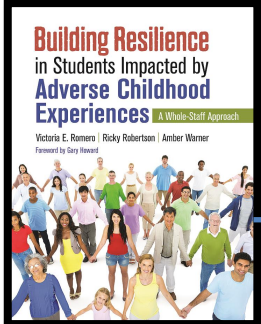
Tier 3



Student Intervention Plans (Developed by a Team)

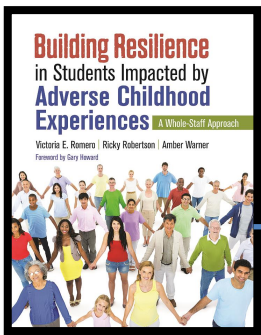
- Trauma-Informed Behavior Improvement Plan
 - Proactively addresses underlying needs of safety, belonging, and being valued
 - Accounts for ACEs and trauma
 - Avoids re-traumatizing the student
 - Maps the escalation cycle and communicates the plan to all involved parties
 - Focuses on building trusting, protective relationships
 - BE CREATIVE!

Level of Escalation	What STUDENT says/does;	What STAFF does; What STUDENT can do (ex. Choices/Options)	What STAFF says:
Level 1 Green	Student is on-task and/or working his desk	Tier 1 Interventions: 5:1 Positive feedback such as verbal praise, thumbs up, etc. Tracker Chart to earn rewards. Break Card may be used.	Example: Teacher has modified assignment and frontloaded instruction. "Good job" or "I like the way you..." or "You earned another star. Keep it up!"
Level 2 Anxiety	Student is off-task at his desk	Restate the expectation and redirect the student to the desired behavior. <ul style="list-style-type: none"> ➤ If Student returns to work then offer positive praise. ➤ If student persists in refusing to work do not engage in a power struggle. Consider ABC's. Is there anything that you can modify to alleviate the behavior? 	Example: "Colin, I know you can make a good choice and get back to work." Example: "Colin do you need to take a break and then get back to work?"
Level 3 Agitation	Student refuses to return to work, walks around the room, distracts other students, etc.	Present student with the choice of complying or receiving a consequence. <ul style="list-style-type: none"> ➤ If student returns to work offer positive praise. ➤ If he persists then instruct him to take a break, take deep breathes (if needed), or take a one-minute time out. 	Example: "Colin please take a one minute chill out." "Colin you can choose to complete your work now or stay in during recess and complete it." If Colin remains in an agitated state, "Colin you can complete your one minute chill out or go to Ms. Venda's room to process."
Level 4 Anger	Student acts in a way that may harm himself or others (throws things, hits classmates, runs away from adults)	Teacher states the expectation or infraction and the consequence. <ul style="list-style-type: none"> ➤ Office staff attempts to calm the student in the classroom. ➤ If the student persists in non-compliant /disruptive behaviors then he is removed from the classroom. 	Example: Monitor. Use few words. Don't Chase. "Colin come with me." And walk to safe space. Bring to safe space and allow time to calm down without interaction.
Level 5 Aggression	Student is yelling, crying, hitting, etc.	Staff member "ignores" non-compliant behaviors so long as he is not a harm to himself or someone else. <ul style="list-style-type: none"> ➤ Once every 5-minutes the staff member presents an option to help him calm down. Staff member may model taking 5-deep breathes. <ul style="list-style-type: none"> ➤ If student complies offer verbal encouragement. ➤ If the student refuses to comply then ignore and restate the same option a few minutes later. 	Give quiet time and space for student to de-escalate. Example: "Colin let's take 5 deep breathes and talk it out." When student is calm, talk out the incident, identify "better choices," and send back to class, if appropriate. Principal and the parent may be contacted.



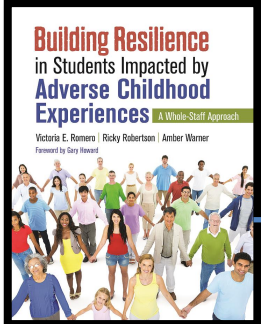
Student Intervention Plans (Developed by a Team)

- Acute Trauma Intervention Plan
 - What fundamental need(s) have been impacted? (food, shelter, health, loss of family or friend)
 - How can we address those needs at school?
 - What community resources can we refer the family to?
 - Who needs to be made aware of this plan?
How?



Regular Communication with Families

- Is trust present? How do I know?
- Strength-Based. Acknowledge the good.
- Hear their struggles and connect them with strategies and resources
- Determine how the intervention plan will be reinforced at home: Martinez Family Story (pg. 193-194)
- Create a communication plan (frequency, method, expectations, goals)



Counseling & Wraparound Services

- Wraparound services address needs and leverage strengths
- Conduct wraparound meetings at the school. Invite service providers.
- Culturally-sensitive
- Establish regular communication with service providers
- Consider if staff PD is necessary (addiction, DV, etc.)

Tier 3

Brainstorm & Action Plan

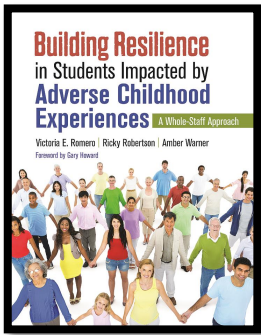
Tier 3: Brainstorm

What's working?	What's not working?	What's missing?
<ul style="list-style-type: none">• Tier 3 Programs & Interventions that are producing their intended outcome(s)• Strengths of your faculty, staff, students, and families	<ul style="list-style-type: none">• Challenges you are facing in your school that may be related to ACEs and trauma• Programs or interventions that are NOT producing their intended outcomes• Gaps in service provision: Ways that programs fall short and could be improved	<ul style="list-style-type: none">• Review the Tier 3 Interventions (pg. 177)• What could we implement to address what isn't working?

Tier 3: Action Plan

Name of the Tier 3 Intervention

Objectives	Steps to Achieve the Objective	Resources Needed	Person(s) Responsible	Timeframe



Thank you!

Additional Resources:

SEL: <https://casel.org/>

<http://secondaryguide.casel.org/>

EMR: <http://www.pent.ca.gov/mt/emrpractices.pdf>

NY SEL Benchmarks:

<http://www.p12.nysed.gov/sss/documents/NYSSELBenchmarks.pdf>

Bitesize Resilience:

<https://today.duke.edu/2016/02/resilience>

In *Building Resilience* refer to pages: 25, 30, 80-91, 177