

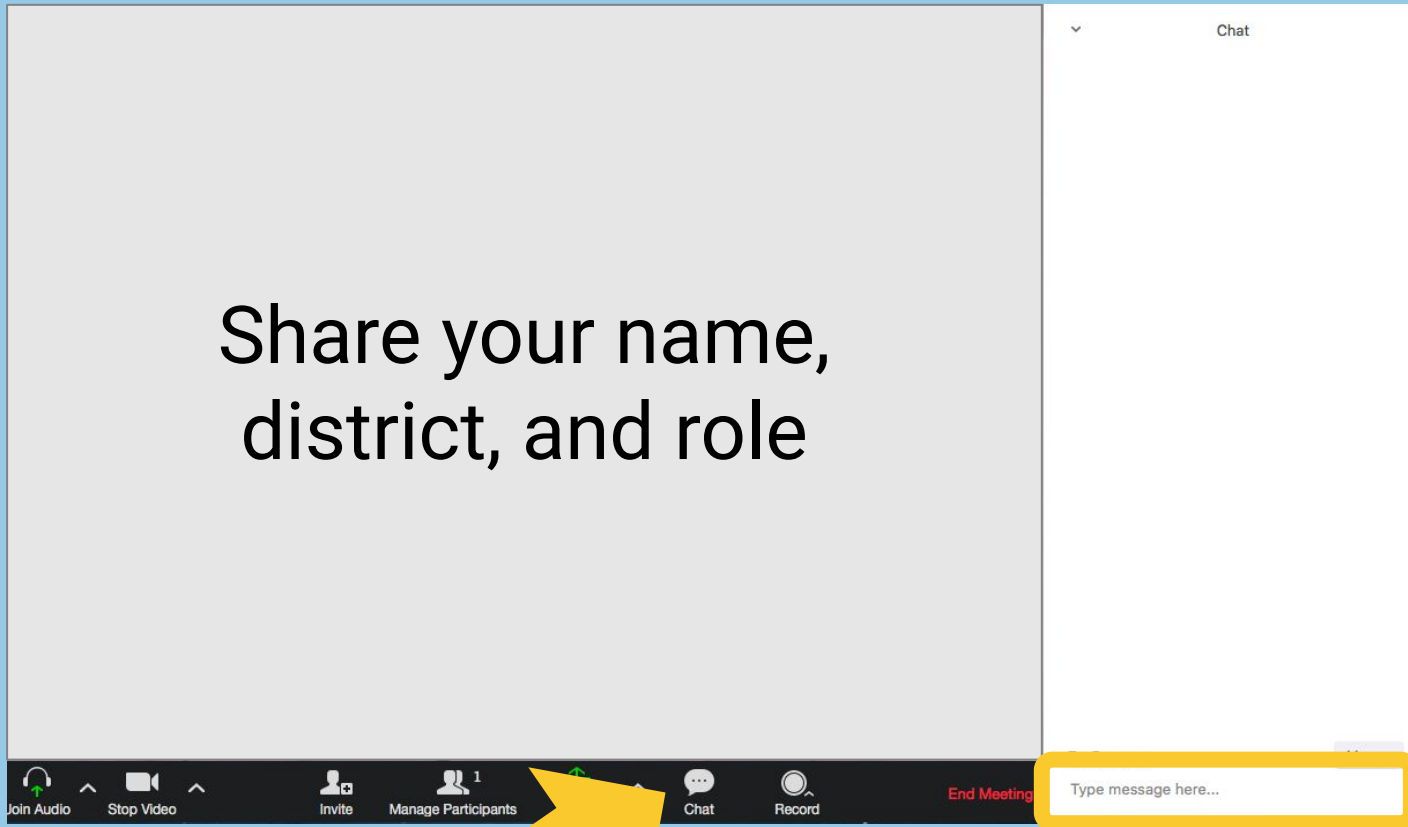


Trauma Informed Leadership

How to Support Resilience in School Communities in Light of COVID-19

April 2020

Share your name,
district, and role



The image shows a Zoom meeting interface. The main window displays the text "Share your name, district, and role". To the right is a "Chat" panel with a dropdown arrow and the text "Chat". At the bottom is a toolbar with icons for "Join Audio", "Stop Video", "Invite", "Manage Participants", "Chat", and "Record". A yellow arrow points to the "Chat" icon. The "End Meeting" button is visible on the right side of the toolbar. A yellow box highlights the "Type message here..." input field in the chat panel.



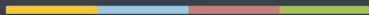
Megan Campion
Associate Partner



Shelby McIntosh
Managing Partner



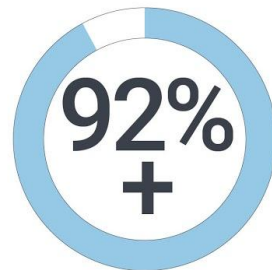
Hi! We are Education Elements



WE ARE AN EDUCATION CONSULTANCY, THAT HELPS TRANSFORM SCHOOLS AND DISTRICTS

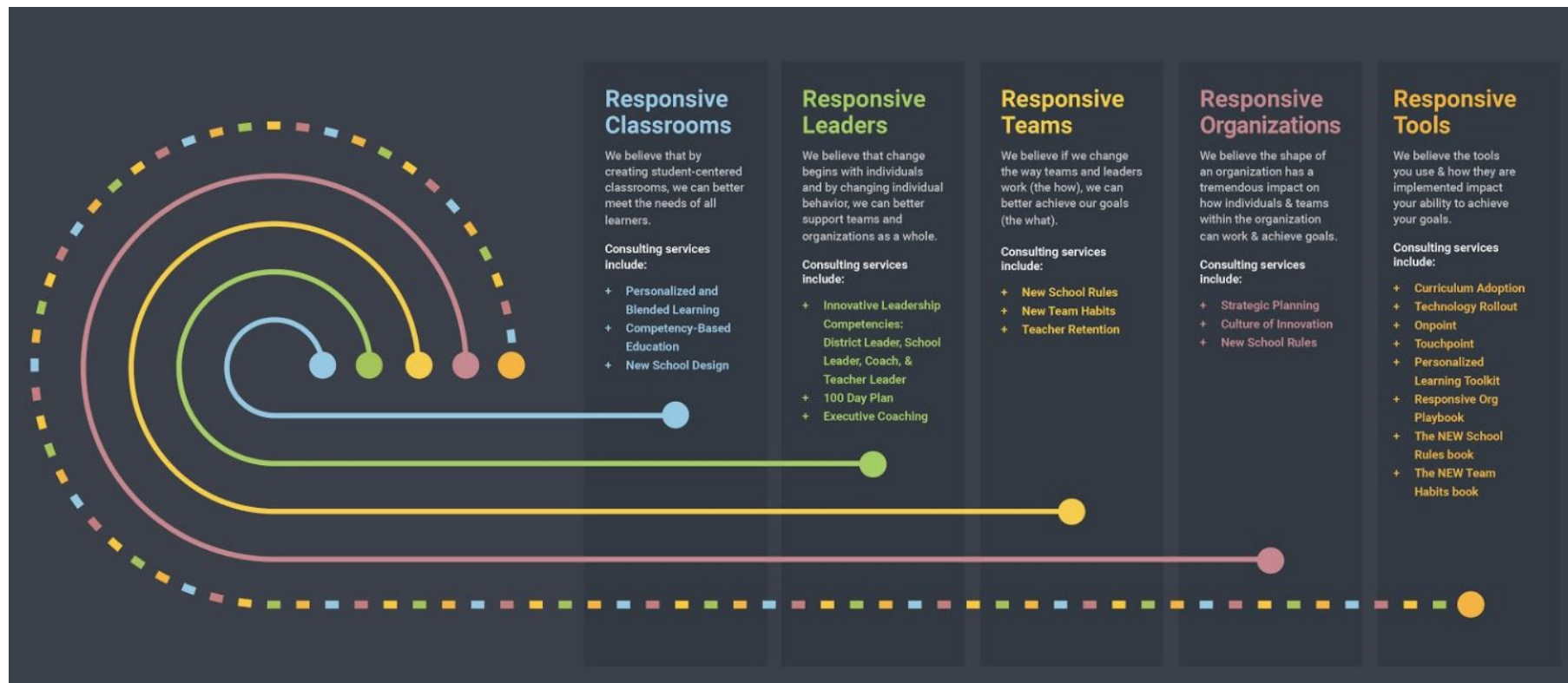


1000+
Schools
and Districts



of attendees find our
workshops excellent
or very good

Ways We Work With Districts



The New School Rules

PLANNING :

Plan for
change, Not
perfection

TEAMING:

Build trust
& allow
authority
to spread

MANAGING ROLES:

Define the
work, Before
you define
the people

DECISION- MAKING:

Aim for
"safe enough
to try" over
"Consensus"

SHARING INFORMATION:

Harness the
flow & let
information
go.

LEARNING ORGANIZATION

Schools grow
when people
grow

USHHS Principles of a Trauma Informed Approach

SIX KEY PRINCIPLES OF A TRAUMA-INFORMED APPROACH

- 1. Safety**
- 2. Trustworthiness and Transparency**
- 3. Peer Support**
- 4. Collaboration and Mutuality**
- 5. Empowerment, Voice and Choice**
- 6. Cultural, Historical, and Gender Issues**

Why Trauma-Informed Leadership?



Tackling TRAUMA

BY MATT ZALAZNICK

Students cope better with stress when they trust adults at school

A string of student suicides over the last few years forced leaders of the Nampa School District near Boise, Idaho, to rework their approach to mental health care.

In a series of meetings with the community, administrators developed a better picture of all the traumas and tensions weighing on the minds of students: family financial difficulties, caring for siblings, academic pressure, sports and extracurricular demands, and the skewed picture of youth depicted on social media.

"We educate our kids—we give them clothing and food and dental and eye care—but we haven't focused as closely on their mental health and social needs," Assistant Superintendent Gregg Russell says.

In adopting trauma-informed teaching practices, Nampa's leaders discovered what their colleagues in other districts have also learned over the last few years: Students have a greater chance of coping with traumatic childhood experiences and succeeding in class when they can turn to a trusted adult at school.

"The old mentality of 'I'm the teacher, I'm here to give students information and they're here to receive it,' doesn't work anymore," Russell says. "You need to let students know you care for them beyond the content you're teaching, because when kids aren't getting that kind of support

It is, therefore, important that educators excel at building healthy, supportive relationships with young people. In that sense, classroom teaching must now incorporate elements of counseling, Russell adds.

CRITICAL CONNECTIONS—A therapy dog helps students in Idaho's Nampa School District reduce stress. District leaders have also adopted extensive trauma-informed teaching practices to guide educators in building trusting relationships with students.

SHARE: [Damag.me/trauma](https://damag.me/trauma)
More coverage of health and wellness: [Damag.me/health](https://damag.me/health)

32 | March 2020

DistrictAdministration.com

Tackling TRAUMA

from an adult, this world is a pretty lonely place."

How to use books, movies and songs
Building authentic relationships is the No. 1 strategy for helping students develop resilience against toxic stress, says Jaime Castellano, a professor who teaches classroom management and inclusion at Florida Atlantic University's College of Education.

"You have to understand who your students are, where they come from, what traumas they have experienced and what might trigger inappropriate behavior," says Castellano, who also works with K-12 students as a case manager at Mul-

lingual Psychotherapy Centers, Inc., in Palm Beach County.

With his student teachers, he models several activities, such as what he calls "the cultural you." Teachers can ask students to describe the sights, sounds and smells of home that paint a picture of their cultural backgrounds. In another exercise, students bring five items that help define their identities.

On the academic side, he recommends "bibliotherapy" and "cinematherapy," in which teachers lead discussions after classes read books and watch movies that depict some of the challenges students are facing. "This shows them they are not alone, that there are others out there who

have overcome the traumas they've experienced," he says.

Castellano also suggests that teachers ask students to share songs that give them hope and inspiration in overcoming challenges. Ultimately, it's critical to create a safe school environment by sticking to classroom routines and setting clear expectations for students.

"Trauma and anxiety and depression transcend zip codes and income levels," he says. "And for every kid we identify and who is getting help, there are probably two to three kids whom no one knows about."

Adding on-site mental health clinics

In adopting trauma-based teaching, Nampa School District leaders ran up against a troubling phenomenon, says Russell.

Even when students confided suicidal or dependent thoughts to a friend, those friends often felt they had to keep it secret rather than alerting a teacher, counselor or other adult. Even teachers might hesitate to pass on such information for fear of betraying a student's trust, he adds.

Counselors trained in trauma-informed care treat students' mental health challenges at seven of Nampa's schools. These visits get documented to better assess the severity of a student's mental state and track treatments when students switch schools within the district, Russell says.

In addition, administrators have created advisory periods in which educators meet regularly with every high school student to discuss what's going on in their lives in and outside of school.

In the classroom, teachers this school year have focused on building students' resilience with a range of resources, including the Second Step social-emotional learning curriculum and mindfulness apps such as Mind Yeti and Headspace. Some of these materials were purchased with a \$150,000 grant from the Blue Cross Foundation.

"We're looking at this through a number of lenses," says Shelley Bonds, the executive director of elementary education. "But we did see a decline from a year ago in the number of major behavioral incidents in the first nine weeks of school."

Elements of Trauma-Skilled Schools from the National Dropout Prevention Center



Adapted from the "Executive Summary of the National Dropout Prevention Center Trauma-Skilled Schools Model," [Damag.me/ndpcmodel](https://damag.me/ndpcmodel)

34 | March 2020

DistrictAdministration.com



Tackling TRAUMA

"What if I was good at math?"
Several administrators are working to make their buildings "trauma-skilled schools" through a professional development and curriculum program developed by the nonprofit National Dropout Prevention Center.

In the process, some school leaders have found teachers hesitant to add "mental health counselors" to their job descriptions, says Sandy Addis, the center's director.

The goal of the program, however, is for all staff—from every teacher to every bus driver—to get a better understanding of how trauma impacts student behavior.

Take, for instance, a student who gets shut in a closet as punishment at home. That student will likely have an adverse reaction when brought into a similarly principal, Addis says.

The center's PD guides teachers in building student confidence, setting kids make choices, such as giving their own seat or suggesting classroom rules at the beginning of the school year.

"Kids who have been traumatized often perceive that they're not chosen. All kids in school we unconsciously tell them choice when we could not give kids choice," Addis says.

At the Renaissance, an alternative program of the Nampa School District in Washington, becoming a trauma-skilled school means helping students envision a bright future for themselves, Principal Marjorie Moga says.

"Students have to see their goals as realistic and attainable in order to not give up," Moga says. "We're trying to make sure that all of our interventions are transformational rather than transactional."

Interventions—even seemingly insignificant ones—become transformational when teachers can build students' strengths, she says. For instance, even a student says "I can't do this" or "I'm not at math," a transformational teacher

ENGAGE WITH YOUR PEERS ABOUT DA's 2020 QAD Summit, March 18-20 in Las Vegas
[Damag.me/qadsummit](https://damag.me/qadsummit)

36 | March 2020

DistrictAdministration.com

Trauma means teachers must care for themselves, too

Staff wellness and empowerment constitute key elements of providing trauma-informed support to students in St. Louis Public Schools, says Marietta Marinetta, the district's director of social work.

"If we have healthy staff who are able to build healthy relationships with students and families, we are going to see better outcomes for our kids," Marinetta says. "If there are approaches that are going to benefit students, they are just as likely to benefit staff."

Eleven St. Louis elementary schools are piloting PD that guides teachers in adding mindfulness and other self-care techniques into their daily routines. In a few buildings, educators visit classrooms with a coffee break cart. Teachers are encouraged to have a coffee

or a poetry and take a 10-minute break to refresh while one of the educators covers their classrooms. Some schools also have created wellness committees to schedule time for teachers to school mental health clinicians.

And school "regulation rooms" that have been created to provide a place for students to calm themselves have now been opened to teachers who need some quiet time.

An overall goal of these initiatives is to destigmatize the concept of teaching in a better mindset allows teachers to work more closely with families, and to create more equitable environments in supporting students who are coping with stress, Marinetta says.

TEACHING ANY

38 | March 2020

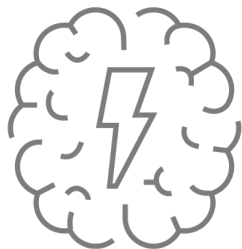
DistrictAdministration.com

Trauma Informed Communities Dinner

- Representation from 5 districts + state department of health
- Trauma caused unity or division
- **Leadership presence** made a difference



Elements of Building Knowledge



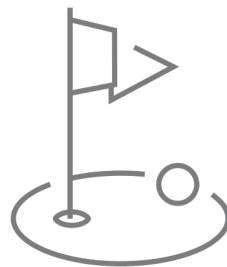
SPARK

Understand why this idea matters through first-hand experiences



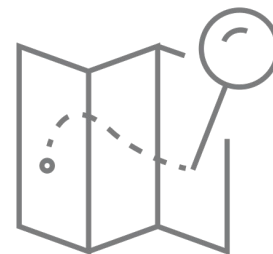
EXPAND

Explore resources and deepen knowledge related to idea



PRACTICE

Try using the idea in small, safe ways to prepare for application



PLAN

Develop a hypothesis to test and determine the supports you need

Elements of Building Knowledge



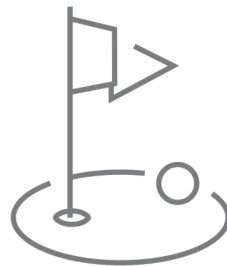
SPARK

Understand why this idea matters through first-hand experiences



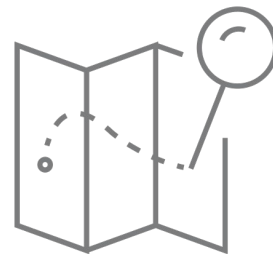
EXPAND

Explore resources and deepen knowledge related to idea



PRACTICE

Try using the idea in small, safe ways to prepare for application



PLAN

Develop a hypothesis to test and determine the supports you need

Being Present



Just Sarena @MottSarena · Mar 23

Replying to @aubviouslynot

Well today I was having a **virtual meeting** and **my coworker** kept barking at who knows what!



Roxanna @roxannamunir · 1h

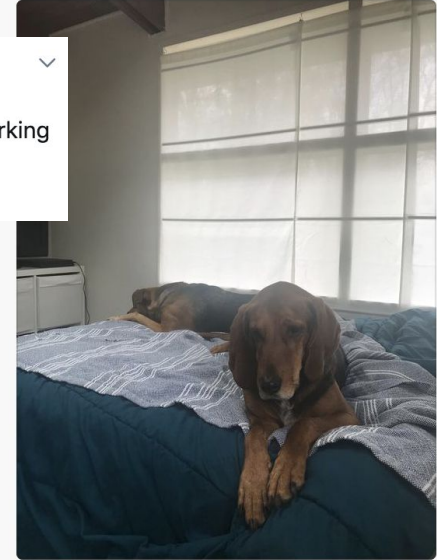
I think **my coworker** keeps trying to flirt with me #inappropriate



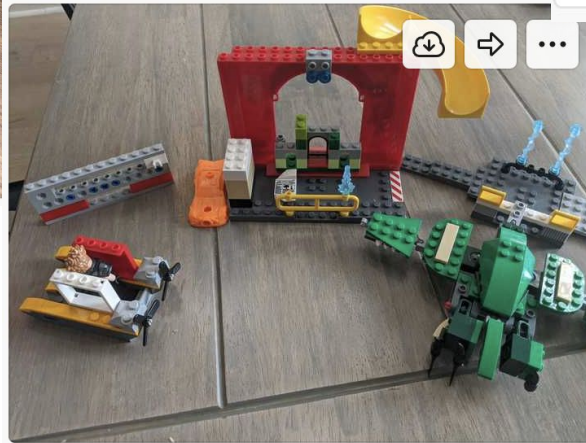
Cristina Strunk 3:00 PM

Mulder suspects we overbooked conference room A for this meeting.

Image from iOS ▾



Being Present



Your Hosts for Tonight's Show!



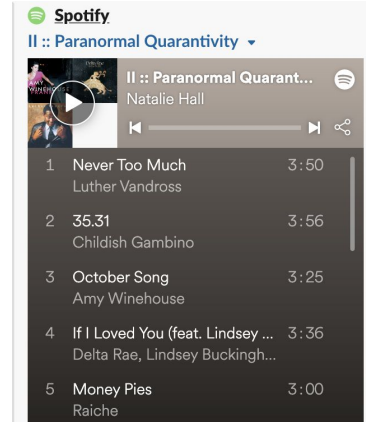
Drew
Da Ba Dee



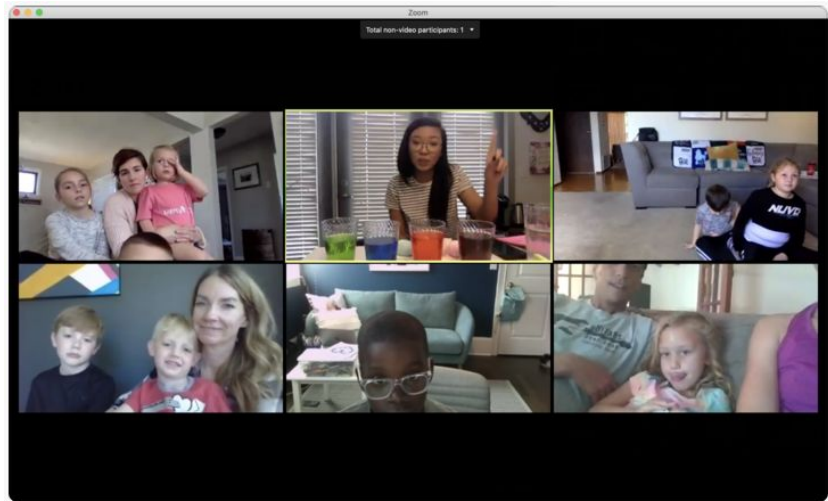
Maria
LaDiva



Tangerine
Supreme

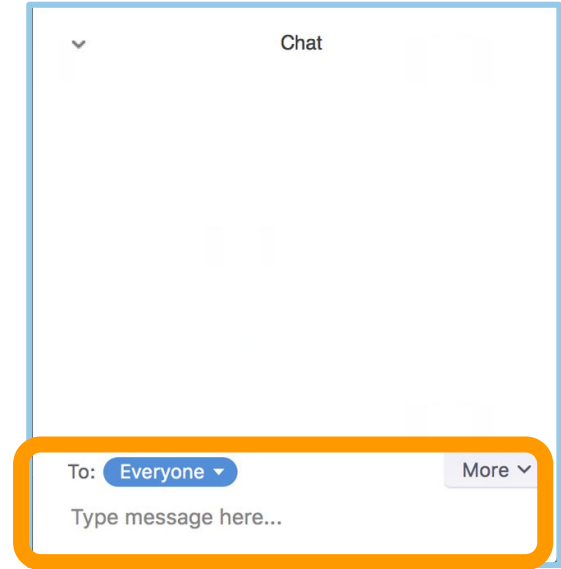


Being Present

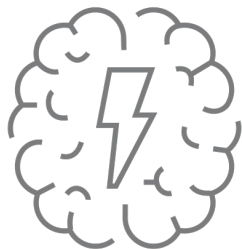


In the Chat...

What is a moment of bonding that has happened between you and your coworkers as we've navigated this new terrain?



Elements of Building Knowledge



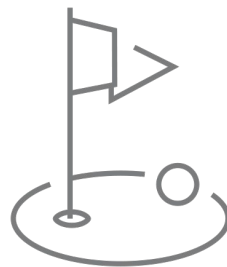
SPARK

Understand why this idea matters through first-hand experiences



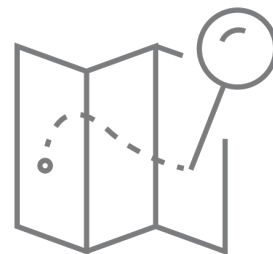
EXPAND

Explore resources and deepen knowledge related to idea



PRACTICE

Try using the idea in small, safe ways to prepare for application



PLAN

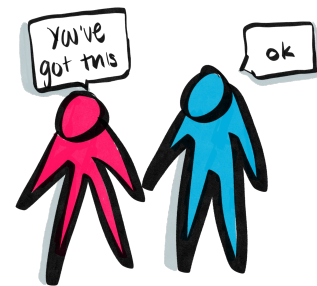
Develop a hypothesis to test and determine the supports you need

Key Considerations of Trauma Informed Care



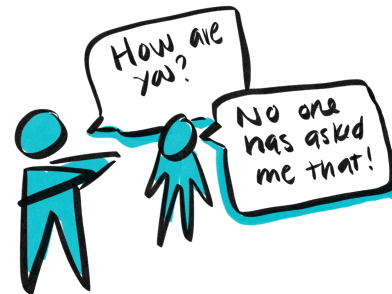
- Support Regulation

- Prioritize Relationships



- Create Trust and Offer Transparency

- Support Voice, Choice, and Empowerment



Support Regulation

Distance Learning Guidance Document - Faculty Edition

Elementary PreK - 5 Schedule

Grades PreK-K-5 Schedule Asynchronous daily activities and lessons will be posted on the day the class meets by 8:30am. The scheduled time is designated for individual or small group synchronous tutorials with parent permission.							
TIME	MINDFUL Mondays K-5		Tues.	Wed.	Th.	Friday	
8:30-9:30	Alternate Faculty Meeting/ Grade level meeting ENL, AIS, meet with grade level teacher	8:30-9:30	Literacy Block *AS Per Recommended Minutes Chart Below				
9:40-1:00	Planning/Professional Development	9:40-10:40	Math *As Per Recommended Minutes Chart Below				
1:30-2:30	Virtual Hours For Students and Families	10:40-11:30	Virtual Hours For Students and Families				
8:30-1:30 Students will Make-up work Meditate Physical Activity Plan Week AIS Small group direct instruction		11:40-12:30	Science	Science	Social St	Social St	
			*As Per Recommended Minutes Chart Below				
		12:40-1:30	PE	Library	Music	Art	
			*As Per Recommended Minutes Chart Below				
Virtual Hours for Students and Families Small group instruction for students receiving AIS & ENL Stand-Alone 1:30-2:30							

*Chart that recommends the number of minutes students should spend on a lesson					
Grade	PreK-1	2	3-4	5	
Time Spent by student on specific class during the day	15 min per lesson Not to exceed 60 min daily	20 min per lesson Not to exceed 80 min daily	20-25 min per lesson Not to exceed 100 min daily	25 min per lesson Not to exceed 150 min daily	

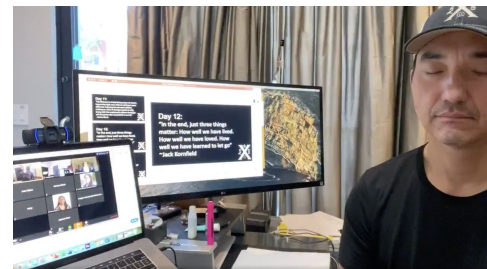
10

10

Anthony Kim @anthonx · Mar 28

"There's only one reason why you're not experiencing bliss at this present moment, and it's because you're thinking or focusing on what you don't have.... But, right now you have everything you need to be in bliss."
~Anthony de Mello
[#mindfulnoticing](#) [#teamhabits](#)

Day 18:
"There's only one reason why you're not experiencing bliss at this present moment, and it's because you're thinking or focusing on what you don't have.... But, right now you have everything you need to be in bliss." ~Anthony de Mello

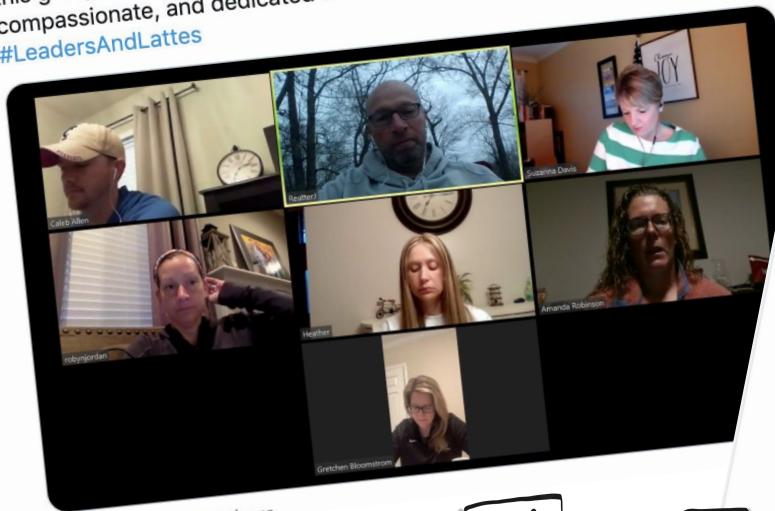


Prioritize Relationships

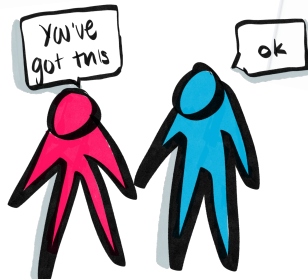


Jay Reutter @JayReutter · 22h

What a fantastic way to start the morning. Connecting and learning with this group of rock stars is always amazing. They are creative, compassionate, and dedicated to students and staff. [#BetterTogether](#) [#LeadersAndLattes](#)



Caleb Allen and 5 others



CHECK and Connect

THURSDAYS
1:30PM

So, what are we doing here?

- Together we'll experience a check in question or activity to connect with others weekly
 - Yes, you'll actually respond as each person has the opportunity to share (pass, if you must)
- We'll share time aimed to allow us to connect and support each other in leadership

Why join us?

- Take away useful strategies to build relationships with your staff and/or students
- Model and experience [#OHBetterTogether](#): Connect with others - fill & keep your bucket full

**Subject to change*

Thursday, April 2nd - 1:30pm

- How are you feeling and what is your energy level?

Thursday, April 9th - 1:30pm

- What challenges are you facing? What wins -- big or small did you have this week?

Thursday, April 16th - 1:30pm

- What do you do to take breaks and recharge throughout the day?

Thursday, April 23rd - 1:30pm

- What has communication been like with students, teachers, administration?

Thursday, April 30th - 1:30pm

- What part of your role is most energizing? Most draining? Most purposeful?

Trust/Transparency

- Consistent Communication
- Explain the Why
- Show Strength and Sensitivity



rachel kernodle @rdkpickle · 1h

i really, really appreciate how the leaders at my school always start with a clear articulation of the “why” and the the priorities when making decisions/policies. here’s the intro to our updated grading policies for the semester

While no clear path emerged, what we know is that grading students at this particular time is challenging. In some cases, what we’re actually grading is students’ physical learning environments and equipment, how students respond to stress, and students’ adaptability—under extraordinary circumstances—to new and unexpected teaching and learning expectations. In addition, it remains incumbent upon us to continue to live our mission and create, even in these unprecedented times, “an environment of encouragement and compassion” while still holding on to the potential future consequences of any current grading decision. We are concerned that fully moving to pass/fail could create barriers to some colleges or universities, to scholarships that have minimum GPA requirements, and more. And yet holding our classroom grading policies constant while everything about teaching and learning has changed also doesn’t ring true.

So, while there is no perfect grading system—even in normal circumstances—Semester 2 grades will be calculated as described below.

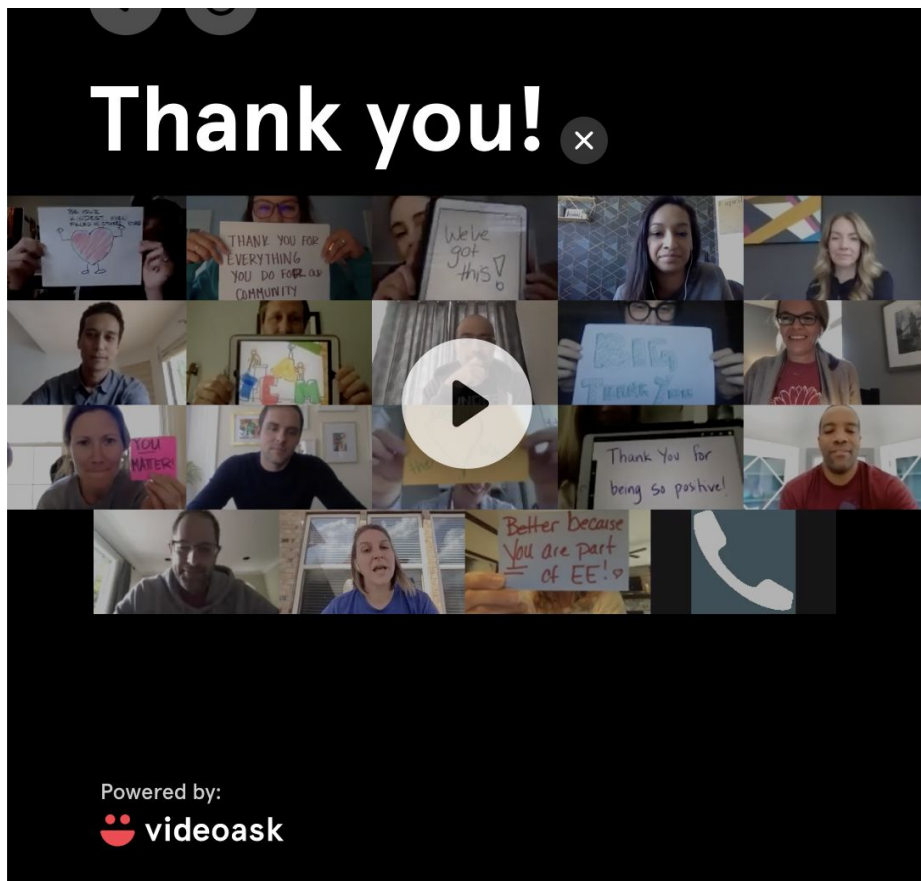
Priorities

- Understand that grading during a crisis may be grading many things unrelated to student work
- Continue to give student feedback and grades that help give clarity to their level of knowledge and skills
- Avoid unintentionally disadvantaging students at a later date for things that are not in their control

Voice, Choice, and Empowerment

Solicit feedback from your team

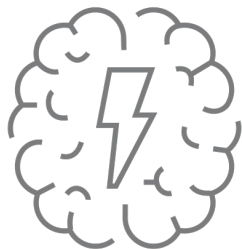
- Surveys
- Video Ask



Pause for Q and A Time



Elements of Building Knowledge



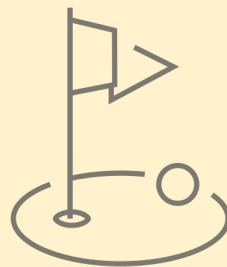
SPARK

Understand why this idea matters through first-hand experiences



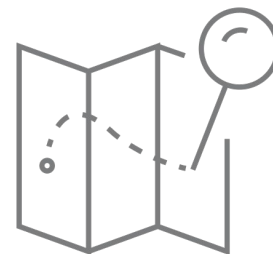
EXPAND

Explore resources and deepen knowledge related to idea



PRACTICE

Try using the idea in small, safe ways to prepare for application



PLAN

Develop a hypothesis to test and determine the supports you need

Options for Integrating Trauma Informed Practices

1

Add a practice to a live meeting

- 10 deep breaths
- Check In question

2

Add practice to a regular communication

- Video Ask Survey in an email update
- FAQs for what is changing on website

3

Lead a discussion focused on a practice









- Encourage 1-1 meetings to offer support and get feedback
- Offer office hours

TOOLBOX: CHECK IN + CHECK OUT

For many of us, meetings occupy the majority of our work day. Meetings have the potential to be powerful levers for sharing and collaboration, but unfortunately they are often disengaging and inefficient. We have found that meetings are a powerful place to change the way we engage and work with each other. We recommend using this simple check in/out process to begin shifting the habits and culture of your meetings.

- Check ins/outs should be led by a facilitator who keeps the sharing flowing.
- During check ins/outs, the team should be seated in a circle for easy eye contact, laptops should be closed, and phones should be down.
- After having a volunteer start, the facilitator should go around the circle asking the team the check in/out question to ensure everyone has a sacred space to share without interruption.
- Each check in/out should be 60 seconds or less. These are meant to be quick and focused.
- The goal of the check out is to encourage everyone to share feedback about the meeting.

To build your comfort facilitating check ins/outs, we recommend using this list of questions to start. The facilitator might model a response to a check in/out question first to demonstrate vulnerability or length of response. Over time, facilitators will want to test out new questions. You can find these online or crowdsource them from your team.

CHECK IN Q'S	CHECK OUT Q'S
 WHAT IS OCCUPYING YOUR MIND AS WE START THIS MEETING?	 WHAT SOUND REPRESENTS HOW YOU ARE FEELING AT THE END OF OUR MEETING?
 ON A SCALE OF 1 TO 5, HOW ARE YOU FEELING COMING INTO THIS MEETING?	 ON A SCALE OF 1 TO 5, HOW USEFUL WAS OUR MEETING?
 WHAT COLOR REPRESENTS HOW YOU ARE FEELING RIGHT NOW?	 WHAT SONG REPRESENTS HOW YOU ARE FEELING AT THE END OF OUR MEETING?
 WHAT'S BEEN THE HIGH AND LOW POINT OF YOUR DAY/WEEK?	 SHARE ONE IDEA SPARKED AND ONE SHIFT YOU WANT TO MAKE TO YOUR PRACTICE.

Looking for more ideas? Visit these websites:

- Check In Questions: bit.ly/checkinquestions1
- Icebreaker Questions: bit.ly/icebreakerquestions1
- Circle Way Questions: bit.ly/checkinquestions2



By: **Maggie Hodge** on April 1st, 2020

Cultivating Resilience through Daily Wellness Practices

LEADERSHIP | CRISIS MANAGEMENT

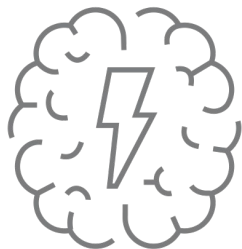
During this time of uncertainty and rapid change, the students, families, educators, and broader communities that we support and belong to need our strength, encouragement, and bold leadership more than ever. In order to be the calm, responsive, and joyful leaders we need to be to best support our loved ones through this challenging time, it is essential that we prioritize our own wellness so that we have the energy and resilience to bring our best selves to this work.

While our team at Education Elements is currently taking a pause from our typically frequent travel, our countless hours spent on planes over the years have ingrained in our minds the messaging that in the event of an unexpected emergency, "You must put on your own oxygen mask first before you are able to assist others." Prioritizing small acts of daily self-care and building strong habits of personal wellness during this disruptive time are an investment not only in yourself, but in the quality of care and support that you can give to others when they most need it.

Over the next week, we invite you to try at least one new act of wellness each day, and at the end of the week to make a commitment to one new practice you will consistently add to your daily routine. After testing out a new wellness practice, take a moment to reflect on the experience. How did this practice impact your overall well-being? How you might encourage others you support to prioritize their own mental, physical, or spiritual health?

Below is a sample one week schedule with some of our favorite free resources to guide your focus on personal wellness, enabling you to support your students, teams, and communities from a place

Elements of Building Knowledge



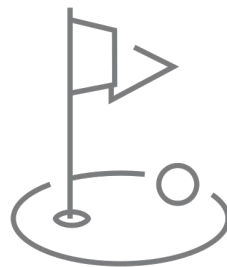
SPARK

Understand why this idea matters through first-hand experiences



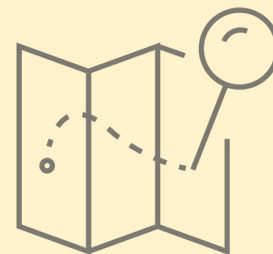
EXPAND

Explore resources and deepen knowledge related to idea



PRACTICE

Try using the idea in small, safe ways to prepare for application



PLAN

Develop a hypothesis to test and determine the supports you need

PLANNING

Trauma-Informed Practice	Tactic to Try	Who it Helps	When to Start
Support Regulation 			
Prioritize Relationships 			
Trust/Transparency 			
Voice, Choice, Empowerment 			

What is one thing you're taking away from today's webinar?

Put your response in the chat box.

EDUCATING **THROUGH** COVID-19



Addressing The Widespread Impact of Coronavirus on Schools



Free webinars



1:1 Office Hours



Facilitated Coffee Chats



Articles & Downloads



Leadership



Virtual Learning



Equity and Access



Teacher Recruitment,
Retention & Self-Care



Operations, Meetings,
and Logistics

FREE 1:1 OFFICE HOURS available! Sign up here:
www.edelements.com/covid-19-office-hours