

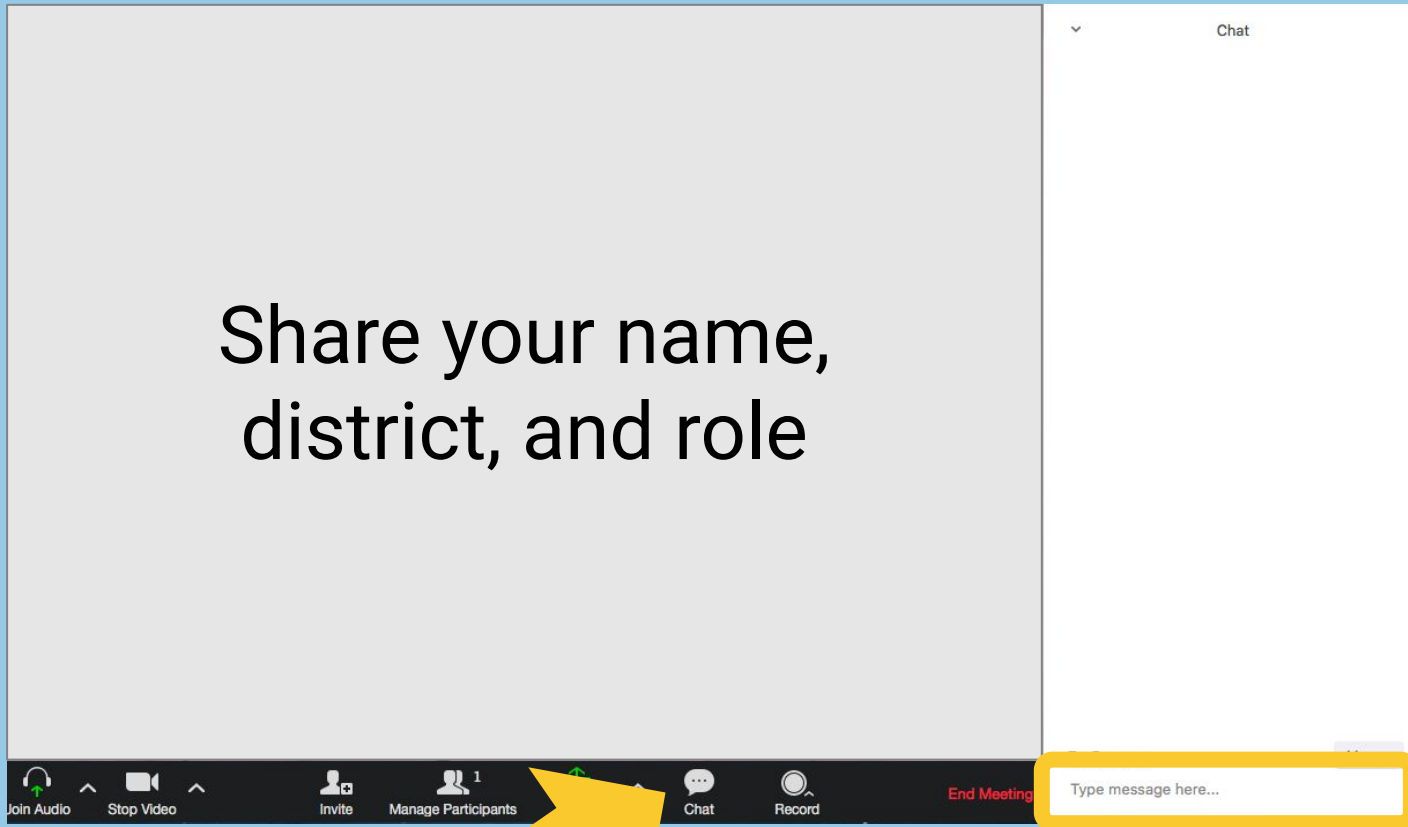


Trauma Informed Leadership

Building Resilient School Communities

May 21, 2020

Share your name,
district, and role

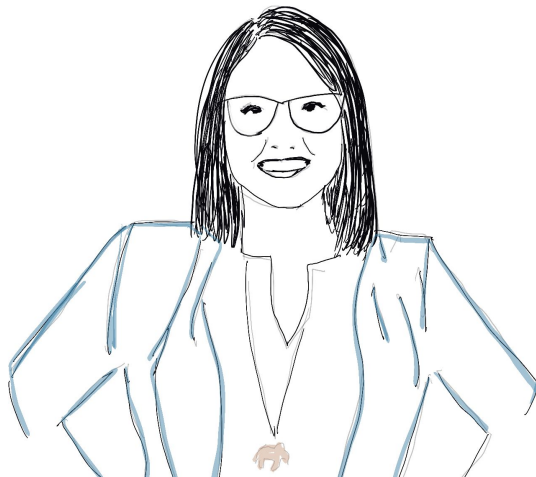


The image shows a Zoom meeting interface. The main window displays the text "Share your name, district, and role". To the right is a "Chat" panel with a dropdown arrow and the text "Chat". At the bottom is a toolbar with icons for "Join Audio", "Stop Video", "Invite", "Manage Participants", "Chat", and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

Welcome



Elena Aguilar
Bright Morning



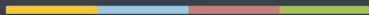
Andrea Goetchius
Associate Partner



Megan Campion
Associate Partner



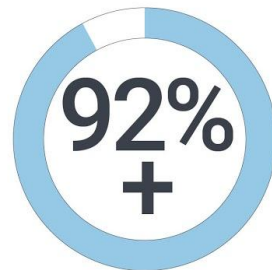
Hi! We are Education Elements



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

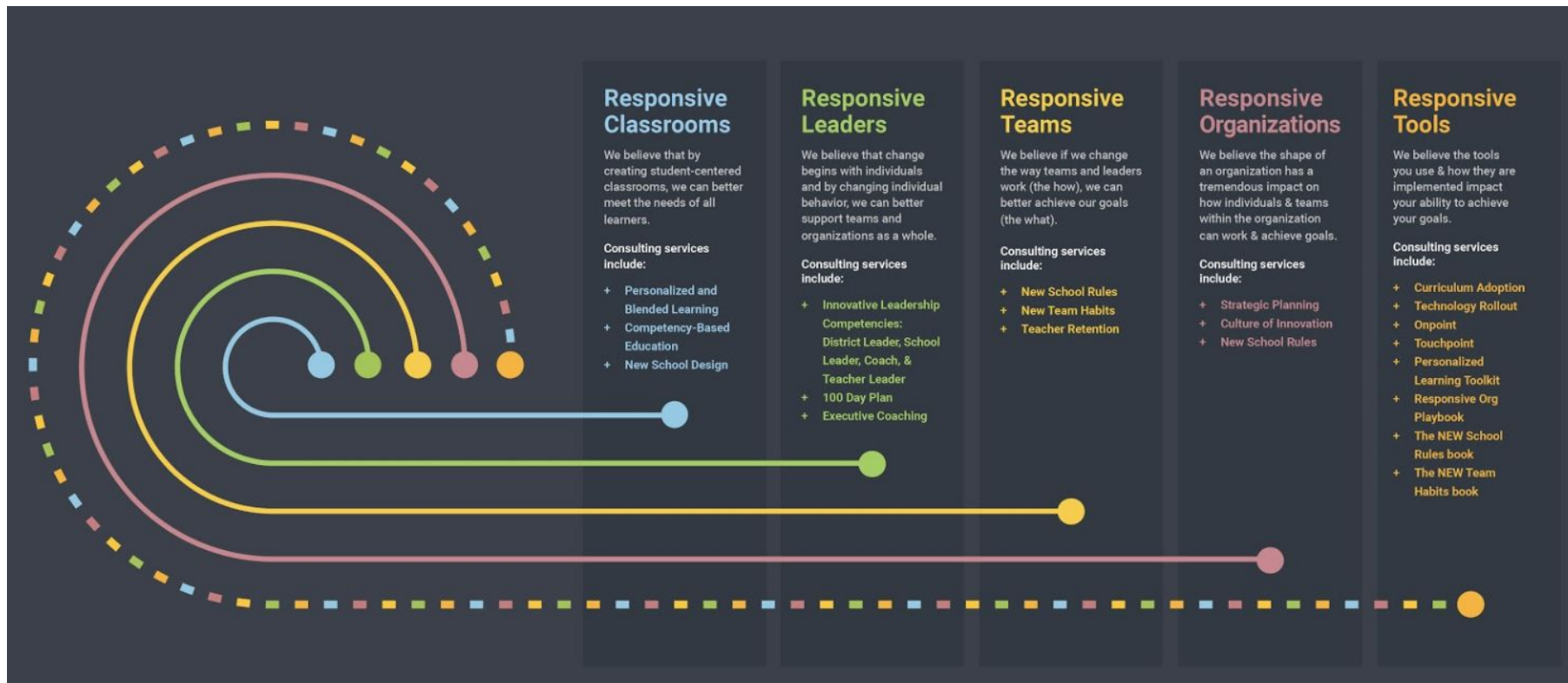


1000+
Schools
and Districts

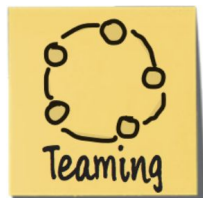


of attendees find our
workshops excellent
or very good

Ways We Work With Districts



The New School Rules + 6 Competencies for Success



KNOW
YOURSELF



NURTURE
TRUST



CULTIVATE
CURIOSITY



COMMUNICATE
CONSTANTLY



LISTEN
DEEPLY

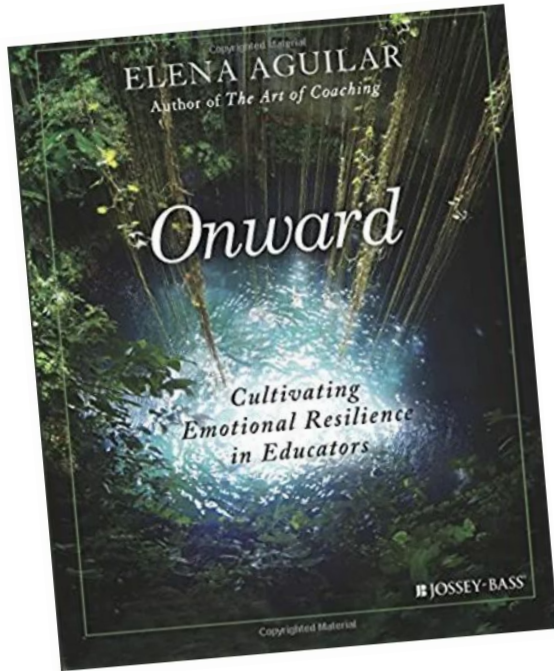


DECIDE
DELIBERATELY

NSR helps organization create and maintain the conditions that respond to change.

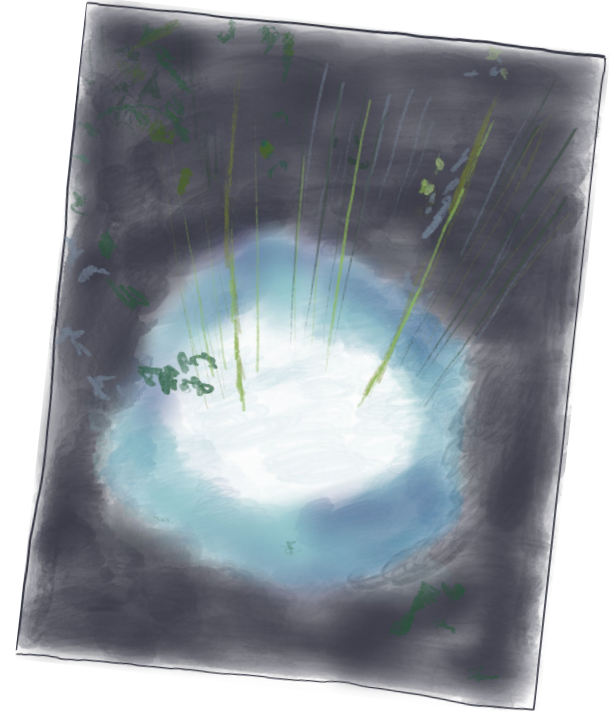
We know there are a list of competencies strong leaders possess in “normal” times

Overview of Resilience



Themes From Onward

- Know Yourself
- Understand Emotions
- Empowering Stories
- Build Community
- Be There Now
- Take Care of Yourself
- Focus on Bright Spots
- Cultivate Compassion
- Be a Learner
- Play and Create
- Ride the Waves of Change
- Celebrate and Appreciate



If you chose leadership, and you aim to be a transformational leader, you're going to fall and scrape your knees a lot. And if you do that, you'd better have some resilience muscles.

- Elena Aguilar

Our Leaders Are Holding Up Organizations



Education Elements believes strong innovative leaders lead strong responsive organizations.

COVID-19 is demanding more from us. How do we help an organization adjust to manage rapid and unpredictable change?

Resilience is the key for our leaders, for our teachers, and for our students.

What should school and district leaders be factoring into their return plans to support resilience in teachers?

COVID-19 and Trauma

CORONAVIRUS

Experts Predict What School Could Look Like When It Reopens

From face masks to shorter days, school for K-12 kids may be very different when it restarts.

By Catherine Pearson

Experts Predict What School Could Look Like When It Reopens

Kids will still be dealing with some really complex emotions.

Children's worlds have been upended by the pandemic, and both parents and schools should understand that the transition back will not be a simple one. Several of the experts noted that children may experience unprecedented separation anxiety after spending months at home. Kids may be confused about why school is so different now. They might have lost loved ones to the coronavirus. They might be afraid of catching it themselves.

Parents can help. "When kids are worried, we want to ask why and get more information instead of assuming we know," Busman said. "For example, if a child says that they are scared to go back to school, say, 'I really want to understand that more. What are you most worried about?'"

Schools are going to have to check in on kids' emotional wellbeing, too, and to walk the sometimes fine line between promoting safety and being overly strict. It will be a real-time experiment.

"There's a lot of anxiety. It's not possible to put a 4-year-old child in school and tell him to stay 6 feet away from another child or don't touch high-contact surfaces. It's not going to happen," said Dashoush. "We can't put them in a situation where we're setting them up for failure and probably amplifying anxiety they're already feeling."

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Trauma-Informed Leadership and Resilience

Tackling TRAUMA

BY MATT ZALAZNICK

Students cope better with stress when they trust adults at school

“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 a series of meetings with the community, administrators developed a better picture of all the trauma 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.

“The old mentality of ‘T in 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 from an adult, this world is a pretty lonely place.”

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
More coverage of health and wellness: DAmag.me/health

32 | March 2020

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.

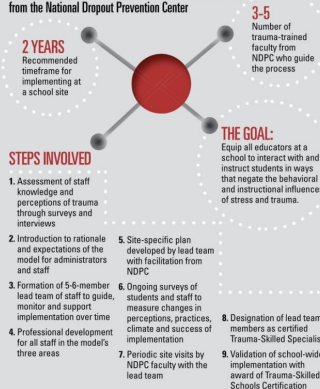
Counselors trained in trauma-informed care treat students in mental health clinics based at seven of Nampa’s schools. These visits get documented to better assess the severity of a student’s mental state and track treatments when students switch schools within the district, Russell says.

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 Bouds, 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/ndcptrauma

34 | March 2020

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Tackling TRAUMA

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Students cope better with stress when they trust adults at school

“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 choosing to be in school we unconsciously give them choice when we could be taking away it,” she says.

At the Renaissance Center for Learning, 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 Moya says.

“Students have to see their goals as realistic and attainable,” she says. “In order to not give up,” Moya 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 who “I can’t do this” at math, a transformational teacher

ENGAGE WITH YOUR PEERS ABOUT DA’s 2020 Q&A Summits, March 18-20 in Las Vegas
DAmag.me/qaevents

30 | March 2020

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6 PRINCIPLES THAT A TRAUMA-INFORMED APPROACH CONSIDERS

SAFETY

1

2

TRUSTWORTHINESS & TRANSPARENCY

3

PEER SUPPORT

4

COLLABORATION AND MUTUALITY

5

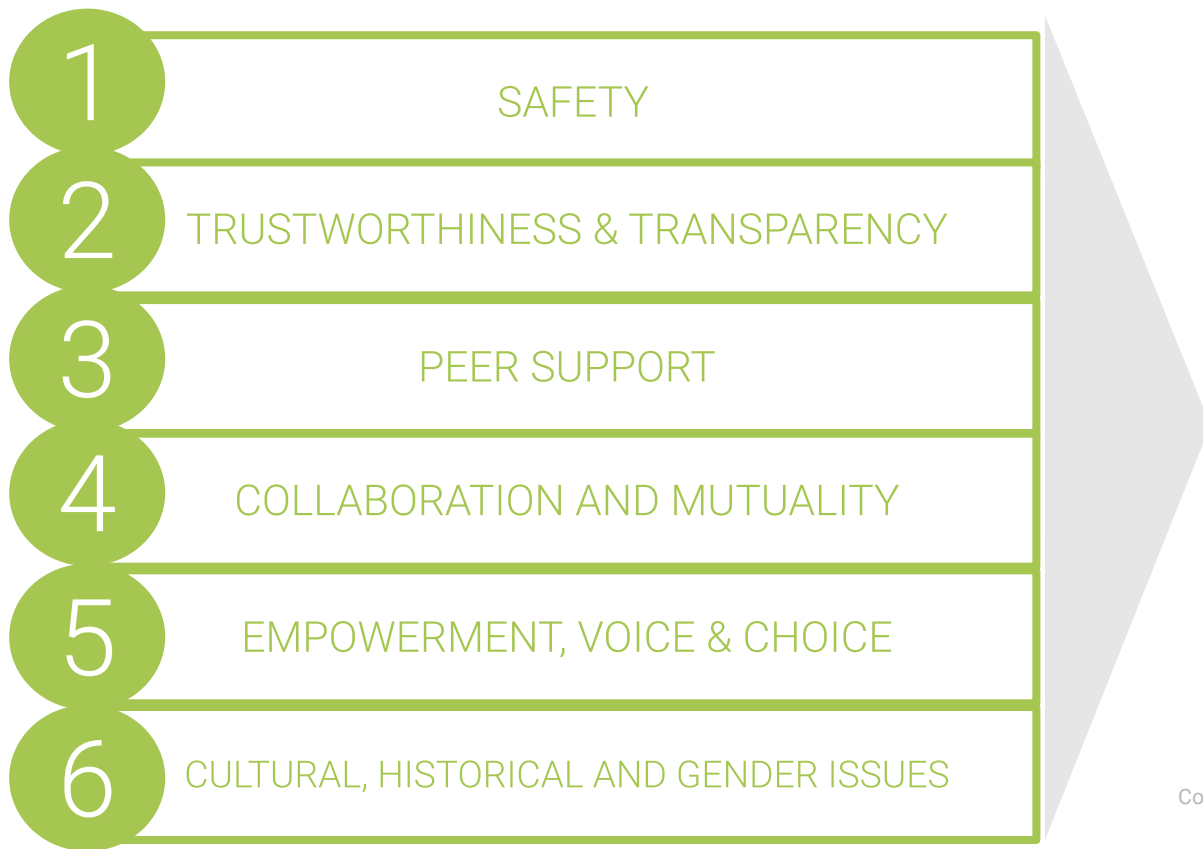
EMPOWERMENT, VOICE & CHOICE

6

CULTURAL, HISTORICAL AND GENDER
ISSUES

We are living through collective trauma.
Can you talk about how your research
on resilience has informed how you
and the teams you support work
through times like these?

CONSIDERATIONS LEAD TO KEY NEEDS IN CRISIS



Priorities in COVID-19

Support Regulation

**Prioritize
Relationships**

**Create Trust and Offer
Transparency**

**Support Voice, Choice,
and Empowerment**

Considerations During Crisis

Support Regulation

When stressed, people have a harder time managing emotions and staying regulated. Build in time for regulation practices like breathing, grounding exercises, and movement. Model the calm behavior you want staff to mirror.

Prioritize Relationships

Social support and connection can actually buffer a stress response. During times of stress, it's important to find ways to connect and support each other.

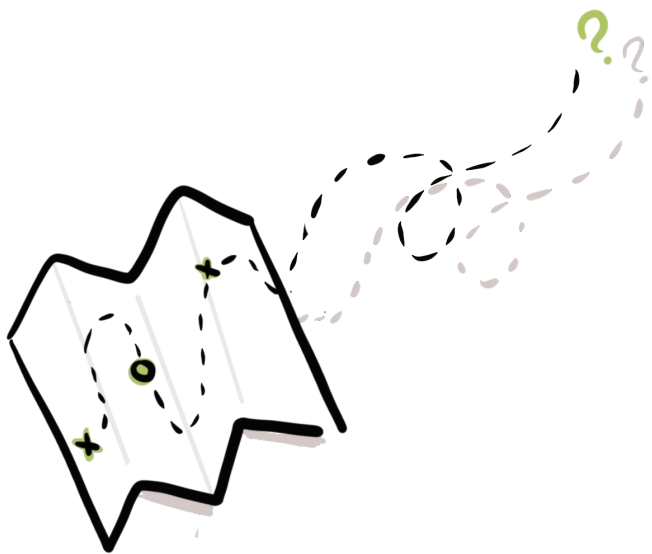
Create Trust and Offer Transparency

Explain the why behind decisions. Understanding why something (like a policy or practice) is happening can give people a sense of control and decrease a stress response.

Support Voice, Choice, and Empowerment

This crisis will result in a loss of control and power for people. Providing information to and soliciting input from staff is empowering.

How do emotional regulation,
relationships, transparency, and
empowerment impact collective
teacher resilience?

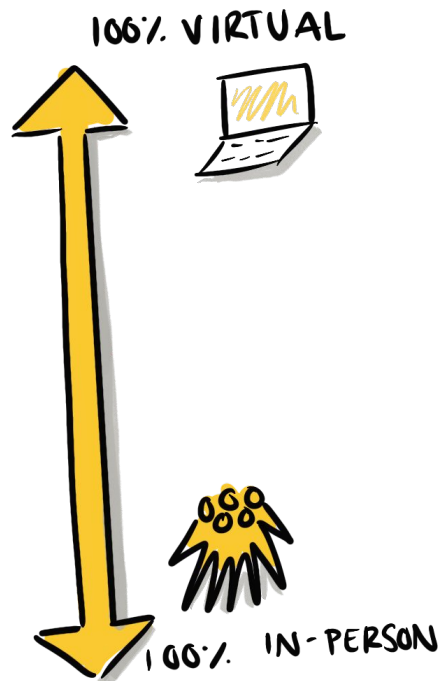


The closures and disruptions caused by COVID-19 have underscored that **equity is not something to be addressed “at some point.”** Ensuring that all students have the support they need to be successful is the most important thing we can do now. Addressing issues of equity requires structural changes to the way we teach, learn, grade, train teachers, engage with families, etc.

- Education Elements, Forging the Path Forward

How will current closures impact teacher resilience?

As we reflect on Spring 2020, we quickly moved from the majority of learning occurring on campuses to 100% virtual.



This required a major shift through every level of districts, schools and families

USE OF TECHNOLOGY

Connect students and teachers, deliver lessons

MINDSETS

Model vulnerability through risk taking and transparency

PRIORITIES

Make decisions with limited knowledge and communicating through crisis

RATE OF CHANGE

Activate quickly, clarifying roles and accountabilities to accomplish tasks

What systemic changes could come from this experience?

What are your questions?



Thank you!



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bit.ly/virtual-events-2020

JUNE 3 - 4

Responsive Team Habits in
the Age of COVID-19

JUNE 16 - 18

Designing Schools for
Learning Continuity
Conference