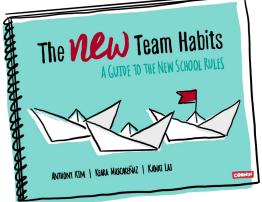
bit.ly/TraumaBreakout

BREAKOUT: TRAUMA-INFORMED





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SPAKK: Social-emotional support for teachers

Tackling TRAUMA

from an adult, this world is a pretty lonely tilingual Psychotherapy Centers, Inc., in have overcome the traumas they've experiplace." Palm Beach County.

How to use books, movies and songs Building authentic relationships is the No. 1 strategy for helping students develop resilience against toxic stress, says laime Castellano, a professor who teaches classroom management and inclusion at Flor- bring five items that help define their tations for students. ida Atlantic University's College of Educa- identities. tion.

"You have to understand who your "bibliotherapy" and "cinematherapy," students are, where they come from, what in which teachers lead discussions after who is getting help, there are probably two traumas they have experienced and what classes read books and watch movies that to three kids whom no one knows about." might trigger inappropriate behavior," depict some of the challenges students are says Castellano, who also works with facing. "This shows them they are not Adding on-site mental health clinics

Elements of Trauma-Skilled Schools from the National Dropout Prevention Center 3-5 Number of trauma-trained 2 YEARS faculty from NDPC who quide timeframe for the process implementing at a school site THE GOAL: Equip all educators at a STEPS INVOLVED school to interact with and instruct students in ways that negate the behavioral 1 Assessment of staff and instructional influences knowledge and of stress and trauma. perceptions of trauma through surveys and interviews 2. Introduction to rationale 5. Site-specific plan and expectations of the developed by lead team model for administrators with facilitation from and staff NDPC 3. Formation of 5-6-member 6. Ongoing surveys of lead team of staff to quide students and staff to monitor and support measure changes in perceptions, practices, 8. Designation of lead team implementation over time climate and success of members as certified A Professional development Trauma-Skilled Specialists implementation for all staff in the model's 9. Validation of school-wide three areas 7. Periodic site visits by NDPC faculty with the implementation with lead team award of Trauma-Skilled Schools Certification Adapted from the "Executive Summary of the National Dropout Prevention Center Trauma-Skilled Schools Model," DAmag.me/ndpctrauma

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enced," he says. With his student teachers, he models Castellano also suggests that teachers several activities, such as what he calls "the ask students to share songs that give them cultural you." Teachers can ask students to hope and inspiration in overcoming chaldescribe the sights, sounds and smells of lenges. Ultimately, it's critical to create a home that paint a picture of their cultural safe school environment by sticking to backgrounds. In another exercise, students classroom routines and setting clear expec-

"Trauma and anxiety and depression On the academic side, he recommends transcend zip codes and income levels," he says, "And for every kid we identify and

K-12 students as a case manager at Mul- alone, that there are others out there who In adopting trauma-based teaching, Nampa School District leaders ran up against a troubling phenomenon, says Russell.

Even when students confided suicidal or despondent 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 betraving a student's trust, he adds.

Counselors trained in trauma-informed care treat students at mental health clinics based at seven of Nampa's schools. These visits get documented to better assess the severity of a students' mental state and track treatments when environte quitch 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."

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 curricular program developed

by the nonprofit National Dropout Prevention Center. In the process, some school leaders have found teachers hesitant to add "mental health counselor" to their job description. says Sandy Addis, the center's director.

for all staff-from every teacher to every bus driver-to get a better understanding

of how trauma impacts students' 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 small office to be disciplined by a vis principal, Addis says. The center's PD guides tear building student confidence kids make choices, such as any their own seats or suggesting class born rules a the beginning of the school year. "Kids who have been trauny doften perceive that they're not che hakers in

perceive mar they're not cner phaters in their own lives." Addis says of or of times in school we unconscioner own give kids choice when we could ve fasily do so." At the Renaissance wool, an alter-native program of the merton School native program of the somerton school District in Washing becoming a trauma-skilled school means helping students envision a v ssful future for themselves, Principal en Morga says. "Students have to realistic and attainable under to not give their goals as up," Morga says. "Wen orking to make

sure that all of our interions are transformational rather than sectional." Interactions even at nificant ones-become insigwhen teachers can build strengths, she says. For instant student says "I can't do this,

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19 samp Anan, me camer a networ. The goal of the program, however, is SUPPORT SYSTEMS—The Renaissance School, an alternative program. SUPPORT STSTEMS - The remainsance School, an atternative program in Bremerton, Washington, is a trauma-informed school where teachers

in Bremerton, wasnington, is a trauma-informeti school where teache encourage students to visualize success and focus on their strengths.

"What if you could do? What if you were ... "What if I was good at math?' It opens up

into the kid's brain," They can continue to think, Man Zalaznick a

Trauma means teachers must care for themselves, too

Staff wellness and empowerment constitute key elements of providing or a pastry and take a 10-minute break trauma-informed support to students in to refresh while one of the educators St Louis Public Schools, says Megan covers their classrooms. Some schools Marietta, the district's director of also have created wellness commit-"If we have healthy staff who are

tees to schedule time for teachers to have short counseling sessions with able to build healthy relationships school mental health clinicians. with students and families, we are And school "regulation rooms" that going to see better outcomes for our have been created to provide a place kids," Marietta says. "If there are for students to calm themselves have approaches that are going to benefit now been opened to teachers who students, they are just as likely to benneed some quiet time. An overall goal of these initiatives is

Eleven St. Louis elementary schools to destigmatize the concept of teachers asking for a little assistance. Getting in a better mindset allows teachers to work more closely with families, to take new approaches to discipline and to create more equitable environments in supporting students who are coping with stress, Marietta says,

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CRITICAL CONNECTIONS - A therapy dog helps students in Idaho's CNTINAL CUNNELTURS – A therapy and helps students in (dano'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/u wellness: DAmag.me/health

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

mental health and social needs," Assistant

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 trau-

matic childhood experiences and succeed-

ing in class when they can turn to a trusted

In adopting trauma-informed teaching sell adds.

Superintendent Gregg Russell says.

It is, therefore, important that educa-

tors excel at building healthy, support-

ive relationships with young people. In

that sense, classroom teaching must now

incorporate elements of counseling, Rus-

"The old mentality of 'Tm 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

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Nampa School District near Boise, care-but we haven't focused as closely on

adult at school.



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Tackling

BY MATT ZALAZNICK

string of student suicides over the

Idaho, to revamp their approach

In a series of meetings with the com-

munity, administrators developed a bet-

ter picture of all the traumas and tensions

weighing on the minds of students: family

financial difficulties, caring for siblings,

academic pressure, sports and extracur-

ricular demands, and the skewed picture

SHARE: DAmag.me/trauma

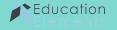
of youth depicted on social media.

to mental health care.

last few years forced leaders of the

TRAUMA

HOW ARE YOU SEEING SOCIAL-EMOTIONAL ISSUES OR TRAUMA SHOW UP WITH YOUR TEAM?



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KEY ELEMENTS OF TRAUMA-INFORMED LEADERSHIP

- Support Regulation
- Prioritize Relationships
- Create Trust and Offer Transparency





FREATHE

• Support Voice, Choice, and Empowerment





SUPPORT REGULATION



Distance Learning Guidance Document - Faculty Edition

Elementary PreK - 5 Schedule

	Viet	ual Hours for Stud	*As Per Recommended Minutes Chart Below			
Make-up work Meditate Physical Activity Plan Week AIS Small group direct instruction		12:40-1:30	PE	Library	Music	Art
			*As Per Recommended Minutes Chart Below			
8:30-1:30 Students will		11:40-12:30	Science	Science	Social St	Social St
1:30-2:30	Virtual Hours For Students and Families	10:40-11:30	Virtual Hours For Students and Families			
9:40-1:00	Planning/Professional Development	9:40-10:40	Math *As Per Recommended Minutes Chart Below			
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			
TIME	MINDFUL Mondays K-5		Tues.	Wed.	Th.	Friday
	hronous daily activities a uled time is designated	nd lessons will be p for individual or permiss	small group			

*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			





PRIORITIZE RELATIONSHIPS



TRUST AND 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



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VOICE, CHOICE, AND EMPOWERMENT

Solicit feedback from your team

- Surveys
- Video Ask





Thank you! 🛛



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KEY ELEMENTS OF TRAUMA-INFORMED LEADERSHIP

- Support Regulation
- Prioritize Relationships
- Create Trust and Offer Transparency





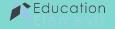
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• Support Voice, Choice, and Empowerment



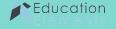


WHAT PRACTICES OR EXAMPLES ARE YOU SEEING OF THESE ELEMENTS OF TRAUMA-INFORMED LEADERSHIP IN ACTION?



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WHAT'S A TRAUMA-INFORMED LEADERSHIP HABIT THAT YOU'D LIKE TO TRY WITH YOUR TEAM?



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TAKE ME BACK TO THE AGENDA

Tweet 1 New Idea @edelements #NewTeamHabits



Responsive Leadership and Team Habits for Return to School

VIRTUAL LEADERSHIP INSTITUTE | SEPTEMBER 14-15, 2020

DAY 1: SEPTEMBER 14

9:00-9:15	OPENING OBJECTIVES + AGENDA + SLIDES CONNECTION BEFORE CONTENT		
9:15-10:00	INTRO TO "SEPAD" HABITS VS GOALS		
10:00-10:20	MEETING HABIT • CHECK IN QUESTIONS		
10:20-11:00	LEADERSHIP CONNECTION: WHY THIS MATTERS NOW BREAKOUT 1: <u>Psychological Safety + Teams</u> BREAKOUT 2: TRAUMA-INFORMED LEADERSHIP		
11:00-1:00	BREAK - ENJOY LUNCH AND DO WHAT YOU NEED!		
1:00-1:10	CONNECTION BEFORE CONTENT		
1:10-2:00	LEARNING HABIT		
2:00-2:45	LEADERSHIP CONNECTION: TEAM RETROSPECTIVES BREAKOUT 1: REFLECT ON MISTAKES BREAKOUT 2: REFLECT ON RETURN		
2:45-3:00	CLOSING + FEEDBACK: ROSE, BUD THORN		