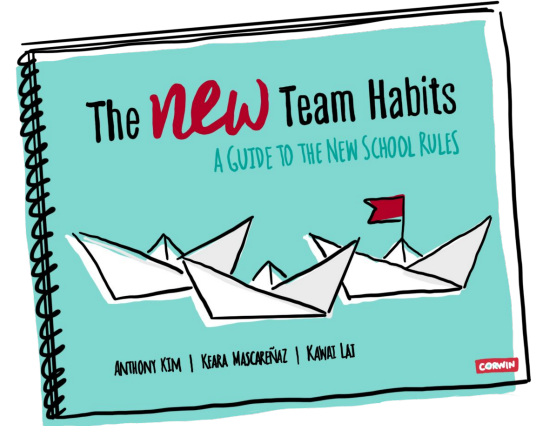


BREAKOUT: TRAUMA-INFORMED LEADERSHIP



SPARK: Social-emotional support for teachers

Tackling TRAUMA

BY MATT ZALAZNICK

Students cope better with stress when they trust adults at school

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

Care counselors trained in trauma-informed care treat students' mental health issues 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 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

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30 | March 2020

ENGAGE WITH YOUR PEERS ABOUT DA'S 2020 Q&A Summits, March 18-20 in Las Vegas
[Damag.me/qaevents](https://damag.me/qaevents)

SUPPORT SYSTEMS—The Renaissance School, an alternative program 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 good at math? More...
"Even if you don't know the kid's brain... They can continue to think... Mar Zalaznick...
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, 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," Marietta 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 their 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, Marietta says.

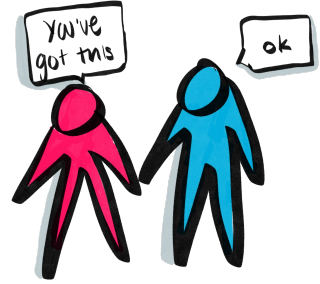
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HOW ARE YOU SEEING
SOCIAL-EMOTIONAL ISSUES OR TRAUMA
SHOW UP WITH YOUR TEAM?

KEY ELEMENTS OF TRAUMA-INFORMED LEADERSHIP



- Support Regulation
- Prioritize Relationships
- Create Trust and Offer Transparency
- Support Voice, Choice, and Empowerment



SUPPORT REGULATION



Distance Learning Guidance Document - Faculty Edition

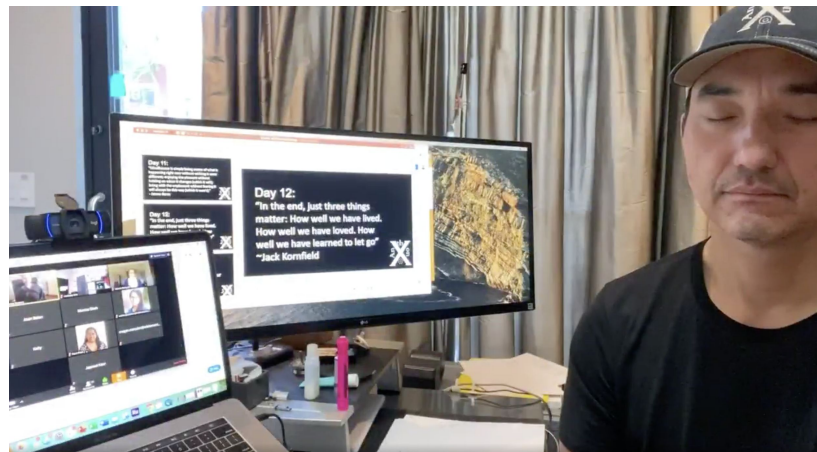
Elementary PreK - 5 Schedule

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

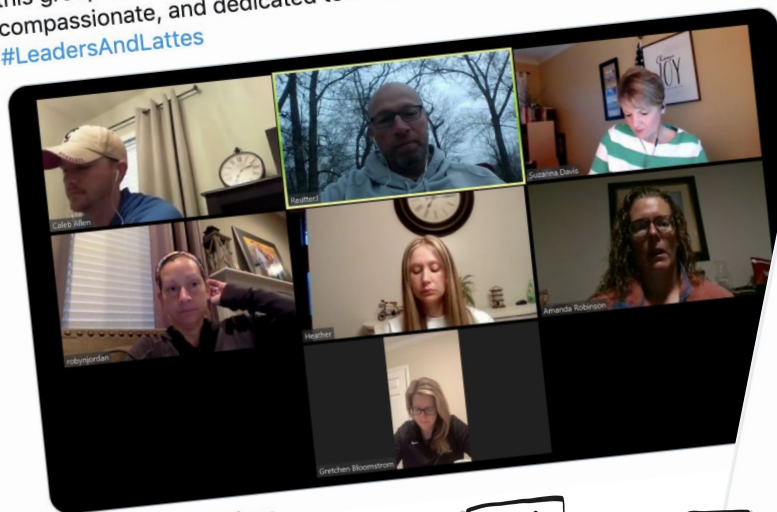


PRIORITIZE RELATIONSHIPS

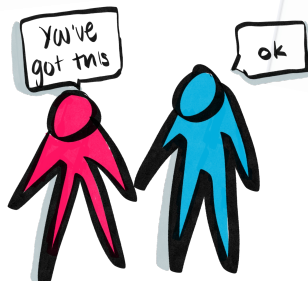


Jay Reutter @JayReutter · 22h

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 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

VOICE, CHOICE, AND EMPOWERMENT

Solicit feedback from your team

- Surveys
- Video Ask



KEY ELEMENTS OF TRAUMA-INFORMED LEADERSHIP



- Support Regulation
- Prioritize Relationships
- Create Trust and Offer Transparency
- Support Voice, Choice, and Empowerment



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

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

TAKE ME BACK TO THE AGENDA

Tweet 1 New Idea
@edelements
#NewTeamHabits

The *new* Team Habits

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 <ul style="list-style-type: none">CHECK-IN QUESTIONS
10:20-11:00	LEADERSHIP CONNECTION: WHY THIS MATTERS NOW <ul style="list-style-type: none">BREAKOUT 1: PSYCHOLOGICAL SAFETY + TEAMSBREAKOUT 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 <ul style="list-style-type: none">BREAKOUT 1: REFLECT ON MISTAKESBREAKOUT 2: REFLECT ON RETURN
2:45-3:00	CLOSING + FEEDBACK: ROSE, BUD THORN