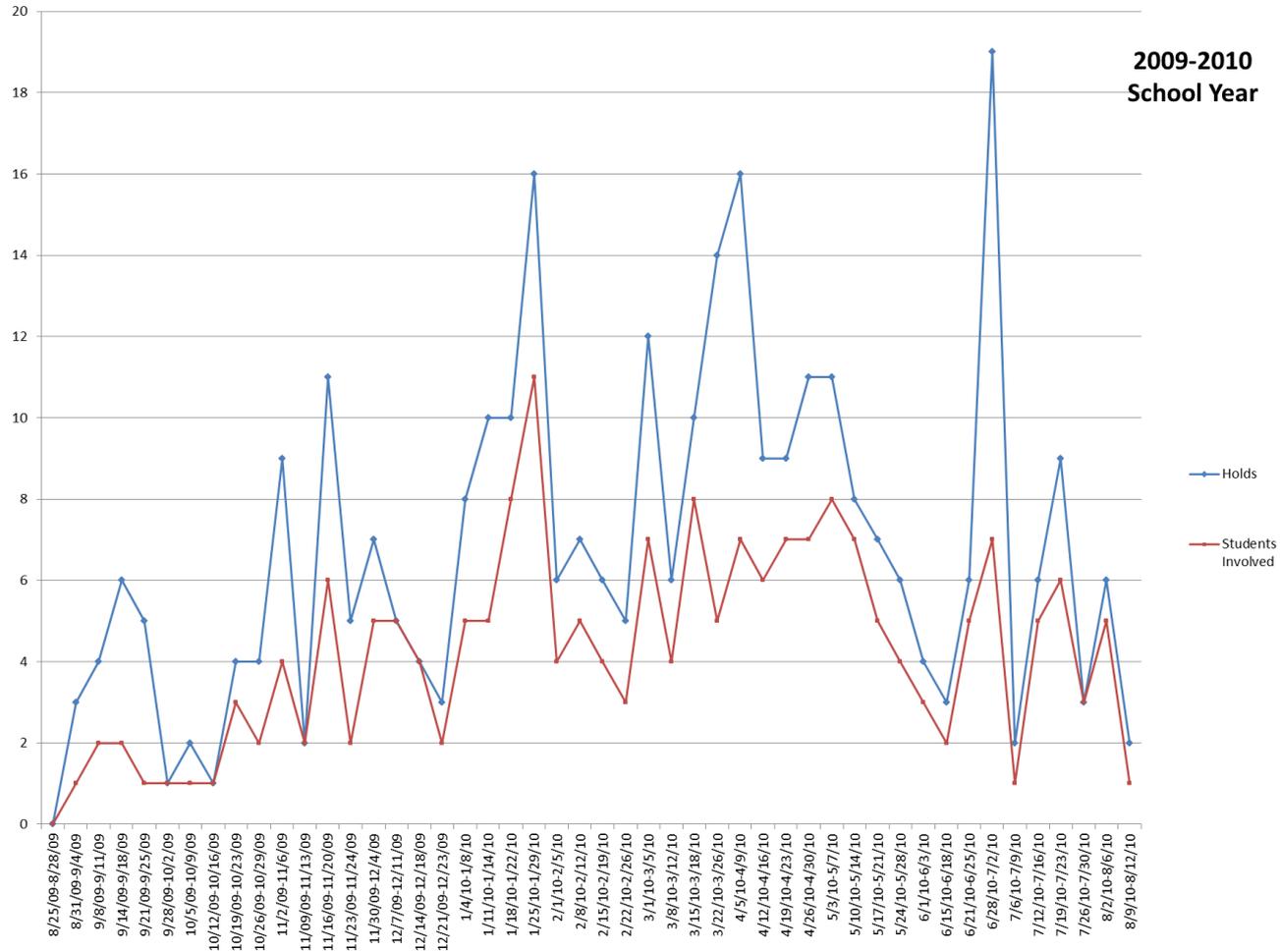


TRAUMA RESPONSIVE SCHOOLS

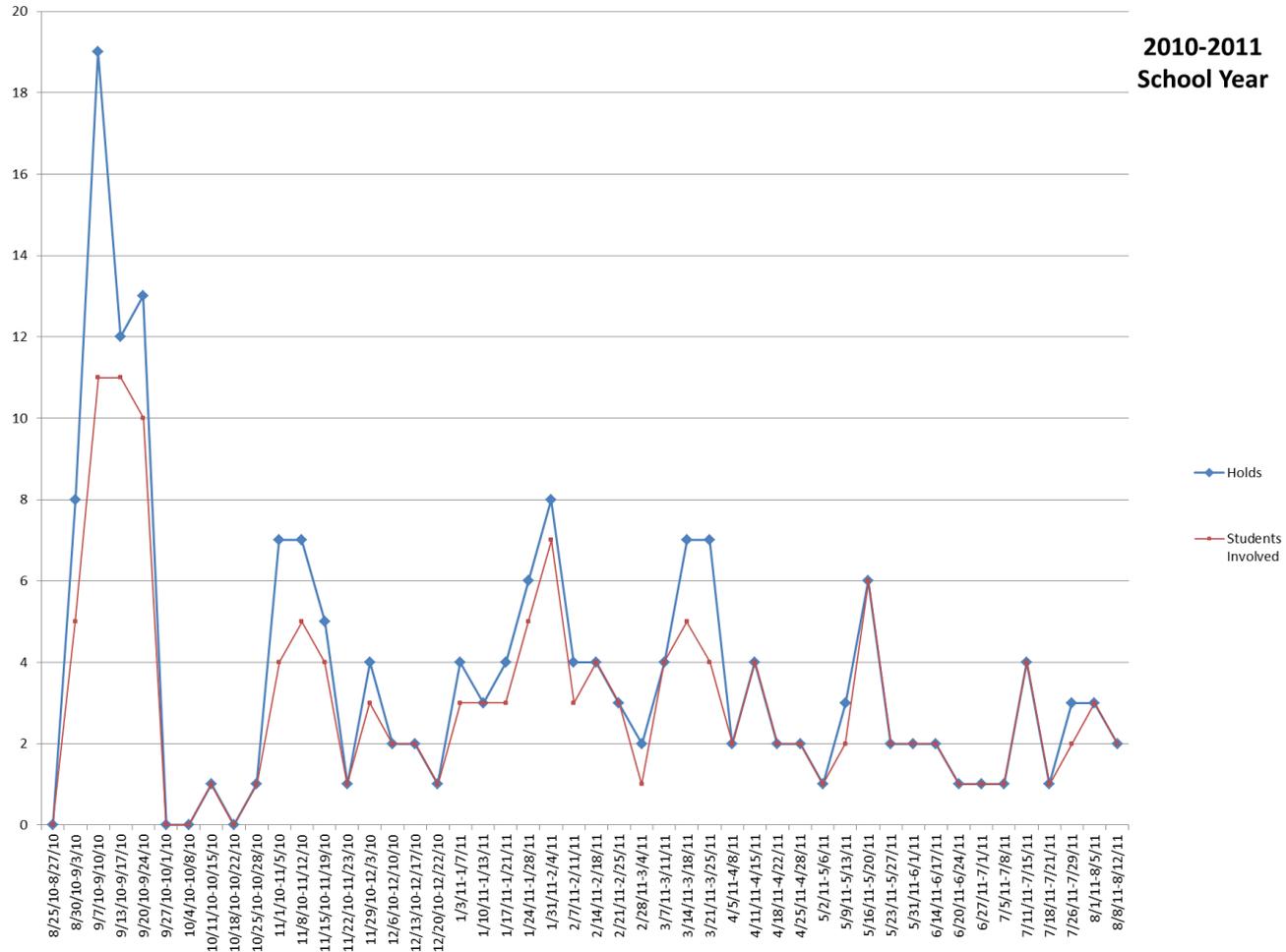
PRACTICAL APPLICATIONS

Danielle Theis, LICSW, Ed. S.

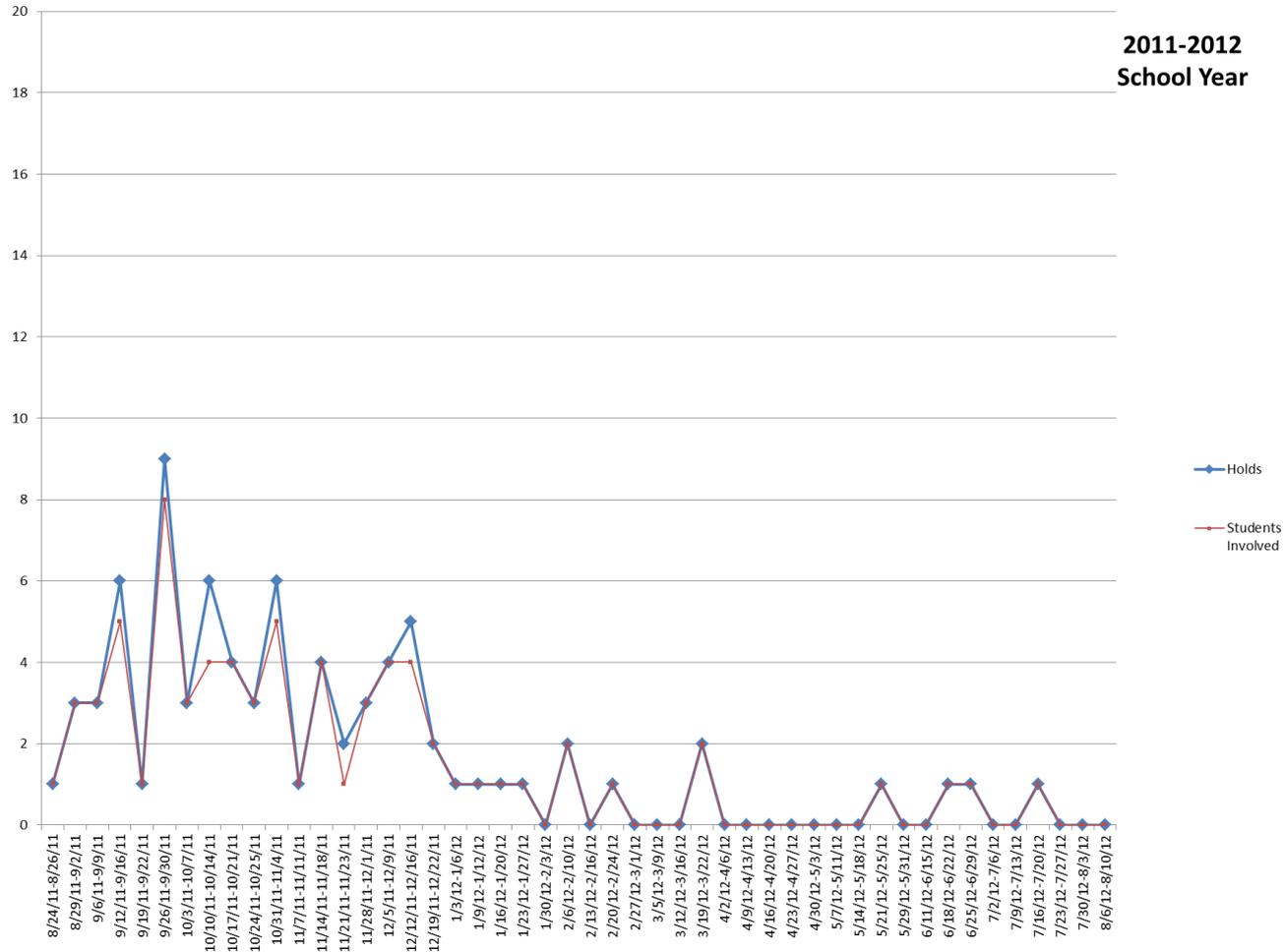
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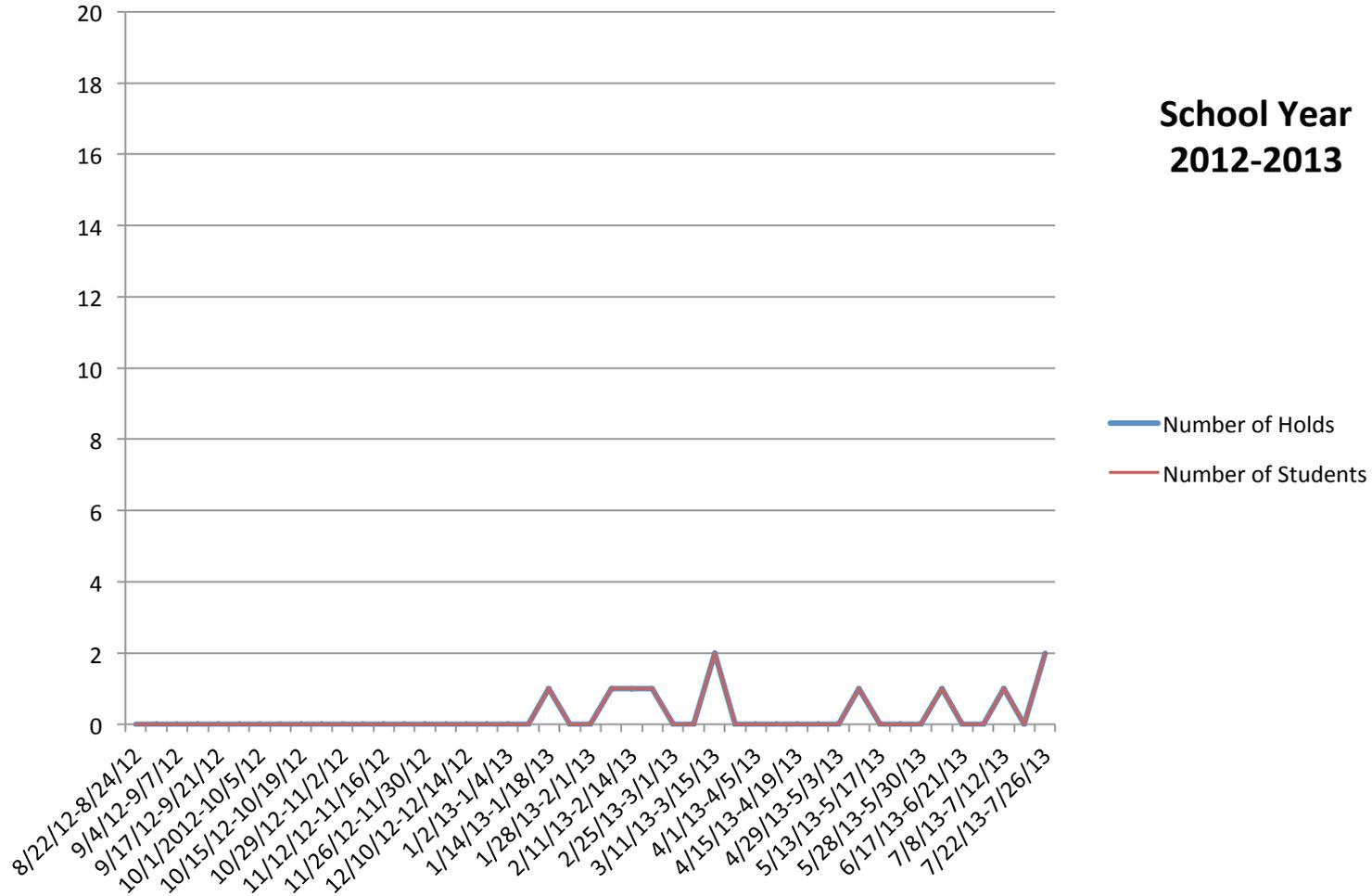
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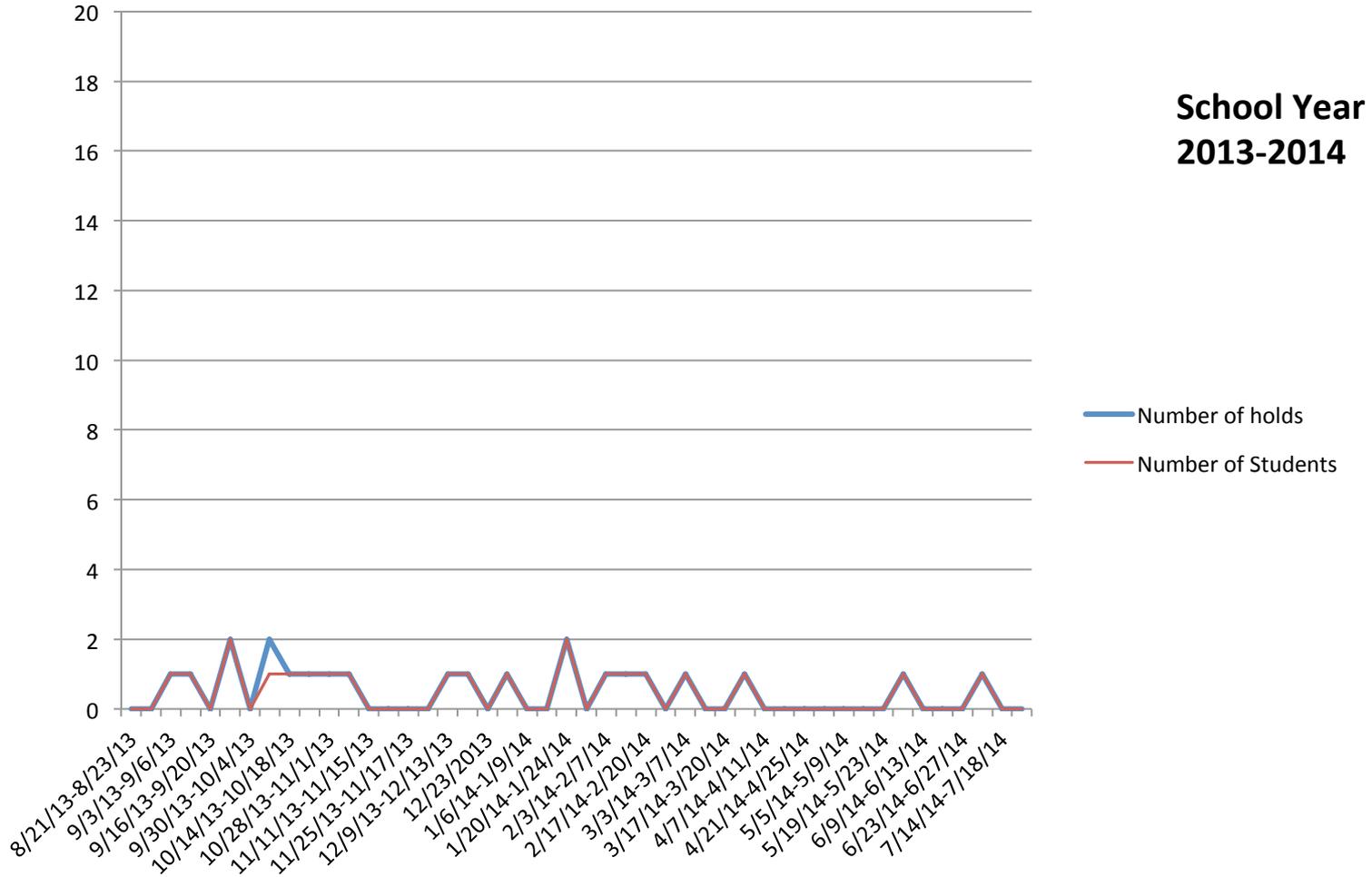
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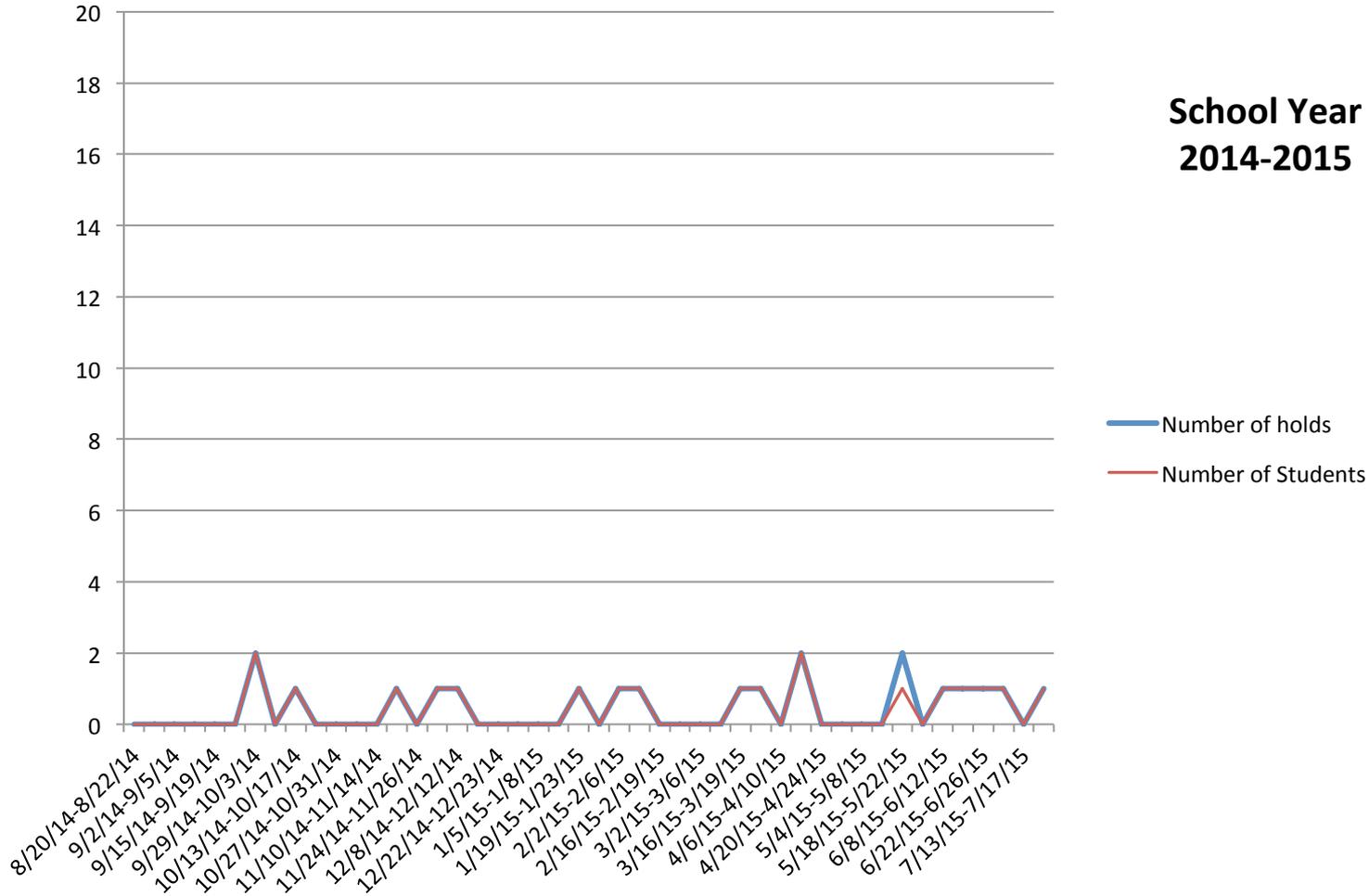
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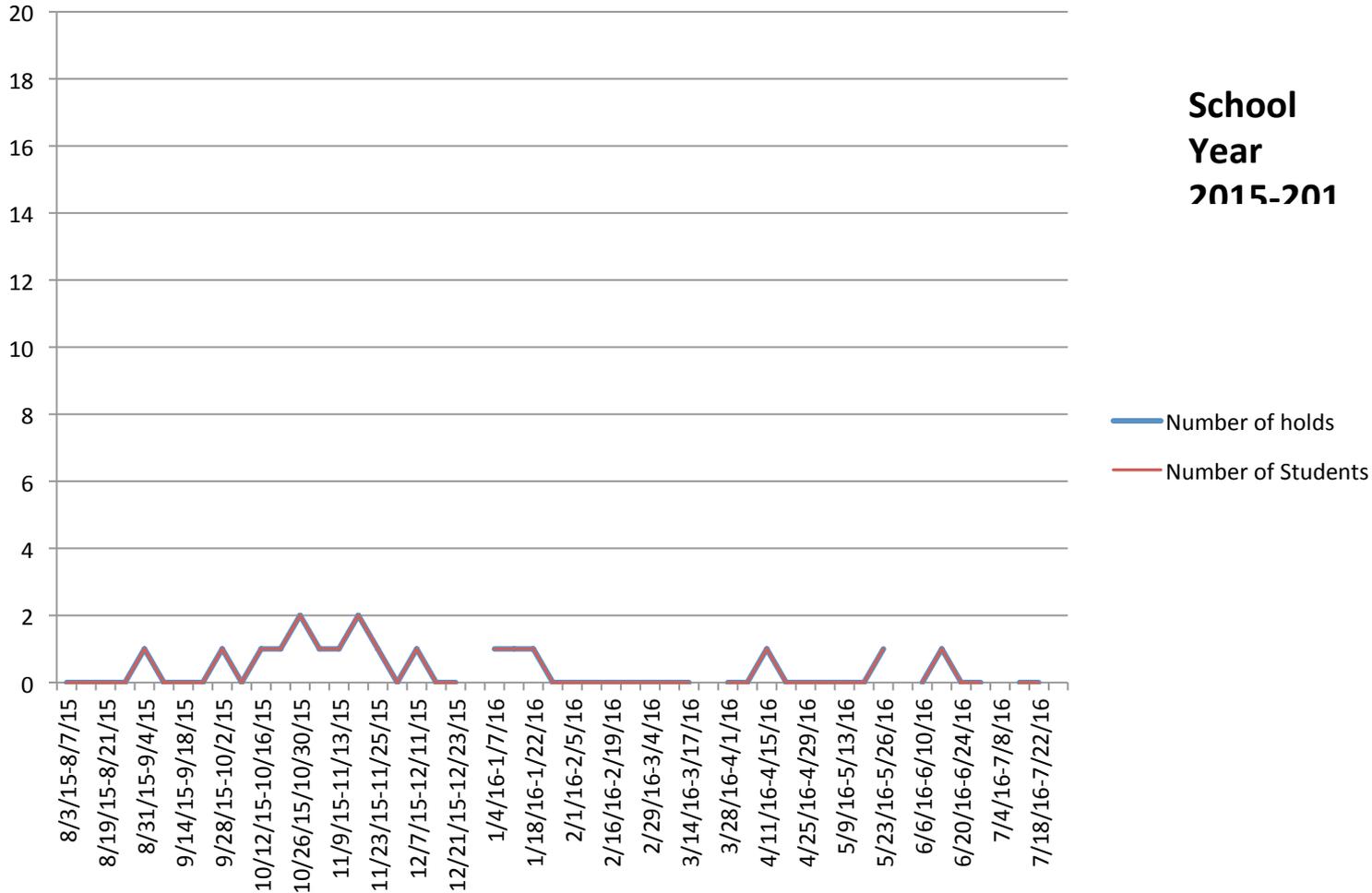
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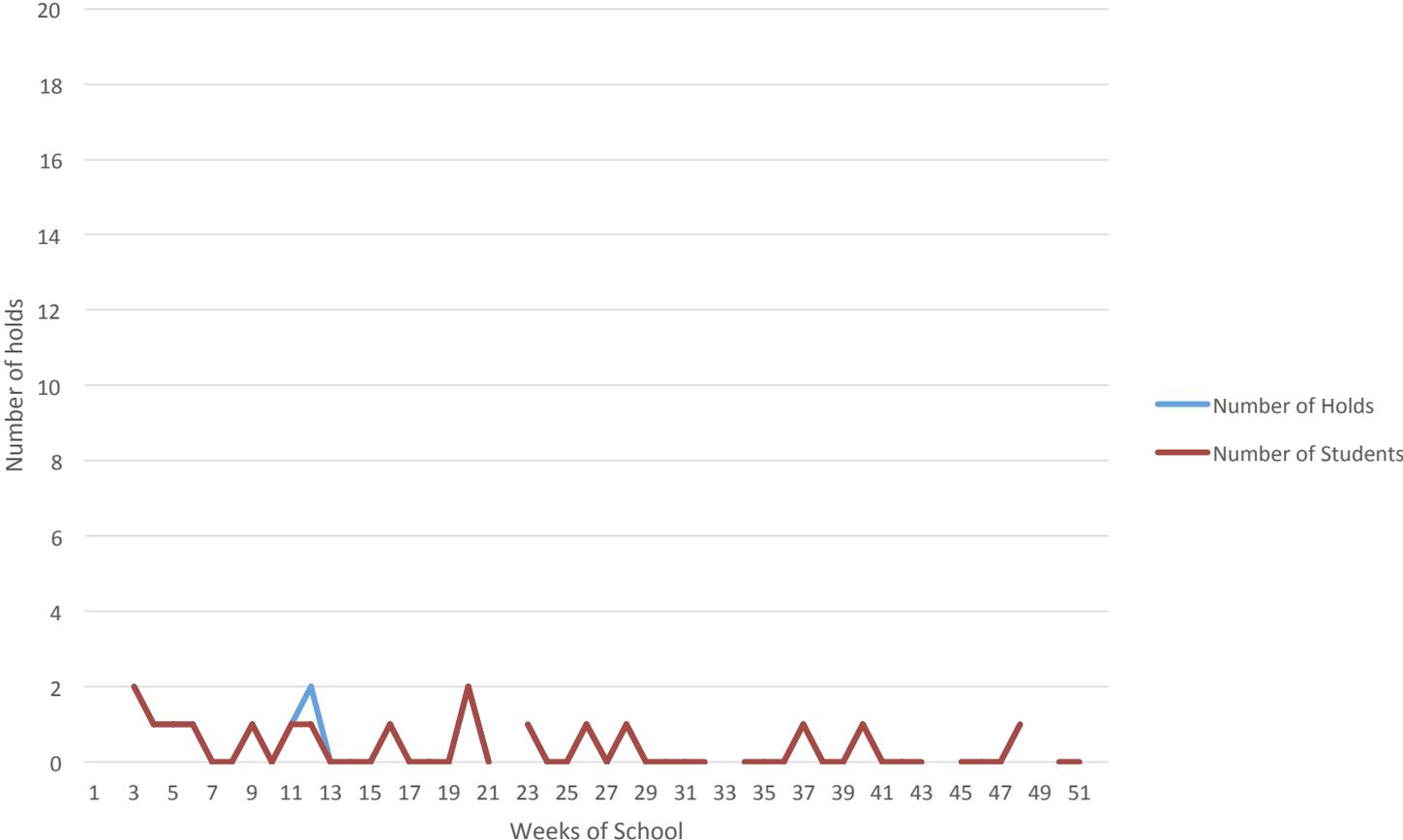


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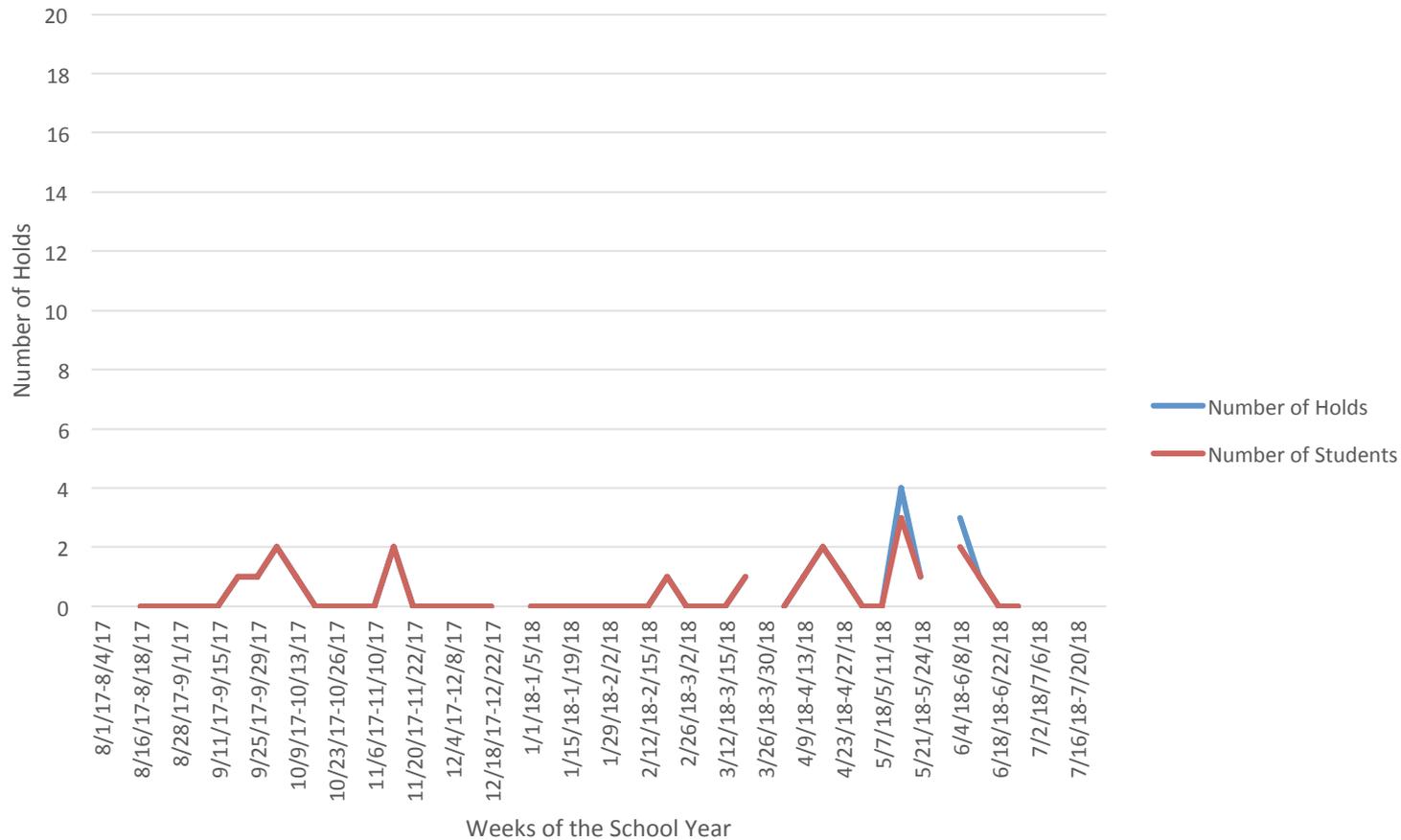
NDS HOLD DATA 16/17

School Year 2016-2017



NDS HOLD DATA 17/18

School Year 2017-2018

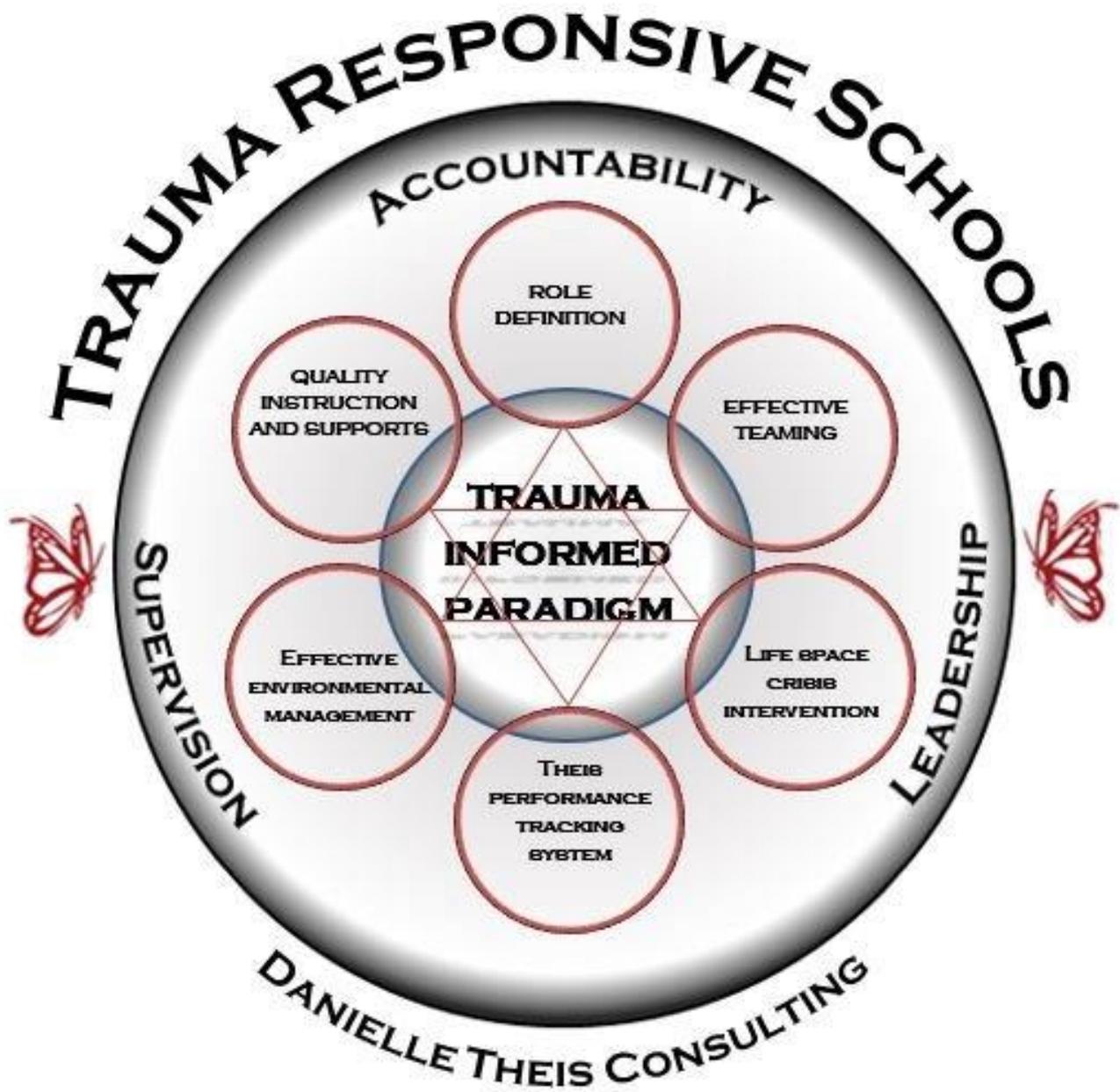


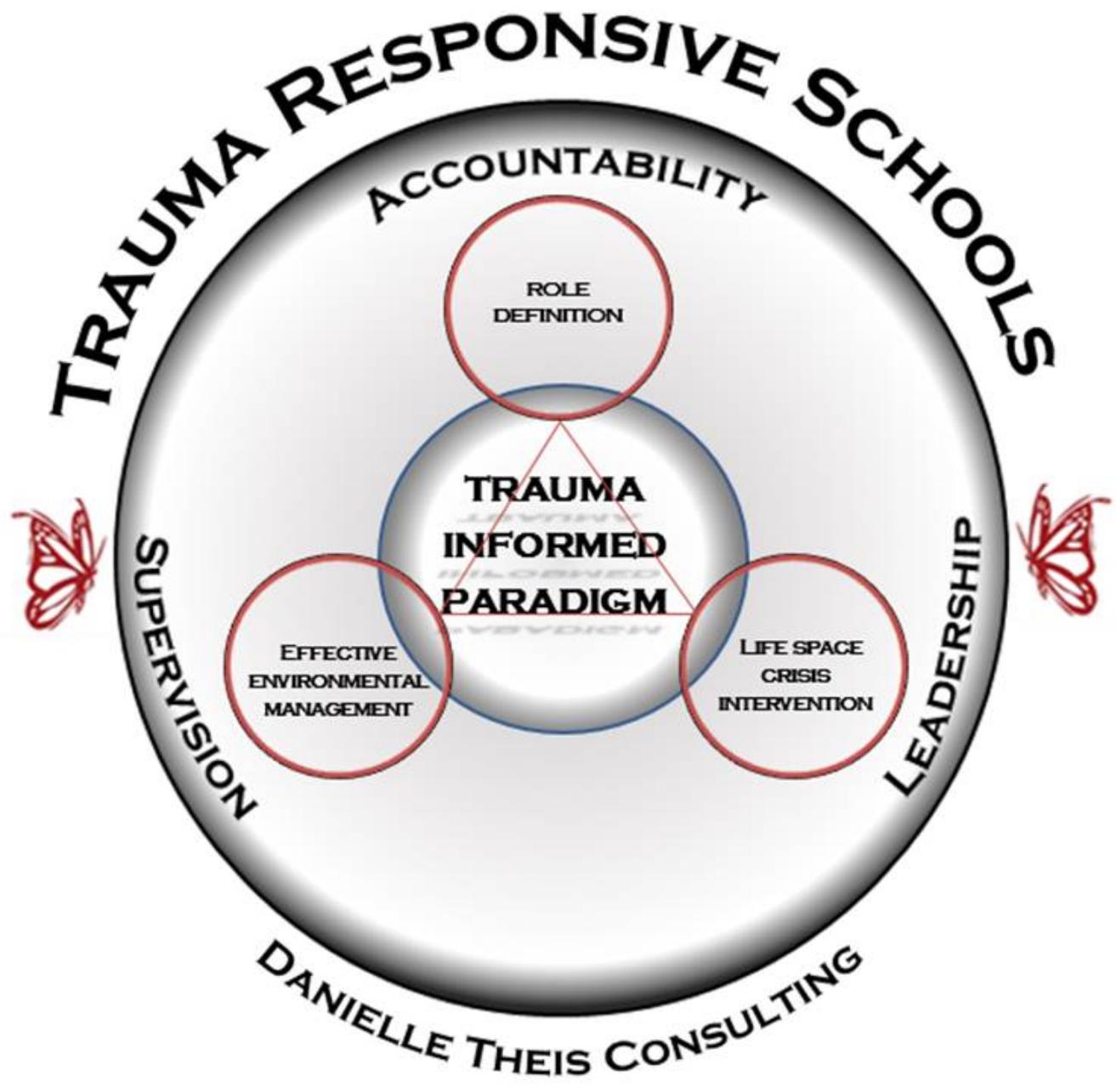
ADVANCED ACCREDITATION OUTCOMES FOR NDS

	NDS IEQ Score	AE Network Average
Overall Score	317.31	278.94
Teaching and Learning Impact	295.24	268.48
Leadership Capacity	343.18	293.71
Resource Utilization	342.86	286.27

ADVANCED ACCREDITATION OUTCOMES FOR NDS

	Learning Environments	NDS	AEN
1	Equitable Learning Environment	2.86	2.69
2	High Expectations Environment	2.81	2.80
3	Supportive Learning Environment	3.48	3.05
4	Active Learning Environment	3.00	2.93
5	Progress Monitoring and Feedback Environment	2.73	2.76
6	Well-Managed Learning Environment	3.04	3.12
7	Digital Learning Environment	2.17	1.86



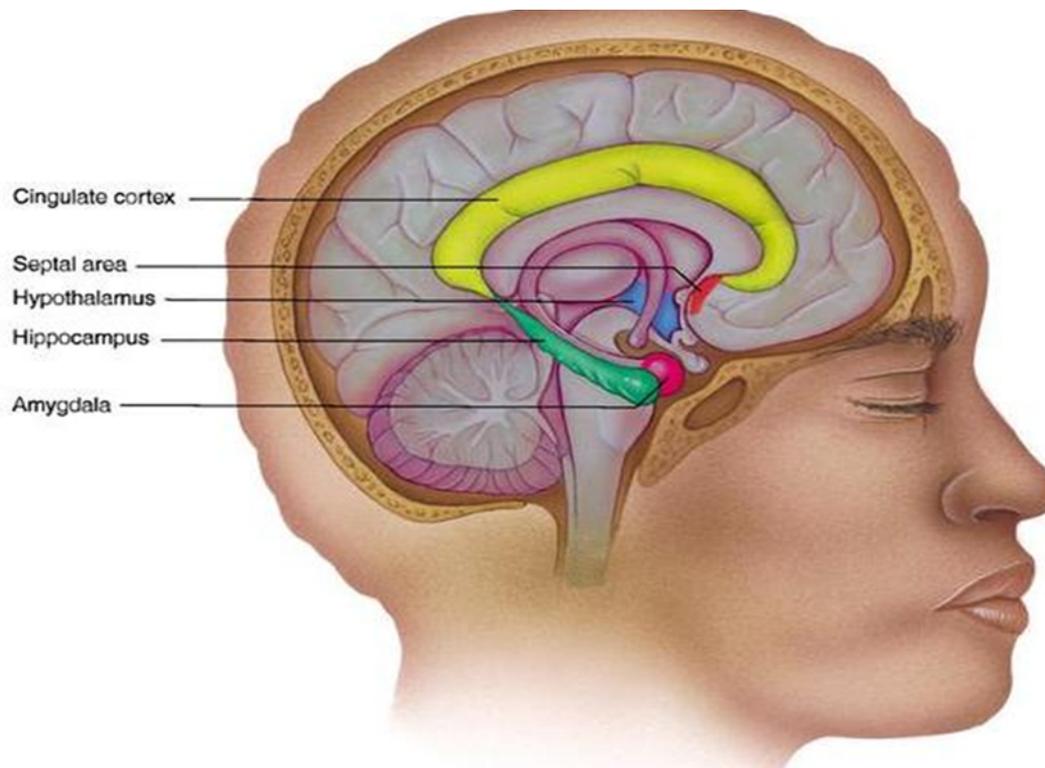


ALWAYS START WITH “WHO”

- Understand who you serve and how their experiences have created their perceptions.
- Understand how the traumatized brain functions and impacts youth.
- Understand your role in effectively interacting with kids who have experienced trauma and/or display maladaptive behavior patterns.
- Understand, implement, and maintain a nurturing, skills based, developmental lens.
- Understand that the behavior is the end result.

THE LIMBIC SYSTEM

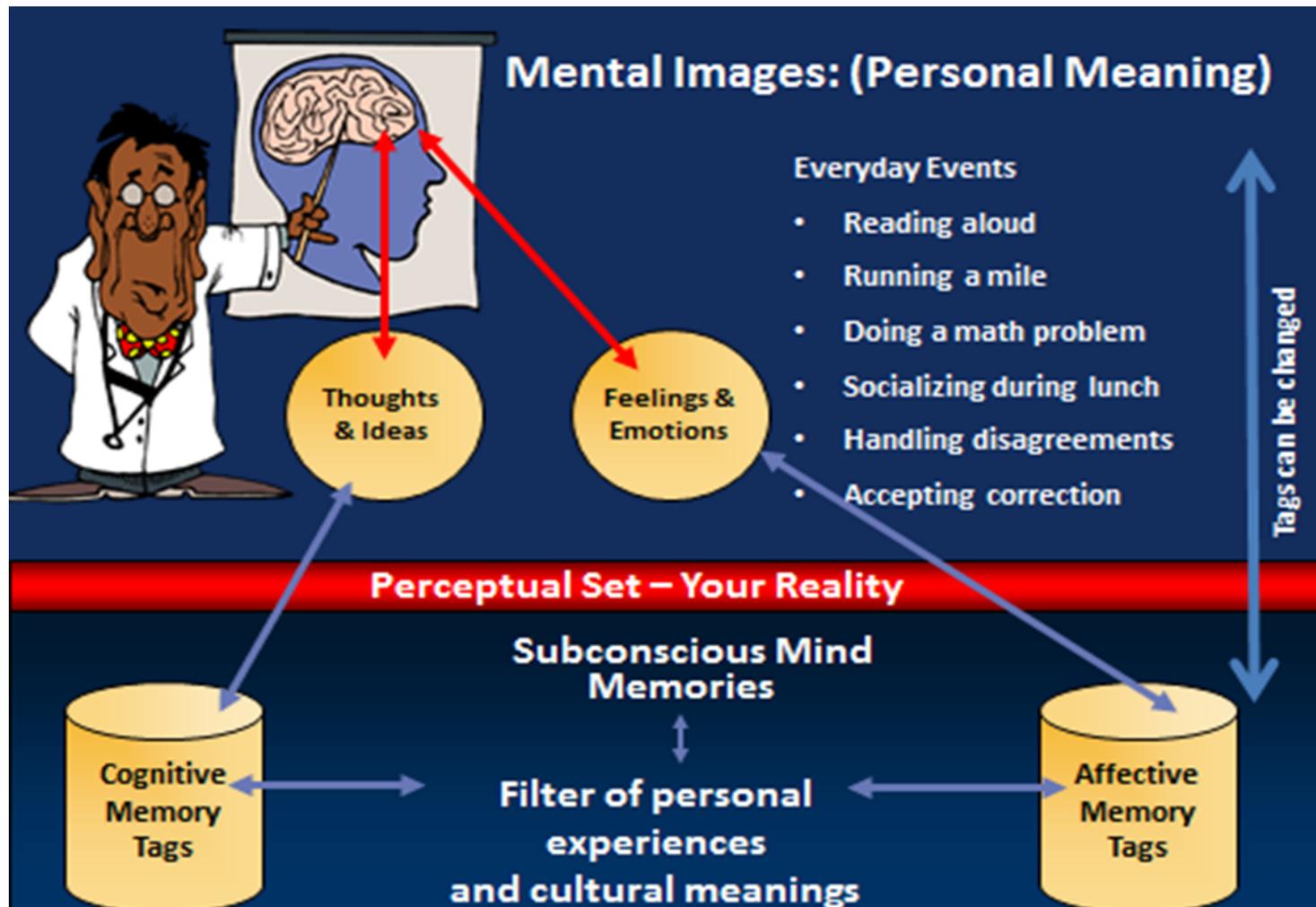
The emotional center of the brain. It plays the major role in the body's response to stress. Sensory memories are stored in the limbic system. The amygdala is housed in this part of the brain which is responsible for the fight, flight, or freeze reaction. This part of the brain has no language.



THE TRAUMATIZED OR STRESSED BRAIN

- Affectual memories are stored largely in the limbic system which has no language.
 - Without language to process a troubling event the difficult memories are always live and playing in the background.
- Traumatized children operate at a constant high state of arousal.
 - They experience many events in their environment as safety threats and emotional triggers.
- We must bring language to the emotions to interrupt the patterns of self-defeating behavior.
 - We work to allow a new experience that does not mirror or re-enact the feelings associated with trauma that are held in the child's mind.

PERCEPTIONS ARE MY REALITY



“WHERE” ACHIEVEMENT OCCURS

- The learning environment itself holds immediate non-verbal opportunities to lay the groundwork for engagement and achievement.
- Whether learning occurs is directly impacted by the adults purposeful management of the learning space.



ROLE DEFINITION

ROLE DEFINITION

- ◉ Roles must be clearly defined and consistently modeled.
- ◉ You have a specific purpose AND a specific place.
 - All adults should be modeling what it looks, sounds, and feels like to be a student functioning well in school.
 - All verbal responses should align to current activity/expectation.
 - Administrative presence in the learning environment should be quiet observation. It should not elicit a response from the students as it is an environment managed by the teacher/ para team.
 - Administration must allow the team to do their work. The coach stays off the field and observes for the purposes of providing on-going support and leadership for continued improvement.
 - All other roles who may enter the learning environment should not create an impact on the functioning or management of the space.

ROLE DEFINITION

- ◉ Roles must be clearly defined and consistently modeled.
- ◉ You have a specific purpose AND a specific place.
 - Teachers provide instruction, case management, manage the classroom environment, and assess student progress.
 - Teachers guide the actions of the classroom para as it pertains to supporting instruction and managing the classroom.
 - If this is not done effectively the kids will start splitting the adults.
 - Behavioral/ mental health staff assist with de-escalation and interventions in a *separate location* from the classroom when students are no longer available for instruction.
 - The role of the School Social Worker must have clarity as it is typically NOT the Interventionist.
 - Interventionists are necessary to support general and special education.
 - Interventionists work with classroom staff to support effective transitions between locations.
 - Interventionists can support transitions by providing “check ins” with kids who tend to arrive escalated. This also provides an opportunity to build relationships with kids when they are not in crisis.

EFFECTIVE INTERVENTION WORK

◉ Trauma Responsive Crisis Intervention Training

- Drain off
- Timeline
- Central Issue
- ***INSIGHT***
- New Skills
- Transfer of Training



LIFE SPACE CRISIS INTERVENTION

- LSCI teaches 6 interventions for students who:
 - displace strong emotions in school on peers or adults
 - misperceive others intent or misread social interactions
 - have the right intention, but choose the wrong behavior
 - justify harm and receive some pleasure from others discomfort
 - experience excessive guilt
 - exploit, or are exploited by, their peers

ROLE DEFINITION - PARAS

- ◉ Roles must be clearly defined and consistently modeled.
- ◉ Para role:
 - The FTE of the para position should reflect the vulnerability of the population being served. Paras have a unique perspective if they are true to their role. Their ability to team with the teachers will directly impact the effectiveness of strategy implementation and engagement in the classroom.
 - 1:1 paras can increase the level of agitation, and the corresponding need to guide adults and the spaces they manage, within children who have experienced trauma. Paras can increase the collective sense of safety through group support.
 - Para should play the primary role in documentation within the PTS at the verbal direction of the classroom teacher. This allows the teacher to continue with instruction, and manage the classroom, while the systemically necessary data is maintained for future teaming and strategic adjustments.

ROLE DEFINITION - PARAS

- ◉ Roles must be clearly defined and consistently modeled.
- ◉ Para role:
 - The hierarchy in the classroom must be very evident. If it is not, kids will split and triangulate the adults. The para should model what supports the direction of the classroom teacher. They should not counter the direction the teacher has given in any way. If this occurs, the teacher para team should discuss what occurred (after kids have left) and make an adjustment for the future.
 - Paras must be actively involved in the management of the classroom at the direction of the teacher. They should be seated at the desk rarely.
 - Paras should model quiet calm transition in hallway, sitting quietly in the reading/ writing circles/ quiet whispering voice when others are quietly working/ looking at teacher with a quiet mouth/ eye contact/ where is my body in space - who/ what can I touch/ etc...
 - Paras should model “hand raising” and teacher should acknowledge modeling communication process. Normalizes process for kids.
 - When the teacher indicates a transition the para should mirror language/ cue and model what the students should be doing.

ROLE DEFINITION - PARAS

- ◉ Roles must be clearly defined and consistently modeled.
- ◉ Para role:
 - Students entering the classroom should be acknowledged and engaged in instruction immediately. Paras can assist by informing them what they need to be doing and having their materials prepped.
 - Paras can support group instruction with students needing additional instruction or review.
 - Para should be creating materials to support multi-tiered lessons.
 - Paras can have all student materials ready to go so kids can begin participating right away.
 - Paras can manage technology if the teacher needs to be physically with a student group/ or the opposite.
 - Who tracks where the students are? Do paras report back to teacher? Who answers the phone in the classroom?
 - Be careful with music... para can become the DJ.

ROLE DEFINITION - PARAS

- Roles must be clearly defined and consistently modeled.
- Para role:
 - Teachers should be able to clearly indicate what they want to para to do:
 - Where?
 - When?
 - With who?
 - How long/ often?
 - Under what circumstances?
 - With what language?
 - With what materials?
 - To prepare for what content area?
 - HOW??
 - With what non-verbals
 - What language/ non-verbal/ imagery/ etc...

COMPLIANCE VS. NURTURING NEW SKILLS

1. I believe you must respect my authority due to my role.
2. Top down view from a position of status, power, and control.
3. Punitive in nature.
4. Interaction in uni-directional.
5. Do as I say, or as the policy book states.

COMPLIANCE

1. I understand there may be developmental/ psychological deficits.
2. Bottom up view after purposefully building a solid foundation.
3. Focuses on needed skills and teaches them.
4. Interaction is reciprocal.
5. Mutual efforts toward holistically understood goals.

NURTURING NEW SKILLS

COMPLIANCE VS. NURTURING NEW SKILLS

6. Uses dominance/ size/ voice/ non-verbals to create fear.
7. Seeks to be understood.
8. Can produce a quick response from student.
9. Short term results that reinforce the student's irrational beliefs.

COMPLIANCE

6. Controls non-verbals to maintain a supportive stance.
7. Seeks to understand the student's perception.
8. Longer process due to restructuring inner thoughts and offering and practicing new experiences.
9. Long term change and positive outcomes.

NURTURING NEW SKILLS

ALL ROLES HAVE VULNERABLE CONVERSATIONS

◉ Compliance Based Lens speaks:

- Child blaming
- System blaming
- Lacks personal accountability

◉ Lens of Nurturance and New Skills speaks:

- Child centered
- Solution focused
- Empowers growth for kids and adults
- Fosters a Culture of Calm

COMPASSION FATIGUE



- Defining the child/parent/system as the “problem” and not taking personal responsibility.
- Establishing and maintaining a compliance lens.
- Allowing negative self talk or receiving or participating in negative conversations with adults.
 - Working with co-workers... try seeing people in a different light. Seek to understand their perspective. When you encounter negative people, choose to actively counter the negativity with questions or ideas to shift the focus to a solution based discussion. Do not let an adults negativity stop you from doing what it right for kids!
- Neglecting self care.

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