Ensuring Classroom Management Practices Are Trauma Informed

Advancing School Mental Health
CSMH Conference
October 2018
Who is in the room?

- **Roles:**
  - Administrators, Teachers, Para-Professionals, Family Members

- **Level of trauma awareness**
  - Using your hand indicate level of trauma awareness

- **Level of behavior management awareness**
  - Using your hand indicate level of behavior management awareness

- **Implementing PBIS**
Objectives

Participants will be able to:

- Describe how 8 classroom practices support students impacted by trauma
- Complete an assessment of current classroom practices
- Develop an action plan for integrating trauma informed practices into classroom
We may not know what their BEAR looks like or when they saw a BEAR… however, we can remember if they have seen a BEAR before, their
ALWAYS ON GUARD!
### What Flight, Fight, or Freeze Looks Like in the Classroom

<table>
<thead>
<tr>
<th>Flight</th>
<th>Fight</th>
<th>Freeze</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal</td>
<td>Acting out</td>
<td>Exhibiting numbness</td>
</tr>
<tr>
<td>Fleeing the classroom</td>
<td>Behaving aggressively</td>
<td>Refusing to answer</td>
</tr>
<tr>
<td>Skipping class</td>
<td>Acting silly</td>
<td>Refusing to get needs met</td>
</tr>
<tr>
<td>Daydreaming</td>
<td>Exhibiting defiance</td>
<td>Giving a blank look</td>
</tr>
<tr>
<td>Seeming to sleep</td>
<td>Being hyperactive</td>
<td>Feeling unable to move/act</td>
</tr>
<tr>
<td>Avoiding others</td>
<td>Arguing</td>
<td></td>
</tr>
<tr>
<td>Hiding or wandering</td>
<td>Screaming/yelling</td>
<td></td>
</tr>
<tr>
<td>Becoming disengaged</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Fostering Resilient Learners**

Strategies for Creating a Trauma-Sensitive Classroom

Kristin Sorensen with Pete Hall
Quick Reflection

With your shoulder partner:

- Share one ah-ha you had about what trauma might look like in your setting
Classroom Management Practices

1. Arrange Orderly Physical Environment
2. Define, Teach, Acknowledge Rules and Expectations
3. Define, Teach Classroom Routines
4. Employ Active Supervision
5. Provide Specific Praise for Behavior
6. Continuum of Response Strategies for Inappropriate Behaviors
7. Class-Wide Group Contingency
8. Provide Multiple Opportunities to

Adapted from MO
# Working Smarter

- 8 practices to use as a foundation
- A framework to anchor strategies
- Consider what you are already doing

<table>
<thead>
<tr>
<th>What do you already do?</th>
<th>How will you practice current strategies with more intentionality?</th>
<th>What will you add to your classroom management practices?</th>
</tr>
</thead>
</table>
| Arrange orderly physical environment | Create classroom diagram and seating charts | Walk through new classroom arrangements to ensure ample space when chair pulled out
Consider possible triggers when making seating arrangements | Create matrix and ensure routines that could be possible triggers (e.g.: lining up at door, group work, etc) are included |
| Define, teach, acknowledge rules and expectations | Classroom expectations | | |
| Define, teach classroom routines | Use music in classroom on occasion
Daily journaling | Will ensure movement/rhythmic activities incorporated into each transition
Will incorporate self-awareness and emotional development into daily journaling 3 times per week | Recreating classroom jobs to focus on relationship development |
# Trauma Aligned Classroom Practices

<table>
<thead>
<tr>
<th>Examples of How Classroom Practices Are Trauma Informed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the strategy</strong></td>
</tr>
<tr>
<td>Arrange orderly physical environment</td>
</tr>
<tr>
<td>- Traffic patterns are clearly defined and allow movement without disrupting others</td>
</tr>
<tr>
<td>- Desks and furniture arrangement are built around the types of instructional activities and are arranged for maximum student and teacher visibility and access</td>
</tr>
<tr>
<td>- Materials are clearly labeled, easily accessible, and organized for ease of use</td>
</tr>
<tr>
<td>Define, teach, acknowledge rules and expectations</td>
</tr>
<tr>
<td>- Classroom rules are aligned with school-wide expectations.</td>
</tr>
<tr>
<td>- Classroom rules are observable, measurable, positively stated, clearly defined, and prominently posted.</td>
</tr>
<tr>
<td>- Teacher has a plan and schedule to actively teach classroom rules and expectations several times throughout the year.</td>
</tr>
<tr>
<td>Define, teach classroom routines</td>
</tr>
<tr>
<td>- Routines and procedures are aligned with school-wide expectations.</td>
</tr>
<tr>
<td>- Routines and procedures are succinct, positively stated, and in age-appropriate language.</td>
</tr>
<tr>
<td>- Routines and procedures are taught and practiced several times throughout the year.</td>
</tr>
<tr>
<td>Employ active supervision</td>
</tr>
<tr>
<td>- Movement: Constant, random, target predictable problems, proximity</td>
</tr>
<tr>
<td>- Scan: Look and listen to all students, look for appropriate and inappropriate behaviors, make eye contact</td>
</tr>
<tr>
<td>- Interact: Frequent and positive feedback and interactions to encourage, reinforce, and correct. Identify opportunities to pre-correct and provide additional instruction on appropriate behaviors.</td>
</tr>
<tr>
<td>- Behavior specific praise statements (BSPS):</td>
</tr>
<tr>
<td>- Maintaining active supervision provides a sense of safety for students. When adult is constantly scanning the environment it is more likely, they will predict or identify a trigger to a problem prior and prevent the problem behavior from occurring, especially known triggers for a student who may be impacted by trauma.</td>
</tr>
<tr>
<td>- Active supervision creates frequent opportunities to interact with students to develop, strengthen and maintain relationships.</td>
</tr>
</tbody>
</table>
| - Positive specific praise is a powerful tool for building a student's self-esteem and
Quick Reflection

Review **Trauma Aligned Classroom Management Practices**
- Note general description of practice and *how* trauma informed

Review **Example of Classroom Practices Resource Map**
- Consider what the practice might look like in your classroom
In order to have great classroom management, we need to have practices in place and we need to do these practices with fidelity.

Classroom Practices Observation Tool (or self-assessment)
Classroom Management Practices

1. Arrange Orderly Physical Environment
2. Define, Teach, Acknowledge Rules and Expectations
3. Define, Teach Classroom Routines
4. Employ Active Supervision
5. Provide Specific Praise for Behavior
6. Continuum of Response Strategies for Inappropriate Behaviors)
7. Class-Wide Group Contingency
8. Provide Multiple Opportunities to Respond

Adapted from MO Classroom PBIS
Define, Teach, Acknowledge Rules & Expectations

- Expectations should be defined early in the year
- based on PBIS school-wide expectations
- what you want them to do, rather than what you don’t want them to do
- positively stated
- easy to remember
- posted in the classroom
- taught directly by the classroom teacher
- functional
- observable and measurable
Define, Teach, Acknowledge
Rules & Expectations

is trauma informed because

- Thrive from established expectations
- Show student capable and worthy
- Help differentiate purposeful rules from unpredictable rules
- Create predictable adult behaviors
- Establish a sense of security
STRATEGIES FOR THE PRACTICE
# Example of a Classroom Matrix

<table>
<thead>
<tr>
<th>The Wilson Way</th>
<th>Classroom Rules</th>
<th>Classroom 214 Routines</th>
<th>Small Group Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Morning Routine</td>
<td>If You Finish Early</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>• Stay on task</td>
<td>1. Turn in homework</td>
<td>1. Re-check your</td>
</tr>
<tr>
<td></td>
<td>• Clean up area</td>
<td>2. Put instructional</td>
<td>work</td>
</tr>
<tr>
<td></td>
<td>• Apologize for</td>
<td>materials in desk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>mistakes</td>
<td>3. Begin morning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>work</td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td>• Raise hand</td>
<td>4. Say “good</td>
<td>3. Listen for direction to</td>
</tr>
<tr>
<td></td>
<td>• Listen to speaker</td>
<td>morning” to</td>
<td>next activity</td>
</tr>
<tr>
<td></td>
<td>• Follow directions</td>
<td>teacher and</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>classmates</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Talk in soft</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>voices</td>
<td></td>
</tr>
<tr>
<td>Be Safe</td>
<td>• Walk quietly</td>
<td>6. Put personal</td>
<td>4. Stand up</td>
</tr>
<tr>
<td></td>
<td>• Keep hands and</td>
<td>belongings in</td>
<td>5. Push in chair</td>
</tr>
<tr>
<td></td>
<td>feet to self</td>
<td>designated areas</td>
<td>6. Wait for group to be</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Take your seat</td>
<td>called to line up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Sweep under your desk</td>
<td>4. Clean</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Clean</td>
<td></td>
</tr>
</tbody>
</table>

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<th>Classroom 214 Routines</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Be Responsible</td>
<td>• Stay on task</td>
<td>1. Turn in homework</td>
<td>1. Do your fair share</td>
</tr>
<tr>
<td></td>
<td>• Clean up area</td>
<td>2. Put instructional</td>
<td>2. Manage time</td>
</tr>
<tr>
<td></td>
<td>• Apologize for</td>
<td>materials in desk</td>
<td>carefully</td>
</tr>
<tr>
<td></td>
<td>mistakes</td>
<td>3. Begin morning</td>
<td></td>
</tr>
</tbody>
</table>
### Pro-Social Skills on Matrix

#### DOUGLAS PREP BEHAVIOR & SOCIAL SKILLS EXPECTATIONS

<table>
<thead>
<tr>
<th>ARRIVAL &amp; DISMISSAL</th>
<th>CLASSROOM</th>
<th>HALLWAY</th>
<th>LUNCH</th>
<th>RESTROOM</th>
<th>BUS</th>
<th>COPING SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Safety First</strong></td>
<td>- Listen - Follow directions the first time given - Ask appropriately for help - Clean up after myself - Follow rules and procedures</td>
<td>- Walk directly to my designated area</td>
<td>- Enter and exit with escort - Throw away my trash and tray - Clean up after myself</td>
<td>- Keep hands, feet and belongings to myself</td>
<td>- Remained seated in designated seat</td>
<td>- If you see an unsafe situation, walk away and find a trusted adult for help - Calmly ask for a break or movement to calm down</td>
</tr>
<tr>
<td><strong>Work Together Respectfully</strong></td>
<td>- Accept feedback and discipline from staff by listening, asking questions and following directions the first time</td>
<td>- Walk quietly in a single, straight and silent line so that others can continue working</td>
<td>- Move away from conflicts or distractions - Ask for help when needed - Be patient - Stay in line - Use manners - Interact with new peers</td>
<td>- Conserve supplies - Dispose of trash in the trash can - Respect the space of others - Report problems to staff</td>
<td>- Ignore negative behavior - Follow adult direction - Keep hands, feet and objects to yourself</td>
<td>- Support new students by offering your positive view of rules and daily functioning - Display positive, helpful talk with peers and adults - Use respectful talk when working through a disagreement - Use positive self-talk</td>
</tr>
<tr>
<td><strong>Accept Responsibility</strong></td>
<td>- Be in class daily and on time - Be in dress code always - Participate in classroom activities and lessons - Clean up after myself - Be prepared for instruction with all necessary materials - Ignore distractions</td>
<td>- Remain quiet in quiet zones - Carry my own belongings - Walk directly to my designated area - Ignore distractions</td>
<td>- Maintain a clean space and conversation - Keep food on my tray or in my mouth - Flush - Wash my hands - Use appropriate fixtures</td>
<td>- Get off at assigned stop - Follow adult direction - Keep area clean and undamaged - Use equipment properly</td>
<td>- When frustrated or stressed, choose to use an appropriate calming strategy - Recognize and understand others' point of view - Accept praise and consequences</td>
<td></td>
</tr>
<tr>
<td><strong>Guide Me</strong></td>
<td>- Staff will supervise groups of students at all times - Staff will ensure that they know the location of all students - Staff will be at their doorway to greet every student as they enter - Staff will walk down the sidewalk with</td>
<td>- Staff will supervise groups of students at all times - Staff will be prepared for class (daily agenda posted, engaged and present, observable outcomes)</td>
<td>- Staff will enforce safety - Staff will monitor students by being at their doors and in the hallway actively supervising</td>
<td>- Staff will arrive on time and pick up students on time - Staff will walk students directly into the cafeteria</td>
<td>- Staff will stand by bathrooms to monitor the noise and behavior</td>
<td>- Staff will display appropriate talk when speaking with other adults in all school settings - Staff will step away from a situation when they are feeling overwhelmed and avoid making statements out of anger</td>
</tr>
</tbody>
</table>

Think specifically skills for flight, fight, and freeze behaviors
Appendix I - Code-Switching Cool Tool Example

VABB
- Validation
- Affirmation
- Building
- Bridging

Example Error Correction with Code-Switching:
Ami, I recognize that at home yelling is acceptable when you disagree with someone. At school, yelling can trigger others to become dysregulated. When we disagree at school, we show respect to others by using our stop, breathe, and talk strategy.

PBIS Cultural Responsiveness Field Guide (Nov 2016):
http://www.pbis.org/Common/Cms/files/pbisresources/PBIS%20Cultural%20Responsiveness%20Field%20Guide.pdf
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Adapted from MO Classroom PBIS
Define, Teach Classroom Routines

- **Procedures** explain the accepted process for carrying out a specific activity such as:
  - individual seat work
  - group work
  - sharpening pencils
  - lab experiments
  - going to the restroom

- **Classroom procedures** are steps for accomplishing classroom tasks

- **Routines** are procedures that have become habits
Define, Teach Classroom **Routines**

is trauma informed because

- When students know what to expect, it helps them operate in state of calm
- Increases adults prompts of possible change in routine
- Consider routines to support:
  - Regulation
  - Self-awareness
  - Relationship development
STRATEGIES FOR THE PRACTICE
Define, Teach Classroom Routines for Regulation

Establishing a schedule for regulation:
- During transitions
- Before important lesson
- Restoring equilibrium

Rhythmic and repetitive movements
Focused Attention Practices

Practices to quiet the thousands of thoughts that distract us.

- Control our behavior
- Think through problems
- Weigh right and wrong
- Think about consequences
- Organize and plan ahead
- Focus on the present

Used with permission from Warren Township School District, Indianapolis
Deep Dive Breaks

1. Inhale for four counts
2. Hold for four counts
3. Exhale slowly for four counts.
Feeling My Feet Activity

Mindful Games: Sharing Mindfulness and Meditation with Children, Teens and Families
Susan Kaiser Greenland
Grounding Exercise

to use when you want to stay calm, when you feel anxious or disconnected.

Look around you, identify and name:

5 things you see
4 things you feel
3 things you hear
2 things you smell
1 thing you taste
Brain Intervals

- Provide opportunity to develop and apply social competence
- Allows students to rest and recharge, while simultaneously learning to cooperate, communicate and compromise.
- Boosts attentiveness in class and help to maximize learning.
Brain Intervals
priming the brain to take in new information

- Thumb wars
- Rhythm patterns
- Hidden pictures
- Squiggle story
- Junk bag
- Mental math
Define, Teach Classroom Routines for **Self-Awareness**

- **Emotion posters** to promote consistent language and prompt to teacher
  - Reading a story and ask how character might be feeling
  - Debriefing situation individually with a student
  - Journaling activity
- Positive attitude, happy sing-alongs (S. Craig)
- **Build “resilience muscles” or “rebound skills”** (S. Craig)
  - “I have....”, “I am....”, “I can...”, and “I like...”
- Journaling routines
- SIFT: Sensations, Images, Feelings, and Thoughts (D. Siegel)
- Exercise Mindsight: teach children to calm themselves and focus attention (D. Siegel)
Define, Teach Classroom Routines for **Relationship Development**

- **Holistic View of Students** (example ahead)
- Morning Meetings
- Restorative Circles
- **Classroom Professions** (examples ahead)
- **Activities to support connecting** (examples ahead)
# Holistic View of Students

<table>
<thead>
<tr>
<th>Name</th>
<th>Passion</th>
<th>Family</th>
<th>Activities</th>
<th>Academics</th>
<th>Food/drink</th>
<th>Physical</th>
<th>Skills</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will</td>
<td>Cubs Dogs</td>
<td>Lives with mom, step-dad, 16 year old cousin, two cats and one dog</td>
<td>Baseball, Checker, Uno</td>
<td>Hates to read, Loves math</td>
<td>Pizza, M&amp;M Coke</td>
<td>Asthma Allergies to everything outside</td>
<td>Likes puzzles</td>
<td>Moved here from new york; dog died last year</td>
</tr>
</tbody>
</table>
Classroom Professions

Unwritten, The Story of a Living System: A Pathway to Enlivening and Transforming Education
Dr. Lori Desautels

- **Giver**: gives encouragement, affirmation and acts of kindness
- **Storyteller**: seeks books to share, leads class in creating a story with pictures, journals, or turning stories into screen plays
- **Noticer**: notices what is going well or right (as opposed to tattling) and reports to class
- **Kindness Keeper**: records all of the kind acts seen during the day or week and shares with the class
- **Resource Manager**: suggests ideas, resources, or ways to solve a problem or locates information for either academically or behaviorally
- **Collaborator**: collaborates with another teacher, staff member or student who needs an emotional, social or cognitive boost
Strategies to help CONNECT

- Copy Cat
- Hot/Cold
- Multi-player thumb war
- Group drumming
- Board games
- 2 x 10 strategy
Example: Classroom Routines

Opening Activity Themed Days

- Monday: Music Monday
- Tuesday: Tell Me About it Tuesday
- Wednesday: What Would You Do Wednesday
- Thursday: Think Break Thursday
- Friday: Dad Joke/Fun Fact Friday

Jessica Rustman, District 102 in Illinois
Classroom Management Practices

1. Arrange Orderly Physical Environment
2. Define, Teach, Acknowledge Rules and Expectations
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6. Continuum of Response Strategies for Inappropriate Behaviors
7. Class-Wide Group Contingency
8. Provide Multiple Opportunities to Classroom Management Practices

Adapted from MO Classroom PBIS
Develop a Continuum of Strategies to Respond to Inappropriate Behavior

- Planned Ignoring
- Physical Proximity
- Direct Eye Contact
- Signal/Non-Verbal Cue
- Praise (BSPS) the Appropriate Behavior in Others
- Redirect
- Support for Procedure/Routine
- Re-teach
- Differential Reinforcement
- Specific and Contingent Error Correction
- Provide Choice
- Conference with Student
Steps to Specific and Contingent Error Correction:

Example: “Joe [privately and with sincere voice tone], I saw that you were talking to your neighbor during independent work time. Remember that *Doing your Best* means to focus on your own work. Start on your work again, and I’ll stop by to catch you focusing on your own work.”
HOW PRACTICE IS TRAUMA INFORMED?
Continuum of Response Strategies for Inappropriate Behaviors is trauma informed because

- Empower students and teach resiliency skills
- Replace learned responses with appropriate behavior
- Helps students regulate their emotions
- Supports regulate, relate, and reason
STRATEGIES FOR THE PRACTICE
We are going to do the 3R’s

Regulate
Relate
Reason

Perry, 2010
What does it mean to REGULATE

• “QUIET” THE STRESS RESPONSE SYSTEM

• LOWER STATE OF AROUSAL
Regulation STRATEGIES

- Rhythmic Activities
  - Music
  - Dance
  - Walking
  - Drawing
  - Run
  - Bounce ball
  - Rocking
- Repetitive Breathing activities
- Body Awareness activities
- Brain Breaks/Intervals
- Trauma informed statements & validation
- Focused attention strategies
What does it mean to \textbf{RELATE}?

- Meaningfully connected
- Developing, Educating and Healing
- Being able to internalize learning new things

\textit{Rhythm & Relationship} = \textit{Regulation}
Trauma Informed Statements

Alternatives to “Calm Down”

- I see you are having a difficult time. Let me try to help you.
- Take a deep breath.
- That can be so frustrating.
- Let’s figure this out together.
- I can see you are mad. How does that feel in your body.
- Count to 10.
- Want to squeeze my hand?
- Let’s focus on fixing the problem together.
- If you are feeling sad, you can tell me about it.
- I can see you seem really upset. What do you need from me to help get back to calm?
- You seem really agitated. What’s really going on?
- How about I come back to you in five minutes? I want to make sure you are okay.
- We need to work together. What do you need from me so you will be okay and we can continue with class?
- I can see this assignment is really hard for you. Is it okay if I sit with you and help you?

Used with permission from Warren Township School District, Indianapolis
## Using Trauma Informed Validation

<table>
<thead>
<tr>
<th>Student Statement</th>
<th>Common Adult Response</th>
<th>Validating Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can’t do anything right!</td>
<td>That’s not true! You do many things right.</td>
<td>It must feel frustrating to feel like you never do anything right.</td>
</tr>
<tr>
<td>My parents are going to kill me!</td>
<td>I highly doubt they are going to kill you. Your parents love you.</td>
<td>So you’re really feeling like your parents are going to be extremely upset because of this…</td>
</tr>
</tbody>
</table>

Used with permission from Warren Township School District, Indianapolis
REASON

- Inquiry
- Conversation
- Reflection Sheets
Dual Thought Sheets
completed by both the student and adult when reconnection is needed

1. What is our challenge?
2. What led up to this challenge?
3. How can we handle this together and/or apart
4. Could we have prevented this situation?
5. What are 2 adjustments we will make next time?

Used with permission from Warren Township School District, Indianapolis
Restorative Questions

- What happened?
- What were you thinking?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

https://www.iirp.edu/news-from-iirp/time-to-think-using-restorative-questions
Action Plan

Classroom Practices Resource Map

Analyze what you have added on your Classroom Practices Resource Map

- Reflect on what gaps you see.
- Identify practices you want to focus on and strategies that may support
Thanks For Being Here

Midwest PBIS Network (www.midwestpbis.org)
- Content < Trauma

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Additional Classroom Practices
CLASSE ROOM PRACTICE

Arrange orderly physical environment
Classroom Management Practices

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Adapted from MO Classroom PBIS
Arrange Orderly Physical Environment

- Design classroom to:
  - Minimize distraction and conflict
  - Allow for mobility and proximity
  - Emotionally, socially, cognitively safe environment that encourages connections
  - Ensure all students can be seen by the teacher and they can see the teacher and instructional displays
  - Allow easy access to frequently used materials and the exit
Arrange Orderly Physical Environment is trauma informed because

- Promotes feeling of safety and predictability
- Supports students in respecting personal space of others
STRATEGIES FOR THE PRACTICE
Arrange Orderly Physical Environment

Keep in mind that touch is one of most common triggers

- Intentional seating arrangements
- Ensure ample space to walk through all areas
- Consider physical arrangement when problem behaviors arise and make changes as necessary
Quick Reflection

Classroom Practices Resource Map

Look at *first two columns* of the resource map reflect on:

- What you are already doing in your classroom?
- What you could do with more intention?
CLASSROOM PRACTICE

Employ Active Supervision
Classroom Management Practices

8 Classroom Management Practices

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Adapted from MO Classroom PBIS
Employ Active Supervision

**Movement:** constant, random, target predictable problems, proximity

**Scan:** look and listen to all students, look for appropriate and inappropriate behaviors, make eye contact

**Interact:** Frequent and positive feedback and interactions to encourage, reinforce, and correct. Identify opportunities to pre-correct and provide additional instruction on appropriate behaviors.
HOW PRACTICE IS TRAUMA INFORMED?
Employ Active Supervision is trauma informed because

- Provides a sense of safety for students
- More likely to identify trigger and prevent problem behavior
- Creates frequent opportunities to interact with students for relationship development
  - Remember 15 seconds is long enough to have a meaningful connection with a student
STRATEGIES FOR THE PRACTICE
Employ Active Supervision

**Move**
- Avoid touching or startling students

**Scan**
- Watch for potential triggers

**Interact**
- Emotion check-ins
Quick Reflection

Classroom Practices Resource Map

Look at *first two columns* of the resource map reflect on:

- What you are already doing in your classroom?
- What you could do with more intention?
CLASSROOM PRACTICE

Provide Specific Praise for Behavior
Classroom Management Practices

8 Classroom Management Practices

1. Arrange Orderly Physical Environment
2. Define, Teach, Acknowledge Rules and Expectations
3. Define, Teach Classroom Routines
4. Employ Active Supervision
5. Provide Specific Praise for Behavior
6. Continuum of Response Strategies for Inappropriate Behaviors
7. Class-Wide Group Contingency
8. Provide Multiple Opportunities to Respond

Adapted from MO Classroom PBIS
Provide Specific Praise for Behavior

Behavior Specific Praise Statements (BSPS)
- Identify student/group
- Identify school-wide expectation
- Describe and acknowledge the rule/behavior being recognized
- Can provide tangible reinforcer

Should be contingent upon behavior

Delivered at 4 to 1 ratio with error correction
HOW PRACTICE IS TRAUMA INFORMED?
Provide Specific Praise for Behavior is trauma informed because

- Building positive sense of self for student
- Teaches new skills
- Allows for sense of control
- Promotes brain development
- Creates predictability

- Recommended ratio of BSPS for students with trauma even higher - at least 6:1
STRATEGIES FOR THE PRACTICE
Provide Specific Praise for Behavior

• Providing preferred feedback
  ▪ In front of class
  ▪ Verbal individual
  ▪ On a post-it

• Establishing group choral response
Quick Reflection

Classroom Practices Resource Map

Look at *first two columns* of the resource map reflect on:
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CLASSROOM PRACTICE

Class-Wide Group Contingency
8 Classroom Management Practices

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Adapted from MO Classroom PBIS
Classwide Group Contingency

- Teacher selects and teaches star behavior
- Class plays as team
- Teacher provides pre-correction before challenging transitions or routines
- When teacher observes student engaging in star behavior, class gets a point
- Points are displayed on board
- As students need reminders, teacher re-teaches star behavior
HOW PRACTICE IS TRAUMA INFORMED?
Classwide Group Contingency is trauma informed because

- Establish and maintain expectations and positive climate
- Provides limit setting and predictability
- Strengthen sense of community in classroom
- Increases dosage of BSPS
STRATEGIES FOR THE PRACTICE
Classwide Group Contingency

- Response to full group rather than individual student
- Individual student earns points for whole class

*Caution on classroom management systems (e.g.: Class Dojo, clip charts) that take points away from students and encourage public shaming.
Quick Reflection

Classroom Practices Resource Map

Look at *first two columns* of the resource map reflect on:

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CLASSROOM PRACTICE

Provide Multiple Opportunities to Respond
8 Classroom Management Practices

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Adapted from MO Classroom PBIS
Provide Multiple Opportunities to Respond

A teacher behavior that prompts or solicits a student response

OTRs include:
- Individual or small group questioning
- Choral response
- Non-verbal responses

Teacher talk should be no more than 40-50% of instructional time
HOW PRACTICE IS TRAUMA INFORMED?
Multiple Opportunities to Respond

is trauma informed because

- Differentiated response supports all students to engage in ways comfortable
- Provides processing time, which allows neural networks to be strengthened
- Increase child’s self-awareness
STRATEGIES FOR THE PRACTICE
Multiple Opportunities to Respond

- Choral response
- Non-verbal responses
- Activities to process content
  - Draw a picture to symbolize
  - Think-Pair-Share
  - Interactive note taking
- Activities to develop self-awareness
  - Charades
  - Write the end of story
Quick Reflection

Classroom Practices Resource Map

Look at first two columns of the resource map reflect on:

- What you are already doing in your classroom?
- What you could do with more intention?
Reflect & Discuss

Classroom Practices Resource Map

Develop an action plan

- Analyze what you have added on your Classroom Practices Resource Map
  - Reflect on what gaps you see.
  - Identify practices you want to focus on and strategies that may support