Why Are We Here?

» To examine key concepts of trauma-informed practices in schools and multitiered systems of support

» To discuss how to embed existing trauma-informed practices into multitiered systems of support

» To discuss ways to develop or improve multitiered systems of support through a trauma-informed lens
What Does MTSS Look Like in Your District?

»What words, images, or feelings come to mind?
Multitiered Systems of Support

Tier 3

Tier 2

Tier 1
What About Trauma-Informed Care/Practices?

» What is your district doing around trauma-informed care and/or practices?
Bottom Up Processing

Neo-mammalian/Forebrain (thoughts)
What can I learn from this?

Mammalian/Mid-Brain (emotions)
Am I loved?

Reptilian/Hind Brain (survival)
Am I safe?
Top Down vs. Bottom Up

Typical Development
- Cognition
- Social/Emotional
- Regulation
- Survival

Developmental Trauma
- Cognition
- Social/Emotional
- Regulation
- Survival

Adapted from Holt & Jordan, Ohio DoE
# What Lies Beneath Behavior

<table>
<thead>
<tr>
<th>FLIGHT</th>
<th>FIGHT</th>
<th>FREEZE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawal</td>
<td>Acting out</td>
<td>Numbness</td>
</tr>
<tr>
<td>Running out of the classroom</td>
<td>Aggression</td>
<td>Refusal to answer</td>
</tr>
<tr>
<td>Daydreaming</td>
<td>Refusal and defiance</td>
<td>Refusal to get needs met</td>
</tr>
<tr>
<td>Appearance of sleeping</td>
<td>Silliness</td>
<td>Giving a blank look</td>
</tr>
<tr>
<td>Avoidance of others</td>
<td>Hyperactivity</td>
<td>Inability to move or act</td>
</tr>
<tr>
<td>Hiding or wandering</td>
<td>Argumentative</td>
<td>Answering “I don’t know”</td>
</tr>
</tbody>
</table>

From Kristin Souers and Pete Hall, “Address Trauma With Calm, Consistent Care”
## Responding vs. Reacting

<table>
<thead>
<tr>
<th>Traditional Reactions</th>
<th>Trauma-Informed Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Go to the principal’s office.”</td>
<td>“I’m here. You’re not in trouble.”</td>
</tr>
<tr>
<td>“Stop crying.”</td>
<td>“It’s okay to feel.”</td>
</tr>
<tr>
<td>“Detention is waiting for you.”</td>
<td>“Sit with me.”</td>
</tr>
<tr>
<td>“Don’t you talk to an adult like that.”</td>
<td>“You’re allowed to have a voice. Let’s talk together.”</td>
</tr>
<tr>
<td>“Stop acting like a baby”</td>
<td>“That really set you back, didn’t it?”</td>
</tr>
<tr>
<td>“You’re old enough to handle this on your own.”</td>
<td>“Let’s handle this together.”</td>
</tr>
</tbody>
</table>

»Give emotional space.
»Ask yourself the right questions.
»Tune into your own experience.

Sporleder & Forbes, 2016
Trauma-Informed vs. Non-Trauma-Informed
What’s Your Experience?
Shifting Our Lens
Apply & Discuss!
“We will not find the solution to problems of violence, alienation, ignorance, and unhappiness in increasing our security, imposing more tests, punishing schools for their failure to produce 100 percent proficiency, or demanding that teachers be knowledgeable in the subjects they teach. Instead, we must allow teachers and students to interact as whole persons, and we must develop policies that treat the school as a whole community.”

- Nel Noddings
Questions and Connections

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Or at 573.268.2117

Or visit us at WestEd.org/SCWP