At the Front of the Line:

Creating a Movement for Trauma-Informed School Communities in the First State

Stanton Middle School
Wilmington, Delaware

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School Psychologist

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Assistant Principal
From School-wide Effort to System-wide Change
Today’s Guiding Questions:

- How can schools include trauma-informed approaches to enhance multi-tiered systems of support?
- What strategies can be used to build a trauma-informed school community?
- How can asset mapping and school data be used to allocate resources and drive change?
- How do you develop a strategic plan to create trauma-informed school communities statewide?
Recapping ACEs

**ABUSE**
- Physical
- Emotional
- Sexual

**NEGLECT**
- Physical
- Emotional

**HOUSEHOLD DYSFUNCTION**
- Mental Illness
- Incarcerated Relative
- Mother treated violently
- Substance Abuse
- Divorce
ACEs among Delaware kids

Delaware children are experiencing significant adversity.

About 51% of Delaware children under 18 have experienced at least one adverse childhood experience (ACE).

23% of those have already had two or more.

Prevalence of Individual ACEs in Delaware
Trauma and Toxic Stress

- Childhood trauma and toxic stress are a national health crisis that impedes brain development, leaving children emotionally dysregulated and unable to learn.
Kids do well if they can; if they can’t something is getting in the way.

- Bruce Perry, MD
Child Trauma Academy
The PBS Data Triangle is divided into three tiers:

- **Tier I**: 80-90%
- **Tier II**: 5-10%
- **Tier III**: 1-5%

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Trauma-Informed Framework Supporting Positive Behavior Supports (PBS) and Response to Intervention (RtI)

Tier 1/Universal
School-Wide Assessment
School-Wide Prevention Systems

Tier 2/
Secondary

Tier 3/
Tertiary

Assessment

Intervention

Adapted from Illinois PBIS Network, Revised May 2009

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Designing Schoolwide Systems for Student Success

**Academic Instruction**

- **Tertiary Interventions** (for individual students)
  - Assessment-based
  - High Intensity
  - 1-5%

- **Secondary Interventions** (for some students)
  - High Efficiency
  - Rapid Response
  - 5-10%

- **Universal Interventions** (for all students)
  - Preventive, Proactive
  - 80-90%

**Behavioral Instruction**

- **Tertiary Interventions** (for individual students)
  - Assessment-based
  - Intense, durable procedures
  - 1-5%

- **Secondary Interventions** (for some students: at-risk)
  - High Efficiency
  - Rapid Response
  - 5-10%

- **Universal Interventions** (for all students)
  - All Settings
  - Preventive, Proactive
  - 80-90%
What we assess and how we assess it communicates what we value.

Unknown
Readiness Assessment
Needs Assessment

• Support staff in building age-appropriate, supportive relationships.

• Develop classroom engagement and management techniques in a paradigm that respected and differentiated the typical developmental challenges of adolescence from at-risk behaviors.

• Intervene as early as possible to reduce the rate at which students progress from Tier I to Tiers II and III.

• Strengthen Tier I supports to include school-wide behavior screening for prevention and early identification activities.

• Tease out most severely impaired students with the multi-gating method that includes teacher screenings and grade-level rankings to prioritize need.

• Provide targeted group interventions for students at-risk AND develop Tier II supports for maximum efficiency with targeted groups.

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# School Learning Supports Matrix

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Program</th>
<th>Grades Served</th>
<th>Gender</th>
<th>Student Names</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PBS</td>
<td>6, 7, 8</td>
<td></td>
<td>Universal</td>
</tr>
<tr>
<td></td>
<td>School-wide Advisory</td>
<td>6, 7, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Success Plans</td>
<td>6, 7, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Caught Red-handed (CIS)</td>
<td>6, 7, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Ambassadors – leadership program</td>
<td>6, 7, 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parenting in the Middle –monthly support group</td>
<td>6, 7, 8</td>
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</table>

<table>
<thead>
<tr>
<th>Tier 2</th>
<th>Program</th>
<th>Grades Served</th>
<th>Gender</th>
<th>Student Names</th>
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<tbody>
<tr>
<td></td>
<td>IST Interventions</td>
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<tr>
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<td>AmeriCorp Mentors</td>
<td></td>
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<tr>
<td></td>
<td>Community in Schools (CIS)</td>
<td>8</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Daily Student-Staff Check-ins</td>
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<tr>
<td></td>
<td>Everyday Coping Skills Groups</td>
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</tr>
<tr>
<td></td>
<td>Making Proud Choices Groups (Sex Ed)</td>
<td>7 and 8</td>
<td></td>
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<tr>
<td></td>
<td>Making Smart Choices Groups (Decision-making)</td>
<td>6 and 8</td>
<td>Girls</td>
<td></td>
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<tr>
<td></td>
<td>Organization Skills Boot Camp</td>
<td>6, 7, 8</td>
<td>Boys</td>
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<table>
<thead>
<tr>
<th>Tier 3</th>
<th>Program</th>
<th>Grades Served</th>
<th>Gender</th>
<th>Student Names</th>
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<td>Behavior Support Plans (BSP)</td>
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<td></td>
<td>Trauma/Grief Cognitive Behavior Therapy</td>
<td>6 and 7</td>
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<tr>
<td></td>
<td>Behavioral Health Consultation - Teacher</td>
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<td>Behavioral Health Consultation - Parent</td>
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<td>Brief Counseling with Student</td>
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<tr>
<td></td>
<td>Referral to Outside Agencies</td>
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<td></td>
</tr>
</tbody>
</table>
Percent Medicaid by Census Tract with Clinical and Community Services – New Castle County

Legend
- Hospitals
- Primary Care Locations
- Other Community Services
- Community Health Centers
- State Service Centers
- Dental Clinics
- Urgent Care Locations
- All Delaware Public Schools

Delaware Census Tracts
Pct_With_Medicaid
- <10.1
- 10.1-20%
- 20.1-30%
- 30.1-75%

Source: AI DuPont Hospital for Children
<table>
<thead>
<tr>
<th>Grade</th>
<th>FBA</th>
<th>BSP</th>
<th>S04</th>
<th>PST</th>
<th>OI/CO</th>
<th>MPC</th>
<th>Career Choices</th>
<th>4 Pillars</th>
<th>1-on-1</th>
<th>Collab</th>
<th>BHC</th>
<th>Comments</th>
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<td>Referred for BHC services</td>
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<td>Offered Career Choices</td>
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<td></td>
<td></td>
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<td>Offered Career Choices</td>
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</table>

2015-2016 SY
Table 1

**Percentage of Change during the Implementation of Professional Development**

<table>
<thead>
<tr>
<th>Focus area</th>
<th>2012-2013</th>
<th>2014-2015</th>
<th>Change (%)</th>
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</thead>
<tbody>
<tr>
<td>Suspensions</td>
<td>118</td>
<td>67</td>
<td>43% less</td>
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<tr>
<td>Referrals</td>
<td>1001</td>
<td>495</td>
<td>51% less</td>
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</tbody>
</table>

*Note. Adapted from Referral Action Profile System.*

Table 2

**Total Number of Special Education Students/Year**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Students</th>
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</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>118</td>
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<td>2013-2014</td>
<td>109</td>
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<tr>
<td>2014-2015</td>
<td>95</td>
</tr>
<tr>
<td>2015-2016</td>
<td>96</td>
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</tbody>
</table>

*Note. Adapted from Referral Action Profile System, 2013-2014 Benchmark year.*
Table 3

*Number of Special Education Referrals/Year*

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Referrals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>1001</td>
</tr>
<tr>
<td>2013-2014</td>
<td>697</td>
</tr>
<tr>
<td>2014-2015</td>
<td>495</td>
</tr>
<tr>
<td>2015-2016</td>
<td>599</td>
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</tbody>
</table>

*Note.* Adapted from Referral Action Profile System, 2013-2014 Benchmark year.

Table 4

*Number of Special Education Referrals by Grade Level*

<table>
<thead>
<tr>
<th></th>
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<td>6th</td>
<td>218</td>
<td>165</td>
<td>70</td>
<td>72</td>
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<td>7th</td>
<td>319</td>
<td>221</td>
<td>217</td>
<td>436</td>
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<tr>
<td>8th</td>
<td>464</td>
<td>311</td>
<td>208</td>
<td>91</td>
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</tbody>
</table>

*Note.* Adapted from Referral Action Profile System, 2013-2014 Benchmark year.
### Table 5

**Number of Special Education Suspensions/Year**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>118</td>
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<tr>
<td>2013-2014</td>
<td>121</td>
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<tr>
<td>2014-2015</td>
<td>67</td>
</tr>
<tr>
<td>2015-2016</td>
<td>79</td>
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</tbody>
</table>

*Note.* Adapted from Referral Action Profile System, 2013-2014 Benchmark year.

### Table 6

**Number of Special Education Suspensions by Grade Level**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>6th</td>
<td>21</td>
<td>31</td>
<td>12</td>
<td>4</td>
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<td>7th</td>
<td>44</td>
<td>46</td>
<td>30</td>
<td>51</td>
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<tr>
<td>8th</td>
<td>53</td>
<td>44</td>
<td>25</td>
<td>24</td>
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</tbody>
</table>

*Note.* Adapted from Referral Action Profile System, 2013-2014 Benchmark year.
Average Daily Office Disciplinary Referrals

<table>
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<tr>
<th>School Year</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>0.8</td>
<td>9.94</td>
<td>13.47</td>
<td>17.52</td>
<td>21.53</td>
<td>20.27</td>
<td>22.44</td>
<td>22.05</td>
<td>27.38</td>
<td>24.68</td>
<td>6.4</td>
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<tr>
<td>2013-2014</td>
<td>2</td>
<td>14.51</td>
<td>21.71</td>
<td>20.84</td>
<td>20.48</td>
<td>20.29</td>
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<td>27.29</td>
<td>25.23</td>
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<tr>
<td>2014-2015</td>
<td>0.25</td>
<td>5.05</td>
<td>13.73</td>
<td>13.8</td>
<td>17.29</td>
<td>13.79</td>
<td>22.75</td>
<td>27.42</td>
<td>22</td>
<td>10.15</td>
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<tr>
<td>2015-2016</td>
<td>0</td>
<td>3.33</td>
<td>8.48</td>
<td>13.73</td>
<td>12.76</td>
<td>13.47</td>
<td>18.15</td>
<td>17.22</td>
<td>11.16</td>
<td>13.33</td>
<td>3.57</td>
</tr>
</tbody>
</table>
Annual Trend Summary
Weighted Average of Daily Referrals by School Year

- 2012-2013: 19.256
- 2013-2014: 21.816
- 2014-2015: 16.584
- 2015-2016: 11.794
"Students who are loved at home, come to school to learn, and students who aren't, come to school to be loved.

~Nicholas A. Ferroni
Build Capacity in Schoolwide Systems

- Presentations
- Professional Learning Communities
- Book Studies
- Student Support Coaching
- Peer Buddies
- Co-Teaching
- Universal Screening
Connection

TRUMPS

Content
Building Relationships and Targeted Skills

STUDENTS

STAFF

CURRICULUM

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Building Relationships and Targeted Skills

Consider Principles Before Programs

- **Focus on Connections**
  - Help adults connect with youth
  - Help students connect with adults
  - Help families and communities connect with youth
  - Help peers connect – student to student, staff to staff

- **Focus on helping students grow developmentally-appropriate skills (A-R-C)**
  - In all domains of functioning – cognitive, social, emotional, behavioral
  - For effectively navigating environments – home, school, and community

- **Reduce experiences that undermine perceived caring**
  - Promote opportunities for belonging
  - Assist students with anticipated transitions
  - Support and retain teachers

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Teachers do well if they can. If they can’t, like students, something may be getting in the way.

- **Focus on Connections**
  - PLCs and Schoology
  - Classroom Management Buddies
  - Student Support Coaching
  - Perceived Organizational Support

- **Strengthen the Toolbox**
  - Targeted PD
  - Book studies, summer reading
  - Peer observations and intervention sharing (i.e., Good Behavior Game)
  - 2 x 10’s
  - Collaborative Problem Solving
Realignment Service Delivery Model to Enhance System of Care

Trauma-Informed Schools Framework PD

Tier 1/Universal
School-Wide Assessment
School-Wide Prevention Systems

Assessment

Tier 2/
Secondary

Behavior and Academic Goals

Tier 3/
Tertiary

Competing Behavior Pathway, Functional Assessment Interview

Intervention

Brief Functional Behavioral Assessment/Behavior Intervention Planning (FBA/BIP)

Complex FBA/BIP

Behavioral Health Consultations

Daily Progress Report (DPR)

ODRs, Attendance, Tardies, Grades, DIBELS, etc.

Collaborative Problem Solving

Trauma/Grief CBT

Making Proud Choices Group

Making Smart Choices Group

Grade Level Advisories

Caught Red-handed

Daily Progress Report

Soar Snippets

Character Education

Success Plans

Parenting in the Middle

Social/Academic Instructional Groups

Group Check-in/Check-out

Everyday Coping Skills Group

Developmental Discipline

Individualized Check-In/Check-Out, Groups & Mentoring (ex. CnC)

Brief Functional Behavioral Assessment/Behavior Intervention Planning (FBA/BIP)

Prevent - Teach – Reinforce (PTR)

4 Pillars Groups

Organization Skills Boot Camp

Referral to Outside Agency

Referral to Outside Agency

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Compassionate Schools Learning Collaborative

• Funded by the Casey Family Programs
• Housed in the state’s Office of the Child Advocate
• Primary focus on improving educational outcomes for children in foster care
• Expanded focus on all youth who have experienced trauma

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The Pillars of Our Paradigm Shift

Go HIGH to impact systems:
• Pre-teaching expectations and re-teaching targeted behaviors.
• Ongoing resource mapping and reflection.

Go BROAD to impact practices:
• Encourage frequent and intense collaboration opportunities among team members.
• Focus on developmental discipline and restorative practices.

Go DEEP to impact connections:
• Assess protective factors and supportive relationships using student and teacher data.
• Teacher consultation and professional development through behavior PLCs, book studies, and data sharing.
Component 1: Meaningful Collaboration

KEEP CALM AND START COLLABORATING
If you want to go fast, go alone; but it you want to go far, GO TOGETHER!

African Proverb
Component 2: Theory of Change

“I think you should be more explicit here in step two.”
Asset Mapping Activity

YOUR SCHOOL
Compassionate Schools Theory of Change

RESOURCES (Asset Map)  ACTIVITIES (for Students & Families)  ACTIVITIES (for Teachers & Staff)  SHORT-TERM CHANGES  GOAL/VISION

MEASURES/DATA  LONG-TERM CHANGES

Our school will be a Compassionate School, where staff use trauma-aware methods, a growth mindset, and relationship focus to support the school community so that students can achieve their greatest academic potential.

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Component 3: Book Study
Book Study

- *Heart of Teaching & Learning* (Hertel, Wolpow, Johnson, Kincaid)
- *Lost at School* (Greene)
- *The Boy who was Raised as a Dog* (Perry)
- *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom* (Souers & Hall)
- *Proactive Discipline* (Johnson)
Component 4: Professional Learning Strategy
Curriculum: Brain Architecture Game

- Developed by Harvard Center on the Developing Child
- Hands-on, experiential learning
- Team-building
- Introduction to concepts of toxic stress and brain architecture

https://dev.thebrainarchitecturegame.com/get-a-copy/

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Curriculum: Trauma and the Impact on Learning

- Introduction to ACEs study
- Impact of toxic stress on developing brain
- Trauma-related classroom behavior
- Basic classroom strategies
- Elements Compassionate Schools
Curriculum: Educator Self-Care

- Understanding impact of vicarious trauma
- Strategies for developing self-care practice
- Hands on tips & tools

Preventing staff burnout
- Increases staff retention
- Contributes to perceived organizational support

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Curriculum: Building Classroom Resilience

Hands on, trauma-informed practices for educators and support staff
Great Expectations

- Appetite, interest, momentum
  - 4,500 educators have been trained in the state of Delaware using the training model developed at Stanton Middle School.
  - The Casey Foundation supported the development of a start-up guide chronicling Stanton’s work.
  - Trauma Matters Delaware, School Justice Partnership, DSEA, Wilmington’s CDC Advisory Council have endorsed the model as a promising practice and applying this framework in community centers and other youth-serving organizations.
  - Governor Carney included Compassionate Schools in the state of Delaware’s school reform plan and collaborated with DDOE to sponsor Opportunity Grant competition awarding $100K to 10 underperforming schools to embark on focused improvement
  - Additional 8 schools identified for intense technical support and collaboration with community stakeholders
  - OCA is hosting Compassionate Schools Champion Series, consisting of 8 hours of PD and micro-credentialing for teachers throughout the state

DDOE has been awarded a grant to work with CSMH’s SHAPE system and will award annual Compassionate School recognitions for schools achieving trauma-informed status.
"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be."

- Rita Pierson, Educator
Thank you for attending!