

Trauma-Informed Multitiered Systems of Support

Christina Pate, WestEd Jenny Betz, WestEd

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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

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Typical Developmental Development Trauma Cognition Cognition Social/ Social/Emotional Emotional Regulation Regulation Survival Survival

Adapted from Holt & Jordan, Ohio DoE



What Lies Beneath Behavior

FLIGHT	FIGHT	FREEZE
Withdrawal	Acting out	Numbness
Running out of the classroom	Aggression	Refusal to answer
Daydreaming	Refusal and defiance	Refusal to get needs met
Appearance of sleeping	Silliness	Giving a blank look
Avoidance of others	Hyperactivity	Inability to move or act
Hiding or wandering	Argumentative	Answering "I don't know"



Responding vs. Reacting

Traditional Reactions	Trauma-Informed Responses	
"Go to the principal's office."	"I'm here. You're not in trouble."	
"Stop crying."	"It's okay to feel."	»Give emotional space.
"Detention is waiting for you."	"Sit with me."	»Ask yourself the right
"Don't you talk to an adult like that."	"You're allowed to have a voice. Let's talk together."	questions. »Tune into your own
"Stop acting like a baby"	"That really set you back, didn't it?"	experience.
"You're old enough to handle this on your own."	"Let's handle this together."	



Trauma-Informed vs. Non-Trauma-Informed

	POWER OVER	
	YOU CAN'T CHANGE	
	JUDGING	POWER WITH
	PEOPLE NEED FIXING FIRST	YOUR BRAIN IS 'PLASTIC'
-	OPERATE FROM THE DOMINANT CULTURE	OBSERVING
		PEOPLE NEED SAFETY FIRST
3	PEOPLE ARE OUT TO GET YOU	CULTURAL HUMILITY
	RIGHT/WRONG	PEOPLE CAN LIVE UP TO THE TRUST YOU GIVE THEM
••	HELPING	MULTIPLE VIEWPOINTS
	"YOU'RE CRAZY!"	LEARNING
I II	COMPLIANCE/OBEDIENCE	"IT MAKES SENSE"
	NEED-TO-KNOW BASIS FOR INFO	EMPOWERMENT/COLLABORATION
echo	PRESENTING ISSUE	TRANSPARENCY AND PREDICTABILITY TRAUMA
ec		WHOLE PERSON AND HISTORY
δ Σ	"US AND THEM"	WE'RE ALL IN THIS TOGETHER INFORMED
0	LABELS, PATHOLOGY	EMPATHY-BASED
	FEAR-BASED	EMPATHY-BASED CARE
	I'M HERE TO FIX YOU	PARTICIPATORY
	DIDACTIC	PEOPLE WHO FEEL UNSAFE DO UNSAFE THINGS
TRA	PEOPLE MAKE BAD CHOICES	BEHAVIOR VIEWED AS SOLUTION
	BEHAVIOR VIEWED AS PROBLEM	WHAT HAPPENED TO YOU?
	WHAT'S WRONG WITH YOU?	RESPECT
NON	BLAME/SHAME	GOAL IS TO CONNECT
•	GOAL IS TO DO THINGS THE 'RIGHT' WAY	CHOICE
1.2		PEOPLE ARE DOING THE BEST THEY CAN
_	PRESCRIPTIVE	CONSIDER ALSO LIVED EXPERIENCE
	PEOPLE ARE BAD	ENLIGHTENED WITNESS
	CONSIDER ONLY RESEARCH AND EVIDENCE	
	EXPERT	
		echo



What's Your Experience?



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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

For more information, contact Christina Pate at <u>cpate@wested.org</u> Or at 573.268.2117

Or visit us at <u>WestEd.org/SCWP</u>