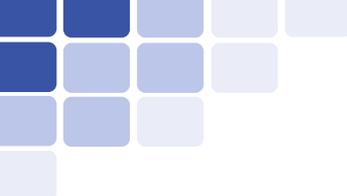


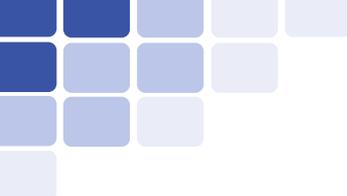
Ensuring Classroom Management Practices Are Trauma Informed

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

To a youth who has experienced trauma,
Some see bears in forests...
anything can look like a bear

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

A rain
Voi

ALWAYS ON GUARD!



What **Flight, Fight, or Freeze** Looks Like in the Classroom

Flight	Fight	Freeze
<ul style="list-style-type: none"> • Withdrawing 	<ul style="list-style-type: none"> • Acting out 	<ul style="list-style-type: none"> • Exhibiting numbness
<ul style="list-style-type: none"> • Fleeing the classroom 	<ul style="list-style-type: none"> • Behaving aggressively 	<ul style="list-style-type: none"> • Refusing to answer
<ul style="list-style-type: none"> • Skipping class 	<ul style="list-style-type: none"> • Acting silly 	<ul style="list-style-type: none"> • Refusing to get needs met
<ul style="list-style-type: none"> • Daydreaming 	<ul style="list-style-type: none"> • Exhibiting defiance 	<ul style="list-style-type: none"> • Giving a blank look
<ul style="list-style-type: none"> • Seeming to sleep 	<ul style="list-style-type: none"> • Being hyperactive 	<ul style="list-style-type: none"> • Feeling unable to move/act
<ul style="list-style-type: none"> • Avoiding others 	<ul style="list-style-type: none"> • Arguing 	
<ul style="list-style-type: none"> • Hiding or wandering 	<ul style="list-style-type: none"> • Screaming/yelling 	
<ul style="list-style-type: none"> • Becoming disengaged 		

Quick Reflection



With your shoulder partner:

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



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

Working Smarter

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

	What do you already do?	How will you practice current strategies with more intentionality?	What will you add to your classroom management practices?
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	
Define, teach, acknowledge rules and expectations	Classroom expectations		Create matrix and ensure routines that could be possible triggers (e.g.: lining up at door, group work, etc) are included
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

<i>Examples of How Classroom Practices Are Trauma Informed</i>		
	What is the strategy	HOW this practice supports students impacted by trauma
Arrange orderly physical environment	<ul style="list-style-type: none"> Traffic patterns are clearly defined and allow movement without disrupting others Desks and furniture arrangement are built around the types of instructional activities and are arranged for maximum student and teacher visibility and access Materials are clearly labeled, easily accessible, and organized for ease of use 	<p>Setting up a physical environment to allow teacher to monitor all students and activities promotes feeling of safety and predictability for students.</p> <p>Considering traffic patterns to avoid disruption supports students to respect personal space of others.</p>
Define, teach, acknowledge rules and expectations	<ul style="list-style-type: none"> Classroom rules are aligned with school-wide expectations. Classroom rules are observable, measurable, positively stated, clearly defined, and prominently posted. Teacher has a plan and schedule to actively teach classroom rules and expectations several times throughout the year. 	<p>All students and especially students impacted by trauma thrive from established expectations. For students impacted by trauma, high expectations show the student they are capable and worthy.</p> <p>Consistent classroom rules and expectations help students differentiate purposeful rules from unpredictable rules that may occur in other areas of their lives. Consistent classroom expectations also create predictable adult behavior across the school for all students. When established upfront, it may help students establish a sense of security.</p>
Define, teach classroom routines	<ul style="list-style-type: none"> Routines and procedures are aligned with school-wide expectations. Routines and procedures are succinct, positively stated, and in age-appropriate language. Routines and procedures are taught and practiced several times throughout the year. 	<p>When we provide clearly defined routines and procedures, students know what to expect. Reducing the stress of unknown helps students to operate in a state of calm. Clearly established routines also increases likelihood of adults identifying and prompting students of possible changes, which is likely to prevent or reduce impact the change may have on student behavior.</p> <p>Regular routines also create the opportunity for intentional regulation activities.</p>
Employ active supervision	<ul style="list-style-type: none"> 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. 	<p>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.</p> <p>Active supervision creates frequent opportunities to interact with students to develop, strengthen and maintain relationships.</p>
	<ul style="list-style-type: none"> Behavior specific praise statements (BSPS): 	<p>Positive specific praise is a powerful tool for building a student's self-esteem and</p>

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)

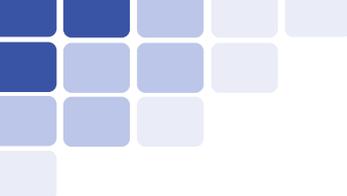


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Define, Teach, Acknowledge Rules & Expectations

- 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



The Wilson Way	Classroom Rules	Classroom 214 Routines			
		Morning Routine	If You Finish Early	How to Transition/ Line Up	Small Group Work
Be Responsible	<ul style="list-style-type: none"> Stay on task Clean up area Apologize for mistakes 	<ol style="list-style-type: none"> Turn in homework Put instructional materials in desk Begin morning work 	<ol style="list-style-type: none"> Re-check your work Read a book Organize supplies Journal Math flash cards 	<ol style="list-style-type: none"> Put materials away Get materials ready for next activity 	<ol style="list-style-type: none"> Do your fair share Manage time carefully
Be Respectful	<ul style="list-style-type: none"> Raise hand Listen to speaker Follow directions 	<ol style="list-style-type: none"> Say "good morning" to teacher and classmates Talk in soft voices 	<ol style="list-style-type: none"> Be quiet Allow others to complete their work 	<ol style="list-style-type: none"> Listen for direction to next activity 	<ol style="list-style-type: none"> Listen to your peers Take turns speaking Say "I like that idea, AND..."
Be Safe	<ul style="list-style-type: none"> Walk quietly Keep hands and feet to self 	<ol style="list-style-type: none"> Put personal belongings in designated areas Take your seat 	<ol style="list-style-type: none"> Sweep under your desk Clean 	<ol style="list-style-type: none"> Stand up Push in chair Wait for group to be called to line up 	<ol style="list-style-type: none"> Clean up area when time is up

Pro-Social Skills on Matrix

DOUGLAS PREP BEHAVIOR & SOCIAL SKILLS EXPECTATIONS

	ARRIVAL & DISMISSAL	CLASSROOM	HALLWAY	LUNCH	RESTROOM	BUS	COPING SKILLS
S Safety First	<ul style="list-style-type: none"> - Walk directly to my designated area - Stay in my area - Talk softly - Keep hands, feet and belongings to myself 	<ul style="list-style-type: none"> - Listen - Follow directions the first time given - Ask appropriately for help - Clean up after myself - Follow rules and procedures 	<ul style="list-style-type: none"> - Walk directly to my designated area 	<ul style="list-style-type: none"> - Enter and exit with escort - Throw away my trash and tray - Clean up after myself 	<ul style="list-style-type: none"> - Keep hands, feet and belongings to myself - Allow for the privacy of others 	<ul style="list-style-type: none"> - Remained seated in designated seat 	<ul style="list-style-type: none"> - 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
W Work Together Respectfully	<ul style="list-style-type: none"> - Respect the space of others - Greet peers and staff - Include everyone in your conversation 	<ul style="list-style-type: none"> - Accept feedback and discipline from staff by listening, asking questions and following directions the first time - Be ready to learn - Be present and focused - Encourage yourself and others 	<ul style="list-style-type: none"> - Walk quietly in a single, straight and silent line so that others can continue working - Walk to the right side of the hallway 	<ul style="list-style-type: none"> - Move away from conflict or distractions - Ask for help when needed - Be patient - Stay in line - Use manners - Interact with new peers 	<ul style="list-style-type: none"> - Conserve supplies - Dispose of trash in the trash can - Respect the space of others - Report problems to staff 	<ul style="list-style-type: none"> - Ignore negative behavior - Follow adult direction - Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> - 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
A Accept Responsibility	<ul style="list-style-type: none"> - Keep to your own business 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Remain quiet in quiet zones - Carry my own belongings - Walk directly to my designated area - Ignore distractions 	<ul style="list-style-type: none"> - Maintain a clean space and conversation - Keep food on my tray or in my mouth 	<ul style="list-style-type: none"> - Flush - Wash my hands - Use appropriate fixtures 	<ul style="list-style-type: none"> - Get off at assigned stop - Follow adult direction - Keep area clean and undamaged - Use equipment properly 	<ul style="list-style-type: none"> - When frustrated or stressed, choose to use an appropriate calming strategy - Recognize and understand others' point of view - Accept praise and consequences
G Guide Me	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Staff will supervise groups of students at all times - Staff will be prepared for class (daily agenda posted, engaged and present, observable outcomes) 	<ul style="list-style-type: none"> - Staff will enforce safety - Staff will monitor students by being at their doors and in the hallway actively supervising 	<ul style="list-style-type: none"> - Staff will arrive on time and pick up students on time - Staff will walk students directly in to the cafeteria 	<ul style="list-style-type: none"> - Staff will stand by bathrooms to monitor the noise and behavior 	<ul style="list-style-type: none"> - Staff will actively supervise all students and ensure appropriate 	<ul style="list-style-type: none"> - 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



Think specifically skills for flight, fight, and freeze behaviors

Appendix I - Code-Switching Cool Tool Example

acceptable vs appropriate

VABB

- Validation
- Affirmation
- Building
- Bridging

Rationale: Some students play The Dozens (i.e., a planned insult match) because they think it is a fun way to show off their

creativ
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Initiat

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fast!" (

Exple

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- E
- E
- A
- S
- T
- O

Possib

-

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.

- Instead of insults, have students practice academic knowledge learned in the game. Instead of "your mom is so poor that..." try "I bet you didn't know that the Earth is 7900 miles in diameter" and use facts like that to play.



Classroom Management Practices

Adapted from MO Classroom RBIS

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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

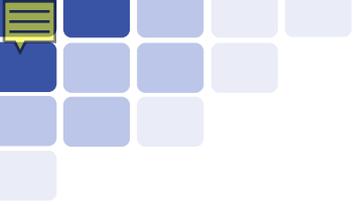


Define, Teach Classroom Routines

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



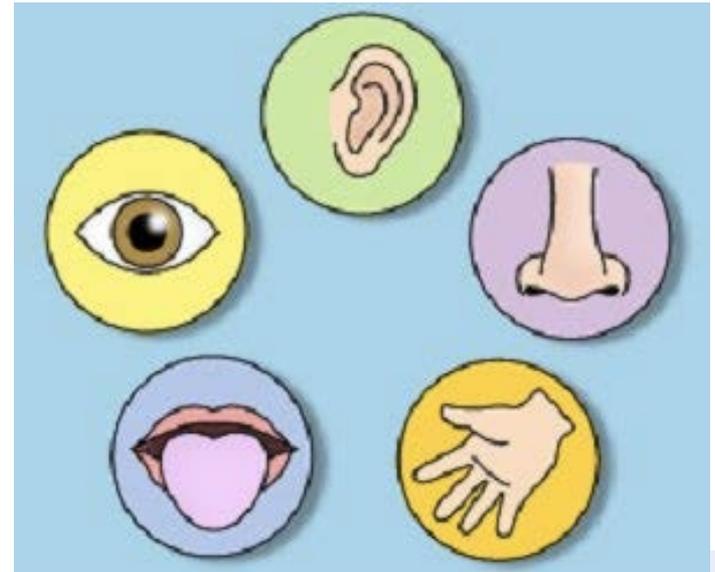
Mindful Games: Sharing Mindfulness and Meditation with Children, Teens and Families
Susan Kaiser Greenland

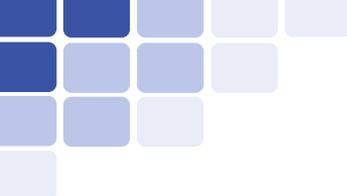
Grounding Exercise

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

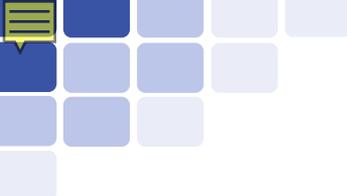
- Provide opportunity to develop and apply social competence
- Allows students to rest and recharge, while simultaneously learning to cooperate, communicate and compromise.
- Boosts attentiveness in class and help to maximize learning.



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

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



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

Thursday-8/23

1:45 dismissal schedule-Fundraiser
Assembly after 8th hour!

Think Break Thursday

1. Greet the people next to you with a high-5, handshake, or thumbs up!
2. Throwback Thursday with a little dance sesh :)
Here's a hint...

Agenda

- Collect any Contact Forms
- Throwback Thursday
- Escape Room Activity
- Mantras-What is a Mantra?
- Decorate ISN and Folders





Classroom Management Practices

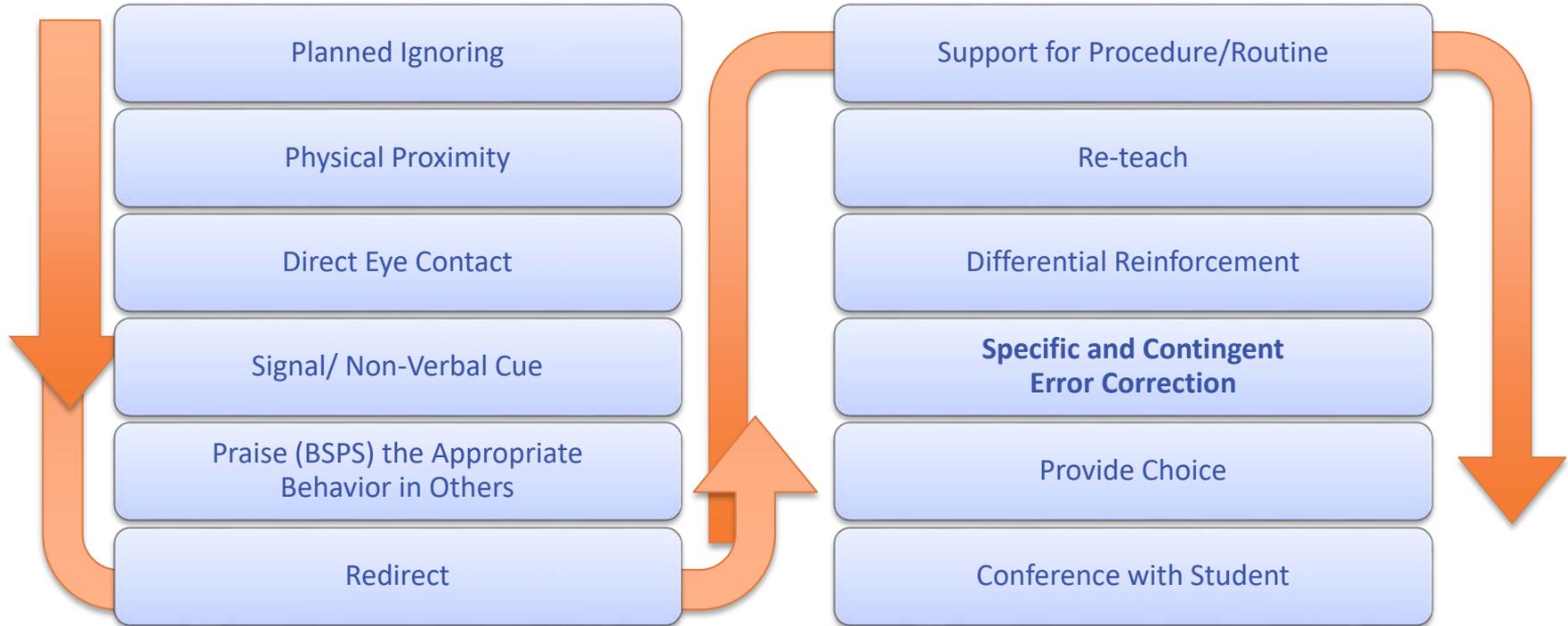


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Develop a Continuum of Strategies to Respond to Inappropriate Behavior



Steps to Specific and Contingent Error Correction:

1 minute or less!

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.”

1. Respectfully address student

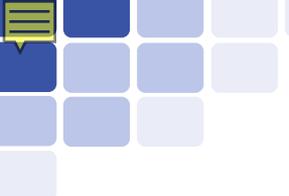
2. Describe inappropriate behavior

3. Describe expected behavior/rule

4. Link to expectation on Matrix (Best Practice)

5. Redirect back to appropriate behavior by ending with encouragement

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

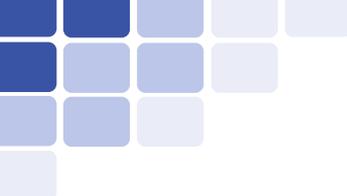
Reason

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 RELATE



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

Rhythm & Relationship = 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?

Using Trauma Informed Validation

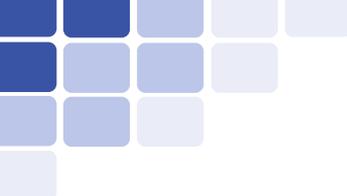
Student Statement	Common Adult Response	Validating Response
I can't do anything right!	That's not true! You do many things right.	It must feel frustrating to feel like you never do anything right.
My parents are going to kill me!	I highly doubt they are going to kill you. Your parents love you.	So you're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

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?

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)

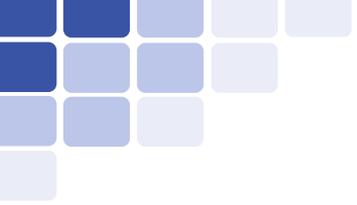
- Content < Trauma

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Additional Classroom Practices

CLASSROOM PRACTICE

Arrange orderly physical environment



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Adapted from MO Classroom RBIS

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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 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

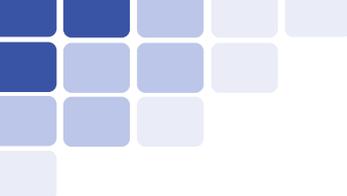


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6. Continuum of Response Strategies for Inappropriate Behaviors)
7. Class-Wide Group Contingency
8. Provide Multiple Opportunities to Respond



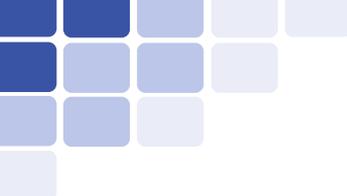
Employ Active Supervision

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

Adapted from MO Classroom PBIS

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**
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Provide Specific Praise for Behavior

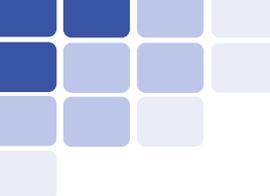
Behavior Specific Praise Statements (BSPS)

- 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:

- What you are already doing in your classroom?
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CLASSROOM PRACTICE

Class-Wide Group Contingency



Classroom Management Practices

Adapted from MO Classroom RBIS

8 Classroom Management Practices

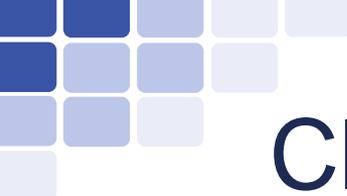
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7. **Class-Wide Group Contingency**
8. Provide Multiple Opportunities to Respond



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

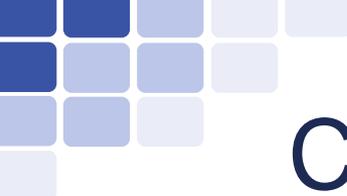
HOW PRACTICE IS TRAUMA INFORMED?



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 BSPPS

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:

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

CLASSROOM PRACTICE

Provide Multiple Opportunities to Respond



Classroom Management Practices

Adapted from MO Classroom RBIS

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Provide Multiple Opportunities to Respond

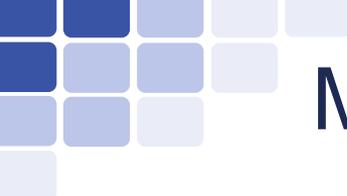
A teacher behavior that prompts or solicits a student response

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