

BALTIMORE CITY PUBLIC SCHOOLS

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Safe Classrooms, Resilient Kids: Tier 1 Trauma-Responsive Practices

The 22nd Annual Conference on Advancing School Mental Health

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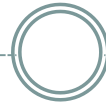
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Cheryl A. Casciani
Chair, Baltimore City Board of School Commissioners

October 20, 2017

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CEO, Baltimore City Public Schools

Learning Objectives

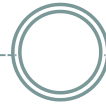


- Understand how trauma impacts the whole child
- Understand the impact of trauma on school climate
- Learn Tier 1 trauma-responsive classroom and school-wide strategies supporting:
 - ✦ Connection
 - ✦ Protection
 - ✦ Respect
 - ✦ Re-direction



Learning Objectives

What is Trauma?

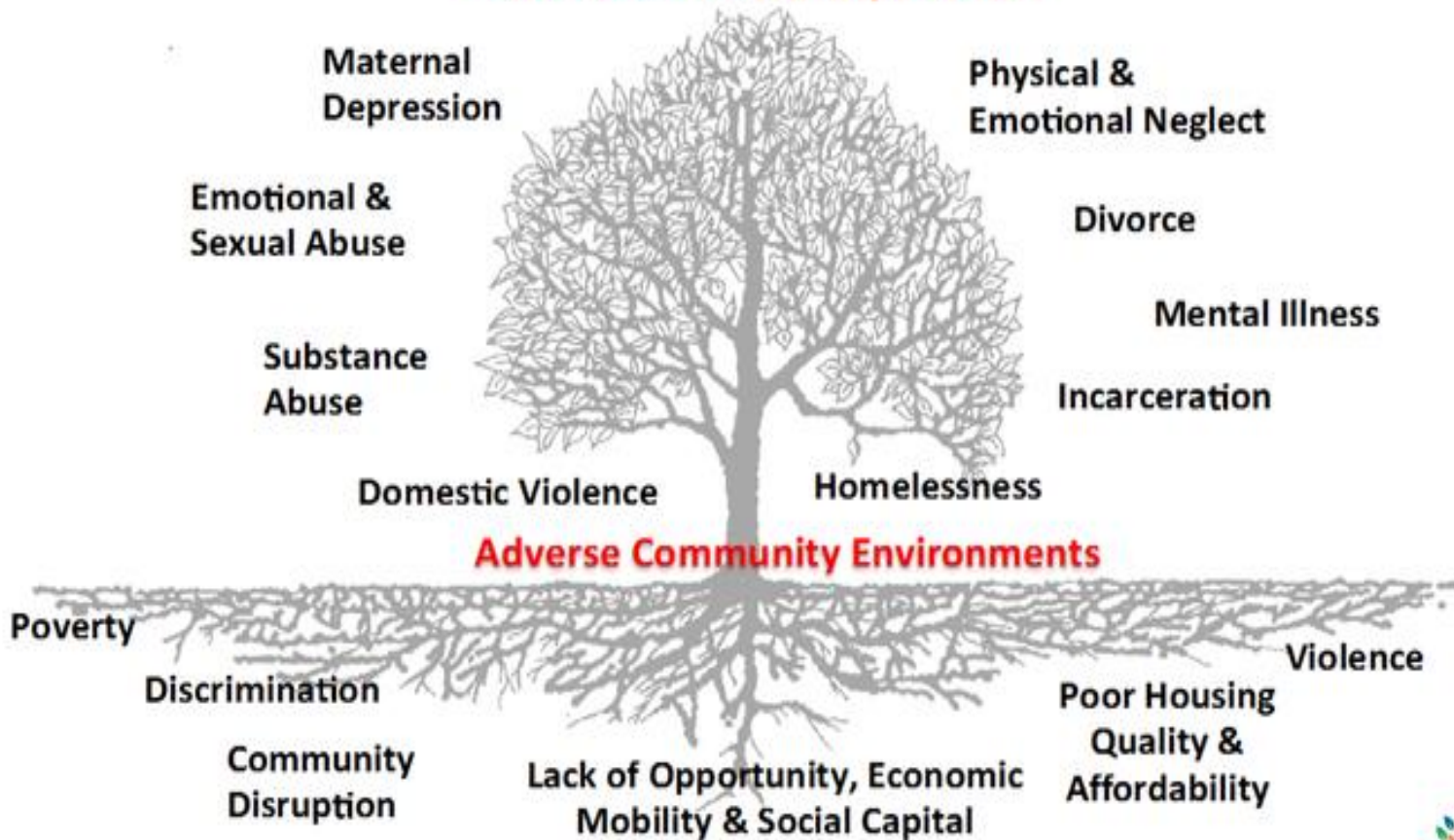


Individual trauma results from an **event**, series of events, or set of circumstances that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has lasting adverse **effects** on the individual's functioning and mental, physical, social, emotional, or spiritual well being.

Substance Abuse and Mental Health Services Administration
(SAMHSA)

The Pair of ACEs

Adverse Childhood Experiences



Positive stress

is a normal part of healthy development.



Tolerable stress

is more severe but the effects can be managed.



Toxic stress

is strong, prolonged stress and can disrupt brain development, and increase risk of disease and cognitive impairment .



Spectrum of Trauma

Acute Trauma - Single incident (crime victim, serious accident, natural disaster)

Chronic Trauma – Repeated, prolonged trauma (domestic violence, abuse, war)

Complex Trauma – Chronic, interpersonal trauma; varied and multiple traumas; often perpetrated by trusted caregivers

Historical/Intergenerational Trauma - cumulative emotional and psychological wounding of an individual or generation caused by a traumatic experience or event.

Secondary Traumatic Stress - the emotional duress that results when an individual learns about the firsthand trauma experiences of another.

Protective Factors



Supportive family environment

Nurturing parenting skills

Stable family relationships

Parental employment

Household rules and monitoring of the child

Adequate housing

Access to health care and social services

Caring adults outside the family who serve as role mentors

Communities that support parents and preventing abuse

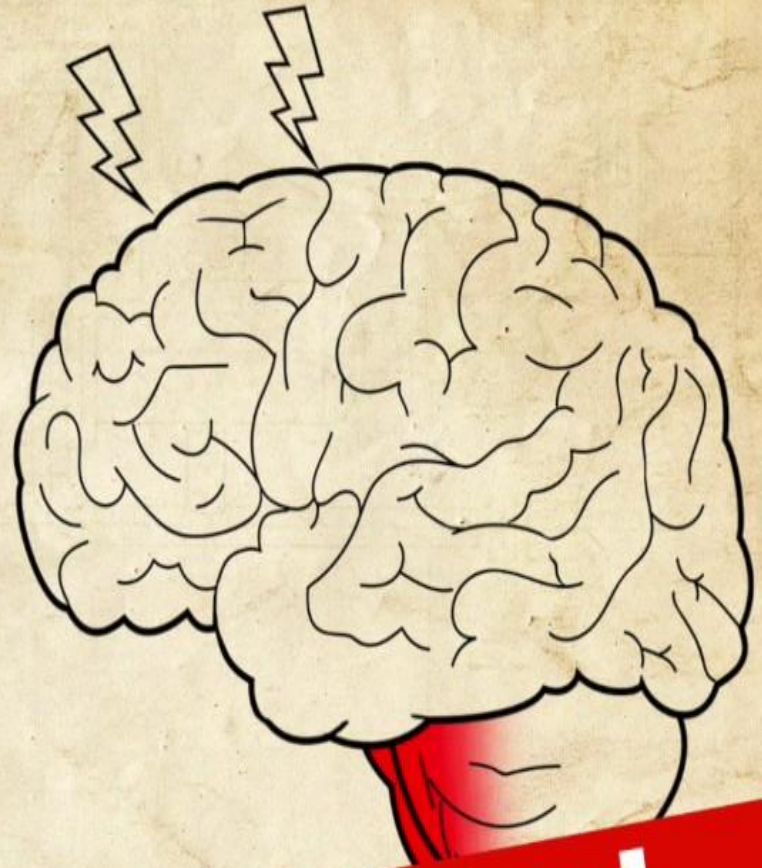
Examples of Traumatic Events in Baltimore City



- Serious illness
- House fires
- Poverty
- Community or school violence
- Violence within the family
- Sudden loss of a loved one
- Abuse and Neglect
- Homelessness
- Riots and vandalism
- Police brutality
- Incarceration
- Experiences of our refugee students

Resilience in Baltimore Related to Trauma





**Learning
Brain**

VS

**Survival
Brain**

<https://www.youtube.com/watch?v=KoqaUANGvpA>

Toxic Stress can Impact Learning

Fear and Anxiety Affect the Brain Architecture of Learning and Memory

PREFRONTAL CORTEX

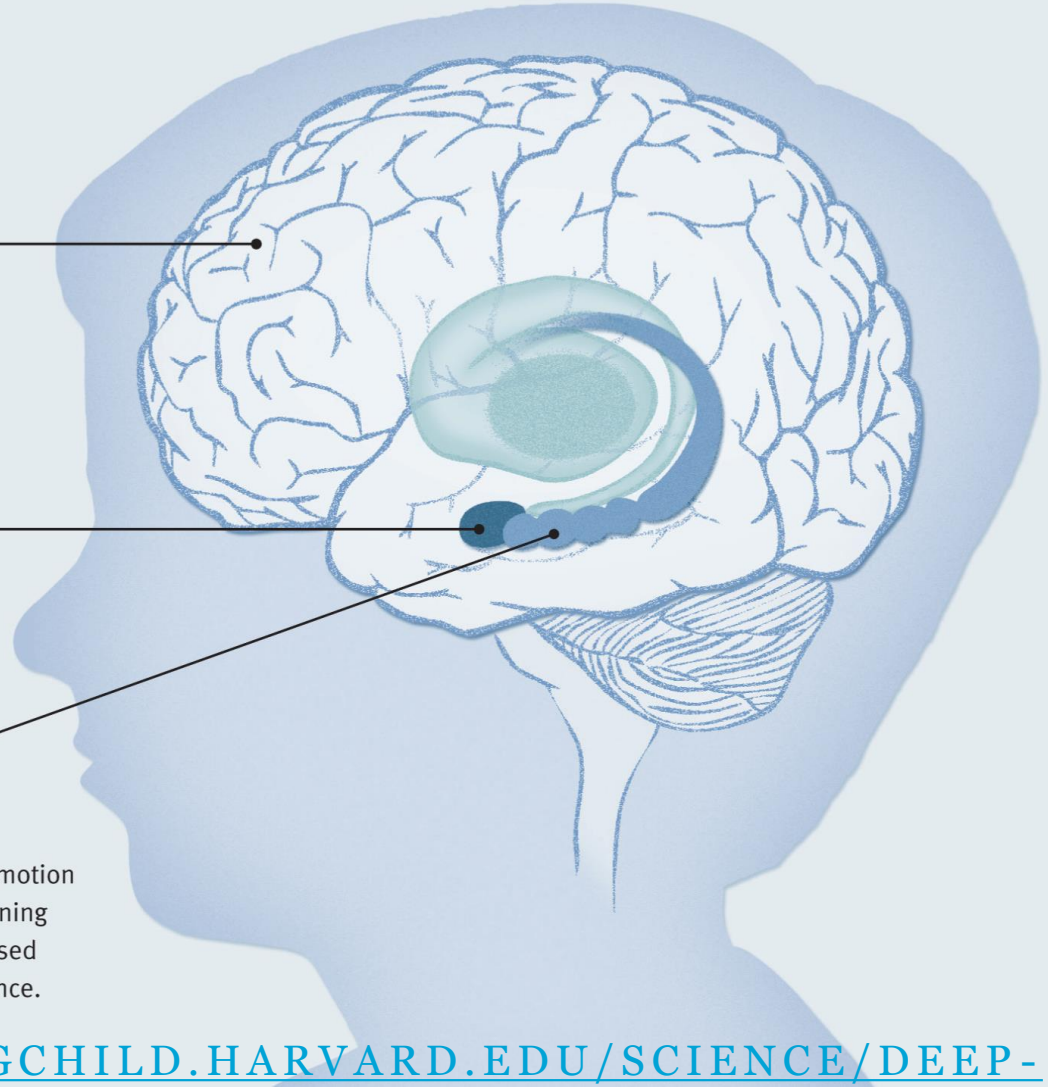
Center of executive functions; regulates thought, emotions, and actions. Especially vulnerable to elevation of brain chemicals caused by stress. Matures later in childhood.

AMYGDALA

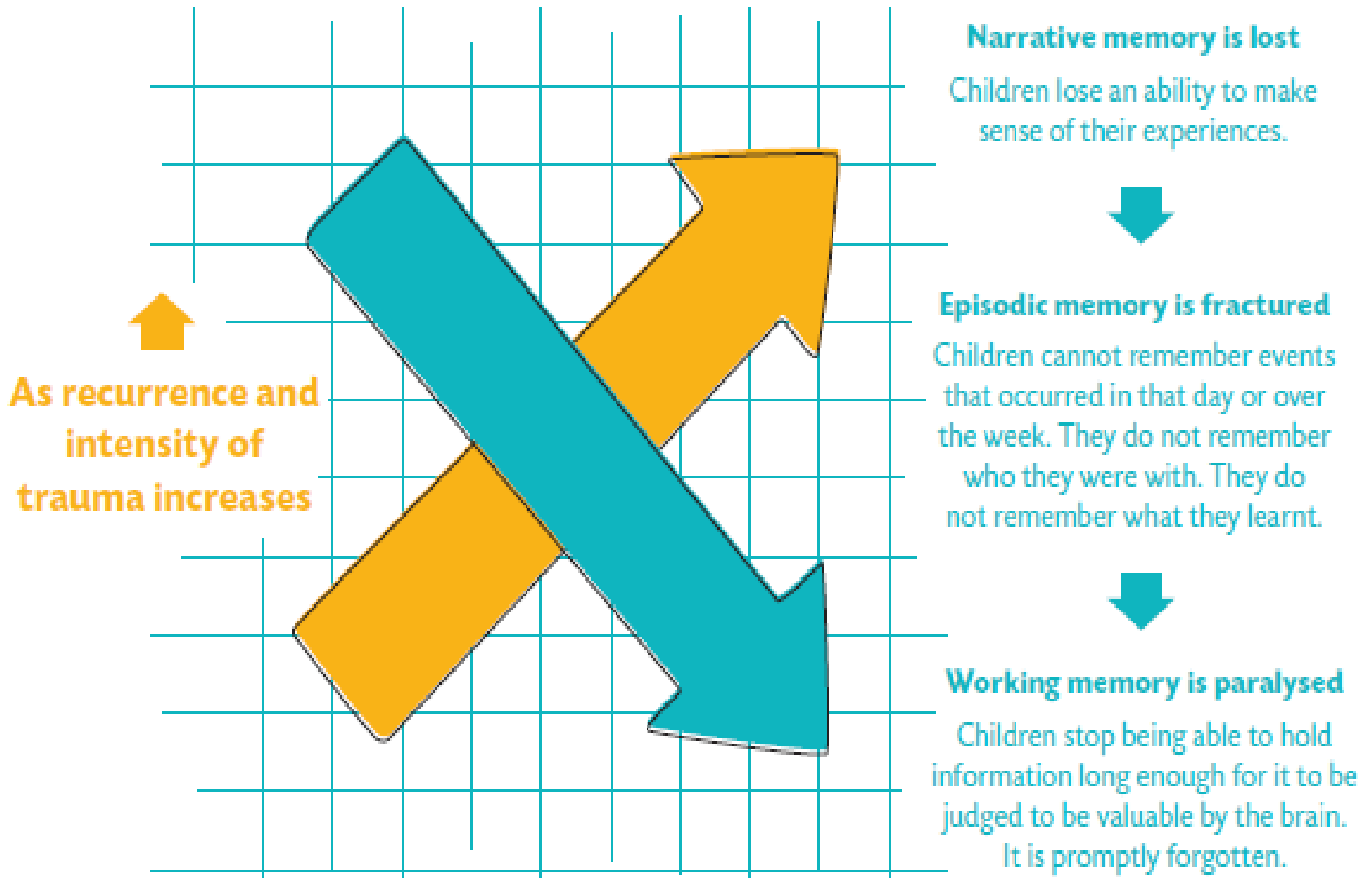
Triggers emotional responses; detects whether a stimulus is threatening. Elevated cortisol levels caused by stress can affect activity. Matures in early years of life.

HIPPOCAMPUS

Center of short-term memory; connects emotion of fear to the context in which the threatening event occurs. Elevated cortisol levels caused by stress can affect growth and performance. Matures in early years of life.



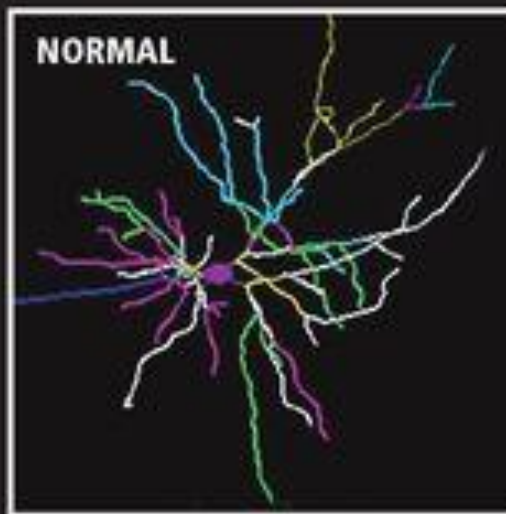
[HTTPS://DEVELOPINGCHILD.HARVARD.EDU/SCIENCE/DEEP-DIVES/NEGLECT/](https://developingchild.harvard.edu/science/deep-dives/neglect/)



[HTTPS://WWW.THEACTGROUP.COM.AU/DOCUMENTS/MAKINGSPACEFORLEARNING-TRAUMAINNSCHOOLS.PDF](https://www.theactgroup.com.au/documents/makingspaceforlearning-traumainnschools.pdf)

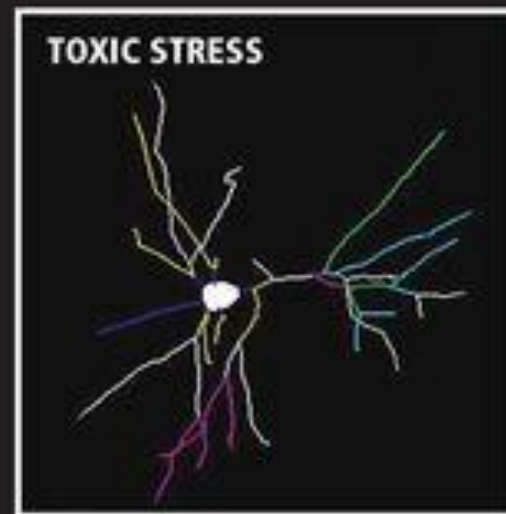
HOW TOXIC STRESS IN CHILDHOOD ALTERS THE BRAIN

Exposure to major adversity in early childhood can weaken brain development. This can permanently set the body's stress response system on high alert. A stable, nurturing environment can prevent these responses and outcomes for learning, behavior and health.



A typical neuron with many connections looks like this.

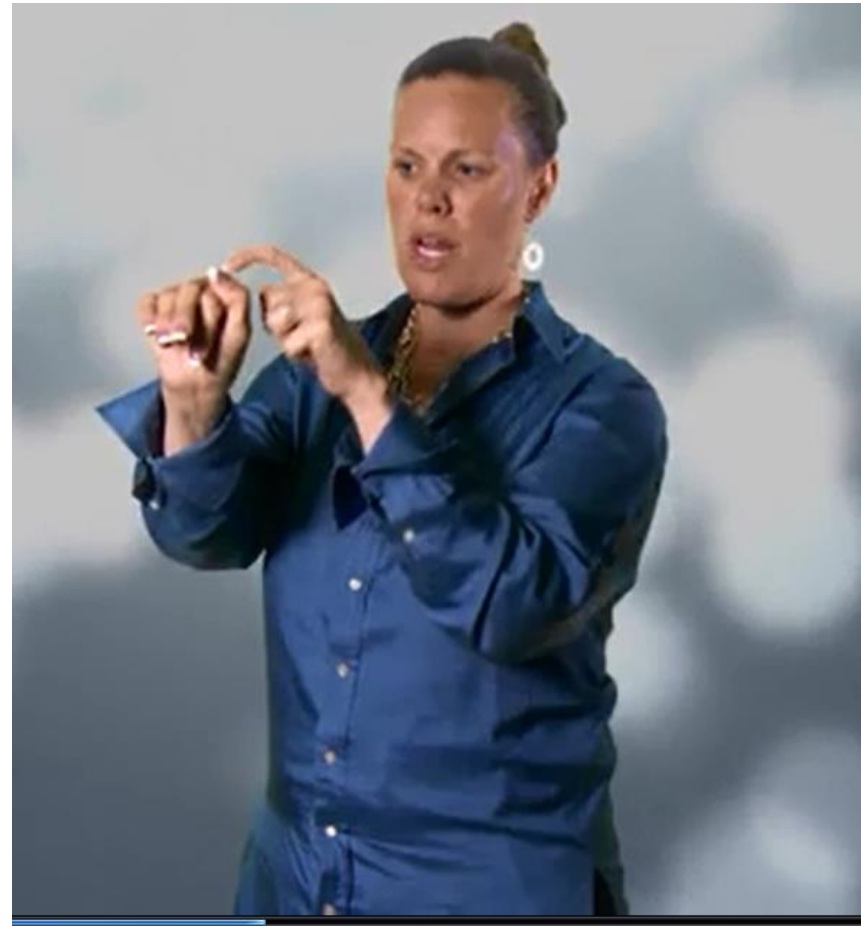
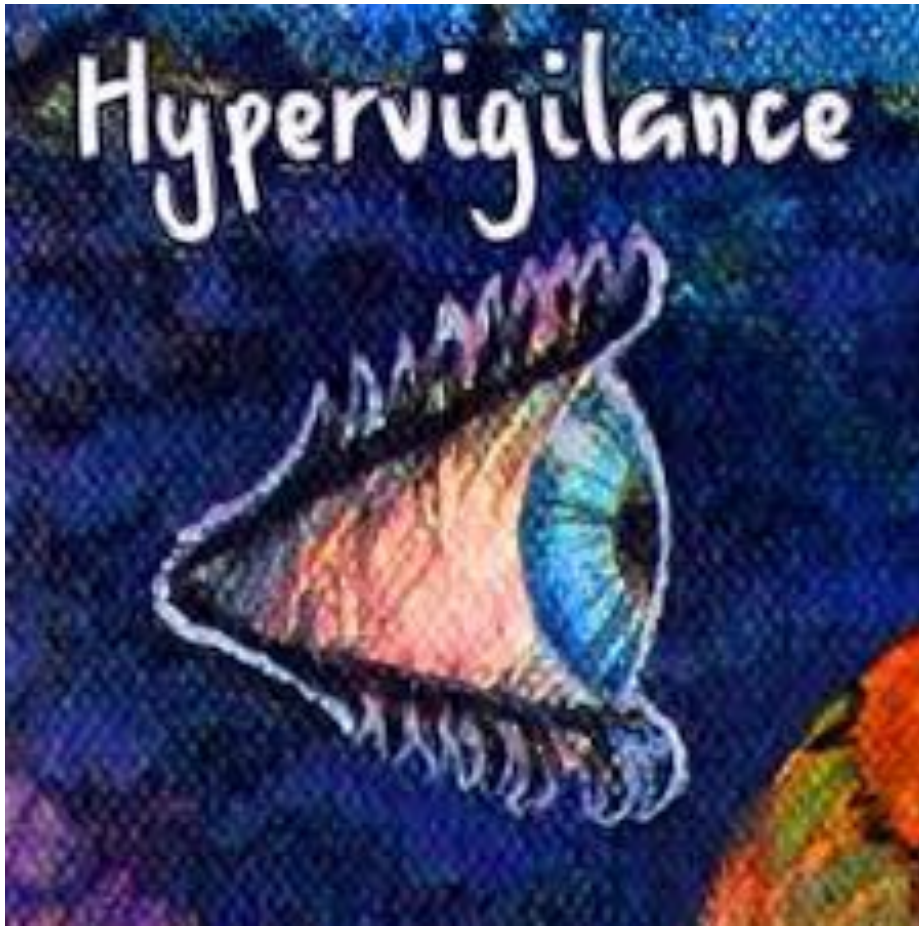
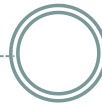
SOURCES: J.J. Radley Neuroscience 2004



A neuron damaged by toxic stress has fewer connections.

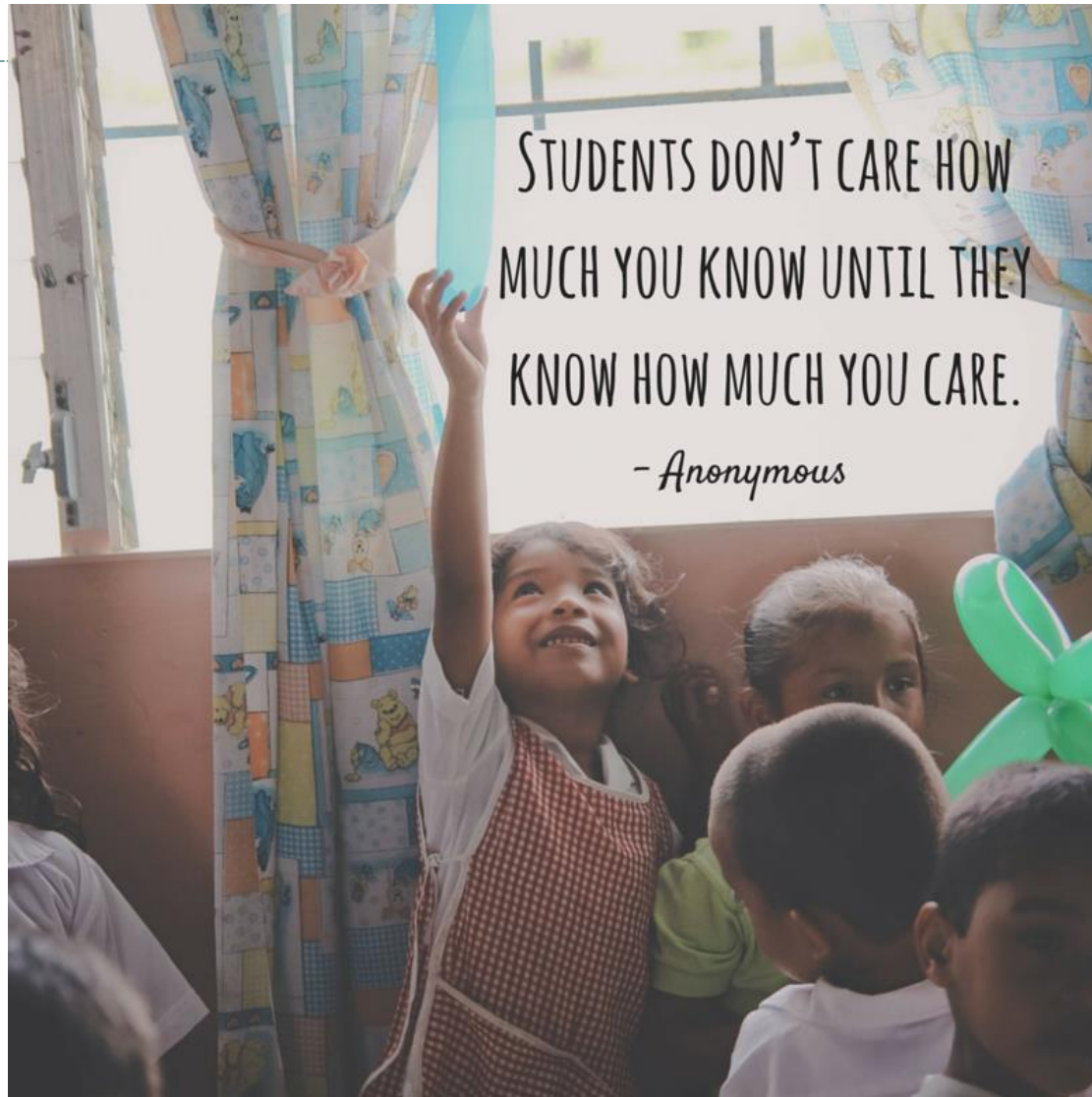
MARTHA THIERRY/DETROIT FREE PRESS

Impact on Affect and Behavioral Modulation



<https://vimeo.com/109042767>

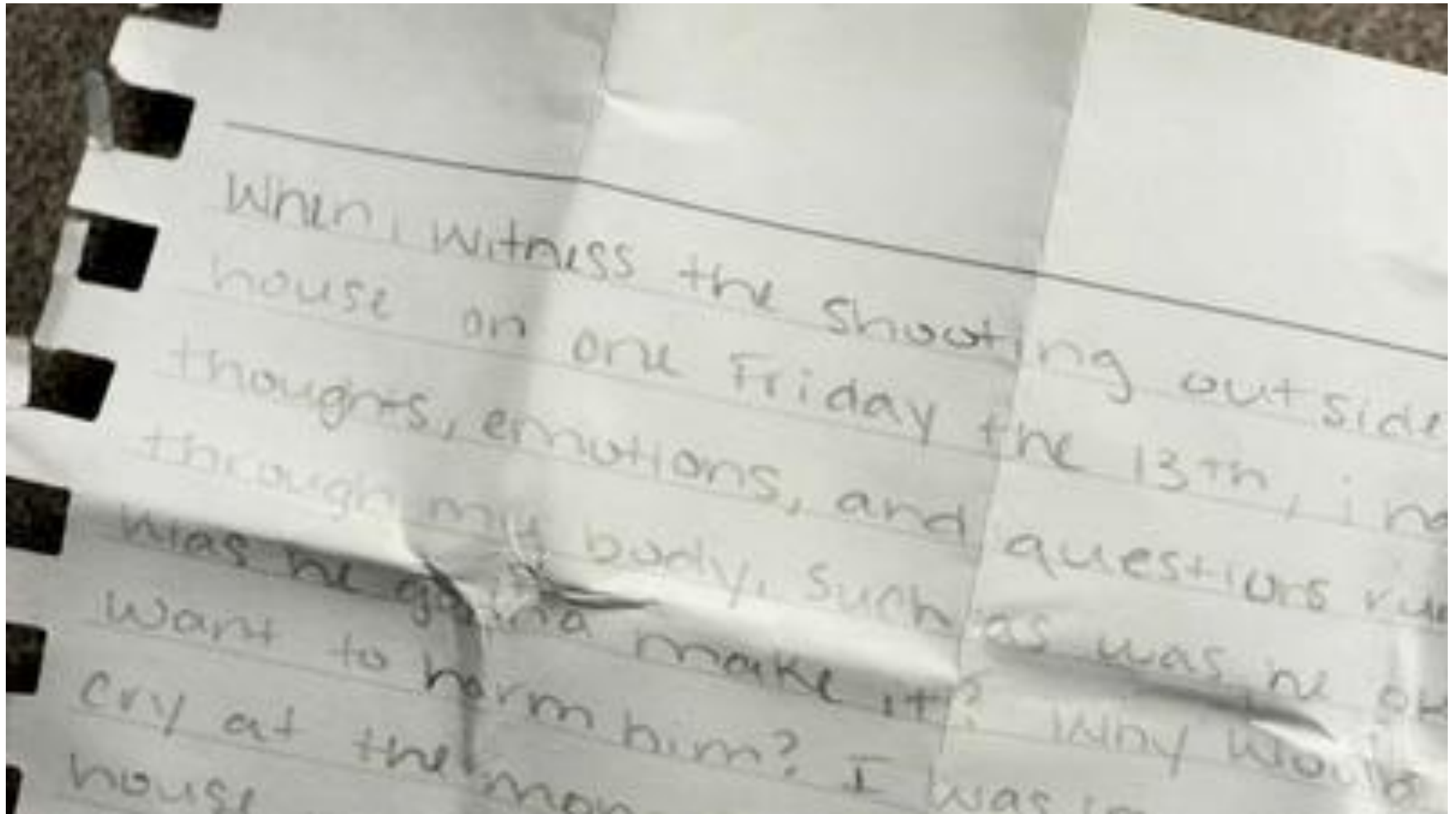
Impact on Relationships



STUDENTS DON'T CARE HOW
MUCH YOU KNOW UNTIL THEY
KNOW HOW MUCH YOU CARE.

- Anonymous

Case Scenario



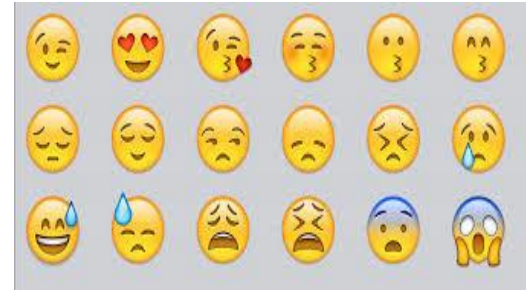
When I witness the shooting outside
house on one Friday the 13th, I had
thoughts, emotions, and questions run
through my body. Such as was he OK
was he gonna make it? Why would
want to harm him? I was in
cry at the man
house

<http://www.baltimoresun.com/health/bs-md-health-violence-121114-story.html>

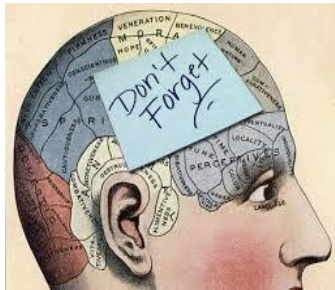
LEARNING



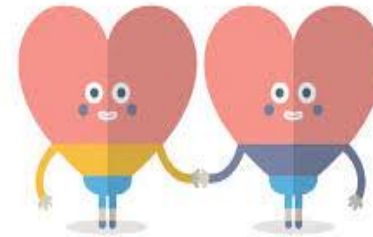
EMOTIONS



IMPACT OF TRAUMA



MEMORY



RELATIONSHIPS

The Invisible Backpack

Trauma affects how children feel, behave and think.

What do you think traumatized students may fill their backpack with:

- **Beliefs about self**
- **Beliefs about the future**
- **Beliefs about adults who care for them**
- **Beliefs about the world**



Repacking the Invisible Backpack

We can repack this backpack with positive experiences and beliefs by implementing strategies that promote the following:

- **Connection**
- **Protection**
- **Respect**
- **Redirection**



Essentials of Trauma-Responsive Practices

CONNECTION



PROTECTION



RESPECT



RE-DIRECTION



(Hummer, Crosland & Dollard, 2009)

Connection: Classroom Universal Supports

Strategy: Relationship-Building Rituals

Purpose: Building and maintaining healthy and supportive relationships





Relationship Building

TUMS

- **T**ouch
- **U**se name
- **M**ake Eye-Contact
- **S**tay present



Relationship Building Rituals

“Shout-Out” Notes

- Teacher to student *or* student to student
- Teacher-made template “Today, I loved the way you...”
- Helps the note writer focus more on positives, which:
 - improves writer's mood/cooperation/behavior
 - reinforces receiver's behavior and sense of belonging



Connection: School-Wide Supports

Strategy: Activities that promote recognizing student and staff success



Purpose: Building and maintaining healthy and supportive relationships







Perfect  Attendance!

FOR

Date _____

Teacher's Signature _____





LESSONS
LEARNED

Resources

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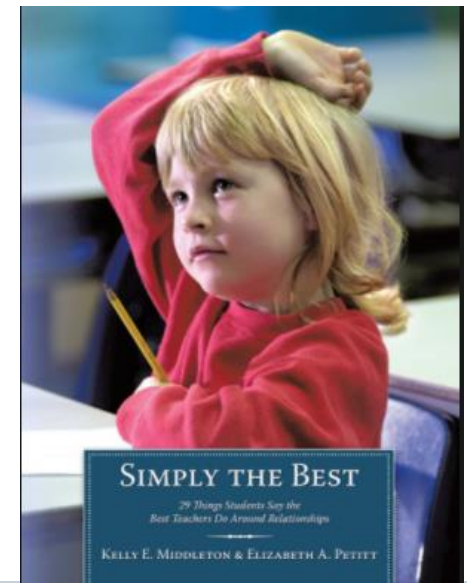
Relationship Building Activities:

<http://mps.milwaukee.k12.wi.us/MPS-English/CAO/Documents/PBIS/teacher-behavior-lesson-Building-Relationships-Book.pdf>

Teacher PBIS Incentives: <https://www.pbisrewards.com/teacher-incentives/>

Simply the Best: 29 Things Students Say the Best Teachers Do Around Relationships

Kelly E. Middleton and Elizabeth Pettit



Protection: Classroom Universal Supports

Strategy: Calm down corners in the classroom



Purpose: Promoting emotionally and physically safe environments



Here is an example of a calm down corner in a City Schools high school media center.



Calm down corners work for high school students too!

Protection: School-Wide Universal Support

Strategy: PBIS Gotcha Tickets!

Purpose: Promoting emotionally and physically safe environments





GOTCHA Rewards

- 5 Gotchas Free Snack or Pencil
- 10 Gotchas Brag Wall or Treat Box
- 15 Gotchas Homework or Bell Work Pass
- 20 Gotchas Drop Lowest Class Work Grade

the reason we come to
work everyday

Resources

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Websites: PBIS Tier 1 Resource:

<https://www.pbis.org/school/tier1supports>

Gotcha Resources:

<https://www.pbis.org/training/staff/student>

Calm Down Corner:

<http://www.thewatsoninstitute.org/watson-life-resources/situation/classroom-calming-corner/>



LESSONS
LEARNED

Respect: Classroom Universal Supports

Strategy: Brain or Movement Breaks



Purpose: Engaging students and caregivers in choice and collaboration



Brain Breaks

Quick activities to get the blood pumping and wake up your brain!
Prescription: Select an activity when kids start to lose their focus...

Hop on 1 foot for 1 minute

heatherhaupt.com

Jump the River
jump back and forth
across a rope

Do 10
Jumping Jacks

Spin around 5
times

Sing
Head, Shoulders,
Knees and Toes

Have a quick race
around _____

Do a headstand.
Hold position for
1 minute

Do 10
Cartwheels

Do 10
Summersaults

See how long
you can balance
on 1 foot.

Have a Skip, Hop,
Gallop Race

Do a wheel-barrow
race. (1 kid walking on
hands while someone holds
their legs.)

Dance and sing
to a favorite
song

Shake the 'sillies' out.
(start by shaking each part of your
body until everything is shook
out!)

Do 10
Cartwheels

Movement is key to turning our
kids 'ON' to learning.

heatherhaupt.com

Body Awareness



Hola, Bonjour, Hello!

🕒 2:09

Manage Stress



Melting

🕒 3:43

Respect: School-Wide Universal Support

Strategy: Restorative Practices Circles



Purpose: Engaging students and caregivers in choice and collaboration





Resources

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Websites: Go Noodle: <https://www.gonoodle.com/>

Brain Breaks: Roll Some Brain Breaks free printable:

<https://d3eizkexujvlb4.cloudfront.net/2016/04/08194320/Roll-Some-Fun-Freebie.pdf>

International Institute for Restorative Practices:


<https://www.iirp.edu/>

Community Conferencing Center:

<http://www.communityconferencing.org/>

Schott Foundation Educator's Restorative Practices Guide for Educator's:

<http://schottfoundation.org/restorative-practices>



LESSONS
LEARNED

Redirection: Classroom Universal Supports

Strategy: Mindful Moments

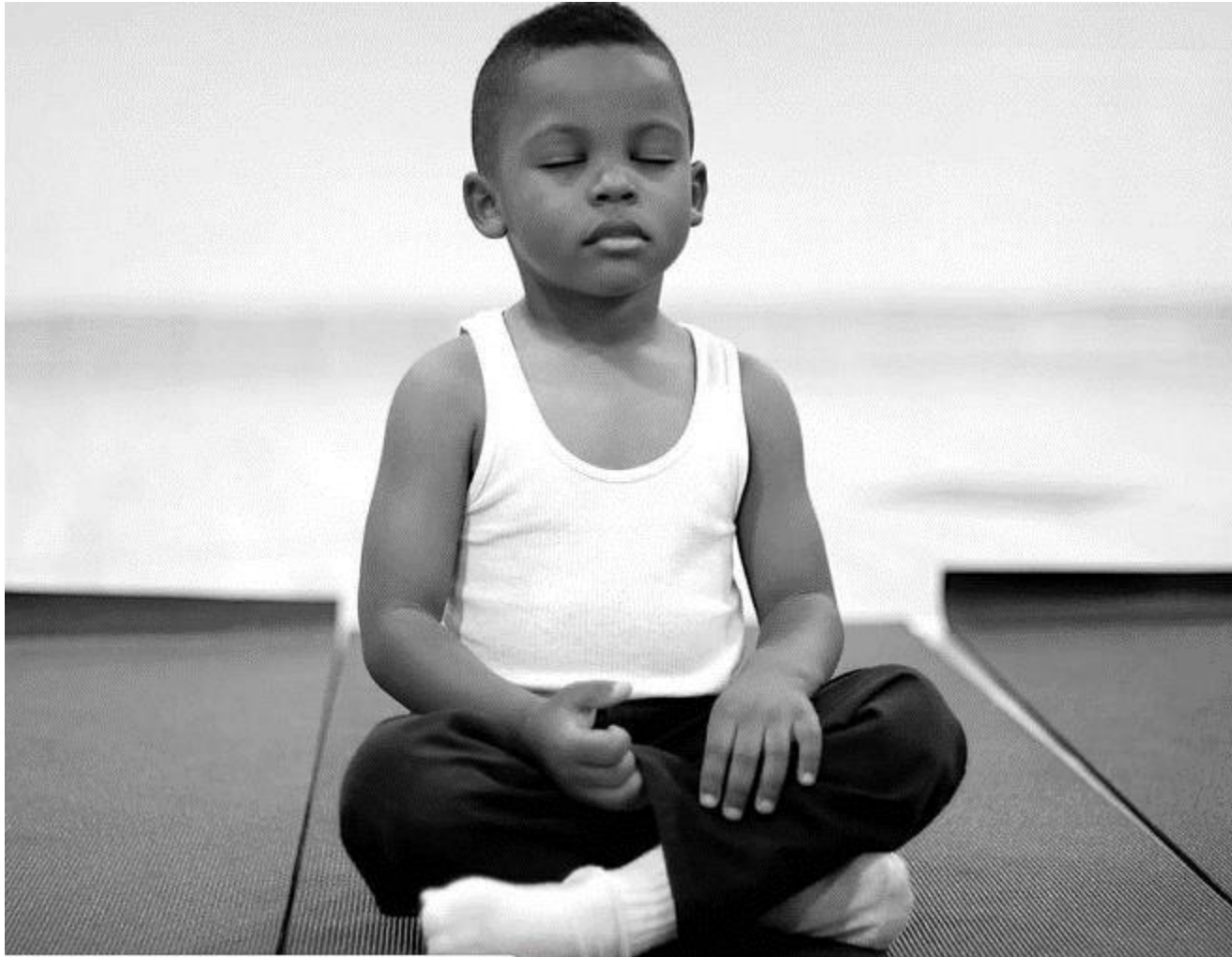


Purpose: Teaching and reinforcing by encouraging skill-building and competence



**“If a child doesn’t know
how to read, *we teach.*
If a child doesn’t know to
swim, *we teach.*
If a child doesn’t know how
to multiply, *we teach.*
If a child doesn’t know how
to drive, *we teach.*
If a child doesn’t know to
behave, *we teach?*
*Or punish?”***

Herner 1998



<https://www.cbsnews.com/news/meditation-students-mindful-moments-program-robert-w-coleman-elementary-school/>

Redirection: School-Wide Universal Supports

Strategy: Social/Emotional Curriculum



Purpose: Teaching and reinforcing by encouraging skill-building and competence



SEL Core Competencies

Self-Management

- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Stress management
- Setting and achieving goals

Social Awareness

- Perspective taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Relationship Skills

- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help

Self-Awareness

- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

Responsible Decision-Making

- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school



Sources: CASEL, Acknowledge Alliance

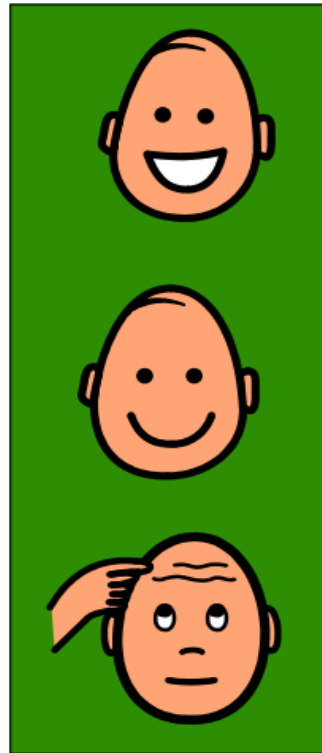


The Zones of Regulation



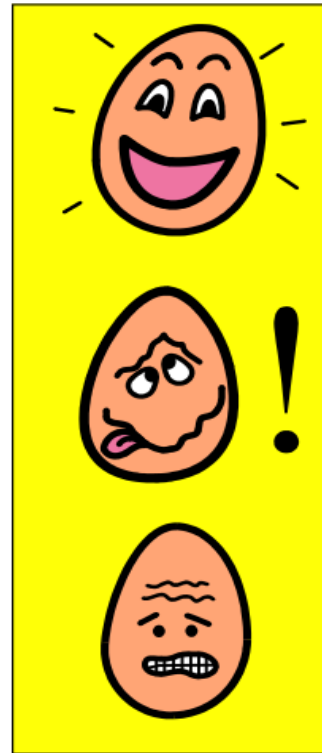
Blue Zone

sad tired
sick moving
tired slowly



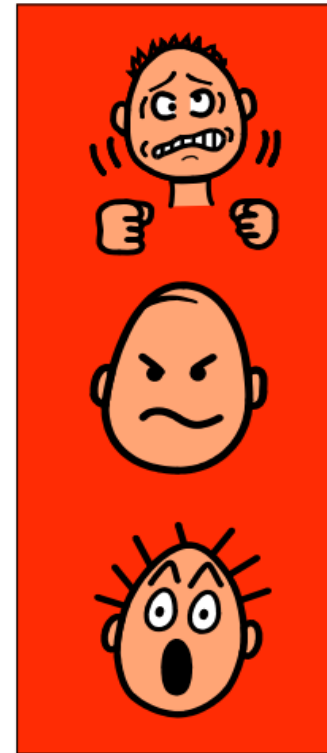
Green Zone

happy
calm
feeling ok
focused
ready to learn



Yellow Zone

frustrated
worried
silly/wiggly
excited
loss of some control



Red Zone

mad/angry
terrified
yelling/hitting
elated
out of control

Resources


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Websites: Zones of Regulation:

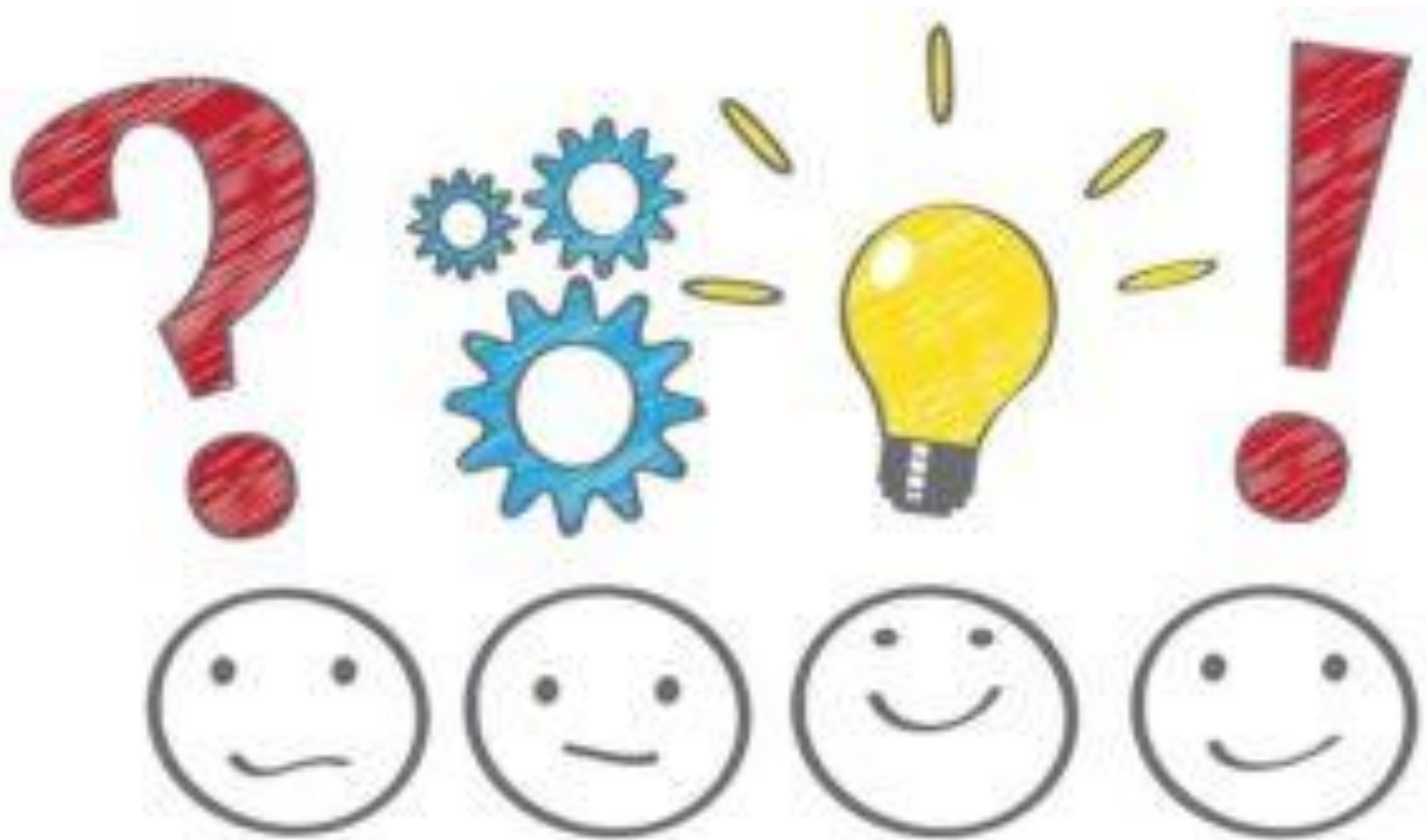
<http://www.zonesofregulation.com/index.html>

Collaborative for Academic and Social Emotional Learning (CASEL): <http://www.casel.org/>

Holistic Life Foundation: <http://hlfinc.org/>



LESSONS
LEARNED



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BALTIMORE CITY

PUBLIC SCHOOLS

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