

Trauma-Informed Multitiered Systems of Support

Christina Pate, WestEd
Jenny Betz, WestEd

October 2018

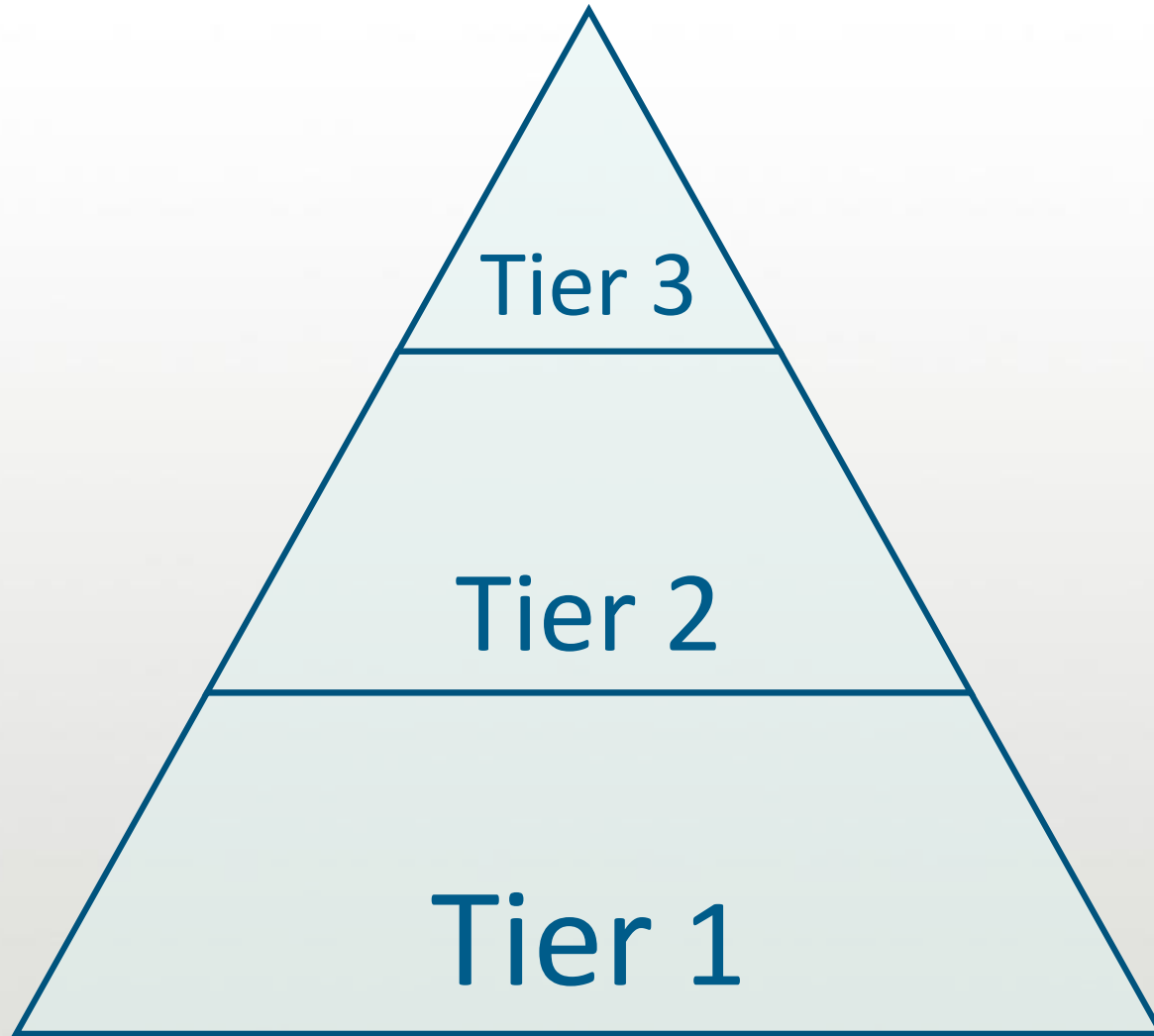
Why Are We Here?

- »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?

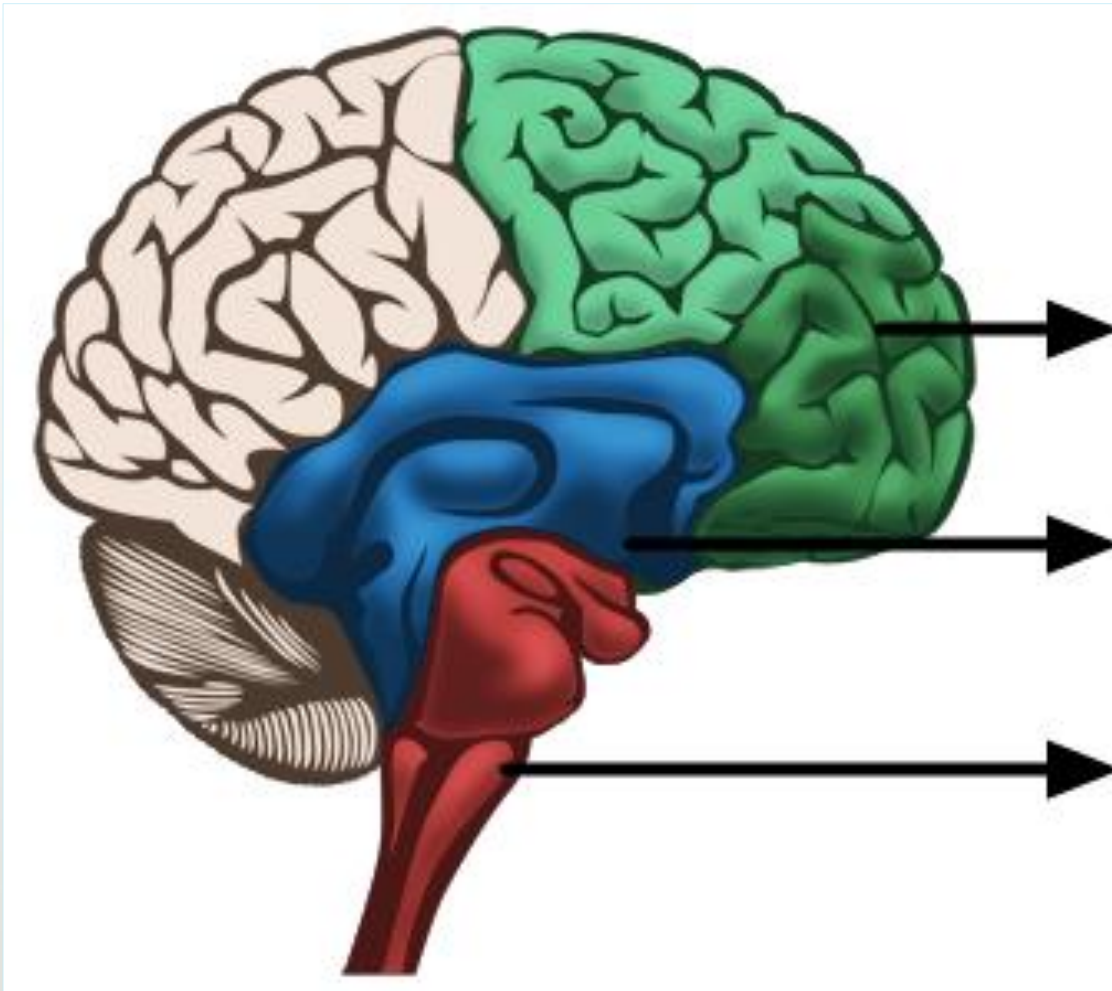
Multitiered Systems of Support



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)

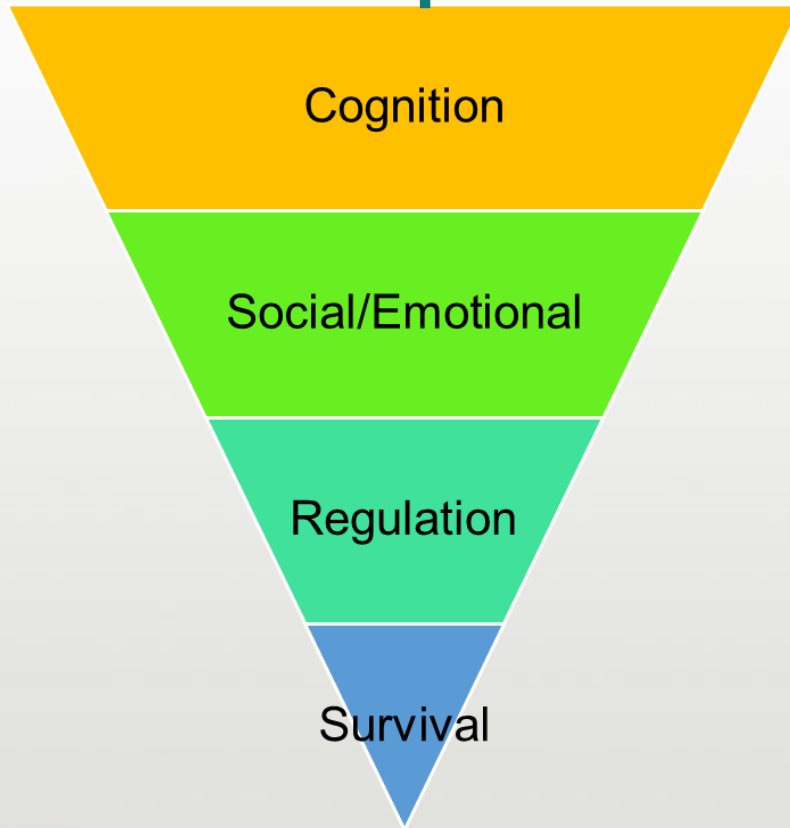
Am I loved?

Reptilian/Hind Brain (survival)

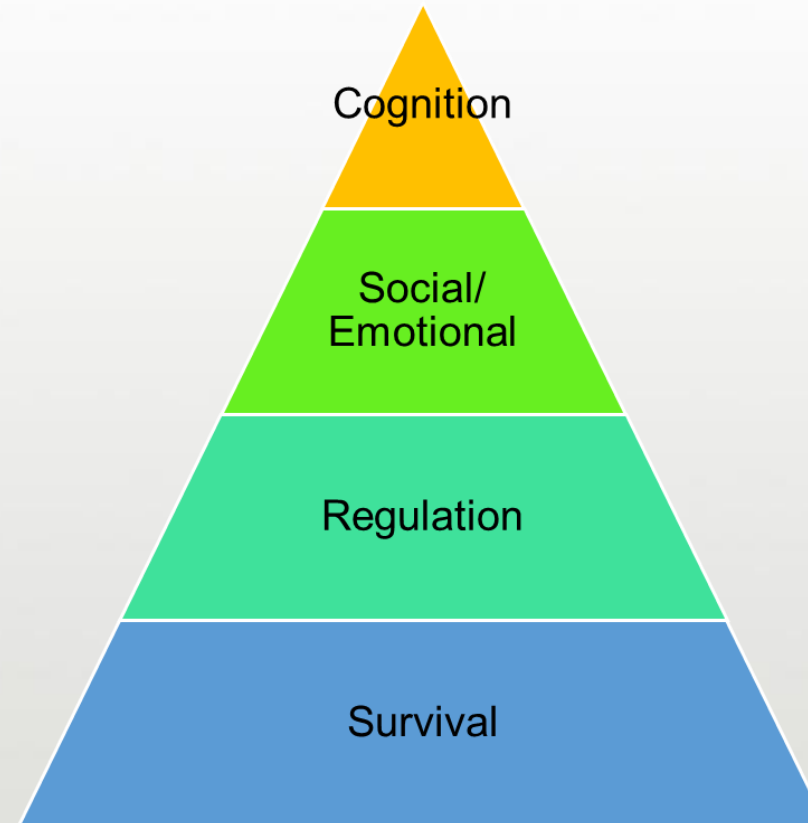
Am I safe?

Top Down vs. Bottom Up

Typical Development



Developmental Trauma



What Lies Beneath Behavior

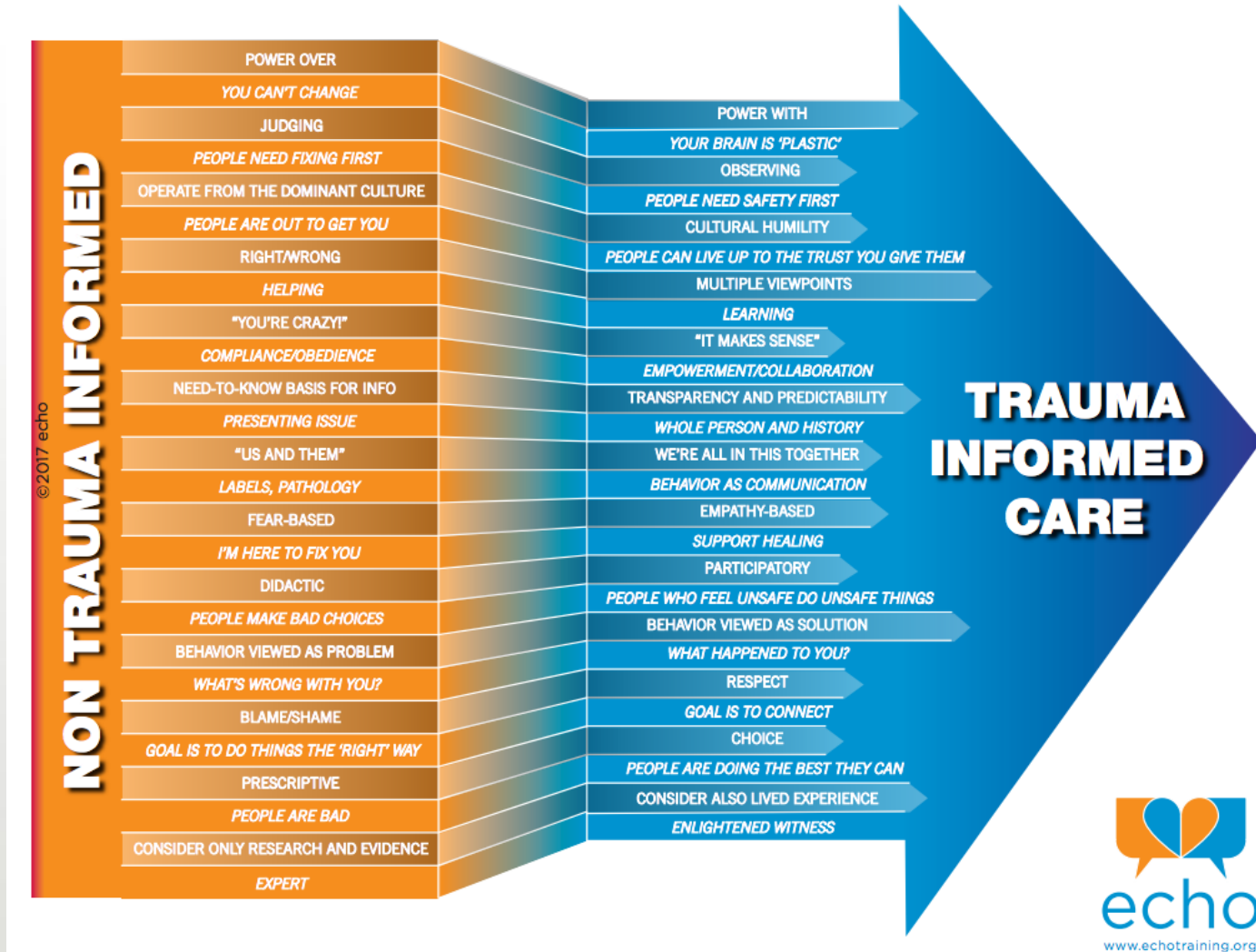
FLIGHT	FIGHT	FREEZE
Withdrawal	Acting out	Numbness
Running out of the classroom	Aggression	Refusal to answer
Daydreaming	Refusal and defiance	Refusal to get needs met
Appearance of sleeping	Silliness	Giving a blank look
Avoidance of others	Hyperactivity	Inability to move or act
Hiding or wandering	Argumentative	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.”
“Detention is waiting for you.”	“Sit with me.”
“Don’t you talk to an adult like that.”	“You’re allowed to have a voice. Let’s talk together.”
“Stop acting like a baby”	“That really set you back, didn’t it?”
“You’re old enough to handle this on your own.”	“Let’s handle this together.”

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

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

For more information, contact
Christina Pate at
cpate@wested.org

Or at 573.268.2117

Or visit us at [WestEd.org/SCWP](https://www.wested.org/SCWP)