

At the Front of the Line:

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

Stanton Middle School
Wilmington, Delaware

Valerie L. Brown, MS
Student Advisor

Teri B. Lawler, MA
School Psychologist

Dr. Kendall Mobley
Assistant Principal



From School-wide Effort to System-wide Change

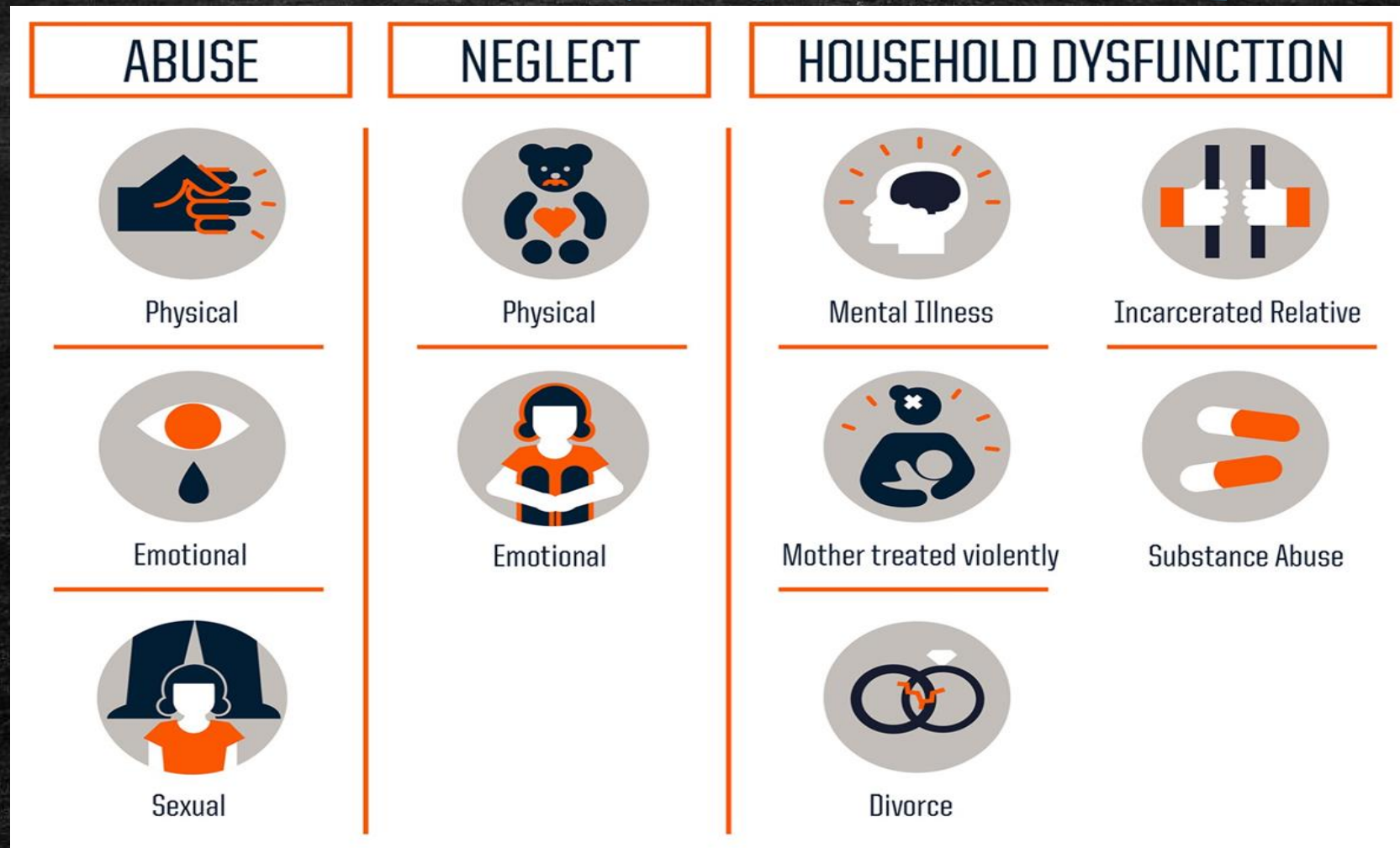
Today's Guiding Questions:

- 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?

Stanton Middle School

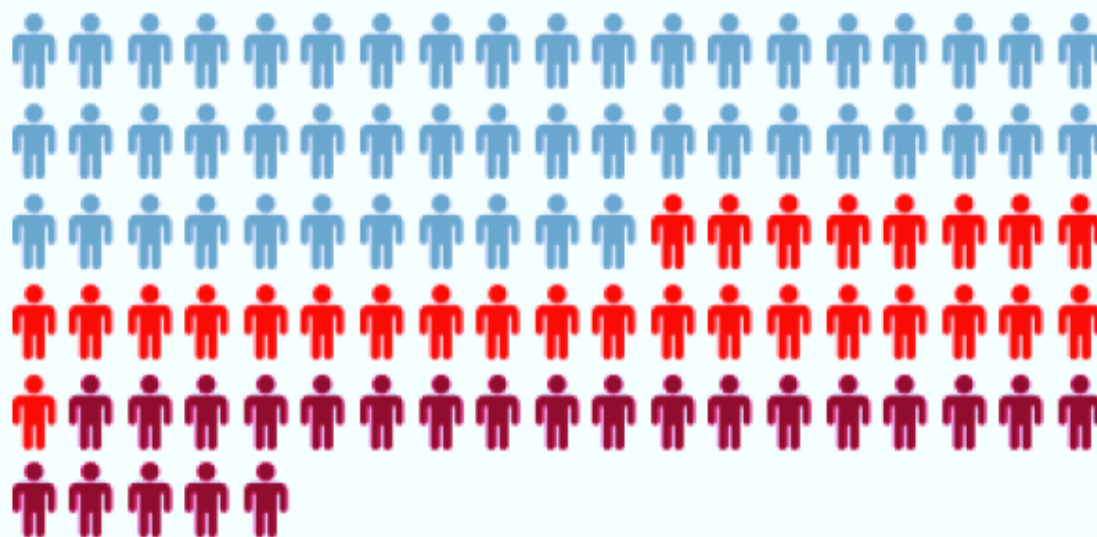


Recapping ACEs



ACEs among Delaware kids

Delaware children are experiencing significant adversity.



● 0 Aces ● 1 Ace ● 2+ Aces

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

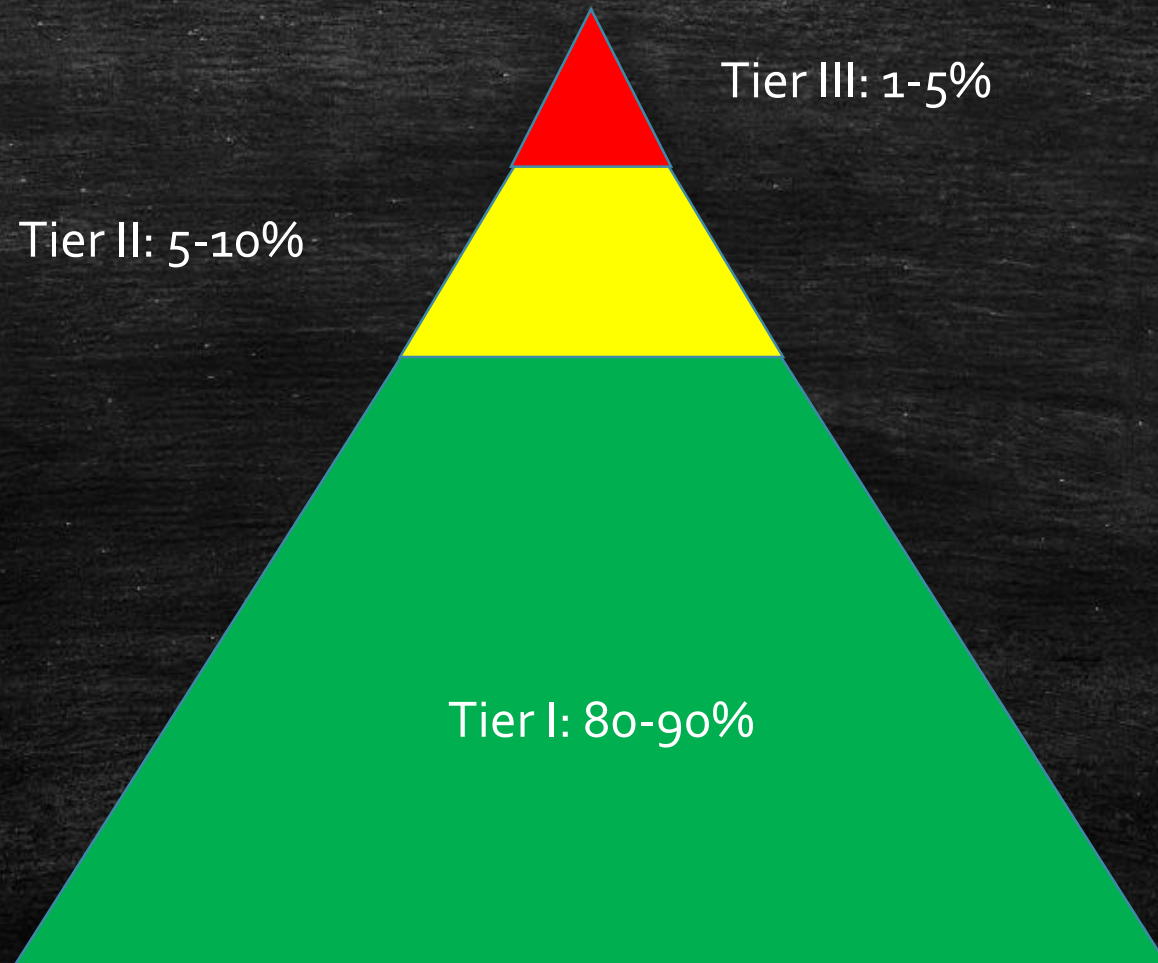
Trauma and Toxic Stress

- Childhood trauma and toxic stress are a national health crisis that impedes brain development, leaving children emotionally dysregulated and unable to learn.

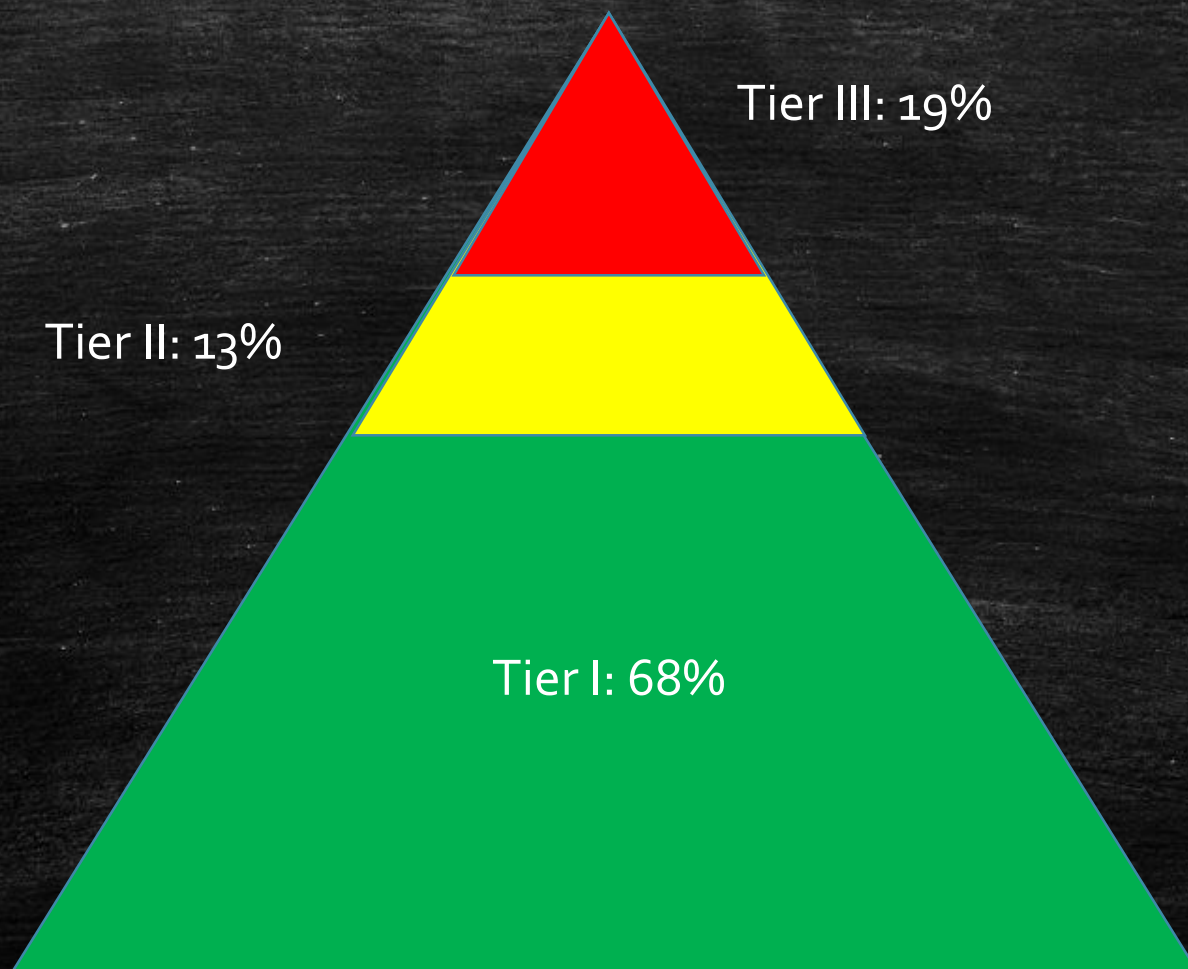
Kids do well if they can;
if they can't something is
getting in the way.

- Bruce Perry, MD
Child Trauma Academy

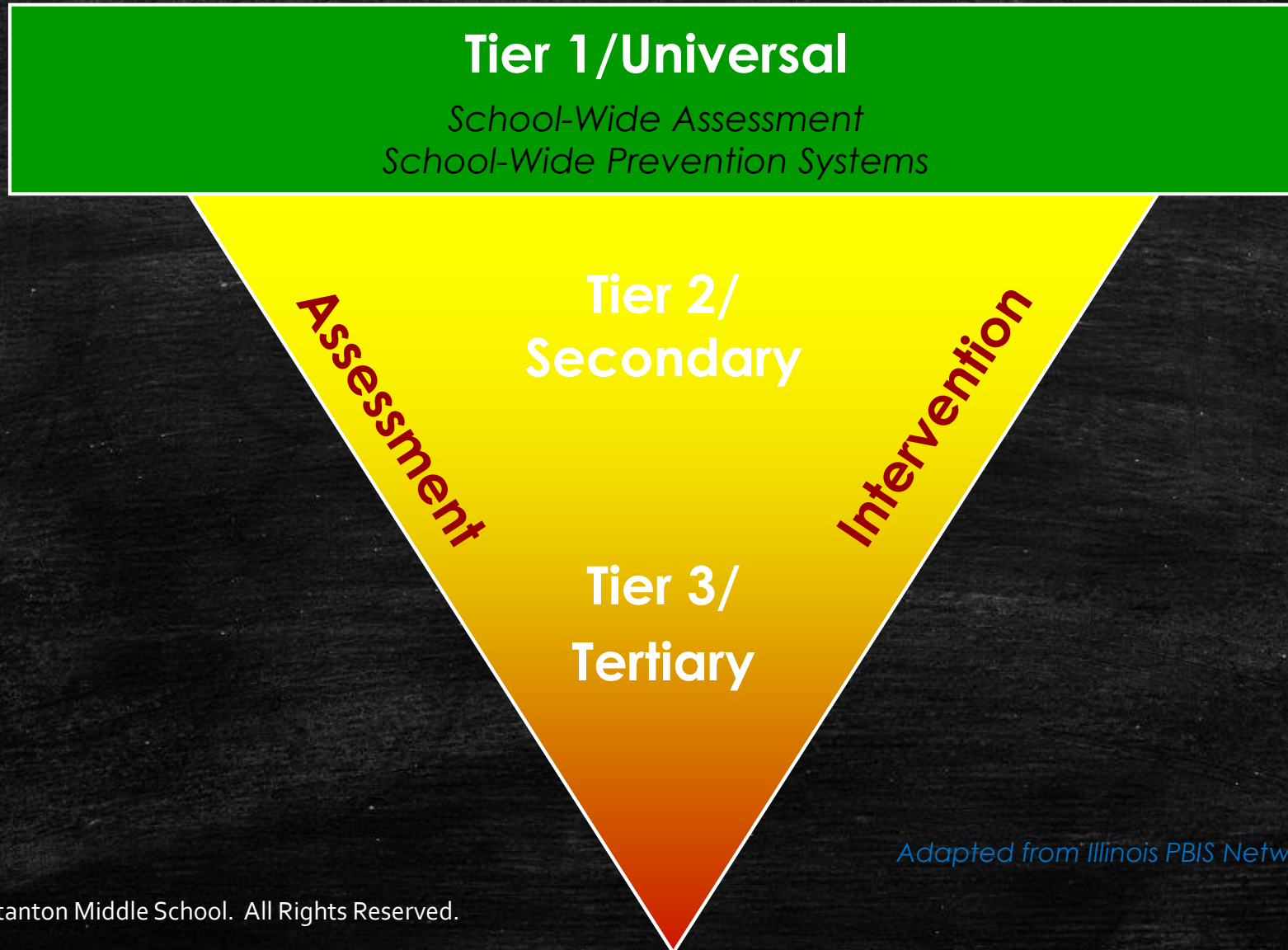
PBS Data Triangle



2012 Data Triangle

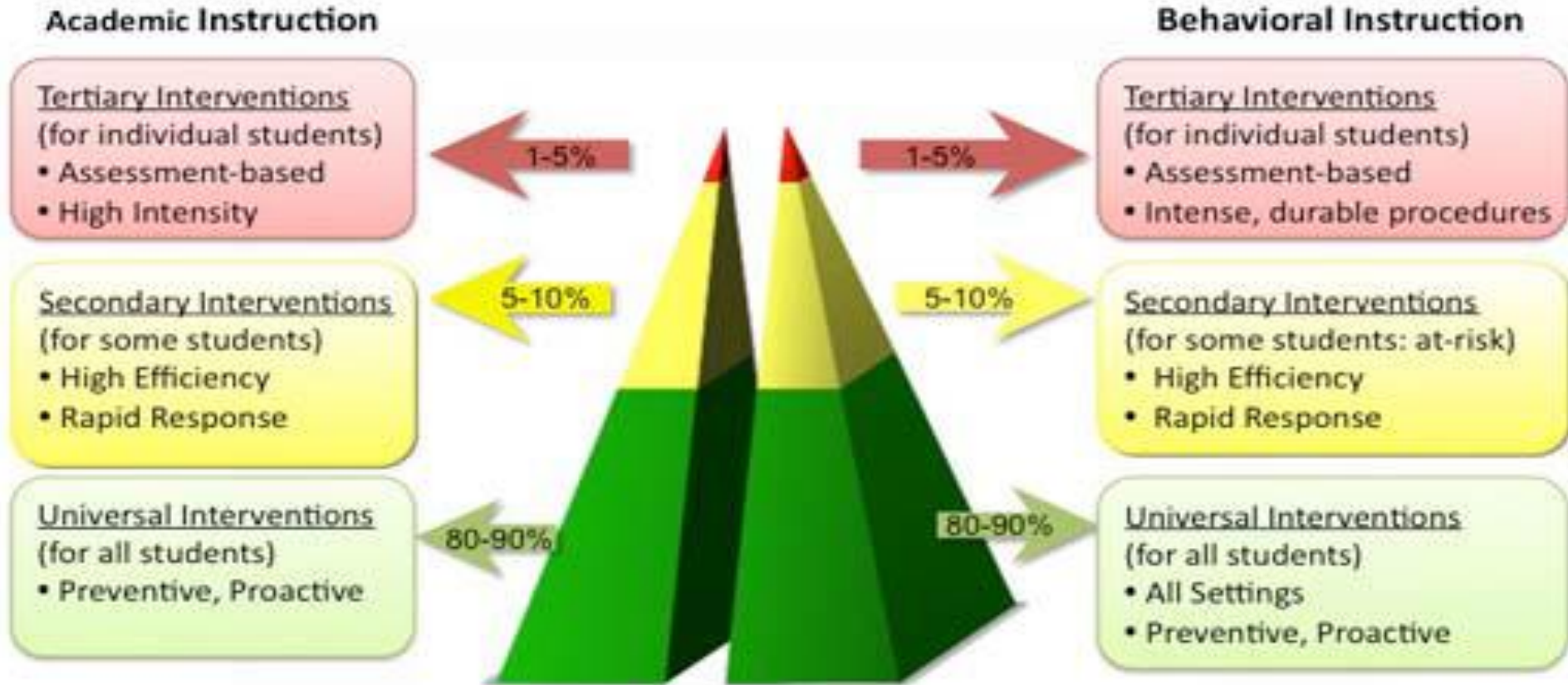


Trauma-Informed Framework Supporting Positive Behavior Supports (PBS) and Response to Intervention (RtI)



Adapted from Illinois PBIS Network, Revised May 2009

Designing Schoolwide Systems for Student Success



What we assess and how we
assess it communicates what we
value.

Unknown

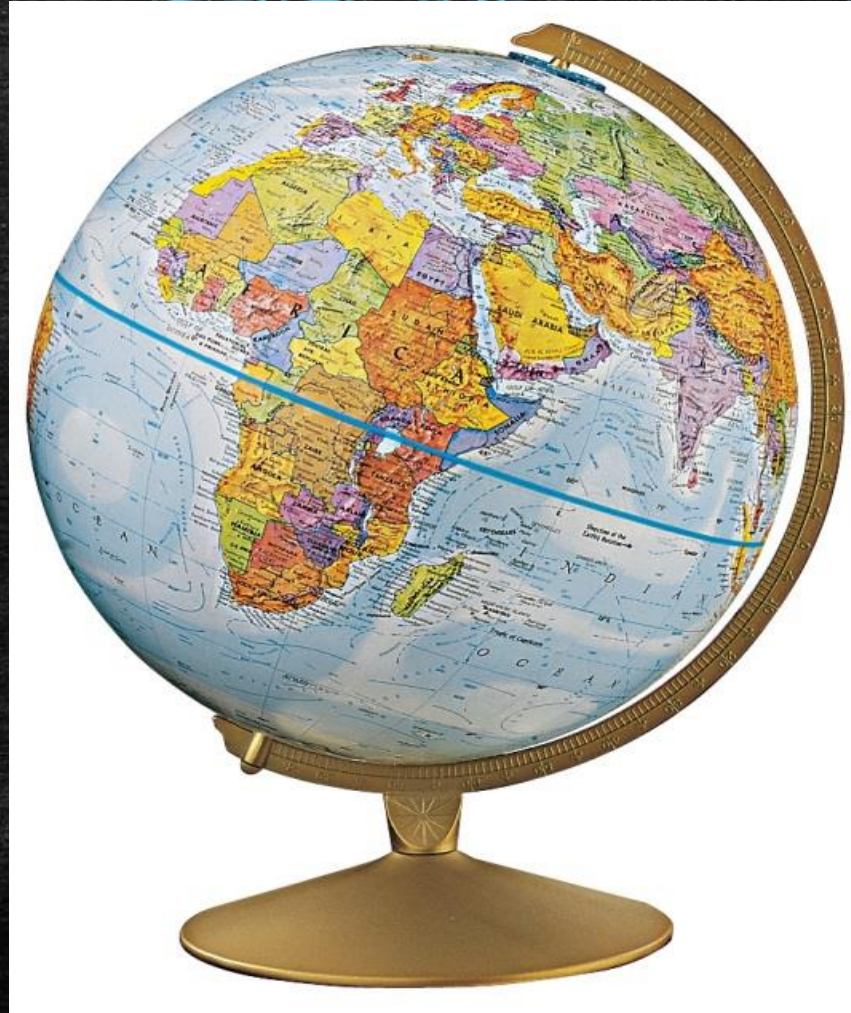
Readiness Assessment



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.

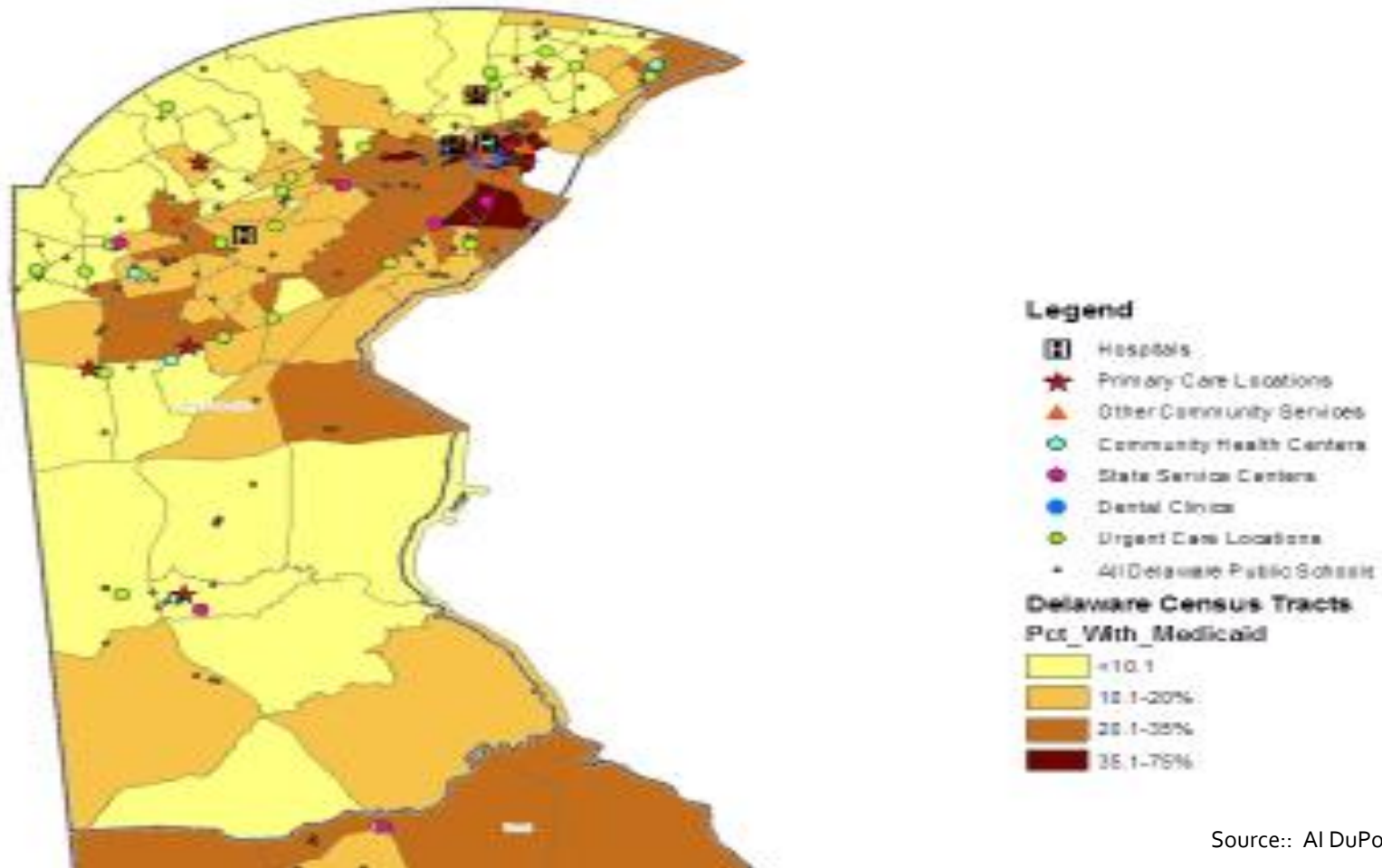
Asset Mapping



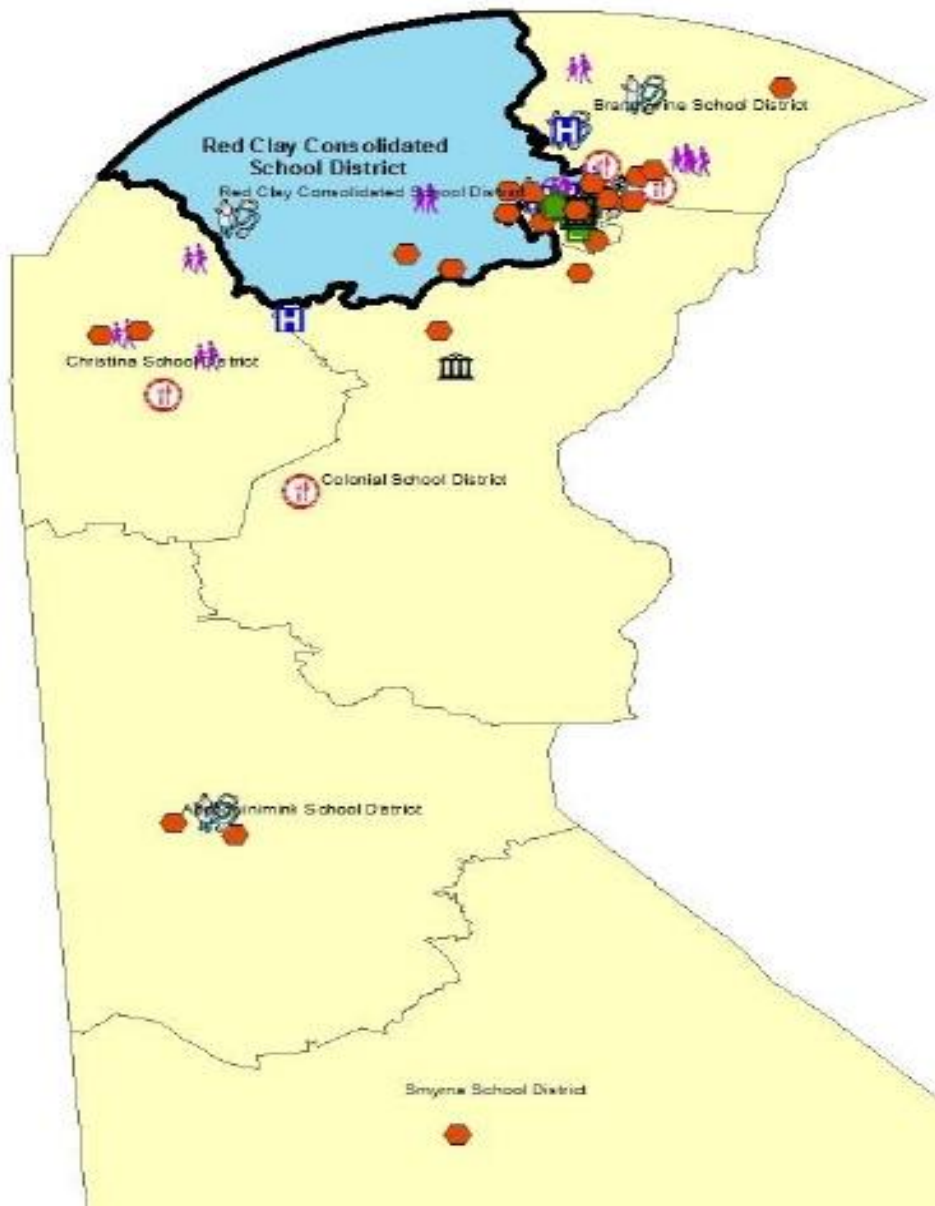
School Learning Supports Matrix

| | Program | Grades Served | Gender | Student Names |
|--------|--|---------------|--------|---------------|
| Tier 1 | PBS | 6, 7, 8 | | Universal |
| | School-wide Advisory | 6, 7, 8 | | |
| | School Success Plans | 6,7,8 | | |
| | Caught Red-handed (CIS) | 6, 7, 8 | | |
| | Student Ambassadors – leadership program | 6, 7, 8 | | |
| | Parenting in the Middle –monthly support group | | | |
| Tier 2 | IST Interventions | | | Secondary |
| | Americorp Mentors | | | |
| | Community in Schools (CIS) | 8 | | |
| | Daily Student-Staff Check-ins | | | |
| | Everyday Coping Skills Groups | | | |
| | Making Proud Choices Groups (Sex Ed) | 7 and 8 | | |
| | Making Smart Choices Groups (Decision-making) | 6 and 8 | Girls | |
| | Organization Skills Boot Camp | 6,7,8 | Boys | |
| Tier 3 | Behavior Support Plans (BSP) | | | Tertiary |
| | Trauma/Grief Cognitive Behavior Therapy | 6 and 7 | | |
| | Behavioral Health Consultation - Teacher | | | |
| | Behavioral Health Consultation - Parent | | | |
| | Brief Counseling with Student | | | |
| | Referral to Outside Agencies | | | |

Percent Medicaid by Census Tract with Clinical and Community Services – New Castle County



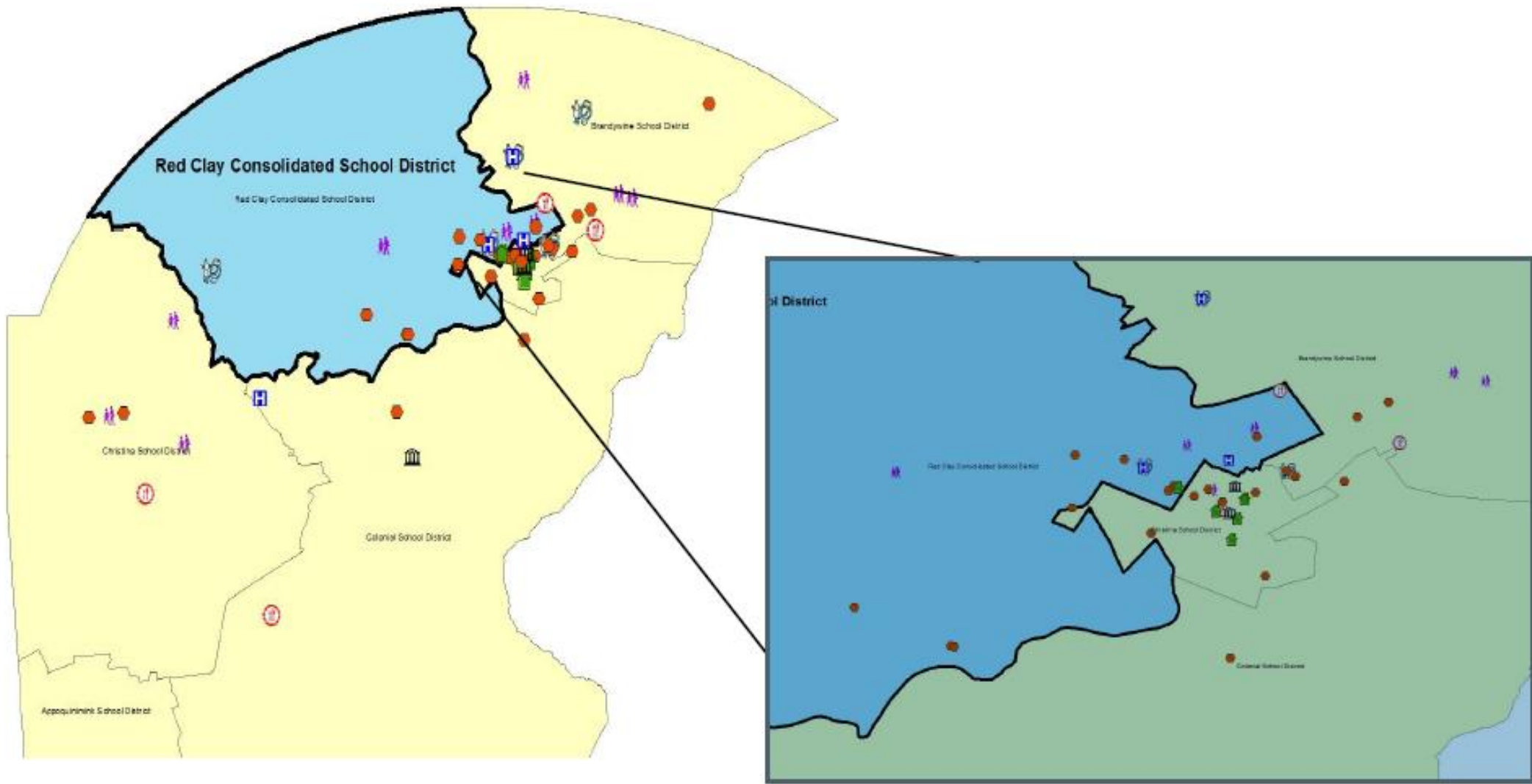
Source:: Al DuPont Hospital for Children



Legend

-  Civil and Family Court Matters
-  Housing Resources
-  Community Resources
-  Counseling-Family Support Services
-  Food Assistance
-  Hospitals
-  Primary Care

Source:: Al DuPont Hospital for Children



Source:: Al DuPont Hospital for Children

InterventionMatrix2013-2014(1) - Microsoft Excel

File Layout Formulas Data Review View

Font Alignment Number Conditional Formatting Styles Insert Delete Format Cells

Stanton Middle School 2013-2014 SY

Student Support Services - Intervention Matrix

| | Grade | FBA | BSP | 504 | PST | CI/CO | MPC | Career Choices | 4 Pillars | 1-on-1 Counsel | Collab Prob Solv | BHC | Comments |
|--|-------|-----|-----|-----|-----|-------|-----|----------------|-----------|----------------|------------------|-----|-----------------------------|
| | 7 | | | | | X | | | | | | | |
| | 7 | | | | | | | | X | | | | |
| | 8 | | | | | | | | X | | | | |
| | 7 | | | | | | | | | | | | |
| | 8 | X | X | | | X | | | X | X | X | | |
| | 6 | | | | | | | | | | | | |
| | 8 | X | X | | | X | | | | X | X | | |
| | 7 | | | | | | | X | X | | X | | |
| | 8 | | | | | | | | X | | | X | Outside service provider |
| | 8 | | | | | X | | | | | X | | |
| | 8 | | | | | | | | | | | | Referred for BHC services |
| | 8 | | | X | | | | | | X | X | | |
| | 7 | | | | | | | X | | | | | |
| | 7 | | | | | | | | | X | | X | Outside service provider(s) |
| | 7 | | | | | | | | | | | | Offered Career Choices |

7th Grade 8th Grade Intervention Tracker

Data Collection

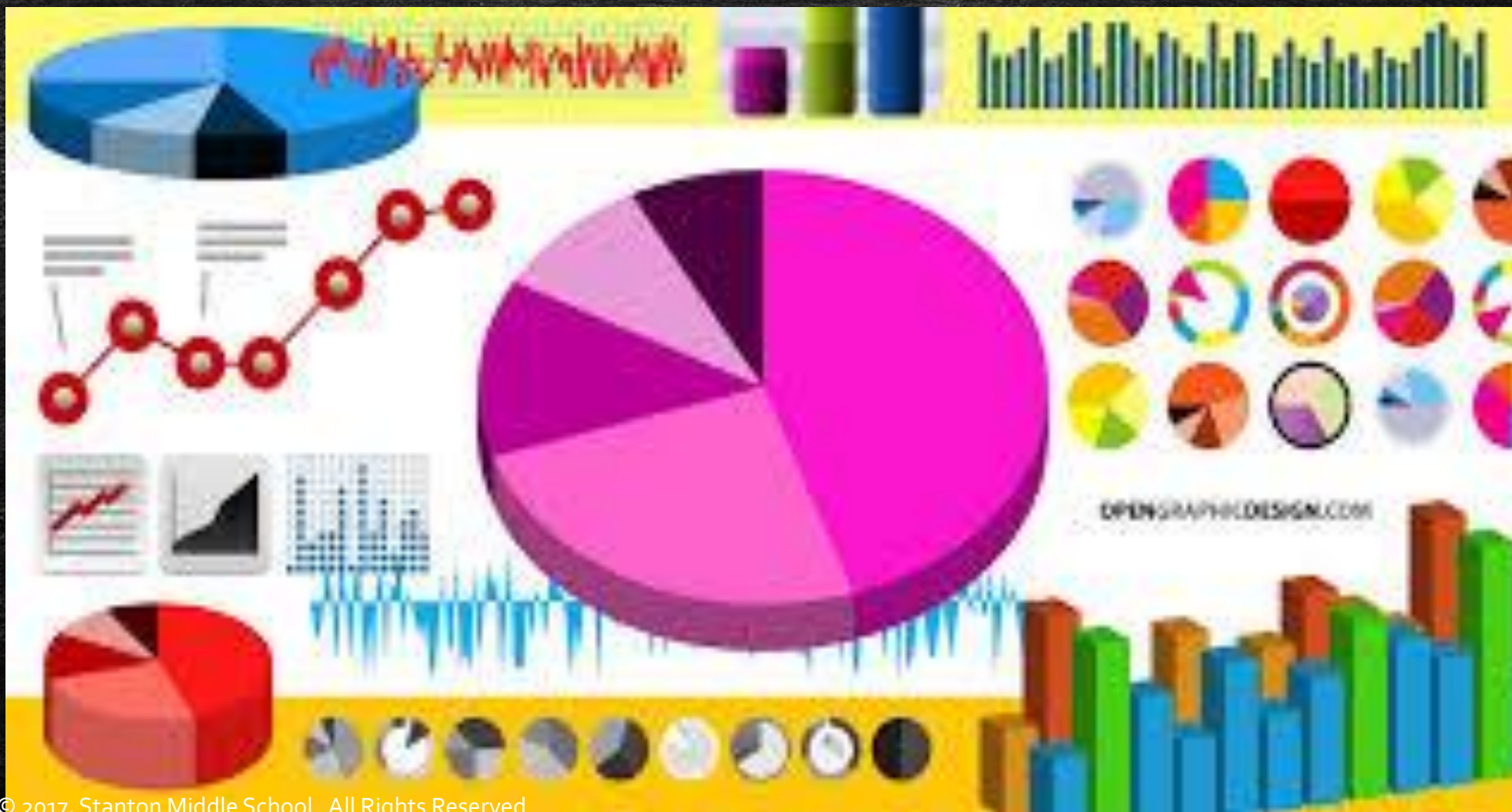




Table 1

Percentage of Change during the Implementation of Professional Development

| Focus area | 2012-2013 | 2014-2015 | Change (%) |
|-------------|-----------|-----------|------------|
| Suspensions | 118 | 67 | 43% less |
| Referrals | 1001 | 495 | 51% less |

Note. Adapted from Referral Action Profile System.

Table 2

Total Number of Special Education Students/Year

| Year | Number of Students |
|-----------|--------------------|
| 2012-2013 | 118 |
| 2013-2014 | 109 |
| 2014-2015 | 95 |
| 2015-2016 | 96 |

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

Table 3

Number of Special Education Referrals/Year

| Year | Number of Referrals |
|-----------|---------------------|
| 2012-2013 | 1001 |
| 2013-2014 | 697 |
| 2014-2015 | 495 |
| 2015-2016 | 599 |

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

Table 4

Number of Special Education Referrals by Grade Level

| Grade | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|-------|-----------|-----------|-----------|-----------|
| 6th | 218 | 165 | 70 | 72 |
| 7th | 319 | 221 | 217 | 436 |
| 8th | 464 | 311 | 208 | 91 |

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

Table 5

Number of Special Education Suspensions/Year

| Year | Number of Suspensions |
|-----------|-----------------------|
| 2012-2013 | 118 |
| 2013-2014 | 121 |
| 2014-2015 | 67 |
| 2015-2016 | 79 |

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

Table 6

Number of Special Education Suspensions by Grade Level

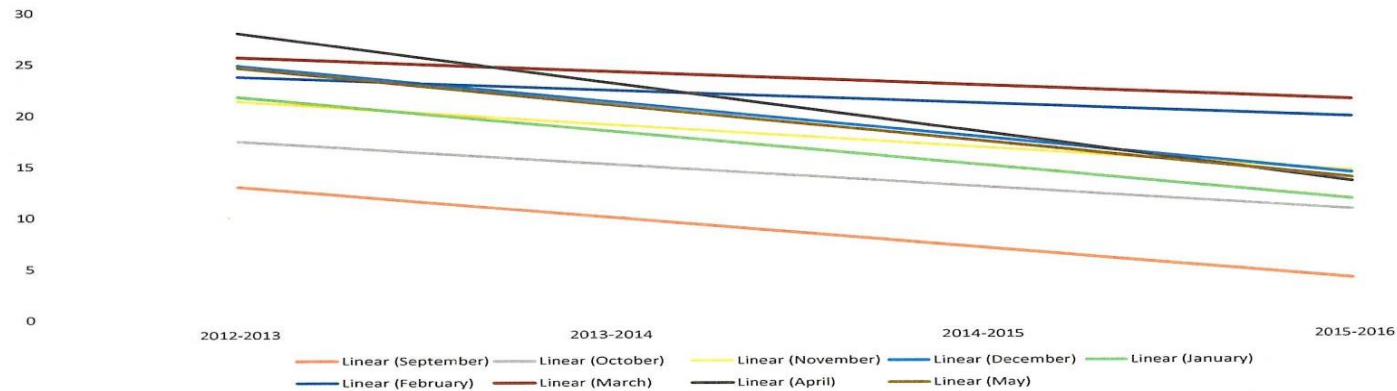
| Grade | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 |
|-------|-----------|-----------|-----------|-----------|
| 6th | 21 | 31 | 12 | 4 |
| 7th | 44 | 46 | 30 | 51 |
| 8th | 53 | 44 | 25 | 24 |

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

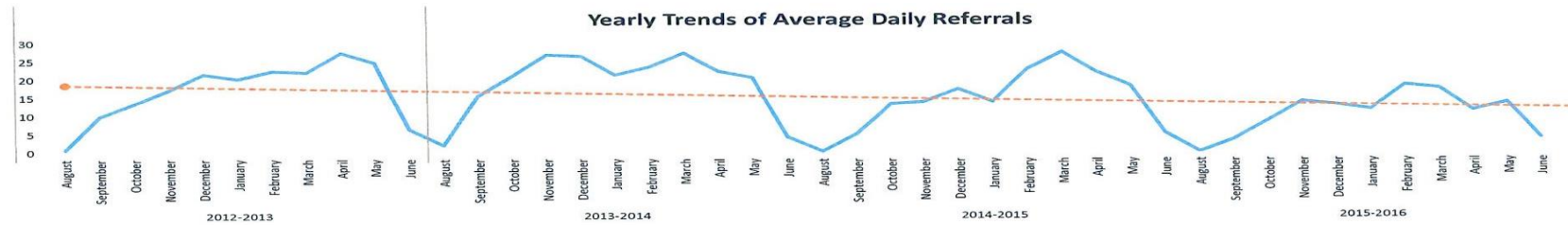
Average Daily Office Disciplinary Referrals

| School Year | August | September | October | November | December | January | February | March | April | May | June |
|-------------|--------|-----------|---------|----------|----------|---------|----------|-------|-------|-------|------|
| 2012-2013 | 0.8 | 9.94 | 13.47 | 17.12 | 21.53 | 20.27 | 22.44 | 22.05 | 27.38 | 24.68 | 6.4 |
| 2013-2014 | 2 | 15.5 | 21 | 26.82 | 26.46 | 21.29 | 23.5 | 27.29 | 22.25 | 20.5 | 4.2 |
| 2014-2015 | 0.25 | 5.05 | 13.23 | 13.8 | 17.29 | 13.79 | 22.75 | 27.42 | 22 | 18.15 | 5.2 |
| 2015-2016 | 0 | 3.33 | 8.48 | 13.72 | 12.76 | 11.47 | 18.15 | 17.22 | 11.16 | 13.33 | 3.57 |

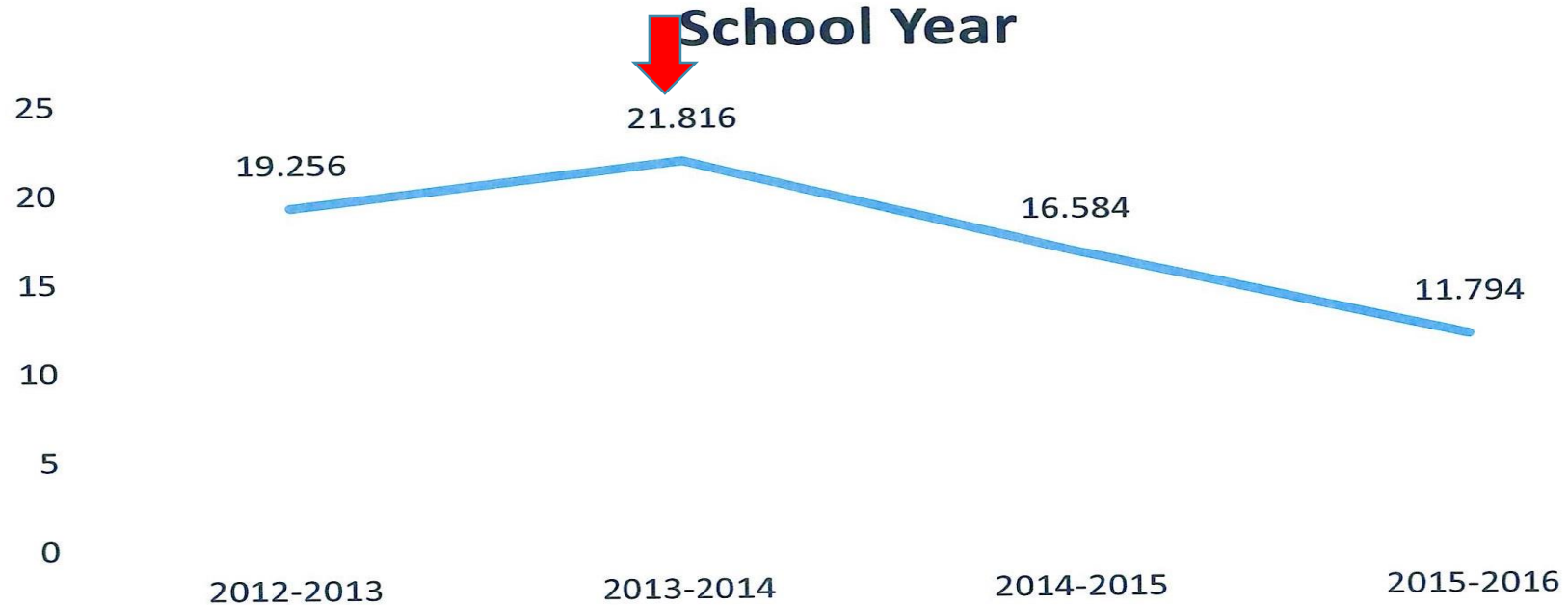
Trendlines by Month for Average Daily Referrals



Annual Trend Summary



Weighted Average of Daily Referrals by School Year

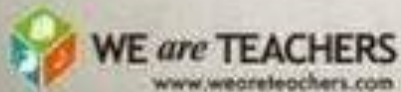
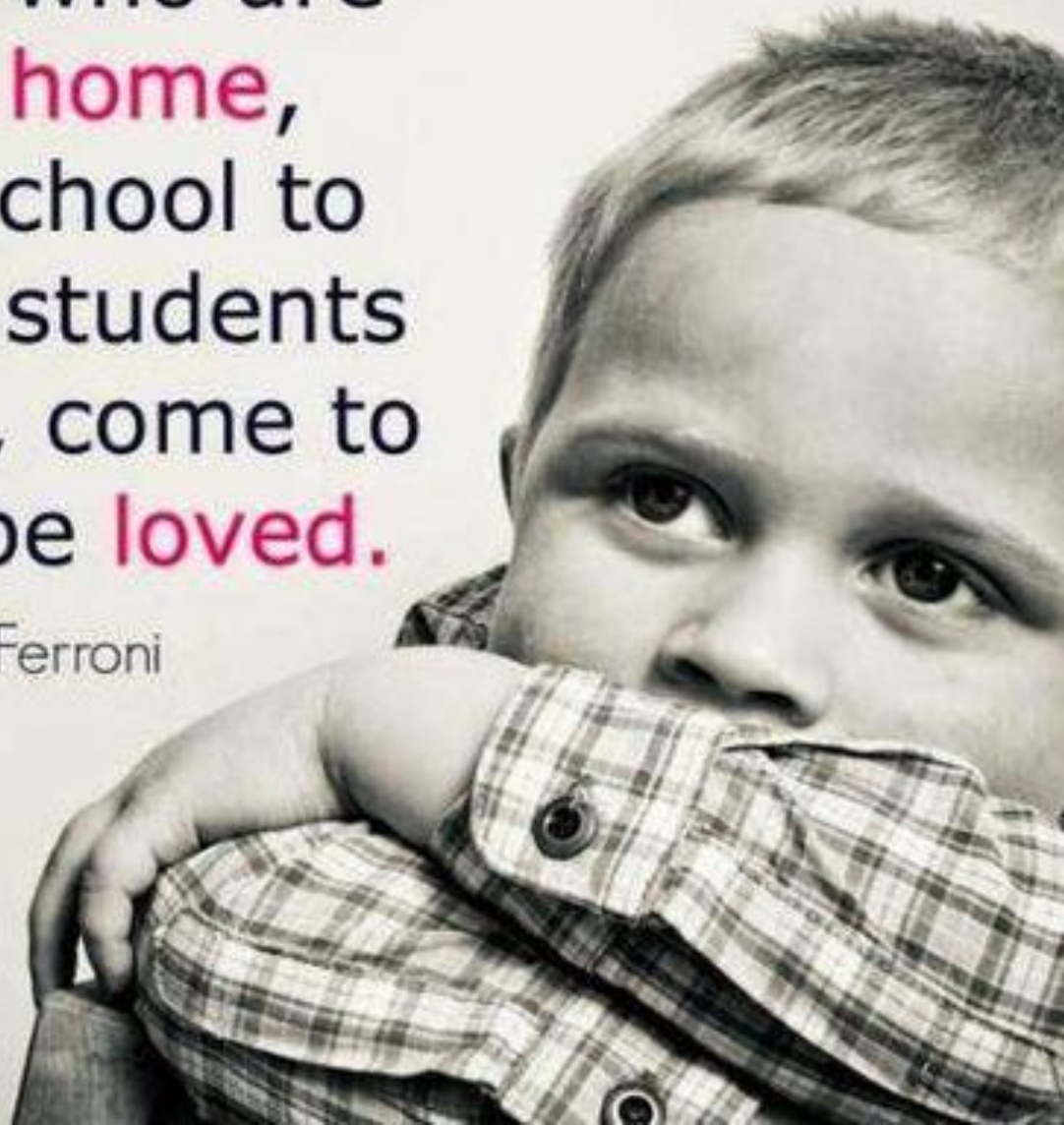


Strategies



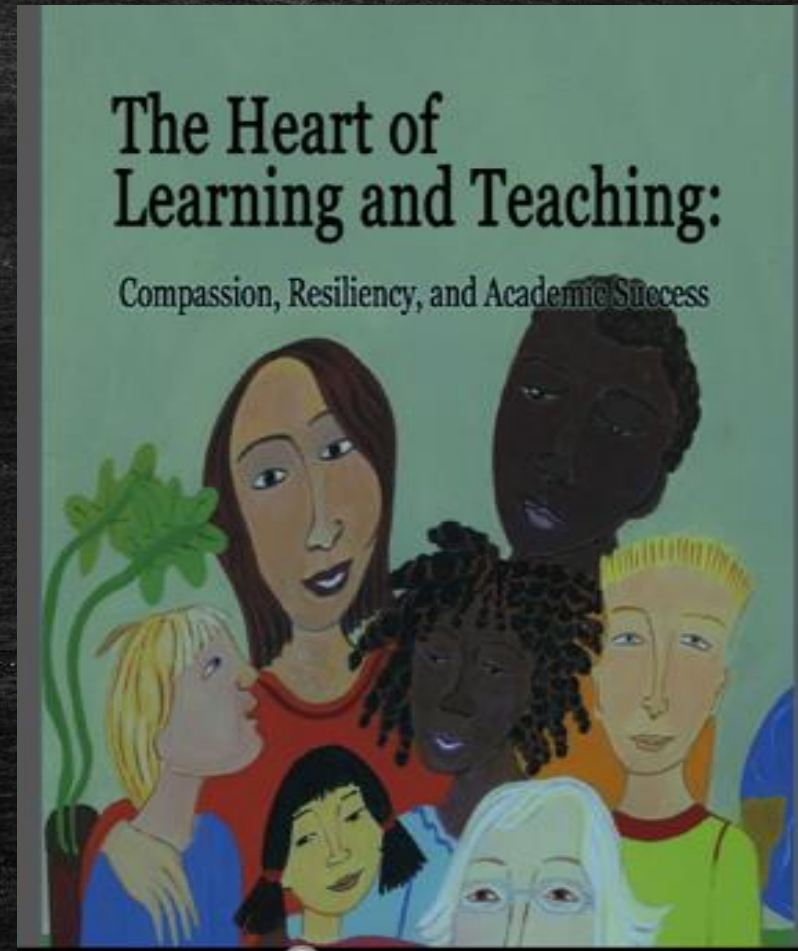
"Students who are
loved at home,
come to school to
learn, and students
who aren't, come to
school to be loved.

~Nicholas A. Ferroni



Build Capacity in Schoolwide Systems

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

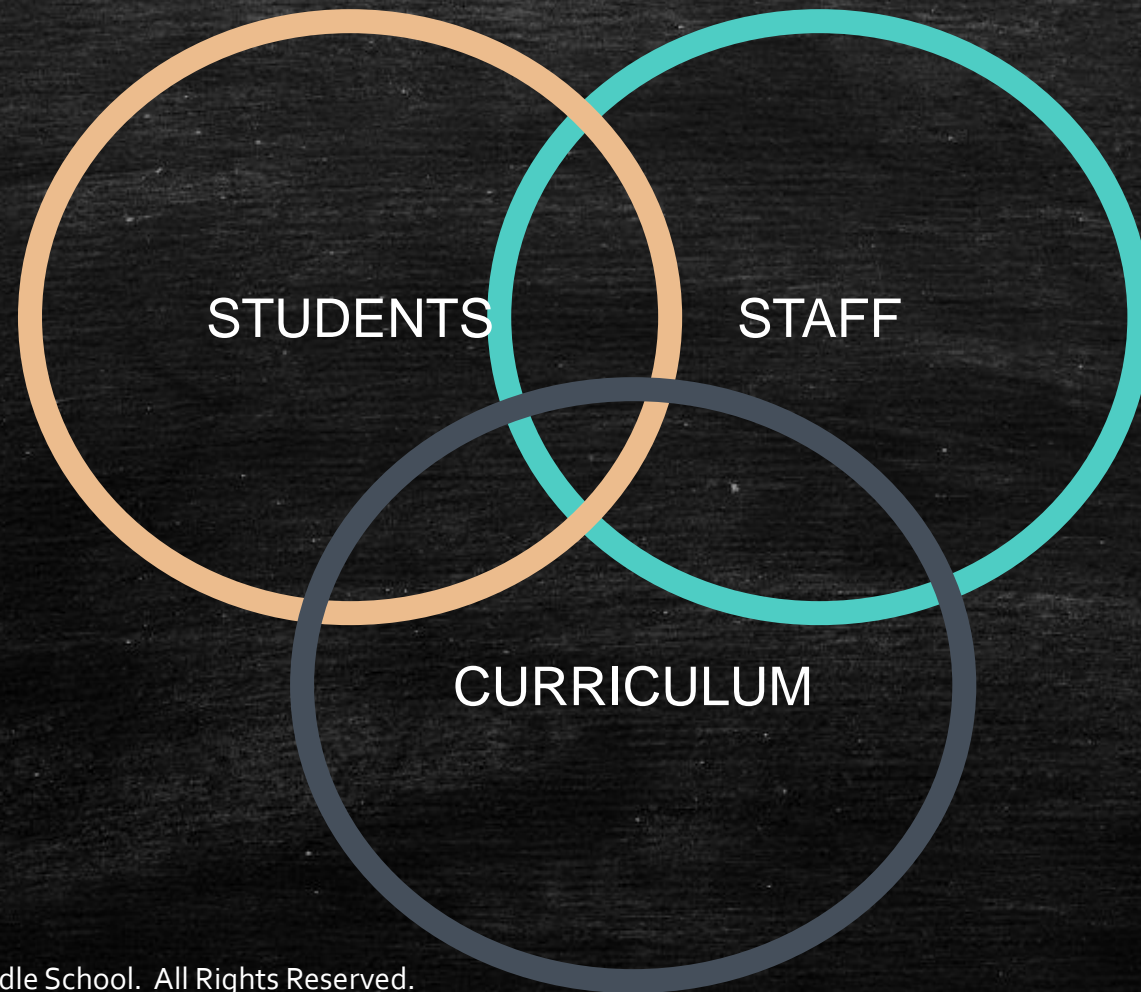


Connection

TRUMPS

Content

Building Relationships and Targeted Skills



Building Relationships and Targeted Skills

Consider Principles Before Programs

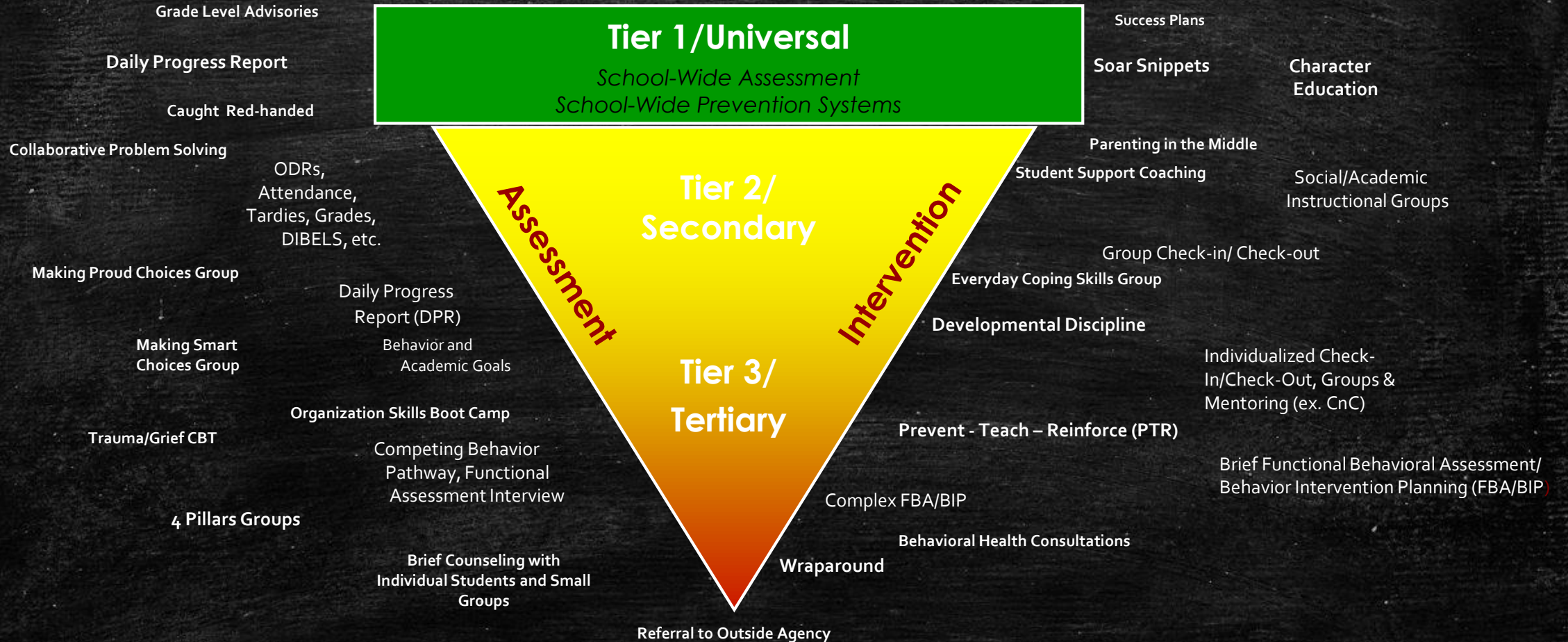
- **Focus on Connections**
 - Help adults connect with youth
 - Help students connect with adults
 - Help families and communities connect with youth
 - Help peers connect – student to student, staff to staff
- **Focus on helping students grow developmentally-appropriate skills (A-R-C)**
 - In all domains 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

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

Realign Service Delivery Model to Enhance System of Care

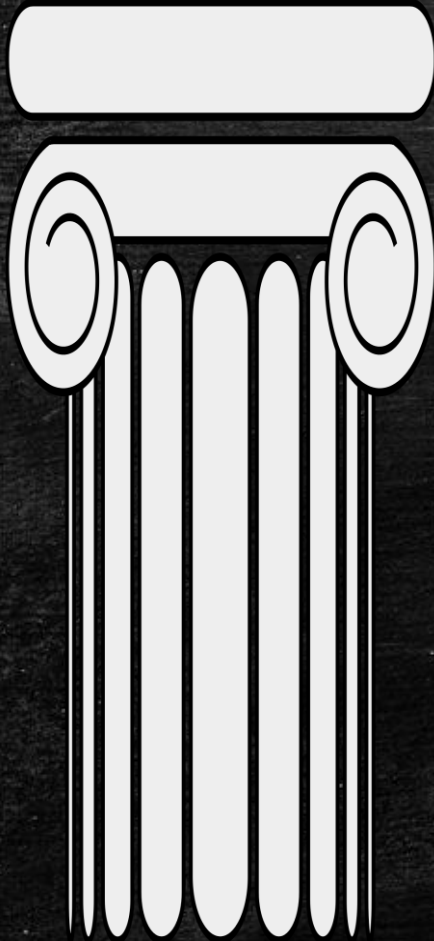
Trauma-Informed Schools Framework PD



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

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

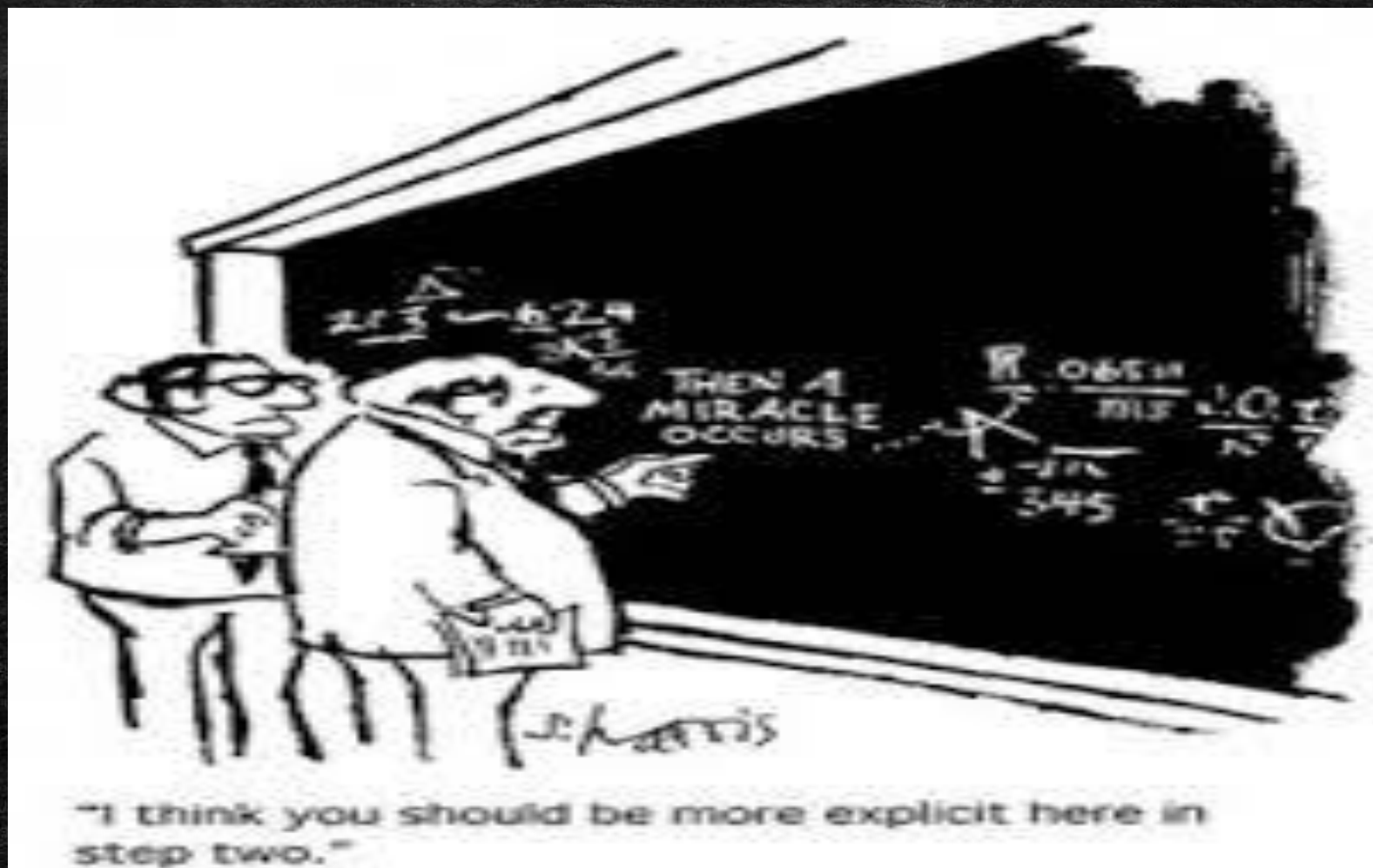


KEEP
CALM
AND
START
COLLABORATING

If you want to go fast, go alone;
but if you want to go far,
GO TOGETHER!

African Proverb

Component 2: Theory of Change



Asset Mapping Activity

YOUR SCHOOL

Compassionate Schools Theory of Change

RESOURCES (Asset Map)

| |
|--|
| |
|--|

ACTIVITIES (for Students & Families)

| |
|--|
| |
|--|

ACTIVITIES (for Teachers & Staff)

| |
|--|
| |
|--|

SHORT-TERM CHANGES

| |
|--|
| |
|--|

LONG-TERM CHANGES

| |
|--|
| |
|--|

MEASURES/DATA

| |
|--|
| |
|--|

GOAL/VISION

*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.*

Component 3: Book Study



Book Study

- *Heart of Teaching & Learning* (Hertel, Wolpaw, 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



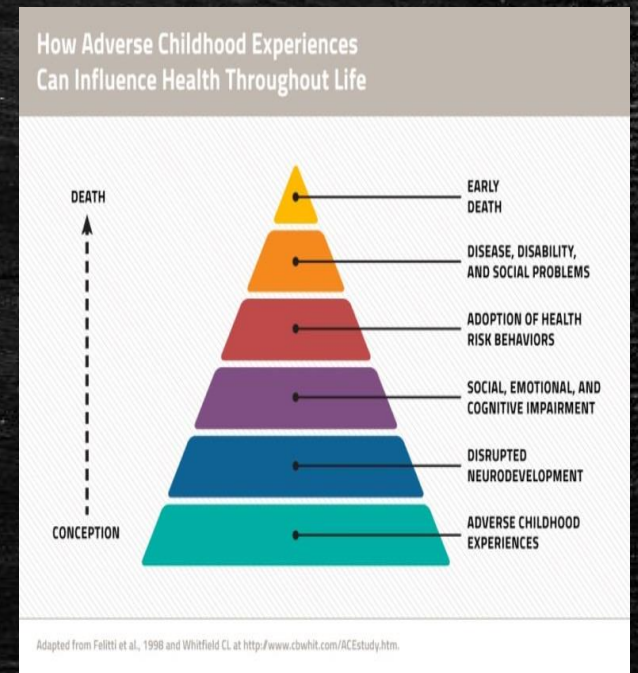
Curriculum: Brain Architecture Game

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



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

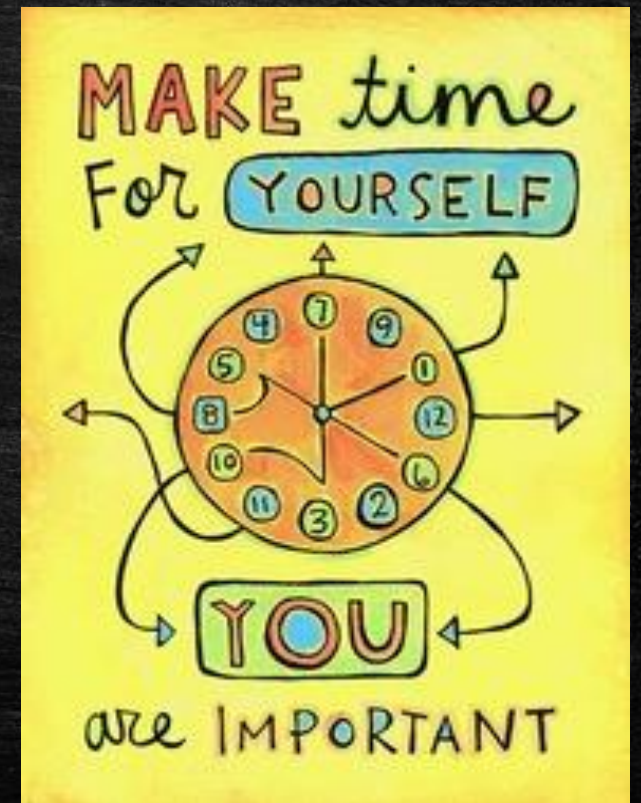


Curriculum: Educator Self-Care

- 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



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

"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!

