

# Resilient Classrooms

## Trauma-Informed PBIS Strategies

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# Resilient Classrooms: Agenda

- Trauma, ACEs, and Effects on Learning and Behavior
- Resilience
- 5 Elements of a Resilient PBIS Classroom
- **Short Break**
- 5 Elements of a Resilient PBIS Classroom
- Conclusion



# What is Trauma?

The Substance Abuse and Mental Health Services Administration (SAMHSA) describes individual trauma as resulting 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."

[www.samhsa.org](http://www.samhsa.org)



# What are Adverse Childhood Experiences?

*(ACEs Study, Anda & Felitti)*

- Stressful or traumatic events, including:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Physical neglect
  - Emotional neglect
  - Intimate partner violence
  - Mother treated violently
  - Substance misuse within household
  - Household mental illness
  - Parental separation or divorce
  - Incarcerated household member



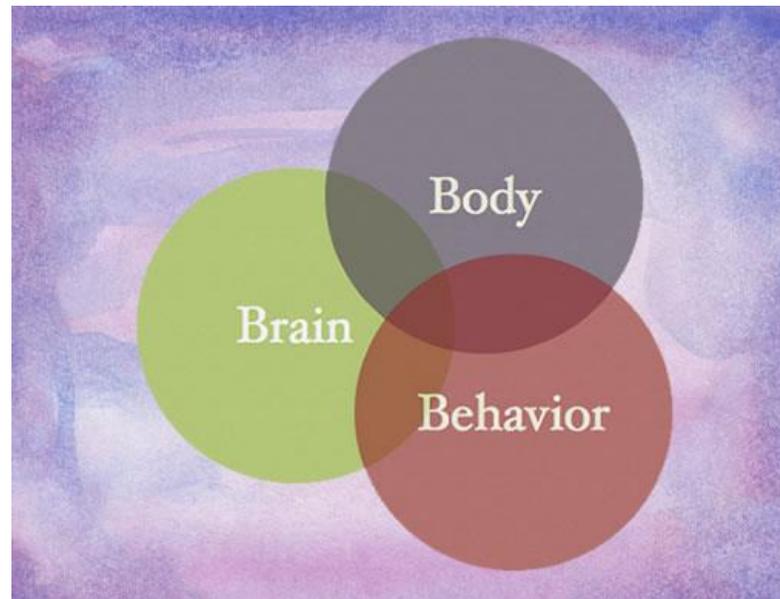
# What is Toxic Stress Response?

- **Toxic stress response** can occur when a child experiences strong, frequent, and/or prolonged adversity—such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship—without adequate adult support.
- When toxic stress response occurs continually, or is triggered by multiple sources, it can have a cumulative toll on an individual's physical and mental health—for a lifetime.

*Center on the Developing Child, Harvard University*

# The Potential Impact of ACEs

- [Video:](https://www.cdc.gov/injury/priority/aces.html)
- <https://www.cdc.gov/injury/priority/aces.html>



# Trauma is Based on Perception

Dr. Bonanno, Columbia  
University Teacher's College

“The prospective epidemiological data shows that exposure to potentially traumatic events does not predict later functioning. It's only predictive if there's a negative response.”

- In other words, living through adversity, be it endemic to your environment or an acute negative event, doesn't guarantee that you'll suffer going forward. **What matters is whether that adversity becomes traumatizing.**

# Trauma Changes Perceptions

- I cannot trust others.
- I cannot trust myself.
- I cannot depend on others.
- I am not worthy.
- I deserve the bad things that happen to me.
- It's my fault.
- I do not have control over my environment.
- I am helpless.

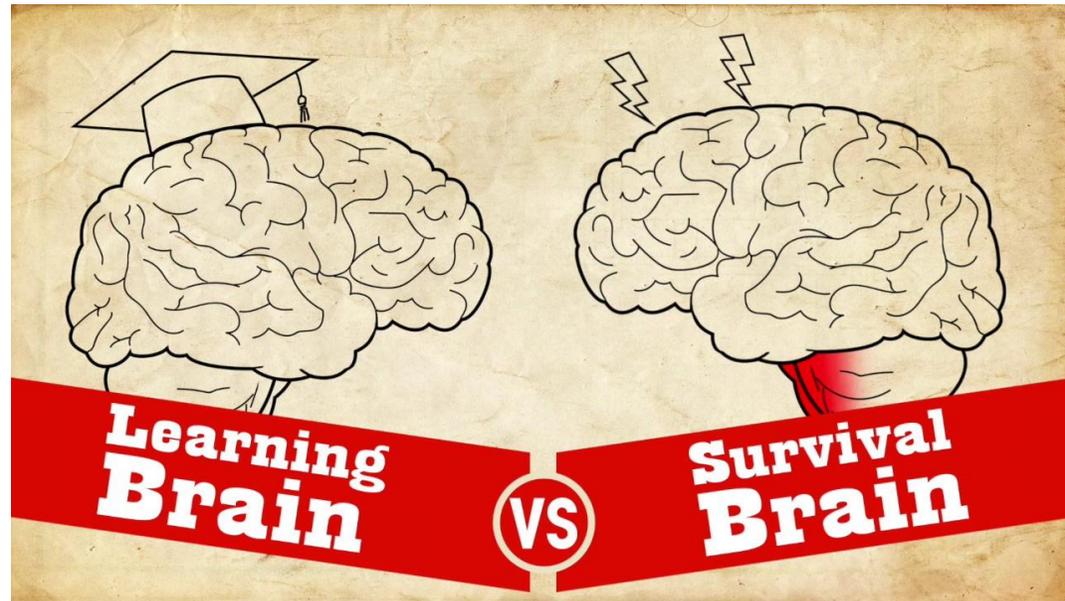
*Integrating Trauma-Informed Approaches With PBIS Within an MTSS Framework, Lynne DeSousa, M.S.*

*Colorado Department of Education, 2018*

# Trauma & Behavior

- Chronic trauma can impair the development of a child's ability to regulate their emotions and control impulsive and externalizing behaviors.
- Some children internalize their trauma and may demonstrate social withdrawal or perfectionism.
- **When misbehavior occurs, a trauma-informed perspective considers, "What has happened to you and how can I help?" instead of, "What is wrong with you?"**
- *Using Positive Behavioral Interventions & Supports to Help Schools Become More Trauma-Sensitive.* Wisconsin Dept. of Public Instruction

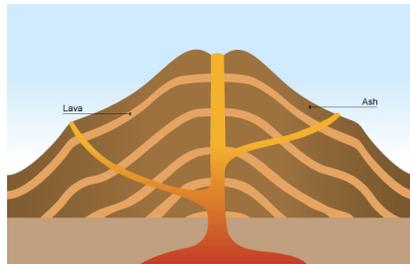
# Trauma & Learning



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

# Trauma & Triggers

- A student who has a trauma background may demonstrate quick, strong reactions to what would otherwise seem like a normal circumstance.
  - Examples include: Correction from a teacher, proximity of an authority, interaction with someone the student does not know well, an embarrassing moment, struggling with an assignment, misinterpretation of another's actions.
- Why does this occur?
  - The student is highly sensitive to feeling threatened, both emotionally and physically.
  - The student's "lava" is already bubbling up even before coming to school.



# PBIS & Trauma in Context Example from the Field

- Kindergarten student in suburban school district.
- Traumatic experiences included: present when older brother attempted suicide, mother had health issues, frequent moves and experience of homelessness, economic stress in family.
- Presenting issues/behaviors: separation anxiety, frequent elopements from classroom, defiance toward staff, destructive when escalated, work refusal.
- Other factors: Mother worked at the school, relationships between school and home were contentious, lack of trust between school and home, advocate and Special Education Director involved.

# PBIS & Trauma in Context

## Example from the Field

- **Considerations:** Student's trauma history likely contributed to his separation anxiety and elopement. He eloped to find his mother in the cafeteria. Mother's distrust of the school only heightened the student's emotions and strengthened the elopement behavior.
- **Consultation:**
  - Modify student's work load (**Address student's stress/trigger.**)
  - Teach student how to request to leave the room (**Teach a skill.**)
  - Provide opportunities to **strengthen positive relationships** with school staff.
  - Engage in a school-based wraparound process to support the student, parent, and school personnel (**Strengthen trust.**)
  - Collect data and evaluate effectiveness of interventions (**Monitor progress.**)
- **Result:** Elopements and defiant/destructive behaviors decreased dramatically within the first month of the new interventions. Mother and student felt supported by the school team and wraparound process. Student received increased special education support for academics.

**“Not every student has a significant trauma history, but the needs of those who do can define the success of the entire classroom.”**

Trauma interferes with:

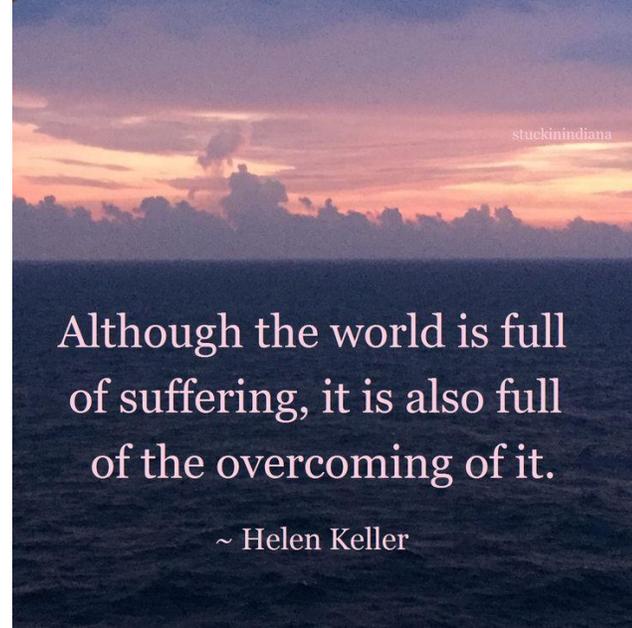
- Being present with a “learning ready brain”
- Chronic attendance problems
- Lower grade point average, higher risk of school failure
- Behavioral problems (avoidant/withdrawing, disruptive/acting out, disengaged/going numb)
- Educator frustration, low job satisfaction

*Fostering Resilient Learners, Souers and Hall (2016)*



# Resilience Defined

- The capacity to recover quickly from difficulties; toughness.  
*Oxford Dictionary*
- Resilience is the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress. It means "bouncing back" from difficult experiences.  
*American Psychological Association*



# Kids are Resilient

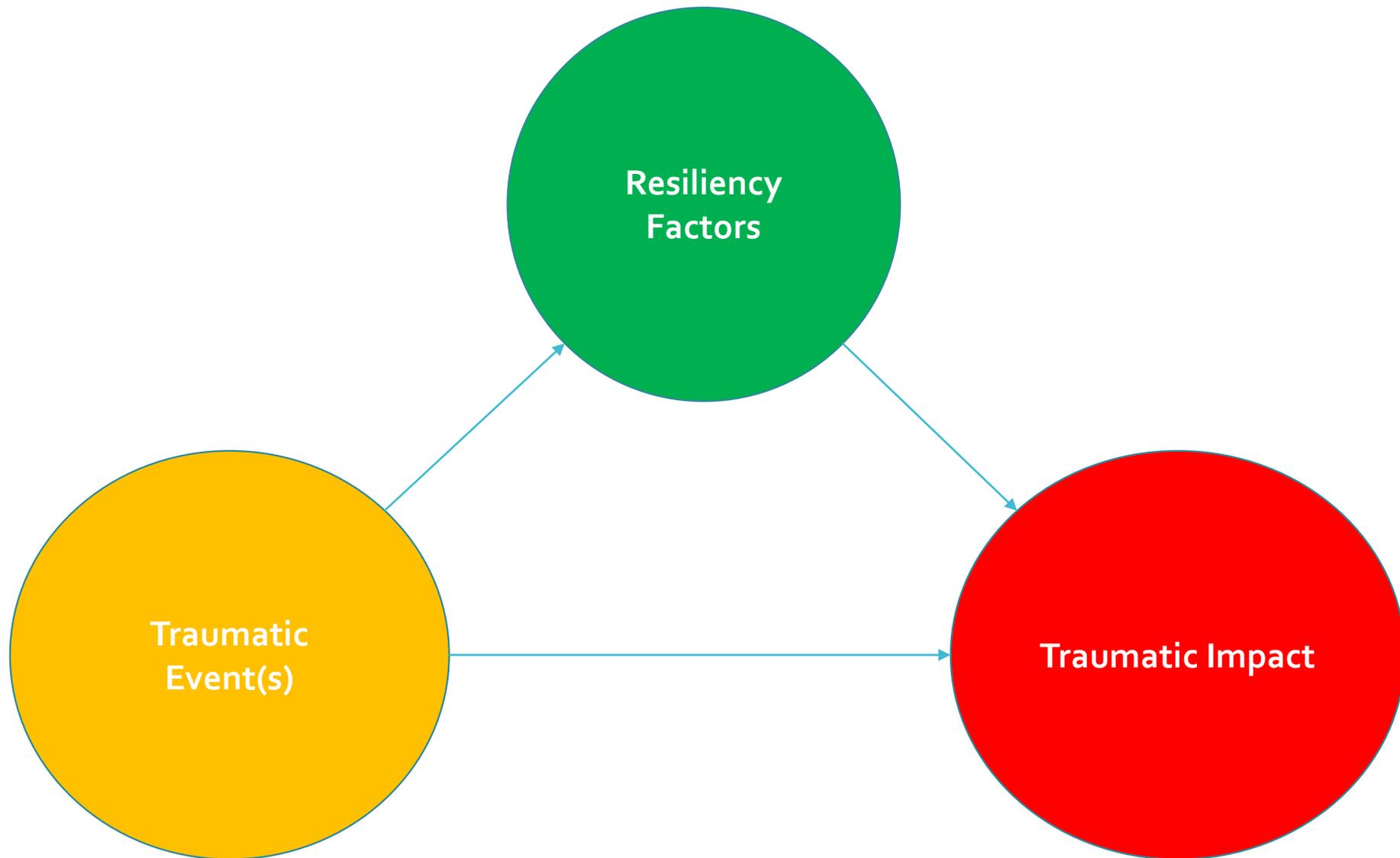


One way to understand the development of resilience is to visualize a balance scale or seesaw. Protective experiences and coping skills on one side counterbalance significant adversity on the other. Resilience is evident when a child's health and development tips toward positive outcomes — even when a heavy load of factors is stacked on the negative outcome side.

*Center on the Developing Child,  
Harvard University*

Dr. Bonanno,  
Columbia  
University

- Review of 67 studies of people who experienced all kinds of traumatic events.
- “I’m talking mass shootings, hurricanes, spinal cord injuries, things like that,” Dr. Bonanno said. ***“And two-thirds were found to be resilient. Two-thirds were able to function very well in a short period of time.”***



Dr. James Henry, Children's Trauma Assessment Center, Western Michigan University

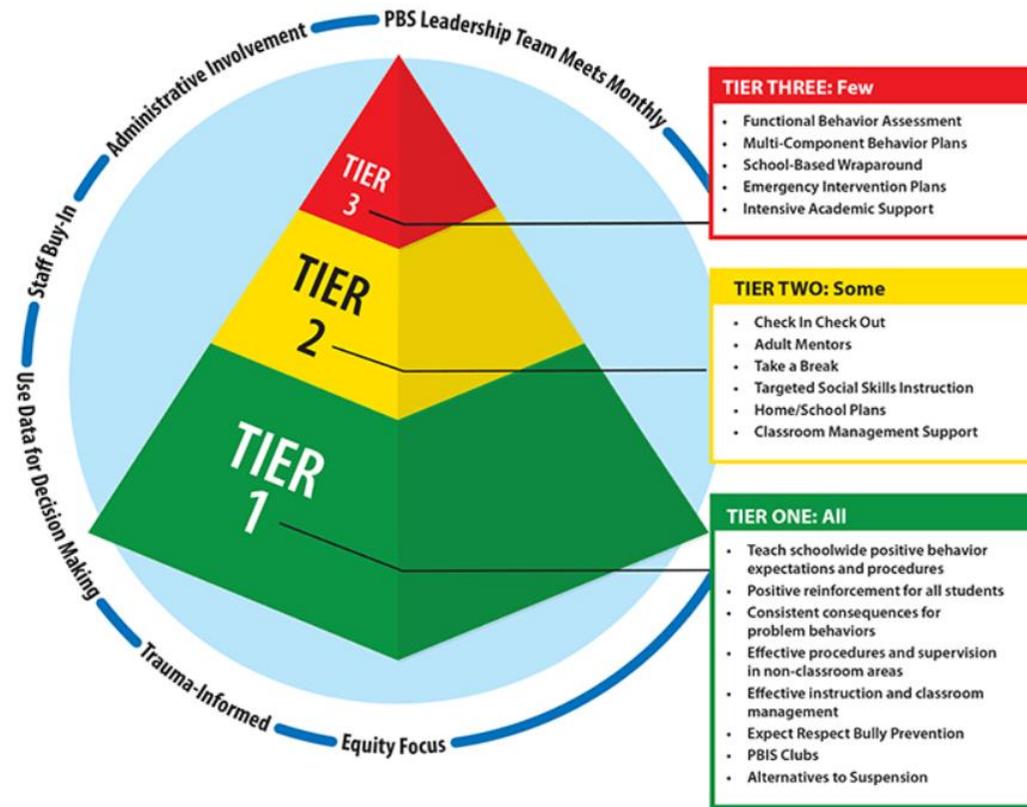
# What Promotes Resilience in Kids?

- **Resilience can be strengthened at any age.**
- Early intervention is important as the brain is most adaptable early in life.
- At any age, however, there are health-promoting activities that can improve the chances that a child will become more resilient.
- The classroom is a place the child regularly has access to and attends and can be an integral part of a child's healing from traumatic life experiences.
- Resilience can be nurtured in a supportive environment and **skills that increase resilience can be taught.**



# Resilient Classrooms: Alignment with a 3-Tiered Model

## Three-Tiered Model of Positive Behavioral Interventions and Support



- Trauma-informed strategies are delivered most effectively through a 3-tiered PBIS framework of behavioral intervention.
- “Resilient Classrooms” focuses primarily on Tier 1 universal supports for all.
- [www.resa.net/teaching-learning/pbis](http://www.resa.net/teaching-learning/pbis)

Five Elements  
of a Resilient  
PBIS  
Classroom

1. Protection (Safety)
2. Connection (Respect)
3. Social-Emotional Learning (Responsibility)
4. Choices (Respect, Responsibility, Safety)
5. Self-Care (Respect)

# 1. Protection

## Practical Ways to Create Safe Classrooms

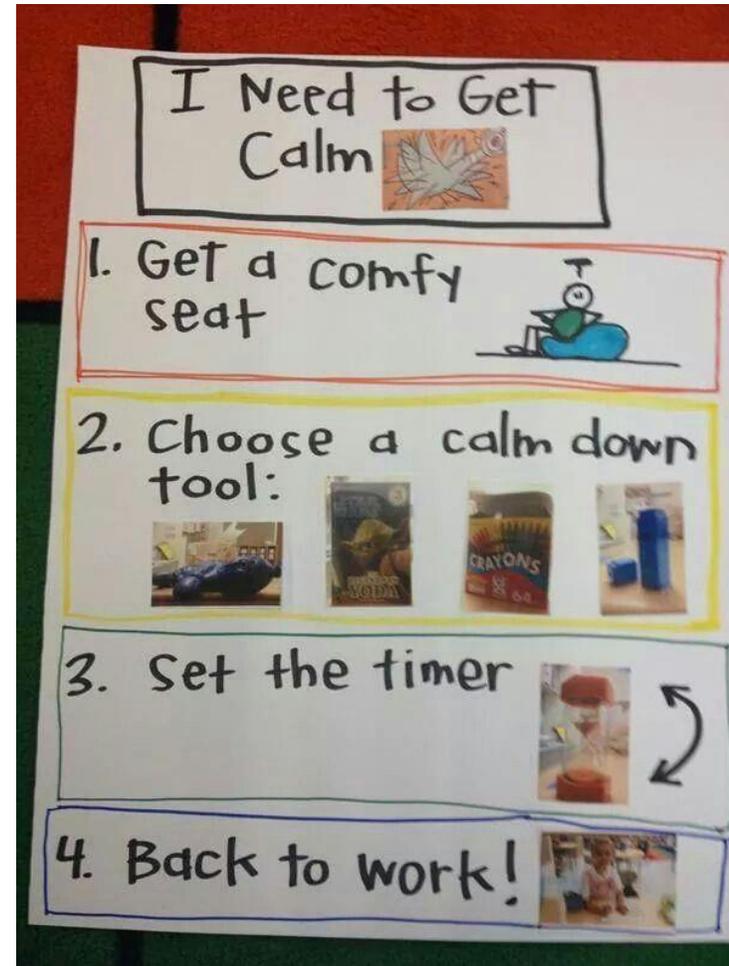
- Teach Classroom Expectations Frequently
  - Explicit instruction
  - Daily/hourly reminders
  - Do not assume kids “just know” how to behave
  - Explicit instructions for classroom areas
- Practice Classroom Expectations
  - How to line up
  - Morning routine
  - How to complete a planner
  - How to ask for help
  - How to request and take a break

“Routines and rituals are an antidote to life’s chaos and disruptions, allowing children to shift out of survival mode and into new patterns of adaptive social interactions with adults.”  
*Dombo & Sabatino*

# Protection: Teach Expectations in the Classroom

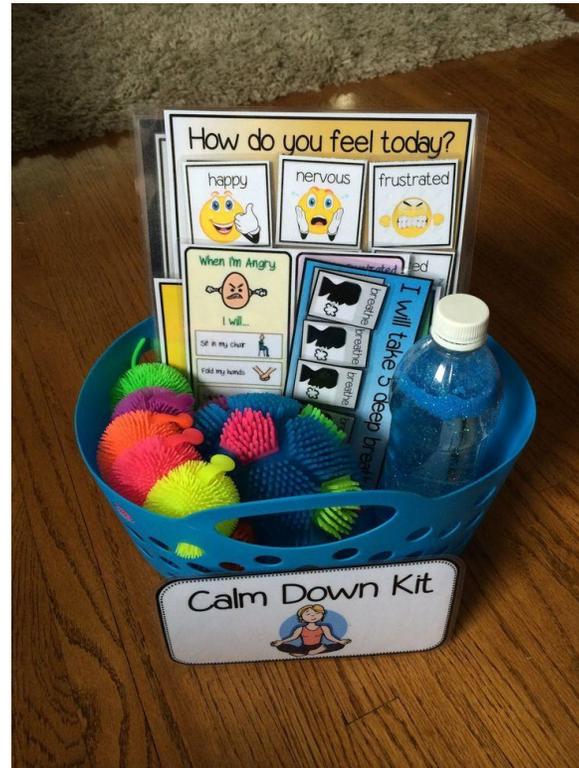
EXPECTATIONS	Classroom Procedures/Routines				
	Class-Wide	Arrival	Cooperative Learning Groups	Independent Seat Work	Whole Group
	Identify Attention Signal.....Teach, Practice, Reinforce				
 <p><b>Be Respectful</b></p>	<ul style="list-style-type: none"> <li>Listen to others</li> <li>Use inside voice</li> <li>Use kind words</li> <li>Ask permission</li> </ul>	<ul style="list-style-type: none"> <li>Enter/exit classroom prepared</li> <li>Use inside voice</li> </ul>	<ul style="list-style-type: none"> <li>Listen to others</li> <li>Accept differences</li> <li>Use kind words</li> <li>Encourage others</li> </ul>	<ul style="list-style-type: none"> <li>Use quiet voice</li> <li>Follow directions</li> <li>Use the FOCUS strategy</li> </ul>	<ul style="list-style-type: none"> <li>Eyes/ears on speaker</li> <li>Raise hand to speak</li> <li>Contribute to learning</li> </ul>
 <p><b>Be Responsible</b></p>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Follow directions</li> <li>Be a problem solver</li> <li>Make choices that support your goals</li> </ul>	<ul style="list-style-type: none"> <li>Place materials in correct area</li> <li>Begin warm-up promptly</li> </ul>	<ul style="list-style-type: none"> <li>Use time wisely</li> <li>Contribute</li> <li>Complete your part</li> </ul>	<ul style="list-style-type: none"> <li>Use the FOCUS strategy</li> <li>Be a TASK master</li> <li>Use your neighbor</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions</li> <li>Take notes</li> <li>Use the FOCUS strategy</li> <li>Meet your goals</li> </ul>
 <p><b>Be Safe</b></p>	<ul style="list-style-type: none"> <li>Keep hands, feet, and objects to self</li> <li>Organize yourself</li> <li>Walk</li> </ul>	<ul style="list-style-type: none"> <li>Walk</li> <li>Use your personal power to support self/others</li> </ul>	<ul style="list-style-type: none"> <li>Use materials carefully</li> <li>Use your personal power to support self/others</li> </ul>	<ul style="list-style-type: none"> <li>Notice your neighbor</li> <li>Keep hands, feet, and objects to self</li> </ul>	<ul style="list-style-type: none"> <li>Stay at seat</li> <li>Keep hands, feet, and objects to self</li> <li>Notice your neighbor</li> </ul>

# Protection: Teach How to Request and Take Break



- Teach all students how to know when to request a break.
- Teach the classroom break procedure.
- Normalize asking for a break.
- Display explicit instructions in the break area for students.
- Provide access to a calm-down kit

# Protection: Break Areas



# Protection: Communicate Empathy with Corrective Feedback

- A core feature of trauma training is providing staff the knowledge and research behind traumatic experiences and brain science to help staff develop empathy for students whose misbehavior may be a trauma response.
- Providing corrective feedback *privately* that is coupled with an empathic statement will increase the likelihood that the student will calm down and learn from the corrective feedback.
  - Empathic statement: "I can see you are pretty upset. What happened?"
  - Corrective feedback:
    - "Was that a respectful thing to say? What should you have done?"
    - "What's a better way of getting your point across?"
    - Practice it: "Ok, try that."
    - Acknowledge cooperation: "Thanks."

## Protection: Safe, Consistent Consequences

- Authoritative approaches to discipline balance high responsiveness (warmth) with consistent control. Authoritative parenting styles produce the best child outcomes. (*Driscoll, Russell, & Crockett, 2008; Jabeen, Anis-ul-Haque, & Riaz, 2013; Patock-Peckham & Morgan-Lopez, 2006*).
- Time-out is an evidence-based intervention for children to correct misbehavior.
- Time-outs are immediate interruptions to problem behavior, are brief, and can be combined with completing a Think Sheet.
- In-class and short out-of-class time-outs provide a predetermined consequence for teachers when problem behavior occurs.
- **Setting appropriate limits helps all students feel safe.**

# Protection: Designing a Classroom Time- Out Procedure

- Prepare a time-out area in your classroom.
  - Separate space
  - May include a desk and chair or just a chair
  - Include a timer
- Teach the time-out process to your students.
  - What behaviors would constitute a time-out?
  - How long does the time-out last?
  - What should a student do during the time-out?
- Role-play the time-out process with the class. Practice as needed throughout the year.
- Remind the class that time-out is for any student that does not follow classroom rules. This guards against a student feeling singled out.
- Consider having an out-of-class time-out area
  - Outside the classroom
  - In the office or another location in the school
- Ensure that if a time-out is given, the student completes it.
  - Back up the time-out with a privilege loss or phone call home if compliance with the time-out is an issue.

# Protection: Think Sheets

## Restorative Practices Think Sheets

 What happened? \_\_\_\_\_

 What were you thinking at the time? \_\_\_\_\_

 What have you thought about since? \_\_\_\_\_

 Who was affected and how? \_\_\_\_\_

 How can you make things right? \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Behavior Think Sheet

Teacher: \_\_\_\_\_

What I did: \_\_\_\_\_

How did it make others feel?

 Scared	 Sad	 Worried	 Angry
			

Next time, I will \_\_\_\_\_

Student Signature: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Parent Signature  \_\_\_\_\_  
(if checked)

# Protection: Does Time-Out Re-traumatize Children?

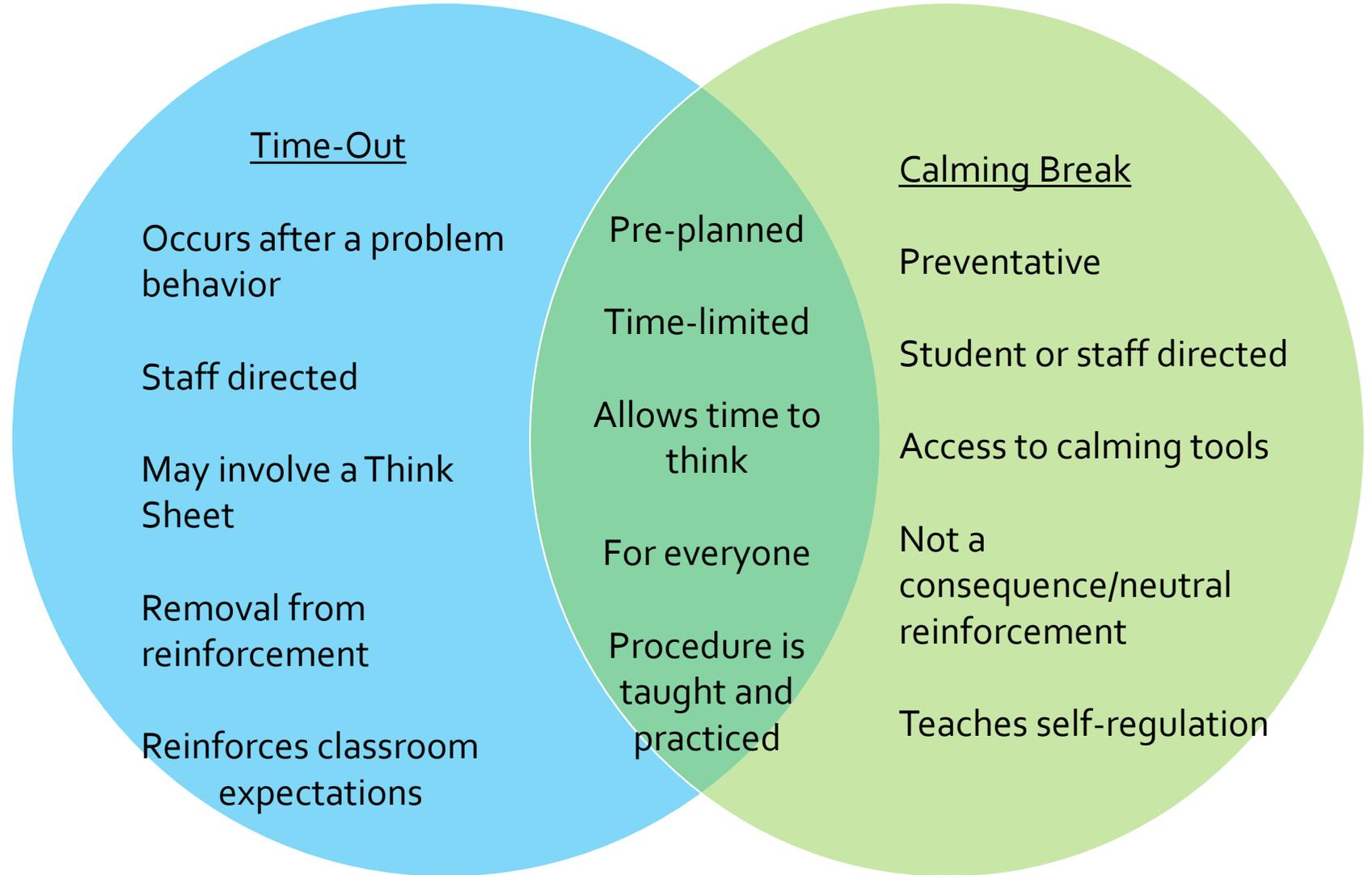
Quetsch, Lieneman &  
McNeil, 2017

- There is no evidence that the short-term experience of time-out constitutes “repeated” stress, a core feature of trauma experience.
- Time-out provides teachers with a safe, predictable consequence for students when misbehavior occurs.
- Time-outs must be distinguished from a preventative calming break.



# Protection:

## What is the Difference Between a Time-Out and a Calming Break?



# Protection: Teaching Time-Out vs. Break



## Cool Down

- 1** Go to “Cool Down” area
- 2** Set timer for 5 minutes
- 3** Use a fidget if you’d like
- 4** Take deep breaths
- 5** When the timer sounds, turn it off and return to class



## Sit and Think

- 1** Set timer
- 2** Quietly sit in chair
- 3** Think about your actions
- 4** Talk respectfully with adult
- 5** Move on

# What Does “Time-Out” Look Like For Middle and High School?



Time-Out  
means time-  
out from  
reinforcement

- **Think function:** What is reinforcing the behavior?
- **Remove the reinforcement:**
  - Peer attention
  - Adult attention
- Reset or Responsibility Rooms are ways secondary schools remove students from positive reinforcement.
- Reset or Responsibility Rooms must have clearly defined procedures that students have been taught and staff follow in order to be effective.
- **Engage parents:** What reinforcement could be removed at home?

## Brownstown Middle School: Reset Room

# RESET

When a student is having difficulty with their behavior, we have them come to the WRC Room for "RESET"

- Teacher sends student with a RESET form to identify target behavior(s)
- The student takes time to reflect on their behavior
- The Tier II/III Behavioral Coach works with the student and goes over their reflection
- Parent(s) are notified of the RESET

# Protection: Think Sheets for Secondary

WRC ROOM EXTENSION: 2203

 **BROWNSTOWN MIDDLE SCHOOL "RESET" FORM**  
Woodhaven-Brownstown School District

**This portion of form needs to be completed by referring Staff Member**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Hour: \_\_\_\_\_ Date: \_\_\_\_\_

Student can return to class:

- Once they have completed the form and parent has been contacted
- Next scheduled day of class

The purpose for a "RESET" is for a student to take a moment to reflect on their inappropriate behavior, refocus their attention, provide feedback to their teacher and notify their parent/guardian of their actions.

**REASON FOR STUDENT "RESET"**

- Insubordination/Refusal to Work
- Continual Disruption
- Defiance/Disrespect
- Inappropriate Language/Gesture
- Other: \_\_\_\_\_

**This portion of form needs to be completed by WRC Room Teacher**

Parent Notification Documentation:

- Number Called: \_\_\_\_\_
- Time Called: \_\_\_\_\_
- Spoke With: \_\_\_\_\_
  - No Answer- Message Left
- Parent Requested to talk to Teacher
  - Email was sent to Teacher

Additional Documentation:

- Student Completed "RESET" form correctly
- Student's behavior while in WRC Room was:
  - Positive
  - Negative
- Student left the WRC Room during Hour: \_\_\_\_\_
- Administration follow-up is needed

**WARRIOR RESPONSIBILITY CENTER**



**This portion of form needs to be completed by Student**

Please write in complete sentences.

(1) What were you doing that caused a problem? (Describe your actions honestly).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(2) Why were you doing it? (Think carefully about what caused your action).

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(3) What effect did/could your actions had on...

(a) You? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(b) Your classmates? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(c) Your Teacher? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(4) What will you do differently next time? (Be very specific).

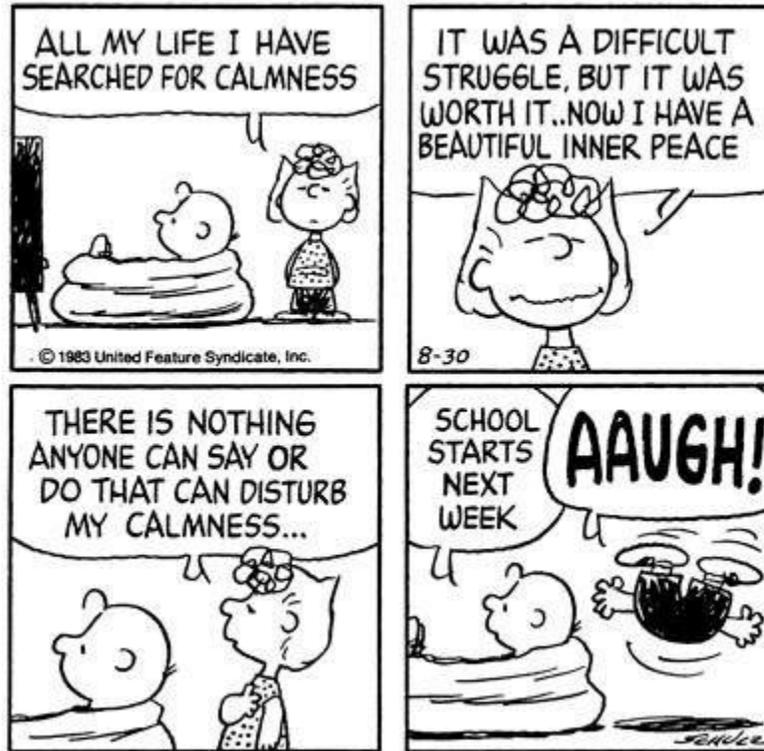
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Once finished with all 4 sections of this form, return it to the WRC Room Teacher

# Protection: Maintain Emotional Control

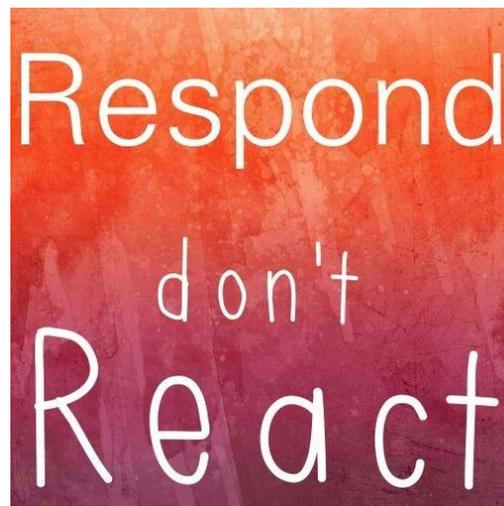


- Predetermined consequences in the classroom give teachers strategies for managing problem behavior.
- Working with students, especially students who have experienced trauma, requires that staff remain calm and aware of their own emotions and behaviors.
- Resilient PBIS classrooms have teachers who are aware of their own emotions, maintain emotional control, and seek support when they need it.

Protection:  
Maintain  
Emotional Control

# Reacting vs. Responding

- Reacting
  - Quick, impulsive
  - Defense mechanism
  - Not well-thought out
  - Escalates the situation
- Responding
  - Considers your own well-being and the well-being of others
  - Stays in line with your core values
  - Requires self-awareness
  - De-escalates the situation



# Protection: Understand Triggers of Trauma Responses

- Be sensitive to how material within the curriculum may affect students.
- Trauma and grief responses can occur without warning and the students themselves may not be aware of what triggered the response.
- Try to find out more about your students' backgrounds.
- A trauma response can be an opportunity to help a student process their trauma and/or grief.
- Do not hesitate to access the school counselor, social worker, or psychologist for additional support for the student.
- Advocate for additional mental health supports within your school and school district.

# Protection: Safe & Unsafe Teaching Behaviors

*Dombo & Sabatino*

Safe	Unsafe
Focusing on the student when they speak to you.	Not making eye contact, looking away, or looking at something else when the student is speaking.
Speaking in a moderate tone and volume.	Yelling, muttering under your breath, or whispering to someone else.
Exhibiting consistent behavior so your students know what to expect.	Displaying erratic, unpredictable behavior.
Establishing clear rules that apply to everyone, with consequences, appropriate to the violation.	Creating no rules, rules that are randomly and unevenly applied, or punitive measures that do not match the violation.
Having the ability to control your emotions and stay calm.	Having big emotional swings or outbursts, or being easily startled or rattled.
Communicating boundaries and respecting others' boundaries.	Setting no boundaries and not following others' boundaries.
Providing attention and care to all students.	Favoring some students and giving preferential treatment.
Allowing students to leave the classroom and go to a safe place if they feel triggered and unsafe.	Using threats to make students think they are unable to leave the classroom for any reason.
Practicing unconditional positive regard for all students.	Judging some students for their behavior or taking student behavior personally.
Providing honesty and transparency.	Lying or refusing to explain reasons for actions.
Holding all students to high standards and expecting them to work to their ability.	Ignoring or not expecting much from students because of their "problems."

## 2. Connection: Positive Relationships

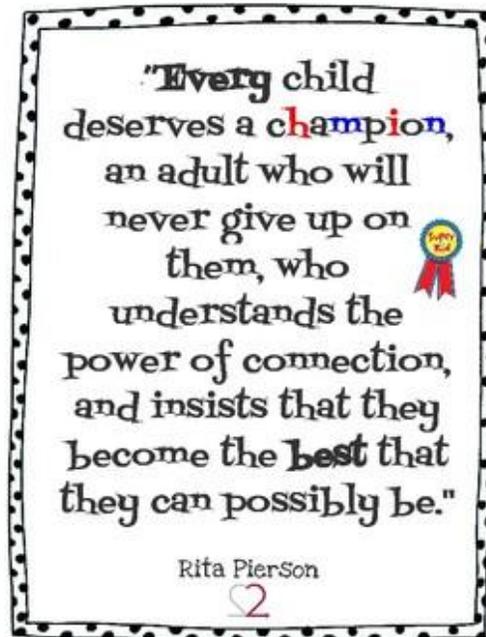


- The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult.
- Trauma causes feelings of rejection. Research indicates that supportive, responsive relationships with caring adults as early in life as possible can prevent or reverse the damaging effects of toxic stress response.

*Center on the Developing Child, Harvard University*

# Connection: Practical Ways to Foster Positive Relationships

We learned that some of the most therapeutic experiences do not take place in "therapy," but in naturally occurring healthy relationships. In fact, the research on the most effective treatments to help child trauma victims might be accurately summed up this way: what works best is ***anything that increases the quality and number of relationships in the child's life.*** People change people.



Bruce Perry & Saia Szalavitz, 2007

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

# Connection: Developing Trust



- Trust is the foundation of relationships.
- Safe, predictable classroom environments foster trust.
- Calm, consistent responses to discipline develop trust.
- An adult who communicates unconditional positive regard chips away at the barriers some students have who have experienced trauma.

# Connection: Unconditional Positive Regard

- The teacher of the resilient classroom provides unconditional positive regard for students and notices students for their strengths.
- ***"A position of unconditional positive regard encourages a teacher to value a student regardless of his or her behaviors, affect, or presentation."*** *from Teaching With Strengths in Trauma-Affected Students: A New Approach to Healing and Growth in the Classroom*
- Providing unconditional positive regard encourages students to change their beliefs about themselves and about the world around them. They can begin to believe in themselves and trust others.
- There are many easy, practical ways to communicate unconditional positive regard. The 4 positive acknowledgments to 1 correction is a core feature of the resilient classroom.

## Connection: Ways to Provide Positive Feedback

- Be specific. Use students' names and name the positive behavior or accomplishment.
  - "Marie, I was watching you totally focused on your essay. That made my day."
- Comment specifically on student strengths.
  - "Sasha, I'm not surprised you wanted do the painting option. You get great joy in doing art. I love to watch you having so much fun."
- Notice character traits.
  - "Chen, when I see how often you help other students, I realize again what caring people do in this world. Thanks."
- Communicate each student's worth and capability. Help the child internalize that she is good at something.
  - "You are capable of learning everything in the lessons. I'll help you succeed as you try. You are all worthwhile people."

# Connection: Ways to Provide Positive Feedback

- Make the effort to enjoy *every* student.
  - Give personal greetings with eye contact each day.
  - For students who are wary of adults and push away connections, consistently throw in a quick observation of their uniqueness: "Love that hat" or "Your essay got me thinking."
- End classes with one minute of students acknowledging one another positively. Model and participate.
  - "I saw Darnell make Seth smile."
- Praise students even as you give them critical feedback or a consequence.
  - "Jo, you're going to have to stay after today and clean up that mess you made. I appreciate right now that you're listening to me calmly and letting me finish my sentence."
- Make positive phone calls and/or send positive postcards home.
  - Set a goal to make a specific number of positive home contacts each month.

*Adapted from The Power of Positive Regard, Educational Leadership, June 2016*

**Connection:**  
Positive Greetings  
at the Door  
(Cook, Fiat, et.al.  
2015)

- Study completed on 209 middle school students with disruptive behaviors.
- Teachers greeted each student at the door, verbally using their name, or non-verbally.
- Teachers provided a pre-correction to the class, a structured learning activity to begin the period, and behavior specific praise.
  - 20% increase in academic engagement
  - 10% decrease in disruptive behavior
- Pro-social behaviors help students become resilient.

# Connection: Personal Greetings

## Making Connections with Greetings at the Door

- <https://www.youtube.com/watch?v=GVAKBnXIGxA>
- Make a connection at the “virtual door” when students enter the classroom. Use their names.



# Connection: Positive Postcards



Your Student, \_\_\_\_\_  
was caught...

- Being Respectful
- Being Responsible
- Being Safe
- Being an Upstander

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Connection: Community- Building Circles

- Community-Building Circles, part of Restorative Practices, are another practical method to develop trust in the classroom.
- Incorporating circles into the classroom further develops trust as students feel a sense of belonging.



# Connection: Community- Building Circles

- Talking piece is introduced.
- Student practice listening, taking turns, and showing empathy.
- Low-risk/non-controversial questions are asked to promote community.
- Riskier questions are asked to promote intimacy.
- All sharing is voluntary.
- Example community-building questions:
  - What would you do if you had a million dollars?
  - If you could rid the world of one thing, what would it be?
  - If you could have an endless supply of any food, what would it be?
  - Who is your favorite super hero?
  - What's your favorite thing to do in the summer?
  - If you were an ice cream flavor, which one would you be and why?

# Connection: Community- Building Activities

- [Quick, Powerful Ways to Build Community: 60-Second Strategies](#)
  - [Shout-Outs](#)
  - [Appreciation, Apology, Aha!](#)
- [More:](#)
  - <https://www.edutopia.org/article/5-ways-get-know-your-middle-and-high-school-students-better>
  - <https://www.edutopia.org/article/10-powerful-community-building-ideas>



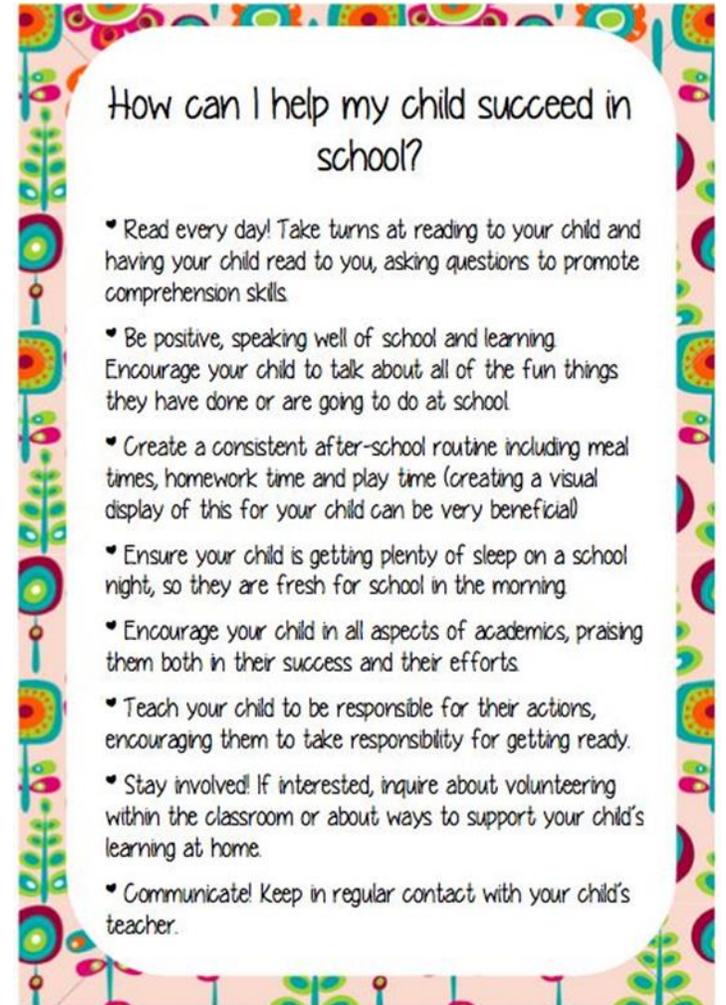
# Connection: PBIS Clubs

- PBIS Clubs offer students an opportunity to connect with other students and an adult around a topic of interest.
- Clubs are highly motivating for students and highlight student strengths.
- Ideas for clubs include: Art Club, Lego Club, Minecraft Club, Gardening Club, Chess Club, Expect Respect (anti-bullying) Club, Basketball Club, Games Club, Book Club, Film Club, the possibilities are endless!
- Clubs promote student engagement.



# Connection: Parent Engagement

- Research supports that parent engagement matters when it comes to students being successful.
- Engaging families provides them with opportunities for positive social connections within the school and promotes well-being.
- What are some ways we can engage parents in our classrooms and during remote instruction?



## Connection: Ways to Engage Parents

- Welcome parents into the school and the classroom.
- Develop positive relationships with parents. Send positive postcards and make positive phone calls. Work to increase trust between home and school.
- Inform parents about classroom expectations.
- Inform parents about the classroom design/consequence systems.
- Partner with parents to help them know how they can support at home. Provide families with tools and ideas.
- Refer parents to district and community resources that work with families experiencing high levels of stress.

# Connection: Parent Engagement

- What potential barriers might there be to engaging families of students who have experienced trauma, especially during the pandemic?
- How could a family experiencing high levels of toxic stress benefit from being engaged in their child's school?



### 3. Social- Emotional Learning: Core Competencies

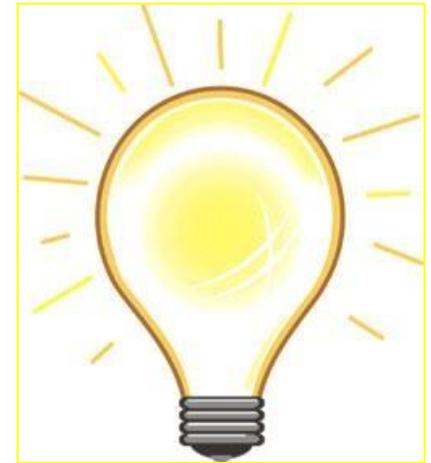


**Resilience  
Skills Can Be  
Taught**

# Social- Emotional Learning: Why?

“Learning about the psychobiology of stress, toxic stress, and trauma is liberating for people. It gives us explanatory reasons for some of the puzzling behaviors we engage in and the feelings that can come to dominate us.”

(Bloom, 2013)



# Social- Emotional Learning: Self-Awareness & Self-Management

- Teach students how to identify stressors/What is stress?
- Teach students the body's physiological responses to stress.
- Teach students self-awareness/body awareness: "How does my body feel?"
- Teach stress-management techniques/self-regulation.
- Teach and incorporate mindfulness.
- Consider including yoga as a classroom activity.
- Teach anger management techniques.
- Teach students how to manage bully behavior.
- Practice using the skills through role-play.
- ***Provide feedback and positive acknowledgements to students when they use stress management, anger management, and bully prevention techniques appropriately.***

# Social- Emotional Learning: Teaching Mindfulness

- Yoga for Kids
  - <https://www.youtube.com/watch?v=X655B4lSakg>
- Go Noodle: Movement and Mindfulness for Kids
  - <https://www.gonoodle.com/>
- Mindful Moments
  - Invite kids to close their eyes (if they're comfortable doing so) and take a few deep breaths.
  - They can pay attention to breathing. What does it feel like when they breathe in and out? Or--
  - They can notice their thoughts. Is their mind really busy or quiet right now?
  - [https://www.youtube.com/watch?v=u3jBjSs\\_cpk](https://www.youtube.com/watch?v=u3jBjSs_cpk)

# Social- Emotional Learning: Teach Active Listening

## A Good Listener is someone who...



## Steps to Active Listening

- **Pay Attention**
  - Look at the speaker/make eye-contact
  - 'Listen' to the speaker's body language
- **Show that you are listening**
  - Nod occasionally
  - Encourage the speaker with verbal comments
- **Provide feedback**
  - Paraphrase what the speaker has said
  - Ask questions
- **Don't interrupt**
- **Respond appropriately**



- Teach, model, and reinforce active listening skills.

# Social- Emotional Learning: Teach Problem- Solving

## Problem-Solving Steps

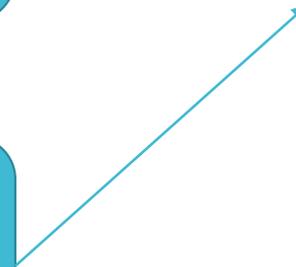
1. Say the Problem



2. Think of Solutions



3. Explore the  
Consequences



4. Choose the Best Solution  
and Try It

# Social- Emotional Learning: Teach Problem- Solving

secondSTEP  Problem-Solving Steps Flowchart for Families

**Say the Problem:** Write a problem statement using non-blaming words.

**Think of Solutions:** Think of three solutions that are safe and respectful.

1

2

3

**Explore the Consequences:** Think of one positive and one negative consequence for each solution

+

+

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-

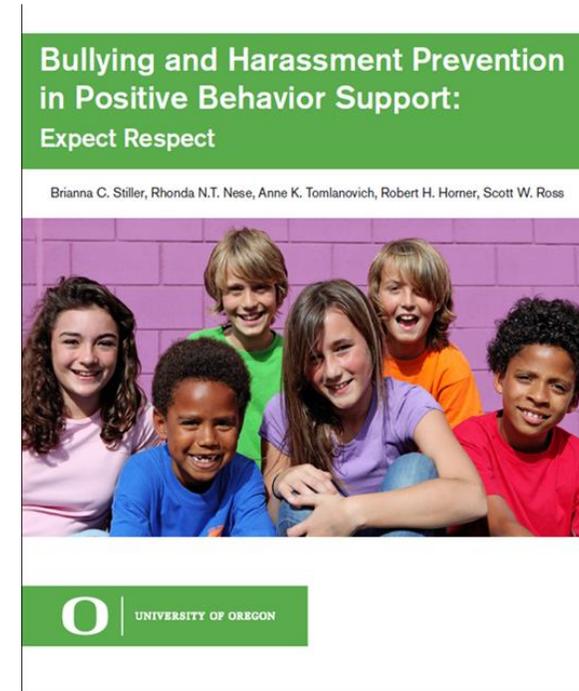
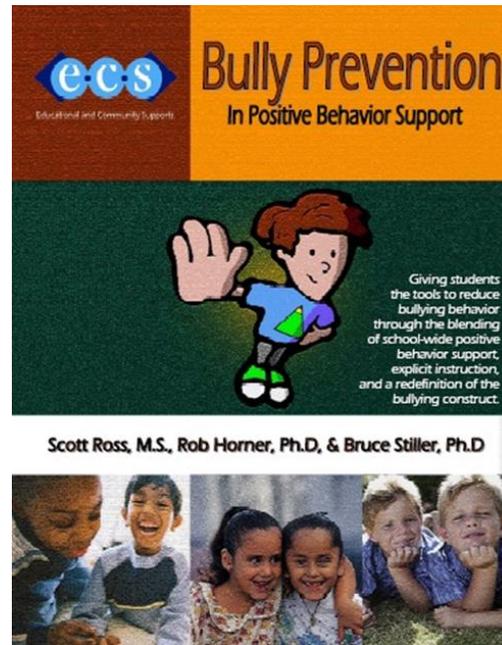
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**Pick the Best Solution**

# Social- Emotional Learning: Bully Prevention and Safety

- Bully prevention programs address self-management, responsible- decision making, and relationship skills.
- The Expect Respect program is a PBIS bully prevention curriculum that provides teachers with easy lessons to teach students how to handle disrespect.
- Expect Respect teaches students what to do when they feel disrespected, what to do if someone tells them they are being disrespectful, and what bystanders should do.
- **Expect Respect addresses and promotes safety within the school.**



Social-  
Emotional  
Learning:  
Expect Respect

 **If you feel disrespected...**

**Stop**  
Ask the person to stop.



**Walk**  
Walk away.



**Talk.**  
Tell an adult.





**If you feel disrespected:  
Tell the person to**

**STOP.**

**WALK** away.

**TALK** to an adult.

**EXPECT RESPECT**

Social-  
Emotional  
Learning:  
Expect Respect



If you see someone being disrespected, you are a bystander.

Become an **UPSTANDER**:



Help Everyone  
Respect Others



If you see someone being disrespected, you are a bystander.

Become an **UPSTANDER**.

**HELP  
EVERYONE  
RESPECT  
OTHERS**



EXPECT  
RESPECT

# Social- Emotional Learning: Michigan Model for Health

## K-6 Elementary Lessons

- Learning to Show Respect and Caring
- Making Friends
- So Many Different Feelings
- What to Do About Strong Feelings
- Sharing Our Feelings
- Compliments and Appreciation
- Managing Anger and Other Strong Feelings
- Making Good Decisions
- Identify Positive Role Models and Friends
- Creating Positive Friendships
- Everyone Has Special Talents
- Respecting Our Differences
- Helping Others by Protecting Them from Bullies

Register at <https://www.solutionwhere.com/ww/wayneresa/>

Contact Cynthia Cook:

[cookc@resa.net](mailto:cookc@resa.net)

734-334-1608

## Middle and High School Lessons

- Why do I behave the way I do?
- Healthy Ways to Manage Stress.
- Managing Anger
- Empathy and I statements
- Conflict Resolution
- The Many Faces of Bullying
- Healthy Future Relationships
- Stress and Depression
- Relationships: Healthy or Unhealthy?
- Dating Abuse
- Helping Self and Others
- Resolving Conflicts
- Getting and Giving Help

## 4. Choices

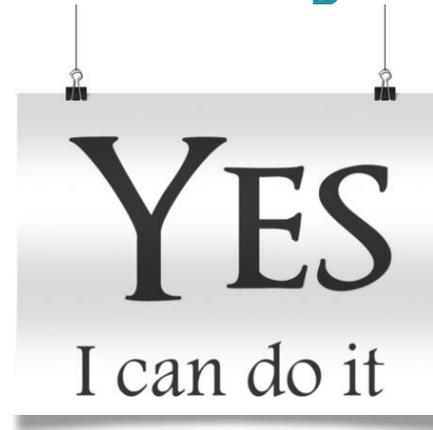
**“I am not what happened to me,  
I am what I choose to become.”**

—Carl Gustav Jung

- While we consider the question “What has happened to you?” in place of “What is wrong with you?” we must also empower students to believe that what happened to them does not have to define them.

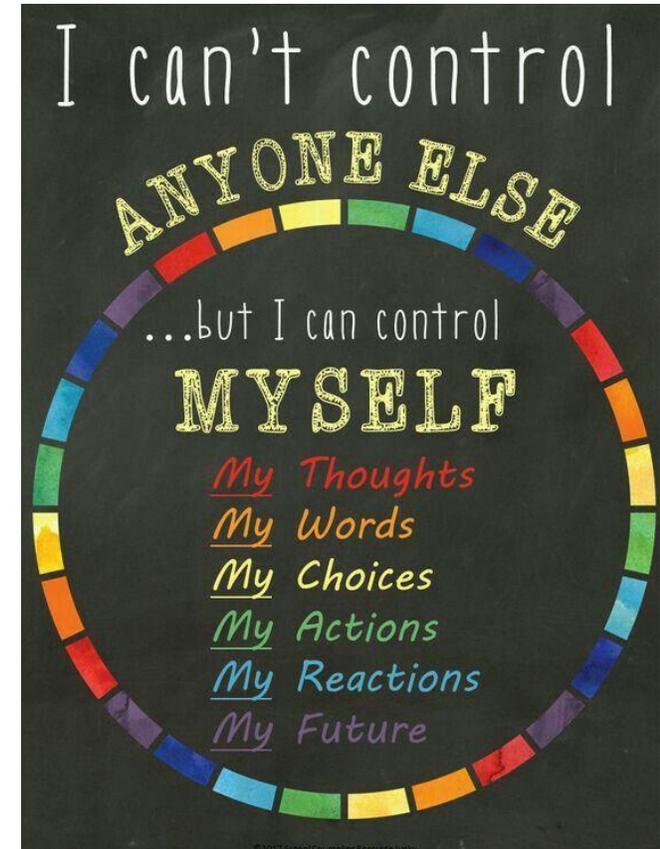
## Choices: Beliefs

- Maintain high expectations of students. This communicates that students can achieve at high levels.
- Always empower the student to make positive choices.
- We must show students what they CAN do and what they CAN change, not focus on what they can't do or what they can't change. This is a strengths-based approach.
- **Building upon student strengths builds resilience.**



# Choices: What Can Students Control?

- Students who have experienced trauma often feel a profound loss of control over their lives.
- Providing safe, appropriate choices can help foster resilience as students regain a sense of appropriate control in the classroom and over their lives.
- Allowing students some control over their environment improves self-esteem as they see they are capable of making positive choices.
- Remind students they have choices about their behaviors and reactions to situations.
- What other kinds of choices can be offered in the classroom?



# Choices: Movement

- Offer students movement breaks and choices about movement.
- Students can sit or stand to do their work.
- Project-Based Learning (PBL)- It's evidence-based!
  - <https://www.edutopia.org/article/new-research-makes-powerful-case-pbl>
- Students are allowed to pace if needed.
- Movement breaks are embedded into the classroom routine.
  - Go Noodle
  - Brain Breaks/Brain Gym
- Allow for recess. Choose a different consequence for misbehavior.

# Choices: “Rethink Discipline”

- In August 2017, the Rethink Discipline law was enacted in Michigan.
- The law states: Before suspending or expelling a pupil under section 1310, 1311(1), 1311(2), or 1311a, the board of a school district or intermediate school district or board of directors of a public school academy, or a superintendent, school principal, or other designee under section 1311(1), shall consider each of the following factors:
  - (a) The pupil's age.
  - (b) The pupil's disciplinary history.
  - (c) Whether the pupil is a student with a disability.
  - (d) The seriousness of the violation or behavior committed by the pupil.
  - (e) Whether the violation or behavior committed by the pupil threatened the safety of any pupil or staff member.
  - **(f) Whether restorative practices will be used to address the violation or behavior committed by the pupil.**
  - (g) Whether a lesser intervention would properly address the violation or behavior committed by the pupil.

# Choices: Restorative Practices

- Schools are now required to consider restorative practices before suspension.
- At the classroom level, restorative practices may also be implemented.
- Restorative practices provide students the option to restore the harm they have caused, rather than simply receiving a consequence.
- Restorative practices in the classroom may include:
  - A private restorative chat
  - A problem-solving circle
  - An apology to the harmed individual(s)
  - Mutually agreed upon restitution
- Implementing a restorative approach to discipline can help students develop problem-solving skills.

# Choices: Restorative Chat

- The “restorative chat” scripts how to discuss problematic behaviors with a student.
- What happened?
- What were you thinking about at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

[www.iirp.edu](http://www.iirp.edu)

## RESTORATIVE QUESTIONS

### WHEN THINGS GO WRONG:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make things right?

### WHEN SOMEONE HAS BEEN HARMED:

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?



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CANADIENNE  
[www.iirp.edu](http://www.iirp.edu)

# Choices: The “Resilience Toolbox”



- What are some unhealthy ways students may use to cope with their trauma?
- What tools can we help our students add to their toolbox to promote resilience?

## Choices:

Adding to the  
“Resilience  
Toolbox”

- Service Opportunities
- Skills
- Social Connectedness
- Sense of Purpose



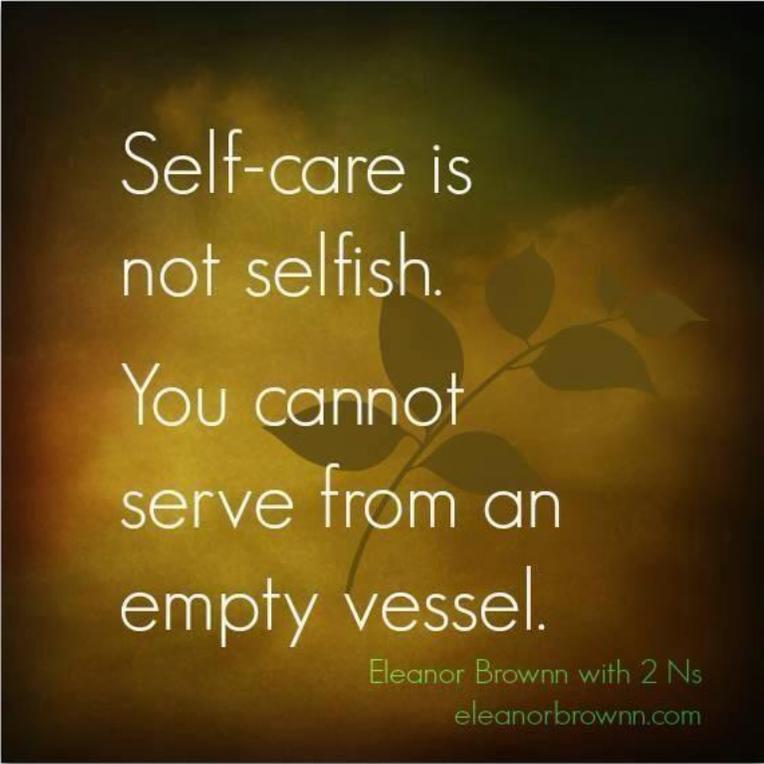
## 5. Self-Care



# Self-Care

Who is Caring for  
the Caregiver?

- Self-care is an important part of creating resilient PBIS classrooms. We cannot adequately care for others if we are not caring for ourselves.



Self-care is  
not selfish.  
You cannot  
serve from an  
empty vessel.

Eleanor Brown with 2 Ns  
[eleanorbrown.com](http://eleanorbrown.com)

## Self-Care: Compassion Fatigue

"Compassion fatigue can develop when one cares "too much" for another who has shared firsthand traumatic experiences. It is a unique form of burnout... that has been described as "the cost of caring" for others' in emotional pain. If left unrecognized and untreated, this condition can turn into a full-blown case of burnout that can lead to even more serious outcomes."

*from Compassion Fatigue: The Silent Thief in our Schools*

# Self-Care: Compassion Fatigue

## Compassion Fatigue Warning Signs



[www.AmandaRocheleau.com](http://www.AmandaRocheleau.com)  
Compassion Fatigue Therapy

Anger and/or cynicism  
Anxiousness  
Avoidance  
Chronic exhaustion  
Disconnection  
Focusing Problems  
Guilt  
Hopelessness

Hypervigilance  
Loss of creativity  
Poor boundaries  
Poor self-care  
Sleeplessness

## Self-Care: Self-Awareness

- Some people are more susceptible to compassion fatigue than others. Sometimes it can be hard to know what is draining the professional.
- It is important to recognize when you are experiencing symptoms of compassion fatigue. Remain aware of your own thoughts, feelings, and behaviors and address any need for self-care that may arise.
- Without addressing the self-care that is needed to work with students who have experienced trauma, many educators struggle with their own emotions and eventually may leave the field of education.
- With so many students that require our empathy and intense intervention, what can school professionals do to combat compassion fatigue and remain effective and resilient ourselves?

# Self-Care: Building Our Own Resilience for 20-21 and Beyond

*What Makes Some People More Resilient Than Others?*

The New York Times, June 2020

<https://www.nytimes.com/2020/06/18/health/resilience-relationships-trauma.html>

Positive and realistic outlook

Strong beliefs

Sense of purpose

Selflessness

Focus on what can be changed, rather than what cannot be changed

Social support system

# Self-Care:

## 5 Self-Care Strategies

1. Know what is yours to do and focus what you can do. Maintain healthy boundaries.
2. Develop a self-care strategy. What rejuvenates you? Make time for it and make taking care of yourself a priority.
3. Create a strong network of trusted colleagues and friends. Ask for help and process tough experiences within your network. Work with another teacher to provide peer support for your practice.
4. Seek positive influences. Stay away from negative situations and keep company with people who are positive and make you laugh!
5. Recognize and remind yourself of the powerful impact you have on students, even when the road is difficult and the rewards seem few. We have impacts that we don't always see right away. Know your work matters and your relationships with students are fostering resilience in them.

# Going into

2021-2022

Article:

*“Too Much Focus on  
'Learning Loss' Will Be  
a Historic Mistake”*

- Our obsessive need to measure academic progress and loss to the decimal point—an enterprise that feels at once comfortably scientific and hopelessly subjective—is also woefully out of tune with the moment.
- “I kept hearing about ‘remediating learning loss,’ and I had this vision that school was going to be a place where all the kids come in and get tested and triaged and sent to different areas to get fixed.”
- **The intention is good—but our children are resilient, not broken.**
- “And as long as kids feel like their job is to come to school to be fixed, their hearts won’t be in their own work.” -Ron Berger

<https://www.edutopia.org/article/too-much-focus-learning-loss-will-be-historic-mistake>

# Going into 2021-2022

Article:

*“Too Much Focus on  
'Learning Loss' Will Be  
a Historic Mistake”*

- To motivate students now, as at any other time, we have to address learning gaps—they “should learn mathematical facts and build literacy skills”—but do so in service to challenging work that shows them that schools, like the athletic field or their after-school lives, are a **“domain where they can contribute something great,”** Berger says. “They’ve gotten the message that school isn’t a place where they can do that.”
- It’s an unexpected and even radical idea, **but if we make school both welcoming and highly engaging**—difficult, even, according to Berger—we stand a better chance of honoring the needs of all children and open up the possibility of connecting kids to topics they feel passionate about as we return to school next year.

<https://www.edutopia.org/article/too-much-focus-learning-loss-will-be-historic-mistake>

# Going into 2021-2022

Article:

*“Too Much Focus on  
'Learning Loss' Will Be  
a Historic Mistake”*

- Simple gestures like greeting kids at the door, meanwhile, improve academic engagement by 20 percentage points, and the mere presence of images of women in science textbooks moves the needle on inclusion.
- Ensuring that all kids have at least one adult who cares about them is an effective buffer against adverse experiences like poverty, violence, and neglect. Last year a group of renowned researchers and influential educators including Pamela Cantor, MD, Linda Darling-Hammond, and Karen Pittman published a paper on the science of learning and development that didn't mince words:
- **“The presence and quality of our relationships may have more impact on learning and development than any other factor.”**

<https://www.edutopia.org/article/too-much-focus-learning-loss-will-be-historic-mistake>

# Resilient Classrooms

## Adding Protective Factors



- Think of your classrooms as places where protective factors can be added to a student's life.
- Resilience is evident when a child's health and development tips toward positive outcomes — even when a heavy load of risk factors are present.

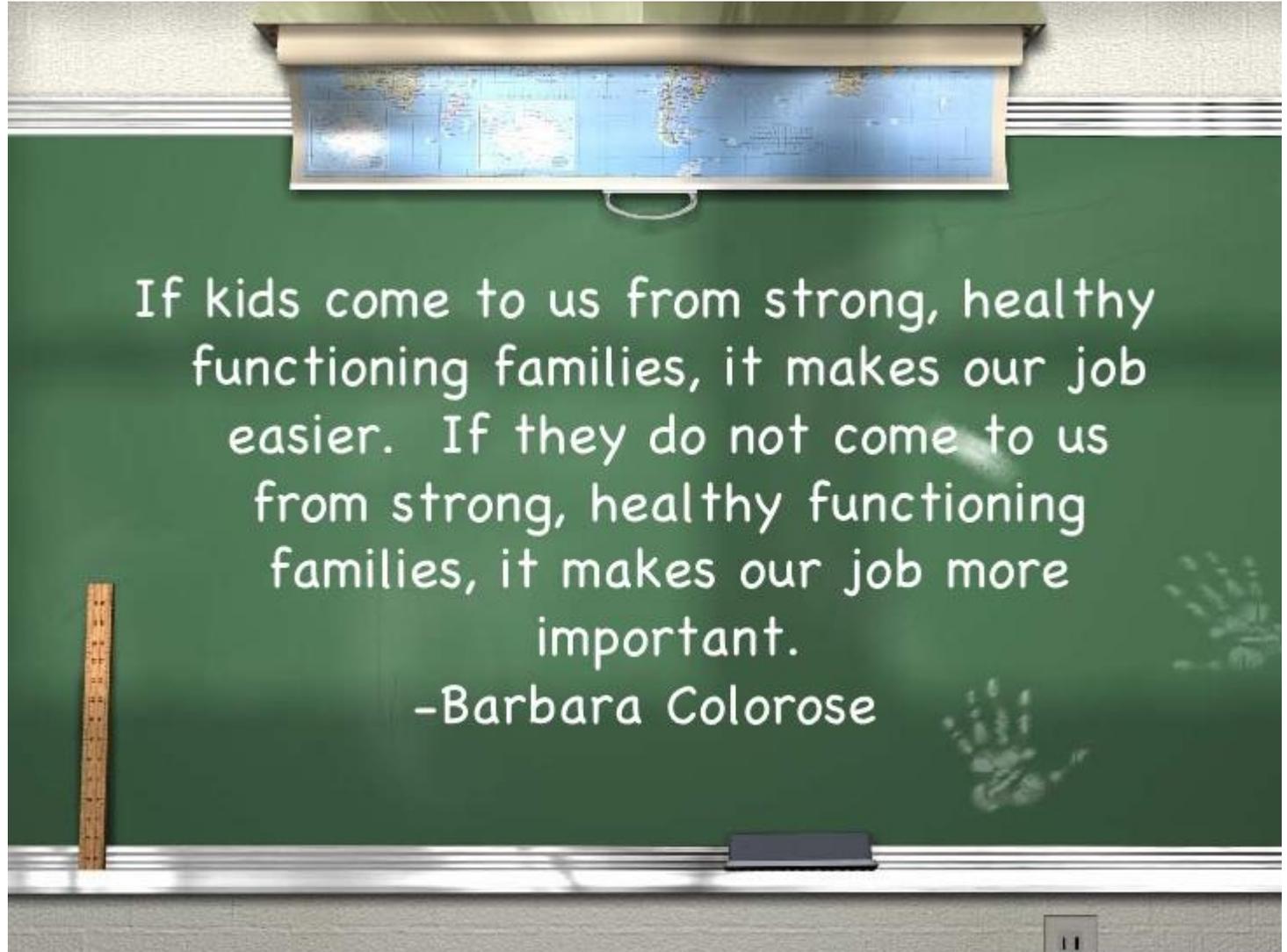
# Resilience Changes Perceptions

- I can trust others.
- I can trust myself.
- I can depend on others.
- I am worthy.
- I did not cause the bad things that happened to me.
- It's not my fault.
- I have a sense of control over my environment.
- I can help others and help myself.

# What Builds Resilience in Kids?

1. Safe, predictable environments.
2. Connections that build trust.
3. Opportunities to learn and practice skills.
4. Choices that provide students with appropriate control and tools for problem-solving.
5. Caring, positive adults who are resilient and who care for themselves.

**You Do!**



# Resources

## Trauma-Informed and Resilience

- SAMHSA <https://www.samhsa.gov/trauma-violence>
- Children's Trauma Assessment Center, Western Michigan University <https://wmich.edu/traumacenter>
- Center on the Developing Child, Harvard University <https://developingchild.harvard.edu/science/key-concepts/resilience/>
- Dr. Greg Bonanno, Loss Trauma and Emotion Lab, Teacher's College, Columbia University. <https://www.tc.columbia.edu/ltelab/>

## Social-Emotional Learning

- MDE Social-Emotional Learning website [https://www.michigan.gov/mde/0,4615,7-140-74638\\_72831\\_72834-361321--,00.html](https://www.michigan.gov/mde/0,4615,7-140-74638_72831_72834-361321--,00.html)
- The Collaborative for Academic, Social, and Emotional Learning [www.casel.org](http://www.casel.org)
- Second Step Program [www.secondstep.org](http://www.secondstep.org)

## Bully Prevention

- Expect Respect Bully Prevention <https://www.pbis.org/resource/900/bullying-prevention-in-pbis-expect-respect-middle-and-high-school-level> (Also includes link to elementary program)

## Mindfulness

- <http://leftbrainbuddha.com/5-mindfulness-practices-bring-classroom/>
- [www.mindfulschools.org](http://www.mindfulschools.org)

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- Using Positive Behavioral Interventions & Supports to Help Schools Become More Trauma-Sensitive. Wisconsin Department of Public Instruction. Retrieved from <https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/mhtraumausingpbis.pdf>