



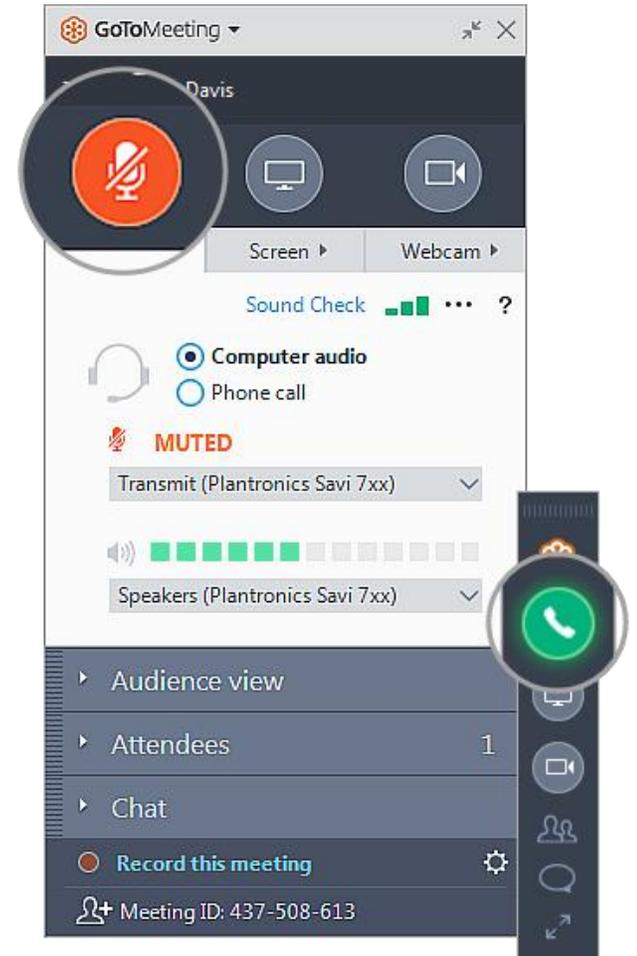
**Heading Home Minnesota**  
FUNDERS COLLABORATIVE

# Homework Starts with Home Information Session: Trauma-Informed Care in Schools

May 24, 2018

# Meeting logistics

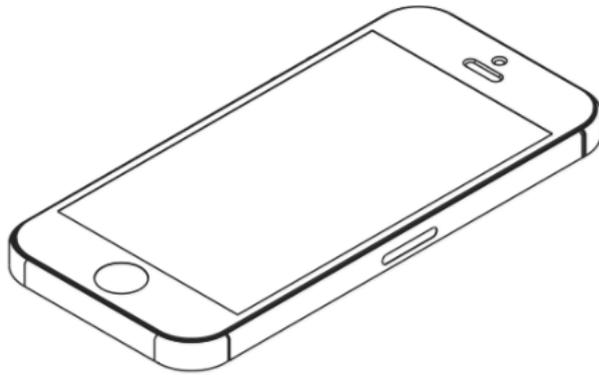
- This session is being recorded and may be posted publicly.
- We will leave time at the end for questions.
- If joining remotely...
  - Please mute your line unless you are speaking. Webinar audio controls are **orange** when muted.
  - Please do not put your line on hold as this may trigger hold music.
  - We will not be monitoring the chat function.



# To pose questions throughout this session...

Go to [www.menti.com](http://www.menti.com) and use the code **48 78 91**

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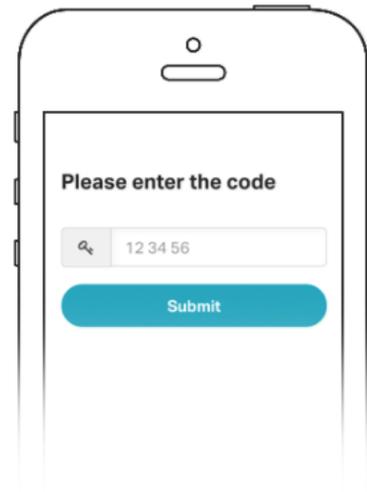
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Grab your phone

[www.menti.com](http://www.menti.com)

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Go to [www.menti.com](http://www.menti.com)



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Enter the code **48 78 91** and vote!

Go to [www.menti.com](https://www.menti.com) and use the code 48 78 91

# Which of the following best describes you?

0

I have experienced housing instability

0

I work in a school or education setting

0

I work for a county or Tribal government agency

0

I work for a public housing agency

0

I work for a homeless services organization

0

I work in philanthropy or advocacy

0

Something else; none of the above



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Go to [www.menti.com](https://www.menti.com) and use the code 48 78 91

# How familiar are you with trauma-informed care?

0

I'm not familiar at all.

0

I have some familiarity but am not applying it.

0

I'm familiar with it and applying it in practice.

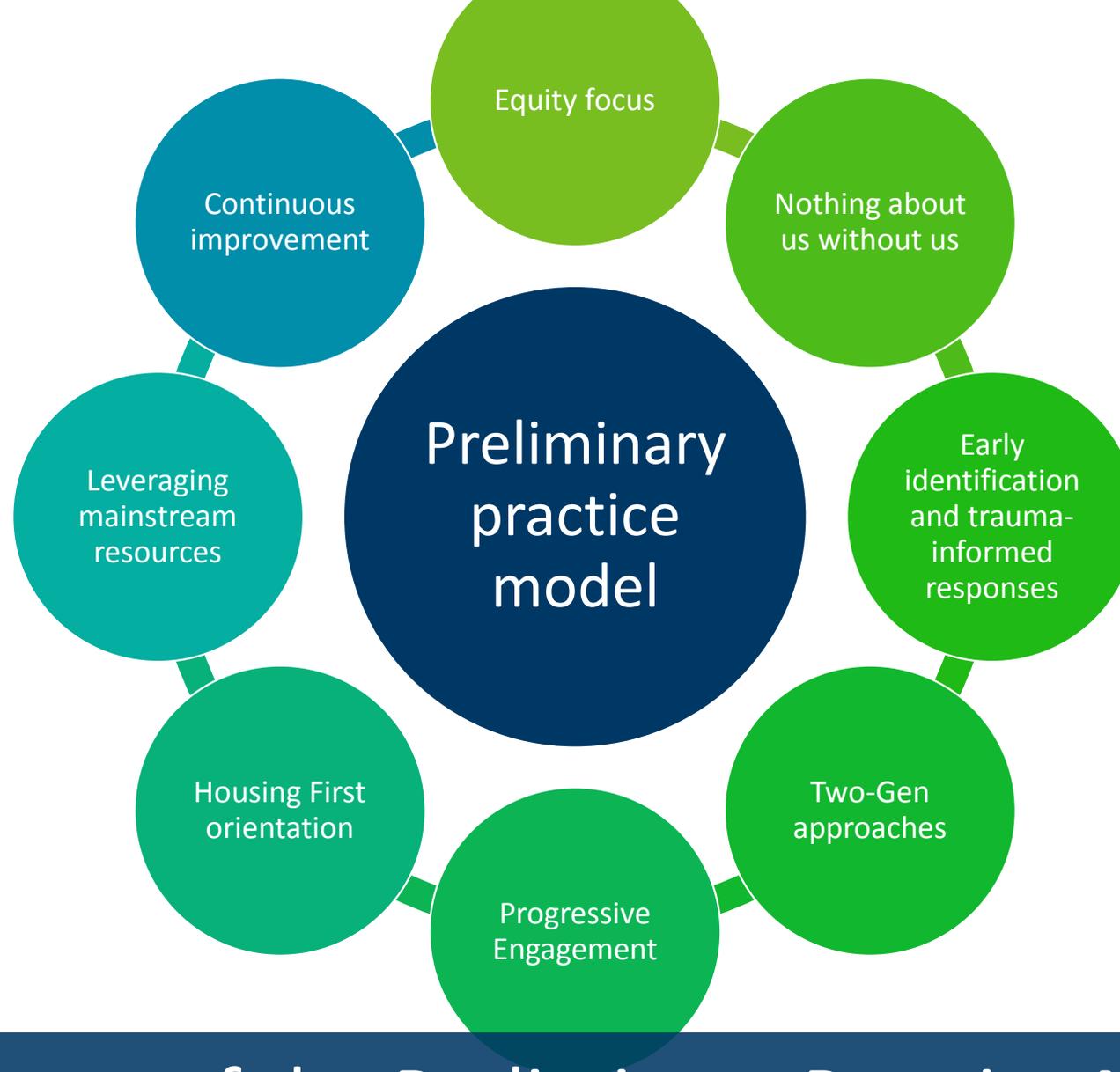
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I'm an expert on this topic.



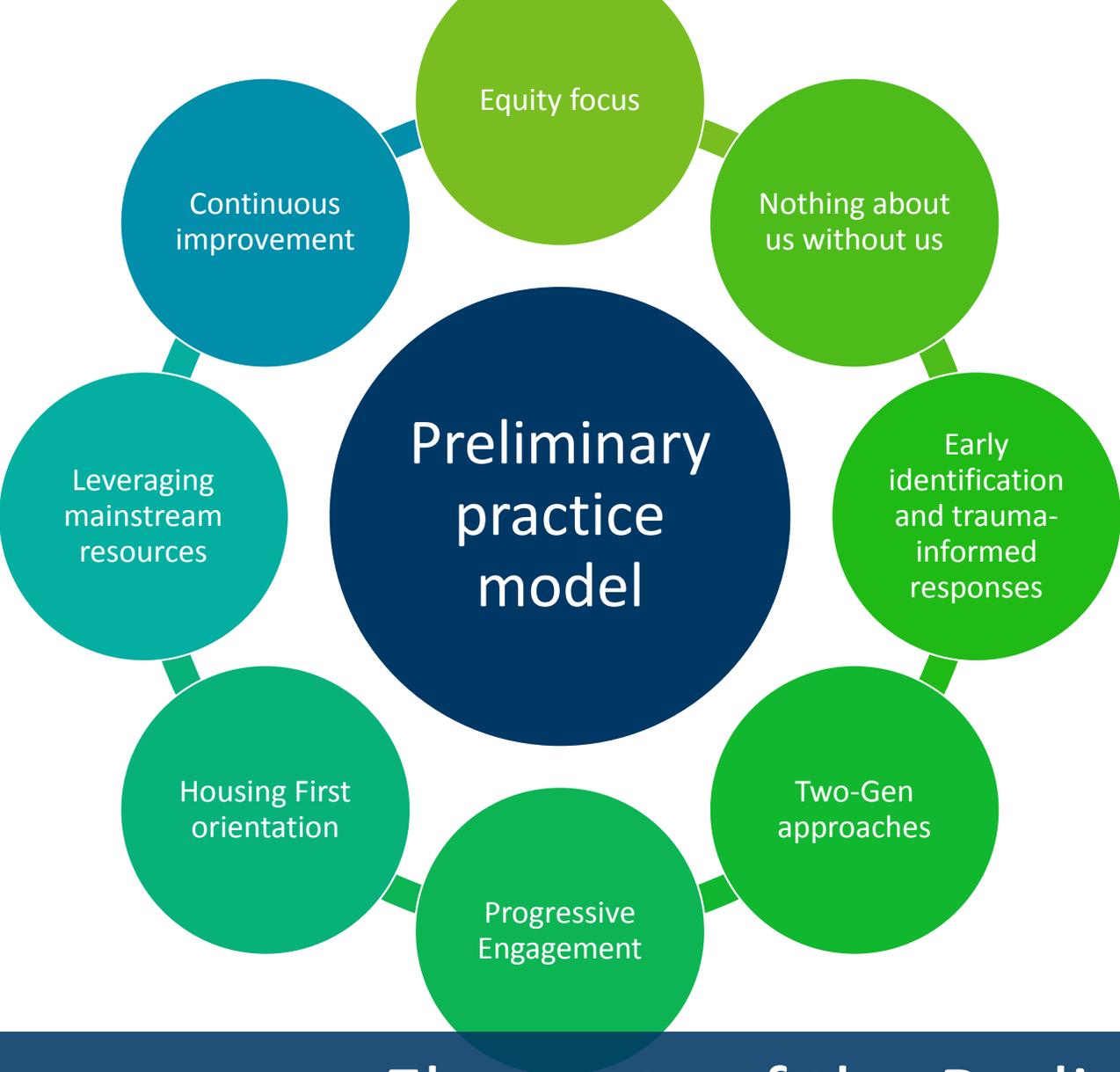
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- Elements apply across implementations in a way that honors local context and variations.
- Applications will be reviewed to determine the applicant's:
  - current implementation
  - ability to increase or improve
  - philosophical alignment

## Elements of the Preliminary Practice Model



### Today's focus:

- Why attending to trauma is critical for any program responding to homeless families and children
- How trauma and toxic stress operate for children and families
- Strategies to recognize trauma and deliver trauma-informed responses, especially in school contexts
- How trauma-informed practices can create resilience and support efforts to prevent the impacts of trauma

# Elements of the Preliminary Practice Model

# Today's presenters

- **Eric Grumdahl**, Minnesota Department of Education and Minnesota Office to Prevent and End Homelessness
- **Amie DeHarpporte**, PsyD candidate in Counseling Psychology, Saint Mary's University; Psychotherapist and Practicum Counselor, Carleton College
- **Colleen O'Keefe**, Executive Director, Sauer Family Foundation



# Trauma and homelessness

# Why is understanding trauma critical to ending homelessness?

**Traumatic experiences often precede or precipitate an experience of homelessness.**

**Housing instability and homelessness themselves are stressful and traumatic.**

- More than 90% of mothers experiencing homeless have had at least one severe traumatic stress (Bassuk et al., 1996; Hayes et al., 2013).
- Intimate partner violence is the primary cause of homelessness for up to **half** of women experiencing homelessness (ICPH, 2002; U. S. Conference of Mayors, 2011).

“If we are to address long-term residential instability for homeless families, we must address trauma, otherwise [families] likely won’t stabilize.”

Dr. Carmela DeCandia, National Center on Family Homelessness on the Services and Housing Interventions for Families in Transition (SHIFT) study



# What Do Trauma-Informed Schools Look Like?

Amie DeHarpporte, MA | [adeharpporte@gmail.com](mailto:adeharpporte@gmail.com)

# Toxic Stress

- Strong, frequent, or prolonged activation of the body's stress management system.
- Caused by stressful events that are chronic, uncontrollable, and/or experienced without the child having access to support from adults

(Rubin & Leonard, 2014)



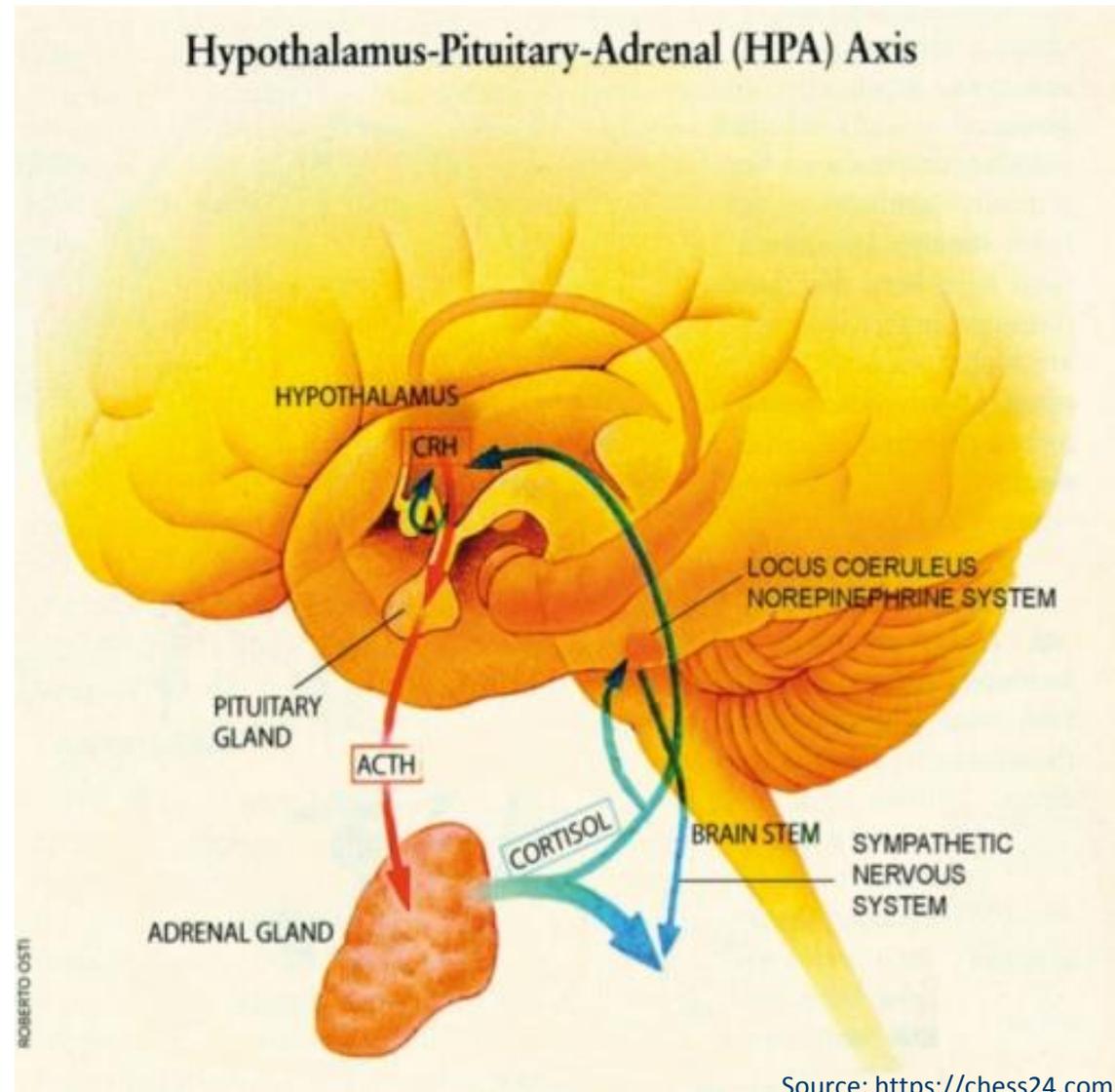
# How Does Toxic Stress Impact Brain Development?

- Traumatic stress in children creates a brain wired for fear
  - Overactive limbic system
  - Impaired frontal cortex



Source: <http://brake-o-rama.com/wp-content/uploads/blog-driving-stick.05.jpg>

# Stress Response System



## Release of stress hormones leads to:

- Tunnel vision
- Heart pounding
- Blood rushes from extremities
- Inability to think/concentrate
- Increased respiration
- Trembling or shakiness
- Increased perspiration
- Dry mouth
- Muscle tension
- Lightheadedness
- Loss of bladder/bowel control
- Increased blood pressure

## ...Or Freeze

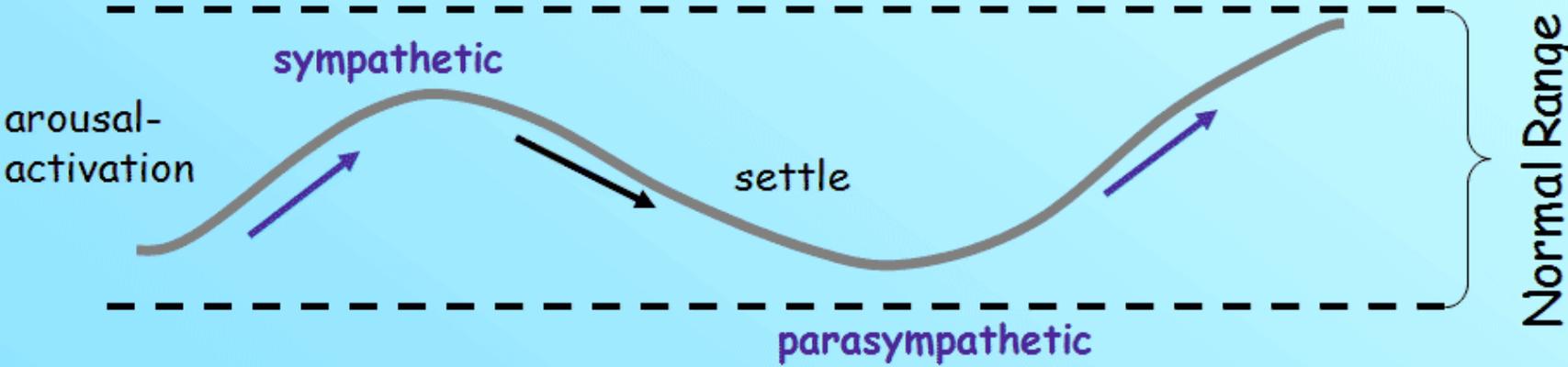
- Surrender response
- Common to all young mammals
- More typical of very young children, for whom flight or flight is likely to be ineffective
- Results in dissociation, or “going away”



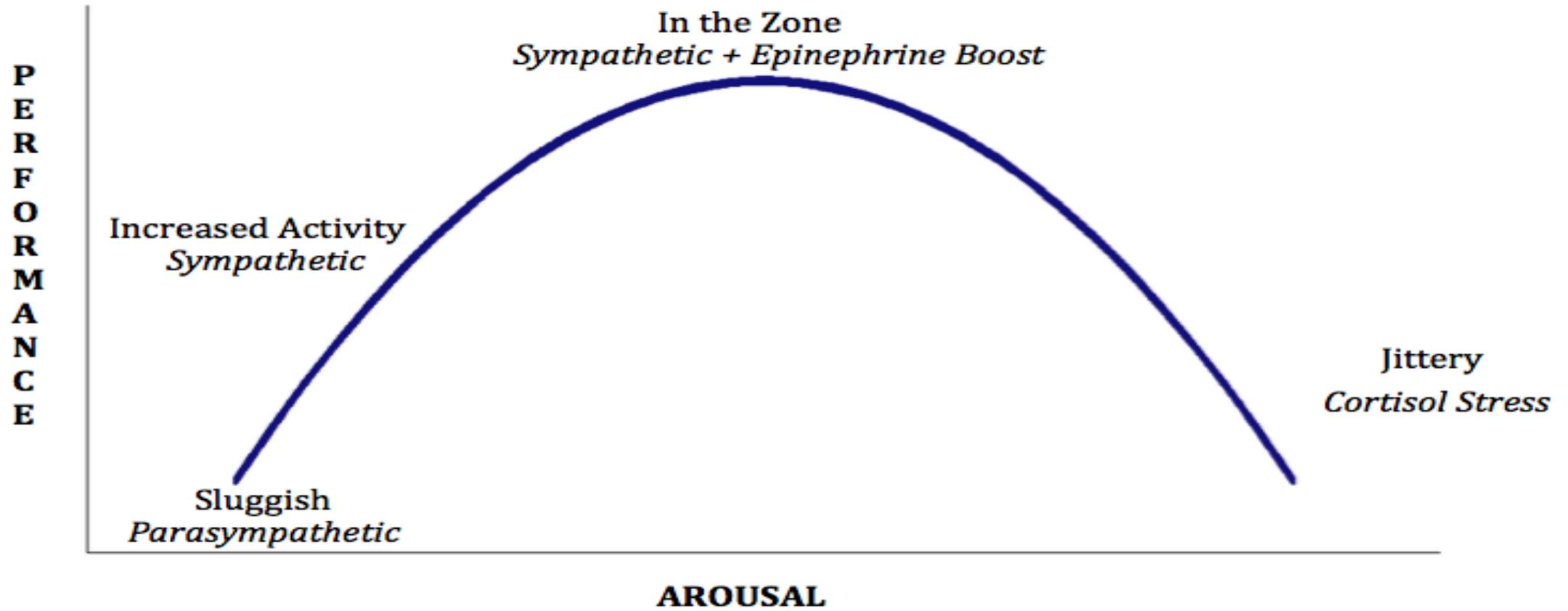
(Hodas, 2006)

# A Normal Stress Response

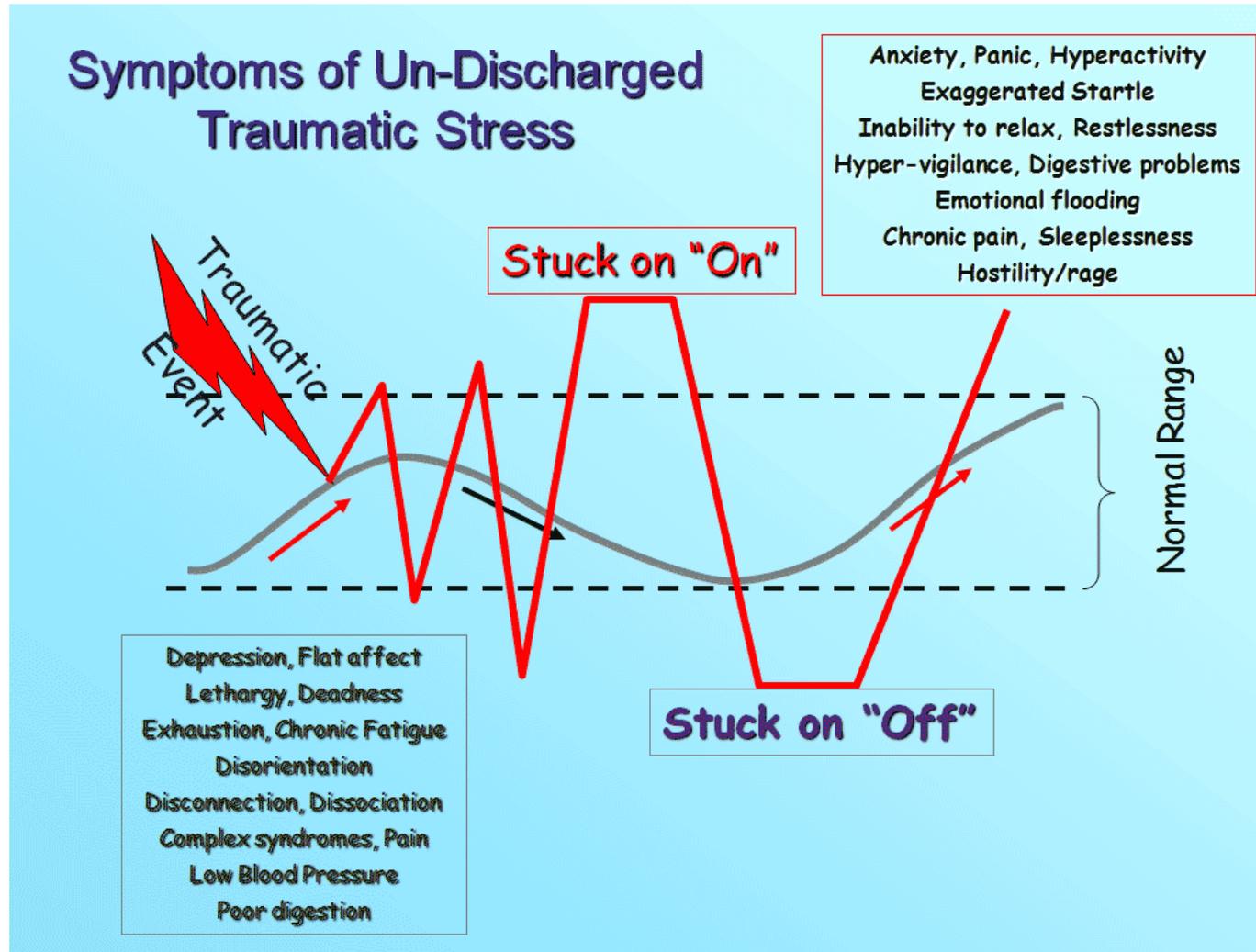
## A Healthy Nervous System



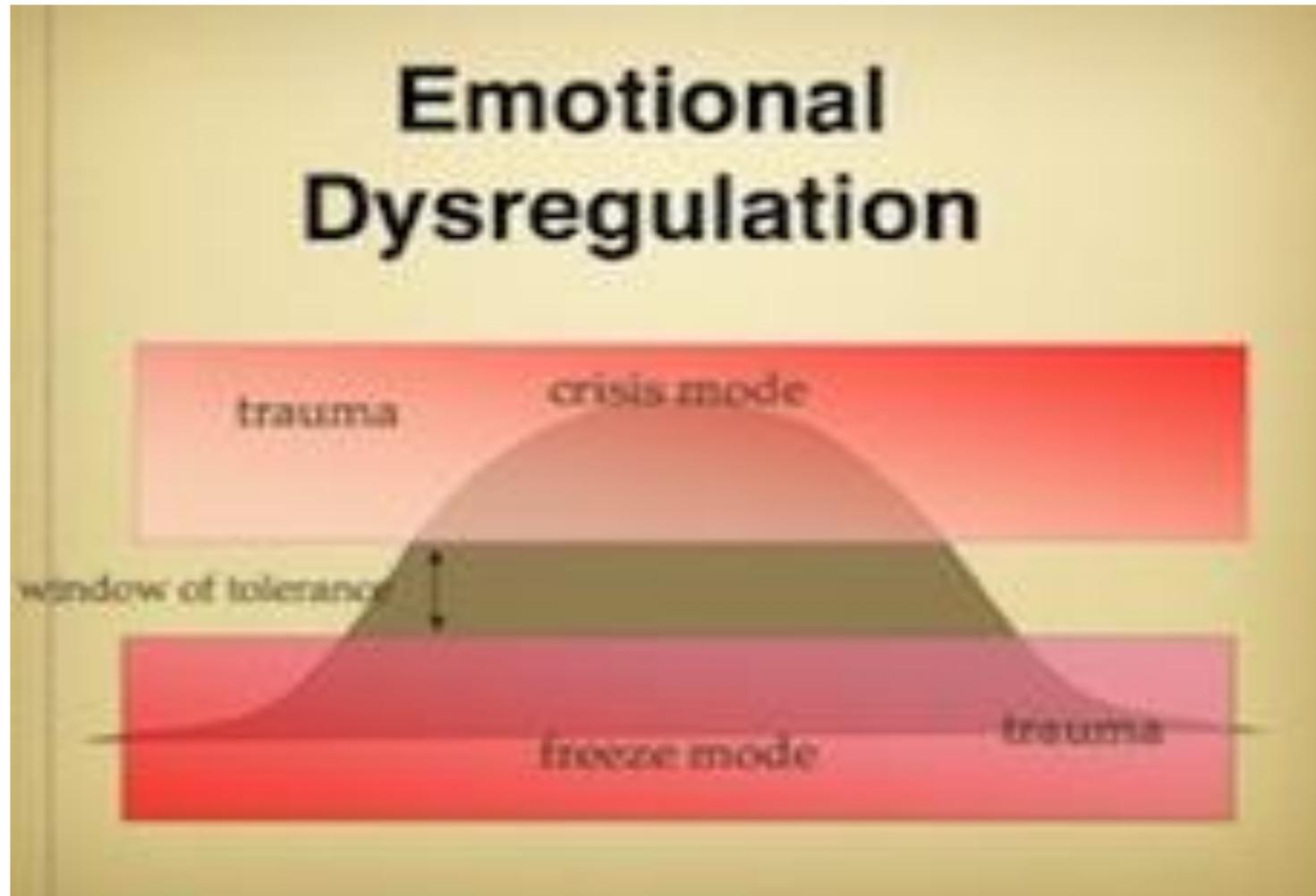
# Optimal Stress



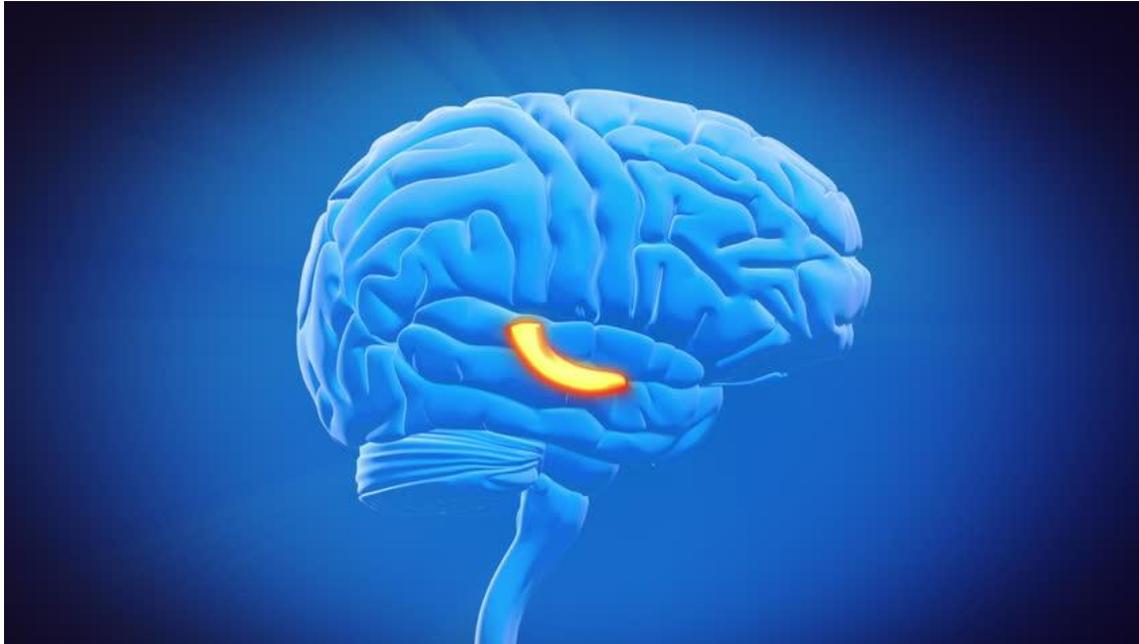
# Hyperaroused Stress Response



# A Narrow Window of Tolerance



# Toxic Stress and Memory



## Hippocampus:

- Involved in memory
- Easily damaged
- Stress hormones especially harmful

## Traumatic memories:

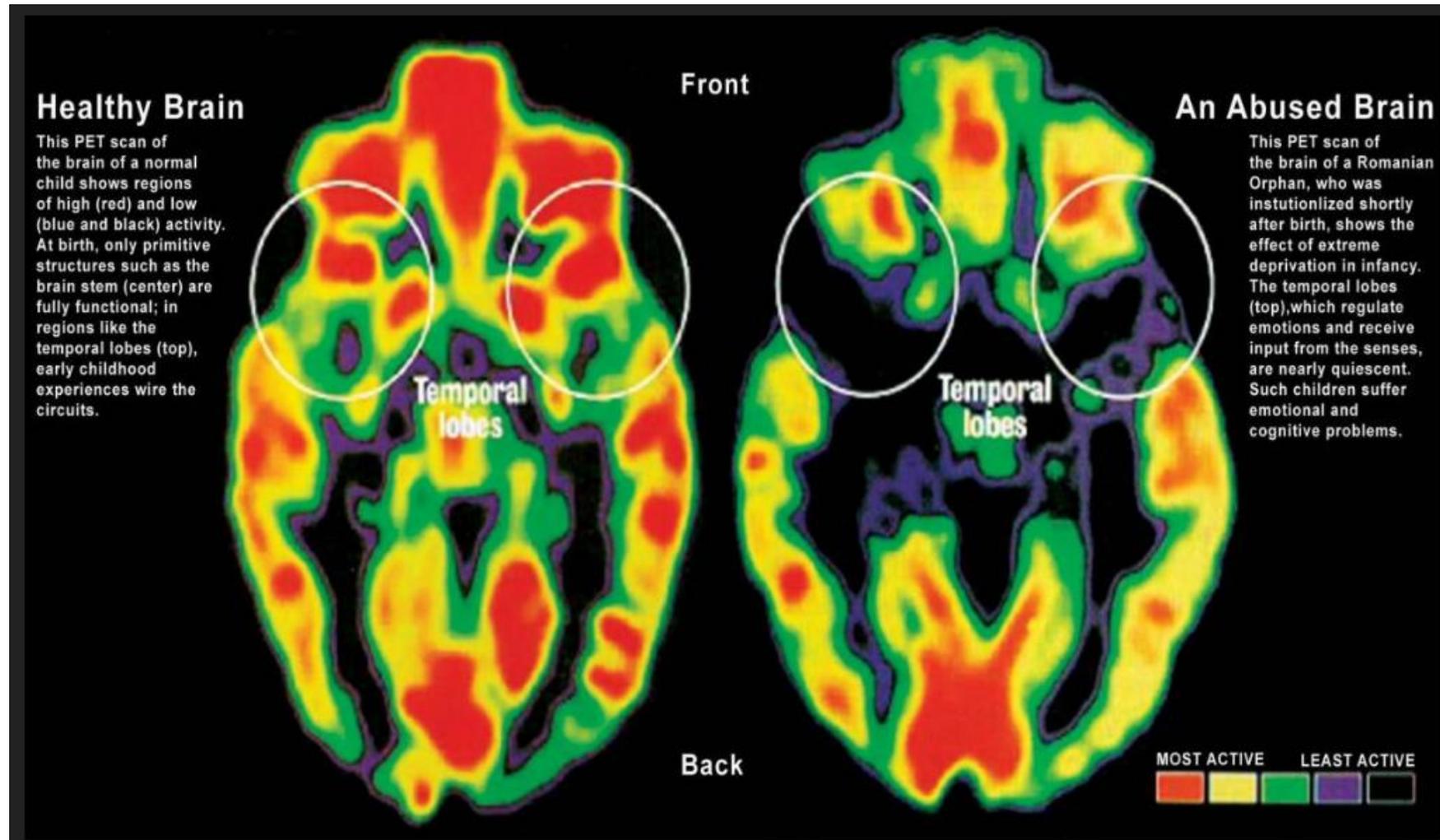
- Strongly encoded, easily triggered
- PTSD: intrusive memories, flashbacks, kaleidoscopic memory

(Hodas, 2006)

# Brain Development

- Young brains are highly plastic.
- The neurons that fire together, wire together.
- The structure and function of the brain are use-dependent and highly sensitive to the quality of the environment.

# Brain Develops Sequentially



Source: <http://wellcommons.com/groups/aces/2011/jul/22/this-is-a-brain-on-trauma-this-is-the-li/>

# What Does Toxic Stress Look Like in the Classroom?

A traumatized child trying to learn is like someone trying to play chess in a hurricane.

(Wolpow, Johnson, Hertel, and Kincaid, 2009)



# Difficulties With...

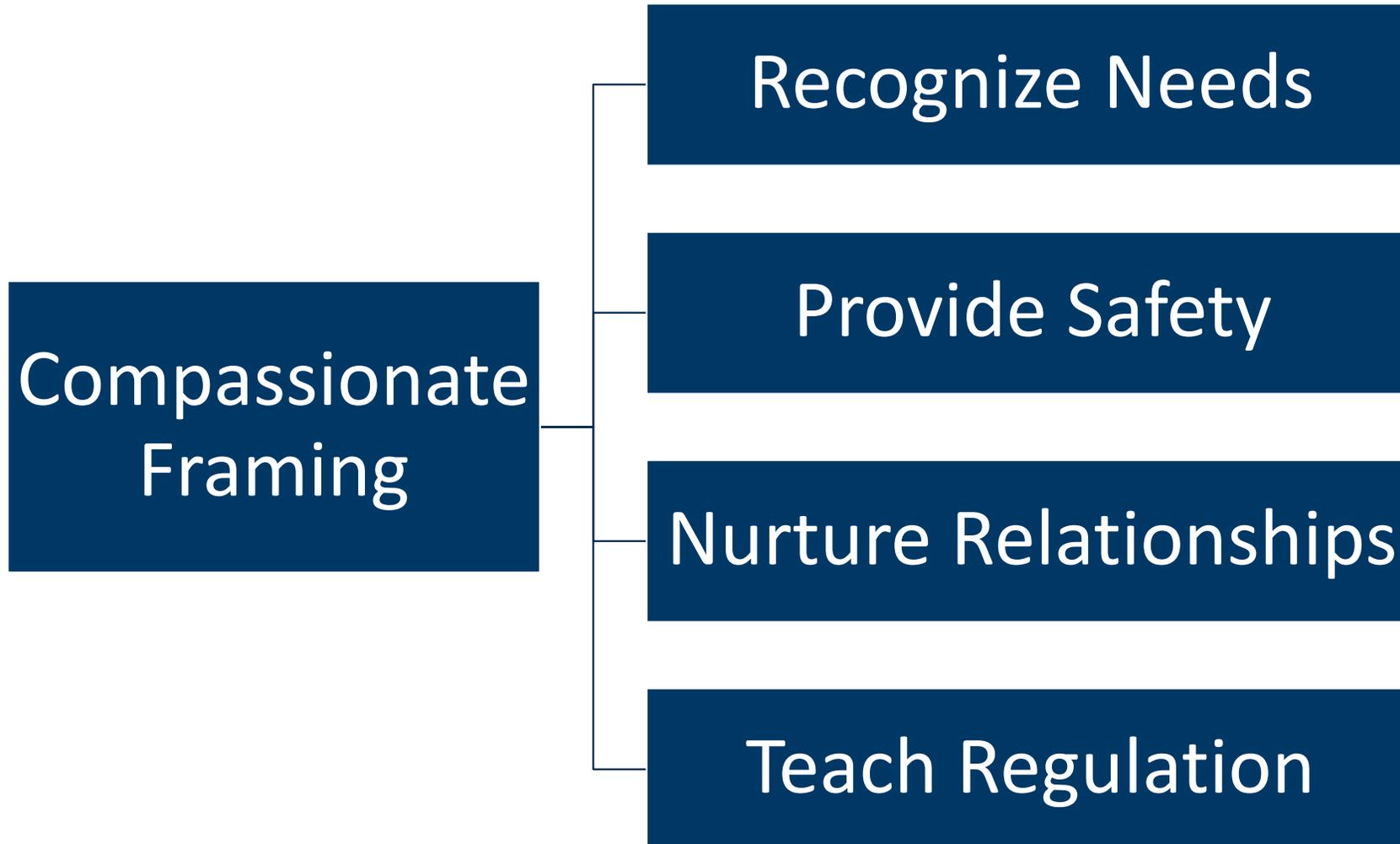
- ✓ **Higher order thinking skills:** abstract reasoning, problem solving, application of new learning
- ✓ **Learning and Memory:** Encoding and retrieval of information, working memory
- ✓ **Executive Functioning:** Planning, prioritization, sequencing, organization, attention, task initiation

# Difficulties With...

- ✓ **Emotion Regulation:** Defiance, reactivity, aggression, impulsivity, withdrawal or passivity
- ✓ **Relationships:** May appear to lack empathy, struggle with social cues, make negative attributions, may be “adult wary,” lonely



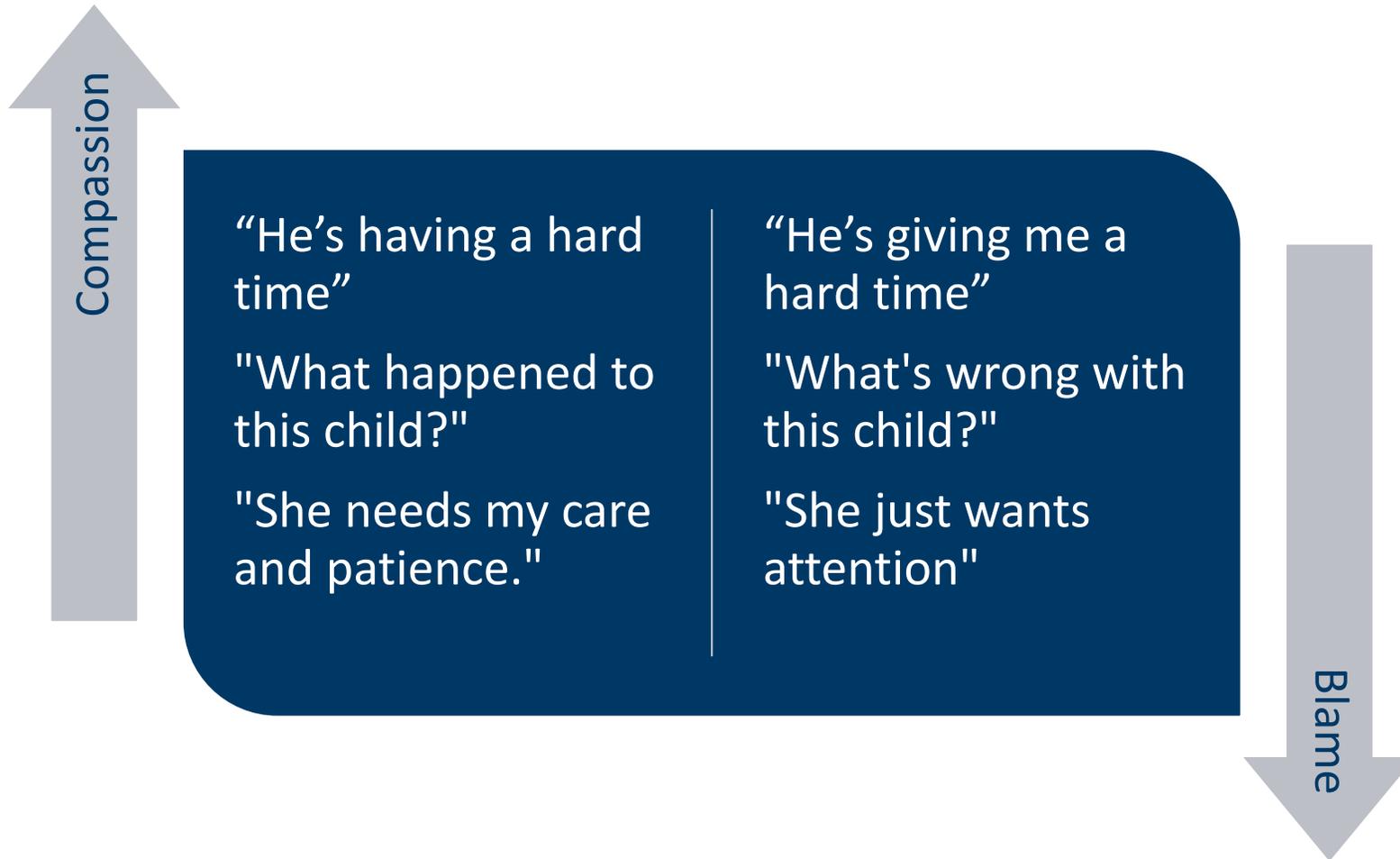
# Trauma-Informed Schools



# Compassionate Framing



# Compassionate Framing in Action



# Compassionate Framing in Action

“This child is doing the best they can”

“Hurting people hurt people”

“It’s dysregulation, not disrespect”

“I need to share my calm, not join their chaos”

“It’s my job to help you regulate”

“What is the why behind this behavior?”

# Recognizing Needs: Find the need, meet the need

## Physical

- Water
- Food
- Exercise

## Sensory

- Noise
- Light
- Proprioceptive

## Emotional

- Predictability
- Calmness
- Flexibility

## Avoid Power Struggles

Pause  
and take  
a breath

Give  
choices

Take a  
break

## Connection, Not Coercion

Offer a  
way out

Agree to  
work  
together

Use  
humor

# Nurturing Relationships: A web of relationships



## Felt Safety

- Consistency: rituals and routines
- Availability: undivided attention
- Compassion: soft eyes, kind voice
- Acceptance: safe to make a mistake and easy to ask a question
- Get on their level



## Demonstrated Caring

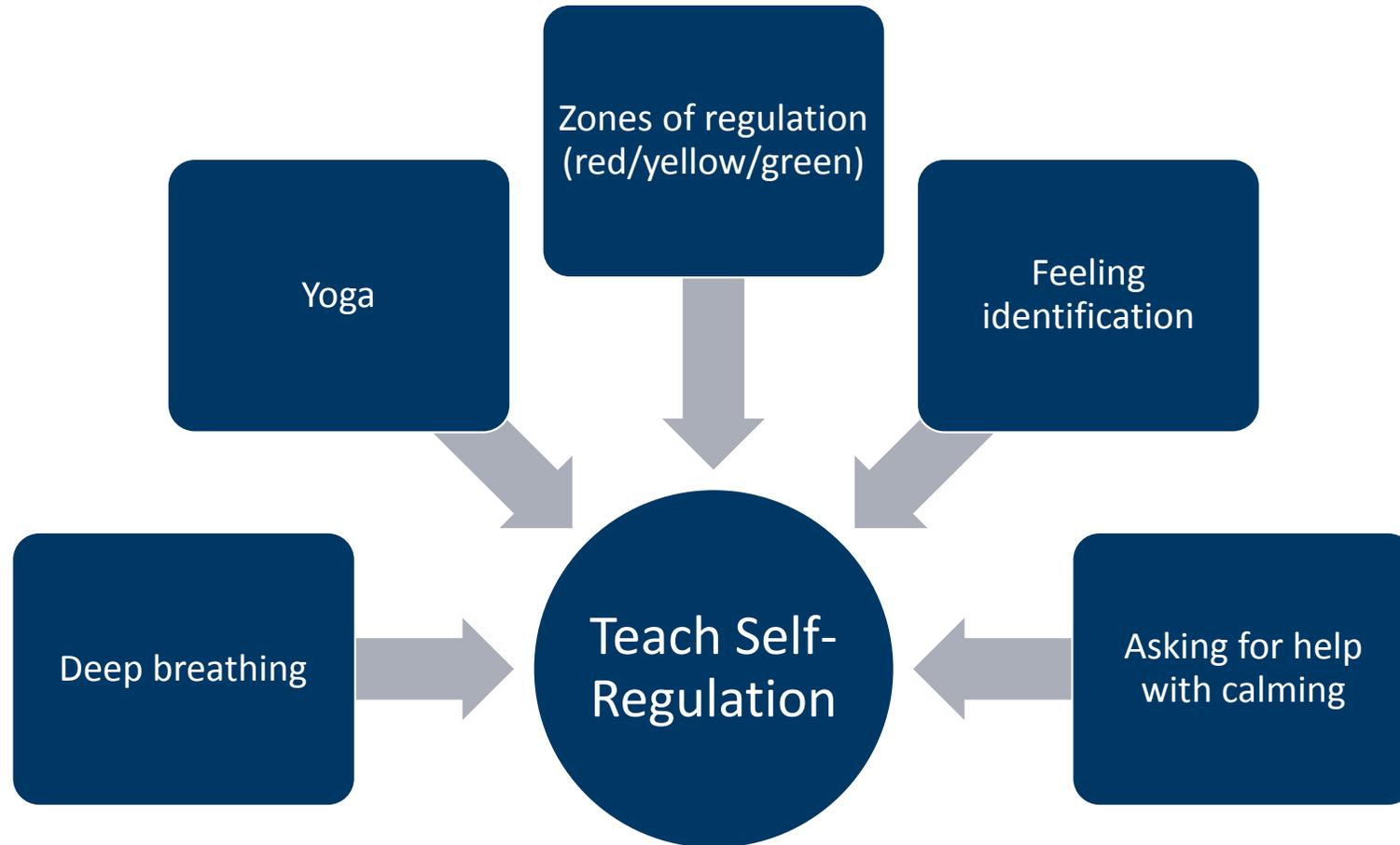
- Kids need to FEEL it
- Build them up
- Take an interest: ask questions, check in
- Make kids feel noticed, valued
- High fives, fist bumps, handshakes



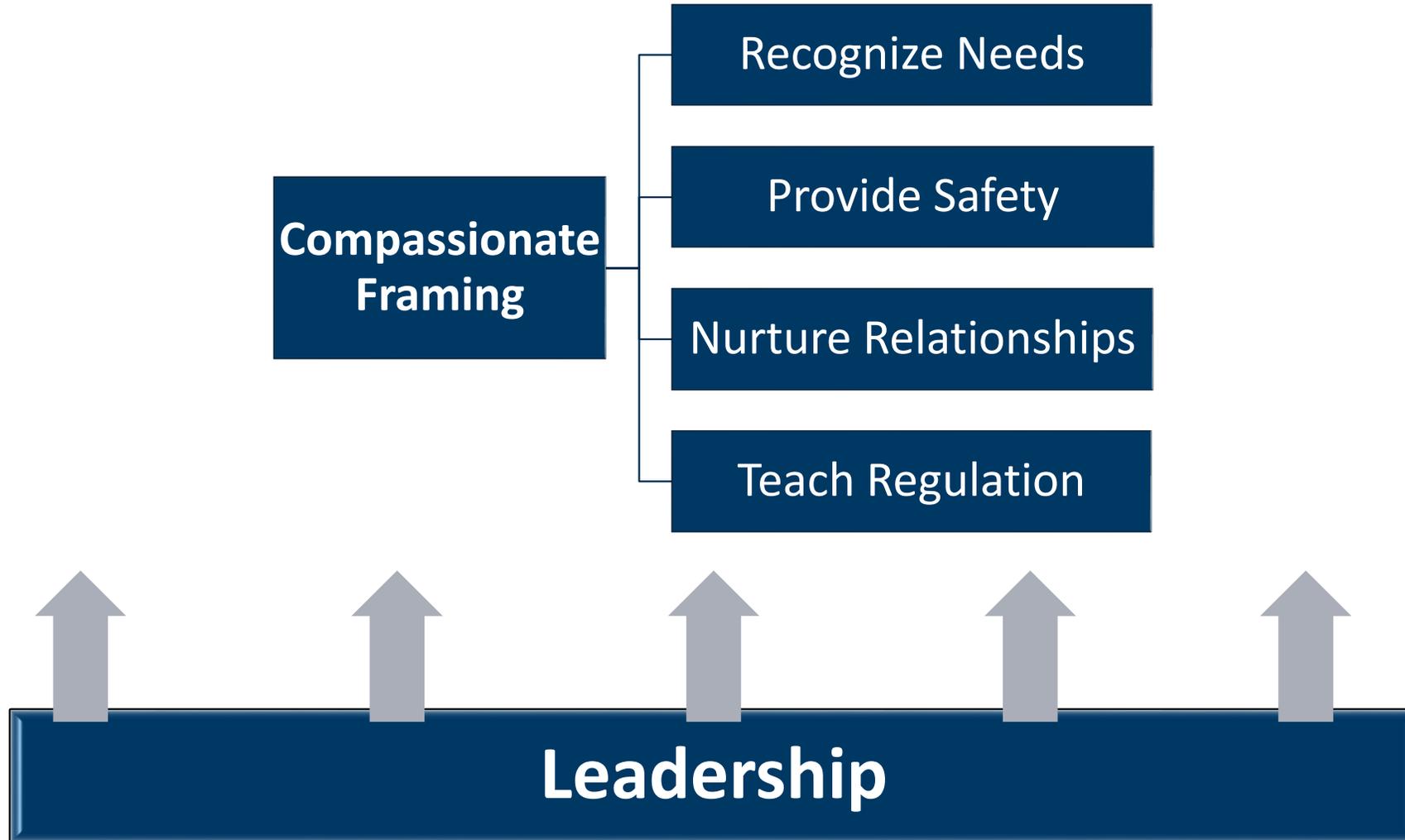
## Co-Regulation

- Attunement
- Companionship
- Active listening
- Empathy
- Labeling of emotions
- Compromises
- Re-dos

# Teaching Regulation: Prevent negative behavior before it starts



# Trauma-Informed Schools



# Role of Leadership in a Trauma-Informed School

## Staffing

- Behavioral support, family liaison, social worker
- School-based mental health or dedicated, proactive process for community-based mental health support for students and families

## Staff Training

- Trust-Based Relational Intervention (TBRI), Conscious Discipline, Beyond Consequences, Collaborative Problem Solving
- Attachment & Trauma Network's Creating Trauma-Sensitive Schools Conference: Feb. 17-19, 2019

## Support for Staff

- Address secondary trauma (team meetings led by a mental health professional to process secondary trauma)
- Dedicated time to discuss specific students and share trauma-informed techniques
- Support for building relationships with students and among staff

## Policies

- Non-punitive discipline policies
- Curriculum time dedicated to social/emotional learning in every classroom
- Parent and family involvement
- Flexibility regarding homework and other stressors

## Manuals

*The Heart of Learning and Teaching (2009)*

*Helping Traumatized Children Learn (2005)*

*Responding to Childhood Trauma: The Promise and Practice of Trauma Informed Care (2006)*

## Short Articles

Creating Trauma Informed Classrooms (2014)

Helping a Traumatized Child (2006)

The Three Pillars of Trauma-Informed Care (2008)

Recognizing Trauma in the Classroom (2013)

Helping the Traumatized Child in the Classroom (2014)

## Books

*Help for Billy (2012)*

*Beyond Consequences (2006)*

*Lost at School (2014)*

*The Boy Who Was Raised as a Dog (2006)*



# The Animating Learning by Integrating and Validating Experience (ALIVE) Model

Colleen O'Keefe | Sauer Family Foundation

- Children are exposed to toxic stress and trauma well before they break down in symptoms or behaviors.
- Over 40% of Kindergarteners in New Haven who teachers rate as being model students have been exposed to high levels of toxic stress.
- The only way to find out if a child has been exposed is to

ASK THEM

**ALIVE is PREVENTION**

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WAITING until children break down is a  
FORMULA FOR FAILURE

Trauma treatment, medications, child protection  
and home-based services are expensive and often too late.

**ALIVE is PREVENTION**

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In schools, we are inventing new ways of managing student behaviors instead of addressing the cause of these behaviors.

ALIVE is addressing the root cause of the behaviors.

**ALIVE is PUBLIC HEALTH**

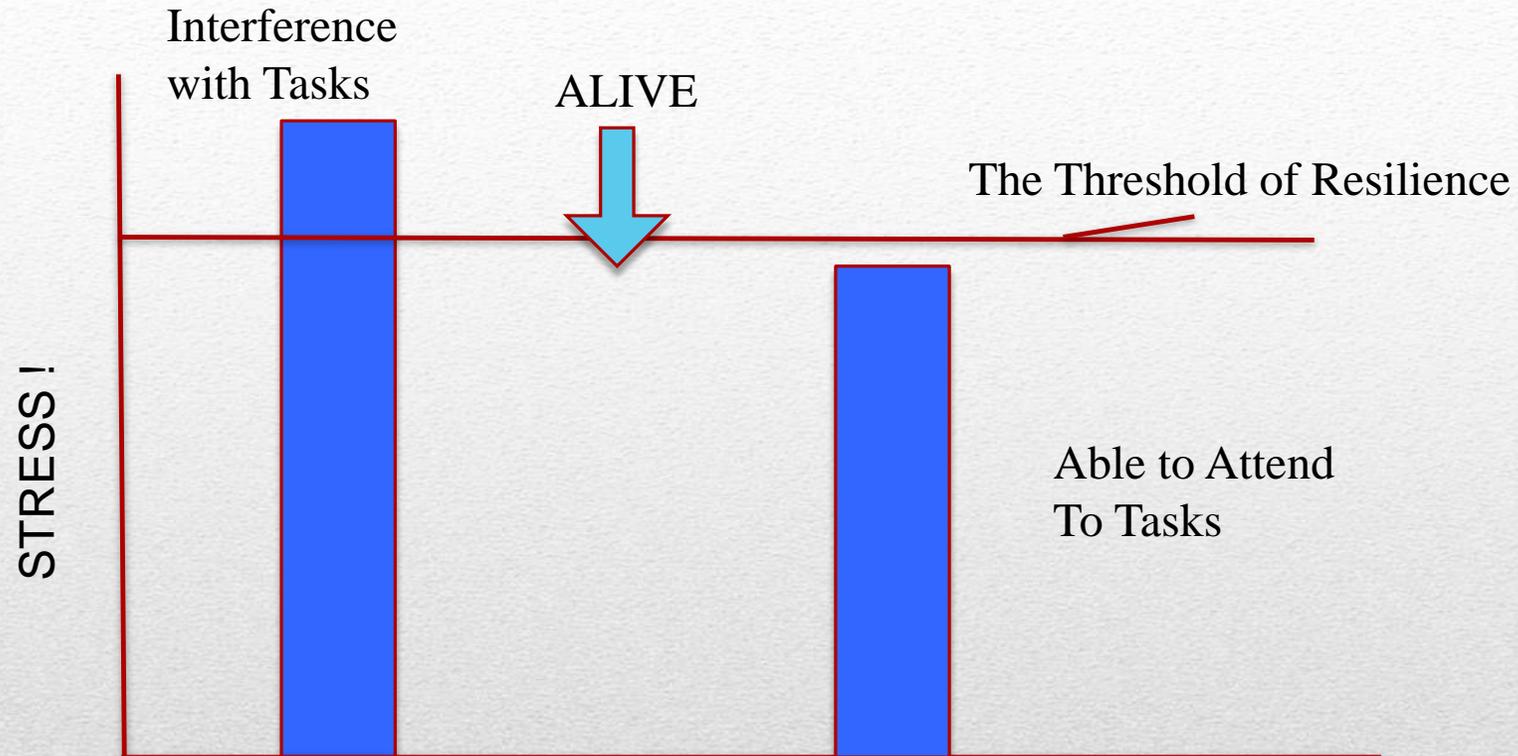
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## The ALIVE Method

1. Identify the CORE SOURCE of the stress
2. COMMUNICATE that to a knowledgeable listener
3. Discharge the EMOTION linked to that stress

**ALIVE is EFFICIENT**

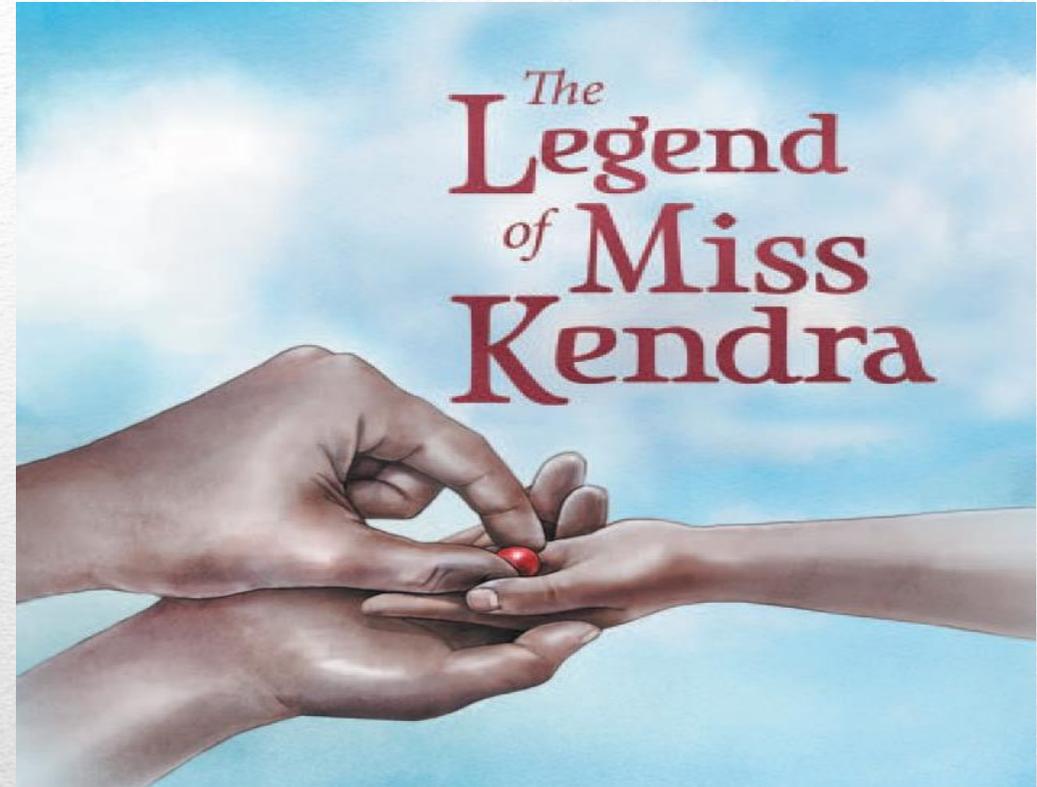
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**ALIVE is EFFICIENT**

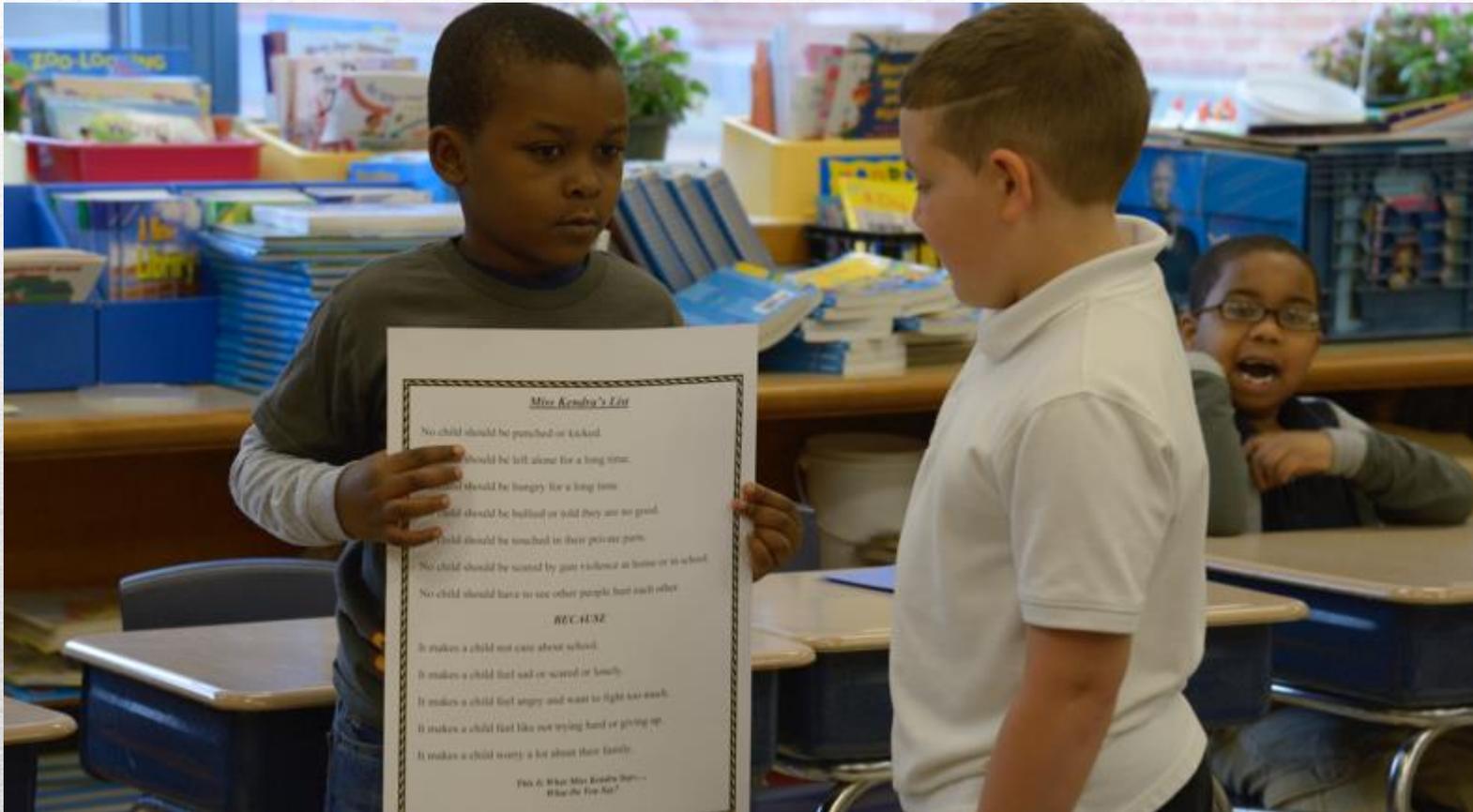
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- Publication of *The Legend of Miss Kendra*
- Manualized training materials.
- Standardized ALIVE Counselor Training Program.
- Materials for teachers and parents.



# **ALIVE & the Legend of Miss Kendra**

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*Miss Kennedy's List*

No child should be punished or tickled.  
No child should be left alone for a long time.  
No child should be hungry for a long time.  
No child should be bullied or told they are no good.  
No child should be touched in their private parts.  
No child should be teased by peers or violence at home or in school.  
No child should have to see other people hurt each other.

**BECAUSE**

It makes a child not care about school.  
It makes a child feel sad or scared or lonely.  
It makes a child feel angry and want to fight her math.  
It makes a child feel like not trying hard or giving up.  
It makes a child worry a lot about their family.

FIG. 6. What Miss Kennedy Did—  
What the Kids Got?













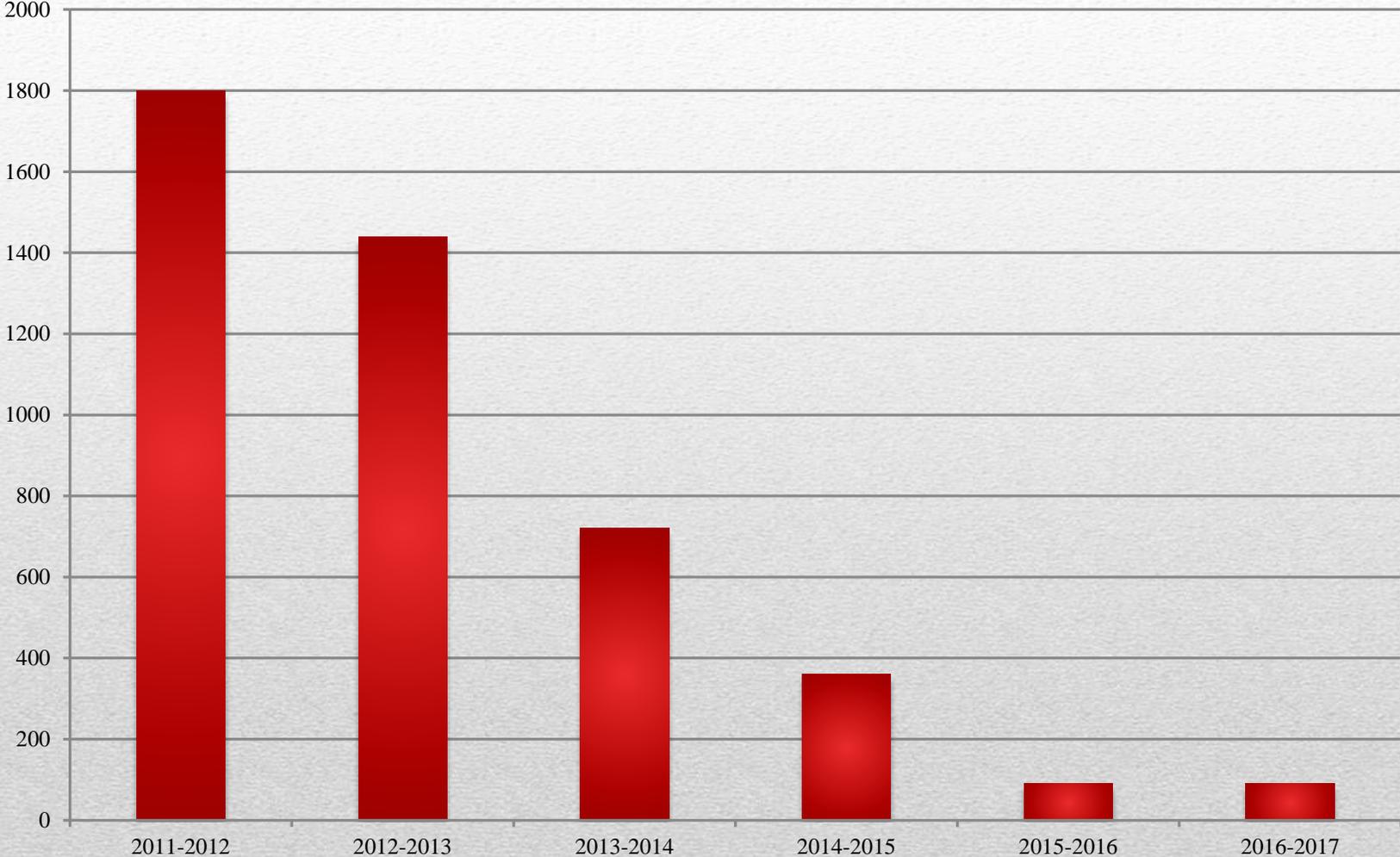


On average, ALIVE produces a decrease of 80% in all student disruptive behaviors and disciplinary actions.

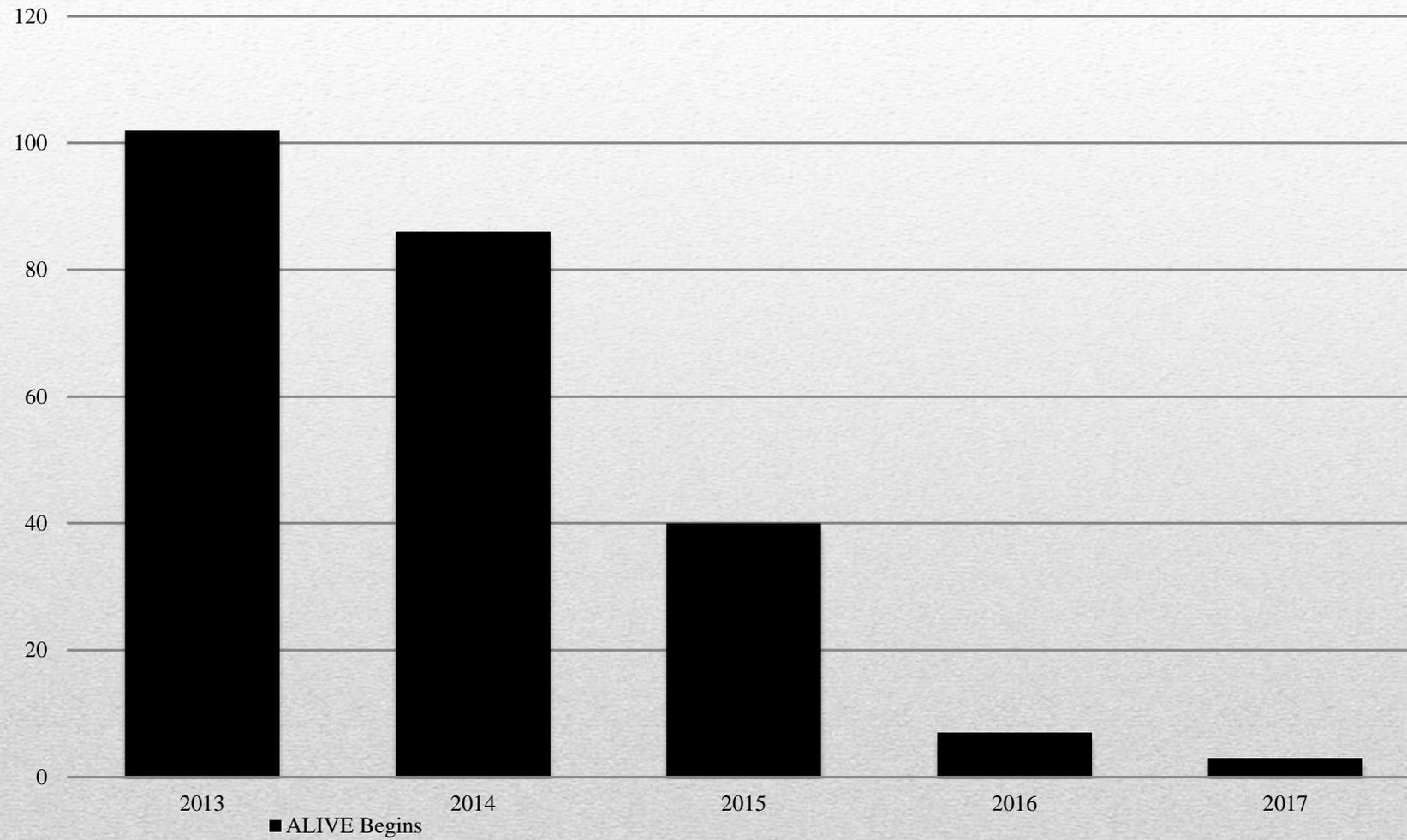
**ALIVE means real RESULTS**

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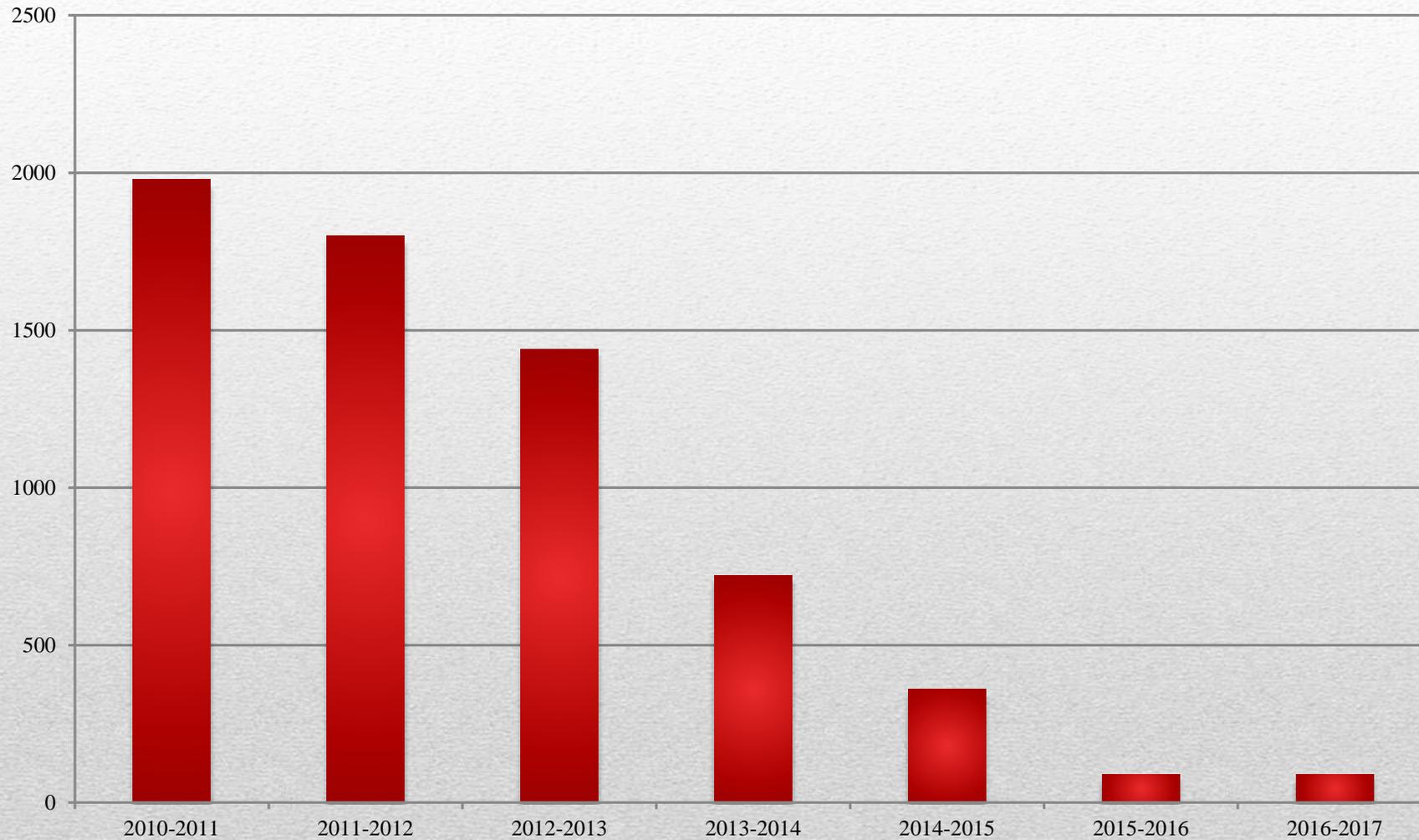
# Suspensions at Truman School



# Suspensions per year at DiLoreto



# Office Referrals at High School in the Community



In the first 6 months:

- 25% drop in suspensions and disciplinary actions
- 17% increases in Math and English scores on statewide standardized tests.

**Mastery Elementary School**

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In the first 8 weeks

- 46% decrease in office referrals for defiance or aggression

**Willow Lane Elementary School**

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Go to [www.menti.com](http://www.menti.com) and use the code 48 78 91

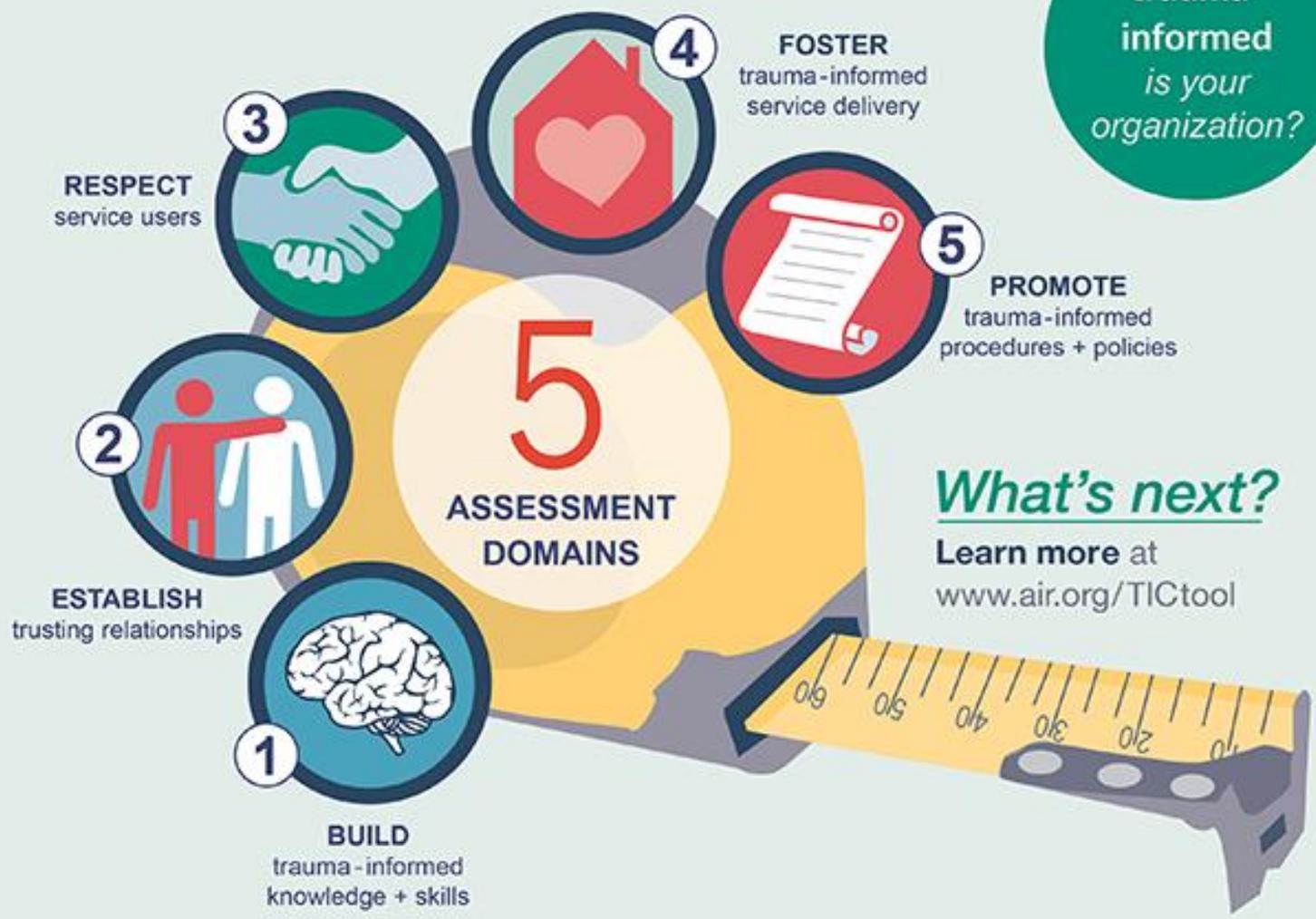
# Questions?



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# Agency-Wide Assessment



## What's next?

Learn more at [www.air.org/TICtool](http://www.air.org/TICtool)



<http://www.traumainformedschools.org>

# Additional trauma-informed care resources

# Selected References

Bath, H. (2008). The three pillars of trauma-informed care. *Reclaiming Children & Youth*, 17(3), 17-21.  
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Perry, B.D. and Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook—what traumatized children can teach us about loss, love, and healing*. New York: Basic Books.

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Van der Kolk, B. (2003). The neurobiology of childhood trauma. *Child and Adolescent Psychiatric Clinics of North America*, 12(2), 293-317.

Walkley, M. M., and Cox, T. T. (2013). Building trauma-informed schools and communities. *Children & Schools*, 35(2), 123-126.

Wolpow, R. Johnson, M.M., Hertel, S.O., and Kincaid (2009). The heart of learning and teaching: Compassion, resiliency, and academic success. Washington State Office of Superintendent of Public Instruction (OSPI) Compassionate Schools.

# One more opportunity to learn

Topic	Timing	Remote
<b>San Fran Schools/Hamilton Family Services Pilot</b> , featuring Jeff Kositsky, Mary Richards, and Tomiquia Moss	Thursday, May 31, 2018, 1:30 pm – 3:00 pm <b>NEW TIMING</b>	<a href="https://global.gotomeeting.com/join/429379949">https://global.gotomeeting.com/join/429379949</a> (646) 749-3122, Access Code: 429-379-949

Session will be at MDE, located at 1500 Highway 36 West, Roseville, MN 55113.

**Register online for more information:** <https://tinyurl.com/HSWH-info-sessions-2018>

# Thank you!

## **For more information about Homework Starts with Home:**

MDE's Homework Starts with Home page: <http://education.mn.gov/MDE/fam/home/>

Minnesota Housing's Multifamily Grants page: <http://tinyurl.com/MH-HSWH-2018>

Register for upcoming info sessions: <http://tinyurl.com/HSWH-info-sessions-2018>

**Questions?** Contact Diane Elias at [diane.elias@state.mn.us](mailto:diane.elias@state.mn.us) or 651.284.3176