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

May 24, 2018
• 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** and use the code **48 78 91**

1. Grab your phone
2. Go to **www.menti.com**
3. Enter the code **48 78 91** and vote!
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

Go to www.menti.com and use the code 487891
Go to 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.

0
I'm an expert on this topic.
Elements of the Preliminary Practice Model

- 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
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
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 homelessness 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 DeHarppporte, MA | adeharppporte@gmail.com
• 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)
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
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

(Hodas, 2006)
• 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

Symptoms of Un-Discharged Traumatic Stress

- Anxiety, Panic, Hyperactivity
- Exaggerated Startle
- Inability to relax, Restlessness
- Hyper-vigilance, Digestive problems
- Emotional flooding
- Chronic pain, Sleeplessness
- Hostility/rage

- Depression, Flat affect
- Lethargy, Deadness
- Exhaustion, Chronic Fatigue
- Disorientation
- Disconnection, Dissociation
- Complex syndromes, Pain
- Low Blood Pressure
- Poor digestion

Stuck on “On”

Stuck on “Off”

Normal Range

Source: https://paradigmmalibu.com/teen-somatic-experiencing/
A Narrow Window of Tolerance

Source: http://www.myshrink.com/counseling-theory.php?t_id=76
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.

(Perry et. al, 1995)
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

- Recognize Needs
- Provide Safety
- Nurture Relationships
- Teach Regulation
Compassionate Framing

**Kids do well when they can**

- Bad behavior is not willful
- All behavior is communication
- Fight, flight, freeze = survival strategies
- Fearful children can't learn
Compassionate Framing in Action

“He’s having a hard time”
"What happened to this child?"
"She needs my care and patience."

“He’s giving me a hard time”
"What’s wrong with this child?"
"She just wants attention"
<table>
<thead>
<tr>
<th>“This child is doing the best they can”</th>
<th>“Hurting people hurt people”</th>
<th>“It’s dysregulation, not disrespect”</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I need to share my calm, not join their chaos”</td>
<td>“It’s my job to help you regulate”</td>
<td>“What is the why behind this behavior?”</td>
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</table>
Recognizing Needs: Find the need, meet the need

<table>
<thead>
<tr>
<th>Physical</th>
<th>Sensory</th>
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<tbody>
<tr>
<td>• Water</td>
<td>• Noise</td>
<td>• Predictability</td>
</tr>
<tr>
<td>• Food</td>
<td>• Light</td>
<td>• Calmness</td>
</tr>
<tr>
<td>• Exercise</td>
<td>• Proprioceptive</td>
<td>• Flexibility</td>
</tr>
</tbody>
</table>
Providing Safety: Connect, then correct

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

- Teach Self-Regulation
- Zones of regulation (red/yellow/green)
- Deep breathing
- Yoga
- Feeling identification
- Asking for help with calming
Leadership

Trauma-Informed Schools

Compassionate Framing

- Recognize Needs
- Provide Safety
- Nurture Relationships
- Teach Regulation

Leadership
# 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
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
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.
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.
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
ALIVE is EFFICIENT

The Threshold of Resilience

Interference with Tasks

ALIVE

Able to Attend To Tasks

STRESS
• 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**
No child should be paddled or hit.

No child should be left alone for a long time.

No child should be hungry for a long time.

No child should be isolated or told they are no good.

No child should be tortured in their parent's home.

No child should be scared or given threats in school.

No child should have to see other people hurt each other.

SEC 3152

It makes a child feel sad about school.

It makes a child feel girt or mad or lonely.

It makes a child feel angry and want to fight too much.

It makes a child feel like they are not loved by anyone.

It makes a child worry a lot about their family.

Yes, Bla Bla Bla, here's how to make the future...
On average, ALIVE produces a decrease of 80% in all student disruptive behaviors and disciplinary actions.

ALIVE means real RESULTS
Suspensions at Truman School

- 2011-2012: 1800
- 2012-2013: 1400
- 2013-2014: 600
- 2014-2015: 400
- 2015-2016: 100
- 2016-2017: 100

Yearly suspensions trend shows a decreasing pattern from 2011-2012 to 2016-2017.
Suspensions per year at DiLoreto

ALIVE Begins

- 2013
- 2014
- 2015
- 2016
- 2017
Office Referrals at High School in the Community

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<td>2015-2016</td>
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<td>2016-2017</td>
<td>50</td>
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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
In the first 8 weeks

- 46% decrease in office referrals for defiance or aggression
Go to www.menti.com and use the code 48 78 91

Questions?
<table>
<thead>
<tr>
<th>Reference</th>
<th>Title</th>
<th>Journal</th>
<th>Volume</th>
<th>Issue</th>
<th>Pages</th>
<th>URL</th>
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<tbody>
<tr>
<td>Call, C., Purvis, K., Parris, S., and Cross, D. (2014).</td>
<td>Creating trauma-informed classrooms.</td>
<td>Adoption Advocate</td>
<td>75</td>
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<td>Schwartz, K. (2016). Teaching strategies: 20 tips to help de-escalate interactions with anxious or defiant students. KQED.</td>
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One more opportunity to learn

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<th>Timing</th>
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| **San Fran Schools/Hamilton Family Services Pilot**, featuring Jeff Kositsky, Mary Richards, and Tomiquia Moss | Thursday, May 31, 2018, 1:30 pm – 3:00 pm  
**NEW TIMING** | [https://global.gotomeeting.com/join/429379949](https://global.gotomeeting.com/join/429379949)  
(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](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 or 651.284.3176