

## Now What? Next Steps in Trauma-Informed Practices Implementation

Marni Choice-Hermosillo, PhD, NCSP

### Learning Targets

- Participants will be introduced to the *Trauma-Informed Practices Implementation Model*, as well as the research that led to its development.
- Participants will identify their classroom or building next steps using the model and broaden their trauma informed practical strategies and applications toolbox.

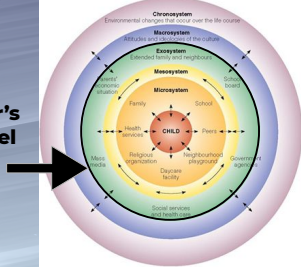
### Pivotal Perceptions: A Phenomenological Exploration of Trauma-Informed Practices in an Urban K-8

- What practices do teachers implement in their classrooms according to their personal perception of trauma-informed practices and its efficacy?
- What personal barriers impact teacher's implementation of trauma-informed practices within their classrooms?
- What professional or organizational barriers impact implementation of trauma-informed practices within a school building?

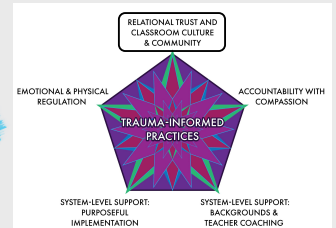
### Methods

Name	Age	Race	Gender	Highest Educational Attainment	Total years teaching
Julie	21 - 29	Hispanic	Female	Bachelors	0 - 2 years
Nina	21 - 29	White, Non-Hispanic	Female	Bachelors	2 - 5 years
Eva	30 - 39	Hispanic	Female	Masters	5 - 10 years
Jean	30 - 39	White, Non-Hispanic	Female	Masters	11 - 15 years
T. Bone	50 - 59	White, Non-Hispanic	Female	Masters	21 - 25 years
Bob	21 - 29	White, Non-Hispanic	Male	Masters	2 - 5 years
Robba	30 - 39	White, Non-Hispanic	Male	Bachelors	5 - 10 years
Loftie	30 - 39	Asian	Female	PhD	5 - 10 years
Molly	30 - 39	White, Non-Hispanic	Female	Masters	5 - 10 years
Patsy	40 - 49	White, Non-Hispanic	Female	Masters	21 - 25 years

### Bronfenbrenner's Ecological Model



### Relational Trust and Classroom Culture & Community



"First and foremost, trauma-informed is about building relationships with the kids and getting to know them and really making the school and the classroom a safe and welcoming environment for them...you need to continue to go back to getting to know the kids, going to their sporting events, participating in clubs and activities and keeping them on their radar all of the time. Whether it is five minutes or ten minutes or once a week—anything that is going to make sure that it is not just done at the beginning of the year, but carried through daily." (Molly)

"Building relationships was one of the hardest things I could do. I know there were students who I clicked with immediately and then there were other kids who would put up walls and just had this perception that teachers are bad and not there for them. All year it was like breaking through the cracks and ensuring that they understood that I was there for them. I didn't care if we struggled during the day, at the end of the day, I was there for them." (Julie)

No significant learning occurs without a significant relationship.

## Emotional and Physical Regulation

RELATIONAL TRUST AND CLASSROOM CULTURE & COMMUNITY

EMOTIONAL & PHYSICAL REGULATION

TRAUMA-INFORMED PRACTICES

ACCOUNTABILITY WITH COMPASSION

SYSTEM-LEVEL SUPPORT: PURPOSEFUL IMPLEMENTATION

SYSTEM-LEVEL SUPPORT: BACKGROUNDS & TEACHER COACHING

Cheney, Mervyn, M. (2019). *Trauma-Informed Practices: A Framework for Implementation of Trauma-Informed Practices in an Urban School*. © 2019 Cheney, Mervyn, M.

"We did a lot of breathing sessions to help us with de-escalation. I would model out loud and practice whenever I was getting frustrated using out loud self-talk. I would be like, "Hey, I'm going to do some lazy eight breathing exercises because I'm getting a little overwhelmed right now". The kids would be like, "what are you doing?" and then some of them would actually do it with me. I think telling kids to do a strategy is one thing, but when they saw me doing it myself, it became much more effective." (Julie)

A lot of what I do in my classroom is mindfulness. So every single day, my class comes in and we meditate for like a minute or two. I'll often narrate and say something like, "we are going to take a minute to just think about ourselves. This is time to block everything out and think about where you are at right now. What emotions are you feeling? If you are feeling angry or frustrated, what strategies can you use to help you get back to the place where you were able to learn? And then we practice a ton of breathing exercises. We practice yoga. We talk about a ton of different strategies that they can use to deescalate themselves or bring themselves back to a level of calm where they are ready to learn." (Nina)

## Accountability with Compassion

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Cheney, Mervyn, M. (2019). *Trauma-Informed Practices: A Framework for Implementation of Trauma-Informed Practices in an Urban School*. © 2019 Cheney, Mervyn, M.

I think there was a common refrain of like, you know, what are the consequences for X behavior? And that often came up when talking about trauma-informed practices. Some of my colleagues saw trauma-informed practices as a new name for behavior management and still wanted punitive disciplinary consequences doled out. I saw trauma-informed practices as kind of an underpinning of how I try to run my classroom. I try to look for root causes and not blame or shame kids. I try to understand their problem behavior and think about the best way to hold them accountable. You can still have structure and consequences in your classroom, just do it with compassion and through a trauma-informed lens. (Bob)

"I think trauma-informed practices is being more understanding and empathetic to kids who are exposed to a lot of trauma and other situations in their lives. Instead of being so punitive, its more of an aspect of building those relationships and trying to find the lagging skills. Consequences are important, but I think you need to carry them out with compassion. Students can have consequences, but I try hard to use positive relationship-based consequences or restorative practices that are aligned more with trauma-informed practices." (Penny)

## System-Level Support: Purposeful Implementation

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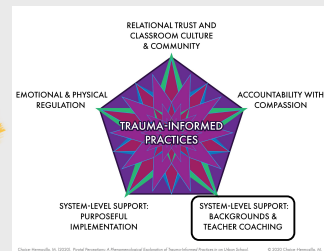


"If you are going to have the vision of putting social, emotional and trauma-informed practices first because it is a district-wide or school-wide focus, then let's make that the big focus in everything that we do. We should put aside 5 or 10 minutes at the beginning of every faculty meeting to learn something new associated with it and then from time to time be given the chance to really talk about it with our colleagues. I also would really love to be able to talk about this as part of our data driven conversations." (Bubba)

"I think it needs to be a programmatic focus of the school. I think there should be more structured time to talk about it and more dedicated time to collaborate with other teachers. While I enjoy extra time to lesson plan, I would have also liked some of that time to be structured around how to better meet the needs of my students using trauma-informed practices. I also believe that this should have been part of my observation cycle or coaching cycle with support from my coach. I know that it wasn't explicitly written into my district's performance evaluation framework, but we should still be able to set goals to improve our practice in this area and then receive feedback on how we are doing with things." (Bob)

13

## System-Level Support: Backgrounds and Teacher Coaching



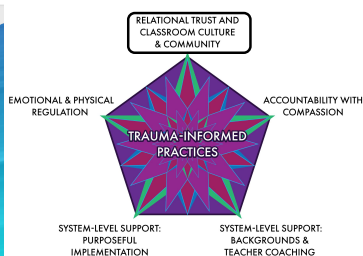
14

I see year after year, brand new teachers who come right out of college. They are miserable the entire year and they leave not only my school, but the entire profession of teaching after just one year. I think a lot of that has to do with not being able to obtain the support they need in order to improve their instruction, build a cohesive classroom community and meet the social and emotional needs of their students. I think the entire coaching model should be redesigned. Instead of solely focusing on observations and instructional moves, I think coaches should be well versed in what trauma-informed practices looks like so that they could help the teachers in the building implement it. Maybe they model what it could look like in the classroom or maybe take over an instructional lesson so the teacher can build relationships with their students. It may be intensive study for them, but so worth it and the teachers would feel so much more supported. (Molly)



15

## Now What?



16

## General Practical Strategies

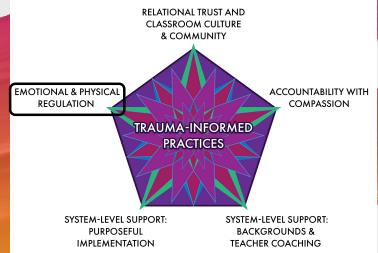
- Intentionally assess how students are perceiving connections and relationships.
- Hold regular class meetings and connection circles
- Establish classroom traditions and rituals
- Create dedicated teacher to student connection times
- Classroom polling
- Prioritize relationship building inside and outside of the classroom
- Actively teach routines (eg. how do you effectively apologize or compliment a classmate)
- Show vulnerability and embrace mistakes as learning opportunities

17

## Routines and Rituals Create Safety, Predictability, and Connection

- ❑ Greetings/Closings/Absent Students
- ❑ Daily Schedule
- ❑ Class chant/cheer/Song/belief statement
- ❑ Establishing norms
- ❑ Teaching routines - Lunch Example
- ❑ Recognition, jobs, and Kindness reporting
- ❑ Class/Morning Meetings (1st grade example; 8th grade example)

19



Chloris Hemsley, M. (2020). *Trauma Perspectives & The Neurobiological Explanation of Trauma-Informed Practices in an Urban School*. © 2020 Chloris Hemsley, M.

20

## General Practical Strategies

- Daily emotional regulation skill building and reinforcement in the classroom (and in small group settings)
- Mindfulness, coping skills, breathing techniques, Zones of Regulation
- Self-regulation strategies for adults

21

There are 6 things needed to heal the stress response system:

- A Nutrition
- B Exercise
- C Sleep
- D Mindfulness
- E Mental Health
- F Healthy Relationships

ACEs disrupt the development of the stress response system in the body

(Burke Harris, 2018)

22

## mindfulness for self-regulation

### Morning Meeting

1. **Self-Check** - Students give thumbs up, thumbs in the middle, or thumbs down to indicate how they are feeling.
2. **Greeting** - Students greet partners and share a story, a gratitude, or a compliment.
3. **Tail of the Week** - Students discuss importance of the trait and set goals for showing the trait.
4. **Sharing** - 2 rotating students share a question, concern, or celebration.



### Meditation

After recess, students sit quietly at their desks with their heads down. The teacher narrates meditation practices focusing on controlling attention and movement and focusing on oneself.



### Belly breathing



### Breathing Exercises and Yoga

After meditating, students follow along with a 3-5 minute GoNoodle video. Some videos will focus on breathing strategies to help students gain control over their emotions. Some videos will focus on yoga exercises to help students gain control of their bodies.

23



Mood Check

24



### What ZONE am I in?

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Annoyed Worried Silly/Wiggly Over-excited	Mad/Angry Mean Hitting Yelling Out of Control
Heat escape	Heat escape	Heat escape	Heat escape

BE SURE TO FOLLOW THE RULES AND REMEMBER TO STAY IN THE GREEN ZONE!

the only OT

Inside Out Zone Check In

Emoji Zone Check In

**EMOTIONAL THERMOMETER**

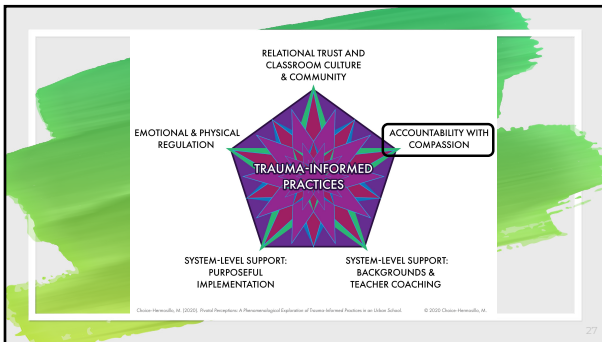
Happy / Excited / Love / Love

Calm / content / lively / excited

Sad / Unhappy / I am quiet or problem

Happy / Calm / Proud / Proud / excellent / awesome / great / smart / feeling good!

### Dr. Choice's Calming Corner for students



### General Practical Applications

IF YOUR SCHOOL IS WORKING ON SYSTEMS-LEVEL SUPPORT AND YOU PLAN ON STARTING IN YOUR CLASSROOM

- Determine what accountability with compassion will look like in your classroom (operationally define it)
- Discuss this expectation with your students - Post visuals and charts
- Revamp Your behavior reflection sheets and/or clip charts
- Work on holding kids accountable for their behavior without shaming them
- Use restorative practices to teach empathy and hold kids accountable

IF YOU HAVE SYSTEMS-LEVEL SUPPORT:

- Define what accountability with compassion will look like at the systems-level. Implement this school wide.
- Ask your administration to hold teachers accountable in this area
- Consider using restorative practices building-wide (write it into policy and procedures)
- Start small! Consider implementing this in one grade level first - take data to determine effectiveness

"Restorative practices require, instead, that students focus on the harm their misbehavior caused others and what they can do to repair that harm and restore and strengthen relationships that may have been affected in the process."

-Mark Katz in Education Week Teacher

Restorative Practices

Relationship

Responsibility

Repair

Reintegration

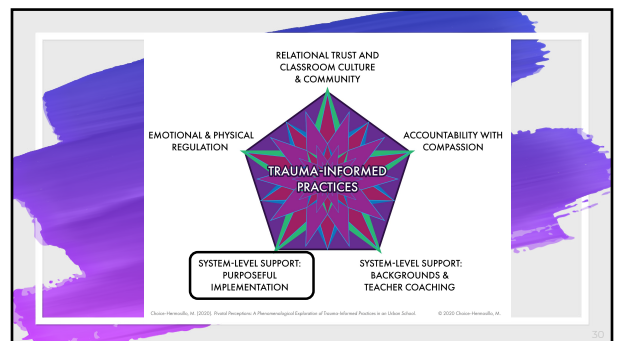
Create a Context of Care

What harm was done to whom?

How can the harm be repaired?

Who is responsible for the repair?

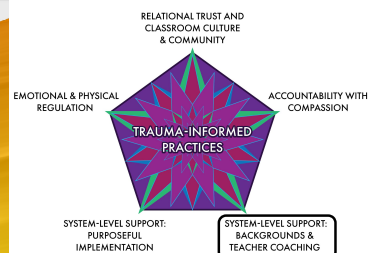
restorativepractices.org



## General Practical Applications

- Consider making TIP the focus at both the classroom and systems-level
- Intentionally set aside time for individuals at the school to connect with each other and problem solve/share resources as it pertains to TIP
- Provide frequent professional development on community building, relationship building and emotional regulation skills (don't assume teachers automatically know how to do this)
- Create a team of program champions to assist with social/emotional and behavioral needs (not just MH providers)
- Ask your program champions to create a checklist of "lookfors" to observe and work on throughout the school year

31



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32

## General Practical Applications

- Some individuals may not be where you want them to be yet (and that is OKAY!). Work with teachers where they currently are.
- Pick one domain from the microsystem to focus on

33



**Questions?**

**Thank you!**

Marni Choice-Hermosillo, PhD, NCSP