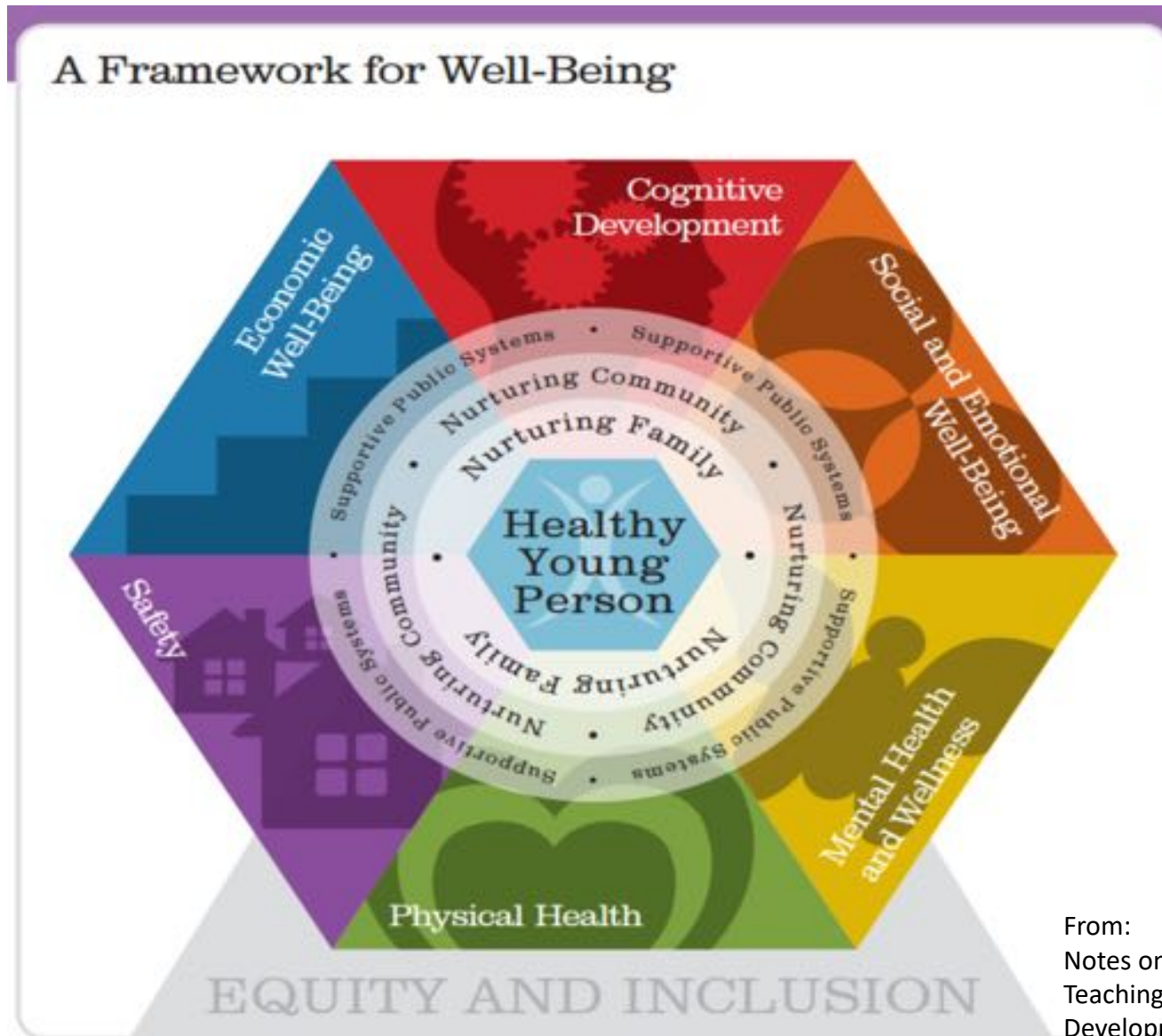


From under-the-radar to understood?
Using Trauma-informed care to identify & support at-risk students
Restorative Practices in the classroom

Dr. Allison Sampson-Jackson, LCSW, LICSW, CSOTP
Integration Solutions, Inc.



Bigger Picture for Vulnerable Kids



From:

Notes on a Holistic Framework for Teaching, Learning, Agency, Healthy Development & School Success.

Compiled by Hal A. Lawson

December 2015

The Conventional Frame: SEL for Educators and Schools

THE FIVE SEL COMPETENCIES¹⁰

To define SEL, CASEL identifies the following five interrelated clusters of cognitive, affective, and behavioral competencies:



1. **SELF-AWARENESS.** Students recognize their own emotions and their influence on behavior. They understand their own strengths and limitations and possess a grounded sense of confidence.



2. **SELF-MANAGEMENT.** Students effectively regulate their emotions, thoughts, and behaviors, including stress, impulses, self-motivation, goal setting, and progress toward goals.



3. **SOCIAL AWARENESS.** Students empathize and take the perspectives of diverse others. They understand social and ethical norms and recognize their own network of supports.



4. **RELATIONSHIP SKILLS.** Students can communicate clearly, listen actively, cooperate, negotiate conflict, resist inappropriate social pressures, and seek and offer help.



5. **RESPONSIBLE DECISION MAKING.** Students consider ethical standards, safety concerns, social norms, realistic consequences, and well-being to make constructive and respectful behavioral choices.

Conventional Frame for SEL 2

Summary of Research on Social Skills



Classroom Engagement Goals and Agency

Goal 1: Trust vs. Mistrust, helps inspire agency

- Happiness
- Anger

Goal 2: Cooperation vs. Misbehavior, expresses agency

- Punctuality
- Good Conduct

Goal 3: Ambitiousness vs. Ambivalence, helps focus agency

- Mastery Orientation
- Sense of Efficacy

Goal 4: Diligence vs. Disengagement, expresses agency

- Effort
- Help Seeking

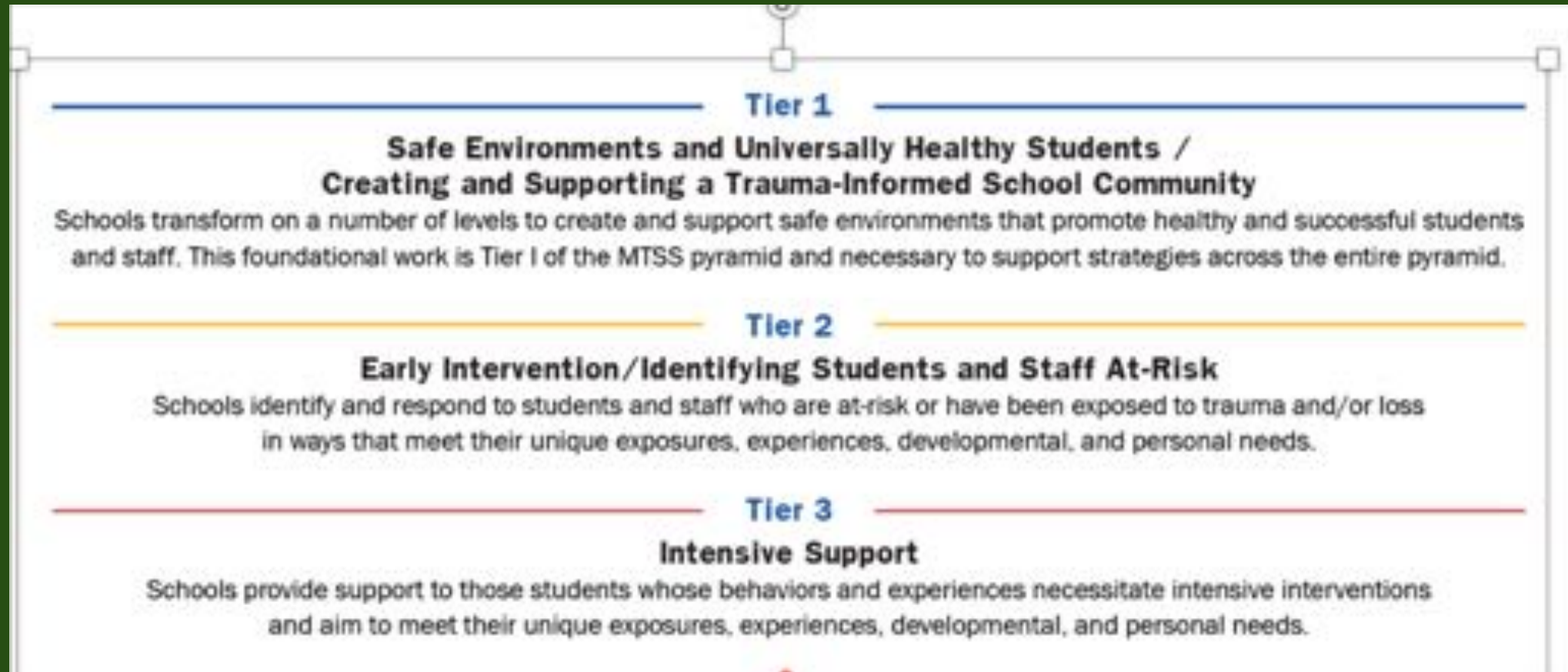
Goal 5: Satisfaction vs. Disappointment, helps inspire agency

- Satisfaction with Achievement

Teacher and Student Indicators

Parallel Status and Development Measures	
DEVELOPMENT	STATUS
Conscientiousness	
✓ In this class, students learn to be more organized.	✓ I am the type of person who is well organized.
✓ In this class, students learn to keep trying when work becomes difficult.	✓ I am the type of person who keeps trying even when I feel like giving up.
✓ In this class, students learn to become better at using time wisely.	✓ I am the type of person who uses time wisely.
✓ In this class, students learn to focus more on the quality of their work.	✓ I am the type of person who focuses on the quality of my work.
Growth Mindset/Efficacy	
✓ In this class, students learn to believe that they can get smarter.	✓ Even if the work in this class is hard, I can learn it.
Future Orientation and Purpose	
✓ Because of my teacher, I think more about going to college.	✓ I have a clear purpose in my life—I know the types of things I want to achieve.
✓ Because of my teacher, I think more about what I will do after high school.	

Trauma Sensitive School: Tiered System



Universal Precautions

- Think of it like an inoculation
 - Can help all children
 - Social Emotional Competence
 - Conflict Resolution
- Think of it like a universal screen
 - We do eye screens
 - We do hearing screens
 - We can do mental health and trauma symptom screens



AN EXAMPLE AT THE ORGANIZATIONAL LEVEL

Training All Staff to Recognize Possible Mental Health Symptoms

Spread the Word Tips & Resources for District of Columbia

1. GET STARTED

- [Administrator guide \(.pdf, click to open\)](#)
- [Quick-start guide \(.pdf\)](#)
- [Best practices tip sheet \(.pdf\)](#)

2. ENGAGE



POWERPOINT PRESENTATIONS

- [Slides for use in meetings with educators and school personnel \(.ppt\)](#)

PROMOTIONAL FLYERS

- [At-Risk for High School Educators \(.pdf\)](#)
- [At-Risk for Middle School Educators \(.pdf\)](#)
- [At-Risk for Elementary School Educators \(.pdf\)](#)
- [Combination flyer \(all three At-Risk\) \(.pdf\)](#)



BANNERS & BUTTONS

- [Images for use on your website or in your newsletter \(.pdf\)](#)

VIDEO WALK THROUGH

- [3-minute walk through of At-Risk for Middle School Educators \(.mp4\)](#)
- [3-minute walk through of At-Risk for High School Educators \(.mp4\)](#)



EMAIL & NEWSLETTER TEXT

- [Sample language to engage school personnel via email or on a website \(.doc\)](#)

DISCUSSION GUIDE

- [At-Risk for High School Educators \(.pdf\)](#)
- [At-Risk for Middle School Educators \(.pdf\)](#)
- [At-Risk for Elementary School Educators \(.pdf\)](#)



TIMING YOUR OUTREACH

- [Bullying Prevention Month resource packet \(.pdf\)](#)
- [Promotional calendar \(.pdf\)](#)

Nursing Credit (CNE) Available

- [Language to engage school nurses \(.doc\)](#)

OTHER

- [Research results](#)
- [Related webinars \(.pdf\)](#)
- [Kognito fact sheet \(.pdf\)](#)



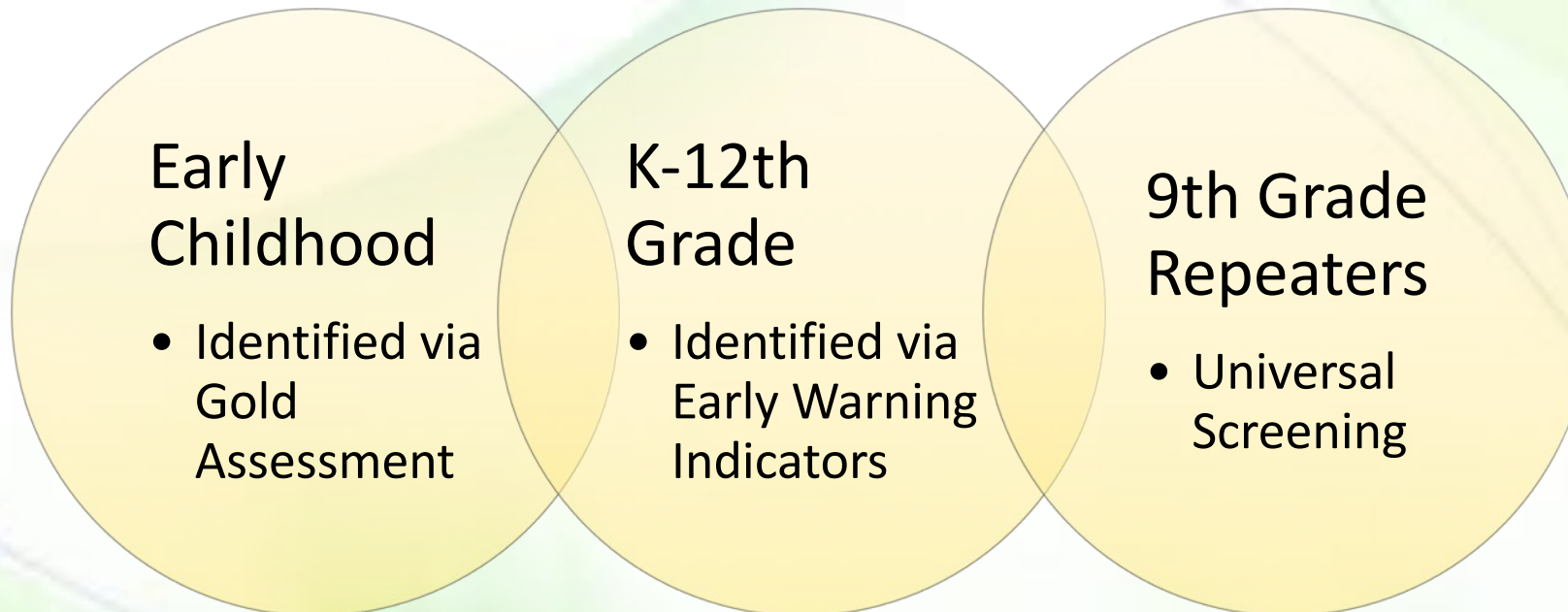
Access training at: www.supportdcyouth.com

These courses are made freely available to District educators by the District of Columbia Department of Behavioral Health.

Contact Us: 212.675.9234 • info@kognito.com • www.kognito.com



District of Columbia Public Schools Trauma Sensitive Process



June 2015 Mental Health Screening Plan



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Specialized Instruction

Early Warning Indicator System: Screening for MH and Trauma

Early Warning Indicators	On-Track (Tier I)	Sliding (Tier II)	Off-Track (Tier III)
BEHAVIOR	No Office Discipline Referrals (ODR) or suspensions	2-3 ODRs and/or 1 suspension	3+ ODRs and/or 2+ suspensions
ATTENDANCE	missed < 5% instructional days	missed ≥ 5-9% instructional days	≥ 10% instructional days
ACADEMICS: READING and Math	Above proficient or proficient on interim assessment	Below Proficient	Far below proficient

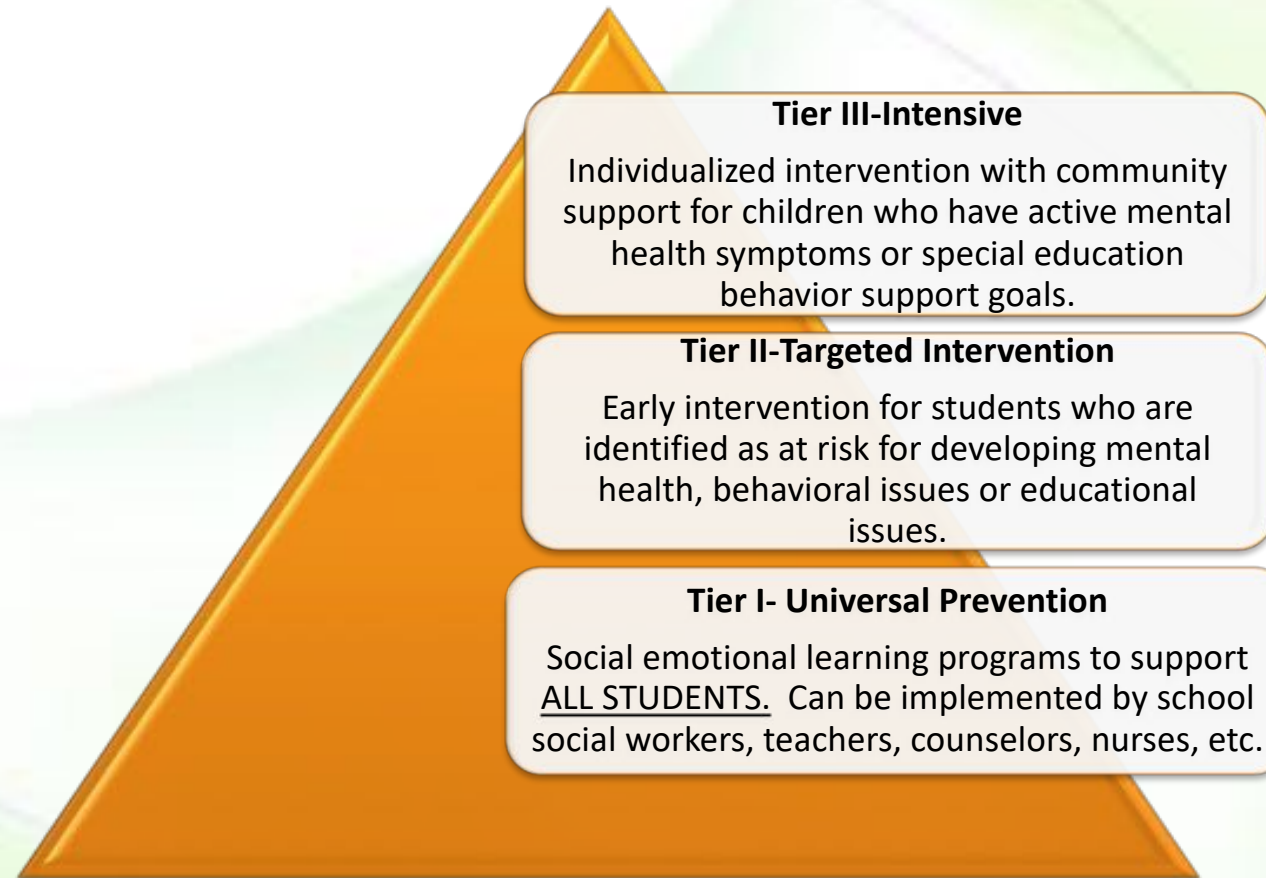
June 2015 Mental Health Screening Plan



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Specialized Instruction

Tiered Trauma Sensitive Model



June 2015 Mental Health Screening Plan



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Specialized Instruction

Tier One

Tier I: Universal Prevention/Consultation and Mental Health Promotion:

Social emotional support services at this tier are provided universally to the entire student body, school staff or parents/guardians. These services aim to prevent the development of serious mental health problems and to promote pro-social skill development among children and youth.

Examples of interventions at this tier include:

School-wide PBIS or classroom-based social emotional learning programs, including substance abuse and violence prevention programs (i.e., bullying prevention, good touch, bad touch, peer mediation, conflict resolution)

Staff professional development (i.e., mental health awareness, classroom management)

Mental health educational workshops for parents/guardians or students

Mental Health Consultation*

*During Tier One: Consultation is focused on increasing the general knowledge base of general education teachers regarding social emotional development, impairments, and the relationship to the curriculum and function in age-appropriate activities.

June 2015 Mental Health Screening Plan



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of Specialized Instruction



INTERVENTIONS

Restorative Practices

- Restorative Framework
 - Building/Strengthening Community
- ## Restorative Dialogue and Repairing Harm

SFUSD Student, Family, Community Support Department

© Kerri Berkowitz, Restorative Practices Coordinator

berkowitzk@sfusd.edu

(415) 241-3030

II. What Are Restorative Practices?



Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools (March 2014)

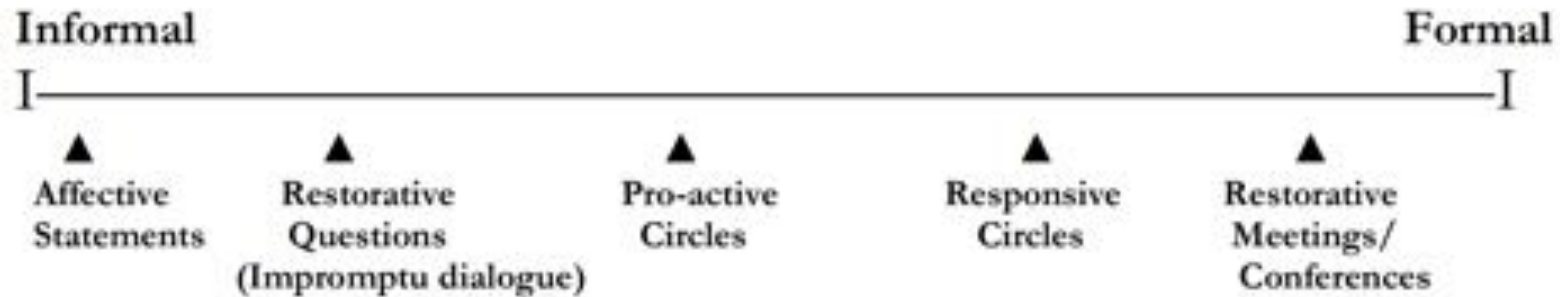
Restorative practices allow for a shift in practice that results in a culture which is inclusive, builds fair process into decision making practices, and facilitates students learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.

Through restorative practices, members of the school community will:

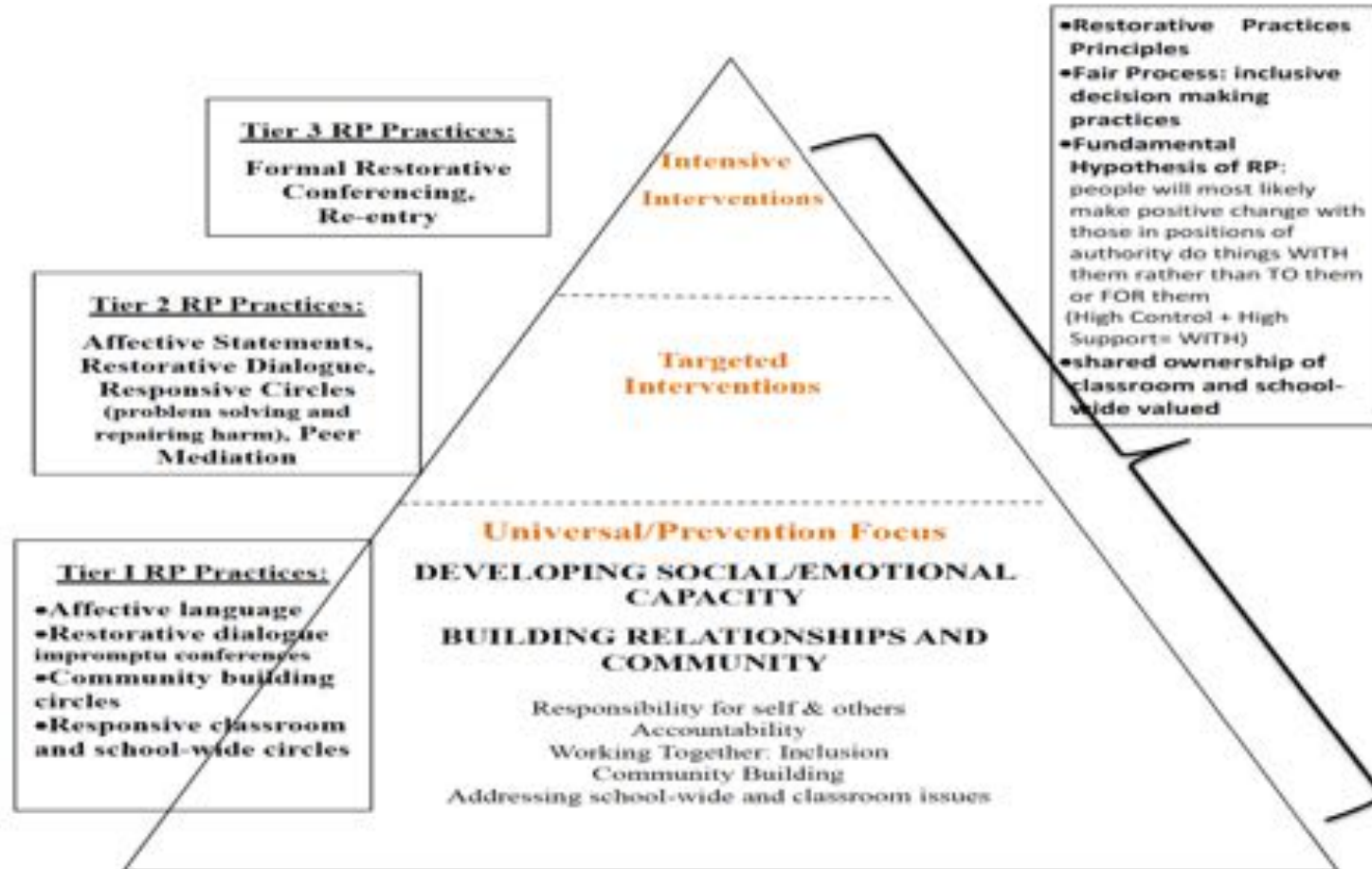
1. have an opportunity to be heard
2. understand the greater impact of one's actions
3. learn to take responsibility
4. repair the harm one's actions may have caused
5. recognize one's role in maintaining a safe school environment
6. build upon and expand on personal relationships in the school community
7. recognize one's role as a positive contributing member of the school community.

“Although a formal restorative process might have dramatic impact, informal practices have a cumulative impact because they are part of everyday life.” (Hanson, 2005)

The **core of restorative practices is building and restoring
relationships.**



**SFUSD Restorative Practices
Multiple Tiered System of
Supports**



Pro-active Strategies

Restorative Practices in the Elementary Classroom: Memoirs of a 4th Grade Teacher ;Teri Ashley;January 16, 2006

ONE TEACHERS EXAMPLE

**“ CHILDREN BRING THE WEATHER
FROM HOME, BUT I MANAGE THE
CLIMATE IN THIS ROOM”**

- TERI ASHLEY, 2006

Ashely, T. (2006, January 16). *Restorative Practices in the Elementary Classroom: Memoirs of a 4th Grade Teacher*. Retrieved May 10, 2017, from http://www.iirp.edu/pdf/man05/man05_tashley1.pdf

Memoir of a 4th Grade Teacher

Teri Ashley

- Her revelation... where we are going ?
- First changes she made:
 - Daily greet each child at the door (pay attention)
 - Check the weather of your classroom (See handout, other ideas)
 - Music playing quietly as they enter

Skills Kids Need

- Identify feelings
- Asking for what they need
- Value others perspective
- Sincerely apologize
- Make amends
- Negotiate Agreements

A Common Education Approach

Retributive Justice: Break Rule = You suffer

Often we tell them to get along so WE can get on with our business of teaching ...

However, we are missing the opportunity to understand that they need to learn from us HOW to take care of themselves and HOW to get along

Two types of Circles

- Community Building Circles
- Responsive Circles

Recommended to start with Community Building Circles and then be over the year how we will then move to Responsive Circles

Entering Classroom and Weather Reports

- 1 to 5 response
- Modifying for age
- Checking in
- <http://www.resiliencetrumpsaces.org/our-work-and-resources/resilience-in-action/elementary-expansion>

Circle Principles

- Greeting
- Sharing
- Group Activity
- Morning Message

Examples of a Circle

Circle Rules

- Talking Peace
- Circle Guidelines
 - Respect the Talking Piece
 - Speak from the Heart: Only Share Your Experience, Perspectives and feelings – not those of others
 - Listen from the heart: Let go of stories that make it hard to hear one another, be open and non-judgmental
 - Trust you will know what to say: No need to Rehearse
 - Say Just enough: Be considerate of the time when sharing

Milling to Music

Option 2: Milling to Music (boom box needed to play music)

Instructions: Explain that when the music starts everyone is to begin “milling” around the inside of the circle silently but greeting each other as they pass by. When the music stops (after about 10 seconds) they are to form triads with the people closest to them. A question will be read out loud and each person will take a short turn to respond to the question. After each person has had an opportunity to respond the music will start over and everyone begins milling around the circle again. This will continue for approximately 10 minutes with different questions being presented.

Milling questions:

1. *Describe three cities, towns or neighborhoods that you have lived in.*
2. *Share one way you like to relax or spend vacation time.*
3. *Share a favorite teacher you had/have.*
4. *What was your favorite subject in school and why?*
5. *What is one thing you look forward to about this new school year?*
6. *What is one school related goal you would like to set for yourself as the new year begins?*
7. *Share one appreciation you have for the school community. (have everyone return to their seats after this last question.*

Morning Message

- Riddle, Riddle! Who knows the Riddle?
 - Loves peanut butter and mayo sandwiches?
 - Has more than 4 siblings?
 - Is a fan of the a football team?
 - Read 37 books this summer?
 - Loves to paint?
 - Has a new baby cousin?
 - Is learning to ice skate?
 - Is learning to play a new instrument?

An example of a Circle “Peacekeeper Game”

- Greet each other
- Arrange a perfect circle
- Identify a talking piece for an object
- Each child can have 3 pieces of a food they like (identify something safe for everyone)
- Each child gets to keep one, give 2 away
- Share appreciations (specific to behavior)
- Introduce Community Compliment Cards
- Notice how engaged kids get in sharing and who passes

Classroom Agreements

- 1) Anyone can ask to make an agreement
- 2) Anyone can ask to modify an agreement
- 3) If not complete consensus, not an agreement
- 4) Maintaining agreements is an everyday job
- 5) They are consequences to not following an agreement

Emotional Coaching

from April Steed and Stephen Duncan (Brigham Young University)

- Helping children understand the different emotions they experience, why they occur, and how to handle them
- Offering comfort
- Listening
- Understanding their thoughts and feelings

“Even more than your IQ, your emotional awareness and your ability to handle feelings will determine your success and happiness in all walks of life, including family relationships” – John Gottman (1997:20)

Manage the Environment

- They will be taught skills and then asked to apply them to a situation
- EXAMPLE: you have 20 kids in your class, one Teacher and one Teacher's Aide. You have been told that it was a rough night in the community that many of the kids come from. You observe many of the students ... you can sense that there is tension and exhaustion in the room ... how will you manage this environment

Phases of Behavior



KNOWN TO OTHERS

Peak Phase

Hijacked Amygdala

Any Observable Behavior

Trigger

Cool Down

Recovery

Violence

Aggression

Agitation

Baseline Behavior

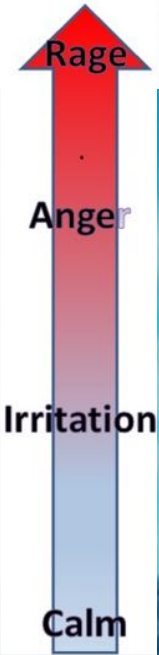
Norm

ACE's

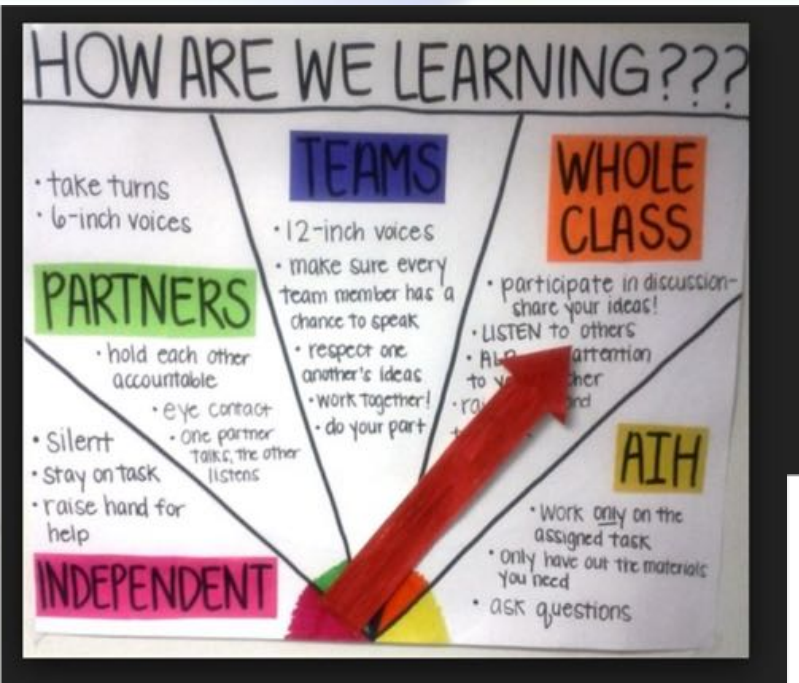
Adverse Childhood Experiences

UNKNOWN TO OTHERS

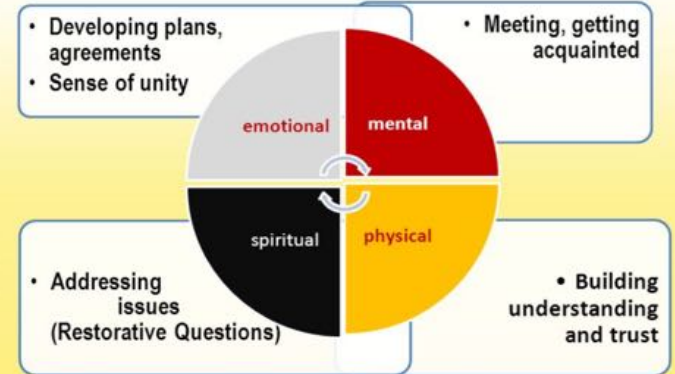
POVERTY – ABUSE – DRUGS & ALCOHOL
MOTIVES – ETHICS - BELIEFS



Example of great cues for expectations



Relational Elements of Circle



What zone am I in?



Use tools to get in the green zone.



Circle time agreements

In our circle time, we all agree that:

- You can only speak when you have the object, unless the adult says you can.
- You listen and look at the person who is talking.
- You can pass if you need more time to think.
- Enjoy yourself but do not put down or laugh at others.

Manage the Environment ...

- Mindfulness Activities
- Possibility of extending warm up activity
- Focus on active engagement in kinesthetic work
- Separate students struggling with each other into separate groups
- Positive Attention for on task behavior
- More brain breaks
- Watch the stimulation of the classroom physical environment
- Give good cues for transition and expectations

Mindfulness – Mind UP Program

Times of Day (p. 12)

Beginning of the Day

Transitions

The Day Ends


3 Lessons

Lesson One: How are brain works

Lesson Two: Mindful Awareness

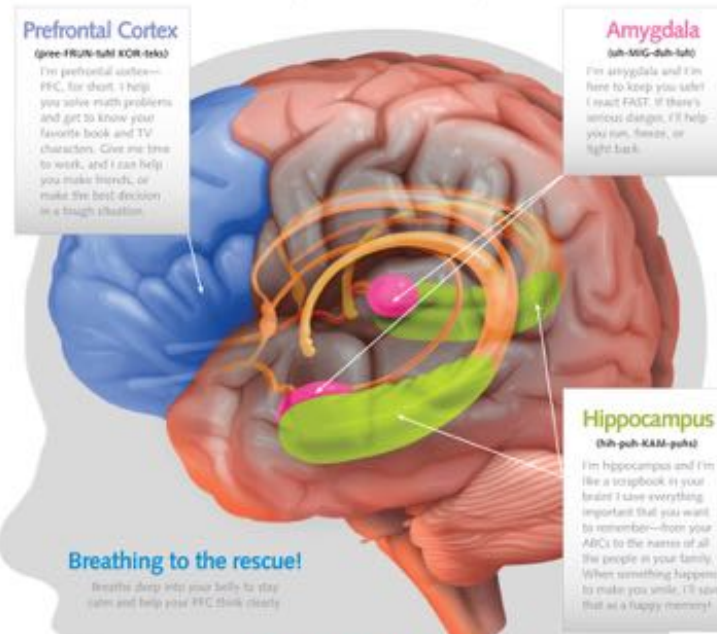
Lesson Three: Focused Awareness

Mind UP



Getting to Know and Love Your Brain

There are three big helpers in your brain. One helps you make smart choices. One helps protect you from danger. And one saves your favorite memories and your ABCs. Can you name the three helpers?




Prefrontal Cortex
(pree-FRŪN-tūl KOR-tēks)
I'm prefrontal cortex—PFC, for short. I help you solve math problems and get to know your favorite book and TV character. Give me time to work, and I can help you make friends, or make the best decision in a tough situation.

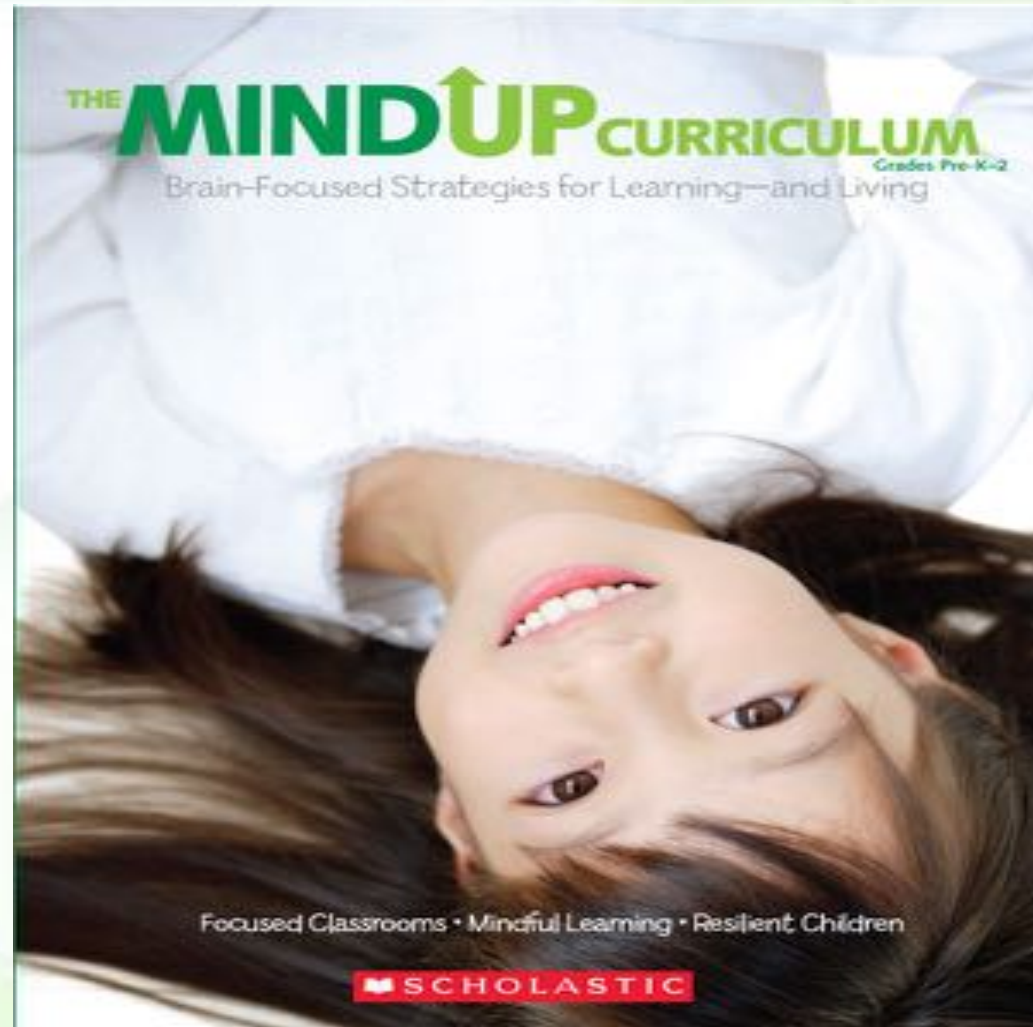
Amygdala
(uh-MIG-duh-luh)
I'm amygdala and I'm here to keep you safe! I react FAST. If there's serious danger, I'll help you run, freeze, or fight back.

Hippocampus
(uh-puh-KAH-puhs)
I'm hippocampus and I'm like a scrapbook in your brain! I save everything important that you want to remember—from your ABCs to the names of all the people in your family. When something happens to make you smile, I'll save that as a happy memory!

Breathing to the rescue!
Breathe deep into your belly to stay calm and help your PFC think clearly.

 SCHOLASTIC

**LINK UP
WITH
EXEMPLAR**



[MIND UP EXEMPLAR](#)

Social Emotional Competence Coaching Sheet

ALSO LOOK AT HANOVER VA EXAMPLES

CASE EXAMPLE

Beginning of school year is a major transition (likely triggering to some)

- 1) Youth get asked to write an autobiography
- 2) Youth get asked to share what they did this summer
- 3) Youth get rules of the classroom handed to them
 - Don't be disrespectful (that has context that differs for many)



SKILLS OVERALL FOR TIER ONE CASES

What is Empathy? – Brené Brown



<https://www.youtube.com/watch?v=1Evwgu369Jw>

Theresa Wiseman's Attributes of Empathy

1. Perspective Taking
 1. Staying out of Judgement
 2. Recognizing Emotion
 3. Communicating Emotion

Perspective Taking



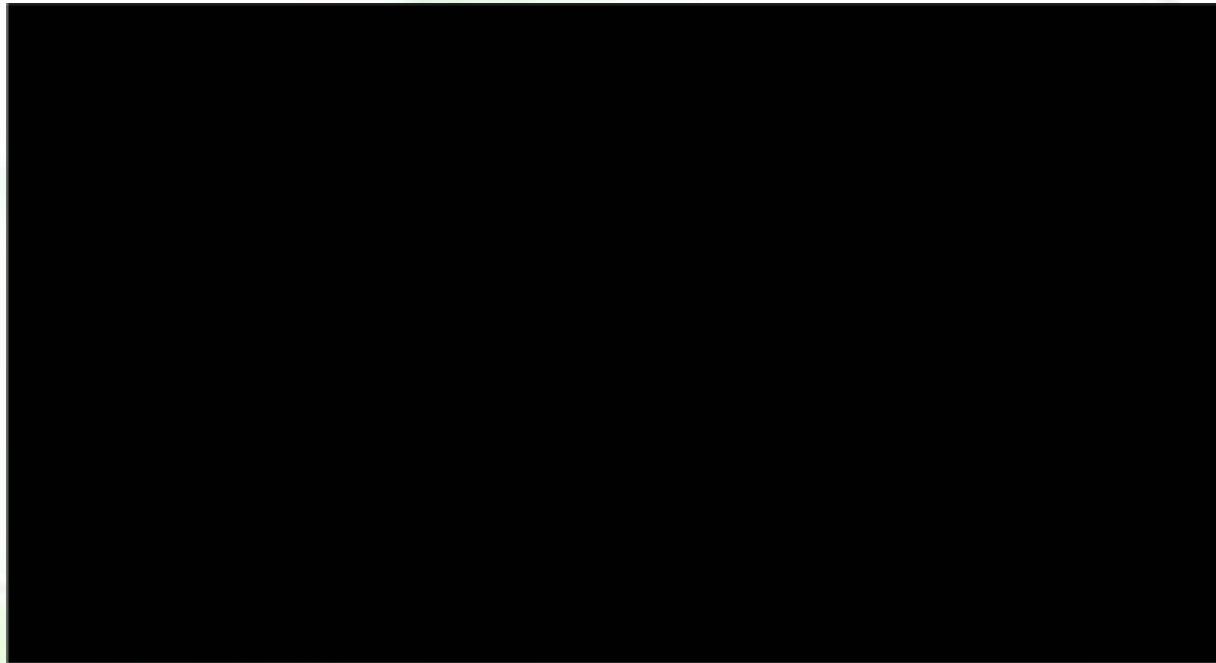
<https://www.youtube.com/watch?v=bzmWqZS1QSU>

Why is Judgement so Easy ?



<https://www.youtube.com/watch?v=H4SpQqP2zuU>

Listening to Emotion without “Fixing it”



<https://www.youtube.com/watch?v=-4EDhdAHRog>

Communicating Emotion: Validation

Six Levels by Marsha Linehan, Ph.D
(We will focus on top 3)

Level One: **Being Present** (Deep Listening)

Level Two: **Accurate Reflection**
(So if I hear you correctly)

Level Three: **Mindreading**
(I am guessing that you are feeling)



Empathic Communication Practice

Reflective Listening

From <http://cultureofempathy.com>

Reflective Listening Practice

- Show that feelings matter
- Show that it is possible to talk about uncomfortable or complicated feelings
- Show that we care about the child's feelings
- Teach the child that all feelings are acceptable, even though certain behavior is not
- Defuse an uncomfortable situation
- Reduce a child's urge to act out because the child feels heard
- Teach the child a vocabulary for articulating how they feel
- Reduce whining, anger and frustration

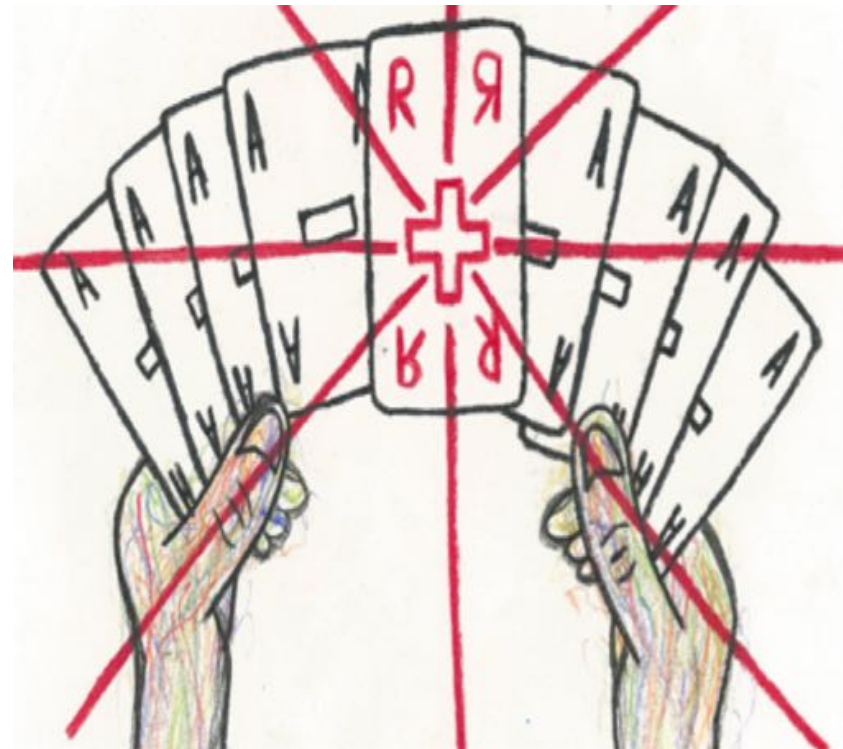
Reflective Listening Principles

- Listening before speaking
- Deal with personal specifics, not impersonal generalities
- Decipher the emotions behind the words, to create a better understanding of the message
- Restate and clarify how you understand the message
- Understand the speaker's frame of reference and avoid responding based only on your own perception
- Respond with acceptance and empathy

Be a **F.O.R.S.E.** in your community

Image by Lincoln High student Brendon Gilman

FOCUS
On
Resilience &
Social-Emotional



Resources

- <http://gucchdtacenter.georgetown.edu/TraumaInformedCare/index.html>
- https://www.youtube.com/watch?v=3axcjT_zo58
- <https://www.youtube.com/watch?v=-HG8H4n2j9I>
- https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime?language=en

Resources

- <https://arcframework.org/>
- <http://verbaljudo.com/programs/>
- <https://www.dbtselfhelp.com/index.html>
- <http://marc.ucla.edu/mindful-meditations>
- <http://self-compassion.org/>
- <https://brenebrown.com/>
- <https://mindup.org/>

Thank You

Dr. Allison Sampson-Jackson, LCSW, LICSW, CSOTP

Integration Solutions, Inc.

www.integrationsolutions.org

804-205-4461

Liked our Presentation?



Like our page
Integration Solutions



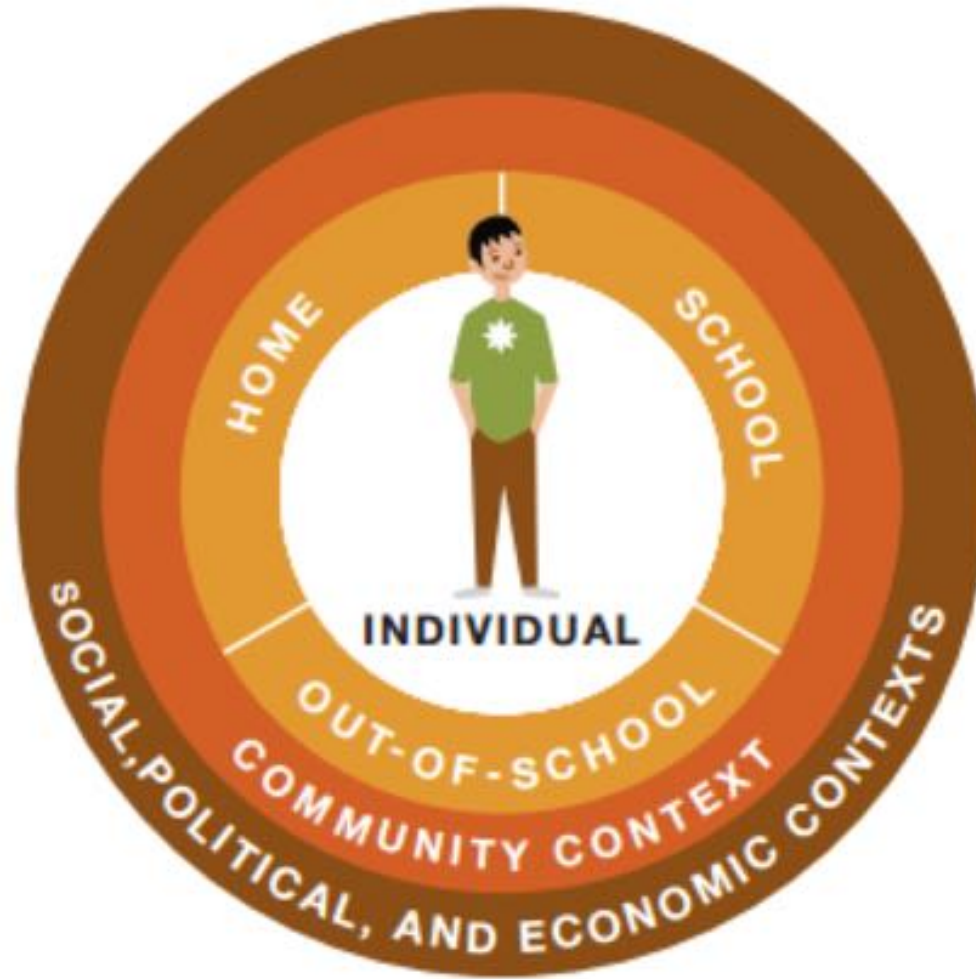
integration_solutions



ADDITIONAL CONTENT

FIGURE 3

Development Occurs Within and Is Influenced by Various Settings and Contexts

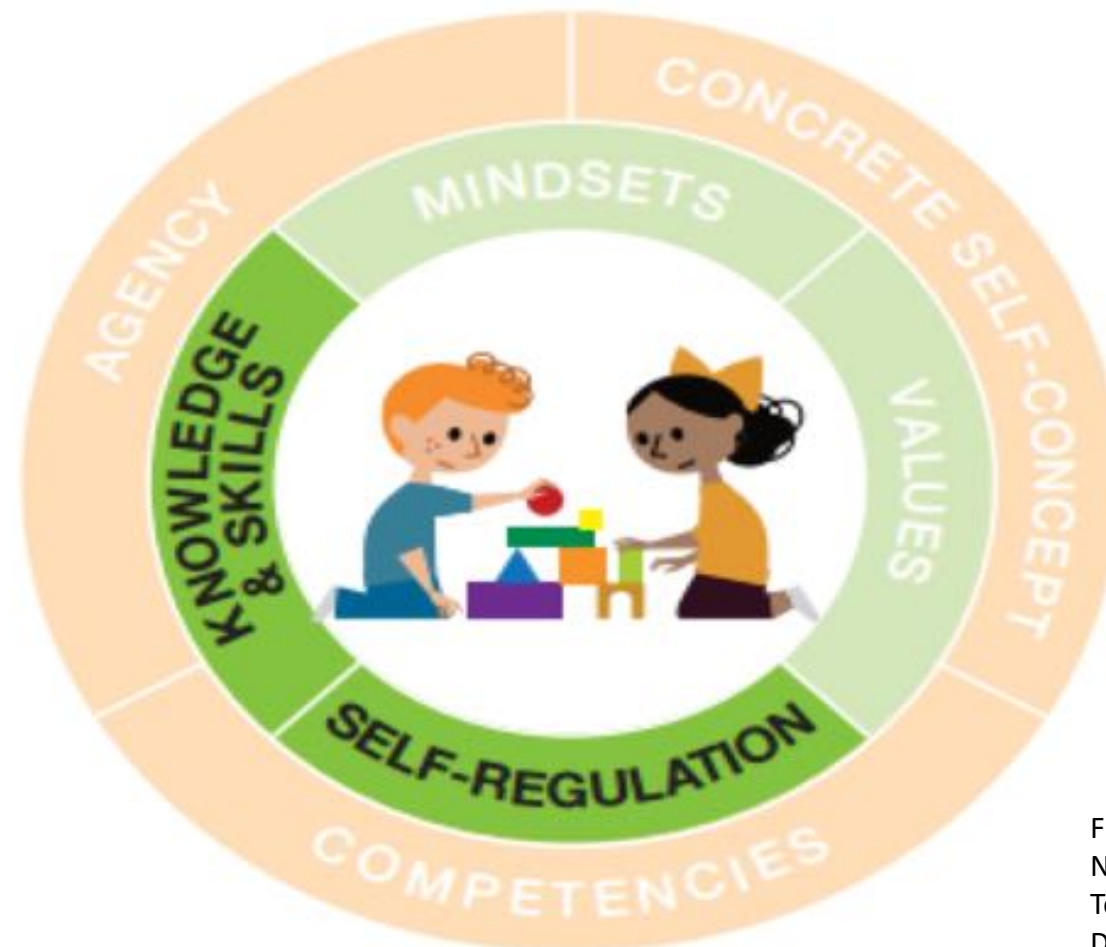


From:
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Compiled by Hal A. Lawson
December 2015

An Inter-school Progression for Development

FIGURE 5

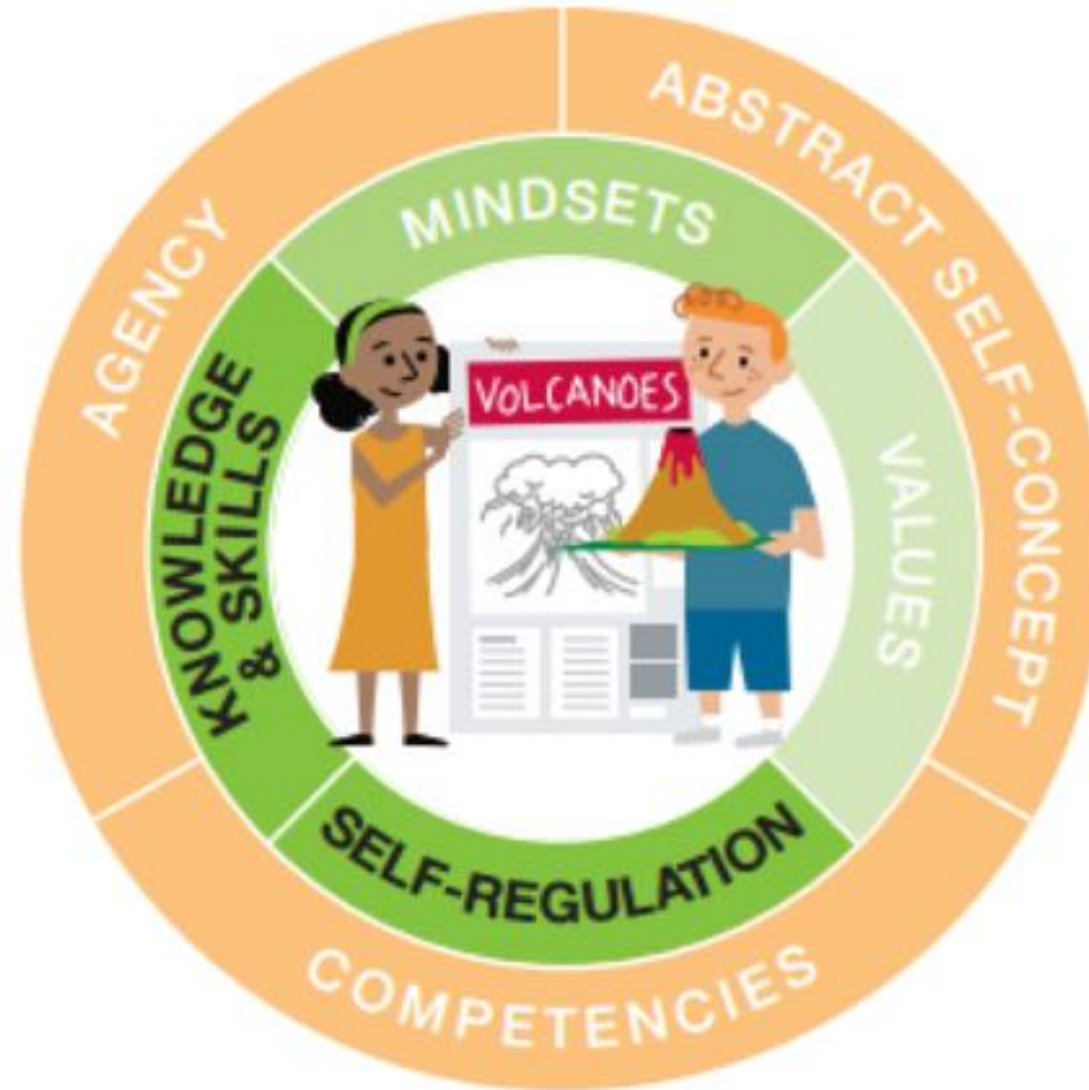
Early Childhood (Preschool, Ages 3-5)



From:
Notes on a Holistic Framework for
Teaching, Learning, Agency, Healthy
Development & School Success.
Compiled by Hal A. Lawson
December 2015

FIGURE 6

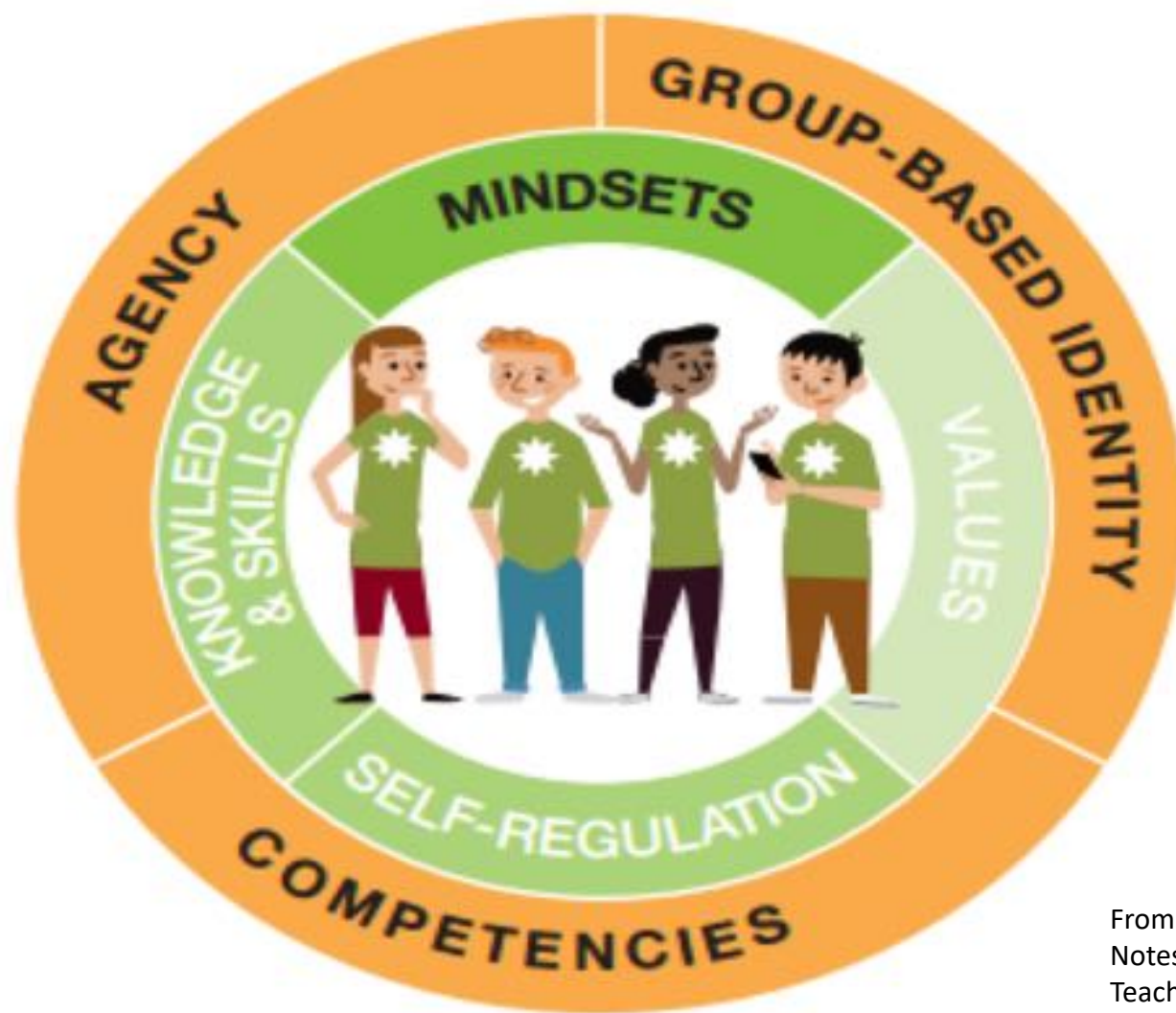
Middle Childhood (Elementary School, Ages 6-10)



From:
Notes on a Holistic Framework for
Teaching, Learning, Agency, Healthy
Development & School Success.
Compiled by Hal A. Lawson
December 2015

FIGURE 7

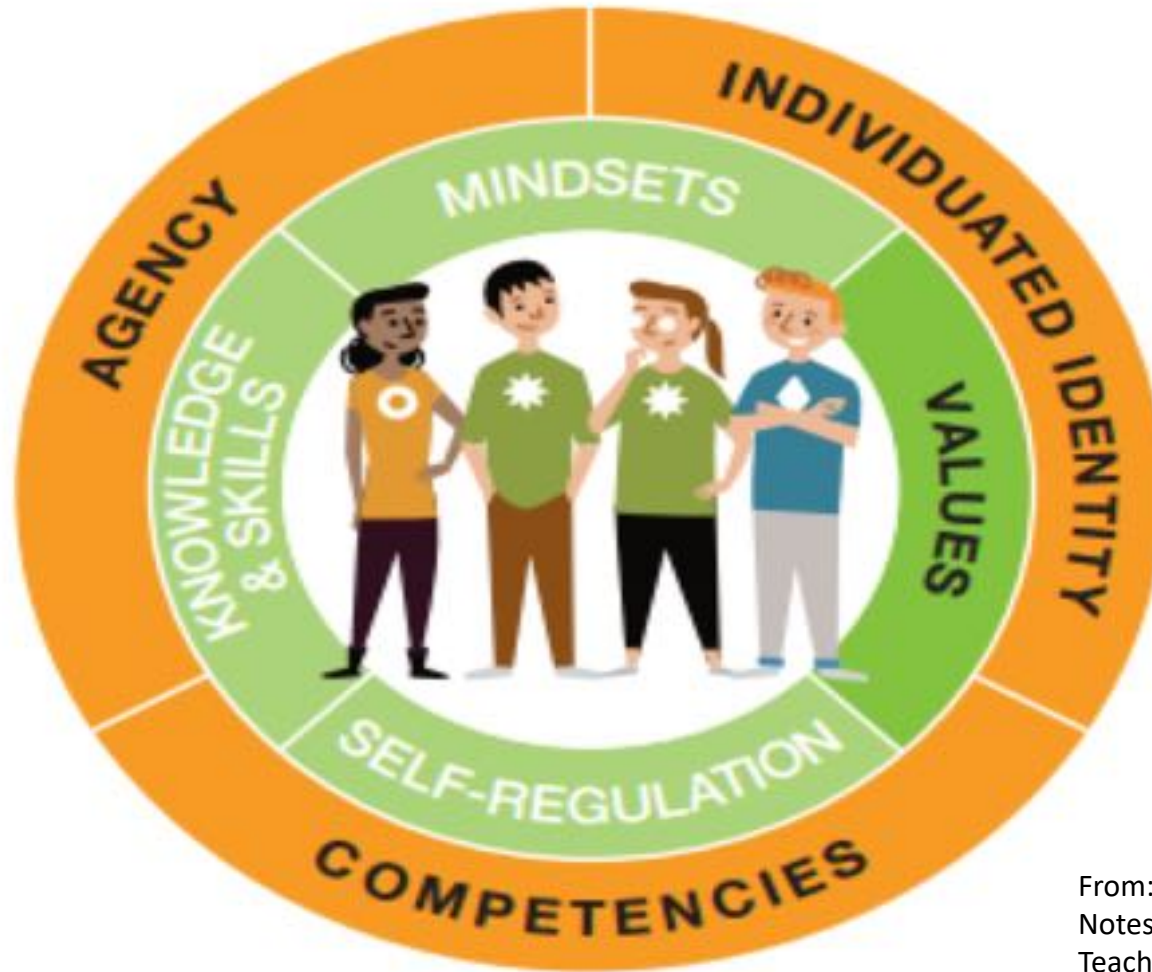
Early Adolescence (Middle Grades, Ages 11-14)



From:
Notes on a Holistic Framework for
Teaching, Learning, Agency, Healthy
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Compiled by Hal A. Lawson
December 2015

FIGURE 8

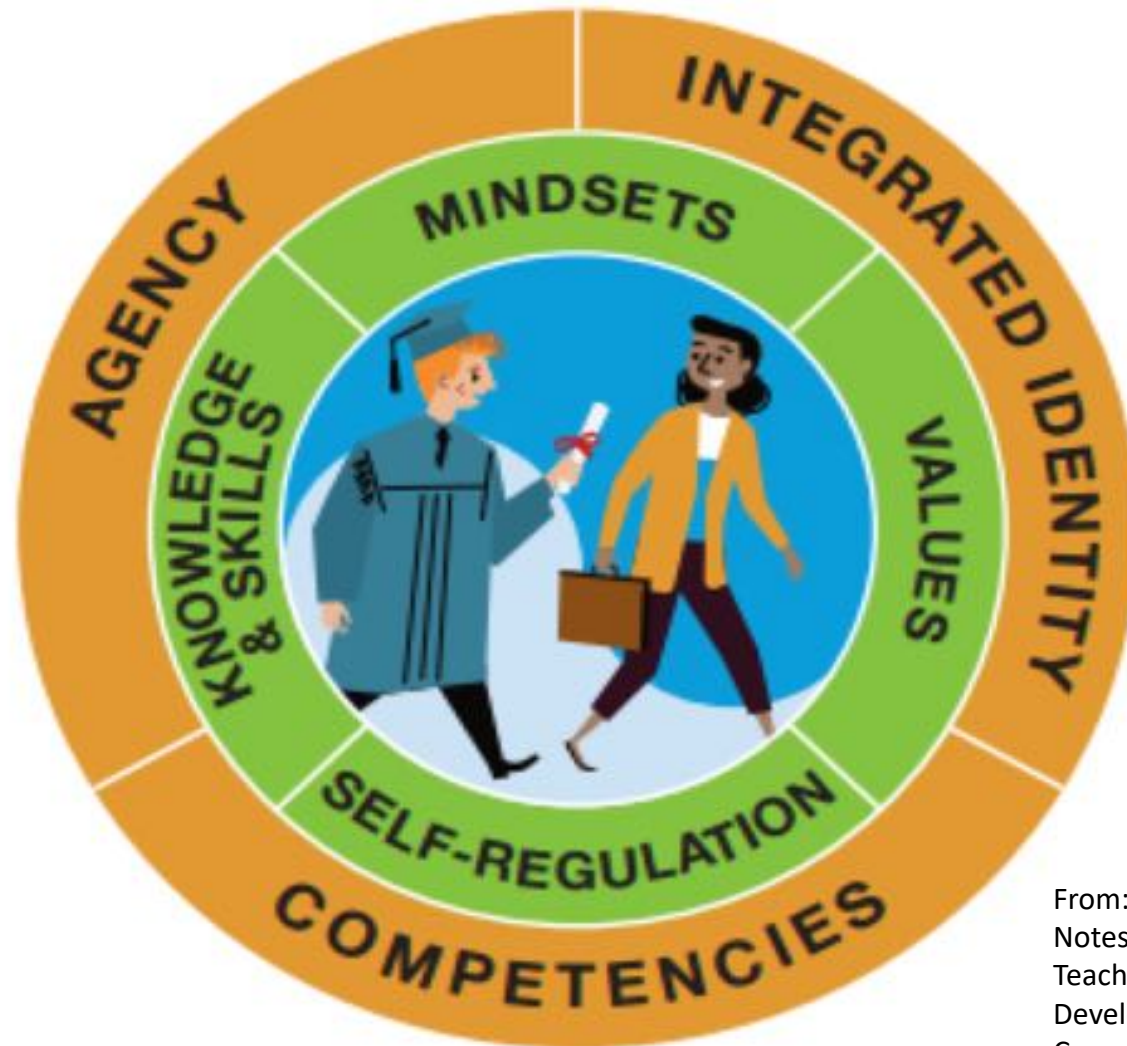
Middle Adolescence (High School, Ages 15-18)



From:
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Compiled by Hal A. Lawson
December 2015

FIGURE 9

Young Adulthood (Post-Secondary, Ages 19-22)



From:
Notes on a Holistic Framework for
Teaching, Learning, Agency, Healthy
Development & School Success.
Compiled by Hal A. Lawson
December 2015

UChicago CCSR Framework for What Youth Need to Make a Successful Transition to Adulthood

Developmental Experiences
Can Happen in All Settings



Developmental Experiences
Require Action and Reflection



Over time, through developmental experiences, children build four foundational components, which underlie three "key factors" to success.

Foundational Components

Self-Regulation includes awareness of oneself and one's surroundings, and managing one's attention, emotions, and behaviors in goal-directed ways.

Knowledge is sets of facts, information, or understanding about self, others, and the world. Skills are the learned ability to carry out a task with intended results or goals, and can be either general or domain-specific.

Mindsets are beliefs and attitudes about oneself, the world, and the interaction between the two. They are the lenses we use to process everyday experience.

Values are enduring, often culturally-defined, beliefs about what is good or bad and what one thinks is important in life. Values serve as broad guidelines for living and provide an orientation for one's desired future.

Key Factors

Being successful means having the Agency to make active choices about one's life path, possessing the Competencies to adapt to the demands of different contexts, and incorporating different aspects of oneself into an Integrated Identity.

