A3 Multi-tiered Systems to Support Adult Wellness

Susan Barrett, Center for Social Behavior Supports at Old Dominion University (VA)
Ami Flammini, Midwest PBIS Network (IL)

- **Topic: Adult Wellness**
- **Keywords: Systems, Self-Care, Staff Needs**

Strand Overview

E: Integration of Mental Health & Trauma-informed Care within the PBIS Framework

E1: Integrating a Trauma-informed Approach within a PBIS Framework
Lucille Eber, Midwest PBIS Network; Susan Barrett, Center for Social Behavior Supports at Old Dominion University (VA); Allison Olivo, Michigan's MTSS Technical Assistance Center

E2: Moving from Co-located Mental Health in Schools to a Single System of Social-Emotional-Behavior Support
Susan Barrett & Patti Hershfeldt, Center for Social Behavior Supports at Old Dominion University (VA); Kacey Rodenbush, Monterey County Behavioral Health (CA); Hayley Newman, Salinas Union High School District (CA)

E3: Installation and Implementation of an Interconnected Systems Framework at the State, District, and School Level
Kelly Perales & Lucille Eber, Midwest PBIS Network (IL); Erin

Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	✧ Use a **shared action plan** for your team ✧ Complete session **evaluations**	✧ Post positive **on-topic** comments ✧ Questions for the presenters go in the **POLLs tab** ⇨	✧ **Add questions** before and/or during session
BE RESPECTFUL	✧ Limit **distractions** ✧ **Follow up** on your assigned action items	✧ Use **inclusive** language	✧ Use **sincere** phrasing ✧ Complete additional polls **when prompted**
BE SAFE	✧ Take **movement breaks** ✧ Be aware of your **stress level**	✧ Engage in **productive** dialogue	✧ Ask **solution-oriented** questions
For Presenters	✧ *Ensure **Files Tab** has current materials and related weblinks*	✧ ***Monitor** and remove inappropriate comments*	✧ ***Identify common Qs** to address in final 15 minutes*

Virtual PBIS Leadership Forum

October 21-23, 2020

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select "My Agenda" from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
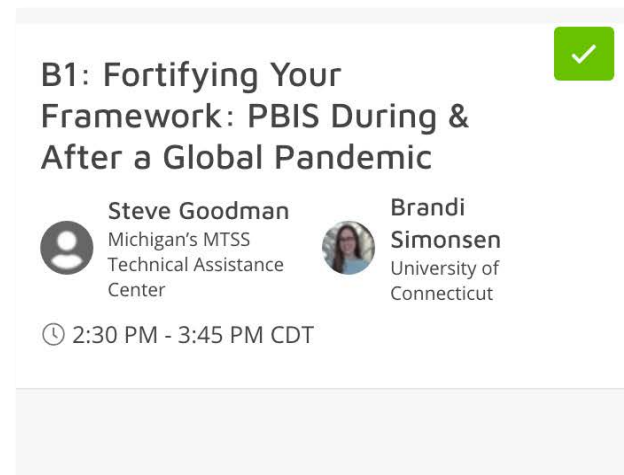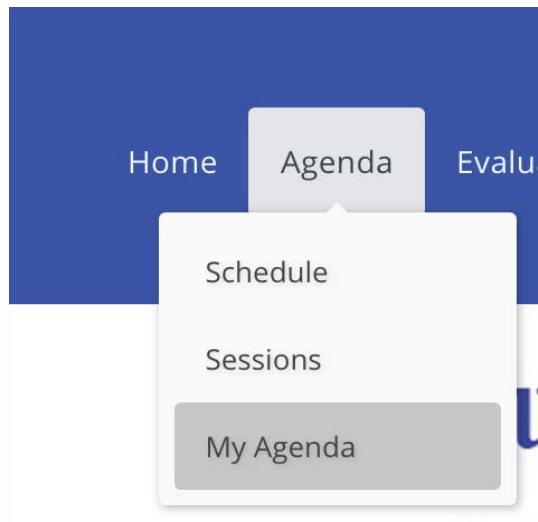
Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)

2. **Join Session**

3. **Interact through Chat, Polls, & Uploaded Files**

Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

   Presenters may use chat differently in specific sessions.

   Follow overall Forum expectations for *responsible, respectful,* and *safe* chatting
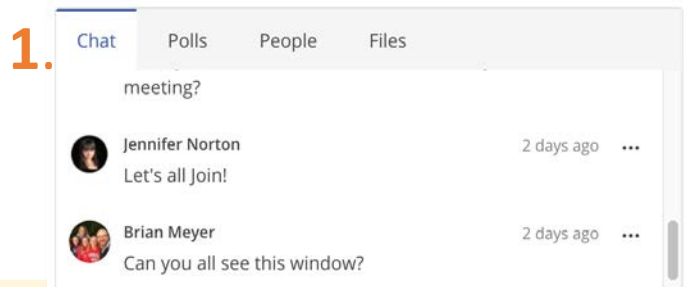
2. Find the **Q&A** under **Polls.** Questions for presenters go there.

3. Some sessions have other **Polls or** more **Specific Questions.** Complete those when prompted

1.

Chat	Polls	People	Files

meeting?

Jennifer Norton   2 days ago ...
Let's all Join!

Brian Meyer   2 days ago ...
Can you all see this window?

2.

Chat	Polls	People	Files

What Questions do you have for the Presenters?

ASK QUESTION

3.

Chat	Polls	People	Files

What is your favorite thing about Fall?

VOTE

Virtual PBIS Leadership Forum
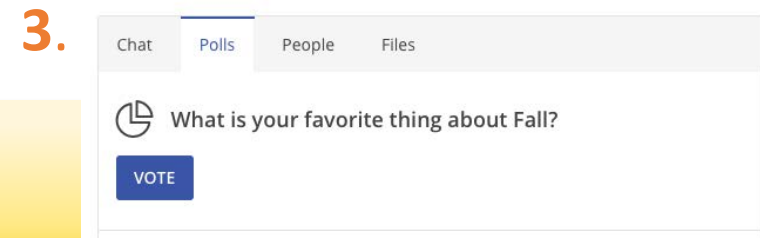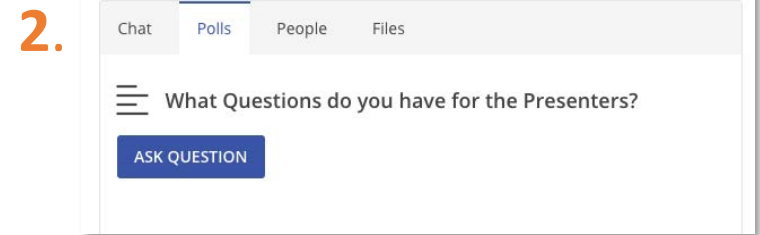
Be careful of accidently navigating away

While participating in a live Session...Be Present!

- If you navigate away from the live Session you will need to press the "Join Meeting" button to get back in.

- What does **navigating away** look like? Here are some examples:

    1. *Clicking on* any area of the navigation menu

    2. *Clicking on* a Person's name

1.

2.
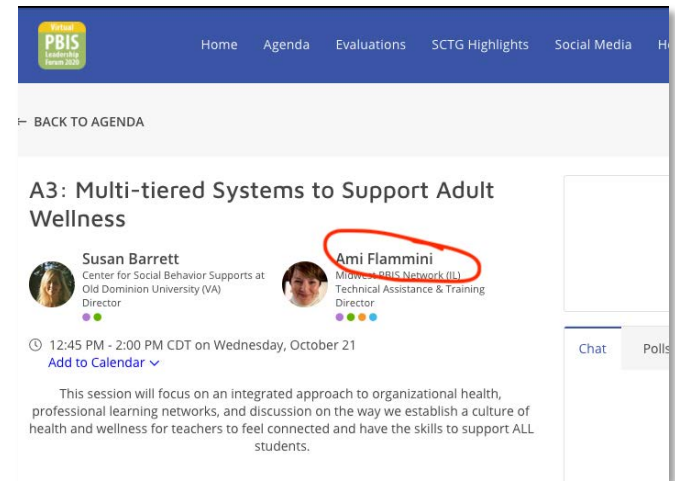
Support is Available

If at any time you need support as a participant,
use the **Help Desk:**
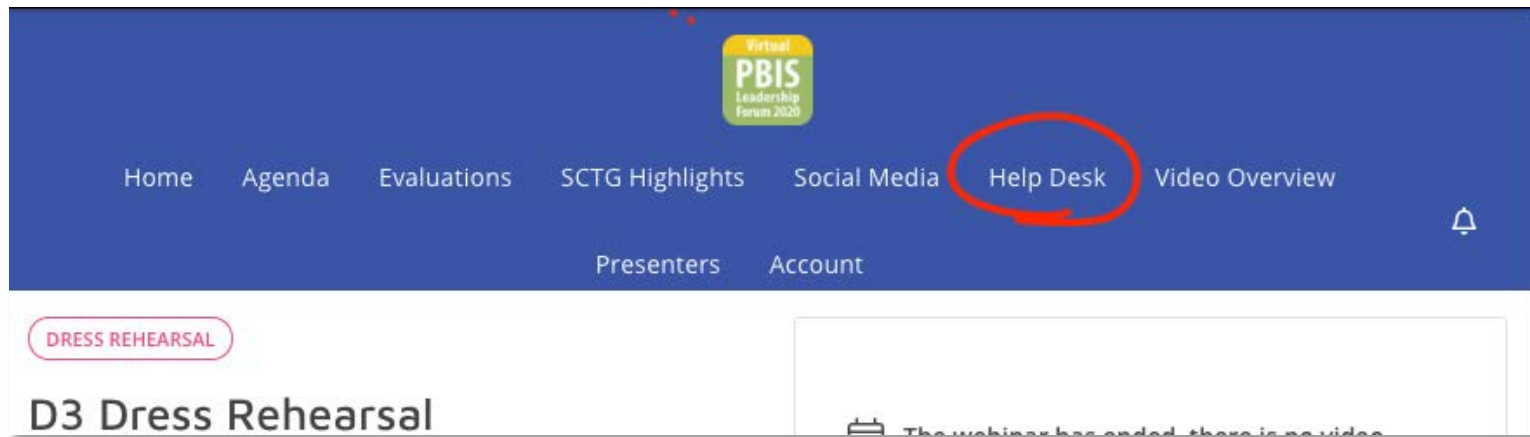
Learning Expectations	Behavior
Safe	- Be aware of your stress level. - Double check on friends you know are struggling. - Ask for help if you feel sense of hopelessness - Suicide Hotline: 800-273-8255
Empowered	Use the chat box to express your needs and questions.
Engaged	- Ask for what you need to contribute and participate. - If you begin to experience a delay or "lag," please turn off your video.
Equitable	- Mute yourself when not speaking. - Participate in break out rooms and invite others to participate. - Be patient with technological challenges.

The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.
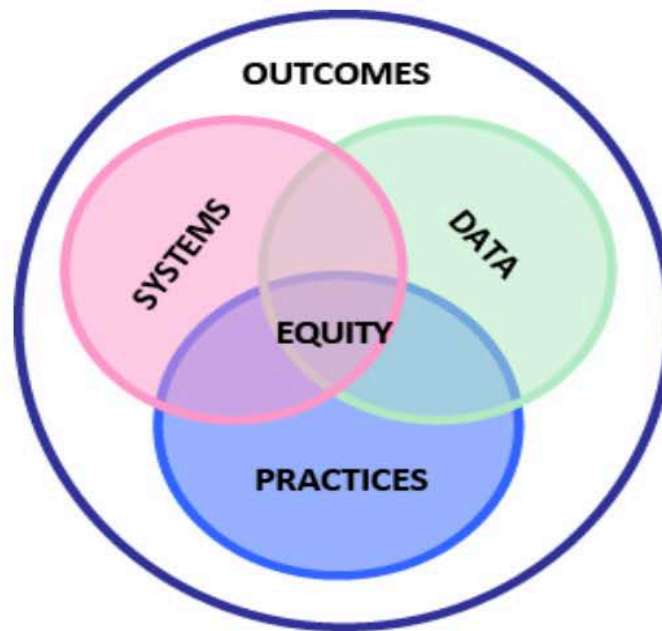
Equity Statement
Center on PBIS

June 1, 2020

School behavior support systems can serve to perpetuate oppression or be a force for dismantling systemic racism and promoting equity. At the Center on PBIS, we are committed to improving outcomes for each student, and given centuries of oppression, violence, and segregation, we must increase our commitment to improving outcomes for each Black student. To dismantle systemic racism, we must:

1. Increase the <u>voice</u> of students and families in their educational systems

2. Use <u>strategies</u> to make every student feel safe and welcome

Disrupt the Status Quo

COVID-19 impacting our black, brown and migrant communities and our vulnerable populations at higher rate than others.

- Rooted in social inequalities (e.g., residential segregation, differential access to healthcare and treatment)

Race is not the risk factor, Racism is the risk factor.

Public Health Prevention Approach:
Tiered Logic Model for a Culture of Wellness

A few → Accessible EAP Driven by Data-Informed Needs

Some → Self-Selected Wellness Teams focused on self-care themes (nourishment, mindfulness, yoga, mental wellness), Holistic Health Education Programs (Community Partners), Accessible EAP

All → PROMOTE healthy nourishment practices, regular movement, work-home balance/adequate rest & sleep, reasonable work-load, voice & choice, self-compassion, flexibility, collaboration, holistic health practices (mind, body, spirit) infused into work day, Accessible EAP

Walker et al. (1996). Integrated approaches to preventing antisocial behavior patterns among school-age children and youth. *JEBD, 4*, 194 – 209.

Consider using a multi-component strategy to support

- Intentionality to build a Culture of Wellness, focus on self care
- High quality professional development including team-based training, district coaching with performance feedback
- Adequate time for teacher planning and staff collaboration
- Strong and accessible employee assistance program

Adult Wellness Brief, coming soon at pbis.org

Why Use a MTSS/PBIS Framework

- *Culture of Wellness*: Emphasizes whole system response/prevention
- *Efficiency and Effectiveness*: Clear team decision making routines for selecting evidence based practices
- *All Hands on Deck*: Provides instructional framework for teaching S/E competencies
- *Teams using data*: Focus on use of data to evaluate impact
- *Redesign for the long term*: Sustainability: "burden of alignment and systems change does not fall on the implementer"

Cook, C. R., Frye, M., Slemrod, T., Lyon, A. R., Renshaw, T. L., & Zhang, Y. (2015). An integrated approach to universal prevention: Independent and combined effects of PBIS and SEL on youths' mental health. *School Psychology Quarterly*, *30*(2), 166.

Chafouleas, S. M., Johnson, A. H., Overstreet, S., & Santos, N. M. (2016). Toward a blueprint for trauma-informed service delivery in schools. *School Mental Health*, *8*(1), 144-162.

Maynard, B. R., Farina, A., Dell, N. A., & Kelly, M. S. (2019). Effects of trauma-informed approaches in schools: A systematic review. *Campbell Systematic Reviews*, *15*(1-2).

CENTER ON
PBIS Positive Behavioral
Interventions & Supports

Why Are We Talking About A CULTURE Of Self-Care?

First Thoughts Activity

A Principal Asks the Office Secretary

hold all calls and visitors for twenty minutes
(unless there is an emergency)

- Turns off their phone
- Goes in their office & shuts the door
- Eats lunch for twenty minutes.

The Clinician

Goes to their car, eats and reads during lunch

The Office Manager

In your office leaves every day for lunch

A Teacher Who is a New Parent

Leaves every day at the end of their contract time to pick up the[...]rn from [...]

Works Through Lunch

Eats at their desk and works at the same time

A Newly Hired Teacher

Leaves every day at the
end of their contract
go to spin class

GOING TO SPIN CLASS IS THE WORST!

FALSE GOING TO SPIN CLASS IS BETTER THAN PIZZA!

makeameme.org

A Veteran Teacher

Stays late every day and
is often in the classroom
on Saturday afternoon
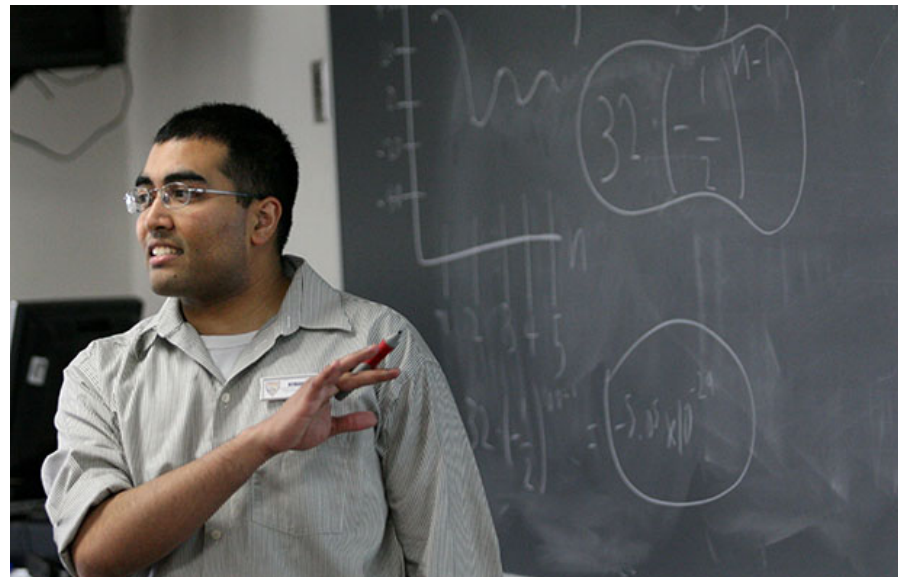
During a Teacher's Lunch Break

They go in the classroom, turn off the lights, eat lunch, and meditate for fifteen minutes?

IMPLICIT BIAS

WHAT WE DON'T THINK WE THINK

Stress in the Workplace

- Highly personalized phenomenon
- Severity of job stress depends on the

Magnitude of the demands that are being made and the individual's sense of control or decision-making latitude he or she has in dealing with them

- Scientific studies based on this model confirm that workers who **perceive they are subjected to high demands but have little control** are at increased risk for negative health implications

Retrieved from https://www.stress.org/
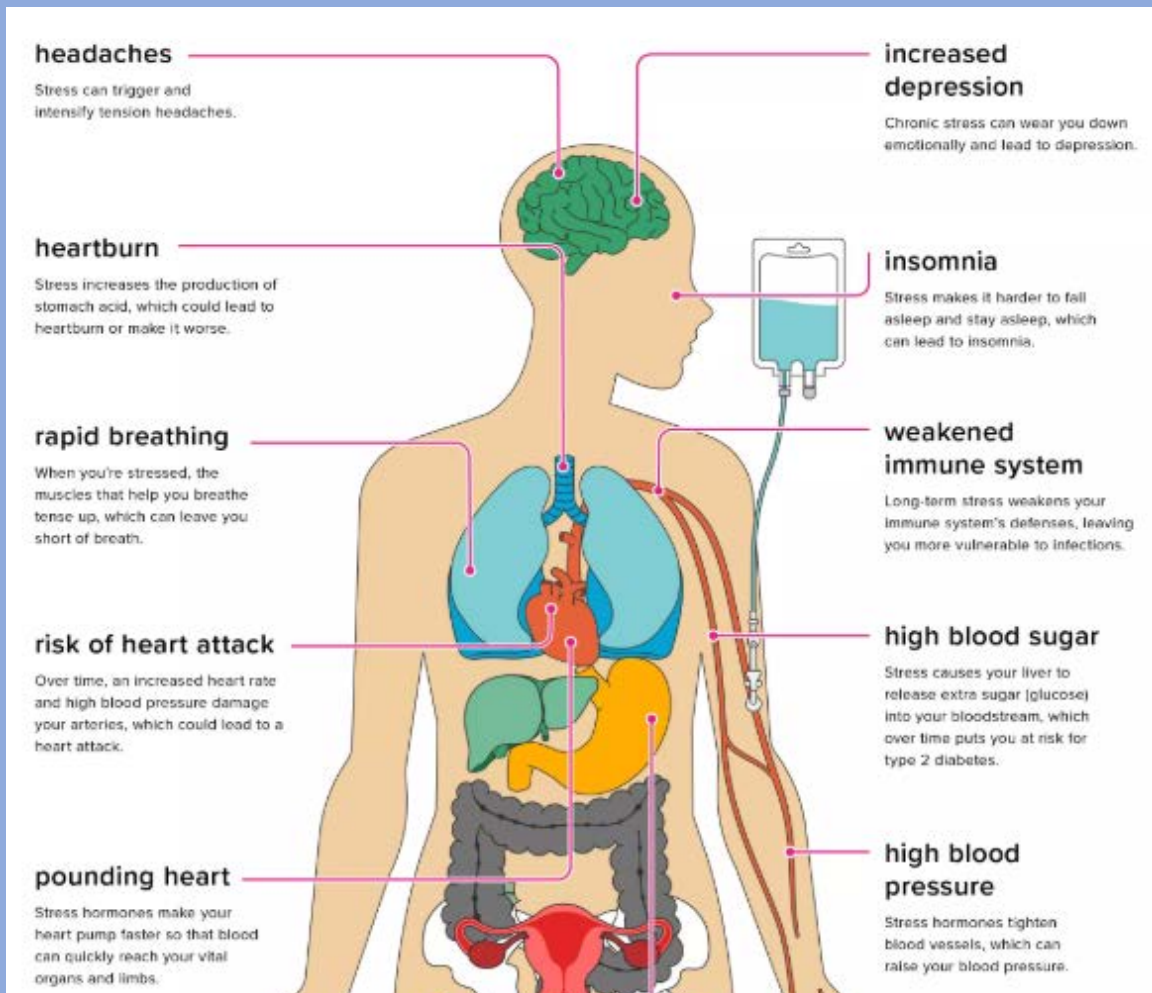
Chronic Stress includes:
- **irritability**
- **anxiety**
- **depression**
- **headaches**
- **insomnia**

Retrieved from: https://www.stress.org/stress-effects

STRESS AND SLEEP

19% of individuals 45-64 admit to losing to stress a few nights

54% say that stres anxiety increased thei about falling asleep at

52% of men and **42%** of women reported, that stress affected their ability to remain focused the next day

What does the research say?

Schools that prioritize staff wellness demonstrate positive staff interactions, a shared commitment to student success, and an increased sense of warmth

(Bradshaw, et al., 2008)

However, teachers who experience occupational stress tend to demonstrate a lack of emotional support and negative interactions with students, producing additional stress for at-risk students

(Hamre, & Pianta, 2005; Oberle & Schonert Reichl, 2016).

What does brain science tell us about wellbeing?

- Brain forms and changes across life span
- Continuous interplay between body, mind, spirit, behavior and genetics.
- Sensitive periods
  - Birth to 2
  - 4-6 years
  - Adolescence
- We can intentionally train our brains to improve well being and greater good.
- "Well being is a skill"

Center for Healthy Minds,
University of Wisconsin Madison

Worry
Learning will not occur unless emotional needs are met

- Crisis + Budget Cuts= Stress
  - Range of responses
  - Staff, families, students are scared
  - Messages from our local leaders critical
  - We may want to retreat to our silos – we seek comfort in routines and old contingencies
  - Stress and overwhelmed workforce= increase implicit bias and over use of exclusionary discipline=increase inequities
  - Wellness is being discussed A LOT!!
    - Will Maslow will go out the window upon "return"

Big Ideas

Getting back to "routine" is one of the pillars of trauma recovery.

- – However, teachers and students will still be in recovery mode so it will be important to take it slowly and flexibly. Keep goals modest .
- – Re-establishing <u>school as a safe, positive space</u> is the first priority.
- – Daily schedules should include more frequent mind breaks, use of calming strategies (belly breaths) and movement (e.g., walks outside)

Once back in school, remember that student-teacher relationships are one of the most powerful predictors of student emotional wellness, classroom climate, and academic success.

- • Even if brief, teachers should try to make a **brief personal connection** each day with students.

Be ready for your own "triggers".

- • Students' issues may be similar to yours

Adapted SMART
CENTER 2020

CENTER ON PBIS Positive Behavioral Interventions & Supports

How do you know if wellness is a priority ?

- ✓ Overwhelmed
- ✓ Lack of voice and choice
- ✓ Pre-service not adequate to meet demands of job

If social emotional behavioral health is a priority then we need to redesign pre service and professional development and focus on organizational health.

If social emotional behavioral health is a priority then put in accountability system, policies and budget.

Big Idea: Team address needs of staff, students and families

- Teams addressing the mental health and SEB needs of their students will also need to address and support the needs of their staff by using a multi component strategy that includes (a) self care, (b) high quality professional development including team based training, district coaching with performance feedback, (c) adequate time for team planning, and a (d) strong and accessible employee assistance program

District and School Level

- Shift in strategy

- Shift in collaboration

- Shift in data

Utilize teaming approach to address Staff Wellness Needs
Actively uncovering student, family and staff needs

- Leadership team members represent school community
- Should you consider adding members to leadership teams
  - Students, families, nurse, community employed mental health providers, community support

What is your District Community Team doing to support wellness of students, families and staff *on a daily basis?*

- Will it be enough to meet vast majority of students, families and staff?
  - How are we matching to need, culture and context?
- Who is missing who can provide expanded lens?
- How do we elevate our social emotional leaders and amplify their voices?
- How will we share data with stakeholders and rally around priorities ?
- What are we already doing that is working, that is trauma informed? *Note: PBIS is a mental health initiative.-see outcomes related to PBIS Tier 1 Fidelity.*
- How can we conduct ongoing check-ins so we can stay connected, identify what is working and quickly adjust our approach as needs change?

Shift in Strategy:
Tier 1 Team

- Members represent school community?
- Should you consider adding members to this team?
  - Student, family, nurse, community employed mental health provider?
- Do you have an accurate picture of ALL of your student's needs?
  - % of students meeting attendance criteria, % in each sub group
  - % of students who feel connected
  - % of students with 0-1 office referrals
  - % of students on track to graduate
  - % of students meeting academic benchmark
  - % of students with adequate health, housing, food
  - % of students who have experienced trauma
  - % of students with relationship with at least 1 adult

Tier 1 Team also supports staff

- % of staff who feel connected (within grade level/team and/or school level)
- % of staff who feel like they can manage their workload
- % of staff who feel like they are managing their changing role
- % of staff who feel like they have skills to manage student needs

Building a Resilient Community
How are we meeting the vast majority of needs?

What are your universal precautions?
- ❏ Safe and stable environment
- ❏ Clearly defined expectations, procedures, routines (consistent across locations)
    - ❏ Physical distancing and hand washing
- ❏ Ongoing embedded instruction of expectations, procedures, routines, social emotional skills
- ❏ Daily routines that allows classrooms to build sense of community, foster relationships and experience positive connections
- ❏ Clearly defined ways for students to ask for help
- ❏ Positive greetings and positive social interactions throughout the day
- ❏ Staff engaged in active supervision across all contexts (scan, move, interact)
- ❏ Spaces and Routines for teachers to re-group, re-set, neutralizing routine
- ❏ Teacher connectedness and wellness activities
- ❏ Growth mindset culture for staff with ongoing training, coaching and performance feedback

Designing Strategy: Be intentional

How do we expand our idea of what mental health is…

- Not just someone in an office getting supports from a "specialist"

- How do we normalize

How will we adjust our greeting strategy?
"Air High Fives", "Air hugs"

How do we adjust in a virtual environment?

How will we adjust being social at a distance in class?

Mental health=
strategies and skills for coping

- Daily Calm
  - Time to be still. Get comfortable, turn off lights, calming music
  - Time for breathing: slow, deep belly breaths

- Daily Activity and Movement
  - Walks, exercise, outdoor time
- Biology Breaks
  - Stand, stretch, move, mind break

Mental Health For ALL

- Positive Greetings
- Positive connections across the day
- Routines that include calming strategies, daily physical activity, biology breaks
- Consistent, predictable, safe and equitable learning environments
- Dependable and positive relationships

- **Promotes resilience and healthy brain functioning in children who have experienced trauma (Sciaraffa, Zeanah, & Zeanah, 2018)**
- **All of these qualities are important to the healing of students who have experienced trauma.**

Design Strategy

How will we address stigma?
How will we fit what is working in our system with current context ?
How do we ensure we match with local culture and context?

- Marketing and Branding
  - Building a Resilient Community
  - Project Wellness
  - Project Care Bear
  - The New Three R's: Reopening, Recovery, and Relationships
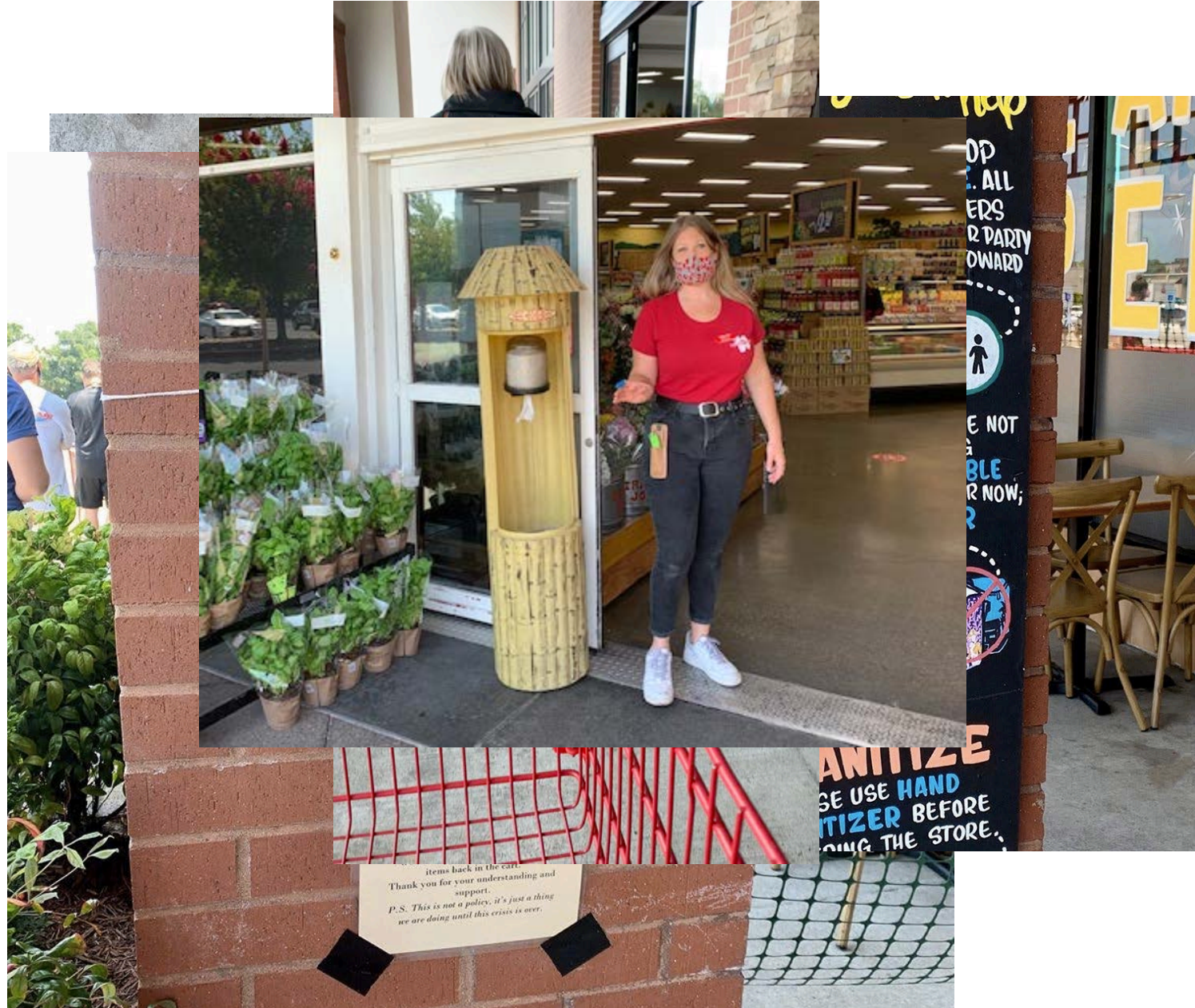
Now

- Design a System of Support for Staff

<p style="color:red">Focus on de-stressing staff</p>

  - Clear, concrete expectations, procedures and routines
  - Direct instruction
  - Opportunity to practice, plan and build fluency
  - Get feedback and input from staff, adjust, improve
  - 5:1 feedback ratio

Trader Joes
Positive, Safe, Predictable Environment

Trader Joes
Positive, Safe, P

YOU ARE STRONG!

PLEASE STAY BEHIND THE PLEXIGLASS UNTIL IT'S TIME TO PAY. THANKS!

ATTENTION! USE TOUCHLESS PAYMENT OPTIONS IF POSSIBLE. FOR CASH PLEASE LAY MONEY ON THE COUNTER. YOUR CHANGE WILL BE RETURNED THE SAME WAY.

Bath Tissue

PLEASE RECYCLE THIS BAG

TRADER JOE'S®
WWW.TRADERJOES.com

Safe Environment Examples

Minimize crowding & distraction

Maximize structure & predictability

Staff Days – School Level
(prior to students returning)

- Check in
  - Expect to be emotional , exhausted
  - Track your "triggers"
  - Common experience will increase connection and sense of belonging, allow yourself to be vulnerable, honest and compassionate
  - Opportunity to practice new procedures
    - Walk every inch of the building in small groups, physically distanced –learn about new routines
    - Important for you to feel comfortable and model calm when kids get back

Utilize Teaching Matrices to Normalize…

- Wellness practices
- Social Emotional Skills (empathy, healthy discourse)
- Flexibility & Compassion

EXPECTATION	BEHAVIOR
Be Responsible	•Make yourself **comfortable** •Take care of your **needs** (water, food, restroom, etc.) •Practice **physical distancing** while engaging with others during our time together •Consider, I am **not here to be right**, I am here to *Get It Right*
Be Respectful	•**Listen** to understand •Assume **best intentions** •**Practice perspective-taking**
Be Safe	•**Ask** what you need to know to understand and contribute •**Create a safe space that invites open dialogue and vulnerability – Consider the 3 Gates of Speech:** Is what you want to say **Kind? True for you? Necessary?**

School Matrix Example 2020

	Hallway	Classroom	Bus	Online Group	Online Independent
Respect	• Smile with your eyes and wave to acknowledge adults & peers • Use kind language	• Greet adults & peers at beginning & end of activity • Use kind language	• Talk kindly to students sitting in your area • Wait turn to board/exit	• Mute when listening • Use kind language	• Take turns if others waiting • Wear headphones
Responsibility	• Maintain 6' (big) personal space bubble • Take care of your materials as you transition in the hallway	• Stay in assigned spot to maintain 6' distance • Do your best • Engage in learning	• Let bus driver know if unsafe behavior seen • Sit in assigned seat & maintain distance	• Log-in/off on-time • Actively participate • Have materials ready for each lesson/activity	• Stay engaged • Keep device charged • Ask for help (via email, chat, or with help of a parent) when you're stuck
Safety	• Wear mask • Follow 1-way direction arrows	• Wear mask • Disinfect desk/table before & after use	• Wear mask • Disinfect seat • Keep hands to self	• Keep password private • Let teacher know if private chat is inappropriate	• Disinfect keyboard & mouse • Take short breaks from your seat and screen

The Williams HS Way	Classroom Rules	Welcome	Group Work	Online	When I feel upset…
Respectful	• Raise hand • Track the speaker • Follow directions	• **Greet the teacher and classmates** • Talk in soft voices	• **Listen to understand** • Take turns speaking • **Say, "I like that idea, AND…"**	• Consider the feelings of others before posting	• Ask for a break • Express feelings making "I statements"
Organized and Achieving	• Walk quietly • Keep hands and feet to self	• Take your seat	• Clean up the area when time is up	• Turn on privacy controls	• Ask my teacher to break down the assignment into smaller chunks. • Talk to someone if it will make you feel better
Responsible	• Stay on task • Offer to help • Apologize for mistakes	• Turn in homework • Put materials in desk • Begin work	• "Jump in" to help others • Manage time carefully	• Double-check sources before I post • **Think before I forward**	• Use the face chart to identify what you are feeling "I feel…" • Use cool off strategy (walk away, count to 25, deep breaths)
Teacher's Role (Conditions for Learning)	*Supervise all areas of the classroom*	• *Greet students warmly* • *Post bell to bell activity*	• *Provide relationship opener for groups* • *Actively supervise small group activities*	• *Teach and practice routine monthly*	• *Use Active Supervision to predict triggers* • *Model calming strategies*

What to do when...

- Out of soap/sanitizer

- Student is refusing to wear mask

- Person within community tests positive

- I need a break

- I recognize someone needs help

- Design the system so we can...
  - Practice, practice, practice
  - Huddle and debrief
  - Reflect and improve

Return to School

Returning to School Fall 2020: Staff PD Days Agenda Template

District Name: *Add*	School Name: *Add*	Dates: *Add*

Pre-Work for District:
- Review *A District Guide for Returning to School During & After Crisis* and *Meeting Social & Emotional Needs of All* Video
- *Finalize district plan for return to school*
- *Convene meeting with building level admin to promote consistency across schools.*
- *Finalize agenda for staff PD days for each school. Use template below and contextualize activities by adjusting &/or replacing lighter blue example text.*
- *Plan to have district and school leadership present for staff PD. (District leaders stay with same school assignment throughout the day)*

Pre-Work for School:
- *Review A School Guide for Returning to School During and After Crisis*
- *Update school-wide matrix and lesson plans to accommodate new routines and/or examples of expected behavior (e.g., safe behavior may now include mask wearing and maintaining 6' space; responsibility may include sanitizing your materials and space)*
- *Finalize school plan for return to school.*
- *Share plan, identify meeting area outside, provide agenda with clear expectations, and consider additional materials for each day.*

Schedule	Activity
Day 1 (*Add Date*)	
8:30am-10:00am	**OUTSIDE: WELCOME STAFF**
	✓ Welcome Staff
	✓ Morning Check-In/Circle (music, time to just be together outside)
	✓ District and school leaders model for teachers how to welcome students back.
	✓ Review revised school-wide matrix (shared in advance) and explicitly discuss school-wide expectations in new routines
	✓ Break into small teams and take a school tour (using distancing protocols)
	○ Use new protocol for entering and exiting building (e.g., temperature checks, sanitizer station).
	○ Practice line up routine, new traffic flow, and become familiar with prompts (posters, floor signs)
	○ Provide direct instruction to all staff. Teach expectations in the context of new routines and procedures across all contexts, have staff take notes, be aware of things that "trigger" them throughout the first day.
	○ Provide self-reflection worksheet and opportunities for staff to provide feedback throughout the day
	CONSIDERATION:
	✓ Use a similar process for welcoming families and students
10:00am-10:15am	**BREAK**
10:15am-12:00pm	**INSIDE: SOCIALLY DISTANCED GRADE LEVEL TEAMS**

Center on PBIS (2020, July). *Returning to School in Fall 2020: Staff Professional Development (PD) Days Template.* (Content within template adapted by educators within district and school listed at top.)
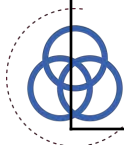
✓

Preparing for on-site Day 1:
Share plan, identify meeting area outside, provide agenda with clear expectations,
Staff Day 1

	Day 1- Led by District and school leadership (District leaders stay with same school assignment throughout the day)	Schedule
Day 1	OUTSIDE: Welcome and Check in /morning circle opener (music, time to just be together – outside using new protocol for entering and exiting building. (e.g., temperature checks, sanitizer station) District and school leaders model for teachers how to welcome students back. ✓ Review revised school-wide matrix (shared in advance) and explicitly discuss SW expectations and new routines. Break into small teams and take a tour (using distancing protocols) of the school. School Tour- practice line up routine, new traffic flow and become familiar with prompts (posters, floor signs) Provide direct instruction to all staff. Teach routines and procedures across all contexts, have staff take notes, be aware of things that "trigger" them throughout the first day. Self-reflection worksheet and huddles/check in across each day will be important Other Considerations: ** Use same process for orientation days with families and students coming back- ** Do we ask staff and students to wear something (similar to a medical bracelet) that lets us know they are exempt from wearing a mask?- *VARIES based on local safety procedures*	8:30am-10:00am

CENTER ON

PBIS **Positive Behavioral Interventions & Supports**

	Day 1 Afternoon	
Day 1	Break	
	Grade level teams- Teaching Matrix-routine/procedure document modified- Review details specific to each age group (e.g. younger students exempt from wearing masks in classroom – need a procedure for transition times – will need to wear mask outside of classroom) ✓ Handwashing- every 2 hours – use this in conjunction with your calm routine/biology break (music, dim lights, use calming strategy belly breath)	Times TBD
	Lunch	
	Run practice scenarios ✓ Staff, student, family member tests positive with COVID ✓ Fire/crisis drills with new traffic flow	Time TBD
	Prep time	Times TBD
	Staff Huddle- reflection activity • Feedback	Times TBD

CENTER ON
PBIS Positive Behavioral
Interventions & Supports

Day 2

Day 2	Morning Circle- outside- practice calming strategy Grade level meeting: Identify Focus Topic – (e.g., Screening and uncovering needs) •	Times TBD
	Break	
	• Grade level meetings continued • Focus Topic (e.g., Empathy, Perspective-taking and Equity)	Time TBD
	Lunch	
	Prep Time	Time TBD
	Break	
	Staff Huddle, Reflection and Feedback	Time TBD

CENTER ON
PBIS **Positive Behavioral Interventions & Supports**

Our Dailies

- Daily Book-ends: Time at the beginning & ending of the day to intentionally create a culture of belonging & connection (staff huddles with music, laughter, celebration, deep breathing, setting collective intention for the day)

- Take a Pause (Pause, Dim the lights, Play music, Deep belly breaths)

- Use music as the universal connector

- Use humor in a supportive way- Make me laugh post (rules around what is submitted), could be student generated

"I am overwhelmed"

- Trauma
- Social emotional learning
- Wellness
- Mental health
- Grading policy
- Attendance policy
- Lost instructional time
- Impact of isolation

Crosswalk Tier I and Social Emotional and Behavior Competencies including Trauma Features				
Tier 1 Components	How is Tier 1 component trauma-informed? How it connect with SEB skill?			
	Creates Safe, Predictable, & Consistent Environment	Building Community or Relationships	Teaching/ Reinforcing Skills	Supports Regulation
Defined and teaching school-wide expectations ●Expand teaching to include coping skills (e.g., identifying feelings, expressing feelings, & managing feelings) ●Teach social-emotional and behavior lessons in a circle and embed with academic lessons ●Use morning circle routine across all classrooms to practice new skills and build classroom community	X	X	X	X
Feedback and acknowledgement system ·Use feedback to increase the use of new skills across locations ·Teachers model calm response when providing feedback ·Use the system to prompt all staff to increase positive greetings and positive social interactions across the day	X	X	X	X
Active Supervision (scan, move and interact with students during transitions and non- classroom locations) ·Team members and coaches conduct direct observations and collect counts of staff interacting with students and during transitions and cafeteria – provide data to staff during grade-level meetings.	X	X		

CENTER ON
PBIS Positive Behavioral Interventions & Supports

May 2020

Integrating a Trauma-Informed Approach within a PBIS Framework

Lucille Eber, *Midwest PBIS Network*
Susan Barrett, *Old Dominion University*
Nicholas Scheel, *University of South Florida*
Ami Flammini, *Midwest PBIS Network*
Katie Pohlman, *Midwest PBIS Network*

The purpose of this Guide is to describe how district and school leaders can incorporate trauma-informed practices within a Positive Behavioral Interventions and Supports (PBIS) framework. This ensures that the investments in training school personnel about trauma can be integrated into a system that links these efforts to student outcomes. Recommendations are included for how to adjust the PBIS framework to support trauma-informed practices.

Introduction

Over the past decade, youth-serving systems have increased their focus on childhood trauma and its impact on the mental health of children and youth (Hanson & Lang, 2016). Educators, following the lead of child welfare and mental health organizations, have intensified efforts to ensure that all teachers and administrators work in a system that provides accurate information about the prevalence and impact of trauma, are provided training and coaching around trauma response, and have a clear understanding of their role in supporting students who have experienced trauma. Although schools are investing heavily in professional development about

A Trauma-Informed Approach:

" A program, organization, or system

https://www.odu.edu/content/dam/odu/col-dept/efl/docs/trauma-informed-pbis-brief.pdf

Shift in Collaboration

- High quality professional development with coaching

- Adequate time for planning

- Strong and accessible EAP

Wellness Check-In: Team and staff meeting agendas include check-in

TIPS Meeting Minutes Form

School: _____

	Meetings	Date	Time (begin and end)	Location Face to Face or Virtual	Facilitator	Minute Taker	Data Analyst
Today's Meeting							
Next Meeting							

Team Members (Place "X" to left of name if present)

Team Norms (Face to Face) — **Team Norms (Virtual)**

Today's Agenda Items (Place "X" to left of item after completed):

1. Wellness Check:
   Example Opener questions.
   What is the most generous act you have seen recently?
   What is giving you hope right now?
   What is the best thing that has happened to you today?
2.
3.
4.
5.

6.
7.
8.
9.
10.

Agenda Items for N...

1.
2.
3.
4.

Wellness Check In

1 2 3 4 5

Previously Defined Problems

Precise Problem Statement (What, When, Where, Who, Why, How Often)	Solution Actions (Prevent, Teach, Reward, Correct, Extinguish, Safety)	Who?	By When?	Goal & Timeline	Fidelity of Imp.	Effectiveness of Solution
					☐ Not started ☐ Partial imp. ☐ Imp. w/fidelity ☐ Stopped	☐ Worse ☐ No Change ☐ Imp. but not to Goal ☐ Imp. & Goal met

Adapted from TIPS II (2014). Meeting Minutes Form, Center for Social Behavior Support (CSBS), 5.2020
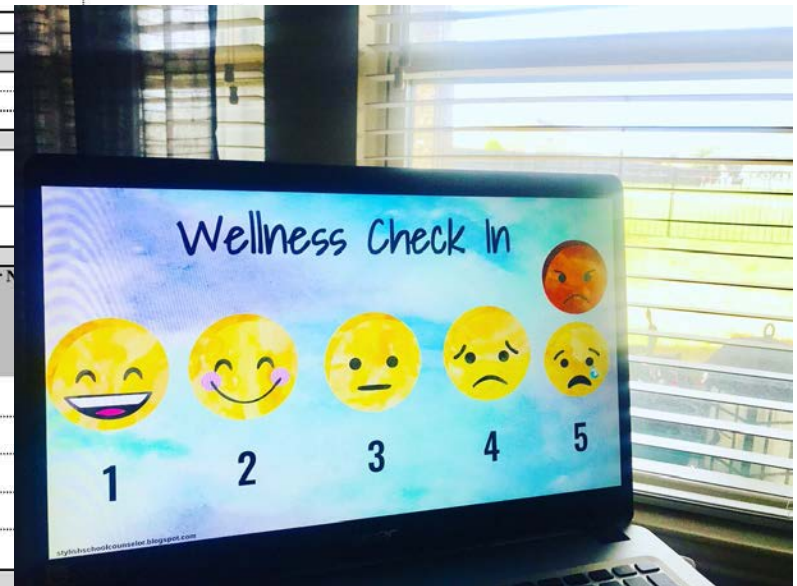
Self-Selected Team Wellness Clubs

- Batch cooking virtual parties (Deliciously Ella, Forks over Knives)
- Yoga (Chair Yoga, virtual yoga, in-person yoga)
- Community Partner Education and Demonstration Pop-ups (Nourishment, Nature Tours, Virtual Travel Trips, Book Clubs, Sit-in Movie Viewing)
- Meditation Practice

As a community...

- Email free Fridays, weekends, holidays, after 5:00,etc.
- Create schedules that honor teacher planning and collaboration time during the day
- Align initiatives and stop doing things that have no evidence and/or data to support impact (resource mapping & alignment brief) and teams (working smarter/teaming structure alignment)
- Create platforms for collaborative efforts- a culture of collective effort and impact

Small Learning Communities for Staff

- Consider strategic reconfiguration of staff models
  - Maximize high quality instruction
  - Maximize connections with individual students
- Consider teacher staff strengths, preferences
- Consider student voice/choice
- Allows community building with familiar faces

   How might you lean into this structure?

(Chiefs for Change, 2020)

Shift in Data

- Professional Quality of Life
- Surveys

What data sources do you use or might you use to uncover strengths and needs of staff wellness?

- Naturally occurring data sources (surveys, regular check-ins integrated into staff mtgs, and all other staff meetings)
- "Suggestion Box"
- Surveys
- Attrition & Retention
- Leave time patterns in the aggregate
- Aggregate data for access to EAP, types of resources accessed

Questions to inform Efforts

- % of staff who feel connected (within grade level/team and/or school level)
- % of staff who feel like they can manage their workload
- % of staff who feel like they are managing their changing role
- % of staff who feel like they have skills to manage student needs
- % of staff who feel the workload is manageable
- % of staff who feel they have a voice at the table with school, district, state
- % of staff who feel appreciated by students, families, administration, central office

Most of our students, families and staff will be supported if we fortify/strengthen Tier 1 supports

How will we use"old" and new data in aggregate to build solutions?

- Before COVID
  - Attendance, behavior, grades, course completion, % impacted by opioid, % food assistance, % of crisis calls
- During COVID
- % students logging in, % completing assignments
- % of staff personally impacted (loss, unemployment, first responder, essential worke
- % staff who may not be able to return face to face
- % stress coming back (e.g. social injustice, environmental, covid related,)
- Ongoing discovery - uncovering the needs of our community members
  - Screening, attendance, behavior, nursing logs, instructional time
  - Family check ins
  - Staff check ins

  - District level- distribute resources based on need
  - School level- excel file that tracks students needing additional supports

Data informed response...using MTSS logic

Sample Responses	Using MTSS logic
Hire social emotional experts	Adapt role to include building capacity of ALL staff and participate in teams across tiers
Select SEB curriculum	Formal process, team based decision. Data used to prioritize skills. All instructional staff model, teach alongside academic content.
Train staff on trauma informed practices	Team based training. Time to embed new learning.
Strengthen partnerships with families and community providers.	Expanded Team uses school and community data to inform efforts across all tiers.

ORGANIZING OUR RESOURCES FOCUSING ON THE STRATEGY

Building a Resilient Community			
1. **Identify needs** 2. **Build safe, predictable, consistent routines,** 3. **Make time to build and strengthen relationships/connection/communication**			
What will we do for All?	Staff	Students	Families
Data Sources	How will we uncover the needs of our staff?	How will we uncover the needs of our students?	How will we uncover the needs of our families?
Practices	What will we do to support majority of our staff?	What will we do to support majority of our students?	What will we do to support majority of our families?
Systems/Structures	How will we promote consistency and stick to our plan?	How will promote consistency and stick to our plan?	How will we promote consistency and stick to our plan?

Please Complete the Session Evaluation to Tell Us What You Thought of This
Session A3

Three Ways to Complete:

1) **Pathable/Mobile App:**
   a. Find the Evaluation Link in the "**Files**" Tab, <u>or</u>
   b. Click on "Evaluations" in the navigation menu

2) <u>**Online:**</u> click on the link in the Pathable "**Chat**"

http://bit.ly/NF20-A3

3) QR Code