

Abstract

Integrating trauma-informed practices (TIP) within an existing PBIS framework is a process that can be challenging, but can provide schools with additional opportunities to further support students, staff, and families in meaningful ways. This poster provides tools and sample activities to engage in this process at the state, district, and school-level which were developed over a 2 year period by the Delaware Positive Behavior Support Project (DE-PBS).

Expanding TIP Partnerships

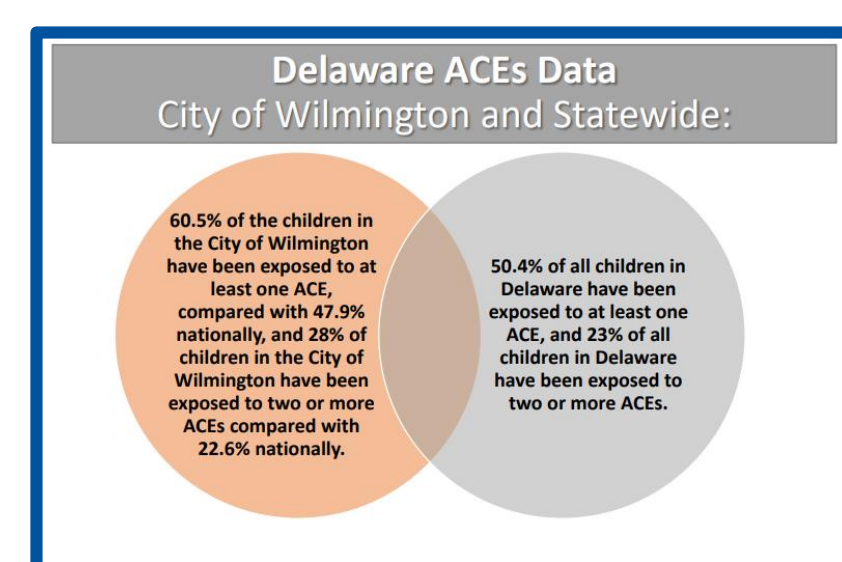
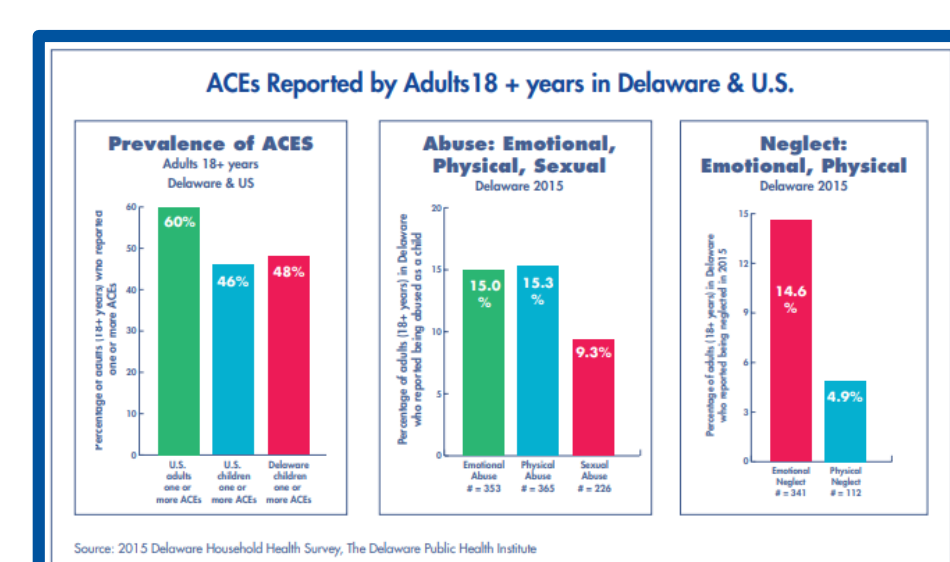
DE-PBS Project's Initial Exposure: Exposure to the research related to adverse childhood experiences (ACES) and TIP began in 2015 when the project was invited to attend meetings related to the text *Compassionate Schools: The Heart of Teaching and Learning* (Washington State Office of Superintendent of Public Instruction, 2009) that was brought to six middle schools in Delaware via a Casey Foundation Grant.

DE-PBS Project's TIP Partnerships 2016-2017: A more formal partnership between the project and the following programs in Delaware began in September 2016: Office of the Child Advocate, Children and Family First, Family Court. This participant began via a collaborative capstone project for the Center for Juvenile Justice Reform's School-Justice Partnerships Certificate Program. Project focused on one school district.

DE-PBS Project's TIP Partnerships Since 2017: Additional partners and districts are being added to this work including the: Delaware State Education Society, United Way of Delaware, Delaware Department of Services for Children, Youth and Their Families, and Rodel Foundation.

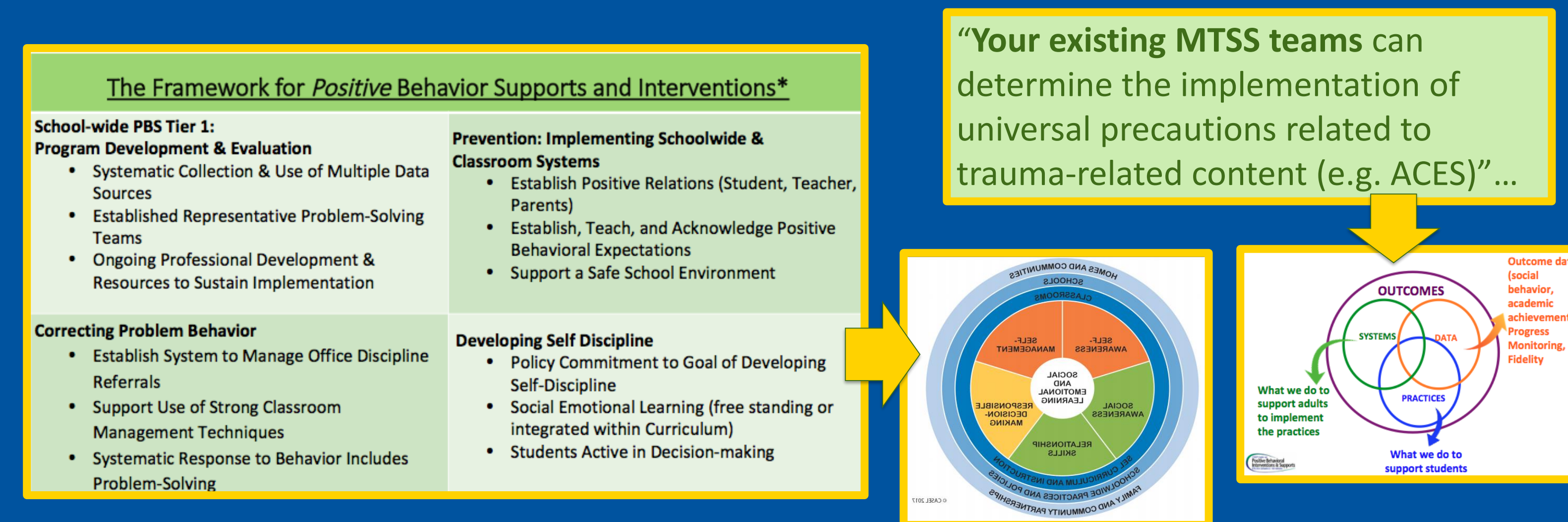
The Delaware Context

Adverse Childhood Experiences are above average in Delaware and there is a strong interest in the needs of Wilmington children and communities specifically. Multiple local social and educational agencies are involved in multiple collaborative TIP-related projects.



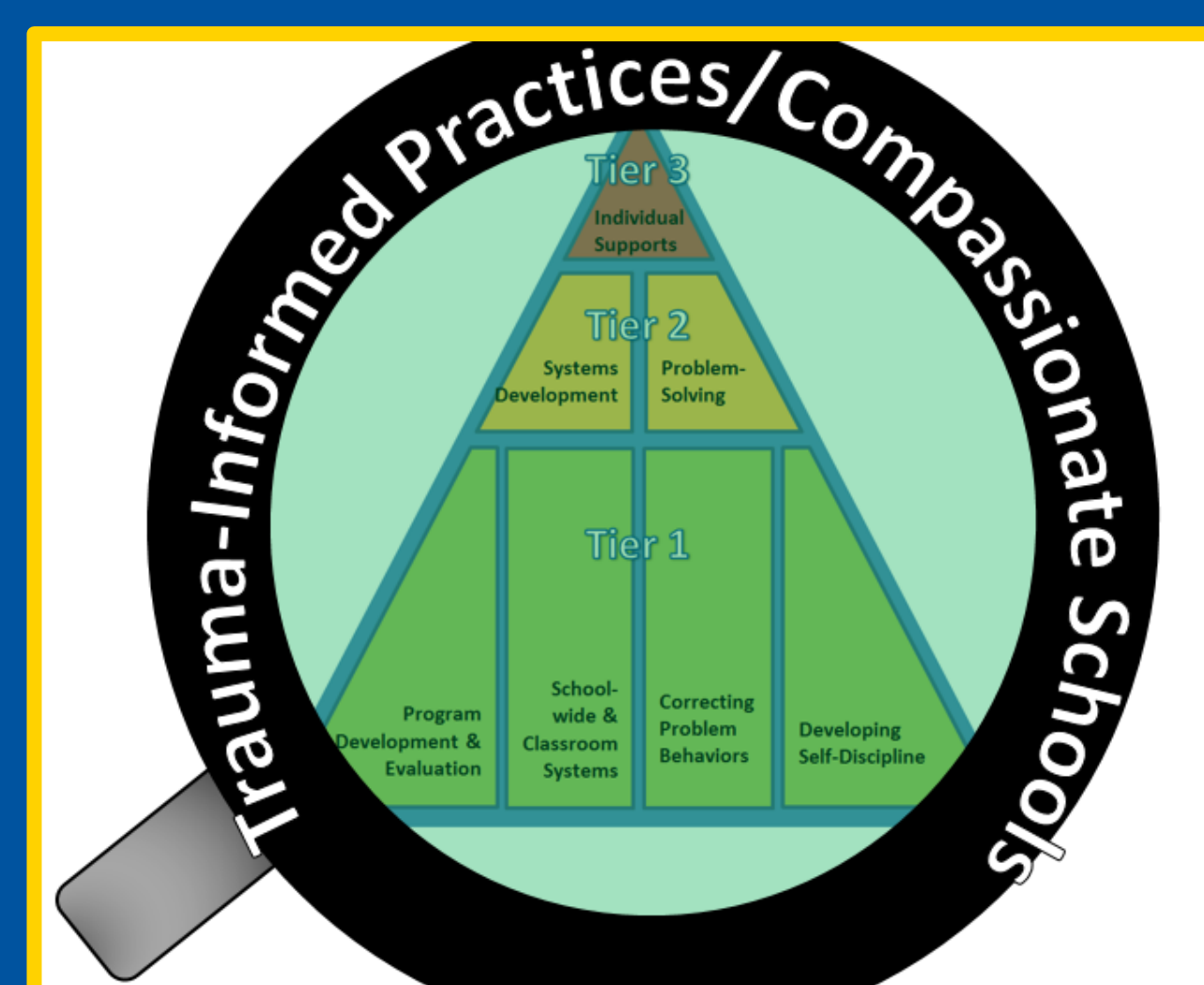
Theme 1: Partners Don't Know What They Don't Know

TIP: Share your existing tools, resources and workshops with your partners and help them see the links.



Theme 2: Visuals Help Define Understandings Among Partners

TIP: Work to develop visual representations of integration early as this work sparks important, needed conversations.

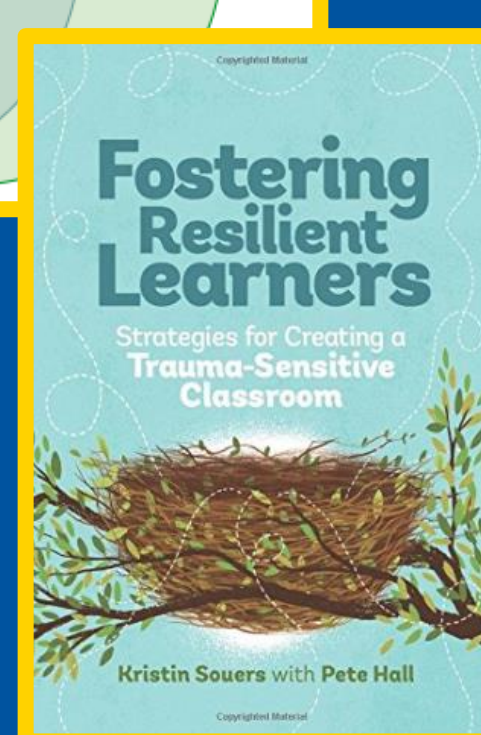
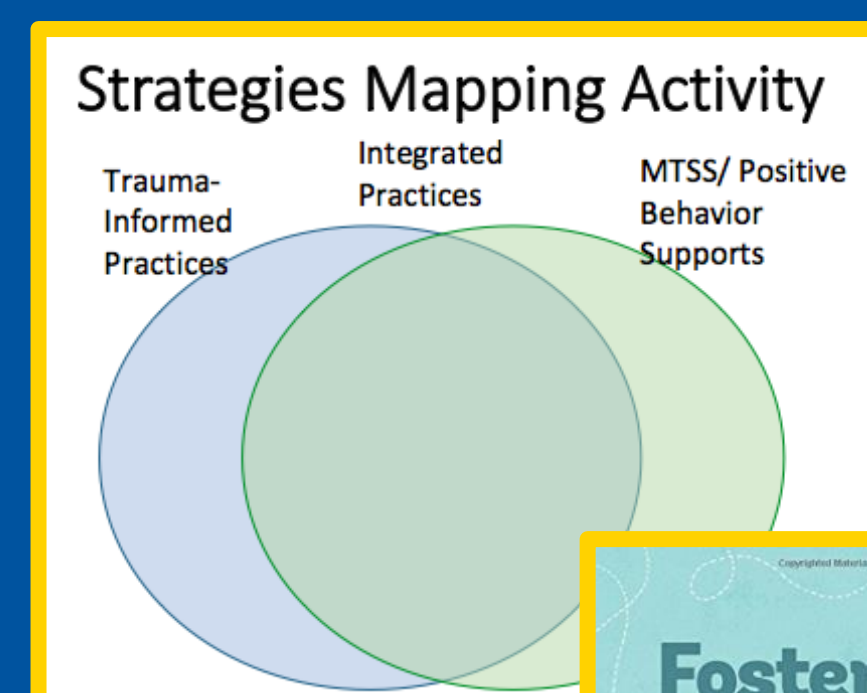


PBS and Trauma-Informed Practices Complement Each Other



Theme 3: New Shared Materials Need to Be Developed

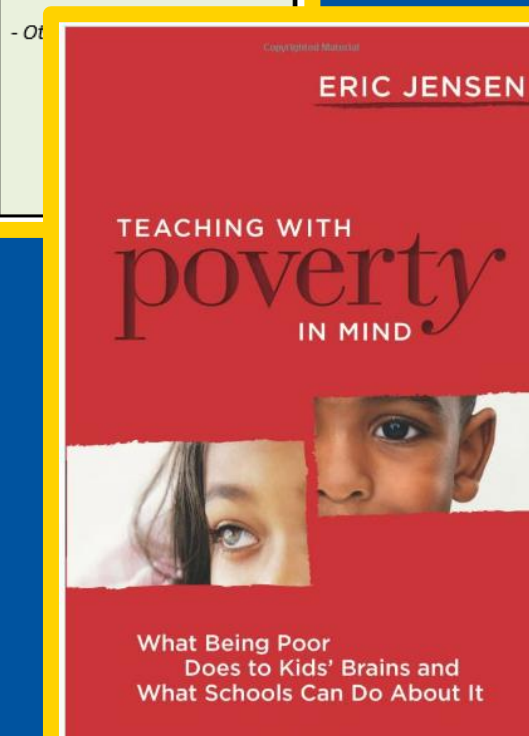
TIP: Create tools that schools that interact with multiple partners can use to make sense of integration effort, this reinforces school buy-in.



Souers, K., & Hall, P. (2016). *Fostering resilient learners: Strategies for creating a trauma-sensitive classroom*. ASCD.

SEL Competencies (See CASEL.org)	Matching SW Expectations (See DE-PBS)	Action Steps Related to Cultural Responsiveness to Poverty (See annex, connected to themes of Compassionate Schools Collaborative and partners)
Responsible decision-making	Responsible BE RESPONSIBLE BE RESPECTFUL	Recognize the Signs Skill can be negatively impacted (risk of avoidable models of decision-making, better of decision-making can be problematic) Current Initiatives: - Some teaching of SW expectations and use of recognition systems
Self-management	Responsible BE RESPONSIBLE BE ENGAGED	Alter the Environment Skill can be negatively impacted (Executive Functioning can be lessened) Current Initiatives: - Professional development regarding: • poverty, • trauma, • resiliency • positive and effective classroom strategies • student-teacher relationship
Social awareness	Respectful BE RESPECTFUL BE RESPONSIBLE BE ENGAGED	Empower Students Skill can be negatively impacted (Less empathic responses) Current Initiatives: - Student Council - Delaware School Climate Survey data - Connect the Dots data
Relationship development	Respectful BE RESPECTFUL	Empower Students Skill can be negatively impacted (Less empathic responses) Current Initiatives: - Tier 2 programming - Leadership class
Self-awareness	Responsible BE RESPONSIBLE BE ENGAGED	Empower Students Skill can be negatively impacted (Student have lower models of self-regulator behavior) Current Initiatives: - Other activities/discussions?

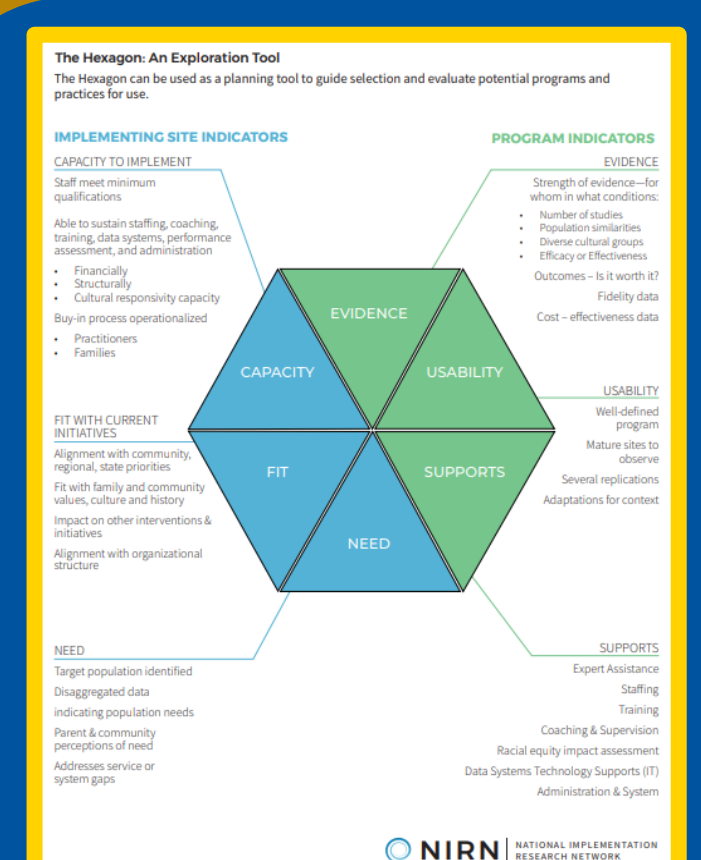
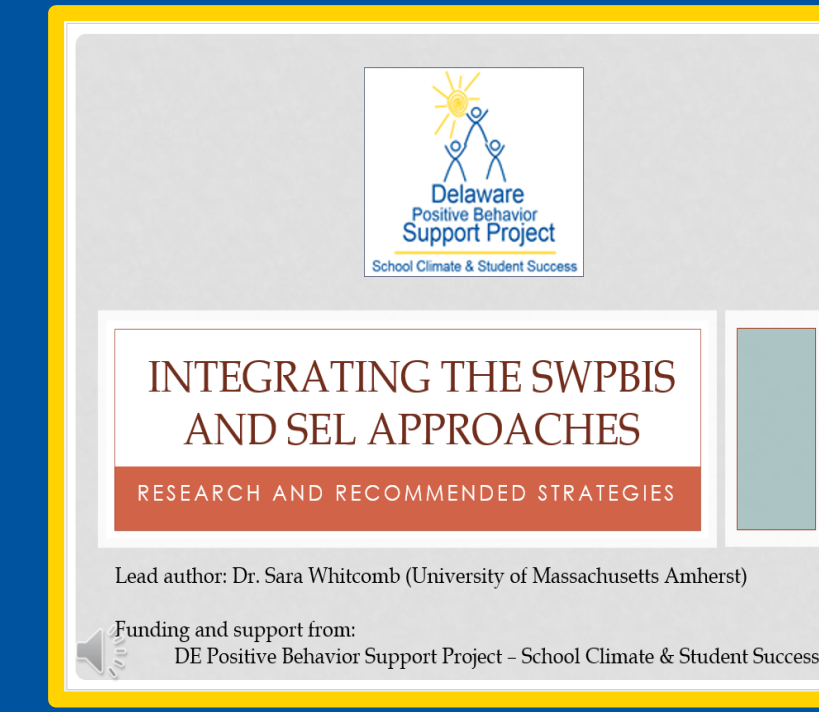
Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it*. ASCD.



THEMES and HELPFUL TOOLS

Theme 4: Educators and Administrators Are Exposed to New Strategies and Need Selection & Integration Support

Integrating the SWPBIS and SEL Approaches: Instructional Module (2017) Delaware PBS Project



Hexagon Tool (2018) National Implementation Network

Theme 5: Schools are Looking to Measure the Impact of Being Trauma-Informed

Delaware School Climate Surveys (2018) Delaware PBS Project

Example Data: Social-Emotional Competencies Demonstrated by Students

STUDENTS 1 = disagree a lot; 2 = disagree; 3 = agree; 4 = agree a lot	Percent who Agreed or Agreed a lot		
	Elementary (N=15134)	Middle (N=11582)	High (N=7606)
1. Students are taught to feel responsible for how they act.	91.0	83.3	76.0
6. Students are taught to understand how others think and feel.	85.1	63.3	51.1
9. Students are taught that they can control their own behavior.	89.9	81.9	76.7
12. Students are taught how to solve conflicts with others.	87.1	64.3	49.5
15. Students are taught they should care about how others feel.	89.7	70.0	57.7
16. Students are often asked to help decide what is best for the class or school.	68.2	51.8	46.8

1 = Not like me at all; 2 = Not much like me; 3 = Somewhat like me; 4 = Very much like me	Percent who indicated this was somewhat or very much like them		
	Elementary (N=15134)	Middle (N=11582)	High (N=7606)
Responsible Decision Making			
1. I feel responsible for how I act.	95.2	94.8	96.3
5. I am good at deciding right from wrong.	89.5	90.0	94.4
9. I make good decisions.	92.0	90.3	91.8
11. I think about the consequences of what I do.	89.5	85.3	88.4
Understanding how others think and feel/Social Awareness			
2. I think about how others feel.	92.5	88.6	89.5
6. I care about how others feel.	93.5	88.1	87.0
10. I respect what others think.	93.2	89.4	90.3
14. I try to understand how others think and feel.	87.1	87.1	88.8
Self-management of emotions and behavior			
3. I can control how I behave.	92.2	92.2	94.8
7. I think before I act.	85.8	81.2	87.1
11. I can control my anger.	82.3	80.6	85.2
15. I can calm myself when upset.	83.8	79.6	82.9
Relationship skills			
4. I am good at solving conflicts with others.	80.9	77.6	85.5
8. I get along well with others.	90.8	88.3	90.4
12. I am kind to others.	96.0	93.9	94.5
16. I help others.	95.6	90.7	91.2

Attitudes Related to Trauma-Informed Care (ARTIC, 2015) Traumatic Stress Institute



Connections Screening

What is K-12 Connections Screening? The Connections Screening was developed by the Battelle (PBS) High School RTIProgram. The Connections Screening is a universal screening tool in the social-emotional domain. Information about personal connections with the school setting is collected from students and teachers and staff. The data collected from these surveys is used to assess the overall school climate and identify potentially at-risk students.

Connections Screening (2010) Kim Pristawa

Theme 6: Educators and Administrators Are Increasingly Looking for More Resources Related to Mindfulness and Self-Care

Frequently Asked Questions to Consider when Implementing Mindfulness Based Interventions in Schools

The concept of mindfulness has become increasingly popular across a variety of contexts related to school climate (e.g. educator self-care, discipline) and student wellbeing (e.g. coping with stress and anxiety). As popularity grows, it becomes increasingly important for school teams to evaluate mindfulness based interventions in the context of their school community and consider how mindfulness fits with current school initiatives. The following frequently asked questions will assist educators as they consider adopting mindfulness based interventions for their schools.

What is the definition of mindfulness? Mindfulness is most often defined as "paying attention in a particular way; on purpose, in the present moment, and non-judgmentally" (Kabat-Zinn, 1994, p. 4) or as the process of noticing new things and drawing novel distinctions which keeps us situated in the present (Langer, 1989). Both definitions include two key features: *self-regulation of attention* and an *attitude of acceptance* to the current experience (Felver et al., 2013).

FAQ: Implementing Mindfulness Based Interventions in School (2018) Delaware PBS Project

Relating in the Classroom: Educator Emotional Self-Care (2018) Tia Barnes & DE-PBS Project

