

# Connections Between Trauma-Informed Practices and PBIS

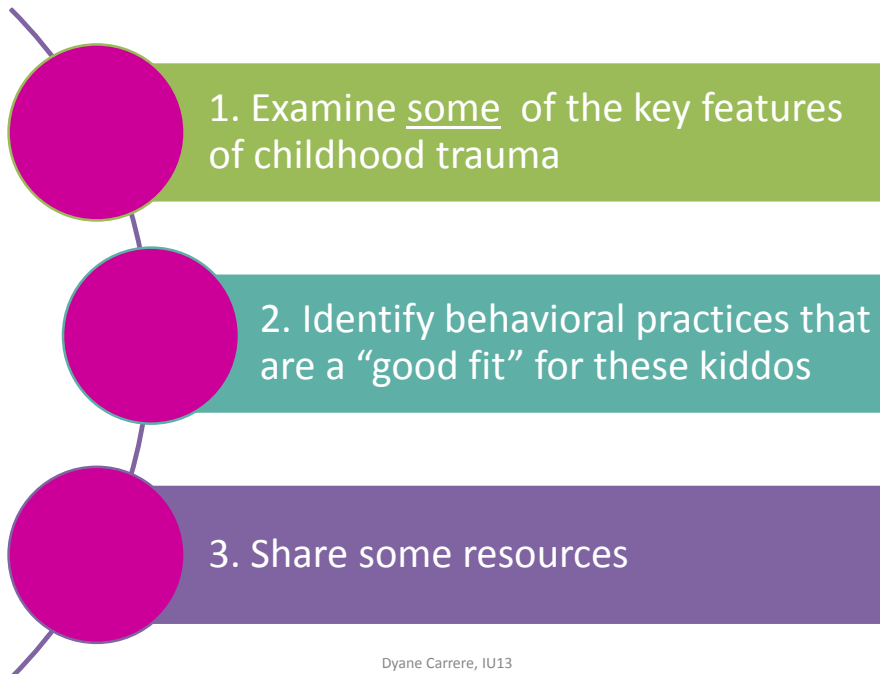
Implementers' Forum  
May 16, 2017

Session developed and facilitated  
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Lancaster-Lebanon IU

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- 
1. Examine some of the key features of childhood trauma
  2. Identify behavioral practices that are a “good fit” for these kiddos
  3. Share some resources

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## What We Know About Childhood Trauma

- it occurs in a larger population than we would think
- very personal
- it looms larger in the shorter lives of children
- ***result of acute and/or chronic stressors***
- ***it is not a cognitive experience***
- ***it results in dysregulation of multiple systems***
- ***it impacts attachment and trust***
- ***it makes child more vulnerable to “falling apart”***
- ***it profoundly shapes the brain***

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Trauma is the....

Result of \_\_\_\_\_ stressors.

The Poverty/Trauma Intersection

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**It is NOT a cognitive experience**

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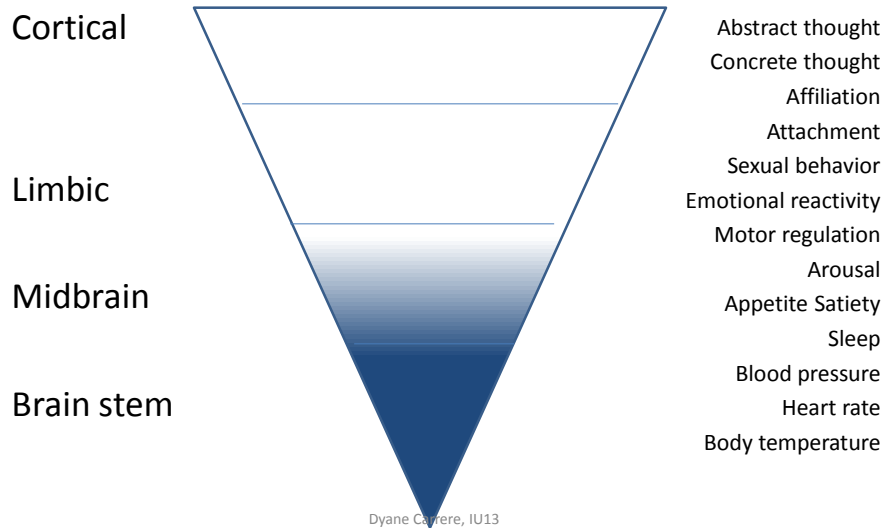
**It happens while the brain is developing...**

**which results in  
neurological,  
emotional  
and  
physical dis-regulation**

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## Neurological System Development

(Perry)



Childhood trauma  
*is often compounded/intertwined with  
attachment issues.*

Dr. Bessel van der Kolk,  
Professor of Psychiatry  
Boston University of Psychiatry  
Medical Director of the Trauma Center in Boston

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## **Without secure attachment...**

Relationship with adults

Sense of self

Relationship with peers

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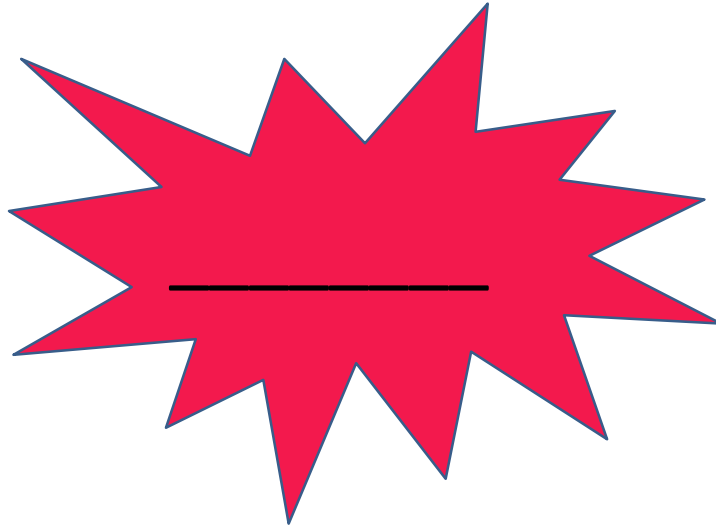
## **Without secure attachment...**

One learns to trust



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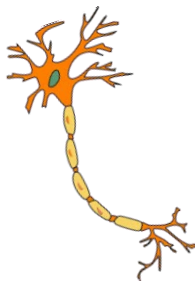
## Stress/Trauma in the brain



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### ***Cortisol in the brain...***

Blocks communication across neurons



New  
Known  
Relevant v Irrelevant  
(Gazzaniga 1989)

Stays in the brain until used/burned off

Male burn-off

Female burn-off

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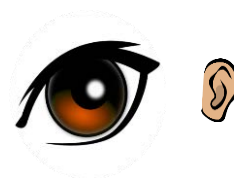
Fight

Flight

Freeze

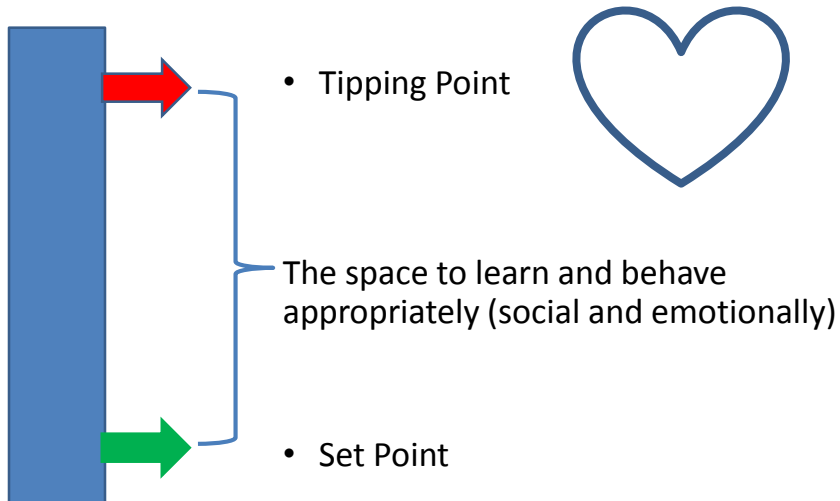
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Simply put...



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## Another way to conceptualize the fragile nature of these kiddos...



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## *Over time, trauma shapes the brain...*

Hippocampus

Prefrontal Cortex

Amygdala

Dorsolateral Prefrontal Cortex

Posterior Cingulate

“Tuned down” neurological system

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## What we might see.... (not all inclusive)

- Hyperactivity
- Aggression (verbal and/or physical)
- Hyperarousal/jumpiness
- Lack of connection with others or hyper-connection
- Lack of focus
- Impaired memory, uneven performance
- Irritability
- Opposition/Defiance
- Bristling to touch or intense desire to be hugged, etc.
- Inappropriate emotions for situation
- Hoarding
- Self-injury
- Drug and/or alcohol abuse and/or high risk activities
- “Out-of-the-Blue” reactions

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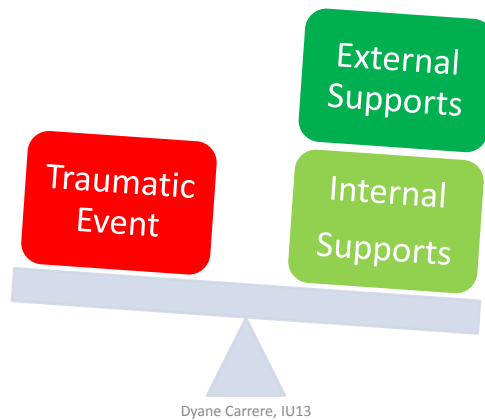
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## Trauma may be mitigated by Supports



So if I am these things, what do I need?

- Dis-regulated
- “Tuned-down”
- Lower awareness of body in space
- Lower ability to organize narrative
- Untrusting of adults
- Insecure in one’s agency
- Competitive with peers
- Ready to “pop” at any time

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## Two Perspectives

PBIS Lens  
Rob Horner

Trauma Lens  
Bruce Perry

Positive  
Predictable  
Consistent  
Safe

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## Key Strategy Categories

***Predictable, Consistent, Calm Environments***

***Effective Behavior Supports***

Positive Relationships

Regulation and Modulation Opportunities

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## **PBIS Tier 1 Foundational Practices**

### **Matrix and Lessons**

Consistent language

Visual Supports

Teaching to Fluency

### **Positive Reinforcement of Expectations**

Sense of competency

Connection with many adults

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### **School-wide Positives**

many

little

frequent

***part of*** \_\_\_\_\_

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## Calming Strategies

- Fiddle objects or movement opportunities
- Teacher tone
- Visual schedules/Advance Warnings
- Transition Planning (Step-up days, older grade “penpal”, WEB/LinkCrew)
- Mindfulness
- Lighting/Music –other environmental factors

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### Consistent and Calming: Re-thinking Positions

- Allow more alternative ways to sit (e.g., ½ kneel, lean and \_\_\_\_\_)
- Allow alternatives to “criss-cross” ...aka “carpet positions”



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# Trauma-informed Behavioral Systems

**Positive**

**Cumulative**

target # rather than time-limited  
time-limited - multiple targets

**Private**

**Layered**

**Needier Kid “Bridge”**

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Systems should be less about control and  
more about building...

- Connection
- Confidence
- Community

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## Which Requires a Move Away from Response Cost Systems



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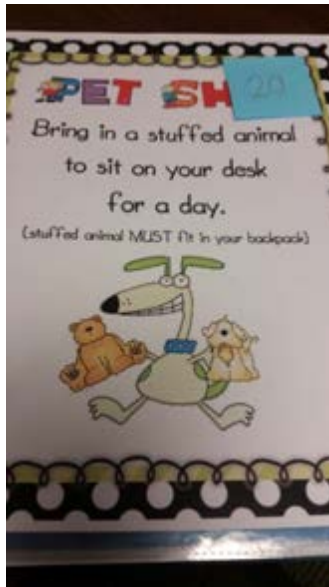
## Example of a Lower Risk System



Thanks to Lauren Williams, Lebanon SD

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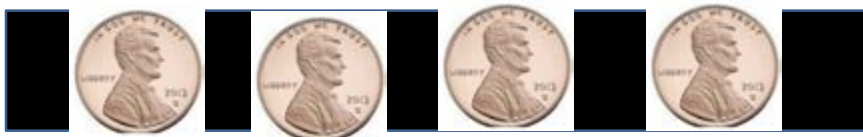
## Example of a Lower Risk System



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## Needier Kid Bridges



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**Congratulations on Your Good Choices!**  
The more good choices you make, the more choices in rewards you have!

Points Earned		Reward Choices
10		legos or special drawing kit – creative time
9		computer time
8		visit principal for congratulations note
7		call home to celebrate or certificate home to celebrate
6		Special place to read (special book choices or your own) or draw with own materials
5		listen to music with headphones
4		game with a peer
3		special book choices and read in quiet area
2		drawing with crayons or colored pencils
1		puzzle

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## Layered Systems



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## Dr. Bruce Perry's Steps for Accessing the Traumatized Brain for Thinking

1. Regulate

2. Relate

3. Reason

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### Re-regulation Baskets

Southeast and Southwest Elementary Schools'  
Calming Caddy

In classrooms



Taught by School Counselor and Other Support  
Personnel

Available to be used while in flow of class activity  
(not a required time away)

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## **Re-regulation Opportunities**

### **Breaks/Errands**

#### **Time Away**

In-class

Buddy teacher

Safe Spot

Re-regulation rooms

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## **Re-regulation Opportunities**

Step 1: Physical Activity – high activity

Step 2: Regulate down – lower activity

Step 3: Simple cognitive activity

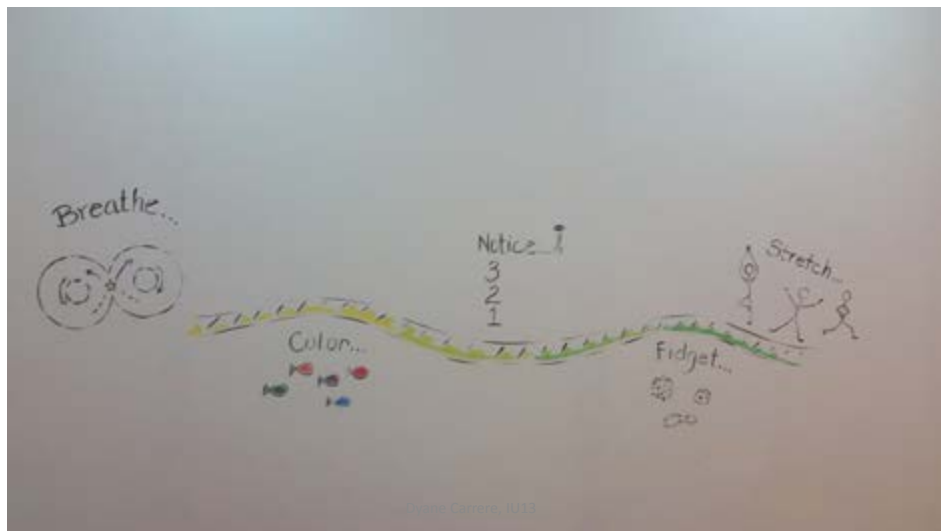
Step 4: Problem solving

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## Re-regulation Space with Zones of Regulation Tie-In (Step 2)



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## PRIDE Room

(Lincoln Middle School)

1. Physical Exercise
2. Rest and Regulation
3. (Use your) Intelligence
4. Design a Plan
5. Exit

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At High School, this might look like...

1. Walk
2. Drink of water
3. Talk

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## 1-2-3 Charts

Level	What my body is doing How my body feels What my thoughts are What I am saying	What I can do
3		
2		
1		

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**Instead of Ignoring, Praising Others as a Demo, Response “Costing”, try...**

Request, Thank You, Pivot, Return with a positive/offer of help

(Dr. Tim Knoster)

Check yourselves, are you...?

About 75% of us are, let's get to 100%

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## Other Behavior-Related Thoughts

Logical Consequences

Social Stories

Storyboarding

MindUp curriculum

Positive Life Changes

## Planned Transitions from In-School Therapy

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## A Few Other Trauma-Informed Practices

Intentional greetings

Restorative Practices

Responsive Classroom Model

Possible Selves/PATH/Renew

Service Opportunities *(think small)*

Executive skills instruction

Self-regulation targeted instruction

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