Adverse Childhood Experiences

“The Silent Disease”
Traditional Discipline is built on Fear and Control
The Challenge We Face Today Is…

Dysregulated Adults working with Dysregulated Students
Recognize/Adult

Finding our “triggers” and understanding their impact

Conscious Discipline, Dr Becky Baily
A Traditional Approach Has Been To…

Recognize → \[\text{No}\] → React

Causes Students to Escalate

Conscious Discipline, Dr Becky Baily
"The Principal suspended me — School is the only place in the world where you can get time off for bad behavior."
Identify what some of your “triggers” are that can cause you to dysregulated with a student or class…

WHICH ONE IS YOUR WINDOW OF STRESS TOLERANCE RIGHT NOW?

1

2

3

BREAKING POINT

4

5
Key Points for Regulation

It starts with a PAUSE…

- We have to be SELF-REGULATED if we are going to help our students regulate.
- A student’s behavior is a reaction to FEAR of FAILURE, and not feeling SAFE.
- If we move towards calm, we look at the behavior as a teachable moment.
- We then approach the student with POSITIVE INTENT, and look for win/win solutions.

Conscious Discipline, Dr Becky Baily
“A deeper understanding of ourselves… leads to a deeper understanding of our students”

Conscious Discipline, Dr Becky Baily
The brain drives behavior

“There is a story behind the student’s behavior”
Healthy Brain

Baseline of stress

Breaking Point

Trauma Brain

Baseline of stress

Breaking Point

Heather T. Forbes, “Help for Billy
Starting the Journey...trauma-informed school
The Building Principal has to be the leader!!

The Principal Leads the Implementation Process along with their Leadership Team
New Approach

“We went from reacting and telling”

to

“Asking and responding?”
The stress is coming from outside of school or from past experiences.

**MANTRA**

*It’s not about me.*

**STRATEGY**

Drop your personal mirror and work on your own regulation.

**CONCEPT**
CONCEPT
Allow the student to de-escalate and regulate before solving the issue at hand.

MANTRA
*Problem solving and solutions can’t be worked through while “in the moment.”*

STRATEGY
Designate a quiet place(s) where students can feel safe to de-escalate.
It's never about the issue at hand. It goes much deeper.

What's really driving this child's behavior?

Be the one who listens and values the student's voice...ask how you can help. Explore the underlying issue behind the behavior.
It’s a brain issue, not a behavioral issue.

**My job is to help this student regulate, not simply behave.**

Incorporate regulatory activities into the culture of the classroom and support students in their ability to learn how to self-regulate.
Discipline is to teach, not to punish.

Discipline should happen through the context of relationship.

Use consequences that keep students in school and foster the building of trust and safety with caring adults.
Key Elements to Have in Place

- Administration
- Leadership Team
- Staff
Leadership Team

Principal
Teacher from each grade level
Behavioral Intervention Specialist
Office Receptionist
Guidance Counselor(s)
Paraeducator
Head of Cafeteria
Janitor
75-80% Staff Commitment

Less than 75% = Sabotage

It’s a journey

It’s not a foot race…
The Main Office Becomes the Family

Our Students and their Families are our Customers
If I were to visit your school and check in at the main office, what would I notice about the culture and climate?

Our body language and expressions set the office climate for those we serve.
Many parents do not feel comfortable in a school setting.
We determine the culture of our office...

We can be the calm to settle the storm
Implement Options For Accountability

- Timeout
- In School Suspension
- Lunch Detention
- Illegal/Charges/Arrest
- After-school Detention
- Hold Students Accountable
High Adult Visibility
Before School, Passing Time, Lunch, and After School

- Greeting kids before and after school
- Specifically look for students who isolate
- Make note of an upset student and follow up
- Acknowledge kids doing it...right
- Correct Student Behavior (Take the audience away)
- Keep connected to your struggling kids
How to use *In School Suspension* Room Effectively

ISS should be flexible with several options available besides disciplinary consequences.

ISS holds kids accountable to attend school... no free days out.

ISS holds kids accountable to do their school work... they don't fall behind.

Students are being supervised by a caring adult in a safe environment... relationships are developed.

Teachers or students may request a timeout if they are escalating or feel that they are about to escalate... teaches students an option for self-regulation.

Students not able to regulate in ISS, are referred to the office.
How do use a School Resource Officer?

“I am going back to the streets a different person with a new perspective”
How to respond to staff pushing back on the model
seek common ground based on research

Time for a serious discussion if this school is the best placement for those not supporting the new approach
Keeping “Gang” violence out of the school setting …

Leaving your color on the curb before coming on school grounds
Building Community Partnerships... more effective than working in “silos”

- Trauma-informed Judges
- Children’s Home Society
- Boys & Girls Campfire
- CPS
- Juvenile Justice - CASA
- Connecting Kids College
- Faith-based
- Erasing the Past - Hope for the Future
“I came to Lincoln and you loved me.”
Questions & Answers

www.thetraumainformedschool.com
Identify two “triggers” that can set you off in your classroom or office?
When regulated, the student is able to stay within the boundaries set by those in charge.
Boundaries vs. Consequences

The more dysregulated the student becomes, the harder it is for him to stay within the boundaries.

Billy
When a regulated adult is able to connect with a dysregulated student, the student can return to a state of regulation, making it easier for him to move back into the boundaries.
Boundaries vs. Consequences

Billy - Caring Adult

Punishment is behavior focused and keeps both the adult and student in a struggle.

Billy + Caring Adult

Accountability opens the opportunity for a regulated relationship.
This is an image that many of our parents have of their school experience.

Our upset parents are usually ready for a conflict.