Classroom Systems of Behavior Support should be Trauma Informed

Dr. Sandy Washburn swashbur@Indiana.edu

Indiana University

Positive Interventions Behavior and Supports is a framework for schoolwide discipline

Proactive and Preventative

- Clarify Expectations
- Teach Expectations
- Involve kids in both
- Build Relationships
- Context modifications
- Active Supervision
- Acknowledge Pro-Social Behavior
- Monitor and use data

Reactive

- Effective correction

CM 101

- Structure and predictability
- Teacher to Student Relationship
  - 4:1
  - Caring Demander
- Effective, engaged instruction
- Disciplinary Interventions
  - Continuum of Acknowledgments
  - Continuum of Corrections (Boundaries)
- Mental Set (Hyper-aware and Calm)

Kounin, J. (1970); Marzano, R. (2003)

Which Factor Makes the Most Difference ??

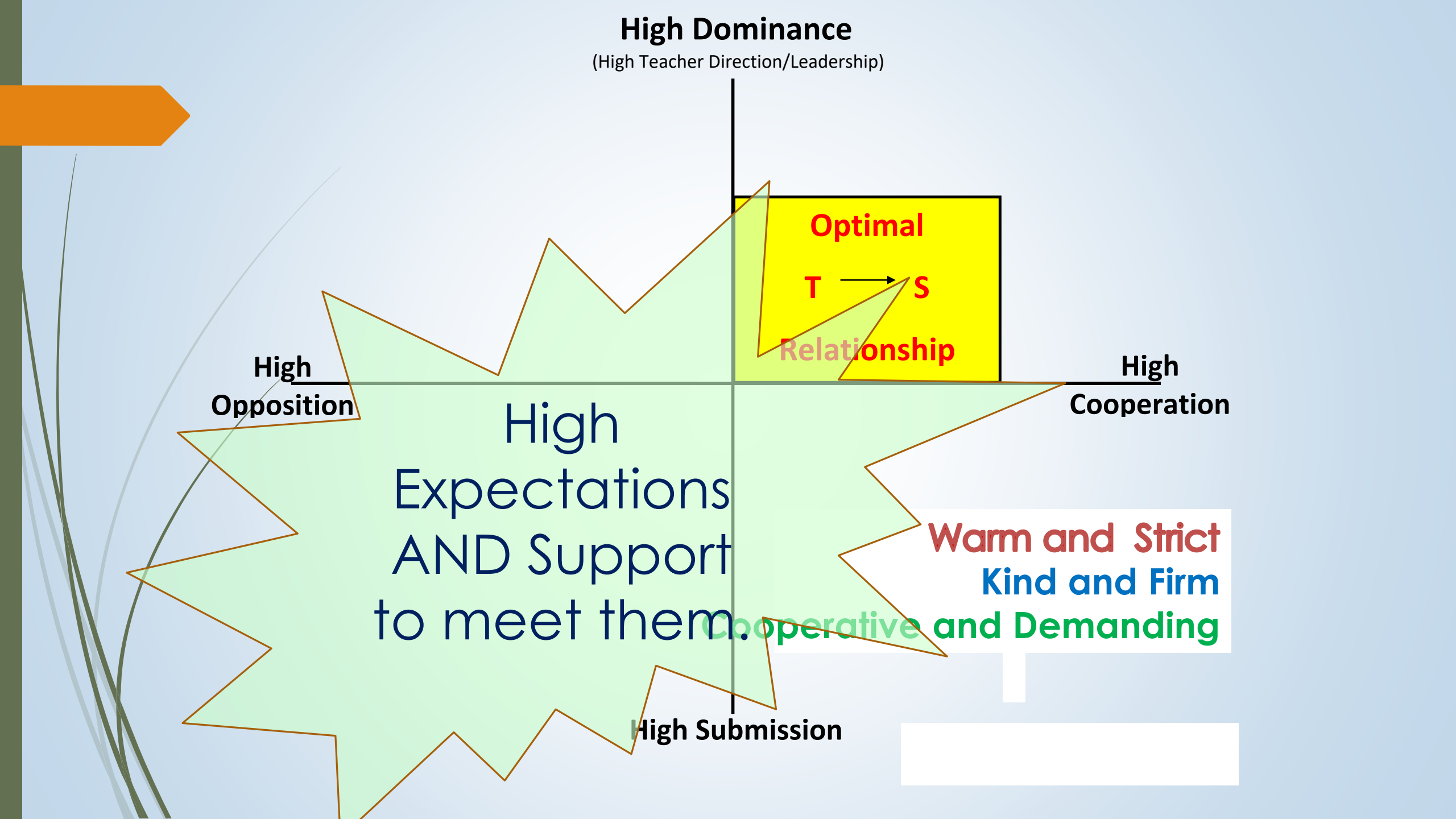
Marzano, 2003

Teacher-Student Relationship

Aware and Calm

Disciplinary Interventions

Rules and Procedures


High Dominance
(High Teacher Direction/Leadership)
Optimal
T → S
Relationship
High
Opposition
High
Cooperation
High Submission
High Expectations AND Support to meet them.
Warm and Strict
Kind and Firm
Cooperative and Demanding

Teacher to Student Relationship

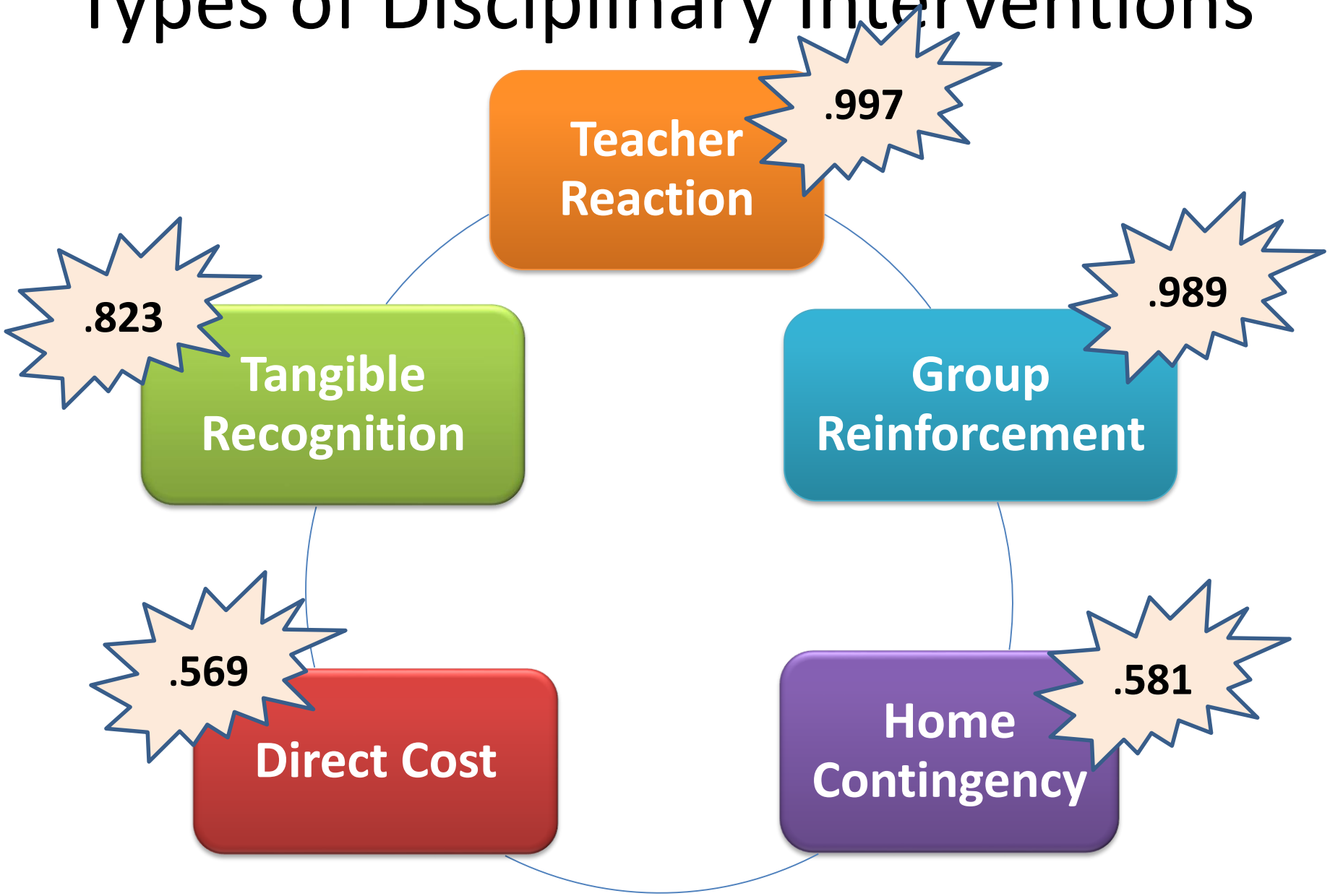
The more healthy relationships a child has, the more likely he will be to recover from trauma and thrive. Relationships are the agents of change and the most powerful therapy is human love.

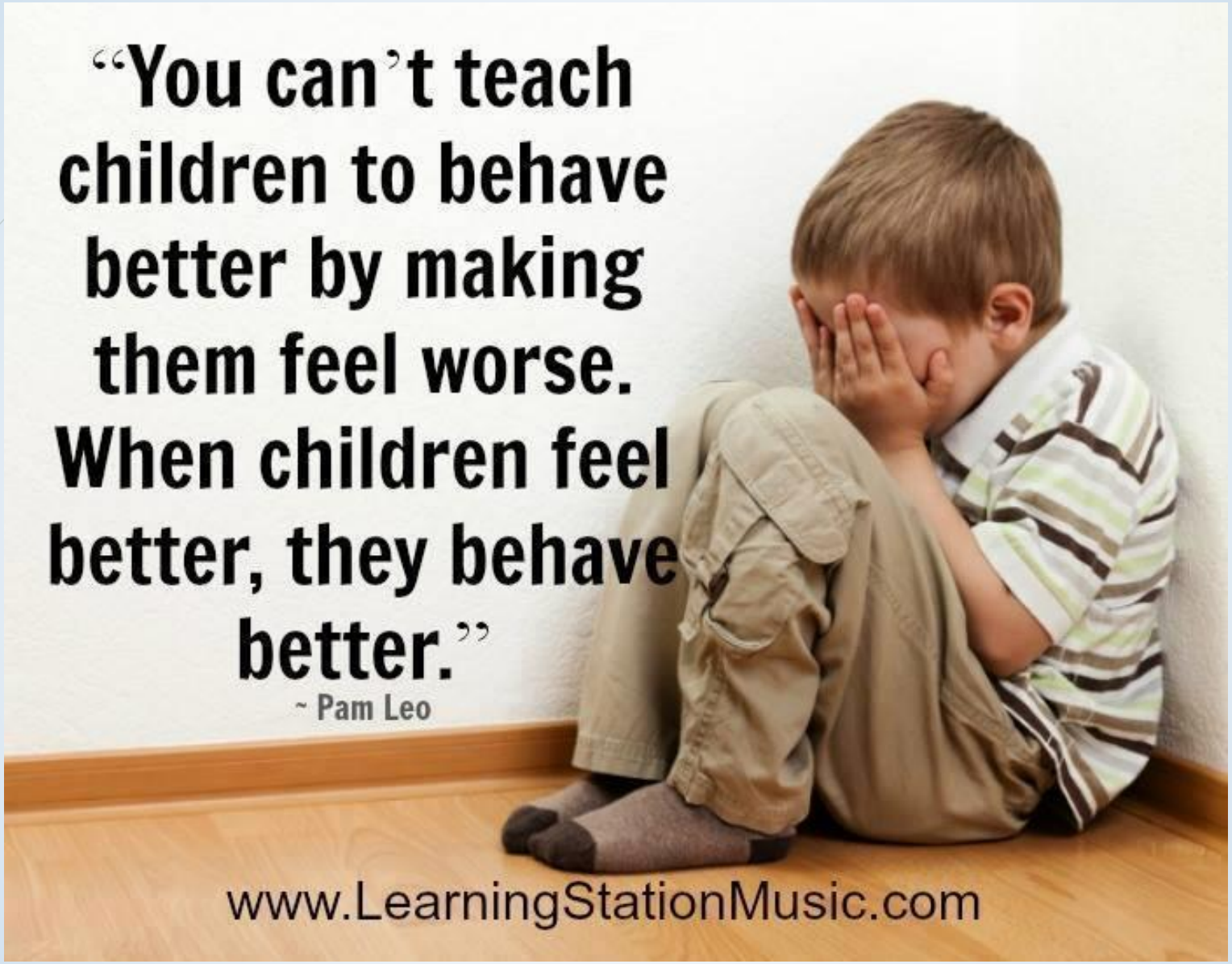
--Bruce Perry

With every interaction in a school, we are either building community or destroying it.

—James Comer

Types of Disciplinary Interventions




"You can't teach children to behave better by making them feel worse. When children feel better, they behave better."
~ Pam Leo
www.LearningStationMusic.com

What are the goals of . . . .

- Punishment?
- Shaming?
- Lecturing?
- Instructive consequences?
- Logical Consequences?
- Restorative Consequences?

What are the likely outcomes of the consequences above?

The consequences of the consequence?

Eight-year-old Tyrone is zooming around the classroom when suddenly he trips and falls into Louise's block building. Louise lets out a scream and the teacher comes over.

Feeling irritated, the teacher looks at Tyrone and says loudly in front of the other children, "I have told you over and over again not to run in this classroom. Now see what you've done with your carelessness. Go sit in that chair and don't move until it's time for lunch."

Tyrone goes to the chair. What is he likely to be thinking?

The teacher takes Tyrone aside and begins by asking him a question. "What happened?"

"I just tripped and fell into it accidentally. I didn't mean to knock it over."

"Hmmm. So it was an accident. I did notice that you were running before it happened. Could that have been why you fell?"

"Maybe."

"When kids run in the classroom, accidents often happen. We walk so for safety. What do you think you could do to help Louise?"

"I don't know."

"Maybe she would like some help putting the building back up."

Tyrone nods and the teacher walks back with him to the block area. Louise accepts Tyrone's offer to help and together they build for the rest of the period.

What is Tyrone likely to be thinking?

Better Correction = **Improved Interactions and Relationship**

Effective Correction

- CO_REGULATE
- Stay in the now
- Non-verbals
- Brief, concrete, efficient and “be gone”
- Anonymous corrections precision commands.
- Does not disrupt activity or other students.
- Delivered with dignity & respect.
- Warm demandingness
- De-escalates situations
- No rhetorical questions, sarcasm,
- Minimal energy

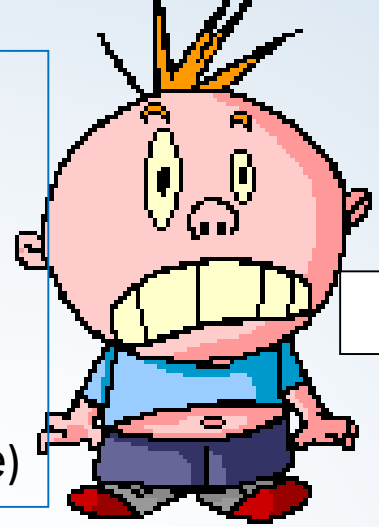
“Difficult” behavior happens when???

- Student feels unsafe/threat
- Student wants to influence
- Student responds to “unfair” limits or disrespect (angry)
- Student is testing boundaries
- Students and/or Teacher is dysregulated.
- Student has lagging skills

Student

- Impulsive
- Acting-Out
- Refusal to Cooperate

(Is acting hostile)

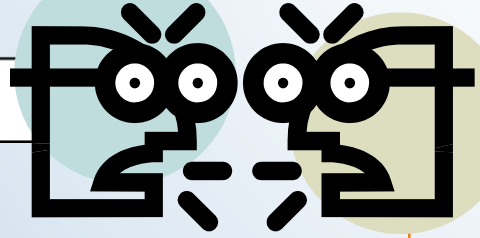


Teacher

Feels attacked or personally disrespected (fight-flight)
(Accepts Challenge)

Student

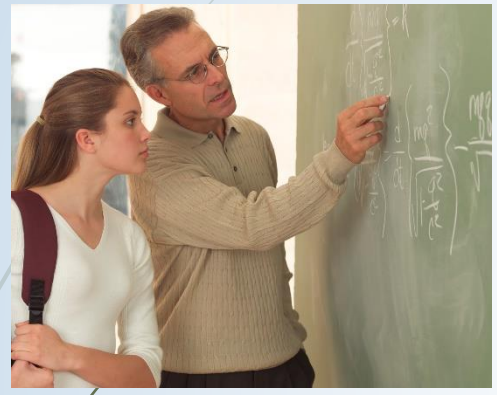
Accepts challenge from hostile adult (Increased rage)



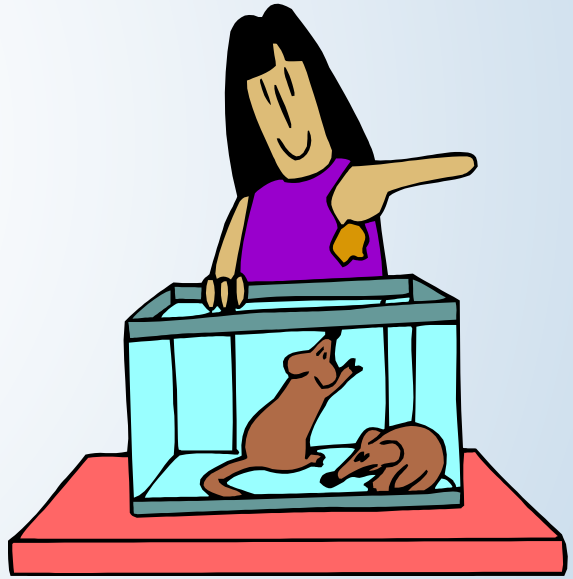
Teacher

Feels more threatened (More fight or flight)

Start with Prevention



- *Know—2 x 10*
- *Support*
- *Empathy*
- *Convey Warmth*
- *Give Power*
- *Convey Respect*
- *Regulate*



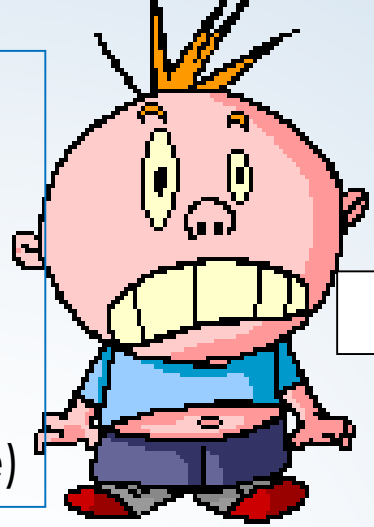
Intervention

- Stay connected and calm without taking it personally
- Understand Hostility Cycle
- Substitute Positive Images
- Use Reframing
- Create Safety
- Help to Regulate

Student

- Impulsive
- Acting-Out
- Refusal to Cooperate

(Is acting hostile)

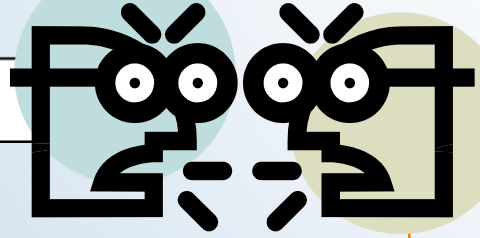


Teacher

Feels attacked or personally disrespected (fight-flight)
(Accepts Challenge)

Student

Accepts challenge from hostile adult
(Increased rage)



Teacher

Feels more threatened
(More fight or flight)

Use Calming Strategies

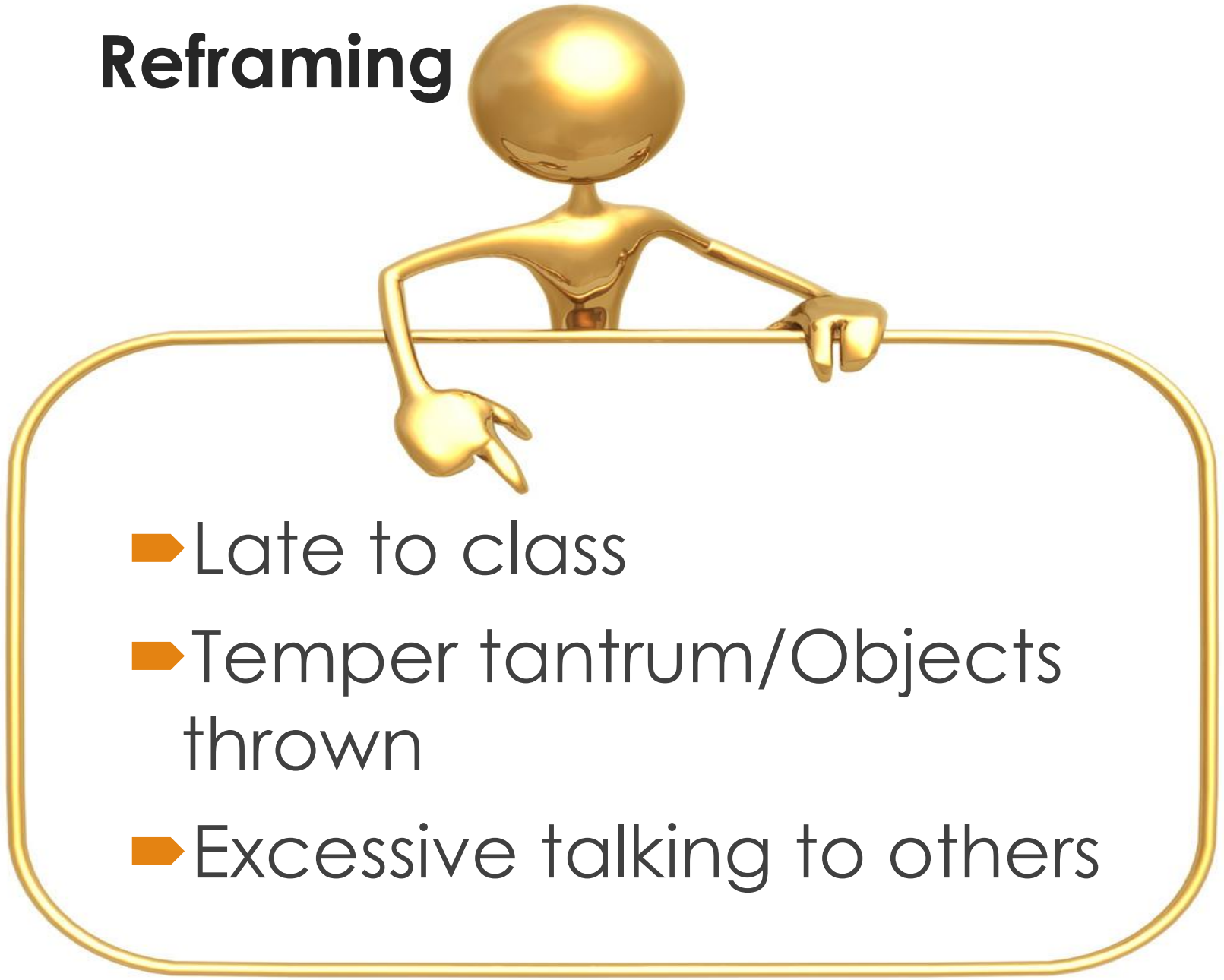
Oneclearmessage.co.za

Neutralize --Create a buffer

What if?
Remember when?

What are the implications for us, as educators? Talk to a table partner.

Reframing



- Late to class
- Temper tantrum/Objects thrown
- Excessive talking to others

Reframe

“ You are here and for that I am delighted, and we have to help you get here on time.”

“You were mad and knocked over the chairs AND the good news is that nobody got hurt.”

We will plan during lunch today.

And now, I’m asking you to make restitution and fix the room.

LAADA

- **L**isten
- **A**cknowledge **(Validate)**
- **A**gree
- **D**efer
- **A**ffective

Mendler, A. (2009)

Listening

- Show active listening (eye contact, head nodding, rephrasing)

Example:

“I hear you Robert. “Yes, I heard your reasoning and I get it.”

Validating Statements

“Feeling picked on is no fun.”

“I get that your angry, and there’s no problem so big that we can’t try to work it out.”

“I understand that this is hard.”

“That must feel awful”

Acknowledging

- This is similar to rephrasing—affirm that you heard them and acknowledge the message.

Example:

"Robert, I understand that you don't think it is fair, and you think I am wrong."

Agreeing

- This acknowledges the real power of the student and puts the responsibility right back where it belongs.

Example:

"Tammy, you are absolutely right. I cannot make you do things. The real question is whether you can turn this situation around."

Deferring

- Offer the student the option to have your full attention in private at a later time.

Example:

"Luis, I have no idea why you are using those words here. Let's talk later to avoid a fight."

Thank you for your time this morning
and
Thank you for all your work.