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## Tri-State Autism Spectrum Disorder Webinar Series



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## Tri-State Webinar

# Trauma Informed Practices: Understanding Why Students Do What they Do

Sept. 24, 2020

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## Stay Engaged!

# Movement Chat Box:

- Questions
- Comments

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## What motivates Linda?

**When it is a  
child you love...**

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## Learning Objectives

Webinar content supports participants as they:

- develop *plans of support* based upon understanding of *setting conditions* that explain behavior;
- develop *plans of support* based upon understanding of *factors* specific to a particular child/youth, factors that explain behavior; and
- utilize new understandings to update *functional behavioral assessment practices*.

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*Trauma informed? Really?*

- Neurology
- Biology

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*Trauma informed? Really?*

“Do the best you can until you know better. Then when you know better, do better.”

-Maya Angelou

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## *Trauma informed? Really?*

When stress builds to the point where it overwhelms the capacity of an individual or a community to respond in a healthy way (physically, emotionally, and/or mentally) to acute (short-term) or chronic (long-term) stress, it is considered trauma.

Source: School Mental Health, A Resource for Kansas School Communities, p. 15

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## *Why is why important?*

Supports must match hypothesized reason for behavior.

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## Understanding WHY

1. Setting Conditions
2. Factors

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## Understanding WHY – Setting Conditions

School  
Community  
Home

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## Setting Conditions: School

- Review school first
- Support colleagues
- Change necessary for one might be good for many.

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## Setting Conditions: Community

- Positive approach
  - Respect
  - Behavioral expectations
  - Health services
- ...especially mental health

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## Setting Conditions: Home

- Sensitivity
- Trust
- Long-term goals
- Social worker skill set

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## Factors that help to understand why...

- Specific
- Individualized
- Connect to supports

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## Factors that help to understand why...

Consider these factors:

1. **Biological Regulation**
2. **Social Connectedness**
3. **Emotional Regulation**
4. **Access to Curriculum and Instruction**
5. **Communication Skills**
6. **Cultural Environmental Skill**
7. **Other...**

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## Factor: Biological Regulation

- Brain functions
- Stress response
- Sleep
- Nutrition
- Exercise

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## Factor: Social Connectedness

- Does this student have friends?
- Does this student have a trust relationship with one or more adults?

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## Factor: Emotional Regulation

- Recognizing emotions, self & others
- Responding to emotions, self & others
- Biological origin of emotions

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## Factor: Access to Curriculum & Instruction

- What is taught
- Curriculum design
- Access to the general education curriculum
- Differentiate instruction

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## Factor: Communication Skills

- Human experience
- Miscues
- Small misunderstanding – BIG reaction
- Speech/language pathologists

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## Factor: Cultural Environmental Skills

- Identify skill deficit
- Teach social/emotional skill

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## Factor: OTHER

Don't let this list of factors limit  
your thinking!

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## The bigger picture...

### Technical Assistance Support Network (TASN) School Mental Health Initiative

- Trauma informed FBA/SSP
- Mental health/school partnerships

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## The bigger picture...

### Matching supports to setting conditions and/or factors

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The bigger picture...

## Non-contingent supports

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The bigger picture...

## Adult accountability

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## So where is all this headed?

- Language
- Perception
- Behaviors

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## Language Considerations

- Student Support Plan
- Child/youth
- Non-contingent supports
- Function of behavior
- Change circumstances surrounding student
- Focus on adult behavior
- Adult accountability
- Adult supports
- Interval data system
- Triggers – We may never know...
- Punishment – NO!

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Questions?



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