

1 2 3 **Tri-State Webinar**

Trauma Informed Practices:
Understanding Why Students Do What they Do

Sept. 24, 2020

4 **Stay Engaged!**

Movement

Chat Box:

- Questions
- Comments

5 **What motivates Linda?**6 **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*.

7 **Trauma informed? Really?**

- Neurology
- Biology

8 **Trauma informed? Really?**

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

-Maya Angelou

9 **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

10 **Why is *why* important?**

Supports must match hypothesized reason for behavior.

11 **Understanding WHY**

1. Setting Conditions
2. Factors

12 **Understanding WHY – Setting Conditions**

School
Community
Home

13 **Setting Conditions: School**

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

14 **Setting Conditions: Community**

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

15 **Setting Conditions: Home**

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

16 **Factors that help to understand why...**

- Specific
- Individualized
- Connect to supports

17 **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...

18 **Factor: Biological Regulation**

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

19 **Factor: Social Connectedness**

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

20 **Factor: Emotional Regulation**

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- Recognizing emotions, self & others
- Responding to emotions, self & others
- Biological origin of emotions
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21 **Factor: Access to Curriculum & Instruction**

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

22 **Factor: Communication Skills**

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

23 **Factor: Cultural Environmental Skills**

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- Identify skill deficit
- Teach social/emotional skill

24 **Factor: OTHER**

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

25 **The bigger picture...**

Technical Assistance Support Network (TASN) School Mental Health Initiative

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

26 **The bigger picture...**

Matching supports to setting conditions and/or factors

27 **The bigger picture...**

Non-contingent supports

28 **The bigger picture...**

Adult accountability

29 **So where is all this headed?**

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- Language
- Perception
- Behaviors

30 **Language Considerations**

- 1
- Student Support Plan
 - Child/youth
 - Non-contingent supports
 - Function of behavior
 - Change circumstances surrounding student

- 2
- Focus on adult behavior
 - Adult accountability
 - Adult supports
 - Interval data system
 - Triggers – We may never know...
 - Punishment – NO!

31 **Questions?**

32 **Contact Linda:**

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