

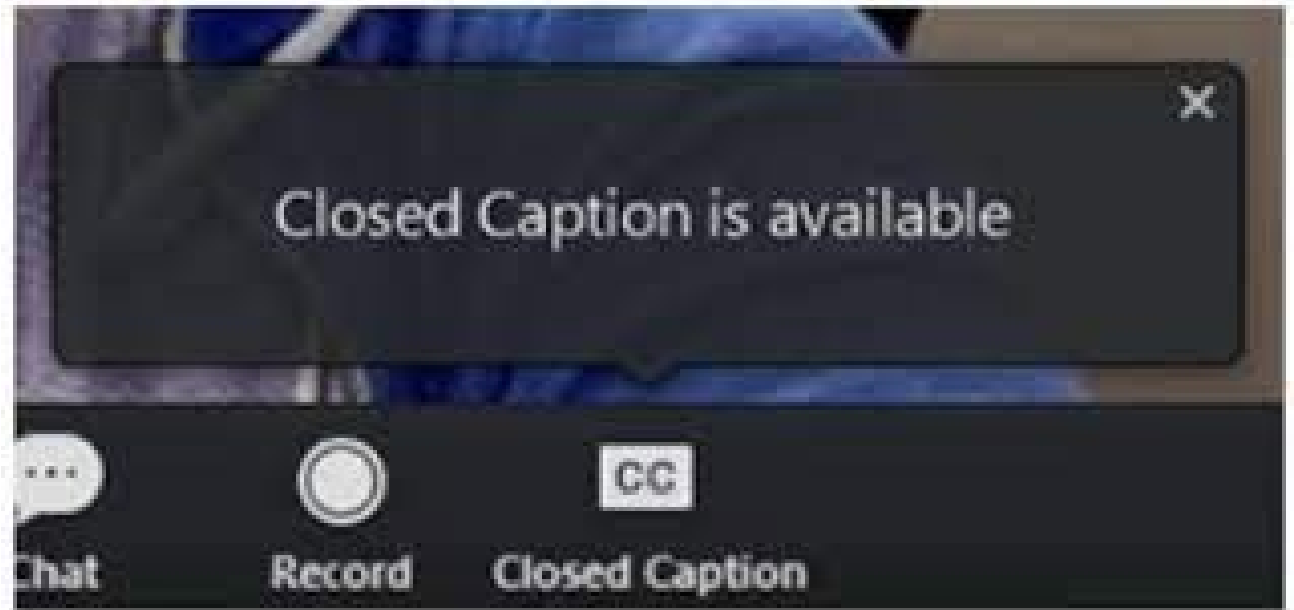
Prioritizing Social Wellness: Six Week Back to School Plan

Presented by Lori Lynass & Bridget Walker
Sound Supports



Closed Captioning

Closed captioning can be activated by clicking the cc button at the bottom of the screen.



- NWPBIS
- Kaiser Permanente
- MHTTC
- OSPI Departments
 - Special Education
 - Student Supports
 - Center for the Improvement of Student Learning (CISL)
 - Office of System and School Improvement (OSSI)





Every student & Every school

Providing training, coaching and technical assistance to schools and districts across the Pacific Northwest

Our Mission



The mission of Sound Supports is to provide schools and

Visit Sound Supports K-12 for resources and ideas:

www.soundsupportsk12.com

Who We Are

Lori Lynass Ed.D.

- Executive Director of Sound Supports.
- 23 years in education
- Coached over 1,000 schools and 100 districts in MTSS
- Specialist in MTSS, Restorative Justice & Special Education

Bridget Walker, Ph.D.

- Associate Director of Sound Supports
- 25 + years in Education
- Teacher Educator and Consultant
- Extensive experience coaching and consulting schools in MTSS & Special Education

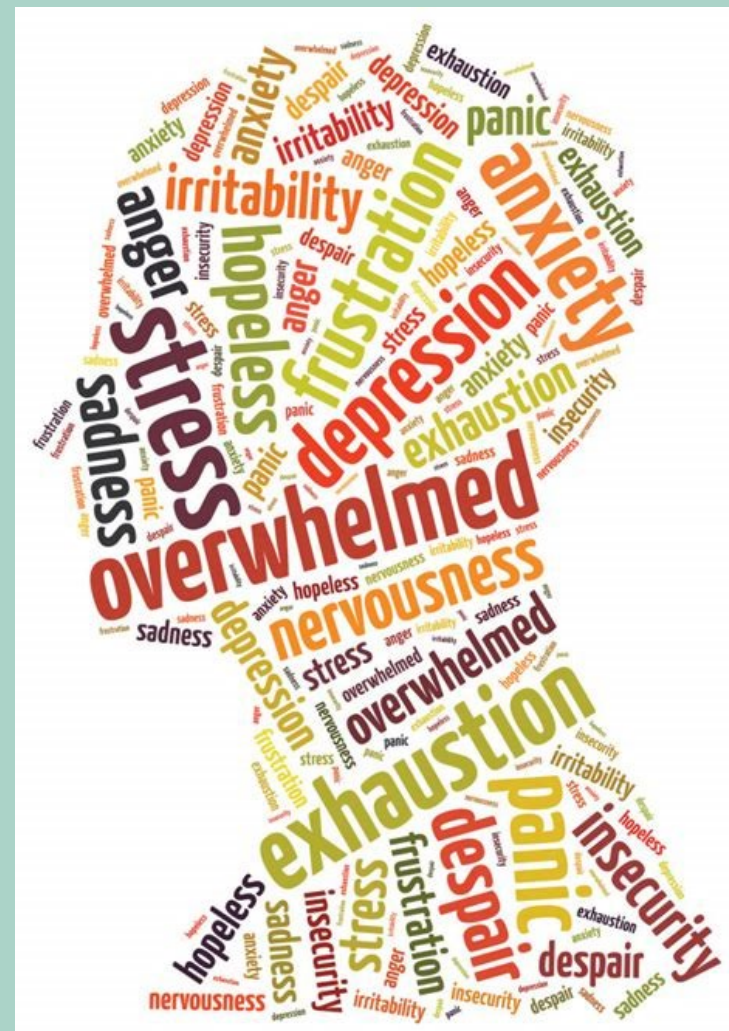
*NO ONE can go back and make a
brand new start.*

*ANYONE can start
from now and make
a brand new ending.*



Things Keep Being Messy

The need for the systems and structures of MTSS has never been more important than it is right now.



We Need To Build or Strengthen:

1. Trauma Responsiveness

- X It's not enough to be trauma aware/informed

2. SEL Skills & Emotional Safety

- X For Ourselves
- X For Students

3. School Connectedness:

- X Relationships
- X Psychosocial Climate

4. Predictability & Consistency

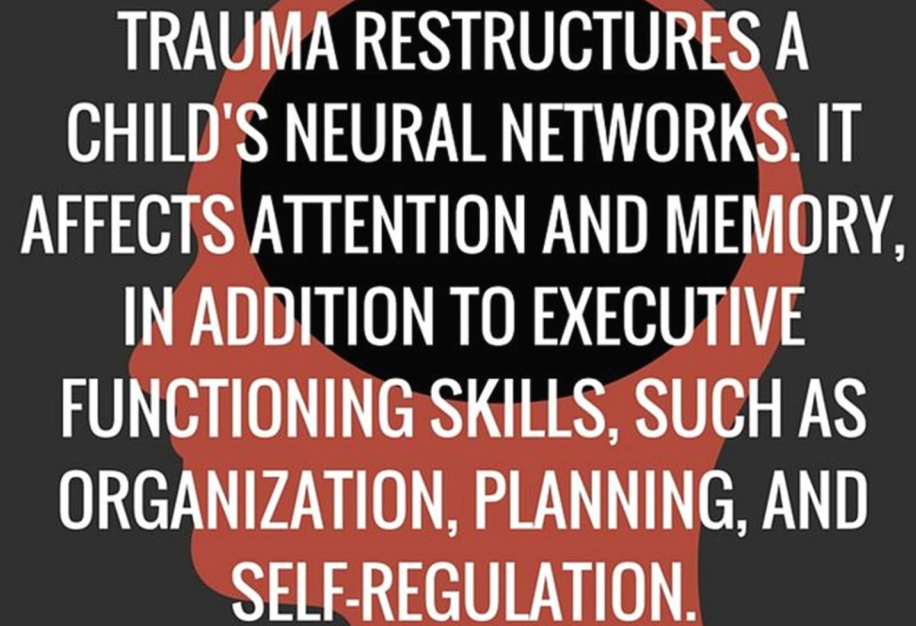
- X Expectations & Routines
- X Acknowledgement

5. Belonging and Purpose:

- X Class Charters
- X Clubs



1. Trauma Responsiveness



**TRAUMA RESTRUCTURES A
CHILD'S NEURAL NETWORKS. IT
AFFECTS ATTENTION AND MEMORY,
IN ADDITION TO EXECUTIVE
FUNCTIONING SKILLS, SUCH AS
ORGANIZATION, PLANNING, AND
SELF-REGULATION.**

GLENN COOK



“Trauma is when we have encountered an out of control, frightening experience that has disconnected us from all sense of resourcefulness or safety or coping or love”. (Tara Brach, 2011)

A traumatic event can involve a single experience, or enduring repeated events, that completely overwhelm the individual’s ability to cope or integrate the ideas and emotions involved in that experience (trauma-recovery.ca).

Trauma is very subjective and relative. We can’t minimize someone’s response to an experience.

(C. Anderton, 2020)

The Latest ACES Study

Nationally representative CDC survey
of 214,000 adults:

62% reported at least 1 ACE

25% reported 3 or more ACEs

Significantly more ACEs:

Poor

Black, Hispanic or multiracial

LGBTQ+ Community

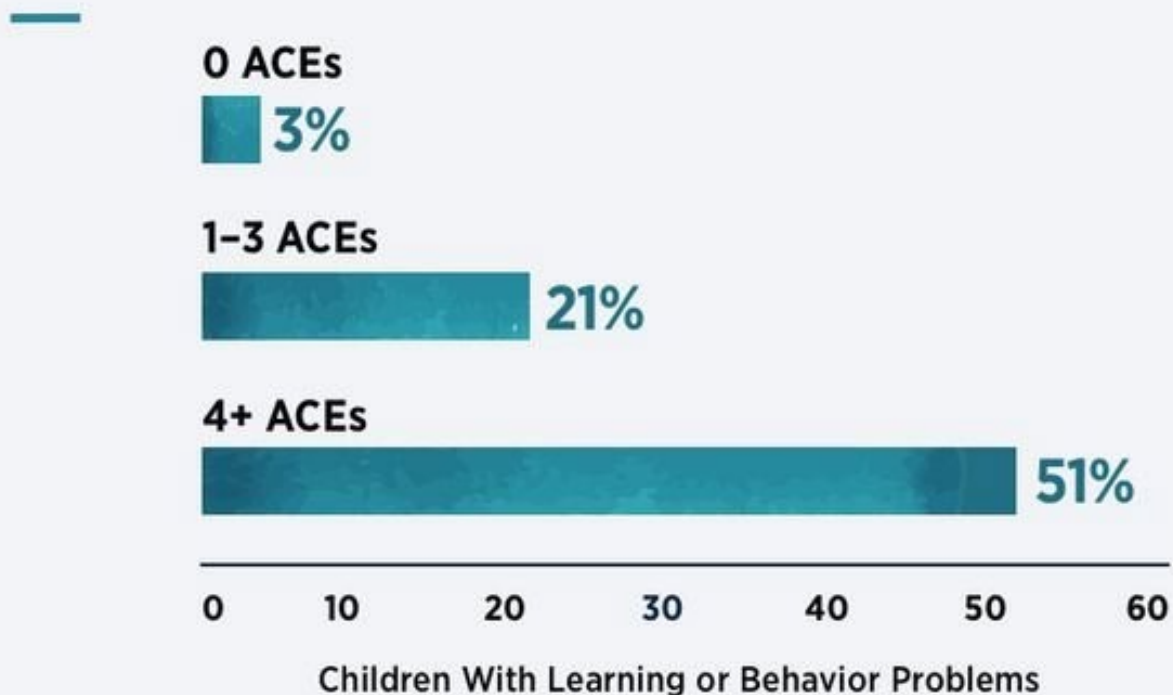
“Children’s exposure to
Adverse Childhood
Experiences is the greatest
unaddressed public health
threat of our time.”

- Dr. Block, American Academy
of Pediatrics

Not just students - affects all of us

The Impact of Trauma on Learning and Behavior

The more adverse childhood experiences (ACEs), the more learning and behavioral problems reported, according to Dr. Nadine Burke Harris.



Source: Burke, Hellman, Scott, Weems, & Carrion, 2011

In her 2011 study, Burke Harris found a powerful link between the number of childhood ACEs and the onset of learning and behavioral issues.

Students with learning & behavior challenges often lack important SEL skills.

SEL provided in the context of a trauma informed, positive, safe learning environment provides ALL students with important skills. For those who are struggling and need them most, it offers them the skills they need to cope, develop resiliency and be successful.



What is Toxic/Chronic Stress?

“A toxic stress response can occur when a child experiences strong, frequent, and/or prolonged adversity without adequate adult support.”

Stress Responses

Positive - Brief increases in heart rate, mild elevations in stress hormones

Tolerable - Serious, temporary stress responses, buffered by supportive relationships

Toxic - Prolonged activation of stress response systems in the absence of protective relationships

Center on the Developing Child at Harvard University

www.soundsupportsk12.com



RESILIENCE

.....
Ability to bounce back
and grow through the challenges

Building Resilience-

The process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress. As much as resilience involves "bouncing back" from these difficult experiences, it can also involve profound personal growth. *American Psychological Association*

Can Be Developed

Through social connection, wellness of the mind and body, asking for help, building emotional intelligence, finding purpose, etc.

Neuroplasticity



The brain's ability to reorganize itself by forming new neural connections throughout life. Neuroplasticity allows the neurons (nerve cells) in the brain to compensate for injury and disease and to adjust their activities in response to new situations or to changes in their environment.

2. Social-Emotional Learning & Emotional Safety





SOUND SUPPORTS

Transformational leaders and teachers have a deep understanding of their own emotional landscape and the landscape of others. ~ Brene Brown

Common Strategies for Managing Stress

- ✓ Check In and Reflect
- ✓ Identify Feelings (Name it to tame it...)
- ✓ Self-Care/Feel Good Plan
- ✓ Use Self Advocacy Skills

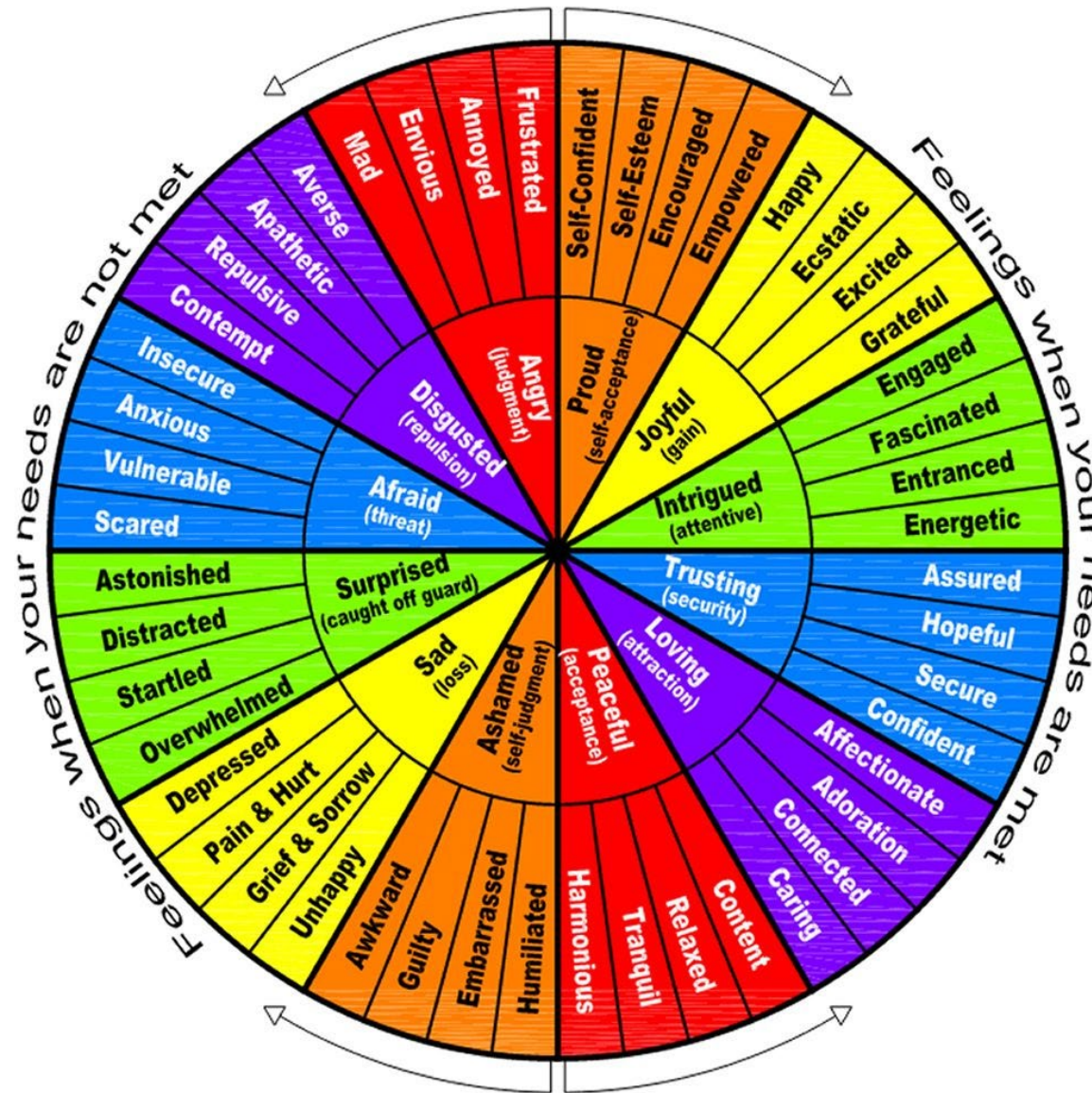
Adapted from C. Anderton, 2020



Feelings Wheel (small version)

As an SEL Tool it can be used in:

- Class Meetings
- Check In Systems
- Reflection Forms
- Problem Solving
- Restorative Meetings....



By Geoffrey Roberts based on work of Dr. Gloria Wilcox

www.feelingswheel.com

On this squirrel scale,
how do you feel today?










Feel Good Plans/Self Care Plans (C. Anderton,

Feel Good Plan
School

- * Breathe
- * HUMOR
- * Stretch
- * Connect with a friend
- * Connect with a @stu
- * @self talk
- * pictures / videos that are connecting
- * Walk out of the office
- * music
- * adjust the light
- * essential oils

L's Feel Good Plan

- o Breathe 
- o Meditate 
- o Listen to music 
- o Bake 
- o Watch a candle/fire 
- o Read 
- o Go outside 
- o Call a friend
- o Take a bath/shower
- o Draw/color
- o Text a friend
- o Think about happy things (vacations, happy times)
- o Hang out with friends
- o Take some alone time
- o Talk with mom

just breathe

8:03

< Notes

February 9, 2020 at 8:03 PM

Cher's Feel Good Plan

- Quick Workout/Walk
- Long walk
- Talk to GF's
- Talk to Jon
- Helpful questions - what is underneath my behavior/feelings? What do I need? What is the story I'm telling myself? What do I want to think instead?
- Write some things down
- Alone time
- Work
- Deep breaths
- Helpful self talk
- Take a nap
- Review purpose, mission and values
- Spend time with kids

4:54

< Notes

Feel good plan!

- Take a shower
- Listen to soundtracks
- FaceTime/hangout with my girlfriend
- Exercise
- Write down what's bothering me
- Deep breaths and think about things in my life I'm grateful for

For resources on Feel Good Plans visit:
<https://www.cheranderton.com>

Build Self Advocacy Skills



Keep in mind the following when it comes to problem solving and helping students build self-advocacy skills...

- We have never experienced something like this before and won't know the full effects on adults and kids for a long time - be thoughtful and patient with yourself, families and kids
- Think “kind” and “firm” when setting boundaries. Help young people learn to ask for help and learn to meet their own needs
- Utilize evidence-based, best practices for problem solving and teaching/practicing self- advocacy skills
- Validate experiences, allow platforms for all voices, empower others

3. School Connectedness



Research...

Research has demonstrated a strong relationship between school connectedness and educational outcomes such as attendance, staying in school longer, higher grades and classroom test scores.

School connectedness is enhanced by a supporting psychosocial climate. Policies related to discipline, opportunities for student participation and classroom management practices.

McNeely 2009); Baitlin-Pearson, Newcomb, Abbot, Hill, Catalano & Hawkins (2000); Kiem & Connell (2004)

**Observable
Engagement**

Academic

Cognitive

**Internal
Engagement**

Behavioral

Affective



Importance of Meaningful Family Connection and Engagement

1. Student outcomes are better in schools with strong, meaningful family engagement
2. Family engagement is essential to student and school success
3. Staff value, support and interact with family members regularly
4. School environment and atmosphere provides evidence of the importance of family engagement (space, signage, communication etc.)
5. All practices and policies are viewed and implemented through a family connection and engagement lens

See *Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (PBIS): Concepts and Strategies for Families and Schools in Key Contexts* at www.pbis.org

4. Predictability and Consistency





Creating Consistency & Building Stamina

Daily systems of academic and behavioral routines and expectations help to create the psychosocial safety and needed predictability & consistency for both staff and students.

- Class expectations should be clear and align with school-wide expectations.
- Expectations & routines should be developed and taught for each activity and transition.
- Establishment of expectations as they pertain to activities and transitions should be co-developed with students.
- Self-monitoring and praise should be integrated in learning routines.

Classroom Management Practice	Rating				Danielson Component
	0=Not yet implemented 1=Some attempt to implement 2=Implement inconsistently 3=Implement consistently and continuously monitor improvement				
1. Maximize structure and predictability in the classroom	Sect. total /4 =				L= Learning B=Behavior
a) I establish, post and explicitly teach student procedures & routines.	0	1	2	3	2c
b) I arrange my room to maximize (teacher to-student) proximity and minimize crowding and distraction.	0	1	2	3	2e
c) I develop and post a clear classroom schedule or agenda each day/class period, review it with students and follow it.	0	1	2	3	2c
d) I provide quiet or “mindful” minute(s) after significant transitions to provide opportunities for students to self-regulate and refocus.	0	1	2	3	2a
2. Establish, teach, and positively stated classroom expectations.	Sect. total /5 =				
a) I actively involve students in establishing classroom agreements/expectations.	0	1	2	3	2d
b) My classroom agreements/expectations are aligned with the school-wide expectations.	0	1	2	3	2d
c) My classroom agreements/expectations are stated specifically and positively.	0	1	2	3	2d
d) My classroom agreements/expectations are posted and visible for student review.	0	1	2	3	2d
e) I explicitly teach, review, and reinforce the classroom and school-wide expectations in the context of routines/procedures and as broad concepts.	0	1	2	3	2d

6. Belonging & Purpose





Relationship Building Strategies

Connection Before Content

- The first six weeks of school should have a hyper-focus on teachers getting to know kids by name, strengths and needs.
- Community building restorative circles are a great way to implement ongoing relationship development.
- Greet students by their name at the door each day. This is a good time to do quick connections.
- Provide the magic 5:1 ratio of positive to corrective feedback.
- 2 x 10 Strategy for students who need more support

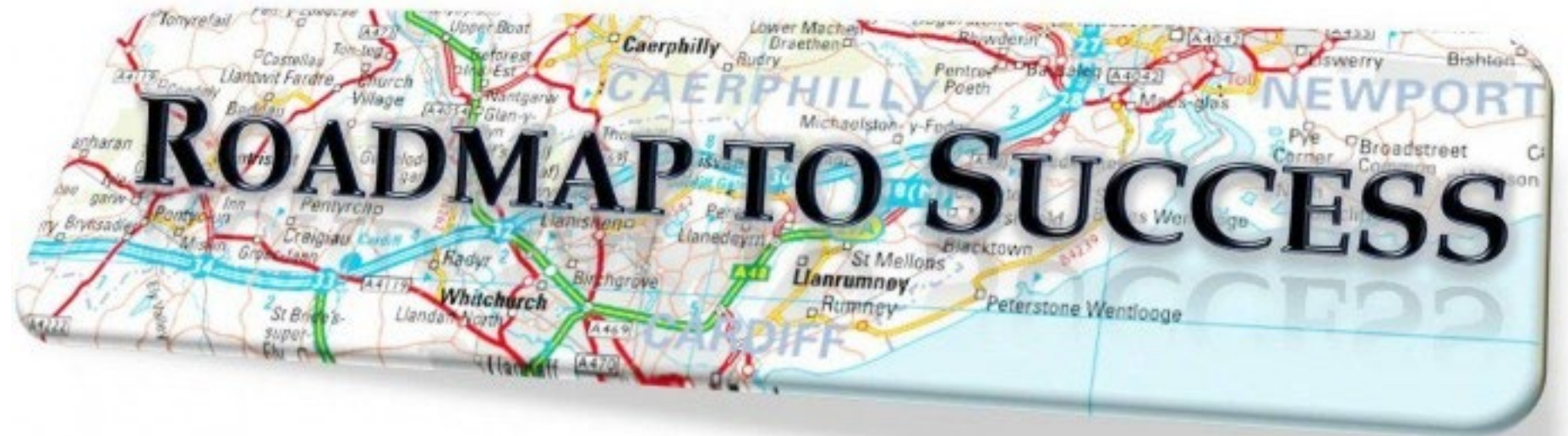
Questions for Examining Your Student Relationships

- Do I greet the student by name each day?
- Do we talk about topics that interest the student?
- Does the student know I care?
- When the student has difficulty, do they know I will work to support them?
- Do the student and I laugh together?
- Does the student know who I am beyond the classroom?
- Do I know who the student is beyond the classroom?
- Does the student think I believe they are smart?
- Have I taken steps to understand the students culture?

Building positive relationships that foster a safe supportive learning environment and student connection is the responsibility of all who touch a school.



Build a Roadmap to a Strong Re-Entry with a Six Week Re-Opening Plan



Week 1	Week 2	Week 3
<p>Focus Areas:</p> <ul style="list-style-type: none"> • Getting to know names, strengths and needs • Schoolwide& Classroom Expectations • Class Charters/Agreements • Community Circles • Mindfulness/Calming • School & Classroom Community Activities • Recess/Break Games • Academic Goals 	<p>Focus Areas:</p> <ul style="list-style-type: none"> • Getting to know names, strengths and needs. • Schoolwide& Classroom Expectations • Peer and Class Problem Solving • Classroom Community Activities • Feel Good/Self Care Plans • Zones of Regulation • Diagnostic Academic Work 	<p>Focus Areas:</p> <ul style="list-style-type: none"> • Getting to know names, strengths and needs. • Schoolwide& Classroom Expectations • Formal SEL Lessons • Diagnostic Academic Work • Bystanders Program • Academic Routines & Transitions • Interactive Structures

Week 4	Week 5	Week 6
<p>Focus Areas:</p> <ul style="list-style-type: none"> • Build on Weeks 1-3 • 2 x 10 relationship building where needed • Whole class projects • Circle Keepers • Begin focused academic content • Independent Reflections • Empathy Building • Character Trait/Dare of the Week 	<p>Focus Areas:</p> <ul style="list-style-type: none"> • Build on weeks 1-4 • Increase Self-Monitoring & Independence • School Climate Survey • Emotional Regulation • Increase Academic Stamina • Begin Class Rotations for Math & Specials • Character Trait/Dare of the Week 	<p>Focus Areas:</p> <ul style="list-style-type: none"> • Build on weeks 1-5 • Universal Screening • Increase Self-Monitoring & Independence • Increase Academic Stamina • Schoolwide Expectations Video Challenge • Fall Spirit Week • Character Trait/Dare of the Week



Resources!

National PBIS Technical Assistance Center: www.pbis.org

Northwest Mental Health Technology & Transfer Center:
<https://mhttcnetwork.org/centers/northwest-mhttc/home>

OSPI MTSS Framework and Resources: <https://www.k12.wa.us/student-success/support-programs/multi-tiered-system-supports-mtss>

The Culturally Responsive PBIS Center: www.crpbis.org

CASEL'S Roadmap to ReOpening Schools: <https://casel.org/reopening-with-sel/>

www.soundsupportsk12.com

Join us for more in depth learning!



Online Self Paced Courses



Creating a Trauma Informed Classroom



Restorative Justice for the Classroom



Restorative Practices for the Classroom
Dates TBD



Initial Restorative Justice
Oct 7th-8th, 2021

- All follow up questions are to be emailed to CISL@k12.wa.us with the presenter name, and the session title the question relates to.
- Presentation materials, and recordings of sessions will be available on August 18 with closed captioning. (clock hours are not available for watching recordings)
- Clock hours will be awarded no later than August 31, 2021 and can be claimed up to a year after the event. Participants must fill out the MTSS Fest survey to be awarded hours.
- The presentation materials will be uploaded to our MTSS webpage and will be linked in the archive materials section.





Be In Touch!

lori@soundspportsk12.com

bridget@soundsupports12.com

These slides are being provided for training purposes only by Sound Supports & Associates. Permission to use these slides outside of this training must be obtained by contacting Sound Supports & Associates. All rights reserved. © Sound Supports, 2021

www.soundsupports12.com