

# Implementation of a Culture of Care

Eastwood Elementary School  
The Hillsboro School District

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Principal

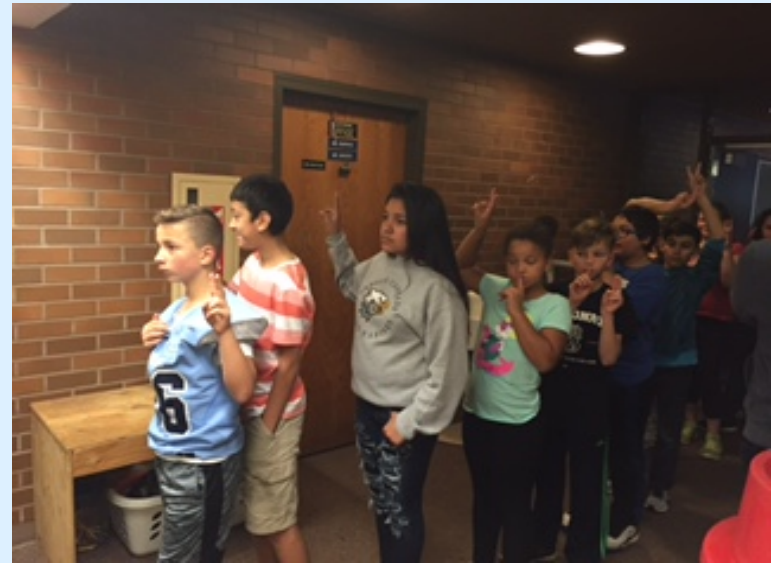
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The Hillsboro School District

Rick Robinson, Ph.D.  
Licensed Psychologist

Consultant for Hillsboro's Trauma Informed School Pilot:  
A Culture of Care-  
The Neurodevelopmental Skills and Demands Approach

# Eastwood Elementary School

- Located in Hillsboro
- 500 students- 78% qualify for Free/Reduced Lunch
- 60% of students first language is Spanish
- Dual Language Program K-6<sup>th</sup> grade
- 2<sup>nd</sup> Year of Culture of Care Implementation



# Implementation of a Culture of Care: Presentation Agenda

- The Hillsboro Trauma Informed Schools Pilot
- Culture of Care Mantras
- Trauma Informed Care Defined
- The Road Map-The Neurodevelopmental Skills and Demands Approach
- The Eastwood Elementary School Implementation

# Hillsboro Trauma Sensitive Schools Pilot

## Spring 2016

- Elementary Administrators-Book Study, "Fostering Resilient Learners"
- Review PBIS Data; identify connections with Trauma Sensitive Practices and existing initiatives  
Community screening-Paper Tigers

## Summer 2016

- 6 Pilot Schools: Core Team-1 day Foundations Training-Trauma Informed School Practices (June)
- 6 Pilot Schools: Wellness Center and Peace Corner Development (June-September)
- 6 Pilot Schools: All Staff-3 hour Orientation and Foundations Training-Trauma Informed School Practices (August)
- All K-6 administrators, Behavior and Support Specialists, K-12 Counselors, K-8 PBIS Leaders & Care Coordinators: 2 hour Orientation Training-Trauma Informed School Practices (August)

## 2016-17 School Year

- Quarterly Principal's Planning Meetings (PD Planning-"The Inventory," Neurodevelopmental Skills and Demands Resources; 32 Insight's Trauma Informed Series)
- Quarterly Trauma Informed School Consultation Visits
- Quarterly Trauma Informed District Planning Team Meeting
- District Staff Presentation: 1 ½ hours-Trauma Informed School Practices
- Parent Group Presentation: 1 ½ hours-Trauma Informed School Practices

# ACES and Resilience

## Trauma Informed and Resilience Oriented

Two core features of trauma-informed environments that promote the development of resilience are:

“Predictability” and “Safety”

A phrase increasingly heard from those working in the field of childhood adversity is:

“Resilience trumps ACEs”

A phrase being used in education is:

“Fostering Resilient Learners”



# Trauma-Informed Care



# U.S. Substance Abuse and Mental Health Services Administration

SAMSHA's concept of a trauma-informed approach: "A program, organization, or system that is trauma-informed:

1. **Realizes** the widespread impact of trauma and understands potential paths for recovery;
2. **Recognizes** the signs and symptoms of trauma in clients, families, staff, and others involved with the system;
3. **Responds** by fully integrating knowledge about trauma into policies, procedures, and practices; and
4. Seeks to actively **resist re-traumatization.**"

A trauma-informed approach can be implemented in any type of service setting or organization and is distinct from trauma-specific interventions or treatments that are designed specifically to address the consequences of trauma and to facilitate healing.

A trauma-informed approach reflects adherence to six key principles rather than a prescribed set of practices or procedures. These principles may be generalizable across multiple types of settings, although terminology and application may be setting- or sector-specific:

1. Safety
2. Trustworthiness and transparency
3. Peer support
4. Collaboration and mutuality
5. Empowerment, voice and choice
6. Cultural, historical, and gender issues

From SAMHSA's perspective, it is critical to promote the linkage to recovery and resilience for those individuals and families impacted by trauma. Consistent with SAMHSA's definition of recovery, services and supports that are trauma-informed build on the best evidence available and consumer and family engagement, empowerment, and collaboration.





# Trauma Informed Oregon Definitions-

(Oregon Health Authority)  
Clarifying Trauma Informed Care

## Trauma Recovery/Trauma Specific Services

- Reduce symptoms
- Promote healing
- Teach skills
- Psycho-empowerment, mind-body, other modalities.

## Trauma Sensitive

- Bring an awareness of trauma into view
- Trauma lens



# The Road Map



# The Neurodevelopmental Skills and Demands Approach:

Strategies for Working the Green Zone

Foundations

7 Assumptions  
Evidence-based; Evidence Informed

5 Operating Principles  
Attunement/sensitivity to school staff and the school culture

10 Key Steps  
To adapt the NDSD approach for the group to be served

Implementation

5 Key Concepts  
For educational (or therapeutic) programming

2 Road Maps  
Allowing for integration with Multi-Tiered Systems  
of Support (e.g., PBIS, RTI)



# The Neurodevelopmental Skills and Demands Approach:

## 5 Key Concepts

Core Elements of the Environment

Use-dependent Development

Kids do Well if They Can

Regulation

Engagement in Relevant Instruction



# Core Elements of the Environment

Bruce Perry, M.D., Ph.D., The Child Trauma Academy

- Relational (safe)
- Relevant (developmentally-matched)
- Repetitive (patterned)
- Rewarding (pleasurable)
- Rhythmic (resonant with neural patterns)
- Respectful (child, family, culture)



# Use-dependent Development

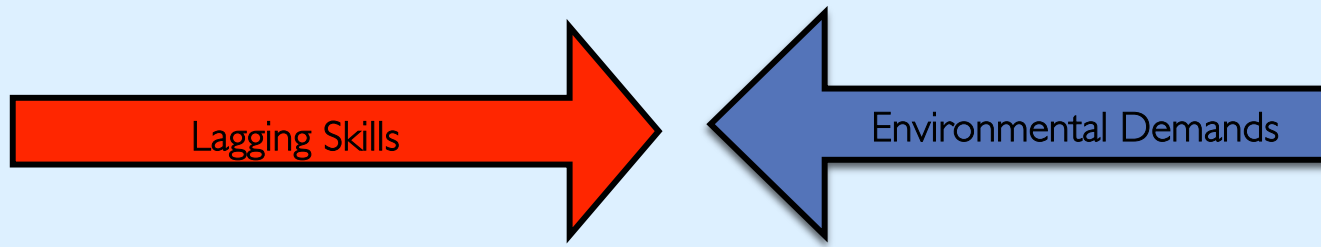
Bruce Perry, M.D., Ph.D., The Child Trauma Academy

“Neurons and neural systems are designed to change in a ‘use-dependent’ fashion...Healthy organization depends on the pattern, frequency, and timing of key experiences during development. **Patterned, repetitive activity changes the brain**...Repetition, repetition, repetition: Neural systems, and children change with repetition.”



# Kids do Well if They Can

Ross Greene, Ph.D., Level I Advanced Training-Collaborative Problem Solving-2010



“Challenging Behavior occurs when the cognitive demand being placed upon a person outstrip the person’s capacity to respond adaptively.”

“Unsolved Problems: Specific conditions in which the demands being placed upon a person exceed the person’s capacity to respond adaptively.”

“Behind every challenging behavior is a lagging skill and a demand for that skill.”

“Your explanation guides your intervention.”



# Regulation

Adele Diamond (2010) & Daniel Siegel (2012)

“Executive functions is a term referring to a set of cognitive functions involved in **the top down control** of behavior in the service of a goal. They are needed whenever ‘going on automatic’ would be insufficient or detrimental (Diamond).”

“Self-regulation refers primarily to **emotional control and regulation**...self-regulation also embraces the importance of motivation and alertness. Self-regulation researchers view emotions as equal partners in the learning process and in the achievement of one’s goals (Diamond).”

“Regulation involves **monitoring and modifying** processes across time, for example. Affect and emotion, physiology and motor movement or communication. In essence, integration leads to optimal regulation (Siegel).”





# Engagement in Relevant Instruction

From Barker Bausell, Ph.D.

Too Simple to Fail-A Case for Educational Change, 2011.

## Theory of School Learning:

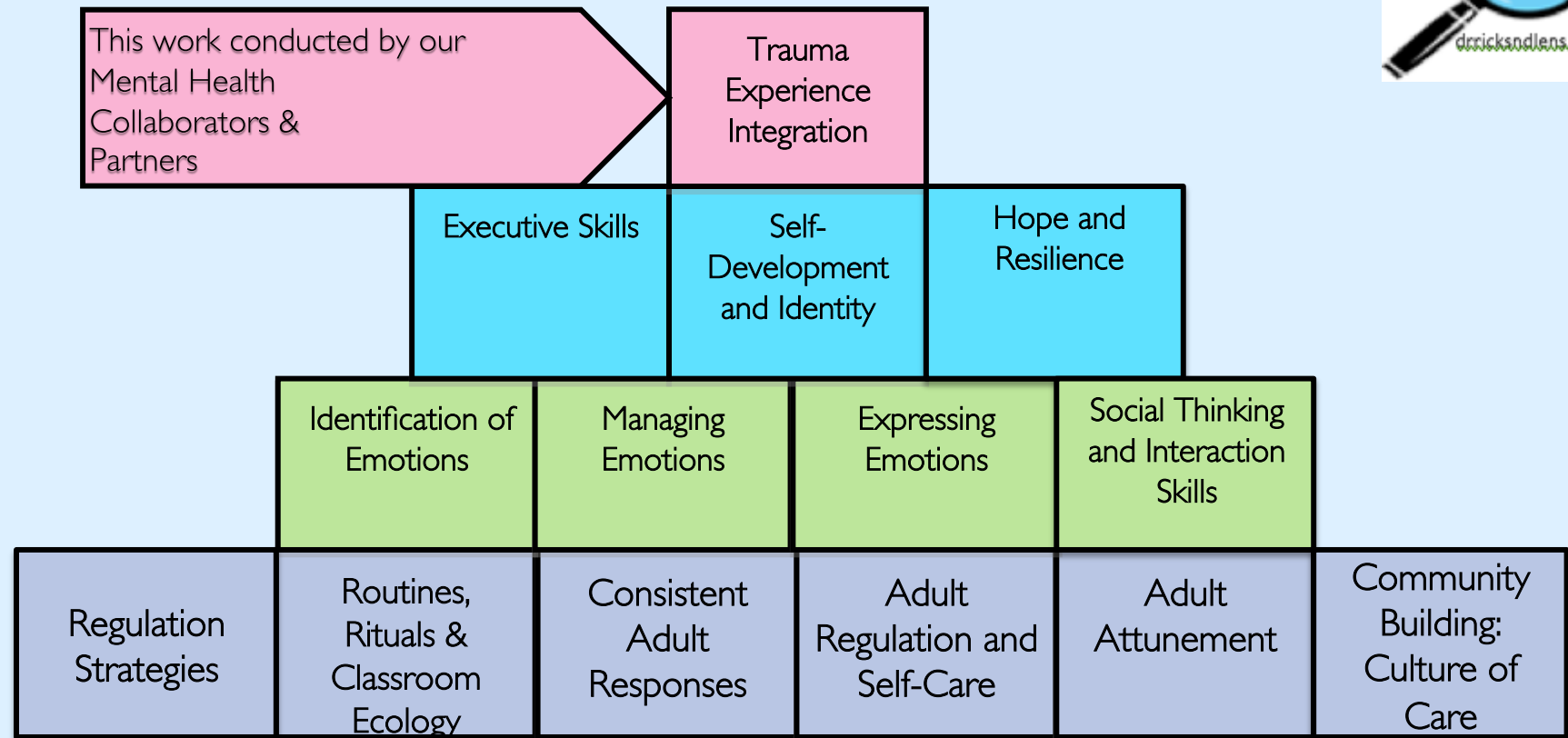
“The only way schools can increase learning is to **increase the amount** of relevant instructional time delivered.”

## Relevant Instruction-Defined:

“Instruction that can be understood, attended to, and involves topics that have not already been learned and that are mandated by the curriculum (which assumes the existence of tests that match the curriculum as well).”



## Promoting Predictability and Safety: The ARC model-With NDSD Adjustments



Blaustein, M. E., & Kinniburgh, K. M. (2010). Treating Traumatic Stress in Children and Adolescents: How to Foster Resilience through Attachment, Self-Regulation, and Competency (First ed., pp. 35-41). New York, NY: The Guildford Press

## Promoting Predictability and Safety: The ARC model-With NDSD Adjustments

Competency Level-Teach students to initiate skills and make adaptive choices, to meet their goals.

Self-Regulation Level-Teach students regulation skills and provide opportunities for guided practice.

Attachment Level-Develop a predictable and safe environment to support student learning.

Blaustein, M. E., & Kinniburgh, K. M. (2010). Treating Traumatic Stress in Children and Adolescents: How to Foster Resilience through Attachment, Self-Regulation, and Competency (First ed., pp. 35-41). New York, NY: The Guildford Press



# Key Ingredients for Promoting Students' Regulation Skills

## Ingredient 1-Routines, Rituals, Ecology: Predictability

1. Environmental Supports
  - Classroom Skills Assessments (Class and individual)
  - Classroom Ecology
  - Classroom Schedules
  - Classroom Expectations
  - Classroom Routines and Rituals
  - Regulation Strategies
2. Embedded Skills Training
3. Direct Skills Training

Thinking/Regulation Skills are developed through patterned, repetitive practice, at the point of performance in a relationally safe environment

## Ingredient 2-Facilitative Student Teacher Relationships: Relational Safety

1. Adult Attunement
2. Adult Consistent Responses
3. Adult Regulation and Self Care
4. Community Building

Robinson, 2016



## Eastwood Core Team Trauma Informed Care Initiatives

### Routines, Rituals and Classroom Ecology:

- PBIS
- PAX-Good Behavior Game
- Playworks

### Regulation Strategies:

- Wellness Center
- Calm Corners
- Zones of Regulation: School-Wide

### Consistent Adult Responses and Adult Attunement:

- Collaborative Problem Solving

### Adult Regulation and Self Care:

- Accountability partners/yoga/colleague recognition

### Community Building/Culture of Care:

- Parent Education
- Community Circles
- Buddy Classrooms
- Mentorship Program



## Year 1 Obstacles/Lessons Learned

- **Creating a Deep Understanding of ACEs:**
  - Spending time focusing on the urgency of ACEs (Paper Tigers, Resilience and ACEs PD)
- **Wellness Center:**
  - Teachers thinking it is a “play area” and not seeing the value of it
  - Parents/Teachers worried about it being overused
- **Calm Corners:**
  - Teachers using too many materials in the Calm Corner
- **Success of School Wide “Zones” Lessons and Calming Cards:**
  - “Zones” lessons and Calm Down cards for each student helped all students access Calm Corners, Wellness Center and self-regulation in class
- **Communication to Parents:**
  - Describing Trauma Informed Care as a “Culture of Care”

## Year 2 Obstacles/Lessons Learned

- Teachers understanding ACEs, but wanting to have strategies, or “Do” something:
  - Lost at School summer book study
  - Collaborative Problem Solving/New Think Sheet
- Wellness Center:
  - Balancing scheduled appointments with “drop ins”
- Calm Corners:
  - Standardizing our Calm Corners and having 100% implementation
- Culture of Care is “who we are and what we do”
  - Recognizing lagging skills and demand on students
  - Creating interventions through the Wellness Center, Calm Corners, mentors, or through CPS
  - Right Brain integration (Mandalas for Calm Corners), Yoga in PE and meditation in classrooms
- Self Care for Staff:
  - Accountability partners, Crystal Eagle, Staff Tootles, recognizing that this is hard work!

# Wellness Center







Sand, Rice, and Orbeez Station

The Cave

Feely Station

Thinking Station

Movement Station

Yoga Station

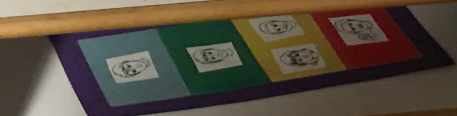
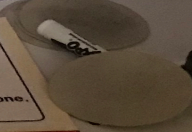
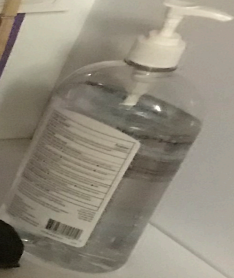
Art Station

Reading Station

Depressed  
Frustrated  
Angry  
Exhausted  
Content  
Appreciated  
Relaxed  
Proud  
Happy  
Crouchy/Crabby  
Nervous  
Silly

ZONES Check-in  
feel  
I'm in the Zone.


BLUE GREEN YELLOW RED





**FEELY STATION**  
**Instructions:**

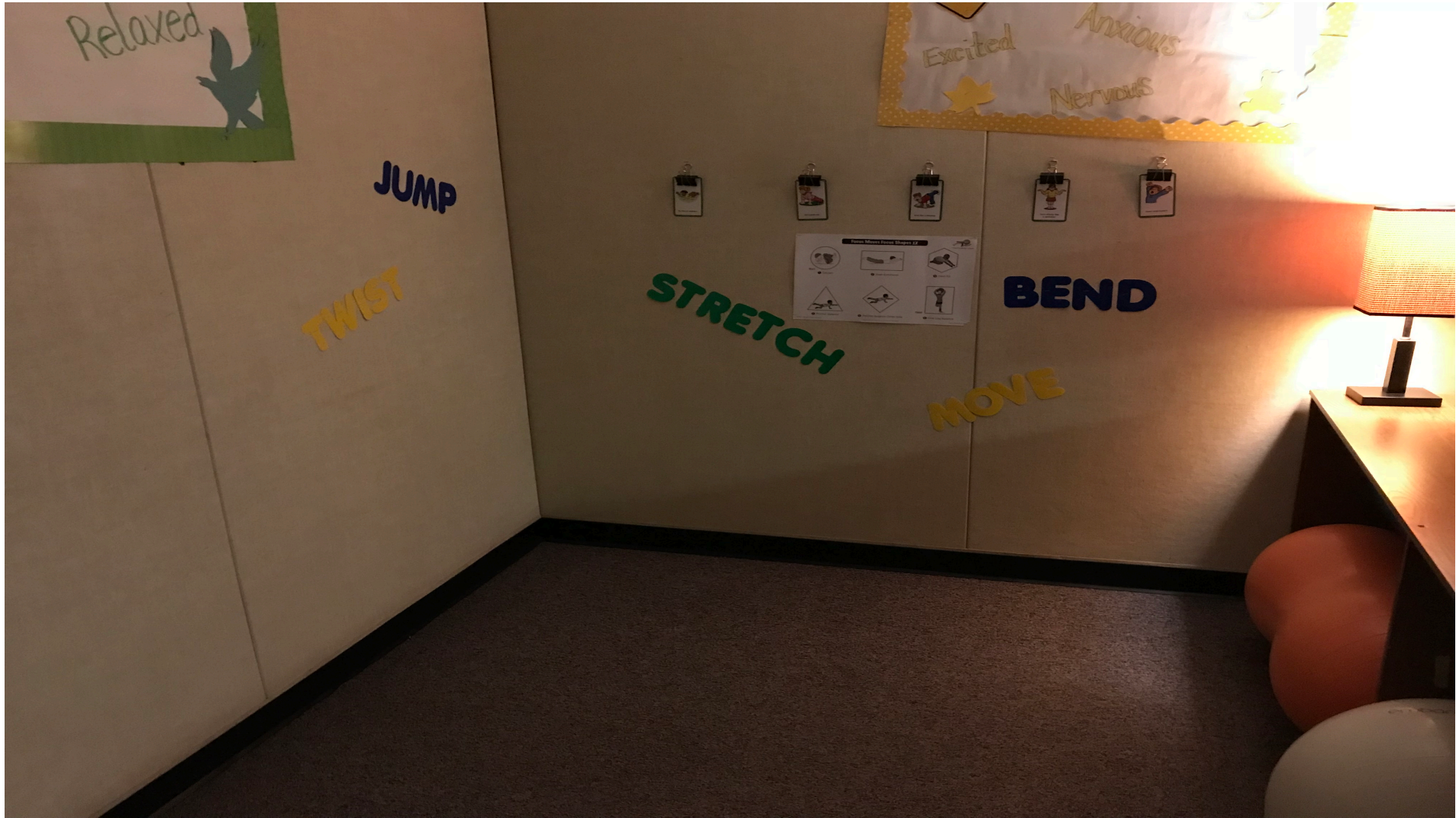
- \*Set timer for 5 minutes
- \*Be respectful with the Feelys
- \*Quiet please
- \*Choose one Feely at a time
- \*Cleanup for the next person



**Purpose:** Squeezing and touching different objects can provide stress relief and a calming effect.

**Rational:** Your fingertips are one of the most sensitive parts of your body. Using the tools in the feely station you can feel different textures using your fingertips, or squeeze objects and work the muscles in your hand.





Relaxed



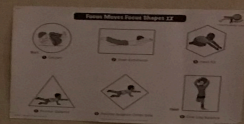
JUMP

TWIST

Excited

Anxious

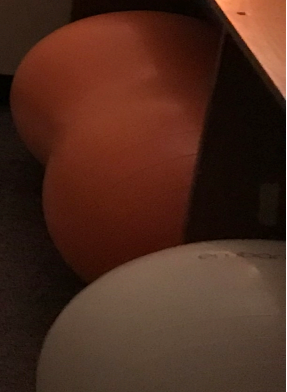
Nervous

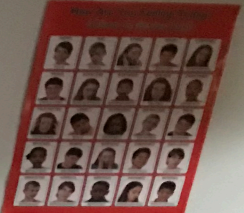
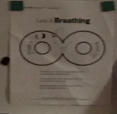


STRETCH

BEND

MOVE



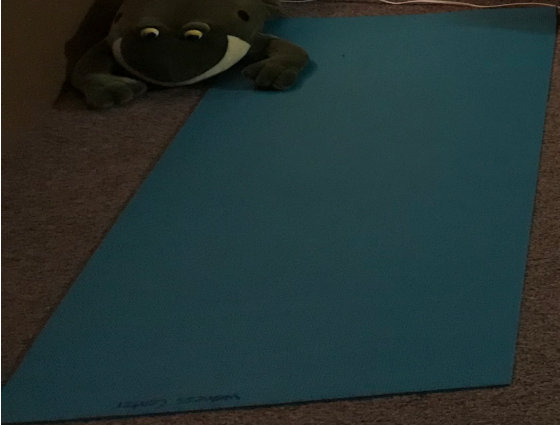
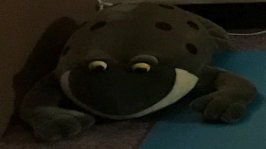


yoga station

CALM DOWN YOGA  
YOGA PARA CALMARSE  
I am strong. Soy fuerte.  
I am kind. Soy amable.  
I am brave. Soy valiente.  
I am friendly. Soy amigable.  
I am wise. Soy sabio/a.

the ABCs of YOGA  
for KIDS

Yoga alphabet chart with letters A through Z and corresponding yoga poses.

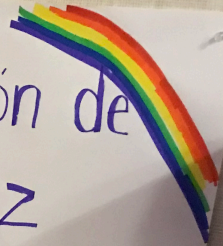



# Calming Corners

**How Are You Feeling Today?**  
 ¿Cómo te sientes hoy?

HAPPY	SAD	AFRAID	ANGRY	CONFUSED
FELIZ	TRISTE	CON MIEDO	ENFURECIDO	CONFUSO
PROUD	HOPELESS	SURPRISED	JEALOUS	FRUSTRATED
ORGULLOSO	DESANIMADO	SORPRENDIDO	ENVIDIOSO	FRUSTRADO
FRUSTRATED	LOVELY	DISAPPOINTED	DISGUSTED	SHAME
FRUSTRADO	HERMOSO	DECEPCIONADO	REPELIDO	VERGÜENZA
SHOCKED	BORED	ESCAPISTE	COMFORT	AMOROSO
ASUSTADO	ABURRIDO	ESCAPADO	COMFORTABLE	AMOROSO
ASUSTADO	ABURRIDO	ESCAPADO	COMFORTABLE	AMOROSO
ASUSTADO	ABURRIDO	ESCAPADO	COMFORTABLE	AMOROSO



Rincón de  
  
 Paz



**¿Cómo te sientes hoy?**

ACTIVO	ENFURECIDO	ENFURECIDO	ENFURECIDO	ENFURECIDO
ACTIVO	ENFURECIDO	ENFURECIDO	ENFURECIDO	ENFURECIDO
ACTIVO	ENFURECIDO	ENFURECIDO	ENFURECIDO	ENFURECIDO
ACTIVO	ENFURECIDO	ENFURECIDO	ENFURECIDO	ENFURECIDO
ACTIVO	ENFURECIDO	ENFURECIDO	ENFURECIDO	ENFURECIDO

rectángulo	4
hexágono	6
ovalo	0

**CALM DOWN YOGA**  
**YOGA PARA CALMARSE**

I am strong.  
 Soy fuerte.

I am kind.  
 Soy amable.

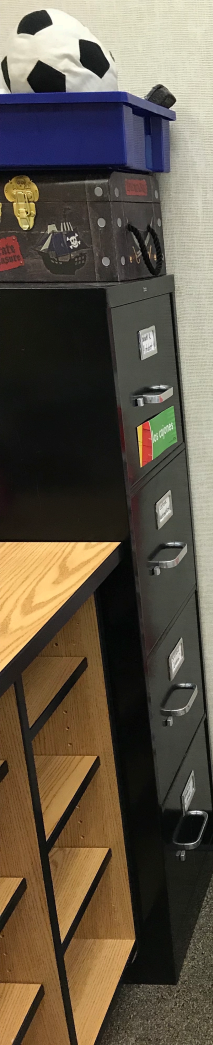
I am brave.  
 Soy valiente.

I am friendly.  
 Soy amigable.

I am wise.  
 Soy sabio.

**How Are You Feeling Today?**  
 ¿Cómo te sientes hoy?

HAPPY	SAD	AFRAID	ANGRY	CONFUSED
FELIZ	TRISTE	CON MIEDO	ENFURECIDO	CONFUSO
PROUD	HOPELESS	SURPRISED	JEALOUS	FRUSTRATED
ORGULLOSO	DESANIMADO	SORPRENDIDO	ENVIDIOSO	FRUSTRADO
FRUSTRATED	LOVELY	DISAPPOINTED	DISGUSTED	SHAME
FRUSTRADO	HERMOSO	DECEPCIONADO	REPELIDO	VERGÜENZA
SHOCKED	BORED	ESCAPISTE	COMFORT	AMOROSO
ASUSTADO	ABURRIDO	ESCAPADO	COMFORTABLE	AMOROSO
ASUSTADO	ABURRIDO	ESCAPADO	COMFORTABLE	AMOROSO
ASUSTADO	ABURRIDO	ESCAPADO	COMFORTABLE	AMOROSO








- Looking at the teacher
- Being Respectful
- Not Stealing from backpacks

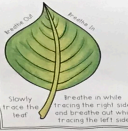
- Less of
- Talking
  - Being mean
  - Running
  - screaming
  - walking around
  - Not looking where you should
  - Kicking
  - Touching

**BREATHE IN**  
Pretend you are smelling a flower.

**BREATHE OUT**  
Pretend you are blowing a leaf.



**Leaf Breathing**



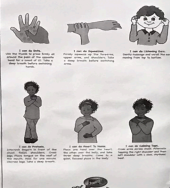
Breathe in while tracing the right side, and breathe out while tracing the left side.

**Flower Breathing**



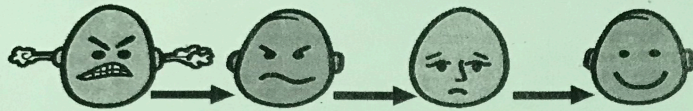
Breathe in for 2 petals, and breathe out for 2 petals.

**I Can Calm Myself!**  
Start and end with this posture.



# Other Tools

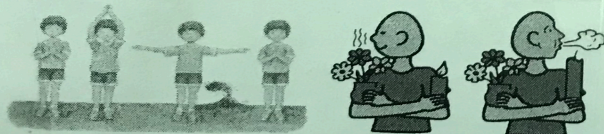
My Calming Down Tools  
Maneras para calmarme



1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10...  
100 - 99 - 98 - 97 - 96 - 95 - 94...

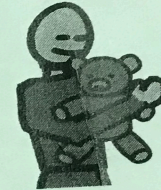
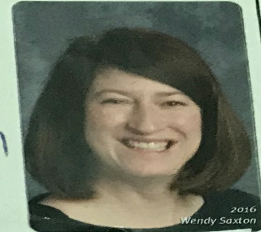


I can count slowly, forwards or backwards.  
*Puedo contar hacia atrás o adelante, lentamente.*

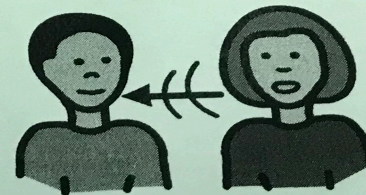


I can take deep, slow breaths  
(volcano or flower/candle breaths).  
*Puedo respirar profundamente y  
despacio. (volcán o flor/vela)*

Mrs. Saxton



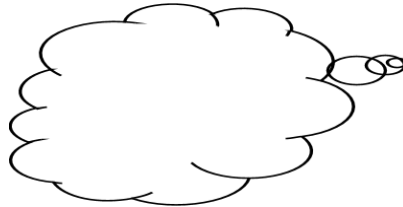
I can hug someone/something.  
*Puedo abrazar a alguien/algo.*



I can talk with someone.  
*Puedo hablar con alguien.*

Nombre/Name \_\_\_\_\_ Maestro(a)/Teacher \_\_\_\_\_ Fecha /Date \_\_\_\_\_

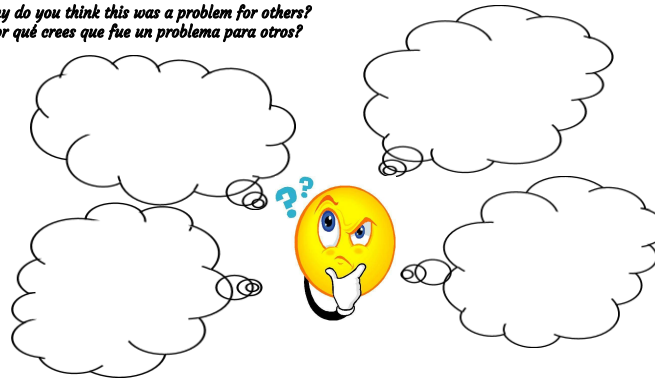
*What happened and what was on your mind? Student's Concern*  
*¿Qué pasó y qué estabas pensando? Preocupación del estudiante.*



*How did it make you feel? Draw your expression.*

*¿Cómo te sentiste? Dibuja tu expresión.*

*Why do you think this was a problem for others?*  
*¿Por qué crees que fue un problema para otros?*



*Any ideas on how we can make it work for all of us?*  
*¿Alguna idea que funcione para todos?*

\_\_\_\_\_  
\_\_\_\_\_

Firma de los papas / parent signature \_\_\_\_\_

	What STUDENT says / does; How STUDENT feels	What STAFF says or does; What STUDENT can do (ex. Choices / Options)
1	Learning Impacted <ul style="list-style-type: none"> <li>Engages with peers</li> <li>Participates with class</li> <li>Prepared with materials</li> </ul>	<ul style="list-style-type: none"> <li>Eagle Eyes</li> <li>Positive call home</li> <li>Positive response to specific behavior</li> <li>Proactive Collaborative Problem Solving</li> <li>Teach/Practice Skills</li> <li>Calm Corner</li> <li>Wellness Center</li> </ul>
2	Learning Impacted <ul style="list-style-type: none"> <li>Off task</li> <li>Starting to look for attention (peers or staff)</li> <li>Plays with classroom materials (teacher)</li> <li>Wearing hats/hoodies</li> <li>Misuse of fidgets</li> </ul>	<ul style="list-style-type: none"> <li>Private redirection</li> <li>Collaborative Problem Solving</li> <li>Re-teach expectations</li> <li>Calm Corner</li> <li>Wellness Center</li> <li>Brain break/yoga/breathing offered</li> <li>Different seating option</li> </ul>
3	Learning Impacted <ul style="list-style-type: none"> <li>Shutting down</li> <li>Misuse materials</li> <li>Calling names</li> <li>Profane language</li> </ul>	<ul style="list-style-type: none"> <li>Think Sheet/Collaborative Problem Solving</li> <li>Emergency Plan B</li> <li>Plan C</li> <li>Give them a job</li> <li>Buddy Classroom</li> <li>Call home from teacher</li> <li>Implement self regulation strategies (calm corner/wellness center)</li> </ul>
4	Safety Impacted <ul style="list-style-type: none"> <li>Leaving designated spaces (not out of building)</li> <li>Damaging materials where others could get hurt</li> <li>Aggression (not targeted)</li> <li>Climbing Furniture</li> </ul>	<ul style="list-style-type: none"> <li>Call front office who notifies on call Behavior Response person</li> <li>If assistant is present, they help support student out of class</li> <li>Potential room clear depending on the rest of the students and behavior intensity</li> </ul>
5	Health and Safety Impacted <ul style="list-style-type: none"> <li>Leaving the building</li> <li>Actions that hurt self or others</li> <li>Verbal or physical threats</li> </ul>	<ul style="list-style-type: none"> <li>Call Front office who notifies on call Behavior Response person</li> <li>Principal/Counselor/Coach calls parent</li> <li>SRO requested (by Lindsay)</li> <li>OIS trained staff responds</li> </ul>

### Responding to urgent behaviors:

Martha 8:00-9:00

Lindsay 9:00-10:00

Mindi 10:00-12:00

Amanda 12:00-2:20

Please know that you are not expected to memorize this schedule, but it's just for your information, so you know our vision, and when you call the office, you will expect the designated person to answer the call. It is hard to have a flow chart for behavior because each student is unique and has different needs, therefore, please follow the behavior response chart above. If, for some reason, the office does not answer right away, and it is an emergency situation, please text Lindsay to ask for help (503-778-0630).

Please develop a safety plan if your class needs to do a room clear, identifying where your class will reunite.

**\*\*Our goal is to have students in the classrooms as much as possible for instructions and to be included even if they are not actively participating. \*\* In addition, ALL students will be included in any classroom special activities, such as field trips, celebrations, etc. Please notify Lindsay about special circumstances for including students.**

## References

Ablon, Stuart. ThinkKids. [www.thinkkids.org](http://www.thinkkids.org).

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