

The John Wetten Elementary School  
 Culture of Care Model

Implementation of the Neurodevelopmental Skills and Demands Approach

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Culture of Care Implementation

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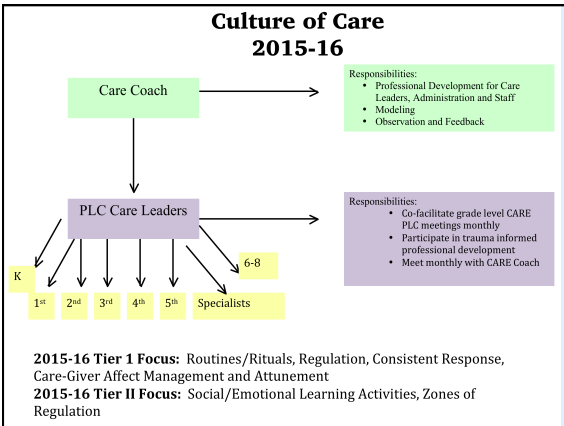
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### Strategies for Working the Green Zone The Neurodevelopmental Skills and Demands Approach

**7 Assumptions**

Evidence-based; Evidence Informed

**5 Operating Principles**

Attunement/sensitivity to school staff and the school culture

**5 Key Concepts**

For educational (or therapeutic) programming

**10 Key Steps**

To adapt to the NDS approach for the group to be served

**2 Road Maps**

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

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### The Road Maps

Integration with Multi-Tiered Systems of Support (PBIS & RTI)

The Attachment, Self-Regulation and Competency Framework

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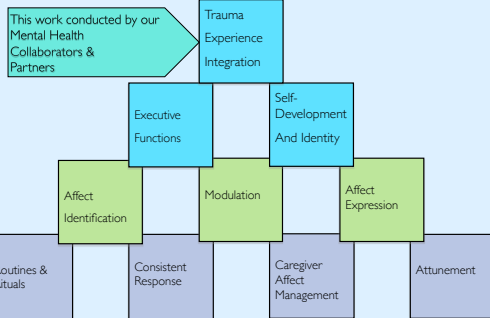
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### Promoting Predictability and Safety: The ARC model



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

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**Promoting Predictability and Safety:  
The ARC model**

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

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

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

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**Promoting Predictability and Safety:  
The ARC model-with NDS Adjustments**

This work conducted by our Mental Health Collaborators & Partners

		Trauma Experience Integration			
		Executive Functions	Self-Development and Identity	Hope and Resilience	
		Affect Identification	Modulation	Affect Expression	Social Thinking and Interaction Skills
Regulation Strategies	Routines and Rituals	Consistent Response	Caregiver Affect Management	Attunement	Community Building Culture of Care

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**Key Ingredients for Promoting Predictability and Safety**

**INGREDIENT 1-CLASSROOM STRUCTURE AND ROUTINES ("PREDICTABILITY")**  
Classroom Skills are then developed through:  
Environmental Supports  
Imbedded Skills Training  
Direct Skills Training

And most importantly, 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 ("SAFETY")**  
Attunement  
Consistent Response  
Management of Affect (Emotion)

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**Culture of Care  
Behavior Support Process Team**

- ✓Principal
- ✓Vice Principal
- ✓School Counselor
- ✓Behavior Specialist
- ✓CARE Coach – when available
- ✓Teacher
- ✓Psychologist

Team meets weekly from 2:30-3:30 to confer, meet with teachers and update data.

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**Behavior Support Team Process**

**Tier I**  
 •A teacher concern.  
 •A student has accumulated 5 minor or 2 major referrals (SWIS data will be reviewed weekly by our CARE Team).  
 •A CARE Team member observes frequent behaviors of concern.  
**Purpose:**  
 •To observe the core environment for existing routines, structures, transitions and demands affecting student performance. Use the Environmental check sheet to gather data.  
 •To provide feedback, support and strategies to teacher.

**Tier II**  
 Student is not responding to the accommodation and/or interventions from the Tier I process.  
**Purpose:**  
 The development of an individualized plan based on data that best supports the needs of the student(s).

**Tier III**  
 Student is not responding to the individualized plan based on data from the Tier II process.  
**Purpose:**  
 The development of a more intensive, individualized plan based on data that best supports the needs of the student.

**Tier IV**  
 Referral to Special Ed

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**2015-16 In Review:  
Trainings/Observations/Consultation**

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## 2015-16 Implementation Events

Presentation to all IWE staff: "Adverse Childhood Experiences-Steps Toward Day-to-Day Trauma-Sensitive School Practices." (1.5 hours)

Training for PLC Care Leaders: "Neuro-Developmental Skills and Demands-Culture of Care Foundations for PLC Care Leaders." (1 Day Training)

Classroom Observations: By teacher request through a sign-up process. Began with PLC Care Leaders; Use of standard observation form; Verbal and written feedback. (1 hour observation; ½ hour verbal feedback meeting)

IWE Culture of Care Leadership: Weekly meeting. (1 hour)

Behavior Assistance Team: Scheduled on an as needed basis. (1 hour)

PLC Grade Level Care Leaders: Monthly meeting with identified focal areas (From the ARC-Attachment Level). This meeting occurs approximately one week prior to PLC Care meeting. A power point presentation with new content is provided and the focus of the meeting is to assist PLC Grade Level Care Leaders in their preparation to assist in facilitating PLC meetings. (1.5 hours)

PLC Care Meetings: Monthly Monthly meeting with identified focal areas (From the ARC-Attachment Level). (1 hour)

IWE Culture of Care Implementation Team: Meeting every 6-8 weeks to review and refine culture of care implementation project. (1 hour)

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## 2015-2016 PLC Meeting Topics

PLC Meetings 1 & 2-September and October, 2015  
Development and refinement of structure, routines and rituals

PLC Meeting 3-December 2015  
Regulation Strategies

PLC Meeting 4-January 2016  
*Attunement-Exercise I*

- Noticing
- Nonverbal Connections
- Mantras for those Moments

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PLC Meeting 5-February 2016  
*Attunement-Exercise II*

- Rupture and Repair
- Mantras for "Those Moments"
- Attunement for Students with High ACEs
- Attunement to Support Student Regulation

PLC Meeting 6-March 2016  
*Attunement-Considerations for Students with Adversity*

- Impact on Students
- Brain Architecture and Adversity
- ACEs Shift Function
- Primary Attunement Concepts for Students with Adversity
- Caregiver Affect Management
- Hope

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PLC Meeting 7-April 2016  
*Understanding the Arousal Continuum-Intervening with Escalated Students*  
 •State Dependent Functioning  
 •Communication (Verbal, Para verbal, Nonverbal)  
 •Phases of the Escalation Cycle  
 •De-escalating intervention approaches for various phases of the escalation cycle

PLC Meeting 8-May 2016  
 •2015-16 Culture of Care Implementation Review  
 •2016-17 Culture of Care Strategic Plan, Goals, Objectives

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2016-17 Looking Ahead

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**Foundations: Objectives**

- Refine the integration of Culture of Care Principles with PBIS & RTI Systems
- Refine the integration of Culture of Care Principles with the Behavior Support Process
- Integrate roles of Behavior Intervention Coach, Academic Intervention Coach, School Counselor with Culture of Care Principals,
- Increase family involvement with the Culture of Care
- Integrate Culture of Care principles with community partners
- "Alignment" for K-8 regarding self-regulation/social-emotional skill development

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**Attachment Level: Objectives**

- Continued Focus and Utilization of Existing Tools for:
  1. Routines/Rituals
  2. Care-Giver Affect Management
  3. Attunement
- Add:
  1. Morning Meeting
  2. Utilize Trauma Informed Principles to Common Areas

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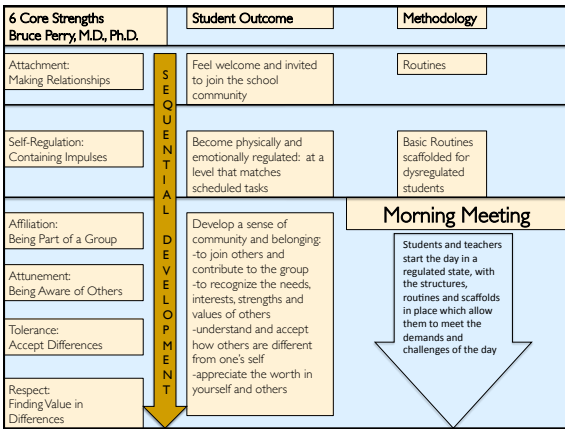
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**Morning Routine-Morning Meeting  
Critical Developmental Questions:**

- What are the expected outcomes for students?
- How will we know we have achieved these outcomes?
- For what percentage of the students have we achieved this outcome?
- What plans do we have to assist/support struggling students achieve these outcomes?
- Are the methods we are utilizing evidence-informed/evidence-based?
- If other methods and strategies are utilized, are the expected outcomes occurring?

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**Utilizing Trauma-Informed Principles  
in "Common Areas," Including:**

- Recess
- Cafeteria
- Main Office
- Specials
- Buses
- Substitutes
- All Building Staff

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**Self-Regulation Level: Objectives**

- Social and Emotional Learning
  1. Direct instruction during morning meeting
  2. Embedded in day-to-day routines and structures

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**Competency Level: Objectives**

- Executive Skills
  1. Direct instruction during morning meeting
  2. Embedded in the day-to-day routines
  3. Used in Problem Solving (Goal, Plan, Do, Review)

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2015-16  
Outcomes

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4 months in to the 2015-16 Culture of Care Project...

Positive Outcomes-

- Empowerment regarding interventions
- Development of common language at grade levels
- Group problem solving regarding regulating routines and activities
- Behavior problems are due to skill deficits
- Nature of "informal" conversations

Lessons Learned-

- Priority of the "Green Zone"
- Balance between thinking templates and tool boxes
- Culture of Care starts with each individual
- Integrating a Culture of Care Model requires exquisite attention to detail
- Reflecting on our practice and conducting a "fearless self-inventory."

Unsolved Problems-

- Implementation-pace and duration
- Sustainability
- Developing data-based evaluation strategies regarding our practice

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**Positive Outcomes for Students at JWE...**

Student success is measured in many ways, including creativity, health, community involvement, athletics, social skills, and more. While we know test scores don't reveal the complete picture, these tests do provide a snapshot of how our student achievement compares with children from other schools as well as how our students have grown academically, socially and emotionally since the implementation of the Culture of CARE , RTI and PBIS. We are pleased to see dramatic progress in several areas.

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2015-16 Year-End RTI and PBIS Data			
Level	English Language Arts [tested in grades 3, 4,5]	Math [tested in grades 3, 4, 5]	Dibels Reading (K-5 <sup>th</sup> )
Grade 3	Beat the state average by 10.3%  School improved 10% from 2014-15	Beat the state average by 10.2%  School improved 2.6% from 2014-15	10% overall increase in reading scores from 2014-2016 2014-15 60% at benchmark 2015-16 70% at benchmark
Grade 4	Beat the state average by 9.9%  School improved 8.1% from 2014-15	Beat the state average by 3.9%  School improved 3.5% from 2014-15	SWIS DATA (Behavior Referrals) <b>225 student reduction</b> in behavioral referrals from 2014/15- 2015/16 <b>80.5% green zone</b> in 2014/15 <b>83.5% green zone</b> in 2015/16
Grade 5	Beat the state average by 4.5%  School improved 10.2% from 2014-15	School improved 14.6% from 2014-15	

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