

Building a Compassionate School

Lot Whitcomb Elementary School

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Ellen Baltus	School Social Worker/Counselor
Annie Schlegel	Instructional Assistant, Wolf Den Social Work Intern
Matt Hanset	Instructional Assistant, Behavior
Cathy Lehmann	Principal



MindUP™ Breathing Script (3 x day apx. 3 min)

"Sit down in a comfortable position.

I am going to invite you to be present in the moment. You might like to close your eyes. If you are not comfortable closing your eyes, please look down at your palms to be respectful of others in the room.

When you hear the chime, listen to the sound as long as you can.

Ring chime... (wait approx. 15 seconds)

Bring your attention to your breath. (Wait 15 – 30 seconds)

If your mind wanders, that's ok, just bring your focus back to your breath. (Wait 15 – 30 seconds)

Feel your tummy rising and falling. (Wait 15 – 30 seconds)

When you hear the chime again, listen as long as you can. When you can't hear the sound any longer, slowly, gently open your eyes and look to the front of the room (Ring chime and wait for the sound to finish)."



Mindfulness:



The practice of being aware of what's happening or what you're experiencing in the present moment. It's being here and now with kindness and without judgment.

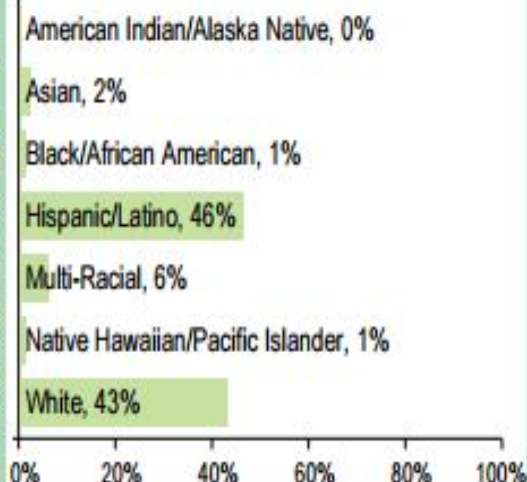
SCHOOL PROFILE

ENROLLMENT 2015-16	447
K-3	306
4-5	141
6-8	--

MEDIAN CLASS SIZE	School	Oregon
Self-Contained	24.0	25.0
Departmentalized	--	--

SELECTED DEMOGRAPHICS	
Economically Disadvantaged	***
Students with Disabilities	25%
Ever English Learner	44%
Different Languages Spoken	14
Regular Attenders	87.4%
Mobile Students	18.5%

STUDENTS



IMMUNIZATION RATES

Percent of students with all required vaccines: 94 (Visit www.healthoregon.org/immdata for more information.)

Percent of students without all required vaccines: 6

(This value includes students with medical exemptions, nonmedical exemptions, no immunization records, or up-to-date but incomplete immunization records.)

*, <5, and >95 are displayed when data are unavailable or to protect student confidentiality.

*** indicates that this school offered lunch at no charge to all students.

Why Change?













2 Instructional Assistants





Our Path: Compassionate School



- Learning to Trust
- Trauma Informed Practices
- Mind Up
- Mindful Practices
- Refine “Behavior Team” to “Support Team”



Trauma Informed Practices: ACE study results



Children with higher ACE scores (a greater number of traumatic events) are:

- 2 ½ times more likely to fail a grade
- Score lower on standardized test
- Have more expressive or receptive language difficulties
- Suspended or expelled more often
- Are designated to special education more often

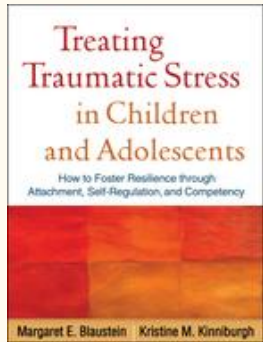
Resiliency and A.R.C.



When looking at research on resiliency, three factors were common with children who developed competence despite poverty, chronic stress, domestic violence, abuse or other high risk contexts. These **ARC** factors were:

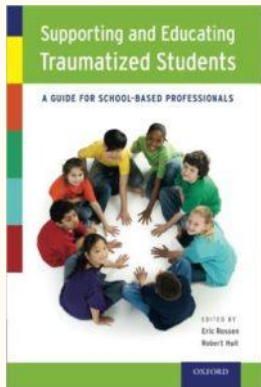
1. BUILDING SECURE **A**TTACHMENTS
2. ENHANCING SELF **R**EGULATORY CAPACITIES
3. INCREASING **C**OMPETENCIES ACROSS MULTIPLE DOMAINS

A.R.C. Framework Resources



<http://arcframework.org/>

Blaustein, M. & Kinniburgh, K. (2010). *Treating traumatic stress in children and adolescents: How to foster resilience through attachment, self-regulation, and competency*. New York: Guilford Press.



Blaustein, M. (2012). *Introduction to childhood trauma and a framework for intervention*. In E. Rossen & R. Hull (Eds.), Supporting and Educating Traumatized Children: A Guide for Educators and Professionals. Oxford University Press.

A.R.C. Resiliency Factors at Whitcomb

Attachment: Promoting positive secure relationships



Staff support:

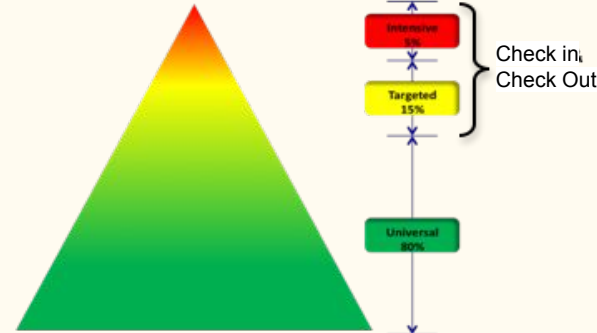
- Staff trauma trainings
- Book Study-Reaching and Teaching Children Who Hurt
- Teacher meetings with school social worker/school psychologist
- Weekly meetings with IAs

Student support:

- Morning meetings
- Mentor programs
- Pathways for family engagement
- Check-in/check-out
- School based therapist
- Wolf Den

Check In Check Out

- To build “Tier 2” behavioral interventions, we began Check In Check Out two years ago.
- Check in Check Out is a structured intervention where students meet with a designated adult at the beginning and end of their day. They have a daily tracker that their teacher fills out throughout the day. They are working toward a goal, and also getting frequent feedback and positive communication from adults in the school.
- Throughout the 2015-2016 school year:
 - Mr. Matt worked with **23** students (usually around 15 at a time)
 - 6 students were exited for consistently meeting their goals :)
 - 3 students were exited for needing a higher level of care (more intense plan or sped referral)
- Currently, Mr. Matt works with about 15 students





Recess &
Recess IAs



SPED Team



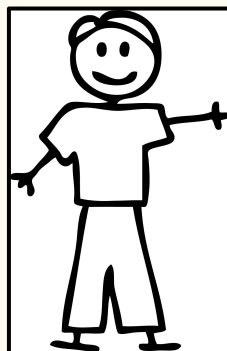
Community Members



Classroom & Specials
Teachers



After School Staff



Mr. Matt



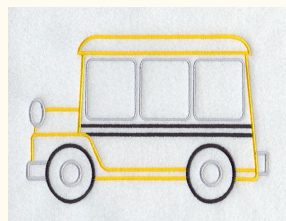
Student



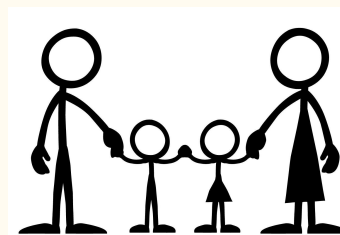
Wolf Den & Counseling
Staff



Support Team & Admin



Bus Drivers



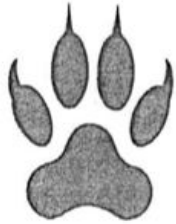
Family

Check In Check Out Daily Tracker

Name _____

Date _____

Teacher _____



Whitcomb Elementary Check-In Check-Out Program Daily Tracker

2 = Awesome (I demonstrated the appropriate behavior independently!)
1 = Good (I demonstrated the appropriate behavior with 1-2 adult prompts)
0 = Needs Improvement (I needed more than 2 adult prompts to make a good choice)

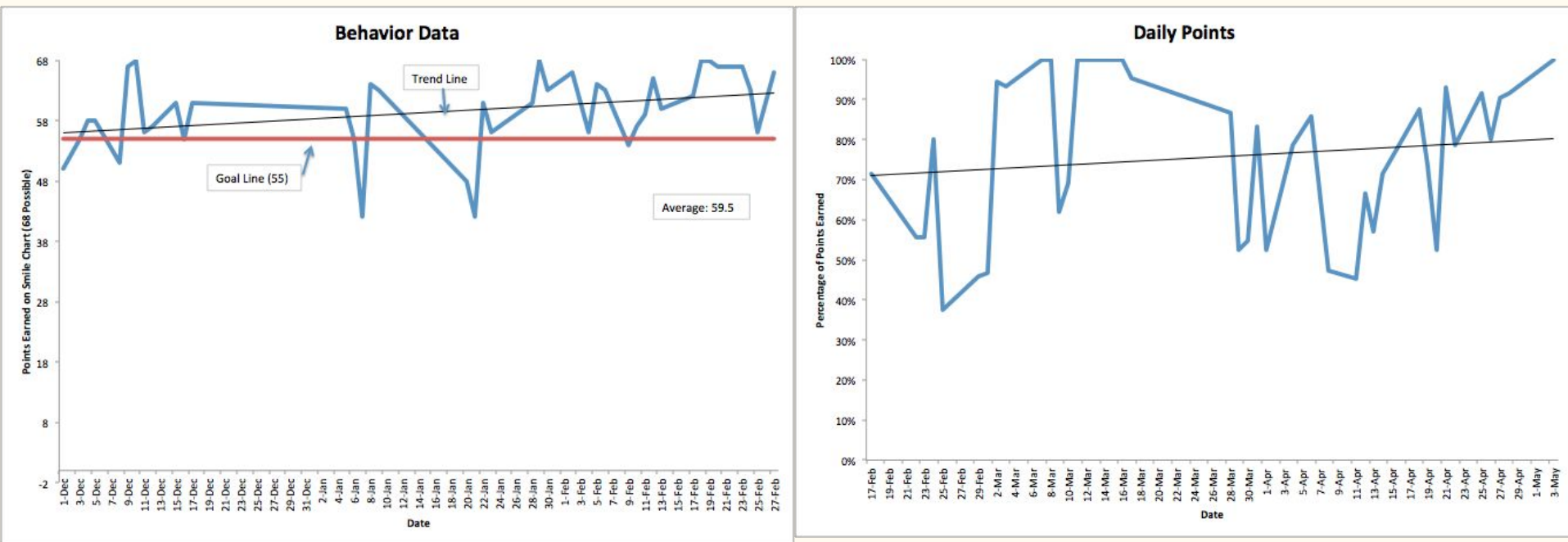
	Setting:	Setting:	Setting:	Setting:	Setting:	Setting:	Setting:
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Check-out: Yes No

Daily Goal: _____

Points earned/possible points _____/42

Sample Students (one exited, one continues to need CICO support)



A.R.C. Resiliency Factors at Whitcomb

Regulation: Managing attention, behaviors, and emotions



Staff Support:

- Teach staff appropriate response to dysregulated students
- Self care
- Help staff identify personal triggers
- Support staff in modeling and teaching regulation skills.

Student Support:

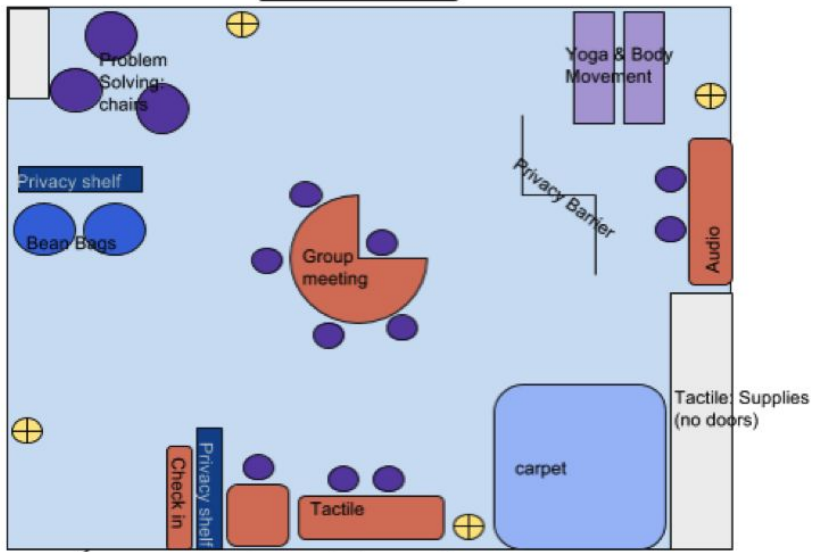
- Soft start
- Mind up curriculum
- Wolf Den
- Zones of Regulation
- School based therapist
- Pause Area in every classroom.

Wolf Den: Tier 2 Intervention

- Response to traumatic triggered & problematic behaviors for students who experience emotional & behavioral dysregulation
- Regulation Space for Students
 - Short Term: Provide space for students who are experiencing dysregulation
 - Long Term: Build skills for youth to regulate emotional experiences related to trauma
- Adheres to seclusion & restraint laws in Oregon
- Integration of Trauma Informed Practices (aligns with ARC framework)
 - Attachment:
 - Opportunity for positive attachment with adult who attunes to students
 - Consistent response to behaviors
 - Regulation:
 - Alternative to punishment for student responses to trauma
 - Opportunity to self regulate through multiple pathways
 - Competency:
 - Teaching regulation skills

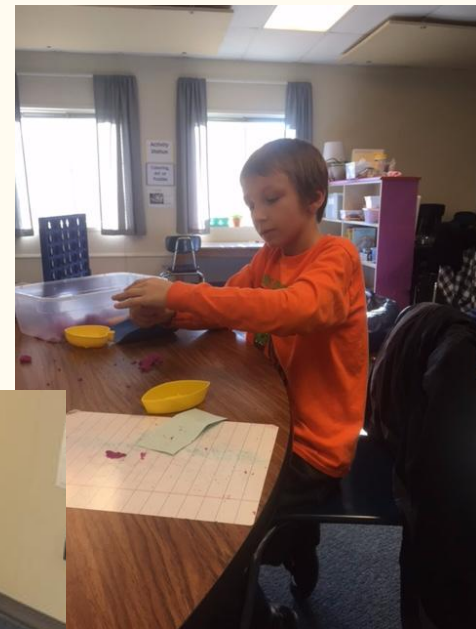
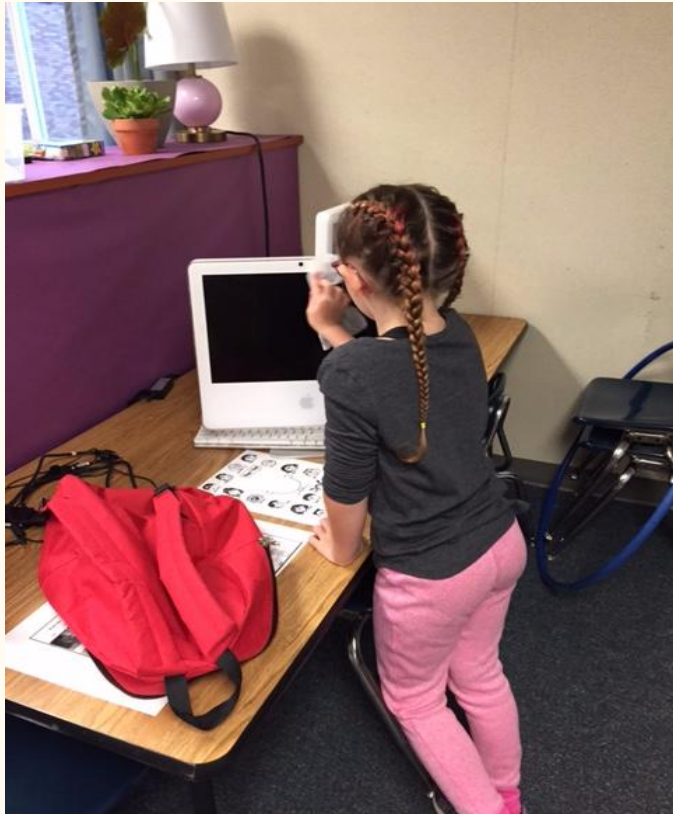
Wolf Den: Set Up

- Researched based sensory and problem solving stations to assist in emotional and behavioral regulation
- Stations: Tactile, Activity, Body Movement, Breathing, & Problem Solving
- Staffing:
 - Instructional assistants
 - Counselor
 - Social Work Interns
 - Behavioral Specialist
 - Community Partner: Out of School Time



Room: 20 x 40 (shelves 15 ft)



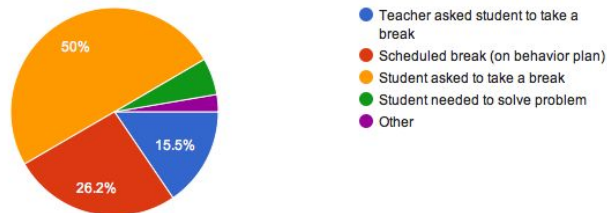


Wolf Den: Processes

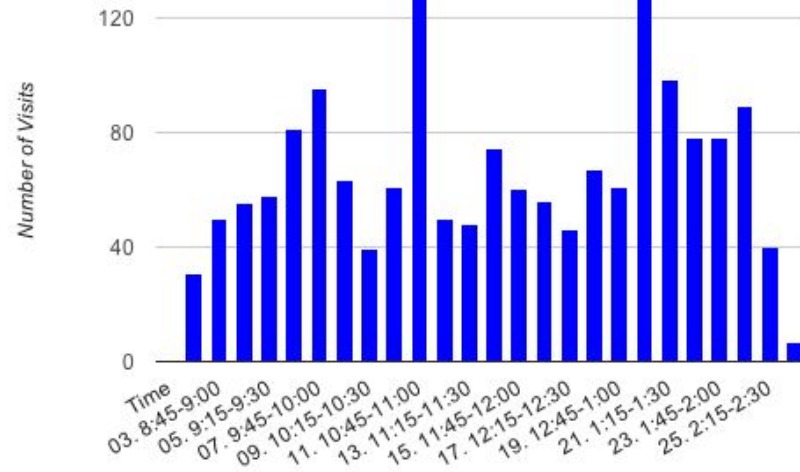
- School wide:
 - Pre-teach regulation strategies
 - Pre-teach Wolf Den routines & expectations
- Guidelines around behavior
- Wolf Den Passes: student choice, teacher choice, problem solving
- Timers
- Check-in & Check-out
- Data collection & analysis

Wolf Den: Data

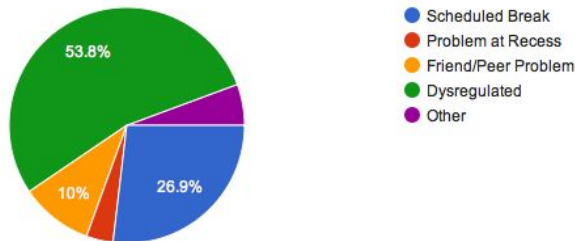
Reason for Break: Pt 1 (1047 responses)



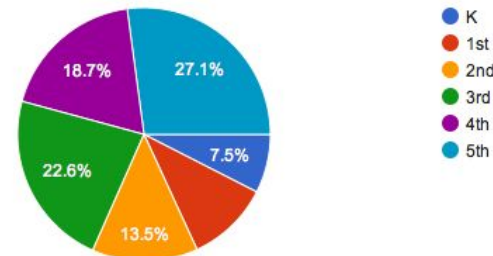
Time Visited



Reason for Break: Pt 2 (923 responses)



Student's Grade (1640 responses)



Wolf Den: Data

- What we notice:

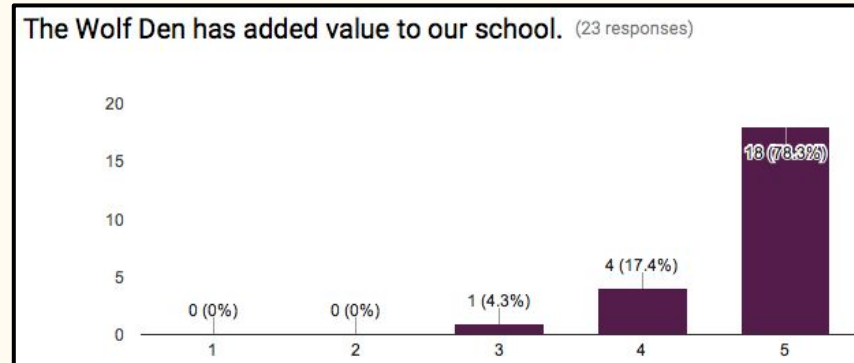
- Fewer “runners”
- Fewer overall behaviors in the office

- What people are saying

- “Students don’t feel punished when they go”
- “Good for kids who just need adult check in, instead of receiving negative attention”

- Tiered Data

- Over 1,600 individual visits
- Tier 2: approximately 150 students (33%)
- Tier 3: 36 students visited 10x or more (8%)
- Interventions based on Wolf Den Data
 - SPED Groups
 - Counseling Groups: Social Skills or Family Groups
 - Goals of decreasing Wolf Den time & increasing competencies



A.R.C. Resiliency Factors at Whitcomb

Competence: developmental competencies, identity, problem-solving and decision making skills



Student Support:

- Growth mindset- All children can succeed
- Direct instruction of goal setting and problem solving skills in and out of classroom
- We provide opportunities for students to show a wide range of competency in and outside of traditional academic skills: music, mentoring, after school programming, art, access to role models with similar competencies

Mind Up

- This school year, we started using the “Mind Up” curriculum in every classroom.
- Key components of Mind Up:
 - **15 bi-weekly lessons**, prepared by school psychologist and taught by classroom teachers. Each lesson offers strategies for helping students focus their attention, improve their self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life. Team provides materials for teachers as well.
 - **Daily Brain Breaks**, used in each classroom between 1-3 times per day. The brain break includes a chime and a short guided breathing practice for students.



Sequence of Lessons



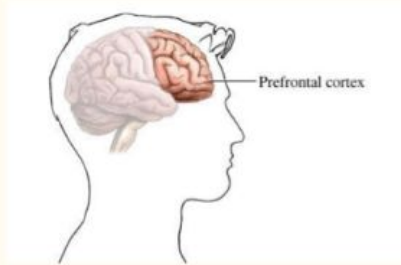
Lot Whitcomb Mind Up Tuesdays 2016-17

	Topic	Pg.	Date
Unit 1	Getting Focused		
Lesson 1	Brain Research	26	9/19
Lesson 2	Mindful Awareness	35	10/4
Lesson 3	CORE Practice	42	10/18
Unit 2	Senses		
Lesson 4	Mindful Listening	52	11/1
Lesson 5	Mindful Seeing	60	11/15
Lesson 6	Mindful Smelling	68	11/29
Lesson 7	Mindful Tasting	76	12/13
Lesson 8	Mindful Movement	84	1/10
Lesson 9	Mindful Movement II	92	1/24
Unit 3	It's All About Attitude		
Lesson 10	Perspective Taking	102	2/7
Lesson 11	Choosing Optimism	110	2/28
Lesson 12	Appreciating Happy Experiences	118	3/14
Unit 4	Taking Action Mindfully		
Lesson 13	Expressing Gratitude		4/11
Lesson 14	Performing Acts of Kindness	136	4/25
Lesson 15	Taking Mindful Action in the World	144	5/9
Make Up	If Needed		5/23
Make Up	If Needed		6/3

Sample Slides from Lessons

The Prefrontal Cortex: The Thinking Brain

When you are feeling calm and safe, the **Prefrontal Cortex** is the part of your brain that helps you make smart choices! It helps you solve math problems, make decisions, pay attention in class, and solve problems with friends.



Vocabulary Review!

Prefrontal Cortex: Makes you think!!

Hippocampus: Stores your feelings and memories!!

Amygdala: Tells you how to react FAST!!



What is a Mindful Decision??

Mindful Decision:

You try a new food and decide whether you like it.



Unmindful Decision:

You **SEE** a new food and decide you don't like it.

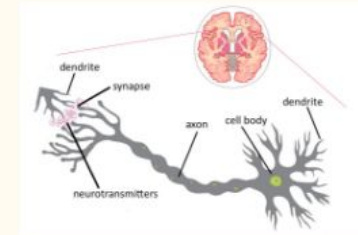


Neuroplasticity

Neurons are nerve cells in your brain that carry messages and help you react to things. Neurons grow stronger when you practice “The Core Practice.” That’s called **Neuroplasticity**.

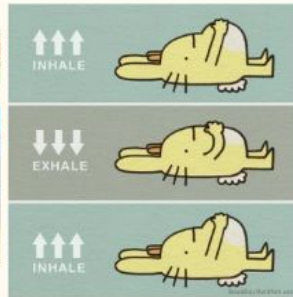


Your brain is flexible, strong, and amazing!!



Belly Breathing

One great way to relax our bodies and minds is to lie on our backs and breathe. Put an object on your belly and watch it rise and fall as you inhale and exhale.



What is Mindful Listening?

Mindful Listening helps us choose which sounds to focus our attention on and helps us hear other people's words.



Lessons Include Interactive Activities

Science Experiment with Mindful Seeing

Watch drops of food coloring go into water. Describe what you see.



Tasting Activity!

- Hold the morsel of food in your hand
 - What does it smell like?
 - Does it remind you of anything?
- Gently put it in your mouth but do not eat it!
 - Can you taste anything?
 - How does it feel on your tongue?
 - Is your mouth watering?
- Very slowly bite down and notice how it tastes and feels



Guess That Sound!

Listen mindfully to the sounds your teacher makes and guess what they are!



Brain Breaks

Used multiple times per day- usually after recesses, lunch, and/or transitions- to help students and teachers calm their bodies and minds.

Also used during resource room groups and by music/PE/library teachers



Making it Happen

Look for People who can, then find a way to fund

Behavioral Instructional Assistant - Gen Ed

Behavioral Specialist .5 - Title I

Wolf Den Support - Social Worker Interns, counselor, psychologist, Instructional Assistants

MindUp - District & Title I

Visit succesful programs - Marysville & Gladstone

Look for People who Can and find a way to fund



What We Learned

- You can bumble around
- It's about relationships
- Mindfulness is a game changer
- It's not just about the kids; it's about staff's perception of what's important, what's behind behaviors, how to take care of self, & how that affects teaching
- We add time



“Give yourself the gift of doing just one thing.”

Questions



Implementation Practices

Paradigms:

- Trauma Informed Practices
- Restorative Justice
- Family Engagement
- PBIS
- Developmental Discipline
- Learning to Trust

Curriculum:

- Second Steps
- Zones of Regulation
- Mind Up
- Yoga Calm
- Kelso Problem Solving

Youth Expectation Setting:

- Rules
- Consequences

Systems:

- Staffing: Instructional assistant for behavior support
- Pause area in classrooms
- Soft Start (breakfast in the classroom)
- Wolf Den
- Staff Support with Vicarious Trauma (1:1 regular meetings with counseling team)
- Social Emotional Learning & Support Team
- Morning Meeting
- Staff: Book Study (Reaching & Teaching Children who Hurt; Learning to Trust)

Interventions:

- Counseling Groups
- Parent Meetings
- Collaborative Problems Solving
- Recovery Rooms
- Behavior Contracts
- Check in Check out
- Wolf Den
- Staff Yoga

Resources

- Blaustein, M. & Kinniburgh, K. (2010). *Treating traumatic stress in children and adolescents: How to foster resilience through attachment, self-regulation, and competency*. New York: Guilford Press.
- Blaustein, M. (2012). *Introduction to childhood trauma and a framework for intervention*. In E. Rossen & R. Hull (Eds.), Supporting and Educating Traumatized Children: A Guide for Educators and Professionals. Oxford University Press.
- Craig, S. E. (2008). Reaching and Teaching Children Who Hurt: Strategies for Your Classroom. *Education Review//Reseñas Educativas*.
- Perry, B. D., & Szalavitz, M. (2007). *The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook-What Traumatized Children Can Teach Us about Loss, Love and Healing*. Basic Books.
- Wolpow, R., Johnson, M., Hertel, R., & Kincaid, S. (2011). *The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success*. Washington State Office of Superintendent of Public Instruction Compassionate Schools. Retrieved from: <http://www.k12.wa.us/compassionateschools/pubdocs/TheHeartofLearningandTeaching.pdf>
- Watson, M., & Ecken, L. (2003). *Learning to Trust: Transforming Difficult Elementary Classrooms Through Developmental Discipline*. Jossey-Bass, A Wiley Company, Customer Care Center-Consumer Accounts, 10475 Crosspoint Blvd., Indianapolis, IN 46256.