

Best Practices for Building Positive Relationships with Students Experiencing Stress and Trauma in the Alternative School Environment

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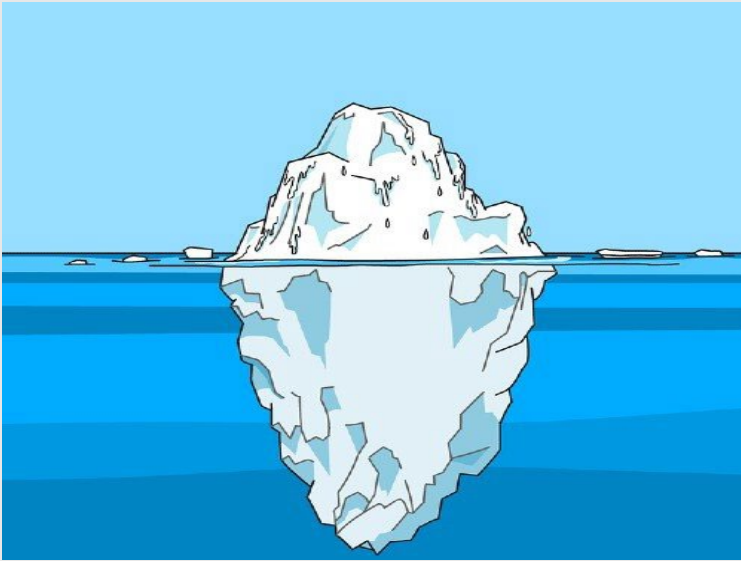


Be an active participant and share experiences.



Take notes in case you are called to contribute to the dialogue.

Ice Breaker



“Students can’t learn if they don’t feel safe.”

Jessica Minahan, licensed and board-certified behavior analyst (BCBA), author, special educator, and school consultant



- Think about a student who is enrolled in your alternative school or program. How would you help him or her have good experiences and feel safe in the school environment?
- What small changes are you willing to make in your school or program to foster good experiences and safety for all students?



Trauma

Trauma: A physiological and psychological response to any deeply upsetting or threatening situation.

Data shows that more than half of children in the United States have experienced some kind of trauma such as abuse, neglect, violence, or challenging household circumstances.

(Center for Disease Control and Prevention)

Many children attending school have or will experience some type of trauma that may affect cognition, behavior, and relationships

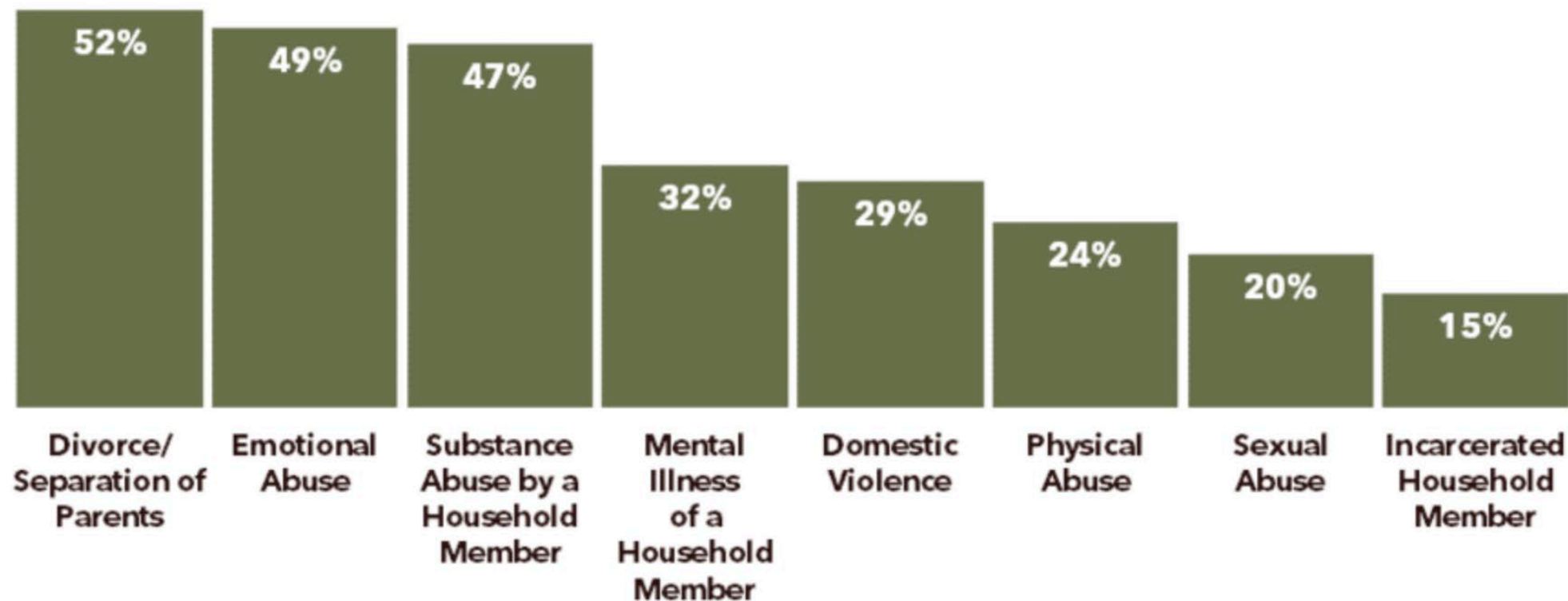
(Van Der Kolk, 2014).





The Most Common Adverse Childhood Experiences Among Tennesseans Are Divorce/Separation and Emotional Abuse

Prevalence of Common Adverse Childhood Experiences Among TN Adults Reporting 1 or More ACE (2014-2017)



Source: The Sycamore Institute's analysis of 2014-2017 CDC BRFSS data provided by the TN Department of Health's Division

of Behavioral Prevention and Control, Office of Health Statistics

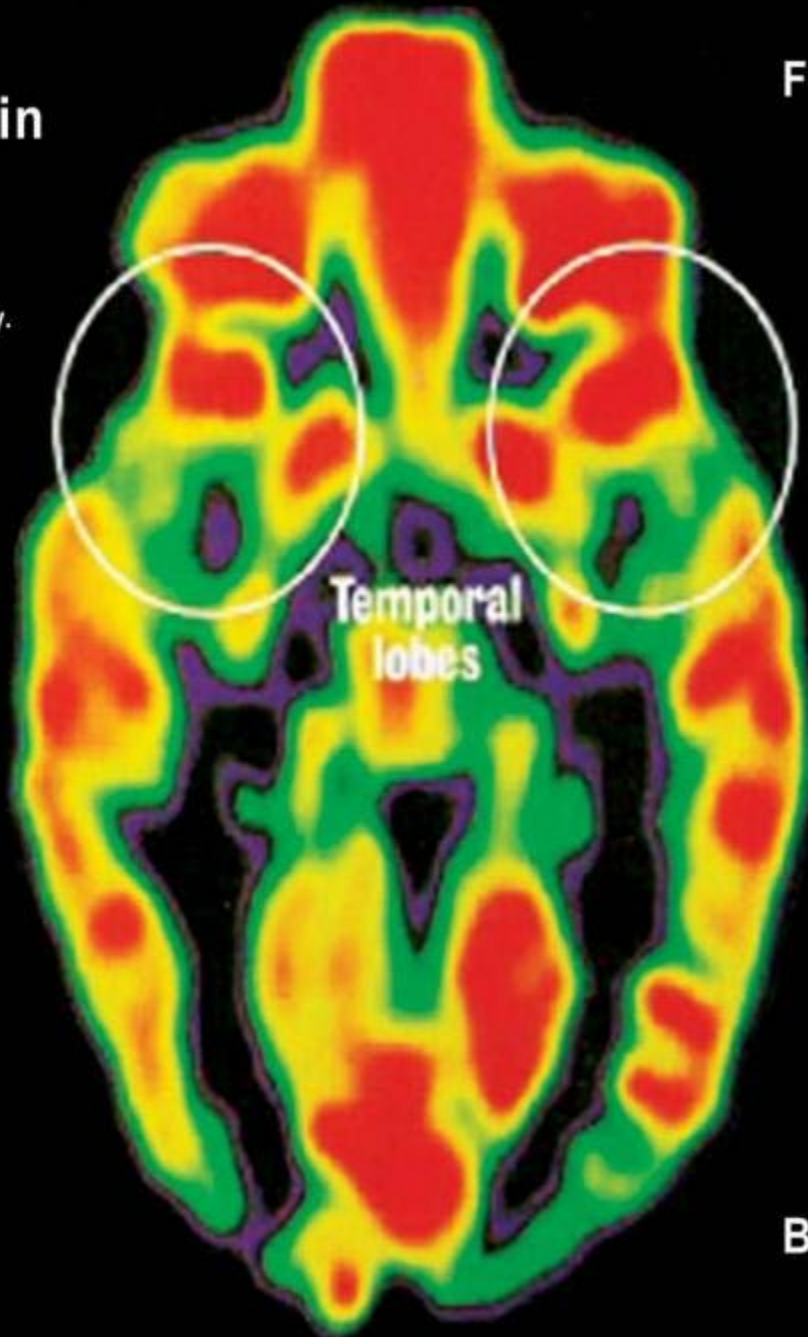
SycamoreInstituteTN.org

TRAUMA

-And what about COVID?
- The pandemic resulted in TRAUMA for everyone. Everyone experienced trauma on some level from the impact of COVID.
- Most of the trauma is untreated....and there are lingering effects of untreated trauma.

Healthy Brain

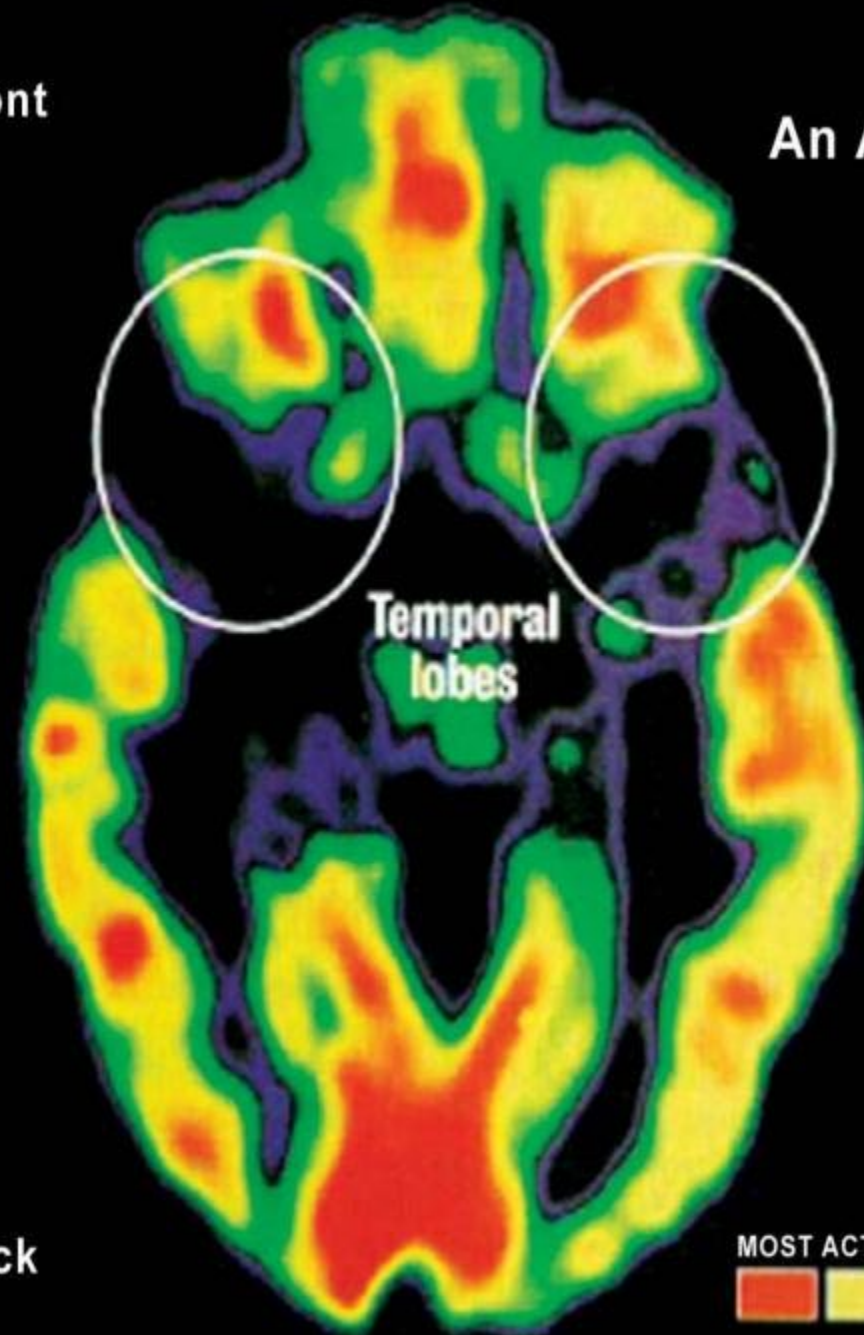
This PET scan of the brain of a normal child shows regions of high (red) and low (blue and black) activity. At birth, only primitive structures such as the brain stem (center) are fully functional; in regions like the temporal lobes (top), early childhood experiences wire the circuits.



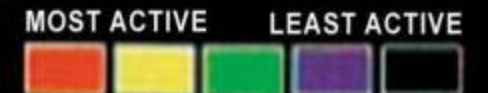
Front

An Abused Brain

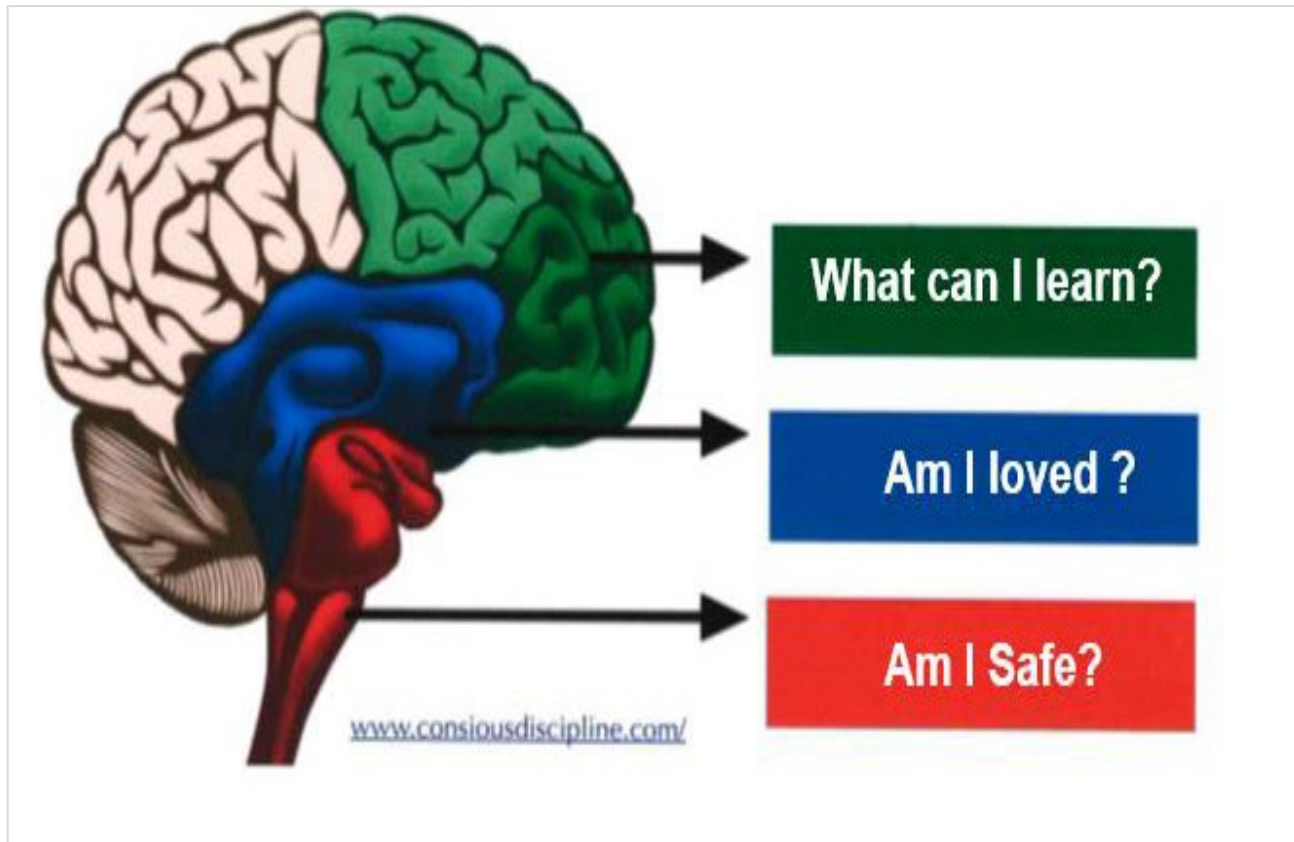
This PET scan of the brain of a Romanian Orphan, who was institutionalized shortly after birth, shows the effect of extreme deprivation in infancy. The temporal lobes (top), which regulate emotions and receive input from the senses, are nearly quiescent. Such children suffer emotional and cognitive problems.



Back



Bottom-Up Processing



**Neocortex(planning,
judgement):**

What can I learn from this?

**Limbic
System(emotions):**

Am I loved?

Brain Stem:

Am I safe?



What do you think are the effects of trauma on the social emotional wellbeing of students enrolled in your school or program?

Turn and talk!



Inappropriate
social
interactions

Aggressive
and defiant
behaviors

Lack of trust

Impulsive
decision-
making skills

Fearfulness

Anxiety

Hypervigilance

Overreaction
to everyday
challenges

Running out
of classrooms

*(National Child Traumatic
Stress Network, 2016)*

Additional Effects of Trauma



Clinginess

Low self confidence

Avoidant behaviors

Negative outburst

Self-harm or suicidal ideation

(National Child Traumatic Stress Network, 2016)



A Portrait of Student Trauma:

Donovan is a 10th grade student who has experienced violence since birth. He is usually active in class and is often easily angered, engages in conflict, and fights with other students. He is also disruptive and belligerent toward adults in the school building.

LESSONS FROM THE FIELD

JEREMY





A Portrait of Student Trauma:

Tyler is 12 years of age, although he speaks like an 18-year-old, street-smart young man. He is usually angry, volatile, aggressive and defiant. Tyler's father was murdered through gang violence, and his mother is currently incarcerated due to drug violations. He is currently in DCS custody and has been placed in five different foster homes during the last six months.

LESSONS FROM THE FIELD



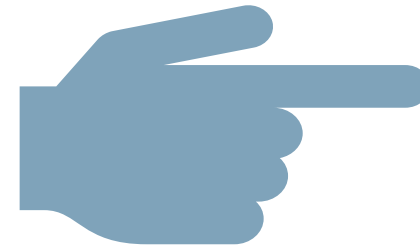
ARTAVIOUS

LESSONS FROM THE FIELD



BYRON

GROUP WORK



**Select a recorder
and reporter for
your table**



**You will have
5 minutes to discuss
the guiding
questions**

Guiding Questions



Think about the stories of students that were narrated. What are the characteristics that you have observed in them?

What kinds of supports should be provided to such students to address their individual needs?

Should they receive consequences for violating school rules? Why or why not?



PROACTIVE STRATEGIES



Be mindful of your emotions. Identify and manage your feelings.

Expect that students will overreact sometimes. Provide space for them to calm down.

Put students' reactions into context. Try not to take their behaviors personally.

Communicate with the parents of students with behavior challenges regularly.

Embed choices when giving directions to hard-to-reach students.

(Educational Leadership, October, 2019 V77/Number 22)



PROACTIVE



STRATEGIES

"A dysregulated adult cannot regulate a dysregulated child. Raising our levels of intensity is not a strategy that works."

- Keep calm in order to help calm a student who is angry, frustrated, or fearful.
- Set clear boundaries and expectations.
- Teach and reteach the expectations.
- Provide students space to de-escalate prior to giving them consequence for poor choices.

(www.Edutopia.org/article/understanding-trauma-informed-education)



LESSONS FROM THE FIELD

PHYSICAL ACTIVITY TIME



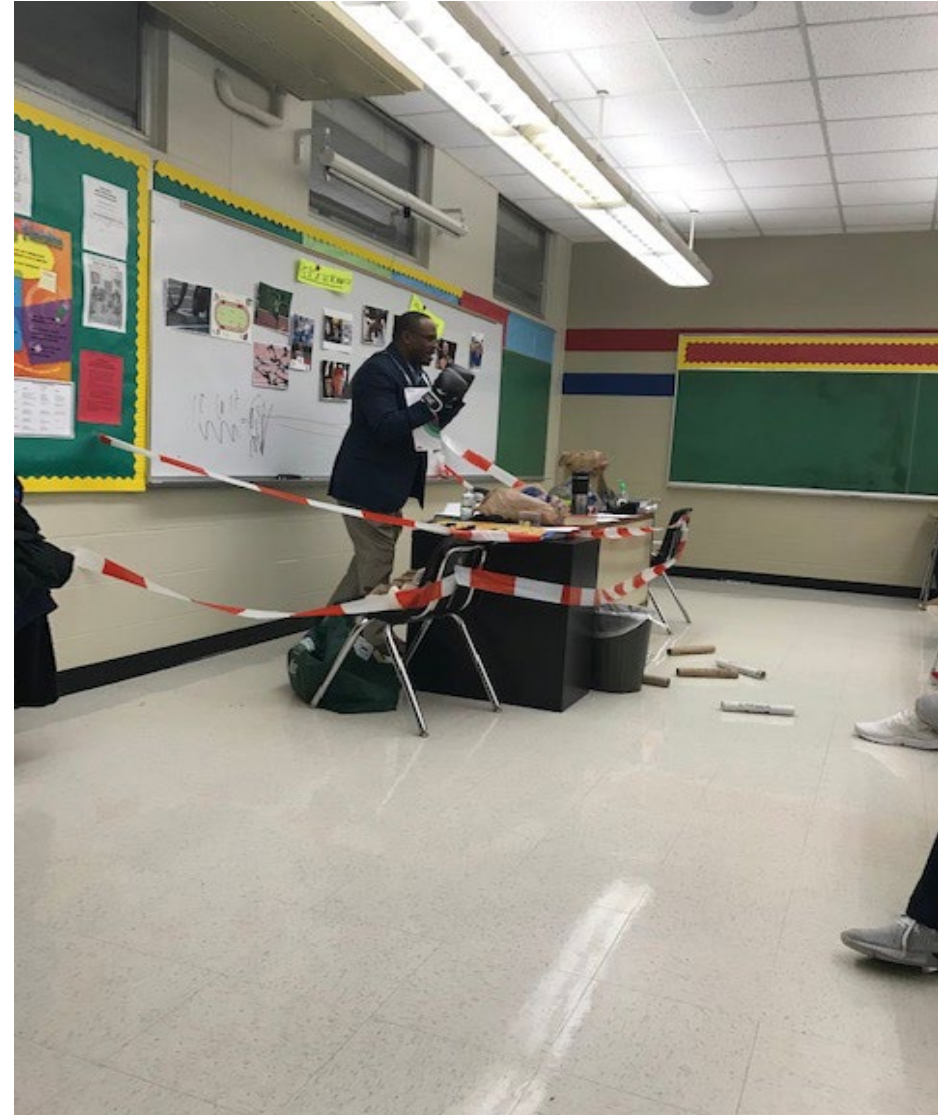
“The quality of teacher-student relationships is the keystone for all other aspects of classroom management.”



Marzano
and
Marzano,
*Dimensions
of Learning*

LESSONS FROM THE FIELD

Community Speakers



LESSONS FROM THE FIELD



TYLER CHANNING



“One of the most important things that we can do for a child who has experienced trauma is to provide a caring, safe relationship, infused with hope.”

(Child Trauma Expert, Bruce Perry)

“The foundation of such relationships is unconditional positive regard for each student, the belief that every student is worthy of care that is not contingent on compliance with rules, good behavior, or academic success.”

(www.Edutopia.org/article/trauma-informed-practices-benefit-all-students).

LESSONS FROM THE FIELD



Morning Meetings

LESSONS FROM THE FIELD



DAMON

ACKNOWLEDGEMENT

Acknowledgement: The act of attending, recognizing, or noticing someone.



- A system that provides immediate, intermittent, or long-term rewards to individuals who display desired expectations.
- It is any attention an adult gives a student unconditionally.
- The attention is given without consideration of “good” or “bad” behavior, academic achievement or need.

(Wisconsin RTI Center/PBIS Network, 2019)



ACKNOWLEDGEMENT

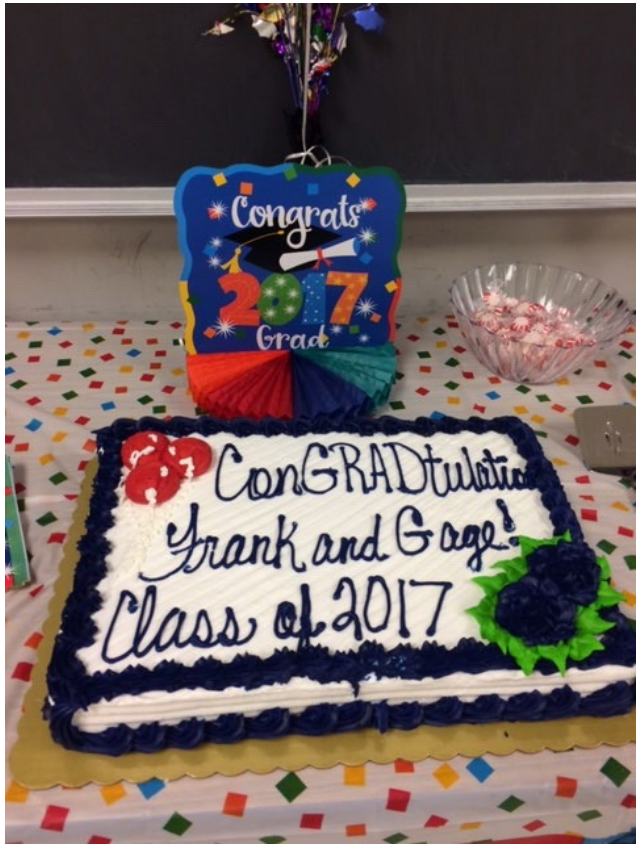
- **Reinforce positive behaviors.**
- **Redirect students and remind them of positive behaviors.**
- **Foster relationships.**



ACKNOWLEDGEMENT

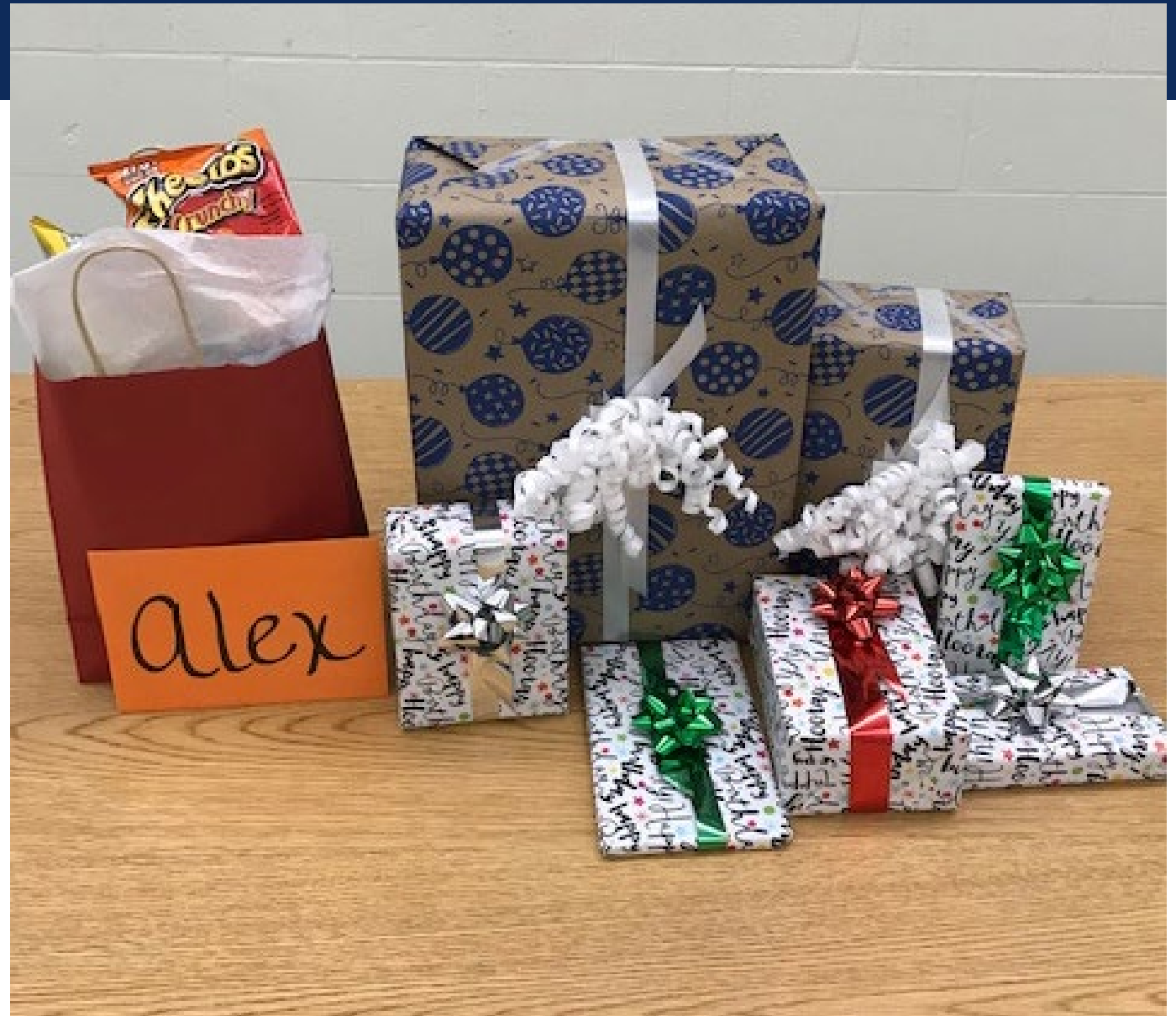
- Immediate- Praise, tickets, points, etc.
- Intermittent- Opportunities to earn something
- Long-term- Big events, parties, public displays, etc.

SENIOR CELEBRATIONS



CELEBRATE!

**RETURN TO
BASE SCHOOL,
BIRTHDAY
CELEBRATIONS,
OBTAINING
DRIVERS
LICENSE,
ANYTHING YOU
CAN CELEBRATE!**



Ideas for Rewards



Elementary-Aged Students:

- Teacher helper for the day
- Line leader for the day
- Extra time for recess
- Eat lunch with the principal
- Give announcements over the intercom
- Earn extra computer time

Secondary-Aged Students:

- Special parking space for the week
- Free admission to sports events or other special events
- Homework pass
- Luxury lunch table with friends
- Electronics pass
- Gift certificates
- Extra time for assignments
- Uniform modifications



PROACTIVE



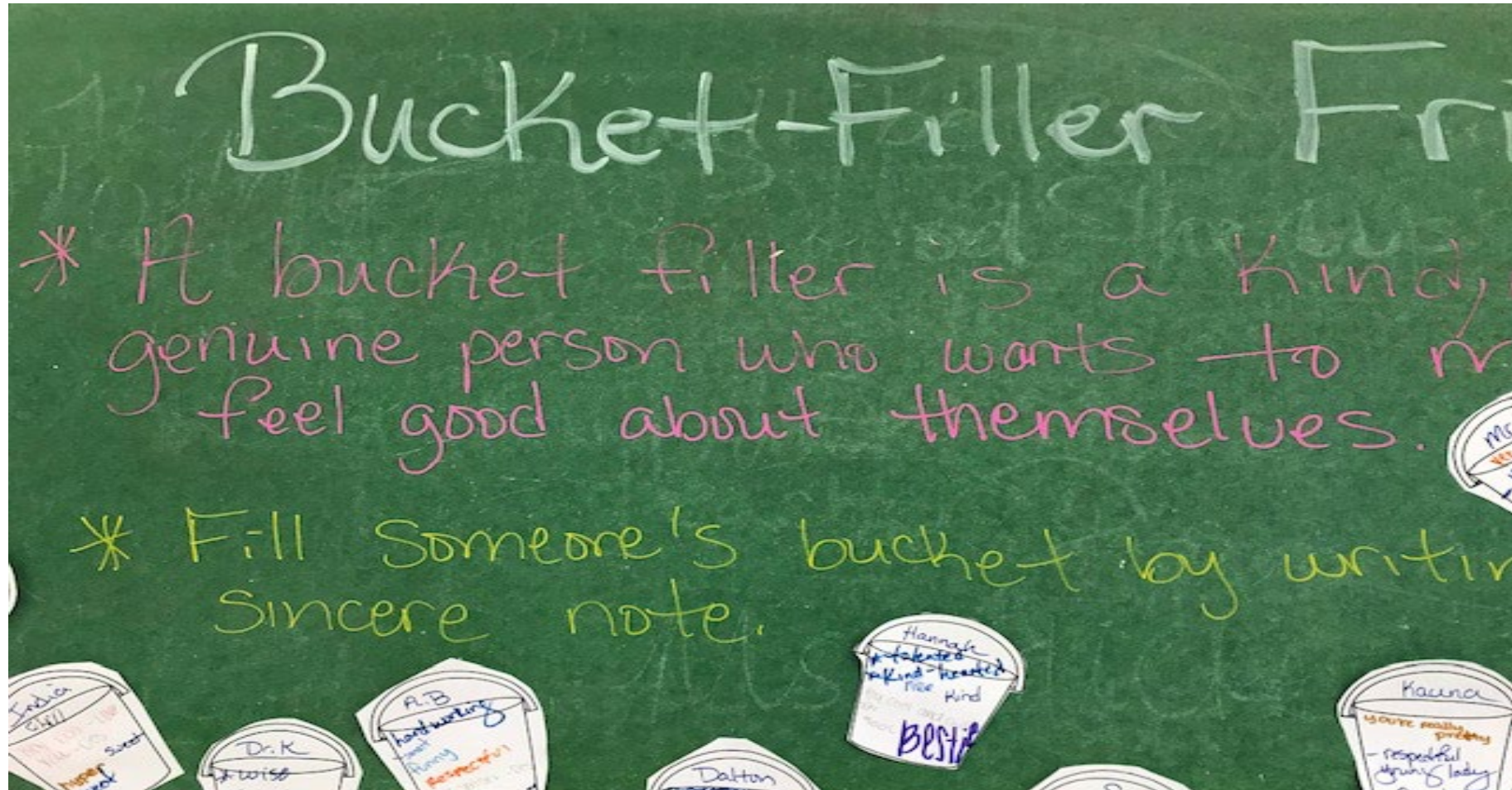
STRATEGIES

Classroom Environment:

Visual Schedules

- Daily activities represented
- Posted at students' eye level in the classroom
- Indicates the passing of time
- Positive Posters
- Celebration Board
- "You Matter" Board

BUCKET-FILLER FRIDAYS



PROACTIVE



STRATEGIES

Behavior Expectations:

- Create the expectations in collaboration with students.
- Have no more than five (5) expectations.
- Display the expectations in more than one place in the classroom.
- Post them at students' eye level.
- Show expectations in positive language.
- Review expectation each morning.

BARTLETT BRIDGES BEHAVIOR MATRIX

BARTLETT BRIDGES BEHAVIORAL MATRIX

EXPECTATIONS

RESPECTFUL

ENGAGED

PREPARED

CLASSROOM

Raise your hand to be called upon
 Keep your hands to yourself
 Keep your area clean
 Respect others' thoughts and ideas
 Speak to teachers and peer with respect

Pay Attention
 Answer/Ask Questions
 Stay on Task
 Actively participate
 Monitor your grades
 Use laptops appropriately

Have your supplies
 Turn in assignments on time
 Keep track of your assignments
 Practice effective study habits
 Complete Make-up work

HALLWAY

Voices are OFF
 Give Personal Space
 Keep hands and feet to yourself

Stay in assigned area
 Pay Attention

Know entrance/exit procedures
 Follow Staff Directives

LUNCHROOM

Leave desks clean
 Use appropriate voice level
 Be respectful to others
 All food stays in lunchroom

Sit in assigned seat
 Follow teacher directives
 Remain seated until dismissed

Know your cafeteria PIN number
 Monitor cafeteria account
 Know entrance/exit procedures

RESTROOM

Keep restroom clean
 Use time efficiently
 Dispose of trash properly

Flush the toilet
 Notify staff for supplies or issues
 Use sinks/toilets for restroom purposes only

Wash your hands

PRESENTATIONS

Remain seated
 Use low level voice
 Respect others' thoughts and ideas

Listen attentively
 Participate appropriately
 Be prepared to learn

Know entrance/exit procedures

PROACTIVE



STRATEGIES

In helping struggling students improve their behavior, keep the following in mind:

- **Safety**: Safety is the greatest need of children. Therefore, we must handle each instance of misbehavior with children's safety in mind.
- **Joy**: Students thrive in a joyful school environment, schools filled with laughter and excitement.
- **Challenge**: Mostly students struggling with behavior are not given appropriate academic challenge. Their work is either too easy or too hard.

(Responsive School Discipline, 2011)

PROACTIVE



STRATEGIES

Tips: Think about your students as your clients. You are working to meet their needs:

- Write personalized notes
- Give shout out
- Name drop
- Show up

Source: Long Island Regional Special Education Technical Assistance Support Center (RES-TASC)

PROACTIVE



STRATEGIES

- **Share interests and stories**
- **Acknowledge**
- **Celebrate**
- **Greet them**
- **Host classroom meetings**

PROACTIVE



STRATEGIES

Positive Phone Call Home

- Good news to parents encourages good behavior and creates strong bonds between teachers and students
- Dedicate time to call a few parents a day with positive news

PROACTIVE



STRATEGIES

Check-in/Check-out

- Daily support system for students.
- Set goals and receive feedback.
- Relationships and accountability.
- Students know that someone is excited to see them each day.
- Build students' self-confidence.





CLOSING DISCUSSION

Describe how the strategies presented today will positively impact your students.

Determine how you will implement some of these strategies at your school.

WRAPPING UP



QUESTIONS?



COMMENTS?



THANK YOU!

Contact Information:

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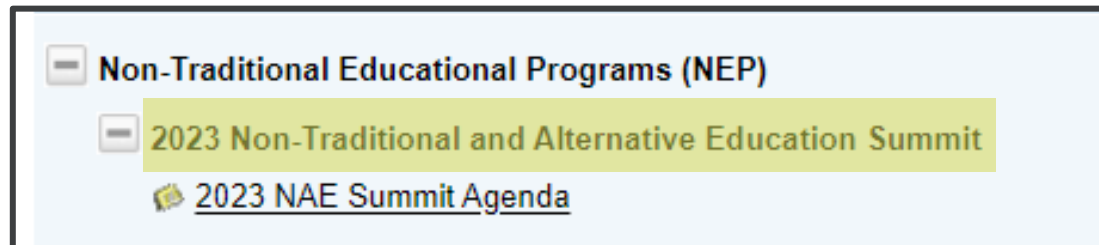
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- ***Note: A login is not required on ePlan to access TDOE Resources.***



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