

Trauma Informed Practices



Recollections from
Ohio Avenue Elementary School
Columbus, Ohio

Olympia A. Della Flora,
Principal 2012-2016

October 1, 2018

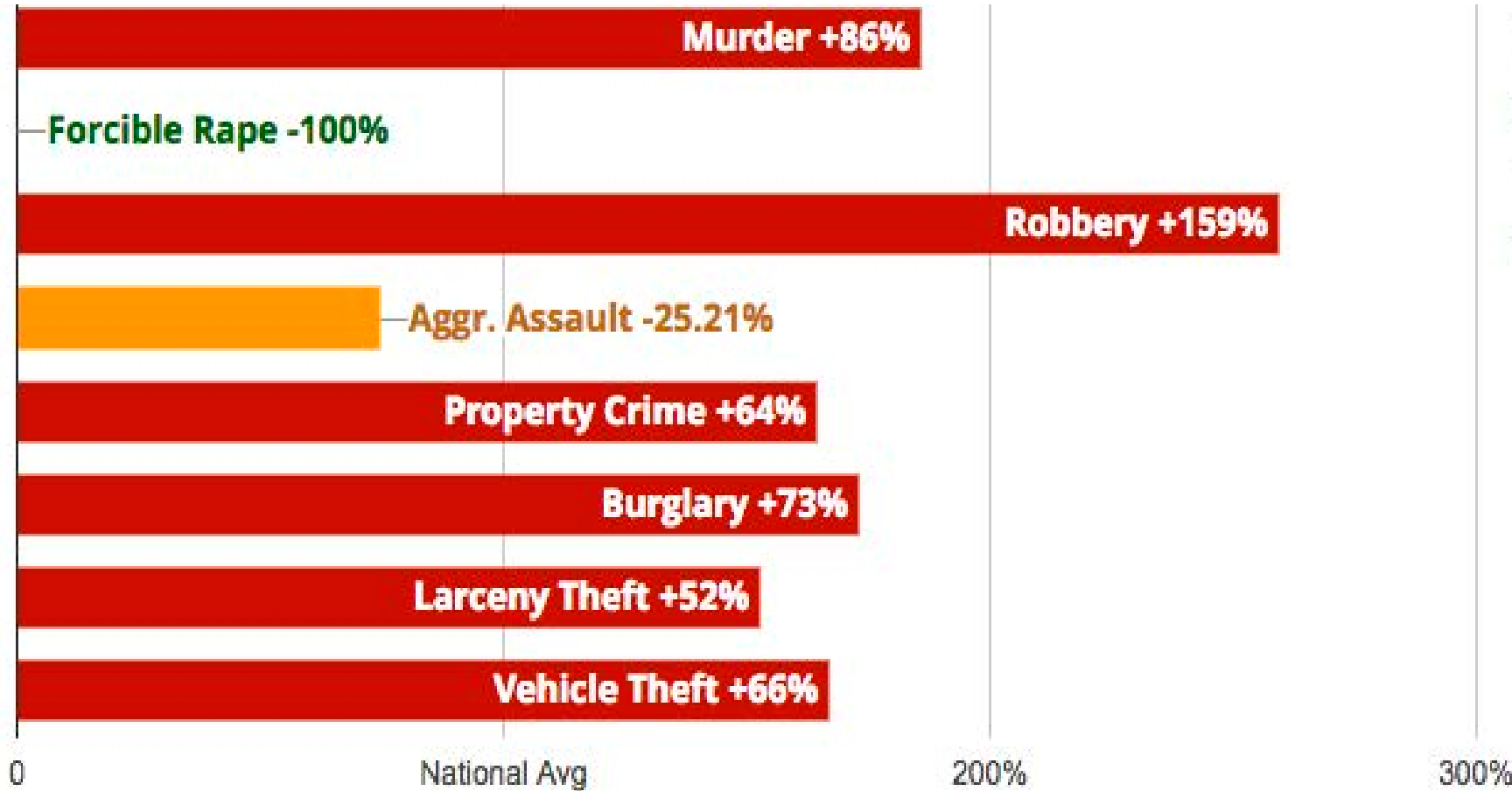
In my world there are
NO BAD KIDS,
just impressionable,
conflicted young people
wrestling with
emotions & impulses,
trying to communicate
their
feelings & needs
the only way
they know how.

- Janet Lansbury

Our School



Our Neighborhood



Risk Levels



Low Risk



Moderate Risk



High Risk



Adverse Childhood Experiences (ACEs)

Growing up in a household with:

- Verbal Abuse
- Recurrent physical, sexual or emotional abuse
- Emotional or physical neglect
- Domestic violence between parents
- An alcoholic
- Substance abuser
- An incarcerated household member
- Someone who is chronically depressed, suicidal, institutionalized or mentally ill
- Live with One or no biological parents

(2006, <http://www.cestudy.org/>)

<https://www.youtube.com/watch?v=gIU2FrNFLGM&t=4206s>



Three Levels of Stress Response

Positive

Brief increases in heart rate,
mild elevations in stress hormone levels.

Tolerable

Serious, temporary stress responses,
buffered by supportive relationships.

Toxic

Prolonged activation of stress response systems
in the absence of protective relationships.

Reactions to Stress and Trauma

FIGHT



FLIGHT oohlala!



FREEZE





The Impact of Extreme Trauma on Brain Development

3 Year Old Children



Normal



Extreme Neglect

Oprah Winfrey on Treating Childhood Trauma

- ▶ <https://www.cbsnews.com/news/oprah-winfrey-treating-childhood-trauma/>

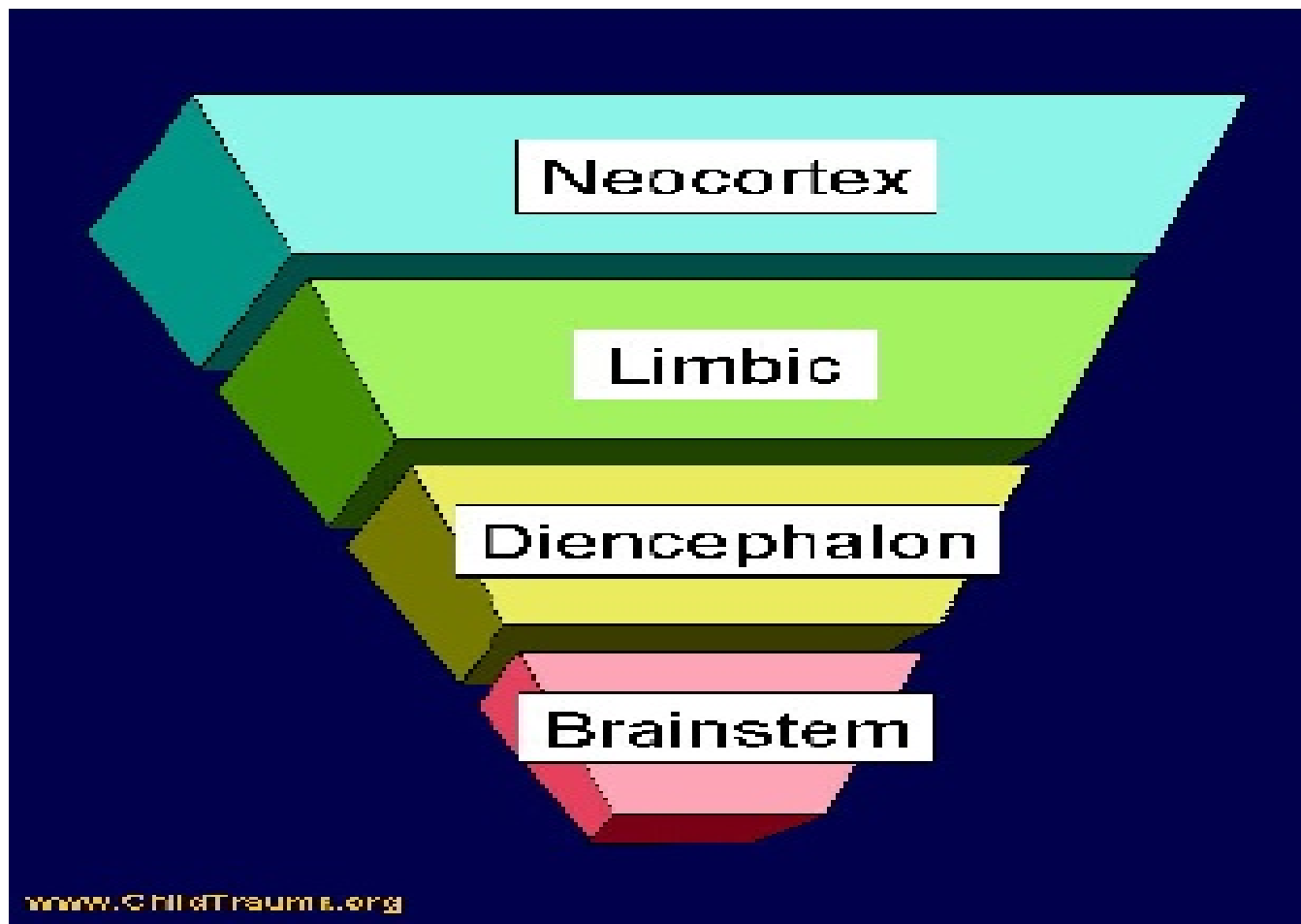


REGULATION

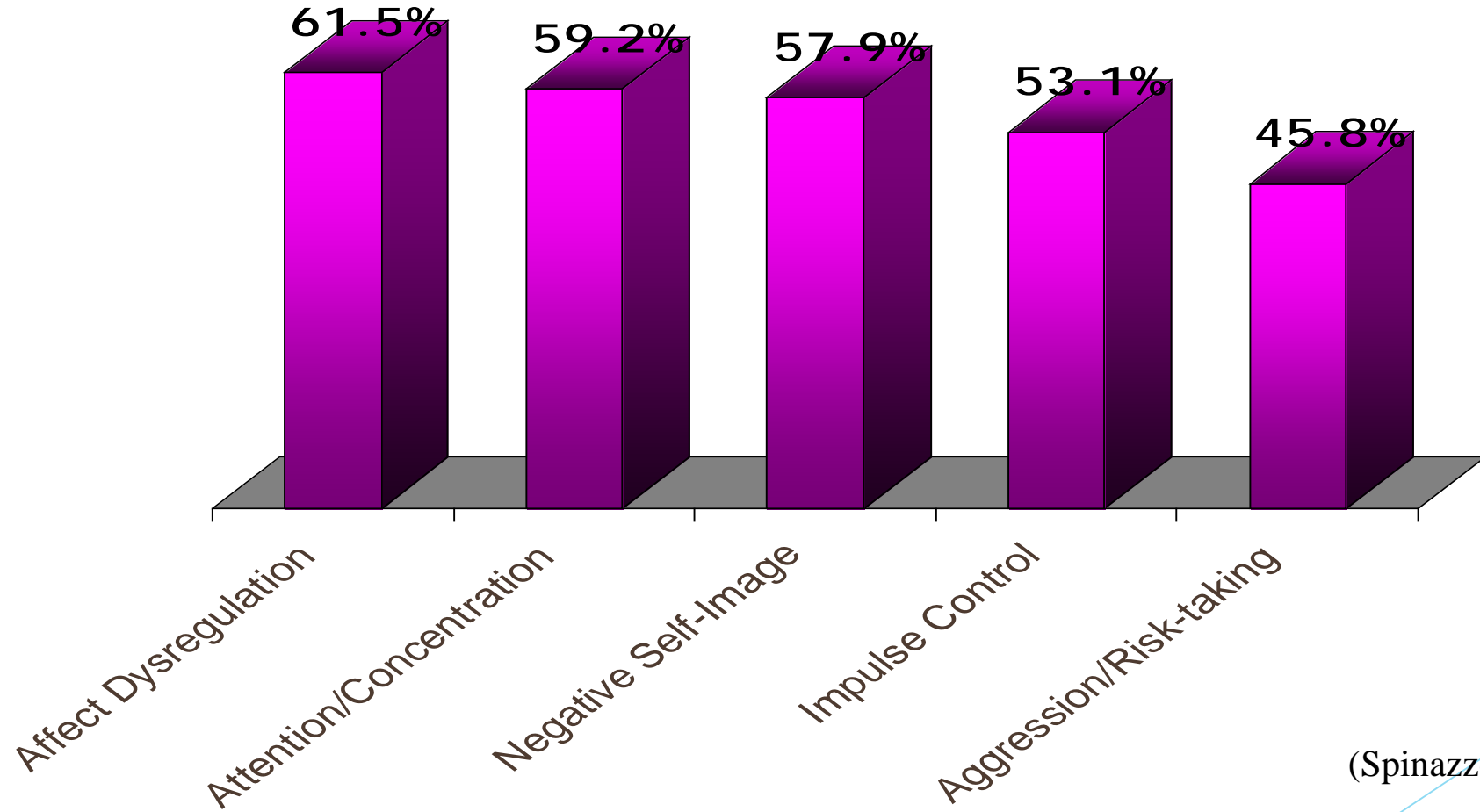
“When we only look at behavior, we stop seeing the child and only look with an intent to judge whether we need to reward or punish. When we look behind the behavior, we see that the little struggling human, our little human, who needs our help with something.”

~ Rebecca Eanes

How Regulation Works



Most Frequent Difficulties Following Chronic Trauma



(Spinazzola.J, et.al., 2005)

Why regulation in schools?



Rhythm in Schools

- ▶ Rhythm in schools looks like:
 - ▶ Predictable patterns in schedule
 - ▶ Repetitive and predictable rewards, expectations, consequences. These may not be the same for every child.
 - ▶ Use of a non-triggering quiet signal.
 - ▶ Practicing routines and procedures repeatedly because that is how new neural connections are made and behaviors are changed.
 - ▶ Quiet music playing (Mozart is the closest to the human heartbeat so it is extremely regulating.)
 - ▶ Swaying or rocking

Ohio Avenue Elementary in the News

▶ <https://www.facebook.com/WSYXABC6/videos/10154838408579364/>

<https://www.theatlantic.com/photo/2018/05/ohio-ave-elementary-school-discipline/559952/>





Time for
a BREAK

Fidget Boxes



Mandalas



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Staff and Student Favorite Accommodations



It's easier to write because I get to move. It keeps me from getting in trouble because I work and move.
~ First grader



Stationary Bike (hallway equipment)

- ▶ Primary bike
- ▶ Intermediate bike



It makes my legs relax
so I can go back and
learn."
~ Third grade student

Desk Ellipticals

- ▶ Classroom
- ▶ Office
- ▶ Main hallway



It feels like I'm riding a bike inside. It's for when I need to move around and get to work at the same time.
~ First grade student



Rocking Chairs

- ▶ Atrium by windows
 - ▶ Used by staff
 - ▶ Used by parents

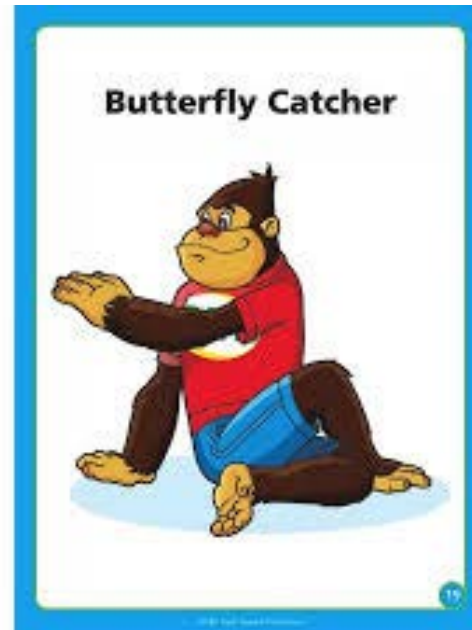






PEAK

- ▶ Trampoline
(Only with supervision)
- ▶ Yogarilla
- ▶ Lava lamp
- ▶ Fish tank



Dry Erase Wall

- ▶ Walls outside of PEAK
 - ▶ Used by staff and students
 - ▶ Used by support staff (OT, PT, Speech)



Technology Resources

- ▶ Go Noodle
- ▶ Calming music
- ▶ Meditation
- ▶ Yoga
- ▶ Cell Phone use





Where to start?



Implications for School Boards

- ▶ Be willing to look at aspects of the whole-child when identifying areas for improvement
- ▶ Professional Development
- ▶ Decipher the difference between what you can control and what is beyond your control
- ▶ Start small then expand
- ▶ Help staff learn how to foster relationships through empathy
- ▶ Team up with community partners
- ▶ Look at board policies that may be outdated or that may be a barrier to moving this work forward
- ▶ Ask hard and reflective questions
- ▶ Ultimate goal is to meet the needs of students (academic and social emotional skills)

The Iceberg Illusion

Success is an iceberg

SUCCESS!

WHAT PEOPLE SEE

WHAT PEOPLE DON'T SEE

Persistence



Failure



Sacrifice



Disappointment



Dedication



Hard work



Good habits



@sylvia duckworth

Ohio School Report Card Data

Ohio School Report Cards

Search for a school or district...



Ohio Avenue Elementary School School Grade **C** School at a glance

State Download Data Archives Resources



School Grade

School Overview

Districts and schools report information for the Ohio School Report Cards on specific marks of performance, called measures, within broad categories called components. They receive grades for up to ten measures and six components.

View District

School Details

Financial Data

Print

Achievement

The Achievement Component represents whether student performance on state tests met established thresholds and how well students performed on tests overall. A new indicator measures chronic absenteeism.



Component Grade

View More Data

Gifted

Progress

The Progress component looks closely at the growth that all students are making based on their past performances.



Component Grade

View More Data

Gap Closing

The Gap Closing component shows how well schools are meeting the performance expectations for our most vulnerable students in English language arts, math, graduation and English language proficiency.



Component Grade

View More Data

Graduation Rate

The Graduation Rate component looks at the percent of students who are successfully finishing high school with a diploma in four or five years.



Component Grade

View More Data

Improving At-Risk K-3 Readers

This component looks at how successful the school is at improving at-risk K-3 readers.



Component Grade

View More Data

Prepared for Success

Whether training in a technical field or preparing for work or college, the Prepared for Success component looks at how well prepared Ohio's students are for all future opportunities.



Component Grade

View More Data

What's Your District's Culture and Climate?

Culture Can Give
Us Permission To
Be Miserable Or
Expect Us To Be
Positive

Every Opportunity

- ▶ <https://video.search.yahoo.com/yhs/search?fr=yhs-iba-syn&hsimp=yhs-syn&hspart=iba&p=every+opportunity+video#id=1&vid=d91eed9f3c7a1fe64913bd3fce12d88c&action=click>

Educators, Students, Families & Community



Resources and References:

- ▶ www.cdc.gov/nccdphp/ACE
- ▶ www.massadvocates.org
- ▶ www.cestudy.org
- ▶ www.helpmykid.org
- ▶ www.icmhp.org
- ▶ www.childwelfare.gov/preventing/programs/whatworks/riskprotectivefactors.cfm
- ▶ www.childtrauma.org
- ▶ www.casel.org
- ▶ www.homefacts.com

Questions?

