

VTSS 10 Practices Are Trauma Informed

VTSS 10	What is the strategy	WHY this practice supports students impacted by trauma
1. Arrange the Physical Environment	<ul style="list-style-type: none"> • Traffic patterns are clearly defined and allow movement without disrupting others • Desks and furniture arrangement are built around the types of instructional activities and are arranged for maximum student and teacher visibility and access • Materials are clearly labeled, easily accessible, and organized for ease of use 	<p>Setting up a physical environment to allow teacher to monitor all students and activities promotes feeling of safety and predictability for students.</p> <p>Considering traffic patterns to avoid disruption supports students to respect personal space of others.</p>
2. Active Supervision	<ul style="list-style-type: none"> • Movement: Constant, random, target predictable problems, proximity • Scan: Look and listen to all students, look for appropriate and inappropriate behaviors, make eye contact • Interact: Frequent and positive feedback and interactions to encourage, reinforce, and correct. Identify opportunities to pre-correct and provide additional instruction on appropriate behaviors. 	<p>Maintaining active supervision provides a sense of safety for students. When adult is constantly scanning the environment it is more likely, they will predict or identify a trigger to a problem prior and prevent the problem behavior from occurring, especially known triggers for a student who may be impacted by trauma.</p> <p>Active supervision creates frequent opportunities to interact with students to develop, strengthen and maintain relationships.</p>
3. Defining Classroom Expectations	<ul style="list-style-type: none"> • Classroom rules are aligned with school-wide expectations. • Classroom rules are observable, measurable, positively stated, clearly defined, and prominently posted. • Teacher has a plan and schedule to actively teach classroom rules and expectations several times throughout the year. 	<p>All students and especially students impacted by trauma thrive from established expectations. For students impacted by trauma, high expectations show the student they are capable and worthy.</p> <p>Consistent classroom rules and expectations help students differentiate purposeful rules from unpredictable rules that may occur in other areas of their lives. Consistent classroom expectations also create predictable adult behavior across the school for all students. When established upfront, it may help students establish a sense of security.</p>
4. Routines and Procedures	<ul style="list-style-type: none"> • Routines and procedures are aligned with school-wide expectations. • Routines and procedures are succinct, positively stated, and in age-appropriate language. • Routines and procedures are taught and practiced several times throughout the year. 	<p>When we provide clearly defined routines and procedures, students know what to expect. Reducing the stress of unknown helps students to operate in a state of calm. Clearly established routines also increases likelihood of adults identifying and prompting students of possible changes, which is likely to prevent or reduce impact the change may have on student behavior.</p> <p>Regular routines also create the opportunity for intentional regulation activities.</p>

5.Opportunities to Respond 5/8/2019	<ul style="list-style-type: none"> Identify opportunities within your lesson plans to increase opportunities for students to respond. Identify opportunities to replace single responding through hand-raising with multiple students responding through the use of response cards, dry erase boards, electronic white board and response clickers, and choral response. 	<p>Multiple opportunities to respond is a way to conduct formative assessments in the classroom, which allows for differentiated responses to allow students who do not want much attention to find a way to engage.</p> <p>Allowing frequent opportunities for students to respond provides time to process or apply what they are learning. This opportunity to process and apply allows neural networks to be strengthened. (Craig, S.E., 2016)</p>
6. Ensuring Academic Success	<ul style="list-style-type: none"> Students need to experience academic success in order to be authentically engaged Optimal rates of correct responding should be about 80% during initial instruction and approximately 90-95% when students are engaged in independent practice Ensuring academic success requires frequent formative assessment and lesson adjustment Practices that increase the level of success: Teaching prerequisite skill; Modeling the skill, strategy or rule; Making sure the question and correct answer are clear; Anticipating likely errors and precorrecting; Teaching at the appropriate level of difficulty; Careful monitoring of responses; Providing immediate corrective feedback; Conducting an interactive review 	<p>Academic success helps promote a sense self-confidence and accomplishment. This helps to build resiliency as the student experience success and builds academic skills.</p> <p>Practices such as gradual increasing the level of success, providing precorrections, using the appropriate level of difficulty and modeling allows for student success on academic tasks. This helps students impacted by trauma to stay regulated and build academic skills and resiliency.</p> <p>Frequent assessments allow for students impacted by trauma to get frequent feedback about their academic skills.</p> <p>For students impacted by trauma, when teachers provide monitoring and corrective feedback, they have an increased opportunity to assess the students current emotional state and adjust accordingly based on the student's emotional state and academic needs.</p>
7. Scaffolding	<ul style="list-style-type: none"> Teachers provide high levels of support and guidance and gradually reduces the assistance as the student progresses toward mastery. This includes the following strategies: Partnering, Chunking, Sequencing/Progress in complexity, Demonstrations and completed models, Providing hints and prompts, Providing aids such as cue cards and checklists 	<p>Uses the power of a positive relationship to support the student's progress</p> <p>Provides emotional safety in the learning process</p> <p>Makes learning more manageable and is less likely to trigger the student</p> <p>Helps to normalize mistakes as part of the learning process and is therefore less threatening</p> <p>Provides a predictable sequence for the learning process</p>
8. Acknowledgement and Behavior Specific Praise 94	<ul style="list-style-type: none"> Behavior specific praise statements (BSPS): <ul style="list-style-type: none"> Identify student/group Identify school-wide expectations Describe and acknowledge the rule/behavior being recognized 	<p>Positive specific praise is a powerful tool for building a student's self-esteem and positive sense of self.</p> <p>Teaches new skills and the predictability of behavior specific praise allows for a sense of control and promotes brain development.</p>

<div>5/8/2019</div>	<ul style="list-style-type: none"> Contingent upon student accurately displaying desired behavior BSPS delivered 4 times as often as error correction 	<p>The recommended ratio of BSPS to error correction is even higher for students impacted by trauma due to the predictability it creates.</p>
9 Error Correction	<ul style="list-style-type: none"> Error correction is an informative statement provided by a teacher or other adult following the occurrence of an undesired behavior. It is contingent (occurs immediately after the undesired behavior), specific, and brief. Continuum of response includes: redirection, reteach, contingent instructions, provide choice and conference. 	<p>Strategies need to empower the student and teach resiliency skills.</p> <p>Re-teaching skills will help youth replace learned responses that may not be appropriate.</p> <p>A continuum of responses provides the student help regulating their emotions, provides staff the opportunity to relate to the student's emotions before reasoning.</p>
10 Feedback: Building Community, Collaboration, Citizenship Through Effective Feedback	<ul style="list-style-type: none"> The dependent relationship between a given task or specified behavior and the ability for the whole group to access a specific reward. Acknowledges students for performing a desired behavior that serves the group functioning Saves time and resources by designing a program for an entire classroom rather than individual students, and Encourages positive social interactions between peers 	<p>Class-wide contingencies establish and maintain expectations. Limit setting and expectations are powerful for students impacted by trauma.</p> <p>Acknowledging students class-wide helps establish and strengthen a community in the classroom. All students are part of the acknowledgement system, which assists teacher in providing higher dosage of acknowledgement for students requiring that while still including a student who may not need that higher dosage.</p> <p>For students impacted by trauma, this allows them to feel like they are part of the classroom community and group success, but does not create individual stress which could trigger dysregulation.</p>

*Adapted from Midwest PBIS