

A banner image featuring a city skyline with various skyscrapers. Overlaid on the left side is the EngageOK logo, which consists of the word "engageok" in white lowercase letters, with the "ok" in yellow and a stylized yellow and orange graphic element. To the right of the logo, the words "ADMINISTRATORS" and "CONFERENCE" are written in large, bold, white uppercase letters.

engageok | ADMINISTRATORS CONFERENCE

Trauma Informed MTSS

Blaire Harrison
Behavioral Specialist
405-317-9625
Blaire.Harrison@sde.ok.gov

Jenna Jones
Behavior Specialist
918-822-4205
Jenna.Jones@sde.ok.gov

Poll Everywhere - How to Connect

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Join by Text



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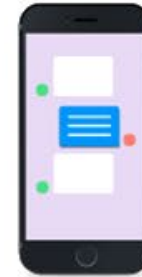
What is your job title in your district?

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If you could be anywhere in the world right now, where would you be?

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School Climate and Culture

While school climate and culture have been defined in a number of ways, and at times are used interchangeably, they are two distinct terms which overlap and influence one another.

Think of school climate as the attitude and school culture as the personality. One drives and determines the other.

When you think of the climate and culture of your school/district, what words come to mind?

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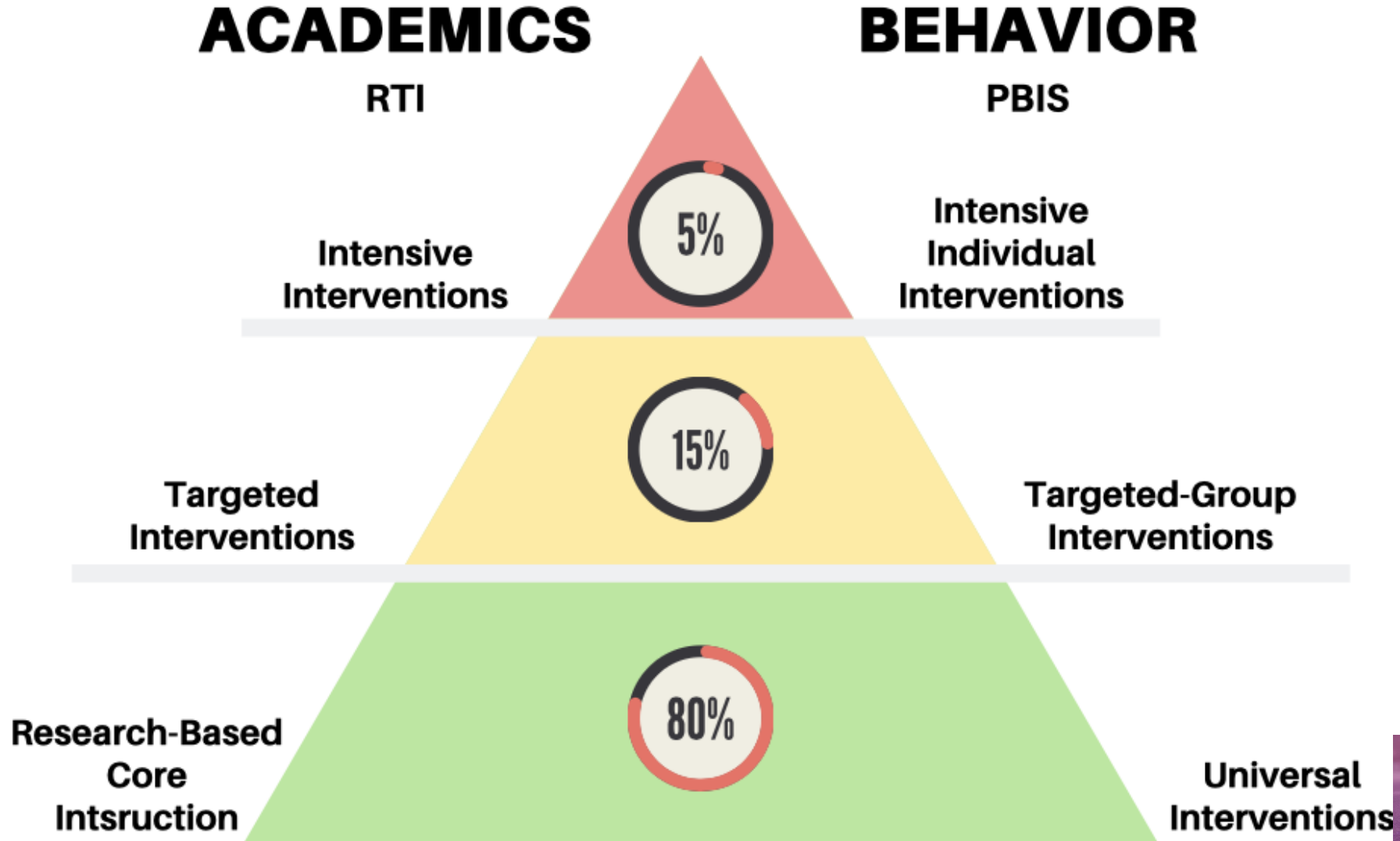
Aspects of Positive School Climate

- 1. Positive teacher-student interactions.
- 1. Students who feel safe, connected, and engaged.
- 1. Policies promoting social, emotional, ethical, civic and intellectual skills, knowledge, dispositions, and engagement, plus a comprehensive system to address barriers to learning and teaching in order to re-engage students who may veer off-track.

Aspects of School Culture

- 1. Clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors.
- 1. Collaborative relationships between the school leader and faculty as well as between faculty members.
- 1. Focus on learning and high expectations for student achievement.
- 1. Decreased teacher turnover and increased teacher satisfaction (the students can see this!)

MTSS



Connecting Climate/Culture to MTSS

Multi-tiered Systems of Support (MTSS) creates the positive culture in the school.

The positive outcomes in behavior, academics, and social-emotional learning become the climate of the school.

Climate is the measure and culture is the change agent.

Are you implementing...

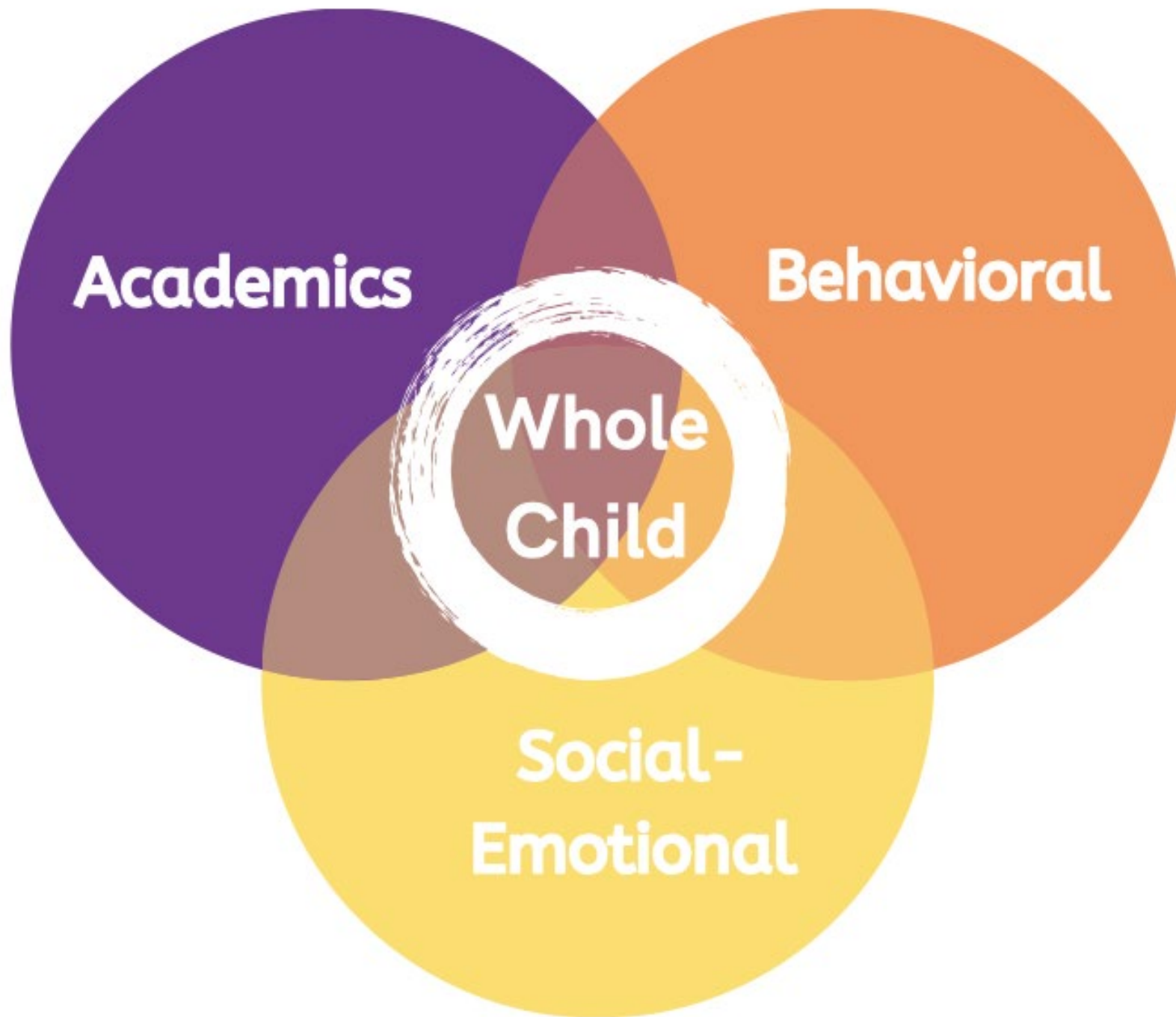
RTI - Response to Intervention

PBIS - Positive Behavioral Supports and Interventions

MTSS - Multi-Tiered Systems of Support

None of the above.

Total Results: 0



Oklahoma Statistics

45.5% of Oklahoma students have an ACE score of 3 or more.



Oklahoma has THE highest percentage of youth experiencing 4 or more ACEs.

- 21% of students were bullied on school property*
- Approximately 57,000 students reported feeling sad or hopeless.
- 34,000 students considered attempting suicide.
- 1 in 14 (8,900 students) recently experienced sexual dating violence
- 79% of children and adolescents in OJA group homes have substance abuse problems.

Where have you received information about Trauma and ACEs (Adverse Childhood Experiences)?

Oklahoma State Dept. of Education

Local Mental Health Agencies

Social-Emotional Learning Curriculum

Other

I have not received information on Trauma or ACEs.

Total Results: 0

Science of Behavior

- **“If we teach it, they will learn it”**
 - If a child doesn't know how to read, we **teach** her to decode and build fluency
 - When a student struggles in math, we **teach** him to add, subtract, etc. and build fluency
- ***Students CAN and DO learn better ways of behaving by being TAUGHT directly & receiving positive feedback***
 - When a student has difficulty getting along with peers, talks back and/or disrupts class...

... Punish? Teach?

Science of the Brain

- **Neocortex - Higher order Thinking**

Regulated Brain

Learning can take place

- **Limbic Brain - Emotion**

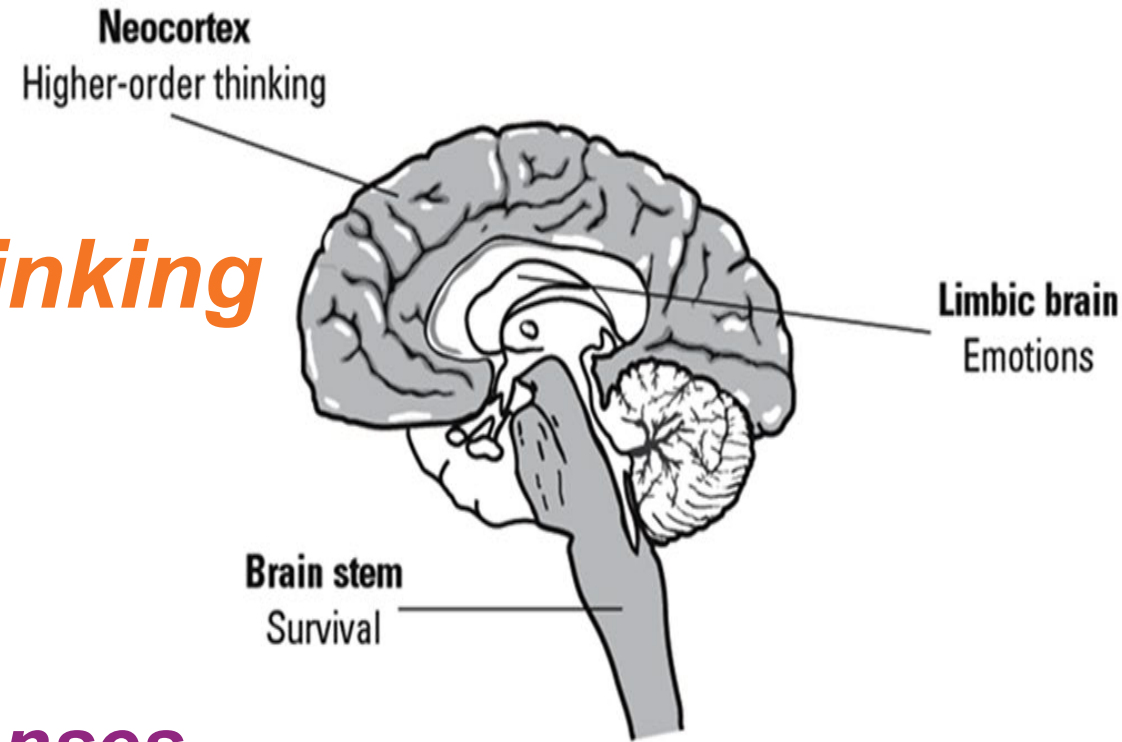
Fear and Protective Responses

Dysregulation begins - learning is stalled

- **Brain Stem - Survival**

Fight, Flight, or Freeze

Dysregulated Brain - No learning occurs



Traditional Behavior Systems in Schools...

- Tend to focus on
 - Control, containment, punishment, and exclusions
- Do not provide teachers options or directions for handling behavioral, social, and emotional issues
- Are often discriminatory against children on IEPs and of minority status.

Trauma-Informed PBIS

- Supports a positive school climate
- Evidence-based and cross cutting
- Aligns with state and federal policies
- Provides tiered supports for ALL students
 - Tier I - ALL
 - Tier II - Small, specialized groups
 - Tier III - Individualized
- Teach behaviors in the same manner you teach academics
- Reduces disciplinary action and suspensions



Help ALL students succeed!
Implement PBIS!

PBIS is a Framework, Not a Program

Positive behavioral interventions and supports (PBIS) is not a program or a curriculum—it is a decision-making framework that guides the use of evidence-based practices to encourage prosocial behavior, improve academic performance, and establish positive school cultures. It can be applied at the student, classroom, or school level.



Serviceable Base Rates

Based on a Student Population of 450:

- **Tier 1**

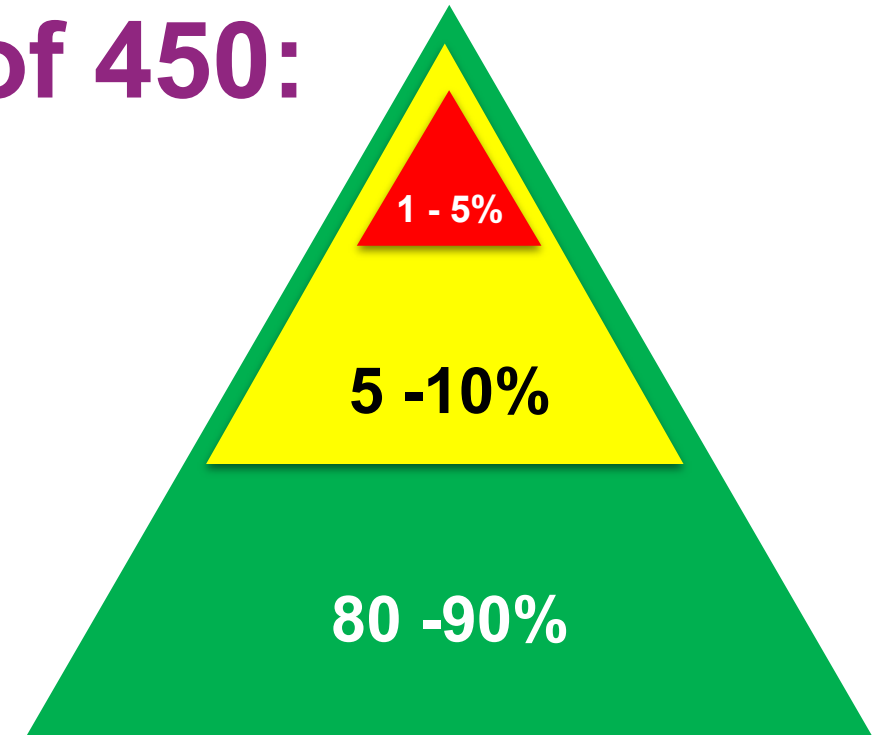
80 - 90% = 360 - 405 Students

- **Tier 2**

5 - 10% = 22 - 45 Students

- **Tier 3**

1 - 5% = 5 - 22 Students



Tier I ~ Universal (80-90%)

Universal practices are experienced by all students and educators across ALL settings to establish a predictable, consistent, positive and safe climate

- Set School-wide Expectations
- Teach Expected Behavior
- Acknowledge Expected Behavior
- Respond to Problematic Behavior
- Positive Changes

Tier II ~ Secondary (5-10%)

Targeted practices are designed for groups of students who need more structure, feedback, instruction and support than Tier 1 alone

- Continued Tier I Supports
- Targeted Interventions
- Small Group Setting
- Rapid Response

Tier III ~ Intensive (1-5%)

Individualized
interventions to meet
the challenges of
students who need
more support than Tiers
I and II alone

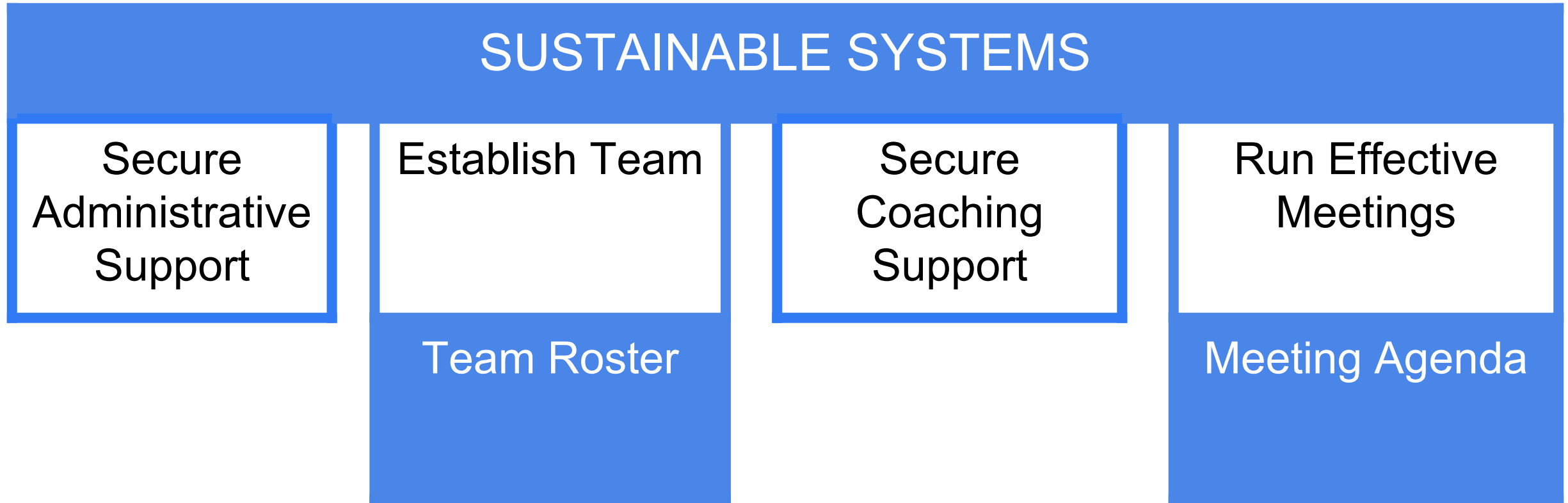
- Continued Tier I & II Supports
- Specially Designed,
Individualized
- Intensive Supports
- Support Team In-Place

School-Wide

When schools implement TI PBIS, they start by implementing it school-wide.

Three critical features – **Systems, Practices, and Data** – work together to promote positive, predictable, safe environments for everyone in all school settings.

Sustainable Systems



Evidence Based Practices - TI Lens View

TIER 1 EVIDENCE-BASED PRACTICES

Set School-wide
Expectations

Behavior
Expectations

Behavior
Expectations
Posters

Teach Expected
Behavior

Behavior
Expectations
Lesson Plans

**Prevention
Programming
Integration**

Acknowledge
Expected Behavior

School-wide
Acknowledgement
System

Respond to
Problematic
Behavior

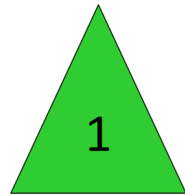
Corrective
Consequences
Flowchart

Office Discipline
Referral Form

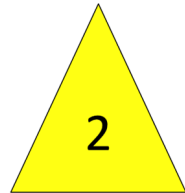
Using
Restorative
Practices

WHARGA

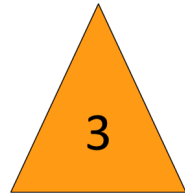
Work Hard, Act Right, Get Along



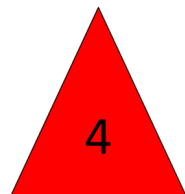
Whisper Voice



Conversation Voice



Presentation Voice

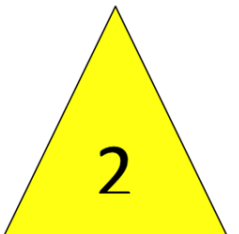
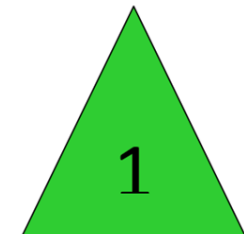


Outside Voice

WHARGA

in the Cafeteria

- Use Your Manners
- Clean Your Area
- Be Respectful to All Students and Staff
- Keep Your Body and Objects to Yourself



TI - Teaching Expected Behavior



TI - Restorative Practices

- Discipline is to teach, not to punish
- Restorative circles
- Shame-free practices
- Relationship building skills
- Reintegration procedures
- Logical consequences
- Counseling
- Peer mentors and mediation
- Righting your wrong
- Think sheets/Reflection



Why Punitive Policies Don't Work

- Punishes students, instead of teaching replacement behaviors
- Quick results, not meaningful
- Not motivational
- Leads to isolation
- Does not consider trauma history/individual circumstances
- Negatively impacts academics
- Disproportionately affects minority and IEP students

Data Based Decision

DATA-BASED DECISION MAKING

Evaluate Fidelity of
SYSTEMS and
PRACTICES

Tiered Fidelity
Inventory

Identify Students in
Need of Additional
Supports

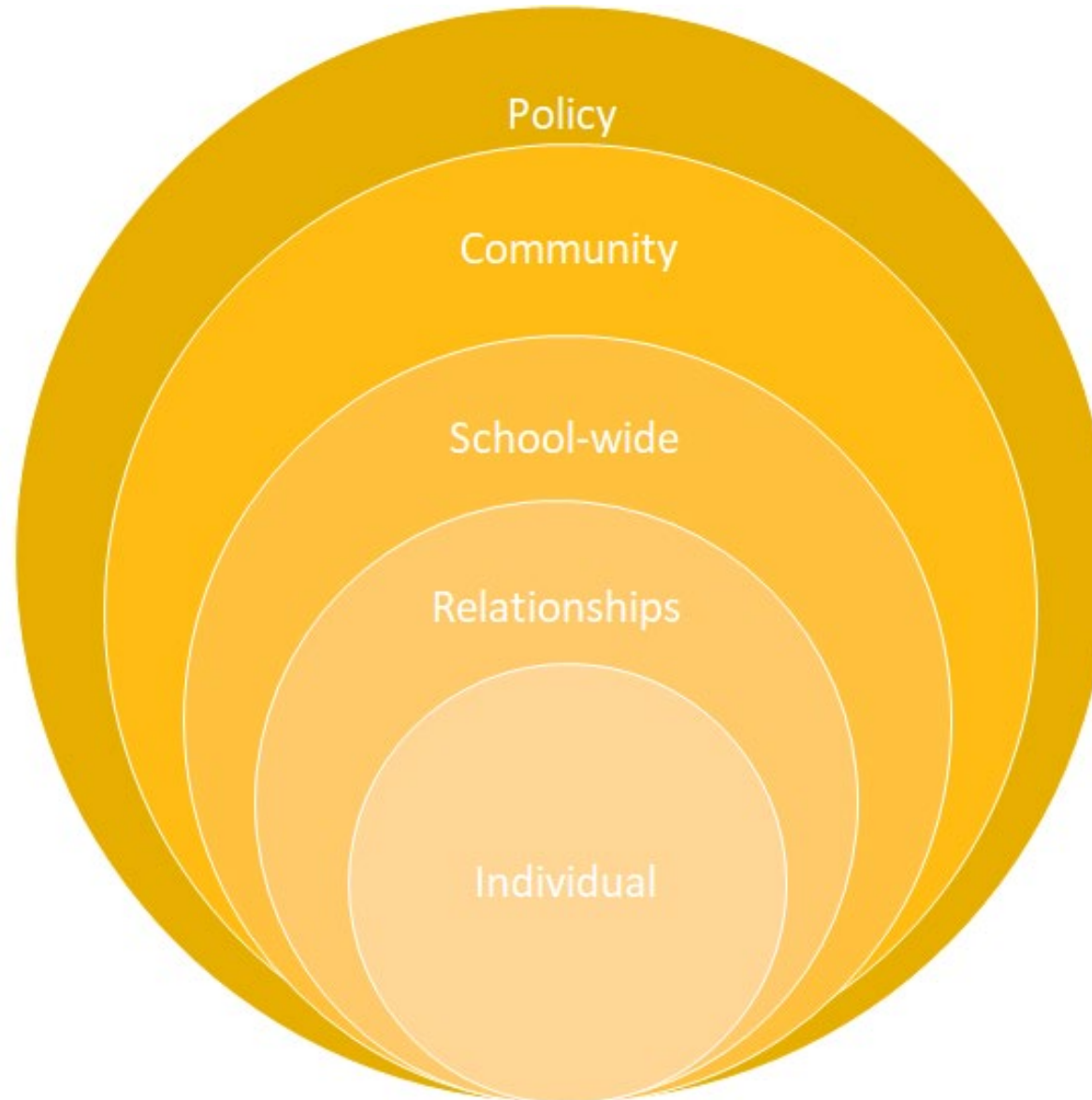
Data-Based Decision Making Rules
Office Discipline Referral Data System

Evaluate
Effectiveness of
SYSTEMS and
PRACTICES

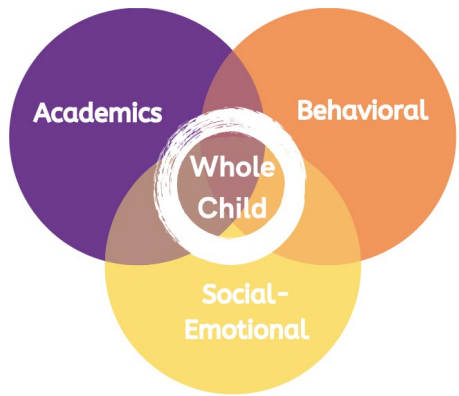


(Rich & Stein, 2019)

Social Ecological Model



All of these items must be in place for school culture to fully change.



What strategies will you take back to your school/district from this presentation?

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OKTransform
SCHOOL CLIMATE TRANSFORMATION GRANT

**Using
Trauma-Informed
Positive Behavior Interventions & Supports
to Enhance
School Climate and Culture**



OKTransform
SCHOOL CLIMATE TRANSFORMATION GRANT

OKTransform provides training to all school districts in the state. Districts receive evidence-based strategies and services that promote ***positive transformation for ALL*** students and school success!

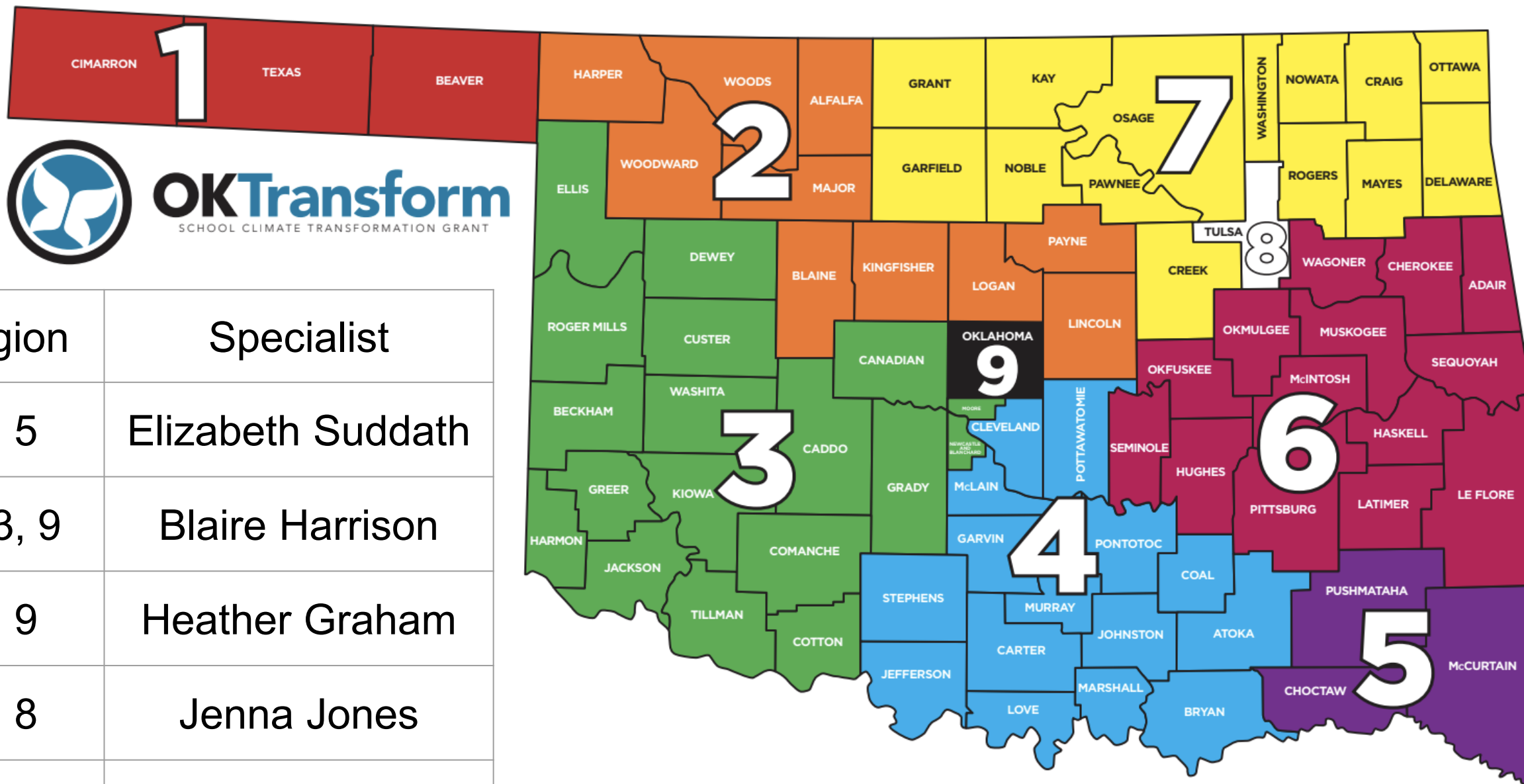


OKTransform
SCHOOL CLIMATE TRANSFORMATION GRANT

Service Supports

Behavioral Specialists are able to provide training and technical assistance in:

- Positive Behavior Interventions and Supports (PBIS)
- Social-Emotional Learning
- Trauma-Informed Training
- Suicide and Bully Prevention
- Mental Health Awareness
- Opioid/Substance Prevention



OKTransform
SCHOOL CLIMATE TRANSFORMATION GRANT

Region	Specialist
1, 5	Elizabeth Suddath
2, 3, 9	Blaire Harrison
4, 9	Heather Graham
6, 8	Jenna Jones
7, 8	Amanda Sellers

Blaire Harrison
Behavioral Specialist
405-317-9625
Blaire.Harrison@sde.ok.gov

Jenna Jones
Behavior Specialist
918-822-4205
Jenna.Jones@sde.ok.gov