

TEACHER EDUCATION ASSEMBLY  
2022



BREAKING THROUGH  
To

*Transform*

NIKKO POOLE

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and encourages you to:**

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- Cast your vote for the open seats on PAC-TE's Board of Directors before you leave the conference, if possible.
- Register for the Spring Conference, March 22 today and receive a \$10 discount.



# **Implementing a Model of Growth: Unpacking Trauma Informed Practices**

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Drs. Stephanie Gardner and Robin Drogan

Commonwealth University at Bloomsburg University Campus

# Session Overview: Work in Progress

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- This session highlights the need for pre-service teacher training in trauma-informed practices and investigates the impact that participation in the Social, Emotional, and Behavioral Wellness for PK12 Students Endorsement had on the application and maintenance of both behavior management strategy use and instructional implementation.
- Our purpose in this investigation:
  - Unpacking the ways in which additional coursework from the SEBW Endorsement impacts students from practicum through student teaching (with a focus on growth), including the ways in which they apply new strategies or seek out additional opportunities to support and advocate for their students.

# Overview of SEBW Endorsement


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- Four courses, including an internship, are required to complete this endorsement:
  - Introduction to Social Work and Social Welfare/Intro to Human Development
  - Behavior Intervention & Support
  - Trauma Informed Practice in Schools
  - Internship
- Focuses on cognitive, social, emotional, and behavioral development in children in grades PK-12
- Emphasizes ACES as connected to trauma and the use of trauma-informed practices within a MTSS framework
- Offered for teacher candidates, in-service teachers, school counselors, and administrators

# Participants & Process

- Participants
  - 2 dual certification student teachers who had completed:
    - Practicum and student teaching
    - SEBW Endorsement (Internship paired with Practicum)
  - 2 cooperating teachers who supported the student teachers in completing the SEBW Endorsement during their practicum and student teaching
- Process
  - Interviewed participants through Zoom and email
  - Transcribed Zoom interviews
  - Identified themes
  - Determining the impact (in progress)





# Interview Questions for Student Teachers

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1. What were some of the strategies from the SEBW Endorsement that you pulled from SEBW internship into practicum?
2. How did your use of the strategies change over time?
3. How did you expand on or bring in your own ideas to add onto those strategies into student teaching (in either placement)?
4. How has the participation in completing the endorsement helped to meet the needs of your students?
5. Moving into your own classroom, what can you take (from the SEBW)?



# Interview Questions for Cooperating Teachers

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1. What were some of the strategies from/related to the SEBW Endorsement that your student teacher used during student teaching?
2. How do you think the participation in the endorsement better helped the student teacher with opportunities with management or social emotional learning?
3. What value do you think the additional coursework or training has for student teachers?

# Theme: Preventive Strategies (Tier 1)

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## 6 GUIDING PRINCIPLES TO A TRAUMA-INFORMED APPROACH

The CDC's [Center for Preparedness and Response \(CPR\)](#), in collaboration with SAMHSA's [National Center for Trauma-Informed Care \(NCTIC\)](#), developed and led a new training for CPR employees about the role of trauma-informed care during public health emergencies. The training aimed to increase responder awareness of the impact that trauma can have in the communities where they work.

Participants learned SAMHSA'S six principles that guide a trauma-informed approach, including:



- 6 Guiding Principles To A Trauma-Informed Approach (SAMHSA, 2020)
- Keeping the 6 principles of trauma-informed approaches in mind throughout instructional practice will allow for a classroom where students feel safe, comfortable, and empowered
- Addressing specific behaviors early and understanding the impact of trauma on students in your classroom
- Employing a PBIS framework
- Taking advantage of all opportunities to build rapport during instructional time and outside of instructional time
- Example:
  - Greeting students as they come in and out of the classroom



# Memorable quotes

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- "...if you don't tackle those behaviors early on... it's almost impossible to teach those kids because that's all they're thinking about. They don't have any help then... how can you focus on school when your mom just passed away or you're being abused at home and just things like that... it is crazy that a third grader has to deal with that" (student teacher)
- "My implementation of the PBIS framework grew from providing tiered supports to students during non-instructional times (i.e., as arrival and departure from school, recess, transitions, etc.) to increasing those supports during instructional time as well." (student teacher)

# Theme: Social Emotional Learning

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- Allows students to be able to manage their emotions
- Academic learning outcomes and social-emotional and behavioral learning outcomes are interrelated
- Examples:
  - Daily emotions check-in with morning work: Students can circle how they are feeling, write one thing they are grateful for, and can make notes regarding if they want to meet with the teacher individually and in private about concerns
    - Anecdotal: assisted in Mandated Reporter situation, cooperating teacher shared they would be using this moving forward
  - Incorporated SEL during instructional times
    - If a student encountered a personal obstacle during their centers or morning work paper, would say to the student, "ask yourself 'How can I solve this problem?'" This helped first graders to be problem-solvers and learn the importance of managing emotions (i.e., frustration).
    - Morning Meeting SEL :Included a question of the day that incorporated social-emotional learning! For example, to engage students, the subject of the question may be "Think About it Thursday" and the question would be, "What characteristics make a good friend?"



# Memorable quotes

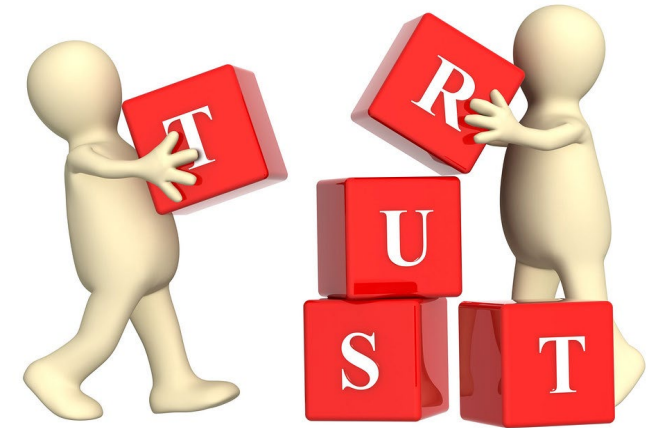
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- "I guess just I never want it to get to a point where the best seven and a half hours a day of a kid's life is when they're in our classroom,...there are so many of these issues that we have to deal with because I mean as adults, we could not learn under the circumstances that some of these kids are under, so when they come to school...yes, we are their teacher, but also we have to try to meet their needs. We need to be an advocate for them, we need to try to help them through the situations they're going through...you're wearing so many hats in a classroom." (student teacher)
- . "In my eighth-grade learning support placement, I worked with some students who experienced mild mental health concerns, so I applied what I learned from these trainings to support them." (student teacher)

# Theme: Rapport Building

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- Providing a safe and welcoming learning environment while building a connection with the students
- If there are unmet needs, creating a rapport with students gives the teacher more information about the students and their life outside of the classroom and school.
  - Interests of the students
  - Home life of the students
- Intentionally build rapport with the most difficult of students (4:1 ratio)
- Be a trustworthy adult that students know they can come and talk to
- Example
  - Social Skills small group sessions in practicum and both student teaching placements (student teacher sought out opportunity)



# Memorable quotes

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- "He displayed a sincere interest in the students' academic and emotional well-being. He developed an excellent relationship with all of the students he interacted with, even some of the most difficult ones. He constantly encouraged students to do their best and praised their efforts." (cooperating teacher)
- "There were a lot of difficulties that the students faced this year and the student teacher knew to meet with the students and just built rapport with them which was beneficial as the kids trusted him." (cooperating teacher)



# Theme: Classroom Management

- Classroom environment is conducive for growth of the whole child
- Learning environment is safe and inviting
  - Creating a community
  - Grouping of students by interests
- Acknowledge positive behavior, redirect problem behavior, and reteach prosocial replacement behaviors
- Examples
  - Behavior specific praise
  - Baker's Dozen
  - Whole class positive reinforcement system (Brownie Points)



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## Trauma-Informed Classroom Management Self-Assessment Form: The Baker's Dozen

Classroom Management Practice			Self-rating
1. I have taken into consideration my knowledge of the life experiences of my students including their trauma exposure, in designing my classroom management plan.	Yes	No	
2. I have arranged my classroom to minimize crowding and distraction as well as to provide ample space for movement and a clear line of sight for supervision.	Yes	No	
3. I have maximized structure and predictability in my classroom (e.g., explicit classroom routines along with clear and explicit direction and use of pre-correction of behavioral errors).	Yes	No	
4. I have sufficiently interacted with my students to build/enhance rapport during non-instructional times.	Yes	No	
5. I have posted, taught, reviewed, and reinforced 3-5 positively stated expectations that reflect social emotional learning.	Yes	No	
6. I provided more frequent behavior-specific praise for prosocial behaviors than redirection for undesired behaviors (e.g. minimally achieving a 4 to 1 ratio with each student and class as a whole).	Yes	No	
7. I provided each student with multiple opportunities to respond and participate throughout instruction.	Yes	No	
8. My instruction actively engaged students in observable ways (e.g., writing, verbalizing, movement).	Yes	No	
9. I actively supervised my classroom (e.g., moving and visually scanning) throughout instruction.	Yes	No	
10. I systematically ignored inconsequential/nuisance level inappropriate behavior.	Yes	No N/A	
11. I provided quick, direct, explicit redirections in response to consequential/problem level undesired behavior in a calm, constructive manner.	Yes	No N/A	
12. I implemented multiple strategies/systems to acknowledge appropriate behavior (e.g., class point systems, praise, etc.).	Yes	No	
13. In general, I provided specific feedback to students in response to both social and academic correct responses as well as errors.	Yes	No	
Scoring Note: In the event that items 10 & 11 were not applicable (that is, no occurrences of nuisance or problem behavior occurred), score the given item as "N/A".			
Total "Yes"			

Self-Scoring Guides			
Both items 10 & 11 were relevant:	Only item 10 OR 11 was relevant:	BOTH items 10 & 11 were NOT relevant:	Guidance:
13-12	12-11	11-10	"Super, but I need to stay vigilant in my approach"
11-9	10-8	9-7	"So-So, however I need to increase my focus and performance in a few areas"
<9	<8	<7	"Ouch, but a healthy wake-up call as I need to ramp up my efforts in a number of areas"

Adapted from Simonsen, Fairbanks, Briesch, & Sugai 2006; (Revised from Colvin & Sugai)

# Memorable quotes

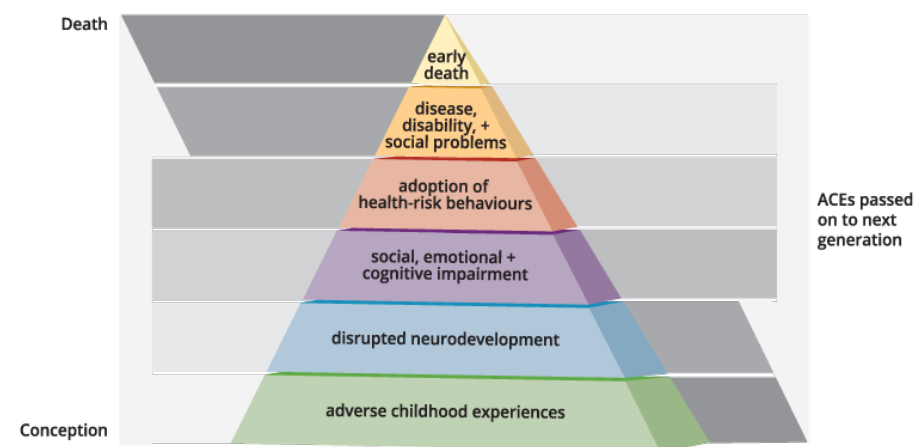
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- "In my eighth-grade learning support student teaching placement, I created my own positive reinforcement system called "Brownie Points"! When my students exceeded the behavioral or academic expectations I outlined for them, they earned a point on the board. Once my 8th graders filled the baking sheet, I rewarded their behavior with brownies! This system required my students to work as a team, make responsible decisions, and reflect on their own actions (whether positive or negative). It was so rewarding to see their excitement when they earned points on the board...and it was even MORE exciting when we all got to enjoy an amazing brownie from Dalo's Bakery for positive actions!" (student teacher)
- "... I have a deeper understanding of trauma, the importance of social-emotional learning, and that every behavior has a reason behind it." (student teacher)

# Theme: Endorsement Benefits

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- Gained deeper understanding of prevalence of ACEs and the various types of trauma
- Allowed the student teacher to be aware that students may be experiencing adverse events in their lives
- If a problem did arise, the student teachers had trauma-informed strategies in their toolbox to support students' needs
- Emphasized individualization and that support looks different for everyone
  - Informed differentiation and use of UDL
- Examples:
  - Completed numerous trainings including YMHFA, QPR, and Kognito



# Impact

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- "...it's almost like he's five to six years into teaching. With all the knowledge and the strategies that he has, and it was just very impressive to see what he did and. The way the kids trusted him the way he built that family atmosphere that I try every year to do. Those kids loved him, they admired him, they respected him, and they felt comfortable to share those things that some of those kids didn't even share with their parents, they only shared it with us. All the stuff that, all the information that he gathered in those classes; you could see it working daily in the classroom." (cooperating teacher- practicum into student teaching)
- "I will always keep the 6 key principles of trauma-informed approaches in mind throughout my instructional practice so that all students in my classroom feel safe, comfortable, and empowered. I will design a classroom management system that effectively acknowledges positive behavior, as well as redirects problem behavior. Because of completing this endorsement, I have a deeper understanding of trauma, the importance of social-emotional learning, and that every behavior has a reason behind it." (student teacher)

# Impact

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- "I would definitely say stepping out of my comfort zone really helped me grow as an educator as it built my confidence and strengthened my learning experiences. I would encourage future students to take advantage of their resources as much as possible. I was able to tutor and teach lessons with the behavior interventionist during the Danville Practicum and I was involved with Emotional Support Groups in my Student Teaching Placements. I am very grateful for all my experiences!" (student teacher)





# Next Steps & Feedback from You!

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- Establishing structured Zoom interviews with SEBW Endorsement completers and their cooperating teachers at the end of student teaching
- End of practicum check-in regarding SEBW applications to compare to end of student teaching check-in (comprehensive across both placements)
  - Generalization of strategy use
  - Novel strategy use
  - Seeking out new opportunities (Student Teaching Assessment-CPAST connection for Collaboration item)
  - Advocacy & "taking action" for their students in need (Student Teaching Assessment-CPAST connection for Advocacy item)
- Development of a visual display of impact and growth across the senior year as related to SEBW Endorsement
  - Focus areas of collaboration, classroom management, & application to future areas

# Thank you for joining us today!

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- Contact Information
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- <https://www.bloomu.edu/academics/programs/social-emotional-and-behavioral-wellness-pk-12>

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- 
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