



Supportive School Practices to “Capture Kids Hearts”

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#BPRD



Objectives

- Identify the roles school districts have in preventing and addressing trauma and secondary trauma
- Identify protective factors that can be implemented
- Discuss how Beebe School District is supporting students and teachers



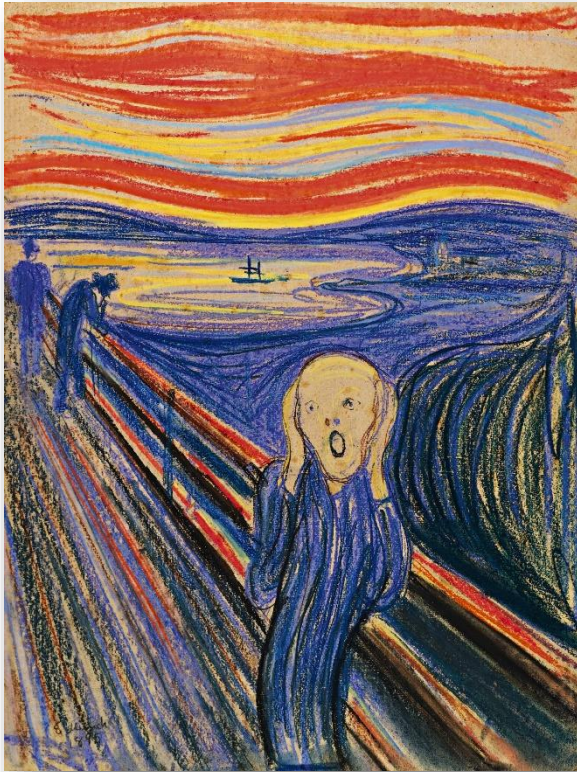


RAVI JADHAV





Why are Schools Addressing Trauma?



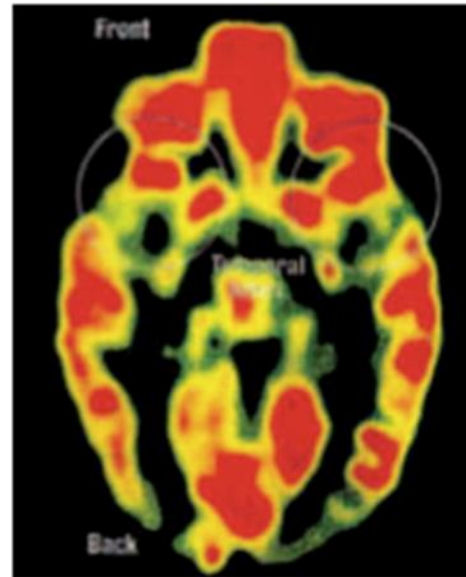
- Trauma overwhelms the ability to cope.
- Trauma results in feelings of terror, helplessness, and powerlessness.
- Trauma interferes with sense of control, connection, and meaning.
- **Chronic exposure to trauma that begins early in life can lead to immediate and long-term difficulties.**



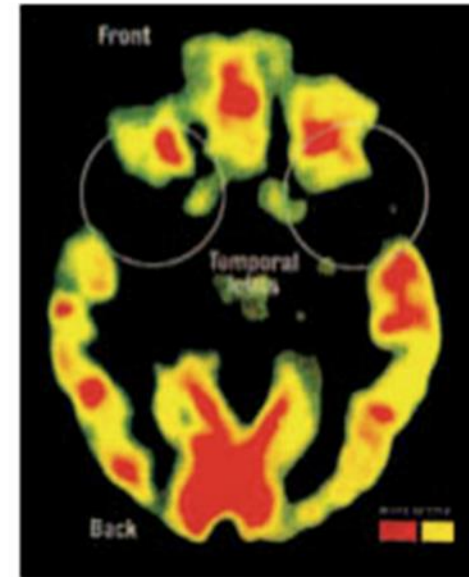
ADVERSE CHILDHOOD EXPERIENCES (ACEs)

- 1 VERBAL ABUSE
- 2 PHYSICAL ABUSE
- 3 SEXUAL ABUSE
- 4 EMOTIONAL NEGLECT
- 5 PHYSICAL NEGLECT
- 6 DIVORCE OR SEPARATION
- 7 PHYSICAL ABUSE OF A PARENT
- 8 ALCOHOL OR DRUG ABUSE BY A PARENT
- 9 MENTAL ILLNESS OF A PARENT
- 10 INCARCERATION OF PARENT

Comparison of the Developing Brain



Healthy Development



Development Affected by
Environmental Stress

Source: Dr. H. T. Chugani, Newsweek, Spring/Summer 1997 Special Edition:
"Your Child: From Birth to Three," pp 30-31.



Impact on School Functioning



- Difficulty paying attention and learning.
- Trouble building relationships with teachers and peers.
- More time out of class.
- Increased risk of failing, poor test scores.
- More likely to be suspended or expelled.
- Higher rates of referral to special education.

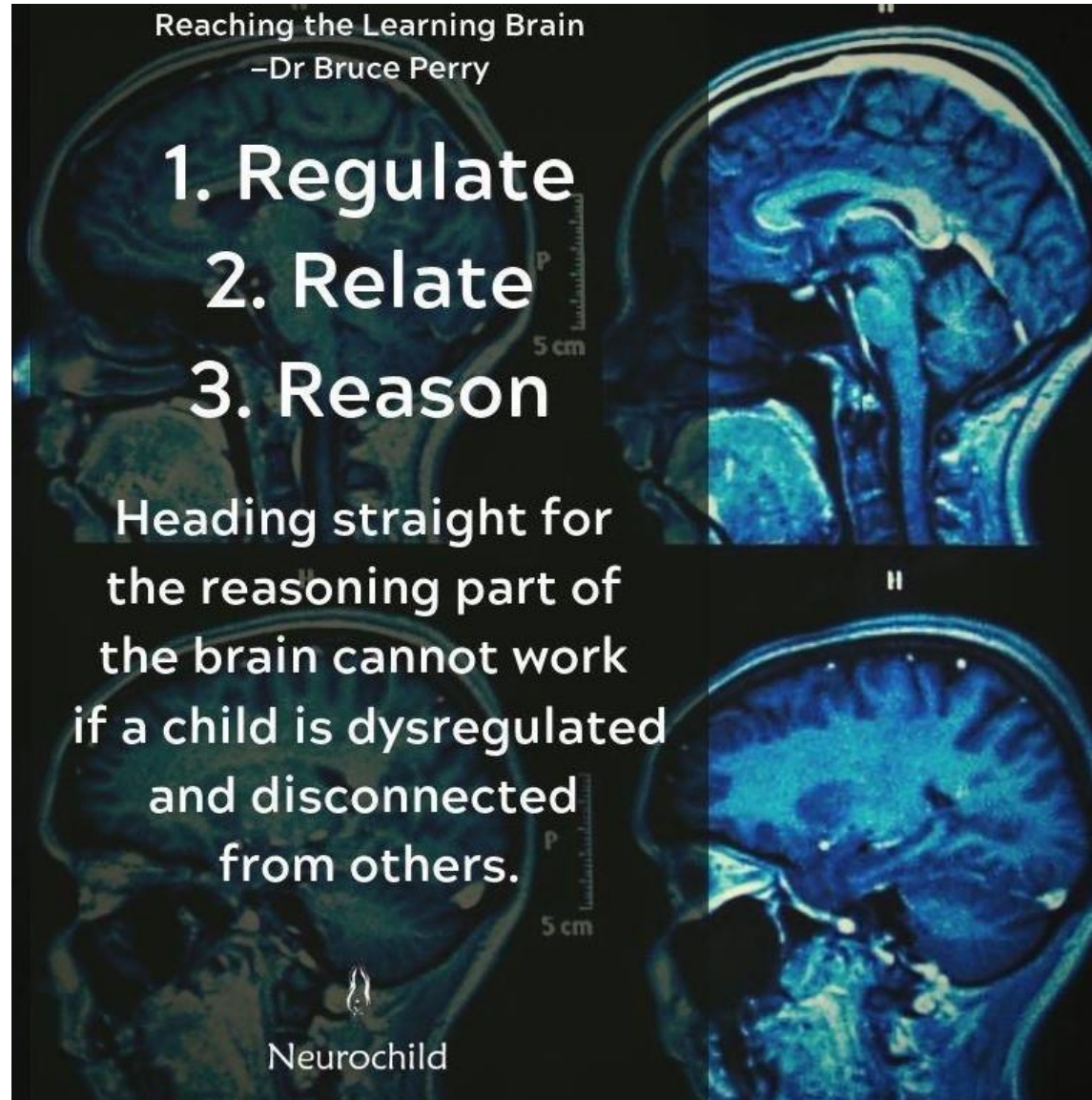


Reaching the Learning Brain
-Dr Bruce Perry

1. Regulate
2. Relate
3. Reason

Heading straight for
the reasoning part of
the brain cannot work
if a child is dysregulated
and disconnected
from others.

Neurochild





How Should Schools Respond?

1

Supporting Staff Development

2

Creating a Safe and Supportive Environment

3

Assessing Needs and Providing Services

4

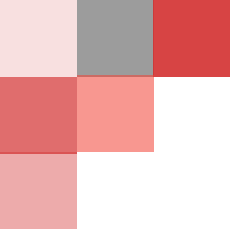
Building Skills

5

Collaborating with Students and Families

6

Adapting Policies and Procedures



Burnout and Compassion Fatigue



Burnout

Compassion Fatigue/Secondary Trauma

Work dissatisfaction

Life dissatisfaction

Evident at work

Evident at work and home

Feels under pressure

Feels out of control

Lack of motivation or energy

Post traumatic stress disorder symptoms

Needs time off from work or new job

Treatment



Some Signs of Compassion Fatigue

Fatigue or illness

Cynicism

Irritability

Reduced productivity

Feelings of hopelessness,
anger, despair, or sadness

Anxiety

Feelings of re-experiencing
an event

Nightmares

Avoidance of people or
activities

**Persistent anger and
sadness**



Protective Factors That Help

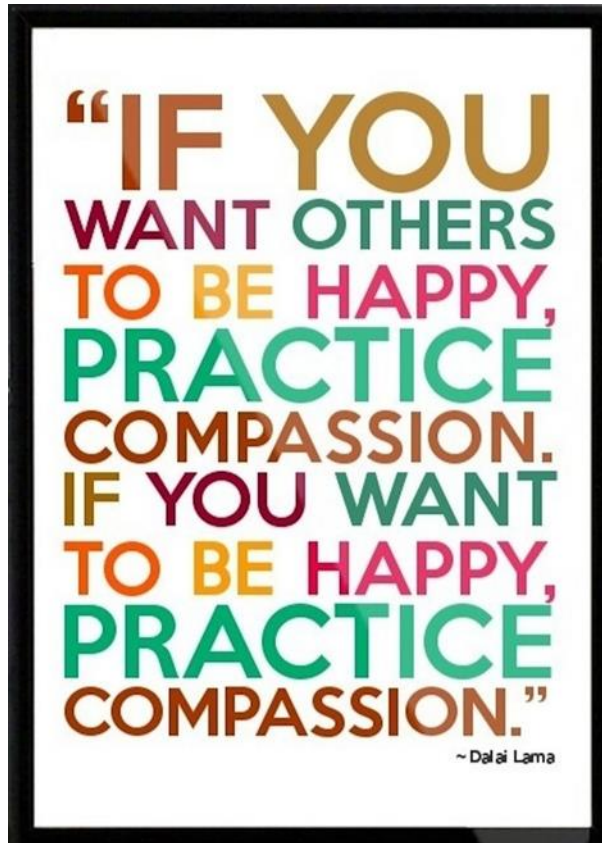
Environmental Conditions for Health and Growth

1. Safety
2. **Belonging**
3. Consistency/Predictability
4. **Opportunity**
5. Acceptance/Love
6. **Hope**





Compassion Satisfaction



- ❑ Defined as – the pleasure and satisfaction or the **positive feelings** derived from working in helping, care giving systems
- ❑ People have identified **personal growth, spiritual connection, hope** and **respect for human resiliency** as positive outcomes of their work.

The Professional Quality of Life Scale (ProQOL)

- **Free** 30 item self report measure of the positive and negative aspects of caring
- The ProQOL measures Compassion Satisfaction and Compassion Fatigue
- The ProQOL is **easy to use and score**
- It can be given individually or in groups
- It can be taken **online** or there is a printable version

Professional Quality of Life Scale (ProQOL)

*Compassion Satisfaction and Compassion Fatigue
(ProQOL) Version 5 (2009)*

When you [help] people you have direct contact with their lives. As you may have found, your compassion for those you [help] can affect you in positive and negative ways. Below are some questions about your experiences, both positive and negative, as a [helper]. Consider each of the following questions about you and your current work situation. Select the number that honestly reflects how frequently you experienced these things in the last 30 days.

1=Never 2=Rarely 3=Sometimes 4=Often 5=Very Often

1. I am happy.
2. I am preoccupied with more than one person I [help].
3. I get satisfaction from being able to [help] people.
4. I feel connected to others.
5. I jump or am startled by unexpected sounds.
6. I feel invigorated after working with those I [help].
7. I find it difficult to separate my personal life from my life as a [helper].
8. I am not as productive at work because I am losing sleep over traumatic experiences of a person I [help].
9. I think that I might have been affected by the traumatic stress of those I [help].
10. I feel trapped by my job as a [helper].
11. Because of my [helping], I have felt "on edge" about various things.
12. I like my work as a [helper].
13. I feel depressed because of the traumatic experiences of the people I [help].
14. I feel as though I am experiencing the trauma of someone I have [helped].
15. I have beliefs that sustain me.
16. I am pleased with how I am able to keep up with [helping] techniques and protocols.
17. I am the person I always wanted to be.
18. My work makes me feel satisfied.
19. I feel worn out because of my work as a [helper].
20. I have happy thoughts and feelings about those I [help] and how I could help them.
21. I feel overwhelmed because my case [work] load seems endless.
22. I believe I can make a difference through my work.
23. I avoid certain activities or situations because they remind me of frightening experiences of the people I [help].
24. I am proud of what I can do to [help].
25. As a result of my [helping], I have intrusive, frightening thoughts.
26. I feel "bogged down" by the system.
27. I have thoughts that I am a "success" as a [helper].
28. I can't recall important parts of my work with trauma victims.
29. I am a very caring person.
30. I am happy that I chose to do this work.

© B. Hudnall Stamm, 2009. Professional Quality of Life: Compassion Satisfaction and Fatigue Version 5 (ProQOL).
/www.isu.edu/~bhstamm or www.proqol.org. This test may be freely copied as long as (a) author is credited, (b) no changes are made, and (c) it is not sold.



Relationships Matter!





Student Emotional Trauma Reduction

- Provide students with a **safe, positive environment** in which to learn **every day**.
- Be **Consistent**.
- Ensure their **basic needs** are met.
- Show them we **care**.



What Empties Students' Buckets



- **Social Media**
- Culture of **Comparison**
- Everything is **public**
- **Pressure** to perform well
- Lack of support from **home**





Filling Students' Buckets



- Ensure every student is loved.
 - **Affirmations**
 - **Good Things**
 - **Student spotlights** (district and building level)
 - **Mentor program** for struggling students
- Give students a voice.
 - **Student surveys** sent out at building level twice per year.





Avoiding Compassion Fatigue in Teachers

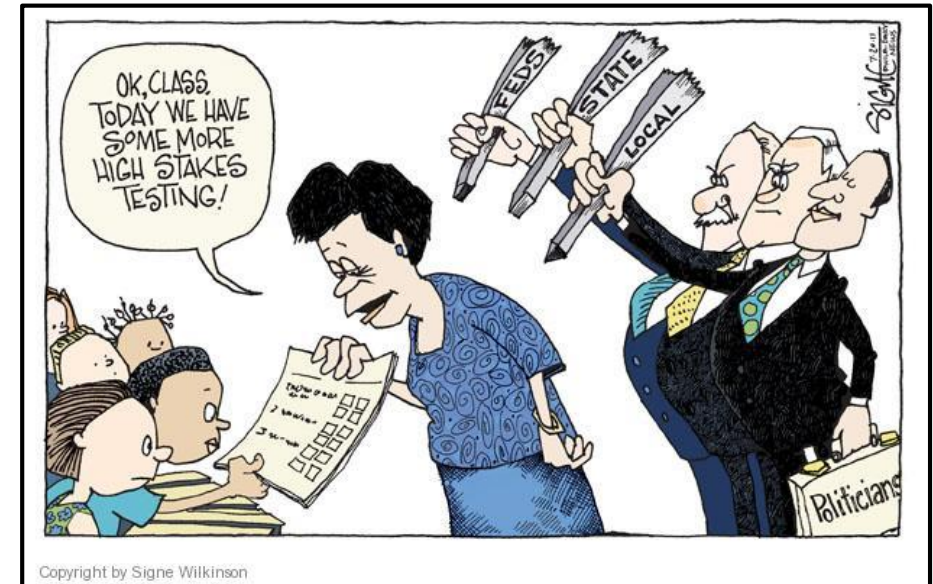
- Create a **Safe, Positive** Environment for Staff
- Provide support for stress reduction
 - **Culture-Building Activities**
 - **Celebrations**
 - **Public Affirmations**



What Empties Teachers' Buckets



- Evaluation based on **high stakes test scores**
- Administrators often **add to their plate** without taking anything away.
- Don't feel as if they have a **voice.**



Filling Teachers' Buckets



- Any time we add to teachers' responsibilities, we try to **take something away**.
- **New Teacher Orientation** program
- **Teacher Advisory Committee** meets once per quarter.
 - 3 C's - Concern, Complaint, Compliment
 - Focus topic
- Give teachers a voice through **surveys**-
 - Culture Survey twice per year
 - PD Survey
 - Needs Assessment Survey
 - Administrators are responsive to their needs.
- 3 Yearly **Social Events**
 - Pep Rally
 - Christmas Party
 - End of Year Celebration



Capturing Kids' Hearts at Beebe Schools

- Improved **Student - Teacher, Teacher - Teacher, and Student - Student** Interactions
- Fall Culture Survey Results: **75 out of 189 responses** mentioned Capturing Kids' Hearts as having a positive impact.
- Key components:
 - **Social Contracts**
 - **Affirmations**
 - **School and District Wide Consistency**





- Not here to sell the program
- Has been effective in many schools so we chose this route to meet the **social and emotional needs** of our students.
- Pros:
 - Positive Culture **Survey Feedback**
 - Improved **relationships**
- Cons:
 - **Expensive** (To date, we have invested approximately **\$170,000** into the program.)
 - Training is **intensive**.



Data Report

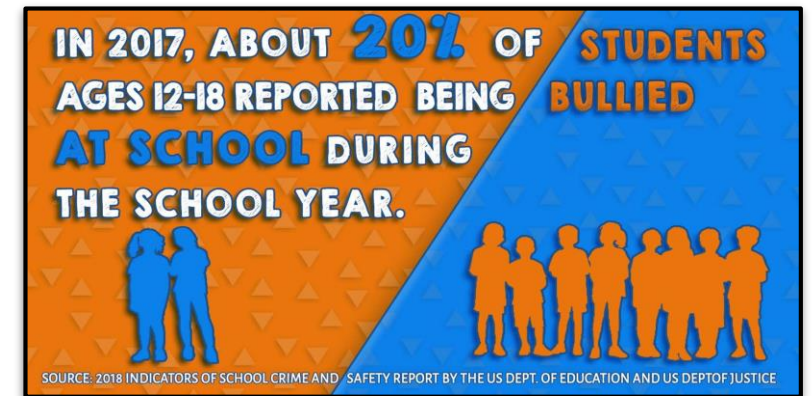
- Discipline -
 - Discipline referrals at **Beebe Jr. High** have decreased from **251 to 177** compared to this time last year.
- District-wide attendance improvement -

Schools	First Quarter 2018-19 Absences (Total Days)	First Quarter 2018-19 Attendance Rate	First Quarter 2019-20 Absences (Total Days)	First Quarter 2019-20 Attendance Rate
Beebe Early Childhood	1,139	94.42%	865	95.85%
Beebe Elementary	1,573	94.74%	1,149	96.08%
Beebe Middle	580	97.3%	934	95.87%
Beebe Junior High	1,074	94.73%	974	95.34%
Beebe High School	2,378	93.96%	1,969	95.14%
District	6,744	94.87%	5,891	95.59%

Combating Bullying



- Act 1029 (House Bill 1933)
 - All School Board Members must receive training one (1) time while on the board for student discipline and bullying.
 - Two (2) hours of PD training in the rotation
 - ADE will provide Conflict Resolution and Definition of “Bullying.”
 - Includes Cyberbullying
 - Must be investigated promptly
 - Supt. has to report to the board on a yearly basis.
 - How many incidents
 - What were the consequences?



Combating Bullying - Our Procedure



- If an incident is reported, then an investigation has to happen immediately -
 - All school employees are mandated reporters.
- After the investigation, the principal or his/her designee will contact the parents of the victim if the claim is substantiated.
- The perpetrator will be disciplined according to the handbook, and the perpetrator's parents must be contacted.
- The incident will be documented into eSchool, and the incident must be entered into each building's designated Bullying Records Google Sheet.
- Administrators must report all incidents of bullying to our school safety officer.
- The Report to the Public in 2020-2021 will include all incidents and the consequences broken down by building.

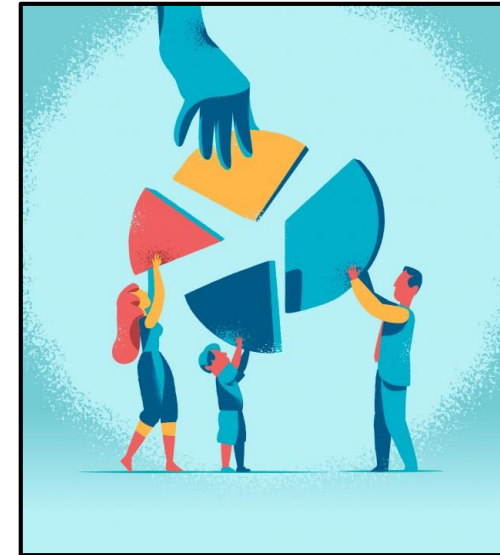
Barbara Coloroso- "Pay Attention, Get Involved & Never, Ever Look Away"





How do we keep everyone moving in the same direction?

- Board is included in **school culture discussions.**
- **Weekly Parent Call Log**
- Monthly Superintendent Report
 - [Strategic Plan](#)
 - [Demographics](#)
 - **Relevant Data**



Strategic Plan



Goals	Actions	Evaluations
1. PreK - 12 Grade System Alignment	Content teams continue the development of Year at a Glance (YAAG) documents. Teams will submit plans at beginning of each unit. Curriculum maps for all grades will be posted so all teachers have access.	Classroom observations will show consistency in instructional materials.
2. Meet Individual Student's Needs	BHS will use Edgenuity for an online intervention program. It aligns with NWEA Map test and will assist students in math, ELA, and science. All administrators have met to analyze recent Aspire data and noted areas of strength and weaknesses.	NWEA student reports will be used to determine intervention needs for students.
3. Engage Parents	HS Parent Meetings were held during Open House to inform parents of school procedures and handbook changes.	Parent sign-in sheets.

Demographics



District LEA's	August 2019 Enrollment	August 2018 Enrollment	+/- from this time last year	% Free & Reduced Lunch	% of Students with Disability
Beebe Pre-K	110	110	Same	40	TBD
Beebe Early Childhood	516	500	+16	36.87	8.1%
Beebe Elementary	708	727	-19	33.15	16%
Beebe Middle	523	525	-2	29.39	15.5%
Beebe Junior High	517	499	+18	30.69	16.2%
Beebe High	1000	988	+12	25.73	13.9%
OASIS, CUBS, & DREAM	61	42	+19	NA	NA
District	3392	3391	+1	30.51%	13.6%



Contact Information

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It's so good to be in your neighborhood.....

Do you have any **questions** for us?

Is anyone willing to **share** what you are taking away from this session?

- What **stands out** for you?
- What will you **remember**?
- What will you **do differently**?





Resources

Search Terms:

Trauma Informed Schools

Trauma Sensitive Schools

Ohio Trauma Informed Schools

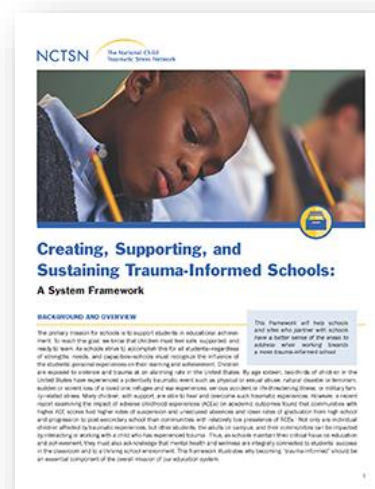
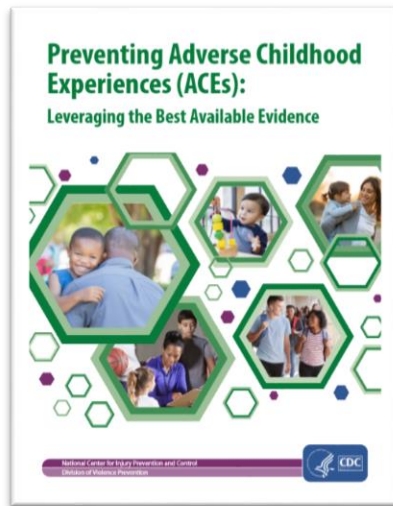
Compassion Fatigue

Center on the Developing Child  HARVARD UNIVERSITY

- <https://developingchild.harvard.edu>

EDUCATION WEEK

- www.edweek.org





Thank You!

Thank you for allowing us to be here today.
I hope you feel you have some “new” tools to help you out.

