

## Hidden Slide #1

This Module was designed to be used in the following manner.

- The audience for this Module is division and school teams.
- This Module is meant for whole staff, team, and division presentations.
- Following this training, participants should complete the *Action Plan* document to determine next steps.
- There are eight sections in this module. Teams are not required to complete all components of the Modules. Instead, participants will complete only those Modules that fit the needs of their school.



Module 1 is divided into several sections. Each section can be completed in 30 minutes or less.

## Hidden Slide #2

- In person training
- Presenter notes and information



### **In-person training suggestions**

This module can be broken down into sections. Each section of Module 4 should be about 30 minutes to complete. This module provides strategies that can be used for staff and students in trauma sensitive schools. You may want to add or enhance portions with visuals and examples that will resonate with your audience. As a reminder, always be sure to include appropriate citations when adding resources. Also, you might look to the resources and activities sections for additions that may be helpful.

In summary

- This module outlines strategies that can be used in trauma sensitive schools
- It can be adapted to individual contexts
- The training should last about 4 hours for the entire module or 30 minutes for each section.

### **Presenter notes information**

Presenter notes are included in the PowerPoint. Background information for the presenter is shown as "**To Know.**" Statements to be shared with participants are shown as "**To Say.**" In some instances, the "**To Know/To Say**" are combined. The presenter notes also include "**To Do**"

prompts and cues for “**Handouts**”.

Additional activities, examples, videos, etc. are being developed. A presenter may add material from the resources and activities section on the website.

Breaks should be inserted at the discretion of the presenter based on the needs of participants.

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## Hidden Slide #3

### Supplies needed

- WIFI access for presenter and participants
- Access to videos (through WIFI if available, but download to flash drive as a back-up)
- Chart paper
- Markers
- Post-it-Notes



### **To Know**

These supplies are needed for the Trauma Professional Learning Modules.

## Hidden Slide #4

Handouts for this Module  
Action Planner



### **To Know**

The Participant and Presenter Materials are located on the vtss-ric website.

### **References**

## Hidden Slide #5

### Key Terms in This Module:

- 5 to 1
- Choral Response
- Blended Learning
- Opportunities to Respond



### **To Know**

These are the key terms used throughout the module.



**To Know:**

VTSS Professional Learning Modules are organized in the same manner. All schools can begin their journey with Module 1 which introduces the foundational knowledge around trauma and trauma sensitive schools. This powerpoint is part of Module 4 that shares strategies on how we create trauma-sensitive, safe and supportive schools.

**To Say:**

Welcome to the learning module, "Academic Strategies". Let's get started!

## What We Will Know and Do

- Build an understanding on how trauma impacts academics
- Leave with some strategies that you could try in your classroom that support students of trauma



### **To Know:**

Go over the learning intentions targeted for this session

### **To Say:**

During this module we hope you will begin to understand the importance of how trauma impacts school performance. There are many strategies to support students academically but we hope to provide you with a few strategies you can use.



## Trauma and Academics

Focusing on academics while struggling with trauma is like “trying to play chess in a hurricane.”

*Kenneth Fox - High School Teacher, Mount Vernon High School*



**To Know:** Small changes in the classroom can have a great impact on students impacted by trauma. It is critical that teachers realize that students impacted by trauma are not focused on academics, they are focused on surviving.

**To Say:** For some students, being traumatized is a constant state of mind. They can't just turn this off when they enter the classroom.

## Trauma and School Performance

Students dealing with trauma:

- Are 2.5x more likely to fail a grade
- Score lower on standardized assessments
- Have more receptive and expressive language difficulties resulting in poor relationships with adults and peers
- Are identified for special education services more frequently
- Are suspended or expelled more often



**To Know:** This is the Why.

**To Say:** Organization, comprehension, memory, the ability to produce work, trust and engagement on learning are key foundations that students need to be able to read, write, solve problems, take part in the classroom. Students also need to be able to self-regulate attention, emotions, and behavior. Students impacted by trauma have a hard time with these foundations for learning due to their experiences and it ultimately can affect their school performance in a variety of ways.

## What Does it Look Like?

Classroom instruction is differentiated to allow students impacted by trauma to achieve academically consistent with their age and grade.

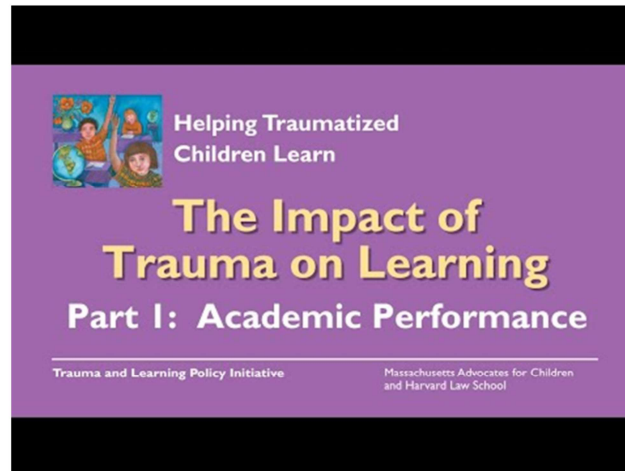
Additional support is provided for students who are not successful.



**To Know:** We want to move from “What is wrong with the student” to “What does this student need to reach their full potential”.

**To Say:** We know that teachers are not mental health professionals. Trauma sensitive awareness helps teachers approach classroom instruction in ways that allow students impacted by trauma to achieve, feel supported, and connected. We use many of the same strategies we should be using for all kids - how do I scaffold to get them there, etc.

## In Action



**To Say:** This is a good video to show the impact trauma has on learning and what that looks like.

**To Do:** Play video <https://youtu.be/UPwdWLWYqBI>. Video is 9 minutes.

**Reference:**

<https://youtu.be/UPwdWLWYqBI>

Helping Traumatized Children Learn: <https://youtu.be/UPwdWLWYqBI>

## An Example in Blended Learning



**To Know:** This is a good video example of using strategies in a blended learning environment.

**To Say:** With everything going on and more schools moving towards online learning or blended learning this is a good example of strategies teachers can use to check in and connect with their students.

**To Do:** Play Video: [https://youtu.be/COG\\_P1VnYcU](https://youtu.be/COG_P1VnYcU). This video is 1 minute.

**Reference:**

[https://youtu.be/COG\\_P1VnYcU](https://youtu.be/COG_P1VnYcU)



## Strategies to Promote Academic Skills

**To Know:** Transition Slide

# Strategies - VTSS 10

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"> <li>Traffic patterns are clearly defined and allow movement without disrupting others.</li> <li>Desks and furniture arrangement are built around the types of instructional activities and are arranged for maximum student and teacher visibility and access.</li> <li>Materials are clearly labeled, easily accessible, and organized for ease of use.</li> </ul>	<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"> <li>Movement: Constant, random, target predictable problems, proximity.</li> <li>Scan: Look and listen to all students, look for appropriate and inappropriate behaviors, make eye contact.</li> <li>Interact: Frequent and positive feedback and interactions to encourage, reinforce, and correct. Identify opportunities to pre-correct and provide additional instruction on appropriate behaviors.</li> </ul>	<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 in order to prevent the problem behavior from occurring. This especially important regarding 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"> <li>Classroom rules are aligned with school-wide expectations.</li> <li>Classroom rules are observable, measurable, positively stated, clearly defined, and prominently posted.</li> <li>Teacher has a plan and a schedule to actively teach classroom rules and expectations several times throughout the year.</li> </ul>	<p>All students, 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>



**To Know/To Say:** At VTSS we have outlined our top 10 classroom practices that are also trauma informed. It is important to note that trauma sensitive practices support all students. The VTSS 10 include; physical environment, active supervision, classroom expectations, routines and procedures, opportunities to respond, formative assessment, scaffolding, acknowledgment and behavior specific praise, error correction and feedback. We hit on most of these strategies in Module 4.

**Handout:**

<https://drive.google.com/file/d/1fv6ZoZcqvknpDBpimYYP8bt5VrQ6xCNx/view?ts=5e865625>

# Opportunities to Respond Strategies

## Group

- Choral response
- Partner discussion
- Small-group discussion
- Hand signals/gestures
- Response Cards
- Marking something
- Pointing at something
- Whiteboards
- Clickers

## Individual

- Calling individually/randomly
- Written response
- Exit/Entrance slips
- Structured note-taking
- Copying from board
- Journaling
- Anticipation Guide



**To Know:** There are many strategies on Opportunities to Respond. This powerpoint will focus on one.

**To Say:** You have looked at some powerful evidence based practices, so let's focus on a few - remember the importance of language and communication - how we can promote that, and also promote student voice. This list shows the many ways you can elicit responses from students. Group responses are quick and easily monitored by the teacher. During planning sessions with colleagues, discuss types of responses that will be effective during different parts of a lesson.



## Example of Choral Response



Virginia Tiered Systems of Support  
**VTSS**  
VIRGINIA DEPARTMENT OF EDUCATION

**To Know/To Day:** Choral response is an effective strategy to increase the frequency of student responses, refocus student attention, and provide rehearsal of important information.

**To Do:** Play video <https://youtu.be/Em-VRAqZTck>. 1 minute

**Reference:**

## Feedback: Acknowledgement

Students should experience predominantly positive interactions  
**(5 positives: 1 negative)**  
in the classroom.

For students in vulnerable situations, the frequency is higher: *10:1 or 13:1*



**To Know:** 5 to 1 is a good strategy for feedback and acknowledgment.

**To Say:** In a recent book How Full is Your Bucket, psychologists Donald O. Clifton and Tom Rath propose a metaphor of 'looking at positive and negative interactions during the day. Imagine we all have a bucket within us that needs to be filled with positive experiences, such as recognition or praise. When we're negative toward others, we use a dipper to remove from their buckets and diminish their positive outlook. When we treat others in a positive manner, we fill not only their buckets but ours as well. Students should experience 5 positives to 1 negative in the classroom. Now, let's think about students who are in vulnerable situations. You may find that 5 to 1 is not working in building a connection with the student. Maybe you have to increase the positive to 10, 11, 12, or 13? As you continue to build a relationship with your student you will discover if this true. We also know that some people are naturally empowered by affirmation--it's their love language. Imagine if you are a child in which this is more naturally true for you, and also existing in your life is no outlet for affirmation, and worse still--toxic stress, chaos, or trauma?

## How does 5 to 1 happen?

- Making eye contact
- Asking if assistance is required
- Smiling or nodding
- Welcoming
- Offering a greeting
- Providing positive feedback regarding appropriate behavior
- Maintaining an attitude of respect and support, even when correcting behavior



**To Say:** How does 5 to 1 happen? Simple things that are quick, easy, and cost nothing-- making eye contact, reaching out when you see the student struggling, smiling, or a look of approval, standing at the door and welcoming each student as they enter the classroom and call them by name. Make sure you are striving to provide positive feedback regarding their appropriate behavior, and being respectful and calm when correcting behavior.

## Practice

Instructions: Identify one of the strategies we have discussed (or one from the VTSS 10) that you would like to try.

- How will you put this into place?
- What will your immediate next steps be?
- How will you assess this strategy?



## Team Talk: Review the “How”

How will you adjust your practices to support learning for students who have experienced trauma?

How will you involve families and students in practices?

*Fill this in on your Action Plan under “Objectives and Action Planning”*



**To Know:** Action planning supports engagement in the work and next steps

**To Say:**

We’ve now completed the module “Academic Strategies”. This your time to pause and reflect on the “how”. How will you adjust your practices to support learning for students who have experienced trauma?Please fill this in on your action plan under objectives and action planning.

**Handout:** Action Planner

## Resources/References

Helping Traumatized Children Learn:

<https://youtu.be/UPwdWLWYqBI>

[https://youtu.be/COG\\_P1VnYcU](https://youtu.be/COG_P1VnYcU).

<https://youtu.be/Em-VRAqZTck>

Rath, Tom, and Donald O. Clifton. 2004. **How full is your bucket?:** positive strategies for work and life. Harvard (18th ed.)

