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
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

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.
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?

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1</strong></td>
<td>Supporting Staff Development</td>
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<tr>
<td><strong>2</strong></td>
<td>Creating a Safe and Supportive Environment</td>
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<td><strong>3</strong></td>
<td>Assessing Needs and Providing Services</td>
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<td><strong>4</strong></td>
<td>Building Skills</td>
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<td><strong>5</strong></td>
<td>Collaborating with Students and Families</td>
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<td><strong>6</strong></td>
<td>Adapting Policies and Procedures</td>
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## Burnout and Compassion Fatigue

<table>
<thead>
<tr>
<th>Burnout</th>
<th>Compassion Fatigue/Secondary Trauma</th>
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<tbody>
<tr>
<td>Work dissatisfaction</td>
<td>Life dissatisfaction</td>
</tr>
<tr>
<td>Evident at work</td>
<td>Evident at work and home</td>
</tr>
<tr>
<td>Feels under pressure</td>
<td>Feels out of control</td>
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<tr>
<td>Lack of motivation or energy</td>
<td>Post traumatic stress disorder symptoms</td>
</tr>
<tr>
<td>Needs time off from work or new job</td>
<td>Treatment</td>
</tr>
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</table>
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

Siegfried & Conrad, 2008
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.

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Stamm, 1999  Ortlepp & Friedman, 2002
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

https://proqol.org/
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 -

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

<table>
<thead>
<tr>
<th>Goals</th>
<th>Actions</th>
<th>Evaluations</th>
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<tbody>
<tr>
<td>1. PreK - 12 Grade System Alignment</td>
<td>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.</td>
<td>Classroom observations will show consistency in instructional materials.</td>
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<tr>
<td>2. Meet Individual Student’s Needs</td>
<td>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.</td>
<td>NWEA student reports will be used to determine intervention needs for students.</td>
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<tr>
<td>3. Engage Parents</td>
<td>HS Parent Meetings were held during Open House to inform parents of school procedures and handbook changes.</td>
<td>Parent sign-in sheets.</td>
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</tbody>
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## Demographics

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

• chris.nail@badger.k12.ar.us

• @SuptChrisNail

• jessica.protho@badger.k12.ar.us
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

- https://developingchild.harvard.edu
- www.edweek.org
Thank you for allowing us to be here today.
I hope you feel you have some “new” tools to help you out.