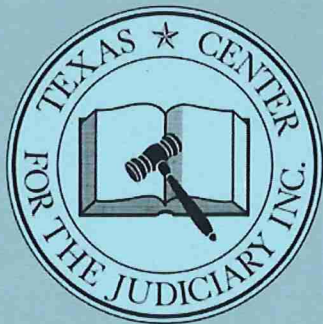


2018

Foster Care &
Education Summit

July 9-10, 2018
Sheraton Austin
Georgetown
Georgetown, TX



Behavioral Health, School Discipline, and Trauma

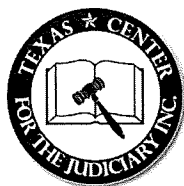
Tuesday, July 10 (2:15 p.m. – 3:15 p.m.)

Faculty:

Dr. Clynta J. Grafenreed

Ms. Shelley Williams

Ms. Mary Young



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2018 Foster Care & Education Summit

Behavior, School Discipline, and Trauma

Clynita Grafenreed, Ph.D., Shelley Williams, and Mary Young

July 10, 2018

School Based Mental Health





What's happening?

"... an ever increasing problem of **elementary school age** children with **out of control** behaviors **so severe** that they are currently being sent to a NeuroPsychiatric Center **via ambulance** because they are **destroying classrooms** and **attacking teachers**. The number of teens sent to the District Alternative Education Program for drug and alcohol abuse has continued to increase. The current drugs of choice include **Xanax and heroin**. One teen tried to **hang herself** in the bathroom at the alternative school. Teachers, police officers and nurses report that **self-cutting** is on the rise. The district-wide School Health Advisory Council **unanimously identified mental health as the number one health issue needing to be addressed in the district.**"

All children face some mental health problems/issues, including:

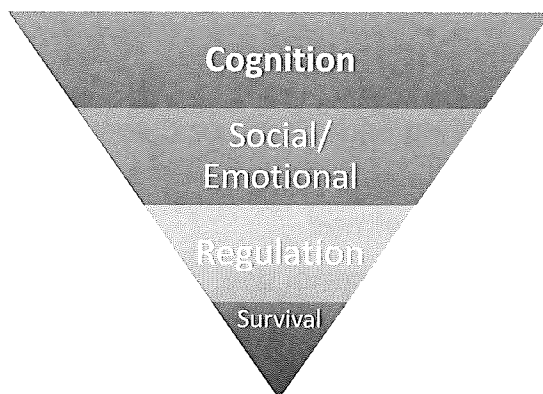
- Anxiety about school performance
- Problems dealing with parents & teachers
- Unhealthy peer pressure
- Common developmental, adjustment problems
- Fears about starting school
- School phobia
- Dealing with death or divorce
- Feeling depressed or overwhelmed
- Drug or alcohol use
- Suicidal ideation
- Worrying about sexuality
- Facing tough decisions
- Considering dropping out of school



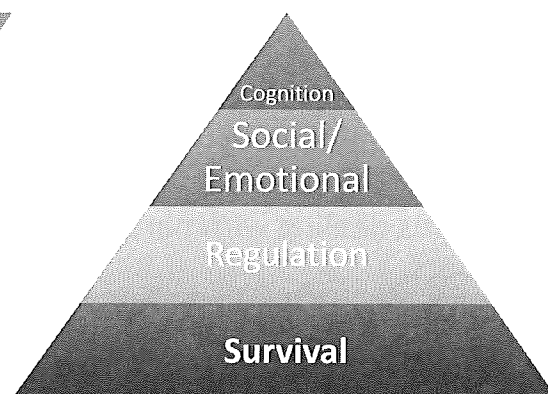
- **50%** of lifetime cases of mental illness **begin by age 14**
- **71%** of children **referred to Juvenile Probation** have a diagnosable **mental illness**
- **2/3** of U.S. children **have experienced one or more traumatic incidents** in their lives



Typical Development



Developmental Trauma



The kids who need the most love will ask for it in the most unloving ways!

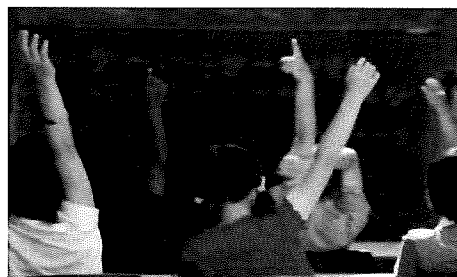
Adapted from Holt & Jordan, Ohio Dept. of Education

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Of students who DO receive mental health services, over 75% receive those services in schools



(Duchnowski, Kutash, & Friedman, 2002; Power, Eiraldi, Clarke, Mazzuca & Krain, 2005; Rones & Hoagwood, 2000; Wade, Mansour, & Guo, 2008)

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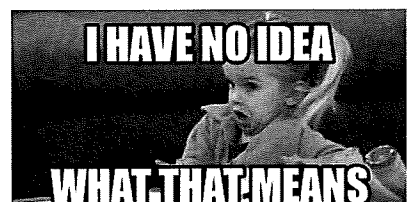
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What is the continuum of “School Mental Health” Services?

- **Universal prevention services** provided to all students that seek to promote positive mental health and educational success
- **Targeted prevention and intervention services** that seek to improve social-emotional skills and behaviors linked to positive mental health and educational success
- **Intensive intervention services** that seek to help students effectively cope with social-emotional and behavioral issues that impact positive mental health and educational success

Acronyms

- **PBIS:** Positive Behavioral Interventions and Supports
- **Restorative Justice**
- **CIS:** Community In Schools
- **SEL:** Social and Emotional Learning
- **CBITS:** Cognitive Behavioral Intervention for Trauma in Schools



TIER 3 • INTENSIVE:

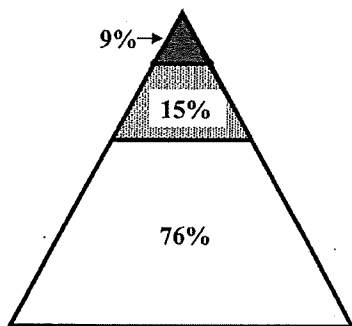
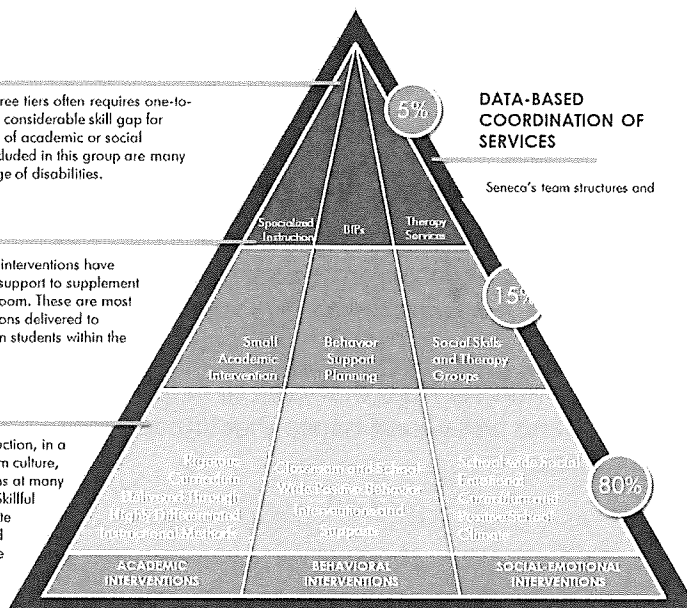
The most intensive of the three tiers often requires one-to-one support or addresses a considerable skill gap for students at the lowest levels of academic or social emotional achievement. Included in this group are many students with IEPs for a range of disabilities.

TIER 2 • TARGETED:

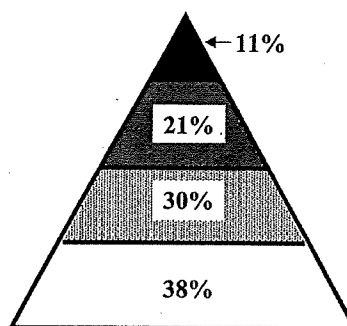
Students receiving targeted interventions have demonstrated the need for support to supplement what is offered in the classroom. These are most often small group interventions delivered to special or general education students within the classroom or as a pull-out.

TIER 1 • UNIVERSAL:

As part of high quality instruction, in a climate of positive classroom culture, students receive interventions at many points throughout the day. Skillful teachers plan for and execute interventions that adjust and accommodate to the unique behavioral and academic needs of their students.



"Typical" Schools

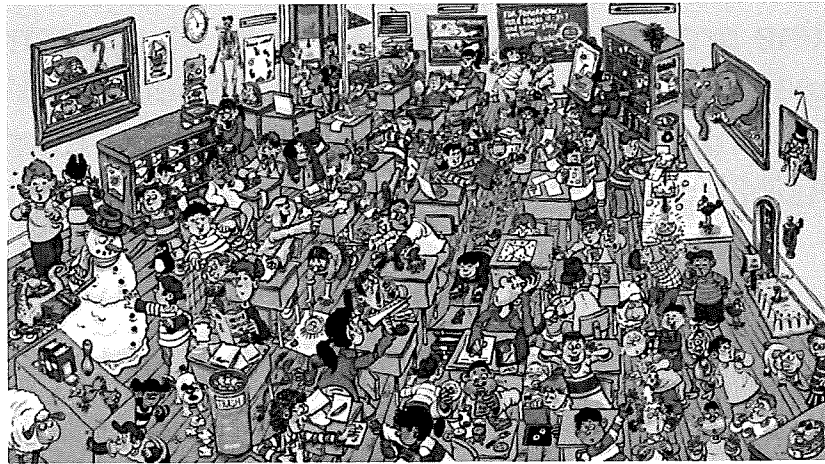


Three Inner-city Schools

- Students with 15+ Referrals
- Students with 6-14 Referrals
- Students with 2-5 Referrals
- Students with 0-1 Referrals

Urban Applications of School-Wide Positive Behavior Support

What can you do???



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Trauma-Sensitive Schools

- Recognize the prevalence & impact of traumatic occurrence in students' lives
- Create a flexible framework that provides universal supports, is sensitive to the unique needs of students & is mindful of avoiding re-traumatization.

Adapted from Helping Traumatized Children Learn

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Discipline

- Discipline provides guidance, focuses on prevention, enhances communication, models respect, and embraces natural consequences. It teaches fairness, responsibility, life skills, and problem solving.

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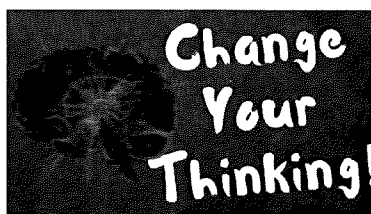


Shift your thinking

“What’s happening here?”

VERSUS

“What’s wrong with this child?”



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Trainings

- Greater Houston Area:
 - Center for School Behavioral Health
- State Wide: Mental Health First Aid
 - Local Mental Health Authorities and Mental Health of America
 - <http://www.txbehaviorsupport.org/>
 - <https://texas.kognito.com/>
- Austin
 - <https://www.traumatexas.com/trauma-trainings/>
- Dallas/Statewide
 - <https://child.tcu.edu/about-us/tbri/>

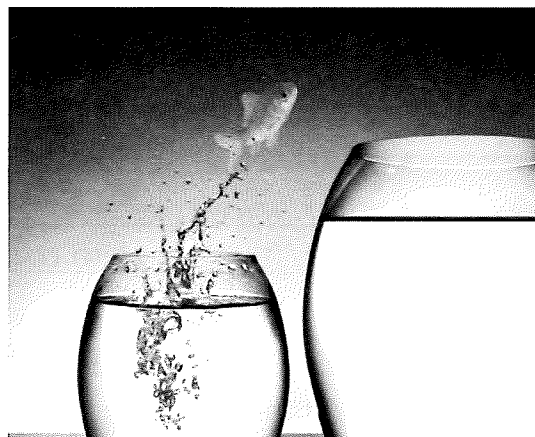


Restorative Practice, Administrative and Teacher Perspectives



Restorative Discipline

- A paradigm shift in how we think about student discipline.
- An offshoot of “Restorative Justice” in the criminal justice system.
- An alternative to “exclusionary” discipline.
- Not a quick or easy fix.
- Something you need to learn about.



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and TRIVETTE, PA
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Shift From...

Traditional system asks:

- What rule was broken?
- Who did it?
- What is the punishment?



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Shift To...

Restorative Discipline asks:

- What happened?
- Who has been affected?
- What are we going to do to make things right?



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| Restorative Discipline Is | Restorative Discipline Is Not |
|-------------------------------------|---------------------------------|
| A Process | A Product or a Program |
| A Tool to Change a School's Climate | A Tool to Fix "Broken" Children |
| Contextual | Standardized- One Size Fits All |



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Accountability

Traditional: Accountability means the student who broke the rule is punished.

Restorative: Accountability means the student who caused harm comes to understand the harm caused and has the duty to repair the damage to the relationship.



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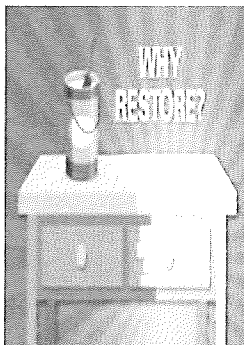
22



Compare Approaches

Traditional

- A school rule is broken.
- Focus in on establishing guilt (who?)
- Accountability= Punishment
- Focus in on offender and victim is ignored
- Rules and intent outweigh whether outcome is positive or negative



Restorative

- People and relationships are harmed.
- Focus in on problem solving by expressing feelings and needs.
- Accountability=Understanding impact of actions and repairing the harm.
- Victim, offender, and school community have a role in justice.
- Offender responsible for behavior and repairing the harm, working toward positive outcomes.

Cheri Kahn Region 20

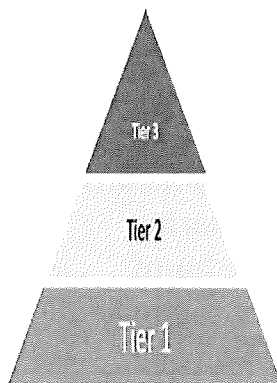
23



Tiered Approach

Tier 1

- Practices/Approaches
- Occur before anything goes wrong
 - Are more proactive in nature
 - Focus on the building of connections, relationships, and community



Tier 2 & Tier 3

- Practices/Approaches
- Most often occur in response to something that has gone wrong
 - Are more reactive in nature
 - Focus on meaningful accountability, restoration, and building support systems for change

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New Horizons School

- Unique as in country setting
- Residential Treatment Facility
- Charter School with Orenda Education
- K-12 Campus
- Enrollment 70 (2016-2017 educated 110)
- Teachers certified in Special Education and ESL
- 68% Mobility Rate
- Most children enter school at Tier 3 if comparing to PBIS
- 2nd year of Restorative Discipline
- Trauma Informed Care Training



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Teacher Perspective

Positive

- RS has made our children aware of how their actions (positive and negative) can effect other peers in the class.
- RS has directly contributed to the decline of absences on campus.
- RS has taught our children self-accountability i.e. taking responsibility for their own actions.



School success starts
with attendance

Challenge

- Trying to motivate teachers to believe in RS and to trust it works.
- Making sure that RS is applied correctly and it's concepts are understood.
- Making sure teachers WANT to build relationships with students so RS will work in the first place.

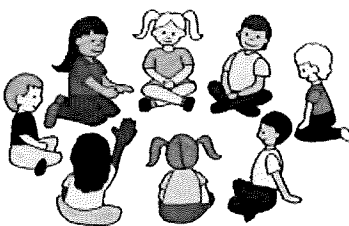
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Teacher Perspective

Positive

- Students do not get "kicked out of school" and are given chances to "regulate" rather than belonging in an all or nothing system.
- The focus is shifted to looking for the growth in students rather than the black/white, right/wrong.
- Classroom building circles, respect agreement circles, content circles, are all happening formally and informally at our campus.



Challenge

- When a student returns to class and there is not a platform established for this conversation, there is tension built rather than relationships restored.

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Teacher Perspective

Positive

- Restorative is relationship based is a driving force with dealing with our student population.
- This connection piece is vital when trying to hold students accountable.
- Students are able to de-escalate a lot easier because of this relationship.
- Is it perfect? No. Has it fixed all of our discipline problems? No.
- I am able to teach and have less disruptions for the most part which allows for the students to feel safe, and feel they are actually at school to learn.



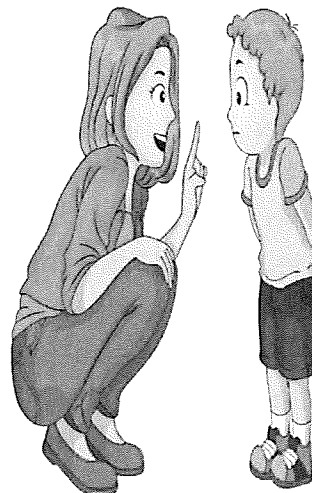
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Teacher Perspective

Challenge

- The challenging piece for me personally is having those conversations when they return to class, or when I'm wanting the students to be accountable for their actions.
- To have one on one time with a student when they return to school , shouldn't be a rushed process.
- I should have time with these students, if I truly want the behavior to change. I need conversations to happen at this point.



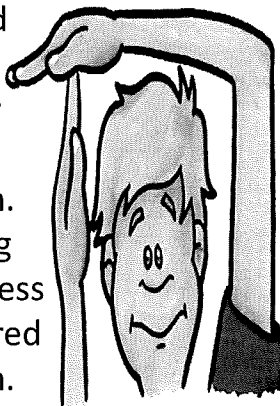
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Success Story

Incident

Student (Len) was cussing and screaming at his peer. Len would walk over to the student to intimidate the peer. The teacher attempted to redirect, but Len refused to follow the redirection. Len was adamant about harming peer. Teacher continued to address Len in a soft voice. Teacher offered the cool down area in classroom. Len refused. Finally student agreed to take a break outside classroom.



Result

Len went to break area. Talked about big feelings. Len was upset because peer kept talking about his dad. Len stated that his dad died in June and this would be the 1 year anniversary of his death. (Dad committed suicide) Len calmed down and was able to return to class and be successful.

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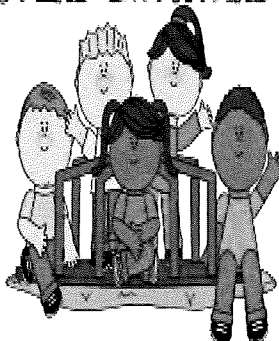


Success Story

Incident

Tina had shown great improvement, lately she has been loud, talkative, and has had a bit of an attitude. Today for math when a few students were being loud, she was laughing very loudly with them. When the class was asked to quiet down, she turned up her volume on the computer. She stood up and asked to see Mr. Randy. She was sent to him.

SOCIAL EMOTIONAL



Result

I pulled her from PLP to discuss why the change in behavior. She said there were things at home bothering her. She added that she felt everyone was ganging up on me (the teacher) and that she didn't want any part of it and that's why she asked to go see Mr. Randy.



Resources

Re-Thinking Discipline

An Introduction to Restorative Discipline & Restorative Practices

Recommended Reading List

- Amstutz, L. S., Mullet, J., 2005, *The Little Book of Restorative Discipline for Schools*, Intercourse, PA: Good Books.
- Holtham, J. (2009). *Taking Restorative Justice to Schools: A Doorway to Discipline*. Colorado Springs, CO: Homestead Press.
- Hopkins, B. (2004). *Just Schools: A Whole-School Approach To Restorative Justice*. London: Jessica Kingsley Publishers.
- Kidde, J. & Alfred, R. (2011). *Restorative Justice: A Working Guide for Our Schools*. Alameda County School Health Services Coalition. <http://healthyschoolsandcommunities.org/Docs/Restorative-Justice-Paper.pdf>
- Morrison, Brenda (2006). *School Bullying and Restorative Justice: Toward a Theoretical Understanding of the Role of Respect, Pride, and Shame*. *Journal of Social Issues*. 62(2): 371-392.
- Morrison, B. (2007). *Restoring Safe School communities: A Whole School Response to Bullying, Violence and Alienation*. Federation Press.
- Morrison, B., Thorsborne, M. & Blood, P. (2005). *Practicing Restorative Justice in School Communities: The Challenge of Culture Change*. Public Organization Review: A Global Journal. 5: 335-357.
- Morrison, B.E. & Vaandering, D. (2012). Restorative justice: Pedagogy, praxis and discipline. *Journal of School Violence* 11, 138-155.
- Pranis, K. 2005, *The Little Book of Circle Processes*, Intercourse, PA: Good Books.
- Riestenberg, N. (2012). *Circle in the Square*. St Paul, MN: Living Justice Press.
- Thorsborne, M. & Blood, P. (2013). *Implementing Restorative Practices in Schools*. Philadelphia, PA: Jessica Kingsley.

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Positive Behavioral Interventions and Supports (PBIS): Supporting ALL Students

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PBIS is

Framework for enhancing adoption & implementation of a

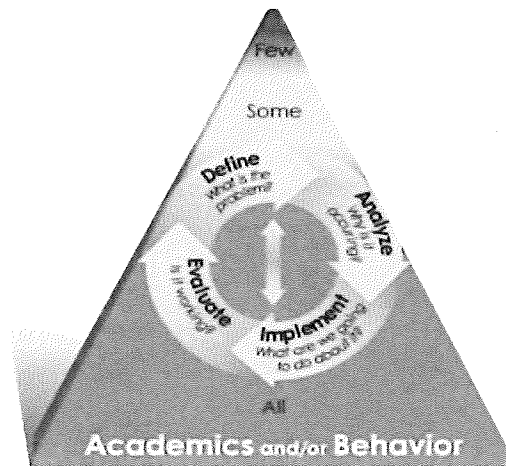
Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students

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PBIS is a framework for support delivery.

Experimental Research on SWPBIS

Bradshaw, C.P., Koth, C.W., Thornton
a group-randomized effective

Bradshaw, C.P., Koth, C.W., Bevans,
organizational health of ele

Bradshaw, C. P., Mitchell, M. M., &
from a randomized control

Bradshaw, C.P., Reinke, W. M., Bro
elementary schools: Obser

Bradshaw, C., Waasdorp, T., Leaf,
Pediatrics, 130(5) 1136-1

Horner, R., Sugai, G., Smolkowski
positive behavior support

Horner, R. H., Sugai, G., & Ande
Ross, S. W., Endrulat, N. R., & H

Journal of Positive Beha

Waasdorp, T., Bradshaw, C., &
Supports on Bullying and

Pediatric Adolescent Med

Bradshaw, C. P., Pas, E. T., Goldw
Supports with tier 2 coachi

177-193. doi:10.1080/1754730

Freeman, J., Simonsen, B., McCoach D.B., Sugai, G., Com

Positive Behavior Interventions and Supports on Academic, Attendance, and

SWPBIS Experimentally Related to:

1. Reduction in problem behavior
2. Increased academic performance
3. Increased attendance
4. Improved perception of safety
5. Reduction in bullying behaviors
6. Improved organizational efficiency
7. Reduction in staff turnover
8. Increased perception of teacher efficacy
9. Improved Social Emotional competence

Behavioral Interventions and Supports: Findings from

rtis (PBIS) on the

lent outcomes: Results

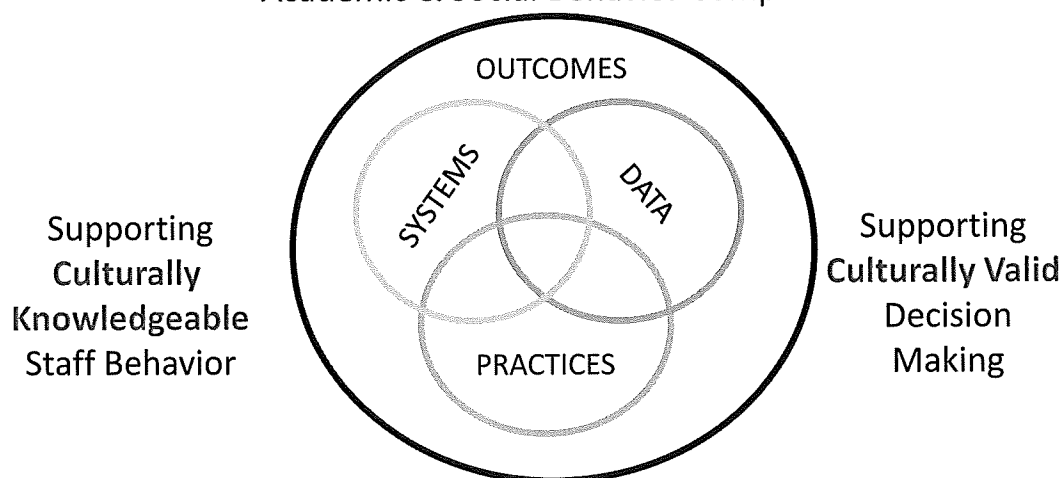
d Supports (PBIS) in

id adjustment.

al assessing school-wide

nality, 42(8), 1-14.

Supporting Important Culturally Equitable Academic & Social Behavior Competence



George Sugai, PBIS Leadership Forum
September 2017



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PBIS Implementation Framework

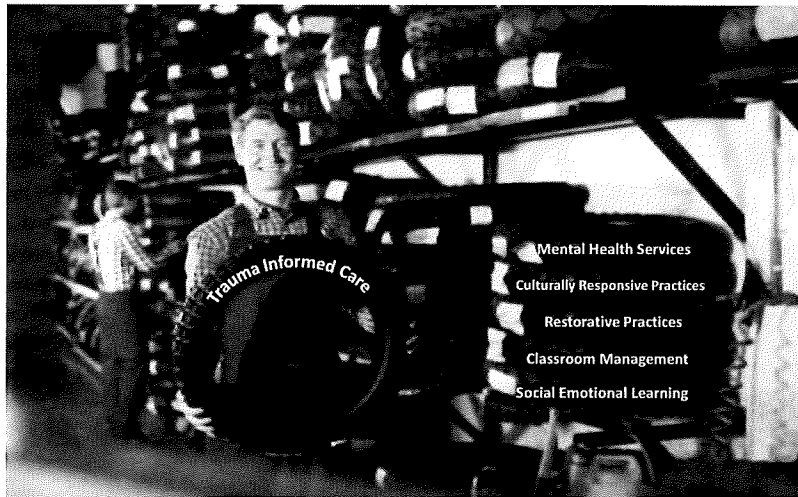
- **We organize our resources**
 - Multi-Tier Mapping, Gap Analysis
- **So kids get help early**
 - Actions based on outcomes (data!), not procedures
- **We do stuff that's likely to work**
 - Evidence-Based interventions
- **We provide supports to staff to do it right**
 - Fidelity: Benchmarks of Quality
- **And make sure they're successful**
 - Coaching and Support
 - Progress monitoring and performance feedback
 - Problem-Solving process
 - Increasing levels of intensity



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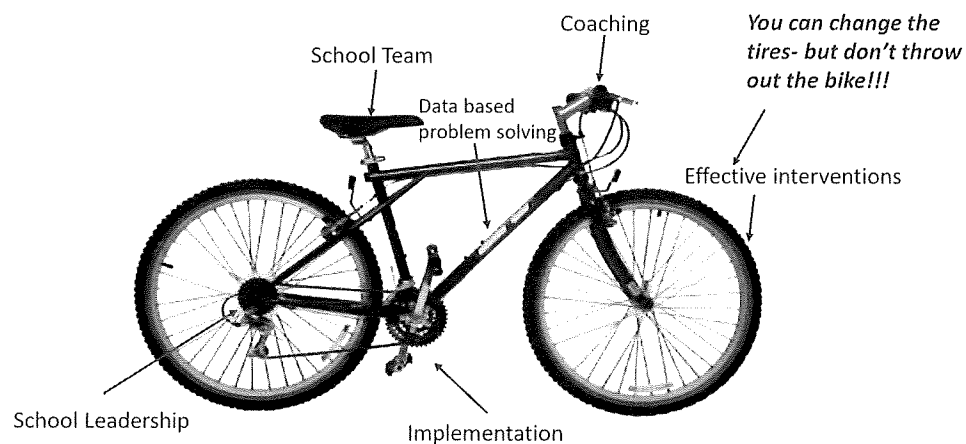
The Educator's Intervention Tire Shop



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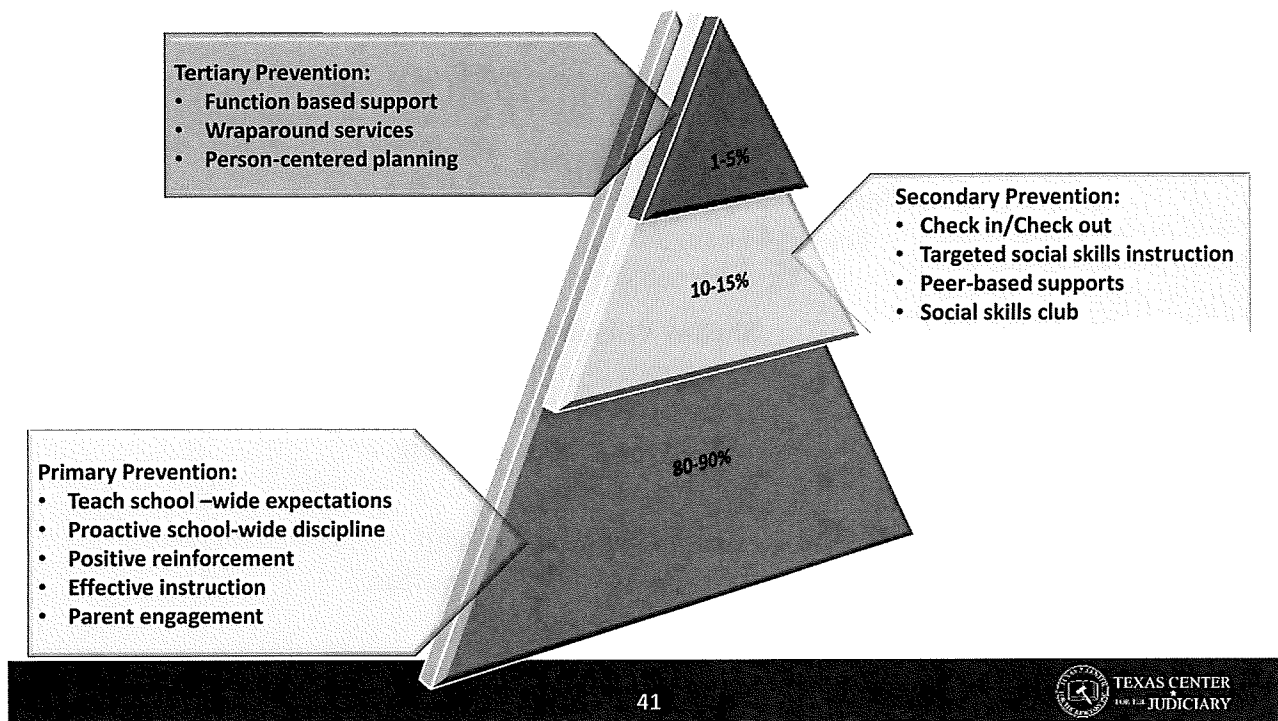


PBIS provides the Framework to Install Evidenced Based Practices



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Big Ideas

- PBIS promotes effective decision making
- PBIS focuses on measurable outcomes
- PBIS provides systems to support effective implementation
- PBIS is a framework to install evidence-based practices such as mental health, trauma-informed care, restorative practices, and SEL

Contact Information

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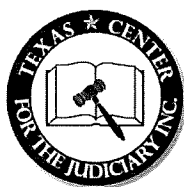
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Thank you for attending this presentation!