ADVOCACY PANEL
MODERATOR
Elizabeth Avery

PANEL MEMBERS
Dr. Mike Dawson
Elizabeth Connors
Christy Gauss
QUESTIONS?
NETWORKING & VENDOR BREAK
Thank You
BREAKOUT 2
1:45-2:45

General Education
ANNE MCLESTER

Diversity & Inclusion
“Cultivating Inclusion: Serving LGBTQI+ Youth”
Presenter: Shelly Farnan

Administration

RATHDANGAN I

Violence in Schools
“School Violence Prevention and Response”
Presenters: Tiffany Creager & Brooke Lawson

Specialized

RATHDANGAN II

Shape System
“Get your School Mental Health System into Shape”
Presenter: Elizabeth Connors

Behavioral Health Professionals

RATHDANGAN III

Differential Diagnosis
“Help! This Classroom is in Chaos! Potential Diagnoses Brewing Under the Surface”
Presenter: Adam Andreassen

YOUTH MENTAL HEALTH: A WHOLE-SCHOOL APPROACH
SCHOOL VIOLENCE PREVENTION
AND RESPONSE
Takeaways from Lived Experience

Tiffany Creager, MSW, LSW
Brooke Lawson, LCSW
OBJECTIVES

• Participants will leave with at least three preventative strategies to encourage a holistic approach to school safety.

• Participants will hear successful crisis response approaches based on lived experience of presenters.

• Participants will leave with an understanding of the necessity of community collaboration in creating and maintaining safe schools.
“School violence describes violent acts that disrupt learning and have a negative effect on students, schools, and the broader community.”

CDC DEFINITION OF SCHOOL VIOLENCE
IMPACT

1 in 5 high school students reported being bullied at school in the last year.

CDC, 2017

Figure 1: My school has a false sense of security

Safe and Sound Schools, 2019
IMPACT

“The enormity of the tragedy can’t be measured only by the number of deaths and injuries that took place. There is no way to quantify the psychological damage of those who were in the school or who took part in rescue or clean up efforts. There is no way to assess the magnitude of a tragedy like Columbine, especially when it can be a blueprint for other shooters who go on to commit atrocities of their own.”  ~ Sue Klebold 2/27/17

- In 2018 - 19,965 students were exposed to violence as a result of school shootings
- These numbers account for students in the school where the shootings occurred, I would argue it reaches even beyond that
- My story
Active shooter at Lindsey's school
AS A STUDENT WAS QUOTED AFTER THE SANTA FE HIGH SCHOOL SHOOTING IN TEXAS:

“I was not surprised, I was just scared. . . It’s been happening everywhere.”
Comprehensive Approach to School Safety Response

Mitigation/Prevention:
What are the things you have in place already?

- Social Emotional Learning
- School Mental Health Supports
- Community Circles
- Restorative Practices
- PBIS/MTSS frameworks
- School Culture and Climate

- Bully Prevention
- Suicide Prevention
- Students of Concern/ Assistance Teams
- Trauma Informed Practices
- Understanding Neuroscience
- Employee Assistance Programs
Preparedness

- Crisis Teams
- Crisis Plans
- Crisis Communication
- Drills
- Transition Planning
- Reunification Plans
Response/Intervention

- Communication to Families/Staff/Students
- Classroom Meetings
- Triage and Support for Students
- Triage and Support for Staff
- Caregiver Training
Recovery

• Individual Crisis Intervention
• Group Crisis Intervention
• Psychoeducational groups for students and staff
• Individual Therapy
• Group Therapy
• Focus on student and staff wellbeing after crisis
• Anniversary dates
Lessons Learned

• Debriefs for all involved are important
• Communication is key
• Ongoing therapy is important
• Relationships matter
• Crisis situations exacerbate past traumas
• Language matters
QUESTIONS?
REFERENCES


My son was a Columbine shooter: This is my story: Sue Klebold. (2017, February 27). Retrieved September 30, 2019, from https://youtu.be/BXInrFpCu0c.


THANK YOU

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<table>
<thead>
<tr>
<th>Breakout 3</th>
<th>Time: 3:00-4:00</th>
<th>Location: Main Hall</th>
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<tr>
<td>General Education</td>
<td>Autism</td>
<td>“Autism Spectrum Disorder in the School”</td>
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<tr>
<td>ANNE MCLESTER</td>
<td>Presenter: Seth Allen</td>
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<tr>
<td>Administration</td>
<td>Trauma</td>
<td>“Trauma-Informed Discipline”</td>
</tr>
<tr>
<td>RATHDANGAN I</td>
<td>Presenters: Sara Wilson &amp; Elizabeth Avery</td>
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<tr>
<td>Specialized</td>
<td>School Social Work</td>
<td>“Creating the Conditions for Learning and the Role of the School Social Worker”</td>
</tr>
<tr>
<td>RATHDANGAN II</td>
<td>Presenters: Tiffany Creager &amp; Christy Gauss</td>
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<tr>
<td>Behavioral Health Professionals</td>
<td>Neuroscience*</td>
<td>“Make Me: Applying Brain Science to Challenging Behaviors”</td>
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<td>MAIN HALL</td>
<td>Presenter: Heather Forbes</td>
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Trauma-Informed Discipline

STRATEGIES THAT WORK
Objectives

• Identify what is meant by trauma-informed and discuss implications for how this changes approaches to discipline
• Review the School-to-Prison Pipeline and what the research suggests
• Identify the importance of moving toward more positive and proactive approaches
• List at least three strategies for classroom management

PRESENTERS
Elizabeth Avery, MA, LMHC
Vice President, Youth Services

Sara Wilson, PsyD, LP
System Director, Youth Training and Consultation
Trauma Basics

How Common are ACES?

- ACEs are major risk factors for illness and poor quality of life. Research shows that ACEs can impede a child’s social, emotional and cognitive development.
- ACEs are the best predictor of poor health and the second best predictor of academic failure.
- 1 in 7 Missouri students have 3+ ACEs, making them 32 times more likely to have academic and behavior problems in school.

-CDC
The Impact of Trauma

• ACE Study (results and statistics)
• Students with ACEs frequently have deficits in:
  • Ability to manage emotional and physical arousal level
  • Ability to manage emotions
  • Ability to accurately interpret social situations
  • Capacity to think and problem solve (especially when escalated)
• Students with ACEs have higher rates of office referrals, suspensions, and expulsions
Discipline vs. Punishment

If a child lives with **criticism**, he learns to **condemn**.
If a child lives with **hostility**, he learns to **fight**.
If a child lives with **ridicule**, he learns to be **shy**.
If a child lives with **shame**, he learns to feel **guilty**.
If a child lives with **tolerance**, he learns to be **patient**.
If a child lives with **encouragement**, he learns to be **confident**.
If a child lives with **praise**, he learns to be **appreciative**.
If a child lives with **acceptance**, he learns to **love**.
If children live with **approval**, they learn to **like themselves**.
If a child lives with **security**, he learns to have **faith in himself and those about him**.
If a child lives with **friendliness**, he learns the **world is a nice place in which to live**.

~ Dorothy Law Nolte

Facebook.com/AFineParent
Discipline vs. Punishment

Discipline: teaching the desirable future behavior
- Invokes the thinking brain
- Teach new skills → better management of behavior and emotion regulation

Punishment: to inflict suffering for past behavior
- Impacts the emotional/survival brain
- Triggers alarm and fear
- Frequent fear → chronic stress → weaker emotional regulation
Discipline

Discipline includes:

- **Educational Component**
  - Teach desired behavior
  - Teach socially appropriate ways to deal with emotions
  - Clear rules and consistent consequences

- **Natural Consequences**
  - Allow child to examine the outcome of their choices/behaviors
  - Encourage thinking and reasoning
  - Increased responsibility for actions

**Positive Reinforcement**
**Myths Vs. Facts**

**Myth:** Children need to be told, taught, directed, and controlled to do what is right.  
**Fact:** Children can be naturally self-directed when they are given freedom within an environment that supports their developmental needs.

**Myth:** Children learn self-control by being controlled.  
**Fact:** Self-control is learned through years of experience and is developed best when children can course-correct themselves.

**Myth:** Obedience equals respect.  
**Fact:** Cooperation and positive response to authority is the result of cooperation and a thriving relationship, not the result of control through punishment.

**Myth:** Behavioral issues have to be addressed in the moment.  
**Fact:** Children have memories. Addressing in the moment may escalate the situation. Learning happens when calm.

**Myth:** We need to make examples out of children with problem behavior.  
**Fact:** Addressing behavior issues publicly can serve to escalate the situation and induce shame/anger, which detracts from use of thinking brain and general emotion regulation.
School to Prison Pipeline

- Many schools found substantial increases in suspensions and expulsions after implementation of Zero Tolerance Policies (expulsions in Chicago schools increased 32 times; 21 expulsions to 668 over a 4 year period of time)

- Once suspended or expelled, data shows students are:
  - Less likely to complete high school
  - More than twice as likely to be arrested while on forced leave from school
  - More likely to be in contact with juvenile justice system

- SRO presence linked with use of excessive force, racial bias, and reinforcement of the pipeline.
  - Need for increased training and moving toward SRO being a community leader, caring adult, compassionate presence, and an educator

-Schept, Wall, & Brisman (2014)
Education NOT Incarceration

Policies focused not on achievement but on "zero tolerance" often succeed only in encouraging suspended students to drop out, in effect pushing many into criminal activity and the pipeline to prison.

Over 57,000 people under the age of 21 are in juvenile detention.

95% of school suspensions are for minor infractions.

70% of out of school suspension are African-American or Hispanic.

Male Lifetime Likelihood of Imprisonment

1 in 3
BLACK

1 in 6
LATINO

1 in 17
WHITE

68% Of males in prison DO NOT have a highschool diploma.

Sources: The Children’s Defense Fund’s Cradle to Prison Pipeline Campaign; NAACP Criminal Justice Fact Sheet; Civil Rights Data Collection (CDRC)
**Zero Tolerance Policies**

Zero Tolerance Policies:

- Generally unproven, expensive and harmful
- Very few studies have shown this improves behavior or school safety
- NCES data shows the majority of suspensions and expulsions were for non-criminal offices (coming to class late, talking back, violating dress code)
- Research shows these policies are often disproportionately applied.
- With each suspension or expulsion, a student becomes increasingly at risk for:
  - Falling behind academically
  - Dropping out of school
  - Coming into contact with the juvenile justice system

-Consensus Report on School Discipline
Exclusionary Discipline

NEA Today (2018)

• Cited the movement away from zero tolerance policies and toward:
  • Social-Emotional Learning
  • Restorative Practices
  • Positive Behavioral Interventions
• Exclusionary discipline does not make schools more conducive to learning and does not make schools safer.
• Students feel silenced, undervalued, and misunderstood.
• Students may ultimately check out and disconnect from school and their futures.
Restorative Practices

Restorative Circles: Creating a Safe Environment for Students to Reflect
Restorative Practices

When Challenging Behaviors Occur:

• What happened?
• What were you thinking at the time?
• What have you thought about since?
• Who has been affected by what you did? In what way?
• What do you think you need to do to make it right?

To Help Those Affected:

• What did you think when you realized what happened?
• What impact has this had on you and others?
• What has been the hardest thing for you?
• What do you think needs to happen to make things right?

-International Institute for Restorative Practices
Trauma-Informed Lens

Traditional Perspective
Challenging behaviors are the result of individual deficits (e.g. what’s wrong with you?)
Understands difficult behaviors as purposeful or personal
Focuses on changing the individual to “fix” the problem
Providers/school faculty need to uphold authority and control
Punitive approaches are most effective
Support for people exposed to trauma is provided by counseling professionals

Trauma-Informed Perspective
Challenging behaviors may be ways of coping with trauma (e.g. what happened to you?)
Understands difficult behaviors may be an automatic stress response
Focuses on changing the environment
Providers/school faculty need to offer flexibility and choice
Positive, strengths-based approaches are most effective
Support for people exposed to trauma is the shared responsibility of all who provide support

-NCTSN
Trauma-Informed Discipline Guidelines

Regulate  We must first help the child to regulate and calm their fight/flight/freeze responses

Relate   We must relate and connect with the child through an attuned and sensitive relationship

Reason  We can support the child to reflect, learn, remember, articulate and become self-assured

Heading straight for the reasoning/logical part of the brain with an expectation of learning will not work if the child is dysregulated and disconnected from others.

-Childtrauma.org
The Power and Importance of Relationships

Strong relationships are associated with:

- Higher academic engagement and performance (grades)
- Increased attendance
- Fewer disruptive behaviors and suspensions
- Lower school dropout rates

Best predictor of how much joy versus anxiety teachers experience in class

### RESEARCH INSIGHTS

**Relationships with Teachers Decline**

Younger students are more likely to report that their teachers care and challenge them compared to older students.

![Graph showing declining relationships with teachers by grade level](https://www.searchinstitute.org/relationships)

**DATA SOURCE**

Search Institute surveys from 2012-2015 of 122,269 U.S. youth in grades 6 to 12. (Percentages represent students who “strongly agree” with each statement)

Visit www.searchinstitute.org/relationships
The Power and Importance of Relationships

Developmental Relationships Framework

- Express Care
- Challenge Growth
- Provide Support
- Share Power
- Expand Possibilities
References

Questions?

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NETWORKING RECEPTION
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