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# Positive School Discipline Institute

# What is PSDI?

## Support. Engage. Achieve.

The Positive School Discipline Institute is a year-long training initiative for school personnel to reform disciplinary practices and promote student academic success.

The program will provide educators with the tools to help teachers, administrators, student resource officers and support staff improve school learning environments and reduce exclusionary discipline.



# Why PSDI?

## Support. Engage. Achieve.

Equipping educators with strategies rooted in positive school discipline, trauma-informed practices and culturally-responsive practices can lead to improved school climate and greater academic achievement among all students.



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**70%**

70% of youth in the juvenile justice system have mental illness or disability.

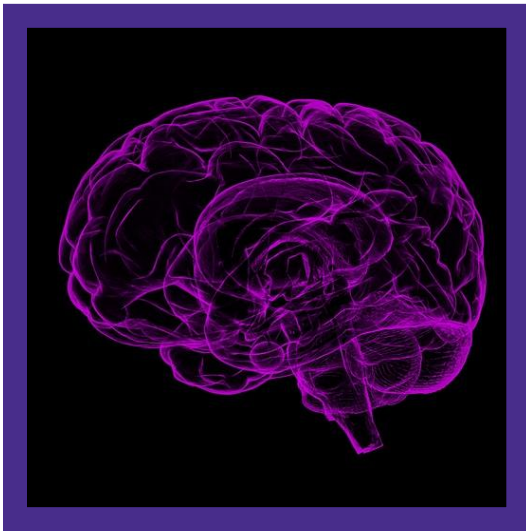
**751,366**

School days lost due to suspension or expulsion in 2012-13 school year.



**60%**

More than 60% of youth have been exposed to crime, violence, and/or abuse.



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## **District Experience**

*Innovative strategies to achieve positive learning environments for all school children to succeed.*

## Professional Learning

- Aug. 17 - Viewing of Paper Tigers Documentary
- Aug. 21 - Summit on Trauma-Informed Schools
- Nov. 1 - Creating Champions & Advancing PSD in your school
- Jan. 24 - Teachers Championing PSD
- Apr. 25- School Security & Law Enforcement Championing PSD
- June 13 - Strategic Planning



“

*We cannot get our students to “learning” until we address their social and emotional development.”*



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# Points to Ponder

- An **ACE score of 6** is predicted to **take 20 years off of your life expectancy** with no caring adult intervention.
- Studies have shown that students who had at least **3 ACEs** were **3x likelier to experience academic failures**. They were also **5x as likely to have attendance issues** and **6x as likely to exhibit behavioral problems**.

**“Thus, the ACE’s study should provide the foundation for making a paradigm shift in the manner in which we approach our students.”**



# The Significance of ACEs

*(As it Relates to Schools)*

-Children who are exposed to multiple ACEs are overloaded with stress hormones, which leaves them in a constant state of survival.

-The absorption of new academic material is much more challenging.

-Puts students in a difficult place to handle rules and authority figures.

**\*These are the students who are stressed-out, overwhelmed, unable to focus, and emotionally on edge. In other words, these are the students we have traditionally labeled as the 'problem students' or the 'disruptive students'.**



# Survival Brain

- *When youth experience continuous threats/trauma, the brain/body is put into a chronic state of fear, activating the “survival brain” (mid/lower areas of the brain). This can create an overactive alarm system in the developing brain.*
- *A youth’s brain/body that develops within the context of trauma can be more easily triggered into survival brain by “trauma reminders” or “triggers” even when there is no actual threat.*

*Trauma and Resilience: An Adolescent Provider Toolkit; Adolescent Health Working Group 2013*

# A Trauma Informed School:



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## Practices

Uses the recognition that certain behaviors are related to traumatic experience to drive a new set of practices at school with scholars who exhibit these behaviors.

## Culture

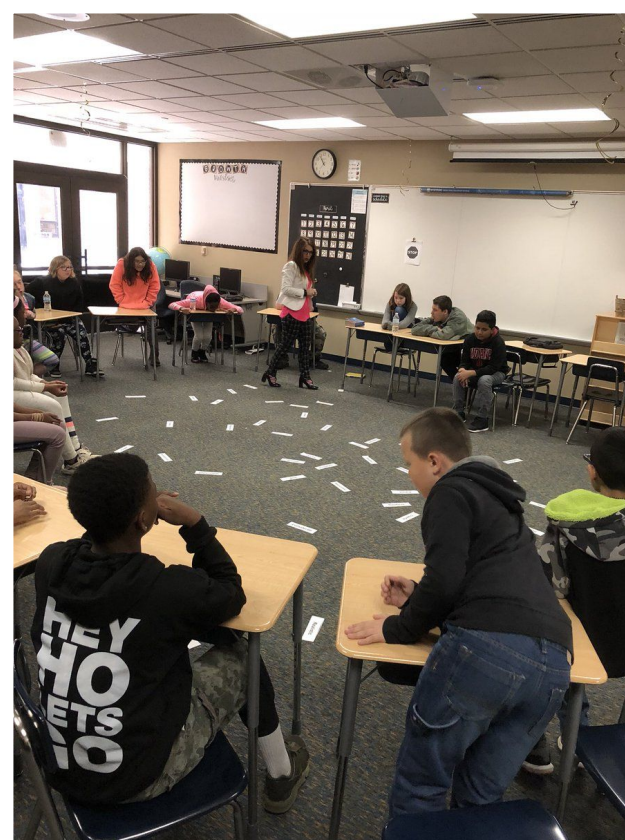
Shifts from a model that asks, “What is wrong with you?” to one that asks, “What happened to you?”

## Mindset

A new question emerges: “How can we shift the school environment and classroom practices to respond more effectively to your needs?”

Working on  
Trauma  
through  
conversation

Talking about our **BACKPACKS** and how heavy they can become with the experiences we carry around with us.





Collaborative  
and Proactive  
Solutions

McClelland  
Elementary

Trauma-  
Informed  
School

PBIS Grant:  
Second Step



6 WAYS TO BECOME A  
**TRAUMA-INFORMED**  
SCHOOL

NATIONALRESILIENCEINSTITUTE.ORG



### EDUCATION

Provide staff development for educators to better understand trauma's impact on learning

### SAFETY

Help students feel safe (physically, socially, emotionally, and academically)



### HOLISTIC

Meet students' needs by taking into account their relationships, self-regulation, academic competence, and physical and emotional well-being;

### COMMUNITY

Connect students to the school community and provide them with multiple opportunities to practice newly developing skills;



### ACCOUNTABILITY

Embrace a shared responsibility for all students

### ADAPTABILITY

Staff anticipate and adapt to the ever-changing needs of students.



# Our journey to becoming Trauma-Informed

## Book Study



Read I Wish My Teacher Knew

## Articles



Read articles

## Paper Tigers



Staff watched documentary about Lincoln High School

## ACEs



Staff took the ACEs survey

## High-Fives



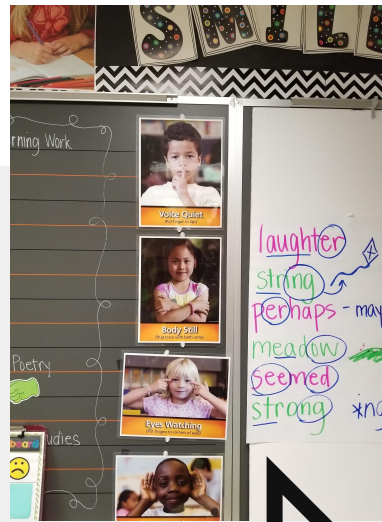
High-fives team meeting bi-weekly

## SOC



Student of Concern meetings to address needs

# Next Steps



Social Emotional Learning Innovation Fund

Year 1 school for Fairbanks Grant

Continued capacity building



**We have BEAR power!**

| 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|-------------|-------------|-------------|-------------|
| Hailee      | Hailee      | Hailee      |             |
| Austin      | Austin      | Austin      |             |
| Vanessa     | Vanessa     | Vanessa     |             |
| Noemi       |             |             |             |
| Abby        | Abby        |             |             |
| Dana        | Dana        | Dana        |             |
| Mariah      | Mariah      | Mariah      |             |
| Jon-David   | Jon-David   | Jon-David   |             |
| Hayley      | Hayley      | Hayley      |             |
| Rodrigo     | Rodrigo     | Rodrigo     |             |
| Jaemin      | Jaemin      | Jaemin      |             |
| Ayden       | Ayden       | Ayden       |             |
| Eilene      | Eilene      | Eilene      |             |
| Diana       | Diana       | Diana       |             |
| Jeremiah    | Jeremiah    | Jeremiah    |             |
| Jacob       | Jacob       | Jacob       |             |
| Emma        | Emma        | Emma        |             |
| Isabella    | Isabella    | Isabella    |             |
| Kayla       | Kayla       | Kayla       |             |
| Emy         | Emy         | Emy         |             |
| Jayden      | Jayden      | Jayden      |             |
| Kevin       | Kevin       | Kevin       |             |
| Juliana     | Juliana     | Juliana     |             |
| Abdullahi   | Abdullahi   | Abdullahi   |             |
| Leland      | Leland      | Leland      |             |
| Bashir      | Bashir      | Bashir      |             |
| Mohamed     | Mohamed     | Mohamed     |             |



# Success Story

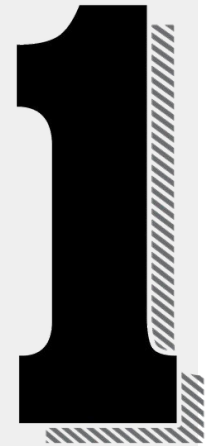
Increase in  
Self-Esteem,  
Self-Regulation &  
Self-Awareness

Level B to  
Level J in  
Reading,  
Decrease in  
Referrals



So what does this mean?

It only takes





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thanks!

**Any questions?**

