



ASBA
&
GCU'S



CANYON PROFESSIONAL DEVELOPMENT PRESENT:

HANDLING SCHOOL TRAUMA WEBINAR SERIES

WEBINAR 2

MARCH 4, 2020

SYSTEMATIC APPROACHES TO TRAUMA INFORMED EDUCATION SUPPORTS

Special Guests

Allison Gilbert

Healthy Kids and Family Specialist; Phoenix Children's Hospital

Kareem Neal

2019 Arizona Teacher of the Year; Maryvale High School; Phoenix Union

Phillip Nowlin

Principal Canyon View High School; Agua Fria Union

Hosts

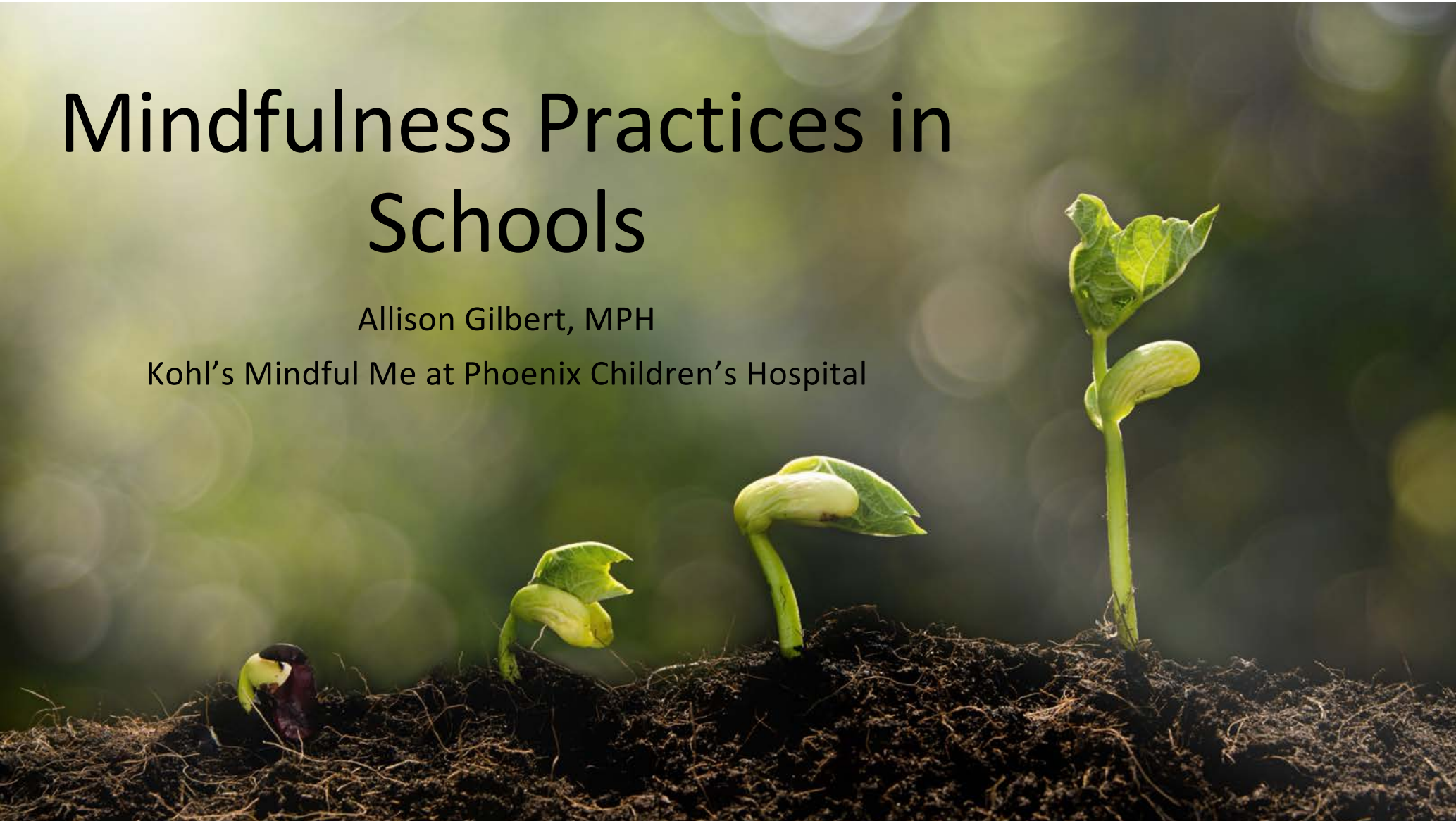
Julie Bacon - Leadership Development Specialist; Arizona School Boards Association

Carol Lippert - Executive Director K12 Outreach and Support; Grand Canyon University

Mindfulness Practices in Schools

Allison Gilbert, MPH

Kohl's Mindful Me at Phoenix Children's Hospital



Why are we talking about Mindfulness?



A young child with blonde hair, wearing a colorful rainbow-patterned shirt and blue jeans, stands on a small blue step ladder. The child is reaching up to draw a large white outline of a rocket ship on a grey, textured wall. A small black dog is sitting on the floor at the base of the ladder, looking up at the child. The rocket ship is drawn with simple white lines, showing a pointed nose, a circular window, and a tail section with fins.

Evidence and Research

- Programs do not have rigorous study to make them evidence-based
- Programs are more often “evidence informed”
- Lack of research may be due to several things:
 - Mindfulness in and of itself is hard to study because it’s so fluid and different for everyone
 - It’s new and growing faster than research can keep up
 - Anecdotal evidence
 - Evidence and research in adults

In the Valley

- Arizona ACEs Consortium
- Mindfulness First
- Holiday Park
- VH Lassen Elementary
- San Carlos School District
- Phoenix Union School District



Important considerations

- There are poor ways to implement Mindfulness
 - Not appropriate for every person and child
 - Not appropriate in every setting or situation
- Always provide a non-judgmental opportunity to not participate



Important Considerations cont.

- More evidence is needed – Keep track of your school's data!
 - Office and nurse referrals
 - Teacher satisfaction
 - Detentions, suspensions, expulsions
 - Grades/age-appropriate readiness
- Keep it realistic
 - adults need this just as much as students
 - Support structures **MUST BE IN PLACE FOR STAFF**
 - Change will not happen quickly “all good things take time”



A group of diverse children, including a young boy and a young girl, are looking intently at a globe. The boy is on the left, and the girl is on the right. They are both smiling and appear to be engaged in a learning activity. The background is slightly blurred, showing other children and a classroom setting.

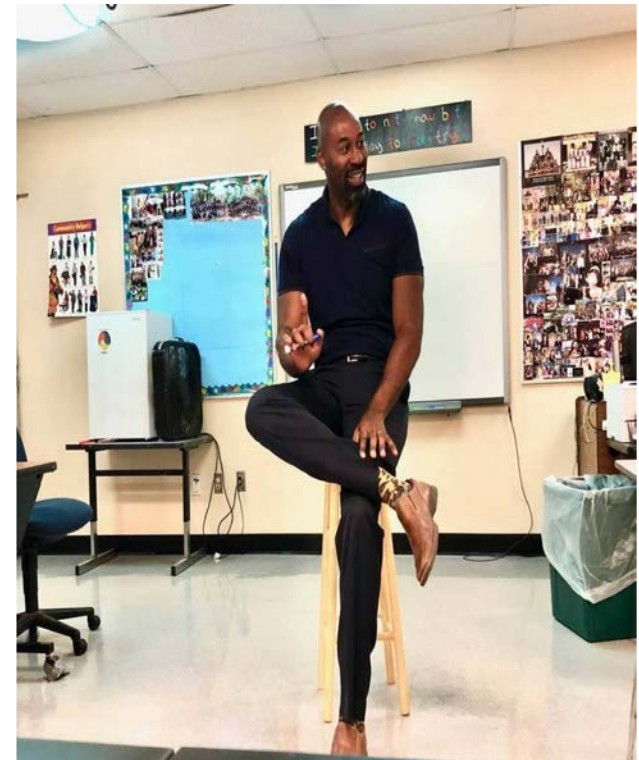
Programs available

Dr. William "Rob" Roberts

- Inner Explorer
- Master Mind and Moment Program
- Mindfulness and Mind-Body Skills for Children
- Mindful Schools
- Resilient Kids

Kareem Neal

- ? 23 year self-contained special education teacher.
- ? I teach at Maryvale High School in the Phoenix Union High School District.
- ? Maryvale High School has 2950 students grades 9-12.
- ? I have been one of the district's restorative justice trainers for the past 2 years.
- ? Since winning 2019 Arizona Teacher of the Year, I've had the opportunity to travel to Arizona, and a few other states, to present on restorative justice.



Foundations of Restorative Practices

Circles

CIRCLES ARE AN IMPORTANT TOOL FOR HELPING PEOPLE FEEL SEEN AND HEARD. IT IS IN THE CIRCLES THAT STAKEHOLDERS GET TO KNOW EACH OTHER AND BUILD THE TYPES OF RELATIONSHIPS THAT ARE ESSENTIAL FOR FUTURE RESTORATIVE CONVERSATIONS. THE FORMAT OF A CIRCLE IS IDEAL BECAUSE EVERYONE CAN PHYSICALLY BE SEEN AND MORE EASILY HEARD, AS ALL FACES ARE FORWARD IN RELATION TO OTHER SPEAKERS AND LISTENERS. TALKING PIECES ARE AN IMPORTANT PART IN THE PRACTICE OF DOING CIRCLES.



Sessions that we teach

1. Introduction to Restorative Justice
2. Community Building Circles
3. Restorative Conversations
4. Implicit Bias



4 sessions

The rationale behind this is:

Everyone needs the foundations of it so that they are willing to consider doing the practices.

Circles gives everyone a chance to see and practice what they will primarily do when it comes to RJ. In this, participants are offered a chance of better understanding of some of the background of their peers and students.

Restorative conversations give practical ways of dealing with the difficult behavior and harm done in classrooms and schools. This is one of the best ways of showing understanding for parties that are affected by current or past trauma (including the individuals that were harmed in the present).

The implicit bias class is where we attempt to be more intentional about figuring out the areas in life where we have bias and how that might affect students and co-workers.

Why?

FOR THE LAST SEVERAL DECADES, THE GUIDING PARADIGM FOR SCHOOL DISCIPLINE HAS BEEN PUNISHMENT AND EXCLUSION. YEARS OF RESEARCH HAVE SHOWN US THAT SCHOOLS WHO OVER-RELY ON PUNITIVE DISCIPLINE TEND TO HAVE FAR WORSE OUTCOMES – LOWER RATES OF GRADUATION, LOWER SCHOOL CLIMATE RATINGS, AND MORE INSTANCES OF SERIOUS MISBEHAVIOR. WE ALSO KNOW THAT THE STUDENTS WHO RECEIVE PUNITIVE DISCIPLINE ARE DISPROPORTIONATELY BLACK AND LATINO.

FOR EXAMPLE:

BLACK STUDENTS ARE SUSPENDED AT 2-3 TIMES THE RATE OF WHITE PEERS FOR THE SAME BEHAVIORAL INFRACTIONS.

A 2012 STUDY BY STANFORD UNIVERSITY FOUND THAT TEACHERS OF ALL RACES ARE MORE LIKELY TO PUNISH BLACK STUDENTS THAN STUDENTS OF OTHER RACES.

BLACK AND LATINO STUDENTS ARE MORE LIKELY TO RECEIVE PUNITIVE DISCIPLINE FOR SUBJECTIVE DISCIPLINARY INFRACTIONS LIKE “INSUBORDINATION”, “DISRESPECT”, OR ‘BEING DISRUPTIVE’.

WHY?

RESTORATIVE JUSTICE AIMS TO INTERRUPT THE SCHOOL-TO-PRISON PIPELINE AND CREATE THE CONDITIONS IN WHICH ALL STUDENTS HAVE THE OPPORTUNITY TO LEARN. BUT, IT'S NOT ENOUGH TO JUST TELL TEACHERS "DON'T PUNISH KIDS" OR "DON'T SUSPEND STUDENTS." EDUCATORS NEED ALTERNATIVES TO PUNITIVE DISCIPLINE THAT CAN BE USED TO BUILD COMMUNITY WITH KIDS AND ADDRESS BREACHES TO THE NORMS OF THAT COMMUNITY WHEN THEY OCCUR.



Restorative vs. non-restorative

Even if a person/group wants to do restorative justice, they will not be as effective if they haven't previously engaged in building a classroom/work community. You need to have formed a relationship to restore.



Safe Spaces

Restorative conversations happen in **safe spaces**. Classrooms and office buildings are not automatically safe spaces because the people have good intentions. People in those spaces have inflicted and experienced trauma.

The importance of creating safe spaces derives from the core belief that human beings are holistic – **mind, body, heart, and spirit are all connected**. Many of our students have experienced trauma or serious adversity, which can make them hyper-vigilant, and constantly 'on-guard' against threats to their physical or emotional safety. So, the existence of **safe spaces is a pre-condition for RJ work**. In order to ask young people to be vulnerable and express emotions with us, we need to create spaces where they feel safe do this.



Data

- ☐ Denver schools that implemented restorative practices reported a **44% decrease in out-of-school suspensions** and an overall decrease in expulsions across a three year post implementation period (Baker, 2009)
- ☐ West Philadelphia High School reported a **52% drop in “violent acts and series incidents”** during year one of RJ implementation, followed by an **additional 40% drop in the second year** (Lewis, 2009)
- ☐ RJ **reduced disciplinary offenses by 58% in the first three months** for youth participants in an alternative education program in Pennsylvania. The effects were sustained through two years of implementation, with a **50% reduction in offenses** (McCold, 2002, 2004, 2008)
- ☐ Across a range of studies, school attendance improves after RJ implementation. In one study, the researchers found that students who participated in an RJ program showed a **50% reduction in absenteeism during the first year of implementation and a 64% decrease in tardiness** (Baker, 2009).
- ☐ **RJ reduced disciplinary offenses by 58%** in the first three months for youth participants the first year of implementation and a **64% decrease in tardiness** (Baker, 2009).

Just Do It!

The best way to start this work is to just start! Do a circle and start getting to know the people around you better. Eventually, everyone opens up more eventually, but not unless we are intentional.

I have question starters for anyone who would like to start. Just email me.



*Canyon View High School, Waddell, Arizona
Principal – Phillip Nowlin
Agua Fria Union High School District*

“To provide authentic learning experiences for ALL students in a collegiate and professional environment.”

A STEM focused, Career Pathways High School

Who are we...Who we are!

Canyon View High School Opened in August of 2018 as the 5th High School in the Agua Fria Union High School District.

Demographics

- 970 Students in Grades 9 and 10
- 45% White
- 44% Hispanic
- 8% Black
- 3% Asian, Pacific Islander, Native American
- 12% ESS
- Free and Reduced – 30%

Career Pathways Offered:

Marketing, Graphic Design, Film & TV, Coding, Health Sciences and Agriculture



Redirection Plan @ Canyon View HS

The Why...

1. Provide consequences for behavior accompanied with training and opportunities to educate students on the impact of their behavior on others and their own future success.
2. Individual and small group interventions will be utilized as a means to provide preventative and restorative practices for students at CVHS.

Strategies & Programs

1. Character Matters Program
2. Co-curricular programs
3. Service learning projects
4. Peer Mediation
5. Positive teacher/student relationships
6. Advisory program
7. Schoolwide cultural expectations
8. Academic instruction and activities that motivate learning
9. Using praise and rewards
10. Monitoring and responding promptly to misbehavior

Expectations for All @CVHS

Academic Expectations

Show ownership for learning	Learners will understand learning objectives and be able to convey this knowledge to others. Learners will engage in activities/experiences that are varied depending on needs and/or interests.
Take accountability for learning	Learners will focus attention, energy, and conversation on learning objectives, assignments, or tasks.

Expectations for All @CVHS

Cultural Expectations

Participate in co-curricular activities	Learners will engage as a community at CVHS by participating
Connect with students and peers through advisory and activity participation	Learners will actively participate in advisory and attend or participate in activities to help build a stronger community.
Be accountable and responsible for the development of a positive school culture	Teachers and learners will assume the responsibility of conveying the Jaguar Way helping learners to understand that their choices determine consequences and impact the culture and experiences of others.
Use respectful, courteous, considerate words and actions	Teachers and learners will display CORE Values through interactions with others in our school and community.
Take responsibility for actions	Teachers and learners assume responsibility for their own behavior. Their choices determine consequences.

Restorative Practices @ Canyon View High School

Is the purpose of your suspension and discipline to punish the behavior or to change the behavior?

At CVHS the purpose of discipline is to redirect and change the behavior. The goal is to:

- Work with students to understand what is appropriate behavior and why
- Work with students to recognize their inappropriate behavior and take accountability for their actions
- Teach students alternative ways to handle specific situations so that in the future they are less likely to repeat the behavior

Minimize the academic impact on students when applying discipline

- Focus on interventions, utilizing counselors and administrators
- Peer mediations when appropriate
- Peace contracts and behavior contracts
- Detentions and In School Suspension prior to OSS



Suspension Data

<i>School Name</i>	17 - 18	18 - 19	19 - 20	19-20 Enrollmen t	% of Students Suspende d	Total Number of Suspensions
School A	55	58	83	1850	4%	196
Canyon View High School		19	19	970	1.9%	38
School B	164	161	157	1600	10%	482
School C	79	111	107	2150	5%	297
School D	84	68	70	1900	3.6%	222
Grand Total	382	417	436			1235

Canyon View is the only school currently employing restorative practices. Data is based on the number of suspensions the last 3 years. 19-20 data is based on the first semester only.

Should every student and situation be dealt with equally or with equity?



Educators believe that each student learns differently. This is why we have IEP's, 504 plans and focus on differentiated instruction. This same philosophy holds true for discipline. Students come from various environments, backgrounds and home philosophies that impact how they behave at school. In many cases, we have to work on not only changing the student behavior but the parent reinforcement or lack of support for the desired behavior. Discipline should be individualized (within reason). Our focus is on equity not necessarily equality...

"Restorative Justice does not mean - "no suspensions" - it is the process of practices to redirect students prior to and following a suspension."

Student Scenario

Example: A student was given a referral for getting on his phone after redirected by the teacher. When we met with the student, the student said that his mom told him to text her anytime he felt he was being disrespected by an adult. The student will listen to Mom first. Our job is to educate the student and the Mom on why that cannot continue and find alternative ways to support the student and Mom within the context of school expectations.



Focus on Student Relationships

The first step to a restorative culture begins with the emphasis on positive student relationships. This begins with leadership and filters down to faculty, staff, students and the community. The guidance clerk, the English teacher and the Principal must all focus on learning who our students are in order to develop positive relationships that influence behavioral change.



Research shows that suspension alone does not improve student behavior. Nationally, students of color and disabilities are suspended *over three times more* than other students. Our focus for this year is to develop relationships with students and look at alternative methods to suspension.

Next Steps

Students that have received multiple warnings and redirection will begin to receive progressive discipline. This involves lunch detention, ISS and OSS based on the offense. We will continue with restorative practices, however students will be given consequences that reflect the level or the frequency of their offense.

Although we believe in the intervention model first, students do not have the right to continuously distract others from their right to learn.

Next Steps:

- Solicit information from your community, students and staff on their philosophy towards suspension and discipline.
- Determine your pedagogy moving forward and your level of need for implementation.
- Create a plan that includes a committee/panel of faculty, staff, students and community members that are committed to building relationships and planning for a culture change.

Instructions for presenters

Insert your slides after slide #2

At the end – there is a slide with contact information, please put the email that you desire to us for the webinar participants on that slide.

If you have any problems – call me at 480-486-2613 – that's my work cell

Carol

Contact us

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Upcoming Events

Webinar Series Understanding Trauma in our Schools - ASBA/Canyon PD

<https://azsba.org/events/school-trauma-webinars/#1531431066513-3bbbfc12-9c66>

- May 6, 2020; 3:30-4:30 – Trauma Informed Education Supports: A Legal Perspective

Equity Webinar Series - ASBA <https://azsba.org/events/equity-webinar-series/>

- March 18, 2020; 12:00-1:00 – Advancing Equity Through Deeper Learning: Special Education
- April 15, 2020; 12:00-1:00 – Advancing Equity Through Deeper Learning: Gifted Education

Summit on School Safety, Security and Trauma Informed Practices - ABEC/ASA/MCSO/GCU

<http://www.azbec.org/2020-summit-on-school-safety-security-and-tra>

- May 7 and 8, 2020; held on GCU's main campus; 3300 W. Camelback Road Phoenix, AZ 85017



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<http://bit.ly/ASBAGCUWebinar>