Dismantling Oppressive Systems and Disrupting Disproportionality with the New 3 R’s of Applied Educational Neuroscience

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Building a Culture of Care with Integrated Supports
Delaware Developmental Framework

**TRAUMA AWARE**
- Staff understand the term "trauma" and how it can change the way they view and interact with others.
- Workplace safety is a priority and the workplace considers both physical and mental health.

**TRAUMA SENSITIVE**
- Organization values a trauma-informed lens and identifies trauma and resilience in policies.
- Trauma training is institutionalized for all staff.
- Staff feel supported and understood in the workplace.

**TRAUMA RESPONSIVE**
- Staff applies knowledge of trauma and resilience in work.
- Staff utilizes language that supports safety, choice, collaboration, trustworthiness, and empowerment.

**TRAUMA INFORMED**
- Entire staff is skilled in using trauma-informed practices.
- Individuals outside the organization understand that trauma and resilience are at the center of our mission.

Change process framework adapted by the Philadelphia ACE Task Force from the Missouri Model: A Development Framework for Trauma Informed.
Capacity Building Progression for Trauma-Informed Schools

**Trauma-Aware**
- All understand the term "trauma" and how it can change the view and interactions with others.
- All familiar with the basics of trauma and the values and terminology of trauma-informed care.

**Trainings**
- All Learning is Social & Emotional: Leveraging SEL to Design Instructional Experiences
- Creating a Culture of Care
- Delaware Social & Emotional Learning Collaborative Quarterly Meeting
- Trauma Awareness Training with the Brain Architecture Game

**Trauma-Sensitive**
- Concepts and values of trauma & resilience are applied to policies & theory of change for environment & work.
- Professional learning is institutionalized with strategic planning.
- Self-care becomes a priority.
- Educators begin to see students through a trauma lens seek opportunities to learn new resilience.

**Trainings**
- Analysis to Action Learning Series
- Beyond Consequences Institute Classroom 180: Advanced Trauma Bootcamp
- Neuro Logic Trauma-informed Classrooms

**Trauma-Responsive**
- Staff applies knowledge of trauma & resilience in their work, re-thinking routines & infrastructure of the organization. Staff uses language that supports safety, choice, collaboration, trustworthiness, and empowerment.
- Trauma-specific interventions are available for those who need them.
- Meeting the Increased Need for Mental Health Supports with Trauma Responsive Practices
- Trauma Responsive Education Practices (TREP) Modules.
- Trauma Responsive Schools Implementation Assessments (TRS-IA)

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**Trauma-Informed**
- Compassionate organization with trauma-responsive values & practices as the norm.
- All aspects of the organization have been reviewed and revised to reflect supportive approaches that foster physical, emotional, & psychological safety.
- All staff are skilled in using trauma-informed practices.
- Values are thoroughly embedded in the vision & mission.

**Book Study**
- The Body Keeps the Score
- Permission
- The School Discipline Fix
- Mindfulness Practices: Cultivating Heart Centered Communities Where Students Focus & Flourish
- White Fragility
The Pair of ACEs

Adverse Childhood Experiences

- Maternal Depression
- Physical & Emotional Neglect
- Emotional & Sexual Abuse
- Divorce
- Substance Abuse
- Mental Illness
- Domestic Violence
- Incarceration
- Homelessness

Adverse Community Environments

- Poverty
- Violence
- Discrimination
- Lack of Opportunity, Economic Mobility & Social Capital
- Community Disruption
- Poor Housing Quality & Affordability

The NEW 3R’s

- Prioritize educator brain and body states.
- Co-regulation as a conduit for safe and supportive environments where students experience physical, emotional, and psychological safety.
- Touchpoints and micro-moments of interaction that cultivate trust-based relationships and increase opportunities for positive childhood experiences.
- Teaching students and staff about their brain and body states.
R1: Reimagining Regulation

4 Pillars of Applied Educational Neuroscience

These four pillars blend together supporting the nervous systems of adults and youth, addressing coregulation, relational touch points, and our physiology as we rewire our perceptions of discipline.

- Educator Nervous System
  - Behavior management is about adults. Our brains and bodies hold the state of our nervous systems, and it takes a steady adult to serve a child or adolescent.

- Co-Regulation
  - Coregulation is our biological priority. Coregulation is at the heart of all interpersonal protocols. When we share a safe, emotionally, spatially, and relationally sanctified presence, students can borrow from our calm to moments of dysregulation. Coregulation is often nonverbal.

- Touch Points
  - Touch points are micro-moments of connection that often occur through our facial expressions, tone, greetings, noticing, validation, and deeply listening as we follow the student’s agenda.

- Language of the Nervous System
  - When we understand that negative behaviors are only signals addressing the dysregulation of the nervous system, we begin to feel empowered and relieved the way we feel, think, and behave is a nervous system response. As we coach our staff and students about the relational discovery of learning together.
R2: Reimagining Relationships

Resiliency Building Experiences

Buffering Relationships
- Feels Loved by Parent(s) or Primary Caregiver
- Supportive Family Relationships
- Supportive Community Relationships
- Parent(s) or Primary Caregiver Enjoy Playing with Child
- Relatives Provide Support When Sad or Worried
- Caring Neighbors or Family Friends
- Support from Teacher, Coach, Youth Leader, or Minister

Hope and Resilience

Positive Community Environments

Available, Affordable Quality Housing
- No Racism or Discrimination
- Clean and Safe Physical Environment
- Access to Educational Opportunities
- High Sense of Collective Political and Social Efficacy

Lot's of Opportunity and Economic Mobility
- Quality Transportation Services or System
- Cohesive Social Networks and Trust
- Access to Healthy Products and Foods
- Employment Opportunities

Family Cares about Child's School Work and Performance
- Family, Neighbors, and Friends Talk About Making Lives Better
- Rules, Structure, and Expectations in Household
- Someone Trusted to Talk to When Feeling Bad
- Adults Who Notice Child's Strengths and Accomplishments
- Sense of Independence
- Positive Outlook on Life
**R3: Reimagining Relationships**

**APPLIED EDUCATIONAL NEUROSCIENCE**
**TIERED SUPPORTS**

1. **Regulate**
   - Dual brain sheets
   - Give two acceptable choices
   - Student names or draws their sensation(s)
   - Accommodations through ACEs lens
   - Use of anchor item
   - Amygdala reset area

2. **Relate**
   - How may I serve you?
     - Parent interview
     - 2 x 10, 1 x 10
     - Mediation
     - Ask for forgiveness
     - Repair relationship
     - Student assigns educator homework
     - What experiences does this student need?
     - Dual brain sheet reflection and implementation

3. **Reason**
   - Brain-aligned bell work
   - Community building morning meetings
   - Attachment touch points in routines and procedures
   - Proactive and positive family engagement
   - AEN/SEL classroom jobs
   - Greet each student warmly by name
   - Positive referral forms
   - Teach neuroanatomy
Shared Agreements for Sustainability and Impact

- Advocate for policies that will grow a culture of wellness for training and retaining a healthy, brain-aligned workforce.

- Exercise strategies of continuous improvement in reviewing systems, data, and practices through an equity lens.

- Nurture an understanding of the nervous system, including mechanisms for managing stress as well as trauma healing and recovery.

- Build social competence and mental health literacy skills for all to maximize agency, voice, and choice in learning spaces.

- Facilitate trust-based relationships as a protective factor and to increase access to support during times of distress.
Stay Connected

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