

THERAPEUTIC CLASSROOMS: INTEGRATION OF COLLABORATIVE PROBLEM SOLVING AND TRAUMA INFORMED STRATEGIES

Rick Robinson, Ph.D., Consulting Psychologist, Clackamas ESD

*Stacey Sibley, M.S., Special Education, Coordinator of Therapeutic Programs,
Clackamas ESD, Heron Creek, Merrick and Cedar Bough*

*Kathryn Sullivan, LCSW, Program Specialist at Heron Creek, Clackamas ESD,
Oregon City*

The evidence that informs our practice: Neuroscience

Jack Shonkoff, M.D.-The Science of Early Childhood Development,
Center for the Developing Child-Harvard University

<http://www.youtube.com/watch?v=tLiP4b-TPCA>

THE PROBLEM TO BE SOLVED:
“DYS-REGULATON”

SHIFTING OUR THINKING



"IF WE KEEP doing what we've always done...
... WE'LL KEEP getting what we've always gotten!"

SHIFTING OUR THINKING



NEURO-DEVELOPMENTAL SKILLS DEFICITS

“DYS-REGULATION” EMERGES THROUGH A VARIETY OF “PATHWAYS”

FOR EXAMPLE:

EXPOSURE TO ADVERSE CHILDHOOD EXPERIENCES

PRENATAL EXPOSURE TO DRUGS/ALCOHOL

AUTISM SPECTRUM DISORDER

ATTENTION DEFICIT HYPERACTIVITY DISORDER

TOURETTE SYNDROME

TRAUMATIC BRAIN INJURY

LEARNING DISABILITIES/COMMUNICATION DISORDERS

NEURO-DEVELOPMENTALLY SENSITIVE PROGRAMMING-KEY CONCEPTS

Core Elements of the Environment

Use Dependent Development

Kids do Well if They Can

Regulation

Engagement in Relevant Instruction

NDSD PROGRAMMING-9 STEPS TOWARD AN NDSD CLASSROOM

1. We start with the Collaborative Problem Solving (CPS) Mantra, “Kids do well if they can.”

1. The CPS Thinking Skills Inventory (<http://www.thinkkids.org>) may “overshoot” our students, so we assess foundational neuro-developmental skills.

1. We complete an aggregate neuro-developmental skills assessment for the students within a class, activity and the program at large.

NDSD PROGRAMMING-9 STEPS TOWARD AN NDSD CLASSROOM

4. Our routines and rituals, consistent adult responses, care-giver affect management strategies and attunement skills are based on this analysis.
5. We utilize strategies to embed skills instruction in the daily routine.
6. With respect to direct instruction, we use a number of evidenced informed curricula/strategies.

NDSD PROGRAMMING-9 STEPS TOWARD AN NDSD CLASSROOM

7. Patterned, repetitive regulating activities are interspersed throughout the day.

8. With these group and individually tailored activities we are striving for “top down” regulation, but we often must also use “bottom up” regulation strategies.

9. Given these strategies, we have most kids developing foundational skills and consistently meeting adult expectations, avoiding reactive interventions.

NEURO-DEVELOPMENTAL SKILLS_{-ROBINSON 2013}

- Physical Regulation Skills
- Emotional Regulation Skills
- Executive Functioning Skills
- Language Processing Skills
- Cognitive Efficiency Skills
- Social Thinking Skills
- Social Foundation Skills

CLASSROOM DEMANDS_{-ROBINSON, 2013}

Peer Relationships Domain

Self-Management Domain

Academic Domain

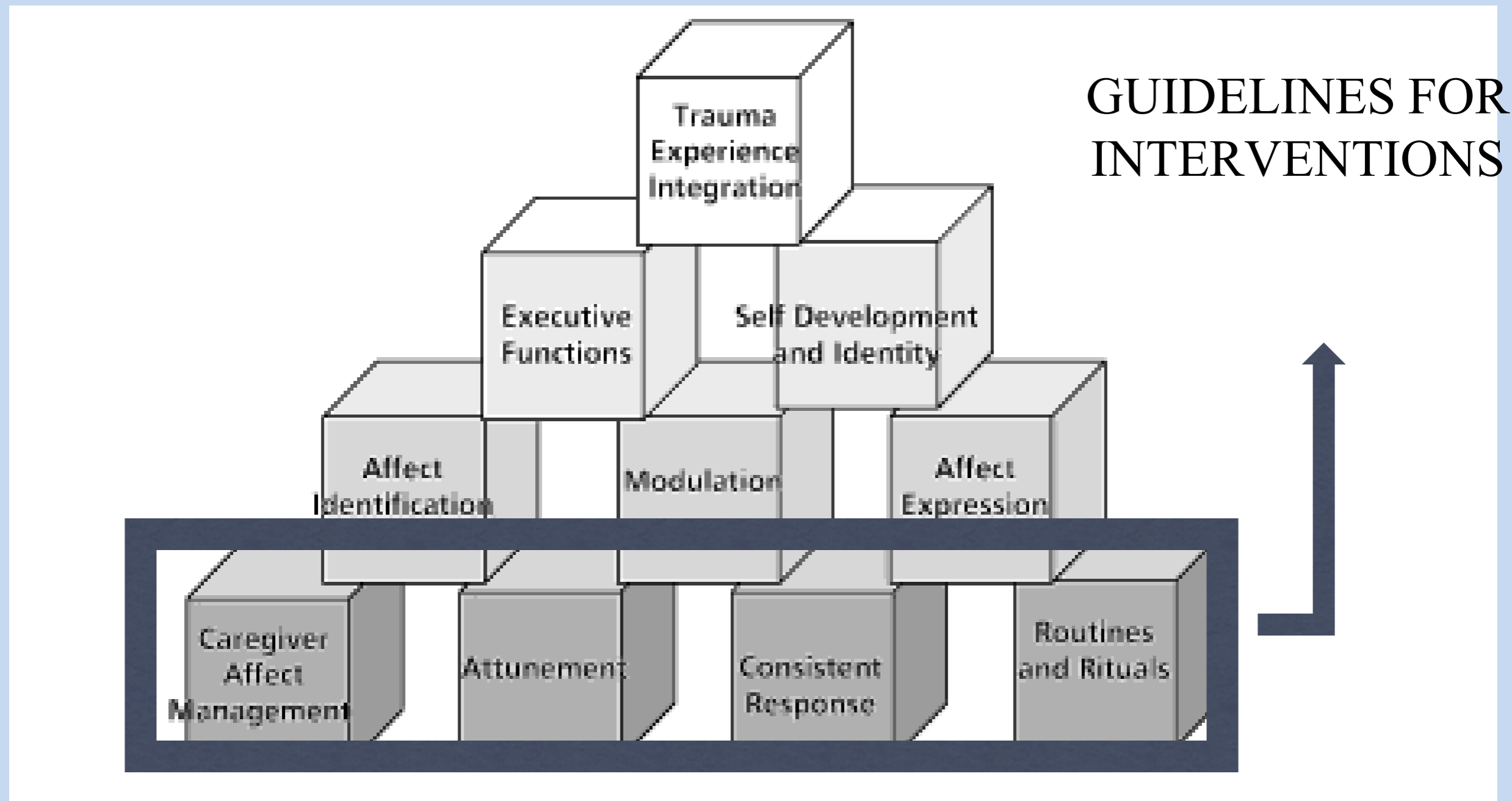
Compliance Domain

Assertion Domain

Adapted From:

Caldarella, P.K., & Merrell, K.W. "Common Dimensions of Social Skills of Children and Adolescents: A Taxonomy of Positive Behaviors."
School Psychology Review, 1997, Vol. 26, No.2, pp.264-278.

NEURO-DEVELOPMENTALLY SENSITIVE CLASSROOMS: STRUCTURE AND SYSTEMS



BLAUSTEIN, M. E., & KINNIBURGH, K. M. (2010).

TREATING TRAUMATIC STRESS IN CHILDREN AND ADOLESCENTS: HOW TO FOSTER RESILIENCE THROUGH ATTACHMENT, SELF-REGULATION, AND COMPETENCY (FIRST ED., PP. 35-41). NEW YORK, NY: THE GUILDFORD PRESS.

ROUTINES AND RITUALS: TEACHING ROUTINES

- Visual cues
- Embedded Instruction
- Direct Instruction

Repetition, Repetition, Repetition

ROUTINES AND RITUALS-CLASSROOM EXAMPLES

Routines-Transitions, Expectations, Schedules, & Procedures

Behavior Support-Regulation Zones, Breaks & Activities

Options-Plans & Procedures

Academic Support-Expectations & Prompts

ROUTINES-TRANSITION



ROUTINES-TRANSITION FROM HERON CREEK



ROUTINES-TRANSITION FROM HERON CREEK



ROUTINES-EXPECTATIONS

Classroom Expectations

Be Safe:

Stay in assigned area

Be Responsible:

Complete and turn in your
best work!

Be Respectful:

Raise your hand

ROUTINES-SCHEDULES



ROUTINES-PROCEDURES





HOW COME THEY
ONLY GIVE ME
STICKERS FOR THINGS
I'M NOT GOOD AT?






Behavior Supports

How are students feeling according to color and what options they might want to use in each area?



BEHAVIOR SUPPORTS

5 Point Scale My Options

5		
4		
3		
2		
1		

BEHAVIOR SUPPORTS



BEHAVIOR SUPPORTS



BEHAVIOR SUPPORTS

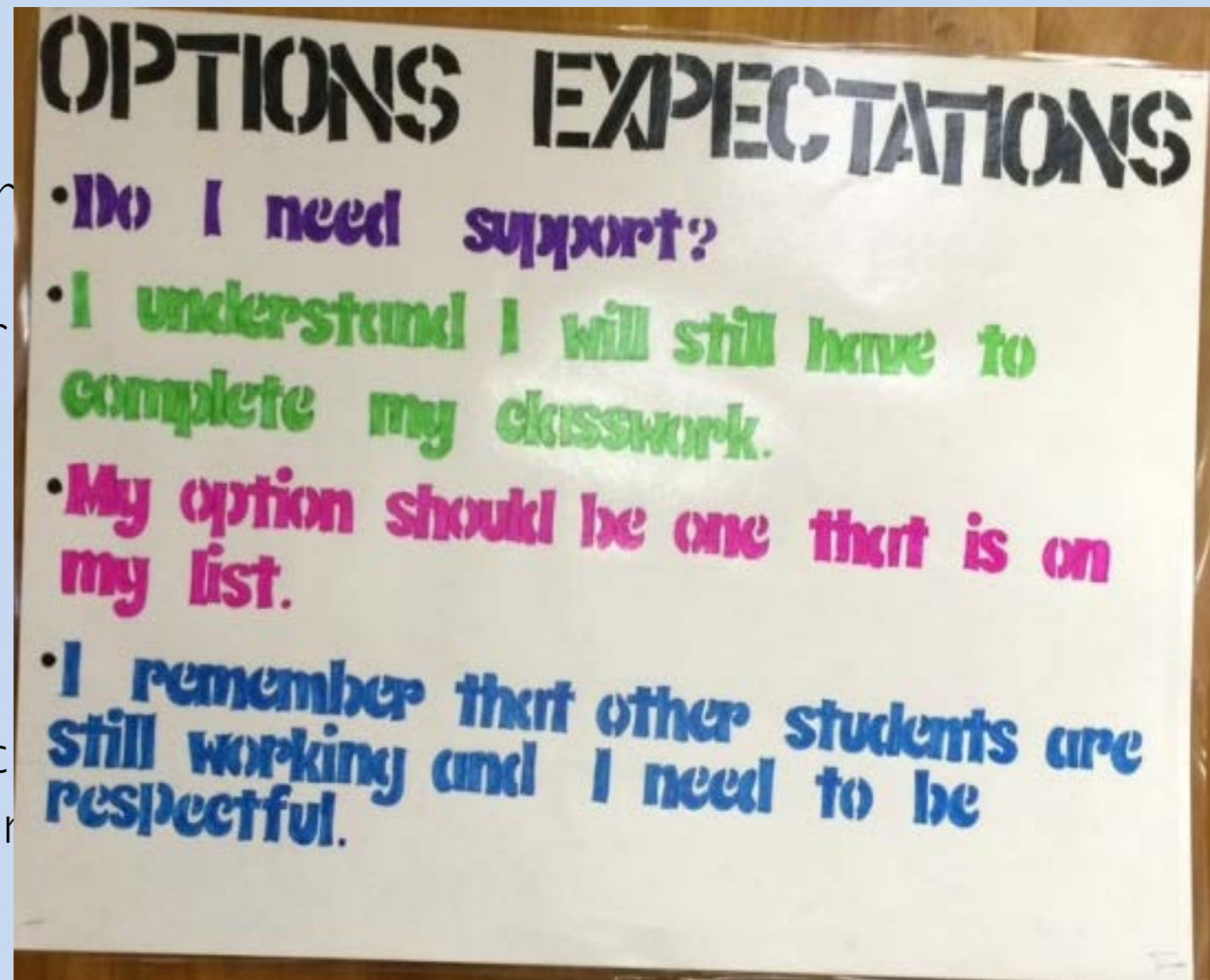


BEHAVIOR SUPPORTS



OPTIONS

Students at this level of restrictiveness have gone through traditional behavioral programs, yet they still have the need for a more supportive educational environment. At Heron Creek, we offer our students options. Options allow us to teach students and for students to teach us routines and methods that best work for them. Additionally, students learn to advocate for themselves and control their educational and therapeutic destiny, thus allowing student to use their options for lifelong learning, coping, educational, and vocational careers.



OPTIONS SHEET

- Fill out within one week of student starting school.
- Short Term Goal:
- Triggers:
- Options the school can use to help de-escalate when the student is upset, frustrated...
- Have student and parent(s) sign complete Options Sheet.

HERON CREEK PROGRAM OPTIONS SHEET

To be filled out within one week of student starting at School.

Student Name: _____ Teacher Name: _____

Long Term Goal:

Short Term Goal:

Triggers:

Options the school can use to help de-escalate when the student is upset:

1. _____

2. _____

3. _____

4. _____

5. _____

Student's signature: _____

Parent's signature: _____

OPTIONS EXAMPLE

- In the event that a student is demonstrating difficulty following the rules, the following steps will be taken:
- Step 1: Restate Expectations
- Step 2: If the behavior or frustration persists, staff will suggest student use options.
- Step 3: If the inappropriate behavior or feelings of frustration continues, staff will direct student to use a specific option. And support the student in the process.

OPTIONS EXPECTATIONS

Options Expectations

- Do I need support?
- I understand I will still have to complete my classwork.
- My option should be one that is on my list.
- I remember that other students are still working and I need to be respectful.

Academic Supports

Expectations and clear
reminders for Completing
Work

When I
complete
my work

I can

draw

do a puzzle

read

do a coloring
sheet

Self Regulation Activities

ACADEMIC SUPPORTS



ACADEMIC SUPPORTS

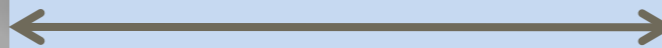
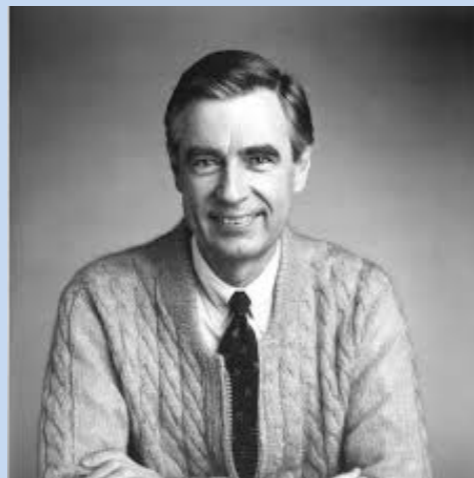
Before I turn in my work

- Is my name on it?
- Is the date on it?
- Is it my best work?
- Have I completed all of the assignment
- Have I checked for errors?

CONSISTENT RESPONSE

BLAUSTEIN & KINNIBURGH (2010)

- Consistent and clear limit setting through routines.
- Clear expectations, high degree of predictability and structure in response to expectations.



ATTUNEMENT/AWARENESS: DEFINITION

BLAUSTEIN & KINNIBURGH (2010)

Attunement is the ability to ‘read’ (understand) a child’s cues and respond in a way that helps them manage their emotions, cope with distressing situations, and/or make good choices. When a caregiver is attuned, he or she can respond to the emotion underlying a child’s actions, rather than simply reacting to the most distressing behavior.”

ATTUNEMENT/AWARENESS: SUPPORTING MODULATION

BLAUSTEIN & KINNIBURGH, 2010

- 1. Be attuned: Notice the feeling (tune into the energy).
 2. Keep yourself centered: Check in with yourself.
 3. Ask yourself: Where is the child's energy? Where does it need to go (up or down)?
 4. Reflect (simply) on what you're seeing: (e.g., "I see you are really mad).
 5. Cue child in use of skills: (e.g., breathing, other regulation strategies).
 6. Reinforce use of modulation skills: (e.g., "Nice job getting yourself calm).
 7. Invite communication (when the child has become regulated).

ATTUNEMENT/AWARENESS: THE SEQUENCE OF ENGAGEMENT

BRUCE PERRY, M.D., Ph.D.-2010-2014
www.ChildTrauma.org

Attune to the Stage and State

Regulate-Relate-Reason

CARE-GIVER AFFECT MANAGEMENT

- Taking care of one's self in order to take of others.
- Mindfulness-mindful awareness.
- Self-Reflection: Ability to look at one's self to maintain a "High Road" of functioning.
- Willingness to learn from feedback, consultation, supervision trainings.