Trauma Informed Schools and MTSS-B

Vermont MTSS is a coherent continuum of evidence-based, system wide practices that support proactive preventative core instruction for all; a rapid response to academic and behavioral challenges; frequent data-based monitoring; and

instructional decision-making so that each Vermont student achieves high standards. PBIS aligns well with trauma informed practice because it provides a safe, predictable environment for all students to learn where students need to know that they can trust the adults in the school . It is also important to Empower students by letting them have a say in their “plan” & choices within their day as well as giving students choice academically & behaviorally to encourage engagement & power over their learning. Finally, collaborating with students, families, colleagues & outside agencies to find the “plan” that works for the child is critical.

Below are more elements that demonstrate the alignment of PBIS/MTSS-B practices and trauma informed schools.

Consistency

* 80% buy in
* Solid universal foundation
* Communication

Predictability:

* Agreed upon expectations
* Communication
* Creates flexibility

Patterned and Repetitive

* Replicate the body’s natural rhythms (drumming, reggae, etc.)
* Teaching matrices
* Established expectations

Attunement

* Paying attention to the positive
* Shrinking the student’s world
* Understanding the function and feeling behind the behavior
* Accurately read cues of emotion
* Recognizing students are communicating
* CICO
* TCCE
* Individualized plans

Managing Affect

* Put on your oxygen mask first
* Cannot attune unless you manage affect
* Praise that is not emotion laden
* Positively stated expectations and feedback

Routines and Rituals

* Expectations clearly defined
* Classroom and school-wide celebrations
* Acknowledgement system