“Trauma Informed Model”
*Keeping Our Students In School*

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Lincoln High School, Principal
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Trauma Informed Model
Paradigm Shift

Framework
- That understands the impact trauma has on students’ social &
  emotional health

Awareness of how stress impacts the student’s ability to learn, focus, and problem solve

Teaching students how to build their village of support... developing resilience and hope

Having a clear understanding that the foundation for building resilience is through caring adult relationships

Educators expect at-risk students to come to class and...

- Disruptive...remove from the class
- Engage in the learning
- Focus on Academic Learning
- Appropriate classroom behavior
- Demonstrate good daily attendance
The reality of the student who is dealing with intense stress...

- **Attendance**: Unless connected to a caring adult, these students tend to have poor attendance.
- **Behavior**: The amount of stress a student is carrying may manifest itself in disruptive behavior or isolation.
- **Academics**: Academic learning is not always a priority in the lives of students dealing with traumatic stress.
- **Engagement**: Students can not focus when their stress level is high...thoughts are going through their head like a busy highway.
- **Remove**: We react to their behavior and don't take time to seek cause and connect. For the quiet ones, they fade away unnoticed.

What does “Toxic Stress” look like in our schools?
- Lower GPA
- Higher rate of school absences
- Increased drop-out rate
- Higher suspensions and expulsions
- Performing below grade level in Reading.
- Impacts memory
- Reduces ability to focus and organize
- Hinders processing of information, some can not do abstract concepts...state math standard
- Interferes with effective problem solving and planning

What does Dr. Medina tell us about toxic stress...

A toxic stressed brain is overwhelmed with "Cortisol".

- Cortisol is the chemical in the brain that prepares us for those serious moments that we must decide to Fight-Flight-Freeze.
- During this time the brain cannot physiologically take in new knowledge, lose or problem solve.
- It is out of the student's control.
- These are the students that we are mislabeling, disconnecting, and removing from our schools.
Lincoln High School
Implementation 2010

“Trauma Informed Model”
Demonstrated in our Daily Practice

Removing …Traditional Discipline Policies

Lives begin to change when students know…

• They are loved unconditionally
• They feel valued & connected
• They are in a safe school environment
• They are given opportunities and taught how to manage their stress.

“My heart has grown an inch”
One strategy for helping students to identify their stress level...and teach them about their brain and how to regulate their stress

Great for role modeling too!

Paradigm in action...student scenario

"Before students of trauma can be prepared for learning, we have to reach their heart...before we can reach their head."  —Dr. Gensburg

Lincoln is a school...
Incidents Requiring Police Action

Student Discipline Office Referrals

Number of Out of School Suspension Days