

# *Trauma Informed Classroom Management Strategies for New Teachers*

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# Overview



- ❖ Context
- ❖ Vision / Goals
- ❖ Strategies
- ❖ Action steps
- ❖ Support
- ❖ Evaluation
- ❖ Reflection and connection to what we have learned



# *Context*

# Who?

## *Our Action Project Impacts:*



- ❖ Incoming and new elementary teachers within Norman Public Schools (17 elementary schools)
  - New teachers '20- '21: **161**
  - First year teachers '20- '21: **76**
    - Average of 47% are first year teachers
  - **Projected number of new teachers '21- '22: 150-175**
- ❖ New teacher mentors within the Fast Track program in Norman



*Vision/ Goals*



# *National Trauma and Resilience Vision Statement:*

*A trauma sensitive district provides a safe and respectful environment that enables students and staff to build caring relationships with peers, self-regulate and understand their emotions and behaviors, and succeed academically and professionally, while supporting their physical health and well-being.*

[NPS Trauma and Resilience Resources](#)



# *Our Why*

*Goal statement: To prepare incoming and new teachers in the NPS district to be successful in the classroom partnership with their mentor teacher by providing additional support and guidance through meaningful strategies and implementation tools pertaining to trauma-informed and social emotional practices.*

*Our why: To be intentional when providing additional supports for mentees within the mentorship program, and to put an emphasis on aiding new teachers during these challenging times while teaching in an pandemic*

# *Areas of Need: What areas of opportunity exist?*

- ❖ Reducing teacher turnover
- ❖ Many incoming and new teachers lack classroom experience due to the pandemic
- ❖ Oklahoma has highest Adverse childhood experience scores in the country
- ❖ Social-emotional needs of students on the rise due to pandemic
- ❖ Stipend for mentors



# *Areas of Need Continued: First year teachers were asked to reflect on their first year of teaching ...*

## [Transcript Article](#)

### ***“Moving forward***

*The upcoming 2021-22 school year will present another new experience for this year’s new teachers and administrators: a year where the threat of the pandemic has eased, and where they can start learning what “normal” may look like at their school.*


***Kwanza said she’s excited to do her job in a year when the pandemic isn’t taking up so much energy, and she can finally focus on fostering relevant, engaging education, raising cultural awareness and meeting students’ needs.***

*“I’m looking forward to that fear that kind of hung over us dissipating a little bit,” she said. “I’m looking forward to just the brain space, because COVID took up, in my mind it took up brain space that we can put on other things.’ ”*

# *Ways to Improve/ Vision*



*Being more **intentional** about the provided professional development pertaining to **social-emotional skills within classroom management of incoming teachers** by providing **explicit strategies** to implement in their classroom followed by observations and feedback from their mentor for accountability purposes.*



# *Ideas to Sustain: What is currently set in place?*

- ❖ The Fast Track program within NPS
  - Program is currently set in place and is extending from 1 year to 2 years
  - Funding already available
- ❖ NPS Trauma Task Force
  - Creation of Universal Trauma- Sensitive Strategies Checklist



# *Strategies*

# *“Ways,” “means,” “ends,” Strategy Model*

- ❖ We are seeking to add the NPS Universal Trauma-Sensitive Strategies Checklist with our recommended classroom strategies to the present monthly mentor checklist to intentionally meet our vision statement in order to provide explicit classroom management strategies for new teachers to implement.
- ❖ The mentor teacher will look for the implemented strategies during additional observations and provide feedback during their meetings.



*Action Steps and Support*

# *Who we need to involve and collaborate with:*

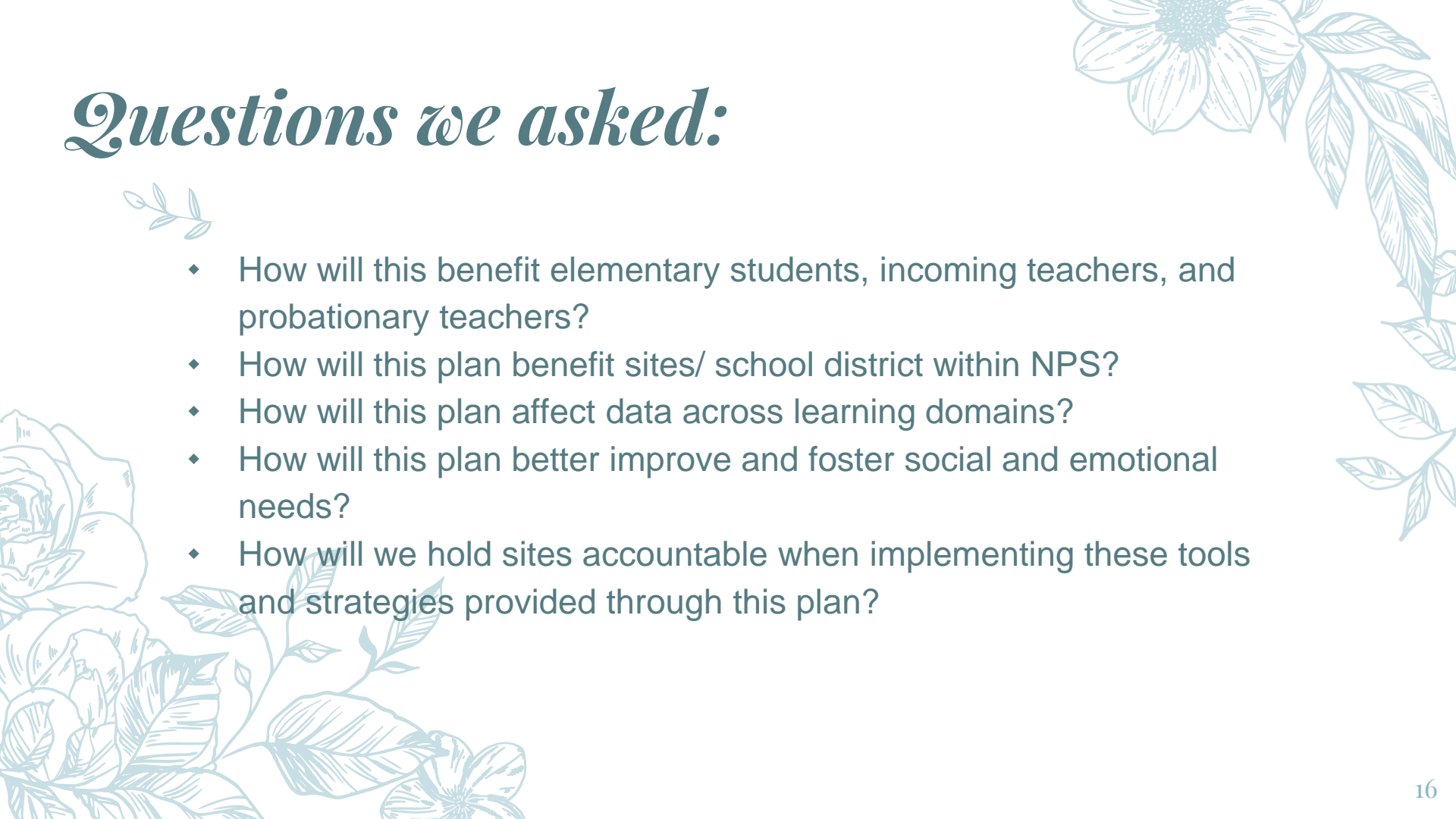


- ❖ Beth Albert
- ❖ Staff Development Committee
- ❖ Sharon Heatly, Director of Guidance and Counseling (Trauma trainer) and school counselors
- ❖ Mentor teachers within the Fast Track program
- ❖ Incoming and probationary teachers
- ❖ District principals





# *Questions we asked:*

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- ◆ How will this benefit elementary students, incoming teachers, and probationary teachers?
  - ◆ How will this plan benefit sites/ school district within NPS?
  - ◆ How will this plan affect data across learning domains?
  - ◆ How will this plan better improve and foster social and emotional needs?
  - ◆ How will we hold sites accountable when implementing these tools and strategies provided through this plan?

# *Supports in order to implement our project*



## **Personnel**

- ◆ Beth Albert
- ◆ Staff Development Committee
- ◆ NPS Fast Track Program

## **Access to Information**

- ◆ Research and theories to application experience

## **Budget**

- ◆ Current stipend set in place for the 1st year of the program
- ◆ Stipend for mentors the 2nd year

## **Time**

- ◆ Monthly meetings with Mentor and Mentee
- ◆ Observations
- ◆ Additional collaboration

## **Facilities/Tools**

- ◆ NPS Classrooms
- ◆ Universal Trauma-Sensitive Strategies Checklist

## **Authority**

- ◆ Approval from Beth Albert and Staff Development Committee

# Documents to Utilize:



## What can I do? Universal Trauma-Sensitive Strategies Checklist

Strategies to establish SAFETY	In place	Partially in place	Not in place
Clear and consistent rules for supporting positive behavior and setting limits			
Accommodations to meet individual strengths and needs			
Predictable structure, relationships, environment, etc.			
Consistent intervening to reduce bullying and harassment			
Avoid seclusion/restraint/hands on			
Use of non-confrontational body language			

Strategies to establish EMPOWERMENT	In place	Partially in place	Not in place
Embed mental health instruction into learning through... Teaching coping skills Teaching self-regulation skills			
Provide guided opportunities for meaningful participation			
High behavioral and academic expectations			
Build on strengths			
Build competency			
Provide opportunities for choice and student directed learning/activities			

Strategies within a classroom/program	In place	Partially in place	Not in place
Adult works with student to create self-care plan to address triggers Identify triggers Eliminate trigger or create coping strategies to deal with trigger			
Giving choices and alternatives Safe and acceptable expression Provide time to recover Stay calm enough to think			
Unconditional positive regard for students			
Check assumptions, observing and questioning			

**Identify Goal Strategies:** Select 2-3 strategies that are partially in place or not in place in your program that you see as a priority.

1.
2.
3.

**Action Planning:** What are some concrete steps you can take to build on or begin implementing these strategies?

Goal #1
Goal #2
Goal #3

## SEPTEMBER

- Discuss and review Professional Development needs, upcoming service training, etc.
- Review parent communication methods, conferences, timelines and record keeping
- Plan together for Parent Night or Open House (create an outline for expectations, managing traffic flow, situations to avoid)
- Review the school web page
- Discuss classroom volunteers, student helpers, etc.
- Discuss Book Order procedures ( Scholastic, etc.)
- Consider attending a Parent Teacher Organization or School Improvement Team Meeting with your mentor
- Review procedure for Progress Reports
- Organize a year long calendar ( report cards, field trips, testing, activities, etc.)
- Discuss contents of a professional portfolio
- Strategize staff development opportunities
- Review teacher evaluation procedures and upcoming observation

Meeting Notes (reflecting upon your discussions):

# *Strategies and Practices to Incorporate into our Classroom Strategy Checklist*

- Relationships
- QTIP- Quit taking it personal
- Ready bodies and learning minds
- Bal-e-vis-x
  - Crossing midline
- Teaching reinforcements
  - Reinforcement surveys
  - Getting to know what drives students
  - IEP students, developmental delays
- Offer choices
- Sharing your calm
  - Power of pause
  - Go in the opposite direction of your students' feelings
  - Especially the younger they are, you must model the process

- Refocusing your perception from attention seeking to connection seeking
  - Dig deep and seek out what the underlying issues are
- Calm down corner
- Mutual respect
- 2 x 10
- Sensory toys or sit alone and calm down
- It is powerful to know to pick your battles
- Love languages - through conversation

## Classroom Management Strategies

## Classroom Behavior Strategies

## Teacher Tips to Promote and Support Self-Care and Mental Health



# *Evaluation*

# *End of Year*

- ❖ Edit EOY Google surveys for the mentees and mentors to include questions regarding how the necessary proposed strategies and tools were implemented throughout the school year
- ❖ Review teacher retention data and compare to previous year's data
- ❖ Review data regarding the number of behavior referrals from teachers in the district participating in the mentor program
- ❖ Collaborate with administrators to enforce accountability during final observations/evaluations



*Reflection and  
Connections*



# *Reflection*



- ❖ There is a great deal of collaboration and flexibility involved in any implementation of changes to policies and procedures within a school district
  - Collaboration with stakeholders is vital
- ❖ Changes can occur to the plan due to varied perspectives
- ❖ Must be intentional and strategic when planning an action plan
- ❖ Active reflection is essential
  - Projects can easily evolve based on feedback, areas of need, and availability of resources





*Thank you for  
listening today!*

**Questions / Comments:**

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