DEVELOPING COMPASSIONATE SCHOOLS AND TRAUMA-INFORMED

SCHOOL-BASED SERVICES: AN EXPANDED NEEDS ASSESSMENT AND

PRELIMINARY PILOT STUDY

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Abstract

Current research developments have focused on the importance of combining two critical

factors, compassion and self-regulation, into trauma-informed care in schools; however, many

school-based approaches lack comprehensive or universal application of both constructs.

Derived from materials developed through the "Compassionate School Initiative" spearheaded

by Hertel and colleagues (2009), the current expanded needs assessment was conducted with the

school's leadership team, 18 K-8 teachers, and 18 fifth grade students who participated in

workshops and/or consultations in an elementary school in a large northeastern city. The current

exploratory study assessed teachers' perceptions of trauma-related factors, including the nature

and impact of trauma reactions in classrooms; teachers' responses to trauma reactions; student

awareness of trauma-related reactions; perceptions of compassion and self-regulation; readiness

and "buy-in" for the current approach; and a general review of schoolwide needs. Data analyses

included descriptive quantitative summaries of the needs assessment that were categorized to

include preexisting and learned knowledge, skills, and attitudes; and qualitative themes from all

sources of data emerged. Overall, teachers and students reported utility and applicability of the

approach, conveyed interest in future domain-oriented training, and identified needs, such as

changes in school policies and curriculum, to improve compassion and self-regulation in

classrooms. A majority of teachers and of students reported an increase in awareness of the

impact of trauma, compassion, and regulation and an increase in relationship-building skills,

respectively, as a result of workshop completion. Half of the teacher sample indicated desire to

participate in subsequent consultation sessions and/or in-class student instruction. As reported

during the consultation process, teachers used a variety of compassion, behavior management,

and discipline strategies that ranged in level of perceived effectiveness. Limitations of the

current study included restricted access to a larger sample and restricted available time with the

existing sample, which resulted in constraints on program design, methodology, and data

analysis. Directions for future research include further assessment of school readiness for

change, cultivation of buy-in for a trauma-sensitive schoolwide infrastructure, and development

and implementation of trauma-informed curricula in schools using the proposed two factor

(compassion and self-regulation) approach.

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Background

Acute trauma is the result of a one-time distressing event, such as a serious accident or a

school shooting (Crosby, Day, Baroni & Somers, 2015). Complex trauma includes varying

persistent interpersonal traumatic experiences, including multiple events or extended duration of

an event. Both acute and chronic trauma can have a negative impact on students' development.

Greater than two-thirds of school-aged children have experienced a traumatic event before

reaching age sixteen (APA, 2008). Furthermore, it is estimated that 1 out of every 4 children in

the U.S. have been exposed to a traumatic event that impedes learning or behavior (NCTSN,

2008). According to the Adverse Childhood Experiences (ACEs) study, over 17,000 adults were

questioned about their childhood experiences, which led to an understanding of the long-term

impact of childhood maltreatment. Specifically, the study yielded a significant dose-response

relationship between the number of adverse childhood experiences and mental and physical

health problems. More recent studies have also corroborated that the more adverse experiences

that a child undergoes, the greater predictability of longer term developmental setbacks (Walkey

& Cox, 2013). Many children have experienced attachment disruptions, and attachment issues

can not only lead to impaired ability to regulate internal states, but feeling less competent in

maintaining positive relationships (O'Neill, Guenette, & Kitchenham, 2010). Many classroom

activities are social activities, and therefore, lack of established social bonds can create gaps in

academic achievement (Marcus and Sanders-Reio, 2001). When students learn to read, reading

is a social activity that students with trauma experiences may find difficult or anguishing.

Reading with a teacher operates on trust, and a misguided sense of trust or lack of trust lends

students to believe that the teacher will not appropriately respond to students' reading abilities.

Difficulty with trust can cause emotional connection with a teacher to feel like an

insurmountable and daunting task. The trajectory for learning is consequently disrupted when

students are adversely affected by trauma experiences. For instance, Marcus and Sanders-Reio

(2001) found that poor attachment to teachers negatively impacted academic motivation.

Trauma reminders are triggers, references, or memories of previous traumatic

experiences (West, Day, Somers & Baroni, 2014). Trauma reminders in the school environment,

such as sounds, smells, or the anniversary of a traumatic event can evoke reminders or memories.

"Although youth are not always cognizant of their triggers, their external behavior may be

negatively affected as they subconsciously struggle to cope with the internal anxiety and

concerns of safety that trigger their production" (West et al., 2014, p. 59). Acute or chronic

traumatic experiences can create impairments in students' abilities to effectively perform higher

order cognitive functions, such as comprehension, memorization, and organization of

information. Trauma can also create problems in students' abilities to concentrate on academic

material and control anger, aggression, and other impulses while in the classroom setting (West

et al., 2014). For instance, Bloom (1995) was amongst the earlier researchers who publicized

that overstimulated children cannot focus on schoolwork when hyperaroused, have difficulty

verbalizing their emotions, and are unable to calm themselves. The children were described to

subsequently react in automatic ways in response to internal distress, such as terror and

helplessness, as they attempted to protect themselves in negative ways, such as utilizing

aggressive forms of conflict resolution. Bloom (1995) implicated that the students needed to

relearn how to gain personal control in ways that were conducive to the school environment

(Bloom, 1995). More recent studies similarly explicate the common response of children who

have differing reactions when triggered by trauma-related memories, thoughts, and/or feelings

(Hertel & Kincaid, in press; Jaycox, Kataoka, Stein, Langley, & Wong, 2012; Dorado, Martinez,

McArthur, & Leibovitz, 2016; Phifer & Hull, 2016). For instance, children may harbor a persistent expectation of danger and react to internal or external stimuli with a heightened or all-or-nothing response, known as hyperarousal (Wolpow, Johnson, Hertel, & Kincaid, 2009). Intrusion is known as reenactments or reliving of the trauma memory, such as with recurring nightmares or flashbacks in children. An emotional state in which children disconnect from the present moment or from trauma-related feelings constitutes a constrictive or dissociative response (Wolpow et al., 2009). The research highlights that schools should allocate more attention and resources to helping to provide students with a trajectory of emotional learning and connectedness with others.

In light of students undergoing traumatic or stressful events, schools in several contexts define their mission and/or values as creating a school climate or culture that prioritizes safety, acceptance, and cohesion. However, the pathway or mechanism to achieving this desired outcome has lacked comprehensiveness or universality (Hertel, Frausto, & Harrington, 2009). School personnel may target students with trauma histories who receive special education services and individualized education programs. However, many students have trauma histories that operate under the radar and outside the scope of the classroom. Limited effective universal interventions are currently in place to address all students, many of whom have undergone or been exposed to interpersonal traumas such as having witnessed domestic violence, suffered from sexual, physical, emotional abuse or neglect, or been subjected to forms of exploitation. The lack of universality of services to address all students who may or may not have trauma histories is a problem that is only addressed to a preliminary degree in the current literature. Furthermore, many existing services that are aimed to be trauma-sensitive also have been too prescriptive in nature, such that they are not tailored enough to meet personalized needs of the

school system and students (Hertel & Kincaid, in press). In part, programs may overlook problems because of limited understanding of trauma reactions in students and a limited skillset of how to address the trauma reactions.

Purpose of the Current Study

Given a lack of universal and comprehensive approaches to enhance feelings of safety for students who have suffered adverse experiences, as well as limited knowledge and skillset for implementation of such an approach, educators created trainings for adoption of a "compassionate" framework (Wolpow et al., 2009). The Washington State Office of the Superintendent of Public Instruction provided trainings on a trauma-sensitive "Compassionate School Initiative" to seven schools in Washington in order to address the complex needs of students with trauma histories. Results from the pilot study indicated "paradigm shifts" in the ways in which teachers conceptualized students and their behaviors, such that teachers developed a greater understanding of trauma reactions and their manifestation in the classroom (Hertel et al., 2009). As a result of this study, a handbook of instructional materials, *The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success*, was finalized (Wolpow et al., 2009). The approach integrates compassion with regulatory strategies in ways that have not been as comprehensively developed in other curricula or approaches that have been piloted in schools. As such, the approach teaches staff how to implement trauma-sensitive and compassionate instruction and discipline, build self-regulation in students, and foster healthy relationships at school. Specifically, many programs have not cohesively or comprehensively interweaved both compassionate and regulation principles and practice in several real-life settings (Hertel & Kincaid, in press).

The purpose of the current study is to assess how an exploratory, extended needs assessment yielded data related to a school's understanding of factors of trauma, such as the impact of trauma on students, and the importance of resilience, compassion, and self-regulation in classrooms. Aspects of a pilot curriculum, including workshop-based interventions, were introduced in order to gauge teacher and student responses and model a potential student intervention, both to elicit feedback about future schoolwide, teacher, and student needs that could improve compassion and self-regulation in the classroom. As the principal investigator was uncertain of the level of motivation of different school personnel to become a compassionate, trauma-responsive school, the approach and curriculum outlined a developmental process to enhance buy-in and understand how to determine readiness for change.

The principal investigator spearheaded a coaching approach to build strategies for school personnel and students in a way that was collaborative, participant-based, and adaptive. "The approach is designed to bolster awareness and familiarize staff with strategies and tools to utilize for students who may be challenging and when nothing else has worked" (Hertel & Kincaid, in press, p. 12). In contrast with more rigid or prescriptive approaches, the curriculum represented a more informed approach that was customizable and modifiable to the needs and assets of the school community. With the incorporation of other resources in the approach to help teachers to attain insight of problem behaviors, rehearse behavior-based and compassion-based classroom management, and understand problem behaviors and desired outcomes, the approach is non-standardized and non-prescriptive in essence (Hertel & Kincaid, in press).

The rationale behind selecting instructional materials from the approach and other resources was related to goodness of fit with the school's needs. Students who attended an elementary school in a large northeastern city have undergone or been exposed to difficult events

such as having witnessed domestic violence or suffered from abuse or neglect. In addition, many

students experience environmental stressors such as homelessness and displaced families. The

need for increased universal support services has received attention from administrators and

educators in light of manifestation of more behavioral problems, consequences of punishment

(i.e., ISS, OSS, detention), and poor relationships between teachers and students. The current

approach was chosen because it is designed to support all students who may or may not have

significant trauma histories (primary intervention) and/or be at risk (secondary intervention).

The universality of the approach is important because teachers at the school are supporting

student needs that may not be fully transparent to the public eye, such that their trauma histories

may not be known (Hertel & Kincaid, in press). Development of the approach was based on an

initial alignment between school values and school goals, such as to increase "points for caring."

Overall, the learning and application of instructional strategies was designed to understand the

school's need to become trauma-sensitive (as initially determined by the Dean) and,

subsequently, promote the development of a trauma-sensitive infrastructure. The principal

investigator aimed to explore factors that led to or hindered the adoption and implementation of a

trauma-informed approach.

Universal workshops for teachers provided foundational information aimed to help

teachers have awareness of the interaction of trauma and learning, relationships, and behavior.

In addition, workshops covered the interaction between compassion and positive relationships,

self-regulation, and more successful outcomes for students. Teachers who opted to participate in

consultation identified concerning classroom behaviors, preexisting usage of compassion, along

with need or preference for additional knowledge to address trauma reactions. The teachers were

provided with trauma-informed compassion and emotion regulation strategies to ameliorate

reported problems in the classroom. In-class instruction for students from a chosen classroom aimed to help students assess their reactions to their classroom. The in-class instruction also aimed to help students gain knowledge on compassion and effective self-regulation skills. During this class, students were provided instruction on compassionate principles and practiced social, emotional, and behavioral regulation skills. The teacher in the classroom observed how to implement suggested strategies. Preliminary survey data revealed how the sample of teachers and students responded to psychoeducational interventions, including trainings that were meant to enhance awareness of trauma-related factors, compassion, and self-regulation and produce buy-in for further learning and adopting of the trauma-sensitive approach. Teachers and students reported on additional areas of improvement and future "needs" from the school, including extra supports and core curriculum changes.

Altogether, the current study set out to explore three research questions. Research question 1 aimed to assess if the trainings enhanced awareness of trauma-related factors, compassion, and self-regulation for teachers and students. Research question 2 aimed to assess if the trainings produced buy-in for further learning and adopting of the Compassionate Schools approach. Research question 3 aimed to assess what teachers and students needed to best address the impact of trauma on the classroom in the future.

Chapter II: Literature Review

The purpose of this chapter is to provide an understanding of how a compassionate, trauma-sensitive approach has evolved over time. The chapter begins by including limitations of schools in the ways in which trauma reactions in students are conceptualized. The chapter provides information about how school policies and skillsets that place emphasis on disciplinary action serve to perpetuate trauma reactions of students. The chapter transitions into discussing a growing body of literature on the importance of secure or positive teacher-student relationships and compassion. The chapter subsequently discusses alternative models that are used to address emotional, behavioral, or social dysregulation in students. The chapter concludes with literature on the importance of intersection and collective utilization of compassion and self-regulatory strategies, as well as implications in using trauma-sensitive approaches. Most notably, the research from the current Compassionate Schools approach is reported.

Limited Understanding of Trauma

Inadvertently, schools may perpetuate trauma reactions of students. The perpetuation of these reactions stems from a limited understanding of the impact of students' difficult experiences on learning, behavior, and relationships and a misunderstanding of socio-emotional child development. Teachers who have limited trauma-sensitive knowledge can easily misconstrue the experiences of students with trauma histories, such that they assume that emotional responses are indicators of other behavioral problems or mental health disorders (West et al., 2014). Although many students with trauma histories may have internalizing or externalizing symptoms, such as withdrawn or dissociative tendencies or oppositional behaviors in the classroom, student misbehavior or dysregulation can result from a perceived or actual

threatening and difficult interaction between the child, family, and school environments and the

relationships formed within these environments (Schiff & BarGil, 2004). Family risk factors that

can create behavioral, emotional, and cognitive difficulties in school are inconsistent and harsh

discipline, low parental monitoring, low parental school involvement, poor cognitive stimulation

at home, poverty, low parental education, high family stress/isolation, single-parent family

status, low English proficiency, marital discord/abuse, maternal depression, and drug abuse

(Mello & Nader, 2012). Child factors such as temperament, disorders, impulsivity, language or

academic delays, and poor social-cognitive skills can also amplify the emotional regulation,

social, and compliance issues (Mello & Nader, 2012). School factors that contribute to the

trauma reactions may involve social exclusion, lack of support, failure, dislike of teachers, or

poor classroom management.

Policies in Addressing Trauma Reactions

School personnel may not only lack the training and resources to understand the

underlying unaddressed trauma reactions of students, but also have different philosophies about

management of student problems. School policy goals are at times devoid of the social-

emotional needs of children, which undermines the importance of the students' developmental

capacities (Hertel et al., 2009). For instance, school disciplinary policy can be a major barrier if

emphasis is on zero tolerance policies that prohibit students from having opportunities to correct

their behavior in a safe space (Hertel et al., 2009). Traditional responses to behavior, such as

expulsion and suspension practices, are cited as counterproductive and ineffective. Punitive

responses tend to lead to retraumatization as these responses serve to exacerbate or prolong the

exact triggers that created the emotional responses or behavioral outbursts in the first place (West

et al., 2014). In other words, authoritarian methods, involving punishment, create a struggle for power and control with a student, which serves to perpetuate adversity in the classroom (Crosby et al., 2015). In line with punitive policies, teachers or school personnel may feel more equipped to intervene with a punitive consequence or with a redirection rather than with a deescalating or coping technique. In addition, psychological maltreatment of students can include ridicule, name-calling, and sarcasm, which serves to magnify emotional and behavioral reactions within the classroom (Schiff & BarGil, 2004). Teachers may not intentionally or maliciously provoke students; teachers may lack effective behavior management skills, coupled with feelings of helplessness that stem from failed attempts to manage students' difficult behaviors. Overall, unintentional or intentional forms of punishment create problems that continue to remain unresolved (Crosby et al., 2015).

Trauma-Sensitive, Compassionate Paradigm

There is historical context to the development of trauma-informed care and the current movement of trauma-sensitive programs in schools. The research that was later conducted in schools was preceded by seminal research conducted in inpatient units. Researchers discovered that the earlier concepts from research, derived from adults that discussed their earlier childhood experiences, was generalizable to children in different settings, such as the school setting.

Early literature on teacher-student attachment. One of the first studies of interpersonal trauma of adults who participated in an inpatient therapeutic milieu unit moved from conceptualizing people as "bad" and "responsible" to having "injury inflicted in childhood," which represented a paradigm shift from attributing cause to the individual versus attributing cause to the environmental circumstances (Bloom, 1995, p.2). In other words, the

interpersonal context was deemed as the cause for the individual's negative reactions or actions, such that a caretaker "failed to protect" their child from harm. Trauma was then perceived as an abnormal reaction to an abnormal scenario, and there is no blame placed on the child. The article explains that children revert to previous behavior as a learned response to perceived or real harm or danger. It further states that students have learned to be helpless and form relationships that replicate insecure attachments with primary caretakers. The author indicates that the school can further "damage" the child or perpetuate the "injury." It is proposed that the best way to handle students' behavior is to not respond with rejection, abuse, hostility, or harsh discipline. An objective was to deliberately alter attitudes and shift from asking "what's wrong with you" to "what has happened and how can we help?" The first question imposes judgment about one's character or worthiness and sets the stage for elicitation of negative reactions in students. The blaming paradigm creates an unresolved problem. "We then become preoccupied with punishing the offender and make no further advance to get to the level of causality that determined why that particular offender made the choices he or she did" (Bloom, 1995, p. 9). The behavior is then repeated as students internalize teacher's inherent perceptions of them as manipulative, attention -seeking, demanding, and other pejorative terms. On the other hand, the second question relieves shame and defensiveness and invites opportunity for assistance from adults. Overall implications of the article specified that the school cannot be another system that fails to protect children and provided the basis for understanding that children in schools need corrective emotional experiences (Bloom, 1995).

Protective factors can create adaptive outcomes for students (Sells & Shepard, 1998). These factors may be innate or learned through one's environment. Some progressive schools have included emotional literacy into the curriculum in order to target understanding of students'

emotional experiences and connections with others (Bloom, 1995). Interventions have been instrumental in helping students build resiliency and have corrective experiences with authoritative figures and other students (Walkey & Cox, 2013). A secure relationship with a teacher can be identified as a protective factor for children at risk for negative outcomes or maladjustment at school as teachers have the ability to create restorative or corrective developmental experiences for students (Pianta et al., 1997). For instance, Bloom (1995) specified that an overarching goal was to maximize potential for growth and learning and reduce harm reminiscent of previous experiences. The researcher implicated that teachers who respond with fair limits, clear reasonable expectations, respect, understanding, and compassion lends students to initially suspect that teachers' behaviors will eventually become threatening and unpredictable again. After the testing period has led to long-lasting safety in the relationship, students will be less uncomfortable and test the teachers' behavior at a lesser frequency. Additionally, they will redefine the environment as discrepant from their home environments (Bloom, 1995). Overall, safe, predictable routines can help students regain a sense of normalcy and restore a sense of well-being (Deihl, 2013).

Recent literature on teacher-student attachment. Several more recent studies have shown that investment in professional development workshops and trainings to foster secure attachments with students with trauma histories is important (Crosby et al., 2015). Safe School Planning Project used a team building approach to create a safe school and a positive, trusting climate and less threat and fear of change. Yale University School Development Program united school personnel to create a positive school climate as well, which had a significant effect on student adjustment in school (Schiff & BarGil, 2004). Schiff & BarGil (2004) found that low conflict, teacher closeness, care, and optimistic expectations of students promote adjustment to

school. Teachers were encouraged to listen to students and offer support, which communicated

the message that students were worthy and meaningful (Schiff & BarGil, 2004). Penner and

Wallin (2012) found that student behavior improves as positive relationships between students

and teachers are formed, caring class environments are created, and feelings of safety exist. All

of the aforementioned studies hone in on the idea that secure relationships with teachers promote

positive social outcomes for students (Boorn, Dunn, & Page, 2010).

        Trauma-sensitive cognitive-behavioral regulation. A meta-analysis of the

effectiveness of school-based intervention programs for reducing symptoms of posttraumatic

stress disorder (PTSD) included data collected and analyzed from 19 published research studies

that targeted children or adolescents exposed to one single or multiple traumatic events (Rolfsnes

& Idsoe, 2011). The meta-analysis included randomized experimental or quasi-experimental

design with a comparison group. The meta-analysis revealed that most studies utilized

cognitive-behavioral therapy (CBT) methods as the main treatment approach (Rolfsnes & Idsoe,

2011). For instance, Cognitive-Behavioral Intervention for Trauma in Schools (CBITS) targets

identified students who have posttraumatic sequelae as a result of experience with or exposure to

traumatic incidents (Jaycox et al., 2012). This program utilizes a group format and includes

psychoeducation about trauma and distress, relaxation training and skills, challenging

dysfunctional thoughts, approaching trauma triggers and reminders, assessing safety and building

social problem-solving, and developing and processing of a trauma narrative. It has been shown

to reduce posttraumatic symptoms and improve areas of academic functioning (Jaycox et al.,

2012). Non-CBT methods, such as play and mind-body skills, also showed 'promising results'

(Rolfsnes & Idsoe, 2011). Overall, the meta-analysis yielded a medium-large effect at reduction

of PTSD symptomology. However, the studies had several limitations, including small sample sizes and broad age ranges (Rolfsnes & Idsoe, 2011).

Additionally, Silverman, Ortiz, Chockalingham, Burns, Kolko, Putnam, and Amaya-Jackson (2008) conducted another meta-analysis that coded 21 treatment studies that had efficacy trials, including multisource assessments, manualized treatments, and statistical analyses. School-Based Cognitive-Behavioral Therapy and Cognitive-Behavioral Intervention for trauma in schools were the treatment modalities that were classified under 'probably efficacious criteria'. That is, there were at least two studies that yielded effects regarding the interventions being more effective than a no-treatment control group or the studies met more rigorous treatment criteria with exceptions (i.e., studies may not have been conducted in two different research settings). The studies used a group format and similarly targeted symptoms of post-traumatic stress symptoms, anxiety, and depression. One study used CBITS for children exposed to community violence for a ten week group (Stein, Jaycox, Kataoka, Rhodes, & Vestal, 2003). The emphasis of the group was on psychoeducation, graded exposures, cognitive and regulation skills, and social skills. As a result, symptoms were reduced and follow-up data gathered six months after the conclusion of group showed maintenance of treatment gains (Silverman et al., 2008).

The outcome variables from both aforementioned studies are different from the outcome variable for the approach in the current study in that the aforementioned studies aimed to reduce symptoms rather than capitalize and build on existing resources and strengths of the school system. Moreover, the current Compassionate Schools approach can be considered a tiered approach, but is applied universally to all students, which is in direct contrast with the targeted programs specified in the study. The meta-analysis either did not incorporate or account for

variables of compassion, which is key in building and sustaining resilience in students within the school setting. Lastly, the meta-analyses involved differing school personnel that provided treatment, including psychologists or social workers. This current study focuses on instructing teachers on how to help students proactively build coping strengths and connectedness with others at school. Overall, the Compassionate Schools approach is not meaningfully comparable with aforementioned approaches, such as CBITS, on the basis of the theory of compassion and recommended practices.

Importance of attachment and regulation. O'Neil et al. (2010) advocate that establishment of safety needs to expand and surpass typical behavior modification programs that do not emphasize the centrality of secure relationships. A paramount step in establishing safety is understanding students' triggers and survival mechanisms they use on a moment-to-moment basis, as well as needs and abilities. Teachers must understand the function of the amygdala, including hypoarousal and hyperarousal that stems from students' inability to modulate their arousal levels. They need to understand flight, fight, or freeze reactions that follow emotional dysregulation. Teachers also need to bear in mind that school personnel may be unable to eliminate these reminders which create learning barriers in the classroom (West et al., 2014). However, they can help students minimize triggers. In order to build secure relationships with students, teachers need to understand their role in responding to students in distress. Their role is more proactive rather than reactive. For instance, when students are acting out, teachers should be trained to recognize the inappropriate behavior and respond by encouraging students to engage in an emotional regulation exercise, such as walking around the room in order to regulate arousal levels and defuse any additional outbursts or behaviors (O'Neil et al., 2010). Their role

may also involve negotiation with students in order to provide a semblance of power and control to the students.

The Language of Trauma and Loss website provides teachers information about the effect of trauma on students and the teacher's role in creating a safe classroom (Northeastern Educational Television of Ohio, Inc., 2005). Information and videos offer teachers opportunities for professional development and lessons for elementary, middle, and high-school students are included on the website to enhance emotional literacy and reading comprehension. The trauma toolkit for educators originated from the National Child Traumatic Stress Network (2008) also provides information for educators, parents, and caretakers about the impact of trauma. It provides information about trauma facts and suggestions for educators. In addition, it outlines and illustrates the psychological and behavioral impact of trauma for children ranging from preschool to high school (National Child Traumatic Stress Network, 2008). Perry (2000) at the Child Trauma Academy developed the Neurosequential Model of Therapeutics that uses a mnemonic CAPPD for training schools to be more trauma-informed. The "C" stands for a calm, relaxed state to work with the students. "A" is attune to the students' nonverbal cues and emotional signals (i.e., body language). The "P" means be present with the students and sit with their emotional experiences. "P" is provide students with structured and predictable positive experiences. The "D" is do not allow for students' escalation to trigger your own escalation. The acronym provides quick psychoeducation about the immediate reactions of students and it is related to the approach discussed in the current study, in that it includes emphasis on students' reliance on teachers with whom they have developed safe and secure bonds for the purpose of regulate themselves.

Moreover*, Helping Traumatized Children Learn: A Report and Policy Agenda* provides a

flexible framework and public policy agenda for creating trauma-sensitive schools that improve

learning and behavior (Cole, O'Brien, Gadd, Ristuccia, Wallace, & Gregory, 2005). It is a

comprehensive resource that describes the impact of trauma on learning and behavior and the

role of the school in remediating problems in students. Topics addressed include communication

skills and handling students' emotions and behaviors. The action plan outlined for schools

includes school-wide trauma-sensitive infrastructure and culture, staff training, partnerships with

mental health professionals, academic instruction, nonacademic strategies, and school policies

and procedures (Cole et al., 2005). Health Environments and Response to Trauma in Schools

(HEARTS) Program also used a whole-school approach and multi-tiered framework to transform

the school infrastructure into a trauma-informed infrastructure (Tier 1), develop trauma-informed

supports for at-risk students and disciplinary procedures (Tier 2), and construct intensive

interventions for children with trauma histories (Tier 3) (Dorado et al., 2016). Tier 1 comprised

of universal supports for all students. Interventions are derived from the Attachment, Self-

regulation, and Competence (ARC) framework and expanded. The framework included building

secure relationships, emotion identification, modulation, and expression, and self-development in

areas of functioning (Blaustein & Kinniburgh, 2010). The ARC framework heavily influenced

the make-up and arrangement of the domains in the approach described in the current study. As

a result of program implementation at different tiers, there were significant increases in trauma-

sensitive practices, improvements in students' ability to learn, decreases in disciplinary office

referrals and suspensions, and decreases in trauma-related symptoms (Dorado et al., 2016).

Implementation of a Trauma-Sensitive School-Based Approach

Crosby, et al. (2015) proposed that administrators need to create policies that promote collaborative and community-wide trauma-sensitive environments with convergence of teachers, staff, and other school personnel perspectives. Teachers and staff need to be immersed in a participatory action research model where their perspectives and needs are prioritized and used to inform the approach and implementation procedures. Wolpow and colleagues (2009) also found that gaining buy-in for the approach was vital to its ability to flourish. Evidence was needed prior to the creation of reform or drastic change (Hertel et al., 2009). Specifically, prior to implementation of the trauma-sensitive, compassionate approach into school policies, the goal was to determine if this information first could be integrated into daily interactions and the school's culture (Hertel et al., 2009). It was important to understand themes of problems in the school. The staff members processed with one another global issues and asked questions such as: "What are your thoughts on the information? What are your ideas for trauma sensitive supports in the school? What are the barriers to creating a trauma sensitive school?" (Hertel et al., 2009, p. 21). Three takeaway points were: 1) to build understanding and readiness at the start of implementation, 2) expect resistance, and 3) ask questions (Hertel et al., 2009). Thus, administrative decisions to focus curriculum on compassionate and social-emotional learning practices required input from school staff (Crosby, et al., 2015).

Other sources pinpoint the idea that teachers and schools often have difficulty adapting to a new routine and belief system, even though their current status may be fraught with dysfunction and problems (Walkley & Cox, 2013). Hodas (2006) put forth that it is the belief that addressing trauma equates to "being soft" or enabling or complacent with misbehavior. School personnel who are accustomed to disciplinary or confrontational modes of interaction

may have a difficult time adopting new principles that encompass compassion (Walkley & Cox, 2013). The school should create avenues to change basic assumptions in order to support a paradigm shift and subsequent behaviors. In the aforementioned Compassionate Schools Initiative, a key attitudinal change involved teachers aspiring to teach skills rather than punish for misbehavior. Staff understood the function of behavior differently (Hertel et al., 2009). In contrast, failure to adapt to a new belief system can create a significant barrier to adopting a new trauma-informed approach. "Attempting to modify a system without altering these assumptions is like building a structure without a sound foundation – it is destined to collapse…" (Bloom, 1995, p. 8).

Alternatively, if agreement by all school personnel cannot be met at a fundamental level, pilot programs are recommended (Bloom, 1995). In the Compassionate Schools Initiative, staff lacked efficacy in working with students. They had a sense of hopelessness in having long-term positive effects on students (Hertel et al., 2009). In addition, it was specified that it was important to not increase staff burden during a pilot study or implementation of the approach. Teachers had to balance accountability standards and curriculum requirements with setting aside time allocated towards non-curriculum requirements (Hertel, 2009). The staff said they had accountability for the structured academic curriculum, which restricted time to engage in "nonacademic work" (Hertel et al., 2009). There was a sole focus on academics, and social-emotional learning was not an emphasis in the school curriculum. The role they were expected to fulfill as teachers felt unclarified. "'How do we work out the balance between the trauma and the education? . . . ultimately we're a school and we're supposed to be educating, yet we can't unless we treat- deal with the trauma. And how do we keep it so that we don't let the trauma part get overwhelming and the education drop or the education get overwhelming and the trauma fall

aside? We've got to really strike that balance, and how do we do that?'' (Crosby, et al., 2015, p.

352). Teachers also acknowledged they needed additional knowledge of how to translate

training practices into their classroom in a practical manner. They also needed refinement of

skillsets and understanding of application (Crosby, et al., 2015). A takeaway involved using

time wisely to respond to staff needs. School administrators were successful when they

capitalized on already existing evidence-based trauma-informed practices and student academic

success continued to be of priority (Crosby, et al., 2015). System impairment, however, can

affect the pilot study. As administrators may undermine staff members or place them in

subservient roles, staff may be more resistant to change (Bloom, 1995). Overall, Bloom (1995)

said the pilot study should be supported by administrators in the effort to be instrumental and

create positive outcomes for children.

Trauma-sensitive and compassionate approaches have been most effective when

teachers' perceptions are explored, training gaps are targeted, and necessary resources are

provided to school personnel (Crosby, et al., 2015). In this study, teacher perceptions of

challenges and needs informed the development of a curriculum for teachers. Crosby et al.

(2015) explored the behaviors that teachers felt equipped to manage vs. difficult to manage

(withdrawn or distractible behaviors). Another question involved behaviors teachers associated

with trauma and attachment issues (guardedness or inappropriate boundaries). The last question

involved areas of improvement and needs (knowledge about trauma and attachment). Data from

the questions were used to inform and develop the modified version of the approach described in

The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success (Wolpow

et al., 2009). The curriculum included six modules of background and definitions of trauma,

compassionate schools and survival, self-care, domains and strategies, problem-solving, and role

plays, games, and vignettes. Training was ongoing and classroom observations occurred.

Implementation of systems that monitor fidelity and effectiveness were key factors. After

trainings, teachers engaged in open dialogue to reflect on how the training impacted interactions

with students, including the barriers that blocked the formation of positive teacher-student

relationships. Some teachers reflected they gained insight into students' behaviors, such as

maladaptive behaviors that were previously labeled as "bad" or "defiant" or reflecting apathy.

''They [students] might not be able to articulate why they're acting like that, they can't tell you

why, but through these professional developments we see behind the scenes a little bit more.

They might not be able to say 'I'm acting like that because somebody beat me up last year'''

(Crosby, et al., 2015, p. 352). Teachers also recognized the importance of forming

compassionate relationships with students and the positive impact of these relationships on

overall classroom climate (Crosby, et al., 2015).

It is important that teacher beliefs reflect trauma-sensitive practices of relationship-

building and receive support in skill development (Boorn et al., 2010). The researchers proposed

that teachers needed to buy-in to the theoretical background of the program and then demonstrate

a willingness to learn and implement it. Growing a nurturing classroom program aimed to

embed principles of nurture in order to benefit all students in classrooms, including students

whose emotional and behavioral difficulties exist on a spectrum. A selection of seminars was

provided to school personnel about attachment and secure relationships, Erickson's psychosocial

development theory, resilience, ecosystemic approach, and promotion of positive behavior. Pre-

and post-measures were provided in order to evaluate staffs' understanding of attachment and

resilience and beliefs, attributions, and self-efficacy in managing students' behaviors. Results

showed that training increased understanding of "nurturing therapy" and knowledge of students'

emotional, cognitive, and social needs within the classroom. (Boorn et al., 2010). Boorn et al. (2010) also proposed that teachers should provide structure and uphold expectations for academic success and interpersonal boundaries, but are responsive to needs of their students. Teachers' frame of thinking was assimilated to include positive connections, involving sense of belongingness as a fundamental ingredient to academic success. Reflective space was provided to them as they discussed their emotions related to responding to demanding behaviors of students. Teachers who felt supported by other staff as well as given the opportunity to engage in collaborative problem-solving felt more calm, in control, and able to implement learned knowledge. In light of aforementioned research that discussed that one-size-fits-all approach shortchanges the organization or provides the organization with a disservice, the current study used a collaborative approach that welcomed and solicited ideas about improvement from school personnel.

"Compassionate School Initiative"

The Washington State Office of the Superintendent of Public Instruction instituted a trauma-sensitive "Compassionate School Initiative," which is the initiative or approach that is utilized in the current study. The "Compassionate School Initiative" combined the spheres of compassion and regulation, in effort to ameliorate negative outcomes related to adverse experiences that children and families underwent and to strengthen social, behavioral, emotional, and academic skills and engagement in school (Wolpow et al., 2009). At the completion of a conference that provided training on trauma and its impact on learning and the benefits of compassionate learning environments, schools expressed interest in the framework and agreed to learn the strategies (Hertel et al., 2009). Regional and state-wide trainings were conducted, and

pilot studies were carried out in two counties in Washington. Seven schools and four school

districts committed to an orientation to a new agenda and comprehensive training for staff and

parent organizations that involved dissemination of information regarding complex trauma in

children, the impact on learning environments, and the intersection of trauma and resilience.

They expressed a greater need to adjust systems and receive resources to serve the complex

needs of children. Each school determined how to develop a compassionate environment

according to the criteria that was provided. Measurement of staff attitudes, skills, and needs

were collected before training and after the project was complete. Key attitudes changed from

pre- to post-survey in that more staff agreed with statements that supported trauma-sensitive and

compassionate work in schools. Staff reported on paradigm shifts related to ways in which they

conceptualize students and their behaviors. It was implicated that compassionate learning

environments were found to be of benefit to all children, as it was found that schools were able

to establish positive school climate conditions, as school staff gained profound understanding of

the impact of trauma, and to foster positive staff-teacher relationships on a universal level to

mitigate impact on development and learning. Tiered approaches to target students with

individualized and complex needs were also incorporated into the finalization of the approach.

Trauma-sensitive language for prevention and intervention strategies was found to be universally

applicable (Hertel, 2009).

As a result of this study, a handbook of instructional materials was finalized. It is titled

The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success (Wolpow

et al., 2009). The approach provides training and technical assistance to schools who desire to

adopt a Compassionate Schools infrastructure (Deihl, 2013). This approach is attachment-

driven, yet is grounded in cognitive-behavioral principles. The book strongly advocates for

restorative practices (Anderson-Ketchmark & Alvarez, 2010). These practices are based on aforementioned empirical evidence that has shown that punitive action is counterproductive, as stimuli in the classroom can be reminiscent of past averse experiences and serve as reminders of traumatic events (Deihl, 2013). In addition, based on attachment research, the book educates readers on how children with insecure or disrupted attachments are more susceptible to attaching to others at school in the same ways (O'Neill et al., 2010). Teachers and staff members learn to build compassionate limit-setting and discipline skills that assist in daily work with students.

Chapter III: Methodology

The study sets out to explore research questions related to both teacher and student outcomes. As this study is an exploratory, expanded needs assessment that utilized the Compassionate Schools approach, the aim of this research is to gain further data about the school's understanding of the impact of trauma on students and elicit feedback about training that might best address students' trauma reactions in the school. Additionally, as teachers and students participated in workshops, consultations, or in-class instruction based on the feedback received, preliminary pilot data revealed how these samples responded to psychoeducational interventions that were derived from the Compassionate Schools approach. As such, research questions include: 1) Did the trainings enhance awareness of trauma-related factors, compassion, and self-regulation? 2) Did the trainings produce buy-in for further learning and adopting of the Compassionate Schools approach? 3) What do teachers and students need to best address the impact of trauma in the classroom in the future?

Survey data involved teachers' and students' perceptions regarding how they understand trauma reactions, or responses to adverse experiences that their students have encountered, which manifest in the classroom. In addition, data yielded information about perceptions of preexisting and learned knowledge of compassion principles and emotional, social, and behavioral strategies. Measures and data collected from consultation sessions also assessed if teachers have experienced attitudinal changes regarding support of a paradigm shift in terms of conceptualizing students differently and perceiving usefulness of the program. Regarding perceived capability of utilizing learned principles and strategies, data additionally assessed for future supports needed from the school. With that, the gap between perceptions of abilities (at the time of assessment) and identified needs for future implementation of the compassionate approach was explored.

Setting and Sample School

All students and school personnel were recruited from an elementary school in a large

northeastern city. According to the 2015-2016 records made available on the school's website,

561 students were in attendance.

Participants

IRB approval was obtained prior to participant recruitment, which was initiated through

an email sent by the principal investigator about the proposed Compassionate Schools approach

and a corresponding handout that described the nature of the approach, intended outcomes, and

opportunities for learning and adopting the approach (refer to Appendix B for the recruitment

handout). Administrators from an elementary school in a large northeastern city responded to

the e-mail and conveyed interest in the approach. Subsequently, the principal investigator met

with the Principal and Dean of the elementary school and gained approval to begin

implementation of the approach, beginning with a workshop intended for all teachers and

optional additional consultation and skills-based training for teachers and students who displayed

an interest and/or need for the opportunities offered.

Teachers. A total of 18 male and female teachers who taught grades K-8 at an

elementary school in a large northeastern city attended the initial workshop as per the

requirement set forth by administrators (see Table 1). As noted in Table 1, 3 teachers identified

as male and 15 teachers identified as female prior to participating in the workshop. As also

noted in Table 1, 3 teachers reportedly were the instructors for kindergarten, 2 teachers for first

grade, 1 teacher for second grade, 4 teachers for third grade, 2 teachers for fourth grade, 2

teachers for fifth grade, 1 teacher for sixth grade, 2 teachers for seventh grade, and 1 teacher for

eighth grade. The initial workshop consisted of dissemination of psychoeducation about the

nature and impact of trauma, as well as the nature and impact of compassion, and information

about the principles and domains of the Compassionate Schools approach. Because of the

aforementioned need for universal supports to target students with or without trauma histories,

teachers, and the school climate, the principal and Dean were highly committed to ensuring

teachers participated in the workshop. Specifically, the principal and Dean facilitated

participation in the workshop by securing substitute teachers/aides for all classrooms. Teacher

participation after the first workshop was voluntary.

Table 1

Teacher Demographic Information – Workshop

Variable	Number of Teachers
Gender	
Male	3
Female	15
Grade	
K	3
1	2
2	1
3	4
4	2
5	2
6	1
7	2
8	1

Twelve of the 18 teachers subsequently identified an interest in learning skills to improve

emotional and behavioral outcomes of students in their classrooms. After a list was made that

prioritized teachers based on need for supports, teachers' availability was subsequently matched

against the principal investigator's availability. The Dean subjectively rated teachers' need for

supports on the basis of her recollection of student-teacher or student-student problem behaviors

in individual classrooms; the priority list (numbers only) was subsequently provided to the

principal investigator without clear explanation. Four teachers participated in two consultation

meetings with the principal investigator (see Table 2). As noted in Table 2, 1 teacher who

participated in consultation identified as male and the other 4 identified as female. As also noted

in Table 2, 1 teacher reportedly instructed the first grade, 2 teachers instructed the third grade,

and 2 teachers instructed the fifth grade. Additionally, it should be noted that 1 additional

teacher participated in the first consultation session and was unable to participate in the follow-

up (second) consultation session due to unforeseen circumstances.

Table 2

Teacher Demographic Information – Consultation

Variable	Number of Teachers
Gender	
Male	1
Female	4
Grade	
K	0
1	1
2	0
3	2
4	0
5	2
Consultation	
Session 1	5
Session 2	4 (attrition of 1)

One teacher participated in an experiential in-class training with 18 students, as per the

recommendation by the Dean (see Table 3). As noted in Table 3, 18 students belonged to the

same classroom; 7 identified as male and 11 identified as female. For the in-class instruction, the

Dean offered the opportunity to 1 teacher who attended both consultation sessions, demonstrated

continued readiness to learn and buy-in for the approach, and verbalized a pressing need for

additional skill-building, modeling, and rehearsal in the classroom.

Students. A total of 18 male and female fifth grade students participated in the in-class

instruction (see Table 3). The students were recruited after their respective teacher conveyed

interest in and identified as needing additional training opportunities, as aforementioned.

Regarding demographics of all students enrolled at the elementary school, 92% of students were

African American and 100% of students were considered economically disadvantaged and were

eligible for free breakfast and lunch at school.

Table 3

Teacher/Student Demographic Information – In-Class Instruction

Variable	Number of Students
Gender	
Male	7
Female	11
Grade	
5	18

Procedures

In an effort to understand existing programs and approaches at the school, as well as the

Dean's perspective regarding a need for the school to adopt a trauma-sensitive framework, the

principal investigator and the Dean of the school engaged in ongoing discussions before and

during the series of trainings of the approach. Classroom management strategies were outlined

by the Dean to include the following suggestions for correction of behaviors: address a student

privately and in a calm voice, state the problem behavior, state expected behavior and

explanation, indicate the negative consequence for the misbehavior and the positive consequence

for the behavior, ask for a demonstration of the adaptive behavior, and provide reinforcement for

engagement in the positive opposite behavior or document the infraction on a discipline referral

report. However, according to the Dean, many of these steps tended to be missed, which is in

direct contrast with another objective that states "use good judgment to prevent minor incidents

from becoming major problems." The Dean indicated that discipline for misbehavior included

detentions, suspensions, and expulsions after communication with a parent occurred. The

records on the website document that in 2013-2014 there were 27 suspensions, in 2014-2015 62

suspensions, and in 2015-2016 135 suspensions, which is a remarkable increase. The Dean

further indicated that the numerical calculations were not recently updated for discipline

referrals. According to the website, incidents at the school in the 2015-2016 year include

vandalism on school property (4), disorderly conduct with injury (3), assault on student,

accident/illness (2), and disorderly conduct/fighting.

According to 2014-2015 scores located on the school website, as well as the Dean's

commentary, the climate score (including school climate and student and parent/guardian

engagement) represented that intervention is required. The climate score specified that only 26%

of students attended 95% or more of instructional days. The annual retention rate was 70% of

students. According to a student survey of school climate rating, only 51% of students provided

positive perceptions of school climate. Relatedly, a parent survey of school climate indicated

that only 61% of parents provided positive perceptions of school climate (note that the

participation rate for parents was low). According to a student survey, 56% of students endorsed

positive perceptions of the quality of teacher practice. When questioned, the Dean of the school

was uncertain as to how the scores were generated or the specific areas of climate that were

measured. Based on these scores, the Dean stated it was imperative that improvements needed to

be made in the areas of school climate and classroom climate.

Furthermore, an educational objective was to increase "points for caring." Ways to meet

the objective were listed as providing "meaningful, immediate feedback to students," "best

practices that support academic, social and emotional needs of children," and "capable, cohesive, collaborative, caring staff." However, specific programs/approaches to address the objective were not yet in existence; the Dean predicted the current approach would align with this objective and provide all teachers with necessary foundational knowledge. When asked about specific ways to tailor the program to the school, the Dean was uncertain about other pertinent information that could help meet the "goal of caring" in the classroom.

Regarding programs/strategies in place to address or prevent the escalation of student difficulties and school problems, the Dean indicated that she served in a counselor role, but acknowledged she rarely counseled students. There was a school therapeutic program that provides outpatient therapy and behavioral assistance to identified students, but the precise utilization of the program was unknown at the time of the current study. The Dean also specified that there have been some presentations in classrooms that have focused on emotional support and peer relations. Upon inquiry, the Dean clarified that no programs have been designed to address psychoeducation of trauma, teachers-student dynamics, and/or regulatory strategies, such as the current approach that was developed and utilized in the school.

The handbook, The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success (Wolpow et al., 2009), was the main instructional material that was utilized in this study. Other materials, including flow charts, that incorporated classroom problems and solutions, as well as additional classroom management strategies, were distributed during consultation sessions with teachers. The principal investigator devised an abbreviated curriculum, which was tailored to self-identified needs of teachers and administrators. Refer to Appendices D, H, and I for a copy of the curriculum.

In school, the study was explained to all participants by the principal investigator in a group format prior to teacher workshops and prior to direct implementation of the approach with students in the 1 classroom. Implementer support for the intervention was developed through provision of clear information about the nature, scope, and effectiveness of the approach in the initial workshop with teachers. Questions were answered during this time and the consent forms were read and signed by teachers. The principal investigator also devised an informed consent form that was provided to all parents and was returned to school prior to implementation of the approach with students. For the 1 classroom, assent was provided by all students prior to the in-classroom lesson, as well. To ensure confidentiality, students and teachers were assigned to numbers. Teachers and students were not asked to identify their names; only demographic information pertinent to the study, such as gender and grade, was obtained. Refer to Appendix A for the all relevant IRB related procedures.

Teacher Professional Development (Workshop). The content of the modules from the handbook that were presented in the workshops were split up into three sections: psychoeducation, 'how to teach,' and 'what to teach.' The principal investigator subsequently consolidated the material into PowerPoint presentations that were distributed to all 18 teachers on the day of the workshops. With regard to the psychoeducation section, the presentation covered biopsychosocial symptoms of trauma, including how it affects learning, relationships, and behavior. In addition, the presentation covered the nature of compassion and the relationship between teacher compassion and student resiliency. The teachers were exposed to the 'how we teach' section, which was comprised of six principles of compassionate instruction and discipline, which include 1) always empower, 2) provide unconditional positive regard, 3) maintain high expectations, 4) check assumptions, 5) be a relationship coach, and 6) provide

guided opportunities for helpful participation. Teachers were also instructed in the 'what we teach' section, which was divided into three domains of compassionate approach/curriculum, including, 1) safety, connection, and assurance, 2) improving emotional and behavioral self-regulation, and 3) competencies of personal agency, social skills, and academic skills. Each domain included individual lessons with strategies and application of the six principles (Wolpow et al., 2009). Two initial workshops were held on different days to accommodate teacher availability. The workshops lasted a duration of two-three hours. The delivery was lecture format, welcoming commentary and questions from teachers over the course of the workshop. At the conclusion of the workshop, additional questions were answered by the principal investigator.

Teacher Consultation. For the two individual consultative sessions that occurred in succession and after workshop completion, the principal investigator distributed an example of a classroom chart that specified internal and environmental trauma triggers, student behaviors, ineffective teacher strategies (i.e., yelling) and maintained effects (i.e., angry outbursts), and effective teacher strategies (i.e., compassion) and corresponding effects (i.e., sense of safety). For the first consultation session, the principal investigator asked the 5 teachers who participated in the consultations to prioritize, explain, and exemplify classroom problems. The consultation approach resembled a behavioral consultation model, including describing concerns and establishing a discrepancy between current behaviors and desired behaviors or treatment goals (Bergan & Kratochwill, 1990). These problems were then defined and discussed with relation to antecedents and consequences. Environmental conditions that exacerbated or buffered problems were clarified. Strategies that have been used to remediate problems were discussed, as well as compassionate strategies. Subsequently, goals for desired change in student problems or

behaviors were defined. After the first session, the principal investigator personalized the classroom flow chart based on teachers' identified problems and included effective and ineffective teacher strategies that were linked with desired classroom outcomes.

Suggestions for additional strategies to promote desired classroom change were distributed and explained to teachers at the second consultation session as a result of collection of data in the first consultation session regarding student problems and behaviors and identified needs and resources. Relevant handouts of exercises were distributed as well, as they served as examples of mechanisms to achieve self-identified goals. Principal investigator disseminated compassionate curriculum-based strategies for the teachers to utilize in their classrooms. These strategies included compassion or relationship-building strategies paired with trauma-informed emotion regulation exercises, such as appropriate identification and expression of emotions, empathy and active listening, and assertiveness. Teachers were also distributed handouts to assist in problem-solving when students engaged in problematic behaviors or showed interpersonal difficulties in the classroom. A "Tips for Effective Classroom Management" handout was also disseminated, which reviewed learned strategies, considerations when using compassion, and provided an applicable example of how to help a student regulate after they are visibly distressed. This handout also included guidelines and examples for using praise and positive attention, planned ignoring, and verbal and non-verbal prompts when giving feedback to students. In the second consultation session, teachers also indicated additional areas of improvement and the ways in which they need assistance in order to further expand their knowledge bases and translate knowledge to effective implementation. Future "needs" from the school, including extra supports and core curriculum changes, were identified.

In-Class Curriculum for Students (Workshop). After the principal investigator held consultation sessions with the teacher who demonstrated need for additional learning opportunities, the principal investigator provided parallel instruction in which the compassionate curriculum was explicitly taught to the students. The lesson occurred over 1 class period and lasted a duration of approximately two hours. The teacher observed the sample lesson and assisted in explaining concepts to students. During this class, students learned compassionate principles and learned social, emotional, and behavioral regulation skills. The mode of instruction involved didactics and experiential exercises. The teacher observed how to implement suggested strategies in her classroom. The principal investigator began the lesson by establishing classroom rules. The principal investigator distinguished between the difference of feelings, thoughts, and behaviors and used an analogy and visual aid to illustrate emotions and triggers. Examples of feelings words were also distributed. The principal investigator instructed the students to engage in diaphragmatic breathing. Students subsequently participated in a "listening with empathy" exercise and generated personal examples for application purposes. An assertiveness technique was used to provide a distinction between aggressiveness, passivity, and assertiveness. Students practiced assertiveness through usage of examples and role-plays.

Measures

The principal investigator aimed to tap into constructs, such as perceptions of teacher and student competencies related to compassion principles and emotional, social, and behavioral strategies, as well as perceptions of learned knowledge, understanding, and capability of utilizing learned principles and strategies. The principal investigator created measures to fit the constructs of interest for the study and address the complexity of the Compassionate Schools approach.

Specifically, the principal investigator devised survey statements that lined up directly with goals of instruction that were extracted from the handbook, *The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success.* The handbook identifies three domains of "what we teach" and each domain has definitions, goals of instruction, and explanation of content, strategies, and application of compassionate principles to achieve goals. All three domains were utilized in training teachers and students, and the principal investigator incorporated goals from each domain into pre- and post-tests. There is no existing reliability or validity data for these surveys, but content of the surveys matches up directly with goals of instruction, which are supported by literature, such as the ARC literature that was previously described, and measures the same outcomes of interest.

Pre-Workshop Measures. *Teacher Rating Scale.* Teachers who participated in the workshop completed the Teacher Rating Scale before they attended the Compassionate Schools workshop. The rating scale completed by teachers prior to the initiation of the workshop (pre-tests) conveyed perceptions of their classroom with regard to perceived knowledge of trauma on students' performances in school, usage of compassion principles, and preexisting behavior management skillsets. In addition, items tapped into their perception of students' level of safety, awareness of behaviors, and usage of appropriate emotional and behavioral regulation and adaptive communication and conflict resolution strategies across social situations. Refer to Appendix C for the survey.

Student Rating Scale. Students filled out a Student Rating Scale before the in-classroom training for students, which included perceptions of their classrooms in terms of teachers' awareness of stressful experiences on students' performances in class, helpfulness of teachers in managing student problems, and type of teacher classroom and behavioral management

strategies. Additionally, students responded to items that tapped into feelings of safety and quality of interactions in the classroom characterized by care. Students responded to items regarding their perception of ability to use strategies to create positive emotional, behavioral, and social outcomes for themselves and others in the classroom. For example, a goal subsumed in the emotional/behavioral regulation domain reads, "Students will be able to better identify and differentiate among their feelings" (Wolpow et. al, 2009, p. 94). In the student pre-test rating scale, the principal investigator mapped directly onto the goal by including a statement of "I can name my feelings and understand what they mean." Refer to Appendix G for the survey.

　　　　Post-Workshop Measures. *Teacher Workshop Scale.* After the workshop, teachers completed the *Teacher Workshop Scale* that conveyed perceptions of the knowledge they obtained about the curriculum, including psychoeducation on how trauma impacts learning, behavior, and relationships, compassion principles, and behavioral management strategies, and corresponding attitudes about the usefulness of the approach. Furthermore, teachers rated their capability in creating safety in the existing classroom culture. Teachers also indicated responses about additional information they need to understand the material and implement it into their classrooms. They additionally indicated their interest in consultation and in-class instruction and the corresponding "what we teach" domain (safety, connection, assurance; emotional/behavioral regulation; and competencies of social skills) in which they wanted additional training. Refer to Appendix C for the survey.

　　　　Student Workshop Scale. After the workshop, students filled out a *Student Workshop Scale* involving perceptions of learned knowledge of emotion and behavior regulation and relationship-building strategies, such as identification of emotional experiences and assertiveness strategies, respectively. For example, an item of "I learned about feelings…" mapped onto the

aforementioned construct of learned knowledge of emotions that was similarly located on the

Student Rating Scale. Students also discussed information they learned and additionally wanted

to learn related to the approach. Refer to Appendix G for the survey.

Field Notes from Teacher Consultation Sessions. A subset of teachers who

participated in the consultation sessions with the principal investigator. During the first

consultation session that occurred subsequent to workshop completion, the principal investigator

asked questions to the subset of teachers and noted corresponding responses, including a

description of problematic or concerning behaviors in the classroom and related goals, as well as

strategies to address the behaviors and produce a desired outcome. During both consultation

sessions, the principal investigator asked questions regarding perceptions of pre-workshop use of

compassion principles and skills, along with need or preference for additional knowledge and/or

practice in certain learned areas and desired supports from the school. Additionally, as a part of

the second consultation session which occurred subsequent to the first consultation session, the

principal investigator asked teachers questions about the usefulness of the consultation. Refer to

Appendix E for a copy of the structured questions.

Data Collection and Analysis

Data collection began and ended in June of 2016. Frequency tables were created for the

responses to survey questions for both teachers and students. The total numerical scores per

survey were also generated into frequency tables. Close-ended and open-ended responses on

teacher and student scales/surveys were categorized into clusters or themes related to perceptions

of preexisting and learned knowledge of trauma, compassion, and regulation, skills, quality of

classroom interactions, attitudes regarding the approach (i.e., ability for teachers and students to

implement the approach), and needs from the school to enhance learning and adopting of the approach. Since the Rating and Workshop scales were dissimilar in wording, but similar in item content, the principal investigator organized these questions into categories or themes to represent perceptions of shifts in perspectives and to determine buy-in for future implementation of the approach. The themes are organized in tables and further elucidated in the following Results chapter. Additionally, qualitative data from consultations with teachers yielded information about emerging themes, including perceptions of awareness of trauma reactions in the classroom, general and trauma-sensitive classroom strategies, classroom strengths, targeted goals for intervention, and identified needs in moving forward with the approach. A relevant table, including data from the teacher consultation sessions, is included in the following section.

As aforementioned, the item content of the surveys lined up directly with goals of instruction that were extracted from the handbook, *The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success*, and are supported by the literature. As such, the themes from the survey items were derived from the handbook; further qualitative analysis from open-ended responses and consultations yielded data that meaningfully expanded these themes.

In the following section, the results are presented in a fashion that separates, yet integrates data from the two sample groups. Quantitative and qualitative data from teachers and students are consolidated to answer the three research questions that this study sets out to explore.

Chapter IV: Results

Research Question 1

Did the trainings enhance awareness of trauma-related factors, compassion, and self-regulation for teachers and students?

      Teacher Rating Scale. The Teacher Rating Scale was distributed and completed before the initial workshop that all teachers attended. Eighteen teachers completed the Teacher Rating Scale. Scores on the Teacher Rating Scale ranged from 30 to 47, as seen in Table 4. Given that this scale was constructed for this study, yet informed by the study's approach, higher or lower scores did not represent a certain level of significance. However, scores represented differing levels of perceptions regarding themes (i.e., knowledge, skills, or attitudes about teachers and students). Table 5 shows the descriptive statistics associated with the Teacher Rating Scale. Higher scores represented greater agreement with item content. With some selected items, teachers perceived they had preexisting knowledge, skills, and attitudes that aligned with the Compassionate Schools approach and curriculum. See below for a more detailed breakdown of scores on the Teacher Rating Scale.

Table 4

Teacher Rating Scale

Score	Frequency
30	1
32	3
33	1
34	2
36	3
37	2
38	2
39	1
41	1
46	1
47	1

Table 5

Descriptive Statistics

Scale	Minimum	Maximum	Mean	Standard Deviation	Total Number of Scores
Teacher Rating Scale	30	47	36	5.3	18

An item analysis of selected items provided some insight in determining teachers'

perceived knowledge of the impact of trauma in the classroom, compassion principles, and

behavior management skillsets. In addition, selected items revealed information about teachers'

perceptions of student components, such as students' awareness of behaviors and usage of self-

regulation in the classroom. Response choices ranged from Strongly Agree to Strongly Disagree

on a 5-point Likert scale, with 12 items comprising the scale. Table 6 includes each item on the

Teacher Rating Scale and the number of teachers per response choice.

Regarding item 1, all teachers somewhat agreed, agreed, or strongly agreed that they

previously had (preexisting) knowledge about the impact of trauma on students' performances.

No teachers perceived that they lacked knowledge about the impact of trauma in the classroom.

Unfortunately, however, the source and quality of baseline knowledge was not obtained at the

time of assessment.

Regarding item 2, 11 of 18 or 61% of teachers somewhat agreed that they had capabilities

to manage students' behaviors effectively. However, the general item did not inquire about the

actual strategies used to mitigate problematic behaviors of students.

Regarding items 3 and 4, which targeted specific classroom management strategies,

teachers reported on their usage of discipline vs. compassion. With item 3, which included

discipline practices, the majority of teachers reported they were reliant on traditional discipline

practices with students. For instance, 16 of 18 teachers, 89% of the sample, expressed some

level of agreement (somewhat agree, agree, or strongly agree) that they mostly relied on

discipline practices. According to these reported ratings, it is problematic that only 2 teachers

disagreed that they mostly relied on traditional discipline practices, the type of which are

strongly contraindicated in the Compassionate Schools approach. Consultation data that is

described below additionally pinpoints a range of discipline practices used by teachers. As also

noted specifically below in data from the Student Rating Scale, students similarly perceived

teachers to use discipline with students. With item 4, all teachers either agreed or strongly

agreed that they used compassion with students. As also noted specifically below in data from

the Student Rating Scale, all students agreed that their teachers communicated care for them,

which is a constituent of compassion (Wolpow et al., 2009). However, even though students and

teachers endorsed that teachers used forms of compassion, students and/or teachers may have

loosely defined compassion or experienced confusion about its meaning, and therefore, the rating

may have inaccurately represented what teachers typically use on a recurrent basis.

Regarding item 5, all teachers ranged in their responses from somewhat agree to strongly

agree regarding their perceptions that their students felt safe in their respective classrooms. As

also noted specifically below in data from the Student Rating Scale, students also reported

feelings of safety within their respective classrooms. Perceptions of safety are an indicator of

compassion (Wolpow et al., 2009).

Table 6

Teacher Rating Item and Answer Breakdown

Item	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1. I feel I have knowledge about the impact of trauma and environmental stressors on students' performances.	0	0	11	6	1
2. I feel equipped to deal with problematic behaviors of students as they arise. (No response: 1/18)	1	5	10	1	0
3. I mostly rely on discipline practices with students (i.e., time-out, etc.).	0	2	10	5	1
4. I use compassion with students (i.e., I communicate that I care about them).	0	0	0	9	9
5. Students feel safe in my classroom.	0	0	4	7	7
6. Students have awareness of their own behaviors that distract them from being successful in class.	1	7	4	6	0
7. Students can identify and differentiate among their feelings.	1	8	6	3	0
8. Students express their feelings to others in the classroom in appropriate ways.	1	11	5	1	0
9. Students listen to others and can pick up on their emotional cues.	1	4	10	3	0
10. Students use strategies to manage situations effectively.	3	5	10	0	0
11. Students demonstrate abilities to be assertive in order to get needs met.	0	5	9	2	2
12. Students interact with others in socially acceptable ways.	2	5	9	2	0

Teacher Workshop Scale. The Teacher Workshop Scale was distributed after the workshop that all teachers attended. Eighteen teachers completed the Teacher Workshop Scale. Scores on the Teacher Workshop Scale ranged from 14 to 35, as seen in Table 7. As previously noted, scores represented differing levels of perceptions regarding themes of knowledge, attitude,

and needs that will be further discussed below. Table 8 shows the descriptive statistics

associated with the Teacher Workshop Scale. Following participation in the workshop, some

selected items revealed that teachers perceived they had an increase in knowledge and attitudes

that favored the Compassionate Schools approach after they participated in the workshop. See

below for a more detailed breakdown of scores on the Teacher Workshop Scale.

Table 7

Teacher Workshop Scale

Score	Frequency
14	1
22	1
23	3
24	1
26	5
27	2
28	3
30	1
35	1

Table 8

Descriptive Statistics

Scale	Minimum	Maximum	Mean	Standard Deviation	Total Number of Scores
Teacher Workshop	14	35	25.67	4.08	18

An item analysis of selected items provided understanding about teacher's feedback after

they participated in the workshop. Teachers rated their responses on a 5-point Likert scale,

ranging from Strong Agree to Strongly Disagree. Specifically, the numerical data revealed

information about teachers' perceptions of the effectiveness of the workshop. There were 7

items that required numerical ratings on this scale. Table 9 includes each item on the Teacher

Workshop Scale and the number of teachers per response choice.

Items 1 through 6 represented perceptions of knowledge or awareness gained from attending the workshop, including psychoeducation on how trauma impacts learning, behavior, and relationships, compassion principles, and behavioral management strategies. Regarding items 1 through 6, at least three-fourths of teachers (the majority) rated their responses to fall in the somewhat agree, agree, or strongly agree category. Most notably, 100% of all teachers reported a level of agreement for item 4 in that they perceived to have greater understanding of how to use compassionate principles in the classroom. Agreement with similar items indicated that teachers gained knowledge about the impact of trauma in the classroom, student behaviors from a trauma-sensitive lens, impact of compassion and resilience on successful student outcomes, ways to minimize barriers to learning, and roles in helping students de-escalate when distressed. Although there was not a 100% agreement on these aforementioned items, the majority of teachers reported some level of agreement, indicating that the workshop reportedly increased knowledge in these areas of item content. The scores could also point to the idea of previous knowledge, particularly for those items that addressed awareness rather than gains in knowledge; if teachers had a baseline understanding of compassion and trauma-sensitive intervention prior to the workshop, these ratings may reflect previous knowledge. This data also lends itself to further exploration of training and learning needs, which is discussed in greater depth in the following sections that include qualitative data from the workshop scale and consultations.

Item 7 tapped into teachers' perceived capability in creating safety in the existing classroom culture. Regarding item 7, 100% of teachers endorsed some level of agreement that they feel capable of creating a classroom culture that prioritizes safety; however, only 3 of 18 teachers strongly agreed with this statement, suggesting that most of the teachers (15 of 18, or

83%) may have felt room for improvement in this area. Additionally, capability does not

necessarily translate to motivation and skillset to foster this safe environment. Lastly, teachers

may not fully grasp the behaviors, attitudes and functional strategies which leads to creation of

such a culture or climate. This issue will be further examined in the Discussion chapter.

Table 9

Teacher Workshop Item and Answer Breakdown

Item	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1. I gained knowledge about how trauma impacts learning, behavior, and relationships. (No response: 1/18)	0	1	3	12	1
2. I learned ways to identify and minimize barriers to learning. (No response: 1/18)	0	2	7	7	1
3. I have awareness of my role in helping students to de-escalate when distressed. (No response: 1/18)	0	0	2	12	3
4. I understand how to use compassionate principles in the classroom.	0	0	6	8	4
5. I learned to conceptualize student problems from a trauma-sensitive lens. (No response: 1/18)	0	2	5	8	2
6. I have awareness of the impact of compassion and resilience on long-term learning and performance success.	0	0	5	8	5
7. I feel capable of creating a classroom culture that prioritizes safety.	0	0	7	8	3

Teachers Consultation. Selected teachers participated in two consultation sessions and

qualitative data from the consultation sessions was documented. Qualitative data was unable to

be audio recorded at the time of the sessions. As such, the qualitative data was organized in

items that represent the questions posed to the teachers. Subsequently, data were categorized to

reflect themes that emerged from teacher feedback. These themes helped to gauge teachers'

perceptions of the nature and dynamics in individual classrooms. Additionally, these themes

helped to inform targeted goals for intervention and identified needs in moving forward with the

approach. As previously noted, 5 teachers participated in the first consultation session with the

principal investigator. Two teachers that shared the same pool of students participated in the first

consultation session together.

  Consultation 1. In the first consultation session, strategies that were used to remediate

student problems were discussed, including strategies that lined up with the Compassionate

Schools approach. Utilizing thematic analysis, each identified item/topic yielded responses that

were organized into themes. Teachers were asked specifically, "What strategies, both effective

and less effective, have you used to manage these specific problems that you mentioned?"

Altogether, under the "strategies" theme, 4 themes were yielded to categorize teacher responses.

Four teachers discussed they used compassion strategies in conjunction with emotion regulation

strategies. One teacher used affective statements with students and a "quiet corner" to validate

emotions and help regulate emotions. Another example of a strategy used included a written

description of emotions and emotional experiences. Three teachers identified using compassion

strategies paired with problem-solving strategies. For instance, 1 teacher identified using

"impartial listening" to help students "write down problems and correct them." Other teachers

used similar phrasing, such as "discussion of problem" to suggest problem-solving, as well.

Three teachers used adaptive behavior management strategies to remediate problems, such as

redirection, ignoring, and modelling of effective communication. One teacher identified as using

punishment, specifically writing of student names on the board to reflect their misbehaviors.

Teachers were subsequently asked, "What other strategies have you used in the classroom as general classroom strategies?" Under the "other strategies" theme, 3 themes were yielded to categorize teacher responses. Four teachers reported they used compassion with students including empathy, commitment to high expectations, collaboration/inclusion, understanding attitudes, and communication of care to students. Four teachers reported on a variety of behavioral management strategies they used, including rewards for positive behaviors, reminders, and praise. Of those 4 teachers, 2 teachers reported they used punishment, including yelling in response to students. Two teachers reported they used other strategies, including rule-setting and structure. Refer to Research Question 3 below for additional data yielded from the consultation sessions.

Based on teacher responses to the surveys and the consultation session, it is evident that teachers' descriptions of their management strategies, and their understanding of these strategies, varied. Some teachers were more forthcoming in stating weaknesses of their approaches, whereas other teachers presented as implementing strategies effectively at all times. It is also important to note that according to survey data, many teachers reportedly expanded their knowledge on compassion and gauged how to deal with students in a more effective and compassionate manner, including using different language.

Student Rating Scale. The Student Rating Scale was distributed and completed before participation in the workshop (in-class instruction). Eighteen students completed the Student Rating Scale. Scores on the Student Rating Scale ranged from 30 to 44, as seen in Table 10. Given that this scale was constructed for this study, yet informed by the study's approach, higher or lower scores did not represent a certain level of significance. However, scores represented differing levels of perceptions regarding themes (i.e., skills or attitudes about students and

teachers). Table 11 shows the descriptive statistics associated with the Student Rating Scale. Higher scores represented greater agreement with item content. With some selected items, students perceived they had preexisting skills and attitudes that aligned with the Compassionate Schools approach and curriculum. See below for a more detailed breakdown of scores on the Student Rating Scale.

Table 10

Student Rating Scale

Score	Frequency
30	1
33	2
34	2
35	1
36	3
38	2
39	3
42	1
43	1
44	2

Table 11

Descriptive Statistics

Scale	Minimum	Maximum	Mean	Standard Deviation	Total Number of Scores
Student Rating	30	44	37.39	3.92	18

An item analysis of selected questions provided some insight about how students perceived their ability to use regulatory strategies to create positive emotional, behavioral, and social outcomes for themselves and others in the classroom. Response choices ranged from Strongly Agree to Strongly Disagree on a 5-point Likert scale, with 12 items comprising the scale. Selected items revealed information about students' perceptions of teacher-related factors,

such as their helpfulness in managing student problems. Additionally, selected items also

revealed perceptions about quality of classroom interactions, attunement from other students, and

general feelings of safety. Table 12 includes each item on the Student Rating Scale and the

number of students per response choice.

Items 6 through 11 represented students' perceived skills in emotional identification and

expression, as well as skills in interpersonal effectiveness. Items 6 through 9 specifically tapped

into students' perceptions of their abilities to read their own and others' emotional cues, identify

their emotions, and express their feelings to others in ways that are well-received; for these

items, at least half of students endorsed some level of agreement (somewhat agree, agree, or

strongly agree), suggesting they perceived they had adequate emotional identification and

expression skills. Sixteen of 18 or 89% of the sample of students perceived they had the skillsets

necessary to name their emotions and understand the meaning of their emotions (item 7). Eight

of 18 or 44% of the student sample expressed some level of disagreement (disagree or strongly

disagree) that other students listened to their own emotions after they shared their emotions (item

8). It is imperative to take into account a level of disagreement with statements, especially since

disagreement reflects perceived problems in the classroom. Items 10 and 11 tapped into

students' perceptions of their abilities to use conflict resolution and assertiveness skills to

produce positive interactions in the classroom. Fourteen of 18 or 78% of the student sample

expressed a level of agreement with item 10, which specifies, "I deal with conflict in a calm way

so I can be successful in class." Seven of 18 or 39% of the student sample expressed a level of

disagreement that they were able to effectively use assertiveness skills to get needs met (item

11). It may also be the case that students may not have understood the meanings of all item

content. Some of the items are too general or abstract and not sufficiently explanatory for students to endorse statements that accurately represent their perceptions.

Items 1 through 4 represented attitudes regarding perception of teachers. Specifically, Items 1 through 4 tapped into students' perceptions of their teachers regarding teachers' knowledge and skills used when students are escalated (or experiencing trauma reactions). Regarding items 1 and 2, 13 of 18 or 72% of the student sample perceived teachers had awareness of the stressful experiences that can impede students' performances; 15 of 18 or 83% of the student sample perceived teachers had knowledge to help manage student problems. Items 3 and 4 specified the classroom management strategies that students perceived teachers to use. Regarding item 3, 11 of 18 or 61% of students expressed some level of agreement that teachers use discipline with students. Regarding item 4, all students expressed some level of agreement, specifying, "my teacher and other adults in my class communicate that they care about us." This particular unanimous rating is significant because communication of care embodies a principle of compassion (Wolpow et al., 2009). However, it is uncertain if students feel cared about after teachers communicate care towards students.

Items 5 and 12 represented students' attitudes about safety in the classroom, as well as the quality of overall classroom interactions. With regard to both items, 14 of 18 (78%) and 15 of 18 (83%) of the student sample reported some level of agreement that they "feel safe" and "feel good about the way I interact with students, teachers, and adults in my class," respectively. These two items mapped onto compassion, involving perceived feelings of safety and quality of interactions with peers and adults (Wolpow et al., 2009).

Table 12

Student Rating Item and Answer Breakdown

Item	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1. I feel that my teacher and other adults in my class know that students can have stressful experiences that can affect how students are in class.	3	2	7	5	1
2. I think that my teacher and other adults in my class know how to help students when they are having problems.	2	1	4	8	3
3. My teacher and other adults in my class mostly use discipline, such as time-out, with students.	3	4	5	3	3
4. My teacher and other adults in my class communicate that they care about us.	0	0	7	5	6
5. I feel safe in my classroom.	2	2	7	5	2
6. I know what is happening in my body when I feel distracted in class.	4	3	6	4	1
7. I can name my feelings and understand what they mean.	1	1	5	6	5
8. I can tell other people in my classroom about my feelings and they listen.	7	1	7	2	1
9. I can sense how other people feel without them even telling me.	1	5	10	1	1
10. I can deal with conflict in a calm way so that I can be successful in class.	3	1	9	4	1
11. I can tell people what I want or need in a clear, respectful way.	3	4	5	4	2
12. I feel good about the way I interact with students, teachers, and adults in my class.	0	3	7	5	3

Student Workshop Scale. The Student Workshop Scale was distributed after the workshop (in-class instruction) concluded. Eighteen students completed the Student Workshop Scale. Scores on the Student Workshop Scale ranged from 16 to 32, as seen in Table 13. As aforementioned, scores represented differing levels of perceptions regarding themes of knowledge, attitudes, and needs that will be further discussed below. Table 14 shows the descriptive statistics associated with the Student Workshop Scale. With selected items, students perceived they had greater knowledge and attitudes that favored the Compassionate Schools approach after they participated in the workshop. See below for a more detailed breakdown of scores on the Student Workshop Scale.

Table 13

Student Workshop Scale

Score	Frequency
16	1
18	1
21	1
23	1
24	1
25	1
26	4
28	2
29	1
30	1
31	3
32	1

Table 14

Descriptive Statistics

Scale	Minimum	Maximum	Mean	Standard Deviation	Total Number of Scores
Student Workshop	16	32	26.17	4.39	18

An item analysis of selected items provided understanding about student's feedback after they participated in the workshop. Students rated their responses on a 5-point Likert scale, ranging from Strong Agree to Strongly Disagree. Specifically, the numerical data revealed information about students' perceptions of the usefulness of the workshop. There were 7 items that required numerical ratings on this scale. Table 15 includes each item on the Student Workshop Scale and the number of students per response choice.

Items 1 through 3 represented perceptions of learned knowledge of internal experiences, including identifying emotions/reactions of self and other. Regarding items 1 and 2, almost all students (17 out of 18; 94%) rated their responses to fall in the somewhat agree, agree, or strongly agree category, which evidenced that students "learned about feelings, thoughts, and behaviors" and "learned how people react to situations." This rating is important because it shows that students perceived they generally understood their internal experiences. Thirteen of 18 or 72% of the sample of students reported some level of agreement that they learned that others have differing reactions to trauma or adverse circumstances that manifest in the classroom. However, there were some students that disagreed with the content of the aforementioned item, which signified that this may need to be emphasized in future training of the compassionate schools approach. The qualitative student data that is reported below (refer to Research Question 3) will provide more specific information about further training and learning needs.

Regarding items 4 through 7, students reported on their perceived skillsets in helping to manage and express their own emotionality and attune to others' emotional experiences, as well. Item 4 tapped into students' perceptions that they learned skills to regulate their emotions effectively or "relax my body when it feels bad." Seventeen of 18 or 94% of students in the

sample expressed a level of agreement with this previous statement. Items 5 and 6 mapped onto

skills that were learned, such as listening, empathizing, and discussing feelings in respectful

ways; 16 of 18 (89%) and 15 of 18 (83%) of students expressed a level of agreement with these

items, respectively. Item 7 tapped into learned assertiveness, specifying, "I learned how to

appropriately ask for what I want or say "no" to someone." Fifteen of 18 or 83% of the sample

of students reported they gained skills in assertiveness. Skill-building was an important

component of the in-class instruction and all students participated and demonstrated learned

skills throughout the workshop. Their ratings reflected their skills that were demonstrated to the

principal investigator or teacher. On the other hand, a few amount of students ranging from 1 to

4 students, depending on the item, expressed disagreement with learning these aforementioned

skills; if these students received future training, their training should be tailored to their

individual identified needs.

Table 15

Student Workshop Item and Answer Breakdown

Item	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
1. I learned about feelings, thoughts, and behaviors.	0	1	1	7	9
2. I learned about how people react to situations.	0	1	4	9	4
3. I learned that people's reactions may be different than my own.	1	4	3	7	3
4. I learned how to relax my body when it feels bad.	1	0	5	5	7
5. I learned how to listen carefully to others when they discuss feelings.	0	2	6	7	3
6. I learned to discuss my own feelings in a respectful way.	0	3	7	4	4

Table 15 – Continued

Student Workshop Item and Answer Breakdown

7. I learned how to appropriately ask for what I want or say "no" to someone. (No response: 1/18)	1	1	4	7	4

Students also responded to two qualitative questions, one assessing for knowledge

learned from the workshop, and the other assessing for future areas of desired learning (see

Research Question 3). Thematic analysis of qualitative items was also conducted. Question 8

asked, "What else did you learn?" This question required an open-ended response. Sixteen of

18 students responded to this question. Taken together, students reportedly learned about

reactions to emotions and emotional experiences, including themselves and their peers. For

instance, 1 student said, "I learned that a person could take the anger out on you when bad

happens at home." Additionally, students reportedly learned to normalize a range of emotions.

Responses also indicated that students also attained conflict resolution knowledge and skills. For

example, students reported they learned anger management and listening skills, as well as

learned to refrain from reacting during conflict. Lastly, students reported they learned about the

nature of positive interactions in the classroom, including the principles of compassion and

respect. "I learned that people can get along," said 1 student. One student identified as learning

"nothing," which represented that students learned differently, had differing preexisting

knowledge bases, and may require individualized or personalized trainings to cater to their

learning needs. Other responses represented that students varied in their ability to understand

how the trainings related to their individual problems that manifest in the classroom. Refer to

Table 16 for responses.

Table 16

Student Workshop Scale (Item 8)

What else did you learn? (respond below)
Response rate: 16/18 respondents
I learned that a person could take the anger out on you when bad happens at home.
I learned that you can confront a bully.
People don't like when people don't listen.
I learn that being a good listener and how not being a good listener is.
I learned that people can get along.
I learned that if someone say stuff to your ink note.
That we have rules that need to be followed.
I learned to not take my anger on my classmates.
I learned how to walk away from problem.
Nothing.
How to be respectful.
I learn how to respect other people without just getting mad.
I learned that you can have feeling.
I learned not to say something bad back at the other person.
I learned that everyone is not always nice or mean.
Most of the stuff about behavior really didn't fit me I have really bad behavior problems but I did learn who to listen to other people instead of my own sometime unless I'm sure I feel right.

Overall, taken from quantitative and qualitative survey data, students learned information

to enhance their knowledge base and also rehearsed skills, which differed from the teachers who

received information and resources from participating in the workshop and/or consultation, and

therefore, were provided only with opportunities to enhance their knowledge bases. However,

developmentally speaking, students in the fifth grade did not have the capacities to have full

insight into their internal experiences, such as their thoughts, emotions, and behaviors, and may

not have been the most accurate reporters. Therefore, it is noteworthy that the uncertainty in

their responses may have reflected an understandable degree of developmentally appropriate

awareness.

Research Question 2

Did the trainings produce buy-in for further learning and adoption of the Compassionate

Schools approach?

Teacher Consultation. Teachers who participated in consultation were asked about the

usefulness of consultation, specifically, "what did you learn?" Utilizing thematic analysis, each

identified item/topic yielded responses that were organized into themes. One theme related to

the compassionate schools approach was identified to categorize teacher responses. Four

teachers said they learned compassionate principles and strategies, including the value of

consistency, support, and discussion of emotions. One teacher said he/she learned about the

ineffectiveness of invalidation of students and their experiences. One teacher who participated in

both aspects of the curricula perceived high usefulness of the approach and curriculum and

desired to receive more intensive training. Refer to Research Question 3 below for additional

data yielded from the consultation sessions.

Teacher Workshop Scale. On the Teacher Workshop Scale, open-ended questions and

prompts allowed for teachers to provide further information and feedback about attitudes about

the usefulness of the approach. Teachers additionally indicated their interest in ongoing training

with the principal investigator, including consultation or in-class instruction, and the

corresponding domains (derived from "what we teach" domains in the handbook) of which they

needed additional or more intensive training.

Question 8 asked, "In what other ways was the workshop useful?" This question

required an open-ended response and 11 of 18 teachers provided responses to this question. One

teacher responded with "N/A." Taken together, teachers reported that they had a deepened

understanding of principles of compassion as a result of the workshop, such as awareness that a

teacher can both be compassionate and set high expectations for students. Some teachers stated

the workshop "reinforced" their existing knowledge base of compassion, which is also

numerically reported in the aforementioned data from the Teacher Rating Scale. Other teachers

additionally reported they developed a greater understanding of how to conceptualize students'

behaviors differently to account for trauma histories. Additionally, teachers commented on they

have new or refined understanding of their role in intervening with student problems by using

de-escalation (regulation) strategies in conjunction with compassionate language. For instance,

some teachers said they were more equipped to deal with "student behavior" in a trauma-

sensitive way as a result of workshop completion. Refer to Table 17 for responses to item 8.

Table 17

Teacher Workshop Scale (Item 8)

In what other ways was the workshop useful?
Response rate: 11/18 respondents; 1 N/A response
It reminded me of what I already know, but drive my thinking to deeper compassion.
Being able to deal with students outbursts/behavior and why they may act a certain way.
Thinking of ways to rephrase how I speak to students to deescalate situations.
Given insight that all students don't live in the same manner. That many situations there is a unlined issue of trauma somehow involved.
Giving us language to use to be more compassionate.
Communicating with peers about classroom experiences.
Helping me to see how I can try to help certain students in my class that are experiencing trauma.
Discussion about school culture.
Reinforced my awareness of my role in the classroom.
The workshop reinforced current practices, but gave me a few new ideas for my approach.
The workshop was useful in learning that I can be compassionate along with setting a high expectation.

Based on responses taken from the Teacher Workshop Scale and consultation data, it is

evident that many teachers perceived the workshop to have utility and applicability. Teachers

reportedly displayed differing knowledge bases regarding trauma-related factors and

compassion; additionally, teachers perceived they used different classroom management

strategies that ranged in the level of trauma sensitivity or compassion. Perceived effectiveness and usefulness of the approach, combined with already existing knowledge bases and skillsets that align with the approach, were indicators that the approach could continue to be perceived as effective, useful, and worthy to learn and adopt (Hertel et al., 2009).

To target future interest in further learning the approach, item 10 on the Teacher Workshop Scale specified, "indicate your interest in any of the activities listed below." Teacher responses helped to determine how many teachers desired consultations and/or in-class instruction of student coping skills post-workshop, and any and all of the domains in which they reported interest; 9 of 18 teachers conveyed interest in consultation, which meant that they desired to participate in private sessions with the principal investigator to learn to further tailor the Compassionate Schools approach to their classroom needs; 9 of 18 teachers similarly conveyed interest in in-class instruction for their students to receive a workshop that facilitated the learning and practicing of competencies related to emotional identification and regulation, as well as social skills (i.e., relationship-building exercises). Of the 18 teachers, 6 teachers requested consultation AND in-class instruction. 6 teachers did not mark interest in either consultation or in-class instruction. In other words, many teachers deemed the workshop as useful, but opted to not participate in other aspects of the curricula, which signified partial buy-in or resistance (see Discussion for more information about this takeaway).

For all of the teachers that conveyed interest in either consultation or in-class instruction, 3 of 18 teachers conveyed further interest in the domain in the handbook identified as safety, connection, and assurance. This first domain, which had the lowest response rate for interest, most closely aligned with the material that was learned in the teacher workshop, including compassion and resilience. This low response rate is important because compared with other

numerical and qualitative data, it points to the idea that teachers may have perceived the

workshop to have some degree of usefulness; however, it is not clear if teachers would describe

the workshop content as being defined by the domain of safety, connection, and assurance.

Further clarification would be needed to interpret the teachers' response to this domain.

Additionally, 10 of 18 teacher conveyed interest in the domain in the handbook identified as

emotional/behavioral regulation. Similarly, 10 of 18 teachers conveyed interest in the domain in

handbook identified as competencies of social skills. Refer to Table 18 for the breakdown of

teachers' interests in future training.

Table 18

Teacher Workshop Scale (Item 10 – Interest in Future Training)

Variable	Number of Teachers
Activity	
Consultation	9
In-class instruction of student coping	9
Domain	
Safety, Connection, Assurance	3
Emotional/Behavioral Regulation	10
Competencies of Social Skills	10

Research Question 3

What do teachers and students need to best address the impact of trauma on the classroom in the

future?

        Teacher Rating Scale. According to teacher responses on the Teacher Rating Scale,

there were some discrepancies in perceptions about students' awareness of behaviors and ability

to manage situations. Regarding items 6 and 10, teachers agreed (10 of 18, or 56% of teachers

for both items) and disagreed (8 of 18, of 44% of teachers for both items) about student's

awareness and skillsets. Items 7, 8, and 9, specifically tapped into teachers' perceptions of

students' abilities to read their own and others' emotional cues, differentiate between their

emotions, and express their emotions. Regarding item 7, half of the sample of teachers disagreed

and half of teachers agreed that students have adequate feelings identification skills. Regarding

item 8, two-thirds of teachers disagreed or strongly disagreed that students expressed their

emotions in appropriate ways. Regarding item 9, 13 of 18, or 72% of teachers somewhat agreed

or agreed that students assessed the emotions of others and attuned to others' emotional needs.

As reflected in the item ratings, teachers had differing perspectives of students' competencies in

the area of emotion regulation. Most notably, teachers sensed that students needed to improve in

this area, particularly in the area of emotional expression. Regarding items 11 and 12, 72% (13

of 18) and 62% (11 of 18) perceived that students had abilities to either use assertiveness skills

or other adaptive social skills in interactions in the classroom, respectively. On the other hand, 2

of 18 teachers disagreed that students displayed adequate social skills, suggesting a potential

training need for students (see Table 6 above).

      Teacher Consultation. *Consultation 1.* In the first consultation session, teachers were

asked to define and exemplify problematic or concerning behaviors in the classroom that may

stem from trauma histories, similar to how problems were rated in the Teacher Rating Scale.

These problems were subsequently discussed in relation to antecedents and consequences and

related environmental conditions. Desired behaviors and treatment goals were generated based

on collaborative assessment. After the first session, flow charts were created to illustrate this

content. Refer to Appendix F for flow charts for individual teacher classrooms. Table 19

includes specific questions and items used to facilitate the first consultation session.

Table 19

Teacher Consultation 1 Items

1. Tell me some student problems that are of most concern to you. Prioritize the top one or two problems that you want to work on. How could we best define this problem together? What is your understanding of it? Give an example of the problem, including what happens before it occurs and after it occurs.
2. What strategies, both effective and less effective, have you used to manage these specific problems that you mentioned?
3. What other strategies have you used in the classroom as general classroom strategies?
4. What are the existing strengths of your classroom?
5. How can we turn the identified problem into a goal? How do you define your goal?
6. What do you need to achieve these goals?

Utilizing thematic analysis, each identified item/topic yielded responses that were organized into themes. The first item read, "Tell me some student problems that are of most concern to you. Prioritize the top one or two problems that you want to work on." Teachers were directed to answer the question of, "How could we best define this problem together? What is your understanding of it?" Next, teachers were asked to "give an example of the problem, including what happens before it occurs and after it occurs." Utilizing thematic analysis, six themes were identified to categorize teacher responses. All 5 teachers identified problems with student-student interpersonal conflict. For instance, many teachers discussed misinterpretation of interactions that leads to altercations, which were described to include verbal or physical altercations and difficulties communicating problems or needs. Four teachers identified problems with emotional identification/regulation, including "no dealing with emotions" and "no good coping." Two teachers also reported difficulties with students with classroom tasks, including schoolwork, transitions, and following directions/commands. One teacher identified difficulty handling physical escalation of student-student problems. Another teacher identified students' anger and aggression towards the teacher. One teacher also

referenced the school climate as being "difficult" for teachers and students to operate in and navigate through.

Another question read, "What are the existing strengths of your classroom?" Four teachers responded; no clear themes emerged since all responses were drastically dissimilar. One of the teachers responded to this question by discussing the compassionate approach. "I want to find a middle ground in using it and not have a fear of coddling the kids," the teacher responded. Other teachers included valuing the importance of a social-emotional curriculum; incorporating fun into the classroom; and receiving assistance from other adults.

Teachers were subsequently asked, "How can we turn the identified problem into a goal? How do you define your goal?" Under the "goal" theme, 2 themes were yielded to categorize teacher responses. Three teachers identified desired goals and behaviors to fall within the emotion identification/regulation/expression category. For example, of those 3 teachers, 1 teacher envisioned students to use emotion regulation strategies more frequently. Three teachers also identified desired goals and behaviors to fall within the interpersonal effectiveness category, including greater usage of empathy and respect.

Lastly, teachers were asked about what they "need to achieve these goals" for student behaviors. Two themes emerged. Four teachers identified needs, including 2 teachers requesting more training on domains of the compassionate schools approach. Of those 4 teachers, 2 teachers identified a need for a school policy change to allow for curriculum changes that will help to build social-emotional capacities in students. One teacher did not identify needs.

Refer to Table 20 to see a breakdown of themes and the number of teachers that endorsed each theme.

Table 20

Teacher Consultation 1

Item	Theme	Number of Teachers
Problem	Student-student interpersonal conflict • interpersonal conflict (bullies), arguments, say hurtful things, misinterpretation of comments, misperceptions of aggression, misinterpretation of play turn into fight, unhealthy conflict resolution (verbal or physical fights), difficulty communicating with others, screaming/punching students, cursing/aggressions, seek bad attention	5
	Emotional identification/regulation • problems with emotional identification/regulation, difficulty dealing with emotions, no good coping	4
	Other difficulties • student complaints about school/classwork, not following directions, difficulty with commands, difficulty with transitioning	2
	Teacher difficulty with handling interpersonal conflict • breaking up fights, can't control students	1
	Student problem with teacher • anger with teacher and aggression	1
	School climate • difficult climate	1
Strategies	Compassion and emotion regulation • ask students to write description of feelings, attunement to feelings, affective statements, emotion regulation (head on desk), quiet corner	4
	Compassion and problem-solving • conversations with students/parents, impartial listening, open discussion about triggers of hurt, discussion of problem, explanation of causal relationships of problems, write down problems and correct them (problem-solving)	3
	Adaptive behavior management strategies • redirection/ ask students to stop, ignoring, model how to communicate effectively	3
	Punishment • names on board	1
Other Strategies	Compassion • commitment to high expectations, high expectations, inclusion, empathy (2), collaborative student work, communicating understands needs of students, communicates care to students	4

Table 20 – Continued

Teacher Consultation 1

	Behavior Management • rewards for positive behavior, praise, distraction, no punishment/punishment as a last resort, no yelling, yells, reminders (2 teachers)	4
	Other • goals, rules, structure, limit-setting, order	2
Strengths	No theme • nice students, "best class," fun, aides, parents/SES workers help, think about trauma, wants to find middle ground in using compassionate approach (fears), emphasis on social-emotional	4
Goals	Emotional identification/regulation/expression • emotional reciprocity, feelings identification/expression, enhance emotion regulation skills	3
	Interpersonal effectiveness • change language, respect boundaries of others, decrease interpersonal conflict, increase empathy	3
Needs	Training with domains of current approach • coping strategies for students, feelings expression	2
	School policy change • change in curriculum (build emotional/social skills and support)	2

Consultation 2. A total of 4 teachers who participated in the second consultation session.

Teachers who participated in the second consultation session all received copies of their

individual classroom flow charts (refer to Appendix F). On a whole, all teachers were provided

with resources and handouts (identification and expression of emotions, empathy and active

listening, and assertiveness) to help students with safe identification and communication of

feelings, learn empathy and listening skills, increase understanding for what themselves and

others need, and have adaptive communication and positive relationships in the classroom. This

determination to provide these resources was based on responses to consultation 1 items that

were previously described. In wrap-up discussions, teachers also indicated additional areas of

improvement and the ways in which they needed assistance in order to further expand their

knowledge bases and translate knowledge to effective implementation. Teachers who identified

as using punishment strategies were provided with psychoeducation about the link between

punishment and students feeling misunderstood, powerless, or inadequate; repetition of the cycle

of student problems; and exacerbation of communication difficulties. A teacher who lacked

skills consistent with the compassionate approach also received psychoeducation about the

maintained effects by usage of ineffective strategies, such as more dysregulation and

communication problems. This teacher was additionally provided with additional handouts of

examples of compassionate language to use in the classroom. Table 21 includes specific

questions and items used to facilitate the second consultation session.

Table 21

Teacher Consultation 2 Items

1. How was consultation useful? What did you learn?
2. What further information do you need to help understand the material or implement it effectively? How would you like to further translate knowledge to practice?
3. What do you need from the school (extra supports/curriculum changes)?

Utilizing thematic analysis, each identified item/topic yielded responses that were

organized into themes. Questions involved asking about "information" needed and ways to

"further translate knowledge to practice." Two themes, including teachers' specification of both

needs of teachers and needs from students, were created. Of 3 teachers, 2 teachers said they

needed to refine usage of the approach (including applying it to students with severe needs). Of

3 teachers, 1 teacher acknowledged he/she had to "work on own calmness" when managing

students. Two teachers acknowledged needs from students, including needing respect,

compliance, and ability to regulate emotions.

The next question read, "What do you need from the school?" Five themes emerged

from teacher responses. Three teachers said they desired curriculum changes, ones that reflected

teacher and student resources derived from the approach, including a common language of the program and guidelines. Two teachers said they needed shifts in the way school personnel, including administrators, thought about student problems. Both of those teachers adamantly stated that administrators should learn to not blame teachers for problems related to students' trauma histories. Two teachers also reported they needed shifts in school personnel's willingness to commit to adopting the approach and attain full understanding of its importance. With that, 1 teacher said a balance between meeting academic and social-emotional needs is key. Two teachers additionally reported they needed supportive environments at school, ones that support their decisions in the same way the approach advocates for teachers supporting students. Altogether, teachers said they needed to be "praised" and "cared" about, which reportedly would require a school climate change aside from the classroom climate change through which approach trainings attempted to teach. The teachers are describing a parallel process reflected in school culture in which teachers are treated in a specific manner that becomes parallel to how teachers treat their students. Lastly, 1 teacher specified that school personnel, especially teachers, needed to be held accountable for the new curriculum, should it be implemented in their school. Refer to Table 22 see a breakdown of themes and the number of teachers that endorsed each theme.

Table 22

Teacher Consultation 2

Item	Theme	Number of Teachers
Learned material from the approach	Compassionate schools approach • emotional intelligence, practice/modeling in talking to kids about feelings, value of teacher-student support, maintaining high expectations/commands, compassion (materials), value of consistency, invalidation creates poor outcomes in traumatized students	4

Table 22 – Continued

Teacher Consultation 2

Needs within the classroom	Teacher needs • nothing, refining usage of materials (tailoring to severe needs), how to incorporate resources into a lesson, work on own calmness	3
	Student needs • respect and following directions, students need to get better with prompts, students need to pay attention to emotions	2
Needs from the school	Curriculum changes • change in curriculum so students have better emotional identification, resources/follow-up, common language of feelings, guidelines from handbook, resources for kids	3
	Shift in conceptualization of problem • shift in administrative thinking, not blamed for student problems (2), school needs to not question he/she and blame him/her for student issues	2
	Shift in commitment to adopting approach • commitment to social-emotional intelligence, balance meeting emotional needs/following general school curriculum	2
	Supportive environments • support, need more support in decisions spearheaded by teachers, school climate change, praised for caring about students, care for teachers	2
	Accountability • teacher accountability for social-emotional curriculum	1

Teacher Workshop Scale. On the Teacher Workshop Scale, teachers indicated

responses about additional information they needed to understand the Compassionate Schools

material and to implement the approach into their classrooms, including training needs.

Question 9 on the Teacher Workshop Scale specifically asked, "What more info is needed to

help you understand the material or implement it in the classroom?" This question also required

an open-ended response and 11 of 18 teachers provided responses to this question. Two teachers

responded with "N/A." Taken together, teachers reported differing training, school policy, and

curriculum needs. Some teachers reported they needed restructuring of the academic curricula to

incorporate a more trauma-sensitive social-emotional development program. "Time is needed.

We are very focused on raising test scores and compassion often falls to the side," said a teacher.

Another teacher stated a desire to have the compassionate school approach integrated with

resources already available at school. Teachers also reported they needed more extensive

training in the compassionate school approach, including modeling of strategies. For instance,

teachers reportedly said they needed insight and skills into the different "what to teach" domains.

Some identified areas included 1) how to address multiple student problems simultaneously, 2)

how to increase compassion across situations, 3) how to teach students to incorporate

compassion into their repertoire of social skills, and 4) how to use strategies to teach students to

address their emotional needs properly. Other important training needs included areas of

intervention with students who require targeted or different supports. Refer to Table 23 for

teacher responses to item 9.

Table 23

Teacher Workshop Scale (Item 9)

What more info is needed to help you understand the material or implement it in the classroom? Response rate: 11/18 respondents; 2 N/A responses
Time is needed. We are very focused on raising test scores and compassion often falls to the side.
More extensive training – more insight to each domain, etc.
How to manage this with several students who need their needs met at once.
How to increase my compassion in all situations.
Observing content being modeled.
How to find help outside of school to help these students.
Time factor. Multiple severe behaviors simultaneously occurring. Students misplaced as per appropriate setting (i.e., children with ES diagnoses in gen. ed & ES class in IEP).
I would like more information about how to implement the compassionate school curriculum.
I would like strategies using the resource that I have available here in the school environment.
I would say applying this towards student social skills, rather than strategies to deal with independent student.
Specific strategies to teach students to navigate their emotions.

Based on teacher responses to the surveys and consultation sessions, it is evident that teachers needed time, resources, and more extensive training and modeling of the compassionate schools approach before and during implementation of the approach. However, prior to meeting or even beginning to address these needs, a reconceptualization of student problems for all school personnel needed to be completed in order for the entire school to value the approach. Subsequently, many teachers suggested there needed to be a commitment to a curriculum change, including the incorporation of "social-emotional" and compassionate strategies into regular instruction. In other words, many teachers identified needs that would require a school-wide adoption of a trauma-sensitive infrastructure and commitment to incorporating necessary supports into classrooms, such as materials and guidelines. With policies in place to ensure curriculum changes to reflect teacher needs, teachers could easily have access to and be trained and coached in areas that reportedly take precedence.

Student Workshop Scale. The Student Workshop Scale also welcomed ideas about future learning needs from students. Question 9 asked, "What else do you want to learn?" This question required an open-ended response. Thirteen of 18 students responded to this question. Taken together, students reported that they wanted to learn more about reactions to emotions and the nature of behaviors. These responses correspond to answers to the previous aforementioned qualitative question, in which only some students reported they gained knowledge about reactions. One student's response helps to exemplify this takeaway: "I want to learn how to not get so mad…because the stuff you taught us today somewhat help me calm down but, not all the way." Similarly, as students reported they learned conflict resolution skills from the workshop, some students said they desired to learn more about conflict resolution skills, including assertiveness. Lastly, although some students reported they learned about positive interactions,

some also said they required learning about such interactions, including "why people be so mean to each other." A student provided a response indicating he/she desired to learn to "avoid rumors and crowds." As this type of response is developmentally appropriate, it also represents that students have differing or specific problems that may require attention or exploration. Two students also reported they desired to learn "nothing," which is a response that could be based on lack of understanding the material and future lessons and can also be a reflection of motivation factors to learn in general. Some responses also lacked relevance or have other contextual meanings. For instance, 1 student said, "I want to learn is about tax in money." It would have been useful to review responses with the students for clarity purposes and to better inform future trainings should they occur outside of the current study. Refer to Table 24 for responses.

Table 24

Student Workshop Scale (Item 9)

What else do you want to learn? (respond below) Response rate: 13/18 respondents
I want to learn how to avoid rumors and crowds.
I want to learn is about tax in money.
We learn about the DEAR MAN.
I want to learn about like how you can be a leader and not a follower.
I want to learn why people be so mean to each other.
What other things are important to and in life.
How to make someone else feel good.
Nothing.
Nothing.
I want to learn about behaviors.
Or they will kept on saying something bad back.
I HAVE NO IDEA!!!!
I want to learn how to not get so mad over one small thing. Because the stuff you taught us today somewhat help me calm down but, not all the way.

Overall, some students identified more information they wanted to learn, including emotion regulation and relationship-building strategies. Similarly, as aforementioned, teachers also perceived students needed improvement in the areas of emotional identification, regulation,

and expression, as well as conflict resolution and interpersonal effectiveness. Taken together, the variety of responses point to gaps in learning and training that should be addressed to ensure that students ALL have adequate understanding of the concepts and the skills needed to implement the approach effectively.

Chapter V: Discussion

The school, as a system, is the catalyst for students' success in many arenas, with priority on academics. Early and ongoing research has pinpointed the importance of leading students on a trajectory of emotional learning and connectedness with others, including profound emphasis on compassion, resilience, and learning and success. Fortunately, many schools have defined their missions as spearheading a culture and environment that prioritizes safety and cohesion amongst the student and staff body. However, limited effective universal and comprehensive interventions are currently in place to integrate compassion and self-regulation and address *all* students whose trauma histories may operate under the radar. Moreover, many services have been too prescriptive or regimented in that individualized needs are not fully taken into account.

Taken from the "Compassionate School Initiative," a handbook of instructional materials, *The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success* was finalized, which uniquely combines compassion and regulation, as the two spheres are prioritized in the literature for trauma-informed care. The purpose of the current study is to assess how an exploratory, extended needs assessment yielded data related to teacher and student awareness of trauma-related factors, such as differing trauma reactions, impact of trauma in the classroom, and the importance of compassion and self-regulation in classrooms. Aspects of a pilot curriculum (derived from the "Compassionate School Initiative"), including two separate workshops for teachers and students and teacher consultation sessions were specifically facilitated to refine teachers and students' conceptualization of students' challenges, as well as elicit feedback about responses to trauma reactions and schoolwide needs. The program also incorporated other resources in consultation sessions to help teachers attain insight and bridge the gap between

problem behaviors and desired outcomes. Overall, the current approach was chosen because it is evidence-based, but is customizable to meet the needs of the school setting and sample.

From the current study, quantitative and qualitative data were generated. Descriptive statistics, as well as thematic analysis of the data, provided a summary of the needs assessment through methods that included teacher and student rating scales and teacher consultation sessions. Additionally, two pilot workshops were offered, one for teachers and one for students, which provided additional data through which to further examine the Compassionate Schools approach. The sources of data and data points were combined to provide overarching responses to research questions. Survey analysis of selected questions provided information regarding perceived preexisting knowledge, skills, and attitudes in teachers and students and perceived changes in knowledge, skills, and attitudes as a result of workshop completion. Qualitative data was provided to meaningfully expand these categories or themes.

Research Question 1

Research question 1 aimed to assess if the trainings enhanced awareness of trauma-related factors, compassion, and self-regulation for teachers and students. The majority of teachers reported they had previous knowledge about the impact of trauma on students' academic performances. Through the workshops, teachers reportedly gained knowledge about the nature and impact of trauma, how to conceptualize classroom management from a trauma-sensitive lens, and the impact of compassion and resilience on student success. However, there was not 100% agreement in reported knowledge gains in specific areas as a result of workshop completion.

In examination of selected items, teachers reported greater understanding of how to use compassionate principles in the classroom as a result of workshop completion. Furthermore, teachers reported they felt capable in fostering and sustaining safe and supportive classroom settings; unfortunately, this may be an overstatement depending on the factors that teachers perceive to constitute a "safe" environment. Nonetheless, based upon responses to survey items, teachers perceived their students experienced a sense of safety in their classrooms, which overlapped with the construct of compassion (Wolpow et al., 2009). Similarly, the majority of students reported feelings of safety within their respective classrooms.

Furthermore, although one single workshop may "deepen" understanding of compassion, which may increase perceived capability to create "safety," teachers did not have the opportunity to practice or strengthen these skills; in other words, gaps may exist between reported knowledge, capability, and actual implementation of compassionate principles and strategies. Additionally, based upon survey data, all teachers perceived they used compassion with students. According to consultation data, the majority of teachers that participated discussed they used compassion strategies paired with emotion and behavior regulation strategies (i.e., rewards) or problem-solving strategies. Some compassion strategies identified from qualitative data included empathy, commitment to high expectations, collaboration/inclusion, understanding attitudes, and communication of care to students. Similarly, in surveys, all students agreed that their teachers communicated care for them, which the construct of compassion embodies (Wolpow et al., 2009). To provide further support for this student perception, a survey item suggested the majority of students were satisfied with the quality of interactions in the classroom.

However, from consultation data, some teachers who were participants also indicated their discipline practices ranged from writing names on the board to yelling. According to reported ratings about strategies used in surveys, it is also problematic that only 2 teachers disagreed that they mostly relied on discipline practices, which are strongly contraindicated in the compassionate schools approach. Furthermore, more than half of students perceived teachers to use discipline with students. In order for a trauma-sensitive infrastructure to be adopted in the school, a paradigm shift would need to occur to replace non-compassionate discipline strategies with the underlying philosophy of care exemplified by the Compassionate Schools approach.

Regarding the sample pool of students, the majority of students perceived they learned about their internal experiences, including identifying emotions and understanding that peers can have differing reactions to adverse circumstances, as a result of completion of in-class instruction. However, some students reportedly lacked full understanding of the different reactions of self and others (i.e., negative emotionality), according to statements endorsed on the Student Workshop Scale. For the items that measured building skills, at least half of students perceived they had adequate emotional identification and expression skills and similarly had adequate assertiveness skills. The majority of students also reported they demonstrated skills of how to listen, empathize with others, discuss emotions in respectful ways, and be assertive in asking for needs. Of note however, some students also identified they learned "nothing" as a result of workshop completion. Also, some students were confused about learned information and how to conceptualize their difficulties according to the approach, a response that reflects developmentally appropriate awareness. All in all, students did not have full insight into their internal experiences and may not have rated their own insight or skillsets similar to how staff would rate students' insight and demonstration of regulatory skills.

Research Question 2

Research question 2 aimed to assess if the trainings produced buy-in for further learning and adopting of the Compassionate Schools approach. As per consultation with the Dean of the school, the Dean and other administrators initially determined the school needed to become "trauma-sensitive." Trainings for teachers subsequently outlined the fundamental concepts of the compassionate curriculum, the anticipated benefits of the program, and the goals and objectives as they relate to the proposed curriculum. The principal investigator provided teachers with anecdotes and case studies directly from the handbook to increase personal meaningfulness and spike emotional interest and investment. In essence, the workshop was used to promote the approach and gauge teachers' level of understanding of their need for partial or full implementation of the approach.

As a result, open-ended survey responses showed that half of teachers desired to participate in consultation sessions, and half of teachers desired to participate in in-class instruction of student coping skills. Approximately half of teachers conveyed interest in the domain of emotional/behavioral regulation and half of teachers conveyed interest in the domain named competencies of social skills, both of which the initial workshop only introduced. Many teachers deemed the workshop as useful, but opted to not participate in other aspects of the curricula. Partial buy-in may represent some resistance to assimilate or accommodate the information from the Compassionate Schools approach in ways that could foreseeably create a negative impact (i.e., heightened levels of stress) on individual belief systems, routines, or behaviors. In order for the approach to be implemented on a schoolwide level, it is imperative that consultants work with staff to understand resistance, explore options, and increase buy-in. If the core components, assumptions, and credibility underlying the program can be presented in a

persuasive and evocative manner, consultants will most likely be able to articulate messages that produce buy-in (see Future Directions section below for additional information).

According to the teacher participants who opted to actively participate in the workshop and/or consultation, teachers provided responses that indicated they are actively thinking about their role in deescalating or regulating students. In terms of usefulness of the approach, teachers said they gained knowledge on compassionate principles and strategies, including the value of consistency, support, and discussion of emotions, which added to their repertoire of already existing knowledge bases and skillsets that align with the approach. In this way, these teachers projected and articulated that the Compassionate Schools approach instruction and training would continue to have high utility and applicability. Specifically, a teacher who participated in the workshop, consultations, and in-class instruction perceived high usefulness of the approach and curriculum and desired to receive more intensive training.

Research Question 3

Research question 3 aimed to assess what teachers and students needed to best address the impact of trauma on the classroom in the future. The current approach welcomed ideas about improvement from teachers and students. Teachers identified different training, policy, and curriculum needs in the form of qualitative data. Overall, teachers reportedly still needed assistance in identifying trauma-related behaviors and appropriately managing students' emotional responses rather than countering or escalating dysregulation in students. Teachers reportedly needed further education and practice in how to implement trauma-sensitive and compassionate instruction and discipline, build self-regulation in students, and foster healthy relationships at school. Specific training questions included how to implement the approach in a

practical manner that addressed the complex needs of all students, those of which may fall in different domains according to the handbook.

Qualitative data that was combined from the workshop and consultations highlighted the importance of training needs, including curriculum changes. With policy changes to reflect teacher and student needs, teachers requested more access to the desired curriculum involving the Compassionate Schools approach. Teachers reportedly requested the curriculum incorporate a trauma-sensitive, social-emotional program, which would allow for more time and practice of the approach. A takeaway from teacher reports was social-emotional and developmental needs of students should be prioritized like academics; administrators should understand that academic success cannot be met until students' basic emotional needs are understood and addressed from a trauma-sensitive, compassionate angle. From consultation, teachers also reported all school personnel needed to shift in the way student problems were conceptualized, again prioritizing the need for a whole-school, multi-tiered, and multi-informant approach. Teachers explained that administrators blamed teachers for student problems, which was linked to a need for teachers to be supported, "praised," and "cared" for similar to the compassion principles derived from the current approach. If the school underwent an entire systemic climate change to incorporate widespread or universal compassion, work-related experiences may be enhanced amongst staff members and a parallel process may occur, meaning there may be a greater likelihood of compassion trickling down to students. Teachers also recognized that their peers (other teachers) needed more information to make full paradigm shifts and commit to the learning and adopting of the approach.

Qualitative information also revealed that students desired to learn more information about the nature of trauma reactions, including emotions and behaviors. Students emphasized

that they learned information about emotion regulation, but "not all the way," which could limit

the likelihood of implementation of strategies. According to qualitative and quantitative data,

teachers had differing perspectives of students' competencies in the area of emotion regulation.

Teachers also perceived students needed improvement in the area of emotional expression,

according to data supplied from the scales and consultations. Students also reported they desired

to learn more about reasons for conflict and ways to engage in conflict resolution, including

rehearsal of skills, as well. Other students identified more specific problems they faced that

would require different attention and tailored action plans. Some students said they desired to

learn nothing, which could reflect lack of motivation to learn material that they may not value or

understand. Unfortunately, responses of students were unable to be clarified.

Limitations

While this study contributed to an understanding of needs of the current school,

limitations exist. Overall, limited access and time constraints contributed to different issues that

arose in the current study. The principal investigator entered into the school at the end of the

academic year and administration was desperate for intervention to ameliorate student and

classroom problems. As a result, a sufficiently thorough needs assessment involving teacher

perspectives was not able to be completed prior to implementing the approach; consequently,

ideas that could have contributed to the pilot intervention components of the study (i.e., creation

of initial workshop) were unable to be fully developed or disseminated.

For instance, teachers reported a clear divide between themselves and administrators

during the time in which the principal investigator entered into the school. Data from the

ongoing needs assessment later revealed that teachers perceived the administrators did not take

into account their perspectives about students' social-emotional needs. In other words, instead of administrators converging with teachers and accepting feedback and input to understand problems from teachers' vantage points, administrators immediately imposed their ideas of what was needed to create a trauma-informed infrastructure. As a result, some aspects of utility of the initial workshop were limited, especially as the expanded needs assessment and pilot workshop interventions were used in conjunction to provide specific information about understanding of needs. For instance, it was not until after the initial workshop that teachers finally began to discuss needs from the school, including their training needs and students' social-emotional needs.

The original intent of the pilot workshop intervention components of the study was different, as well. Unfortunately, real world limitations interfered with the initial goal for the program to have a rigorous design and methodology. The principal investigator aimed for the program to be universal in essence, but tiered in the sense that students could be identified and the curriculum could target their difficulties in a customized manner; thus, the program was designed to be a multi-component process. Unfortunately, given time constraints, inability to account for differing schedules, and teacher/administrator preferences for some teachers/administrators to not participate in future components of the program for the remainder of the academic year, a small sample of teachers and students received only parts of the program or approach. Since the approach is multiphase and multi-component, participants are at a disadvantage in that they only received the initial aspects of a more involved approach. Despite many teachers requesting for additional trainings, the principal investigator was unable to provide in-class instruction to other classrooms that demonstrated need for additional supports.

In this way, the approach was not applied universally or on a "whole school" level, indicating that a trauma-sensitive infrastructure was unable to be secured at the school.

Furthermore, the initial aspects of the approach that students and teachers received were broader in scope and more limited in depth that originally designed; in essence, foundations of trauma-informed care principles were provided, but the program was unable to include a rigorous skill-based curriculum. In conjunction with limited methodology, measures that were chosen for the study were insufficient in measuring whether there was a response to intervention. Specifically, the pre- and post-scales are not identical and do not have distinct psychometric properties. Originally, the principal investigator planned to administer the same Rating Scales to teachers and students at the conclusion of booster sessions provided in the Fall of the following academic year. Due to unforeseen circumstances and inability for the school to accommodate additional trainings, the booster sessions did not occur and the rating scales were not administered as post-tests. Therefore, the Workshop Scales served as post-tests. Due to the differing items on the Rating and Workshop scales, a pre- and post-test comparison analysis could not be conducted.

An additional methodological limitation was the fact that items on the scales were self-constructed. As item content loosely matches up with goals of instruction (constructs) in the handbook, the scales only have face validity and are limited in construct validity. Furthermore, the items may have been too general and the content may have been difficult to comprehend by teachers and/or students, which could have posed problems when teachers and/or students were asked to provide responses. In addition, many students and teachers may have wanted to impress the principal investigator, who served as the workshop leader, consultant, and evaluator. In this way, participants' self-reports may have limited the reliability or objectivity of the results, as

there may have been a bias towards social desirability. With additional resources, such as time

and key personnel, teachers would have been better able to establish quality rapport with

consultants who only served in consultant roles, thereby resulting in the provision of more

candid and informative teacher feedback that could provide useful data for the needs assessment.

Although the research design provided constraints on the objectivity of the results and available

time spent with participants was limited, it is advantageous that the principal investigator was

able to follow a participant-observer model; the collaborative, multirole process enhanced the

principal investigator's knowledge about how to link data from the needs assessment to the pilot

intervention and deliver components accordingly.

Moreover, in data analysis, creation of the categories (or themes) are somewhat arbitrary.

Close-ended and open-ended responses on the teacher and student scales were categorized into

clusters/themes on the basis of constructs from the handbook. Consultations with teachers

yielded more expansive information about emerging themes that were previously reported.

Furthermore, there is no interrater reliability for the themes, which were identified through a

straightforward thematic analysis, as there were no multiple coders available to read the data

independently before collaboratively developing a coding and classification system to analyze

the data. As such, coders were not able to compare similarities and differences in personalized

coding systems or triangulate ideas to construct a mutually agreeable and consistent formal

coding system. Also, it is questionable whether there was sufficient qualitative data to merit

such an analysis. Given these considerations, the current data from the study was analyzed in a

way that could only provide descriptive information.

Lastly, the originally intended research assumption was that newfound knowledge and

strategy rehearsal may lead to classroom climate changes, behavior changes, and greater success

amongst staff and students in intrapersonal (individual) and interpersonal domains. However,

due to inability to implement a rigorous and ongoing Compassionate Schools approach/

curriculum, it was impossible to gauge whether implementation of aspects of the Compassionate

Schools did create this structural change. Measures, methodology, and data that was collected

and analyzed were insufficient to determine if teachers' knowledge base increased as a result of

completion of the workshop and/or subsequently consultations. Additionally, low dosage and

duration of skill-based student workshop (in-class instruction) rendered the principal investigator

unable to measure if students learned complex coping/regulatory skills, such as affect

modulation and feelings expression, as a result of workshop completion.

Future Directions

For schools who wish to become "trauma-sensitive," it is imperative that a thorough

needs assessment is conducted in order to determine *all* staff members' readiness for change.

The information that needs to be gathered includes information about the need and desire to

create a trauma-sensitive infrastructure and perceived barriers. Additionally, it is equally as

important to understand the nature of the school system, including power relations. A question

to ask is: Who has influence in creating sustainable change? From there, it is important to

understand the degree to which staff and teachers are considered participants in a decision-

making process. Questions to ask are: Are communication channels between staff/teachers and

administrators open? How easy is it to offer ideas and exchange information? Can differing

perspectives be collaboratively and safely resolved? Is compassion shown from the bottom-up

and top-down throughout the hierarchy of staff? Do teachers feel appreciated/cared for/a sense

of belonging? These questions, among others, will provide useful information that will later be

carefully disseminated to the school. Strengths-based problem solving can also involve

assessing the perceived assets, talents, and resources of the school.

Subsequently, information about the Compassionate Schools approach needs to be

provided to the school. Implementer and stakeholder support for the intervention can be

developed through provision of concise and clear information about the nature, scope, and short-

term and long-term effectiveness of the program. Consultants can address benefits that this

program has displayed in Washington schools while linking these statistics to the target school's

vision, mission, and teaching-learning process. Results from the needs assessment should be

reported, as well. Administrators need to accept feedback and input from teachers and other staff

to compassionately grasp their understanding of problems. In collaborative construction of the

program, key personnel and consultants should build on existing resources and capitalize on

strengths of the school rather than introduce a whole new or unfamiliar approach. Subsequent

consultation also needs to be collaborative, such that staff (i.e., teachers) are engaged in the

process and, for example, offer ideas about how to integrate trauma-sensitive routines into school

operations. Through this cohesive and collaborative process, buy-in for the approach may

increase.

If a policy level change is needed, program implementation will be contingent upon

generation of funding sources, receipt and renewal of grants, and district approval. Advocacy for

policies, laws, and funding streams will need to include trauma-sensitive, compassionate learning

environments in the education reform agenda that target the whole school environment and

ensure success of all learners. Engagement in a public education campaign is recommended to

teach educators, policymakers, administrators, parents, and mental health providers about the

relevant research and need for a compassionate curriculum. Continued review of school policies

by all members of the school and larger community will assure that school operations and

functions continue to align with the compassionate school curriculum.

Overall, the Compassionate Schools curriculum should be modifiable. Consultants can

hold multiple workshops to continue to refine knowledge and skills regarding how to weave the

approach into academic and nonacademic instruction. Overall, teachers and staff should have

their ongoing training needs met. The workshops can use multisensory methods to teach (i.e.,

partner simulations, handouts, audiovisual aids, discussion, etc.) and include modeling, rehearsal

opportunities, and direct and immediate feedback. Emphasis should be on how to use the

approach in a practical, realistic way. For instance, trauma-sensitive, compassionate strategies

can be built into individualized education programs for students who are classified in special

education, which exemplifies a proactive intervention. On the other hand, students who are

considered at risk can be provided with more intensive repetition of compassionate and/or

regulatory strategies in the classroom, for example, which exemplifies proactive, preventative

action.

Teachers and staff should also be provided with a forum to discuss their emotions about

dealing with the demands of students in a different way. Issues regarding setbacks in

implementation, unexpected events or barriers, and continued stakeholder support should be the

focal points of discussion. Consultants may wish to engage in higher levels of coaching and

supervision with implementers who display resistance or feel overwhelmed by program

demands. In addition, consultants can refer to the handbook to provide education about vicarious

trauma, compassion fatigue, and burnout, and assist teachers in building a self-care action plan.

Consultants should also work closely with administrators to develop their knowledge of the

approach and build skills so that administrators are equipped to provide ongoing support to teachers and other staff members as needs arise.

External consultants should be used to assist in development and implementation of a strong program evaluation component through administering pre- and post-tests, monitoring treatment fidelity, and serving as liaisons between different networks within the school system. If the school wishes to employ a more rigorous program evaluation methodology to measure the effectiveness of the program, some research questions can include: Are core components (including adaptations of the curriculum) being delivered as planned? For example, consultants can use checklists of core components of the curriculum to check off accuracy (fidelity) of module delivery in the classroom. More in-depth sheets can involve the consultant providing a quality rating that represents how skillful the teacher is in delivering each component. Dependent variables of interest for both teachers and students can include, for example, the measurement of learned knowledge about trauma-related factors and the impact of compassion and regulation, as well as learned skills to manage trauma reactions, in response to implementation of the approach/curriculum. Self-report measures can also assess perceived usefulness of the program. Self-report measures can also assess if teachers have experienced attitudinal changes in support of a paradigm shift that conceptualizes students differently. Additional research questions may include measuring the effectiveness of program implementation in decreasing the number of student discipline referrals and measuring the effectiveness of the program implementation in improving the overall school climate (i.e., self-reported feelings of safety and cohesion). All in all, the approach should continue to incorporate feedback from all staff members to inform future trainings and promote sustainability of the program.

Appendix A
IRB Improved Consent Forms/Description of Study

CONSENT FORM

Your child is being asked to participate in a research study that is being conducted by me, Kristen Axelsen, a Doctoral student at Rutgers University Graduate School of Applied and Professional Psychology (GSAPP). The purpose of this research is to measure how a skill-based curriculum can help create a more supportive and compassionate environment within your child's classroom and increase coping skills in students.

Each student's participation will last for no longer than a week. After orientation to the compassionate schools curriculum, the teacher will practice skills that will then be implemented in the classroom. Through instruction by me and the teacher, students will learn compassionate principles and/or social, emotional, and behavioral management skills (i.e., feelings expression techniques; calm-down strategies; assertiveness skills). Before and after program implementation, students and teachers will fill out questionnaires about perceptions of the classroom environment, learned knowledge, and demonstration of desired skills.

The benefits of taking part in this study may be: a more compassionate, supportive, safe classroom environment; teacher effectiveness in using compassionate principles and with behavior management practices; increase in students' social, emotional, and behavioral outcomes. Foreseeable risks to participation in this study are minimal.

This research is anonymous. Anonymous means that I will record no information about you that could identify you or your child. There will be no linkage between your child's identity and your response in the research. This means that I will not record his/her name, address, phone number, date of birth, etc. Your child will be assigned a random code number that will be used on the questionnaires. His/her name will appear only on a list of subjects, and will not be linked to the code number that is assigned to him/her. Therefore, data collection is anonymous.

The research team and the Institutional Review Board at Rutgers University are the only parties that will be allowed to see the data, except as may be required by law. If a report of this study is published, or the results are presented at a professional conference, only group results will be stated. All study data will be kept for the duration of the study and until statistical analysis/research is complete.

Participation in this study is voluntary. You may choose for your child not to participate, and you may withdraw your child from participating at any time during the study activities without any penalty to your child. In addition, you/your child may choose not to answer any questions with which you/your child are not comfortable.

If you/your child have any questions about the study or study procedures, you/your child may contact me:

Kristen Axelsen
Rutgers University GSAPP
152 Frelinghuysen Rd / Busch Campus
Piscataway, NJ 08854
Phone: 732-759-0540
Email: kristen.axelsen@rutgers.edu
If you/your child have any questions about your rights as a research subject, you may contact the Institutional Review Board (a committee that reviews research studies in order to protect those who participate). Please contact an IRB Administrator at the Rutgers University, Arts and Sciences IRB:

For IRB Use Only. This Section Must be Included on the Consent Form and Cannot Be Altered Except For Updates to the Version Date.

IRB Stamp Box	IRB Stamp Box	
APPROVED	**EXPIRES**	Version Date: v1.0
DEC 07 2016	DEC 06 2017	Page 1
Approved by the Rutgers IRB	Approved by the Rutgers IRB	

Institutional Review Board
Rutgers University, the State University of New Jersey
Liberty Plaza / Suite 3200
335 George Street, 3rd Floor
New Brunswick, NJ 08901
Phone: 732-235-9806
Email: humansubjects@orsp.rutgers.edu

Your child will also be asked if he/she wishes to participate in this study.

Sign below if you agree to allow your child to participate in this research study:

Name of Child (Print) _____

Name of Parent/Legal Guardian (Print) __ _____

Parent/Legal Guardian's Signature _____ Date _____

Principal Investigator Signature _*Kristin Axelsen*, Psy. M. Date _____

Attachment 4: CONSENT FORM

You are being asked to participate In a research study that is being conducted by me, Kristen Axelsen, a Doctoral student at Rutgers University Graduate School of Applied and Professional Psychology (GSAPP). The purpose of this research is to measure how a skill-based curriculum can help create a more supportive and compassionate environment within your classroom and help you to manage behavioral, social, or emotional issues in students.

There are certain study procedures that will occur. Specifically, I will orient you to compassionate schools curriculum and you will learn principles that you may wish to implement In the classroom. If you wish to implement them, I will provide further training or technical assistance to you. You will fill out pre- and post-questionnaires about perceptions of the classroom environment, knowledge/skills, and student outcomes.

The benefits of taking part in this study may be: a more compassionate, supportive, safe classroom environment; effectiveness in using compassionate principles and with behavior management practices; increase in students' social, emotional, and behavioral outcomes. Foreseeable risks to participation In this study are minimal.

This research is anonymous. Anonymous means that I will record no information about you that could identify you. There will be no linkage between your identity and your response in the research. This means that I will not record your name, address, phone number, date of birth, etc. You will be assigned a random code number that will be used on the questionnaires. Your name will appear only on a list of subjects, and will not be linked to the code number that is assigned to you.

The research team and the Institutional Review Board at Rutgers University are the only parties that will be allowed to see the data, except as may be required by law. If a report of this study is published, or the results are presented at a professional conference, only group results will be stated. All study data will be kept for the duration of the study and until statistical analysis/research is complete.

Participation in this study is voluntary. You may choose not to participate, and you may withdraw at any time during the study activities without any penalty to you. In addition, you may choose not to answer any questions with which you are not comfortable.

If you have any questions about the study or study procedures, you may contact me:

Kristen Axelsen
Rutgers University GSAPP
152 Frelinghuysen Rd / Busch Campus
Piscataway, NJ 08854 - -
Phone: 732-759-0540
Email: kristen.axelsen@rutgers.edu

If you have any questions about your rights as a research subject, please contact an IRB Administrator at the Rutgers University, Arts and Sciences IRB:

Institutional Review Board
Rutgers University, the State University of New Jersey
Liberty Plaza / Suite 3200

335 George Street, 3rd Floor
New Brunswick, NJ 08901
Phone: 732-235-9806
Email: humansubjects@orsp.rutgers.edu

Sign below if you agree to participate in this research study:

Name of Teacher/Staff Member (Print) _____

Teacher/Staff Member's Signature _____ Date _____

Principal Investigator Signature _Kristen Axelson, Psy. M._ Date _____

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IRB Stamp Box APPROVED DEC 07 2016 DEC 06 2017 Approved by the Rutgers IRB	Version Date: v1.0 Page 2

Attachment 5: ASSENT FORM

You are invited to participate in a research study that is being run by me, Kristen Axelsen, a Doctoral student at Rutgers University Graduate School of Applied and Professional Psychology (GSAPP). The purpose of the study is to see how a program can create feelings of support and safety between students and teachers/staff in your classroom.

A research study is a way to learn more about people. If you decide that you want to be a part of this study, you will be asked to learn about the program in one of your classes. Certain things you may learn will include: how to name and express feelings, make good choices about behaviors, and respectfully talk to and listen to others. Before the program starts and after it is done, you will be asked to fill out a survey about your feelings and behaviors.

Not everyone who takes part in this study will benefit from it. A benefit means something good happens to you. We hope that the benefits might be: feeling more supported, safe, and cared about in the classroom and learning how to deal with feelings, situations, and people in good ways. If students do not feel benefitted as a result of the program, the school will help them get extra help or support.

This research is anonymous, which means that you do not have to write your name or personal information on surveys. Your survey will only have a number on it, but no one will be able to tell which survey is yours.

When we are finished with this study, we will write a report about what was learned. This report will not include your name or that you were in the study. Once this report is done, the surveys will be thrown away.

You do not have to be a part of this study. If you stop after we begin, that's OK too. You also do not have to answer any questions that make you feel uncomfortable.

Your parents know about the study, but if you have any questions about it, you can reach me at 732-759-0540 or kristen.axelsen@rutgers.edu.

Sign below if you agree to participate in this research study:

Name of Child (Print) _____

Name of Parent/Legal Guardian (Print) _____

Child's Signature _____ Date _____

Principal Investigator Signature _Kristen Axelsen, Psy.M._ Date _____

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Version Date: v1.0
Page 1

Appendix B
Recruitment Handout

What is it?

- ✓ An adapted, shortened version of a curriculum for teachers and students that focuses on building support in classrooms

Why learn it?

- ✓ To understand the impact of students' difficult experiences on learning, behavior, and relationships
- ✓ To identify and minimize barriers to learning
- ✓ To clarify your role in responding to students in distress
- ✓ To build compassionate limit-setting and discipline skills that assist you in daily work with students
- ✓ To help students to safely use new emotion/behavior management and relationship skills that...
    - o Give students a language to safely identify feelings
    - o Help to induce quick relaxation responses
    - o Reactivate ability to think, use memory, and exercise self-control
    - o Redirect attention to academic material
    - o Enhance appropriate classroom interactions
    - o Prevent escalation of difficult behaviors
- ✓ To increase awareness of the impact of compassion and resilience on *long-term learning and performance success*

Opportunities to learn?

- ✓ One workshop that teaches core compassionate principles and practices
- ✓ And/or ongoing consultation with a certified school psychologist
- ✓ And/or in-class instruction of student coping skills

Please indicate your interest in...
___ Teacher Workshop
___ Consultation (post-workshop)
___ In-class instruction of student coping skills

Kristen Axelsen,
Psy.M., NJCSP
Doctoral Candidate
Rutgers University

Appendix C
Teacher Scales

Teacher Rating Scale – Compassionate Schools Curriculum

We are interested in your perceptions regarding your classroom, specifically. Please indicate the number that best corresponds with your perception. Remember, the information that is provided should only be relevant to your classroom.

There is no right or wrong answer. It is important that you answer each statement to the best of your ability. Use the following categories below to answer all questions. If you are not sure about answer, please fill in the answer that most closely describes how you feel.

1	**2**	**3**	**4**	**5**
Strongly Disagree	**Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**

1. _____ I feel I have knowledge about the impact of trauma and environmental stressors on

   students' performances.

2. _____ I feel equipped to deal with problematic behaviors of students as they arise.

3. _____ I mostly rely on discipline practices with students (i.e., time-out, etc.).

4. _____ I use compassion with students (i.e., I communicate that I care about them).

5. _____ Students feel safe in my classroom.

6. _____ Students have awareness of their own behaviors that distract them from being successful

   in class.

7. _____ Students can identify and differentiate among their feelings.

8. _____ Students express their feelings to others in the classroom in appropriate ways.

9. _____ Students listen to others and can pick up on their emotional cues.

10. _____ Students use strategies to manage situations effectively.

11. _____ Students demonstrate abilities to be assertive in order to get needs met.

12. _____ Students interact with others in socially acceptable ways.

Teacher Workshop Scale – Compassionate Schools Curriculum

We are interested in your perceptions about the usefulness of the workshop. Please indicate the number that best corresponds with your perception, and please fill out the open-ended responses.

There is no right or wrong answer. It is important that you answer each statement to the best of your ability. Use the following categories below to answer all questions. If you are not sure about answer, please fill in the answer that most closely describes how you feel.

1	2	3	4	5
Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree

1. _____ I gained knowledge about how trauma impacts learning, behavior, and relationships.

2. _____ I learned ways to identify and minimize barriers to learning.

3. _____ I have awareness of my role in helping students to de-escalate when distressed.

4. _____ I understand how to use compassionate principles in the classroom.

5. _____ I learned to conceptualize student problems from a trauma-sensitive lens.

6. _____ I have awareness of the impact of compassion and resilience on long-term learning and

   performance success.

7. _____ I feel capable of creating a classroom culture that prioritizes safety.

8. In what other ways was the workshop useful?

9. What more info is needed to help you understand the material or implement it in the classroom?

10. Please indicate your interest in any of the activities listed below.

___	Consultation (post-workshop)
___	In-class instruction of student coping skills

If either activity is checked, please circle domain(s) you are interested in.

1) Safety, Connection, Assurance   2) Emotional/Behavioral Regulation   3) Competences of Social Skills

Appendix D
Teacher Workshop Presentation

Kristen Axelsen, School Psychologist (NJCSP), Psy.M.

What is Trauma?
Playing Chess in a Hurricane

Trauma includes acute or chronic stress and individuals' inabilities to respond to it in adaptive or healthy ways. Trauma impedes a students' ability to succeed academically when their bodies and minds are reactive to "hurricanes" in their lives.

What are the signs?

• A ten-year-old who constantly falls asleep in class.

• A thirteen-year-old who doesn't finish required homework assignments.

• An eight year-old who can't concentrate on science work.

• An eleven-year-old whose gets easily frustrated and has angry outbursts towards teachers and peers.

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"The bruises fade, but the memories last forever."

"The body remembers."

"I learned I can't trust <u>anyone</u>. Forget it if they're nice. They will hurt me."

Biology of the Impact of Trauma

Neurobiological Consequences of Different Forms of Childhood Maltreatment
Martin Teicher, M.D., Ph.D.

Trauma can produce lasting changes in the endocrine, autonomic and central nervous systems including the function and structure of the Amygdala, Corpus Callosum, Hippocampus, Cerebellar Vermis, Cerebral Cortex.

Impulse control can become greatly reduced leading to significant learning and behavior problems in the classroom that are beyond the ability of the student to control.
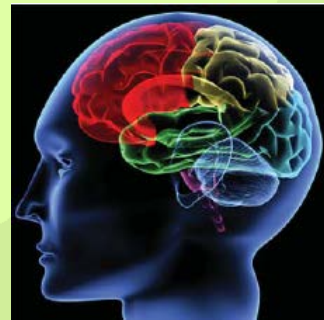
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Traits of PTSD / Complex Trauma

Hyperarousal: Constant expectation of danger (real or perceived).

Intrusion: Flashbacks and/or recurrent traumatic nightmares.

Constriction: "Transfixed in the glare of oncoming headlights." Appear not to care. Dissociate, often with drugs/alcohol.

(Herman, 1992)

Complex Trauma: The experience of several or chronic traumatic events, most often of a personal nature (sexual or physical abuse, family violence, war, community violence) and early life onset.

(Spinazzola et al., 2005)

ACEs and School Performance

Those of us who work in the schools already know, intuitively, that there is a dose-response relationship between adverse childhood experiences and student learning. Several studies (Delaney-Black et al, 2002; Sanger et al., 2000; Shonk & Cicchetti, 2001), including one conducted here in Washington (Grevstad, 2007), reveal that students dealing with trauma and trying to play chess in hurricanes . . .

- are two-and-one-half times more likely to fail a grade;
- score lower on standardized achievement test scores;
- have more receptive or expressive language difficulties;
- are suspended or expelled more often; and,
- are designated to special education more frequently.

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How Trauma Affects Learning

Identifying and differentiating emotions

Articulating emotional needs and feelings

Regulating emotions/behaviors

Process academic information

Retrieving information from memory

Higher-order thinking

Executive functions

Organization and focus

Forming healthy relationships

Defining interpersonal boundaries

Trauma, Compassion, and Resiliency

"Teachers in compassionate schools constantly seek solutions to remove barriers that children face. These teachers know that learners cannot meet academic goals until their more basic human needs are met physically and emotionally. They operate under the principle that, 'You cannot teach the mind until you reach the heart.' However, this does not mean that students do not meet academic standards; all students in a compassionate classroom are supported to achieve high goals."

-Ray Wolpow, Ph.D.

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Teacher Compassion

Teacher compassion is a feeling of deep empathy and respect for students who have withstood adverse experiences and the strong desire to help alleviate pain and foster healing

Childhood Resiliency

Childhood resiliency requires a shift in thinking from what is "**wrong**" with "**problem**" children who are casualties of negative/pathological factors,

to the study of what is "**right**" with children, what it is about them and their supportive environment that **enables** them to adapt, and in some cases **thrive**, despite the traumatic stressors in their lives.

(Rutter, 1990; Masten, Best and Garmezy, 1990; Wolin & Wolin, 1993)

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How Compassion Affects Learning

Identifying and differentiating emotions

Articulating emotional needs and feelings

Regulating emotions/behaviors

Process academic information

Retrieving information from memory

Higher-order thinking

Executive functions

Organization and focus

Forming healthy relationships

Defining interpersonal boundaries

How We Teach
Compassionate Teaching
and Discipline Principles

What We Teach
Compassionate Curriculum
Strategies

Overall School Curriculum
and Activities

1
2
3
4
5
6

Domain
One

Domain
Two

Domain
Three
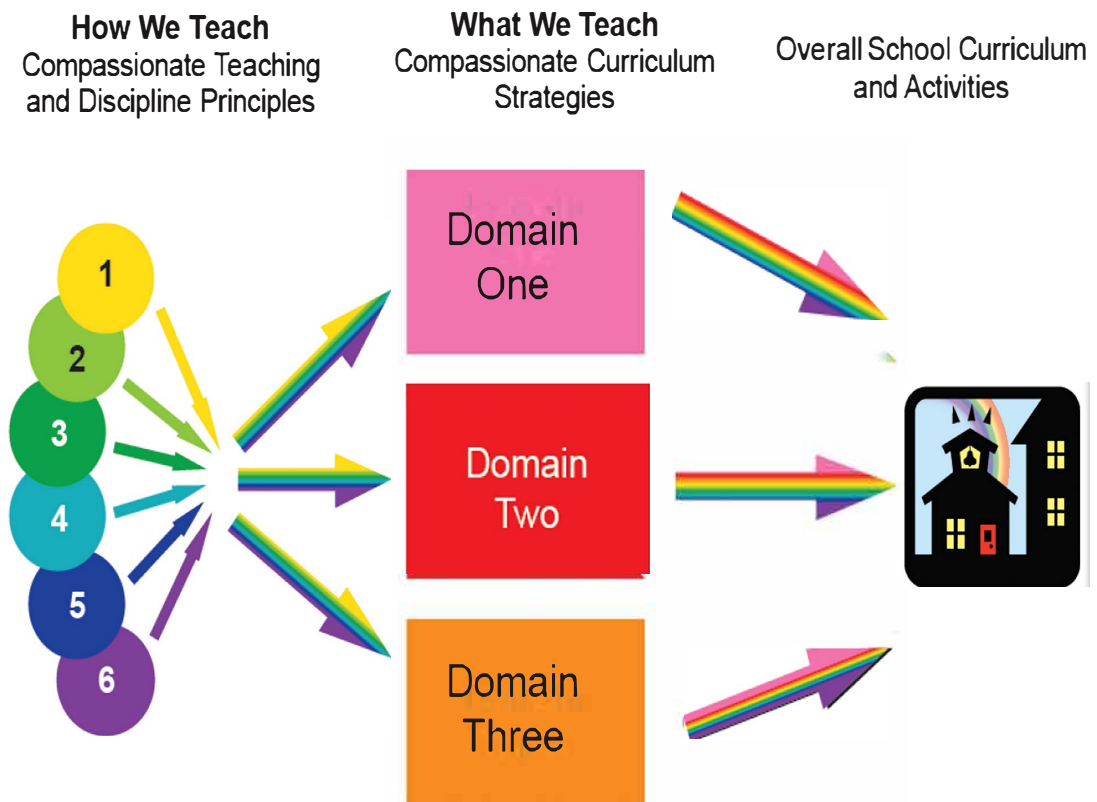
Figure 3.1: Compassionate School Instruction, Discipline, and Curriculum Model

Principle One:
Always Empower, Never Disempower

"Students affected by trauma often compete with their teachers for power. This is because they believe that controlling their environment is the way to achieve safety."

(Craig, 1992)

→ Recognize that student behavior may be outside of the student's awareness and beyond their self-control. Be assertive in addressing appropriate student conduct and avoid a controlling method (yelling; threats; sarcasm) that might resemble the behaviors of perpetrators of violence.

Principle Two:
Provide Unconditional Positive Regard

"Traumatic events make it difficult for children to trust. They make it difficult to feel worthy, take initiative, and form relationships. Students struggling with trauma don't need another adult to tell them what is wrong with them."

→ Treat students with simple, sustained kindness and respect in a safe and caring environment to help them to thrive. Empathize with the challenges they face moving between home and school.

"I am sorry you feel that way. I care about you and hope you will get your work done."

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Principle Three:
Maintain High Expectations

"Teachers may be so concerned about disempowering their students that they may be hesitant to set limits. As a consequence, expectations for achievement are lowered."

→ Set consistent expectations, reasonable limits, and consistent routines to send the message that the student is worthy of continued unconditional positive regard and attention.

"I see you are struggling and feeling angry, but you can't continue to behave in this manner. Let's come up with at least two choices. You'll tell me which you prefer. Whatever you decide, I will continue to care about you."

Principle Four:
Check Assumptions. Observe. Question.

"Traumatic events can affect any person, family or group of people. When we make assumptions about who is likely to be traumatized based on a stereotype… this may stop us from seeing who actually has been affected by trauma."

→ Identify assumptions, and choose to make an observation instead. Then ask questions, listen carefully to the student's response, and make appropriate adaptations.

"Sally, I notice that every time I raise my voice to get everyone's attention, you throw your book down. Are you worried about what I might do?"

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Principle Five:
Be a Relationship Coach

"Traumatic events call into question basic human relationships."

(Herman, 1992)

→ Provide corrective relational experiences. Create safe relationships between students. This sets the classroom tone and allows students to put more energy into learning.

"Yes, I can hear the pain and frustration in your voice. What happened is very sad. It will take a great while, but I believe you can get through this. I would like to help you get some help from the counseling office. Would that be okay with you?"

Principle Six:
Provide Guided Opportunities for Helpful Participation

→Allow students to be heard, to make choices, to have responsibilities, to feel belongingness, and to engage in problem-solving. This can provide solace, create mutual trust, and affirm self-worth.

"What do you need from me right now? I need _ from you. Can we work together so we can do both of these things for one another?"

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DOMAIN ONE:

SAFETY, CONNECTION AND ASSURANCE

Teachers can do a great deal to create a climate of safety for their students. They can respond to the emotions that underlie inappropriate behavior rather than simply react to the most disturbing symptoms.

Important Elements

1) consistency and integrity on the part of the teacher,

2) attunement on the part of the student so they can read teacher cues accurately, and

3) opportunities to respond appropriately.

DOMAIN ONE:

SAFETY, CONNECTION AND ASSURANCE

Goals for Instruction

- Students will be provided with opportunities to feel safe and assured.

- Students will be able to identify triggers that set off "fight-flight-fright" behaviors that distract them from learning.

- With the help of their teachers, students will either remove trigger stimuli or respond to those stimuli differently.

- Students will improve their abilities to attune themselves to the cues of others.

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Identifying Triggers

1. What was the function of the student's behavior. Was it to defy us or was its intent to somehow cope with a perceived danger?

2. Acknowledging and respecting boundaries. Knowing all the details is not the most useful way to use our energy.

3. Triggers can be external, internal, or a combination of both. Their response is reflexive not reflective.

4. Provide the student with choices. a) Remove the stimulus, b) Help the student remove the stimulus, or c) Help the student learn to respond to the stimulus differently.

5. Compassionate strategies for traumatized students tend to be useful for all students.

Minimizing Triggers when Setting Limits

- **Naming the rationale for the limit**. (e.g., Throwing pens at people can hurt people).

- **Link the consequence to the behavior, not the person**. (e.g., I care about you. I don't think you wanted to hurt anyone. But throwing is not okay).

- **Naming the boundaries of the limit**. (e.g., You have a 5 minute time-out).

- **Move on**. The limit has been set. Consequence given. (e.g., After your time out you may look at your book, or clean your desk).

- **Make adaptations**. (e.g., If, in the past, a child has been punished by being isolated for long periods of time, have the student sit in a nearby chair. Don't send them to another room).

Kinniburgh & Blaustein (2005)p A3-18

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Learning and Teaching:
Compassion, Resiliency, and Academic Success

DOMAIN TWO:

IMPROVING EMOTIONAL AND BEHAVIORAL SELF-REGULATION

- Domain two addresses ways that students can recognize and name their feelings and bodily states, otherwise known as "the vocabulary of feelings."
- Once students recognize and name their feelings, the objective is to help them create links between external experiences, internal feelings, and triggered behaviors.
- Students still need to learn how to respond differently to their feelings. Doing so requires affect modulation.

DOMAIN TWO:

IMPROVING EMOTIONAL AND BEHAVIORAL SELF-REGULATION
Goals for Instruction

- Students will be able to better identify and differentiate among their feelings.
- Students will be able to better identify the emotional needs of others.
- Students will be able to better link their feelings with internal and external experiences.
- Students will be able to better identify resources to safely express their feelings.
- Students will be able to better use strategies to modulate their responses to emotions in ways that will support academic success.
- Students will be able to use what they have learned about modulating their feelings to behave in a manner appropriate to the classroom setting.
- Students will be able to return to a comfortable emotional state after arousal of their emotions.

The Heart of
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Compassion, Resiliency, and Academic Success

DOMAIN THREE:
COMPETENCIES OF PERSONAL AGENCY, SOCIAL SKILLS AND ACADEMIC SKILLS

Personal agency is the term used to describe the belief that one can make things happen.

Social skills are needed for students to interact with others in acceptable ways.

Executive functions are those skills that enable a person to behave in goal-directed ways.

Academic Skills: Children affected by traumatic events can have trouble analyzing ideas, organizing narrative material, or seeing cause-and-effect relationships.

DOMAIN THREE:
COMPETENCIES OF PERSONAL AGENCY, SOCIAL SKILLS AND ACADEMIC SKILLS
Goals for Instruction

- Students will be able to demonstrate the assertiveness skills needed to originate and direct their behavior towards goals they have chosen.
- Students will demonstrate improved abilities to interact with others in socially acceptable ways.
- Through the use of explicit learning strategies, students will demonstrate the ability to use cognitive skills to succeed in academic learning.
- Students will demonstrate the use of executive functions (e.g., anticipate consequences, make decisions and evaluate results) in daily classroom work.

The Heart of
Learning and Teaching:
Compassion, Resiliency, and Academic Success

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Office Superintendent of Public Instruction
Phone: 360-725-4968
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Questions?

Moving Forward?

Please fill out survey!

The Heart of
Learning and Teaching:
Compassion, Resiliency, and Academic Success

Appendix E
Teacher Consultation Questions

CONSULTATION 1

- Tell me some student problems that are of most concern to you. Prioritize the top one or two problems that you want to work on. How could we best define this problem together? What is your understanding of it? Give an example of the problem, including what happens before it occurs and after it occurs.
- What strategies, both effective and less effective, have you used to manage these specific problems that you mentioned?
- What other strategies have you used in the classroom as general classroom strategies?
- What are the existing strengths of your classroom?
- How can we turn the identified problem into a goal? How do you define your goal?
- What do you need to achieve these goals?

CONSULTATION 2

- How was consultation useful? What did you learn?
- What further information do you need to help understand the material or implement it effectively? How would you like to further translate knowledge to practice?
- What do you need from the school (extra supports/curriculum changes)?

Appendix F
Teacher Consultation Flow Charts

Trauma Triggers	**Behaviors & Consequences**	**Maintained Effects**

EXTERNAL & INTERNAL

Anxiety

Class transitions

Threats & intrusive memories, thoughts, or feelings

Cognitively difficult tasks

Classroom conflicts

Discipline by a teacher

Teasing by a student

Feeling abandoned (hungry)

Made a mistake on work

Can't get his/her way

Strict limit-setting

Too much control by others

Low expectations of him/her

Difficulty dealing with emotions and communicating with others (e.g., misperceptions → aggression)

+

TEACHERSTRATEGIES

OR

TEACHER STRATEGIES
Distraction techniques (dance/laugh), ignore when appropriate, compassionate limit-setting, reasonable expectations, relaxation strategies followed by open discussion

Need to add: Emotion identification/management techniques and assertiveness and empathy strategies

- Promotes safe identification and communication of feelings
- Learn empathy and listening skills
- Increase understanding for what students need and what others need
- Foster adaptive communication in the classroom

Trauma Triggers

Behaviors & Consequences

Maintained Effects

EXTERNAL & INTERNAL

Anxiety

Class transitions

Threats & intrusive memories, thoughts, or feelings

Cognitively difficult tasks

Classroom conflicts

Discipline by a teacher

Teasing by a student

Feeling abandoned (hungry)

Made a mistake on work

Can't get his/her way

Strict limit-setting

Too much control by others

Low expectations of him/her

Problems with emotional identification and regulation (e.g., get irritated with commands or class work)

+

TEACHERSTRATEGIES
Fear of coddling kids so don't use as much compassion; difficulty using I statements within context of relational skills

OR

TEACHER STRATEGIES
Open discussion about the triggers of hurt ("is it something I did or other things"), redirection (asking or reminding), high expectations

Need to add: Compassion language, emotion identification/management techniques, and assertiveness and empathy strategies

- ♦ May feel misunderstood in the classroom
- ♦ May be prone to have more dysregulation responses (since there is no unlearning or relearning)
- ♦ May lead to communication problems amongst students

- ♦ Gives students a language to safely identify feelings and communicate them
- ♦ Learn assertiveness for what they need and how to also fulfill teacher requests
- ♦ Learn empathy skills
- ♦ Feel understood and empowered, and self-worth is affirmed

Trauma Triggers

Behaviors & Consequences

Maintained Effects

EXTERNAL & INTERNAL

Anxiety

Class transitions

Threats & intrusive memories, thoughts, or feelings

Cognitively difficult tasks

Classroom conflicts

Discipline by a teacher

Teasing by a student

Feeling abandoned (hungry)

Made a mistake on work

Can't get his/her way

Strict limit-setting

Too much control by others

Low expectations of him/her

Problems with internal coping and aggressive behavior with others (e.g., misperceptions → fights)

+

TEACHERSTRATEGIES
Yelling
Restrictions from activities?

OR

TEACHER STRATEGIES
Affective statements, praise, appropriate commands, compassion language, written expression of feelings, morning meeting (lessons of empathy)

Need to add: Emotion identification/management techniques (with journaling ones) and assertiveness and empathy strategies

- ♦ May feel misunderstood, powerless, or inadequate
- ♦ May increase repetition & duration of cycle (dysregulation → punishment → more dysregulation)
- ♦ May lead to communication difficulties in the classroom

- ♦ Learn to change language and identify feelings
- ♦ Learn how to respect others' boundaries
- ♦ Engrain empathy/listening skills in repertoire
- ♦ Feel understood, empowered, and understanding of oneself

**Trauma
Triggers**

Behaviors & Consequences

**Maintained
Effects**

EXTERNAL & INTERNAL

Anxiety

Class transitions

Threats & intrusive memories,
thoughts, or feelings

Cognitively difficult tasks

Classroom conflicts

Discipline by a teacher

Teasing by a student

Feeling abandoned (hungry)

Made a mistake on work

Can't get his/her way

Strict limit-setting

Too much control by others

Low expectations of him/her

Intense reactions and relational
issues (e.g., relational aggression or
verbal fights)

+

TEACHERSTRATEGIES

OR

TEACHER STRATEGIES
Reasonable structure and
rules, usage of compassion,
open discussion about
bullying, attunement to and
interpretation of feelings,
"sunshine group"

Need to add: Emotion management techniques (and new journaling ones)
and assertiveness and empathy strategies

- Learn empathy, listening,
  and assertiveness skills
- Gives students a language
  to safely identify feelings
  and communicate them
- Enhance understanding of
  self and others
- Increase positive,
  compassionate
  relationships in classroom

Appendix G
Student Scales

Student Rating Scale – Compassionate Schools Curriculum

How much do you AGREE or DISAGREE with the following statements about your classroom?

There is no right or wrong answer. Please answer each statement to the best of your ability.

<u>Use the following 5-point answer scale:</u>

1 **Strongly Disagree**	**2** **Disagree**	**3** **Somewhat Agree**	**4** **Agree**	**5** **Strongly Agree**

1. _____ I feel that my teacher and other adults in my class know that students can have stressful experiences that can affect how students are in class.

2. _____ I think that my teacher and other adults in my class know how to help students when they are having problems.

3. _____ My teacher and other adults in my class mostly use discipline, such as time-out, with students.

4. _____ My teacher and other adults in my class communicate that they care about us.

5. _____ I feel safe in my classroom.

6. _____ I know what is happening in my body when I feel distracted in class.

7. _____ I can name my feelings and understand what they mean.

8. _____ I can tell other people in my classroom about my feelings and they listen.

9. _____ I can sense how other people feel without them even telling me.

10. _____ I can deal with conflict in a calm way so that I can be successful in class.

11. _____ I can tell people what I want or need in a clear, respectful way.

12. _____ I feel good about the way I interact with students, teachers, and adults in my class.

Student Workshop Scale – Compassionate Schools Curriculum

How much do you AGREE or DISAGREE with the following statements about this workshop?

There is no right or wrong answer. Please answer each statement to the best of your ability.

Use the following 5-point answer scale:

1	**2**	**3**	**4**	**5**
Strongly Disagree	**Disagree**	**Somewhat Agree**	**Agree**	**Strongly Agree**

1. _____ I learned about feelings, thoughts, and behaviors.

2. _____ I learned about how people react to situations.

3. _____ I learned that people's reactions may be different than my own.

4. _____ I learned how to relax my body when it feels bad.

5. _____ I learned how to listen carefully to others when they discuss feelings.

6. _____ I learned to discuss my own feelings in a respectful way.

7. _____ I learned how to appropriately ask for what I want or say "no" to someone.

8. What else did you learn? (respond below)

9. What else do you want to learn? (respond below)

Appendix H
Student In-class Instruction Presentation

How do I feel?	What am I thinking?	How am I acting?

Where there is smoke, there can be fire. A smoke alarm rings because there are leaping flames. You will recognize the danger and your body will call for lots of energy. You have good reason to get out fast! The ringing alarm triggers your brain to tell your body to release a bunch of chemicals. They are like super fuel for a car. Have you ever lived somewhere where the smoke alarm goes off too easily? You are making toast and a tiny bit of smoke sets off the alarm. There was hardly any smoke at all and the toast has already popped up. Nonetheless, the alarm rings so loud, you would think there is a big fire. It rings loud enough to wake up your entire neighborhood! Sometimes, our brain gets triggered to set off emergency signals to our body too fast. There can also be false alarms. This is when there is no smoke at all. We see, hear or feel something that reminds us of bad things that used to happen. Our brain sends signals to us to get ready to run or fight. We get fuel we don't need. This would be helpful if there was a real danger, but what if there isn't one? What if this is a false alarm? Acting like there is a fire when there isn't one can get us in trouble. If we know what set the alarm off, we can do something about it. We can help ourselves learn not to get all geared up to run or fight.

Today we're going to be learning a way to help ourselves calm down and control our nervous and upset feelings. I'm going to show you a special way of controlling the way you breathe that can really help you calm down and feel better. When you learn to control your breathing, you'll find that it's much easier to control your emotions and calm down. It's also something you can do anytime and anywhere.

OK, let's get in a comfortable position. Can you sit like I am? Now, put one of your hands here, right above your belly button, and the other up here on your chest.

Now, let's concentrate on our breathing. When we breathe in, the hand on our tummy should move up, and when we breathe out it should move down. The hand on our chest should stay still and not move the whole time. This means we are breathing correctly... Okay, now that you're getting the hang of it, let's try to breathe more slowly when we breathe out than when we breathe in. I'll count while we practice, and let's see if I can count higher when we're breathing out than when we're breathing in.

Now that we've learned the helpful, calming way to breathe, let's try to add a way to keep our thoughts and minds calm as we're breathing. You keep breathing like you are, but each time you breathe out, I want you to say the word 'Calm' to yourself. I want you to try to concentrate on the word calm. If you have other thoughts pop into your head besides 'calm,' try to picture them floating away with your breath as you exhale.

Leave me alone!

I'm feeling aggressive.

I'm starting to feel angry.

I'm beginning to feel unhappy.

I'm feeling anxious.

I'm feeling calm.

DEAR MAN

*D*escribe

The situation using facts and no judgments yet
"Last week, you called me a bad name."

*E*xpress

Feelings and opinions about the situation
"I felt sad and hurt by the name-calling."

*A*ssert

Ask for what you want or say no
"Please do not do that again."

*R*eward

Ahead of time by explaining possible good outcomes
"If you stick to this, it'll make me really happy, and we would be better friends."

*M*indful

Keep your focus in asking what you want or saying no
"Please just don't do it."

*A*ppear Confident

"I am serious. I need this from you."

*N*egotiate

Be wiling to give to get
"I get you can't be perfect. But please try to be nicer to me. I will be nice to you too."

Appendix I
Other Teacher & Student Resources

Content and Strategies

The Vocabulary of Feelings

With training, most people become highly competent in using language to describe what they are thinking. Surprisingly, however, when asked to express how we feel, many of us are at a loss for words. That includes most teachers. We are trained to use words to describe levels of thinking (e.g., Bloom) but rarely do we receive training in the levels of feeling (e.g., Krathwohl) (Krathwohl, Bloom & Masia, 1964). However, we can't address our feelings unless we can identify and name them. Neither can our students.

The following table displays categories of affect. Each category has a list of words that may be used to describe: (a) how we feel, (b) what we may be thinking when we feel that way, and (c) how we may act when we are having those feelings.

Regularly during our teaching days, we can stop to reflect on the affective dimensions of our learning and teaching. Practice doing this yourself. Then observe your students' behaviors. How are they acting? From what they say, what are they thinking? What are the underlying feelings?

Practice Using the Vocabulary of Feelings

Once you are attuned to your feelings and those of your students, model what you are learning. For example:

- When reading a story out loud to elementary students, pause and ask: How do you think this character feels? What do you think she is thinking? How are her feelings affecting how she acts?

- Craig (2008) suggests that we can share personal stories and "sports cast" how we are feeling (p. 113). Imagine, for example, a teacher telling this story:

> His dog of 14 years, Ari, had died. He discovered this when he returned home after school on Friday. At first he was shocked. Then he felt lots of sadness. Ari had been sick over the last several months. From the way Ari had walked the teacher could tell that his back legs really hurt. Sometimes Ari had had trouble breathing. The teacher could tell that Ari was scared when this happened. This is because the dog put his tail between his legs.

> He misses Ari. However, in a way, he is also relieved that Ari is not feeling sick anymore. Feeling both sadness and relief together is confusing. His wife decided to go through the box in the closet where they had many pictures of Ari. They picked their favorites and created a collage. Some pictures reminded them of how much happiness Ari brought into their lives. Others, like the one they took after Ari chewed a huge hole in his favorite chair, reminded them of how Ari could make them angry. They put the collage in a frame and hung it in their living room. Doing this has helped them still feel close to Ari, even though he is no longer alive.

Categories of Affect

Category	Feeling	Thinking	Acting
Apathy	Overwhelmed, tired, cut off, defeated, despairing, discouraged, disillusioned, futile, and/or resigned.	It doesn't matter. I give up. What's the use? Why bother? It will never work. I can't. It's too hard. No matter what I do, it won't make a difference.	Indecisive, lazy, listless, negative, passive, stuck, careless, disassociated, forgetful, inattentive, and/or unresponsive.
Fear	Unsettled, nervous, startled, frightened, threatened, anxious, caged, skeptical, frantic, confused, distrusting, tense, doubtful, vulnerable, apprehensive, exposed, and/or terrified.	It's not safe. It's so confusing that I just can't move. I don't want anything to change. Disaster is looming and I've got to protect myself. What if I fail? What will they think?	Defensive, disturbed, mistrustful, nervous, timid, agitated, shady, traumatized, scared, irrational, distraught, secretive, and/or self-sabotaging.
Pride	Smug, judgmental, aloof, uncompromising, above it all, righteous, holier-than-thou, cool, condescending, and/or vain.	I knew that. I'm in a better place than you. I'm smarter than everyone else. It's your fault, not mine. I would never associate with those kinds of people. I'm not like them. I know this already. I'm better.	Dogmatic, aloof, boastful, sanctimonious, hypocritical, closed, stoic, false humility, patronizing, putting others down, and/or distant.
Anger	Frustrated, huffy, ticked-off, vengeful, perturbed, irritated, agitated, disturbed, sizzling, violent, upset, exasperated, livid, resentful, jealous, hateful, seething, infuriated, beside oneself, full of rage, hateful, and/or mad.	I'll get them. I'm not going to do what they want. Not a chance! Now you'll pay for that. I'll get even. Drop dead! Who do you think you are? I won't be pushed around like that!	abusive, sarcastic, resistant, belligerent, blinded, pushy, destructive, aggressive, ferocious, fierce, inflexible, malevolent, merciless, nasty, offensive, stubborn, and/or passive aggressive.
Tranquility	Serene, free, fulfilled, full of awe, complete, centered, aware, quiet, and/or peaceful.	This is just perfect. I am just fine with what is happening now. Everything is unfolding as it should. I'm enjoying this!	Balanced, centered, serene, connected, composed, quiet, and/or whole.

Adapted from Wolpow & Tonjes, 2006, p. 121

Domain Two

Chapter 3 Specific Strategies

Using Analogies to Describe Emotions and Triggers

Metaphor, simile, and analogy are strong tools to teach any language. This can be especially true with the language of emotions. Are you as happy as a kid in a candy store with a pocket full of money? Are you as angry as an exploding volcano? Confused as a cow on Astroturf? Does arguing with your aunt feel as if you are wrestling with a pig in the mud? Does trying to get your father to stop drinking feel like you are spinning your wheels and burning the clutch?

When talking with a student about triggers, teachers can draw analogies to alarm systems (Kinniburgh & Blaustein, 2005, R1-4-6). For example, where there is smoke, there can be fire. A smoke alarm rings because there are leaping flames. You will recognize the danger and your body will call for lots of energy. You have good reason to get out fast! The ringing alarm triggers your brain to tell your body to release a bunch of chemicals. They are like super fuel for a car.

Have you ever lived somewhere where the smoke alarm goes off too easily? You are making toast and a tiny bit of smoke sets off the alarm. There was hardly any smoke at all and the toast has already popped up. Nonetheless, the alarm rings so loud, you would think there is a big fire. It rings loud enough to wake up your entire neighborhood! Sometimes, our brain gets triggered to set off emergency signals to our body too fast.

There can also be false alarms. This is when there is no smoke at all. We see, hear or feel something that reminds us of bad things that used to happen. Our brain sends signals to us to get ready to run or fight. We get fuel we don't need. This would be helpful if there was a real danger, but what if there isn't one? What if this is a false alarm? Acting like there is a fire when there isn't one can get us in trouble. If we know what set the alarm off, we can do something about it. We can help ourselves learn not to get all geared up to run or fight.

Teaching Affect Modulation

Earlier, we defined affect modulation as calming down or revving back up after an intense emotion. Kinniburgh and Blaustein (2005) point out that affect modulation is a process which requires multiple skills. The ultimate goal is to help children "learn to maintain optimal levels of arousal" (p. R2-2). We can think of feelings triggered by stimuli as if they could be controlled by a volume switch.

When triggered, sound comes on. If the music is too loud, we will want to turn it down. If it is too soft, we want to turn it up. We can control the volume by moving the switch.

In the first domain, we helped students learn to recognize they have been triggered. The sound was on. Now we can help them learn to control the switch. First, we need to help them understand that the switch can be clicked up and down. Feelings come in all sizes. Learning subtle shifts in emotion is difficult for us all. Kinneburgh and Blaustein (2005) suggest several activities that can help students build an understanding of degrees of feeling. We can draw control knobs with numbers from 1-10. We can use the Richter scale as an analogy (e.g. by asking, "How upset are you?"). We can also draw a thermometer with temperatures (e.g., "You say you were red hot! How hot would that be on this thermometer?" Then, two weeks later, that person has apologized to you. You might ask again, "How angry are you now?"). The same process can be applied to pie graphs or poker chips.

A similar procedure may be used to help students learn about their physical movements. Students can work at moving in slow motion (Super SLO MO) or very quickly (Fast Forward) (Kinniburgh & Blaustein, 2005, R2-5).

Calming the Body and Mind: PMR and Yoga

Progressive muscle relaxation (PMR) was originally developed by Jacobson (1938). Through a series of two steps we learn to relax our body. This physical relaxation can also result in emotional calm.

First, encourage all to turn off distracting electronic devices. Sit with spine as straight as possible. Place feet flat on the floor. Arms and legs should not be crossed. If safe to do so, close eyes.

The two steps are:

1. Have students isolate one muscle group, creating tension for 8 to 10 seconds.
2. Have students let the muscle relax and let tension go. Students then are encouraged to notice how the tension flows away as the muscles relax.

To lead PMR,

- Teacher leads students through steps 1 and 2 above, counting from 1-10, as progressing through the following muscle groups:

    Feet ----- Feet and legs ----- Hands ----- Hands and Arms -----
        Abdomen ----- Chest ----- Neck and Shoulders ----- Face

- When you are finished, have students relax for a few seconds. Encourage those with eyes shut to open them after a count of ten.
- Don't be surprised if some students fall asleep during this exercise. After all, Jacobsen did name it "the relaxation response."
- You may want to use a feeling thermometer or pie graph (see above) to ask students if there are any changes in how they feel.

Calming the Mind and Body: Games for Young Children

PMR can be modified for younger children. Kinneburg and Blaustein, (2005) suggest the following games:

Stuffed Animal Breathing: Children lie on floor with a small stuffed animal on their or his stomach. Teach the student to get the animal to rise and fall with each breath.

Robot/Rag Doll: Children walk stiffly like a robot, then melt like a rag doll.

Spaghetti: Children move arms or legs like uncooked spaghetti, then like cooked spaghetti.

Bridges: Children raise and lower arms as in the game London Bridges breathing in as arms go up, and out as arms go down.

Giraffe/Turtle: Children pretend to be giraffes reaching for leaves on the highest branch of a tree, then pretend they are turtles pulling their arms, legs and heads into their shells.

Caterpillar/Butterfly: Children move like a caterpillar still in the cocoon, then spread their wings to fly.

Doorway stretch: Then push with both arms against a doorframe. Hold for a count of ten. Then release. Notice the difference between how muscles feel during pushing and releasing.

Empathy/Listening Skills

Recognizing feelings and degrees of feeling can be hard. Sometimes it is easier to see emotions in others than in ourselves. The following exercise is for older elementary and secondary students. The object is to listen carefully enough to what someone is saying that you can discern degrees of feeling.

Provide all students with a copy of the following page. Then divide them into groups of three or four. One student in each group is asked to be the teller. The other students will be listeners. Read the directions to the teller on the top of that page. Read the directions to the listeners in the middle of that same page. Next, read and discuss the five characteristics of a good listener at the bottom of the page. Finally, hand out copies of the following pages showing the emotions of happy, sad, angry, afraid, and confused.

Discuss or model an example of what the teller might tell. The teller describes a time when he or she felt happy, angry, sad or confused. The teller tells the story making sure to describe his or her feelings at the time. Then the teller tells how she or he feels about that event now. Once again the teller describes his or her feelings, but this time, it should be about now.

While the tellers tell, listeners practice the five characteristics of a good listener. When done, listeners identify emotions they heard expressed. They also talk about the degree of the emotions they think they heard in the two versions of the story. For example, did the teller sound angry? Sad? Happy? If so, did the amount of anger change during the story? Did the teller sound angrier at the beginning or end of the story?

Listening with Empathy

An exercise

Teller:

1. Tell of an event from the past that invited you to feel happy, angry, sad, scared or confused. What happened? How did you feel at the time? Most important, give the listener details about your feelings.

2. Tell how you feel about this event now. Describe how the intensity of your feelings changed. How so? By how much? (Please don't use the words strong, medium or mild. Let the listener figure that out.)
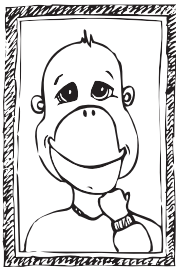
Listener:

1. Practice the five characteristics of being a good listener.

2. Listen to hear which emotion (or emotions) are being described.

When the teller is done, use words from the chart to describe the intensity of emotions you heard. How intense were the teller's emotions when the event first happened? What are they like now?

Five Characteristics of a Good Listener

1. Acknowledge that you are listening (e.g., I hear you, [name])

2. Show empathy (e.g., nod head, smile)

3. Face the person speaking and maintain good eye contact

4. Maintain open, available posture

5. Acknowledge what you heard and/or ask clarifying questions (e.g. I heard you say that . . . . By that do you mean . . .?)

Happy

pleased	appreciative	thrilled	ecstatic
pleasant	gratified	delighted	elated
satisfied	cheerful	joyful	euphoric
content	jovial	fulfilled	exhilarated
charmed	jolly	fantastic	overjoyed
calm	playful	excited	blissful
light	upbeat	gleeful	
chill	buoyant	beaming	
peaceful	glad	wonderful	
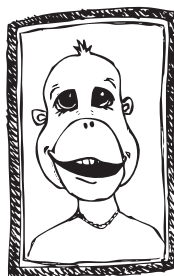
Sad
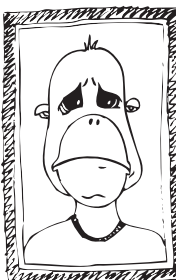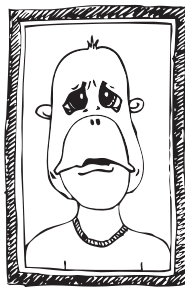
down	sorrowful	heavy-hearted	grief-stricken
glum	bummed out	depressed	heartbroken
blue	discouraged	dejected	crushed
low	down in the dumps	forlorn	miserable
discontented	somber	mournful	wretched
disgruntled	disappointed	lonely	despairing
dissatisfied	gloomy	melancholy	inconsolable
		defeated	
		morose	

Angry

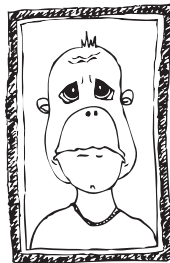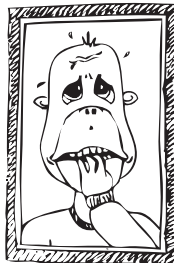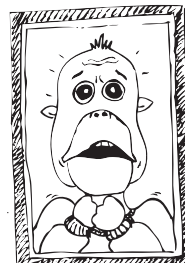|			
ticked off annoyed upset displeased grouchy crabby uptight huffy	irritated disturbed aggravated irritable cross a little frustrated sullen	mad bitter resentful frustrated incensed irate storming	seething infuriated livid beside myself raging exasperated furious fuming very frustrated hateful
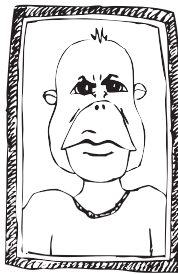
Afraid

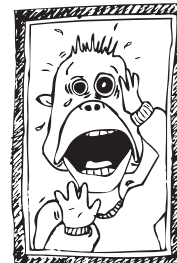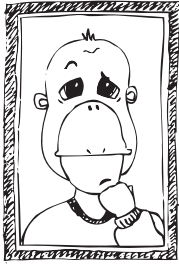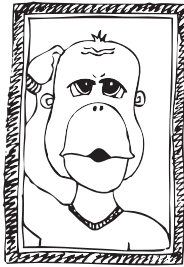|			
uneasy nervous cautious unsettled ill at ease a little shy	startled concerned worried fretful apprehensive bothered shy	alarmed anxious frightened fearful scared spooked intimidated	terrified aghast petrified quaking dreading horror-stricken

Confused

unclear
undecided
ambivalent
hesitant

unsure
puzzled
uncertain
in doubt
suspicious

mixed up
stumped
mystified
vexed
perplexed
frustrated
flustered
muddled
befuddled

overwhelmed
baffled
bewildered
snowed under
dazed
confounded

Giraffe Talk: Non-Violent Communication

One tool to teach assertiveness skills at the secondary level is "Giraffe Talk." Developed by Marshall Rosenberg (1990), this strategy earned its name because asserting ourselves non-violently requires us to stick our necks out. Others like to point out that the giraffe has the largest heart of land-animals.

There are four parts to a GiraffeTalk request:

■   *When I observe. . .*
Describe events without using evaluative judgments, blaming, labeling, or name calling. Note that only "I" statements are used. For example, never say "You accused me of stealing that pencil." Instead say "When I observed you saying that I had stolen something . . ."

■   *I feel . . .*
Name the feelings that were stirred up within you. (The language of feeling chart in the first domain may be helpful here.) Was it fear, sadness, anger, hurt, excitement... Once again, no blaming.   You may say "I felt angry and hurt." Don't say "You made me feel angry and disrespected." (When we say that someone "makes" us feel angry we are blaming them. Disrespected is not a feeling. It is a judgment.)

■   *Because I imagine. . .*
A statement of what I think the other person may be thinking (or believe) about me. For example, "Because I imagine that you don't trust me, and you think I am a thief."

■   *I want . . . (or) Would you please . . .*
A request for a concrete, specific action that the other person can do to help you meet your needs. This request needs to be positively framed and should not be a demand, threat, or guilt-shaming manipulation. The listener to your giraffe talk has the right to say "no." If you don't get your needs met, move on. For example, "Would you be willing to get my side of the story by talking to me privately?"

Domain Three

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The following are examples of violent (aggressive) talk, in the left column, paired with contrasting examples of giraffe talk in the right column.

When I observe. . .

Violent Talk
- You "dissed" me.
- You flunked me.

Giraffe Talk
- When I observed you saying that I was the one who broke the science lab rule. . .
- When I saw that I received a "O" on my test for using pen instead of pencil.

I feel….

Violent Talk
- You must hate my guts!
- You made me feel "pissed-off."

Giraffe Talk
- I feel hurt and ashamed.
- I felt sad and angry.

Because I imagine…

Violent Talk
- You are so mean to me!
- You keep doing things like that over and over again.

Giraffe Talk
- Because I imagine that you haven't noticed how hard I have been trying to improve.
- Because I imagine that you must think that I am not very bright and I don't study.

Would you….

Violent Talk
- Stop yelling at me or I'll do something we will both regret!
- I guess I'm just going to have to flunk this class. It won't be the first time I failed English.

Giraffe Talk
- When you see me doing something you think I shouldn't, would you talk to me about it privately and in a softer tone of voice?
- Would you grade my paper so that I at least know that you know that I am learning something in your class?

Once violent talk has been changed to assertive "giraffe talk," students can be encouraged to write a note to the person involved (Wolpow & Askov, 2001). Here is an example of one note:

> Dear English Teacher,
>   When I saw that I received a "0" on my test for using pencil instead of pen I felt sad and angry because I imagined that you must think I am not very bright and I don't study. I know you don't count grades on papers that are in pencil, but will you grade my paper so that I at least know that you know that I am learning something in your class?
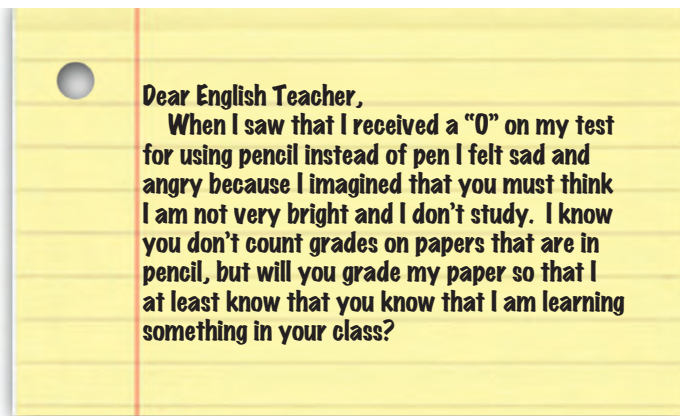
A Real Life Example:

Teachers can be role models in the use of giraffe talk. For example, at a teacher-candidate training, the following intervention was offered. The trainer was a high school senior, well-versed in use of giraffe talk.

Scenario: A high school student stands during the middle of a class, shouts some profanity, throws his binder on the floor, and storms out of the room. At a subsequent encounter the teacher might say:

When you throw your binder on the floor, swear, and storm out of the room:
I feel worried, upset and concerned for both you and myself.
Because I fear that you and I haven't created a learning environment that can help you succeed.
I want you to know that I care and am willing to help you. Would you be willing to talk with me about ways that we can make sure this doesn't happen again?

In the subsequent question-and-answer period the student went on to explain:
Using Giraffe Talk as a teacher can be an incredibly powerful tool because by showing the student that their actions do in fact have an affect on their teacher's emotions, the teacher has given the likely neglected student a position of power. How the student decides to handle that power will determine whether or not constructive intervention by the teacher will be successful or necessary. Regardless of how the student decides to respond, the teacher has done what he or she can. Most important, by using giraffe talk the teacher has left the door open for further communication.

DEAR MAN: Interpersonal Effectiveness (Linehan, 1993, pp. 79-81)

DEAR MAN is an acronym for Describe, Express, Assert, Reinforce, stay Mindful, Appear confident, Negotiate. This technique does not require that each of the steps be followed. Sometimes a step is not necessary. (Linehan, 1993, pp. 79-81)

DEAR MAN may be used when:

- Asking for things, making requests, initiating discussions.
- Saying "no," resisting pressure, maintaining a position or point of view.

D*escribe the situation.* Tell the person exactly what you are reacting to. No judgmental statements. Stick to the facts.   (e.g., I keep hearing you ask me for stuff. Last week I heard you ask for my pen and after you finished with it I didn't get it back. This week you asked to copy my homework.)

E*xpress* your feelings or opinions. Describe how you feel or what you believe about the situation. Don't expect the other person to read your mind to know how you feel. (e.g., I like being helpful because I like you. However, I can't keep giving away my stuff. Besides, I could get in trouble for letting you copy my homework.)

A*ssert wishes.* Ask for what you want. Don't expect people to know what you want without telling them. If the answer is "no" say so. Be direct. Don't "beat around the bush." (e.g., I will lend you a pen but I want you to return it at the end of the class. And no, you cannot copy my homework.)

R*einforce* or reward the person ahead of time by telling them the positive consequences. (e.g., I sure will feel better about lending you things when you return my pen. And thank you for understanding why I won't let you copy my homework.)

(stay) **M***indful:* Maintain your position. Don't be distracted. Play a broken record - Keep asking for what you need, or saying no, over and over again. (If the other person keeps asking to copy your homework repeat what you have said: "I will lend you a pen but I want you to return it at the end of the class. And no, you cannot copy my homework.") If the other person tries to change the subject keep repeating. If they threaten or attack ask a teacher for help.

A*ppear confident:* If you want the other to believe that you are serious you must maintain a tone of voice that is convincing. Make eye contact when you say "no."

N*egotiate:* Turn the table and ask the other what they would suggest you do. Your answer can still be no, but you can offer an alternative solution. (e.g., "I like you. But I want my pen back and I don't want to let you copy my homework. How about I help you do tomorrow's homework during study hall this afternoon. That way you will get the work done and you will have more reason to remember to return my pen."

Cinquains as Summaries

Cinquains (Vaughan and Estes, 1986) are five-line poems with specific limitations:

Line 1   One-word title
Line 2   Two-word description of topic
Line 3   Three words expressing action
Line 4   Four words showing feeling for a topic
Line 5   One-word synonym, restating the essence of the topic

This strategy provides students with a powerful tool to synthesize the "gist" of what they have read. Here are two examples:

Trauma,
Debilitating Pain
Erupting from Within
Powerless, Frustrated, Self-defeating, Hopeless
Entrapment

Resiliency
Flexibly Consistent
Listening, Caring, Responding
Courage, Energy, Compassion, Hope
Success

Biopoems

A *biopoem* (Gere, 1985) allows students to reflect and synthesize large amounts of material within a poetic form. In English, social studies, or science, a biopoem might be about a person or character, fictional or real life. Here is a biopoem format (feel free to modify).

Line 1:   Name
Line 2:   Four traits that describe the character or entity
Line 3:   Country, Time Period, and/or Related to
Line 4:   Enjoys (list three things or people)
Line 5:   Who/Which Feels (list three emotions)
Line 6:   Who/Which Needs (list three)
Line 7:   Who/Which Fears (list three)
Line 8:   Who/Which Gives or Acts (list three)
Line 9:   Resides in
Line 10:   Synonym, describing person or entity as a whole (e.g.
               historian, amphibian, classic, etc..)

Here is an example of a biopoem. It is based upon Maya Angelou's *I Know Why the Caged Bird Sings.*

Why the Caged Bird Sings

1. Marguerite
2. Quiet, Intelligent , Curious, Innocent,
3. Feels out of place in racist Stamps, Arkansas with Momma and Uncle Willie, St Louis with Mother Dear and Mr. Freeman
4. Enjoys playing with brother best friend Bailey, reading Langston Hughes, Shakespeare,
5. Sexual abused by Mr. Freeman, feels confused, to blame, scared, numb, alone
6. She needs to be listened to, but she is told not to speak
7. She fears for Bailey's safety, and her own, caged bird
8. Tells mom, tells jury,
9. Learns the Power of Language and Escapes
10. Caged Bird Who Sings

Here is a second biopoem, based on the life of Janusz Korczak, a hero during the Holocaust:

Janusz Korczak,
A devoted physician and doctor who ran an orphanage.
Lived in Warsaw, Poland, during the Holocaust
Loved children, especially orphans, and telling stories
He felt compassion, responsibility, understanding and hope.
His children needed nurturing, support, and guidance.
He feared for their health, for their safety, for their lives.
When given the chance to escape he said, "You don't leave a sick child home alone, and you don't leave children at a time like this."
He and his children died at the concentration camp at Treblinka
He was a hero.

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Diamante Poems: (International Reading Association/National Council of Teachers of English, 2009)

Expressing emotional experience is often about communicating feelings to others. Other times self-expression can be equally important.   Poetry provides opportunities for self-expression.

Similar in concept and purpose to cinquains and biopoems, students who write diamante poems get to reflect their understanding of how two opposite ideas are part of a larger concept. A diamante poem begins with one subject at the top of its diamond shape and ends with an opposite subject at the bottom. It has seven lines and does not rhyme.

Lines 1 and 7 name the opposites.
Lines 2 and 6 describe the opposite subjects.
Lines 3 and 5 list action words about each opposite.
The first half of line 4 lists nouns related to the first subject, the second half lists nouns related to the second.

For example:

Victim	Hopeless
Helpless, Enraged	Isolated, Afraid
Blaming, Drowning, Drifting	Rejecting, Hurting, Neglect
Abuse, Disconnect, Connected, Affection	Abuse, Trauma, Awareness, Healing
Understanding, Progressing, Believing	Befriending, Supporting, Relating
Empowered, Anchored	Confidence, Possibility
Survivor	Hope

Journal Writing (Personal, Worry Lock-Box, Dialogue and Double Entry)

Journal writing may take many forms. Herein we will discuss four: personal journals, dialogue journals, the worry lock-box, and double-entry journals.

Personal Journals (Tompkins, 2000): All sorts of people--explorers, artists, biologists, dancers, mathematicians, musicians, and athletes have kept journals to record the everyday events of their lives and the issues that concern them. Many young people become acquainted with personal journals by reading the poetic journal entries of Black rapper Tupac Shakur (1999), Holocaust victim Anne Frank (1953) or Sarajevo child- survivor Zlata Filipovic (1994). In order to better make the reading/writing connection, students can be encouraged to keep personal journals, or diaries, in which they recount the events in their lives.

As one can see by the name, personal journals are personal, hence most times private. Nonetheless, personal journals may be used in the academic setting. When teachers will be collecting and/or reading student journals, they should let them know so that they can exclude information or thoughts they wish to be kept private. Entries about illegal or safety issues such as child abuse, sexual activity, or drug use will require follow-up. Teachers need to work closely with counselors and school administrators.

Worry Lock-Box: Gretchen Robertson, a WorkFirst instructor at Skagit Valley Community College, devised this clever journaling system to cut down on worry. She came up with the idea one evening when she had far too many things to worry about. She decided to do this journaling so she would be able to get to sleep that night. It worked well enough that she shared her system with colleagues and students.

1. In the left column describe the event(s) about which you are worried. Go into as much detail as you can. Don't be afraid to fill the box.
2. In the middle column write down the feelings you experience when you reflect on that event. Do you feel threatened, insecure, confused, etc. The language of feelings activity from earlier in this chapter might be helpful here.
3. In the right column write down anything you might be able to do about this tomorrow.
4. Place your journal in a box. Lock it. Don't unlock it until the next morning. (The imaginary box provided next may be used in lieu of a real box.)

Chapter 3   Specific Strategies

Event(s)	Feeling(s)	What Can Be Done Tomorrow
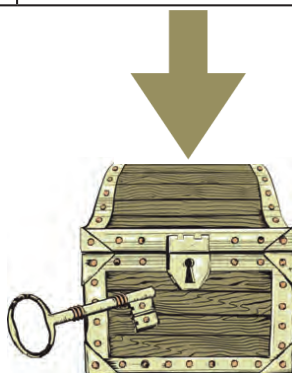
Dialogue Journals: A dialogue is a conversation between two or more people. Dialogue journals were used originally to respond to literature. However, over the last decade, applications to other content readings have grown exponentially. Dialogue journals provide students and their teachers with opportunities to write back and forth in a journal format. Nancy Atwell (1987), a pioneer in this technique, asked her middle school students to talk about what they had read, telling what they thought and felt and why. She asked them what they liked and what they didn't and why. She asked them to write about what their books said and meant to them and in their writing to share their feelings, ideas, experiences, and questions.

Atwell collected these, and then wrote back to her students. Her responses were neither judgmental nor critical. Instead she used these exchanges to connect personally with her students, encouraging them to voice their opinions and thus expand on the meaning of the text. Dialogue journals are most effective when teachers accentuate the positive of what was written, responding with sincerity, while taking care to protect the feelings of their students (Nistler, 1998).

Teacher responses need not be lengthy; a sentence or two is often enough. When responding, teachers should write less than the students making sure not to ask too many questions. Instead, teachers should encourage students to ask questions of them.

Double Entry Journals: As the name implies, double entry journals (Calkins, 1986) require students to divide their journal pages in half designating one side for taking notes (copying verbatim) quotations, definitions, or other information directly from the text, and the other for making notes (written reflection) in the form of thoughts, questions or comments. This format encourages students to have a written conversation with themselves about the meaning of what they have noted in their first column.

This technique is ripe for modification as needed in the content areas. For example, Tobias (1989) encourages math teachers to have their students use double entry journals to solve word problems. In one of the columns students show their work by writing their solution to a problem, but as they do so, they write about what they are doing and why they are doing it in the other column.   Students whose teachers want them to focus on the comprehension skill of prediction can use the left column to write down predictions of what they think will happen on the next page or chapter, and then the right column to document what really happened (Macon, Bewell, & Vogt., 1991).

Journal writing, in any form, can provide students with opportunities to develop skills in the third domain.   However, for students struggling with trauma, journal writing can be "risky writing."

Risky Writing

In his book *Risky Writing*, Jeffrey Berman (2001) documents the healing power of writing about depression, divorce, alcoholism and sexual abuse. Using sample essays written by his university students, he makes a case for learning to write about personal trauma so as to overcome barriers to intellectual development. In "Strong in the Broken Places," Wolpow and Askov (1998) document how a high school teacher working with a student dealing with the trauma of physical and sexual abuse uses newly acquired writing skills to confront her abuser. In like fashion, Mark Salzman (2003) poignantly transcribes the redemptive power of writing among inmates at Los Angeles' Central Juvenile Hall. In the writing of these adolescent inmates we readers can witness how writing helps these troubled adolescents come to terms with their crime-ridden pasts while searching for reasons to believe in their future selves.   For example, one adolescent wrote:

> …I can lie in my bed knowing I may never be physically free again, but the Lord allows me to be at peace and have that sense of freedom. Writing also helps me be free. I can create anything with my imagination, pencil and paper, and before I know it I've created something that was in me the whole time, my pencil and paper just helped me let it out freely (p. 98).

Most readers will consider the examples listed above as beyond the purview of how most teachers might use writing in their classrooms, and understandably so.   What is more, these examples are from older students. Younger students are less likely to write about "bad" things happening at home. This may be because they are afraid that what they write may reveal something that will get them in trouble. Worse yet, it could get their parents in trouble. Nonetheless, from time to time a student (younger or older) may trust a teacher enough to use an assignment to write about the trauma in their lives. The teacher who is trusted enough by a student to receive such an essay can act with compassion. If you are that teacher, find someone you can trust to share your concerns about what was written. Stay within the confines of the law and school regulations. Report what you need to report, and get help and support for the student.

RAFT: Role, Audience, Form and Topic

Children struggling with traumatic events often lack the self-awareness needed to make connections between what they are reading and their own experience.   This writing strategy may be used to help students personalize the concepts they are reading.   When using the RAFT acronym students are encouraged to brainstorm. (Buehl, 2001; Santa, 1988)

Role: Is the author a thing, a concept or a person or an animal? What do I already know about this role? What do I need to know?

Audience: To whom are you writing? What do I already know about this audience? What do I need to know?

Format: What form do you want your writing to take? (See examples in table below)

Topic: With regards to topic, what do you want to write about?

For example:

Role	Audience	Format	Topic
Seismologist	A concerned group of citizens	A newspaper article	The dangers of living on the San Andreas Fault
Propagandist	Unwitting citizenry	Information Pamphlet	The powers under a dictatorship
Repeating Decimal	Set of rational numbers	Petition	Prove you belong to this set.
Huck Finn	Jim	Letter	What I learned on my trip.
News Reporter	TV audience	Script	The process of amending the constitution
Salmon	Self	Diary	Spawning
Carrot	Other Carrots	Travel Guide	Journey through the digestive system.
Author	Children	Historical Fiction	An account of surviving the Titanic.
Debater	Debater Mathematicians	Persuasive Essay	Should "0" be considered a number?

Notice a time when you have a problem. Write about your problem and how you solved it by going through the 5 P's.

What's the **problem**? The problem is _____

_____

What's the **purpose**? What I want to have happen is _____

What are some **plans**? I could 1. _____

2. _____

3. _____

4. _____

5. _____

Predict and pick the best plan. It is _____

How did it work? It worked

_____

Pat yourself on the back!

TIPS FOR EFFECTIVE CLASSROOM MANAGEMENT

Below are some tips that you might find helpful for your classroom.

Compassion Considerations

Students ACT or REACT when upset because their bodies mobilize and cannot THINK or REFLECT

Students need TIME and RESOURCES to calm down before returning to work

Modeling behaviors (e.g., active listening) you want to see will enhance student's learning of those behaviors!

Students need CHOICES, a sense of CONTROL, and SHARED POWER

NO amount of compassion and empathy is excessive and/or damaging

EXAMPLE: How to help a student re-regulate after they are visibly distressed…
- MAINTAIN YOUR COMPOSURE – do NOT punish him/her for being activated in this way – it will only exacerbate behaviors and heighten his/her emotional responses
- Ask him/her how he is feeling in a nonjudgmental, respectful way (i.e., soft and neutral tone of voice, non-threatening body gestures)
  - Ask him to use his/her feelings words
  - If he is unable to articulate, compassionately interpret feelings for him (i.e., "It looks like you are _ mad right now, do you want to talk about it?")
    - o If he/she says or screams, "No!" trust this decision. This means he/she needs time and space to cool off. It may be best to ask him/her "what do you need right now?"
      - ▪ Relaxation strategies are generally helpful
        - When he/she engages in a strategy, reinforce him for it! (i.e., "Great job with breathing… I know that really helps you to calm your body") – this is extremely important as it increases likelihood of using this again
      - ▪ Reminder of "safety." Sometimes he/she is stuck in memories of the past, and is attempting to regain feelings of control and safety. Say "you are in control" and "no one will hurt you" or "I will help to protect you." **Again, have a soothing voice, appear to be calm and nonjudgmental, and be respectful of his/her needs – this makes ALL THE DIFFERENCE and helps with relaxation.**

Guidelines for Using Praise and Positive Attention

1. Give praise that is <u>specific</u> to what the student or class is doing – label the behavior you like (always state in positive form).
    1. Examples: "Linda (pause) I appreciate you raising your hand quietly."
    2. "Katie, thank you for using your breathing strategies. I can see you are really trying to calm down."
    3. "Ashley, I see that you are sad. I want to know what is wrong and what I can do to help. I also really appreciate you listening to me right now. It helps me to help you."
2. Praise should be given <u>immediately</u> for appropriate behavior.
3. Praise with a <u>compassionate, respectful tone</u> of voice (not controlling or demeaning)
4. With praise, accompany with positive non-verbal behaviors (smile, warm eye contact, nods, thumbs up).
5. "Catch students being good" Look for opportunities to praise students even if they are only using an appropriate behavior for short periods of time (e.g., 5-10 seconds)
6. Use the <u>ratio 3:1</u> – say at least 3 positives praise statements for every 1 reprimand/corrective feedback statement in class.
7. Praise <u>consistently</u> to shape appropriate behavior (e.g., in the beginning of the school year, praise consistently <u>and</u> often for following classroom rules and then diminish the rate of praise as the behavior becomes routine).

Guidelines for Using Planned Ignoring

1. Decide ahead of time which behaviors are minor enough to <u>not</u> require corrective feedback or reprimands
    a. Possible examples: Fidgeting while doing work, standing up while doing work, humming while doing work, tapping quietly pencils or pens etc.
2. IMPORTANT – do <u>not</u> speak to the student <u>and/or</u> provide any eye contact to the student when the student(s) engages in the behavior being ignored. Remember adult eye contact can be reinforcing.
3. While ignoring the negative behaviors, look for any positive behaviors occurring at the same time, and comment on them (e.g., if the student is whining but also coloring neatly).
4. If a negative behavior stops, look at the student with a friendly look and comment on what the child is doing that is the opposite of negative behavior: ―I'm glad that you're using a calm voice. Thank you so much.
5. You can provide reminders for positive opposites of behaviors that you want to decrease: ―I get you are upset, but I would appreciate you using a calmer voice.
6. Serious rule violations or dangerous behaviors should never be ignored. NOTE, however, that time-out or isolation can trigger feelings of abandonment, rejection, inadequacy, etc. so be ready to make adaptations, use I statements, and give choices: ―I feel sad you are acting this way (be specific). Please sit in a nearby chair or in the back of the room. Thank you.

Guidelines for Giving Corrective Feedback

Guidelines for Using Verbal Prompts

1. Give student(s) specific behavioral feedback on what they are doing incorrectly and then how they should behave differently (correct behavior).
    a. Example: "Chris (pause) can you please not interrupt DeShawn when he is doing his work. I understand this is type of work is not easy for you. I am willing to help you. You are bright and capable. Just please stay in your seat and remain quiet until everyone is done."
2. Give corrective feedback privately (at the child's desk) in order to avoid the child becoming embarrassed or the opportunity for peers to reward the inappropriate behavior (e.g., by laughing at the "class clown").
3. Once corrective feedback is issued, give the student(s) an opportunity to perform the correct behavior.   Praise student(s) for performing the correct behavior.
    a. Example: "Chris thanks so much for staying in your seat. I know it took a lot for you to do that when you were not feeling so great, and I am very proud of you!"

Guidelines for Using Nonverbal Prompts

Nonverbal prompts offer children signals to perform a specific behavior, or to stop a specific behavior.

1. Individual nonverbal prompts - examples may include (1) a light touch (i.e., adult gently places finger or hand on child's chair or desk), (2) eye contact, and (3) the use of proximity to the child (i.e., adult moves within 3 to 5 feet of child).

2. Whole Class nonverbal prompts – examples may include hand signals that calm or quiet the group, such as "Give Me Five" (Teacher places five fingers in the air and children copy the gesture while quieting down) or turning the lights in the classroom off and on. Classroom nonverbal prompts also can be created with the children by the teacher to prompt particular activities or behaviors (this helps with choices and feeling they are also in control).

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