

## *My Snapshot*

### **RTi/ MTSS Supports for Children and Adolescents with Significant Adversity and Trauma**

*Created by Students, Teachers, and Parents.*

This template is created collaboratively to support all students who come to school with significant Adverse Childhood Experiences. These supports and resources are for our children and youth who carry in pain based behaviors, needing accommodations and possible modifications during the school day with regard to their environments and school work. These supports will address the critical needs of attachment and regulation. This document specifically lays out adjustments, alternative options and interventions that support the developing brain and stress response systems of all students. This document is shared with all those who interface with students each day in hopes of creating touchpoints throughout the school day so that consistency and emotional availability are key components.

This document of accommodations and supports are reviewed weekly or as often as needed in the initial phases of this support plan.

#### Why

If our social and emotional learning outcomes, programs and competencies are to be reflective of the current brain research addressing the severe life disruptions/ trauma that are occurring in our student populations across the country, we need to address specific areas of brain development with regard to acquiring these competencies. Brain development is complex, and even today, we know very little about how individual regions of the brain work collectively through neuronal connections and projections. We do know, however, that human brains are not complete at birth, but, by design, continue to develop throughout a person's life. This development is intimately impacted by experiences. Because our students spend over 13,000 hours in school during their K-12 span, educators have the

opportunity and the obligation to address the social and emotional skills, competencies, through creating the modifications and adjustments needed for emotional, social and cognitive well-being.

## Research

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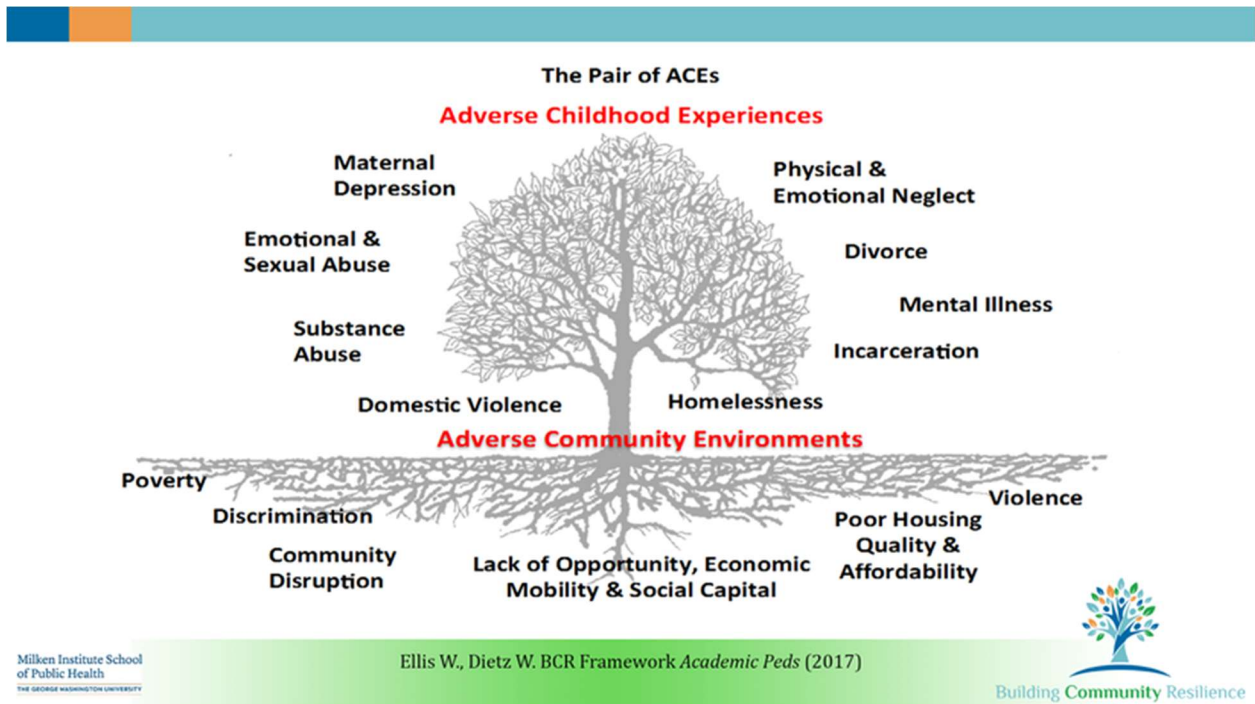
Nicholas J. Long, Frank A. Fecser, and Mary M. Wood, *Life Space Crisis Intervention, Talking with Students in Conflict*, (Austin: PRO-ED, Inc., 2001), 87-94.

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Perry and Szalavitz, *The Boy*, 80.

Christine R. Ludy-Dobson and Bruce D. Perry, “The Role of Healthy Relational Interactions in Buffering the Impact of Childhood Trauma,” *Working with Children to Heal Interpersonal Trauma: The Power of Play*, ed. Eliana Gil (New York, NY: The Guilford Press, 2010), 26-43.



## **A Comparison of Traditional Accommodations and Accommodations using the lens of Adverse Childhood Experiences ( ACE's ) as well as Adverse Community Environments**

### *School Accommodations:*

<b>Traditional Accommodations</b>	<b><i>Accommodations using ACE's Lens</i></b>
1. Seating at the front of the class	1. NEED A SEAT WHERE I FEEL SAFE & SECURE
2. Graph paper to line up math problems	2. TWO ADULTS IN THE BUILDING I CAN TRUST AND A PLACE TO WALK WHEN I BEGIN TO FEEL TRIGGERED
3. Multiplication table or use of calculator	3. A PERSONALIZED ROUTINE OF THREE INTERVENTIONS THAT I CAN IMPLEMENT WHEN I BEGIN TO FEEL ANXIOUS, ANGRY, OR NEGATIVE IN ANY WAY
4. Repetition and explanation of directions when needed	4. ACCESS TO SENSORY AREA OR TABLE IN OUR CLASSROOM FOR PATTERNED REPETITIVE ACTIVITIES USED TO CALM ME DOWN
5. Pre-printed classroom notes from the teachers	5. A PERSONALIZED SET OF MY ACCOMADATIONS GIVEN TO ALL WHO WORK WITH ME TO ALLOW ME TO DE-ESCALATE AND CALM DOWN AND BECOME READY TO LEARN.

6. Occupational therapy every Wednesday	6. MEETING WITH MY ADVERSITY TEAM EACH WEEK
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7. Math one on one tutoring twice a week during study hall	7. ONE ON ONE SCHEDULED TIME WITH MY PRE-ARRANGED MENTOR WHOM I MEET WITH REGULARLY AS A CHECK IN AND WHO I CAN GO SEE TO HELP ME CO-REGULATE AS NEEDED
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***Test Accommodations:***

<b>Traditional Accommodations</b>	<b><i>Accommodations using ACE's Lens</i></b>
1. Extended time on tests and quizzes	1. EXTENDED TIME TO REGULATE IF I NEED THIS AND ACADEMIC MODIFICATIONS OF MY ASSIGNMENTS WHEN I AM DYSREGUATED
2. Quiet testing room with small group setting	2. QUIET AREA FOR ME TO USE WHEN I NEED TO REGULATE MY NERVOUS SYSTEM

**My Goals:**

<b>Traditional:</b>	<b>ACE's Lens Goals:</b>
Improve my mental math skills Get better at asking for help when needed Join a school club or activity	TO LEARN TO REGULATE WITH AN ADULT BEFORE I REACH THE TIPPING POINT  LESSEN THE NUMBER OF TIMES I NEED TO USE THE ADVERSITY TEAM AND THE AMYGDALA RESET AREA  CREATE A JOURNAL OF MY UPS AND DOWNS TO TRACK MY PROGRESS

**I. *Strengths to Help Me with My Goals***

I love to learn. I'm seen as a leader and good friend by others.

I have a great imagination

I know how I feel and learn best!

I work quickly

I notice everything

I am good at sensing others and all nonverbal communication

**II. *Interests/ Areas of Expertise***

### **III. *Triggers***

What are the experiences, events, sights, sounds, smells, relationships, and people who can unexpectedly trigger you producing anxiety or negative emotion?

### **IV. *Members of this student's adversity team***

### **V. Key Adult Mentor assigned to this student:**

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