Safe and Supportive
Becoming a Trauma Sensitive School

Park Ave Elementary School
Webster, Massachusetts
Beckie Beaupre • Patricia Mackay • Jennifer Spinnato
Tracie Vangel • Carolyn Wallace
Moving from REACTIVE to Safe and Supportive

Patty Mackay-School Adjustment Counselor
Elements of a Safe and Supportive Classroom

Tracie Vangel - Grade 2 Classroom Teacher
- Daily Greeting
- Mindfulness
- Calming Caddy
- Tolerance Talks
- Supportive Literature
- Flexible Activities
- Mandalas

Tracie Vangel - Grade 2 Classroom Teacher
The Power of 30 Seconds
The Power of One
Powerful Thoughts

- What if…
- Their Choice
The Shift

Strict Behavioral → Therapeutic

Jennifer Spinnato-STAR Teacher
Specific Interventions
For more peaceful students

Beckie Beaupre - STAR Program Instructional Assistant
Take a break & read a book

Take a break & draw it out

Take a break & use the Relaxation Station

GIVE ME S

Eyes - Watching
Ears - Listening
Mouth - Quiet
Feet - Quiet on the floor
Body - Still
Take a Break and Read a Book

Books that focus on:

- Social Skills
- Feelings
- Calming
- Child’s Favorite Author
Take a Break and Draw it Out

- Clip Board
- Paper
- Markers or Crayons
Take a Break and Use the Relaxation Station
Inspiration: To give dysregulated students a space to calm in order to prepare their minds and bodies to be back in their classroom ready to learn.
Breathing Space

- Customizable space for student
- Small 3x4 rug
- Quiet location
- Pop up tent or bean bag
- Shelf or basket nearby with calming tools
- 5 Minute timer
- Give me 5 poster
Calming Collection

- Calming Bottles
- Furry Stuffed Animals
- Peaceful Pictures
- Soft Blanket
- Soothing Sound Machine
- Soft Music - Mindfulness CD
- Squishy Fidgets
- Yoga Cards with Smooth Stretches
Peaceful Practice

- Body must be safe in order to use the space
- May choose one or more calming tool
- Set 5 Minute timer
- 1 Minute warning
- When timer goes off, clean up
- Give me 5
- Walk back to class
Whole Body Listening!
Larry wants to remind you to listen with your entire body

Eyes = Look at the person talking to you
Ears = Both ears ready to hear
Mouth = Quiet - no talking, humming or making sounds
Hands = Quiet in lap, pockets or by your side
Feet = Quiet on the floor
Body = Faces the speaker
Brain = Thinking about what is being said
Heart = Caring about what the other person is saying

GIVE ME 5
Eyes - Watching
Ears - Listening
Voice - Quiet
Feet - Quiet on the floor
Body - Still
Patty Mackay

SAC: Helping with adjustment to school and facilitating transition from other schools, foster homes, etc.

1. The need to know students, families, and contexts
2. The importance of communication and collaboration

Prevent "setting students up" to experience failure, worry, and dysregulation.
The ZONES of Regulation®

BLUE ZONE
- Sad
- Sick
- Tired
- Bored
- Moving Slowly

GREEN ZONE
- Happy
- Calm
- Feeling Okay
- Focused
- Ready to Learn

YELLOW ZONE
- Frustrated
- Worried
- Silly/Wiggly
- Excited
- Loss of Some Control

RED ZONE
- Mad/Angry
- Terrified
- Yelling/Hitting
- Elated
- Out of Control
**How does my body feel?**

- My body is out of control. My body is out of the group.
- I'm a little too wiggly.
- Excited
- Wide awake
- Normal, Calm, OK
- I'm tired. My body is bothering me.
- I'm working hard to keep my brain in the group.
- Brain Sludge
- My brain is out of the group

**Expected Behaviors**

- Use equipment safely.
- Stop immediately when timer sounds.
- Put tools back where they belong.
- Look to see if the area is open or closed.

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**Choose a tool to help my body get in Learning Zone**

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**The ZONES of Regulation**

- Blue Zone Tools
- Green Zone Tools
- Yellow Penn Tools
- Red Zone Tools

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*Kelley Hiyen, 2012*  
Speech-Specialed.blogspot.com
2 Vignettes

Introduce books we use
Books we found helpful:

- Have You Filled a Bucket Today?: A Guide to Daily Happiness for Kids
- Frog's Breathtaking Speech: How Children (and Frogs) Can Use Yoga Breathing to Deal with Anxiety, Anger and Tension
- The Invisible String

Illustrated by Geoff Stevenson