TIPPS is an initiative which implements trauma sensitive teaching practices to meet the needs of students at risk for failure due to adverse childhood experiences.

- Components of the TIPPS approach
- Support to faculty understanding of Trauma sensitive practices
- Outline school wide practices for teaching students
- Next steps
Policy on Children: Born, growing up and thriving in Montreal

- Safety and Accessibility
- Healthy eating and food security
- Academic perseverance and success
- Access to culture, sports and recreation
- Families and community

Poverty Map of Families with Children Under the Age of 18
Study on Batshaw Youth in Residential Care

- 83.0% behaviour problems
- 26.4% physical neglect
- 5.7% sexual abuse
- <5.0% physical abuse
- 5.7% abandonment
- 5.0% emotional abuse

Pauzé & al 2014
## Study on Batshaw Youth in Residential Care

### Childhood Trauma Questionnaire

<table>
<thead>
<tr>
<th>Type of Abuse</th>
<th>None or Minimal</th>
<th>Low to Moderate</th>
<th>Moderate to Severe</th>
<th>Severe to Extreme</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical abuse</td>
<td>38%</td>
<td>19%</td>
<td>9%</td>
<td>34%</td>
<td>62%</td>
</tr>
<tr>
<td>Emotional abuse</td>
<td>32%</td>
<td>26%</td>
<td>9%</td>
<td>32%</td>
<td>68%</td>
</tr>
<tr>
<td>Sexual abuse</td>
<td>62% (none)</td>
<td>6%</td>
<td>9%</td>
<td>23%</td>
<td>38%</td>
</tr>
<tr>
<td>Physical neglect</td>
<td>45%</td>
<td>15%</td>
<td>15%</td>
<td>25%</td>
<td>55%</td>
</tr>
<tr>
<td>Emotional neglect</td>
<td>41.5%</td>
<td>24.5%</td>
<td>17%</td>
<td>17%</td>
<td>59%</td>
</tr>
</tbody>
</table>
Staff unity            … Networking
Research-based        … PD
Common language       … Intention
Aligned practices     … Teamwork
School-wide approach  … Climate
Understand

The impact of adverse childhood experiences

Mechanisms by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

 understand

Conception

Disrupted Neurodevelopment

Adverse Childhood Experiences

Social, Emotional, and Cognitive Impairment

Adoption of Health-risk Behaviors

Disease, Disability & Social Problems

Early Death
Understand
Neural development
ARC model

Educate
Safe Environment
Understand

10 Building Blocks
- Dev'tal Tasks
- Executive Functions
- Self Dev't & Identity
- Affect Identification
- Affect Modulation
- Affect Expression
- Caregiver Affect Mgmt.
- Attunement
- Consistent Response
- Routines and Rituals

Prefrontal Cortex
Hippocampus
Amygdala

Kiniburgh & Blaustein 2005
School Professional Library
We no longer saw what was in our way.

We now understood a new pathway to communicate with and to reach our most vulnerable students.
Rebuild & Repair
EXPERIENCES OF SOCIAL ENGAGEMENT
<table>
<thead>
<tr>
<th>HOT Executive Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Emotional Control</strong></td>
</tr>
<tr>
<td>• The ability to reflect on feelings and respond appropriately.</td>
</tr>
<tr>
<td>• Limited emotional range - happy or rage</td>
</tr>
<tr>
<td>• Very small threshold for failure</td>
</tr>
<tr>
<td>• Perceive interactions of peers as threats</td>
</tr>
<tr>
<td>• Sore loser/Intense reactions</td>
</tr>
<tr>
<td><strong>Self-Monitoring</strong></td>
</tr>
<tr>
<td>• To observe one’s own behavior and to match it with social expectations and unwritten rules.</td>
</tr>
<tr>
<td>• Low perspective taking skills</td>
</tr>
<tr>
<td>• Low introspective skills</td>
</tr>
<tr>
<td>• Subtle social cues go unnoticed</td>
</tr>
<tr>
<td>• Difficulty with inferencing</td>
</tr>
<tr>
<td>• Large reactions to small problems</td>
</tr>
<tr>
<td><strong>Inhibition</strong></td>
</tr>
<tr>
<td>• The ability to suppress distractions</td>
</tr>
<tr>
<td>• Fidgety behavior</td>
</tr>
<tr>
<td>• Unfocused</td>
</tr>
<tr>
<td>• Tapping pencils</td>
</tr>
<tr>
<td>• Calling out constantly</td>
</tr>
<tr>
<td>• Off task</td>
</tr>
<tr>
<td>• Plays too rough, hits a friend and is remorseful</td>
</tr>
<tr>
<td><strong>Shifting</strong></td>
</tr>
<tr>
<td>• The ability to think flexibly in a new or unexpected situation.</td>
</tr>
<tr>
<td>• Gets stuck in a situation</td>
</tr>
<tr>
<td>• Tasks are perceived as too hard - refuses to work</td>
</tr>
<tr>
<td>• Difficulty with transitions between classes and subjects</td>
</tr>
<tr>
<td>• Intense need to finish things</td>
</tr>
<tr>
<td>• Seeks attention of specific adults</td>
</tr>
</tbody>
</table>

Adapted from Cooper-Kahn, Boosting Executive Skills in the Classroom, 2013
6 Core TIPPS Strategies

- Zones of Regulation
- Mindfulness
- Positive Discourse
- Classroom Meetings
- Restorative Discipline
- Task Execution Skills
TIPPS Support Structure

Students

Staff

Parents

TIPPS COORDINATOR

TIPPS COACH

TIPPS COACH

TIPPS COACH

TIPPS COACH

TIPPS COACH

Reaching all Teachers

Reaching all Students
A Welcoming School

Students
Staff
Parents

Educate
Safe Environment
Understand
# COLD Executive Skills

Cooper-Kahn, Boosting Executive Skills in the Classroom, 2013

## Planning & Organization
- The ability to impose order on thoughts, tasks, play, and storage spaces

## Working Memory
- Memory in the service of an action; a dynamic process that involves reviewing new information and retrieving, holding, and manipulating stored information in our minds for the purpose of completing a cognitive task

## Initiation
- The ability to begin a task or activity and to independently generate ideas, responses, or problem-solving strategies

## Task Monitoring
- The ability to monitor one’s own performance and to measure it against a standard of what is needed for any given task
The findings from our 5 elementary schools showed that the participating schools experienced important benefits:

• School staff demonstrated improved knowledge of trauma and of strategies that could be used to help students;

• Students reported greater school engagement;

• Violent incidents in the schools were reduced by one third after the first year of implementation, and by more than 80% after the fifth year;

• Disciplinary measures did not significantly decline after the first year of the project, but there had been a 70% reduction in behavioural reports sent to the office;

• For children receiving specialized services, a reduction in all trauma symptoms was noted.
WEB COMMUNITIES

- ACES TOO HIGH
- Meltdowns to Mastery
- ACES Connection Network
- Mindfulness/ Relaxation activities
  http://www.mindfulmemorykeeping.com/6-sweet-mindfulness-videos-for-young-kids/
- The Zones of Regulation http://www.zonesofregulation.com/index.html
- https://www.positivediscipline.com/articles/what-does-positive-discipline-class-meeting-look
- https://www.echoparenting.org/

Books

- Reaching and Teaching Children Who Hurt -Susan E. Craig
- Trauma Sensitive Schools -Susan E. Craig
- Why Students Underachieve, The 60 Seconds Fix -Reggie Melrose
- The Zones of Regulation -Leah M. Kuypers
- Boosting Executive Skills in the Classroom -Joyce Cooper Kahn