The vision at Dr. Daniel Bright School is to inspire and empower our students to excel academically and to be socially aware. We aim to develop and prepare confident students through global perspectives, critical thinking, and respect for core values by fostering honesty, integrity, empathy, and compassion.
The Why?

ACEs Adverse Childhood Experiences

- Drug Use
- High Incident Foster Care and Kinship
- Incarceration
- Transient Population
- High Social Emotional Needs
- COVID Heightened many needs for our students and families
- Generational Trauma
- Low Socio-Economic
Multi Tiered System of Support

Unique schools: A Layered Effect
Intro

For the last 5 Years COCSD has built a layered system of supports through the MTSS process. AT DDB this journey started with academics and slowly evolved into not only a robust academic system (WIN Time) but a behavioral one as well. Through Trauma sensitive practices and professional development in the area of developmental trauma, students find not only relief but can feel success.

DDB has transitioned the focus of our Office to be more proactive instead of reactive. We also provide professional development to our teachers during school wide PLC’s.
Social Emotional Process

MTSS Under the Umbrella

Tier III - intensive
Tier II - targeted
Tier I - core

RtI

School & Community Collaboration
Parental Action
Curriculum Design

Professional Development
Teamwork
Positive Behavior Intervention & Support

PBIS

Equity vs. Equality

Same Treatment
Equitable Treatment
The systemic barrier has been removed. This is Equality.

UDL
Behavioral Layered Supports

Tier 1 - Capturing Kids Hearts, Responsive circles, 21st Century Grant - After School Clubs, Extra Curricular Activities, NME

Tier 2 - ABC Class, Focus Zone, NME, Community Health and other Partnerships, Break Cards, Emotional Intelligence, Student TA, Mightier Emotion Regulation Game, Heart Math

Tier 3 - Individual plans CICO (Soar to Success), Focus Zone, NMT, Spectrum, Peer Mentors (Focus Zone mentors), FBA - BIP, Mightier Emotion Regulation Game, Heart Math, Bridgeway

Tier 1 - Capturing Kids Hearts, Responsive circles/practices, 21st Century Grant - After School Clubs, Extra Curricular Activities, NME
The Impact of NME

Neurosequential Model in Education

The Neurosequential Model in Education© (NME) brings this neurodevelopmental and traumainformed approach to the classroom. The NME is not a specific “program” or “intervention.” It includes a “capacity-building” process that provides an introduction to important concepts related to how we learn by focusing on how the brain works, develops, changes and is impacted by developmental adversity including trauma. These concepts have broad applicability in education, sport, drama, and music. Further, the NME provides practical examples of application of these key concepts in everyday educational settings.
Developing Our Lens

We problem solve behaviors and trauma sensitive care with a dual lens of State dependent thinking and the sequence of engagement from brainstem to cortex.
The NME Sequence of Engagement

**NME Data Tool:**
- Rhythmic
- Music/movement
- Brain breaks
- Repetition
- Inner Explorer

**Capturing Kids Hearts:**
- Engage
- Greeting Good things
- Tone, Body language, words
- Affirmations
- Classroom circles
- Talking at recess
- Launch

**Regulation**
- ABC Classroom
- Focus Zone
- Mini Focus Zones
- Hallways, Office
- Formal and informal

**Empower** - Abstract Thinking

**Communicate** - Lesson

**Explore**
- SANE:
  - Safe
  - Attuned
  - Nurturing
  - Environment

**Reason**
- Cortex
- Higher level thinking
- Lesson Objective

**Cortex**
- Lesson Objective

**Relate**
- Limbic
- Safe
- Attuned
- Nurturing
- Environment

**Regulate**
- Diencephalon
- Abstract Thinking
- Communicate
- Lesson

**Regulate**
- Brainstem
- Interpersonal
- Inner Explorer

**Empower**
- Abstract Thinking

**Communicate**
- Lesson

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**NME Classroom Implementation**

- Mini Maps for Class Placement
- Mini Maps for individual plans through Soar to Success
- Mini Maps for MTSS
- Mini Maps for Focus Zone
- NME Team Meetings with parents
- ABC Classroom - Sequence of engagement

Enjoys: Chess, drums, kinetic sand, trampoline, math on chalkboard
Focus Zone Vision

In order to fulfill DDB's vision of learning, students need 21st century collaboration skills. In the Focus Zone students are taught the sequence of engagement with the 3 R's - Regulate, Relate, Reason, using the framework of the Neurosequential model of education. Students learn self regulation through sensory integration, music and movement, mindfulness, and social groups to reset and refocus which will lead to sustaining healthy relationships and the ability to reason and open up the cortex for learning. After students receive these lessons and interventions they then will go back to class in a frame of mind conducive to learning higher level critical thinking skills in the classroom.
Focus Zone Emphasis

Power differential - Dr. Perry (Baker)

Inner Explorer - Mindfulness - Teach

Sensory Integration

Deep Breathing - Heart Math

Purposeful Play

Stations - Art, Loom, Music, Rhythmic

Garden

CICO- Personal goals, individualized, generated by teacher, one on one with child at end of the day

Lunch Bunch

Focus Zone Drop in Pass
Mini Focus Zones
Individual Plans to Success (D00)

PBIS Positive Behavior Intervention Supports

Data Tracking
Modify Schedule
Frequent breaks
Break Cards
Sensory
Deep Breathing - App, Heart Math
Celebrations - Pizza Party
Middle School Transition plans
Honors level - graduating out
“I don’t need it anymore Mrs. Baker”
- Focus Zone Monthly report
  - Focus Zone Visits
  - Check in Check out (CICO)
  - Successes
  - Challenges
- Tracking Discipline
- Tracking Regulation Strategies
- Tracking CICO- Spreadsheet
21st Century After School Clubs

- Ukulele
- Young Engineers
- Robotics
- Art
- Music
- Outdoor recreation
- Animal Club
- Yoga
- Epona Horse Experience
- Drum circle
- Water Color
- Power Hour
- Barbie & GI Joe
- Bike Club
- Video Game Design
- Sports
- Drama - Annie
Game Change

NME data empowers teachers to provide meaningful interventions to improve a child's life outcomes.
Where do you start?
Co-Regulation: Professional development

- Mindset
- Awareness-NMT
- Professional Development - What trauma does to the brain
- Vision/Mission
- Communication
Next Steps

- NMC- Educating parents
- Discipline - ATS
- Building in Behavioral systemic supports - Training
- Bulletin Boards
- Graduating out
- Moving more in
- More NME classes - training
- Special Education
- Individual plans
  - Teaching Replacement skills for lagging skills (Ross Green)
“Connectedness has the power to counter adversity”

- Bruce Perry
Giving students the tools to regulate, relate, and reason in a predictable, moderate, and controlled environment builds resiliency.
Thanks!

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