

# DDB Vision of Learning

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.

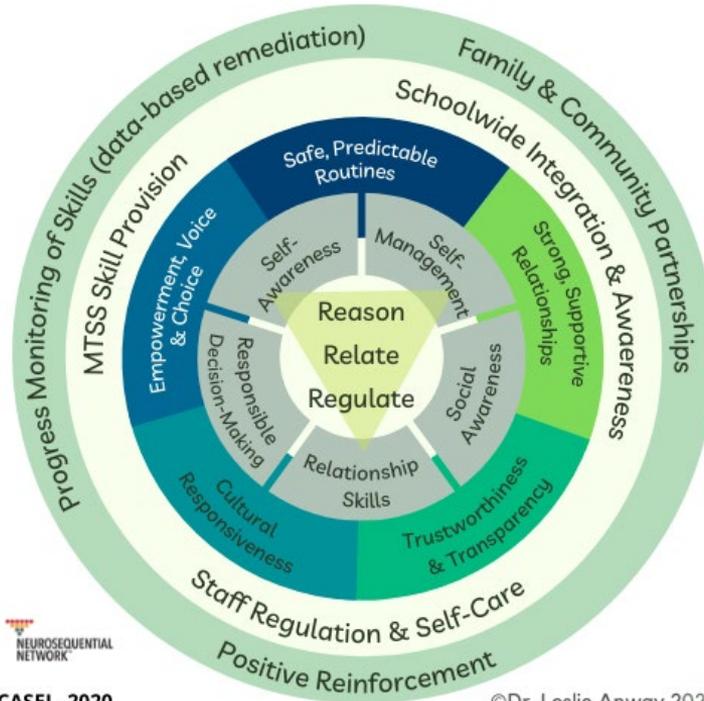
# The Why?

## 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

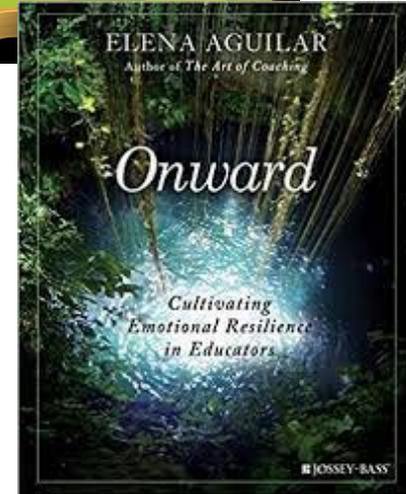
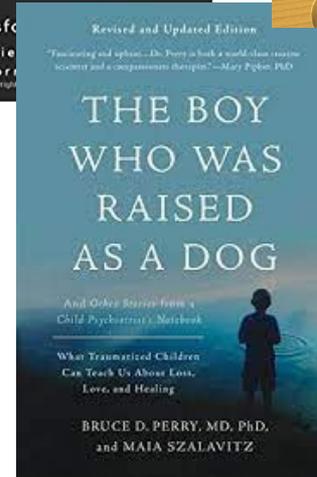
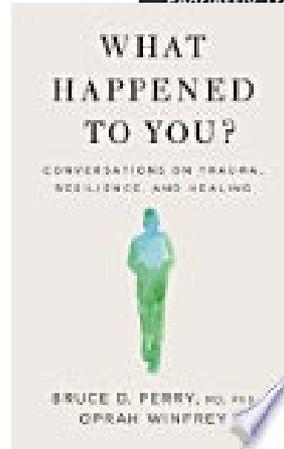
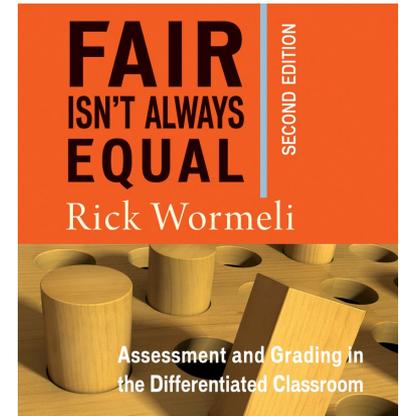
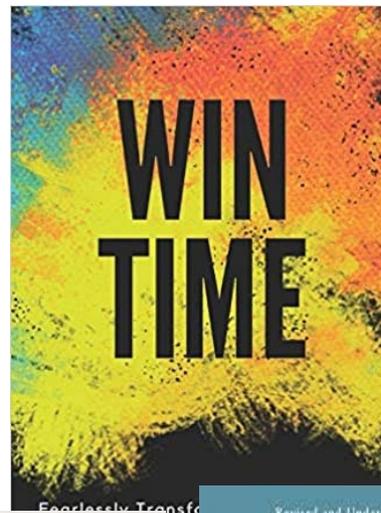
Unique schools:  
A Layered Effect



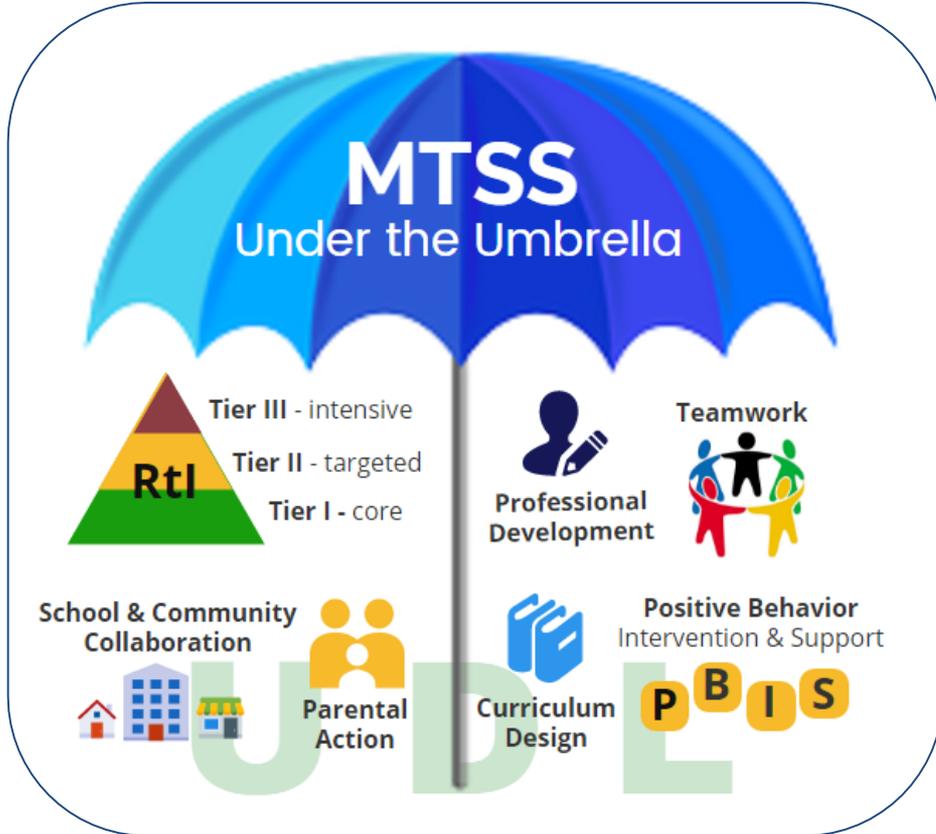
# Intro

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 Processes Barriers



## Equity vs. Equality



Same Treatment



Equitable Treatment

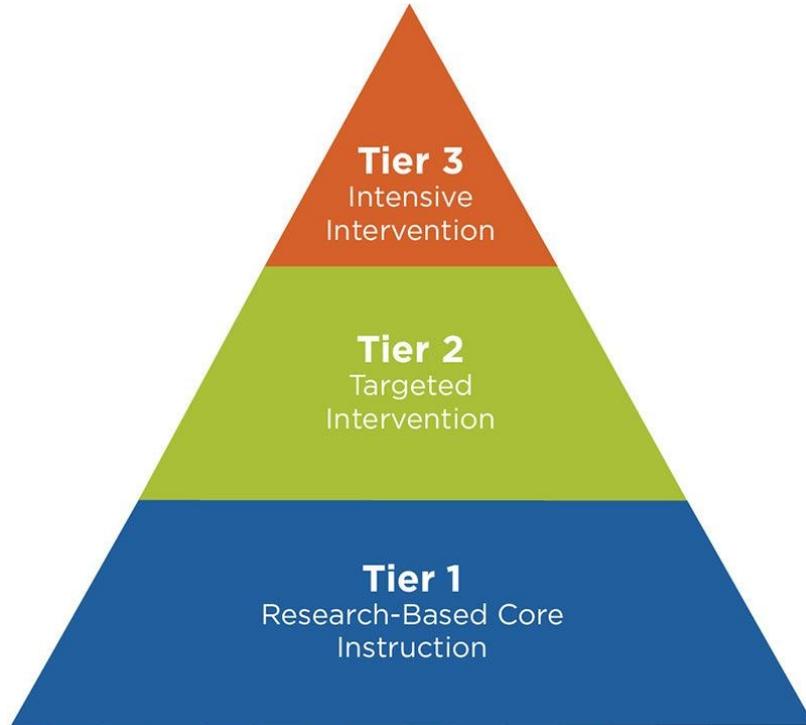


The systemic barrier has been removed.  
This is Equality.



[www.canadianequality.ca](http://www.canadianequality.ca)

# Behavioral Layered Supports



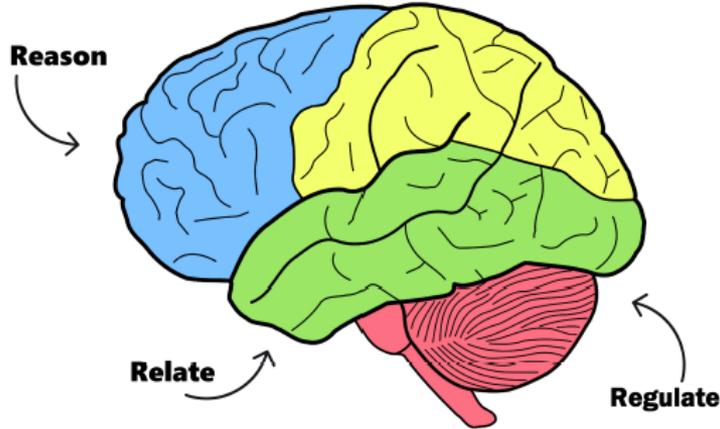
Tier 3- Individual plans CICO (Soar to Success), Focus Zone, NMT, Spectrum, Peer Mentors (Focus Zone mentors), FBA - BIP, Mightier Emotion Regulation Game, Heart Math, Bridgeway

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

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

# The Impact of NME

## State Dependent Brain Functioning



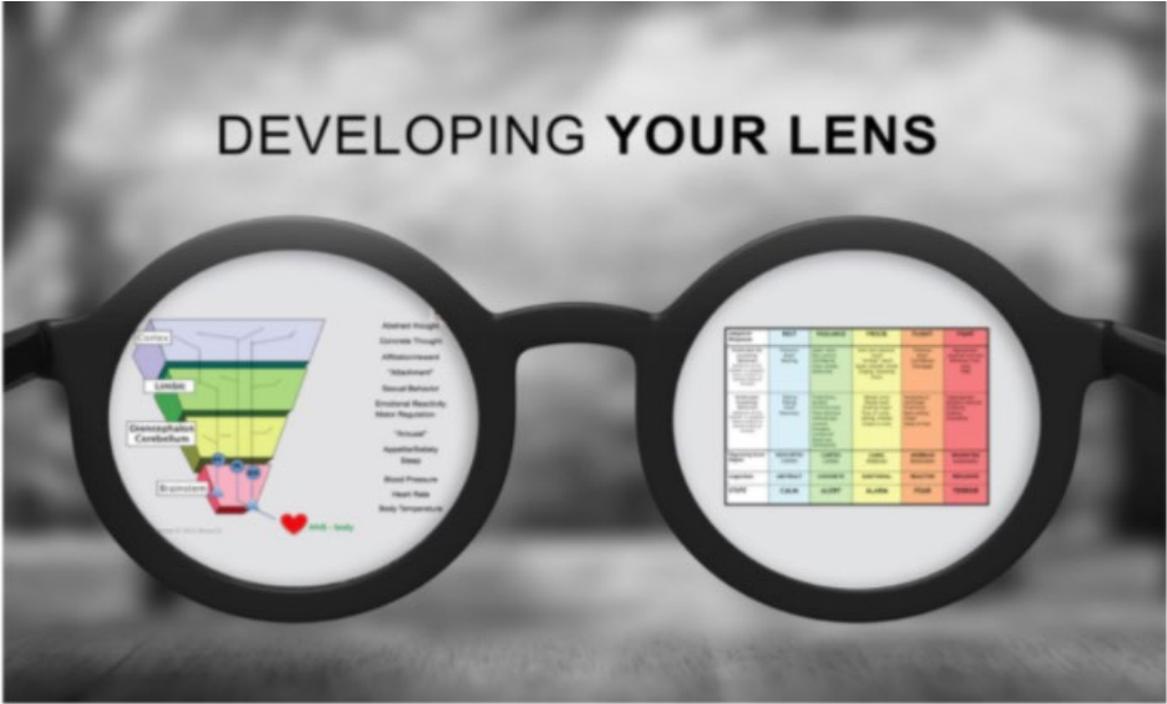
## Neurosequential Model in Education



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

## Sequence of Engagement

**Empower** - Abstract Thinking  
**Communicate** - Lesson

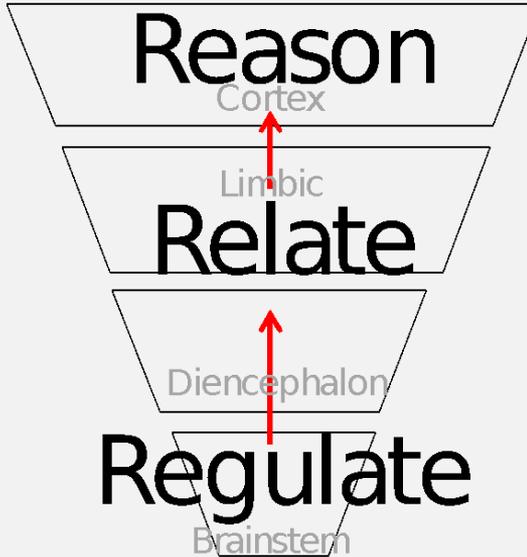
### Explore

SANE:

- Safe
- Attuned
- Nurturing
- Environment

### Regulation

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



Cortex

- Higher level thinking
- Lesson Objective

Capturing Kids Hearts:

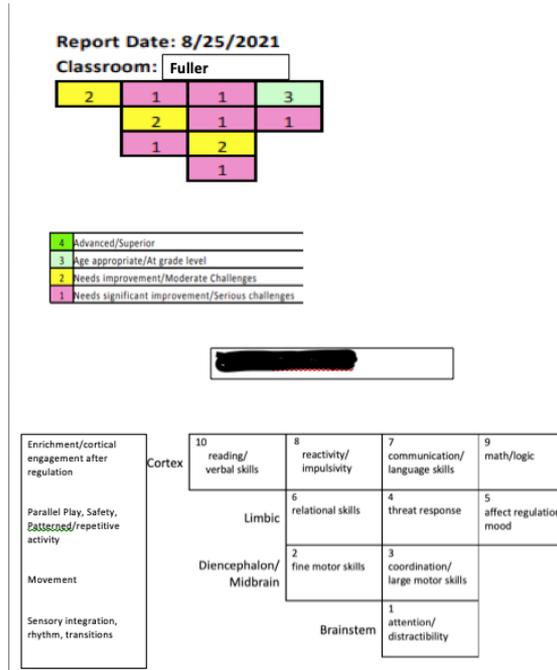
- **Engage**
- Greeting Good things
- Tone, Body language, words
- Affirmations
- Classroom circles
- Talking at recess
- **Launch**

NME Data Tool:

- Rhythmic
- music/movement
- Brain breaks
- Repetition
- Inner Explorer

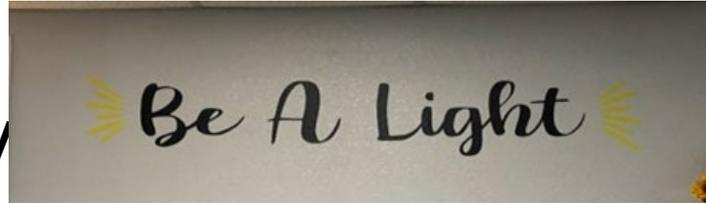
# NME Classroom Implementation Safe Attended Nurturing Environment

- 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

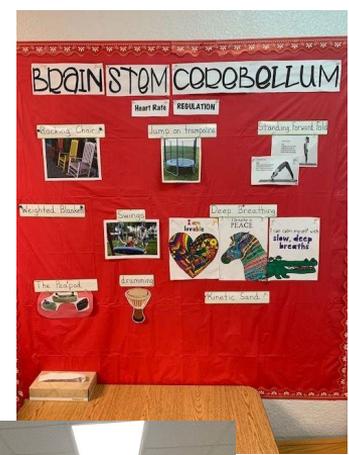


Enjoys: Chess, drums, kinetic sand, trampoline, math on chalkboard

# Focus Zone V



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 Em

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 Zo



# Individual Plans to Success (IIS)

## 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

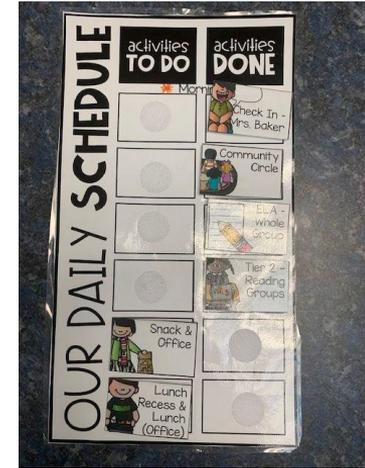
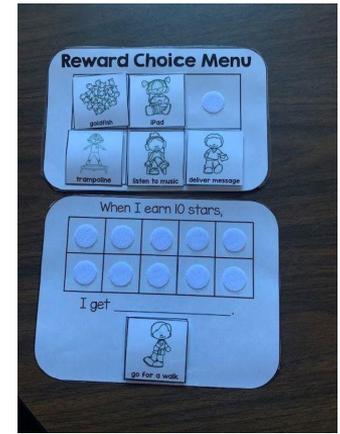
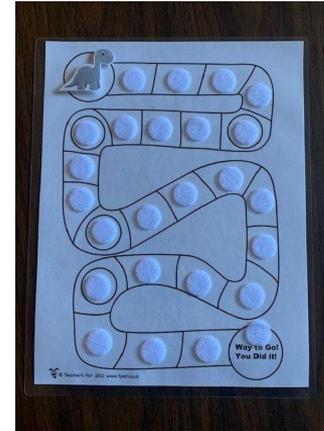
"I don't need it anymore Mrs. Baker"

Date: _____	<b>Act Responsibly by completing my Class Work</b>	<b>Think to Solve Problems Peacefully:</b>
<b>KEY</b> 1 = NEEDS WORK (0-33%) 2 = GOOD (34- 47%) 3 = EXCELLENT (48 - 100%) * = BONUS POINTS FOR EXCEPTIONAL WORK		<b>Stop and Think and Use Kind Words</b> 
<b>My Goal</b>	I can earn a total of 49 points. My goal is to earn 70% of my points (46) to earn a reward. Today I earned _____ points. Good! Great! Y H	
8:30-8:45 Journal	1 2 3 ★	1 2 3 ★
8:45 - 9:25 Exploratory	1 2 3 ★	1 2 3 ★
9:30 - 10:30 Math	1 2 3 ★	1 2 3 ★
10:30 - 10:45 Mr. Levy's Snack	1 2 3 ★	1 2 3 ★
10:45 - 11:40 ELA	1 2 3 ★	1 2 3 ★
11:40 - 12:00 Recess	1 2 3 ★	1 2 3 ★
12:00 - 12:20 Lunch	NA	1 2 3 ★
12:20 - 12:40 Inner Explorer Circle	1 2 3 ★	1 2 3 ★
12:40 - 1:15 ELA	1 2 3 ★	1 2 3 ★
1:05 - 1:45 WV	1 2 3 ★	1 2 3 ★
1:45 - 2:00 Recess	NA	1 2 3 ★
2:00-2:15 Goal Time	1 2 3 ★	1 2 3 ★
2:00 - 2:45 AP/SS Science	1 2 3 ★	1 2 3 ★
<b>Total Points *</b>	_____ out of 30	_____ out of 39

Today I did well at \_\_\_\_\_

I need to work on \_\_\_\_\_

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_



# Data%

- Focus Zone Monthly report
  - Focus Zone Visits
  - Check in Check out (CICO)
  - Successes
  - Challenges
- Tracking Discipline
- Tracking Regulation Strategies
- Tracking CICO- Spreadsheet

	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
<b>CICO Students</b>	8/9	8/10	8/11	8/12	8/13	8/16	8/17	8/18	8/19	8/20	8/23	8/24	8/25	8/26	8/27	8/30	8/31						<b>Met Goal</b>
<i>Mrs. Baker</i>	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue						<i>M</i>
	m	M	M	NM	m		n		m	m													0
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# 21st Century After School Engagement

- 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

NVE data empowers teachers to provide meaningful interventions to improve a child's life outcomes.

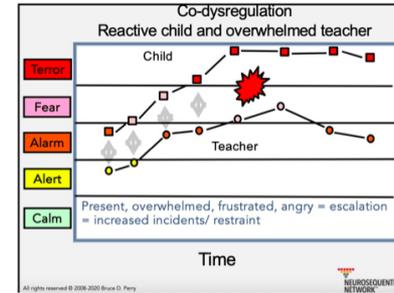


# Where do you start?

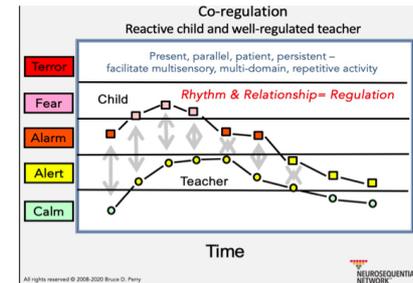
## Co-Regulation- Professional development

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

### Co-dysregulation



### Co-regulation



# 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)

**Extra Curricular Programs**  
5th through 8th :

**Sports:**

- Fall- Golf, Volleyball, Cross Country
- Winter- Basketball
- Spring- Track, Soccer, Baseball, Softball

**6th through 8th Social/Academic:**

- Student Council
- Peer Leadership
- National Junior-Honor Society

**K-8th After School Clubs:**

Through the 21st Century After School Grant, DDB offers a variety of after school clubs which have been helpful for our students socially and academically. Some of the most popular after school clubs are: Mountain Bike, Garden, Animal Care, Chess, Be The Change, Talent Show, Band and Choir.



**CONTACT US**

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**DR. DANIEL BRIGHT SCHOOL**

*"Growing Bright Minds for a Bright Future"*

*The Vision at Dr. Daniel Bright School is to inspire and empower our students to excel, academically and to become 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.*



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**CAPTURING KIDS' HEARTS**

In 2018, Dr. Daniel Bright School began an initiative to transform the campus into an emotionally safe and relationally connected place for students, staff, and parents.

Through the Capturing Kids' Hearts National Showcase Schools awards, the Flippen Group recognizes and celebrates campuses that go the extra mile each day, building an environment where students and staff feel safe and connected. Capturing Kids' Hearts has made a significant improvement in attendance, discipline, climate/culture, and academics.

**INCLUSIVE CULTURE**

DDB is dedicated to creating an inclusive school culture. Within this school culture we use Capturing Kids Hearts EXCEL model, responsive circles to build safety and empathy with the teacher and classmates, The Neurosequential model of Education Framework in order to build a Safe, Attuned, Nurturing, Environment.

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**Social**



**Emotional Learning**



**ACADEMIC PROGRAMS**

**PERSONALIZED LEARNING**

DDB runs a school-wide K-8th grade Title I Program, meaning all students can receive services. All students in K-4th grade receive small group reading and math interventions or enrichment groups based on their capabilities.

**ENGLISH LANGUAGE LEARNERS**

K-8th grade Students who test into the ELL program receive academic ability groups based on their English Proficiency. They are progress Monitored to measure growth.

**ADVANCED LEARNER PROGRAM**

For our more advanced learners 3rd-8th grade, this program is for those who are ready to be challenged with academic acceleration and advanced studies. Project based learning is a cornerstone of this program.

**YOUNG TALENTED PROGRAM**

As a branch off of our Advanced Learner Program, this program is for students in 1st and 2nd grade. All 1st graders are screened through district assessments and teacher recommendations for participation in this program. It allows young creative and academically talented children challenging and enriching opportunities.

“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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