The background is a dark blue gradient with faint, light blue circular patterns and a scale. The scale is a large arc on the left side, with numbers ranging from 150 to 260 in increments of 10. There are also several smaller circular diagrams with arrows indicating movement or flow.

TRAUMA INFORMED SCHOOLS: A JOURNEY

**JOE FANTIGROSSI, ED.D., PRE K-12 INTERVENTION COORDINATOR, LYONS
CSD**

TRAUMA IS NOT THE EVENT.

TRAUMA IS THE RESPONSE.

**EACH INDIVIDUAL RESPONSE TO CHRONIC
OR ACUTE STRESS DETERMINES THE LEVEL
OF TRAUMATIC IMPACT.**

STOP ASKING: What is wrong with this student?

AND START ASKING: What has happened to this student?

TODAY'S PURPOSE

- For participants to:
 - Gain a cursory understanding of the impacts of childhood trauma,
 - Come away with a collection of recommended resources and practices for work with students.
 - <http://bit.ly/trauma-informed-education>

ACES

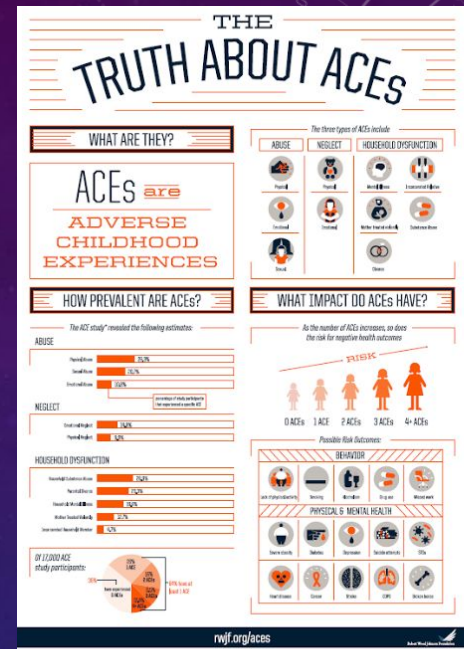
- ACE'S STUDY
- TOXIC IMPACT OF STRESS
- NEUROLOGY
- IMPACT ON BIOLOGY/PHYSICAL HEALTH
- NEED FOR A 'PUBLIC HEALTH RESPONSE'



ADVERSE CHILDHOOD EXPERIENCES

- ABUSE
- NEGLECT
- DYSFUNCTION (Family)

→
HANDOUT



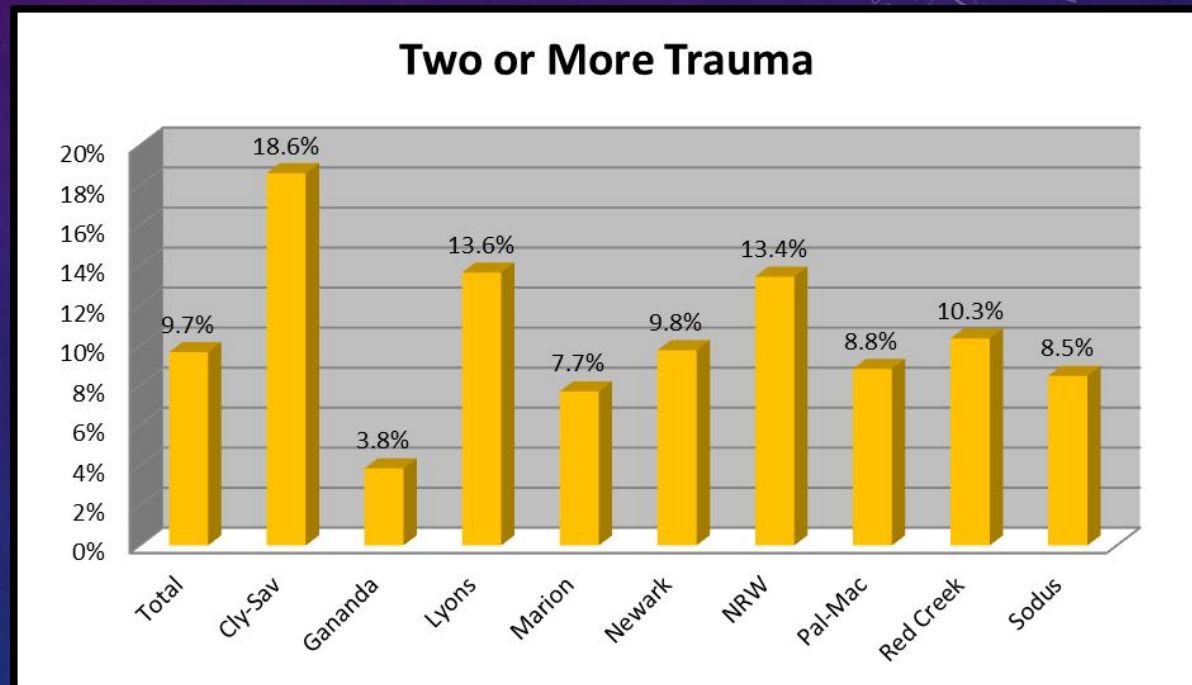
Adverse Childhood Experiences (ACEs) - potentially traumatic events with negative, lasting effects on health and well-being

ACE'S REPORTED BY KINDERGARTEN PARENTS AT SCREENING:

Adverse Childhood Experiences that families commonly encounter.

How many of the following events have happened to or around this child:

- death of a parent
- parental divorce or separation
- incarceration of a parent
- drug or alcohol abuse
- mental health problems
- domestic violence
- physical neglect
- emotional neglect
- physical abuse
- emotional abuse
- sexual abuse



K READY SURVEY- Wayne County 2016
554 out of 1007 Kindergarten Students

LOCAL K SCREEN: CHILDREN WITH 2 OR MORE “ACE” *:

- 3 times more likely to not calm down when upset.
- Twice as likely to rarely play with children outside the family.
- Twice as likely to not be able to independently button or zipper clothing.
- 13 times less likely to be able to focus on activity other than TV or computer.
- Less than half as likely to have been breastfed for more than 6 months.

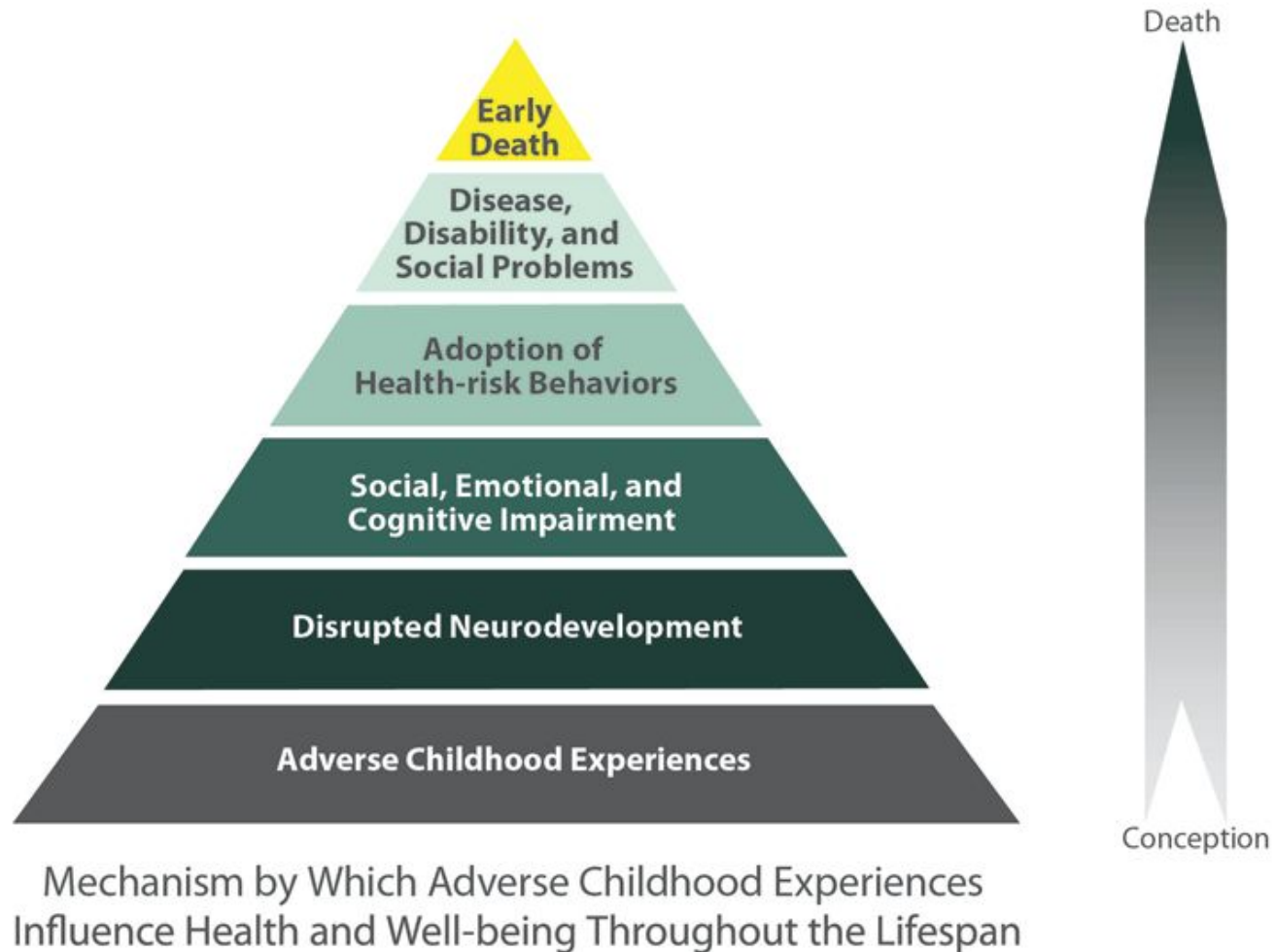
* AS REPORTED BY REGISTRANT

LOCAL K SCREEN: CHILDREN WITH 2 OR MORE “ACE” *:

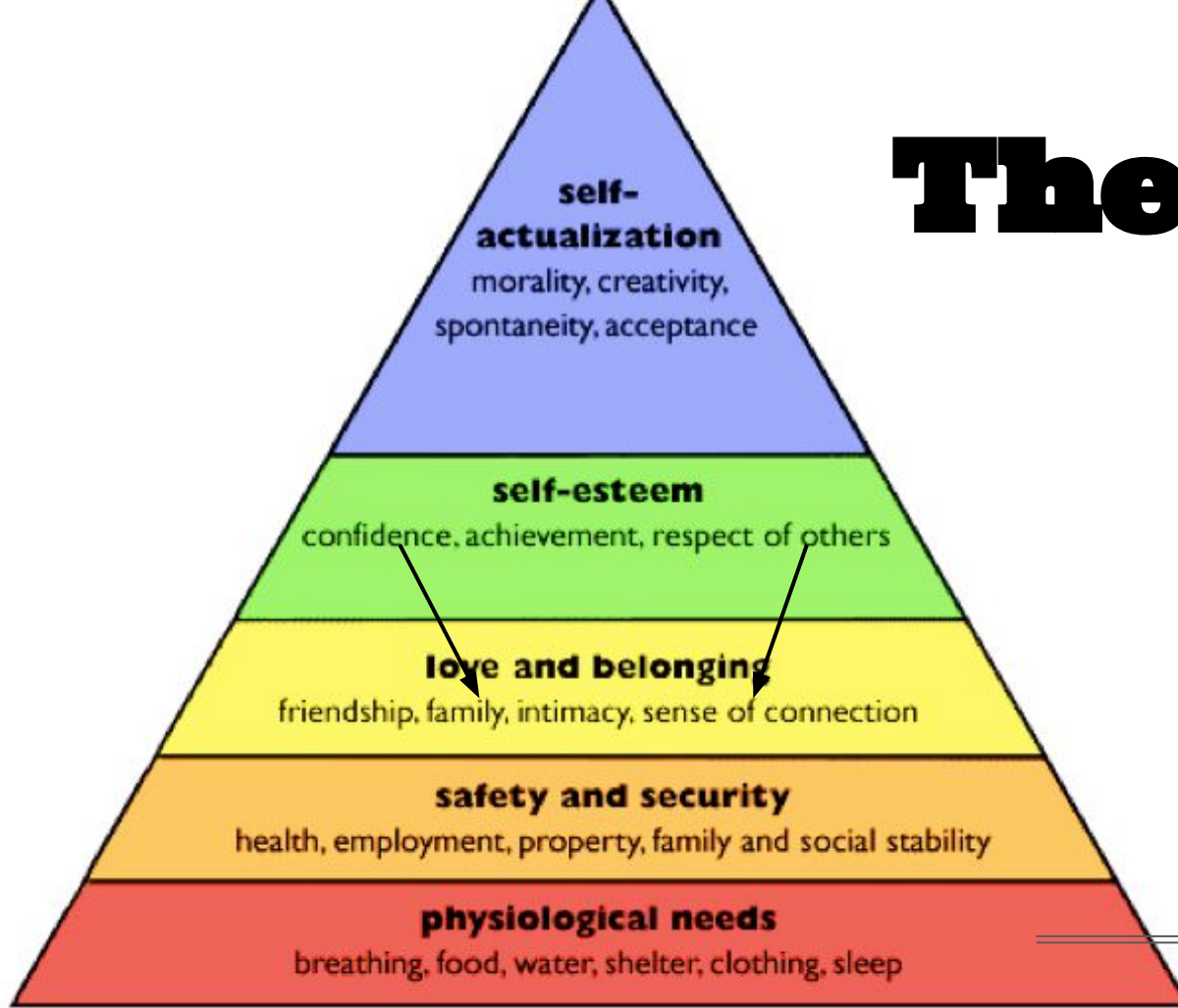
- 7 times more likely to have moved four or more times.
- More than twice as likely to spend less than 3 hours a week in family activity.
- 2.5 times less likely to have a set bedtime.
- 5.7 times more likely to ignore rules at home.
- 4.3 times more likely to never read with parent/adult.

* AS REPORTED BY REGISTRANT

WHY IS THIS IMPORTANT?



The WEY?



Positive Interactions

Second Step

Mentoring, CICO, Social Groups

Expectations, structure, routines

Free Breakfast & Lunch

SMALL GROUP ACTIVITY

- At your tables, quietly read the handout provided at your table (Reading 1 or Reading 2)
- After finishing the reading, discuss the points you felt were most important or meaningful to you with 1 or 2 others with the same article
- Next, find someone that read the other handout and share the most important points with them
- Finally, return to your original seat for a whole group debriefing exercise

WE BEGAN TO UNDERSTAND TO BE “CULTURALLY EQUITABLE,
VALID, KNOWLEDGEABLE & RELEVANT” MEANT WE HAD TO BE
TRAUMA INFORMED.....

Vincent, Randall,
Cartledge, Tobin, &
Swain-Bradway 2011;
Sugai, O’Keeffe, &
Fallon, 2012ab

Culturally Equitable Academic &
Social Behavior Expectations

**Culturally
Knowledgeable**
Staff



Culturally Valid
Information for
Decisions

Culturally Relevant & Effective
Instruction

The background features a dark blue gradient with faint, light blue technical diagrams. These include circular gauges with numerical scales (e.g., 160, 170, 180, 190, 200, 220, 230, 240, 250, 260), dashed lines, and arrows, suggesting a scientific or engineering theme.

SUPPORTS FOR STUDENTS



A FRAMEWORK TO
HELP:

ATTACHMENT

**REGULATION
(SELF)**

COMPETENCY

ARC is a framework for intervention with youth and families who have experienced multiple and/or prolonged traumatic stress. ARC identifies three core domains that are frequently impacted among traumatized youth, and which are relevant to future resiliency.

ATTACHMENT:
We can
organize our
current
interventions
using the ARC
Framework
across a
Multi-Tiered
System of
Supports.

ATTACHMENT:

TIER 1:

Positive relationships between all staff & students (clear expectations help!)

Opportunities for clubs, sports & other extracurricular activities

Involvement in learning!

TIER 2:

Check In/Check Out

Check & Connect

Small groups formed for particular students

Peer Mentoring

TIER 3:

Counseling

Individual Plans

REGULATION:
We can organize our current interventions using the ARC Framework across a Multi-Tiered System of Supports.

REGULATION:

TIER 1:

A few clearly stated expectations with explicit instruction consistently shared among all staff

Second Step taught universally to all students

TIER 2:

Check In/Check Out

Check & Connect

Small group re-teach (can use Second Step)

TIER 3:

Counseling

Individual Plans (FBA/BIP)

COMPETENCY:
We can organize our current interventions using the ARC Framework across a Multi-Tiered System of Supports.

COMPETENCY:

TIER 1:

Strong and engaging classroom instruction for all students

Differentiated instruction

Skill based clubs (strategy games, gardening, cooking!)

Music & Art Classes!

TIER 2:

Check In/Check Out

Small group re-teach (can use Second Step)

After school programs

TIER 3:

Counseling

Individual Plans (FBA/BIP)

ADAPT, NOT ADDITIONAL



- IN SCHOOLS, MUCH OF WHAT IS ALREADY DONE CAN BE Integrated INTO A TRAUMA INFORMED APPROACH!!
- DON'T THINK "MORE"—THINK "ADAPT CURRENT PRACTICE"

THANK YOU!

- jfantigrossi@lyonscsd.org
- jroscup@lyoncsd.org
- @jfantigrossi and @RoscupJay on Twitter
- JosephFantigrossi.com
- <http://bit.ly/trauma-informed-education>