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# **TRAUMA INFORMED SCHOOLS: A JOURNEY**

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

**JAY ROSCUP, CONSORTIUM GRANTS ADMINISTRATOR, 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,
  - See how trauma awareness can work collaboratively with their current instructional and intervention systems,
  - and come away with a collection of recommended resources and practices for work with students.
    - <http://bit.ly/trauma-informed-education>

## TAKEAWAYS

- 1. Robust list of digital and traditional resources to use with your students.
  - <http://bit.ly/trauma-informed-education>
- 2. Collection of strategies to both recognize and respond to students who have experienced significant trauma.
- 3. Methods of supporting colleagues in meeting the needs of students impacted by trauma.

# ACES

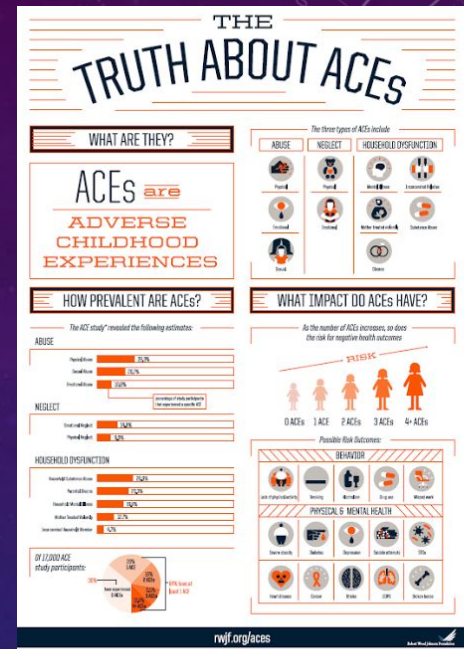
- ACE'S STUDY
- TOXIC IMPACT OF STRESS
- NEUROLOGY
- IMPACT ON BIOLOGY/PHYSICAL HEALTH
- NEED FOR A 'PUBLIC HEALTH RESPONSE'



# ADVERSE CHILDHOOD EXPERIENCES

- ABUSE
- NEGLECT
- DYSFUNCTION (Family)

→  
HANDOUT



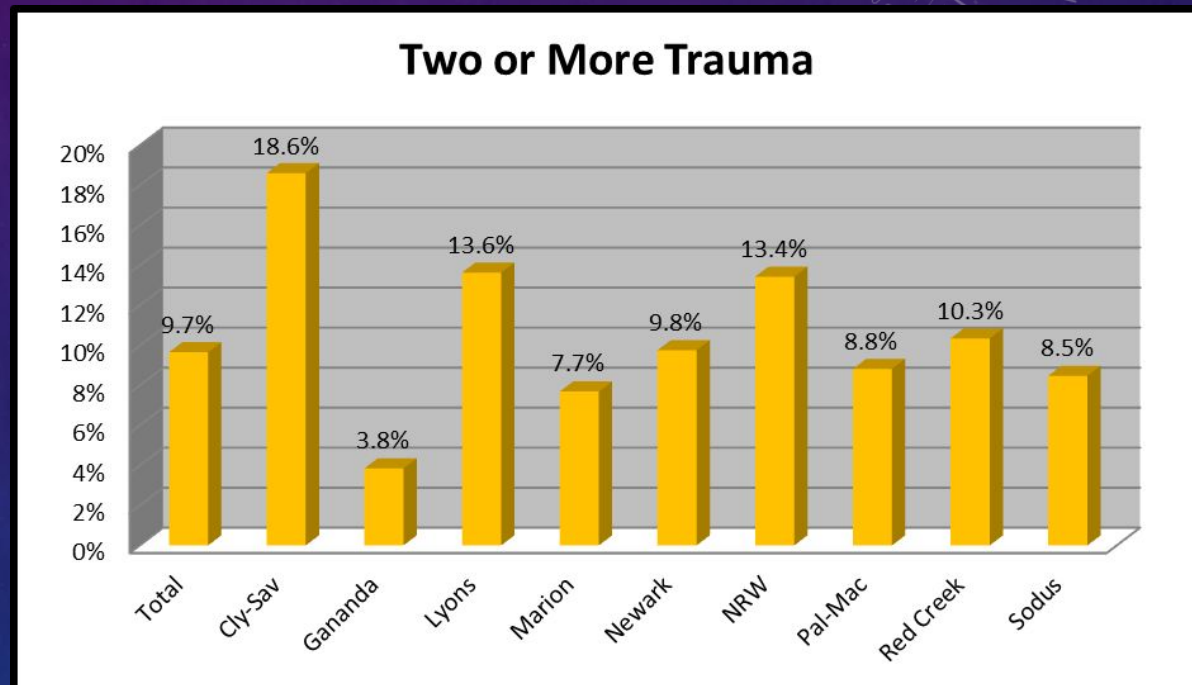
## Adverse Childhood Experiences (ACEs) - potentially traumatic events with negative, lasting effects on health and well-being

# 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

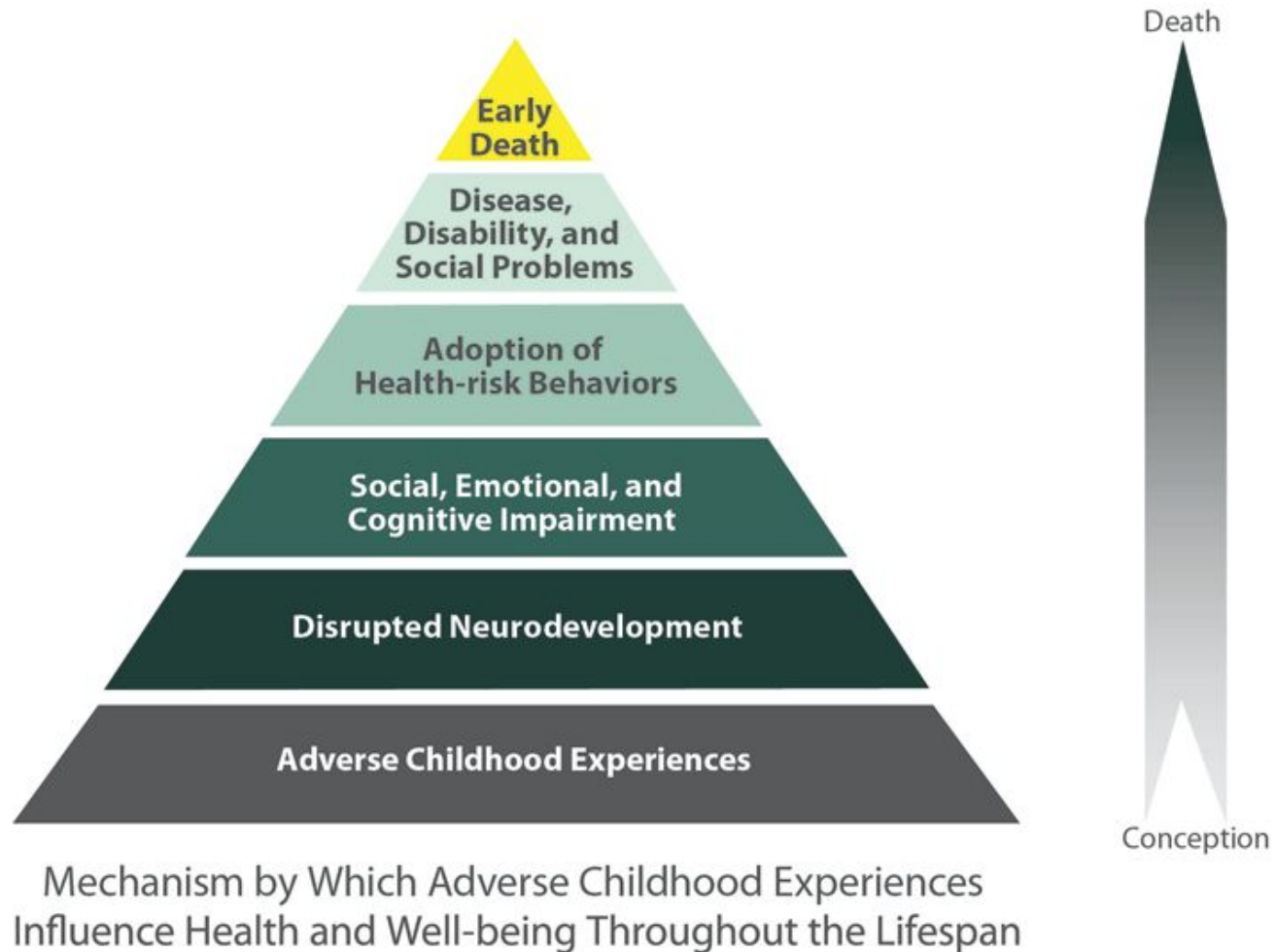


# LOCAL K SCREEN: CHILDREN WITH 2 OR MORE “ACE” \*:

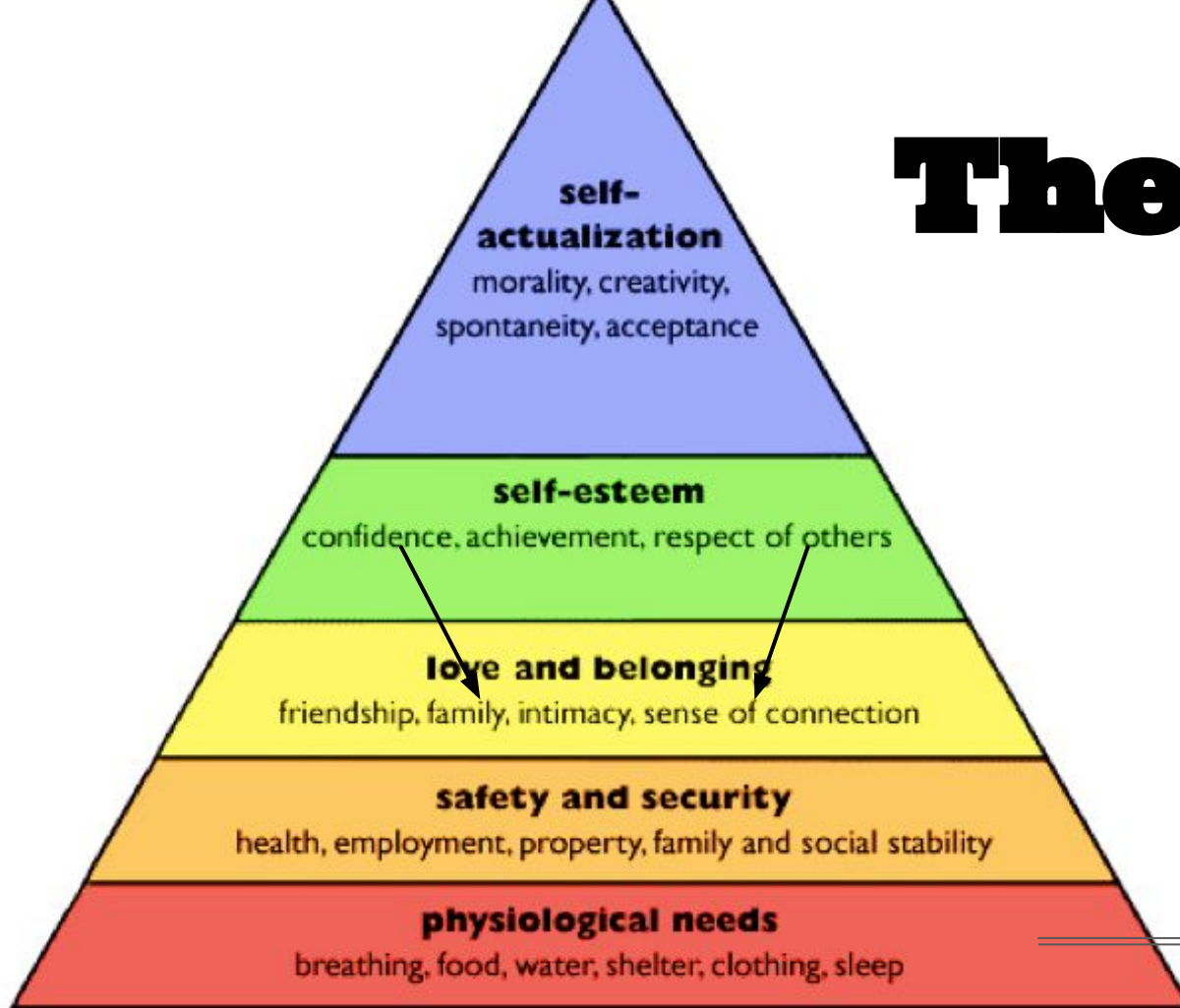
- 7 times more likely to have moved four or more times.
- More than twice as likely to spend less than 3 hours a week in family activity.
- 2.5 times less likely to have a set bedtime.
- 5.7 times more likely to ignore rules at home.
- 4.3 times more likely to never read with parent/adult.

\* 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 other people at your table
- Next, find someone from a table 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

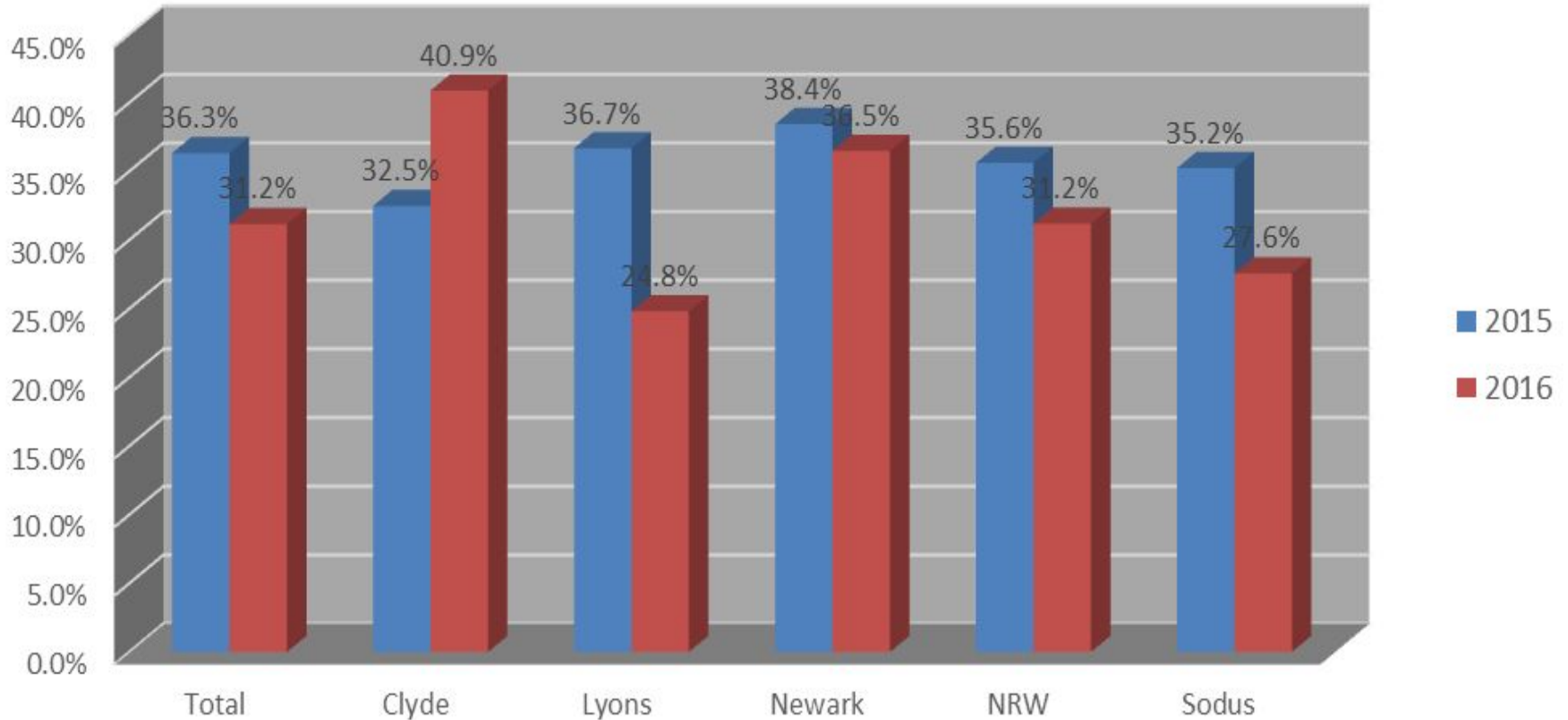


**Culturally Valid**  
Information for  
Decisions

**Culturally Relevant** & Effective  
Instruction

# TRAUMA DISRUPTS SELF-EFFICACY:

## Proportion at Risk From Lack of Control Belief



STUDENTS WITH 2 OR MORE ADVERSE EVENTS WERE MORE THAN THREE (3) TIMES MORE LIKELY TO LACK SELF-EFFICACY.

	ACE<2	ACE2 or more	ratio	chi2	p
N=	1175	778			
MIDDLE SCHOOL	11.6%	34.8%	3.01	148.44	<.001
N=	851	925			
HIGH SCHOOL	10.6%	32.9%	3.11	130.3	<.001

## PBIS ARTICLE:

“Using PBIS to Help Schools Become More Trauma-Sensitive”-Wisconsin Dept. of Public Instruction

- Article broken into 4 chunks
- Each table assigned a chunk
- Read silently, then discuss at table
- Representatives from each chunk come together to form new groups and discuss
- Generate content for a similar article on RtI in original group



The background is a dark blue gradient with a subtle pattern of white dots. Overlaid on this are several faint, light-colored circular elements. On the left side, there is a large circular scale with tick marks and numbers ranging from 150 to 260. To the right, there are several concentric circles, some with arrows indicating a clockwise direction. The overall aesthetic is technical and modern.

# 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:**

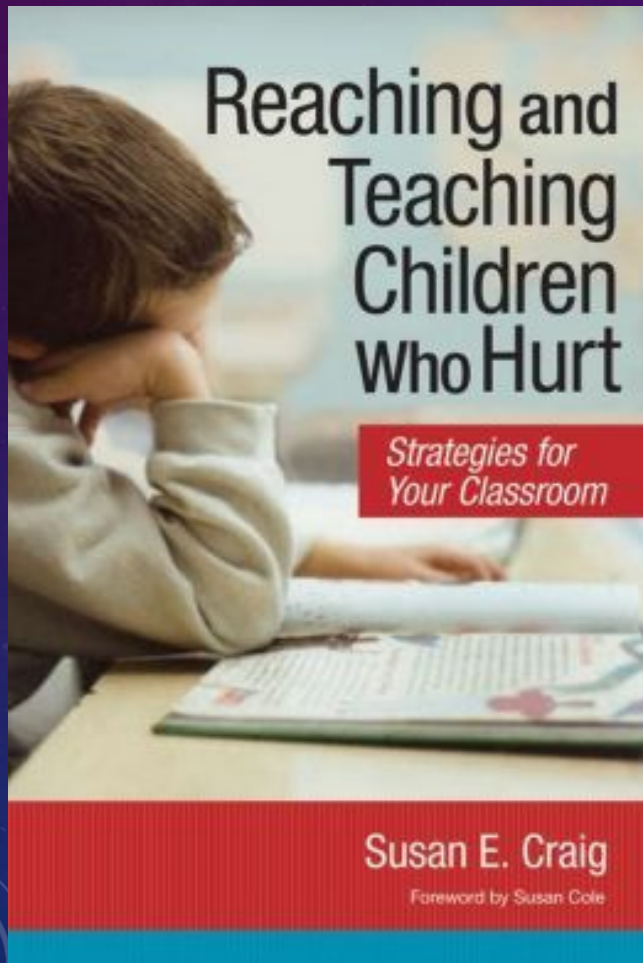
Counseling

Individual Plans (FBA/BIP)

The background features a dark blue gradient with faint, light blue technical diagrams. On the left, a large circular scale is visible, with numerical markings from 150 to 260 in increments of 10. Several circular arrows and dashed lines are scattered across the scene, suggesting a process or cycle. The overall aesthetic is clean and professional, typical of a corporate or educational presentation.

# **BUILDING CAPACITY FOR STAFF**

# BOOK STUDIES & PLC'S HELP CONVERSATION:



## Helping Traumatized Children Learn

*supportive school environments  
for children traumatized by family violence*

A Report and Policy Agenda



**Massachusetts Advocates for Children: Trauma and Learning Policy Initiative**

*In collaboration with Harvard Law School*

*and The Task Force on Children Affected by Domestic Violence*

(Both of these are on your resource handout)

# TCI: THERAPEUTIC CRISIS INTERVENTION FOR SCHOOLS

- A CRISIS PREVENTION AND INTERVENTION MODEL THAT WAS DEVELOPED TO ASSIST SCHOOLS IN:
- PREVENTING CRISES FROM OCCURRING
- DE-ESCALATING POTENTIAL CRISES
- EFFECTIVELY MANAGING ACUTE CRISES
- REDUCING POTENTIAL INJURY TO CHILDREN AND STAFF
- LEARNING CONSTRUCTIVE WAYS TO HANDLE STRESSFUL SITUATION

\*\* THERE WAS A RELATIONSHIP BETWEEN THE NUMBER OF STAFF TRAINED IN TCI AND THE NUMBER OF OFFICE DISCIPLINARY REFERRALS

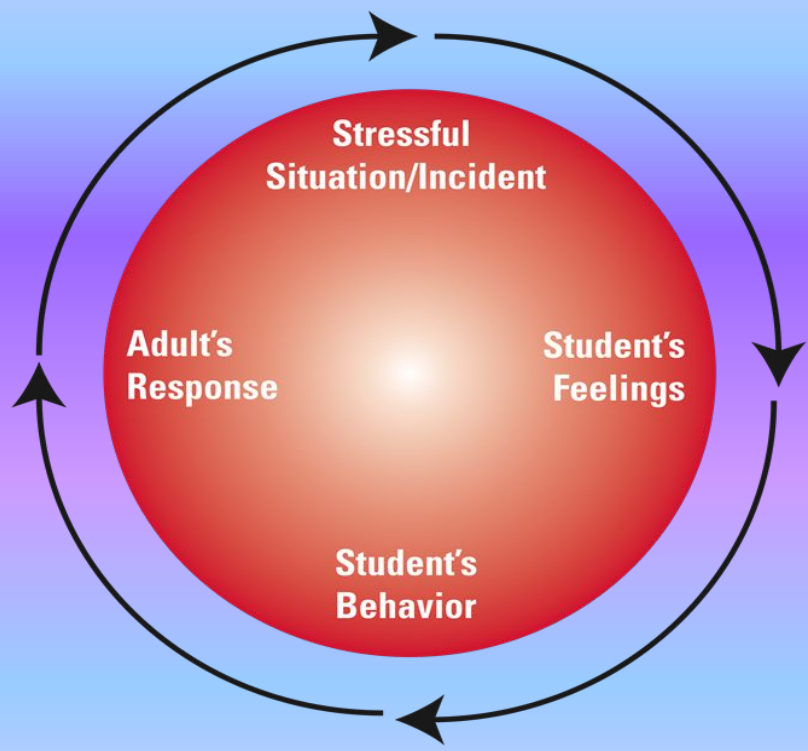


TCI TRAINS STAFF TO AVOID THE CONFLICT CYCLE & UNDERSTAND THE ANTECEDENTS TO STUDENT BEHAVIOR.



STAFF ARE TRAINED TO UNDERSTAND STUDENT BEHAVIOR AS SURFACE EXPRESSIONS OF FEELINGS & NEEDS

### THE POWER STRUGGLE



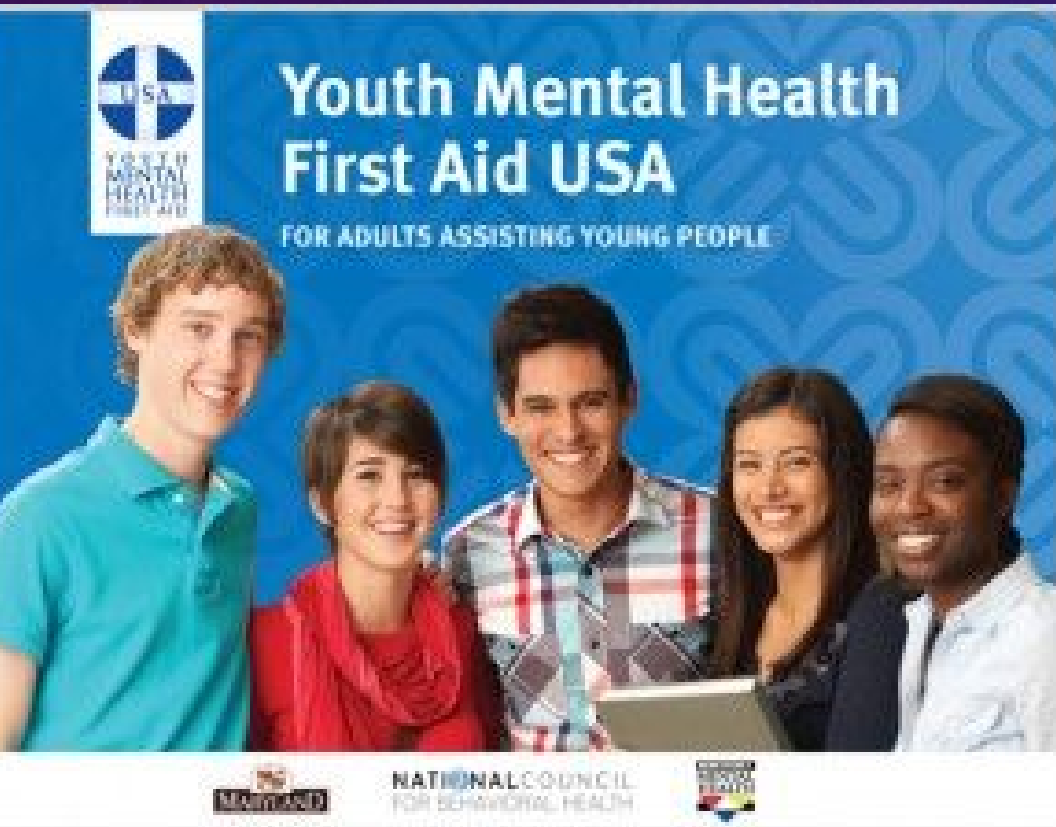
YMHFA:

RECOGNIZE SIGNS & SYMPTOMS OF MENTAL HEALTH PROBLEMS & HOW TO OFFER HELP BEFORE, DURING AND AFTER A MENTAL HEALTH CRISIS.

We trained over 575 persons through a Project AWARE grant (SAMHSA Funded)

100% of participants recommended this training for others.

Find out more at [mentalhealthfirstaid.org](http://mentalhealthfirstaid.org)



# WHAT IS A TRAUMA-SENSITIVE SCHOOL?

- A school where all students feel safe, welcomed, and supported
- Where addressing trauma's impact on learning on a school-wide basis is at the center of its educational mission



Helping Traumatized  
Children Learn

New Updated Version  
August 2017

## Why We Need Trauma-Sensitive Schools

# REFLECTION

- Personal Reflection, then Whole group
- What insights or new knowledge did you gain from this video and discussion?
- How might you use this knowledge in your own work?
- How might your school use this knowledge?

# 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!

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- JosephFantigrossi.com
- <http://bit.ly/trauma-informed-education>