The background is a dark blue gradient with faint, light blue technical graphics. On the left, there is a large circular scale with tick marks and numbers ranging from 150 to 260. To the right, there are several concentric circles and dashed lines, some with arrows indicating a clockwise direction. The overall aesthetic is clean and professional, suggesting a focus on data or process.

# **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?***

## 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)

## THE TRUTH ABOUT ACEs

### WHAT ARE THEY?

ACEs *are*  
ADVERSE CHILDHOOD EXPERIENCES

### HOW PREVALENT ARE ACEs?

*The ACE study\* revealed the following estimates:*

Category	Sub-category	Prevalence
ABUSE	Physical Abuse	25.2%
	Sexual Abuse	10.1%
	Emotional Abuse	10.0%
NEGLECT	Emotional Neglect	24.2%
	Physical Neglect	3.2%
HOUSEHOLD DYSFUNCTION	Household Substance Abuse	20.4%
	Parental Divorce	17.5%
	Household Mental Illness	13.4%
	Mother Involvement/Child Abuse	10.2%
	Interparental Conflict/Blame	10.7%

\*percentage of study participants that experienced a specific ACE

*BY 17,000 ACE study participants:*

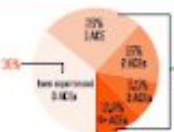
35% have experienced 0 ACEs

20% 1 ACE

27% 2 ACEs

18% 3 ACEs

12% 4+ ACEs




64% have at least 1 ACE

### WHAT IMPACT DO ACEs HAVE?

*As the number of ACEs increases, so does the risk for negative health outcomes*

**RISK**



0 ACEs   1 ACE   2 ACEs   3 ACEs   4+ ACEs

*Possible Risk Outcomes:*

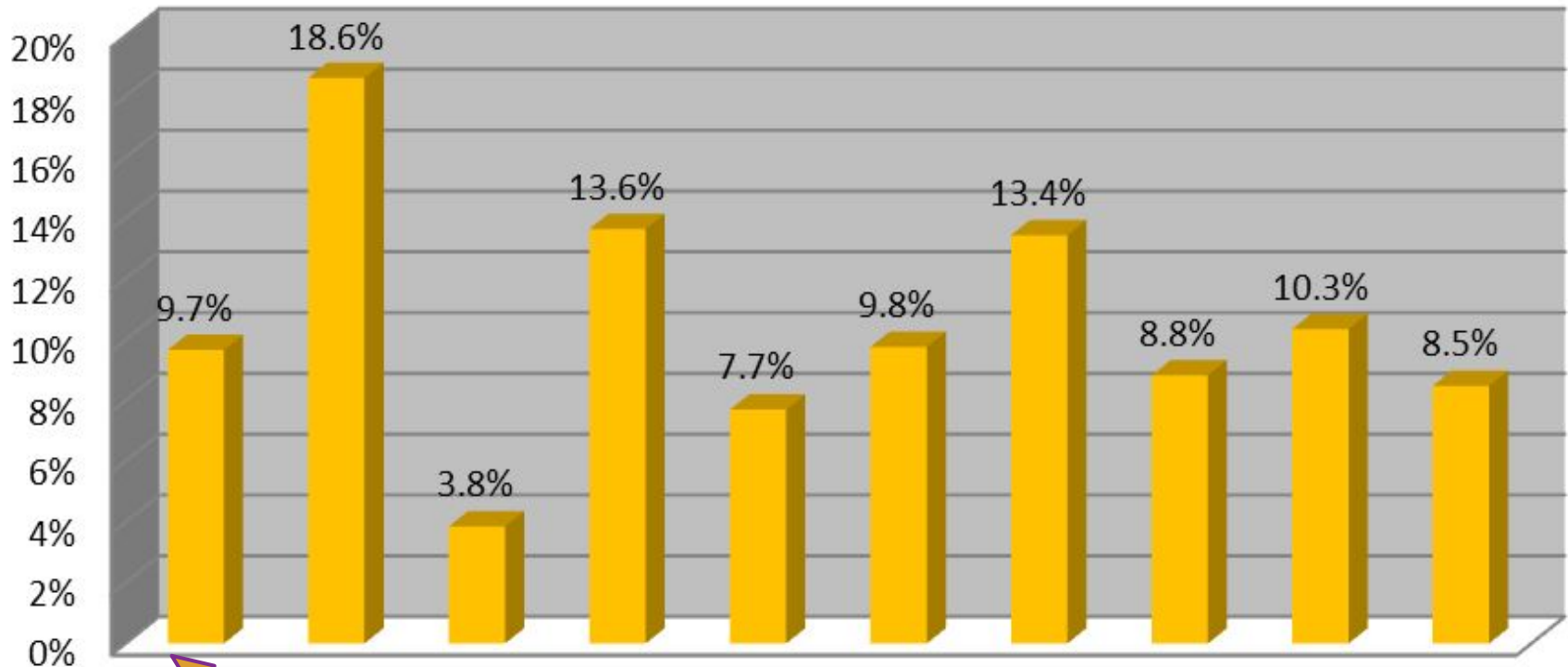
BEHAVIOR				
Alcohol Use Disorder	Smoking	Binge Drinking	Drug Use	Work Woes
PHYSICAL & MENTAL HEALTH				
Lower Health Status	Diabetes	Depression	Stroke	Chronic Diseases
Heart Disease	Cancer	Stroke	COPD	Severe Injury

[rwjf.org/aces](http://rwjf.org/aces)

Robert Wood Johnson Foundation

# ACE'S REPORTED BY KINDERGARTEN PARENTS AT SCREENING:

## Two or More Trauma



WAYNE COUNTY SCHOOL DISTRICTS

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

10% Wayne Co. Avg

## 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.

\* 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



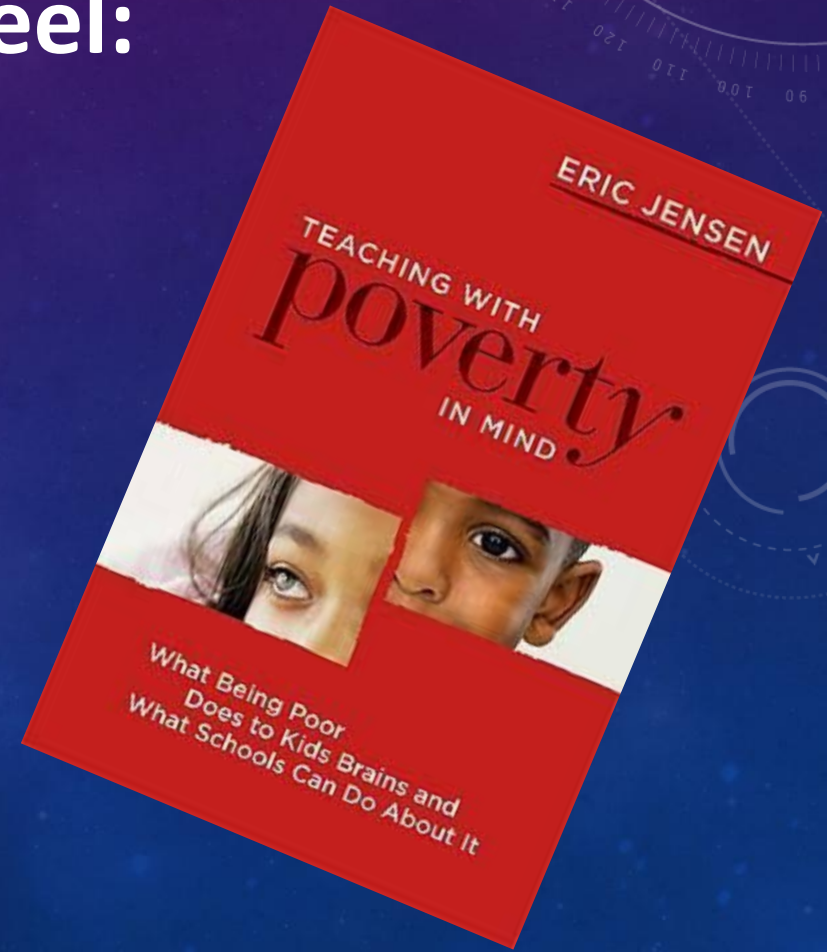
# POVERTY ASIDE

You can be poor and feel:

-Safe

-Loved

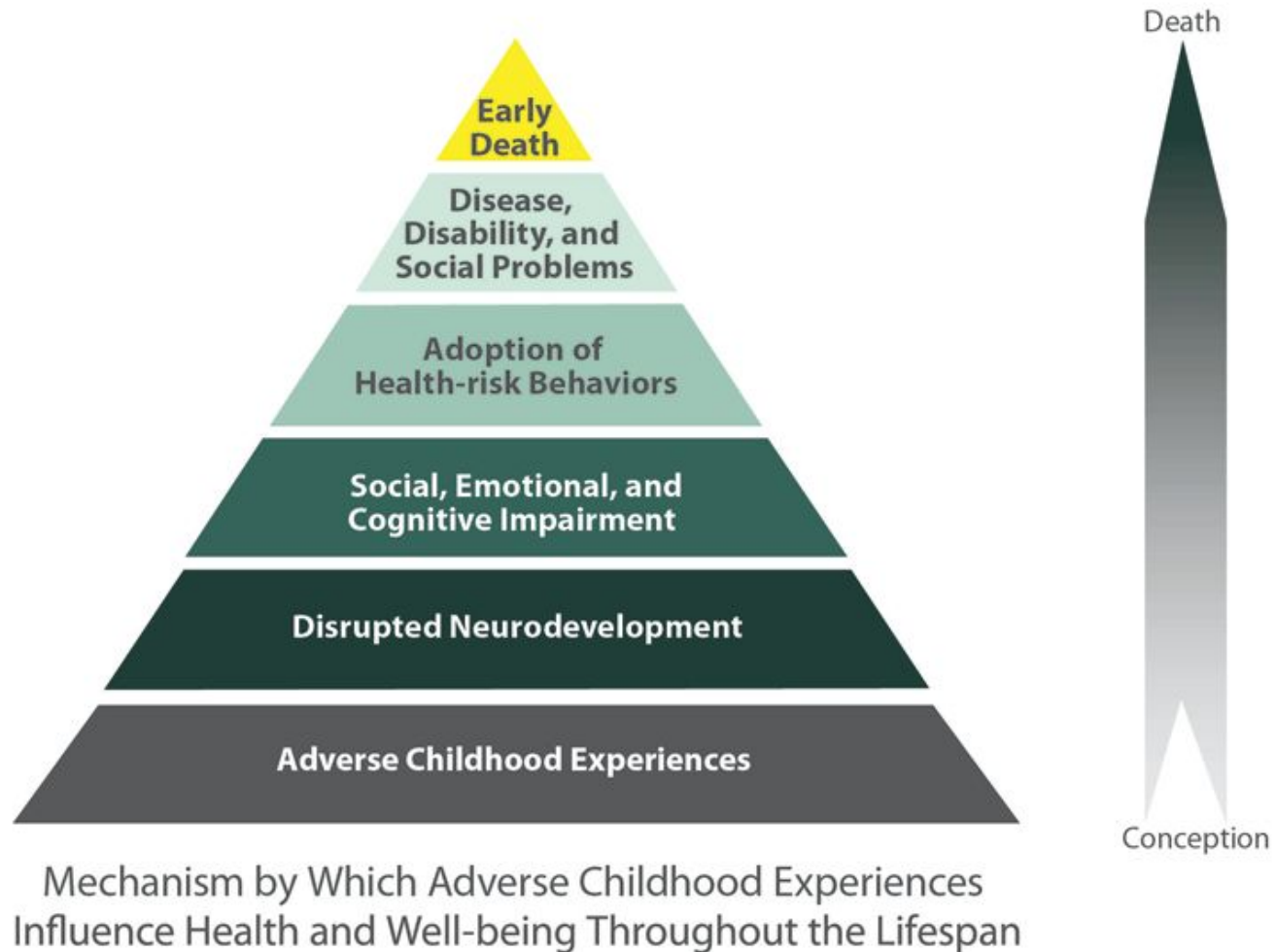
-Proud



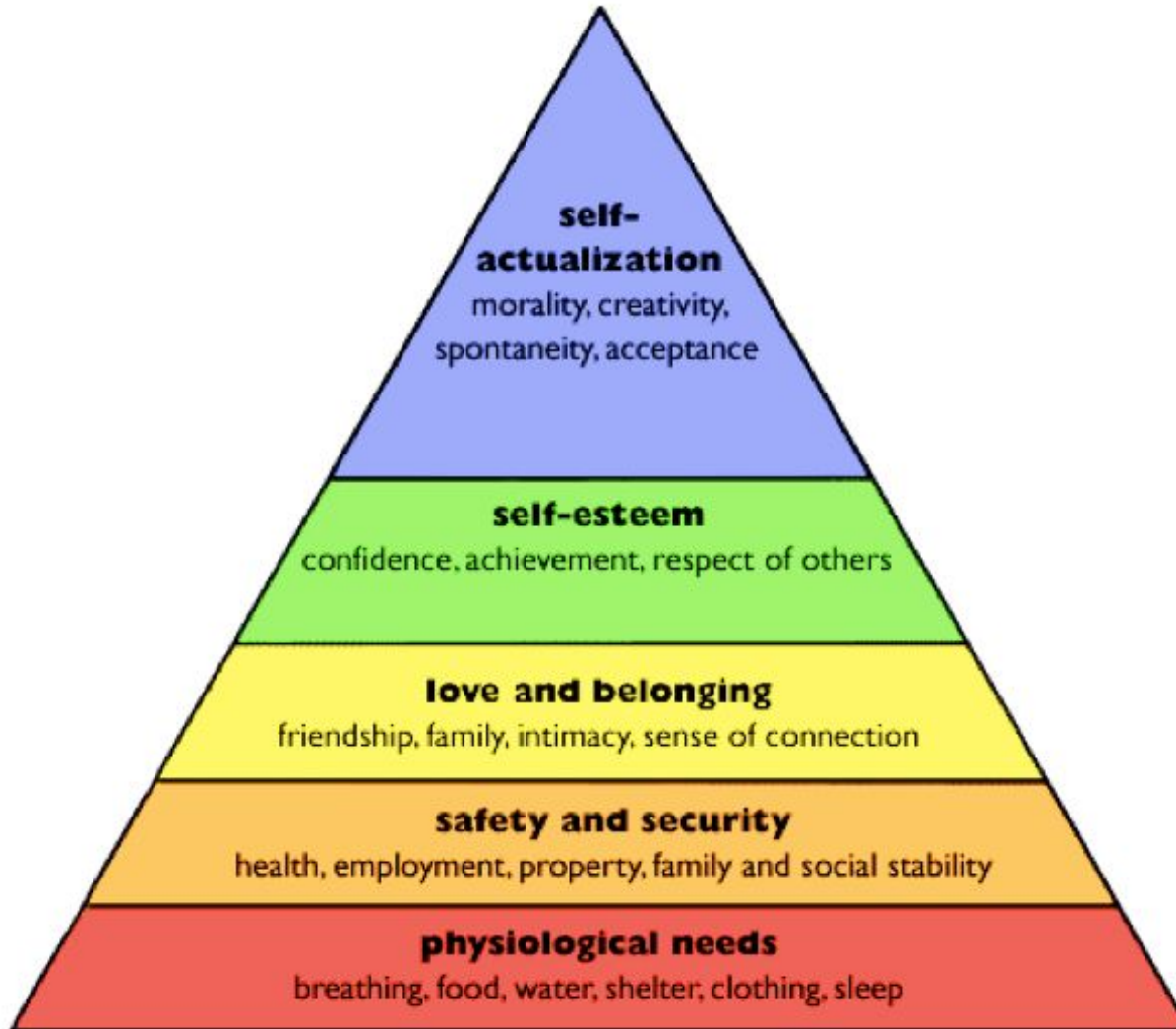
# CHILDHOOD TRAUMA

Evalumetrics Youth Survey - 2017	2017	ACE 2 or less	ACE>2	Ratio
Used Alcohol in Past 30 Days	20.6%	15.3%	31.5%	<b>2.1</b>
Smoked Cigarettes in Past 30 Days	6.6%	4.1%	12.4%	<b>3.0</b>
Smoked Marijuana in Past 30 Days	15.5%	10.6%	26.4%	<b>2.5</b>
Used Any Other Drug in Past 30 Days	2.0%	1.1%	4.2%	<b>4.0</b>
Felt Sad/Depressed	41.2%	29.0%	68.1%	<b>2.3</b>
Self-injury	17.7%	13.2%	42.0%	<b>3.2</b>
Planned Suicide	10.4%	4.7%	25.3%	<b>5.3</b>

# WHY IS THIS IMPORTANT?



# The WEY?



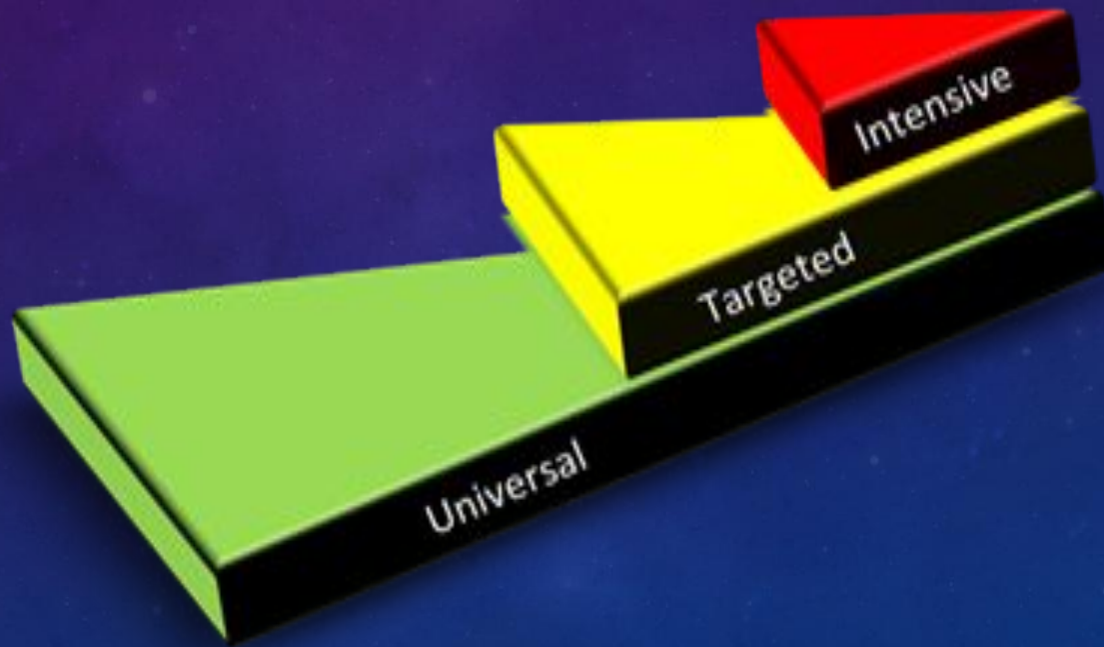
## SMALL GROUP ACTIVITY

- 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

The background is a dark blue gradient with faint, light blue technical diagrams. On the left, there is a large circular scale with numerical markings from 150 to 260. To the right, there are several circular diagrams with arrows indicating clockwise or counter-clockwise rotation. The overall aesthetic is technical and scientific.

# SUPPORTS FOR STUDENTS

# TIERED INTERVENTION

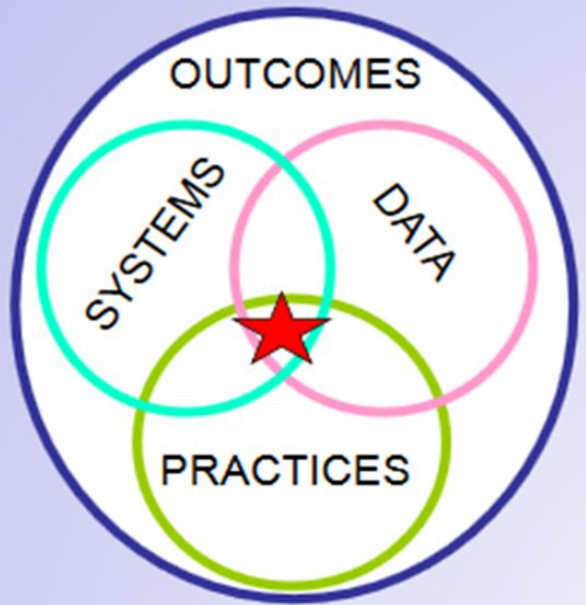


WE BEGAN TO UNDERSTAND TO BE “CULTURALLY EQUITABLE,  
VALID, KNOWLEDGEABLE & RELEVANT” MEANT WE HAD TO BE  
TRAUMA INFORMED.....

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



# A FRAMEWORK TO HELP

**ATTACHMENT**

**REGULATION  
(SELF)**

**COMPETENCY**



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

## ATTACHMENT:

### TIER 1: ALL

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

Opportunities for clubs, sports & other extracurricular activities

Involvement in learning!

### TIER 2: SOME

Check In/Check Out

Check & Connect

Small groups formed for particular students

Peer Mentoring

### TIER 3: FEW

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

Model “how to” for self-regulation adults & peers

**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!

**PERSONALIZED  
LEARNING &  
INNOVATION**

**TIER 2:**

Check In/Check Out

Small group re-teach ( can use Second Step)

After school programs

**TIER 3:**

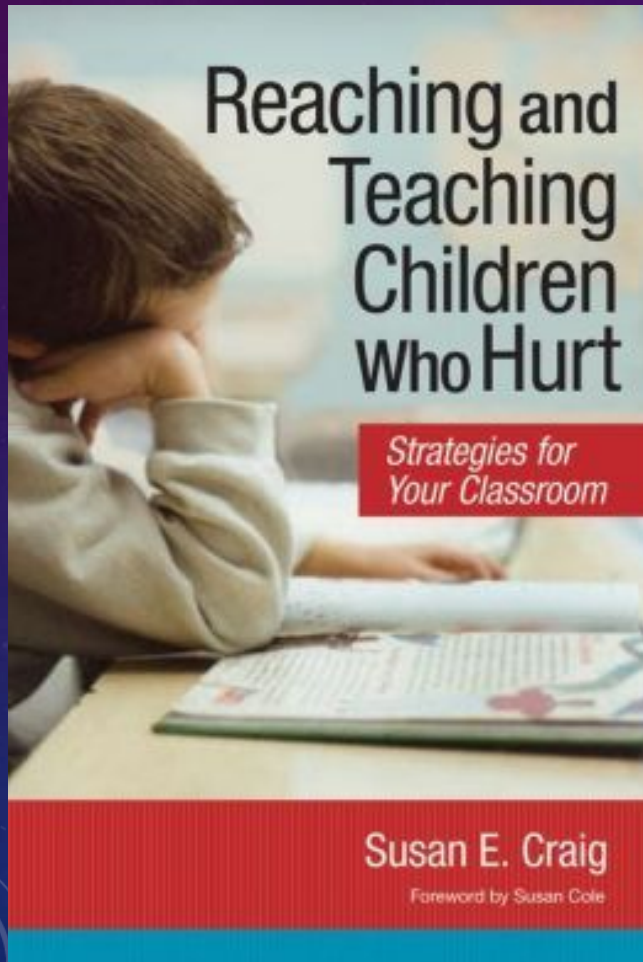
Counseling

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. Several circular arrows and dashed lines are scattered across the scene, suggesting a technical or engineering context.

# **BUILDING CAPACITY FOR STAFF**

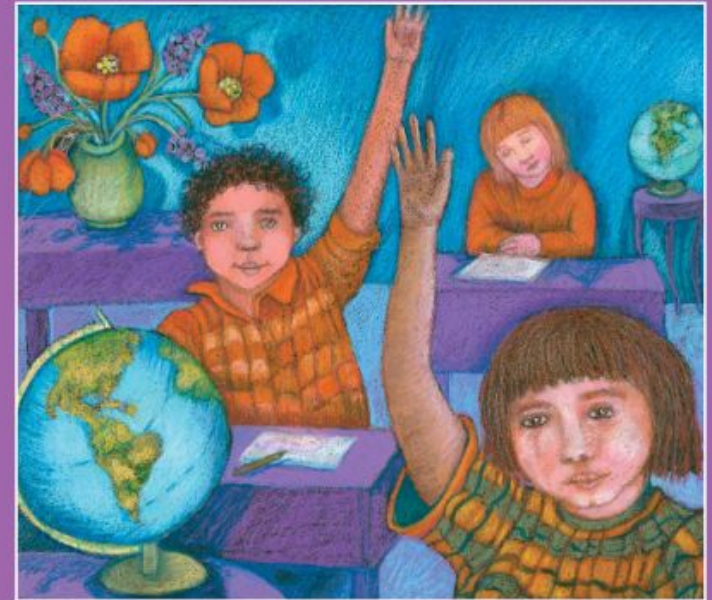
# BOOK STUDIES & PLC'S HELP CONVERSATION:



## 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

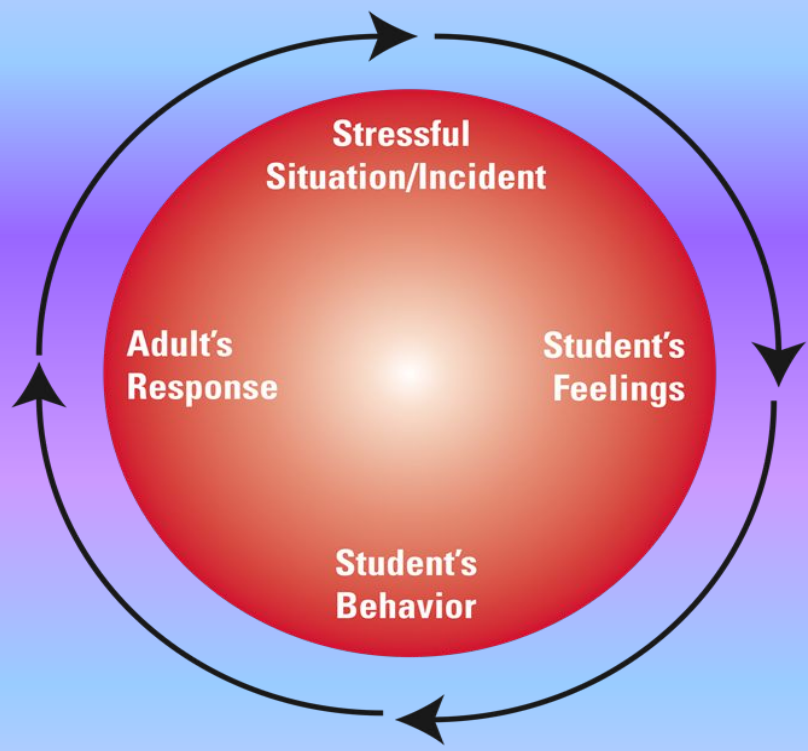
\*\* THERE WAS A RELATIONSHIP BETWEEN THE NUMBER OF STAFF TRAINED IN TCI AND THE NUMBER OF OFFICE DISCIPLINARY REFERRALS

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





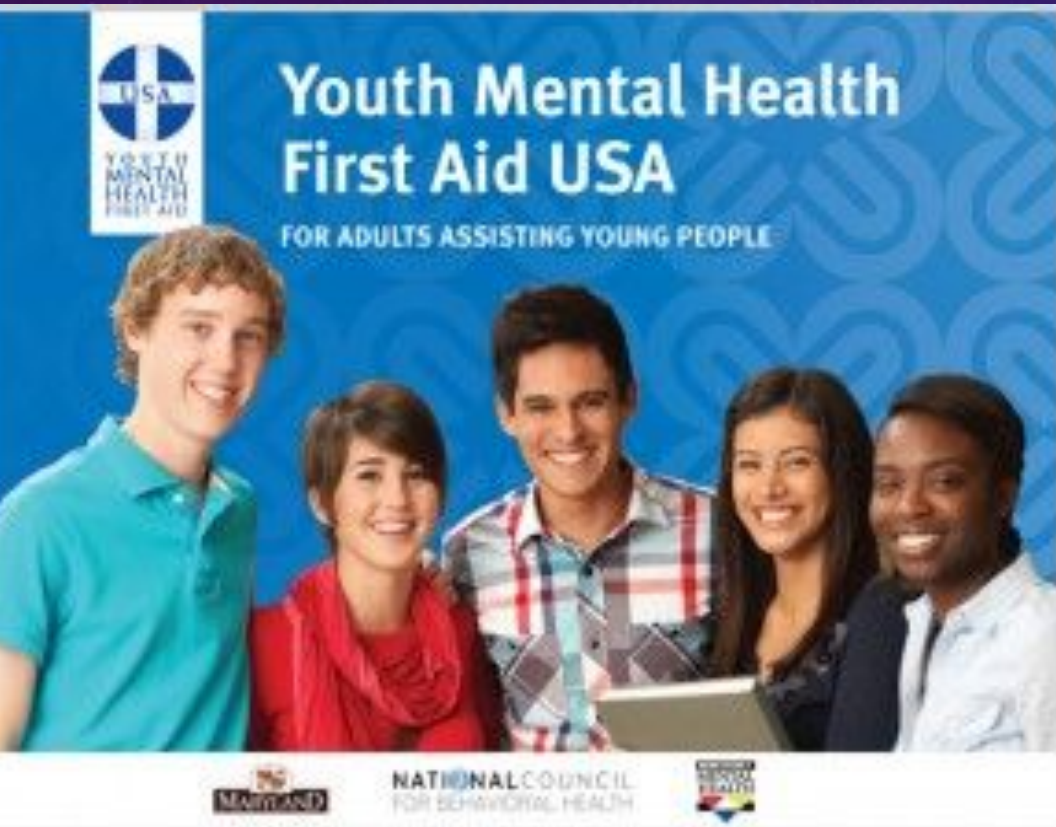
YMFHA:

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

## Discussion Questions 1 & 2

- Think, Pair, Share (1s and 2s, 3s and 4s)
- What are your initial thoughts after watching the video?
- What is your understanding of trauma-sensitive schools?

# Discussion Questions 3 & 4

- 1s and 4s, 2s and 3s
- AP George Donovan talks about establishing a “culture of awareness”.
  - How is this a trauma-sensitive practice?
  - How might you go about establishing a “culture of awareness” in your school/district?

# Discussion Questions 5 & 6

- 1s and 3s, 2s and 4s
- June Saba-McGuire, Director of Learning and Teaching, says “helping adults understand that they have the most powerful influence on student behavior” is a result of this work.
- How might this understanding lead to a shift in the way educators think about student behavior?
- What might be the results of this shift?

# 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!

- [jfantigrossi@lyonscsd.org](mailto:jfantigrossi@lyonscsd.org)
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- @jfantigrossi and @RoscupJay on Twitter
- JosephFantigrossi.com
- <http://bit.ly/trauma-informed-education>