

The background features a dark blue gradient with faint, light-colored technical diagrams. On the left, a large circular scale with numerical markings from 150 to 260 is visible. To the right, there are several circular diagrams with arrows indicating clockwise or counter-clockwise rotation, resembling mechanical or engineering schematics.

Safe and Supportive Schools: A Journey

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“Do the best you can until
you know better. Then
when you know better, do
better.”

Maya Angelou

TODAY'S PURPOSE

- Understand the impact
- Trauma awareness with current systems
- Resources and practices
 - <http://bit.ly/trauma-informed-education>
- Action step

Turn and Talk with a partner

What does a Safe &
Supportive school look like,
sound like, and feel like?

Trauma-Informed Care



Think, Pair, Share

How would you define
trauma?

A grayscale brain scan, likely an MRI or CT, showing a cross-section of the brain. A yellow arrow points to a specific area on the right side of the image, which appears to be a region of abnormality or damage. The text is overlaid on the scan in white boxes.

Trauma is not the event.

Trauma is the response.

Each individual responds differently.

***STOP ASKING: What is wrong with this student?
AND START ASKING: What has happened to this student?***



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% LMS

17% 1 ACE

14% 2 ACEs

10% 3 ACEs

6% have 4+ ACEs

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

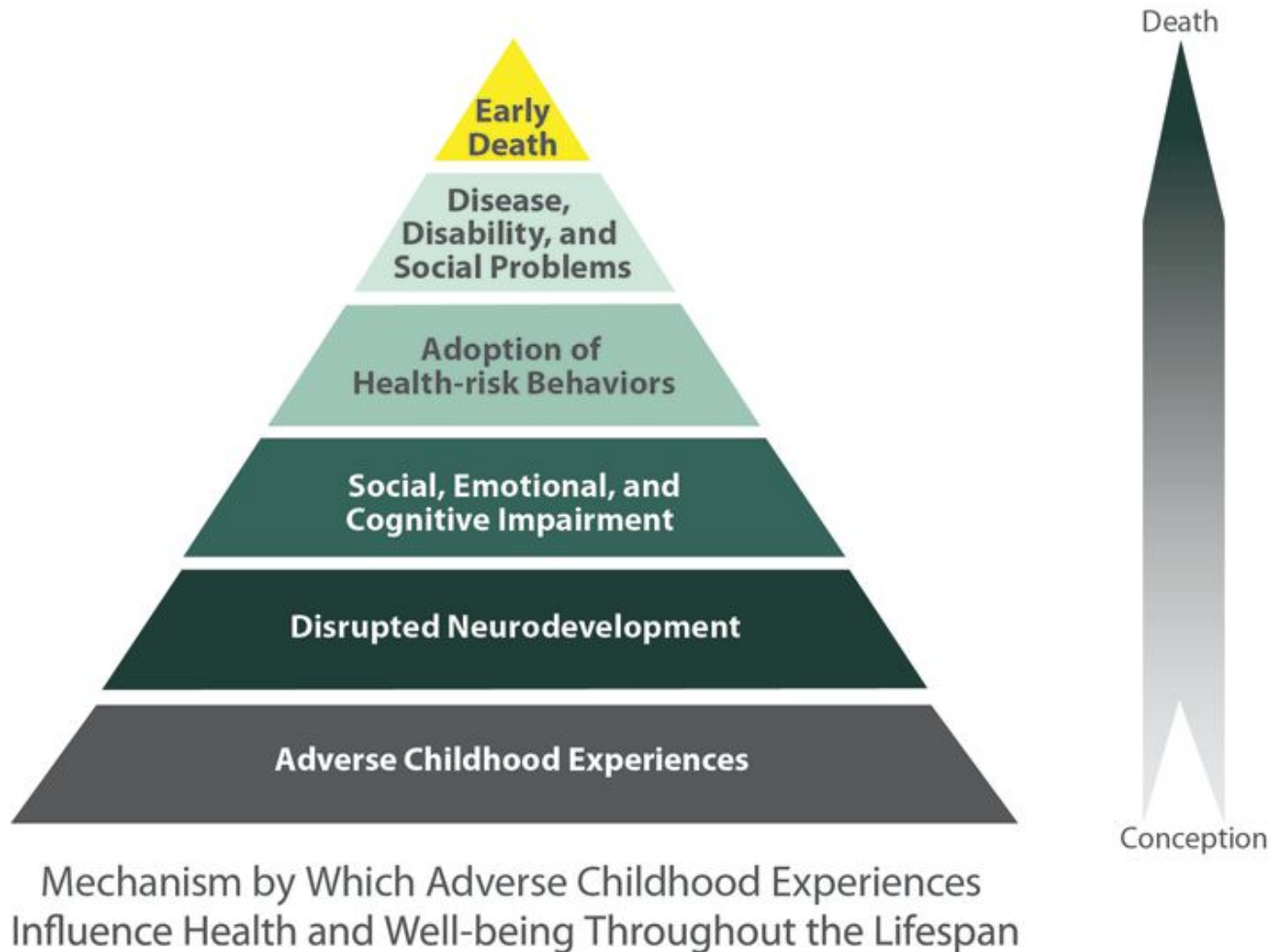
Possible Risk Outcomes:

| BEHAVIOR | | | | |
|---------------------------|----------|------------|----------|--------------|
| lack of physical activity | Smoking | Alcoholism | Drug use | Misadventure |
| PHYSICAL & MENTAL HEALTH | | | | |
| Lower health | Diabetes | Depression | Stroke | Chronic Pain |
| Heart Disease | Cancer | Stroke | COPD | Sexual Abuse |

rwjf.org/aces

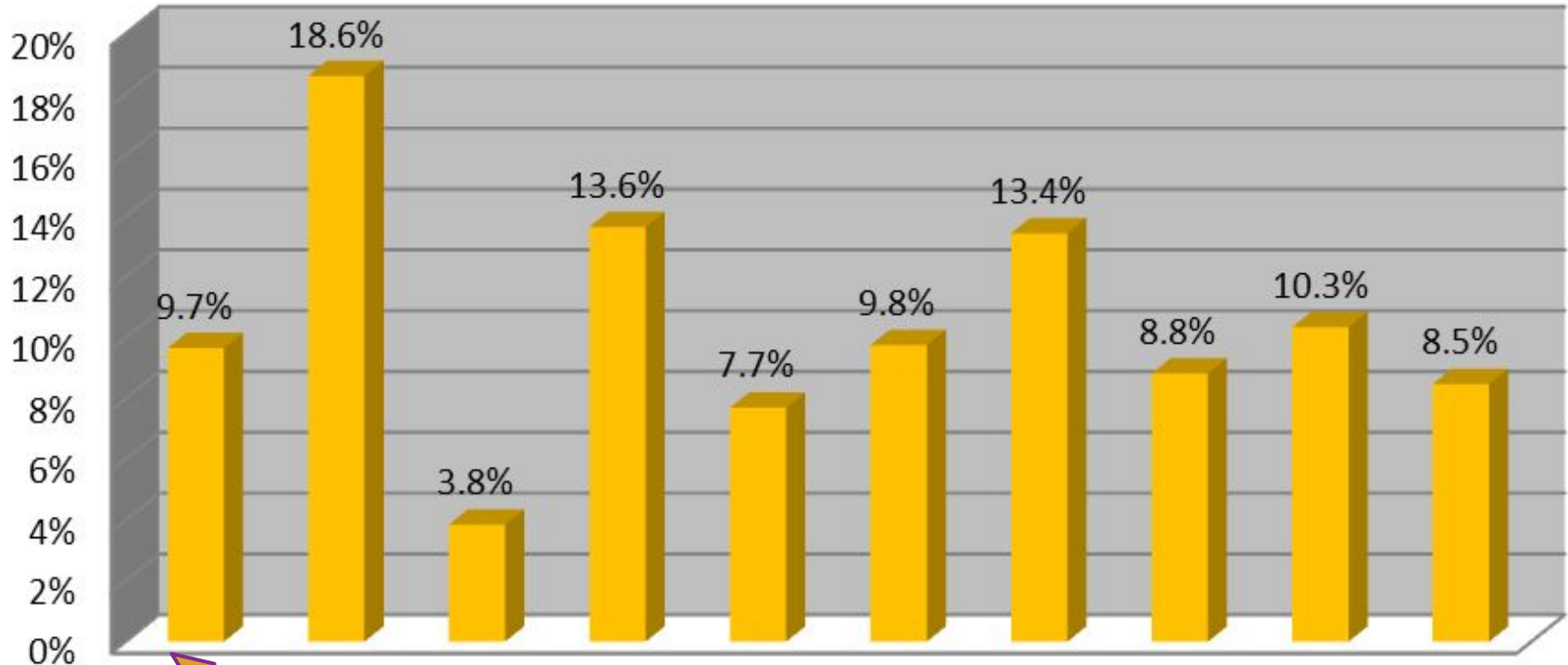
Robert Wood Johnson Foundation

WHY IS THIS IMPORTANT?



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 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” :

- 5.7 times more likely to ignore rules at home.
- 4.3 times more likely to never read with parent/adult.

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% | 2.1 |
| Smoked Cigarettes in Past 30 Days | 6.6% | 4.1% | 12.4% | 3.0 |
| Used Any Other Drug in Past 30 Days | 2.0% | 1.1% | 4.2% | 4.0 |
| Felt Sad/Depressed | 41.2% | 29.0% | 68.1% | 2.3 |
| Self-injury | 17.7% | 13.2% | 42.0% | 3.2 |
| Planned Suicide | 10.4% | 4.7% | 25.3% | 5.3 |

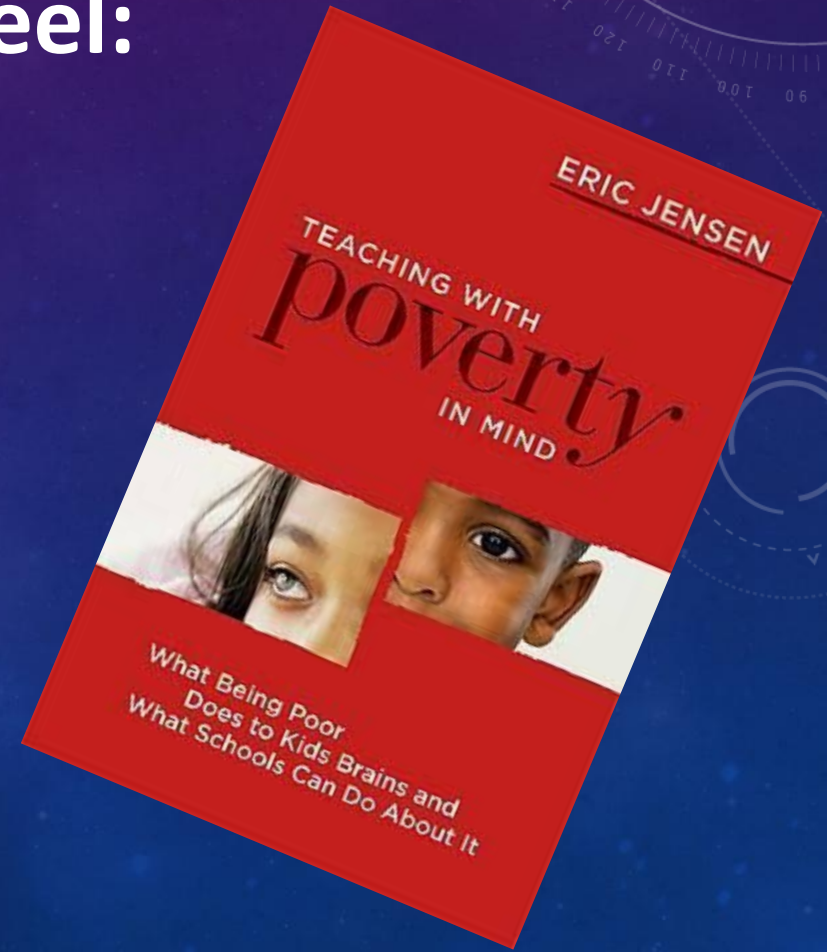
POVERTY ASIDE

You can be poor and feel:

-Safe

-Loved

-Proud



POVERTY & TRAUMA

| RISK FACTOR/BEHAVIOR | ACE 2 OR MORE | FOOD INSECURE | BOTH |
|------------------------------------|---------------|---------------|-------|
| Anti-social Behavior | 4.1X | 1.4X | 4.2X |
| Friends Use Drugs | 7.8X | 5.9X | 58.8X |
| Lack Attachment To Family | 3.4X | 3.4X | 5.3X |
| Plan Suicide | 6.6X | 3.7X | 9.8X |
| Alcohol Use | 4.8X | 3.6X | 8.0X |
| Marijuana Use | 4.3X | 3.6X | 8.0X |
| Other Drugs (Opioids, Cocaine etc) | 4.8X | 11.6X | 8.8X |

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

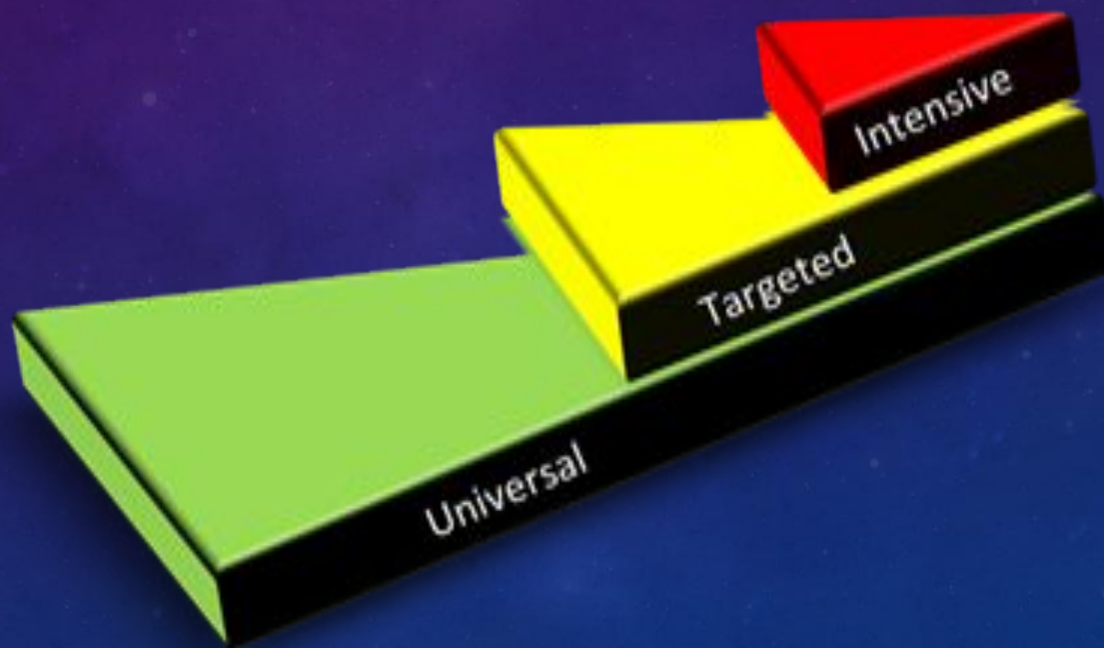
SUPPORTS FOR STUDENTS

ADAPT, NOT ADDITIONAL



- DON'T THINK “MORE” – THINK “ADAPT CURRENT PRACTICE”

TIERED INTERVENTION

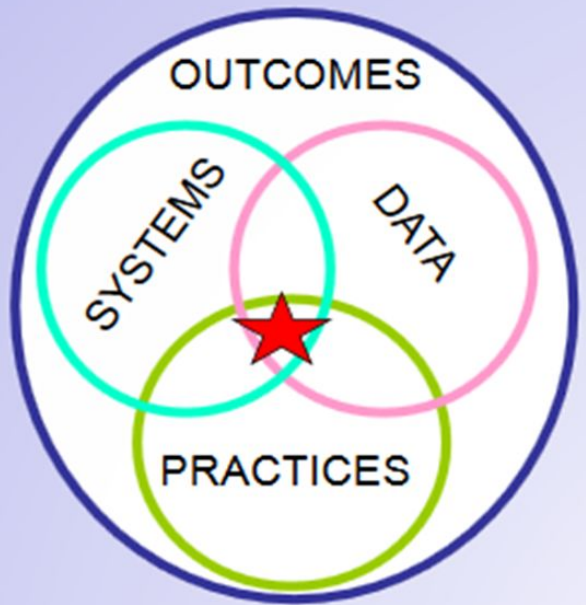


WE BEGAN TO UNDERSTAND TO BE “CULTURALLY EQUITABLE,
VALID, KNOWLEDGEABLE & RELEVANT” MEANT WE HAD TO BE
TRAUMA INFORMED.....

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:

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:

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:

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)

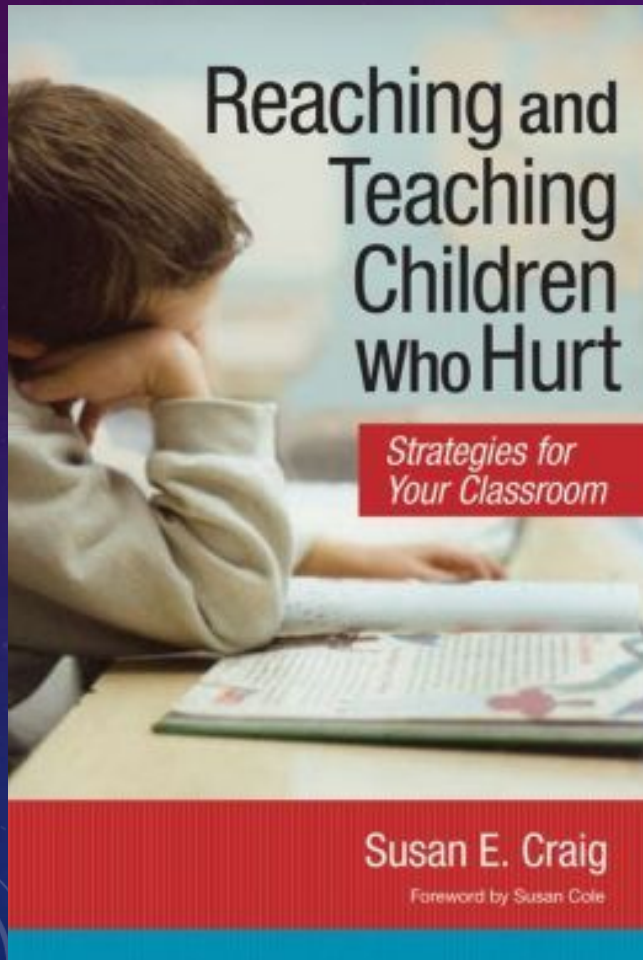
Small Group Discussion

What is one thing you are currently doing in your school/district that helps students with attachment, regulation, or competency?

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BUILDING CAPACITY FOR STAFF

BOOK STUDIES & PLC'S HELPED START CONVERSATION:



Helping Traumatized Children Learn

*supportive school environments
for children traumatized by family violence*

A Report and Policy Agenda



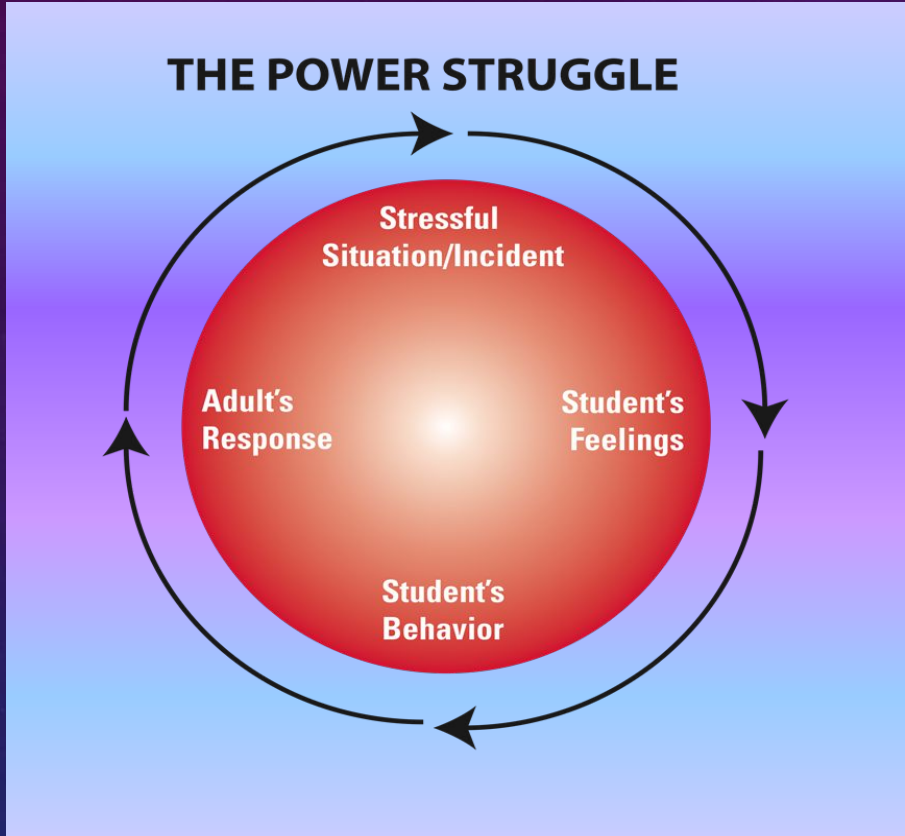
Massachusetts Advocates for Children: Trauma and Learning Policy Initiative

In collaboration with Harvard Law School

and The Task Force on Children Affected by Domestic Violence

(Both of these are on your resource handout)

Therapeutic Crisis Intervention for Schools (TCIS)



WHAT HAPPENED TO YOU?



YOUTH
MENTAL
HEALTH
FIRST AID®

www.MentalHealthFirstAid.org



YOUTH MENTAL HEALTH FIRST AID

TAKE A COURSE. SAVE A LIFE.

ANYONE, ANYWHERE CAN #BETHEONE TO MAKE A DIFFERENCE IN THE LIFE
OF SOMEONE WITH A MENTAL HEALTH OR SUBSTANCE USE CHALLENGE!

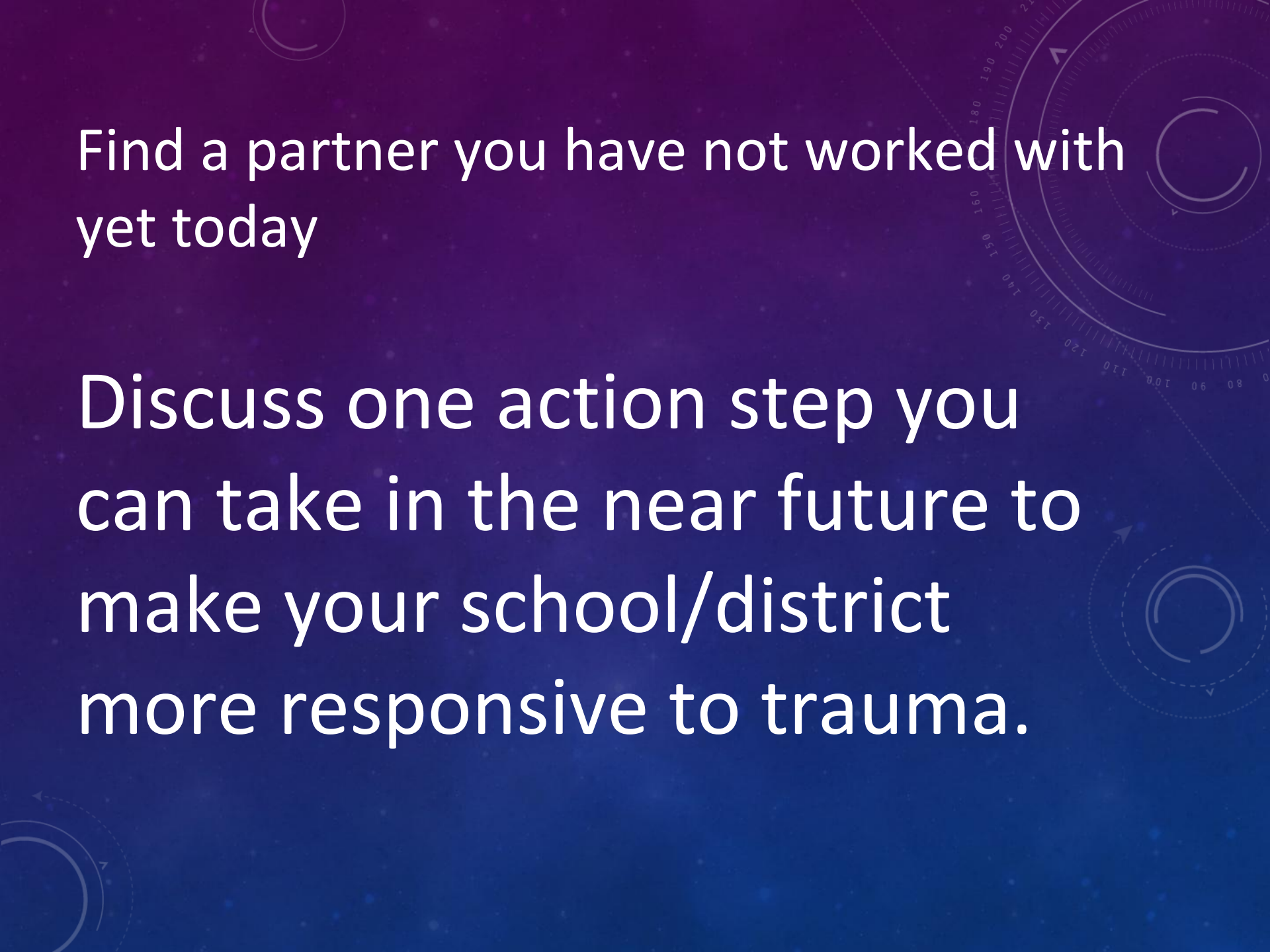
SELF- CARE

HOW DO YOU RECHARGE & HEAL?

WHO IS “THAT PERSON” FOR YOU TO GO TO WHEN YOU NEED HELP?



| MENTAL/ PSYCHOLOGICAL | SOCIAL/ BEHAVIORAL | PHYSICAL/ HEALTH |
|----------------------------------|-------------------------------|-----------------------------|
| REFLECTION | BOUNDARIES | REST |
| BOUNDARIES | USE VACATION | NUTRITION |
| SOLITUDE | PEER SUPPORT | EXERCISE |
| READING | HUMOR/LAUGH | SUNSHINE |

The background is a dark blue gradient with faint, light blue circular patterns and a scale-like graphic on the right side. The scale has numbers from 0 to 200. There are also some circular arrows and dashed lines scattered throughout.

Find a partner you have not worked with
yet today

Discuss one action step you
can take in the near future to
make your school/district
more responsive to trauma.

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