

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

[www.josephfantigrossi.com](http://www.josephfantigrossi.com)

- Understand the impact
- Trauma awareness with current systems
- Resources and practices
  - <http://bit.ly/trauma-informed-education>
- Practical example
- 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 image, likely an MRI or CT scan, 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 image in white boxes.

Trauma is not the event.

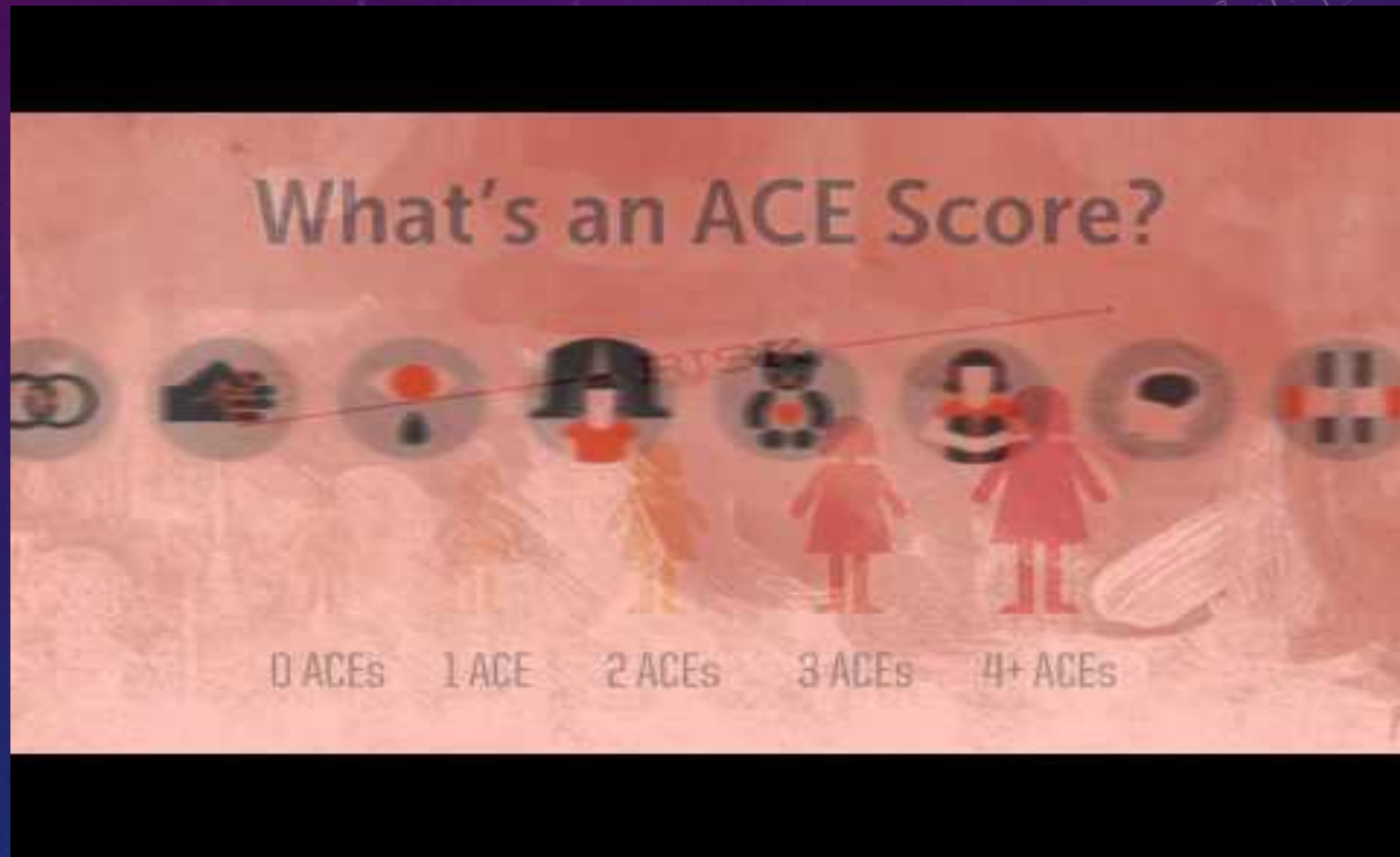
Trauma is the response.

Each individual responds differently.

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



# Adverse Childhood Experiences (ACEs)





# 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
- 29% 1 ACEs
- 27% 2 ACEs
- 14% 3 ACEs
- 10% 4+ ACEs
- 67% 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

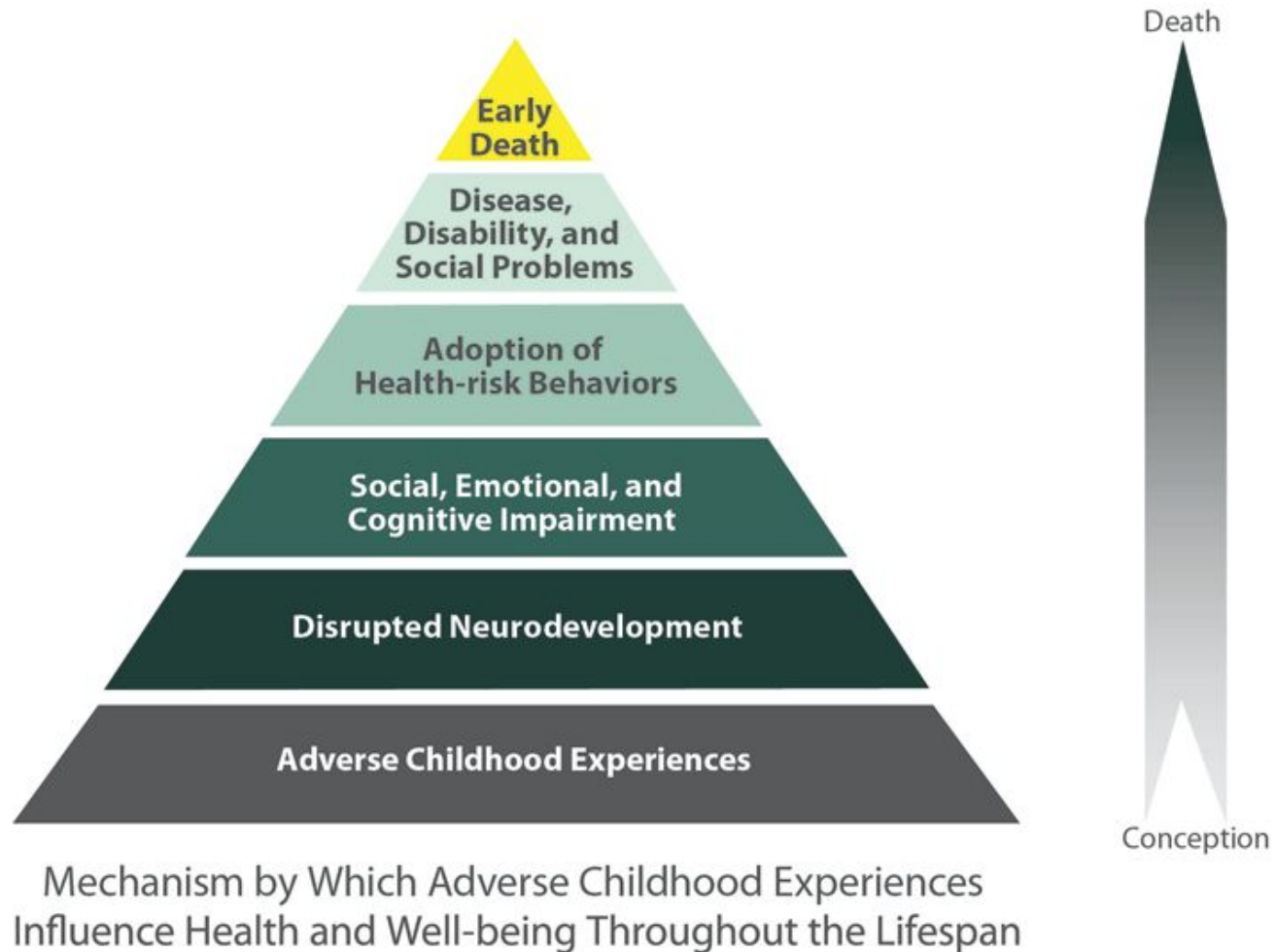
#### Possible Risk Outcomes:

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

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

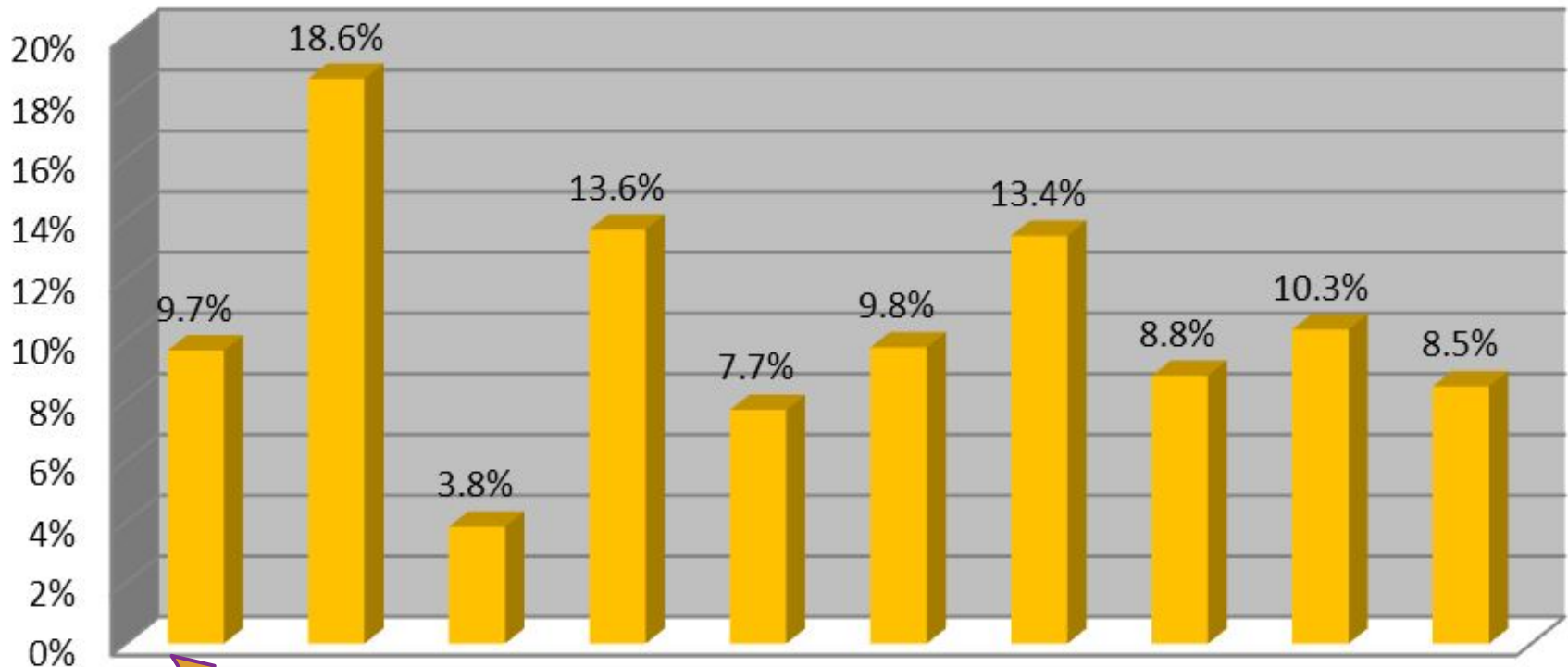
Robert Wood Johnson Foundation

# 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.

# Discuss with someone new

Now that you have seen our pre-K numbers, what is your prediction as to how trauma will impact secondary students?

# CHILDHOOD TRAUMA

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

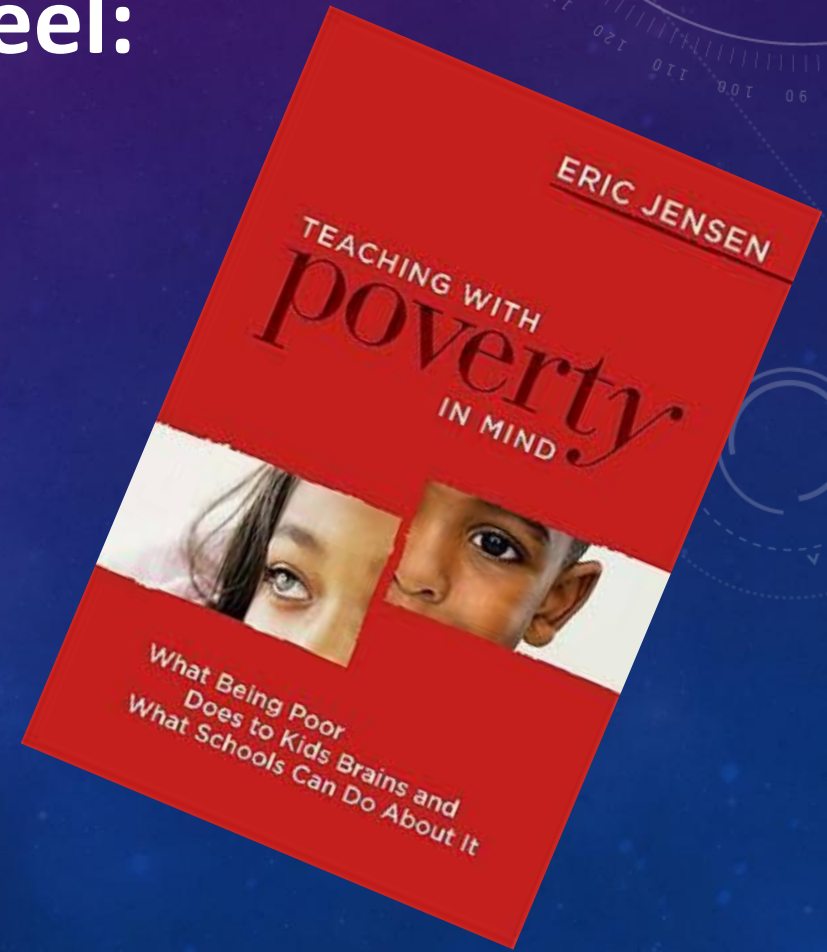
# POVERTY ASIDE

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 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 numerical labels: 150, 160, 170, 180, 190, 200, 220, 230, 240, 250, and 260. To the right of the scale, there are several concentric circles, some solid and some dashed, with arrows indicating a clockwise direction of rotation. The overall aesthetic is technical and modern.

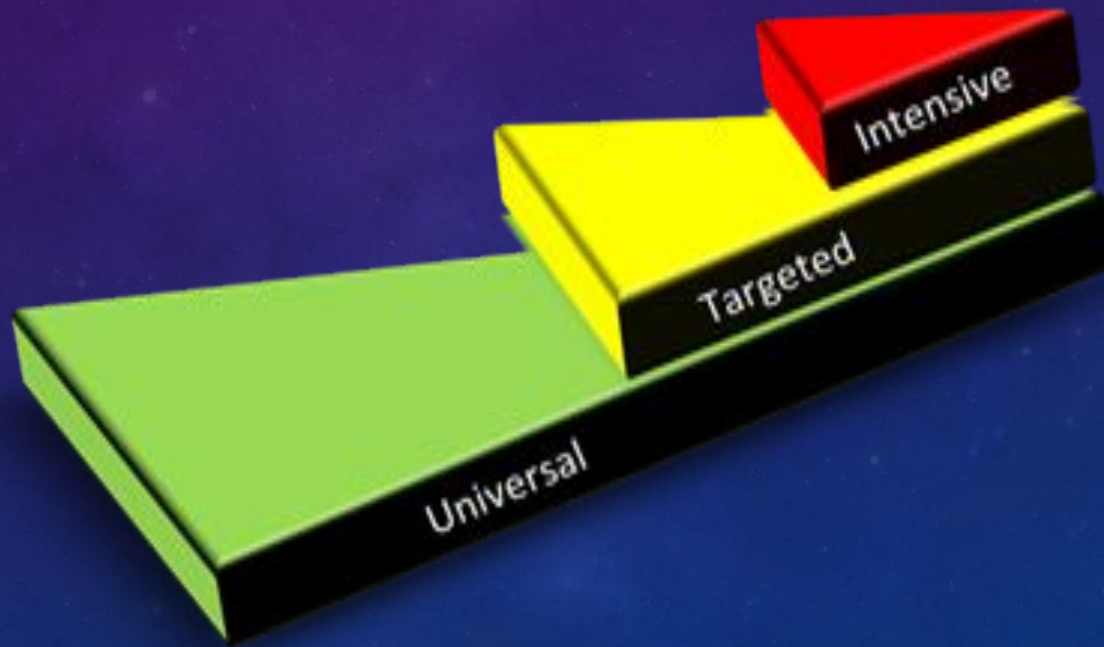
# SUPPORTS FOR STUDENTS

# 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**

[arcframework.org](http://arcframework.org)



# 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)

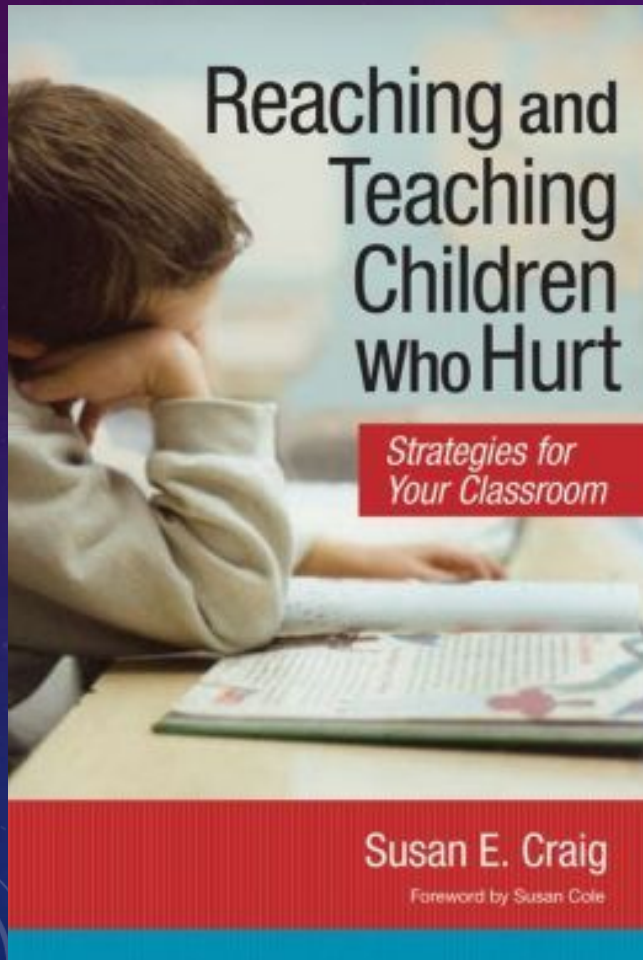
# Small Group Discussion

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**

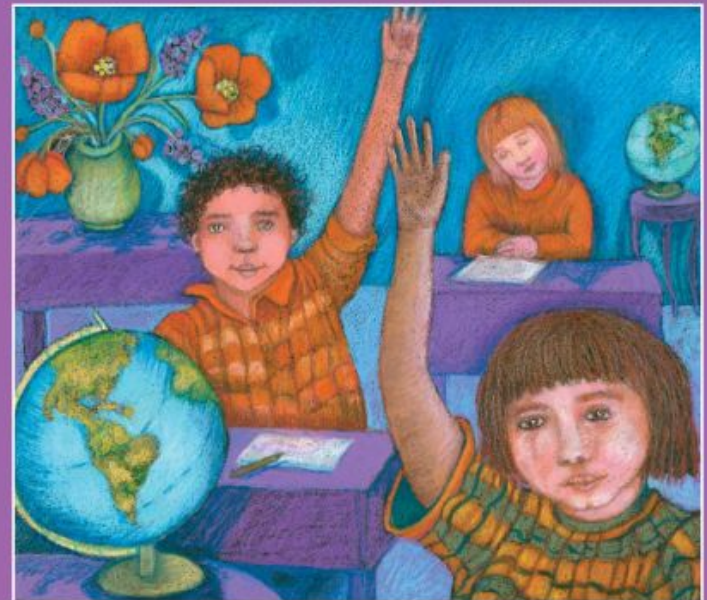
# BOOK STUDIES & PLC'S HELPED START CONVERSATION:



## Helping Traumatized Children Learn

*supportive school environments  
for children traumatized by family violence*

A Report and Policy Agenda



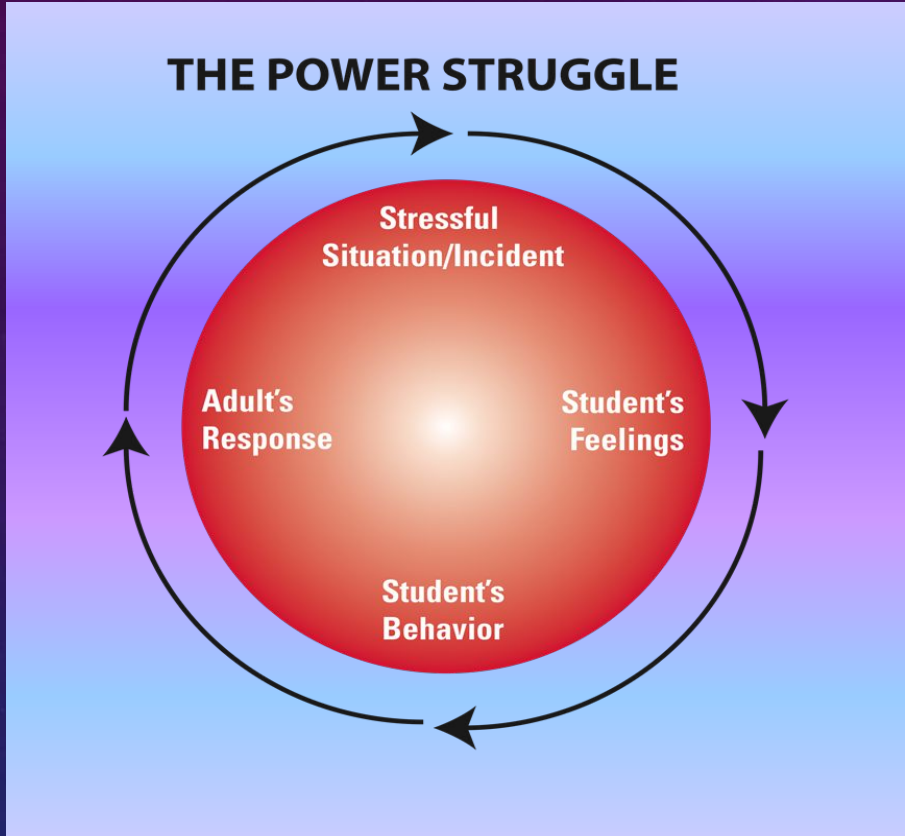
**Massachusetts Advocates for Children: Trauma and Learning Policy Initiative**

*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](http://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!

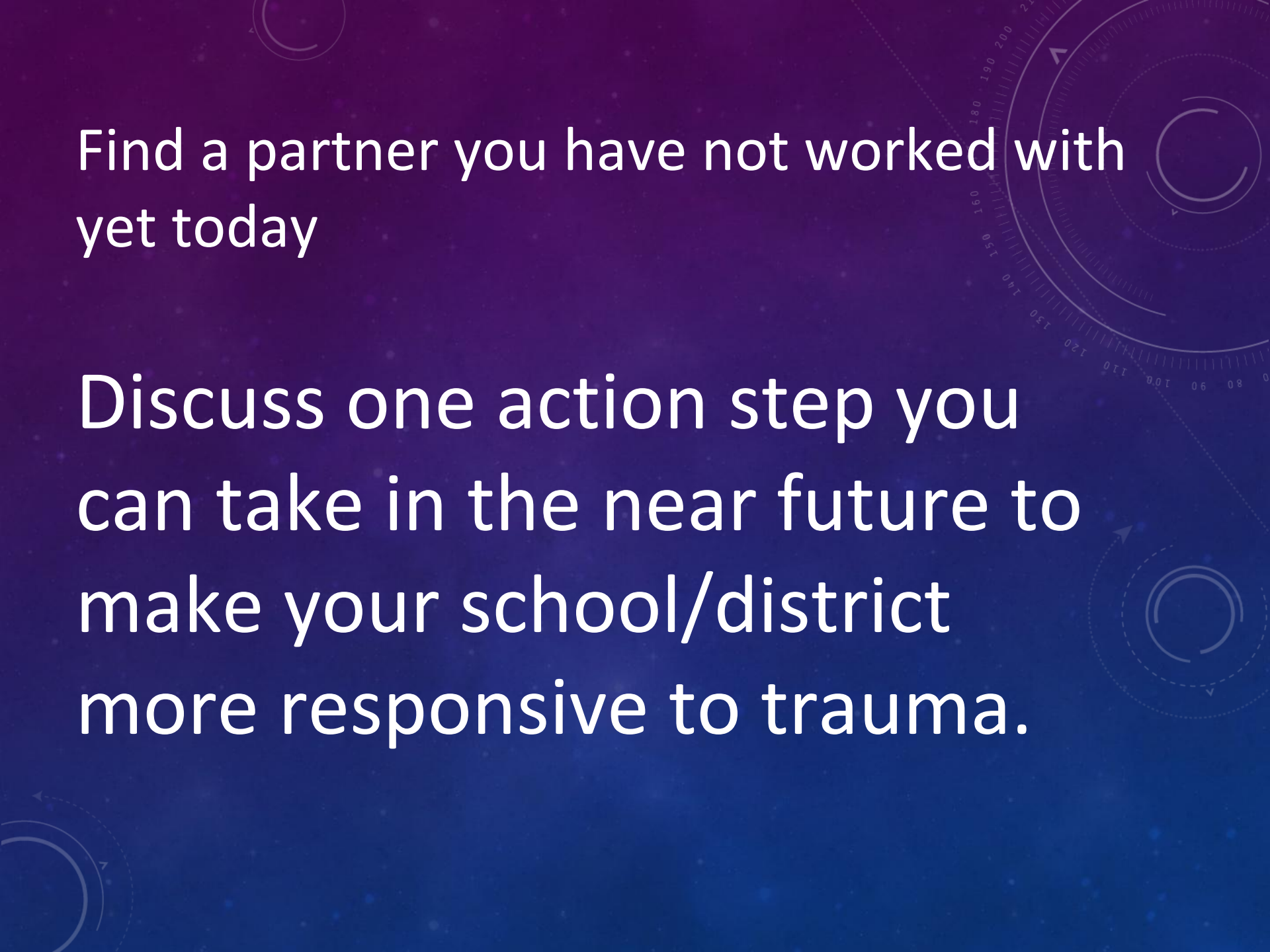
# SELF- CARE

HOW DO YOU RECHARGE & HEAL?

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



<b>MENTAL/ PSYCHOLOGICAL</b>	<b>SOCIAL/ BEHAVIORAL</b>	<b>PHYSICAL/ HEALTH</b>
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 and arrows pointing in different directions.

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