

# 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

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- Understand the impact
- Trauma awareness with current systems
- Resources and practices
  - <http://bit.ly/wayne-cty-mtss>
- Practical examples
- Action steps

# 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?

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?***

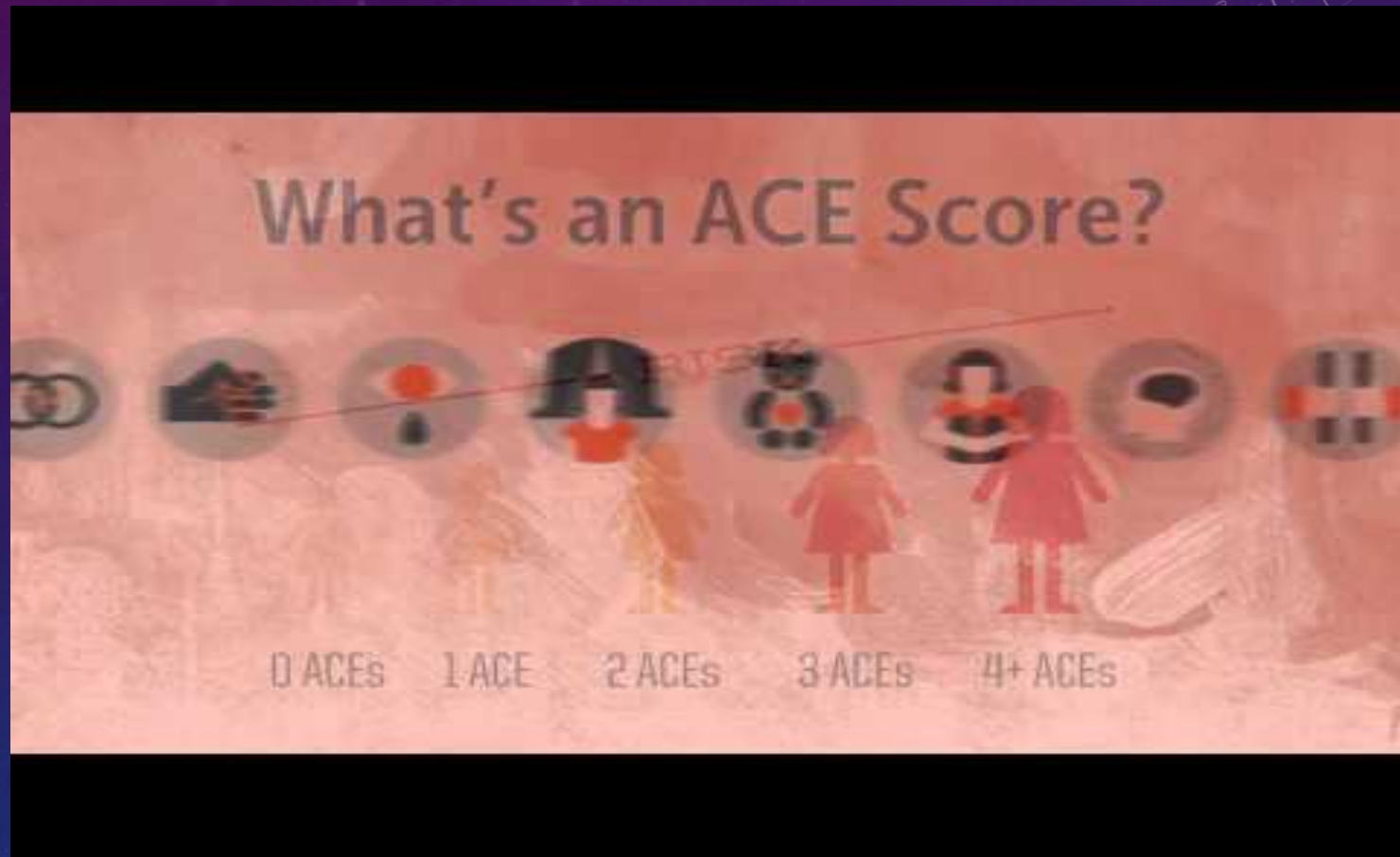
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# Adverse Childhood Experiences (ACES)-Dr. Nadine Burke Harris





# 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	10.4%
	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

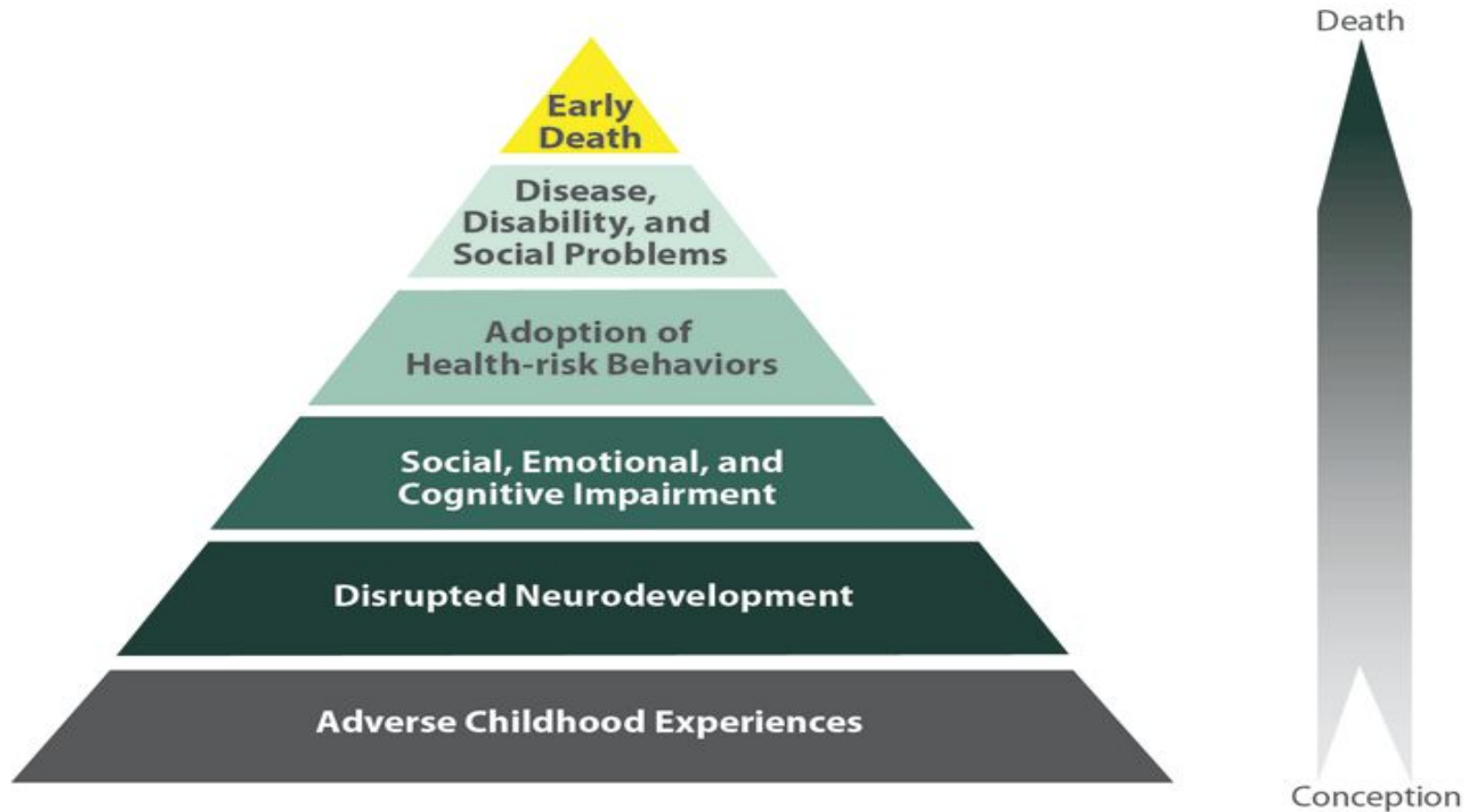
#### Possible Risk Outcomes:

BEHAVIOR				
Alcohol Use Disorder	Smoking	Binge Drinking	Drug Use	Misadventure
PHYSICAL & MENTAL HEALTH				
Lower Health Status	Diabetes	Depression	Sexual Assault	STIs
Heart Disease	Cancer	Stroke	COPD	Severe Injury

# Hand Model of the Brain



# WHY IS THIS IMPORTANT?

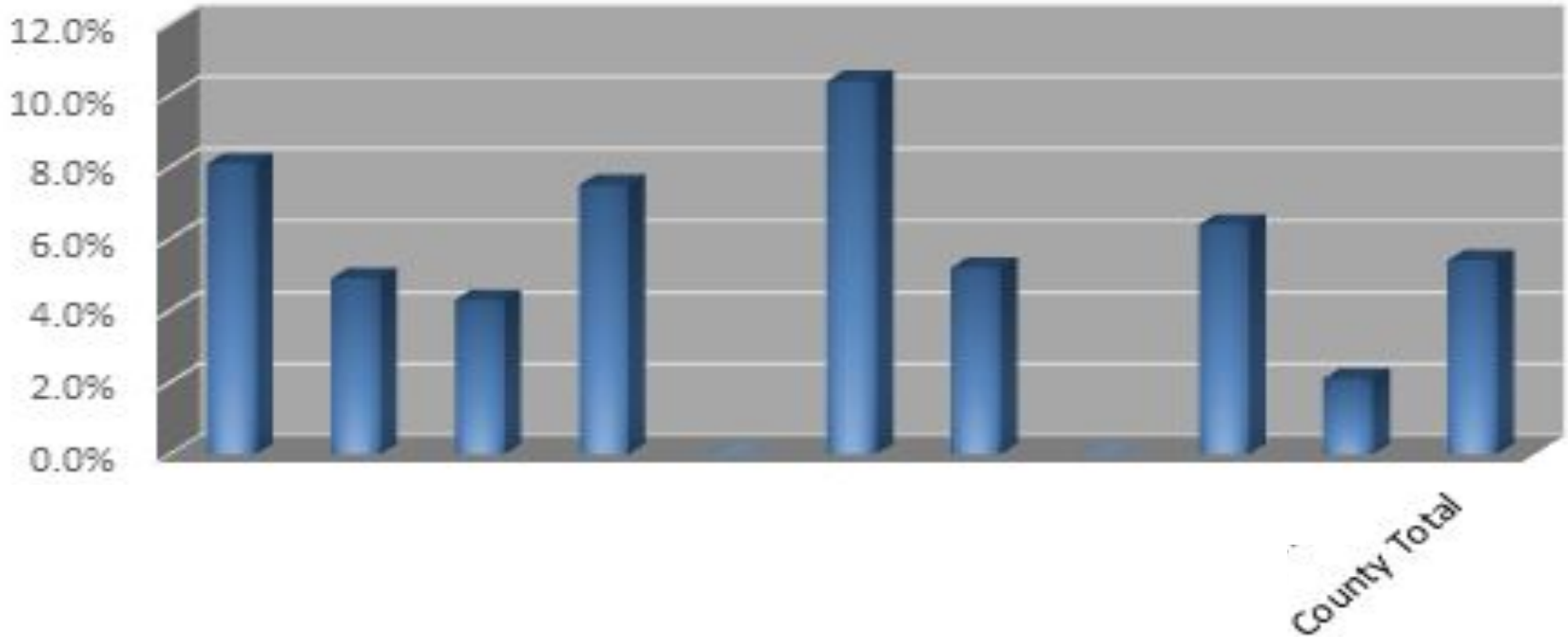


Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

# ACE'S REPORTED BY KINDERGARTEN PARENTS AT SCREENING:

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## Two or more adverse childhood experiences



WAYNE COUNTY SCHOOL DISTRICTS

5% Wayne Co. Avg

K READY SURVEY- Wayne County 2017  
504 out of 925 Kindergarten Students

## LOCAL K SCREEN:

### CHILDREN WITH 2 OR MORE “ACEs” \*:

- 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.

## LOCAL K SCREEN: CHILDREN WITH 2 OR MORE “ACEs” :

- 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

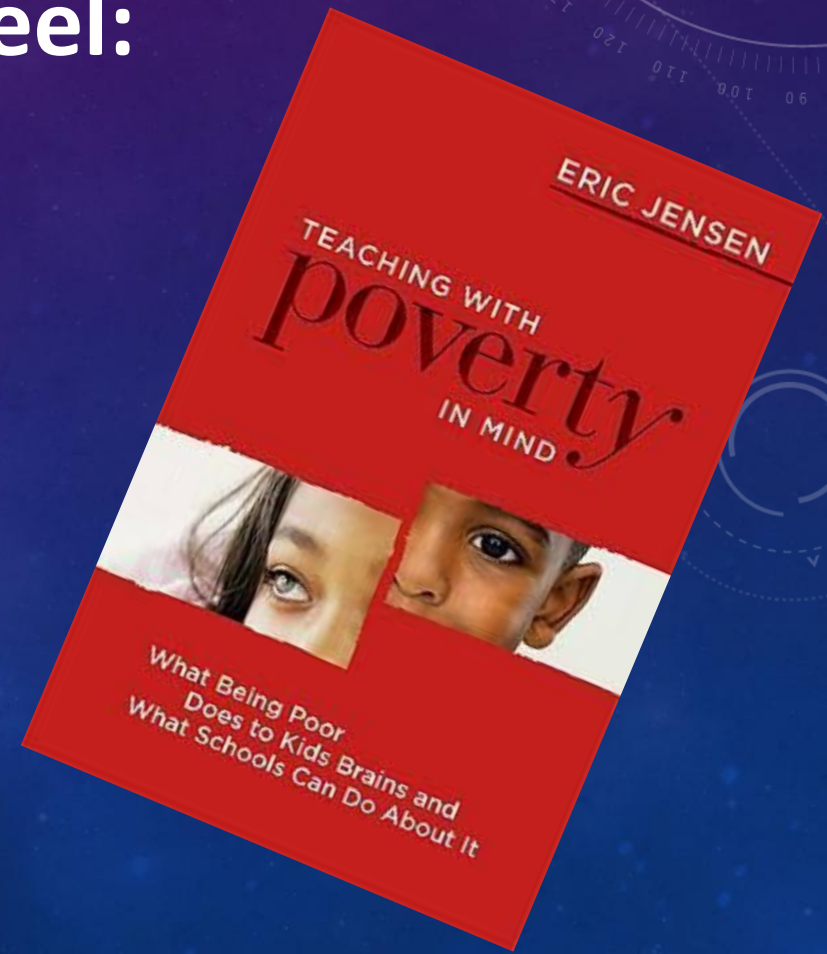
# POVERTY ASIDE

You can be poor and feel:

-Safe

-Loved

-Proud



# POVERTY & TRAUMA

RISK FACTOR/BEHAVIOR	ACEs 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

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How do we  
address trauma?

# Team Review Activity

Core Concepts for Understanding Traumatic Stress Responses in Childhood

The National Child Traumatic Stress Network

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# SUPPORTS FOR STUDENTS

# ADAPT INSTEAD OF ADD



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

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





D<sub>4</sub>

A<sub>4</sub>

T<sub>4</sub>

A<sub>4</sub>

A<sub>4</sub>

N<sub>4</sub>

D<sub>4</sub>

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E<sub>4</sub>

L<sub>4</sub>

B<sub>4</sub>

C<sub>4</sub>

R<sub>4</sub>

4528 to 2361

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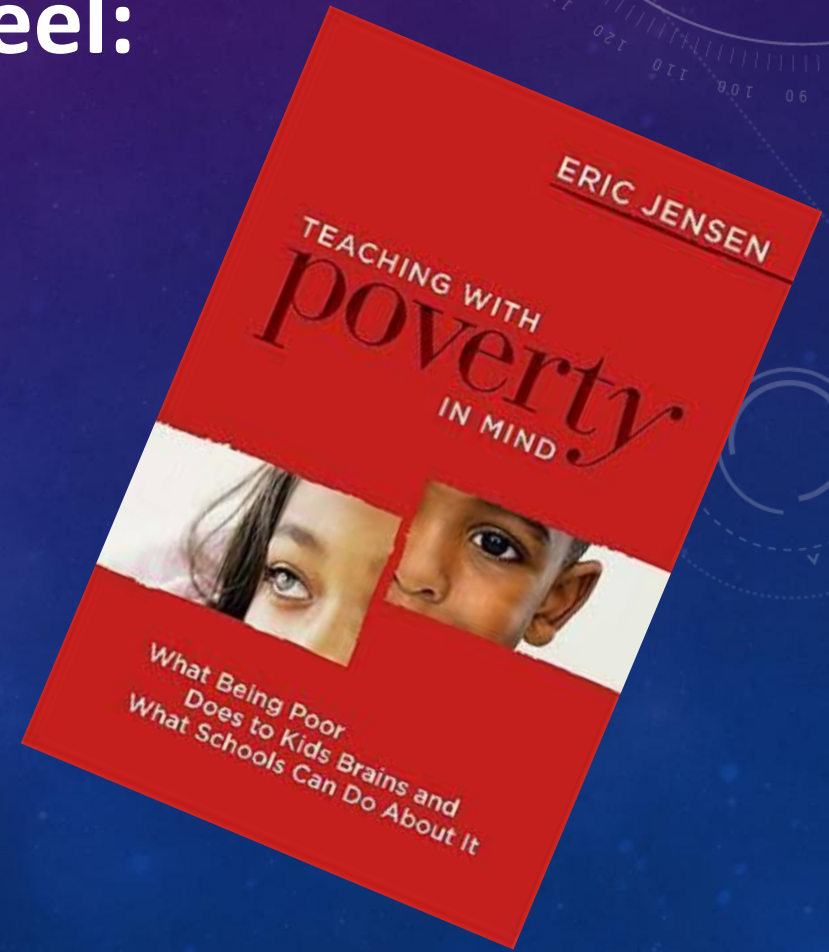
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# Partner Discussion

What do you notice and wonder after looking at this data?

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

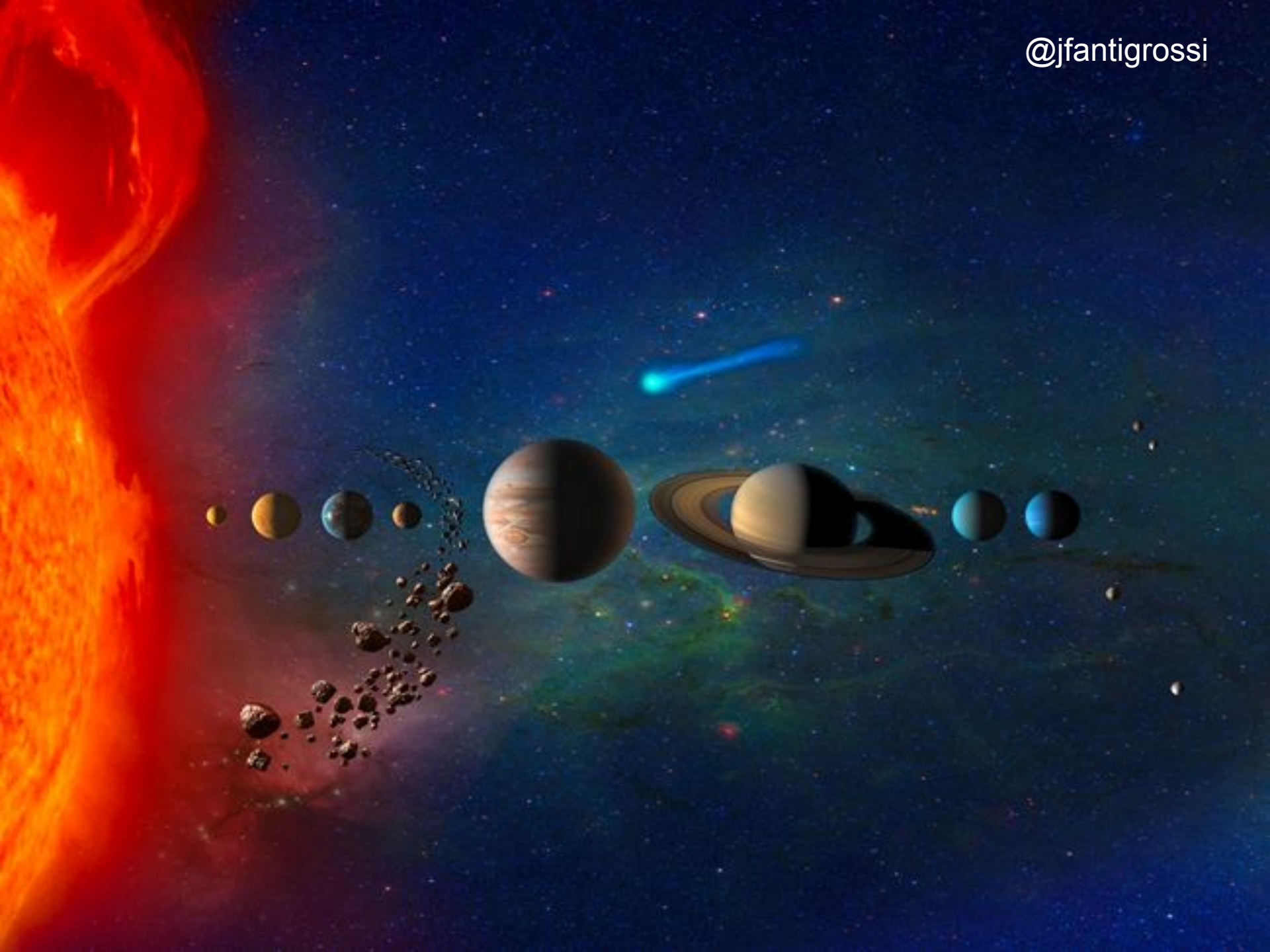
## **Culturally Equitable** Academic & Social Behavior Expectations

**Culturally  
Knowledgeable**  
Staff



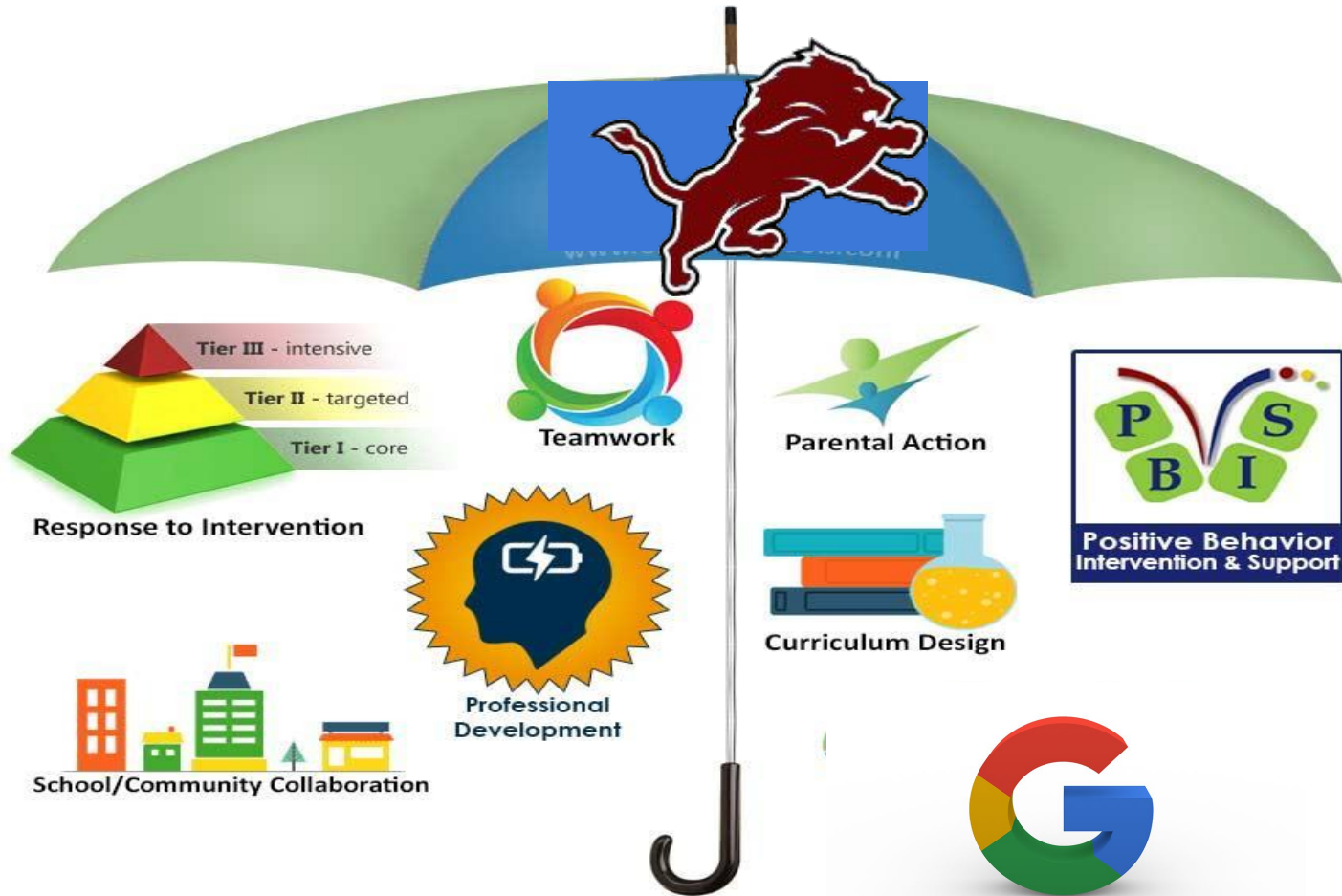
**Culturally Valid**  
Information for  
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**Culturally Relevant** & Effective  
Instruction





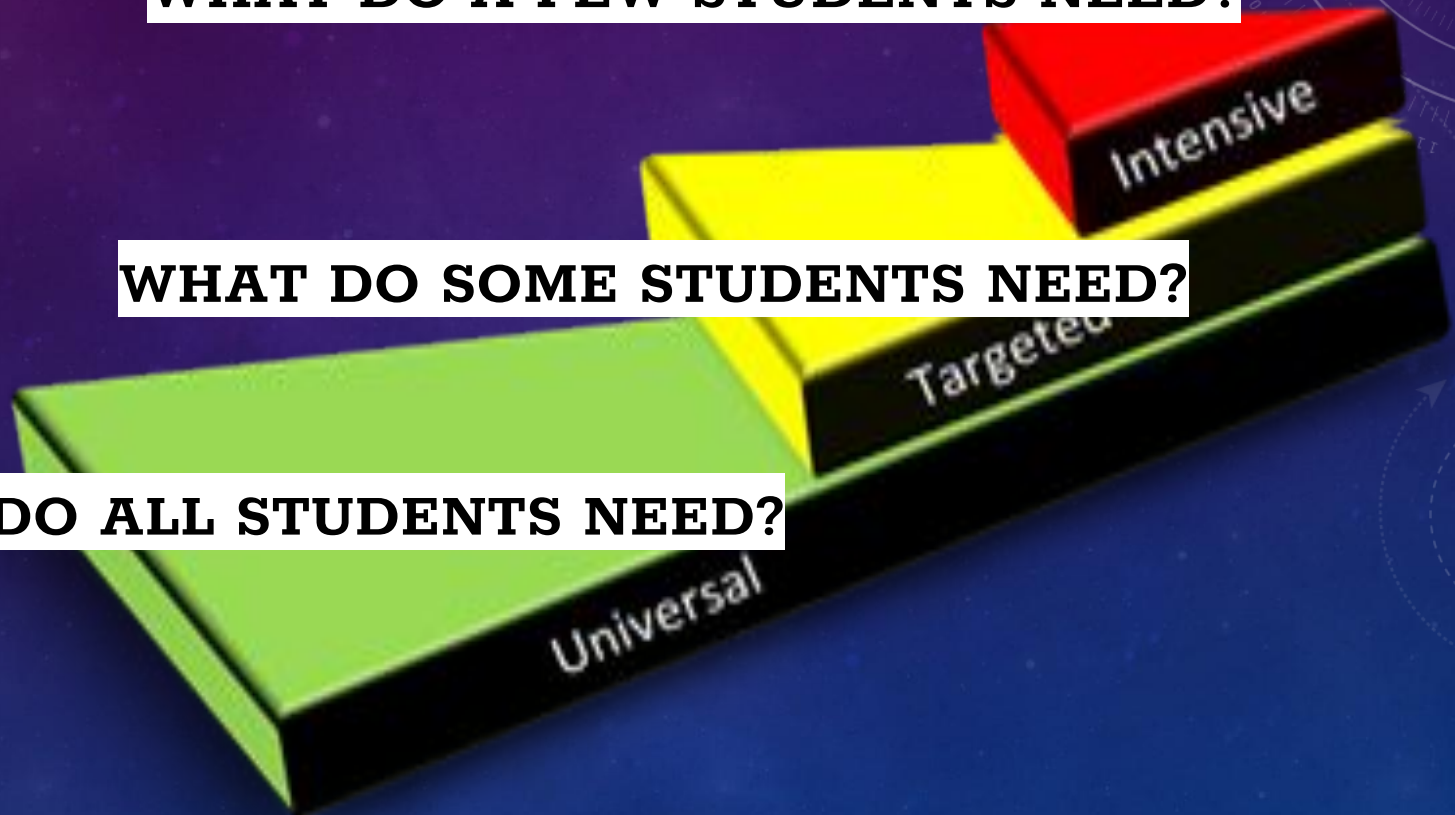
# What lives under the MTSS Umbrella



**WHAT DO A FEW STUDENTS NEED?**

**WHAT DO SOME STUDENTS NEED?**

**WHAT DO ALL STUDENTS NEED?**



“In many schools, the students come to watch their teachers work really hard.”

John Hattie

Vincent, Randall,  
Cartledge, Tobin, &  
Swain-Bradway 2011;  
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## **Culturally Equitable** Academic & Social Behavior Expectations

**Culturally  
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# Best Practices

Next  
Exit



# TIER 1 Interventions

# TIER 2 Interventions

# TIER 3 Interventions

How to Adult

SW-PBIS

Second Step

Botvin's Life Skills

Project Success

RRR

Incredible Years

Primary Project

NYS Mentoring

Check In/ Check Out

FACT

Why Try

Goal Attainment

Scaling

**Wrap/Renew**

**YAP Mentoring  
(before involvement  
with court)**

**PINS**

**Satellite MH Office in  
School Building**

# A FRAMEWORK TO HELP

**ATTACHMENT  
REGULATION  
(SELF)  
COMPETENCY**



## Developing Resilience:

**Attachment**-caring adult & positive peer interaction

**Self-Regulation**- ability to respond to stress with poise; absorb, identify and manage strong emotions

**Competency**- building abilities; from reading to math to cooking a meal-this provides a sense of self-efficacy



# Attachment

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Counseling  
Individual Plans  
(FBA/BIP)  
Wrap/Renew Process  
Youth Advocacy  
Program (YAP)

Check In/Check Out  
Check & Connect  
Primary Project  
NYS Mentoring Program  
Small groups counseling  
Peer Mentoring

PBIS-Positive relationships (clear expectations help!)  
How to Adult (Catholic Charities)  
Opportunities for clubs, sports & other extracurricular  
activities  
Involvement in learning!

# Regulation

Counseling  
Individual Plans  
(FBA/BIP)  
PINS

Check In/Check Out  
Check & Connect  
Why Try  
Small group re-teach ( can  
use Second Step)

Clear expectations with explicit instruction  
Second Step taught universally to all students  
Botvin's Life Skills  
Model "how to" for self-regulation (adults & peers)

# Competency

Counseling  
Individual Plans  
(FBA/BIP)  
FACT

Check In/Check Out  
Small group re-teach ( can  
use Second Step)  
After school programs

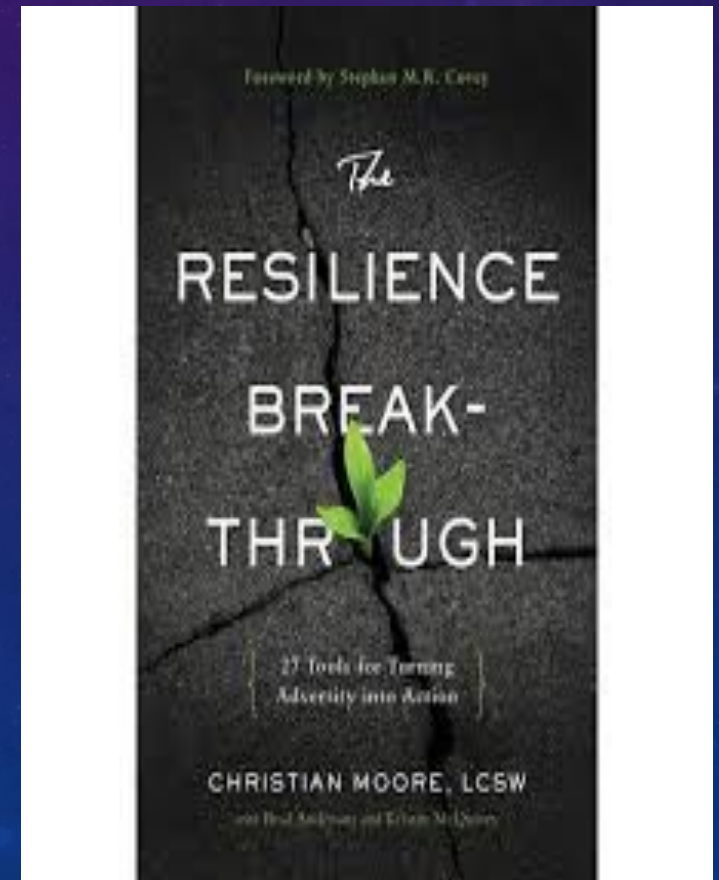
Strong and engaging classroom instruction for all students  
Project Success  
Refuse, Remove, Reasons (Drug Abuse Prevention)  
Differentiated instruction/Personalized Learning  
Skill based clubs (strategy games, gardening, cooking!)  
Music & Art Classes!

# Small Group Discussion

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

# The Resilience Break-Through (C. Moore)

- Adversity and Anger = Fuel
- Flip the Switch
- 4 types of resilience
  - Relational
  - Street
  - Resource
  - Rock Bottom



# Relational Resilience

- Others depend on you
- Draw strength from others
- Loneliness is a powerful enemy of resilience
- “Everyone needs to be needed by someone.”

# Street Resilience

- Channeling your emotions, instead of letting your emotions use you
- Use disrespect, discrimination, or regret for good, no matter the circumstances.
- Thriving on mistakes

# Resource Resilience

- Resilience can be increased by tapping into resources you currently possess
- Realization that you have undeveloped talents and untapped capabilities
- What are you doing when you are feeling most fulfilled?



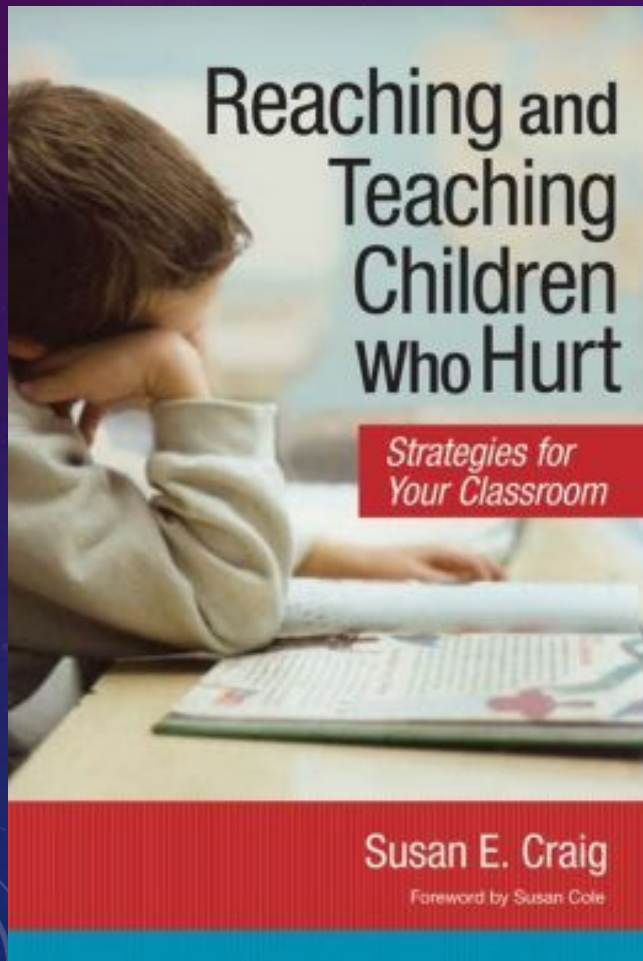
# Rock Bottom Resilience

- Ability to flip the switch when you're at your lowest point
- Believe in your ability to change your circumstances , combat hopelessness, and fight on
- "Losing in the past does not equal losing in the future."

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# BUILDING CAPACITY FOR STAFF

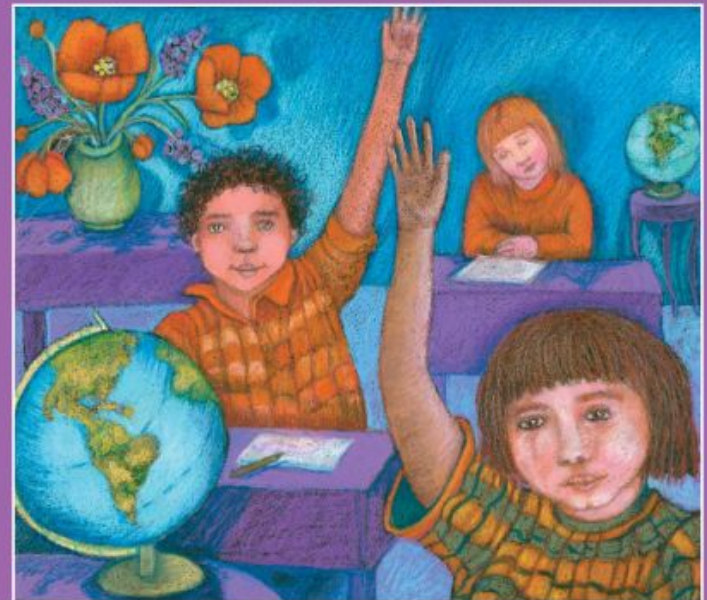
# BOOK STUDIES & PLC'S HELPED START CONVERSATION:



## Helping Traumatized Children Learn

*supportive school environments  
for children traumatized by family violence*

A Report and Policy Agenda



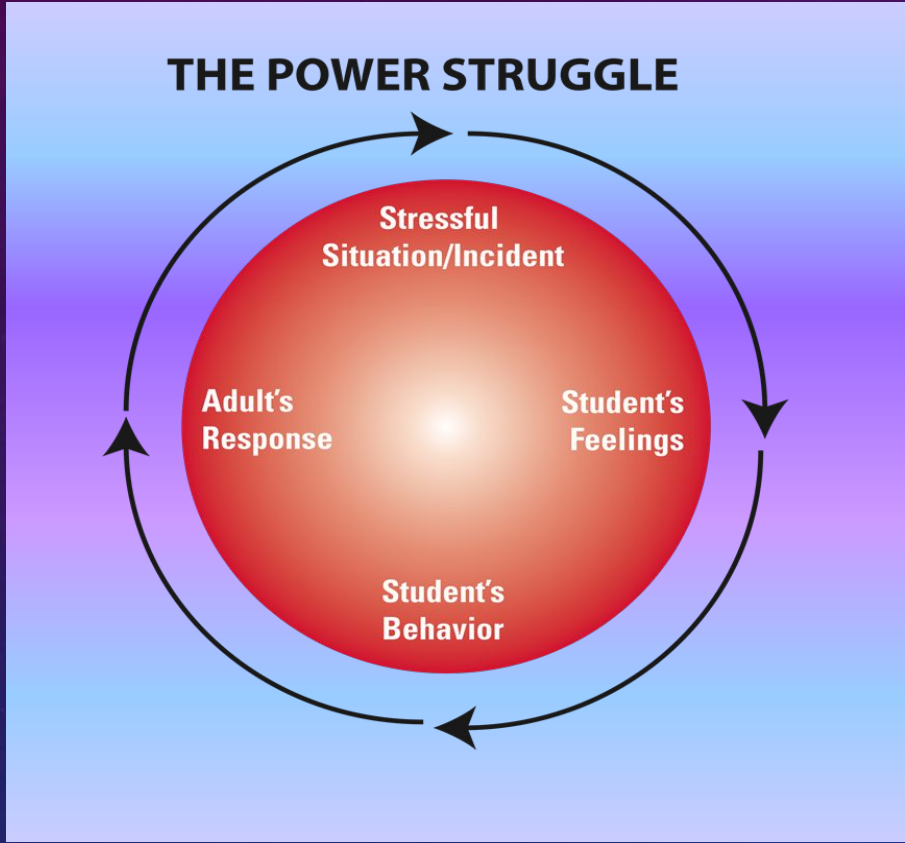
**Massachusetts Advocates for Children: Trauma and Learning Policy Initiative**

*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)

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# 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!

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# Classroom Strategies

Safe and Supportive Schools Action Plan

# Jigsaw Activity

- Plan broken into 4 chunks
- Each person assigned a number-chunk
- Read silently, then discuss w/ others of the same number
- Representatives from each chunk come together to form new groups and discuss

Gradual release of responsibility-Fisher and Frey



# 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

# Food For Thought

1 in 5 teachers have a second job.

# Self-Care Suggestions

“Teachers, We Don’t Have to be  
Martyrs”--Natasha Hill

Education Week Teacher-July 25, 2018

# WHAT IS A TRAUMA-SENSITIVE SCHOOL?



**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 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?



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 INSTEAD OF ADD



- 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 on Twitter
- JosephFantigrossi.com
- <http://bit.ly/wayne-cty-mtss>