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# Trauma-Informed MTSS-From Why to How

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# Trauma-Informed MTSS

Thank you for joining us!

Please take the 2 handouts on the table near the door.

We will start at 8:30.



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# Trauma 2.0

## Now What?



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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)

- Self-Care
- Review of trauma-informed principles
- Data, Systems, Practices
- Resilience Framework
- Classroom Strategies
- Action step

# 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

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# Food For Thought

1 in 5 teachers have a  
second job.

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PROQOL

Professional Quality  
of Life Scale



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# Turn and Talk with a partner

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

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Trauma is not the event.

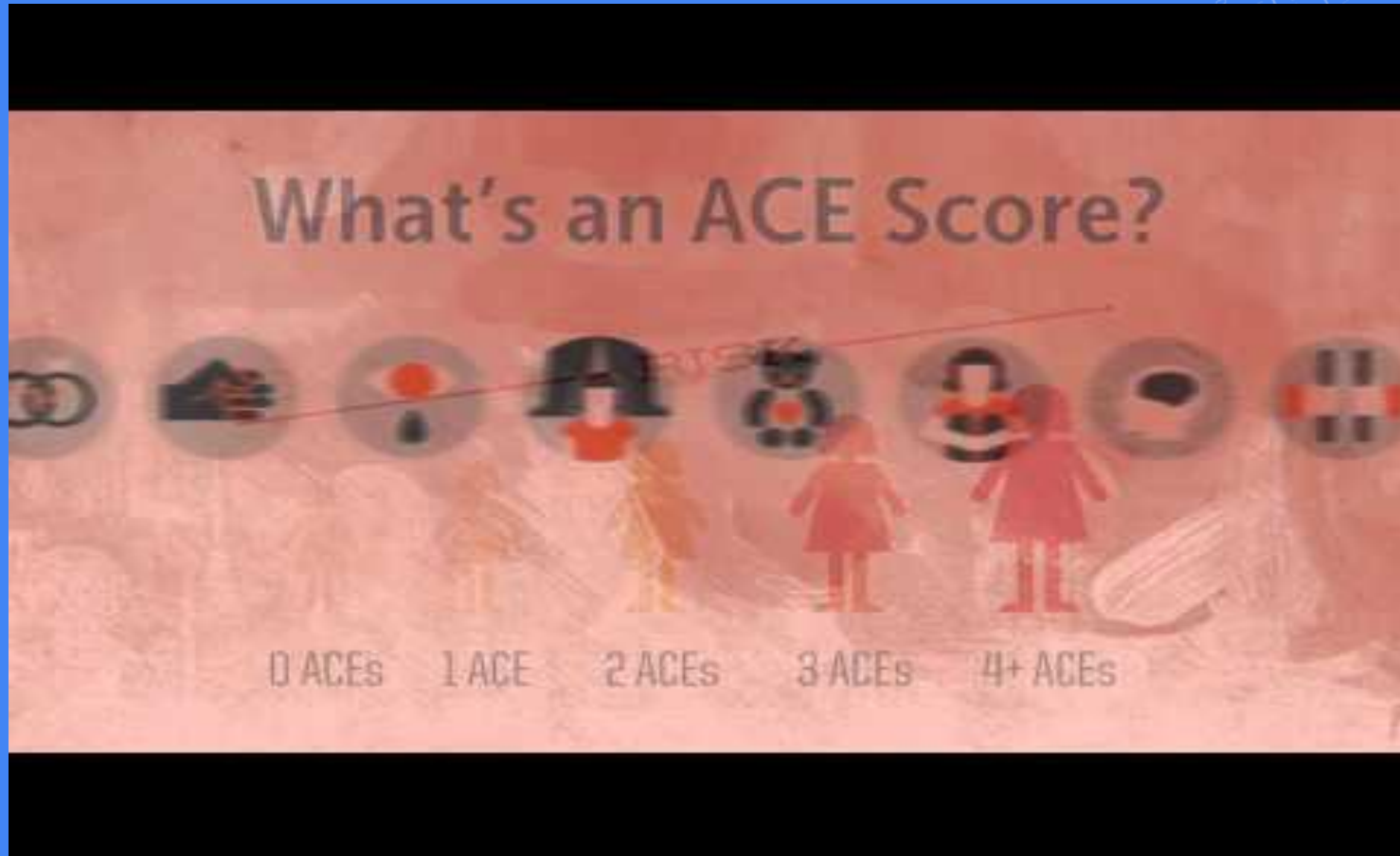
Trauma is the response.



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)



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# Hand Model of the Brain





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How do we  
address trauma?

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**



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4528 to 2361



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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

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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

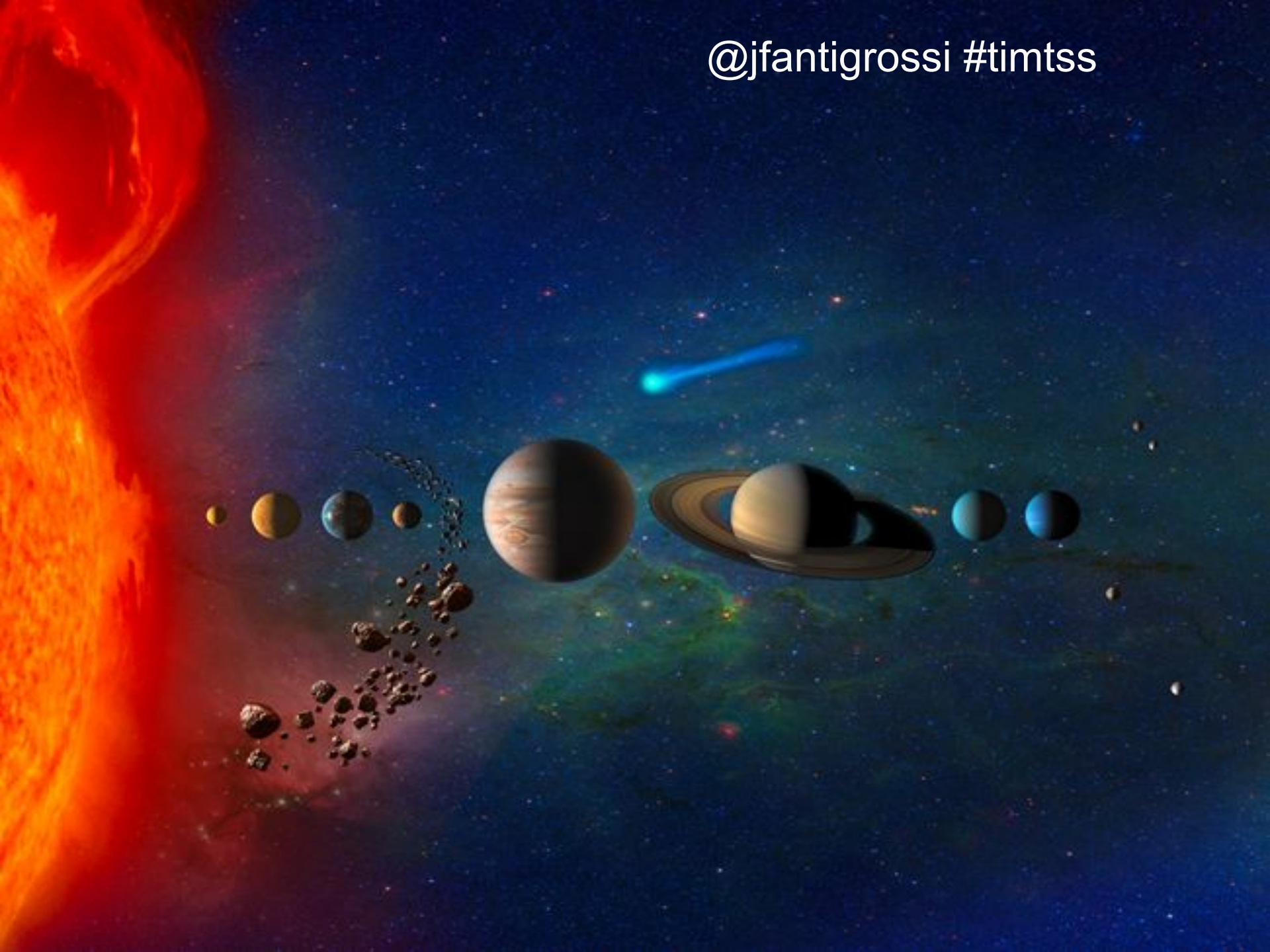
**Culturally  
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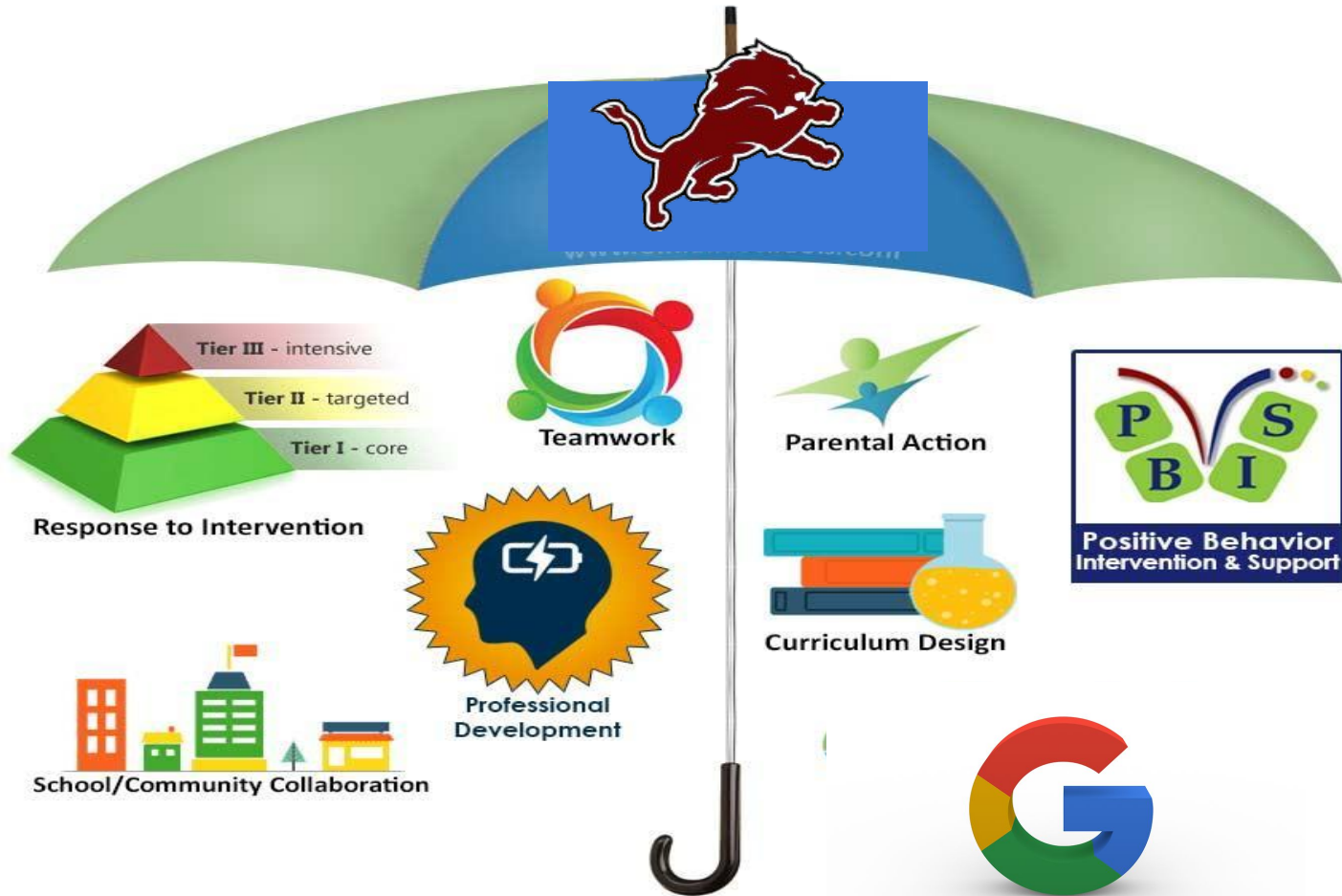
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# What lives under the MTSS Umbrella



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**WHAT DO A FEW STUDENTS NEED?**

**WHAT DO SOME STUDENTS NEED?**

**WHAT DO ALL STUDENTS NEED?**



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

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

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# Best Practices

Next  
Exit





## TIER 1 Programs

## 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)

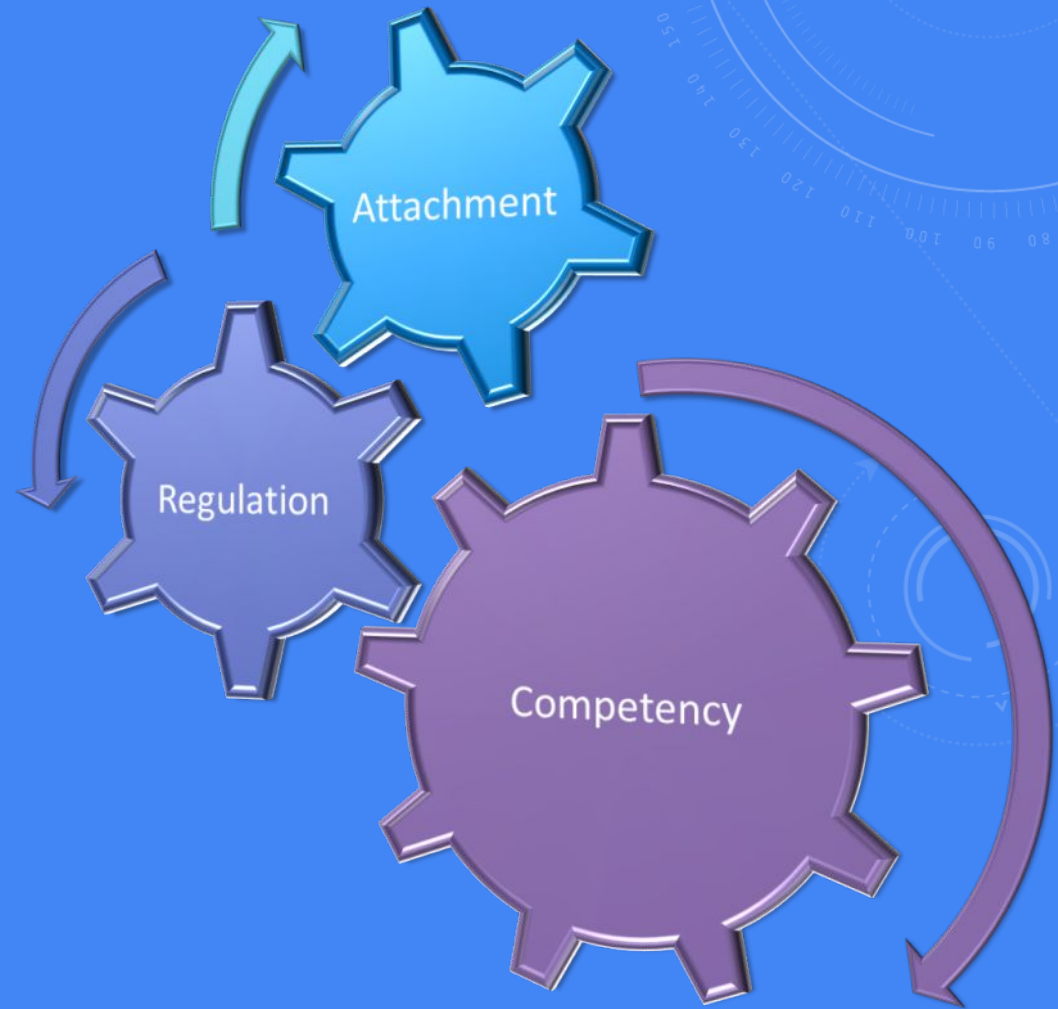
PINS

Satellite MH Office in  
School Building

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# A FRAMEWORK TO HELP

**ATTACHMENT**  
**REGULATION**  
**(SELF)**  
**COMPETENCY**



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

## 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

# Small Group Discussion

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

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# Classroom Strategies

Safe and Supportive Schools Action Plan  
aka “Trauma Course 3 Action Plan” in  
Google Folder

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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.

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It has to start somewhere...

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# THANK YOU!

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