

Safe and Supportive Schools: A Tiered Approach

JOSEPH FANTIGROSSI, ED.D.

PRE K-12 INTERVENTION COORDINATOR, LYONS CSD

CASEY STEINER

PBIS COORDINATOR, LYONS CSD

“

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

Maya Angelou

TODAY'S PURPOSE

www.josephfantigrossi.com @jfantigrossi

- 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.



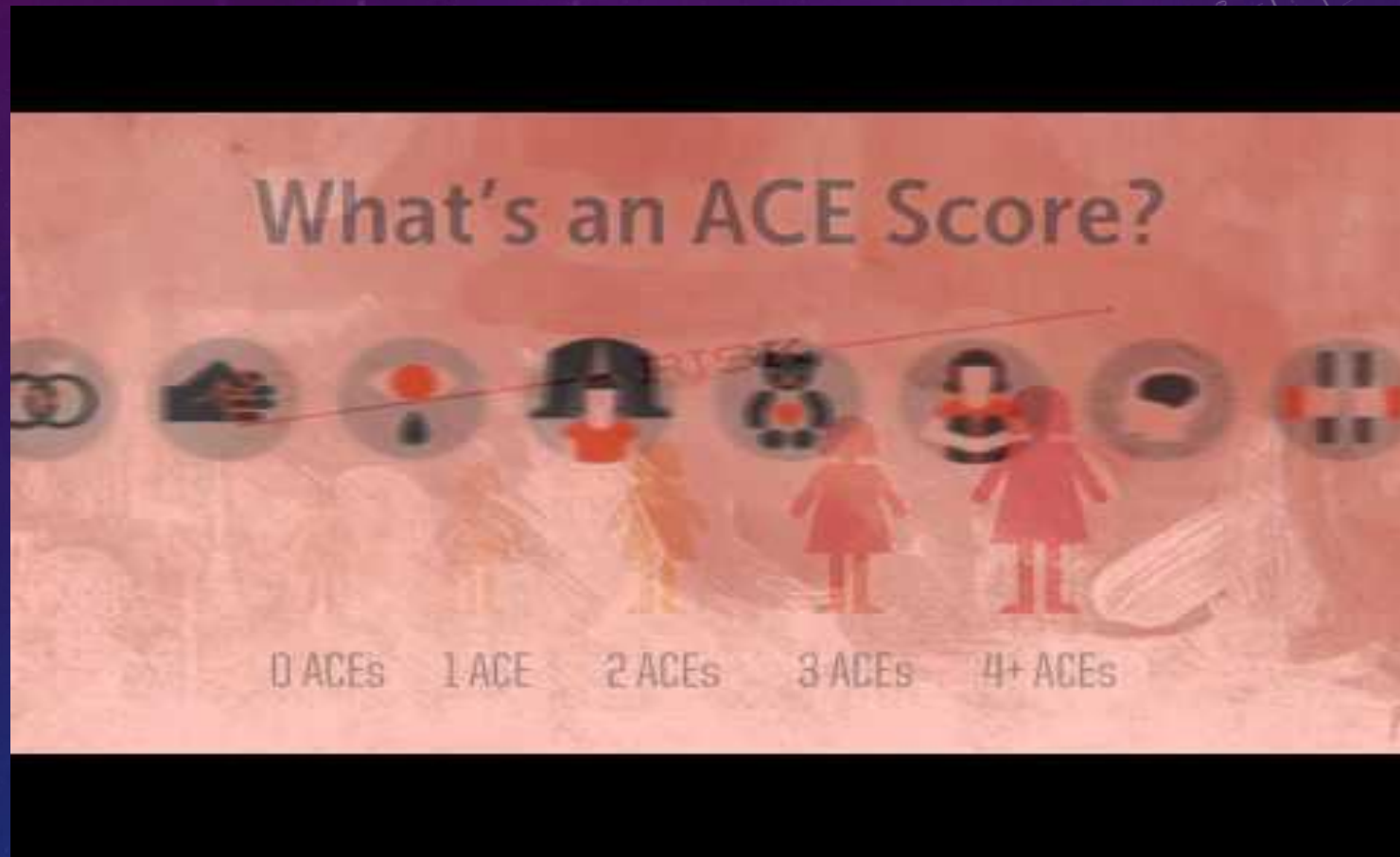
Each individual responds differently.

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

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	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%
	Overcrowded Household Member	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
- 61% 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 density	Diabetes	Depression	Stroke	Chronic diseases
Heart disease	Cancer	Stroke	COPD	Sexual abuse

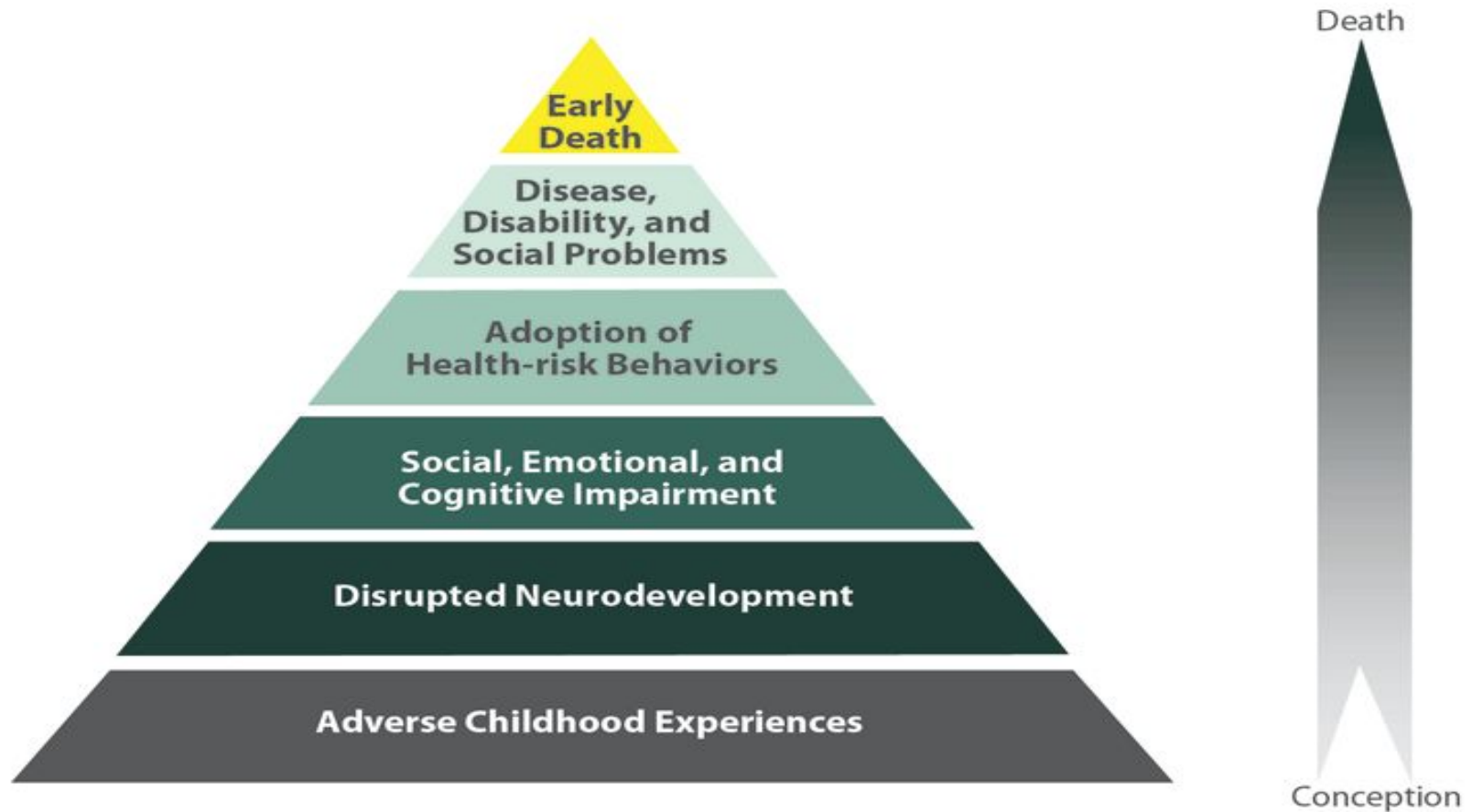
rwjf.org/aces

Robert Wood Johnson Foundation

Hand Model of the Brain



WHY IS THIS IMPORTANT?



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



How do we
address trauma?

- Isaiah Alexander
- Damien Zanders-Raymond
- Anthony Hall
- Javin Hobbs
- Jaeshon Strickland
- Jasiah Gonzalez

SUPPORTS FOR STUDENTS

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**



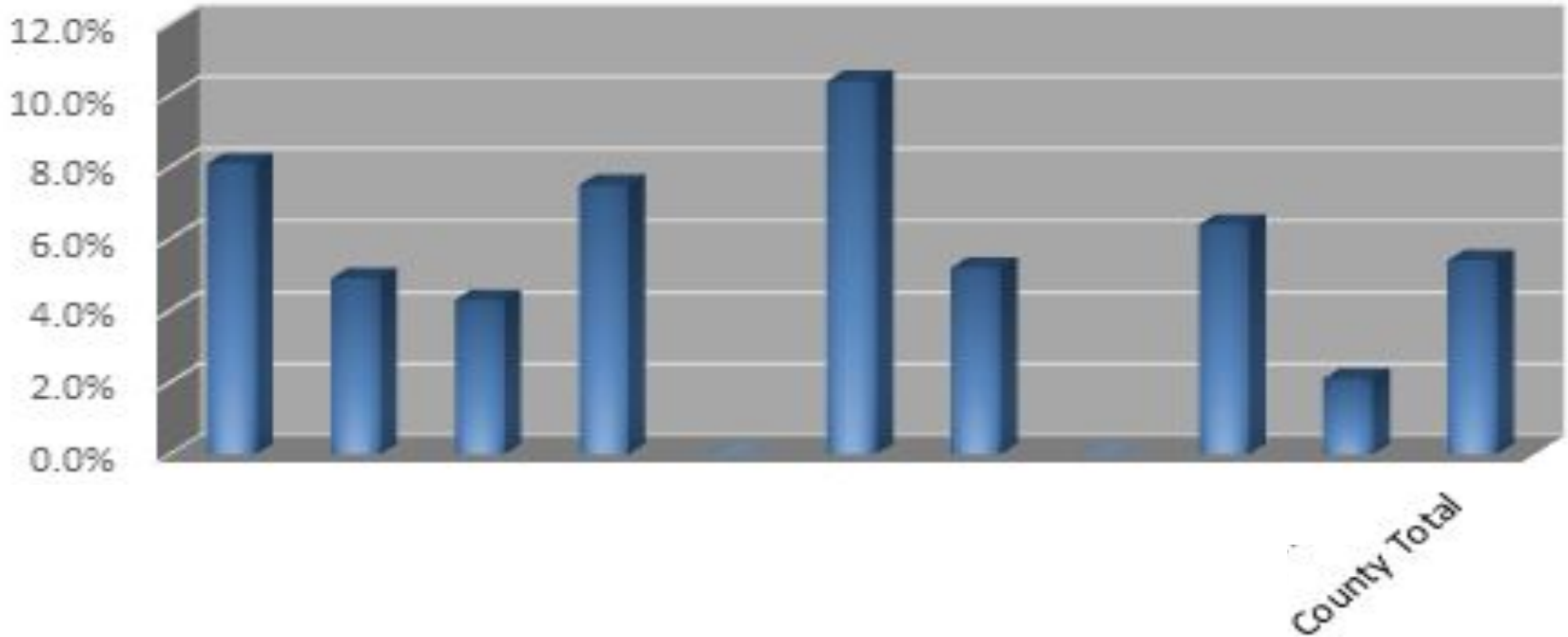
D₂ A₁ T₁ A₁

4528 to 2361

ACE'S REPORTED BY KINDERGARTEN PARENTS AT SCREENING:

@jfantigrossi #PBISforum2018

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” :

varezzi@rightreasontech.com

- 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

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

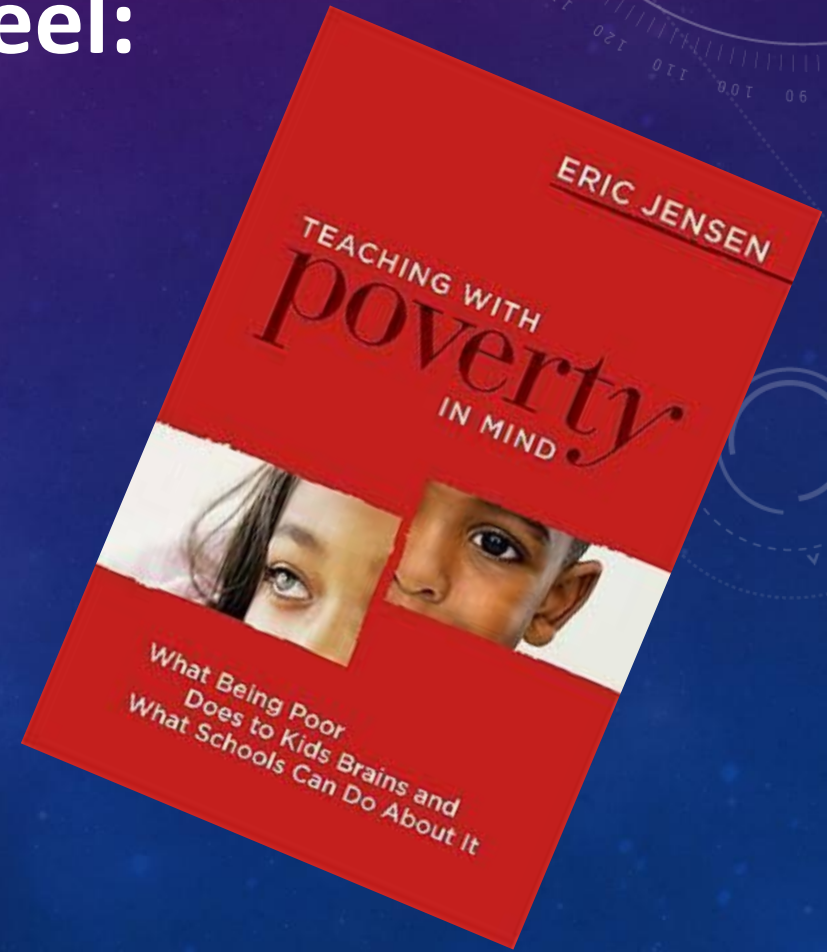
POVERTY ASIDE

You can be poor and feel:

-Safe

-Loved

-Proud



POVERTY & TRAUMA

RISK FACTOR/BEHAVIOR	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

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**

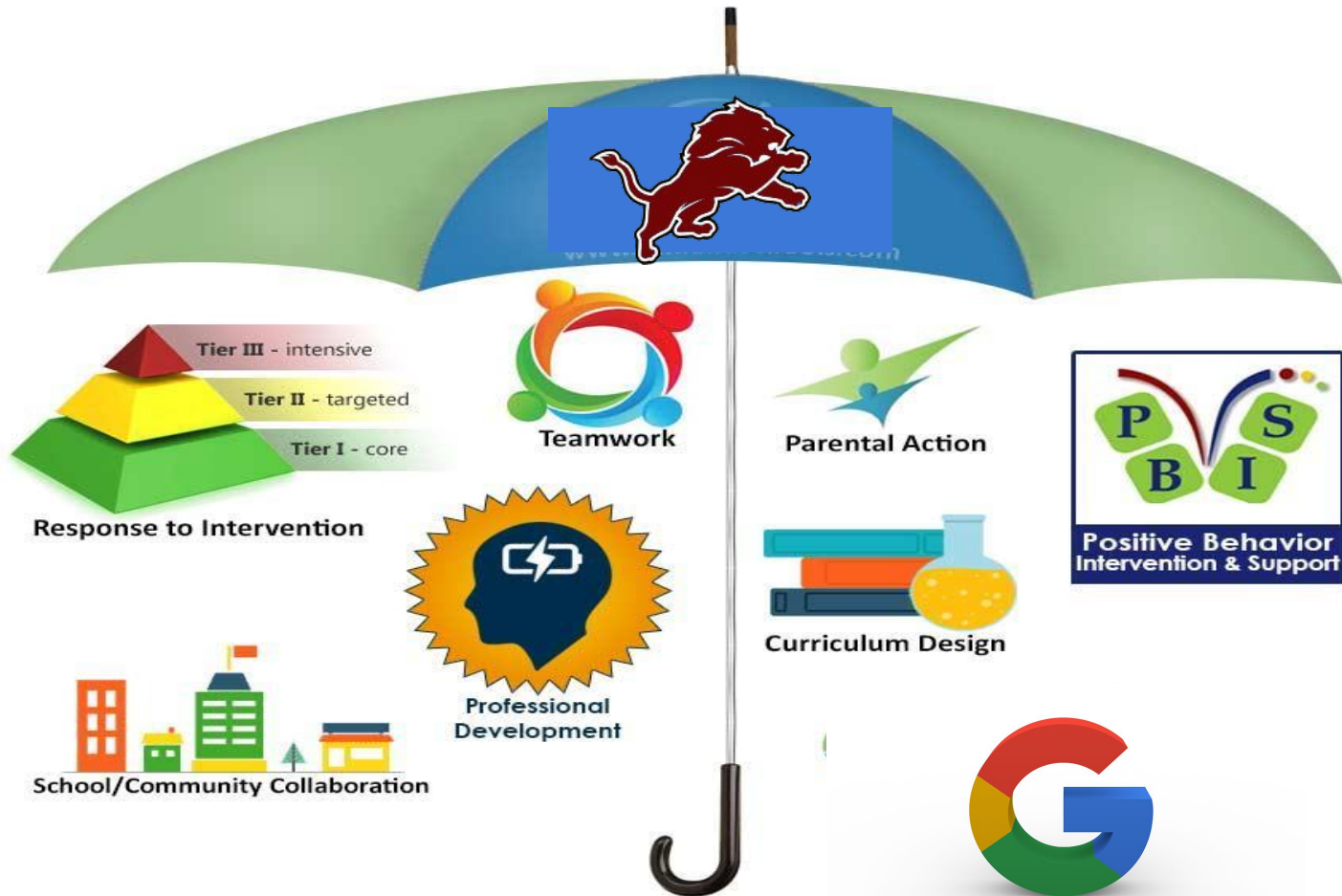


**Culturally Valid
Information for
Decisions**

**Culturally Relevant & Effective
Instruction**



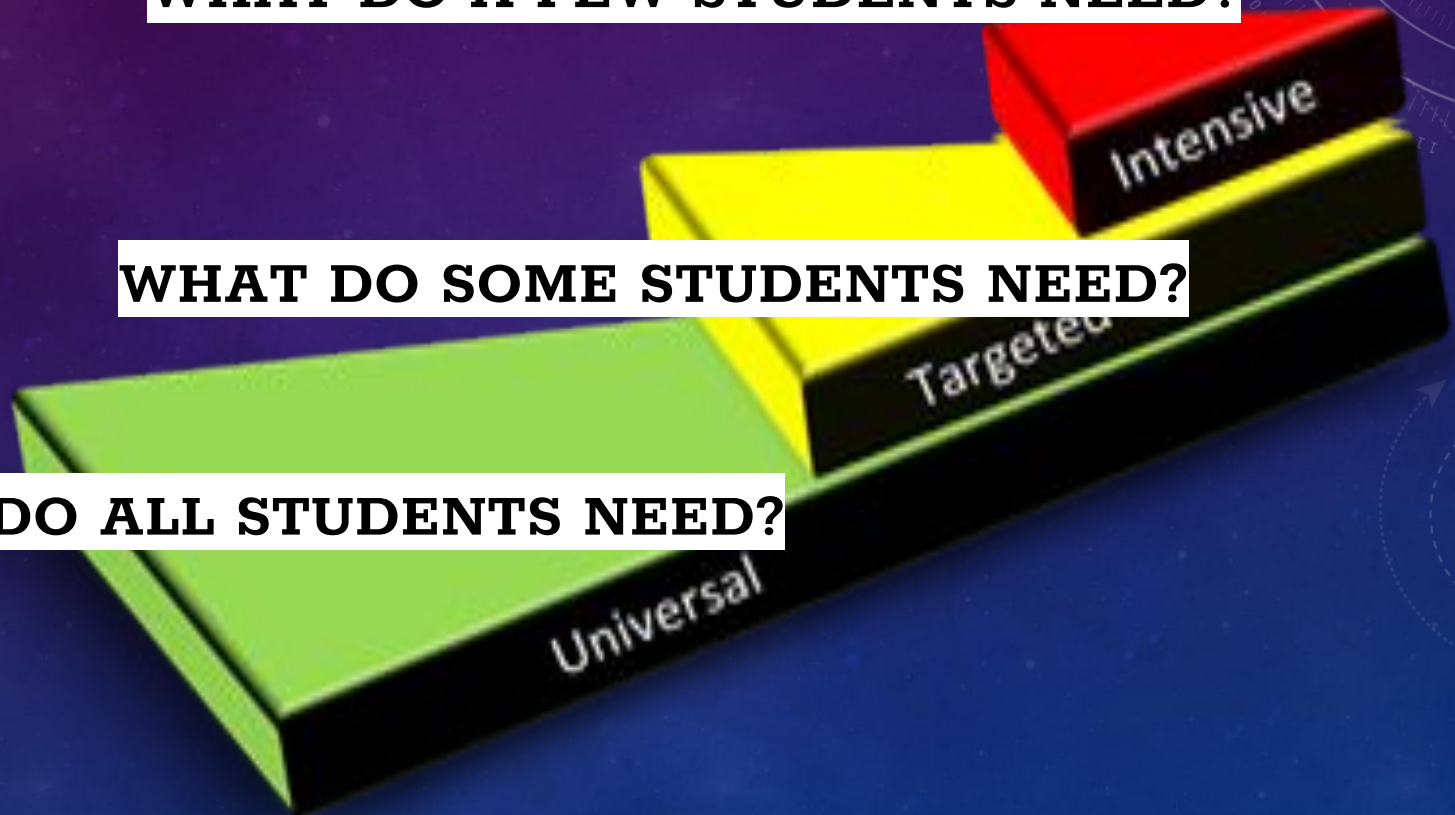
What lives under the MTSS Umbrella



WHAT DO A FEW STUDENTS NEED?

WHAT DO SOME STUDENTS NEED?

WHAT DO ALL STUDENTS NEED?



“

We cannot
out-intervention
ineffective Tier 1
practices

”

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

John Hattie

“

Formalize the informal

”

Tiered Fidelity Inventory

1.4 - Teaching Expectations

1.7, 2.9, 3.9 - Professional Development

1.8 - Classroom Procedures

1.9 - Feedback and Acknowledgement

2.7 - Practices matched to student need

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

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

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

Refuse, Remove, Reasons

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**



Tier 1

Attachment

- Home Visits
- Responsive Classroom
- School-wide meetings
- Restorative Practices - community circles

Regulation

- Second Step
- School-wide PBIS

Competency

- WIN Time
- Personalized Learning
- Botvin's Life Skills
- Refuse, Remove, Reasons (Drug Abuse Prevention)
- After school workshops



Tier 2

Attachment

- NYS Mentoring (Peer/Adult)
- CICO
- Check & Connect

Regulation

- S/AIG
- Second Step Reteach
- Why Try Groups

Competency

- Academic Intervention Services
- Leveled Literacy Intervention
- Primary Project
- Tutoring



Tier 3

Attachment

- Community-based mentoring
- Wraparound services

Regulation

- Individual counseling
- Wraparound services
- FBA/BIP

Competency

- Intensive math and reading interventions
- Wraparound services

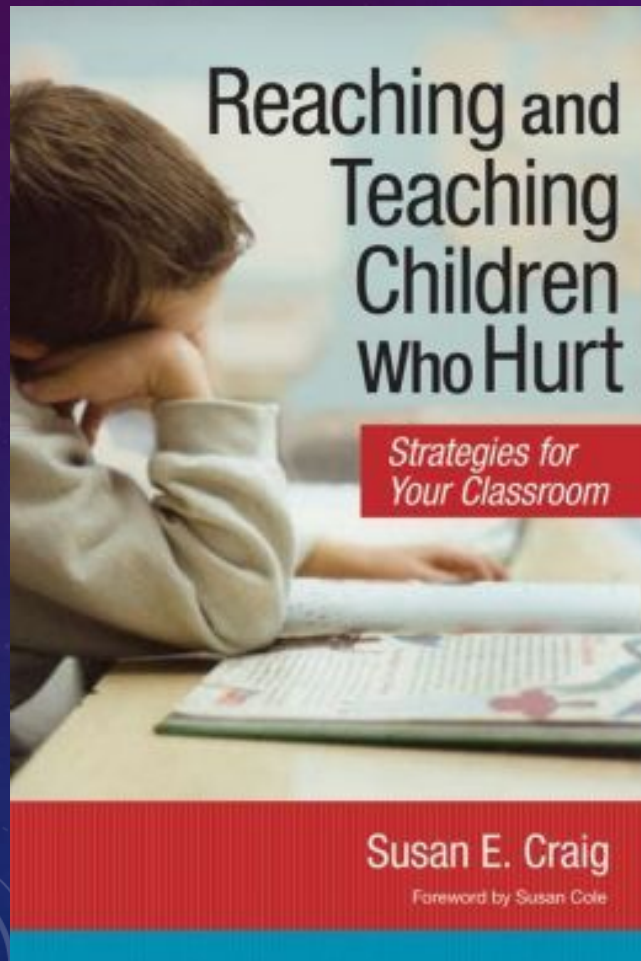
Small Group Discussion

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

@jfantigrossi #PBISforum2018

BUILDING CAPACITY FOR STAFF

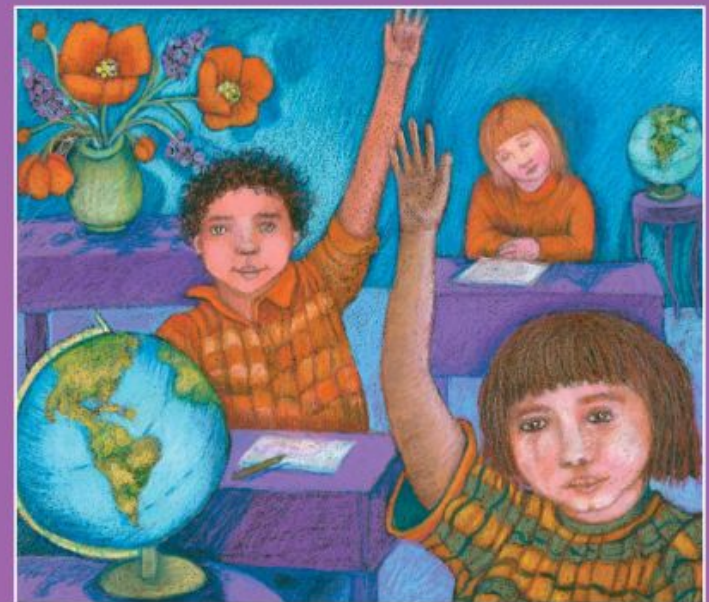
BOOK STUDIES & PLC'S HELPED START CONVERSATION:



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)

@jfantigrossi #PBISforum2018



YOUTH
MENTAL
HEALTH
FIRST AID®

www.MentalHealthFirstAid.org

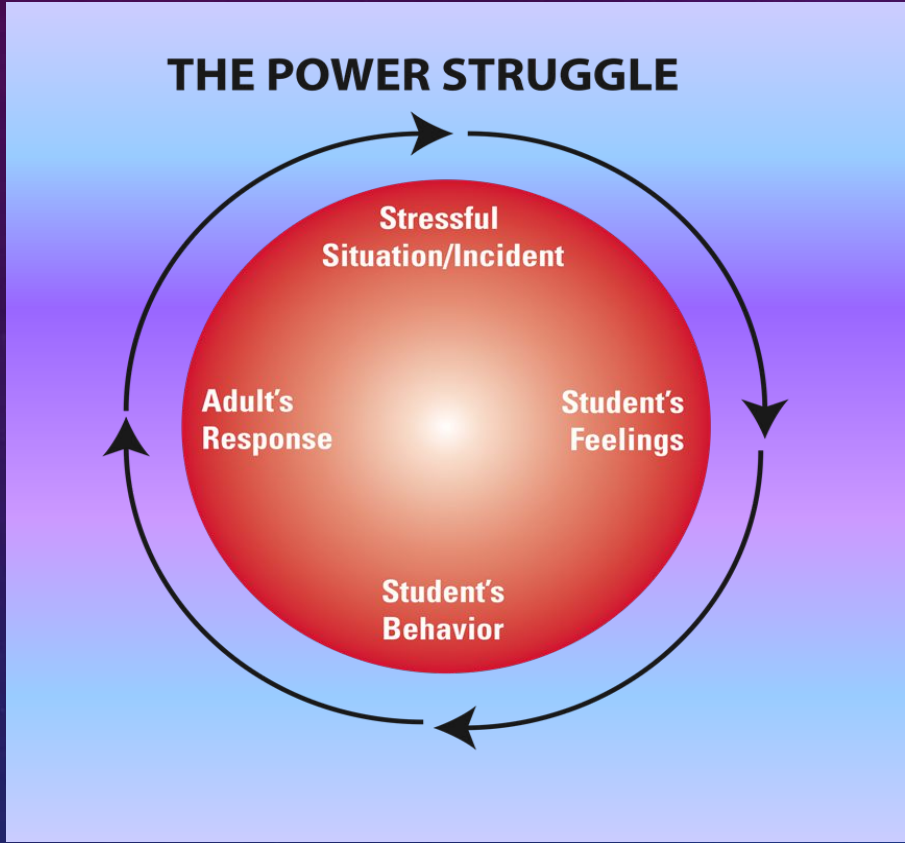
A young woman with blonde hair is shown from the chest up, playing an acoustic guitar. She has her eyes closed and a focused expression. The background features a wall with a white lattice soundproofing panel. The entire scene is overlaid with a semi-transparent blue filter.

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!

Therapeutic Crisis Intervention for Schools (TCIS)



WHAT HAPPENED TO YOU?

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

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

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

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"

It has to start somewhere...

THANK YOU!

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