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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 @jfantigrossi

- Self-Care
- 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?

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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:

- 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:

The three types of ACEs include:

ABUSE	NEGLECT	HOUSEHOLD DYSFUNCTION	
Physical Abuse	Emotional Neglect	Household Substance Abuse	Parental Divorce
Sexual Abuse	Physical Neglect	Household Mental Illness	Mother Involvement/Child Abuse
Emotional Abuse	Emotional Neglect	Interparental Conflict/Blame	Domestic Violence
Child Abuse		Domestic Violence	

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:

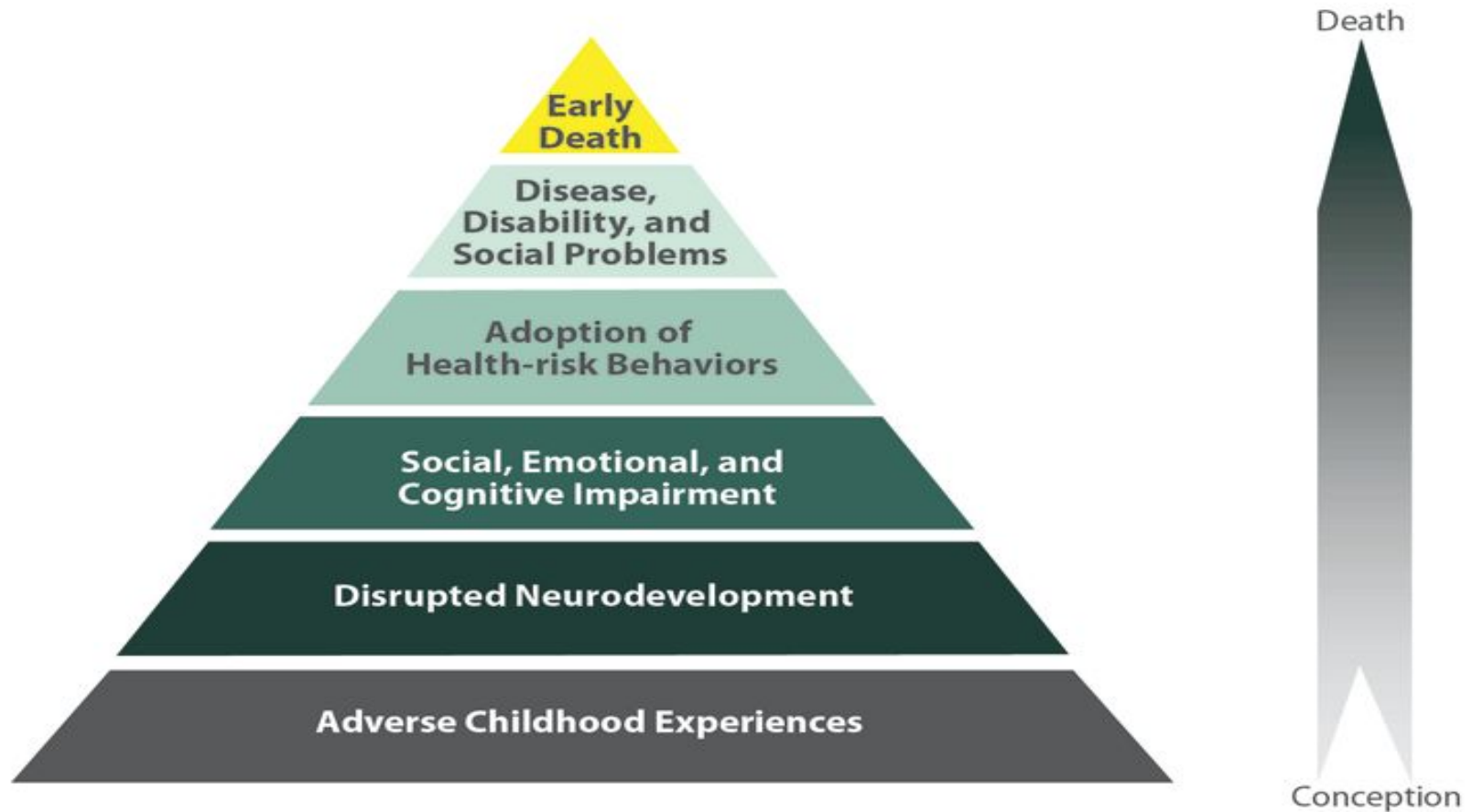
BEHAVIOR				
Use of alcohol/tobacco	Suicidal thoughts	Suicidal behavior	Drug use	Missed work
PHYSICAL & MENTAL HEALTH				
Liver disease	Diabetes	Depression	Suicidal thoughts	STIs
Heart disease	Cancer	Stroke	COPD	Suicidal behavior

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

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.

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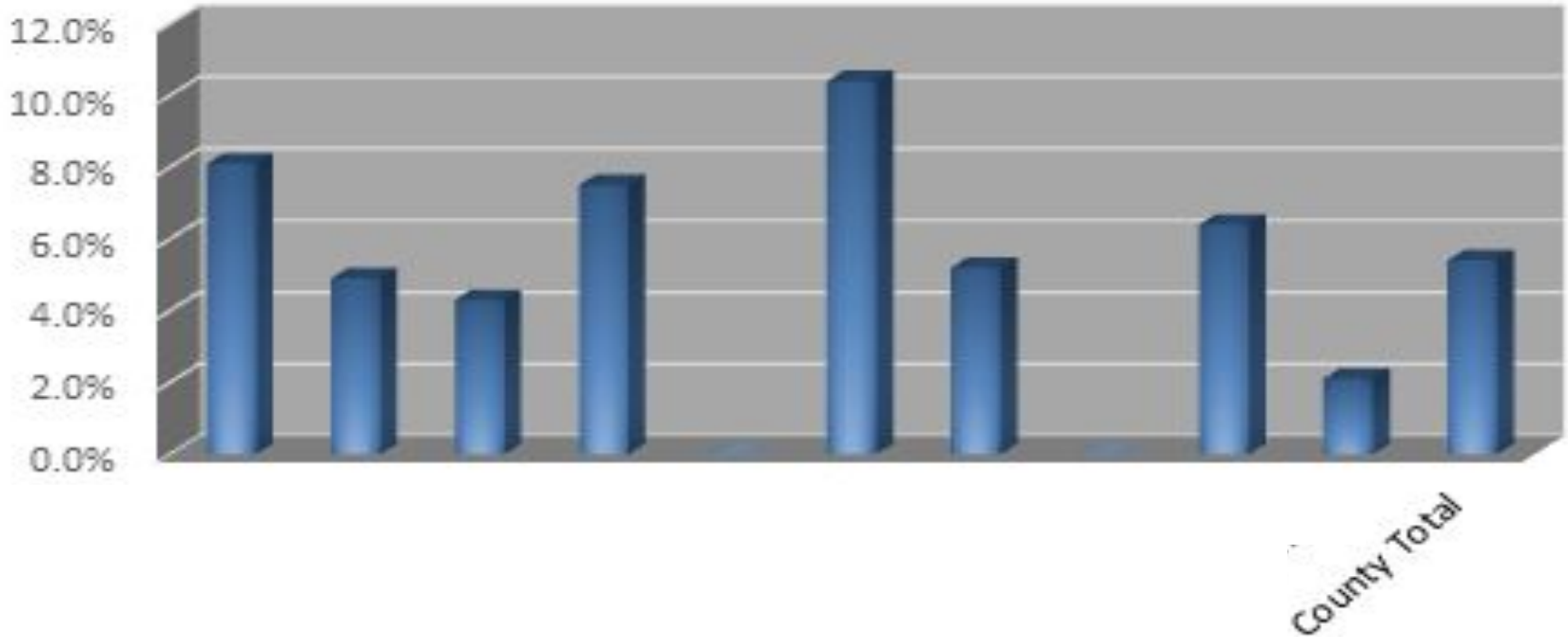
PROQOL

Professional Quality of Life Scale

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

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

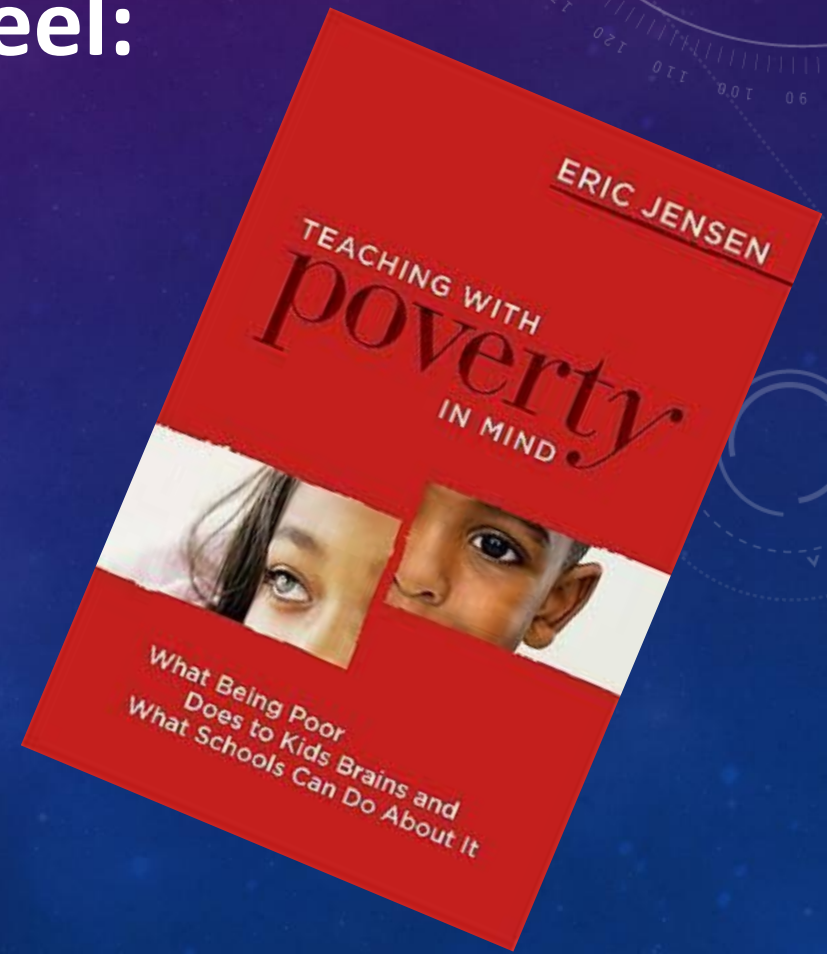
POVERTY ASIDE

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

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How do we
address trauma?

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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**



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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

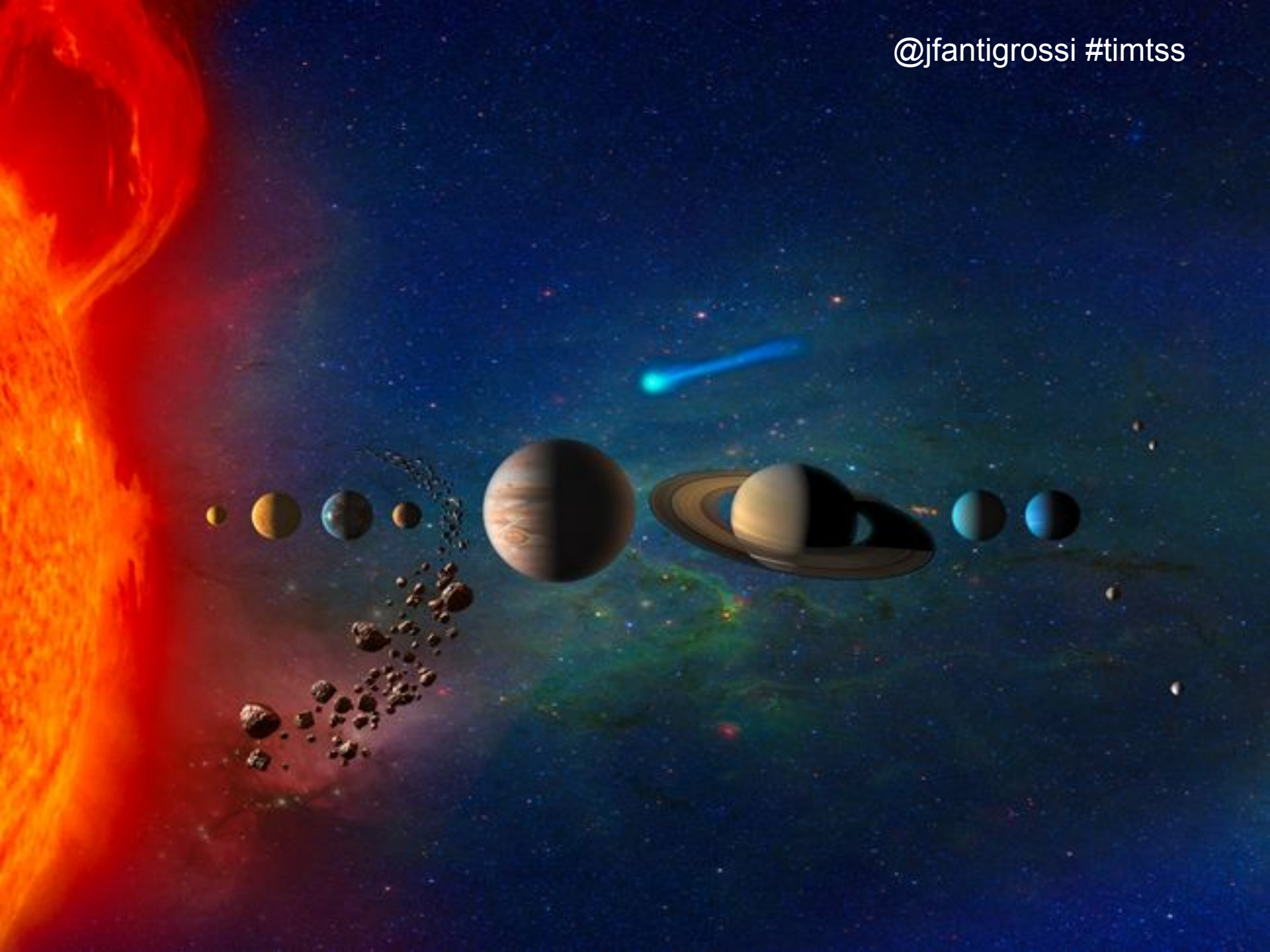
**Culturally
Knowledgeable**
Staff



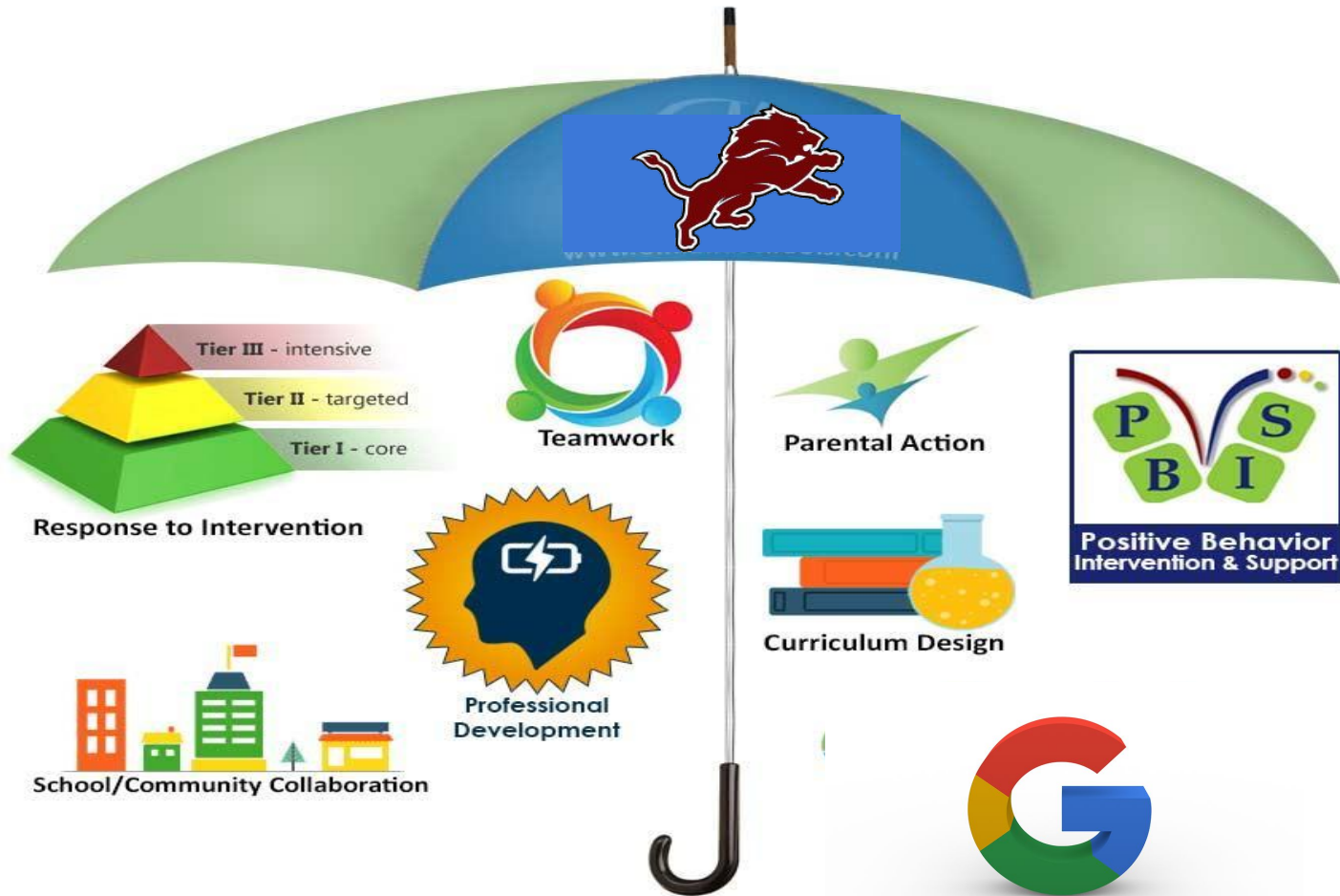
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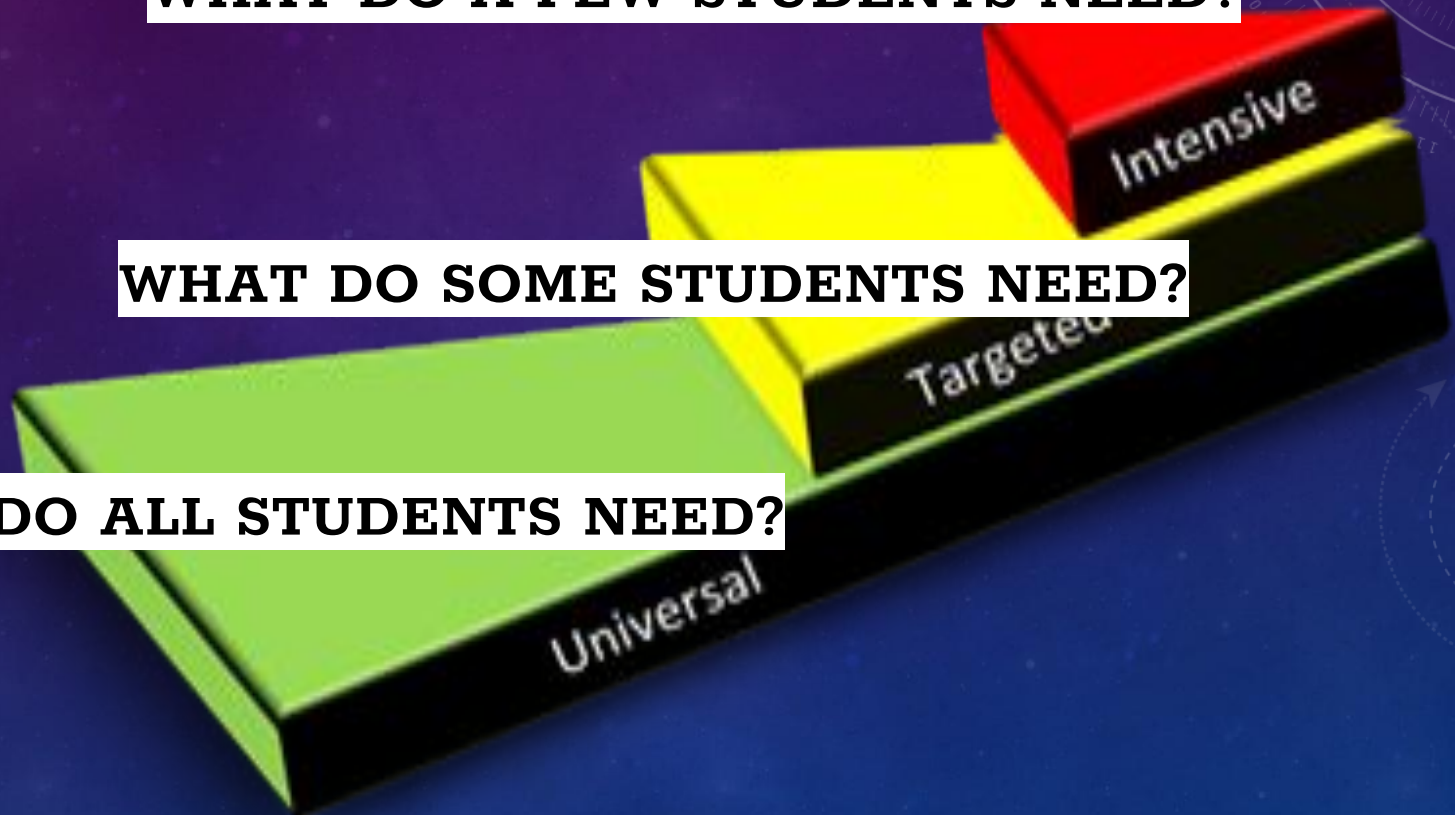
What lives under the MTSS Umbrella



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;
Sugai, O'Keeffe, &
Fallon, 2012ab

Culturally Equitable Academic & Social Behavior Expectations

**Culturally
Knowledgeable
Staff**



**Culturally Valid
Information for
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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

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

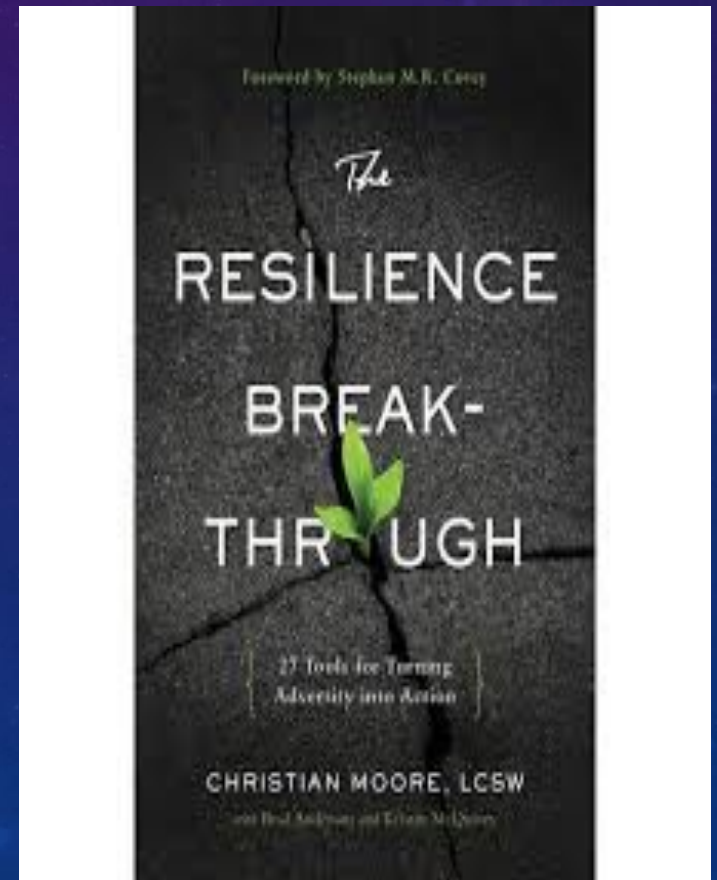
Strong and engaging classroom instruction for all students
Project Success
Refuse, Remove, Reasons (Drug Abuse Prevention)
Differentiated instruction/Personalized Learning
Skill based clubs (strategy games, gardening, cooking!)
Music & Art Classes!

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?

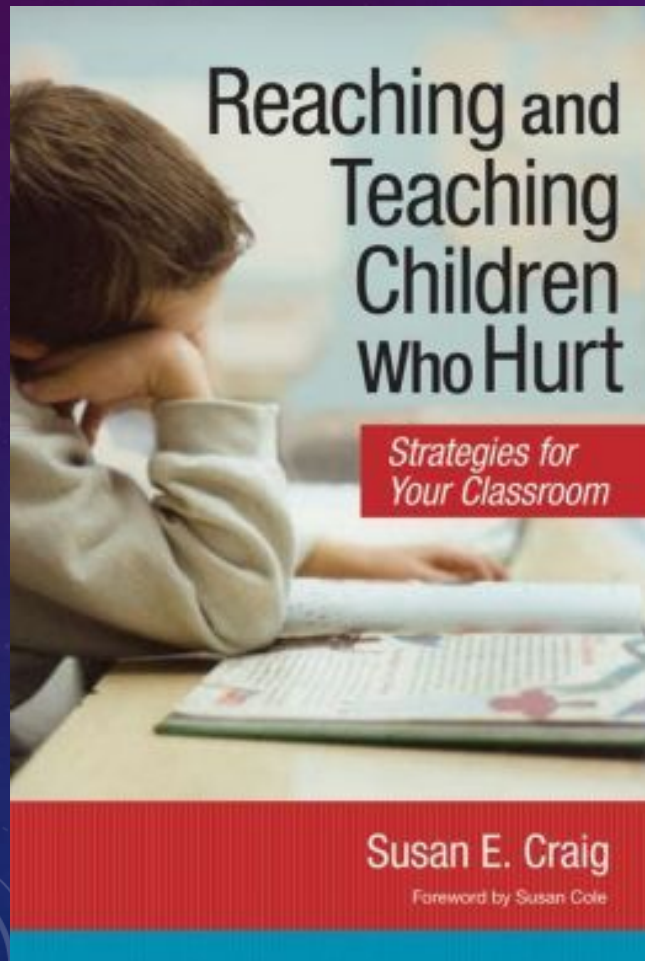
Rock Bottom Resilience

- 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

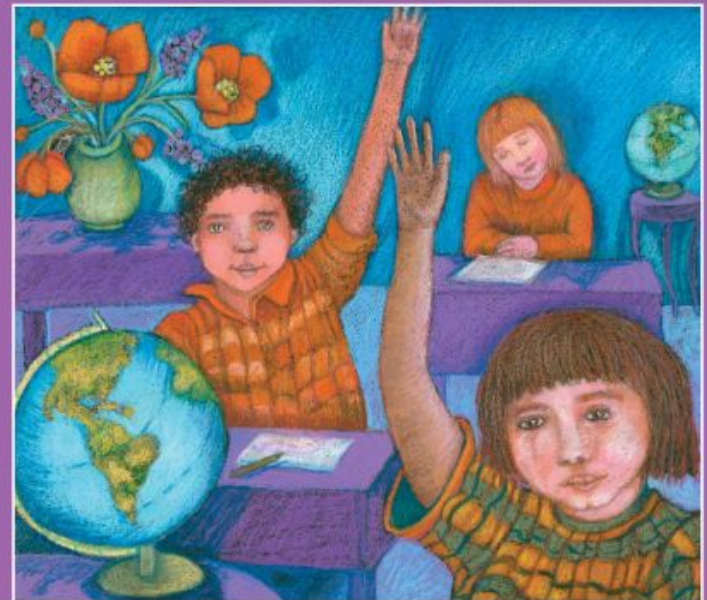
BOOK STUDIES & PLC'S HELPED START CONVERSATION:



Helping Traumatized Children Learn

*supportive school environments
for children traumatized by family violence*

A Report and Policy Agenda



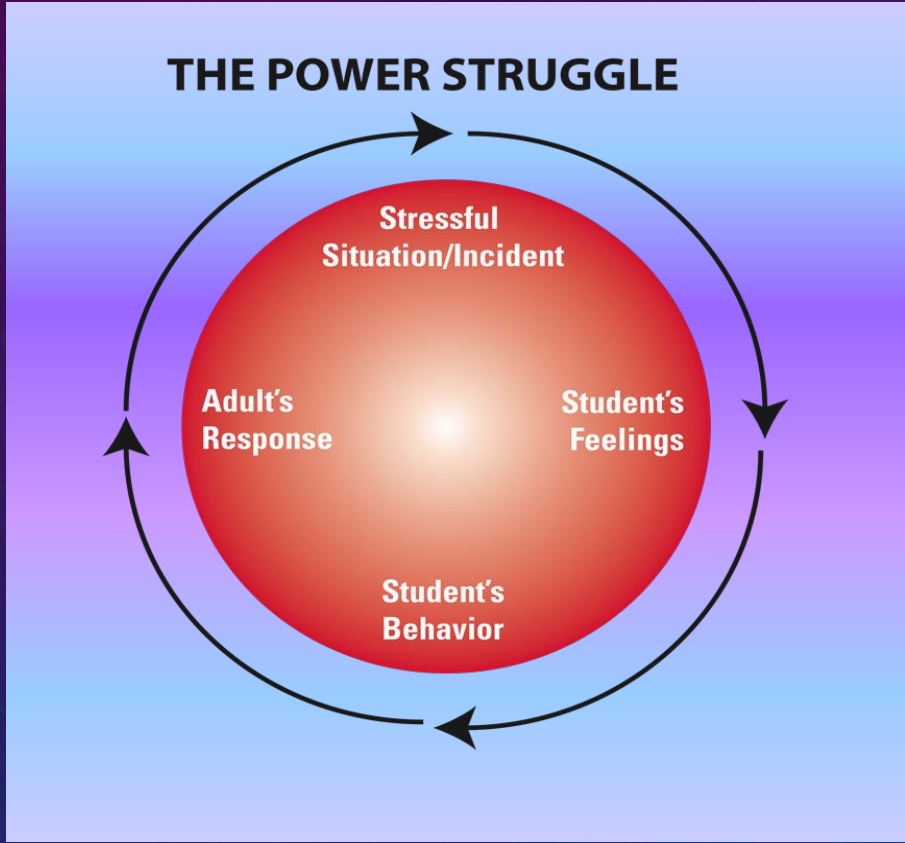
Massachusetts Advocates for Children: Trauma and Learning Policy Initiative

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

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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

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"

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It has to start somewhere...

THANK YOU!

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