

Safe and Supportive Schools

JOSEPH D. FANTIGROSSI, ED.D.
PRE K-12 INTERVENTION COORDINATOR,
LYONS CSD

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

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

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.

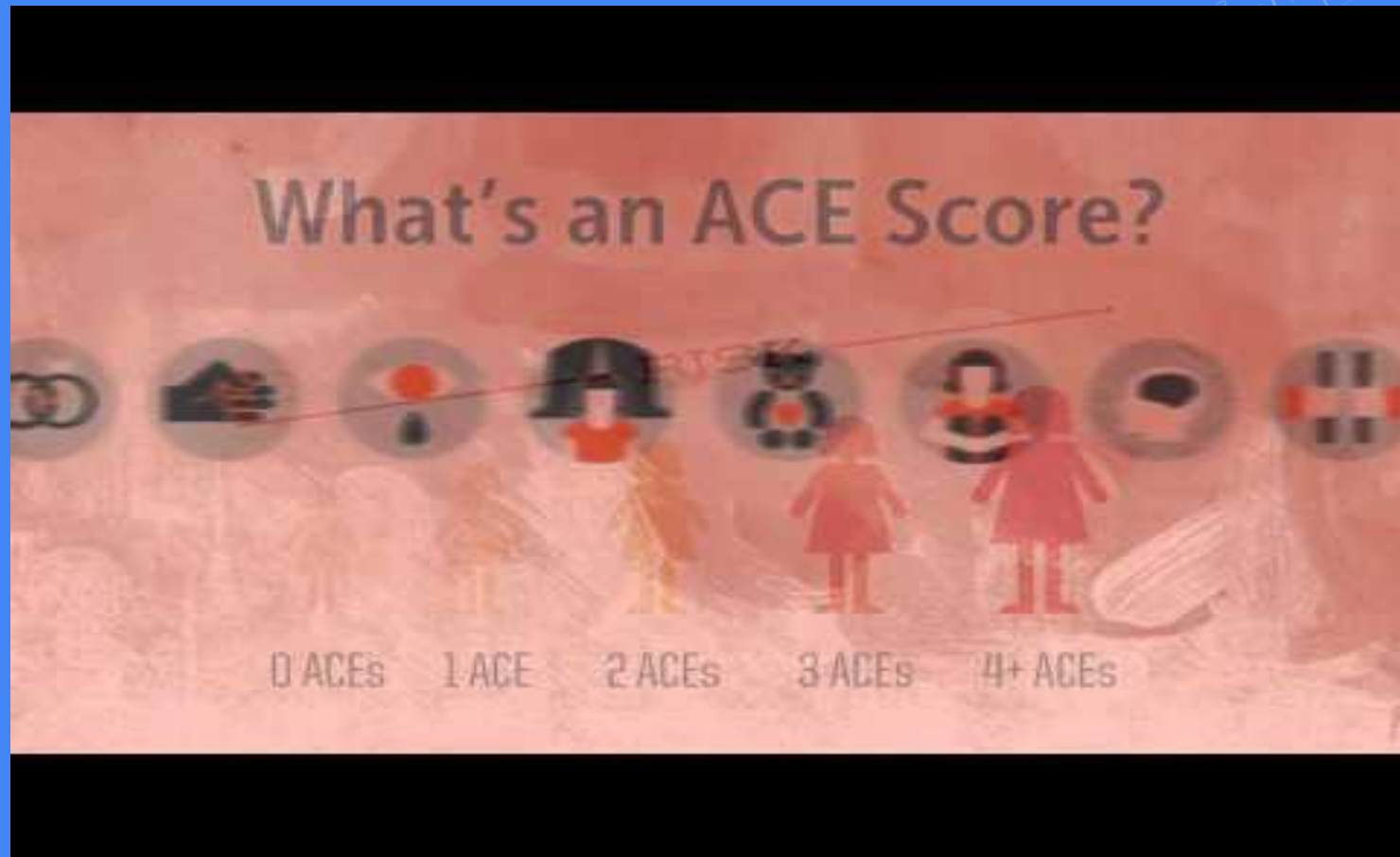
Trauma is the response.



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)



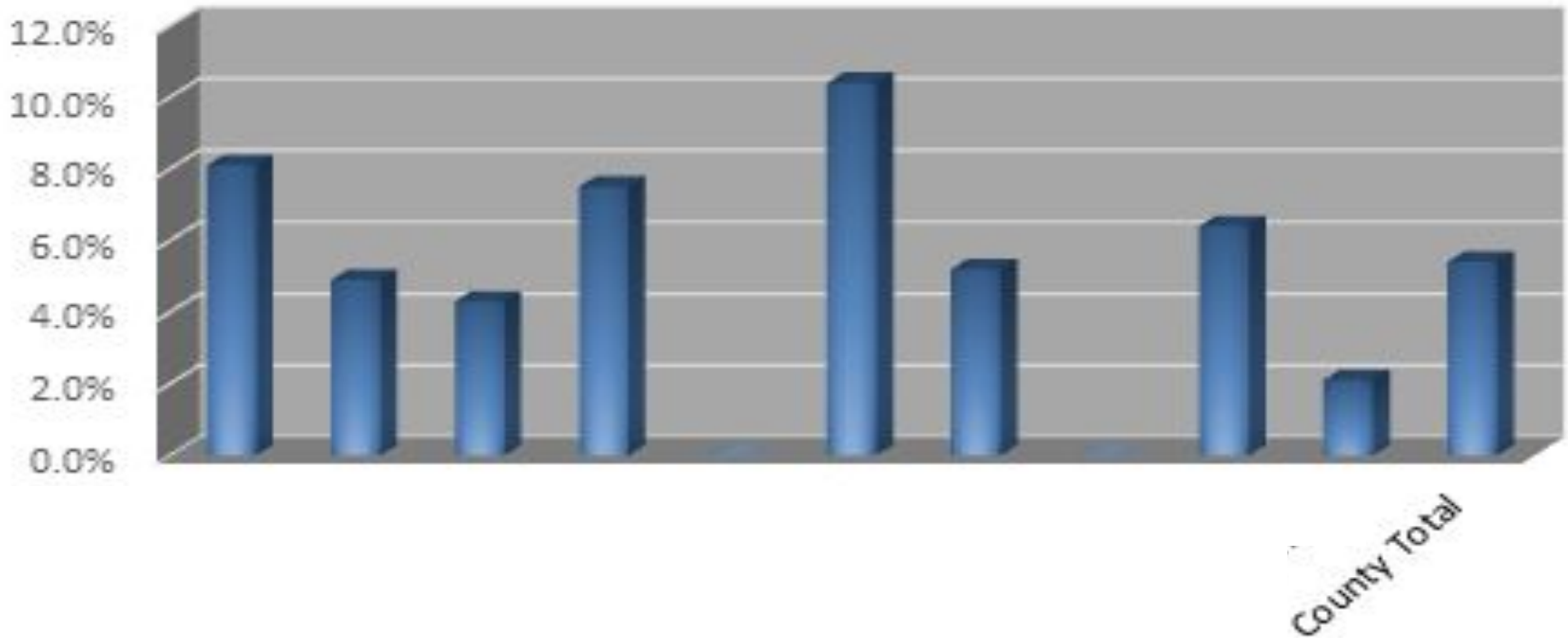
Hand Model of the Brain



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

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?

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

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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**



A₁

N₁

D₂

R₁

E

E

S₁

E

A₁

L₁

B₃

C₃

R₁

4528 to 2361

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

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

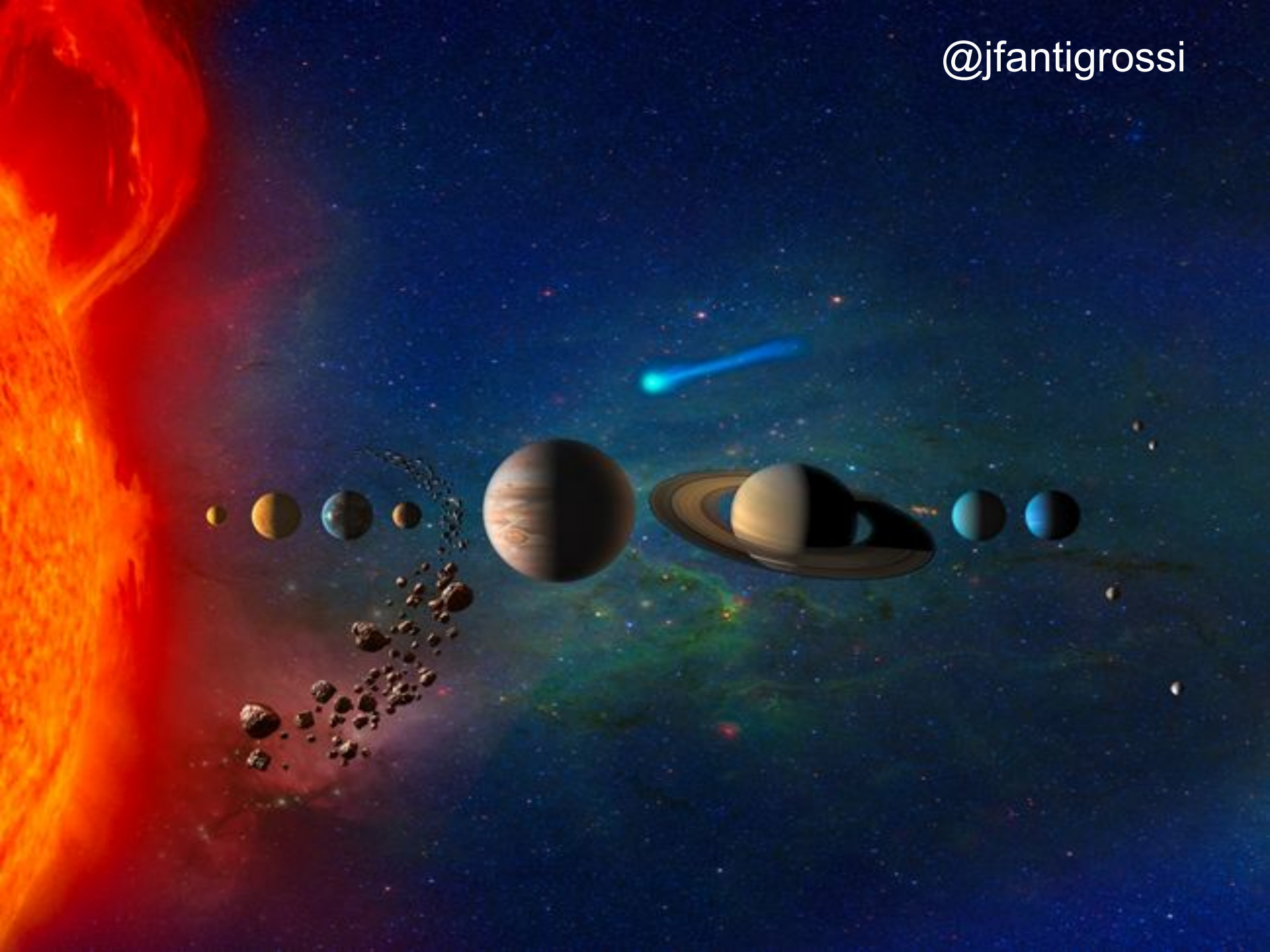
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What lives under the MTSS Umbrella



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WHAT DO A FEW STUDENTS NEED?

WHAT DO SOME STUDENTS NEED?

WHAT DO ALL STUDENTS NEED?



Discuss with your building team

What systems do you currently have in place to meet the needs of all of your students?

How are they working?

What needs to change?

Vincent, Randall,
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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)

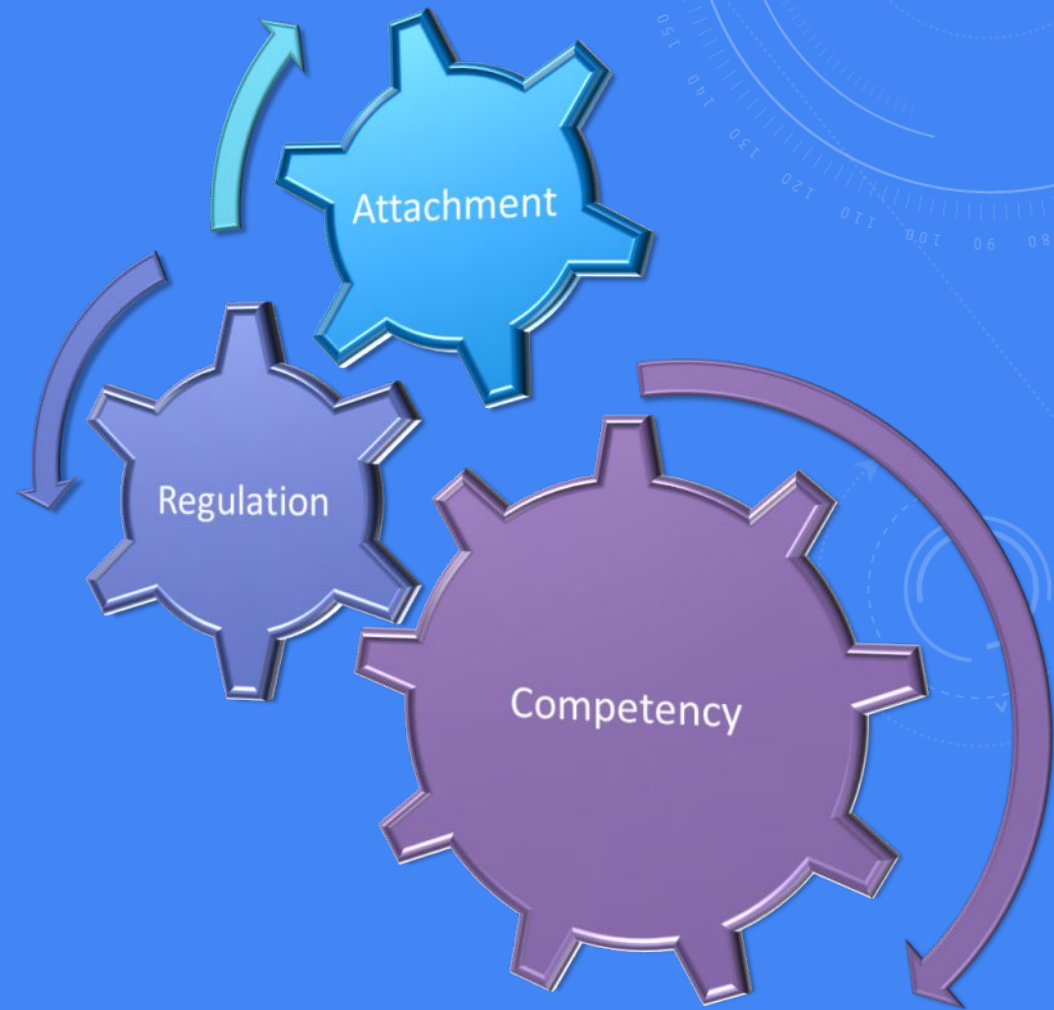
PINS

Satellite MH Office in
School Building

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A FRAMEWORK TO HELP

ATTACHMENT
REGULATION
(SELF)
COMPETENCY



arcframework.org

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

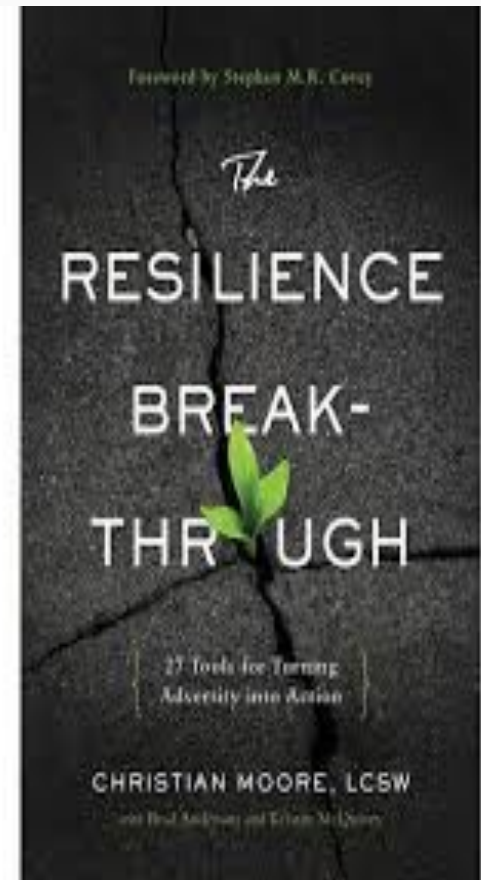
Small Group Discussion

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

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

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- 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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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

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Food For Thought

1 in 5 teachers have a
second job.

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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.

MOVE

CHANGE

ADAPT

FLEX

GROW

BE

DO.

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THANK YOU!

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