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Beyond the ABC's of Trauma

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“

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

Maya Angelou

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TODAY'S PURPOSE

www.josephfantigrossi.com

- Self-Care
- Understanding the impact
- How do we address trauma?
 - Support for Students
 - Data, Systems, Practices
 - Building Capacity for Staff
- What does a trauma-sensitive school look like?
- Action steps

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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PROQOL

Professional Quality of Life Scale

Suicide Today-NYS Suicide Prevention Task Force

- 28% increase nationally, 29% in NYS
- increase across almost all age groups
- 1,700 deaths by suicide in NYS per year
- particularly vulnerable groups
 - LGBTQ
 - Latina females
 - Veterans
 - Children

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The Voice of a Suicide-Attempt Survivor

- Step 1: Please read Misha Kessler's Letter
- Step 2: Please discuss what resonated with you with others at your table

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Childhood Trauma and Suicide

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Think, Pair, Share

How would you define trauma?

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Trauma is not the event.

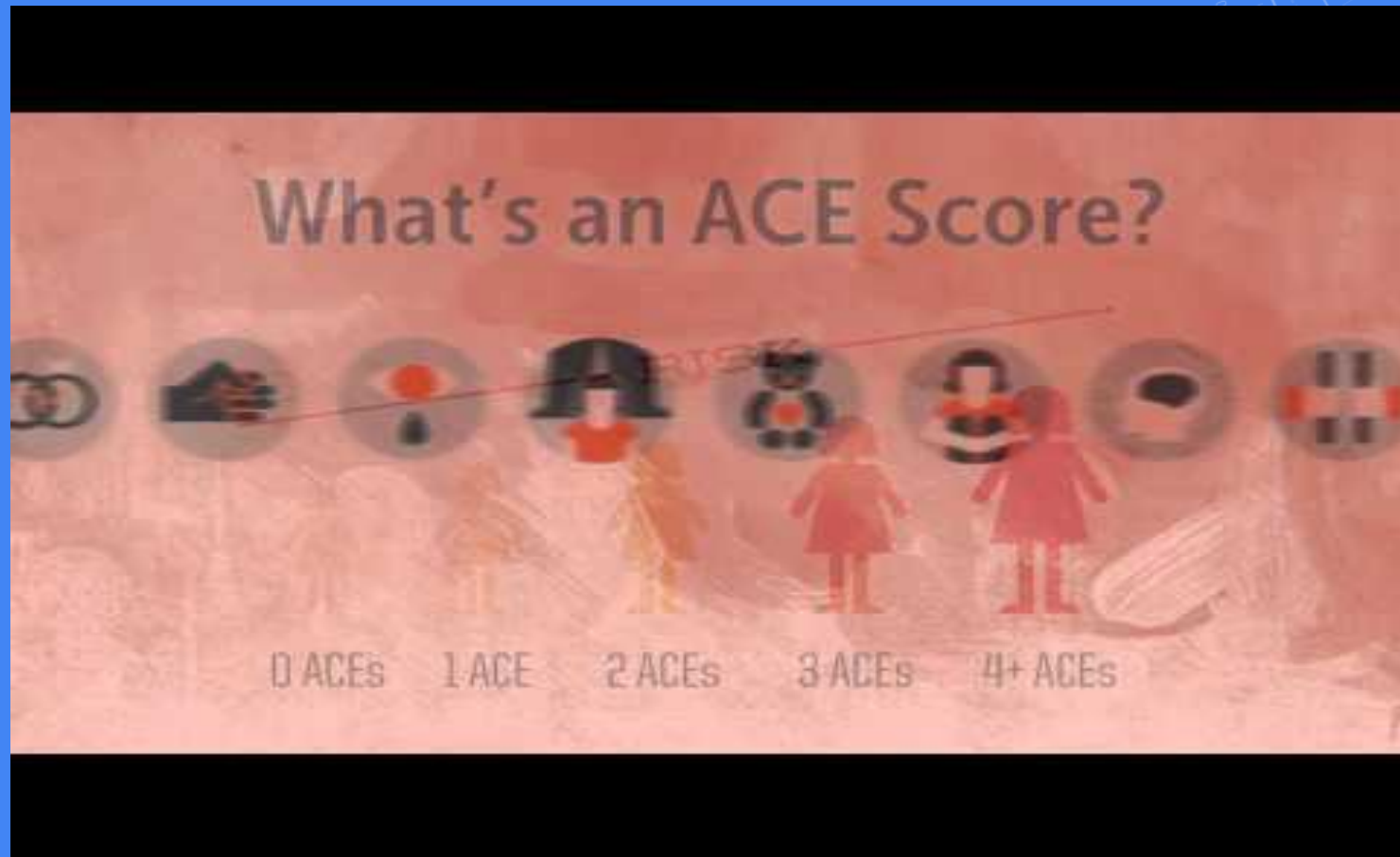
Trauma is the response.



Each individual responds differently.

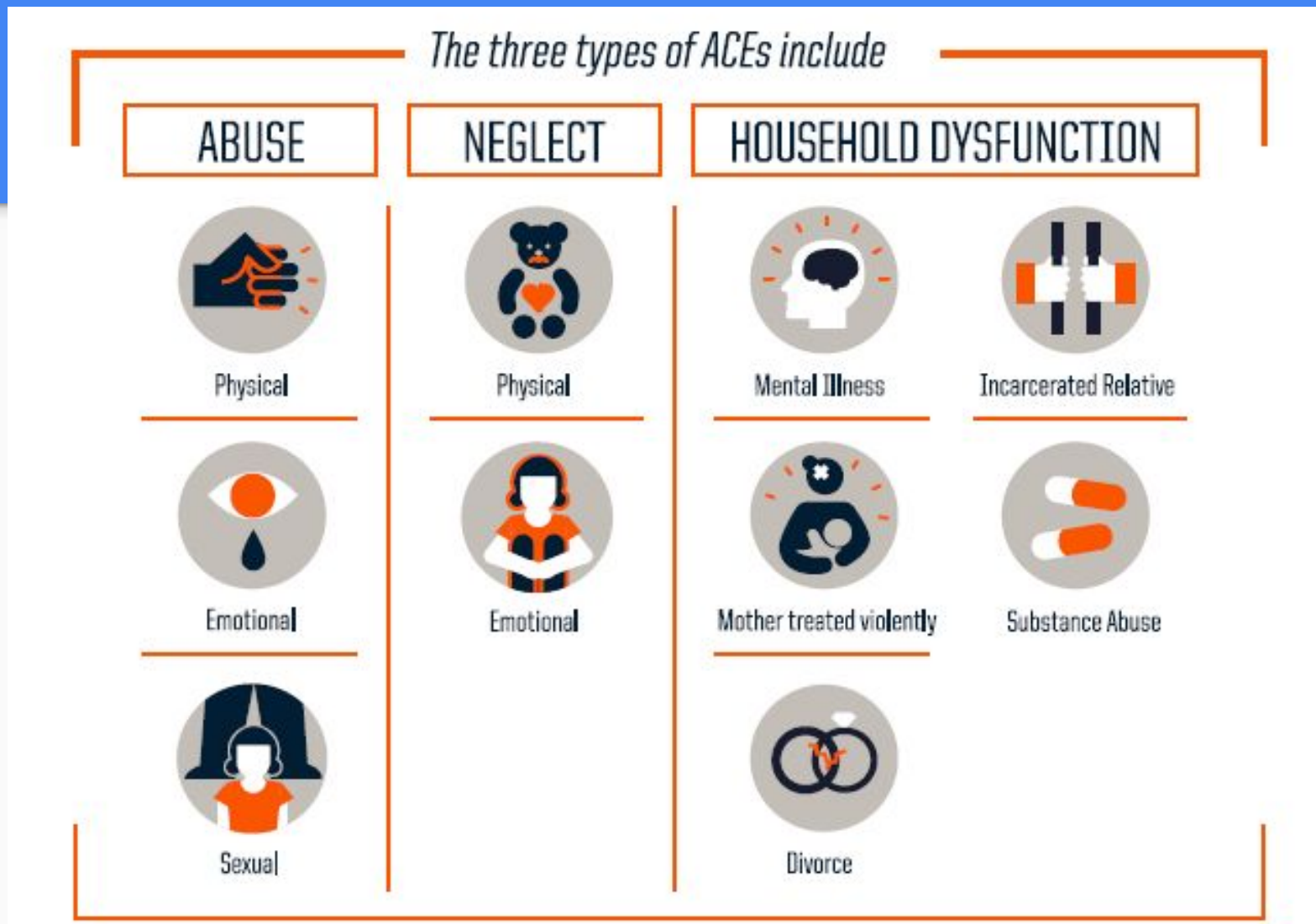
***STOP ASKING: What is wrong with this student?
AND START ASKING: What has happened to this student?***

Adverse Childhood Experiences (ACEs)



ACES- ADVERSE CHILDHOOD EXPERIENCES

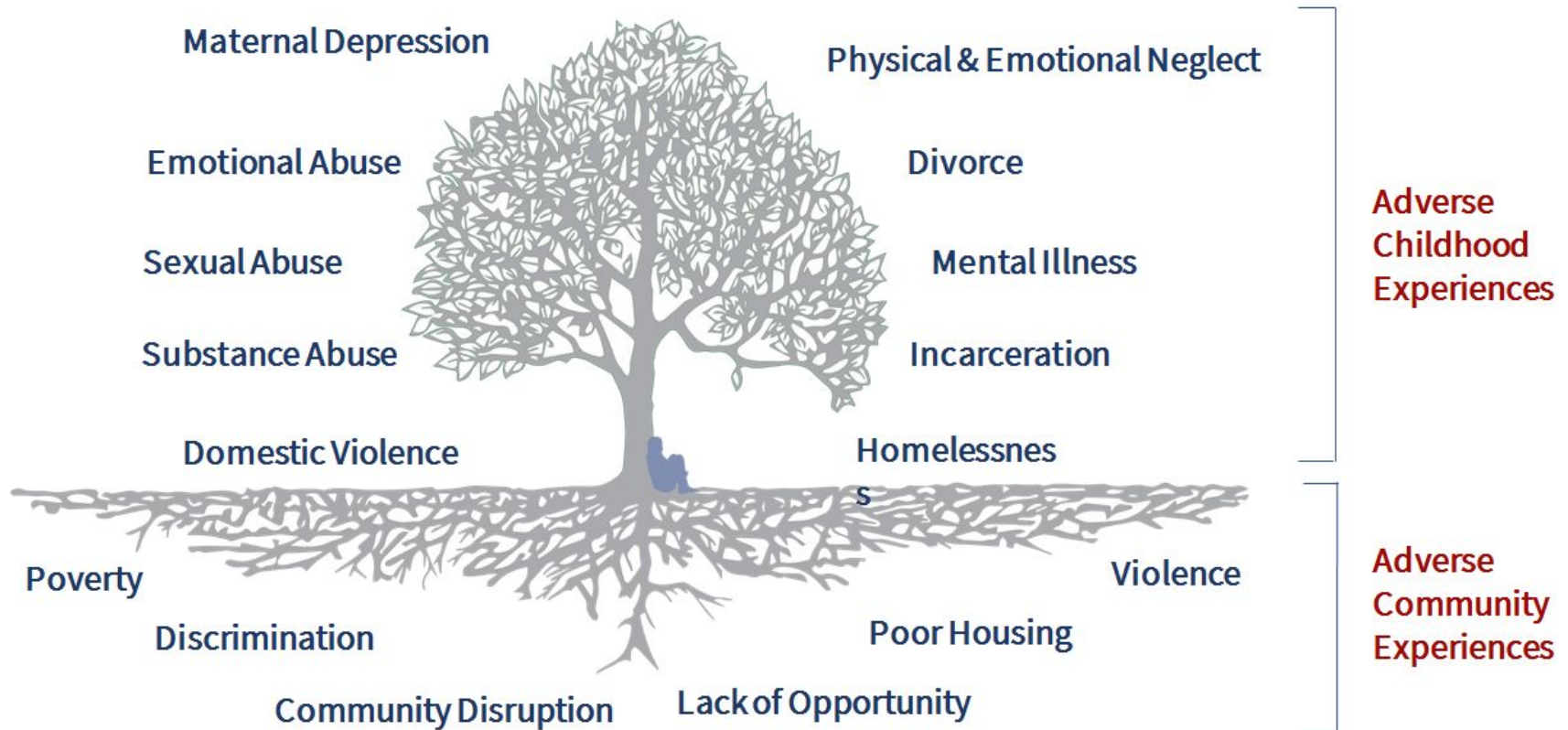
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Pair of ACEs

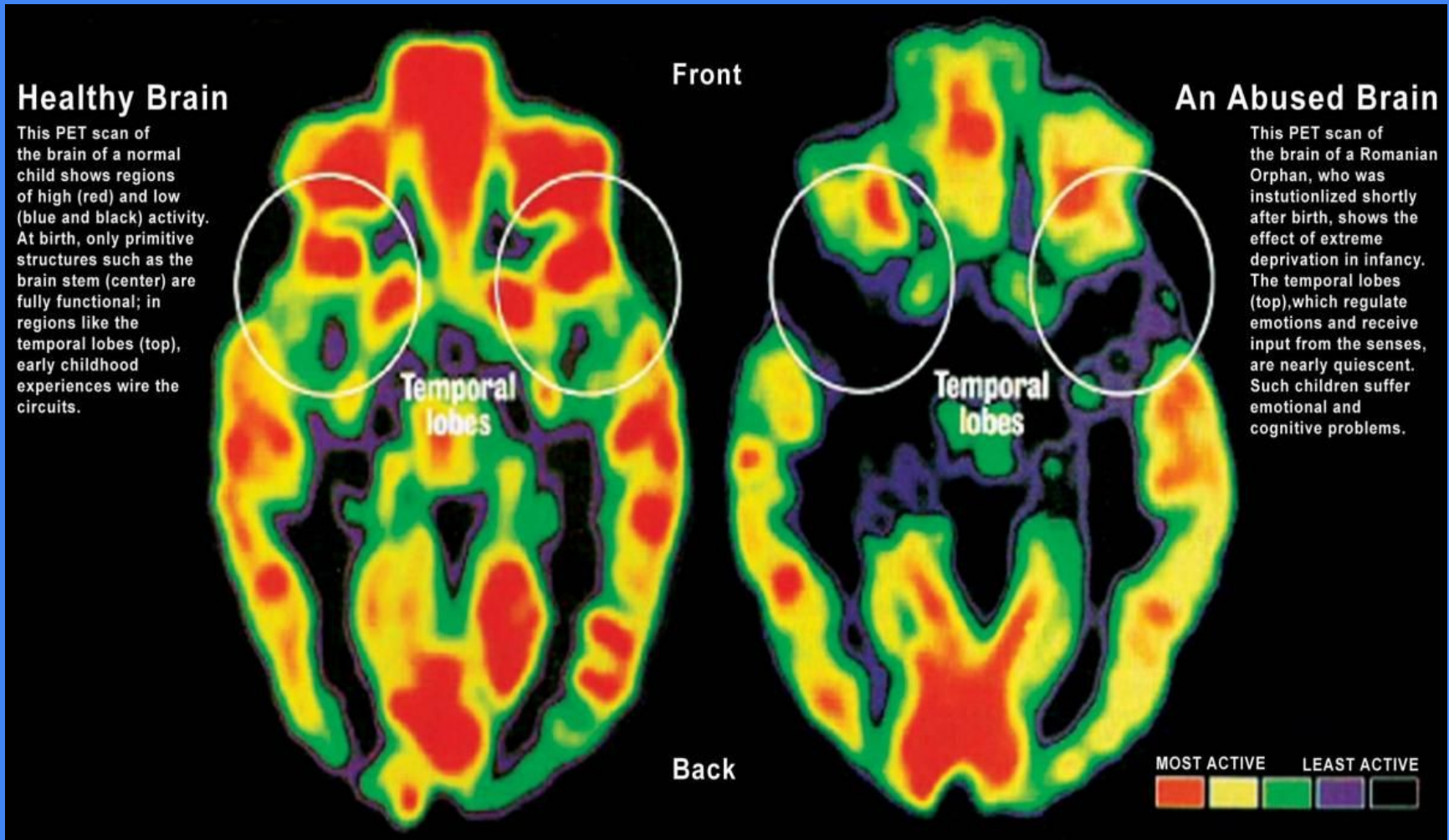
Many Types of ACEs

There are many types of trauma other than abuse, neglect, and household dysfunction.



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MRI SHOWS IMPACT

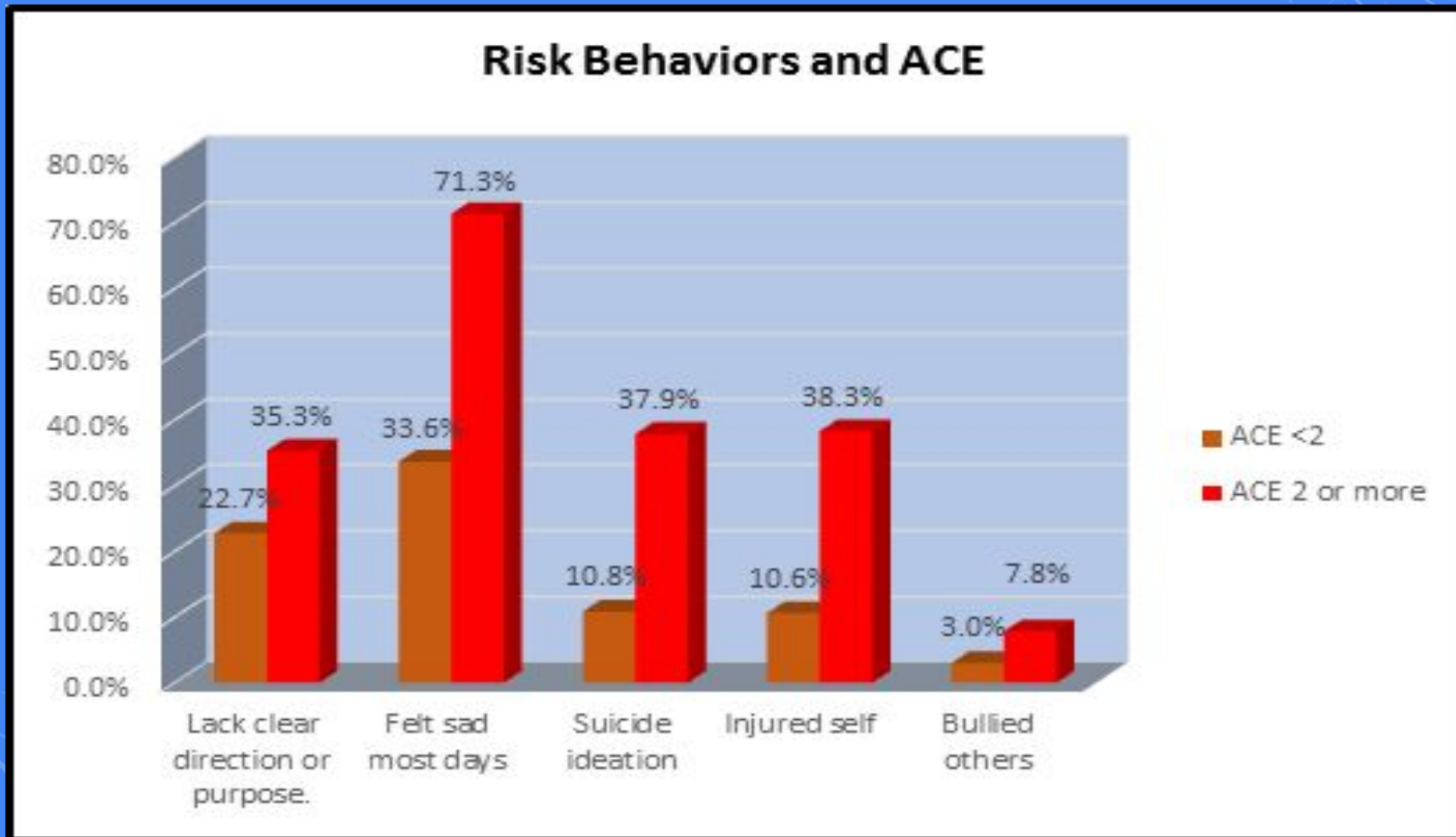


Hand Model of the Brain

Dr. Dan Siegel



Overlap of Trauma and Suicide-2019 Youth Survey



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How do we
address trauma?

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Turn and Talk with a partner

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

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SUPPORTING STUDENTS



ADAPT INSTEAD OF ADD



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

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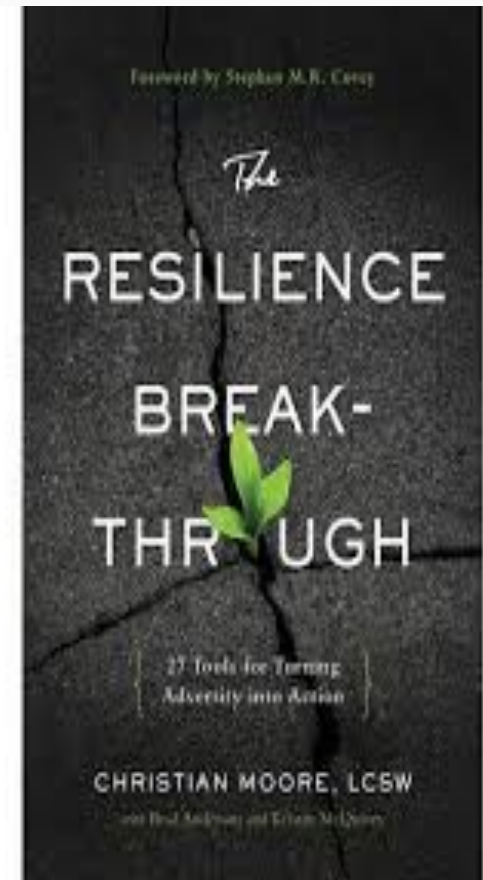
Safe and Supportive Schools: A Journey

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

JAY ROSCUP, CONSORTIUM GRANTS ADMINISTRATOR, LYONS CSD

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?

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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."

Coordinated Frameworks:

- **Culturally responsive**
- **Trauma-informed**
- **Community School**
- **Evidenced based practices**
- **Restorative Practices**
- **Multi-Tiered System of Supports**

Wayne County Community Schools

Supporting development of culturally responsive trauma-informed community schools that integrate school and community resources to provide evidenced based and restorative practices organized by a Multi-Tiered System of Supports.



8th Grade Career Carnival

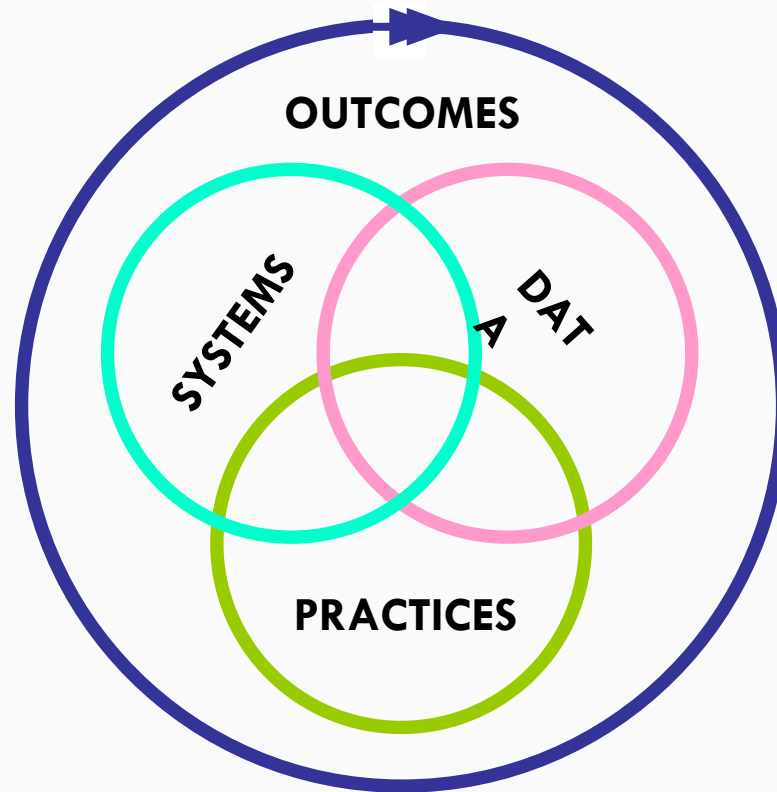
Positive Behavioral Interventions and Supports (PBIS)

for **Continuous Improvement** and **Alignment of Initiatives**
is a **Multi-Tiered System of Supports (MTSS)** Framework

Supporting culturally equitable **Targets** including
social/emotional competence & academic achievement

Supporting culturally knowledgeable **Staff Behavior**

- ✓ team-based leadership and coordination
- ✓ professional development, coaching, and content expertise



Supporting culturally valid **Data-based Decision Making**

- ✓ universal screening
- ✓ progress monitoring
- ✓ evaluation of fidelity

Supporting **Student Behavior**

- ✓ three-tiered continuum of culturally relevant evidence-based interventions

Midwest PBIS Network 2/7/19. Adapted from:

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Trauma & Mental Health Issues

- **50% of all lifetime cases of mental illness begin by age 14**
- **75% by age 24.**

Anxiety Disorders – Age 11

Eating Disorders – Age 15

Substance Abuse – Age 20

Schizophrenia – Age 23

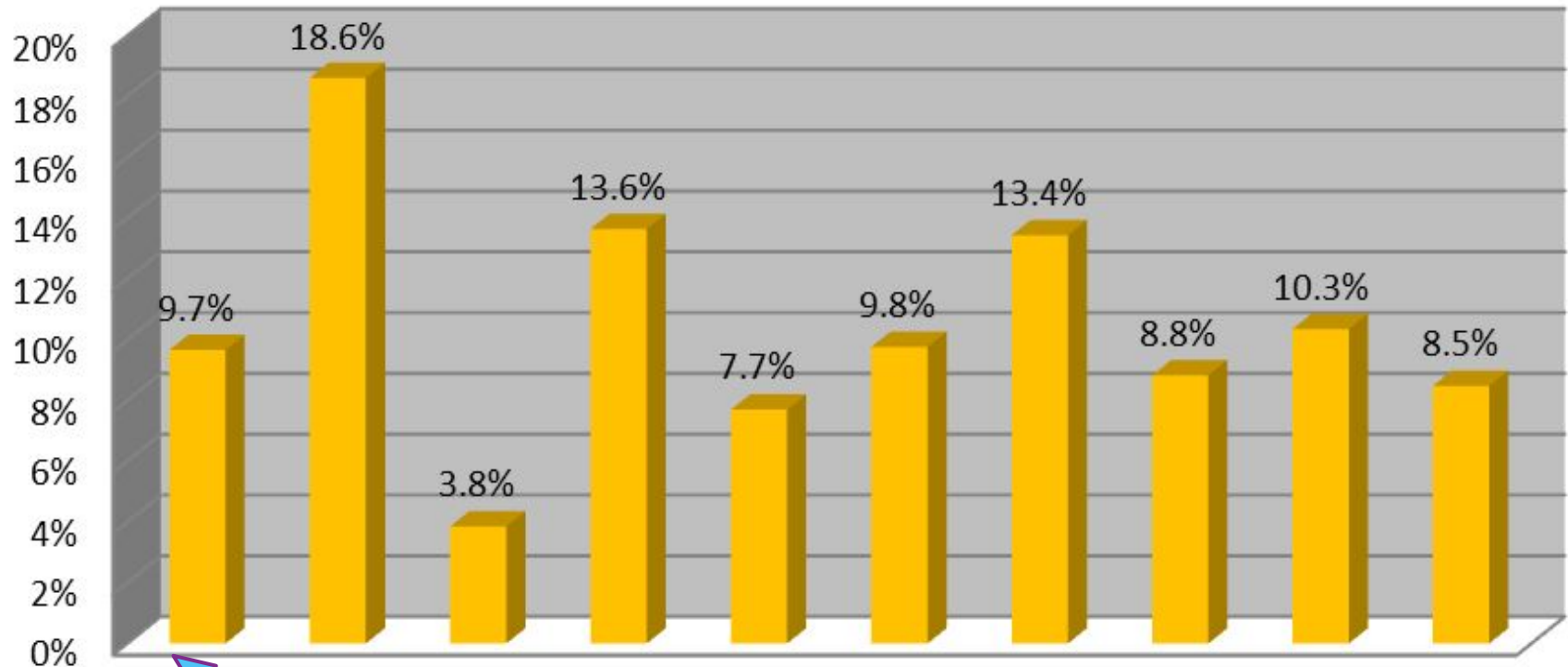
Bipolar – Age 25

Depression – Age 32

ACE'S REPORTED BY KINDERGARTEN PARENTS AT SCREENING:

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Two or More Trauma



WAYNE COUNTY SCHOOL DISTRICTS

10% Wayne Co. Avg

K READY SURVEY- Wayne County 2018
554 out of 1007 Kindergarten Students

LOCAL K SCREEN:

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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.

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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?

Additional Challenges

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

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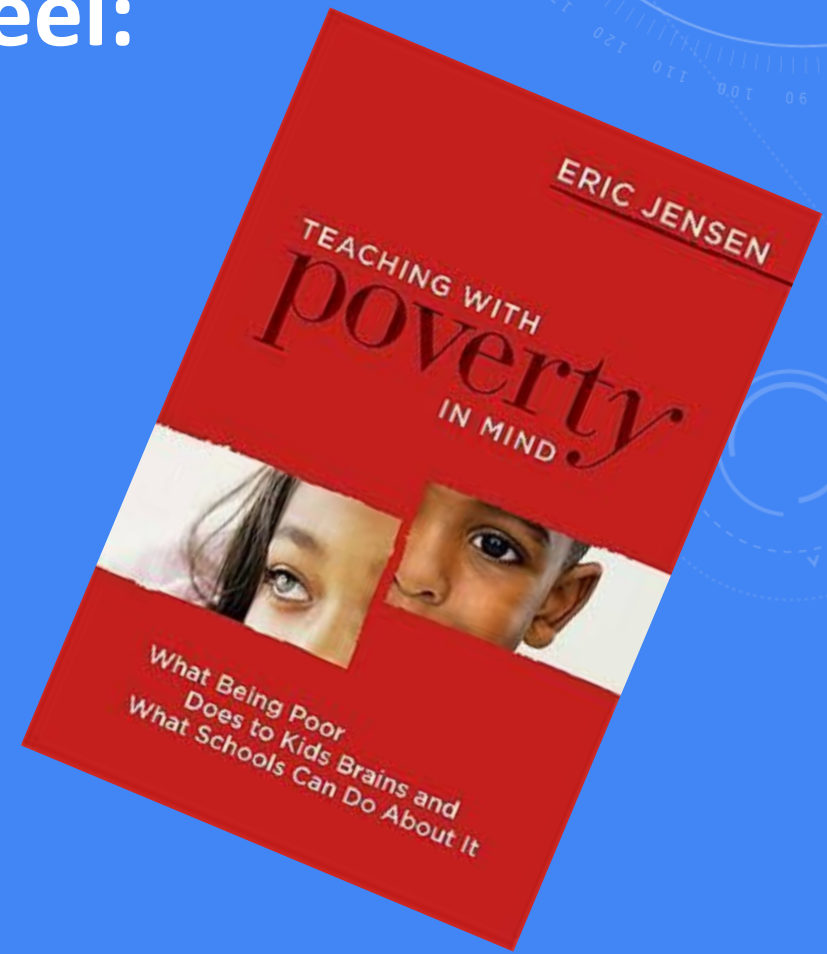
POVERTY ASIDE

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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Partner Discussion

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

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STUDENTS WITH 2 OR MORE ADVERSE EVENTS WERE MORE THAN THREE (3) TIMES MORE LIKELY TO LACK SELF-EFFICACY.

	ACE<2	ACE2 or more	ratio	chi2	p
N=	1175	778			
MIDDLE SCHOOL	11.6%	34.8%	3.01	148.44	<.001
N=	851	925			
HIGH SCHOOL	10.6%	32.9%	3.11	130.3	<.001

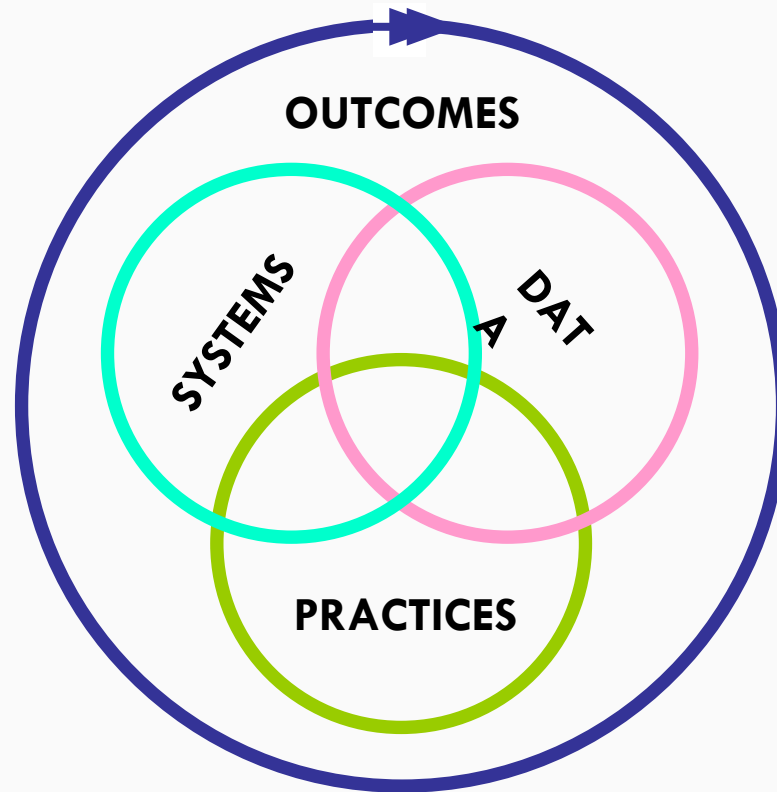
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- ✓ evaluation of fidelity

Supporting **Student Behavior**

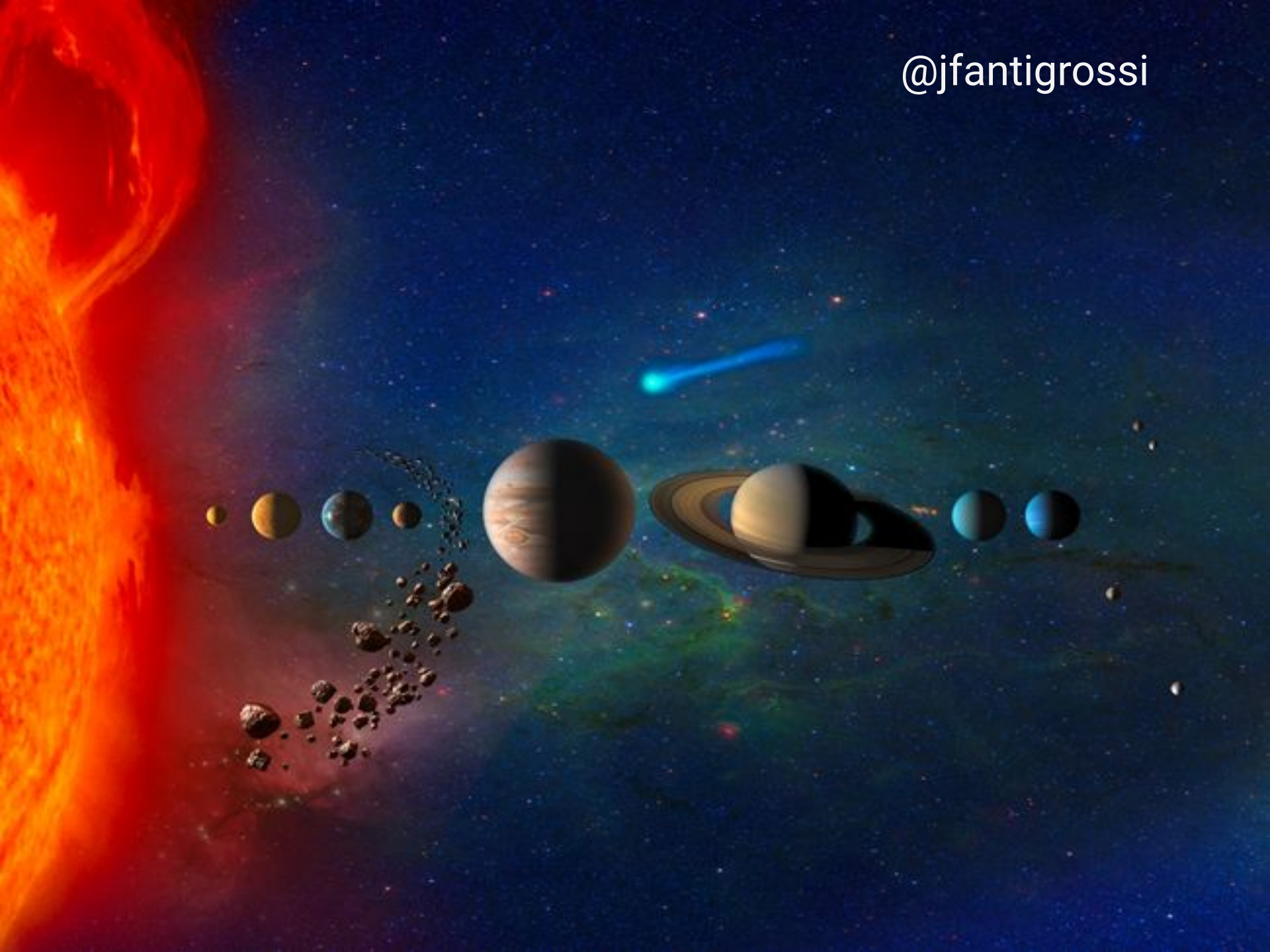
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What lives under the MTSS Umbrella



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WHAT DO A FEW STUDENTS NEED?

WHAT DO SOME STUDENTS NEED?

WHAT DO ALL STUDENTS NEED?

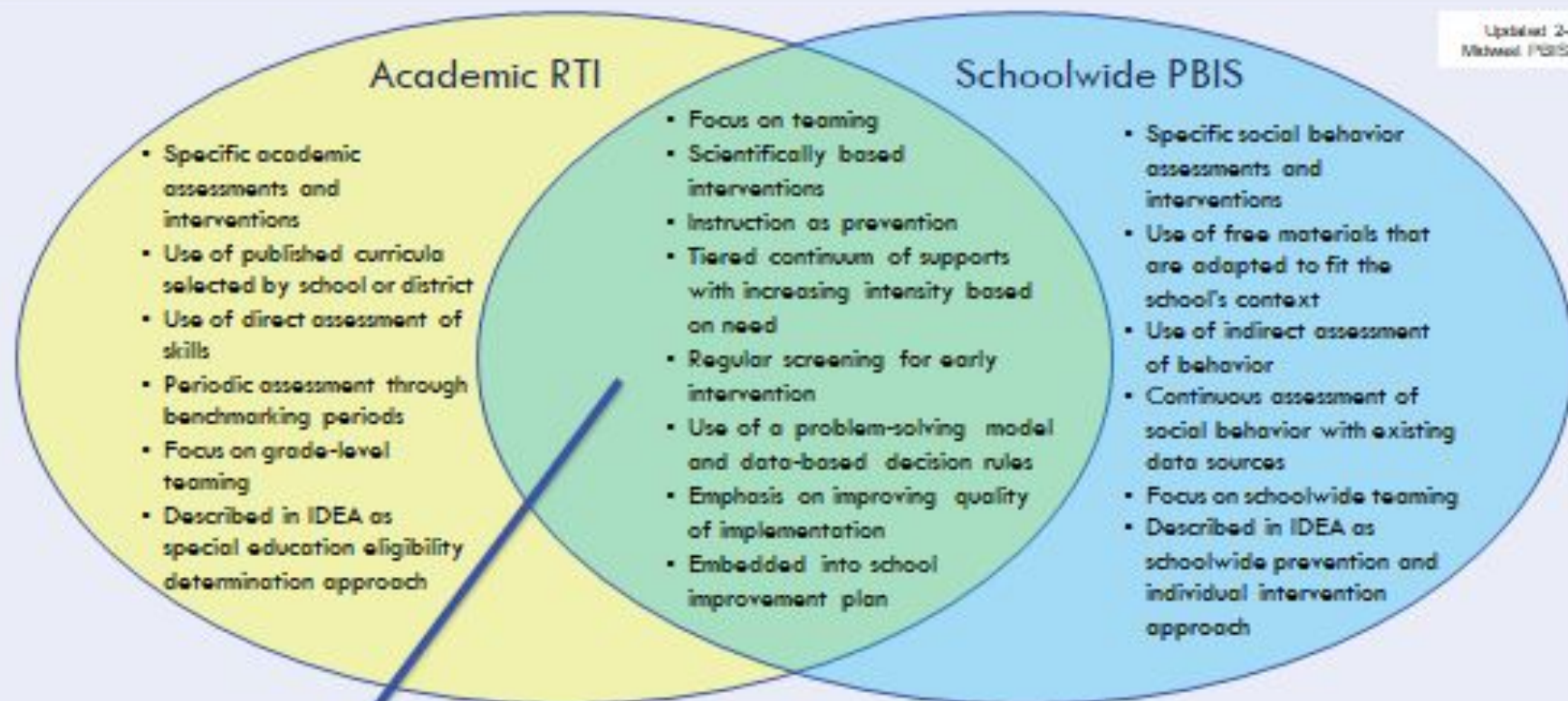


Core Beliefs

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- Instruction, assessment, and intervention
- Achievement and behavioral health needs
- Way of doing business-process, not program
- Blend of RTI and PBIS

Shared Characteristics of RTI and PBIS represent the Core Features of MTSS



Core Features of MTSS

1. Team based leadership and coordination
2. Evaluation of implementation fidelity
3. Three-Tiered Continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening (for systemic and early access)
6. On-going professional development including coaching with local content expertise

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IT'S ABOUT MEETING STUDENT NEEDS

“What is the student trying to tell us?”





MYTHS

FACTS





Myth #1: It really doesn't apply to all students. Some/Most don't have any problems with behavior.

- Framework for everyone-positive encouragement.
- Better learning environment, Proactive rather than reactive.
- Clear expectations and focus on positive behavior = engaged learners



Myth #2: It's all about the prizes. I want my students to have intrinsic motivation for their behavior.



- Does not remove intrinsic motivation for behavior.
- Feedback to help guide support future behavior.
- Behaviors and expectations are something to be learned.
- Extrinsic motivation=learned behavior=intrinsic motivation



Myth #3: *It's not reality. It would not work to correct a student's behavior. They need consequences.*



- Does not remove remediation for inappropriate behavior.
- Focuses on the positive by laying out clear behavior expectations
- Guide the student and allow them to learn from their mistake.
- Continued patterns of misbehavior = consequence, with an opportunity for reflection



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Myth #4: *This is a “one-size-fits-all” approach, and I like to deal with things in my classroom as I see fit.*



- Does not remove autonomy, framework of expectations
- Concise, positive behavior expectations= productive learning environment.

MTSS is a framework that provides a positive learning environment which benefits both students and teachers.



Your turn

**Do you have tiered
intervention in your
district/building?**

What does it look like?



TIER 1-FOR ALL STUDENTS

- Academic side=grade-level teams
- Behavioral side=Tier 1 team
- Ongoing support of ROAR
- Teaching expectations and celebrating success
- Promoting school spirit and unity



LYONS LIONS R.O.A.R.

- **Respectful**
- **Outstanding**
- **Academically-focused**
- **Responsible**



TIER 2-FOR SOME STUDENTS

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Data-informed meetings

- Review team and process team
- Focus on targeted group intervention
- Review team weekly-review RFAs and decision rules
- Process team every 8 weeks-**Progress Monitoring of intervention, not students**



Tier 2 Interventions

Continuum of Groups: Why Try, social skills

Mentoring: Hobart College, Leadership Class,
Teacher to student mentoring

Academic Interventions: AIS Reading/Math,
Academic Seminar, IReady

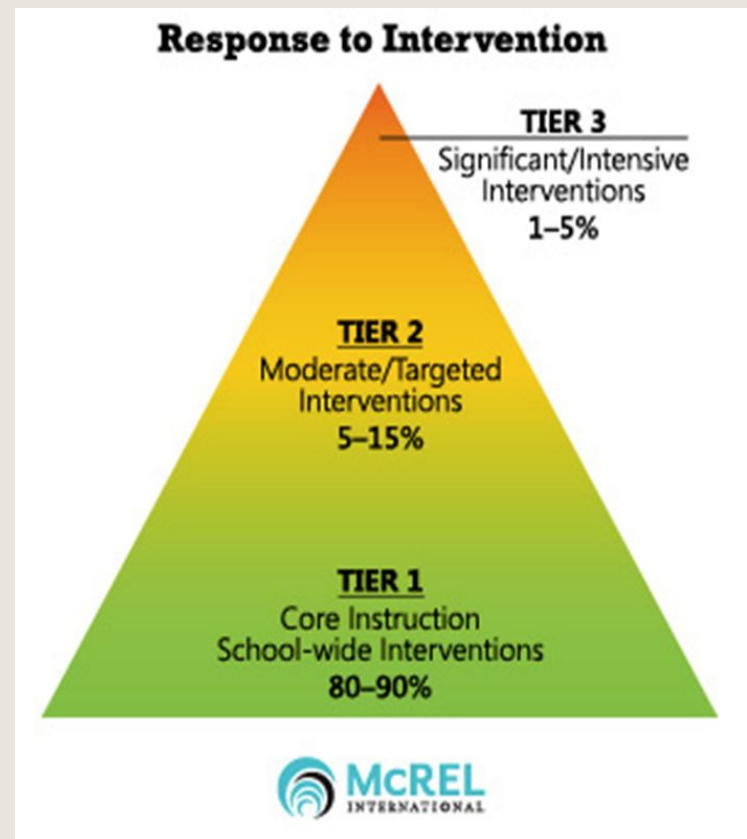
Community Services: 3 full-time counselors
from community agencies in house

Check in Check out: 1st Tier 2 intervention for
most students



TIER 3-FOR A FEW STUDENTS

- SST meets weekly-reviews RFA and crisis
- Individualized team meets when needed-WRAP/RENEW
- Discusses individualized interventions for students
- **Community agency support**



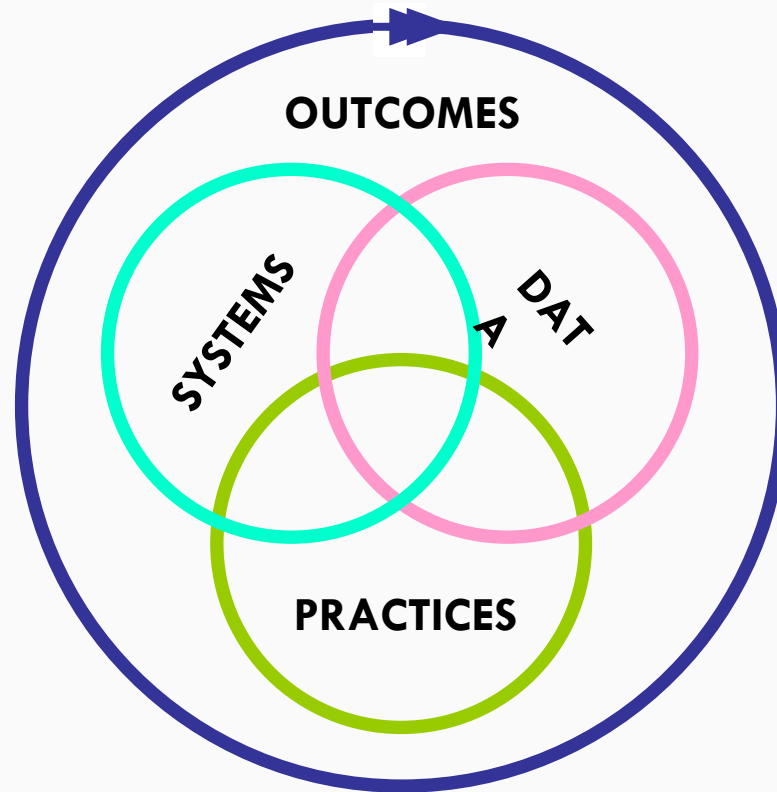
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Best Practices

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)

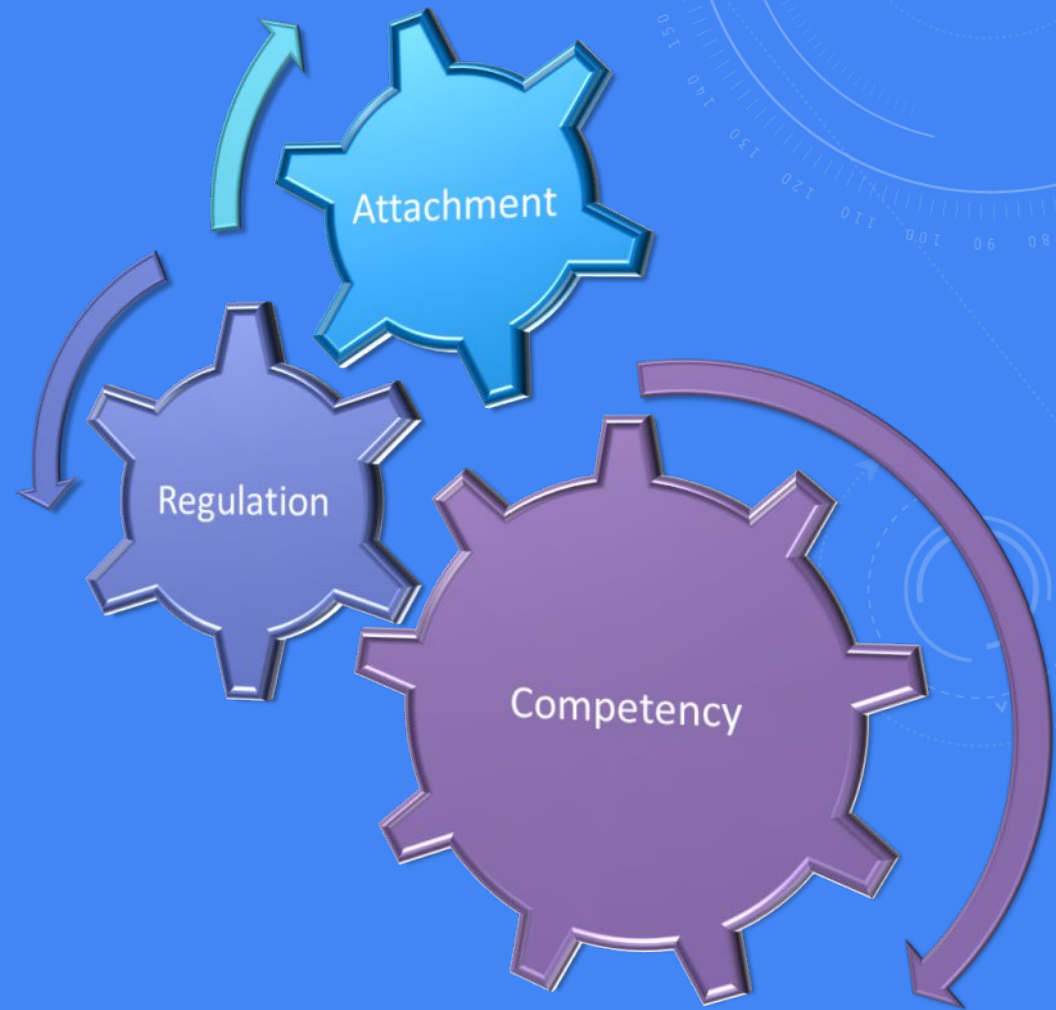
PINS

Satellite MH Office in School Building

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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?

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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

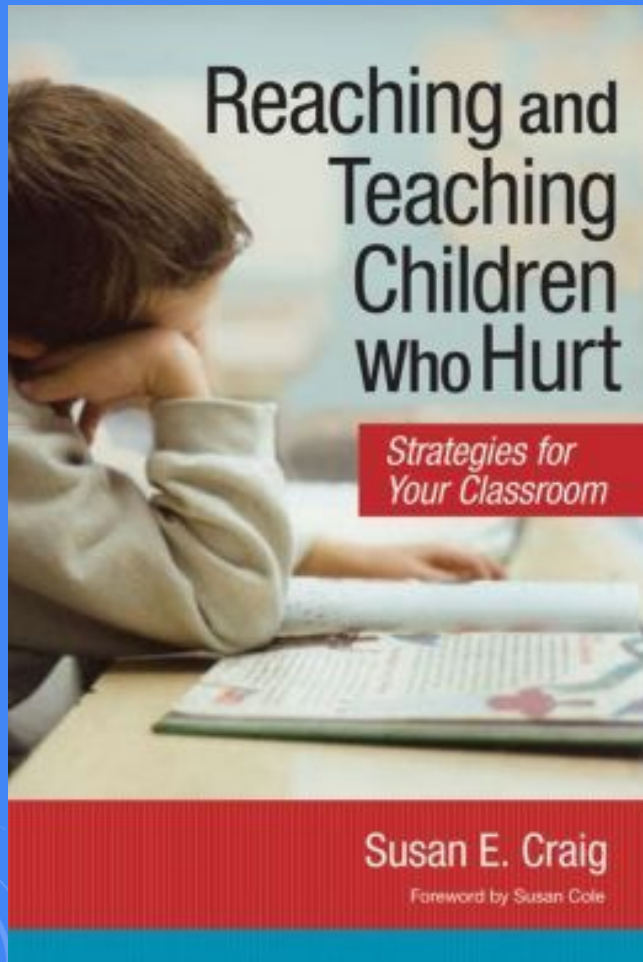
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BUILDING CAPACITY FOR STAFF



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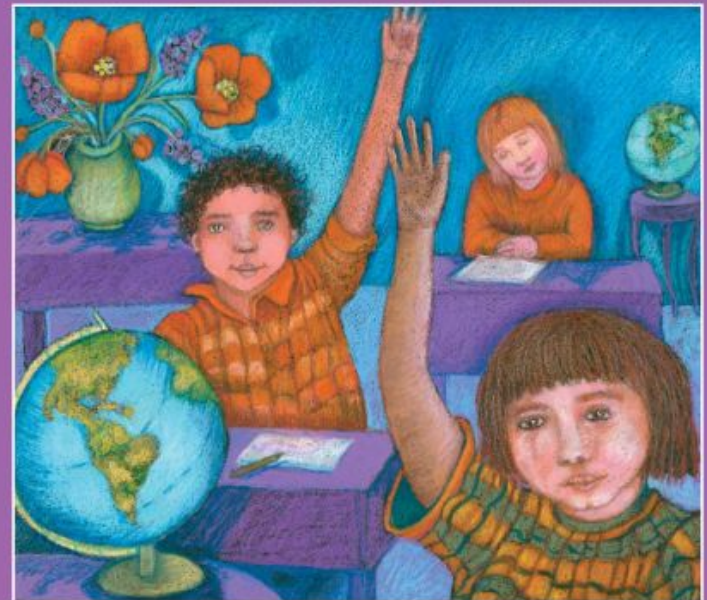
BOOK STUDIES & PLC'S HELPED START CONVERSATION:



Helping Traumatized Children Learn

*supportive school environments
for children traumatized by family violence*

A Report and Policy Agenda



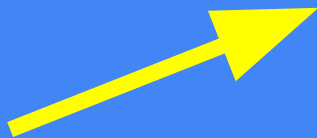
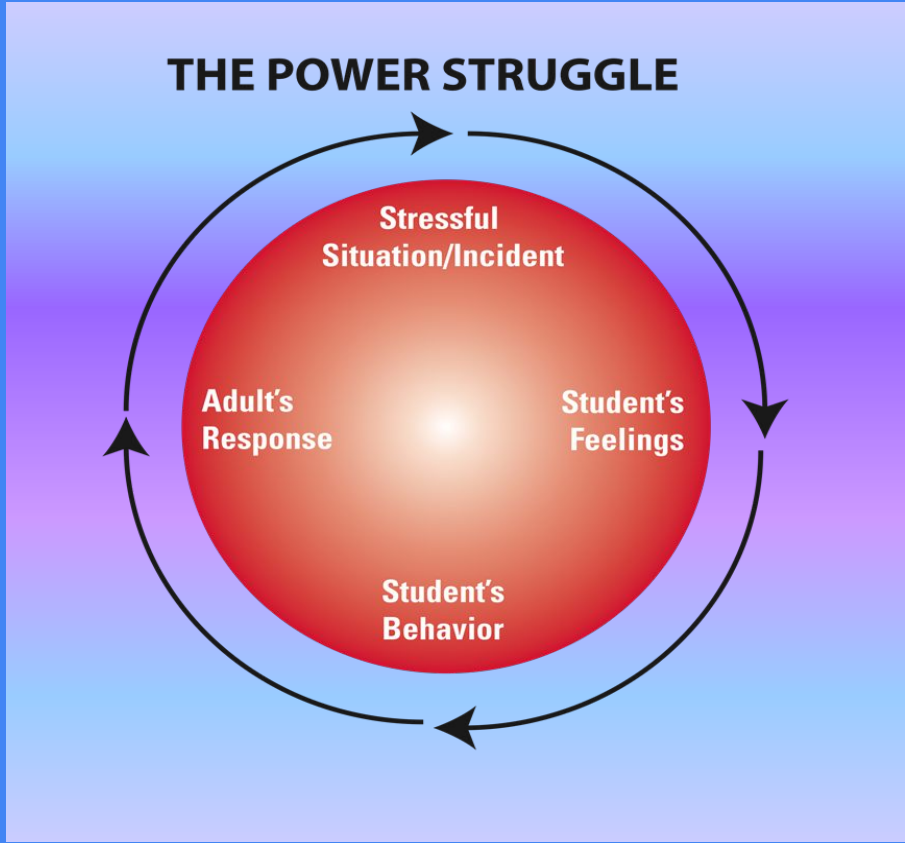
Massachusetts Advocates for Children: Trauma and Learning Policy Initiative

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!

<https://drive.google.com/file/d/0B-lispRVvLvmOEhJc2RIOTVUOGM/view?usp=sharing>

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<https://drive.google.com/file/d/1IPxUejiPjYR0rJBPEGZmHYcEF6kiYrv/view?usp=sharing>

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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?

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Trauma-Sensitive School Checklist

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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 organization more responsive to trauma.

ADAPT INSTEAD OF ADD



- MUCH OF WHAT IS ALREADY DONE CAN BE Integrated INTO A TRAUMA INFORMED APPROACH!!
- DON'T THINK "MORE"—THINK "ADAPT CURRENT PRACTICE"

@jfantigrossi #puttingstudentsfirst

It has to start somewhere...

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THANK YOU!

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