

Understanding and Building Trauma-Sensitive Schools

Part 2: Building Trauma-Sensitive Schools

May 8, 2019

Agenda

- **Welcome, Introductions, and Logistics**
- **Discussion of Strategies for Building Trauma-Sensitive Schools**
 - **Kathleen Guarino**, Senior TA Consultant, American Institutes for Research
 - **Patrick Sidmore**, Data and Systems Coordinator, Association of Alaska School Boards
 - **Lucy Potter**, Principal, Glacier Valley Elementary School, Juneau, Alaska
 - **Kristine Hensley**, Supervisor, Restorative Practices and Leadership, Professional Development, and School Transformation, Hillsborough County Public Schools, Tampa, Florida
- **Q&A**
- **Upcoming ND Prevention Activities**
- **Feedback Form & Closing**

Quick Logistics

- This is a “Listen-Only” online event.
 - If you have a question during the webinar, please enter it into the question panel.
- The Webinar recording and slides will be emailed to registrants and posted online within a week after today’s event.
- If you are having any audio problems or other technical issues, please let us know by emailing ndprevention@air.org.

Quick Logistics (continued)

The screenshot displays the GoToWebinar interface with a red border highlighting the audio and interaction sections. The interface includes a menu bar (File, View, Help), a sidebar with navigation icons, and a main content area. The audio section shows 'Computer audio' selected, with a 'Sound Check' indicator and a list of devices including 'Headset Microphone (Plantronics DA...)' and 'Headset Earphone (Plantronics DA70)'. The current speaker is identified as 'Kia Jackson'. Below the audio settings, there are sections for 'Handouts: 1' (containing 'GoToWebinar Attendee Slides.pptx') and 'Questions' (with a text input field and a 'Send' button). Two red circles highlight the checkmark icons next to the 'Handouts' and 'Questions' headers. At the bottom, a 'Webinar Now' banner displays the ID '984-688-163' and a recording status indicator.

File View Help

Audio

Sound Check

Computer audio

Phone call

Headset Microphone (Plantronics DA...)

Headset Earphone (Plantronics DA70)

Talking: **Kia Jackson**

Handouts: 1

GoToWebinar Attendee Slides.pptx

Questions

[Enter a question for staff]

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This session is being recorded.

GoToWebinar

Panel Introductions

- **Kathleen Guarino**, Senior TA Consultant, American Institutes for Research
- **Patrick Sidmore**, Data and Systems Coordinator, Association of Alaska School Boards
- **Lucy Potter**, Principal, Glacier Valley Elementary School, Juneau, Alaska
- **Kristine Hensley**, Supervisor, Restorative Practices and Leadership, Professional Development, and School Transformation, Hillsborough County Public Schools, Tampa, Florida

How Are Schools Adopting a Trauma-Sensitive Approach?

Defining Trauma-Sensitivity

In a trauma-sensitive school, all aspects of the educational environment—from workforce training to engagement with students and families to procedures and policies—are grounded in an understanding of trauma and its impact and are designed to promote resilience for all.

The approach may require changes to mission, vision, practices, policies, and culture.

Trauma-Sensitivity

IS . . .

- A way of operating;
- Supported by a diverse set of champions;
- An approach that aligns with and supports complimentary efforts; and
- An ongoing effort to shift perspective and practice schoolwide.

IS NOT . . .

- A program;
- Driven by a single person/champion;
- An approach adopted in isolation and siloed from approaches; or
- A one-time training for select school leaders and staff.

TRAUMA SENSITIVITY INVOLVES SYSTEMS CHANGE

What's visible are situations we see and react to, such as behavioral problems, crises, office referrals, and poor academic performance.

What underlies these situations is school culture, including the attitudes, beliefs, and explanations of events that drive school practices and policies.



Traditional Perspective

- **Judgmental:** Understands behaviors as the result of individual deficits (what's wrong with you?). Use negative labels.
- **Individual:** Focus for change is on the individual. Solution is for youth to “fix” their behavior.
- **Power over/Obedience:** Views adult authority and control as critical to student success.
- **Punitive:** Punitive discipline is the primary approach.
- **Siloed:** Support for students exposed to trauma should be left to counseling professionals.

Trauma-Sensitive Perspective

- **Curious:** Considers whether behaviors may be ways of coping with traumatic experiences.. Negative labels replaced.
- **Environmental:** Takes a more holistic view and considers how external factors influence youth.
- **Power with/Collaboration:** Encourages student and family choice and control.
- **Restorative:** Positive, strengths-based approaches to discipline are used most often.
- **Integrated:** Assumes a shared responsibility for addressing trauma.

Trauma-Sensitive Strategies

What does this shift
look like in practice?

Trauma-Sensitive Strategies

- Educating all school staff about trauma and its effects
- Promoting a safe physical and emotional environment
- Eliminating re-traumatizing practices (e.g., harsh, punitive approaches)
- Providing trauma-sensitive assessments and services
- Building students' social-emotional skills to cope with adversity
- Promoting youth and family voice, choice, and empowerment
- Adopting policies and procedures that align with and support a universal, trauma-sensitive approach

Adopting a Trauma-Sensitive Approach

1. How did you begin?
2. What has your process for adopting a trauma-sensitive approach looked like?
3. What are your biggest lessons to date?
4. What's next for you?

Alaska Overview



<https://education.alaska.gov/trauma-engaged-schools>



Hillsborough County, FL Overview



Hillsborough County Overview: An Approach to All We Do!

Leaders & Champions

Use existing problem-solving leadership teams, launch meetings

Awareness & Knowledge-Building

Home grown professional development, parent workshops & participation in practices

Infrastructure & Planning

Implementation cycle, ongoing district support, summer institutes/PLCs, student-led practices

Implementing & Sustaining

Piloting practices, student/staff “whisper coaching”, student-led circles/practices, annual deliverables, environmental Scan

Aligning & Embedding

Strategic plan; school improvement plans, school culture octagon, mental health plan

Adopting a Trauma-Sensitive Approach



Leaders & Champions

Identifying key stakeholders to lead and support change efforts

1. Who are the key people to have on board from the beginning to successfully adopt a trauma-sensitive approach?
2. What strategies are useful for building buy-in and motivation for change?
3. How do you engage leadership and build support?
4. What are the challenges to leader and staff engagement around trauma-sensitivity? How have you addressed these challenges?

Awareness & Knowledge-Building

Educating staff about trauma and its effects and a trauma-sensitive approach

1. How do you build initial awareness and knowledge of trauma and trauma-sensitivity to support staff buy-in?
 - What professional development approaches/strategies have been most useful for educating staff?
 - Where do challenges related to staff buy-in arise?
2. How do you support ongoing professional development on trauma and related practices?
3. What are the biggest obstacles to professional development? How have you addressed these challenges?

Related Professional Development in Hillsborough County, FL

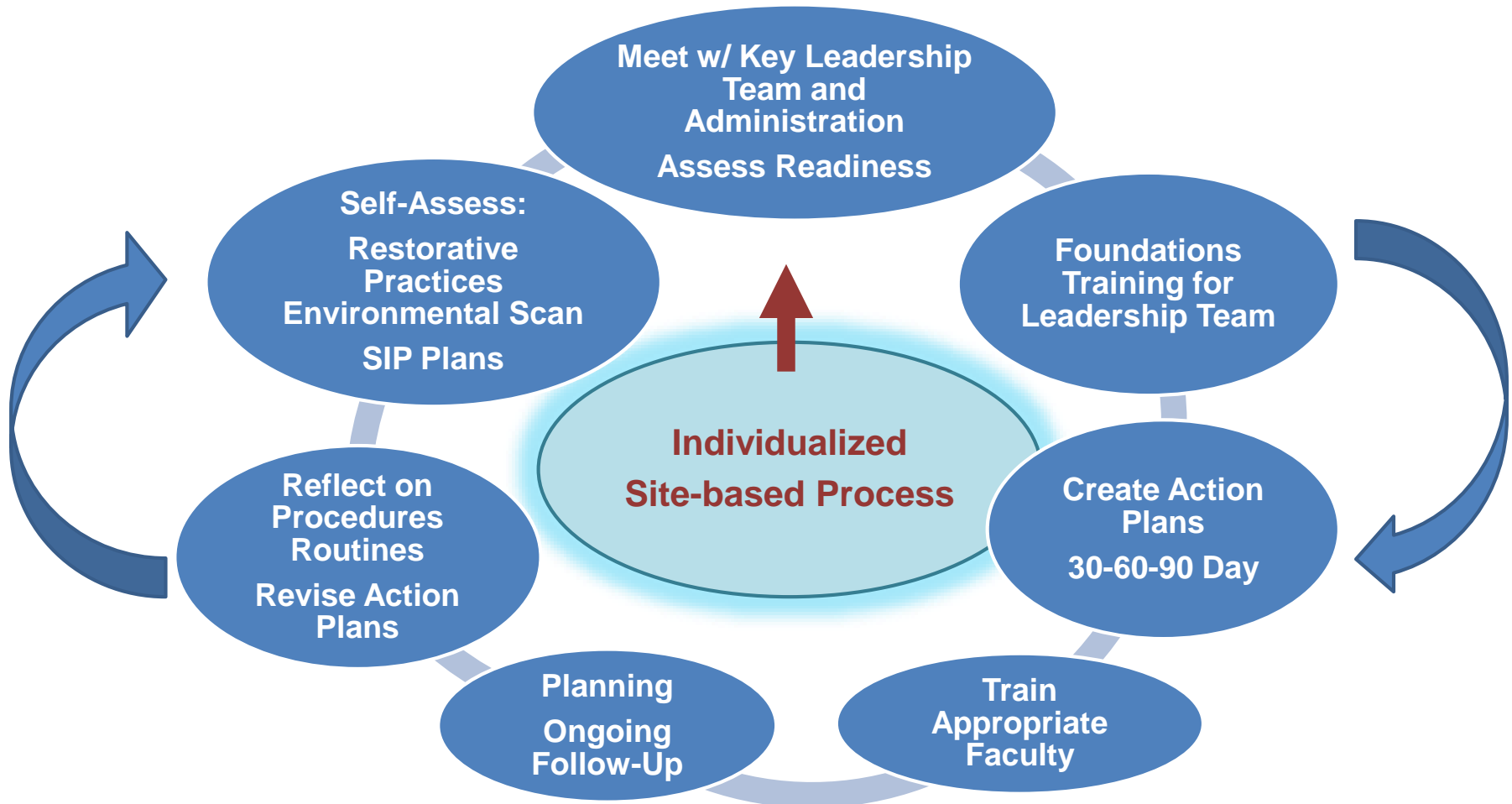
Course Title	Course Description
Foundation of Trauma Sensitive Practices	Designed for school staff members wanting to learn the different types of trauma and explore how trauma affects students and how to best serve students exposed to trauma. <u>3hrs.</u>
Recognizing Trauma in Lesbian, Gay, Bisexual, Transgender, Queer/Questioning Youth Population	Designed for school staff members wanting to learn more about trauma and its impact on the LGBTQ student community and how to respond proactively in school settings. <u>3hrs.</u>
Impact of Trauma on Refugee Youth and Sex Trafficking Victims	Designed for school staff members interested in learning how to assist students and families who have been refugees from their homeland, have been displaced, or victims of sex trafficking. <u>3hrs.</u>
Principles of Strong Classroom Culture and it's Role in a Trauma Sensitive School	Designed for school staff members looking to build and promote positive classroom culture that creates a place where students work hard, model strong character and strive to do their best. <u>3hrs.</u>

Infrastructure & Planning

Developing the structures and plans for supporting implementation

1. What structures are needed to support the adoption of a trauma-sensitive approach (e.g., teams/workgroups, dedicated resources)?
2. What frameworks/models/tools have you developed or found useful for guiding the change process?
3. How do schools assess current capacity related to trauma-sensitivity and identify areas for growth?
4. What does planning related to trauma-sensitivity look like?
5. What are the biggest challenges to assessing practice and developing action plans? How have you addressed these challenges?

Creating a Restorative Culture in Hillsborough County, FL



Implementing & Sustaining

Testing new practices, monitoring effects, adjusting to sustain

1. How do schools monitor implementation and maintain a focus on trauma-sensitive change efforts in the face of competing demands on time and resources?
2. How do you know when changes are taking hold?
3. How do you measure impact?

Aligning & Embedding

Aligning with similar approaches and embedding practices into existing structures

1. How can schools align a trauma-sensitive approach with other approaches or initiatives with shared/complimentary goals?
2. How can trauma-sensitive practices be embedded into the fabric of how a school/district operates to foster sustainability? What are examples of ways to embed a trauma-sensitive approach into existing structures?

Building Strong School Culture in Hillsborough County, FL

Student Leadership:

Restorative Peer Mediation
Student Led Circles
Promoting Relationship Building
Start with Hello

Model Great Character:

Restorative Language
Mindfulness
Reinforced using Circles
SEL Practice
Trauma Sensitivity



Restorative Behavior Management Plans:

Proactive/Responsive Circles
MTSS/PBIS/CHAMPS
Relationship Building

Conflict Resolution:

Re-entry Protocol for ISS and OSS
Restorative Peer Jury
Restorative Peer Mediation
Family Conferencing

Adopting a Trauma-Sensitive Approach



Trauma-Sensitive Schools Training Package



UNDERSTAND Trauma and Its Impact

- E-resource
- Companion slide presentation & activity packet for in-person training

BUILD Trauma-Sensitive Schools

- Online module for all staff
- Handouts
- Facilitation Guide

LEAD Trauma-Sensitive Schools

- Online module for leaders
- Action Guide
- Facilitation Guide

Get it here!

<https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>

Next Conversation

Follow-up web-based discussion on May 22:
Bring your questions or ideas for brainstorming to our virtual discussion with presenters, as we continue the conversation— this time with you— about how to build trauma-sensitive schools.

Questions



A screenshot of a webinar application interface. The window title is "File View Help". The "Audio" section is expanded, showing "Sound Check" with a signal strength indicator and a help icon. Under "Audio", "Computer audio" is selected with a radio button, and "Phone call" is unselected. Below this, there are two microphone level indicators: "Headset Microphone (Plantronics DA...)" and "Headset Earphone (Plantronics DA70)". The text "Talking: Kia Jackson" is displayed. Below the audio section, the "Handouts: 1" section is expanded, showing a file named "GoToWebinar Attendee Slides.pptx". The "Questions" section is also expanded, showing a text input field with the placeholder "[Enter a question for staff]" and a "Send" button. Two red circles highlight the checkmark icons in the "Handouts" and "Questions" sections. At the bottom of the interface, it says "Webinar Now" and "Webinar ID: 984-688-163".

Upcoming ND Prevention 2018-19 Activities

- Follow-up Web-based Discussion: May 22, 2019
2:00–3:00pm ET
- ND Prevention e-Digest Volume 1, Issue 8:
Coming May 2019

Resources

- [Trauma-Sensitive Schools Training Package](#)
- Resources Alaska Uses
 - [Transforming Schools: A Framework for Trauma Engaged Practice in Alaska](#)
 - E-Learning Courses
 - [Overcoming ACEs in Alaska's Schools](#)
 - [Trauma-Sensitive Schools](#)
 - [Trauma-Engaged and Practicing Schools](#)
 - Trauma Engaged Educators Tools and Techniques (coming fall 2019)
- Resource Hillsborough Uses
 - [An ASCD Study Guide for Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom](#)

Thank You!!!

[Feedback Form](#)