Learning outcomes:

Upon completion of this webinar, participants should be able to:

1. Discuss the prevalence and impact of trauma.
2. Brainstorm ways to develop a leadership role within your district regarding trauma-informed care.
3. Brainstorm ways to collaborate with local agencies
4. List the benefits of professional development on trauma-informed care.
5. Identify the benefits of every employee using trauma-informed care.
Adverse Childhood Experiences Study

- 36% zero ACE
- 26% one ACE
- 16% two ACE
- 9.5% three ACE
- 12.5% four or more ACES

Prevalence of Trauma

- Washington State Family Policy Council
- 75% of students experience 1 ACE by 18
  (Perfect, Turley, Carlson, Yohannan, & Gilles, 2016)
- More than five million children per year
  (Perry, 2001)
- School employees
  (Blaustein, 2013)
Impact of Trauma

- Physical
- Emotional
- Social
- Long-term health
- Structure and functioning of the brain

Driven by Neuroscience

The brain can heal; greatest factor is relationships (Blodgett, 2016).
Impact of Trauma on Student Learning and Behavior

Common Behavioral Trends
- Reactivity and Impulsivity
- Aggression
- Defiance
- Withdrawal
- Perfectionism

(Massachusetts Advocates for Children)

- Fight, Flight or Freeze

Impact of Trauma on Student Learning and Behavior

Elementary School
- Somatic symptoms
- Behavioral changes, increased irritability, aggression and anger
- Change in school performance (impaired concentration and attention)
- Absenteeism
- Excessive talking in class or asking persistent questions about traumatic event

(Hanover Research, 2016)
Impact of Trauma on Student Learning and Behavior

Middle and High School

• Feelings of self-consciousness about the traumatic event
• Feelings of shame and guilt, or expressions of revenge and retribution fantasies
• Adolescents may engage in self-destruction, accident prone, or reckless behaviors
• Shift in interpersonal relationships, including family members, teachers, and classmates
• Change in school performance, attendance and overall behavior

(Hanover Research, 2016)

“Without question, our school experiences help shape who we ultimately become”

(Blaustein, 2013, p. 19)
Benefits of a TIC Culture

- Increased test scores and academic achievement
- Increased graduation rates
- Reduced office referrals, absences, discipline
- Improved perceptions of safety
- Improved relationships with a climate of respect
- Less special education services
- Increased teacher satisfaction and retention

(Ohelberg, 2008)

National Council for Behavioral Health TIC Domains

1. Early Screening & Comprehensive Assessment of Trauma
2. Consumer Driven Care and Services
3. Nurturing a Trauma-Informed and Responsive Workforce
4. Evidence-Based and Emerging Best Practices
5. Create Safe and Secure Environment
6. Community Outreach and Partnership Building
7. On-going Performance Improvement & Evaluation

(https://www.thenationalcouncil.org)
Why TIC for the Entire District?

- TIC Universal Approach applies to all students, parents, co-workers
  - Domain 3 - Trauma Sensitive and Responsive District and School Staff
  - Understand Role

Leadership as a School Counselor

- Mindset
- Creating working partnerships with community members & agencies
- Know your strengths and weaknesses
- Collaborate with administration, certified and classified staff
A Journey of a Thousand Miles Begins with a Single Step

Organizational Change - TIC Culture
Fall 2013 ADAMHS Community Survey

Aug. 2014 Community Training

Oct. 2014 DLT Buy In

Dec. 2014 Domain 3 Survey

Jan.-Aug. 2015 Planning/Grant

Sept. 2015 800 TIC Classified and Certified Trained

Oct. 2015 TIC Classified Committee On-going

Monthly TIC Tips on Findlay City Schools Website

Monthly Classified Meetings

Superintendent Meetings

BOE presentations

Newspaper/Radio Interviews

Feb. 2016 Compassion Fatigue Training

Spring 2016 Trauma Sensitive Schools Survey
Exploring Options for Discipline such as Restorative Justice

Aug. 2016 Classified Training #2

TIC Convocation Award

Sept. 2016 TIC Update to all Employees

Oct. 2016 Survey Results to DLT and Building Goals Set

Feb. 2017 Mindfulness & Sensory PD

Spring 2017 Building meetings (13) to differentiate services/support

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Goal Setting

• Strategic Plan Objective
  – Implement TIC approaches and strategies and create learning environments in which all students, staff and families will feel...
    • Physically and emotionally safe
    • Valued (cared for, respected and appreciated)
    • Engaged
TIC Lens

- IEP/504 Students-consider how trauma history is affecting student learning and behavior
- Having on-going conversations in regards to students/families
- Response to Intervention
- School WRAP
- Parent contacts
- All practices

Transformational Learning

Change in a point of view, or belief, or the habit of mind

Tools
- Videos
- Talk and move
- Interactive activities
Relationships

• Listening and empathy can help students heal (Harris, 2000)

• Empathetic, perspective-taking disposition (Sockett, 2009)

• Balance kindheartedness with high expectations of achievement (Sockett, 2009)

• Quality of relationships are directly related to achievement (Fraser & Walberg, 2005) and emotional and cognitive engagement in school (Klem & Connell, 2004)

• Relationships are altered by employee behaviors (Brok & Levy, 2005)

Traditional School Perspective

• Focus is on academics and test scores

• Students should know and follow all rules

• Students must give respect to authority

• Students should easily adjust to change

• Employee-centered decision making

• “Blames” poverty, parent, etc.
Trauma Informed School Perspective

- Focus is on whole-student well-being
- Students need to be taught and retaught expectations
- Employees can choose to respond respectfully
- Communicate with students in advance of change
- Student-centered decision making
- All students can learn

Regarding...
- Students
- Parents
- Co-workers
- Poverty
- Student behaviors
- Student capacity to learn
Coaching and Modeling

Eight Steps To Successful Change
- John Kotter

1. Establish a sense of urgency
2. Create a guiding coalition
3. Develop a clear shared vision
4. Communicate the vision
5. Empower people to act on the vision
6. Create short term wins
7. Consolidate & build on the gains
8. Institutionalize the change

Resistance to Change (TIC)

- Mindset/Beliefs
- Lack of supportive working relationships
- 80/20 Rule
- Be aware of co-worker or your own triggers
- Need to feel in control
  - Fear of Failure
  - Trust
Empower Employees to Make a Difference!

Brainstorm ways to provide leadership within your district or school...
Brainstorm ways to collaborate with local agencies...

Resources

***Substance Abuse and Mental Health Services Administration
www.samhsa.gov

***National Child Traumatic Stress Network
www.nctsn.org

***Trauma Center at Justice Resource Center
www.traumacenter.org

***Survey Link to Trauma Sensitive Schools
Contact Us!

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  • 419-425-8241  419-429-3708

• Visit Findlay Schools Website to see our “TIC Tips” www.findlaycityschools.org