“Celebrations and Challenges”

One School’s Story of Trying to Become Sensitive to Trauma in the Lives of Children
“Deet, Deet, Deet, Deet.”
Student Story Number One
Three-Part Presentation

• Background and Beginning
• Working at “the Work”
• What’s Next for East St. and LPS?
Why (and how) we got started

• Service Teams
  – Non-categorical approach to problem solving for students whose education is at risk
  – Structured problem-solving protocol
  – Became pre-referral system
  – One-hour weekly, facilitated meetings
  – Collaborating service agencies
    • Mental Health
    • Social Services
    • Recreation
Trauma Grant

• How many students are we talking about?
  – Self Reported
  – Silence and shame that tends to surround trauma led to inaction for kids

• What does trauma look like for kids in school?
  – What do we do with the Low-Achieving, Non-Disabled Students?
    – Involving the lens of trauma in the discussion

• How does the trauma lens change what we are doing?
Working at the Work

• The Purple Book, Year 1
  – Trauma-Sensitive Resource Team
  – Pilot Classroom
  – Professional Development – Text-Based Protocol of the Executive Summary
  – Weekly additions to staff newsletter taken directly from the book
“Congratulations!” (But keep this quiet)
-Learning about missed opportunities to effectively communicate with parents
-Media coverage plays to mixed reviews
“Where’s The Music?”

Student Story Number Two
How does this work fit?

• “Focus on Results”
  – Instructional Focus – Reading Comprehension
  – Choosing how to measure how we are doing
  – Learning to study ourselves and how to use the information in ways that match instruction to child need
  – Aligning resources – “Too much on the plate”
    • Time
    • Talent
    • Support
The Flexible Framework

• Schoolwide Infrastructure and Culture
  – Responsive Classroom/Second Step
  – School Adjustment Counselor
  – Cultural Competence - Finding what works for your kids in your context and getting good at it
  – Scaling up Pilot Classrooms and District Wide
    • Federal Grant to scale up to expand work at East Street and begin both Service Teams and Trauma and Learning work in other schools in the district
Flexible Framework

• Staff Training
  – Developing and Sharing the Vision of the TSRT
  – Teachers sharing with colleagues from professional-development experiences
  – Transformation in addition to Information
    • Service Team collaborative problem solving
  – Full-Day PD across the district
    • Classroom strategies
Flexible Framework

• “Building the plane while flying it”
• TSRT- Developing the vision
<table>
<thead>
<tr>
<th>Team Responsibilities</th>
<th>User-Friendly, Trauma-Sensitive Guidebook for East St. School</th>
<th>Professional Development</th>
<th>Administrative Support, Oversight, Considerations</th>
<th>Services and Supports for Students in and out of the Classroom</th>
<th>Communication with Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the text more and other resources to digest and inform our work</td>
<td>Information and training manual for staff for trauma-sensitive practices and strategies (at East St.)</td>
<td>Teacher workshops for understanding trauma</td>
<td>Discipline polices and practices are trauma-sensitive</td>
<td>All classrooms implementing trauma-sensitive strategies</td>
<td>Foster community awareness and education about impact of trauma as well as supports available</td>
</tr>
<tr>
<td>Open communication according to agreement made among team members</td>
<td>Data collection tool (quick and easy) to capture RTI data and trauma-sensitive strategies being used</td>
<td>Access to quality, meaningful inservice and training to incorporate trauma-sensitivity in classes and school</td>
<td>Compassion-fatigue/ vicarious trauma support available to teachers on a regular schedule</td>
<td>Trauma-sensitive supports—space, music, instructional practices, etc. Available to all, in all classrooms</td>
<td>**Input coming from all involved: children and parents; educators and administrators; other schools in the district; community and business</td>
</tr>
<tr>
<td>Team members lead and talk about the initiative in a positive way</td>
<td>Manual/guide for teachers/staff to use</td>
<td>All staff aware, educated, trained about implications of trauma on learning</td>
<td>Community Resource “map” available and updated</td>
<td>All classrooms will be trauma-sensitive</td>
<td>Provide support to families in need due to trauma histories</td>
</tr>
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<td>Work plan with timelines</td>
<td>Written document for all to use</td>
<td>Resource library for teachers</td>
<td>Secure funding streams in place</td>
<td>Lots of students using quiet space as strategy</td>
<td>Community invited to East Street school</td>
</tr>
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<td>Team shares and works together in open, honest, earnest fashion</td>
<td>Variety of strategies/ resources to use at all times</td>
<td>Great professional development on trauma available</td>
<td>Schoolwide policies in place to support trauma sensitivity</td>
<td>Increased mental health services available and in school</td>
<td>**Responsibility for sharing info with school and whole community</td>
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<td>Share honestly, openly, respectfully</td>
<td>Clinical experts should guide our work at times</td>
<td>Research about training and or conferences</td>
<td>Trauma-sensitive strategies extend beyond classroom (hallway, main office, etc.)</td>
<td>Trauma-sensitive strategies</td>
<td>Families support and understand the work, seek resources</td>
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<td>Meet regularly</td>
<td>Community Resource “map” available/ updated</td>
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<td>**Mechanisms for regular communication with staff</td>
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<td>Team works as a “team”</td>
<td>Schoolwide and discipline policies included</td>
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<td>**All teachers have input into the work</td>
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<td>Create a shared vision of a trauma-sensitive school and what it would look like for all in the district Also</td>
<td>**We convey our vision effectively to the school and larger community</td>
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</table>
# What Is Our Vision for a Trauma-Sensitive School at East Street Elementary? – DRAFT 3-16-2009

<table>
<thead>
<tr>
<th>#1 Schoolwide Infrastructure and Culture</th>
<th>#2 Staff Training</th>
<th>#3 Linking with Mental Health Professionals</th>
<th>#4 Academic Instruction for Traumatized Children</th>
<th>#5 Nonacademic Strategies</th>
<th>#6 School Policies, Procedures, and Protocols</th>
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<td>Data collection tool (quick and easy) to capture RTI data and trauma-sensitive strategies being used</td>
<td>Teacher workshops for understanding trauma, including impact on adults, e.g., compassion fatigue available at school (available inside and outside school)</td>
<td>Community Resource “map” available/ updated</td>
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<td>Schoolwide and discipline policies included; discipline policies and practices are trauma-sensitive; schoolwide policies in place to support trauma sensitivity</td>
<td>All staff aware, educated, trained about implications of trauma on learning and creating trauma-sensitive classroom and school environments.</td>
<td>Consultation with mental health clinicians to support/guide work</td>
<td>Schoolwide and discipline policies included</td>
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<td>Instruction for students about strategies they can use individually and in class</td>
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<td>Support provided to families in need due to trauma; families support the work, seek resources</td>
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<td>More opportunities created for community to be at and involved with East School</td>
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<td>Extension of trauma-sensitive environment to adults who may have trauma histories</td>
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These are the items we had listed under a broader category called VISION:
- To have everyone understand the work
- We will have a common understanding of the language and meaning/concept of trauma-sensitive classes and school
teachers, staff know and are comfortable talking about trauma and learning work
- A place where all kids feel safe, able to focus on learning
- Children realize the benefits of having a trauma-sensitive school
- All students at East Street benefit from a trauma-sensitive school by creating awareness of trauma
- All children feel successful and have strategies to help them to be
- 51A and other “negative” interventions down
Flexible Framework

• Linking with Mental Health Professionals
  – Behavioral Consultant every Tuesday
  – Mental Health Clinicians at the Service Team
  – Third-Party Payer Model
• Challenge finding the necessary support for direct service
“Everything goes white.”

Student Story Number Four
Flexible Framework

• Academic Instruction
• Learning about the value of what we are doing for all kids
  – Presenting Information in multiple ways
• Story Grammar Marker to build narratives
• Processing information- identifying difficult vocabulary, supplying context, sequencing, cause-&-effect relationships
Flexible Framework

• Nonacademic Strategies and Physical Environment
• Recess and Lunch Challenges
  – What do we do about time away from closest adults?
  – Anti-social behaviors and consequences
  – Structured Games
  – Using Health and Physical Education time for teaching about skills for successful play
  – Clarity with expectations and follow-up
What’s Next . . .

• Scaling up to provide support for all kids at all levels
• Finding answers to family engagement challenges
• Supporting students with direct service
• Sustaining momentum and funding
“The Verbal Filter of a Kindergartner”

Student Story Number 4
Contact Information

• Compass Consulting

• James Levine and Associates
  – http://www.jameslevineassoc.com/

• Story Grammar Marker

• Brett Bishop – Principal
  – East Street Elementary School- Ludlow, MA
  – B_Bishop@ludlowps.org