Strategies for Creating Trauma-Sensitive Schools: Statewide Conference

May 6, 2008
Hogan Center, College of the Holy Cross, Worcester, MA

WORKSHOPS

Workshop Sessions I – 10:45-12:15

Room 304/05: Creating Trauma-Sensitive Strategies for Dealing with Restraining Orders
Room 320: Safe, Supportive, Sane & Simple: Transforming a School Disciplinary System
Room 401: Fiddle and Focus – Sensory Integration Strategies for School Success
Room 402/03: Promising Approaches: Working with families, child welfare, and domestic violence
Room 406/07: Risk to Resilience: Promoting Positive Change through Safe and Supportive Schools
Suite A: Vicarious Trauma and Self-Care for Educators
Suite B/C: Creating Trauma Sensitive Schools: Getting Started

Workshop Sessions II – 1:15-2:45

Room 304/05: More Precious than Gold: Fostering Resiliency and Hope in the Secondary Classroom
Room 320: Which came first, substance abuse or trauma?
Room 401: Concepts and Strategies for Getting Trauma Exposed Students Ready to Learn
Room 402/03: Homelessness and Trauma: The Impact on Children
Room 406/07: Preventing Health Risks & Promoting Healthy Outcomes among Lesbian, Gay, Bisexual and Questioning Youth
Suite A: Trauma Sensitive Spaces in Thirty Minutes or Three Days
Suite B/C: Reforming the Medicaid Children's Mental Health System: What Schools Should Know About Rosie D. v. Patrick
Creating Trauma-Sensitive Strategies for Dealing with Restraining Orders

Presenters: Jeff Wolf, Staff Attorney, Massachusetts Law Reform Institute
            Carolyn Pointer, Staff Attorney, Health Law Advocates

Room: 304/305

After this workshop attendees will be able to begin developing strategies that their schools and school districts can use to deal with restraining orders issued to protect a student or the student’s parent. The workshop will explore how creating school-wide trauma-informed approaches to restraining orders helps school become a safety zone for children affected by domestic violence.

For more information, contact: Jeff Wolf, Massachusetts Law Reform Institute, at jwolf@mlri.org or 617-357-0700 x305.
Safe, Supportive, Sane & Simple:
Transforming a School Disciplinary System

**Presenters:** Sara Fernandes, School Counselor, North Central Charter Essential School  
Tricia May, Principal, North Central Charter Essential School  
Casey Beaulac, Dean of Students, North Central Charter Essential School

**Room:** 320

What is “discipline”? What is the purpose of “DISCIPLINE” in school? These questions guided our school’s journey to define an explicit, school-wide approach to student behavior that:
- strengthens respectful, trusting relationships;
- increases personal accountability for behavior;
- improves school culture;
- decreases suspensions;
- preserves safety; and
- promotes quality student learning and work.

Please join us for this interactive, reflective workshop and leave with ideas and materials you can use immediately to help students, staff, and administrators build the social capital of your school.

*For more information, contact:* Sara Fernandes, North Central Charter Essential School at [fernandess@ncces.org](mailto:fernandess@ncces.org) or 978-345-2701 x412

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Fiddle and Focus –  
Sensory Integration Strategies for School Success

**Presenters:** Dr. Jane Koomar, Executive Director, Occupational Therapy Associates – Watertown

**Room:** 401

Explore sensory integration screening, assessment and intervention in more detail following this morning’s keynote. Review case material on children with traumatic backgrounds as well as small group problem solving on ways to begin changing your sensory environment tomorrow. Enhancing the organizing sensory properties of a school environment can be beneficial for all children, including those with autism, ADD and other learning difficulties.

*For more information, contact:* Occupational Therapy Associates – Watertown, [info@otawatertown.com](mailto:info@otawatertown.com) or 617-923-4410.
Promising Approaches:
Working with families, child welfare, and domestic violence

**Presenter:** Sue Hubert, Training Coordinator, Department of Social Services
Roxann Mascoll, Domestic Violence Specialist, Department of Social Services

**Room:** 402/403

Currently when some mandated reporters learn of domestic violence in families, they file a child abuse and neglect report without an assessment of the risk posed to the child(ren). Assessments of risk frequently cite a single factor, such as whether the child was in the room when the incident occurred, rather than examining the entire pattern of abuse. Mandated reporters are encouraged to carefully review each family’s situation and to consider thoughtfully whether or not to file a report with the Department of Social Services. The purpose of the Promising Approaches brochure is:

- To provide a framework to create family centered and trauma informed approaches when domestic violence is identified;
- To offer guidelines to assist mandated reporters to assess, accurately and sympathetically, the impact of domestic violence on children and their families.

For more information, please see the list of the DSS/Domestic Violence Unit staff, which covers the statewide according to DSS six regions.

Risk to Resilience:
Promoting Positive Change through Safe and Supportive Schools

**Presenters:** Sheri Damon, M.S., Behavior Specialist, Bridgewater-Raynham RSD and Alternative Consultation, Counseling & Training
Bill Barber, Bridgewater-Raynham Regional School District
Michelle Rossi, Bridgewater-Raynham Regional School District

**Room:** 406/407

The workshop will begin with a brief overview of the Trauma Informed Educational Initiative at the Bridgewater-Raynham Regional High School (BRRHS). Attendees will participate in a brainstorming session regarding two case presentations where they will have an opportunity to share ideas and strategies to improve student success through a safe and supportive school environment. Further information regarding risk and resilience as well as strategies currently being employed to promote the positive educational development of students at BRRHS will be provided.

For more information, contact: Sheri Damon or Mary Ann Mozzone, BRRSD, ldamonacct@yahoo.com or mmozone@bridge-rayn.org, 781-834-5750 or 508-697-6902.

Vicarious Trauma and Self-Care for Teachers and Educators
Presenters: Donna Goodwill, Staff Clinician and Outreach Coordinator, Wheaton College Counseling Center  
Debora Choquette, Health Program Leader and Peer Advisor, West Boylston Middle/High School

Room: Suite A

This interactive workshop consists of a discussion of vicarious trauma, its symptoms, and how it contributes to burnout. The role of self-care in the prevention of burnout will be discussed. Participants will explore their own experiences with vicarious trauma, share self-care practices and identify areas for improvement in their self-care plan. Participants will leave this workshop with a renewed focus on the importance of self-care in their professional and personal lives. In addition, they will take away a "self-care kit" that will remind them of how every part of their lives can be improved by paying attention to self.

For more information, contact: Donna Goodwill, donnamgoodwill@comcast.net or 978-790-6578

Creating Trauma Sensitive Schools: Getting Started

Presenters: Susan Cole, Director, Trauma and Learning Policy Initiative  
Brett Bishop, Principal, East Street School, Ludlow  
Janet Powell, Director of Student Support Services, Quincy Public Schools  
Adam Wolf, Assistant Principal, Atlantic Middle School, Quincy Public Schools

Room: Suite B/C

Creating trauma sensitive environments requires whole school approaches, strong leadership and an infrastructure. Principal Brett Bishop of the East Street School in Ludlow, Assistant Principal Adam Wolf of Quincy’s Atlantic Middle School, and Janet Powell, Director of Student Support Services in Quincy, will discuss the process involved in taking the first steps to make their school-wide environments trauma sensitive. The panel will be moderated by Susan Cole, Director of the Trauma and Learning Policy Initiative and lead author of Helping Traumatized Children Learn.

For more information, contact: Susan Cole or Anne Eisner, Trauma and Learning Policy Initiative, aeisner@massadvocates.org or 617-390-2680.
More Precious than Gold: Fostering Resiliency and Hope in the Secondary Classroom

**Presenter:** Ray Wolpow, Professor of Education, Director Northwest Center for Holocaust, Genocide and Ethnocide Education, Western Washington University

**Room:** 304/305

Trauma can undermine the ability of students to form relationships, regulate their emotions, and learn the cognitive skills necessary to make academic progress. Those who work with traumatized children and their families often manifest signs of "compassion fatigue: which results in lowered quality of teaching and learning. Resiliency research reveals how students and educators can more effectively cope with the stressors in their lives. Participants will be introduced to classroom-based approaches currently being implemented at a high school in Washington State and learn how these methods can foster the resiliency of all children, including those with no personal history of traumatic experiences.

*For more information, contact:* Ray Wolpow, Western Washington University, Woodring College of Education, MS 9090, Bellingham, Washington 98225, ray.wolpow@wwu.edu or 360-650-3337.
Which came first, substance abuse or trauma?

Presenters: Michelle Lipinski, Principal, Northshore Recovery High School
Roger Oser, Principal, Ostiguy High School

Room: 320

Two former educators who have worked in both traditional and non-traditional academic environments design this session. Currently, they are both Principals of Massachusetts Recovery High Schools, which were designed for students struggling with substance abuse disorders. What they have experienced is the high incidence of adolescents who have struggled with both trauma and substance abuse. They will discuss signs of trauma, which may present as early as elementary school or as late as secondary school. They will present some of the latest statistics regarding adolescent treatment findings as well as trends in working with children traumatized due to substance abuse by self or others.

For more information, contact: Michelle Lipinski, Northshore Recovery High School at mlipinski@nsedu.org or 978-922-3305 ext. 1102.

Concepts and Strategies for Getting Trauma Exposed Students Ready to Learn

Presenters: Joe Ristuccia, M.Ed.
Jessica Greenwald O’Brien, Ph.D.

Room: 401

This workshop will provide a brief review of the impacts of trauma on learning, and then identify a few critical areas within the school-wide system necessary for building a trauma sensitive environment. The focus of the workshop will be on conceptualizing a framework for classroom interventions and working with the expertise of participants to identify specific strategies. We will also consider how to work with the constancy of unpredictability in any classroom.

For more information, contact: Jessica Greenwald O’Brien or Joe Ristuccia at jpoj@comcast.net, stucc1@comcast.net, or 617-710-8140
**Homelessness and Trauma: The Impact on Children**

*Presenter:* Katie Volk, Director of Training, National Center on Family Homelessness

*Room:* 402/403

The National Center on Family Homelessness has spent 20 years researching the impact of homelessness on children. During this session, we will present what we know about the impact of homelessness on children and their families. We will also begin a discussion of the programmatic, policy, and research implications of these findings.

*For more information, contact:* Katie Volk, National Center on Family Homelessness at katie.volk@familyhomelessness.org or 617-964-3834 x220.

**Preventing Health Risks & Promoting Healthy Outcomes among Lesbian, Gay, Bisexual and Questioning Youth**

*Presenter:* Joy Robinson-Lynch, HIV/AIDS Program Coordinator, Department of Elementary and Secondary Education

*Room:* 406/407

This 90-minute workshop will give an overview of a daylong class designed by the American Psychological Association and to be offered in Massachusetts during school year 2008-09. Participants in this workshop will improve their understanding of sexual orientation and the demography of sexual orientation among adolescents. They will learn of health risks identified for LGBQ youths. A framework of youth development and its application to LGBQ youth will be presented.

*For more information, contact:* Joy Robinson-Lynch, HIV/AIDS Program Coordinator, DESE at jrobinson-lynch@doe.mass.edu or 781-338-6331
**Trauma Sensitive Spaces in Thirty Minutes or Three Days**

**Presenters:**  
**Jessica Yurwitz**, Project Coordinator – Trauma Sensitive School Grant, Boston Day and Evening Academy Charter School  
**Jakki Posley**, Community Field Coordinator, Boston Day and Evening Academy Charter School  
**Janet Platt**, Math Teacher, Boston Day and Evening Academy Charter School  
**Sharif Muhhamed**, Technology Teacher, Boston Day and Evening Academy Charter School

**Room:** Suite A

Do you love home improvement shows? Do you want to make your school more trauma sensitive? Mix these two interests by looking at the physical spaces of your school in a totally new way!

Come learn how to use your growing knowledge of trauma to improve the physical environments of your school. Learn how one school started with a professional development session on trauma and worked up to a series of renovation projects that made their school more trauma sensitive. The projects take from thirty minutes to three days and cost almost nothing!

*For more information, contact:* Jessie Yurwitz, Boston Day and Evening Academy Charter School, jyurwitz@gmail.com or 617-501-7968

**Reforming the Medicaid Children's Mental Health System:**  
**What Schools Should Know About Rosie D. v. Patrick**

**Presenter:** Kathryn Rucker, Staff Attorney, Center for Public Representation

**Room:** Suite B/C

Implementation of class action relief in Rosie D. is poised to transform the delivery of behavioral health care to Medicaid-eligible children in Massachusetts, offering a range of new services designed to support children and families in their homes and communities.

This workshop will address: 1) what schools need to know in order to appropriately refer children to this system of care; 2) how these services can complement work already being done by schools, and 3) how educators can effectively coordinate community and school-based interventions in order to best serve students with behavioral health needs.

*For more information, contact:* Kathryn Rucker, Center for Public Representation at krucker@cpr-ma.org or (617) 965-0776. [www.rosied.org](http://www.rosied.org)
Notes and ideas to bring back to your school/district/organization...

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