Implementing Trauma-Sensitive Schools

May 7, 2007
Hogan Center, College of the Holy Cross
Worcester, MA

Workshops

Workshop Session I – 10:45-12:15

- **Room 320**: Implementing Service Learning to Increase Developmental Assets Among Traumatized Students
- **Room 328**: Bullies, Victims, & Bystanders: Intervention Strategies
- **Room 401**: Trauma and Attachment: Bringing a New Understanding to the Classroom
- **Room 402/403**: Exploring District Wide Strategies for Creating Trauma Sensitive Schools
- **Room 406/407**: Vicarious Trauma and Self-Care for Teachers and Educators

Workshop Session II – 1:15-2:45

- **Room 320**: Working with Students Traumatized by Homelessness
- **Room 328**: Distinguishing ADHD from Child Abuse/PTSD
- **Room 401**: Using Trauma Sensitive Strategies in the Classroom
- **Room 402/403**: Individual Interventions with Traumatized Students: The Wrap Around Service Model in Action
- **Room 406/407**: Vicarious Trauma and Self-Care for Teachers and Educators
- **Room 408/409**: The Purple Book in Practice: First Year of Implementation to Become a Trauma Sensitive School
Implementing Service Learning to Increase Developmental Assets Among Traumatized Students

**Presenter:** Felicia L. Wilczenski, Ed.D., University of Massachusetts Boston

**Room:** 320

Service learning is a vehicle for personal, social, career, and academic learning and as such, is an effective strategy to increase developmental assets as protective factors for traumatized students. There is a close connection between service learning and the eight categories of internal and external developmental assets identified by the Search Institute. This presentation will briefly review the philosophical, psychological, pedagogical, and empirical bases of service-learning and explain the developmental assets philosophy for understanding a broad spectrum of what young people need to be successful in life. A videotape will illustrate service learning in action.

Felicia Wilczenski, Ed.D., is Professor and Chair of the Department of Counseling and School Psychology at the University of Massachusetts Boston. She teaches in both the school counseling and school psychology programs. Her work focuses on service learning applications in K-12 settings and in graduate education. Dr. Wilczenski recently published a book entitled, *A Practical Guide to Service Learning: Strategies for Positive Development in Schools*, which describes the power of service learning for prevention and intervention.

*For more information, contact: [Felicia.Wilczenski@umb.edu](mailto:Felicia.Wilczenski@umb.edu)*

**Ideas to bring back to school/district/organization:**
Bullies, Victims, & Bystanders: Intervention Strategies

**Presenter:** Steve Berk, Ph.D., Director of Bond and Berk Associates

**Room:** 328

The experience of bullying can be traumatic not only for the individual who is targeted, but also for bystanders who witness bullying behavior. Bullies are quite likely to continue their behavior into adulthood, and a significant percentage of bullies enter the criminal justice system as young adults.

This workshop will present strategies for dealing with bullying in children and adolescents within the school environment.

Objectives:
- Develop a framework for intervention at the programmatic level
- Develop strategies for working with bullies, victims and bystanders

Steve Berk, Ph.D., is Director of Bond and Berk Associates, a private practice group. He has specialized in assessment and treatment of cognitive disorders in children, adolescents, and adults since 1972. He has provided extensive training in bullying prevention and intervention to schools, pupil transporters, and parents. Dr. Berk trains and consults nationally.

**Ideas to bring back to school/district/organization:**

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Trauma and Attachment:
Bringing a New Understanding to the Classroom

Presenter: Kevin Creeden, Director of Assessment and Research at the Whitney Academy
Room: 401

Children’s experience of early and persistent trauma has a significant impact developmentally, neurologically, emotionally, and behaviorally. This workshop will examine the wide variety of ways in which the consequences of exposure to traumatic experiences may manifest themselves, with a specific focus on the behavioral and learning problems we often see in our students. We will also discuss how to understand, assess, and develop intervention plans that take into account trauma and attachment dynamics when addressing behavioral issues.

Workshop participants will:
1) Learn about the various ways in which trauma may impact students
2) Examine how behavioral issues are often directly related to the trauma and attachment problems that our students experience
3) Discuss treatment planning and interventions which can be effective with this population

Kevin Creeden, M.A., LMHC, LMFT, has over 25 years of experience with children, adolescents, and their families who have experienced trauma. He is Director of Assessment and Research at The Whitney Academy in East Freetown, MA. Mr. Creeden trains and consults internationally to schools, youth service, and mental health agencies. He has published articles and book chapters on the behavioral difficulties of youth who have experienced trauma. Mr. Creeden is presently a Guest Faculty for the Trauma Training Program at the Boston University School of Social Work.

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Exploring District Wide Strategies for Creating Trauma Sensitive Schools

**Presenters:** Laurie Burnett, McKinney-Vento/ Supportive Schools Coordinator, Framingham Public Schools  
Jessica P. Greenwald O'Brien, Ph.D., Consulting and Clinical Psychologist in Private Practice

**Room:** 402/403

Using the Framingham Public Schools' district-wide approach to developing safe and supportive learning environments as a model, this workshop will examine strategies for building momentum and buy in as well as provide participants with the opportunity to create an action plan for their own district based upon resources and infrastructure already present.

Laurie Burnett manages the McKinney-Vento and Safe and Supportive Learning Environments Grants for the Framingham Public Schools. In this capacity, she works closely with district administrators, school staff and community agencies to develop coordinated trauma sensitive strategies and programs. She has a master's in education with experience in both school and shelter settings.

Jessica Greenwald O'Brien is a clinical and forensic psychologist in private practice. She is a consultant with the Trauma and Learning Policy Initiative of Massachusetts Advocates for Children and the Harvard Law School, and with the Framingham Public Schools through the Safe and Supportive Learning Environments Grant. She does training and consultation for school districts throughout the Commonwealth.

*For more information, contact:* Laurie at 508-877-5967 x8421, lburnett@framingham.k12.ma.us or Jessica at 617-710-8140, jpgo@comcast.net

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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:** 406/407

This interactive workshop *(repeated at Workshop Session II)* consists of a discussion of vicarious trauma/compassion fatigue, its symptoms, and how it contributes to burnout in educators. Participants will explore their own experiences with vicarious trauma, which often results in burnout. The role of self-care in the prevention of burnout will be discussed. Participants will share self-care practices, identify areas for improvement and will create a self-care plan. Participants will leave this workshop with a renewed focus on the importance of self-care in their professional roles and private 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.

Donna Goodwill, L.I.C.S.W. is Staff Clinician and Outreach Coordinator for the Wheaton College Counseling Center in Norton, Massachusetts where she specializes in the treatment of eating disorders, trauma and self-injury. She maintains a private psychotherapy practice in Acton, Massachusetts. Ms. Goodwill has created and conducted self-care workshops for teachers, mental health practitioners, and mothers in various settings. She is a member of the National Association of Social Workers.

Debora Choquette, M.Ed. is the Health Program Leader and Peer Advisor for West Boylston Middle/High School in West Boylston, Massachusetts. She teaches comprehensive health education to students in grades seven through twelve and teaches/advises the peer counseling program for high school students. She is currently a member of the Attorney General’s Safe Schools Initiative District Leadership team. She has served as a mentor teacher. Ms. Choquette is also a faculty member at the University of Phoenix, Westborough, MA campus. She teaches health and psychology courses.

*For more information, contact:* Donna at donnamgoodwill@comcast.net or Debora at debc13@hotmail.com

**Ideas to bring back to school/district/organization:**
Public schools in Massachusetts currently have over 10,000 homeless children and youth enrolled in school. This workshop will present the resiliency, concerns, and issues common among students who have been impacted by homelessness. Participants will discuss what homelessness looks like in the classroom and school, what the law requires, and how educators can address the trauma caused by homelessness.

Peter D. Cirioni is a 22 year employee at DOE who has worked in various programs: Title 1, School change initiatives, and for past five years has been the State Coordinator, Office for the Education of Homeless Children and Youth. Prior to coming to the Department, he taught at U.Mass-Boston, Community Colleges and in/out of school youth in Boston.

For more information, contact: Peter at 781-338-6294, pcirioni@doe.mass.edu or Sarah at 781-338-6330 or sslutterback@doe.mass.edu

Ideas to bring back to school/district/organization:
Distinguishing ADHD from Child Abuse/PTSD

Presenter: Steve Berk, Ph.D., Director of Bond and Berk Associates
Room: 328

Restlessness, inattention, and distractibility are often seen as diagnostic indicators for ADHD or PTSD. As greater numbers of youngsters are diagnosed and treated for ADHD, concerns have been raised as to whether or not some of these youth are victims of abuse who have been misdiagnosed. This workshop will focus on the similarities and differences between ADHD and Child Abuse/PTSD as observed within the academic environment.

Objectives:
• Identify the essential characteristics of ADHD and PTSD
• Recognize the similarities and differences between ADHD and PTSD

Steve Berk, Ph.D., is Director of Bond and Berk Associates, a private practice group. He has specialized in assessment and treatment of cognitive disorders in children, adolescents, and adults since 1972. He frequently consults on the diagnosis and treatment of ADHD and PTSD. Dr. Berk trains and consults nationally.

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Using Trauma Sensitive Strategies in the Classroom

**Presenters:** Joel M. Ristuccia, School Psychologist  
Jessica P. Greenwald O'Brien, Ph.D., Consulting and Clinical Psychologist

**Room:** 401

A rapid review of basic principles that govern trauma sensitive classroom strategies will be offered. Participants will then be asked to apply this knowledge in creating classroom action plans for students affected by trauma. The workshop will integrate lecture and active participation.

Joel Ristuccia is a Certified School Psychologist. He received his B.A in Psychology from Yale University, his Ed.M. from Harvard University and holds an advanced graduate certificate in applying the Massachusetts Curriculum Frameworks to Diverse Student Populations from the University of Massachusetts. Mr. Ristuccia has worked with the Trauma and Learning Project (Massachusetts Advocates for Children) for several years, is a co-author of Helping Traumatized Children Learn and has conducted numerous workshops on the impact of trauma on learning.

Jessica Greenwald O'Brien is a clinical and forensic psychologist in private practice. She is a consultant with the Trauma and Learning Policy Initiative of Massachusetts Advocates for Children and the Harvard Law School, and with the Framingham Public Schools through the Safe and Supportive Learning Environments Grant. She does training and consultation for school districts throughout the Commonwealth.

For more information, contact: Joel Ristuccia at stucc1@comcast.net or Jessica Greenwald O'Brien at 617-710-8140, jpgo@comcast.net

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Individual Interventions with Traumatized Students: The Wrap Around Service Model in Action

Presenters: Donna Georges, Principal, Academy of Strategic Learning, Amesbury
Deb Smith, Executive Director, Pettengill House

Room: 402/403

Using a case study format, this workshop will describe a school linked service model that includes intensive wrap around services to a student and his/her family where exposure to trauma is a presenting concern. A comprehensive assessment of risk/protective factors in the child, family, school and community are used to define the intervention strategies which include educational, therapeutic, recreational and/or family based components.

Donna Georges, M.Ed; LCSW, is the new Principal of the Academy of Strategic Learning, a Horace Mann Public Charter School in Amesbury. For the past twenty years she has been the Director of Health, Health Teacher and Civil Rights Coordinator for the Amesbury Public Schools. Ms. Georges has extensive experience in school based service delivery, and student interventions. Additionally, she is a licensed certified social worker and an instructor for the Northeast Consortium where she teaches a course called Violence and Victimization of Children: Issues for the Educator.

Deb Smith, M.Ed; LAD, is the Executive Director of the Pettengill House, a community based social service agency that serves nine cities and towns. Ms. Smith has extensive experience with school linked service delivery, which is a major component of the agency's work with schools. She has brokered the successful implementation of an array of school based programs including Second Step Violence Prevention Curriculum and Project Success. Ms. Smith is a certified trauma specialist and licensed alcohol and drug counselor. She is also the Homeless Liaison for the Amesbury Public Schools.

For more information, contact: Donna at 978-388-8037, georgesd@k12.amesbury.ma.us or Deb at 978-463-8801, dsmith@pettengillhouse.org

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Vicarious Trauma and Self-Care for Teachers and Educators

**Presenters:** Donna Goodwill, Staff Clinician and Outreach Coordinator, Wheaton College Counseling Center  
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The Purple Book in Practice: 
First Year of Implementation to Become a Trauma Sensitive School

Presenters: Brett Bishop, Principal, East Street Elementary School, Ludlow  
Carolyn Romano, Consultant, Compass Consulting

Room: 408/409

The celebrations, wonderings, and mistakes that one school has experienced in trying to bring the lens of trauma to helping students achieve in school. Principal Brett Bishop will describe the first year of implementation of trauma-sensitive practices at one elementary school in Ludlow.

Brett Bishop is in his fourth year as Principal at East Street. He spent 14 years in Springfield as a teacher and Assistant Principal prior to coming to Ludlow. Carolyn is a consultant for Compass Consulting who works at East Street in several capacities including both the implementation of the trauma work and the Service Team model.

For more information, contact: Brett at 413-589-9121, B_Bishop@Ludlowps.org

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