

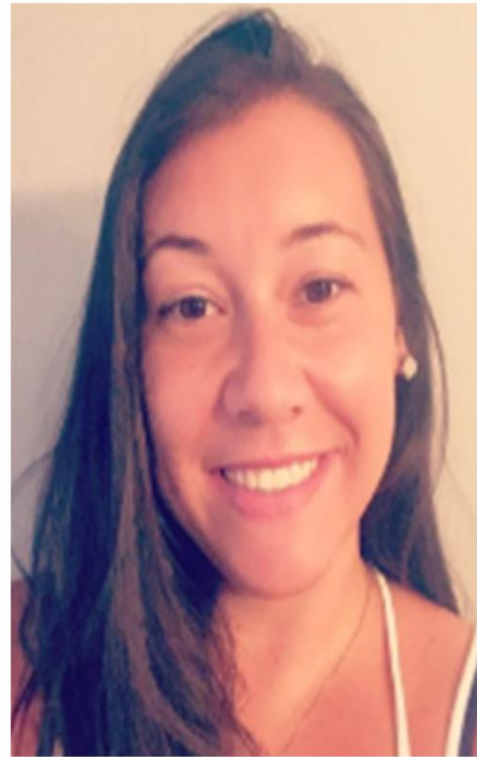
Creating A Trauma Informed School

How Trauma Informed Educators Elevate All Learners

Your Navigators

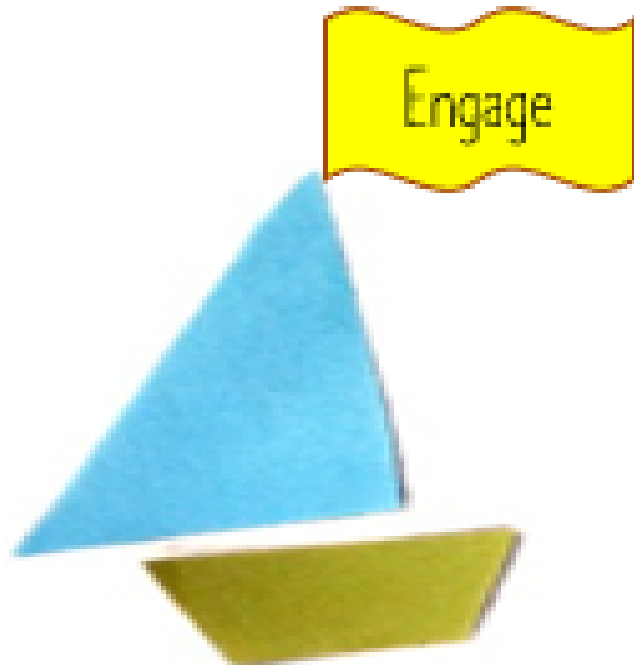


- Mike Scheirer: mscheirer@agora.org or springstreetcoaching@gmail.com
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**Currently:
Agora Cyber Charter
School is the only
designated trauma
informed cyber
school in the nation**

Our focused goals today:



Goal 1: Introduce/Review– Four key (R) assumptions and their application (SAMHSA).

Goal 2: Share– Three guiding principles to challenge and support narrative shifts; designate this time as a safe place to explore those shifts

Goal 3: Provide– Trauma informed training practices for you to use with your staff and students

Goal 4: Discover– Reconciliation

As a trauma sensitive school...

Your ship is represented in TWO ways:

- 1. Vision/Idea/Philosophy/behind "the scenes"
- 2. Practical Impact on Stakeholders (students, staff, families)



Where does
your
school fall
within the
trauma
informed
process?



A. We are in the gathering information stage and just beginning our trauma informed practices.




B. We have offered some trauma professional learning sessions to our staff (1-3 per year).



C. We have been incorporating trauma informed practices and have aligned most school systems with an evidence-based approach trauma model.



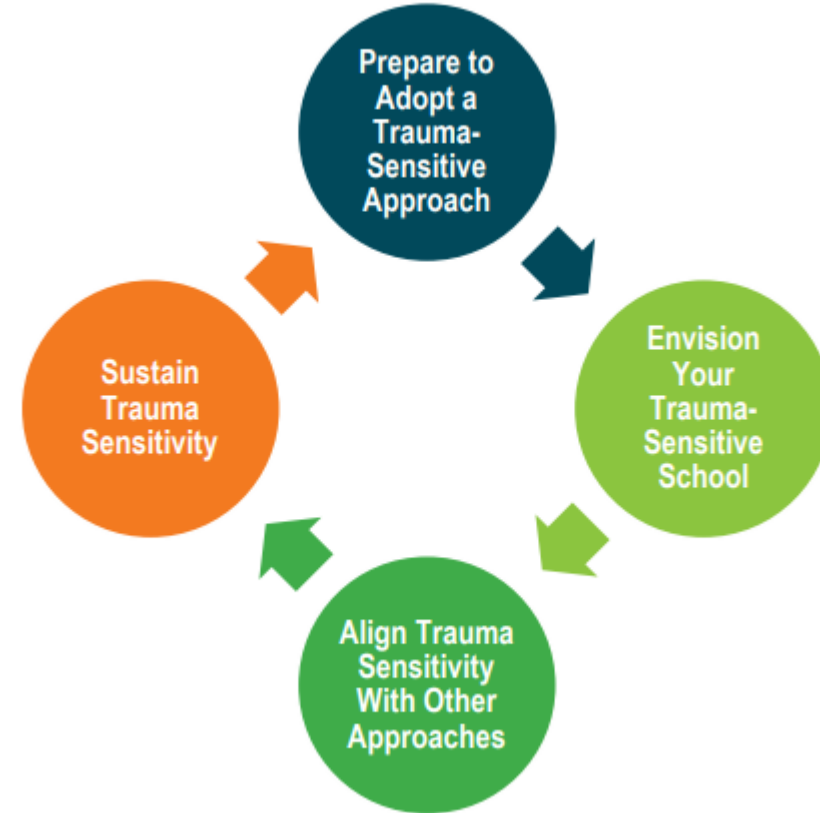
D. We should be presenting this session!



Decisions to consider



- Policy, procedure, systems, physical changes, professional learning, practical implementation, etc.



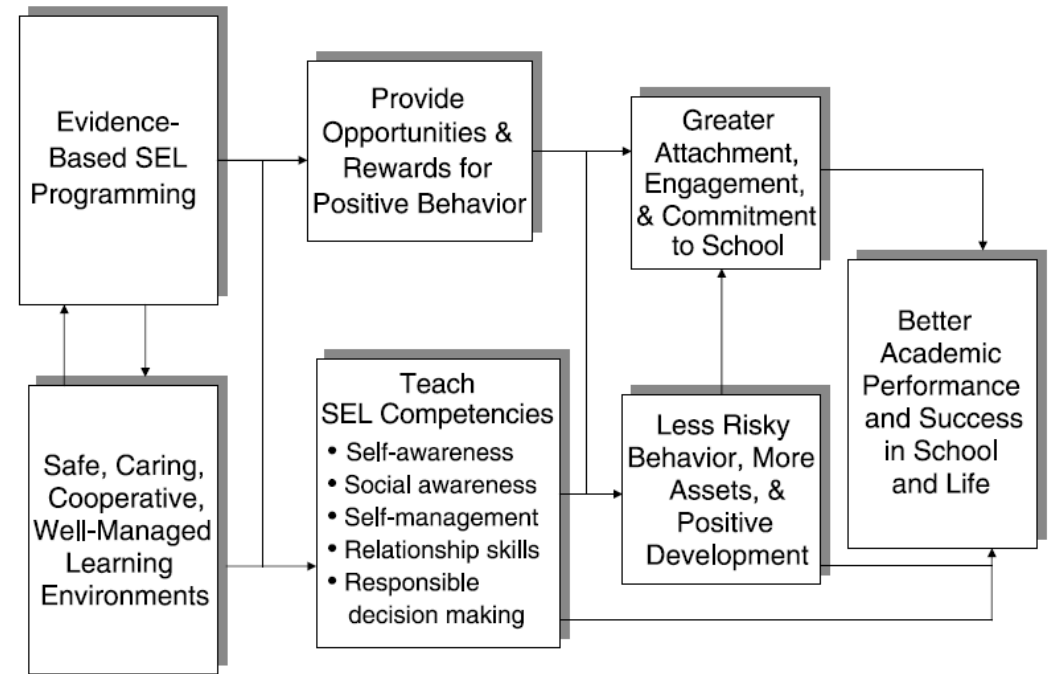


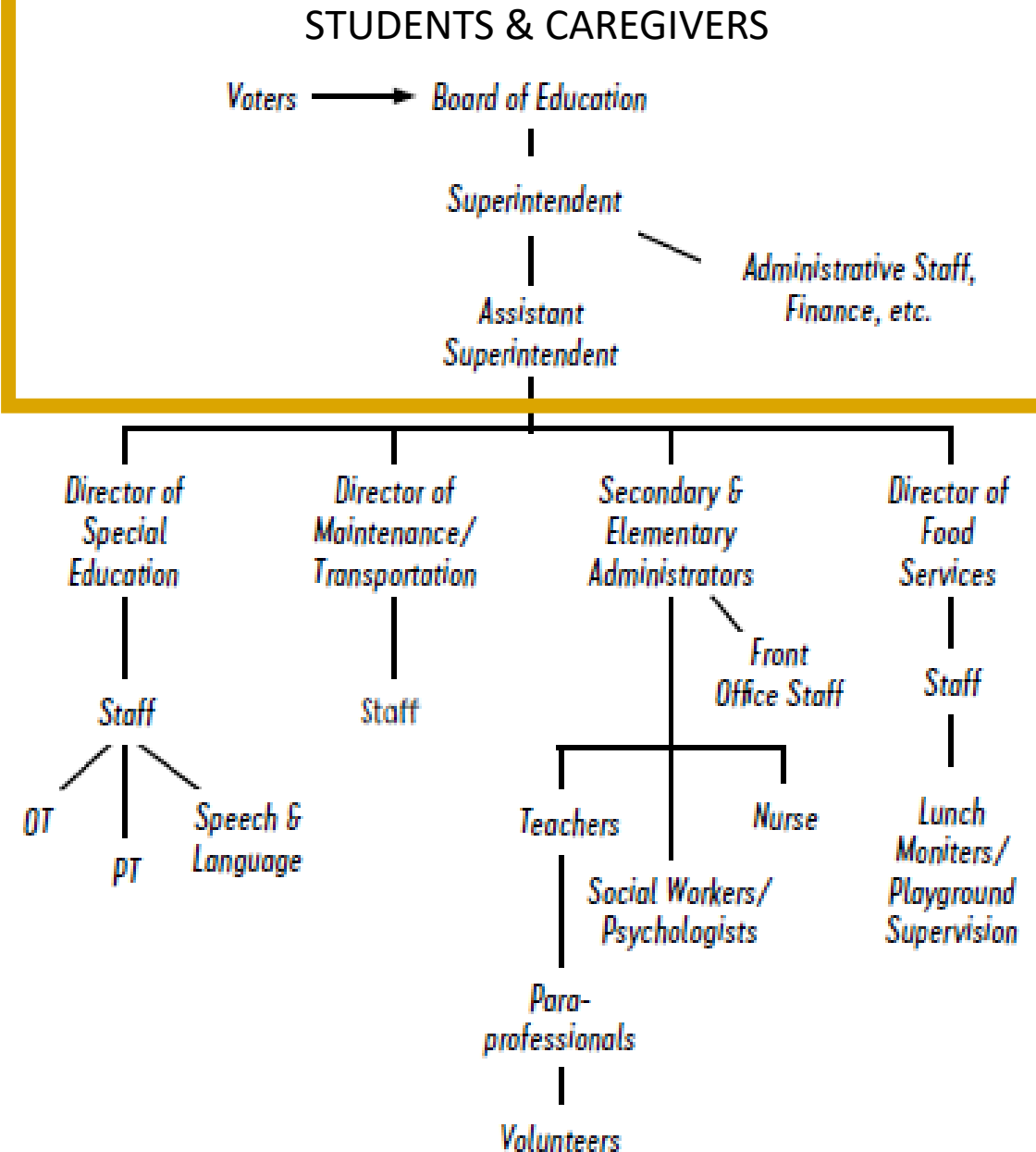
FIGURE 1.2 Evidence-based SEL programming paths to success in school and in life.

Source: The Scientific Base Linking Social and Emotional Learning to School Success (Zins, Bloodworth, Weissber, Walberg

Act 18 of 2019 of the School Safety and Security Committee (SSSC) which was established by the Pennsylvania Commission on Crime and Delinquency, recommends a minimum of one hour of trauma-informed approaches/practices for school boards.



Who Needs to Receive Childhood Trauma Training?



Prepare/Envision/Align

Agora applied for & received a grant to begin pursuing the designated steps of becoming a trauma informed school. At our 2018 August In-Person Professional Development Session, an introductory trauma awareness presentation shared with all HS Staff.



In early fall of 2018, a handful of Agora staff members received trauma training by Dr. Melissa Sadin of the Attachment & Trauma Network (ATN).



These ATN trained staff members were tasked with the planning and implementation of creating a trauma informed school and training all Agora Cyber Charter stakeholders in trauma informed education.



In fall 2018, the Agora Trauma Team was formed.



2018-2019, the Agora Trauma Team provided the first all school trauma training. This training was provided to K-12 instructional staff, K-12 instructional admin, and K-12 family coach teams. Implement Crisis Room; Trauma informed language was added to report card comments.

Prepare/Envision/Align/Sustain

In the 2019-2020 SY, the Agora Trauma Team focused on the 4 R's of our trauma informed approach (realize, recognize, respond, resist) with ALL INSTRUCTIONAL STAFF and FAMILY COACH TEAMS through a series of professional learning opportunities. Emphasis placed on RESPOND.



In the 2019-2020 SY, Family resources we've created and posted on the Agora website to further explain the impact of trauma to caregivers. Trauma Informed caregiver sessions are now offered at various times throughout the year.



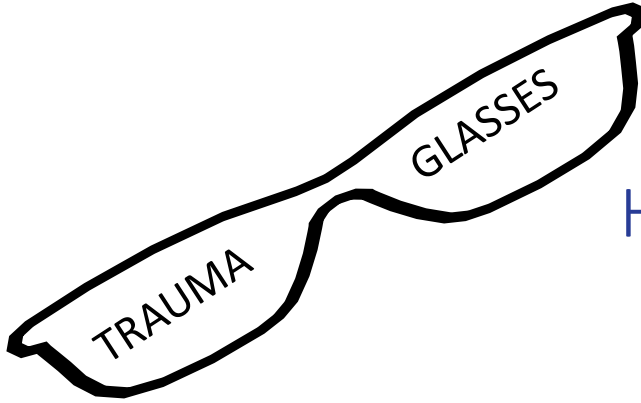
In Spring 2020, the Trauma Team expanded to better fully represent the needs of all stakeholders at Agora Cyber Charter School. Representing office staff, nurses, admin, special education, counselors, family coaches, SAP services, psychologists, special education, social workers, instructional staff).



2020-2021: Lesson Plan Trauma informed language, gender pronoun shift for staff, calming space created, CORE Trauma Team Conference Training, PDE School Board Training Approval



2021—Updating 3-year Strategic Trauma Plan, Create measurement framework, MH & First Aid Training, Trauma Toolbox Creation, Trauma Awareness for students, pursuing trauma grants, VAST Training for Caregivers, Trauma Informed Newsletter



How? Adjust the view and change a narrative...



Without trauma informed glasses



With trauma informed glasses



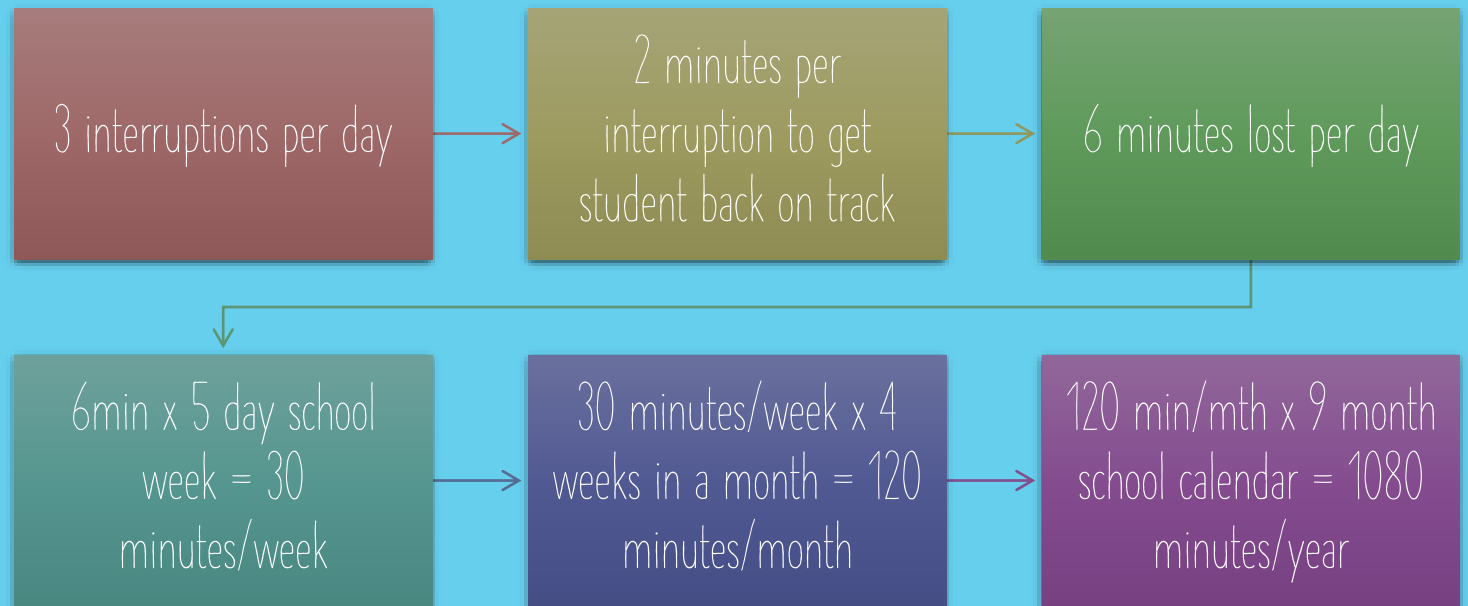


Vision Moment: Take 30 seconds...think about a general education classroom at your school.

How many minutes of lost instruction happens each day in one classroom, due to student interruptions or behavior challenges?

After 30 seconds, please type your answer in the chat

Narrative Shift: Give Play





SCHOOL
STAFF

Tier 1



K-12
INSTRUCTIONAL/CURRICULUM
TEAMS

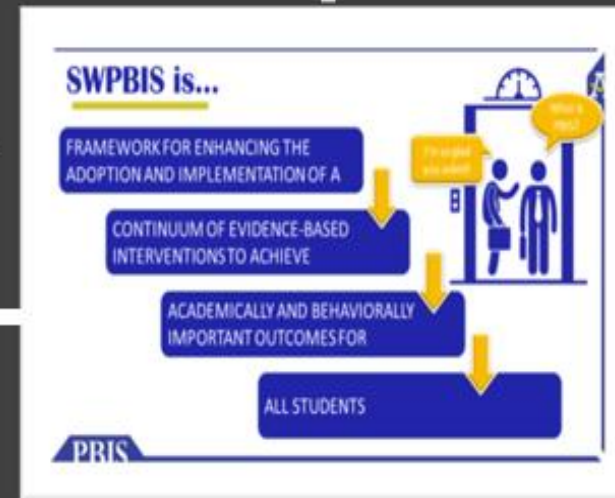


STUDENT SERVICE
TEAMS

MTSS Umbrella



COMMUNITY
PARTNERS



As a trauma sensitive school...

Realize



Recognize



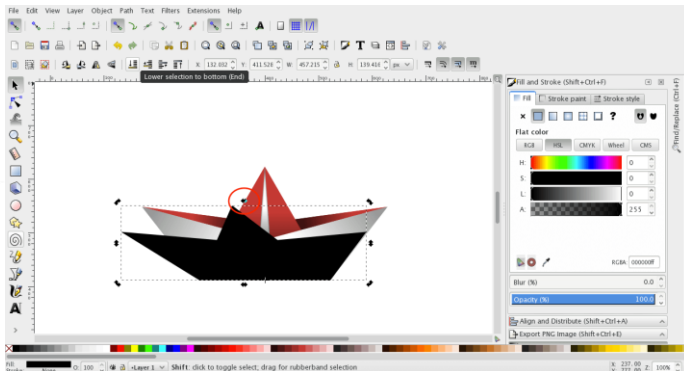
Respond



Resist



Reconciliation



** Stay afloat
* Stay sailing
* Stay on course
* Reach destination
* Create a new self-advocated destination*



**No longer floating
*No longer sailing
No longer navigating toward its destination

The header features a stylized mountain range in shades of teal and grey. Overlaid on this is a pattern of white diagonal lines representing rain.

RECOGNIZE why trauma sensitive schools are needed:

25% Poverty Rate in Philadelphia

18% school age students live in poverty

88/117 seven-year-olds heard gun shots in Philadelphia

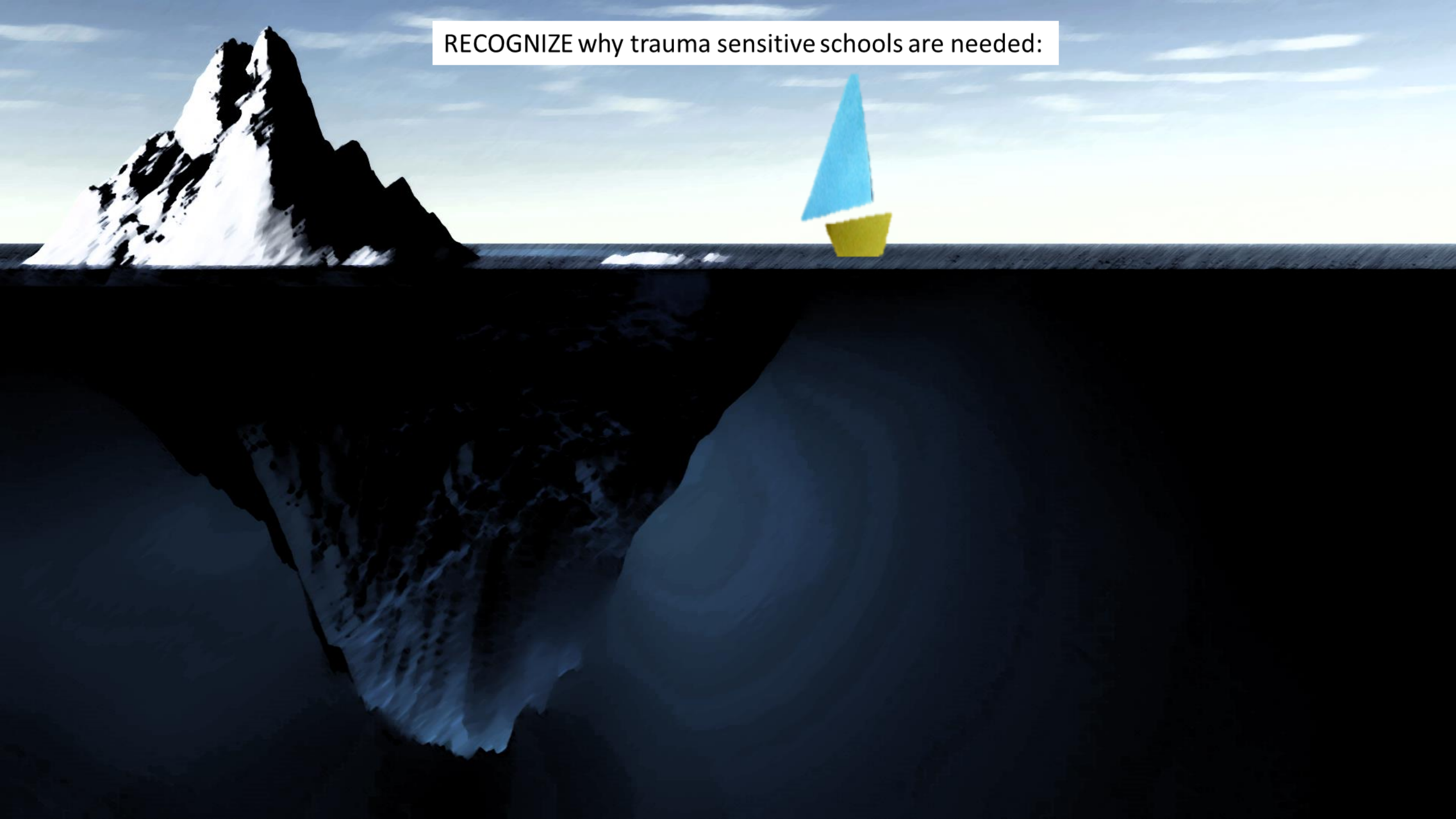
70/117 seven-year-olds in Philadelphia witnessed drug deals

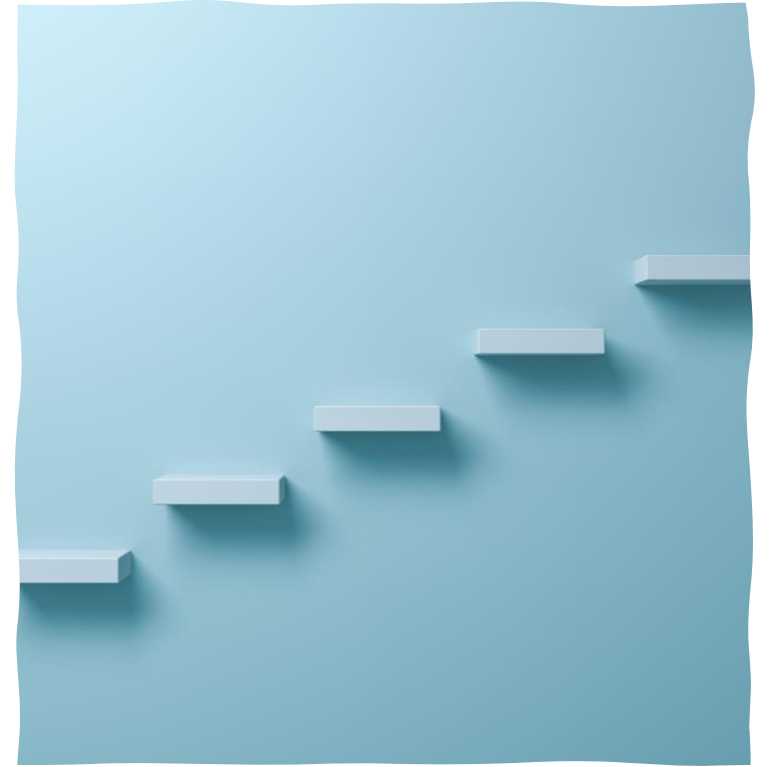
>700 identified homeless youth in the Lehigh Valley

Estimated 50% of all school age students have experienced trauma

85% of youth in prison come from fatherless homes

RECOGNIZE why trauma sensitive schools are needed:





Guiding Principle 1:

One Size Fits One

Keeping guiding principle one in mind (one size fits one)...

Guiding Principle 2:
Be BOLD, challenge the "trends" of the day to eliminate cancel culture-



This Photo by Unknown Author is licensed under CC BY-NC-ND

RECOGNIZE Trauma Connection

To School Vision
To Staff
To Students
To Families
To Community

***Connect = linked or related/tied/joined together

***Connection helps to develop belonging & security

***Security has a direct correlation to SEL & increased academic performance





RECOGNIZE you will need to...

- Develop a Core Trauma Team that can align with and influence other school-wide teams.
- Develop a timeline
- Develop a specific trauma informed strategic plan
- Develop shared definitions/norms/language
- Develop PLCs, trainings for all staff (including school board)

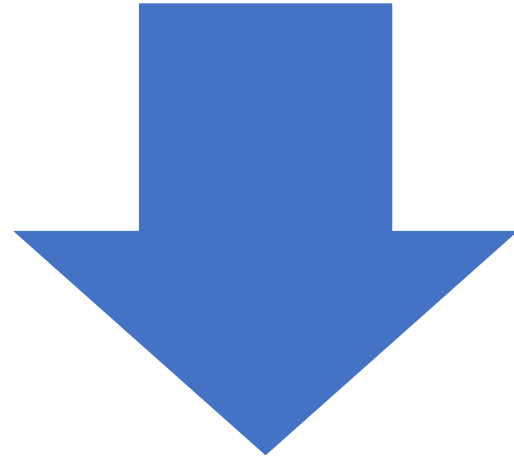




Vision Moment: Take
90 seconds right now
and in your own
words define trauma.

After 90 seconds, please type your answer in the chat

Agora's process in defining trauma informed practice



Event(s)

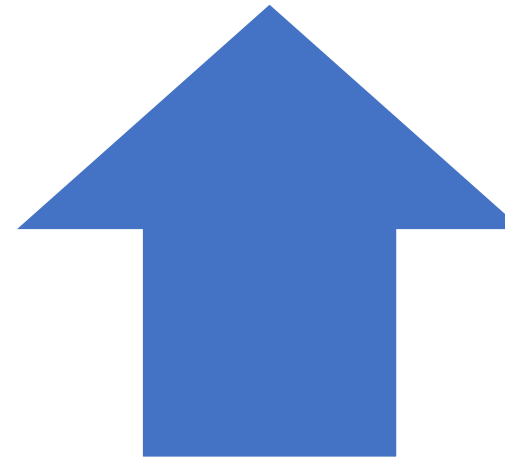
...an **event outside normal human experience**. Events that are generally **emotionally** painful...overwhelm a person's ability...leaving individual powerless
-ATN

Trauma defined

Experience(s)

...any **real or perceived experience** that leaves a person **feeling** hopeless, helpless, unsafe
-STARR COMMONWEALTH

Effect(s)





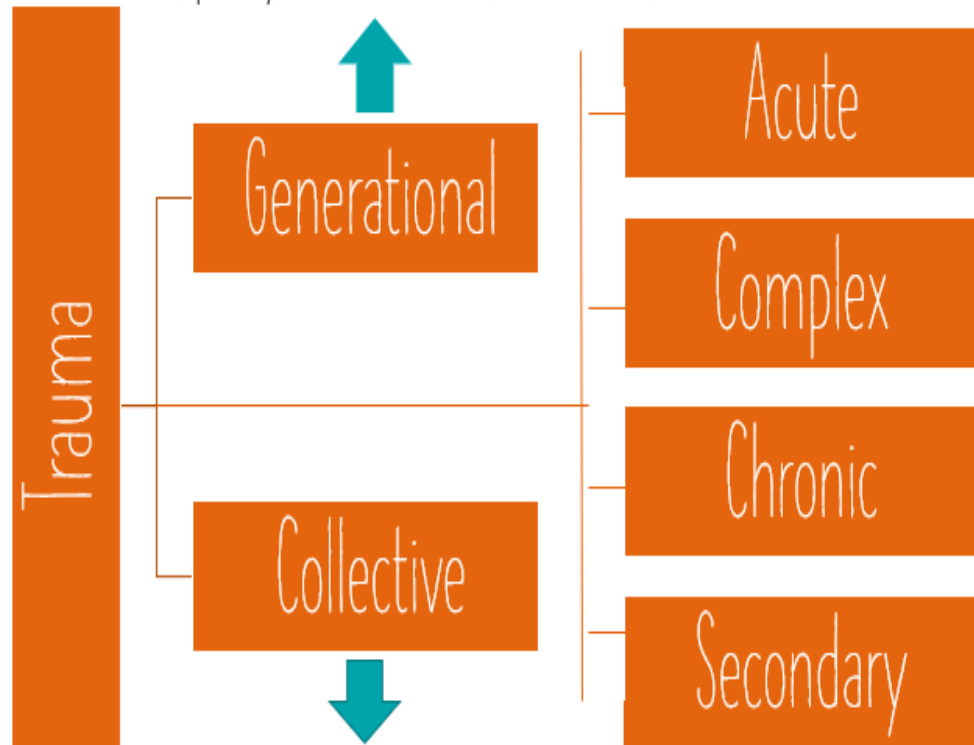
AGORA'S TRAUMA DEFINITION:

- Any real or perceived experiences and/or events that cause a person to be and/or feel powerless and unsafe; affecting one's ability to function successfully temporarily or long-term.

RECOGNIZE *the many types*

of trauma impacting students, staff,
and all stakeholders

Examples: Systematic exploitation, repeated abuse,
racism, poverty, domestic violence, sexual assault, hate crimes



Examples: COVID-19, Jim Crowe, 9/11,
school shootings, refugee experiences indigenous loss, war, natural disasters, incarceration

ABOUT CHILD TRAUMA

TRAUMA TYPES

- Bullying
 - Community Violence
 - Complex Trauma
 - Disasters
 - Early Childhood Trauma
 - Intimate Partner Violence
 - Medical Trauma
 - Physical Abuse
 - Refugee Trauma
 - Sexual Abuse
 - Sex Trafficking
 - Terrorism and Violence
 - Traumatic Grief
- ### POPULATIONS AT RISK
- Trauma and Substance Abuse
 - Economic Stress
 - Military and Veteran Families
 - Intellectual and Developmental Disabilities
 - Homeless Youth
 - LGBTQ Youth

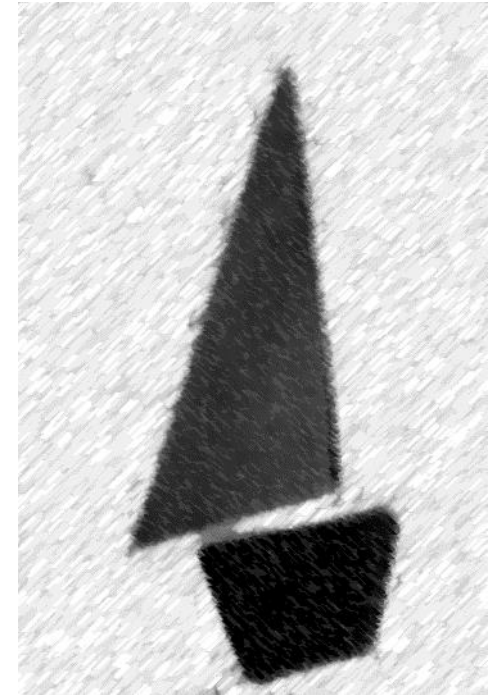
NCTSN

The National Child
Traumatic Stress Network

REALIZE how common trauma is:

ACES: Adverse Childhood & Community Experiences

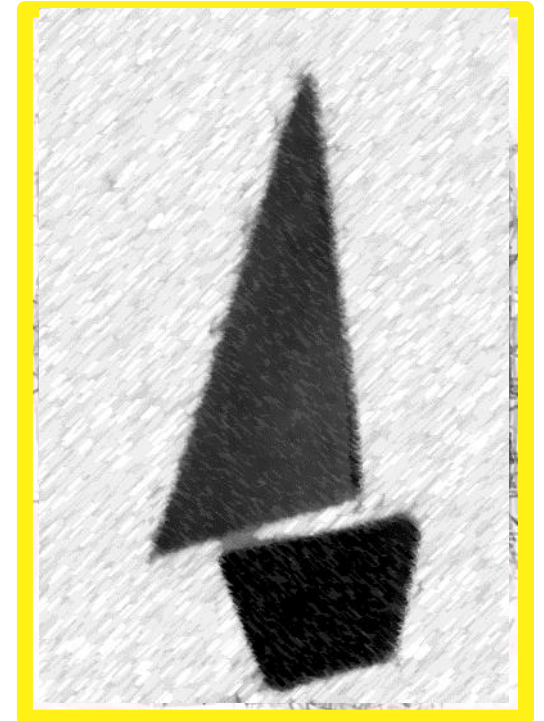
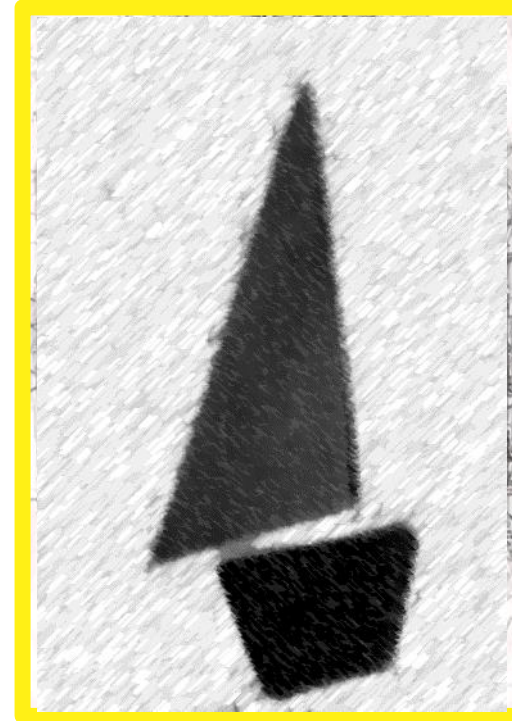
What is known-



**One out of every four students in EVERY classroom
have experienced some type of trauma**

ACES: Adverse Childhood & Community Experiences

What is believed:



**50% of children in EVERY classroom
have experienced some type of trauma**

3 Realms of ACEs

Adverse childhood and community experiences (ACEs) can occur in the household, the community, or in the environment and cause toxic stress. Left unaddressed, toxic stress from ACEs harms children and families, organizations, systems and communities, and reduces the ability of individuals and entities to respond to stressful events with resiliency. Research has shown that there are many ways to reduce and heal from toxic stress and build healthy, caring communities.



Thanks to Building Community Resilience Collaborative and Networks and the International Transformational Resilience Coalition for inspiration and guidance. Please visit ACEsConnection.com to learn more about the science of ACEs and join the movement to prevent ACEs, heal trauma and build resilience.





Activity for your staff training:

Consider: What the ACE score of your students might be?

Prompts for leading the discussion with staff:

- *How many of your students will score a 2 or higher?
- *How many of your students will score a 3 or higher?
- *On average, what ACE score would an entire class section have? What % of kids on your caseload?
- *List at least 3 ways you can help identify and/or mitigate the effects of an ACE score of 2 or higher

Prior to your 18th birthday:

1. Did a parent or other adult in the household often or very often... Swear at you, insult you, put you down, or humiliate you? or Act in a way that made you afraid that you might be physically hurt?

No___If Yes, enter 1___

2. Did a parent or other adult in the household often or very often... Push, grab, slap, or throw something at you? or Ever hit you so hard that you had marks or were injured?

No___If Yes, enter 1___

3. Did an adult or person at least 5 years older than you ever... Touch or fondle you or have you touch their body in a sexual way? or Attempt or actually have oral, anal, or vaginal intercourse with you?

No___If Yes, enter 1___

4. Did you often or very often feel that ... No one in your family loved you or thought you were important or special? or Your family didn't look out for each other, feel close to each other, or support each other?

No___If Yes, enter 1___

5. Did you often or very often feel that ... You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? or Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?

No___If Yes, enter 1___

Prior to your 18th birthday:

6. Were your parents ever separated or divorced?

No___ If Yes, enter 1 ___

7. Was your mother or stepmother:

Often or very often pushed, grabbed, slapped, or had something thrown at her? or Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard? or Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?

No___ If Yes, enter 1 ___

8. Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?

No___ If Yes, enter 1 ___

9. Was a household member depressed or mentally ill, or did a household member attempt suicide?

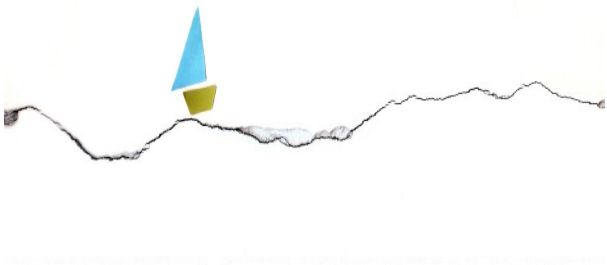
No___ If Yes, enter 1 ___

10. Did a household member go to prison?

No___ If Yes, enter 1 ___

Now add up your “Yes” answers: __ This is your ACE Score

Activity for staff training



Scenario: 5-8 minutes

- 1. Work individually or with a partner
- 2. Complete the boxes outlined in RED

Staff perspective (without considering trauma)	Student perspective	Staff perspective (with trauma glasses on)
	<ul style="list-style-type: none">■ Adults are frightening, unreliable, and untrustworthy.■ Adults are out to get me.■ I need to get them before they get me.■ I feel scared and out of control most of the time.	
<ul style="list-style-type: none">1. What else might be important to know about Jamie in your role?2. What are some potential triggers for Jamie that staff may want to be aware of?3. How does responding with trauma glasses on reduce the power struggle AND remove shame from the student perspective?		

[Background that staff may not be aware of: Jamie has witnessed domestic violence and gun violence in his neighborhood, and he was bullied when he was younger. Jamie's grandmother cares for him at home but often says that she is not sure if she can continue to have him stay with her.]

JAMIE'S SCENARIO:

Jamie is a 10th grade student and is constantly in trouble at school. He has a very short fuse and will quickly become aggressive when adults call him out on behaviors and impose limits on him. Jamie is particularly confrontational toward male teachers. His pattern is to begin challenging a teacher during class by questioning what they are doing in chat or refusing to participate. Some teachers have noted that Jamie has used profanity on the whiteboard and a few times over the mic. Jamie has been removed from classes on two occasions, has had two referrals to the principal, and has been suspended once. He is not in need of an IEP and has a C average in his classes.



Activity for staff training

Trauma glasses off	Trauma glasses on
Manipulative	<i>Getting needs met in ways that have worked in the past. Doing whatever is necessary to survive.</i>
Lazy	<i>Overwhelmed. Lacking the skills to make decisions about what to do first or to organize.</i>
Resistant	<i>Mistrustful of others due to history of being hurt by others. Scared to make progress and then lose everything.</i>
Unmotivated	<i>Depressed. Fearful. Overwhelmed. "Frozen."</i>
Disrespectful	<i>Feeling threatened, unsafe, out of control.</i>
Attention-Seeking	<i>Feeling disconnected, alone, or unheard by others. Looking for connection.</i>

RECOGNIZE HEALTH IMPACT

BEHAVIOR



Lack of physical activity



Smoking



Alcoholism



Drug use



Missed work

PHYSICAL & MENTAL HEALTH



Severe obesity



Diabetes



Depression



Suicide attempts



STDs



Heart disease



Cancer



Stroke



COPD



Broken bones

Source: Centers for Disease Control and Prevention

Credit: Robert Wood Johnson Foundation

Again: Please do NOT give the ACE assessment to students---
RECOGNIZE your school already has ways of
helping to identify trauma.



NOTE: These are just the events
referrals we are aware of

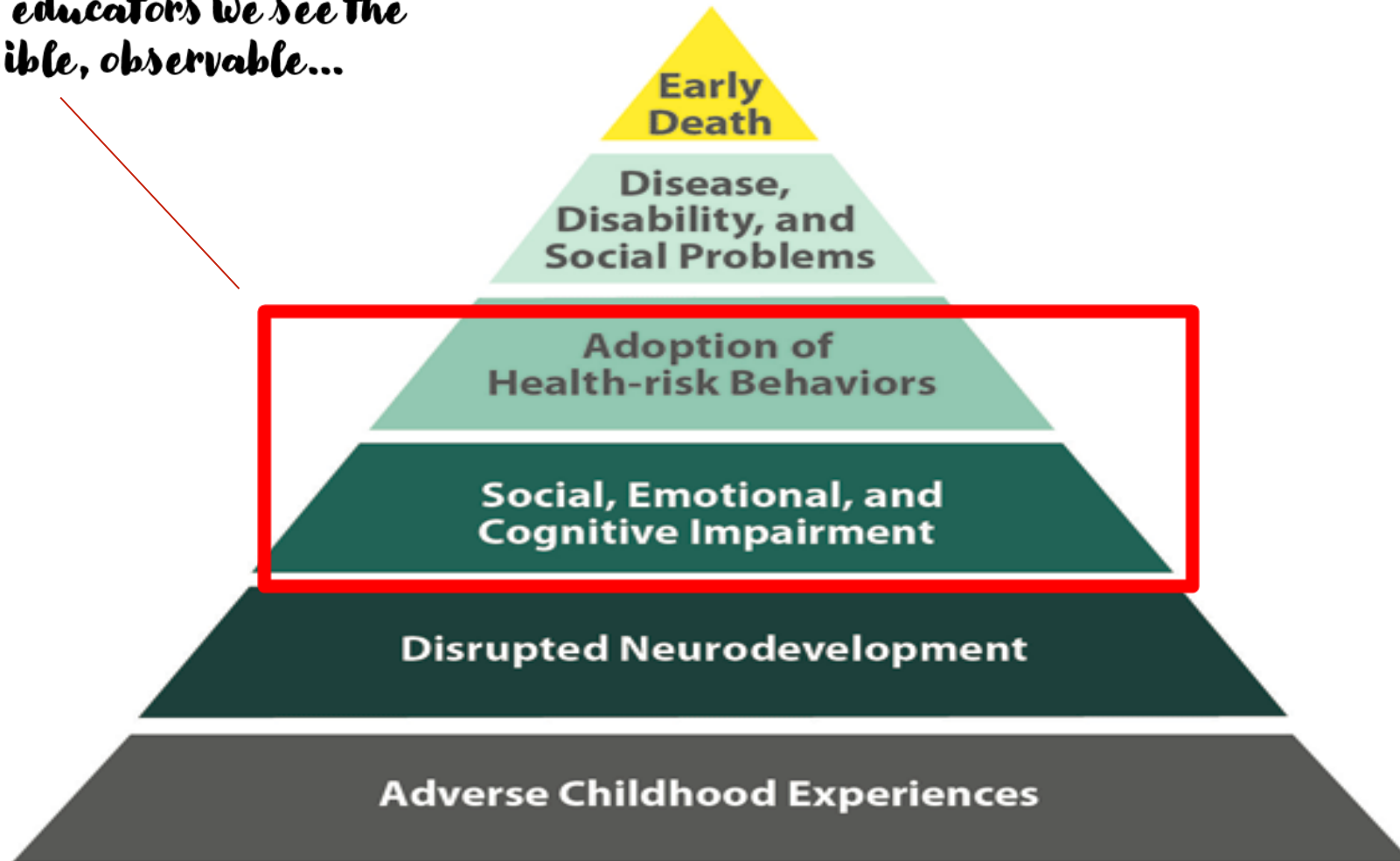
Traumatic events
in childhood



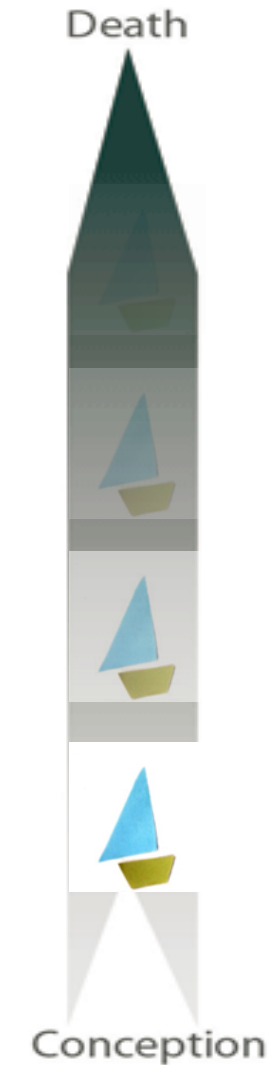
**ADVERSE
CHILDHOOD
EXPERIENCES**

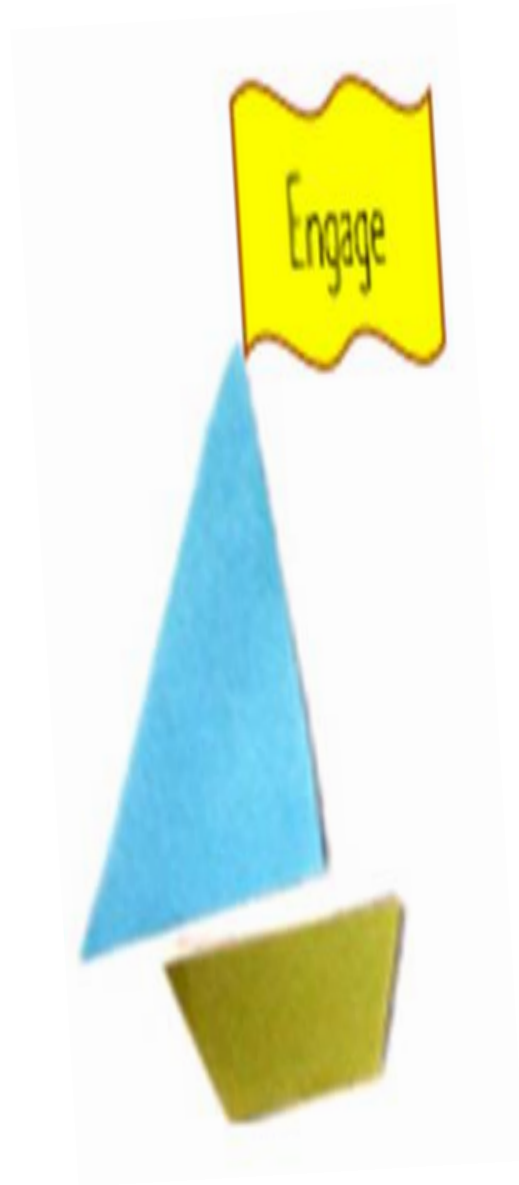
RECOGNIZE

As educators we see the visible, observable...



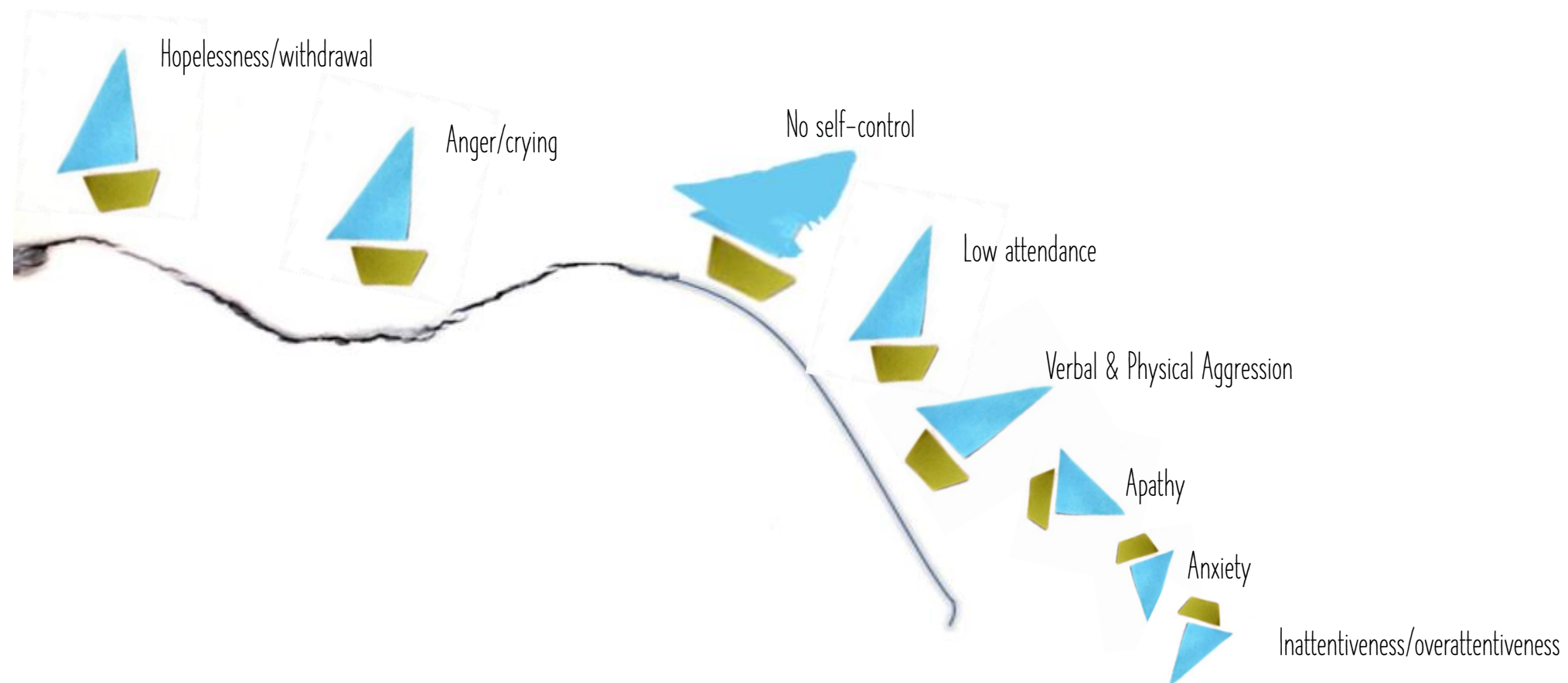
Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan





Practical Moment: Take 45 seconds to jot down your top 3 most challenging or worrisome/concerning behaviors you **recognize** among students.

After 45 seconds please type your answer in the chat



Ships experiencing these have THREE OPTIONS:



1. FREEZE!—Get tossed on the waves, lower sails, drop anchor

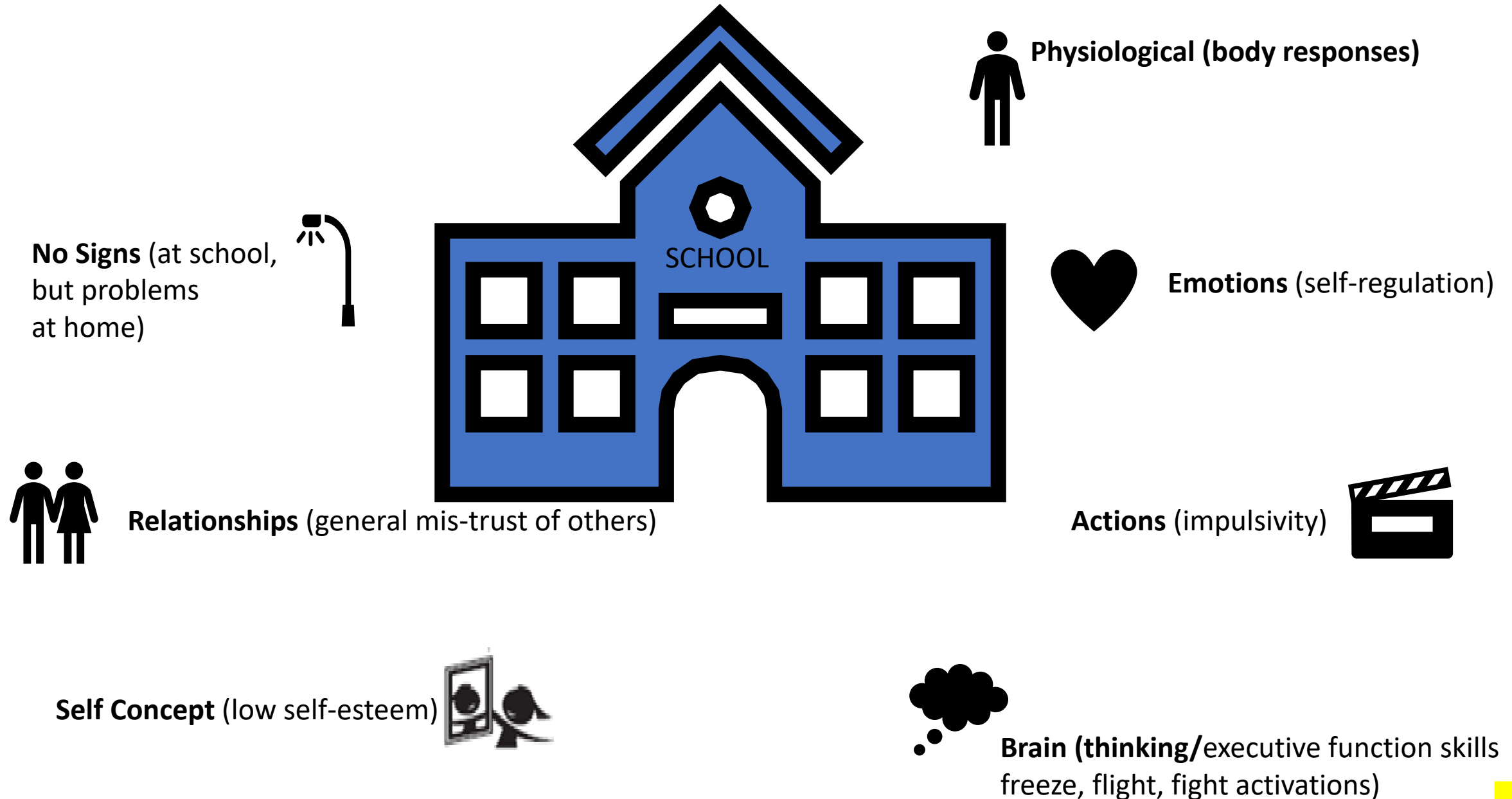
2. FLEE!---raise sails, get off course, find a hideout

3. FIGHT!---Fire cannons, mutiny, raise extra sails

All three options are VERY USEFUL...

BUT DAMAGING IF THE SHIP STAYS IN ANY OPTION

RECOGNIZING the impact trauma has on children in every school, in every classroom, every day:



The presence of trauma does NOT mean there is no hope.

**Trauma informed practices
change narratives so every
student; every learner can
succeed.**



This Photo by Unknown Author is licensed under [CC BY](#)

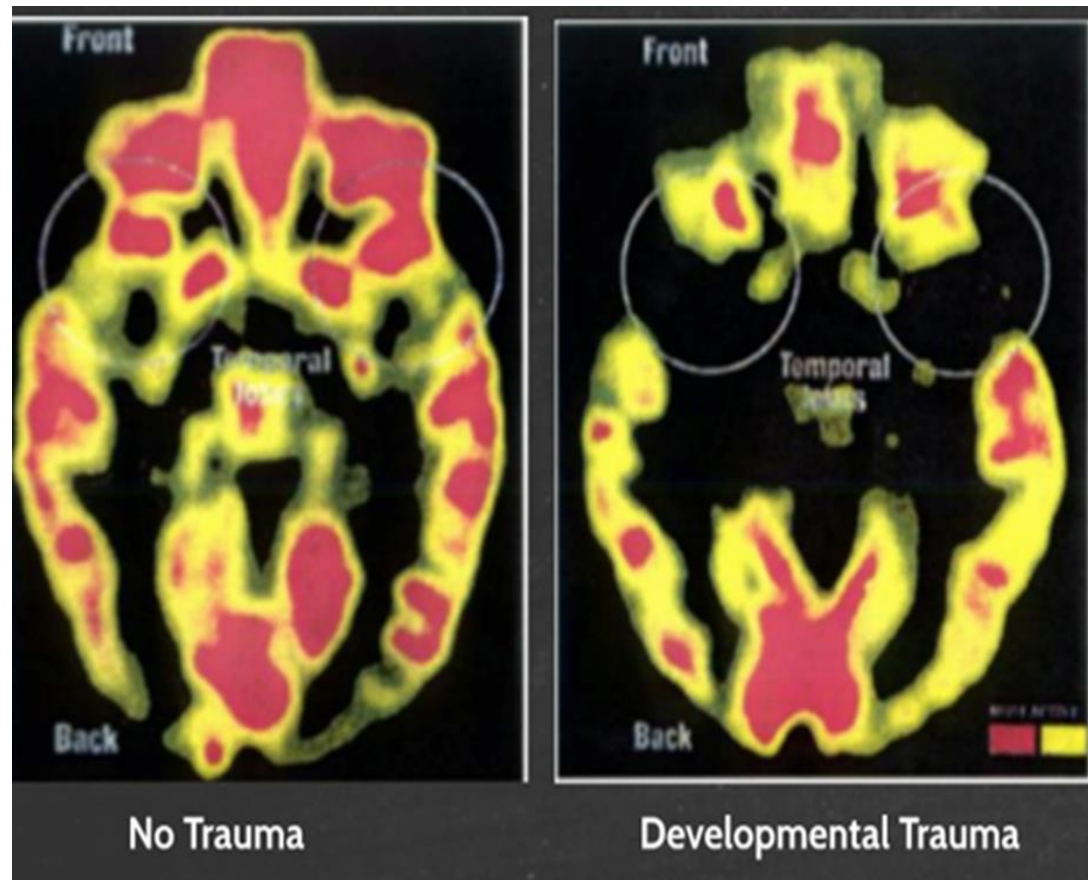
No longer ask, "Why is this student acting this way?"
No longer ask, "What is wrong with this student?"



Instead, ask yourself,
"What happened to this student that is causing him/her to exhibit this behavior?"

Guiding Principle 3:

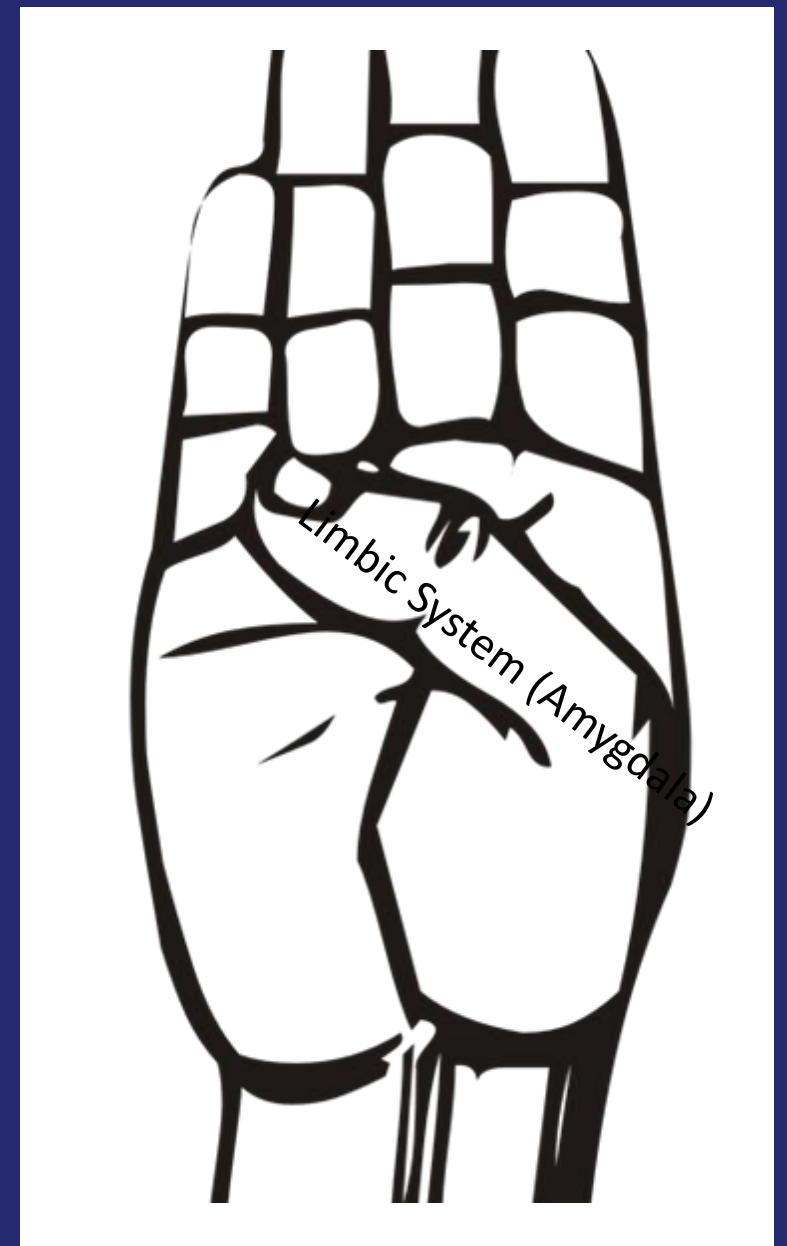
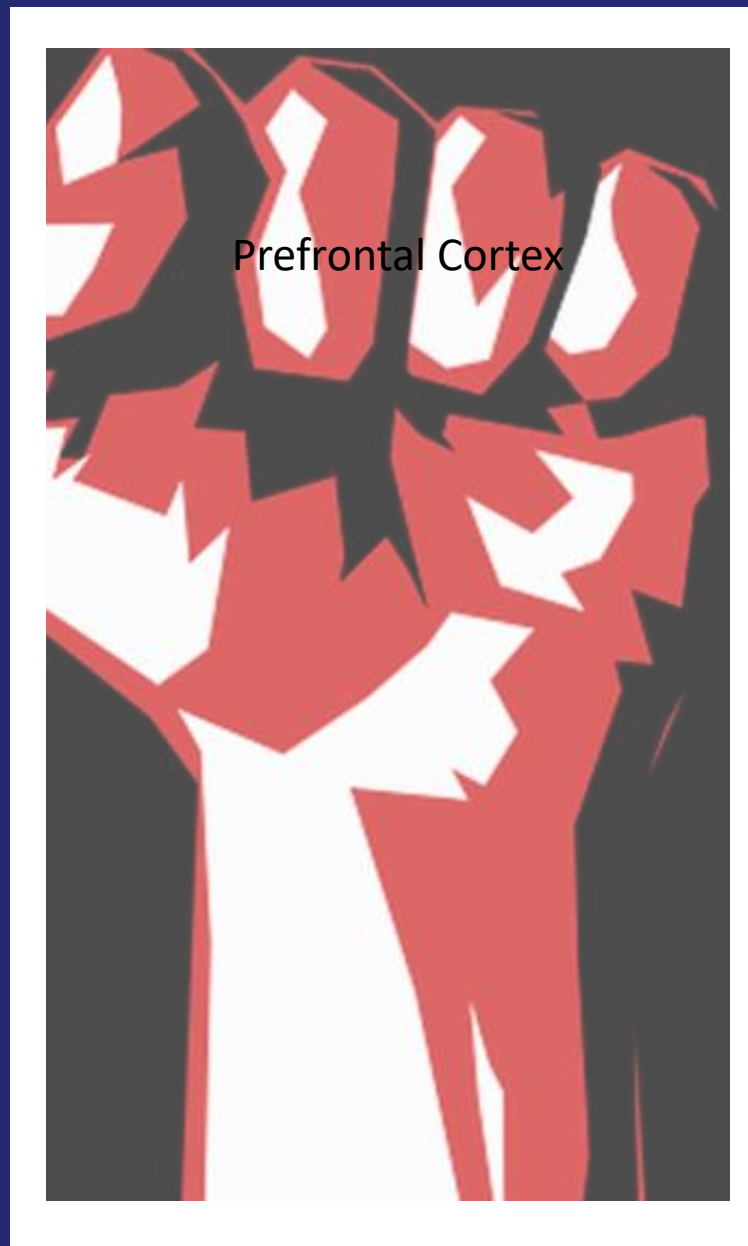
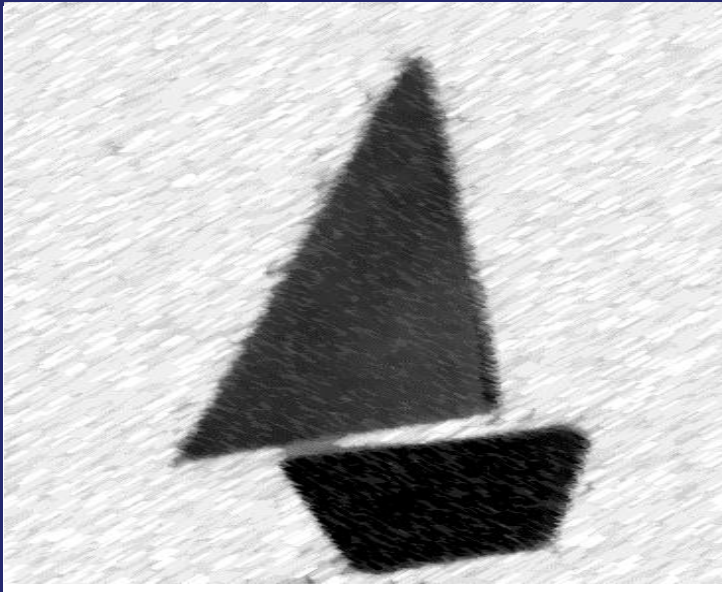
Shift the narratives



CHILDREN WHO EXPERIENCE TRAUMA OFTEN RELY ON THEIR REACTIONARY LIMBIC SYSTEM (FREEZE, FLIGHT, FIGHT) COPING SKILLS.

NEUROSCIENCE SUGGESTS THAT INDIVIDUALS WHO HAVE EXPERIENCED NO TRAUMA ALSO RELY ON THE LIMBIC SYSTEM THROUGH ADOLESCENCE. THE CEREBRUM WILL NOT BE IN FULL DEVELOPMENT UNTIL >25 YEARS ON AVERAGE

Recognize, Respond, Resist



"Thinking about Thinking"
Higher Reasoning
Executive Function

Prefrontal Cortex

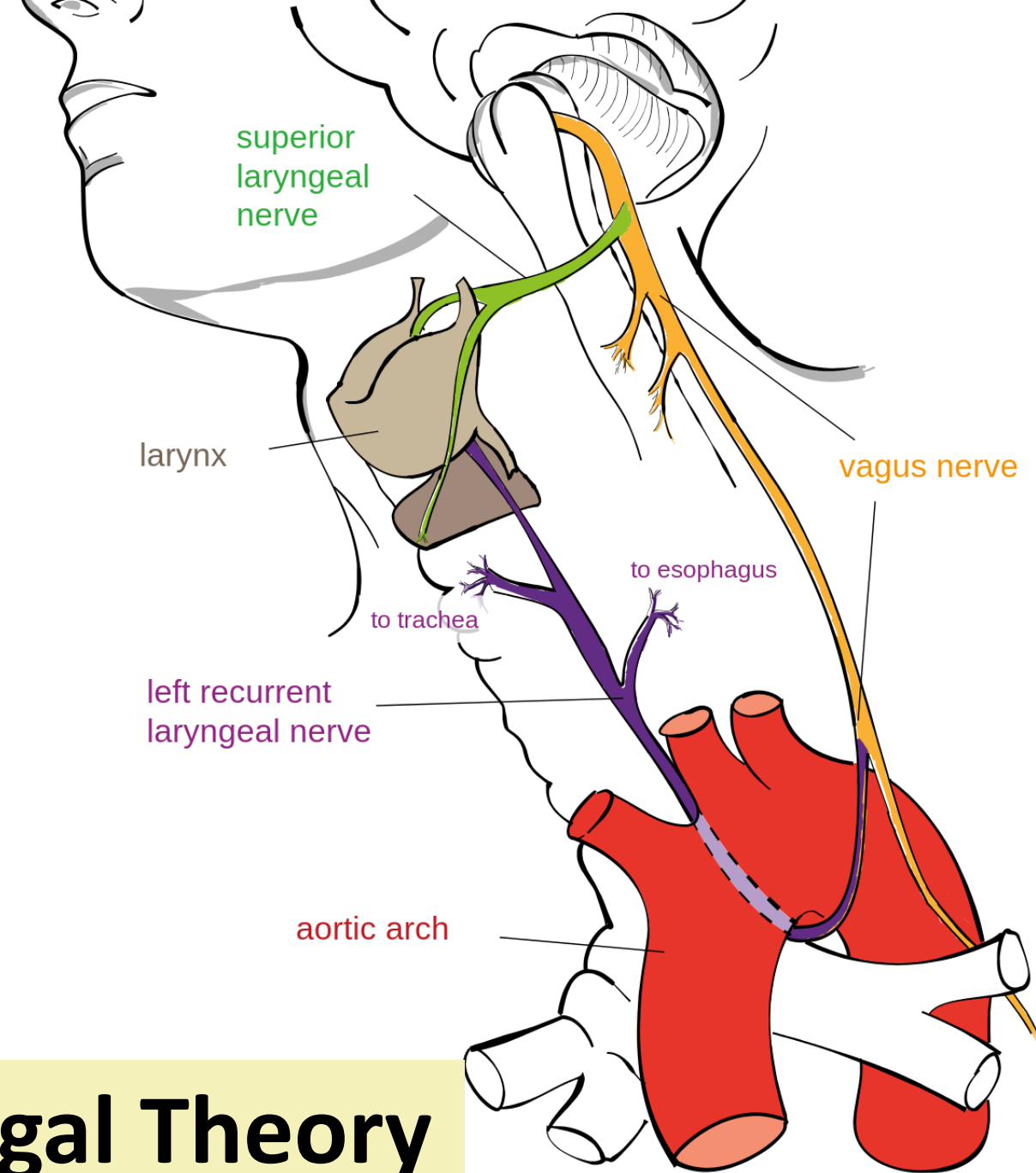
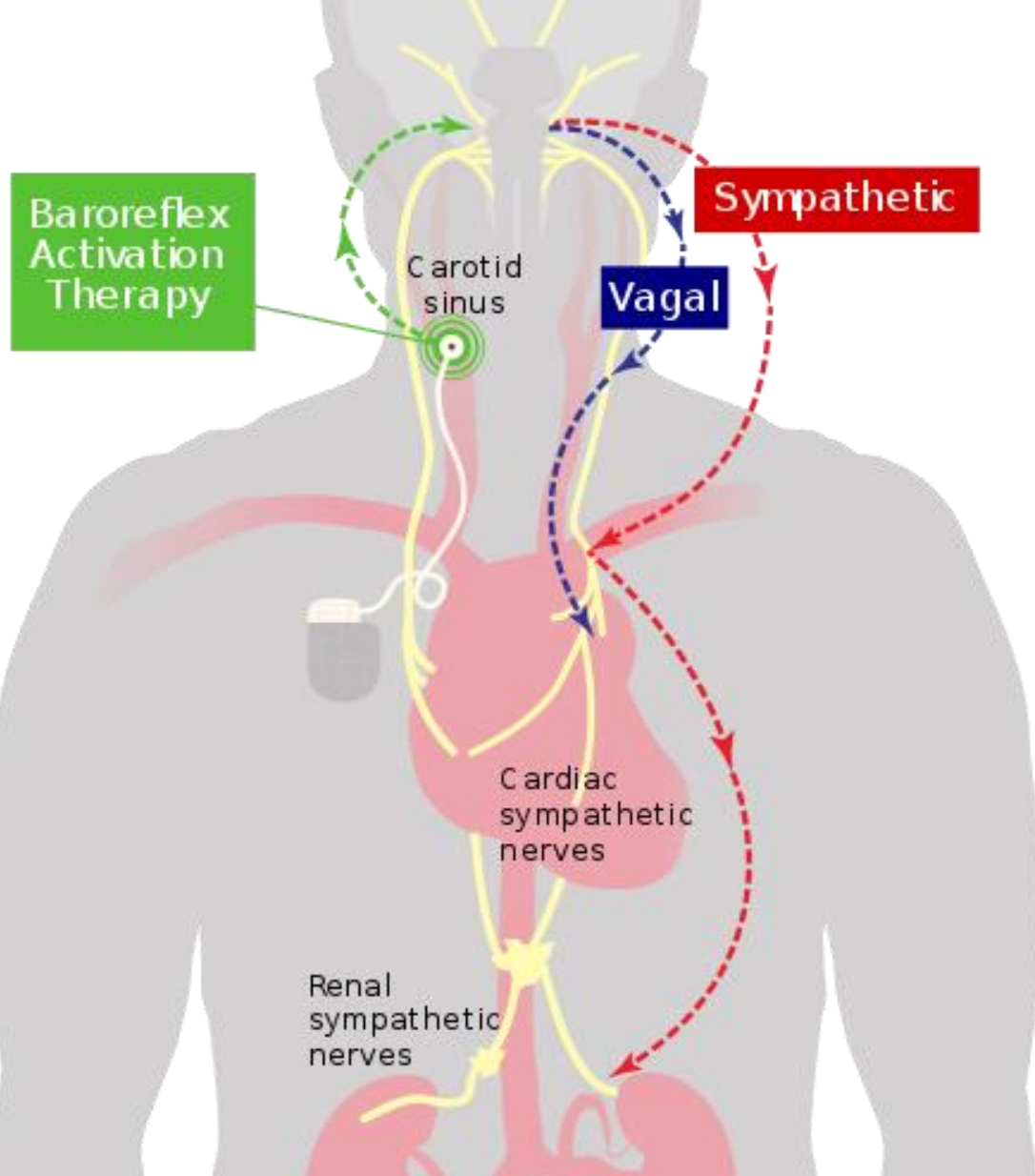
9 Functions of the Prefrontal Cortex

- 1. Empathy**
- 2. Insight**
- 3. Response Flexibility**
- 4. Emotion Regulation**
- 5. Body Regulation**
- 6. Morality**
- 7. Intuition**
- 8. Attuned Communication**
- 9. Fear Modulation**



Limbic Brain

- 1. Fight, flight, freeze stress response**
- 2. Thinks, "Am I safe? Do people want me?"**
- 3. Emotions live here**



Dr. Stephen Porges: Polyvagal Theory

Physiological Response = the body's response to a stimulus (positive or negative). Of course, not all feelings are caused by trauma, but pay attention to where the feelings might occur in our body can be helpful.

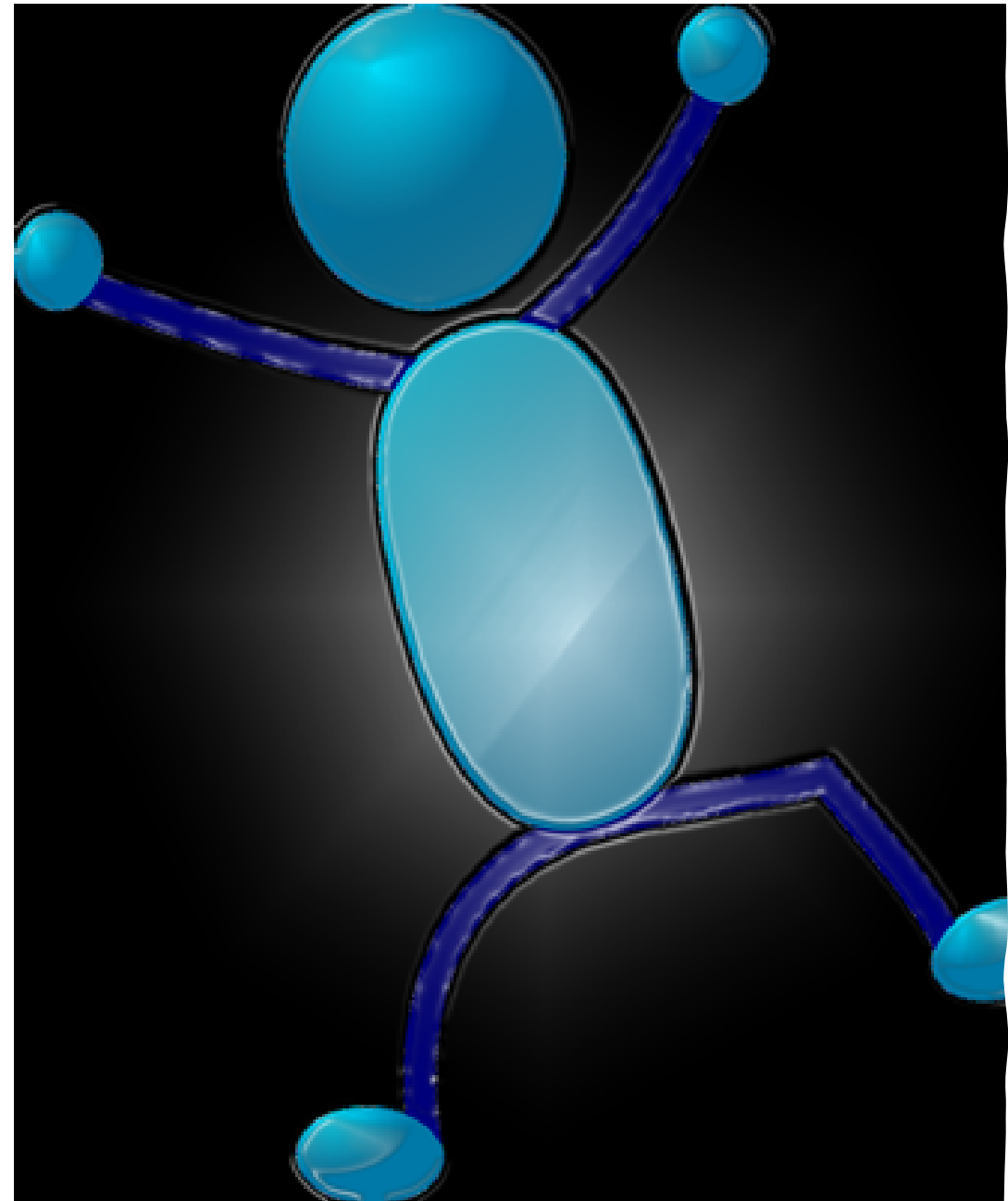
Directions: CONNECT ABOUT IT---

Where in the body might you feel each of the feelings below (draw lines of different colors). *Hint-Some feelings might be felt in more than one part of the body!

- Happy
- Sad
- Angry
- Scared
- Surprised
- Disgusted
- Excited
- Other _____



*Activity: to use with
your students*



At the most basic level, specific colors can remind us of specific feelings. Each person might “see” feelings as different colors. **Directions:** Individually take time to make a **COLOR SWAB** inside each box. For example, what color do **you** associate with being happy?

Happy	Sad	Angry	Scared
Surprised	Disgusted	Excited	Other_____



Activity: to use with
your students

Connect Feelings and Activations:

Being aware of activations for your feelings is an important factor in helping manage emotions. Activations are the clues your body gives you in certain situations. Activations may cause an event to happen.

With practice, most of us can slow down, think about our feelings and identify an activation for those feelings.

Once you can identify activations, you will be in a better position to manage your feelings.

Directions: For each feeling, identify a situation(s), event(s), place(s), or other activations that cause you to feel this way.

Source: 2019 Kristina Hallett & Jill Donelan, Trauma Treatment Toolbox for Teens

Happy	Sad	Angry	Scared
Surprised	Disgusted	Excited	Other



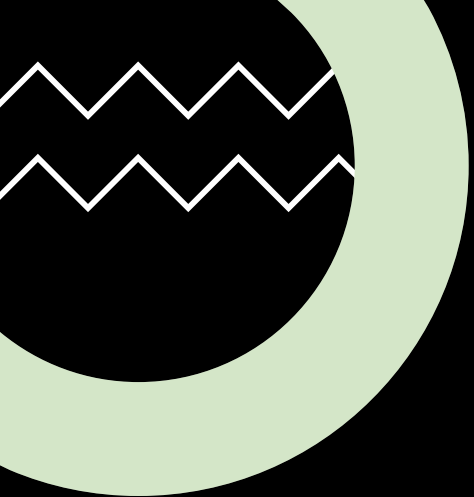
Activity: to use with your students



Macro Examples: Respond and Resist Retraumatizing

- **Students**-Crisis room, trauma toolbox, virtual calming room, trauma informed clubs, MH & First Aid Training, Family Coach Teams, revisit expulsion policy (keep students in school), etc.
- **Staff**-PLC, EAP, Trauma Newsletter, Calming Space, Wellness Days, gender pro-noun shifts, examine curriculum with staff, teach trauma informed language use (activate not trigger), be sure to support your staff as they engage in trauma informed cared, etc.
- **Caregivers**-VAST, Trauma Training, community connections, care-giver language vs. just parents, remember that if a student has trauma the caregiver/parent might have experienced trauma, etc.





Trauma Informed Classroom Examples: Respond & Resist Retraumatizing

1. Establish and keep expectations and routines (not behavior norms)
2. Announce and use transitions
3. Keep note of patterns to help determine activations and re-direct accordingly
4. Ask questions when students are regulated—not during dysregulation
5. Give opportunity for choice and power; keep students active
6. Take nothing personal; regulate yourself; stay calm
7. Always give respect—use your students' names---help them discover their names
8. Model self-calming techniques; never engage in a power struggle
9. Don't neglect process praise: "You did a nice job _____"
10. Give yourself grace---change is often slow----focus on the unconditional relationship
11. Have coaches and administrators visit your classroom early and often
12. Help students discover their strengths (VIA Strength Based Assessment)
13. Geo-cache important events/dates of your students (beyond birthdays)
14. Promote PLAY! Play gives rest---play brings joy & peace!





Starr Commonwealth's:

*"10 Things Every Educator Should Know
About Trauma."*

1. Kids who have experienced trauma aren't trying to push your buttons.
2. Kids who have experienced trauma worry about what's going to happen next.
3. Even if the situation doesn't seem that bad to you it's how the child feels that matters.
4. Trauma isn't always associated with violence.
5. You don't need to know exactly what caused the trauma to be of help.
6. Kids who experience trauma need to know they are good at something and can influence the world.
7. There's a direct connection between stress and learning.
8. Self-regulation can be a major challenge.
9. It's ok to ask kids point blank what you can do to help them get through their day.
10. You can support kids with trauma even when they are outside of your classroom.



Research indicates the following outcomes when schools are trauma-informed (Chafouleas et al, 2015):



Improved

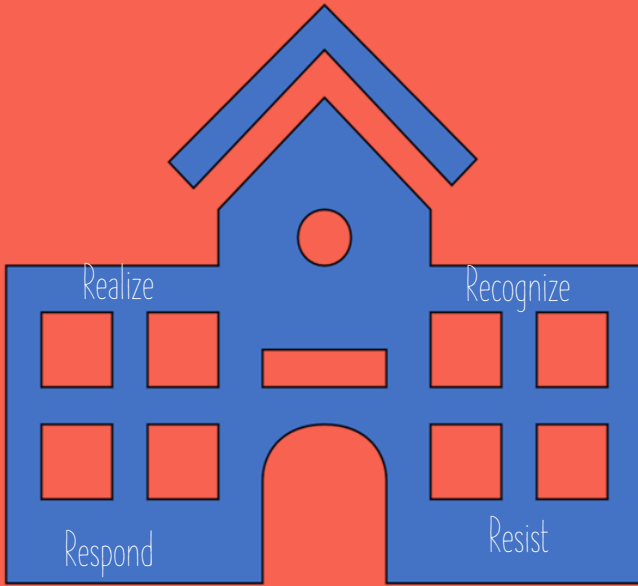
- Academic achievement and test scores
- School climate
- Teacher sense of satisfaction and retention
- Graduation rates
- Community and family collaboration with school



Reduced

- Student behavioral outbursts and referrals
- Stress for staff and students
- Absences, detentions and suspensions
- Student bullying, harassment and fights
- Need for special education, services and classes
- Drop-out rates





Reconciliation

**The
restoration
of friendly
relations**

**To make one
view or
belief
compatible
with another**

**Bringing two
facts
together at
the same
time**



Resources...Question & Response

- <https://starr.org/>
- [Trauma-Informed School Practices: Building Expertise to Transform Schools \(georgefox.edu\)](https://www.georgefox.edu/trauma-informed-school-practices)
- [Creating Trauma-Sensitive Schools | Attachment and Trauma Network \(attachmenttraumanetwork.org\)](https://attachmenttraumanetwork.org)
- [The National Child Traumatic Stress Network | \(nctsn.org\)](https://www.nctsn.org)
- [Model Trauma-Informed Approach Plan – Guidelines for School Entities.pdf \(pa.gov\)](https://www.pa.gov/documents/education/trauma-informed-approach-plan)
- [Beginner's Guide \(rhythmofregulation.com\)](https://rhythmofregulation.com)

Mike Scheirer: mscheirer@agora.org OR springstreetcoaching@gmail.com

Jen Barrios: jbarrios@agora.org

Gina Gsczepakowski: gsczepakowski@agora.org

- [Why We Need Trauma-Sensitive Schools \(updated 8/2017\) - YouTu](https://www.youtube.com/watch?v=8gm-1NpzU4g)
- [Trauma-Sensitive Schools: A Whole-School Approach – Trauma Sensitive Schoolsbe](https://traumasensitive.org)
- [Gain insight into the changing education landscape - Gallup](https://www.gallup.com)
- [Home | ACEsConnection](https://www.acesconnection.com)
- [Working with UCSF, California Surgeon General Aims to Cut Adverse Childhood Experiences by Half | UC San Francisco](https://www.ucsf.edu/news/2017/12/working-with-ucsf-california-surgeon-general-aims-cut-adverse-childhood-experiences-half)
- https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf
- <https://federal.safetynet.com/index.html>
- <https://www.youtube.com/watch?v=8gm-1NpzU4g>
- <https://www.acestoohigh.com/got-your-ace-score/>
- <https://www.prnewswire.com/news-releases/agora-cyber-charter-school-designated-trauma-informed-school-the-only-cyber-school-to-carry-this-designation-300833889.html>