Amplifying Our Voice: Leading Boldly for Our Students, Our Professions, and Our Union

LOP 120: Collaborative Partnerships: Using Trauma Sensitive Strategies and Restorative Practices to Improve Student Achievement

Deborah Stevens, Lindsay Lee, Ali Cochran and Christopher Johnson
NEA Leadership Competency: Leading Our Professions

• NEA Leadership Competency progression level:
  
  Level 2  Mobilizing and Power building

• NEA Leadership Competency themes:
  
  • Supports professional excellence and builds capacity for continual improvement and learning to ensure the success of all students;
  • Recognizes and promotes the association’s role in improving the learning of all students;
  • Advocates for policies and strategies that positively impact our professions and the learning of all students; and
  • Analyzes and applies research to determine the potential impact on our professions and the learning of all students.
NEA Strategic Goal and NEA Organizational Priority

NEA Strategic Goal:
Advancing opportunities that will identify, organize, and engage new and early career educators; amplify the voices of all educators, support our members’ professional growth, and promote social justice for our students, communities and our nation

NEA Organizational Priorities:
Racial Justice in Education
Delaware
Addressing the Needs of Students Suffering from Childhood Trauma
So . . . .

Why focus on childhood trauma?
The Face of Trauma
# Prevalence of ACE’s Among Children, Age 0-17 yrs.

<table>
<thead>
<tr>
<th>Adverse Childhood Experience</th>
<th>Wilmington (%)</th>
<th>Delaware (%)</th>
<th>National (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extreme economic hardship</td>
<td>34%</td>
<td>24.8%</td>
<td>25.7%</td>
</tr>
<tr>
<td>Family disorder leading to divorce/separation</td>
<td>20.1%</td>
<td>20.6%</td>
<td>20.1%</td>
</tr>
<tr>
<td>Has lived with someone who had a drug/alcohol problem</td>
<td>9%</td>
<td>11.1%</td>
<td>10.7%</td>
</tr>
<tr>
<td>Has been a victim/witness of neighborhood violence</td>
<td>11.9%</td>
<td>11.6%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Has lived with someone who was mentally ill/suicidal</td>
<td>7%</td>
<td>9.1%</td>
<td>8.6%</td>
</tr>
<tr>
<td>Witnessed domestic violence in the home</td>
<td>8.5%</td>
<td>8%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Parent served time in jail</td>
<td>9.2%</td>
<td>7.5%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Treated or judged unfairly due to race/ethnicity</td>
<td>6.7%</td>
<td>5.7%</td>
<td>4.1%</td>
</tr>
<tr>
<td>Death of a parent</td>
<td>5.2%</td>
<td>3.5%</td>
<td>3.1%</td>
</tr>
<tr>
<td>Child had 1 or more of the items above</td>
<td>60.5%</td>
<td>50.4%</td>
<td>47.9%</td>
</tr>
</tbody>
</table>

Compassionate Connections Partnership
Overarching Goal

To develop resilient, engaged and academically successful students by providing them with a safe, stable, and supportive school environment. This work would include:

- Training school staff in the science of trauma and the effective use of trauma sensitive strategies with all students;
- Managing and supporting the emotional health and wellness of the school staff; and
- Providing increased student and family access to services and community supports.
Site Goals – Scope of Work

- To improve the culture and climate for staff, students, and families at Delaware’s priority schools

- To improve student outcome data with a focus on increased student achievement and a reduction in the number of suspensions and expulsions and reported incidents of aggression
Trauma Informed Schools: The work begins

- DSEA receives an NEA GPS grant for $253,683 over the 3 years of the grant
- Researcher hired to assess the project
- University of Delaware and the Compassionate Schools Learning Collaborative provide building and assessment tools
- CCP Partners assist with awareness training

Resources
Research: An Essential Element of the Grant

- Compile and interpreting results from the ARTIC and TSSC surveys
- Analyze DOE data focused on suspensions, expulsions, attendance, and testing results
- Attend regularly scheduled steering committee meetings at the project sites
- Conduct focus groups
- Compile end of year and end of project reports
Where to begin: Awareness and Self-Care
Organized Site Steering Committees

- Provide trauma awareness training and developed plans for year one
- Meet with Steering Committees monthly to discuss their status
- Provide on-going training to develop an understanding of the science behind trauma and the impact of poverty
- Facilitate committee development and assessment of their building plans for the duration of the grant
Pre and Post Assessment Tools

Attitudes Related to Trauma-Informed Care Survey

<table>
<thead>
<tr>
<th>ARTIC</th>
<th>Attitudes Related to Trauma-Informed Care Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TRAUMATIC STRESS INSTITUTE</td>
</tr>
</tbody>
</table>

People who work in human services, health care, education, and related fields have a wide variety of beliefs about their clients, their jobs, and themselves. The term “client” is interchangeable with “student,” “person,” “resident,” “patient,” or other terms to describe the person being served in a particular setting.

**Trauma-informed care** is an approach to engaging people with trauma histories in human services, education, and related fields that recognizes and acknowledges the impact of trauma on their lives.

**Sample**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice cream is delicious</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>Ice cream is disgusting.</td>
</tr>
</tbody>
</table>

**Note:** In this SAMPLE ITEM, the respondent is indicating that he/she believes that ice cream is much more delicious than disgusting.

**I believe that...**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clients’ learning and behavior problems are rooted in their behavioral or mental health condition.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Rules and consequences are the best approach when working with people with trauma histories.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Being very upset is normal for many of the clients I support.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

**INSTRUCTIONS**

For each item, select the circle along the dimension between the two options that best represents your personal belief during the past two months at your job.

**Trauma Sensitive School Checklist**

A trauma-sensitive school is a safe and respectful environment that enables students to build caring relationships with adults and peers, self-regulate their emotions and behaviors, and succeed academically while supporting their physical health and well-being.

<table>
<thead>
<tr>
<th>School-wide Policies and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>School name and contact information (including classroom, hallway, playgrounds, and school hub that are accessible to students and accessible to staff), student and staff safety, and school-wide systems.</td>
</tr>
<tr>
<td>General and special education teachers should use the roles that trauma may be playing in learning difficulties at school.</td>
</tr>
<tr>
<td>Disciplinary policies should be consistent with the understanding of trauma.</td>
</tr>
<tr>
<td>Support for staff includes staff in regular basis, including supervision and training (including comprehensive trauma training, classroom observations, and opportunities for staff work).</td>
</tr>
<tr>
<td>Opportunities exist for students who have been identified as needing additional support.</td>
</tr>
<tr>
<td>School participates in safety planning, providing students and cross-training in crisis intervention.</td>
</tr>
<tr>
<td>On-going professional development opportunities for educators and staff.</td>
</tr>
<tr>
<td>A trauma-sensitive school is a safe and respectful environment that enables students to build caring relationships with adults and peers, self-regulate their emotions and behaviors, and succeed academically while supporting their physical health and well-being.</td>
</tr>
</tbody>
</table>
### Other Assessment Tools

#### Delaware School Climate Survey

**Student Scales**
- School Climate
- Techniques (School Discipline)
- Bullying Victimization
- Student Engagement
- Student Social and Emotional Competencies

**Teacher/Staff Scales**
- School Climate
- Techniques (School Discipline)

**Home Scales**
- School Climate
- Bullying Victimization
- Student Engagement
Trauma Informed Schools Convenings
Materials

- Resilience: The Biology of Stress & The Science of Hope
- The Heart of Learning and Teaching: Compassion, Resilience, and Academic Success
- Fostering Resilient Learners
- Help for Billy
- The Brain Architecture Game
Statewide Goals:
Communication

- To increase awareness about childhood trauma and share proven strategies and interventions for educators to use in the classroom.

- To provide timely, meaningful, and accurate information about the Compassionate Connections Partnership project to DSEA members and non-members, parents, and the school communities at large.

- To build support for ongoing state financial support for trauma informed schools projects with the Delaware Governor, Delaware legislators, Delaware public agencies, and the Delaware public.
Additional Trauma Training

Partnered with Compassionate Schools to provide Saturday sessions:

• The Brain Architecture Game and Trauma’s Impact on Learning
• Self-Care and Building Strategies for Resilience
• Strategies for Building Resilience: Creating a Trauma Responsive Culture Within Your Classroom
Trauma Related Training: Mindfulness

- Provided Saturday sessions for DSEA members
- Provided in-service training at Delaware schools upon request
- Offered Summer sessions to train Mindfulness coaches
Trauma Related Training:

The Community Action Poverty Simulation

The Delaware State Education Association Presents...

Spend a simulated month in the poverty experienced by our community’s individuals and families. This interactive event promotes poverty awareness, increases understanding and inspires local change. The Community Action Poverty Simulation is a profoundly moving experience. It moves people to think about the harsh realities of poverty and to talk about how communities can address the problem. Most importantly, it moves people to make a difference.

THIS IS NOT A GAME!

Saturday, April 14th
Delaware State Trooper’s Association
6239 N. DuPont Highway - Cheswold, DE
Registration: 9:45 - 10:00 am
Simulation: 10:00 am - 1:00 pm

Members can register here:
http://www.eventbrite.com/digigay35
Or, call 302-366-9440 with questions.

dsea
Educators at Shortlidge Elementary School Using Children's Literature to Support Students Suffering from Childhood Trauma

After hearing how the staff at Highlands Elementary School, a Red Clay Consolidated School District Title 1 school, were using books by Julia Cook to support their PBS program, the staff at Shortlidge Elementary School knew that students at their school could benefit too! For the Shortlidge staff, the books are part of their plan this year to work with children suffering childhood trauma. The collection consists of picture books that touch on many of the emotional hurdles children face. From anger management and impulse control, to team work and being kind to others, the books are a great resource.
Awareness Efforts

- Created an organizational continuum around trauma to be shared with key education stakeholders
- Created informational brochure
- Conducted one-to-one conversations with legislators to raise awareness about Adverse Childhood Experiences (ACE’s)
- On-going and upcoming presentations with the Child Protection Accountability Commission, State Board of Education, Kids Caucus, etc.
Awareness Efforts

Partnered with the First Lady of Delaware as part of her First Chance Delaware program focused on:

• Ending childhood hunger and expanding access to nutritious food for low-income children
• Promoting learning readiness through literacy, health, and parent-child engagement programs; and
• Advancing the recognition of and effective response to adverse childhood experiences.
Awareness Results

Governor Carney signs Executive Order #24:

• Directs the Family Services Cabinet Council to develop tools for training state employees and community partners on the impact of exposure to ACEs

• Promote ACE awareness to improve services and interventions for children and families exposed to trauma

• Directs state agencies that provide services for children and adults to integrate trauma-informed best practices, including trauma-specific language in requests for proposals and in-service contracts with the state when appropriate
Lessons Learned So Far...

- Communicating early and often is essential
- District office level buy-in and support needs to be visible as well as verbal
- If the organizational systems needed for success are missing, implementation becomes difficult
- Messaging about the project and project expectations is critical
- Changing the culture of a school is hard work and will take longer than the three years of the grant
- Staff members see the need for and benefit of this work, but don’t want “one more program” added to their work load
So . . . What’s next?

• Continue on-going partners meetings
• Provide monthly resources to the steering committees
• Continue regular site visits with the steering committees
• Continue regular professional development for the 5 project schools
So. . .

What would you commit to do?
For more information contact:

Deb Stevens  
Director of Instructional Advocacy  
Delaware State Education Association  
136 East Water Street  
Dover, DE 19901  

302-734-5834  
Deborah.stevens@dsea.org
Restorative Justice Partnership
Moment of Connection

Make a new friend or two in the room and share:

1. Introductions (name, school/department, role)
2. Given your mood right now, what would be a good soundtrack (song/album/genre) for your day?


3. What is a skill/strategy/practice that you believe comes more naturally to others than it does to you? Share a coping strategy you use to adjust.
“PEOPLE START TO HEAL THE MOMENT THEY FEEL HEARD.”
~CHERYL RICHARDSON
Where restorative justice comes in...

• A restorative school culture is the foundation for trauma-sensitive or healing centered practices
• The restorative mindset can inform the lens and the tools used
• Trauma treatment protocols call for the replacement of unhealthy coping strategies before any exploration of the trauma narrative can occur
• Restorative approaches allow the individual to have a voice in how community is built and conflicts are resolved
• Restorative strategies can be instrumental in helping resolve problematic symptoms associated with traumatic experiences
The School to Prison Pipeline

The practices, policies, and actions in our nation’s schools that have led to the disproportionate removal from school of students of color, LGBTQ students, and those with disabilities.

• Directly or indirectly push students out of school, often permanently, and into the juvenile and criminal justice systems

Nationally, black students are suspended and expelled at 3.8 times the rate of white students. Students with disabilities are more than twice as likely to receive one or more out-of-school suspensions as students without disabilities.
School-Wide Restorative Practices: Step by Step

Addresses the larger systems and structures needed in a school to build and sustain restorative practices

Created by representatives from each of our partners and school-based practitioners from three Denver schools
How restorative am I?

Take the Schoolwide Implementation Self-Assessment

Reflect with a peer:

- Which benchmark is the strongest at your school/in your classroom? What can you share that has made your school/classroom successful in this area?
- Which benchmark is the weakest? How would you like to change in order to meet this benchmark?
Want to know more?
Visit: www.rjpartnership.org

Lindsay Lee, LCSW
Project Manager, RJP
Lindsay@rjpartnership.org
Phone: 714-321-1741

Ali Cochran
Organizer, CEA
Acochran@coloradoea.org
Session Outcomes

The content from this session can be used in the following ways in your current position/role:

- **To develop resilient, engaged and academically successful students by providing them with a safe, stable, and supportive school environment.**
- **To improve the culture and climate for staff, students, and families in high needs**
- **To improve student outcome data with a focus on increased student achievement and a reduction in the number of suspensions and expulsions and reported incidents of aggression.**
Closing

• Please complete the evaluation for this breakout session by using the NEA Summit Mobile App! (Allow at least 5 minutes at the end of the session.)

• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment