



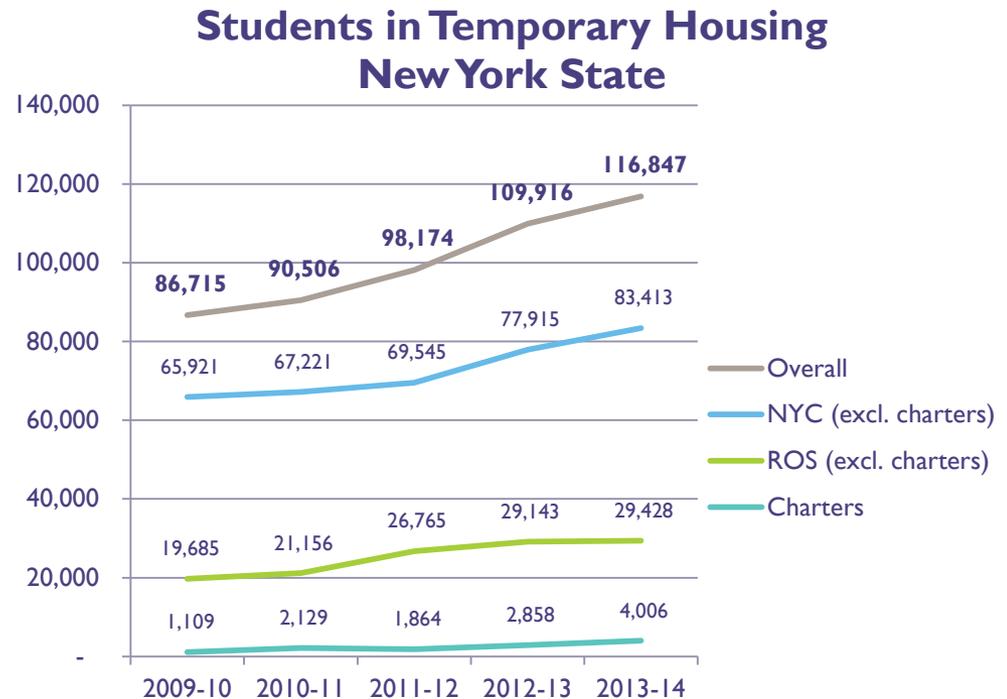
Trauma-Sensitivity and the School Success Framework

Presented by NYS-TEACHS



At a cross-roads

- ▶ 8 years focusing on access and identification
 - ▶ Identification of students in temporary housing better reflects poverty rates
 - ▶ Of 693 school districts:
 - ▶ In 2005-06: **70 districts** identified 0 students in temporary housing where 20 were expected based on poverty
 - ▶ In 2013-14: **19 districts**



What next?

- ▶ Research, stakeholders, and experts all pointed to promoting **trauma-sensitive practices**
- ▶ Lack of awareness among school staff about:
 - ▶ What trauma is and its prevalence (including complex trauma)
 - ▶ How trauma impacts learning
 - ▶ Strategies school-based staff can implement **NOW** to better support students in temporary housing

How do we present this information to school districts?

- ▶ Embed awareness about trauma and importance of trauma-sensitivity into all trainings and webinars
 - ▶ E.g. reducing school mobility is a trauma-sensitive practice

Trauma, Homelessness, and School Success



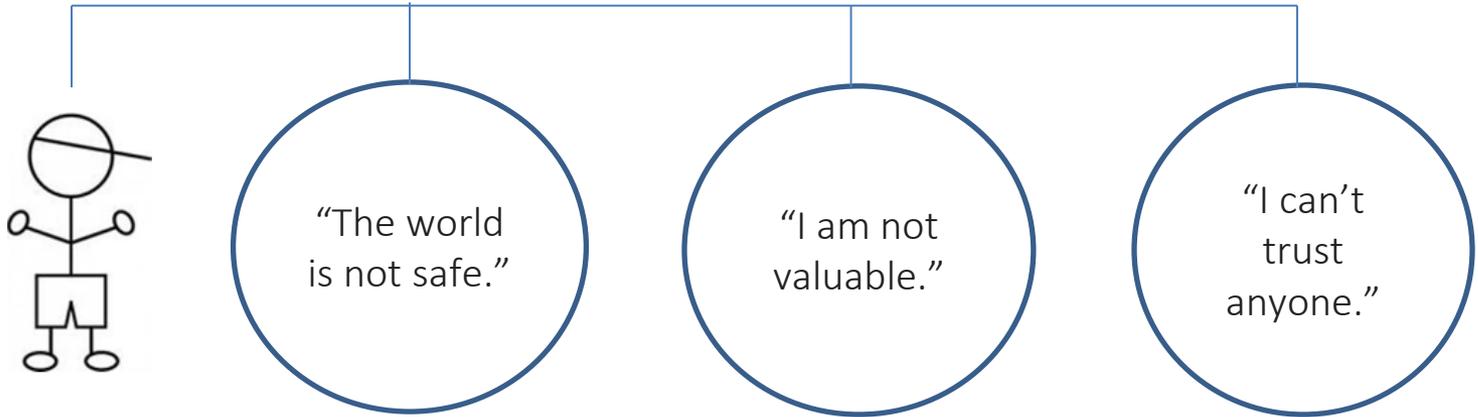
The Impact of Chronic Stress and Trauma

The symptoms are:

Biological

Psychological

Social



School stability is important!

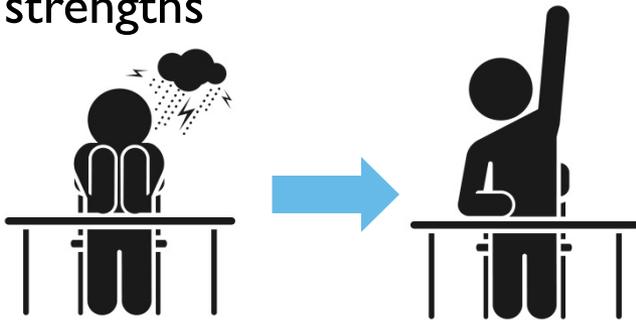
School can offer the safety, stability, and positive relationships that children need to reduce the negative impacts of chronic stress and trauma and help them become more available to learn.



What can I do?

Working with Students and Families Experiencing Trauma

- ▶ You can further help address the negative impacts of chronic stress and trauma by using trauma-sensitive practices in all interactions.
- ▶ For example:
 - ▶ Provide a welcoming environment
 - ▶ Be empathetic
 - ▶ Avoid blame or shame
 - ▶ Focus on partnership, not control or authority
 - ▶ Focus on student and family strengths



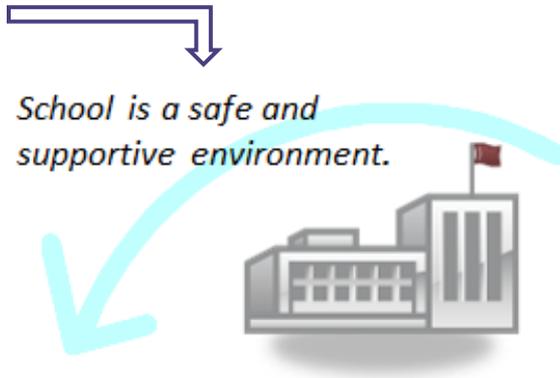
Complete NYS-TEACHS'
Registration Simulation at:
www.nysteachs.org/materials/Simulation.html

How do we present this information to school districts?

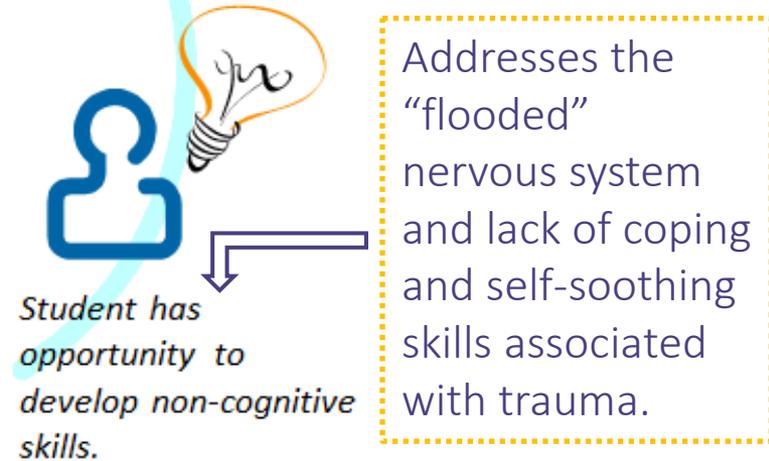
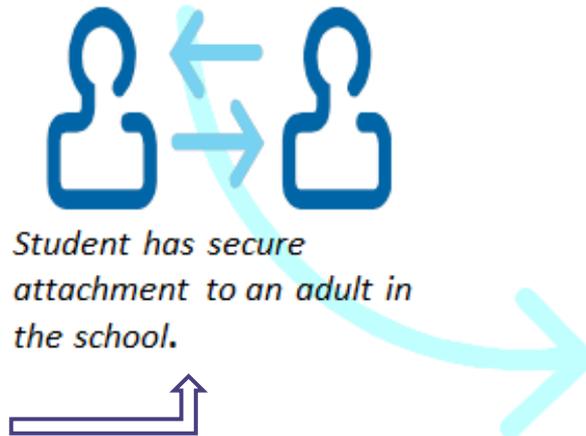
- ▶ Embed awareness about trauma and importance of trauma-sensitivity into all trainings and webinars
 - ▶ E.g. reducing school mobility is a trauma-sensitive practice
- ▶ Disseminate information about School Success Framework:
 - ▶ Safe and supportive school environment
 - ▶ Secure attachment to an adult
 - ▶ Strengthen non-cognitive skills

Addressing the Impact of Trauma

Addresses the feelings of helplessness and terror associated with trauma.



Addresses the feelings of isolation, blame, distrust, shame, etc. associated with trauma



Addresses the “flooded” nervous system and lack of coping and self-soothing skills associated with trauma.

How do we present this information to school districts?

- ▶ **Embed awareness about trauma and importance of trauma-sensitivity into all trainings and webinars**
 - ▶ E.g. reducing school mobility is a trauma-sensitive practice
- ▶ **Disseminate information about School Success Framework:**
 - ▶ Safe and supportive school environment
 - ▶ Secure attachment to an adult
 - ▶ Strengthen non-cognitive skills
- ▶ **Draft and disseminate handouts and links to other resources:**
 - ▶ Info Briefs
 - ▶ Toolkit
 - ▶ Matrix of School Success Framework Strategies

Selling points

- ▶ Don't need to be clinician to implement trauma-sensitive practices
- ▶ Districts can start big or small: doesn't need to cost lots of \$
- ▶ Trauma-sensitive strategies help ALL students

Contact Information

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For more information about trauma sensitivity as well as school success strategies for students in temporary housing, please visit:

<http://www.nysteachs.org/info-topic/schoolsuccess.html>



The Unicorn Gang: Using a Peer Group to Maximize Potential



HEATHER DENNY, JACINDA GOODWIN,
KENYA HAYNES, LINDA MIRABAL-PACE

How We Came To Be

- ▶ Came together organically, without a clear plan or design
- ▶ Filled a need we all had for peer support
 - ▶ As new State Coordinators
 - ▶ As the only people in our agencies with our responsibilities
- ▶ The Unicorn as a mascot
 - ▶ Began as stress relief through humor
 - ▶ Speaks to the uniqueness of our group

Why it works: Diversity

- ▶ Diversity stretches our thinking, provides new resources
 - ▶ Different regions, geographies, & population demographics
 - ▶ Members represent different generations, religions, ethnic backgrounds
 - ▶ Members bring skill & knowledge from previous careers (Teaching, School Counseling, Foster Care)
 - ▶ Members bring skill & knowledge from other hats in current roles
- ▶ We don't always agree, but we always learn

Tangible Outcomes

- ▶ New ideas & approaches to work
- ▶ Workshop PowerPoints & handouts
- ▶ Conference planning ideas, workshop titles, content, presenters, & lessons learned
- ▶ Redesigned RFPs & templates
- ▶ Monitoring documents
- ▶ Solutions for LEA requests, dispute resolution, & issues with other programs in our agencies

Expanding Resources

- ▶ Time zones, geography, varying work schedules can limit access to traditional resources
- ▶ Our group often works non-traditional schedules so we use
 - ▶ Facebook & text messages for moral support, quick responses
- ▶ The size of the group assures at least one of us will respond

Intangible Benefits

- ▶ When our passion is failing, we inspire each other to keep going
 - ▶ Respect for each other
 - ▶ Care for each other's well-being & mental health
 - ▶ Laugh together



Strategies To Keep Growing

- ▶ Plan to schedule regular calls
 - ▶ More effective than written communication
- ▶ Working on ways to visit each state, support conferences & professional development events
- ▶ Exploring ways to support each other in more structured ways



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