

North Carolina Resilience & Learning Project

An initiative of the Public School Forum of North Carolina
*Creating trauma-sensitive schools to ensure academic success
and improve the social and emotional well-being
of children impacted by trauma.*



NC Resilience & Learning Project

To ensure academic success and improve the social and emotional well-being of children impacted by trauma

NC Resilience & Learning Project:

How we got started

- Study Group – made up of educators, district leaders, school administrators and experts in this topic of research both nationally and across the state
 - Trauma and Learning Policy Initiative through Harvard Law School
 - Katie Rosanbalm through the Duke Center for Child and Family Policy
- Heard from experts about trauma impacts and trauma-informed practices
- Discussed systems and implementation issues specific to NC
- Recommendations
 - Develop a NC model for trauma-sensitive/trauma-informed schools

NC Resilience & Learning Project: How it works

- Two key components:
 - Professional Development:
 - Training for the entire staff school-wide
 - More in-depth training for the Resilience Team
 - Resilience Team:
 - A team within each school that will meet bi-weekly throughout the year to identify areas of urgency and work through a focused action planning process to create strategies that will make your school trauma-sensitive

NC Resilience & Learning Project: How it works

Pilot Year Overview

Introductory Meeting
with Principals



Create Resilience
Team



Schedule Resilience Team
Meetings For Action Planning



Resilience Team and
School-wide Trainings



Ongoing Coaching &
Technical Assistance



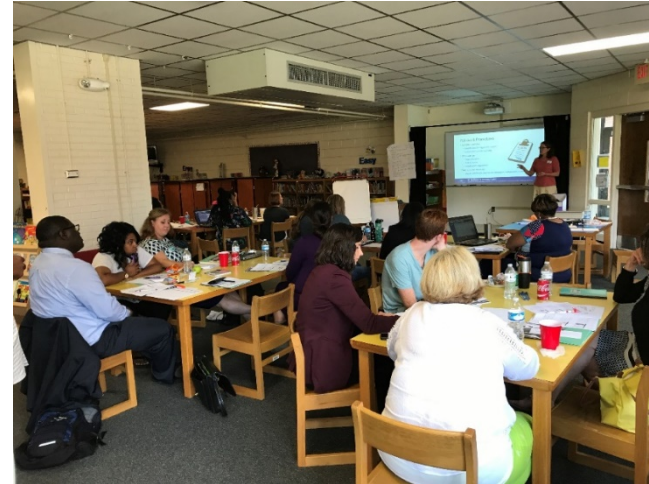
Evaluation &
Assessment

District & School Selection

- The Forum established two district partnerships for the 2017-18 pilot year:
 - Edgecombe County Public Schools
 - Rowan-Salisbury Schools
- After district level conversations, schools were selected:
 - Edgecombe: Stocks Elementary School & Pattillo Middle School
 - Rowan-Salisbury: Koontz Elementary School

Pilot Year: Where we are now Edgecombe County

- Initial meeting held with principals
- Both schools in Edgecombe formed their Resilience Teams before school started
 - Principal and Assistant Principal
 - Principal/Administrative Intern
 - Teachers from various grade levels and disciplines
 - School Social Worker
 - School Guidance Counselor
 - District-level School Psychologist
 - Academic Interventionist
- All-staff trainings were held in both schools within the first month of school
- One of the Resilience Teams has started meeting and the other will start in early October



Pilot Year: Where we are now

Rowan-Salisbury

- Initial meeting held with principal
- The Resilience Team was formed just after school started
- Initial Resilience Team training was held in September
- All-staff training was held in September
- Resilience Team will begin meeting regularly in October



Pilot Year: Training

- Training includes:
 - Overview of trauma and research on ACEs
 - Impact of ACEs on brain development and children
 - Impact of ACEs in the school environment
 - Team time identifying largest areas of urgency within each school – biggest behavioral and academic challenges
 - Team time brainstorming trauma-sensitive strategies to implement to address areas of urgency (giving much more time for this with the Resilience Teams)

Category: Co-Regulation

KEEP	CHANGE	STOP	ADD
- Teacher job boxes - hand-written notes - meetings & teacher's families - 1-on-1 conversations with admin. - in-building meetings - staff celebrations	- consistency in supporting staff and recognitions		- Star Teacher - Bully teacher - Staff outings (lunch)

Category: Self-Regulation

KEEP	CHANGE	STOP	ADD
• Leader In Me • PBIS • MTSS	• Weekly social skills lessons from Leader in me that focusing also on PBIS (3:30 + lunch)	• clip charts	• Small group counseling • Classroom guidance as scheduled

Where do we go from here?



- Resilience Teams will begin or continue to meet
 - This team will meet bi-weekly throughout the year. Their focus areas will be:
 - Narrowing down identified areas of urgency to focus on for this year
 - Starting an action planning process that will lead to the creation and implementation of trauma-sensitive strategies that will work to address the identified areas of urgency
 - This is a **WHOLE SCHOOL** model involving a culture shift – input and participation needed from each adult in the school building
 - Convening event to be held October 31 & November 1 for other interested districts to train district and school staff and plan where the project will go next

Evaluation and Assessment

- Evaluation plan for pilot year:
 - Collaboration with Katie Rosanbalm at the Center for Child and Family Policy
 - ARTIC
 - Focus groups and interviews
 - School-level administrative data
 - School Climate Walk



Questions?



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