
ESSENTIALS FOR CHILDHOOD

TRAUMA-INFORMED PRACTICES WORKING GROUP

OCTOBER 5, 2017

1 pm to 3 pm

Purpose of today's meeting: to introduce members to Essentials for Childhood and goals of working group; to develop a shared understanding of ongoing initiatives addressing trauma in school and early education settings; to begin discussion on challenges of shared vocabulary on trauma, adverse childhood experiences, and their impacts.

Introductions

Meeting Attendees:

- Michelle Ries
- Simone Bullock
- Maggie Bailey
- Yasmin Bendaas
- Anne Foglia
- Karen McKnight
- Jeanne Priesler
- Deborah Lockett
- Phil Redmond
- Tripp Ake
- Megan Gallagher
- Suzanne Metcalfe
- Elizabeth Johnson
- Alice Elio
- Catherine Joyner
- Sue Cotterman
- Berkeley Yorkery
- Kelly Langston
- Katie Rosanbalm
- Anna Mercer
- Johnny Waller
- Vichi Jaganathan
- Elizabeth DeKonty

What is Essentials for Childhood? Catherine Joyner, Division of Public Health, NC Department of Health and Human Services

- CDC Framework for Child Abuse Prevention
- 2005 NCIOM Task Force
- Collective Impact Project
- Conceptual Model & Key Goals
- Recommendation 3.2: Support the Establishment and Continuation of Trauma-Informed Practices and Communities
- Narrowing Down to Trauma-Informed Schools
- Work Group Goals:
 - Sharing Innovative Practices
 - Reaching Consensus on Language about Trauma

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- Producing a Comprehensive Lit. Review to Inform the Conversation
- Determining Next Steps for Dissemination & development of evaluation process for trauma-informed practices in school and early care and education settings.

North Carolina Models of School-Based Trauma-Informed Practice Initiatives

Kelly Langston, NC Department of Public Instruction

- North Carolina Healthy Schools - Whole School, Whole Community, Whole Child
- Unfunded by General Assembly
- NC State Board Goal: Every Student is Healthy, Safe, and Responsible
- 4 Objectives:
- 8 Components (CDC) & ASCD -> WSCC Model
- Volunteer Pilot Districts - had to agree superintendent & health director would be engaged; also agreed to oversample for YRBS to get local data for the LEAs
- Timeline: 3 Year Pilot
- Data Driven
 - Education & Public Health Paradigms: data as disciplinary vs. opportunity
- SHAC - School Health Advisory Councils

Elizabeth DeKonty, Public School Forum of North Carolina

- NC Public School Forum Initiative: NC Resilience & Learning Project
- Model Key Components:
 - Professional Development (Whole School Model - culture shift engaging every adult in the school building)
 - Resilience Team (principal, guidance counselor, teachers - serves as steering committee/champions - meet biweekly with NCPSF staff to identify areas of urgency and develop and implement an action plan to address these areas)
- Pilot Year Timeline Overview
- District & School Selection - Edgecombe County & Rowan-Salisbury
- Convening went 10/31 & 11/1 for other interested districts to train district and school staff and plan where the project will go next
- Evaluation & Assessment for Pilot Year — ARTIC, Focus Groups, Staff Interviews, School-level administrative data, school climate walks

Deborah Lockett, Buncombe County Schools

- Building Trauma Sensitive Schools - Buncombe County Schools

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- Mental Health Services are provided to students in the school setting
- Focus on strategies that build resiliency and address Chronic Stress & Anxiety not just focused on trauma
- Shifting Awareness into Action
 - Social-emotional curriculum - Second Step
 - Data - DESSA, academic, attendance, & discipline
 - Compassionate Schools Program
 - Rewriting MOU for counselors
 - CRM Training
 - Mindful Schools
 - Interconnected Systems Framework
 - Comprehensive School Counselors Programs (first certified in the state)
- Grounding Activity Video - Students Teaching Students
- Students Teaches Parents - play
- Showed improved DESSA scores first year; second year data not looking as good, so evaluating what's going on there

Questions:

- What measures around trauma/ACEs is WSCC looking at?
 - measures across the model, not comprehensive yet for pilot, will pull & share
 - E4C working with Pathways - cross walking measures
- Describe a typical conversation about the data - could feel overwhelming given the number of indicators/domains...
 - right now in the pre-conversations because it's a three-year pilot have time to start with capacity building, YRBS doesn't come back until December January so assessment tool not populated yet, so still discussing what they'll have and building relationships around the tables between superintendents & health directors & identifying additional partners (e.g., local hospitals) and other local data sources to pull in
- Cultural perspectives on data - punitive or test score/school grades cultures - hammer vs. flashlight

Breakout Group Discussion: Challenges of Trauma-Informed Practice Implementation and Shared Vocabulary

- Common Challenges

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- not telling each school they have to use a certain type of strategy - schools have very different demographics - dealing with different types of trauma or using different strategies - provide resources & training without being very directive
- common understanding & philosophy - still have old school disciplinarians and people who get it
- less information available at the child care level
- room for improvement in communication & collaboration between early childhood & public schools
- difficult to carve out time for trainings for staff - child care and teachers - budget an issue too for any type of professional development
- in some places - lots of turnover - related to training and ability to handle behaviors they encounter - relates back to pay rate (differences in child care & school system & different county systems)
- not being able to maintain capacity for or access the needed resources
- Characteristics of schools/communities that contribute to challenges & successes?
 - leadership buy-in ... groundswell of support for training by teachers to get administrators to commit time & money
 - staff - social workers & guidance counselors & school nurses - integrated into school system
 - capitalizing on community relationships
 - learning more about parents and families - early childhood home visits for example in some visits - meet quarterly with families; do a bus tour of the developments the kids live in
 - immigration concerns are hurting programs - door to door attempts get concerns about evaluation/judgment/take kids
- Common Language
 - ACES a new term for some (Nadine Burke Video recommended as a resources)
 - Public health effort
 - Trauma, ACEs, Resiliency, Toxic Stress, Chronic Stress, bad behavior
 - Prevalence across the state?
 - "All behavior has meaning"
 - preventative focus - teaching social skills
 - Prevention-Reaction Spectrum - Trauma Event vs. chronic stress about food security
 - Understanding triggers - psychological safety plan
 - Do you need to know the story to teach universal resilience strategies
- Most common forms of trauma?

- Poverty
- Parents in Prison
- Loss of a family member
- Domestic violence
- Substance use in the home
- varying levels of urgency?
- Custody issues
- Other Policy Barriers
 - Immigration
 - More connections between early childhood and school setting - combine professional development,
 - Licensing rules - systems very regulated - promote content for the continuing ed?

Large Group Report Back and Discussion

- Catherine & Maggie's Table
 - Challenges
 - Common Measures
 - Understanding within the school who's taking the lead & getting a broad network on board & teachers
 - Addressing teachers' sense of overwhelm/hopelessness in the face of student trauma
 - Finding schools with capacity & time to address these types of initiatives - can look different within school district
 - Political climate - buy-in not only at school level but at county government & school board
 - Language
 - Not so much fostering common language as a common understanding - use language that's salient to different groups - balancing universality of chronic stress & the more stringent needs of trauma
- Michelle's Group
 - Challenges
 - Lots of different models - keeping schools from feeling like they are trying to implement too much - capacity/sustainability
 - Staff Burnout & Secondary Trauma
 - Levels Leaders that Need to be Engaged - different org. charts across schools & systems

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- Language
 - Different understanding of different populations - types of staff, students, parents
 - Shared understanding vs. specific term selection & how this can be used to create buy-in
 - Language can affect action plans, engagement, & buy-in

Next Steps & Scheduling

- Take our notes & start to develop identification of common themes heard today - challenges of implementation/language/data collection
- Develop Agenda for Next Meeting - November 9th
 - Research, Evaluation & Data
- Need for a Third Meeting? Start looking at dates if so.