Trauma Informed/Engaged School - Developing a Framework for Alaska

Pat Sidmore and Lori Grassgreen
What is 1 thing you already do to create a trauma engaged environment?

Mix & Mingle Activity
What do we want you to leave with?

- How to use your understanding of ACES and SEL to build trauma informed schools
- There are efforts happening around the state....
- Why it matters/why now?
- How this relates to your school setting?
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Average Number of Home Contacts for Behavioral Problems Made by Schools in the Previous Year by ACEs and Self-Regulation Skills

Seven Key Principles of Self-Regulation

SELF-REGULATION:

• serves as the foundation for lifelong functioning
• is defined from an applied perspective as the act of managing cognition and emotion
• enactment is influenced by a combination of individual and external factors
• can be strengthened and taught
• is dependent on “co-regulation” provided by parents or other caregiving adults
• can be disrupted by prolonged or pronounced stress and adversity including poverty and trauma experiences
• develops over an extended period from birth through young adulthood and beyond

SOCIAL AND EMOTIONAL APPROACHES: may be carried out in many ways and incorporated into classroom instruction and practices, established as habits of practice, modeled within the school, integrated into the school climate, and reinforced outside of school and aligned with community context.
Collaborative for Academic, Social, and Emotional Learning

Social and Emotional Learning (SEL) Framework

- SEL skills
- Social awareness
- Relationship skills
- Self-awareness
- Self-management
- Decisions and responsibility
- Family and community partnerships
- Schoolwide practices and policies
- School curriculum and instruction
- Classrooms
- Schools
- Communities and homes

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Self-management
The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
Impulse control
Stress management
Self-discipline
Self-motivation
Goal-setting
Organizational skills

Relationship skills
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

Communication
Social engagement
Relationship-building
Teamwork
• 3.5 years after the last intervention the academic performance of students exposed to SEL programs was an average 13 percentile points higher than their non-SEL peers, based on the eight studies that measured academic performance. “Although based on only eight studies, these long-term academic outcomes are notable,” the research said.

• At other follow-up periods, conduct problems, emotional distress, and drug use were all significantly lower for students exposed to SEL programs, and development of social and emotional skills and positive attitudes toward self, others, and school was higher.
National Data Indicates

IN ALASKA, Trauma Sensitive Schools, Whole School SEL, Culturally Responsive Social and Emotional Learning (CRESEL), CLEAR, or other whole school/community approaches.
Trauma Informed Schools recognize and support child, adult, and community experiences by creating a shift in thinking and practices building resilient, safe and supportive environments, allowing students to succeed academically, and supporting health and well-being.

Trauma-Informed systems include:

- School-wide approaches
- An understanding of ACEs
- Integration of the whole child
- Prepared adults
- Caring relationships
Statewide Trauma Informed School Workgroup

Vision:

- Alaska schools have access to and integrating trauma informed tools and supports that creates improved outcomes and wellness for all students
- **Child well-being:**
  - A state of being with others, which arises when the needs of a child are met, and the child has the freedom and ability to meaningfully pursue their goal(s) and way(s) of life, in a supportive, equitable setting now and into the future.
Strategic Priority: Promote safety and well-being

• Rationale: ACEs AND EDUCATIONAL ACHIEVEMENT

Alaskan adults who have experienced four ACEs are approximately two and a half times less likely to have graduated from high school. Additionally, Alaskans with four ACEs are about half as likely to have graduated from college. Educational achievement outcomes for Alaskan adults who experienced higher ACE scores can be seen here.
Strategic Priority: Promote safety and well-being

• Goal 2: Building Trauma Engaged Schools

Alaska’s schools will create a culturally humble (responsive) and safe environment that recognizes the needs of the whole child, institutes trauma informed practices, and understands the vital importance of building all relationships surrounding every child to improve resiliency, health, and academic outcomes.
Trauma-Sensitive Schools

DEED
eLearning Module

https://education.alaska.gov/eLearning/

Objectives

After completing this course, you will be able to:

- Recognize behaviors that may be the product of a traumatized child’s experiences
- Begin to understand what schools can do to help a traumatized child
- Discuss the differences you might observe in how children who experience trauma present themselves in the classroom at different age levels and explore possible responses
- Explain the basics of educator self-care
Building out Trauma Framework Components

- Deconstructing Trauma
- Planning and Policy
- Professional Learning
- School-wide Practices
- Relationships
- Skill Instruction & Practice

- Support Services
- Family Partnerships
- Cultural Integration
- Community Co-creation
What supports would you need to engage in this work?
Lori Grassgreen
Director, Initiative for Community Engagement
lgrassgreen@aasb.org

Pat Sidmore
Interim Executive Director, AMHB/ABADA
Pat.Sidmore@alaska.gov