

FROM HOPE TO RESILIENCE
Complex Trauma & Social Emotional Learning: Pathways to Improving Academic Success

April 7th & 8th, 2010
Red Lion Hotel at the Park, Spokane

Day 1: Facilitated Discussions

The purpose of the facilitated discussion on Day 1 was to focus on the Domain of Relationships between school/agency personnel and students. Conferees broke into 10 groups and were asked to identify one thing they could do immediately upon their return to work to take Knowledge gained from presentations and put it into practice with students and colleagues.

GROUP 1

The outcome of Group 1's facilitated discussion was written on the handprints displayed at the conference but was not distilled to flip charts.

GROUP 2

- Work on relationship piece.
- Get to know kids & families better.
- Try to instill HOPE.
- Strength based counseling.
- Get to know resources and access.
- Identify the needs of the students.
- Find out more about SEL.
- Know the resources within reach.
- Sharing information with key people: with whom and who are the key people?
- Bring the info to more parent and youth groups.
- Meet with key community people.
- Share with school staff.
- Educate/share positive strategies (like PIC).
- Embed SEL/Trauma sensitive into school improvement (How? ATP and PLC).
- Integrate SEL into academic learning.
- Create/research smaller learning communities.

GROUP 3

- Not solely responsible for all issues.
- Positive reinforcement for empowering parents (research basis).
- Re-affirms relationships/compassion.
- Positive relationships, caring adult.
- Every moment is a chance to re-enforce a child.
- Be intentional about relationships.

Continued

GROUP 3 Continued

- Need to make time to care and connect.
- Check, connect, and expect(ations).
- Remember to be respectful, listen and ask well.
- Bring out positive in each student to help them express themselves positively.
- Empathize with and connect with parents.
- Student seeks relationship, so help them connect.
- Trauma trumps learning.
- Connecting with parents can be difficult; ask what they need to feel safe.
- Start with relationships to effect change.
- Teaching social skills within context of classroom environment.
- Relationships IS evidence based.
- Social emotional focus creates a ripple effect.
- Thing at systems level and create opportunity for student voice.
- Student based SEL (AL). How to access resources in students and address cultural differences.
- Feel first—then think. (Good reminder for Middle School pop!)
- Disengage emotionally when anger is escalating.
- Children want to be seen—safety (emotion).
- SEL>ISS>SpED>social skills. Aggressors, victims & bystanders.
- Relationships Xs 3.
- Multiple issues—intervening appropriately w/full picture of stressors
- Relationships; SEL (AL) focus
- Even a small thing (a greeting) can bring a big change.
- See whole student through trauma, not just “problems.”
- Identify focus.
- Carpenter analogy.
- Perception is basis for stress response.
- Be the 1st one in & the last one out (teacher).
- Look beyond behavior to the real issue.
- We feel, then we think.
- Overly permissive feels like neglect.
- Look at the “good” of the child.
- Ask, not tell them, what they need; build
- Positive behavior—review expectations.
- Caring, supportive relationships with parents too since they are the experts.
- Recalibrate expectations based on neurobiology.
- SEL pieces into alternatives to suspension,; assessment to shape highest need.
- Be respectful—model good behavior—assess self too.
- Paradigm shift in thinking.

GROUP 4

- More time listening to students.
- Continue building trust through listening.
- Reach out to parents of new students.

GROUP 4 Continued

- Getting to know all students---greeting.
- More intentional teaching related to SEL.
- Show/tell students you believe in them.
- Provide constant positive affirmations.
- Help with transitions (understanding where students are coming from).
- What ethically can be shared re: trauma?
- Enrich language of emotion: helping them to understand/explain why they do what they do.
- Reduce student's threat level.
- Infuse more fun into groups—listen too.
- Simple greeting & check in (especially when being dropped off).
- Treat students like my own kids.
- Listen thoughtfully & with care.

GROUP 5

- Open eyes to “-isms (racism, sexism, etc).
- Engage families—this is your path, what would you like to find.
- Step back—look at reason behind behavior.
- Compassion, listen before reacting.
- Greet kids at the door with a hug.
- Expanding groups to give kids a place to be good at something.
- Write kids name on board as a reward.
- Build authentic relationships between adults and students (facilitate that).
- Increase student's emotion vocabulary.
- Intentionally check in with students emotionally—delight in them—and parents too! Generate positive reports of students.
- Be sensitive to students/parents with challenging behavior.
- Listen!—take time.
- Make sure they know you are glad to see them.
- Take the time 1 on 1.
- Be deliberate about getting out to kids early to do check-ins before school.
- Talk to each student. Read behavior better.
- Be intentional with conversations with all students, not just your own. Be Genuine.
- Make the time to listen.
- Say “I missed you” with students and share your learning with staff.
- Connect with parents who you never hear from.
- Meet and greet with parents when they stop by—make time.
- Emphasize support and belonging to kiddos.
- Find what struggling students connect to & use that to teach.
- Develop & purchase behavior screener.
- Continue to build relationships with students.
- Use teachable moments.
- Don't underestimate intelligence or ability of teens or children.
- Build positive relationships with families.
- Importance of teaching to SEL.

GROUP 5 Continued

- Become a student of “relationships” w/in the ARC model.
- Become aware of symptoms of complex trauma.
- ALL kids can benefit.
- Welcome students into room better.
- Include warm-ups and activities before assessments.
- Locate better SEL behavior tools.
- Change metaphor used w/PTSD “alarm system” activated. (False alarm)
- Teach to expectations (Character traits.)
- Change “rules” to “expectations.”
- “Caregiver” could be any staff person, i.e., teacher, custodian, recess, secretary, counselor, bus driver, etc.
- Be curious about students on a deeper level.
- Ask one more questions; peel back one more layer.
- Increase confidence---trust and consistency.
- Don’t give up....Keep at it.
- Check out website (Anchorage).
- Take the time to find out what they don’t know. Teach them what they don’t know.

GROUP 6

- Continue to build relationships with students.
- Use teachable moments
- Don’t underestimate intelligence or ability of teens or children.
- Build positive relationships with families.
- Importance of teaching to SEL.
- Become a student of “relationships” w/in the ARC model.
- Become aware of symptoms of Complex Trauma.
- All kids can benefit.
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- Check out the Anchorage website.
- Taking the time to find out what they don’t know. Teach them what they don’t know.

GROUP 7

- Accentuate advocacy more strongly with children and families in schools.
- Expand the trauma curriculum to be tailored to kids and families.
- Connect all first relationships a child has.

GROUP 7 Continued

- Get out of the office & connect with parents.
- Talk more about own feelings w/children and parents.
- Model relationships w/teachers.
- Revive own passion as demonstrated by work w/child and families.
- Listening to families stories.
- More confidentially emphasize problem behavior is adaptive behavior.
- Get out with kids more.
- Seek out and grow positive interactions w/challenging children.
- Communicate more intentionally with parents.
- Increase positive validations with kids& parents.
- Youth at the Public Health Systems level have a voice.
- Continue to work w/AHEC to define public health role.
- Be voice for kid's strengths w/parents and others.
- Continue to help staff be more connected & continue to educate staff about trauma sensitive schools.
- Question my perceptions in my interactions with others.
- Stop and talk more to kids.
- Fold trauma work into every part of school improvement plan.
- Help staff realize importance of relationship with children.

GROUP 8

(This group identified the source of each comment by agency or function. These are identified inside parentheses below.)

- Learn more about the ESD and collaborate with Prevention (Community Prevention agency).
- Sit down and think about what I know about each of my students (Teachers).
- Follow up with a counselor to get more information on a student—what's going on at home. (Teachers).
- Take the info we have on trauma and shape it into the ARC model (District Administration.).
- Incorporate what I've learned about how trauma sticks with kids and adults I work with to better recognize how it affects them (Community Gang Prevention agency).
- Slow down and look at the kids and parents. (Teachers)
- Take the time to build the relationships w/students recognizing this is often difficult with some populations. (BI Specialists)
- Remember that relationships are the agents of change. (Student Support Administration.)
- Research ideas on how community can help—schools can't do it all alone—and navigate boundaries and policies that are in place. (Community Prevention agency.)

GROUP 9

- Try to be more intentional with every interaction---a two minute interaction could make an important difference.
- How important relationships are. Don't give up.....
- Let go of time and take the time.
- Building relationships by being passionate & caring for each and every one of them.

GROUP 9 Continued

- Let the passion be there—the importance of building relationships every day.
- The importance of building relationships---“the greeting at the door”
- Get to know my kids; give them the time.
- Knowing our families can change the alternatives for the kids.
- Be more reflective—aware of how I can effect kids.
- Try to make time with kids—over time I can meet with all of them.
- Acting out is not the problem---its finding out the problem.
- It's the intentional interaction that's important.
- How I can attune and attach to my students.
- It's the Relationship—its huge!
- We can be better purposefully encouraging as a Building, not just my classroom.
- Noting their strengths—its believing you (the teacher) believes you can be successful.
- Go back and share with our staff---our interactions with our students.
- Do a 'check-in' every morning.

GROUP 10

- Supportive things to say to parents.
- Move this information into programs.
- Share this information with staff.
- Relationships are the key.
- Help others to be aware of the impact of trauma.
- Make a positive connection with parents of students who do well.
- Examine where we have gaps in trauma sensitivity.
- Gather student's stories.
- Create more opportunities to see all students.
- Include nutrition in the trauma healing process.
- Meet people where they are.
- Looking to make connection with repeaters.
- Share this information in 'in-service' trainings.
- Survival trumps learning.
- Create a community coalition to get a curriculum out.
- Set time aside to know kids better. Find out what they need.
- Propose family involvement events.

Day 2: Facilitated Discussion

The facilitated discussion on Day 2 involved the development of consensus within Teams about two additional Domains of Relationship. The 2nd Domain had to do with Relationships inside the building or individual program as a collective. The 3rd Domain had to do with Relationships across buildings, within a district, or between the district and the community. There were 3 questions that were applied to both domains.

- What are 3 things you learned that can be applied to this Domain?
- What are 2 questions related to this Domain that arose for you during presentations?
- What is one thing you can do immediately to put this Knowledge to Practice?

GROUP 2

Cheney SD

2nd and 3rd Domains

--3 things learned:

- We're doing a lot of things right.
- Need to share info through a trauma focused lens,
- It all about the relationship!

--2 questions:

- Funding? How does this fit with what we are doing?
- How do we develop in the staff the passion we are feeling here?

--1 thing to do immediately:

- Share info with other staff and model what we know; teach through example.
- Approach parents from strengths based perspective and take some "gems" back to staff to help; i.e., chunking, empathy response.

Children's Home Society-Clark County

2nd Domain

--3 things learned:

- We can't multi-task (although we do).
- Need to teach/help practice empathy skills for parents
- Importance of direct service providers/schools understanding "learned helplessness."

--2 questions:

- How do we communication/collaborate and create a shared vocabulary and shared outcomes across Early Learning/School age/Family and Mental Health Services?

--1 thing to do immediately:

- Need to develop a statewide logic model on breaking intergenerational cycles of Adverse Childhood Experiences which connects Theory-Best Practice-Outcomes

3rd Domain

--3 things learned:

- SEL is a critical component of 0-18 education.
- Alternative screening tools & web linked web research.
- Tiered interventions (PBIS, RTI, MH) are an effective cost effective way to address issues.

--2 questions:

- How to connect current parallel initiatives: Juvenile Justice and Schools, Community Networks, Public Health, and individual service provider organizations?

- How to find \$s to support initiative?
- How to connect parents to the work?

--1 thing to do immediately:

- Ask Blodgett/Harrington for questions used to find teacher/parent knowledge of child trauma, and ask how this connects to RTI and other links.

Kiona-Benton SD

2nd and 3rd Domains

--3 things learned

- Knowing the impact of SEL on children and learning and the need to share with Admin and the community.
- This is a Pre-K 12 issue and it needs to be focused on all grades. (Social-Emotional Teaching)
- Screening tools are available and needed mandates are in fed-state language.

--2 questions:

- How do we respectfully give this information to parents and the community?
- How does the school connect with parents of kids Birth-4?
- How to successfully implement this within the 3 tiers of RTI?

1 thing to do immediately:

- Examine our teaching style and adapt it to the brain research.
- Educate staff about 3 things we have learned: assessment and screening tools, social emotional learning, extent of effects of acute childhood trauma on learning.

GROUP 3

Quincy School District

2nd and 3rd Domains

--3 things learned:

- Emphasize relationships.
- Effects of trauma on the brain.
- Teach using words to describe feelings to help kids connect learn how to describe what they are feeling and provide them with more options.

--2 questions:

- Are all teachers on Board? Difference between schools and levels of awareness?
- There's a myriad of things out there so what's available specifically to move this forward?

--1 thing to do immediately:

- Use more feeling words & vocab.
- Get parent leadership team involved.

Kennewick SD

2nd and 3rd Domains

--3 things learned:

- Importance of positive relationships in buildings.
- PBS training is available to the professions
- There are Performance Based credit options like "On Track."

--2 questions:

- Can we get PBS?
- How to find out more about “On Track” before proceeding?

--1 thing to do immediately:

- Work on positive relationships and work on identity for students.

Moses Lake SD

2nd and 3rd Domains

--3 things learned:

- Need to develop early release staff training for elementary.
- Need to be more intentional about development of Elementary Counseling systems w/ students.
- Need to figure out how to weave those two pieces together.

--2 questions:

- Who does SEL among staff?
- How to explore more about the DESA and the practical application piece of it in schools?

--1 thing to do immediately

- Share this info out at the Elementary Counseling meeting next week.

Walla Walla SD.

2nd and 3rd Domains

--3 things learned:

- The significance of the 20% who have the experience of trauma.
- Stressed brains don't learn the same way as unstressed brains learn.
- The importance of safety, trust and relationship for learning.

--2 questions:

- How knowledgeable is the School Board about the importance of SEL?
- What kind of buy in can we get from Admin in terms of materials and increased time for instruction?
- How to take the research on class size and SEL back to the district?

--1 thing to do immediately:

- Discuss specific list of questions with the school about Evidence Based Curriculum and CASEL.

Edison Elementary, Kennewick SD

2nd Domain

--3 things learned:

- Importance of student and family relationship building
- Need to step up and out for children: know student needs and assets, know student resources and build their assets, break down your personal barriers.
- Need to keep children informed about their academic progress.

--2 questions:

- How is funding provided?
- What does the structure look like?

--1 thing to do immediately:

- Meet with Principal.

3rd Domain

--3 things learned:

- Need to do resource fair at school and build relationship resources.
- Be proactive with funding.
- SEL will provide long term improvements within the community.

--2 questions:

- Will there be support at the District level?
- Will the District weight SEL as high as academics?

--1 thing to do immediately:

- Action Team for Partnerships building links w/community.

Educ. Services District 123
2nd and 3rd Domains

--3 things learned:

- Need to make the connection with every student and every family.
- Compassion is consistent with best practice.
- Self care for staff is a must for success with kids

--2 questions:

- Do we go building first or go District wide for implementation?
- What kind of money is involved?

--1 thing to do immediately:

- Bring the info back to at least one other staff.

Berney Elementary School, Walla Walla SD
2nd Domain

--3 things learned:

- Key elements for kids are safety, predictability, and routine.
- Current developments in area of Social-Emotional learning.
- Necessity to put on the lens of being supportive

--2 questions:

- How to help when damage is ongoing at home.
- How to help homes in conflict.

--1 thing to do immediately:

- Implement PBIS into Character Bound program.

3rd Domain

--3 things learned:

- Need for consistency in SEL District wide.
- Need for resourcing among community, district and school.
- Need to get all on board and knowledgeable

--2 questions:

- How do we Network?

--1 thing to do immediately:

- Bring Medina to Walla Walla

Green Park Elementary, Walla Walla SD
2nd Domain

- Concurred with Bernie Elementary above
 - Use PBS:SWIS— isolate difficult areas, types of problems, do inventory for DESA for staff, RTI for behavior interventions and after all that, reinstate relationships!
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GROUP 4

Riverside School District

2nd Domain

--3 things learned:

- Need to emphasize relationships between students and staff.
- Survival trumps learning.
- Need for healthy, safe school environment.

--2 questions:

- What is the best way to get administration involved?
- How do we direct available resources more effectively?

--1 thing to do immediately:

- Take the information gained from this conference to the building strategic planning teams.

3rd Domain

--3 things learned:

- We need to create more time and opportunity to connect with students and parents.
- We need a universal Social-Emotional screening device.
- There is a need for greater sharing of info about student transitions between buildings.

--2 questions:

- What is the best way to get administration to buy in?
- How do we achieve this in an environment where resources are thin and stressed?

--1 thing to do immediately:

- Revamp/review crisis management plan, including setting up a training and practice schedule.

North Central HS, Spokane Schools

2nd Domain

--3 things learned:

- Brain information and learning implications.
- More specific, definitional terms of Complex Trauma.
- Successful work and curriculum in this area.

--2 questions:

- How to create the forum for the importance of this information.
- Where do I find the time to deliver this to our staff-faculty?

--1 thing to do immediately:

- Provide immediate information about the issues facing our kids!

3rd Domain

--3 things learned:

- Are we valuing this information in our District?
- This could really help us better connect with our kids and families.
- This can empower teachers with strong skills.

--2 questions:

- Will this idea become a reality?
- How can I train my staff?

--1 thing to do immediately:

- Talk with others at a District committee and get the ball rolling

Central Valley School District

2nd Domain

--3 things learned:

- The impact SEL curriculum can have on traumatized children & their academic performance.
- Importance of effective learning communities in classrooms.

- Medina's book Brain Rules—read and share the book.

--2 questions:

- How do we get started?
- How do we get buy in from the staff for more movement, understanding of trauma and its effects on learning?

--1 thing to do immediately:

- Model positive interaction w/students so to have an effect on students and teachers.

3rd Domain

--3 things learned:

- BLANK

--2 questions:

- Where are we currently as a district?
- Where are we headed in the future?

--1 thing to do immediately:

- BLANK
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GROUP 5

Bemiss Elementary, Spokane SD

2nd Domain

--3 things learned:

- Clear brain research
- Professional development for teachers in a 'brain' friendly way.
- Need to share community building ideas.

--2 questions:

- How do we balance academic rigor with time with kids?
- How to use RTI w/ PBIS?

--1 thing to do immediately:

- Research what we have learned here and share it.

3rd Domain

--3 things learned:

- Listen to parents.
- Let District know the importance of the trauma work.
- Look for ways to do systemic change.

--2 questions:

- How do we track the importance of professional development in the trauma work?
- How do we help parents be trauma sensitive.

--1 thing to do immediately:

- Help other buildings begin the trauma work.

Otis Orchards Elementary, East Valley SD

2nd Domain

--3 things learned:

- Parent communication must improve.
- Trauma impacts learning.
- Buildings must have consistency w/expectations and understanding of complex trauma.

--2 questions:

- How and when will we do this work?

--1 thing to do immediately:

- Meet as a complex trauma team weekly and create a presentation for the entire building, Superintendent, and School Board.
- Rotate greeters for community and students.

3rd Domain

--3 things learned:

- We have to work on transitions P-K and 5-6.
- Need to increase parent/community involvement.
- Need to focus on SEL.

--2 questions:

- How do we get this information out to the community?

--1 thing to do immediately:

- Take teams to the other schools to share.
- As for district crisis training.
- Send out information in newsletters.

Sheridan Elementary, Spokane SD

2nd Domain

--3 things learned:

- Brain changes as a result of trauma.
- Need to build relationships with time and empathy.
- Need for predictable, structured, safe, supportive environments.

--2 questions:

- How do we compensate for damage done to developing brains?
- What can we apply in the classroom?

--1 thing to do immediately

- Intentionally build relationships

3rd Domain

--3 things learned:

- Need for District social-emotional standards/expectations.
- Need to intentionally teach social-emotional skills/expectations.

--2 questions:

- Do we have a District vision?
- Now what? 1st steps?

--1 thing to do immediately:

- Have Bemiss Elementary come to schools and present what they've done and the impact.

Group 6

Shaw and Sacajawea MDs, SPS

2nd Domain

--3 things learned:

- Relationship is the necessary condition to learn.
- Survival trumps learning.
- Can only learn 1 thing at a time; stress and importance to brain development.

--2 questions:

- How do we bring it to our staff?
- What structures do we have in place right now?

--1 thing to do immediately:

- Bring building successful learning communities; speakers at school

3rd Domain

--3 things learned:

- The importance of Social-Emotional learning and the need to implement benchmarks & standards & have professional development around that.
- 20% of our student population is dealing with trauma that we are often not directly addressing or incorporating into instructional practices.
- Importance of parent education through all developmental stages and how we can support that (stabilize the home, stabilize the baby).

--2 questions:

- Implications of time needed to address the needs of kids—where do we get the allocation of time?
- Can we already use an existing system (Alaska's Anchorage model)?

--1 thing to do immediately:

- Use an existing tool that addresses social-emotional learning.

Central Valley ECEAP

2nd Domain

--3 things learned:

- A very high percentage of our children most likely come to us having experienced some type of trauma.
- Each program within our building is wired differently and we need to evaluate constantly.
- Learning is a process and children all learn differently.

--2 questions:

- How can we as a building staff see the end product as a concerted effort and not as individual program goals?
- How do we get started?

--3 things to do immediately:

- Create a value system within the building staff and apply it to all facets of building areas. This would be in 3 or 4 different values that could be applied across the board and modeled.

3rd Domain

--3 things learned:

- Communicating goals and objectives for our program to the school district and community at large to bridge the gap.
- Implementation of the program is not one specific way. It's a give and take on all sides.
- If we don't do something differently now, the repercussions will become greater, losing children in the process.

--2 questions:

- How do we create unity and clarity within our larger system?
- How do we open the lines of communication to the larger system (especially during this time when focus is predominantly on financial concerns and economic distress) and feel that we have been heard.

--1 thing to do immediately

- Start the line of communication. Be proactive instead of reactive.

Broadway Elementary School, CVSD

2nd Domain

--3 things learned:

- Relationships are the key to learning.
- SEL curriculum should be looked at along with DESSA as a measurement.
- Look at and adjust the school wide behavior plan to make it more positive.

--2 questions:

- Where can we find SEL curriculum and research-based assessment?

- How do we prepare staff to implement SEL?

--1 thing to do immediately:

- Step back and re-establish relationships.

3rd Domain

--3 things learned:

- SEL closes the achievement gap.
- SEL is imperative for at risk populations.
- This work is impactful to student learning.

--2 questions:

- How much support from the district can we get?
- How can we continue what we started?

--1 thing to do immediately:

- Go back and share with others what we have learned.

North Pines MS, CVSD

2nd Domain

--3 things learned:

- Training about compassion fatigue and better self care.
- The importance of relationship to learning: training on Complex Trauma w/time to discern more effective interventions.
- The data (Knowledge) about number of students who experience complex trauma.

--2 questions:

- How do we integrate the work of complex trauma w/all the other academic expectations & pressures?
- How do we look at our structures (e.g. scheduling) and change them to increase relationships?

--1 thing to do immediately:

- Investigate the Anchorage website for ideas we can implement.

3rd Domain

--3 things learned:

- Knowledge about Complex Trauma will impact what and how you do as a system
- (See "3 things learned" above.)

--2 questions:

- What will our consistent message be and our professional development for Complex Trauma?
- What curriculum standards could we agree to across the district?

--1 question:

- BLANK

Central Valley SD, Special Services

2nd Domain

--3 things learned:

- Train staff to truly look at a student (sympathy vs. empathy) and to problem solve interventions.
- Good universal screeners to use to provide info about students in need of intervention.
- Information about how school districts are using and implementing this information.

--2 questions:

- What data do we have (discipline) and how do we determine the screeners to use?
- How can we better support families?

--1 thing to do immediately:

- Slow down the SST process—keep team child-centered.

3rd Domain

--3 things learned:

- Same as above.

--2 questions:

- Same as above.

--1 thing to do immediately:

- Create a discipline data keeping system.

Early Childhood, Special Ed., Central Valley SD

2nd Domain

--3 things learned:

- Impacts of trauma on social-emotional and cognitive development.
- Importance of family stabilization.
- Research findings on brain development validate what we already knew.

--2 questions:

- What's the impact of trauma on SPED referrals?
- How can we adapt the info to early learning?

--1 thing to do immediately:

- Share the info; take it back to co-workers

3rd Domain

--3 things learned:

- There are many agencies/organizations represented here; lots of people care about this issue.
- Complex Trauma is a universal issue.
- Reaffirmed that "It takes a village."

--2 questions:

- Where's the bridge to bring all the people and organizations together?
- How do we get a critical mass in the District?

--1 thing to do immediately:

- Explore relationships with community partners i.e., neighboring districts, ESD, EHS/HS/ECEAP

GROUP 7

Children's Home Society/Spokane, Volunteers of America, YWCA

2nd and 3rd Domains

--3 things learned:

- Correlation between stability in the home and effects on the brain.
- Only goal for kids is to get their needs met.
- Trauma stops learning.
- Help community see kids' behavioral issues positively vs. deficitly.
- Community is not aware of kids' complex trauma
- Re-connect w/schools in the same language base as complex trauma.

--2 questions:

- How do we get our organizations to "buy in" to a change in paradigm from a deficit to a trauma sensitive focus?
- How do we network more collaboratively w/system, e.g. parents, schools, other orgs involved with a child and family?

--1 thing to do immediately:

- Have conversation and identify who is passionate and create synergy.

Spokane Regional Health District

2nd and 3rd Domains

--3 things learned:

- Need for a public health and school collaboration.
- Does not appear to be a clear role for public health.
- There is data that supports or proves you can regulate social-emotional development by regulating the home environment

--2 questions:

- What is the public health role?
- How do we work with neighborhoods to prevent traumatized children?

--1 thing to do immediately:

- Have discussion at the health department level about what is the role for public health.
- Keep what we have learned in mind to develop programs.

Whitman Elementary, Spokane SD

2nd Domain

--3 things learned:

- It's about relationship.
- It's about relationship.
- It's about relationship.

--2 questions:

- What is our action plan to develop relationships; student to student and staff to staff?

--1 thing to do immediately:

- Form a relationship committee and begin a book study.
- Slow down and listen!

3rd Domain

--3 things learned:

- Use orientations/open house as opportunities to provide parents with information about the issues

--2 questions:

- What is already being done in our district?

--1 thing to do immediately:

- Share with our prospective partners and other groups within the District.
-

GROUP 8

Spokane Public Schools, Greater Spokane Substance Abuse Council

2nd Domain

--3 things learned:

- Need for state wide or district wide standards for SEL.
- Need to think outside the box and just do it!
- Realization about how damaged kids are when they walk through in the building on the 1st day.
- How important consistency is.
- Build relationships and community w/in the building.
- Have a good communication system.
- Everyone learns differently (brains).
- Stressed brains learn differently than non-stressed brains.
- Slow down and build relationships with those we work with.
- Need to be building wide (consistent).
- Need to be kid centered.
- Training to ID roles for staff and how to support students.

--2 questions:

- How invested is the district in what “building readiness” really means (will district support the building?)
- Where are we going to get space, time, and personnel to do some of these things? How can we get am mentors in schools or a heart room (Community agency?)
- How to get buy in from all staff?
- Is it going to require looking at the discipline plan?
- How can we as an organization better support schools?
- How does PBS get started?
- How do you go about collecting data required for PBS?

--1 thing to do immediately:

- Go back and spend time in buildings that had staff here at the conference.
- Start to build community in school with staff.
- Share what you learned at the conference with staff who weren’t able to attend.
- Immediately apply techniques learned.

3rd Domain

--3 things learned:

- The value of working relationships.
- The signs and significance of Complex Trauma—how to incorporate.
- The 10 minute rule—use it.
- The importance of framing the work with families.
- Knowledge=Power
- Trauma within our children is not Zip Code specific.
- The need for more strategic cooperation between entities.
- Need to start educating younger in schools.
- Make family a priority within the ed system.
- More collaboration among agencies.
- Advocating the need for this work to Admin.
- Implementing the assessment tool.

--2 questions:

- How does trauma training look in other partner agencies, e.g. Law Enforcement, treatment
- How much does trauma relate to substance abuse?
- How do we support continued training when \$s are dwindling?
- How do we pull in our parents?
- How can parent community become more fluid?
- How can we make parent education become more important?
- In our large district, what partnerships do we already have, and how can we foster those?

--1 thing to do immediately:

- Incorporate this training into coalition meetings, presentations and to legislators.
- Address our parents soon.
- Provide more trainings for parents and make better connections.
- Go out and share what we have learned.

GROUP 9

Farwell Elementary, Mead SD

2nd Domain

--3 things learned:

- Chunking (10 minute intervals for teaching new info).
- Realization of how many current students are traumatized.
- Affirmed many of the things we currently have in place like SEL.

- Experiential learning—move more.
- Importance of restoring the love and fun of teaching within the mandates.

--2 questions:

- When the brain is “damaged” as a result of trauma can it be repaired or can growth occur? If so, what can we do as teachers?
- Within our own school how do we buck the system and make learning real for our kids?

--1 thing to do immediately:

- Book study, revisit time outs, hug your kids, authentic relationships.

3rd Domain

--3 things learned:

- BLANK

--2 questions:

- How can we get involved in Boys/Girls club?
- Mentoring Program?

--1 thing to do immediately:

- Awareness type information out to parents.

Willard Elementary, Spokane SD

2nd Domain

--3 things learned:

- Importance of relationship and building community in the classroom, among the staff, school wide and into the community.
- Social and Emotional.
- Stressed brains and non stressed brains.
- School environment: predictable, common positive vision, consistent, safe.
- Proaction not reaction.
- Not just treatment but prevention.
- Classroom management impacts learning.
- Importance of physical activity at the beginning and end of each 10 minute interval.
- Repetition within each 90 to 100 minute intervals

--2 questions:

- How do we read kids to know what they need?
- How do we get the “guy in” with everyone?
- How do we bring it back and “ignite the spark” with staff?
- How do we address stress/trauma with staff?
- How can/do we look at the positive and channel our thinking to become positive when interacting?
- How do we open the door to caring for staff and parents/families?

--1 thing to do immediately:

- Share our learning and plan for continued learning.
- Notice strengths & positive thinking
- Implementation within classrooms
- Relax! We can take the time.

3rd Domain

--3 things learned:

- Lack of structured physical activity for kids and parents

--2 questions:

- BLANK

--1 thing to do immediately:

- DESSA and assets

GROUP 10

Communities in Schools, Spokane County

2nd and 3rd Domains

--3 things learned:

- Essential need for relationships: Relationships are the intervention.
- Each day is a new day: Repair is possible (adults can forgive and let go)
- Stress impedes learning.

--2 questions:

- How do you take it to parents and families?
- How to create trauma sensitive teaching/school cultures?

--1 thing to do immediately:

- Recognize and affirm strengths of parents, staff and children!!

Team Chewelah (ESD 101??)

2nd Domain

--3 things learned:

- Importance of Communication, involvement, and listening.

--2 questions:

- Will admin help out?
- How will they help?

1 thing to do immediately:

- Educate teachers and outside community staff, talk to kids.

3rd Domain

--3 things learned:

- Need to train community about kids and trauma.
- Need to increase parent/family support.
- Importance of student support.

--2 questions:

- What's the cost?
- How will we know its working?

--1 thing to do immediately:

- Review and establish a trauma protocol.

Lewis and Clark HS, Wellpinit SD, ESD 101

2nd and 3rd Domains

--3 things learned:

- Students need to be empowered and have ownership in learning.
- Students must be connected to an adult (mature-caring) in school.
- All students want to be recognized and noticed.

--2 questions

- How do we teach empathy to a huge staff of 140+?
- How does the system create consistency in building; trust/effort/intent with kids?

--1 thing to do immediately:

- Lewis & Clark—continue training re: trauma sensitive schools, continue working on an in-school suspension system.
- Wellpinit—Implement DESA and DECA starting with Head Start by Oct. 2010.

Spokane County Juvenile Court

2nd and 3rd Domains

--3 things learned:

- Schools need crisis management teams & debriefing to learn future best practice

- Community needs 1st responders and critical incident debrief team with agencies from different areas of expertise
- Disjointed community collaboration in our area.

--2 questions:

- Does Juv. Ct have a crisis management team?
- How does Juv. Ct. and staff debrief?
- How can Juv. Ct. assist the community and schools with training (ie risk factors, gang training, drug training, prevention factors?)

--1 thing to do immediately:

- Bring to safety committee
- Bring info to management and emphasize importance of how trauma can affect both officers and kids.
- Provide training to outside agencies, schools, juv. ct. volunteers.

The following work was not designated by a group number or by building, District, or organization. But the questions/conclusions appear to be from an ESD perspective.

2nd Domain

--3 things learned:

- Importance of an engaged Principal.
- Need to raise awareness in teachers.
- Need to build relationships among students and staff.
- Need to consider the RTI model when developing Crisis recovery plans.

--2 questions:

- What strategies do we use for engaging other school folk?
- How to prioritize geographic levels of strategy—taking it to the next level, identifying who is doing what?

--1 thing to do immediately:

- Share gained knowledge with co-workers.
- Download organizational improvement resources and Adventure Education tools.

3rd Domain

--3 things learned:

- Need for communication at all levels, from teachers to admin.; then out to the community and back to the teachers.
- Time and funds for teacher training and communication.
- Funding for SEL assessment tool.
- Awareness raised among Principals, Admin, using school district improvement plan.
- Make school and District plan.
- Use existing data to raise Admin. Awareness.
- Share results of Chris Blodgett's Spokane Schools pilot project.

--2 questions:

- Which districts are ready?
- How have other districts implemented this change already?
- What would fit in our Districts?

--1 thing to do immediately:

- Will send staff to relevant conferences.
- RTI collaboration on behavioral support.
- Educate community on SEL assessment tool.