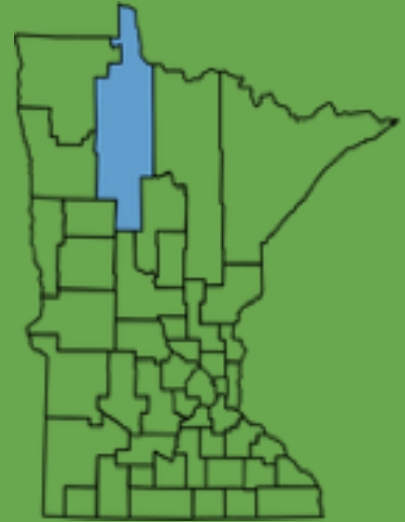


Building Trauma-Informed Full Service Schools & Communities



A Rural Minnesota Case Study

NCCHS
NORTH COUNTRY COMMUNITY HEALTH SERVICE





Introductions

Laura Eaton Carleton

North Country Community Health Agency
Care Coordinator

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Peacemaker Resources
Social & Emotional Learning Specialist

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Bemidji Area Schools
Principal of Paul Bunyan Elementary

Amber Larson

Stellher Human Services
Coordinator of School –Based Mental
Health Services and Crisis Services

Chris Godding

Stellher Human Services
Outpatient Therapist & Trauma Coach

Elbow Buddy Discussion

- 1) What does “trauma sensitive” mean to you?
- 2) What do trauma sensitive schools and communities look like?

How did this grant come to be?

- North Country Community Health Services
- Public Health Focus on Prevention and Health Promotion
- Youth Mental Health emerged as #1 need



ACEs Public Health Crisis

ACEs can have lasting effects on....



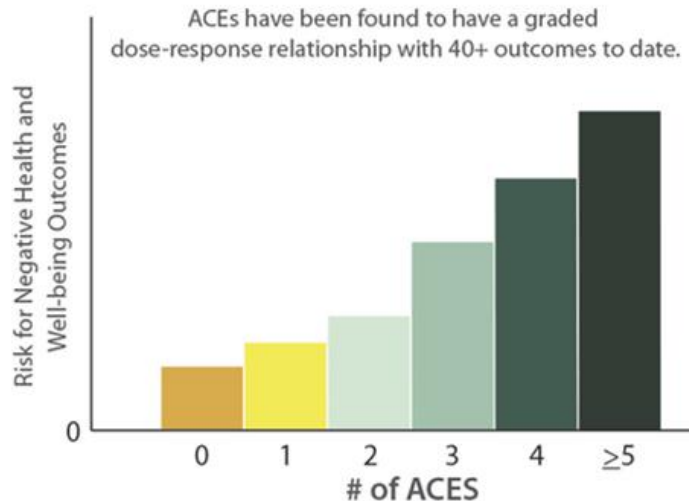
Health (obesity, diabetes, depression, suicide attempts, STDs, heart disease, cancer, stroke, COPD, broken bones)



Behaviors (smoking, alcoholism, drug use)



Life Potential (graduation rates, academic achievement, lost time from work)



*This pattern holds for the 40+ outcomes, but the exact risk values vary depending on the outcome.

Public Health: Prevention and Promotion

These wide-ranging health and social consequences underscore the importance of preventing ACEs before they happen. **Safe, stable, and nurturing relationships and environments** (SSNREs) can have a positive impact on a broad range of health problems and on the development of skills that will help children reach their full potential. Strategies that address the needs of children and their families include:

Voluntary home visiting programs can help families by strengthening maternal parenting practices, the quality of the child's home environment, and children's development.
Example: Nurse-Family Partnership



Home visiting to pregnant women and families with newborns



Parenting training programs



Intimate partner violence prevention



Social support for parents



Parent support programs for teens and teen pregnancy prevention programs



Mental illness and substance abuse treatment



High quality child care



Sufficient Income support for lower income families

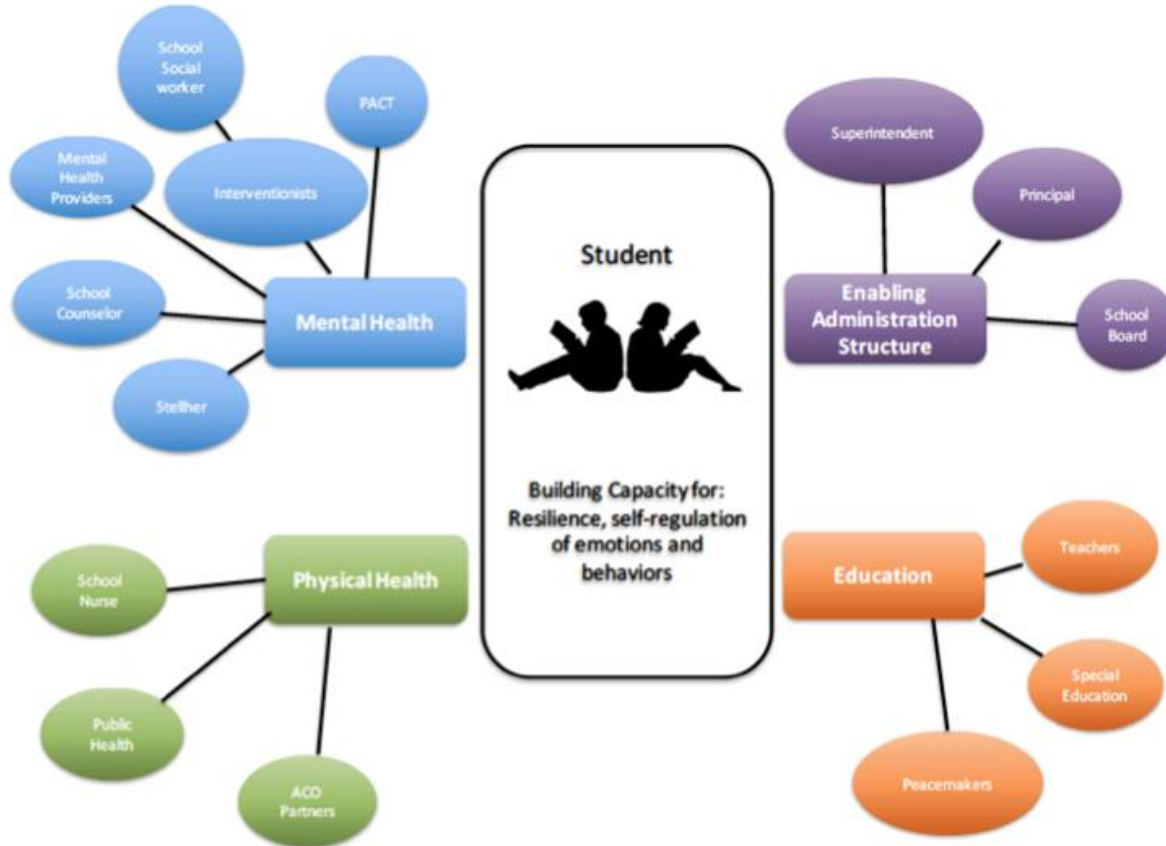
Prevention and Promotion of good health habits!

Full Service Schools

- A full-service community or school focuses on partnerships between a school and its community.
- It integrates academics, youth development, family support, health and social services, and community development.



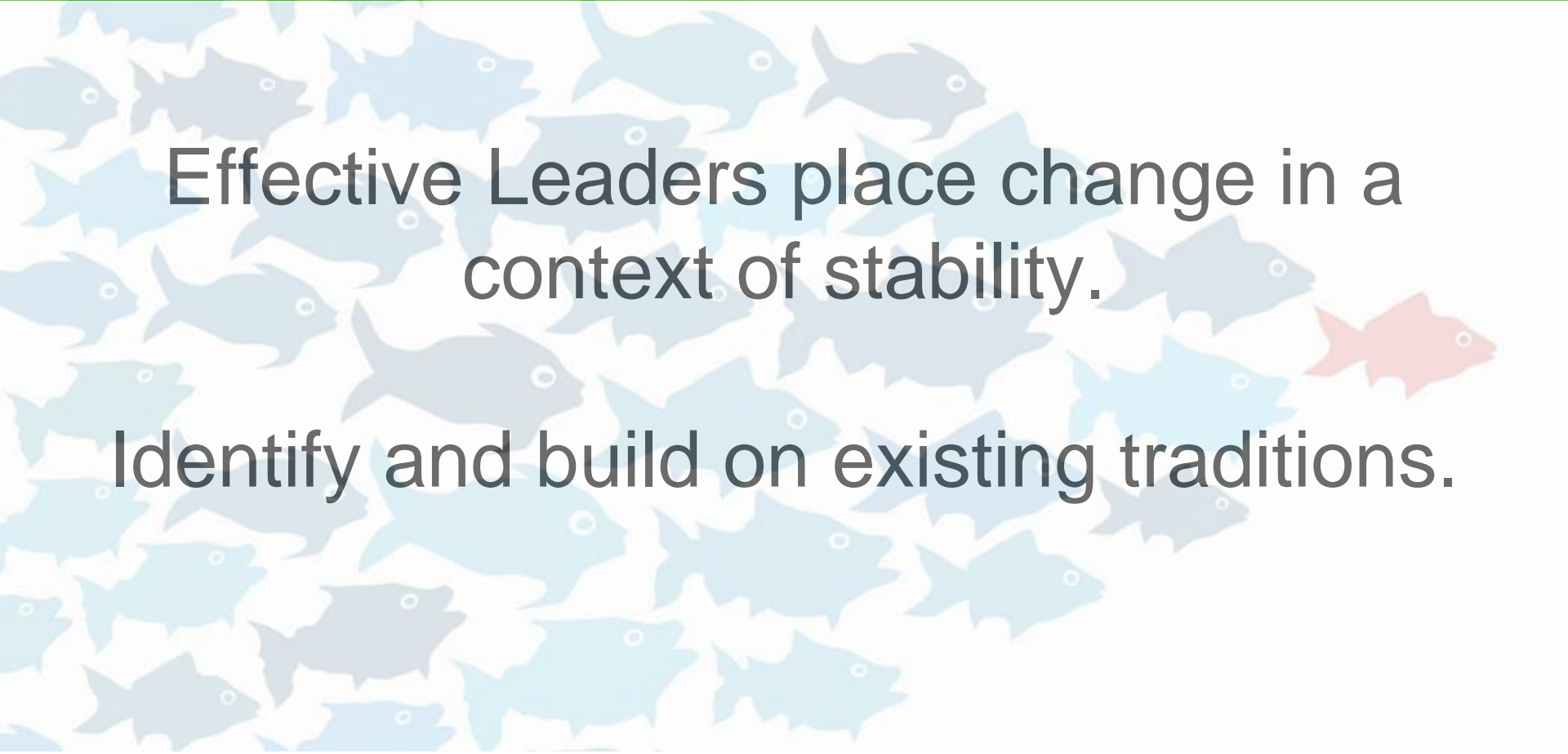
Our Application: Full Service Schools



Our Approach

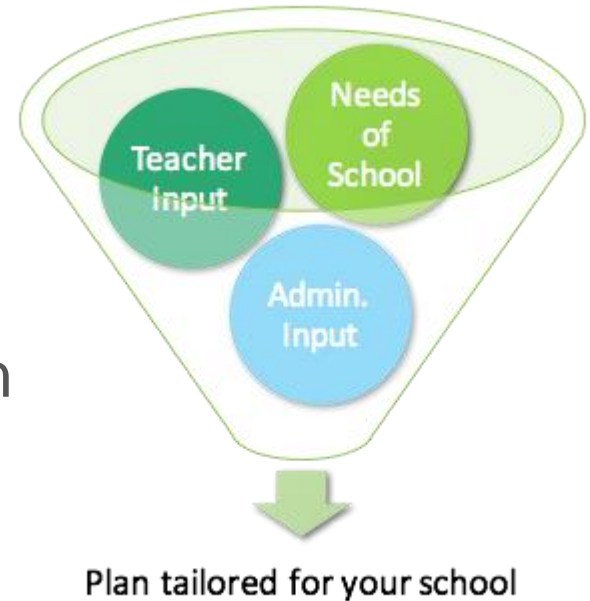
Effective Leaders place change in a context of stability.

Identify and build on existing traditions.

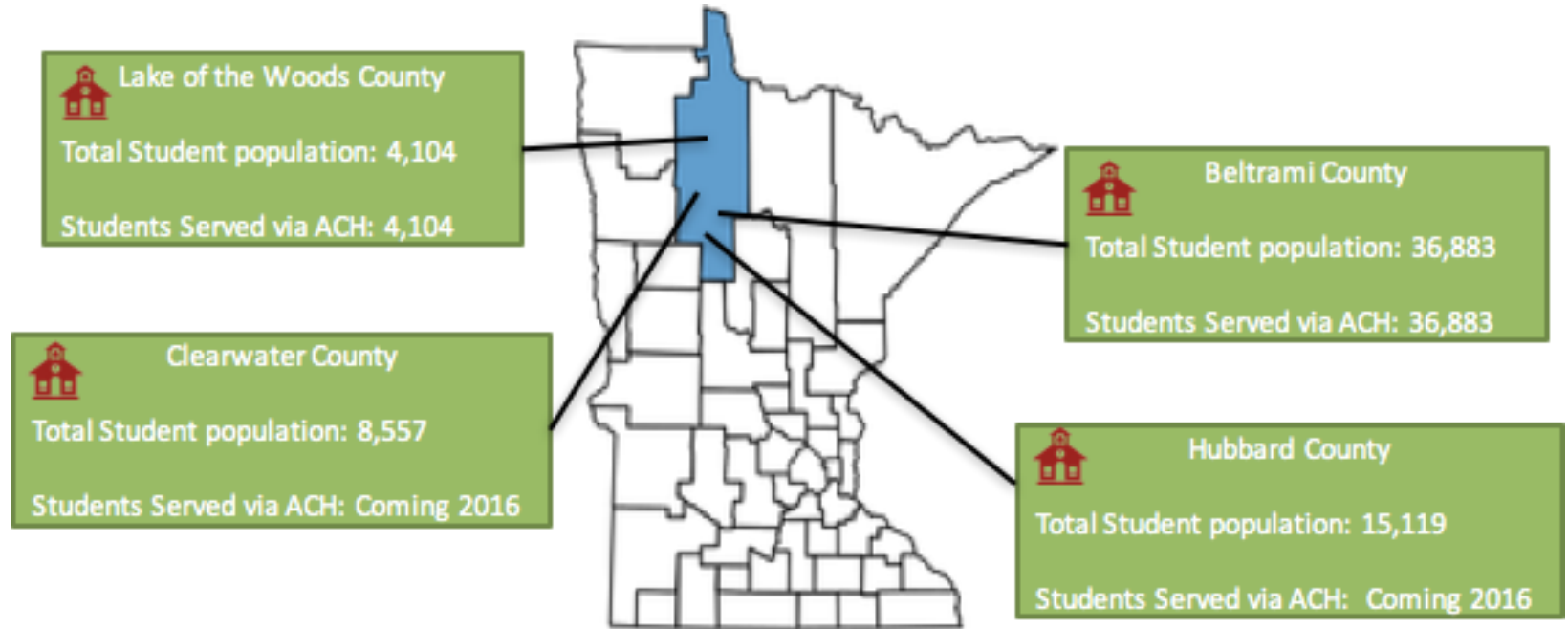


How did we do it?

- Support for Administrators
- Care Coordination
- ACEs for Educators
- Social Emotional Learning Education
- Trauma Coach Program



Who do we work with?



Care Coordination System

Tier 3

Interventions provided to individual students:

- Mobile Crisis Team
- Outside referrals to various professionals

Key Partners: Behavioral Health at CHI Lakewood Health and LOW County Social Services and Lutheran Social Services, Stellher Resources

Tier 2

Interventions provided to small groups needing more Support than Tier 1:

- Special education teams
- Additional Zones of Regulation Training

Key Partners: Special Education Case managers and Speech Teachers, Classroom Teachers, School Social Worker

Tier 1

High quality instruction provided to all students in the classroom:

- Social emotional learning
- Zones of Regulation Training

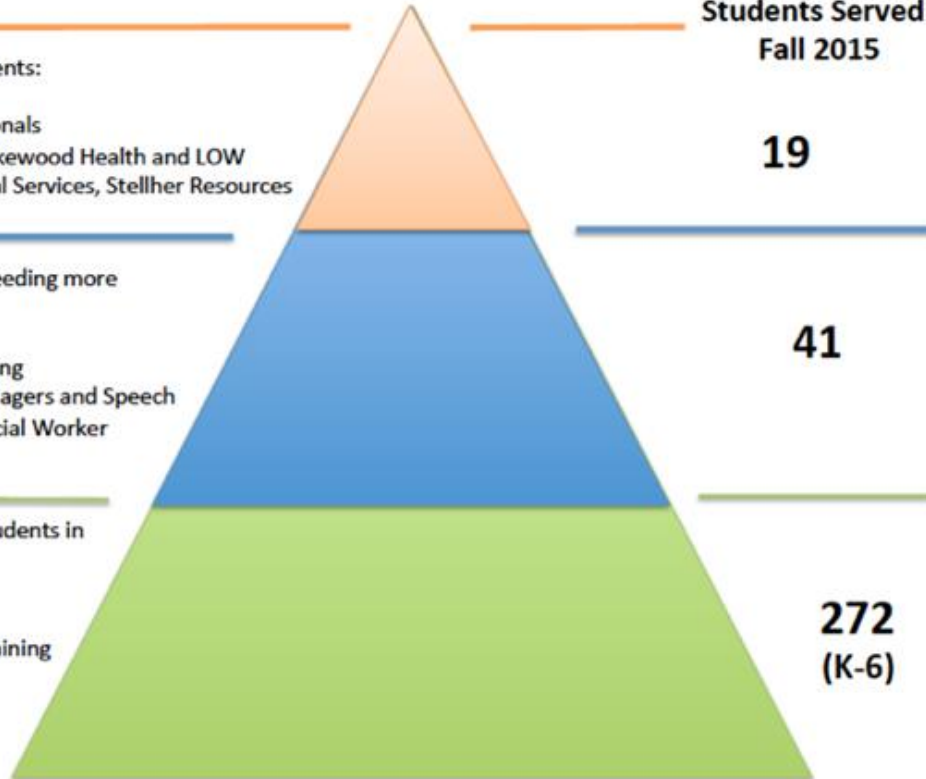
Key Partners: Peacemakers, classroom training by social worker

Students Served
Fall 2015

19

41

272
(K-6)



Lesson's Learned - Best Practices

- Supporting our teachers!
- Build on existing partnerships
- Buy-in and support from Administrators is CRITICAL
- Consistent language is key component of building a culture
- Effective leaders place change in a context of stability
- Identify and build on existing traditions.



Implementation of Full Service School

- ACEs for Educators
- Integrating Social & Emotional Learning at Paul Bunyan Kindergarten Center
- Collaborating with Project Partners



ACEs for Educators

Training Teachers on ACEs

- 300 Bemidji Area Schools Teachers
- 160 Park Rapids Youth Workers
- 80 Bagley School Employees
- 80 Lake of the Woods School Employees
- 40 Charter School Teachers



Positive Relationships

The single most common factor for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult.



Positive Relationships



- Schools & school staff can be intentional about how they interact with students.
- Resist blaming and judging! Use your compassionate lens.

Trauma Sensitive Schools

*Compassionate
Accountability*

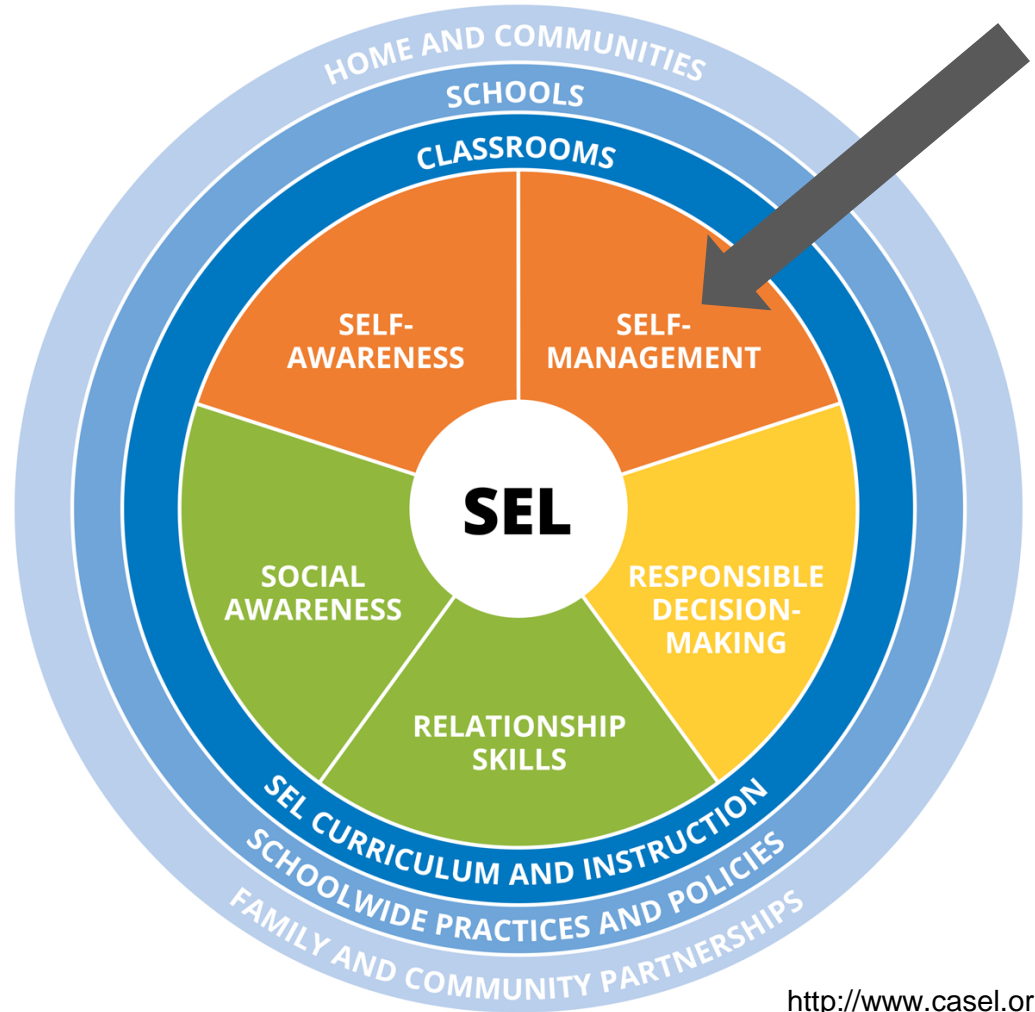
*Students thrive
on consistency
& predictability.*

- School Climate and Culture (Responsive Classroom)
- Social and Emotional Learning (SEL)
- School-wide Expectation (PBIS)
- Response to Intervention (RTI)
- School Mental Health Services
- Classroom rituals

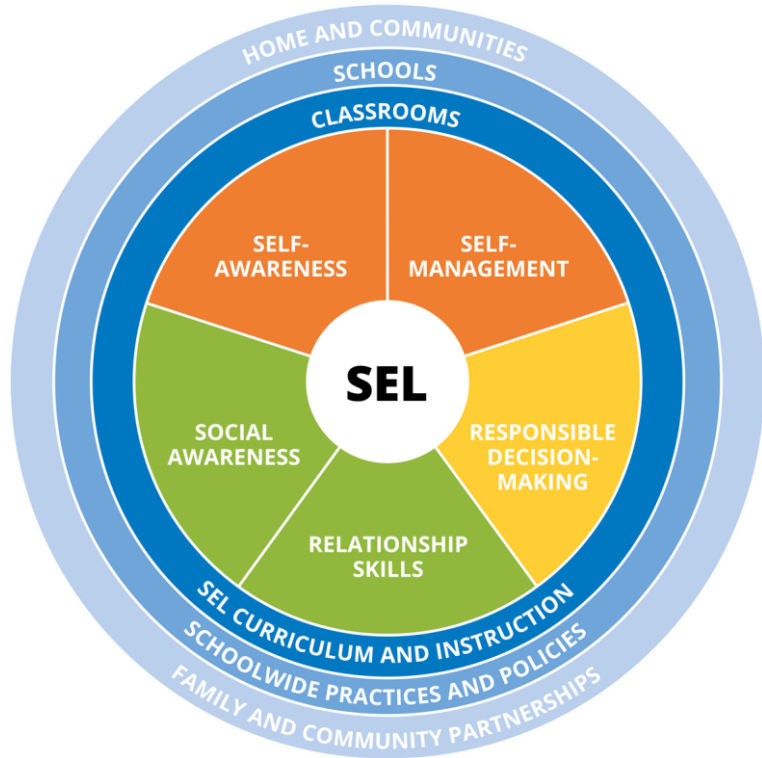
Social & Emotional Learning (SEL)

Self-Management

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.




Why teach SEL?



- An 11% average gain in standardized test scores
- An increase in positive classroom behavior
- Improved attitudes about self, others, and the school
- Stronger sense of community
- Better ability to cope with stressors

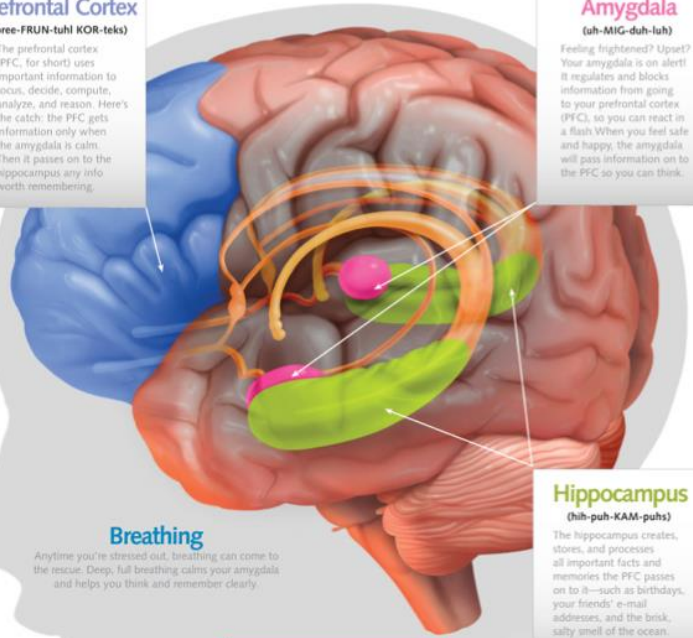
Working with Kindergarten Students

Helping students learn how to self regulate.

The Optimistic Classroom

Getting to Know and Love Your Brain

Three important parts of your brain help you think and react to everything that happens around you: the prefrontal cortex, the amygdala, and the hippocampus. Learn how to help these parts work together to become a happier, healthier, brighter you!



Prefrontal Cortex
(pre-FRUN-tuhl KOR-teks)

The prefrontal cortex (PFC, for short) uses important information to focus, decide, compute, analyze, and reason. Here's the catch: the PFC gets information only when the amygdala is calm. Then it passes on to the hippocampus any info worth remembering.

Amygdala
(uh-MIG-duh-luh)


Feeling frightened? Upset? Your amygdala is on alert! It regulates and blocks information from going to your prefrontal cortex (PFC), so you can react in a flash. When you feel safe and happy, the amygdala will pass information on to the PFC so you can think.

Hippocampus
(huh-puh-KAM-puhs)

The hippocampus creates, stores, and processes all important facts and memories the PFC passes on to it—such as birthdays, your friends' e-mail addresses, and the brisk, salty smell of the ocean.

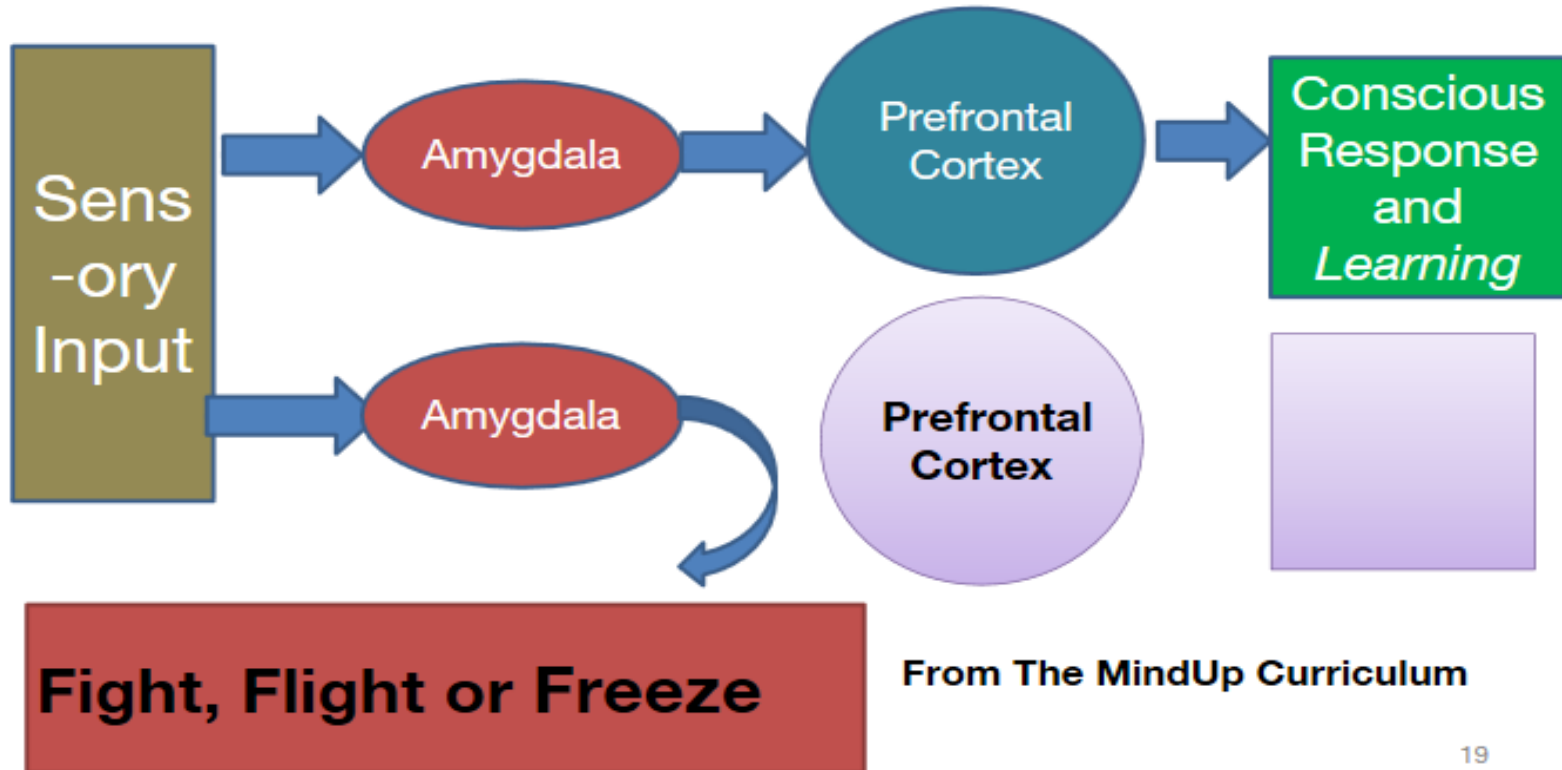
Breathing

Anytime you're stressed out, breathing can come to the rescue. Deep, full breathing calms your amygdala and helps you think and remember clearly.

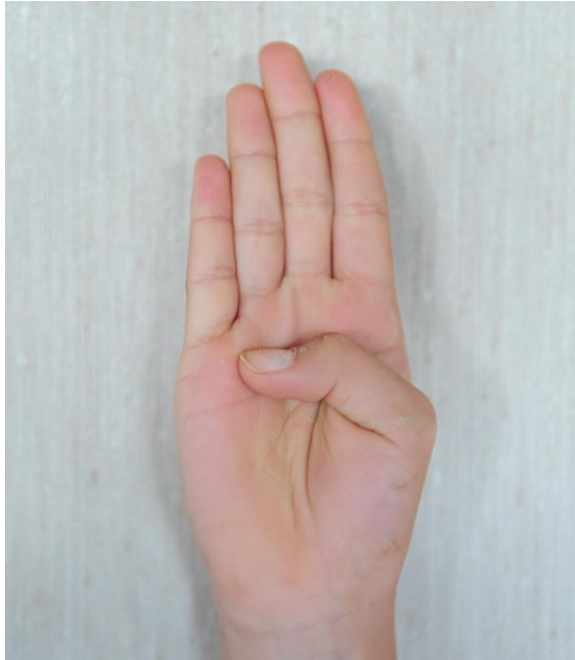
SCHOLASTIC



Amygdala and Learning



Brain Hand Model



Amygdala
“Guard Dog”



Prefrontal Cortex
“Wise Owl”



Flip your lid!

Adapted from Dr. Dan Siegel's Work

Calming the Amygdala



- Belly Breath
- Breathing Ball
- Five Finger Breathing
- Hot Chocolate Breathing

SEL Integration Sustainability



- New funding
- Job Embedded Professional Development (Including teacher self care)
- Yoga Calm
- District SEL Curriculum

Trauma Coach

Background Information



- Mental health in the schools
- School-linked mental health grant
- Wilder Foundation presented on a Trauma Coach position
- Beltrami Area Service Collaborative
- Proposal

Trauma Coach - Overview

Three Staff Development Trainings:

- 1) Trauma 101
- 2) Emotional regulation: interventions - Classroom setting ideas
- 3) Effect of home life and outside stress. Secondary traumatic stress and self-care for teachers

Observations and consultations



Trauma Coach - Coordination

- School-Based Mental Health Practitioner
- SEL Staff
- Principal



Trauma Coach - Changes

This year:

- Planned to do twice monthly after school staff meetings
- Teachers asked for more observation and consultation



Trauma Coach - Sustainability

Next Steps for Sustainability:

- Expansion to other schools
- Future funding



Paul Bunyan Elementary - Results



- Actions taken at Paul Bunyan Elementary – Morning Announcements
- The Ripple Effect - Home
- Decrease in Behavior Referrals to the office – Cut in half

Lake of the Woods School - Results

- Reduced office referrals and case loads
- Decrease in physical fights in the Elementary school
- Reduction in anonymous reports, especially bullying



Elbow Buddy Discussion

Now what?

How has our project helped you generate ideas for your own school and/or community organization?