



NORTH CAROLINA CENTER FOR
**RESILIENCE
& LEARNING**
PUBLIC SCHOOL FORUM OF NC

LEE COUNTY
SCHOOLS
INSPIRED.

Trauma-Informed Leadership: Creating safer and more supportive learning environments for ALL staff and students



Duke
SANFORD

CENTER for
CHILD & FAMILY
POLICY

Our mission is to build resilience and success for all North Carolina students and educators. Using school-specific training and coaching, we seek to create safer and more supportive schools that champion the whole child, reduce the impact of stress and trauma, and foster school communities where all feel valued.

Team Introductions



Stefanie Clarke
B.T. Bullock
Elementary
Principal



Andrea Cummings
Tramway
Elementary
Principal



Becky Stern
NC Center for
Resilience &
Learning
School Coach





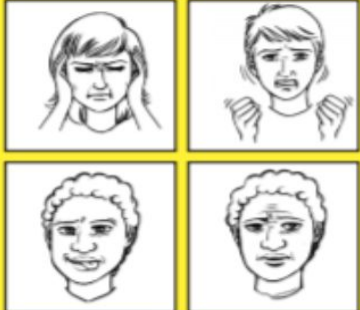

Elizabeth DeKonty
NC Center for
Resilience &
Learning
Sr. Director

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

*Let's start with a little check-in
with ourselves & connection time
with others*

“
**INDIVIDUALLY,
WE ARE ONE DROP.
TOGETHER,
WE ARE AN OCEAN.**
Ryunosuke Satoro

The **ZONES** of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

About the NC Center for Resilience & Learning

- A Center housed at the Public School Forum of NC
- Key partners: Duke Center for Child and Family Policy, our individual school district partners, and our funders
- 2015-2016 study group on Expanding Educational Equity Opportunity in North Carolina with one specifically looking at the impact of childhood trauma on student learning and behavior in the school setting



Our mission is to build resilience and success for all North Carolina students and educators.

Why is this work needed?

MORE LIKELY TO BE RETAINED
IMPAIRED MEMORY
LOWER VERBAL SKILLS
MORE DISCIPLINE REFERRALS
INCREASED EXTERNALIZING BEHAVIORS (I.E., AGGRESSION, DEFIANCE, HYPERACTIVITY)



DIFFICULTIES WITH ATTENTION
LOWER TEST SCORES
MORE ABSENCES
HIGHER SUSPENSION RATES
INCREASED INTERNALIZING BEHAVIORS (I.E., DEPRESSION, ANXIETY, WITHDRAWING)
DIFFICULTY REGULATING EMOTIONS



By self-report, nearly **2/3rds** of adults report experiencing a significant Adverse Childhood Experience (ACE) **before the age of 18**, and more than **1 in 5** reports experiencing **3 or more** types of ACEs.¹

Students who experience three or more ACEs score lower than their peers on **standardized tests**, are more likely to be **suspended and expelled**, and are:

2.5 X more likely to **fail a grade**²

32 X more likely to be identified with **learning and behavioral problems**³

The more ACEs a child experiences, the higher their long-term risk of ⁴

- **substance abuse**
- **obesity**
- **diabetes**
- **heart disease**
- **cancer**
- **stroke**
- **depression**

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Our Model

Two core components:

- School-wide training and professional development on trauma, ACEs, the impact of stress/trauma on the brain, the stress response system, and resilience-building strategies
- Ongoing intensive coaching and technical assistance with school teams (Resilience Teams) with an asset mapping and action planning process

Introductory Meeting
with Principals



Schedule Resilience Team
Meetings For Action Planning



Ongoing Coaching &
Technical Assistance



Create Resilience
Team



Resilience Team and
School-wide Trainings



Evaluation &
Assessment



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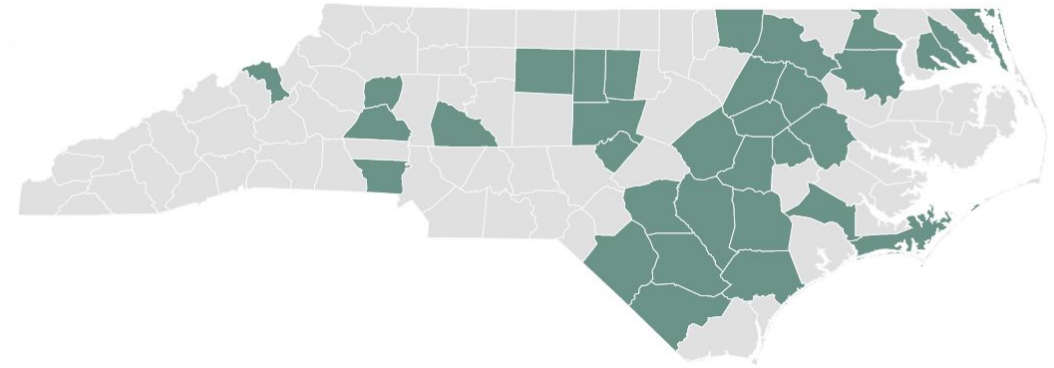
Outcomes, Data Collection & Evaluation

We continue to work with Duke's Center for Child & Family Policy for evaluation and research. Though Covid interrupted comparable and baseline data collection, we work with each school to measure strategy-specific outcomes as well as larger scale staff feedback surveys. We also have a new system this year to collect administrative data.

- School climate surveys
- Project feedback surveys
- Discipline data, attendance data, and achievement data overall and broken down by race/ethnicity

Expansion and Growth

- Over the past 7 years, we have provided some level of training and/or coaching in over 35 districts across the state
- We have expanded our work to include additional types of training and coaching such as leadership cohorts, online courses, and coaching with district-level teams
- We still believe the greatest change happens through our full model of implementation with year-long training and coaching support
- **How we got started with Lee County**



Our Partnership with Lee County

- 2019-2020: School-wide training and Resilience Team formation in two elementary schools, B.T. Bullock and Tramway
- 2020-2021: Year 2 with Bullock and Tramway
- 2021-2022: Leadership Cohort Training with all principals and assistant principals in the county
- 2022-2023: Beginning Teacher training in August, and the addition of two more schools, Broadway Elementary and Warren Williams PreK
- 2023-2024: Two more schools enter into partnership with our Center, Floyd L. Knight School and Bragg Street Academy

What does the Resilience Coach do?

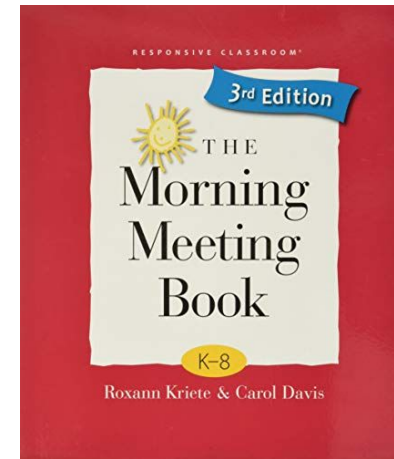


- Facilitate monthly or bi-monthly Resilience Team meetings and provide concrete resources on trauma-informed strategies
- Classroom visits and culture walks
- Presentations/training at staff meetings
- Present information and facilitate discussions during PLC meetings
- Provide “refresher” or “booster” training on specific topics requested by the team or principal
- Meet one-on-one with interested teachers on particular topics, such as morning meetings, calm-down corners, behavior support that they want/need in their classrooms
- Be a cheerleader! Provide support, encouragement, and perspective

New strategies that grew out of Resilience Team work

- A school-wide framework/common language for talking about feelings, behavior, and self-regulation
- Morning Meetings schoolwide
- Rethinking Discipline to include use of Reset Rooms
- Implementation of strategies designed to support teachers, build community, and alleviate stress
- Check-in/Check-out programs for students who need extra support

...and there are many more!



"If some students are unresponsive, maybe you can't teach them yet, but you can love them. And if you love them today, maybe you can teach them tomorrow."

--Jeffrey R. Holland

Why we chose to start the trauma informed journey?



...constantly bombarded with complex and intricate family situations and we needed solutions...



..remove the myth that trauma is confined to impoverished families in dire situations; trauma does not discriminate against socioeconomic status and we needed solutions...

But...do these schools look like my school?

	BT Bullock 2022-23	Tramway 2022-23
Student Enrollment	490	530
Students with Disabilities	78	91
Students identified AIG	42	59
Students identified EL	93	45
Students Eligible for F & R Lunch	67%	48.9%
Ethnic Makeup of Students		
● American Indian	0	0
● Nat. Hawaiian/Pacific Islander	0	0
● Asian	3	5
● Black	105	64
● Hispanic	179	131
● Multi-Racial	27	19
● White	175	311

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What about staff buy in?

How did we shift the mindsets?

Tactics for gaining buy-in:

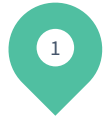
- Education
 - ACEs
 - Resilience movie
 - PD with NC Center for Resilience & Learning
- In-house case studies
- School-based systems changes for intervention and discipline

Principal's role:

- Initiate and facilitate relationship with the NC Center for Resilience & Learning
- Seek staff volunteers to form school-based Resilience Team
- Ongoing PD, support of systems changes

The J O U R N E Y

Education:
Staff Resilience
training/Resilience
movie viewing



Case Studies:
Shifting our
mindset



Boosters:
Resilience at
staff meeting



Resilience Team: creates
system changes and
strategies; regularly
reviews current practice
and trial trauma-informed
strategies



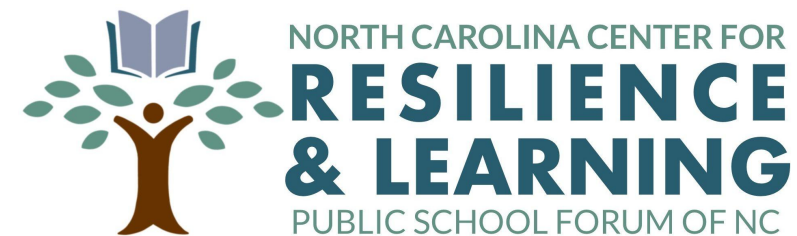
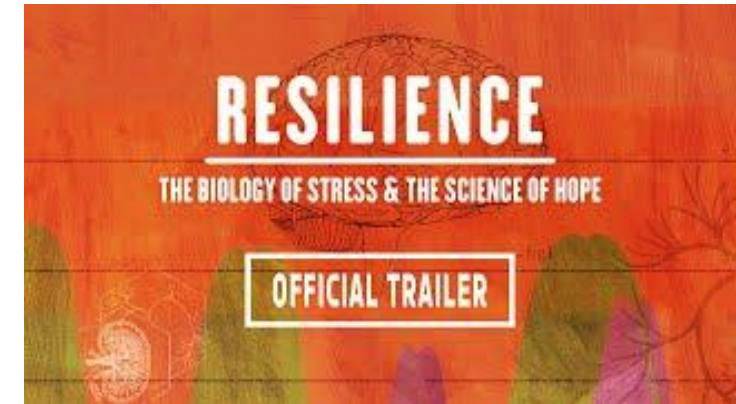
Staff wellness
and support
throughout the
year



Trauma-informed
practice
schoolwide

Education: Understanding ACEs, Resilience movie, & staff PD

- ACEs stands for Adverse Childhood Experiences
- There are three categories of ACEs:
 - abuse
 - neglect
 - family/household challenges
- ACEs are a collection of negative experiences in childhood (before age 18)
- It doesn't matter which ACEs a person has experienced, the harmful consequences can be the SAME. The brain & body DO NOT distinguish one type of toxic stress or trauma from another.



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Top ACE Scores for students:

1. Parents separated or divorced
2. Domestic violence
3. Household member acted in a way that made child afraid they may be hurt - also were insulted, humiliated, swore at, or put down.
4. Child lived with someone with a drug or alcohol problem
5. Child went without food, clothing, a place to live, or someone to protect them
6. Violence in neighborhood
7. Caregiver incarcerated
8. Sexual abuse

Case Studies for Staff

- Changed the names of real student situations
- Eye-opening to staff

Jeremiah lives with his maternal grandmother. His mom comes home occasionally but otherwise lives with friends or in cars. Jeremiah is never sure when he will see mom again or if she will be sober when she comes home. Mom also has a history of bringing intoxicated men home which is scary and angering for Jeremiah.

How would this impact Jeremiah in class?

What could be some triggers he might encounter in his day?

How might Jeremiah cry out for help?

What supports would he need in the classroom?

What supports would he need from the school?

Case Studies for Staff

- Changed the names of real student situations
- Eye-opening to staff

Sarah is a Spanish speaking student. Her family immigrated to the US to flee from poverty and a hostile environment. Last year, her mother was deported back to their home country. Sarah continues to live and attend school in the US with her dad. Her dad works construction and is gone long hours Monday-Saturday for work. They live in a home with other construction workers. They do not have heat or air conditioning.

How would this impact Sarah in class?

What could be some triggers she might encounter in his day?

How might Sarah cry out for help?

What supports would she need in the classroom?

What supports would she need from the school?



What do these children have in common?

We changed the names of real student situations

These were “in-house” case studies

This was eye opening to staff!



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How can the school bridge
a child's experience with
RESILIENCE?

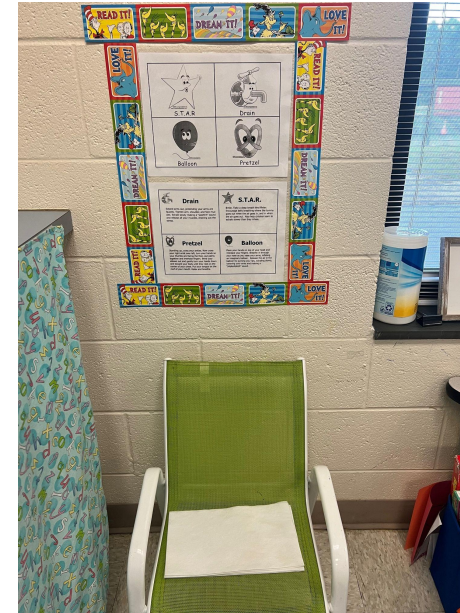


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Successes & outcomes and where are we today?

School-based systems changes for intervention – strategies implemented:

- Morning Meeting
- Big Shark/Little Shark (mentor check-in/out)
- Calm Corners
- Zones of Regulation schoolwide
- Reset Room
- House System



----- 's Date: _____

DAILY CHECK IN

Today is: _____

Zone check:

● ● ● ●

Goal for today: _____

Reason for my rating: _____

Looking forward to: _____

The ZONES of Regulation™ Reproducible E The Zones of Regulation Visual

The ZONES of Regulation™

BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Relaxed	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control

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Successes & outcomes and where are we today?

Trauma-Informed Discipline:

- Asking, not telling
 - Restorative justice vs. out-of-school suspension
- No public shaming
 - Clip charts
- Public rules, private redirection
- Teachers lead discipline with admin support
- New BIP model (Hartman's Reset Zone)
 - Working in tandem with our school counselor
 - Built on respect and providing choices
 - Incorporating Restorative Circles and reflection

Let go of this moment. Take a breath. Name: _____

Think about the future: what do you want to be true in your life in 5 years?

What values are most important to you?

So let's come back to now: What happened?

How did it make you feel? **Skill Label Your Feelings**

STOP → Label Your Feelings → Run

How big of a problem is this?

Small Problem → Medium Problem → Big Problem → Huge Problem

How did your response align (or not align) with your values? **Skill Act in Line with What You Value**

Strong Emotion → STOP → Reflect on your personal values → Act!

Value-driven behaviors are things we do that are linked to our personal values rather than our current emotions. By using value-driven behaviors we see what we do to change how we think and feel.

What options could you take to solve this problem? And prevent it from happening again?

Possible Solution	Pros	Cons	Does this line up with your values?
1.			Yes No
2.			Yes No
3.			Yes No

You said your future goal was _____
This conflict is in your past. This conflict is a detour that took you off track. I do not want you to spend time on conflicts like this in the future. I want you to put all your energy into your future goal.

Skill Being Present

I have to focus on what I can do today.

PAST → PRESENT → FUTURE

Being present means doing one thing at a time and having our full attention on it.

What can you do to avoid detours in your future?
What skills can you use the next time you are in a challenging situation?

"DISCIPLINE IS HELPING A CHILD SOLVE A PROBLEM.

PUNISHMENT IS MAKING A CHILD SUFFER FOR HAVING A PROBLEM."

L.R. Knost



such a little while

Successes & outcomes and where are we today?

Trauma-Informed Teaching:

- Booster on body language, tone and articulated words
 - Interpretation of a message is 7 percent verbal, 38 percent vocal (tone) and 55 percent visual (body language).
- Providing guidance and resources to teachers on breathing techniques and mindfulness to be used in the classroom.
- Use of calm down kits or Peace Places in the classroom and in general school environment (as needed).
 - [Virtual Calming room](#)
- Use of Zones in all classrooms and throughout our building
- Boosters on behavior matrix to provide consistency and predictability.
 - Tied to positive community
- Affirmations



Successes & outcomes and where are we today?

- Schoolwide language around Zones of Regulation and helping students identify emotions to self regulate
- Morning Meetings, 75% of classrooms to start the day with relationship-building
- Rule of 80% for classroom management, intervention for no more than 20% – academic and social/emotional
- Shared responsibility among staff in the office, nurse, SRO; not just EC teachers

Questions?

Contact us to learn more!

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