

# Trauma-Informed Family and Community Engagement, Part 3

July 22, 2020

Please introduce yourself in the chat!

Make sure your chat goes to all panelists AND attendees.



**NAFSCE**  
NATIONAL ASSOCIATION  
FOR FAMILY, SCHOOL, AND  
COMMUNITY ENGAGEMENT



**MAEC**  
education • equity • excellence

# Agenda

I. NAFSCE/CAFE Welcome

**II. Supporting the Workforce as They Pivot to Continue to Serve Children, Families and Educators**, PIEC Program, Institute for Innovation & Implementation, University of Maryland Baltimore School of Social Work

- Presenters: Kate Wasserman

**III. Fostering and Nurturing Balance to Address the Impact of Community Stress and Secondary Trauma**, Queen Anne's County Public Schools

- Presenter: Amanda Ensor

**IV. Supporting Pennsylvania Schools Through an Equitable, Trauma-Informed Lens**, Pennsylvania Department of Education

- Presenter: Dana Milakovic

**V. Child Development Centers, Inc.**

- Presenter: Luke Braugher

**VI. Leading with Social-Emotional Learning in Mind: Reconnecting and Healing Together**, Indiana Area School District

- Presenter: Angela McMasters


**VII. Stress Experienced by Teachers**, Shaffer and Associates and Peachtree Integrated Psychology

- Presenters: Dr. Seth Shaffer and Dr. Kristin Carothers

VIII. Question & Answer

IX. Final Thoughts and Adjourn



A photograph of a woman and two children reading a book together. The woman is in the center, smiling and looking down at the book. To her left is a young child in a pink shirt, also smiling and looking at the book. To her right is a slightly older child in a yellow sweater, smiling and looking at the book. The book is open and held by the child on the right. The background is softly blurred, suggesting an indoor setting. A large, dark purple diagonal shape is overlaid on the left side of the image, containing the text.

# Collaborative Action *for* Family Engagement

A Statewide Family Engagement Center  
A project of MAEC, INC.

# MAEC, Inc.



MAEC was founded in 1991 as an education non-profit dedicated to increasing access to a high quality education for culturally, linguistically, and economically diverse learners.

## Vision

MAEC envisions a day when all students have equitable opportunities to learn and achieve at high levels.

## Mission

MAEC's mission is to promote excellence and equity in education to achieve social justice.



@MAEC4ed

[WWW.MAEC.ORG](http://WWW.MAEC.ORG)



@MidAtlanticEquityConsortium



## Who We Are

### CAFE

The Collaborative Action for Family Engagement (CAFE) Center is a project of MAEC, Inc. We apply an equity lens to family engagement. By building relationships among schools, parents, and community organizations, we improve the development and academic achievement of all students.



Collaborative Action *for*  
Family Engagement



# *Supporting the Workforce as They Pivot to Continue to Serve Children, Families and Educators*

PIEC Program, Institute for Innovation & Implementation  
University of Maryland Baltimore School of Social Work



# *Hold Space for the Workforce*

- The early childhood workforce is adaptable by nature.
- We are community focused, we are used to thinking collaboratively across systems, and generations, and families.
- This situation has raised the profile of many things that we care about:
  - Family trauma
  - Disparities and issues of equity and racism
  - Supporting the ECE workforce
- Parallel process of reflective conversations and guidance to support the workforce managing/tolerating the unknown, so that they can do the same for child care providers, educators and families.



# *State's Mental Health Consultation Workforce*

We are offering a range of opportunities for the consultation workforce to connect and discuss with peers and experts in the field what is working and what they need support with during this unprecedented time.

- Bi-weekly surveying of Program Directors to assess their ongoing interactions and support to both providers and families, and respond to emerging concerns and needs.
  - Regular reporting with visualized data to share trends
- Weekly standing office hours to discuss specific questions as it relates to cases, observation, data and technology.
  - Reflective conversation and supervision discussions.
- Monthly facilitated conversations with consultation and childcare workforce, offering a space to connect with peers, discuss activities and share anticipation with the changing landscape of childcare across our state.
- MFN Childcare Conversation





# Maryland Pyramid Model

- Daily social media content on Facebook, Instagram and Twitter
- Coping with COVID as a Family VLOG Series
- State Leadership Team:
  - Launched an Elevating Equity Sub-Committee
  - Discussed data to assess programmatic impact on bias in discipline practices (BIR)
- Supporting Trainers & Coaches to delivery relational material in a tech-world
- Development of mental health specific content under PM trainings
  - Attachment & Temperament, Anxiety in Young Children and Caregivers, Trauma, Caregiver SUD and Mental Health Concerns



Maryland Pyramid Model   
6 days ago · 1 min

## Episode 13 - July 9, 2020

Our team is back this week with our 13th video in our series. In this episode, recognizing that the field of infant and early childhood ...



Maryland Pyramid Model   
Jul 2 · 1 min

## Episode 12 - July 2, 2020

Our team is back this week with our 12th video in our series. In this episode recognizing that recognizing that the field of infant and ear



Maryland Pyramid Model   
Jun 25 · 1 min

## Episode 11 - June 25, 2020

Our team is back this week with our 11th video in our series. In this episode - recognizing that the field of infant and early childhood



# *Questions?*

- Please reach out with any questions or to share additional innovative work happening within this space in your communities. Reach us @ [piec@ssw.umaryland.edu](mailto:piec@ssw.umaryland.edu)



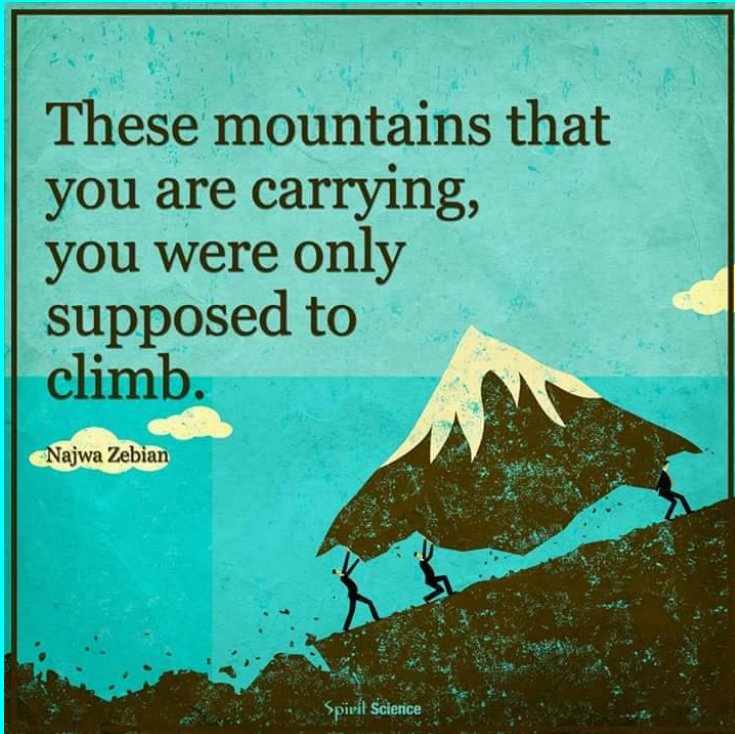
# Queen Anne's County Public Schools (On Maryland's Eastern Shore)

## *Fosters and nurtures BAlance*

(For our Teachers, Our Students, and our Families)

IN order to address the impact of  
Community Stress and Secondary

Trauma



**Queen Anne's County Public Schools prioritized the following practices:**

**Priority #1:** *Developing a common "Language of Hope" among all county staff (Inclusive Language)*

**Priority #2:** *Creating a Culture of Strengths and Optimism*

**Priority #3:** *Recognizing Well-Being and Promoting Self-Care*

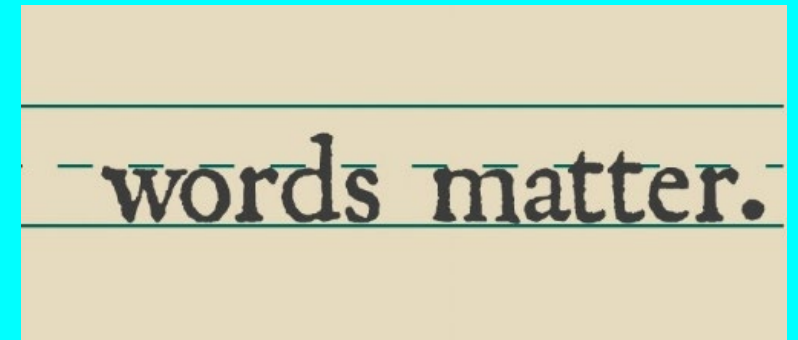
**How can we (our school system) foster high quality,**

**important work and maintain balance?**

# Priority #1: Developing a Common Language

## What does this look like in Queen Anne's County?

- Teaching "Empathy Response Tools" and how to use them effectively.
- Professional Development in creating a "Common Language of Hope."
- Using language that reflects what people call themselves.
- Sharing strategies for teaching *Emotional Language* (beyond our six hardwired emotions).



***Language is a way of signaling to children***

***"you belong here," or conversely,***

***"you don't belong here."***

# Priority #2: Creating a Culture of Strengths and Optimism

## What does this look like in Queen Anne's County?

### Topics for Professional Development:

- Cultivating Increased Awareness of Mental Health
- Learn to Be Optimistic!
- Creating a Culture of Strengths (to help us to increase sense of meaning and contribution)
- Conduct a Strengths Survey and Training



“The greatest good you can do for another is not just share your riches, but to reveal to them their own.”

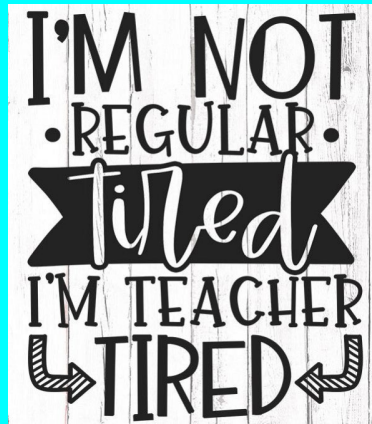
BENJAMIN DISRAELI


# Priority #3: Recognizing Well-Being and Promoting Self-Care

## What does this look like in Queen Anne's County?



- Resilience Community Screening and Collaborative Conversation (People need to know about ACES and talk about them.)
- Mindfulness training for teachers with an emphasis on self-care
- Recognize and talk about Compassion Fatigue (Teachers need an outlet.)
- Attitude of Gratitude and "Hunting the Good Stuff"





THE SUN WILL RISE  
AND WE WILL TRY AGAIN.



# Supporting Pennsylvania Schools Through an Equitable, Trauma-Informed Lens

Dana Milakovic, PsyD, NCSP

July 22, 2020

# Mission

*The mission of the **Department of Education** is to ensure that every learner has access to a world-class education system that academically prepares children and adults to succeed as productive citizens. Further, the Department seeks to establish a culture that is committed to improving opportunities throughout the commonwealth by ensuring that technical support, resources, and optimal learning environments are available for all students, whether children or adults.*

# ➤ Acronyms Used During Presentation

- Multi-Tiered System of Support (MTSS)
- Office of Advocacy and Reform (OAR)
- Pennsylvania Commission on Crime and Delinquency (PCCD)
- Pennsylvania Department of Education (PDE)
- Substance Abuse and Mental Health Services Administration (SAMHSA)

# ➤ Trauma-Informed Pennsylvania

- Executive Order Signed July 31, 2019 by Governor Wolfe
  - Overhaul of state services and systems to protect most vulnerable Pennsylvanians
  - Established [Office of Advocacy and Reform](#) (OAR)
    - December, 2019- executive director appointed
    - Focus on protection of vulnerable populations
      - Prevention and diversion, protection and intervention, and justice and support

# ▶ Road to Trauma-Informed Pennsylvania

- Key directive for OAR was establishment of PA as a trauma-informed state
- Establishment of Think Tank
  - 25 members representing: psychology, psychiatry, mindfulness, social work, clergy, community development, human development, family studies, sexual assault counseling, domestic violence counseling, sociology, education, school psychology, community organizing, family medicine, intensive care, nursing, county government, public health, intellectual disabilities, addiction, therapy, pediatrics, population health, re-entry services, philanthropy, law enforcement, academia and research

# ➤ Road to Trauma-Informed Pennsylvania

- Goals:
  - Increase Awareness about ACEs in all Sectors
  - Build transdisciplinary teams in and outside of state government
  - Use data to make decisions about prevention, intervention, protection, support, and justice
  - Create more access to treatment and healing from ACEs for children and adults

## ▶ PA Educational Trauma Definition

1. Exposure to an event, series of events or set of circumstances that is experienced by an individual as physically or emotional harmful or threatening.
2. Lasting adverse effects
3. Creates significant difficulty in cognitive functioning and physical, social, emotional, mental or spiritual well-being.

## ➤ What is a Trauma-Informed Approach?

1. Includes a school-wide approach to education and a classroom-based approach to student learning
2. Recognizes the signs and symptoms of trauma
3. Responds by fully integrating knowledge about trauma into policies, professional learning, procedures and practices
4. Purposes of recognizing the presence and onset of trauma, resisting the reoccurrence of trauma and promoting resiliency tailored to a school entity's culture, climate and demographics and the community as a whole.



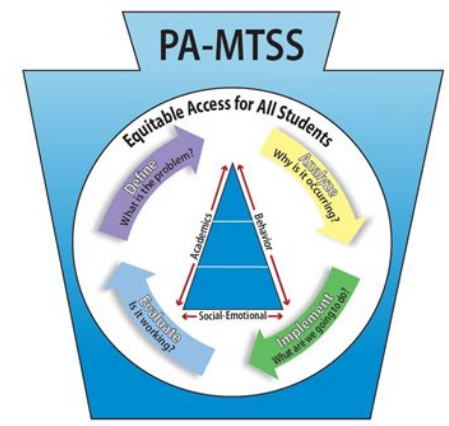
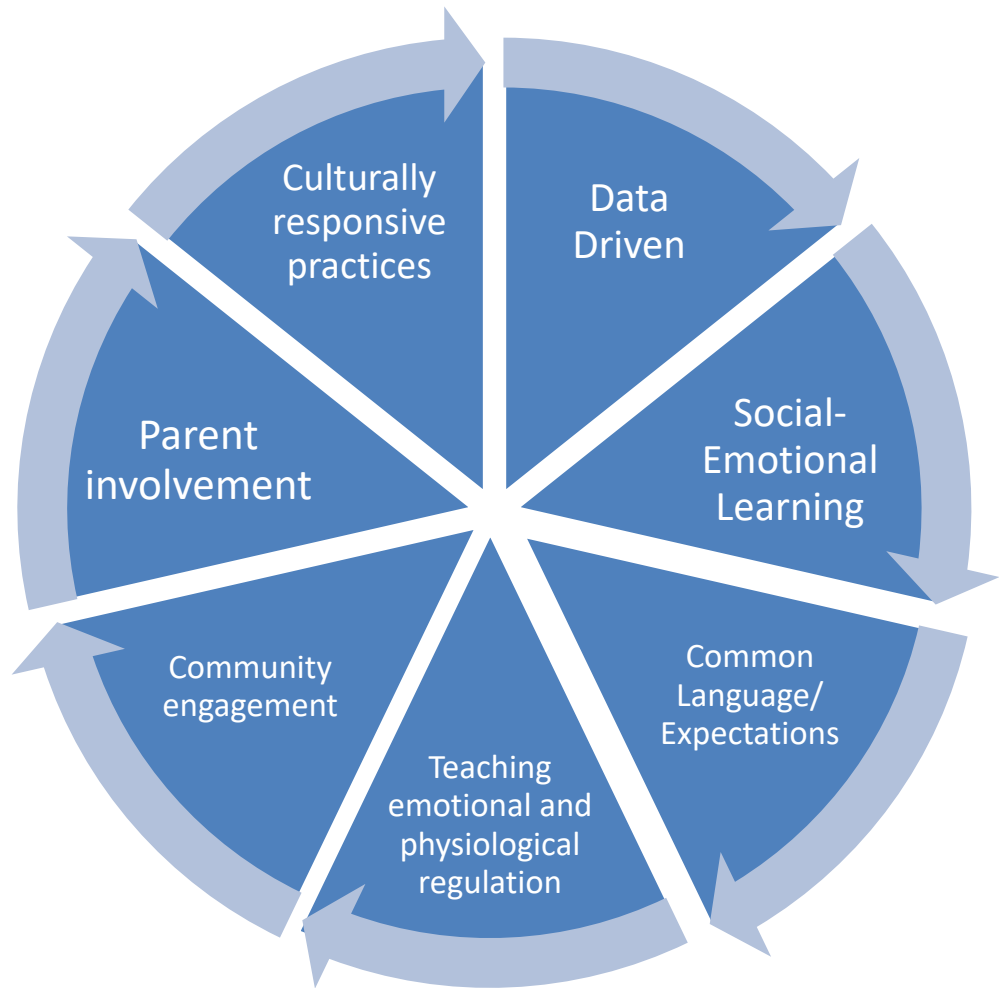


# ▶ Trauma-Informed Care Values

- Safety
- Trustworthiness
- Collaboration & Mutuality
- Empowerment, Choice & Voice
- Cultural Sensitivity



# ▶ Linking to an Equitable MTSS



# Creating Equitable School Systems: A Roadmap for Education Leaders

<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/SchoolReopeningGuidance/ReopeningPreKto12/CreatingEquitableSchoolSystems/Pages/default.aspx>



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## ▶ PA: Roadmap for Educational Leaders

- Establish a team
- Explore and select instructional delivery scenarios
- **Support social and emotional wellness**
- Focus on effective instruction
- Communicate with stakeholders
- Provide high-quality professional learning

# ➤ Staff and Student Wellness Guide

- ✓ Staff and Student Wellness Communication Plan
- ✓ Supporting Staff in a Tiered Model
- ✓ Supporting Students in a Tiered Model
- ✓ Enhancement of Social and Emotional Wellness in a Virtual Environment
- ✓ Alignment with Supplemental Student Services

# ➤ Staff and Student Wellness Guide

- Staff and Student Wellness Communication Plan
- Supporting Staff Wellness
  - Safety and Social Preparedness Before Teachers and Students Return
  - Professional Development
  - Monitoring and Triaging At-Risk and Vulnerable Staff within a Tiered Model
  - Self-Care

# ➤ Staff and Student Wellness Guide

- Supporting Student Wellness
  - Creating an Equitable, Safe Environment
  - Enhancement of Social and Emotional Wellness in a Virtual Environment
  - Monitoring and Triaging At-Risk and Vulnerable Students within a Tiered Model
- Alignment with Supplemental Student Services

# Resources from PDE and Partners

- [PDE: Creating Equitable School Systems: A Roadmap for Education Leaders](#)
- [PDE: Promoting Positive Learning Climates Online and at Home](#)
- [PDE: Homeless Education](#)
- [PDE: Refugee Education Program](#)
- [PDE: Trauma Informed Practices in Schools Resources](#)
- [PDE– Pennsylvania Career Ready Skills](#)
- [PDE– SEL Best Practice Resources](#)
- [PDE Safe Schools Website](#)
- [PDE– Equity and Inclusion](#)
- [PDE School Climate Survey](#)
- [PA Youth Survey](#)
- [PCCD: Model Trauma Informed Plan](#)





For more information on resources or education related to Trauma Informed Practices please visit PDE's website at [www.education.pa.gov](http://www.education.pa.gov) or contact Dr. Dana Milakovic

**Dana Milakovic, PsyD, NCSP**

Mental Health/AOD Specialist

Office for Safe Schools

Department of Education

Office Phone: (717) 214-4394

Email: [damilakovi@pa.gov](mailto:damilakovi@pa.gov)



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# Child Development Centers, Inc.

Serving Children Infant - 6<sup>th</sup> Grade  
15 Locations in Pennsylvania  
Venango, Crawford, Erie County

# Reducing Trauma During Covid-19

- Our goal is to be an asset to the local community and not create additional barriers and stress.
  - Families already have a lot on their plate!
  - There's already a lot to remember!
- Transparency and Communication
  - Provide information and updates on protocols regularly.
  - Help families be prepared.
- Remove Unnecessary Barriers
  - Simplify health protocols
  - Focus on customer service
  - Provide answers

# Supporting Teachers During Covid-19

- Transparency and Communication
  - Employee guidelines change and evolve.
- Education
  - Training employees on protocols and customer service practices.
  - Keeping them informed so that they are confident in answering questions.
- Employee Focus
  - How can we make it easy to come to work during this time?
    - Safety is Priority

Leading with Social-Emotional Learning  
in Mind: Reconnecting and Healing  
Together  
**INDIANA AREA SCHOOL DISTRICT**

Dr. Angela McMasters, NCSP  
School Psychologist



# Our Recovery Efforts at IASD

## Focus On...



- Healing our students
- Offering hope
- Ensuring safety
- Building resiliency
- Showing compassion
- Supporting our teachers



# IASD's Focus Areas for Reopening

Our primary goal is to cultivate a healthy, safe, and positive environment for our staff and students.

In order to move students forward with their learning and academic achievement, we have to create a culture of kindness and compassion,

as well as a culture that recognizes trauma students may have experienced during school closures. These six keystone areas are a part of our plan to help students return to the classroom successfully.



# Building a System of Support

STUDENTS	STAFF	FAMILIES
School-wide positive behavior interventions and supports (SWPBIS)	Comprehensive Health and Safety Plan	Comprehensive Health and Safety Plan
Universal social-emotional learning instruction	CREATE Re-Entry Program: Rebuilding Community Workshop for Teachers	Frequent, ongoing communication about reopening plans
Student Assistance Program	Professional development on Trauma Informed Practices and Recognizing Secondary Trauma	Connection to school teams to support students' SEL and behavioral needs - consultation
School-Based Mental Health Services	Ongoing support from counseling staff to promote SEL practices for students and staff	Distribution of resources to promote and support students' mental health
Trauma Informed Classroom Practices / Resiliency Building	Tools to support SWPBIS and SEL in the classroom	Flexible learning options for families; Connections with childcare facilities for continuity





# IASD Multi-Tiered Systems of Support

## Academic Supports

## Social/Emotional Supports

Small Group (3-5 students), Progress Monitoring about every 5 Instructional Days, Intensive Instruction, Immediate Corrective Feedback, Increased Opportunities for Practice

CORE + Supplemental + Intensive Instruction

Increased Instructional Time (WIN), Monthly Progress Monitoring, Small Group Instruction, Use of Standard Protocol Interventions

CORE + Instruction in Supplemental Program

Universal Screening, Core Academic Instructional Program, Differentiated Instruction, Scientifically-based Instructional Practices, and Data Analysis and Teaming

### TIER 1

Approximately 80% of students will be successful with Tier 1 supports implemented with fidelity

### TIER 2

Approx. 15% of students

Tier 3  
3-5% of students

CONTINUUM OF TIME, INTENSITY & DATA\*

Intensive instruction

Targeted skill instruction

Core instruction for ALL students

FBA, Safety Plans, Positive Behavior Support Plans, Individualized Counseling, Wraparound Services, Behavior Contracts

Small Group Counseling, Forced Choice Survey, Aggression Replacement Training, Coping Cat, Individual Parent Meetings, Conflict Resolution/Problem Solving Groups, Check In Check Out/Incentive Plans, CBITS

Universal Screening, Consistent Expectations, Explicit Teaching of School Rules, PATHS/ Botvin Curriculum, SWPBIS Cool Tools Lessons, School Wide Incentive Plans/ Reward Menus, Code of Conduct

\*Data Analysis and Teaming occur across ALL Tiers for ALL students

# INDIANA AREA SCHOOL DISTRICT

Dr. Angela McMasters, NCSP

School Psychologist

[amcmasters@iasd.cc](mailto:amcmasters@iasd.cc)



# Stress Experienced By Teachers

- Concerns about student academic and behavioral progress; interactions with parents
- Personal experiences of Adverse Childhood Experiences (ACEs) and Trauma Exposure
- Vicarious Trauma from Student Stressors and Trauma Experience
- Health related concerns linked to COVID19 and personal health

Barnabe C, Burns M. Teachers' job characteristics and motivation. *Educational Research*. 1994;36(2):171–185

Burke RJ, Greenglass ER, Schwarzer R. Predicting teacher burnout over time: effects of work stress, social support, and self-doubts on burnout and its consequences. *Anxiety Stress Coping*. 1996;9(3):261–275.

Chaplain RP. Stress and job satisfaction: a study of English primary school teachers. *Educational Psychology*. 1995;15(4):473–489.

# Occupational Demands & Impact

- Shifting from in-person to web-based instruction
- Lack of control or support from colleagues and supervisors
- Lack of chances for career development
- Constant performance evaluations
- Time Pressure
- Teacher Stress linked to Burnout and Leaving Profession
- Teacher Stress linked to Increases in Student Behavioral Progress
- Teacher Stress can negatively impact interpersonal relationships and individual functioning



Knowing  
when to Seek  
Support

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**Experiencing Physical and  
Emotional Exhaustion**

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**Feelings of Cynicism and  
Detachment**

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**Beliefs linked to Ineffectiveness  
or Lack of Accomplishment**



# Practical Ways to Seek Support

- Employee Assistance Programs for time limited therapy
- Social Support from family and Friends
- Peer Support Network with other teachers' colleagues (Facebook groups, social media)
- Psychology Platforms for therapist via Telemedicine:
  - Psychology Today
  - American Psychological Association
  - Association for Cognitive and Behavioral Therapy

# Trauma and its prevalence

- American Psychological Association (<https://www.apa.org/topics/trauma/>) article's definition of trauma:
  - “Trauma is an emotional response to a terrible event like an accident, rape or natural disaster. Immediately after the event, shock and denial are typical. Longer term reactions include unpredictable emotions, flashbacks, strained relationships and even physical symptoms like headaches or nausea. While these feelings are normal, some people have difficulty moving on with their lives...”
- Statistics from the Substance Abuse and Mental Health Services Administration (SAMSHA; <https://www.samhsa.gov/child-trauma/understanding-child-trauma>):
  - Two thirds of children reported at least 1 traumatic event by age 16
  - The national average of child abuse and neglect victims in 2015 was 683,000 or 9.2 victims per 1000 children

# Warning signs of trauma

SAMSHA: <https://www.samhsa.gov/child-trauma/understanding-child-trauma>

- Preschool Children:
  - Fear of separation from primary caregiver
  - Cry or scream frequency
  - Poor eating habits or loss of weight
  - Nightmares
- Elementary School Children:
  - Anxiety or fear
  - Feeling of guilt or shame
  - Difficulty concentrating (sudden academic struggles)
- Middle and High School
  - Depressive symptoms including but not limited to isolation and/or feeling 'alone'
  - Development of eating disorders and/or self harm behavior
  - Abuse of drugs and/or alcohol
  - Become involved in risky sexual behavior
- Adults: Flashbacks, nightmares, avoidance (anxiety), depression, difficulty forming 'healthy attachments' with others, intrusive thoughts and/or images, mood swings, difficulty concentrating, fragmented memory, mood lability, confusion, and disorientation.





Seth Shaffer, Psy.D. (Lic# PSY 27492) and Dr. Kristin Carothers, Ph.D. (NY Lic#020024, GA Lic#PSY004198) are licensed clinical psychologists in the State of California (Dr. Shaffer), and New York State and the State of Georgia (Dr. Carothers). The information provided by Drs. Shaffer and Carothers in the NAFSCE webinar or website newsletters does not establish a 'therapist-client' professional or confidential relationship between Drs. Shaffer and Carothers any other person who accesses or learns of the information. All information shared by Drs. Shaffer and Carothers is based solely on their knowledge, expertise, and clinical training, but is not intended to be a clinical mental health service or therapy for a specific person or circumstance.

Any viewer/participant who believes that they may be experiencing psychological distress or symptoms should consult a local mental health professional right away. They may consider calling the Substance Abuse and Mental Health Services Administration (SAMHSA) 24/7 National Hotline (1-800-662-4357) or another reputable referral organization for help.

# The Family Table

with Steven Hicks, MSDE  
and Pam Smith, PDE

How Are We Going to Reopen Schools?

Thursday | July 23, 2020 | 3pm ET

Join us for this webinar as we learn about the considerations that have guided state reopening conversations in Maryland and Pennsylvania.

During the Question Corner we will be joined by education expert, Mariela Puentes, and child psychologist Seth Shaffer, answering your questions regarding uncertainty in the midst of the evolving pandemic.

Register at <http://bit.ly/family-table>  
or watch our live stream on  
[facebook.com/MidAtlanticEquityConsortium](https://www.facebook.com/MidAtlanticEquityConsortium)



# The Family Table Webinar Series

**Thursdays at 3pm ET**

**Thursday, July 23rd**

*How are We Going to Reopen Schools?*

**Thursday, July 30th**

*Family Leadership and Advocacy in School Reopening Decisions*

**Thursday, August 6th**

*Family Voices in Schools Reopening*

Register here: <http://bit.ly/family-table>

# Thank you!

NAFSCE

[admin@nafsce.org](mailto:admin@nafsce.org)

[www.nafsce.org](http://www.nafsce.org)

MAEC

[info@maec.org](mailto:info@maec.org)

[www.maec.org](http://www.maec.org)



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education • equity • excellence