



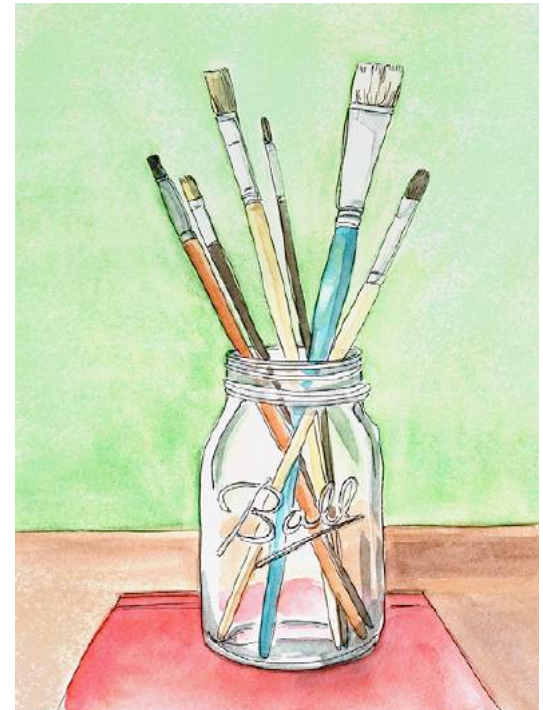
Transforming Schools:

Lessons Learned from Alaska's Framework for
Trauma Engaged Practice

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Association of Alaska School Boards (AASB)

Our Purpose

- ◎ Take a tour of the Transforming Schools framework
- ◎ Learn about trauma's impact on learning
- ◎ Hear how the framework is being used in Alaska
- ◎ Explore how trauma engaged practice can help you accomplish your strategic goals
- ◎ Reflect on possible next steps



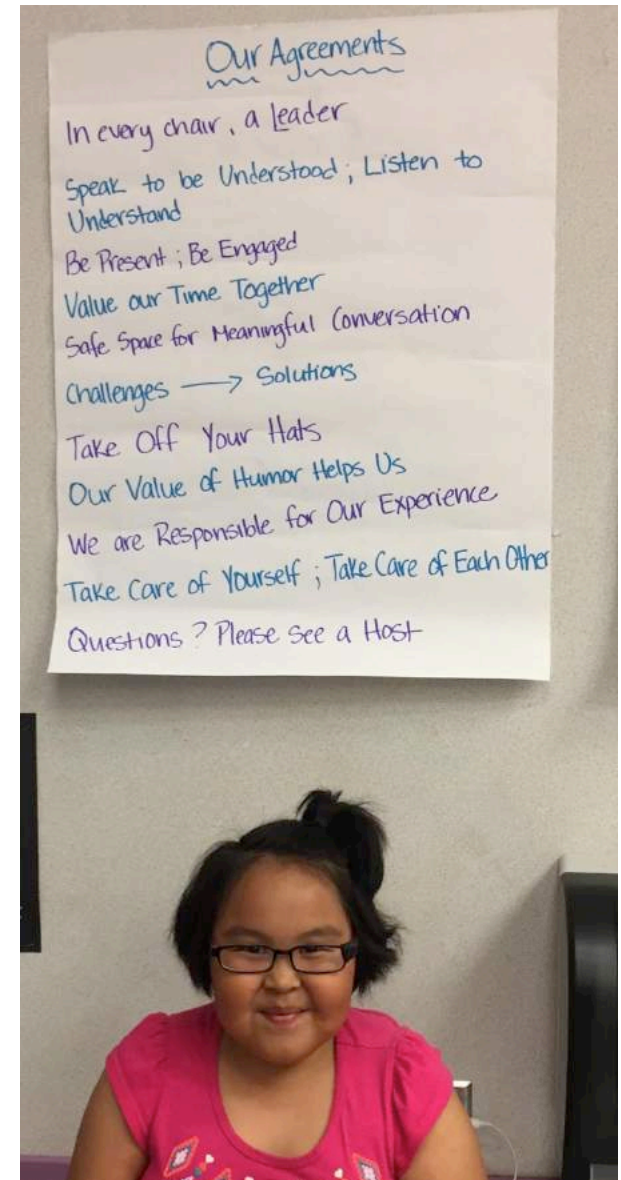
Our Agenda

- ◎ Welcome & Gathering
- ◎ Overview of Transforming Schools
- ◎ Chapter 1: Deconstructing Trauma
- ◎ Examples from District Strategic Plans
- ◎ Partner District Examples
- ◎ Reflection: Possible Next Steps
- ◎ Closing



Our Agreements

- ◉ In Every Chair, A Leader
- ◉ Listen to Understand, Speak to be Understood
- ◉ Value Our Time Together, Be Present
Be Engaged
- ◉ Safe Space for Meaningful Conversation
- ◉ Challenges -> Solutions
- ◉ Our Value of Humor Helps Us
- ◉ Take Care of Yourself, Take Care of Each Other



Gathering: Bringing all voices into room

GREETING FRENZY

Your Challenge: In 2 minutes, greet everyone in the room.

Stop when you see my hand raised.

What are the community's strengths that help your children learn?

Transforming Schools:

A Framework for Trauma-Engaged Practice in Alaska



Alaska's Council on
Domestic Violence
& Sexual Assault

Transforming Schools: A Coordinating Framework

- ◎ Where could we start?
- ◎ What are our strengths?
- ◎ What's missing from our approach?



Introduction

1: Deconstructing Trauma

2: Relationship Building

3: Policy Considerations

4: Planning and Coordination of Schoolwide Efforts

5: Professional Learning

6: Schoolwide Practices and Climate

7: Skill Instruction

8: Support Services

9: Cultural Integration and Community Co-creation

10: Family Partnership

11: Self-care

Core Principles

- ◎ Strength-based resilience and healing
- ◎ Co-creation (In every chair a leader)
- ◎ Relationships and collaboration
- ◎ Support for adults in making systems change



Introduction

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Chapter 1. Deconstructing Trauma

“Childhood trauma turns a learning brain into a surviving brain”

—Author unknown

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In Each Chapter

- In Our Schools – Common Response & Transformative Response
- Key Research Findings
- Main Points
- Ideal Outcomes
- Suggested Steps
- Reflections



In Our Schools: Sarah's Story

Sarah is a 13-year-old middle school student with average grades. One day Sarah starts a food fight in her school cafeteria. The mess leads to a negative interaction with a lunchroom monitor, and Sarah is unable to calm down and control her frustrations.

Common Practice

Sarah is suspended from school for three days. She falls behind in her work and feels angry and alienated from school.



With a partner...

What do you think is the best response to help Sarah learn from this incident?

Transformative Practice

An adult at the school who fostered a relationship with Sarah learned that Sarah recently found out her mother was going to jail.

The school develops a plan to promote accountability and help Sarah develop the skills she is missing. **These steps include:**

- In-school suspension,
- Self-regulation skill instruction
- Support from a school counselor,
- Outreach to Sarah's family, and
- An opportunity for Sarah to repair relationships disrupted by her behavior in the cafeteria



Key Research

Brain Wiring Through Childhood



At Birth



At 7 Years
of Age



At 15 Years
of Age

It is possible to “rewire” the brain at any age, but it is easiest in childhood.

Brain process under typical conditions

Observe → Input → Interpret → Process → Evaluate Options → Plan → Act

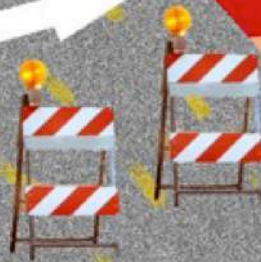
Alarm system "Express Route"

Observe



Interpret

DANGER



~~Process~~

~~Evaluate Options~~

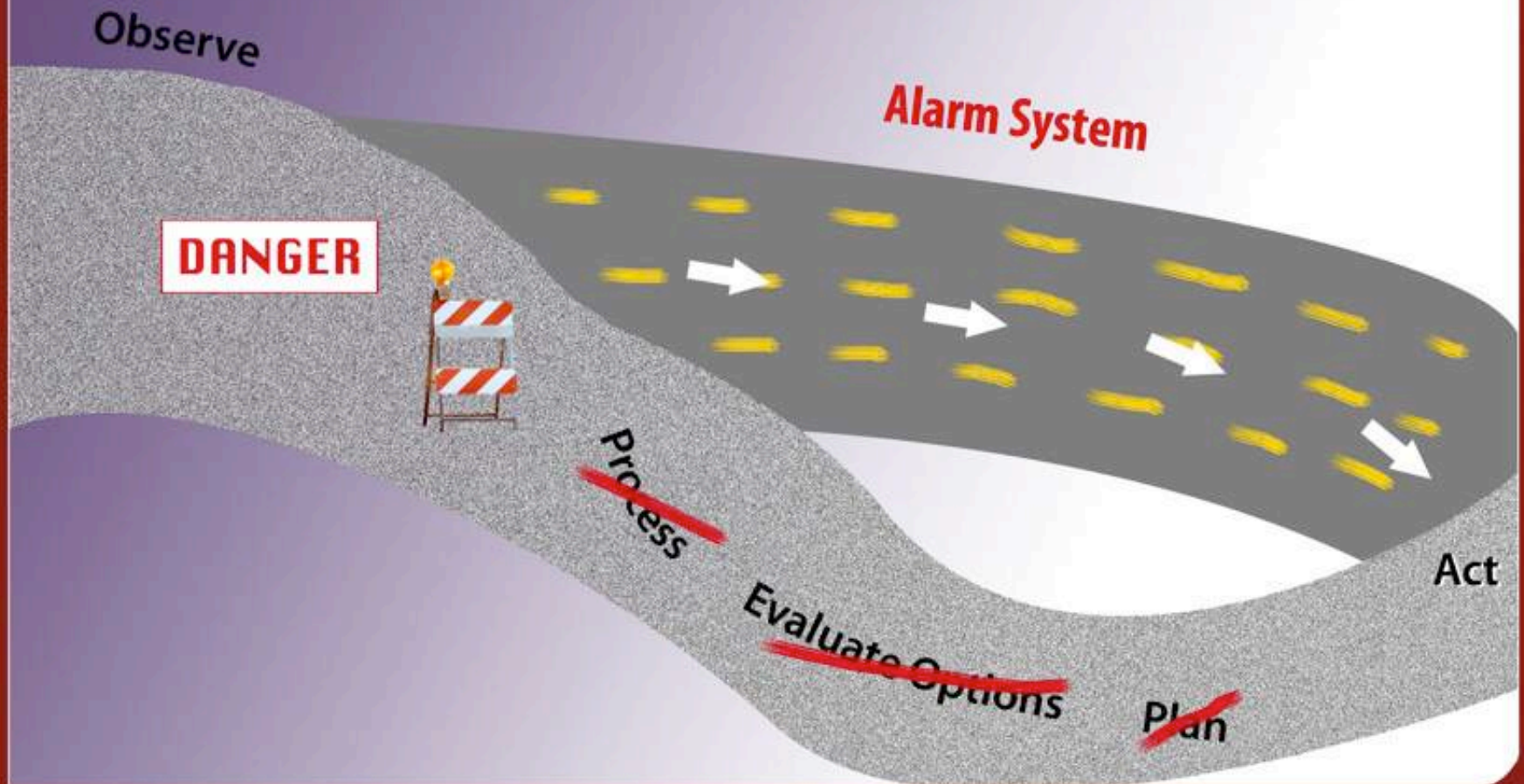
~~Plan~~

React (Fight - Flight - Freeze)

Act

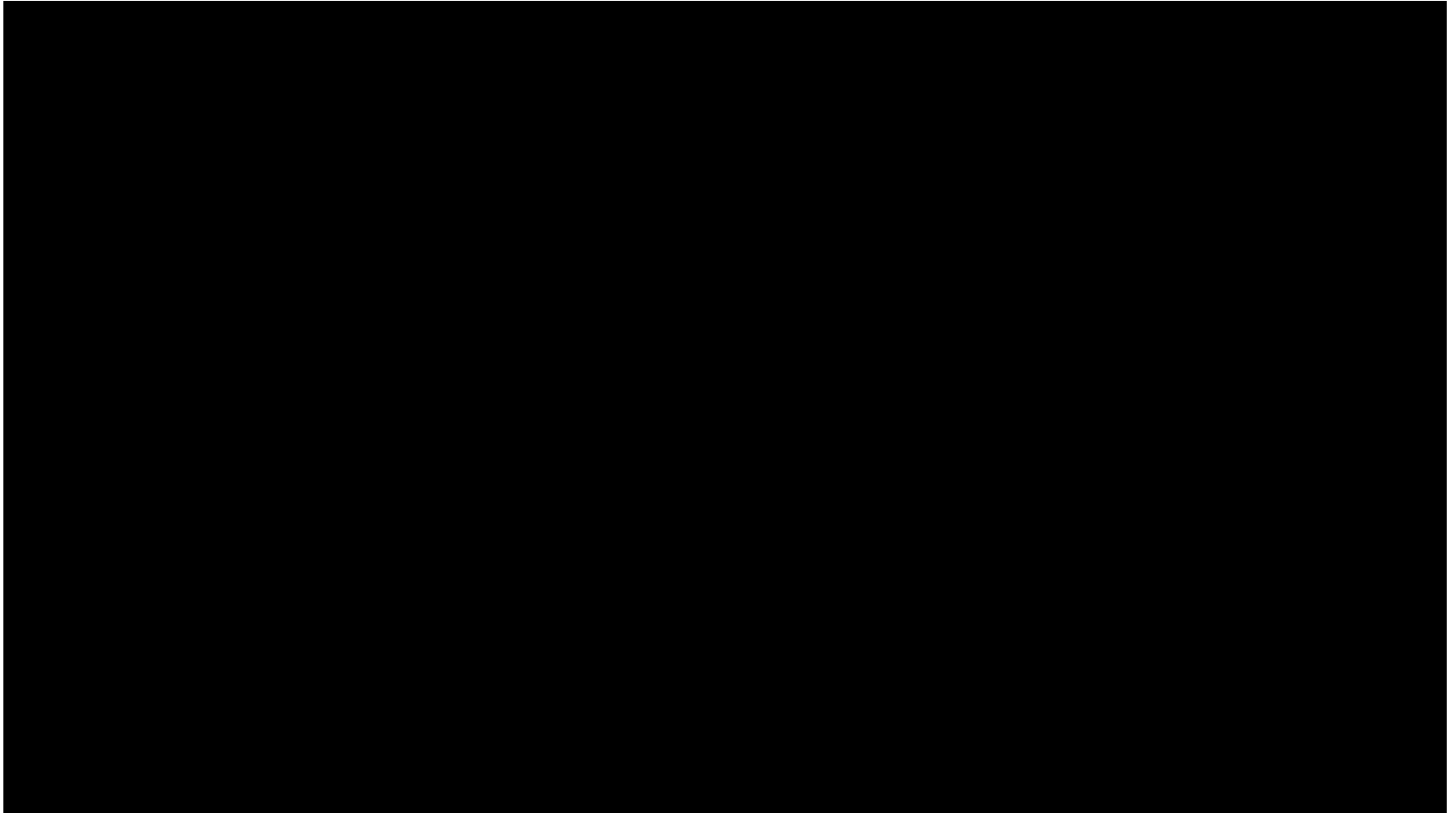


With repeated stress, the Alarm System
"Express Route" becomes the main road



Flipping Your Lid

From Chapter 7, Skill Instruction, p. 48



There is Hope

Active interventions can and do change the life course for individuals exposed to high childhood stress levels.

A review of research literature points to **self-regulation – or learning to control and regulate one's emotions** – as the key to mitigating the impacts of stress and trauma.



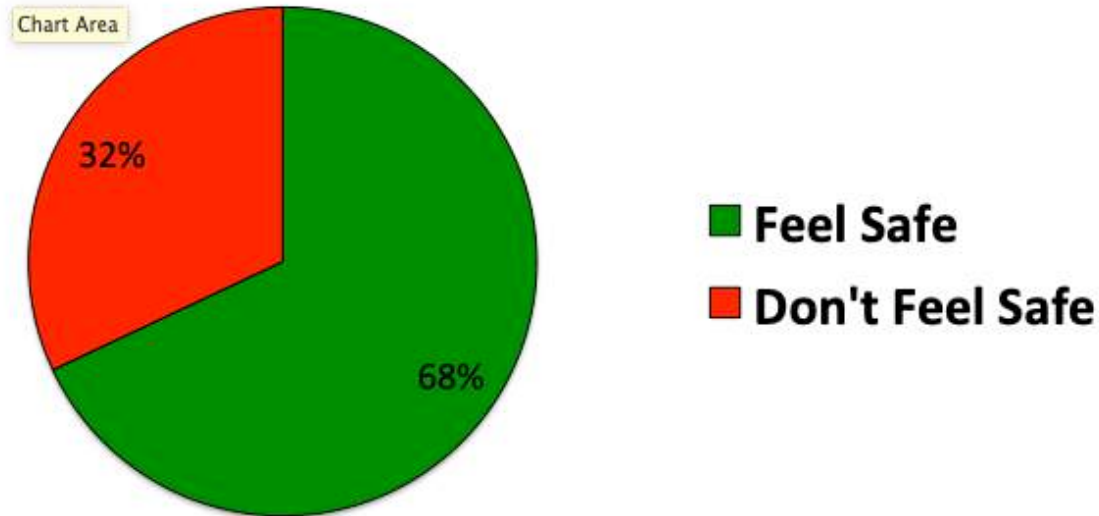
Schools Have a Key Role

Schools help build and reinforce neural pathways that support:

- © resilience
- © good decision-making
- © positive relationships
- © lifelong learning

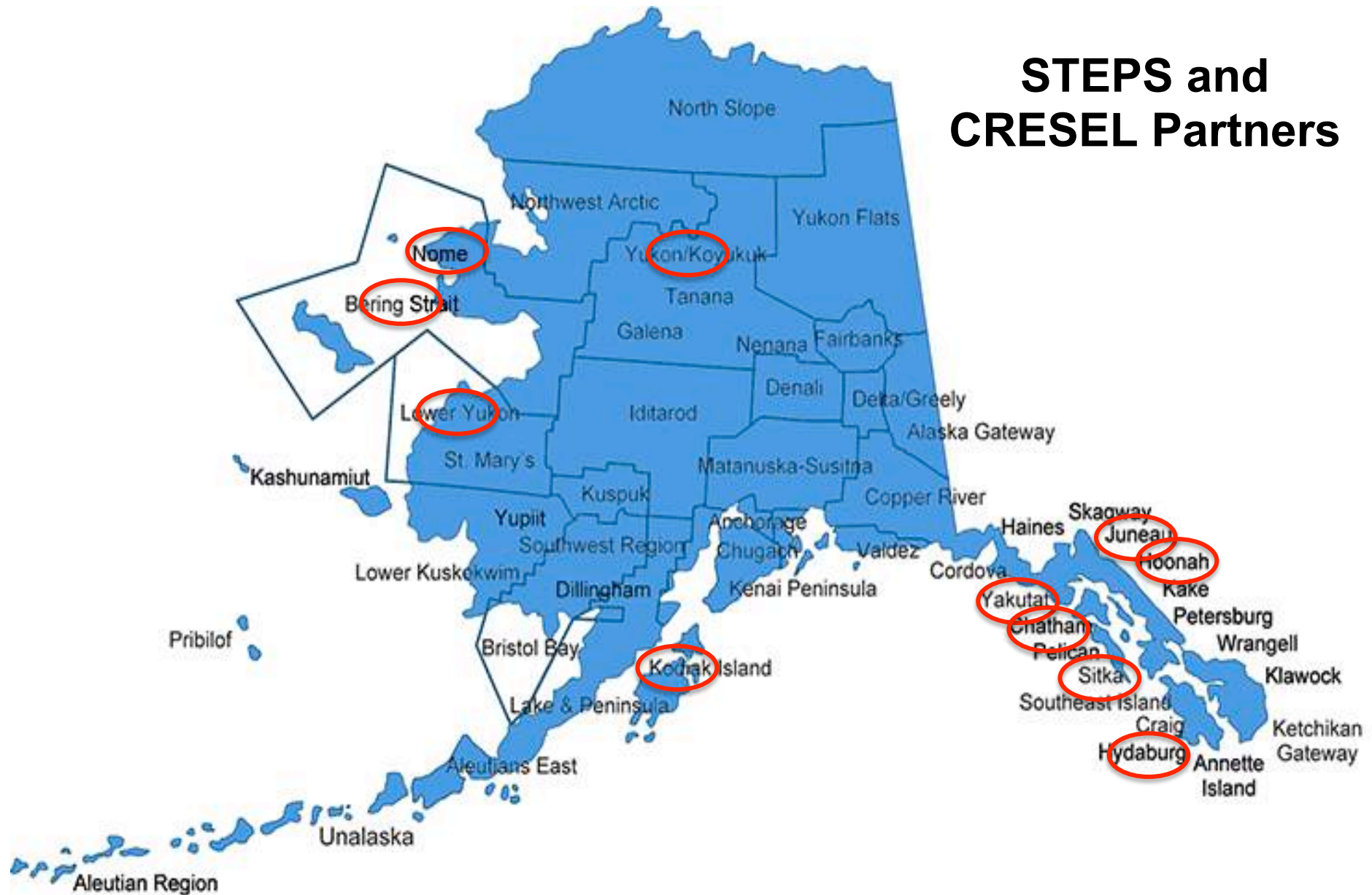


Percentage of Alaska Students Grades 3-12 Who Report, “Feeling Safe at School” (SCCS)



Schools where kids and staff report higher rates of feeling safe have significantly higher English Language PEAKS scores.

STEPS and CRESEL Partners



District Strategic Goal or Core Value

Framework Chapter

Maintain opportunities for students to be engaged with school and support their social-emotional Growth (Juneau)



Ch 7 Skill Instruction

We create partnerships with our communities and state/local agencies to support learning; Obj. 3.3 - We will increase community ownership in the education of all Students. (Lower Yukon)



Ch 9 Cultural Integration & Co-Creation

Create a coordinated professional development program that focuses on adding to our staff's expertise in curriculum, equity, instruction & learning (Juneau)



Ch 5 Professional Learning

District Strategic Goal or Core Value

Framework Chapter

Stakeholder Satisfaction: Parent Partnerships – Bridging Family to School (Nome)



Ch 10 Family Partnership

Ensure that students feel safe and supported while at school and at functions (Juneau)



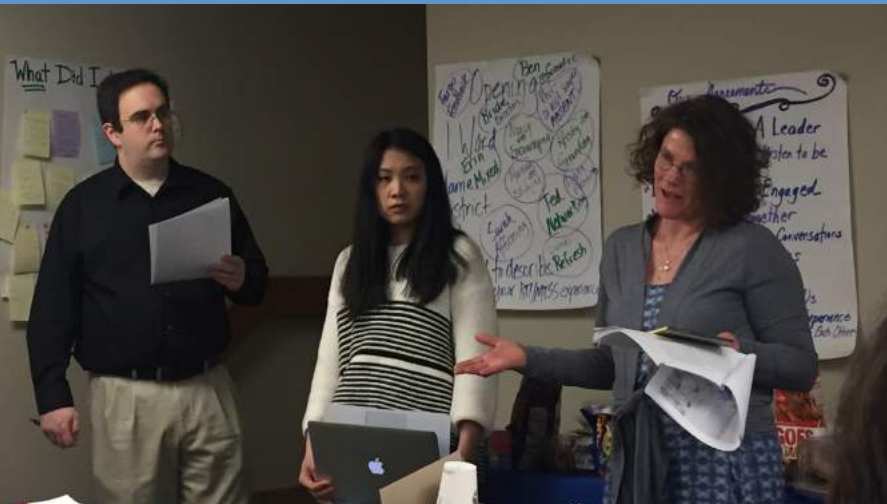
Ch 6 School-wide Practices and Climate

Mission: Foster each child's maximum growth in academics, social-emotional and physical well-being. Prepare children for the chosen careers, and inspire them to become active, informed community members. (Sitka)



Ch 3 Policy Considerations;
Ch 4 Coordination & Planning

Transforming Schools: A Framework for Trauma Engaged Practice in Alaska



Professional Learning Hoonah,
Angoon, Kodiak, Sitka, Juneau

Planning & Coordinating

Juneau

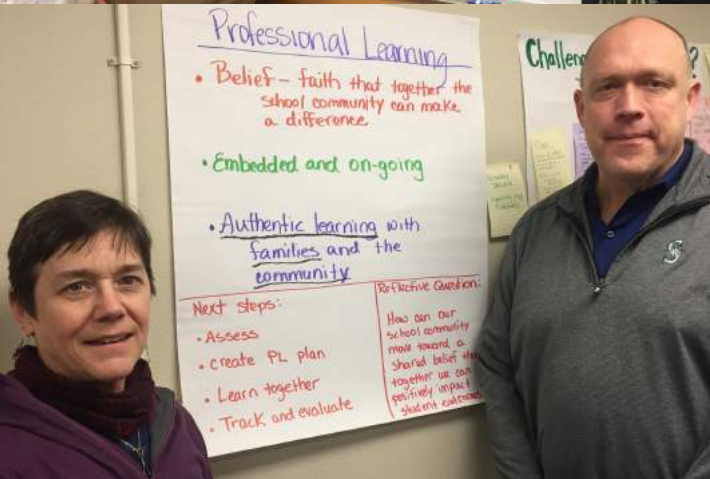
Skill Instruction (e.g SEL Standards)

CRESEL partners

**Cultural Integration & Co-
Creation**



STEPS/CRESEL
Community
Conversations



**Framework
in Action**

Transforming Schools Resources

(1) Resource: DEED E-Learning Modules

<https://eedelearning.asentialms.com>

- Overcoming ACES in Alaska Schools
- Trauma Sensitive Schools
- Trauma Engaged and Practicing Schools



(2) DEED and AASB are developing an implementation toolkit!

Finding the Framework

(1) Alaska Department of Education & Early Development

<https://education.alaska.gov/trauma-engaged-schools>

(2) Association of Alaska School Boards

<https://aasb.org/a-new-framework-focuses-on-transforming-school-practices-to-address-the-impacts-of-trauma/>



Why use the framework?

- © It helps ALL students do better academically and in school.
- © It's a tool for moving forward what is already important to your district (mission, goals, values).





Now What?

Transforming Schools

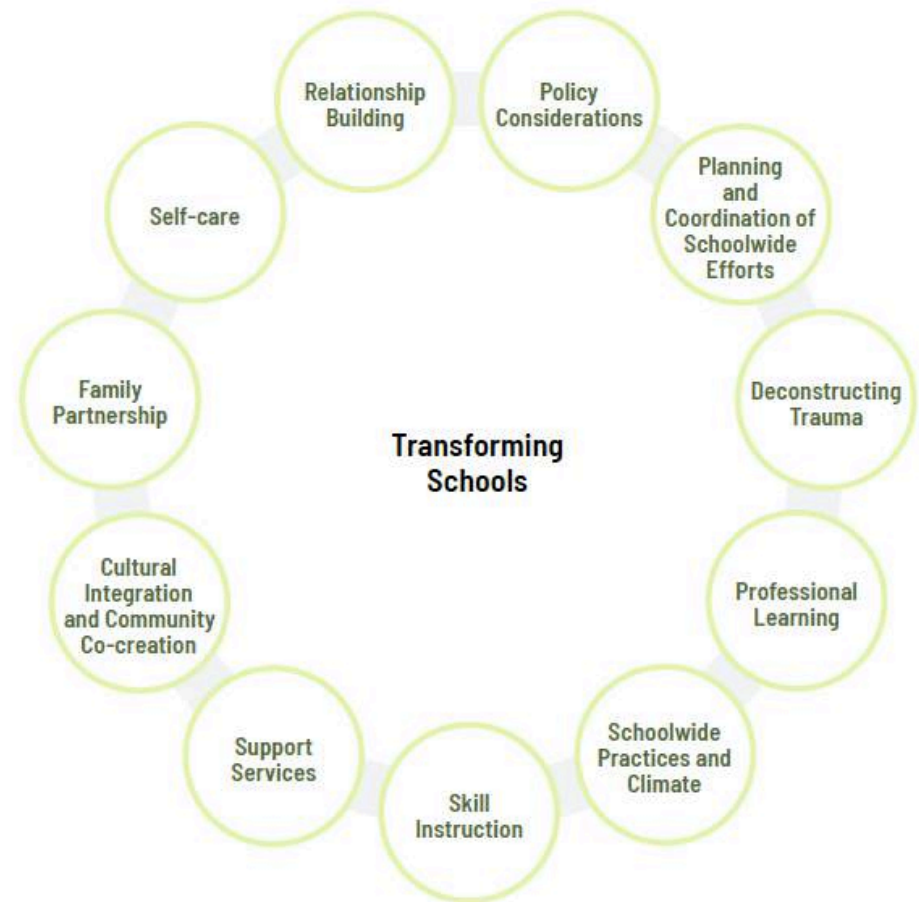
A Framework for Trauma Engaged Practice in Alaska

- ▶ **What is one immediate action you can take when you get home?**

yellow

- ▶ **What is one long-term action step your board could take?**

green



CLOSING

In a word, what does it look like when
Alaska's schools are transformed?

Gunalchéesh! It couldn't happen without you!

Keep in touch!

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