

# Transforming Schools: a Framework for Trauma Engaged Schools



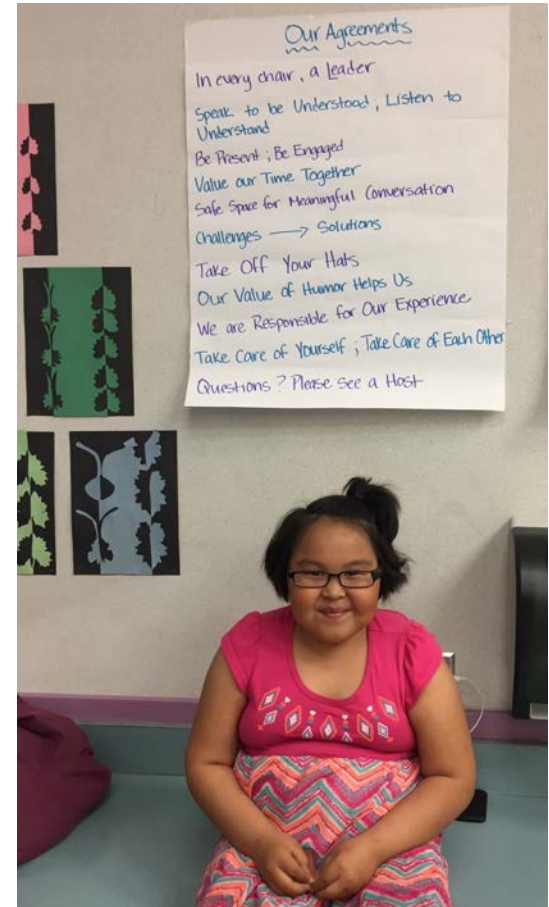
# Agenda



1. Welcome and gathering activity
2. Agreements
3. Intro to Trauma and link to learning, health outcomes, resilience
4. TIS resource exploration & group presentations
5. Closing and Group discussion

# Our Agreements

- In Every Chair, A Leader
- Speak with Care for Others
- Listen Deeply
- Challenges -> Solutions
- Be Present Be Engaged
- Take Care of Yourself, Take Care of Each Other



# What is Alaska's Transforming Schools Framework?

Improving student outcomes requires us to support the whole child, and to understand how trauma impacts a child's ability to learn and thrive.



# Partners

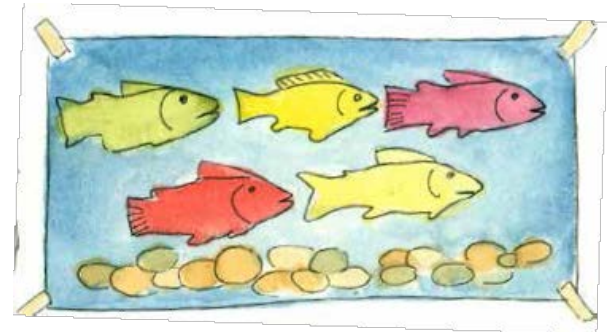


Alaska's Council on  
Domestic Violence  
& Sexual Assault

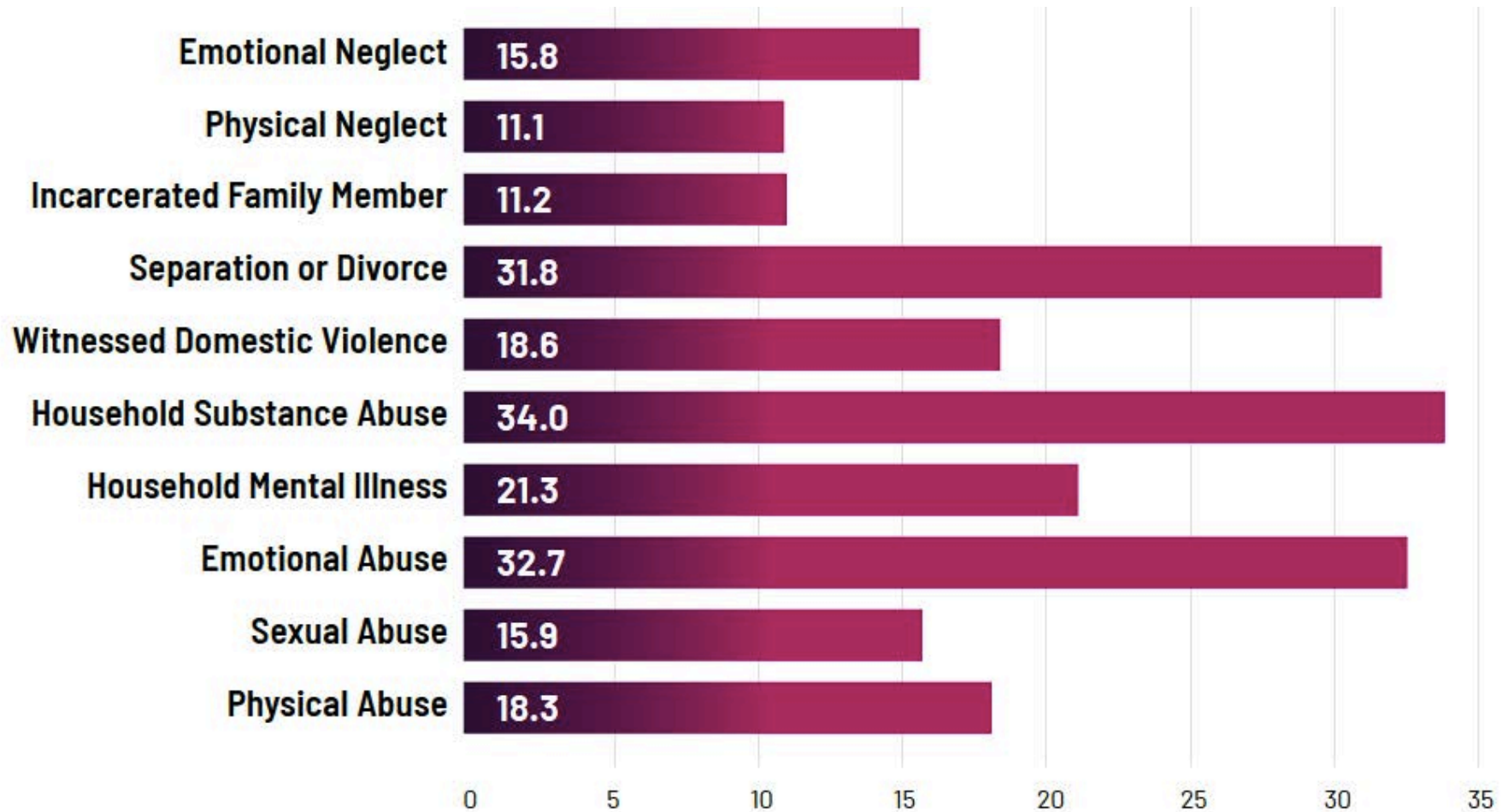
# Chapters

## Introduction

1. Deconstructing Trauma
2. Relationship Building
3. Policy Considerations
4. Planning and of Coordination of School-wide Efforts
5. Professional Learning
6. School Wide Practices and Climate
7. Skill Instruction
8. Support Services
9. Cultural Integration and Community Co-creation
10. Family Partnership
11. Self-care



# Percentage of Alaskan Adults Who Reported Individual ACEs by Type



**Source:** 2014-2015 Alaska Behavioral Risk Factor Surveillance System, Section of Chronic Disease Prevention and Health Promotion, Alaska Division of Public Health, & Centers for Disease Control

# Historical and Systemic Trauma

There are special considerations for trauma and resilience in Alaska. Alaska's history is key to understanding the disproportionality of Alaska Native children with high ACEs scores and high dropout rates, and the need for culturally specific trauma-engaged schools.





# Deconstructing Trauma

“Childhood trauma turns a learning brain into a surviving brain” —Author unknown



# What will work?

- Changing context and systems that create and perpetuate trauma.
- Practices that promote resiliency within our schools and communities.



## Brain process under typical conditions

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

# Alarm system "Express Route"

Observe



Interpret

**DANGER**



~~Process~~

~~Evaluate Options~~

~~Plan~~

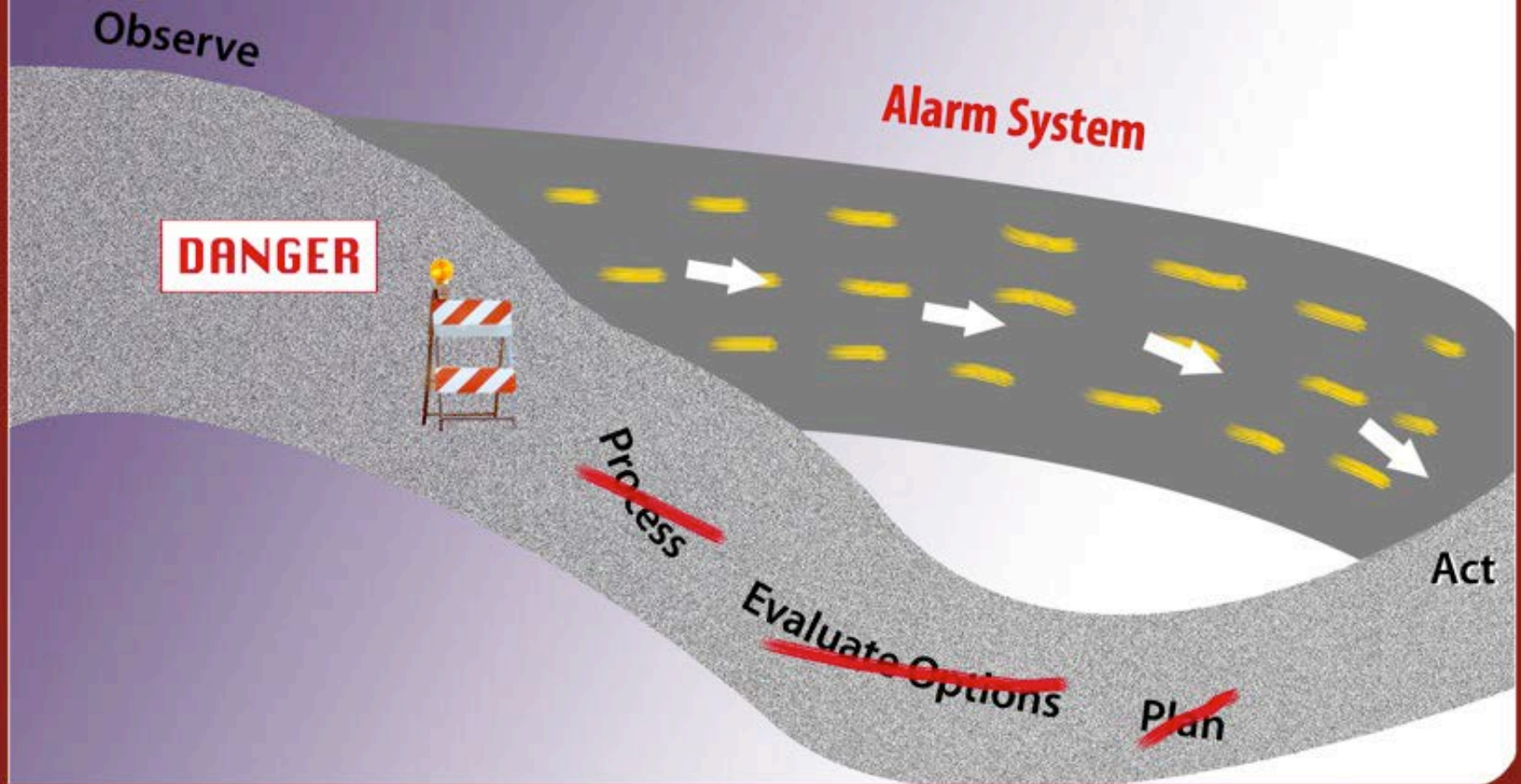


React (Fight - Flight - Freeze)

Act



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

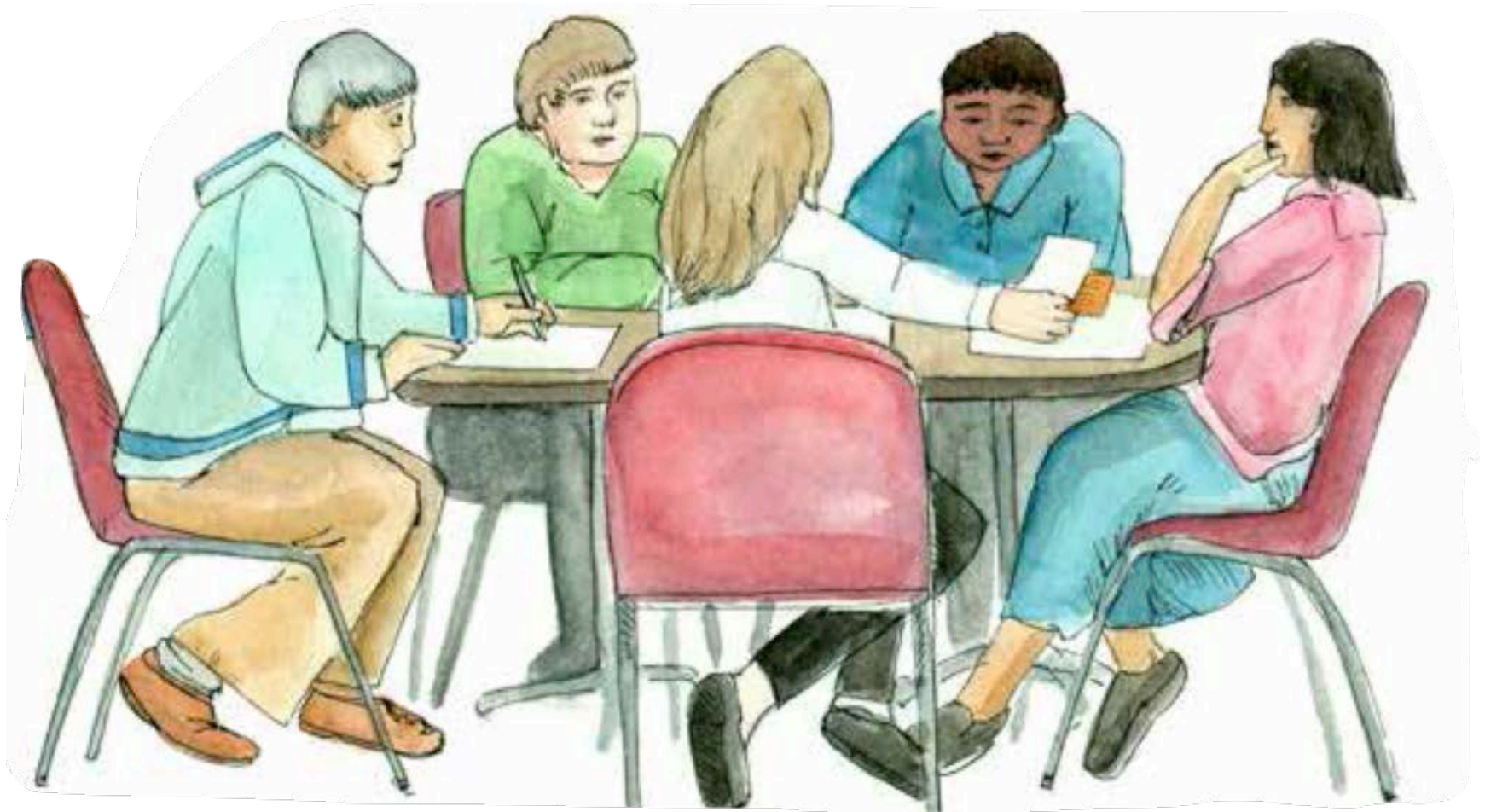


# Childhood is a Key Time for Brain Development

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



# TIS resource exploration & group presentations



# Alaskans are Resilient

Creating system change is complex and requires a team approach. This framework is designed to be used by school-community teams to start or to deepen a trauma engaged approach into each classroom and school. It is a resource for all Alaskans seeking to make our schools a place of positive transformation for each student.





# Self-care

