



NEW YORK STATE MIGRANT EDUCATION PROGRAM

TITLE: Introduction to Trauma-Informed Practice

DESCRIPTION: This training promotes implementable strategies for use in one-to-one and small group learning settings that are in alignment with Trauma-Informed Care principles. Participants will be introduced to the prevalence of trauma, the impact of trauma, and how a more trauma-informed approach will enhance work and outcomes with students and parents. Participants will develop short-term, specific plans for implementing change in their instructional practice and service delivery. Participants will gather both their own and their colleagues' expertise and will also be provided with a strategy toolkit based on the book *Reaching and Teaching Children Who Hurt*, by Susan Craig.

DEVELOPERS: Elizabeth Meeker, PsyD. Director of Practice Transformation, Coordinated Care Services, Inc. and Gwen Olten, MA, BSN, RN, Associate Director, Practice Transformation, Coordinated Care Services, Inc.

SERIES: Trauma-responsive practice goes well with *Self-Care: Finding your Balance*.

Facilitator Guide

INDIVIDUAL ACCESS/SELF-SERVE (*for individuals viewing this module independently*): While a robust conversation between colleagues is an enriching way to learn, so is self-reflection. Read and use this Guide as the Facilitator of your own learning. To get the most out of the activities and questions, before beginning make sure you have the recommended handouts and supplies listed. The handouts will allow you to keep a running record of your thoughts, reflections, lists and action planning ideas. You may choose to print the PowerPoint PDF if you would like, but it is not necessary unless you like to make notes within them.

CTLE CREDIT

Group Workshop: If you are facilitating this workshop for your METS, you will have to decide which process you will use for granting CTLE credit. You can use your local LEA process, or the M-TASC process:

- a. Contact M-TASC in advance of the workshop to confirm module date.
- b. Use the M-TASC Participant Sign-In Sheet and submit upon completion.
- c. Submit Workshop Evaluations via link or hard copy. If you use the Evaluation link, M-TASC will forward the compiled evaluations once you have informed the office that all evaluations are complete.

Individual Access/Self-Serve: For those who would like to request Continuing Teacher Leader Education (CTLE) credit for On-Demand professional development, please complete the CTLE

Credit Request for each module. Find the link for this process on the NYS-MEP website:

<https://www.nysmigrant.org/resources/pd>

OBJECTIVES/LEARNING TARGET(S)

At the end of this session, participants should be able to:

- Understand the prevalence and impact of trauma.
- Understand how a more trauma-responsive approach will enhance work and outcomes with students and parents.
- Specify the core principles of a trauma-responsive approach to care and identify specific strategies that can be utilized in daily practice.

WORKSHOP/MODULE DESIGN

The content for this workshop is on video made from excerpts from two filmed workshops at PD Days in October and December of 2015. The trainers present content and provide instructions for activities. The Facilitator Guide is designed to support group workshops or individual access. The target audience for this video is all Migrant Educators. **Estimated time to complete: 80 to 100 minutes.** Video: 26:46 minutes. Group activities and process 53 to 73 minutes.

CONNECTION TO THE NYS MEP THEORY OF ACTION

Subject Content & Instruction

- Implementing trauma responsive principles create the safety needed for children and adults to take in new information and learn.

Developing Self-Advocacy Skills

- Trauma-responsive strategies promote autonomy and choice.

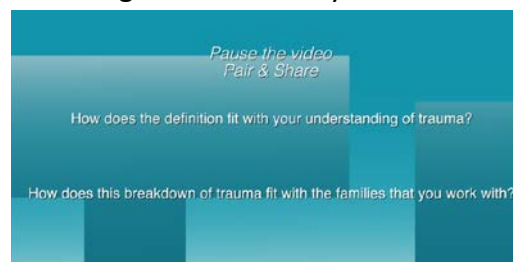
Identity Development

- Trauma responsive practices support educators to create safety, trustworthiness, choice, collaboration, and power restoration.
- Implementing trauma responsive strategies require educators to value the child and their culture

WORKSHOP PREPARATION

Print, review and gather materials and review the video prior to facilitating with the group.

Reflection or activity slides are signified with the turquoise slide, pictured below. Please pause the video when you begin to hear the music cue. Facilitate the activities on the screen, or complete individually if you are accessing this individually.



SUPPLIES AND MATERIALS

- Participant handouts
 1. Reflection Guide
 2. ACEs and Resilience
 3. Trauma-Responsive Principles Planning Sheet
 4. Trauma-Responsive Strategies for Working with Youth

5. Principles of Trauma-Informed
Practice Toolkit

6. M-TASC Evaluation

WELCOME AND INTRODUCTIONS

Facilitator Note: These modules are ultimately intended to support the development of skills for using trauma-responsive practices with students and families. A group process that embraces safety, trust, choice, collaboration, and power restoration models trauma-responsive practice. As the facilitator, modeling is the first step toward supporting the development of trauma-responsive practices in others.

When facilitating within your METS, introductions are not needed, and you may choose to ask participants a question as an ice-breaker and build community around the topic. The video will move directly into a definition and provide an opportunity for reflection and sharing.

Questions

- Name?
- What do you hope to learn?
- Why might trauma responsive practices be important for us as Migrant Educators?

WORKSHOP OVERVIEW

Key Points

- The content of this workshop is a video made from two workshops on the same topic presented at two NYS MEP Professional Development Days in Albany and Batavia in the Fall of 2015.
- The video consists of a filmed presentation, some participant comments, and the facilitators explaining the activities we will engage in.
- The video lays the foundation for the group work at the end.
- We will be introduced to the ACE Study, and understand the prevalence and impact of trauma.
- We will be introduced to trauma and toxic stress and its impact on people.
- We will increase our understanding of how a more trauma-responsive approach will enhance work and outcomes with students and parents.
- We will be introduced to the core principles of a trauma-responsive approach to care.
- Finally, we will work in small groups to identify specific strategies that can be utilized in our daily practice.

Video (start to 7:22) (15 minutes)

Activity: Pair and Share

Handout: Reflection Guide

Process

- Meet in pairs.
- Use the Reflection Guide and discuss the questions.
- Facilitate a large group discussion.

How does this definition fit with your understanding of trauma?

Trauma is a response to a perceived threat to survival ore emotional well-being of an individual or large group, such as a community or a culture.

Trauma leads to adverse brain, bodily and psychological changes that damage self, relational and spiritual development and impair living, learning and working.

Definition from Monroe County ACCESS Research Practice Subcommittee, 2011

How does this breakdown of trauma fit with the families you work with?

Video (7:32 to 24:40) (25 to 30 minutes)

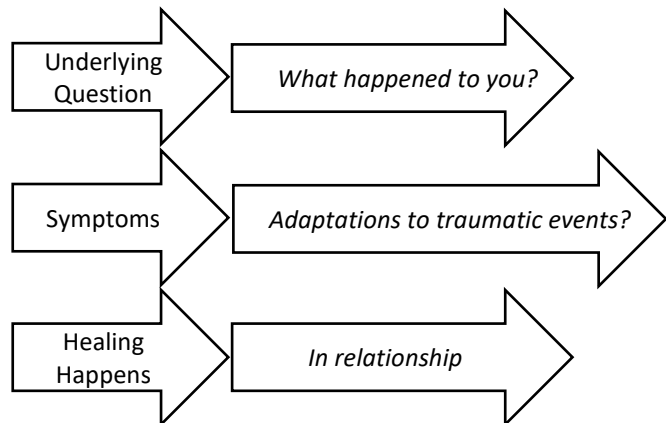
Activity: Trauma-Informed Care

Handouts

1. Reflection Guide
2. ACEs and Resilience

Process

- Ask participants to refer to ACEs and Resilience handout.
- Facilitate a large group discussion.
- Get a few examples from the group.



Share ideas you have about what constitutes trauma informed care.

Video (24:50 to end) *(30 to 45 minutes)*

Facilitator Notes: The two handouts for the application activities were created specifically for Migrant Education. Strategies that do not require a classroom environment to implement were taken from the book *Reaching and Teaching Children Who Hurt*.

1. Principles of Trauma-Informed Practice Toolkit: Organized by principle with an explanation, critical questions, and strategy examples.
2. Trauma-Responsive Strategies for Working with Youth: Organized around specific learning skills with a chart that lists with TIC principles the strategy supports.

In addition to the activities below, the handouts can be used as a base for ongoing work in your METS. Be creative, and if you come up with good ideas, please share with M-TASC.

Application Activity One: Small group work
(15 to 20 minutes)

Handouts

1. Trauma-Responsive Principles Planning Sheet
2. Principles of Trauma-Informed Practice Toolkit

Process

- Choose a Trauma-Responsive Principle to focus on as a group.
- Discuss and identify 1-3 strategies that you can use to implement the principle with our youth and families.
- What is needed to implement those strategies (i.e., resources, training, supervision)?
- What barriers might be encountered? What is needed to overcome those barriers?
- Identify a reporter to share with the group.

Application Activity Two
(10 to 20 minutes)

Handouts

1. Reflection Guide
2. Trauma-Responsive Strategies for Working with Youth

Process

- Individually review the handouts. *(5 – 10 minutes)*
- Meet in pairs.
- One person speaks at a time as they go through the pairing prompts.
- Process as a large group.

Pairing Prompts

- Identify strategies you are currently using and share how they are working.
- Identify strategies you may be willing to implement.
- Describe the support you need to implement new strategies.

Closure for Group Workshops

- Facilitators are welcome to use the Workshop Evaluation provided on the website or you can use your own version.
- *Continuing Teacher Leader Education (CTLE)* – Follow the CTLE process at your METS program center for staff who are tracking credit.

Closure for Individual Access/Self-Serve

- Complete the Workshop Evaluation and give it to your Director.
- *Continuing Teacher Leader Education (CTLE)* – If you would like to request credit for this module, please follow the CTLE Credit Request process. Find the link for this process on the NYS-MEP website: <https://www.nysmigrant.org/resources/pd>

Trauma-Informed Resources

The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success

<http://www.k12.wa.us/CompassionateSchools/pubdocs/TheHeartofLearningandTeaching.pdf>

Helping Traumatized Children Learn

<http://traumasensitiveschools.org/>

The National Child Traumatic Stress Toolkit for Educators

[http://www.nctsn.org/sites/default/files/assets/pdfs/Child Trauma Toolkit Final.pdf](http://www.nctsn.org/sites/default/files/assets/pdfs/Child_Trauma_Toolkit_Final.pdf)

Reaching and Teaching Children Who Hurt

Craig, Susan. 2008. Paul H. Books Publishing Co. Baltimore, MD

Motivational Interviewing for Effective Classroom Management: The Classroom Check-Up

Reinke, W. Herman, K. and Sprick, R. 2011. Guilford Press, New York, NY

Motivational Interviewing in Schools: Conversations to Improve Behavior and Learning

Rollnick, S. Kaplan, S. Rutschman, R. 2016: Guilford Press, New York, NY